

Key competences in initial vocational education and training

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#KeyCompetences
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 **CEDEFOP**
European Centre
for the Development
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Reporting from the working sessions

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A blurred photograph of a meeting room. The wall is covered with numerous colorful sticky notes (pink, yellow, light blue) pinned to a whiteboard. To the right, there are more whiteboards with some notes on them. In the background, several people are visible, including a man in a grey cap and a woman. The overall scene suggests a collaborative work environment.

DIGITAL GROUP

Study result highlights

- Development and Implementation of Policy
 - Stakeholder involvement, mapping of regional, national and EU priorities and frameworks
 - Evidence Based Policy
 - Pace of delivery based on local flexibility versus centralised ownership
 - Featuring highly on the policy agenda
- Teacher training and support
 - Standardised and personalised competences of teachers
 - Exchange of good practice
- Assessment
 - Difficulty and complexity of implementation
- Integrated versus stand-alone approaches (computer science v digital competences)



Challenges and remedies

Challenges	Remedies
Difficult to take contextual factors into account, including regional differences and responsibilities and the complexity of the IVET environment	Carefully design of policies with full stakeholder engagement, including from students
Not being realistic in framing implementation plans	Technology and reform should be introduced at a pace that can be sustained by teachers, educational leaders and regional management
Teachers and schools not having the capacity and autonomy to change	Teachers and schools need to be empowered and given flexibility to design approaches. Teachers and school leaders need to be trained to take a whole-school approach and to fully exploit the potential of technology
Measuring achievement and impact	Need to tackle lack of data and evidence at national and local level
Challenges in both stand alone and integrated approaches to digital competence development	Strong focus needed on timetabling and on teacher competence and qualifications across subject areas Potential of DigComp 2.1 framework





**LITERACY / MULTILINGUAL
GROUP**

Study result highlights

- Context is key
 - don't assume policies/models that have been successful in one country can simply be transplanted to another with the same results
 - political drivers **always** important; some of these can be quite subtle
 - Policy churn can also disrupt, and make impact different to ascertain.
- Distinctions between literacy and multilingual need to be understood and considered
 - literacy tends to be seen as a 'foundation' for further study (with additional languages perhaps seen as transversal)
 - both tend to be taught/assessed discretely from vocational learning (which can reinforce perception that they are peripheral).
- Might be a case for a further study, looking separately at literacy/language barriers within IVET?



Discussion on national approaches

- Examples from Malta...
 - influx of migrants has led to development of discrete programme for teaching Maltese to speakers of other languages (e.g. without literature integrated, focused on language acquisition)
 - changes to patterns of delivery – timetabled to suit learners' work patterns
 - Encouraging vocational and literacy/language teachers to plan together, and have joint approach.
- To integrate...
 - empowering vocational teacher, position literacy/language as enhancing their role – an opportunity to improve and develop their practice, not just an 'extra thing to have to do'
 - needs sustained support from – not just short term initiatives.



Challenges and remedies

Challenges	Remedies
Changing policies, lack of sustainability	Coherent, long-term objectives
Focus of policy on overall education sector	Policy considering particularities of IVET
Clear objectives: overall key competences	Define clear priorities: literacy vs multilingualism
Clear objectives: context	Countries' individual needs Research support - Making teaching material updated on all subjects to teachers in VET
Clear governance and engagement of stakeholders	Collaborative governance: Students' unions, teachers' unions, companies, sectoral skills council, etc
Stand-alone provision / transversal provision	Flexible approach General and occupational skills School and work-based setting / apprenticeship



Challenges and remedies (2)

Challenges	Remedies
Students' engagement	Collaborative learning Motivation, relevance of key competences Measurement of the level of skills – assessment New pedagogical approaches based on students' interests
Shortage of VET teachers in literacy and multilingualism	Attractiveness of the profession
Concerns of teachers	Support professional autonomy and innovativeness of teachers as a long-term strategy based on individual students' needs
Teachers and trainers' competences	Teachers support – initial and continuous Trainers support – initial and continuous
Inequality in access and provision of possibilities – social-economic background	Equal rights and access for students in all levels
Geographical inequality	Equal access to schools in all areas
Budget	Sustainable resources