



IMAILE in a nutshell and our Challenge

The IMAILE (Innovative Methods for Award procedures ICT Learning Europe) project is the first European funded project applying Pre-commercial procurement (PCP) in the field of Education and E-learning. The project started 1st of February 2014 and will proceed during 42 months. This document serves as a summary of the progress report for the first year of the project.

The project

In order to find a solution to a common identified challenge the IMAILE project brings together public procurers of ICT in education from the four member states Sweden, Finland, Germany and Spain. The 4 procuring authorities have identified a common European challenge of **increased demand of personalized learning in STEM** (Science, Technology, Engineering and Math) for Primary and Secondary School. This identified challenge will be the basis of a pre-commercial procurement worth 4 million euro open for European suppliers during 2015.

The IMAILE project is coordinated by the city of Halmstad (Sweden) and in addition to the above-mentioned public procurers the project consortium also includes support organizations with expertise in PCP, ICT and Dissemination.

Specific objectives

IMAILE project aims to;

- I. Prepare and evaluate joint PCP of PLE solutions within 7 EU member states
- II. Execute a joint PCP for one specific ICT-PLE call
- III. Enable/ monitor pilots for PLE solutions in 3 PCP phases
- IV. Contribute to EU standards of PLE solution for primary and secondary school
- V. Promote both PCP as method for improvement of public service and PLE as innovative solution for education in Europe.

Expected results

By the end of the project we expect to have a minimum of 2 innovative solutions that address our identified challenge. The solutions will be developed together with industry suppliers and end users. Expected results are innovative solutions that:

- I. Support teachers and students in primary/secondary **STEM** subjects
- II. Reduce the planning hours for the teachers
- III. Support **all** students to reach their goals in a personalized way
- IV. Create more 1 to 1 meetings teacher/student in the classroom
- V. Increase the motivation to learn
- VI. Create a shift from **teacher centered learning** to **student centered learning**



- VII. Be applicable to **all devices** (a tool that replicates the students' personal devices)
- VIII. Be applicable to **all learning styles**
- IX. Reduce the numbers of **early drop outs**

IMAILE PLEI (Personal Learning Environment IMAILE)

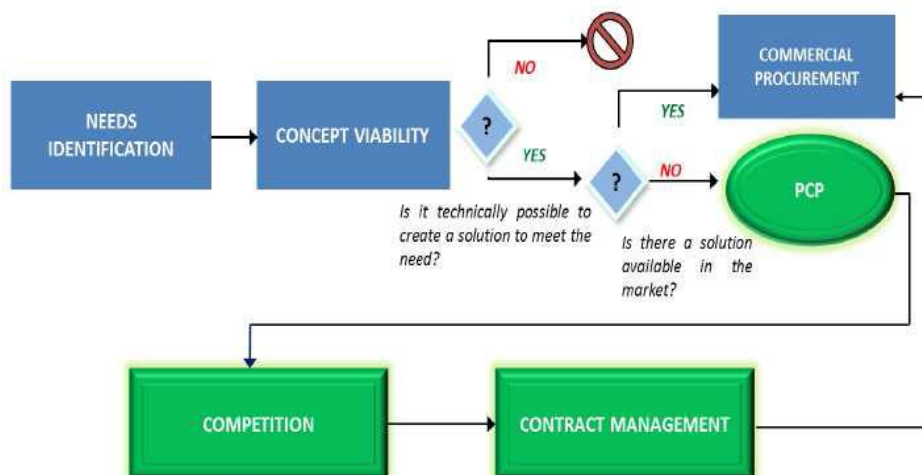
- ✓ IMAILE is procuring research for Smart, Editable and extensible PLE STEM solutions within Basic Education.
- ✓ PLEI helps learner to **design individual learning processes, personalise information sources and services** and to use scaffolding and **guidance from teachers with the STEM subjects.**
- ✓ The challenge for the market is to combine open standards, cloud computing and pedagogical functional requirement according to our identified needs and STEM curriculum adoptable on EU level.

Working tasks the first year

In order to guarantee a qualitative implementation the IMAILE project has adopted a methodology based on iterative processes in the following steps;

- I. Phase of needs assessment and verify the market (the end users' needs is always in priority)
- II. Market consultation (information, communication and dialogue with suppliers)
- III. Launch PCP call for tenders
- IV. PCP phase (3 stages) IMAILE PLE solutions assessment strategy and scores
- V. Standardization and evaluation of PCP and solutions

The first steps taken in the project can be illustrated with the following table: It is based upon identifying the needs , validate if it is technical possible to create a solution that meet the need, analyze if there is a solution available on the market and then take the decision to run a PCP. During the first year IMAILE has achieved the first two steps of the methodology and is currently working on the third step.



Pathway of procurement overview Source: Draft PCP manual FP7 – ICT -2009-4 2012, (p.23)



Need analysis PLE and STEM

Our needs analysis work during June – November 2014 has resulted in the following:

- I. Clear view from 4 procurers (4 member states) representing hundreds of teachers and thousands of students.
- II. 300 teachers EU wide have given input to our surveys during 3 different stages
- III. Collected input from 24 organisations procuring/ developing Education EU wide
- IV. 560 students from Primary and Secondary school have been involved and discussed their vision about PLEI and the future technology solutions for STEM
- V. 4 workshops 4 countries (100 teachers) to discuss PLE and their identified needs
- VI. Included a large group of STEM teachers (200) in a workshop in Brussels
- VII. Our needs analysis and PCP approach have been communicated via several major channels in EU within Education

Is there a solution available on the market?

To enable the evaluation of existing learning technologies for their suitability as PLE, an evaluation criteria based on the results of the user needs analysis has been created. Through the analyses, eight distinct criteria categories were identified. These are:

- I. communication criteria
- II. content management criteria
- III. interface criteria
- IV. flexible learning criteria
- V. flexible assessment criteria
- VI. management criteria
- VII. learning analytics criteria
- VIII. technical criteria

Our market analysis and a detailed list of 75 suppliers on global level conclude that there exist no technology available today on the market that matches our identified needs. Our State of the Art is to be verified in dialogue with suppliers worldwide during the market consultation in the next step.

Market consultation

During the last year IMAILE has participated on most major industry specific events to attract suppliers to our identified challenge and the upcoming PCP call. By networking, poster sessions, workshops, supplier meetings and panel discussions we have worked to make the upcoming call visible to all potential stakeholders.

Additional to this work of promoting the call we have involved up to 20 suppliers to verify our State of Art using a Request for Information. The upcoming work during first half of 2015 is to verify the State of the Art report. This is summarized as a Technical dialogue in order to identify the **Innovation Gap** between existing solutions and the identified needs of IMAILE PLEI.

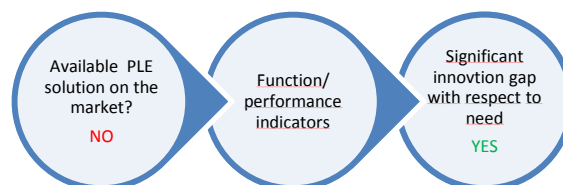


Illustration based upon Sara Bedin PCP expert methodology



Expected final result Impact and Ambition

By the end of the PCP we will have minimum 2 innovative PLE solutions for STEM developed and tested in collaboration between the procurers and the suppliers to meet our needs. The solutions will have a positive impact on identified societal and pedagogical challenges:

- I. Increased risk students do not reach the STEM goals
- II. Increased costs (resources) of teachers
- III. Increased % of Early Drop outs

With the IMAILE project we have the ambition to change the way of procuring e learning solutions and to contribute to a more sustainable development of research and innovations within the Education sector.

We believe that the PCP instrument enables an important dialogue between the end users and suppliers in order to make sure that the upcoming research and innovations are based upon real needs within the Education sector.

Project acronym: IMAILE

Project title: Innovative Methods for Award procedures within ICT Learning in Europe

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<http://imaile.eu>



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