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# The bridge between research & guidance and validation practice

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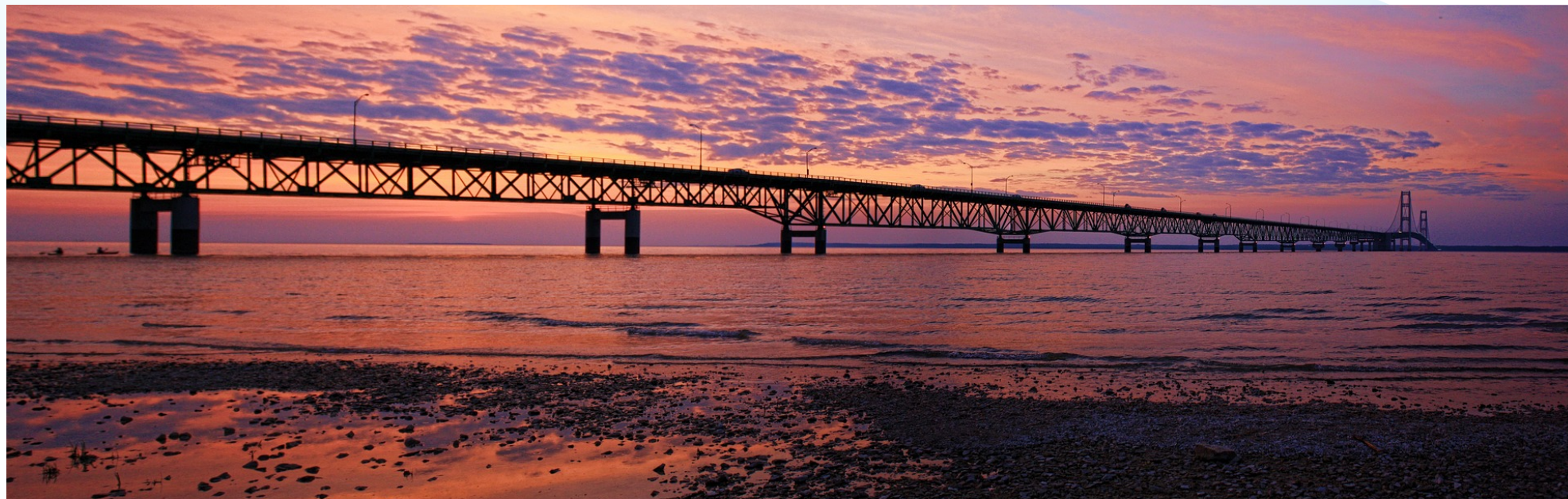
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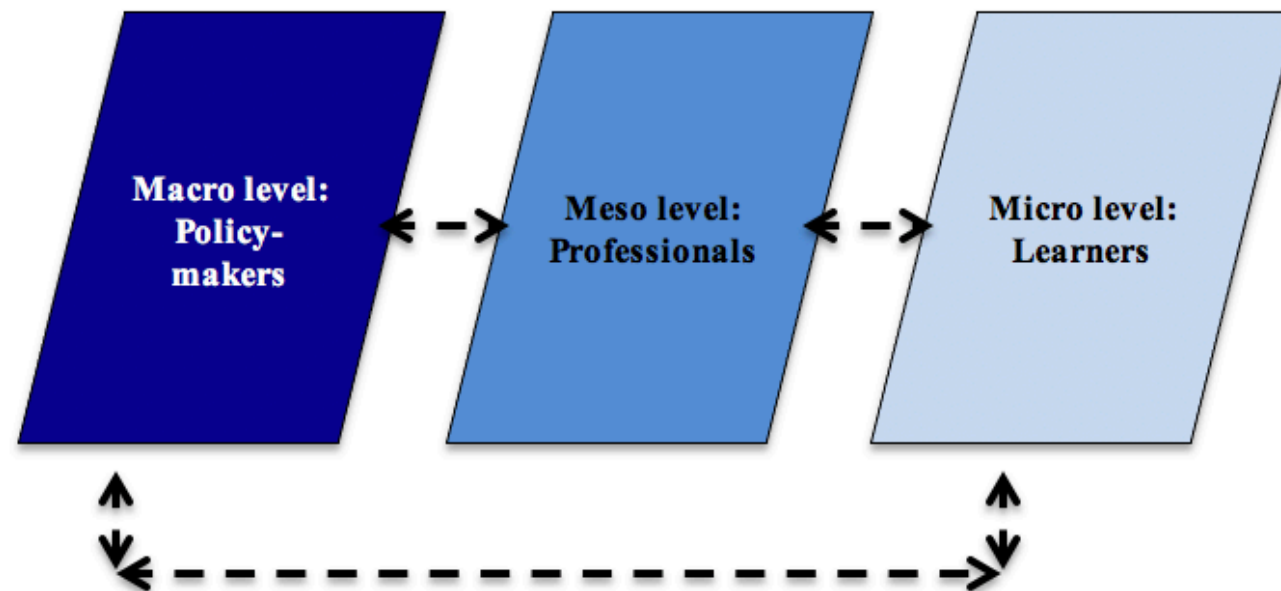
## Who needs research?



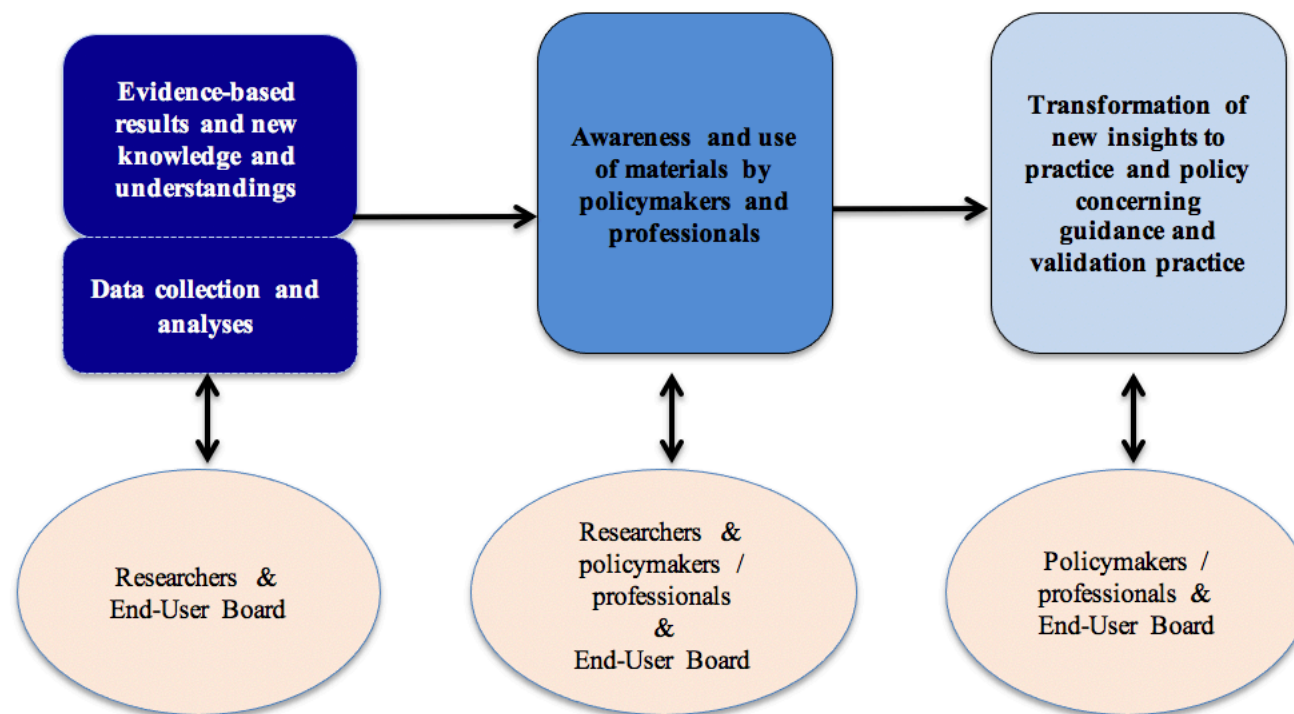
# Which bridges do we need to cross?



## Bridge Nr. 1: The levels



## Bridge Nr. 2: The bridge between stakeholders in the same field, but with a different agenda!



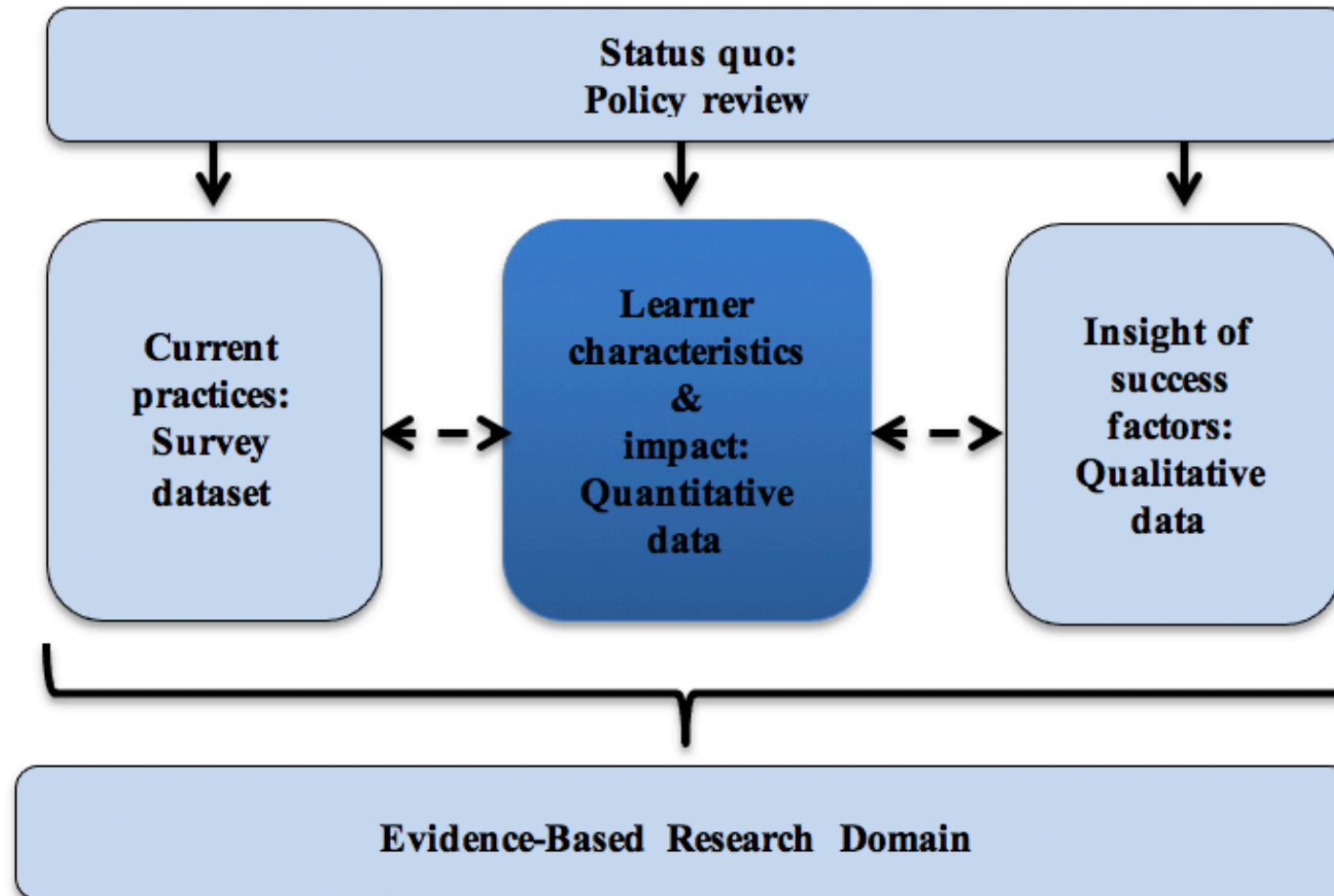
# Step 1: Who are your Stakeholders for your study?



# Which contents would we like to know?



## Contents differs per study





## Step 2: What is the **CO**ntents of your study?



## Which research instrument would we like to use?

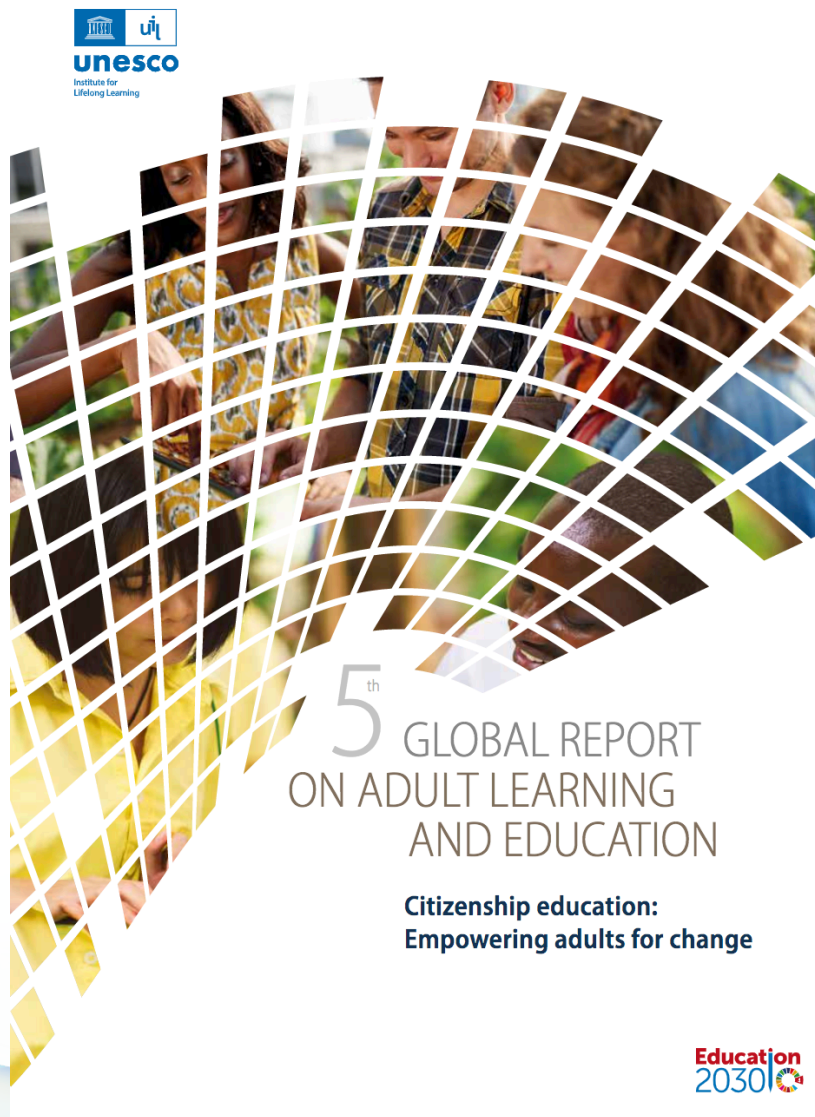


## Desk research (1): Policy review

### a. VET for developing a lifelong learning culture: The grouping covers encouraging young people to stay in learning and adult reskilling and upskilling

FUNCTION	INDICATOR	POLICY DOCUMENT	2025/2030 TARGET
Progress	Adults (25-64 year olds) with a learning experience in the last 12 months (%)	Skills Agenda	50%
		Council Resolution on EEA	47%
		EPSR Action Plan	60%
Progress	Low-qualified adults with a learning experience in the last 12 months (%)	Skills Agenda	30%
Progress	Unemployed adults with a learning experience in the last 4 weeks (%)	Skills Agenda	20%
Context	Employment rate for 20-64 year-olds (%)	EPSR Action Plan	78%
Context	Early leavers from education and training (%)	Council Resolution on EEA	<9%
		EPSR Action Plan	To be reduced. No quantitative target.
Context	NEET rate for 15-29 year-olds (%)	EPSR Action Plan	9%

## Desk research (2): Monitoring



## Quantitative: Pre- and posttest

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	$t(233) = -.57, p > .05$

## Qualitative (1): Phenomenographic approach

Outcome →	<b>A.</b> Increased involvement in validation and guidance process <i>(Question 1 of questionnaire)</i>	<b>B.</b> Increased awareness of transversal skills <i>(Question 2 of questionnaire)</i>	<b>C.</b> Increase concerning competences of validation process <i>(Question 3 of questionnaire)</i>	<b>D.</b> Improvement advising candidates in using transversal skills in daily or working life <i>(Question 4 of questionnaire)</i>	<b>E.</b> Increase in possibilities of cooperation with stakeholders <i>(Question 8 of questionnaire)</i>	<b>F.</b> Improvement of using / embedding transversal skills in guiding candidates <i>(Question 12 of questionnaire)</i>
Influential factor ↓						
<b>1.</b> Influence of national / European training in general		2	2			2
<b>2.</b> Influence of coach / trainer/speaker/presenter during the national / European training					1	
<b>3.</b> Influence of materials and activities during the national / European training		2	1	3	2	3
<b>4.</b> Influence of interaction with other practitioners during the national / European training	1	3	1	1		1
<b>5.</b> Influence of TRANSVAL framework of transversal skills of TRANSVAL-EU	1	3	2	2	2	2
<b>6.</b> Influence of competence profile of practitioners of TRANSVAL-EU		1				
<b>7.</b> Influence of the practical experience with the candidates		1	2	2	2	1
<b>8.</b> Training of own organization			1			
<b>9.</b> Other:						

## Qualitative (2): Critical Incident Methodology



# Qualitative (3 etc.): Focus groups – Observations – Narrative research with vignettes - Etc.



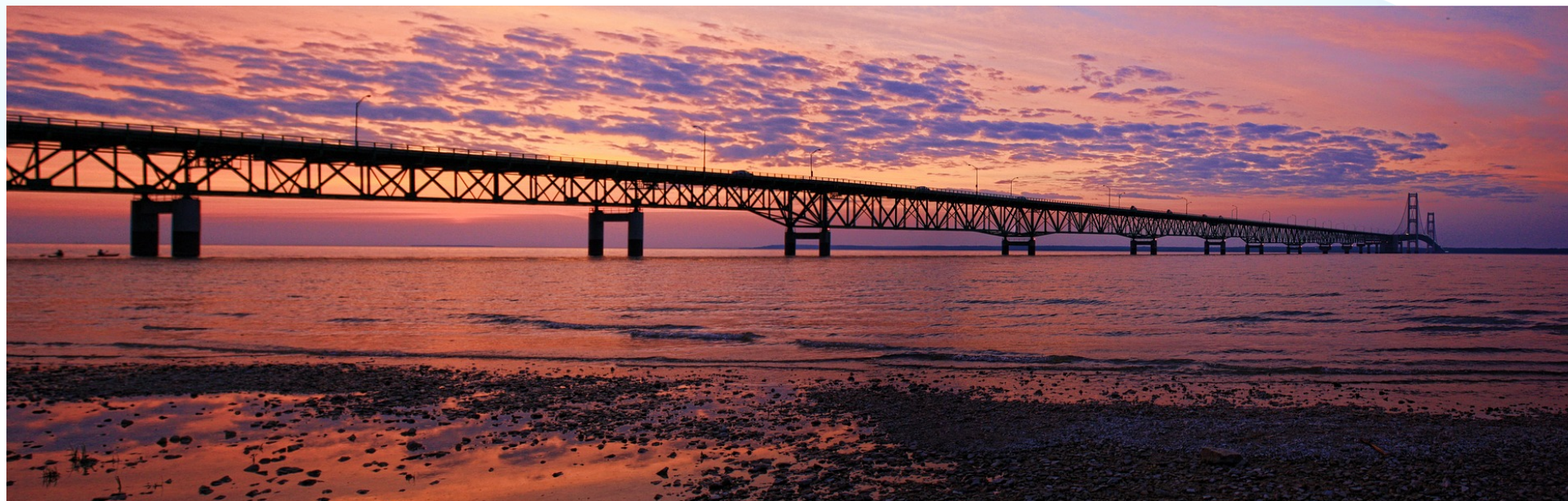


## Step 4:

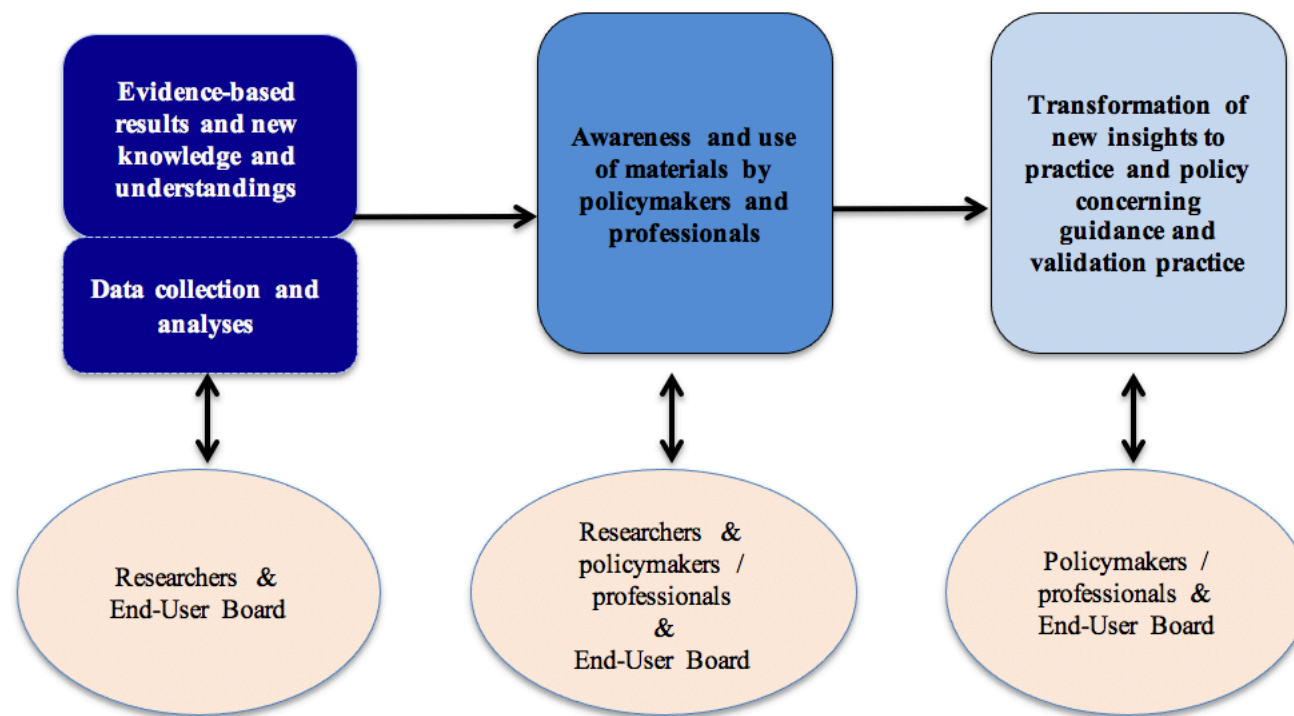
# Which **R**esearch instrument do you need for your study?



## Back to the bridge...



# Which explanation do you give to the others? (Arrows)



### Step 3:

## Which **E**xplanatory intervention will you use for your study?



## What did we create?

1. **S**takeholders

2. **CO**ntents

3. **R**esearch instrument

4. **E**xplanatory intervention

# So now you can **SCORE** with your draft of your research plan!





**THANK YOU**

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