

ETF's role in the development of Qualifications Frameworks in the countries around Europe:

Using NQFs as possible tools for Vocational Education and Training reforms

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Points for the presentation

1. Overview of ETF's role
2. Current international developments and trends
3. A look at why is this happening?
4. NQFs and VET Reforms- focus on implementation rather than concepts
5. Some country examples of ETF work
6. The Qualifications Platform – a community of practitioners



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

31 ETF partner countries

Potential candidate countries:

Albania, Bosnia and Herzegovina, Kosovo, Montenegro, Serbia

Candidate countries:

Croatia, Former Yugoslav Republic of Macedonia, Iceland, Montenegro, Serbia, Turkey

Other countries from Central Asia:

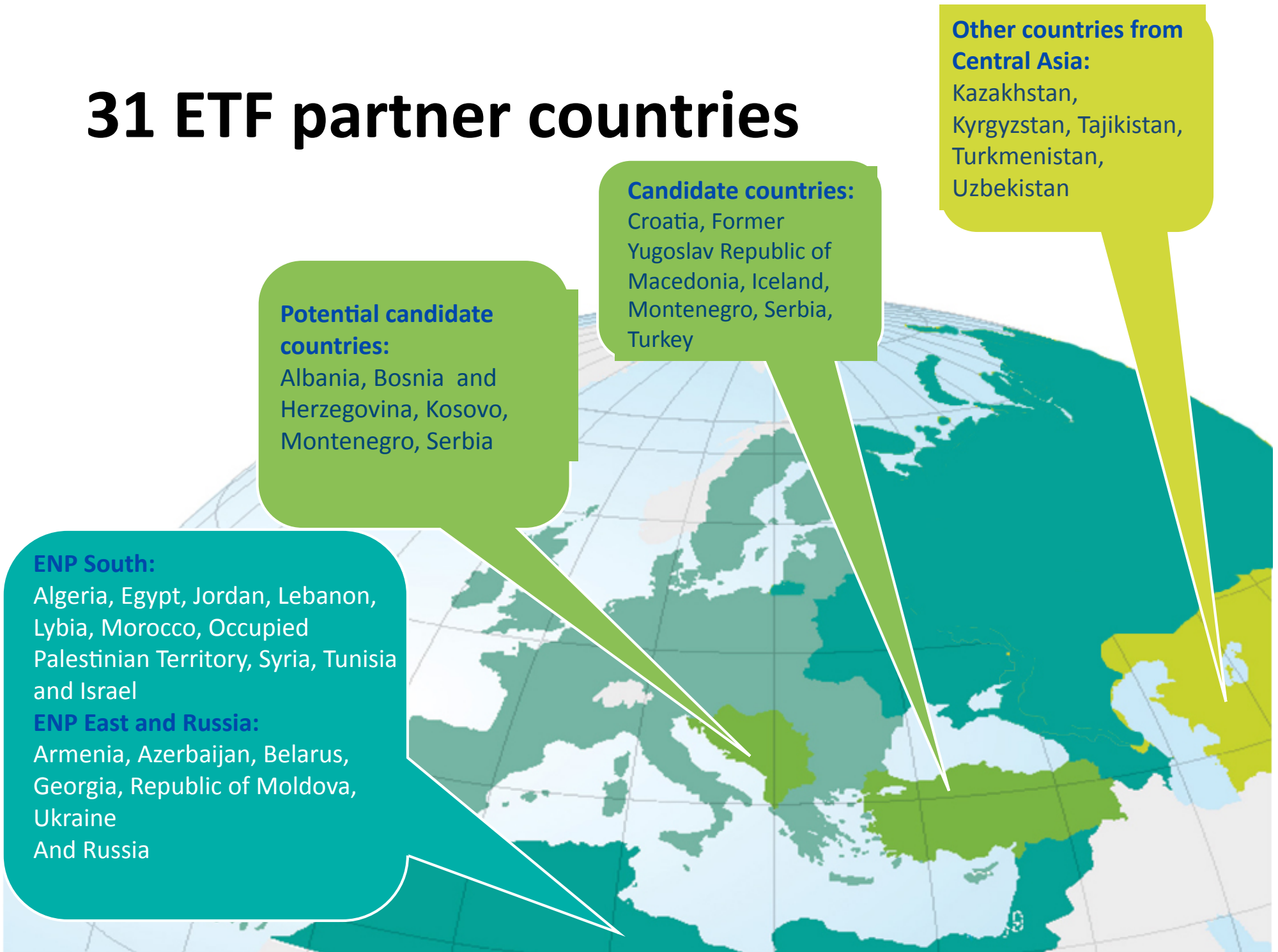
Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan

ENP South:

Algeria, Egypt, Jordan, Lebanon, Lybia, Morocco, Occupied Palestinian Territory, Syria, Tunisia and Israel

ENP East and Russia:

Armenia, Azerbaijan, Belarus, Georgia, Republic of Moldova, Ukraine
And Russia



27 countries developing QFs

Potential candidate countries:
Albania, Bosnia and Herzegovina, Kosovo

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

Other countries:
Kazakhstan, Kyrgyzstan, Tajikistan, Uzbekistan

ENP South:

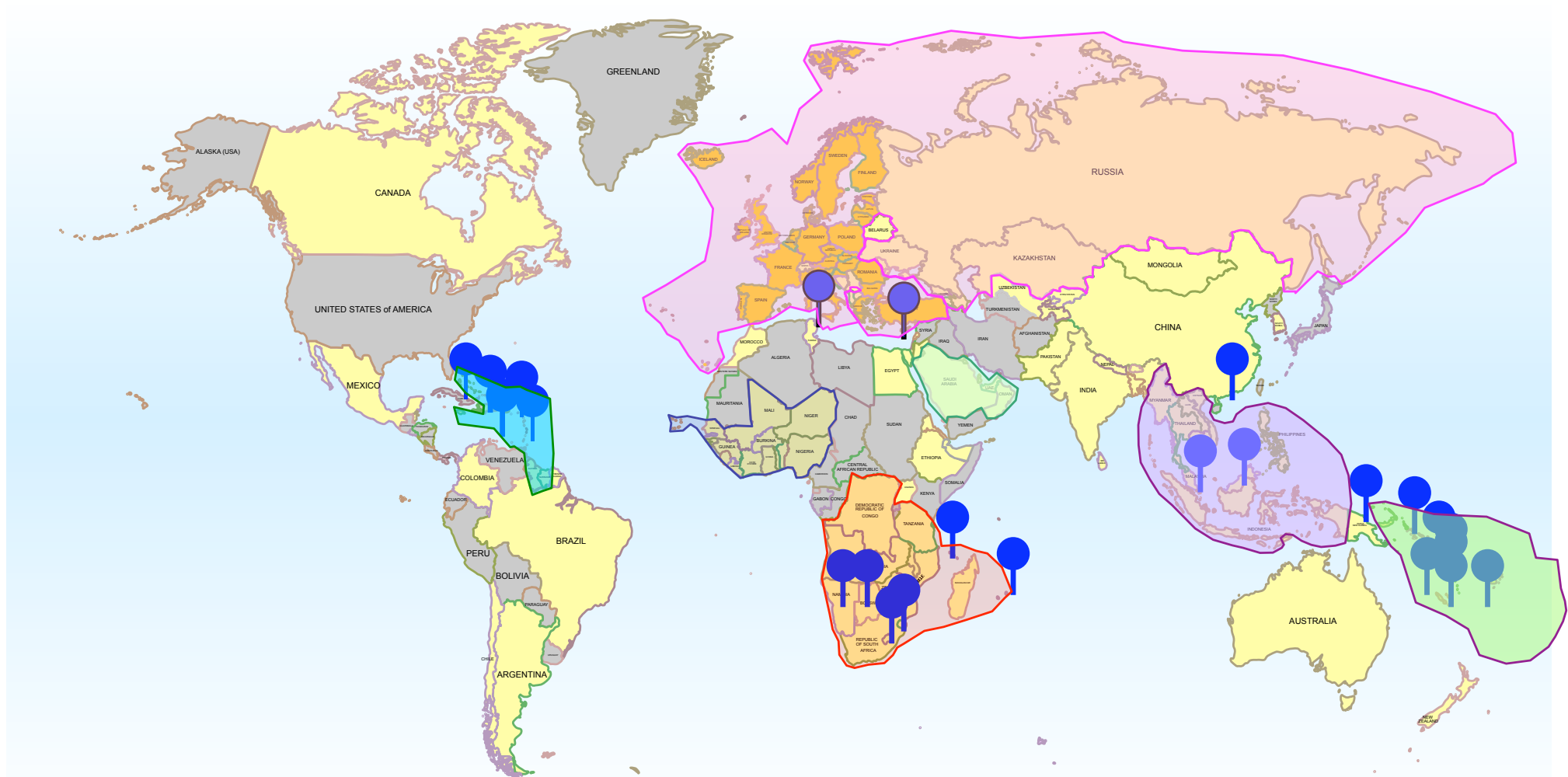
Egypt, Jordan, Lebanon, Morocco, Occupied Palestinian Territory, Tunisia and Israel

ENP East and Russia:

- Armenia, Azerbaijan, Belarus, Georgia, Republic of Moldova, Ukraine
- Russia



INTERNATIONAL DEVELOPMENTS 2012



Regional, Transnational & National Qualifications Frameworks involving 142 countries

LIST OF 142 COUNTRIES OR TERRITORIES CONSIDERING, DEVELOPING OR IMPLEMENTING QUALIFICATIONS FRAMEWORKS

Albania; Angola; Antigua & Barbuda; Argentina; Armenia; **Australia**; **Austria**; Azerbaijan; Bahrain; Bangladesh; Barbados; Belarus; **Belgium**; Benin; Belize; Bhutan; 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**; Nepal; **New Zealand**; Niger; Nigeria; **Norway**; Oman; Pakistan; Papua New Guinea; Peoples Republic of China; Philippines; **Poland**; **Portugal**; Republic of Moldova; Romania; Russian Federation; Saint Lucia; Samoa; Serbia; Senegal; Seychelles; Sierra Leone; Singapore; **Slovak Republic**; **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.

In pink OECD member states, in yellow mainly transition & developing countries
More info: http://www.etf.europa.eu/web.nsf/pages/Qualification_Frameworks

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?



A global trend towards Qualifications Frameworks– Why?

The drivers for developing frameworks have changed

1st GENERATION QFs

Developed from national perceptions, mainly determined by internal drivers, and often using experimental approaches

2nd GENERATION QFs

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

3rd GENERATION QFs

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?

A global shift towards learning outcomes?

NQF level
descriptor

Qualifications
descriptors

Assessment
criteria

Programmes

A new concept of qualifications?

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



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....

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**



Some Examples – Country Work ... beyond conceptual issues

Bosnia and Herzegovina – Encourage more opportunities for individuals, for more coherence and for EU integration

Dayton agreement fragmentation of education policies. EU accession agenda. New technical institutions (Agencies for HE, and for pre-primary, primary and secondary education), decision-making at the lowest level (14 public bodies involved in education). Need to improve opportunities for citizens. HE framework developed (2007). Baseline Qualifications Framework (2011). VET moving from curricula to qualifications.

Encourage bottom up approach for change, ensure use of EU projects. Building trust and awareness among stakeholders, institutions. Policy advice and technical support for Ministry of Civil Affairs, and thus indirectly Council of Ministers of Education, regional cooperation with neighbouring countries, and keep focus on practical steps. Main challenges are building shared vision and empower bottom up work, while moving the political level also towards implementation (Intersectoral Committee)



Some Examples – Country Work ... beyond conceptual issues

Ukraine: Rethinking existing structures; but how far?

Relevance and employability main concern. Employers keen on change. VET lost relevance. ETF developments started with work on Occupational Standards on request of Federation of Employers. 2011 Government established MoE led working group for NQF. Also Bologna Agenda (and 80% of young people going to HE). ETF and CoE jointly provided capacity building seminars. NQF Decree passed for 10 level framework last year, nevertheless many questions remains. ETF continues support to work on occupational standards (involving MoE, MoL, System Capital Management, Fed. of Employers etc). Analysis of existing qualifications systems shows many remaining weaknesses. (e.g. 8725 entrees in Classifier of Occupations). Employment service starting work on VNFIL. Developing institutional capacities (sectoral committees), link with other ETF work, e.g. identification of skills. Cooperation with ILO (migration project). Main question is whether NQF is able to fulfil role in agenda for new qualifications and gradually innovate existing qualifications systems?



Some Examples – Country Work ... beyond conceptual issues

Turkey – Seizing opportunities for lifelong learning, economic growth and the involvement of a committed private sector

EU accession agenda and national reforms. Economic growth and demand from sectors. Occupational standards drive reforms focusing on workforce (VQA & national vocational qualifications system). Strong focus on QA, institutional role for sectors. Initial VET under MoNE curriculum reform; need to connect. HE including college sector expanding- balancing relevance and QA with Bologna context with clearer vision on the future of post-secondary VET. From NVQS (only adults) to NQF for LLL... Bringing different stakeholders together, monitor implementation (EU projects). 2008-2012 Assisting implementation strategy of the VQA, and reaching out to other stakeholders 2011-2012 Scenario building and VocTest Centre Development. Partnership rather than assistance. Overcoming bureaucratic barriers, and maximising new opportunities in order to keep sectors on board. Institutional challenges.

Some Examples – Country Work ... beyond conceptual issues

Morocco: Building partnership for more and better VET

Diverse public and private VET offer. No instruments to understand existing for identifying labour market needs in terms of jobs, occupations and competences. Weak links between VET & LM and between general, VET & HE. Economic pressure for qualified labour (new sectors, outsourcing) but also strong social pressure (currently only place for 1 in 3 candidates in VET, high unemployment, young population. Migration (from South to Morocco, from Morocco to other Arab Countries and to Europe. EU: Statut Avancé mentions QF and EQF. 15 sectors priority in national development plan. Right to VET in new constitution. NQF becomes a tool for dialogue, (slow) move to learning outcomes, emphasis on relevance of qualifications, institutionalising partnership, involvement of social partners. ETF facilitates partnership, incl. real role for social partners, raising awareness, building capacities, policy advice, regional cooperation (sectoral qualifications in construction & tourism), linked with other developments, incl. identifying needs for skills and CVT, focus on specific qualifications and QA.

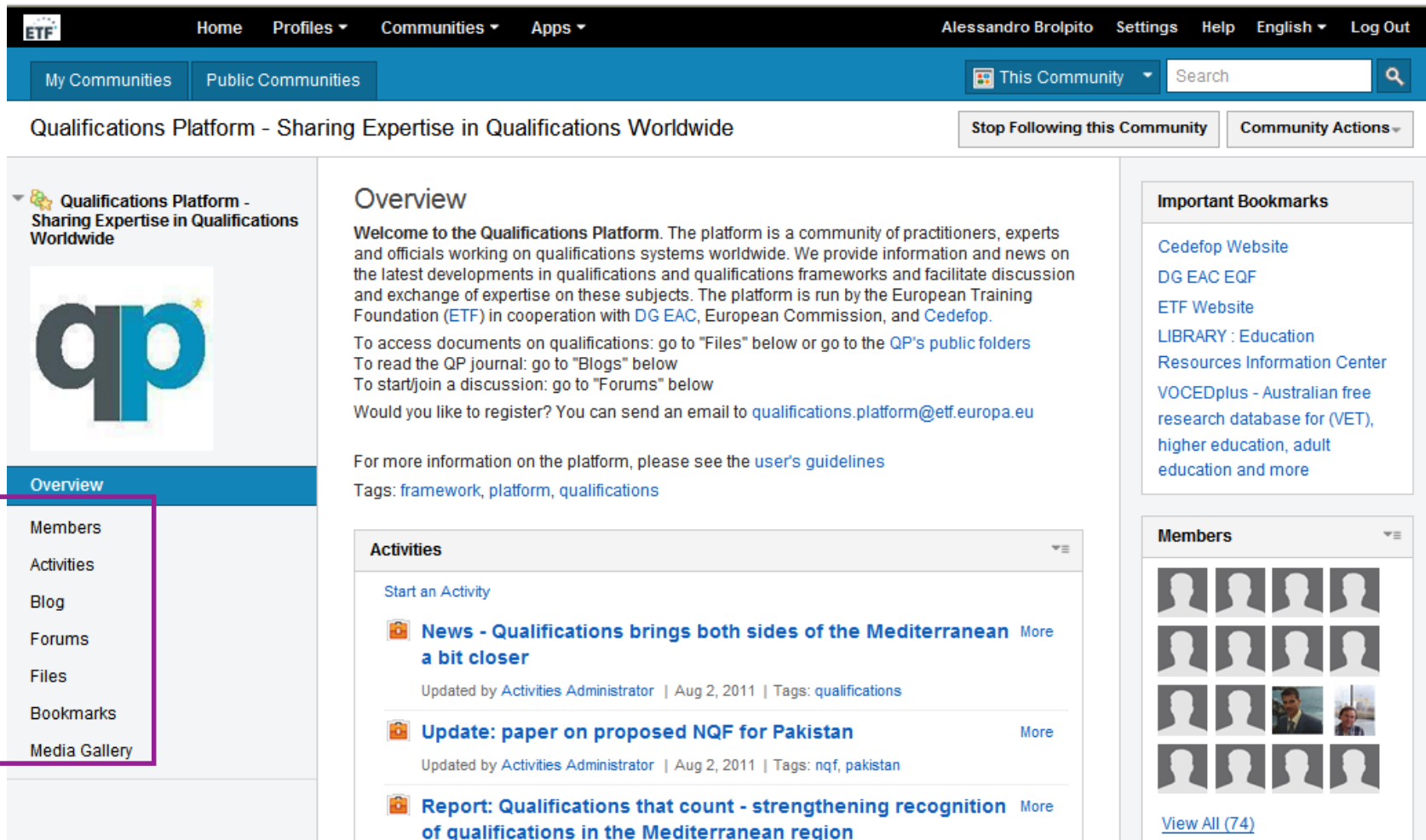


The idea - a “virtual workshop” and network. Response to global trend for qualifications systems reforms - **bring together** people working on qualifications and QFs into the same “agora” to exchange information and ideas.

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.

Launched October 2011; currently 446 members



The screenshot shows the Qualifications Platform (QP) home page. At the top, there is a navigation bar with the ETF logo, 'Home', 'Profiles', 'Communities', and 'Apps'. On the right side of the navigation bar, it shows the user 'Alessandro Brolpito' and links for 'Settings', 'Help', 'English', and 'Log Out'. Below the navigation bar, there are tabs for 'My Communities' and 'Public Communities', a search bar, and a dropdown menu for 'This Community'. The main heading is 'Qualifications Platform - Sharing Expertise in Qualifications Worldwide'. To the right of the heading are buttons for 'Stop Following this Community' and 'Community Actions'. The left sidebar contains a navigation menu with 'Overview' (highlighted in blue), 'Members', 'Activities', 'Blog', 'Forums', 'Files', 'Bookmarks', and 'Media Gallery'. A purple arrow points to the 'Members' link. The main content area is titled 'Overview' and contains a welcome message, instructions on how to access documents, read the QP journal, and start a discussion. It also includes a registration email address: qualifications.platform@etf.europa.eu. Below the overview is a section for 'Activities' with three news items: 'News - Qualifications brings both sides of the Mediterranean a bit closer', 'Update: paper on proposed NQF for Pakistan', and 'Report: Qualifications that count - strengthening recognition of qualifications in the Mediterranean region'. The right sidebar features 'Important Bookmarks' with links to various websites and a 'Members' section showing a grid of user avatars and a 'View All (74)' link.



FOR FURTHER INFORMATION

Visit our website:

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

Join the Qualifications Platform

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