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European Centre for the Development  
of Vocational Training



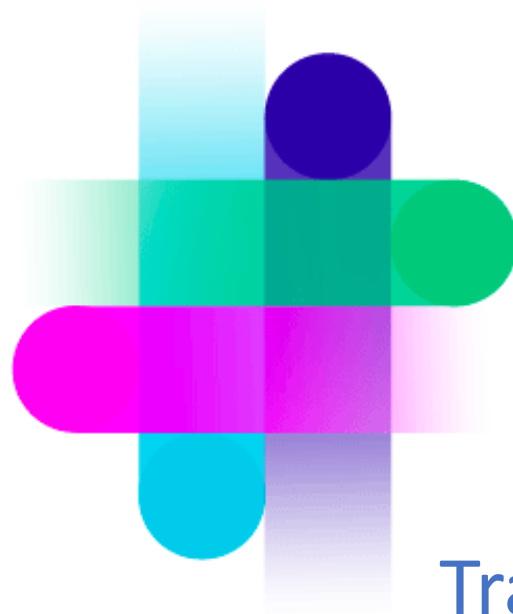
# Making learning progression a reality

Learners in the spotlight

**21 February 2024**

Virtual event

#learningoutcomes



## Transparency and transferability of learning outcomes: a 20-year journey

Ongoing work: changes for citizens in 2000-20 and  
future policy scenarios

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# WA 3 - Lifelong learning in 2000 & 2020 – impact on individual citizen? - Key research questions

- **RQ 3.1** – Which obstacles to individuals' lifelong and life-wide learning existed in 2000, focussing on transparency of systems and transferability of learning outcomes?
- **RQ 3.2** – Which obstacles to individuals' lifelong and life-wide learning existed in 2020, focussing on transparency of systems and transferability of learning outcomes?
- **RQ 3.3** – Which national initiatives and reforms have made a difference to individual learners and their need to access, enter, re-enter and combine learning throughout life?



# Project state-of-play: WA 3 - Lifelong learning in 2000 & 2020 – Impact on individual citizen?

- **Focus on individual learners & analysis on how EU & national policies & reforms** adopted in 2000-2020 (analysed in WA 1 & WA 2) & supporting transparency, & transferability of learning outcomes) have **influenced lifelong & life-wide learning choices &** pathways of individual learners.

## Work completed so far:

- Literature review & statistical descriptive analysis of available EU data
- As part of 8 in-depth national case studies (DE, FI, FR, IE, IT, NL, PL, & RO): desk research & standardised data collection tables, one for each education sub-sector examined: general education, IVET, CVET & adult education, HVET & higher education (upper secondary level & over, i.e., ISCED 3 / EQF 3 & 4 onwards)

## Ongoing work: national experts are completing the literature/policy review & are

- starting the policy interviews with 5 key stakeholders in each country
- planning 2 focus groups – 1 with training providers & 1 with learners in each country
- planning up to 3 in-depth case story (narrative) interviews with learners about their learning journey
- will produce a national case study report by March 2024
- **Draft Final Report:** due in May 2024

# WA 3 - Lifelong learning in 2000 & 2020 – impact on individual citizen? – Key developments

- Greater flexibility & permeability of learning pathways in formal education & training
  - horizontally within VET & between general education (GE) & VET
  - vertically from upper secondary VET to higher VET (HVET) or higher education (HE)
- Improved learner ability to (re)enter formal education & training &/or combine formal, non-formal & informal learning.
- Increased learner mobility between countries, especially in HE (e.g. Erasmus+), but also increasingly in VET.

# WA 3 - Lifelong learning in 2000 & 2020 – impact on individual citizen? – Obstacles

- Inconsistency in description & application of learning outcomes across education & training sectors ► adverse impact on comparability & transferability
- Cumbersome & complex recognition procedures at both system & institutional levels ► automatic recognition of qualifications across EHEA countries remains a major challenge
- Persisting socio-economic inequalities in learning participation & learning mobility ► learners from disadvantaged backgrounds benefit less

# Project state-of-play: WA 4 - Scenarios for lifelong & life-wide learning - Key research questions

Drawing on findings from WA1-WA3 & reflecting on past two decades (2000-2020) & current policy landscape at EU & national level:

- what have been the prevailing trends & priorities in supporting lifelong learning through the transferability and transparency of learning outcomes? How might these past trends influence & shape future EU & national developments on lifelong learning?
- which alternative scenarios & policy choices in support of transferability & transparency of learning outcomes can be outlined for European policies on lifelong & life-wide learning towards 2040?
- which alternative scenarios & policy choices in support of transferability & transparency of learning outcomes can be outlined for national developments of lifelong & life-wide learning policies towards 2040?



# Project state-of-play: WA 4 - Scenarios for lifelong & life-wide learning

- **Focus on developing** a number of **possible future-oriented – EU & national – policy scenarios towards 2040** in relation to transparency & transferability of learning outcomes & associated national lifelong & life-wide policies

## Work completed so far:

- Literature review – identification of key trends
- 1<sup>st</sup> round of EU & national level expert interviews (as part of quasi-Delphi method) to validate/refine trends
- Development of baseline scenarios at EU & national levels

## Ongoing work:

- Refining EU/national trends & developing EU & national policy scenarios
- Designing & running online expert survey (2<sup>nd</sup> round of EU & national level expert inputs)
- Refining EU & national policy scenarios
- 3<sup>rd</sup> round of EU & national level expert interviews to further validate & refine scenarios
- 2 scenario validation workshops with key stakeholders from across the EU
- **Draft Final Report:** due in December 2024



# Key EU & national trends

- **Trend 1:** Increased transparency & comparability of qualifications
- **Trend 2:** Increased use of modular approaches in education & training
- **Trend 3:** Increased ways to receive & accumulate credit for achieved learning outcomes
- **Trend 4:** Increased transferability of learning outcomes
- **Trend 5:** Increased recognition of learning outcomes to enhance the mobility of EU citizens & third country nationals



# EU level scenarios

- **Comprehensive/Convergent approach:** policy tools & initiatives are increasingly introduced at EU level to allow individual learners to accumulate learning outcomes in a more standardised way across all EU MS & education sectors (e.g., IVET, CVET, HE & adult education), building on strong cross-cutting QA standards & mechanisms
- **Comprehensive/Divergent approach:** EU initiatives increasingly encourage the development of policy tools & initiatives in MS to increase the transparency & transferability of learning outcomes at national level so as to allow individual learners to achieve & accumulate learning outcomes across education & training systems
- **Targeted/Convergent approach:** policy tools/initiatives are increasingly introduced or strengthened at EU level to allow individual learners to accumulate learning outcomes but using bespoke, yet standardised approaches for different education & training systems (e.g., VET/HE) or different levels of the EQF
- **Targeted/Divergent approach:** EU policy initiatives increasingly encourage MS to develop policy tools at national level to allow individual learners to engage in lifelong & life-wide learning within particular education & training systems (e.g. CVET) tailored to the particular needs of different countries or even regions

# National level scenarios

- **Comprehensive/Demand led approach:** most education & training is customised to the individual, who can pick & choose units, modules or partial qualifications that fulfil their needs for different types of work/job roles in a flexible way across different types of provision, e.g., VET, HE, adult education & other forms of informal learning experiences.
- **Targeted/Demand led approach:** provision is similar to the previous scenario, but such a demand-led approach is targeted at particular education & training systems/sectors (e.g., VET or HE), or particular types of learners (e.g., learners with qualifications, or those in need of up/re-skilling), with less flexible forms of education & training still provided in other parts of the system.
- **Comprehensive/Supply led approach:** Provision is generally more provider-led than the scenarios above. Focus is on providing a more holistic provision to learners that covers a wide-ranging set of learning outcomes needed across different occupations & more widely to thrive in life & work
- **Targeted/Supply led approach:** This is similar to the previous scenario. However, provision here is only targeted at particular groups of learners or within parts of the education & training system – with less holistic provision still existing in other sectors, providing more narrow job-specific education or training or filling particular gaps in the labour market.

# Thank you



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