

Key competences in initial vocational education and training

19-20
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Cedefop
Thessaloniki

#KeyCompetences
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EUROPEAN VOCATIONAL
SKILLS WEEK

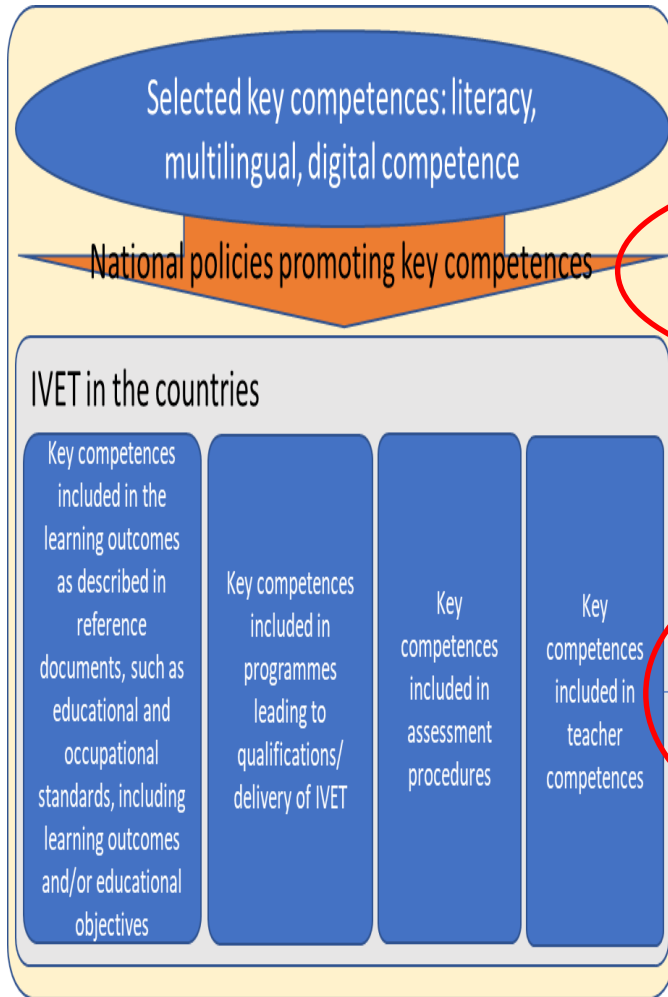
 CEDEFOP
European Centre
for the Development
of Vocational Training



Presentation of the study results: literacy/multilingual

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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**

- **Promoting key competences in IVET:** the act of mentioning and raising awareness about key competences
- **Inclusion of key competences in IVET:** A static picture of the way that key competences are dealt with in IVET.
- **Embedding key competences** is defined in this study as the activity undertaken by public policies to increase the extent to which key competences are included in IVET



1. Layer: National policies



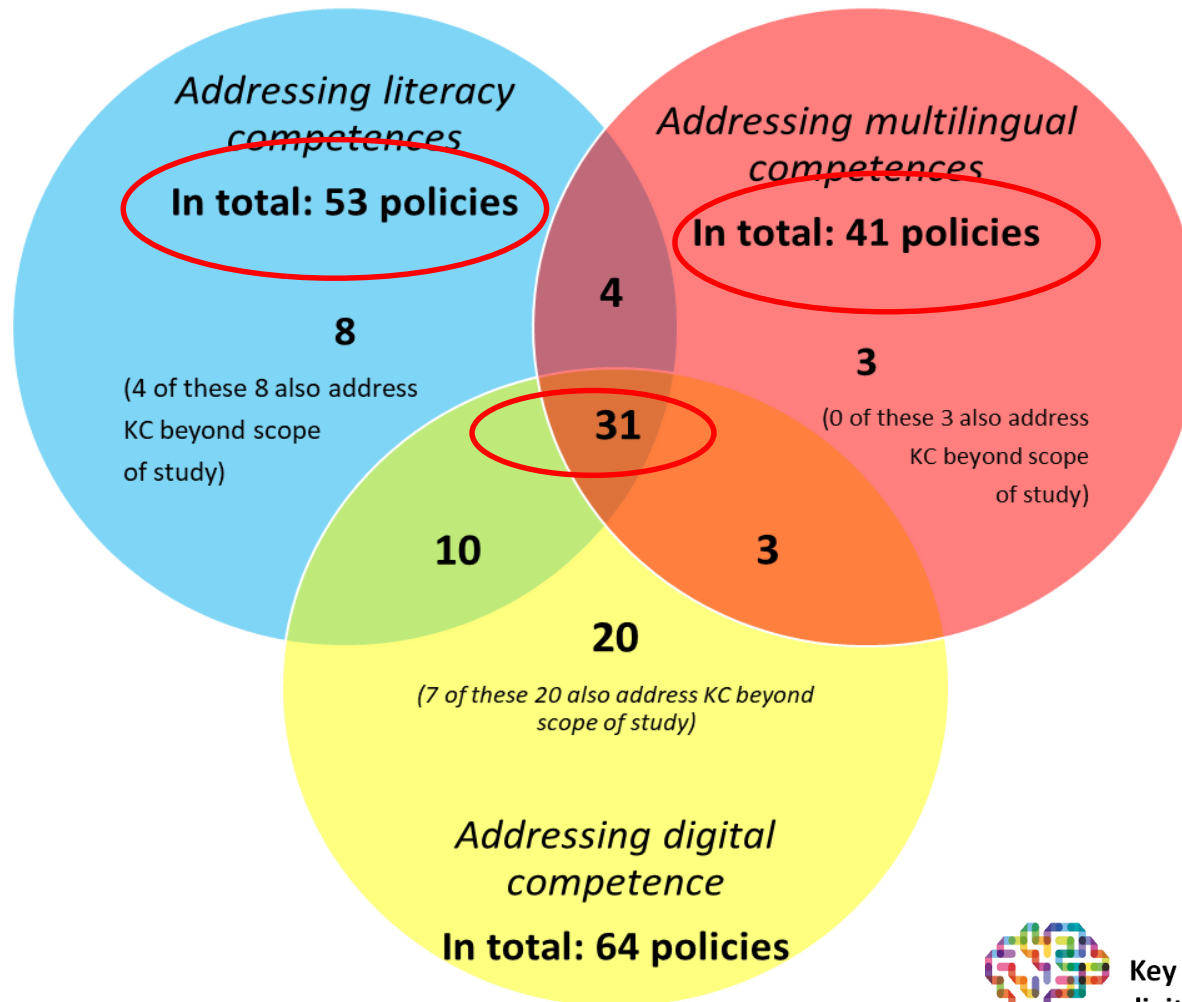
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**Key competences in initial VET:
digital, literacy and multilingual**

Thessaloniki, 19-20 September 2019

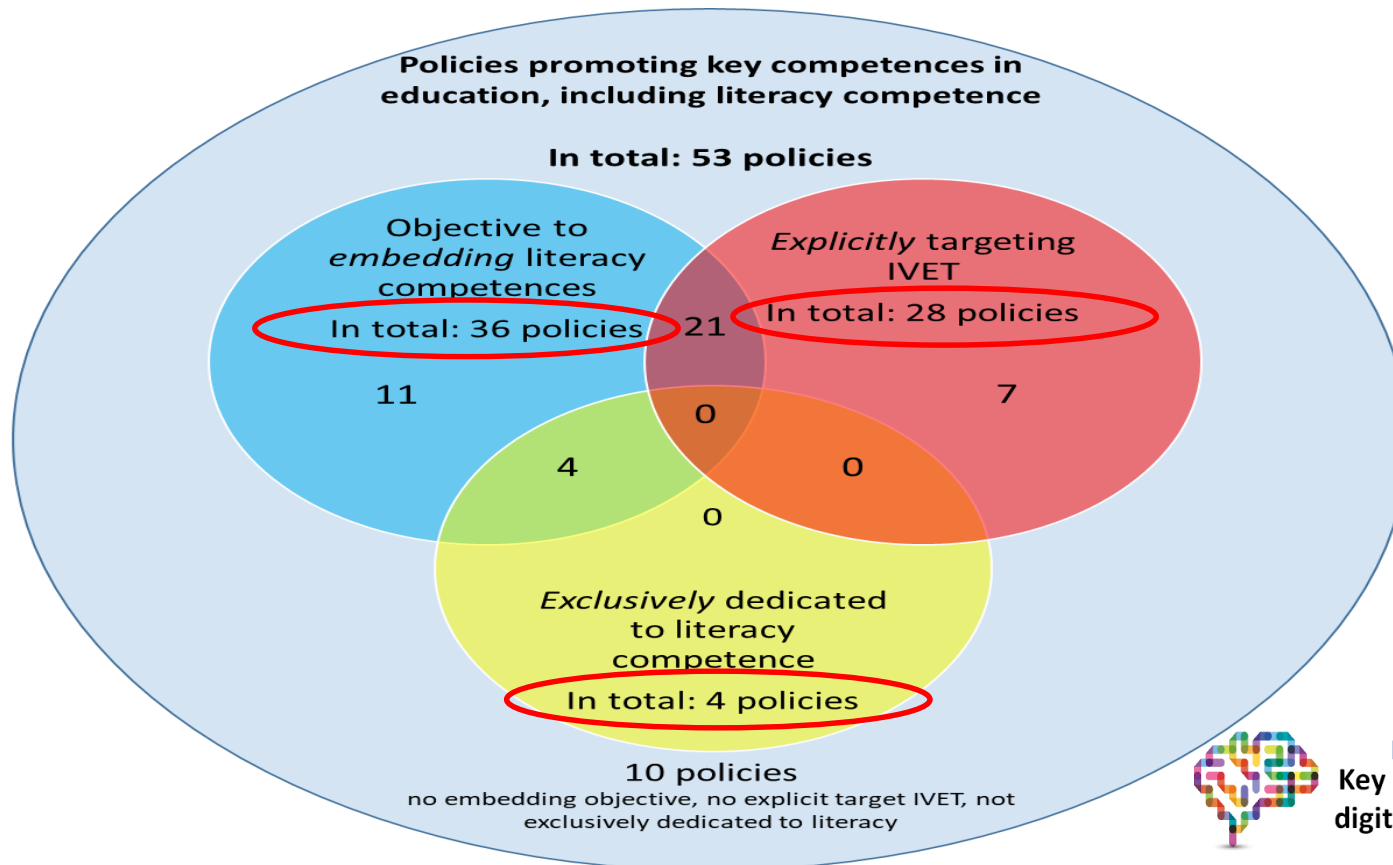
Policies addressing the studied key competences

In total: 79 policies identified



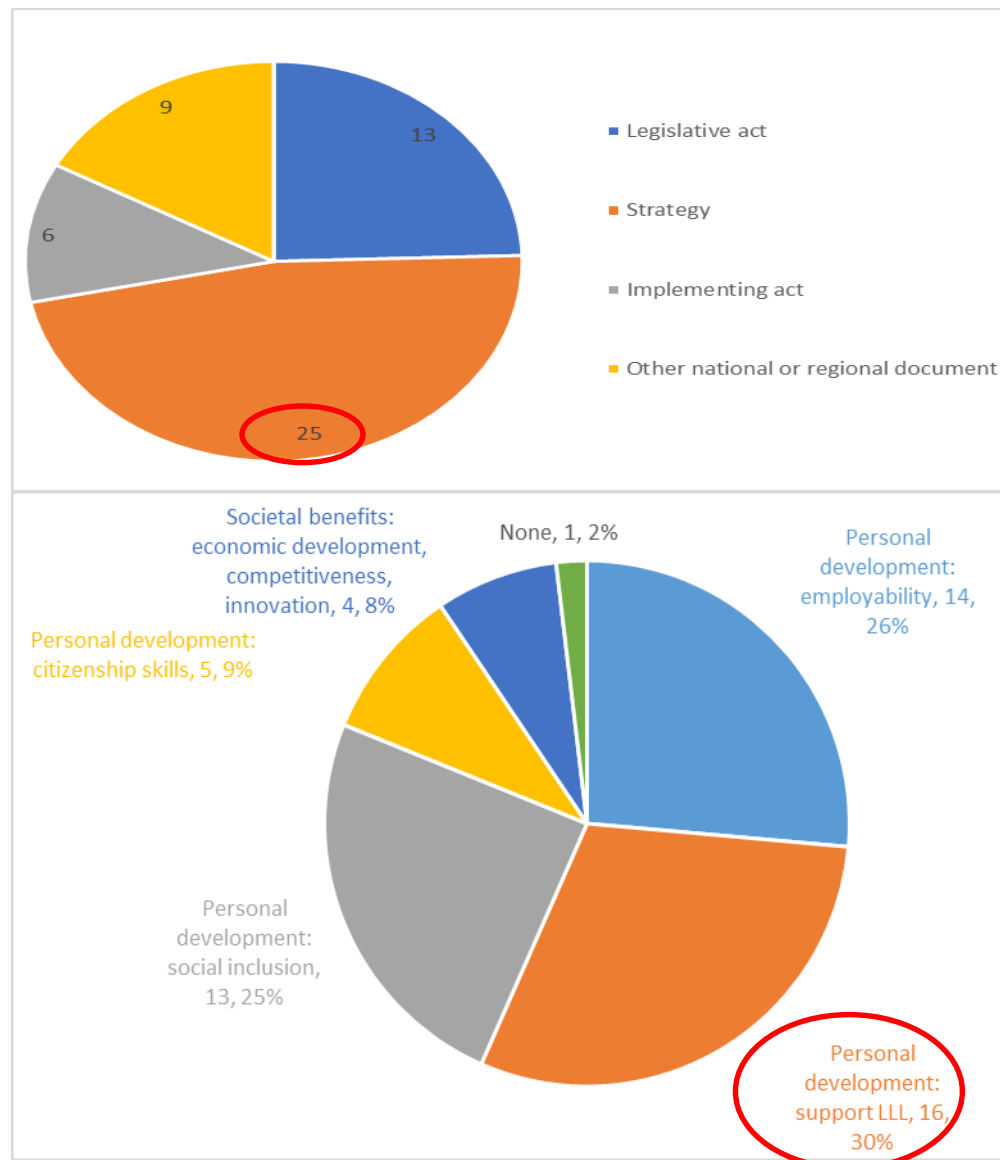
National policies on **literacy** competence

- Between 2011 and 2018, all but three EU+ countries adopted and started implementing policies that promoted **literacy** competence in IVET.
- We found 53 policies that promoted **literacy** competence.
 - Embed vs promote
 - Explicit targeting IVET vs broader sectoral focus
 - Exclusively dedicated to literacy vs broader KC focus



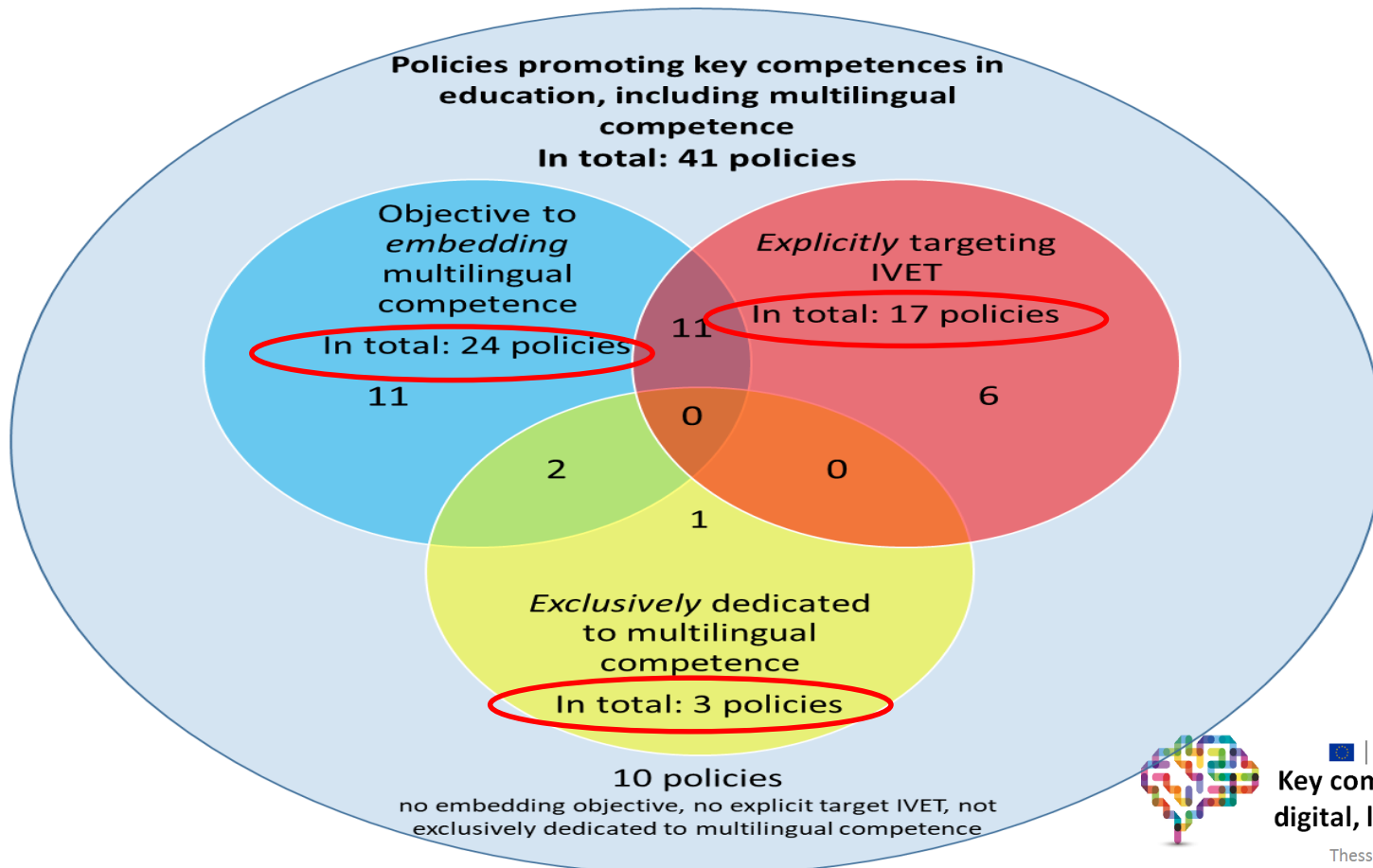
National policies on literacy: Characteristics

- Most policies (25 of 53) that promote **literacy** competence in IVET are strategies.
- Main societal objective to promote literacy is **lifelong learning (30%)**; followed by **employability (26%)**



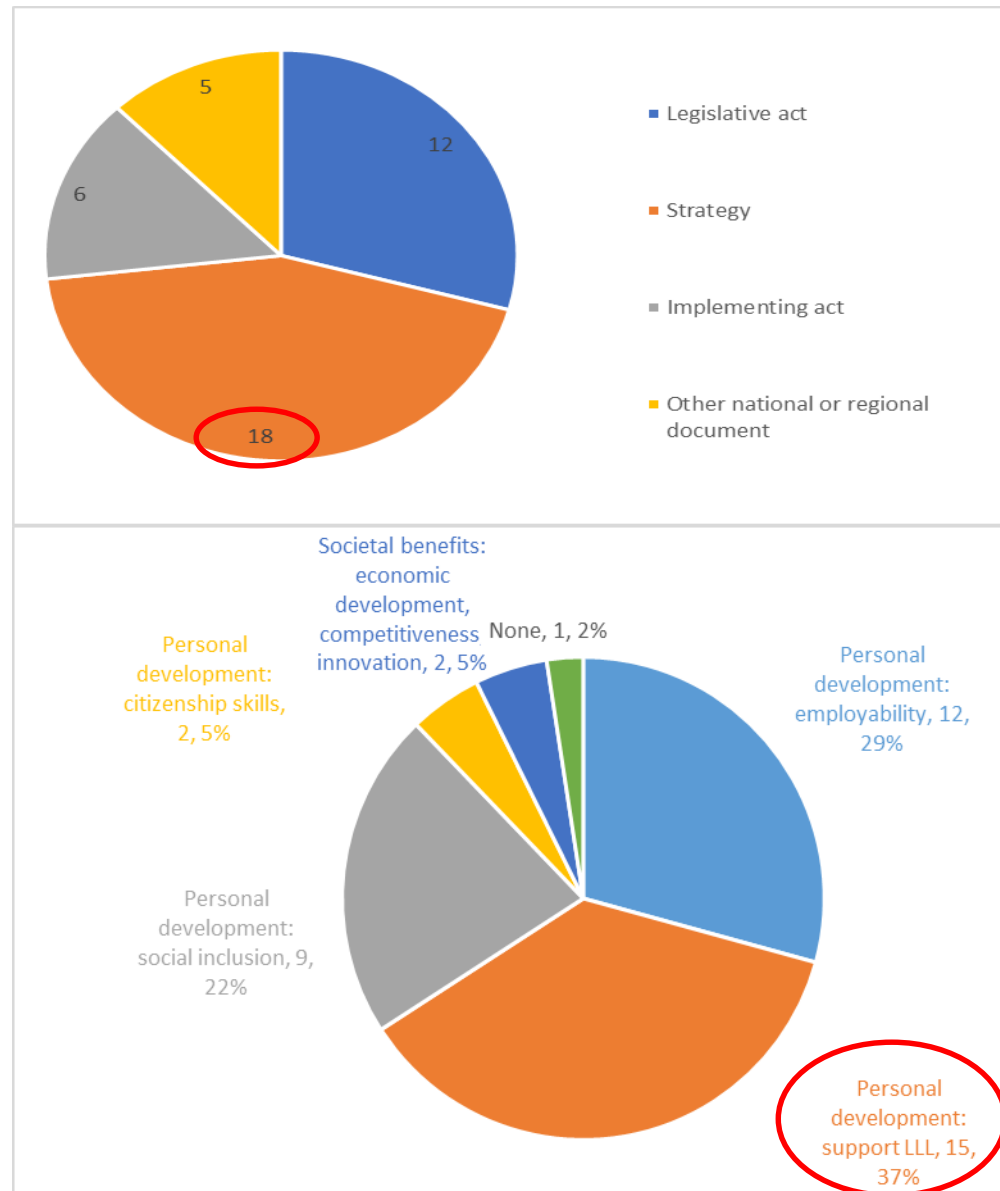
National policies on multilingual competence

- Between 2011 and 2018, all but eight EU+ countries adopted and started implementing policies that promoted **multilingual** competence in IVET.
- We found 41 policies that promoted **multilingual** competence:
 - Embed vs promote
 - Explicit targeting IVET vs broader sectoral focus
 - Exclusively dedicated to literacy vs broader KC focus



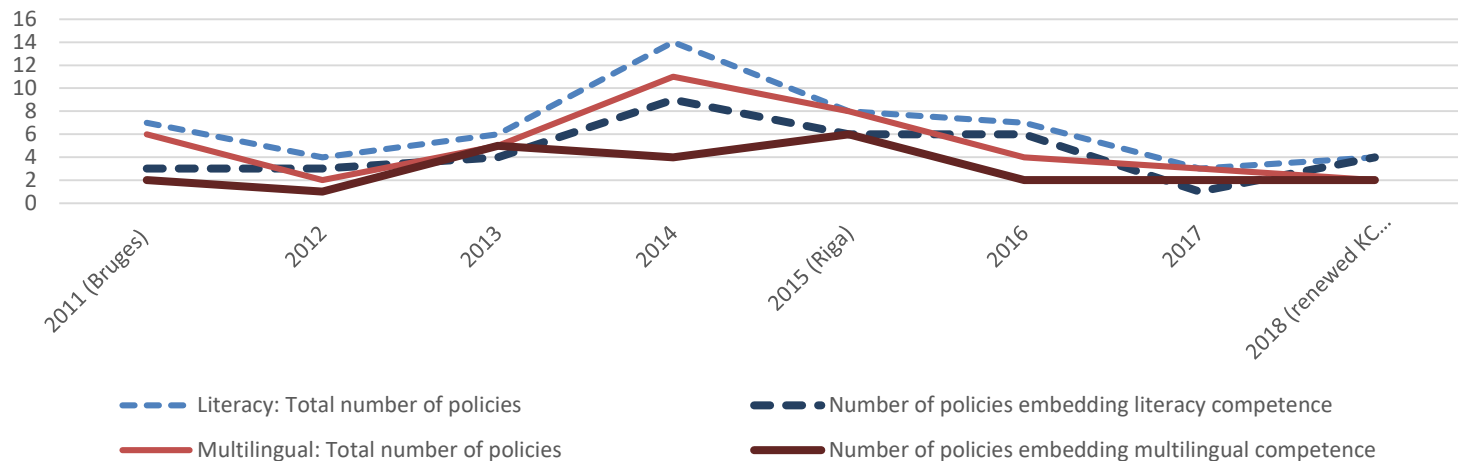
National policies on multilingual: Characteristics

- Most policies that promote **multilingual** (18 of 41) in IVET are strategies.
- Main societal objective to promote multilingual is **lifelong learning** (37%); followed by **employability** (29%)



National policies on literacy and multilingual

- In the reference period (2011-2018) most policies were adopted in **2014** (14 policies on literacy; 11 on multilingual).
- Reference to EU or international initiatives:
 - On literacy, **more than one-third (38%)** of the 53 policies.
 - On multilingual, **half (51%)** of the 41 policies



- Literacy: Most policies (73%) adopted between 2011-2015 have **successfully completed the implementation** (2016-18 policies are more often still in an implementation phase)
- Multilingual: Most policies (67%) adopted between 2011-2015 have **successfully completed the implementation** 2016-18 policies are more often still in an implementation phase



National policies on literacy: embedding

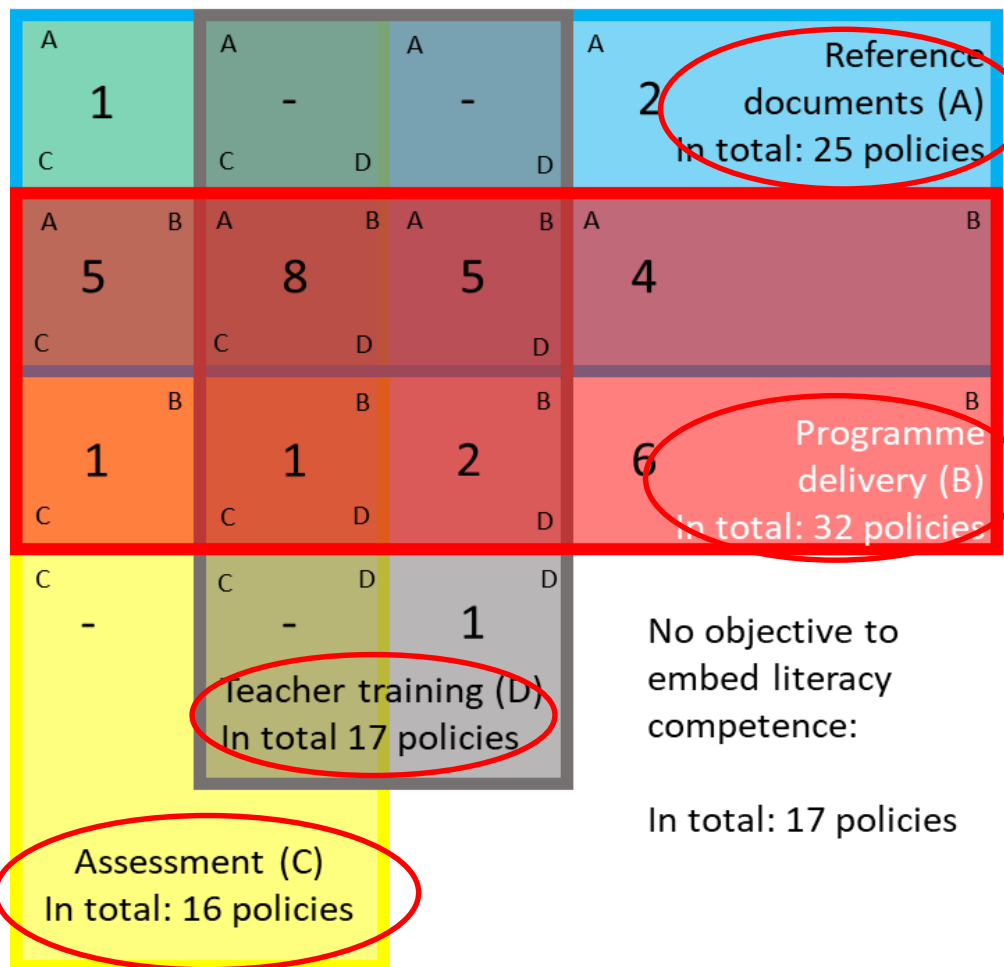
In total: 53 policies identified

The 53 literacy policies seek to embed literacy competence through:

- programme delivery (32)
- reference documents (25)
- teacher training (17)
- revising assessment standards (16)

- 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

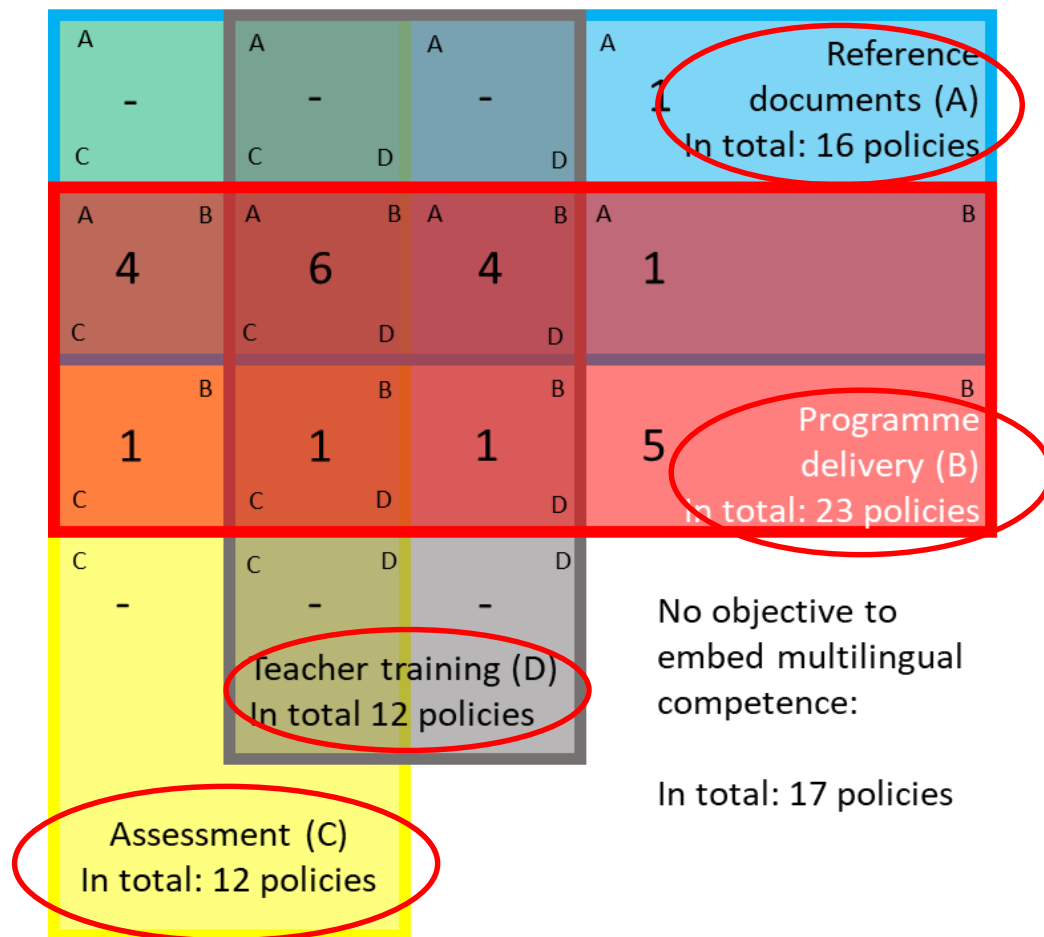


National policies on multilingual: embedding

In total: 41 policies identified

The 53 multilingual policies seek to embed multilingual competence through:

- programme delivery (23)
- reference documents (16)
- teacher training (12)
- revising assessment standards (12)
- 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



What is your guess and why

How are literacy and multilingual competence included in IVET?

- Reference documents (e.g. learning outcome descriptions);
- Delivery of IVET programmes;
- Assessment
- Teacher training

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

What are differences between literacy and multilingual competence?



2. Layer: Qualification types

78 qualification types identified



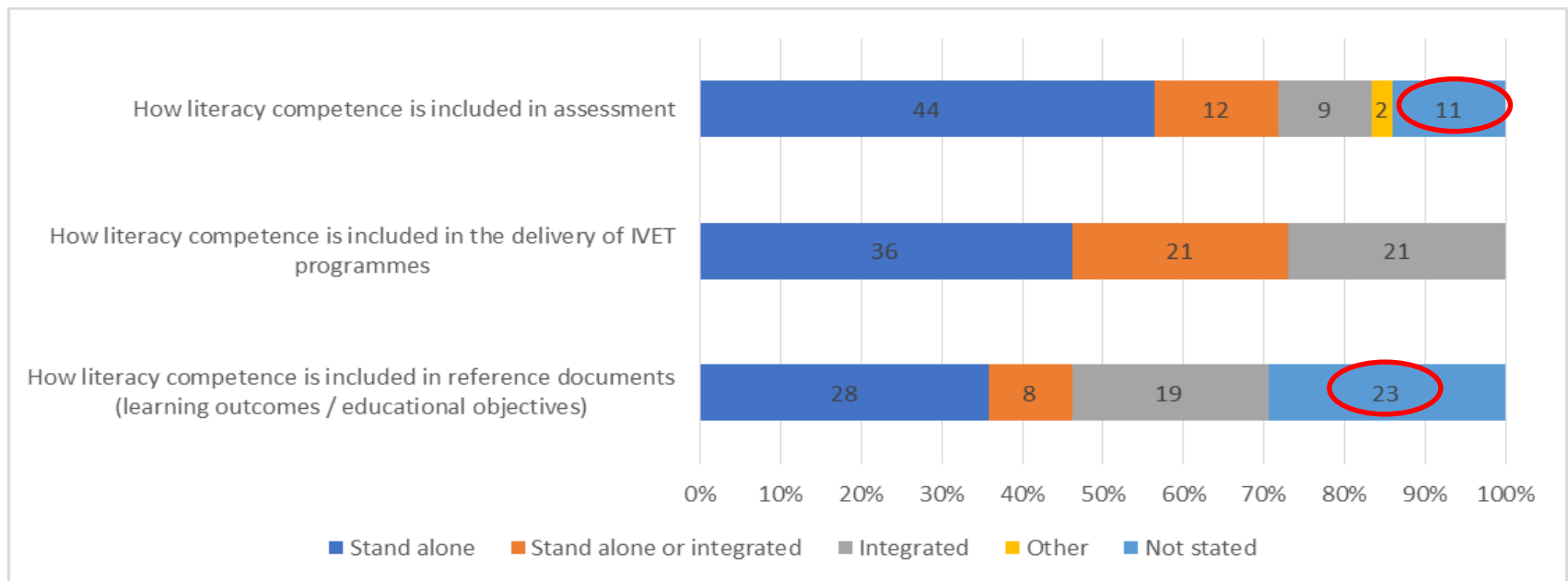
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**Key competences in initial VET:
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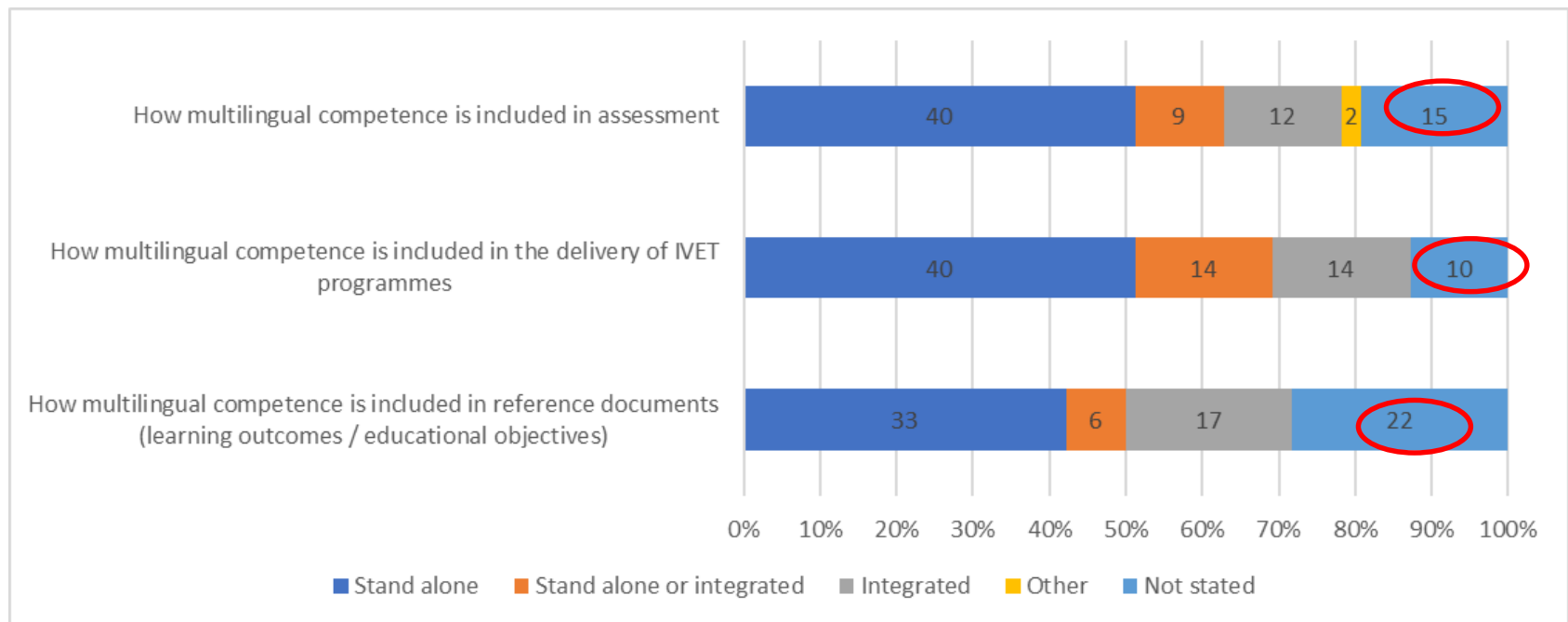
Inclusion of **literacy** competence in VET

- the most prominent way to include literacy competence is to include it as **stand-alone unit instead of integration with other job-specific subjects**.
- There is attention to literacy in **IVET delivery**, but that this is **not always stated in learning objectives and not always assessed**.



Inclusion of multilingual competence in VET

- the most prominent way to include multilingual competence is to include it as **stand-alone unit instead of integration with other job-specific subjects.**
- When foreign languages are **delivered**, they are mentioned in **reference documents and included in assessments.**



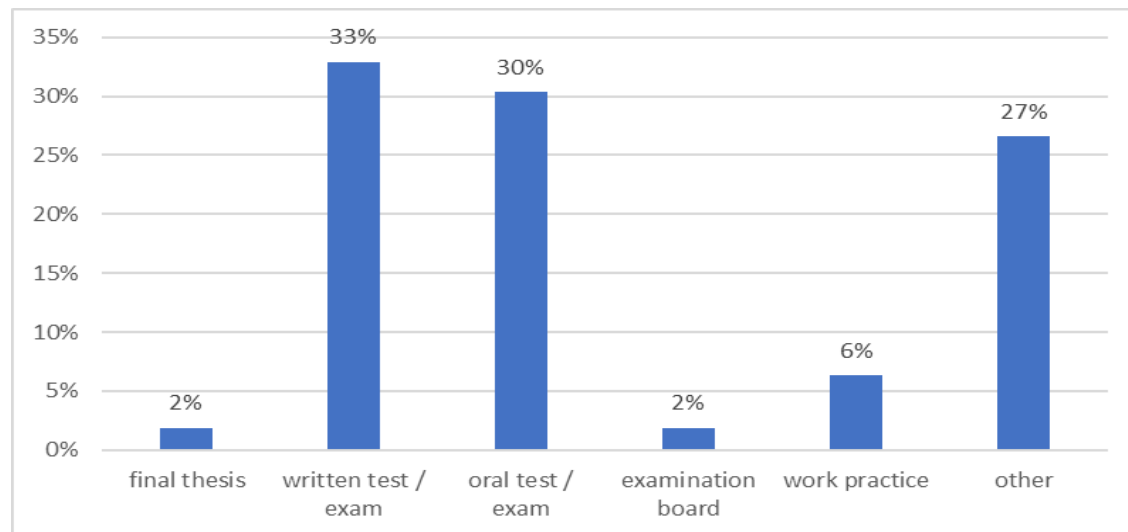
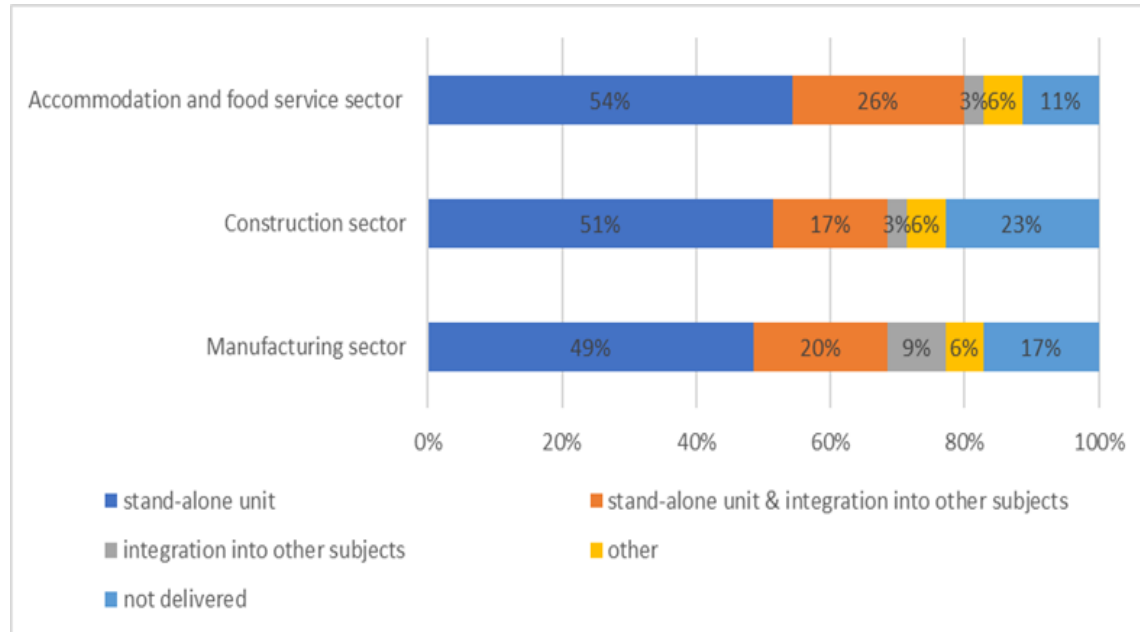
3. Layer Individual programmes: 105 in total 35 per sector:

Accommodation and food sector (waiter/waitress)
Manufacturing sector (welder)
Construction sector (bricklayer)



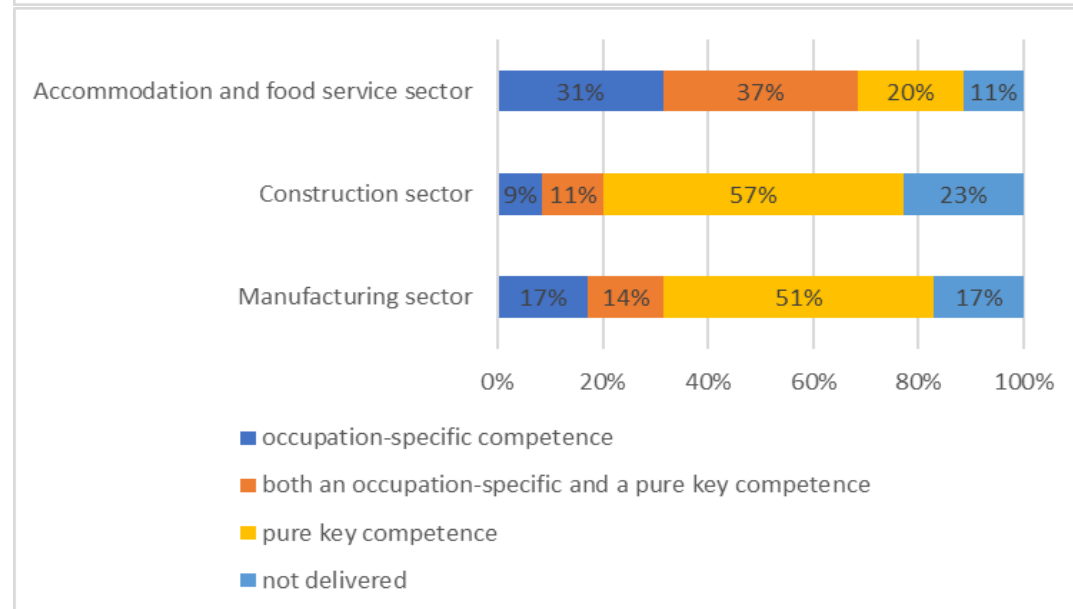
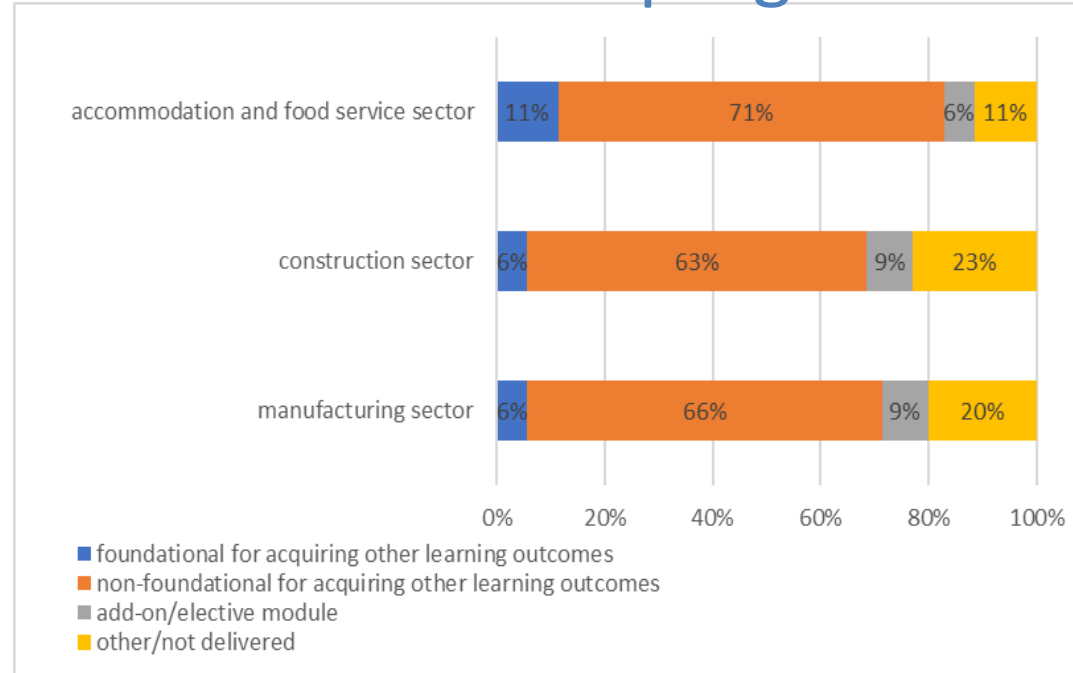
Multilingual competence in individual IVET programmes

- **Delivery:** Multilingual competence is most frequently delivered as a stand-alone module.
- **Assessment:** Multilingual competence is assessed in 81% of the 105 programmes.
- **Teachers:** all teachers of multilingual competence have a higher education degree



Multilingual competence in individual IVET programmes

- In over 60% of programmes, multilingual competence is considered to be **non-foundational** (for acquiring other learning outcomes).
- In 43% of programmes, multilingual competence is considered to be a **pure key competence**
- In 21% of programmes it is considered to be a **pure key competence and also an occupation-specific competence**
- In 19% of programmes considered to be an **occupation specific competence**.
- **There are sector differences**



Final remarks (overarching findings)

- Many policies promote key competences in IVET, but only few address one key competence only; focus only on IVET; and on embedding of that key competence (i.e. undertake an activity to reach a different level of inclusion).
- A majority of policies aim at embedding key competences, particularly through changes to IVET programme delivery or teachers competences; policies focus least often on embedding of key competences in assessment standards
- Literacy, multilingual and digital competence are presently well included in IVET. Literacy can be found in all and multilingual and digital competences in nearly all qualification types
- Literacy and multilingual competence is usually included as a stand-alone element; digital competence is more often integrated in other learning outcomes and subjects
- Key competences are delivered, but less often included in reference documents (i.e. learning outcome descriptions / educational objectives) or assessed.
- Literacy and digital competence are more often seen as a foundational and 'pure' key competence compared to multilingual competence



Final remarks (main overarching findings)

- National policies in relation to key competences work in line with EU agenda-setting documents (Bruges Communiqué and Riga Conclusions), but the link to those policy documents is relatively weak. Around half of the countries make a reference to these documents in national policies on key competences.
- The promotion of key competences is taken up by policies addressing broader societal objectives that are often aligned with EU objectives.
- The great variety in objectives addressing key competences makes a uniform assessment of their effectiveness and efficiency difficult. Overall, national policies are effective in the sense that they reach their immediate objectives.
- Due to the involvement of the various IVET stakeholders, policies that aim at embedding key competences in reference documents and assessment standards can take longer to reach results than policies focusing on programme delivery and teacher training, being slightly less dependent on involvement of various IVET stakeholders.



Discussion

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

