

# How to Overcome the Obstacles of EQF Application

The Projects

*Ways to Sustainability*

*EQF Predict*

*NQF-SQF*

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Timișoara, 08.07.2010

## The Vision

- Everybody in Europe finds work everywhere, according to her/his actual abilities
- For this purpose, national educational systems need not to be changed.

## The Possible Reality

- Abilities are described in certification documents all over Europe based on a standard („Europass“).
- Nobody trusts in these documents.
- The situation is more complicated than before.

# Three Projects to Identify and Overcome the Obstacles

1. *Ways to Sustainability*
2. *EQF-adapted Educational Elements in a Predictable Framework of Change*
3. *Common Grounds for Referencing NQFs and SQFs to the EQF*

## Ways to Sustainability: Starting Point

- Implementation of the European learning space (resp. of instruments as *EQF*, *ECVET*, etc.) requires the **collaboration of a big number of stakeholders**
- **Views** of stakeholders on these instruments **differ considerably** in terms of understanding and focus of interest

## Ways to Sustainability: Objective

To help **organisations** and **individuals** all over Europe to **use a Europe-wide established educational space for lifelong learning**, thereby following *individual career paths* as well as realizing *objectives of enterprises*, and taking in account the needs of *social partners, public bodies, and vocational/educational institutions*.

## Approach

- *Bottom-up approach* which means that possible EQF/NQF/SQF application scenarios in the automotive sector will be confronted with situations in relevant fields of educational policy at national, sectoral, and European level as far as they can be identified by using the above mentioned material

## Major Activities

- Scenarios of using the instruments of a future European learning space were described.
- Obstacles and favourable conditions were analyzed:
  - *Statements to the set-up of EQF and NQFs*
  - *Studies related to the requirements of setting up frameworks (and to the evaluation of already existing frameworks)*
  - *Documents produced in the framework of EQF related projects inside and outside the automotive sector*
  - *Contributions to virtual communities*
- Recommendations for future use of the instruments were delivered



## Main Results of Analysis

- **No common understanding** of an appropriate use of EQF, different interpretation of EQF descriptors, based on national/sectoral context
- **Top-down process** up to now: not all relevant institutional stakeholders nor end users have yet been involved
- General **lack of appropriate communication**
- **No consistent terminology** used for framework-related debates
- Lack of information about EQF processes in the **broader public**

## Recommendations (1)

*A Europe-wide stakeholders' dialogue which delivers answers to key questions like the following ones:*

- What can be done in order to provide Europe-wide accepted **quality assurance and assessment procedures**?
- How have EQF descriptors to be concretised in terms of sector specifications in order to exclude the **problem of “unequal referencing”**?
- How has the relationship to **work processes** to be described in this context?
- What are the requirements for continuous **updating** of frameworks?
- Which institutional settings are necessary in order to allow for a **sustainable dialogue of stakeholders**?

## Recommendations (2)

*A communication action line which provides appropriate information for all stakeholders (from public bodies to end users as enterprises and individuals).*

This should comprise:

- the creation of a **consistent terminology** useable by all stakeholders
- suggestions for **information campaigns** to be addressed at a broader public

## EQF Predict: Starting Point

- A lot of **differing point of views** exist with regard to the question how the EQF should be properly used resp. how educational instruments should be related to the EQF in the future
- *The original EQF use approach might therefore be **diluted**.*
- ***Some essentials appear as unchangeable*** (as learning outcome orientation, level structure of frameworks, principal subdivision of descriptors)
- This will have a certain **impact on various elements of educational systems**.

## EQF Predict: Project Goals (1)

- To establish **services** which can help those who are not familiar with EQF requirements to deal properly with a situation which does not provide for EQF application based on clearly defined criteria
- In order to be able to make those services work, to refer to **examples and typologies of EQF-assigned and EQF-assignable educational key elements**
- If not available, to **produce and define these examples and typologies**

## EQF Predict: Project Goals (2)

- To identify the **framework** within which EQF assignment can take place

## Key Activities

- Describe the predictable framework of change and deliver perspectives for future development
- Adapt key educational elements (occupational profiles, curricula, assessment and quality assurance procedures) to the EQF
- Pilot the use of EQF-adapted key educational elements
- Provide for a sustainable basis of use beyond the lifetime of the project).
- Provide for dissemination of project results.

## NQF-SQF: Starting Point

- **National bodies** as well as international **sectoral organisations** are encouraged “to relate their qualifications systems to the EQF and thus show the relationship between international sectoral qualifications and national qualifications systems.
- The EQF *as such* does not deliver enough criteria for assessment and comparison of qualifications: There is a lot of space for **controversial views on qualifications** with regard to the EQF levels to be chosen and the relative value with regard to other qualifications.



## NQF-SQF: Overall Objective

- *To create common grounds for referencing **national qualifications frameworks** and **sectoral qualifications/competence frameworks** to the EQF, thereby providing for **comparability of qualifications** on the basis of learning outcomes defined in terms of abilities required by **work processes***

## Key Activities

- To create an *employability grid* used as a yardstick for referencability of NQFs and SQFs
- To set up *typologies of NQFs and SQFs* based on the application of the employability grid
- To draft *recommendations* for improving the referencability of frameworks
- To initiate *collaboration of public and private stakeholders* on this basis

# Partners: Ways to Sustainability

- **DEKRA Akademie GmbH**
- **3s research laboratory – Forschungsverein**
- **Centre Regional pour le Développement, la formation et l’insertion des jeunes (CREDIJ)**
- **Lux Kultur Agentur GmbH**
- **Universität Bremen, Institut Technik und Bildung**
- **Volkswagen Original Teile Logistik GmbH & Co KG (VW)**
- **IG Metall**
- **Centre Regional pour le Developpement local, la Formation et l’Insertion des Jeunes (CREDIJ)**
- **Council for the Curriculum Examination and Assessment(CCEA)**
- **Politecnico di Torino**
- **Šolski Center Ptuj**

## Partners: EQF Predict

- **DEKRA Akademie GmbH, DE**
- **3s research laboratory, AT**
- **Institut für Bildungsforschung der Wirtschaft (IBW), AT**
- **IG Metall, DE**
- **Lux Personal & Kommunikation, DE**
- **Universität Bremen, Institut für Technik und Bildung, DE**
- **Volkswagen Service Deutschland, DE**
- **Οργανισμός Επαγγελματικής Εκπαίδευσης και Κατάρτισης (OEEK), EL**
- **Conversaction Learning Services S.L., ES**
- **Fundación Laboral de Metal, ES**
- **Centre Regional pour le développement, la formation et l'insertion des jeunes (CREDIJ), FR**
- **Centro Produttività Veneto (CPV), IT**
- **Agencia Națională pentru Calificările din Învățământul Superior și Parteneriat cu Mediul Economic și Social (ACPART), RO**
- **Fastrak Consulting, UK**

## Partners: NQF-SQF

- **Universität Bremen, Institut für Technik und Bildung, DE (Promoter)**
- **DEKRA Akademie GmbH, DE (Co-ordinator)**
- **3s research laboratory, AT**
- **Associaton pour le développement de la formation (AFT-IFTIM), FR**
- **Fundación Laboral de Metal, ES**
- **Agencia Națională pentru Calificările din Învățământul Superior și Parteneriat cu Mediul Economic și Social (ACPART), RO**
- **Lux Personal & Kommunikation, DE**
- **Centre Regional pour le développement, la formation et l'insertion des jeunes (CREDIJ), FR**
- **Politecnico di Torino, IT**
- **ΓΕΝΙΚΗ ΓΡΑΜΜΑΤΕΙΑ ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗΣ , EL**
- **Kunsill Malti għall-Kwalifiki , MT**
- **Kenniscentrum Handel, NL**
- *IG Metall, DE*

# Project Websites

<http://www.project-ways.eu>

<http://www.project-predict.eu>

<http://www.project-nqf-sqf.eu>

**Thank you!**