Qualifications Frameworks

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Michael Graham
Structure of presentation

- Qualifications frameworks – aims and uses
- ETF’s experience of NQFs
- Some examples: Scotland, Croatia
- Issues for Israel to consider
NQFs

- Rapid expansion in number of NQFs worldwide in last decade

But why?
- EQF a trigger
- Globalisation - mobility

Hopes and evidence
Some scepticism
What are NQFs for?

- **transparency** – of qualifications, system
- **coherence** - link sectors of education and training systems
- **lifelong learning** – pathways, progression
- **to make development of qualifications more efficient**
- **relevance** - to labour market, learners’ needs, national needs
How do they work?

Through “change processes” such as:
- common language
- stakeholder engagement
- transparency
- quality assurance
- regulation

Via both technical and social dimensions

NQFs and EQF: different aims; NQFs more specific
e.g. descriptors
24 of 30 ETF partner countries developing NQFs

**ENP South:**
Egypt, Jordan, Lebanon, Morocco,

**ENP East and Russia:**
Armenia, Azerbaijan, Belarus, Georgia, Republic of Moldova, Ukraine and Russia

**Potential candidate countries:**
Albania, Bosnia - Herzegovina, Kosovo, Montenegro, Serbia

**Candidate countries:**
Croatia, former Yugoslav Republic of Macedonia, Turkey

**Other countries from Central Asia:**
Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan
ETF activities in qualifications

- **Operations in partner countries**: support to partner countries in exploring the relevance of NQF as a tool for reform, facilitation of the design phase.

- **Studies**: research on NQFs development, inventories.

- **Linking EU policies to agenda in partner countries**.

- **Build capacities for implementation**, and assisting countries to be in control of their reforms in order to ensure sustainable results.

- **Workshops; comments on draft documents etc**.
ETF’s experience

- QFs should be one element in reform
- NQFs useful to coordinate stakeholders
- don’t take off the shelf solutions; must be context-determined – e.g. descriptors
- NQFs evolve, not static
- gradual change usually more effective – don’t be too ambitious
Scottish framework: SCQF

- an established NQF
- 12 levels, lifelong learning
- SCQF is a partnership – builds on previous frameworks and bilateral relations.
- added value: common language, consensus, links between sectors of E and T system – benefits for LLL; useful tool in qualifications and curricular reform.
Croatia’s NQF-CROQF

- new NQF; EQF-inspired
- political impetus/motivation i.e. accession to EU
- reform tool
- legally-based
- being referenced now to EQF and Bologna
Israel

- Does Israel need an NQF?
- What would it be for? Link E and T to labour market? International recognition and mobility?
- build on what you have
- Use experience of IT project with DEKRA
- Would new bodies have to be created e.g. an NQA? If so, define its tasks very clearly.
- Technical issues e.g. number of levels, LLL or sectoral? Must be specific to Israeli system and needs.