EQF Objectives

Transparency, comparability and portability of people's qualifications

Employability, mobility and social integration of workers and learners

Linking formal, non-formal and informal learning

Supporting the validation of learning outcomes acquired in different settings

Contributing to modernising education and training systems

European Commission

What is the EQF?

- 8-Level reference framework for lifelong learning, covering <u>all</u> types and all levels of qualifications

- Defined in terms of **learning outcomes** (knowledge, skills, responsibility & autonomy)

- A **translation grid** for qualifications across countries

- Fully compatible with the **QF** of the **European Higher Education Area**

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EQF Recommendation of 2008 replaced by Recommendation of 2017: new elements

- Review and update, when relevant, the referencing

- Inclusion of EQF Referencing criteria in Recommendation

- Annexes on quality assurance and credit systems

- International qualifications

- Third Country Dimension

- Communication & databases/registers

- Consistency of referencing

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Current state of EQF implementation (March 2018)

- 39 countries participate in the EQF process

- 35 (27 EU + 8 non EU MS have referenced)

- 43 NQFs, 35 formally adopted

- 21 NQFs in operation

- 25 NQFs with national databases/qualifications registers

- 23 countries indicate EQF levels on certificates, and/or Europass supplements

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Main impacts of the EQF

- Development of NQFs in Europe (from 3 to 43 in 10 years time!)

- Interconnected landscape of EQF and (diverse) European NQFs

- Development of a comprehensive "map" of qualifications in Europe

- Mutual learning between European NQFs (building trust)

- Change in thinking about qualifications (outcomes focussed, away from duration or institution)

- Different types of qualifications integrated in in the same framework – dialogue, parity of esteem

- Linkage between QFs and validation of NFIL

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EQF and QF EHEA

- Recitals 21 and 25: both frameworks are compatible; correspondence on EQF levels 5-8; coherence/complementatrity/synergies between EQF and other transparency tools, including EHEA

- Rec 1: Use the EQF to compare all types and levels of qualifications

- Annex II: correspondance between Dublin and EQF descriptors (5-8)

- Annex III: referencing criterion 8 (single reports)

- Annex IV: fully compatible with ESG (and EQAVET)

- Annex V: fully compatible with ECTS (and ECEVT)

- Lisbon Convention Subsidiary Text and Council Recommendation on Recognition

- Diploma Supplement

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Current and future challenges

- Keeping EQF referencing up to date and relevant

- Full implementation of the learning outcomes approach (teaching, assessment)

- Making the EQF better known to learners, workers, employers

- Making the role of EQF/NQFs a reality on the labour market

- Consistency in EQF referencing across countries

- Non-formal qualifications (private sector, international)

- Keep European NQFs connected through the EQF

- International dimension

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EQF Implementation priorities (EQF AG)

- Keeping the referencing up to date

- International qualifications

- "Horizontal comparisons" to support consistency of referencing

- Communicating the EQF

- Linking national databases to the European portal

- Third country dimension

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