EUROPEAN QUALIFICATION FRAMEWORK IN RELATION TO THE NATIONAL QUALIFICATION FRAMEWORK OF INPLACE PROJECT PARTNER COUNTRIES

PRESENTATION C1 TRAINING 01/11/2018

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I. A EUROPEAN QUALIFICATION FRAMEWORK

Lifelong learning has become a necessity in a Europe characterised by rapid social, technological and economic change. An ageing population accentuates these challenges - underlining the need for a continuous updating and renewal of knowledge, skills and wider competences. The realisation of lifelong learning is however complicated by the lack of communication and co-operation between education and training providers and authorities at different levels. Barriers between institutions and countries not only prevent access to education and training but also prevent an efficient use of knowledge and competences already acquired. This problem is primarily caused by a lack of transparency of qualifications, by a reluctance to recognise 'foreign' qualifications, and by the lack of arrangements that allow citizens to transfer qualifications from one setting to another. It is also caused by the tendency to regard learning acquired in non-formal and informal settings (for example at work) as inferior to learning for formal qualifications delivered in initial education and training. These are some of the underlying problems and challenges to be addressed by a European Qualification Framework.

Qualification frameworks as a means of supporting lifelong learning

Qualification frameworks are being established in many countries and sectors – in Europe and beyond (OECD 2003, 2004). These frameworks take many forms and appearances, according to national and sectoral specificities. Common to them all is a wish to tackle the increasing complexity of modern education, training and learning systems. Their principal aim is to clarify (for students, parents, learning providers, employers and policy makers) the main routes to a particular qualification, how progress can be made, to what extent transfer is allowed and on which basis decisions on recognition are taken. Qualification frameworks are also used for quality assurance and development purposes, providing a reference for improvement at local, regional, sectoral and national level.

In a situation where the mobility of workers and learners is growing, where citizens increasingly combine education and training from different countries and where lifelong learning has become a necessity, the communication between these frameworks increasingly matters. Questions related to progress, transfer, accumulation, recognition and quality development can only to a limited extent be treated in the context of single (isolated) national or sectoral frameworks; the challenge is thus to build bridges between these frameworks and systems enabling communication, comparison and mutual trust.

International Standard Classification of Education - ISCED

In an attempt to create more international transparency in the worldwide range of educational structures and qualifications systems, the United Nations have taken the initiative in formulating an **International Standard Classification of Education** (ISCED). ISCED is a classification structure for organizing information on education and training. ISCED is maintained by the United Nations Educational, Scientific and Cultural Organization (UNESCO) and forms part of the international family of economic and social classifications of the United Nations.
The ISCED was designed in the early 1970s to serve 'as an instrument suitable for assembling, compiling and presenting statistics of education both within individual countries and internationally'. It was approved by the International Conference on Education (Geneva, 1975), and was subsequently endorsed by UNESCO's General Conference.
The UNESCO General Conference approved the present classification, known as ISCED-1997, at its 29th session in November 1997 as part of efforts to increase the

international comparability of education statistics. It covers primarily two cross-classification variables: *levels* and *fields* of education. The UNESCO Institute for Statistics has proposed revisions to ISCED (ISCED-2011), which have been approved by UNESCO's General Conference in November 2011 and which will replace ISCED-1997 in international data collections in the coming years. ISCED 2011 defines the following levels of education (see table 1).

Table 1 ISCED levels (2011):

Level	Description	Principal characteristics
0	Early childhood education	Initial stage of organized instruction, designed primarily to introduce very young children to a school-type environment and to develop their cognitive, physical, social and emotional skills.
1	Primary education or first stage of basic education	Normally starting between the ages of 5 and 7, designed to give a sound basic education in reading, writing and mathematics along with an elementary understanding of other subjects.
2	Lower secondary education or second stage of basic education	Designed to complete basic education, usually on a more subject-oriented pattern. It builds upon the learning outcomes from ISCED level 1and aims to lay the foundation for lifelong learning and human development.
3	Upper secondary education	More specialized education typically beginning at age 15 or 16 years and/or completes secondary education in preparation for tertiary education, or to provide skills relevant to employment, or both.
4	Post-secondary non-tertiary education	Captures programmes that straddle the boundary between upper- and post-secondary education from an international point of view, e.g. pre-university courses or short vocational programmes aimed to preparing individuals for labor market entry as well as tertiaryeducation. The individual acquires knowledge, skills and competencies below the high level of complexity characteristic of tertiary education.
5	Short-cycle tertiary education	Tertiary programmes having an advanced educational content, cross-classified by field (see below). The individual is provided with professional knowledge, skills and competencies, but below the level of Bachelor.
6	Bachelor or equivalent	Tertiary programmes providing participants with intermediate academic and/or professional knowledge, skills and competencies, cross-classified by field (see below). These programs lead to a first degree or equivalent qualification.
7	Master or equivalent	Tertiary programmes providing participants with advanced academic and/or professional knowledge, skills and competences, cross-classified by field (see below). These programs have a substantial research component leading to a second degree or equivalent qualification, but do not yet lead to a doctoral qualification.
8	Doctoral or equivalent	Tertiary programmes leading to the award of an advanced research qualification, e.g. Ph.D., cross classified by field (see below). Doctoral programmes exist in both academic and professional fields and are only offered by research-oriented tertiary educational institutions such as universities.
9	Education not definable by level	Programmes for which there are no entrance requirements.

However, although most existing national qualification systems reference to the ISCED, the ISCED does not facilitate comparison of qualifications and does not deliver the required transparency and comparability to enable the labor market mobility that the European Union strives for. Therefore the European Union has started the development of a European Qualification Framework (EQF).

A European Qualification Framework (EQF)

In order to achieve transparency and comparability of qualifications and to enable

mobility in the labor market and life-long learning for individuals, a European Qualification Framework (EQF) was developed by order of the European Commission. The objective of the EQF is to establish a descriptive context for all possible qualifications. In this respect, no qualifications are examined (as they are to compare traditional education) but instead the context is based on learning results and competencies. The reference to learning results in the EQF moves away from the traditional approach that emphasizes learning input (length of a learning path, type of institute, content of the curriculum). The EQF emphasizes the learning results in the form of knowledge, skills and abilities.

Shifting to learning results has many benefits:

- It provides an insight into the qualifications offered through schooling and those required by the labor market on regional and national levels.
- It provides an insight into the qualifications of professionals abroad, on diploma level and on the level of qualification systems.
- It improves the way in which informal and non-formal learning is acknowledged and valued.

The EQF provides a description of learning results on eight levels. “Learning results” are understood to mean: The combination of knowledge, skills and/or competences acquired by an individual and/or which an individual is able to demonstrate at the end of a learning process. Learning results are assertions about what an individual must know or understand, or must be able to do at the end of a learning process.

The descriptions used to describe these learning results on eight levels on a European level are rather general, since they must describe all sorts of knowledge and skills (see table 2). The specific interpretation of these eight levels is, according to the EU, a national and sectoral responsibility.

Table 2 The *European Qualifications Framework*:

Descriptors defining levels in the European Qualifications Framework (EQF)

ISCED Level 1997	ISCED Level 2011	EQF Level	Knowledge *In the context of EQF, knowledge is described as theoretical and/or factual.*	Skills *In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).*	Personal and professional competence *In the context of EQF, competence is described in terms of responsibility and autonomy.*
1	1	EQF 1	Basic general knowledge	Basic skills required to carry out simple tasks	Work or study under direct supervision in a structured context
2	2	EQF 2	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy
3	3	EQF 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study Adapt own behavior to circumstances in solving problems
4	4	EQF 4	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study con- texts that are usually predictable, but are subject to change Supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
5B	5	EQF 5 [1]	Comprehensive, specialized, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change Review and develop performance of self and others
5A	6	EQF 6 [2]	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialized field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision making in unpredictable work or study contexts Take responsibility for managing professional development of individuals and groups

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5A	7	EQF 7 [3]	Highly specialized knowledge, some of which is at the forefront of know- ledge in a field of work or study, as the basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields	Specialized problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
6	8	EQF 8 [4]	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	The most advanced and specialized skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study con- texts including research

Source: http://ec.europa.eu/dgs/education_culture

1. The descriptor for the higher education short cycle (within or linked to the first cycle), developed by the Joint Quality Initiative as part of the Bologna process, corresponds to the learning outcomes for EQF level 5.
2. The descriptor for the first cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes for EQF level 6.
3. The descriptor for the second cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes for EQF level 7.
4. The descriptor for the third cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes for EQF level 8

The EQF is a dominant framework aimed at general descriptions of learning results and reference levels. The ultimate goal is to enable comparisons between national and sectoral systems in various countries. This does not mean that existing national qualifications will be replaced or that no new qualifications will be developed, but that national and sectoral systems will become more transparent and that this transparency will be comparable across Europe (see figure 1).

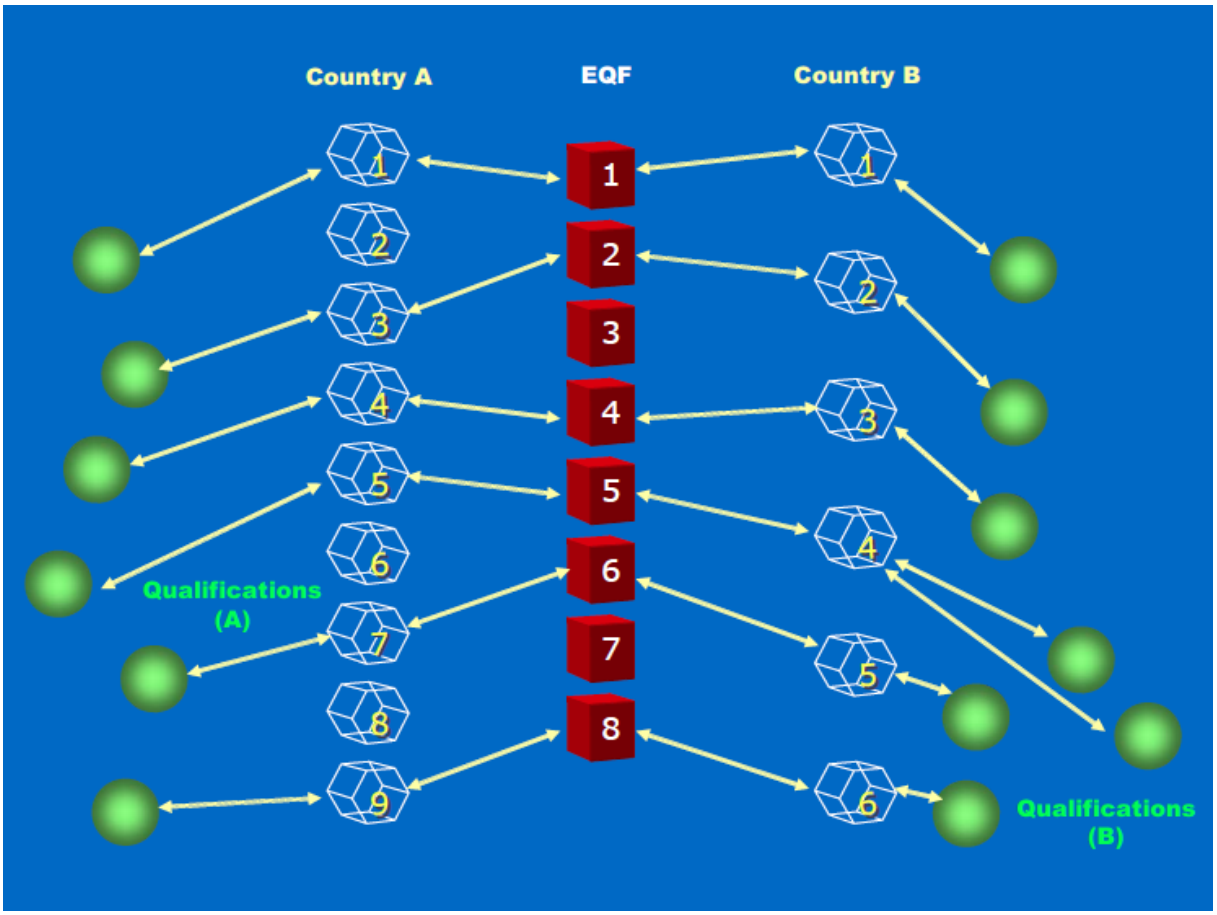

figure 1 (Bjornavold, 2005, visual depiction of the diploma comparison via the EQF).

How does the European Qualifications Framework work?

The EQF is intended to be a frame of reference for the member states of the European Union, but also for the European economical sectors that have an increasing interest in the establishment of a transparent quality structure that will lead to more mobility in the European labor market. Many member states (and economical sectors) have expressed their intention to compile national (and sectoral) quality structures that are based on learning results. With the national quality structures employers and individuals can use the EQF as a neutral reference tool for comparing qualification levels in different countries and different educational and training systems.

The EQF is still being developed and is currently struggling with many major obstacles. The implementation of the EQF is hampered by fragmented and complicated educational and training facilities and inflexible institutes and systems that do not come up to par and as such do not satisfy one's needs. A lack of formats to validate non-formal learning creates obstacles for the use of the EQF. These obstacles can greatly be attributed to a lack of transparency, lack of suitable formats for the transfer of qualifications and incomplete

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systems for the acknowledgement of learning results. Qualification frameworks based on learning results, such as the EQF, can facilitate transparency on national and international levels and support lifelong learning. The common principles agreed on a European level must be worked out in more detail on a national level in relation to the EQF. Qualifications based on learning results must still be drawn up in many member states. Many member states have expressed their intention to create such National Qualifications Frameworks (NQF). These future NQFs should refer to the EQF to simplify comparison between the EU member states.

II. National Vocational Qualification levels

The sectoral interpretation of the EQF is still being developed. Several projects are currently underway to evaluate and give sectoral substance to the EQF. The TEEN project will be one of them. In the following paragraphs a brief overview is given of the respective national qualifications systems of Netherlands, which can be used as example for the other partners to design their own national qualification system in relation to the EQF. These countries are Portugal, UK, Slovenia, Spain, Turkey, Poland and Italy.

National Vocational Qualification Levels in The Netherlands [PRO WORK]

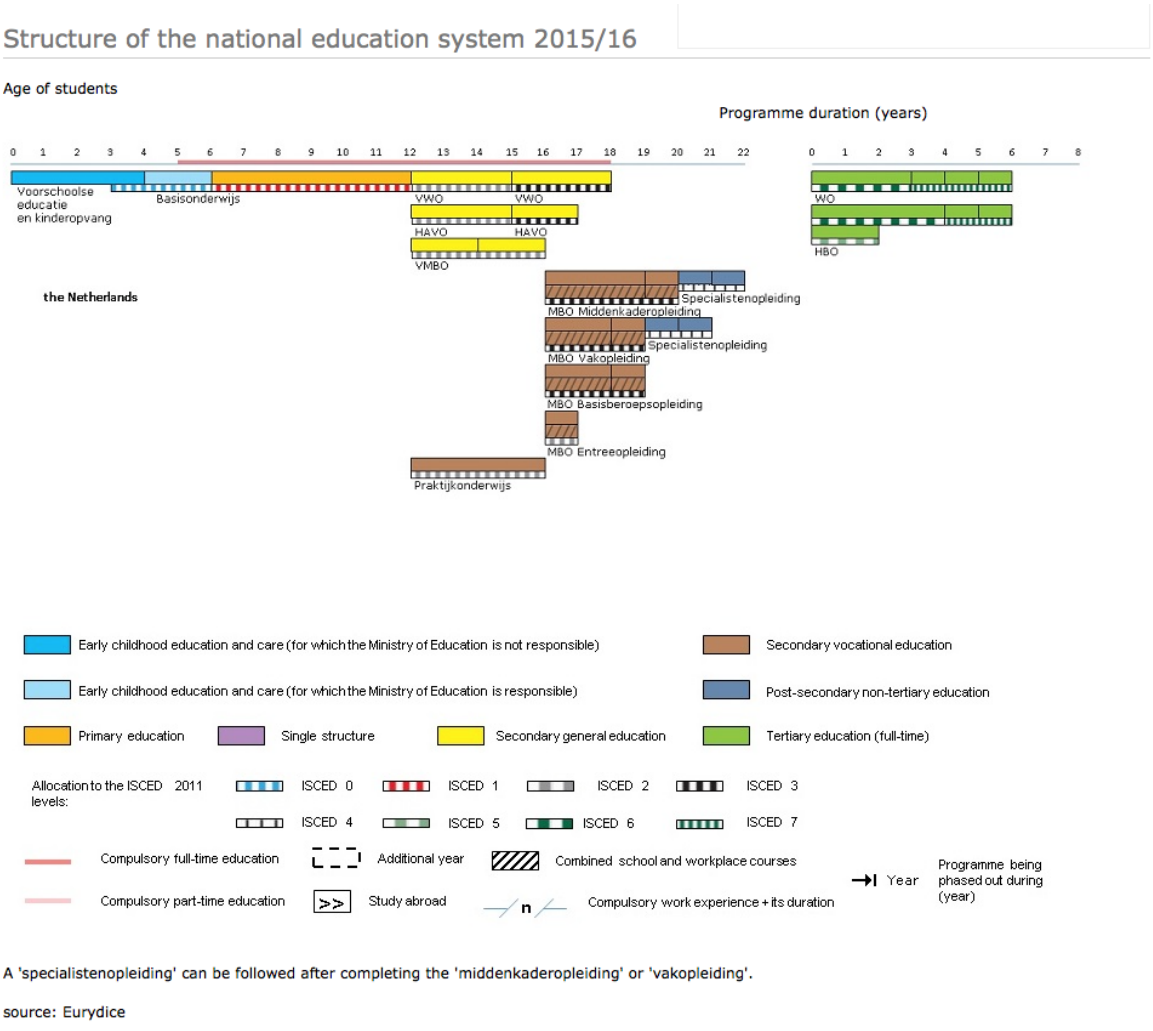
Overview

Overall responsibility for the public-private education system lies with the State. The Ministry of Education, Culture and Science is headed by the Minister of Education, Culture and Science. A State Secretary (junior minister) of Education, Culture and Science is appointed. The Ministry of Education, Culture and Science lays down conditions for early childhood education and care, primary and secondary education. The provinces have a limited role to play when it comes to managing education and its content. They are required to perform supervisory and jurisdictional duties. The administration and management of schools of primary and secondary general and vocational education is locally organized.

Since 1 January 1998 all adult and vocational education institutions have been incorporated in regional training centres (ROCs).

The Government lays down a framework within which higher education (HBO) institutions have to operate, but it is the responsibility of the competent authority to expand on the Government framework within the teaching and examination regulations. For the universities the same legal framework is applied as for the HBO institutions.

While Eurypedia provides comprehensive and comparable information on the education system of the Netherlands, further information may also be found on the website of the Ministry of Education, Culture and Science.



A 'specialistenopleiding' can be followed after completing the 'middenkaderopleiding' or 'vakopleiding'.

source: Eurydice

National Vocational Qualification levels in Spain

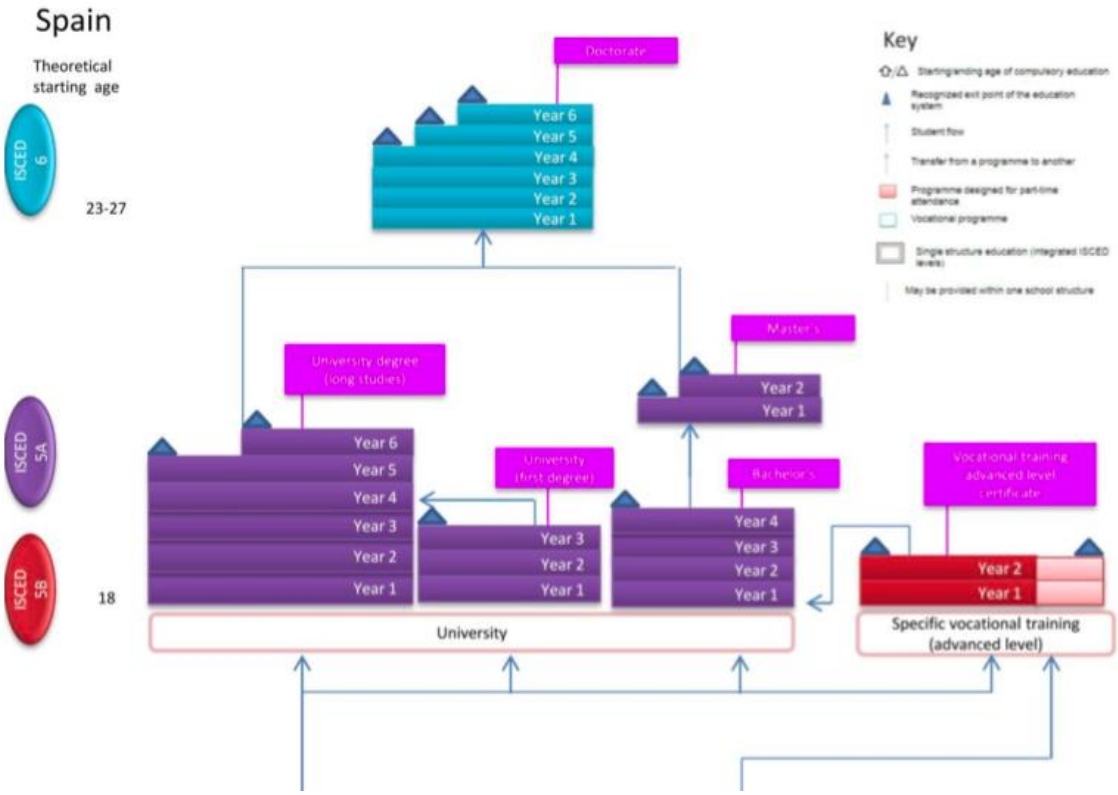
Spain has increased its investment on educational institutions in recent years, but it remains below the OECD average. Expenditure on education institutions reached 5.6% of GDP in 2010 (below the OECD average of 6.3%) (Figure 8). Between 2005 and 2010, Spain increased spending by 1 percentage point (above the OECD average of 0.5 percentage points). As in most OECD countries, most expenditure on educational institutions is from public sources (85.4% in 2010, compared to the OECD average of 83.6%) except at pre-primary level, where expenditure from public sources is 26.8% (still higher than the OECD average of 17.9%).

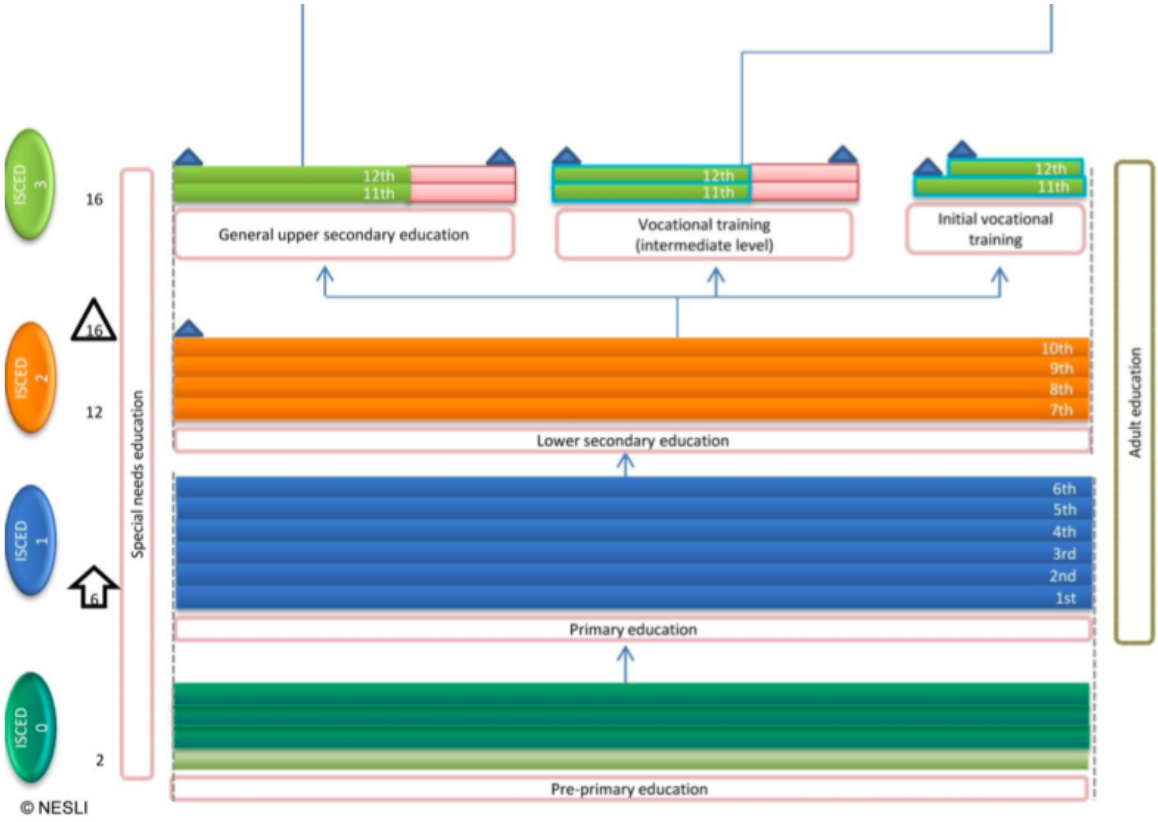
Spain spends comparatively more per student than other OECD countries. From primary to tertiary education, in 2010 expenditure per student (USD 9 484) was higher than the OECD average (USD 9 313), and Spain allocated more per student than the OECD average at secondary and tertiary levels (excluding research and development). Globally, expenditure per student at primary, secondary and tertiary levels increased by 13% between 2005 and 2010, as expenditure increased more than enrolment. Ensuring that this spending is allocated to where it is most needed is particularly important in a context of economic crisis. For example, the total annual cost per student who repeated a grade is estimated at more than EUR 20 000 in Spain. Grade repetition in Spain represents almost 8% of the total expenditure in primary and secondary education – one of the highest rates among OECD countries.

In Spain, in the context of decentralised financial responsibility for education by the 17 regional governments, education is mainly based on public funding sources. Regional governments have autonomy to manage their annual budget and how it is allocated to schools. Schools receive a small amount of funding based on the number of students enrolled. Most students at primary and secondary levels attended publicly funded schools in 2011: about 68% attended public schools and 28% attended publicly-funded private schools, a higher proportion than the OECD average. At upper secondary level, 79% attended public schools and 12% attended publicly-funded private schools. Publicly-funded private schools must meet certain requirements to receive funding.

In addition to public funding, public universities receive private funding from registration and tuition fees, organisation of specialised courses, agreements with private enterprises and other sources such as private institutions, which give donations or grants. In 2010, about 21.8% of funding of tertiary institutions (public and private combined) came from private sources, including 17.6% from households.

Recent budget cuts at national and regional levels affected the education system through budget adjustments starting in 2010, but recent data show that funding has stabilised. Selected programmes are being reviewed by the central government (Ministry of Education, Culture and Sports) to make sure that funds invested achieve their aims. Regional governments have also faced budget cuts in order to achieve a -1.5% deficit in regional GDP for 2012.





EDUCATION POLICY OUTLOOK: SPAIN © OECD 2014

National Vocational Qualification levels in the Czech Republic [EUROFACE CONSULTING/PRIMAT]

Overview

In the Czech Republic, schools are administered in the frame of general administration. The responsibility is distributed among the central government, regions and communities. The Ministry of Education, Youth and Sports preserves and determines the integrated state educational policy. Regions are responsible for education on their territory. They are organizing bodies for upper secondary and tertiary professional schools. The communities are responsible for pre-primary education and compulsory schooling. All schools have the status of legal entities. Public higher education institutions are established by law.

Pre-primary education is provided for children aged 3 to 6 in mateřské školy (nursery schools) which are part of the education system and have a long tradition. The attendance is not compulsory, nevertheless, it is very high.

Primary and lower secondary education is organised mostly as a single-structure system by základní školy (basic schools). Lower secondary education can be provided also by víceletá gymnázia (multi-year gymnázia) and osmileté konzervatoře (eight-year conservatoire). School attendance is compulsory for nine years, usually from the ages of 6 to 15.

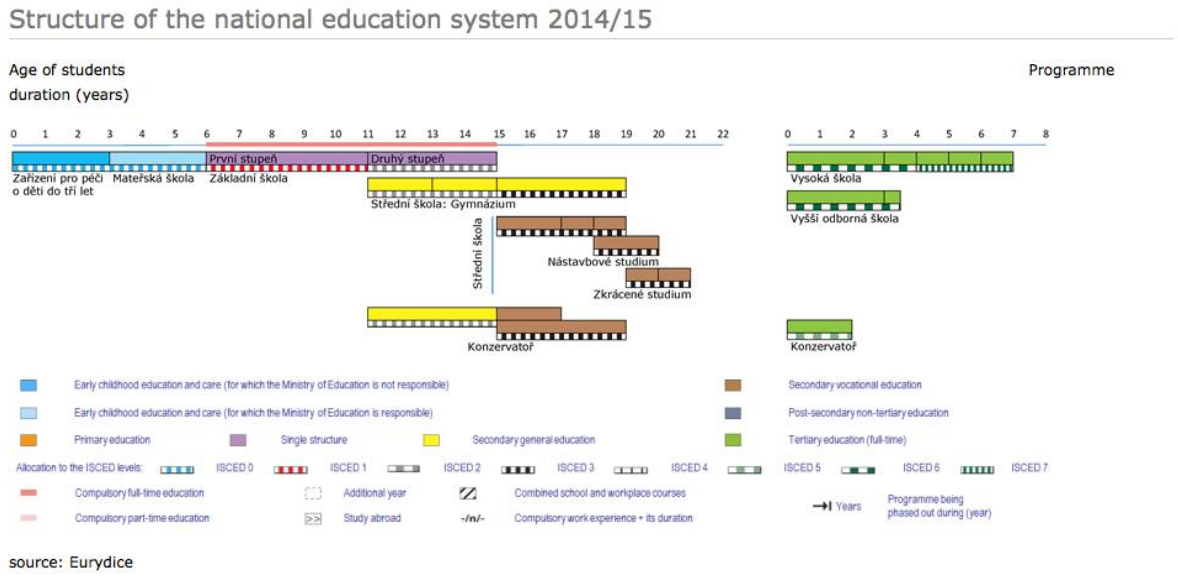
Upper secondary education is provided by: gymnázia, odborné střední školy and konzervatoře (general upper secondary schools, vocational upper secondary schools and conservatoires).

School leavers acquire střední vzdělání s maturitní zkouškou, střední vzdělání s výučním listem and střední vzdělání (secondary education completed with a maturitní zkouška examination, secondary education leading to an apprenticeship education and secondary education). The age of pupils is usually 15 to 18/19.

Higher (tertiary) education is provided by vyšší odborné školy (tertiary professional schools) and through first, second and third cycle programmes by vysoké školy (higher education institutions).

Adult education includes general education programmes, vocational education, special interest education and other education.

For a brief description of the different levels of the Czech education system and other related topics such as teachers and special needs education, the Eurydice National System Overview provides comprehensive and comparable information. Further information may also be found on the websites of the Ministry Education, Youth and Sports, as well as e.g. Národní ústav pro vzdělávání.



source: Eurydice

National Vocational Qualification levels in Bulgaria [NTC]

In the Republic of Bulgaria the education system is centrally managed by the Ministry of Education and Science (MES). The country spends 4.2 of its GDP on the education sector.

Early childhood education and care is managed by local authorities, and is not part of the State's responsibilities, between the ages of 0 – 3. Between the ages of 3 – 6/7 it becomes part of the responsibilities of the Ministry of Education and Science.

Primary and lower secondary education is organised as a single structure system, beginning at the age of 7 (or 6 at the discretion of their parents) and consisting of 8 years of compulsory schooling. It falls under the responsibilities of the Ministry of Education and Science. The administration of school education is organised on four levels: national, regional, municipal and school level.

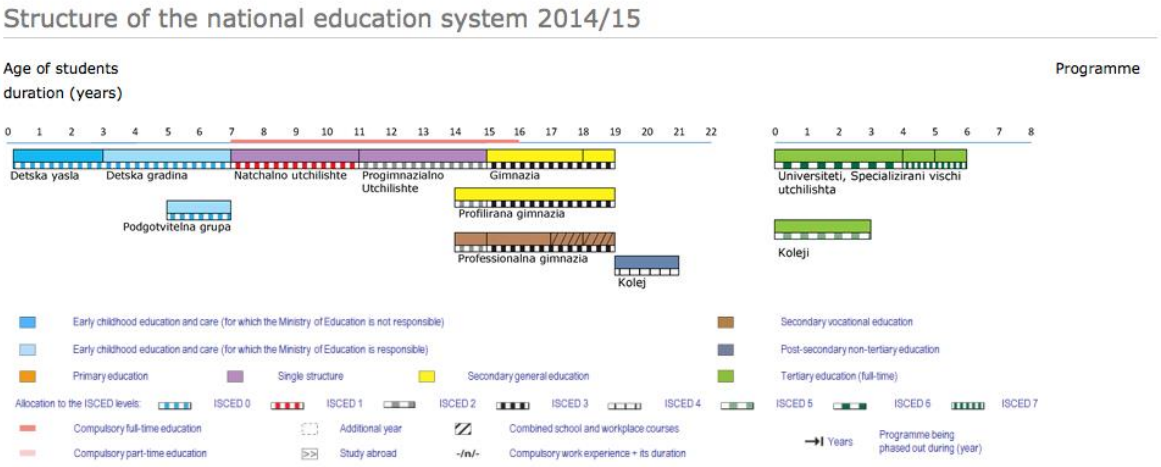
Upper secondary education is compulsory for students until they reach 16 years of age, but the vast majority of the population continues studies up to 12th grade. Upper secondary education is also managed by the Ministry of Education and Science.

Higher education is provided exclusively by colleges and universities. In accordance with the Higher Education Act, they are all self-governing and autonomous institutions.
Adult education is a priority and takes many forms, ranging from formal class-based learning to self-directed and e-learning. Local authorities are responsible for framing adult education policies for their respective regions. Adult education is most often provided by Licensed Vocational Training centers, as well as Trade Unions.For a brief description of the different levels of the education system and other related topics such as teachers and special needs education, please read the Eurydice National System Overview.

For further information, please consult the introduction articles of Organisation and Governance and of each educational level: Early Childhood Education, Integrated Primary and Lower Secondary Education, Upper Secondary Education and Post Secondary Non Tertiary Education, Higher Education and Adult Education and Training
For a brief description of other main topics regarding the national education system, please read the introduction article of Funding education, Teachers and education staff, Management and other educational staff, Educational support and guidance, Quality assurance, Mobility and internationalisation

For information on recently adopted or planned reforms and policy measures, please consult topic Ongoing Reforms and Policy Developments

While Eurypedia provides comprehensive and comparable information, further information may also be found on the websites of the Ministry of Education and Science, as well as that of the National Statistical Institute.



source: Eurydice

National Vocational Qualification levels in Italy [D-LEARN]

The education system in Italy is organised according to the principles of subsidiarity and of autonomy of schools. The State has exclusive legislative competence on general issues on education, on minimum standards to be guaranteed throughout the country and on the fundamental principles that Regions should comply with within their competences. Regions share their legislative competences with the State on all education issues except for vocational education and training on which they have exclusive legislative competence. Schools are autonomous as for didactic, organisation and research and development activities.

ECEC for children aged less than 3 years, offered by nursery schools (nidi d'infanzia),

is organised at local level and it is not part of the education system. ECEC for children aged from 3 to 6 years, offered by scuole dell'infanzia, is part of the education system and it is not compulsory.

Compulsory education lasts for 10 years (from 6 to 16 years of age). It covers 5 years of primary school, 3 years of lower secondary school and the first two years of upper secondary school. Compulsory education can be accomplished also by attending three and four-year courses offered within the regional vocational education and training system. The upper secondary level of education has a duration of 5 years (from 14 to 19 years of age) and it is offered in both general and vocational pathways (licei and technical and vocational institutes, respectively).

Higher education is offered by both universities (polytechnics included) and the High level arts and music education system (AFAM); higher technical education and training offered by the Higher Technical Institutes (ITS); education offered by the other higher institutions.

In general, adult education includes all activities aiming at cultural enrichment, requalification and professional mobility. Within the broader term 'adult education', the domain "School education for adults" (istruzione degli adulti) only refers to the educational activities aimed at the acquisition of a qualification and literacy and Italian language courses. A recent reform has re-organised the School Adult Education for adults sector by replacing the former Permanent territorial centres, the evening classes held in all upper secondary schools and the relevant prison divisions, with the new Provincial Centres for School Education for Adults (CPIA).

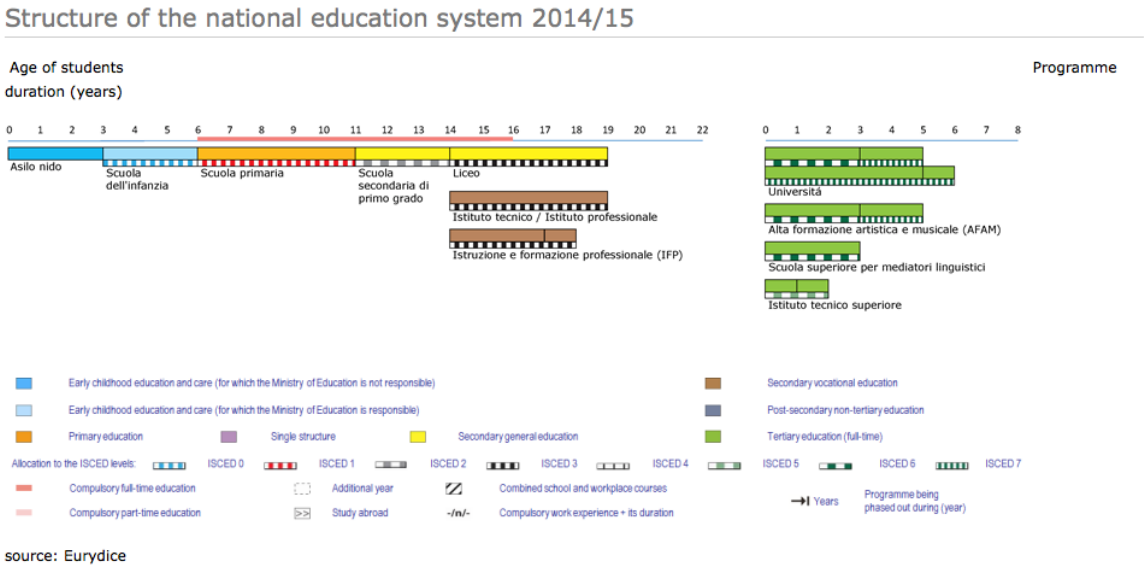
For further information, please consult the introduction article of Organisation and Governance, and of each educational level: Early Childhood Education and Care, Primary Education, Secondary and Post-Secondary Non-Tertiary Education, Higher Education and Adult Education and Training.

For a brief description of other main topics regarding the national education system, please read the introduction article of Funding in Education, Teachers and Education Staff, Management and Other Education Staff, Educational Support and Guidance, Quality Assurance, Mobility and Internationalisation.

For information on recently adopted or planned reforms and policy measures, please consult topic Ongoing Reforms and Policy Developments.

While Eurypedia provides comprehensive and comparable information on the Italian education system, further information may also be found on the websites of the following institutions:

- Ministry of education, university and research (Miur),
- National Institute for documentation, innovation and research in education (Indire),
- National institute foe the evaluation of the education system (Invalsi),
- Institute for the development of professional training of workers (Isfol),
- National agency for evaluation of university and research (Anvur).



source: Eurydice

National Vocational Qualification levels in <u>Portugal</u> [SPI]

A comprehensive NQF (quadro nacional de qualificações, QNQ) has been in place since October 2010. It is a single reference for classifying all levels and types of qualifications obtainable in Portuguese education and training via formal, non-formal and informal learning. It has eight levels and is defined in terms of knowledge, skills and attitude. The NQF forms part of a broader education and training reform pro- gramme since 2007, aiming to raise the low qualifications level of the Portuguese population. Its main objectives are to improve qual- ity, relevance, transparency and comparability of Portuguese qualifi- cations, along with their understanding abroad, and promote access to lifelong learning and recognition of knowledge and skills.

The NQF has reached an early operational stage. All higher education and VET is already organised based on the NQF descriptors. The databases consider the structure of the NQF and access to the financial support also takes the framework into consideration. Most national qualifications certificates and diplomas indicate the corresponding NQF/EQF qualification level. Higher education qualifications have been included in the more detailed framework for higher education qualifications (FHEQ-Portugal), which is part of the comprehensive NQF.

Three main steps were taken to put the NQF into practice. First, a new institutional model was developed: a National Agency for Qualifications and the Agency for Assessment and Accreditation of higher education (A3ES) were established in 2007. Second, a national qualifications catalogue was created in 2007 as a strategic management tool for non-higher national qualifications and a central reference tool for VET provision. Third, the national system for recognising non-formal and informal learning was further integrated into the NQF. This system been reformed in 2012 to address better the validation, training and guidance of youngsters and adults.

The NQF has been a driving force behind incorporation of the learning outcomes approach into the Portuguese education and training system. National qualifications and curricula in all education sectors have been progressively aligned with the NQF descriptors. This is continuing. Much still needs to be done to encourage discussion and raise awareness on

learning outcomes among different stakeholders and disseminate the information to a wide spectrum of stakeholders, especially in the labour market, where the NQF is not yet known. The NQF was linked to the EQF and self-certified against QF-EHEA in June 2011.

NQF levels	Qualifications types	EQF levels
8	Doctoral degree	8
7	Master degree	7
6	Bachelor degree	6
5	Diploma in technological specialisation	5
4	Secondary education and professional certification Secondary education and professional internship – minimum six months	4
3	Secondary education	3
2	Third cycle of basic education Third cycle of basic education and professional certification	2
1	Second cycle of basic education	1

Source: ANQ (2011).

III. THE RELATION BETWEEN NATIONAL VOCATIONAL QUALIFICATION AND THE EQF

Many EU countries are currently still working on the creation of a National Qualifications Framework. In this framework all qualifications of a country will be classified/levelled according to a set of criteria. This will further facilitate the comparability with the EQF in the future.

At this moment there are still some obstacles to be overcome, such as the use of different vocabulary in the European countries and within the different national qualification systems (NQS); the starting points within the NQS: EQF is based on learning outcomes, while NQS are mostly based on learning input;

Currently ISCED and EQF are clearly linked (see table 1). Furthermore the existing NQS in (some of) the TEEN partner countries are clearly linked to the ISCED (see paragraph II regarding to the NL situation). Therefore, PRO WORK hopes, that the educational discussion regarding to the next TEEN survey, which will be designed by Slovenia, can be solved, because the NQS of all partner countries can after this work be easily translated to ISCED and thus the EQF.