

TRACK-VET:

“Developing, assessing and validating transversal key competences in the formal initial and continuing VET”

ERASMUS+ project

Key Action 2 – Strategic Partnership in VET/HE

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www.track-vet.eu (coming soon)

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What is the main aim?

The main aim of the TRACK-VET project is to support policy learning between countries (that have state external examination system in the formal VET sector) in the area of curricula development and assessment of transversal key competences by providing model solutions for formulating and assessing transversal key competences within the formal IVET and CVET, based on in-depth analysis of solutions, practices, and techniques regarding the developing, assessing and validating transversal key competences (TKC) in six EU countries.

What are transversal key competences (TKC)?

In the Council Recommendation from 2006¹ the 8 key competences consist of communication in the mother tongue, communication in foreign languages, mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship, cultural awareness and expression.

Learning to learn, social and civic competences, initiative-taking and entrepreneurship, and cultural awareness and expression are considered ‘transversal key competences’.

¹ RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 December 2006 on key competences for lifelong learning (2006/962/EC)

On 17 January 2018 European Commission issued a Proposal for a Council Recommendation on Key Competences for LifeLong Learning in which the modifications to the key competences reference framework were introduced.

Who is the target group?

The TRACK-VET project aims at providing evidence-based support to national governments and agencies, EU agencies and key stakeholders involved in designing policies on developing, assessing and validating transversal key competences.

What are the results and outcomes?

The main aim will be achieved by delivering two types of analyses:

1. Country reports:

A detailed analysis of the solutions adopted in different countries. The analyses will be based on desk research and analyses of relevant legal acts, reports, curricula, as well as on individual and group interviews with relevant stakeholders.

Each analyzed country case will include description of transversal key competences in the VET qualifications; assessment methods, techniques, solutions; and the current debate on further development of transversal key competences in the national system.

The results will be presented systematically in country reports.

2. Proposed model solutions:

A synthesis of the country reports will be conducted and, based on these results, proposed model solutions regarding developing, assessing and validating transversal key competences in formal initial and continuous VET, will be developed.

The model solutions for formulating and assessing transversal key competences within formal IVET and CVET sector will include recommendations and guidelines for: a) EU policy making level, b) national policy making level and c) agencies responsible for development and assessment of TKC in the formal IVET and CVET.

Who are the partners?

TRACK-VET project is being carried out by the partnership consisting of seven institutions:

- Warsaw School of Economic (SGH) (project leader)
- Austrian Institute for Research on Vocational Training (*öibf*)
- Fafo Institute for Labour and Social Research in Norway
- French Centre for Research on Qualifications (Céreq)
- National Institute for Certified Educational Measurements in Slovakia (NÚCEM)
- Matej Bel University Banska Bystrica (UMB)
- National Centre for Education in Latvia

There are also six Associated Partners - 'silent partner':

- Austrian Federal Ministry of Education
- Ministry of Education, Science, Research and Sport in Slovakia – department responsible for IVET
- Ministry of Education, Science, Research and Sport in Slovakia – department responsible for lifelong learning
- Ministry of National Education, Higher Education and Research in France
- Central Examination Commission in Poland responsible for designing assessment and validation of IVET and CVET formal qualifications in Poland
- NETINVET network (association composed of 72 vocational education and training schools and centers in 8 Member States of the European Union)