



Competence-based Education

Caroline Kearney
Senior Education Manager & Analyst
European Schoolnet

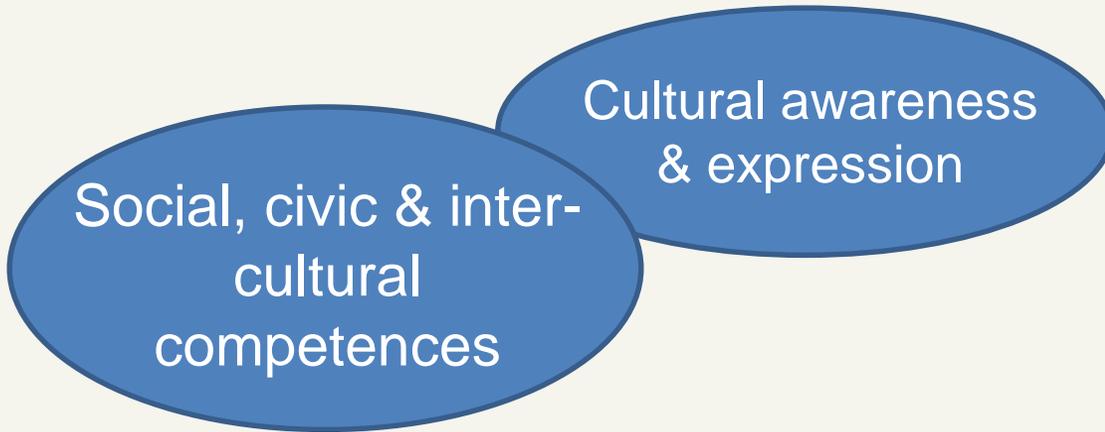


The recent European history of key competence development

- 2006 → Recommendation on Key Competences for Lifelong Learning
- 2009 → Key Competences in Europe Report (comparative overview)
- 2011 → European Commission issued a Call for the establishment of a Europe-wide network of expert organizations and stakeholder groups to cooperate on key competence development
- 2012 → European Schoolnet established KeyCoNet
- 2014 → KeyCoNet issued its recommendations to improve the implementation of key competences in school education
- 2016 → EC have just launched a Review of the 2016 Framework

Relevance of key competences to current EU priorities

PARIS DECLARATION

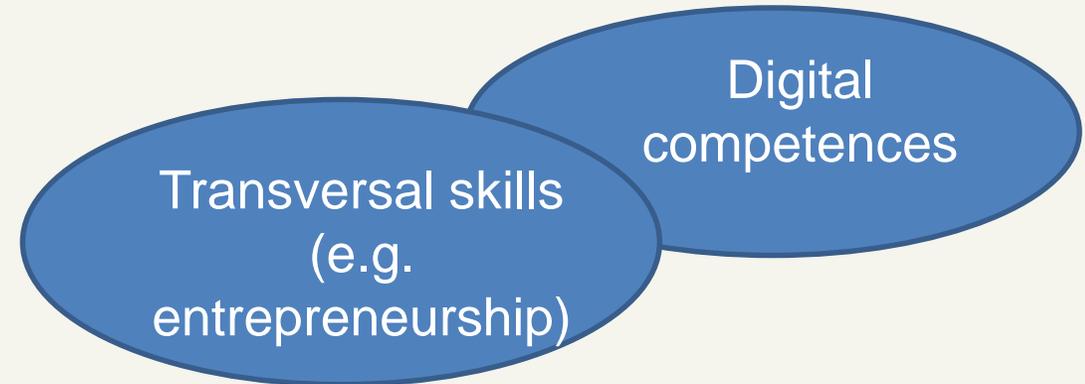


INCLUSIVE EDUCATION



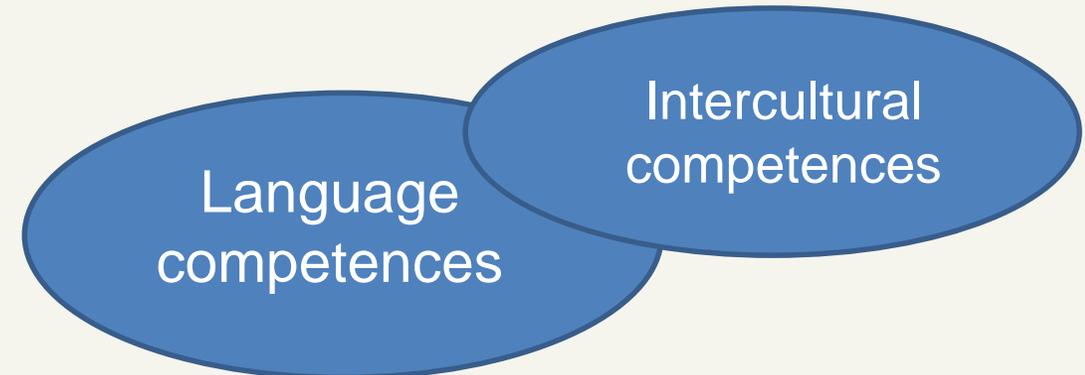
**C
A
P
A
C
I
T
Y**

SKILLS AGENDA

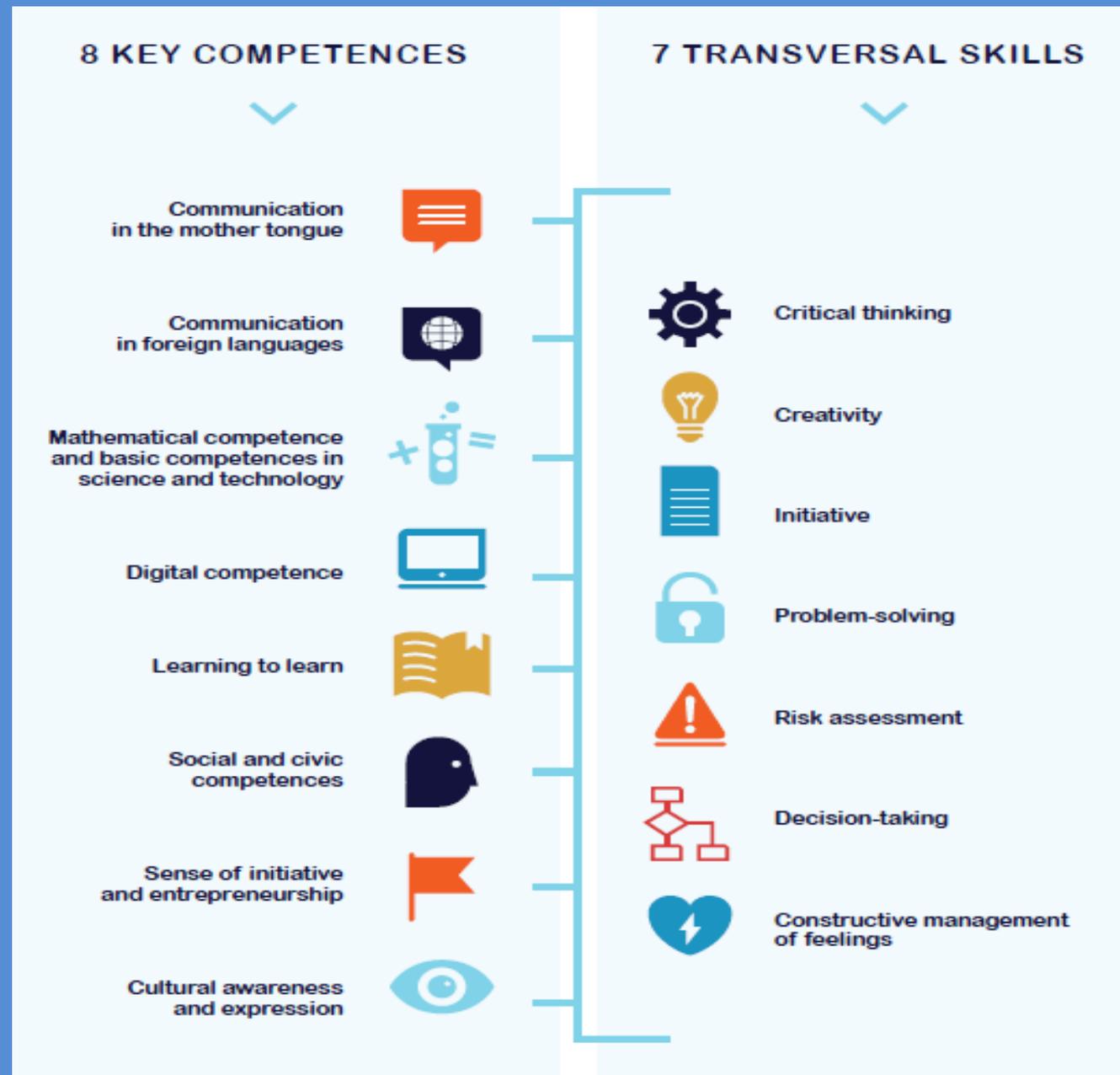


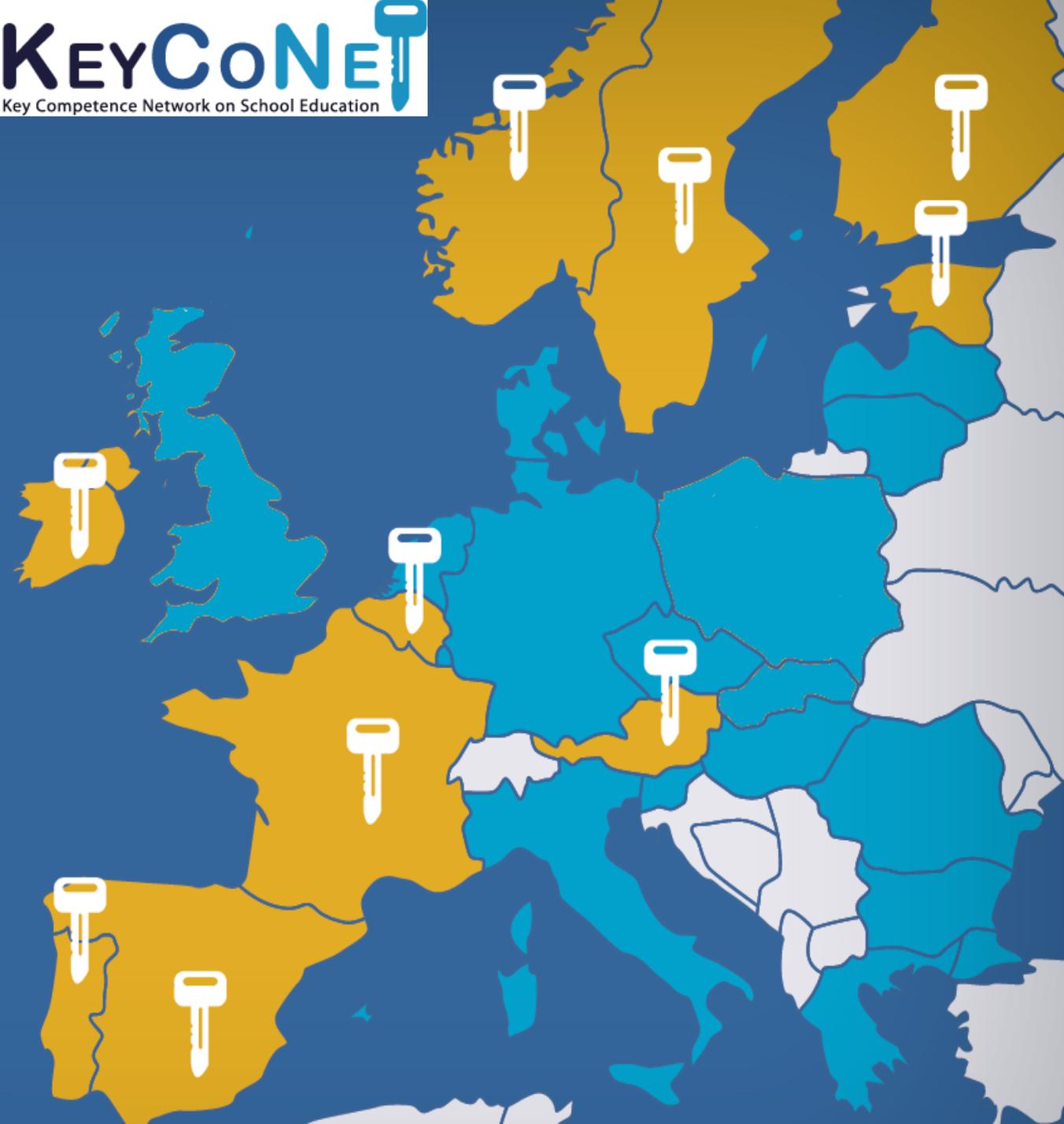
**B
U
I
L
D
I
N
G**

MIGRANT EDUCATION



European policy network
on the implementation
of key competences
in school education





2012

Policy

- BMUKK (AT)
- DGESCO (FR)
- AKOV (BE - nl)
- CEJA (ES)
- NCCA (IE)
- HITSA (EE)
- MEDE (MT)

Research

- Uni. Helsinki (FI)
- Uni. Jyväskylä (FI)
- EIESP (FR)
- IFE (FR)
- Uni. Oslo (NO)
- Uni. Lisbon (PT)
- Uni. Minho (PT)
- UNED/Atlantida (ES)

Practice

- INSP.GEN (FR)
- REKTORS-
AKADEMIEN (SE)
- JA-YE (BE)

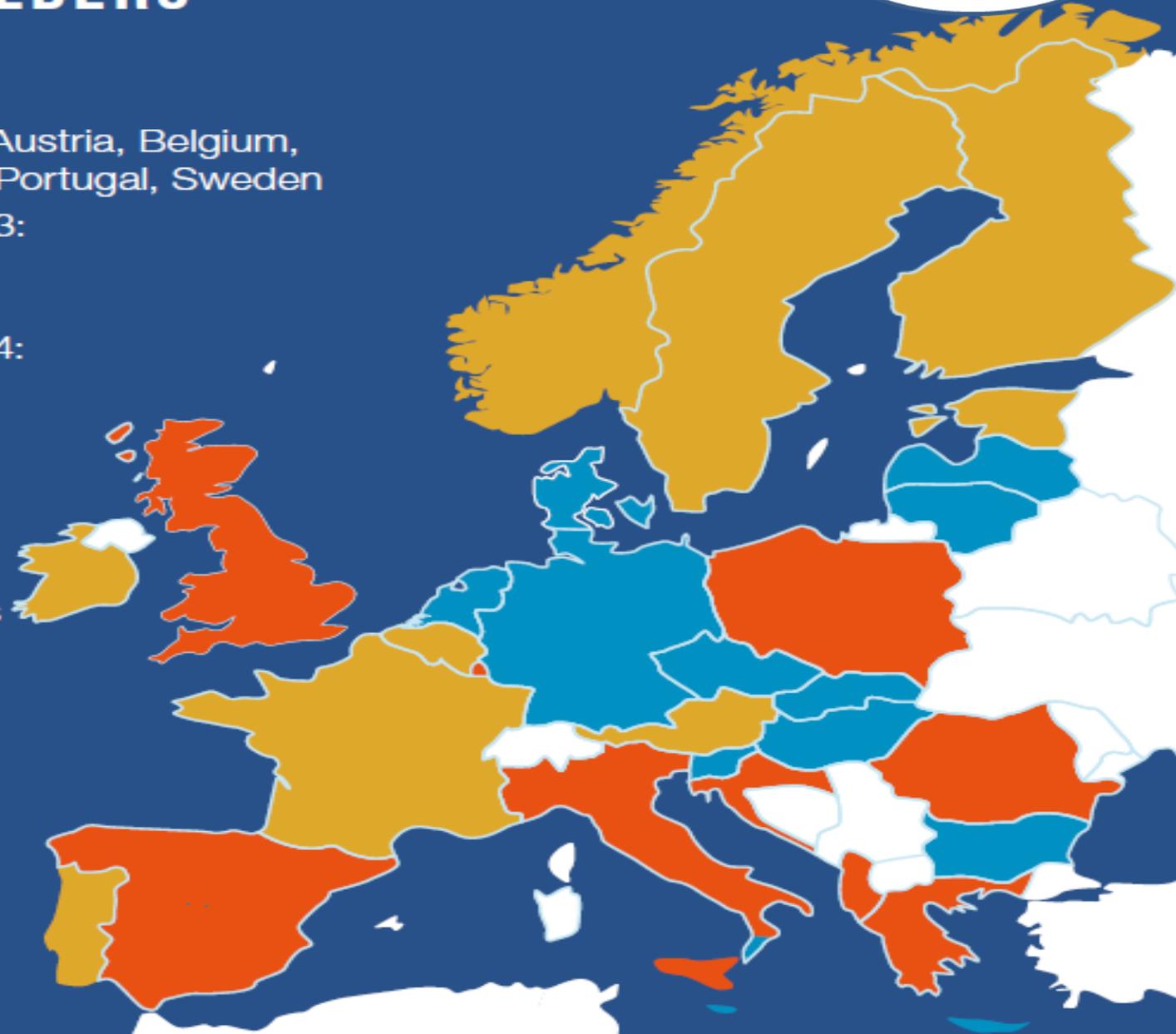
KEYCoNet's REACH ACROSS COUNTRIES AND STAKEHOLDERS

COUNTRIES:

- Founding countries of KeyCoNet in 2012: Austria, Belgium, Estonia, Ireland, France, Finland, Norway, Portugal, Sweden
- Countries which joined the network in 2013: Spain, UK, Poland, Albania, Romania, Greece, Luxembourg
- Countries which joined the network in 2014: Croatia, Italy, Lithuania, Latvia, Denmark, Cyprus, Slovakia, Bulgaria, Slovenia, Czech Republic, Germany, Malta, Netherlands and Hungary

STAKEHOLDERS:

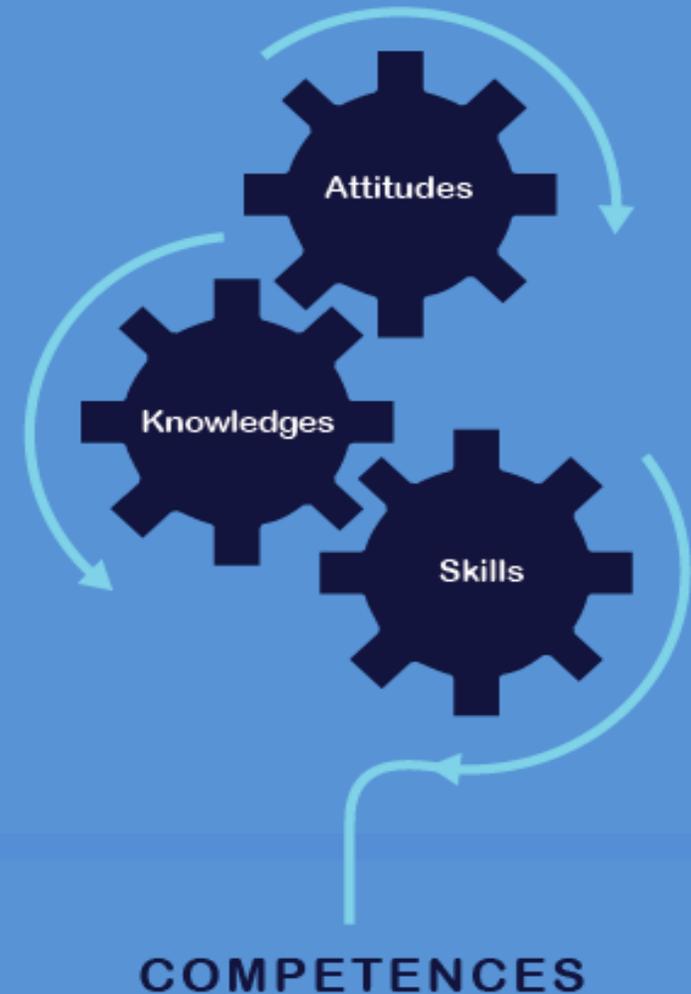
- 🔑 Ministries of Education/Related Agencies
- 🔑 Regional entities
- 🔑 Universities/Research organisations
- 🔑 Teacher training institutions
- 🔑 National & European networks
- 🔑 Primary & Secondary schools
- 🔑 Non-governmental organizations



Definition

‘A competence refers to a complex combination of knowledge, skills, understanding, values, attitudes and desire which lead to effective, embodied human action in the world in a particular domain.’

Hoskins B., Deakin Crick R., (2010)
Competences for learning to learn and active citizenship: different currencies or two sides of the same coin?, European Journal of Education Vol. 45, No. 1, 2010, Part II



Major focus

Teacher
training

Student
assessment

How can a holistic approach to KCD be implemented to ensure real change in teaching & learning?

Learning
resources

School
organisation

Enablers?

Obstacles?

Let's watch KeyCoNet's top Recommendations!



<https://www.youtube.com/watch?v=UQEPFVT5K1E>

What's there for you?

KEY COMPETENCE DEVELOPMENT OUTPUTS



<http://keyconet.eun.org>

SEARCH OUTPUTS

8 Key Principles for teaching key competences

Teaching should be....

1. Task-based
2. Interdisciplinary
3. Collaborative and individualized
4. Learner and teacher-led
5. Technologically innovative
6. Take place both inside and outside school
7. Involve collaboration with the wider community
8. Pay attention to the social and emotional aspects of learning

KeyCoNet MOOC: From policy to practice



Competences for 21st Century Schools

**2nd EDITION OF THE COURSE JUST LAUNCHED
ON TEACHER ACADEMY**

19 SEP - 21 OCT – REGISTER NOW!

- 🔑 Around 2,000 teachers have taken course since Nov. 2014
- 🔑 Around 35% new to competence-based education
- 🔑 Since taking the course:
 - 85% have changed teaching & assessment methods;
 - 75% have changed their classroom set-up
 - 72% use technology more effectively in the classroom
 - 68% collaborate more often with colleagues

Teachers reactions to #21skillscourse so far....



Andrea Ullrich @auatGG · Nov 21

@betinaastride @AnnaWtob @abfromz module1 finished, improved by 38% from pre- to post-quiz ..so the course was needed ;) **#21skillscourse**



Feedback on assessment



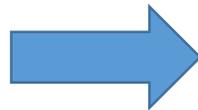
Elena Pezzi @corcega · Nov 21

#21skillscourse module 1 finished! Peer review submitted, waiting for my review ... Very interesting way of learning about themselves...



Theodore Goutas @tgoutas · Nov 22

Just completed module 1 of **#21skillscourse**! What a great way to move things ahead in **#education**!



General Feedback



Tuula Birgitta Sykkö @TuulaSykko · Nov 22

@CBKearney Thank you for the interesting course with lots of information. Great for updating teacher skills to 21st C. **#21skillscourse**

Engage with us!



<http://keyconet.eun.org>



Twitter

#KeyCoNet #21skillscourse



KeyCoNet MOOC:

<http://www.europeanschoolnetacademy.eu/web/keyconet>



LinkedIn Group

[Key Competence Network on School Education - KeyCoNet](#)

Contact

keyconet-info@eun.org



CO-LAB
Collaborative Education Lab

ENGAGE WITH US



colab.eun.org



info-colab@eun.org



[#Colab_eu](https://twitter.com/Colab_eu)



www.facebook.com/groups/COLABEU/

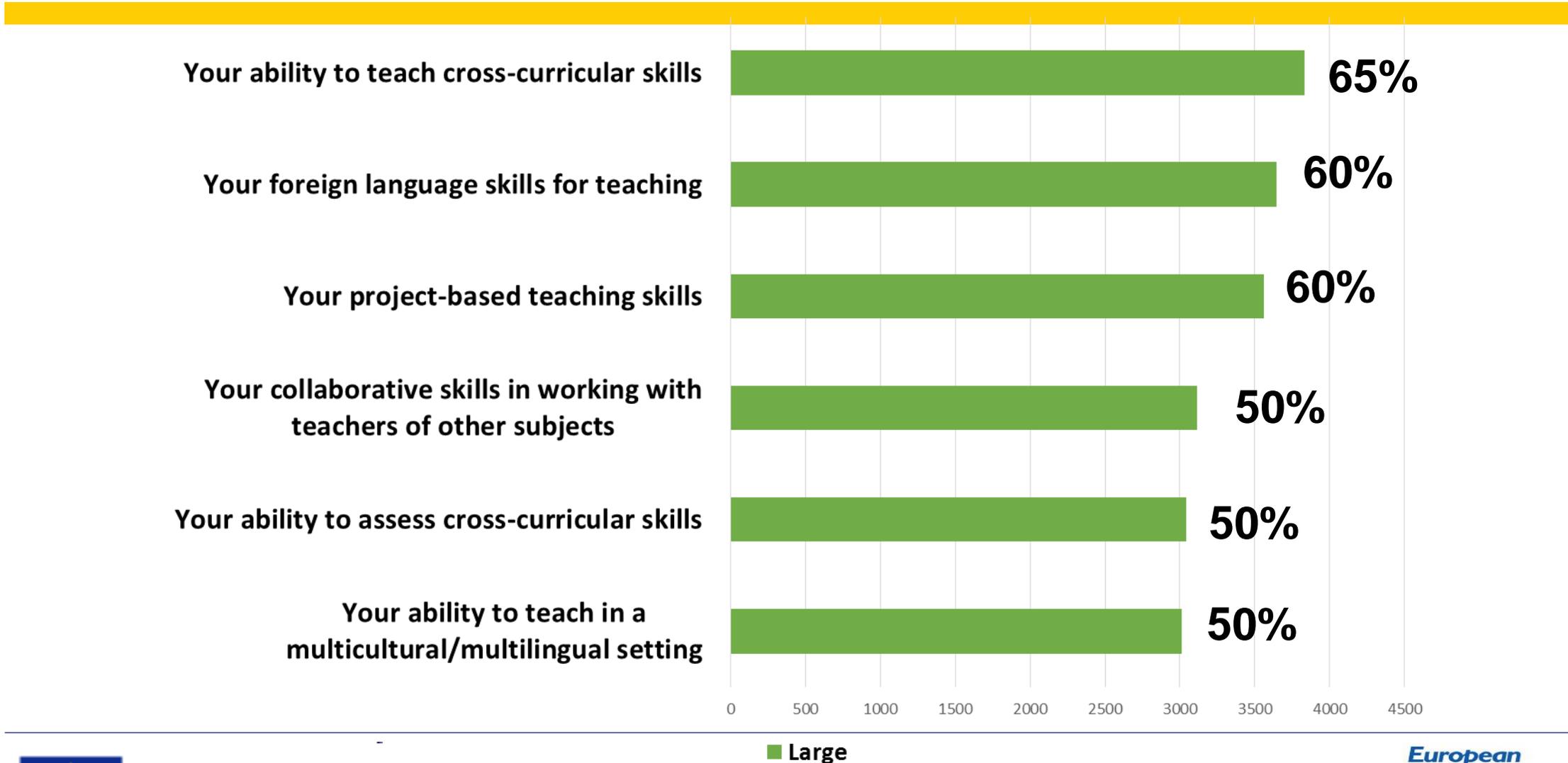
CO-LAB MOOC ONLINE FROM 24 OCT. 2016

caroline.kearney@eun.org





Positive impact of eTwinning on teachers' skills



The cover of a booklet has a light blue background with a subtle pattern. It features ten circular icons, each containing a stylized face of a child with different features like glasses, hair, and speech bubbles. In the bottom left corner, there is a circular logo with the eTwinning graphic and text. At the bottom, there is a solid orange horizontal band containing the title "Developing pupil competences through eTwinning" in white text. Below the orange band, the year "2014" is printed in a small, orange font.

Developing pupil competences
through eTwinning

2014

Quiz Time – True or False?

- 1) None of the competences taught in previous centuries are relevant for young people to learn today.
- 2) A Project Based Learning activity often covers more than one subject area
- 3) In a collaborative problem-solving task, as long as some of the members of the group are able to contribute their knowledge, experience and resources, the problem can be solved
- 4) Using technology to assess collaborative problem solving can be more effective than a face-to-face approach
- 5) Learners should take initiative and be creative when carrying out a project, but at the start, it should always be the teacher who decides the issue or problem to be investigated, how students will work and what will be the project's final product

- 6) Social and active learning is only relevant to the teaching and learning of certain competences
- 7) Project-based learning can be challenging and often requires a lot of time and the creation of new resources by teachers
- 8) The curriculum frameworks of each European education system use the same terms and number of competences as those listed in the European Framework of Key Competences for Lifelong Learning
- 9) Ensuring teaching involves the pedagogical use of ICT enables learners to develop one of the key competences only – digital competence
- 10) Collaborative problem-solving requires social rather than cognitive skills