REPORT OF THE INTERNATIONAL SURVEY

ON THE USE OF OPEN EDUCATIONAL RESOURCES AND

DIGITAL PLATFORMS IN 12 EUROPEAN COUNTRIES

A publication of VO-content

Commissioned by OLA (Open Leermiddelen Alliantie Nederland)

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https://openleermiddelenalliantie.nl

https://www.vo-content.nl

December 2021

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I   INTRODUCTION

It was no coincidence that awareness of the advantage of distance learning increased during the corona pandemic. This happened in The Netherlands as in the rest of the world. It certainly contributed to the efforts that were made in The Netherlands to join forces in order to establish a digital platform with open standards and to increase the collection of digital open educational material (OER)[1].

In the spring of 2020 VO-content, a foundation that sees to the development of open digital learning material, and a consortium of secondary schools called 'Profielenberaad' (actually a community of schools that offer an adjusted curriculum for pupils with special talents like in sports or technology) decided to put their ideas to paper. The resulting 'Deltaplan for personalized digital learning' drew the attention of two large government subsidized organizations: the Dutch organization for curriculum development (SLO) and the organization charged with designing tests and examinations (cito). These four parties decided to elaborate the Deltaplan together with the help of a representative of Education Warehouse (an institute which is specialized in out-of-the-box thinking) and start proceedings for the establishment of OLA, Open Leermiddelen Alliantie Nederland (Open Educational Resources Alliance of The Netherlands).

To properly define the ideas about the digital platform, a study commissioned by Profielenberaad and Kennisnet[2] on the demands that a digital platform should meet, was conducted in 2014[3], but could not be completed for lack of funding. It was therefore decided to update and complete these demands on the basis of research.

First of all, in order to profit from the experiences of other European countries it was decided to conduct a survey among the countries that, according to experts, were leading in the field of digitalization. The names of contacts were provided by Elena Shulman of EdReNe and experts in The Netherlands.

As best practices on a European level did not seem to be ready at hand, we decided to embark on a search for best practices ourselves. This led to the enclosed questionnaire that was sent to 11 countries: Belgium, Denmark, Estonia, Finland, Greece, Ireland, Italy, Lithuania, Norway, Sweden and Switzerland. In

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[1] Unesco defines OER as follows: Open Educational Resources (OER) are teaching, learning and research materials in any medium -digital or otherwise- that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.
[2] Kennisnet is a government subsidized organization for digitalisation in primary and secondary schools
[3] The resulting paper is called Business Sprint LOOT

order to get as complete a picture as possible, and to allow comparison, our colleagues of Kennisnet and VO-content in The Netherlands also completed the questionnaire.

The questionnaires were distributed in June 2021 at a period when, unfortunately, summer holidays in some European countries had already started. Although some responses were received within a few weeks, the holidays were the cause of considerable delay in quite a few cases. Apart from this it did not always prove easy to get in touch with the national experts.

Finally, after contacting a Rotary club, a Jesuit college and an embassy, experts in all countries that had been addressed, responded. In addition some of our contacts also sent other valuable information on digitalization. All this information is included in this report.

When studying the data, it is interesting to keep in mind that Unesco, at its summit in November 2019, advocated an increase in the development of OER and recommended that sharing should be fostered.

II   DATA and DATA PROCESSING

In order to collect as many useful data as possible we consulted some experts when composing the questionnaire[4]. We decided to concentrate on the following focus areas:

- The platform
- The funding
- The collection
- The quality
- User satisfaction

Besides we decided to inquire after the educational system, especially aimed at finding out if student can take examinations, or parts of these, at a time and a level that suits them.

This theme was added because in The Netherlands we have for some time now been thinking of allowing pupils to take examinations when they are ready for it. This is an idea that is currently subject of a study. In this field also best practices could be helpful.

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[4] Appendix 1

Finally we inserted a question asking for documents to provide information on the annual budget and a question asking for an annual report to get a comprehensive overview. All themes contained questions that required straightforward answers like 'yes' or 'no' followed by the possibility to add details and some questions intended at providing answers for clarification.

When, towards the end of September, all questionnaires had been collected, an overall matrix of findings was published and forwarded to the contacts in all twelve countries together with all completed questionnaires and the promise that comments and comparisons were to be provided later, hence this report.

III THE PLATFORM
a. Use of a platform
Not surprisingly, straightforward questions such as 'Does your country make use of a digital platform that is available to all secondary schools?' in many cases elicited a simple 'yes' followed by details, indicating that use was not restricted to secondary schools only. This happened in the case of Belgium, Denmark, Estonia, Finland, Greece, Lithuania, Norway, Switzerland and The Netherlands (for particulars consult appendix 2, the completed questionnaires, and appendix 3, the overall matrix [5]). Greece stated various platforms are used, from one containing interactive textbooks to OER platforms. Our Greek contact, Dr Elina Megalou enclosed a paper on 'The case of Greece'. [6] Only in the case of Sweden, Ireland and Italy the answer 'no' was provided, although the Italian contacts reported 'work in progress'.

b. Use of open standards
Denmark, Lithuania and Norway simply stated ' yes' without giving particulars. Belgium adds LOM to their positive answer and Estonia, Finland, Greece, Switzerland and The Netherlands provide particulars (to be found in Appendix 2). From the answers it appears that IEEE LOM is the most widely used standard.

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[5] Appendices 2 and 3

[6] 'Open content, OER repositories, Interactive textbooks, and a digital social platform: The case of Greece.'
  www.researchgate.net/publications

c. Entity of the platform

In all cases public bodies are responsible. In their turn these public bodies fall under the responsibility of Ministries of Education, counties, municipalities or cantons. For particulars see Appendix 2.

d. Number of users

This question appears to be somewhat confusing as, in some cases, the relation between the number of users and the number of visits is not clear. It is highly probable that loyal users make many more than just one visit, but we have decided to report the numbers as stated by our contacts.

- Belgium reports 281.680 users
- Denmark speaks of 650.000 pupils
- Estonia does not register
- Finland provides no specific figures except for the use of particular OER: this amounts to tens of thousands per year
- Greece states that numbers vary from 200.000 to 800.000 users, depending on the platform
- Lithuania reports an amazing 1.792.919 visits in one year. The platform has 17.387 registered users
- Norway is top of the bill by reporting 80.000 to 100.000 visits on weekdays
- Switzerland does not openly publish figures
- The Netherlands are second to the Norwegians: they report at least 6.3 million visits in one schoolyear, excluding a significant number of visits to material that has been exported to learning environments.

e. User satisfaction

Almost all countries that make use of a platform conduct surveys on user satisfaction. Belgium does so on a bi-annual basis. Denmark does, but gives no relevant particulars, Finland conducts surveys annually.

Greece conducted the last surveys in 2018 and 2019, Lithuania as recently as in 2021, the Norwegians conducted their last survey in 2019, Estonia and Switzerland do conduct surveys but not regularly and the Dutch platform Wikiwijs does not (for particulars see appendix 2).

As insight into user satisfaction helps to improve matters, you would expect every platform administrator to carry out surveys on an annual basis. After all user satisfaction and quality go hand in hand.

IV FUNDING

The two Baltic states in our survey (Lithuania and Estonia) reported government funding in combination with EU funding. This also applies to Greece. In other cases the government is directly or indirectly responsible for funding: through counties, regions or cantons.

Ireland, that operates a web-portal rather than a platform, reports that its portal website -by the name of Scoilnet- is financed by the government.

Sweden reports 'not applicable' as it does not operate a common platform.

For funding 'the work under way' that is reported by Italy, the government is responsible.

Only KlasCement (from Belgium) reports revenue from advertisements as a secondary source of funding.

V   COLLECTION

1. Teachers' contributions to the collection

An ideal attitude towards sharing is phrased in the Greek response. In Greece teachers contribute learning material for free because: "Sharing of learning resources and knowledge is part of teachers' culture." The same attitude is taken by the Danes: "The only incentive is to share knowledge" and by the Lithuanians.

In Belgium teachers make contributions to KLasCement because they are held in great esteem for sharing. They do not get material rewards, but points can be collected which is highly valued by teachers. It is the only platform that uses this kind of stimulant.

In Finland it is not only the teachers who contribute OER, but also museum curators and librarians. Contribution is not a matter of course, some nudging appears necessary: OER project funding and awareness campaigns help.

Estonians also are particularly stimulated by having the opportunity to participate in different kinds of competitions and EU projects.

Irish teachers contribute for free on the basis of an appeal to their better nature "It works to some degree."

In Italy teachers do contribute, but whether or not they are rewarded is unclear, which is also the case in Sweden and Switzerland.

In Norway teachers mainly contribute on the basis of employment by NDLA, usually for a period of around two years. They are paid normal salaries. Sometimes material is bought from teachers, at a maximum of € 3000,-.

In The Netherlands a large part of the available OER, the so called 'star-collections' (for which VO-content is responsible), is made by teachers who develop (parts of) complete learning lines, for which they are paid.

Summarizing, it appears that, with some exceptions, voluntary contributions to OER by teachers are not made automatically. Psychology and financial rewards help to do the trick, but ultimately a different mindset should be brought about.

2. Collections from other countries

Although it may be assumed that, through social media, movies and gaming, the average adolescent has a fair knowledge of English, this is hardly reflected in the response given to the question if material from other countries is used (in the questionnaire Khan Academy[7] is mentioned by way of example).

Belgium, Estonia, Italy and Switzerland answer with a downright 'no'. Denmark says 'sometimes'. Lithuania and Sweden say 'yes' but without going into details.

The Irish state that links to collections from other countries might be incorporated in the collections created by teachers. The Greeks report two European collections have been harvested 'Biodigital' and 'Explore'.

However, change might be on the way: Finland states the usage of international resources is encouraged and the Norwegians also state they are striving for more usage of foreign collections. Some of the Dutch 'Starcollections' use German and English resources. In his context it is, of course, noteworthy that the Irish collection is in English.

VI   QUALITY

Although many efforts have been made to define quality criteria for OER, so far no universally accepted quality assurance criteria have been agreed on.

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[7] Htpps://www.khanacademy.org
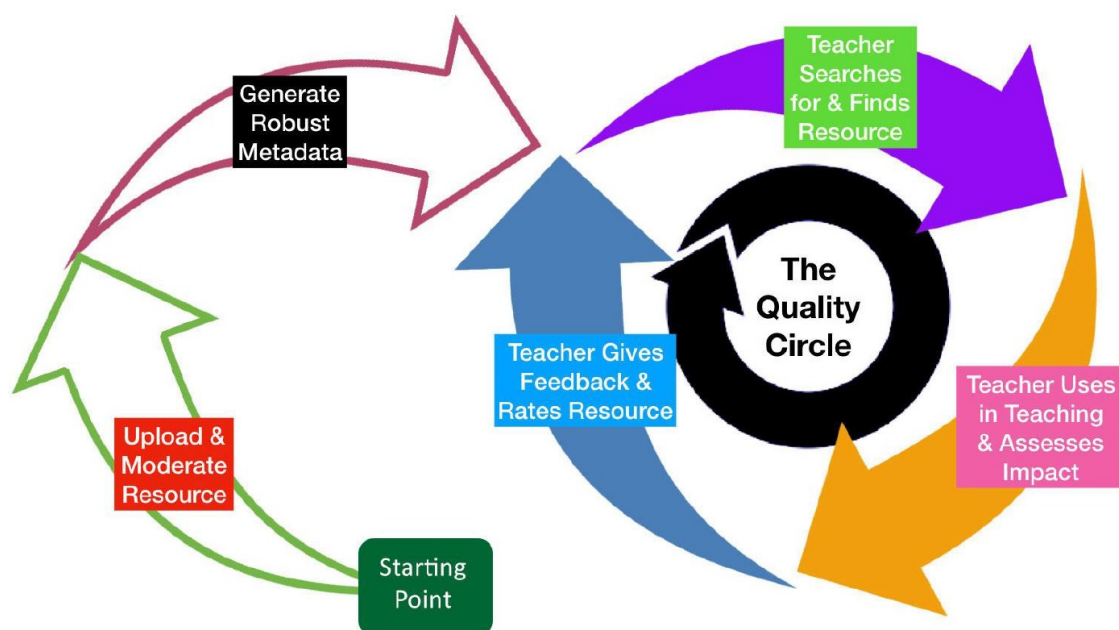
A simple outline of the quality circle in relation to OER, from a White Paper on OER quality criteria and quality instruments, published by European Schoolnet, January 2020[8]

It is therefore, not surprising, that countries that do apply criteria do so according to their own standards, which vary from one country to another, or even locally.

Italy, Ireland and Sweden do not have an editorial board. In the case of Italy the national constitution that advocates freedom of education is referred to. Scoilnet in Ireland, though it does not boast an editorial board as such, does make spot checks from time to time and occasionally provides editorial input. In Sweden assurance of quality is left to the individual teachers, but the government provides web-based courses to increase awareness.

Educa.Biblio in Switzerland draws material from all kinds of partners, who apply their own quality criteria to the resources they provide (both paid, through login, and unpaid).

As the responses below show, practice in other countries varies.

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[8] De OER Knowledge Cloud: kritische evaluatie van kwaliteitscriteria en kwaliteitsinstrumenten in OER-repositories ter bevordering van effectieve betrokkenheid van leraren

1. Belgium

Moderators check legal, copyright, spelling and content aspects. The latter checks take place before material is added to the collection.

Evaluation of usage is carried out by means of reactions and scores that are allocated by users.

2. Denmark

An editorial board is used to approve publishers for Materialeplatformen, the catalogue in which publishers register their resources. Except for this, editorial interference is limited to removing material with harmful content. However, politics are getting more and more interested in this area.

3. Estonia

Estonia uses a collection of materials which can be accessed through e-schoolbag. However, e-schoolbag contains open material as well as paid commercial material that can be accessed by means of login.

In the case of OER that is contributed by teachers, specific experts check content and metadata of all material. Quality control takes place after uploading as well as during use.

4. Finland

Experience in the 1980's led to the rejection of quality criteria. However, a steering group inspects OER that is reported to somehow infringe on the terms of service.

Also a feedback system is operated that enables users (both teachers and students) to give constructive feedback to authors. For security reasons this can only be done through identification.

5. Greece

A scientific committee covering all school subjects is responsible for the approval of all OER that has been commissioned, in all collections of the three main repositories. A quality assurance scheme is applied for the design and the development of OER.

In the case of user generated resources, where teachers upload their own resources, limited quality control takes place soon after uploading.

As for the evaluation of published material, teachers have the opportunity to evaluate and comment.

6. Lithuania

Lithuania sets great store by quality material. Any provider of digital material, be it free or commercial, is obliged to complete a questionnaire[9] about the proposed material. As Lithuanian is a language few of us are familiar with, the use of Google translate is recommended to find out about the particulars. Before publicity the digital material is checked for functionality on personal computers as well as mobile devices.

7. Norway

Norwegian NDLA has a lot of documents defining quality and style[10]. Again these documents are available in the native language only.

It is usual for NDLA to specify what they want to have developed and there is extensive quality control on material before it is uploaded. It is important to note that the editorial staffs consist of experienced teachers who bring with them ideas and experience straight from the classroom

On uploading the following aspects are checked:

- Contents are checked by a subject editor
- Language vetting (based on writing guidelines in NDLA's quality platform)
- License and policy control (preferred CC license)
- Final check before publishing - among other things UU requirements and cross platform accessibility

A selection of schools take part in interviews and provides feedback on the collection. Usage and user patterns are checked by means of Google analytics. A lot of feedback is harvested through the helpdesk.

By engaging teachers for a period of two years at most, there is close interaction with schools. When these teachers go back teaching they act as role models.

8. The Netherlands

As stated before the Wikiwijs platform hosts the 'Starcollections'. These collections, for which VO-content is responsible, are thoroughly checked for content and technical aspects. In the case of other digital material that is provided Wikiwijs just checks technical aspects.

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[9] SMP SKELBIMO TVARKOS aprašas. Elektr+dokum+nuor..pdf (emokykla.lt)
[10] https://brukskvalitetsplattform.ndla.no

The 'Starcollections' are continuously checked through the helpdesk, panels of teachers and students, questionnaires, expert reviews and trial projects.

VII TRACING AND TRACKING

Tracing and tracking may be applied to monitor the effectiveness of the learning material in terms of measuring results and the time that is spent to meet learning goals. The survey shows very few countries apply such a system. Only Greece and Ireland state a clear 'yes' in answer to the question about tracing and tracking. Some platforms, however, apply Google analytics.

VIII WHAT ABOUT SHARING?

The platforms of Belgium, Finland, Greece, Ireland, Norway and The Netherlands provide free learning material only: they are the hard core OER providers.

The platforms of Denmark, Estonia, Italy, Sweden, Switzerland and Lithuania provide both OER and commercial material that can be accessed through login.

The OER that is provided by the platform in the 12 countries that have been studied can, without restrictions (but mostly after translating!), be used all over Europe and all over the world.

Since 2011, long before COVID-19 thoroughly affected teaching, free distance learning has been provided by universities in the form of MOOCs (Massive Open Online Courses). It was Stanford University in California that offered the first MOOC, one on Artificial Intelligence in October 2011. For the Stanford MOOC on Machine Learning, which started on October 12th last, over four million students have enrolled.

In Europe major developers of MOOCs are FutureLearn of the UK, which boasts as many as 15 million readers (figures from February 3rd 2021), MiriadaX of Spain with four million readers and FUN of France with over 1 million readers. Delft University of The Netherlands, that provides MOOCs in English is among the top providers: over 2.5 million users have registered.

A MOOC is by its nature aimed at large groups of people. The MOOCs offered in The Netherlands, in the US and the UK and other English speaking countries, are in English which makes them accessible all over the world. There is no denying

that OER profits from the use of English as this language is spoken by ever growing numbers of people.

Although Unesco, in a national assembly in November 2019, propagated international cooperation for the development, use and adaptation of open digital material, they did not, of course, prescribe the use of a particular language. However, nowadays most young people are familiar with English through gaming, movies and social media, so English OER from foreign countries could perhaps be used in addition to, or even instead of, material that is made in the individual European countries. Having said this we can point to the OER developed by Scoilnet in Ireland. It is all in English.

Some other platforms, e.g. NDLA provide some resources in English, but on the whole the OER provided by the national platforms are in the native languages.

Earlier in this report we have pointed to the fact that Google offers a translating tool, Google translate, which can be used to translate texts from any language into any other. It seems a matter of some research and copy/paste.

IX   INSIGHT INTO DISTANCE LEARNING

COVID-19 made great demands on the flexibility of educational systems all over the world and gave quite an impetus to the use of digital learning tools. As negative consequences for pupils' achievements were greatly feared, studies were carried out in many countries. Although most of the results are in native languages, here again sharing might be useful.

- Belgium and Norway have no data available. Our other respondents answered as follows:
- Finland and Greece report ongoing studies, the results of which are as yet unknown.
- In Denmark EVA carried out a study in February (accessible through the link in the questionnaire) and in Estonia a study was conducted by Tallinn University. Ireland says yes but does not mention particulars.
- Italy reports that INVALSI the national institute for school system evaluation published a report last July. [11]

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[11] https://invalsi-areaprove.cineca.it/index.php?get=static&pag=materiale_approfondimento

- Lithuania provides a link to "An analysis of hybrid teaching/learning experience''.[12]
- Sweden reports some evaluations have been carried out, but the shift to distance learning has not been dramatic as for some years already pupils have been equipped with a personal device and before COVID-19 platforms were already frequently used. However, studies show that grades have not been affected but that social wellbeing has.
- Switzerland reports that in the aftermath of a   1st December 2020 webinar titled "Covid-19 impact on education in Switzerland -Overview of studies" as many as 58 studies have so far been registered.
- Without giving particulars The Netherlands report some surveys have been carried out by Kennisnet, the organization that is responsible for the Wikiwijs platform.

X   CONCLUSIONS

This study has investigated the state of the art with respect to the use of digital platforms and open educational resources (OER) in twelve countries: Belgium, Denmark, Estonia, Finland, Greece, Ireland, Italy, Lithuania, Norway, Sweden, Switzerland and The Netherlands.

All over the world the COVID lockdown of schools forced them to turn to online education. How successful this has been is an important area for further examination. Several countries under investigation have already published the results of surveys carried out on the effect of online teaching, others report ongoing studies or state that no data are available.

The current fact study has been conducted for the purpose of collecting information and good practices on the use of OER and digital platforms for application in the Netherlands.

The following conclusions can be drawn:

- All countries make use of one or more digital platforms;
- The standard that is used most frequently is IEEE LOM;
- In almost all countries public bodies, which are usually accountable to the ministries of education, are responsible for the development of OER;

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[12] Hibridinis ugdymas_2021 09 08_FINAL_NSA.pdf (emokykla.lt)

- Norway boasts the largest number of users amounting to 80.000 to 100.000 visitors a day; The Netherlands are second best;
- Almost all countries regularly carry out surveys on user satisfaction;
- In most countries OER is financed by the national government or local or regional bodies. Lithuania and Estonia and Greece also receive EU funding. Belgium receives additional funding from advertising;
- Most of the OER developers are teachers, but in Finland librarians and museum curators also contribute. All countries believe that sharing material is part of a teacher's job, but some use stimulants in the form of competitions, projects , money or points (Belgium);
- OER from foreign countries is hardly used, although most countries are open to it. Much OER can easily be used in different countries, although translating will mostly be necessary. Judging from their behavior on social media and in games, it is clear enough that most adolescents do not shy away from using OER in English. It is noteworthy that Ireland provides an abundance of OER in English.
- Belgium, Finland, Greece, Ireland, Norway and The Netherlands are the hard-core open source providers. In other countries platforms give access to OER as well as commercial material.

XI   RECOMMENDATION

The European countries under investigation are not the only ones that produce OER, more should be done to foster collaboration and exchange of ideas and good practices, not just between European countries, but all over the world.

Further study is required to obtain a full picture of pros and cons of distance learning in Europe.

XII   ISSUES REQUIRING FURTHER STUDY AND ANALYSIS

- An in-depth study of the conditions for stimulating sharing and developing open digital material should be initiated.
- Analysis is required of the quality criteria that European countries apply for OER that is currently being used as well as the criteria for uploading. In this respect the possibility of a common quality assurance system in accordance with the quality circle requires further study.

- A study is recommended of the possibility of developing and spreading specific content in English on particular issues which are important for all European adolescents such as European politics, civic education and climate change.

XIII ACKNOWLEDGEMENTS

The author would like to thank the following people for their cooperation:

- Bram Faems from KLasCement, Belgium
- Kristian Kallesen from the National Agency for IT and Learning, Denmark
- Liisa Soosu and Kairi Valk from the Education and Youth Board of Estonia
- Anna Lindfors from the Center for Science-IT, Finland
- Elina Megalou from the Computer Technology Institute & Press (CTI) "Diophantus", Greece
- Patrick Coffey from Scoilnet, Ireland
- Professor Claudio Gori Giorgi and Daniela Valenti, independent experts from Italy
- Vaino Brazdeikis from the National Agency for Education, Lithuania
- Sigurd Trageton and Knut Inge Skifjeld from NDLA, Norway
- Peter Karlberg from Skolverket, Sweden
- Nelly Buchser from Educa, Switzerland
- Jan Bart de Vreede from Wikiwijs, The Netherlands
- Ron Zuijlen from VO-content, The Netherlands
- Mirjam van Male from VO-content for editing this report
- Mariët Herlé for her valuable comments

The author also expresses gratitude for their advice to Elena Shulman from EdReNe and to OER experts Robert Schuwer from SURF and Willem van Valkenburg from Delft University of Technology, both from The Netherlands.

Along the way the support of Ron Zuijlen and Wiebe Zoethout from OLA, The Netherlands, were of great help.

XIV ABOUT OLA, OPEN LEERMIDDELEN ALLIANTIE NEDERLAND

OLA, the Open Leermiddelen Alliantie Nederland (the Open Educational Resources Alliance of The Netherlands), was established in the spring of 2021. It is a joint venture of VO-content, a foundation responsible for the development and maintenance of digital learning material for secondary schools in The Netherlands, the Profielenberaad, a large number of schools that offer special subjects to pupils with special talents, and several supporting institutions.

OLA's aim is to bring about an advanced platform that will meet all demands on functionalities and provide a large collection of digital material to suit pupils of every talent and ability in The Netherlands.

XV ABOUT VO-content

VO-content is a foundation that has been initiated by a consortium of secondary schools to help them in the process towards blended learning (using a mix of digital material and books) by providing OER and by training teachers how to use digital material. Currently VO-content is the biggest developer of OER in The Netherlands. VO-content also regularly offers workshops to help teachers adapt digital material to meet their own needs and those of their students.

During the corona lockdown many schools in The Netherlands became aware of the necessity to make use of digital material in order to help them continue teaching and the VO-content material proved indispensable.

Access to the material is free, but schools that participate in the foundation make an annual contribution of 9 euro per student so that VO-content is able to extend the collection and maintain a quality assurance system. Participating schools have access to exclusive material, such as tests and a teacher's guide and extra digital learning material.

XVI ABOUT THE AUTHOR

Since 1995 Rola Hulsbergen has been actively involved in demonstrating the added value of digitalization as a means of personalizing education.
After positive experiences with learners of Dutch as a foreign language in a language laboratory, she initiated several projects, once she had become headmistress of a secondary school in The Hague.
One of these projects was 'visual communication and youth culture' a project that was carried out in 2000 in collaboration with Ellemarkskole in Denmark and presented in Toronto in 2001.

In 2008, together with a number of other secondary schools, her school in The Hague embarked on a project called 'Tailor-made Mathematics'. This project contributed to successful digital learning material that, to this day, is accessible through VO-content. In 2010 she was one of the initiators of a project concerned with peer-to-peer teaching, as a result of which over a thousand videos on a large variety of subjects, were added to the collection of VO-content.

From 2004-2012 Rola Hulsbergen was chairwoman of Glaslokaal, an organization in The Hague that laid out a fibre-based infrastructure to improve internet access for schools and public institutions.

Since 2010 she has advocated a better understanding for visual-spatial thinkers in schools and society. As chairwoman of the Dutch foundation for visual thinking, she has published a book on the history of visual thinking in The Netherlands (2016) and contributed to a study titled "Looking for the essence of visual spatial thinking" (2018). Both publications are only available in Dutch.

Rola Hulsbergen has published several articles on digital learning, two books for Dutch students of English and a book on mediation in schools. In 2021 she was editor of 'The Digital Challenge for Europe'[13] which inspired her to investigate the state of the art in the European countries in this study.

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[13] 'The digital challenge for Europe' by Peter Hagedoorn, published as e-book at Apple Books, Google Books, Kobo, and Kindle (2021)

Appendix 1: Questionnaire: International survey of the use of digital platforms in a number of European Countries

International survey of the use of digital platforms in a number of European countries,

June 2021

Introduction

In The Netherlands a great number of schools and organizations that support education, have joined forces in order to establish a platform for Open Educational Resources (digital learning material). The platform will make use of open standards to ensure maximum accessibility for users. In preparing for this platform we want to apply good practices from abroad. This is why we are asking you to contribute by answering the questions below.

Your cooperation will be highly appreciated.

… (country and name of your organization)		
PLATFORM	**Please answer**	**Please give details**
Does your country make use of a digital platform that is accessible to all secondary schools?		
Do other types of education also use the platform?		
Does the platform make use of open standards?		
What is the legal entity of the platform? (foundation or other) and further particulars		
Number of users		
Number of employees		
Estimated percentage of studytime during which material from the platform is used by students		
Estimated percentage of teaching time during which material from the platform is used by teachers		
Do you conduct surveys on user satisfaction?		
FUNDING		
In what way is the platform funded? (government funding or other)		

COLLECTION		
Do teachers contribute to the collection? If so, what is the incentive to contribute?		
Do you use collections from other countries? (e.g. Khan Academy, NDLA)		
Are contributions to the collection rewarded?		
How are teachers and others stimulated to contribute material?		
QUALITY		
Is there an editorial board?		
Does quality control take place before material is added to the collection?		
Does quality control take place during use of the collection?		
Does evaluation take place after use (by teachers; by students)?		
Are there instructions for formative or summative testing or a combination of the two?		
Is a tracing and tracking system incorporated?		
EDUCATIONAL SYSTEM WITHIN YOUR COUNTRY		
Are there national examinations?		
Can students take part in parts of the examinations on an individual level?		
Is there insight into the experiences with distance learning?		
DOCUMENTS		
Is the annual budget available? (please enclose document).		
Is an annual report available? (please enclose document).		

Thank you very much for taking the trouble!

Kind regards on behalf of The Education Alliance of The Netherlands, Rola Hulsbergen (rolahuls@xs4all.nl)

Appendix 2: Surveys per country

1. Belgium survey final

Belgium KLasCement		
PLATFORM	**Please answer**	**Please give details**
Does your country make use of a digital platform that is accessible to all secondary schools?	Yes	The platform is not available to secondary schools only
Do other types of education also use the platform?	Yes	All levels, from kindergarten age to adults
Does the platform make use of open standards?	Yes, LOM	
What is the legal entity of the platform? (foundation or other) and further particulars	KlasCement is a governemt institution	
Number of users	281.680 (by April 14th 2021)	
Number of employees	23, 17fte	
Estimated percentage of studytime during which material from the platform is used by students	unknown	
Estimated percentage of teaching time during which material from the platform is used by teachers	unknown	
Do you conduct surveys on user satisfaction?	On a regular biannual basis	
FUNDING		
In what way is the platform funded? (government funding or other)	Government funding, some revenue from advertisements	
COLLECTION		
Do teachers contribute to the collection? If so, what is the incentive to contribute?	Yes	The incentive is in esteem. There is a reward system in points, but it is just the honour that counts.
Do you use collections from other countries? (e.g. Khan Academy, NDLA)	No	
Are contributions to the collection rewarded?	No, just in points, not in money or other material rewards	
How are teachers and others stimulated to contribute material?	There are regular calls for contributions, and the points system might have some limited influence	
QUALITY		
Is there an editorial board?	Yes	Moderators check for legal, content, spelling and copyright aspects
Does quality control take place before material is added to the collection?	Partly	Only spelling and content errors
Does quality control take place during use of the collection?	Yes	In the way of reactions and scores allocated by users

Does evaluation take place after use (by teachers; by students)?	No	
Are there instructions for formative or summative testing or a combination of the two?	No	
Is a tracing and tracking system incorporated?	No	
EDUCATIONAL SYSTEM WITHIN YOUR COUNTRY		
Are there national examinations?	Not yet	
Can students take part in parts of the examinations on an individual level?	Yes	
Is there insight into the experiences with distance learning?	No	
DOCUMENTS		
Is the annual budget available? (please enclose document).	No, not available for public use	
Is an annual report available? (please enclose document).	No, not available for public use	

NB There are 3 communities of teachers on all sorts of subjects, together they are called teachers' staff room. They are the successor of Forum.

2. Denmark survey final

Denmark Nationale Agency for It and Learning	The answers apply for *lower* secondary which is part of "folkeskolen" in Denmark	
PLATFORM	**Please answer**	**Please give details**
Does your country make use of a digital platform that is accessible to all secondary schools?	Yes	All schools make use of both a learning management platform (different providers, e.g. MinUddannelse) and a collaboration platform (Aula – provided by Local Government Denmark). Aula is meant to facilitate collaboration/communication between the management, teachers, students and parents. We also have Materialeplatformen where publishers register their learning resources. This is a catalogue of educational resources, some are free, some are not.
Do other types of education also use the platform?	Yes	Pre-school/Kindergarten also use Aula. Materialeplatformen are for all types of education, but private persons cannot upload it. Publishers, organizations and schools can.
Does the platform make use of open standards?	Yes	Both the learning management platforms and Materialeplatformen must use open standards to support the exchange of data across the platforms and learning resources.
What is the legal entity of the platform? (foundation or other) and further particulars	?	In 2014 the user portal initiative was created as a political agreement containing a public infrastructure and a binding commitment to purchasing learning management platforms and a collaboration platform (Aula) for the municipalities. The ministry run Materialeplatformen
Number of users	650,000 pupils	That is for "folkeskolen" – ISCED 1 and 2
Number of employees	Not sure about employees	Basic school: 1,100 public schools and. 550 private schools
Estimated percentage of studytime during which material from the platform is used by students	Impossible to say. It varies a lot. Materialeplatformen is not used by students.	You can find a recent report (in Danish) here to give more info. See also PowerPoint slide 12-13
Estimated percentage of teaching time during which material from the platform is used by teachers	Impossible to say. It varies a lot.	
Do you conduct surveys on user satisfaction?	Yes	Aula has some serious interface problems. The LMS's are both popular and unpopular. Materialeplatformen is rather unknown by teachers and is mostly used by various kinds of consultants and teachers with specific roles.
FUNDING		

In what way is the platform funded? (government funding or other)	The municipalities pay for the LMS's and Aula. The Ministry pay for Materialeplatformen	
COLLECTION		
Do teachers contribute to the collection? If so, what is the incentive to contribute?	Yes to some extent. It varies a lot from school to school and municipality to municipality. The only incentive is to share knowledge	
Do you use collections from other countries? (e.g. Khan Academy, NDLA)	Yes, some do to some extent	
Are contributions to the collection rewarded?	No	
How are teachers and others stimulated to contribute material?	No central initiative to address this	We have looked to The Nederlands for inspiration ☺
QUALITY		
Is there an editorial board?	No/yes	No regarding LMs's and Aula. Yes regarding Materialeplatformen. All providers must be approved and two times a year a sample control takes place.
Does quality control take place before material is added to the collection?	No/yes	See above. Quality is not assessed. Only if the material has harmful content. Teacher awareness when choosing material varies from school to school and from municipality to municipality. It is something that has political focus. Try to see a translation of this page: https://www.ft.dk/samling/20191/vedtagelse/v28/index.htm It has had a lot of importance for our work.
Does quality control take place during use of the collection?	No/yes	See above.
Does evaluation take place after use (by teachers; by students)?	?	
Are there instructions for formative or summative testing or a combination of the two?	?	
Is a tracing and tracking system incorporated?	Some resources from publishers have a tracing and tracking system.	
EDUCATIONAL SYSTEM WITHIN YOUR COUNTRY		
Are there national examinations?	Yes	

Can students take part in parts of the examinations on an individual level?	No	
Is there insight into the experiences with distance learning?	Yes	Results from Covid-19 survey (in Danish)
DOCUMENTS		
Is the annual budget available? (please enclose document).	?	
Is an annual report available? (please enclose document).	?	

3. Estonia survey final

Education and Youth Board of Estonia (country and name of your organization)		
PLATFORM	**Please answer**	**Please give details**
Does your country make use of a digital platform that is accessible to all secondary schools?	yes	It is our aim that all materials of secondary school should be digitized and made available through an **online e-schoolbag** (https://e-koolikott.ee/et). This goal has not yet been fully achieved.
Do other types of education also use the platform?	yes	Vocationally education and nonformal education
Does the platform make use of open standards?	yes	We use the licence CC BY- SA
What is the legal entity of the platform? (foundation or other) and further particulars		The Education and Youth Board (Govenment agency)
Number of users		
Number of employees		
Estimated percentage of studytime during which material from the platform is used by students		
Estimated percentage of teaching time during which material from the platform is used by teachers		
Do you conduct surveys on user satisfaction?	sometimes	
FUNDING		
In what way is the platform funded? (government funding or other)		15% governmet, 85% EU founding
COLLECTION		
Do teachers contribute to the collection? If so, what is the incentive to contribute?	yes	Different kind of competitions, EU founded applications
Do you use collections from other countries? (e.g. Khan Academy, NDLA)	no	
Are contributions to the collection rewarded?	no	
How are teachers and others stimulated to contribute material?		Marketing, lobby work
QUALITY		
Is there an editorial board?	Yes	There are editors for every subject.
Does quality control take place before material is added to the collection?	no	We have contracts with experts on every subject. It is their job to control learning

		materials. Experts verify the metadata and content. The quality control takes place after adding learning material. The quality control is performed on materials created by teachers.
Does quality control take place during use of the collection?	yes	
Does evaluation take place after use (by teachers; by students)?	no	We have "like" button, but we don't evaluate the materials
Are there instructions for formative or summative testing or a combination of the two?	no	
Is a tracing and tracking system incorporated?	yes	Google analytics, byt we don't have a learning analytics system
EDUCATIONAL SYSTEM WITHIN YOUR COUNTRY		
Are there national examinations?	yes	
Can students take part in parts of the examinations on an individual level?	All examinations are mandatory.	There are exceptions for students with special needs and in some other cases, up to the decision of the National Commission.
Is there insight into the experiences with distance learning?	yes	There is a survey from Tallinn University
DOCUMENTS		
Is the annual budget available? (please enclose document).		
Is an annual report available? (please enclose document).		

4. **Finland survey final**

Finland, CSC – IT Center for Science (country and name of your organization)		
PLATFORM	**Please answer**	**Please give details**
Does your country make use of a digital platform that is accessible to all secondary schools?	Yes	We have an OER repository (aoe.fi), that is for all education, including secondary schools. It is a service through which teachers, museums, libraries and other makers of OER can share their OER. The OER is usable for study purposes on aoe.fi and (through api's) also in different libraries, LMS's and other places. We have joint digital platforms for other uses as well.
Do other types of education also use the platform?	Yes	It is intended for all education and the guiding principle is to support continuous education and synergies between different educational sectors. We currently also have OER and users throughout different education.
Does the platform make use of open standards?	Yes	OER shared through aoe.fi use Creative Commons -licenses and we also use CC-licences in our marketing and other resources. For metadata, we use Learning resources metadata initiative (LRMI) - metadata standard. For software we use open source software (f.ex. PostgreSQL) and we intend to publish our own code with GPL-licence. For OER, we recommend using open file formats (f.ex. H5P, opendocument formats) and support them with the ability to use the OER directly from aoe.fi.
What is the legal entity of the platform? (foundation or other) and further particulars	Owner of the platform (aoe.fi) is ministry of Education and Culture	The platform is owned and funded by the Ministry of Education and Culture. The state and higher education owned company CSC – IT Center for Science is responsible for maintaining and developing it and National Agency for Education is taking part in guiding the development. The National Library of Finland is coordinating the api use and the cooperation with libraries and museums.
Number of users		We have more than 700 different OER authors from over 250 different organizations. We do not track the precise number of users of OER as a lot of our use happens in libraries and LMS's. For single OER's the number of uses in half a year alternates between tens to tens of thousands.

Number of employees	6 fully employed staff for CSC and many more from other organizations	
Estimated percentage of studytime during which material from the platform is used by students	We do not have an estimate	
Estimated percentage of teaching time during which material from the platform is used by teachers	We do not have an estimate	
Do you conduct surveys on user satisfaction?	Yes	We conduct yearly surveys and have ongoing channels for user feedback and development needs.
FUNDING		
In what way is the platform funded? (government funding or other)	Government funding	
COLLECTION		
Do teachers contribute to the collection? If so, what is the incentive to contribute?	Yes	The collection is wholly made by teachers and other independent OER makers (these can be for example librarians or museum curators as well). The incentive to contribute comes from the openness itself – having open learning resources available makes teachers' jobs easier. Having said that, educational institutions have their own ways to encourage teachers – for example they can have project funding for OER projects, campaigns encouraging sharing and merit programs that ensure that sharing OER gives you merit that helps you further on in your career.
Do you use collections from other countries? (e.g. Khan Academy, NDLA)	We intend to	We have been looking into this but have not yet found the best solution. At this point, we only encourage users to use quality international resources, but have been planning to implement a suggestion based system.
Are contributions to the collection rewarded?	No	Currently the platform does not have a reward system. However many of the OER made have been funded through different projects.
How are teachers and others stimulated to contribute material?		Some teachers are rewarded in school projects.
QUALITY		
Is there an editorial board?	No	In the 1980's the government evaluated every learning resource that was published. This is not something that we wish to go back to. The platform does not have an editorial board as such, but we do have a steering group that inspects OER that is reported to be somehow against our terms of service. We also have a

		feedback-system that enables users to give constructive feedback to the authors.
Does quality control take place before material is added tot he collection?		We check automatically that the uploaded files are free of viruses. We also have automated quality checks for the metadata, that ensures the users input quality data. We do not check the pedagogical aspects or other aspects of the content of the OER before it is added to the collection. But we have a feedback system that allows us to remove uploaded OER if necessary – however we have not been forced to do this as of yet.
Does quality control take place during use of the collection?	Yes	We have a user feedback system that enables users to bring forth quality resources and help authors in improving their resources. We also have a steering group that is responsible for taking down resources that are not suitable to our service.
Does evaluation take place after use (by teachers; by students)?	Yes	Both teachers and students can give feedback to the authors, but only through secure identification. Anonymous feedback can be given to the development team of the service.
Are there instructions for formative or summative testing or a combination of the two?	No	Some resources include tests.
Is a tracing and tracking system incorporated?	No, mosts users do not log in.	We only track number of uses, not how the resources are used.
EDUCATIONAL SYSTEM WITHIN YOUR COUNTRY		
Are there national examinations?	Yes	
Can students take part in parts of the examinations on a individual level?	Examinations take place twice a year. Pupils can frequently change to higher or lower groups .	
Is there insight into the experiences with distance learning?	Yes	There are several studies ongoing regarding the effects of distance learning brought by the covid19. Parents play an important role. Distance learning has also been part of secondary and higher education in Finland in normal times as well and it is well researched.
DOCUMENTS		
Is the annual budget available? (please enclose document).	No, these are not public	
Is an annual report available? (please enclose document).	No, these are not public	

5. Greece survey final

<table>
<tr>
<td colspan="3">GREECE
Computer Technology Insttite & Press (CTI) "DIOPHANTUS"
Dr Elina Megalou,
Director of the Strategy & Digital Educational Content Directorate in CTI</td>
</tr>
<tr>
<td>PLATFORM</td>
<td>Please answer</td>
<td>Please give details</td>
</tr>
<tr>
<td>Does your country make use of a digital platform that is accessibble to all secondary schools?</td>
<td>Yes. Since 2010, Greece has developed a large, digital infrastructure for hosting, organizing, and sharing Open Educational Resources (OERs), that is available to all schools.

A strong emphasis is given on open educational resources and open access. All resources are freely available to everyone under the CC BY-NC-SA license.</td>
<td>Greek digital infrastructure for digital educational content includes:
A. The open, online digital platform "Interactive Textbooks" (ebooks.edu.gr), hosting and making available to everyone, all school textbooks, in various formats (pdf, enriched html, etc).

B. Seven (7) digital Repositories (online platforms for digital educational content) named Photodentro, each one serving a different purpose:

Three (3) repositories hosting and sharing certified OERs:
1. Photodentro LOR (photodentro.edu.gr/lor) hosts Learning Objects for K-12 education, covering a wide range of disciplines and grades
2. Photodentro Video (photodentro.edu.gr/video) hosts short length educational videos
3. Photodentro EduSoft (photodentro.edu.gr/edusoft) hosts standalone educational software.
Four (4) repositories hosting user-generated content:
4. Photodentro UGC (photodentro.edu.gr/ugc), where teachers upload and share their own OERs,
5. Photodentro OEP (photodentro.edu.gr/oep), where teachers upload and share their Open Educational Practices (OEPs), i.e. innovative, reusable teaching techniques.
6. Photodentro i-create (photodentro.edu.gr/i-create), where teachers upload and share their pupils' creations.
7. Photodentro Learning Scenarios (photodentro.edu.gr/ls), where teachers upload and share their own educational scenarios.</td>
</tr>
</table>

		C. The **Greek National educational content Aggregator service and central portal PHOTODENTRO (photodentro.edu.gr)** for harvesting and providing seamless access to externally hosted OERs. D. **The Greek social, digital educational platform for pupils and teachers "e-me"** ([e-me.edu.gr](e-me.edu.gr)).
Do other types of education also use the platform?	Yes	• Pre-primary & primary education, • Universities • Any other educational institute e-books and Photodentro repositories/aggregator are open to everyone for viewing, running and downloading resources. Uploading of resources is limited to teachers, academics or other certified users upload OERs, to ensure quality of resources.
Does the platform make use of open standards?	Yes	- All Photodentro Repositories, the e-books platform and the Photodentro Aggregation Service make use of metadata based on the **IEEE LOM** (IEEE Standard for Learning Object Metadata). - Open Archives Initiative Protocol for Metadata Harvesting (OAI-PMH) protocol is also used to ensure interoperability.
What is the legal entity of the platform? (foundation or other) and further particulars	All platforms have been developed and are being operated and maintained by CTI "DIOPHANTUS", and in particular, by its Strategy & Digital Educational Content Directorate (who is considered the "owner" of the platforms), on behalf of the Greek Ministry of Education.	
Number of users	~200-800.000 users (pupils & teachers), depending on the platform.	- **Interactive Textbooks"** (ebooks.edu.gr) : ~800.000 unique visitors per month - **Photodentro Repositories & Aggregation** Service: 200.000 unique visitors per month - **e-me Digital Educational Platform** (e-me.edu.gr): 625.000 registered users (~500.000 pupils and 125.000 teachers)
Quantity of modules or lessons available	15.500 learning objects (developed by experts /authorised / certified users)	In addition to the OERs shared in Photodentro repositories, there exist additional ~280.000 simple, interactive learning objects in the e-me platform created by teachers.

	~350 open textbooks, including 150 interactive textbooks ~1200 learning objects developed by teachers	
Number of employees	Development of OERs: ~100 experience teachers, 15 academics, and 4 graphic designers/developers. Development, operation and maintenance of platforms and services: a technical & pedagogical team of ~25 people	
Estimated percentage of studytime during which material from the platform is used by students	Learning Objects can be used in multiple teaching & learning frameworks, hence, there is no such estimation.	Interactive textbooks are used every day by almost 50% of pupils.
Estimated percentage of teaching time during which material from the platform is used by teachers	Learning Objects can be used in multiple teaching & learning frameworks, hence, there is no such estimation.	
Do you conduct surveys on user satisfaction?	YES	In 2018 and 2019, the Greek Ministry of Education assigned to European SchoolNet (EUN) to contact a survey for the ICT penetration in Greek Schools. The questionnaires included many questions on the use of Photodentro Repositories, the Interactive Textbooks portal e-books.edu.gr, and the e-me.edu.gr platform.
FUNDING		
In what way is the platform funded? (government funding or other)	- EC Structural Funds for Greece - Government Funding	The design and development of all repositories and platforms have been funded under the NATIONAL STRATEGIC REFERENCE FRAMEWORKS (NSRF 2007 – 2013 and 2014-2020). The operation, upgrade and maintenance of all all repositories and platforms are being funded by the Greek Ministry of Education.
COLLECTION		
Do teachers contribute to the collection? If so, what is the incentive to contribute?	Yes, in specific repositories for user-generated content	As mentioned above, teachers can upload and make publicly available (CC license) their own content to the following repositories for user- generated content: 1. **Photodentro UGC** (photodentro.edu.gr/ugc), where teachers upload and share their own OERs, 2. **Photodentro OEP** (photodentro.edu.gr/oep), where teachers upload and share their Open Educational Practices (OEPs), i.e. innovative, reusable teaching techniques.

		3. **Photodentro i-create** (photodentro.edu.gr/i-create), where teachers upload and share their pupils' creations.
		4. **Photodentro Learning Scenarios** (photodentro.edu.gr/ls), where teachers upload and share their own educational scenarios.
Do you use collections from other countries? (e.g. Khan Academy, NDLA)	Yes, but not many.	Only two European collections have been harvested and are provided to Greek schools via the National Aggregator service and portal PHOTODENTRO: Biodigital and Explore.
Are contributions to the collection rewarded?	No	
How are teachers and others stimulated to contribute material?	In Greece, sharing of learning resources and knowledge, is part of teachers' culture. Teachers are also happy to share resources, because in this way, their work is being recognised by other teachers and they become known (their name is explicitly mentioned in the metadata of their published resources). In many cases, they use the published learning resources to document relevant experience in their CV. Finally, having published learning resources in the National Repository of learning resources is considered prestigious.	
QUALITY		
Is there an editorial board?	Yes.	A Scientific Committee covering all school subjects is responsible for the approval of Learning Resources (OERs) in all collections of the 3 main Photodentro Repositories: Photodentro LOR Photodentro Video, and Photodentro EduSoft.
Does quality control take place before material is added tot he collection?	Yes and No.	For the 3 main Photodentro repositories mentioned above, a quality assurance scheme is followed from the beginning, for the design and the development of OERs. A specific platform of Quality Seals (photodentro.edu.gr/seals) supports the process of describing and defining quality assurance schemes and methodologies and assigning quality seals to both resources and metadata.

		For the other 4 Photodentro repositories of "user-generated" content, where teachers upload their own resources, a limited quality control scheme is followed just after their publication to the Repository.
Does quality control take place during use of the collection?	Yes.	
Does evaluation take place after use (by teachers; by students)?	Yes	Teachers have the opportunity to evaluate and comment on published resources.
Are there instructions for formative or summative testing or a combination of the two?	No	
Is a tracing and tracking system incorporated?	Yes	
EDUCATIONAL SYSTEM WITHIN YOUR COUNTRY		
Are there national examinations?	Yes	
Can students take part in parts of the examinations on a individual level?	I am not sure what the question is about. Students can take part in the exams individually, but the application is made through the school.	
Is there insight into the experiences with distance learning	Yes, but there are not yet available enough published data.	
DOCUMENTS		
Is the annual budget available (please enclose document).	Annual budget of what? Development of platforms? Development of OERs? Maintenances? The question is not clear.	
Is an annual report available? (please enclose document).	No. There are some documents but are all in Greek.	

6. Ireland survey final

... (country and name of your organization)	Scoilnet.ie (Professional Development Service for Teachers)	
PLATFORM	**Please answer**	**Please give details**
Does your country make use of a digital platform that is accessibble to all secondary schools?	No	Scoilnet.ie is a portal website open to all teachers / students – but, it is not a platform as such. Usages of learning platforms in Ireland is left to the discretion of individual school groups or schools.
Do other types of education also use the platform?	N/A	
Does the platform make use of open standards?	N/A	
What is the legal entity of the platform? (foundation or other) and further particulars	N/A	
Number of users	N/A	
Quantity of modules or lessons available		
Number of employees	3 in Scoilnet	
Estimated percentage of studytime during which material from the platform is used by students	N/A	
Estimated percentage of teaching time during which material from the platform is used by teachers	N/A	
Do you conduct surveys on user satisfaction?	Scoilnet does.	
FUNDING		
In what way is the platform funded? (government funding or other)	Scoilnet is funded through the Ministry of Education	
COLLECTION		
Do teachers contribute to the collection? If so, what is the incentive to contribute?	Teachers contribute to Scoilnet	
Do you use collections from other countries? (e.g. Khan Academy, NDLA)	No – not really, but collections created by teachers might include external links to collections from other organisations.	
Are contributions to the collection rewarded?	No	
How are teachers and others stimulated to contribute material?	Appeal to their better nature – their sense of working in a teacher community. It works to some degree.	
QUALITY		
Is there an editorial board?	No	

Does quality control take place before material is added tot he collection?	No	
Does quality control take place during use of the collection?	From time-to-time with spot checks and editorial input.	
Does evaluation take place after use (by teachers; by students)?	A star system is available but rarely used as users do not need to be signed in before accessing resources.	
Are there instructions for formative or summative testing or a combination of the two?	No	Scoilnet is not a learning platform, just a portal
Is a tracing and tracking system incorporated?	Yes	
EDUCATIONAL SYSTEM WITHIN YOUR COUNTRY		
Are there national examinations?	Yes	
Can students take part in parts of the examinations on a individual level?	Due to Covid students were given the option of sitting the exam or accepting estimated grades from their teachers.	
Is there insight into the experiences with distance learning	https://www.esri.ie/system/files/publications/SUSTAT92_3.pdf	
DOCUMENTS		
Is the annual budget available (please enclose document).	I can only give a range and can not forward documents. Annual spend on Scoilnet and associated initiatives (excluding salaries) is 275k	
Is an annual report available? (please enclose document).	Yes - internal document to the Ministry. Will need to check permission to share.	

7. Italy survey final

(country and name of your organization) —>	Daniela Valenti (formerly teacher of Math, senior high school)	Claudio Gori Giorgi (formerly professor of System Theory, University of Rome)
PLATFORM	**Please answer**	**Please give details**
Does your country make use of a digital platform that is accessible to all secondary schools?	The "National Plane for Digital Education" (PNSD, 2015) does not point to a single platform. There are many platforms in single schools or at a regional level, and of private texbooks editors. The Ministry of education promotes INDIRE, not a platform but a national reference point	Since 2015, the PNSD has only partially been implemented. In March 2020, at the onset of the pandemy, few OER were available and most schools had no provisions for online education. Link to the PNSD page (in italian) Link to INDIRE (in english)
Do other types of education also use the platform?	---	
Does the platform make use of open standards?	---	
What is the legal entity of the platform? (foundation or other) and further particulars	INDIRE is a government entity in force of law, but is not a OER platform	Many small local projects are funded by the regions
Number of users	Unknown	
Number of employees	Unknown	
Estimated percentage of studytime during which material from the platform is used by students	Unknown	
Estimated percentage of teaching time during which material from the platform is used by teachers	Unknown	
Do you conduct surveys on user satisfaction?	No	
FUNDING		
In what way is the platform funded? (government funding or other)	Both PNSD and INDIRE are funded by the government; some local platforms are funded by regions	
COLLECTION		
Do teachers contribute to the collection? If so, what is the incentive to contribute?	Not at a country level, only locally; as far as we know, there are no incentives	

Do you use collections from other countries? (e.g. Khan Academy, NDLA)	As far as we know, none	
Are contributions to the collection rewarded?	No	
How are teachers and others stimulated to contribute material?	No way	
QUALITY		
Is there an editorial board?	No	
Does quality control take place before material is added to the collection?	Italy gives an almost complete freedom to teachers, hence a control of the material is not possible, at least at the local level	After fascism, the freedom of teaching has been stated in the Italian Chart
Does quality control take place during use of the collection?	---	
Does evaluation take place after use (by teachers; by students)?	---	
Are there instructions for formative or summative testing or a combination of the two?	---	
Is a tracing and tracking system incorporated?	---	
EDUCATIONAL SYSTEM WITHIN YOUR COUNTRY		
Are there national examinations?	Yes	National examinations take place at the end of first cycle (14 years old) and of second cycle (19 years old)
Can students take part in parts of the examinations on an individual level?	Yes	They present a short paper ("tesina") to be discussed with examinators
Is there insight into the experiences with distance learning?	Yes	INVALSI is the national institute for school system evaluation and on 14th july published the 2021 report. See the following link: https://invalsi-areaprove.cineca.it/index.php?get=static&pag=materiale_approfondimento
DOCUMENTS		
Is the annual budget available? (please enclose document).	The PNSD provides a budget of EUR 1094.5 million in six years (2015-2020); more recent data are not yet available	Link to PNSD (in italian)
Is an annual report available? (please enclose document).	Unknown	

8. Lithuania survey final

Lithuania. National Agency for Education (Agency)		
PLATFORM **https://www.emokykla.lt/**	**Please answer**	**Please give details**
Does your country make use of a digital platform that is accessible to all secondary schools?	Yes	Accessible for all citizens and schools. Content primarily for all pre-school, pre-primary and general education.
Do other types of education also use the platform?	Yes	Pre-school, pre-primary and general education, vocational school, and university, but more occasionally Pre-school, pre-primary and general education.
Does the platform make use of open standards?	Yes	
What is the legal entity of the platform? (foundation or other) and further particulars	The budgetary institution National Agency for Education is educational assistance institution founded by the Ministry of Education, Sport and Science of the Republic of Lithuania.	
Number of users	Number of visits from 01/09/2020 to 31/08/2021: 1,792,919, The platform has 17,387 registered users.	
Number of employees	12 (three of them work with a content management system)	
Estimated percentage of studytime during which material from the platform is used by students	We do not have such information.	
Estimated percentage of teaching time during which material from the platform is used by teachers	We do not have such information.	
Do you conduct surveys on user satisfaction?	Yes	Last survey in 2021

FUNDING		
In what way is the platform funded? (government funding or other)	100% Funding from Governments and ESF	
COLLECTION		
Do teachers contribute to the collection? If so, what is the incentive to contribute?	Teachers contribute voluntarily	We invite all platform users to contribute digital learning material.
Do you use collections from other countries? (e.g. Khan Academy, NDLA)	Yes, we use collections from other countries.	
Are contributions to the collection rewarded?	No	Just informal thanks for the cooperation.
How are teachers and others stimulated to contribute material?	See above	We provide a platform where educational content can be published and awareness raised.
QUALITY		
Is there an editorial board?	Yes	Documents: https://www.e-tar.lt/portal/lt/legalAct/f8314c7009f511ebb74de75171d26d52 This document describes the conditions for the submission, selection and publicity of the digital tools: https://www.emokykla.lt/upload/photos/2021/07/26/SMP%20SKELBIMO%20TVARKOS%20apra%C5%A1as.%20Elektr%2Bdokum%2Bnuor..pdf
Does quality control take place before material is added tot he collection?	Yes	The provider completes a questionnaire about the proposed digital tool and indicates that it meets the criteria (see above). Before publicity, the digital device is checked for functionality on both personal computers and on mobile devices.
Does quality control take place during use of the collection?	Yes	The operation of digital devices is checked weekly. Platform users can contact the administrator at any time to report inappropriate content.

Does evaluation take place after use (by teachers; by students)?	Yes and no	The content is supervised by experienced methodologists, in consultation with teachers, so we try to ensure the quality of the digital tools provided. However, we do not apply an assessment or rating by users.
Are there instructions for formative or summative testing or a combination of the two?	It depends on digital learning material.	
Is a tracing and tracking system incorporated?	Yes	The operation of digital devices is checked weekly.
EDUCATIONAL SYSTEM WITHIN YOUR COUNTRY		
Are there national examinations?	Yes	
Can students take part in parts of the examinations on a individual level?	Yes	More information: https://www.nsa.smm.lt/egzaminai/
Is there insight into the experiences with distance learning?	Yes	The National Agency for Education has published a publication "Analysis of Hybrid Teaching / Learning Experience", which reviews the advantages, experience and possibilities of this method of education, and provides recommendations: https://www.emokykla.lt/upload/EMOKYKLA/ Nuotolinis/nuotolinio_vadovas/Hibridinis%20 ugdymas_2021%2009%2008_FINAL_NSA.pdf
DOCUMENTS		
Is the annual budget available? (please enclose document).	100% Funding from Governments and ESF	
Is an annual report available? (please enclose document).	No	

9. Norway survey final

… (country and name of your organization)	NDLA	
PLATFORM	**Please answer**	**Please give details**
Does your country make use of a digital platform that is accessible to all secondary schools?	Ndla is accessible for all citizens and schools. Content primarily for upper secondary schools	
Do other types of education also use the platform?	Yes, both secondary and university, but more occasionally	
Does the platform make use of open standards?	YES	
What is the legal entity of the platform? (foundation or other) and further particulars	Public, non profit, financed by 10 counties. There are 11 counties in Norway	https://www.regjeringen.no/no/tema/kommuner-og-regioner/regionreform/regionreform/nye-fylker/id2548426/
Number of users		80 – 100 000 visits on weekdays (measured by means of google analytics) No login
Number of employees	60-80 40 normal	We are in the midst of upgrading our resources due to change in national curriculum. So the organization is temporarily larger.
Estimated percentage of studytime during which material from the platform is used by students		We do not have such numbers.
Estimated percentage of teaching time during which material from the platform is used by teachers		We do not have such numbers.
Do you conduct surveys on user satisfaction?	YES	Last survey in 2019.
FUNDING		

In what way is the platform funded? (government funding or other)	100% Funding from Counties	
COLLECTION		
Do teachers contribute to the collection? If so, what is the incentive to contribute?	Teachers contribute. They are paid normal salaries and work for NDLA for a period.	Sometimes a batch of resources is bought from a teacher (at up to € 3000,-). The most typical way of producing content is to engage teachers to work for us in editorial staffs for a year or two.
Do you use collections from other countries? (e.g. Khan Academy, NDLA)	Litte	We like to do more
Are contributions to the collection rewarded?	We do not have a specific model for this.	We apply to the rule of CC. Also contracts are concluded with IT providers, or more precisely we buy licenses to content, that is also specially created for NDLA.
How are teachers and others stimulated to contribute material?	See above	The ndla.no is not an community like OER, yet. We are working to set up such service and link it to our ndla.no
QUALITY		
Is there an editorial board?	YES	We have a lot of documents defining quality and style. Most of them are in Norwegian. We usually specify what we want to have developed. Here you will find our user quality policies: https://brukskvalitetsplattform.ndla.no
Does quality control take place before material is added tot he collection?	YES	We use zendesk, which is represented with an "Ask NDLA" button. We have an extensive quality control. Our workflow is 1 Subject editor quality control of contents 2 Language vetting (based on writing guidelines in our quality platform) 3 Licence and policy control (preferred CC licence) 4 Final check before publishing - among others UU requirements and cross platform accessibility
Does quality control take place during use of the collection?	YES	We have a selection of schools which we use for user interviews and feedback on our collections. Other than that we

		track usage and user patterns through Google analytics. We do get a lot of feedback via our helpdesk as well. About 3000 per year with advice and questions on how to use our resources.
Does evaluation take place after use (by teachers; by students)?	YES AND NO	We do some evaluation from traffic and editorial bord on a regular basis. We do more evaluation on specific areas, for a selection of contents, through user interviews arranged by our pilot schools (schools that cooperate on development of NDLA with us) and through feedback from Zendesk. We try to involve students and teachers in early development phases of contents and features. Remember that our editorial staffs are experienced teachers with ideas and experiences live from the classroom. This is perhaps the least understood strong side of our model. The close interaction with schools and teachers through the editorial model of engaging teachers for a limited time. Then they go back teaching - often using resources they themselves have made - and new teachers get engaged with us. There is a quality control embedded in these flows of roles.
Are there instructions for formative or summative testing or a combination of the two?	Some	There are no particular data. Generally the focus shifts towards formative.
Is a tracing and tracking system incorporated?	It depends	We have no innlogging so we do not track identifiable users. We track using google analytics and hotjar.
EDUCATIONAL SYSTEM WITHIN YOUR COUNTRY		
Are there national examinations?	YES	
Can students take part in parts of the examinations on a individual level?	YES	If students drop out or they fail exams, they can take exams to complete their education.
Is there insight into the experiences with distance learning?		I do not know any resent studies or research on distant learning in upper secondary school in Norway.
DOCUMENTS		

Is the annual budget available? (please enclose document).		Se link below. Budget included for 2020.
Is an annual report available? (please enclose document).		https://issuu.com/molvikgrafisk/docs/a_rsrapport_ndla?fr=sNDUyNDMzMjcwMzY

10. Sweden survey final

Sweden Swedish National Agency for Education (Skolverket)		
PLATFORM	**Please answer**	**Please give details**
Does your country make use of a digital platform that is accessible to all secondary schools?	No	In Sweden every school owner (municiapal or private) makes their on decisions regarding digital platforms etc.
Do other types of education also use the platform?	n/a	
Does the platform make use of open standards?	n/a	
What is the legal entity of the platform? (foundation or other) and further particulars	n/a	
Number of users	n/a	
Number of employees	n/a	
Estimated percentage of studytime during which material from the platform is used by students		Almost all shools have a platform. There has been no survey on time spent on these platforms.
Estimated percentage of teaching time during which material from the platform is used by teachers		
Do you conduct surveys on user satisfaction?	No	
FUNDING		
In what way is the platform funded? (government funding or other)	n/a	
COLLECTION		
Do teachers contribute to the collection? If so, what is the incentive to contribute?		At the local level many platforms allow for sharing. No estimation of to which extent this is done.
Do you use collections from other countries? (e.g. Khan Academy, NDLA)	Yes	Local decisions
Are contributions to the collection rewarded?	No	
How are teachers and others stimulated to contribute material?		Many school owners like municipalities foster a sharing culture within their schools.
QUALITY		
Is there an editorial board?	No	
Does quality control take place before material is added to the collection?	No	The National Agency for Education provides support in the way of a webbased course for teachers.

Does quality control take place during use of the collection?		Each teacher is responsible for the use of learning resources and their quality.
Does evaluation take place after use (by teachers; by students)?		Locally
Are there instructions for formative or summative testing or a combination of the two?		The Agency provides support to teachers in different formats regarding formative and summative assessment.
Is a tracing and tracking system incorporated?		
EDUCATIONAL SYSTEM WITHIN YOUR COUNTRY		
Are there national examinations?	No (yes)	We have national tests in a number of subjects that are mandatory and the result should be used as important part of the grading – but the tests are not final examinations.
Can students take part in parts of the examinations on an individual level?		
Is there insight into the experiences with distance learning?	Yes	Some evalutions have been done. They show that the grades have not been effected but that the social wellbeing has been effected. Due to the high level of use of platforms and the fact that almost every student has been equipped with a device for some years now, the shift to distance learning has gone rather smoothly. In Sweden upper secondary (16-19 years old) was the only part of the system that has made the shift to distance. After corona they will probably use a kind of hybrid construction.
DOCUMENTS		
Is the annual budget available? (please enclose document).		
Is an annual report available? (please enclose document).		

11. Swiss survey final

Switzerland, Educa		
PLATFORM	**Please answer**	**Please give details**
Does your country make use of a digital platform that is accessible to all secondary schools?	Yes	We have a national School library (metadata repository). ➔ https://biblio.educa.ch/de/node/5
Do other types of education also use the platform?	Yes	Primary level
Does the platform make use of open standards?	Yes	https://www.educa.ch/de/taetigkeiten/online-dienste/lom-ch (Learning object metadata)
What is the legal entity of the platform? (foundation or other) and further particulars	other	Educa operates educa.Biblio as the specialist agency for the Swiss digital education area on behalf of the Confederation and the cantons and coordinates the actors and partners of educa.Biblio. ***educa.Biblio*** *The main task of educa.Biblio is to ensure access to electronic teaching and learning resources. The national catalogue is supplied by various partners (media and information centres, intercantonal platforms, universities of teacher education, etc.) and thus provides access to high-quality digital content for the Swiss educational landscape. The partners can map the descriptions from the national catalogue on their own portals and use the technical infrastructure, which was developed on an open source basis. Thanks to identical taxonomies in four languages, cataloguing and searching for teaching resources, both by curriculum and by corresponding competences, is easy.* The following content owners can be partners to educa.Biblio: • institutions under public law with an educational mandate; • public schools approved by the education directorates; • Education and training institutions that offer qualifications recognized by the State Secretariat for Education, Research and Innovation (SERI); • publishers of teaching materials that are compulsory in at least one canton; • private bodies that produce electronic teaching and learning

		resources for a public institution. teaching and learning resources or provide services for a public-law institution.
		The vast majority of resources are available free. To those which are not free pupils and schools get access via a paid login.
		The resources are described in the national catalogue.
Number of users	-	For information: you don't need a login to use the national school library.
Number of employees	-	
Estimated percentage of studytime during which material from the platform is used by students	-	We cannot make any statement on this.
Estimated percentage of teaching time during which material from the platform is used by teachers	-	We cannot make any statement on this.
Do you conduct surveys on user satisfaction?	Yes, but not regularly	
FUNDING		
In what way is the platform funded? (government funding or other)	Government funding	see question 4
COLLECTION		
Do teachers contribute to the collection? If so, what is the incentive to contribute?	No	In any case, not directly. This depends on the partner. For example, one of our partners is in the process of installing an OER editor.
Do you use collections from other countries? (e.g. Khan Academy, NDLA)	No	We once did a survey on this, which showed little interest from our partners in integrating other collections. Only a few partners would have been interested.
Are contributions to the collection rewarded?	It depends on the partner	
How are teachers and others stimulated to contribute material?	This is the responsibility of the partners, we have no overview	
QUALITY		
Is there an editorial board?	It depends on the partner	
Does quality control take place before material is added to the collection?	It depends on the partner; most partners do quality control	We guarantee quality control over the metadata (there are mandatory categories).
Does quality control take place during use of the collection?	No	

Does evaluation take place after use (by teachers; by students)?	We don't know this.	
Are there instructions for formative or summative testing or a combination of the two?	No	
Is a tracing and tracking system incorporated?	No	
EDUCATIONAL SYSTEM WITHIN YOUR COUNTRY		
Are there national examinations?	Yes	The Verification of the Attainment of Basic Competences (ÜGK) is a nationwide survey of competences in compulsory schooling that is conducted using tests developed in Switzerland. Source: https://uegk-schweiz.ch/
Can students take part in parts of the examinations on an individual level?	No	
Is there insight into the experiences with distance learning?	Yes	The webinar entitled "Covid-19 impact on education in Switzerland-Overview of studies" took place successfully on 01.12.2020.108 researchers from all over Switzerland, from different institutions: universities, UAS, EHB, representatives of other federal offices and some cantonal authorities participated in a very committed way. In parallel to the webinar, an online directory was created. Researchers can enter the details of their studies in the directory, the aim being to obtain an overview of research and to enable researchers to create synergies. There are currently 58 studies registered in the directory.
DOCUMENTS		
Is the annual budget available? (please enclose document).	No	The Swiss education system is organised on a federalist basis. Cantonal autonomy and the decentralised organisation of schools are important features. For this reason, there is no national annual budget.
Is an annual report available? (please enclose document).	No	The Swiss Education Report is the Swiss education system's reference document providing statistics, research results and administrative data. It is published every four years.

12. The Netherlands survey final

Please note that some of these answers relate to the Wikiwijs Platform which is the platform used to create the content. These questions are answered by Kennisnet. Other questions regard the VO-content platform and are answered by the management of the VO-content project

Kennisnet		
PLATFORM	**Please answer**	**Please give details**
Does your country make us of a digital platform that is accessible to all secondary schools?	Our platform, wikiwijs, is accessible not just to secondary schools but to all types of education	The platform is openly available to everybody without username/password
Do other types of education also use the platform?	Yes	From Primary education to university level
Does the platform make use of open standards?	Yes, IEEE LOM for metadata, QTI for tests, IMS-CP for packaging.	ECK distribution & access (check ROSA)
What is the legal entity of the platform? (foundation or other) and further particulars	Wikiwijs is a public service that has been subsidized since 2009 by the Ministry of Education, Culture and Science. This means that Wikiwijs is available to everyone for free. Wikiwijs is maintained by Kennisnet.	The public organisation Kennisnet is responsible for Wikiwijs
Number of users	Unsure 6,3 million visits in last schoolyear (20-21) (this excludes visits to exported material to learning environments which is also significant)	Users do not need to log in to use materials. Google states 2,7 million unique users last schoolyear (20-21), but this is based on IP, and not reliable
Number of employees	9	There is a 9 person product team within Kennisnet which includes developers who are actively involved in the Wikiwijs Platform
Estimated percentage of studytime during which material from the platform is used by students	Unknown	Kennisnet facilitates the content platform and does not have insight into this data as the OER material is often presented in other platforms
Estimated percentage of teaching time during which material from the platform is used by teachers	Unknown	Kennisnet facilitates the content platform and does not have insight into this data as the OER material is often presented in other platforms
Do you conduct surveys on user satisfaction?	Unknown	Kennisnet facilitates the content platform and does not have insight into this data as the OER material is often presented in other platforms
FUNDING		
In what way is the platform funded? (government funding or other)	Government funding	Part of the mission of Kennisnet to promote Open Educational Resources
COLLECTION		

		A large part of the collection accessible through wikiwijs is formed by VO-content. This material is known as Starcollections and mainly developed by teachers. They are paid.
Do teachers contribute to the collection? If so, what is the incentive to contribute?	Yes	Some teachers are paid for developing content especially if they work on the development of a learning line, as in the Starcollections Others contribute for free.
Do you use collections from other countries? (e.g. Khan Academy, NDLA)	No, not collections, but some English and German resources are used	-
Are contributions to the collection rewarded?	Reviews are rewarded	
How are teachers and others stimulated to contribute material?	Contribution is stimulated via communication (news letters e.g) and other media	Teachers are stimulated to contribute for free
QUALITY		
Is there an editorial board?	Yes	VO-content thoroughly checks content and techical aspects. Wikiwijs only checks technical aspects
Does quality control take place before material is added to the collection?	Yes	VO-content checks all material before uploading. Wikiwijs only checks technical aspects.
Does quality control take place during use of the collection?	Yes	VO-content continuously performs checks via helpdesk, panels, questionnaires, expert reviews, trial projects
Does evaluation take place after use (by teachers; by students)?	Yes	For VO-content student and teacher panels take part in quality control
Are there instructions for formative or summative testing or a combination of the two?	Yes	VO-content has developed testing material linked to learning lines
Is a tracing and tracking system incorporated?	LTI is implemented and also QTI – these standards make tracking in LMS possible	It is not yet fully incorporated
EDUCATIONAL SYSTEM WITHIN YOUR COUNTRY		
Are there national examinations?	Yes	
Can students take part in parts of the examinations on an individual level?	This is in progress, but not yet fully implemented	
Is there insight into the experiences with distance learning?	Some surveys have been conducted by Kennisnet	
DOCUMENTS		
Is the annual budget available? (please enclose document).	Yes	(https://www.vo-content.nl/ & https://www.kennisnet.nl/)
Is an annual report available? (please enclose document).	Yes	See above

Appendix 3: Overall matrix country survey platforms and OER

	1. Belgium	2. Denmark	3. Estonia	4. Finland
Name responding organization	KlasCement	National Agency for IT and learning	Education and Youth Board of Estonia	Finland, CSC-IT Center for Science
Platform	Open with open standards (LOM)	A learning management platform and a collaboration platform and a Materials platform: catalogue with OER and commercial material. Open standards are used for the learning management platform and the materials platform	Platform available, but still working on completion; open standards	OER platform for all education on which teachers, museums. libraries and other OER providers share. Open standards are used.
Funding	Government Open, non-commercial	Municipalities pay for the LMS's and Aula. The government fort he Materials platform. OER and commercial	15% government; 85 percent EU OER	Ministry of Education and Culture Open, non-commercial. There are more than 700 different OER authors from over 250 different organizations
Teachers' contributions	To a large extent and non-paid.	To some extent, non-paid	To a large extent in different kinds of competitions	Teachers contribute to a large extent. Non-paid, but educational institutions have their own ways to encourage teachers, e.g. by means of project funding.
Quality	Check for spelling mistakes and content errors after uploading	Quality check only for the materials platform. All providers must be approved. Harmful content is removed.	There are contracts . Experts verify metadata and content. Quality control takes place after teachers have uploaded material	There are automatic checks to make sure the uploaded files are free of viruses and automatic checks for metadata. Pedagogical or other aspects of the content are not checked, but removal of OER is possible if there are complaints. There is a user feedback system that enables users to bring forth quality resources and help authors improve their material
Editorial board	Yes, checks legal aspects	Only for the materials platform	There are editors for every subject	There is no editorial board as such, but a steering group inspects OER that is reported to be against the terms of service. In the 1980's the government evaluated every learning resource that was published. This did not work.
Educational system	No national examinations	National examinations	National examinations	National examinations twice a year
Insight into experience with distance learning	No	Report available (in Danish)	A survey from Tallinn university is available. LINK?	There are several ongoing studies
Other	KlasCement has communities 'Teachers'staff rooms' on all sorts of subjects	The Institute fort he gifted collaborates with the centre for the advancement of Noesis in Athens, Greece		Pupils can frequently change to higher or lower groups

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	5. Greece	6. Ireland	7. Italy	8. Lithuania
Name responding organization	Computer Technology Institute & Press (CTI) "DIOPHANTUS"	Scoilnet.ie	Experts: Daniela Valenti (former teacher) and Claudio Gori Giorgi (former professor of science	National Agency for education. https://www.emokykla.lt/
Platform	OER platform available to all schools. Open standards. Access to: -Open platform for interactive textbooks; -Three repositories for certified OERs and four repositories for user-generated content (produced by teachers as well as pupils); -A content aggregator service for harvesting and providing seamless access to externally hosted OERs; -Social, digital, educational platform for pupils and teachers.	Scoilnet.ie is a portal rather than a platform Individual schools or groups of schools are free to use learning platforms	The national plan for digital education (PNSD) does not point to a single platform. All kinds of platforms are used at individual schools, at a regional level or provided by publishers. The ministry promotes INDIRE which is a national reference point.	Yes, with open standards. Accessible to all citizens and schools. Content primarily for all pre-school, pre-primary and general education
Funding	EU and government funding OER	Government Open, non-commercial	Government or regions Collections are formed locally. They come from all kinds of sources commercial as well as for free.	Government and ESF (EU) Digital learning material is contributed by all kinds of users, on a voluntary basis
Teachers' contributions	Teachers contribute, there is no reward. Sharing is part of teachers'culture for purposes of esteem and with a view to their cvs.	Teachers contribute for free. An appeal is made tot their better nature, their sense of working in a teacher community. It works to some degree.	Locally teachers make contributions. There is no reward and there are no incentives.	Teachers contribute for free and are made aware their contibutions are appreciated
Quality	A quality assurance scheme is maintained for the design and development of OERs. Teachers have the opportunity to evaluate and comment on published resources.	No quality control. other than occasional spot checks. A star system is available, but rarely used as users do not need to be signed in before accessing the resources	There is no check on quality, this has to do with the freedom of teaching which was included in the Italian constitution after fascism	Before publication, the provider completes a questionnaire about the proposed digital tool and indicates that it meets the criteria. https://www.emokykla.lt/upload/photos/2021/07/26/SMP%20SKELBIMO%20TVARKOS%20apra%C5%A1as.%Elektr%2Bdokum%Bnuor
Editorial board	A scientific committee acts as such. (For particulars consult the completed questionnaire)	There is limited editorial input.	There is none	There is an editorial board. The provider completes a questionnaire about the proposed digital tool and indicates that it meets the criteria. Before publicity, the material is checked for funtionality on both personal computers and mobile devices. The content is supervised by experienced methodologists in consultation with teachers to ensure the quality. There is no rating by users. Users can contact the administrator at any time to report inappropriate content.
Educational system	National examinations	National examinations	National examinations	National examinations, but examinations can also be taken at an individual level
Insight into experience with distance learning	Yes, but data are not yet available	Yes	Yes, INVALSI, the national institute for school system evaluation published the 2021 report on July 14th. https://invalsi-areaprove.cineca.it/index.php?get=static&pag=materiale	The National Agency for Education has published an Analysis of Hybrid Teaching/Learning Experience, which reviews the advantages, experiences and possibilities and provides recommendations. https://www.emokykla.lt/upload/EMOKYKLA/Nuotolinis/nuotolinio_vadovas/Hibridinis%20ugdymas_2021%2009%2008_FINAL_
Other	Article on open content by Elina Megalou &Christos Kaklamanis is enclosed		Since 2015, the PNSD has only been partially implemented. In March 2020, on the onset of the pandemy, few OERs were available and most schools had no provisions for online education	

	9. Norway	10. Sweden	11. Switzerland	12. The Netherlands
Name responding organization	NDLA	Skolverket (Swedish National Agency for Education	Educa	Wikiwijs as part of Kennisnet
Platform	The NDLA platform is accessible for all citizens and schools. Content primarily for upper secondary schools	No general platform. Schools choose for themselves	A national school library with open standards has been established. https://biblio.educa.ch/de/node/5 No log in is necessary, except when making use of commercial resources	OER platform with open standards available to all types of education. IEEE LOM is used for metadata, QTI for tests, IMS-CP for packaging.
Funding	Counties. (10 out of 11) Open, non-commercial	Not applicable Sharing open content is fostered, but content usage by individual schools is not clear.	Government Mostly open, but commercial publishers may also contribute and require payment for log in	Wikiwijs is part of Kennisnet, an instute that is financed by the ministry of education
Teachers' contributions	Teachers are engaged to work in editorial staffs for at most 2 years. Sometimes material is bought from a teacher (at up to € 3000,-)	Sharing is fostered, otherwise it is unclear	Teachers do not contribute directly but through one of the partners contributing to educa.Biblio Partners vary from schools to teachers' training colleges and commercial partners.	A large part of the wikiwijs collection, the Starcollections, is formed by VO-content. This material is mainly developed by teachers. They are paid if they work on a learning line, but some teachers contribute for free.
Quality	Laid down in many documents, mostly in Norwegian. https://www. Bruksk valitetsplatform.ndla.no	The National Agency for Education provides support in the way of a webbased courses for teachers, but the teachers themselves are responsible	Partners have their own editors.	VO-content applies a quality assurance system.
Editorial board	Editorial board usually specifies what they want to have developed. Besides there is extensive quality control: contents as well as legal and technical aspects are checked. A selection of schools are used for user interviews and feedback on collections. Usage and user patterns are tracked through Google analytics. A lot of feedback is given through the helpdesk.	There is no editorial board. Teachers themselves are responsible.	Educa.Biblio guarantees quality control of metadata (there are mandatory categories).	VO-content thoroughly checks content and technical aspects. Wikiwijs only checks technical aspects.
Educational system	National examinations, individual examinations after failing for exams	Not really. However there are national tests in a number of subjects that are mandatory	National examinations https://uegk-schweiz.ch/	National examinations,but change of the system is on its way. Even now pupils can sometimes take examinations on different levels.
Insight into experience with distance learning	No recent studies available	Some studies have been made. They show grades have not been effected, but social well-being has.	On 1st december 2020 a very successful webinar took place with participants from a wide range of institutions. An online directory has been created to which researchers can enter their studies.	Yes, various surveys have been conducted
Other	Norwegian view on the aim of education is to be published in the report	Platforms are frequently used and almost every student has his own device so that the transition to distance learning has gone rather smoothly	The Swiss education system is organized on a federalist basis. Cantonal autonomy and decentralised organization of schools are important features. For this reason there is no national annual budget.	

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