



CENTRE DE RECHERCHE ET D'EXPERTISE
EN **MULTILITTÉRATIE DES ADULTES**

The Guide to the graduated matrix of the
Quebec Referential of Future Skills, an
innovative approach to adult essential skills
enhancement

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AGENDA

PRESENTATION OF JUNE 25, 2024

1. The graduated matrix of the *Référentiel québécois des compétences du future (Quebec Referential of Future Skills)*
2. The key role of literacy and its close interrelationships as a transversal competency in the mobilization of Future Skills
3. Discussion period

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1. The graduated matrix of the *Référentiel québécois des compétences du future* (Quebec Referential of Future Skills)

Guide de présentation de la **MATRICE GRADUÉE**

du Référentiel québécois des compétences du futur de la CPMT

Guide to introducing the graduated matrix of the *Référentiel québécois des compétences du futur* of the *Commission des partenaires du marché du travail (CPMT)*

This guide is a tool designed to help employers, trainers and workers to identify, develop and enhance skills, and possibly to requalify for the workplace.

To access the CREMA Graduated Matrix Guide (in French only)
bit.ly/CREMAmatrix1

And the presentation video (in French only)
bit.ly/CREMAmatrix2



CREMA
CENTRE DE RECHERCHE ET D'APPRENTISSAGE
EN MULTILITTÉRATIE DES ADULTES

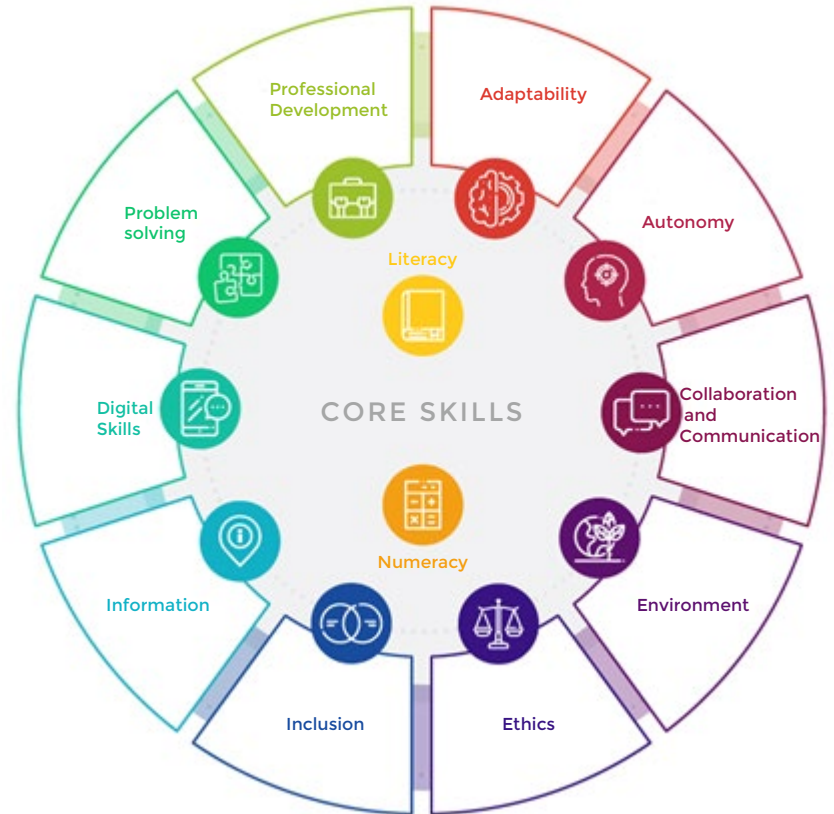
Grâce à la participation financière de
25 ans
La Commission
des partenaires
du marché du travail

Skills Wheel

Future skills used in **learning**, in the **community** and in the **workplace**, in all forms and at different levels of complexity. They help people perform various tasks, adapt to change, and set a baseline for further skills development.

Future skills are based on two foundations: **literacy** (reading and interpreting continuous and schematic texts, and writing) as well as **numeracy** (arithmetic).

Supporting these foundations are ten essential, multidisciplinary skills.



Twelve Skills of the Future

1. Literacy

2. Numeracy

3. Adaptability

4. Autonomy

5. Collaboration and Communication

6. Environment

7. Ethics

8. Inclusion

9. Information

10. Digital Skills

11. Problem solving

12. Professional development

*See skills definitions in appendix

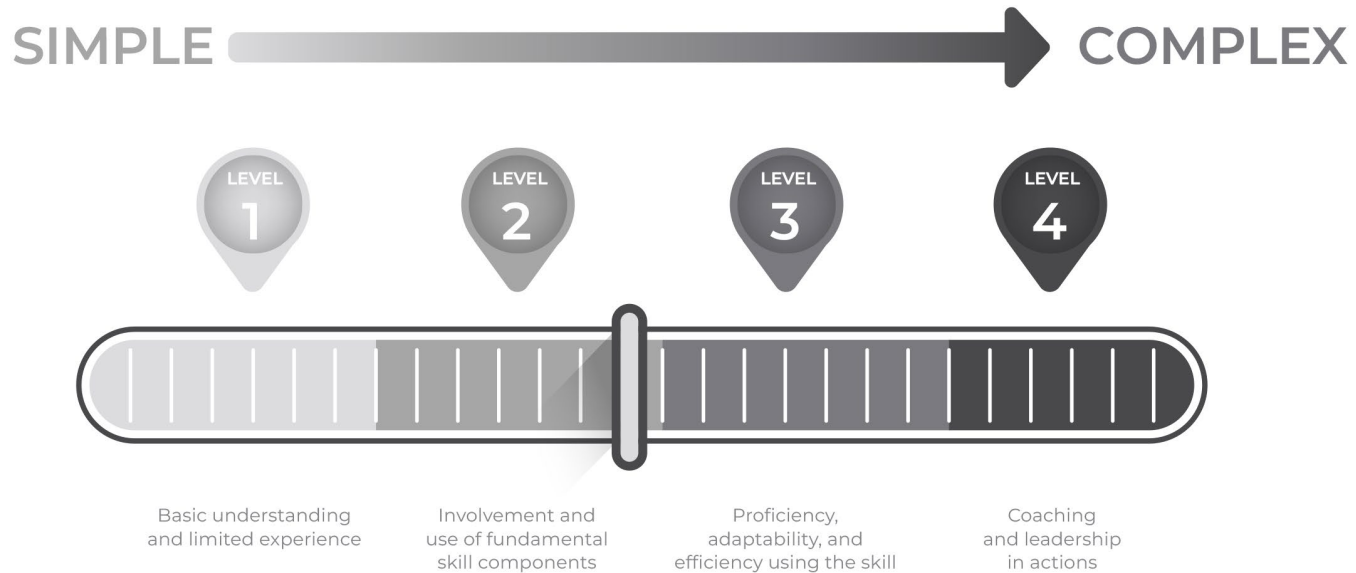
Targeted Skill in Literacy

Workplace **literacy** is about developing “the **ability** of an individual, an environment, and a community to understand and communicate information through language in multiple supports, in order to participate actively in society in different contexts”. Each of the components of this definition refers to a specific concept that needs to be explained.

These concepts are based on a definition from a research made by Andre C. Moreau et al. (2020).

Future Skills Development Scale

Each of the 12 Future Skills can be broken down into **four levels** of proficiency that influence, to varying degrees, personal development, interaction, social participation and citizenship development.



Future Skills Development Scale



BASIC UNDERSTANDING AND LIMITED EXPERIENCE



INVOLVEMENT AND USE OF FUNDAMENTAL SKILL COMPONENTS



PROFICIENCY, ADAPTABILITY, AND EFFICIENCY USING THE SKILL



COACHING AND LEADERSHIP IN ACTIONS

Progression Descriptors for Literacy Skill

LEVELS	PROGRESSION DESCRIPTORS
LEVEL 1 <i>Understanding of basic elements and experience of basic situations</i>	<p data-bbox="492 409 1294 447">Simple and explicit sources of information</p> <p data-bbox="492 496 705 535">The person:</p> <ul data-bbox="511 540 1719 868" style="list-style-type: none"><li data-bbox="511 540 1719 616">• locates information that is identical or similar (synonymous) to that given in a directive<li data-bbox="511 622 1207 660">• reads continuous text with some ease<li data-bbox="511 666 917 704">• identifies information<li data-bbox="511 709 1062 748">• understands basic vocabulary<li data-bbox="511 753 1130 791">• grasps the meaning of a sentence<li data-bbox="511 797 975 835">• makes simple inferences<li data-bbox="511 840 888 879">• fills in a simple form

Progression Descriptors for Literacy Skill

LEVELS	PROGRESSION DESCRIPTORS
<p>LEVEL 2 <i>Participation and application of the fundamental components (and resources) of the skill</i></p>	<p>Sources of information with multiple, possibly non-explicit, pieces of information</p> <p>The person:</p> <ul style="list-style-type: none">• identifies information located in different parts of a digital or other type of document• understands longer, denser texts on different media (digital or other)• makes connections between the text and the information required• reasons based on given information• compares, distinguishes or contrasts information

Progression Descriptors for Literacy Skill

LEVELS	PROGRESSION DESCRIPTORS
<p>LEVEL 3 <i>Mastery, customization and efficient use of skills</i></p>	<p>Multiple sources of information with various levels of complexity</p> <p>The person:</p> <ul style="list-style-type: none">• understands longer, denser texts using different media (digital or other)• establishes appropriate links between different ideas in text (digital or other)• constructs meaning from larger chunks of text• formulates hypotheses• discriminates irrelevant or inappropriate content to formulate correct answers (adapted to the situation)• performs several steps to determine and formulate answers• interprets, identifies and correctly evaluates the meaning of one or more items of information• engages in reflective thinking about the information

Progression Descriptors for Literacy Skill

LEVELS	PROGRESSION DESCRIPTORS
LEVEL 4 <i>Mentoring and leadership in action</i>	<p data-bbox="486 364 1257 401">Multiple sources of complex information</p> <p data-bbox="486 465 691 500">The person:</p> <ul data-bbox="510 506 1572 875" style="list-style-type: none"><li data-bbox="510 506 1518 541">• finds and integrates information in multiple, dense texts<li data-bbox="510 548 1112 583">• assesses the reliability of sources<li data-bbox="510 589 1514 624">• understands logic and concepts selects key information<li data-bbox="510 631 1487 666">• synthesizes similar or opposing ideas or points of view<li data-bbox="510 672 1166 707">• evaluates arguments based on facts<li data-bbox="510 714 1182 749">• uses analogy, deduction or induction<li data-bbox="510 755 1572 790">• solves complex problems in reading, writing and numeracy<li data-bbox="510 797 1221 832">• forges own understanding of the world<li data-bbox="510 838 977 873">• exercises critical thinking

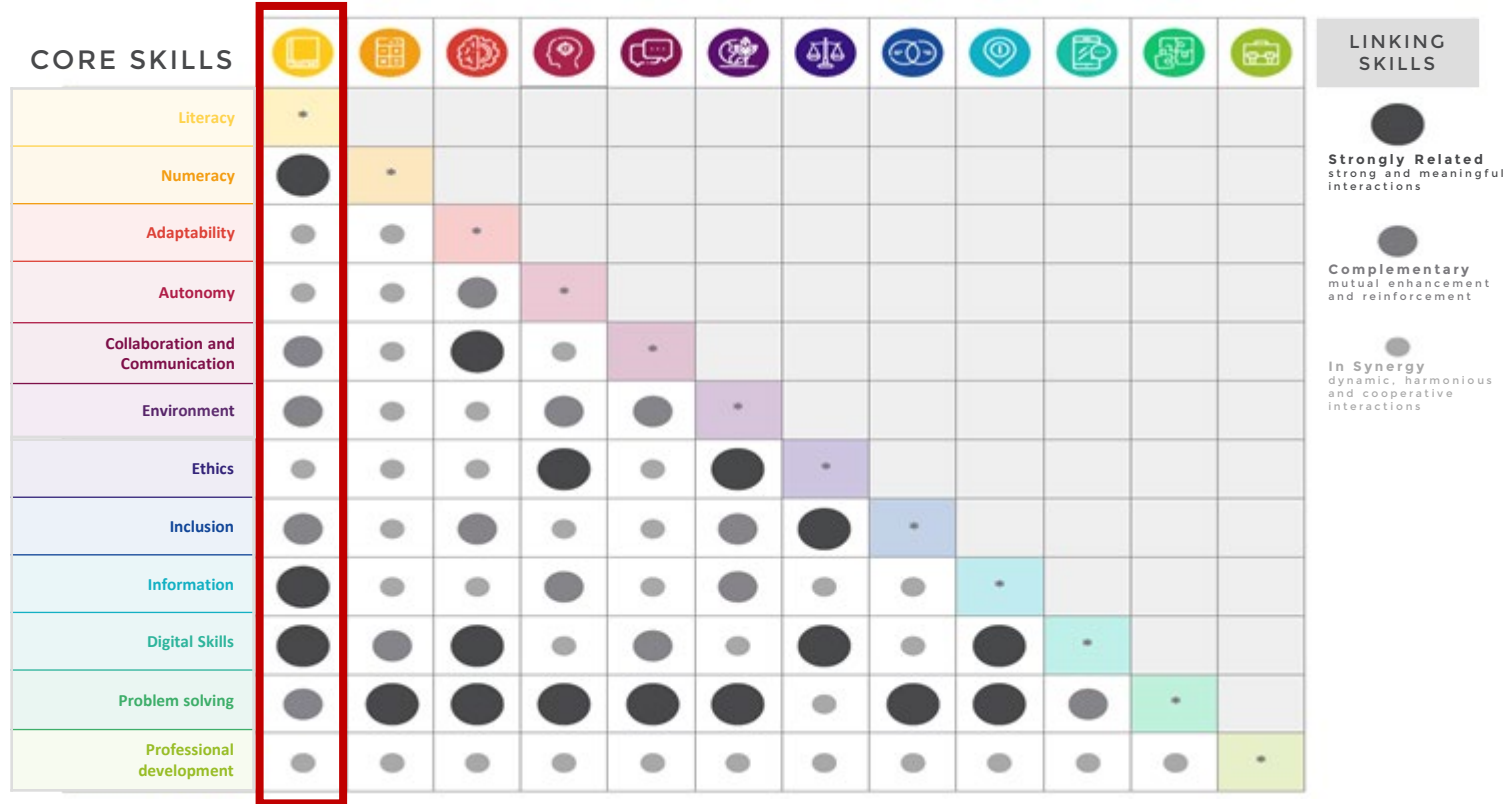
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2. The key role of literacy and its close interrelationships as a transversal competency in the mobilization of Future Skills

Proximity Networks for Literacy as a Key Skill

Network between **Literacy** and the other 11 skills



Proximity Networks for Literacy as a Key Skill

Strongly Related
Numeracy, Information and Digital Skills

Complementary
Problem-solving, Inclusion, Environment and Communication and Collaboration

In Synergy
Adaptability, Autonomy, Ethics, Professional Development

Literacy



- Literacy
- Numeracy
- Adaptability
- Autonomy
- Collaboration and Communication
- Environment
- Ethics
- Inclusion
- Information
- Digital Skills
- Problem solving
- Professional development

Strongly Related
strong and meaningful interactions

Complementary
mutual enhancement and reinforcement

In Synergy
dynamic, harmonious and cooperative interactions

Defining Literacy as a Key Skill

LITERACY is an inclusive concept in the sense that it promotes a comprehensive vision of human beings and their ability to interact in their environment and community.

It integrates three interrelated components: **reading**, **writing** and **oral communication**.

These components are used to learn, to understand phenomena, to appreciate the written words, to communicate, and to develop the critical faculties of people living in society.

Enabling Environment for Literacy as a Key Skill

This vision draws on the concept of the “enabling environment”, which has its origins in ergonomics and deals with adaptation in people. In this sense, the **enabling environment** meets three criteria, it is...

PREVENTIVE

by enabling risks to be detected and prevented, and by eliminating exposure to demands that could trigger long-term limitations or adverse psychological reactions

UNIVERSAL

because it recognizes interindividual differences (specific characteristics, age, gender, culture, religion, etc.) and conditions such as impairments and disabilities, and seeks to reduce or eliminate developmental obstacles and social exclusion factors

DEVELOPMENTAL

because this new, designed environment enables learners to develop new knowledge and skills, broaden their scope for action and exercise self-determination in an educational context

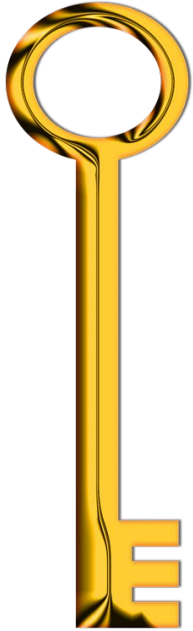
Literacy as a Key Skill

Inclusive contexts are inextricably linked to literacy, which is manifested in three main dimensions:

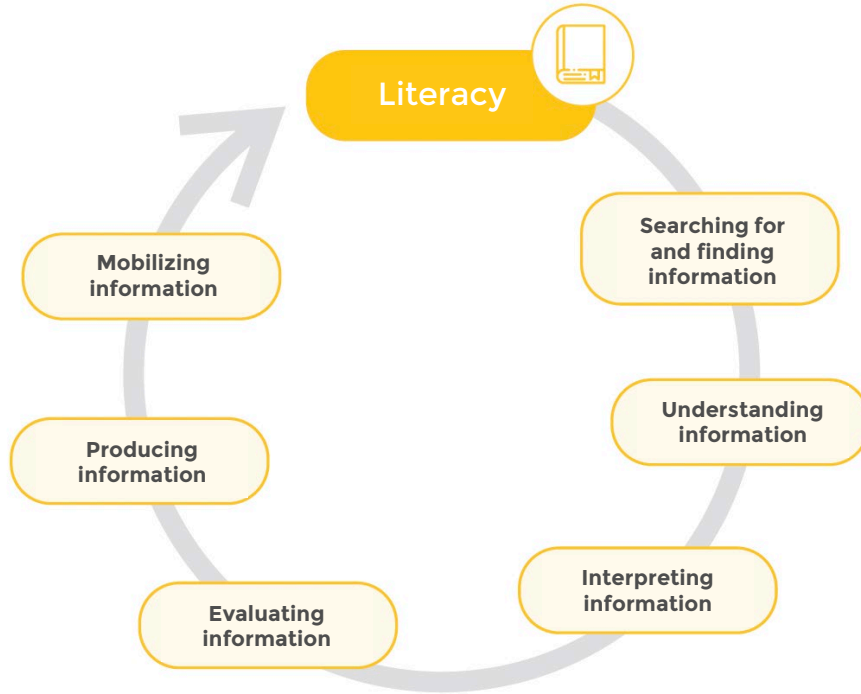
- The **linguistic dimension** of literacy refers to reading, writing and oral communication, as well as their interrelation.
- The **cognitive dimension** concerns teaching (training) and learning.
- The **social dimension** concerns personal environment and opportunities for social participation.

These three dimensions open vectors for development and for active participation in society. It advocates respecting and valuing people's diversity in different settings (school, society and workplace). It is based on justice, equity, democracy and human rights.

This is why literacy is about more than simply reading and writing. Literacy spans every area of life, beyond education.



Portraying the Cyclic Process of Literacy as a Key Skill



Cyclic process for **Literacy** Proficiency

Searching for and finding information includes knowing where to look, decoding available information, reading and writing. It involves reading existing information, identifying keywords or themes, entering keywords or themes into a search engine or document database, and interviewing people.

Understanding information includes decoding and assimilating information by reading, sorting out pieces of information and establishing links with prior knowledge.

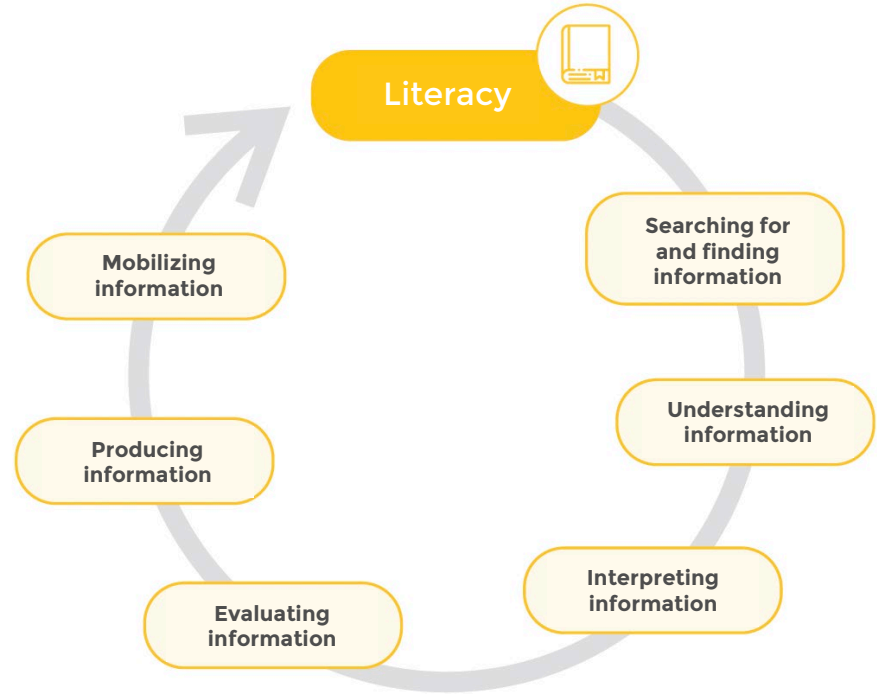
Interpreting information involves reformulating and creating meaning: reformulating while making information comprehensible to oneself and to others.

Portraying the Cyclic Process of Literacy as a Key Skill

Evaluating information involves questioning, discriminating and justifying. This dimension takes the form of judging the quality of information using criteria, selecting the most relevant information according to professional intent, and explaining the reasons and choices made according to professional intent.

Producing information entails creating, adjusting and refining. It may involve developing content that meets a demand, modulating one's way of doing or thinking according to an intention, and finally identifying targets or content according to the intention.

Mobilizing information refers to the use of information in a situation, to demonstrate one's understanding by integrating knowledge into one's situational know-how.



Cyclic process for **Literacy** Proficiency



“ [...] skills are built in action, by combining internal and external resources within a specific context, and throughout one's career.”

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3. Discussion period

To find out more

Contact Michel.simard@clg.qc.ca



THANK YOU FOR
YOUR INTEREST



Appendix

1. A Definition* of the Twelve Skills of the *Référentiel québécois des compétences du futur*
2. Progression Descriptors for Literacy Skill

* Free translation

A Definition of the Twelve Skills of the Future



LITERACY

Literacy is the ability to understand and use written information (reading continuous and schematic texts, and writing) in everyday life, at home, at work and in the community to achieve personal goals and expand one's knowledge and abilities.¹



NUMERACY

Numeracy is the sum of the knowledge and skills needed to deal effectively with the mathematical requirements of various professional, personal, social and cultural situations.²



ADAPTABILITY

Demonstrating adaptability means adopting a positive, confident, nuanced and determined attitude in the face of change and uncertainty in the job market. It also means having the ability to rise to challenges and bounce back from difficult or stressful work situations or contexts.

¹ Organization for Economic Co-operation and Development (2000).

² Statistiques Canada. *Les compétences en numératie des adultes* <https://bit.ly/competence-numeratie-adultes>, consulted online in March 2020.

A Definition of the Twelve Skills of the Future



AUTONOMY

Demonstrating autonomy means showing the ability and willingness to take action on one's own. It also means being able, through appropriate reflection, to make choices and implement actions based on these decisions.



COLLABORATION AND COMMUNICATION

Collaborating and communicating means being able to work as part of a team or in concert with another person, either face-to-face or virtually, to help them carry out their responsibilities. It also means knowing how to act in cooperation with others to accomplish a common task.



ENVIRONMENT

Respecting the environment means acquiring the attitudes needed to understand the impact of oneself, one's company and of society in general on the environment and sustainable development. It also means taking concrete action in your professional and personal life.

A Definition of the Twelve Skills of the Future



ETHICS

Ethical action means developing a sense of fairness, to demonstrate justice and impartiality. It also means knowing how to act while recognizing the rights of everyone. Finally, it means respecting standards and regulations and acting in accordance with expected behavior.³



INCLUSION

Respecting diversity and promoting inclusion means above all knowing how to respect others. It also means showing consideration for people and treating them with empathy, consideration and dignity.



INFORMATION

Knowing how to manage information means selecting and using it appropriately, taking context into account. Critical judgment means being able to examine a situation carefully before making a judgment, to choose the most appropriate option.

A Definition of the Twelve Skills of the Future



DIGITAL SKILLS

Understanding and making use of digital technology is about harnessing it to do a job. It also means understanding the potential of digital technology to develop job-related skills.



PROBLEM SOLVING

Problem solving means goal-oriented thought and action in situations for which there is as yet no solution in sight. Creative problem-solving is therefore sometimes required. Understanding the problem and transforming it in stages, based on planning and reasoning, constitute the problem-solving process..⁴



PROFESIONAL DEVELOPMENT

Adopting a posture of continuous professional development means undertaking any initiative aimed at acquiring, maintaining or perfecting one's knowledge, skills or attitudes. It also means acting with the will to succeed and to constantly do better. Another term is “growth mindset”.