



Co-funded by the
Erasmus+ Programme
of the European Union

REPORT 2023

Common elements for successfully putting all skills to use:

Good practice examples
(promising, but not yet there)



Swedish National Agency for
Higher Vocational Education

NOVA nordic

Enhancing the link between National Qualifications Frameworks (NQF) and arrangements for the validation of prior learning (VPL) with a specific focus on non-formal qualifications will create both better training and labour market opportunities for people as well as contribute to vocational education and training in line with labour market needs. It will also strengthen the inclusion of the third sector in both the work with NQFs and VPL. To enhance that link, to support further policy development, and strengthen the capacity of involved stakeholders the NOVA-Nordic project has been exploring the following questions:

- Non-formal qualifications – how and by who are they developed? Are they included in the NQFs and if so, how?
- How are learning outcomes designed and used for qualification development as well as in VPL arrangements?
- Are NQFs and VPL arrangements linked and if so, how?

By comparing different country approaches to the above questions and identifying and analysing good practices, the project has formulated a number of core messages aimed at policy makers. In addition, the project has developed a quality tool to support capacity building for those involved in the development of non-formal qualifications, defining learning outcomes, and linking these with VPL arrangements.

Read more about the project at novanordic.eu



Completed: 2023-11-30
DNR: MYH 2020/3787
ISBN: 978-91-89815-23-0



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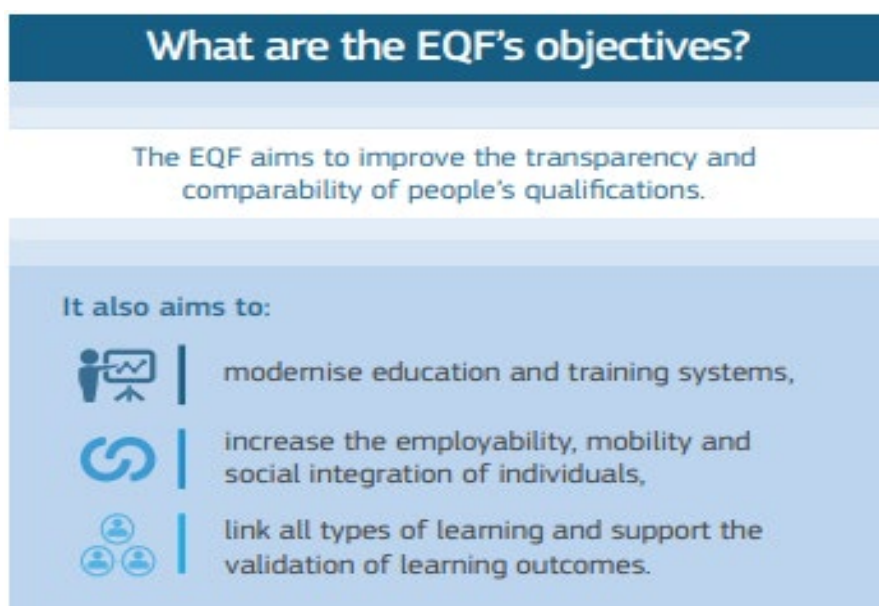
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Introduction

The aim of the NOVA Nordic project was to examine **if and how** non-formal learning and qualifications are linked with National Qualifications Frameworks (NQF) in the Nordic countries. In addition, to widen the comparison, Austria and the Netherlands was also included as they have frameworks open to “non-formal” qualifications. NOVA has also examined if these qualifications can be awarded through validation of prior learning (VPL) procedures. The working definition of non-formal qualifications used in the project is all qualifications that are not part of and awarded through formal education. This is a pragmatic definition that purposely was kept as wide as possible as it differs between countries what is defined as “formal education”, sometimes including VET, CVT and adult learning and sometimes not.

Non-formal learning produces a substantial amount of skills and competence crucial from the viewpoint of the labour market. A starting point for the project worth noting, emphasised and recommended by the EU is that the EQF should include all learning and facilitate VPL.

Figure 1.¹



However, according to both the European Inventory on NQFs from 2019² and the Inventory on validation from 2018³, it appears that there is little development in Europe of opening up frameworks for the inclusion of non-formal qualifications, validation procedures designed for non-formal learning and development of learning outcome-based non-formal qualifications.

The main questions addressed by the NOVA-project:

- Non-formal qualifications – how and by who are they developed? Are they included in the NQFs and if so, how?
- How are learning outcomes designed and used for qualification development as well as in VPL arrangements?

¹ European commission (2018). *10 years of the European Qualifications Framework (EQF)*.

² Cedefop (2021). *National qualifications frameworks developments in Europe 2019: qualifications frameworks: transparency and added value for end users*.

³ Cedefop (2020). *European inventory on validation of non-formal and informal learning: 2018 update: final synthesis report: executive summary*.

- Are NQFs and VPL arrangements linked and if so, how?

The aim of this deliverable (Intellectual Output 3 – IO3) was to identify and gather good practice cases from the Nordic countries as well as a few select European countries. A total of 17 cases from eight countries were gathered during the project lifetime (see table 1). Findings in this report summarises the evaluation and analysis of the flora of cases gathered linked to processes, benefits, sustainability, challenges, and possibilities. The emphasis was on identifying common elements among the identified good practices, to support stakeholders and policymakers across Europe in crafting methodologies and guidelines for non-formal qualifications, particularly in terms of developing learning outcomes. Additionally, it sought to support the establishment of VPL procedures aligned with the fundamentals of the European Qualifications Framework (EQF).

The work within IO3 has been conducted in conjunction with the comparative study on NQFs (Intellectual output 2 – IO2) and the findings were then used to develop the support tool for the process of developing learning outcome-based non-formal qualifications for the labour market, the NOVA Quality Tool (Intellectual output 4 – IO4).

The gathered data and good practices are meant to serve as inspiration and encourage non-formal learning providers to develop non-formal qualifications. Thus, help make the learning gained in the non-formal sector visible and comparable as it is linked, mapped, or levelled to the NQF levels (see description of different types of levelling in IO2). Furthermore, the aim was that the findings, tools, and recommendations from the project should contribute to the capacity building of providers, industry sectors, as well as other relevant stakeholders to enhance their capability in terms of non-formal qualifications in a more uniform way.

How to make non-formal learning visible and put to use?

Identifying and gathering good practices cases

The project aimed at identifying and gathering 15 good practice examples that could shed a light on elements that can be used to build a foundation to successfully include non-formal learning and qualifications in National Qualification Frameworks (NQFs). Parallel to developing a framework for the comparative study (see Intellectual Output 1 – IO1) the project consortium developed criteria to identify good practices that could be included. The basic criteria were centred around the links between non-formal learning, NQFs and validation and around procedures for the linking of non-formal qualifications to NQFs.

A questionnaire for describing good practice examples based on the criteria was developed and the following headlines/questions was then addressed by the contact person (project managers, experts, coordinators) for each case:

- Description of the process of linking non-formal learning and qualifications to NQF
- What are some examples of result or benefits of the process – what is obtained by it?
- Is the process sustainable / mainstreamed?
- What are the possibilities for further developments?
- What are the main challenges linked to this practice?

Before reaching out to contacts for describing cases, related documents were reviewed, discussed and information sought from networks to start identifying possible cases to include. The gathering of cases was more time consuming than anticipated and continued throughout the project lifetime. Some of the challenges that came up were linked to reaching the correct/responsible contacts and to clarify whether the case at hand offered the possibility of linking non formal learning to National Qualification Frameworks (NQF). All the cases gathered were however strong in some of the five basic questions (see bullets above) and therefore still good examples with a potential of linkage to NQFs. Most of the cases did not yet showcase a clear and systematic link between non-formal learning and NQFs, but it became clear that plenty of development is underway and including non-formal learning and non-formal qualifications was either being planned for or anticipated soon. A common factor contributing to linkage to the NQF is the interest among working life stakeholders to make skills and competence visible and to be able to confirm them. This is in line with increased demand for specific job-related skills as well as general employability skills being identified or formulated, with the possibility of validation or recognition of some kind (e.g., micro-credentials).

Overview of cases

In total 17 good practice cases have been included in the project. In all, they come from 8 countries and are very variable due to the diverse context they stem from. These 17 examples are of course not the only good practice out there, the NOVA project is by no means comprehensive. The descriptions of cases were reviewed, evaluated, shortened, and published continuously on the NOVA website for dissemination. All examples are collected in a separate annex to this report, to provide an easily accessible overview and the possibility of in-depth study and comparison for those interested. In table 1, all the 17 cases are listed, with links to more information.

Table 1. Overview of cases.

No.	Title	Country	More information
1	Sector specific validation	Sweden	Branschvalidering - Myndigheten för yrkeshögskolan (myh.se)
2	Qualifications and validation in the waste management sector	Sweden	Yrkesprofiler skapar samsyn och ett gemensamt språk Sobona
3	VQTS model for describing work-related competences (Erasmus+)	Austria	vocationalqualification.net
4	A Balancing Act – Describing skills acquired in the workplace	Norway	A Balancing Act - Describing skills acquired in the workplace - Hovedorganisasjonen Virke
5	Market qualifications and validation	Poland	ZSK - Home EN (kwalifikacje.gov.pl)
6	Levelling procedure for non-formal qualifications	Iceland	Hvað er íslenski hæfniramminn um menntun? Menntamálastofnun (mms.is)
7	Certification in working life	Iceland	Fagbréf atvinnulífsins – Fræðslumiðstöð atvinnulífsins (frae.is)
8	Competency profiling	Iceland	Haefnigreiningar A4 Bæklingur ENS.indd (frae.is)
9	Piloting micro credentials	Sweden	KOMPETENSPASSET – A project about micro credentials
10	Continuous Learning reform	Finland	Continuous learning reform - OKM - Ministry of Education and Culture, Finland
11	Occupational map in the retail sector	Sweden	Yrkeskartan - nya KIH (karriarihandeln.se)

12	Levelling procedure for non-formal qualifications	Sweden	SeQF – Sveriges referensram för kvalifikationer - Myndigheten för yrkeshögskolan (myh.se)
13	Levelling procedure for non-formal qualifications	Denmark	Level Assessment - Danmarks Akkrediteringsinstitution
14	Validation in the retail sector	Ireland	Apprenticeship In Retail Supervision Employers - Retail Ireland Skillnet
15	Levelling procedure of non-formal awards	Ireland	National Framework of Qualifications Quality and Qualifications Ireland (qqi.ie)
16	HVE-flex: VPL process in Higher Vocational Education	Sweden	YH-flex - Myndigheten för yrkeshögskolan (myh.se)
17	Validation in liberal adult education	Finland	Koski service in liberal adult education - OKM - Ministry of Education and Culture, Finland

Evaluation of cases

A method to evaluate the good practice cases was developed by the partnership, based on both the criteria for identifying cases and on desk research, and the process for evaluating individual cases established. The evaluation included the following factors:

- **Clear process**
Are there defined steps, focus on learning outcomes, quality support and possibility for validation of prior learning. Is the process easy to use?
- **Benefits**
What is the value of the results for different stakeholders?
- **Sustainability**
Is the process/system in use and accessible. Is funding available/in place?
- **Possibilities**
Is it possible to transfer the model to other sectors and within the same field?
- **Challenges**
Is the framework exclusive in some way, only used in academia or only existing in theory?

The 17 cases were distributed among partners for evaluation so that the partners were not evaluating cases from their own countries. For each of the factors, a scale of 1-5 was used where 5 represents the highest score and 1 the lowest (see table 2). The factor linked to challenges was however designated the scale of low, medium and high. The reason for rating the cases was for the partnership to be able to identify strengths and weaknesses and get a clearer picture of the common elements.

Limitations of the presented findings: Good practice cases are to some extent subjective descriptions and limited to the viewpoint of those involved in making the description. The presented results are also an interpretation by the project partnership.

Table 2: Factors for evaluating cases.

Clear process	Benefits	Sustainable	Possibilities	Challenges
Defined steps Simple use Learning outcomes Quality support VPL	Value of results Individual Company Society	Accessibility System in use Funding	Transfer to other sectors Transfer within the same field	Only in theory Framework exclusive Academic approach
Scale 1-5	Scale 1-5	Scale 1-5	Scale 1-5	Low Medium High

As a final step in the evaluation process, all cases were reviewed by the whole partnership and findings were discussed and adjusted. The maximum score was twenty. In short, no case scored a full house.

What was notable is that even the highest scoring case has medium challenges. No case was rated low on challenges, based on the descriptions of the cases. Also notable was that in many instances, there were high scoring individual factors among the cases scoring a bit lower. That led the partnership to create a matrix as a way to analyse the cases in accordance with three dimensions, since it was evident that all of the good practice example to some degree encompassed features making non-formal learning visible with the potential for links with both validation procedures and NQFs. The development of the analysis took place alongside the evaluation of the cases and joint review during partnership meetings. At the final meeting, the three-dimensional matrix was used to cluster all evaluated cases, presented below in table 3.

The first dimension defined is to what extent non-formal learning is made visible, and cases were clustered in the following three categories that can be seen as steps on a ladder towards fully inclusive NQFs with the possibility of having levelled qualifications awarded through VPL, presented on the vertical axis in table 3:

- Visibility of skills from the non-formal sector, formally included in NQFs, with a clear and sustainable procedure and open for validation of prior learning.
- Visibility of skills from the non-formal sector that can be linked to NQFs and open for validation of prior learning.
- Visibility of skills from the non-formal sector.

The second dimension defined is related to what was the focus of the described procedures in cases, presented on the horizontal axis in table 3:

- Formal levelling procedures.
- Support for developing learning outcomes.
- Support for designing validation processes.
- An overarching system.

In addition, it was noted that the cases described processes and procedures that varied in term of implementation. That is indicated through the three types of circles in table 3, if the cases are:

- Fully functioning/in use (full circle)
- Partly functioning/in use (half circle)
- Not in use (empty circle)
- Not applicable (blank)

Table 3: Analytical table of cases in the NOVA project.

Case	No.		Formal levelling procedures	Support for developing learning outcomes	Support for designing validation process	An overarching system
Qualifications and validation in the waste management sector in Sweden	2	Visibility of skills from the non-formal sector, formally included in the NQF, with a clear and sustainable procedure and open for validation of validation		●	●	
Market qualifications and validation in Poland	5		●	●	●	●
Levelling procedures for non-formal qualifications in Sweden	12		●	●		●
Levelling procedures for non-formal qualifications in Denmark	13		●	●		●
Listed awarding body scheme in Ireland	15		○			●
HVE-flex	16		●		●	●
Sector specific validation in Sweden	1	Visibility of skills from the non-formal sector that can be linked to the NQF and open for validation of prior learning		●	●	
Levelling procedure for non-formal qualifications in Iceland	6					○
Certification in working life in Iceland	7		●	●		
Competency profiling in Iceland	8		●			
Continuous learning reform in Finland	10					○
Validation in the retail sector in Ireland	14				●	
VQTS model for describing work-related competences (Erasmus+/Austria)	3	Visibility of skills from the non-formal sector		◐		
A Balancing Act - Describing skills acquired in the workplace in Norway	4			◐		
Piloting micro credentials in Sweden	9			◐		
Occupational map in the retail sector in Sweden	11			●		
Validation in liberal adult education in Finland	17			●	●	

As can be seen in Table 3, the vertical dimension (axis) represents the first attempt for categorisation after the evaluation of all cases, based on to what extent non-formal learning is made visible. Based on the process of that categorisation, the horizontal axis was included to highlight other common elements. The first dimension (vertical axis) presents the high-rated cases that encompasses most of the elements sought by the project. Five of these cases function as overarching systems. Some of them are more advanced than others, for example the *Market qualifications and validation in Poland* (no. 5) scores fully in all factors. Five of the cases consist of a formal procedure for levelling qualifications to the NQF (both for formal and non-formal qualifications), of which one is under development (no.15). Two other cases – *Levelling procedure for non-formal qualifications in Sweden* (no. 12) and *Levelling procedure for non-formal qualifications in Denmark* (no. 13) both have formal procedures, support for developing learning outcomes and act as overarching systems. What is common for many of the cases is that they have a national focus. The HVE-flex initiative in Sweden (no.16) is based on a regulated right to exemptions based on prior learning for students enrolled in a Higher Vocational Education programme through a VPL procedure which shortens study time and provides a flexible learning pathway towards the HVE- qualification.

The second category (on the vertical axis) has bit more of variability regarding origin and aims, although those cases have in common processes for making skills visible through the use of learning outcomes with a potential of linking to NQF and validation. The examples from Iceland work together in connecting the non-formal learning sector with the formal learning systems based on an evaluation process conducted by the *Directorate of education* (no. 6), leading to accreditation of curricula. The Swedish case originates from specific industry sector organisations aiming to develop validation models for specific skills for labour market use which has the possibility to be connected to both the NQF and continued learning (non-formal and formal). The Irish case (no. 14) originates from an initiative from the formal school system to react to a strong need from the retail sector for trained people with experiences from an authentic work environment.

Most of the cases in the table offer support for developing learning outcomes, which is a core element when including or levelling qualifications to a framework. The third category provides a spectrum of cases supporting the visibility of skills and initiatives that are on a smaller scale, connecting the non-formal arena with the development and use of learning outcomes. The purpose for using learning outcomes in the *Finnish Liberal Adult Education* (no. 17) is to make all competences visible, including shorter courses, enable validation of prior learning, and to carry out clear and trusted assessment procedures.

Many of the cases are based on initiatives from labour market actors to make non-formal learning more visible in the form of learning outcomes with the potential to certify or credit even. That is for example the motivator in case 14 – the retail sector in Ireland, where the formal system moves it's training to a large extent into the workplace for the "right" skills to be trained in authentic situations.

Based on the variation of the cases, and nuances in descriptions, it was not possible to analyse precisely how known the processes and procedures presented in the different cases are, and how much they are used – that was not in specific focus in the survey for cases. That means that not all cases reveal the level of awareness among various stakeholders, and the actual benefits for end-users. In addition, the value of results and trust in the process may not be known. It is also worth noting that how known the actual NQF is in each country and how much the social partners and other stakeholders are involved in the development varies to a rather large extent (see IO2 comparative study).

Brief highlights from the good practice cases

Below there are brief summaries from four cases presented in the high-scoring category in table 3. In the summaries, the differences between frameworks can be detected – including set-up, responsibility, function, and scope.

Case 2 – Qualifications and validation in the waste management sector in Sweden

Sobona, the Swedish employer organisation for municipal enterprises has recognised the need for support to the member enterprises to secure future recruitment and continuous professional development of staff in a sustainable way as most of the learning and training takes place in the workplace. Job requirements are formulated in learning outcomes and criteria for validation. Job profiles are produced by experts in the field, including modules and definition of skills. These can be used for designing preparatory courses, training programs, career development and recruitment.

There is high stakeholder involvement and sound processes (OCN method), financing is secure (transition funds). Currently there are 28 job profiles – 9 of them are levelled to the SeQF and more are foreseen to be levelled. Quality with regards to actors involved is ensured (training etc.).

Challenges are linked to broader implementation of the validation model in companies.

Case 13 – Levelling procedure for non-formal qualifications in Denmark

The process of referencing non-formal qualifications to the Danish NQF is coordinated through a clear process by the Danish Accreditation Institution (AI) in cooperation with the committee of coordination for the Qualifications Framework with representatives from the Danish Ministry of Culture, Ministry of Higher Education and Science and Ministry of Children and Education. During the process of developing the principles and procedures (in 2018), all relevant stakeholders were invited to give their feedback in a consultation process with amongst others the social partners, higher educational institutions, and trade committees for VET programs.

The level assessment 'grades' the programme according to its learning objectives based on the Danish NQF. A level assessment is not a quality assessment and does not provide public recognition of the programme. A level assessment to the Danish NQF does not mean that the programme grants a degree, legal entitlement to admission, or automatic merit at publicly recognised educational programmes. One of the main purposes behind inclusion of non-formal qualifications in the Danish NQF was to strengthen coherence and transparency in the Danish education system. Level assessment helps strengthen the opportunities for students alternating private and public educational programmes, for instance by credit rating or competence assessment/VPL.

Challenges are linked to low awareness of the system and high costs.

Private and public education programmes that is not regulated by the Danish Ministry of Culture, the Ministry of Higher Education and Science, or the Ministry of Children and Education (i.e., private education programmes) can apply for a level assessment of the programme in question. The level assessment 'grades' the programme according to its learning objectives based on the Danish NQF.

Case 5 – Levelling procedure for non-formal qualifications in Poland

The Integrated Qualification Act established and defined a typology of qualifications – full qualifications (formal education), other state regulated qualifications, and market qualifications. Market qualifications are a new type of non-state regulated qualifications developed by training providers, corporations, social organisations, industry associations etc. that can be attained via VPL. Principles for describing and registering qualifications in the Integrated Qualification Register (IQF) are also established, including VPL requirements – and requirements for becoming a market qualification and VPL provider (including procedures).

Challenges are linked to limited take-up, general lack of funding, support by decision makers and promotion.

Case 15 – Levelling procedures of non-formal awards in Ireland

The process of including non-formal qualifications, or those qualifications offered by professional, technical, and sectoral awarding bodies, in the Irish NFQ is currently being finalised and scheduled to launch in 2024. The process is called the Listed Awarding Body scheme and is developed and implemented by Quality and Qualifications Ireland (QQI). QQI has established the policy and criteria that applicants need to fulfil in order to be established as a Listed Awarding Body and have awards included in the framework.

The Listed Awarding Body (LAB) scheme allows for the inclusion of non-formal qualifications in the NFQ by those awarding bodies that have authority to make awards which may be derived from other sources such as awarding powers in another jurisdiction, as a professional body or with clear representation of a sector or technical area.

An applicant LAB submits an application, outlining the qualifications it proposes to include in the NFQ and proposes a level. The review of the application for establishment and inclusion of awards in the framework will be conducted by a team of independent experts. The review team will make a recommendation to QQI regarding both establishment and inclusion of awards which will be considered and formally approved through internal QQI governance structures.

Successful LABs will be published on the Irish Register of Qualifications with information about their awards in the framework.

Challenges are linked to possible burden of quality assurance and possible lack of real benefits of taking part in the process.

It is quite clear that no one case brings a solution that can be copied to another context. The whole set-up in each case is quite unique to the context it is part of, the specific political landscape, and the involvement of stakeholders. It is also evident that in some cases the incentives and benefits for initiating levelling of non-formal qualifications to an NQF are not clear and possibly not identified in cooperation with the various actors coordinating or overseeing training. This can be seen in the identified challenges. The answer to the question – *Who should be the motor for widening the inclusion of non-formal learning/qualifications the NQFs?* – is not always clear and the focus of national skills policies can vary in this regard. What is the value of smaller qualifications, in systems – and between systems (sectors), as discussions about upskilling and reskilling are high on the agenda in Europe and vertical and horizontal mobility needs to be supported?

Common elements for successfully putting all skills to use

The common elements, identified by analysing the cases, with specific attention towards the high scoring ones, supporting successful procedures for developing and levelling non-formal qualifications and their links with VPL arrangements are summarised as follows:

- **Securing involvement of main stakeholders and social partners**
Defining the purpose, relevance and involving all relevant stakeholders in initiatives is a factor that can underpin consensus, quality, and sustainability.
- **A clear and sustainable process**
Project management in early stages, leading process development in cooperation with stakeholders can increase quality and accessibility.
- **Focus on learning outcomes based on skills needs analysis**
Providing support for skills needs analysis, job-profiling and the formulation of learning outcomes that can be linked to the NQF is a key element for levelling qualifications to the framework. Clarity of the process and support (material, guidelines, or training) is of high importance for coherency.
- **Inclusive of VPL procedures**
Non-formal learning and formal learning pathways which integrates validation of prior learning can facilitate access and usability of pathways – a key factor with regards to making all learning visible and given value (all learning arenas recognised).
- **Quality standards and support for processes**
Quality standards and procedures for the levelling process needs to be set up for levelling to be possible. It is also necessary for the results to be trusted and recognised by stakeholders.
- **Financing and coordination in place**
For sustainability and open access, financing for the process of levelling need to be in place as well as an identified authorised body responsible for the procedure. For increased take up, coordination needs to be focused on informing relevant actors about the possibility of linking non-formal qualifications to the NQF.
- **Promote for increased involvement of actors**
Knowledge and awareness of the possibility of levelling needs to be in focus and available for all sectors. Incentives and possible benefits need to be addressed for encouragement.

Starting from these identified common elements, the project drew up a general process for linking non-formal learning to frameworks that help support the development of non-formal qualifications (see picture 2).

Picture 2: Process description based on the common elements identified.



This model can be used for inspiration for development of policy and procedures for both policy makers and involved stakeholders. The description of the process and the different steps is further described in the report for Intellectual Output 4 – IO4, *Quality qualifications: A quality tool for developing, managing, and awarding labour market qualifications*.

Conclusions

Non-formal learning refers to any learning that takes place outside of formal educational institutions, such as through continuous professional development in the workplace, workshops, training programs, or online courses. Connecting non-formal learning to National Qualifications Frameworks can help individuals gain recognition for the skills and knowledge they develop in these non-formal settings. It also provides an opportunity for sectors and/or companies to efficiently develop training and meet skills needs.

Through working on the NOVA project, it has become evident to the partnership that there is high interest among stakeholders in making competence visible and recognised through the use of learning outcomes with a link to an NQF. Through the identified and analysed cases, it became evident that a lot of development is taking place within the non-formal learning arena that has potential towards linking to the NQF to benefit individuals, the labour market and society at large.

Sustainability is an important aspect to consider. Processes connecting non-formal learning to National Qualifications Frameworks should be designed in a way that ensures their long-term viability. This involves establishing clear guidelines and criteria for assessing non-formal learning, providing adequate resources for assessment and recognition, and regularly reviewing and updating the framework to reflect changing skills needs.

In the report *The European Qualifications Framework: supporting learning, work and cross-border mobility*, produced to celebrate the 10th anniversary of the EQF, it is stated that:

Qualifications frameworks support lifelong learning (i.e., all learning activity undertaken throughout life), with the aim of improving knowledge, skills, and competences within a personal, civic, social and/or employment-related perspective. This definition covers the full range of formal, non-formal and informal learning.⁴

It is also stated that the EQF and NQFs are facilitators of lifelong learning, and that by opening qualifications to a wider variety of learning experiences – including from work and leisure time – is essential for promoting lifelong learning. The learning outcomes approach makes it easier to consider learning from outside formal education.

Benefits of connecting non-formal learning and qualifications to NQFs include increased employability and mobility. By obtaining formal recognition for their non-formal learning, individuals can demonstrate their skills and knowledge to employers and potentially access better job opportunities. Additionally, connecting non-formal learning to national qualification frameworks promotes lifelong learning and encourages individuals to continue developing their skills and knowledge throughout their careers.

It is important to keep in mind that not all learning benefits or needs to be levelled to the NQF. There is not a need for all learning to be formalised. However, the possibility and awareness of taking on such a process if benefits are evident is of importance.

⁴ European commission (2018). *The European Qualifications Framework: supporting learning, work and cross-border mobility*.

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The right skills at the right time.



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