KEYCOLAB

CASE STUDY

Final Report

October 2017

KEYCOLAB, Case Study

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1.- Introducion

The KEYCOLAB CASE STUDY (KCL-CS) is a part of the KEYCOLAB project and it must be understood in the context of the other parts of this ERASMUS+ project.

The KCL-CS was defined in the beginning of this study as:

> *CASE STUDY, in this context, is a comparative study of strategies that the partners of this project, and other organizations of each region or country, are developing for the implementation of key competences in Primary Education*

This document contains all the information collected during the process of the survey together with the results and conclusions.

2.- Summary of actions

Presentation of the proposal (see Appendix 1) for the development of KEYCOLAB Case Study (KCL- CS) made in Antwerp in January 2016. In this proposal we define this KCL-CS:

> *KEYCOLAB- CASE STUDY, in this context, is a comparative study of strategies that the partners of this project, and other organisations of each region or country, are developing for the implementation of key competences in Primary Education.*

In this meeting (Kick off meeting) we proposed an Agenda (approved by the partners) for the completion of this study, with the following steps:

First step:

- *The first part of this study will be in the form of a questionnaire for the different partners of the project.*

- *This questionnaire will be presented, at the first meeting of the group*

    (Antwerp on 4 and 5 February 2016).

- *The deadline for answer this questionnaire is: 2016-04-30*

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Second step:

> • *With this information the leader partner of the group (NIE) will write a first memorandum that will be presented at the second meeting in Turku.*

Third step:

> • *We intend to do interviews with each partner in the second meeting of the group in Turku, once we have read the answers of questionnaire.*
>
> • *In order to complete the final report, if necessary, more information will be requested from each partner and presented for final revision and agreement at the third or fourth meeting of the group (second memorandum).*

Fourth and final step

> *- The final report will be presented at the final meeting in Pamplona in September 2017*

This agenda was approved by all the partners of the project and has been followed step by step.

The first memorandum was presented in the second meeting (Turku June 2016) (See Appendix 2).

The second memorandum was presented in the fourth meeting of the group (Timisoara May 2017) (See Appendix 3).

The final report will be presented in the fifth and last meeting in Pamplona (September 2017).

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3.- List of documents used in this study

3.1.- The questionnaire was sent to all partners

- **Case study questionnaire v2 (See Appendix 1)**

- **The presentation of the Case study in Antwerp January 2016 (See appendix 2)**

3.2.- The answers of the questionnaire received from partners

Asociatia Invatatorilor Banateni: AIB- Romania

- **Romania first answer (See Appendix 5)**

- **Romania second answer (See Appendix 6)**

BScholengemeenschap Basisonderwijs Antigon: BBA. Belgium

- **Belgium first answer (See Appendix 7)**

- **Belgium second answer (See Appendix 8)**

Nafarroako Ikastolen Elkartea: NIE

- **Navarra answer: (See Appendix 9)**

The Faculty of Education of the Univesity of Turku: UTU

- **Finland first answer (See Appendix 10)**

- **Finland second answer (see Appendix 11)**

The National Association for Primary school: NAPE

- **England first answer (See Appendix 12)**

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4.- List of names, purpose and a brief description of each institutions that has participated in this study

The list of institutions that have participated in this study:

Partners of THE KEYCOLAB PROJECT:

UTU:

In the Department of Teacher Education the basis of teaching and learning are scientific and critical thinking, innovativeness, ethic responsibility and sense of community.

Department of Teacher Education was founded in 1974 as part of the Faculty of Education of the University of Turku. The Department is an open, innovative and developing organisation. Its vision is based on the conception of man as a whole person and its versatile and balanced development.

Department provides theory-embedded, discipline-based education of high quality with the ultimate goal of educating future teachers whose personal educational philosophy consists of a solid theoretical foundation, rigorous expertise, resourcefulness and critical reflection skills necessary for continued success and development in the teaching profession and in the teaching community. Throughout university education, personal development is encouraged; communications skills and active learning skills are fostered.

NAPE:

NAPE (National Association for Primary Education) is a charity for the promotion of the education of children from birth to 13 years of age. We are a membership association open to anyone interested in and concerned with education. Those of us who work for NAPE do so on a voluntary basis. We develop partnerships with other associations, lobby government and provide consultation, function as a lead authority on primary education, publish press releases, media statements and position papers and publish a highly regarded education journal — Primary First.

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AIB:

ASOCIATIVA INVATATORILOR BANATENI (AIB) The association has 133 members. Among its members there are primary school teachers that are teaching in different schools, trainers of trainers that who can develop activities in training programmes, as well as permanent staff.

The association works in the education field.

Aims and objectives:

1. develop the organisational culture and increase AIB's European visibility in the cultural and educational partnerships with local, national and European organisations, with the same program and similar or complementary interests

2. improve the quality of trainers by defining the standard competence profile

3. develop adult creativity and innovation capabilities

4. train teachers in different fields, including key competences integration at school curricula.

5. harness Banat's multicultural and intercultural spirit by promoting tolerance and non-discriminatory attitudes regarding access to education and culture

6. integrate new technologies and methodologies in teacher training courses organised by AIB, CCD Timis or NOGs

7. professionally train AIB members in pedagogy and teaching through national and European mobility projects

8. promote the inclusive education classes taught by members of AIB by encouraging them to attend specific training courses, including European mobility projects

9. promote the role of cultural institutions or other bodies that constitute creative and innovative frameworks for non-formal and informal education and training

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BBA:

The Scholengemeenschap Basisonderwijs Antigon is the community of primary schools of GO! School district Antwerp and is responsible for 18 primary schools striving to assure and offer excellence in teaching and learning.

The schools are primarily based in the city of Antwerp. All educational providers in this area act within a societal metropolitan context, which has rapidly changed in recent years. We educates youngsters to become socially involved, eco-friendly and tolerant, with a broad-based interest in cultural events, both at home and abroad. The challenge was and still is to offer high-quality education in an innovative and authentic way to the diverse student body. This asks for an innovative and adapted approach.

NIE: NAFARROAKO IKASTOLEN ELKARTEA

Nafarroako Ikastolen Elkartea (http://www.Navarrakoikastolak.net/nieikastola/) is a private Teaching cooperative organization (Pamplona, Navarra), recognized by the Navarre's Cooperative Law on 09-01-1978 and suited on 03-05-1994.

The aim of Nafarroako Ikastolen Elkartea (NIE) is to promote in an associative manner the ikastola's model (school) and the Basque language and culture. It aims to provide comprehensive, quality education, in Basque, offering some services (economic, administrative, educational) legal advice and representation. Among its objectives the Association also seeks and organizes any other educational activity in any branch of knowledge or technical training, artistic, sports or other.

The Nafarroako Ikastolen Elkartea (NIE) has 15 associated Ikastolas (schools). It coordinates actions within the different school centers, including actions and training on school management. The Federation (NIE) represents the different schools and develops innovative projects in different fields, coordinating actions between its different school center members. Each ikastola is a school with educational autonomy. In the whole Navarre Ikastolas schools works around 600 professionals for a total of about 6,400 students. NIE is pioneers in projects related to teaching languages. Also NIE has developed the "Blok project" aimed to develop the key competences at school.

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Schools that have been visited and/or the website analysed.

- Romania:

    Scoala Gimnaziala nr.24 Timisoara

    Scoala Gimnaziala nr.27 Timisoara

    Scoala Gimnaziala nr.6 Timisoara

    Scoala Gimnaziala Voiteg Timis

    Liceul Teoretic Peciu Nou, Timis

    Scoala Gimnaziala Sinandrei Timis

- Belgium:

    Basisschool de Shackel

    Basisschool 3Oek

- Navarra:

    Viana ikastola

    Tafalla ikastola

    Zangoza ikastola

    Lizarra ikastola

    Jaso ikastola

- Finland:

    Hannunniitun koulu

    Moison koulu

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- England (Oxfordshire):

    Windmill

    Chalgrove

    Crowmarsh-Gifford

    Fir Tree

    St Andrews

    St Nicholas

The purposes (websites of these schools can be consulted in Appendix 13)

5.- List of sources of information that have used in the study

The list of sources that we have used in this study:

- The answers to the questionnaires submitted by all partners (see appendices 5- to 12)

- The websites of the schools that have participated in the survey

- The visits made to the schools involved in the project.

- The discussions between the partners of the KCL project after the presentation of two memorandums.

- The analysis of the official curriculum of Finland, England and Spain (Navarra) (not the Romanian neither the Belgian because we have not found English versions of these curricula)

- We have consulted the Eurydice report: *Developing Key Competences at School in Europe. Challenges and Opportunities for* Policy

    http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/145EN_HI.pdf

- We have consulted the Keyconet report: of the European Commison: *Support of the stakeholder consultation in the context of the Key Competences review:* https://ec.europa.eu/education/sites/education/files/key-competences-consultation-2017-strategy_en.pdf

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6.- Results

At this point we include a brief description of results of this study.

- The starting point of institutions that have participated in the KCL_CS is different and their approaches to the problem too. We have observed the same thinking about the school that we have visited or analysed.

- The national curriculum of Romania, Belgium, Spain and England picked up the proposal made in the *RECOMMENDATION* OF THE *EUROPEAN PARLIAMENT* AND OF THE COUNCIL. of 18 December 2006. on *key competences* for lifelong learning. Finland has a new curricula from 2014 and the new curriculum stresses the importance of cross-curricular competences

- In the last three years (since 2014) The European Commission has published new documents updating the competencies proposed in 2006: (New Agenda Skills: http://ec.europa.eu/social/main.jsp?catId=1223). This agenda underscores the importance of skills related to employability.

- Primary education is an educational stage with common entity in all these countries. They are some differences but these are not relevant.

- All curriculum proposals are mixed (combination of subject based curriculum and competence based curriculum) with the. In England the competencies are not specified by name in legislation but are taught through individual school curricula which have the national curriculum embedded in them

- In the case of Navarra (Spain) there is a regional development of curriculum.

Whilst there is not regional development in the same way, in England, the National Curriculum is a minimum curriculum which allows each school to develop aspects according to their own setting. These two aspects combine to create the school curriculum

- The impact of E-twining and Keyconet (perhaps the most known initiatives fuelled by the European institutions is low in the environment of institutions that have participated in this survey. Keyconet is not working nowadays.

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- The impact of national initiatives is low or non-existent and schools perceive a lack of programmes to promote the teaching and learning of Key Competences.

- Only in the case of Navarra is there a specific programme (BLOK: https://sites.google.com/a/nieikastolak.com/blok-proiektua-english/home) to promote the teaching and learning of Key Competences.

- There are some European initiatives to promote professional development in the field of teacher competences: (www.transit-project.eu; www.european-teachers.eu;sonnete; keyconet; E-twining) but the impact on the context we have studied is low.

- We have not found, between the schools that we have studied, a systematic way to evaluate competences, and specifically the Key competences.

- There is a real interest in the institutions and schools about how promote the teaching of KCL.

- Project based learning is used in a widespread way in all countries but there is not, in all cases, an explicit relation between this methodology and the teaching of the European competences for learning.

- Not all schools perceived the programs of teaching competences as a real priority. They feel that there are more important problems to solve in daily life of schools.

7.- Conclusions

1.- The KEYCOLAB project focused its attention from the outset on two main themes: teacher training and student assessment. The results of this study show that they are "hot spots" and that there is a real need to make more efforts in this direction. This is like that because in addition to being necessary it is perceived as a priority for the institutions that lead these initiatives and for the teachers who have participated in them.

2.- It is necessary to adapt general policies of European institutions to real needs of institutions and schools of each country or region, because the perception of the relevance of this policies, at least in the case of Key Competences, is different and the commitment to take the this competences as basis of curriculum too.

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3.- There is no good connection between the European policy on education led by Parliament and the commission and practice in schools. More than 10 years have passed between the recommendation that made the key competences published and their real impact on the life of the schools is low.

4.- There is a deficit in the creation and promotion of programs that tend to promote the teaching and learning of competences at all levels of the education system (European, national, regional, local...).

5.- The project methodology seems to be a promising possibility for the teaching of competences, but it is necessary to make an effort to relate it explicitly with the competences in general and the key competences in particular.

6.- To evaluate the competences in a real and systematic way seems to be a deficit to be fulfilled in order to be able to advance in the teaching and learning of the same ones. We have made, in this project, a relevant effort in this direction but is has not been enough and it will be necessary to do more research and practice in this direction.

7.- It seems that at present there are other more pressing problems of concern in the European education system (integration of immigrants, improvement of programs for employment, sustainability of education systems themselves...) which indicates less interest in the proposed competences key of 2006.

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8.- Appendices

Appendix 1: Proposed questionnaire

Appendix 2: Presentation of the kick off meeting

Appendix 3: First memorandum presented: Turku June 2016

Appendix 4: Second memorandum presented: Timisoara May 2017

Appendix 5: AIB- Romania first answer to the questionnaire

Appendix 6: AIB-Romania second answer to the questionnaire

Appendix 7: Antigon- Belgium first answer to the questionnaire

Appendix 8: Antigon - Belgium second answer to the questionnaire

Appendix 9: NIE- Navarra answer to the questionnaire

Appendix 10: UTU- Finland first answer to the questionnaire

Appendix 11: UTU- Finland second answer to the questionnaire

Appendix 12: NAPE- England answer to the questionnaire

Appendix 13: List of schools participated in the project

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QUESTIONNAIRE FOR PARTNERS

CASE STUDY

INTRODUCTION

In this questionnaire there are items about the development of the competences in primary school in 4 different levels and for five diverse topics:

KCL - CASE STUDY Questionnaire	A/ Rules, acts, laws	B/ Initiatives, action plans strategies	C/ Teacher Training	D/ Assessment of competences of students	E/ Communication
1/ European level	A-1	B-1	C-1	D-1	
2/ State (members of UE)	A-2-1 A-2-2 A-2-3	B-2	C-2	D-2	
3/ Nation, region, country	A-3	B-3	C-3	D-3	
4/ Institution (partner of KCL)		B-4	C-4	D-4	E-4

Name of the partner: **…**

State: **…**

Nation or Region (or county): **…**

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A: Legal rules (acts, laws) governing the proposal of key competences for Primary Education.

A-0:	In our state Primary Education starts when the children are :	**…**
	The number of year courses of the Primary Education is:	**…**

A-1: Legal rules (act, law) at European level.	…
If you know another rule (act, law) regulating this matter, please write down it.	…

A-2-1: Legal rules (act, law) at the state level (states that are members of EU) **SPAIN** Please, write down the URL that contains it:	
If there is an English translation indicate the URL of the website containing it:	
If there is not, write an English translation only of the proposal of competences from your state.	
A-2-2: The proposal (Law, act) of the curriculum in your state	a) Is a traditional academic subjects based curriculum (without regulation for the competences) (Yes/Not) ……… b) Is a competences based curriculum (without regulation for the traditional academic subjects, like Mathematics, Linguistic, Science …) Yes/not) …… c) Is a mixed curriculum containing regulation for both of them: competences and traditional academic subjects (Yes/not) ……

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A-2-3: Others considerations about curriculum regulation in your state/region those are Relevant for competences.	

A-3: Legal rules (act, law) at the regional level (regions or nations of a European state) Please, write down the URL that contains it:	
- If there is an English translation indicate the URL of the website containing it:	
- If there is not, write an English translation of the proposal of competences from your nation or region	

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B: Initiatives, documents, action plans, strategies, promoted for the learning of key competences.

B-1: Initiatives, documents, action plans, and strategies at European level	…
If you know some initiatives boosting this kind of action plans, please, write down it:	…

B-2: Initiatives, documents, action plans, strategies at your state (Please, write down it). If there is, please, add the link.	…

B-3: Initiatives, documents, action plans, strategies at your nation or region (Please, write down it):	….

B-4: Initiatives, documents, action plans, strategies at your institution (Please, write it down)

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C: Training programs for teachers to develop professional competence on how to implement project-based learning

C-1: Teacher training programs at European level	**…**
If you know another teacher training programme at European level, please write down it.	**…**

C-2: Teacher training programmes at your state level	**…**

C-3: Teacher training programmes at your national/regional level	**…**

C-4: Teacher training programmes at your institution. (Please, write it dwon)
…

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D: Assessment of competences of students

D-1 : Assessment of competences of students at European level	…

D-2: Student evaluation programs of key competences at your state level	…

D-3: Student evaluation programs of key competences at your national/regional level	…

D-4: Student evaluation programmes of key competences at your institutional level	…

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E: Communication for no professionals (families, society,   ) about the action plans of your institution around the programs for the implementation of key competences.

E-1: Web/Sites/Blog/…	
E-2: Newspapers/Review/ Articles/	
E-3: Presentations, videos….	
E-4: Others.	

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KEY COMPETENCES IN PRIMARY SCHOOL EDUCATION

(Competencias básicas en Educación Primaria)

KEYCOLAB

CASE STUDY

Jesus M. Goñi
Antwerpen: 4/5-2-2016

CASE STUDY, in this context, is a comparative study of strategies that the partners of this project, and other organizations of each region or country, are developing for the implementation of key competences in Primary Education.

They are studies and reports on this topic but they focus mainly on the general policies on legislation and the implementation of the Key Competences

Eurydice: http://eacea.ec.europa.eu/education/eurydice/index_en.php
Keyconet: http://keyconet.eun.org/

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There is a lot of information about general policies pursued to implement the Key Competences in the different members of EU.

But the main source of information is the proper administration of the member countries

In the other hand, there is, in our opinion, a lack of information about what are doing schools in this matter in the different countries.

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But changes happen in schools and not in the ministries

Therefore we are interested in knowing what is going on in the schools

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The process:

• The first part of this study will be based in a questionnaire for the different partners of the project.

• This questionnaire is being presented, now, at the first meeting of the group (Antwerpen on 4 and 5 February 2016).

• The deadline for answer this questionnaire is: 2016-4-30

•With this information the leader partner of the group (NIE) will write a first memorandum that will be presented at the second meeting in Turku. (First memorandum)

-We are foreseeing to do interviews with each partner in the second meeting of the group in Turku, once we have read the answers of questionnaire.

-In order to complete the final report, if it would be necessary, it will ask for more information to each partner and presented for final revision and agreement at the third or fourth meeting of the group (second memorandum).

- The final report will be presented at the final meeting in Pamplona.

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The process:

Action	Date	Deadline
Presentation of the questionnaire	2016-2-5	
Answers of the questionnaire		2016-4-30
First memorandum	2016-7- ……	………………..
Second memorandum	………………..	……………………
Last report	2017-9- ……	

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Presentation of the questionnaire KCL-Q:

The questionnaire is in the website of Keycolab:

https://sites.google.com/a/nieikastolak.com/key-co-lab/work-space/activities/case-study

You can go also by :

- www.keycolab.eu
- Work space.
- Development
- Case Study

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Presentation of the questionnaire KCL-Q:

In this page they are two versions of the questionnaire.

• One is empty:
  Each partner
      - Can download that document and carry out it before the deadline
      date (2016-4-30)
        and
      - Send it by email to the coordinator of this task (Jesus M. Goñi
  goni.jesusmaria@gmail.com).

• The other is completed by NIE in order to show what kind of information is
asked for. This is a draft version that will be completed.

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The questionnaire has been organized in five topics and 4 levels:

KCL - CASE STUDY Questionnaire	A/ Rules, acts, laws	B/ Initiatives, action plans strategies	C/ Teacher Training	D/ Student assessment	E/ Communication
1/ European level	A-1-1	B-1-1	C-1-1	D-1-1	
2/ State (members of UE)	A-2-1 A-2-2 A-2-3	B-2-1	C-2-1	D-2-1	
3/ Nation, region, country	A-3-1 A-3-2 A-3-3	B-3-1	C-3-1	D-3-1	
4/ Institution (partner of KCL)		B-4-1	C-4-1	D-4-1	E-4

The B-4-1; C-4-1; D-4-1 and E-4 epigraph are the heart of KCL-Q

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KEY COMPETENCES IN PRIMARY SCHOOL EDUCATION

(Competencias básicas en Educación Primaria)

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CASE STUDY

First Memorandum

Jesus M. Goñi
Turku: 17/18-6-2016

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First I would like to thank your collaboration in carrying out this work

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A-0:	In your state Primary Education starts when the children are :
	The number of year courses of the Primary Education is:

State	Starts	Number of years
Romania	6	5
Belgium	6	6
England	5	6
Spain	6	6
Finland	7	6

There are small differences between the countries;
therefore we can say that Primary education is a educational stage with common entity in our countries.

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EU	R	B	E	S	F
1 .Communication in the mother tongue	X	X	X	X	4
2. Communication in foreign languages,	X	X	X	X	4
3. Mathematical competence and basic competences in science and technology	X	X	XX	X	
4. Digital competence	X	X	X	X	5
5. Learning to learn	X	X		X	1
6. Social and civic competences	X	X	X	X	7
7.Sense of initiative and entrepreneurship	X	X	X	X	6
8. Cultural awareness and expression,	X	X		X	2

Finland new curriculum

1 - Thinking and learning to learn
2 - Cultural competence; interaction and expression
3 - Looking after oneself; managing daily activities and safety
 4 – Multiliteracy
 5 - ICT competence
6 - Competence required for working life and entrepreneurship
7 - Participation, empowerment and responsibility

The EU proposal is a common framework
The new curriculum of Finland stress the importance of cross-curricular competences

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A-2-2: The proposal (Law, act) of the curriculum in your state

STATE	Academic subjects based curriculum	Is a competences based curriculum	Mixed
Romania	Not	Not	Yes
Belgium	Not	Not	Yes
England	Yes	Not	Not
Spain	Not	Not	Yes
Finland	Not	Not	Yes

All curriculum proposals are mixed (combination of subject based curriculum and competence based curriculum) with the only exception of England where the compulsory curriculum is subject based.

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A-2-3: Others considerations about curriculum regulation in your state/region those are relevant for competences.

In this section there is interesting information that needs to be interpreted carefully. I have selected one sentence of each partner:

Romania: Developing transferable competences requires new ways of teaching and learning, which transcend the traditional boundaries among disciplines.

Belgium: Subject related curriculum, competence-based
= knowledge, skills and attitudes, and assessment

England: Maintained schools are legally required to follow the national curriculum which sets out in programmes of study, subject content for those subjects which should be taught to all pupils.

Spain: There is another document that established the relationship between the academic subjects of the curriculum and the competences, but is a general document that has not the same level of specification that has the academic subject based annex.

Finland: Finland has no regulations but guidelines

Perhaps the subject based curriculum is developed in a more specific way that the competence based curriculum

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A-3: Legal rules (act, law) at the regional level (regions or nations of a European state)

Romania: There is not regional development of curriculum
Belgium (Antwerpen): All the curriculum laws are developed by the Flemish government.
England: There is not regional development inside England (Wales and Scotland have their own curriculum)
Spain: There is regional level development of curriculum.
Finland: There is not regional development

B-2 (B-3): Initiatives, documents, action plans, strategies at your state. If there is, please, add the link.

We need more information about this topic. We don´t know if it is because there are not or if is required more research.

Ways of research could be:

a) E- Twining
b) Partners of keyconet in our own countries

It should be interesting to become members of e-Twining (?¿)

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B-4: Initiatives, documents, action plans, strategies at your institution

There is interesting information about this topic..

But we would collect information about schools that are
involved in this kind of programmes. We need to get examples
of good practices. Here we have a lack of information.

C-1: Teacher training programs at European level

Again, the most important reference at this level is Keyconet.

Here we have a interesting information collected by our Romanian partner:AIB:

 a) www.transit-project.eu/

b) http://www.european-teachers.eu/

 c) www.sonette.org/

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D-1 : Assessment of competences of students at European level

The refrences that we have collected are:

a) OCDE: PISA: http://www.oecd.org/pisa/
 b) TIMSS: http://timssandpirls.bc.edu/
 c) International Association for the Evaluation of Educational Achievement:
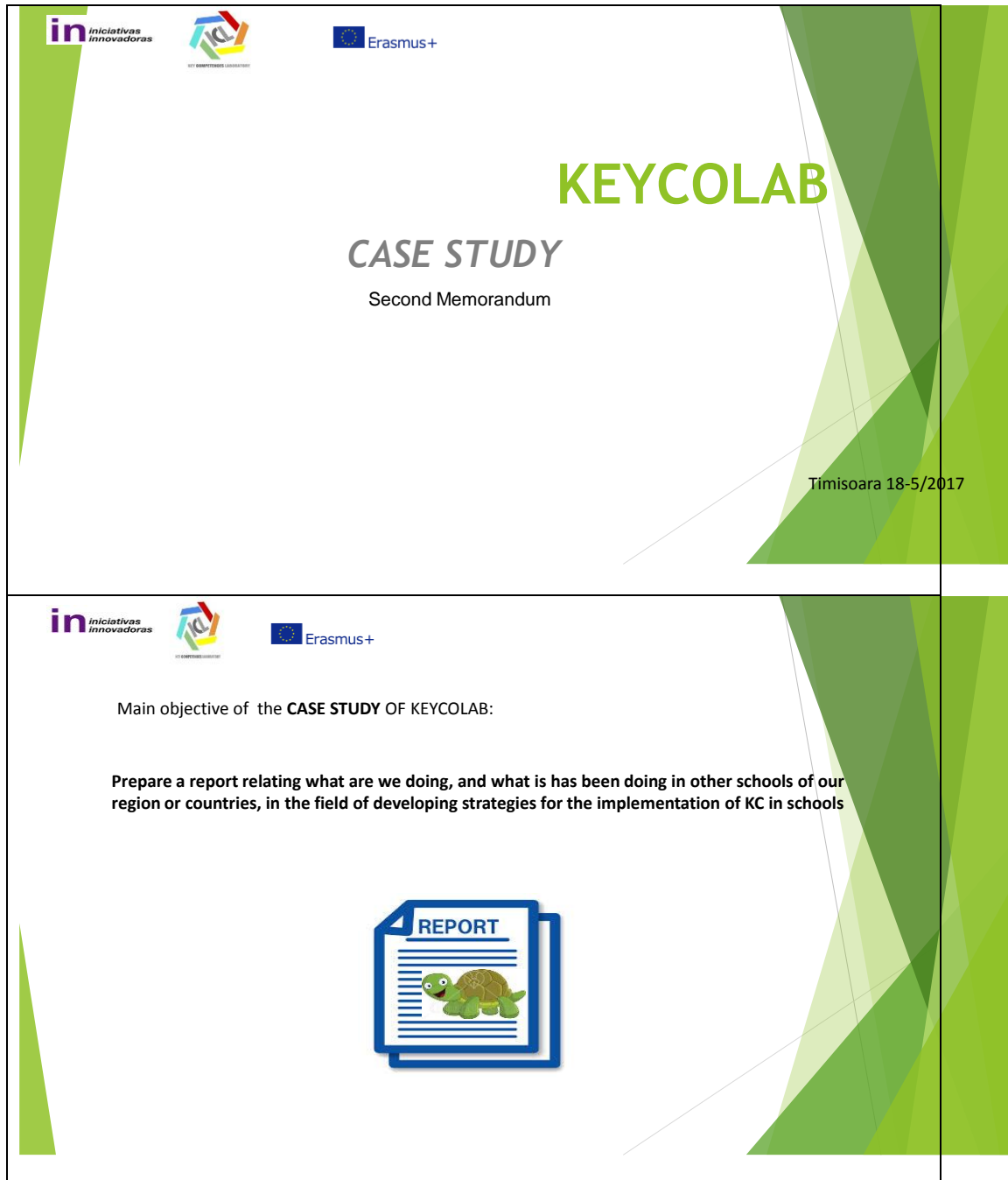http://www.iea.nl/

E: / Communication for no professionals (families, society,   ) about the action plans
of your institution around the programs for the implementation of key competences.

We have to continued collecting information about this part of our project.
 It is very important for the final evaluation of the project that our
Agency (Spanish agency of Erasmus program) have to do.

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KEYCOLAB

CASE STUDY

Second Memorandum

Timisoara 18-5/2017

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Main objective of the **CASE STUDY** OF KEYCOLAB:

Prepare a report relating what are we doing, and what is has been doing in other schools of our region or countries, in the field of developing strategies for the implementation of KC in schools

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A brief summary of the changes made in the European policy on Key Competences

- Brexit.

- New skills Agenda: http://ec.europa.eu/social/main.jsp?catId=1223 (2016)

- Keyconet is not working nowaday.

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b) A analysis of the websites of schools that are involved in KCL project.

The list of schools thar are involved in KCl project.

Previous observations:

- We have studied the part of the website named "Curriculum" or similar.
- We know that the "Real Curriculum" and "The explicitated curriculum" are not the same thing and we have studied the second one.
- We know that the information that contains the web sites is selected for the part of society that consults it (parents, ….) and this, perhaps, produces a deformation of real curriculum.
- We know that this analysis is a first aproximation that need a deeper study.

KEYCOLAB, Case Study

Facts:

- We have found 2 explicit quotes about KCL project. I remain that the number of studied websites is 21.
- We have found in one other school explicit information about a project that focused in competences.
- We have not found more explicit information, neither about Competences in general nor Key Competences in particular.
- We have not found explicit information about the evaluation of Competences.

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iniciativas innovadoras

Erasmus+

- We have found different types of explicit curriculum information:

  * Academic: related to subjects without relation between them
  * Academic: but with explicit learning outcomes
  * Academic: but with explicit relation between subjects (interdiscplinar approach)
  * Based in projects but without explicit relation with competences

Erasmus+

KEYCOLAB, Case Study

Although the Recommendation of the European Parliament which included a proposal for key competences for lifelong learning has been published for more than 10 years now, it seems that its presence in the curricula of the schools has still little presence .

It seems that:

-To declare that school curriculum is a "competence based curriculum" or a "mixed curriculum" (knowledge- competence) is not a priority for the schools that we have studied.
- Schools do more in this approach (competence) than they publicize.
- Some schools do remarkable work (project) in this approach (competence) but there is not a explicit presentation of it.
- There is a big work in front of us in order to introduce competences in school life practice in all aspect, including the declared curriculum

Suggestions for teachers and schools:

1.- To be aware that the declared curriculum is important because is the interface between school and comunity.

2.- Encourage schools to insert in the websites their participation in KCL project.

3.- Encourage schools to insert more explicit information about their programmes that take account "competences based" approach

4.- Encourage schools to promote "project based learning".

5.- Encourage schools to do an effort for related in an explicit way the relation between "project based learning" and " competences approach".

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QUESTIONNAIRE FOR PARTNERS

CASE STUDY

INTRODUCTION

In this questionnaire there are items about the development of the competences in primary school in 4 different levels and for five diverse topics:

KCL - CASE STUDY Questionnaire	A/ Rules, acts, laws	B/ Initiatives, action plans strategies	C/ Teacher Training	D/ Assessment of competences of students	E/ Communication
1/ European level	A-1	B-1	C-1	D-1	
2/ State (members of UE)	A-2-1 A-2-2 A-2-3	B-2	C-2	D-2	
3/ Nation, region, country	A-3	B-3	C-3	D-3	
4/ Institution (partner of KCL)		B-4	C-4	D-4	E-4

Name of the partner: AIB

State: ROMANIA

Nation or Region (or county): TIMIS

KEYCOLAB, Case Study

A: Legal rules (acts, laws) governing the proposal of key competences for Primary Education.

A-0:	In our state Primary Education starts when the children are :	**6**
	The number of year courses of the Primary Education is:	**5**

A-1: Legal rules (act, law) at European level.	- **Recommendation [2006/962/EC](#) of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning [Official Journal L 394 of 30.12.2006]. Eurolex:** http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv%3Ac11090
If you know another rule (act, law) regulating this matter, please write down it.	**http://www.oecd.org/edu/skills-beyond-school/definitionandselectionofcompetenciesdeseco.htm** **http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/145EN.pdf**

A-2-1: Legal rules (act, law) at the state level (states that are members of EU) **ROMANIA** Please, write down the URL that contains it:	The name of the law LEN 1/2011 (Law of National Education 1/2011) http://www.edu.ro/index.php/legaldocs/14847 http://www.edu.ro/index.php/articles/c21
If there is an English translation indicate the URL of the website containing it:	**There is not**
If there is not, write an English translation only of the proposal of competences from your state.	1.communication in the mother tongue 2.communication in foreign languages, 3.mathematical competence and basic competences in science and technology 4.digital competence 5.learning to learn 6.social and civic competences 7.sense of initiative and entrepreneurship 8.cultural awareness and expression,

KEYCOLAB, Case Study

A-2-2: The proposal (Law, act) of the curriculum in your state	**a)** Is a traditional academic subjects based curriculum (without regulation for the competences) **NOT** **b)** Is a competences based curriculum (without regulation for the traditional academic subjects, like Mathematics, Linguistic, Science …) **NOT** c) Is a mixed curriculum containing regulation for both of them: competences and traditional academic subjects **YES**

A-2-3: Others considerations about curriculum regulation in your state/region those are relevant for competences.   School curriculum consists of both disciplinary optional packages offered nationally, regionally and locally, and the optional packages offered by schools. Board of education unit, in consultation with students, parents and IPE based on available resources, set school curriculum.   School curriculum is developed at the schools, in consultation with the teachers' council ,advisory board of pupils, structure parents associations and also of local community representatives and, where appropriate, economic operators that educational unit has relationships for practical training of students. School programs are approved by the board of education unit.   In Romania, the curriculum is traditionally strongly based on disciplines, the teachers being primarily specialised in one discipline only. Developing transferable competences requires new ways of teaching and learning, which transcend the traditional boundaries among disciplines. As they are being developed, these competences become important factors in the process of learning competences specific to certain disciplines, while also help the individual to adapt to the dynamics of a complex reality. Thus, given the importance of transferable competences, along with the reform of the curriculum, in the Romanian educational system optional disciplines were also included.

A-3: Legal rules (act, law) at the regional level (regions or nations of a European state) Please, write down the URL that contains it:	Education in Romania is the national standard, the entire process takes place in the educational system centralized under the Minister of National Education and Scientific Research. Locally, the county school monitors the application of specific legislation.
	No
If there is not, write an English translation of the proposal of competences from your nation or region	

KEYCOLAB, Case Study

B: Initiatives, documents, action plans, strategies, promoted for the learning of key competences.

B-1: Initiatives, documents, action plans, and strategies at European level	Keyconet: http://keyconet.eun.org
If you know some initiatives boosting this kind of action plans, please, write down it:	**CEDEFOP (for vocational education VET): http://www.cedefop.europa.eu/** www.p21.org http://www.atc21s.org

B-2: Initiatives, documents, action plans, strategies at your state (Please, write down it). If there is, please, add the link.	http://www.cmepius.si/wp-content/uploads/2014/02/EN_Developing-pupil-competences-through-eTwinning.pdf (Developing pupil competences through eTwinning)

B-3: Initiatives, documents, action plans, strategies at your nation or region (Please, write down it):	Locally, the county school monitors the application of specific national initiatives, documents, action plans.

B-4: Initiatives, documents, action plans, strategies at your institution (Please, write it down)
AIB is primarily a cultural association . Association members are teachers in the schools of the county. The are involved in all national action plans . AIB can not be involved in schools in the county by strategies or initiatives or action plan.

KEYCOLAB, Case Study

C: Training programs for teachers to develop professional competence on how to implement project-based learning.

C-1: Teacher training programs at European level	**Keyconet-: http://keyconet.eun.org/course**
If you know another teacher training programme at European level, please write down it.	www.transit-project.eu/ http://www.european-teachers.eu/ www.sonette.org/

C-2: Teacher training programmes at your state level	1.Institute of Education Sciences, as an associate member in the network KeyCoNet (Key Competence Network on School Education), organize a free online course, with the thematic competence-based education http://training.ise.ro/ 2.Developing key competences –a premise to social inclusion Project with support from the European Social Fund and the Government of Romania. The general objective of the project was to improve primary school students' key competences through developing and testing an integrated education programme to increase the quality of education provision. he relevant specific objectives were -Identification of the factors that influence the development of key competences within the Romanian cultural context, with the aim of enhancing students' success in primary schools; -Enhancing the development of students' literacy skills by developing and testing a set of organizational, curricular and evaluative measures; -Improving primary school students' reading skills through the development and testing of reading materials and instruments The work was cited in *Teaching reading in Europe. Contexts, policies and practices* –Eurydice, EACEA, 2011 as one of the main programmes for promoting reading in society and one of the good practices identified by the national experts in 2009/2010. The work has been carried out in ten counties of Romania (out of the 42), in partnership with the County School Inspectorates, in 8 so-called pilot schools in each of the 10 counties. Outcomes -a diagnostic study of how literacy instruction is done in Romanian primary schools;

KEYCOLAB, Case Study

	-a set of refined reading assessment instruments for primary school students a training programme for primary school teachers introducing the concepts of emergent literacy, and an informal reading inventory as a means of assessing students' reading skills, accredited by the Romanian Minister of Education's relevant agency; -25 primary school teachers (2-3 in each of the 10 pilot counties) trained to deliver the training programme; 3. ''The interdisciplinary organization of learning key skills to school children in classes I-IV" - training program of "blended learning" for teachers in primary education , developed by the Ministry of Education, Research, Youth and Sport (from 2012) The overall objective is to improve access and participation of teachers in primary education opportunities for continuing education based digital resources and courses blended learning (face to face + online) to support the training of key skills to schoolchildren of primary school, organizing tenders interdisciplinary learning.

C-3: Teacher training programmes at your national/regional level	1."EU Citizen: Instructional Strategies for teaching in primary school, Evidence Based" Education, Audiovisual & Culture Executive Agency Lifelong Learning Programme – Call for Proposals 2013 (EAC/S07/12). Jean Monnet Programme, Key Activity 1 – "Learning EU at School". (West University of Timisoara) Goal: Increase visibility of EU primary school novelistic strategies by developing a package of educational content for teaching at primary and EU by offering a training program specific to primary school teachers. 2.National training programs are implemented in each region / county. 3. http://www.eos.ro/Pagina.asp?id=47 Key skills development - a premise of social inclusion The overall objective is to improve key competences in primary education by creating, testing, piloting and implementation of an integrated educational program to increase education system level. The target group consists of: directors of educational institutions, students, staff management, monitoring, evaluation and control of school inspectorates, local and central structures of Minister of Education or in coordination / subordinated. In the project EOS was running training teachers in ICT skills focusing on the development of reading and writing in primary education and created acomplete design platform for virtual resources for teachers.

KEYCOLAB, Case Study

	4. Educators for the knowledge society-2011-2013, Project with support from the European Social Fund and the Government of Romania 5.Empowerment of teachers in the teaching curriculum. Primary school class (county of Timis),2014-2015, 2015-2016, organized by Didactic Corp House and School inspectorate **Of Timis**

C-4: Teacher training programmes at your institution. (Please, write it dwon)
AIB is primarily a cultural association . Association members are teachers or trainers. They are involved in national training projects individually. The association did not organize trainings on development of key competencies.

KEYCOLAB, Case Study

D: Assessment of competences of students

D-1 : Assessment of competences of students at European level	OCDE: PISA: http://www.oecd.org/pisa/ TIMSS: http://timssandpirls.bc.edu/ International Association for the Evaluation of Educational Achievement: http://www.iea.nl/

D-2: Student evaluation programs of key competences at your state level	The purpose and objectives of national evaluation are established by National Education Law. 1/2011 (LEN no. 1/2011) and operationalized by methodology of organizing and conducting national assessments at the end of grade II and IV contained in Annex . 1 Order of the Minister of National Education. 5123 of 15.12 .2014 (Methodology) Evaluation : Reading Writing Mathematics

D-3: Student evaluation programs of key competences at your national/regional level	Is the same that we have explained for the state level.

D-4: Student evaluation programmes of key competences at your institutional level	No one

KEYCOLAB, Case Study

E: Communication for no professionals (families, society,   ) about the action plans of your institution around the programs for the implementation of key competences.

E-1: Web/Sites/Blog/…	https://www.facebook.com/groups/154513251342475/ http://asociatiainvatatorilorbanateni.com/
E-2: Newspapers/Review/ Articles/	annual volume **INVATATORUL** (The Teacher), studies and articles of the teachers , different subjects about teaching
E-3: Presentations, videos, …..	
E-4: Others.	

KEYCOLAB, Case Study

	KCL Project CASE STUDY MEMORANDUM 6/2016 DRAFT VERSION Complementary questions

First of all we would thank you for your collaboration.

Name of the institution	State	Nation or region
AIB: Asociativa Invatatorilor Banateni	Romania	Timis

A-2-3: Others considerations about curriculum regulation in your state/region those are relevant for competences.

- What is the "board of education unit"?

  Board of education unit is the board of directors. Every school has a director, a deputy director and a board of directors who lead , organize and administer the activity of the school..The members of this board are representatives of teachers(elected by all the teachers), the representative of parents and the the reprensatative of the city hall.

- Where is it located (in each school, municipalities, regions, …) the board of education unit?

  in each school

- What is the real contribution of schools in the final concretion of curriculum? Could you give us a percent of this contribution?

  10-30% depending on grade level

KEYCOLAB, Case Study

- This structure for the concretion of school curriculum works well in practice ?

Yes. There are types of curriculum developed by schools:

Curriculum deepening Represents, for general education, that form school curriculum that aims to deepen the benchmarks of core curriculum through diversification of learning the maximum number of hours set in the range destined discipline

Curriculum extension Represents, for general education, that form which seeks to extend the objectives and content of the core curriculum through new benchmarks and content units, the maximum number of hours set in the range destined discipline. This involves the whole curriculum

Curriculum Optional

The optional wide discipline consists either of activities, modules, projects not included in the curriculum advanced by the central authority or a discipline that is not foreseen as such in the framework plan or does not occur in a particular class / course curriculum.

The optional wide curricular area involves the selection of topics involving at least two disciplines within an area. In this case, based on the objectives of the disciplines framework will be formulated benchmarks in terms opted for the theme.

This optional across many curricular areas involving at least two subjects belonging to different curricular areas. As with the optional integrated wide area, information that students will work have a complex character and, as such, allow the acquisition of higher-order cognitive acquisitions (such generalization, transfer etc.

B-1: Initiatives, documents, action plans, and strategies at European level.

You have given us two references:
www. P21.org (but this is North American)
and
www.atc21s.org (but this is Australian)

We are looking for European references. If you agree we will remove these references of our final document.

…yes, we agree…

B-2 : Initiatives, documents, action plans, and strategies at your state level

You have given us a reference:
http://www.cmepius.si/wp-content/uploads/2014/02/EN_Developing-pupil-competences-through-eTwinning.pdf
(Developing pupil competences through eTwinning)

But in our opinion, it should be placed at European level. If you agree we will write down this information at the European level.

Yes, we agree

KEYCOLAB, Case Study

B-3: Initiatives, documents, action plans, and strategies at your regional level.

Could you give us more information about how it does work this monitoring?
In every distric exist for primary school inspectors. They monitor curriculum implementation, strategy and action plans developed by the ministry. Teachers meet in plenary sessions or in joint activities organized by the school inspectorate. They discuss curriculum or action plans, propose activities or ways of working.

What is "the county school" ? What kind of organization it is? (public, with participation of parents, teachers, ...)
County school inspectorate/board is a public organization. Each county /distric of Romania has a county school board, representing the Ministry of education .
....

B-4: Initiatives, documents, action plans, and strategies at your regional level.

"AIB is primarily a cultural association . Association members are teachers in the schools of the county. They are involved in all national action plans . AIB can not be involved in schools in the county by strategies or initiatives or action plan."

There is a legal interdiction or is your own decision?

It is a legal interdiction. The strategy at regional level is established by the county school board. Strategies and local plans are carried out under the national strategy.

Do you know some school where there is a programme for the implementation of key competences in the school curriculum?

All the primary schools in Romania have implemented 4 years ago curriculum based on key competencies.

C-4: Teacher training programmes at your institution.

"AIB is primarily a cultural association . Association members are teachers or trainers. They are involved in national training projects individually. The association did not organize trainings on development of key competencies."

There is a legal interdiction or is your own decision?

 It is not a legal interdiction. It is the own option of the association. AIB could organize trainings.

KEYCOLAB, Case Study

D-2: Student evaluation programmes of key competences at your state level.

What are the characteristics of this evaluation?

a) Test guided or not ?   No.

b) Subject oriented or competence oriented? Competence oriented.

c) "Reading, Writing and Mathematics" are the only matters that are evaluated at national level? Other subjects or competences are not evaluated at this level?

Yes, the only matters. No other subjects.

KEYCOLAB, Case Study

	KCL Project KEYCOLAB QUESTIONNAIRE FOR PARTNERS CASE STUDY

Name of the partner: Antigon

State: Belgium

Nation or Region (or county): Antwerp

A: Legal rules (acts, laws) governing the proposal of key competences for Primary Education.

A-0:	In our state Primary Education starts when the children are :	**6**
	The number of year courses of the Primary Education is:	**6**

A-1: Legal rules (act, law) at European level.	- **Recommendation [2006/962/EC](#) of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning [Official Journal L 394 of 30.12.2006]. Eurolex:** http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv%3Ac11090
If you know another rule (act, law) regulating this matter, please write down it.	**/**

KEYCOLAB, Case Study

A-2-1: Legal rules (act, law) at the state level (states that are members of EU) **Belgium – Flemish community** Please, write down the URL that contains it:	http://www.onderwijs.vlaanderen.be/home http://www.ond.vlaanderen.be/curriculum/basisonderwijs/lager-onderwijs/index.htm
If there is an English translation indicate the URL of the website containing it:	**http://www.ond.vlaanderen.be/eurydice/downloads/BEnl_Structures_april_2008_%20DEP.pdf**
If there is not, write an English translation only of the proposal of competences from your state.	**http://keyconet.eun.org/c/document_library/get_file?uuid=5276d0a1-84eb-4db6-97e3-5bb61e63b3af&groupId=11028** **- Learning to learn** **- Digital Competences** **- Social Competences**
A-2-2: The proposal (Law, act) of the curriculum in your state	d) Is a traditional academic subjects based curriculum (without regulation for the competences) (Yes/Not) ……… e) Is a competences based curriculum (without regulation for the traditional academic subjects, like Mathematics, Linguistic, Science …) Yes/not) …… **f)** Is a mixed curriculum containing regulation for both of them: competences and traditional academic subjects (Yes/not) ……
A-2-3: Others considerations about curriculum regulation in your state/region those are relevant for competences. - Subject related curriculum, competence-based = knowledge, skills and attitudes, and assessment	

KEYCOLAB, Case Study

A-3: Legal rules (act, law) at the regional level (regions or nations of a European state) Please, write down the URL that contains it:	
- If there is an English translation indicate the URL of the website containing it:	
If there is not, write an English translation of the proposal of competences	

B: Initiatives, documents, action plans, strategies, promoted for the learning of key competences.

B-1: Initiatives, documents, action plans, and strategies at European level	Keyconet: http://keyconet.eun.org
If you know some initiatives boosting this kind of action plans, please, write down it:	**CEDEFOP (for vocational education VET): http://www.cedefop.europa.eu/** Eramsus+ KA3 project ATS2020 on the assessment of transversal skills, www.ats2020.eu

B-2: Initiatives, documents, action plans, strategies at your state (Please, write down it). If there is, please, add the link.	-

B-3: Initiatives, documents, action plans, strategies at your nation or region (Please, write down it):	-

KEYCOLAB, Case Study

B-4: Initiatives, documents, action plans, strategies at your institution (Please, write it down)

- **Education in ours schools starts from our '***project for Teaching and Learning' (our so-called PPGO, Dutch acronym for 'Pedagogisch Project van het GO!)* **http://www.g-o.be/sites/portaal_nieuw/english/ourproject/Pages/default.aspx**
 	
- **Focus in different schools concerning : *** language
           * project based learning
           * exploring individual talents

C: Training programs for teachers to develop professional competence on how to implement project-based learning.

C-1: Teacher training programs at European level	Keyconet-: **http://keyconet.eun.org/course**
If you know another teacher training programme at European level, please write down it.	**/**

C-2: Teacher training programmes at your state level	**/**

C-3: Teacher training programmes at your national/regional level	- **service training centre of GO! Education of the Flemish Community http://pro.g-o.be/** - **Working groups ICT** - **Teachertraining Erasmus+ KA3 project ATS 2020** - **inservice teachers training Erasmus+ KA2 project Taccle3 coding**

KEYCOLAB, Case Study

C-4: Teacher training programmes at your institution. (Please, write it dwon)
- Classroom visitations in own schoolclasses & different schools - Videocoaching - Mentoring & Peertutoring/learning

D: Assessment of competences of students

D-1 : Assessment of competences of students at European level	OCDE: PISA: http://www.oecd.org/pisa/ TIMSS: http://timssandpirls.bc.edu/ International Association for the Evaluation of Educational Achievement: http://www.iea.nl/

D-2: Student evaluation programs of key competences at your state level	/

D-3: Student evaluation programs of key competences at your national/regional level	- OVSG : www.ovsg.be - paralleltoetsen : www.paralleltoetsen.be - The curriculumbased, transversal skills are tested.

D-4: Student evaluation programmes of key competences at your institutional level	- Portfolio contains all of the students : Knowledge, skills & attitudes

KEYCOLAB, Case Study

E: Communication for no professionals (families, society,   ) about the action plans of your institution around the programs for the implementation of key competences.

E-1: Web/Sites/Blog/…	- www.driehoek-ekeren.be - facebook, twitter, … - smartschool (www.smartschooldeschakel.be)
E-2: Newspapers/Review/ Articles/	RUDI
E-3: Presentations, videos, …..	RUDI
E-4: Others.	- Informal communication

KEYCOLAB, Case Study

	KCL Project
	CASE STUDY MEMORANDUM 6/2016 DRAFT VERSION Complementary questions

First of all we would thank you for your collaboration.

Name of the institution	State	Nation or region
BBA: Scholengemeenschap Basisonderwijs Antigon	Belgium	Flanders- Antwerp

A-2-2 : The proposal (Law, act) of curriculum in your state)

There is not answer in your questionnaire.

Reading other information we suppose that the type of curriculum is mixed. Is correct this supposition? ……………………….

YES = mixed

A-2-3: Others considerations about curriculum regulation in your state /region those are relevant for competences.

What is the relationship (if there is) between the "subject related " and "the competence based" curriculum in the curriculum regulation in your case in Belgium?

The curriculum comprises all learning based on knowledge, skills and attitudes = competenceces, developed by academic subjects.

KEYCOLAB, Case Study

A-3: Legal rules (act, law) at regional level (regions or nations of a European state) …..

What is the relationship (if there is it) between the "subject related " and "the competence based" curriculum in the curriculum regulation in your case?

There is not answer.

We suppose that in your case (Belgium) the distinction between state level and regional level does not meaning. Is correct this supposition? ……………………….

There is no Belgian educational law, it is fully disolved to the regions. Therefore Flanders has its own specific curriculum, different from the French region.
The schools are pedagogically autonomous.

Development targets are set by regional law. The curriculum is developped by the networks.
The GO! General Curriculum for primary education can be found on this website:
http://pro.g-o.be/blog/Documents/lpalgemeendeel1.pdf

The cross-curricular attainment targets were not explicitly included in the objectives of the different learning areas. This does not imply however that no work has to be done these training components, on. They are pursued across all areas of learning. It is the task of the school, for example within their own school development plan, to integrate these goals into daily practice.

B-2: Iniciatives, documents, actions plans, strategies at your state level

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.

B-3: Initiatives, documents, actions plans, strategies at your nation or region

It is in the autonomy of the schools to develop and evaluate the key competences. The final objectives describe a basic package of themes that the school is accountable for implementing. 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.

KEYCOLAB, Case Study

B-4: Initiatives, documents, action plans, strategies at your institution.

We have read the information that you have send us; but there is general information.

Do you know some school where there is a programme for the implementation of key competences in the school curriculum?

It is the responsibility of the school and its teachers to decide when, where, by whom and in which subjects, projects or activities the final objectives are covered. The school is also responsible for ensuring that its teachers are sufficiently prepared to implement the cross-curricular final objectives. Other contributing factors to the implementation of the objectives are the pedagogical philosophy of the school, the expertise and professional development of the teaching staff, the profile of pupils, the school environment and current affairs. Although the overall responsibility lies with the school, schools are also not completely alone in ensuring the implementation of the objectives. Both parents and pupils also play a key role in this respect. As well the aspects outlined above, informal learning, learning outside of school and the civil context in which the pupils grow up must also be taken into account.

C-2: Teacher training programmes at your state level

There is not answer.

We suppose that in your case the distinction between state level and regional level do not meaning. Is correct this supposition? ……………………….

There is no training programme at state level.

C-3: Teacher training programmes at your national/regional level.

 In your answer :

- **Working groups ICT**
- **Teachertraining Erasmus+ KA3 project ATS 2020**
- **Inservice teachers training Erasmus+ KA2 project Taccle3 coding**

Could you give us, please, more information about these projects?

You find more information, especially on the ATS2020 project, on the website:
http://www.ats2020.eu/
we organise teacher training in key competences and assessment through eportfoli

KEYCOLAB, Case Study

C-4: Teacher training programmes at your national/regional level.

 In your answer :

- **Classroom visitations in own schoolclasses & different schools**
- **Videocoaching**
- **Mentoring & Peertutoring/learning**

Could you give us, please, more information about these programmes? Or a direction of Internet in which we can learn more about them?

<mark>These are methods of professional (self) evaluation which we use to develop the skills and competences of the teachers.</mark>

D-2: Students evaluation programmes of key competences at your state level.
 In your answer :

There is not answer.

We suppose that in your case the distinction between state level and regional level do not meaning. Is correct this supposition? ……………………….

<mark>Correct, see regional level</mark>

D-3: Students evaluation programmes of key competences at your national/regional level.
 In your answer :

- The curriculum based, transversal skills are tested.

 "The curriculum based, transversal skills are tested."   When , how and by who is evaluated?

<mark>This is the autonomy of the schools.</mark>

KEYCOLAB, Case Study

D-4: Students evaluation programmes of key competences at your institutional level

Your answer:

- Portfolio contains all of the students : Knowledge, skills & attitudes

Could you give us, please, more information about how it does works? Or any directions with examples?

At the end of primary school, at the age of 12, pupils get a 'baso fiche': a portfolio which describes the level of knowledge, skills and attitudes.

E-2 : Newspapers/reviews/articles.

-

E-3 : Presentation/videos

-

KEYCOLAB, Case Study

KEYCOLAB

QUESTIONNAIRE FOR PARTNERS

CASE STUDY

INTRODUCTION

In this questionnaire there are items about the development of the competences in primary school in 4 different levels and for five diverse topics:

KCL - CASE STUDY Questionnaire	A/ Rules, acts, laws	B/ Initiatives, action plans strategies	C/ Teacher Training	D/ Assessment of competences of students	E/ Communication
1/ European level	A-1	B-1	C-1	D-1	
2/ State (members of UE)	A-2-1 A-2-2 A-2-3	B-2	C-2	D-2	
3/ Nation, region, country	A-3	B-3	C-3	D-3	
4/ Institution (partner of KCL)		B-4	C-4	D-4	E-4

Name of the partner: **Nafarroako Ikastolen Elkartea**

State: **SPAIN**

Nation or Region (or county): **Navarre**

KEYCOLAB, Case Study

A: Legal rules (acts, laws) governing the proposal of key competences for Primary Education.

A-0:	In our state Primary Education starts when the children are :	6 years old
	The number of year courses of the Primary Education is:	6 years

A-1: Legal rules (act, law) at European level.	- **Recommendation [2006/962/EC](#) of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning [Official Journal L 394 of 30.12.2006]. Eurolex:** http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv%3Ac11090
If you know another rule (act, law) regulating this matter, please write down it.	**Is the only that we know**

A-2-1: Legal rules (act, law) at the state level (states that are members of EU) **SPAIN** Please, write down the URL that contains it:	**In the case of Spain the name of the law (act) that currently is ruling the curriculum is LOMCE (2013): http://www.boe.es/diario_boe/txt.php?id=BOE-A-2013-12886 (here there is the complete text of the law) http://www.boe.es/boe/dias/2015/01/29/pdfs/BOE-A-2015-738.pdf (he there is only the part of the law about the key competences)**
If there is an English translation indicate the URL of the website containing it:	**There is not**
If there is not, write an English translation only of the proposal of competences from your state.	**1.- Communication in Language 2.- Competences in mathematics, science and technology 3.- Digital competence 4.- Learning to learn 5.- Interpersonal, intercultural and social competences, and civic competence 6.- Entrepreneurship and cultural expression 7.- Cultural awareness and expression.**

KEYCOLAB, Case Study

A-2-2: The proposal (Law, act) of the curriculum in your state	a) Is a traditional academic subjects based curriculum (without regulation for the competences) (Yes/Not) **NOT** b) Is a competences based curriculum (without regulation for the traditional academic subjects, like Mathematics, Linguistic, Science …) Yes/not) **NOT** c) Is a mixed curriculum containing regulation for both of them: competences and traditional academic subjects (Yes/not) **YES**

A-2-3: Others considerations about curriculum regulation in your state/region those are relevant for competences.
In the case of Spain/Navarre (LOMCE 2014) the curriculum contains one annex: Annex 1: The curriculum is developed by academic subjects (Mathematics, Social Sciences, Nature Sciences, Language and Literature,) Is a traditional academic subject based curriculum with the following elements: - Los objetivos de cada enseñanza y etapa educativa The objectives of each teaching and educational stage.   - Los contenidos. The contents.   - Los estándares de aprendizaje evaluables. The standards of teaching for the evaluation   - Los criterios de evaluación. The criteria of evaluation.   There is another document (2015: https://www.boe.es/boe/dias/2015/01/29/pdfs/BOE-A-2015-738.pdf) that established the relationship between the academic subjects of the curriculum and the competences, but is a general document that has not the same level of specification that has the academic subject based annex. It is a document that does not contain clear information about the way to implement these competences in the schools.

KEYCOLAB, Case Study

A-3: Legal rules (act, law) at the regional level (regions or nations of a European state) Please, write down the URL that contains it:	**There is a specific curriculum law for Navarre called: "DECRETO FORAL 60/2014, de 16 de julio (July)", trough this law it is regulated the curriculum of Primary Education in Navarre.** http://www.navarra.es/NR/rdonlyres/B62A9CFB-C17B-461E-BD7D-BBEE005C2096/0/F1410295_EducacionPrimaria.pdf
- If there is an English translation indicate the URL of the website containing it:	There is not.
If there is not, write an English translation of the proposal of competences from your nation or region	There are the same that we have written at state level (SPAIN)

KEYCOLAB, Case Study

B: Initiatives, documents, action plans, strategies, promoted for the learning of key competences.

B-1: Initiatives, documents, action plans, and strategies at European level	Keyconet: http://keyconet.eun.org
If you know some initiatives boosting this kind of action plans, please, write down it:	**CEDEFOP (for vocational education VET): http://www.cedefop.europa.eu/**

B-2: Initiatives, documents, action plans, strategies at your state (Please, write down it). If there is, please, add the link.	**COMBAS http://keyconet.eun.org/c/document_library/get_file?uuid=c9cebd28-eb48-46b6-b5ed-160fcd893906&groupId=11028 This is a program of the Spanish Ministry for the whole state.**

B-3: Initiatives, documents, action plans, strategies at your nation or region (Please, write down it):	**COMBAS: Some schools of our region (Navarre) take part in this program.** **EKI: This is a text book collection that has a competences based approach in Basque langue.** **HEZIBERRI: Is a new curriculum law (2016) of the government of the Basque Autonomy Region: http://www.jusap.ejgv.euskadi.eus/r47-bopvapps/es/bopv2/datos/2016/01/1600141a.pdf**

Erasmus+

KEYCOLAB, Case Study

B-4: Initiatives, documents, action plans, strategies at your institution (Please, write it down):

Name/Title: BLOK:
Web/Sites/Blog/…
https://sites.google.com/a/nieikastolak.com/bl-ok-bateratze-lanak---oinarrizko-konpetentziak/

BLOK PROJECT OF NIE

1.- PROBLEM AND STRATEGY
The purpose of the project is to look for an efficient strategy to incorporate the **key competencies** in the ordinary curriculum of compulsory education.
The proposal to introduce **key competencies** is a recommendation of the European Council of 2006. And that same year, it was officially incorporated into the system by the Spanish administration (Education Act, 2006).
The problem is that The Administration has not provided to schools any official guidance strategies for incorporating the **key competencies** into the schools.

Consequently, both the schools and institutions that manage the **key competences** them don't have a specific strategy about how introduce them into the regular curriculum in their schools.

The strategy followed in the BLOK project is based on the following principles:

1 / Distinguishing within the school curriculum between two elements: building knowledge and developing competencies. Both are seen as important curriculum elements.

2 / Building and implementing two projects called; TAC (Trabajo de Aplicación Contextualizada - Contextualized Application Work –Applied Contextualized Work) for each academic year. There is a general common design which is developed by teachers during the construction of the project. A characteristic is that any knowledge to be applied has been previously worked in different areas.

3 / Assess students at the end of each project in order to obtain information about their level of competency development. Inform the families at the end of the school year about the results of the two TAC projects.

TACs
The project presents a problem or situation whose solution is embodied in a final product that can take the form of a written piece, a performance, an artefact or an audio-visual presentation.
This problem or complex situation can be divided into a series of steps or tasks with more or less detail depending on the age and level of development of the students.
The project always contains a phase of communication or presentation of the final product obtained. It also always ends with the creation of a portfolio that documents the process followed.

KEYCOLAB, Case Study

Some figures about the BLOK project.
BLOK started in 2008.
During the last 7 years NIE: –
7 schools have been working in BLOK –
84 projects have been made and applied –
Approximately 2885 students have been implicated
More than 150 teachers have been trained

C: Training programs for teachers to develop professional competence on how to implement project-based learning.

C-1: Teacher training programs at European level	**Keyconet-: http://keyconet.eun.org/course**
If you know another teacher training programme at European level, please write down it.	**We don´t know**

C-2: Teacher training programmes at your state level	**In the case of Spain, COMBAS program has provided teacher training but they have focused more in the planning of a competence based curriculum than in the methodology of project-based learning**

C-3: Teacher training programmes at your national/regional level	**In the case of Navarre some schools (approximately 6 schools) have been involved in the teacher training program that COMBAS provided.**

KEYCOLAB, Case Study

C-4: Teacher training programmes at your institution. (Please, write it dwon)

BLOCK is a school project. This means that: it is managed by the direction (times for meetings, spaces, coordination, etc), participation and training for all teachers, the selection of a teacher who will be the responsible for the project at school and external consultants.

Teachers have an important role in the BLOK project because they have functions of construction, implementation and evaluation of student's competency strategy. The teacher training strategy focuses in the developing of the project based learning methodology like a appropriate way to teach competences in the classroom.
Teacher training in BLOK project takes place throughout the process: it is "training in action". It is specified in the following phases:

1 / Initial training: for every teacher of the school, as a group. This training relates to general issues: the characteristics of the BLOK project and the strategy proposed to continue in it. This phase of the training process takes approx. 2 hours.
2 / Training in Action: Starting the process of construction of the TAC.
2-A: Training in a method and protocol to follow, as well as the incorporation of the work done to a *Sites* (Google-Apps) on the production of each teacher. The work of every teacher can be consulted by anyone on the website at any moment.
2-B: Review and advice during construction of the TAC, both internally, by the person responsible for the project in the school and externally by the general consultant of the project.
This phase of the process involves approx. 20 hours of work per teacher.
3 / Implementation and evaluation of the TAC.
3-A: Visits to the schools while projects are being developed by students and interviews with teachers to discuss their development.
3-B: Provide tools to evaluate and monitor the work carried out in collaboration with teachers, and the results obtained by students. This phase of the project involves about 10 hours of work per teacher.
4 / Reflexion and validation of the work done, and proposals for improvement.
This takes place at the end of the course and aims to gather together those issues considered valid and interesting or which need to be improved. These could refer to the organization, elements of the project processes, or materials used. 2 hours of work are estimated.

KEYCOLAB, Case Study

D: Assessment of competences of students

D-1 : Assessment of competences of students at European level	OCDE: PISA: http://www.oecd.org/pisa/ TIMSS: http://timssandpirls.bc.edu/ International Association for the Evaluation of Educational Achievement: http://www.iea.nl/

D-2: Student evaluation programs of key competences at your state level	It is established that "diagnostic assessments" shall be conducted on the basis of the key competences defined by the Act, adding that they "shall be used for formative and guidance purposes". Primary Education: has a 6 year duration and the diagnostic assessment it will be conducted in the 3th and 6th year. Until now it has being mainly an academic evaluation but not an evaluation of competences. These evaluations do not have direct incidence in the qualifications of students.

D-3: Student evaluation programs of key competences at your national/regional level	Is the same that we have explained for the state level.

D-4: Student evaluation programmes of key competences at your institutional level	One of the most important aims of this project is to systematically assess basic competencies. The structure of the TAC is designed to assess the core competencies as follows: A TAC is divided into a set of tasks that follow the following sequence: - **Started Tasks**, whose function is to: a) Present the work indicating the problem to be solved and the product to achieve. b) Show the general sequence of steps to be taken. c) Review prior knowledge. These tasks are not evaluated. - **Development tasks**: whose function is analyze the problem posed into a series of steps to be taken that will subsequently lead to the creation of the final product. Each of these tasks has a competence to develop and the criteria to evaluate it. Evaluative self-reflection is included in each task. - **Tasks of synthesis whose function is that students:**

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<table>
<tr><td></td><td>

a) Present the final product.
and
b) Prepare a portfolio with the work done throughout the process, including the presentation of the product.
Student assessment is based on two sources of information:

   a)   The observations made during the project.
and
   b) The portfolio delivered by the students as a summary of evidence that is collected from the work carried out in each of the tasks of development and synthesis.
The BLOK project has developed an application (spreadsheet) that allows an assessment of basic competencies at different levels of performance. It is based on the observations made by teachers and are shown above. This application generates an individual report focused on the level of development of basic skills.

</td></tr>
</table>

E: Communication for no professionals (families, society,   ) about the action plans of your institution around the programs for the implementation of key competences.

E-1: Web/Sites/Blog/…	In this website is the whole information about BLOK project. We are working at this moment in the translation to English of the main information. https://sites.google.com/a/nieikastolak.com/bl-ok-bateratze-lanak---oinarrizko-konpetentziak/
E-2: Newspapers/Review/ Articles/	In the keycolab website (communication) is information about our work in this area.
E-3: Presentations, videos, …..	
E-4: Others.	

KEYCOLAB, Case Study

KEYCOLAB

QUESTIONNAIRE FOR PARTNERS

CASE STUDY

INTRODUCTION

In this questionnaire there are items about the development of the competences in primary school in 4 different levels and for five diverse topics:

KCL - CASE STUDY Questionnaire	A/ Rules, acts, laws	B/ Initiatives, action plans strategies	C/ Teacher Training	D/ Assessment of competences of students	E/ Communication
1/ European level	A-1	B-1	C-1	D-1	
2/ State (members of UE)	A-2-1 A-2-2 A-2-3	B-2	C-2	D-2	
3/ Nation, region, country	A-3	B-3	C-3	D-3	
4/ Institution (partner of KCL)		B-4	C-4	D-4	E-4

Name of the partner: University of Turku

State: **FINLAND**

Nation or Region (or county): Varsinais-Suomi / Southwest Finland

KEYCOLAB, Case Study

A: Legal rules (acts, laws) governing the proposal of key competences for Primary Education.

A-0:	In our state Primary Education starts when the children are :	**7 years old**
	The number of year courses of the Primary Education is:	**6 years alakoulu, 3 years yläkoulu= 9 years 7 – 16 years old**

A-1: Legal rules (act, law) at European level.	**Key Competences for Lifelong Learning recommendation 2006/962/EC** http://eur-lex.europa.eu/legal-content/FI/TXT/?uri=URISERV:c11090
If you know another rule (act, law) regulating this matter, please write down it.	

A-2-1: Legal rules (act, law) at the state level (states that are members of EU) **Finland** Please, write down the URL that contains it:	Perusopetuslaki 26/628/1998 http://www.finlex.fi/fi/laki/ajantasa/1998/19980628 Perusopetusasetus 852/1998 http://www.finlex.fi/fi/laki/ajantasa/1998/19980852 valtioneuvoston asetus perusopetuksen valtakunnallisista tavoitteista ja tuntijaosta , 1435/2001 and 422/2012 http://www.finlex.fi/fi/laki/smur/2001/20011435 http://www.finlex.fi/fi/laki/smur/2012/20120422 the still effective curriculum (OPS 2004) and the curriculum will take effect 1.8.2016 (OPS 2014) http://www.oph.fi/saadokset_ja_ohjeet/opetussuunnitelmien_ja_tutkintojen_perusteet/perusopetus
If there is an English translation indicate the URL of the website containing it:	**http://www.finlex.fi/en/laki/kaannokset/1998/en19980628** the still effective Curriculum (English) http://www.oph.fi/english/curricula_and_qualifications/basic_education
If there is not, write an English translation only of the proposal of competences from your state.	…

KEYCOLAB, Case Study

A-2-2: The proposal (Law, act) of the curriculum in your state	d) Is a traditional academic subjects based curriculum (without regulation for the competences) (Yes/Not) **NOT** e) Is a competences based curriculum (without regulation for the traditional academic subjects, like Mathematics, Linguistic, Science …) Yes/not) **NOT** f) Is a mixed curriculum containing regulation for both of them: competences and traditional academic subjects (Yes/not) **YES**

A-2-3: Others considerations about curriculum regulation in your state/region those are relevant for competences.

Finland has no regulations but guidelines.

1. In the National Curriculum (OPS 2014) we will have 7 competencies as follows: Dimensions of broad-based (or transversal) competence (7)

•Thinking and learning to learn

•Cultural literacy, interaction and expression

• Taking care of oneself, everyday life skills, safety;

•Multi-literacy

•Digital competence

•Competence required for working life and entrepreneurship

•Participation, empowerment and responsibility for a sustainable future.

We have following subjects in the school

- Mother tongue
- Second language
- Foreign language
- Mathematics
- Environmental studies (Biology, Physics, Chemistry, Geography, Health)
- Religion
- Ethics
- Music
- Art
- Handicraft
- Physical education
- Student guidance

KEYCOLAB, Case Study

These transversal competences (1– 7) consist of knowledge, skills, values, attitudes and the ability to apply them in different contexts. The aim is that learners will also have the will to use their competences for ethical purposes. The objectives for these competencies are described as part of core curriculum general goals for teaching and learning, and more detailed objectives for each grade group (grades 1–2, 3–6, and 7–9).

For every subject we have content domains (e.g. for environmental studies there are 6 domains (like "sustainable development", researching the environment" or "Me as a human being") and 19 objectives (e.g. "Terms, values and attitudes": Objective 1: " to generate and maintain the student's interest in the environment and environmental studies learning and help pupils to experience all the environmental studies knowledge areas relevant to themselves" and "Study and action skills": Objective 11 "to guide students to use information and communication technology; knowledge searching, processing and presentation; using the ICT tools responsibly , safely and ergonomically").

So there is a subject list, in which the above mentioned "broad based competencies" are connected to the content domains and the subjects' objectives.

Subjects object -> content domain(s) -> broad based competency(ies)

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A-3: Legal rules (act, law) at the regional level (regions or nations of a European state)
 	
Please, write down the URL that contains it:
	The Finnish school system has a hierarchical Curriculum structure:
	1. National level
	    a. Education Acts and Decrees, Government Decrees
	    b. Education policy guidelines
	    c. Development Plan for Education and Research
	    d. National Core Curriculum
	2. Municipal level
	    a. Strategic leadership and management
	    b. Decisions on the local curriculum
	    c. Organization, resourcing, monitoring and development of local efforts
	3. School level
	    a. Pedagogical leadership
	    b. Goals leading the development of the school culture
	    c. Realization of the school-based curriculum
	
	On the municipal level the curriculum based on the national curriculum (OPS). For Turku:
	https://www.turku.fi/paivahoito-ja-koulutus/perusopetus/opetus/opetussuunnitelma
	Furthermore there are school specific Curriculums, e.g. here from one school in Turku (Puolalan School), based on the municipal level:
	http://info.edu.turku.fi/puolala/alakoulu/opsak.php

- If there is an English translation indicate the URL of the website containing it:	There is no English translation. The competencies follow the national curriculum absolutely for the OPS 2004. The OPS 2014 on municipal level is not yet adopted entirely, but the competencies will be the same for all levels.
If there is not, write an English translation of the proposal of competences from your nation or region	

KEYCOLAB, Case Study

B: Initiatives, documents, action plans, strategies, promoted for the learning of key competences.

B-1: Initiatives, documents, action plans, and strategies at European level	
If you know some initiatives boosting this kind of action plans, please, write down it:	**DeSeCo – Definition and Selection of Competencies (OECD, 2002)**

B-2: Initiatives, documents, action plans, strategies at your state (Please, write down it). If there is, please, add the link.	**In December 2014, Finland completed the reform of the National Core Curricula for pre-primary education and for compulsory basic education. The local education authorities are now busy working with the local curricula based on the National Core Curricula. Schools will start working according to the new curricula in autumn 2016. The ongoing curriculum process will play a key role in the reframing of Finland's educational sector for 21st century skills and competences. Reform of the national core and local curricula provides a common framework to discuss the changes taking place in today's world and to ensure that schools have a 21st century teaching and learning ecosystem**

B-3: Initiatives, documents, action plans, strategies at your nation or region (Please, write down it):	**There are some initiatives like "kiva koulu" (like nice school) a project against bullying. There are connected to the competency "everyday life skills". There are programs on regional level, e.g. "book reading week" or "Newspaper week" supporting the key competencies.**

B-4: Initiatives, documents, action plans, strategies at your institution (Please, write it down)
In current strategies and action plans multi-disciplinary cooperation between classroom teachers, subject teachers, special needs teachers, school nurses, medical doctors, social workers, psychologists is emphasised.

KEYCOLAB, Case Study

C: Training programs for teachers to develop professional competence on how to implement project-based learning.

C-1: Teacher training programs at European level	…
If you know another teacher training programme at European level, please write down it.	…

C-2: Teacher training programmes at your state level	**All teachers have extensive master's degrees. The basic program to become a primary education teacher is a 5 years master's degree study (300 credits).** **The study has two parts:** 　　**1) 180 credits (BA 3 years)** 　　-　**language and communication (20)** 　　-　**studies in educational sciences (60)** 　　-　**subject didactics and competencies (60)** 　　-　**minor studies (40)** 　　　**(including 13 credits for practise)** 　　**2) 120 credits (MA 2 years)** 　　-　**advanced studies in education (including master thesis (25) and practise (20)**

C-3: Teacher training programmes at your national/regional level	

C-4: Teacher training programmes at your institution. (Please, write it dwon)
There are further in-service training programs available: http://www.utu.fi/en/units/edu/studying/Pages/home.aspx

KEYCOLAB, Case Study

D: Assessment of competences of students

D-1 : Assessment of competences of students at European level	OECD: PISA: http://www.oecd.org/pisa/ TIMSS: http://timssandpirls.bc.edu/ International Association for the Evaluation of Educational Achievement: http://www.iea.nl/

D-2: Student evaluation programs of key competences at your state level	There are guidelines for school and teachers (OPS), which describe the frame for the assessment practise for the students. The school has to provide this culture and the teacher is responsible to realize it. The majority of the assessments are formative, or used to improve instruction and learning. Some assessments are normative, (diagnostic) mainly for special need support and diagnosing possible learning disabilities. Assessments take place within classroom practices. The purpose of assessment is to guide and encourage studying and self-assessment skills. Assessment measures a combination of educational progress, work skills, and behaviour (Finnish National Board of Education, 2010). Summative assessments are seen as learning experiences rather than "tests". Verbal evaluation is preferred or marked with a scale of "very good" or "needs practice." The most important function of assessment is to give feedback for students and their parents. Assessment discussions are held between student, teachers and parents twice a year. So the focus is in assessment to support students' learning to learn competencies.

D-3: Student evaluation programs of key competences at your national/regional level	Teachers and schools use self-evaluations to improve education locally e.g. co-operation between school and parents.

D-4: Student evaluation programmes of key competences at your institutional level	…

KEYCOLAB, Case Study

E: Communication for no professionals (families, society,) about the action plans of your institution around the programs for the implementation of key competences.

E-1: Web/Sites/Blog/…	Every school has a plan mainly published via Internet.
E-2: Newspapers/Review/ Articles/	
E-3: Presentations, videos, …..	
E-4: Others.	

KEYCOLAB, Case Study

	KCL Project CASE STUDY MEMORANDUM 6/2016 DRAFT VERSION Complementary questions

First of all we would thank you for your collaboration.

Name of the institution	State	Nation or region
UTU: The Faculty of Education of the University of Turku	Finland	Varsinais-Suomi / Southwest Finland

KEYCOLAB, Case Study

A-2-1 : Legal rules (act laws, ..) at the state level state:

That is your competence list

1 - Thinking and learning to learn
2 - Cultural competence; interaction and expression
3 - Looking after oneself; managing daily activities and safety
 4 – Multi literacy
 5 - ICT competence
6 - Competence required for working life and entrepreneurship
7 - Participation, empowerment and responsibility

Is this a proposal for Primary Education?

Yes, the list is in the guidelines of The newest curriculum (valid 2016) which is the most important legal document influencing the everyday work of teachers and students in the Finnish school.
Do you agree?
FIN answer:　　The mapping is ok in table below. Multi-literacy is maybe not covering the entire field of competence for "communication in the mother tongue" and "communication in foreign languages" and has additional fields of competences (e.g. deal with ICT / media), whereas the competences "4." To "8." are very similar / nearly identical.

EU Compoentence	FIN compentence (to some extend compareable
1.communication in the mother tongue	Multi literacy
2.communication in foreign languages,	Multi literacy
3.mathematical competence and basic competences in science and technology	
4.digital competence	ICT competence
5. learning to learn	Thinking and learning to learn
6.social and civic competences	Participation, empowerment and responsibility
7.sense of initiative and entrepreneurship	Competence required for working life and entrepreneurship
8.cultural awareness and expression,	Cultural competence; interaction and expression

What it means "multiliteracy" ? What is the difference between "multi literacy" and "communication in mother language" and "communication in foreign languages" ?

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2. Multi-literacy refers to skills for the interpretation, production and evaluation of various texts, which will help pupils to understand the diverse cultural forms of communication, as well as to construct their identity. Multi-literacy based on a broad understanding of the text. Texts refer to verbal, visual, auditory, numeric and kinesthetic symbol-systems, as well as combinations of these detected information. The texts can be interpreted and produces. For example, in written, spoken, typed, audiovisual or digital form. Pupils need multi-literacy competences to interpret the world around them and perceive cultural diversity. Multi-literacy skills means to acquire, merge, edit, produce, present, and evaluate the information in different forms, in different environments and different situations, as well as with different media. Multi-literacy supports the development of critical thinking and learning skills. Furthermore ethical issues will be communicated. Multi-literacy includes a variety of reading skills. Pupils should be able to practice their skills in both traditional and cross-media, utilizing technology in their learning environments.

Pupils' multi literacy will be developed in all subjects from everyday language to the different special disciplines languages. Competence development will require a rich variety of texts, suitable pedagogy, as well as cooperation between the subjects. Education provides opportunities to enjoy the variety of texts. There will be both individual as well as group learning situations. Study material expresses the diversity of texts and allows the pupils to understand the cultural dimensions of the texts. The pupils will use authentic texts for the interpretations of the world and the various cultures. Thus, pupils can take advantage of learning strengths and self- interest content and use them also in participation in the society.

Differences:

1. Multi-literacy emphasizes the technology, e.g. ICT and the multi-cultural learning environment. Furthermore it is very open to social communication developments like social media. The core area is somehow different from competence 1 and 2 (EU).

Why is not "mathematical competence and basic competences in science and technology" in the proposal?

We have general competences (see our list above)and then we have subject specific skills (e.g. mathematics and environmental science) and grade specific goals which are hierarchically organized (see examples below). The idea of general competences and more subject oriented skills is very strong in the Finnish curriculum. For example, the "compute&calculate" skills are on the subject level as subject objectives.

I made for the subject "mathematics" a "quick&dirty" translation so that you can better understand the basic ideas:

Subjects' objectives	Objectives' competence fields	Basic competences
Meaning , values and attitudes		
Objective 1: to maintain the student's enthusiasm and interest in mathematics as well as to support positive self-image and self-confidence	S1 – S5	L1, L2, L3
Work skills		
Objective 2: guide the student to detect the	S1-S5	L1, L4

KEYCOLAB, Case Study

connections between things learned		
Objective 3: to guide students to develop skills to ask questions and make founded conclusions on the basis of its findings	S1-S5	L1, L3, L4, L5
Objective 4: encourages students to submit their reasoning and solutions to others concrete instruments , drawings , orally and in writing, including information and communications technology	S1-S5	L1, L2, L4, L5
Objective 5: to guide and support students in the development of problem solving skills	S1-S5	L1, L4, L5
Objective 6: guide the student to develop skills to assess the reasonableness of the solution and the outcome of meaningfulness	S1-S5	L1, L3
Conceptual knowledge and subjects' objectives		
Objective 7: guide the student to use and understand mathematical concepts and labeling.	S1-S5	L1, L4
Objective 8: to support and guide the student to reinforce and extend their understanding in the decimal system.	S2	L1, L4
Objective 9: support students in the development of the concept of positive rational numbers figures and negative integers	S2	L1, L4
Objective 10: will guide the student to achieve a smooth and numeracy from the literature taking advantage of the calculation features	S2	L1, L3, L6
Objective 11: guide the student to observe and describe the forms, parts and geometric properties of figures , as well as to familiarize the student geometry concepts	S4	L4, L5
Objective 12: guide the student to assess the magnitude of the measurement object and choose to measure an appropriate instrument , and the units of measurement , as well as to reflect on the the soundness of the measurement result	S4	L1, L3, L6
Objective 13: guide the student to draw and interpret tables and diagrams mechanisms , as well as to use the statistical key figures as well as providing experience the likelihood of	S4	L4, L5
Objective 14: inspire pupils to draw up operational guidelines to programs for computers graphical programming environment	S5	L1, L4, L5, L6

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A-2-3: Others considerations about curriculum …..

In your information:

There is any document (in English) that collects this kind of information? It is possible to get it? It sounds very interesting for our project.

The Finish version is for free, the English version you can order it also as an ebook:

http://www.oph.fi/english/education_development/current_reforms/curriculum_reform_2016

http://www.oph.fi/english/current_issues/101/0/the_new_national_core_curricula_now_available_in_english

The old version is online in 6 parts:
http://www.oph.fi/english/curricula_and_qualifications/basic_education

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B-2: Initiatives, documents, action plans, strategies at your state level.
B-3: Initiatives, documents, action plans, strategies at your nation or region.

Could you, please give us more information about this topic. Specifically the initiatives (programmes) related with the teaching of competences?

- THE NATIONAL PROJECT ON ANTICIPATION OF COMPETENCES AND SKILLS NEEDS (VOSE)
  (http://www.oph.fi/english/education_development/anticipation/qualitative_anticipation)
- KuntaKesu (Opetuksen ja koulutuksen järjestäjän kehittämissuunnitelma)
  (https://hyvatkaytannot.oph.fi/suunnitelmat/kohderyhma/10/)
- http://www.oph.fi/kehittamishankkeet (see listed projects (in Finnish)

B-4: Initiatives, documents, action plans, strategies at your institution.

Could you, please give us more information about this topic. Specifically the initiatives (programmes) related with the teaching of competences?

We follow the curriculum.

C-2: Teacher training programmes at your state level
C-3: Teacher training programmes at your national/regional level

"Here we have a misunderstanding between": explanation:
 "teacher training", (includes initial, pre-service classroom teacher training and initial, pre-service subject teacher training";

"professional development" (training for that) and "in- service teacher training" and further teacher training are the same. Teachers are qualified teachers (With Masters Thesis in education) and they take minimum 2 days per year in-service training.

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There is no specific legislation governing continuing, in-service teacher training. The obligation to participate in in-service training is partly defined in various statutes and partly in collective agreements. Teachers are obligated to participate in in-service training for one or five days a year according to the relevant statutes and collective agreements. Teachers have the right to participate in this obligatory training with full salary benefits. On the other hand, employers have the right to assign all full-time teachers to training. Employers also decide which training programmes and forms of education can be accepted as in-service training conforming to the collective agreement.

The primary responsibility for in-service teacher training lies with the education providers. These bodies ensure that teachers participate in continuing professional development as laid down in legislation and collective agreements.

On the other hand, teachers themselves have been given greater responsibility for developing their professional skills and expertise. More and more attention is being paid to self-motivated continuing education and training and local authorities support it within their financial limits and with financial support from the State.

The State is primarily responsible for continuing education that is important for implementing education policy and which promotes its aims. Education providers and teachers are supported by government funding in terms of reforms significant to education policy. Most of the funding is channelled through the Finnish National Board of Education and the Regional State Administrative Agencies. CPD for those providing teacher training is funded directly by the Ministry of Education on the basis of applications from these providers.

D-2: Student evaluation programmes of key competences at your state level.
D-3: Student evaluation programmes of key competences at your national/regional level

Could you give us, please, the way (web-direction) to reach this kind of information (if it is in English)?

http://www.oph.fi/english/education_development/current_reforms/national_education_evaluation_reform

KEYCOLAB, Case Study

	KCL Project CASE STUDY MEMORANDUM 6/2016 DRAFT VERSION Complementary questions

First of all we would thank you for your collaboration.

Name of the institution	State	Nation or region
UTU: The Faculty of Education of the University of Turku	Finland	Varsinais-Suomi / Southwest Finland

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A-2-1 : Legal rules (act laws, ..) at the state level state:

That is your competence list

1 - Thinking and learning to learn
2 - Cultural competence; interaction and expression
3 - Looking after oneself; managing daily activities and safety
 4 – Multi literacy
 5 - ICT competence
6 - Competence required for working life and entrepreneurship
7 - Participation, empowerment and responsibility

Is this a proposal for Primary Education?

Yes, the list is in the guidelines of The newest curriculum (valid 2016) which is the most important legal document influencing the everyday work of teachers and students in the Finnish school.
Do you agree ?
FIN answer: The mapping is ok in table below. Multi-literacy is maybe not covering the entire field of competence for "communication in the mother tongue" and "communication in foreign languages" and has additional fields of competences (e.g. deal with ICT / media), whereas the competences "4." To "8." are very similar / nearly identical.

EU Compoentence	FIN compentence (to some extend compareable
1.communication in the mother tongue	Multi literacy
2.communication in foreign languages,	Multi literacy
3.mathematical competence and basic competences in science and technology	
4.digital competence	ICT competence
5. learning to learn	Thinking and learning to learn
6.social and civic competences	Participation, empowerment and responsibility
7.sense of initiative and entrepreneurship	Competence required for working life and entrepreneurship
8.cultural awareness and expression,	Cultural competence; interaction and expression

What it means "multiliteracy" ? What is the difference between "multi literacy" and "communication in mother language" and "communication in foreign languages" ?

 2.   Multi-literacy refers to skills for the interpretation, production and evaluation of various texts, which will help pupils to understand the diverse cultural forms of communication, as well as to construct their identity. Multi-literacy based on a broad

understanding of the text. Texts refer to verbal, visual, auditory, numeric and kinesthetic symbol-systems, as well as combinations of these detected information. The texts can be interpreted and produces. For example, in written, spoken, typed, audiovisual or digital form. Pupils need multi-literacy competences to interpret the world around them and perceive cultural diversity. Multi-literacy skills means to acquire, merge, edit, produce, present, and evaluate the information in different forms, in different environments and different situations, as well as with different media. Multi-literacy supports the development of critical thinking and learning skills. Furthermore ethical issues will be communicated. Multi-literacy includes a variety of reading skills. Pupils should be able to practice their skills in both traditional and cross-media, utilizing technology in their learning environments.

Pupils' multi literacy will be developed in all subjects from everyday language to the different special disciplines languages. Competence development will require a rich variety of texts, suitable pedagogy, as well as cooperation between the subjects. Education provides opportunities to enjoy the variety of texts. There will be both individual as well as group learning situations. Study material expresses the diversity of texts and allows the pupils to understand the cultural dimensions of the texts. The pupils will use authentic texts for the interpretations of the world and the various cultures. Thus, pupils can take advantage of learning strengths and self- interest content and use them also in participation in the society.

Differences:

1.   Multi-literacy emphasizes the technology, e.g. ICT and the multi-cultural learning environment. Furthermore it is very open to social communication developments like social media. The core area is somehow different from competence 1 and 2 (EU).

Why is not "mathematical competence and basic competences in science and technology" in the proposal?

We have general competences (see our list above)and then we have subject specific skills (e.g. mathematics and environmental science) and grade specific goals which are hierarchically organized (see examples below). The idea of general competences and more subject oriented skills is very strong in the Finnish curriculum. For example, the "compute&calculate" skills are on the subject level as subject objectives.

I made for the subject "mathematics" a "quick&dirty" translation so that you can better understand the basic ideas:

Subjects' objectives	Objectives' competence fields	Basic competences
Meaning , values and attitudes		
Objective 1: to maintain the student's enthusiasm and interest in mathematics as well as to support positive self-image and self-confidence	S1 – S5	L1, L2, L3
Work skills		
Objective 2: guide the student to detect the connections between things learned	S1-S5	L1, L4
Objective 3: to guide students to develop skills to ask questions and make founded conclusions on the basis	S1-S5	L1, L3, L4, L5

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of its findings		
Objective 4: encourages students to submit their reasoning and solutions to others concrete instruments , drawings , orally and in writing, including information and communications technology	S1-S5	L1, L2, L4, L5
Objective 5: to guide and support students in the development of problem solving skills	S1-S5	L1, L4, L5
Objective 6: guide the student to develop skills to assess the reasonableness of the solution and the outcome of meaningfulness	S1-S5	L1, L3
Conceptual knowledge and subjects' objectives		
Objective 7: guide the student to use and understand mathematical concepts and labeling.	S1-S5	L1, L4
Objective 8: to support and guide the student to reinforce and extend their understanding in the decimal system.	S2	L1, L4
Objective 9: support students in the development of the concept of positive rational numbers figures and negative integers	S2	L1, L4
Objective 10: will guide the student to achieve a smooth and numeracy from the literature taking advantage of the calculation features	S2	L1, L3, L6
Objective 11: guide the student to observe and describe the forms, parts and geometric properties of figures , as well as to familiarize the student geometry concepts	S4	L4, L5
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KEYCOLAB, Case Study

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KEYCOLAB

QUESTIONNAIRE FOR PARTNERS

CASE STUDY

INTRODUCTION

In this questionnaire there are items about the development of the competences in primary school in 4 different levels and for five diverse topics:

KCL - CASE STUDY Questionnaire	A/ Rules, acts, laws	B/ Initiatives, action plans strategies	C/ Teacher Training	D/ Assessment of competences of students	E/ Communication
1/ European level	A-1	B-1	C-1	D-1	
2/ State (members of UE)	A-2-1 A-2-2 A-2-3	B-2	C-2	D-2	
3/ Nation, region, country	A-3	B-3	C-3	D-3	
4/ Institution (partner of KCL)		B-4	C-4	D-4	E-4

Name of the partner: **National Association for Primary Education**

State: **Great Britain**

Nation or Region (or county): **Oxfordshire**

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A: Legal rules (acts, laws) governing the proposal of key competences for Primary Education.

A-0:	In our state Primary Education starts when the children are :	5 years old
	The number of year courses of the Primary Education is:	6 years

A-1: Legal rules (act, law) at European level.	Recommendation 2006/962/EC of the European Parliament and of the Council of 18th December 2006 on key competences for lifelong learning (Official Journal L 394 of 30.12.2006) Eurolex: http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv%3Ac11090
If you know another rule (act, law) regulating this matter, please write down it.	No other rule known

A-2-1: Legal rules (act, law) at the state level (states that are members of EU) **SPAIN** Please, write down the URL that contains it:	Education Act 1996 Education Act 2011 www.legislation.gov.uk
If there is an English translation indicate the URL of the website containing it:	See above
If there is not, write an English translation only of the proposal of competences from your state.	N/A
A-2-2: The proposal (Law, act) of the curriculum in your state	• Is a traditional academic subjects based curriculum (without regulation for the competences) (Yes/Not) **YES** • Is a competences based curriculum (without regulation for the traditional academic subjects, like Mathematics, Linguistic, Science …) Yes/not) **NOT** • Is a mixed curriculum containing regulation for both of them: competences and traditional academic subjects (Yes/not) **NOT**

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A-2-3: Others considerations about curriculum regulation in your state/region those are relevant for competences.

The school curriculum comprises all learning and other experiences that each school plans for its pupils. The statutory national curriculum forms one part of the school curriculum.

Maintained schools are legally required to follow the national curriculum which sets out in programmes of study, subject content for those subjects which should be taught to all pupils.

Structure of the national curriculum

Core subjects
English, Mathematics, Science

Foundation subjects.
Art & design, Computing, Design and Technology, Languages, Geography, History, Music, Physical Education

A-3: Legal rules (act, law) at the regional level (regions or nations of a European state) Please, write down the URL that contains it:	There are no different legal rules applying in regions of England and Wales. However Scotland sets out the curriculum under the title, Education Scotland. This defines eight subject areas which cover much the same content as in the national curriculum indicated under A-2-3.
• If there is an English translation indicate the URL of the website containing it:	N/A
• If there is not, write an English translation of the proposal of competences from your nation or region	N/A

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B: Initiatives, documents, action plans, strategies, promoted for the learning of key competences.

B-1: Initiatives, documents, action plans, and strategies at European level	Keyconet:http://keycont.eun.org
If you know some initiatives boosting this kind of action plans, please, write down it:	CEDEFOP (for vocational education VET): http://www.cedefop.europa.eu/

B-2: Initiatives, documents, action plans, strategies at your state (Please, write down it). If there is, please, add the link.	Key competencies are developed at school level. The state is concerned only with subject content and skills

B-3: Initiatives, documents, action plans, strategies at your nation or region (Please, write down it):	See B2 above

B-4: Initiatives, documents, action plans, strategies at your institution (Please, write it down)
We encourage, assist and inform the development and assessment of competencies at school level through direct contact, publications, consultancies and conferences. A lead is taken in co ordinating the work of subject associations of teachers nationally. A recent extension of policy has begun to create working links with parents' organisations.

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C: Training programs for teachers to develop professional competence on how to implement project-based learning.

C-1: Teacher training programs at European level	Keyconet: http://keyconet.eun.org/course
If you know another teacher training programme at European level, please write down it.	None known

C-2: Teacher training programmes at your state level	Teacher training programmes are provided by the university sector, by exchange of experience between schools, by independent consultants and by professional associations such as ours.

C-3: Teacher training programmes at your national/regional level	See C2

C-4: Teacher training programmes at your institution. (Please, write it dwon)
We provide training and though professional self-evaluation we develop our skills and competencies.

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D: Assessment of competences of students

D-1 : Assessment of competences of students at European level	OCDE: PISA: http://www.oecd.org/pisa/ TIMSS: http://timssandpirls.bc.edu/ International Association for the Evaluation of Educational Achievement: http://www.iea.nl/

D-2: Student evaluation programs of key competences at your state level	Assessment of children's competencies is carried out by teachers and head teachers in cooperation with parents at school level.

D-3: Student evaluation programs of key competences at your national/regional level	As D-2

D-4: Student evaluation programmes of key competences at your institutional level	The Keycolab project UK is teacher led. The National Association for Primary Education acts as consultant, adviser and scribe for the project. Currently (March 2016) the group are reviewing teaching and evaluation processes seeking to build upon previous successsful practice. The following is likely to be the pattern: Review of individual competencies. Teacher reconnaisance of the venue chosen for the educational visit. Teacher planning of learning opportunities offered by the physical and human resources of the venue. Use of flow chart technique. Direct fully sensory experience at the venue. Teachers, assistants and parents with the children. Recording of the experience which can include written notes, (diaries for residential visits) sketching, still and movie photography, tape recording, role play and collection of samples, artefacts and handouts. Back in the classroom. Recapitulation of the experience through discussion and reference to recording. Planning of children's outcomes through discussion related

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	to personal stimulus and interest. Exercise of children's choice. Outcomes can take a multiplicity of forms including problem solving, experiment (possibly involving a second visit to the venue) the crafting of personal and group books, painting and drawing, modelling, play and film making and event presentation to adults and other children. Assessment of competencies in partnership with parents. Peer review of assessements and validation. Recording in children's learning portfolio.

E: / Communication for no professionals (families, society,) about the action plans of your institution around the programs for the implementation of key competences.

E-1: Web/Sites/Blog/…	Website: www.nape.org.uk Twitter: (@N_A_P_E) Facebook: (www.facebook.com/NAPEoffical)
E-2: Newspapers/Review/ Articles/	In the keycolab website (communication) is information about our work in this area.
E-3: Presentations, videos, …..	
E-4: Others.	

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Appendix 13: List of schools participated in the project

Partner	Website	School	Website
AIB-Romania	https://www.facebook.com/Asocia%C8%9Bia-%C3%8Env%C4%83%C8%9B%C4%83torilor-B%C4%83n%C4%83%C8%9Beni-403267999689300/	Scoala Gimnaziala nr.24 Timisoara	http://www.scoala24timisoara.ro/
		Scoala Gimnaziala nr.27 Timisoara	http://scoala27timisoara.weebly.com/
		Scoala Gimnaziala nr.6 Timisoara	http://scoala6timisoara.weebly.com/
		Scoala Gimnaziala Voiteg Timis	https://sites.google.com/site/scoalagimnazialavoiteg/
		Liceul Teoretic Peciu Nou, Timis	http://liceulteoreticpeciunou.info/
		Scoala Gimnaziala Sinandrei Timis	No site
BBA-Antigon	http://www.go-antwerpen.be/	Basisschool de Shackel	http://www.bsgo-deschakel.be/start
		Basisschool 3Oek	http://www.3hoek-ekeren.be/
NAPE: The National Association for Primary school:	http://nape.org.uk/	Windmill	www.windmill.oxon.sch.uk
		Chalgrove	http://www.chalgrove.oxon.sch.uk/
		Crowmarsh Gifford	www.crowmarsh-gifford.oxon.sch.uk
		Fir Tree	www.fir-tree.oxon.sch.uk
		St Andrews	www.st-andrews-pri.oxon.sch.uk
		St Nicholas	www.stnicholasprimaryschool.org.uk
NIE: Nafarroako Ikastolen Elkartea	http://www.Navarrakoikastolak.net/index.asp	Viana ikastola	https://erentzun.blogspot.com.es/
		Tafalla ikastola	http://www.tafallakoikastola.com/es/index.asp
		Zangoza ikastola	http://www.zangozakoikastola.com/
		Lizarra ikastola	http://www.lizarraikastola.org/
		Jaso ikastola	http://www.jasoikastola.com/
UTU: - The Faculty of Education of the University of Turku:	http://www.utu.fi/en/units/edu/Pages/home.aspx	Hannunniitun koulu	https://www.turku.fi/toimipaikat/hannunniitun-koulu-hannunniitun-yksikko
		Moison koulu	https://blog.edu.turku.fi/hannunniittu/

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Post data

- If you have some comments, suggestions or any contribution to do, in order to complete this report: please send it me (goni.jesusmaria@gmail.com) before the 15/10/2017.
- I will take it into account for the last redaction of this document.