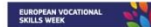




# Key competences in initial vocational education and training

19-20 September 2019  
Cedefop Thessaloniki

#KeyCompetences  
[www.cedefop.europa.eu](http://www.cedefop.europa.eu)



 **CEDEFOP**  
European Centre  
for the Development  
of Vocational Training



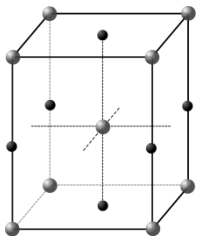
## Cedefop's work on key competences in VET

Dmitrijs Kuļšs  
Cedefop

 **CEDEFOP**  
European Centre for the Development  
of Vocational Training



# Background information about Cedefop's study on key competences in VET

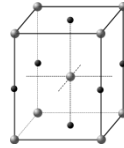


# Workshop structure



# Participants





# Workshop structure

DAY 1

EUROPA meeting room

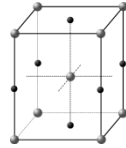
Introduction:

- UPDATE ON EU VET POLICIES
- DIGITAL COMPETENCES
- LANGUAGES

Cedefop study on  
key competences  
in VET:

- MAIN FINDINGS
- METHODOLOGY

**Objective 1:** To share the results of the study



# Workshop structure (2)

DAY 1

**Objective 1:** Share the results of the study

**Objective 2:** Identify highlights for the forthcoming publication

## SESSION A1

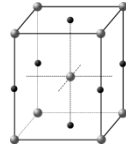
MONTESSORI meeting room

- DIGITAL COMPETENCES
- COMPETENCE-SPECIFIC RESULTS
- NATIONAL EXAMPLES
- DISCUSSION Q1 and Q2

## SESSION A2

ROUSSEAU meeting room

- LITERACY AND MULTILINGUAL
- COMPETENCE-SPECIFIC RESULTS
- NATIONAL EXAMPLES
- DISCUSSION Q1 and Q2



# Workshop structure (3)

DAY 1

**Objective 1:** Share the results of the study

**Objective 3:** Discuss policy challenges and remedies

## SESSION B1

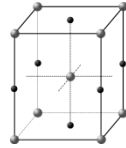
**MONTESSORI** meeting room

- DIGITAL COMPETENCES
- STUDY RESULTS:  
CHALLENGES AND REMEDIES
- NATIONAL EXAMPLES
- DISCUSSION Q3

## SESSION B2

**ROUSSEAU** meeting room

- LITERACY AND MULTILINGUAL
- STUDY RESULTS: CHALLENGES  
AND REMEDIES
- NATIONAL EXAMPLES
- DISCUSSION Q3



# Workshop structure (4)

DAY 1

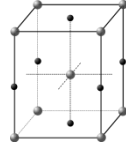
**Objective 4:** Define future research needs

**EUROPA** meeting room

BRAINSTORMING SESSION ON IDEAS FOR THE OPEN SPACE  
SESSION (DAY TWO) ABOUT FUTURE PRIORITIES FOR  
CEDEFOP'S RESEARCH ON KEY COMPETENCES IN VET

17h45 DEPARTURE FOR DINNER HOSTED BY CEDEFOP





# Workshop structure (5)

## DAY 2

## REPORTING FROM DAY 1

### EUROPA meeting room

**Objective 4:** Define future research needs

BROADER PERSPECTIVE OF KEY COMPETENCES:  
BEYOND EUROPE AND IN GLOBAL SKILLS  
COMPETITIONS



OPEN SPACE SESSION ON THE FUTURE RESEARCH  
PRIORITIES OF CEDEFOP



PANEL DISCUSSION ON A VISION FOR SHAPING KEY  
COMPETENCES IN VET





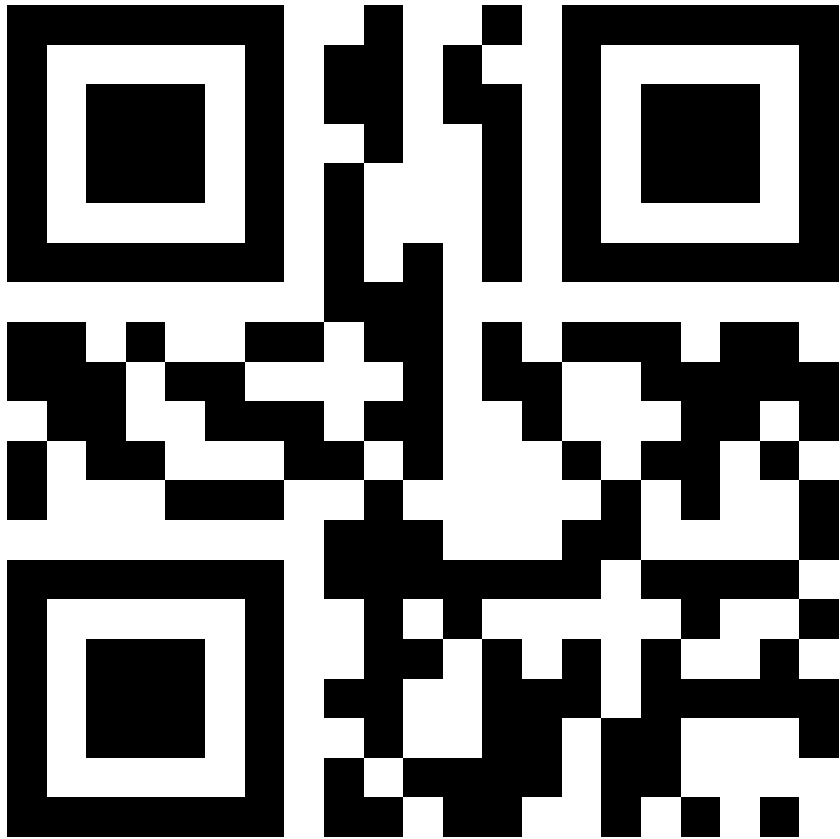
# Participants

WHAT IS YOUR ROLE IN  
PROMOTING KEY  
COMPETENCES IN VET?





# <https://bit.ly/2kSB41Z>



My role in promoting key competences is to  
(multiple answers possible):

- design policies
- provide policy advice
- collect/provide data for policies
- implement policies
- carry out research
- teach/guide VET learners
- provide training for VET teachers/trainers
- work directly with VET providers
- work with social partners
- work with international partners
- promote literacy / multilingual competences in VET
- promote digital competences in VET

Show results

vote



# Background of the study

For VET learners to adapt to new life situations and career shifts, manage change, take initiative and risk, innovate, and engage in further learning, purely **occupation-specific skills are not enough**; they also require key competences.



# Background of the study

Ensuring that key competences are adequately integrated in initial VET curricula is one of the aims of the **Bruges communiqué** which defined the strategic objectives for VET until 2020.

**Riga conclusions** (2015) continue seeking more effective opportunities to acquire or develop these competences through VET.



# Background of the study

## The study aims to:

- advance knowledge of existing policies on selected key competences in initial VET in the EU+ countries
- increase stakeholder participation in the debate on key competences in VET
- inform discussions on benefits for initial VET at national level, also based on policies of other EU+ countries
- policy recommendations are not part of the study



# Background of the study

- Digital, literacy and multilingual
- Upper secondary initial VET
- 35 VET systems (EU, Norway and Iceland)
- Reference period: 2011-18
- Analysis of policies, ‘broad qualifications’, curricula sample and case studies of policies that had faced challenges



# Background of the study

Preliminary results discussed with:

- ET2020 working group on digital education in Brussels on 15 February 2019
- DGVT meeting in Alba Iulia on 18 March 2019





## Next steps

- Continue **dissemination** of the results: ET2020 working group on VET (planned in 15 October 2019)
- **Publication** of the study findings by Cedefop early 2020
- Continue consultations about the **future research** on key competences in VET





Thank you  
[www.cedefop.europa.eu](http://www.cedefop.europa.eu)

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