



PLA „Do national qualifications frameworks make a difference?”

WG 1: Policy maker perspective – country case Germany

Implementing the NQF: reason, objectives

Original reason for the development of the NQF: EQF

Objectives of the NQF:

- Increasing transparency in the German education system
- Enhancing comparability and better understanding of qualifications in Germany and Europe
- Enhancing visibility of equivalences and differences of qualifications
- Fostering equal value of vocational education and training and general/higher education
- Supporting quality assurance
- Supporting mobility of learners and workers

Implementing the NQF: reason, objectives

Objectives of the NQF:

- Facilitating the recognition/acceptance of qualifications acquired in Germany
- Strengthening the competence orientation of qualifications and fostering the shift to learning outcomes
- Facilitating the validation of non-formal and informal learning
- Supporting permeability and lifelong learning

Character of the NQF ...

... is a transparency instrument

... is not a regulatory instrument

... is not a reform instrument but a driver for developments in the education system

... does not replace existing access and admission regulations

... describes the equal value of qualifications, not their homogeneity

... allocates qualifications, not individual competences

... shall permit the inclusion of qualifications acquired in non-formal settings (non-formal qualifications) but is not an instrument for their validation

... is based on strong involvement of stakeholders (Principle of consensus)

Target groups

- Learners
- Workers
- Employers
- Education and training providers

Impact so far – What would be lost?

General remarks:

- So far, no evaluation of the NQF has been carried out in Germany (too early, implementation takes time!)
- The impact depends on the particular character and objectives of the NQF
- While the European dimension (transparency and mobility in Europe) was the initial driver for the NQF development, NQF has more and more become a driver for developments in the national education system
- VET seems to benefit most from the NQF

Impact so far – What would be lost?

Observations so far:

- Increased communication, understanding and trust across education sectors
- Increased transparency and better understanding of qualifications
- Visibility and increased acceptance of equal value of VET and higher education, especially through the learning outcomes based comparison of qualifications and the indication of NQF-/EQF-levels on qualifications documents

Impact so far – What would be lost?

- Better visibility of formal further vocational training and its further structural development including quality assurance (3 level system of further training corresponding to NQF-/EQF-levels 5-7)
- Further implementation of learning outcomes approach in curricula and training ordinances through formal regulations in VET and thus fostering the competence orientation
- Profile building of VET and higher education

Impact so far – What would be lost?

Study on how the NQF can be used by different target groups
(December 2016, financed through NCP-Grant)

Focus on

- employers
- education and training providers in different education sectors

The objective was to find out how the NQF is/can be used by the target groups and identify best practices .

Impact so far – What would be lost?

Some findings:

- NQF can have a clear added value for different target groups
- There is a wide range of possible usages for different target groups
- Added value is seen in
 - transparency and comparability of qualifications ,
 - transparency of competence levels,
 - learning outcomes approach for describing qualifications,
 - visibility of personal competence
 - comparability of VET and higher education
- Especially SMEs can use and benefit from the NQF as a competence model/framework in HRM
- NQF still needs communication

Thank you!