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The need for an agreed terminology on transversal skills and competences

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Transversal skills and competences

- Transversal skills and competences are not specifically related or limited to a particular job, occupation or sector
- Transversal skills are nevertheless key to our ability to carry out these tasks and jobs
- Transversal skills are critical for our ability to adapt to the changes these tasks and jobs undergo
- Transversal skills are critical to our ability to relate to others and to live in a society

The need for a more consistent terminology

- While there is general agreement on the importance of these skills and competences, there is no clear termoinological agreement on which skills to include
- Every institution, project or researcher dealing with transversal skills tend to start from scratch and create yet another typology of transversal skills and competence
- The lack of a consistent terminology may result in bias; overemphasising certain aspects; underestimating others

ESCO and transversal skills and competences

- ESCO, due to its multilingual character, is in a good position to promote and host a consistent terminology on transversal skills
- ESCO could provide a neutral reference point, acting as a terminological resource for the multitude of applications existing and developing in this area
- ESCO should not replace the diversity of applications in this are; it should enhance linkages and comsistency
- ESCO started (cross-sectoral working group) work in 2011; this is not complete and need further developements

The existing transversal skills in ESCO – what is missing?

- Lack of an intuitive logic
- Communication skills have largely been left out
- No clear link to occupational skills and competences
- The complexity of transversal skills can not be easily expressed
- A strategy for the contextualisation of transversal skills is missing

The relevance of a robust terminology on transversal skills and competences

A robust and consistent terminlogy can act as a reference point and resource for stakeholders in education, in the labour market and civil society

- Self assessment and self-representation
- Validation of non-formal and informal learning
- Design and review of qualifications, curricula and asessment specifications
- Comparative research
- Etc.

Taking the terminology on transversal skills and competences forward

The existing terminology on transversal skills and competences in ESCO needs to be revised and further developed

- Set up a small working group of 4-6 experts (terminology; learning outcomes, Human resource, research):
  - Pay attention to the internal logic of the terminology; the relationship between terms
  - Draw experience from a wide range of stakeholders in education and training, labour market, civil society and research
  - Prepare a proposal by end 2019 for wide consutation
- Ensure coordination with the ESCO expert group addressing the structure of the skills pillar