

## **Conclusive remarks on the DARYA webinar of 14 & 16 February “Ensuring the involvement of stakeholders and suitable institutional arrangements in National qualifications systems”**

*By Arjen Deij, European Training Foundation, 16.02.24*

NQFs are tools with vision

We are starting from the **strategic objectives or vision for the NQF**

- Increase the share of qualified labour and in particular those with technical and vocational education in Kyrgyzstan
- Obtain a more qualified workforce in Türkiye
- Keep the labour force up to date in a changing world in Kazakhstan
- Lack of workers and skills in the labour market in Latvia

The first thing to remark is that the **qualification system cannot achieve these things on its own**. When we think of qualifications we focus on confirming the competences people have received but not on how they can achieve these competences. It is about measuring whether people are qualified, but not about how to acquire skills, competences and knowledge through training, education and other forms of learning

We saw new approaches to online learning in Kyrgyzstan, we saw that Turkey mentioned micro-credentials and recognised the importance of more learning as the system under the vocational qualifications agency is now only focused on certification.

Qualification systems are ecosystems where **there are many interdependencies** – relations between qualifications with formal education-flexible training systems– validation of informal and non-formal learning -funding for developing competences and for validating them– guidance and counselling systems– career opportunities and vacancies- mobility - migration

These links have an impact on **how to organise the stakeholder involvement** and the institutional settings

A **stronger role for stakeholders from the world of work** has been emphasised, T

This can be linked to identifying new occupations and skills, setting occupational standards, validating standards and curricula, participating in assessment and validation, participation in the management of the system, discussing wider needs

The example of Latvia clearly shows that when employers want to, they can really be involved at all levels in shaping the qualification system and system of vocational education and even in general education

Stakeholders are important when we consider both the economic and **social function of qualifications**

This becomes more important as we have more people who lack the right qualifications, as we lack skills

We should not forget that apart from competitiveness and productivity qualifications are also important to integrate people into the labour market, increase employment opportunities, support lifelong learning to those without qualifications

**How can we reach those without qualifications**, what kind of qualifications do they need. which stakeholders are important here. This part of qualification systems is not always fully visible, but important

### **Institutions**

In the end we need an inclusive set up between different stakeholders with a clear purpose and clear coordination

Qualification systems require communication between stakeholders, they require coordination

How can that be best achieved

**Councils** (sectoral council and national qualification councils or multi-stakeholder committees) are important for a productive dialogue but they can be more effective if they are **supported by specialised bodies**

Specialised institutions like Vocational Qualifications Authority and National Organ Professional Qualifications can play an important role here

Olav's presentation under lined that, providing many additional examples of such institutions

### **Occupations, skills and qualifications**

The Kazakh presentation focused on occupations as a starting point and the importance of skills

How are occupations, skills and qualifications linked?

It is important to develop a common understanding on how these issues can be linked.

Apart from using classifications that describe occupations and skills and common terminology in a glossary, information can be compared with the help of information technology

Yesterday the Kyrgyz colleagues talked about **digital tools**, today we saw the enbek portal

IT tool are important to manage information,

How can we link different sets of information on skills, occupations, qualifications, programmes and providers, credentials or diplomas should perhaps be the topic of another familiarisation webinar

What is clear is that qualification systems are changing under the influence of changing skill needs and IT developments including artificial intelligence

A key aspect is to make qualifications more accessible to people, to make our qualification systems more user friendly

This is e.g. about how can we link to career guidance and learning and career opportunities

Presentation today and Wednesday reflected the dynamic nature of changing qualification systems, they showed very well how new systems have been developed and are being implemented and how stakeholders and institutions are important to make them work