EfVET Annual Conference 2019
Digital competences in initial VET 2011-2018

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Presentation content

1. National policies on digital competence
2. Inclusion of digital policies in IVET in qualification types referenced to EQF levels 3, 4 and 5 (Upper secondary)
3. Digital competence in curricula of individual programmes
Analysis levels

4 Areas:
- Teaching approach/training
- Assessment methods
- Programme delivery
- Educational and Occupational standards

64 National Policies

3 sectors:
- Accommodation/food service
- Manufacturing
- Construction

105 Curricula

Research covered all Member states plus Norway and Iceland; Publication: early 2020, Dmitrijs Kulss, Iraklis Pliakis
Policy related questions

1. How have policies promoted digital competences in initial VET since 2011?
2. How are the digital competences embedded in initial VET?
3. To what extent has promoting digital competences in VET been effective and efficient at national/EU level?
First question: How have policies promoted digital competences in VET since 2011?

Digital policies: Findings (1)

1. All but one EU+countries adopted and started implementing policies promoting digital competence in IVET

2. We found 64 national policies promoting digital competence in IVET; more than half of them have a wider scope than IVET (i.e. general education)

3. Policies tend to focus on more than one key competence (digital + literacy + multilingual skills)
First question: How have policies promoted digital competences in VET since 2011?

Digital policies: Findings (2)

4. Policies are aligned with the Bruges Communiqué and Riga Conclusions' priorities but often these documents are not referred to.

5. Most policies are linked to broader societal objectives: employability, social inclusion and lifelong learning.

6. Most often policies aim to embed key competences through changes to IVET programme delivery.
First question: How have policies promoted digital competences in VET since 2011?

Digital policies: Findings (3)

7. Between 2011-18 most policies adopted in 2014 (16 policies)

8. Almost half of the 64 policies refer to EU/international initiatives

9. Most policies (39 of 64) promoting digital competence in IVET are strategies
Second question: How are the digital competences embedded in initial VET? 
Digital policies: Findings (1)

Digital competence embedded through:
• **programme delivery,**
• reference documents (occupational/educational standards),
• teacher training, and
• revising assessment standards

• Most policies **combine** at least one or more areas (e.g. programme delivery, reference documents, teacher training, assessment standards) in a single policy.

• **Programme delivery** and **teacher training** are the areas where policies more often succeed earlier in embedding digital competence.
Second question: How are the digital competences embedded in initial VET?

Digital policies: Findings (2)

Policies most often at the same time focus on programme delivery and revising education and occupational standards.
Second question: How are the digital competences embedded in initial VET?

Digital policies: Findings (3)

Teaching approach

Competence is most frequently delivered in an instructor/teacher centred approach, but also in a learning-by-doing approach.

Assessment methods

Most often is assessed as a part of the subject that it is integrated in.
Third question: To what extent has promoting digital policies been effective and efficient?

Digital Policies: Findings

- A uniform assessment of policies’ effectiveness and efficiency is challenging

- Two-thirds of policies (2011-15) have completed the planned activities

- Policies promoting digital competence mainly lead to follow-up actions

- Policies embedding digital competence contribute to changes in IVET
The case of sectors
Digital competence in sector related curricula (1)

• Digital competence is most frequently **delivered as integrated** in other subjects (35%), though with sector variations.

• More often in the **accommodation and food service sector** it is delivered as integrated (43%).

• The **delivery mode** of digital competence largely depends on the individual teachers and trainers: they decide on how to integrate digital competence in their classes.

• In most programmes of all three sectors, digital competence is more often **non-foundational** for acquiring other learning outcomes.

• In the manufacturing sector, digital competence is **foundational** for other modules in 23% of programmes.
The case of sectors

Digital competence in sector related curricula (2)

• Digital competence is assessed in 81% of the 105 training programmes, and not assessed in 18% of programmes.

• Digital competence is most rarely assessed in the construction sector (29%).

• Most teachers of digital competence have a higher degree (77%) in education, informatics or a related discipline.

• In 14% of all programmes, teachers of general or occupation-specific subjects are not required to have education and training in digital competence but are assumed to be capable of using digital tools in their teaching practice.
Conclusions

• IVET systems already included key competences e.g. digital competence in some form before the 2006 Recommendation and the publication of other EU agenda-setting documents (Bruges and Riga).

• Rather than introduce something new, the studied policies aimed to reform an element within the existing situation.

• Changes observed in the way that digital competence is embedded in reference documents and assessment standards show that these tend to be more complex than in other areas as these often depend on a broader variety of stakeholders (outside the education sector).

• Changing the way digital competence is embedded in teacher training tends to materialise more successfully within a shorter timeframe, due to a combination of targeting both pre-service and in-service teacher training, which allows a swifter response to changing demands.