KeyCoNet
Key Competence Network on School Education

THE TRANSVERSAL KeyCoNet CASE STUDIES ANALYSIS
SHARED VARIABLES
GROUP B

Topic: "Integration of key competences in the student assessment processes within the framework of current curricular reforms and establishing connections with the review of teaching practices: its projection on the competence increase of all students understanding their diversity"

Features of the initiatives included in Group B:

"Group B" is composed of a set of initiatives pertaining to KeyCoNet multiple-case study interested in, from their respective proposals, the integration of key competences in the student assessment process, taking into account that this approach offers an adequate support for learning needs that often exist in this group. In all cases the relationship established between the competence approach to student assessment and the integration of key competences in teaching practices (and its consequent professional development) is reflected, in one way or another.

The initiatives included in Group A are the following:

1. **GB-CS 7** *Core Curriculum Programme*
   This programme was a curriculum initiative to support Basic Skills learners (low ability learners) during the last three years of the secondary cycle. The continuum of achievement outlined in the *National Curriculum Framework* (NCF) 2012 states that the curriculum will meet the needs of learners according to their stage of development. It is envisaged to be a seamless process in order to ensure continuity in the educational pathways followed by learners. Moreover, the NCF endorses learner-centred learning, which requires the development of knowledge, skills and attitudes that promote self-directed and lifelong learning.

2. **GB-CS 8** *Building a culture of achievement through the ASDAN Certificate of Personal effectiveness* (CoPE)
   The UK system of awarding bodies, particularly in England, has made it possible for Awarding Organisations such as ASDAN to develop a qualification such as the *Certificate of Personal Effectiveness* (CoPE) within a national framework for qualifications. The CoPE is designed to widen access to further and higher education by developing generic, crosscurricular "effectiveness skills".

3. **GB-CS 9** *Competences and self esteem*
   The pilot project at the *collège* in Vérac was organised within the more general framework of the implementation of the common base of knowledge and skills (*socle commun de compétences et de connaissances*, framework act 2005). (…) The initiative was designed in a systemic manner at school level as it took into account the objectives

in terms of education, assessment and the application of dedicated tools, while also including elements of teacher training.

4. **GB-CS 10** *TRANSversal key competences for lifelong learning: TraIning teachers in competence based education* [TRANSIt]
   The aim of the TRANSIt is to have a positive impact on the development of students' key competencies 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.

5. **GB-CS 11.** *Cross-Curricular Final Objectives@2010*
   The curricular reform introduces cross-curricular objectives related to knowledge, skills and attitudes, which are to be pursued by all secondary level students in Flanders. While schools are not obliged to assess students in their achievement of the cross-curricular objectives, they nevertheless must show evidence to the inspectorate, which is following the reform closely, that the objectives are clearly part of the school's teaching and learning plans

Scope of the initiative reported in the Group B	
Initiative	**Code**
National initiative *Core Curriculum Programme*	**GB-CS 7**
National initiative *Building a culture of achievement through the ASDAN Certificate of Personal effectiveness* (CoPE)	**GB-CS 8**
Local initiative *Competences and self esteem*	**GB-CS 9**
Local/regional/national/European/international initiative *TRANSversal key competences for lifelong learning: TraIning teachers in competence based education* [TRANSIt]	**GB-CS 10**
Cross-Curricular Final Objectives@2010 The objectives are developed on community level (education in Belgium is governed by the communities: the Flemish, French and German speaking communities each have their own education system, which is implemented in each school).	**GB-CS 11**

Initiative	Partners	Code
Core Curriculum Programme Malta	State secondary schools, with support from the DCM, education officers, programme mentors, teachers, Learning Support assistants, career advisors, Inclusion Co-ordinators and senior management teams within schools.	**GB-CS 7**
Building a culture of achievement through the ASDAN Certificate of Personal effectiveness (CoPE) England	5,000 schools, colleges and training providers are registered as examination centres with ASDAN across the UK.	**GB-CS 8**
Competences and self esteem France	The *Rectorat* of Bordeaux and national body in charge of the follow up of innovations and	**GB-CS 9**

	pedagogical pilot projects. Local level project concerning all students, the pedagogical community of the *Collège* and parents.	
***TRANSversal key competences for lifelong learning: TraIning teachers in competence based education* [TRANSIt]** 6 countries participating, which are Member States of the European Union.	The consortium formed was a "mixed partnership" with partners cut across all sectors of education: it 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, Life Long Learning and Religious Affairs.	**GB-CS 10**
GB-CS 11. *Cross-Curricular Final Objectives@2010* Belgium (Flandes)		**GB-CS 11**

A. (…) Notwithstanding the fact that the teaching process now was trying to address the different abilities of all the students, there still remained a number of them that lacked the basic skills, such as reading and writing and basic arithmetic after the first 2 years of secondary education. In 2011, the Office of the permanent secretary of the *Ministry for Education and Employment* issued a consultation document indicating that there were a number of vulnerable students that left school early without having the necessary skills for employment. Moreover, the Pisa study also uncovered weaknesses on a national level that needed to be addressed immediately. Thus, the need to address the reality of a small proportion of low ability learners who, for a variety of reasons, reach the end of Form 2 without the core competences to be able to undertake a learning journey up to SEC level with profit was felt. Up to now these learners were largely invisible, or else were provided with programmes that did not lead to further progression. With the National Curriculum Framework (NCF) issued in 2012 by the *Ministry of Education and Employmen*t the principles of Entitlement, Diversity, Continuum of Achievement, Learner Centred learning and Quality Assurance provided the context for an initiative such as the Core Curriculum Programme. (…) **GB-CS 7**

B. ASDAN (the *Award Scheme Development and Accreditation Network*) operates in most secondary and special schools in the UK. (…) Among many curriculum programmes that ASDAN has developed, the *Certificate of Personal Effectiveness* (CoPE) has been particularly successful. It was introduced in 2003-2004 with the aim of widening access to further and higher education. (…) A recent study found that the CoPE could markedly improve students' attainment in the major national English language qualification. (…) The *Certificate* is easily adaptable to different levels of skills, which means that it can be taken by all students (…). **GB-CS 8**

C. This initiative [the team have developed an IT tool that permits the follow up of all students' progress], launched in 2009, has already resulted in a change in students' attitude towards their studies, has had a positive influence on students' achievement, on the involvement of students and their families and on the image of the school. (…) In

general, the school team observed that the situation of students with weak to very weak academic results was transformed hugely due to a change in their attitude; (…) These students now have slightly better results and have fewer schooling problems.(…) [They and their parents] identified more with the school, which has gained a very positive reputation in recent years…(…) The original aims of the project were not modified but the project was adapted to its environment and evolved whenever the team saw necessary changes or adaptations, particularly those linked to the VERAC tool. **GB-CS 9**

D. The key competence acquisition (KCA) by every young person is one of the long term objectives of the updated strategic framework for European cooperation. 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. (…) 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. **GB-CS 10**

E. The *Cross-Curricular Final Objectives* (VOET) are minimum targets in terms of knowledge, insight, skills and attitudes that are not specific to one subject, but that are pursued in secondary education through several subjects, educational projects and other activities. (…) The new VOET@2010 consists of objectives that are structured in a common trunk, seven contexts (physical health and safety, mental health, socio-relational development, environment and sustainable development, political-legal society, socio-economic society and socio-cultural society), learning to learn, ICT and technical-technological education. (…) The VOET@2010 covers all European key competences and safeguards a broad and harmonious basic training that includes essential knowledge, skills and attitudes. (…) [IT] is not a pilot project: it has been implemented at all schools over the last few years. **GB-CS 11**

B2. Initiative focused primarily on competence development of students from secondary level

A. ASDAN programmes and qualifications support both formal and informal learning contexts: secondary schools and post-16 colleges of further education. (...) The CoPE initially targeted students approaching the end of lower secondary education due to their specific characteristics. At this stage of education, high non-completion rates are recorded. Also, engagement is difficult to achieve. Therefore, there was a need to target this particular age group and to offer them a way to re-engage in learning. Next, upper secondary students were targeted. This was done in response to higher education institutions' requirements for school leavers. It was possible to focus on this group inter alia thanks to the support from a national programme that aimed to widen participation in higher education (HE). Finally, students beginning secondary education were targeted. **GB -CS 8**

B. The L. Drouyn Collège in Vérac has been implementing a pedagogical project on competence based teaching and evaluation. (…) It was carried out at all levels of lower secondary school, Students from *Sixième* [first year of *Collège*, age 11-12] to *Troisième* [final year of *Collège*, age 14-15] (…) The pedagogical team has carried out an analysis

of competences to implement and certify the acquisition of the core curriculum of knowledge and competences. (…) **GB-CS 9**

C. Secondary (lower and upper): Pupils from grade 1 (12 years old) to 6 (18 years old) of secondary education (also teachers, curriculum designers, Flemish Educational Council, Government bodies, Educational Network). (…) Schools are allowed to decide for themselves when and how the implementation [of the VOET] will take place. The developers/inspectors indicated that it takes effort to move from the VOET to concrete actions. The choices made by schools in this regard can, for example, differ depending on the student population (for example primarily privileged or underprivileged students) and different schools therefore handle this in very different ways. **GB-CS 11**

> **B3. Foster, according to the current situation in Europe, an education that enhances the competence development of all students, with special emphasis on vulnerable students (inclusive education).**

A. The National Curriculum Framework (NCF, 2012) defines the curricular entitlement for each and every learner till the age of compulsory education which is sixteen. (…) The Core Curriculum Programme in Malta is based on the three aims of the National Curriculum Framework (NCF p.6), which seeks to prepare all children to become lifelong learners who are confident, successful, creative, connected and engaged in the community and the world around them, and able to secure social justice (Ministry of Education and Employment, 2012).
This programme of learning that targets the needs of lower-level learners is characterised by a constructivist approach and three main theoretical understandings upon which this approach is based:
  ✓ The Assessment for Learning pedagogy;
  ✓ The theories of the Zone of Proximal Development and Scaffolding as proposed by Lev Vygotsky, Ausubel and Bruner;
  ✓ Inquiry-Based Learning.
The programme will give a core entitlement to learners, which covers the subject. (…) The programme will give a core entitlement to learners, which covers the subject-specific key competences including Maltese, English, Mathematics, Science with Design and Technology and ICT as well as PE, Religion, Social Studies, History and Geography. The learners will also opt to study any one of the following: PE Certificate (Level 1), Music, Art, Home Economics, Textile Studies, Design and Technology or Graphical Communication. (..) Learners following the Core Curriculum Programme will carry out projects that enhance their 'soft competences'. Evidence through different methods of assessment will be collected in a portfolio, which will be used to instil learning to learn skills. (…) The schools are given the opportunity to modify the programme according to the needs of the students as perceived by the school. Moreover, this is seen as an evolving experience that will be strengthened with input from different stakeholders as we learn and gain more experiences over time. **GB-CS 7**

B. When the CoPE was first introduced, the government was very much interested in the concept of widening participation, responding to the needs of all learners, and raising students' achievement. They were interested in making education more open and more accessible. This provided the political context for the introduction of a qualification that was not purely academic, but one that focused on a set of skills that were more generic in nature and also more directly transferable between education and employment. (…) ASDAN coordinators report that the CoPE has been very beneficial to their students' attainment. It helps the students develop: confidence to do presentations, organization skills, transferable skills, ability to work independently, sense of achievement, more

holistic view on learning. (…) Further investigations are, however, necessary to explore the causality of the improved levels of achievement. **GB-CS 8**

C. The initiative was integrated into the first point of the school's mission statement: "*Restore students' self-confidence, particularly the most vulnerable, by developing a positive assessment of acquired skills and knowledge*." [These are its aims:]
   - ✓ Restore students' self-confidence, particularly the most vulnerable, by developing a positive assessment of acquired skills and knowledge.
   - ✓ Strengthen long-term self-esteem.
   - ✓ Enable each student to acquire a maximum level of knowledge and skills.
   - ✓ Motivate students by providing them with specific and realistic objectives that underline their strengths and take their progress into consideration.
   - ✓ Better target the difficulties of each student in order to plan a more rapid, adapted and effective solution, while also highlighting students' strengths in order to offer better individual support.
   - ✓ Develop students' autonomy and academic ambition.

   (…) The team had to adapt assessment strategies to the different competences in a way that would enable the assessment of students in terms of real competences (particularly within complex situations) and, since the aim of the project is also to help students build their confidence in the learning process and during assessments, which would also help them in the progressive acquisition of these competences. **GB-CS 9**

D. The curricular reform introduces the *Cross-Curricular Final Objectives* (VOET) related to knowledge, skills and attitudes, which are to be pursued by all secondary level students in Flanders. (…) Between 1997 and 2002 the first generation of the objectives was introduced. (…) The 'first generation' of cross-curricular final objectives was introduced by the *Ministry of Education and Training* in 2001, shifting the emphasis from a subject-oriented logic to a more integrated education. These final objectives describe a basic package of themes that the school is accountable for implementing over the six years of secondary education. Schools are free to determine their own way of implementing the cross-curricular themes within different subjects, projects, activities, etc. and while schools are not under obligation to achieve the final objectives, they are obliged to make the highest possible effort to achieve them as far as possible. (…) These objectives were reviewed and updated in 2010, a process which led to the creation of VOET@2010 (*Cross-curricular final objectives*@2010). (…) **GB-CS 11**

B4. Initiative focused on competence development of students from different education levels

A. COMENIUS Multilateral project aiming at training teachers so that they can design cross-curricular activities that support the key competence development of their students. (…) Teachers (in-service, pre-service), students (indirectly), teacher trainers, educational policy makers. Primary, lower secondary, upper secondary. **GB-CS 10**

B5. It is convenient to start external support programs for teaching teams before secondary education level (connections between primary and secondary)

A. It was believed that early introduction to the effectiveness skills could benefit further development of the skills at other levels/other stages. (…) It was believed that early introduction to the effectiveness skills could benefit further development of the skills at

other levels/other stages. (…) The teachers who were interviewed also saw the CoPE as an enabler of students' transitions through lower secondary education. **GB -CS 8**

B6. Reports on social and professional requirements to which the European citizen faces facilitate the implementation of initiatives that enhance competence development in students

A. They [students lack the basic skills necessary for life such as reading, reading the time, or prioritise] are extremely vulnerable. And when one thinks that in a few years' time these students will be adults and will have to shoulder responsibilities as mature citizens, one asks how they will be able to do it if they lack the basics of key competences? So educators feel the need to improve this situation. (…) **GB-CS 7**

B. [One of the significant enablers] to the implementation of the certificate at the beginning of the new millennium, was the regular reporting from employers, parents, higher education institutions and employers' organisations that school leavers lack necessary 'skills' for employment and/or for pursuing further education.(…). Skills that were often referred to included: team working, working without external supervision, problem solving, self-management, and oral communication skills. This shared view of school leavers lacking important skills clearly supported the early work on the CoPE and led to a continuing consultation process with industry. ASDAN set up an Employers' Skills Forum to consult employers on their skills needs and to reflect these needs in the CoPE. **GB-CS 8**

C. In the context of the Agenda for New Skills and Jobs [A European contribution towards full employment] recent forecasts of future skills' needs anticipate an increase in jobs requiring high- or medium-level qualifications. However, such qualifications need to be accompanied by key competences that equip young people to work in intercultural, multilingual and rapidly changing circumstances and to contribute to creativity and innovation. (…) The development of key competences should include both subject-based and transversal competences that will motivate and equip students for further learning. **GB-CS 10**

B7. Report on the impact in different European countries of competence-based model in terms of effectiveness and efficiency of the training process

A. 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. **GB-CS 10**

B8. Collaboration between different bodies of education authorities and, in turn, between them and schools, facilitates the achievement of the objectives of the initiative

A. The Core Curriculum Programme was designed for all students in the third year of secondary education who were still lacking the basic skills in the key competences. The programme's aim was to impart these key competences at MQF Level 1 before they would finish compulsory education. Though the programme was developed centrally by the *Maltese Curriculum Department* within the *Directorate of Quality and Standards in Education*, schools were given the opportunity to modify the programme according to the needs of the students they were catering for. (…) The CCP targets low ability students who are starting their third year of secondary schooling. The programme was offered to all State secondary schools right from the beginning. Moreover, schools were also offered the possibility to modify it and make it more accessible to their students. The Directorate had to ensure that all the students were given their entitlement as defined by the National Curriculum Framework. **GB-CS 7**

B. ASDAN's list of partners and collaborators is exhaustive. It includes schools, local authorities, national organisations, education providers, volunteering organisations, and organisations providing enrichment for education.(…) Local governments that were identifying schools in which sufficient progress was not being made let ASDAN intervene by introducing the CoPE at those schools. **GB-CS 8**

C. [One of the significant enablers] to the implementation of the certificate at the beginning of the new millennium, was the regular reporting from employers, parents, higher education institutions and employers' organisations that school leavers lack necessary 'skills' for employment and/or for pursuing further education.(…) **GB-CS 9**

D. Communities of key stakeholders (teachers, teacher trainers, school leaders, educational policy makers) have been mobilised to support this process. **GB-CS 10**

E. The government developed the VOET together with teachers, school administration, educational guidance supervisors, teacher trainers, and experts from colleges/universities. This increased the engagement and support from all stakeholders. Following the VOET development process, a response group including stakeholders from the different fields was formed to provide a written feedback on the process. (...) This feedback enabled a broader and less formal review of the material developed, leading to extra input and increased support. (…) The basic principles of the VOET state that the new planning framework for the VOET requires the school to develop its policy autonomously in terms of accountability and policy-making capacity. The expertise of the administration and teachers, cooperation, consultation and school planning offer plenty of guarantees to do justice to the principle of subsidiarity. This means that many decisions regarding the implementation of the cross-curricular final attainment levels can be made at school level rather than at a higher level. (…) The steering committee was suspended after the reorganisation of the governmental curriculum department. During the first generation VOET, this steering committee had closely supervised the implementation. There is now therefore less supervision of the implementation, although the inspectorate and the PBD still remain in contact regarding support for and evaluation of the VOET.**GB-CS 11**

B9. Need for different sectors to rethink teaching and learning according to the competence-based approach

A. The NCF aims to develop the learners' capacity to nurture values and learn key skills and competences that they require to establish their long-term quality of life as persons and as citizens –and in doing so educators are to regard learners as individuals with

diverse capacities that must be supported to develop into lifelong learners equipped with employability-related attitudes and skills. (…) The ultimate goal of the NCF is to enable individuals to become lifelong learners. This implies an effort by all to give learners the knowledge, skills, competences, attitudes and values necessary to be attracted to further and higher education, to re-skilling and up-skilling during the working years and to active participation in the civic and social life of our country. **GB-CS 7**

B. CoPE focuses on transferable skills and it recognises skills that students gain while being engaged in additional activities at school, such as charity work, sports days, part-time work; these are skills which otherwise would not be acknowledged. This level of success is attributed not only to the work of ASDAN, teachers and students but also to a number of contextual factors that acted as enablers during the implementation of the initiative. **GB-CS 8**

C. In the French context, a local pilot project is not intended to be extended to other structures either at a local or a national level; however, information on the initiative must be made available to other establishments so that it can potentially be adapted to other educational contexts. An academic system and a national system (i.e. websites for sharing information) allow the different local initiatives to be shared and to be made known to the entire pedagogical community. Meetings between delegations from the collège in Vérac and from other schools allowed the schools to exchange of practices and enabled participants to outline areas of consideration for teams who would like to be involved in such a project. **GB-CS 9**

D. The proposed approach aims to support teachers at bridging the gap between policy and practice on a wide scale. (…) 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 framework. **GB-CS 10**

> **B10.** **The implementation in schools of the competence-based model requires a change in mindset among teachers: how to relate the competence-based approach –its terminology, dimension and scope- with the own teaching and assessment of student learning practices?**

A. (…) At the end of the first scholastic year of its implementation the Ministry has engaged an Education Officer from the Curriculum Department to evaluate the CCP. A number of interviews were conducted with all stakeholders, schools were visited and lessons were observed. This evaluation revolved around four main themes: learning outcomes, methods/pedagogies, resources, assessment. The evaluation revealed that Assessment for Learning strategies need to be embedded in the pedagogy used. The strategies need to include techniques that reveal each student's prior knowledge in order to be in an informed position and start from where the learner stands in his/her learning. With regards to resources, the evaluation suggests the use of Assistive technology as part of the resource package needed by this group of students (…) **GB-CS 7**

B. The 'learning to learn' methodology is crucial and therefore features more strongly. Also, the terminology that is being used to describe the key competences has changed slightly. The term metacognition is now commonly used to refer to essentially the same concept as 'learning to learn'. (…) Teachers of those subjects are familiar with the content and requirements of their own areas. They use subject-specific language within each department. On the other hand, the CoPE approach is cross-curricular and cross-

departmental. In consequence, language that is specific to skills is not understood / interpreted consistently, e.g. Level 2 Problem Solving competence may not be easily comprehensible and may have different meaning for different teachers. Therefore, it was difficult for teachers to engage in a conversation with ASDAN about the skills. **GB-CS 8**

C. The main difficulty for teachers is the integration of the different aspects of the project within their teaching; this is particularly true for new teachers at the school who must carry out all aspects at the same time without knowing what the real priorities are. Some teachers have difficulties or do not want to be involved at the different levels of action of the initiative and remain focused only on assessment. [The teacher also believe that] the most complex task was to identify which competence should be evaluated in their teaching and how to implement this assessment. [It is considered appropriate that the teachers become aware] that everyone is involved in various areas of the project. [To achieve that, the initiative proposes to develop] a cognitive map accompanied by a short film and slideshow to show the coherence between various concurrent actions, all of which improve students' self-esteem. **GB-CS 9**

> ### B11. Teachers show insecure facing teaching and competence assessment: need to enhance their professional development in this field

A. While the programme was well thought and had a sound theoretical background based both on research and on feedback from teachers and school administrators, the professional people who had to implement it had little time to adapt themselves for the required change. They were all aware of the difficulties encountered by these low achieving students and in fact a number of schools were ready to develop their own programme of learning targeting the needs of these learners. Thus, the Core Curriculum Programme issued in May 2013, and launched in September 2013 was envisaged as an answer for these requirements but all stakeholders needed to acquaint themselves with their new role and responsibilities that come with this new role. Without good networking between the people involved at school level, the programme was not going to work and this required time. **GB-CS 7**

B. ASDAN has identified two major difficulties in the evaluation process. First of all, the effectiveness skills are difficult to report. They do not fit well into a data set. They cannot be easily converted into a numeric value that is easily comparable across other skills. Second, the organisation has found it troublesome to persuade schools to participate in the evaluation process. Most school are not willing to cooperate/participate due to time-constraints and a fear of 'failing to succeed'. **GB-CS 8**

C. The assessments [from teachers in working effectively on competences] remain traditional with a simple conversion to the new system of reference without fully adopting a new approach to assessment. (…) **GB-CS 9**

D. *Complexity*: the VOET are fairly complicated for teachers. (…) *Too many changes*: for some teachers the introduction of the VOET felt like yet another change. (…) *Infrastructure of the school*: compared to larger schools (e.g. schools with large playgrounds) the teacher in small schools is more likely to be 'obliged' to go outside the school premises, this may constitute an obstacle to the implementation of the VOET. (…) *Increased burden of planning*: teachers had to register which VOET they had worked on. (…) *Resistance towards innovation*: teachers reason from the perspective of

their own subject, taking only their own curriculum into consideration rather than the VOET. **GB-CS 11**

B12. Difficulties in relating curricular changes to the assessment of student results

A. At the end of the first scholastic year of its implementation the Ministry has engaged an Education Officer from the Curriculum Department to evaluate the CCP. (…) . With regards to resources, the evaluation suggests the use of Assistive technology as part of the resource package needed by this group of students. When it comes to Assessment practices, more workshops are necessary where teachers can discuss the assessment criteria in so that standardisation is ensured. (…) **GB-CS 7**

B. This was the first time that competence-based teaching and assessment had been implemented in the school for all subjects; this required teachers to carry out work on identifying what exactly is covered by the competences that they wish to teach and evaluate. Teachers therefore first identify the micro-competences (basic knowledge and procedures) that are involved (one teacher counted up to 80 micro-competences for one section of a mathematics programme). Teachers then work towards reconstructing what it is that defines the target competence before being able to evaluate it within a complex task for example. This is a long and complicated process, but one teacher observed that being involved in this process had been hugely beneficial in terms of professional development. **GB-CS 9**

C. The developers/inspectors said that a school should pay attention to what it does with regard to the VOET, warning that their work must be effective. However, there is no obligation for the schools to perform to a certain standard (and no obligation to produce a certain result); it is therefore only possible to evaluate the effort and not the result. The developers/inspectors indicated that there is no obligation for schools to evaluate the VOET among their students, but that they can of course evaluate the VOET if they want to. The schools indicated that it is not always simple to evaluate the VOET. One school stated that the reason they do not evaluate the VOET is that currently there are no proper tools and teachers do not have time because they are required to teach a great many different classes. The school that evaluated the VOET 'learning to learn' during the exam did so at every exam, which meant that after a while the students found the questions repetitious. **GB-CS11**

B13. The deep roots of the performance assessment culture slows the shift to competence assessment

A. [One of the obstacles] facing the initiative is a wider socio-cultural trend, namely the 'data-driven culture'. That is to say, modern society is very much focused on outcomes that can be measured in terms of numbers. School assessment is subject-based. Students' performance at school is captured in scores, percentages and exam marks. The Department for Education in England and Wales has redefined those achievements that count in headline measures of school performance to include, from 2013-14, only those with a significant body of subject knowledge assessed through an external examination. (…) The CoPE, with its intrapersonal and interpersonal skills, metacognitive skills, and a continuous portfolio-style assessment, does not fit comfortably with this focus. Furthermore, since the development of skills is difficult to quantify, they are difficult to promote. (…) **GB-CS 8**

B. The main difficulty for teachers is the integration of the different aspects of the project within their teaching; this is particularly true for new teachers at the school who must carry out all aspects at the same time without knowing what the real priorities are. Some teachers have difficulties or do not want to be involved at the different levels of action of the initiative and remain focused only on assessment. **GB-CS 9**

C. [Achieving objectives speaks that:] Reminder (1 school): a way for teachers to take the complete education of the student into consideration and not only subject related issues: The school indicated that it depends strongly on the colleagues' interests, that it is very personal, with some teachers paying pay more attention to the full education of students than others.(…) According to two schools this is achieved with the help of the VOET. Teachers are also learning to look beyond their own field. **GB-CS 11**

B14. The continuation of the double assessment of students (performance assessment, on the one hand, and competence assessment, on the other) slows the adoption of an integrated assessment model.

A. In 1994, a government-commissioned report advocated a curriculum which prescribed only 80% of timetabled time, so that the other 20% would be free, i.e. devoted to the activities chosen by individual schools, teachers and students. ASDAN's CoPE was used as an example of a syllabus that could well fit into this 'free' planning. Furthermore, when the CoPE was first introduced, the government was very much interested in the concept of widening participation, responding to the needs of all learners, and raising students' achievement. (…) Examinations regulator approval of the CoPE as a full qualification within the Qualification Framework (NQF). (…) ASDAN is only one of many awarding organisations in the UK and therefore it is difficult for it to exert major impact on the national framework for teacher education. (…) It is difficult for the initiative to influence the government decision making process since ASDAN is seen as one of many relatively small qualification awarding organisations in the UK. **GB-CS 8**

B. The *diplôme national du brevet* (DNB – national assessment at the end of compulsory education for the vast majority of students) requires students in *3ème* to be given grades. Not only does this constitute a constraint for teachers, despite the support provided by the VERAC software that converts assessments by colour into grades, but it also brings problems of comprehension, both for parents and students, regarding the overall rationale behind the assessment system. (…) The initiative proposes refining the double assessment (by level and grade) in order to reconcile the results of competence-based assessment with grades. **GB-CS 9**

B15. Provide school culture a reference framework that may connect assessment to the competence approaches assumed by the curriculum reform

---

A. The teachers felt empowered to adapt the subject matter and reinforce the skills inherent in the subject making them more accessible for the students. They had a framework to guide them but one which did not stifle them. Many subject teachers are working together on projects and this collegiality is very congenial to teaching and learning –

based on skills, student potential and interests. This has also led to job satisfaction in the teachers and a sense of achievement in the students. **GB-CS 7**

B. Setting up a network of teachers and introducing *Cluster Leaders* have also been recognised by ASDAN as effective strategic decisions. Networks include regular face to face meetings/events with teachers and practitioners, during which common problems are dealt with and good practice is identified and shared. Cluster Leaders are well-trained teachers who are members of the national ASDAN training, support and quality assurance network. They offer practical advice based on their extensive professional expertise with ASDAN methodology. **GB-CS 8**

C. As teachers already had to carry out competence-based teaching and assessment within their teaching practice, these factors [the team decided to launch a pilot project] facilitated the work of the teams as the project allowed teachers to go further and experiment with new practices in assessment such as, for example, removing marks or signing a "contract of trust" with the students. (…) The team had to draw up a new assessment framework, with the aim of identifying as accurately as possible the competences that have been acquired by students. (…) Now that the team has acquired its own experience, it can help to train other pedagogical teams on the subject of competence assessment, particularly in lower secondary schools in the surrounding area. **GB-CS 9**

B16. Fluid and cooperative coordination: connection of pedagogic services, experiences, knowledge, work lines, resources, etc.

A. The CCP Mentor Guidelines (Grima, 2014) envisages a professional person capable of collaborating with Senior Management Team, Education Officers, other teachers, Learning Support Assistants and all those who provide a service to the students and of course, the students themselves and the parents. This person needs to have a co-ordinating role and thus much depends on the right choice of this mentor for the success of the programme as many ideas and initiatives originate from the intimate knowledge of the students and their needs. This person will then be capable of creating the right atmosphere for this network of people to collaborate and develop the potential of these students who have capabilities but have also a large number of needs. **GB-CS 7**

B. According to one school the VOET policy is sometimes more difficult to implement in smaller schools. Due to the small scale of the school there is no separate VOET coordinator, which therefore means less support. The developers/inspectors observed that the practical application of the VOET can sometimes be difficult. They stated that if they were to redevelop the VOET now, they would also include 'learning to learn' in subjects (rather than as a cross-curricular feature), since many teachers lack sufficient knowledge of educational psychology or have difficulty applying this concept in practice. **GB-CS 11**

B17. The role of the tutor (mentor) for the competence development of students with learning difficulties

A. The majority of learning difficulties stemmed out of a problem of social inequality. A network of professional people and support services including guidance teachers, career advisors, learning zone teachers, CCP mentors, Inclusion co-ordinators and the CCP

subject teachers work together to try to provide what would contribute to the well-being of these students. Well-being is a pre requisite for learning to take place and it is extremely difficult to provide for the various needs of these students especially if they originate from family related issues. Envisaging such a scenario, the CCP created a role (CCP Mentor) whose main responsibility is to care for the well-being of the learner. Mentors who do not have mentoring sessions slotted in their time table are actually at a disadvantage from mentors who have four forty minute session per week with these students. Mentoring is an on-going process and the teaching load makes a difference because it affects the availability of the teacher and the tasks that have to be prepared. This is a question of availability of human resources and on how many teachers are available in a school. **GB-CS 7**

B18. The shift to competence assessment analyzed from the perspective of students

A. A main challenge/aim was to raise the students' self-esteem and self-confidence. Having always considered themselves failures, for the first time, they were tasting achievement. This was very evident when the students received the results for half-yearly assessments which consisted also of adapted papers. Schools agreed that another enabler was the fact that teachers had the support of the Learning Support Assistants and therefore students were given timely feedback and there was also the possibility to verify that the feedback was taken up. 8…) Integrating these students with the mainstream for activities organised for the whole year group aided inclusion and integration. This was viewed as being an enlightening opportunity for all students. **GB-CS 7**

B. (…) Students have freedom to select the modules they wish to work on (the structure of the modules deliberately prevents learners from choosing too narrow a curriculum) and provide evidence of their progress in the form of a portfolio. The personalisation of the curriculum in this way means that individuals who complete the CoPE have shared skill levels but not necessarily shared knowledge about the same set of topics. It therefore becomes difficult to compare all aspects of those learners' outcomes against one another. **GB-CS 8**

C. While this transition [from graded assessment to gradeless assessment] is not seen as a problem a priori by the different interviewees [students, teachers, parents], some do find its application unsettling. One student interviewee made a particularly pertinent observation: "it is clear to us that the colours chosen (…) are grades translated into colour, and afterwards we reconvert them into grades; this is not logical." This observation reveals the problems faced by certain teachers in working effectively on competences; their assessments remain traditional with a simple conversion to the new system of reference without fully adopting a new approach to assessment. **GB-CS 9**

D. [Achieving objectives speaks that:]
Guaranteeing a complete education (all schools + developers/ inspectors): the VOET ensure that schools offer a full education to their students, also called a broad basic education in which students 'learn for life'. The VOET list the socially required content that ensure that students will have necessary skills required throughout their life: According to all schools the VOET contribute to the full education of the students, but the following elements can hinder their achievement (each item mentioned by at least one school): [a] The VOET include an obligation to make reasonable efforts and not an obligation to produce a certain result. This approach is supported by the idea that it is

anyway not possible to achieve all VOET; some are developed throughout our lives.[b] Sometimes the application of the objectives is difficult as students have different convictions, e.g. with regard to sexual orientation. A school can steer students towards the goals, but cannot achieve all goals.[c] The VOET are an additional task on top of everything else that needs to be done. It would be better if the VOET formed an entirety together with all the other content. It is possible to overlook matters due to an overload of information.

Safeguarding the school's capacities (developers/inspectors): the VOET are a kind of social contract. It clarifies the duties of the school regarding the general education of students. **GB-CS 11**

B19. The parceled teaching by subjects/departments affects negatively to the implementation of competence assessment

A. The study [national pilot, 20013-2014] explored (…) the Key Skills (…), i.e. Communication, Information and Communication Technology (ICT), Application of Number, Working with Others, Improving Own Learning Performance, and Problem Solving. The first three skills were easily definable and measurable in terms of outcomes; however the three latter skills presented a more significant problem for assessment. For this reason, ASDAN decided to focus on this problem and included them in the CoPE. (…) The organisation encountered many contextual factors considered to be obstacles to the implementation of the *Certificate of Personal Effectiveness*. One of the main obstacles was that schools are organised according to subjects. Furthermore, the internal structure of schools at secondary level is strictly departmental. There are separate departments for mathematics, English and so on.
GB-CS 8

B. The organisation of the school was, in general, changed very little by this initiative, which was mainly concerned with teaching in the classroom. However, the initiative did allow for the establishment of multidisciplinary projects firstly in 6ème during the second hour of individual support and, from the beginning of the 2013 school year, during one class period in 4ème. **GB-CS 9**

B20. The importance of informing the features of the competence-based model using a clear and accessible language for the different members of the education community (mainly about teaching practices and student assessment).

A. It was crucial for the organisation to first of all define the skills and to 'translate' them into clear language. This helped to make the initiative more understandable to a wider audience, including school leaders and employers. ASDAN's learning to learn methodology (…) has been applied to a wide range of curriculum contexts. (…) ASDAN offers also Short Courses that focus on the development of specific subject-based curricula that incorporates the effectiveness skills. In addition, the organization provides 'maps' that cross-reference the key competences to different subject areas. Finally, the organisation plans to create a scale of smaller steps that can be used as a guide to monitor students' progress as and when the students achieve each skill.
GB-CS 8

B. It is not always clear to students and their families how this [the chance to be re-evaluated] practice functions. It would therefore be useful to explain to parents the

development in the system by showing them that students are given greater responsibility regarding their re-assessment requests with the aim of instilling in them a greater sense of responsibility for their learning. **GB-CS 9**

C. TRANSIt (…) 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 and practices. **GB-CS 10**

D. The government communicated the VOET in different ways:
   - ✓ [It] produced a VOET@2010 brochure, which lists the updated objectives and also offers all necessary information about the update (what, how and why). A hard copy of this brochure was sent by post to all schools.
   - ✓ [It] drafted basic principles[6] including the focus of the update, further explanations of the trunk, the contexts and learning to learn and also providing details of the coherence between the trunk and the contexts. These basic principles, together with a list of FAQs, was published on the *www.akov.be* website.
   - ✓ The magazines Klasse voor Ouders (Parents' Class), Klasse voor leerkrachten (Teachers' Class) and Klasse voor leerlingen (Students' Class) communicated the new VOET to the general public.
   - ✓ Many organisations approached the government with a request for further explanation of the VOET, upon which the government provided information sessions.

   (…) At one school the step-by-step plan was adhered to more strictly. This was, to a large extent, due to a negative inspection report and we observed that the VOET again faded into the background after the school received a positive evaluation. (…) [Among other activities,] parents were informed by letter about every extracurricular activity. This included an explanation of why the school was organising this activity and how it was linked to the VOET. These activities were also listed in the students' school agenda, on the website and in the school magazine. **GB - CS11**

B21. Debate in different social environments (students, families, teachers, administrative managers, etc.) around the assessment model that integrates objectives and competencies

---

A. (…) That this double grading system is also of great reassurance for parents, for whom it ensures that the transition to the grading system in upper secondary will take place without any negative impact on their children. However, it should also be mentioned that this continuation of the assessment of students' competences alongside graded exams of the DNB is a concern for many groups at national level as they feel that it compromises an effective implementation of the common base of knowledge and skills. We also observed that the nature of assessment and the separation of competence assessment from performance assessment still remain subjects of discussion for the different stakeholders. **GB-CS 9**

B22. Different social sectors see the reforms based on the competence-based model as a thread

---

A. Educational change is often seen, especially by the media, as negative. **GB-CS 8**

B23. Information/communication to different groups (through various channels) avoids uncertainty and fears about the inclusion of key competencies in teaching practices and student assessment

A. Defining the effectiveness skills and communicating them to a wider audience has been one of the most difficult substance related issues to address. The selected skills (Problem Solving, Improving Own Learning and Performance, Working with Others, Research Skills, Discussions Skills, and Oral Presentation) are rather broadly understood. To make those skills communicable, they had to be defined in a way that would meet the quality standards criteria of the government's national examinations regulation institution13, would follow the government formats, and also could be understood by all stakeholders, i.e. classroom teachers, students, parents, and employers. In a time-consuming process, ASDAN developed precise terminology that describes each effectiveness skill at three levels, i.e. Level 1, 2 and 3 of the CoPE. (…) The dissemination of research findings and the recognition of employers and higher education institutions have been crucial in encouraging students to choose to work towards the CoPE. **GB-CS 8**

B. The parents particularly liked the VERAC tool as it is accessible online, allowing them not only to easily follow the progress of their children but also to understand the logic of the competences that are being worked on. (…) The creation of this tool, which all users found appropriate and easy to use (…), also contributed to the team's reflection on competences because it was the teachers themselves that selected the details of competences that are registered in the VERAC too.[On the other hand, two strategies (the sharing and harmonisation of practices and the use of assessments from other disciplines to support students' progress)] have proved to be most problematic due the lack of consultation. **GB-CS 9**

B24. Participation of teachers in the elaboration of materials.

A. Teachers' feedback helped ASDAN refine the 'learning to learn' methodology, the portfolio-style assessment, and the student-focused approach to learning. **GB-CS 8**

B. (...) the freedom of education in Flanders8, where the responsibility for implementation lies with the schools and the PBDs. Dutch-speaking Belgium has a very strong autonomy in education. (…) One school establishes a different priority each year, for example equal educational educational opportunities, student supervision, VOET, internal quality assurance, language policy, etc. This does not mean that other objectives are not covered, but they are often not recorded. **GB-CS 11**

B25. The "portfolio" as a strategy for monitoring the development of fundamental skills (generic and cross-curricular).

A. (…) During this first scholastic year students have already provided evidence of outcomes achievement. Most of this evidence was observed and also recorded in their portfolios. The sense of efficacy and their self-esteem were enhanced immensely when the students perceived that given the right instructions they could prove that they were

able to learn. One cannot yet confirm that the initiative's aims have been achieved as this can be verifies in 2 years' time but the evidence that is being collected along the way demonstrates that teachers teaching this group are slowly undergoing a mind shift, they are learning to explore alternative assessment methods, they are matching pedagogy with the learner's needs and also using learning to choose the right assessment tool according to the purpose it intends to serve. **GB-CS 7**

B. The development of these skills [problem solving, improving own learning and performance, working with other] is based on a methodology involving experiential learning by way of personal challenges which permit the incremental development and recognition of skills through formative assessment and on "learning to learn" through a process summarized as "PLAN>DO>REVIEW". Portfolio assessment facilitates this methodology, enabling learners to document their progress with the help of their teachers. **GB-CS 8**

B26. Digital tools for monitoring competence development of students

A. The pedagogical team has carried out an analysis of competences to implement and certify the acquisition of the core curriculum of knowledge and competences. They have developed an IT tool adjusted to the evaluation of disciplinary or cross-curricular competences; a tool that permits the follow up of all students' progress. In parallel they have also introduced non-numerical evaluations to reinforce students' selfesteem and involvement in their studies. (…) The school's website and the site dedicated to the VERAC programme provide a direct link to the pilot project in order to inform parents in the best possible way about its contents. (…) The creation of this tool, which all users found appropriate and easy to use (and which was also enhanced with new functions according to the needs that arose from the pilot project), also contributed to the team's reflection on competences because it was the teachers themselves that selected the details of competences that are registered in the VERAC tool. **GB-CS 9**

B.   In order to register the VOET, schools use digital registration systems, such as Smartschool. This can help to make work on the VOET easier to evaluate and is also a starting point to verify which VOET are already being worked on. **(…)** The developers/inspectors indicated that the digital screening tools that are being developed may lead to merely becoming a checklist rather than something that will be incorporated into practice. They stated that it is important for the school to use the VOET as a starting point from which to build upon. (…) One school indicated that an evaluation of VOET policy might be useful but that a proper tool is indispensable. When lacking a proper tool, evaluating can become mere registering and is often done subjectively. **GB-CS 11**

B27. Certify the development of the fundamental skills that students reach

A. Secondary schools are offered the option to take on board a programme that has the following key elements: it ensures exposure and appropriate mastery of all the core components of the curriculum; it ensures that the learners involved are not completely segregated from the rest of the learning community; it provides learning programmes that have a strong element of continuous assessment whilst leading to an MQF Level 1 certification as described in the Referencing Report of the NCFHE (2012), with the possibility of progression therefrom.(…) Interviewed members of the senior management teams of schools appreciated the fact that the subjects taught were pegged

at MQF Level 1 and therefore students will finish the secondary cycle with a certification that outlines the outcomes mastered during the programme. Moreover, the needs of the students are addressed and the outcomes that describe the various subjects are tackled at their level. It is evident that students can perceive that they are learning and that they are achievement through the tasks performed in class and the portfolios being developed. Learning is more hands on and much less content based. **GB-CS 7**

B. ASDAN applied for, and gained, national accreditation for the CoPE. This means that students are eligible for public funding, their outcomes are currently recognised in national performance league tables and the qualification can contribute to eligibility for further and higher education. As a result, schools have incentives to offer the qualification and students have incentives to choose the relevant courses. Also, ASDAN developed a portfolio-style assessment, which requires students to document their progress as and when they complete the modules. Students plan their work, they complete challenges (do) and engage in a review process to form a Portfolio of Evidence that reflects on their acquisition of the effectiveness skills. During the process of planning, recording, and reviewing each challenge, students are encouraged to ask questions along the way; questions that ASDAN presented in an easy diagram (…). The assessment of students' learning and portfolios is first of all moderated internally, before it goes through external moderation. **GB-CS 8**

B28. Assessment proposals that offer learning alternatives for students with lower levels of achievement (diversity and inclusion).

A. Assessment is mostly continuous based on tasks done throughout the year. Summative assessment is only a very small part of the whole procedure. (…) Altogether they produce evidence both to the teacher and to themselves that the outcomes have been mastered. (…) It was appreciated that the CCP was flexible enough as to allow for changes that could accommodate for the particular needs of the students in that school.(…) Malta students choose two subjects as options at the end of their second year in secondary education. These subjects will then be studied during the final three years of secondary education. CCP students are given one option subject and mentoring sessions during which the soft key competences are explored and developed through a project-based learning approach. Due to the academic needs of the learners, a particular school provided Home Economics and Textile Studies adapted programmes as options. These two options have proven to be a success. Entrepreneurship projects were merged with the outcomes of lessons of these options. This resulted in the students gaining both basic entrepreneurial competences and skills from the other subject. Moreover, such projects resulted in an enhancement of self-efficacy and higher self-esteem as the learners started to believe more in their capabilities when they saw the final product. **GB-CS 7**

B. The team also offers students the chance to be re-evaluated, enabling students (particularly those in the youngest age groups) to develop at their own speed and to play an active role in their education by requesting a re-assessment. The opportunity to be re-evaluated leaves students time for learning and for trial and error, which avoids discouragement and allows them to rediscover the satisfaction to be gained from hard work. However, it appears that these re-assessments are mainly carried out at 6ème level (first year of lower secondary) as time for re-assessments is given during students' individual support hours. In higher levels teachers still propose re-assessments but these are only carried out during class time and students are required to be more autonomous in their requests for re-assessment. **GB-CS 9**

C. At [one of the] school the VOET are evaluated to a limited extent. [a] During the first level (12-14 years) one low-achieving class carried out a self-evaluation during the school year 2011-2012 in which the students indicated which VOET they had or had not fully covered. The results of this self-evaluation also appeared on the students' report cards. This self-evaluation has not been carried out this year but the school administration is considering re-introducing it. The school also evaluated the VOET 'learning to learn' during exams, when students had to answer questions such as 'how did you prepare your exam?'[b] During a survey, the skills of obtaining and processing information were tested. A section of the VOET, learning to learn, was tested by the government. (…) This survey is a large-scale examination among a representative sample of schools and students that looks at a specific aspect of Flemish education. Assessments investigate to what extent students have achieved certain final attainment levels or developmental objectives. **GB-CS 11**

B29. Students and their families reflect their appreciation for the coherence between the activities in the classroom and the student assessment process

A. Some parents perceived a certain heterogeneity within the pedagogical team regarding the acquisition of competences; although this was not a great concern, they highlighted the fact that this could pose a problem for students in terms of consistency, particularly when they move on to the next level of schooling. (…) The extension of the pilot project to all levels and all classes in the school raises problems of heterogeneity within the practices of teachers, which can mean that students are put in a situation where the teaching or assessment of competences is different; this risks creating confusion among students in terms of understanding what is really expected of them. **GB-CS 9**

B. [Achieving objectives speaks that:]
Equal opportunities (developers/inspectors): both students that are not provided with certain content at home as well as students who are less able to obtain this content on their own have more equal opportunities thanks to the VOET. (…) This is achieved with the VOET according to the developers/ inspectors. **GB-CS 11**

B30. Teachers consider a problem the demand of time required for the integration of key competences in teaching and/or the assessment of learning

A. A major difficulty is to plan for a common free lesson during which CCP teachers can meet to discuss the on-going programme. Though interaction between teachers happens continuously in an informal manner, it is important that there are meetings with pre planned agendas during which challenges and enables are discussed. The programme of work needs to be continuously evaluated and particular interventions have to be assessed in order to evaluate whether such a procedure is being fruitful or not and then take action accordingly. **GB-CS 7**

B. (…) Continuous professional development is a key aspect to success and during the first year of implementation it was never enough. Stakeholders needed different sessions catering for the different roles. Teachers required meetings to discuss challenges, enablers, the resources they were using and the projects they were developing. However, it demonstrated to be a challenge in itself to get all the teachers together and discuss these issues especially since it had to be done during school hours. **GB-CS 8**

C. ASDAN has identified two major difficulties in the evaluation process. [One of these difficulties is that] the organisation has found it troublesome to persuade schools to participate in the evaluation process. Most school are not willing to cooperate/participate due to time-constraints and a fear of 'failing to succeed' Nonetheless, ASDAN considers the evaluation process to be beneficial. It has helped to improve and modify the functioning of the organisation and it has helped ASDAN to describe the impact of the initiative. In addition, it has helped to develop a better structure for the CoPE through identification of gaps and potential problems. Most importantly, it has informed the initiative with 'what works'. (…) The simultaneous evaluation process has only been part of the smaller scale projects i.e. projects run together with the Local Authorities and the Aimhigher project. The evaluation was set up in a form of action research (…). **GB-CS 8**

D. Lack of time: two schools cited a lack of time to dedicate to the VOET. There is also not enough time to elaborate a proper vision concerning the VOET within a school team (…) *Uncertainty*: the switch from the old to the new VOET was fairly rapid. Furthermore, the educational guidance service (PBD) 4 was not sure of the best way for the abstract goals to be translated into practice. It was also unclear how the school needed to account for the way they worked on the VOET. It therefore took quite some time before the school found the right direction. (…) The schools interviewed for this case study did draw up a step-by step implementation plan, however, these plans were not carried out at two out of the three schools due to lack of time. (…) [It was generally perceived] the obstacles, namely different priorities and lack of time, are of a structural nature and have therefore not been overcome.**GB-CS 11**

B31. The *culture of collaboration* in the context of each teaching team (departments, courses, etc.) facilitates the implementation of the change proposed by the competence-based model.

A. The teachers felt empowered to adapt the subject matter and reinforce the skills inherent in the subject making them more accessible for the students. They had a framework to guide them but one which did not stifle them. Many subject teachers are working together on projects and this collegiality is very congenial to teaching and learning – based on skills, student potential and interests. This has also led to job satisfaction in the teachers and a sense of achievement in the students. (…) The teachers felt empowered to adapt the subject matter and reinforce the skills inherent in the subject making them more accessible for the students. They had a framework to guide them but one which did not stifle them. Many subject teachers are working together on projects and this collegiality is very congenial to teaching and learning –based on skills, student potential and interests. This has also led to job satisfaction in the teachers and a sense of achievement in the students. **GB-CS 7**

B. Collaboration among teachers was reported as being an enabler to adopting the new approaches recommended by the syllabus. This was observed as a regular practice in the phase one schools. Teachers cited this collaboration as being extremely valuable and as something that developed as a direct result of being a phase one school. This kind of support and discussion was identified (…) as being one of the major differences between the working practices of the phase one schools and those involved in the national roll-out (non-phase one schools).**GB-CS 8**

C. Some of the new teachers wanted to join the school particularly because they were interested in the project. These new colleagues are supported by those who have been at the school for a longer time (for example with a voluntary system (SOS VERAC),

which helps to train them on the main issues of the software and to help them learn about the tool). The new teachers appreciate the support given but they would like it to be expanded, particularly through more consultation periods for the whole of the team involved.(…) **GB-CS 9**

D. The developers/inspectors stated that cooperation at system level is not self-evident due to the autonomy of education suppliers, teacher trainer colleges etc. (…) It is the responsibility of the individual school and its teachers to decide how, when, where, by whom and in which subjects or projects efforts are made to achieve these final attainment levels. Furthermore, the school's education project, the expertise and professional development of teaching staff, the students, the school environment and current events are all contributing factors. **(…)** At one school the step-by-step plan was adhered to more strictly. This was, to a large extent, due to a negative inspection report and we observed that the VOET again faded into the background after the school received a positive evaluation. (…)The school that executed the step-by-step plan indicated the support of the PBD as an enabling factor. (…) The school in which the step-by-step plan was executed will work with a new registration system from 2013-2014 onwards. In the event of any changes at the school, these will always be discussed during staff meetings
GB-CS 11

B32. Sustained support for teaching teams by an external team fosters collaborative learning and enhances professional development

A. At the end of the first scholastic year of its implementation the Ministry has engaged an Education Officer from the Curriculum Department to evaluate the CCP. A number of interviews were conducted with all stakeholders, schools were visited and lessons were observed. This evaluation revolved around four main themes: learning outcomes, methods/pedagogies, resources, assessment. (…) When it comes to Assessment practices, more workshops are necessary where teachers can discuss the assessment criteria in so that standardisation is ensured. At school level, the Head of School or the Assistant Head of School (depending on who is the co-ordinating person at school) together with the CCP mentor and teachers and Inclusion Coordinator, try to organise meetings to discuss issues concerning the programme. **GB-CS 7**

B. ASDAN agreed that the model that would have worked best, had a systemic approach not been introduced, would have been an 'area by area' approach i.e. targeting schools regionally. However, this type of approach would require the right level of coordination within and between the local areas and therefore additional resources. **GB-CS 8**

C. The internal dynamic of the school and the support of the administrative team were determining factors in the implementation of the various aspects of the initiative, and also in the construction of the VERAC software for helping teachers with their objectives in terms of teaching and assessment. (…)The team underlined the fact that the lack of continuous in-service training slows down the development of their dynamic; this includes a lack of in-house training within the school, which would allow for strengthened dialogue within the project. The team would also like to benefit from an outside perspective, which would allow them to better analyse and evaluate their organisational choices. **GB-CS 9**

D. In terms of the change management strategies that the participants decided to adopt (…), 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. **GB-CS 10**

E. (…) During the first generation VOET a steering committee provided support for the implementation process. This steering committee included members of the governmental curriculum department, school inspectors, experts (scientists, academics) and sometimes also representatives of the PBD (also responsible for supervising the implementation of the VOET, see below). Cross-curricular work was very new at the time and needed a lot of support. Furthermore, the steering committee collected information on the implementation process, leading to the decision to revise the first generation VOET. The creation of the second generation VOET was also in part supervised by the steering committee, creating a broader basis for the updating process. In 2009 the government's curriculum department was reorganised and the steering committee was suspended. **GB-CS 11**

<div style="background-color:#808080">

B33. The planning of teaching practices integrating key competences develops professional strategies to coordinate and guide the teaching and assessment of students process.

</div>

A. Issues [that drive the team] linked to the application of competences within the framework of the implementation of the common base of knowledge and skills, which requires the learning outcomes according to subject to be determined. (…) Certain choices [from teachers] helped schools in terms of how to identify the role of each person regarding the competences that are to be taught and evaluated. This is the case for the decision to have a school report card with three clear sections on competences:
- ✓ One section for transversal non-disciplinary competences (in reference to the European framework: social and civic competences, initiative and autonomy).
- ✓ One section on multidisciplinary transversal competences (language skills, science and humanities).
- ✓ One section on subject-based competences.

This structure facilitates the work of each teacher, as they must identify the elements to which they will apply a certain assessment or part of an assessment. (…) Now that the team has acquired its own experience, it can help to train other pedagogical teams on the subject of competence assessment. (…) **GB-CS 9**

B. The government expects every stage at every school to make a reasonable effort towards achieving the VOET as a whole. The Education Mirror 2012 indicates that the administration at all the interviewed schools and 90% of the teachers are aware of the new VOET concept (statistics for the 2010-2011 school year, at the start of the VOET@2010). Furthermore it emerged that the (stage) coordinators at most schools are assigned an important task regarding the implementation of the VOET, often working with a VOET study group. A considerable number of schools work on the VOET within several separate study groups, without coordinating the whole. (…) Of the schools interviewed in this case study, one worked with a VOET coordinator, one worked with working groups and the third school does not have a VOET policy. Education Mirror 2012: It is interesting to note that schools have tended to organise the execution of the new VOET through projects rather than subjects. It would appear that it is easier to adapt and register projects to the VOET process, and it is also not necessary to give every individual team member a share of the responsibility in a project-based approach. (…) The Education Mirror 2012 showed that more than half of schools reported the existence of a plan for the implementation of the VOET. However, questions regarding how this plan was elaborated (school years, stages, types of education) were barely

answered. These questions about a concrete plan were presumably not yet relevant, given that most schools are still in an exploratory phase (school year 2010-2011). However, most schools did indicate the points of particular interest that they are including in their plan. The main points of interest for schools were adapting the current VOET policy to the new VOET and the intention to increase staff support. Some schools aimed to pursue a process-type approach (listing, evaluating, adjusting and executing). **GB-CS 11**

B34. Teachers go through the process of integrating key competences in their teaching and/or assessment of students practices with different rhythms and approaches

A. Dealing with these learners entails the use of diversified pedagogical skills and a teaching methodology that embraces more the learning through authentic situations and experiential learning. This new methodology challenged a number of teachers in that they had to undergo a paradigm shift from one of exposition and practice to a more project/task-based approach. Teachers had little training about dealing with such situations. Some persisted in their usual ways, but there were others who embraced this opportunity to teach with a methodology that they believed would be more effective and efficient with these learners, but which they never had the possibility of using since these learners always formed part of a group that was going to be assessed yearly by standardised centrally prepared examinations, whereas now the CCP group had a totally different kind of assessment that was based mainly on the continuous aspect. **GB-CS 7**

B. The quality of the PBD proves to be greatly dependant on the individual, and can offer good but also mediocre support. One school explained that the PBD did not know how to do everything and that as a result it was necessary for the school to go out and investigate for themselves. One school claimed that the PBD regards the completion of the 'own curricula' and subject-based attainment targets as its core business. The school stated that 90% of the work carried out by schools was towards their own curricula and subject-based attainment targets, while only 10% was towards the VOET. **GB-CS 11**

B35. The curricular integration of competences requires a review of class times, methodologies and learning spaces.

A. [One of the] difficulty perceived at school level was when it came to integrating these students [low achieving students] in school activities. Since this was the first year of implementation, all stakeholders were testing grounds. It was understandable that at first a number of teachers found it hard to include the CCP students when organising an activity for a particular year group since these students are harder to handle and furthermore, they have special requirements that need to be planned for. (…) Funds are always an issue. The CCP aims to cater both for the well-being as well as for the curricular entitlement of the students. The resources needed for this small group are different from what is needed by the rest of the school cohort. Consequently, the resources are more particular and specific and therefore schools are expecting the Directorate to address this issue with the necessary funding. A shift in pedagogy that demands hands-on activities is much more costly than an explanation and practice approach. The structure and furniture required to furnish a classroom that will host the CCP students has to be different since it needs to convey a sense of belonging.
GB-CS 7

B36. Curriculum cross-cutting and key competences

A. The National Curriculum Framework (NCF, 2012) defines the curricular entitlement for each and every learner till the age of compulsory education which is sixteen. The curricular entitlement includes eight learning areas being, Languages; Mathematics; Science and Technology; Health and Physical Education; Religious and Ethics Education; Humanities, Education for Democracy; and Visual and Performing Arts and six cross curricular themes being, Literacy, Digital Literacy; Learning to Learn and Co-operative Learning; Education for Sustainable Development; Education for Entrepreneurship, Creativity and Innovation and Education for Diversity. **GB-CS 7**

B. The CoPE approach is cross-curricular and cross-departmental. (…) An IT tool adjusted to the evaluation of disciplinary or cross-curricular competences permits the follow up of all students' progress. (…) The CoPE is designed to widen access to further and higher education by developing generic, cross curricular "effectiveness skills". These comprise skills that are nationally recognised as "Wider Key Skills" (problem solving, improving own learning and performance, working with other) and additional skills identified by ASDAN as important through consultation with employers and higher education institutions (research skills, discussion skills and oral performance and presentation skills).**GB-CS 8**

C. COMENIUS Multilateral project aiming at training teachers so that they can design cross-curricular activities that support the key competence development of their students. **GB-CS 10**

D. The *Cross-Curricular Final Objectives* (VOET) are minimum targets in terms of knowledge, insight, skills and attitudes that are not specific to one subject, but that are pursued in secondary education through several subjects, educational projects and other activities. (…). The new VOET@2010 consists of objectives that are structured in a common trunk, seven contexts (physical health and safety, mental health, socio-relational development, environment and sustainable development, political-legal society, socio-economic society and socio- cultural society), learning to learn, ICT and technical-technological education. The VOET@2010 covers all European key competences and safeguards a broad and harmonious basic training that includes essential knowledge, skills and attitudes. (…) Some goals of the new VOET@2010 that are mentioned by educational stakeholders also apply to the previous generation cross-curricular final attainment levels. (...) Before the implementation of the first generation of the VOET some schools already worked with cross-curricular projects and others did not. As a result some students were offered more content than others. **GB-CS 11**

B37. Service of consultation/educational guidance for schools

A. Schools are regarded as customers and the good customer care that the organisation provides has been perceived as an effective strategy. Telephone queries are responded to by a person not by an automated service. Most email enquiries are dealt with in a very efficient way within twenty-four hours. **GB-CS 8**

B. All schools indicated that the educational guidance service (PBD) offered a great deal of support during the implementation of the VOET: The *Education Mirror* 2012 shows that 81% of schools have called on their PBD for support with regard to the VOET. More than half of these schools expressed a need for support in 'integration and coherence'. Schools were unsure how to tackle this aspect and did not know how they could gain an insight into the VOET, both as a whole and with all the possible combinations of different VOET. A third of the schools requested support regarding the common trunk and the contexts, in which there is great need for examples of best practice. For 'learning to learn', schools requested support for implementing a cross-curricular approach. learn', schools requested support for implementing a cross-curricular approach. (...) The Education Mirror 2012 reported that almost half of the schools called upon the PBD for help with professional development regarding the VOET.(…) The PBD also helps with the VOET registration were addressed in most of their 'own curricula'. If a school was working on certain 'own curricula', they therefore automatically worked on those VOET. One school mentioned that the PBD also offered suggestions for how to work on the VOET and two schools talked about the support they received in preparation for the visit to their school by the inspectorate. **GB-CS 11**

B38. Institutions from outside the education system (with scientific, cultural, business, etc. nature) engage in activities with students.

A. (…) As part of the VOET, schools collaborate with many different organisations. Some examples of these are health organisations, drug prevention organisations, environmental organisations, cultural centres, schools in the Walloon province, libraries, colleges (with regard to learning how to make college/university choices), local police, NGOs such as *Broederlijk Delen* (Fraternal Sharing) or the *Red Cross*, employers' organisations such as *Unizo* (with regard to entrepreneurship), unions, health insurance companies, churches and mosques, etc. These organisations often set up projects outside of the classroom and offer a complete programme (preparation, project, post-processing). (…) the following criteria can also play a role in the choice of partner organisations (mentioned by at least one school): preference for a local organisation; a positive evaluation from a previous collaboration (i.e. quality of the organisation). **GB-CS 11**

B39. Collaboration between schools and external services in order to meet the competences needs of students.

A. Most of the CCP students are socially deprived and lack those pre-requisites for learning that would give them a sense of well-being. Sometimes, the needs are so big that the school finds it extremely difficult to cater for all of them. Besides, there are seem to be unsurmountable issues that are impossible to tackle at school level and thus other social services are called in to give their input. (…) the staff working with the CCP students works closely with providers of other student services such as the anti-bullying unit with whom they were developing a programme aimed at boosting self-esteem and positive behaviour; they were also collaborating with personnel in charge of the Social, Emotional and Behavioural Difficulties unit, and with the Learning Support Zone teacher and the national Learning Centre that provides help to students with behavioural problems. The school is also in contact with NGOs and social workers who provide advice on how to deal with individual students and also on the general lines to follow with these students, many of whom come from socially deprived environments. The Inclusion Co-ordinator (INCO) is another partner in this programme. This person is

the reference point for students with a statement report. It is the INCO who guides the Learning Support Assistants in their role in the class. The College Career Advisor is another collaborator who advises students about jobs and careers. It is envisaged that this will be linked with the entrepreneurship project/co-operative which will be held during the next scholastic year (September 2014). (…) Partnership is also created with the Education Officers with whom there is continuous contact in order to provide feedback and support. **GB-CS 7**

B. Schools also call on their educational guidance service (PBD) for support in implementing the VOET. The PBD can, for example, come to the school to offer further explanations on the vision behind the VOET, produce a learning pathway (when to introduce each VOET), provide help in finding the best registration system for the school, etc. The developers/inspectors indicated that schools often work with a 'VOET study group'. These generally consist of members of the school staff: the school administration, heads of the different subjects and all other persons involved (for example a teacher who has a lot of expertise on a specific theme). The school's policy regarding the VOET is elaborated within this study group. **(…)** Two of the interviewed schools in this case study stated opposing needs in terms of support: [a] According to one school, it would be better if, from the very beginning, it was clearly indicated how they should work on the VOET and how they should register and evaluate the VOET. This school felt that the government should supply tools to support this from the beginning. [b] The second school did not require a great deal of support since work was already being carried out on cultural and global education as part of the school's education project. The school also felt that schools should have the pedagogical freedom to determine their own focus. **GB-CS 11**

B40. Involvement of the school's management team is important for the developing the initiative

A. The senior management team at school level and the teachers imply that the timetable needs to be less loaded for those who teach a CCP group and especially for those who have a mentoring role in this programme. Networking between teachers, creating teacher learning communities, planning using a transdisciplinary approach requires time and energy. (...) The senior management team has to face another problem –the choice of teachers. CCP teachers need to be creative, be capable of preparing student centred tasks, be ready to take initiative, be willing to prepare tasks with different levels of difficulty and most of all still believe that these students need to be challenged in order to continue their scaffolding process of learning. So, within a school, even in a large one, choice is at times limited. **GB-CS 7**

B. The arrival of a new head teacher at the school enabled working meetings to be held in order to review the current situation and to propose solutions to any problems. It was in this way that the team decided to launch a pilot project according to the difficulties faced by students, both in terms of their successful learning and of their interest in their own education. **GB-CS 9**

B41. Collaborative work between schools and education inspectorate

A. School Inspections: in the run-up to an investigation schools will pay extra attention to their VOET policy as they want to receive a positive report from the inspectorate. (…) According to the developers/inspectors it is difficult for a government to be a

'supportive factor', considering the freedom of education in Flanders8, where the responsibility for implementation lies with the schools and the PBDs. Dutch-speaking Belgium has a very strong autonomy in education; the government, PBDs, teacher training colleges and schools all work independently and as a result cooperation is not self-evident. **(…)** The inspectorate is currently developing an examination tool with which the inspectorate will check how the implementation of the VOET@2010 is taking place. This tool was tested at a number of schools during the 2012-2013 school year.(…) At one of the schools interviewed in this case study, the educational guidance supervisor supported the staff meetings by passing on agenda items regarding to the VOET. To achieve better results in the 2010 inspection the supervisor also helped the school to develop a plan to achieve better results **GB-CS 11**

B42. Generate synergy between schools: networks that exchange knowledge, experiences, resources, etc.

A. Research by the Education Mirror 2012 shows that about half of schools communicated with other schools regarding the VOET. This communication aimed at exchanging expertise and, in the long term, creating a common approach between schools and increasing support. **GB-CS 11**

B43. Publication of materials, guides, videos, examples and other supporting documents to accompany the processes for continuous training of school team

A. To implement CoPE programmes, ASDAN has developed materials, held workshops and created a network to help teachers develop the methodology. Some initial teacher training providers have incorporated the methodology into their programmes but this is restricted by existing teacher training requirements. **GB-CS 8**

B. Institutional requests such as requests for articles for the dossier de rentrée (brochure/magazine providing educational news and insights of best initiatives within the region) of the regional educational authority for Bordeaux or for the review of the Rouen education authority help to spread information about these initiatives. **GB-CS 9**

B44. The Website as communication context and monitoring of the proposals.

A. ASDAN supports teachers to become trainers with training and resources. A free online resource bank is available, including worksheets (both in paper and electronic format), ideas for lessons, cross-curricular mapping, and mapping to assessment units. Additionally trainers can purchase the CoPE Schemes of Work and the CoPE Resource Pack to assist in planning and implementing the CoPE curriculum. **GB-CS 8**

B. The school's website and the site dedicated to the VERAC programme provide a direct link to the pilot project in order to inform parents in the best possible way about its contents. (…) The creation of this tool, which all users found appropriate and easy to use (and which was also enhanced with new functions according to the needs that arose from the pilot project), also contributed to the team's reflection on competences because

it was the teachers themselves that selected the details of competences that are registered in the VERAC tool. **GB-CS 9**

C. These basic principles [the focus of the update, further explanations of the trunk, the contexts and learning to learn and also providing details of the coherence between the trunk and the contexts], together with a list of FAQs, was published on the www.akov.be website. (…) In [one school] every project is evaluated via the electronic platform smartschool in the 'evaluation' section. However, interpretation of this system differs from teacher to teacher and some teachers establish evaluation criteria for projects in advance, while others do not. **GB-CS 11**

B45. Make available to families materials on competence development

A. As the report cards [a school report card with three clear sections on competences] are given to the parents in person at the end of each term, teachers can explain the competences that have been developed to parents and to students, thus creating a culture of competence-based assessment amongst all stakeholders in the school. (…) Parents, did not speak of any reticence or difficulties in terms of accepting competence-based and gradeless assessment (…); this is notably due to the fact that the head teacher and the project team presented the pilot project to them when they registered their children with the school. **GB-CS 9**

B46. The participation of universities and/or institutions for initial teacher training in the dynamics and rationale of the initiative

A. ASDAN has focused on in-service teacher education but also has had a small degree of engagement with initial teacher education in a few universities in the UK, where they conducted a series of seminars on the impact of competences based assessment during an educational conference. **GB-CS 8**

B. (…) A teacher from the school, also a trainer at the IUFM (Institut Universitaire de Formation des Maîtres –Teacher Training Institution) held pedagogical meetings to refresh the concepts of assessment and to define the concept of competences. (…) This group of teachers attended a conference by André Antibi on "The Macabre Constant". **GB-CS 9**

B47. Relation between curricular and extracurricular activities

A. Infrastructure of the school: in a small school the teacher is sometimes required to organise extracurricular activities; this has the possible effect of making teachers think more creatively about cross-curricular activities. **GB-CS 11**

Summary: variables selected in Group B (5 initiatives pertaining to KeyCoNet multiple-case study): initiatives code: GB-CS 7; GB-CS 8; GB-CS 9; GB-CS 10; GB - CS 11

| Nª	Variables identified	Shared frequency
B1	The initiative is inserted into the network of European and/or national actions related to student competence assessment and its connection to teaching practices.	5
B2	Initiative focused primarily on competence development of students from secondary level.	3
B3	Foster, according to the current situation in Europe, an education that enhances the competence development of all students, with special emphasis on vulnerable students (inclusive education).	4
B4	Initiative focused on competence development of students from different education levels.	1
B5	It is convenient to start external support programs for teaching teams before secondary education level (connections between primary and secondary).	1
B6	Reports on social and professional requirements to which the European citizen faces facilitate the implementation of initiatives that enhance competence development in students.	3
B7	Report on the impact in different European countries of competence-based model in terms of effectiveness and efficiency of the training process.	1
B8	Collaboration between different bodies of education authorities and, in turn, between them and schools, facilitates the achievement of the objectives of the initiative.	5
B9	Need for different sectors to rethink teaching and learning according to the competence-based approach.	4
B10	The implementation in schools of the competence-based model requires a change in mindset among teachers: how to relate the	3

	competence-based approach –its terminology, dimension and scope- with the own teaching and assessment of student learning practices?	
B11	Teachers show insecure facing competence assessment: need to enhance their professional development in this field.	4
B12	Difficulties in relating curricular changes to the assessment of student results.	3
B13	The deep roots of the performance assessment culture slows the shift to competence assessment.	3
B14	The continuation of the double assessment of students (performance assessment, on the one hand, and competence assessment, on the other) slows the adoption of an integrated assessment model.	2
B15	Provide school culture a reference framework that may connect assessment to the competence approaches assumed by the curriculum reform.	3
B16	Fluid and cooperative coordination: connection of pedagogic services, experiences, knowledge, work lines, resources, etc.	2
B17	The role of the tutor (mentor) for the competence development of students with learning difficulties.	1
B18	The shift to competence assessment analyzed from the perspective of students.	4
B19	The parceled teaching by subjects/departments affects negatively to the implementation of competence assessment.	2
B20	The importance of informing the features of the competence-based model using a clear and accessible language for the different members of the education community (mainly about teaching practices and student assessment).	4
B21	Debate in different social environments (students, families, teachers, administrative managers, etc.) around the assessment model that integrates objectives and competencies.	1
B22	Different social sectors see the reforms based on the competence-based model as a thread.	1

B23	Information/communication to different groups (through various channels) avoids uncertainty and fears about the inclusion of key competencies in teaching practices and student assessment.	**2**
B24	Participation of teachers in the elaboration of materials.	**2**
B25	The "portfolio" as a strategy for monitoring the development of fundamental skills (generic and cross-curricular).	**2**
B26	Digital tools for monitoring competence development of students.	**2**
B27	Certify the development of the fundamental skills that students reach.	**2**
B28	Assessment proposals that offer learning alternatives for students with lower levels of achievement (diversity and inclusion).	**3**
B29	Students and their families reflect their appreciation for the coherence between the activities in the classroom and the student assessment process.	**2**
B30	Teachers consider a problem the demand of time required for the integration of key competences in teaching and/or the assessment of learning.	**4**
B31	The culture of collaboration in the context of the teaching team (departments, courses, etc.) facilitates the implementation of the change proposed by the competence-based model.	**4**
B32	Sustained support for teaching teams by an external team fosters collaborative learning and enhances professional development.	**5**
B33	The planning of teaching practices integrating key competences develops professional strategies to coordinate and guide the teaching and assessment of students process.	**2**
B34	Teachers go through the process of integrating key competences in their teaching and/or assessment of students practices with different rhythms and approaches.	**2**
B35	The curricular integration of competences requires a review of class times, methodologies and learning spaces.	**1**

B36	Transversalidad curricular y competencias clave.	4
B37	Service of consultation/educational guidance for schools.	2
B38	Institutions from outside the education system (with scientific, cultural, business, etc. nature) engage in activities with students.	1
B39	Collaboration between schools and external services in order to meet the competences needs of students.	2
B40	Involvement of the school's management team is important for the developing the initiative.	2
B41	Collaborative work between schools and education inspectorate.	1
B42	Generate synergy between schools: networks that exchange knowledge, experiences, resources, etc.	1
B43	Publication of materials, guides, videos, examples and other supporting documents to accompany the processes for continuous training of school team.	2
B44	The Website as communication context and monitoring of the proposals.	3
B45	Make available to families materials on competence development.	1
B46	The participation of universities and/or institutions for initial teacher training in the dynamics and rationale of the initiative.	2
B47	Relation between curricular and extracurricular activities.	1

GROUP "B"

N = 47 variables - 5 initiatives
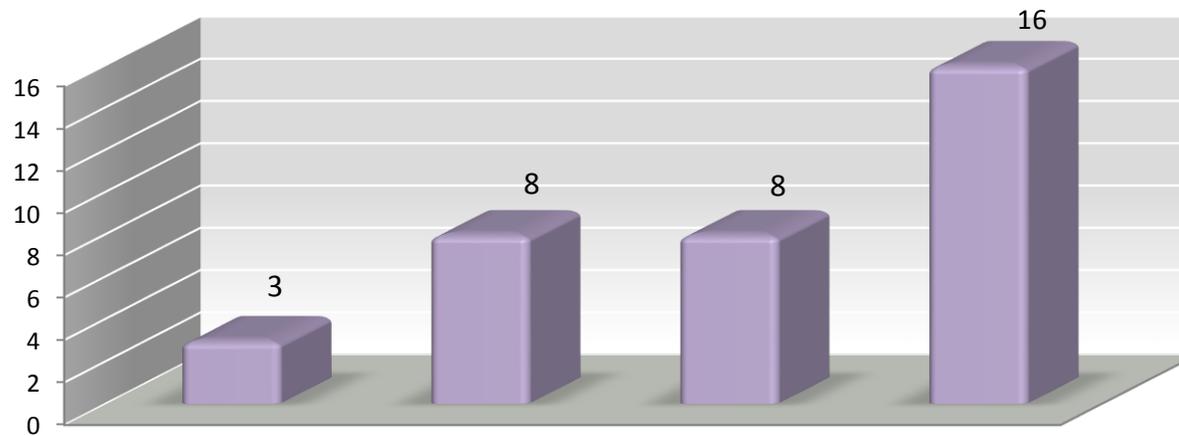
Variables non-shared: 12
B4, B5, B7, B17, B21, B22, B35, B38, B41, B42, B45, B47