



CEDEFOP

European Centre for the Development
of Vocational Training

Mapping digital skills in IVET curricula across European countries

The role of governance and system design



The current study covers eight IVET systems

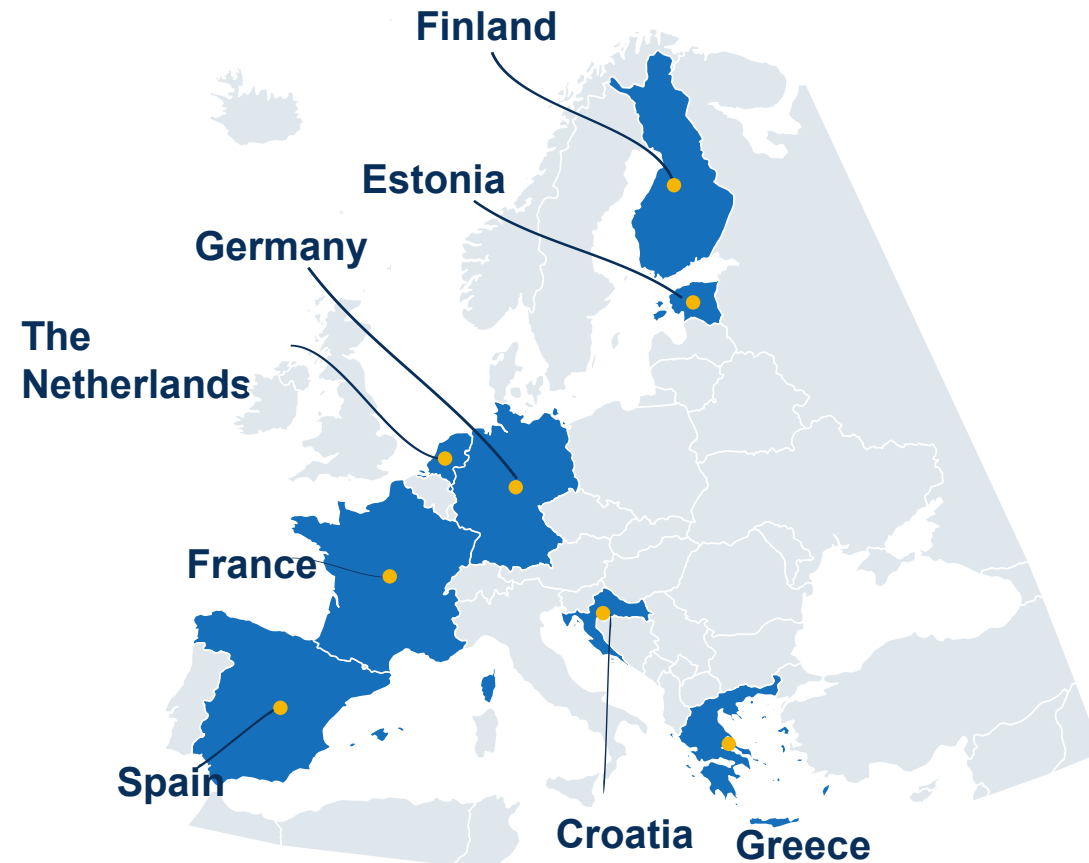
A common approach to official curriculum documents at ISCED level 3

**National and regional curricula
at ISCED 3 level**

All sectors and fields of study

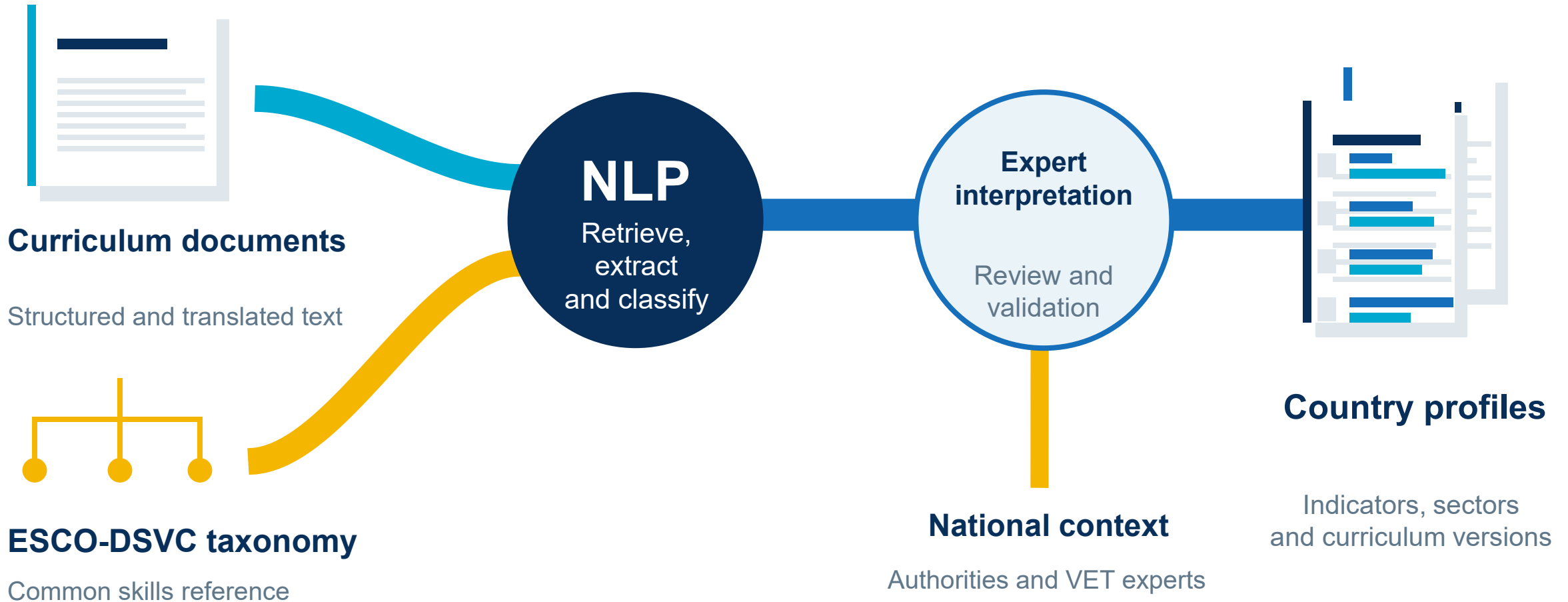
Current and earlier versions
help examine changes over time.

National context supports
interpretation.



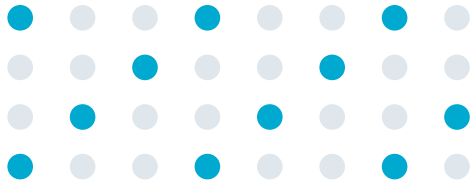
How the project analyses curriculum evidence

Natural language processing combines with a common skills reference and national interpretation



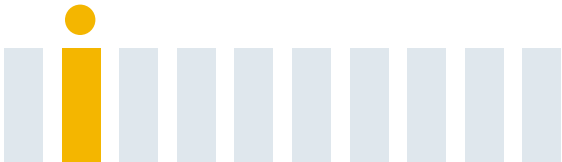
Six ways to read digital skills in a curriculum

Complementary indicators reveal different aspects of the same evidence



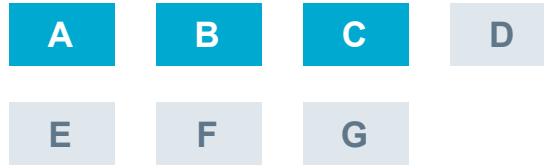
Digital occurrence share

How much of the extracted skill evidence is digital?



First appearance

Where does the first reference appear?



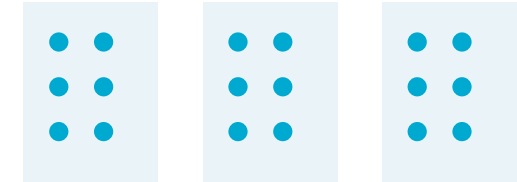
Unique digital share

How broad is the range of distinct digital skills?



Textual coverage

How widely do references spread across the document?



Digital density

How many digital occurrences per curriculum page?



Skill group profile

Which digital domains are represented?

Governance provides context for curriculum evidence

A published Cedefop working paper examines governance in the eight participating countries

Authority

Distribution of responsibility

National and regional roles
Provider autonomy
Stakeholder responsibilities

Revision

Curriculum update processes

Triggers and frequency
Approval procedures
Use of skills intelligence

Digital skills

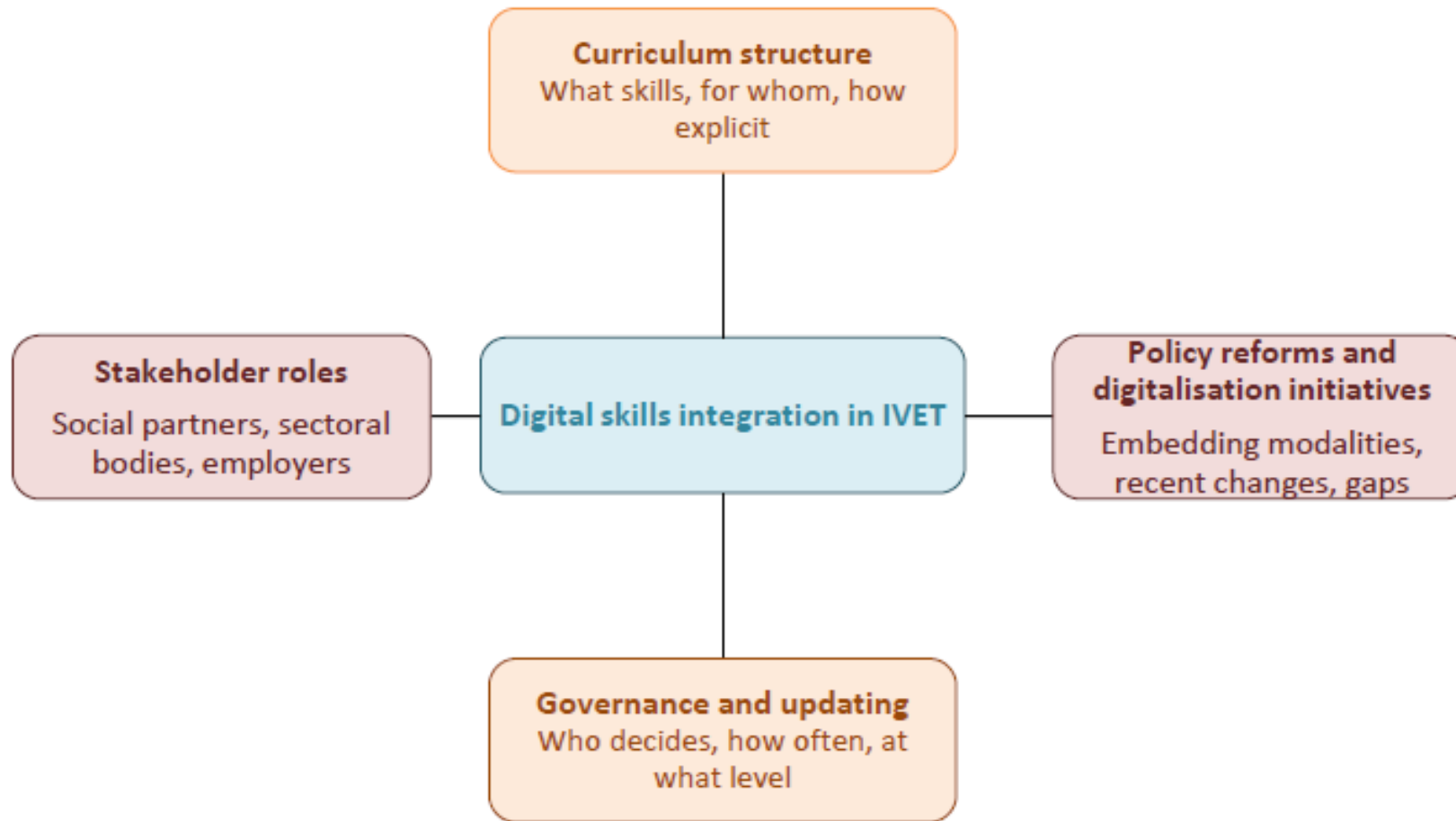
Integration mechanisms

Common requirements
Occupational requirements
Policy initiatives and reforms

Institutional arrangements help explain how curriculum requirements take shape

How governance enters the analysis

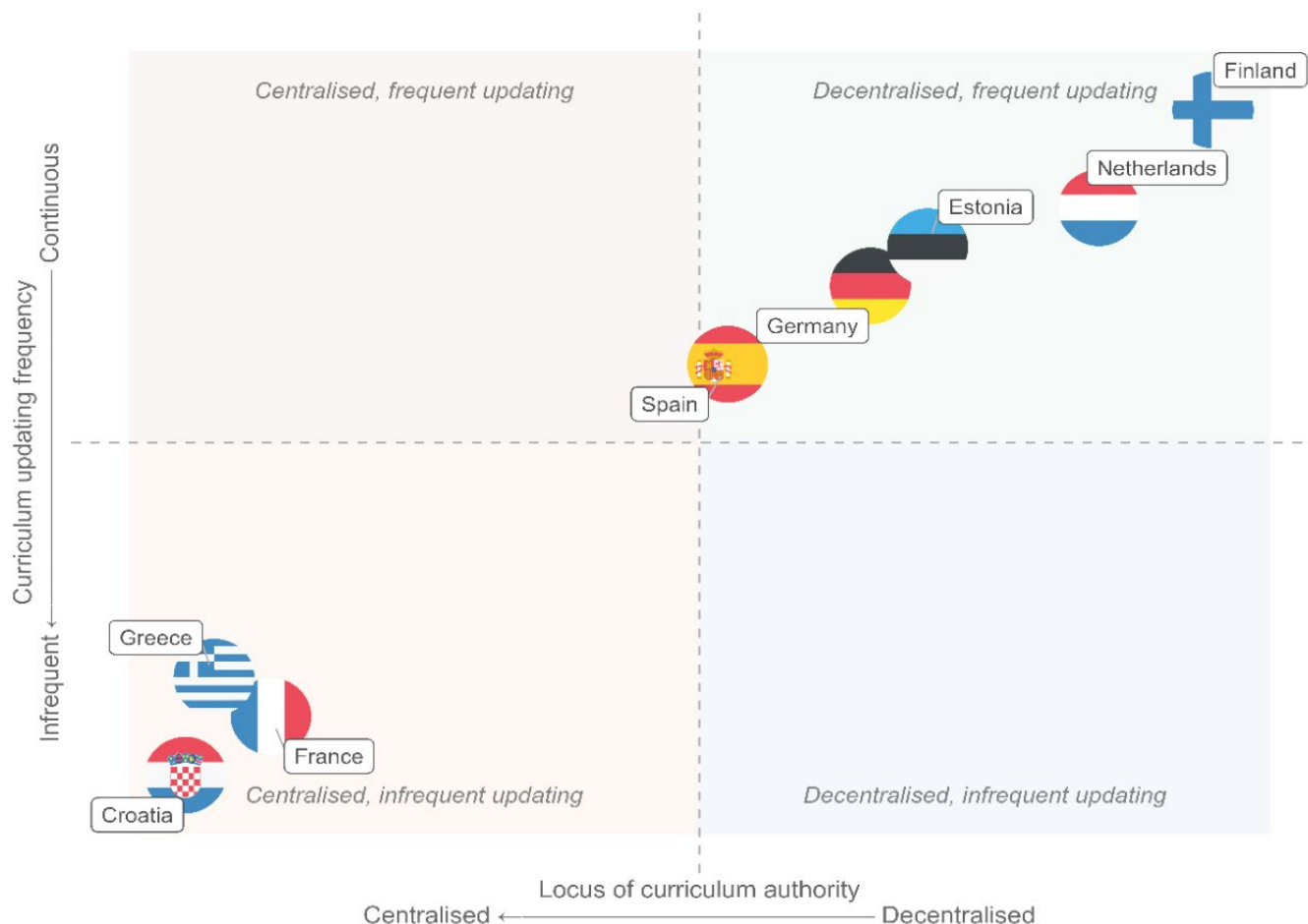
Published evidence from eight national contextual reports at ISCED level 3



Papazoglou, Psifidou and Kamopoulou (2026), Cedefop Working Paper No.30

Curriculum authority and updating frequency

The paper identifies different institutional patterns across the eight countries



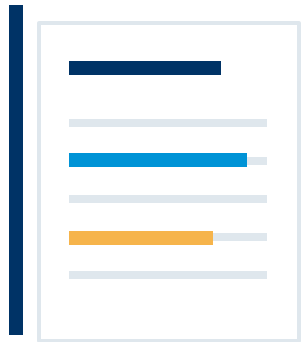
Coherence and adaptability

Central steering supports common requirements.
Distributed roles can support responsive revision.

Qualitative positioning of institutional arrangements. The figure does not estimate a causal effect.

Two contributions to Deliverable 3a

ReferNet work plan 2027



National contextual report

Around 20 pages

Governance and stakeholder roles
Curriculum revision triggers
Digital policy integration mechanisms



Curricula collection

ISCED level 3 IVET

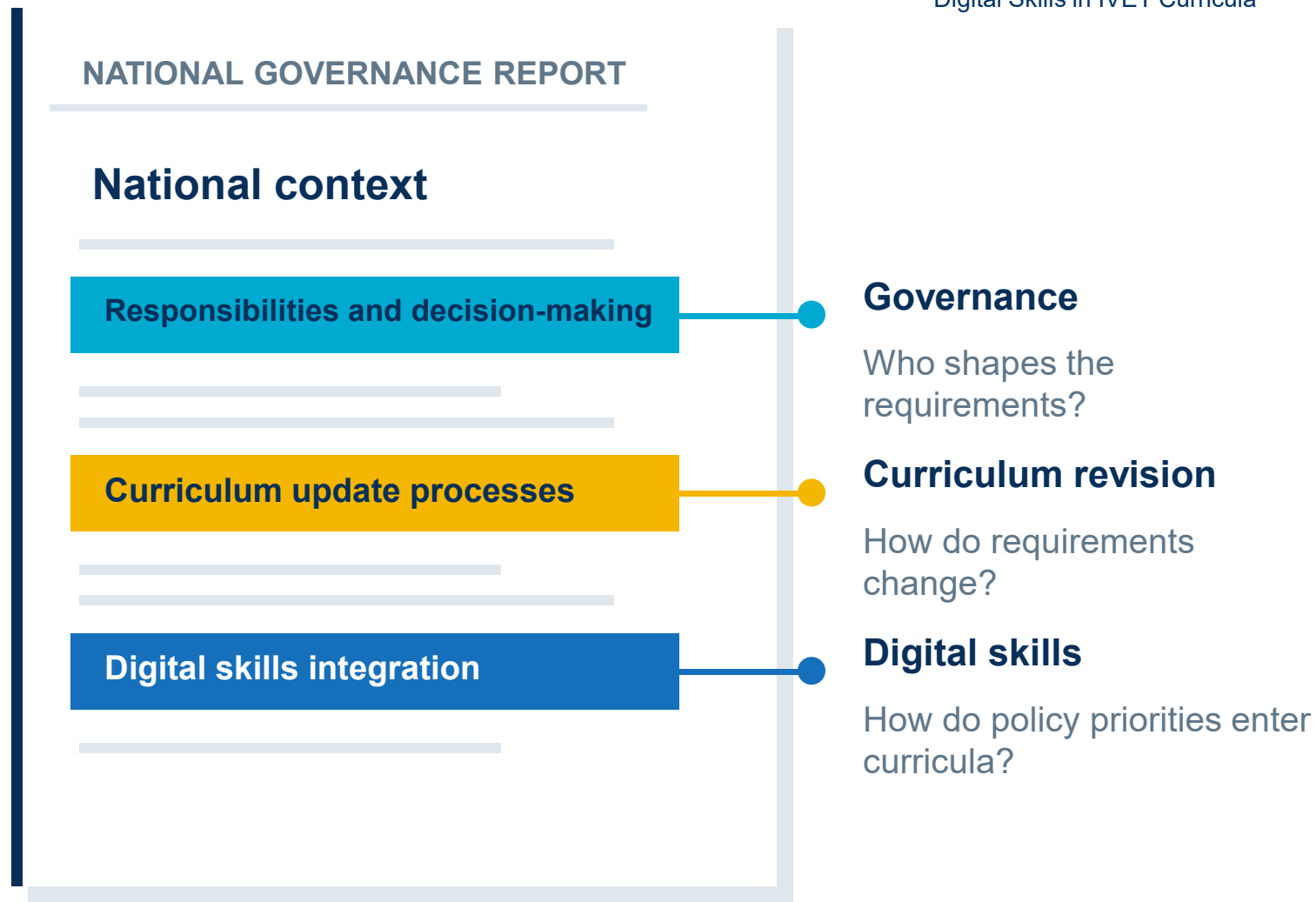
Collect national and regional curricula.
Include current versions and earlier versions where available.

Record links, sources and file types
to support further analysis.

One national contextual report

Curriculum governance and digital skills in IVET

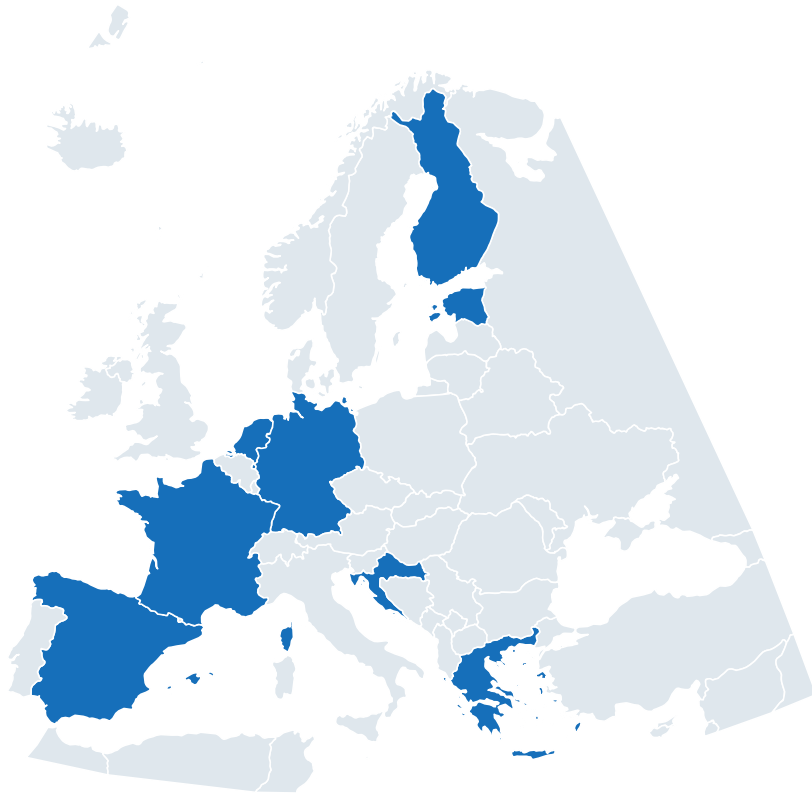
Detailed scope and structure will follow in Cedefop's reporting guidelines



European evidence on curriculum governance

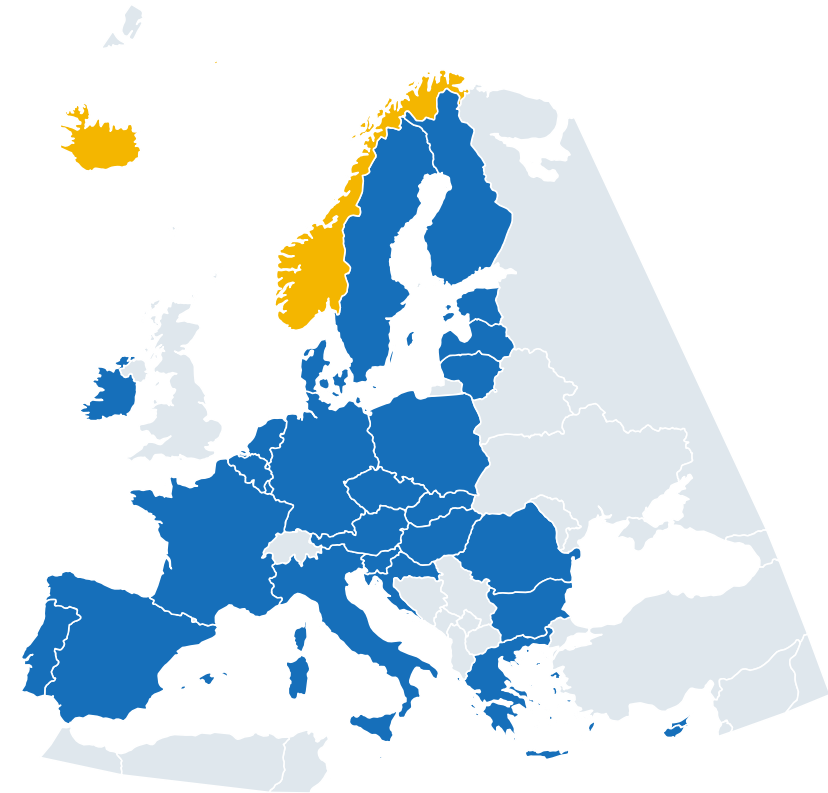
ReferNet national reports will broaden the evidence on governance and curriculum updating

Current analytical study



Eight EU Member States

ReferNet governance reports



EU-27 plus Iceland and Norway

The maps distinguish the current analytical study from the planned coverage of ReferNet governance reporting.

Main themes of the governance report

An initial overview. Detailed questions and reporting requirements will follow in the guidelines.



Responsibilities and authority

Roles of ministries, agencies, regional bodies and providers in curriculum decisions.



Curriculum revision

How changes start, who approves them and how updating processes operate.



Stakeholder involvement

How employers, social partners and other actors contribute to decisions.



Digital skills in governance

How digital skills priorities enter curriculum design and revision processes.



Recent developments

Relevant reforms and documented examples of changes in governance or updating.

Guidelines, webinar and national contribution

Cedefop will provide detailed guidance for the report and curriculum collection

Guidelines

Webinar

National contribution

Scope and instructions

Reporting structure
Definitions and questions
Evidence and referencing

Discussion and questions

Walk-through of the guidance
Questions on scope and content
Clarification before drafting

Report and curricula

Contextual governance report
National and regional ISCED 3
IVET curricula
Current and earlier versions, if
available (links, sources and file
types)

Detailed requirements and deadlines will follow in the guidelines

The webinar will provide an opportunity to discuss all questions about the activity.



Scan the QR code if you would like to stay in touch with us

Thank you

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