



# **Towards a European Qualifications Framework for Lifelong Learning**

**Vienna, 10 October 2005  
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# Functions of the EQF

**Translation device  
for comparing qualifications**

**Neutral reference point  
based on  
learning outcomes**



# The European Qualifications Framework

- **Bologna and Copenhagen**
- **Focus on Qualifications**
- **Reflects an explicit need**
- **Expert group**

**Consultation**  
—  
**Not a final recommendation**



# **Our Lifelong Learning Experience: Obstacles!**



- **within and between countries**
- **between education and training systems**
- **to use of acquired skills**
- **to new learning**



# A basis for co-operation



- EQF implementation is **voluntary**
- Entails **no legal obligations** on Member States or sectors
- **Fosters change** by supporting and informing reform



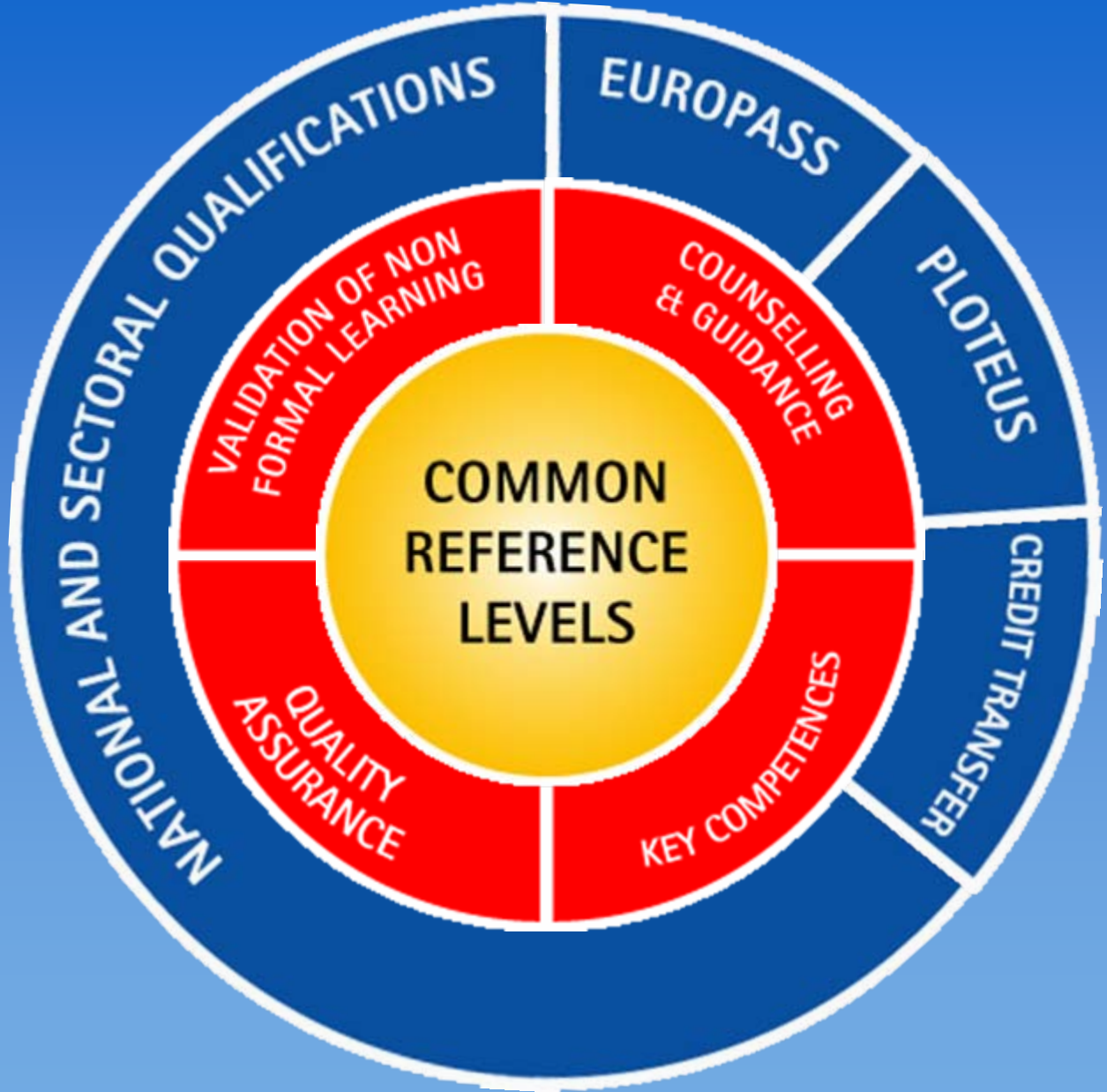
# What EQF is NOT!



- EQF **not about replacing national/sectoral frameworks**
- EQF **not about harmonisation**
- EQF **CANNOT define new qualifications**



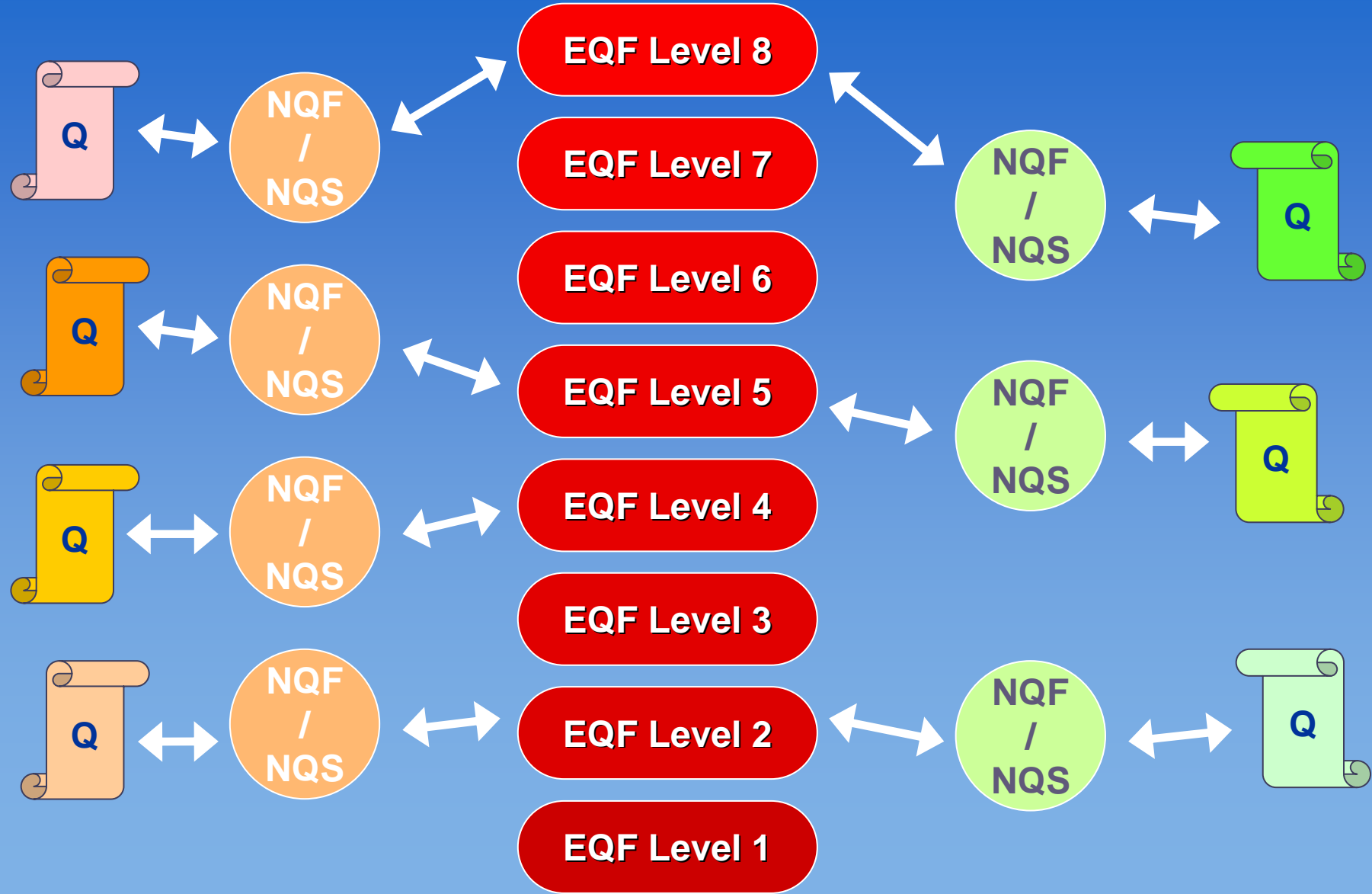
# The Main elements of the EQF





# Country A

# Country B





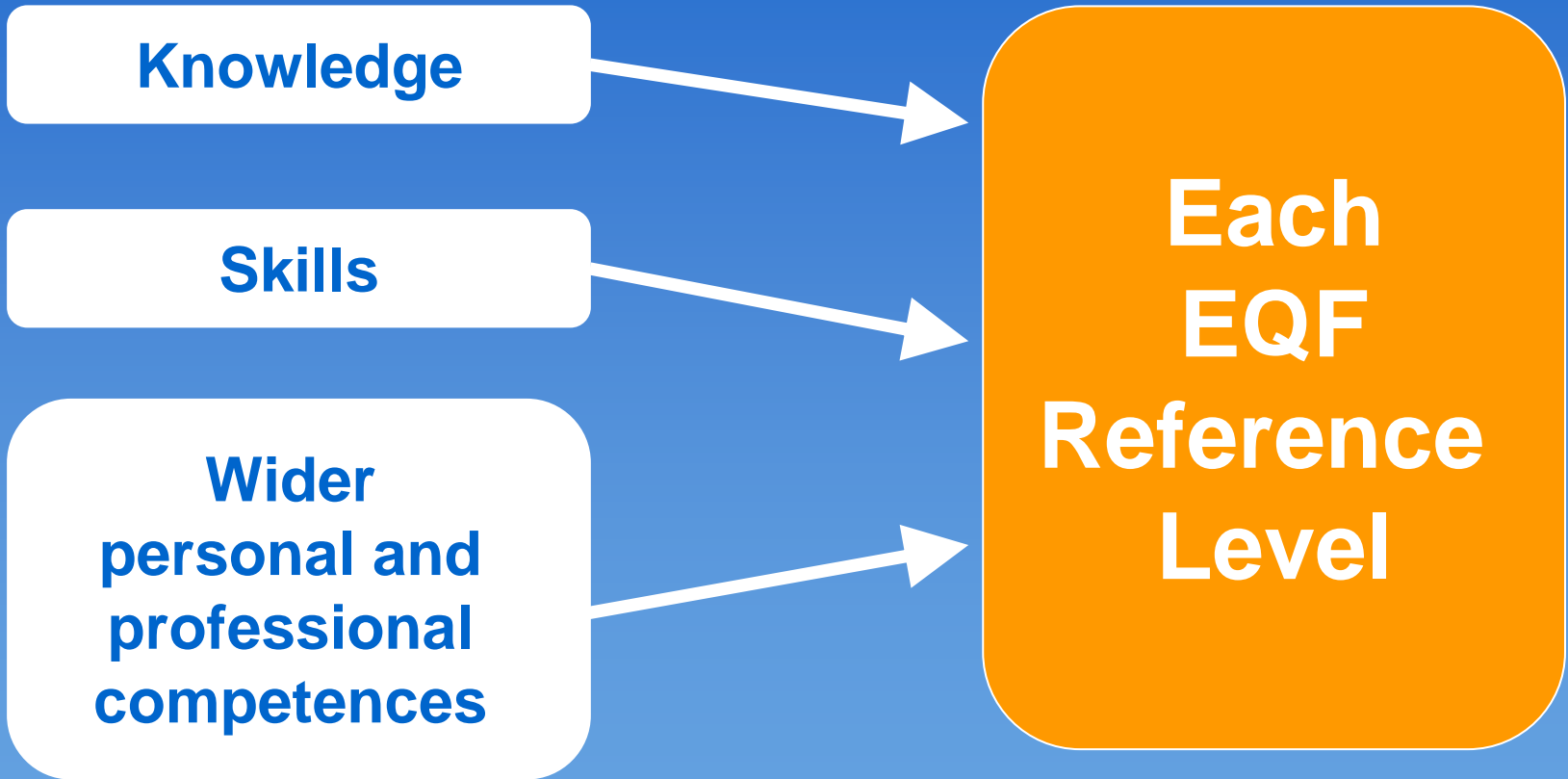


Swedish post-secondary engineering education  
(Påbyggnadsutbildning)  
= EQF Level 4  
= Irish post secondary education at national level 6 (Advanced certificate)



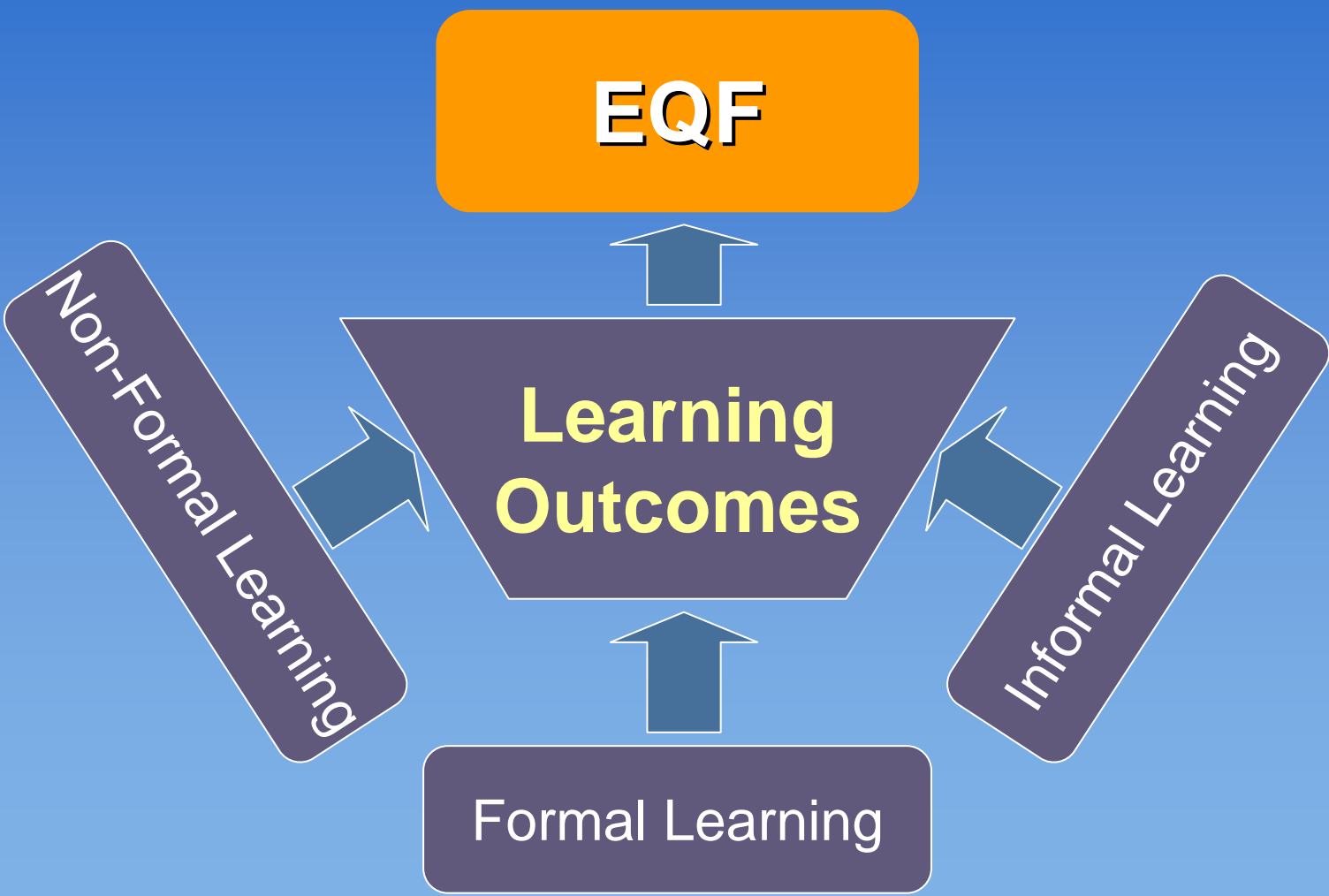


# The Eight EQF Levels





# Focus on Learning Outcomes





# Using the EQF

## ESSENTIAL INFORMATION

### Table 1: Learning Outcomes

Aimed at qualifications authorities, experts:  
makes translations between systems and  
frameworks possible

## SUPPORTING INFORMATION

**Table 2: Supporting Information**  
Needs to be compiled and completed at  
national or sectoral level



# Linking qualifications to the EQF: the role of **national** authorities

- **Commitments to link national qualifications to EQF**
- **Long term reform process**
- **Learning outcome-based qualifications?**
- **National Framework of Qualifications?**



# Linking qualifications to the EQF: the role of **national** authorities

- **Clear link between national qualifications and the EQF levels**

- **Self-certification**

- **Transparency of procedures**

- **Publishing of results**



# Linking qualifications to the EQF: the role of **sectoral** stakeholders

- Sectors have expressed the need for a common reference point
- Focus on an outcomes and competence based approach
- Follow up of Maastricht Communiqué



# Linking qualifications to the EQF: the role of **sectoral** stakeholders

- Invite sectors to link sectoral qualifications to EQF
- Facilitate sector internal competence developments
- Facilitate link between national and sectoral qualifications
- Ongoing work in the ICT sector exemplifies this approach





# Consultation

**Europe-wide consultation process from July to December 2005:**

- **32 countries in 'Education and Training 2010'**
- **Bologna follow-up group**
- **European Social Partner organisations**
- **Industry & sector organisations**
- **Education and training NGO's**



# Consultation — Results

- **Input to drafting of Council and EP Recommendation in Spring 2006**

- **Support through the Integrated Lifelong Learning Programme**



# Summary

- **8 common reference levels (learning outcomes)**
- **Common principles support EQF levels and provide guidelines for cooperation**
- **A range of tools and instruments for individuals**
- **Commitment from national and sectoral bodies**