

Key competences in initial VET: main findings

Iraklis Pliakis, expert, Cedefop

Simon Broek, Ockham IPS (Panteia consortium)

**Key
competences
in initial
vocational
education and
training**

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#KeyCompetences
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EUROPEAN VOCATIONAL
SKILLS WEEK

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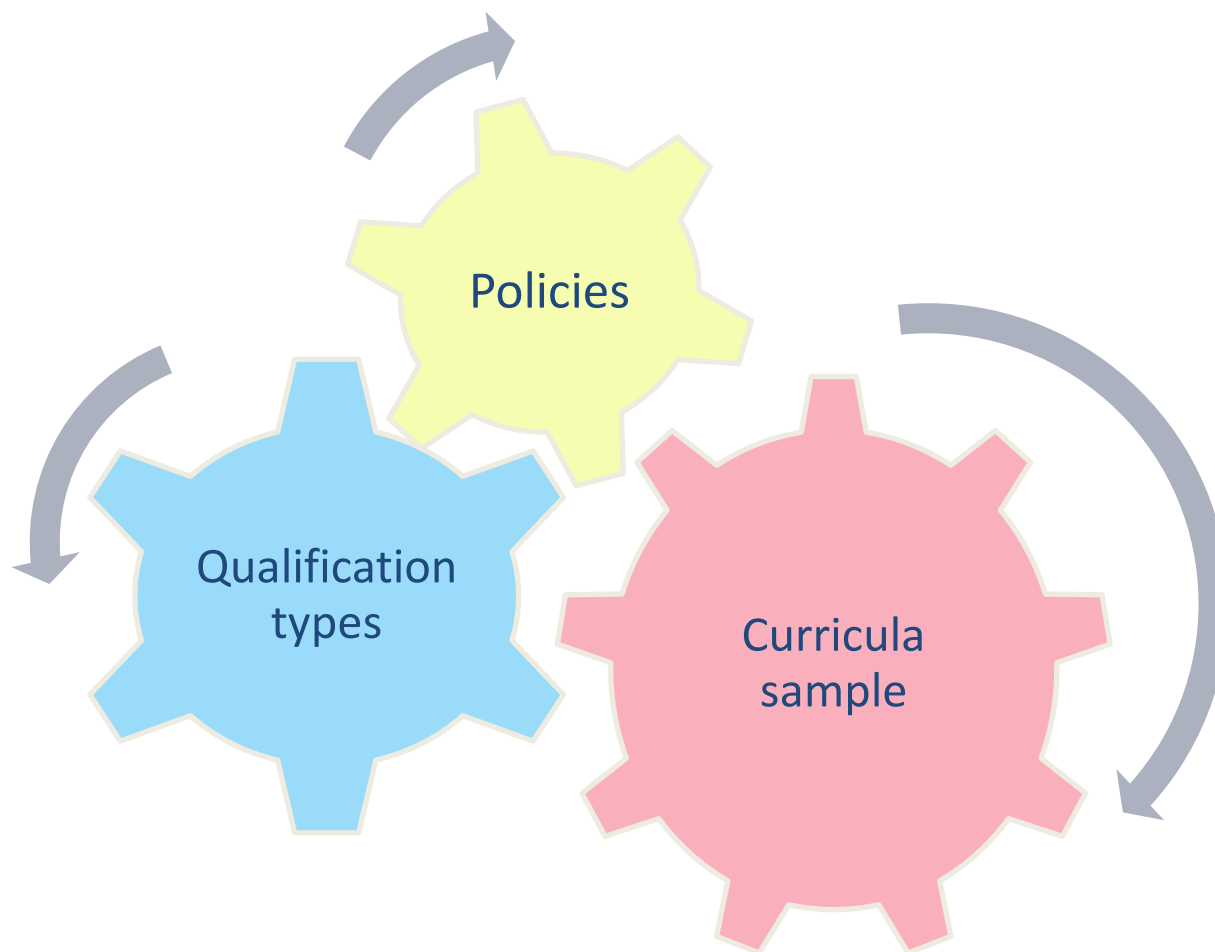
Research questions



1. How have policies promoted key competences in initial VET since 2011?
2. How are the selected key competences embedded in initial VET?
3. To what extent has promoting key competences in VET been effective and efficient at national/EU level?



Analysis levels





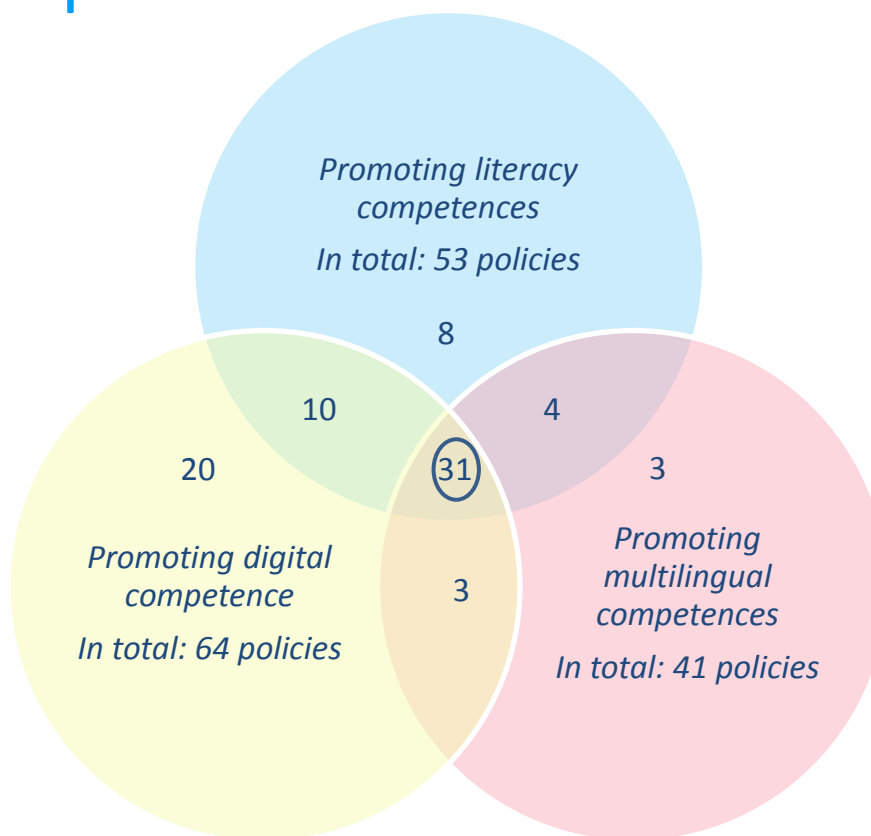
How have policies promoted key competences in initial VET since 2011?





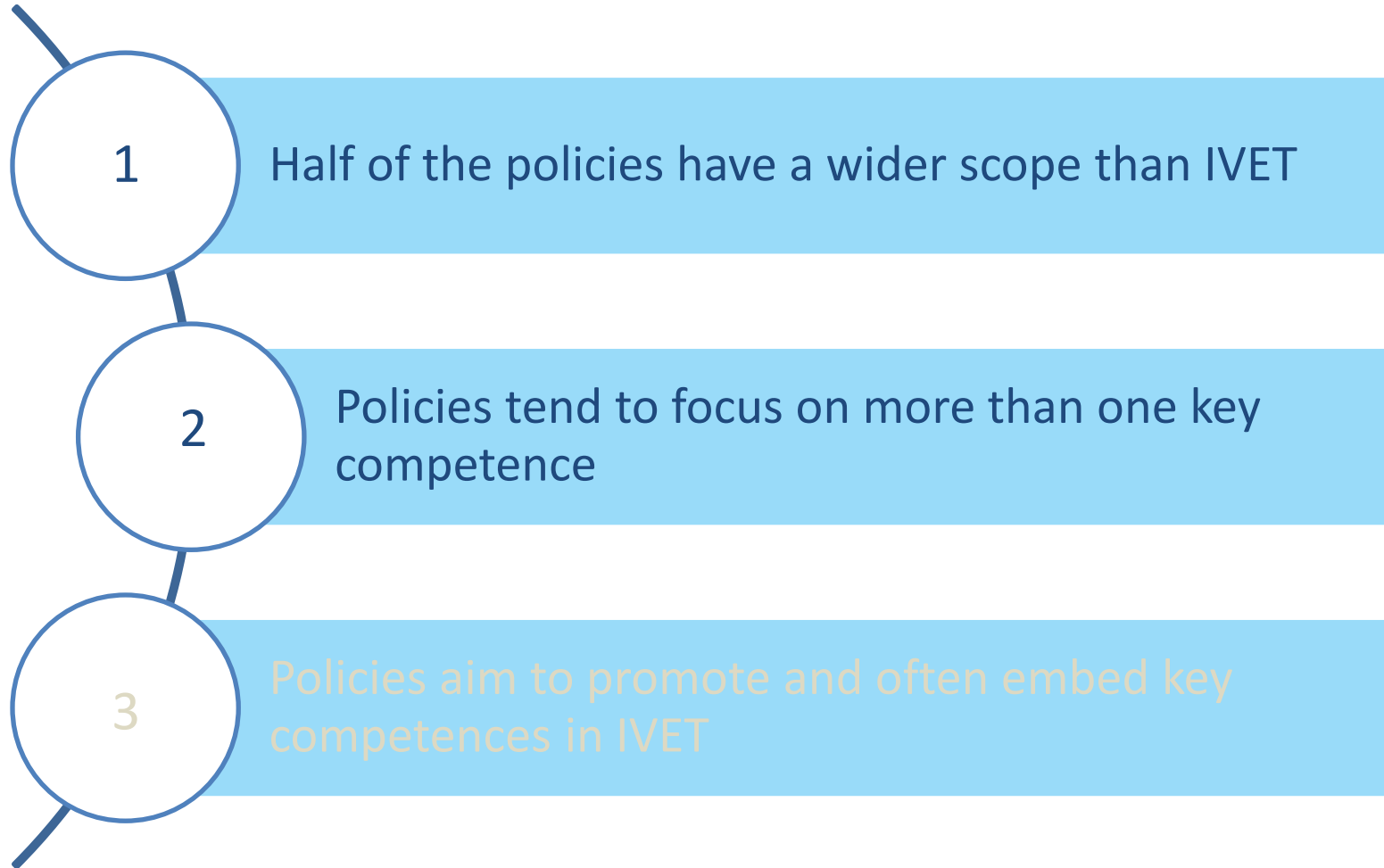
Policies promoting literacy, multilingual & digital competences

The study identified **79 policies** promoting literacy, multilingual and/or digital competences (2011-2018).



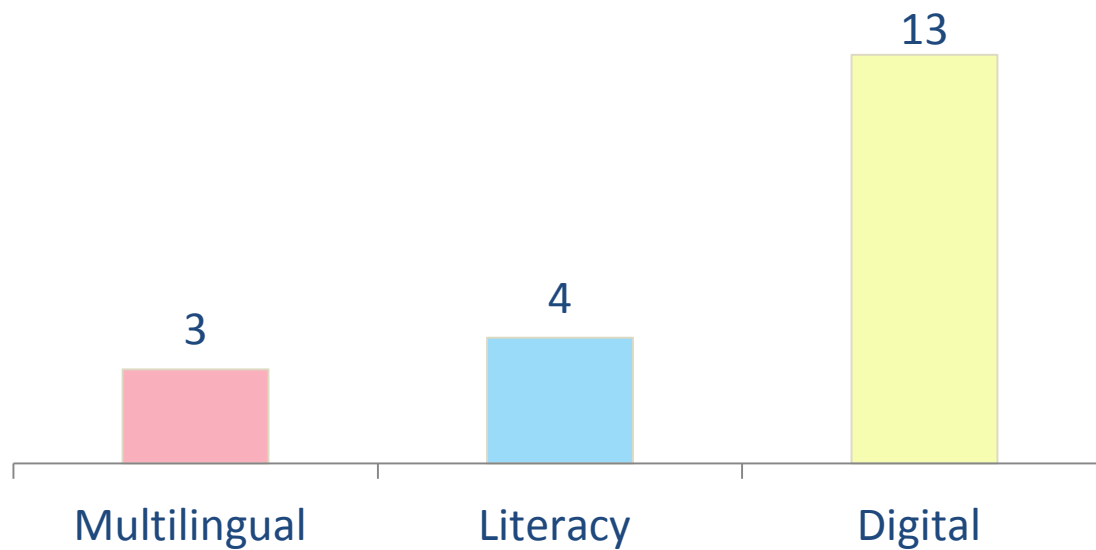


Key messages: policies



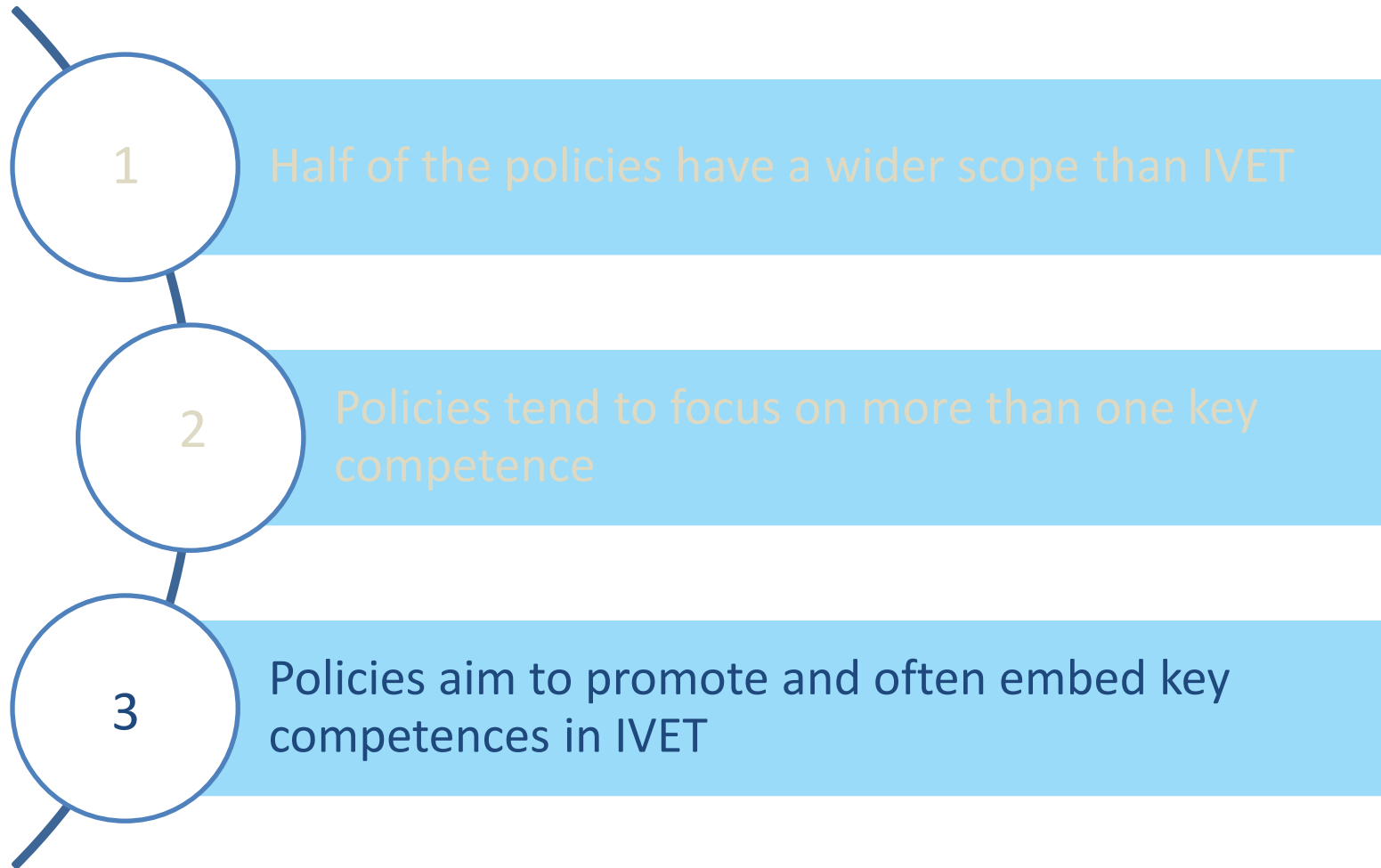


Policies promoting a single key competence



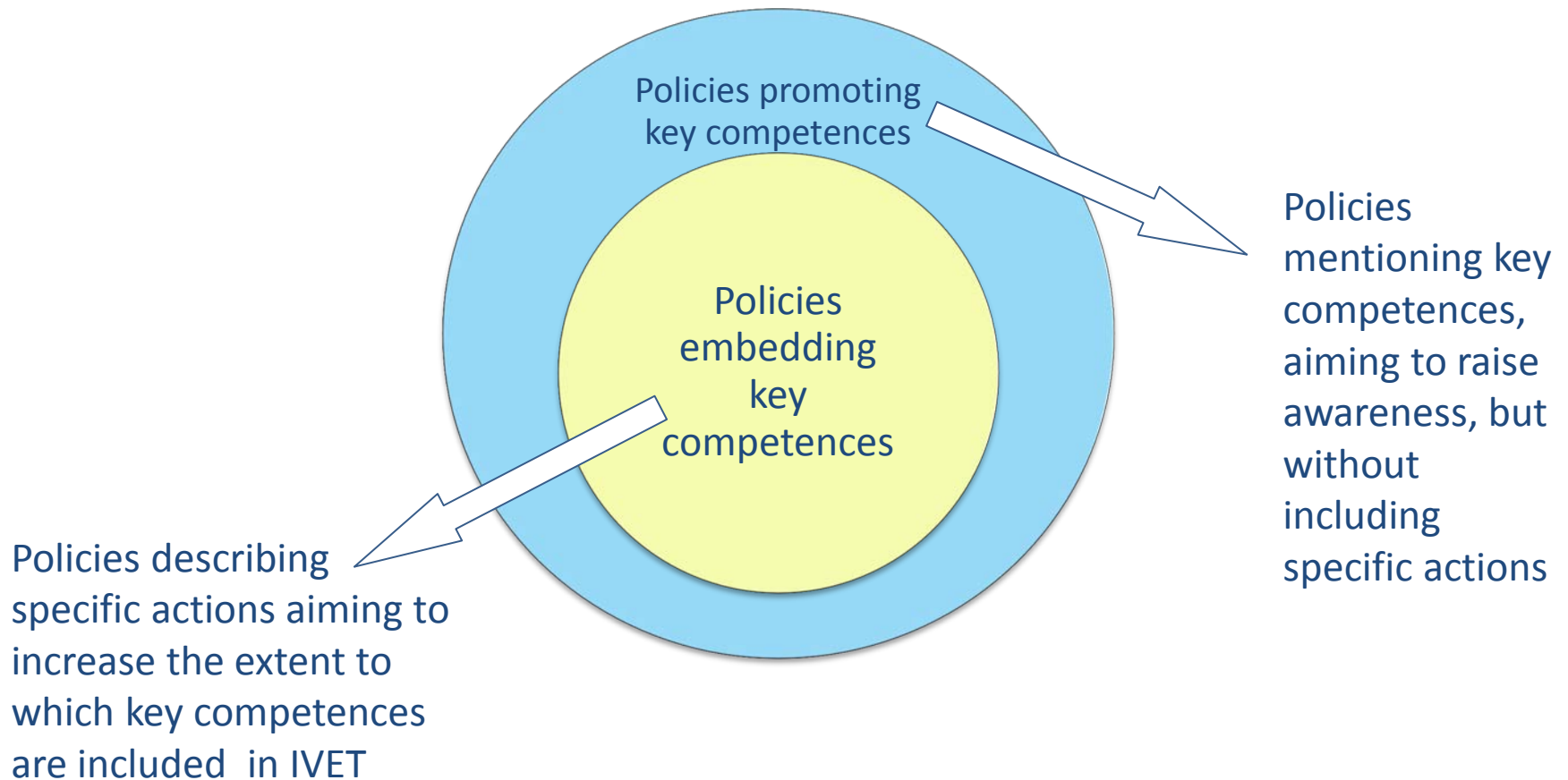


Key messages: policies



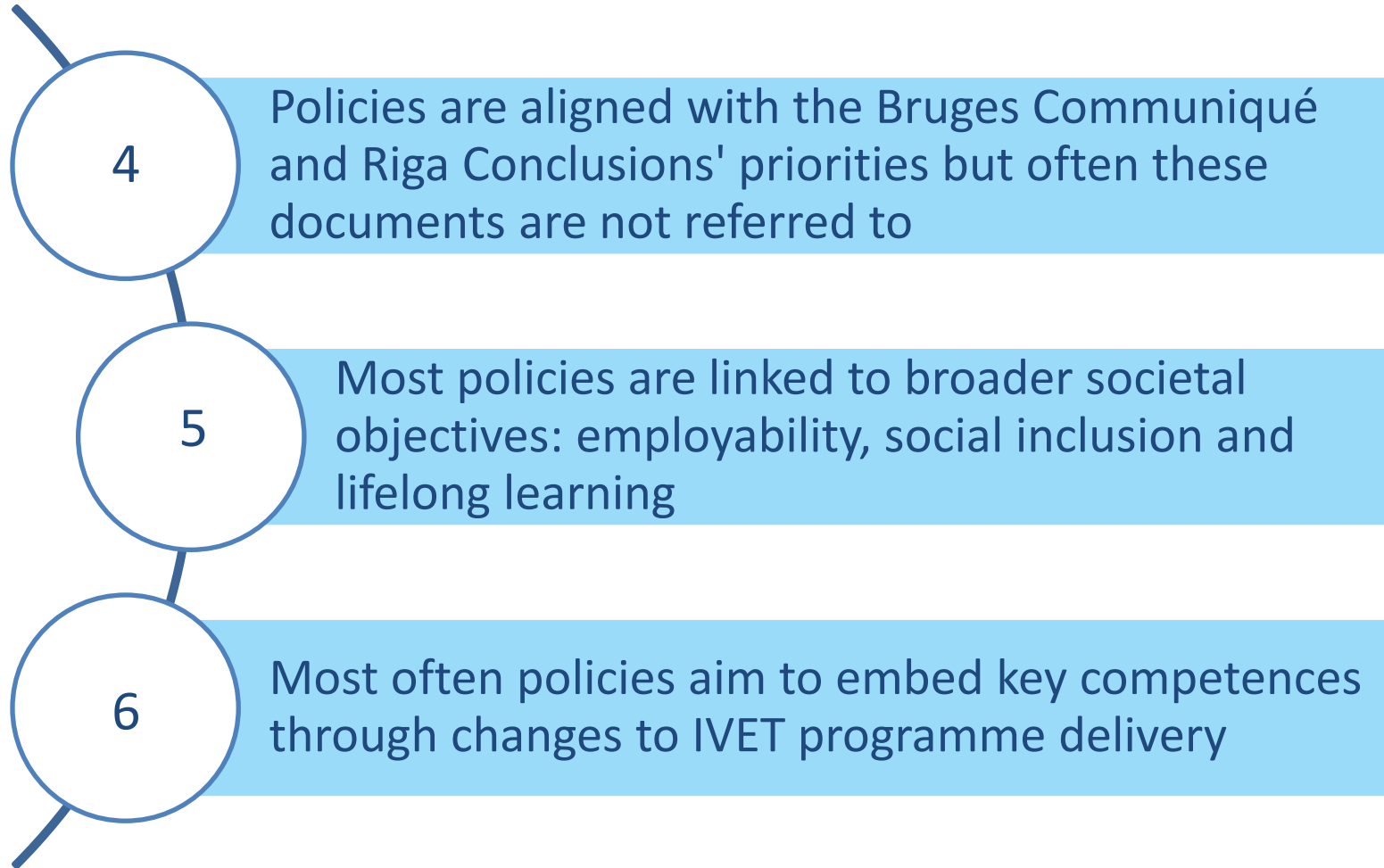


Promoting vs embedding key competences



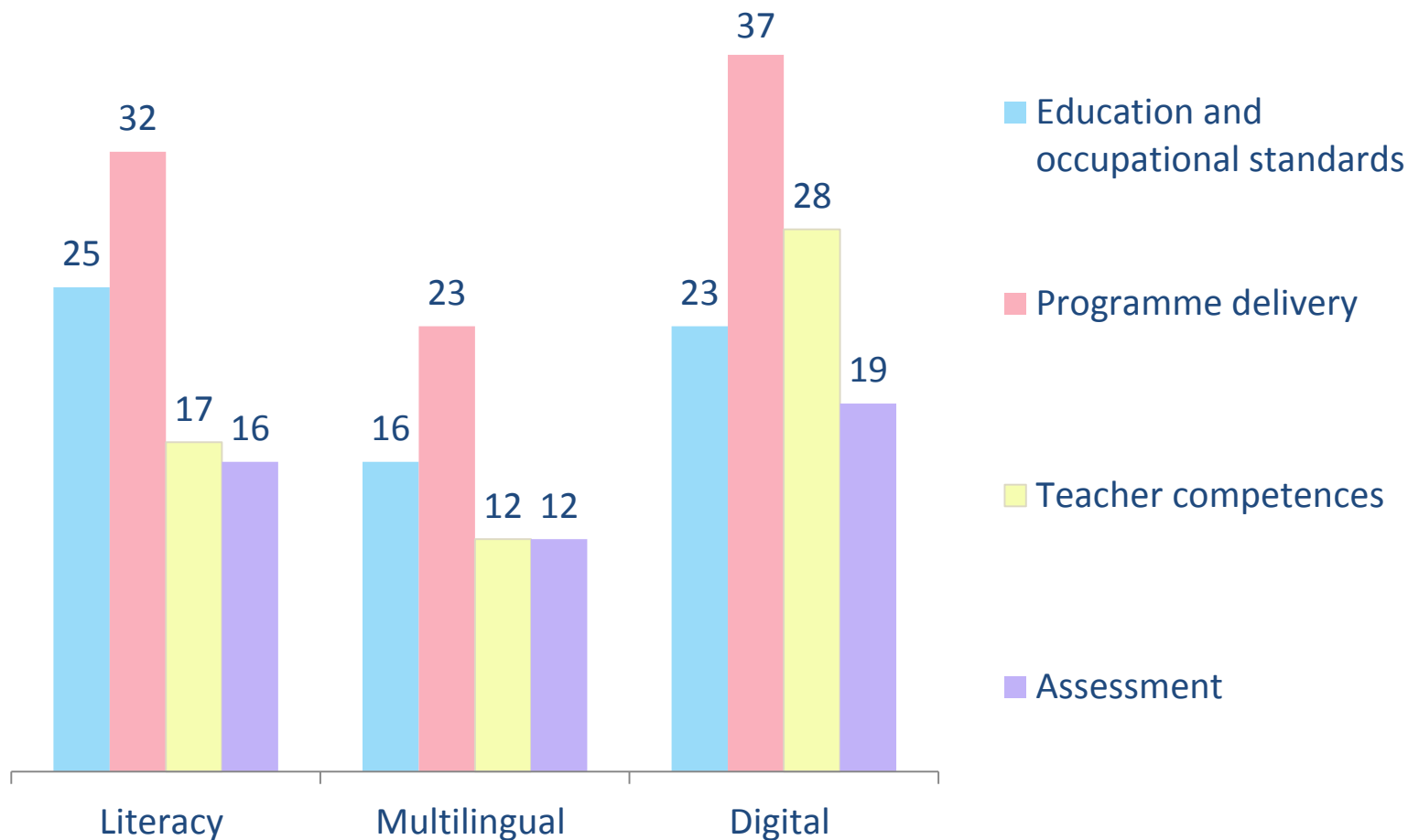


Key messages: policies (2)





Policies aiming to embed key competences in programme delivery



Policies most often at the same time focus on programme delivery and revising education and occupational standards



How are the selected key competences embedded in initial VET?





Key messages: qualification types (QT)

There are in total 78 qualification types in the EU28+

Literacy is included in all and **multilingual and digital** competences in more than 88%.

Literacy and multilingual competences are usually included as stand-alone modules; **digital** competence is more often integrated in other modules.



Key messages: qualification types

In school-based QTs

- Literacy and multilingual competences are mainly delivered as a stand-alone subject
- Digital competence is mainly integrated in other subjects

In school-based QTs including work-based learning

- Literacy, multilingual and digital competences are mainly delivered both as stand-alone subjects and integrated in other subjects

In apprenticeship QTs

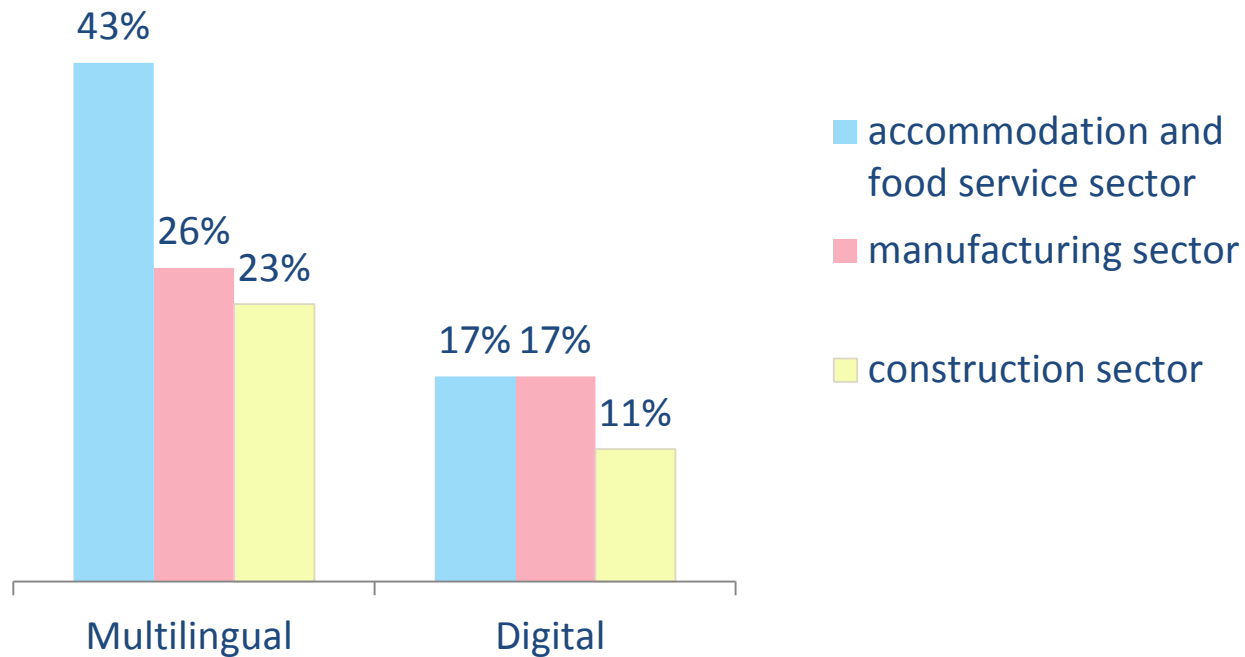
- Literacy, multilingual and digital competences are more often integrated in other subjects



Key messages: curricula sample

Do we all mean the same when we refer to multilingual and digital competence?

Programmes fully reflecting EU definition





Key messages: curricula sample

Teaching approach

Multilingual competence is most frequently delivered in an instructor/teacher centred approach

Digital competence is most frequently delivered in an instructor/teacher centred approach, but also in a learning-by-doing approach

Assessment methods

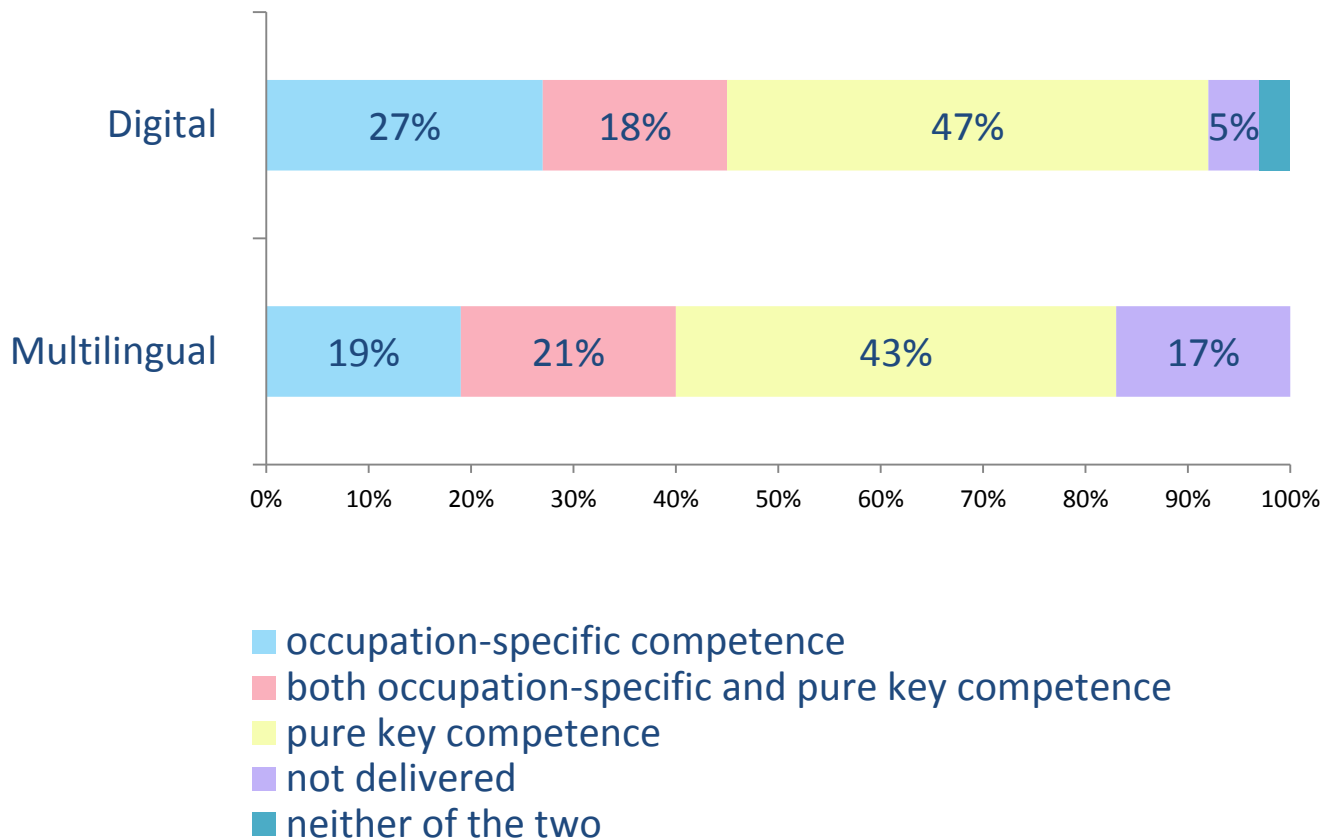
Multilingual competence: written and oral tests/exams or a combination of the two

Digital competence: most often is assessed as a part of the subject that it is integrated in



Key messages: curricula sample

Key competence **vs** occupation-specific competence





Key messages: curricula sample

Multilingual

Manufacturing sector



Accommodation sector



0% 20% 40% 60% 80% 100%

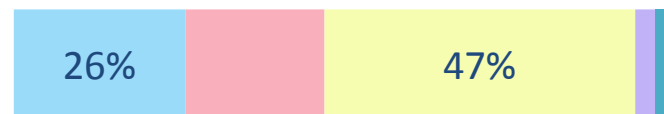
- occupation-specific competence
- both occupation-specific and pure key competence
- pure key competence
- not delivered

Digital

Manufacturing sector



Accommodation sector



0% 20% 40% 60% 80% 100%

- occupation-specific competence
- both occupation-specific and pure key competence
- pure key competence
- not delivered





To what extent has promoting key competences in VET been effective and efficient at national/EU level?





Has promoting key competences been effective and efficient?

A uniform assessment of policies' effectiveness and efficiency is challenging

Two-thirds of policies (2011-15) have completed the planned activities

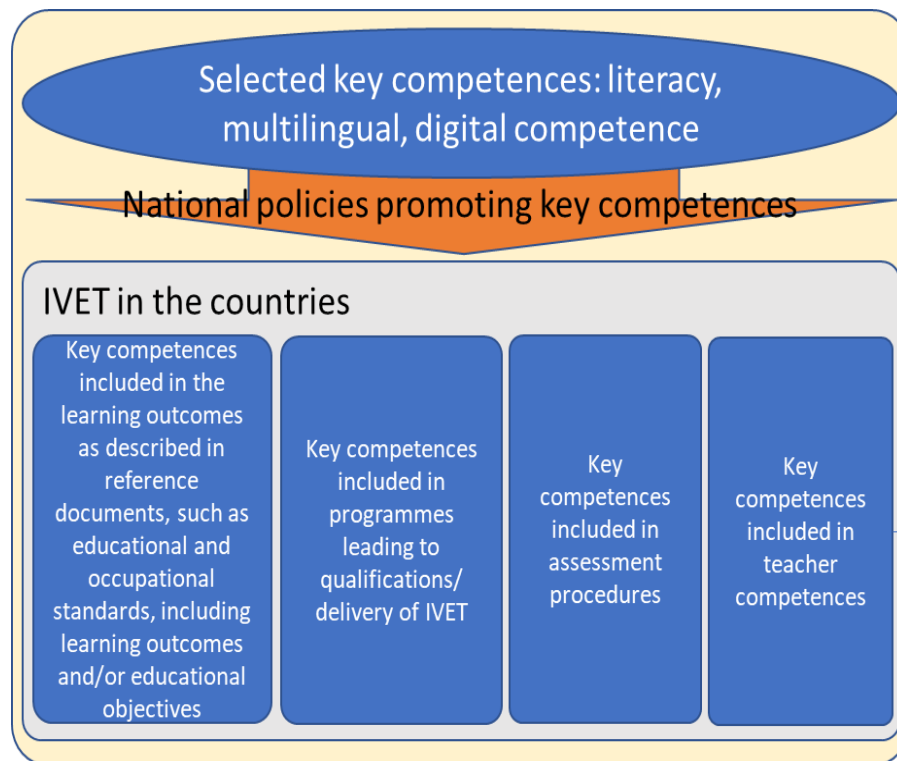
Policies promoting key competences mainly lead to follow-up actions

Policies embedding key competences contribute to changes in IVET

METHODOLOGY

RESEARCH

Conceptual overview



Policies: Determine what are characteristics of national policies promoting key competences in IVET

Key competences in IVET: Determine in which **areas** of the IVET system key competences can be found included

Determine the kind of **relationships** there can be between **policies** and **key competences inclusion in IVET**

Methodological approach

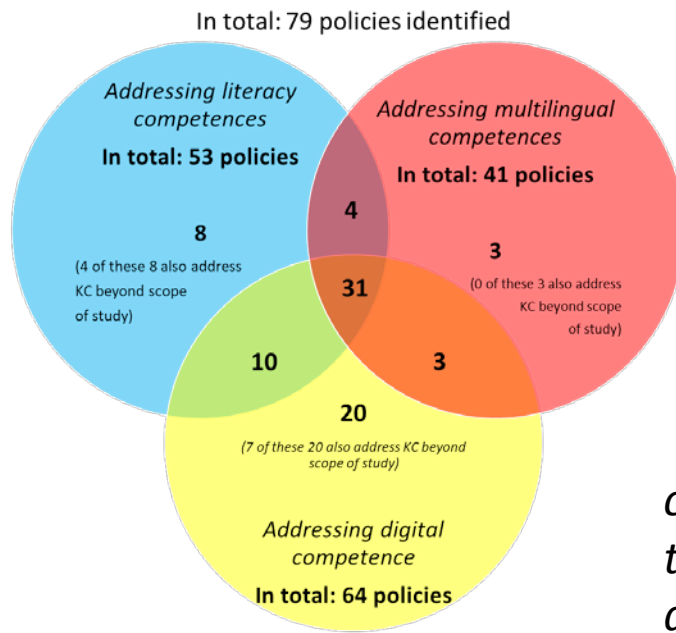
The study consisted of a number of tasks:

- 1. To conduct a desk research**
- 2. To develop an analytical framework**
- 3. Identification and analysis of policies**
- 4. Study of how the key competences are included in IVET (qualification types)**
- 5. Study of how key competences are included in individual IVET programmes**
- 6. Case studies on policies that experienced challenges**

In the context of the study, for the different research tasks, in total more than 500 interviews and 39 focus groups (133 participants) were conducted.

Inventory and analysis of national policies

The study identified **79 policies** targeting literacy, multilingual and/or digital competences (2011-2018).



Data gathered on:

- Name of the policy
- Form of policy
- Date of adoption
- background of the policy
- Governance level
- overall objective
- key competences scope
- education sector scope
- Dimension of the VET sector
- target groups
- implementation of the policy
- reference to EU initiatives

country experts conducted desk research, reviewed the literature and conducted 58 interviews to compile and validate the information collected at national level.

Integration of literacy, multilingual and digital competence in IVET: Qualification types

A total of 78 qualification types were identified

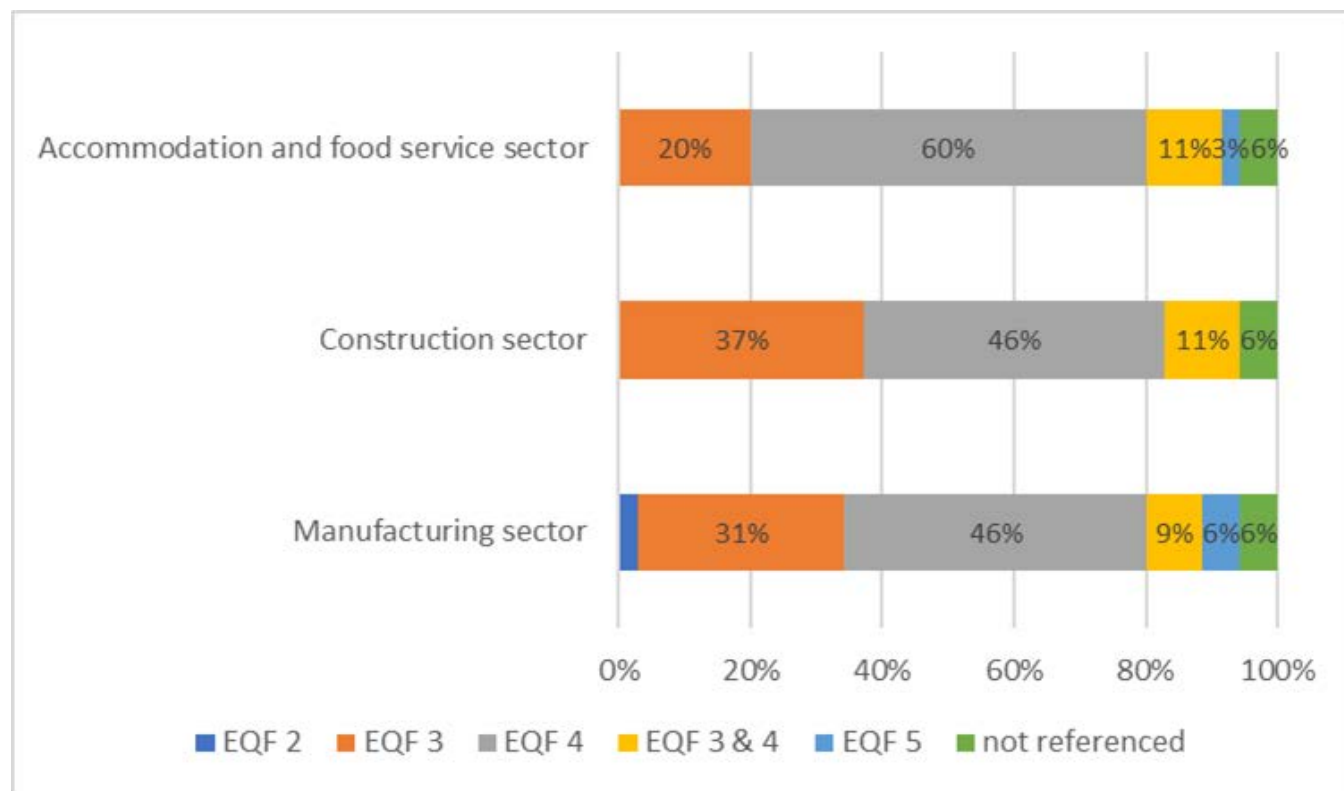
- 1 at EQF level 2;
- 23 at EQF level 3;
- 34 at EQF level 4;
- 6 at EQF level 5;
- 10 qualification types at different EQF levels, mostly referenced to both levels 3 and 4;
- 4 qualification types are not as yet referenced to the EQF.

Data gathered on (examples):

- approach for designing IVET qualifications
- When looking at the learning outcome descriptions in 'reference documents' how are key competences embedded?
- Are there European tools (e.g. CEFR, DigComp, ...) used
- What is the usual approach for equipping learners with each of the selected key competences in programmes leading to the qualification?
- How are key competences usually delivered in these programmes leading to the qualification (curricula)?
- What is the usual approach for assessing each of the selected key competences in qualifications included in the qualification type?
- ...

Integration of literacy, multilingual and digital competence in IVET

In total, 105 programmes covering different EQF levels in the EU+ countries were investigated, including 35 in each of the three sectors identified



In total, 39 focus groups were conducted with 133 participants. In addition, 259 individual interviews were conducted where focus groups could not be organised to validate the information gathered.

Case studies on policies facing challenges

While the study looked at challenges in all identified policies, 7 case studies were conducted focusing on specific challenges:

- BE FL: Content Language Integrated Learning (CLIL)
- NL: Support measure 'quality arrangements VET'
- LV: Guidelines for Information Society Development 2014-2020
- HU: Digital Education Strategy
- RO: National Strategy for the Digital Agenda 2014-2020
- DE: Education in the digital world
- IE: Languages Connect 2017-2026

Each case study was structured to consider the following issues:

- *policy objectives related to implementation of the key competence in IVET;*
- *main activity/policy actions addressing the objective(s);*
- *governance levels and stakeholders involved;*
- *areas of difficulty in implementing the key competence, or no implementation;*
- *reason(s) for failure;*
- *strategies for dealing with the difficulties;*
- *end result.*

In total 26 interviews were conducted and analysed for drafting the case studies



Analysis and reporting

Analysis of the data gathered

Discussions with Cedefop

Drafting final report (content):

1. Introduction
2. Background and research questions
3. Analytical Framework
4. Methodology
5. National objectives on key competences in VET and references to EU priorities
6. Literacy competence in IVET
7. Multilingual competence in IVET
8. Digital competence in IVET
9. Conclusions across key competences



Thank you

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