Towards LLL future proofing VET skills and competences

Concluding remarks

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BRUSSELS SEMINAR 30/06/2021

Analyse supply and delivery of VET skills and competences

Content and profile of programmes and qualifications provide us with important insights into the relevance and quality of VET

Four strands of research

Future of VET

Learning outcomes

Terminology

Comparing qualifications

Future of VET

Changing nature of VET in Europe (2015-18) and

Future of VET (2020-22)

The fundamental question

What will future VET skills and competences look like?

- Fewer VET qualifications and a broadening or a narrowing down of the scope?
- Balance between occupation-specific skills, general subjects, and transversal skills evolved over time?
- Increased emphasis on Transversal skills in IVET programmes and qualifications?
- Increased emphasis on general subjects in IVET programmes and qualifications?
- What are the reasons for the past changes and which further changes can be expected in the near future (5-10 years)?

The shift to learning outcomes

Comparative studies of European developments (2009, 2016)

European and international Handbooks on applying learning outcomes (2017, 2021)

Key lessons – opportunities and dangers

The massive shift towards learning outcomes in describing VET qualifications across Europe gives us access to the expected content and profile of VET qualifications

Differences in quality and granularity of learning outcomes requires caution in the use of these data

Terminology

Researching implementation of key competences

' Unpacking' transversal skills and competences (ESCO and EQF support 2020-21)

Precision matters

Critical for establishing a reference point for analysis and comparison
Critical for review and renewal of qualifications
The work on transversal skills and competences illustrate this

Comparing VET qualifications

Comparing 10 VET qualifications in 10 EU countries (2016-17) –

Comparing 4 VET qualifications in 26 countries world-wide (with UNESCO and ETF, 2017)

Lessons learnt

Comparison is possible and supports mutual learning
The analysis of the content is labour intensive
The comparison requires robust reference points
Is it possible to 'automate' the analysis to widen use

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