



**CEDEFOP**

European Centre for the Development  
of Vocational Training

# **Fostering key competences / basic skills through vocational education and training (VET)**

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## Cedefop work related to key competences / basic skills

1. Policy progress on key competences in VET:  
Cedefop policy reporting
2. Cedefop study 'Return to work'



# 1. Policy progress on key competences in VET - Cedefop policy reporting -

## **Bruges communiqué**

Countries agreed to: '[...] ensure that key competences and career management skills ... can be acquired through training opportunities in CVET'



One of the priorities for the period 2010 – 2014: 'Key competences and career management skills in VET' (short-term deliverable STD4).



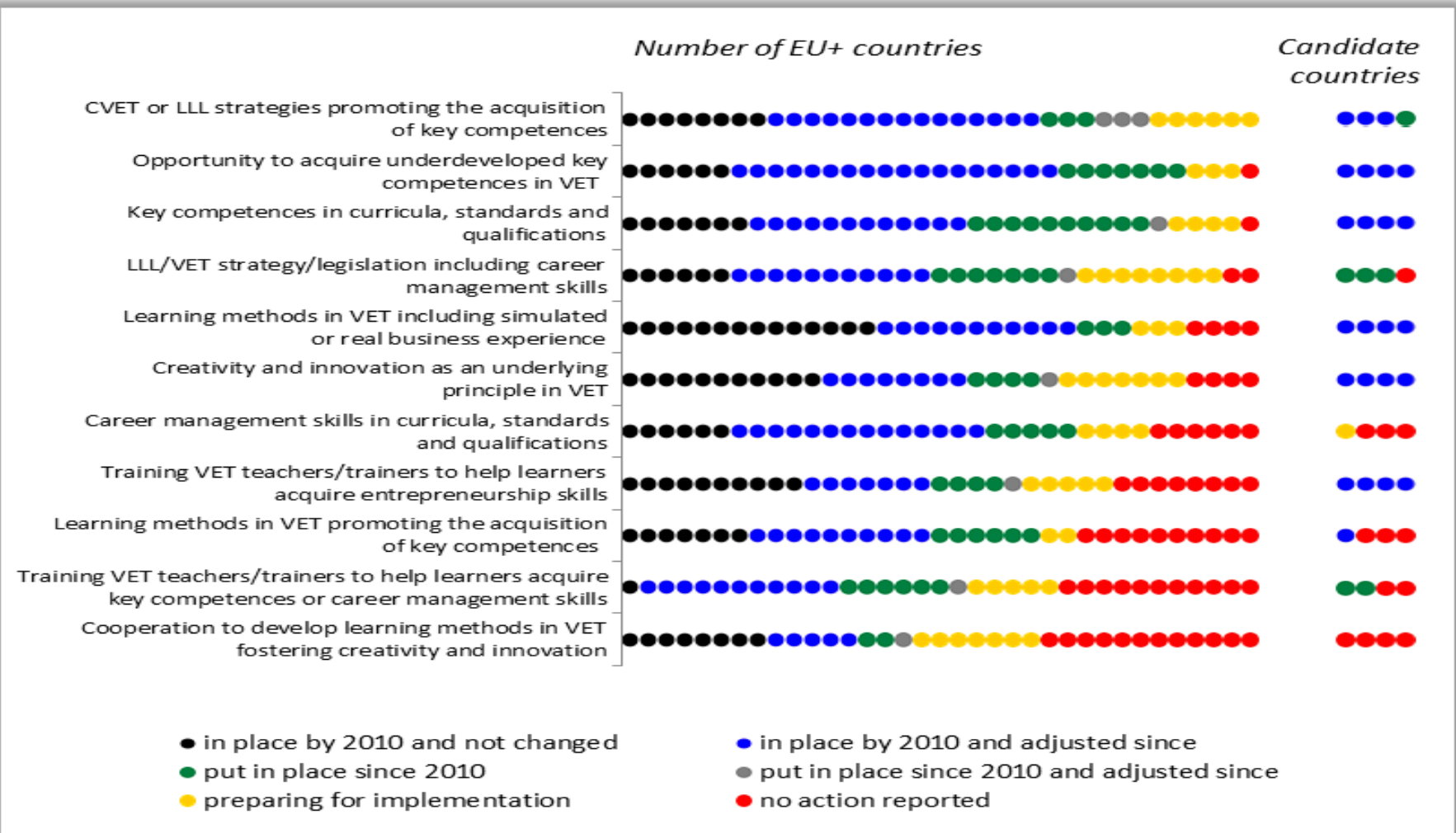
Cedefop monitors policy progress

# 1. Policy progress on key competences in VET

## - Cedefop policy reporting -

- Monitoring focuses on national policies
- EU Member States, Iceland, Norway; 4 candidate countries
- Information sources: ReferNet, various studies and statistical data
- Pre-defined policy options, i.e. possible ways of addressing each deliverable
- 'Bullet charts' indicate stages of development in progressing towards the deliverables

# Progress towards STD4: key competences and career management skills in VET



# 1. Policy progress on key competences in VET

## - Cedefop policy reporting -

### **Key competences in national CVET or LLL strategies**

- CVET or LLL strategies underline importance of key competences and necessity to give also adults the chance to acquire or update them.
- Since 2010, around half of the countries have adjusted strategies to place even more emphasis on key competences, to make up for deficits in basic skills or to introduce or reinforce ones, e.g. career management skills

# 1. Policy progress on key competences in VET

## - Cedefop policy reporting -

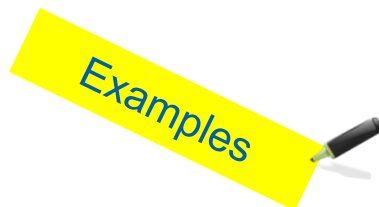
### **Key competences in national CVET or LLL strategies**

- Most countries with CVET or LLL strategies promoting key competence development advocate 'key competences for all'.
  
- Some countries focus on specific groups:
  - People with migrant background (e.g. Austria)
  - Low- or unskilled (e.g. CZ, PT, England, Portugal)

# 1. Policy progress on key competences in VET

## - Cedefop policy reporting -

### Key competences within CVET



- Greece: recent initiative (2012) invites social partners to set up CVET programmes for employees and self-employed in several areas, incl. key competences.
- Slovakia: companies in industry that apply for ESF support for CVET (since 2013) are required to consider key competence development in their projects.

*Source: Cedefop and ReferNet*



# 1. Policy progress on key competences in VET

## - Cedefop policy reporting -

### **Opportunities to make up for deficits**

- e.g. second chance programmes
- exist in most countries
- adjusted in many (18) countries since 2010

# 1. Policy progress on key competences in VET

## - Cedefop policy reporting -

**Limited progress:**

**Training VET teachers / trainers to help learners acquire key competences**

- 13 countries have not reported any action!

## 2. Cedefop study

# Return to work: work-based learning and the reintegration of unemployed adults into the labour market

(How) can **WBL programmes** that focus on the acquisition of **key competences** contribute to getting **low qualified unemployed adults** back to learning, and back into the labour market?

- Analysis of existence, effectiveness and design of such programmes
- 15 EU member States (CZ, DE, DK, EE, ES, FR, HU, IR, IT, MT, NL, PL, SE, SI, UK)
- Research approach:
  - Literature reviews, secondary (Eurostat) data analyses,
  - interviews with key stakeholders (e.g. ministries), surveys with programme providers,
  - 10 case-studies (interviews with delivery organisations, participants, employers).



## 2. Cedefop study “Return to work”: Potentials of WBL

### Barriers for low qualified adults

- Lack of job-specific skills and key competences
- Negative experience with ,traditional‘ schooling
- Low participation in LLL

### Potentials of WBL programmes

- WBL offers different mode of learning; more attractive, relevant and suitable
- Foster ,Learning to learn‘ skills, motivate to continue learning
- Socialisation into roles, behaviors and norms at the workplace
- Develop KSC and key competences in integrated way



## 2. Cedefop study “Return to work”

Practice example:  
Use of WBL and integration of key competence development

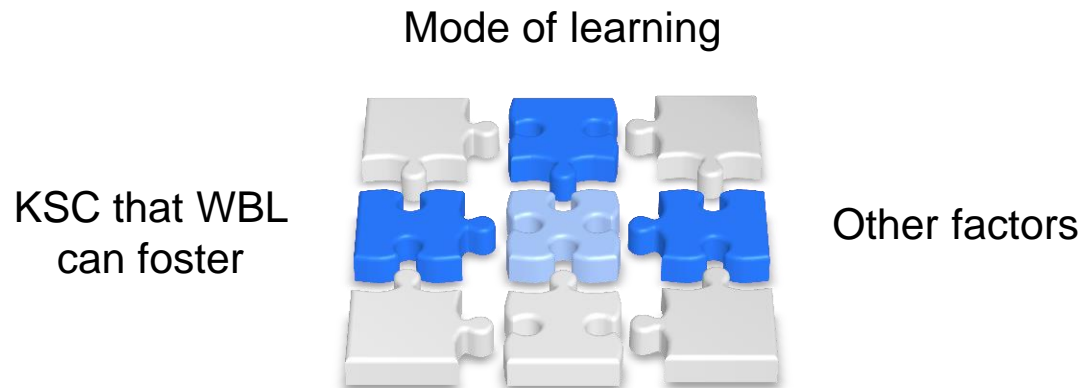


### Integration Workshops and Worksites, France

- All learning is work-based, with careful design of each work task
- Shows how work-tasks can be used to develop job-specific KSC and key competences in integrated way, e.g.:
  - mowing a lawn requires calculating the surface area
  - completing holiday requests teaches the need to plan time as an employee, completing a form, calculating holiday allowance etc.
- Provides useful examples of learning support measures

## 2. Cedefop study “Return to work”

WBL programmes that focus on key competence development have great potential, but are used only to limited extent in active labour market policies!



KSC that WBL  
can foster

Other factors

### 3. Fostering key competences/ basic skills through VET: Some conclusions

Many different ways to foster key competence / basic skills development through VET, e.g.:

- Integrating key competence / basic skills provision in VET courses
- Workplace basic skills (numeracy, literacy) programmes

**Not using them means loosing them!**

Give people the chance to use key competences / basic skills at their workplaces!

**Thank you for your attention!**

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### 3. Types of WBL programmes: Selected case studies

Country	Title of programme/initiative
Denmark	Basic education for adults (Grunduddannelse for Voksne)
Germany	Measures for activation and reintegration into labour (Maßnahmen zur Aktivierung und beruflichen Eingliederung) (*)
Estonia	Labour market training programme (Pikk ja kvaliteetne tööelu)
Ireland	Traineeship programme
Spain	Employment workshops (talleres de empleo)
France	Integration workshops and worksites (ateliers et chantiers d'insertion), one particular strand of the 'integration through work' programme (insertion par l'activité économique)
Hungary	Springboard programme (Dobbantó)
Netherlands	Work training centre Rotterdam south (Arbeidstrainingcentrum Rotterdam Zuid – ATC Tarwewijk)
Sweden	Vocational adult education programme (Yrkesvux)
UK	Sector route way programme (LOAN project)

(\*) Three out of the 15 programmes : activation of new clients (Neukundenaktivierung), activation centre (Aktivcenter), practice centre (Praxiscenter).

## Types of WBL programmes

1. **Work placement or work experience schemes** – all training and learning is on-the-job;
2. **Work-located scheme** – all training and learning is located at the workplace but there are distinct on-the-job and off-the-job elements;
3. **Mixed scheme** which combines or alternates training and learning in a learning institution (e.g. vocational or technical school or college) with work-based learning (e.g. internship) in an enterprise;
4. **Scheme based in a learning institution** which includes work-based learning (e.g. simulated work environment).