



## Two decades of European and national policies promoting transparency and transferability of learning outcomes:

### Observing the forest - not only single trees

29 September 2022

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### Making learning progression a reality

Building on lessons from European transparency tools

29 September 2022 | Virtual event

[#learningoutcomes](#)



**CEDEFOP**

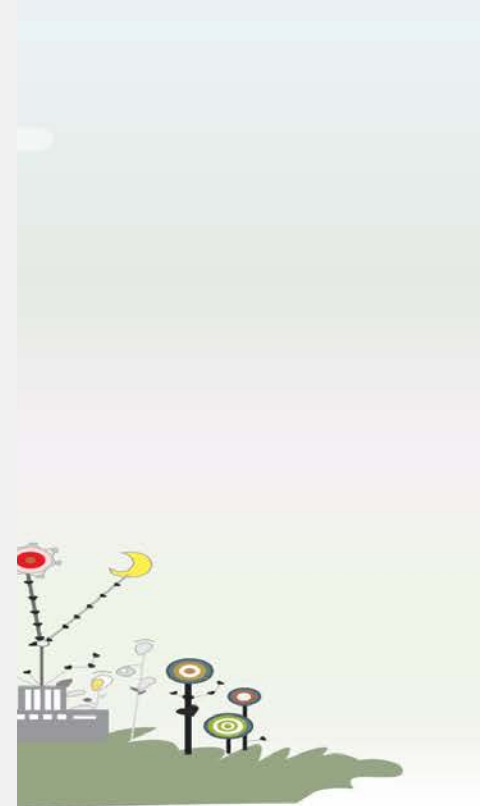
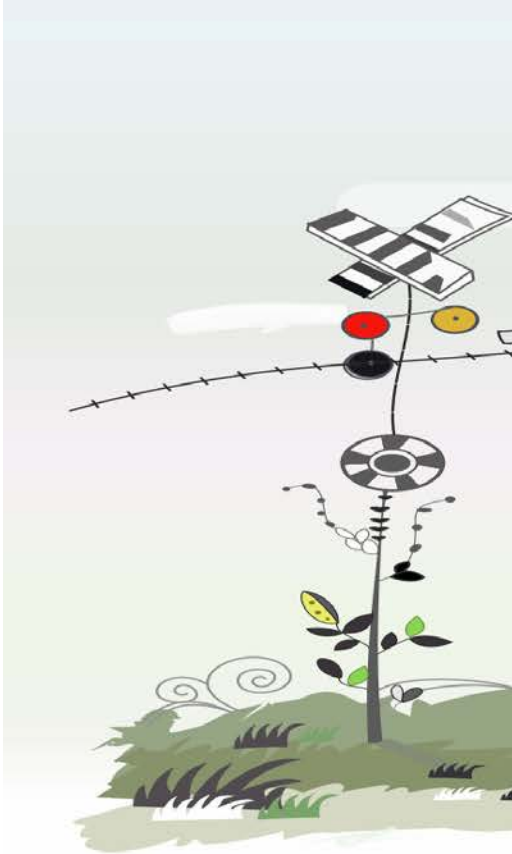
European Centre for the Development  
of Vocational Training

# 1990-2000....growing awareness

- ❖ A growing **awareness** that learning takes place throughout life and in all venues of life - in education, at work and at home – and that individuals must be able to combine and build on this learning.

## The 1996 year of lifelong learning and the 2001 Memorandum on lifelong learning

- ❖ Underlines the need for more **flexible** and **open** education and training systems able to identify and address the needs of individuals.



# Barriers....



- ❖ The vast **learning taking place outside** formal education and training is partly invisible and less valued
- ❖ Education and training systems have increased not only in **size** but also in **complexity** making it difficult for individuals to make use of opportunities and pathways
- ❖ Education and training systems are organised as '**silos**' operating partly in isolation from each other and raising barriers rather than creating opportunities
- ❖ Education and training systems have not been designed to facilitate international labour market and learning mobility

# 1990-2000...identifying responses

- ❖ A need to increase the **transparency** of systems, at national and European level
- ❖ A need to enable **transferability** of outcomes, individuals should not have to restart/repeat learning every time they cross a border – institutional, sectoral or national.
- ❖ A need to focus on **outcomes of learning** rather than input - thus opening up to formal as well as non-formal and informal settings.



# Transparency – European level responses

- ❖ Europass platform (2004...)
  - Diploma- certificate- and mobility- supplements
- ❖ EURES platform
- ❖ Directive on Professional qualifications - information support
- ❖ Qualifications frameworks (1999...)
  - European Qualifications Framework QF-European Higher Education Area
- ❖ Piloting and experimenting (ESF, Erasmus etc)

## Observations:

- To a large extent reflecting the need to facilitate European labour market **mobility**
- Education and training lifelong learning reform an **'add on'** to the European Mobility priority

# Transparency – National responses

- ❖ Guidance and counselling
- ❖ Adaptation of European instruments (2005>)
  - National and sectoral qualifications frameworks
  - Europass and Eures
- ❖ Improvement of national information sources (e.g databases)
- ❖ Learning outcomes based descriptions of qualifications and programmes (1980 >)

## Observations:

- Focus on national education and training systems and their **interaction** with labour market
- European labour mobility an 'add on' to national priorities

# Transferability – European responses

- ❖ Directive on professional qualifications (1989>)
- ❖ Student and learner exchange schemes (1987>)
- ❖ ECTS (1999...)
- ❖ ECVET (2009-20)
- ❖ Validation (2002, 2012)
- ❖ Europass and Eures CVs
- ❖ Individual learning accounts (2021>)

## Observations:

- Initiatives are **embedded** in the education and training and **go beyond** the objective of European labour **mobility**
- Initiatives are predominantly sector-bound

# Transferability – National responses

- ❖ Restructuring of education and training systems (Permeability)
- ❖ Restructuring of education and training (unit based and module based systems)
- ❖ National recognition arrangements
- ❖ National credit transfer + adoption of European credit transfer

## Observations:

- Focus on the **modernisation** and **flexibilization** of national education systems
- **Mutual learning** and **policy exchange** an important feature of developments (



# Outcomes orientation – European responses

- ❖ From programme (input) to qualification (outcomes) focus (2000>)
- ❖ Learning outcomes acting as ‘the glue’ (2005>)
  - for qualifications frameworks
  - for credit transfer
  - for validation
- ❖ Key competences (2006>)
- ❖ Terminology (ESCO and JRC Competence Frameworks) (2010>)

## Observations:

- The shift to an **outcomes perspective** critical to EU mobility and lifelong learning strategies.
- While national inputs will always differ, outcomes can be compared and shared across national and institutional borders

# Outcomes orientation – National responses

- ❖ Learning outcomes and competence based curricula (1980>)
- ❖ Learning outcomes as ‘the glue’ (2005>)
  - National qualifications frameworks
  - Programme curricula and qualification standards
  - Validation
  - Credits

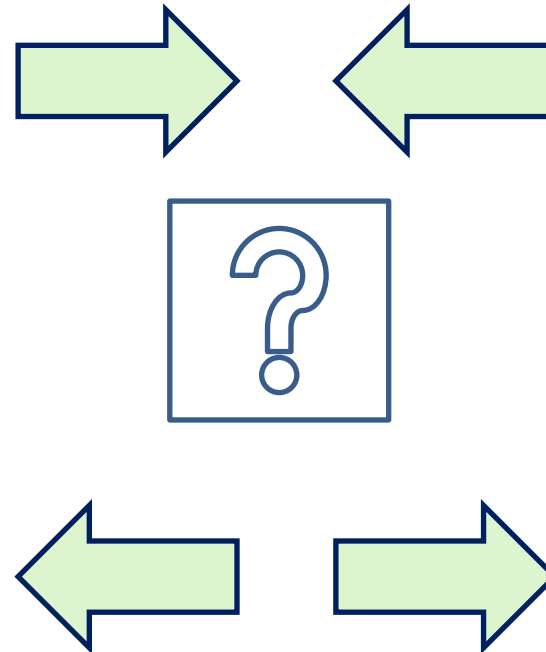
## Observations:

- Powerful initiatives potentially shifting the orientation of institutions and systems
- National initiatives influenced by EU initiatives, but deeply rooted in national reforms
- EU initiatives directly influenced by national reforms

# From European to national or from national to European?

## European influences

- Directive on Professional qualifications
- Mutual learning through technical cooperation
- Programmes for exchange and piloting (Erasmus etc.)
- EQF and EHEA (Bologna)
- ECTS



## National influences

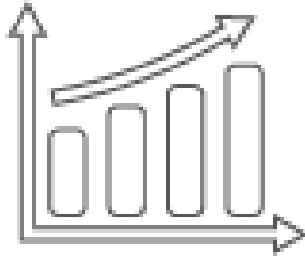
- Learning outcomes and competence
- Focus on permeability of systems
- Focus on units and modules of systems
- Focus on validation

# The key research question

Has the multitude of policy initiatives promoting transparency, transferability and outcomes made any difference – in practice and for individual citizens?



# Cedefop's project transparency and transferability of learning outcomes: 2022-2024



Long term approach

European and national policy initiatives (2000-2021)



Comprehensive approach

Wide range of policy initiatives



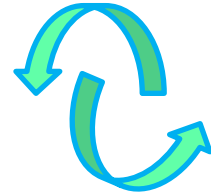
Insights on **coherence**, combined **impact** and **sustainability**



**Input** into future policies at European and national level

# Researching sustainability and impact of policies

## European level



## National level

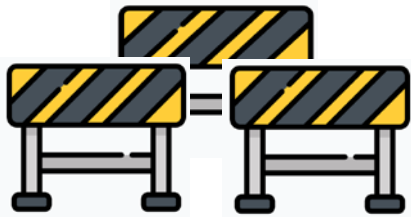


- ❖ Identify policy initiatives (since 2000)
- ❖ Orientation and objectives
- ❖ Connections → support or contradictions?

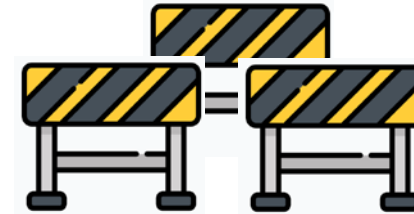
How can they be assessed according to **sustainability** and **impact**?

# Lifelong learning policies 2000 – 2020: what has changed for individuals

Which **obstacles** to lifelong and life-wide learning existed in



**2000**



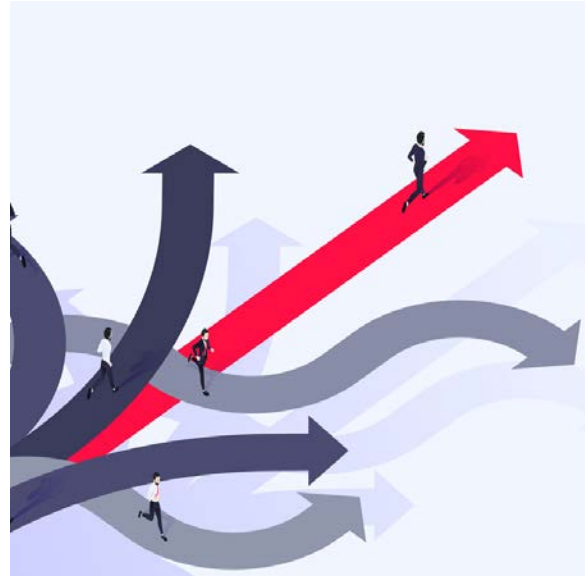
**2020**

Which European and national initiatives and reforms have made a **difference to individual learners**

and their need to access, enter, re-enter and combine learning throughout life?

# The way ahead?

European policies on  
lifelong and life-wide  
learning policies

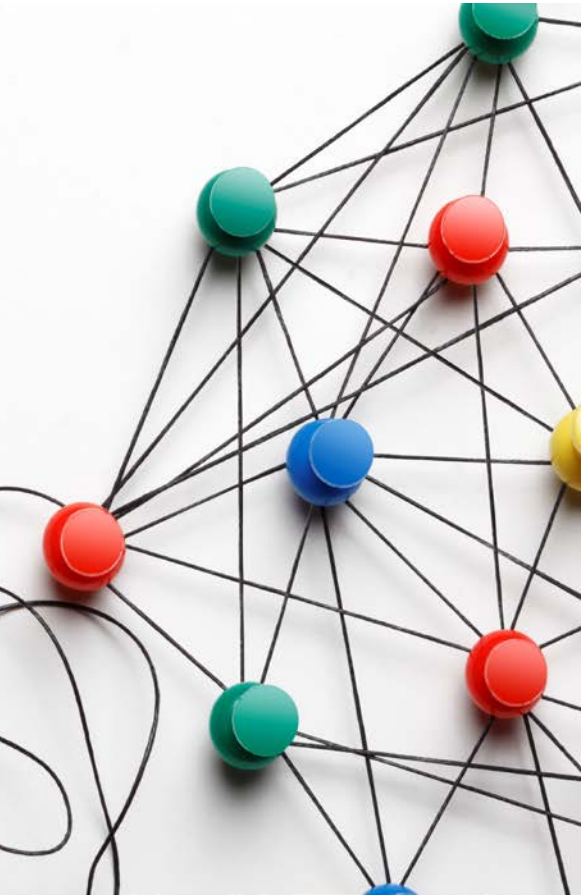


National developments  
of lifelong and life-wide  
learning policies

## Alternative policy scenarios toward 2040



# The lessons learned?



What can we learn from the **interaction** between European and national policies; **how can we build on these lessons?**



# The team structure

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Follow the **project page**

<https://www.cedefop.europa.eu/en/projects/transparency-and-transferability-learning-outcomes>

# Thank you for your attention!

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