

6 Executive Summary

In the first half of the project VILMA a multi-folded research was carried out as groundwork for the development of a comprehensive and transferable validation approach for mobility learning.

It was based on a desk research about existing validation systems and mobility learning actions in Europe with a focus on the 7 participating member states (AT, BE, DE, FR, ES, IT, LT, MT).

An extensive online questionnaire campaign was carried out (announced in a newsletter to 3.000 experts from the European educational sector) to find out which competences are mostly acquired in mobility actions and which competences are regarded as being the most important.

Mobility learning is certainly one of the most powerful modality to acquire competences that are needed in a uniting Europe. Apart from the rather formalised competences related to qualifications (subject oriented competences) the cross cutting, personal and social but also organisational competences are being considered most relevant.

As clearly shown in the desk research, there is a white spot on the validation and certification landscape when it comes to these competences.

In the EQF based systems social and personal skills and competences are (by nature) hidden in a system which expresses “competence” in terms of autonomy and responsibility. In these systems (ECTS, ECVET) social and personal skills are (if ever) assigned to job related qualification levels.

However, mobility learning and social and personal competence acquisition do not necessarily follow these formal qualification levels.

Also in the EUROPASS system they are not linked with specific assessment and evidencing systems.

Against this background the VILMA-partnership transfers and applies the LEVEL5 validation system to evidence competences acquired in non-formal and informal learning in a meaningful way both for mobility learners and mobility learning providers.

By this VILMA applies and transfers the powerful validation system into the mobility learning sector in order close the aforementioned gap..

In the project a specific inventory for competences acquired in mobility learning has been set up and each of the competences is described in a 3-dimensional reference system consisting of 5 levels on the cognitive, activity and affective dimension.

Additionally a specific toolbox for the assessment but also for the planning of (informal) mobility learning (ILP) has been developed in order to supply a holistic approach to mobility learning based on the quality circles..

By this VILMA also contributes to the ongoing discussion on quality in lifelong learning and mobility learning in particular.

Approach and instruments are being piloted and evaluated in various mobility actions in the second project year.

For the stakeholders in the field (mobility learning providers, deciders, funding bodies and last but not least the learners) VILMA will provide a comprehensive and powerful approach to evidence the impact of mobility learning and the competence development of the learners herein.