



The implementation and contribution of qualifications frameworks in Europe

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CEDEFOP

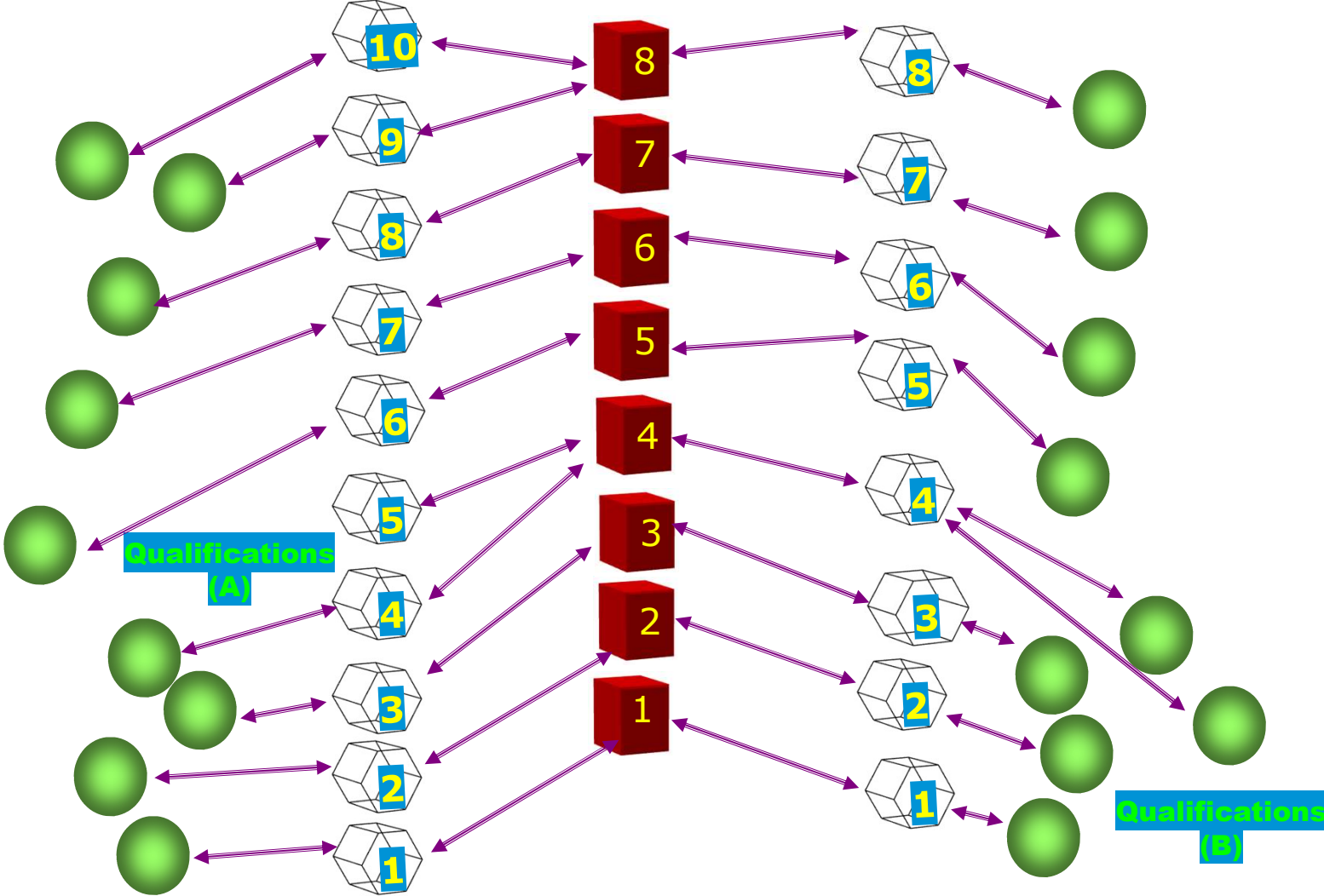
European Centre for the Development
of Vocational Training

European qualifications framework (EQF)

Country A

EQF

Country B



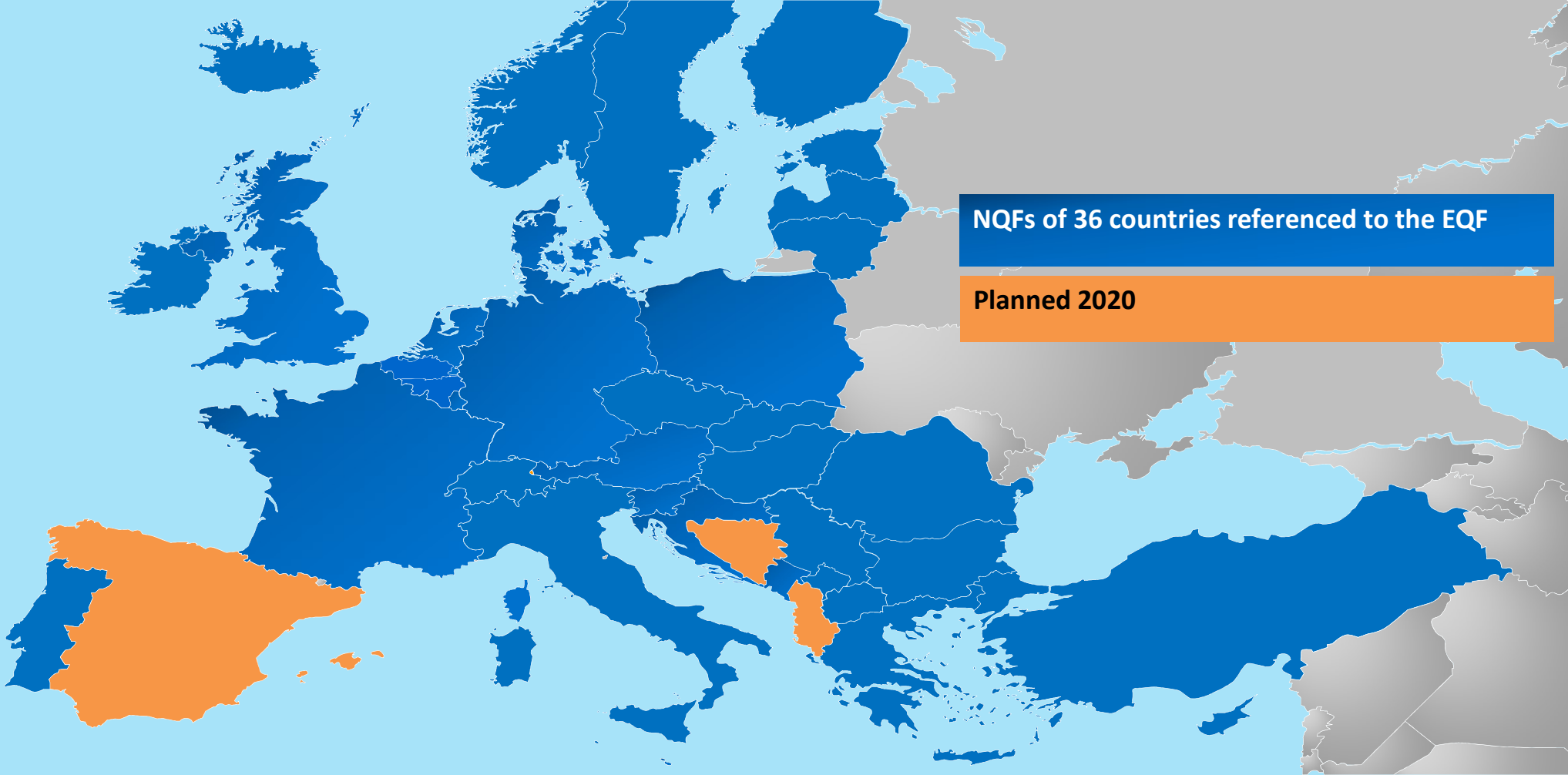
EQF targets/milestones

- National qualifications levels are linked to the EQF levels (10 criteria)
- EQF levels on new diplomas/certificates and/or Europass supplements

Revised Recommendation of EQF (22nd May 2017)



NQFs of 36 countries linked to EQF



33 countries: NQF/EQF levels on certificates, diplomas and supplements



National qualifications frameworks (NQFs) in Europe today

- 39 countries are developing and implementing an NQF – at different stages
- Towards **comprehensive frameworks for lifelong learning**: all levels and types of qualifications
- Most have **8 learning outcomes-based levels**
- NQF **level descriptors**: reflect **EQF and national context and objectives**
- Wide range of functions/roles:
 - ✓ The **communication/transparency/classification roles** of NQFs shared by all
 - ✓ The **reform role** of NQFs is getting stronger: linked to the growing importance of frameworks in relation to the implementation of learning outcome and quality assurance
- Towards **operational frameworks**: embedded and integrated into national education, training and qualifications systems – a diverse picture



Analysis and overview
of NQF level descriptors
in European countries

A group of people, including a man in a blue beanie and a woman with glasses, are focused on a control panel with many colorful buttons. The scene is dimly lit, suggesting a workshop or a control room.

Contribution of European NQFs – areas of influence

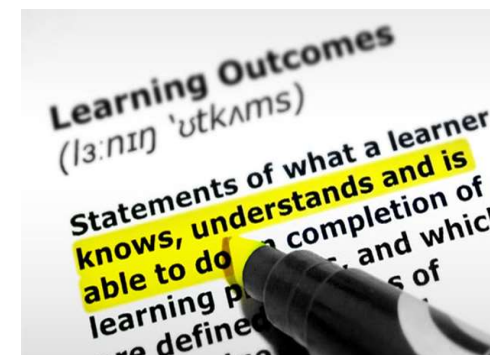
Increased transparency supports reforms



- Improved **transparency and understanding of national education and qualifications systems**: a comprehensive map of qualifications
- **Qualifications registers/ databases** improve understanding of single qualifications
- **Identifying gaps in provision of qualifications - EQF level 5**
- **Comprehensive NQFs** have contributed to **visibility of VET at higher levels** (EQF levels 5-8);
- Opening up towards **'non-formal qualifications'**
 - ➔ **Comprehensive character of NQFs**, including all levels and types of qualifications is becoming **stronger**

Learning outcomes to design and compare qualifications

- NQFs have strengthened **use of learning outcomes** and competence approach
- **Updated/extended** and more **consistent** qualifications standards
- NQFs have pushed forward **quality assurance of qualifications** –‘gate-keepers’ of quality assured qualifications
- NQFs have facilitated the implementation **of validation of non-formal learning /recognition of prior learning** – incentives and resources needed to use the tool



Cross-sectoral stakeholder involvement and coordination

- **Comprehensive** NQFs - **platforms for dialogue and communication** - increasingly formalised
- Common reference point; provide **common language**
- Challenge to sustain the involvement when a framework is more settled – **risk that NQF is taken for granted**
- Importance of **periodic reviews and renewal** to keep stakeholders engaged





Increasing awareness, use and understanding

- **Education and training institutions**, providers and awarding bodies - as implementers and promoters of NQFs
- Increasing interest by providers of 'non-formal' qualifications
- **Guidance and counselling practitioners** use the tool in an number of countries
- **Recognition bodies** in some countries – no data available or too early in some countries
- Visibility and **use by the labour market** is increasing slowly; an area which requires systematic attention



More evidence is needed





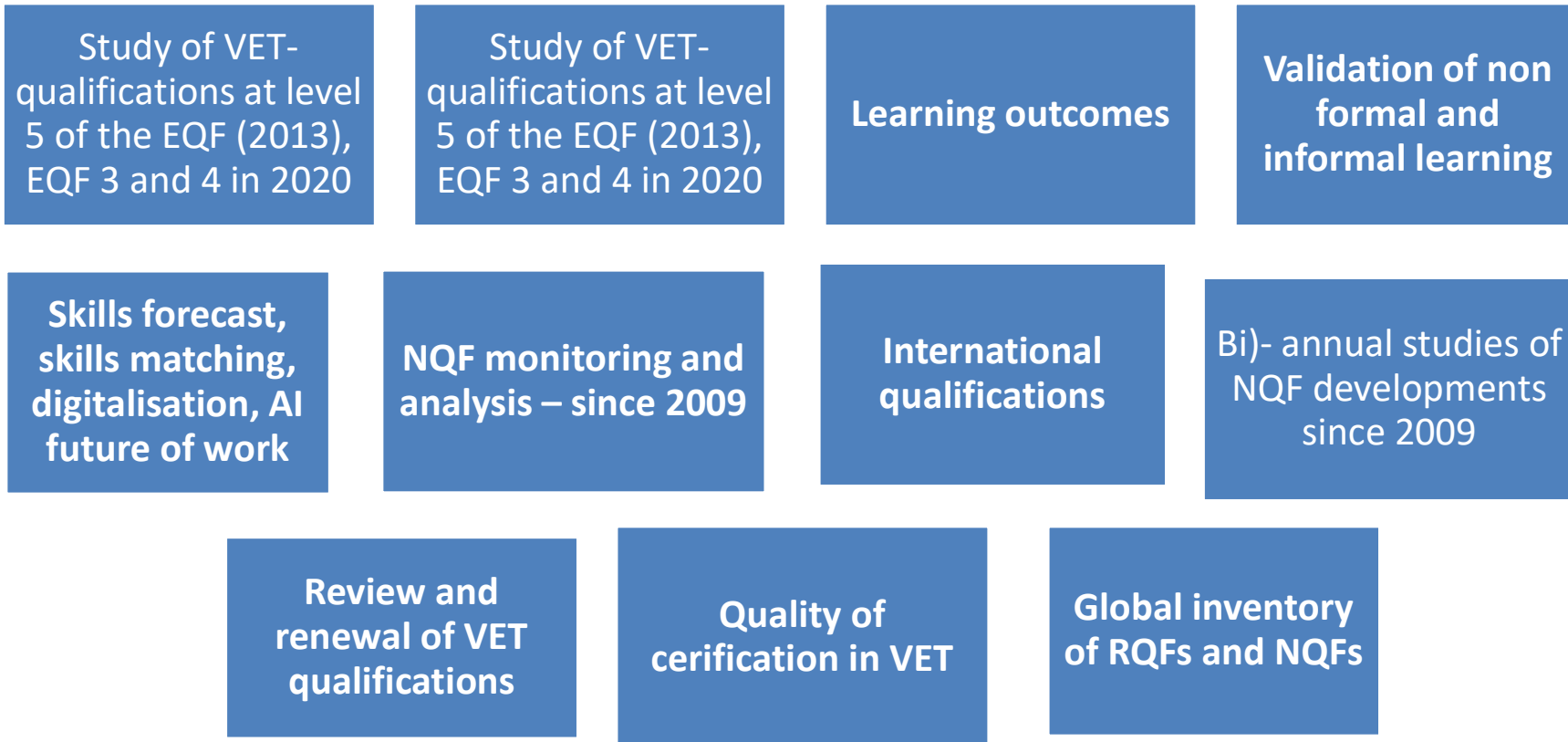
Opportunities and challenges

- Further **embeddedness** in national systems, qualifications and skills policies and strategies
- Sustaining **stakeholder involvement** and coordination: Keeping every sector and institution in the loop
 - Creating and sustaining mutual understanding and trust between stakeholders
- Protecting **quality standards and trust** while opening up to inclusion of ‘**non-formal qualifications**’, **parts of qualifications**, **micro-credentials etc.**
- Keeping qualifications and frameworks **up-to-date, relevant and flexible**
- **Benefits** and **added-value** for individuals **to progress in lifelong learning and career**

A photograph of a classroom or laboratory setting. In the foreground, a woman with blonde hair tied in a bun, wearing a black t-shirt, is looking towards another woman on the right. To the left, there is a large anatomical model of a human skeleton with some bones highlighted in red and yellow. In the background, there are other anatomical models and a map on the wall. A blue semi-transparent banner is overlaid on the bottom right of the image, containing the text "European NQFs Cedefop evidence".

European NQFs Cedefop evidence

European NQFs – Cedefop's evidence



Thank you



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