National VET Team



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Competence and Skills Development in VET

Empowering Learners and Teachers for the Future of VET

TEMPUS PUBLIC FOUNDATION

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The Future of Learning

Rethinking VET for a Changing World of Work

From qualifications to skills, from employability to adaptability

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Context

Changing World → Changing Jobs → Changing Skills → Changing VET

A Strategic Transformation Framework for Vocational Education & Training

Changing World

- Digitalization & AI expansion
- Green & digital twin transitions
- Demographic & economic shifts
- Globalized labor dynamics

Changing Jobs

- Automation of routine tasks
- Emergence of hybrid roles
- Evolving task profiles
- Fluctuating market demand

Changing Skills

- Technical & digital mastery
- AI literacy & collaboration
- Transversal competencies
- Lifelong learning adaptability

Changing VET

- Skills-first & outcomes focus
- Flexible micro-credentials
- Agile learning ecosystems
- Empowered teachers & trainers

Skills Revolution

"It is not the strongest of the species that survives, nor the most intelligent, but the one most responsive to change."
Leon C. Megginson (often attributed to Charles Darwin)

Skills are the most valuable resources → True (life-long) learning will gain more genuine importance than ever before → Helping young and adult people upskill and adapt to the fast-changing world of work is the defining challenge of our time

Cedefop skills forecast 2035: the twin transition and the demographic challenge drive demand for high-level skills
Source: https://www.cedefop.europa.eu/en/news/cedefop-skills-forecast-2035-twin-transition-and-demographic-challenge-drive-demand-high-level

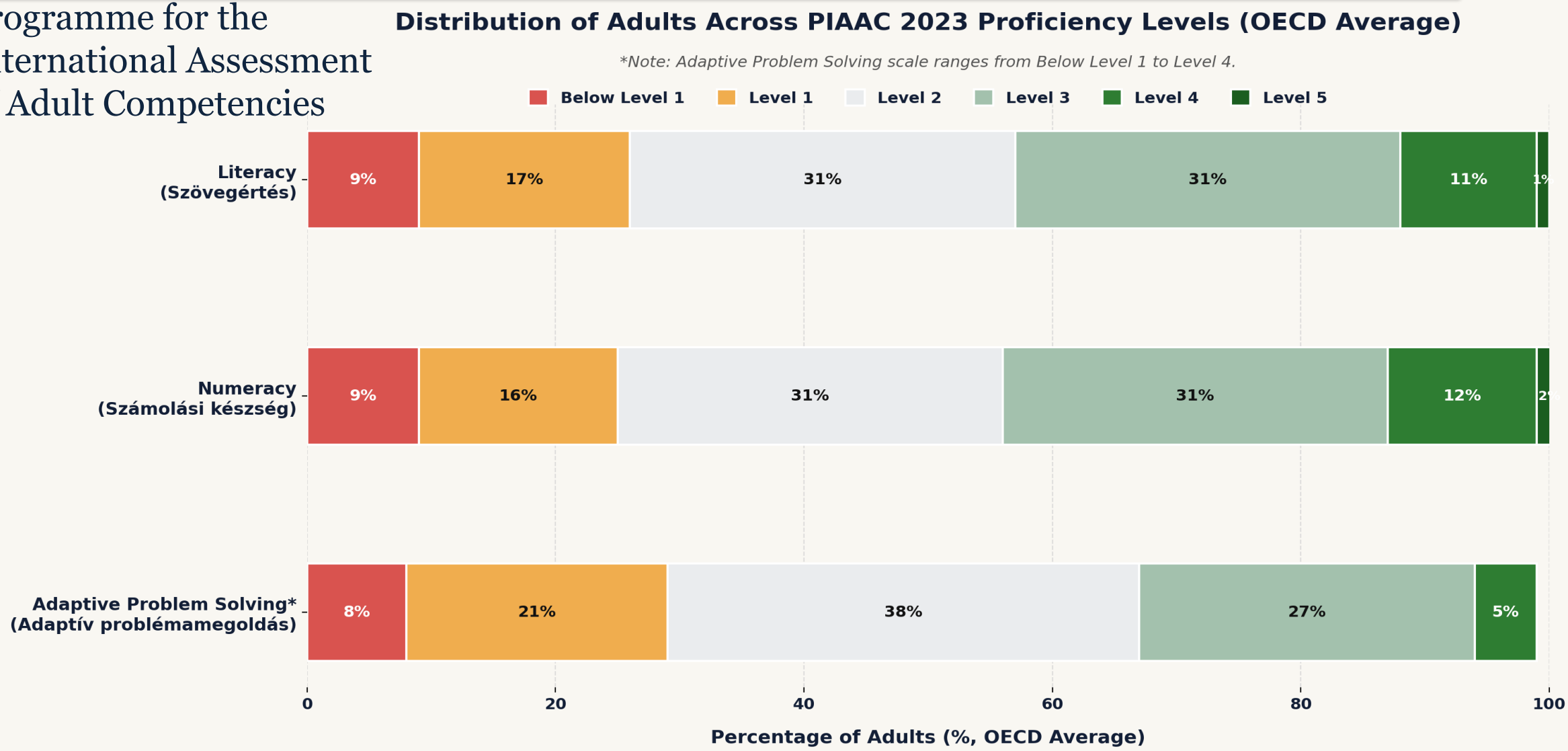
Jobs require advanced cognitive capabilities and creativity, higher level of technical and digital skills and well developed social and emotional skills.



Source: https://twitter.com/TheSimpsons/status/667804876777328640

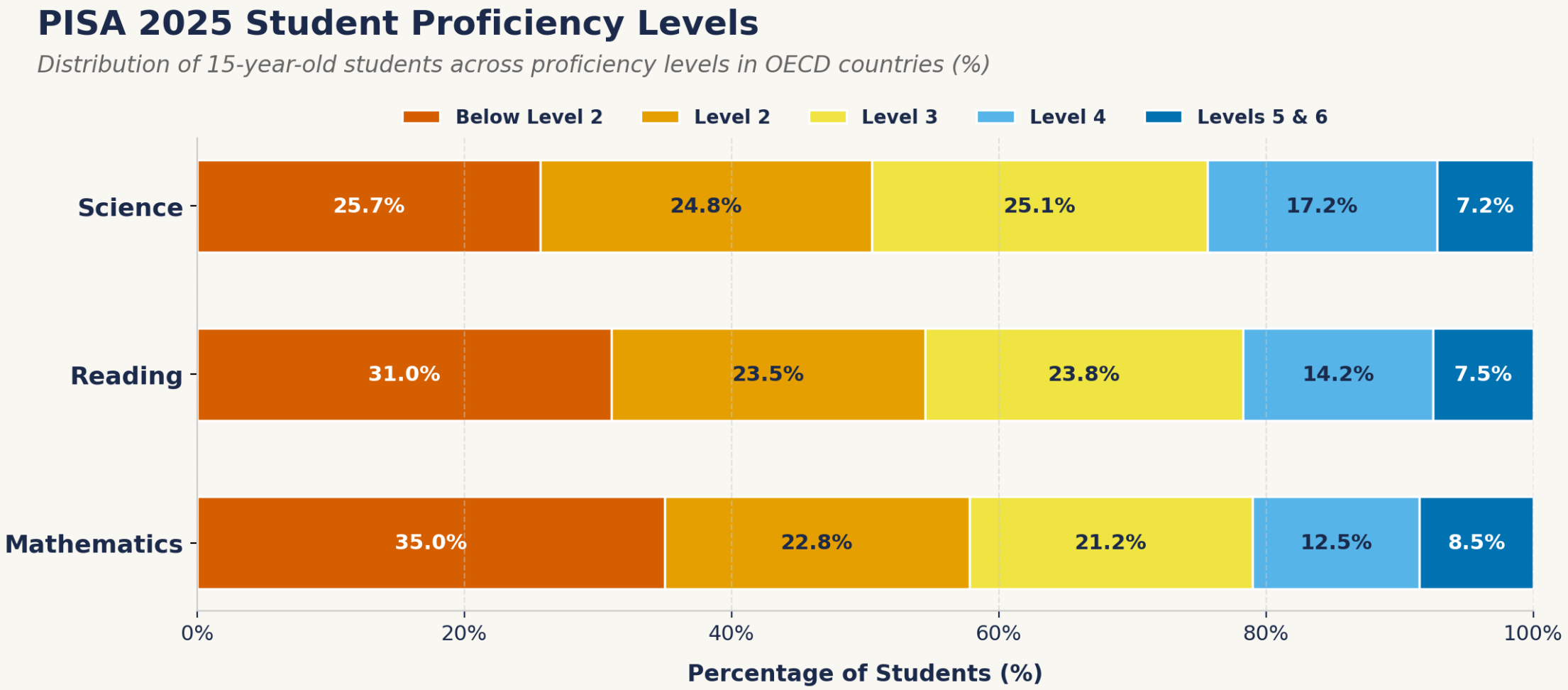
Proficiency Levels of Adults
Evidence from PIAAC 2023

Programme for the International Assessment of Adult Competencies



Source: OECD (2024). Do Adults Have the Skills They Need to Thrive in a Changing World? Survey of Adult Skills 2023. OECD Publishing. https://doi.org/10.1787/b263dc5d-en

15-year-old Student Proficiency Levels PISA 2025



Foundation skills are not separate from vocational skills. They make vocational competence possible.

Source: OECD (2026). PISA 2025 Results (Volume I): Future-Ready Students
https://doi.org/10.1787/73451bc5-en

The Four Interconnected Functions of VET

VET is a key policy issue for human capital development, with the quality and effectiveness of VET systems directly influencing economic productivity, innovation and the capacity of economies and individuals to adapt to change.

1. QUALIFY
Initial Qualification & Competence

- Initial VET & core technical skills
- Strong cognitive & practical foundations
- Learning outcomes-based standards

2. MATCH
Skills & Labour Demand Alignment

- Reduce qualification & skill mismatch
- Skills-first placement & recruitment
- Integrate real-time Labour Market Info (LMI)

LIFELONG VET HUB

Sustaining Employment Capability Across Life

3. ADAPT
Agility in Transitions & Changes

- Rapid reskilling for twin transitions
- Cross-sectoral occupational mobility
- Transversal & metacognitive capabilities

4. DEVELOP
Lifelong Capability Building

- Continuous upskilling across career
- Modular & stackable micro-credentials
- Validation of non-formal & informal learning

VET must prepare people not just for their first job, but for a changing working life.

Key Missions of VET

MISSION 1

GET PEOPLE INTO WORK

- **Professional competence**
  Developing practical skills & industry-aligned expertise
- **Employability**
  Enhancing core work readiness and job-matching potential
- **School-to-work transition**
  Facilitating smooth entry into first professional roles

IVET

MISSION 2

KEEP PEOPLE CAPABLE OF WORKING

- **Upskilling**
  Continuous advancement in evolving technical & digital domains
- **Reskilling**
  Enabling career pivots and adaptation to structural shifts
- **Adaptability**
  Fostering lifelong learning-to-learn transversal mindsets
- **Mobility**
  Supporting fluid transitions across jobs, sectors & regions

CVET

The introduction and implementation of a micro-credentials and an individual learning account system, which take an individual's life circumstances into account and focus on personal skills development, could contribute effectively to the CVET mission.

What Does the Labour Market Really Need? What Skills Should VET Develop?

High-Level Technical Skills

Advanced Job-Specific Competence

- Job-specific professional skills, quality standards, safety and professional judgement that define a profession
- AI-assisted technical workflows
- Data literacy and technology integration
- Advanced green and sustainable techniques
- Domain-specific problem diagnostics

Digital & AI Competences

Navigating Smart Ecosystems

- Understanding data, technology, digital workflows
- Human-AI collaboration & prompt engineering
- Ethical reasoning and AI governance
- Cybersecurity awareness & data privacy
- Digital tool agility across sector platforms

Transversal Adaptability

Core Human Capabilities

- **Foundation skills (literacy, numeracy)**
- Interpersonal communication & teamwork & creativity
- Critical thinking & complex problem solving
- **Metacognition ('learning to learn')**
- Resilience, initiative & self-regulation
- **Learning capability** (the ability to continue learning when the existing knowledge is no longer enough)
- **Adaptive capacity** (the ability to learn, unlearn and relearn throughout the lives)

VET is not only preparing people for the first job. It is helping people build the capacity to navigate multiple transitions during their working lives.

Digital + AI Skills

1. Curriculum Integration

Digital skills/competence should not be yet another standalone subject that we have to add to the curriculum.

Digital skills are a shared EU policy priority, but their integration in IVET remains uneven in scope, depth, and consistency.

Three integration models:

- Transversal digital skills for all learners,
- Sector-specific embedding, part of professional competence,
- Elective or pilot-based approach

Source: Papazoglou, M., Psifidou, I. and Kamopoulou, Z.M. (2026). Digital skills integration in IVET curricula: How governance frameworks shape implementation across eight European countries. http://data.europa.eu/doi/10.2801/6442047

2. Classroom Integration

Integrating AI into learning and teaching and tasks in a ways to keep students learning and thinking process visible.

AI is not a pedagogical innovation.

What makes the difference is the kind of learning experience we design around IA.

3. VET Development

AI can help VET more responsive:

- Labour-market analysis
- Competency mapping
- Curriculum development
- Assessment & quality assurance

Five principles for responsible AI use in VET development:

- Human-centred use
- Diversity and inclusiveness
- Accountability
- Transparency
- Data quality, security and protection.

AI may help VET systems become faster. But it must not make them less human.

Source: OECD (2026). Developing Vocational Education and Training with Artificial Intelligence, OECD Reviews of Vocational Education and Training, https://doi.org/10.1787/e9f76b4e-en

Source: OECD (2026). Five principles for the effective use of AI in vocational education and training development. https://www.oecd.org/content/dam/oecd/en/publications/reports/2026/06/five-principles-for-the-effective-use-of-ai-in-vocational-education-and-training-development_ccc12650/ee8c8e8e-en.pdf

Translating Policy into Practice
Dimensions of VET Transformation

- ☺ Occupational standards-based qualification and curriculum design (System level)
- ☺ VET-Business-Community partnerships (Institutional level)
- ☺ Transforming classroom to a learning environments that truly facilitate the learning: Learning Outcomes and Student-Centred Pedagogy (Teaching and learning level)
- ☺ Continuing Professional Development (CPD) for VET Teachers and Trainers (Teacher level)

Qualification and Curriculum Design Based on Occupational Standards

PHASE 1 — Industry

WORLD OF WORK

LABOUR MARKET REFERENCE

Occupational Standard

- **Task Profile:**
  Regular duties, task groups & work activities of the job.
- **Competence Profile:**
  Knowledge, skills, autonomy, responsibility & professional attitudes required for competent action.

** Defines workplace reality, not learning outcomes.*

Educational Mapping →

PHASE 2 — Ministry/Body

QUALIFICATION

EDUCATIONAL MAPPING

Qualification Standard

- **Learning Outcomes:**
  Knowledge, skills, autonomy & responsibility that must be demonstrated to obtain the qualification.
- **Output Requirements:**
  Translates workplace competence profile into educational learning achievements.

** Sets what the learner must know & prove.*

Making Measurable →

PHASE 3 — Quality Body

ASSESSMENT

QUALITY ASSURANCE

Assessment Standard

- **Performance Criteria:**
  Clear benchmarks for evaluating learning outcomes.
- **Evidence:**
  Proof confirming competence (e.g. portfolio, practical project).
- **Assessment Methods:**
  Methodology used to evaluate achievement.

** Defines how achievement is verified.*

Curricular Integration →

PHASE 4 — VET School

TRAINING PROGRAMME

CURRICULAR IMPLEMENTATION

Curriculum / Programme

- **Learning Modules:**
  Structured units & course content.
- **Process & Hours:**
  Time allocation & learning-teaching process.
- **Methods & Tasks:**
  Instructional methods & evaluation schedule.

** Guides the learner to learning outcomes.*

It ensures that curriculum and learning reflects occupational/professional standards and evolving skills needs.

VET-Business-Community Partnership

Work-Based Learning & Apprenticeships

Dual VET systems connecting classroom theory with authentic workplace practice, fostering contextual problem solving.

Digital & AI-Enhanced Labs & Simulations

Virtual training environments and AI-driven simulators offering personalized, risk-free technical practice.

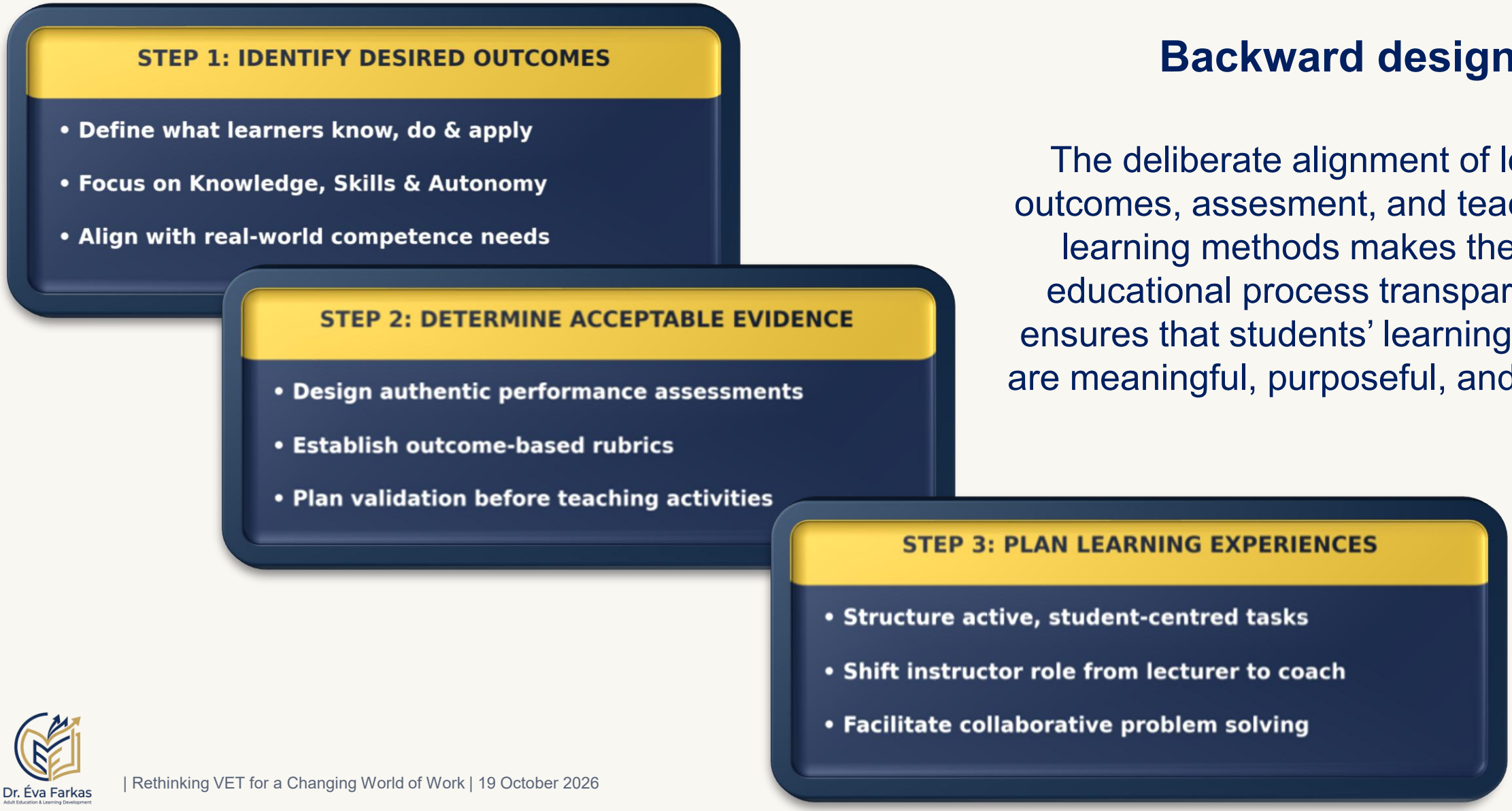
Community & Regional Skill Hubs

Collaborative ecosystems uniting employers, local authorities, and VET providers to support inclusive learning pathways.

Partnership strengthens cooperation between VET providers, employers and local communities.

Source: Cedefop. (2026). Policy approaches to strengthening VET-business partnerships: insights from national policy monitoring and analysis. https://www.cedefop.europa.eu/files/7107_en_2.pdf
Soure: Cedefop. (2026). Regional Skills Ecosystems index: Leveraging Europe's competitiveness with cutting-edge regional skills intelligence. https://www.cedefop.europa.eu/files/5627_en.pdf

Transforming Classroom into Learning Environment
Pillars of Learning Outcomes & Student-Centred Pedagogy



Backward design

The deliberate alignment of learning outcomes, assesment, and teaching and learning methods makes the entire educational process transparent and ensures that students' learning journeys are meaningful, purposeful, and effective.

Continuing Professional Development (CPD) for VET Teachers and Trainers

The most future-proof technology in VET is still the teacher and trainer.☺

Teachers and trainers are central to the transformation.

The driving force behind transforming classrooms into learning environments that genuinely facilitate learning is the teacher's vision for change and improvement.



It is essential to equip teachers and trainers with the skills and professional support needed to drive change.

We cannot expect teachers to deliver digital, green, transversal and AI-related learning without giving them the time, resources, professional development and autonomy to develop themselves.

Future-ready VET requires future-ready teachers and trainers.

Quality VET Starts with Quality VET Teachers

Every young person and adult learner deserves a teacher who is professionally competent, creative, passionate, empathetic, and committed to continuous development. A teacher who does more than transfer knowledge — someone who inspires, motivates, builds relationships, and makes a real difference in learners' lives.

Real change begins when teachers are willing and able to change their practice.

Invest in teachers! Empower them, support them, and give them the confidence and freedom to innovate, challenge traditional approaches, and rethink how teaching and learning take place.



Teachers can make a real difference!

Thank You for Your Attention!

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