NATIONAL QUALIFICATIONS FRAMEWORKS

A GLOBAL PHENOMENON

CONTRIBUTION TO SYSTEMS AND TO PEOPLE’S SKILLS AND QUALIFICATIONS

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NQF ARE HERE TO STAY...BUT ARE IN TRANSFORMATION

- Global development: 150 countries; several regional / transnational frameworks (EQF, SADCQF, ASEAN RF, ACQF…)
- Several NQFs – reforming: ex.: France, Australia
- Several NQFs – evaluation: ex.: Slovenia
- Comparing TVET qualifications: towards a European comparative methodology (Cedefop work underway)
- Knowledge base: analyses, evaluations, referencing reports, Global Inventory
- **Benefits:** although not yet many consistent evaluations, there is evidence of NQF’s contribution to modernise education and training systems, contributing to transparency and skills development
- **Potential not fully tapped:** visibility and use by labour market, citizens at large
ROLE OF NQF…

NQF are:
- ...there to better describe existing systems (Transparency)
- ...tool for modernising education and training systems (Reform)
- Require:
  - Intellectual scrutiny
  - Adequate resourcing
  - Democratic participation
  - “Made by walking reflectively, accountably and boldly” (SAQA)

NQF are not:
- Quick fixes for all issues of Education and training systems
- Stand-alone tools – disconnected from the “eco-system”
- “Documents”…without action and accountability
NQF – SKILLS DEVELOPMENT: AT 3 LEVELS

System level
• Transparency: panorama of qualification - levels, types, classification
• Innovate and fix: common principles: LO in key contexts
• QA of qualifications - development & renewal of qualifications, adaptation to demand

Provision and award level
• Linkages QA: standards – qualifications – programmes – assessment LO (qualification)
• Pathways - articulation
• New types of qualifications

End-users level
• Use of NQF levels in qualifications: graduates, job seekers - employers
• Online qualifications databases: comprehensive and open for public
• Use in career information and guidance; cross-border mobility
• Continuing training, LLL, VNFIL
39 countries cooperate in the context EQF

35 countries (August 2019) linked (referenced) to the EQF

1 EU and 3 non-EU MS yet to link to the EQF
39 countries cooperate in the context of EQF

- 31 countries use EQF levels in diplomas...
- 23 countries use EQF levels in qualifications databases and registers
ENABLERS OF NQF IMPACT

Institutional robustness: NQF mandate as a policy steering and reform tool (goals, monitoring)

Value & visibility for citizens

Governance: inter-stakeholder (LM, E&T)

Based on: Cedefop, Qualifications Frameworks in Europe 2017 developments
CONTRIBUTION OF EQF - NQF

Inter-connected qualifications DBs

Opening-up to private, NF qualifications

Vocationally oriented qualifications higher levels

Catalyst develop NQFs

Stakeholder involvement

Shift to learning outcomes

Supports common language labour market-education and training

Review & renewal qualifications

Validation NFIL

NQF: facilitators of change? More than classifications?
A major shift to learning outcomes is taking place in many countries.

The NQFs are the single most important factor contributing to this shift – in many countries enabling a consistent national approach.

The long term effect of this shift to learning outcomes is important:

- For education and training as qualifications standards, curricula, assessment forms and teaching methods are influenced.
- For the dialogue education-training and the labour market as the learning outcomes can be seen as a common language.
Comprehensive NQF makes it possible to identify weak points in the national qualification system (as some countries have done for level 5).

The learning outcomes based level of the NQF is increasingly used as a reference (‘calibration’) point for qualification developments, allowing stakeholders to

- Align to the relevant level
- Cover and balance the different learning domains (knowledge, skills and competence)
The majority of NQFs have so far limited themselves to the qualifications covered by the formal (public) education and training system.

In the last 2-4 years increasing attention to include other types of qualifications – FR, ML, SE.

On a longer term basis an area where NQFs can make a difference – better integrate continuing education and training and facilitate lifelong learning.

Progress in this area important for the involvement and commitment of stakeholders outside the traditional education and training system.
During the development and implementation stages of QFs we have observed the inclusion of a broad group of stakeholders – notably involving labour market and private stakeholders.

QFs can become platforms for dialogue and communication between different stakeholders, notably education and training and the labour market.

Depends on the willingness to open to qualifications outside the formal (public) systems.

A key question if this new dialogue can be sustained when the QFs becomes operational? Review, renewal of qualifications and NQF’s tools.
NATIONAL QUALIFICATIONS ONLINE DATABASES

LOQ DB: 10 countries
https://ec.europa.eu/ploteus/search/site?f[0]=im_field_entity_type%3A97#

NQF agencies, Qualifications Registers:

- 9458 qualifications from 10 EQF countries
- https://ec.europa.eu/esco/portal/qualification
NQF: MAKING A DIFFERENCE, STILL MIXED RESULTS

**Benefits:**
- Learning outcomes orientation
- GREATER CLARITY OF PANORAMA OF QUALIFICATIONS - MAP
- + Transparency, comparability, trust; facilitate recognition qualif.
- Stakeholders’ involvement
- Visibility of learning from different contexts / forms
- NQF INSTRUMENTS: DIGITAL DATABASES OPEN FOR USERS (NATIONAL, INTERNATIONAL PLATFORMS)
- INFORMATION ON SKILLS AND QUALIFICATIONS FOR END-USERS: DIGITAL PLATFORMS, INTEROPERABILITY

**Weaknesses / mixed status:**
- Learning outcomes – issues on consistent application across sectors
- Inclusion Qualifications other sectors, non-formal
- Visibility for end-users
- Communication
- Articulation - permeability
NQF CANNOT BE STATIC...ANALYSE, MONITOR THEM

What was the original purpose of NQF?

Do we need to adjust the original purposes?
- Redefine governance?
- Redesign links with wider ET system?

Does it add value by addressing the original purposes?

How can we make more of what works and address what is missing?

For whom does it work; for whom does it not work?

☑️ How to systematically gather and analyse information to monitor and support the development of the NQF?

Based on: Cedefop, Qualifications Frameworks in Europe 2017 developments
Social media manager, Airbnb host, influencer, SEO specialist, app developer, Uber driver, driverless car engineer, podcast producer and drone operator…

- These are just some of the jobs that did not exist 10 years ago.
- What will happen in the future? What will today's 10-year-olds do when they are 25? What kind of jobs will disappear, what will be created and why?
- Which new skills will be valuable in the job market?
- What new forms of work are emerging?
AUTOMATABLE TASKS IN OCCUPATIONS – GREATER ROLE OF NON-AUTOMATABLE TASKS (SKILLS)?
Symbiosis human workers with AI?

“GREENING” OF PROCESSES AND TASKS – WHAT EFFECT ON SKILLS?

“HYBRID” SKILLS

SKILLS VS QUALIFICATIONS – IS THERE A TENSION, OR INTERCONNECTION?

SKILLS AND QUALIFICATION - DISTINGUISHING FEATURES IN COMPANIES’ RECRUITMENT?

NEW FORMS OF ACQUIRING SKILLS AND CERTIFYING THEM

MULTIPLICATION, DIVERSIFICATION OF TRAINING OFFER: RESKILLING, UPSKILLING

FROM SCHOOLING ERA TO LIFELONG LEARNING ERA
Example: Fragmentation of occupation « webmaster »
…And of the skills by occupations

Exemple : Evolution of skills of »Brand manager »

# Hybrid Skills Are Redefining the Market

A key trend is jobs that combine skills from different fields, such as technology and marketing, or product management and data analytics.

<table>
<thead>
<tr>
<th>Field</th>
<th>Job Count Last 12 Months</th>
<th>Change Since 2011</th>
<th>Avg. Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Web Development and Design</td>
<td>67,250</td>
<td>3%</td>
<td>$87,217</td>
</tr>
<tr>
<td>User Experience / User Interface (UI/UX)</td>
<td>29,825</td>
<td>15%</td>
<td>$99,177</td>
</tr>
<tr>
<td>Digital Marketing &amp; Marketing Automation</td>
<td>45,991</td>
<td>145%</td>
<td>$76,783</td>
</tr>
<tr>
<td>Mobile Development</td>
<td>41,032</td>
<td>135%</td>
<td>$111,380</td>
</tr>
<tr>
<td>Data Analytics</td>
<td>41,000</td>
<td>372%</td>
<td>$105,540</td>
</tr>
<tr>
<td>Project Management</td>
<td>40,752</td>
<td>7%</td>
<td>$106,471</td>
</tr>
</tbody>
</table>

Source: Burning Glass: Hybrid Jobs Report
Jobs are Mutating: the emergence of a Hybrid genome

Accountant

ACCOUNTING
Accounting
Account Reconciliation
General Ledger
Financial Statements
Generally Accepted Accounting Principles
Financial Reporting
Balance Sheets

SOFTWARE SKILLS
Communication Skills
Detail-oriented
Excel

+23% Since 2013

Data Scientist

PROGRAMMING
Python
SQL
Hadoop
R

DATA SKILLS
Data Visualization
Tableau
Excel
MapReduce

BUSINESS SKILLS
Predictive Models
Business Process
Economics
Strategic Planning

+598% Since 2013

SOFTWARE SKILLS
Problem Solving
Writing
Teamwork
Les compétences comportementales sont plus importantes que les compétences techniques.

Les compétences techniques sont plus importantes que les compétences comportementales.

Pas d’opinion tranchée dans un sens ou un autre.

Source : enquête complémentaire BMO 2017, Pôle emploi, BVA et Crédoc. 
Champ : établissements ayant eu besoin de recruter en 2016.
Skills are the future in the changing context of work, dominated by uncertainty, tech-social implications of the digital revolution, automatisation and greening of the economy and occupations.

Qualifications systems and frameworks need to embrace the diversity of emerging learning modalities, of skills developed and certified throughout life, of emerging types of qualifications (smaller, digital), and of novel techniques to manage qualifications.

Are education and qualifications systems prepared to support such change? To embrace and include qualifications of different types, MOOCs, LLL?

NQF TO EVOLVE FURTHER?
Thank you!

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