

KEYCoNETws

Key Competence Network on School Education



KEYCONET NEWSLETTER ISSUE 3 - DECEMBER 2012

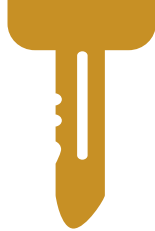
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EDITORIAL



Dear readers,

Welcome to this year's final issue of the KeyCoNet newsletter!

KeyCoNet is the European Policy Network on Key Competences in School Education, funded under the European Commission's Lifelong Learning Programme. This newsletter (available in English, French, Portuguese and Spanish) aims to keep readers up to date with the network's news, activities and outputs.

KeyCoNet News is published three times a year providing regular reports on developments regarding the network's activities, website and events, as well as EU, international and national news related to key competence development in school education. Each issue also features a special focus either on a specific aspect of key competence development, or a recent output of the network's activities. The special focus of this final 2012 edition of KeyCoNet News reports on the peer learning visit network members participated to on 22-23 October, in Seville, hosted by the Andalusian Ministry of Education and a primary and secondary school participating in the regional key competence programme.

We wish you a pleasant read of this final 2012 issue, as well as a merry and peaceful Christmas and New Year! We look forward to sending you the next edition of KeyCoNet News in April 2013, when we will report on the network's peer learning visit due to take place in Dublin in March 2013, with a focus on the interesting ongoing implementation of the Irish Key Skills framework in the junior and senior school cycles.

Caroline Kearney

(Education Analyst & KeyCoNet Project Manager, European Schoolnet)

On behalf of the KeyCoNet Network

ABOUT KEYCONET - THE KEY COMPETENCE NETWORK:

KeyCoNet is focused on analyzing initiatives on the implementation of key competences in primary and secondary school education across Europe. The project will run over a three-year period and has now reached the end of its first year. Access the *KeyCoNet 2012 Summary Report* to read about the network's activities in its first ten months. The first project results to be produced include *two literature reviews* on key issues in relation to the definition and implementation of key competences in school education in Europe and assessment approaches. This year network partners have also collaborated with project coordinators at national level to produce *case notes* describing Key Competence Development (KCD) initiatives taking place in their countries. The most interesting of these case notes have now been selected by the network to be developed into case studies (detailed analyses based on a rigorous methodology drafted by researchers and policy analysts) in 2013. The most inspiring case studies will also be filmed to illustrate key competence related practice in action.

Each year, peer learning visits will take place in a country where an interesting KCD reform has been identified, and a European mapping report and country overviews will also be produced and made available on our website, monitoring the state of progress of KCD in various countries across Europe. This year, the peer learning visit took place in October in Seville, Spain (*see the Special Focus section*). On the basis of the evidence collected during the project's lifetime via the above mentioned outputs, recommendations for policy and practice will be formulated in 2014, regarding the enablers and obstacles to a holistic implementation of KCD.

Although this project uses the 2006 European Framework as a reference point, we are aware that key competences can be expressed and understood in different ways, according to each national context. The network therefore embraces an open and inclusive approach, and high priority issues used as guiding principles for the revision of the student curriculum (for example, a focus on the development of the whole child, health or sustainable environmental issues), will also be considered.

- Communication in the mother tongue
 - Communication in foreign languages
 - Mathematical competence and basic competences in science and technology
 - Digital competence
 - Learning to learn
 - Social and civic competences
 - Sense of initiative and entrepreneurship
 - Cultural awareness and expression
- European Framework for Key Competences (2006)

Among KeyCoNet's 18 partners, coming from 10 countries (Austria, Belgium, Estonia, Finland, France, Ireland, Norway, Portugal, Slovakia and Sweden), are Ministries of Education/related agencies, universities/research institutes, European organizations and practice related partners. This diverse partnership allows for effective cross-fertilization between policy makers, researchers and practitioners. The network aims to increase the number of participating countries and expand the diversity of its stakeholders during the project's lifetime (*see the Get Involved section*). We are happy to welcome the Regional Ministry of Education of Andalusia and the National University of Distance Education (UNED) of Madrid as associate members of KeyCoNet in 2012, and look forward to welcoming Spain as a full member of the network in 2013.



EU / INTERNATIONAL KCD NEWS


Rethinking Education - the European Commission's new strategy

The press release of 20 November *“Commission presents new Rethinking Education strategy”* announced the launch of the Commission’s new strategy “Rethinking Education” which aims to encourage Member States to take immediate action to ensure that young people develop the skills and competences needed by the labour market. The strategy calls for a fundamental shift in education, with more of a focus on learning outcomes (the knowledge, skills and competences which students should acquire) which should be the basis for assessment. The Commission Communication *“Rethinking Education: Investing in skills for better socio-economic outcomes”* emphasizes the need to deliver the right skills for employment, increase the efficiency and inclusiveness of education and training institutions and form relevant collaborative partnerships between education, business and research. All six priorities put forward for member states are firmly related to and support the key competence approach: promoting excellent VET skills; improving the performance of students groups with low basic skills and at high risk of early school leaving; strengthening the provision of transversal skills that increase employability (entrepreneurial initiative, digital skills and foreign languages); reducing the number of low-skilled adults; scaling-up the use of ICT-supported learning and access to high quality Open Educational Resources (OER); and clearly defining competences needed at each stage of a teaching career, and increasing teachers’ digital competence.

David Pepper, one of the external experts of the KeyCoNet network, produced one of the accompanying Commission Staff Working Documents to the abovementioned Communication, entitled *“Assessment of Key Competences in initial education and training: Policy Guidance”*. The other annexes to the Communication, including the education and training monitor 2012 and a country analysis to accompany the Communication, as well as specific Staff Working Documents on language competences, partnerships for lifelong skills development, vocational education and training and supporting the teaching professions, can be accessed [here](#). The Commission Staff Working document on assessment stresses its importance for the development of key competences for two reasons: Firstly, by focusing on certain learning outcomes, assessment sends a clear signal that these competences are a priority for teaching and learning. Secondly, by providing information about learners’ progress towards these learning outcomes, assessment helps to adapt teaching and learning more effectively to learners’ needs. Amongst other approaches, the report explores the advantages of e-assessment and the accompanying need to invest in teachers’ assessment competences and other competence development, through teachers’ professional development networks for example.

The need to focus on transversal skills

The cross-country report *“Developing Key Competences at school in Europe: Challenges and opportunities at school in Europe”* has been published in support of the European Commission’s Communication Rethinking Education. It emphasizes that the concept of key competences has gained importance in recent years both at policy and school level and mentions KeyCoNet’s important work in analyzing emerging initiatives focused on their implementation.



The report particularly highlights the challenges which remain with regard to the practical implementation of the reformed curricula. While all European countries have made progress in terms of supporting the development of key competences, and have reformed their curricula to embrace a learning outcome approach, measuring student attainment in these competences is less developed. However, a minority of countries have developed and started using achievement scales for this purpose. Another finding of the report is that while the status of basic skills (literacy, mathematics, science), as well as foreign languages, is well established, the promotion of the use of the transversal skills (IT, civic and entrepreneurship skills) is lagging behind. Testing IT, civic and entrepreneurship skills at school also remains a challenge. Moreover, Europe is still facing skills shortages in the MST fields (Mathematics, Science and Technology), and low student achievement in literacy, mathematics and science also remains an issue.

Find out some interesting European language statistics!

Finally, check out the new website *Languageknowledge.eu*, if you are particularly interested in the key competence “communication in foreign languages”. This website visualizes language dynamics in Europe and was launched to coincide with the *2012 European Day of languages*, which we reported on in our *October Issue*. This interactive site allows visitors to find out what languages are most widely known in Europe, by country and age groups, and to see the split between native speakers and people who learnt the language later in life. The language knowledge statistics are computed using the *Europeans and their languages Eurobarometer survey* published in June 2012.

RECENT PUBLICATIONS ON KEY COMPETENCE DEVELOPMENT IN EUROPE

- ➡ Eurydice (2012): *Developing Key Competences at School in Europe: Challenges and Opportunities for Policy (full version)*
- ➡ Eurydice (2012): *Developing Key Competences at School in Europe: Challenges and Opportunities for Policy (highlights)*

- ➡ European Commission (2012): *Rethinking Education: Investing in skills for better socio-economic outcomes (and all accompanying annexes)*
- ➡ European Commission (2012): *Staff Working Document: Assessment of Key Competences in initial education and training: Policy Guidance*
- ➡ European Commission (2012): *Special Eurobarometer 386: Europeans and their languages*

NATIONAL KCD NEWS

The promotion of scientific and related transversal competences

In our last two issues, we have presented various key competence initiatives taking place at national level, described in more detail in the *case notes* on our website. This month, the two case notes in the spotlight share the same objective: to increase student's interest in pursuing scientific studies and careers, the importance of which has again been emphasized by the newly published Commission Communication "*Rethinking Education: Investing in skills for better socio-economic outcomes*" of 20 November (see *EU/International KCD News*). The first Slovak initiative describes a regional project, while the second French one describes a local project involving one school.

The "Hands-on Project" in Trnava, Slovakia

The "Hands-on Project" was a joint initiative of the Slovak National Institute for Education (the Slovak KeyCoNet partner) and the Faculty of Education of Trnava University, which first ran as a pilot project from 2004-2008. The project focused on the implementation of scientific methods into natural science lessons in local primary schools in Trnava. The main objective of the project is to motivate students through practical scientific work to use scientific methods and ultimately increase their interest in the natural sciences. The methods promoted by the project are based on a constructivist approach and active teaching and learning. The students learn to express their own opinions, define hypotheses, discuss their findings collaboratively with classmates, verify their conclusions using literature and discussing with scientific experts and parents,

and interpret and present their findings, using communication skills, critical thinking, team skills, problem solving and learning how to learn. The project involved the training of teachers in a biennial accredited training programme at the Department of Education of Trnava University. The project and this element of training were evaluated by the Slovak National Institute for Education, who found that the analysis of direct observation in the classroom prior to formulating the scientific methods to be taught by teachers was particularly useful in targeting the training. Accredited teaching and learning materials were made available for teachers. The scientific methods resulting from the pilot project are currently being used in regional primary schools.



Cross-disciplinary scientific competences in a French lycée

The second French project "Giving meaning to cross-disciplinary scientific competences in the lycée", initiated by the Lycée Silvia Monfort in Luisant, in partnership with the University of Orléans, is more recent, having started in 2011 and running until 2015. Due to the low number of students choosing the science option in baccalauréat courses and lower than expected exam results, this project also aims to reconsider the way sciences are taught and increase students' motivation to pursue

scientific studies and careers, by nurturing a scientific culture within the school. The project takes place within the context of the introduction of the new curricula for Maths, Physical Sciences, Life and Earth Sciences, and Engineering as part of the 2010-2013 Lycée reform. This experiment allows greater pedagogical freedom within the teaching of exploratory scientific methods in the laboratory and in guided personal work at Première S level [age 16-17, science option].

The project aims to enable students to identify the cross-disciplinary scientific competences directly usable in all the scientific disciplines taught in the lycée: Maths, Physical and Chemical Sciences, Life and Earth Sciences and (currently to a lesser extent) Engineering Sciences. These competences are a combination of basic scientific competences such as knowing how to formulate a hypothesis, and other transversal competences also relevant to scientific studies, such as taking a critical approach to information and its processing. With the support of the new curricula, the aim is to set up an assessment system by competences based on a corpus common to all scientific disciplines. Each teacher will work on certain competences in the corpus and students will be given opportunities to follow up an experiment that has already taken place and to work on research projects involving

three scientific disciplines. Work has already started to establish a team of teachers to work on a specific group of competences, and in the coming years the project will be supported by teacher training, currently undergoing evaluation, to be provided for all science teachers within the school.


The challenge of scaling-up

Both projects mention the challenge of scaling-up their implementation, in the Slovak case to more schools in the region requiring additional systemic support at central level, and in the French case, from the experimental phase involving a few classes and teachers to a more general application at school level. What has also been fundamental in both projects is the consultation and involvement of parents which has not only helped the projects to progress effectively and run smoothly, but also impacted positively on students' teaching and learning. Both projects also contain an important element of evaluation, which has led to the planning of a catalogue of proven innovative teaching methods as a result of the successful evaluation of the Slovak project, and to the expansion of the French project not only to students and teachers in Seconde (15-16 year-olds), but also those in Première (16-17 year-olds) and Terminale (17-18 year-olds).

For further information please refer to the case notes describing each of the above initiatives available on the KeyCoNet website:

Slovakia 1 – Hands on project: project methods

France 1 - Giving meaning to cross-disciplinary scientific competences in the lycée



SPECIAL FOCUS: PEER LEARNING VISIT TO SEVILLE

On 22-23 October, members of the KeyCoNet network were kindly hosted by the Andalusian Regional Ministry of Education and a primary and secondary school in the region, who shared with us the key competence development work they are currently engaged in. The visit started with the regional Minister of Andalusia, Mar Moreno, presenting the characteristics of the region's education system and its significant work developed in the area of assessment, as one of the first of Spain's autonomous communities to participate in the international student assessment programme PISA. Key competence development has recently been very high on Andalusia's educational agenda. Following the integration of key competences into primary and secondary curricula, the region has encouraged and supported a number of initiatives focusing on their development within the curriculum as a strategic objective. A legal framework has been formulated to this effect, together with specific KCD programmes, the establishment of related education networks, teacher training/mentoring and an evaluation system.

The PICBA programme

The largest regional programme in this area is *PICBA* – Programa de Integración de las Competencias Básicas en Andalucía (Programme for the integration of key competences in Andalusia), which ran from March 2011 until June 2012. The PICBA programme is the regional sub-project of Spain's national project, *ComBas*: Programa de consolidación de las competencias básicas como elemento

esencial del currículo – programme for the consolidation of key competences as an essential element of the curriculum, from which it derives. The PICBA programme aimed to develop pilot training actions for teachers to assist them in the integration of key competences into the curriculum, and involved 82 public Andalusian primary and secondary schools. It included two levels of complexity: the initial training modules (A1) and the advanced training modules (A2), and adopted a blended methodology: face-to-face training sessions in Granada and Seville, as well as online work on the “Colabora” platform.

The didactic resources were created by teams of university expert teacher trainers from the Ministry of Education, and included training modules on issues such as ‘key competences in practice: teaching methods’ and ‘assessing key competences’, with each theoretical module being accompanied by practical training activities. The PICBA programme functioned at 3 different levels: regional level - meetings with schools coordinators, inspectors and training coordinators in Granada and Seville; provincial level - coordination between inspectors and training advisors; and local level - meetings with teachers and local training coordinators. The PICBA team involved the participation and input of all the main sectors of the Andalusian educational administration, including: legislation, teacher training, school inspection, family participation, and evaluation and assessment, ensuring a holistic approach taking into account the various dimensions of the education system. The PICBA programme has as a principle an open and flexible approach, so as to ensure the integration of key competences according to the context and reality of each individual school.

The main results of the PICBA evaluation were positive, underlining high teacher satisfaction illustrated by their willingness to continue with the programme; a reported change in teachers' practices: didactic programmes formulated on the basis of competences, task-driven work, interdepartmental relationships, assessment formulated on the basis of competences, family involvement; and a multiplier effect: collaboration with other schools, creation of networks and team work. A secondary school, IES Ítaca, which implemented a key competence approach within the framework of the PICBA programme, described how the following elements were needed to make the change possible: breaking the traditional timetable, taking part in international programmes, a focus on creativity, autonomy, student-led learning, project-based work involving cross-curricular learning, research-based learning, teacher training on practical activities, digital resources (e.g. Google Applications making cooperative work between students and teachers easier), and a change in school organization (decreasing the number of curricular departments and ensuring they work together).

Project-based learning in a primary school

One school visited by the network and also participating in the PICBA programme was CEIP Felix Rodríguez de la Fuente in Los Palacios y Villafranca, Seville. This primary school organizes its learning around "Integrated Teaching Units" based on global learning projects that extend over a period of time. Each class, corresponding to a year of schooling, selects a subtopic from the overall theme and develops activities across all curriculum areas. During our visit, the overall theme of the learning project was the countries of the

European Union, and each class had selected one country as their focus for detailed study including the national symbols, the native language, principal traditions, history, distinctive gastronomy, culture and arts etc. Teachers collaborate with other teachers in order to reach the school's overall project's main goals and because each project involves all curriculum areas. Teachers at CEIP are in the habit of jointly reflecting together, allowing them to make informed decisions about the teacher training they require in order to meet their personal professional development objectives. We observed a significant interconnection between competences being taught and learnt, ranging from written to oral and artistic expression. The vast majority of students' work is displayed on the school and classroom walls as posters, organized according to topics of the project. The assessment of learning is continuous and shared with parents through panels posted on the walls of the school corridors, explaining the learning activities and objectives. The network met with CEIP's educational coordinator, who plays an important role in improving the school's efficiency and effectiveness by analyzing the school's starting point, the local economic, cultural and educational context, community involvement, work schedules, teaching activities, giving attention to diversity, assessment processes, and teacher training and mentoring.



Pupils were given learning activities involving individual as well as group work. Pupils also had access to different equipment, such as individual laptops distributed to students of 5th and 6th grade through the programme “Escuela TIC 2.0”, multimedia projectors and interactive whiteboards, diverse musical instruments and materials for writing, artistic expression and representation of information. It is clear that such a diversified project-based curriculum facilitated students’ development of several competences. For example, studying national songs of the countries of the European Union allowed students to develop their musical and language skills as well as their research skills and ability to organize and produce information. Through this exercise students were also able to increase their awareness of cultural differences, and better understand the values of equality, diversity and tolerance. While participants to the peer learning visit appreciated the variety of competences developed through such project activities, they nevertheless wondered whether treating so many competences simultaneously it was possible, and if so how, for students to learn to master certain competences in more depth. For example through learning national hymns it was evident that students were learning vocabulary as well as practicing their oral language skills, but it was not immediately obvious how through such project work other aspects of language learning such as grammar could be effectively tackled.

The ‘museum school’ experience

The final school to be visited was IES José María Infantes secondary school, in Utrera, Seville, composed of 534 students in 21 classes, organized according to their competences and age. This school is modeled on the original concept of a ‘museum school’, where the arts, especially painting and sculpture,

are the guiding stimuli for various learning activities. The school’s ultimate goal is to develop the following competences in students: cultural and artistic competence, linguistic competence in communication, social and civic competence, competence in learning how to learn, knowledge and interaction with the physical and natural world, autonomy and personal initiative, digital processing of information, and mathematical reasoning for the production and interpretation of information.

The school has a multidisciplinary workshop room where students do their research on the particular artwork they are studying and that they will consequently reproduce by applying the same techniques used in the original work. Here they are given the opportunity to combine the use of modern technological equipment, including computers, multimedia projectors, and audiovisual devices for the production of videos, with more traditional resources. The classrooms are dedicated to different artists or artworks from distinct artistic and aesthetic movements, and on their walls the replicas produced by the students themselves are displayed to visitors of the museum school. While studying how to create replicas of masterpieces is of course valuable to students’ learning and competence building, participants to the peer learning visit questioned the main focus being on reproducing existing art, rather than encouraging students to be inspired by such works and use their creativity to produce their own artworks.

Following on from engaging in artistic and related competences, students then develop their linguistic and communication skills, as well as the ability to present convincingly and confidently, by acting as tour guides to all visitors to the school. Students are equipped

with a portable sound amplifier system to facilitate visitors' hearing, giving the students a sense of professionalism and an authentic 'on the job' experience, and explain the main aspects of the artwork, its history and the techniques used by the original artists in Spanish, French or English, as required by the audience. In this way, students are given the opportunity to take responsibility and pride in their work from the outset, from the planning and research stage, through the different stages of creative development (through individual and group work), right through until the artwork's final realization and presentation to the wider community. This process allows students to develop valuable transversal competences, and to give real concrete meaning to the work they are doing, having always in mind a clear vision of what their work will lead to and how their achievements will be valorized.

A strong focus on teacher professional development was underlined, the programme for which is determined each year by internal and external school evaluation results. It was clear from our visit that there is a very good collaborative working environment between



all teachers and pupils, evidenced by the fact that all staff and learners have to share and negotiate their knowledge, expertise, space and time due to regular lessons and museum tour guides taking place simultaneously in the same classrooms. These multi-purpose classrooms, used as lesson as well as exhibition spaces encourage a sense of teamwork and joint responsibility among students and school staff. Moreover, during our visit we observed a healthy conviviality between groups of students from different classes and age groups working together as guides to their school, which illustrated the maturity of students and an established and dynamic school culture.

For further reading please refer to the Peer Learning Visit Report, written by the Portuguese delegation to the Seville visit, including our partners from the General Directorate of Education, the University of Minho and the University of Lisbon, due to be published on the project results page of our [website](#) by the end of January 2013.

KEYCONET WEBSITE

<http://keyconet.eun.org>

The KeyCoNet *website*, launched online in April 2012, has been designed to keep you up to date with the network's news, activities and outputs on key competence development across Europe. It is here you can also register for KeyCoNet's newsletter and check previous issues in the archive. Moreover, you can access news on key competence development from the latest issues of other relevant newsletters we link to, such as the Eurydice newsletter and the Information Society newsletter, as well as recent reports by the European Commission, the OECD and other international and national organizations publishing on the topic. A central component of the website is the *search tool* which gives you access to all the project's results, and can be searched by country, competence concerned, as well as the type of output available. The project's outputs are uploaded to the website as they become available during the course of the project.

Outputs already available on the website include two literature reviews on key competence development in school education in Europe and the assessment of key competences, as well as a collection of 35 case

notes describing interesting initiatives at national level across Europe, related to the implementation of key competences at school. Network partners are currently preparing country overviews to provide a global picture of the approach taken to key competence development and the state of progress in each of the network's partner countries: Austria, Belgium, Estonia, Finland, France, Ireland, Norway, Poland, Portugal, Slovakia, Spain, Sweden and the UK. These country overviews, together with a European mapping report analyzing trends in this area across Europe, as well as a report on the network's last peer learning visit to Seville (*see the Special Focus section*), will be published on the website by the end of January 2013.



KCD EVENTS

On 14 November, the KeyCoNet network was presented to policy makers, practitioners and industry representatives during European Schoolnet's *"EMINENT" conference* for education networking between experts, in Genoa, Italy. This year's conference explored, under the title "Schools in Europe in 2025" how current trends in education and potential scenarios for the future classroom are likely to impact on the educational reform process. KeyCoNet's work was presented in the framework of a workshop on teacher professional development for the digital age. Drawing on insights from the *CASE report*, the 2012 KeyCoNet *literature reviews*, and some of the relevant *case notes* collected during the course of this year, the KeyCoNet session explored how teachers' key competences are addressed more fully in in-service teacher education as opposed to initial teacher training, and usually focuses to a larger extent on ICT competence and language learning, rather than interpersonal competences, including leadership for example. It was concluded that what is needed in order to fully embrace a key competence approach is a major shift in the education system from input-led and subject-oriented curricula towards competence-based curricula, cross-curricular activities, active and individualised learning, and

a focus on learning outcomes. Due to the lack of bridges between the EU framework of key competences for students and competences required of teachers, the acquisition of the 8 EU competences by teachers expected to teach them, remains a big issue. One of the main challenges therefore, is to develop a clearer pedagogy for competence-based teaching and learning. To foster learners' development of key competences, complex, open-ended learning environments enabled by ICT in and outside of schools are required. This implies the need for teachers to have a supportive school culture and to receive professional development in digital literacy skills as well as networking and collaborative learning skills.

On 15 November, European Schoolnet participated in the *Media and Learning Conference 2012* in Brussels. The conference brought together practitioners and policy makers interested in contributing to the development of digital and media skills in education and in finding new and effective ways to embed media in the learning process. The KeyCoNet project was disseminated through its brochures and newsletters on the European Schoolnet stand, where conference participants had the chance to ask and reflect on how, where and to what extent media skills fit into the EU framework of key competences.



GET INVOLVED!

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

- ➡ We are currently collecting information to produce country overviews to map the state of the art of key competence development in European countries, with the aim of identifying the overarching approach framing KCD in the education system concerned. If you have any information, links or reports that could help us with this, please send them to us. We are particularly interested in the following countries this year: Austria, Belgium, Estonia, Finland, France, Ireland, Norway, Portugal, Slovakia, and Sweden.
- ➡ Do you know of any interesting initiatives at national or European level concerning the implementation of key competences at school level? If so, let us know so we can include them in our next collection of case notes in 2013.
- ➡ Do you know about any news on key competence development which could be interesting to feature in our first 2013 issue of our Newsletter? Let us know.
- ➡ Apply to become an associate or full member of the network by indicating your interest to your national coordinator.

How can you benefit from KeyCoNet?

In general:

- ➡ Engage with the project's outcomes and activities which will be posted on *our website* as they become available during the network's 3 year lifetime.
- ➡ Take part in a national networking event taking place near you in April or May 2013, in one of our partner countries: Austria, Belgium, Estonia, Finland, France, Ireland, Norway, Portugal, Slovakia, and Sweden. Check the *KeyCoNet website* nearer the time for further details.

This month:

- ➡ Access our *KeyCoNet Public Summary Report: January – October 2012* to get an overview of the network's activities and outputs achieved in the project's first 10 months.
- ➡ Access our latest project outputs, including the two literature reviews as well as a collection of 35 case notes in English, describing various national key competence development initiatives. From the end of January 2013, you will also be able to access these case notes in French, Spanish and Portuguese when they will be published on our website.

FIND OUT MORE
PARTNERS:

INFORMATION ABOUT OUR NETWORK'S

MINISTRIES OF EDUCATION / NATIONAL AGENCIES



<http://www.bmukk.gov.at>



<http://www.ond.vlaanderen.be/wegwijs/AKOV>



<http://www.education.gouv.fr/>



<http://www.dgidc.min-edu.pt/>
(national coordinator)



<http://www.ncca.ie/>



<http://www.tiigrihype.ee/>

UNIVERSITIES AND RESEARCH INSTITUTES



<http://ife.ens-lyon.fr/ife>
(national coordinator)



<http://www.eiesp.org>



<http://www.statpedu.sk>



<http://www.ie.uminho.pt/>



<http://www.ie.ul.pt>



<http://www.uv.uio.no/pfi/english/>



<http://www.cicero.fi>
(national coordinator)



<https://www.jyu.fi/en/>

PRACTICE-RELATED PARTNERS



<http://www.ja-ye.eu>



<http://www.rektorsakademien.se>

CONTACT US

European Schoolnet is the coordinator of the KeyCoNet project and we are happy to hear from you whether you are interested in receiving further information or providing us with suggestions. Contact us at: info@keyconet.eun.org

ABOUT EUROPEAN SCHOOLNET

EUN is a network of 30 Ministries of Education in Europe and beyond, and was created 15 years ago to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers and researchers.

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

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

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