

EU-Australia Study on the role of qualifications frameworks in supporting mobility: background and policy context

Ragnhild Solvi Berg

Policy coordinator
European Commission, DG
Education and Culture

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Education and Culture DG

Background

EU - Australia cooperation and dialogue in education and training intensified since 2008 (adoption of the EU-Australian Partnership Framework):

- exchange information;
- promote knowledge building;
- sharing on horizontal issues of interest for both parts;
- facilitate the organisation of relevant specialised seminars or workshops and expert meetings.



Rolling Working Agenda

- 2009 University reforms and modernisation agenda (Melbourne)
- 2010 Qualification frameworks (Brussels)
- 2011 Early childhood education and care (Sydney)

- 2012 International Education
- 2013 Quality and Recognition
- 2014 Lifelong Learning



2010 Policy dialogue on QFs

- Area where both Australia and the EU are active and have an interest of learning from each other and look for possible cooperation opportunities
- High-level meeting and discussion, supported by experts from EU and Australia
- In the margin of the meeting, a peer learning seminar with participants from 35 different countries
- Joint statement drawing up concrete joint actions, including a joint comparative study on the role of qualifications frameworks in supporting mobility



EU-Australia Study on the role of qualifications frameworks in supporting mobility - *a preliminary report*

Edwin Mernagh

Consultant for the Australian Department of Education , Employment and Workplace Relations on EU-Australia joint study



Outline of the study

- Looking at
 - student and worker mobility
 - how qualifications frameworks impact on mobility
 - the potential of QFs to support increased mobility
- Analysis of
 - trends in mobility and QF development in Australia and in Europe - AUS, DE, EL, IE, IT, NL, MT, PL, UK
 - regional developments
 - the European Single Market and EQF
 - Asia-Pacific regional context
- Reflecting on EQF and AQF relationship



Some preliminary conclusions

- Worker and learner mobility are increasing and diversifying
 - beyond traditional patterns (e.g. cultural or geographical proximity)
 - between countries where qualifications systems differ greatly
 - increasing demand for recognition of qualifications
 - bilateral understandings no longer adequate?



More preliminary conclusions

- Growing internationalisation of education and training provision
 - already well established in higher education - a core Bologna objective
 - increasing in VET (AUS, DE, NL)
 - pressure for common understandings of the meaning of qualifications
- Shift in worker mobility
 - away from general immigration quotas
 - towards targeted migration where qualifications are crucial factors



Yet more preliminary conclusions

- Recognition of qualifications is a complex matter
 - decision-making about recognition may be
 - centralised or decentralised
 - subject to varying degrees of labour market regulation
- Qualifications frameworks and meta-frameworks are useful tools, but level alone is often insufficient as a basis for recognition of a qualification



EQF and AQF - international considerations

- Globalising pressures
 - possibilities for transnational comparison arise as more countries develop QFs and adopt a common 'QFs language'
 - ranging from formal referencing / alignment to informal linkages developing from bilateral activity
- EQF / AQF zone of trust
 - compatibility between AQF and some European NQFs is evident
 - labour market may develop informal understandings
 - role of AQF in emerging structures in the Asia-Pacific region



For more information contact

EUROPEAN COMMISSION

Ragnhild Solvi Berg
Policy co-ordinator
European Commission, DG Education and
Culture

Ragnhild-Solvi.BERG@ec.europa.eu

AUSTRALIA

Margaret Pearce
**Minister-Counsellor (Education &
Employment)**
Department of Education, Employment
and Workplace Relations (DEEWR)
Australian Embassy Paris

Margaret.pearce@deewr.gov.au