



The importance of including non-formal learning and non-formal qualifications in national qualifications frameworks

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"Transparency and Recognition of Skills and Qualifications"**



#SocialRights

European Skills Agenda

for sustainable competitiveness and social
fairness and resilience



WHY?

- **Green** transition
- **Digital** transition
- Lessons from **COVID-19** (digital, health, resilience)
- **Recovery** (high unemployment)



WHAT? – SKILLS FOR JOBS

Europe needs a bold **skills** policy for jobs in the context of **lifelong learning** to:



strengthen
sustainable
competitiveness



ensure
social fairness



build our
resilience

THE EUROPEAN SKILLS AGENDA



**calls for
collective action**



**defines a strategy:
Skills for jobs**



**helps people
develop skills
throughout
their life**



**identifies financial
means**



**Sets ambitious
objectives**

HOW? – BUILDING BLOCKS

1. A Pact for Skills including upscaling sectoral Blueprints

Joining forces

2. Strengthening skills intelligence

3. National Skills Strategies and Public Employment Services

4. Recommendation on VET

5. European Universities

6. Skills to support twin transitions

7. STEM graduates, entrepreneurial and transversal skills

8. Skills for Life

Skilling for a job

Tools for lifelong learning

9. Individual learning accounts

10. Micro-credentials

11. Europass

Unlocking investment

12. Framework to unlock Member States' and private investments in skills

**Consultation
meeting with the
social partners**

Individual learning accounts



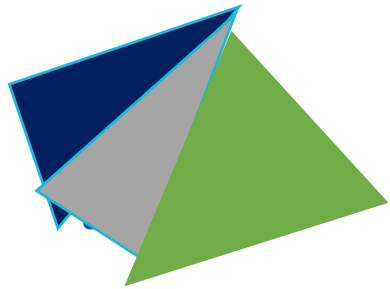
15 April 2021



Objectives of the initiative

Potential advantages:

- ✓ allow for **training for professional transitions**
- ✓ **close gaps in access** to training
- ✓ increase **motivation and incentives** to seek training
- ✓ provide **integrated support**



Elements of the consultation

- Funding and mobilisation of **additional skills investments**
- **Target group** for individual training entitlements and **autonomy** in spending them
- **Guidance and outreach** to low-qualified adults
- **Quality and labour market relevance** of the training offer
- **Validation** of non-formal and informal learning
- **Tackling time constraints** of training

A European Approach to Micro-Credentials



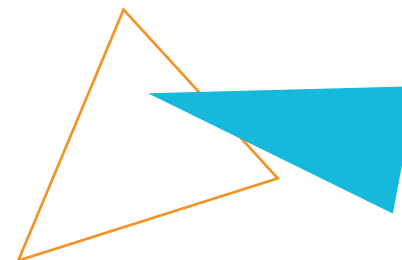
A joint initiative of
European Commissioners
Mariya Gabriel and Nicolas
Schmit



European Skills Agenda

Achieving a European
Education Area by 2025

Digital Education
Action Plan



Micro-credentials: action at European level

EU SKILLS AGENDA – 1 July 2021

A EUROPEAN APPROACH TO MICRO-CREDENTIALS WILL

- ✓ Develop* **European standards for quality and transparency.**
- ✓ Explore* the inclusion of **micro-credentials in qualifications frameworks.**
- ✓ Make it easier for individuals to **store and showcase** acquired micro-credentials through **Europass**

* **together with all relevant stakeholders**





Working definition

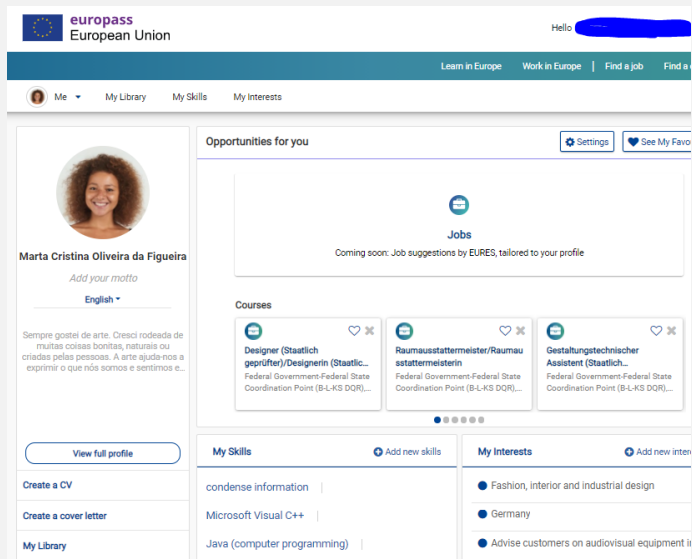
A micro-credential is a proof of the learning outcomes that a learner has acquired following a short learning experience. These learning outcomes have been assessed against transparent standards.

The proof is contained in a **certified document** that lists the name of the holder, the achieved **learning outcomes**, the assessment method, the awarding body and, where applicable, the **qualifications framework level** and the **credits** gained. Micro-credentials are **owned by the learner**, can be shared, are **portable** and may be **combined into larger credentials** or qualifications. They are underpinned by **quality assurance** following agreed standards

Building blocks for take-up of micro-credentials (HE cons group)

- A common and **transparent definition**
- EU standard: a defined list of **critical information elements** to describe micro-credentials
- Alignment to **National Qualifications Frameworks** (NQFs) and the **European Qualifications Framework** (EQF): defined levels, standards for describing learning outcomes
- **Quality assurance** standards
- Defined credits: European Credit Transfer and Accumulation System (ECTS), **defined learning outcomes** and notional workload
- **Recognition**: for further studies and/or employment purposes
- Portability: **issuing, storage and sharing** of micro-credentials
- Platform solutions for the **provision and promotion** of courses leading to micro-credentials
- Incentives to **stimulate the uptake** of micro-credentials

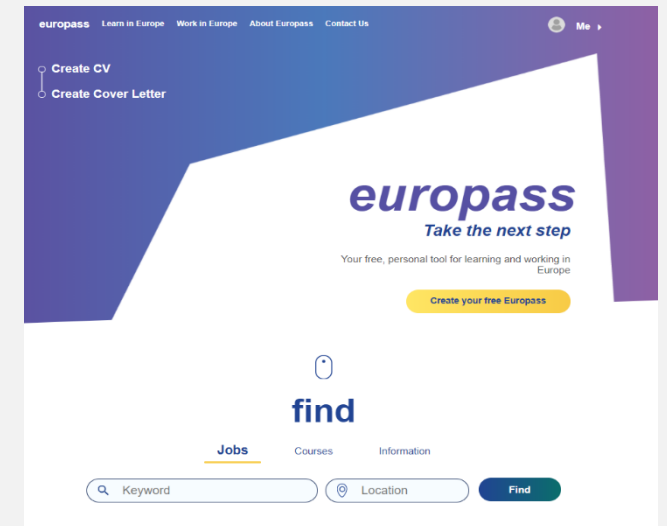
Europass components



E-Portfolio



Europass Digital Credentials



Information

The new Europass

1

e-Portfolio

- My Profile
- CV editor
- Cover letter editor
- My Library

2

My Skills

- Reflect on your skills
- Document your skills
- Self-assessment tools

3

My Interests

- Career goals
- Learning goals
- Mobility

4

Opportunities

- Jobs
- Courses
- Skills intelligence
- Other information

EQF Objectives



Transparency, comparability and portability of people's qualifications

Employability, mobility and social integration of workers and learners

Linking formal, non-formal and informal learning

Supporting the validation of learning outcomes acquired in different settings

Contributing to modernising education and training systems

EQF Recommendation

Recommendation nr 1 (to Member States):

*Use the EQF to reference national qualifications frameworks or systems and to compare **all types and levels of qualifications** in the Union that are part of national qualifications frameworks or systems*

Recommendation nr. 11 (to EC in cooperation with MS and stakeholders within the EQF AG):

*Support the setting up of voluntary procedures on the **levelling of international qualifications through national qualification frameworks** or systems and information exchange and consultation between Member States on those procedures to ensure consistency*

EQF Recommendation

Referencing criterion 3:

*The national qualifications frameworks or systems and their **qualifications are based on the principle and objective of learning outcomes** and **related to arrangements for validation of non-formal and informal learning** and, where appropriate, to credit systems.*

Referencing criterion 4:

*The **procedures for inclusion** of qualifications in the national qualifications framework or for describing the place of qualifications in the national qualification system are **transparent***

Added value / benefits of opening up NQFs

Improve **transparency**

Promote **mobility** and **lifelong learning** - NQFs as maps for lifelong learning

Broad **range of stakeholders** including from labour market

Increase the **visibility, quality, validity, recognition** and **accessibility** of qualifications

Can provide **incentives** for participation in learning

감사합니다 Natick
Grazie Danke Ευχαριστίες Dalu
Thank You Köszönöm
Спасибо Dank Gracias
谢谢 Merci Seé
ありがとう

Obbrigado