IL 15 ENI SO 01 17 (IL/14)
Establishment of the Israeli National Qualifications Framework (NQF) as a mechanism to fostering the development of Israeli human capital

Israel, February 2019

NQF worldwide: presentation of different models of NQF

Qualifications framework

- Over 150 countries with NQF or other sectorial QF

- Almost all OECD countries with developed NQF/sectorial QFs

- Not a European experience at the beginning

QFs in the world: Africa

South Africa

↗ **WHO:** South African Qualifications Authority

↗ **WHAT:** provide information on recognition of qualifications and HE systems;

↗ **WHERE:** National Qualifications Framework Act 67 of 2008;

↗ **WHEN:** 2008;

↗ **WHY:** 1) Create a single integrated national framework for learning achievements; 2) Facilitate access to, and mobility and progression within, education, training and career paths; 3) Enhance the quality of education and training; 4) Accelerate the redress of past unfair discrimination in education, training and employment opportunities.
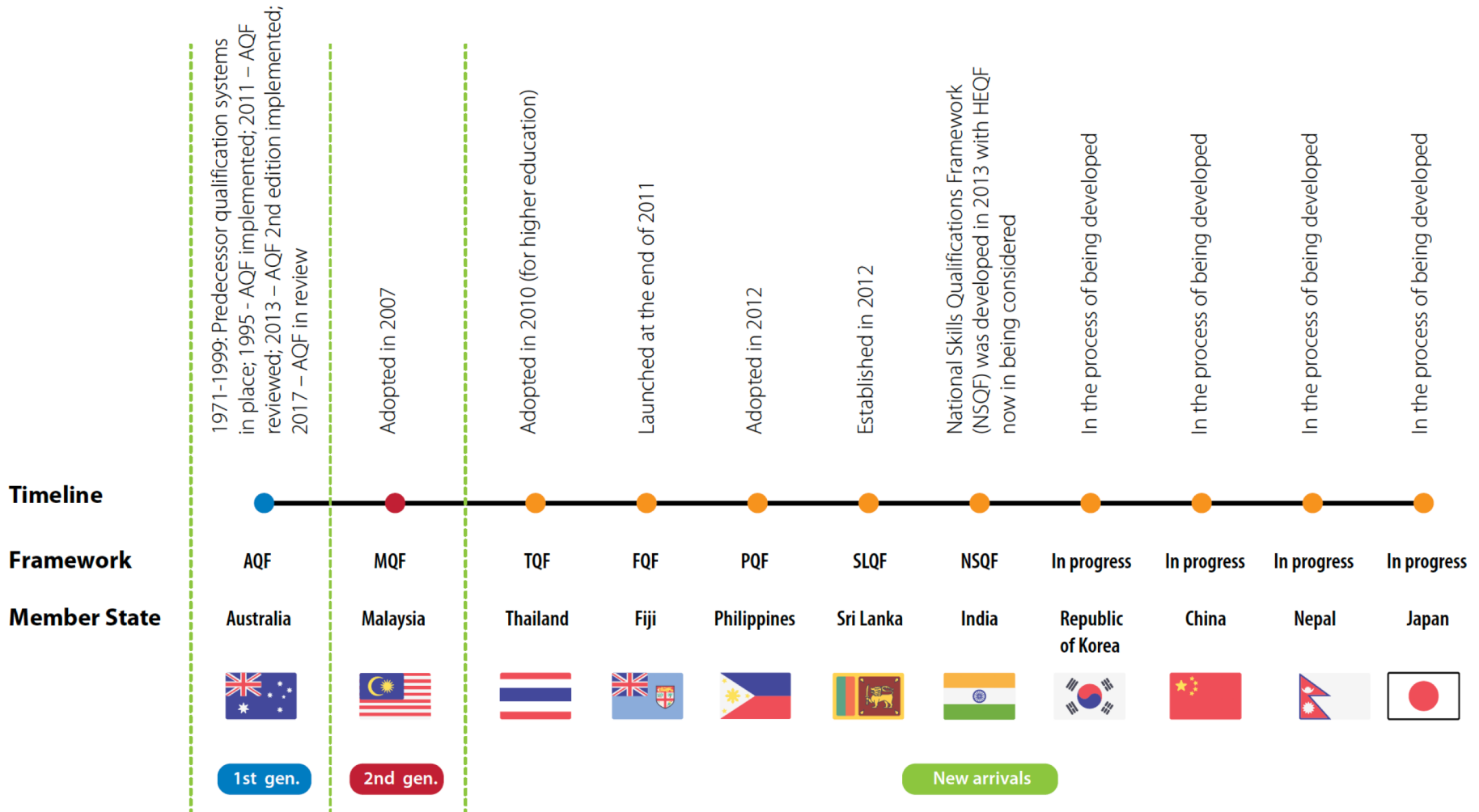
More info:
http://www.saqa.org.za/list.php?e=NQF

National Qualifications Framework			
Level	**Sub-framework and qualification types**		
10	*Higher Education Qualifications Sub-Framework* — Doctoral Degree / Doctoral Degree (Professional)	*	*Occupational Qualifications Sub-Framework*
9	Master's Degree / Master's Degree (Professional)	*	
8	Bachelor Honours Degree / Postgraduate Diploma / Bachelor's Degree	Occupational Certificate (Level 8)	
7	Bachelor's Degree / Advanced Diploma	Occupational Certificate (Level 7)	
6	Diploma / Advanced Certificate	Occupational Certificate (Level 6)	
5	Higher Certificate	Occupational Certificate (Level 5)	
4	*General and Further Education and Training Qualifications Sub-Framework* — National Certificate	Occupational Certificate (Level 4)	
3	Intermediate Certificate	Occupational Certificate (Level 3)	
2	Elementary Certificate	Occupational Certificate (Level 2)	
1	General Certificate	Occupational Certificate (Level 1)	

QFs in the world: Asia-Pacific/1

Timeline	1971-1999: Predecessor qualification systems in place; 1995 - AQF implemented; 2011 – AQF reviewed; 2013 – AQF 2nd edition implemented; 2017 – AQF in review	Adopted in 2007	Adopted in 2010 (for higher education)	Launched at the end of 2011	Adopted in 2012	Established in 2012	National Skills Qualifications Framework (NSQF) was developed in 2013 with HEQF now in being considered	In the process of being developed	In the process of being developed	In the process of being developed	In the process of being developed
Framework	AQF	MQF	TQF	FQF	PQF	SLQF	NSQF	In progress	In progress	In progress	In progress
Member State	Australia	Malaysia	Thailand	Fiji	Philippines	Sri Lanka	India	Republic of Korea	China	Nepal	Japan

1st gen. 2nd gen. New arrivals

QFs in the world: Asia-Pacific/2

Australia

↗ **WHO:** Australian Government Department of Education and Training;

↗ **WHAT:** the policy for regulated qualifications in the Australian education and training system. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framewor

↗ **WHERE:** higher education, vocational education and training (VET), and schools;

↗ **WHEN:** 1995; 2012; currently under review;

↗ **WHY:** 1) facilitate pathways to, and through, formal qualifications; 2) accommodates the diversity of purposes of Australian education and training now and into the future; 3) supports and enhances the national and international mobility of graduates and workers through increased recognition of the value and comparability of Australian qualifications

More info: https://www.aqf.edu.au/

QFs in the world: North America

Canada

↗ **WHO:** Council of Ministers of Education, Canada;

↗ **WHAT:** Canadian Degree Qualifications Framework, Procedures and Standards for New Degree Program Quality Assessment, and the Procedures and Standards for Assessing New Degree-Granting Institutions

↗ **WHERE:** higher education; Ministerial Statement on Quality Assurance of Degree Education in Canada

↗ **WHEN:** 2007;

↗ **WHY:** 1) To provide assurance that new programs and new institutions of higher learning meet appropriate standards; how degree credentials compare in level and standard to those in other jurisdictions, with a view to facilitating the search for continuous improvement, the education and training of an internationally competitive workforce, and international recognition of the quality of Canadian credentials

More info:
https://www.cicic.ca/1286/pan_canadian_qualifications_frameworks.canada

Qualifications frameworks in Canada

> Pan-Canadian qualifications frameworks

> Provincial and territorial qualifications frameworks

> More information on qualifications frameworks

The Canadian Degree Qualifications Framework was adopted in 2007 by provincial and territorial ministers responsible for postsecondary education in Canada. It is part of the overarching *Ministerial Statement on Quality Assurance of Degree Education in Canada*. In addition to the Canadian Degree Qualifications Framework, the statement outlines procedures and standards that provide general guidelines on assessing the quality of new degree programs and new degree-granting institutions.

You may also obtain information on the academic credentials offered in Canada's education systems.

QFs in the world: Europe/1

From 2005:

- **35 countries** are working towards comprehensive frameworks, **including all levels and types of qualifications** from formal education and training and increasingly opening up to qualifications awarded in non-formal contexts

- **most European countries** have completed the (initial) conceptual and technical development of their frameworks. The **majority of them** have **formally adopted their NQFs** (Italy included)

- **34 countries** had formally linked ('**referenced**') their national qualifications frameworks to the EQF

- **29 countries** participating in EQF implementation have also **self-certified their framework against the EHEA QF**

- **23 countries** have **introduced EQF/NQF levels** in national qualifications documents

Common characteristics

- Comprehensive frameworks, addressing **all levels** and **types of qualification** from **formal education and training** and, in some cases **non formal** and **in-formal education**

- Comprehensive frameworks can be understood as **"loose"** - they **integrate** sub-frameworks (and their specific legislation) but **refrain** from introducing uniform rules for the design and award of qualifications

- Most countries have introduced **eight-level frameworks**

- All countries have introduced **LOs-based level descriptors**, reflecting EQF level descriptors

- The main objective of the NQFs, reflecting their 'loose' character, is to:
  – **improve transparency** in national qualifications systems;
  – **make easier** for citizens to assess and make better use of national level qualifications
  – **clarify** how qualifications from different institutions and subsystems can be combined to support individual learning careers, **turning** the NQF into key instrument for LLL.
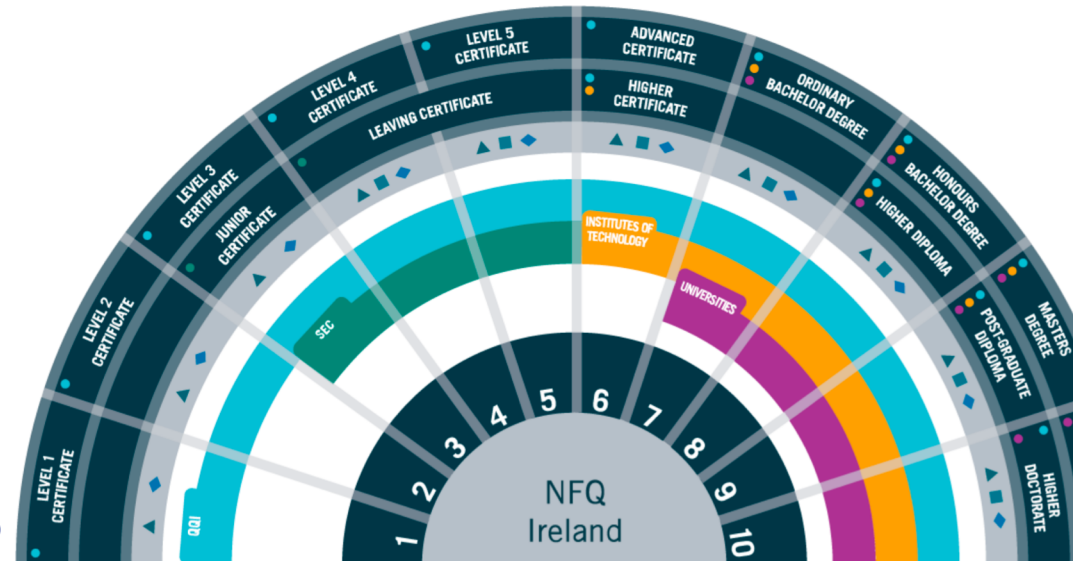
QFs in the world: Europe/2

Ireland

↗ **WHO:** Quality and Qualifications Ireland (QQI);

↗ **WHAT:** framework for the development, recognition and award of qualifications in Ireland; One framework to encompass all awards for all aspects of education and training; A simple, transparent frame of reference

↗ **WHERE:** higher education, vocational education and training (VET), and schools;

↗ **WHEN:** 2003;

↗ **WHY:** 1) Promote the transparency of Ireland's qualifications system; 2) Need for a more flexible system of qualifications; 3) Need for portability of qualifications – into and out of country; 4) European policy trends and agreements – Lisbon, Copenhagen and Bologna, European Qualifications Framework (EQF)

More info:
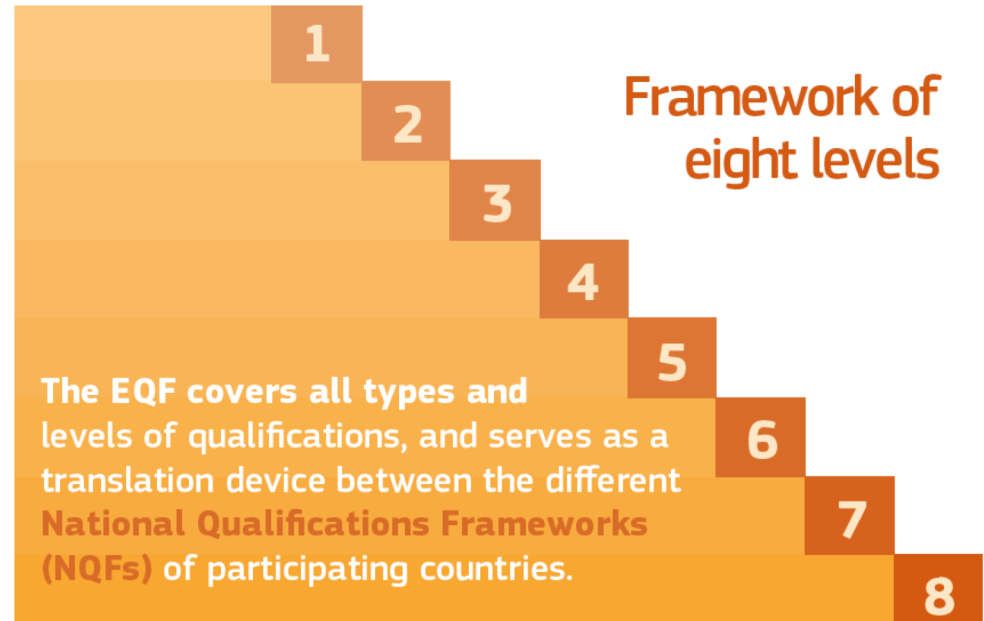https://www.qqi.ie/Articles/Pages/National-Framework-of-Qualifications-(NFQ).aspx
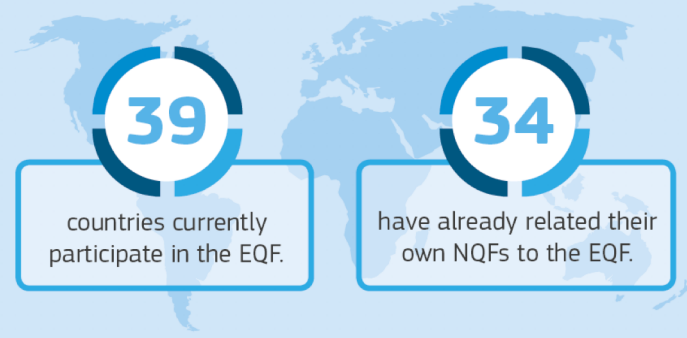
QFs in the world: Europe/2
European Qualifications framework

- **WHO:** European Union

- **WHAT:** Meta-framework (a framework of frameworks)

- **WHERE:** education and higher education, vocational education and training (VET), Lifelong learning;

- **WHEN:** 2008 «Recommendation of the establishment of the European Qualifications Framework – EQF»;

- **WHY:** to improve the transparency and comparability of people's qualifications

More info:

https://ec.europa.eu/ploteus/en

Framework of eight levels

1
2
3
4
5
6
7
8

The EQF covers all types and levels of qualifications, and serves as a translation device between the different **National Qualifications Frameworks (NQFs)** of participating countries.

Which countries participate in the EQF?

39 countries currently participate in the EQF.

34 have already related their own NQFs to the EQF.

QFs in the world: Europe/3
QF for the European Higher Education Area

↗ **WHO:** 48 countries Members of the EHEA

↗ **WHAT:** Meta-framework (a framework of frameworks); not an international treaty with a binding nature but a voluntary process; not harmonisation but conservation of diversity.

↗ **WHERE:** Higher Education;

↗ **WHEN:** 1999;

↗ **WHY:** transparency and readability of the formative paths and qualifications; the opportunity to continue studies easily or find employment in another European country; a better capacity to make European Higher Education attractive for non-European countries

↗ **More info:** www.ehea.info

European Higher Education Area and Bologna Process

Thank You

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