CASE STUDY

TRANSVERSAL KEY COMPETENCES FOR LIFELONG LEARNING: TRAINING TEACHERS IN COMPETENCE BASED EDUCATION

http://keyconet.eun.org
KeyCoNet (2012 – 2014) is a European policy network focused on identifying and analyzing initiatives on the implementation of key competences in primary and secondary school education. It is a constantly growing network of more than 100 members from 30 countries gathering together Ministries of Education/related agencies, universities/research institutes, European organizations, and practice related partners.

On the basis of the evidence collected through literature reviews, case studies, peer learning visits, country overviews, videos and exchanges between network members, the project’s final objective is to produce recommendations for policy and practice regarding the enablers and obstacles to a holistic implementation of key competence development.
CONTENTS

ABOUT THIS CASE STUDY .......................................................... 6

BASIC INFORMATION ............................................................. 8

SUMMARY .............................................................................. 11

1. CONTEXTUAL INFLUENCE ..................................................... 12

2. SUBSTANCE RELATED ISSUES ............................................. 19

3. PARTNERSHIP RELATED ISSUES ......................................... 21

4. STRATEGY RELATED ISSUES .............................................. 22

5. MAINSTREAMING RELATED ISSUES ................................. 23

6. SYSTEMIC ASPECTS .......................................................... 25

7. EVALUATION RELATED ISSUES ......................................... 27

8. ACHIEVEMENT OF INITIATIVE’S AIMS ............................... 28

9. NEXT STEPS ................................................................. 32

10. ADDITIONAL INFORMATION ............................................ 35
ABOUT THIS CASE STUDY

Part of a series
This case study is part of a series of case studies being produced by KeyCoNet, to highlight 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.

How and why was this case selected?
Each year the KeyCoNet network identifies initiatives concerning key competence development across Europe, and a case note is produced providing basic information about each one. Following this, network partners participate in an online selection according to pre-established criteria, as well as an in-depth face-to-face discussion, in order to select the most interesting initiatives to develop into case studies. This particular initiative was selected for case study development because it directly addresses the important issue of training teachers in how to teach and assess transversal competences, so that they are equipped to develop these competences in their students. This is notoriously difficult and an area in which teachers across Europe have expressed a need for further professional development.

Which methodology has been used?
Case studies are the main tool used by the network to probe beneath the surface of each selected initiative and provide a rich context for understanding the implementation issues involved. The initiatives selected by the network differ in many ways, according to the nature of 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. Moreover, through a multiple-case study design it is possible to identify choices, strategies, characteristics, situations or contexts leading to success or failure in a recurrent manner. This will particularly contribute to fuelling the set of recommendations for policy and practice at institutional, local, regional, national and European level, for the effective implementation of key competences in school education.

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.

The case study includes a needs analysis survey in order to identify the training needs of the teaching staff in Europe, following a mixed study design (Questionnaire, Delphi study, Workshops and SWOT analysis), desk research, as well as interviews with the education stakeholders that participated in the project’s training activities.

1. A Delphi method is qualitative of nature and is a technique for gathering data that is similar to focus groups. The main difference between a focus group and Delphi is that experts do not meet each other physically, with the advantage of not influencing each other. (Linstone and Turoff, 1975, p. 3).

2. The SWOT analysis is used to identify the Strengths, Weaknesses, Opportunities, and Threats related to the needs analysis. The SWOT analysis is a direct result of the questionnaire. The results in the questionnaire were analysed based on the strengths, weaknesses, opportunities and threats.
**BASIC INFORMATION**

<table>
<thead>
<tr>
<th>Country:</th>
<th>Europe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of initiative: (in original language and in English where possible):</td>
<td>TRANSversal key competences for lifelong learning: TraIning teachers in competence based education [TRANSIt]</td>
</tr>
<tr>
<td>Coordinator/Organization:</td>
<td>Katerina Riviou, Ellinogermaniki Agogi</td>
</tr>
<tr>
<td>Key competences addressed:</td>
<td>All 8 key competences according to the European Reference Framework (2006), especially transversal ones and the cross-cutting themes that exist in all.</td>
</tr>
<tr>
<td>Type of initiative and channels used for implementation (e.g. curriculum reform introduced through legislation etc.):</td>
<td>COMENIUS Multilateral Project aiming at training teachers so that they can design cross-curricular activities that support the key competence acquisition of their students</td>
</tr>
<tr>
<td>Partners:</td>
<td>Ellinogermaniki Agogi (Greece) NHL University of Applied Sciences (Netherlands) Universal Learning Systems (Ireland) University of Barcelona (Spain) Association de Préfiguration de Internet of Subjects (France) Bundesministerium für Bildung und Frauen (Austria) Computer Technology Institute &amp; Press “Diophantus” (Greece)</td>
</tr>
</tbody>
</table>

**Scope:**
Teachers (in-service, pre-service) /students (indirectly), teacher trainers, educational policy makers Primary/secondary education local/regional/national/European/international

The TRANSIt project adopts a European approach, rather than a national or regional one and the project’s outcomes will result in benefits which will impact on a wide range of potential beneficiaries beyond the boundaries of the present consortium-countries.

<table>
<thead>
<tr>
<th>Learning context: (formal or non-formal):</th>
<th>Formal</th>
</tr>
</thead>
<tbody>
<tr>
<td>The use of Open Badges for awarding teachers/students could also be used for informal/non-formal learning accreditation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School education level/s: (primary, lower secondary, upper secondary):</th>
<th>Primary, lower secondary, upper secondary</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Target groups:</th>
<th>Teachers (in-service, pre-service), teacher trainers, educational policy makers, administrative staff, school leaders, ICT support/technical staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>The TRANSIt consortium aims to involve teachers from two kinds of schools: a) innovative schools in Europe, b) members of the European Network of Rural Schools (Rural Wings). The involvement of such networks of schools will allow for research and evaluation of different attitudes and implementations of competences in education providing ways for intercultural dialogue.</td>
<td></td>
</tr>
</tbody>
</table>

| Time frame: (start and end date): | 01/11/2012 – 31/10/2014 |
SUMMARY

The aim of TRANSIt is to have a positive impact on the development of students’ key competences through building teachers capacity on competence oriented education. To achieve this, a pilot teacher training methodology will be developed on the didactics and e-assessment of key transversal competences, which could be adopted by interested stakeholders promoting educational change. The methods of the project are founded on a holistic view of students learning, personal and social development, going beyond subject boundaries and finding application in a wide spectrum of curriculum subjects. The TRANSIt approach contributes to the development of creativity, adaptation to the rapidly changing circumstances, intercultural and multilingual competences, social development, “learning to learn” competences and an improved perception of one’s own capacity to solve problems. TRANSIt aims to add its contribution towards the improvement of the quality of competence education by improving a) teachers’ awareness of key competences and b) teachers’ professional skills regarding the didactics and e-assessment of the key competences with the use of ePortfolios, supporting them to bring European and national policies into practice. The impact of the training materials will be assessed by authentic (non-traditional) assessment methods analysing qualitative dimensions, such as the behavioural change of teachers towards the importance of competence acquisition by their students, qualitative and quantitative characteristics of user-generated content uploaded in the e-portfolios. An effective training approach will directly contribute to designing such teaching and learning activities that may increase students’ motivation and thereby support and enhance the acquisition of transversal key competences by all students, closely reflecting the aim of the
European Union’s Lifelong Learning Programme in terms of improving students’ motivation to learn and learning to learn skills.

1. CONTEXTUAL INFLUENCE

Which contextual factors have been perceived as enablers to the implementation of the initiative, and why?

In the context of the Agenda for New Skills and Jobs\(^3\), recent forecasts of future skills\(^4\) needs anticipate an increase in jobs requiring high- or medium-level qualifications. However, such qualifications need to be accompanied by key competences\(^5\) that equip young people to work in intercultural, multilingual and rapidly changing circumstances and to contribute to creativity and innovation. The concept of key competences originated with the adoption of the Lisbon Strategy in 2000 and it resulted in the European Reference Framework\(^6\). Key competences in the EU framework are those that ‘all individuals need for personal fulfillment and development, active citizenship, social inclusion and employment’. The development of key competences should include both subject-based and transversal competences that will motivate and equip students for further learning.

The key competence acquisition (KCA) by every young person is one of the long term objectives of the updated strategic framework for European cooperation\(^6\). Most of the EU Member States are formulating and at least beginning to implement policies that move their school systems from being predominantly input led and subject-oriented towards curricula which include competences, cross-curricular activities, active and individual learning, as well as a focus on learning outcomes.

One such example is Greece, where in the school year 2012-2013, pilot curricula for competence driven education based on the National Lifelong Learning Strategies for the ‘New School’ of the Greek Ministry of Education, and Religious Affairs (http://digitalschool.minedu.gov.gr/) have been introduced. On the contrary in Austria, the promotion of holistic teaching methods has been supported at policy level for several years. In other countries (e.g. France and the Netherlands) innovative policies are already embedded in national strategy documents and in some cases these have already led to major structural changes, such as the introduction of new qualifications frameworks or the reform of the curriculum around the Key Competences\(^7\). In general, there are different models of competences in European countries. In Ireland, the term ‘key competences’ is not used. However, knowledge, skills and attitudes which are consistent with the key competences are embedded in the curriculum. There are also pilot projects which promote key skills in the context of particular subjects. The revised curriculum in Spain is explicitly organised around eight

---


Key Competences which closely resemble the EU key competences. In Spain, the key competences are clearly defined by the central and regional authorities. As for the Netherlands, according to the report 'Lifelong Learning in Europe' basic skills and key competences have been integrated in the curricula of the whole Dutch education system since 2006. In primary and secondary education most of the eight key competences have been incorporated in core objectives (with the exclusion of entrepreneurship). These core objectives indicate the goals each school should strive for, but do not prescribe any didactics. The French approach draws on knowledge (savoir), skills (savoir-faire) and social competences (savoir-être). Competences can be understood as dynamic processes of learning, developing and passing on knowledge. The Netherlands and France have a competence-based qualifications framework.

Yet, these developments do not necessarily result in significant, widespread changes in practice – that is, in how schools actually organise and provide learning experiences for pupils. The difficulty is in all cases translating these policies into practice. The challenge of supporting such initiatives, harnessing that innovation and bridging the gap between policy and practice on a wide scale is an issue. One of the core problems for the effective implementation of the above policies is the lack of initial education and training, as well as systematic support of teachers that could equip them with the skills and competences necessary to deliver KCA effectively. In fact the situation is even worse for teachers at secondary education since their training has not prepared them for the most part for holistic methods and cross-curricular teaching, although primary teachers may have more expertise in multi-disciplinary approaches. Moreover, we have to keep in mind that teachers need support in their everyday practice (training, institutional support, specific examples/good practice) and that they probably face difficulties in translating the policy into practice, especially when they don’t have the proper underpinnings.

New policies and practices must be therefore researched, developed and implemented to meet changing EU needs. The TRANSIt approach is in accordance with the above mentioned European Union and national policies and aims at pointing out the significance of their implementation firstly in partner countries and in a second level Europe wide.

The proposed approach aims to support teachers at bridging the gap between policy and practice on a wide scale. More specifically, the project has performed teachers’ needs analysis in order to identify the obstacles in the process of introducing new approaches in teaching practice and to identify enablers that will effectively support such interventions. Communities of key stakeholders (teachers, teacher trainers, school leaders, educational policy makers) have been mobilised to support this process. Also, TRANSIt will develop an innovative teacher training framework that will improve teachers’ awareness of key competences and teachers’ professional skills regarding the didactics and e-assessment of the key competences. In addition, TRANSIt will raise the

---

11. Ibid. 5
12. Ibid. 5
awareness of school leaders in order to support teachers in their everyday practice. Localisation of the approach in the implementation countries will be achieved through the modular approach of the training methodology. Teachers feedback about their experiences gained in the classroom during the implementation of the proposed activities is important, so the project aims to develop a training programme that will also include extended cycles of school-centred work. The project will develop a systematic evaluation methodology in order to identify the impact of the proposed approach in terms of the effectiveness and efficiency of the training process. The key to effective professional development (PD) is finding a way to organize qualified teachers so they can collaborate with their colleagues, therefore the TRANSIt will develop a community of practice that will facilitate the sustainability of the project and its results. Moreover, a common set of guidelines and recommendations that the professional development providers can use to identify, develop or evaluate learning content or teacher training programs in the didactics and assessment of competence driven education will be constituted.

Providing incentives and motivation in the form of reward has also been mentioned as an important factor that can support change in schools. Organising contests for teachers was proposed, which has indeed been taken into account by the project’s consortium both at national, as well as at international level: contests such as the 2014 challenge on designing learning scenarios fostering the entrepreneurial competences of students [http://entredu.ea.gr/contest2014], and the Student Parliament contest in Greece [http://portal.opendiscoveryspace.eu/beta/community/elliniko-mathitiko-koinovoylio-epistimis-greek-student-parliament-science-664043] (at national level), are all oriented towards providing incentives and opportunities for training and support to school staff.

**Which contextual factors have been perceived as obstacles to the implementation of the initiative, and why?**

The three first and foremost identified obstacles to change across countries is lack of infrastructure in schools, lack of quality resources, in terms of specific educational scenarios and teachers’ lack of time or possible conflict of the change/ intervention with the curriculum. This is again associated with issues and levels of school autonomy across countries. There were different perceptions of the role and links with national policies among more and less centralised school governing systems (e.g. UK, Greece). For countries with smaller degrees of school autonomy, based on the latest OECD (2013) report, there seems to be greater need for increasing school autonomy in order to foster change. On the other hand, in countries with bigger degree of school autonomy, it was identified that sustainable change should be linked to the National Curriculum (UK). There is a sense, thus, that although it is understandable by the teachers that any type of school innovation should not be imposed, rather should be based on teachers’ initiatives and experiences, the support and official recognition from the National Agencies/ Ministries still plays an important role. TRANSIt combines top-to-bottom and bottom-to-top practices in order to get schools to commit and to create the basis for sustainable change. It is also in line with similar findings from the Workshops that were conducted in the first pilot phase. The identified importance of resources highlights also the need for investing in providing the teachers with structured learning scenarios as well as for providing them with quality tools for designing their own.

In terms of the change management strategies that the partici-
pants decided to adopt in the first workshop, most of them focused mainly on strengthening peer-to-peer support within and among schools, by organising seminars for sharing good practices, knowledge and support. This was again emphasised also in the second workshop: Building trust, opening the school to the community- engaging the total of the local community into school life, building synergies with local actors/ external experts/ other schools at national or international level and finding support (including funding) from local actors and European Programmes. All these factors have been mentioned as crucial in creating a sustainable culture of innovation in the school, which exceeds the changes of staff over time. This is also a long process that requires persistence on the part of the innovators/ change agents. The participants identified, however, that there are differences among schools in terms of their location and the size of the local community: rural schools in smaller communities may be more successful in engaging the community than schools in larger urban areas. Synergies among schools were thus identified as one of the strongest incentives for innovation. It is important thus to facilitate the search for partner schools and synergies among schools that are attempting to implement similar changes and common projects. This could be facilitated by the portal (of the associate Open Discovery Space - ODS project), through setting up a community dedicated to this purpose and a school search mechanism which would be based on schools’ interests, needs and profiles.

Differences were also found between Primary and secondary Education in terms of openness to change and innovation: Resistance from colleagues and parents, lack of trust, fear for the unknown were all found to be much more evident in Secondary schools, especially in the Upper Secondary ones. The pressure for preparing students for the tertiary education entrance examination was reported to allow for limited range of innovation, change or deviation from the curriculum. There were also indications of a gap of cooperation and communication among the various levels of education. This is also linked to the structure of the curriculum and the overall educational policy and teacher training among different school levels: In countries where Primary education is more focused on pedagogy and Secondary education more focused on academic performance (e.g. Greece) the Primary education curriculum as well as the training of Primary education teachers qualifies them with skills that favour innovation - at least in pedagogy- to a greater extent than in the Secondary level. This also affects the attitudes of the teachers towards change and innovation. Secondary education is more oriented towards students’ academic and cognitive achievement, which was found to be associated with more traditional and conventional practices. A suggestion that could be drawn from this remark is that there is greater need for support and training for Secondary Education teachers.

2. SUBSTANCE RELATED ISSUES

Which substance related issues have been the most difficult ones to fix when deciding on the content of the initiative, and why?

From the beginning of the project, the consortium decided that it was important to investigate at first the status in each country about competence based learning (CBL) so as to inform the training framework design. The first action was to identify the teachers’ needs in partners’ country, so as to design the proper training...
Within the needs analysis we identify user training needs in terms of educational theories, models and frameworks, ICT tools and other learning design processes that may prove useful to teachers. The results of this survey will be used for the development of the TRANSIt training framework to improve teachers’ capacity on competence oriented education.

The project team also performed a full review of the current European state-of-the-art concerning the development and implementation of key competences in the educational systems of the 6 countries participating in TRANSIt, which are Member States of the European Union (D2.2 European State of Art Report). In particular, the study assesses the current state of implementing the 8 key competences stated in the European Reference Framework of Key Competences in primary and secondary schools across the EU as well as the extent to which initial and in-service education and training of teachers equips them with the skills and competences necessary to deliver key competences effectively (European Commission, 2006). Variation has spotted between different partner countries regarding CBL.

The project team relied on the input from the project partners and also searched for resources published by both national bodies and pan-European organisations. Following this methodology we didn’t face any substantial issues.

3. PARTNERSHIP RELATED ISSUES

Which key aspects should be taken into consideration when defining the partnership?

The consortium formed was a “mixed partnership” with partners cut across all sectors of education. What was considered while defining the partnership is the different level that competences are implemented in the different partner countries; partner countries with long tradition in competence based learning approaches, so as to lead the work for those partner countries that are lacking behind. Moreover, affiliation with policy makers has been considered. Work has been allocated among the partners in order to secure exploitation of resources and balanced and high-quality contribution from each partner in their respective field of expertise. The diverse professional & geographical background of the partners makes this project an example of European collaborative development, mobilising knowledge resources that exceed individual partner capabilities and best addressed at the European rather than at a national level. Real-life testing and trial of the project’s results, in terms of technology and methodology, on a broad geographical basis, while learning from local differences and implementing adaptations, is one more reason for the participation of partners from different countries. In particular, the TRANSIt Consortium is composed by one university, one private primary and secondary education school, one company, one Ministry of Education and two research centres one affiliated with a university and the second with the Greek Ministry of Education, and Religious Affairs. In order to run the project expertise in the
following domains was ensured:

- Teacher training framework and resources development on didactics of competences and e-assessment of competences
- Teacher training impact assessment
- Teachers communities for pilot testing the developed training framework
- Access to a significant pool of cross-curricular projects promoting KCA

4. STRATEGY RELATED ISSUES

Which aspects of the strategy implemented for the initiative have proved to be particularly effective, and why?

Based on the needs survey as well as the ODS study on barriers on teachers promoting change in schools, TRANSIt during its life cycle organises workshops, summer and winter schools and other activities (e.g. contests) in order to inform the educational community about the proposed approach and the relative outcomes. The networking of teachers is also promoted through online web 2.0 tools supporting the TRANSIt teachers’ community in searching and exchanging competence based scenarios, practices and experiences.

Which aspects of the strategy implemented for the initiative have proved to be most problematic, and why?

Finding a common ground between the different partner countries has been a challenge. Different national policies, and educational policies (different levels of school autonomy) as well as different priorities have arisen towards the definition of a common training framework. In any case the proposed framework has been developed in a modular format to allow for customization according with the different needs met also through the Needs Analysis study.

5. MAINSTREAMING RELATED ISSUES

If the key competence initiative aims/aimed at mainstreaming, what are/have been the major obstacles encountered to generalise it?

Different factors act as motivators for teachers in different contexts. These have been considered in order to design a strategy having the most effective impact on specific target groups, as well as the wider community, a specific WP is devoted to dissemination of the results of the project. A core team works closely on implementing an innovative dissemination strategy and all partners play an active role within their own countries and on the wider European.

This valorisation strategy of TRANSIt aims to:

- Provide a plan of how to raise awareness of activities and results, share outcomes and learning experience with key target groups;
- Identify important dissemination activities planned throughout the project, indicating purpose, target audience, timing and key message;
• Outline how results will be used and exploited by the project partners and how the results will be made known and accessible to the community;

• Document any work needed for project sustainability and follow-on.

The dissemination plan involves online and offline channels. The online dissemination channel will primarily entail use of social networking and link placements on partner websites. This will be reinforced by direct newsletters to national and local education authorities, local and national EU officers, and educational associations. Social media will be employed and dissemination materials will be posted to popular Web 2.0 tools.

The offline dissemination channel will require each partner to conduct dissemination activities in their local area: the production and targeted distribution of more conventional dissemination products: a leaflet, presentations at local, regional and national events such as workshops and conferences.

More specifically, the results of the project will be discussed, evaluated and improved by publication and dissemination within the teacher professionals’ communities, the regional authorities and the general teacher training communities. The goal of the valorisation activities is to optimise the value of the project results, enhance their impact and integrate them into training systems & practices for teachers at a national as well as European level. Continuation of the project results after the project end can be furthermore supported by the establishment of liaisons with European associations of users and policy making organisations. A key part of the activities will have to do with reaching not only teachers but also key policy/decision makers (such as the Ministries of Educations in the partner countries). The involvement of the Austrian Ministry of Education, Arts and Culture (BMUKK) and CTI with has strong liaisons with the Greek Ministry of Education, Life Long Learning and Religious Affairs will safeguard the dissemination and exploitation of the project’s ideas and results to a European-wide level.

6. SYSTEMIC ASPECTS

To which extent has the initiative been designed as a systemic one from the starting point, i.e. introducing changes in several areas related to the student curriculum [such as teacher training, assessment, school organisation, etc.]?

The initiative has been designed from the starting point, i.e. introducing changes in several areas related to the student curriculum (such as teacher training, assessment). School education and training differs amongst European countries. In a lot of cases the educational system and the framework differs too. At a first level, the implementation of the proposal will give to teachers the chance to develop their skills and competences and to be more aware of competence based learning approaches, as well as a new critical model of learning design theories and tools. The consortium will try to disseminate the project results to political, professional and social decision makers and so that they can stimulate their transfer into policies development. Since one of the most important dimensions of the exploitation activities is the communication of project results to the decision-makers and training professionals, the Series of Best Practice Guidelines with recommendations will be produced by the completion of the project. It is expected to briefly present the project, its implementation, and its main out-
comes, as well as discuss benefits and recommendations for the further application, improvement and integration of the project results in training policies and practices.

What have been the obstacles and/or challenges encountered during the implementation because of the systemic aspect of the initiative?

Dealing with language barriers and intercultural problems in a transnational partnership have been identified as obstacles. Not all aspects proposed to be included in the training framework are of the same importance for all partner countries.

How have the obstacles and/or challenges encountered been overcome?

The TRANSIt consortium has designed, developed, implemented and disseminated a training framework (modular training curriculum along with online and conventional training materials) that will support the in-service and pre-service training of (mainly) teachers, ICT and administrative school staff on topics related to competences (first level), best practices (second level), the design of cross-curricular competence driven activities and e-portfolio assessment of key competences (third level). The training framework has been structured in a modular format according with the needs of the user groups, the peculiarities of each participating country and is adjustable to the target user groups needs. The development of the proposed training framework is based on the adoption of a user-centred approach and participatory design through the systematical analysis of the target groups’ needs.

7. Evaluation Related Issues

In case a simultaneous/real time evaluation process has been part of the initiative:

What have been the obstacles to implement it, and why?

Project outcomes and impact are to be further validated in the upcoming pilot phases of the project, and concrete conclusions will be drawn from it. The evaluation that has been already performed is the Quality Assurance with internal progress reports providing information about partner satisfaction, meetings and deliverables. Information has been gathered through online forms assessing the current status of the project, the communication flows and the added value of TRANSIt. Two reports have been delivered summarising results, i.e. one in month 6 and another in month 12 of the project. According to the plan, evaluation results from the first pilot Phase will be soon available based on partners’ input through their National Reports.

What have been the difficulties or risks that have been solved/avoided thanks to the simultaneous evaluation process, and why?

Delivering a quality assurance and evaluation plan within the first semester of the project has enabled to avoid several risks. First, it has increased partners’ awareness on the need to assess TRANSIt both at an internal and at an external level. It has also increased cohesion within the consortium given the fact that feedback from all partners was required for the final version of the plan. At an internal level, delivering project progress reports has enabled dis-
cussion of the project strengths and weaknesses in meetings and taking action to correct possible issues.

8. ACHIEVEMENT OF INITIATIVE’S AIMS

Have the original aims of the initiative been achieved?

TRANSIt is in progress and works towards achieving the targeted aims. So far the following outcomes have been achieved:

User Needs Analysis and State of the Art

From the beginning of the project the consortium decided that it was important to investigate at first the status in each country regarding competence based learning (CBL) and then to conclude in an accomplished report. The ‘Needs analysis’ study (Deliverable 2.1. Needs Analysis) shows the results of a needs analysis regarding competence based learning, teaching and assessment. To identify the training needs of the teaching staff in Europe, we used a mixed study design, based on four different techniques. Within the needs analysis we identified user training needs in terms of educational theories, models and frameworks, ICT tools and other learning design processes that may prove useful to teachers. In the needs analysis survey 1,078 respondents participated.

The project team also performed a full review of the current European state-of-the-art concerning the development and implementation of key competences in the educational systems of the 6 countries participating in TRANSIt, which are Member States of the European Union (D2.2 European State of Art Report).

Training Framework

The Consortium has worked on designing the Training Framework targeted at teachers and ICT staff in school and other educational establishments. The project team has also designed the teacher competency framework after studying existing frameworks, and the respective training modules.

The TRANSIt Competency Framework comprises of four dimensions and three stages. The four dimensions are:

1) Facilitating Student Learning
2) Assessing and Reporting Student Learning Outcomes
3) Engaging in Continuing Professional Development
4) Establishing Partnerships and Collaborations

Figure 1. Development of TRANSIt training framework

Training Implementation and Validation

Training activities have already been implemented, but the most important one has been the first TRANSIt training seminar that
took place at the first Summer School in Crete. The Summer School was organised by Ellinogermaniki Agogi (EA) and participants had the chance to interact with the participants of the courses that took place in the framework of other European projects/networks: such as “Open Discovery Space”. TRANSIt Summer School took place in Heraklion, Crete from the 30th of June to the 6th of July and was successfully completed. Overall 72 teachers and educators (also including those of associated EU funded projects) took part. During all summer courses our teachers had the chance to interact with their colleagues from all around Europe, exchange experiences on teaching practices and Learning Design approaches, have an extensive training to Learning Design, Competence Based Learning, and learn how to use learning resources and repositories.

**Evaluation & Quality Assurance**

The Quality Assurance & Evaluation Plan has been designed. The document sets out the goals, tools and procedures to collect evaluation feedback that will improve and/or validate the project’s training approach.

**Dissemination**

The main activities of the dissemination which took place during the first year of the TRANSIt project are presented in Table 1 below:

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Nº of activities</th>
<th>Nº of persons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements WS (RWS)</td>
<td>10</td>
<td>1.078</td>
</tr>
<tr>
<td>Project Presentations (PP)</td>
<td>19</td>
<td>2.415</td>
</tr>
<tr>
<td>International events</td>
<td>11</td>
<td>1.555</td>
</tr>
<tr>
<td>National/Local events</td>
<td>8</td>
<td>860</td>
</tr>
<tr>
<td>Dissemination events (DE)</td>
<td>11</td>
<td>14.440</td>
</tr>
<tr>
<td>Exhibitions, fairs</td>
<td>7</td>
<td>13.440</td>
</tr>
<tr>
<td>Other dissemination or networking events</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>Publications (PUB)</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>in books, conference publications</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>in journals</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>paper contributions</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Offline Dissemination Material (OF)</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Brochures</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Newsletters</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Online Dissemination (ON)</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>TRANSIt on Social Media</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>TRANSIt on Websites</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Other Dissemination Events (ODE)</td>
<td>3</td>
<td>106</td>
</tr>
<tr>
<td>1st TRANSIt summer school</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Synergy WS - Transnational Learning Forum</td>
<td>1</td>
<td>36</td>
</tr>
<tr>
<td>Wiki Skills Event</td>
<td>1</td>
<td>60</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>93</strong></td>
<td><strong>17.999</strong></td>
</tr>
</tbody>
</table>

*Table 1. Dissemination Activities (first year of the project)*
Exploitation

TRANSIt has made synergies with other related projects/initiatives, such as KeyCoNet network, PEEP project (http://peep.ea.gr) and HandsOn ICT project.

9. NEXT STEPS

What is planned next for the initiative?

TRANSIt is currently at the implementation phase. Here follow a list of future planned activities.

Training Framework

For the second year, the consortium has already developed and will continue the development of the digital training content based on the already designed training materials. The produced training content will be revisited and revised taking into account the input from the participating teachers. This will lead to a finalized version which will have incorporated all the feedback from the practical implementation. The training content will be in the form of digital training content and will capture teachers’ learning design decisions, actions and interactions.

Training Implementation and Validation

For the second year the consortium is planning to organize the pilot training sessions and assess the outcomes in order to evaluate the produced e-learning content and the Project’s site. More specifically, the Consortium aims:

- To implement and evaluate the first round of training activities with the participants (Phase A).
- To implement and evaluate the second round of training activities with the participants (Phase B).
- To collect and report results, in a Report and validate the final project products.

After collecting feedback from the actual implementation in schools, the training approach will be revisited and revised, in order to support the second phase of the project training activities. To further validate the project’s approach and maximize the potential uptake and impact in each country, each participating school will be asked to organize a series of national validation events. The Integrated Report from Validation Phase will include a detailed presentation of the validation plan, the validation methodology and validation of the outcomes of the training work.

Evaluation and Quality Assurance

The main interest for the evaluation part concerns the evaluation of the material and the training activities and of course the evaluation of the project’s progress and approach. The Quality Assurance and Evaluation Plan will provide the plan of evaluation for the pilot training activities and the validation events, as well as their quality assurance process. The Overall Evaluation Report and Recommendations will outline both the success of the training program as well as its final impact on all key stakeholders.

Dissemination

In the second project phase we will focus on deepening the dissemination contacts from the first year and on continuing to engage target groups. The TRANSIt Project will establish a close collaboration with the ODS-Project and thereby benefit from the
dissemination networks of the 50 European partner organisations and the network of 2,000 ODS-schools.

The consortium will organize the final conference of the project at the end of October 2014. A special workshop on “Challenges in Training Teachers about Key Transversal Competences: the TRANSIt Experience” will take place. A session of this workshop will be devoted to the presentation of the TRANSIt results and recommendations, but another session will be focused on the presentation of results from other related initiatives. Representatives from all types of interested stakeholders will be invited to participate in this dissemination event.

Exploitation

The Guide of Good Practice will produce a series of guidelines for the educational community to explore and exploit the benefits of the proposed competence-based approach. In this framework, a structured set of recommendations will be produced on how learning design processes and methods can be used to provide an engaging educational experience through actual practice. The guide will be published both electronically (on the web and on a CD-ROM) and on paper. It will analytically describe the developed pedagogical approach and all project outcomes. Its compilation will be the result of the collaborative effort of teachers, pedagogical experts and trainers.

10. ADDITIONAL INFORMATION

Publications:

- Riviou, K., Kolovou, L., Sotiriou, S., ‘Teachers’ CPD Programme in Fostering Competences – Support through Communities of Practice’, The Fifth International Conference on e-Learning (eLearning-2014), 22-23 September 2014, Belgrade, Serbia


- Riviou, K., Sotiriou, S. (2013). TrAining teachers in competence based education – the TRANSIt use case in Greece, 7th International Conference in Open & Distance Learning (ICODL) - November 2013, Athens, Greece, Volume 3 - Section A: theoretical papers, original research and scientific articles, pp. 6-16, 8-10 November 2013

• Rivio, K., Ravet S., “TRANSIt: TraIning teachers in competence based education: Using ePortfolios to support key competency acquisition”, ePIC 2013, the 11th ePortfolio and Identity Conference, London, 8-10 July 2013

Related Links:
TRANSIt Website: http://www.transit-project.eu/
1st TRANSIt Summer School, http://transit.ea.gr
TRANSIt Community of Practice: TraIning teachers in competence based education (where Educational Content, Lesson Plans & Learning Scenarios regarding KCA are also uploaded), http://portal.opendiscoveryspace.eu/community/training-teachers-competence-based-educationtransit-crete-summer-school-2013-1167
TRANSIt Training Environment (Moodle-Mahara integration): http://transit.cti.gr/moodle/
TRANSIt D2.1 “Needs Analysis Report”
TRANSIt Greek Community of Practice: Κατάρτιση εκπαιδευτικών στην εκπαίδευση για ανάπτυξη ικανοτήτων http://portal.opendiscoveryspace.eu/community/katartisi-ekpaideytikon-stin-ekpaideysi-gia-anaptyxi-ikanotiton-184334

KEYCONET PARTNERS
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
LinkedIn: 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.