

EUROPE [6] - 2013

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

A. BASIC INFORMATION

Country:	Europe
Title of initiative:	TRANSversal key competences for lifelong learning: TraIning teachers in competence based education [TRANSIt]
Coordinator/ Organization:	Katerina Riviou, Ellinogermaniki Agogi
Key competences addressed:	All 8 key competences according to the European Reference Framework, especially transversal ones and the cross-cutting themes that exist in all.
Type of initiative and channels used for implementation (e.g. curriculum reform introduced through legislation etc.)	COMENIUS Multilateral project aiming at training teachers so that they can design cross-curricular activities that support the key competence development of their students.
Partners:	<ul style="list-style-type: none"> · Ellinogermaniki Agogi (Greece) · NHL University of Applied Sciences (Netherlands) · Universal Learning Systems (Ireland) · University of Barcelona (Spain) · Association de Préfiguration de Internet of Subjects (France) · Bundesministerium für Unterricht, Kunst und Kultur (Austria) · Computer Technology Institute & Press “Diophantus” (Greece)
Scope: (student/teacher/school level; local/regional/national)	<p>Teachers/students (indirectly)</p> <p>Primary/secondary education</p> <p>Local/regional/national/European/international</p> <p>The TRANSIt project adopts a European approach, rather than a national or regional one and the project’s outcomes will result in benefits which will impact on a wide range of potential beneficiaries beyond the boundaries of the present consortium countries.</p>

Learning context: (formal or non-formal)	Formal The use of Open Badges for awarding teachers/students could also be used for informal/non-formal learning accreditation.
School education level/s: (primary, lower secondary, upper secondary)	Primary, lower secondary, upper secondary
Target groups:	Teachers (in-service, pre-service), teacher, trainers, educational policy makers, administrative staff, school leaders, ICT support/technical staff. The TRANSIt consortium aims to involve teachers from two kinds of schools: a) innovative schools in Europe, b) members of the European Network of Rural Schools (Rural Wings). The involvement of such networks of schools will allow for research and evaluation of different attitudes and implementations of competences in education providing ways for intercultural dialogue.
Time frame: (start and end date)	01/11/2012 – 31/10/2014
Relevant links:	http://www.transit-project.eu/ 1st TRANSIt Summer School, http://transit.ea.gr TRANSIt Community of Practice: Training teachers in competence based education : http://ods-portal-dev.intrasoft-intl.com/beta/community/training-teachers-competence-based-educationtransit-crete-summer-school-2013-1167

B. SUMMARY

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. The methods of the project are founded on a holistic view of students learning, personal and social development, going beyond subject boundaries and finding application in a wide spectrum of curriculum subjects. The TRANSIt approach contributes to the development of creativity, adaptation to the rapidly changing circumstances, intercultural and multilingual competences, social development, "learning to learn" competences and an improved perception of one's own capacity to solve problems. TRANSIt aims to add its contribution towards the improvement of the quality of competence education by improving a) teachers' awareness of key competences and b) teachers' professional skills regarding the didactics and e-assessment of the key competences with the use of ePortfolios, supporting them to bring European and national policies into practice. The impact of the training material will be assessed by authentic (non-traditional) assessment methods analysing qualitative dimensions, such as the behavioural change of teachers towards the importance of competence acquisition by their students, qualitative and quantitative characteristics of user-generated content uploaded in the e-portfolios. An effective training approach will directly contribute to designing such teaching and learning activities that may increase students' motivation and thereby supporting and enhancing the acquisition of transversal key competencies by all students, closely reflecting the aim of the LLP programme in terms of improving students' motivation to learn, and learning to learn skills.

C. IN DEPTH INFORMATION

Rationale/contextual background/motivation for introducing the initiative/reform:

In the context of the Agenda for New Skills and Jobs, 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 concept of key competences originated with the adoption of the Lisbon Strategy in 2000 and it resulted in the European Reference Framework. Key competences in the EU framework are those that "all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment". The development of key competences should include both subject-based and transversal competences that will motivate and equip students for further learning.

The key competence development (KCD) of 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.

One such example is Greece, where just recently in the 2012-2013 school year, pilot curricula for competence driven education based on the National Lifelong Learning Strategies for the 'New School' of the Greek Ministry of Education, Lifelong Learning and Religious Affairs (<http://digitalschool.minedu.gov.gr/>) have been introduced. On the contrary in Austria, the promotion of holistic teaching methods has been supported at policy level for several years. In other countries (France, Netherlands) innovative policies are already embedded in national strategy documents and in some cases these have already led to major structural changes, such as the introduction of new qualifications frameworks or the reform of the curriculum around the Key Competences. In general, there are different models of competences in European countries. In Ireland, the term 'key competences' is not used. However, knowledge, skills and attitudes, which are consistent with the key competences are embedded in the curriculum. There are also pilot projects which promote key skills in the context of particular subjects. The revised curriculum in Spain is explicitly organised around eight Key Competences, which closely resemble the EU key competences. In Spain, the key competences are clearly defined by the central and regional authorities. As for The Netherlands, according to the report 'Life Long Learning in Europe', basic skills and key competences have been integrated in the curricula of the whole Dutch education system since 2006. In primary and secondary education most of the eight key competences have been incorporated in core objectives (with the exclusion of entrepreneurship). These core objectives indicate the goals each school should strive for, but do not prescribe any didactics. The French approach draws on knowledge (savoir), skills (savoir-faire) and social competences (savoir-être). Competences can be understood as dynamic processes of learning, developing and passing on knowledge. The Netherlands and France have a competence-based qualifications framework.

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

Another obstacle regarding KCD is the lack of effective assessment practices. The impact of assessment on the process of teaching and learning is well-documented. The assessment of competences is one of the vehicles that can be used to support teachers in making this paradigm shift in pedagogy. It is more difficult to teach and to assess competences than the content of traditional subjects. This probably explains why qualitative processes and experiences that are difficult to measure, such as the arts and cultural competences and other cross-curricular, personal and social competences, often receive less attention in the teaching and learning process than the limited set of knowledge and skills that are more easily assessed. This places new demands on the competences of teachers and trainers and therefore on the structure and content of initial and continuing teacher education. The support of teachers in the holistic assessment methods design is also crucial for their everyday practice.

In general, in the context of the European agenda for cooperation on school education policies except from the above mentioned Recommendation on key competences, the EU is prioritising the improvement of quality of teacher education in order to have a direct effect on raising the level of students' competences. Therefore, the professional development of teachers and their training is a key requirement for the way forward.

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 secondly at European level. The proposed approach aims to support teachers at bridging the gap between policy and practice on a wide scale. With this project we intend to contribute to the enhancement of transversal key competences of school students through building teachers' capacity for competence oriented education. The TRANSit project will try to provide a pilot teacher training methodology on the didactics and e-assessment of key transversal competences, which could be adopted by interested stakeholders promoting educational change. The methods of the project are founded on a holistic view of students' learning, personal and social development, going beyond subject boundaries and finding application in a wide spectrum of curriculum subjects such as social sciences and history, arts and cultural education, languages, and environmental education. The TRANSit approach contributes to the development of creativity, adaptation to the rapidly changing circumstances, intercultural and multilingual competences, social development, "learning to learn" competences and an improved perception of one's own capacity to solve problems. Moreover, the proposed approach promotes the key competence development of all students, irrespective of their personal and social backgrounds.

More specifically, the project will perform teachers' needs analysis in order to identify the obstacles in the process of introducing new approaches in teaching practice and to identify enablers that will effectively support such interventions. Communities of key stakeholders (teachers, teacher trainers, school leaders, educational policy makers) will be mobilised to support this process. Also, TRANSIt will develop an innovative teacher training framework that will improve teachers' awareness of key competences and teachers' professional skills regarding the didactics and e-assessment of the key competences. In addition, TRANSIt will raise the awareness of school leaders in order to support teachers in their everyday practice. Localisation of the approach in the implementation countries will be achieved through the modular approach of the training methodology. The teachers' feedback about their experiences gained in the classroom during the implementation of the proposed activities is important, so the project aims to develop a training programme that will also include extended cycles of school - centred work. The project will develop a systematic evaluation methodology in order to identify the impact of the proposed approach in terms of the effectiveness and efficiency of the training process. The key to effective professional development (PD) is finding a way to organize qualified teachers so they can collaborate with their colleagues, therefore the TRANSIt will develop a community of practice that will facilitate the sustainability of the project and its results. Moreover, a common set of guidelines and recommendations that the professional development providers can use to identify, develop or evaluate learning content or teacher training programs in the didactics and assessment of competence driven education will be constituted.

TRANSIt is inspired by the work of previous EU projects, such as METASCHOOL, Natural Europe, Open Science Resources, AGROweb, WebTV for schools, a number of eTwinning projects and is strongly related to current projects, including Open Discovery Space.

Objectives:

The aim of the TRANSIt project is to help teachers acquire and reinforce such skills and knowledge so that they can design cross-curricular activities that support the key competence development of their students. Also, TRANSIt aims to support teachers in the process of assessing competences with the use of e-portfolios. To this end, the project aims to train the ICT support staff of the schools to effectively support the work of teachers and students through the creation and maintenance of local e-portfolios. Moreover, the project aims to raise the awareness of the administrative staff of schools in order to support teachers in bridging the gap between policy and practice (e.g. curricular reforms in order to support cross-curricular competence driven activities). It is also aimed at teachers' collaboration with colleagues, in order ultimately to become innovation leaders in their institutions. The main objectives of TRANSIt are:

- To perform teachers' needs analysis in order to identify the obstacles in the process of introducing new approaches in teaching practice and to identify enablers that will effectively support such interventions. This process will feed the development of the training methodology. Communities of key stakeholders will be mobilised to support this process.
- To develop an innovative teacher training framework that will improve: a) teachers' awareness of key competences and b) teachers' professional skills regarding the didactics and e-assessment of the key competences. The training framework will include training on the methodological approaches on how teachers can effectively teach while enhancing students' competences. Additional modules aiming to operationalise innovative approaches will be developed and tested in the framework of the project. The modular approach of the training methodology will allow (in parallel with the systematic mapping of needs) the localisation of the approach.

- To develop a training programme that will be validated through extended cycles of school - centred work. Teachers will give feedback about their experiences gained in the classroom during the implementation of the proposed activities.
- To raise the awareness of the administrative staff in order to support teachers in bridging the gap between policy and every day implementation of key competences.
- To develop a community of practice that will facilitate the sustainability of the project and its results. Dissemination of the findings and outcomes of the project will be made widely in the educational and policy-making communities in Europe.
- To 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 project will be implemented in schools, training centres and universities in different countries providing thus ways for intercultural dialogue.
- To constitute a set of guidelines and recommendations in the didactics and assessment of competence driven education.

Dimensions targeted by the initiative/reform (e.g. student curriculum, assessment, initial/in-service teacher education, school autonomy etc.):

TRANSit is in line with the EU priority to support basic skills and “transversal key competences”, since with this project we intend to contribute to the enhancement of transversal key competences by school students through building teachers’ capacity for competence oriented education. The methods of the project are founded on a holistic view of students learning, personal and social development, going beyond subject boundaries and finding application in a wide spectrum of curriculum subjects such as social sciences and history, arts and culture, languages, environmental education. The project submitted under the European Union’s Comenius Action addresses school education following the character of the specific Programme and its priorities and targeting students and teachers at primary and secondary school level.

More specifically, the project contributes to the following dimensions:

- Enhancing the quality and European dimension of teacher training
- Encouraging the best use of results, innovative products and processes and exchanging good practice in the fields covered by the Lifelong Learning Programme, in order to improve the quality of education and training
- Developing knowledge and understanding among young people and educational staff of the diversity of European cultures and languages and its value
- Helping young people acquire the basic life-skills and competences necessary for their personal development, for future employment and for active European citizenship
- Supporting the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning

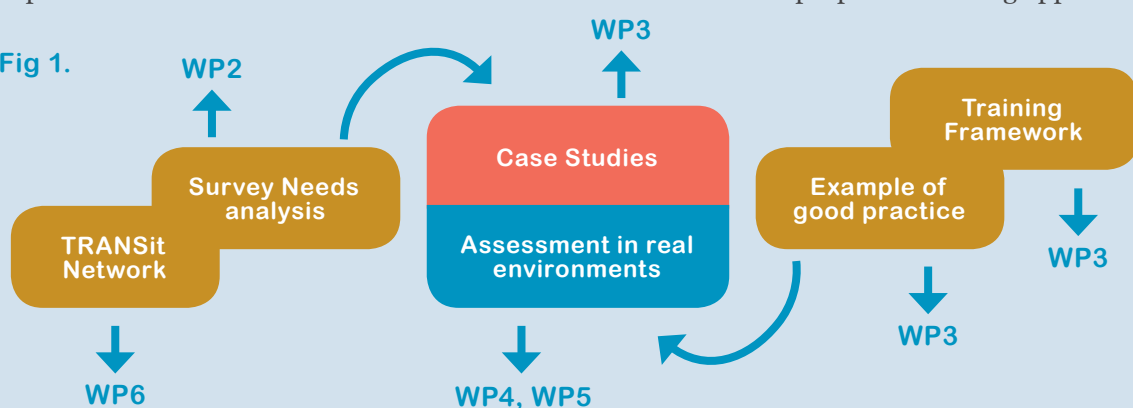
- Promoting an awareness of the importance of cultural and linguistic diversity within Europe, as well as of the need to combat racism, prejudice and xenophobia
- Promoting equality between men and women and contributing to combating all forms of discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation
- Education and Training 2020 Work Programme

Overall approach (e.g. holistic – existence of an overarching strategy, or targeted approach focusing on a specific dimension etc.):

The overall approach taken towards delivery of the training is based on the methodological principles of:

- participatory design (with the user groups) in the development of the training framework that means systematically analysing the state of the art and target groups; needs; developing the training in phases (phases A and B) starting with pilots with users that will allow early refinements of the training material and proceeding to a beta version to be evaluated (see Fig. 1);
- developing the training in cycles (theory and practice) through: a) workshops/seminars, conventional and online and b) school-centred work where teachers will implement suggested training activities in their own classrooms, making it possible to investigate the initial impact;
- architecting the training framework in a modular format according to the peculiarities of each participating country and the needs of the user groups (structures in the educational system), adjustable to the needs of the user groups of each country;
- frame-working the tools (training platform, e-portfolio and social tools) from a pedagogical point of view, prior to its detailed design and development;
- using key performance indicators (KPIs) for measuring the efficiency of teacher training (e.g. qualitative and quantitative analysis of the usage of the proposed tools), analysing the behavioural change of in-service and pre-service teachers, monitoring the acquisition of key competences, the amount of user-generated content uploaded to project's ePortfolio and not just questionnaires;
- systematically approaching end-users in order to evaluate according to multi-stakeholder approaches and documented test cases and trial scenarios of the proposed training approach.

Fig 1.



Detailed explanation of the key competence/s concerned:

TRANSIt addresses all key competences and particularly the transversal ones, along with the cross-cutting themes, such as development of creativity, adaptation to the rapidly changing circumstances, intercultural and multilingual competences, social development, “learning to learn” competences and an improved perception of one’s own capacity to solve problems.

Specific subjects concerned or cross-curricular approach:

The methods of the project are founded on a holistic view of teachers/students learning, personal and social development, going beyond subject boundaries and finding application in a wide spectrum of curriculum subjects.

How the initiative/reform is being implemented (e.g. process followed, political commitment, consultation with stakeholders and their respective roles, incentives for stakeholders, dedicated funding, teaching material, definition of goals and standards, assessment and evaluation mechanisms, impact on teacher training/professional development and school practices/leadership, scaling-up approach, based on research/evidence? etc.):

The TRANSIt project will contribute to learning innovation and learning quality by developing a holistic learning, assessment and recognition framework based on:

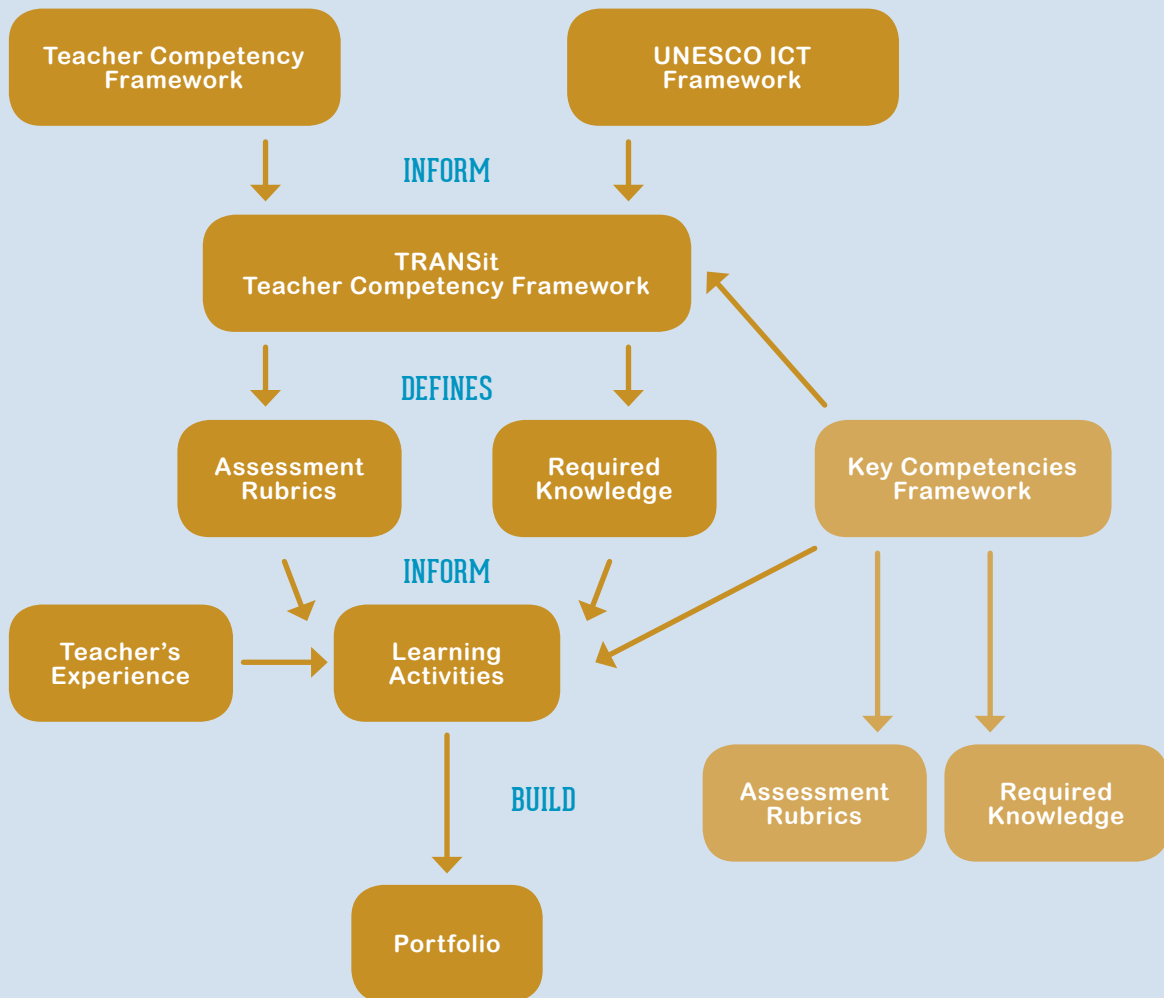
- The TRANSIt competency framework for teachers providing a description of the competencies required by teachers in order to develop and assess cross-curricular, competency-driven activities.
- The TRANSIt assessment framework, based on the competency criteria defined in the competency framework, the use of ePortfolios to collect pieces of evidence matching the performance criteria defined in the competency framework.
- The TRANSIt learning framework, based on a modular training curriculum along with online and conventional training materials, encouraging reflective learning and providing the opportunity for teachers to produce the content of their competency ePortfolio.
- The TRANSIt recognition framework, based the Open Badge Infrastructure that will provide the opportunity for the teachers who have demonstrated the required competencies to make their competencies visible to all.
- The TRANSIt transfer model, which aims at transferring the TRANSIt experience lived by teachers during their training to their institutions, i.e. help teachers to implement ePortfolios to support authentic learning and assessment based on the design and implementation of cross-curricular, competency-driven activities.

Present stage/phase of implementation:

The project began in November 2012 and is therefore in its first year of implementation. Indicative activities that have been implemented:

- Needs analysis and state of the art review have been performed (various methods have been used, such as workshops, focus groups, online survey, Delphi studies-1078 respondents participated in the online survey).
- Outcomes of the needs analysis, as well as the project methodology and outcomes have been presented in events, such as Conferences, meetings with stakeholders (LINQ 2013, ePIC 2013, ICODL 2013 to be hosted in Ellinogermaniki Agogi's premises in November 2013)
- The first training activity was implemented, TRANSIt summer school – July 2013 (<http://transit.ea.gr>) - the description of the activities/workshops that took place are accessible *here*. Participants worked in teams & individually and designed competence-based cross-curricular educational scenarios (using the Octopus authoring tool) (Educational Scenarios area of the community). Most of the scenarios apply to Social Sciences, Arts, Entrepreneurship & a combination of other subject fields such as Mathematics, ICT
- The community of practice interested in CBL “*TraIning teachers in competence based education:TRANSIt @ the Crete Summer School 2013*” has been created
- TRANSIT teachers competency framework has been defined after review of the most popular teacher training frameworks (such as the UNESCO ICT Competence Framework), based on 5 dimensions & 3 stages of teacher competences
- The modular TRANSIt Training Framework has been designed based on:
 - Level 1. Raising awareness** of administrative school staff on topics related to competency-based education
 - Level 2.** Identification and sharing of **informed practices**
 - Level 3. Design** of cross-curricular competence driven activities and e-portfolio assessment of key competences
- The development of the proposed training framework rests on a **user-centred approach and participatory design** through the systematic analysis of the target groups’ needs and has been presented to users for the first pilot trial (Workshop at the eLearning Conference Eisenstadt, 2013)
- Open Badges have been designed

TRANSit training framework



Pedagogical issues (issues related to how key competences are being taught to students and how are teachers being prepared to teach them):

A special emphasis will be given on designing such teaching and learning activities that will enhance the students' motivation, hence making learning more attractive. Further to this, the training framework will be designed in a way that will increase teachers' awareness and feelings of responsibility for developing the key competencies of their students. Specifically, the training framework will propose methods of collaboration between teachers in cross-curricular subjects that will promote a shared approach which encourages them to engage in team planning and collaborative design. In addition, creating learning activities that nurture the ability to think, reflect and deliberate understandings is of a major priority, whilst encapsulating the factors that will keep students active, constructive, collaborative, intentional, contextual, conversational and reflective is vital. Authentic (non-traditional) assessment methods will be used using indicators (KPIs) for measuring the efficiency of teacher training analysing qualitative dimensions, such as attitudes/the behavioural change of in-service and pre-service teachers towards the importance of key competence development of their students and the qualitative characteristics of user-generated content uploaded in the e-portfolios. Guidance will also be provided to teachers, as how to assess authentically student activities or products, in order to evaluate students' knowledge, skills, and development of key competences. An overall change in conceiving teaching and learning in general and assessment in particular will be attempted, from superficial learning and over-emphasising grading to meaningful learning.

More specifically the following innovations will be addressed:

- **Authentic learning and authentic assessment:** learners need to be engaged in meaningful activities, creating naturally occurring opportunities for reflection, the creation of evidence demonstrating the acquisition of competencies, peer feedback etc. Assessment should not be an add-on, but a moment where learners learn about their learning: it is assessment as learning with the learner, rather than of learning for the learner. By using ePortfolios, TRANSit will not only create the conditions for authentic assessment, but will also encourage knowledge sharing: the lesson plans, assignments, assessments, student work samples etc. contained in ePortfolios can be shared within a community of practice and contribute to a collective learning community ePortfolio.
- **Trust:** how can one trust whether a person really has the qualification she claims to have, that the content of the ePortfolio is authentic, etc.? In order to address this question, TRANSit will use the Open Badges Infrastructure, a mechanism that will be used for accrediting teachers' and students' competence.
- **Adoption and scalability:** an innovation can be marvellous but remain unexploited because of the mental or technical barriers to its adoption. The TRANSit project is based on the ability to transfer the learning of teachers during the training programme into the learning of their own students. The adoption of Open Badges should be an attractive proposition for the students to have their own competencies recognised.
- **Open access:** ensuring access, equity and opportunity for all students/learners; a framework for teaching and learning that addresses the widest possible variety of learning needs, styles, and preferences. This can be achieved by an educational philosophy, such as Universal Design for Learning (UDL).

What works well (to identify enablers):

The project work is carried out by a capable European consortium, the partners of which cut across all sectors of education. More specifically, the TRANSIt Consortium is composed by one university, one private primary and secondary education school, one company, one Ministry of Education and two research centres, one affiliated with a university and the second with the Greek Ministry of Education, Life Long Learning and Religious Affairs.

The participatory design approach through the systematic analysis of the target groups' needs has demonstrated acceptance of the implemented activities so far.

Challenges and how these are being addressed (to identify obstacles and solutions):

According to our needs analysis, participants spot several constraints to the systematic implementation of transversal CBL activities. They feel their working schedule doesn't allow for the educational innovation they would like, the most frequent answer being time constraints. The low availability of resources such as a computer room and a very limited flexibility to use them has also been mentioned among the biggest barriers encountered.

Since it is very difficult to intervene in the national curriculum, furthermore considering their variability between different countries, TRANSIt will work based on teachers' needs and their willingness (according with our study) to make a paradigm shift to competence-based learning (CBL); connecting innovative experiences to the already formed curriculum, which could be highly beneficial.

Monitoring & evaluation so far/planned, and which methods are being used (e.g. internal/external quality assurance, inspection, national assessments, international tests, self-evaluation, formative or summative evaluations):

The assessment of the training program will include extended cycles of school - centred work. Teachers will continuously give feedback to the project team about their experiences gained in the classroom. This will not only increase the motivation of the teachers, but also will provide the necessary cross-links between theory and practice. Upon suggestions of the teachers, the academic team will perform the necessary adjustments to the training approach. Since research has suggested that the evaluation of competences is best attained through the use of authentic assessment, authentic (non-traditional) assessment methods will be used using indicators (KPIs) for measuring the efficiency of teacher training analysing qualitative dimensions, such as attitudes/the behavioural change of in-service and pre-service teachers towards the importance of key competence development of their students, the qualitative characteristics of user-generated content. Guidance will also be provided to teachers, as how to assess authentically student activities or products, in order to evaluate students' competences.

Impact (e.g. any planned impact assessment?):

The project is targeted at teachers both at primary and secondary schools and consequently their students in Greece, France, Austria, Ireland, Spain, Netherlands and every other country across Europe. The project aims also to train the ICT support staff or competent teachers of the schools to effectively support the work of teachers and students through the creation and maintenance of local e-portfolios. Moreover, the project aims to raise the awareness of the administrative staff of schools in order to support teachers in bridging the gap between policy and practice (e.g. curricular reforms in order to support cross-curricular competence driven activities). It is also aimed at university students and teachers, teacher trainers, policy makers, and teachers' collaboration with colleagues, in order ultimately to become innovation leaders in their institutions.

At the first level of implementation a number of teachers and the ICT support staff will be involved in the process of the co-design and evaluation of the training programme from the project's partner countries. During the validation process the number of the involved in-service and pre-service teachers and school staff making use of the training material and the developed tools in the participating countries will be increased with the final target of 2.000 schools and 4.000 teachers in European level through the synergy with Open Discovery Space project.

The project has a clear and open strategy to enlarge engagement in project outcomes once the project is finished. This strategy includes:

1. Maintenance of web properties and training resources created by the project even after its finalisation.
2. Uploading the training resources to the open content repository of the ODS project (Open Discovery Space: A socially-powered and multilingual open learning infrastructure to boost the adoption of eLearning resources (<http://www.opendiscoveryspace.eu>)¹, which will lead to their sustainability as well as their enhancement with the continued addition of new user generated resources.
3. Publication of papers in academic conferences and journals and a Special Issue or Edited Volume on "Teacher Training on Transversal Competencies: Issues and Challenges for Training Programmes.

The TRANSIt project, during its life cycle will organise workshops, summer/winter schools and other activities (e.g. contests) in order to inform the educational community about the proposed approach and the relative outcomes and to support the TRANSIt teachers' community. After the end of the project EA, BMUKK and CTI will continue to support the TRANSIt community, as the proposed training framework is in line with their mission and activities in Greece and Austria.

Teacher training impact assessment is under development with the contributions of partners with expertise in the field.

1 Open Discovery Space: A socially-powered and multilingual open learning infrastructure to boost the adoption of eLearning resources (www.opendiscoveryspace.eu), European Commission, ICT PSP, 01-03-2012/28-02-2015/, The Open Discovery Space project aims to demonstrate ways to involve school communities in innovative teaching and learning practices through the effective use of eLearning resources.

Communication of the initiative/dissemination of outputs and activities:

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

The offline dissemination includes leaflets and presentations at local, regional and national (education) events like workshops and conferences, contacts with local stakeholders, translation of the TRANSIt dissemination materials, and publication of scientific papers in conferences and journals. Moreover, teacher contests will be organised and teachers will have the chance to get rewarded for their work and attend summer schools with no cost.

More information about the project, events, publications: <http://www.transit-project.eu/>

TRANSIt brochure (EN): http://www.transit-project.eu/sites/default/files/TRANSIT_A4_leaflet-EN.pdf

Next steps/follow-up:

Next steps of the project:

- For the second year, the consortium has already started and will continue developing the digital training content based on the already designed training materials. Also after the completion of the pilot evaluation phase – Phase A of training activities - the produced training content will be revisited and revised taking into account the input from the participating teachers. This will lead to a finalized version which will incorporate all the feedback derived from the practical implementation.
- Next winter school on “Training teachers in competence based education” is to be held in Vilnius, Lithuania (3rd – 7th of February, 2014), <http://ec.europa.eu/education/training-database/index.cfm?fuseaction=DisplayCourse&cid=37314>. Participation in this event is funded by the European Commission through the Comenius and Grundtvig programmes.
- To implement and evaluate the first round of training activities with the participants (Phase A).
- To implement and evaluate the second round of training activities with the participants (Phase B).
- To collect and report results and validate the final project products.
- Evaluation of the material and training activities and evaluation of the project’s progress and approach.

- Extended dissemination activities, such as:
 - European Workshop on “Challenges in Training Teachers about Key Transversal Competences: the TRANSIt Experience” where TRANSIt outcomes will be presented, as well as results from other related initiatives. It will take place in Athens in Ellinogermaniki Agogi’s premises October 2014. All interested stakeholders are invited to attend/present their initiatives.
 - TRANSIt Guide of Good Practice (a common set of guidelines in the didactics and assessment of competence driven education).

Additional information:

The project has been designed to deliver resources that will enable sustainability and replicability. The project is in line with national initiatives of European countries promoting key competence development, therefore the sustainability of project outcomes is strongly supported.

Initially the exploitation plan, as well as a partner affiliation program, will be developed with the aim to create a European-wide network of interested organisations/individuals to be regularly informed about project developments, invited to share project results and to participate in dissemination events.

The involvement of the Austrian Ministry of Education, Arts and Culture and the CTI, which has strong links with the Greek Ministry of Education in the valorisation process of the project, will contribute significantly to the wide exploitation of the project’s outcomes at European level. In addition, project activities will be addressed by European and global teachers’ communities; teacher training institutions and teachers associations; educational authorities, lifelong learning policy makers, Ministries of Education.