

# Key competences in initial vocational education and training

19-20  
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2019  
Cedefop  
Thessaloniki

#KeyCompetences  
[www.cedefop.europa.eu](http://www.cedefop.europa.eu)



 **CEDEFOP**  
European Centre  
for the Development  
of Vocational Training



National example of challenges and remedies  
in implementing digital and other key  
competence in initial VET in Slovenia  
dr. Borut Čampelj, Ministry of Education, Science and Sport



learning  
2022



# FLEXIBLE LEARNING STYLES



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Key competences in initial VET:  
digital, literacy and multilingual

Thessaloniki, 19-20 September 2019

# DEVELOPING KEY AND 21<sup>ST</sup> CENTURY COMPETENCES



## 1. PLAN LEARNING OBJECTIVES

and define success criteria for the development of the competences

## 2. TEST AND IMPLEMENT

effective strategies of learning and developing the competences

## 3. USE THE COMPETENCES

during lessons and elsewhere



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# 8 PROJECTS TO DEVELOP THE COMPETENCES OF STUDENTS (2016-2022)



Project's name	No. of participating institutions									
	Educational institutions									
	KIN	BS	GIM	VET	TOTAL	PI	F	NRI	OS	Total in €
Objem	14	23	12	10	<b>59</b>	1	4	1	<b>0</b>	<b>2.55 m</b>
Ješt	3	15	6	2	<b>26</b>	1	3	1	<b>N</b>	<b>1.125 m</b>
NA-MA POTI	21	39	20	18	<b>98</b>	1	7	0	<b>N</b>	<b>4 m</b>
SKUM	8	11	3	4	<b>26</b>	1	4	1	<b>0</b>	<b>1.125 m</b>
Pogum		120			<b>120</b>	2	2	1	<b>0</b>	<b>3.3 m</b>
Podvig			70		<b>70</b>	2	2	1	<b>0</b>	<b>2.7 m</b>
Pedagogika 1:1		45	15	14	<b>74</b>	2	2	1	<b>N</b>	<b>3.28 m</b>
KaUč		7	2	1	<b>10</b>	1	3	2	<b>N</b>	<b>0.5 m</b>
<b>TOTAL</b>	46	260	128	49	<b>483</b>	<b>11</b>	<b>27</b>	<b>8</b>		<b>18.58 m</b>
<b>TOTAL DIFERENT</b>	<b>44</b>	<b>210</b>	<b>61</b>	<b>46</b>	<b>361</b>	<b>3</b>	<b>10</b>	<b>3</b>		

# KEY ELEMENTS OF FLEXIBLE LEARNING STYLES

## 1. NEW DIDACTICAL APPROACHES

Active role of learners and revised role of teachers

## 2. FLEXIBLE ORGANISATION

Learning environment stretching beyond classrooms, distributed leadership

## 3. REASONABLE USE OF ICT

E-textbooks, e-material, e-classrooms, e-portfolio, and other platforms



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## 1. ANALYSIS of the SITUATION

- Make an inventory of the initial situation with all project partners
- Record current practices

## 2. FULLY SUPPORTIVE ENVIRONMENT FOR EDUCATIONAL INSTITUTIONS

- Set up development groups of various stakeholder (development, testing, and evaluation of flexible learning styles)
- Training and counselling, face-to-face and distance (seminars, conferences, didactical support, e-services)
- Sharing of good practices, mutual learning, e-communities
- Development and implementation of didactical learning material (print, digital) and aids
- Set up development teams at all educational institutions participating (integrated planning, monitoring)

## 3. PLAN, DEVELOP AND IMPLEMENT PEDAGOGICAL STRATEGIES AND APPROACHES

### Preschool teachers, school teachers, and other education staff

- Team cross-curricular planning and implementation of lessons
- Collegial peer observation and pedagogical discussions
- Peer assessment of activities and results

### Active participation of children and students

- Personalised and collaborative learning
- Peer learning and assessment
- Feedback, reflection, self-evaluation, self-regulation
- Well-being and curiosity

## 4. EVALUATION

- Instruments for assessing the progress in the competences of learners
- Monitoring and evaluation of project activities and results

## 5. PROMOTION IN THE COUNTRY AND ABROAD

- Sharing of good practices among professionals (meetings and publications for professionals)
- Communicating information to public at large (media, social networks, and other)



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# HIGH QUALITY OF PROJECTS SECURED

- **Partnerships among key stakeholders in formal education** (kindergartens and schools, national public institutes in education, faculties, public research institutes) **and stakeholders of other fields** (economy, culture and arts, science, research, youth)
- **Harmonised activities vertically in education** (kindergartens, basic schools and upper secondary schools) for comprehensive development of the competences, as well as sharing of experience
- **Cross-curricular and cross-sectoral cooperation horizontally and vertically in education**





# Challenges

- **Very big partnerships**
- **Equality of VET**
- **Sustainable cooperation of other stakeholders**
- **Relevant use of DigComp 2.1 (Digital Competencies)**
- **Pedagogical digital competences of teachers (DigCompEdu)**
- **Use of ICT tools in personalized learning**
- **Use of e-textbooks in e-material**
- **Different level of active role of students**
- **Share of bottom-up activity**
- **Comprehensive and sustainable supportive environment for schools**