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Estonian Presidency  
of the Council of the  
European Union

# Original purposes for the NQF

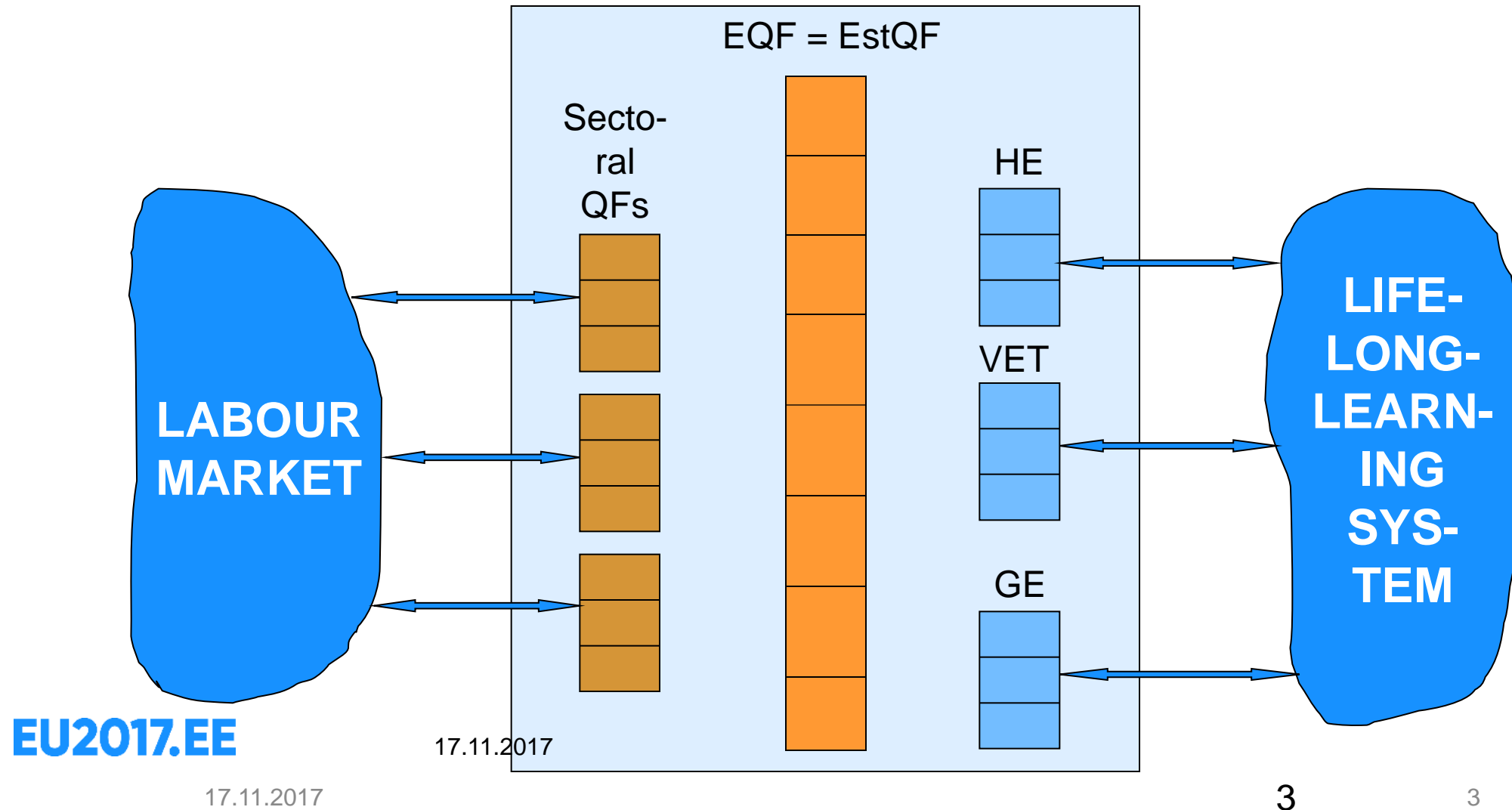
State of play 2006 – fragmented qualification system , mostly substance –based curricula

Aim of Est QF

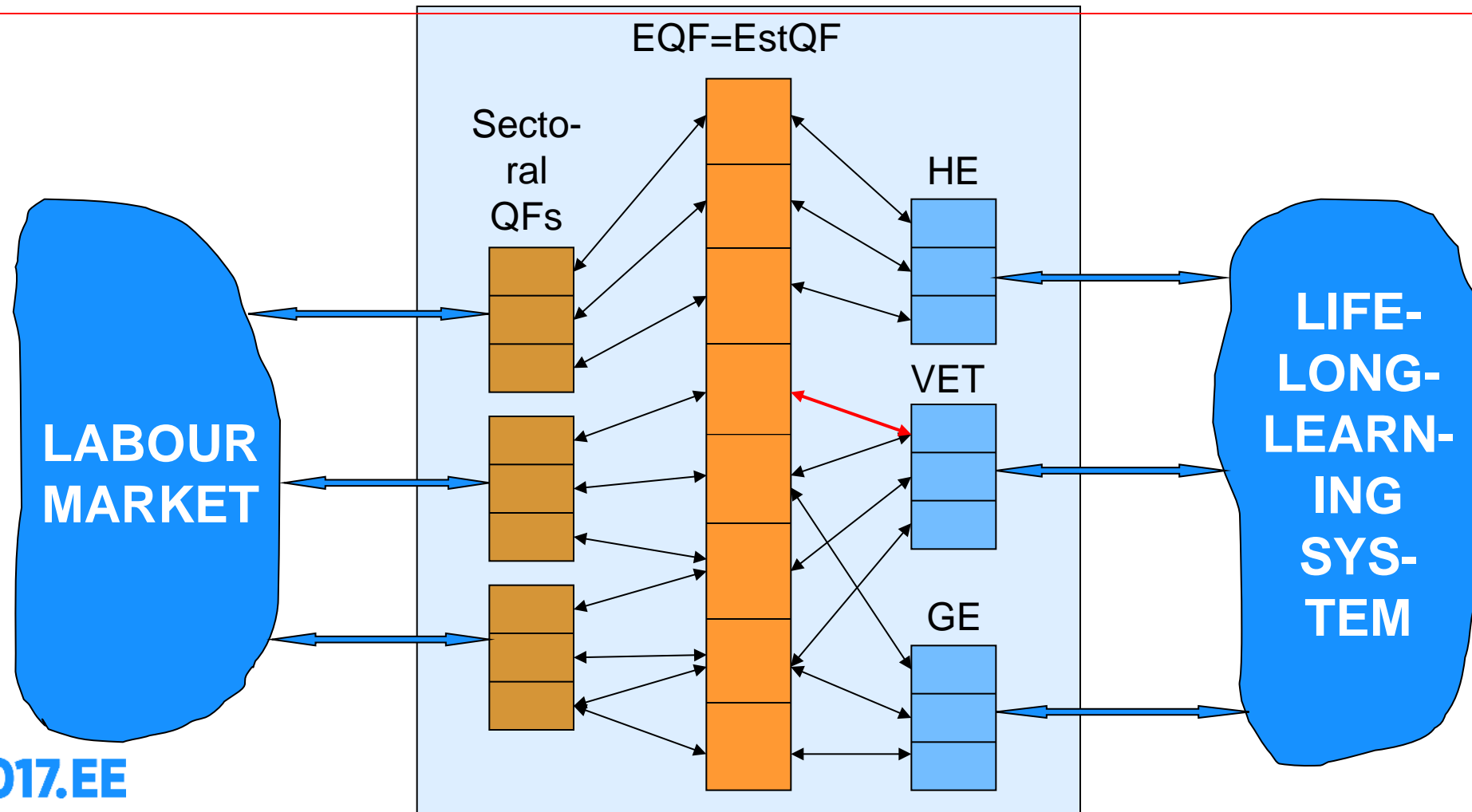
- to be an overarching framework, to link professional qualifications to educational system
- To implement LO approach
- Learner – centered concept of education

State of play 2017 - Awareness? Usage?

# Estonian Qualifications Framework (2008, Occupational Qualifications Act)



# Estonian Qualifications Framework (2015)



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# In which areas are NQFs making a difference today and in which areas is impact less visible?

- **2017 QA survey** to study the awareness, use and impact of the EstQF by social partners (focus on employers and recruited staff):
  - Awareness varies in great extent (more aware are HE men )
- The Est QF has been most helpful in examining ones' qualifications and planning further studies.
- The use of the QF is mostly uncommon but ca 25% of respondents plan to use the QF the future. Specially people aged 18 to 25 are seeing an increase in the need for an EstQF
- **2013 Vocational Institutions Act** – QF based types of Voc Training
- **K.Kumpas-Lenk:** LO-based learning – does it contribute to learning and design of involved student? There is no evidence of a paradigmatic transition to an LO based and a learner-centered learning process.

# In which areas do you expect NQFs to make a difference in the future?

- New approach to learning – why and how are we learning
- More integrated GE, VET, HE ?
- VNIL - upskilling , reskilling
- knowledgeable learner – transparent qualifications/curricula/career pathways

# What conditions are necessary for NQFs to make a difference?

- Political will
- Quality of implementation (LO descriptions, assessment)
- Clear vision of usage possibilities for different usage groups
- User awareness !!!

## To what extent are NQFs accepted as a permanent, integrated part of education and training (and employment) systems?

- EHEA and EQF for HE are totally accepted although not fully implemented
- Est QF is partly implemented and partly accepted for VET
- Est QF is implemented in some extent for GE
- Est QF is mostly accepted for labour market/employers although the usage is not very common
- Acceptance by learners? .....?????





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