IN THIS ISSUE:

- About KeyCoNet - The Key Competence Network
- A Growing Network: All EU Countries Now on Board!
- National KCD News
- EU/International KCD News
- Recent Publications on Key Competence Development in Europe
- Special Focus: KeyCoNet’s Transversal Analysis of 19 Case Studies on Competence-Based School Education
- The KeyCoNet Website: a Useful Tool
- Get Involved!
- KeyCoNet Partners and Associates
- Contact Us
Dear readers,

Welcome to the ninth issue of the KeyCoNet newsletter.

KeyCoNet is the European Policy Network on Key Competences in School Education, funded under the European Commission’s Lifelong Learning Programme. This newsletter aims to keep readers up to date with the network’s news, activities and outputs. KeyCoNet News is published three times a year providing regular reporting on developments regarding the network’s activities, website and events, as well as EU, international and national news related to key competence development in school education.

Each issue also features a special focus either on a specific aspect of key competence development, or a recent output of the network’s activities. This edition’s special focus provides a sneak preview of KeyCoNet’s transversal analysis of 19 case studies on competence-based school education, due to be published in October 2014.

We wish all our readers a pleasant read of this last issue.

Caroline Kearney
(Education Analyst & KeyCoNet Project Manager, European SchoolNet)
On behalf of the KeyCoNet Network

http://keyconet.eun.org
ABOUT KEYCONET - THE KEY COMPETENCE NETWORK

KeyCoNet (http://keyconet.eun.org), funded under the European Commission’s Lifelong Learning Programme, is a growing network of more than 100 organisations representing educational stakeholder groups from 30 European countries, focused on improving the implementation of competence-based education in schools across Europe.

KeyCoNet is focused on analyzing initiatives on the implementation of key competences in primary and secondary school education across Europe. Visit the Project Results page on the KeyCoNet website (http://keyconet.eun.org/project-results) to access the various outputs produced by the network so far.

KeyCoNet has produced two literature reviews on key issues in relation to the definition and implementation of key competences in school education in Europe and assessment approaches. Moreover, network partners have collaborated with project coordinators at national level to produce case notes describing Key Competence Development (KCD) initiatives taking place in their countries. The most interesting of these case notes have been developed into case studies (detailed analyses based on a rigorous methodology drafted by researchers and policy analysts).

A European mapping report and country overviews have also been produced and made available on our website, monitoring the state of progress of KCD in various countries across Europe. Each year, peer learning visits take place in a country where an interesting KCD reform has been identified. The latest peer learning visit took place in Malta, where the Core Curriculum Programme which uses a competence-based approach to improve the learning of low achievers is in its first year of implementation.

Finally, on the basis of the evidence collected during the project’s lifetime via the above mentioned outputs, recommendations for policy and practice are progressively being formulated, regarding the enablers and obstacles to a holistic implementation of KCD and will be published November 2014.

Although this project uses the 2006 European Framework as a reference point, we are aware that key competences can be expressed and understood in different ways, according to each national context. The network therefore embraces an open and inclusive approach.

Among KeyCoNet’s core partners and associates partners, are Ministries of Education/related agencies, universities/research institutes, European organisations and practice related partners. This diverse partnership allows for effective cross-fertilisation between policy makers, researchers and practitioners. KeyCoNet also has a growing number of associate members, and aims to further increase the number of participating countries and expand the diversity of its stakeholders. Check out the next section of this newsletter to learn more about our growing network.
A GROWING NETWORK: ALL EU COUNTRIES NOW ON BOARD!

We are delighted to announce that the network now has a representative in every EU member state. To celebrate this, we have created the map below (see Figure 1) to illustrate the geographical expansion of the network over the last 3 years since its inception. Moreover, you can also consult the diverse stakeholder groups now represented within the network in Figure 2.

**Figure 1: KeyCoNet’s geographical expansion from 2012 - 2014**

- **Founding countries of KeyCoNet in 2012**: Austria, Belgium, Estonia, Ireland, France, Finland, Norway, Portugal, Sweden
- **Countries which joined the network in 2013**: Spain, UK, Poland, Albania, Romania, Greece, Luxembourg
- **Countries which joined the network in 2014**: Croatia, Italy, Lithuania, Latvia, Denmark, Cyprus, Slovakia, Bulgaria, Slovenia, Czech Republic, Germany, Malta, Netherlands and Hungary

http://keyconet.eun.org
KeyCoNets’ community of associate members continues to grow and we are very pleased to welcome 6 new organisations from 6 countries, as well as 3 new projects who have recently been associated to our network. New associate members can contribute to the KeyCoNet network, and benefit from it, in several ways, including offering their unique perspectives on the network’s recommendations for policy and practice on the implementation of key competences in school education. We are always interested in welcoming new organisations from any country interested to join our network. Please see the Get Involved section.

Uppsala University, founded in 1477, is the oldest university in Scandinavia. It has a long history and rich traditions. The Department of Education is situated at Campus Bläsenhus in the central parts of Uppsala, between the Castle and the Botanical Garden, and has around 200 teachers, researchers and administrators. The Department of Education focuses on four major research areas:

The Department of Education is in charge of the Master Program in Educational Sciences and the Master Program in Educational Leadership and is extensively involved in several other programs at Bachelor and Master levels, such as the Bachelor Program in Behavioral Sciences, The Human Resources Program, and the Teaching Program. The Department of Education is the centre of several creative and successful research environments, including the research unit for Studies in Educational Policy and Educational Philosophy (STEP), Studies in Language Practices (STOLP), Studies of Meaning-making in Educational Discourses (SMED), studies in the History of Education and in Sociology of Education. We are also responsible for several graduate schools.

Eurosuccess Consulting - Cyprus

Eurosuccess Consulting provides a comprehensive service package addressing the needs of modern Cypriot enterprises especially on matters like innovation and technology, through a dynamic team of young scientists. From the initial steps of its operations, Eurosuccess identified the need to create links between the Cyprus economy and the wider European market, and put great emphasis on the exploitation of the potential created by the accession of Cyprus to the European Union. Today Eurosuccess offers a variety of services to the public, as well as to the private sector of Cyprus. It has also started to actively participate in international schemes, through a well-established network of partners abroad, based on the intense past experience of its founder. Eurosuccess aims to constantly improve its services and develop its team in order to enhance its scientific expertise. Eurosuccess is currently involved in 13 Lifelong Learning Programmes (12 TOI projects and 1 Grundtvig project). Eurosuccess is also one of the assessors for the Cypriot NA and the Norwegian Funds, targeted at NGOs. In addition, Eurosuccess Consulting is a member of the: International Trade Council, European Prison Education Association (EPEA), European Policy Network on Key Competences in School Education (KeyCoNet Network), Cyprus Chamber of Commerce and Industry (CCI), Cyprus Employers and Industrialists Federation (OEB) and Nicosia Chamber of Commerce and Industry (NCCI).

Progress in Calabria - Italy

Progress in Calabria offers high quality services at European level to promote lifelong learning and innovation. Progress in Calabria is a not-for-profit organisation that operates at the local level, but in a European context to remove the barriers that hinder local development in all its forms and contexts (education, public and private entities). Through its network of associates, Progress in Calabria maintains contact with hundreds of bodies at European level. Progress in Calabria conducts research, planning and training aimed at developing methodologies and innovative approaches that relate to the world of training, education, public bodies and businesses.

5th Primary School of Nea Alikarnassos - Greece

Our School has 142 pupils and 11 teachers. We found out about KeyCoNet on Facebook. We joined because we want to communicate and cooperate with schools and teachers from all over Europe. We are a very active school in implementing various European programmes (Comenius,
Comenius assistant teacher, Erasmus practice). In the current school year we have been selected for an Erasmus+ KA1 project about museums and technology through outdoor education. We are also involved in other projects such as Teachers4Europe, implemented by the Greek Representation of the European Commission, School Innovation though the Menon Network, and many other projects on health and culture that relate to our immediate environment. We promote competence-based education by identifying each pupils’ special competences through activities based on the theory of multiple intelligences. Last year we implemented a project promoting empathy and expression of pupils’ feelings.

Contact: mail@5dim-n-alikarn.ira.sch.gr

ICT Association of Hungary – Hungary

Since it was founded in 1991, the ICT Association of Hungary has developed dynamically, effectively representing the common strategic objectives of the Hungarian information technology society and the ICT sector and the interests of the 350 current member companies. The growth in membership clearly reflects the expansion of the ICT sector in the past few years. The first members from the information technology industry were later joined by businesses in the field of telecommunications and electronics. Thus, the alliance represents a converged industry and the members do not only include all key multinational and national industry players in Hungary, but also a large number of Hungarian micro and small businesses. In terms of revenues, the member companies of the ICT Association of Hungary represent 80% of the overall industry. The real value and power of the ICT Association of Hungary lies in its broad professional knowledge base made up of the tens of thousands of highly qualified professionals who play a key role within the domestic intellectual capital. As recognition of the professional competence and workshop activities, government and professional organisations (e.g. NFM, NGM, NFÜ and NIH) all consider the ICT Association of Hungary an indispensable, independent and strategic consulting partner within the ICT industry.

The Fryske Akademy

The Fryske Akademy is an enterprising institute which carries out scientific research on Frisian language and culture, consisting of around 450 members. The Fryske Akademy carries out scholarly research in the fields of the Frisian language, culture, history and society, and every year publishes several books on these topics, as well as a news bulletin and academic periodical. For more information, visit the Academy website: http://www.fryske-akademy.nl

The Mercator European Research Centre on Multilingualism and Language Learning (formerly Mercator Education) is part of the Fryske Akademy and one out of five research and documentation centres specialising in regional and minority languages within the European Union. The Mercator network, named after Gerardus Mercator, was founded in 1987, as a direct result of the Kuijpers Resolution on the protection of the languages and cultures of regional minorities within the European Union. Information on the network can be found at: http://www.mercator-research.eu.

NEW ASSOCIATED PROJECTS

Learning from Analogies

The Learning from Analogies (LEAN) project, which is funded by the European program
Leonardo da Vinci (Action Transfer of Innovation), aims at the development of managers’ and entrepreneurs’ competences through the use of an innovative training methodology based on an “analogical” philosophy: receiving training on topics with no obvious relation to specific working problems, entails learning new thinking methodologies that can be very useful in a business world marked by rapid changes.

The Consortium is composed of 4 internationally recognised institutions from Cyprus, Italy, Poland and Romania – all active in management education and enterprise support – and the Nicosia Chamber of Commerce and Industry (Cyprus). Analogical training addresses the need of SMEs’ to:

- Increase their capabilities to act in a global context;
- Increase their aptitude to analyse problems in a strategic way, combining different cultural approaches;
- Increase their problem solving skills, with a particular emphasis on the management of multiculturalism and internationalisation processes;
- Support family companies’ aptitude for new concepts of leadership, based on a multicultural, competitive and business-oriented approach;
- Adopt a cross-functional approach, in order to support their evolution from traditional, functional structures to new inter-functional ones.

The final information event of the LEAN project was held on Wednesday 24 September 2014 at the premises of the Cyprus Chamber of Commerce and Industry (CCCI) in Nicosia. During the event, references to existing and new training ‘analogies’ developed during the project’s implementation, were presented on issues such as organisational structure and behaviour, risk management and business strategy. For more information, please visit the project website: www.projectlean.eu.

COMTAL

Nowadays the new challenge is not only competence management but also talent management. A talented employee is not an exceptionally endowed person, but rather a very appropriate person for the domain in which s/he works. Every employee, no matter the job, must be evaluated according to two dimensions: performance and potential. All employees with high performance, or high potential or, in the best of cases, with both should be considered talented. And this is where the COMpetence and TALent assessment in SMEs Project comes in!

The COMTAL project contributes to increasing SME competitiveness by introducing talent management and upgrading key employee competences. More information about the project can be found at: www.comtalproject.eu.

Women Entrepreneurship Enhancement

The Women Entrepreneurship Enhancement Leonardo Da Vinci Transfer of Innovation project aims at experimenting with mentoring as a method for supporting the development of professional entrepreneurial skills in Hungary, Cyprus and Poland. It is based on a process by which one person (the mentor) supports the professional development of a female mentee. The mentor is a more experienced entrepreneur who, outside any formal working relationship, will help the female entrepreneur to develop her own professional identity; moreover, an interpersonal network linking mentors and female entrepreneurs will be put in place.
Understanding the characteristics of female entrepreneurship and its relationship to the geographic and socio-economic context is another aim of the project. In cooperation with transnational partners the project aims to develop research on how female specificities in enterprise creation and management models can support innovation and competitiveness.

A third aim is to favour the start-up of new enterprises by referring to local VET organisations and actors that offer orientation/training/assistance and counselling services to women with an entrepreneurial idea, as well as encourage specific training for start-up female entrepreneurs.

Further information can be found on the project’s website: http://www.win-project.eu/en/project.

NATIONAL KCD NEWS

ASSESSMENT FOR KEY COMPETENCES EVENT – 13 NOVEMBER 2014, DUBLIN

NCCA, the Irish National Council for Curriculum and Assessment is hosting an event entitled “Assessment for Key Competences” on Thursday 13 November from 9.00 am to 4.30 pm at the Croke Park Conference Centre. The focus of the event will be on assessment that supports key competence development rather than just direct assessment of key competences. Professor Gordon Stobart from the Institute of Education, London has already confirmed his participation as Keynote speaker. 15 places are reserved for any members of the KeyCoNet network who would like to attend. The conference is free of charge, but participants will need to provide for travel and subsistence themselves.

Please contact Majella O’Shea if you are interested in attending: Majella.oshea@ncca.ie

A PEDAGOGY FOR ACHIEVEMENT – 5 DECEMBER 2014, MALTA

The Directorate Quality and Standards in Education Educational Assessment Unit of Malta is hosting an event ‘A pedagogy for achievement’ on 5 December 2014.

The target group will be mainly teachers and mentors involved in the Core Curriculum Programme. However, College Principals, heads of schools and stakeholders contributing to the accomplishment of this project will also be invited to participate. The main focus will be pedagogy of engagement in the context of Key Competences with the aim of enhancing achievement with low ability learners. The aim is to improve their self-efficacy and self-esteem. Assessment with an emphasis on the formative aspect will also be discussed. A number of teachers will also be invited to share their work in order to promote good practices from the local arena.

Please contact Joanne Grima if wish to receive any further information: joanne-rita.grima@ilearn.edu.mt

http://keyconet.eun.org
Olivier Rey, who represents KeyCoNet’s French Partner IFE (the French Institute of Research) within KeyCoNet, describes below France’s current state of play with regards competence-based education.

The «Refounding Schools» Act came into force in France in 2013 and confirmed the common core of knowledge and competences (“socle commun”), completed by the word of “culture”. Despite the Act being approved, controversies are still present regarding shaping the curriculum differently from the old subject-based syllabus. Due to political changes, three different Ministers have been in charge of Education since 2012 (the last change occurred at the end of August 2014), and this has not helped strengthen the educational policy changes.

During spring 2014, the new institutional body in charge of designing the new curriculum, the so called “Conseil national des programmes”, published a policy paper that proposes to move from the seven competences of the 2006 common core to new “fields of training”. Some advocates of competence-based learning are concerned because the document of the Conseil national des programmes fails to refer to the European framework of Key Competences, and seems to forget that a lot of schools and teachers in France have already worked for years to implement competences according to the 2006 Act. Other experts have highlighted the importance given in the document to the balance between disciplines and competences; competence being understood as the mobilisation of knowledge resources to face a complex task.

We can also note the acknowledgement of the importance of leaning to learn and other skills and abilities usually associated to key competences.

Roger-François Gauthier, a French inspector and academic, is a well-known member of the Conseil national des programmes. He recently published a book about the French curriculum, calling for a “common culture” that would mean, according to him, allowing students to gain confidence through “positive knowledge” rather than “dead knowledge”. Positive knowledge would have to be more open to extra-curricular experiences and the merging of several subjects and disciplines. to ensure a new French curriculum (a word rarely used in France until now; syllabus has always been the term more frequently used). He proposes to join primary and secondary schools in France in order to shape one school for the whole of compulsory schooling.

In this context, the Ministry of Education will organise a national conference on assessment for learning in December 2014. There is a huge debate about the effects of using marks too frequently in assessment. Furthermore, the challenge of the common core of knowledge is to implement new ways of assessment which takes competences into account. How to find a balance between formative assessment throughout the learning process and summative assessment of final learning outcomes is another big issue.

The «Livret Personnel de competences» (Personal Booklet of Competences), introduced in 2009, was intended to be a tool to monitor learning progress towards the development of competences. The aim was to assess performance rather than rote learning, and to use formative assessment to do so, rather than marks. In order to do so, each competence should be expressed.
at different levels of attainment. However, the Livret quickly became regarded as a tool to certify mastery of competences at the end of compulsory education, which was not its original intention. Often it looked as if it boiled down to the breakdown of competences into little pieces of traditional knowledge or skills.

For further information (available in French):

- Évaluer pour (mieux) faire apprendre: http://edupass.hypotheses.org/271

- Scolarité obligatoire et socle commun: http://edupass.hypotheses.org/271


**EU/INTERNATIONAL**

**KCD NEWS**

**KEYCONET’S ONLINE COURSE ON COMPETENCE-BASED EDUCATION - 17 NOVEMBER 2014**

KeyCoNet is proud to announce its first online course (MOOC) on competence-based education. The course will be launched on 17 November, and registration is already open. This modular course targeting teachers and other educational professionals interested in competence-based education aims to provide you with a thorough introduction to the topic, as well as make you aware of the issues and challenges related to making competence-based education a reality in the classroom. Furthermore, teachers will be given concrete tips on how to implement project-based learning, a particularly suitable method for delivering competence-based education, as well as on how to assess this type of learning. Two teacher guides accompanying the online course will be published in November.

Registration at http://www.europeanschoolnetacademy.eu/web/general-navigation/courses

**KEYCONET’S FINAL CONFERENCE**

**SAVE THE DATE**

**25-26 NOVEMBER, BRUSSELS**

We are very pleased to announce that Key-CoNet’s Final Conference will take place on 25-26 November 2014 at the Committee of the Regions in Brussels. The Final Conference will present the network’s recommendations, with the intention of impacting on policy decisions made in the area of key competence develop-
ment. The draft agenda and further information is available on the conference website. Attendance to the conference is free of charge, but you are kindly asked to register on the conference website by 7 November 2014.

CODING COMPETENCE
THE NEW LITERACY

Coding: Connect and Scale up Workshop!

On 25 June European Schoolnet organised a workshop at its Future Classroom Lab in Brussels, on how to connect and scale up coding. Neelie Kroes, European Commissioner for the Digital Agenda for Europe, was present along with industry partners, NGOs, coding clubs, educators and ministry representatives. According to her, «90% of jobs need people with digital skills. Coding is the new literacy – helping to unlock opportunities everywhere». In her speech, Commissioner Kroes stressed the urge to ensure all of us, but especially younger generations, are equipped with digital skills to face future employment challenges. Read her full speech in the EC press release.

Computer Programming and Coding in Schools – a Hype in Education or an Emerging Trend?

Anja Balanskat, Senior Analyst and Project Manager of the Creative Classrooms Lab project (http://creative.eun.org/), gives a short overview of what is already known about programming and coding from the country reports of ICT in education published yearly by European Schoolnet, as well as information published in some recent news articles. Read the article on the European Schoolnet Observatory Blog: http://blogs.eun.org/observatory/

Former Irish Minister for Training and Skills Cannon talks about his experience of the EU Code Week 2013

Last year, Ireland staged more EU Code Week Events than any other EU country. Ciaran Cannon has shared his impressions of the EU Code Week and its legacy for education. Read the Blog entry here.

Future Classroom Course:
Programming and computational thinking skills are becoming ever more important in our society and working life. Learning to code develops other skills such as problem-solving, logical reasoning and creativity, and can help give students motivation to learn mathematics theory as it encourages them to apply their knowledge. Schools are key players in introducing programming to students in an engaging way, and help defuse negative stereotypes around computer science. During the course teachers will learn about the importance of programming in today’s society and education, learn ways to introduce programming in cross-curricular work, discover and test different programming tools, explore ways to motivate and encourage students, and develop a programming lesson plan for their classrooms. The workshop will be organised during the Europe Code Week. Read the course catalogue and practical information for further details.

ENTREPRENEURSHIP 360

Entrepreneurship can be learned and should be promoted at all levels of education. This is the foundation for Entrepreneurship360, a collaborative initiative of the European Commission and the Organisation for Economic Co-operation and Development which aims to enhance entrepreneurship in schools and technical and vocational institutions.

Entrepreneurship education is aimed at developing in learners a sense of initiative and entrepreneurship which will help them with their own initiatives, companies and associations, but also at work and in their everyday life. This involves fostering creativity and innovation and giving pupils the chance to define, plan and manage their own projects. Across Europe, numerous activities are underway to promote entrepreneurship education through experiential learning, observation and practice. Initiatives are advanced both at the institution level and by individual teachers or trainers. The aim of Entrepreneurship360 is to offer a freely available online development tool that will support institutions and individual teachers in advancing their strategies and practices to promote entrepreneurship, as well as to develop a platform for exchange amongst peers. Entrepreneurship360 gives the opportunity to individuals and schools and VET providers to learn from each other’s
practices, and share their own. Building Entrepreneurship360 involves the participation of a growing community of ambassadors and experts who ensure that the online development tool is faithful to the experience of practitioners and adaptable to local realities.

Pilot versions will be available in November 2014. Interested in participating in the development of this exciting project which will help embed entrepreneurship into education? Contact Joseph Tixier: joseph.tixier@oecd.org or Andrea-Rosalinde: Hofer: Andrea-Rosalinde.Hofer@oecd.org

**WORLD TEACHERS DAY 5 OCTOBER: EDUCATION INTERNATIONAL’S CALL FOR SUPPORT**

Celebrate the 20th annual World Teachers’ Day on 5 October 2014 by helping Education International (EI) to make quality education still be a priority after the end of the Unite for Quality Education Campaign! Education International is calling on all members and colleagues to take part by having their voices heard to ensure world leaders know how important a quality teacher is to helping students reach their full potential. On 5 October, starting at noon wherever you may be in the world, EI asks everyone to directly email, text, or tweet your messages of support for quality education directly to UN Secretary General Ban Ki-moon. Let’s make sure he will hear loud and clear how important getting all girls into school, achieving education for all, and the development of a post 2015 De-

**CALL FOR APPLICATIONS FOR THE EVENS PRIZE FOR PEACE EDUCATION 2015**

Since its establishment, the Evens Foundation has awarded biennial prizes in various fields to fulfil part of its mission. In this tradition, the Evens Prize for Peace Education was launched in 2011 as part of its Peace Education Program. Through the 2015 Peace Education Prize, the Evens Foundation seeks to recognize and honour initiatives or practices that awaken and strengthen the social competence of preschool children, with particular focus on skills that facilitate a constructive attitude towards conflicts. Further information about the criteria and the procedure can be found via [www.evensfoundation.be](http://www.evensfoundation.be). Deadline for submissions: 15 October 2014.
RECENT PUBLICATIONS ON KEY COMPETENCE DEVELOPMENT IN EUROPE

Seven New KeyCoNet Case Studies have been produced highlighting various initiatives concerning key competence development, taking place across Europe. Each case study analyzes the initiative’s implementation strategies in depth, and will feed into the network’s recommendations for policy and practice on how to implement a key competence approach in schools most effectively. The case studies have been published on KeyCoNet’s website and are available here.

Skillset and Match: Cedefop’s magazine promoting learning for work. The second issue of Cedefop’s magazine Skillset and Match is available to read and download. It is packed with exclusive interviews, an eight-page pull-out on apprenticeships, features, news from EU Member States and information on new publications. Read the Newsletter here.

Danish Ministry of Education introduces two publications providing an overview of the reforms in the public school and vocational education and training. Targeting an international audience, the two publications are available here and here.

France’s Syllabus Council has published two draft programmes of study for pre-schools and moral and civic education programmes for primary and lower secondary schools. The aim of the pre-school programme is to teach children to learn to live together, while the moral and civic education programmes aim to prepare pupils for citizenship. Find out more on here.

UPCOMING KEYCONET PUBLICATIONS

Transversal Analysis of KeyCoNet Case Studies, offering a global analysis of all case studies carried out within KeyCoNet during 2013 and 2014. To be published in October 2014.

Updated Country Overviews providing a global picture of the state of play concerning Key Competence Development at national level in Austria, Belgium, Bulgaria, the Netherlands, Estonia, Finland, France, Ireland, Lithuania, Norway, Portugal, Spain and Sweden). To be published in October 2014.

The Maltese Peer-learning Visit report translated into Estonian It will be published both in HITSA’s printed newsletter as well as the national teachers’ newspaper, where the Estonian Ministry of Education will comment on the report. Further information at: http://www.innovatsioonikeskus.ee/et To be published in October 2014.
2 Teacher Guides accompanying the modules of KeyCoNet’s MOOC to be launched this autumn. The teacher guides will focus on project-based learning as a suitable teaching method for developing key competences, and the assessment of key competences. To be published in November 2014.

KeyCoNet’s updated literature review summary. This publication will summarize the results of the annually updated literature reviews on implementation and assessment issues related to competence-based development in schools. To be published in November 2014.

KeyCoNet’s final recommendations report will represent the culmination of all KeyCoNet’s work during the past three years. This publication will be launched at KeyCoNet’s final conference. The full final report will be published in English, while the summary report will be translated into all 25 European languages of the network. To be published in November 2014.

SPECIAL FOCUS: KEYCONET’S TRANSVERSAL ANALYSIS OF 19 CASE STUDIES ON COMPETENCE-BASED SCHOOL EDUCATION

KeyCoNet’s 19 case studies:

During the past two years, KeyCoNet has produced a series of 19 case studies to highlight various initiatives concerning key competence development taking place across Europe. Each case study included interviews with the initiative’s coordinators and stakeholders, as well as desk research. In some cases, where considered feasible and fruitful, focus groups were also organized. Each case study analyzes the initiative’s implementation strategies in depth, and is being used to feed into the network’s recommendations for policy and practice on how to implement a key competence approach in schools most effectively.
the key competences addressed, the implementation process used, the number of students and teachers directly concerned, the type and number of actors involved, and the duration and stage of development etc. A multiple-case study design, whereby each initiative generates its own case study, but uses one single prism for a common analysis, was therefore chosen. This method makes it possible to explore diversity, as well as the enablers and obstacles to the initiative’s implementation, as perceived by the initiators and stakeholders interviewed. The transversal analysis of these 19 case studies will therefore fuel KeyCoNet’s recommendations for policy and practice at institutional, local, regional, national and European level, for the effective implementation of key competences in school education.

**Analyzing all case studies to understand important themes:**

KeyCoNet’s Spanish team of researchers from UNED university and Atlantida have produced a transversal analysis of all 19 case studies, picking out the most important themes which arise from this analytical overview. The transversal analysis aims to describe the characteristics of the latticework which is made up of initiatives’ shared variables on the one hand, and their unique variables on the other. Below in Figure 3 is a table indicating the name and country of the initiative, as well as the main category group each initiative has been assigned to.

**Figure 3: Case study category groups**

<table>
<thead>
<tr>
<th>Category group</th>
<th>Topic</th>
<th>Initiative</th>
<th>Country/ies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group A</td>
<td>Professional partnerships from different sectors collaborating to implement competence-based development in schools</td>
<td>Global Enterprise Project (GEP)</td>
<td>11 European countries: Finland, France, Germany, Ireland, Italy, Netherlands, Portugal, Romania, Slovakia, Spain, Sweden.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Science and Technology for All (STA)</td>
<td>Sweden</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Co-Designing 21st Century Secondary School Natural Science Learning Environments</td>
<td>Finland</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students’ Academy</td>
<td>Poland</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Cultural Rucksack</td>
<td>Norway</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Entrepreneurial School</td>
<td>Europe</td>
</tr>
</tbody>
</table>
| **Group B** | Integration of key competences into student assessment and the consequent adaptation of teaching practices | Core Curriculum Programme  
Building a culture of achievement through the ASDAN Certificate of Personal Effectiveness (CoPE)  
Competences and self esteem  
TRANSversal key competences for lifelong learning: TraIning teachers in competence based education [TRANS-StI]  
Cross-Curricular Final Objectives@2010 | Malta  
England  
France  
Europe  
Flanders - Belgium |
|---|---|---|
| **Group C** | Teacher Continuous Professional Development on teaching practices suitable for integrating a competence-based approach | Key Skills of Junior Cycle  
Project Maths  
Curricular Integration of key Competences Programme (COMBAS)  
Programme for the Curricular Integration of Key Competences (PICBA) | Ireland  
Ireland  
Spain  
Andalusia - Spain |
| **Group D** | The development of teachers and/or students’ digital competences | Mobile Learning Tutors  
ICT management and assessment model for schools  
Eduscratch  
Teaching Tools Database | Austria  
Estonia  
Portugal  
Poland |
As Figure 3 illustrates, each case study initiative has been assigned to one of four categories, which best describes the main topic it addresses: Group A: Professional partnerships from different sectors collaborating to implement competence-based development in schools; Group B: Integration of key competences into student assessment and the consequent adaptation of teaching practices; Group C: Teacher Continuous Professional Development on teaching practices suitable for integrating a competence-based approach; and Group D: the development of teachers and/or students’ digital competences. Each group is made up of several variables which were identified within the case studies, and which all appertain to the main topic of the category group.

The next step in the analysis was to ascertain the weight of each shared variable (its frequency within its category group) and then systematically identify its presence in different groups. Variables shared by various initiatives across category groups were then grouped under one of six themes, listed in Figure 4. These themes can all be described as important enablers for the successful integration of key competences into school education.

**Figure 4: Themes based on shared variables**

<table>
<thead>
<tr>
<th>Theme 1:</th>
<th>Follow-up from previous research/projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme 2:</td>
<td>Teachers working in teams and forming a learning community</td>
</tr>
<tr>
<td>Theme 3:</td>
<td>Cooperation between different social sectors</td>
</tr>
<tr>
<td>Theme 4:</td>
<td>A change of mindset involving the whole community</td>
</tr>
<tr>
<td>Theme 5:</td>
<td>Education authorities working together with schools</td>
</tr>
<tr>
<td>Theme 6:</td>
<td>Rethinking assessment</td>
</tr>
</tbody>
</table>

**Theme 1** reflects the fact that the majority of initiatives identified by KeyCoNet are based on previously developed actions (research, projects, programmes etc.) which build on former experiences and resources regarding the integration of key competences into teaching and learning. The case studies fitting with this theme are therefore grounded on evidence, and follow-on from previous experiences, while promoting new development.

**Theme 2** highlights the importance of teachers working in teams when it comes to integrating a competence-based approach. The cases falling under this theme testify to the fact that collaborative work amongst teachers is particularly suitable to a competence-based approach to teaching and assessment. The establishment of a learning community of teachers where they can share knowledge, experiences and resources also maximizes opportunities for professional development.

**Theme 3** reflects initiatives that have been carried out in cooperation with different social sectors (cultural, scientific, business etc.). These initiatives have benefited from the fruitful partnerships between school staff and students with outside professionals and the wider community.

**Theme 4** highlights the importance of understanding the development of a competence-based approach in school education as necessitating a
change of mindset and requiring the involvement of the whole community. Accounting for this change management in relation to all organizations and stakeholders involved has been an important enabler for the initiatives grouped under this theme.

**Theme 5** groups together initiatives in which extensive collaboration between education authorities and schools has taken place, whether it be in the design of the new competence-based curriculum, or the identification of teacher training needs, resources etc.

Finally, **Theme 6** deals with the complex area of assessment which has been treated to a lesser or greater degree by all initiatives. It is a crucial area which needs addressing for the implementation of any competence-based curriculum reform.

This article has provided a short preview of the transversal analysis currently being finalized by the network. The final analysis will be published in October 2014, and will be available on the [KeyCoNet website](http://keyconet.eun.org).
KeyCoNet is very happy to inform our readers that the website’s project results page ([http://keyconet.eun.org/project-results](http://keyconet.eun.org/project-results)) has recently been redesigned so that the network’s outputs are displayed in a more user-friendly fashion. Moreover, we have introduced a separate page ([http://keyconet.eun.org/search](http://keyconet.eun.org/search)) which you can now access from the main menu on the homepage so that you can easily look for competence-based education initiatives and research at your leisure.

**What can you do on the KeyCoNet website?**

- View the KeyCoNet introductory video to find out more about KeyCoNet’s activities and members.
- Subscribe to the KeyCoNet newsletter and consult previous issues in the archive.
- Access news on key competence development from the latest issues of other relevant newsletters we link to, such as the Eurydice newsletter and the French Institute of Education’s bulletin, as well as recent reports by the European Commission, the OECD and other international and national organisations publishing on the topic.
- Take advantage of the search tool ([http://keyconet.eun.org/search](http://keyconet.eun.org/search)) which filters project results by country, competence, dimension, learning context, education level and the type of output available or search the whole website.

**Which project results can you find on the KeyCoNet website?**

- Two full literature reviews on key competence development in school education in Europe and the assessment of key competences, and a summary incorporating the key results of both reviews.
- An updated catalogue offering a snapshot of key competence development initiatives in Europe.
- Case notes describing interesting initiatives at national level across Europe, related to the implementation of key competences at school.
- Case studies and accompanying videos developed from the most interesting case notes and drafted by researchers and policy analysts on the basis of a rigorous methodology.
- A European mapping of initiatives on the development of key competences, presenting an overview of the initiatives analysed in the case notes.
Country overviews providing a global picture of the approach taken to key competence development and the state of progress in each of the following countries: Austria, Belgium, Estonia, Finland, France, Ireland, Norway, Portugal, Slovakia, Spain and Sweden.

Reports on the network’s peer learning visits to Malta, Dublin and Seville, with accompanying videos including interviews with the stakeholders of each curriculum reform.
GET INVOLVED!

Would you like to contribute to the work of KeyCoNet? Then check out how below! To contact us write to keyconet-info@eun.org.

Become a member of the KeyCoNet LinkedIn group! Would you like to exchange with peers and experts, and discuss the development of key competences in school education? Then join our KeyCoNet LinkedIn group! It is your chance to exchange directly with KeyCoNet’s partners and associate members across Europe on central issues related to key competences.

Check our website to see if one of KeyCoNet’s networking events is due to take place somewhere near you!

Register for KeyCoNet’s online course for teachers and other educational professionals on competences for 21st century schools. Registration is now open here.

Participate in KeyCoNet’s Final Conference due to take place on 25-26 November 2014 at the Committee of the Regions in Brussels. Registration is now open here.

Apply for your organisation to become an associate member of the network here.

What are the benefits of becoming an Associate member?

Opportunity to influence a new policy area of high interest to the European Commission and to have a say in the final recommendations on KCD which will help shape the EU’s and member states’ positioning on this issue;

Opportunity to network with several leading policy/research/practice organisations across Europe that have a stake in KCD as well as to identify opportunities for future collaboration with them;

Opportunity to join networking events or network meetings and to participate in any of the online activities and learning opportunities organised by the KeyCoNet network;

Opportunity to gain a solid overview on the state of play of KCD in Europe rooted in sound evidence provided by KeyCoNet policy, research and practice partners;

Opportunity to display the KeyCoNet logo on your website and dissemination materials to demonstrate your organisation’s commitment to KCD.

There is no membership fee, nor any reporting duties; only a lot to benefit from!
So, join us (http://keyconet.eun.org/partners/associates) and become a part of our growing community on key competence development in school education in Europe.
FIND OUT MORE INFORMATION ABOUT OUR NETWORK’S PARTNERS:


www.juntadeandalucia.es  www.ncca.ie  www.innovatsioonikeskus.ee

www.ife.ens-lyon.fr/ife  www.uv.uio.no  www.uned.es


education.gov.mt

http://keyconet.eun.org
FIND OUT MORE INFORMATION ABOUT OUR NETWORK’S ASSOCIATE MEMBERS:

http://keyconet.eun.org
FIND OUT MORE INFORMATION ABOUT OUR NETWORK’S ASSOCIATE MEMBERS:

http://keyconet.eun.org
FIND OUT MORE INFORMATION ABOUT OUR NETWORK’S ASSOCIATE MEMBERS:

http://keyconet.eun.org
FIND OUT MORE INFORMATION ABOUT OUR NETWORK’S ASSOCIATE MEMBERS:

http://keyconet.eun.org
FIND OUT MORE INFORMATION ABOUT OUR NETWORK’S ASSOCIATE MEMBERS:

http://keyconet.eun.org
CONTACT US

We are happy to hear whether you are interested in receiving further information or providing us with suggestions. Contact us at: keyconet-info@eun.org

ABOUT EUROPEAN SCHOOLNET

European Schoolnet is the coordinator of the KeyCoNet project.

European Schoolnet is a network of 30 Ministries of Education from across the European member states, leading educational innovation at European level. As a major international think tank, European Schoolnet operates key European services in education on behalf of the European Commission, member Ministries of Education and industry partners.

European Schoolnet’s activities are divided among three areas of work:

- Policy, research and innovation: information sharing and evidence building.
- Schools services: enhancing cooperation between schools across Europe.
- Advocacy: how ICT and digital media contribute to transforming teaching and learning processes.

Join us on

- http://europeanschoolnet.org
- http://www.facebook.com/european.schoolnet
- Key Competence Network on School Education – KeyCoNet

The KeyCoNet project has been funded with support from the Lifelong Learning Programme of the European Commission. Responsibility for this publication lies solely with the author, and the Commission is not responsible for any use which may be made of the information contained therein.