

Key competences in initial vocational education and training

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#KeyCompetences
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European Centre
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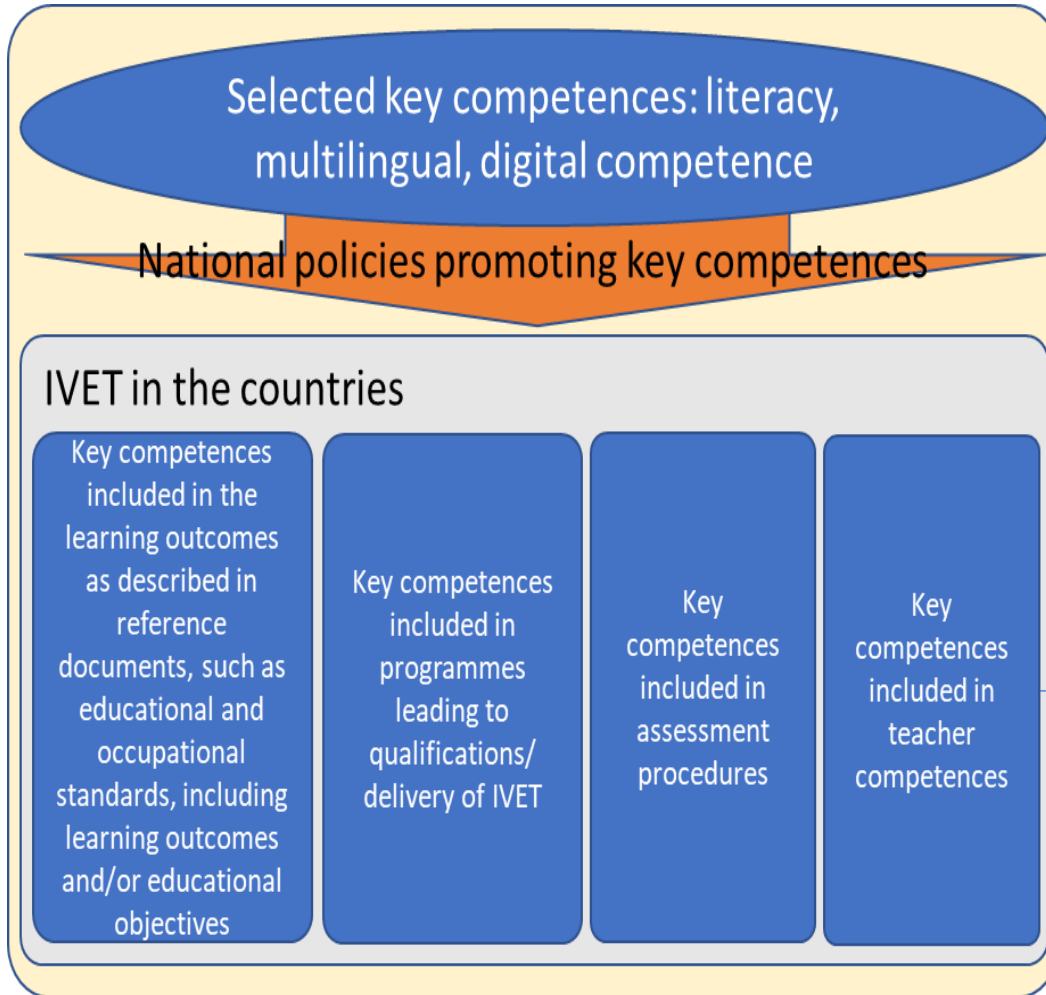
Presentation of the study results: digital

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Agenda

1. Conceptual framework and definitions
2. National policies on digital competence
3. Inclusion of digital policies in IVET in qualification types referenced to EQF levels 3, 4 and 5
4. Digital competence in curricula of individual programmes
5. Conclusions

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**



Definitions used in the study

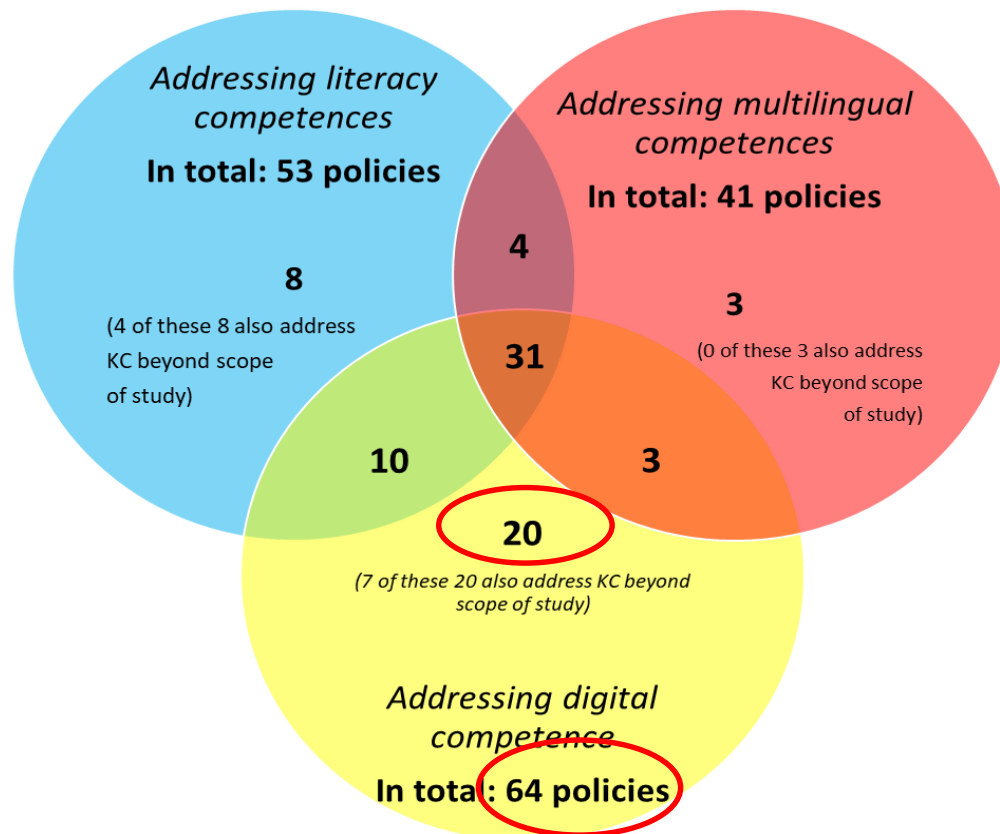
- **Promoting key competences:** policies that mention and raise awareness about key competences in IVET, but do not include specific actions
- **Inclusion of key competences:** a static picture of the way that key competences are dealt with in IVET
- **Embedding key competences:** policies describing specific actions aiming to increase the extent to which key competences are included in IVET
 - these actions may refer to: changes in reference documents; delivery in programmes/curricula; assessment/examination; or teacher and trainer competences.

1. Layer: National policies (2011-2018)

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

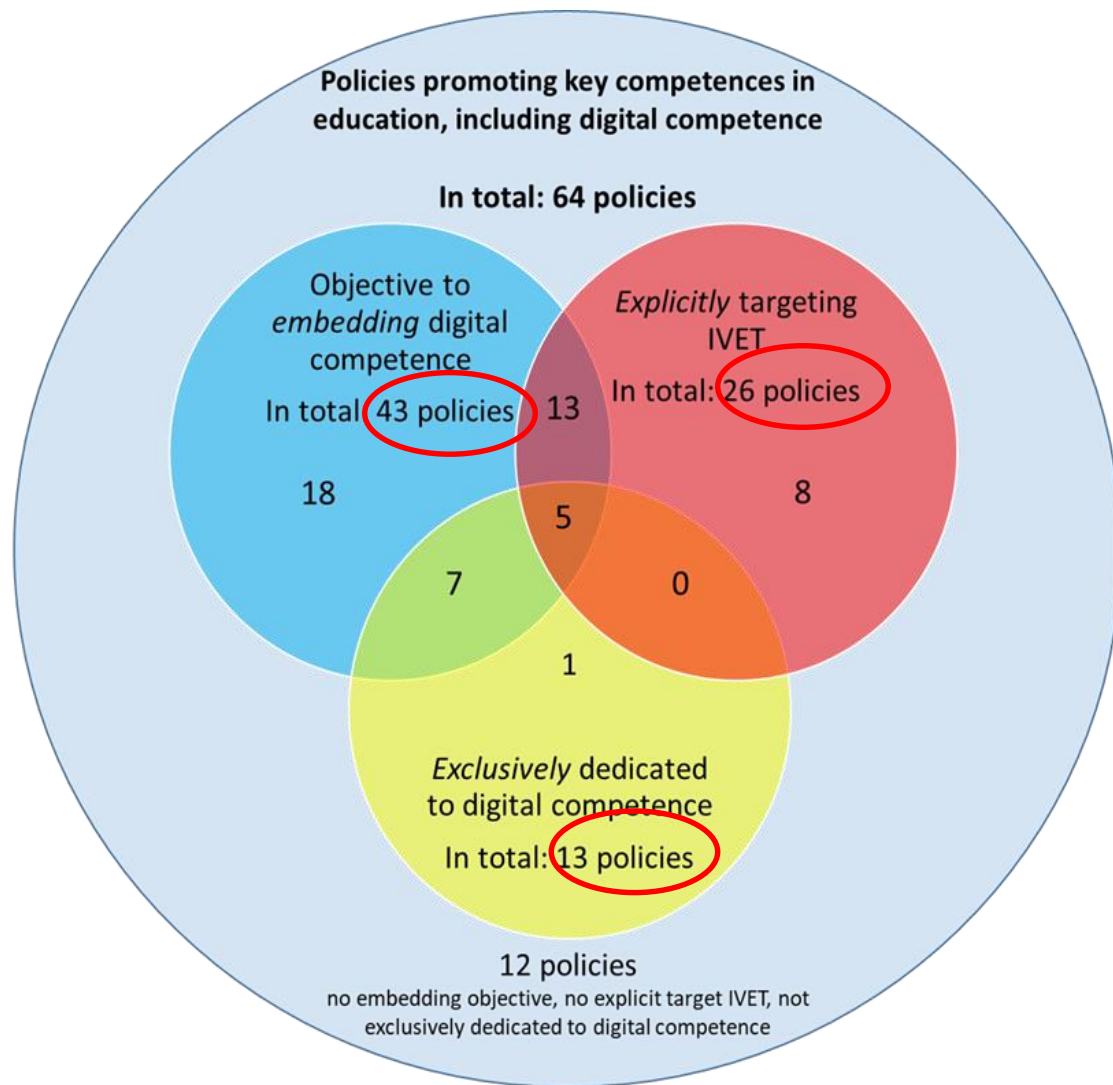
Policies addressing/promoting literacy, multilingual & digital competences

In total: 79 policies identified



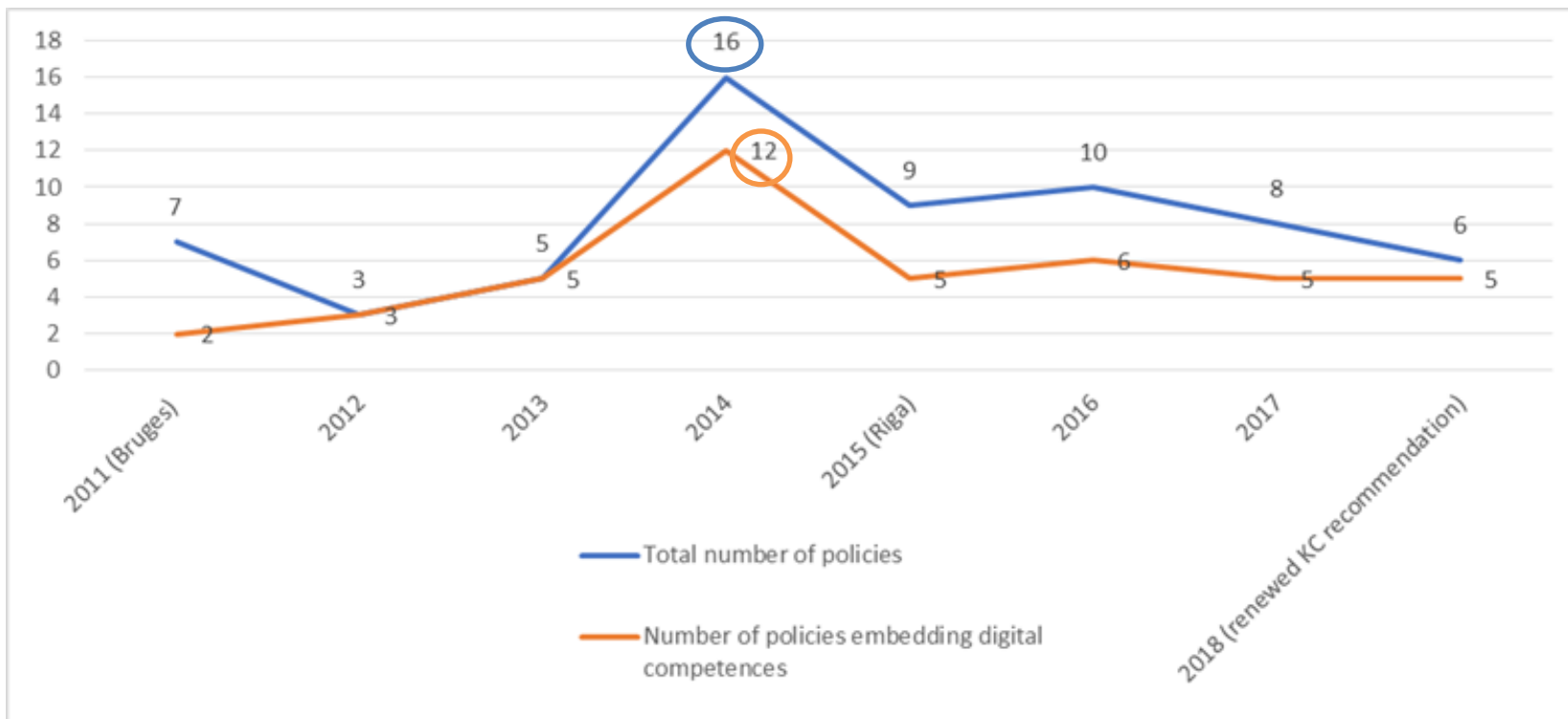
National policies on digital competence (2011-2018)

- All but one EU+ countries adopted and started implementing policies promoting digital competence in IVET.
- We found **64 policies** that promoted digital competence in IVET;
- Embed vs promote
- Explicit targeting IVET vs broader sectoral focus
- **Exclusively dedicated to digital competence vs broader KC focus**
- Most policies (39 of 64) that promote digital competence in IVET are **strategies**.



National policies on digital competence

- Between 2011 and 2018, most policies were adopted in **2014** (16 policies).
- **44%** of the 64 policies refer to EU/international initiatives
- Most policies are not explicitly linked to **Bruges priorities and Riga conclusions**
- **2011-15: two thirds** of policies addressing digital competence have (largely) implemented the activities as planned
- **2016-18** policies are more often still in an implementation phase

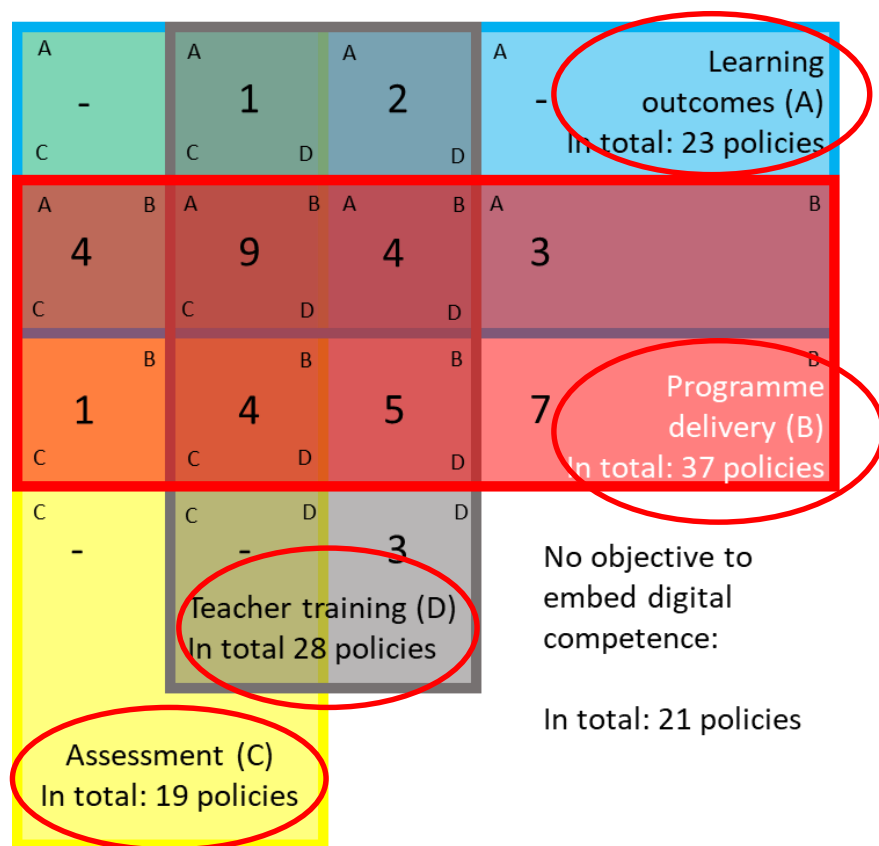


National policies on digital competence

The 64 policies identified seek to embed digital competence through:

- **programme delivery (37)**,
reference documents
(occupational/educational standards) (23),
- teacher training (28), and
- revising assessment standards (19)
- Most policies **combine** at least one or more areas (e.g. programme delivery, reference documents, teacher training, assessment standards) in a single policy.
- **Programme delivery** and **teacher training** are the areas where policies more often succeed earlier in embedding digital competence.

In total: 64 policies identified



National policies on digital competence

Areas	Actions taken	Factors to be considered
Programme delivery	<ul style="list-style-type: none"> - introducing new subjects - revising pedagogical material 	IVET providers often have considerable autonomy to design programmes.
Reference documents	<ul style="list-style-type: none"> - revising/updating qualification standards and learning outcomes for qualifications 	changes need time to have an observable impact
Teacher training	<ul style="list-style-type: none"> - providing opportunities for additional training of teacher staff (CPD) - setting up support structures 	<ul style="list-style-type: none"> - teachers' willingness to continuously update their skills - teachers' pre-existing digital competence
Assessment standards	<ul style="list-style-type: none"> - revising assessment standards 	- setting assessment standards is often decentralised and dominated by occupation-specific competences



What is your guess and why

How is digital competence included in: reference documents, delivery of IVET programmes, assessment?

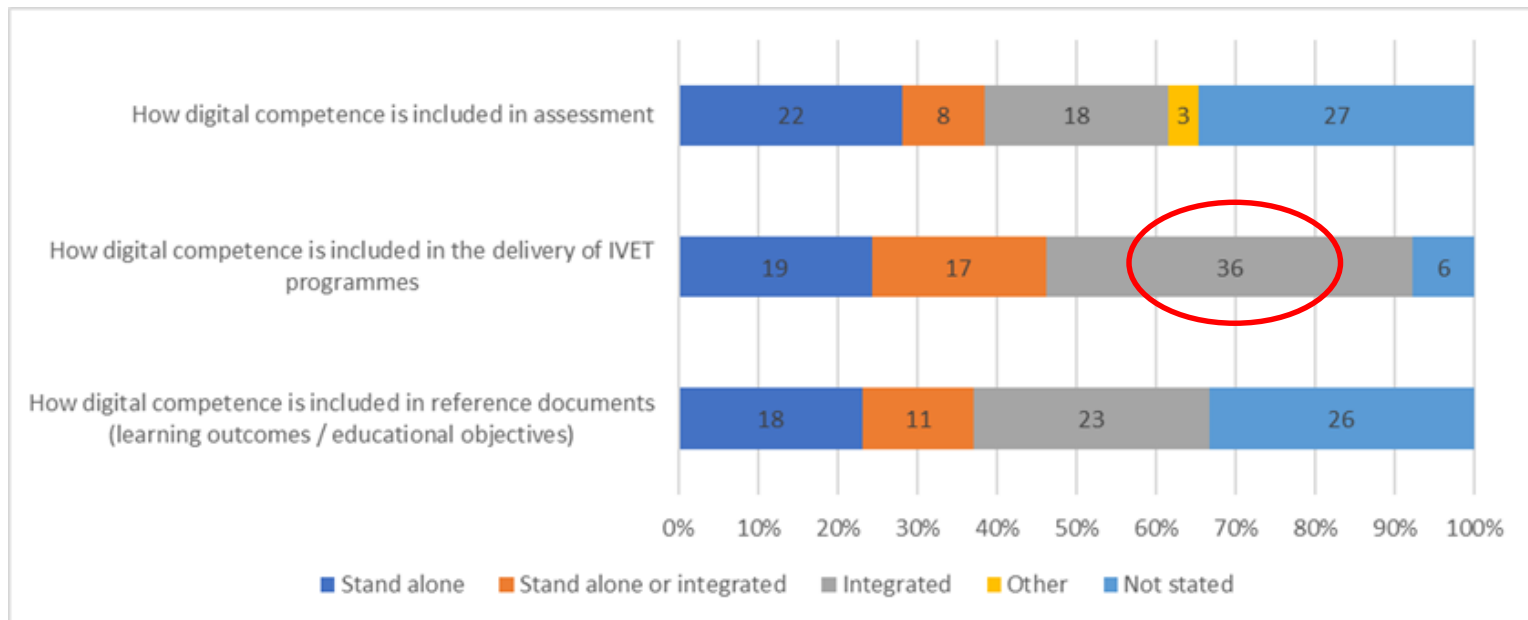
E.g. is it included as a **stand-alone unit** or is it **integrated** in other learning outcomes/learning objectives?



2. Layer: Qualification types
78 qualification types identified

Inclusion of digital competence

- In the 78 qualification types that comprise all IVET qualifications in the EU+ countries, the most prominent way to include digital competence is to **integrate** it with other job-specific subjects instead of including it as stand-alone unit.
- In 36 qualification types (**47%**) digital competence in IVET delivery is integrated in other subjects. E.g. **in Germany**, in work-based VET, digital competence usually integrated in the profession-oriented subjects.



3. Layer Individual programmes: 105 in total 35 per sector (3 sectors)

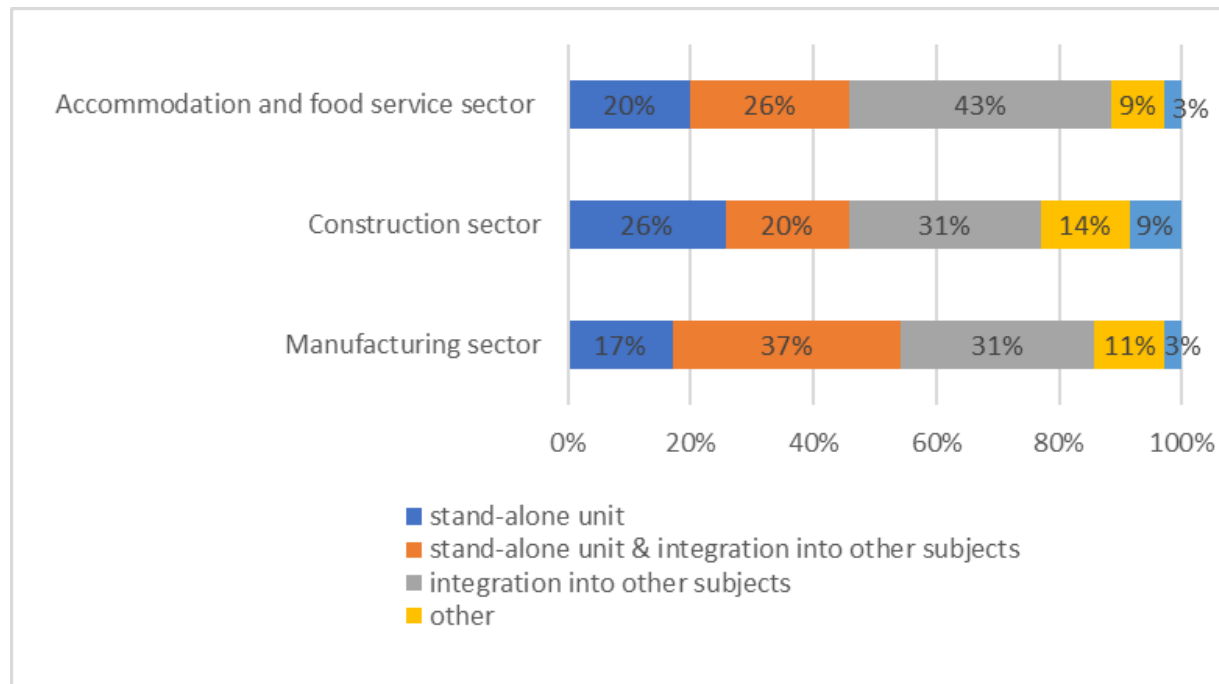
Accommodation and food sector (waiter/waitress)

Manufacturing sector (welder)

Construction sector (bricklayer)

Digital competence in curricula of individual IVET programmes

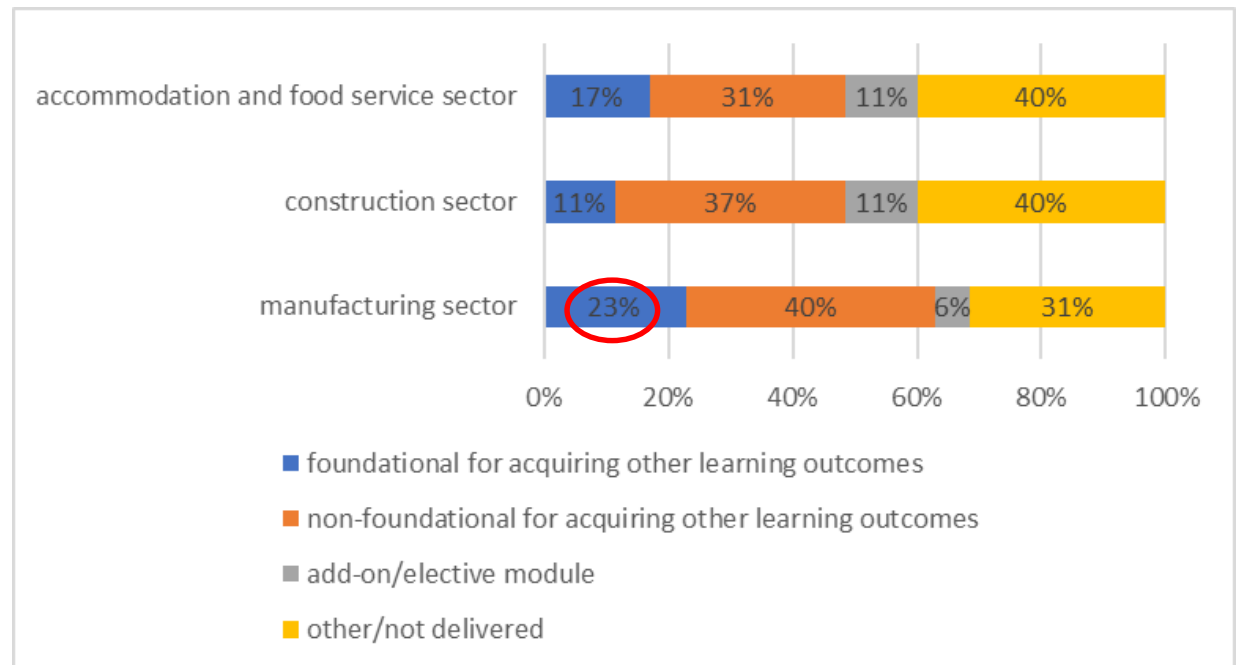
- In all 105 programmes, digital competence is most frequently **delivered as integrated** in other subjects (35%), though with sector variations.
- More often in the **accommodation and food service sector** it is delivered as integrated (43%).
- The **delivery mode** of digital competence largely depends on the individual teachers and trainers: they decide on how to integrate digital competence in their classes.



Digital competence in curricula of individual IVET programmes

In most programmes of all three sectors, digital competence is more often **non-foundational** for acquiring other learning outcomes.

In the manufacturing sector, digital competence is **foundational** for other modules in 23% of programmes

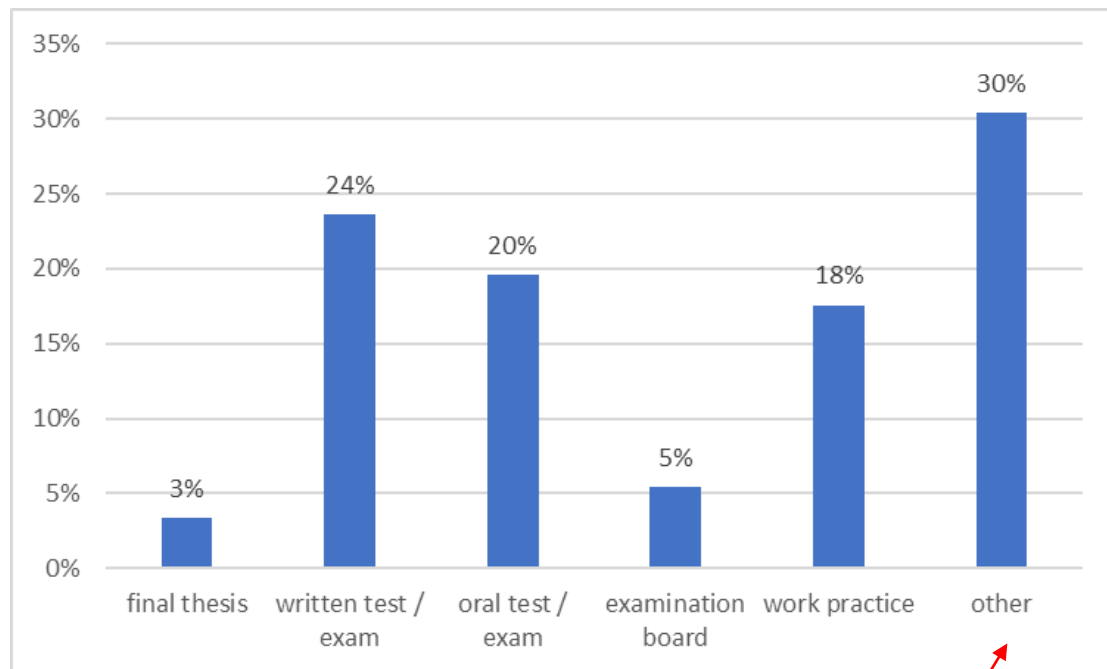


Digital competence in curricula of individual IVET programmes

Digital competence is assessed in 81% of the 105 training programmes, and not assessed in 18% of programmes.

In one programme (1%), some digital competences may be assessed although this is not obligatory.

Digital competence is most rarely assessed in the *construction sector* (29%).



Assessed together with other modules

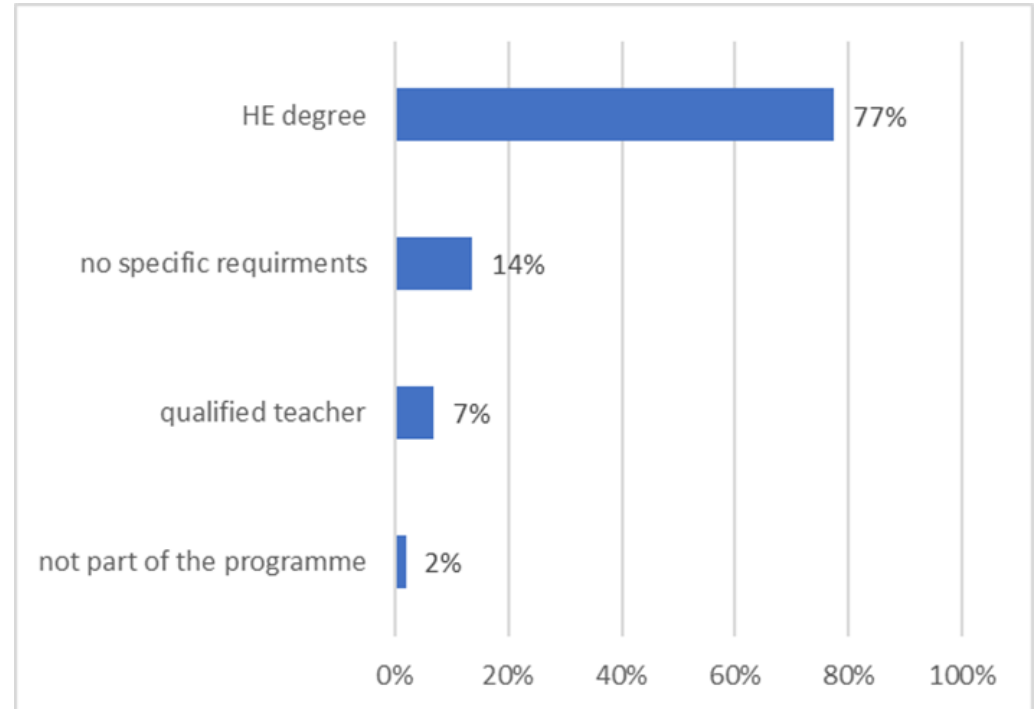


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Key competences in initial VET:
digital, literacy and multilingual

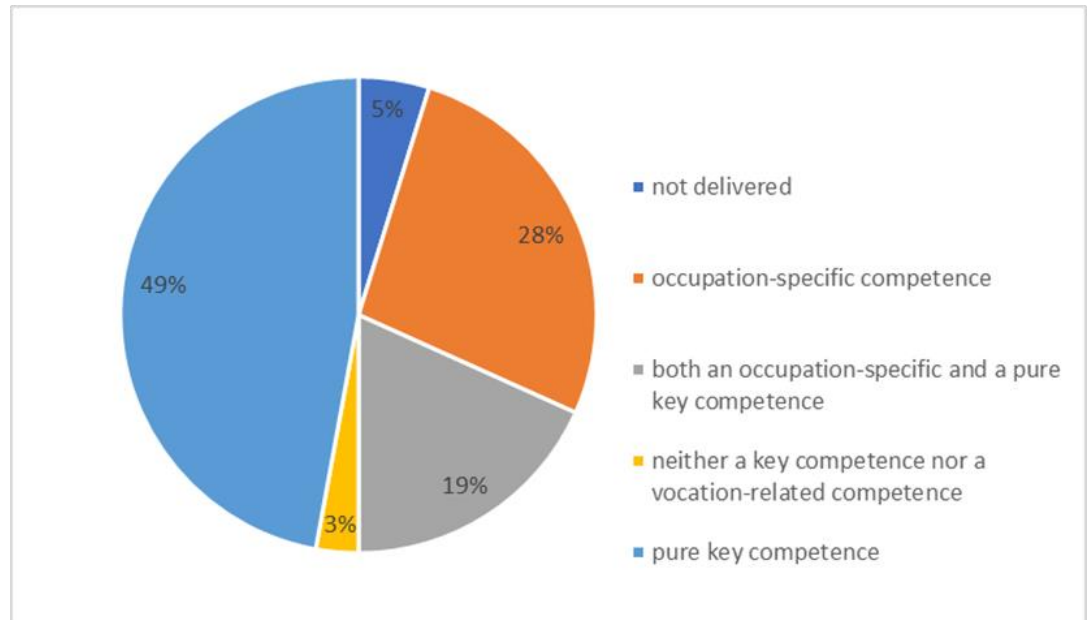
Digital competence in curricula of individual IVET programmes

- Most teachers of digital competence have a higher degree (77%) in education, informatics or a related discipline
- In 14% of all programmes, teachers of general or occupation-specific subjects are not required to have education and training in digital competence but are assumed to be capable of using digital tools in their teaching practice.



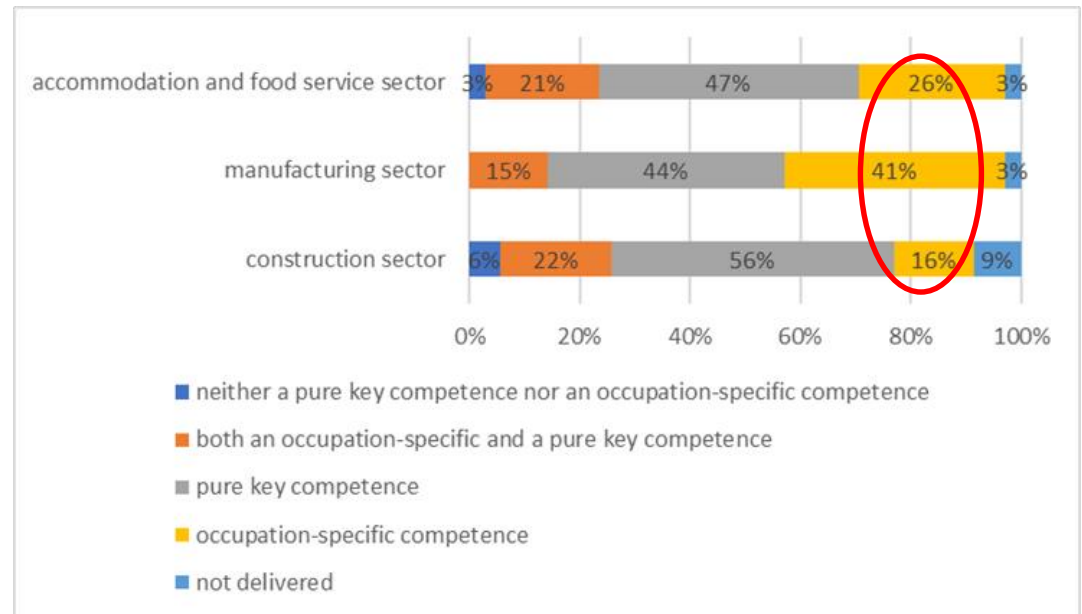
Digital competence in curricula of individual IVET programmes

- In 49% of programmes, digital competence is considered to be a **pure key competence**.
- In 28% of programmes, it is seen as an **occupation-specific competence**.
- In 19% of programmes, digital competence is **perceived to be both**: a pure key competence and an occupation-specific competence



Digital competence in curricula of individual IVET programmes

- In the *manufacturing sector*, digital competence is most often perceived as an **occupation-specific competence** (41%) compared to
- 26% in the *accommodation and food service sector*, and to
- 16% of programmes in the *construction sector*.



Conclusions in relation to how digital competence is currently embedded in IVET

- IVET systems **already included** key competences e.g. digital competence in some form before the 2006 Recommendation and the publication of other EU agenda-setting documents (Bruges and Riga).
- Rather than introduce something new, the studied policies **aimed to reform** an element within the existing situation.
- Changes observed in the way that digital competence is embedded in **reference documents** and **assessment standards** show that these tend to be **more complex** than in other areas as these often depend on a broader variety of stakeholders (outside the education sector).
- Changing the way digital competence is **embedded in teacher training** tends to materialise more successfully within a shorter timeframe, due to a combination of targeting both pre-service and in-service teacher training, which allows a swifter response to changing demands.

Discussion

- Which study results are particularly useful for policy-makers and should be emphasised in the research paper Cedefop will publish following this workshop?

