



Validation of Non-Formal and Informal Learning The European context for the PLA

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The writing of learning outcomes for assessment and validation -
Cork, 19-20 November

European Area of Skills and Qualifications



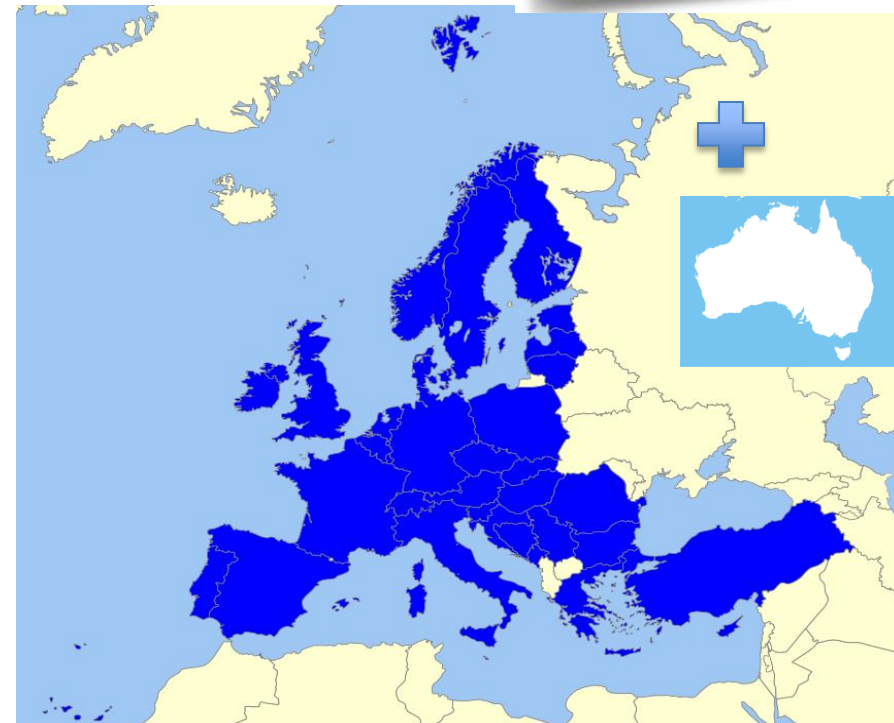
Eurobarometer survey

- ➔ *standard methodology*
- ➔ *representative sample*
- ➔ *28 MS*
- ➔ *28,000 people*
- ➔ *face-to-face interviews*

Public Consultation

- ➔ *289 replies*
- ➔ *85 position papers*

- ✓ 17 MS bodies
- ✓ 10 national and EU social partners
- ✓





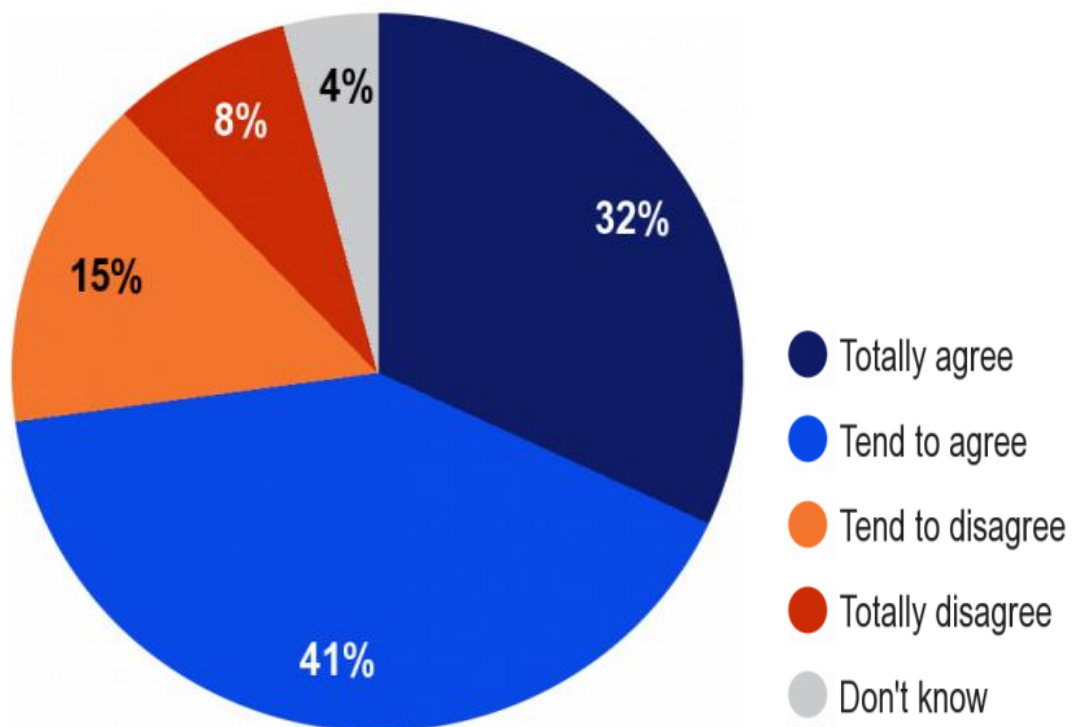
Eurobarometer:

Most important skills provided by education and training



Eurobarometer:

Education or training provided the necessary skills to find a job in line with qualifications



Higher overall agreement:
Sweden: 87%, Denmark: 86% and Germany: 85%

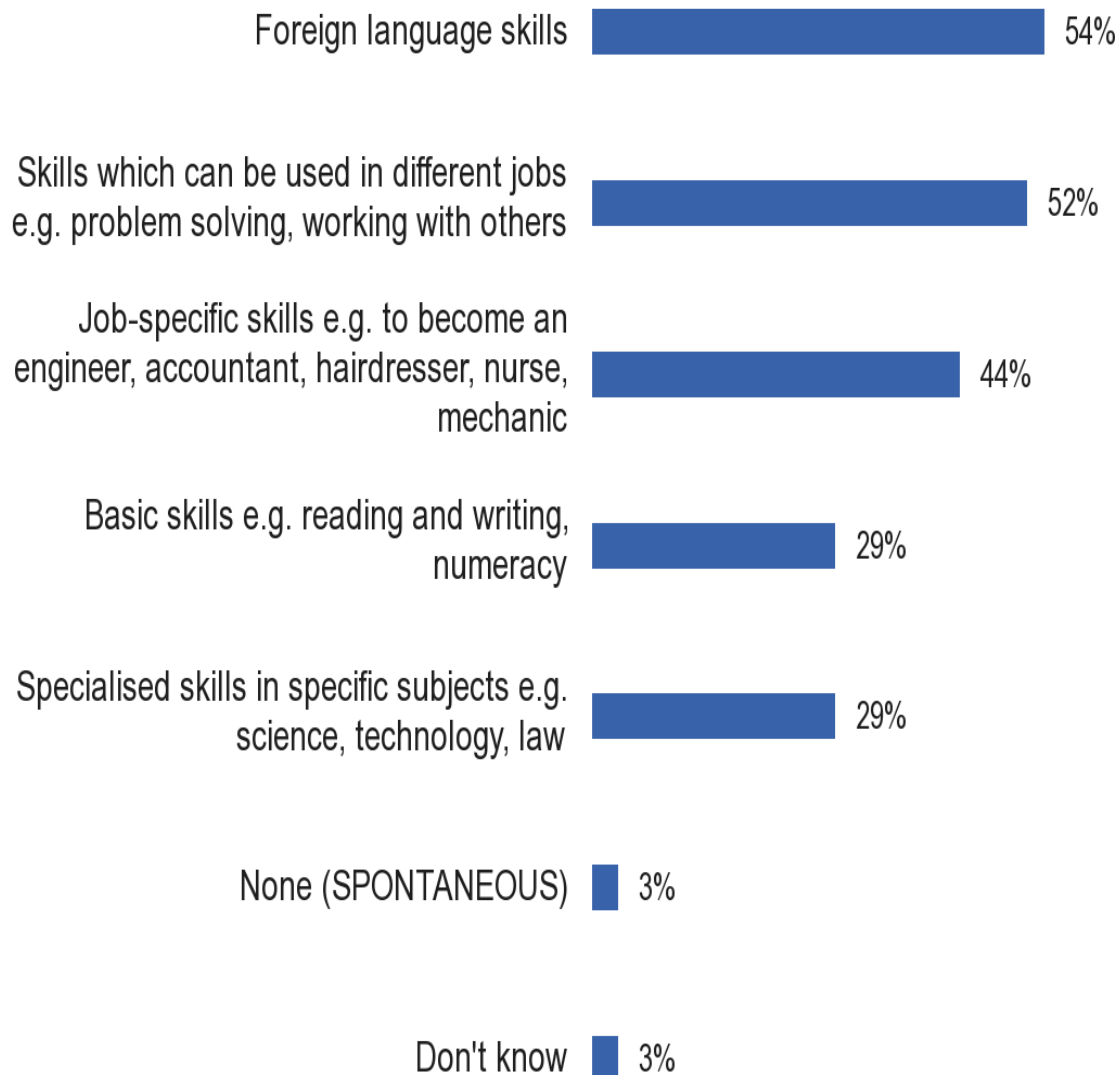
Lower:
Italy: 59%, Spain: 58% and Greece: 55%





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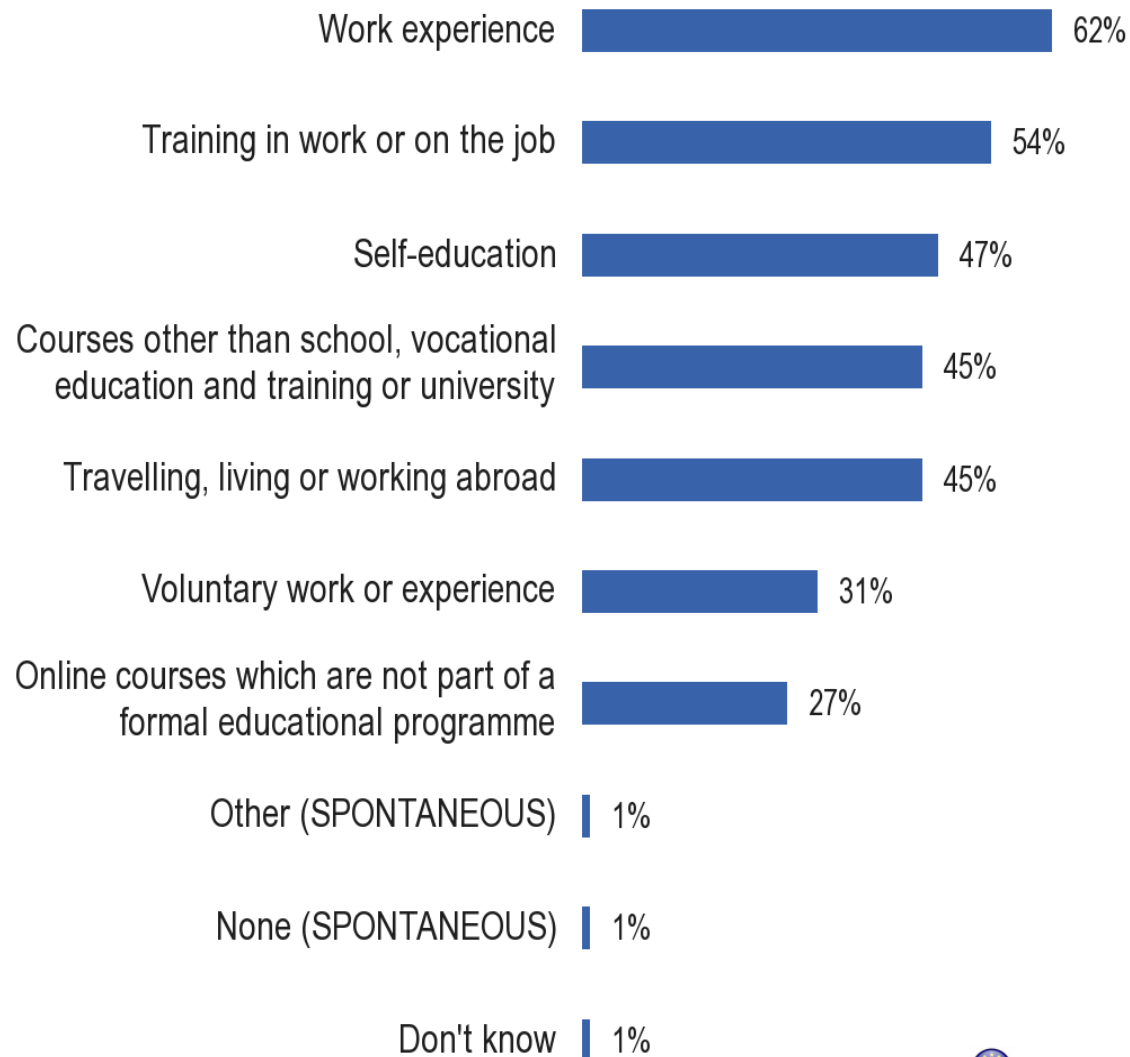
Eurobarometer: Skills that can be acquired outside formal education





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Eurobarometer:
***Where can these skills can
be acquired (outside
formal education)?***



Focus on learning outcomes



Stakeholders' view:

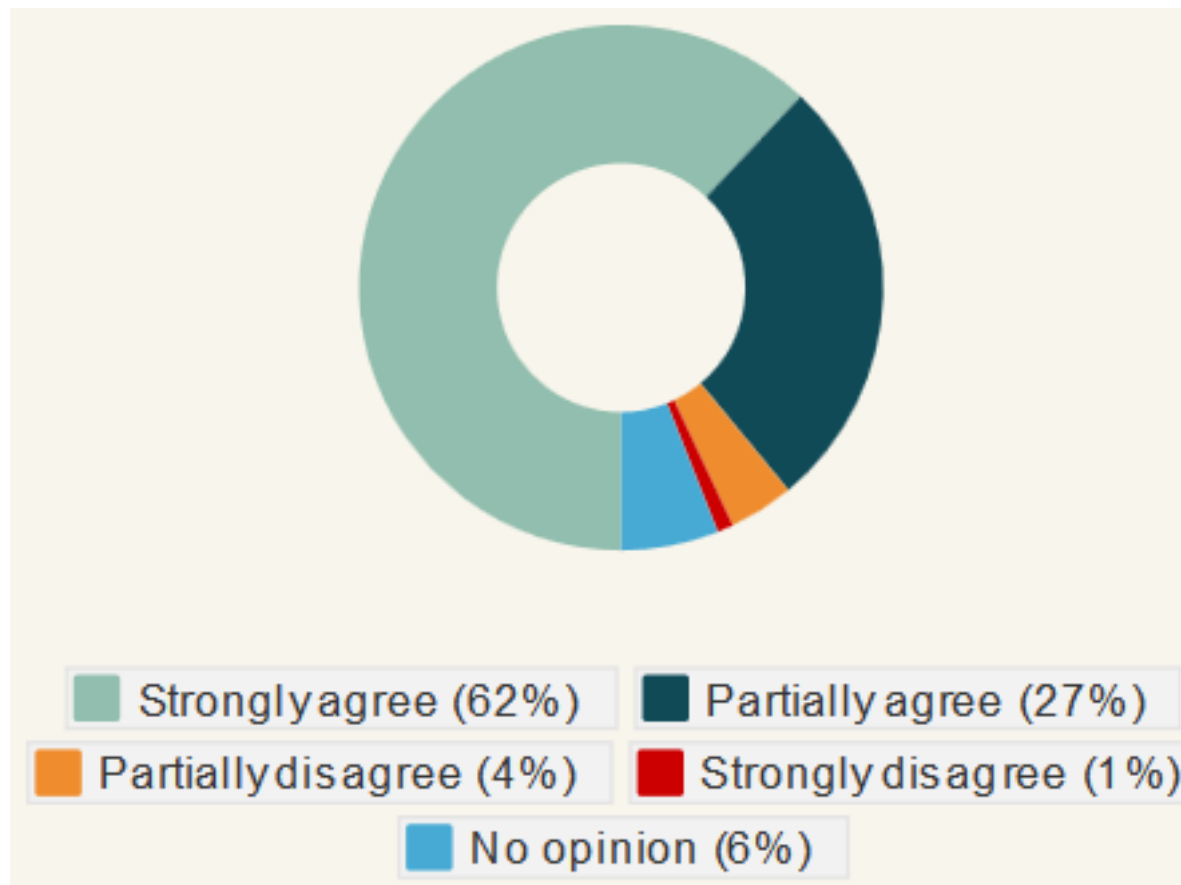
Almost unanimous support for a full implementation of the learning outcomes approach across all EU tools on all levels of education and training.

Focus on learning outcomes



Stakeholders' view:

Should qualifications and study programmes be systematically described in terms of learning outcomes?

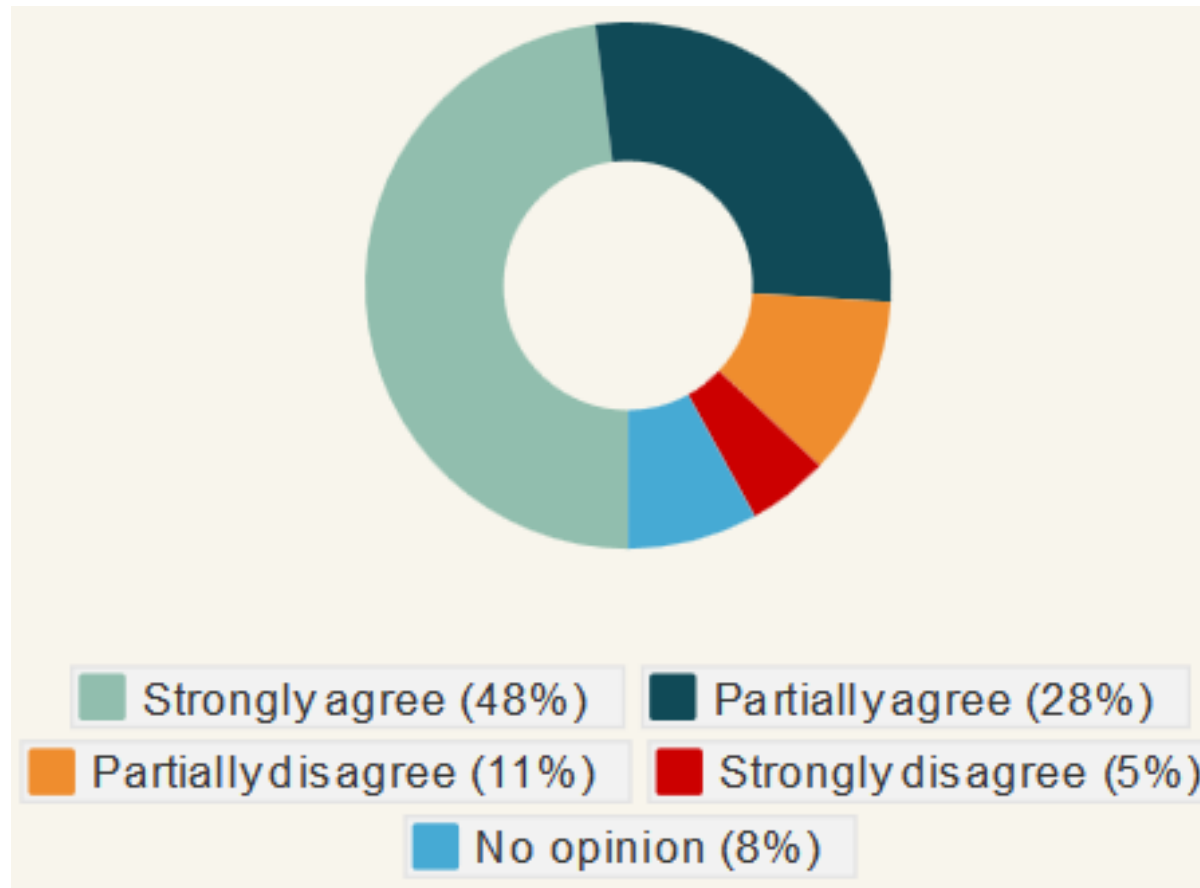


Focus on learning outcomes



Stakeholders' view:

Would a common definition of "unit of learning outcomes" and "credit" between HE and VET be desirable?

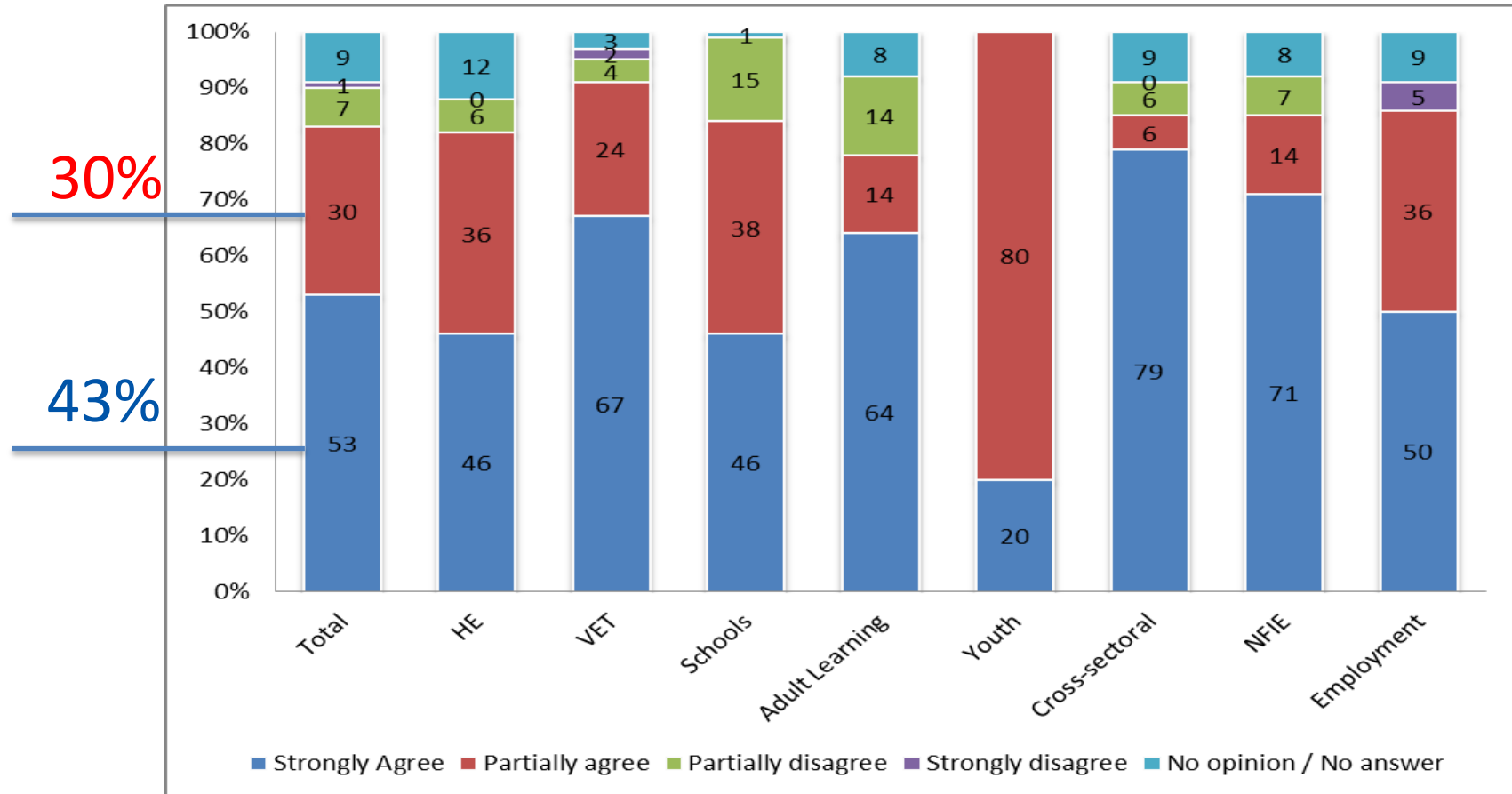


Focus on learning outcomes



Stakeholders' view:

Could the use of the learning outcomes approach support the validation of non-formal and informal learning?





Stakeholders' view:

Transparency & understanding

Assessment?

Recognition and portability of skills and qualifications

Clear and detailed definition of learning outcomes

- Rewriting standards, curricula and qualifications in terms of learning outcomes: investment in terms of time and resources
- Appropriate information and training for the main stakeholders involved (e.g. for teachers, assessors, people working in guidance services, etc.)
- Not all competences can be described in terms of learning outcomes (e.g. civic competences)



Your task!

ASSESSING

WRITING

DOCUMENTING

***Different contexts
and purposes***

More similarities or peculiarities?

What does “clear and detailed” mean?



THANK YOU!

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