EUROPEAN STEAME HYBRID POLICY RECOMMENDATIONS

Addressed to all Ministries of Education in Europe and beyond

The Policy Recommendations are available in other European languages, such as:

Click **HERE** for Greek   Click **HERE** for Polish

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The project STEAME Hybrid – "**STEAME GOES HYBRID: Blueprint Guidelines and Policy Recommendations**" was developed and implemented by eight European partners between May 2021 and April 2023:

- Cyprus Mathematical Society – Cyprus (Coordinating organization)
- LEAFNET LTD – Cyprus
- Douka Ekpaideftiria AE-Palladion Lykeion-Doukas School – Greece
- University of the Aegean – Greece
- Pedagogical University of Krakow – Poland
- ITC Pacle Morante Limbiate – Italy
- European Digital Learning Network ETS – Italy
- Asociata "Institul Pentru Dezvol Tarea Evaluarii in Educatie" (IDEA) – Romania

The STEAME GOES HYBRID project has developed the following outputs:

O1. Blueprint Guidelines for Hybrid STEAME activities

O2. Training Programme for facilitating the implementation of STEAME L&C Plans by SE teachers and Piloting the Blueprint Guidelines

O3. STEAME HYBRID Blueprint at a glance: Policy Recommendations and School Label Development.

Developed by the STEAME GOES HYBRID project, these policy recommendations have the following aims:

- ✓ Provision of a basis for public discourse and a foundation for strategic policy development on how to harness the hybridization in a systematic way towards the full implementation of the EU Education Area.
- ✓ Better understanding of EU and country level policy makers on the challenges and needs of schools, teachers and students, with a specific focus on digital transition and hybrid learning environments.
- ✓ Contribution to the identification of priorities and the development of regulations able to support hybrid schools.
- ✓ Creation of new strategic visions for modern school institutions at the aftermath of the pandemic and the emergency brought into the educational systems.
- ✓ Contribution to the definition of new learning spaces shaped by digital and hybrid formulas, enhancing accessibility and inclusiveness of educational provision.

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✓ Setting of the ground for stronger EU peer learning in the context of digitalization in schools.
✓ Raised public awareness on the implications of digital readiness for school communities, providing evidence-based input.

The project has identified recommendations in 5 main areas:

1. Support to teachers *must be continuous and multidimensional.*

- Life-long learning and continuous professional development must be feasible to all teachers.
- Continuous support and feedback to teachers must be provided.
- Teachers must be supported in collective educational experiences skills.
- English language basic understanding by teachers must be supported.

2. Multidisciplinary and interdisciplinary collaboration *and new assessment methods must be promoted, overcoming the old single-teacher and single-discipline paradigms.*

- The hybrid context is a multidisciplinary and interdisciplinary context, and it must be treated as such.
- New ways of assessing the students' learning level need to be introduced.
- The key role of Higher Education.

3. Strategic planning and accessibility *should be regarded as essential elements in the hybrid school.*

- Strategic planning of schedules and settings is a key factor in hybrid schools.
- Accessibility to all should be promoted as a key value and basic standard.

4. Motivation and commitment *at different levels must be promoted and supported.*

- School managers' motivation and commitment must be supported, also by introducing HYBRID SCHOOL certifications.
- Teachers' motivation must be supported to achieve the hybrid transition.
- Learners' motivation and participation must be supported to achieve the hybrid transition.
- Parents must be reassured and informed about the hybrid transition.

5. Transition plans *to the hybrid school must be promoted, also with a view to supporting the necessary infrastructural adaptation.*

- Standardized digital transition plans to guide school managers should be developed.
- Classes – Schools – Educational System: synergy and coordination are needed.
- Infrastructural renovation should be funded to put the basis for the transition to the hybrid environment.
- The COVID 19 emergency represented a forced boost for the digital and hybrid transition, but it can't be its horizon. The Hybrid school is the school of the future.

www.steame-hybrid.eu