

# Meeting Italy-Israel

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## The European framework of Qualifications approach and key issues

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## The European Qualifications Framework for lifelong learning (EQF) Raccomendation (2008)



- ... *only to start*
- ..... [*the EQF is a common European reference framework which links countries' qualifications systems together, acting as a **translation device** to make qualifications more readable and understandable across different countries and systems in Europe.*]
- It has two principal aims: **to promote citizens' mobility** between countries and **to facilitate their lifelong learning..... ]**

# The European Qualifications Framework for lifelong learning (EQF)



- **A voluntary translation device**
- **It is different to national qualifications levels/frameworks**
- **It is owned by Member States**
- **It does not directly recognise learning of individuals**
- **Its value depends on levels of international trust**
- **Its quality depends on the way it links to national systems**

# EUROPEAN COMMON FRAMEWORK



8 LEVELS of  
qualifications

LEARNING  
OUTCOMES

VALIDATION  
Non Formal  
and Informal  
learning

EUROPASS  
portfolio

EUROPEAN  
CREDIT  
SYSTEM

**COMPETENCIES**



# The European Qualifications Framework



**EQF IS BASED ON 8 QUALIFICATIONS LEVELS**

**EQF COVERS THE ENTIRE SPAN OF QUALIFICATIONS: FROM END OF COMPULSORY SCHOOL TO HIGHEST LEVEL OF PROFESSIONAL AND ACADEMIC QUALIFICATIONS**

- **MAIN FEATURES OF THE EQF**

- 8 levels defined through learning outcomes –
- knowledge
- skills
- competence



**EQF Level 8**

**EQF Level 7**

**EQF Level 6**

**EQF Level 5**

**EQF Level 4**

**EQF Level 3**


**EQF Level 2**

**EQF Level 1**



LEARNING  
OUTCOMES

# European qualifications framework



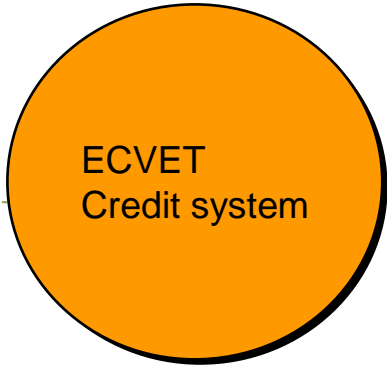
- **Learning outcomes**
  - **what a learner knows,**
  - **understands,**
  - **is able to do**
  - **at the end of a learning process**

VALIDATION  
Non Formal  
and Informal  
learning

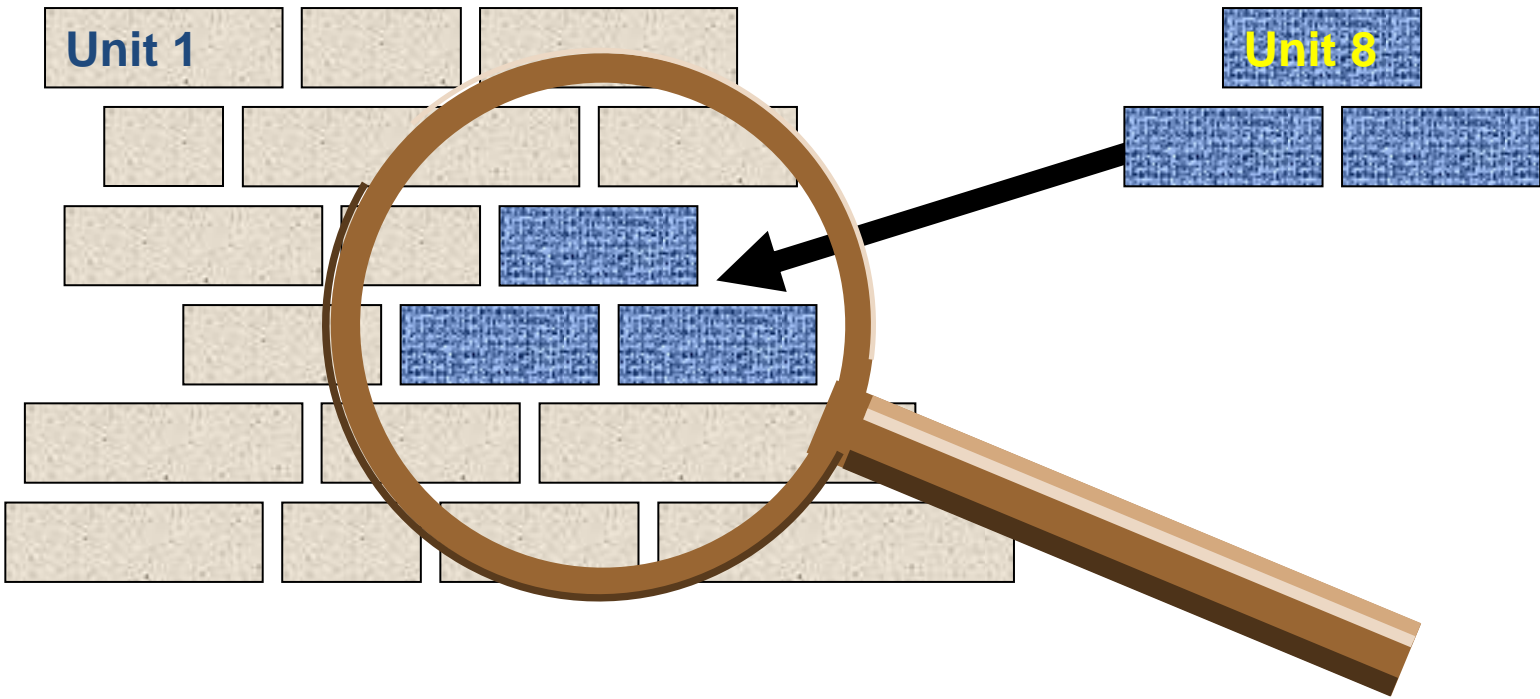
## Non formal and informal learning

A qualification is the formal outcome of an assessment and **validation** process obtained when a competent body determines that an individual has achieved learning outcomes to given standards





# learning outcomes transfer process



## portfolio of competencies

EUROPASS

**Curriculum Vitae Europass**

**History of the individual**

**European Passport of Languages**

**Languages**

**Europass Mobility**

**Mobility period**

**Europass Diploma Supplement**

**University document**

**Europass Certificate Supplement**

**Vocational training document**

Decision 2004

**EQF ↔ NQF**



- ❑ **Many European countries are in the process of building a National Qualifications Framework coherent with the EQF**

- **European road map**

- ❑ **2010: Countries are invited to refer national qualifications framework to the 8 levels of EQF by 2010-2011**
- ❑ **2012 Countries are invited to introduce reference to the EQF Levels within certificates and diplomas by 2012**

# National Qualifications Frameworks a key instrument for the implementation of the EQF



- **A snowball effect; the number of NQFs is growing rapidly, impacting**
  - **international cooperation**
  - **national education and training policies**

# Countries are at different stages of development of NQF



- **Conceptualisation and design**
- **Design**
- **Implementation stage**
- **Implemented (revision stage)**

# The process at national level



## The need for building NQF

- **stakeholder involvement**
- **technical experts**
- **a transparent process**
- **use of existing European quality assurance processes**
- **a single decision making point**
- **a formal review process (including policy learning from other countries)**
- **raising the desire for mutual trust**

# Levels, competences and descriptors



<u>National qualifications/framework</u>	<u>European Qualification Framework</u>
<b>Number of levels determined by local preferences in specific national learning contexts</b>	<b>Number of levels determined by reference to international studies and generalised stages in learning across all contexts</b>
<b>Types of competences identified are relevant for each qualification</b>	<b>Types of competences are relevant to most learning settings</b>
<b>Descriptors are defined at a high level of detail</b>	<b>Descriptors are defined at a highly generalised level</b>

## Advantages at national level -NQF



**Introduces an international reference**

**Supports LLL by integrating separate education and training systems**

**It is a basis for credit transfer and mobility**

**Improves employers ability to judge profile and relevance of qualifications**

**Enables transparency between countries**



## NQF developments a global trend



- **While developments in the EU are particularly strong, NQFs are developing all over the world**
- **More than 70 countries are currently actively developing NQFs**



• **THANK YOU FOR YOUR ATTENTION**

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