A common framework for transversal skills - and how to assess them using Competence Cards -

The future of VET in Europe
Parallel Session 1 – Transversal skills and the VET curriculum
26. November 2020

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“Inspiring people. Shaping the future. Participating in a globalized world.”

- Bertelsmann Stiftung is an operational, non-profit, nonpartisan foundation in Gütersloh
- 380 employees, 70 projects, € 90 Million annual budget
- Topics: education, democracy, society, health, culture and the economy.
- Typical output: Studies, events, pilot projects
Transversal skills and competences are becoming more important

Automation and AI will change the skills needed in the workforce

Total is for United States and 14 Western European countries

<table>
<thead>
<tr>
<th>SKILLS</th>
<th>Physical and manual</th>
<th>Basic cognitive</th>
<th>Higher cognitive</th>
<th>Social and emotional</th>
<th>Technological</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours spent, in 2016</td>
<td>203</td>
<td>115</td>
<td>140</td>
<td>119</td>
<td>73</td>
</tr>
<tr>
<td>Billion</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Change in hours spent</td>
<td>-14</td>
<td>-15</td>
<td>8</td>
<td>24</td>
<td>55</td>
</tr>
<tr>
<td>by 2030 %</td>
<td></td>
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Skills with the biggest shift in demand

- General equipment operation and navigation
- Inspecting and monitoring
- Basic data input and processing
- Basic literacy, numeracy, and communication
- Creativity
- Complex information processing and interpretation
- Entrepreneurship and initiative taking
- Leadership and managing others
- Advanced IT skills and programming
- Basic digital skills

Which skills are to be considered transversal, and which structure useful?

- Building on the current (v. 1.0.8) ESCO-Transversal skills list we evaluated a broad range of additional sources:
  - Company and sector competence frameworks (e.g., NHS, Insurance, Food and Beverages)
  - National competence frameworks (e.g., O*NET, Singapore 21st century skills)
  - International competence frameworks (e.g., OECD, EU Key-, Life-, Entrepren. competences)
  - National and international policy and research documents (e.g., WEF, ILO, Great8)
  - Skills validation tools (e.g., KODE, Competence Cards, Great8-Tachometer)

- Skills selection based on two criteria:
  - Quantitative: e.g., frequency of occurrence across models and sectors
  - Qualitative: e.g., relevance of source, completeness of the overall model

- Skills structuring based on iterative process:
  - bottom-up approach: clustering identified skills
  - top-down approach: evaluating and integrating existing structures

- Result: 5 (6) categories – 27 (29) clusters – 100 + skills concepts – hundreds of skill labels
Organising transversal skills and competences – from general to specific

This includes Braille and sign languages

Managing negative information and exchanging information and ideas
Transversal skills and competences – from internal to external

e.g., analytical skills, time management, problem solving, critical thinking

THINKING

acquiring & organising information
analysing & processing information
planning & organising
addressing problems & issues
creating & innovating

LANGUAGES

Reading
Speaking

Listening
Writing

Managing negative in life and work
Sharing and exchanging information and ideas
Transversal skills and competences – from general to specific

e.g., attention to detail, motivation, responsibility, risk management, coping strategies, willingness to learn
Transversal skills and competences – from general to specific

- presentation skills
- intercultural competences
- customer orientation
- networking skills
- leadership skills
- conflict resolution skills
Transversal skills and competences – from general to specific

What about a category „physical and manual“ skills?
Open Questions:

- Are categories and clusters intuitive?
  - Can skills and competences easily be allocated to the higher order structure?
  - Is anything missing?
    - E.g. a category „physical and manual skills“?

- What use cases can be identified for the model?
  - E.g. curriculum design, writing job ads, building individual skills portfolios, developing assessment tools, designing labour market research studies …
How to assess transversal skills - The Competence Cards Toolbox

48 transversal competences
11 Interests
9 x further information
documentation templates
“culture-free”
key visual
Easy language
8 languages

The full instruction video is to be found [here](https://twitter.com/cmgnoack) [http://blog.aus-und-weiterbildung.eu]
Red-framed competences are also used in the profiling of the PES in Germany.
18 Professional - and methods skills

11 Interests
9 cards with additional information + 3 enhancers

- Working with the PC
- Musical Instruments
- Basic materials
- Information on language tests
- Classification of economy branches
- Links to different Profiling/Pass systems
- …
Documentation and roadmap for further guidance sessions

Focus on strengths, not weaknesses!
External evaluation reports positive reception (survey of 202 users)

Users
- Public employment services and other public offices
- Education providers
- Volunteer initiatives

Advantages
- Getting to know clients faster and better (65 %)
- Better documentation of identified competences (63 %)
- Using competence cards prepares clients very well for profiling of PES (61 %)
- More practical (57 %), flexible (48 %), time-effective (40 %) counselling is possible
- Competence cards offer concrete support, e.g. for compiling applications or CVs (48 %)

Outreach
- Currently 6th edition available (already more than 12,000 sets ordered & distributed)
- Full card sets in English, French, German, Italian, Russian and Spanish and are licensed as open content (CC BY SA 4.0)
- www.bertelsmann-stiftung.de/competence-cards (already 3,500 downloads)
Thank you for your attention!

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