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The project: from research to policy

The Future of the Validation of Transversal Skills

Final Conference - 24 May 2023

Co-funded by the
Erasmus+ Programme
of the European Union



SPEAKERS

- Karl Andrew Muellner, Austria's Agency for Education and Internationalisation (OeAD-GmbH)
- Pauline Boivin, Lifelong Learning Platform (LLLP)
- Maurice de Greef, Vrije Universiteit Brussel (VUB)
- Julia Fellingner & Mariya Dzhengozova – 3S

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TRANSVAL-EU Rationale, Phases, Outputs and Deliverables

European Policy Conference



May 24th, 2023 - Stockholm, Sweden

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TRANSVAL-EU PROJECT PARTNERSHIP ORGANIGRAM



TRANSVAL-EU Project Phases

Transval EU: The Project Phases

Phase 1: Research

- State-of-the Art Report & Country Sheets on Validation and Guidance in Europe
- Stakeholder Survey on the Validation of Transversal Skills
- Transversal Competence Framework and Practitioner Profile Developed

Phase 2: Curriculum Development

- Collection of good and innovative practices across Europe: Development of Database
- Curriculum Development for the Field Trials and Pilots

Phase 3: Field Trials

- European Training for Validation and Guidance Professionals
- National Trainings for Project Multipliers (AT, BE, IT, LT, PL)
- Pilots and Field Trials with End Users (AT, BE, IT, LT, PL)

Phase 4: Evaluation & Phase 5: Policy Recommendation

- Project Evaluation and Research Results
- Policy Recommendations and Sustainability Efforts

TRANSVAL-EU Project Goals: The Multiplier Effect – From the European Dimension, to the National Dimension



TRANSVAL-EU Field Trial Countries



Austria

Belgium

Italy

Lithuania

Poland

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Impact study of the field trials: the results

Julia Fellingner & Mariya Dzhengozova – 3S

Maurice de Greef - Vrije Universiteit Brussel



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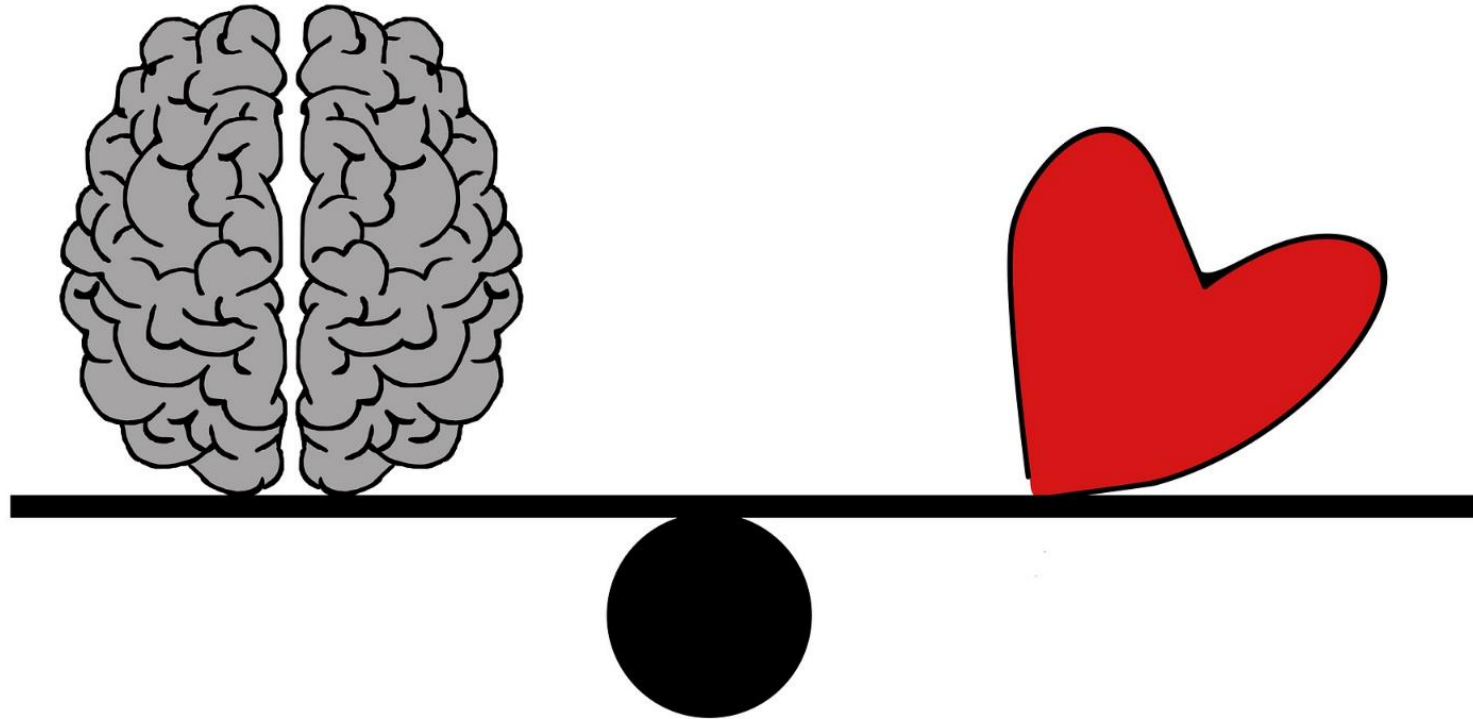
Fields trial concerning Validation of Non-Formal and Informal Learning (VNFIL)



The field trials: Finding a balance between diversity & standardization for the practitioners and the candidates!



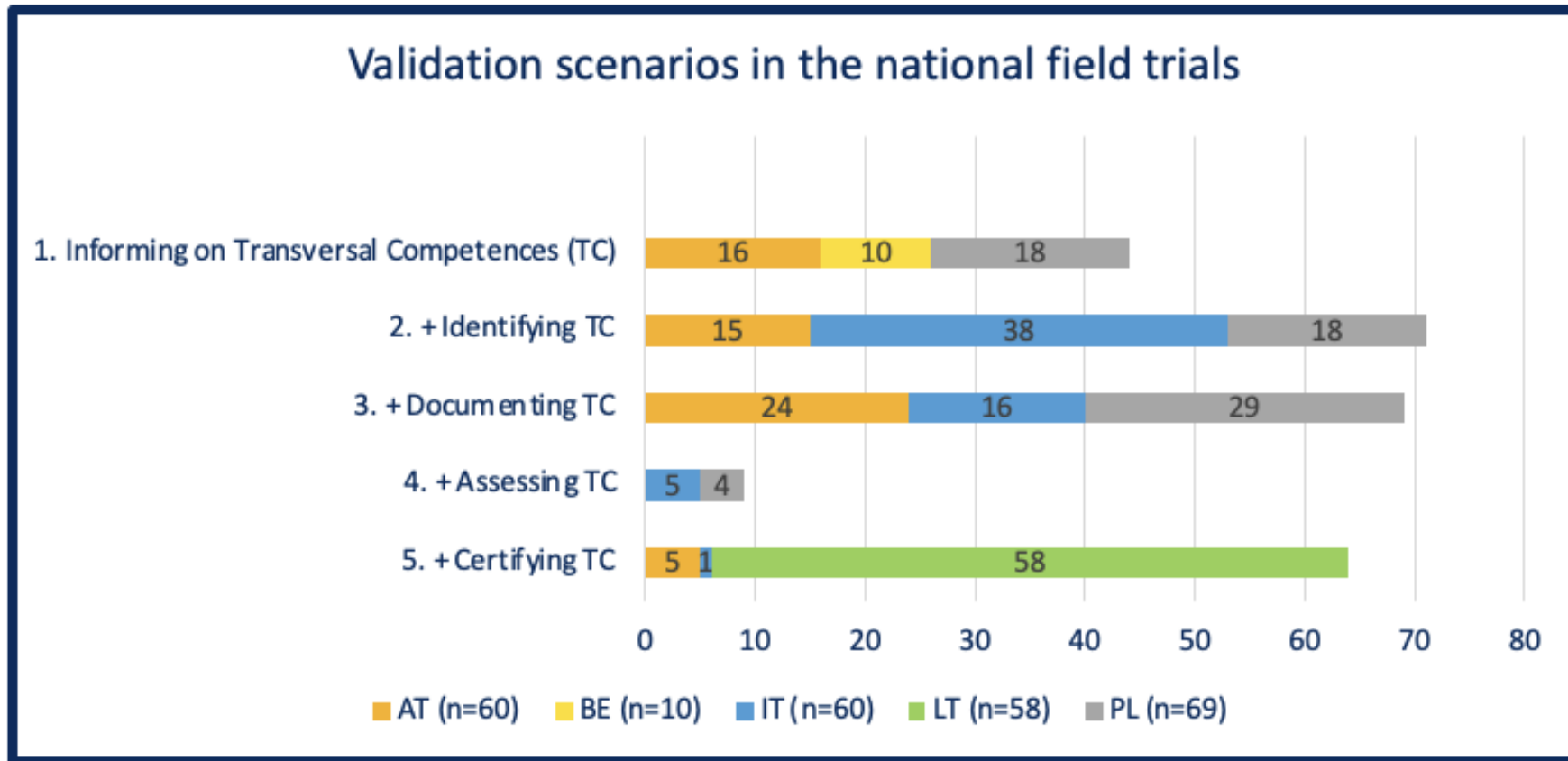
Our challenge: Finding a balance between practice and science



What did we do?

- 1. Study among validation candidates
- 1. Study among practitioners
- 1. Process monitoring
- 1. Peer learning

Overview of the (validation) stages in the field trials



Validation candidates



Validation candidates: who?

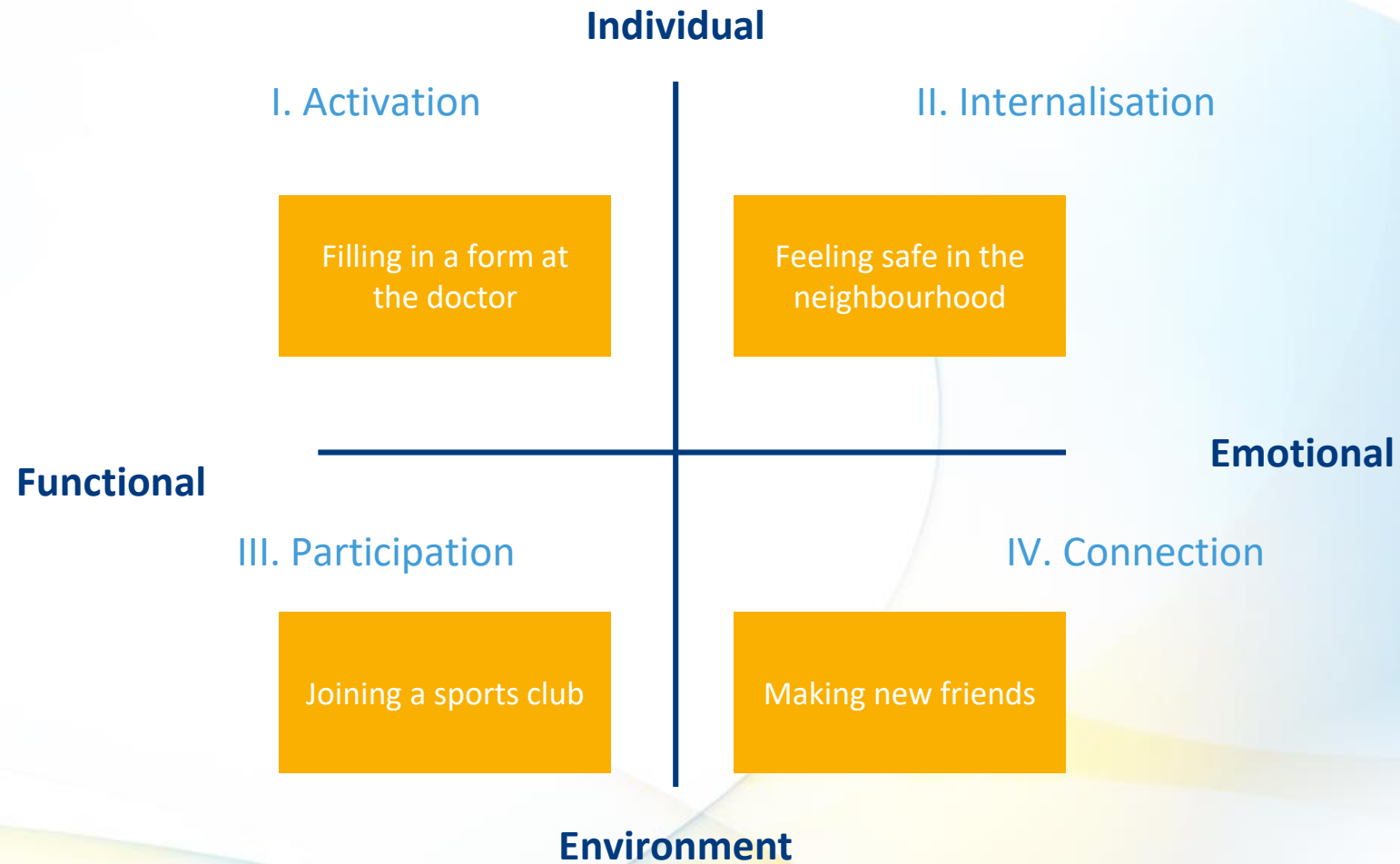
| Sociodemographic characteristic | Category | Nr. of candidates (%) |
|----------------------------------|------------------------------|-----------------------|
| <i>Country</i> | Austria | 12.9 |
| | Belgium | 8.6 |
| | Italy | 22.3 |
| | Lithuania | 19.9 |
| | Poland | 23.0 |
| | Portugal | 13.3 |
| <i>Gender</i> | Male | 45.3 |
| | Female | 54.7 |
| <i>Nationality</i> | Autochthone | 84.8 |
| | Foreign | 14.8 |
| <i>Age</i> | 0 – 25 years | 37.8 |
| | 26 – 45 years | 44.6 |
| | 46 – 65 years | 17.7 |
| <i>Highest form of education</i> | Primary school | 10.5 |
| | Secondary school | 24.6 |
| | Vocational school | 11.7 |
| | High school | 21.1 |
| | University | 25.8 |
| | Other | 1.6 |
| <i>Years in education</i> | 5 years or less | 5.9 |
| | Between 6 and 10 years | 14.8 |
| | Between 11 and 15 years | 48.0 |
| | Between 16 and 20 years | 25.8 |
| | Over 21 years | 3.5 |
| <i>Job status</i> | Paid work | 38.3 |
| | Self-employed | 6.6 |
| | Voluntary work (unpaid) | 1.2 |
| | Paid work and voluntary work | 1.6 |
| | Unemployed | 30.1 |
| | Looking for a job | 16.8 |

Study among validation candidates: What?

Impact on:

- awareness of transversal skills?
- employability?
- empowerment / social inclusion?
- transversal skills and competences?

Education ensures social inclusion



Pleasure in life: Transversal skills!



Impact on the competences – social inclusion – labour market position (1)

| Competences | Used or newly constructed variable | Experienced increase among candidates (in %) | Cronbach's Alpha of Scale | Significance of T-test |
|---------------------------------------------|------------------------------------|----------------------------------------------|---------------------------|---------------------------|
| Using oral communication | National language skills (SIT) | 49.1 | 0.95 | $t(233) = -3.91, p < .05$ |
| Using written communication | National language skills (SIT) | 49.1 | 0.95 | $t(233) = -3.91, p < .05$ |
| Communicating using digital technologies | Digital language skills (SIT) | 24.4 | 0.96 | $t(233) = -4.28, p < .05$ |
| Solving problems and reacting to unforeseen | Assertiveness (SIT) | 50.8 | 0.87 | $t(255) = -6.20, p < .05$ |
| Cooperating and fostering cooperation | Assertiveness (SIT) | 50.8 | 0.87 | $t(255) = -6.20, p < .05$ |
| Managing and organising activities | Newly constructed | 29.4 | 0.87 | $t(84) = -1.97, p < .05$ |
| Managing information and critical thinking | Newly constructed | 31.6 | 0.76 | $t(78) = -1.77, p > .05$ |
| Building one's career path | Newly constructed | 38.5 | 0.56 | $t(233) = -.57, p > .05$ |
| Developing one's competences and profile | Newly constructed | 38.5 | 0.56 | $t(233) = -.57, p > .05$ |

Impact on the competences – social inclusion – labour market position (2)

| Competences | Used or newly constructed variable | Experienced increase among candidates (in %) | Cronbach's Alpha of Scale | Significance of T-test |
|--------------------------------------------------|------------------------------------------------------------------|----------------------------------------------|---------------------------|----------------------------------------------------------|
| Social inclusion | Meeting and attempting & Being active in nature and sports (SIT) | 41.9 – 34.8 | 0.82 – 0.70 | $t(233) = -2.75, p < .05$ $/ t(232) = -1.88, p < .05$ |
| Paid work | Not applicable | 5.2 | Not applicable | Not applicable |
| Voluntary work | Not applicable | 13.5 | Not applicable | Not applicable |
| Apprenticeship | Not applicable | 8.0 | Not applicable | Not applicable |
| Job seeking | Not applicable | 16.9 | Not applicable | Not applicable |
| Job under supervision | Not applicable | 11.2 | Not applicable | Not applicable |
| Transversal skills (incl. guidance & validation) | Newly constructed | 88.7 | 0.81 | Not applicable |

Influentials?

| Competences | Country | Gender | Ethnicity | Age | Educational level | Years in education | Job status | Transversal skills |
|---------------------------------------------|---------|--------|-----------|-----|-------------------|--------------------|------------|--------------------|
| Using oral communication | | | | | | | | |
| Using written communication | | | | | | | | |
| Communicating using digital technologies | | | | | | | | |
| Solving problems and reacting to unforeseen | | | | | | | | |
| Cooperating and fostering cooperation | | | | | | | | |
| Managing and organising activities | | | | | | | | |
| Managing information and critical thinking | | | | | | | | |
| Building one's career path | | | | | | | | |
| Developing one's competences and profile | | | | | | | | |
| Social inclusion | | | | | | | | |
| Paid work | | | | | | | | |
| Voluntary work | | | | | | | | |
| Apprenticeship | | | | | | | | |
| Job seeking | | | | | | | | |
| Job under supervision | | | | | | | | |

Benchmark based on Research Expertise

Lupi et al. (2011)

- Social inclusion: 30% to 45%

Taris (2007)

- Revenue of training: 10% to 20%

Practitioners



Practitioners: Who?

| Characteristic of work setting | Category | Nr. of practitioners (%) |
|--------------------------------|--------------------------------------------------------------------------|--------------------------|
| <i>Country</i> | Austria | 24.4 |
| | Belgium | 7.7 |
| | Italy | 32.1 |
| | Lithuania | 23.1 |
| | Poland | 12.8 |
| <i>Occupation</i> | Career guidance counsellor | 27.6 |
| | Validation of non-formal and informal learning counsellor | 2.6 |
| | Educator – teacher – trainer – coach | 18.4 |
| | Examiner – assessor | 0 |
| | Multiple occupations | 18.4 |
| <i>Organisation type</i> | Other | 32.9 |
| | Centre of education or school (excluding VET schools) | 25.6 |
| | Guidance organisation | 20.5 |
| | National office concerning the EQF | 1.3 |
| | National office concerning validation of prior competences | 2.6 |
| | Non-profit employer | 3.8 |
| | Private sector company | 9.0 |
| | Vocational Education and Training (VET) provider (including VET schools) | 17.9 |
| | Other | 17.9 |
| <i>Years of experience</i> | Less than 1 year | 12.8 |
| | 1-2 years | 5.1 |
| | 3-5 years | 15.4 |
| | 5- 10 years | 23.1 |
| | Over 10 years | 42.3 |

Study among practitioners: What?

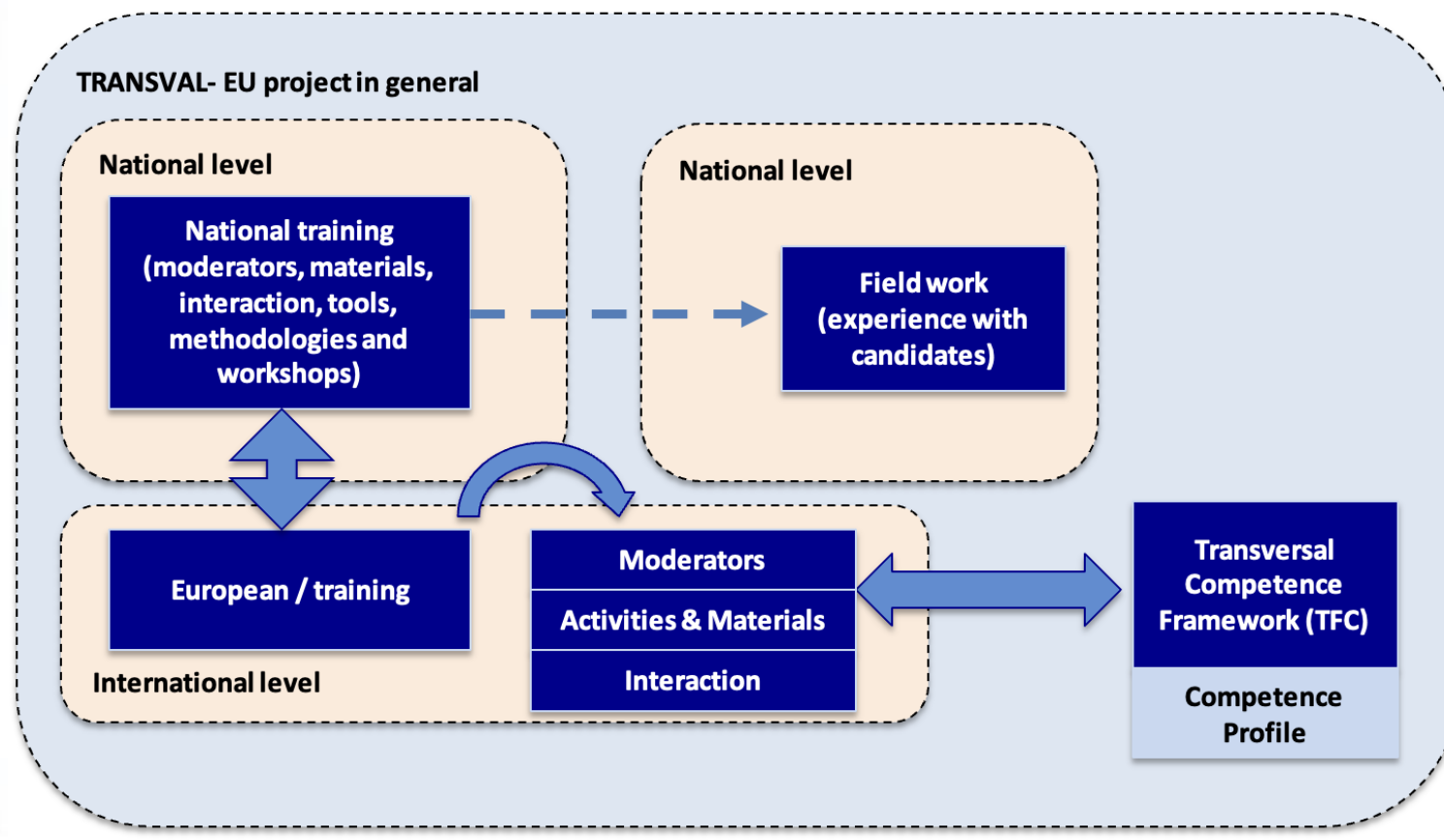
Impact on their:

- awareness of transversal skills?
- competences concerning the validation process?
- active use transversal skills in their practices?
- mutual cooperation and cooperation with the different stakeholders?

Study among practitioners: Impact?

| Variable | Experienced increase among practitioners (in %) | Cronbach's Alpha of Scale | Significance of T-test |
|----------------------------------------------------|-------------------------------------------------|---------------------------|--------------------------|
| <i>Competency level of transversal competences</i> | 75.6 | 0.96 | $t(77) = -6.48, p < .05$ |
| <i>Competency level of providing guidance</i> | | | |
| In relation to a typical validation process | 67.6 | 0.97 | $t(73) = -4.68, p < .05$ |
| In relation to validating transversal competences | 75.7 | 0.97 | $t(73) = -7.58, p < .05$ |
| <i>Competency level of assessment</i> | | | |
| In relation to a typical validation process | 71.6 | 0.98 | $t(73) = -5.08, p < .05$ |
| In relation to validating transversal competences | 74.3 | 0.98 | $t(73) = -6.87, p < .05$ |

Success factors



A word from the practitioners

“Has my awareness increased? For sure. Of the existence of such competences and of a way to identify such competences. Of the need to test competences that are just being transferred from one workplace to another, or even from school to school. And, and that they are important”

“About transversal skills, people say ‘I have it’ or ‘I don’t have it’, but never how much they have it. The effort to systematize them (...) is therefore an added value”.

"Working with transversal competences had an incredible impact on my working style. The people I work with now discover how much they can do. They feel proud. I know this has gone further, as more people come to me and tell me they are interested in learning more about identifying their skills”.

Validation of transversal skills: The effective power of a chameleon



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From policy experimentation to policy change

Pauline Boivin, Policy and Project Manager at LLLP

May 24th, 2023 - Stockholm, Sweden



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EUROPEAN
SKILLS AGENDA
FOR SUSTAINABLE
COMPETITIVENESS, SOCIAL
FAIRNESS AND RESILIENCE

**Action 3 - EU support for strategic national
upskilling action**

**Action 7 Increasing STEM graduates, fostering
entrepreneurial and transversal skills**



EUROPEAN
SKILLS AGENDA
FOR SUSTAINABLE
COMPETITIVENESS, SOCIAL
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“the Commission will support **ALL** Member States to prepare holistic, whole-of-government national skills strategies”

EU Policy Recommendations

1. Achieve the EU Skills Agenda

- a. Support MS to develop a NSSs using whole-of-government approaches
- b. Design a strategic framework on transversal skills using ESCO
- c. References to JRCs competence frameworks

- 2. EYS2023 as an opportunity to **focus on ALL skills** and to make them visible
- 3. Support a **EU Community** to exchange on policies and practices at multiple levels
- 4. Focus on **most disadvantaged groups** for skill development and recognition
- 5. Explore how can **microcredentials** develop/recognise transversal skills

National Policy Recommendations

1. **Holistic approach on NSSs** for ALL skills across sectors
2. Support the **exchange of good practices** at national level and between regions
3. Setup a **national coordination point** involving different stakeholders and authorities from different levels
4. Better **definition of transversal skills** and **awareness raising activities** for stakeholders (policy-makers, practitioners, employers, citizens).
5. **Professionalisation of practitioners**

TRANSVAL-EU: What to expect?

- European Policy Coherence Report
- National Policy Coherence Reports (PL, IT, BE-FR, LT, PL)
- National Policy Action Plans (PL, IT, BE-FR, LT, PL)

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Thank You!

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