

Key competences in initial vocational education and training

19-20
September
2019
Cedefop
Thessaloniki

#KeyCompetences
www.cedefop.europa.eu



Languages take VET further

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WHAT ARE WE GOING TO DISCUSS?

1. **EU Policy updates:**

- The European Education Area
- Council Recommendation on Key Competences
- Council Recommendation on Language Learning

2. **VET and language learning**

- Key data on languages (Eurydice)
- Erasmus+ Programme, VET mobility & VET internationalisation

#EuropeanEducationArea
#FutureOfEurope

A vision for 2025:

A Europe in which learning, studying and doing research would not be hampered by borders.

A continent in which people have a strong sense of Europe's cultural heritage and its diversity.

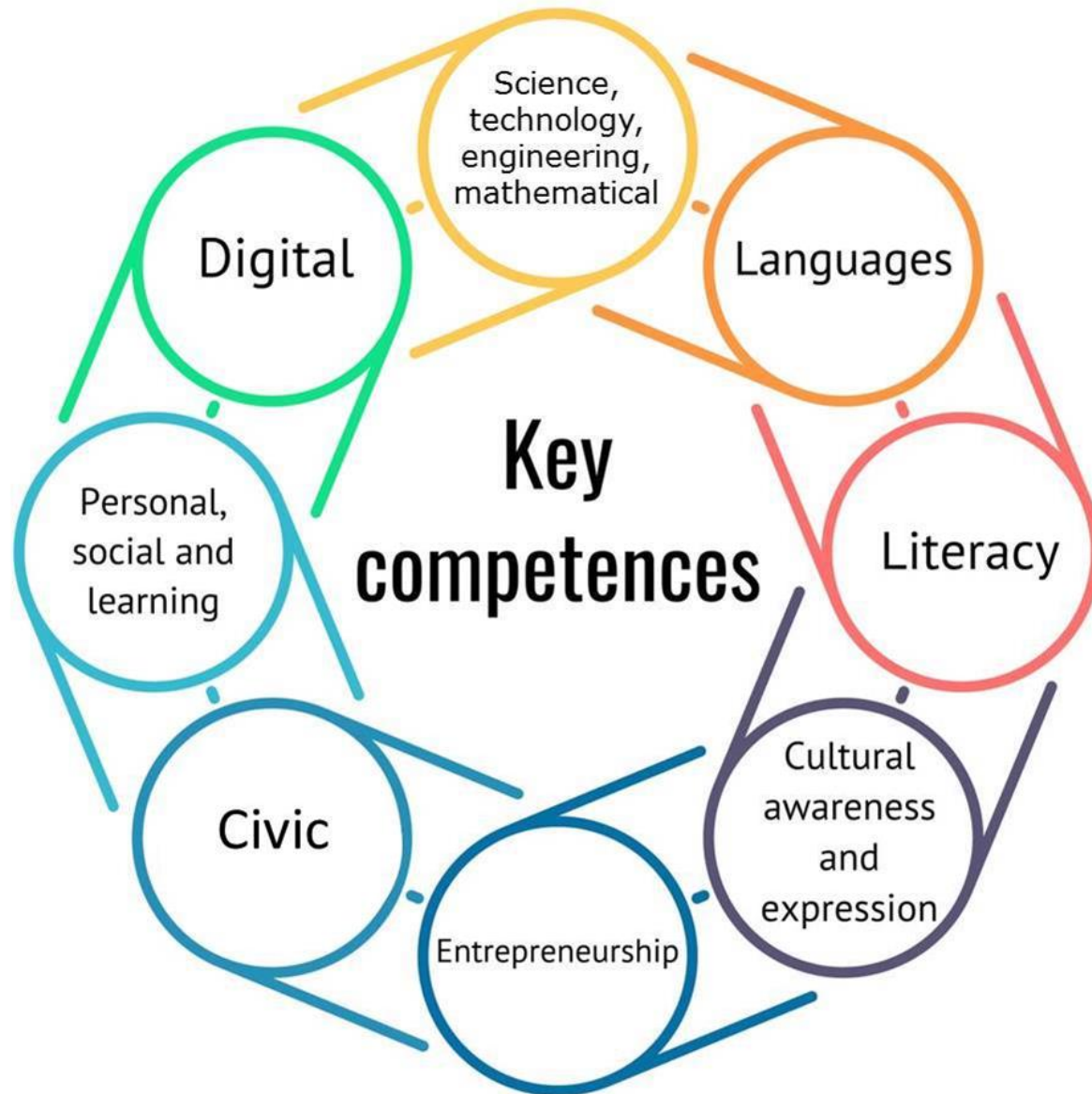


DECEMBER 2017: EUROPEAN COUNCIL CONCLUSIONS

The European Education Area should:



- - promote **cross-border mobility and cooperation** in education and training;
- ✓ - help overcome unjustified **obstacles** to the "free movement of learners" and create a genuine European learning space;
- ✓ - support Member States in **improving the inclusive, lifelong-learning based and innovation-driven** nature of their education and training systems.



THE 8 KEY COMPETENCES

KNOWLEDGE - facts and figures, concepts, ideas and theories which are already established and support the understanding of a certain area or subject

SKILLS - the ability and capacity to carry out processes and use the existing knowledge to achieve results

ATTITUDES - the disposition and mind-sets to act or react to ideas, persons or situations.

THE ANNEX - 8 KEY COMPETENCES

Needed by all for personal fulfilment and development, employability, social inclusion and active citizenship

To be developed in a **lifelong learning** perspective through **formal, non-formal and informal** learning

All equally important - they overlap and interlock

Skills such as critical thinking, problem solving, or intercultural skills are embedded throughout

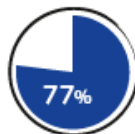
A NEW COUNCIL RECOMMENDATION ON LANGUAGE LEARNING MAY 2019

EUROPEANS AND LANGUAGES

What young people say about languages:



I could not study in a foreign language



I would like to learn a new language



I already learned a foreign language but would like to improve it

Statistics show that:

1ST FOREIGN LANGUAGE
IS ALMOST A BASIC SKILL

97% of pupils learn



2ND FOREIGN LANGUAGE IS NOT
COMPULSORY EVERYWHERE OR
CAN BE DROPPED AFTER 3-4 YEARS



9%



of all 15-year olds in the EU speak a
different language at home than at school

Our goal:

At the end of upper secondary
school young people should
be able to:

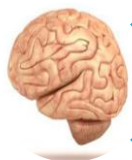
- 1 FULLY USE THE LANGUAGE OF SCHOOLING
- 2 FULLY USE ANOTHER EUROPEAN LANGUAGE
- 3 CONFIDENTLY USE A THIRD LANGUAGE

Key recommendations



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Raise awareness on benefits of multilingualism



Promote innovative, inclusive and multilingual pedagogies



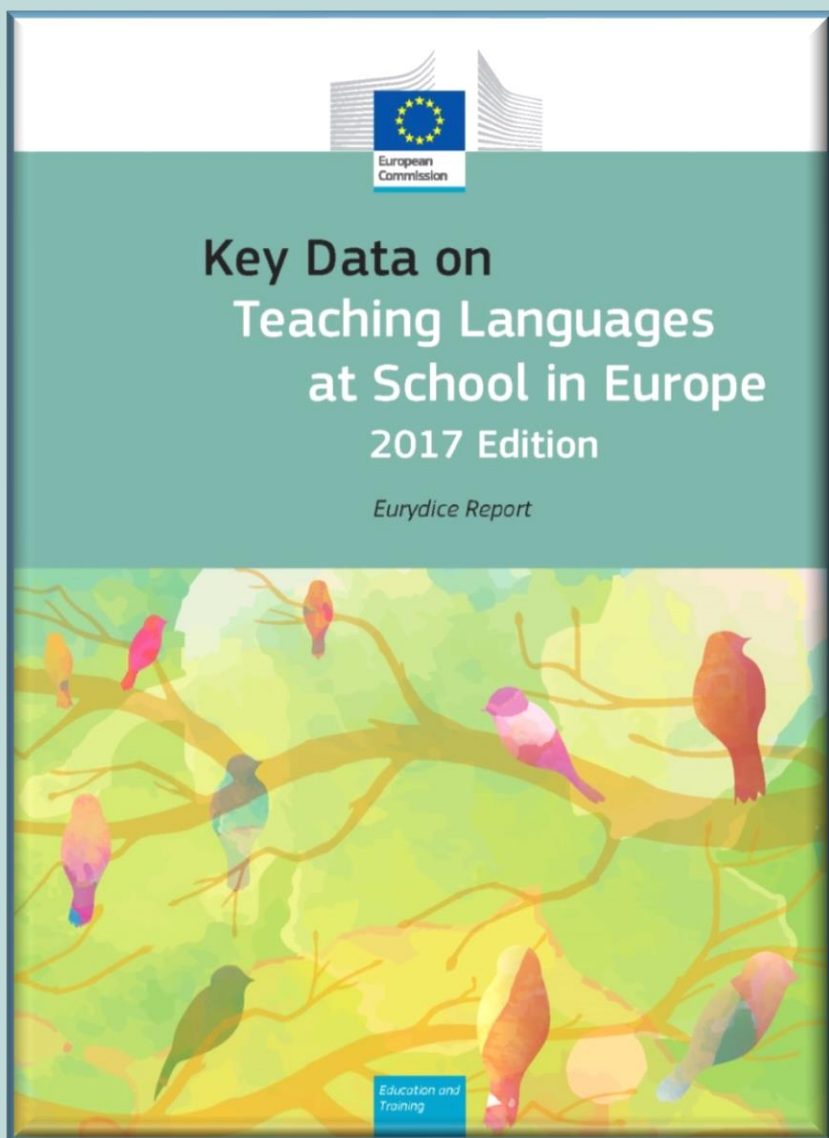
Invest in pedagogical support for teachers



Adopt and promote 'whole school' approaches



Monitor, evaluate and mainstream successful approaches

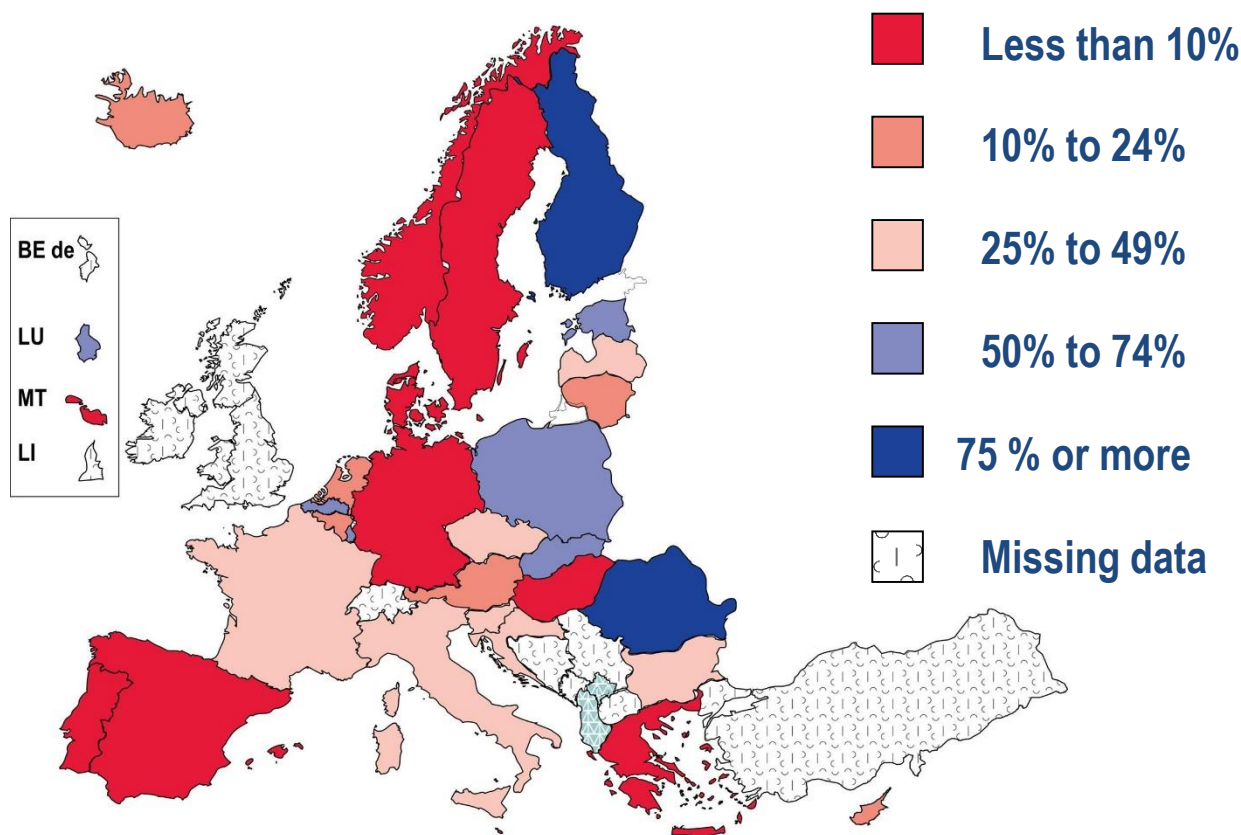


European
Commission

1. EU policy context:
2. Early foreign language learning: A reality in Europe?
3. Learning 2 foreign languages: A real opportunity for all students?
4. Foreign languages learnt: English predominance vs diversity
5. Teachers: Level of specialisation and professional travels abroad
6. Newly arrived migrant students: Language support?

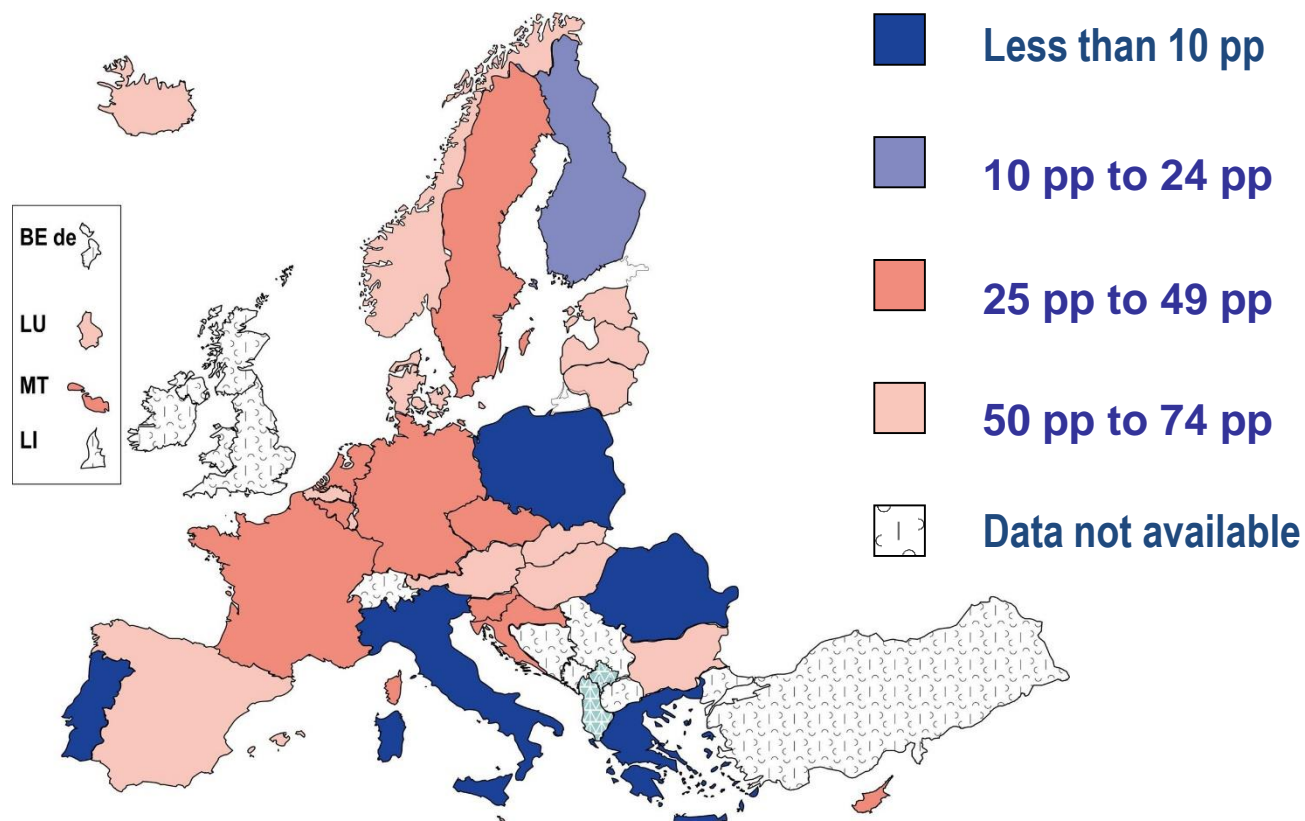
Education
and Training

VET students learning 2 foreign languages: very low participation rates (2014)



Source: Eurostat.

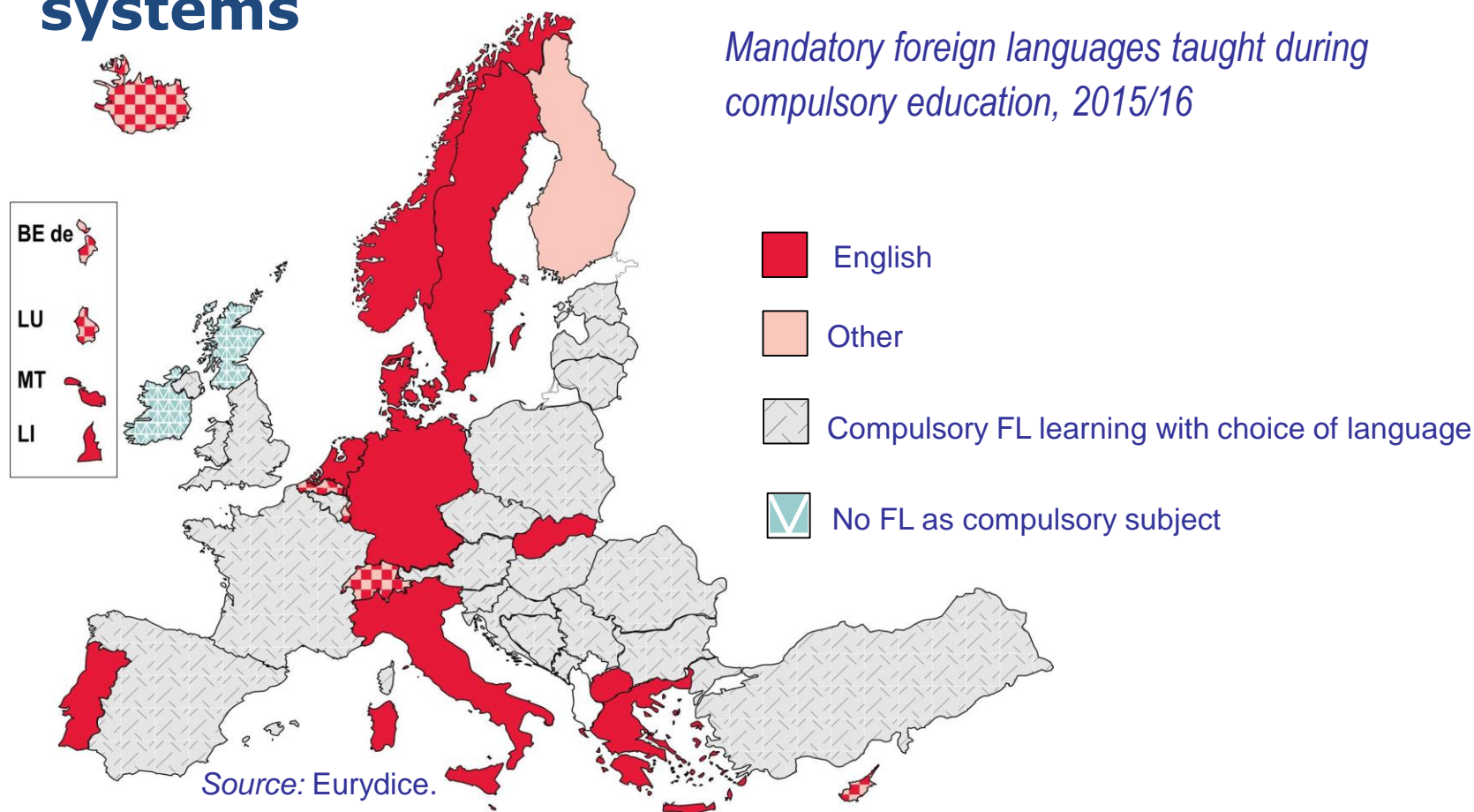
Learning 2 foreign languages: **substantial difference** between GEN and VET students (2014)



Source: Eurostat.

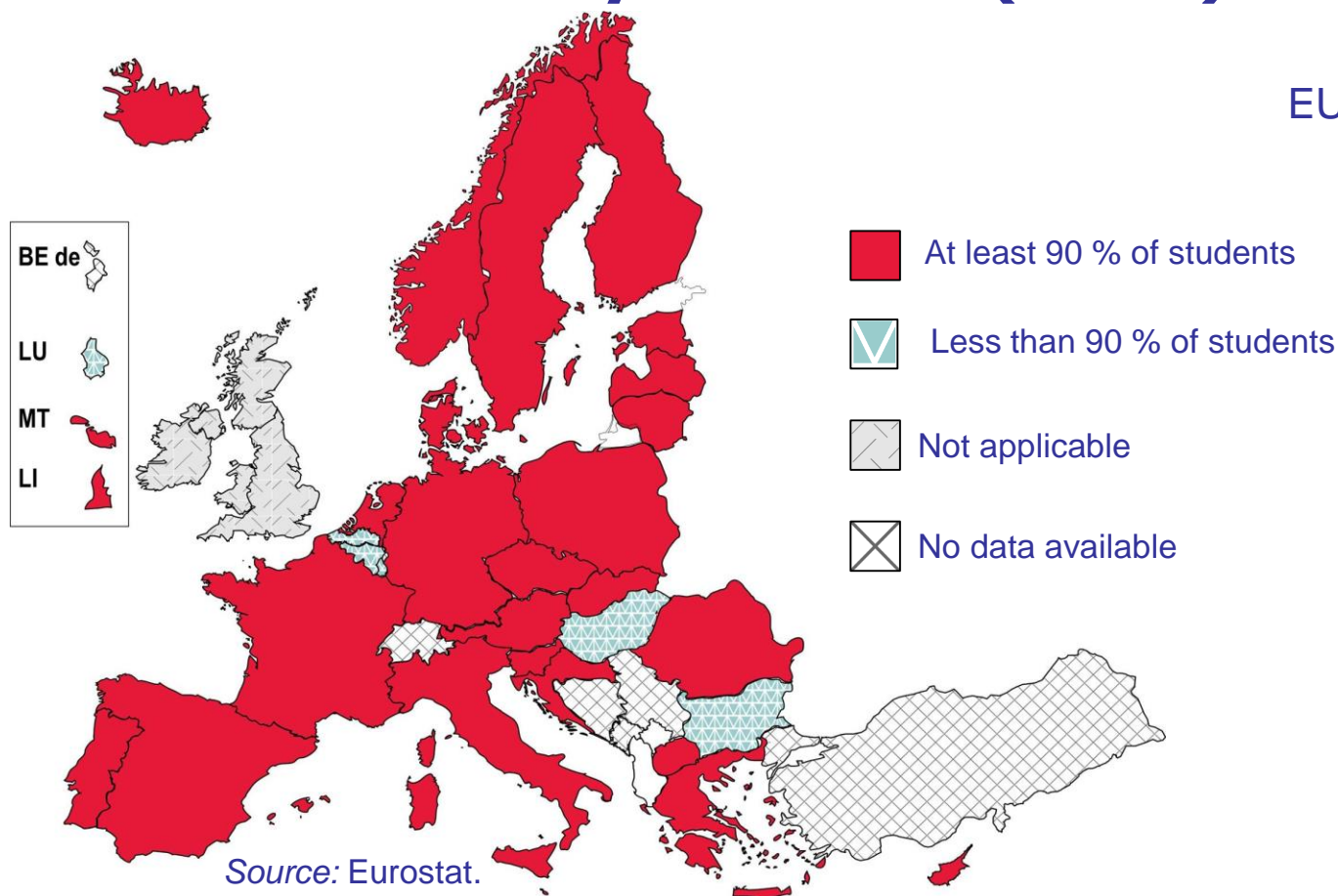
English, a mandatory language in 18 education systems

Mandatory foreign languages taught during compulsory education, 2015/16



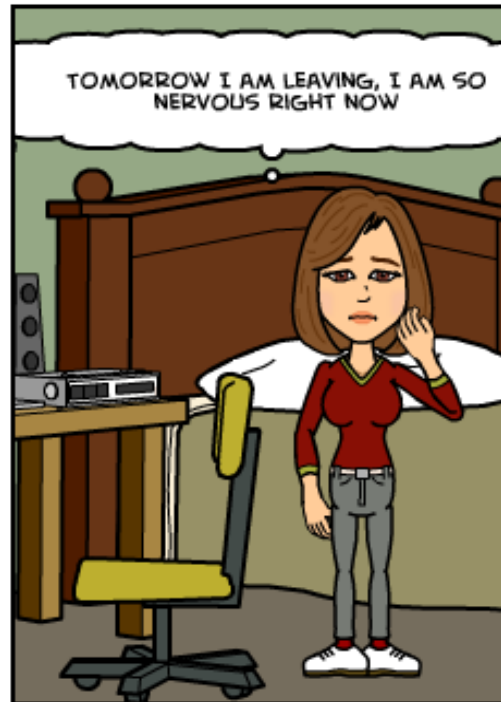
In most countries, **English** is learnt by **at least 90%** of lower secondary students (2014)

EU average: **97,3 %**

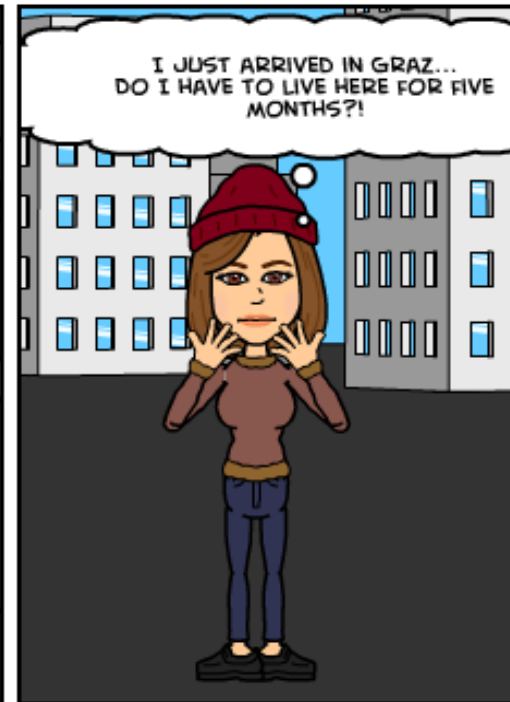


ERASMUS+ MOBILITY

MY ERASMUS STORY



BY MARKTA HOR?KOV



Erasmus Comic (CC BY Anna Balsera , Michelle Goossens and Markéta Horáčková)



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LINGUISTIC SUPPORT IN ERASMUS+



VET MOBILITY

- 2011 Council recommendation on learning mobility

'By 2020, an EU average of at least 6 % of 18-34 year-olds with an initial vocational education and training qualification should have had an initial VET-related study or training period (including work placements) abroad lasting a minimum of 2 weeks(3), or less if documented by Europass.

- Cedefop mobility scoreboard

- VET mobility charters

EXAMPLES OF PROJECTS THAT HAVE BEEN AWARDED THE EUROPEAN LANGUAGE LABEL



<https://www.youtube.com/watch?v=3PIOPBWUe94>



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