



***“Implementation strategies for national qualification frameworks in South East Europe”  
Ankara, Turkey, 17-18 December 2008***

# **NQF developments in Europe and how Turkey fits in: Update December 2008**

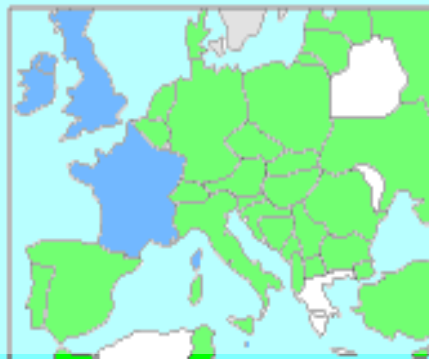
A map of Europe with a grid overlay. The text is centered over the map. The text is in a bold, italicized, black font. The year '2008' is positioned below the main title. The map shows various countries in different shades of green and cyan, indicating their status in developing National Qualifications Frameworks in 2008. The text is as follows:

***European countries that are developing  
National Qualifications Frameworks  
2008***

***2008***

# ***A Global Development***

***2008***





**Developments in South Eastern Europe 2008**

The map shows the following color coding for countries in South Eastern Europe:

- Green:** Albania, Bulgaria, Greece, Macedonia, Romania, Serbia, and Turkey.
- Orange:** Bosnia and Herzegovina, Croatia, Montenegro, and Slovenia.
- Purple:** Kosovo.
- White:** North Macedonia and Kosovo (partially).

Decided for a  
Qualifications Framework  
& developed a concept  
paper

Passed a Law on  
Qualifications Framework  
/ Authority

Established  
Qualification Authority  
– started  
implementation

# Why are so many countries developing NQFs?

## **Global Competition & Human Capital Development**

- World wide competition
- Best deployment of available Human Resources
- Understand and develop knowledge, skills and competences people have

## **Regional developments**

- Europe, South America, Caribbean, Africa, South East Asia, Commonwealth, OECD

# The European Qualifications Framework

- **Eight level reference framework for LLL, approved by European Parliament and Council 23 April**
- **Recommendation, countries invited to participate**
- **Countries to establish NCPs, EQF advisory group established**
- **Self referencing of NQFs or National Qualification Systems by 2010, to be based on learning outcomes**
- **Referencing criteria have been published and Scotland is the first country to consult on its referencing.**
- **Qualifications to mention EQF level from 2012 onwards**

# FEHEA

# EQF

HE Sector led, Council of Europe (CoE) 46 countries participating, global attention

Commission initiative, 32 countries signed up, interest from outside EEA enormous

To be established 2010

To be established by 2010

Meta framework for European higher education area

Reference framework for lifelong learning (including HE)

based on three cycles and intermediate descriptor laid down in Dublin descriptors, developed by BFWG

Eight level framework L5 – L8 considered to be aligned with Dublin descriptors, and developed with support of BFWG

Self certification started => IRL and Scotland self certified

Self referencing to start, joint criteria developed by EQF Advisory Group with support of HE representatives and CoE. Scotland is the first country to reference.

Focuses on HE frameworks and main qualifications

Supports the establishments of NQFs Levels for all types of learning/ achievements at different levels

ECTS

ECVET??

Learning outcomes are the basis

Learning outcomes are the basis

Type of framework	Example	Characteristics
<b>Implicit</b>	<b>All countries</b>	Public understanding of existing qualifications
<b>Sector</b>	<b>Bosnia &amp; Herzegovina HE; Romania (VET + HE) Turkish National Vocational Qualifications System (CVT)</b>	Linkages within subsector(s) of E&T system
<b>Bridging</b>	<b>Scotland France</b>	Linkages between subsectors of E&T system, Common level descriptors, but no integration of pathways
<b>Integrating</b>	<b>Ireland</b>  <small>Source: unpublished note, Mike Coles, 2008</small>	Integration of learning pathways, Common level & qualification descriptors



**INVOLVEMENT OF ALL RELEVANT STAKEHOLDERS:** MoNE, MoL, Board for HE (YÖK), SOCIAL PARTNERS FROM SECTORS AND CONFEDERATIONS etc.

**A FULLY QA FRAMEWORK BASED ON IDENTIFIED NEEDS FROM THE WORLD OF WORK**

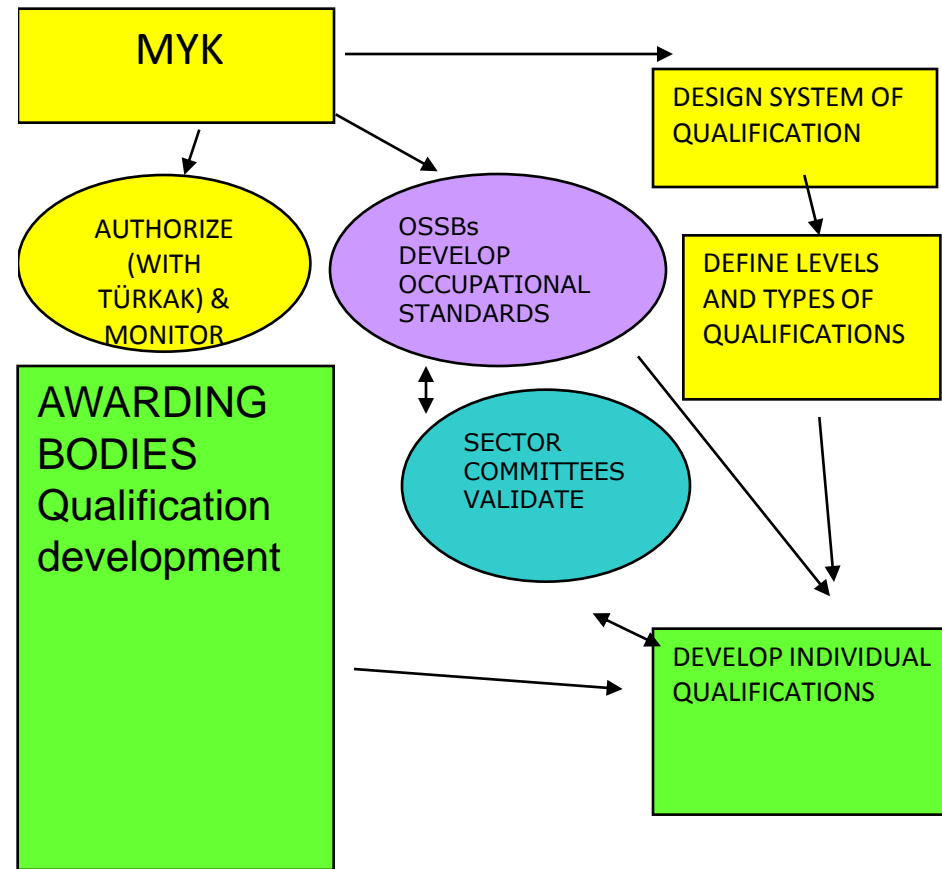
**INITIALLY ONLY FOR ADULTS (AS A PARALEL SYSTEM)**

**TO BE CLARIFIED HOW THIS IS GOING TO BE LINKED TO HIGHER EDUCATION DEGREES, AND EXISTING DIPLOMA'S FOR COLLEGES, INITIAL VET AND GENERAL SECONDARY EDUCATION, AND OTHER INDUSTRIAL CERTIFICATES**

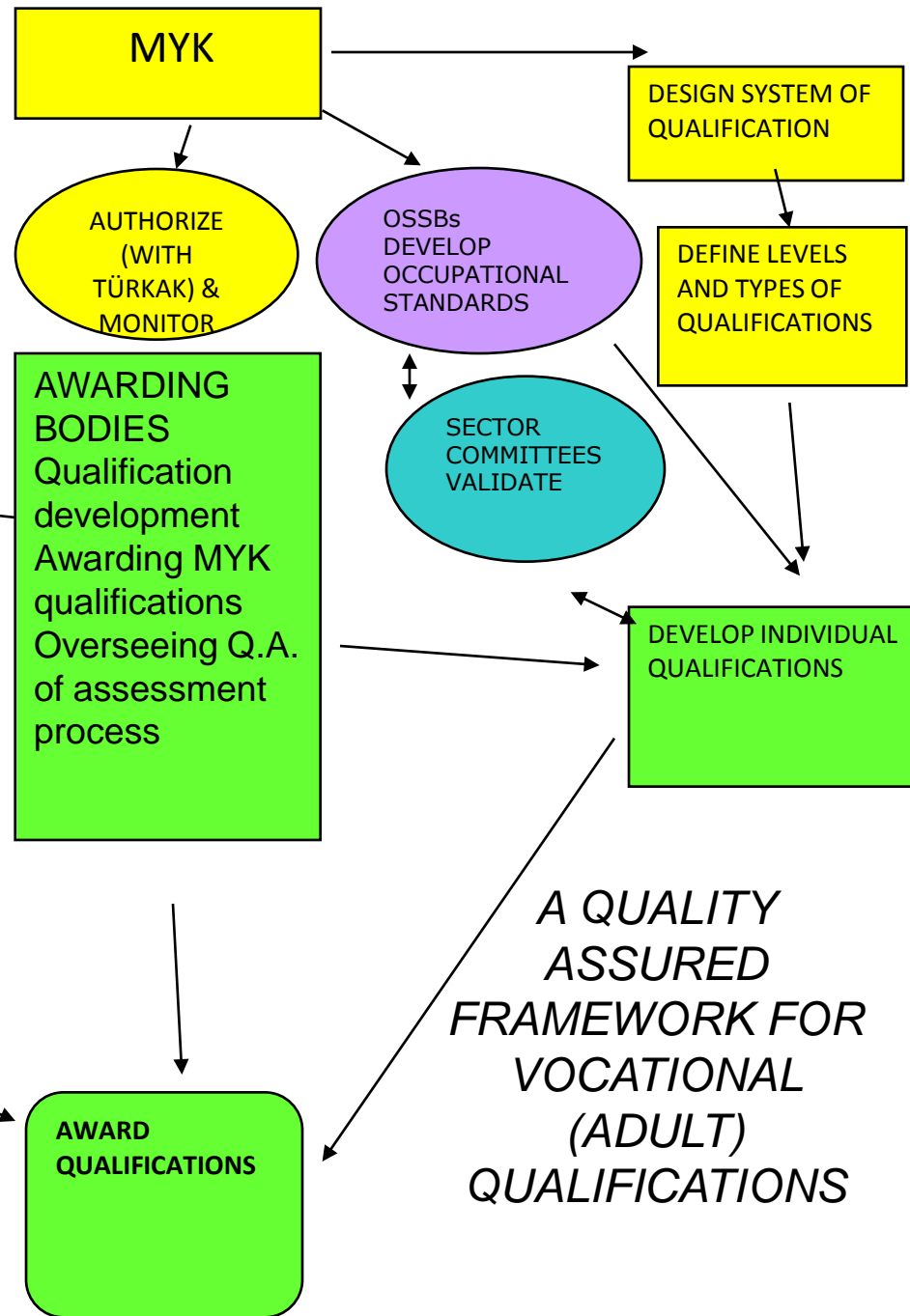


## PHASE 1

QUALIFICATIONS ARE DEVELOPED BASED ON OCCUPATIONAL AND INTERNATIONAL STANDARDS, BUT QUALIFICATIONS ARE MORE THAN OCCUPATIONAL STANDARDS



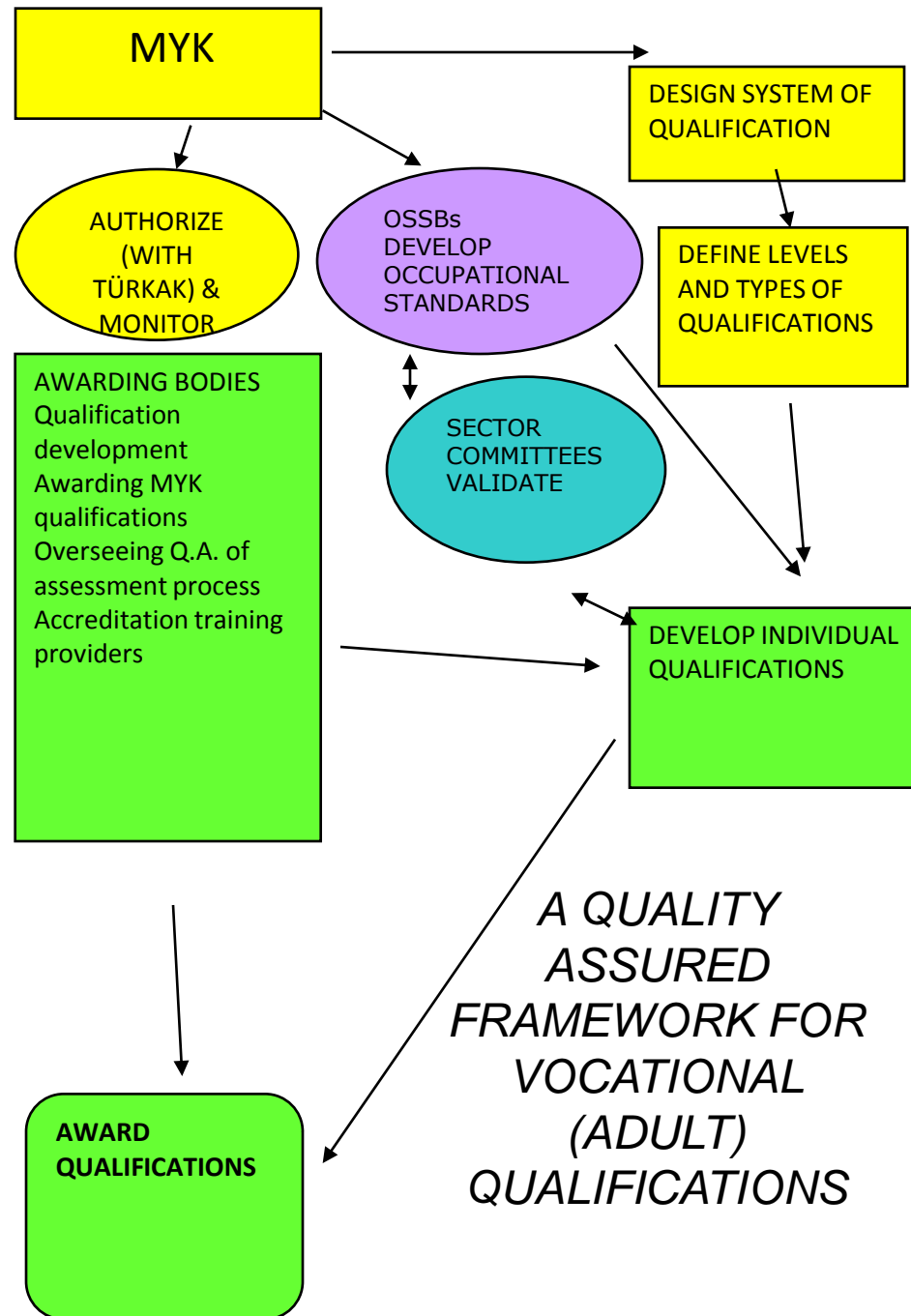
*A QUALITY ASSURED FRAMEWORK FOR VOCATIONAL (ADULT) QUALIFICATIONS*



PHASE 2

QUALIFICATIONS ARE USED TO ASSESS AND CERTIFY ADULTS

A QUALITY ASSURED FRAMEWORK FOR VOCATIONAL (ADULT) QUALIFICATIONS



### PHASE 3

QUALIFICATIONS  
ARE USED TO  
DELIVER  
TRAINING AND  
ASSESS &  
CERTIFY  
ADULTS

A QUALITY  
ASSURED  
FRAMEWORK FOR  
VOCATIONAL  
(ADULT)  
QUALIFICATIONS

# Development phases of qualification frameworks 1

<b><i>Orientation phase</i></b>	<b>No decision. Need for relevant qualifications &amp; quality improvement. Contacts with stakeholders. Classifiers, standards &amp; curricula reviewed. Labour Market intelligence. <i>Expect that everything will be sorted out if qualifications are demand-led.</i></b>
<b><i>Conceptual phase</i></b>	<b>Countries informed about NQF concept and make first moves. Stakeholders identified. Discussions on ingredients. NQF becomes goal rather than tool. Focus often on existing formal sector.</b>
<b><i>Design phase</i></b>	<b>Countries working on design of their frameworks. In VET clear move to outcome-based approaches &amp; strengthening of assessment systems. HE follows Bologna process; but few countries look at EQF and Bologna together. This is the phase in which deals are done. Discussion split around features, institutional frameworks and the benefits. Design may be hampered by absence of clear rationale.</b>
<b><i>Testing phase</i></b>	<b>Testing is often focused on the technical features of the framework and is a first test for collaboration between stakeholders.</b>

# Development phases of qualification frameworks 2

<b><i>Implementation phase</i></b>	The institutions to support framework created. NQFs become operational in stages. Practical issues raised incl. funding. Quality assurance is a concern at this stage. A regulatory or coordinating approach needs to be ensured. Good opportunity for learning. Effects may take years to manifest.
<b><i>Review and redesign phases</i></b>	Frameworks develop by addressing perceived weaknesses. , Independent reviews of the frameworks. Research around frameworks provides valuable lessons for policy learning. Transferability of experiences is limited, given that each framework is a response to a specific situation.
<b><i>Key observations</i></b>	Developing a NQF is <i>building the road while walking on it</i> . Certain questions are best answered at certain times. Countries are often in several stages at the same time and go back and forward. In the beginning the questions on why you want to develop a NQF are more important than the how. <p style="text-align: right;">© Arjen Deij, ETF, 2008 unpublished</p>

# Added Value of National Qualifications Frameworks

**All NQFs are different, to have added value they should respond to specific issues in the countries.**

- NQFs should include meaningful qualifications. It is important to consider who would benefit from these.
- NQF can bring more consistency and coherence to qualifications
- They can be more inclusive or more regulated systems
- They can contribute to access & progression in different ways
- They can support lifelong learning, and address learning outside the existing established systems
- They should promote mutual trust and way stakeholders are involved and the place and role of the leading bodies are important decisions
- They can be instruments of change

**NQFs are agreed by stakeholders in the country not by foreign experts!**

# Conclusions

Most countries in Europe have started the development of a National Qualifications Framework

This fits in with international trends

In spite of those international developments it is important to recognise that all existing frameworks are different.

To have added value they need to respond to a specific challenges for the country.

The EQF aims at allowing different national frameworks to communicate with each other and at making qualifications in Europe comparable. It does not provide recognition.

The EQF is not about introducing European standards.