ETF
Working together
Learning for life

Qualifications Frameworks:

Possible tools for (Vocational) Education and Training reforms?

Based on ETF's experience

ASEM TVET Symposium Berlin, 27 February 2012

MADLEN SERBAN

Points for the presentation

1. ETF's role and partner country developments
2. What can we learn from European developments?
3. Global developments, with examples from Asia
4. Sectoral, National, Regional and Transnational Frameworks
5. Why is this happening?
6. From concepts to implementation - more emphasis needed on qualifications systems and national capacities
7. ETF's role in supporting implementation – the CoP on Qualifications & Quality and the Qualifications Platform

Role of ETF in qualifications systems reforms

- Direct support to reforms in Partner countries: targeted support in the majority of partner countries in reforming qualifications systems
- Support mutual learning between partner countries through regional initiatives
- Participation in EU developments in order to enable us to transfer EU experiences (Member States & EU policy level) to partner countries
- Analysis of partner country developments
- Keep abreast of international developments
- Contribute to the international debate on qualifications reforms and cooperate with international partners
- Community of Practice on Qualifications and Quality
- Qualifications Platform: support practitioners in implementation

27 countries developing qualifications frameworks

Potential candidate countries:
Albania, Bosnia and Herzegovina, Kosovo (UNSCR 1244/1999), Serbia

Candidate countries:
Croatia, former Yugoslav Republic of Macedonia, Iceland, Montenegro, Turkey

Other countries from Central Asia:
Kazakhstan, Kyrgyzstan, Tajikistan, Uzbekistan

European Neighbourhood and Partnership Instrument countries
ENP South:
Egypt, Jordan, Lebanon, Morocco, occupied Palestinian Territory, Tunisia and Israel
ENP East:
Armenia, Azerbaijan, Belarus, Georgia, Republic of Moldova, Ukraine and Russia

30 partner countries

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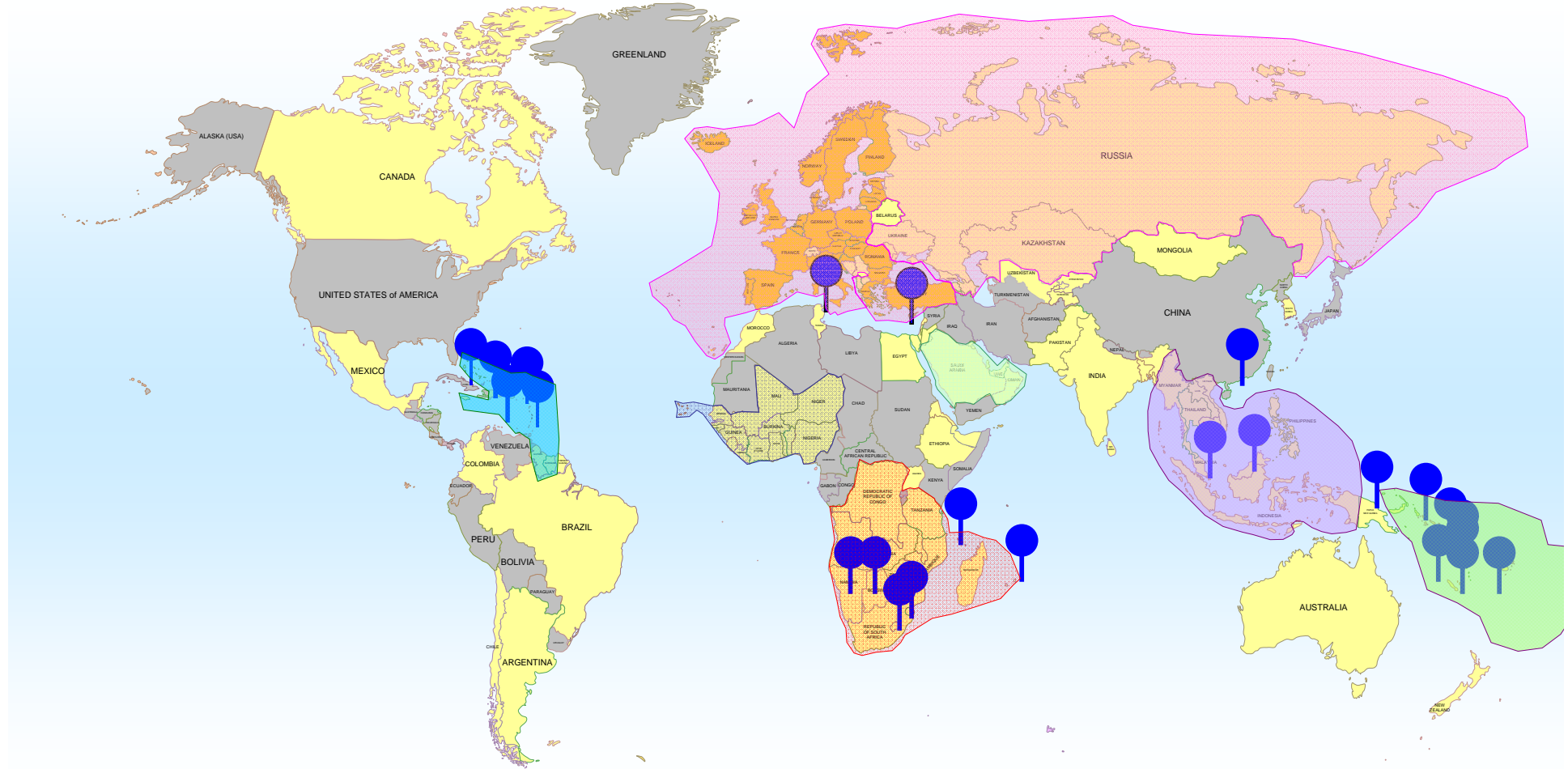**European Neighbourhood and Partnership Instrument countries**
ENP South:
Algeria, Egypt, Jordan, Lebanon, Morocco, occupied Palestinian Territory, Syria, Tunisia and Israel
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THE EQF AND QUALIFICATIONS FRAMEWORKS WORLDWIDE

LIST OF 138 COUNTRIES CONSIDERING, DEVELOPING OR IMPLEMENTING QUALIFICATIONS FRAMEWORKS

Albania; Angola; Antigua & Barbuda; Argentina; Armenia; Australia; Austria; Azerbaijan; Bahrain, *Bangladesh*; Barbados; Belarus; Belgium; Benin; Belize; Bosnia and Herzegovina; Botswana; Brazil; *Brunei Darussalam*; Bulgaria; Burkina Faso, Cabo Verde, *Cambodia*; Canada; Chile; Colombia; Côte d'Ivoire, Croatia; Cyprus (and Northern Part of Cyprus); Czech Republic; Denmark; Dominica; Egypt; Eritrea; Estonia; Ethiopia; Finland; France; Georgia; Germany; Ghana; Greece; Grenada; Guinée, Guinée Bissau, Guyana; Haiti; *Hong Kong*; Hungary; Iceland; *India; Indonesia*; Ireland; Israel, Italy; Jamaica; Jordan; Kazakhstan; Kiribati; Korea; Kosovo; Kuwait; Kyrgyzstan; *Lao People's Democratic Republic*; Latvia; Lebanon; Lesotho; Liberia, Lithuania; Luxembourg; Madagascar; Malawi; *Malaysia*; *Maldives;* Mali, Malta; Mauritius; Mexico; Montenegro; Montserrat; Occupied Palestinian Territories, Morocco; Mozambique; *Myanmar*; Namibia; Netherlands; New Zealand; Niger, Nigeria, Norway; Oman; *Pakistan;* Papua New Guinea; *Philippines*; Poland; Portugal; Republic of Moldova; Romania; Russian Federation; Saint Lucia; Samoa; Serbia; Senegal, Seychelles; Sierra Leone; *Singapore;* Slovakia; Slovenia; Somalia (Somaliland), South Africa; Spain; St. Kitts & Nevis; St. Lucia; St. Vincent and the Grenadines; Suriname; Swaziland; Sweden; Switzerland; Tajikistan; *Thailand;* The Bahamas; The Comoros; the Democratic Republic of Congo; The former Yugoslav Republic of Macedonia; The Gambia; *Timor-Leste;* Togolese Republic, Tonga; Trinidad & Tobago; Tunisia; Turkey; Tuvalu and Vanuatu; Ukraine; United Arab Emirates; United Kingdom; United Republic of Tanzania; *Viet Nam;* Zambia; Zimbabwe.

Qualifications Frameworks

Intra-national

National (NQFs)

Transnational

Framework across different countries

Across countries in the same geographical proximity

Across countries that are not in the same geographical proximity

Sector-specific framework within a country

Country-wide framework (NQF)

Limited to a particular sector

Between NQFs (RQF)

Limited to a particular sector

Between NQFs

E.g. Jamaican TVET QF

E.g. Australian NQF

E.g. CARICOM TVET QF

E.g. EQF, SADCQF & ASEAN FA

E.g. VUSSC TQF

None at present

Sectoral frameworks occur on all three levels and can be based on a variety of sectors e.g. general education, VET, higher education, marketing, food security, etc.

WHY?

Adapting to rapidly changing societies, requires more lifelong learning oriented approaches taking into account what we have already learned in different contexts

Recognising Lifelong Learning

Traditional qualifications for initial training	Modern qualifications for lifelong learning
Determined by providers	Defined by stakeholders
Based on curriculum	Based on learning outcomes
Learning in a set context	Alternative pathways
Used for first job entry	Used for different purposes, including job entry, changing jobs, further learning & career change
Focused on young learners	For all types of learners
Foresee mainly vertical progression	Horizontal & vertical progression and mobility
Overseen by a single authority, often MoE led	Involves different institutions and stakeholders
Only full qualifications recognised	Partial recognition (unitisation) key principle to facilitate validation of non-formal and informal learning

A global shift towards learning outcomes?

NQF level descriptor

Qualifications descriptors

Assessment criteria

Programmes

A global trend towards Qualifications Frameworks– Why?

The drivers for developing frameworks have changed

1st GENERATION QFs	2nd GENERATION QFs	3rd GENERATION QFs
Developed from national perceptions, mainly determined by internal drivers, and often using experimental approaches	Have tried to learn from 1st generation experiences, in terms of design and processes. Seeking more communication with other NQFs on a bilateral basis, but influence of external drivers is limited	Internal drivers remain important, but external drivers have a significant impact on the technical design of frameworks and the QA arrangements

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The international drivers for NQFs have become stronger

But is the policy option for NQFs evidence based?

European Qualifications Framework

European countries to increase competitiveness of their workforce globally

Smart, Inclusive and Sustainable Growth

Diversity of education & training systems in Europe
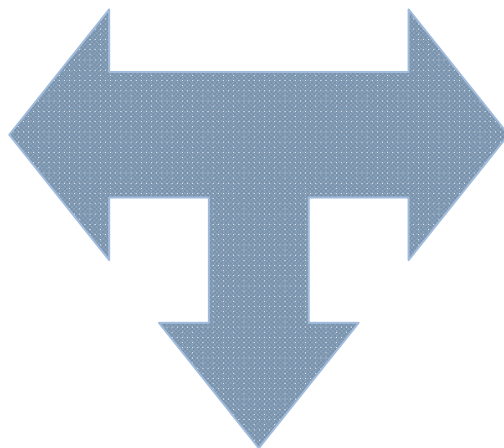
Transnational trust, enable the exchange of qualifications internationally

European Qualifications Framework

European Qualifications Framework

- Translation mechanisms of levels and qualifications between systems

- Lead to more transparency, support mobility, support lifelong learning

- Support comparability through mutual trust, quality assurance and the use of learning outcomes

Does not provide European wide recognition, is not about European standards or establishing a common European education and training system

European Qualifications Framework

The core 8 EQF levels

- Relate system to system
- Enable reference to all learning
- Generic descriptors, not a blue print for NQFs
- Indicate the **learning outcomes (knowledge, skills and competences)** relevant to qualifications at that level in any system of qualifications

http://ec.europa.eu/education/pub/pdf/general/eqf/leaflet_en.pdf

THE EUROPEAN QUALIFICATIONS FRAMEWORK

Country A

Country B

Q1 ↔ AQF ↔ EQF Level 8 ↔ NQF ↔ QC

EQF Level 7

Q2 ↔ AQF ↔ EQF Level 6

EQF Level 5 ↔ NQF ↔ QB

Q3 ↔ AQF ↔ EQF Level 4

EQF Level 3

Q4 ↔ AQF ↔ EQF Level 2 ↔ NQF ↔ QA

EQF Level 1
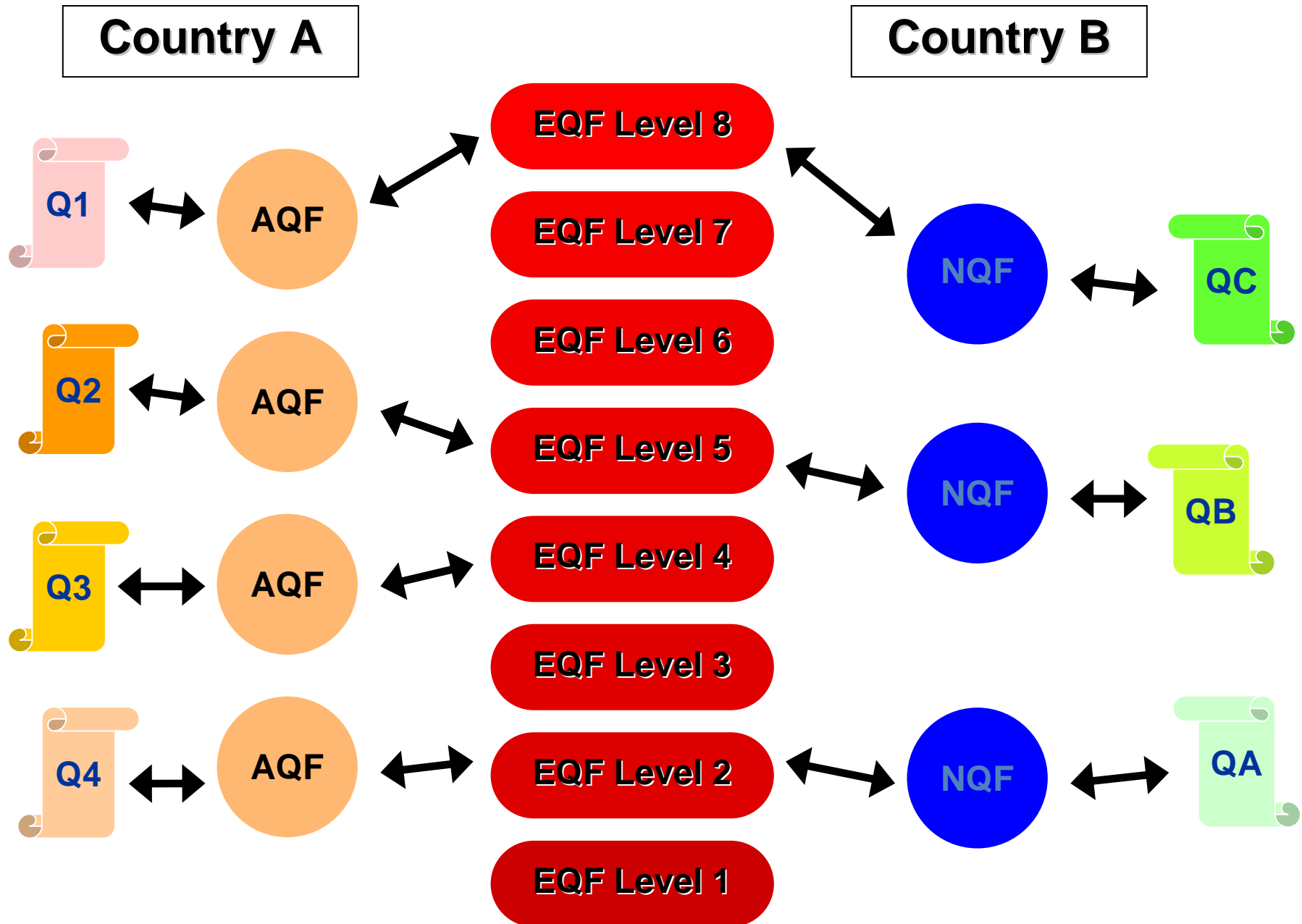
Different challenges for different countries

- In the EU, the EEA and Candidate Countries the aim is to make qualifications comparable between countries that have their own systems.

- The focus is on transparency and quality assurance.

- Many countries that are involved in the EQF process have learning outcomes based qualifications systems and are not seeking reform. It is more about making the results of education systems easier to compare through qualifications.

- Our partner countries want to increase the relevance and value of their qualifications. They also want comparability but first of all reform….

Why are these reforms more focused on VET?

Actors in the development and use of qualifications

	Secondary education	Initial VET	Higher Education	Adult learning
develop	MoE*	varies	HEIs*	varies
assess	schools/ MoE*	varies	HEIs*	varies
certify	MoE*	varies	HEIs*	varies, often not certified

VET and Adult Learning have more diverse systems and are more closely linked to the labour market than general academic education

Why "possible" tools?

- NQFs are tools not objectives or magic wands that can change systems overnight

- They have to be linked into existing systems

- Change is slow and requires stakeholder participation as well as buy in from providers

- Real change requires new ways of learning, assessing and certification and a more participatory approach

- Change can not be dictated from above or imported from abroad

Our approach: focus on implementation Frameworks of Qualifications
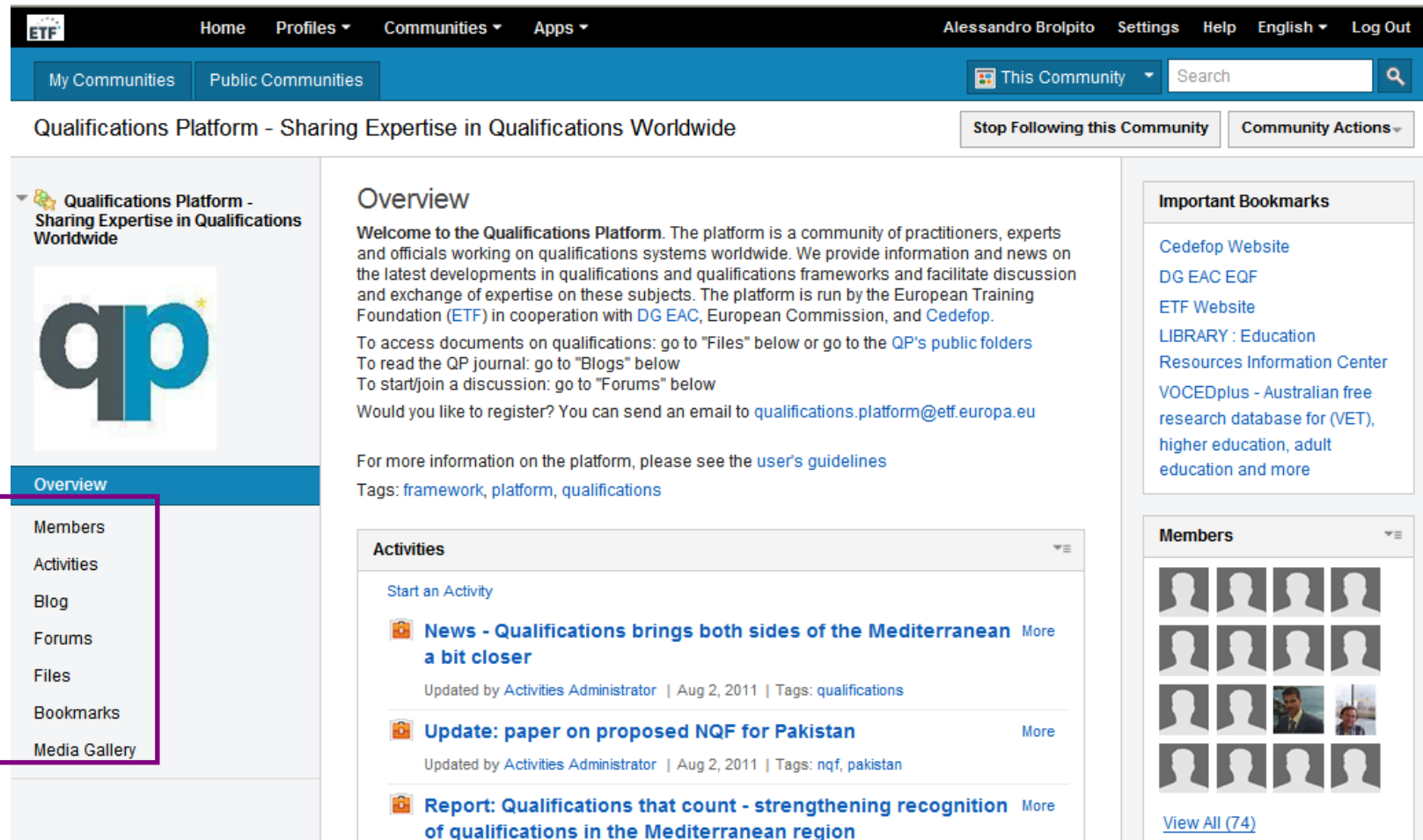
- **Partner countries need relevant qualifications for improved opportunities for citizens, linked to wider VET reforms**

  1. How are qualifications developed and maintained?
  2. How are they used for assessment & certification?
  3. How are they used for learning?

- **Cross cutting issues:**

  1. Who is coordinating and implementing the reforms?
  2. How are qualifications systems and frameworks coordinated?
  3. How are systems quality assured?
  4. How are qualifications and qualifications systems communicated to users and beneficiaries?

- **Many different approaches, as the implementation of effective reforms is very context dependent**

The idea - a "virtual workshop" and network. Response to global trend for qualifications systems reforms - bring together people working on qualifications and QFs into the same "agora" to exchange information and ideas.

The aim - serve these people in implementing their reforms with: news; debate; a library; studies; contacts; a home for international projects.

Sits comfortably with ETF remit but coverage and membership are global. New - launched October 2011.

QP Home Page

FOR FURTHER INFORMATION

Visit our website:

http://www.etf.europa.eu/web.nsf/pages/qualification_frameworks

Join the Qualifications Platform

Email:

qualifications.platform@etf.europa.eu