



CEDEFOP

European Centre for the Development
of Vocational Training



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Towards lifelong learning Future-proofing VET skills and competences

10th Cedefop Brussels seminar

30 June 2021
10.00-12.15 CET
Virtual event

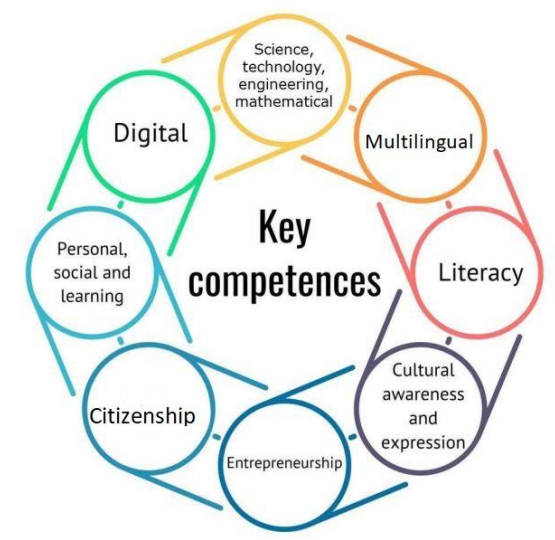
#CedefopBrusselsSeminar



Implementing the EU key competences framework

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EU key competences framework



A broad **consensus** framework

- adopted by the Council of the EU in 2018 following a consultation and review of the 2006 (first) version

Aims at improving the development of **key competences for all people throughout life**

- encourages Member States to better prepare people for changing labour markets and active citizenship in more diverse, mobile, digital and global societies, and to develop learning at all stages of life

Definition

‘Key competences are those which **all individuals need** for personal fulfilment and development, employability, social inclusion, sustainable lifestyle, successful life in peaceful societies, health-conscious life management and active citizenship.

They are developed in a lifelong learning perspective, **from early childhood throughout adult life**, and through formal, non-formal and informal learning **in all contexts**, including family, school, workplace, neighbourhood and other communities.’

The framework coexists with many others...



Transformative competencies are key competencies young people need to learn in order to thrive in and shape their future



21st century skills comprise skills, abilities, and learning dispositions that have been identified as being required for success in 21st century society and workplaces by educators, business leaders, academics, and governmental agencies



Core competencies are the collection of skills, knowledge and attitudes that is needed for all workplaces to operate effectively. These competencies, also known as **soft competencies**, or soft skills

The use of the EU framework



“The external evaluators applauded the fact that the European School system was the only one which clearly referred to the [EU] eight key competences but noted that their **implementation was incoherent and inconsistent**”

Source:

Key Competences for Lifelong Learning in the European Schools

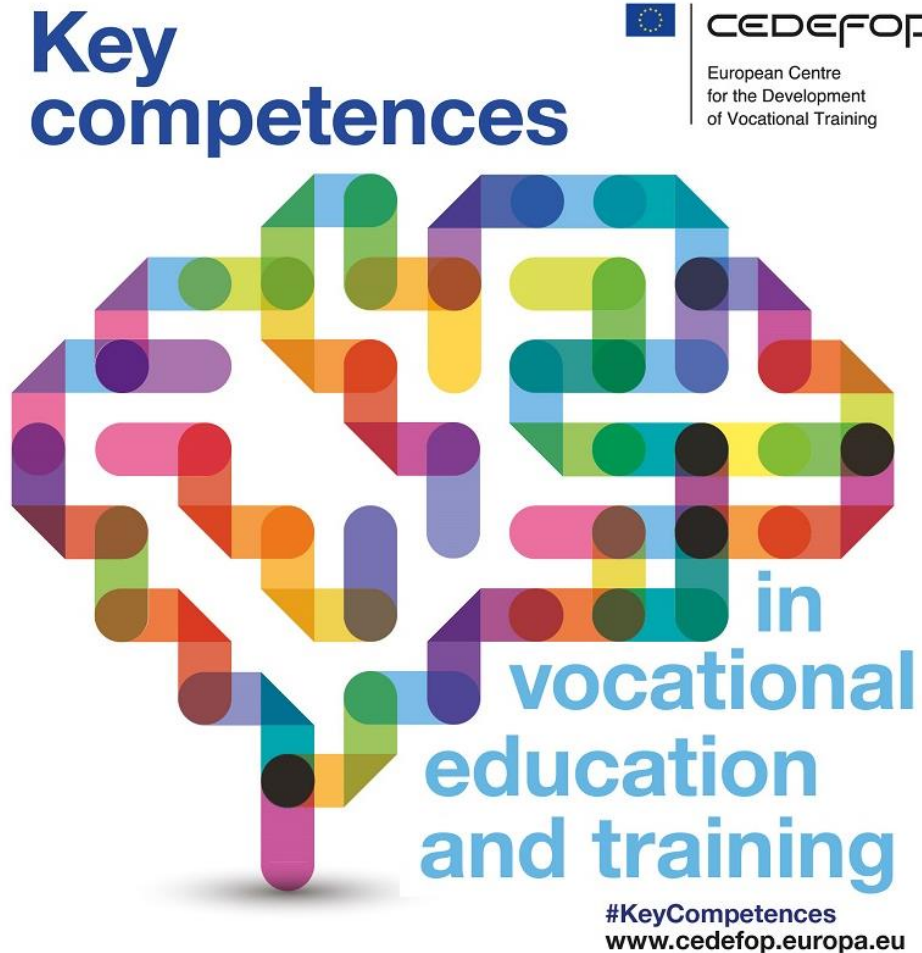
<https://www.eursc.eu/BasicTexts/2018-09-D-69-en-1.pdf>

How are the key competences implemented in VET?

Purely occupation-specific skills are not enough for vocational education and training (VET) learners to adapt to new life situations and career shifts, manage change, take initiative and risk, innovate, and engage in further learning; they also require **key competences**.

The [2020 European skills agenda](#), [Council recommendation on VET](#) and [Osnabrück declaration on VET](#) emphasise the importance of key competences that lay the foundation for resilience, lifelong learning, employability, social inclusion, active citizenship and personal development, and support green and digital transition.

The overall **objective of the project** is to promote key competences in VET in Europe through research and evidence-based policy advice.



A comparative study provides insights into the extent the three selected key competences are embedded and promoted in initial upper secondary VET.



Cedefop study on key competences in VET

The analysis covers three levels:

- national policies
- qualifications
- curricula sample

including four main areas of policy intervention:

- reference documents
- programme delivery
- assessment standards
- teacher/trainer competences

Cedefop study on key competences in VET

- Literacy
- Multilingual
- Digital
- EU+ Iceland, Norway and the UK
- 2011-18
- 259 interviews
- 39 focus groups

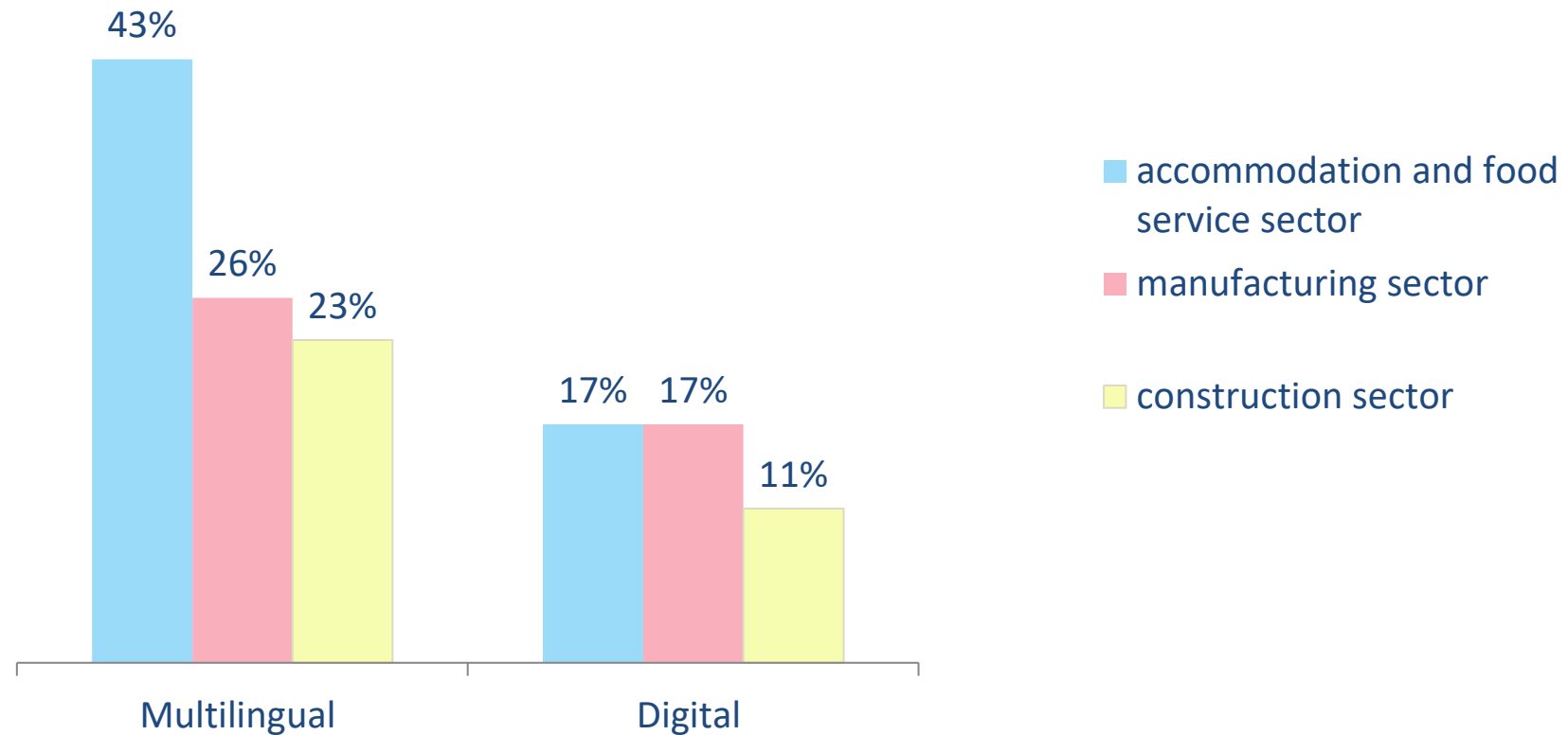
Do we all mean the same when referring to key competences?

In more than two-thirds of the programmes, the national definitions reflect either entirely or **partly** the EU definition.



Do we all mean the same when referring to key competences? (2)

Programmes fully reflecting the EU definition

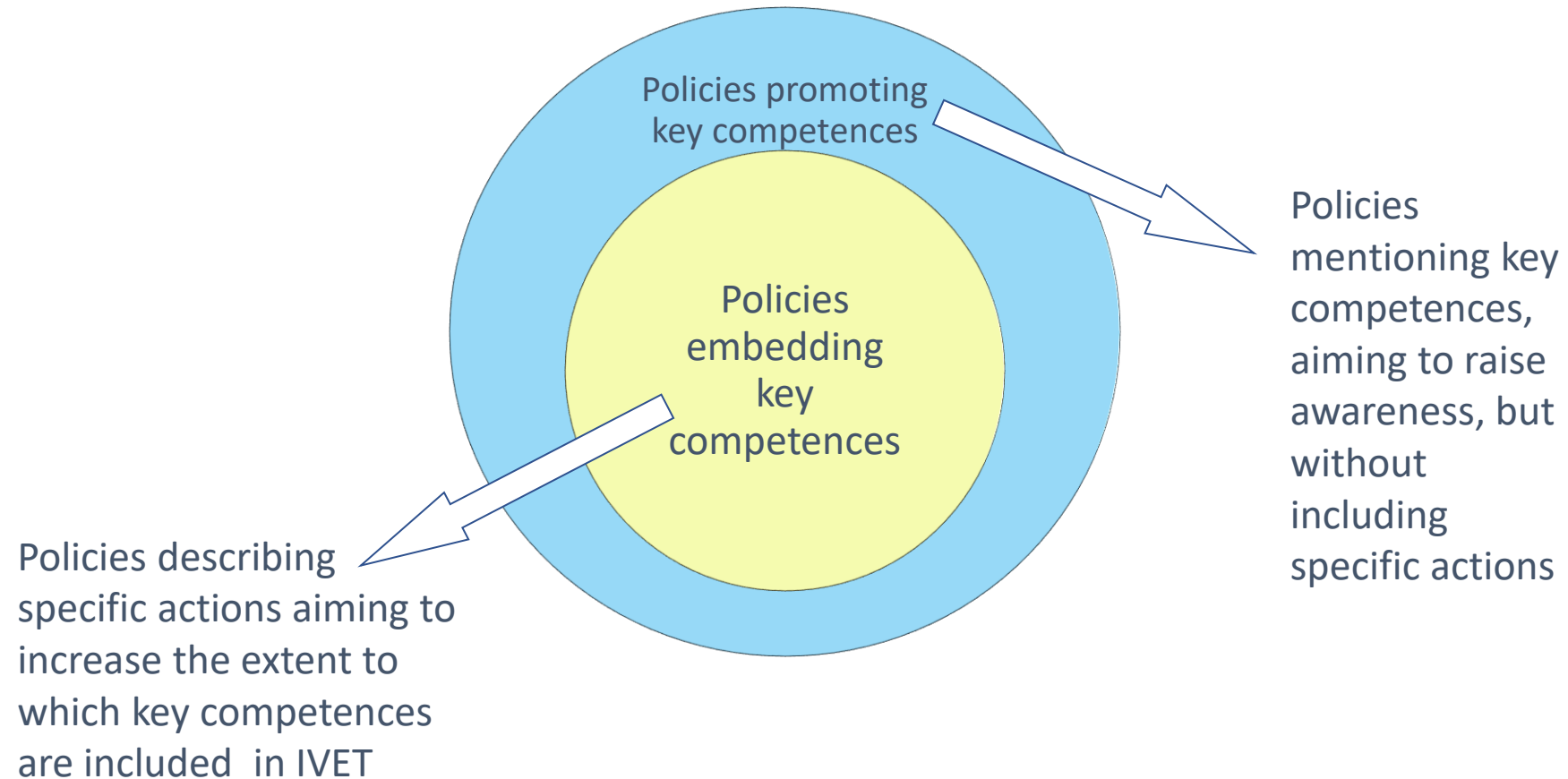


Broader context

Promoting key competences in IVET is usually linked to broader societal objectives

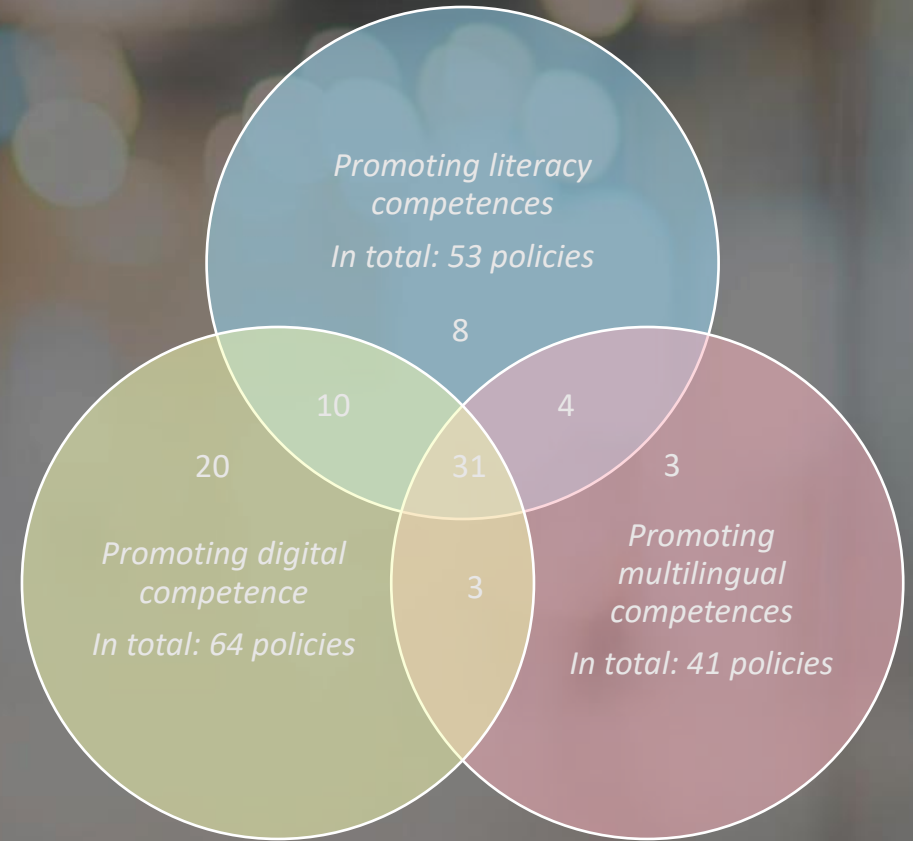


Promoting vs embedding key competences



79 policies promoted
digital, multilingual,
literacy competences in
the past decade

raising awareness /
objective to change



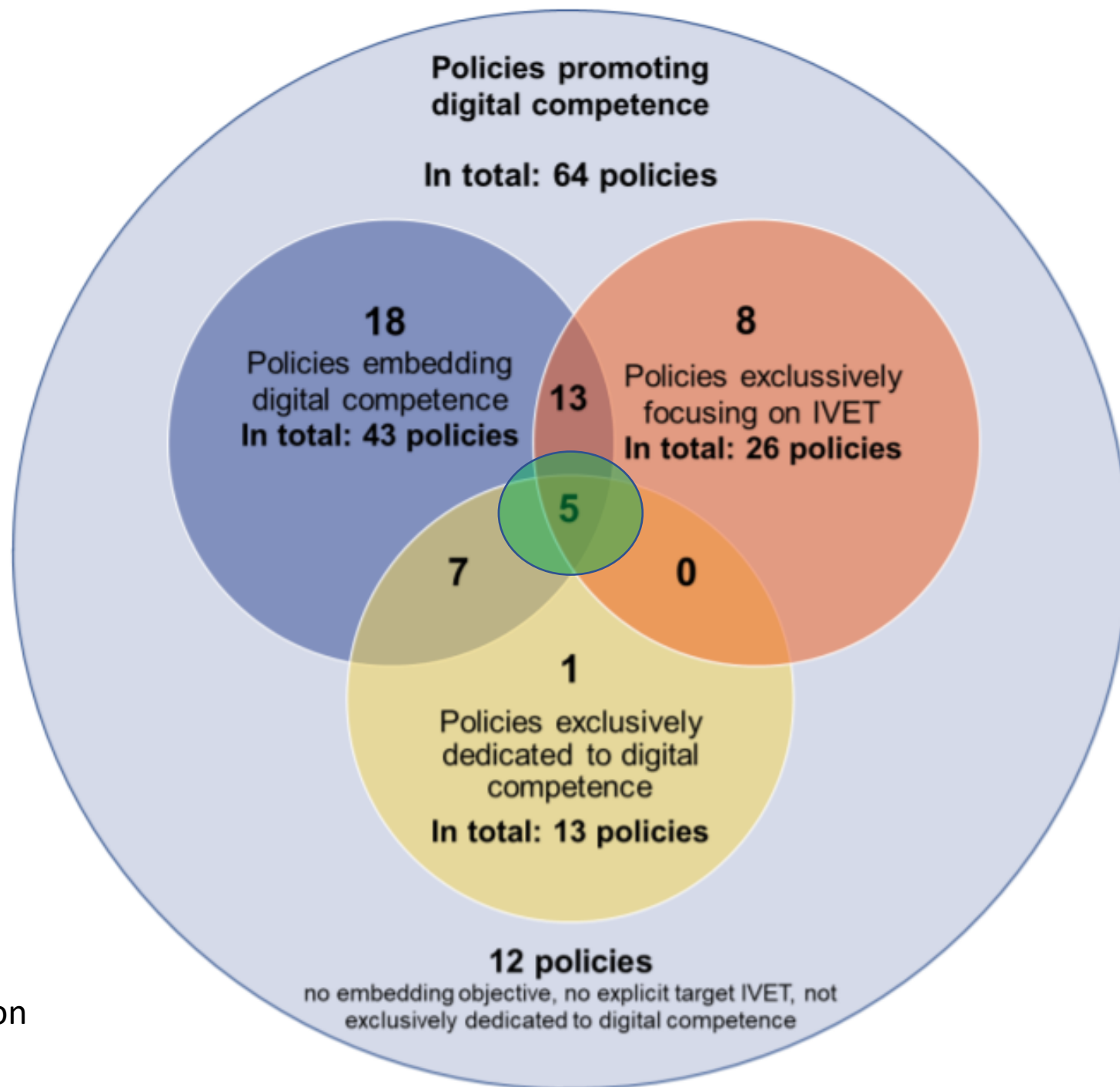
...of those 59%-68%
(depending on sector)

embedding in VET:
(attempt to) bring change
mainly through delivery of VET

...two-thirds

completed their planned
activities to a certain degree

Key
characteristics of
policies
promoting digital
competence



Digital competence received most attention
from policy-makers.



EU priorities matter

National policies **only occasionally refer directly** to the EU VET agenda, including the Bruges communiqué and the Riga conclusions.

However, policies tend to be in line with or follow the direction provided by these EU policy documents

Attributes of key competences

■ Mixed type

Foreign language
as a requirement
for an occupation

Foreign language as
a key competence



Accommodation and food service

Digital competence



Manufacturing

Digital competence



Construction

Digital competence

Main challenges preventing or delaying successful implementation of key competence framework

- Policies have too broad scope
- Vague and abstract objectives
- Lack of clearly operationalised implementation plans
- Monitoring how the policies are implemented



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