

Newsletter

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Summer 2001

Iris Chumann Ríomh-Oideachais na hÉireann



Schools IT 2000 - Where to now?

We are nearing the end of 'Schools IT 2000: A Policy Framework for the New Millennium'. What have we got to show for the last three years?

There has been basic and other ICT training for teachers, and some of these teachers have been sufficiently up-skilled to use the technology regularly in their classrooms. There has been some substantial investment in hardware and software for schools. Much more is needed, however. Many schools have drawn up their school ICT plan and in many cases this is integrated into the general school plan. There have been many excellent pilot projects by schools under the School Integration Project (SIP) throughout the country. Many companies in the private sector have contributed financially and/or with hardware for ICT projects in schools over the last few years.

RUN OUT OF STEAM

However, we can well ask where is the 'policy framework'? The project seems to have run out of steam with the departure of Minister Martin to Health. Before leaving for the Health Department £81 million was voted by the Government to continue the aims of Schools IT 2000. That sum appears to be lying idle since, with no sign of a plan to use it. In fact the year 2000 saw a slow down in training as money to continue the programme, already embarked upon, ran out and many teachers having been encouraged to seek ICT training found it no longer available to them. That despite the fact that during that time we heard the EU Prime Ministers at the Lisbon Summit promise major investments in our national economies to prime ICTs throughout the EU.

We wrote in an editorial in the first year of Schools IT 2000 of the importance of building capacity in the school system to continue with the aims of Schools IT 2000 beyond 2000 AD. We have passed 2000 AD.

What is the reality in 2001? As we write this neither the ICT advisors in Education

EDITORIAL

Centres nor indeed the National Co-ordinators in the NCTE know if they will be in place after the coming summer. They do not know if their contracts will be renewed. This is the second time they have gone through this uncertainty in the last 12 months. It was almost the end of 2000 when they learned that the contracts were to be extended to August 2001. Schools from which these people have come on secondment are hampered in their own staffing plans as a result. Some of the staff of the National Centre for Technology in



*Dr. Michael Woods,
Minister for Education*



Education (NCTE) have already left for other more certain employment and possibly more rewarding. What kind of planning and policy making is possible in these circumstances?

Schools were due to get a phase three grant for ICTs before last Christmas. At the time of writing this grant has not arrived eight months into the school year. The school year is almost over. The Department of Education and Science have been withholding these grants from all schools because some schools have not acknowledged previous grants. What part of Schools IT 2000 policy framework is that - especially from the compliant schools' point of view? Is this the correct way to motivate your teaching force?

The Department of Education and Science has only recently set up the Educational ICTs Co-ordination Unit

promised in Schools IT 2000. Is there a message here? Does this unit have any influence on the rest of the Department? There is a major training programme for primary teachers in the Revised Primary Curriculum and has been in operation during most of the time that Schools IT 2000 has been running. One might expect that the two programmes would be running in tandem. Wrong! The idea of the integration of ICTs into this revised curriculum is receiving, at best, but a token reference in the Revised Primary Curriculum venture. How much of the new technologies is evident in delivering the training programme? Just a little and only of late.

NPADC HAS NOT MET

The National Policy and Development Committee (NPADC), a committee representing the partners in education and the social partners, set up to advise the Minister on ICT policy has not met for the last year. The present Minister does not seem to show much interest in ICTs in schools. Can anyone remember any serious pronouncement by him on the matter of Schools IT 2000 or any other major topic concerning ICTs in education since he took over the DES? Surely this Schools IT 2000 is a national and government programme

Continued on page 2

Friday, 11 May:

**Dundalk Student
Computer Fair,
3pm, followed by**

**CESI AGM
at 7pm, see inside
for details.**

NETWORKED AT LAST!

Why would a small primary school get involved in setting up a network for their computers? To find out we asked Martin Fogarty of Firoda National School, Castlecomer, Co. Kilkenny

"Our school was one of the first Primary Schools to catch the computer bug. In the early days we were among the group that favoured the 'computer in the classroom' as opposed to 'the computer room'. We did however maintain that the best system was both and due to our participation in SIP* that became a reality. We have a computer in each of our three classrooms and also have a small computer room.

"We were slow to get 'Networked' primarily because we knew little about it and were under the illusion that if one machine went 'down' that they all went down. However, we got a simple network up and running last year and it is brilliant. With an £80 hub, a bit of cabling and some software we now have internet and email on all machines. That is great for surfing the web or for e-pal projects.

"The beauty of the network however in our situation is that files can be sent from computer to computer. Ten children can work on different parts of a project and then at the end the work

can all be put together on one machine. Images can be scanned on one machine and then sent to whatever machine they are needed at. The real value of the network is that when a child enters the school they are given a folder on the 'server' (just one of the machines which we use for storing files). Then it does not matter

what machine they sit at they can retrieve their files and create new ones, all saved in the same place. When the pupil is leaving school their folder is put on C.D. for them to take with them and quite simply then those particular folders are deleted. There is no searching different computers for files belonging to various children."

Take a look at Firoda's web site

at <http://www.iol.ie/~mfogarty> (The photograph is of parents helping the pupils with a SIP* project).

**SIP: Schools Integration Project - a strand of IT 2000 in which schools could apply for a grants to run pioneering projects.*



EDITORIAL

Continued from page 1

and should not be allowed to falter or fail due to lack of interest by the Minister.

When will we learn of the Minister's plan or the DES's plan to spend the £81million that has been set aside for the continuation of Schools IT 2000? Is this just another example of the complacency and lack of planning in DES condemned in the Cromien Report?

In the foreword to the document Schools IT 2000 the Minister at the time Micheál Martin wrote "This ICT initiative will place our pupils and teachers at the cutting edge of international innovation and development in education and help to secure important skills necessary to our future economic wellbeing.

The level of investment underpinning this initiative is very substantial and this coupled with the flexibility of the policy document will ensure that we will have a very varied and comprehensive response to ICT development in Irish Education."

Does the present Minister belong to same Government that launched Schools IT 2000? "The cutting edge of international innovation and development in education ... comprehensive response to ICT development in Irish Education!"

Web Site Ethics - Guidelines

Homepages must not have any material or theme to it that is universally considered socially unacceptable. This includes:

- Displaying material containing nudity or pornographic material of any kind
- Providing material that is grossly offensive to the online community, including blatant expressions of bigotry, prejudice, racism, hatred, or profanity
- Promoting or providing instructional information about illegal activities
- Promoting physical harm or injury against any group or individual, or promoting any act of cruelty to animals
- Defaming any person or group
- Displaying material that exploits children under 18 years of age
- Displaying any acts of copyright, trademark, patent, trade secret or other intellectual property infringement, including but not limited to: offering pirated computer programs or links to such programs, information used to circumvent manufacturer-installed copy-protect devices, including serial or registration numbers for software programs, or any type of cracker utilities (this also includes files which are solely intended for game emulation)
- Violating Internet standards for the purpose of promoting your homepage [e.g. unsolicited commercial email, newsgroup spam]
- Accessing or facilities for accessing Homepages that consist primarily of hyperlinks to content which includes the above
- Using sites for the purpose of gathering personally identifiable information for commercial or unlawful purposes
- Posting or disclosing any personally identifiable information belonging to children. (kids: for your safety, we strongly recommend that you do not put your real name, address, phone number, email or other information like that on your web page or give it to strangers)

Dundalk Student Computer Fair

**Fri., 11 May,
3pm-7pm
St. Vincent's**

Last year we ran our first ever Student Fair. With the cooperation and wonderful effort of the participating students and teachers it was a great success. We hope to have a similar Fair this year on Friday May 11th 2001. The fair will run from 3pm to 7pm and all Primary and Post Primary projects are welcome.

TYPES OF PROJECTS SUBMITTED

Last year 20 diverse projects were entered in our Fair from 14 schools in the Louth/Monaghan area. The entries represented Primary and Second Level schools, large and small, urban and rural. The ages and abilities represented the full spectrum in Irish education. The subject areas presented included:

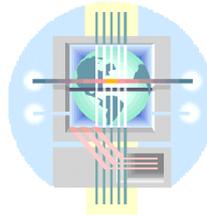
- Reading Analysis
- Local Government
- Class Magazine
- School Newspaper
- Mini Company
- Cartoon Making
- Computer Interfacing
- Music Composition
- An Gorta Mor
- Computer Club Website
- Irish Artist Appreciation
- Pirate Adventure
- Transition Year Project
- School Website.
- Celtic Mythology
- Virtual Tour of Dundalk
- Art
- Ceramics Marketing

From this list you can see that there were many different approaches. You have plenty of scope as long as you use ICT (Information and Communications Technology) in the making of the project.

The tools used included Scanners, Digital Cameras, Printers, PCs, MS-PowerPoint, MS-Word, Web Browsers, Web Editors and Specialist software etc. One very effective project used just MS-Paint alone. You do not need high specifi-



CESI DUNDALK BRANCH
2nd Annual
Student Computer Fair



cation technology to make a good project. Appropriate technology is more effective in producing good results.

SUITABLE PROJECTS - "PARTICIPATION NOT COMPETITION"

It may be that you have made an ICT project for some other purpose e.g. Young Scientist, School Enterprise, Spin A Web,

Transition year, cross border project or simply class work. We would love to see it. Any subject as long as it uses ICT. The emphasis is on the use of technology as a tool or aid to learning/doing rather than as an end in itself. The project does not have to be Hi Tec, complex or long winded to be participate.

AWARDS

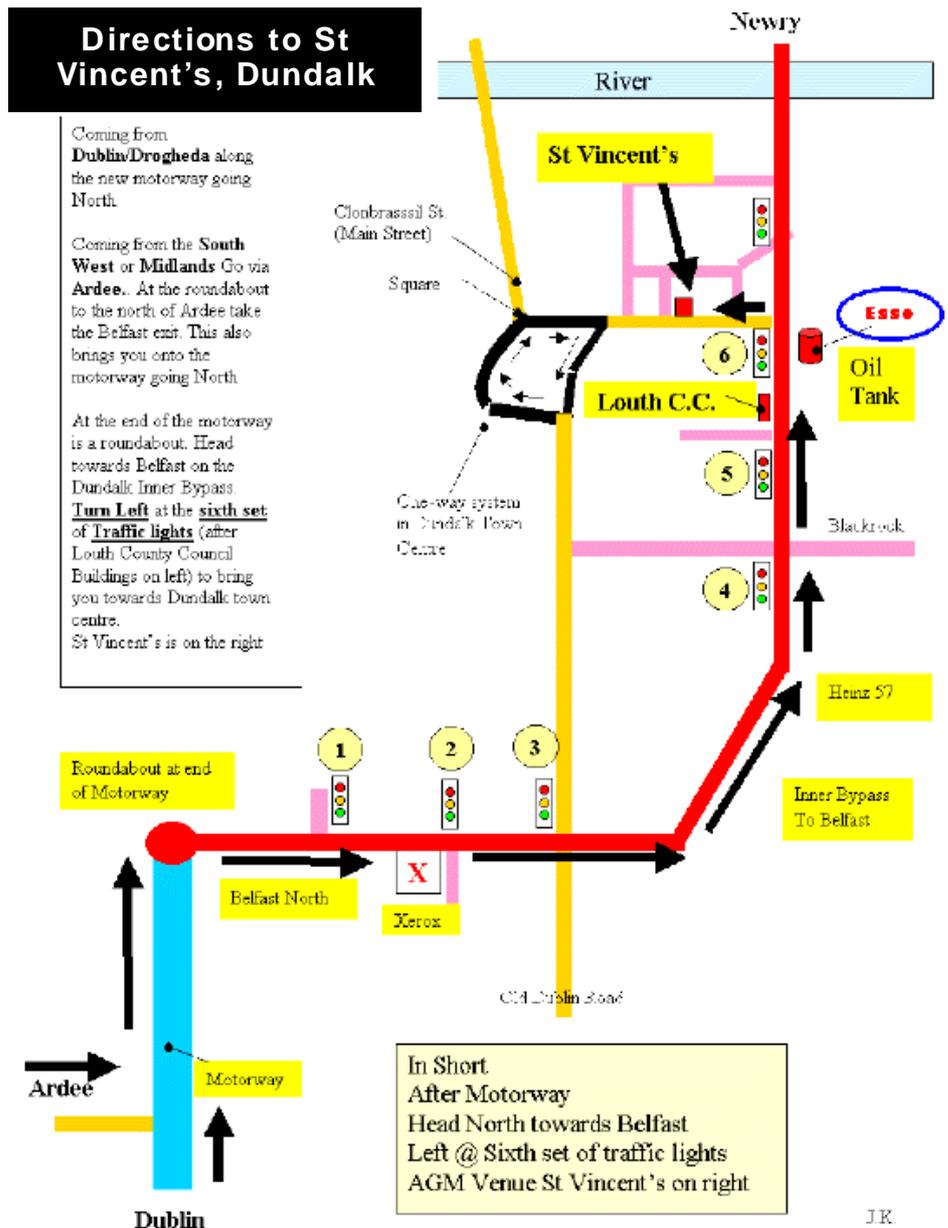
It has been the branch policy that once we have paid affiliation fees, the remaining finances are spent on the Student Fair. We hope to have plenty of spot prizes and goodies for all. Each school represented will be awarded a plaque to commemorate the event. Each student will receive a certificate of participation. There will not be an overall prize as we are not comparing like to like and all our students' endeavours are equally appreciated. There will be a Free Draw for £100 open to all participant schools.

Directions to St Vincent's, Dundalk

Coming from **Dublin/Drogheda** along the new motorway going North.

Coming from the **South West** or **Midlands** Go via **Ardee**. At the roundabout to the north of Ardee take the Belfast exit. This also brings you onto the motorway going North.

At the end of the motorway is a roundabout. Head towards Belfast on the Dundalk Inner Bypass. **Turn Left at the sixth set of Traffic lights** (after Louth County Council Buildings on left) to bring you towards Dundalk town centre. St Vincent's is on the right



CESI AGM

7pm, Friday, 11 May, 2001
at St. Vincent's, Dundalk

AGENDA

- Apologies
- Minutes
- Officers' Reports
- Election of Officers - Chair, Vice Chair, Secretary/Treasurer, PRO, Membership Registrar, Webmaster
- Election of Executive Committee Members
- Motions
- AOB

IRISH LANGUAGE SOFTWARE

Edco Interactive is delighted to distribute the Irish Language Learning Series from Eurotalk. This progressive learning language company has won significant recognition for their efforts in making learning language fun and exciting. In particular the Irish series is an excellent resource and is hugely popular for its new and interactive way of teaching.

The series covers over 70 languages with 40 on screen help languages. It consists of 3 levels, Vocabulary Builder, Talk Now and World Talk. Vocabulary Builder is designed to meet the requirements of children starting a language, combining picture, text and sound to create an inter-

active vocabulary building system for beginners in any language. Talk Now, a completely interactive experience, which uses games as a basis for making the learning process fun and relaxing. This CD allows the student to compare their pronunciation with native speakers, test their knowledge with progressive quizzes and monitor their progress continuously. World Talk is the intermediate level that improves language skills through various interactive games and activities. It concentrates on sentence building, diction, comprehension and speech (record your own voice in the studio!).

Cost from £17.99- £34.99 for single versions. All 3 levels are available in a network version and with a discount for multiple copies.

•All product enquiries to info@edco.ie - first 5 receive a free copy of their choice!



Computers Unlimited are a small company based in Phibsboro, Dublin who specialize in the supply and maintenance of Computer Hardware for both small Companies and for Schools. We have the ability to send Technicians out to schools at short notice (after hours if necessary) to do tidy/clean up of the systems. This typically is to fix and clean down machines, reload drivers and sometimes conduct upgrades or simple replacements such as CDRom's Hard Drives etc. The company offers very reasonable rates on this service, can work at short notice, is very flexible and guarantees all of its work.

The company also supplies a broad range of Computer equipment both new and factory refurbished and all comes with a full Warranty. The prices are generally significantly better than those got from the PC Dealers and even the direct marketers such as DELL or Gateway. The products supplied are generally Hewlett Packard, IBM or Compaq. We don't sell unbranded product.

The Company also supplies a networking service and provides installation of Internet sharing service using either Hardware or Software with very cost effective and reliable service.

At the moment the company is making a special offer to Teachers of the following:

1) Hewlett Packard Omnibook 5700CTX, Pentium Laptop, 166MMX, 32MB, 12. 1" High visibility TFT Screen, 3GB Hard Drive, CD ROM and Floppy drive along with 56K Modem and Leatherette Carrying case for £695.00 Inclusive of VAT. This is an excellent Laptop and retailed in the US under 18 months ago at over \$5500 each.

2) Hewlett Packard Pavillion PC PIII 733 with DVD, CDReewriter, 20GB,128MB, Sound Modem speakers etc. with 17" Screen for an amazing £1100 including VAT. This machine normally retails for £1400 +.

The shop is open 6 days per week 9-6pm. Please call for an appointment.

References include, St Josephs School Summerhill, Santa Sabina in Sutton, Ballymun Boys and Girls School, Scoil Thomas Castleknock, Fingal Community School Swords.

We would be delighted to talk to you about your needs either by ringing for appointment or simply calling in as we are open 6 days every week.

Email randor@tinet.ieTel: 8306495, fax 8306239. 90 Phibsboro Road, Dub 7.

FIOS FEASA

Fios Feasa is a small multimedia company in the West Kerry Gaeltacht established to produce interactive CD-ROMs of Irish interest for the domestic and export market. Fios Feasa have launched four titles to date, An Chéad Choiscéim, Drochla Ruairí, Irish Proverbs and The Bible in Irish.

An Chead Choiscéim a bright, fun-filled way to start learning Irish, with Oscar and Órla Octopus. A hundred common nouns are presented with cartoon illustrations. The words are used in simple sentences, and sections on colours, numbers, and spelling are included.

Drochla Ruairí is an interactive multimedia CD-ROM based on the popular children's book by Colmán Ó Raghallaigh. The bright, colourful illustrations are fully animated on the CD-ROM. The story is arranged in the three major dialects of Irish, and read by native speakers.

A fully bilingual CD-ROM of 501 Irish proverbs, sayings, blessings, curses, and greetings. Each proverb is presented in the original Irish, with an English translation. They are read by native speakers, and accompanied by explanations and grammatical notes, making the CD very useful for students of the language. The proverbs are arranged under 72 subjects, and can

also be accessed with a powerful search engine

An Bíobla Naofa contains the entire text of the Bible in Irish, along with introductions and commentaries, as published by An Sagart. It includes illustrations from the Book of Kells, Gregorian chant with Nóirín Ní Riain and the seminarians of Thurles, bookmarks, a search engine, and the complete text of the letters of St. Patrick in Irish.

Fios Feasa are presently making Eachtraí Chormaic agus Órla: Fionn Mac Cumhaill agus an Seachtar Gaiscíoch (Cormac and Órla's Adventures: Fionn Mac Cumhaill and the Seven Magic Heroes). The basic story is taken from the folklore archives in UCD, and has been arranged for a contemporary audience. It's set within another story about two young kids from modern Ireland, Cormac and Órla, who go back to the time of the Fianna to join Fionn Mac Cumhaill in an exciting adventure. The story is read in the three major dialects of Irish and can be changed at any time to English. The story is full of pop-ups with lots of educational information on the birds, animals, history and archaeological objects to be seen during the quest. Children can be quizzed on every page and marked on each answer.

EXTERNAL OBSERVATIONS

by Ken Wickstone, Diskovery

I am delighted to see from my recent travels to schools around the country that, for the most part, ICT is settling well into primary and secondary schools.

About three years ago, I was invited to visit some schools in the New York area. I went because I was aware that some years beforehand, all schools received government funding to stimulate the implementation of ICT into education. As schools in Ireland had just been sent their ICT funding cheques, I thought there must be lessons to be learned from those who'd already bought the T-shirt so to speak. Despite what one may think about schooling in the US, or the amount of IT they employ, I found to my surprise the same problem sets that Irish schools were facing at the time. Professional development issues, classroom management issues, funding and appropriate software. Interestingly, the two schools that I visited had also found difficulties with management of the computer lab. They found that their teachers were daunted by a room full of 20 screens about which they had minimal knowledge. They decentralised their computer facilities and placed the computers back into the classroom. On the next round of funding they placed more computers into the classroom. After a time they decided that 5 computers was the maximum manageable number. The desired effect of integration of ICT into almost every curricular activity was slowly achieved. Now the two schools have repopulated their computer labs but still have PC's in the classrooms.

DRILL AND PRACTICE

It was also interesting to see the software inventories in the US schools. Initially they had purchased drill and practice and reference software. As the majority of the available funding had been spent on the computers, they had no option but to limit their choice of software to the least expensive. A down side of this was that parents wanted to purchase copies of the same software for use at home and would ask the schools for the list of titles they were using. Pupils who had copies of the software at home quickly became bored and eventually disruptive. It caused the teachers to move away from the limits of drill and practice software and over to the more content free

products. Very quickly, students were scanning their drawings and pictures from their books to develop their own multimedia.

"ASK 3 BEFORE ME"

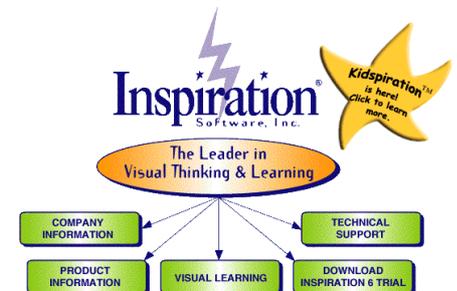
Earlier this year I travelled again to the US to undertake some teachers' workshops on "Ideas for teaching in the one computer classroom" and "Educational uses of digital video". I was delighted to be surrounded by a number of teachers who claimed their reason for being on the course was that they were too busy delivering curriculum to teach computers as well. Our instructor, Roz Weizner M. Ed. had some really interesting insights on how to incorporate the computer into the classroom. She had an "ask 3 before me" policy for students that were having some computer difficulty. At the beginning of the academic term she would get the students who were computer literate to identify themselves. These were then the class technology peers who were appointed to assist those who were not so computer literate. Her stories of the social interaction that this caused were fascinating. Another simple idea she had was the green and red eggcups. A green eggcup was placed on top of the computer. When a problem arose the pupil replaced the green eggcup with a red one. Roz would spot this and either nominate a helper or deal with the problem herself at a time that did not interrupt the flow of her class.

VISUAL LEARNING

All through the course Roz used the buzz-phrase "visual learning". I have seen it used in numerous education journals on the web and with growing frequency now in the special needs arena. It works on the principle that a picture paints a thousand words. My attention was first drawn to this last year when I heard an interview on RTE with a person advocating memory maps as a study aid. Poetry divided into it's thematic units and then colour coded was proven to be an easier way to recall the lines because of their colour association. (Apparently stems from left and right brain activity research). The two products most commonly referred to were Inspiration and Kidspiration. They each have downloadable 30 day trial versions of the software and suggested lesson plans at their site www.inspiration.com.

In reference to visual learning, the course on video in education was the

highlight of the workshops. Using Apple's iMovie with a digital video camera, I witnessed more aspects of the curriculum addressed in one project than I have ever seen before. We started by discussing the planning issues around making a film. Getting the students to discuss between them the type of film that we wanted to make. Was it to be an educational or informative or questioning film? What type of language were going to use? What about our storyboard? How would we sequence the shots? What voice overs were required? It could take up to 20 students to produce the finished movie. A



separate video that I saw was made by 6 students demonstrating the Bernoulli principle. (The wha' Gay).

Two students pose the question "what happens when you blow between two lighted candles that are one inch apart? The various responses are noted. An experiment to determine the answer is set up. Each student's role in the experiment is explained on camera. They end up with two ping-pong balls suspended by thread from the ceiling hanging about 2 inches apart. They video one student blowing between two pin-pong balls and observe that the balls move closer together. They insert a drawing into the film to illustrate the effects of the air pressure to explain their findings. The video is finished by them giving many more examples of this phenomenon, including making a paper aerofoil. Not surprisingly, after watching the video, there was silence in the room. iMovie takes less than 20 minutes to learn with it's built in tutorial and an iMac with digital video camera costs less than £2,000. Knowing the creativity that there is in Irish schools, I can't wait for this use of ICT to hit our schools.

• I have supplied the editor with a sealed envelope containing a number between 1 and 100. Readers are invited to email their guess at that number to treas@cesi.ie for the chance to win a copy of Inspiration software valued at £70.00

EUROPEAN VIRTUAL SCHOOL - www.eun.org

The European Virtual School is part of the EUN website. It consists of around 19 departments so far. In the Virtual School you can find resources and service for learning activities structured by subject areas (departments). The concept of the Virtual School is teachers meeting teachers, colleagues exchanging materials, ideas and experiences and having discussions on everyday-problems. It should help schools and teachers to find quality resources in the Internet.

Primary target groups initially are teachers and headmasters. Each department (subject area) has a co-ordinating teacher. The groups of co-ordinators represent a geographical distribution through Europe. The co-ordinators are skilled teachers with experiences from the use of ICT for teaching and learning. They are responsible for the development of their department. Every co-ordinator has a group of teachers as collaborators. Together they build a planning team for the department.

An important part of the Virtual School is the concept of European added value. We don't have any exact definition of "the European added value", in terms of it's detailed pedagogic aims and objectives, i.e. what young people should actually learn and do, what knowledge and skills they should acquire. Every co-ordinator and the planning team are handling the European added value in their own way within their department.

The European added value in Education is often as much due to spontaneous initiatives as to planned development from above. Clearly both strategies have their part to play in the present state of experimentation and growth.

THE IRISH DIMENSION

There are two Irish Coordinators, Patrick Bates, who is coordinator of the Culture Department and Tony Weir, who is coordinator of the Physical Education Department.

The aims of the Culture Dept. are to:

- Foster native Language/Culture
- Unify by using Humanities
- Conserve the social past.
- Use ICT to enhance Curriculum
- Promote intercultural exchange
- Provide educational resources
- Promote the European ideal

Those aims might be helped by:

- Providing links to cultural websites, with an emphasis on websites where children have projects about their own cultures.
- Providing resources based on children's

projects (Multimedia authoring)

- Providing articles from teachers on exemplar projects.
- Reports on Projects.
- Having a discussion area.

At the Culture stand Malmö we demonstrated:

- Links to Cultural sites.
- Projects by children.
- SIP Projects from Ireland
- Resources available on the Culture Dept's Site
- Some Irish Primary School Sites
- A Swedish School Site
- Powerpoint Files on European Legends by Children
- Hyperstudio Stacks developed by children on Cultural Themes

There are also other Irish teachers as members of teams of the various Departments. Esther Lambe (Scoil Mhuire, Tullamore) is on the Special Needs team, Una Teehan (Coolderry N.S) is on the



Media Team, Martin Fogarty (Firoda N.S.) and Tommy Maher (Clontubrid N.S.) are on the Culture team, John Halbert is on the Physical Education team.

At the Skoldagarna Fair in Malmö from 1st October to 2nd November each Department in the Virtual school had a stand. There were also lectures and seminars. Patrick Bates gave a lecture on "Pedagogy leads and technology follows" which demonstrated that principle in the projects done in Ireland under the SIP umbrella (NCTE). Local History and cultural projects presented on the web and on Hyperstudio from Coolderry and other Irish Primary schools. Esther Lambe gave a seminar on Special Needs. Una Teehan, Coolderry Central School gave a seminar on the "Motivation of children by the Internet."

LIFE IN THE UNIVERSE - EUROPEAN COMPETITION

Win a trip to CERN in Geneva for your team by entering the European-wide "Life in the Universe" competition. For European Science Week this November, the major European astronomy and space organisations are organising a competition for 14-18 year olds. Entries can be either Scientific or Creative. Scientific entries can be a newspaper, web site, scientific essay, interactive CD-ROM or a video. Creative entries can be a theatrical or musical performance, painting or sculpture, fictional essay or a poem on the theme.

Teams comprise up to 4 pupils and their teacher. Winning teams from the Scientific and Creative groups will travel to CERN to take part in a science festival. Closing date for entries is Monday 1st October. Get more information from www.lifeinuniverse.org (site to be launched early June) or email Alan_C_Pickwick@compuserve.com



LIU Competition Rules

The competition will consist of two categories for entries: scientific and creative. It is hoped that this will allow all participating children to be inspired by the exciting field of astrophysics and express themselves in the best way they can.

1) Scientific - Possible entries include: a newspaper, a scientific paper, a factual web-site, an interactive CD-ROM, a scientific essay, a documentary film.

2) Creative - Possible entries include: a theatrical performance, a musical performance, an art piece (painting, sculpture, photography, etc.), a fictional essay, poetry.

Further information on these categories will be published in the information booklet in May (see below).

Entries can be submitted via a website, video cassette or electronic document (no paper copies). Documentation of the project development should be included wherever possible (e.g. a project log, photos of the work in progress, etc..).

At least two teams from each country (the winners in each category) will be invited to the final event on 8-11 November, 2001. Each 'team' should consist of up to 4 children (aged 14-18) and an adult (teacher, NSC member, parent, etc.). Some runners-up may also be invited, depending on the number of spare places available. In addition, interesting entries from the 'creative' category will be selected from the national websites to be showcased at CERN.