



Rome, 5th December 2017

The European process of qualifications and credits EQF and ECVET

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Labour Market barriers

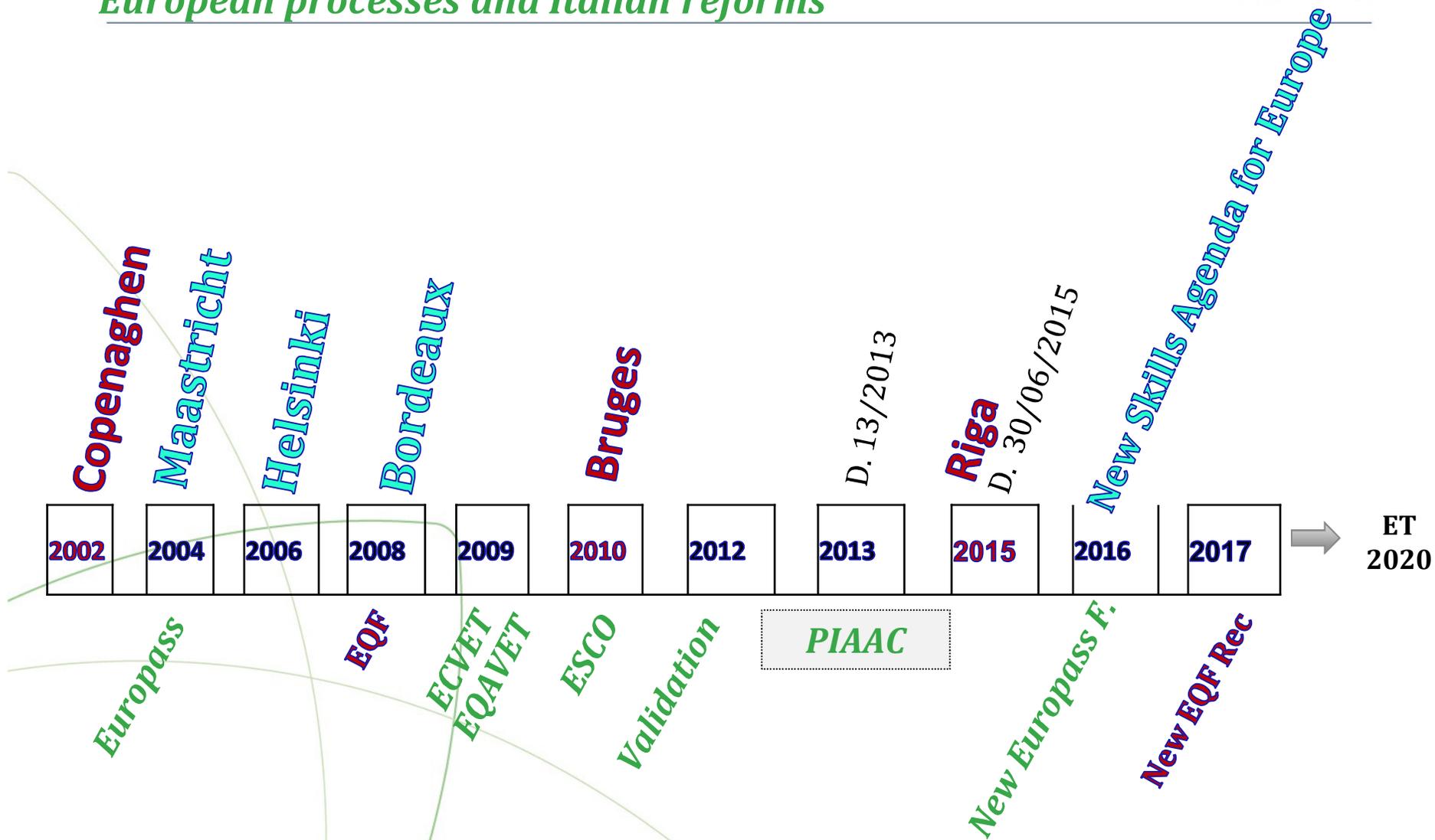


Globalisation requires mobility to ensure that workers will not be trapped in jobs which have no future. Improving competences and qualification is strongly needed especially within high technology sectors.



- Rigidity of Labour Market
- Lack of financial incentives at work
- Tax burden on enterprises
- Insufficient investments in human capital
- Incapacity to innovate (or too expensive)
- Inadequate workers' skills
- Needs of education and training systems reforms

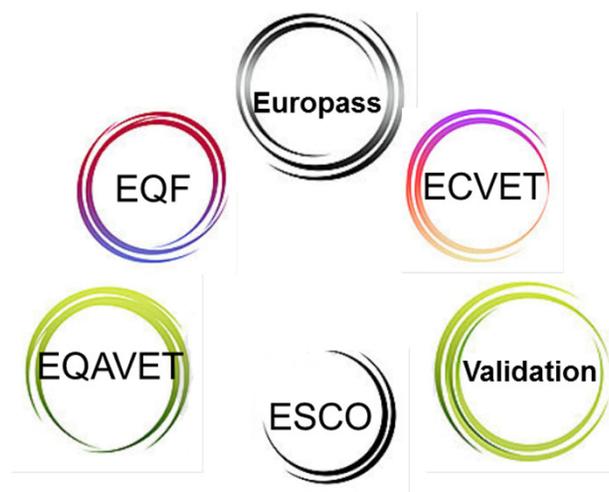
European processes and Italian reforms



European processes for qualifications

ESCO (2010) - the European multilingual classification of three pillars:

- Skills /competences
- Occupations
- Qualifications



Europass (2004/2016) A set of documents to help people to make their skills and qualifications more visible

EQF (2008/2017) – European Qualification Framework for Lifelong Learning – a common frame which act as acts as a translation device to make national qualifications more readable across Europe, promoting workers’ and learners’ mobility between countries and facilitating their LLL.

ECVET (2009) – European Credit system for Vocational Education and Training - a common frame to make it easier for people to get validation and recognition of work-related skills and knowledge acquired in different systems and countries (partial qualifications).

EQAVET (2009) – European Quality Assurance in Vocational Education and Training - is designed to promote better vocational education and training by providing authorities with common tools for the management of quality.

Validation of non-formal and informal learning (2012) – to make visible and valuable the full range of knowledge and competences held by an individual, irrespective of where or how they have been acquired.

The European Qualification Framework (EQF)

EQF created a common reference framework of eight levels of qualifications, expressed as learning outcomes with increasing levels of proficiency.

Qualifications serve a variety of purposes:

- They inform employers what their holders know and are able to do ('*learning outcomes*');
- They help education and training authorities and providers to determine the level and content of learning acquired by a person;
- They are important for individuals to express personal achievements and therefore they may raise employability, improve mobility and access to further education.

In EQF, levels and descriptors are wide enough to foster transparency and comparisons (mobility)

EQF intend to cover the entire span of qualifications: from compulsory education to highest level of vocational and academic qualifications.

EQF Level 8

EQF Level 7

EQF Level 6

EQF Level 5

EQF Level 4

EQF Level 3

EQF Level 2

EQF Level 1

Definitions and descriptors



Qualification definition

Qualifications are the formal outcome of an **assessment** and **validation** process which is obtained when a **competent authority** determines that an individual has achieved **learning outcomes** to given **standards**.



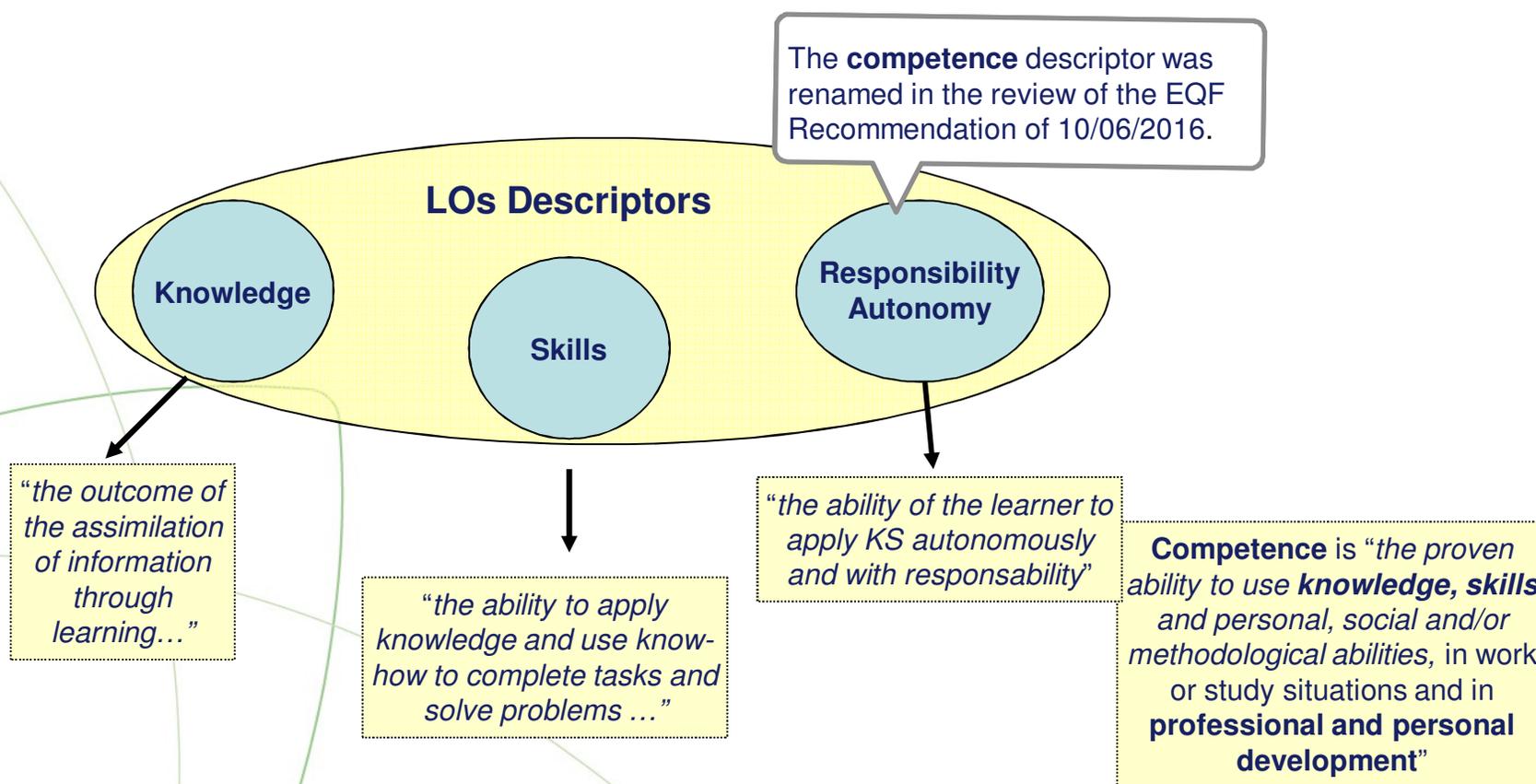
Qualifications typically take the form of documents such as certificates or diplomas.

Information on qualifications should be easily accessible and transparent.

Qualifications are defined in terms of learning outcomes which may be achieved through a variety of paths in formal, non-formal or informal settings, whether in national or international contexts.

Qualification descriptors

‘Learning outcomes’ means statements regarding what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and responsibility and autonomy.



The European Credit system for VET (ECVET)

For ECVET purposes, EQF is used as a reference for levels and definitions.

Qualifications are described in terms of **Learning Outcomes (LO)** defined in terms of **Knowledge, Skills** and **Responsibility and autonomy**

LOs are grouped to create **units** that can be **assessed** and **validated** (units are components of qualification)

Assessed LOs constitute **credit** – the basis for enabling **transfer** and **accumulation** of units

ECVET facilitates individualized pathways and the recognition of LOs acquired through **Non Formal** and **Informal learning**



ECVET facilitates:



- **Qualification fragmentation**: the identification of part of qualifications (units of LOs) may take into account learning in different contexts (practice / working environment) to stimulate students' attitudes and creativity.
- **Flexibility** of the learning offer and **accumulation** of learning outcomes which foster individualized pathways.
- **Interlinking of schools and companies**, in understanding and using ECVET in work based learning activities.
- Geographical **mobility**, cross-border co-operation, exchange of experience and transparency in terms of using learning outcomes, as well as establishing common procedures (however different levels of implementation yet).
- Enhancement of **core skills**, required by the labour context, which have common characteristics:
 - necessary (required by the labour market);
 - adaptable (they easily adapt to the changing demands of the labour market);
 - portable (they easily contextualise their content);
 - transferable (they can easily be transferred from one context/system to another).

EQF Referencing process

In Europe before 2005, the national qualifications frameworks in place were:

- United Kingdom divided into three frames.
 - England and North Ireland (*Qualifications and Credit Framework England and Northern Ireland - QCF*);
 - Wales (*Credit and Qualifications Framework for Wales - CQFW*) and
 - Scotland (*Scottish Credit and Qualifications Framework - SCQF*).
- Ireland
- the Répertoire national des certifications professionnelles - RNCP of France (Nomenclature of 1969 then ratified with the law of 2002).

With the launch of the European Qualifications Framework (EQF) in 2008, developments in all European countries have sped up the implementing process of NQF.

The heart of the implementation of the national frameworks was the *Referencing process* which started in 2008 and it is still ongoing.

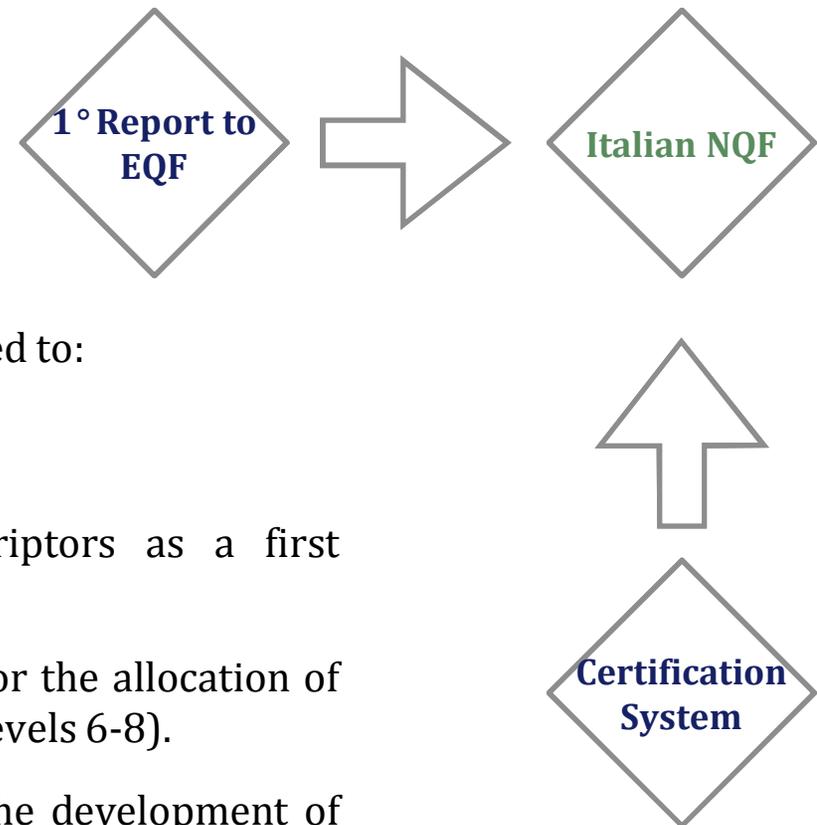
EQF Referencing process

In 2017 the EQF covers 39 countries (28 Member States and 11 other countries that have strong links with the EU).

Most of the member countries referenced between 2011 and 2013 (**17 member countries**).

In 2017, the referencing was carried out in 24 member countries (EU 28), from the four EFTA / EEA countries, and four candidate countries for EU membership.

	Referencing / Country			Updates	
	EU Member Countries	EFTA/EEA	Candidates		
2008					
2009	Ireland, Malta			2	
2010	United Kingdom, France			2	
2011	Belgium (Flemish), Czech Republic, Denmark, Estonia, Latvia, Lithuania, Netherlands, Portugal			6,5*	
2012	Austria, Croatia, Germany, Luxemburg			4	Malta
2013	Belgium (French), Bulgaria, Italy , Poland, Slovenia	Island		6,5*	
2014		Norway	Montenegro	2	
2015	Greece, Hungary	Switzerland		3	Estonia, Malta
2016	Sweden	Lichtenstein	The Former Yugoslav republic of Macedonia, Kosovo	4	
2017	Cyprus		Turkey	2	
				32	



The National Qualifications Framework is intended to:

- maintain the eight EQF levels and descriptors as a first reference for referencing qualifications.
- continue to refer to the Dublin descriptors for the allocation of Higher Education qualifications in the NQF (levels 6-8).
- consistency with the on-going process for the development of the national system of certification.

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**Thank you
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