



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



Funded by  
the European Union

## The Establishment of the Israeli Qualifications Framework as a mechanism to fostering the development of Israeli Human Capital

### Webinar “Effects of COVID-19 on Higher Education”

Current Challenges to facilitate the recognition of qualifications  
in the Higher Education sector  
June 22, 2020

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מדינת ישראל  
משרד החינוך  
STATE OF ISRAEL  
MINISTRY OF EDUCATION



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CIMEA  
THE ART OF CONNECTING ACADEMIA  
SINCE 1981

Studiare  
Sviluppo



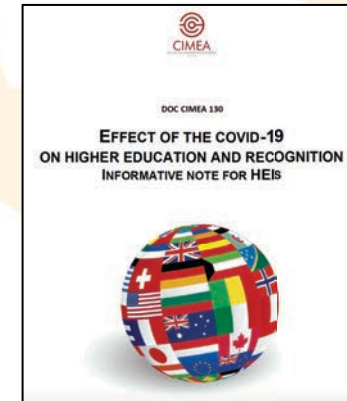
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## Initiatives:

- Publication of [Effect of the COVID-19 on Higher Education and Recognition \(Informative note for HEIs\)](#)
- Series of [webinar](#) on impact of COVID-19:
  - on HE and recognition (11 May 2020);
  - on transition from school to HE (18 May 2020);
  - on digitalisation and recognition (25 May 2020)
  - on recognition of refugees qualifications (8 June 2020)
- [HE course for credential evaluators](#), targeted to HEIs staff (June-Sept 2020) / university certificate and micro-credential





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# COVID-19: information provision and resources for recognition

## Reflection Document – Recognition of foreign qualifications in times of COVID-19

Three main aspects:

### COVID-19 and recognition of foreign qualifications

- Disrupted mobility and admissions
- Recognizing disrupted learning and its impact on policies/procedures
- Long term effects

### The state of ENIC-NARIC centres during the time of COVID-19

- Moving to remote working
- The process of “recognition” during the time of COVID-19
- Some challenges

### Response of the ENIC-NARIC Networks

- The role of the EB/NAB
- Possible actions for the EB/NAB

https://www.enic-naric.net/reflection-documentrecognition-of-foreign-qualifications-in-times-of-covid-19

enic-naric.net  
gateway to recognition of academic and professional qualifications

Accessibility A A A A

Contact details - Restricted Area

Search in the site: Start searching

base > Reflection Document – Recognition of foreign qualifications in times of COVID-19

### You need information on recognition issues as

- Higher Education Institution  
More details
- Credential evaluator  
More details
- Employer  
More details
- Individual wishing to study/work abroad  
More details

## Reflection Document – Recognition of foreign qualifications in times of COVID-19

On behalf of the Lisbon Recognition Convention Committee Bureau (LRCC Bureau), the ENIC Bureau and the NARIC Advisory Board, with the support of the Secretariats of UNESCO, Council of Europe and the European Commission, we would like to draw your attention to the reflection document that can be downloaded from the link at the end of this text.

The document provides our perspective on the effects of COVID-19 on the recognition of foreign qualifications. This includes disrupted mobility and admissions, recognition of disrupted learning and its impact on policies/procedures, and possible long-term effects.

The document also aims to give an overview of the state of the ENIC-NARIC centres in the time of COVID-19. Finally, the document aims to provide input on the response of the ENIC and NARIC Networks, including possible actions for the LRCC Bureau, the ENIC Bureau and the NARIC Advisory Board.

We would very much welcome your dissemination of this reflection document to relevant stakeholders in your network.

Lastly, we value your perspectives on recognition of foreign qualifications and we would be delighted to receive your feedback on this document. You can email us at [slg.arne@jrcr.es](mailto:slg.arne@jrcr.es) and [enaric@enaric.it](mailto:enaric@enaric.it).

The document can be downloaded [HERE!](#)

Luca Lantieri, President, Lisbon Recognition Convention Committee Bureau  
Stig Arne Skjerven, President, ENIC Bureau

[Updated 14/05/2020]

SELECT A COUNTRY

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- Cyprus
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- Greece
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# Challenges for recognition / 1

- **Digitalisation and technological innovation:** crucial role in ensuring continuity of services and activities. CIMEA offers free of charge the Diplome platform, the first use case of blockchain technology applied in the field of recognition.
- **Mobility:** how will it be affected by the current crisis? More “internationalisation at home”?
- Will we see a growth in **transnational education (TNE)** as an adaption strategy of HEIs?
- **Qualifications:** will anything change in learning outcomes of qualifications due to the current crisis? What will be the impact on VET, professional qualifications and in learning pathways where greater practical activity is required? Shall we expect more non-traditional and flexible learning pathways? There will be a percentage of the population that will have to reconvert after the crisis, asking for new training offers: will they be online, short, tightly linked to digital innovation and oriented to the job market (e.g. the so-called microcredentials)?



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## Challenges for recognition / 2

- **Transition from secondary education to higher education:** how recognised disrupted learning? How ensure a smooth transition and a fair recognition of final school leaving qualifications, and how manage access and admission to Higher Education in the current context? Points related to right to education and equality.
- Another challenge could be the **delays in verification procedures or in receiving information**, due the closure of Higher education Institutions, difficulties in accessing paper archives for older qualifications, etc.
- Will the use of "dishonest" behaviour be one of the strategies to face the crisis? Will the crisis lead to a search for "shortcuts" during positioning in the labour market, and will it confront us with an increase of cases of **diploma mills** and **fake qualifications**, and more in general with an increase of **fraud in education**?
- In an era of digitalization, privacy, data protection in line with GDPR principles, digital ethics, cybersecurity, will be a challenge.



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## Challenges for recognition / 3

- Impact on learning outcomes
- Microcredentials
- Flexible learning pathways (see UNESCO [“Policies for flexible learning pathways in higher education: taking stock of good practices internationally”](#))
- Impact on VET qualifications



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## Recommendations

- **Digitalisation** is a key factor: rely on digital resources, accept digital qualifications, offer as much as possible information online;
- **flexibility**: some standard procedures in recognition are not possible. Do not impose to applicants with foreign qualifications requirements that are difficult or impossible to fulfil in the emergency situation;
- accuracy and promptness in **information provision**, in order to support recognition of national qualifications abroad;
- **quality assurance and recognition**: check the impact of the crisis (see [ENQA](#) and [EQAR](#) sections related to COVID-19);
- **collaboration and information sharing** with colleagues at national and international level.



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# Microcredentials

## Definition of microcredentials

Micro-credentials refer to “certification of learning that can accumulate into a larger credential or a degree, be part of a portfolio that demonstrate individuals’ proof of learning, or have a value in itself.”

Source: <https://www.eciu.org/news/towards-a-european-micro-credentials-initiative>

A micro-credential is a sub-unit of a credential that could accumulate into a larger credential or a degree or be part of a portfolio. Examples are Digital Badges, Verified credentials, MicroMasters, Nanodegrees”.

Source: [MicroHE Consortium](#), 2019

Documented statements that acknowledge a person’s learning outcomes, that are related to small volumes of learning and that for the user are becoming visible in a certificate, badges, or endorsement (issued in a digital or paper format) and could accumulate into a larger credential.

Source: EU Consultation Group on Micro-credentials

Not yet existing a common and shared definition of micro-credentials at European level

## Focus on digitalisation

### Two initiatives:

- Consultation Group on Micro-credentials coordinated by the European Commission
- MicroBOL project, looking to Micro-credentials from 3 different perspectives: qualification framework, recognition, and quality assurance (3 key commitments of the EHEA)





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# Potential Building Blocks, European approach to micro-credentials

- Common and transparent definition
- Link to the European Qualification Framework (EQF): defined levels, learning outcomes (please see following section for further elaboration)
- Quality assurance standards for providers and courses
- ECTS: defined learning outcomes and workload
- Recognition: for further studies and/or employment purposes
- Digital tools: issuing credentials, offering access to micro-credentials, storage of credentials, sharing of credentials, guidance
- Business model(s) and of engagement of practitioners



Example of projects in field:

[Microcredentials linked to the Bologna Key Commitments – MicroBOL project](#)

co-funded in the framework of the Erasmus+ project

*Background paper for the first meeting  
of the Consultation group on Microcredentials, 26 May 2020*



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## Exploring a common definition of micro-credentials

Target groups	<ul style="list-style-type: none"><li>• Students</li><li>• Prospective students (with upper secondary qualifications)</li><li>• Professionals (people currently in employment)</li><li>• People not in employment</li></ul>
Providers	<ul style="list-style-type: none"><li>• Higher education institutions</li><li>• Companies</li><li>• Non-governmental organisations</li></ul>
Formats	<ul style="list-style-type: none"><li>• Can be delivered online, onsite or both online and onsite.</li><li>• Can be stand-alone certifications and/or be part of a larger credential and thereby stackable (i.e. a sequence of micro-credentials can be accumulated over time).</li><li>• Can have any level in the European Qualifications Framework (EQF), but levels 5, 6 and 7 would offer most gains</li></ul>
Recognition and quality aspects	<ul style="list-style-type: none"><li>• Title and description: for each micro-credential this should be specified in a comparable way.</li><li>• Volume: 3-5 ECTS.</li><li>• Learning outcomes: should be well defined.</li><li>• Type of assessment: reliable testing of study results.</li><li>• Quality assurance: every micro-credential should be quality assured by the offering institution and verified by an external quality assurance agency, listed in the European Quality Assurance Register.</li><li>• Recognition: every micro-credential should be recognised for further learning or for employment purposes.</li><li>• Portability: micro-credentials can be part of a digital portfolio so that the learner can share and translate micro-credentials from one context to another and can present them in different combinations for different audiences.</li></ul>



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## European Consortium of Innovative Universities (ECIU)

The ECIU University is an initiative of the European Consortium of Innovative Universities (ECIU alliance) that creates a ground-breaking and innovative educational model on a European scale. Through the initiative, ECIU alliance builds the ECIU University with open and flexible system, an entire new concept of the European University for the future.

ECIU University is an selected and funded by the European Commission, in the framework of the call for European Universities as part of the EU Erasmus+ programme.

European Universities are transnational alliances promoting European values, and working to revolutionise the quality and competitiveness of European higher education.

**Focus on digitalisation and micro-credentials:** new, open and easily accessible micro-credentials are created in collaboration with stakeholders. A Competence passport tailored to the learners' needs, instead of offering a fixed “one-size-fits-all” degree the increased flexibility to enable life-long learners to access education more easily.





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## Question for discussion / 1

- ✓ What are digital student records?
- ✓ How do you or your institution use digital records?
- ✓ Does the use of digital records change your institutional policies around documentation?
- ✓ Do you have an institutional policy about digitalisation and digital credentials?
- ✓ Do you use or promote the use of digital solutions to fight education fraud?
- ✓ Do you have policies and/or practices related to the secure exchange of student data? [Do we use paper? Do we accept digital qualifications and digital assessment reports? Did we digitalise the assessment process?]





## Question for discussion / 2

- ✓ My institution operate 100% paperless
- ✓ My institution accepts digital diplomas and digital transcript
- ✓ My institution accepts data in blockchain
- ✓ My institution use artificial intelligence solutions to do evaluation of qualifications in the admission phase
- ✓ Does national legislation allows the use of digital student data?
- ✓ What are the main obstacles that affect full digitalisation at institutional level (e.g. lack of expertise of staff, different format of files, etc)?





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**Thank you for your attention**



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EU Mandated Body