



**TCC VET**

# STRATEGIC ROADMAP



Co-funded by the  
Erasmus+ Programme  
of the European Union

**2018 KA2 - Cooperation for Innovation and the Exchange of Good Practices**

**KA202 - Strategic Partnerships for vocational education and training**



Toward a Continuous Cycle of digital literacy learning for VET teachers

**Project Start Date:01-11-2018**

**Project End Date: 31.10.2020**

**IO3 - A2**

**Strategic Roadmap & Action Plan  
Instructions and logbook for VET  
schools**

1.	THE PURPOSE OF THIS LOGBOOK	3
2.	WHY USE DIGITAL TOOLS IN YOUR SCHOOL	5
2.1.	<b>Introduction</b>	5
2.2.	<b>Practice: Explain the reasons why</b>	5
3.	DESIGNING THE STRATEGY	7
3.1.	<b>Introduction</b>	7
3.2.	<b>Practice: Co-creating your strategy</b>	8
4.	SUPPORT STRUCTURE	10
4.1.	<b>Introduction</b>	10
4.2.	<b>Practice: Designing the support structure</b>	10
5.	SELECTING THE TOOLS	12
5.1.	<b>Introduction</b>	12
5.2.	<b>Practice: Identify the limits</b>	12
5.3.	<b>Select the tools</b>	13
5.4.	<b>Practice: Identify the expert teachers</b>	14
6.	DESIGNING YOUR MONITORING STRATEGY	16
6.1.	<b>Introduction</b>	16
6.2.	<b>Practice: Defining your KPIs</b>	16
6.3.	<b>Risk and contingency plans</b>	17
7.	AND START ALL OVER AGAIN	19

## 1. The purpose of this logbook

TCC-VET has developed a training platform for teachers and schools to increase the use of digital tools in their teaching and learning processes. The project raises teachers' awareness about using new teaching methods and how to use digital, interactive tools and teaching ways in lessons and courses. It helps them to create a classroom environment for interaction, develop students' critical thinking, quizzical attitudes and increase participation. The pertinence of the work has gained even more ground during the COVID-19 pandemic with the adaptation of the teaching methods and more digital and on-line learning.

But TCC-VET is also aware that this is only a first step and that a true stock-taking of the potential of digital, interactive tools for learning and teach in VET can only be a reality if the practice in classroom is aligned with school policy regarding dedicated interactive, visual and digital ways of teaching.

It is thus important that to have a strategic plan or roadmap for the introduction of the use of digital tools across all teaching and learning activities and processes. This ensures the aforementioned alignment and ensure that any steps and actions taken towards an increased use of digital tools is done in a coherent and comprehensive way, with the support of all involved: school management, teacher body and educational support staff.

*A strategic roadmap is a bridge (or link) between strategy and execution. It visualizes the key outcomes that must be delivered over a particular time horizon in order to achieve the organization's strategic vision. A strategy roadmap describes the what and the why. An execution plan describes the how". Source: <https://www.jibility.com/what-is-a-strategy-roadmap/>*

The present logbook is designed as a tool for schools to develop their own strategic roadmap towards more digitalisation, by going through the different steps and answering the questions included in the logbook, schools will have the baseline for a strategic plan towards the introduction of digital tools, which will help them to implement the approach consistent with the reality and policy of the school.

Revolutionising existing curricula in vocational schools overnight is not a realistic goal, nor a good idea, for several practical and policy reasons. It's a process requiring its physiological terms, to let teachers gradually incorporate innovative ways of teaching and, fundamental, to obtain the management's commitment for the application of digital methods and tools into the existing curricula. To be effective, the strategy must involve all levels of the school organization, creating awareness and sharing around common goals from the board room to the work floor.

Digital tools are in itself not the magical wand that makes a school of a sudden more effective and engaging, schools need well-prepared teachers, new ways of organizing (the teaching process, the classrooms, the evaluation and assessment processes of both teachers and students) and involve the relevant actors in the process of designing a coherent plan for adopting these type of tools. So use this logbook to do so for your own school.

Before you start, section 2 highlights some of the examples that we have recollected in TCC-VET and are aimed to inspire you.

## 2. Why use digital tools in your school

### 2.1. Introduction

Vocational education in Europe is struggling with some major difficulties where one of them is the low-level usage of digital educational tools. However the students who enter the VET system, spend and live their life in the digital age, neither the schools nor the teachers are able to keep up to the same speed<sup>1</sup>.

Surveys about learning indicates that students retain 10% of what they read, 20% of what they hear, 30% of what they see, 50% of both they see and hear, 90% of what they see, hear and utter. From these figures the importance of interactive, participative and visual education becomes very clear<sup>2</sup>.

Digital tools play an important role in this process, it is expected the importance and role of technology will increase in the future and continue to transform schools and teaching. But only when these tools are used wisely and are implemented in a coherent and strategic way aligned with the needs and reality of the school and the educational system it belongs too, it will have the desired impact of making schools more effective and engaging.

To start your journey on this way and develop a roadmap which reflects the reality of your school and most importantly explains why you as a school consider the use of digital tools of utmost importance, we have developed a series of questions which help you to define in a clear way why your school in particular is to adopt digital tools.

The answers to the questions, which are reflected in the different sections of the document, not only contextualise your own strategic roadmap but are powerful messages in your interactions with all involved in the design and future implementation of the roadmap, and allow to interact and convince them and other stakeholders of the soundness of the journey you have embarked on.

### 2.2. Practice: Explain the reasons why

*Describe the reasons why you think your school should use digital tools in its teaching, express these in terms of benefits for the school, the teachers and the students.*

<b>Question</b>	<b>Answer</b>
<i>Why should your school adopt digital tools in its teaching processes, from curriculum preparation, through implementation in the classroom up to evaluation and assessment of students?</i>	Tip: express the reasons using terms like: to reduce, to improve, to increase, to decrease etc. focus on the overall school level and policy

<sup>1</sup> <https://www.cedefop.europa.eu/en/events-and-projects/projects/digitalisation-and-future-work/vet-future-work>

<sup>2</sup> [https://eacea.ec.europa.eu/national-policies/eurydice/sites/eurydice/files/en\\_digital\\_education\\_n.pdf](https://eacea.ec.europa.eu/national-policies/eurydice/sites/eurydice/files/en_digital_education_n.pdf)

<p><i>Why should your teachers adopt digital tools in its teaching processes, from curriculum preparation, through implementation in the classroom up to evaluation and assessment of students?</i></p>	<p>Tip: express the reasons using terms like: to reduce, to improve, to increase, to decrease etc. Focus on the improvements of teacher skills and capacities.</p>
<p><i>What are the benefits of using digital tools from curriculum preparation, through implementation in the classroom up to evaluation and assessment, for the students, and their learning processes, their attainment and motivation?</i></p> <p><i>In case you feel a distinction should be made between different training cycles or studies, please replicate this row for each of the cycles/studies.</i></p>	<p>Tip: express the reasons using terms like: to reduce, to improve, to increase, to decrease etc. Focus on several aspects of the learning process:</p> <ul style="list-style-type: none"> <li>- Motivational aspects</li> <li>- Learning process related</li> <li>- Skills acquisition</li> <li>- Evaluation and assessment of skills and knowledge</li> </ul>

## 3. Designing the strategy

### 3.1. Introduction

As in all innovation processes, to be a success, the introduction of the digital tools should not be a top-down process, but the strategy and approach should be carried and supported by all involved in the teaching process, i.e. school management, teacher body and educational staff. In an educational innovation process this is even more pivotal, if the implementation is not done in a coherent way across the school and with the same level of quality and motivation, it will have a negative effect on the students learning processes.

As such it is vital to jointly design the strategy involving representatives of at least the three aforementioned groups, however if you consider it relevant you can also invite other stakeholders, e.g. parent or student association representative, school inspector, representative of the educational authorities, etc. The process of jointly creating the roadmap is what we call a co-creation process.

*Co-creation is the collaborative development of new values (concepts, solutions, products and services) together with experts and/or stakeholders (such as customers, suppliers etc.). Co-creation is a form of collaborative innovation: ideas are shared and improved together, rather than kept to oneself. Source: fronteer.com*

When involving all the relevant players and stakeholders in the process of designing your roadmap, the implementation process will be smoother, as management, teacher body and educational staff agree on the approach and different aspects of the plan, and all convey the same messages to others about it.

Although many teachers, more on an individual and ad-hoc basis have been using digital tools in their classes, this has not evolved into a logical and school-wide adoption, to ensure that the choice of the tools and their implementation aligns with the school's teaching philosophy, the available infrastructure and the boundaries of the educational policy, digitalising the school cannot be done on an ad-hoc basis. It needs a strategic approach, this logbook helps you to design your own strategic roadmap, by following the steps on the check list below, you will do so using a co-creation approach, ensuring the plan is supported by all.

But just designing the plan itself is not sufficient, it needs to be implemented and this implementation needs to be monitored, and evaluated on a regular basis. As part of the strategic roadmap you have think about how you will monitor the implementation, what is to be measured and how, in essence what are the Key Performance Indicators you will use to assess whether the implementation is going in the right direction, and whether the impact and change you want to bring about is achieved. By answering the questions in section 3.3 and looking at the examples to do so, you will have a first draft of the monitoring strategy and the related KPIs. No need to say that this also is done in a co-creation process.



### 3.2. Practice: Co-creating your strategy

To ensure that you co-create your strategy please use the checklist below to see whether you are applying the approach. The checklist is for a co-creation session based-approach, involving the relevant participants. Of course you can use other methods (e.g. focus group, brainstorming, etc.), as long as you ensure that it is a joint development process in which all participants have equal weight. The different rounds below can be realised in different sessions or in a session of one single day.

*You can use for instance, a Pro Action Cafe approach, this is a collective, innovative methodology for hosting conversations about calls, questions and projects that matter to the people that attend. These conversations link and build on each other as people move between café tables, cross-pollinate ideas, and offer each other new insights into the questions or issues that are most important in their life, work, organization or community. Source: <https://amandafenton.com/core-methods/what-is-the-pro-action-cafe/>*

#### Before the session

- Define the number of persons to participate, bear in mind that it should reflect the size of your institution, be big enough to be valid throughout and small enough to be efficient. Tip: no less than 5 but no more than 15.
- Reflect whether you only want to involve representatives of school management, teacher body and educational support staff or if you also want to invite some other stakeholders. Tip: make sure that the other stakeholders represent only a small portion of the participants, they are not the ones that will actually implement the strategic roadmap.
- Present the idea for the strategic roadmap to the potential participants, and see who is motivated and willing to participate in the process. Tip: explain it is a co-creation process, and stress the importance of active involvement of all.
- Invite the most willing and motivated representatives to the first session. Tip: explain that the design of the roadmap is a process and that more sessions can be organised.
- Design the agenda and send it out to participants well before the session.

#### At the session

- The setting should promote easy communication and cooperation. Tip: Circle with chairs is suggested for the joint sessions/ presentations. 2-4 tables with chairs for teamwork sessions (1 table per 3-5 participants). Flipcharts, paper, post-its, markers and pens.
- Round 1: Why should we go digital. Use the questions from section 2, and present your replies as initiator to these questions. As the teams to provide their own answers to these questions. Aim is to reach a consensus on the reasons why all feel the strategic roadmap is necessary. Expected duration: 30 to 45 minutes.
- Round 2: Based upon the reasons for going digital, the teams define their main goal for the strategic roadmap, they can write it out, draw it, etc. The ideas are then presented or put up on the wall and discussed among all. Aim is to reach maximum consensus on the overall aim and goal of the strategic roadmap. Tip:

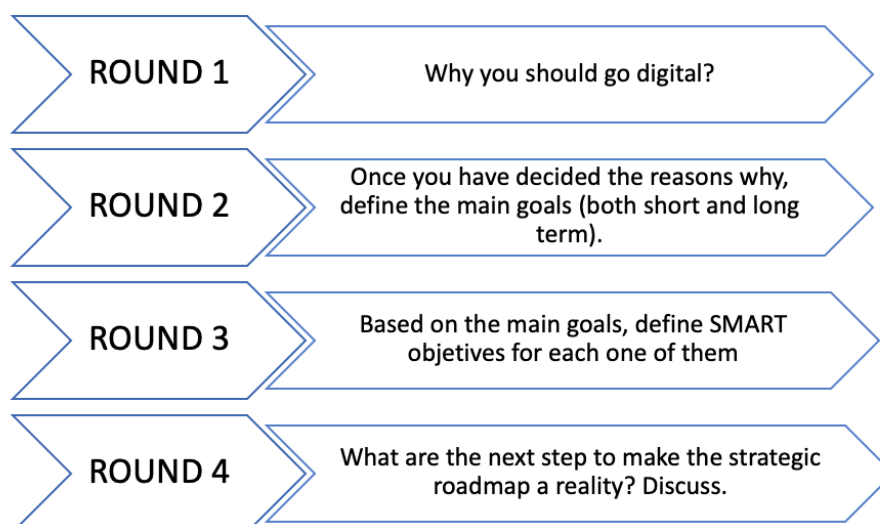
tell teams not only to focus on a short term perspective but also on the long term, and think even 5 years ahead. Expected duration: 30 to 45 minutes.

- Round 3: Ask the teams to take the overall goal as a starting point and define the (specific) objectives, ask them to bear in mind that these should be SMART (see below). The objectives are then presented and discussed, with the aim of reaching consensus on the final set of specific objectives. Expected duration: 60 minutes.
- Round 4: Where to go from now? Joint discussion group in which the participants revise first the results from the former rounds. And ask them to answer the question: What are the next steps we could take, to make the strategic roadmap a reality? Who will be the main persons driving the process forward and ensure that the steps indicated in the next sections are executed? Tip: it might be a good idea to do this in a separate session so participants have had time to digest the results from the former rounds and start with fresh energy.

Be aware the objectives for your strategy should be SMART, i.e. they should be

- Specific, i.e. directly related to the overall goal of the strategic roadmap and showing a direct relation to the use of digital tools across the school;
- Measurable, i.e. you should be able to measure whether the objective is reached or progress towards its realisation is being made;
- Achievable, i.e. make sure the objective is realistic and achievable within the set timeframe of the strategic roadmap
- Realistic, i.e. make sure that it is realistic, make sure you are not overambitious (or under ambitious);
- Timebound, i.e. set a timespan for the objective, e.g. to be reached within 6 months, 1 year etc.

*For each objective you have defined revise whether all aspects of the above are valid, if not go back and redefine your objective until they all are.*



## 4. Support structure

### 4.1. Introduction

At this stage you should design the support structure that will be moving the further development and implementation of the strategic roadmap forward. Logic has it that the persons who will do so will come from those that have participated in the co-creation sessions, and are willing and motivated to become drivers in the implementation process.

It is important to create such a team, it should be small enough to be agile and effective and big enough to ensure representation of school management, teacher body and educational support staff. Ask for volunteers from the sessions and select those which show the most enthusiasm about the roadmap, as they are the ones that will mobilise and motivate all the others.

Also this team is in charge of monitoring the progress of the roadmap.

This does not mean that they will take all the decisions unilaterally, for each roadmap you have to think which decisions can be taken by the team, and which should be consulted with the wider set of school management, teachers and educational support staff. Find the balance between agility and efficiency and the effectiveness of involving all in crucial decisions.

### 4.2. Practice: Designing the support structure

*It is important that all in the school have a clear idea on who is responsible for the implementation and monitoring of the strategic roadmap. The table below is an example for inspiration and highlights some of the roles in the structure, however it is up to you to find the structure and responsibilities that best fit your own situation. Make sure that the ones involved are motivated and willing to be part of the structure.*

<b>Responsibilities</b>	<b>Name and contact data of the person</b>	<b>Short description of the responsibilities (the ones indicated are to examples to serve as inspiration)</b>
<i>Chairing the strategic roadmap committee</i>		<ul style="list-style-type: none"> <li>- Chair the strategic roadmap committee sessions</li> <li>- Coordinate the implementation of the activities</li> </ul>
<i>Secretary of the strategic roadmap committee</i>		<ul style="list-style-type: none"> <li>- Take notes and describe the roadmap sections</li> <li>- Ensure the lists are up to date and published</li> <li>- Send out invites for the strategic roadmap committee activities</li> </ul>
<i>Member of the strategic roadmap committee</i>		<ul style="list-style-type: none"> <li>- Contribute to the definition and monitoring of the strategic roadmap</li> <li>- Provide feedback on the evaluation</li> </ul>

<p><i>Supervision and monitoring of the implementation of the strategic roadmap</i></p>		<ul style="list-style-type: none"> <li>- Monitor and ensure that the strategic roadmap is implemented as planned and within the agreed timeframe</li> <li>- Monitor the KPIs y signal the chair if action is needed</li> <li>- Implement the contingency plans</li> </ul>
<p><i>Evaluation of the strategic roadmap implementation</i></p>		<ul style="list-style-type: none"> <li>- In charge of evaluating the strategic roadmap results after 1 year, including internal teacher evaluation</li> <li>- Provide recommendations for future activities</li> </ul>

*Ideally the list should be accessible in an easy way for all the teachers in the school, notice boards in the teacher room, or storing it in the schools on-line repository are good ways to ensure access.*

## 5. Selecting the tools

### 5.1. Introduction

Once you have designed the overall goal, the specific objectives and how you will measure the implementation of the strategic roadmap, it is time to decide which tools you will implement first. It is not advisable to go out and implement whatever tool anyone wants to use, but do this in a coherent way so that it is a quality process that ensures that the use of digital tools will actually have a positive impact on the school, teachers and students also on the medium and long term. An ad-hoc approach might provide results on the short term, but will lead to a chaotic and uncontrollable situation in the longer term (with everyone doing what they see fit according to the goal and objectives of the strategic roadmap).

It is vital the implementation and thus the selection of tools fits with the needs and reality of each school, and there are a set of limitations or boundaries that are marked by the technology (based upon the technological infrastructure and possibilities of the school); pedagogy (based upon the pedagogical philosophy and policy of the school) and policy (based upon the educational policies for digitalisation on regional or national level).

Before selecting the tools which will be part of the strategic roadmap you need to have a clear idea on the boundaries and limits of your reality. The table below helps you to do so, giving examples of possible boundaries and/or limits, Use it to fill in the ones applicable to your school,.

### 5.2. Practice: Identify the limits

*Before actually selecting the tools, it is necessary to define the boundaries and limits which are determined by the technological infrastructure available, the overall pedagogical philosophy and policy of the school and the educational policy of the educational authorities.*

<b>Question</b>	<b>Answer</b>
<p><i>What is the technological infrastructure or your school and/or classroom? How does this limit the tools that can be used?</i></p>	<p>Tip: analyse the current infrastructure in terms of access to PC or digital devices, the level of control of the teacher over the devices present in the classroom, the quality of internet connections, operating systems, etc. Create a table in which you list all the items available and in the column next to it if and how it limits the adoption of certain tools.</p>

<p><i>What is the pedagogical philosophy and policy of your school and does this limit the tools that can be used?</i></p>	<p>Tip: if the answer is no move to the next question, if yes please analyse carefully if the approach needs adaptation in view of the need for digitalisation.</p>
<p><i>Do the educational authorities have a specific policy with regards to digitalisation, i.e. do they allow schools to freely follow their own ways or are there limitations on certain tools or solutions?</i></p>	<p>Tip: contact your educational authorities and ask them whether or not they allow for you to design your own strategy. Some authorities have an open source policy and/or do not allow schools to use proprietary solutions, others have agreements with technology providers for the use of tools. Even though the agreement might be for another educational level (e.g. secondary) you might be able to get access to the use of the tool as well.</p>
<p><i>What is the level of digitalisation of your students? Do their knowledge or access to digital devices affect the tools that can be selected?</i></p>	<p>Tip: analyse the access to PC or digital devices by students as well as their level of digital literacy. Identify the tools which are not an option due to these limitations.</p>

### 5.3. Select the tools

*Once you have answered the questions above, you will have a clear idea on the boundaries with regards to the tools and the criteria that will mark the selection of the tools to be finally implemented. In essence, you have the baseline for the selection criteria for the potential digital tools. You can now move to the selection of the type of tools and the tools to be implemented.*

<b>Question</b>	<b>Answer</b>
<p><i>What type of tools should be implemented first? Check out the list of the TCCVET toolbox and explain the type of tools to start with and why.</i></p>	<p>Tip: Make sure there is a consensus reached among all the participants in the strategic roadmap process.</p>

<p>Select the tools to start with. Which tools are most useful for the training cycles or field of studies we provide and why?</p>	<p>Tip: ask teachers if they have used some of the tools already maybe in other settings (former jobs, other training activities) and ask for feedback if they feel they are useful for their VET teaching. The list provided by the TCCVET toolbox and manual can be a useful guideline, however do not limit yourself only to these tools.</p>
--	--

At the end of this process you will end up with a list of tools to start digitalising your teaching activities. The list should not be seen as a closed list, but as a “living creature” that grows and expands as you move ahead into your journey of becoming a digitalised VET school.

#### 5.4. Practice: Identify the expert teachers

In section 3 part of the work is to ask teachers whether or not they have used some of the tools before, the idea is to create a list of tools that have been used and the teachers that have used them. Ask the teachers on this list to indicate under which circumstance they have used the tool, whether they consider themselves a beginner or advanced user of the tool and ask permission for them to be contacted by other teachers of the school in case of queries.

<b>Name of the tool</b>	<b>Name and contact data of the teacher that used it</b>	<b>Setting in which the tool was used</b>	<b>Level (beginner or experience)</b>

Ideally the list should be accessible in an easy way for all the teachers in the school, notice boards in the teacher room, or storing it in the schools on-line repository are good ways to ensure access. Make sure the list is always updated, so regularly scan your teachers for new tools, new uses or changes in levels.

Ask the teachers on the list if they would be willing to give a short session on the use of the tool to other teachers interested.

*Also scan through the available training opportunities, off and on-line, many of the tools offer well developed tutorials that are easy to follow. Also many educational authorities offer training courses on digital tools. If relevant list here the courses you think that the teachers should attend.*

<b><i>Name of the course</i></b>	<b><i>Who offers it/where to access</i></b>	<b><i>Why relevant for the strategic roadmap of my school</i></b>



## 6. Designing your monitoring strategy

### 6.1. Introduction

As inherent part of the strategy you need to ensure that it will be properly monitored and evaluated, a strategic roadmap and action plan are useless, unless you can assess whether progress towards its objectives is made. Once you have co-created the strategy in 3.1 it is time to reflect on the monitoring and evaluation of the strategy before you move on with the next steps.

The monitoring and evaluation of the strategy needs a quantitative as well as a qualitative component.

The quantitative monitoring and evaluation is done through the use of KPIs. Choosing the proper key performance indicators (KPIs) to focus on is the first step towards measurable improvement and thus success of your strategy. What can be and is measured, gets improved. choosing the right KPIs relies upon a good understanding of what is important for the strategic roadmap of your school.

*A KPI is a type of performance measurement (the process of collecting, analyzing and/or reporting information regarding the completion of a task with application of knowledge, skills and abilities of an individual, group, organization, system or component). It evaluates the success of an organization or of a particular activity (such as the implementation and progress of the strategic roadmap). Source: Wikipedia.*

Make sure you choose the KPIs that are directly related to the objectives and goals of your strategic roadmap, it seems obvious, but still many times people get lost in detail when defining KPIs and lose sight of the bigger picture.

Examples of KPIs could be:

- Number of teachers that use digital tools regularly,
- Number of digital tools used regularly,
- Number of teachers that have experience with a certain type of digital tools,
- Number of teachers willing to train and share their knowledge with others,
- % of improvement in the teachers digital skills,
- % of improvement in student motivation.

### 6.2. Practice: Defining your KPIs

*Take the objectives you have co-created and defined in 3.2, try and quantify these objectives and identify the related KPIs for each, try and get at least 3 KPIs per objective. If you need more examples go on-line and do a search for indicators related to digitalisation for education and training and get the inspiration you need.*

Objective	Quantification of the objective	How to monitor/measure	Related KPIs
-----------	---------------------------------	------------------------	--------------

<i>Example: Increase the use of digital tools by the teacher body</i>	<i>At least 70% of the teachers uses digital tools as a regular part of their teaching activities</i>	<i>6-monthly internal survey among teacher body</i>	<i>Number of teachers using digital tools regularly expressed as a % of the total teacher body</i>

The qualitative part of the monitoring and evaluation is to gain knowledge about the perception and experience of school management, the teacher body and educational support staff in the implementation of the roadmap. There are different methods to be used, such as discussion groups; focus groups or interviews. The qualitative part is to gain insight into what is behind the numbers of the KPIs. Doing this exercise once a year with the idea on improving the roadmap can be sufficient. Many schools already have these kind of evaluation processes implemented, e.g. for teacher evaluation and embedding the evaluation of implementation of the roadmap into this activity is thus advisable.

### 6.3. Risk and contingency plans

Think about which risks affect your strategic plan, which are they, how to do they affect the implementation of the plan, and what are the contingency plans you foresee to reduce the impact they have on the progress of your strategic roadmap. To get you started for each risk 2 examples have been included.

<b>Technological risk</b>	<b>Level of impact on success of strategic roadmap (high, medium, low)</b>	<b>Contingency plan</b>
<i>Tool is discontinued</i>	<i>High</i>	<i>Have alternative tools lined up Have more than 1 tool for an activity type</i>
<i>Tech infrastructure at school changes, tool not usable anymore</i>	<i>Medium</i>	<i>Anticipate tech changes and revise roadmap before their implementation Have alternative tools lined up</i>
<b>Human resources risk</b>	<b>Level of impact on success of strategic roadmap (high, medium, low)</b>	<b>Contingency plan</b>
<i>Teacher that knows about a tool leaves the school</i>	<i>Medium</i>	<i>Ensure continuous peer-learning throughout, regular training sessions Identify alternative training courses or on-line learning</i>

<i>Low motivation of school staff to be involved in design and implementation of strategic roadmap</i>	<i>High</i>	<i>Intensive awareness raising about the importance and benefits of the roadmap for coherent digitalisation Personal dialogues with key staff members to act as ambassadors Gain support from educational authorities (try to have the work recognised for merits)</i>
<b>Other risks</b>	<b>Level of impact on success of strategic roadmap (high, medium, low)</b>	<b>Contingency plan</b>
<i>Free tool (features) become all of a sudden paid features</i>	<i>Low</i>	<i>Evaluation whether the tool is worth the investment Find alternative free options Liaise with other schools to share costs</i>
<i>Educational authorities do not see importance of the strategic roadmap</i>	<i>Medium</i>	<i>Awareness raising among educational authorities on the importance of a strategic approach to the adoption of tools Invite members of edu authorities to participate in the design and activities of the strategic roadmap</i>

## 7. And start all over again

The strategic roadmap should be revised at least on a yearly basis, following the process defined in the present document, but using as a starting point the already existing roadmap.

Take the contents of the roadmap and reflect and re-assess all its content and update it for the latest developments, being them technological, pedagogical or political.

In this way your strategic roadmap is always up to date and adapted to the changing environment.