Final Report

The use or potential use of QFs by HEIs and other stakeholders linked to mobility

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EXECUTIVE SUMMARY

Qualifications Frameworks (QFs) and recognition are intrinsically linked as both aim at increasing transparency and mobility.
Nowadays, recognition practices of stakeholders other than ENIC-NARIC centres are not always well known. This project "the use or potential use of QFs by HEIs and other stakeholders linked to mobility" provides a state of play of the awareness and practices of these target groups (employers, recruiters, administrations and HEI) in order to give an overview of the situation observed in each participating country. It is an exploratory study based on study cases.

While the focus was in the seven countries who participated in the survey, the analysis also provides proposals that could be adapted to other countries according to their context.

The report includes seven country reports that give an extensive analysis of the awareness and use of QFs and other mobility tools such as the diploma supplement, the ECTS credits or the Europass by the stakeholders targeted in each country. It also proposes a comparative study of the data obtained that point out the trends and differences between the stakeholders.
While not claiming to cover all aspects of the topic, the intention of this report as a short-term exploratory project, was not to attempt comprehensive sampling, but rather to identify trends and to identify key issues and proposals.

The main outcomes identified were the following:

In all countries whatever the stakeholder was:

1. the analysis reveals common trends on the two main topics (awareness and use). Indeed, it appears clearly that public and private employers are less aware of any QF while education and training institutions and public administrations seem to be more aware of QFs developments. This can maybe explain why most of the respondents were education and training institutions (mainly higher education institutions). As employers and recruiters in all countries were not easily reachable, it will be important to involve them in the future in all the strategies implemented to enhance the awareness of QFs and other mobility tools.

2. students were not included as a target group for this study. It appears important to involve them in the further discussions and strategies meant to enhance mobility and recognition.

3. data shows that most of the national contact points for NQFs are not visible. Indeed there is a lack of communication concerning their existence and their activities A closer cooperation between public administrations, national contact points, HEIs, employers and ENIC-NARIC Centres is needed in order to improve recognition process at all levels.

4. data shows that most of respondents are willing to be informed and trained concerning recognition procedures, mobility and QFs. If QFs are going to prove to be an effective tool for transparency and mobility both nationally and internationally, they need to be known at all levels and sectors. Countries need to develop communication strategies adapted to each "user" to stimulate the awareness and use of the European mobility tools. These strategies need to be clear on the relationship between the NQF and the EQF-LLL and QF EHEA in order to dissipate the confusion between the two QFs.

5. some European initiatives and tools to promote transparency and mobility (Diploma /certificate supplement and Europass) are not frequently used. A "conservative attitude" was observed within the education and training institutions concerning recognition procedures. Indeed, they seem to have their own criteria and procedures. A closer cooperation between HEIs and ENIC-NARIC Centres is needed in order to improve recognition process at all levels.

I. OVERVIEW OF THE PROJECT

I.I Background and objectives

Qualifications Frameworks (QFs) and the recognition function are intrinsically linked as both are aimed at increasing transparency and mobility. As a result of a call from the European Commission for NARIC projects for the period 2012-2013, this project is a follow-up to "The use of the EQF in the recognition procedures of the NARIC centres" project which highlighted the importance of using or potentially using European Qualifications Framework (EQF) referencing in credential evaluation. The final report of this project outlined the various practices of the participating centres. Nevertheless as the EQF was still at a very early stage of implementation and most European countries were still intending on referencing their national qualifications frameworks to the EQF1, the focus of this first project was therefore to widen the awareness of the use or potential use of Qualifications frameworks and other mobility tools by other stakeholders than the ENIC-NARICs centres.

Nowadays, recognition processes and practices of stakeholders other than ENIC-NARIC centres are not always well known. A comparative study on the use or potential use of QFs and other mobility tools by HEIs and other stakeholders linked to mobility would allow us not only to better understand their practices but also to share good practices of the ENIC-NARIC centres. This is in accordance to the Europe 2020 strategies and the Bologna Process, which encourage the cooperation between the different stakeholders linked to mobility such as ENIC-NARIC centres, Higher Education Institutions (HEIs), employers, recruiters, public administrations etc.

The results of this project "The use or potential use of qualifications frameworks as a tool of mobility by HEIs and other stakeholders" (QFs UHSE) lead on the one hand to setting up a state of play of the awareness and use of the QFs and other mobility tools by HEIs, employers, recruiters, public administrations in 7 countries: Belgium (French Community), Croatia, Italy, Latvia, Lithuania, The Netherlands and France as leader of the project. And on the other hand, to put forward proposals to share good practices on recognition such as those highlighted by the future EAR manual for HEIs with the stakeholders targeted with the project.

It is important to remark that within the limitations of a short-term exploratory project the intention is not to attempt comprehensive sampling, but rather to identify key issues and stimulate a debate on the subject. It is hoped that the project will enhance the use of QFs and other mobility tools by HEIs, employers, recruiters, and public administrations in order to facilitate mobility and thus contribute to the development of the topic.

This work has involved outlining the degree of awareness and use of the QFs and other mobility tools of the different stakeholders targeted, in order to propose actions adapted to each stakeholder's needs. The working group has produced this final report to help increase awareness the use or potential of QFs and other mobility tools be used as a tool to improve mobility. In addition, possible issues for consideration and future research are presented.

I.2 Activities, scope and target groups

The **key stages** of the project included the following **activities**:
- Definition of the scope and target groups (kick-off meeting in France, all partners in the project).
- Drafting of a common questionnaire for the online-survey (the French ENIC-NARIC in close cooperation with all partners)
- Data collection phase (questionnaire online, interviews and study visits in all partner countries)
- Drafting of national descriptions (all partners in the project)
- Feedback on national situations and preliminary results; recommendations for comparative analysis (working meeting with all partners in Italy); presentation of preliminary results at the annual ENIC/NARIC meeting in Split
- Drafting of Comparative analysis (the coordinator) and verification phase (by all partners in the project)
- Final Report and Dissemination (all partners in the project)

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[1] According to the report "The development of national qualifications frameworks in Europe" published in August 2010 by the European Union and produced by Cedefop[1], most European countries are at an early stage of NQF development.

In order to define the scope and identify the most appropriate methods, a total of three face-to-face meetings (in France, Italy and Croatia) have been organised with the project team. The meetings have been supplemented by regular e-mail and phone exchanges.

Three key issues concerned with use and potential use of qualification frameworks in Europe have been addressed in the survey, namely, awareness of QFs developments; use and practices related to recognition/credentials evaluation; and expectations and perspectives linked to the QFs development and implementation.

Four main categories of stakeholders directly impacted by the use of the QFs were identified, namely education and training institutions, public employers, private employers and recruiters. Depending on the country and its national situation and specificities, the sub-categories have been distinguished within each target group concerned.

I.3 Data collection, analysis and dissemination

The question of **sample constitution** and representativeness of potential respondents within each target group has been discussed with all partners and then decided individually by each partner considering their specific national contexts as well as project timing and resources. For detailed information on national contexts and respondents sample constitution, please refer to the section “Country cases”.

The online **questionnaire** covering the four main topics related to use and potential use of the QFs was used as a main tool for data collection. It was translated into national languages (except in the Netherlands where it has circulated in English). The information collected through the online survey was complemented by the **interviews** and **study visits** carried out with the selected respondents.

All project partners are responsible for dissemination of the outcomes of the project to national stakeholders, such as higher education institutions, public and private employers and or recruitment agencies. The report is available in print format and is downloadable from on the website of the ENIC-NARIC centers participating in the project. The country reports and the executive summary will be translated into the following languages: Croatian, French, Latvian and Lithuanian.

II. COMPARATIVE STUDY

2.1 Answer rate

Before starting the analysis of the data obtained it is important to underline that according to the answers obtained, 400 of 1223, which represent 32.7% of response rate we cannot attempt representative sampling, but rather identify points of agreement, key problems and stimulate a debate on the subject.

Furthermore, as the response rate of each participating country varies as it is shown in the table below, the sampling obtained in most of the countries (except for Lithuania) cannot attempt to be representative.
Even if the response rate cannot be considered as “representative”, the answers obtained by each country showed common trends observable in all partner countries whatever the answer rate was letting us identify agreement points and key problems in order to stimulate the debate on the subject.

Table 1

Countries	Respondents	Percentage	Target Groups	Proportion of respondents
Belgium	29	7,25	140	20,70%
Croatia	80	20	218	36,70%
France	91	22,75	273	33,30%
Italy	45	11,25	166	27,10%
Latvia	49	12,25	149	32,90%
Lithuania	82	20,5	155	52,90%
Netherlands	24	6	122	19,70%
Total	**400**	**100**	**1223**	**32,70%**

2.2 Awareness

2.2.1 Level of awareness and QFs developments

In all countries whoever the stakeholder was for general awareness of QFs (question 1.1), it appears clearly that public and private employers are less aware of any QF while education and training institutions and administrations seem to be more aware of QFs developments. Indeed, based on the answers received for all countries, 60% of private and public education and training institutions declared being more aware of QFs developments against 18.5% of employers and recruiters.

Looking at the level[2] of awareness of the existing QFs (i.e. “national” QF, EQF-LLL, EHEA framework and other QFs), results obtained confirm the same trend indicated above. This means that ETIs and administrations are those stakeholders having a higher level of awareness of the existing QFs.

Furthermore, if we analyse the level of awareness on the specific QFs mentioned before. Data shows that all the countries who participated in the survey consider having a higher level of awareness of their national NQFs than other frameworks such as the EQF, EHEA framework, Qfs from other countries. This can be explained by the fact that most of the respondents were education and training institutions (mainly higher education institutions). However answers obtained from public and private employers pointed out the same trend.

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[2] Scale from 1 to 5, 5 being the highest rank.

Finally, it is important to highlight that the answers obtained concerning the level of awareness on QFs from other countries revealed confusion among the participants. Indeed, some respondents listed QFs from countries who do not have a QFs established. This could mean that some stakeholders confuse the concept of "QFs" with the education system of a country.

2.2.3 Sources for rising awareness

Among the sources indicated in the survey (National contact point, publications, internet, other) Internet seems to be amongst the main source of information. Publications 22.5% and the contact point in the country 18.2% present also a substantial percentage.

In all countries regardless of the stakeholder, 50.4% of respondents mentioned not knowing the national contact designated to do the transposition of the NQfs to the EQF. Nevertheless, public and private ETIs and administrations declared being more aware of the existence of a national contact point. It is important to remark that in Italy the trend is slightly different than the one mentioned before. Indeed, more than 50% of respondents including employers indicated being aware of the national contact point. This is to explain because Italy did an efficient communication campaign on the National QF made by CIMEA.

2.2.4 Main outcomes

Based on the responses provided in the section 1 of the survey, the following elements should be underlined:

In all countries whatever the stakeholder was:

- Awareness of QFs is not trivial 69.2%; however, this can be explained by the fact that education and training institutions were the stakeholders more represented in the survey.
- The awareness average rate of the "national" QF is higher than the one observed for overarching QFs such as the EQF, 3.4% against 2.8%.[3]
- The awareness average rate of the EHEA framework is by no means insignificant.
- Great diversity exists in the sources of information and in most of the cases, stakeholders are searching through external sources/resources (i.e. publications, internet, etc.) than official sources/resources (contact point).
- Stakeholders need more information concerning the National contact points.

2.3 Uses and Practices

2.3.1 Practices related to recognition/credentials evaluation

It is important to underline that some of the countries[4] who participated in the survey faced difficulties to reach the 'targeted' respondents for this project and this is reflected in the data obtained. Indeed, even if some of the respondents from education and training institutions confirmed that they were responsible for admission and/or recognition, when looking at the description of the recognition/credentials evaluation they provided, we observe that in the case of France, there is an "equivalence board" for each admission session and that the people who participated in the survey were not part of this "Equivalence board".

In the case of Belgium, even if the relevant services (recognition and admission) were reached, the role of the Ministry on recognition and the "value" given to the recognition decisions taken by the competent services of the Ministry were highly considered.

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[3] See page 194 and 194

[4] France and Belgium

Again, in all countries whatever the stakeholder was, ETIs and administrations declare making use of QFs than employers or recruiters.

Table 2

Countries	Did not answer	No	Yes
Belgium		65,5%	34,5%
Croatia		32,5%	67,5%
France	1,1%	50,5%	48,4%
Italy	2,2%	13,3%	84,4%
Latvia		44,9%	55,1%
Lithuania		39,0%	61,0%
Netherlands		29,2%	70,8%
Total	0,5%	39,3%	60,2%

2.3.2 Tools used for recognition/credentials evaluation

Results to question 2.2 shows that generally the "traditional" mobility tools (i.e. degrees/certificates, length of the education or training programme, transcripts of records) are the most often used. Data indicates that most of the tools developed at European level (i.e. diploma supplement, overarching QFs, credits systems) are rarely used when assessing/recognising foreign credentials.

However, major differences appear amongst stakeholders. Naturally, education and training institutions declared making use of the European "mobility" tools, such as the diploma supplement, QFs and ECTS. Nevertheless, it is quite surprising to observe that in some countries such as Belgium, France, Latvia and the Netherlands credit systems seem not to be systematically used in recognition by public and private education and training institutions. But this might be explained by the fact that they use other mobility tools when assessing foreign qualifications.

Finally, the answers provided by employers confirm that they use "traditional" mobility tools such as degrees/certificates, length of the education or training programme, transcripts of records) than the tools developed for facilitating mobility of workers such as the Europass or the Diploma Supplement.

2.4 Use of QFs

As most of the respondents reached were education and training Institutions, it is not surprising to observe that the average trend observed concerning the awareness of QFs, is the same than the one observed for the use of QFS. Indeed, NQFs seem to be more used than other frameworks (i.e. EQF-LLL, EHEA, QFs from other countries).

Only the Italian NQF and the EHEA framework seem to have a comparable average of use in this country and this is to explain because Italy uses the EHEA framework as a NQF.

Table 3

Countries	NQF	NQF from other countries	EQF	EHEA	Other
Belgium	4,1	1,6	2,3	2,9	1
Croatia	3,4	2,1	2,5	3,2	1,8
France	4	2,1	2,6	2,6	1,9
Italy	3,7	2,9	2,9	4	1,4
Latvia	3,1	2	2,4	2,2	1
Lithuania	3,9	2,5	2,9	2,7	1
Netherlands	4	3	2,9	2,9	1,6
Total	3,7	2,3	2,6	2,9	1,4

Concerning the purposes of using QFs, academic recognition is by far the first purpose. But again, this should be balanced by the fact that education and training institutions (mainly higher education institutions) were more represented in the survey. Furthermore, even if employers and recruiters were not highly represented, it appears that QFs are somehow used for professional recognition (in view of recruitment) by these stakeholders.

Table 4

Countries	Academic recognition (*i.e.* admission for further studies, ...)	Professional recognition (*i.e.* recruitment, …)	Career development
Belgium	72,00%	24,00%	4,00%
Croatia	50,50%	21,20%	28,30%
France	48,20%	32,70%	19,10%
Italy	80,00%	6,70%	13,30%
Latvia	47,30%	36,40%	16,40%
Lithuania	42,60%	33,00%	24,50%
Netherlands	80,00%	16,00%	4,00%
Total	54,60%	26,30%	19,10%

2.4.1 Main outcomes

Based on the responses provided in the section 2 of the survey, the following elements should be underlined:

- Even if most of the respondents were education and training institutions there is a “weak” use of other mobility tools such as Europass, ECTS credits or Diploma Supplement. Indeed, there is a “conservative attitude” within the stakeholders concerning recognition procedures. They seem to have their own criteria and procedures. These European tools seem not to be well integrated in their processes.

- Employers and recruiters do not seem to be interested in the mobility tools proposed by the EC. In some countries like Italy and France, they declare using ranking systems to hire their employers. Some of them give credit to the “LABEL” of the institution and seem not to pay attention to the recognition or accreditation of the credential.

2.5 Expectations and Perspectives

2.5.1 Current and future objectives the QFs development and implementation

The results obtained from questions 3.1 and 3.2 show that in all countries whatever the stakeholder was, transparency and mobility are the two main (current and future) objectives of the QFs. Furthermore, the role of QFs in increasing the quality of education as well as formal, informal and non-formal learning was also mentioned among the respondents (33.7% respondents in question 3.1 and 35.4 % in question 3.2).

2.5.2 Expectations regarding the QFs development and implementation

Considering the low level of awareness and use of QFs of all the stakeholders reached whatever the country was, almost 64.9% of the respondents indicated their willingness to know more about QFs and their potential use.

For all countries except France and the Netherlands, most of the respondents - which were interested in knowing more on how to use the QFs- were public and private ETI against other stakeholders reached. In the case of France[5] and Netherlands all stakeholders seem to be interested in knowing more on how to use QFs.

Concerning question 3.4 data shows that all the means proposed in the survey (training, publications, seminars/conference and direct contact with the competent authorities) could be used in order to be informed of the development and use of mobility tools. It means that the best way to increase their knowledge is the use of different supports to increase their awareness. Indeed the rate of response for each support does not vary a lot.

To the question 3.5 the topic that stakeholders would like to be more developed in the future was recognition. The discrepancy of other topics rate such as training/promotion/information session was not very high.

2.5.3 Main outcomes

Based on the responses provided in the section 3 of the survey, the following elements can be underlined:

- QFs are considered as information tools to enhance transparency of qualifications and training and education systems, and to foster more generally mobility of students and workers;

- There is a high demand for increasing awareness and the knowledge of QFs through a great variety of means. A development of initiatives which takes into consideration the specificities of all users/beneficiaries needs to be carried out.

III. FINDING AND PROPOSALS

In all countries regardless of the stakeholder:

- data shows that most of the stakeholders are willing to be informed and trained concerning: recognition procedures, mobility, QFs etc, therefore, training sessions or information actions adapted to each stakeholder need to be carried out in order to enhance the awareness and use of mobility tools such as Qfs, ECTs, Diploma Supplement etc.

- recruiters were underrepresented in the survey. It will be important to involve them in the future in all the strategies implemented to enhance the awareness of QFs and other mobility tools.

- importance to involve students in the discussions and strategies meant to enhance mobility.

- even if great deal of work has been done on the development and implementation of NQFs, and other mobility tools, there is still a great deal of work to do for all the stakeholders involved, including the National Contact Points, NQFs and different ENIC NARICs centres in order to enhance awareness and use of the these mobility tools.

- if the QFs are going to prove to be an effective instrument for transparency and mobility both nationally and internationally, they need to be known at all levels and sectors. Countries need to develop a communication strategy to stimulate the awareness and use of the European mobility tools.

3.1 Proposals by country:

Croatia:

HEIs:

- Prepare an information booklet with basic information about QFs and their use as a tool for recognition
- Recommend the use of EAR-HEI manual and, if possible, have it translated into Croatian and publish it on the Croatian ENIC/NARIC office website
- When taking part in various events on the topic of recognition (seminars, conferences...), use the opportunity to emphasize the value of using QFs as a tool for facilitating recognition of foreign qualifications
- Promote better cooperation between HEIs (or rather, their offices for academic recognition) and the Croatian ENIC/NARIC office in order to take advantage of the expertise of Croatian ENIC/NARIC office in learning to use QFs as tools for easier recognition of foreign qualifications for the purpose of the continuation of education in Croatia
- Organize a series of meetings between HEIs and the Croatian ENIC/NARIC Office on the topic of using QFs in the recognition of foreign qualifications for the purpose of the continuation of education in Croatia.

Administrations:

- Prepare an information booklet with basic information about QFs and their use as a tool for recognition
- When taking part in various events on the topic of recognition (seminars, conferences...), use the opportunity to emphasize the value of using QFs as a tool for facilitating recognition of foreign qualifications
- Promote better cooperation with the Croatian ENIC/NARIC Office on the issue of hiring persons with foreign qualifications – administrative bodies should take advantage of the expertise of Croatian

ENIC/NARIC Office in learning to use QFs as tools for easier recognition of foreign qualifications for the purpose of employment.

Private employers and recruiters:

- Prepare an information booklet with basic information about QFs and their use as a tool for recognition
- When taking part in various events on the topic of recognition (seminars, conferences...), use the opportunity to emphasize the value of using QFs as a tool for facilitating recognition of foreign qualifications
- Promote better cooperation with the Croatian ENIC/NARIC Office on the issue of hiring persons with foreign qualifications – employers should take advantage of the expertise of Croatian ENIC/NARIC Office in learning to use QFs as tools for easier recognition of foreign qualifications for the purpose of employment.

Belgium:

For all stakeholders:
- Carry an information/communication campaign once the Belgian Francophone Qualifications Framework is established

Higher Education institutions:
- Further develop the information/communication tools of the ENIC-NARIC centre in order to better target the needs of HEIs, in particular admission offices;
- Organise annual meeting of admission officers to promote exchanges of good practices, to identify common challenges, to propose training sessions/workshops on specific topics, etc.;

Administrations:
- Provide updated information on the latest developments in higher education to HR departments within the regional administrations

Employers:

- Provide updated information on the latest developments in higher education to regional public employment offices.

France:

For all stakeholders:
- Carry out a needs analysis in order to better understand what is expected and needed by our stakeholders. This study will help the French ENIC-NARIC to adapt the comparability statement delivered today to the needs of each stakeholder and make it more useful.
- Develop a "comparison database" of the "Top ten countries" of recognition applications received available on line. This will make comparisons already established more visible and accessible to all stakeholders and users. Afterwards, this database can be enriched gradually according to the needs of stakeholders.

Education and training institutions:

- Taking part into events assembling education and training institutions such as: lectures, seminars and conferences in mobility and education.
- Carry out an annual conference on good practices in recognition adapted to Education and training institutions.
- Propose training sessions on good practices in recognition using the EAR-HEI manual as a tool.

Administrations:

- Carry out events assembling administrations to communicate on good practices in recognition, mobility tools, the comparison database developed by the French ENIC-NARIC

Private employers and recruiters:

- Taking part into events assembling private employers and recruiters such as: lectures, seminars and conferences in mobility and recruitment.
- Communicate on the comparison database developed by the French ENIC-NARIC

Italy:

For all stakeholders:

- Update the section of the Italian NARIC dedicated to QFs with other information and news on this topic.

Education and training institutions:

- Organize a series of meetings on the topic of QFs as fundamental tool for recognition procedures.

Administrations:

- Carry out events assembling administrations in order to present the phenomenon of QFs.

Private employers and recruiters:

- Taking part into events assembling private employers and recruiters such as: lectures, seminars and conferences in mobility and recruitment.

Latvia:

For all stakeholders:

- To put a flash banner on ENIC -NARIC main website that will lead to Latvian NCP website were all the relevant information about EQF and LQF can be found
- In cooperation with Latvian NCP regularly update information on the website section that provides with information about NCP as well as to add information about LQF
- To improve ENIC -NARIC cooperation with NCP in using EQF/LQF as a tool in mobility and diploma recognition
- To organise joint activities together with Latvian NCP
- To suggest Latvian NCP jointly with ENIC -NARIC to prepare informative leaflet about QFs that could be distributed later among all stakeholders, especially among employers
- Enic-Naric should participate/ organise activities/events during which explanation on qualifications frameworks use in Diploma Supplements can be given
- To discuss with National Europass Centre the use of QFs in Europass documents

Lithuania:

HEI and VET institutions:

- Increase awareness of QFs usage when taking part in events assembling education and training institutions
- To translate EAR-HEI manual into Lithuanian, publish it on Lithuanian ENIC/NARIC website.
- Promote EAR-HEI manual usage in a special seminar
- To promote usage of the electronic database on recognition decisions by the Lithuanian ENIC-NARIC(under development)
- To further cooperate with Qualifications and Vocational Education and Training Development Centre (Lithuanian authority, responsible for the management of National Qualifications Framework)

Administrations:

- To prepare a special newsletter to communicate on good practices in recognition for hiring in public sector
- To promote usage of the electronic database on recognition decisions by the Lithuanian ENIC-NARIC (under development)
- To further cooperate with Qualifications and Vocational Education and Training Development Centre (Lithuanian authority, responsible for the management of National Qualifications Framework)

Private employers and recruiters:

- To prepare a special newsletter to communicate on good practices in recognition regarding the countries from which most foreign credentials are brought
- To promote usage of the electronic database on recognition decisions by the Lithuanian ENIC-NARIC (under development)
- To further cooperate with Qualifications and Vocational Education and Training Development Centre (Lithuanian authority, responsible for the management of National Qualifications Framework)

Netherlands:

Education and training institutions:

- Draw attention to QFs and other recognition tools at all events involving training and information exchange organized by the Dutch ENIC/NARIC
- Use and promote the EAR-HEI manual during training sessions on good practice in recognition
- Disseminate information on QFs and the EAR-HEI manual in all publications, both electronic and in printed form, produced by the Dutch ENIC/NARIC
- Continue to include EQF levels in the country modules published on the website of the Dutch ENIC/NARIC

Administrations:

- ▪ Keep communication channels open with relevant organizations involved in international recognition such as the Ministry of Education, Ministry of Health, organizations relevant to employers and the labor market and, very importantly, the National Coordination Point NLQF, the organization responsible for coordinating and implementing the EQF in the Netherlands.

Private employers and recruiters:

- ▪ Keep communication channels open with relevant employers and recruiters, where appropriate, in most cases via the National Coordination Point NLQF.

IV. COUNTRY CASES

The country reports give an extensive analysis of the awareness and use of QFs and other mobility tools such as the diploma supplement, the ECTS credits or the Europass by the stakeholders targeted in each country. They propose a comparative study of the data obtained that points out the trends and differences between the stakeholders.

While not claiming to cover all aspects of the topic, the intention of these cases was not to attempt comprehensive sampling, but rather to identify trends and to identify key issues and proposals by country.

a) BELGIUM

I. CONTEXT

1.1 Country data

1.1.1 Belgium, a federal state

Following institutional reforms initiated in the 70s, Belgium is a federal state composed of three communities and three regions which have exclusive competences, respectively in all matters related to culture and more broadly to individuals, and in all socioeconomic matters. In this respect, education (including higher education) is an exclusive competence of the communities while domestic affairs (including immigration) are a competence of the federal state. Therefore, since the federalisation of education in 1988, the three Communities of Belgium have full powers to design, develop, implement and assess their own education policies and initiatives. The federalisation process has led to the development of three distinct education systems. Considering higher education, differences can be observed, for example, in terms of quality assurance/accreditation systems, internationalisation policy, financing and governance mechanisms, etc. However, despite those differences, the three higher education systems still share common features and cooperation between French-speaking and Flemish institutions is still very strong considering their historical relations, their proximity, etc. Therefore, when analysing student and staff mobility in higher education, it should be kept in mind that situations may vary from one Community to another.

1.1.2 Belgium, an immigration country?

Belgium is not considered as an historical country of immigration (in comparison with neighbouring countries for example). After the socioeconomic immigration during the "thirty glorious" and the immigration boom, Belgium has indeed seen a long period of decline of its immigration rate (from 1973 till 00s). Immigration has started to rapidly increase by the late 90s due to three main factors, i.e. an increasing number of asylum requests, the family reunification opportunities, and the EU immigration to Brussels as capital of Europe. *The most recent data on the stock of foreigners in Belgium are from 31 December 2009, when the foreign population of 1.06 million represented 9.8% of the total population of Belgium. At the same date, the foreign-born population was 1.5 million (14% of the total population). Since 2008, the principal country of origin of the foreign-born has been Morocco, followed by France, the Netherlands and Italy* (OECD, 2012b). In the last decade, Belgium has thus become an immigration country with a much higher immigration rate than "traditional" immigration countries such as the USA, Canada, France or Germany (Itinera Institute, 2012).

1.1.3 Considerations on student immigration and mobility

Although student immigration has historically remained a minor component of the immigration flows in Belgium, as it is generally observed around the world, student immigration or international student mobility is still an important component because of *its historical and traditional dimension in the immigration flows and the objectives assigned to* (Caestercker, F., Rea, A., 2012). When considering the most recent data available on student mobility (OECD 2012a), Belgium is one of the greatest receiving countries of international mobile students. In 2010, 8.8% of the total population enrolled in tertiary education in Belgium came from abroad with the purpose of studying in a Belgian HEI. As observed globally, this trend has increased drastically in the last two decades for various factors such as the emergence of new actors in the international "market for education", intensification of the internationalisation of higher education, general enhancement of quality of higher education, increased accessibility to higher education, more favourable immigration policies, etc. When examining the figures of international student mobility to Belgium, it should be noted that the mobility mainly concerns students from neighbouring countries (Luxembourg, France and the Netherlands), African French-speaking countries and Asian countries (China and India). However, it should be reminded that situation varies greatly from one Community to another: basically, the Federation Wallonia-Brussels[6] (FWB) is receiving students from EU countries (mainly from France) and the French-speaking African countries (mainly Morocco and D.R. Congo) while the Flemish Community is receiving more students from Asia (mainly China). Amongst the factors that might explains the attractiveness of the FWB, we might mention the cultural and linguistic aspects, the internationalisation of programmes, the high quality of teaching and research, the grants and scholarships opportunities targeting specific countries as well as the low tuition fees and the "open" access to higher education. Those two last factors are amongst the two main reasons explaining the mobility of French students in our higher education institutions, in particular in the health programmes.

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[6] On 25 May 2011, the Parliament of the French Community adopted a resolution replacing the denomination *Communauté française de Belgique* ("French Community of Belgium") by *Fédération Wallonie-Bruxelles* ("Federation Wallonia-Brussels"). The Belgian Constitution not having been modified yet, texts with legal effect still use the denomination "French Community", while the denomination "Federation Wallonia-Brussels" should be used in cases of usual communication without any legal or binding effect. We will thus use the latest denomination in this report.

The most recent studies and data show thus that student mobility has become a significant component of immigration in Belgium. However, it has undergone important transformation in the last two decades, quantitatively and qualitatively, so that we are facing today a great diversity of this phenomenon. The European policies and programmes, in particular the Bologna Process and the EU mobility and international cooperation programmes, have pushed such developments. In this context, the FWB has also taken initiatives and implemented policies fostering international student mobility.

1.2 State of play of the implementation of your NQF and its transposition to the EQF-LLL

With the adoption of the Act of 9 May 2008, the FWB established its higher education qualifications framework (HEQF), which describes all three cycles of higher education based on generic descriptors; those descriptors are the ones of European Qualifications Framework for Lifelong Learning (EQF-LLL). At each level, higher education qualifications are positioned; they are the only recognised qualifications awarded by recognised higher education institutions of the Federation Wallonia-Brussels. The 1st cycle and 2nd cycle programmes leading to those qualifications are externally reviewed by the independent quality assurance agency (*Agence pour l'évaluation de la qualité de l'enseignement supérieur*, AEQES – www.aeqes.be), which is full member of ENQA and registered in EQAR.

The legal establishment of the HEQF results from a ministerial decision taken in March 2007, in close cooperation with the higher education stakeholders represented within the Bologna Experts group. Initially, it was foreseen to develop and implement an overall QF covering all sectors of education and training. To do so, a high level experts group was established, representing all sectors of education and training from the three French-speaking entities of Belgium (FWB, Walloon Region and Brussels-Capital Region) in order to adopt a common action plan for the development and implementation of the Francophone Qualifications Framework (FQF). However, considering the ongoing reforms in the higher education sector, it was decided by the Minister responsible for higher education at the time, after consultation of the higher education stakeholders, to establish the HEQF through which the position of higher education qualifications at level 6, 7 and 8 would be "secured" and stipulated in the law. In this context, the work initiated for developing and implementing the FQF was provisionally stopped before being re-launched by the end of 2010.

1.2.1 Implementation of the HEQF

Regarding the HEQF, the legal provisions did not make compulsory the use of learning outcomes for every programme offered by higher education institutions (although the fact that all higher education qualifications are referenced to one specific level, and thus to specific generic descriptors, implicitly means that all higher education institutions should define their programmes in terms of learning outcomes). Moreover, the generic descriptors of the three cycles were taken from the EQF-LLL and thus did not necessarily reflect the specificities of the higher education system. In this perspective, two main initiatives were taken to facilitate the implementation of the HEQF and the use of learning outcomes by the higher education institutions.

Based on a survey[7] carried out by the Ministry amongst all higher education institutions on the understanding, use, relevance, expectations and needs concerning those topics, the Bologna Experts group developed a brochure compiling good practices, glossary, resources inventory, etc. on the use of learning outcomes. The brochure was disseminated on the occasion of a Bologna Experts conference held in early 2012.[8]

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[7] The main results of this survey are available on the following page: http://www.aef-europe.be/documents/EXPBOLOenqueteacquis16.11.ppt.

At the same time, at the initiative of the Ministry, a working group, including representatives of the consultative bodies in higher education, was established to prepare amendments to the legal framework in order to systematise the learning outcomes approach, to review the generic descriptors of the HEQF and to define key concepts linked to HEQF and learning outcomes. The proposals have been integrated within a draft law to be adopted by mid-2013.

1.2.2 Francophone Qualifications Framework

In October 2010, the ministers responsible for education and training (including primary school, secondary education, higher education, vocational training, etc.) in the three French-speaking entities of Belgium decided to re-launch the process of developing and implementing the FQF. An expert group, composed of representatives of all sectors, has been thus established to prepare, with the contribution of international experts, a proposal for the QF development (including the main features of the FQF, the generic descriptors, the competent authorities, the quality assurance of the FQF, etc.) as well as a methodology for qualifications positioning.

Although the FQF is still being discussed by the expert group in close cooperation with the competent ministers, an agreement has been reached a various elements, i.e. the FQF will comprise 8 levels covering all levels of education and training, with two distinct "entrance doors" (one for education qualification, the other for professional qualifications); the generic descriptors for each level cover two fields of learning outcomes (knowledge and skills; context, autonomy and responsibility); common principles for quality assurance have been defined although different systems will coexist depending on each sector; common methodology for the positioning process. The competent ministers have committed themselves to present the referencing report to the EQF-LLL during the second semester 2013.

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[8] The brochure is available in French only on the following page: http://www.aef-europe.be/documents/EXBOLOVade-mecum_LOs_draft_2011_12_06_2.pdf.

II. DATA ANALYSIS

2.1 Introduction

2.1.1 Respondents sample

As discussed in the first two meetings of the project, the question of representativeness has been our priority when identifying the potential respondents. Based on the decision of the project partners to focus on four main categories (i.e. education and training institutions, private employers, public employers and recruiters), we have tried to define subcategories in order to represent all the sectors concerned and potentially impacted by the use of QFs. We have also decided to contact the same number of respondents for each category since each category is likely to be as important for the project.

In this perspective, the following elements should be underlined:

- Concerning the category “education and training institutions”, since “fully” private institutions are not recognised education and training providers, we have only considered recognised institutions, i.e. subsidised and/or organised institutions by the Ministry of the FWB. Three main categories have been surveyed: higher education institutions (universities, university colleges and arts colleges), adult education institutions and vocational training institutions. Within those institutions, admission and/or students offices were contacted. However, it should be noted that, especially for smaller institutions, there is not necessarily a service, department, unit responsible for recognition of foreign qualifications.
- Concerning the category “private employers”, we have targeted enterprises carrying activities at a transnational, European or international level. We have also tried to represent enterprises of all sizes, from very small enterprises (less than 10 employees) to large enterprises (more than 200 employees). Within the targeted enterprises, human resources departments and services were contacted.
- Concerning the category “public employers”, we have focused the sample on regional employers (i.e. FWB, Walloon Region and Brussels-Capital Region) and the municipal employers (municipalities’ administration). For this last subcategory, bigger cities and neighbouring cities were preferred, considering the higher potential of receiving foreign workers.
- Concerning the category “recruiters”, we have contacted public regional recruitment offices and private recruitment enterprises. When defining the sample of private recruiters, we have been careful in choosing recruiters in various socioeconomic sectors (i.e. health, IT, social services, construction, transports, banking, etc.)

2.1.2 Conduction of the survey

Due to technical problems, the launch of the survey was delayed and started by the end of January 2013. Considering the low rate of answer, the survey remained open until end of April 2013. The survey was developed by the project partners and translated into French for our sample. A contact person from our centre was also mentioned in the survey in case of problem.

During the period the survey was online, we have observed or been contacted for the following issues:

- In particular for larger enterprises, the electronic addresses to which the survey was sent, were generic electronic addresses and only automatic responses were received. We have tried to find personal electronic addresses but in many cases, this was not possible. However, as explained below, we have contacted some of them by telephone.
- In particular for smaller enterprises, we have been informed that they were not concerned by the survey since no foreign worker is employed.
- In particular for public municipal employers, many questions were raised if they were concerned by this survey. In some cases, we have been informed that they were not employing workers from abroad.
- More generally, lot of confusion appeared about the purposes of the survey and the target groups. Very often, the survey has been understood as a survey concerning student mobility.

2.1.3 Answer rate

Considering those issues and due also to limited internal resources not allowing a daily follow-up of the survey conduction or additional study visits, the answer rate for the FWB is quite low: only 20.71% of the potential respondents answered the survey. Not surprisingly, almost 60% of the respondents come from the "education and training institutions" while no recruiter (neither public nor private) answered the survey. Only four private employers answered the survey while the double of public employers did so. However, as mentioned below, contacts were taken later on with private employers.

The low answer rate is an issue that was discussed at the fourth meeting amongst project partners. Indeed, with such a low rate (that is observed in most of the partner countries), the representativeness of the answers received is questionable. However, the oral presentation of preliminary results provided at this meeting has shown common trends, observable in all partner countries whatever the answer rate was.

2.1.4 Further contacting the respondents sample

Considering the low answer rate, we have contacted individually the potential respondents, reminding them to answer the survey but also offering them the possibility to have a more "qualitative" interview by phone. Only two respondents from the category "private employers" answered positively to our offer. And thus, based on the survey, we have conducted an interview. Those interviews were very interesting since it has been possible to better understand the practices, the needs and the demands of private employers. It has also confirmed the answers provided by other employers in the survey, as explained below.

Unfortunately, due to limited resources, we have not been able to organise study visits to other potential respondents.

2.2 Awareness

2.2.1 Level of awareness of QFs developments

Considering the general awareness of QFs (question 1.1), it appears clearly that employers (all private employers and half of public employers) are not aware of any QF while education and training institutions are mostly aware of QF developments. Based on the answers received, it means that more than 30% of the potential users/beneficiaries in the FWB (and almost none employers) are not aware of QFs at all.

Looking at the level of awareness of the existing QFs (i.e. "national" QF, EQF-LLL, Bologna QF and other national QFs), it confirms the general awareness (and "unawareness") amongst the respondents, education and training institutions declaring having the highest level of awareness while private employers confirming not being aware of those instruments.

It is interesting to analyse the level of awareness on the specific QFs mentioned. Although it might seem obvious that respondents indicate being more aware of the "national" QF, it should be underlined that formally an overall QF has not yet been established in the FWB, as explained in section 1.2. Therefore, the question should be raised about the understanding of what is actually the "national" QF. Respondents might have indeed understood that "national" QF refers more broadly to the system of qualifications awarded in the FWB.

Another interesting result concerns the overarching QFs (i.e. EQF-LLL and "Bologna" QF) for which the level of awareness is much more variable in comparison to the "national" QF. Obviously, the "Bologna" QF scores a higher level of awareness in comparison to the EQF-LLL, but this is to explain because most of the respondents are education and training institutions (mainly higher education institutions).

Finally, the results about the level of awareness of third country QFs are also straightforward: no respondent indicate a level of awareness higher than 3 (scale from 1 to 5) and the average level of awareness, all respondents considered, is very low (1.43). Despite those results, two “foreign” QFs are mentioned: the Flemish QF and the Irish QF.

2.3 Sources for rising awareness

Questions 1.3 and 1.4 do not provide clear indications on the sources of information/awareness-rising: there is indeed no prevalent source. Contacting the competent authorities seems to be amongst the main sources of information. However, it should be again underlined that so far the FQF has not been established in the FWB and thus no QF authority has been formally designated and thus respondents might refer to the Ministry as competent authority. Moreover, although the HEQF was established in 2008, the HEQF is currently under revision in order to allow a full implementation; the one has been indeed depending on the willingness of individual HEI to review their programmes and the teaching and evaluation methods accordingly. It is therefore not surprising that one respondent mentions the *Conseil général des hautes écoles* (General Council of university colleges) as one source of information, as the Council has been leading many projects to foster the learning outcomes approach in the university colleges.

2.3.1 Main outcomes

Based on the responses provided in the section 1 of the survey, the following elements should be underlined:

- Awareness of QFs is rather low; however, education and training institutions are the most aware users/beneficiaries ;
- Awareness of the “national” QF is the highest while awareness of overarching QFs and other third country QFs is very low, although the “national” QF has not been formally developed and implemented so far;
- Great diversity exists in the sources of information and in most of the cases, potential users/beneficiaries are searching through external sources/resources (i.e. publications, internet, etc.) but also official sources/resources (mainly provided by the Ministry).

2.4 Use and Practices

2.4.1 Practices related to recognition/credentials evaluation

Question 2.1 illustrates the difficulty to reach the ‘targeted’ respondents for this project. Indeed more than two third of the respondents (65.5%) indicate they are not in charge of recognition/credentials evaluation. Even around 50% respondents from education and training institutions confirm that they are responsible for recognition, although we tried to reach first of all the admission and/or students offices within those institutions. However, looking at the description of the recognition/credentials evaluation they provided, we got confirmation of the “role” of the Ministry concerning recognition and the “value” given to the recognition decisions taken by the competent services of the Ministry. But still, we have to be careful on how this question was understood by the respondents. Moreover, if we consider specifically the public employers, most of the recruitment processes should respect legal and/or administrative provisions and one of the main requirements for candidates with foreign qualifications, is to obtain a recognition decision taken by the Ministry (equivalence). The situation is quite the opposite for private employers (except if it concerns regulated professions): the answers show indeed that private employers apply their own recruitment procedures and, as confirmed during the interviews with two private employers, qualifications are, either very rarely or never, formally assessed. This will be confirmed in the responses to the next questions.

2.4.2 Tools used for recognition/credentials evaluation

Results to question 2.2 shows that generally the “traditional” educational tools (i.e. degrees/certificates, length of the education or training programme, transcripts of records) are the most often used. Respondents indicate that most of the tools developed at European level (i.e. diploma supplement, overarching QFs, credits systems) are rarely used when assessing/recognising foreign credentials. However, major differences appear amongst the potential users/beneficiaries. Naturally, education and training institutions are making use of those European "educational" tools, mainly the diploma supplement and QFs. Quite surprisingly, credits systems seem not to be systematically used by admission/students offices. But this might be explained by the fact that they are using the diploma supplement and the QFs, which include already a reference to the credits systems. Finally, the answers provided by employers (both private and public) are confirming that they are applying their own procedures and therefore there is no need to use descriptive tools such as those developed at European level. Even Europass documents seem not to be used by employers, although it was developed for facilitating mobility of workers.

2.4.3 Use of QFs for recognition/credentials evaluation

Responses to question 2.3 confirm the findings so far: QFs are rarely used by the potential users/beneficiaries for recognition purposes. However, as for the awareness of QFs, it appears that the "national" QF is more often used by the respondents (although, as explained above, this result might seem to be a paradox since formally the FQF has not been implemented yet). While being the category using the most QFs, education and training institutions are indicating using more often the Bologna QF than the EQF-LLL; this is likely confirm that most of the respondents in this category are coming from higher education institutions and that the Bologna QF, being a specific tool describing higher education qualifications and systems, is more often used.

Concerning the purposes of using QFs, academic recognition is by far the first purpose. But again, this should be balanced by the fact that education and training institutions (mainly higher education institutions) are the largest category of respondents. Professional recognition (in view of recruitment) and professional development are not a purpose for using QFs, although it is interesting to note that public employers seem to be more keen to use QFs for recruitment purposes. In the description of the use of QFs (free text of questions 2.4 and 2.5), it is important to underline that QFs mainly provide information on the level of a qualification, QFs are likely to be used for 'non-traditional' learners (mainly admission based on the recognition of prior learning, called *valorisation des acquis de l'expérience* in the context of the FWB), QFs are likely to facilitate and foster a learning outcomes-based approach in teaching and learning and will thus also impact recognition/credentials evaluation. However, as clearly indicated by one respondent, there is no great utility in using QFs (and in particular EQF-LLL) for recognition/credentials evaluation purposes. Indeed, there are other existing tools (such as Eurydice, the ENIC-NARIC networks, national, European and international databases) that facilitate the daily job of admission/students offices.

2.4.4 Main outcomes

Based on the responses provided in the section 2 of the survey, the following elements should be underlined:

- Most of the respondents declare not being dealing with recognition/credential evaluations; this tends to indicate either that the wrong public was surveyed or that there is a misunderstanding on the meaning of "recognition/credential evaluation";
- "Traditional" documents (i.e. degree, length, marks) are preferred to the transparency tools developed at European level; however, education and training institutions are more likely to use those tools;
- QFs are very rarely used and are considered as an information tool (mainly on the level of qualifications and the education and training systems); however due to the development and implementation still in progress, QFs are currently of little relevance.

2.5 Expectations and Perspectives

2.5.1 Current and future objectives the QFs development and implementation

Responses to questions 3.1 and 3.2 should be analysed together since the results are quite similar. Transparency and mobility are pointed out as the two main (current and future) objectives of the QFs. Potential users/beneficiaries tend to confirm the main goals of QFs, although in the practice (as shown in sections 1 and 2 of the survey), they are not using QFs yet and thus QFs are not necessarily facilitating transparency and mobility so far. The role of QFs in increasing the quality of education as well as formal, informal and non-formal learning is also mentioned. It would have been however interesting to have two separate answers: one on the quality of education and training and another on facilitating recognition of formal, non-formal and informal learning. Indeed, as indicated by some respondents, QFs might have a major impact on non-formal and informal learning and more generally on lifelong learning, for both education and employment purposes, by offering more transparency or even, as indicated by one respondent, by regulating those learning schemes. If we consider employers, we see that they perceive more general objectives for QFs, mainly fostering mobility in Europe but without any concrete impacts on their daily job.

2.5.2 Expectations regarding the QFs development and implementation

Considering the low level of awareness and use of QFs, almost 70% of the respondents indicate their willingness to know more about QFs and their potential uses. There is no clear message on how they would like to increase their knowledge on those tools and, as underlined by some respondents, all the means proposed in the survey (training, publications, seminars/conference and direct contact with the competent authorities) could be used. It should be underlined that, although direct contact with the competent authorities is not the first hit of the respondents, some indicate that such contacts are the most efficient as it allows to consider the specificities and difficulties encountered by the users/beneficiaries. Finally, except recruitment for which there is no specific expectation, all topics are of equal importance with some higher expectations on recognition and QFs. In the same line, some respondent are asking for training seminars on QFs (especially on EQF-LLL) to be organised by the ENIC-NARIC centre of the FWB.

2.5.3 Main outcomes

Based on the responses provided in the section 3 of the survey, the following elements should be underlined:

- QFs are considered as information tools to enhance transparency of qualifications and training and education systems, and to foster more generally mobility of students and workers;
- QFs have also a high potential on “realising” lifelong learning by, for example, facilitating or even regulating recognition of non-formal and informal learning.
- There is a high demand for increasing awareness and the knowledge of QFs through a great variety of means. Such initiatives should user-oriented so to take into consideration the specificities of every users/beneficiaries.

III. SUMMARY OF THE RESULTS AND CONCLUSIONS

3.1 Summary of the results

Concerning the awareness of QFs, the results of the survey show that:

- Awareness of QFs is rather low; however, education and training institutions are the most aware users/beneficiaries ;
- Awareness of the “national” QF is the highest while awareness of overarching QFs and other third country QFs is very low, although the “national” QF has not been formally developed and implemented so far;
- Great diversity exists in the sources of information and in most of the cases, potential users/beneficiaries are searching through external sources/resources (i.e. publications, internet, etc.) but also official sources/resources (mainly provided by the Ministry).

Concerning the use and practices related to QFs, the results of the survey show that:

- Most of the respondents declare not being dealing with recognition/credential evaluations; this tends to indicate either that the wrong public was surveyed or that there is a misunderstanding on the meaning of “recognition/credential evaluation”;
- “Traditional” documents (i.e. degree, length, marks) are preferred to the transparency tools developed at European level; however, education and training institutions are more likely to use those tools;
- QFs are very rarely used and are considered as an information tool (mainly on the level of qualifications and the education and training systems) amongst others; however due to the development and implementation still in progress, QFs are currently of little relevance.

Concerning the expectations and perspectives concerning QFs, the results of the survey show that:

- QFs are considered as information tools to enhance transparency of qualifications and training and education systems, and to foster more generally mobility of students and workers;
- QFs have also a high potential on “realising” lifelong learning by, for example, facilitating or even regulating recognition of non-formal and informal learning.
- There is a high demand for increasing awareness and the knowledge of QFs through a great variety of means. Such initiatives should user-oriented so to take into consideration the specificities of every users/beneficiaries.

3.2 Concluding remarks

Based on those results, we would like to draw attention on the following concluding remarks in what concerns the FWB:

(1) QFs (and other transparency tools developed at national and European level) are firstly considered as education-related tools, providing some information on foreign qualifications as well as education and training systems. But there are not considered as a primary source of information.

(2) Users/beneficiaries outside the education and training sectors are not aware of QFs (and other transparency tools) or, when aware, not perceiving their usefulness for recruitment, considering their actual recruitment processes.

(3) The EU tools, mainly EQF-LLL, diploma supplement and Europass, are rarely used by any potential user/beneficiary, including training and education institutions.

(4) Potential users/beneficiaries of QFs (and other transparency tools) might be seen as more “conservative” when considering recognition/credentials evaluation, as the “tools” mainly used are the “good-old” ones (i.e. degree, length, marks).

(5) Development of QFs (and other transparency tools) should go with systematic implementation, information and communication strategies in order to guarantee full appropriation by the potential users/beneficiaries. In this perspective, competent authorities for QFs (and other transparency tools) should not underestimate the dynamics and the need for long-run investment in order to make those structural tools becoming “structuring” ones.

(6) There is a strong demand for information on the QFs (and other transparency tools); this information should be provided through a variety of channels in a coherent way, thus with the support of the public authorities.

(7) The low answer rate is an issue considering the statistical validity of the survey. Furthermore, it might also indicate indirectly the low awareness and/or usefulness of QFs (and other transparency tools) since potential users/beneficiaries haven answered the survey. This might also imply that the respondents are the “best pupils” and thus are not representative of the larger majority. It once again underlines the urgent necessity to better inform and communicate on QFs (and other transparency tools) towards the potential users/beneficiaries.

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b) CROATIA

I. CONTEXT

1.1 Country data

1.1.1 Mobility of workers

In 2011, there were 55.3% of Croatian citizens and 44.7% of aliens who immigrated into the Republic of Croatia; while 75.0% of Croatian citizens and 20.1% of aliens emigrated abroad (there were 4.9% of persons whose citizenship was unknown). Out of the total number of immigrants, there were 43.0% of persons who arrived from neighbouring countries.

With regard to sex, out of the total number of immigrants, there were more women than men (50.2%). Out of the total number of emigrants, there were more men (53.3%).

In 2011, the greatest share in the total number of persons that immigrated to the Republic of Croatia was recorded in the City of Zagreb (23.9%) and the County of Split-Dalmatia (14.4%).

1.1.2 Mobility of students and academic staff

Croatia currently has an extremely low percentage of student mobility– according to estimates from the „OECD Thematic Review of Tertiary Education: Country Background Report for Croatia“, only about0.02% of Croatian students study abroad, and only 0.3% of them are involved in academic exchange programs. When we talk about student mobility on the level of the European Union, out of total student population the percentage of all international (incoming)students is around 6.7%, while some 2.9% students have studied somewhere abroad (outgoing students).

These indicators show that the development and increase of academic mobility demands a deeper analysis, good preparation, clear strategy and a defined operational plan for the implementation of set goals.

1.1.3 State of play of the implementation of your NQF and its transposition to the EQF-LLL

Together with the EU Member States and candidate countries, Croatia is invited to relate its national qualifications levels to the relevant levels of the EQF. Moreover, by having participated in the Bologna Process since 2000, Croatia is equally invited to self-certify its higher education qualification levels to the levels of the QF-EHEA.

The Croatian Qualifications Framework (CROQF) is an important prerequisite for the regulation of the system of lifelong learning, which is the cornerstone of knowledge-based society and social inclusion. The CROQF is based on the Croatian educational tradition, the current condition and the level of development of society, the needs of the economy, individual and society as a whole. It also incorporates the provisions of the European Qualifications Framework (EQF), EU guidelines, and international regulations, in keeping with the foreign policy of the Republic of Croatia. The construction of a competitive European (and thus Croatian) economic area requires the mobility of competences (and consequent citizen mobility), their recognition and use to the benefit of employees, employers and the entire community. The CROQF is an instrument that will, if adequately implemented, facilitate employability and personal development of individuals, thus building social cohesion, which is particularly important in societies where economic and technological change, alongside an ageing population, have imposed lifelong learning as an inevitable part of their educational and economic policies.

The aim of the Croatian Qualifications Framework is to link together learning outcomes achieved in all educational institutions and enable their referencing within Croatia as well as in the context of international exchange. The CROQF sets clear quality criteria for competences that a learner can expect to possess after completing education for a qualification of a certain reference level and volume. The CROQF is a unified system that allows for learning outcomes to be measured and compared. Its basic structure is simple and contains an integral and minimal number of basic elements. The significance of the CROQF is reflected in higher-quality ties between the needs of the labour market and the implementation of school and educational programs, and in validation of all learning outcomes.

Development of the CROQF has been taking place since 2007 as a response to the need for a national framework of qualifications encompassing all awards for all aspects of education and training into a single transparent qualifications framework. After the first initiative of the Ministry of Science, Education and Sports of the Republic of Croatia in 2006, the Croatian Government established the National Committee for Development and Implementation of the CROQF, composed of all relevant stakeholders and an Expert Team to assist the Government Committee in this endeavour. The development of the CROQF was thus based on consultations with all stakeholders.

In 2011, groups of experts and stakeholders gathered together with the objective to propose a Law on the CROQF. At the moment of the drafting of this Report, the Proposal of the CROQF Law is undergoing an exhaustive consultation process with all relevant stakeholders. The CROQF Law will establish the necessary legislative and institutional framework for the further development and implementation of the CROQF as well as for the referencing and self-certification of the CROQF to the EQF and the QF-EHEA.

According to the draft Act of Croatian Qualification Framework, the Ministry of Science, Education and Sports (MoSES) is the National Coordinating Body responsible for the development and implementation of CROQF, as well as the designated National Coordination Point (NCP) responsible for the coordination of referencing CROQF levels to the EQF and for the self-certification of CROQF against QF-EHEA using transparent methodology, providing access to information, guiding stakeholders through the referencing process, and promoting the participation of stakeholders in the referencing process.

To generate trust among national and international stakeholders, and to fulfill one of the criteria for the referencing process, the MoSES has invited five international experts to join the CROQF Expert Team in drafting the Referencing and Self-certification Report. The experts have been chosen on the basis of their expertise in qualifications systems and frameworks. Moreover, as they represent bodies and countries with different education systems, their recommendations and advice have been precious in guiding Croatian experts in the referencing process.

The CROQF has been defined as a single national framework through which all learning achievements may be measured and compared in a coherent way, defining the relationship between all education and training awards. It has 12 levels and sublevels described in terms of learning outcomes. The Report provides detailed tables of learning outcomes ascending from level 1 to level 8.2, as referenced to the EQF and the QF-EHEA in order to facilitate better understanding of the qualifications being awarded in Croatia, and to demonstrate the link between CROQF level descriptors and EQF level descriptors.

After it was passed by the Croatian Parliament on 8th February 2013, the Act on Croatian Qualification Framework (Official Gazette, 22/13) came into force on 2nd March 2013. Croatia is currently working on drafting and passing all by-laws stemming from the Act on Croatian Qualification Framework.

www.kvalifikacije.hr

II. DATA ANALYSIS

2.1 Introduction

In accordance with the agreement of project partners, the questionnaire for Croatian shareholders was primarily focused on institutions in the system of higher education, followed by state and public administration and the private sector.
Questions were targeted to 218 different stakeholders (e.g. recruitment agencies/head hunters, private and public education and training institution, public sector bodies and private companies). Data includes on-line questionnaires and questionnaires filled in by phone interview and direct contact.

In recent years, Croatian higher education has been following changes taking place throughout European higher education. Croatia signed the Bologna Declaration in 2001, thus affirming its obligation to reform the national system of higher education in accordance with the Declaration’s requirements. The Act on Scientific Activity and Higher Education from 2003 enabled the reform of Croatian higher education system and increased the level of university autonomy. All study programmes were restructured in accordance with the principles of the Bologna Process, introducing 3 main study cycles, transfer of ECTS and diploma supplement. In the academic year 2005/2006, reformed study programmes were introduced and students could no longer enrol in pre-Bologna programmes.
The Croatian higher education system supports the professional education offered in polytechnics (veleučilišta), colleges and schools of professional higher education (visokeškole), and universities (sveučilišta).
The answers to the questionnaire came from 53 education and training institutions, including polytechnics, colleges of higher education, universities that are accredited by the Official national accreditation body – Agency for Science and Higher Education- and listed in the Register of Higher Education Institution – both state and public.
http://mozvag.srce.hr/preglednik/pregled/en/pocetna/index.html.
The questionnaire was sent to all ministries and public institutions in every Croatian county. Representatives of 9 such institutions took part in filling the questionnaire.
Private sector employers were also included in the list of potential respondents, so the questionnaire was sent to private providers of various services, trades, manufacturing facilities, etc. Fifteen of them sent back their answers.
The questionnaire was likewise sent to different employment services and recruitment agencies, only 3 of which filled them out.
Considering the low answer rate, we individually contacted potential respondents, reminding them to answer the survey, but also offering them the possibility for an interview in direct conversation with us. We organized study visits to some potential respondents, e.g. universities and polytechnics located in other Croatian counties (not in the City of Zagreb), and have conducted interviews with the representatives of 10 institutions.

2.2 Awareness

Received answers indicate that more than 77.5% of potential users/beneficiaries are aware of the existence of QFs on a general level. Education and training institutions are mostly aware of QF developments.
Awareness of the CROQF is the highest, while awareness of overarching QFs and other third country QFs is very low, although the “national” QF has not been formally developed and implemented so far.

Answers obtained (in descending order by number of answers received):

Administrations (11.25% response rate)
Education and training institutions (66.25% response rate)
Recruiters (3.75% response rate)
Private employers (18.75% response rate)

Awareness of the existence of qualifications frameworks:

Aware of the existence of qualifications frameworks – 77.5%

Not aware of the existence of qualifications frameworks – 15%

Highest and best awareness:

1stplace – NQF (54.3% scored 5 and 4),
2ndplace – EHEA framework (52.8% scored 5 and 4),
3rdplace – EQF (28.5% scored 5 and 4),
4thplace – other country frameworks (9.2% scored 5 and 4).
Public and training institution are most familiar with EHEA – Bologna framework.
50% respondent knows that there is a National Coordination Point for the NQF and EQF in Croatia.
60% of the respondent learned of various qualifications frameworks via internet.
67.5% respondent deals directly with foreign qualifications.

2.3 Use and Practices

Since higher education institutions are the largest category of respondents, the main purpose of using QFs is academic recognition. Recruiters do not use QFs for the purpose of employment or professional development.
The respondents, especially employers and employment and career agencies, still do not quite understand how they can use QFs in their work, in part because they are aware that the entire system of qualifications based on CROQF is not fully developed nor implemented.

Most popular tools in dealing with qualifications:

documents (diplomas, certificates) – 88.5%
length of study – 83.9%
ECTS – 82.1%
transcript – 81.8%
Diploma Supplement – 76%
QFs – 69.1%

Stakeholders rate Croatian QF as a tool with highest score:

1stplace – NQF (62.3% scored 5 and 4),
2ndplace – EHEA framework (57.2% scored 5 and 4),
3rdplace – EQF (32% scored 5 and 4),
4thplace – other country frameworks (14.9% scored 5 and 4).

The most common purpose of use is academic recognition – 45%.

2.4 Expectations and Perspectives

Most respondents stated that they were not using QFs yet, meaning that QFs still do not necessarily facilitate transparency and mobility, but they think that the main goal of QFs should be to enhance mobility and make qualifications more transparent, which will increase in the future.

Some respondents pointed out that, for now, QFs unfortunately do not have the necessary influence and importance. This further impedes Croatian legislation and administration’s willingness to recognize the importance of real acquired knowledge and skills in relation to outdated regulation that does not keep up with the developments in education, but is still used, which presents a problem with the recognition and recognizability of qualifications. Also, some respondents pointed out that QFs will surely increase the credibility of educational institution, primarily the formal level of education acquired by their students which is not recognizable for its level, individual educational history, professional specifics and national legal framework.

Respondents also think that CROQF, or rather QFs in general, will primarily affect the transparency of qualifications and recognizability of individual professional training programs, as well as, to a lesser degree, mobility and the quality of education.

Only 17.4% of the respondent would like to learn more about qualifications frameworks and how they can be used.

They think that the best way to learn more about qualifications frameworks are via publications, trainings, direct contacts with NCP (National Coordination Point)/public competent authority, conferences and internet, and they would like issues of recognition, mobility, NQF, EQF and EHEA to be covered by such training/promotion/information session.

Topics relating to the application of NQFs which the respondents would like to find out more about through educational programs are quality assurance, recognition of informal and non-formal education, how the employers can use NGFs, etc.

III. SUMMARY OF THE RESULTS AND CONCLUSIONS

- There is a strong need to send a clear message about the means and goals of NQFs, especially to the broader public, e.g. employees, recruiters etc., and to provide them with information how they can use it in their daily work.
- Enhance the awareness and dissemination of the QFs through focused activities.
- Enhance the use of different EU tools to increase mobility.
- Organize the different educational activities on mobility, QFs, recognition etc.

c) FRANCE

I. CONTEXT

1.1 Country data

1.1.1 France - historical country of immigration

France is considered as a historical country of immigration and is among the EU Member States, presenting a quite elevated rate of immigrants, i.e. foreign persons born abroad and living in a country. When considering the recent studies and data conducted at national level (INSEE[9]), France has more than 5 million immigrants, representing more than 8% of national population. Foreigners from Africa were the majority (about 42.5%), those from North Africa (Algeria, Morocco, Tunisia), representing 20%. Immigrants from the EU-27 accounted for more than 35%. The Portuguese nationals were the most numerous (about 11%), followed by Italians (5.7%) and Spanish (4.7%). In 2011, 2.7 million immigrants aged 15 years and more were present on the labour market in France, employed or unemployed. They represent around 10% of the active population (INSEE). Some related figures are presented in Annexes.

1.1.2 France - one of the major host countries of European students

In compliance with current European policies, France promotes international mobility among young people and adults. A variety of authorities are involved in development of cooperation in education and in opening up the education system to the international scene.

The most recent studies show (OECD 2012), that during the past 30 years, there has been a substantial increase in the number of students enrolled in higher education outside of their country of citizenship, from 0.8 million students in 1975 to 4.1 million in 2010, i.e. a more than fivefold increase. In 2009-2010, France was the fifth country receiving “foreign” students (excluding Erasmus), after the United Kingdom, Germany, Russia and the United States. European students presented about 25% of the total number of “foreign” students. Students from Germany were the most numerous, followed by those from Italy, Spain and Russia. France is the first destination for Romanian students and the second one for students from Spain, Portugal and the United Kingdom[10].

1.1.3 State of play of the implementation of your NQF and its transposition to the EQF-LLL

The French NQF (*Nomenclature Française des niveaux de formation*), created in 1969, comprises five levels, from I - the highest, to V – the lowest. Initially, it was developed as a support to the employers in comparing professional competencies and qualifications to a level within the formal education system (mainly to determine a person pay grade). Today, it is used to reference learning outcomes and profiles of professionally-oriented study programmes to an academic level. However, it is matter of some debate and still be subject to improvements.

The French NQF is supported by the National Register of vocational certifications (*Répertoire national des certifications professionnelles*)[11], which contains description of all nationally recognized diplomas that may be obtained within initial or continuing education or by the VAE[12]. It is used to reference learning outcomes and graduate profiles of professional study programmes to an academic level so that graduates may enter the labour market but also continue their studies. It facilitates access to employment, human resources management and professional mobility. It aims to provide individuals and companies with constantly updated information on professional diplomas and titles. In 2011, there were 6,920 certifications registered within the directory.

In 2005, the EU Members States have been invited by the Council of Europe to relate their national qualifications systems to the EQF by referencing their national qualifications levels to the relevant levels of the EQF’ by 2010. In France, the National Commission for Professional certification (*Commission Nationale de la Certification Professionnelle* - CNCP[13]) was assigned the task of referencing the French NQF to the EQF and the final report was presented to the EQF regulatory authority in October 2010.

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[9] French National Institute of Statistics

[10] Les notes. Campus France, nr 27 – November 2010, p.1

[11] http://www.rncp.cncp.gouv.fr/

[12] VAE *Validation des acquis de l’expérience*: prior learning and experience recognition

[13] The CNCP is a platform for cooperation between all ministries involved in designing and awarding qualifications.

As a result, the five levels of the French NQF have been referenced in the EQF grid. Consequently, all qualifications referenced in the National Register of vocational certifications have a level in the French NQF and therefore have a corresponding level within the EQF.

Referencing grid

French National Qualifications Framework	European Qualifications Framework
Nomenclature française 1969	Grille CEC
I - Grade de Doctorat	8
I - grade de Master	7
II – Grade de Licence	6
III	5
IV	4
V	3
Sans objet	2
Sans objet	1

Source: Referencing of the French National Framework of Qualifications (NFQ) to the European Qualifications Framework for Life Long Learning

II. DATA ANALYSIS

1.1 Introduction

This section provides a detailed overview of the French case study background. As for the other project partners, four stakeholders were targeted: Education and training Institutions, administrations, private employers, and recruiters. Data was collected through an on-line questionnaire addressed to 273 stakeholders, 93 of which were Education and training Institutions, 30 administrations, 50 private employers, and 100 recruiters. The questionnaire has been opened for two months.

The sample was established according to different criteria. In the interest of obtaining as much representative data as possible, and considering the project timing and resources, statistical data identification by region was chosen. The choice of a region in France was decided according to the representativeness of the stakeholders in the region. A first choice was made to appoint “Ile the France” as the region having the most representative sample.

Because of the French ENIC-NARIC location and the resources allocated to carry out the survey, the region “Ile the France” was the most easily reachable and the one that could give more results. Despite the obvious advantages, the region produced fewer responses than expected during the implementation of the survey. Therefore some palliative measures were adopted. Indeed, in order to reach as many stakeholders as possible in a short period of time, seven events in four different cities of France (Lille, Lyon, Nantes, Paris) regrouping most of the stakeholders targeted were attended. During these events, stakeholders were invited to fill in the questionnaires on-line or on paper. 53 questionnaires were filled in on line and 38 were completed on paper, which correspond to 58.24% and 41.46% respectively.

Events attended:

- ✓ “Salon de la poursuite d’études” -
- ✓ “Salon de l’apprentissage et de l’alternance”
- ✓ “Salon de la poursuite d’études, masters et 1er emploi”
- ✓ “Salon de la formation et de l’évolution professionnelle”
- ✓ “Salon spécial poursuite d’études et 1er emploi, post bac+2/3”

Education and Further Studies Fair

- ✓ “Rencontres universités entreprises – RUE 2013” - **University meets Business 2013**
- ✓ “Congrès HR” - **Human Resources Congress**

The survey is composed of closed and opened questions. The analysis of the responses was made by question and in the case of multiple choices the analysis is also made by choice.

It is important to remark that according to the answers obtained and the percentage of stakeholders reached, we cannot attempt representative sampling, but rather identify points of agreement, key problems and stimulate a debate on the subject.

2.1.2 Stakeholders identification

In order to better understand the results obtained, it is important to underline that as the answers were not binding, there is a loss of respondents and consequently a loss of information. Indeed, respondents were free to decide to which questions they wanted to respond.

According to the results 91 answers were obtained, which represent 33% of the total of stakeholders reached. 41 answers (44.4%) come from education and training institutions from which 25.27% were private and 19.78% were public institutions, 25.27% represent administrations, 25.27% private employers, and only 4.4% recruiters. This last target group is not representative at all because only 4 recruiters answered the questionnaire out of 100. Managers, Coordinators and HR managers were highly represented among the respondents.

2.2 Awareness

To question 1.1 "*Are you aware of the existence of qualifications frameworks?"* 62.64% of the respondents consider that they have some knowledge of the qualifications frameworks, 34.07% that they do not have any knowledge, and 3.3% did not answer the question.

To question 1.2 *"How well do you know the following qualifications frameworks?"* respondents were asked to indicate a number from one to five to rank their degree of knowledge (5 being the highest rank and 1 being the lowest). 4 choices were given:

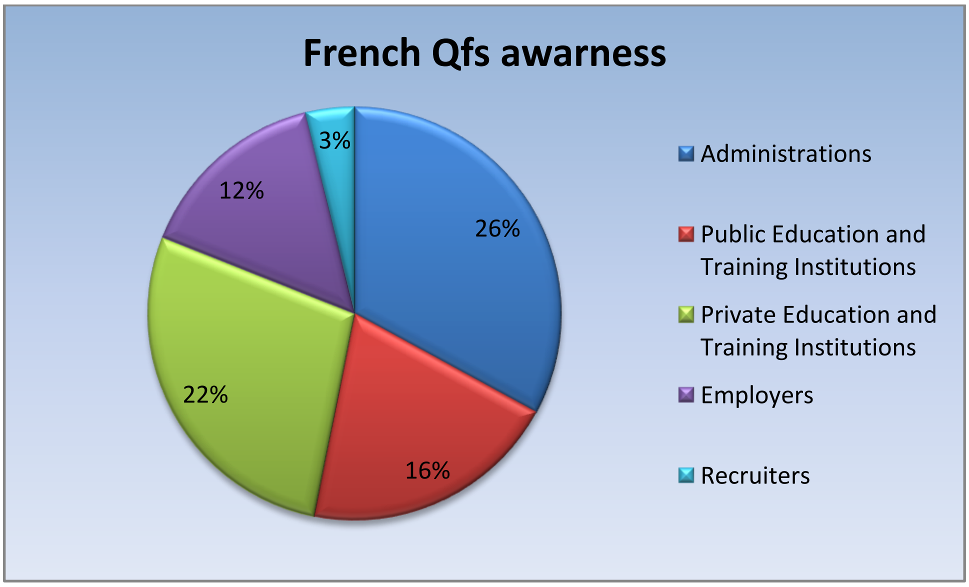
a. National Qualifications Framework (NQF)
b. European Qualifications Framework (EQF)
c. European Higher Education Area (EHEA) - "Bologna" Framework
d. Other, i.e. qualifications frameworks from other countries, etc.

Even if this question was closed, respondents had the possibility to add some comments if they wished. The rate of non response varies between 19.7% and 57.1%. Most of it comes from private employers and recruiters.

Data shows[14] that among the 4 options given, the NQF seems to be the best known tool among the stakeholders 79%[15], while qualifications frameworks from other countries seem to be the less known among them 74.3%[16] For the other options given, 53.1%[17] of the respondents consider not having a good knowledge of the European Qualifications Framework, and 45.4% of them answered not having a good knowledge of the EHEA framework.

The NQF in France seems to be better known by Administrations and Education and Training Institutions 64%[18] against 15%[19] of Private Employers and Recruiters. The knowledge of the other tools such as the European Qualifications Framework follows the same trend, 31.5% for administrations and Education and Training Institutions against 8.2% for Private Employers and Recruiters as shown in the next figure.

Figure 1



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[14] Ranks given between 3-5
[15] 18 of 91 respondents did not answer to the question. Data based on 73 answers.
[16] 52 of 91 respondents did not answer to the question. Data based on 39 answers.
[17] 27 of 91 respondents did not answer to the question. Data based on 64 answers.
[18] From which 26% are Administrations, 22% Private Education Institutions and 16% Public Education Institutions.
[19] From which 12% are Employers and 3% Recruiters.

As for option d *"Other, i.e. qualifications frameworks from other countries, etc.*," comments show that respondents consider that they have some knowledge of non European countries' Qualifications Frameworks such as: the Brazilian QF, the Russian QF, the American QF, and the Canadian, but also, that they have some knowledge of some European countries' Frameworks such as: England, Spain, Italy, and Germany.
These answers confirm that that there is confusion among the participants, because some of the countries listed above do not have a QF established. It would be interesting to know what it is considered as a Qualifications Framework by the stakeholders.

To question 1.3 *"How did you find out/learn about the various qualifications frameworks"* respondents were asked to choose among different options. It was a multiple choice question. Six options were given:

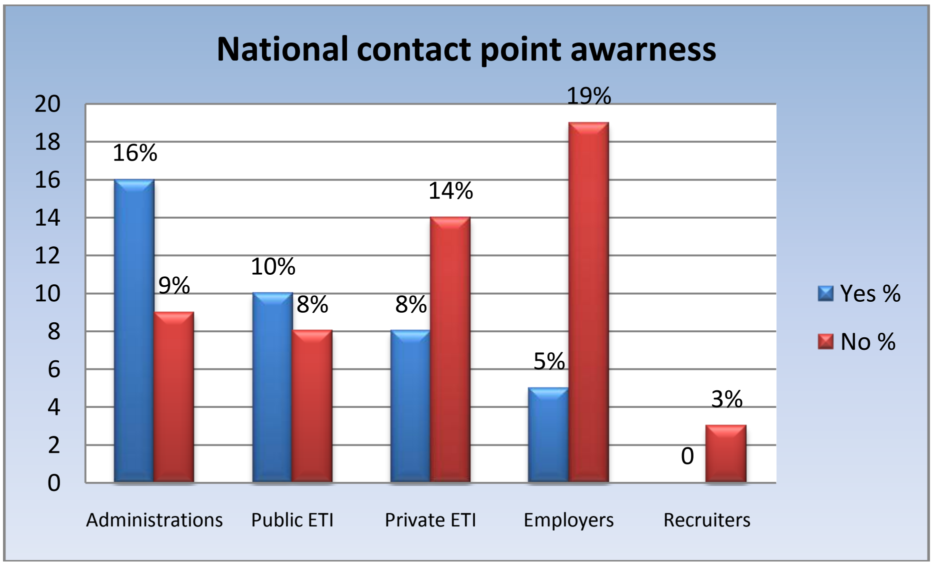
a. Direct contacts with National Coordination Point/Public competent authority
b. Internet
c. Publications
d. Conferences
e. Training
f. Other

23 respondents decided not to answer this question. Data based on 68 answers show that on one hand, 66.1% of the respondents used more than one support to learn about the various qualifications frameworks while 33.9% used only one support. Of the options proposed, Internet 40%, Publications 26.8%, the National Coordination Point/Public competent authority 24% seem to be the most used against Training 9.2%.

To question 1.4 "*Do you know that there is a National Coordination Point/public competent authority for the NQF and EQF in your country?*"
4 respondents decided not to answer this question. Data based on 87 answers show that 61% of the stakeholders dot not know the National Coordination Point/Public competent authority of their country against 39% who do know it.
According to the results, administrations seem to be the most aware of the identity of the National Coordination Point/Public competent authority 16% against 5% for Employers.

Among the participants, Public Education and Training Institutions seem to be more aware of the identity of the National Coordination Point/Public competent authority 10% against 8% for the Private Education Institutions as shown in the next figure.

Figure 2



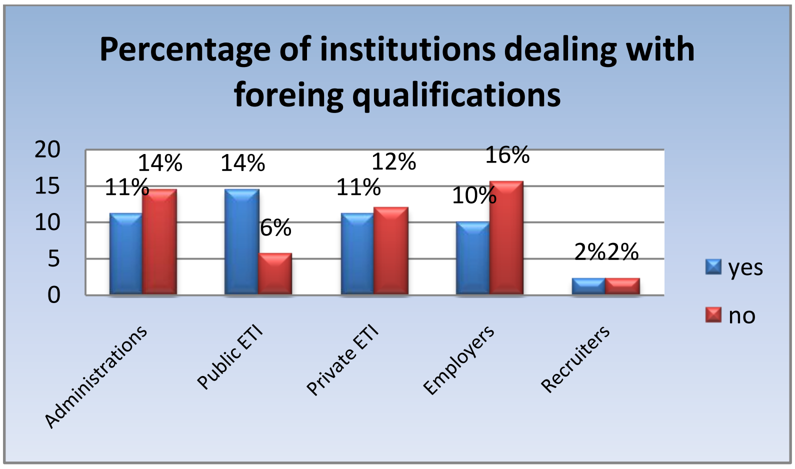
2.3 Use and Practice

To question 2.1 *"Does your institution/organisation/company/body deal directly with foreign qualifications? For example: for recruitment purposes, for admission purposes, for promotion purposes, for advice purposes, etc.:."* respondents were also asked to describe briefly their methodology. Only one respondent did not answer this question.

Data based on 90 responses show that 50% of the respondents do not deal directly with foreign qualifications frameworks against 49% who does.

According to the answers, we can observe that the percentages related to those stakeholders who deal with foreign qualifications are not very high. 14% for Public Education Institutions, 11% for Private Education Institution and Administrations, 10% for Private Employers and only 2% for recruiters as shown in figure 3.

Figure 3



Some administrations, Public and Private Education Institutions and Private employers described their methodology when handling foreign qualifications. We did not obtain any description from recruiters. Data obtained show that equivalences prevail in the methodologies applied by most of the stakeholders who answered this question. Nevertheless, we can also observe that some of them take into account learning outcomes. Furthermore, Employers and Private Education Institutions mentioned that rankings of education institutions have an important place in their decisions.

Moreover, we observed that there is confusion among respondents concerning the meaning of "qualifications". Indeed, in France the terminology of this word is also related to professional competences.

Among the answers of participants who do not deal with foreign qualifications, data show that the recognition statement[20] delivered by the French ENIC-NARIC is taken into account by some stakeholders.[21]

To question 2.2 "*What are the tools you make use of when handling foreign qualifications?*" respondents were asked to indicate a number from one to five to rank their degree of knowledge (5 being the highest rank and 1 being the lowest). 11 choices were given:

a. *Diploma/Degree/Certification/Educational document*
b. *Length of the training*
c. *Qualifications Frameworks (levels, cycles)*

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[20] http://www.ciep.fr/en/enic-naricfr/equivalence.php

[21] 5 of 11 administrations who added comments, 5 of 5 Public Education Institutions, 2 of 9 Private Educations Institutions and 2 of 8 Employers who added comments.

- d. *Transcripts*
- e. *Diploma Supplement*
- f. *Certificate Supplement*
- g. *Europass (CV)*
- h. *Expert external opinion*
- i. *European credit system (ECTS, ECVET)*
- j. *Other credit system*
- k. *Other*

Even if this question was closed, respondents had the possibility to add some comments if they wished. The rate of non response varies between 28.57% and 43.96% among the categories proposed in this question. It comes from all stakeholders and there is a high level of non response for almost all options.

Data show that among the 11 options given, the Diploma/Degree/Certification/Educational documents seem to be the most used tools among the participants 72.31%[22], while those being less used are the Europass (CV) and other credit systems 36.36%[23] and 32.50%[24]. Other tools such as the Diploma Supplement (DS), Certificate Supplement, or the Expert external opinion seem not to be very popular among the stakeholders. Indeed, DS are only used by 25 respondents out of 48[25], and External opinion 24 respondents out of 46.[26]

Among the tools proposed, the length of the studies is also a highly used tool 77.59%[27]. Stakeholders who use it more frequently are Education Institutions 23 respondents out of 46 and Administrations 14 respondents out of 46. This shows that "traditional practices"[28] are still in use among the participants. Indeed, according to the Lisbon Convention the length of studies should not be considered as "the main criteria" in qualifications recognition, but as one among other criteria.

For the option "other" of this question, when stakeholders chose this option, they mentioned that they also use other tools such as research, ENIC NARIC services and countries' regulations when dealing with foreign qualifications.

To question 2.3 *"Among the frameworks that you know, which do you use in your work?"* respondents were asked to indicate a number from one to five to rank their degree of knowledge (5 being the highest rank and 1 being the lowest). 5 choices were given:

- a. *Your country's National Qualifications Framework (NQF)*
- b. *NQFs of other countries*
- c. *European Qualifications Framework (EQF)*
- d. *European Higher Education Area Framework (EHEA - Bologna)*
- e. *Others*

Even if this question was closed, respondents had the possibility to add some comments if they wished. The rate of non response varies between 24.18% and 43.96%.

As for question 1.2 *"How well do you know the following qualifications frameworks?"* related to the awareness, the national qualifications framework seems to be the tool more used among the participants 84.62%[29] and qualifications frameworks from other countries the less used 32.7%[30].

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[22] 26 respondents decided not to answer to this question. Data is based on 65 answers.

[23] 47 respondents decided not to answer to this question. Data is based on 44 answers.

[24] 51 respondents decided not to answer to this question. Data is based on 40 answers.

[25] 43 respondents decided not to answer to this question. Data is based on 48 answers.

[26] 45 respondents decided not to answer to this question. Data is based on 46 answers.

[27] 33 respondents decided not to answer to this question. Data is based on 46 answers.

[28] The use of the length of studies as the main criteria in the assessment of foreign qualifications

[29] 22 respondents decided not to answer to this question. Data is based on 69 answers.

[30] 36 respondents decided not to answer to this question. Data is based on 55 answers.

For the option "other" of this question, when stakeholders chose this option, they mentioned that they also use other tools such as ENIC NARIC services, the "*Repertoire National des Certifications Professionnelles* RNCP" or the EU web site.

To question 2.4, the respondents were asked "*For what purpose do you use the qualification Framework (NQF, EQF, EHEA and other QF)*", respondents were asked to choose among different options and specify if needed. It was a multiple choice question. Three options were given:

f. *Academic recognition (i.e. admission for further studies, ...)*
g. *Professional recognition (i.e. recruitment, …)*
h. *Career development*
i. *Other*

25 respondents of 91 decided not to answer this question most of them were Private employers, 12 out of 25.

Data based on 66 answers show that 53% of the respondents use QFs for more than one purpose while 46% use QFs for only one purpose. Of the options proposed, Academic recognition 36% and Professional recognition 12% seem to be the most current purposes chosen against career development 0.04%.

Among these 66 answers obtained, 31 respondents gave comments and mentioned that they use QFs for other purposes such as: the recognition of prior learning and experience (RPLE), recruitment, professional and academic mobility, training, equivalence, registration to the French Database (RNCP), professional project and assessment of applications for university access and national exams.

According to the data mentioned before, we can observe that the personal project is a transversal topic indicated by all stakeholders. The personal project includes professional and academic purpose. Moreover, respondents didn't really explain and give details about their practices and the recognition procedures they apply.

To question 2.5 "*Describe briefly your experience with using qualifications frameworks*?" respondents were asked to describe their practices.

Among 66 answers, 32 respondents gave some details concerning their experience in the use of QFs without describing their methodology. They indicated that they use QFs for mobility, comparison, further studies, recognition for prior learning and experience. They assert using this tool to explain different levels of qualifications, for recognition and evaluation, training guidance, equivalence, implementation of NQFs and regulated professions, without giving any information or details. Furthermore, recruiters didn't answer this question.

2.4 Expectations and Perspectives

To the multiple choice question 3.1. "*In your opinion, do Qualification Frameworks already*

a- Enhance mobility?
b- Make qualifications more transparent?
c- Enhance quality of formal, informal, non-formal education and training?
d- Facilitate opportunities of "in-job" training?

Respondents were asked to choose among different options and comment their opinion. 8 respondents of 91 decided not to answer this question most of them were private employers.[31] Data based on 83 answers show that 79% of the respondents chose more than one option while 17% chose only one option. Of the options proposed, most of stakeholders consider that QFs already "enhance mobility" and "make qualifications more transparent" (26%).

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[31] 4 of 8 respondents who did not answered.

Among the comments and remarks mentioned in this question the following topics are cross-cutting. For all categories of respondents, QFs seem to be mainly used:

- to establish a comparison and evaluation between different education systems
- to facilitate the reading of academic and professional paths
- to enhance professional and academic mobility
- to assess the achievement and skills of the applicant
- to harmonise practices which require common standards and criteria.

It is important to highlight that most of the respondents mentioned that the multiplicity of different QFs increases the complexity of placing diplomas in the frameworks.

To question 3.2. "In *your opinion, will QFs in the near future:*

a- Enhance mobility?
b- Make qualifications more transparent?
c- Enhance quality of formal, informal, non-formal education and training?
d- Facilitate opportunities of "in-job" training?

Respondents were asked to choose among different options and comment their opinion. 8 respondents out of 91 decided not to answer this question, most of them were private employers[32]

Data based on 83 answers show that 77% of the respondents chose more than one option while 14% chose only one option. Of the options proposed, 20% of stakeholders consider that in the future QFs will "enhance mobility", "make qualifications more transparent", enhance quality of formal, informal, non-formal education and training and facilitate opportunities of "in-job" training.

These results mean that stakeholders wish that QFs will in the future cover all the all fields related to education and training.

To this question, 7 Stakeholders[33] mentioned that QFs should in the future:

- be more known and less confusing
- accelerate mutual recognition and enhance transfer of competencies
- be one of the tools used when making "equivalences"

Moreover, they think that students need to be more involved into discussions related to Qfs in order to set up a common grid of evaluation and to facilitate the reading of degrees.

To Question 3.3 "*If you are interested in knowing more on how to use qualifications frameworks, do you think that a training session or increased publicity would be useful?*"

Data based on 90 respondents[34] show that 50% of the respondents are interested in knowing more on how to use qualifications frameworks, while 22% are not. 27, 47% of them hesitate. Among the interested respondents, 22 are Public and Private higher education institutions, 11 are Administrations and 10 are Employers as shown in the next figure.

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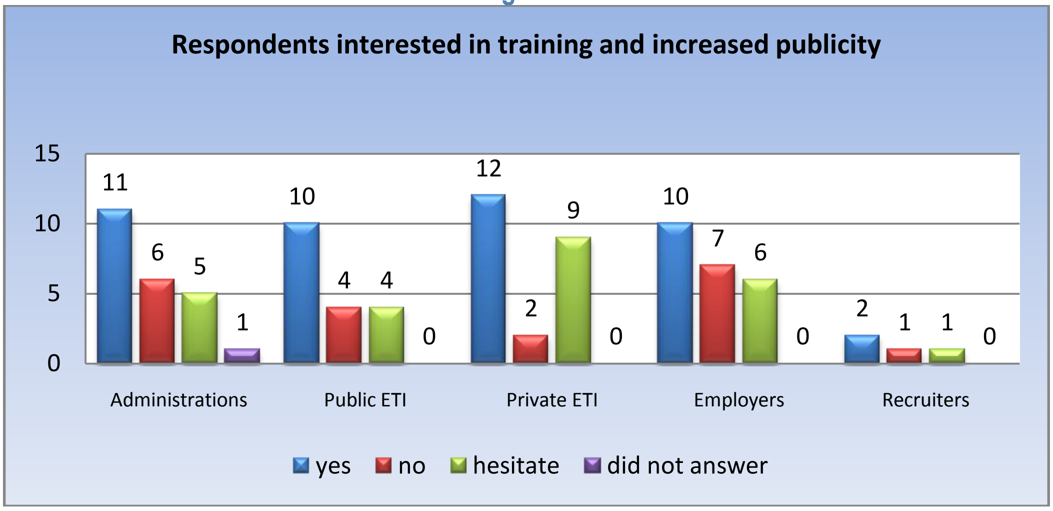
[32] 5 of 8 respondents who did not answered

[33] Of which 3 are Administrations and 4 Public and Private Education Institutions

[34] Only one respondent did not answer to this question

Figure 5

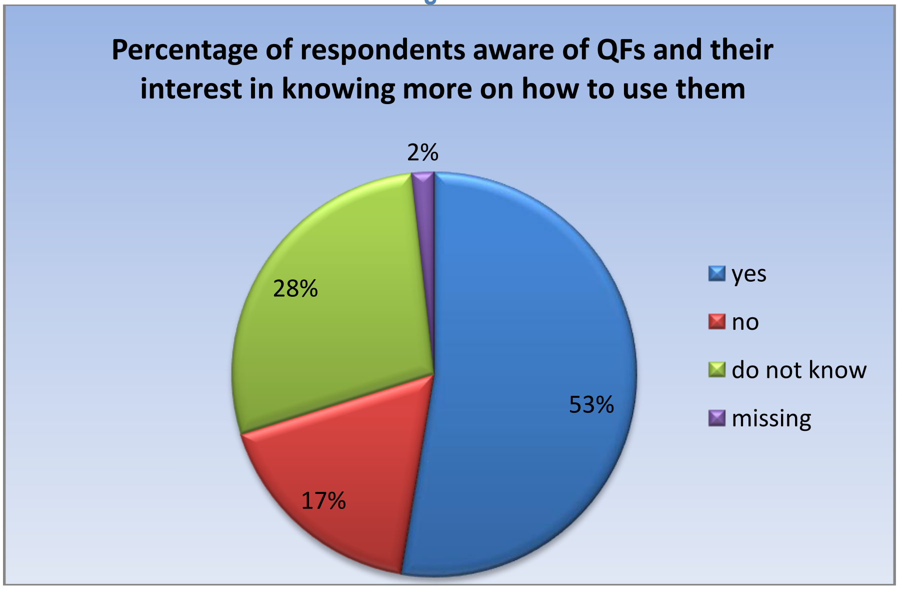


Results obtained for this question show that 50% of our target group are interested in knowing more on how to use qualifications frameworks. Nevertheless, this information doesn't allow us to know if these respondents already know the QFs and they just need to enhance their knowledge. Or if they do not have any awareness and they want to be informed and trained.

In order to have a better comprehension of these results, we crossed the answers of question number 1.1 "*Are you aware of the existence of qualifications frameworks*, with the answers of question number 3.3 "*If you are interested in knowing more on how to use qualifications frameworks, do you think that a training session or increased publicity would be useful?"*

Among the 57 respondents who answered that they are aware of the existence of QFs frameworks, the results[35] show that 53% of respondents who are aware of the QFs need to increase their knowledge on the use of QFs, against 17% who are not interested. 28%indicated that they do not know.

Figure 6



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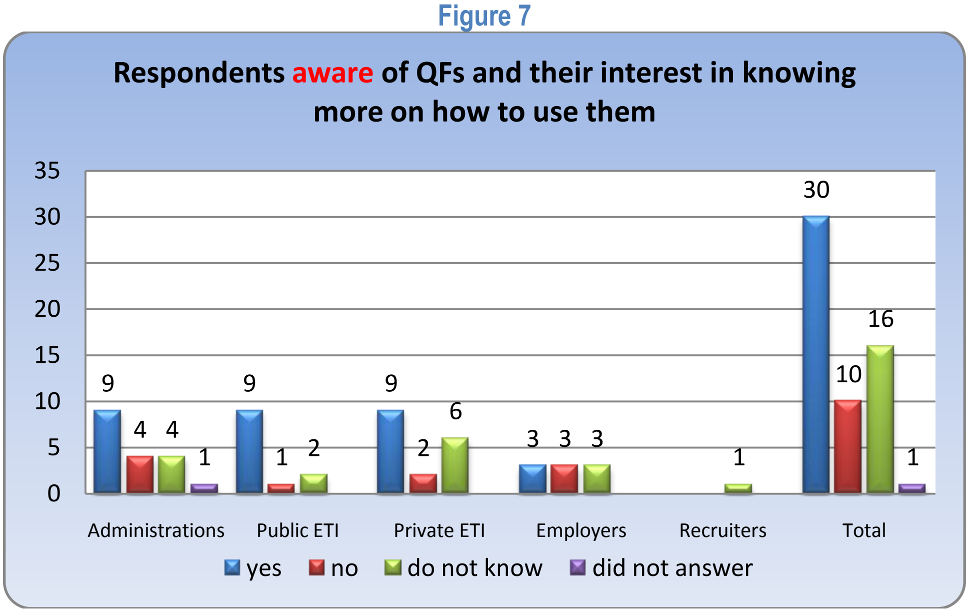
[35] See table 1 in page 17

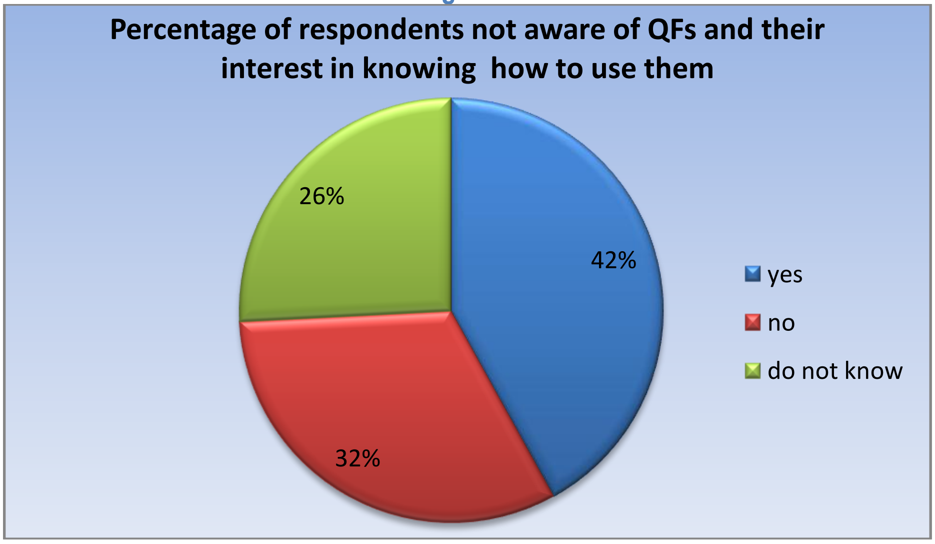
As shown in figure 7, among the stakeholders who are aware and interested in knowing more on how to use QFs, Public and Private ETI and administrations are the most represented, against private employers and recruiters.

Figure 7



Among the respondents who answered that they are not aware of the existence of QFs frameworks[36], the results[37] show that 42%of those who said that they are not aware of QFS are interested in knowing more on how to use qualifications frameworks, against 32% who are not interested and 26 % who do not know.

Figure 8



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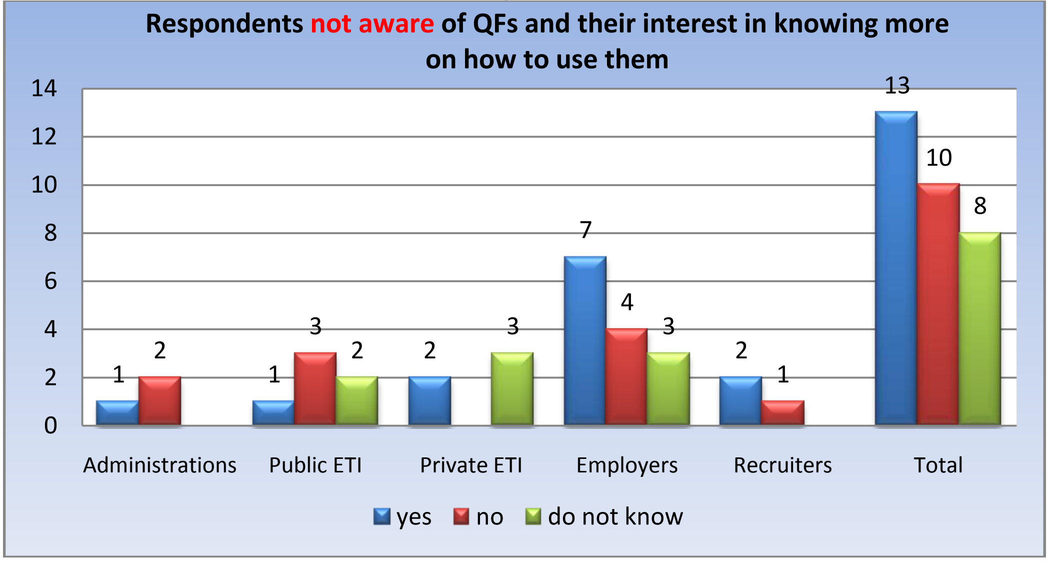
[36] 31 respondents of 57

[37] See table 2 on page 17

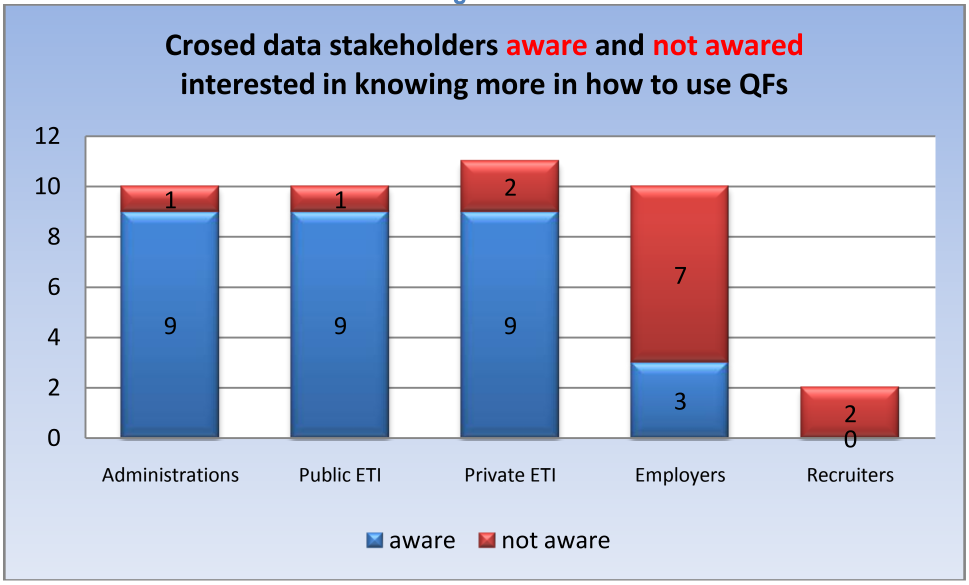
As shown in figure 9, among the stakeholders who are not aware and interested in knowing more on how to use the QFs, Employers are the most represented, against Administrations and Public and Private ETI. This trend is completely the opposite of the one observed in figure 7.

Figure 9



Crossed results demonstrate that most of the respondents (aware or not of QFs) wish to increase and improve their knowledge in the use of QFs.

Figure 10



Concerning the way in which stakeholders think they could increase their knowledge, 14 respondents chose training sessions, 13 chose increased publicity and 10 respondents chose both training and increased publicity. 8 respondents did not express their opinion.[38]

To question 3.4. "*What would be the best way to learn more about qualifications frameworks*?" respondents were asked to choose among different options. It was a multiple choice question. Six options were given:

j.
k. Direct contacts with NCP (National Coordination Point)/public competent authority

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[38] Please refer to annexe pages 32/33

l. Internet
m. Publications
n. Conferences
o. Training
p. Other

13 respondents decided not to answer this question[39]. Data based on 78 answers show that 72% of the respondents said that the best way to learn more about qualifications frameworks is using more than one support, while 28% of respondents said that the best way to learn more about qualifications frameworks is to use one support only. Nevertheless, some of the respondents highlighted that in addition to these options, a direct contact with the different people in charge of the implementation of QFs in other countries, a useful database and a comparative table with different education system would be needed.

To question 3.5 "W*hich of the following topics would you like to be covered by such a training/promotion/information session?"*

a. Mobility
b. Recognition
c. Recruitment
d. NQF
e. EQF
f. EHEA
g. Other

Only 17% of the respondents[40] answered this question. Results are not representative and cannot be compared.

To question 3.6 "*Please specify if there are any aspects of potential training that you are particularly interested in"*, only 6 answers were obtained. The recurring topic was the implementation of a common database which should include:

- A comparison between different education systems
- A coordination of incoming mobility
- An evaluation of national performance in education at international level

Furthermore, stakeholders also mentioned that they would like to know more about the implementation of ECVET[41].

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[39] 5 private employers, 4 higher education and training institutions and 4 administrations.
[40] 16 of 91 respondents
[41] The European Credit System for Vocational and Education and Training

I. SUMMARY OF THE RESULTUS AND CONCLUSION

3.1 Main trends at national level

3.1.1 Awareness

- High reluctance of employers and recruiters to answer the questionnaire. Indeed, data shows that even if we obtained a good rate of answers for private employers 25.27%, it is important to highlight that in France, palliative measures were implemented in order to obtain a better rate of answers for employers and recruiters. Nevertheless, their rate of non response is often important.

- Data shows that there is a better "awareness" of the national qualification framework than other frameworks. Education and training institutions and administrations seem to have a better awareness of this tool.

- The French national contact point is not well known by most of the stakeholders. There is a lack of communication concerning its existence and work.

3.1.2 Use and Practices

- Just a few stakeholders described their methodology when handling foreign qualifications. No description was obtained from recruiters. Data show that equivalences prevail in the methodologies and that the stakeholders take into account learning outcomes.

- Even if most of the respondents were Education and training institutions there is a "weak" use of other mobility tools as Europass, ECTS credits, Diploma Supplement. Indeed, we could observe a "conservative attitude" within these stakeholders concerning recognition procedures. They seem to have their own criteria and procedures. These European tools seem not to be well integrated in their processes.

- Among the tools proposed, the length of the studies is one of the most used tools.

- Employers and recruiters do not seem to be interested in the mobility tools proposed by the EC. Some stakeholders mentioned that they use a ranking system to hire their employers. They give credit to the "LABEL" of the institution. They seem not to pay attention to the recognition or accreditation of the credential.

3.1.3 Remarks and Conclusions

- An in-depth analysis of the methodologies applied by each stakeholder would be necessary in order to be able to propose them training sessions or information actions that would be adapted to their needs.

- Most of the respondents are willing to be informed and trained concerning: recognition procedures, mobility, QFs etc.

- The guidelines of best practices in recognition procedures (EAR manual) need to be better disseminated among stakeholders.

- Even if the majority of Employers seems not to be aware of QFs (and other mobility tools), they are interested in being informed on all the fields related to the QFs. It would be important to implement actions adapted to their needs that show the usefulness of QFs for recruitment, considering their actual practices.

- There was some incoherence in the answers (awareness and use of the QFs frameworks) that indicates that the stakeholders confuse different concepts. It would be interesting to know what they consider as Qualifications Frameworks.

- Recruiters were underrepresented in the survey. Indeed in France, it was very difficult to convince them to answer the questionnaire. Their practices and needs remain unknown. As for Employers, it will be important to involve them in the future in all the strategies implemented to enhance the awareness of QFs and other mobility tools.

- Students were not included in the target groups chosen for this study. Nevertheless, it is important to keep in mind that all the tools implemented to enhance mobility were conceived for them. Stakeholders in France mentioned the importance to involve them in the discussions and strategies meant to enhance mobility.

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d) ITALY

I. CONTEXT

1.1 Country data

1.1.1 Introduction

'New' is the adjective commonly used to describe immigration in Italy. This adjective refers to the beginning of the influx, which is usually fixed at the middle of the 1970s when the migratory balance in Italy became positive. This adjective also implies a difference between old and new immigrations, thus underlining the difference of the current influx compared to those of the past. More specifically, this discontinuity refers to the structural mechanisms of immigration. Classical migrations, first among them that of Italians, are assumed to be of workers who move in response to the demand of the countries importing labour. The immigrations of today are considered to be quite different. They are viewed primarily as migrations of the poor and destitute, governed by push factors such as war, famine and poverty within the countries of emigration and relatively independent or at least partially autonomous from the pull factors. Furthermore, the beginning of immigration to Italy is located in the adoption of restrictive policies on the part of European countries where immigrants traditionally settled. Italian immigration, in other words, is viewed as a fallback choice with respect to more 'natural' or desired destinations

Different studies have identified various types of migratory influx, based on criteria such as ambitions of the immigrants themselves, the variations in the type of work they seek and the length of stay. The list we present, while by no means complete, aims to highlight in particular the migratory systems that have been most overlooked in the available literature.

1.1.2 The many types of immigration in Italy

a) Post-colonial migrations

Post-war decolonization had important migratory ramifications in all European countries. On the one hand, colonists, administrative and military personnel returned home; on the other, citizens of former colonies who had reason to abandon their liberated countries moved in the same direction as the ex-colonizers. From 1940 to 1960 between 550,000 and 850,000 Italians returned to Italy from the former colonies and the rest of Africa. In some cases these homecomings were directly responsible for post-colonial migrations as Italian entrepreneurs, officials and executives brought with them foreign service personnel. Thus the first Tunisian immigrants who arrived in Sicily in 1968 were following Italian entrepreneurs who had abandoned the country in response to the nationalization efforts in 1964–1969. The low cost of the voyage from Tunisia to Sicily transformed an Italian region known historically for emigration into one of the first bridgeheads of immigration from southern Mediterranean countries. By the 1960s a minor flow of emigration had also opened from Eritrea (an Italian colony from 1890 to 1941), made up of people who had served under the colonial government, had maintained ties with Italian families or had followed families of Italian professionals, executives or businessmen returning to Italy. An indirect effect of post-colonialism is derived from the high number of Italian technicians and officials who worked in oil-producing countries from the end of the 1960s to the middle of the 1970s. Their presence there seems to have had a similar effect, with immigrants following them to Italy.

b) Work migrations and active recruitment

It is often said that Italy, contrary to other European countries of traditional immigration, never had a period of active recruitment, an explicit and formalized policy aimed at searching for new workers on the international labour market. While this is undoubtedly true, this fact should not, however, lead us to conclude that the role of the demand for labour in Italian migratory systems is negligible or marginal. It is more accurate to connect this absence to the periodicity of the Italian migratory process and to the implied and fragmented character of such demand, which can in turn be linked to the nature of the Italian economy. Bearing in mind this difference in the structure of the demand for foreign workers, immigration to Italy is in fact similar to the 'classic' migrations of workers. This type of immigration begins with the arrival of seasonal workers from Tunisia who are employed in fishing and agriculture in Sicily, with cross-border commuters from Yugoslavia to north-eastern Italy, and with domestic workers in the big cities. For thirty years Tunisian immigration has linked Italy's southern regions with the southern coast of the Mediterranean. The first Tunisians arrived at the end of the 1960s, recruited as seasonal farm workers by local landowners interested in cheaper labour. By the mid-1970s, this wave of immigration had spread into new sectors such as fishing and into new areas of the island. Over time, similar waves of seasonal work link sub-Saharan Africa and Campania through the tomato harvest, and, after 1989, eastern European countries with Trentino through the apple harvest. A second case of active recruitment pertains to domestic work. Already by the 1960s, waves of workers had arrived from East Africa – linked to Italy by its colonial past – as well as from the Philippines and the former Portuguese territories. These immigrations, initiated by organizations connected to the Catholic Church, were made up of workers with work contracts, often through Italian agencies in their home countries, as well as workers with tourist visas. A third element of labour migration is connected to industry. In 1977, the hiring of Middle Eastern workers in factories in Reggio Emilia caused quite a stir. Immigrants from Senegal and Ghana were subsequently hired as unskilled labourers in quarries, small and mid-size steel mills, and textile and food factories in the 'deep north', provinces of Bergamo, Brescia and the Veneto. While recruitments of this type became a stable component of the labour market, temporary or semi-legal workers were absorbed by the craft and building industries. The hiring of Yugoslav labourers for reconstruction work following the earthquake in Friuli led to a new influx and the reconstruction of a migratory subsystem that had united Italy and the Balkans for more than a century. In addition to waves of unskilled labourers, there is also a structured influx of foreign citizens from OCSE countries who assume important positions in the world of business, corporate management, and the cultural and fashion industries. This is true above all in Milan, the economic capital of the country and the Italian city most closely resembling the paradigm of the 'global city'.

c) Students

Students are a significant presence in Italy from the beginning of the thirty-year period under study. The role Italy played in oil-producing countries in the late 1960s and early 1970s, the low cost of university studies, the lack of numerical restrictions on enrolment, and frequent use of scholarships as tools of cooperation in development all contributed powerfully in drawing foreign students to Italy. In 1970, 27,000 of the 143,000 Italian residency permits were granted for study purposes. This figure increases in absolute value to arrive at 100,000 out of 645,000 in 1988 when, largely owing to more restrictive policies, the number of posts available to foreigners in the universities begins to decline. If in 1984 foreign students made up 2.7 per cent of the university population, in 1994 they represented only 1.4 per cent.

d) Refugees

At the end of 2001, Italy was home to 8,571 asylum seekers, refugees and other individuals under the supervision of the United Nations High Commissioner for Refugees. This is a fairly modest figure compared with other European countries: in Italy, the number of claims for asylum has traditionally been very low, fluctuating between 2,000 and 3,000 requests annually in the 1980s. Until 1990, only citizens from the Soviet bloc were recognized by Italy as potential asylum seekers, with the minor exception of a group of Chilean citizens in 1973. Growth in requests for asylum began in 1998, so that the number reached 33,000 in 1999. In addition to an increase in numbers, there was a shift in the provenance of the requests: the Balkans (in particular from Romania, Kosovo and Albania), Kurds of Turkish, Iranian and Iraqi nationality, and Afghans.

e) Self-employment

The presence of self-employed immigrants, foreigners or minorities constitutes a well-known sociological phenomenon that has drawn the attention of the discipline since its origins. In Italy, research on this theme is still in its early stages, even if some in-depth studies are now becoming available. From investigations at the local level, we are learning that noticeable variations exist in the number of individual businesses compared with the total number among different nationalities. In Milan, one of the most economically advanced areas of the country, Chinese, Egyptians and Tunisians demonstrate particularly high levels of entrepreneurship.

f) Youth

Another migratory system that has affected Italy is that of young immigrants from Mediterranean cities. Coming from middle-class families and with an average education, they chose Italy as a fallback after the closing of other tradi- tional destinations, first and foremost France. These young people arrive with the aim of 'exploring the west', of gaining experience and access to goods unavailable in their home countries, and of quickly taking advantage of opportunities. They are youth who consider their exclusion from the west's bounty a political injustice. From middle-class families in their home countries, they take as their point of reference middle-class youths in the country of arrival, complete with their customs and lifestyle. The exploratory, risky and opportunistic nature of this migratory influx is well represented by the engagement in the so-called "trabendo" or contraband importation of consumer goods to their countries of origin, which are then distributed through informal markets.

g) Statistics on migrating professionals according to the Directive 2005/36/EC

The European Commission provide all the statistics related to the application of the EU Directive 2005/36 on the free movement of professionals inside Europe. The data related Italy in the last three years (2010-2012) are the following:

Data related to professionals moving abroad – establishment (2010-2012)

Country of origin (qualification obtained in)	Decisions taken by Italy	Total positive	Total negative	Total neutral
Austria	118	108	4	6
Belgium	23	20	1	2
Bulgaria	163	106	31	26
Cyprus	1	1	0	0
Czech Republic	36	25	1	10
Denmark	7	7	0	0
Estonia	8	7	0	1
Finland	10	5	1	4
France	110	74	9	27
Germany	283	181	43	59
Greece	26	18	1	7
Hungary	208	176	14	18
Ireland	7	5	0	2
Latvia	3	1	0	2
Liechtenstein	7	6	0	1
Lithuania	25	9	7	9
Luxembourg	3	0	2	1
Malta	2	2	0	0
Netherlands	25	13	4	8
Norway	1	0	0	1
Poland	187	103	49	35
Portugal	8	4	0	4
Romania	2129	1842	162	125
Slovakia	18	5	3	10
Slovenia	40	20	16	4
Spain	625	396	9	220
Sweden	13	7	2	4
Switzerland	166	146	4	16
United Kingdom	297	273	8	16
Total EU	4375	3408	367	600
Total EFTA	174	152	4	18
Total for all countries	4549	3560	371	618

Data related to temporary mobility (2010-2012)

Country of origin (qualification obtained in)	Decisions taken by Italy	(+) Total positive	(-) Total negative	0 Total neutral
Austria	26	10	3	13
Belgium	3	0	0	3
Bulgaria	1	0	0	1
Czech Republic	25	0	0	25
Estonia	1	0	0	1
France	39	1	1	37
Germany	210	4	10	196
Hungary	7	0	0	7
Lithuania	5	0	0	5
Netherlands	3	0	0	3
Norway	2	0	0	2
Poland	6	0	0	6
Slovakia	3	0	0	3
Slovenia	58	0	0	58
Spain	1	0	0	1
Sweden	51	1	0	50
United Kingdom	6	0	6	0
Total EU	445	16	20	409
Total EFTA	2	0	0	2
Total for all countries	447	16	20	411

Data related to requests of information addressed to the Italian ENIC/NARIC centre

Number of contacts in 2011

Total contacts (2011)	4.539	(18, 91 per working day)

Phone calls	1.938	(8, 08 per working day)
Visits	106	
Mail	7	
E-mail	2.488	(10, 37 per working day)

Origin of requests per continent

Italy	1.908	42%	
Europe	2.038	45%	UK 397, FR 263, ES 216, RO 177, CH 118, DE 97, PL 74, RUS 52
Asia	134	3%	TR22, IND & PAK 15, IR 13, IL 12
Africa	101	2%	MA 23, ET 19, DZ 11, TN 6
North America	121	3%	US 97, CDN 24
Latin America	200	4%	BR 56, PE 30, RA 27, YV 18, CO 13
Oceania	22	1%	AUS 20

Number of information provided in 2011

Information provided: 7.541 (1,66 per single contact) (31,42 per working day)

Typology of request	Single person	HEI	Others	Total
Italian HED system	1.186	516	516	2.218
Foreign HED systems	1.007	224	130	1.361
Academic recognition procedures	1.926	484	484	2.894
Professional recognition procedures	929	29	43	1.001
Other information	66	-	1	67
Total	5.114	1.253	1.174	7.541

CIMEA website (www.cimea.it)

Number of visits per day: 381
(Jan 376, Feb 364, Mar 379, Apr 356, May 413, Jun 371, Jul 375, Aug 354, Sep 448, Oct 421, Nov 403, Dec 308)

Pages visited per single contact: 4, 40
Duration of a single visit: 4'02"

Contact from:
Direct or direct link: 44%
Search engines: 31%
Other pages: 25%

2.1 State of play of the implementation of your NQF and its transposition to the EQF-LLL

2.1.1 Italian Qualifications Framework (Quadro dei Titoli Italiani - QTI)

In 2005 the Italian Ministry of Higher Education started working on the Italian Qualifications Framework, in compliance with the procedures established at European level.
At first, CIMEA, the Italian NARIC centre, was asked to develop the first prototype of the National Framework, which was aimed at portraying the reform process which the Italian Higher Education system has undergone since 1999.
Subsequently a team formed by technical consultants of the Ministry and the Italian Bologna Experts was set up and started working on the first draft of the Italian Qualifications Framework.
The final outcome of their work was carefully scrutinised by numerous parties: the competent internal department and the Directorates General of the Ministry; the relevant institutional representative and consultative bodies, such as the National University Council (Consiglio Universitario Nazionale); the National Council of University Students (Consiglio Nazionale degli Studenti Universitari); the Conference of Rectors of Italian Universities (Conferenza dei Rettori delle Università Italiane); the National Council for Higher Schools of Arts and Music (Consiglio Nazionale per l'Alta Formazione Artistica e Musicale); the social partners and the professional associations. In 2010 the Ministry of Education, University and Research published a dedicated website with the Italian QF related to the EHEA: http://www.quadrodeititoli.it. At the end of 2012, a group of international experts analysed the Italian QF of the EHEA and its self-certification report: the official publication of this report will be at the end of the 2013. The centre in charge to develop the QF of the EHEA is the Italian NARIC centre – CIMEA.

NQF of the European Qualification Report

The National Contact Point for the implementation of the National Qualifications Framework according to the European Qualifications Framework was set up by the Isfol (Istituto per lo Sviluppo della Formazione Professionale dei Lavoratori) on 2008. After a period of consultation of different stakeholders, on December 2012 the First Italian Referencing Report to the EQF was finalised, published and presented to the European Commission on 2013 (English and Italian version:
http://sbnlo2.cilea.it/bw5ne2/opac.aspx?WEB=ISFL&IDS=19320).

II. DATA ANALYSIS

2.1 Introduction

We sent the questionnaire to 166 different institutions:

106 higher education institutions
30 private employers
20 recruiters
10 public administrations

We received 45 answers online and we visited 5 higher education institutions (universities of Bologna, Padua, Venice Ca' Foscari, Milan Catholic University, Modena-Reggio Emilia) and 1 public body (Ufficio scolastico regionale del Veneto) and we collected other 6 paper questionnaire.

At the end, we collected information from 51 bodies:

45 higher education institutions (universities)
3 public bodies
2 private companies
1 recruitment agency

The majority of answers received coming from Italian universities.

2.2 Awareness

In general, Italian HEIs and other stakeholders know the existence of Qualifications Frameworks, but when they have to specify the aims and different characteristics of QFs, we notice that there is a confusion between the two different QFs (EQF and the QF for the EHEA): most of the questionnaire participants answered that the NQF is better known than the EQF, probably because the Italian QTI (NQF for the EHEA) was adopted earlier and the website is already available. Another reason could be that the Bologna Process is well known inside HEIs and those institutions are familiar with the tools created by this international process. Consequently they know the NQF of Bologna much better than the other one: the fact that the Bologna framework is addressed only to HED qualifications is also fundamental for HE institutions.

An important indication came from answers to the question 1.3: some institutions indicated that they know the existence of the QF from a specific training course provided by the Italian NARIC centre – CIMEA (Master INTERHED – Internationalisation of the Higher Education). Training activities in order to inform our institutions about the existence of such instruments are very useful and we will continue to organise those ones also in the future.

The majority of our HEIs know about the existence of a National Contact Point for the NQF and for the EQF, but probably they do not know anything about the NCP of the EQF placed at the Isfol, also because a formal website of the NQF is not yet available, but there is only the webpage related to the one of the Bologna Process (http://www.quadrodeititoli.it).

2.3 Use and Practices

The majority of HEIs use a QF in order to evaluate different qualifications, also because they have a lot of contact with different foreign HEIs (i.e. mobility exchanges) and they are integrated into an international context.

When we discuss about the tool our institutions use in order to understand a foreign qualification, we can see that each of them know the Bologna tools well (i.e. ECTS credits and Diploma Supplement), but they absolutely do not use, and in some cases also they do not know, the Europass tools: this is also related to the fact that those tools were not disseminated like the Bologna ones and they are, in some cases, only a copy of instruments that already exist in the framework of the Bologna Process.

The main documents our institutions need are the diploma and transcripts, in other words, any official documents that attest the awarding of a qualification to a certain person.

Another important element our HEIs consider, is the duration of studies: this information is fundamental in order to asses a qualification, but we have to remember that the length of a study programme is not the only element we have to consider when we evaluate a foreign qualification, also because the foreign system could be structured differently and a programme of 4 years could have the same learning outcomes as a programme of 3 years in another national system.

If we analyse the comments provided, we can see that some institutions contact the Italian NARIC centre frequently in order to obtain advises and suggestions during their evaluation procedures: this is due to the fact that CIMEA frequently organises training courses and participates in meetings and seminars at national level, in order to disseminate recognition good practices and to train administrative staff of Italian HEIs.

The most important purpose to use a QF is the academic recognition procedure: this is in line with the fact that we received the majority of answers from HEIs that are in charge of academic recognition procedures in Italy according to our national legislation in this sector.

2.4 Expectations and Perspectives

The majority of answers received attest that there is a need of training in this sector: it is not enough to only provide information on HED systems and different qualifications without a specific training in order to learn how to read and use that information.

We also discovered that each institution needs a specific training set up for their specific needs and not a generic training section.

Some institutions said that the QF is a good instrument in order to compare national qualifications, but they do not agree that the framework is a tool to increase mobility, which is instead the effect of other different tools.

III. SUMMARY AND CONCLUSION

The EQF is not so known in Italy instead of the QF of Bologna, also because there is a specific website dedicated to the second one and very few information on the NQF related to the European one: it is important to note that a website of the framework is the major instrument to disseminate this tool.

Higher education institutions are more familiar with Bologna and European tools instead of private employers, recruiters and public bodies: we need specific actions addressed to those bodies.

Private employers and other bodies (not public) are more familiar with other instruments in order to evaluate the quality of foreign qualifications such as ranking lists or good reputation of an institution.

Institutions need specific training sections in order to know the elements of the QF but also to understand and to use the potentialities of this instrument: only an information session is not enough in this case.

Europass tools are not so familiar to our institutions, also because they are very similar to other instruments our institutions frequently use as the Diploma Supplement.

We need to be very careful on the purpose of a qualification framework in order to be clear to students and not to give false expectations about the recognition results: the fact that a qualification is placed at the same level to another one does not mean that those are equivalent because we have to consider more elements (i.e. the nature of the studies, the number of credits, the learning outcomes, the nature of the awarding institutions, etc.).

e) LATVIA

I. CONTEXT

1.1 Introduction

Data concerning mobility and immigration, “what kind of mobility your country deals with”, mainly (student mobility, professional mobility, etc.)

Latvia covers 64,589 km2, and according to Census 2011 provisional results, has a population of 2.07 million inhabitants. The proportion of economically active inhabitants in the recent years has decreased (64.2% in 2011 and 63.6 % in 2012)

Currently Latvia is mostly dealing with professional, student and academic staff mobility.

However, it is rather difficult to measure professional mobility of outgoing inhabitants, since there is no official statistics that could provide with precise data. The only data that is available gives information on the number of people who were interested in employment possibilities abroad and received consultation from State Employment Agency. According to State Employment Agency data, during last year 1911 individual consultations were given about job opportunities abroad. 29.5 % were interested about job opportunities in UK, 23.7% Germany, 11, 2% Norway, 7.8% Finland, 4.4% Sweden, 3.4% Netherlands, 3.2% Denmark.

According to Office of Citizenship and Migration Affairs data on incoming labor force, 597 work permits were issued during last year in such fields as vehicle manufacturing (366), engineering (179), catering services (158) and sport (146).

Latvia is also participating in the following lifelong learning programmes *Comenius, Leonardo da Vinci, Erasmus, Grundtvig as well as Transversal and Jean Monnet programmes* which mostly relate to student and staff mobility.

According to State Education Development Agency, statistics of student and staff mobility in year 2011 is the following:

Comenius: 5 individual student mobility projects were approved;

Leonardo Da Vinci: 86 mobility projects were approved;

ERASMUS (2011/2012 academic year): student mobility (1493 outgoing students; 642 incoming students), professional placement (621 outgoing students), academic staff mobility (559, outgoing; 421 incoming);

The total number of foreign students Latvian is small, but in recent years, the proportion of foreign students is growing and has already increased. In 2010 it was 1.9%, in 2011 - 2.8%, but in 2012 it reached 3.6 %. Of all the foreign students, slightly more than 50% of students are from NIS and third- world countries.

State of play of the implementation of your NQF and its transposition to the EQF-LLL

NQF consists of eight reference levels and imparts all stages and types of education. These level descriptors are included in the Cabinet of Ministers Regulations and based on learning outcomes.

Latvia prepared Self- Assessment Report “Referencing of the Latvian Education System to the European Qualifications Framework for Lifelong Learning and the Qualifications Framework for the European Higher Education Area”, which was approved at European Qualifications Framework Advisory Group meeting in October, 2011.

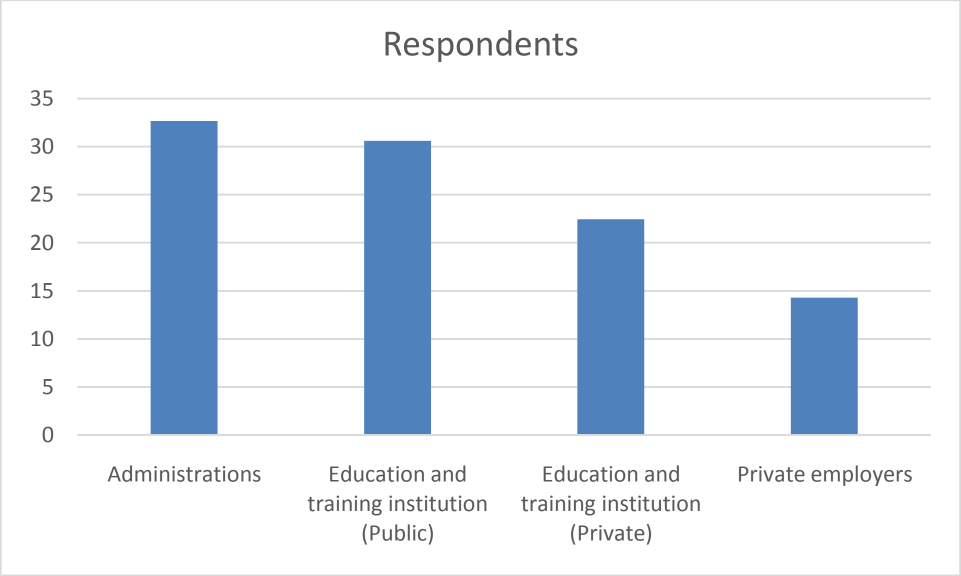
II. DATA ANALYSIS

2.1 Introduction

Official questionnaire were sent to 149 stakeholders via e-mail, by explaining the reason and aim of the research. Out of 149 stakeholders only 27 respondents filled in online questionnaire, and by results it can be said that the respondents who answered represented education field and most likely understood the meaning of the term European Qualification framework.

However it was rather difficult to reach representatives of public and private sector by reminding them fill in online questionnaire, thus the phone interviews were made and 22 respondents were reached and 6 study visit were made to other biggest cities in Latvia (e.g. 3 visits to Daugavpils to educational institutions and public authority, Liepaja- higher education institute and Cesis-education institution, Priekule – education institution) were paper questionnaires were filled in and gained answers were in included together with the phone interviews.

According to data 22 % of respondents represent private education and training institutions, 31 % respondents re from public education and training institutions, 33% are from public sector and 14% private companies.



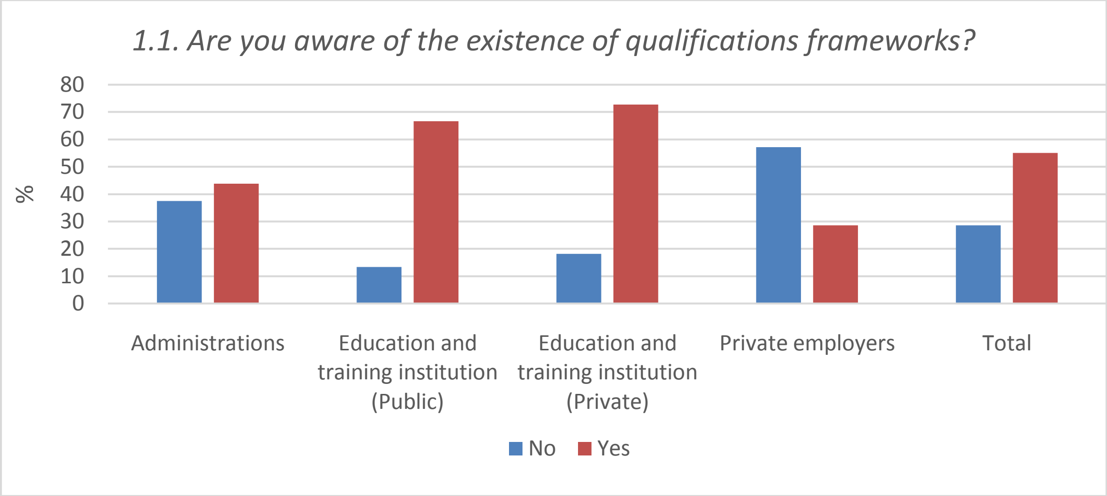
If to classify respondents according to their job position, 60 % of respondents in public sector and 71% in education field are link managers. However in private sector 57 % are middle level managers *(see detailed chart in annex).*

2.2 Awareness

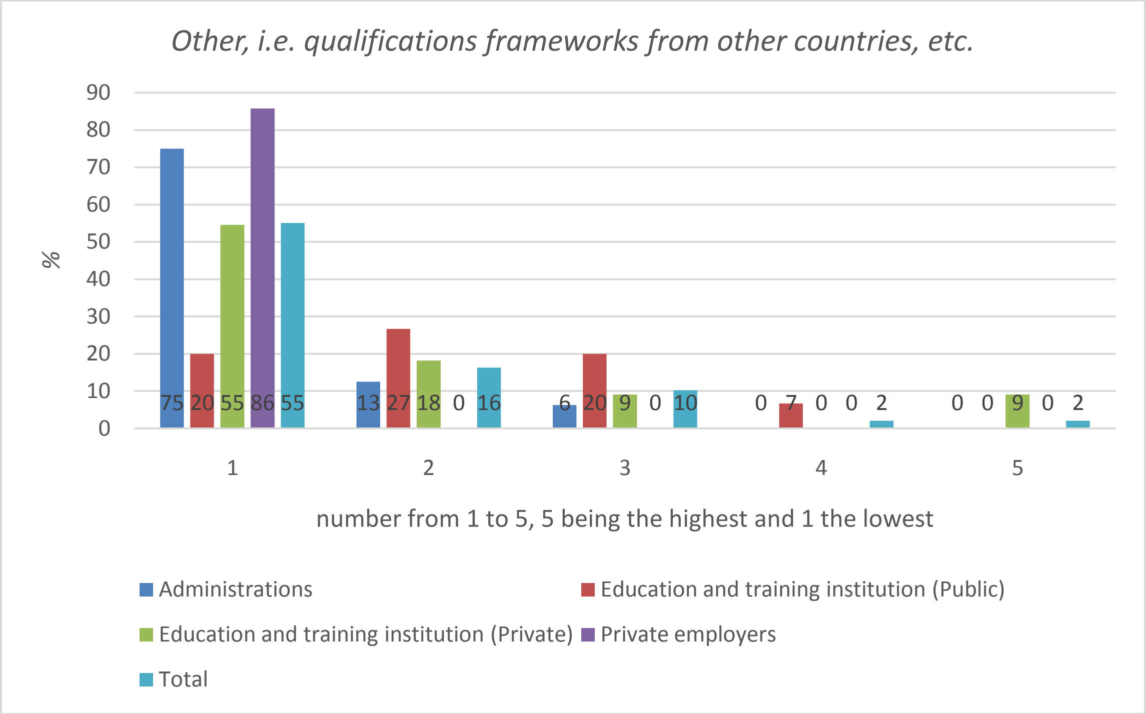
As one of the first questions respondents were asked about the awareness of existence of Qualification Frameworks and according to analysed data it can be seen that most aware of qualification frameworks are Private Education institutions (70%) followed by Public Education institutions (65%), but the least aware of the qualification framework are private employers (55%). However when asked about National qualification framework, the most aware are Public Education and training institutions (50%), but if to look at total response rate then the majority of respondents are not aware of national qualification framework. The least aware of National Qualification Framework are private employers (70 %).

When asked about European qualification the research data shows that mostly respondents are not aware of European Qualification Framework (40%), since the private employers are mostly unaware of this qualification (80 %), but 40 % of respondents working at Public Education sector are aware of the European Qualification Framework.

If to look at ‘’Bologna” Framework (EHEA) then it is the most recognised qualification framework (40%) among other qualification frameworks, however if to look at table, then Private employers are least aware of EHEA qualification framework.



In general according to research data Education institutions are the ones who are more familiar with different qualification framework, especially Public education institutions, where 50% of respondents according to data say that they are most aware of Bologna and National Qualification framework. The same can be told about Private Education institutions, but in comparison with Public education institutions their knowledge is not so wide about qualifications frameworks from other countries. According to data only 14% of all respondents have average knowledge about other qualification frameworks.



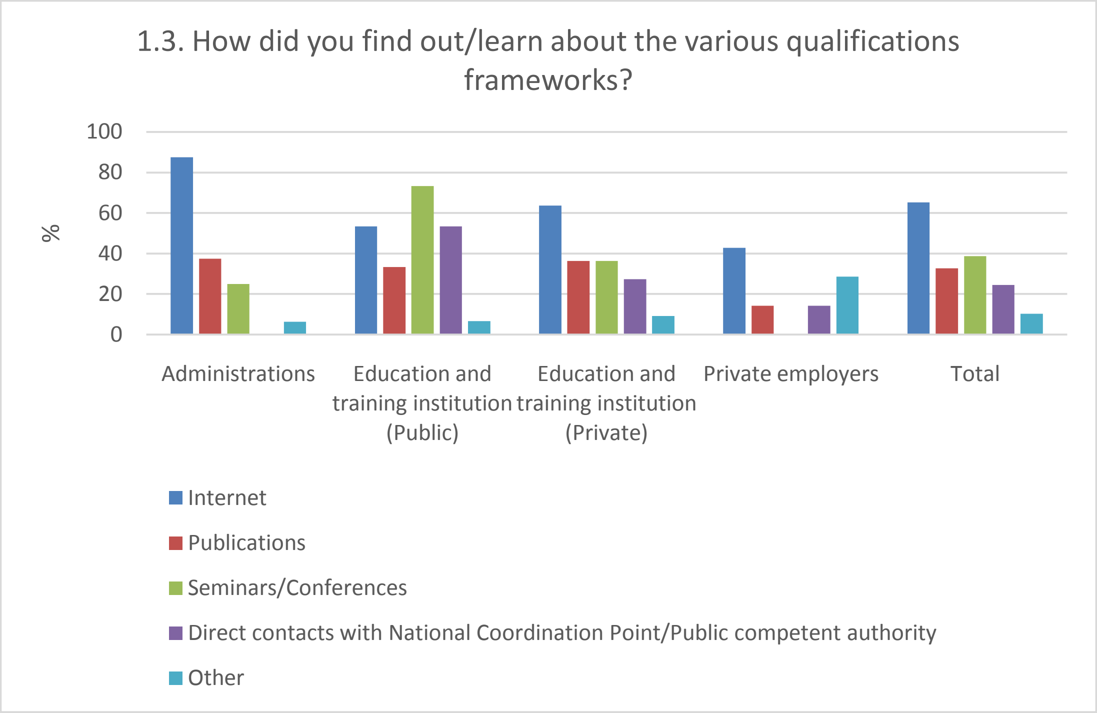
Stakeholders	Lithuanian NQF	Seminars and conferences	decent knowledge about QF	limited access to informatio n (FQF)	No knowledge about QF before filling this questionnaire	total
Administrations	1				1	
Public EI		1	1	1		
Private EI						
Employers					2	
Total						7

Conclusion:

If to look at the awareness of all above mentioned QF then it can be seen that educational institutions both public and private are more aware of QF than another target groups, which can be explained that education institutions at some level are already using some of the QF, while public and private companies are rarely aware of any QF. However, as a positive tendency can be seen that at least some representatives from public and private sector companies are aware of QF. Bologna QF was mentioned as one of the most recognised QF which can be explained that the title itself is recognised among target groups as well as because Bologna QF is already used in education sector. As another explanation can be mentioned that Bologna process and (Bologna QF with it) is implemented by wider range of institutions and for much longer time.

Information sources :

The majority respondents (65%) indicate that they learned about Qualification Frameworks on internet. As the next most popular tool 39 % of respondents admitted conferences and seminars, which is followed by publications (33%) and only 24 % of respondents indicates that information was gained by contacting NCP.



By analysing answers of each target group data showed that there is also tendency to use other information channels. Most of respondents who work at public sector (88%) choose to gain information of qualification frameworks on internet. As the next preferable information source is mentioned publications (38%) and informative events e.g. seminars, conferences (25%). The data also shows that no one of the respondents indicated that they contacted NCP in order to get information on NQF.

However respondents of Public Education institutions as the most popular way of gaining information mention informative seminars (73%) followed by direct contact with NCP and finding information on internet (53%) and only then publications (33%). Among respondents working at Private education institutions as the most popular way of gaining information was mentioned internet (64%) followed by seminars and publications (36%), but as the third most popular tool was indicated communication with NCP (27%). In general it shows that also private education institutions are familiar with qualification frameworks, but not as much as public education institutions. If to look at answers provided by respondents from Private companies then it can be seen that their knowledge of qualification framework is poor and internet is mentioned as the main source of information (43%), followed by publications and communication with NCP. (14%) The tendency may indicate that the Education sector is more informed about qualification frameworks.

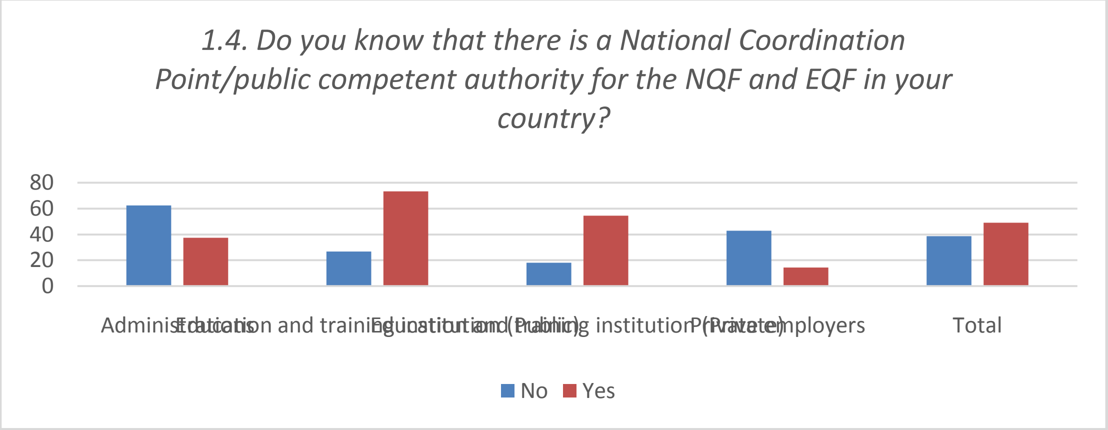
Stakeholders	**This questionnaire**	**NCP webpage**	**No knowledge about QF**	**total**
Administrations		1		
Public EI	1			
Private EI	1			
Employers	1		1	
Total				**5**

Conclusion:

The data shows that the most important tool when information was needed on QF all groups mention internet, but if to look separately at each target group then it must be mentioned that respondents from education field gained information by attending seminars and conferences, which can be explained because of the need to use QF in higher education (e.g. diploma supplements, foreign qualifications, professional qualification) and seminars and conferences can be more educational for them. Public and private employers' choice of internet can be explained that they are not very well aware of QF and most likely as the first source of information to find out about QF they used internet.

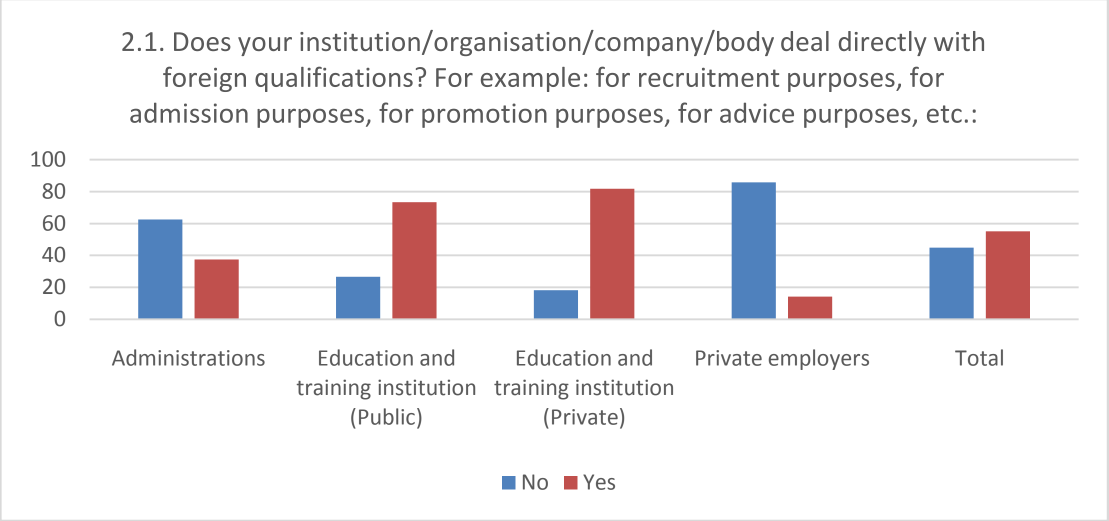
NCP awareness:

The data show that in general 49 % of respondents are aware of NCP centre in Latvia. The most informed are respondents from Public Education (73%) and Private Education (54%) sector. The next target group who is informed about NCP are public sector representatives (39%), and only 14 % of respondents who are working at private companies are aware of NCP.

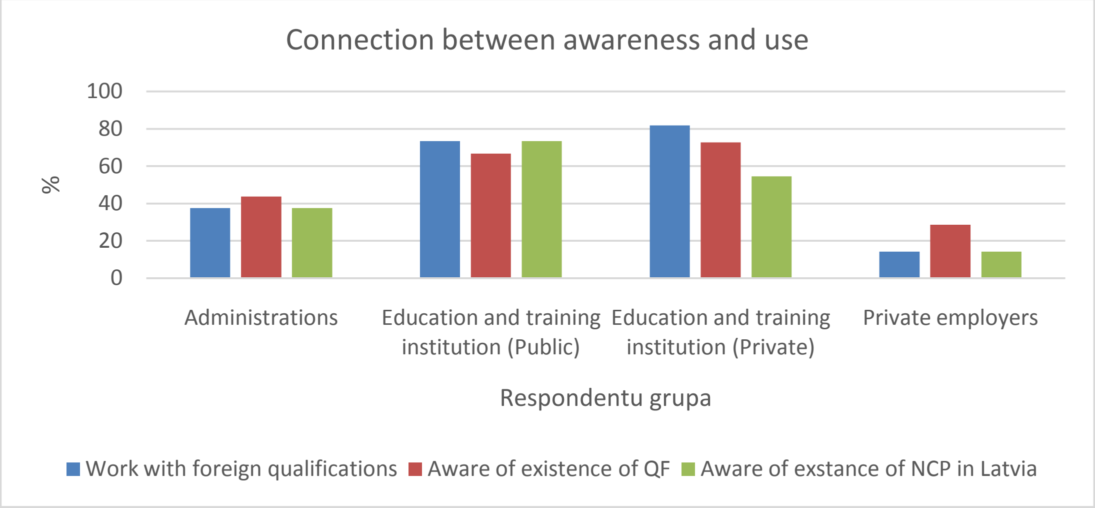

1.4. Do you know that there is a National Coordination Point/public competent authority for the NQF and EQF in your country?

2.3 Use and Practices

55% of respondents in their work directly deal with foreign qualifications; the most active in this process are educational institutions- private 82 % and state 73%. However, only 38 % of respondents from private companies and 14 % of public sector companies admit that they deal with foreign qualifications.



Comparing answers to questions 1.1., 1.4. and 2.1. We can see that there is connection between the level of awareness and use of qualifications, qualification frameworks and national coordination point. It seems that those who are aware of existence of QF in most cases are aware of existence of NCP in Latvia and also are those who work with foreign qualifications.



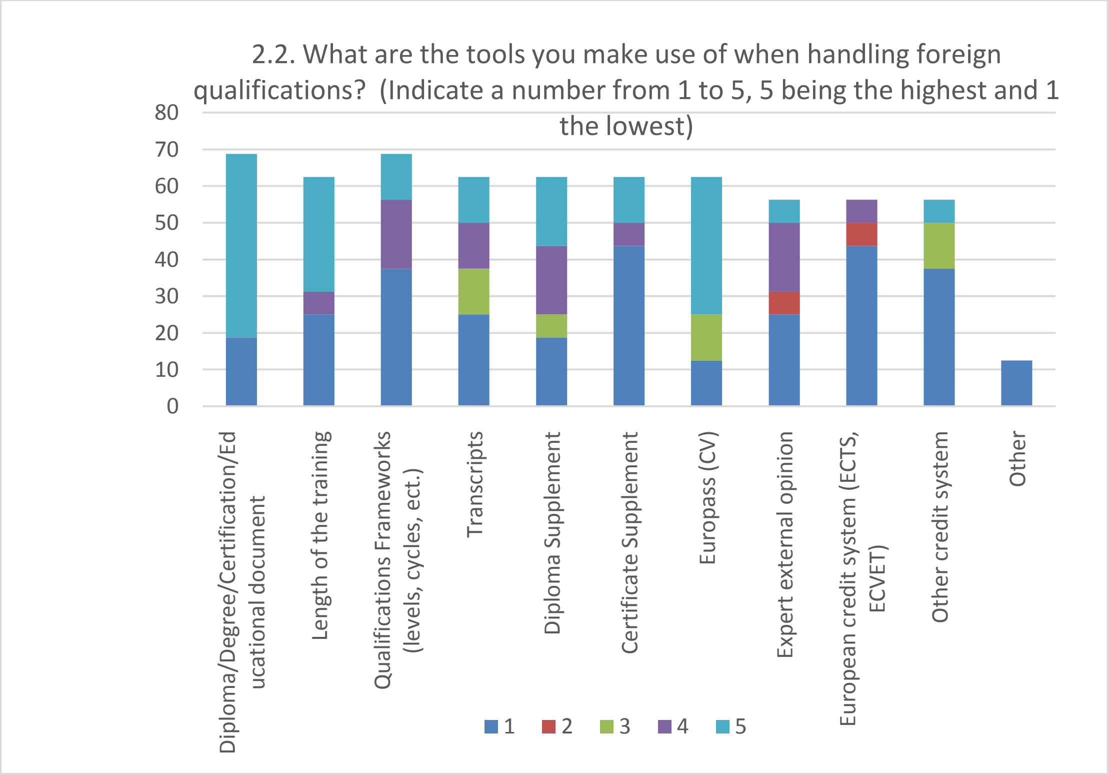
Tools used for handling foreign qualifications:

Respondents were asked to grade different tools and their usefulness when handling with foreign qualifications in scale from 1 to 5 where 5 being the highest and 1 the lowest. Most respondents answer that the most useful are *Diploma/Degree/Certification/Educational document* (65%) and *Diploma Supplement* (53%). But the least useful are *other credit system* and *Certificate Supplement.*

Results vary according to the group of stakeholders. The most useful tool according to administrations is *Diploma/Degree/Certification/Educational document* which is graded 5 in 50% of cases. It is followed by *Europass*

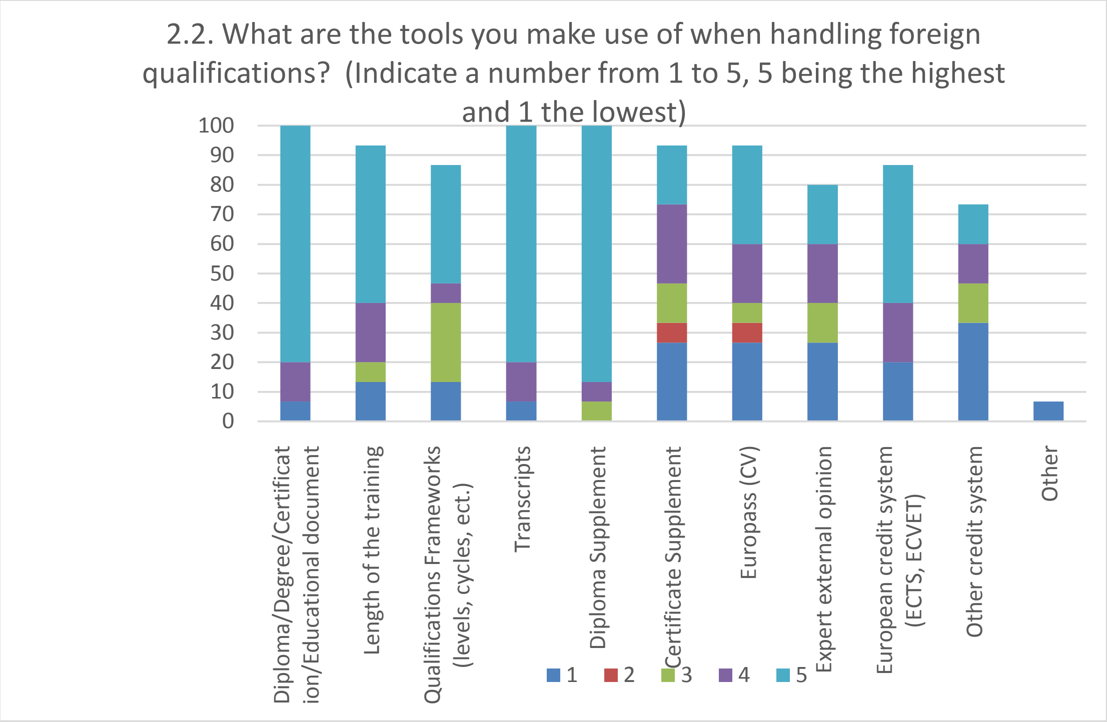
(CV) where 38% of respondents grades it 5 and 51% of respondents indicate that the usefulness of the qualifications is average. As a third most useful tool is named *Length of the training* which is graded with mark 5 by 31% of respondents. As the least useful tools to deal with foreign qualifications were mentioned *European credit system (ECTS, ECVET)* and *Certificate Supplement.* Both were graded with mark 1 by 44% of respondents representing administrations.

Administrations



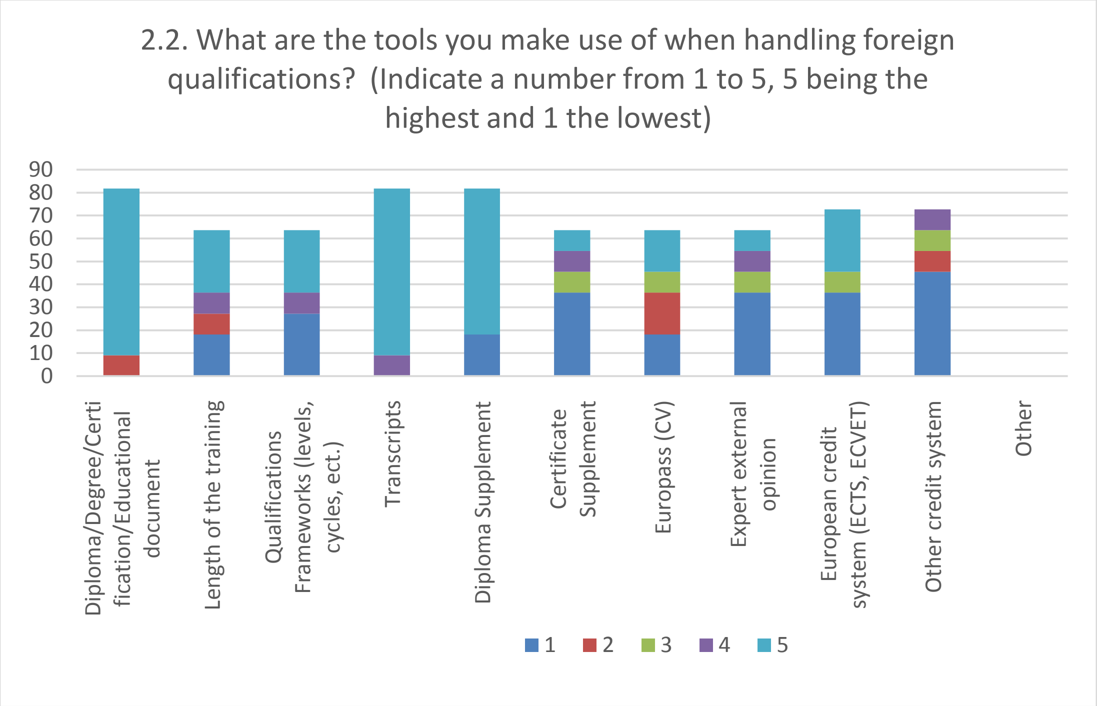
The most useful tool according to public education and training institutions is *Diploma Supplement* which is graded with mark 5 in 87% of cases and 100% of respondents in this group indicate that it is at least fairly (mark 3) useful. It is followed by *Transcripts* and *Diploma/Degree/Certification/Educational document* where 80% of respondents grades them 5 and 93% at least with mark 4. It has to be outlined that all tools except *other credit system* were graded with mark 3 in 50% of cases. As the least useful tool are considered above mentioned *other credit systems* with 33% of respondents grading it with mark 1. 27% of respondents representing public education and training institutions gives mark 1 to *Expert external opinion*, *Certificate Supplement* and *Europass (CV)* so also these tools can be mentioned between least useful.

Education and training institutions (Public)



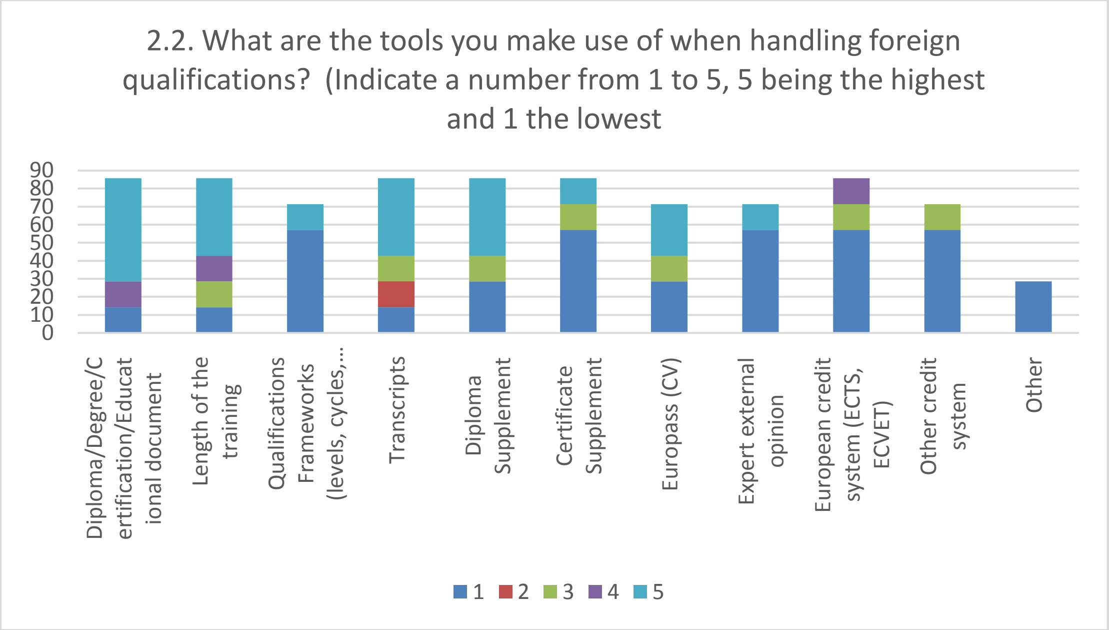
The most useful tool when handling foreign qualifications according to private education and training institutions is *Transcripts*(which is graded 5 in 73% and at least 4 in 82% of cases). It is followed by *Diploma/Degree/Certification/Educational document* with 73% of respondents giving mark 5. As a third most useful tool *Diploma Supplement* is named, which is graded 5 by 64% of respondents. As the least useful tool to deal with foreign qualifications was mentioned *other credit system* (45% mark 1). It is followed by *Expert external opinion, European credit system (ECTS, ECVET)* and *Certificate Supplement.* All were graded 1 by 36% of respondents representing private education and training institutions.

Education and training institution (Private)



According to private employers the most useful tool when handling foreign qualifications is *Diploma/Degree/Certification/Educational document*(which is graded 5 in 57% and with 4 in 71% of cases. It is followed by *Length of the training*(with 43% of respondents giving mark 5 and with 71% of respondents in this group indicating that it is at least fairly (mark 3) useful). Also *Transcripts* and *Diploma Supplement* is relatively highly ranked with 43% whenrespondents mark it as highly useful. Private employers has a list of least useful tools when handling with foreign qualifications: *other credit system, Expert external opinion, European credit system (ECTS, ECVET)*, *Certificate Supplement* and *Qualifications Frameworks (levels, cycles, ect.).* All are graded 1 by 57% of respondents representing private employers.

Private employers



Stakeholders	Not using	total
Administrations	1	
Public EI		
Private EI	1	
Employers	1	
Total		3

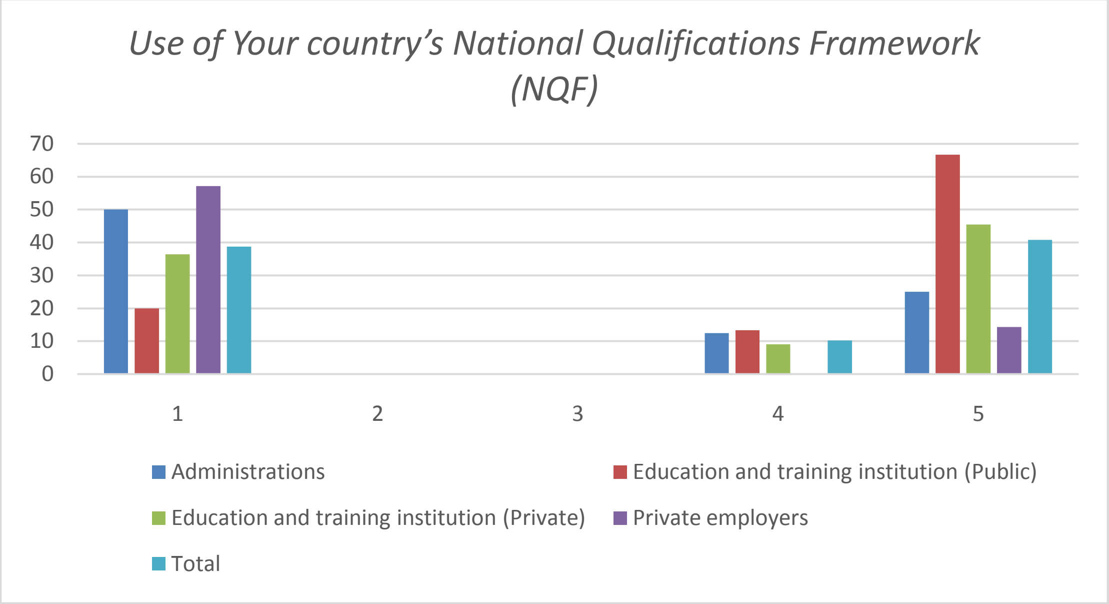
Conclusion:

As it was mentioned before and according to above mentioned data the mostly used tool when handling foreign qualifications is Diploma/Degree/Certificate/Educational documents. It is mostly used by education institutions, which can be explained by looking at previous conclusions about awareness of QF among education field employees, since in Latvia actively recruits students from abroad and to accept students their education should be verified according to Latvia education system. Another understandable tendency is that respondents who are more in to recruiting (private employers and administrations) are using such tools as diploma, length of the training and, particularly, administrations also Europass CV.On the other hand, education and training institutions find more useful tools that ensure mobility and help to enrol foreign students (e.g. Diploma Supplement, Transcript and Diploma itself)

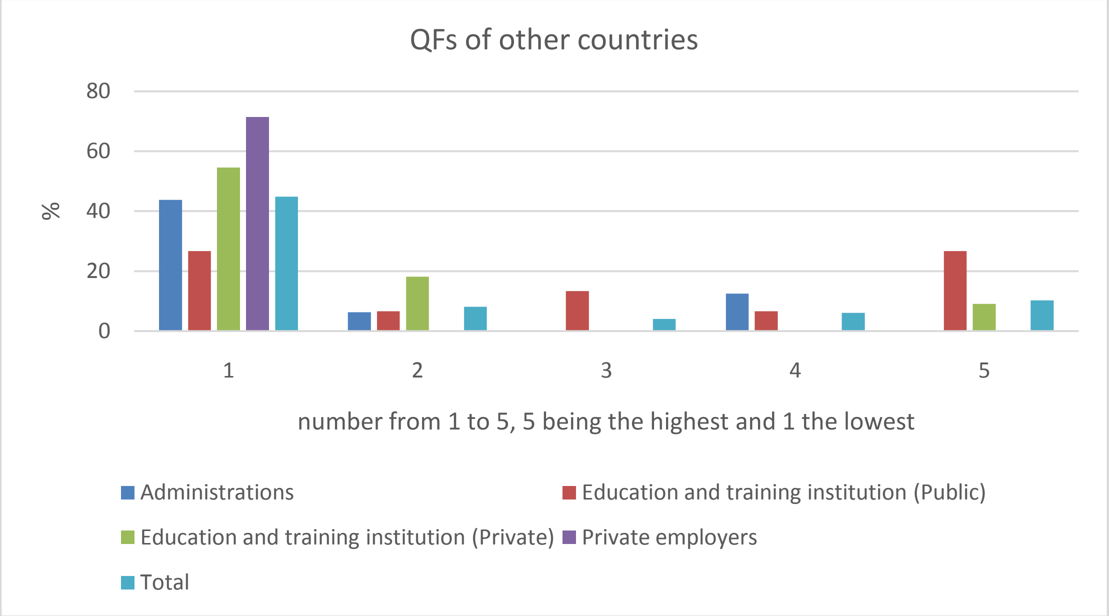
Use of frameworks in work:

When asked about the use of different Qualifications Frameworks (QF) in their work 41% of respondents indicate (mark 5) that they use *National Qualifications Framework (NQF).* It is followed by European Qualifications Framework (EQF) with 16% of respondents giving mark 5.

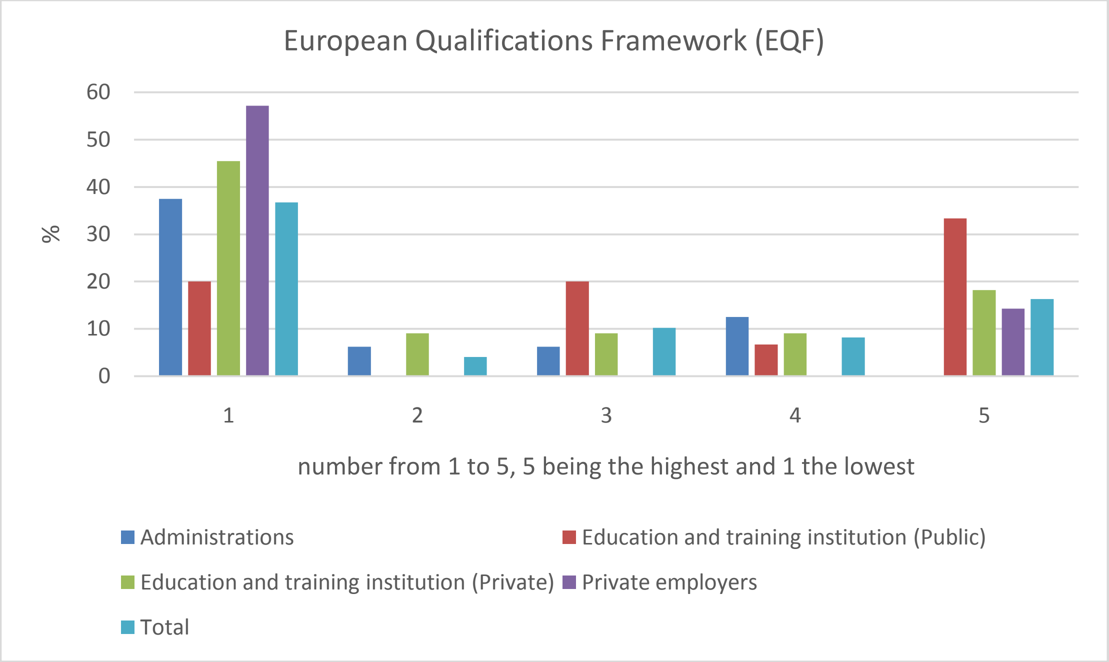
All groups of stakeholder indicate that they use NQF. Most active are education and training institutions (Public 67% and private 45% giving mark 5) they are followed by administrations and private employers with respectively 25% and 14% of respondents giving mark 5.



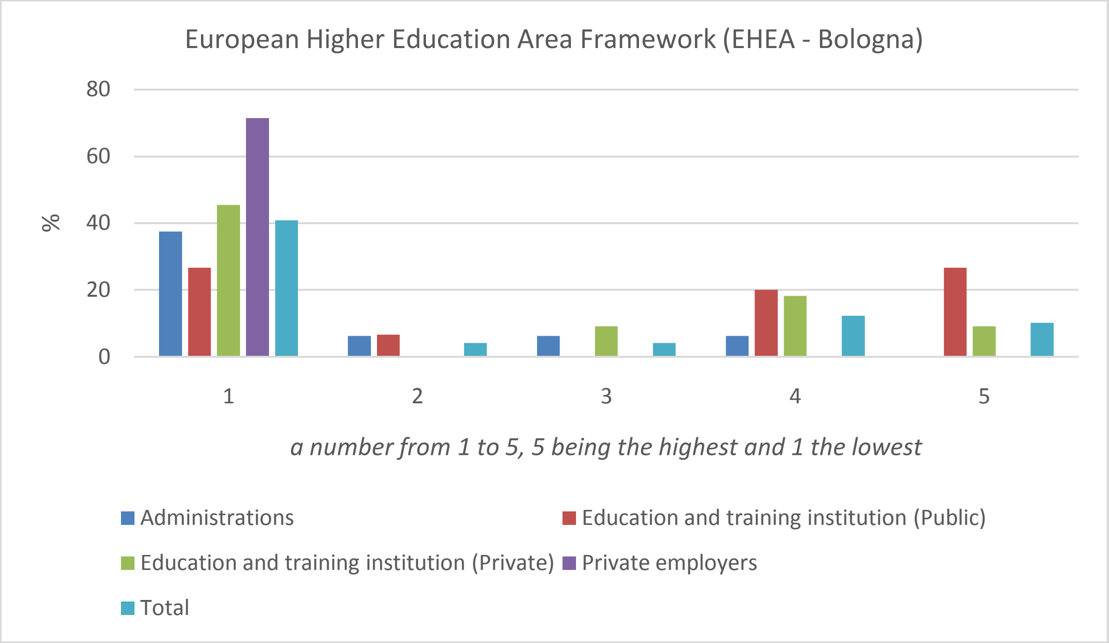
When asked about the use of QF of other countries in their work only 3 out of 4 groups of respondents indicate that they rarely use them. Most active again are education and training institutions, especially public education institutions with 47% of respondents who rate theuse of QF of countries with mark 4. Also 9% of respondents representing private education and training institutions grade their use of QF of other countries with mark 5 and 13% of administrations with mark 4. All private employers who have answered to this question have graded their activity with mark 1.



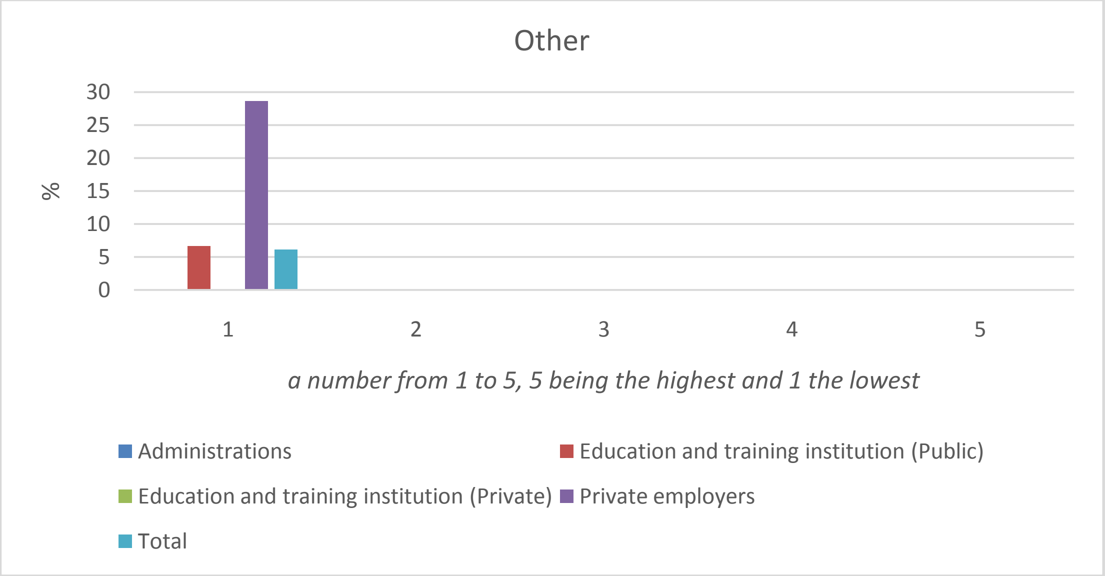
According to data in all four groups there is certain amount of respondents indicating that the use of EQF in their work is average. Most active again are education and training institutions, especially public with 33% of respondents giving mark 5 and 60% of respondents who fairly use EQF. 18% of respondents representing private education and training institutions evaluate their use of EQF with mark 5 and 36% of respondents are at least fairly using it. 14% of private employers grade their activity in using EQF with mark 5, but all the others with mark 1. None of representatives of administrations gives mark 5, but 19% of them at least fairly use EQF.



When asked about the use of EHEA – Bologna framework in their work 3 out of 4 groups of respondents indicate that they at least fairly use it, but only in 2 groups we can find respondents who grade this use with mark 5. These two groups are education and training institutions, especially public with 47% of respondents who are using EHEA – Bologna framework and 27% indicates that they are mostly using the qualification framework. Only 9% of respondents representing private education and training institutions grade their use of EHEA – Bologna framework with mark 5, but 38% admit that the use is average. According to data12% of respondents representing administrations are not using EHEA – Bologna framework frequently, but all of private employers have graded their activity with mark 1.



When asked about the use of other qualification frameworks only 6% of all respondents gave any answer and all of those who answered graded their activity with mark 1. When respondents specified their answer it was “not using” or “no knowledge about QF”.



Stakeholders	Not using	No knowledge about QF	total
Administrations			
Public EI			
Private EI	1		
Employers		1	
Total			2

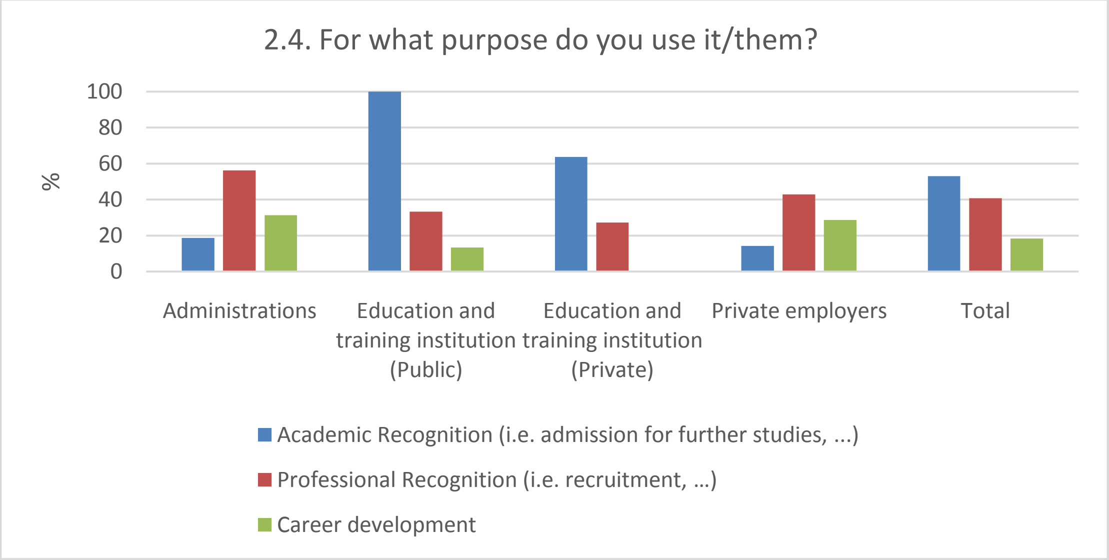
Conclusion:

It should me mentioned that summarising data on the use of different qualification frameworks majority of respondents tend to use only two kind of qualification frameworks EQF and NQF, nevertheless both of them are not yet fully implemented in Latvia and mostly they are used at education sector, thus those two are highlighted as the most important ones. The lack of use of other qualifications can be explained with the factor that most of the groups are unaware of other qualifications and did not have to deal with other country qualification during their work.

The purpose of the use of QF:

When asked about the purposes respondents use different QF, data shows that 53% of respondents use them for Academic Recognition (i.e. admission for further studies), but 43% for Professional Recognition (i.e. recruitment,) and 18% for Career development.

Results vary according to the group of stakeholders. Data shows that education and training institutions, especially public use QF for Academic Recognition (i.e. admission for further studies). 100% of public and 64% of private education and training institutions has marked it as the purpose of using QF. When specifying these respondents mentions such reasons as admission and transfer of academic achievements as well as enrolment of students. On the other hand administrations and private employers with respectively 56% and 43% of respondents outline Professional Recognition (i.e. recruitment) as the main purpose for using QF. They mention such reasons as development of clients' career path and possibility to demonstrate qualification when applying for job.


2.4. For what purpose do you use it/them?

Stakeholders	To develop clients career path	To demonstrate qualification when applying for job	To have foreign teachers	For admission and transfer of academic achievements	To enrol students	total
Administrations	1	1	1			
Public EI				1		
Private EI					1	
Employers						
Total						5

As it is shown in the table below, 14% of respondents briefly describe their experience in using QF. Administrations mention use of QF when they enrol clients in to training programmes. Public education and training institutions also mention student enrolment, particularly with foreign background. Also accreditation process is mentioned and such activities as linking institutions regulatory documents with QF as well as linking learning outcomes with NQF. QF is important also in recruitment process, especially when foreign employees are hired. On the other hand employers states that they don’t have any experience with QF

.2.5. Please describe briefly your experience with using qualifications frameworks?

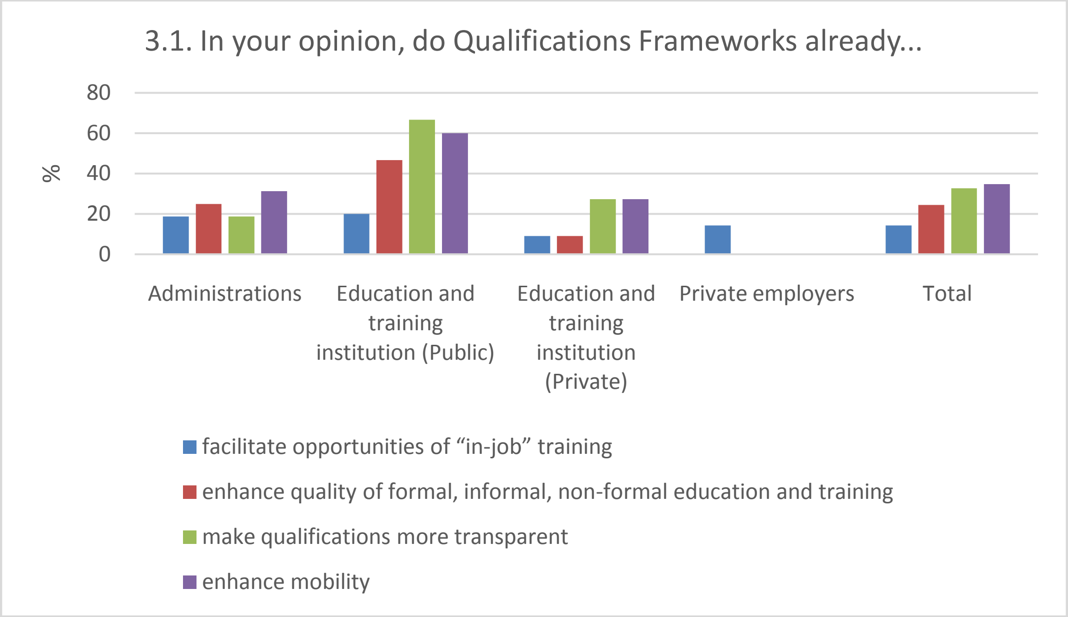
Stakeholders	Before client enrolment in to training programs	Linking QF with regulatory documents	During accreditation process in Latvia	Recruitment of foreign employees	Foreign student enrolment	Working on linking NQF with LO	No experience	total
Administrations	1							
Public EI		1	1	1	1	1		
Private EI								
Employers							1	
Total								7

Conclusion:

Almost all groups indicate that QF is used mostly for academic recognition and only then for professional recognition in case of respondents form administration sector. Academic recognition stand out since currently one of the aims of Latvia in education sector is study export and recruitment of foreign students, thus according to LV legislation all foreign diploma and transcripts also professional qualification should be officially recognised. For the Career development purpose QF is the least used since, as it was mentioned before, the implementation process of EQF and NQF is not finished yet and most likely the tendency will occur the same till it will be accomplished and promotional process will start.

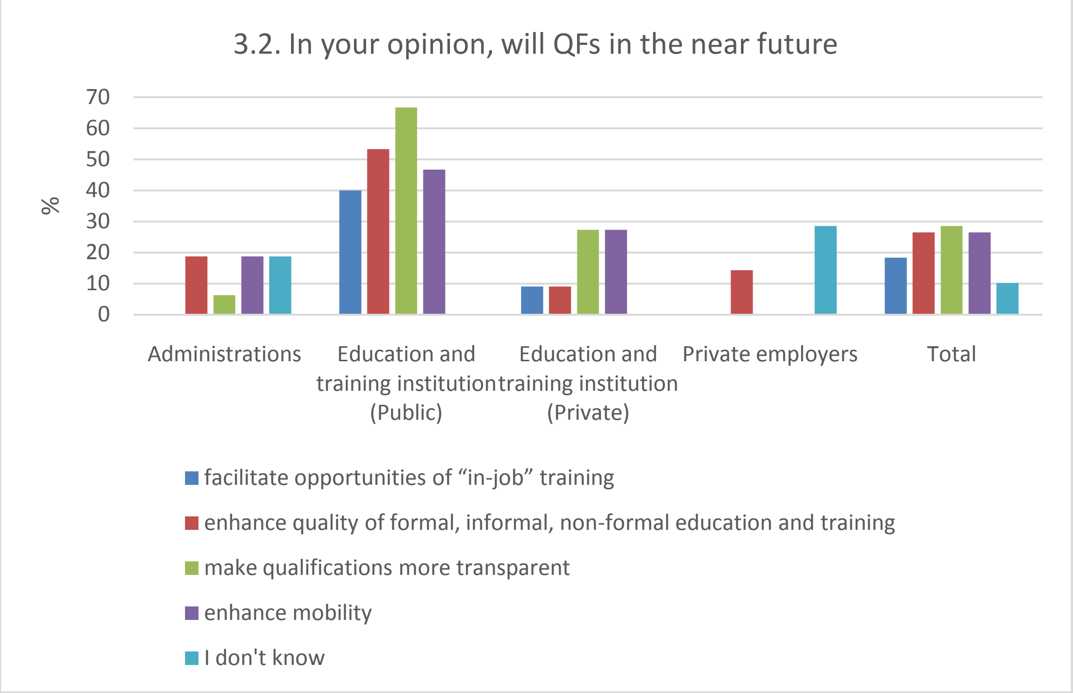
2.4 Expectations and Perspectives

In this question respondents are asked to share their beliefs on QFs positive impact on several spheres outlined in the chart below. Data shows that public education and training institutions are much more appraising the good impact of QFs, comparing to other stakeholder groups. We can also notice that all groups of stakeholders are more experienced that the use of QFs increases mobility (35% of all respondents). This statement is closely followed by opinion that QF makes qualifications more transparent (33% of all respondent). But only 14 % of all respondents states that QF facilitate opportunities of “in-job” training. In the comments three out of six respondents mentions QF as tool for harmonisation and comparison. It is also emphasized that QF enhance mobility because people are encouraged to do so. There are less fear about the admission procedure and no doubts if mobility to be shown in the diploma supplement. But one the respondent doubts that emphasizing only QF and learning outcomes can lead to poor result.



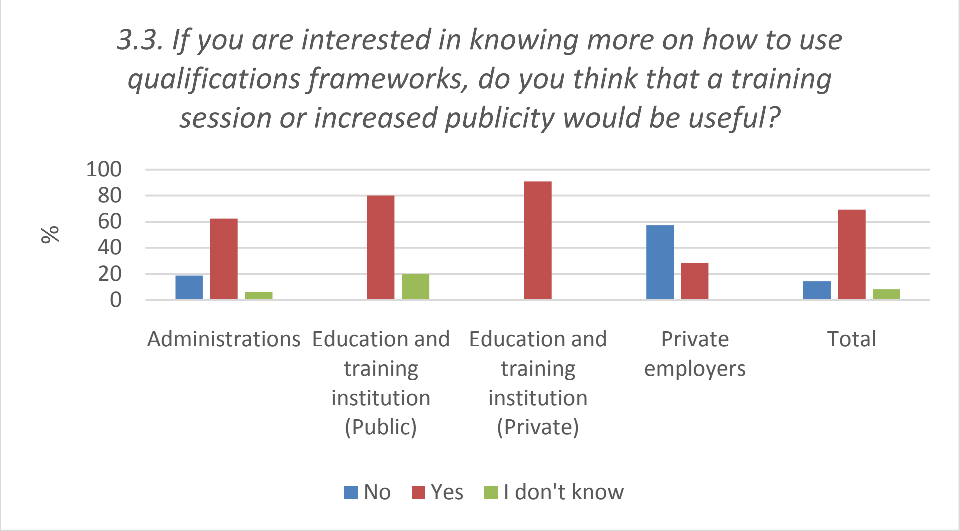
Stakeholders	Diploma admission in more countries	QF as tool for harmonization and comparison	QF enhance mobility, because of assured admission and diploma supplement	Emphasizing only QF and LO can lead to poor outcome	total
Administrations	1				
Public EI		3	1	1	
Private EI					
Employers					
Total					6

In the question 3.2.respondents were asked to predict the outcome of implementing QF. Again the most enthusiastic about the future of QF are public education and training institutions, especially about the impact on making qualifications more transparent. Comparing data about the future predictions to the notion about today’s situation, data shows that public education and training institutions are much more optimistic about the perspectives of enhancing the quality of formal, informal, non-formal education and training as well as facilitating opportunities of “in-job” training. The rest of the stakeholder groups are less optimistic about the future of implementation QFs. In total around 27% of respondents believe that in the future QF will improve quality of formal, informal, non-formal education and training, make qualifications more transparent as well as enhance mobility. Also if we compare predictions about the future of QF and today notions, we can see all the other stakeholders (compared to public education and training institutions) are as optimistic about today’s situation as about the future of QFs. In the comments public education and training institutions points out that there is need to draw employer’s attention to QFs. At the same time administrations emphasizes that QF allow clients to continue their training in any EU member state, which can be more and more useful in the future. On the other hand another representative of administrations says that he/she has no knowledge about QF in order to analyse the situation.



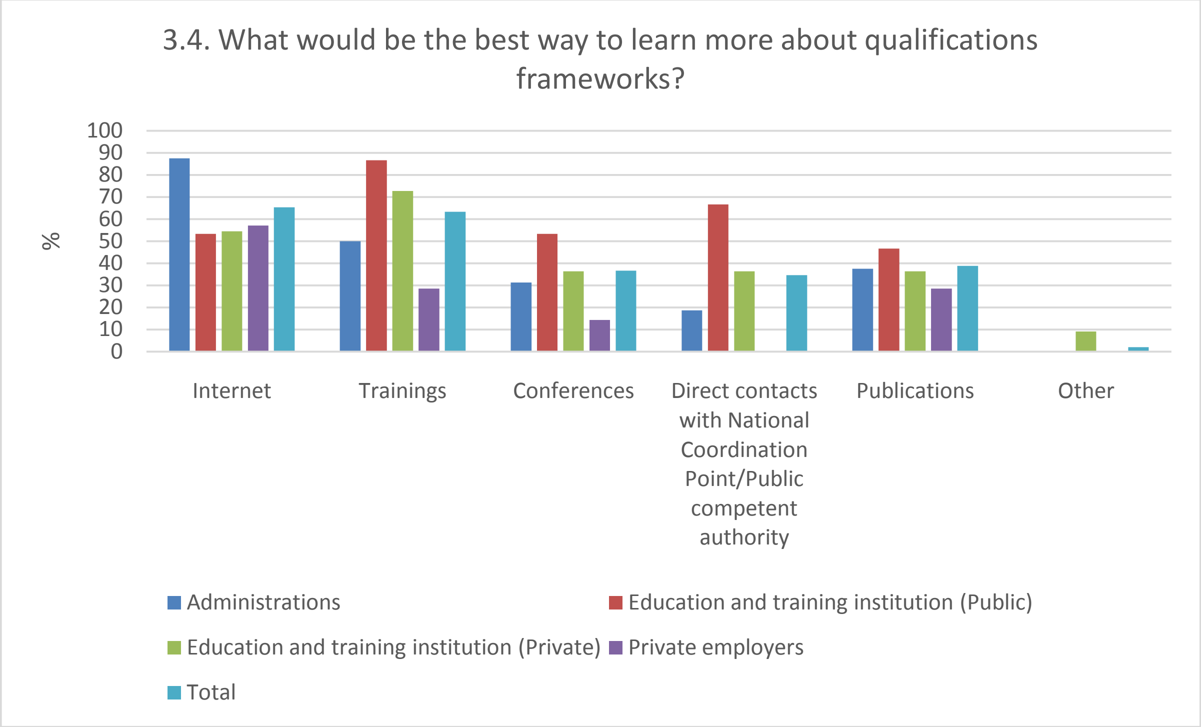
Stakeholders	**QF allow clients to continue their training in any EU member state**	**No knowledge about QF to analyse**	**Need to draw employers attention to QFs**	**total**
Administrations	1	1		
Public EI			1	
Private EI				
Employers				
Total				3

When asked about the interest to know more about the use of qualifications by participating in training session or by increasing publicity, with exception of private employers, most of the respondents (69%) give positive answer. But also 29% of private employers are interested in enhancing their knowledge in QF by sources mentioned above. When asked to specify, administrations points out that there is a need for short and structured information summary for clients as well as they emphasize the need for reasoning, why this information will be necessary in the future. Public education and training institutions outline the importance of direct communication and exchange of experience in conferences and seminars. On the other hand private employers speak about the need to explain the meaning of QF before going in to details.



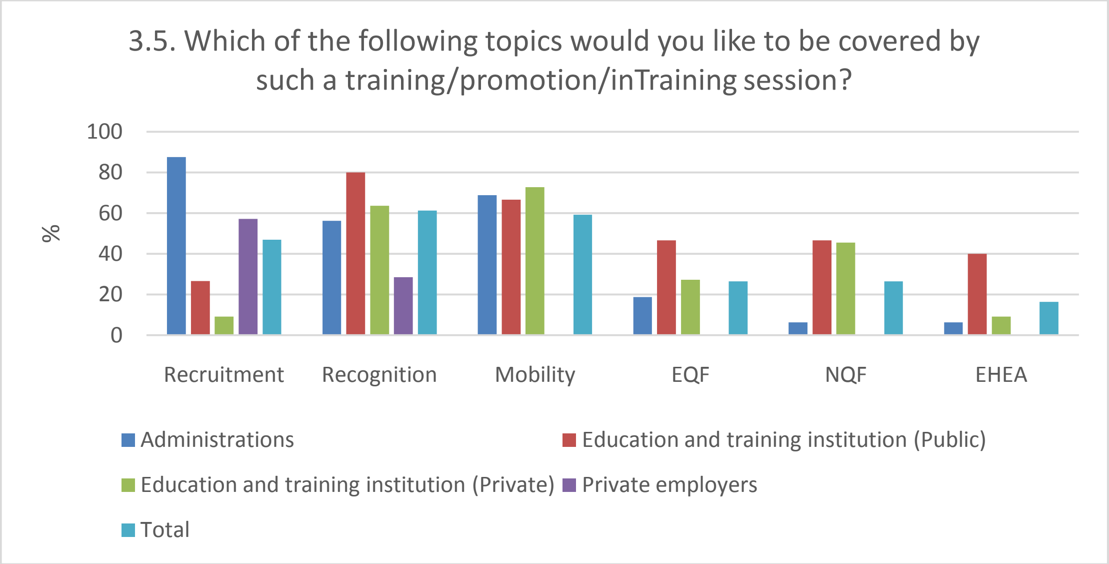
Stakeholders	Need for short and structured information summary for clients	Need for information only, if it will be necessary in future	Conferences, seminars, exchange of experience	Need for information to at least know the definition of QFs	total
Administrations	1	1			
Public EI			2		
Private EI					
Employers				1	
Total					5

Analysing what respondents say about the best ways to learn more about QF, we can see that overall the most popular answer is internet (65%). It should be pointed out that private employers and administrations would prefer internet as the best source of information, on the other hand both public and private education and training institutions would prefer trainings and particularly public education and training institutions also direct contact with NCP. The least popular answer is conferences (37%). As a positive tendency we can outline that generally there are will to communicate more with NCP. Overall 24 % use direct communication with NCP, but 35% of respondents are willing to do so. Another positive tendency is that there are almost twice more respondents who are willing (63%) to attend trainings comparing to those who are doing it already (39%).



Stakeholders	Training of employees	Data base	total
Administrations	1		
Public EI			
Private EI		1	
Employers			
Total			2

When asked about the topics of the potential QF activities most respondents answer that they would prefer to have more information about Mobility and Recognition. It should be outlined that mostly educational and training institutions are interested in information about different QFs, but on the other hand administrations and private employers are more interested in information about recruitment. The only topic that is specified in table below shows that public education and training institutions are interested in learning outcomes.



3.6. Please specify if there are any aspects of potential training that you are particularly interested in?

Stakeholders	No idea so far	Learning outcomes	total
Administrations			
Public EI	2	1	
Private EI			
Employers			
Total			3

III. SUMMARY OF THE RESULTS AND CONCLUSION

The analysed data do not show the objective picture of the awareness and use of EQF/NQF in Latvia due to many reasons. As one of the reasons can be mentioned the limited time given for the survey only few months and also the reason that selected respondents were contacted by general e-mail were link to online questionnaire was sent and also that at the beginning the main emphasis was put on online data. Since NCP did not have access to online questionnaire and was not aware of the process of the survey-e.g. could not see the progress of the research. Only after receiving first raw data, it could have been seen that only 27 respondents answered online questionnaire. In order to reach the required % of respondents phone interviews were accomplished and also paper questionnaires were added to data.

Since the response rate is low and time to accomplish survey was limited the final data does not give full picture of awareness and use of EQF or NQF in Latvia. The low response rate could also be explained since the e-mail addresses to which questionnaire was sent were general contact information of the enterprise/institution/ company and probably in most cases the e-mail was ignored since it could have been accepted as non-correspondent to particular company. Also the survey process clearly highlighted that if people are not aware of the term QF they will rather choose not to answer so not to show their lack of knowledge, thus the rate of respondents from education sector were the highest one, since education institutions are the ones who had to deal in one or another situation with QF.

In general the analysed data shows two major features the ones who are aware of QF are the ones who use it and are aware and communicates with NCP, and those are public and private education institutions. And there administration representatives and contacted public and private employers who are not aware of QF and thus they are not using them. Nevertheless, some response rate showed at least some % indicates that employers are aware of NCP and it can be explained with the available information, which is the function of NCP and the centre is the one who can distribute information by putting information on internet and uploading publications on internet.

The huge gap between education sector and public/private/administrative sector knowledge of QF can be explained with the fact that EQF and QF implementation is not finished yet. Latvia has started phase I in 2009 and finished in 2011, which was the phase of establishment of the LQF (NQF) and referencing it to EQF. Currently the implementation is on second phase which will end in 2015. During this time, QF for higher education were established and acknowledged, this explains the high response rate in terms of awareness and use of QF in education sector. Moreover, recently new regulation was issued which states that higher education institutions must include EQF/LQF in diploma supplement. This only shows that HEI will be even more aware of EQF and LQF and their understanding will be larger than other sectors. It should be highlighted in the chosen target groups and companies among the employers were not included those employers who are very well aware of EQF and NQF and thus they did not receive the questionnaire and only selected companies were allowed to be contacted.

Currently levels 1 to 4 are reviewed and it is done in close cooperation with stakeholders and Ministry of Education and Science and the process is done very carefully and the opinion of stakeholders in this process is very essential. Thus seminars and conferences that are organised by NCP are not offered to large audience, but carefully selected target audience to achieve most efficient outcome and ensure quality.

If to rush the process and inform the chosen target groups and educate them in the middle of the implementation it would mislead the society and the audience and would raise unnecessary anxiety.

3.1 Main conclusions

- If to look at another data that should be highlighted it can be seen that the Bologna Qualification is both most aware of and being used in all sectors, since the Bologna process implementation started since 2004 and is well known in education sector, therefore the highest response rate among used tools is given to diploma, diploma supplements, transcript of records. As interesting response occurred from public employers were Europass CV was mentioned as one of the tools.

- Among all the QF that were mentioned, the least used was other countries QF and accordingly NQF most used, which states that currently in this stage none of the target groups had not daily dealt with other countries QF.

- As the aim of the use of EQF/NQF was mentioned academic recognition, which again proves that education sector is more aware and understands better the significance of NQF. But employers admit that it can be used for professional qualification recognition.

- Regarding expectations, again the majority of respondents were form public education institutes who is more optimistic about the usefulness of EQF/NQF, which can be explained by their better knowledge and understanding of the situation and they feel themselves as the part of the process, since during seminars and conferences they can meet with experts and gain more valuable information. It can be assured that the employers who are partners with NCP (but who were not included in the target list) would felt the same and would be optimistic about the use of NQF.

- As regards private employers then majority are showing interest into finding out more about EQF/NQF training sessions and publications.

f) LITHUANIA

I. CONTEXT

1.1 Country data

1.1.1 Lithuania, short historic development

For the first time in historic records Lithuania appears in 1009, in *Saxonicae Annales Quedlinburgenses.* It is estimated that various Baltic tribes began their unification into a federal state in 10th century and this process was completed in 13th century. After the Grand Duke Mindaugas was baptized and converted into Christianity, on July 17th 1251, the Roman Pope Innocent IV issued a papal bull proclaiming Lithuania as Kingdom and the state was placed under the jurisdiction of the Bishop of Rome, which effectively meant international recognition of the state.

In 14th century, the Grand Duchy of Lithuania was the largest state in Europe – uniting the lands of present-day Belorussia, Ukraine, and parts of Poland and Russia. In 16th century Lithuania and Poland united into a common state, which lasted for some 200 years, when neighbouring countries divided its territory. Using the convenient circumstances after the WWI, Lithuania proclaimed its national independence on February 16th, 1918. However, the peaceful and prosperous development of the country was disrupted by the WWII, which resulted in annexation and occupation of the state by the Soviets.

Lithuania declared its regained independence from the Soviet Union on March 11th, 1990; and was re-admitted as a member of the United Nations on September 17th of 1991, as a member of UNESCO on October 7th of the same year, and as a member of Council of Europe on May 14th 1993. Officially the country became a member of NATO on March 29th, 2004, and joined the European Union on May 1st, 2004 (in both cases - together with Estonia and Latvia). Rapid economic development resulted in 2011 Lithuania for the first time being referenced as very high developed country, according to the United Nations Development Program. In 2012, Lithuania's Human Development Index (HDI) was 0.818, which gave the country a rank of 41 out of 187 countries with comparable data[42].

In Lithuania, educational reforms in all sectors started immediately after regaining independence and here our expatriate communities, especially in the United States, plaid a very active role. During the first decade of Independent Lithuania, technical and financial assistance from various states, foundations, and international organizations made a huge developmental impact. Transformation of studies from the long, integrated study programmes into study cycles was completed as early as 1993-1995. To quote Andrejs Rauhvargers, "the quality assurance system in Latvia was not created by or because of the Bologna process"[43]. Similar is true for Lithuania – many reforms started prior to the official launch of Bologna process and received influence from other parts of the world.

Further on, Lithuania was among the first group of countries signatories of UNESCO Convention on the Recognition of Qualifications concerning Higher Education in the European Region (popular name – Lisbon Recognition Convention) – signature put on April 11th, 1997. Joining LRC and developing procedures implementing it contributed to facilitation of both inward and outward mobility of students and workers. Lithuanian Minister of Education and Science was among those European Ministers of Education who convened in Bologna on the 19th of June 1999 and signed the Bologna declaration, committing to joint European reforms in higher education. During the second decade of Independence, participation in Bologna Process became a very important external factor of reforms in higher education, including creation of the national framework of qualifications.

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[42] http://hdrstats.undp.org/en/countries/profiles/LTU.html

[43] Rauhvargers, Andrejs (2004) "Latvia: Completion of the First Accreditation Round — What Next?" in Schwarz, Stefanie, & Westerheijden, Don F. (Eds.) "Accreditation and Evaluation in the European Higher Education Area". Higher Education Dynamics , Volume 5, 2004; Springer.

1.1.2 Lithuania - a country of emigrants

Historically, there were several large waves of emigration from Lithuania during the last two centuries. At the end of 19th and beginning of 20th century the main reasons to leave the country were economic underdevelopment, language and religion oppression under Czarist Russian rule. Places of destination included European countries and in the western hemisphere as well – USA, Argentina etc.

According to the data of the Genocide and Resistance Research Centre of Lithuania, country losses during the period of 1940-1952 amounted to more than 780 900 residents, including those killed during the war (25 thousand), those who emigrated and repatriated (444 thousand), those who were deported by Soviets to Siberia (Russia) (275 thousand), those who died in armed resistance movement against the Soviet rule after the war (21,5 thousand)[44]. Many citizens were fleeing immediately prior and after the WWII – mainly to Germany and the United States, in this case – most of them were highly skilled and educated. In addition, it is calculated, that during the war, some 195 thousand Jews were killed, which makes around 95% of all Lithuanian Jews[45]. After the Soviet occupation of the country, borders were closed and migration to the West ceased.

Immediately prior and several years after the Independence, more than 200 thousand Russians left Lithuania returning to their historical motherland. After Independence, some Lithuanians, using the state support schemes offered to families deported to Siberia by Stalin regime, relocated from Russia back to Lithuania.

Following data from the Department of Statistics, as of May 1st 2013, the population of Lithuania was estimated at more than 2,96 million. This constitutes a sharp decrease during the last 20 years: according to census data of 1989, there were 3,69 million inhabitants, and from declaration of Independence in 1990, around 650 thousand people left the country (however, researchers talk about larger unaccounted and illegal emigration). Emigration intensified after Lithuania joining the European Union, yet precise data on blue-collar workers leaving and brain-drain is lacking. Lithuania is not included in such international surveys as of OECD, special Eurobarometer 337 issue on geographical and labour market mobility in 2010 etc.

Economic reasons are the emigration factor to the vast majority of Lithuanians. However, studies indicate that the decision to leave the country is influenced by a combination of different causes, such as lack of social security and justice, no trust in the state, demeaning attitude of employers toward employees, as well as better work opportunities abroad. Top four destinations are UK, Ireland, Spain and the USA – mainly due to well established social networks in these countries. However, since 2010 emigration to the Scandinavian countries, especially Norway has been on the rise[46].

The immigration of foreigners to Lithuania remains very low (the annual average of 2000-2500 people), and similar proportions of them are from EU and non-EU countries. In 2012 immigration increased due to bigger labour demand. Most foreign nationals come from Belarus, Russia and Ukraine[47].

Considering composition of the country according to nationality, currently Lithuania is a rather homogenous state. Lithuanians constitute 84,1% of population, the largest minority group are Poles (6,6%), Russians (5,8%), then Byelorussians (0,96%), and the rest of groups each do not make up to 1% (Ukrainians, Jews, Latvians, Rromas, Tatars, Germans)[48].

1.1.3 Considerations on student and researchers' mobility

There were only several small scale quantitative and qualitative studies of outward and inbound mobility in Lithuania, comprehensive and comparable data for 20 years is missing. Nevertheless, it is believed that student and researchers' mobility are not significant components of migration in Lithuania. Grants by various foundations and governmental bilateral exchange schemes (such as DAAD, Fulbright, Soros Foundation etc), also international scholarship schemes are decisive in enabling studies abroad due to otherwise still low purchasing power of population. While some students after completion of their undergraduate and graduate studies do return home, researchers (especially those who completed their PhDs abroad) find further placement and work proposals far more appealing abroad than in Lithuania mainly due to career perspectives and projected income. Despite current efforts to encourage re-location home, they did not give sizable impact yet and emigration is a big challenge for the country policies.

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[44] http://www.genocid.lt/centras/lt/147/c/

[45] Surce: Dr. Arūnas Bubnys, data published at http://www.genocid.lt/centras/lt/891/a/

[46] Cited from European Migration Network, http://123.emn.lt/en/emigration/top-10-destinations

[47] http://123.emn.lt/en/immigration/who-is-coming-to-lithuania

[48] http://db1.stat.gov.lt/statbank/SelectVarVal/saveselections.asp

When analysing available statistics, one can see that there are large disparities among arrivals and departures. For example, a number of outgoing students with Erasmus mobility grants during the period of 2001-2011 was more than 21 thousand, and incoming – more than 7,5 thousand. Top countries from which students are coming and to which are going for study periods are basically the same – Turkey, France, Spain, Portugal, Poland, and Germany. In Erasmus programme of Staff Mobility for Teaching Assignments the gap between going abroad (6,8 thousand) and coming to Lithuania (4,9 thousand) is less[49]. It is estimated that during the academic year of 2012-2013 there are 3690 international students enrolled for degree studies in Lithuania[50]. Majority of them come from such neighbouring countries as Belorussia, Russia, Latvia and Poland, but others travel from more distant places – Spain, Israel, Sweden, Azerbaijan, Lebanon, Turkey, India, Nigeria etc.

1.2 State of play of the implementation of NQF and its transposition to the EQF-LLL

With the adoption of the Resolution of the Government of Lithuania of 4 May 2010[51], Lithuania established an overarching framework of qualifications for all educational sectors (abbreviation used – LTKS), including higher education. It places qualifications on 8 levels, each of them described in terms of:

- complexity of activities as a criterion used to describe the character of activities, the variety of tasks and the degree of responsibility;
- autonomy of activities as a criterion used to describe changes in the activity organisation and nature of subordination;
- variability of activities as a criterion used to describe activities in terms of changing technological and organisational environment.

To complement this legal act, there are more detailed descriptions of intended learning outcomes by graduates of three higher education cycles, as approved by the Ministry of Education and Science[52]. It further provides details on qualifications in respect to such components of qualifications as knowledge and its application, research skills, special abilities, social abilities, and personal abilities.

In the course of referencing of LTKS to EQF-LLL framework, and also taking into account wide consultations with stakeholders and experts from abroad, the national framework was updated on August 24th, 2011. The task was completed and LTKS officially inaugurated on May 24th, 2012.

The 1st cycle and 2nd cycle programmes leading to state recognised higher education qualifications are externally reviewed by the independent quality assurance agency (*Centre for Quality Assessment in Higher Education*, SKVC – www.skvc.lt), established in 1995, currently – full member of ENQA and registered in EQAR.

There was a national ECTS introduction project executed during the several years, and it led to preparation of recommendations for integration of methodology for the development of competences and assessment of learning outcomes into the internal quality assurance system[53]. On the higher education system level, SKVC is coordinating renewal or drafting of descriptors for different subject fields, helping to identify the main learning outcomes to be achieved by graduates. Descriptors are intended at HEI, external quality assurance experts etc.

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[49] http://ec.europa.eu/education/erasmus/doc/stat/1011/countries/lithuania_en.pdf

[50] According to data provided by HEI, student register and department of statistics

[51] http://www.kpmpc.lt/LTKS_EKS/LTQF_official_translation.pdf

[52] http://www.skvc.lt/files/SKAR/aprasas_eng.pdf

[53] http://ec.europa.eu/education/lifelong-learning-policy/doc/eqf/lithuania_en.pdf

II. DATA ANALYSIS

2.1 Introduction

2.1.1 Respondents sample

As discussed in the first two meetings of the project, the question of representativeness has been our priority when identifying the potential respondents. Based on the decision of the project partners to focus on four main categories (i.e. education and training institutions, private employers, public employers and recruiters), we have tried to define subcategories in order to represent all the sectors concerned and potentially impacted by the use of QFs.

The total number of respondents targeted by the survey was 156, within each category of respondents different number of organisations was surveyed. In this perspective, the following elements should be underlined:

- Concerning the category "**education and training institutions**", three main categories have been surveyed. Within those institutions, admission, international relations and/or students offices were contacted. However, it should be noted that, especially for smaller institutions, there is not necessarily a unit responsible for recognition of foreign qualifications. Respondents were:
    - All 47 legally established public and private higher education institutions (23 universities including a branch of a foreign university, and 24 colleges of higher education),
    - and 12 vocational training institutions.
- Concerning the category "**private employers**", we have targeted 52 enterprises carrying activities at a national, European or international level in various sectors, including transportation and logistics, manufacturing, banking, insurance, pharmaceutical, medical services, consulting, IT, wholesale and retail, telecommunications. Within the targeted enterprises, human resources departments and services were contacted.
- Concerning the category "**public employers**" which includes 25 organisations, we have focused the sample on national level employers (i.e. all 14 Ministries) and the municipal employers (i.e. 11 largest municipalities' administration). For this last subcategory, bigger cities were preferred, considering the higher potential of receiving employees with foreign diplomas.
- Concerning the category "**recruiters**", we have contacted 1 public institution (i.e. the Lithuanian Labour Exchange under the Ministry of Social Security and Labour) and 19 private recruitment enterprises. When defining the sample of private recruiters, we chose both local and international recruiters in various socioeconomic sectors and targeted at all levels of hiring (from executive level to ordinary workers).

2.1.2 Conduction of the survey

Due to technical problems, the launch of the survey was delayed and started by the end of January 2013. Considering the low rate of answer, the survey remained open until end of April 2013. The survey was developed by the project partners and translated into Lithuanian for our sample. A contact person from our centre was also mentioned in the survey in case of problems.

During the period the survey was online, we have observed or been contacted for the following issues:

- In particular for enterprises, the electronic addresses to which the survey was sent were generic electronic addresses and only automatic responses were received. We have tried to find personal electronic addresses but in many cases, this was not possible. However, as explained below, we have contacted some of them by telephone.
- In particular for enterprises, we have been informed that they were not concerned by the survey since no or very few foreign workers or Lithuanians with qualifications from abroad are employed.

2.1.3 Answer rate

Considering a lot of efforts put into the survey – repeated sending of the link to the questionnaire, reminding telephone calls, telephone interviews and face-to-face interviews – the answer rate for Lithuania is very high: almost 53% of the potential respondents answered the survey.

Quite predictably, 62% of the respondents come from the “education and training institutions”, 18% of responses received from public sector employers, 11% - from private companies, while the lowest interest was from recruitment agencies - 7% of all responses, and there was 1 case of non-identified respondent.

2.1.4 Further contacting the respondents sample

In order to increase the initial response rate (obtained after sending invitations by mail), we have individually contacted by phone the rest of target organisations, those who have not answered but remained potential respondents, urging them to answer the survey. At the same time, it was offered to record their answers on paper questionnaires. This way, phone interviews were held and further 4 responses obtained (2 from HEI, 2 from private companies).

In addition, two study visits to meet and in person discuss the questionnaire with potential respondents were organised. One day visit to Klaipėda city (on the Baltic sea coast, more than 300 km away from the capital Vilnius) involved speaking to a public institution (Klaipeda City Municipality) and a HEI (Klaipeda University) representatives. Another one day visit to Kaunas city (100 km away from Vilnius) was organized to meet with a HEI (Lithuanian Sports University) and recruitment agency (“Personalo sprendimai”) representatives. Face to face interviews helped to better understand the practices of respective organisations, also it provided opportunities to explain qualifications frameworks – the national one, the EQF-LLL and Bologna QF.

2.1 Awareness

2.1.3 Level of awareness of QFs developments

Considering the general awareness of QFs (question 1.1), it appears clearly that employers (private employers and recruitment agencies) are the least aware of any QF while education and training institutions are mostly aware of QF developments – 50%. The highest awareness is among public education providers (33% of all who responded), then private education providers (17% of all who responded). Based on the answers received, almost 21% said they were not aware of QFs at all.

Looking at the level of awareness of the existing QFs (i.e. LTKS, EQF-LLL, Bologna QF and other national QFs), it confirms the general awareness (and “unawareness”) amongst the respondents, education and training institutions declaring having the highest level of awareness while private employers and recruiters are the least aware of those instruments.

It is interesting to analyse the level of awareness on the specific QFs mentioned. Respondents indicate being more aware of the national QF – LTKS, despite the fact that it was launched rather recently (3 years ago).

Another interesting result concerns the overarching QFs (i.e. EQF-LLL and “Bologna” QF) for which the level of awareness is much more variable in comparison to the national QF. Even though most of respondents come from education and training institutions, knowledge on EQF-LLL scores a higher level of awareness in comparison to the “Bologna” QF.

Finally, the results about the level of awareness of third country QFs are also straightforward: only 2 respondents indicated a level of awareness higher than 3 (scale from 1 to 5) and the average level of awareness, all respondents considered, is very low (1.45). No “foreign” QFs were mentioned.

2.1.4 Sources for rising awareness

Answers to the Questions 1.3 provided a clear indication that primary sources of information are internet and internet publications, then trainings, and direct contacts with the National Coordination Point (formally, Qualifications and VET Training Authority is assigned this function). One respondent from a private education and training institution in the free answer section related awareness of QFs to this person's engagement in quality assurance procedures. Another respondent mentioned knowledge of QFs gained during the course of his HE studies.

There is a wide divide regarding awareness of existence of the National Coordination Point (Question 1.4) – a large proportion of respondents know there is a one (54%), while a very large number of them have no knowledge at all (44%).

2.1.5 Main outcomes

Based on the responses provided in the section 1 of the survey, the following elements should be underlined:

- Awareness of QFs is rather low; however, education and training institutions are the most aware users/beneficiaries;
- Awareness of the national QF is the highest (although LTKS has been formally developed and implemented very recently), while awareness of overarching QFs is lower, and other third country QFs is very low;
- Prevailing sources of information are on the internet (internet and internet publications), then audiences have attended trainings or had contacts with NCP which contributed to their increased awareness.

2.2 Use and Practices

2.2.2 Practices related to recognition/credentials evaluation

Question 2.1 illustrates the difficulty to reach the 'targeted' respondents for this project. While 61% of respondents confirmed they deal directly with recognition/credentials evaluation, the rest of them – 37% have no direct relations to this function. More specifically, 50% respondents from public education and training institutions confirm that they are responsible for recognition, and this percentage is even higher for private education and training institutions being 72%. Of those located in public bodies (Ministries and municipalities), private employers and recruiters half of survey respondents dealt with qualifications, and the other half had no encounter.

2.2.3 Tools used for recognition/credentials evaluation

For public education and training institutions, the primary tool when handling foreign qualifications is the Educational Document (Diploma/ Degree/ Certificate), in the second place - Diploma Supplement, then transcripts and indications on the length of study. In comments section they also mention usage of ECTS and Europass not once.

For the category of public institutions, only half of the respondents deal directly with recognition/credentials evaluation. For those bear responsibilities, the fact of a person having any official document, transcripts and Diploma Supplements are the most important, afterwards significance is assigned to and the length of training, qualifications frameworks, and certificate supplements are the least used.

The survey showed that for employers (both private companies and recruitment agencies) currently qualification frameworks are still not discovered as useful tools. They are primarily concerned of the fact of any formal education received (thus, ask for Diploma/ Degree / Certificate, Educational Document and inquire of the length of study). Direct interviews that we had with employers let to confirm, that they develop internal selection procedures, in which learning outcomes play the vital role – suitability of the particular applicant's profile to the job place and previous job experience are analysed.

2.2.4 Use of QFs for recognition/credentials evaluation

Responses to question 2.3 confirm the findings so far: only education and training institutions used QFs by the potential users/beneficiaries for recognition purposes, other categories of respondents rarely referred to them as a source of information and for decision making.

Education and training institutions reported that there are great variations about usage of other QFs (of other countries, of EQF-LLL, Bologna "Framework"). They most heavily rely on the national framework LTKS, since there are only very few students from abroad (both on exchange programs and for degree studies). Certainly, it is natural, that LTKS is the most important in admission of local students as a primary qualifying criterion (even though admission is competitive, not granted to everyone wishing and based on multiple clauses, such as entrance exams, fitness tests etc.).

Private employers almost do not use Bologna QF and third country frameworks, they only seldom use EQF-LLL, and would most often use the national framework LTKS. This finding might be explained by the fact that immigration to Lithuania for labour purposes is still very low, currently there simply is no need to refer to external (other than national) information sources. However, this tendency might be changing in the future, since employers talk about the need to bring blue collar workers from third countries because of high levels of emigration from Lithuania.

Concerning the purposes of using QFs, academic recognition (for further studies) is by far the first purpose (28% of cases). But again, this should be balanced by the fact that education and training institutions (mainly higher education institutions) are the largest category of respondents. Interestingly, several respondents in free comment sections indicated that QFs are useful for them when planning to launch new study programmes, they help to indentify expected learning outcomes.

Professional recognition (in view of recruitment) is the second purpose (scoring 17% of cases) of using QFs. Academic recognition and career development as purposes were chosen by 8,5% of respondents. Two-fold purpose - professional recognition and career development was mentioned by another 8,5% of respondents.

Career development as a sole purpose was mentioned by 6% of respondents. Still, quite many answers to Question 2.4 were not provided (almost 20% of answers were missing).

When answering to question 2.5 and stating on respondent experiences with QFs, four participants commended their positive experience of working with Lithuanian ENIC/NARIC office (SKVC) – professional advice given and useful trainings held. Two persons expressed satisfaction with introduction of ECTS in higher education of Lithuania. It should be mentioned that officially, ECTS is used in the country from September 1, 2011 and there was a preparatory period as well. One respondent noted about the currently "empty" level 5 of LTKS (comparable to level 5 of EQF-LLL).

2.2.5 Main outcomes

Based on the responses provided in the section 2 of the survey, the following elements should be underlined:

- Almost 61% of the respondents declare dealing with recognition/credential evaluations and their usage is mainly related to academic recognition purposes;
- QFs are helpful towards career development purposes only in relation either to academic or professional recognition;
- "Traditional" documents (i.e. degree, length, transcripts) are preferred to the transparency tools developed at European level; however, education and training institutions are more likely to use those tools;

- QFs are very rarely used and are considered as an information tool (mainly on the level of qualifications and the education and training systems) amongst others; however due to the development and implementation still in progress in many countries, QFs have potential.

2.3 Expectations and Perspectives

2.3.1 Current and future objectives the QFs development and implementation

Responses to questions 3.1 and 3.2 should be analysed together not because they are identical, but since they complement each other: current usage of QFs is believe grater than certainty of the potential usage in the future.

Answers to Question 3.1 indicate, that currently a single usage of QFs - as enhancing mobility - was indicated by 15.8% of respondents, while 68% of respondents believe QFs serve multiple ends, and 15.8% of respondents chose not to answer to the question of the present value of QFs. While QFs are used for multiple purposes, mostly they are instrumental in enhancing mobility and transparency, then quality enhancement, informal and non-formal training, and the least serving for in-job training.

It is interesting to note, that some respondents commented having beliefs that QFs might stimulate development of vocational education and training in Lithuania, which needs further impetus. In several cases, it was said that internationalisation is a significant aim: to enhance mobility both of students and teachers, reforming of study curriculum, enhancing quality of formal, informal learning and RPL.

Almost 60% of responses confer beliefs that in the future QFs will bring multiple values, only 2.4% think it will have one end – of just enhancing mobility. Yet a very large portion of survey participants have no opinion regarding Question 3.2 – 30%, and responses were missing in 7.3% cases.

2.3.2 Expectations regarding the QFs development and implementation

Considering the low level of awareness and use of QFs, and some scepticism about the future exploitation, almost 70% of the respondents indicate their willingness to know more about QFs and their potential uses. No interest in further learning was demonstrated only by 14.63% respondents.

Internet and direct contacts (with NCP, in trainings and conferences) are the preferred means to increase knowledge on QFs tools. It is underscored that direct contacts are the most effective. Yet, there was one proposal of distance learning as saving time and resources.

Finally, there is no specific expectation regarding topics of training – mobility, recognition, QFs, recruitment are mentioned frequently. The audience, however, seems to be very dispersed concerning combination of those themes. In the comments section, such topics as recognition of prior learning, QFs of third countries, acquiring qualifications via non-academic routes are mentioned. Some respondents specifically mentioned topics that are addressed in trainings offered by Lithuanian ENIC-NARIC centre (SKVC) such as on grades conversion, recognition of diplomas from third countries. One observation related to expectations of NCP being more active. There were several observations on the need to attend trainings to keep their knowledge on the context developments in order to be up-to-date, even without immediate practical usage.

2.3.3 Main outcomes

Based on the responses provided in the section 3 of the survey, the following elements should be underlined:

- QFs are considered as information tools to enhance mobility and transparency of qualifications and training and education systems, and to foster internationalisation;
- QFs have also a high potential on “realising” lifelong learning by, for example, facilitating or even regulating recognition of non-formal and informal learning;

- There is a high demand for increasing awareness and the knowledge of QFs through a great variety of means.
- There were several expectations of participants related to specific institutions (namely, Lithuanian ENIC/NARIC and NCP).

III. SUMMARY OF THE RESULTS AND CONCLUSION

Based on the responses provided in the section 1 of the survey, the following elements should be underlined:

- Awareness of QFs is rather low; however, education and training institutions are the most aware users/beneficiaries;
- Awareness of the national QF is the highest (although LTKS has been formally developed and implemented very recently), while awareness of overarching QFs is lower, and other third country QFs is very low;
- Prevailing sources of information are on the internet (internet and internet publications), then audiences have attended trainings or had contacts with NCP which contributed to their increased awareness.

Concerning the use and practices related to QFs, the results of the survey show that:

- Almost 61% of the respondents declare dealing with recognition/credential evaluations and their usage is mainly related to academic recognition purposes;
- QFs are helpful towards career development purposes only in relation either to academic or professional recognition;
- "Traditional" documents (i.e. degree, length, marks) are preferred to the transparency tools developed at European level; however, education and training institutions are more likely to use those tools;
- QFs are very rarely used and are considered as an information tool (mainly on the level of qualifications and the education and training systems) amongst others; however due to the development and implementation still in progress in many countries, QFs have potential.

Concerning the expectations and perspectives concerning QFs, the results of the survey show that:

- QFs are considered as information tools to enhance mobility and transparency of qualifications and training and education systems, and to foster internationalisation;
- QFs have also a high potential on "realising" lifelong learning by, for example, facilitating or even regulating recognition of non-formal and informal learning;
- There is a high demand for increasing awareness and the knowledge of QFs through a great variety of means.
- There were several expectations of participants related to further work of specific institutions (namely, Lithuanian ENIC/NARIC and NCP).

3.1 Concluding remarks

Lithuanian ENIC/NARIC put a lot of efforts in obtaining as many responses as possible, though it was time and effort consuming. The general high response 53% to the survey rate gives reasonable validity of overall findings, even in some cases respondents were hesitant or provided no answers.

g) NETHERLANDS

I. CONTEXT

1.1 Country data

1.1.1 Student mobility

The Netherlands is active in the area of student mobility, both in terms of incoming and outgoing students. Regarding incoming mobility, the Netherlands is a popular country for foreign students, because of the quality of higher education programs and the availability of programs in the English language. The total number of foreign students enrolled in publicly-funded higher education in the year 2011-2012 was 69.450, out of an entire student population of 666,859. This number includes students enrolled in a full degree program as well as students who come to the Netherlands for a shorter period of study. In higher professional education, the majority of students are enrolled in bachelor's programs, in research-oriented higher education; an almost equal number of students are enrolled in bachelor's and master's programs. The data show an increase in the number of incoming foreign students since 2010. Foreign students come from all over the world, with a majority coming from EU countries.

Regarding outgoing mobility, an increasing number of Dutch students are enrolled in foreign HEIs (18.100 in 2008-2009). Since 2007, students can use government-funded grants and loans to study abroad, which has resulted in an increase in the number of Dutch students in foreign countries.

1.1.2 Professional mobility

Reliable statistics regarding professional mobility are difficult if not impossible to obtain. Much depends on the nature of the profession (regulated or not) and the country of origin of the person in question (visum/residence permit required or not). We have been able to obtain statistics from 2009 regarding immigration and emigration in general, and though they are not limited to professional mobility, they do provide some indication of the numbers of foreigners coming to the Netherlands and the numbers of Dutch citizens immigrating to other countries. These data show a total of 146.378 people immigrating to the Netherlands in 2009, with the top three countries being Poland, Germany and Belgium. Regarding emigration, the data show a total of 85.357 Dutch citizens immigrating to other countries, the top three being Germany, Belgium and the UK.

1.1.3 State of play of the implementation of your NQF and its transposition to the EQF-LLL

The Netherlands has been in the process of developing a Dutch National Qualifications Framework in line with the EQF-LLL since 2009. This process included defining the levels and learning outcomes of the NLQF, placing standard national qualifications on the framework and referencing it to the overarching EQF. The final results were submitted for approval at the end of 2011 and the NLQF was officially referenced to the EQF in 2012. The NLQF has a total of nine levels: an "entry level" which is below level 1 of the EQF-LLL and therefore not referenced to the EQF-LLL, and 8 levels which are referenced to the 8 levels of the EQF. A cause of much debate when developing the NLQF was the position of pre-university secondary education (vwo). Level 4 was considered too low, level 5 too high, resulting in a compromise and an extra level of 4+ for this particular diploma on the NLQF. A description of the NLQF is included in annex 2. To ensure the successful implementation and further development of the NLQF, the National Contact Point (NCP NLQF) was officially launched in October 2012. An important task of the NCP NLQF is the classification of training programs in informal and non-formal learning which are not regulated by the government and/or offered in the private sector in one of the 8 levels of the NLQF. The procedure includes the evaluation and approval of an institution as a whole followed by the placement of qualifications awarded on the NLQF. The NLQF is a work in progress. The accuracy of the framework and its relationship to relevant European developments will be monitored, tested and evaluated in the coming years.

II. DATA ANALYSIS

2.1 Introduction

Preparations leading up to the dissemination of the questionnaire took place between spring and summer 2012. Before defining the recipients of the questionnaire, a consultation was held with the director of the National Contact Point Dutch Qualifications Framework (NCP NLQF) to make her aware of the activities of the NARIC working group and to obtain her advice on who we should contact. She indicated that due to a general lack of awareness with the NLQF, the results of the questionnaire would only be a baseline assessment and particularly useful when comparing the level of awareness of the NLQF in a few years.

In compliance with the guidelines of the working group, the questionnaire was sent to four target groups in the Netherlands: Education and Training Institutions, Private Employers, Administrative Bodies and Recruiters.

The first group was divided into three subcategories, which represent relevant stakeholders in education and training in the Netherlands, i.e. higher education institutions, schools offering secondary vocational education and private training institutes offering education and training at all levels of education. Of the HEIs, the choice was easy to make. The questionnaire was sent to all members of a national network of admissions officers involved in international admissions that included all 14 research-oriented universities and 16 universities of applied sciences. The schools for secondary vocational education as well as the private training institutes were chosen fairly randomly from a complete list of all institutions in these categories. A choice was made based on size, the types of programs offered and the likelihood of having international contacts and experience.

Due to the huge number of private employers in the Netherlands, it was decided to limit the number of recipients in this group to larger employers with an international scope, such as Shell and KLM. The same is true of the recipients at national ministries included in the group of Administrative Bodies. The other stakeholders in the Admin group represent organizations with which the Dutch NARIC has frequent contact in matters regarding international diploma recognition.

Last but not least, the recipients in the Recruiters category were randomly chosen from various lists of recruiters found on the internet. Having no experience with this particular group of stakeholders, the selection was based on recruiters with an international scope and/or those involved in more internationally-mobile professions (construction, health care).

With the exception of HEIs, two problems we encountered when compiling the lists of recipients were the lack of specific contacts within an institution or organization and the enormous number of potential recipients to choose from. In other words, to whom should we send the questionnaire and what should our choice be based on. A few attempts were initially made to trace the right contact by phone. This quickly proved to be a very inefficient method, and in most cases it was decided to send the questionnaire to a general "info@" e-mail address, with the following request:

"Many of the e-mail addresses that we have collected for this questionnaire are general addresses, i.e. not sent to the attention of a specific individual. If this applies to you and you work at an educational institution, we kindly request that you forward the e-mail to your colleague responsible for student admission. If you are an employer, recruiter, or work at a ministry, we kindly request that you forward the e-mail to your colleague in the HRM department."

The questionnaire was ultimately sent to a total of 127 recipients. Neither phone interviews nor site visits were conducted. The response rate was disappointing, and several recipients responded that they were either too busy or simply not interested in filling out the questionnaire. Other factors such as an inability to access the questionnaire and being able to open only the French version influenced the number of questionnaires received. When it became obvious in February 2013 that only a small number of responses had been received from Dutch recipients, several attempts were made to contact stakeholders by telephone and e-mail, requesting them to fill in the questionnaire. These measures did increase the total number of responses, which were nonetheless relatively small (24 total), and divided among private education and training institutions (12: 50% of total), public education and training institutions (6: 25% of total) and administrative bodies (6: 25% of total). No responses were received from the categories employers or recruiters. It was surprising as well as encouraging to us that the majority of responses came from private education and training institutions. Surprising because the Dutch NARIC has little contact with this group, and encouraging because the classification of qualifications offered by private institutions is a central purpose of the NCP NLQF and graduates of private training institutes in particular will greatly benefit from implementation of the NLQF.

2.2 Awareness

An analysis of questions regarding awareness of qualifications frameworks can be summarized as follows:

1.1: Are you aware of the existence of QFs?

A vast majority of respondents are familiar with QFs. Of the 24 respondents, the 2 who indicated they were not familiar with QFs were in the administrative group, which is not surprising, since people in this group are less likely to be familiar with recognition instruments.

1.2: How well do you know the following QFs (NQF/EQF/Bologna Framework/Other?)

When comparing respondents' familiarity with the EQF, NQF and the Bologna framework, a similar number of people (6, 7 and 6 respectively) indicated they are totally unfamiliar with the three frameworks. The majority of responses "1" are from private institutions, the others are from the Admin group. When looking at the number indicating high awareness, the NQF scores considerably higher than the other two (7 as opposed to 4 (EQF) and 3 (Bologna). The mean scores show that public institutions score the highest familiarity with the NQF (4.33), and that with three exceptions, the mean score for all target groups regarding familiarity with all three frameworks ranges from 3.00 to 3.50. This seems to indicate that at least some awareness, however vague, of the three frameworks exists. It was surprising to see how little awareness public institutions seem to have of the Bologna Framework, which was officially adopted in the Netherlands several years before the NLQF, and which specifically concerns qualifications awarded by institutions at this level. At the same time, it is surprising to note that private institutions seem to have more awareness of the Bologna Framework, which is less relevant to this target group. We don't have an explanation for this, but it does raise questions about the meaning of the data in general, since it is quite possible that the difference between the three different QFs is unclear to many people.

In the last question of 1.2, some familiarity was shown with QFs from other countries, particularly by respondents in the administrative category. This is surprising, since one would assume that admissions officers at educational institutions would be more likely to know other QFs in their work.

1.3: How did you find out about the various QFs?

The data compiled for question 1.3 are difficult to interpret since different sources of information on QFs are mentioned in various combinations. The internet is mentioned as an information source 10 times, the NCP 8 times, publications 7 times and training 4 times.

1.4: Do you know that there is a NCP for the NQF and EQF in your country?

The data for question 1.4 show that an encouraging total of 16 of the 24 respondents are aware that an NCP exists in the Netherlands. The response “yes” was provided by two-thirds of each of the target groups.

2.3 Use and Practices

2.1: Does your institution/organisation deal directly with foreign qualifications?

The data for question 2.1 show that the majority of respondents deal with foreign qualifications. It was surprising to see that five-sixths of the private institutions answered “yes” to this question, compared to 2/3 of the Admin group and ½ of the public institutions. We would have expected more if not all respondents from public institutions to have answered yes, because the questionnaire was sent to colleagues responsible for admitting foreign students.

2.2 What are the tools you use when handling foreign qualifications?

When comparing the tools of recognition used most by respondents in question 2.2, the ”Diploma/educational document” scores the highest by far, with the majority of respondents (19) indicating the highest score of 5. The mean for each target group with regard to this particular tool is in the 4.0 range, with Admin and private institutions both scoring 4.33 and public institutions 4.80. Other instruments which according to the mean scores fall into the above-average range are ”Qualifications frameworks”, ”Transcripts” and ”ECTS/ECVET”. Instruments which fall into the below-average range are the Certificate Supplement and Europass. The results for “Length of training”, ”Diploma supplement”, ”Expert external opinion” and ”Other credit system” were a bit more mixed, with mean scores for all three instruments showing the highest amount of use coming from public institutions. For every instrument mentioned in 2.2 there are a significant number of “not-reported” scores and scores of “1”, particularly from the Admin and private education institutions groups. It’s unclear to us how to interpret this information.

2.3 Among the frameworks that you know, which do you use in your work?

When comparing the frameworks used most by respondents in their work in question 2.3, the NQF scored the highest, even though only 10 out of 24 respondents indicate a high frequency of use (i.e. score “5“). None of the scores provided show a convincing indication that QFs are actually used in daily work. The highest mean score given to other instruments besides the NQF is 3.75 (for”QFs of other countries” and the ”Bologna framework”), both scores rather surprisingly coming from the Admin group. The mean scores show that public institutions use the EQF somewhat frequently (3.50). As with question 2.2, there are a significant number of “not-reported” scores and scores of “1”.

2.4: For what purpose do you use them?

In the data for question 2.4 an overwhelming majority indicates academic recognition as the purpose for which QFs are used. This was the sole use indicated by 11 of the 12 private institutions and 5 of the 6 public institutions, who in one case combined academic and professional recognition. The use of QFs plays no significant role for professional recognition purposes according to this data, and apparently only for the Admin group. The use of QFs in academic recognition is also mentioned in each of the comments provided, with one exception from a recipient in the Admin group who is involved in professional and academic recognition for the VET sector.

2.5: Please describe your experience with using QFs

In the answers to the open question in 2.5, several respondents indicate that QFs are useful in determining the level of a foreign qualification. Remarks from one respondent indicate a possible misunderstanding of QFs and what their purpose is. This person uses QFs “to determine the quality of education and the quality of partner institutions”, which is not a goal of QFs.

2.4 Expectations and Perspectives

In your opinion, do QFs already…

In the data for question 3.1 a majority of respondents indicates that QFs already make qualifications more transparent (10 total, 6 of which are from private institutions), a conclusion which in 3 responses is combined with “enhance mobility”. A relatively low number indicates that QFs enhance the quality of education and training. Several of the comments accompanying this question support the viewpoint that QFs already enhance the transparency of qualifications.

In your opinion, will QFs in the near future…

The data compiled for question 3.2 is difficult to interpret since different expectations regarding the potential usefulness of QFs are mentioned in various combinations. QFs as an instrument promoting transparency is indicated 12 times, mobility 8 times, to enhance quality of education and training 6 times and to improve opportunities for on the job training 2 times. A significant number of respondents also answered “don’t know” (6 total). The data do seem to indicate that transparency rates the highest as far as expectations regarding the usefulness of QFs in the future are concerned. The comments to this question include one in particular that summarizes the mission of the NCP NLQF and its goals for the future: “The development of a national QF might improve the quality of education and training. Referencing informal and non-formal learning to formal learning, and thus improving their quality, might be the biggest outcome in the future.”

If you are interested in knowing more about how to use QFs, do you think training or publicity would be useful?

The data for question 3.3 shows that 14 of the 24 respondents are of the opinion that additional training or more publicity about QFs would be useful. Of these 14 respondents, 7 are from private education institutions. It is encouraging to know that there is an interest in additional training and information in this particular group, since these institutions will most likely have the most contact with the NCP NLQF and their graduates will benefit most from an accurate placement of their qualifications on the NLQF. The response from public institutions shows a division between “don’t know” and “yes”, both answers being given by 3 people. In the Admin sector, a majority of respondents is in favour of additional training and publicity.

What would be the best way to learn about QFs?

The data compiled for question 3.4 is difficult to interpret since different opinions on the best way to learn about QFs are mentioned in various combinations. Providing information through the internet is at the top of the list, being mentioned of 14 times, 10 of which are in combination with other possible sources. Training and contact with the NCP are mentioned 10 times each, publications comes next (listed 7 times) and conferences are mentioned 6 times. One of the comments suggests using social media such as Linkedin to learn more about QFs.

Which of the following topics would you like to have covered in a training session?

When counting how frequently different topics are mentioned, either alone or in combination with other topics, the breakdown is as follows:

NQF/EQF: 17
EHEA: 8
Recognition: 8
Mobility recognition: 6
Recruitment: 3

In the comments to this question, suggestions are made regarding possible topics to be included in training sessions on QFs, some of which are fairly specialized. For example, one respondent would like to explore the possibility of using existing government subsidies for employers to finance non-formal training and another respondent from a public institution suggests the topic “valuing informal learning results”. This sounds like a wish to learn more about evaluating informal learning, in the same way that courses in credential evaluation provide training in the assessment of formal qualifications. At this stage of the implementation of the NLQF, it is not very likely that priority would be given to topics as specialised as these.

III. SUMMARY OF THE RESULTS AND CONCLUSION

Based on our analysis of the questionnaire disseminated as part of the NARIC project "The Use or potential use of qualifications frameworks as a tool of mobility by HEIs and other stakeholders", we offer the following remarks in conclusion:

3.1 Data Collection

As mentioned at the beginning of this report, the data collected from Dutch stakeholders to measure familiarity with and use of qualifications frameworks is based on 24 responses received out of a total of 127 questionnaires that were sent out. Not only did a small number of people fill in the questionnaire, but no responses were received from two target groups which are important to professional mobility, employers and recruiters. Given the limited scope and number of responses to the questionnaire, there are valid reasons to doubt if the data is representative of the relevant group of stakeholders as a whole. On the other hand, given the early stage of implementation of the NLQF, it is also very likely that the distribution of responses would be very similar if received from a larger number of people. In other words, the data would very likely show the same amount of variation, particularly regarding use of and familiarity with QFs.

3.2 Awareness

Although the mean data show at least a certain amount of awareness of QFs among respondents (at least a score of 3.0), it is not clear what this score indicates. It could point to simply having heard or read about the frameworks somewhere, without having much knowledge of their structure and purpose. The NQF scored the highest in terms of familiarity (7 total), and it's not clear if this refers to the NQF as referenced to the EQF, or just a schematic outline of the Dutch education system in general. Because the same number of respondents indicated having no knowledge of the EQF (also 7), we are assuming that the relationship between the NQF and the EQF isn't clear.

3.3 Use and Practices

Based on the data regarding tools used to evaluate foreign qualifications, the primary documents such as diploma, transcript and credit system scored the highest. QFs and the NQF in particular, do score higher than others, but as mentioned in the preceding paragraph, it's not clear if respondents are referring to official QFs or confusing them with diagrams of individual educational systems. The data show that certain European initiatives to promote transparency and mobility (diploma/certificate supplement and Europass) are infrequently used.

The data show that an overwhelming majority of respondents use QFs for academic recognition purposes. As mentioned earlier, the two target groups primarily involved in professional recognition did not respond to the questionnaire, which may partially explain this imbalance.

3.4 Expectations and Perspectives

The most conclusive responses to the questionnaire were received for the questions regarding usefulness of QFs (positive attitude), the desire for additional information and training and the most effective means through which information should be provided. Again, this is indicative of the early stage of development of the NLQF: since many stakeholders neither use nor are familiar with the NLQF, it is logical that they need additional information and training, and encouraging that they are open to receiving it. One of the most important conclusions of this questionnaire is that there is still a great deal of work to do for all the stakeholders involved, including the NCP NLQF and the Dutch NARIC. If the NLQF is going to prove to be an effective instrument for transparency and mobility both nationally and internationally, it needs to be known at all levels and sectors of the population.

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VI. GLOSSARY

The ENIC-NARIC Network
The network of National Academic Recognition Information Centres (NARIC) is an initiative of the European Commission and was created in 1984. The Centres are situated in the Member States of the European Union (EU) countries, the European Economic Area (EEA) countries and Turkey and provide academic recognition of foreign qualifications and study periods abroad. The ENIC Network (European Network of Information Centres) was established by the Council of Europe and UNESCO for the purposes of facilitating academic recognition and mobility and works closely with the NARIC Network. Further information and contact details are available at: www.enic-naric.net.

NQF[54]
A qualifications framework is an instrument for the development and classification of qualifications according to a set of criteria for levels of learning achieved. This set of criteria may be implicit in the qualifications descriptors themselves or made explicit in the form of a set of level descriptors. The scope of frameworks may be comprehensive of all learning achievement and pathways, or may be confined to a particular sector for example initial education, adult education and training or an occupational area. Some frameworks may have more design elements and a tighter structure than others; some may have a legal basis whereas others represent a consensus of views of social partners. All qualifications frameworks, however, establish a basis for improving the quality, accessibility, linkages and public or labour market recognition of qualifications within a country and internationally.

European Qualifications Framework (EQF)
Within the European Union, the mobility of citizens for education and employment purposes is of key concern. In an effort therefore to further promote lifelong learning and mobility, the European Parliament and Council of Europe formally adopted the European Qualifications Framework for Lifelong Learning (EQF) on 23rd April 2008. The EQF is a common European referencing system which will enable links to be made between different countries' national qualifications systems and frameworks. It is envisaged that the EQF will essentially act as a translation device to make qualifications more transparent and understandable across Europe.

Referencing
There are two stages to implementing the 8 level EQF. In the first instance, each country must explain how different levels of their national qualifications framework or education system can be compared to the levels of the 'overarching' EQF. This referencing process is possible even with qualifications frameworks or systems with a different number of levels as referencing is based on a 'best described' basis through the use of learning outcomes (LOs). The second stage of implementation is the inclusion of reference to the EQF in Certificate and Diploma Supplements. Both actions are anticipated to be completed by 2012.

Connection of the EQF with the Bologna Process
The principal aim of the EQF is to assist citizens' mobility and facilitate lifelong learning. In this regard, it complements the work of the Bologna Process which led to the creation of the European Higher Education Area (EHEA), officially proclaimed by the Ministers in 2010. The EQF is fully compatible with the Qualifications Framework of the EHEA and furthermore levels 5 to 8 of the EQF are cross-referenced to the Bologna cycle descriptors of the EHEA as shown below:

EHEA Framework (Bologna)	EQF Levels
	1
	2
	3
	4
Short Cycle within First Cycle	5
First Cycle	6

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[54] Moving Mountains - The role of National Qualifications Frameworks Systems in Promoting Lifelong Learning, OECD, 2006.

Second Cycle	7
Third Cycle	8

These overarching or ‘meta-frameworks’ are tools used by countries to both drive and communicate reforms in their education systems.

The EQF does not by any means replace national systems and does not contain individual qualifications. It may be used as a tool in/for recognition where both national qualifications frameworks and education systems have been referenced. An EQF internet portal has been developed to aid implementation and is available at: http://ec.europa.eu/eqf/home_en.htm

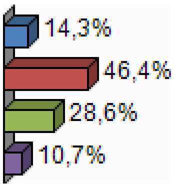
VII. ANNEXES

7.1 COUNTRY CASES ANNEXES

BELGIUM

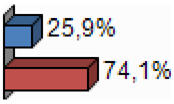
q01 : L'institution dans laquelle vous travaillez est un/une :

	Nb	% cit.
🟦 Etablissement d'enseignement supérieur et/ou de formation privé	4	**14,3%**
🟥 Etablissement d'enseignement supérieur et/ou de formation public	13	**46,4%**
🟩 Organisme public (national, régional, municipal)	8	**28,6%**
🟪 Société privée	3	**10,7%**
Total	**28**	**100,0%**



q1_1 : Connaissez-vous des cadres de certifications ?

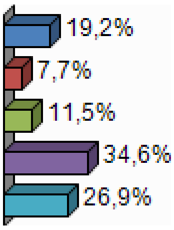
	Nb	% cit.
🟦 Non	7	**25,9%**
🟥 Oui	20	**74,1%**
Total	**27**	**100,0%**



1.2 : Parmi les suivants, quel degré de connaissance avez-vous ? (Veuillez indiquer un chiffre de 1 à 5, 1 étant le plus bas et 5 le plus élevé)

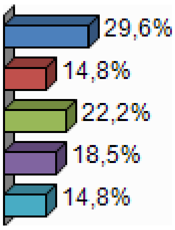
1_2a : Votre cadre national des certifications

	Nb	% cit.
🟦 1	**5**	**19,2%**
🟥 2	**2**	**7,7%**
🟩 3	**3**	**11,5%**
🟪 4	**9**	**34,6%**
🟦 5	**7**	**26,9%**
Total	**26**	**100,0%**



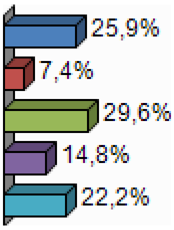
1_2b : Cadre européen des certifications (CEC)

	Nb	% cit.
🟦 1	**8**	**29,6%**
🟥 2	**4**	**14,8%**
🟩 3	**6**	**22,2%**
🟪 4	**5**	**18,5%**
🟦 5	**4**	**14,8%**
Total	**27**	**100,0%**



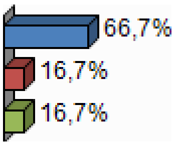
1_2c : Cadre "Bologne" - Espace européen de l'enseignement supérieur (EEES)

	Nb	% cit.
🟦 1	7	**25,9%**
🟥 2	2	**7,4%**
🟩 3	8	**29,6%**
🟪 4	4	**14,8%**
🟦 5	6	**22,2%**
Total	**27**	**100,0%**



1_2d : Autre, par exemple cadre des certifications d'autres pays, etc.

	Nb	% cit.
🟦 1	8	**66,7%**
🟥 2	2	**16,7%**
🟩 3	2	**16,7%**
Total	**12**	**100,0%**

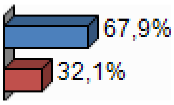


q13 : Comment avez-vous pris connaissance des différents cadres des certifications ?

	Nb
🟦 Internet	**12**
🟥 Publications	**10**
🟩 Contact direct avec le point national de coordination/autorité compétente publique	**10**
🟪 Conférences	**8**
🟦 Formation	**5**

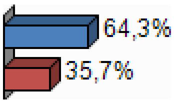
q14 : Chaque pays de l'UE a nommé un point national de coordination pour assurer la transposition du cadre national et son référencement avec le CEC. Connaissez-vous le point national de coordination/autorité compétente publique de votre pays ?

	Nb	% cit.
🟦 Non	**19**	**67,9%**
🟥 Oui	**9**	**32,1%**
Total	**28**	**100,0%**



q21 : Votre institution/établissement/société/organisme est-il/elle directement en charge de l'appréciation des diplômes étrangers ?

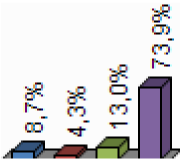
	Nb	% cit.
🟦 Non	**18**	**64,3%**
🟥 Oui	**10**	**35,7%**
Total	**28**	**100,0%**



2.2. Quels sont les outils et/ou moyens sur lesquels vous vous appuyez lors du traitement des diplômes étrangers ? Veuillez indiquez un chiffre de 1 à 5, 1 étant le plus bas et 5 le plus élevé.

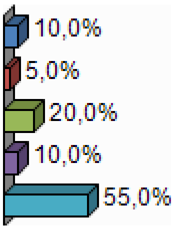
22a : Diplôme/certification/document pédagogique

	Nb	% cit.
🟦 1	**2**	**8,7%**
🟥 3	**1**	**4,3%**
🟩 4	**3**	**13,0%**
🟪 5	**17**	**73,9%**
Total	**23**	**100,0%**



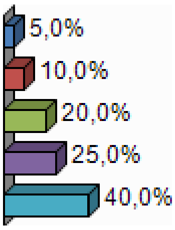
22b : Durée d'études/de formation

	Nb	% cit.
🟦 1	**2**	**10,0%**
🟥 2	**1**	**5,0%**
🟩 3	**4**	**20,0%**
🟪 4	**2**	**10,0%**
🟦 5	**11**	**55,0%**
Total	**20**	**100,0%**



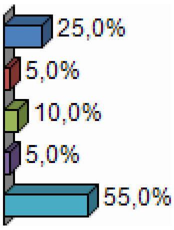
22c : Cadre des certifications (niveaux, cycles, etc.)

	Nb	% cit.
1	**1**	**5,0%**
2	**2**	**10,0%**
3	**4**	**20,0%**
4	**5**	**25,0%**
5	**8**	**40,0%**
Total	**20**	**100,0%**



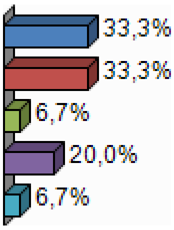
22d : Relevé de notes

	Nb	% cit.
1	**5**	**25,0%**
2	**1**	**5,0%**
3	**2**	**10,0%**
4	**1**	**5,0%**
5	**11**	**55,0%**
Total	**20**	**100,0%**



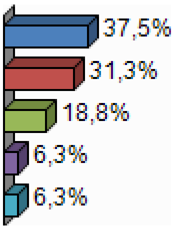
22f : Supplément descriptif du certificat

	Nb	**% cit.**
1	**5**	**33,3%**
2	**5**	**33,3%**
3	**1**	**6,7%**
4	**3**	**20,0%**
5	**1**	**6,7%**
Total	**15**	**100,0%**



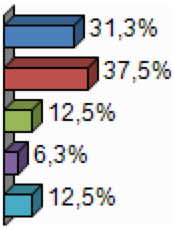
22g : Europass (CV)

	Nb	% cit.
1	**6**	**37,5%**
2	**5**	**31,3%**
3	**3**	**18,8%**
4	**1**	**6,3%**
5	**1**	**6,3%**
Total	**16**	**100,0%**



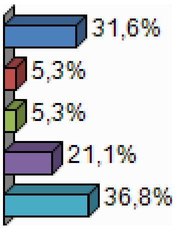
22h : Expertise externe

	Nb	% cit.
🟦 1	**5**	**31,3%**
🟥 2	**6**	**37,5%**
🟩 3	**2**	**12,5%**
🟪 4	**1**	**6,3%**
🟦 5	**2**	**12,5%**
Total	**16**	**100,0%**



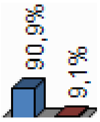
22i : Système européen de crédits (ECTS, ECVET)

	Nb	% cit.
🟦 1	**6**	**31,6%**
🟥 2	**1**	**5,3%**
🟩 3	**1**	**5,3%**
🟪 4	**4**	**21,1%**
🟦 5	**7**	**36,8%**
Total	**19**	**100,0%**



22j : Autre système de crédits

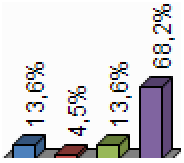
	Nb	% cit.
🟦 1	**10**	**90,9%**
🟥 2	**1**	**9,1%**
Total	**11**	**100,0%**



3. Utilisez-vous dans votre travail des cadres des certifications ? (Veuillez indiquer un chiffre de 1 à 5, 1 étant le plus bas et 5 le plus élevé)

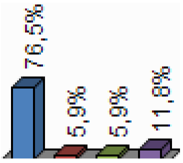
23a : Le cadre national de votre pays

	Nb	% cit.
🟦 1	**3**	**13,6%**
🟥 2	**1**	**4,5%**
🟩 3	**3**	**13,6%**
🟪 5	**15**	**68,2%**
Total	**22**	**100,0%**



23b : Le cadre national d'autres pays

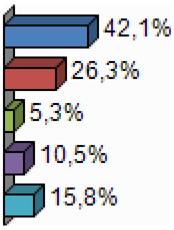
	Nb	% cit.
🟦 1	13	76,5%
🟥 2	1	5,9%
🟩 3	1	5,9%
🟪 5	2	11,8%
Total	**17**	**100,0%**



23c : Le cadre européen des certifications (CEC)

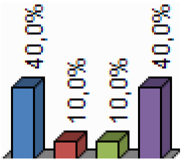
Moyenne = **2,32** Ecart-type = **1,53**

	Nb	% cit.
🟦 1	8	42,1%
🟥 2	5	26,3%
🟩 3	1	5,3%
🟪 4	2	10,5%
🟦 5	3	15,8%
Total	**19**	**100,0%**



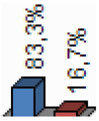
23d : Le cadre européen des certifications (CEC

	Nb	% cit.
🟦 1	8	40,0%
🟥 2	2	10,0%
🟩 4	2	10,0%
🟪 5	8	40,0%
Total	**20**	**100,0%**



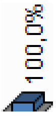
22k : Autre

	Nb	% cit.
🟦 1	5	83,3%
🟥 5	1	16,7%
Total	**6**	**100,0%**



23e : Le cadre "Bologne" (Espace européen de l'enseignement supérieur (EEES))

	Nb	% cit.
🟦 1	5	100,0%
Total	**5**	**100,0%**



q24 : 2.4. Vous utilisez les cadres pour :

	Nb
La reconnaissance académique (poursuite d'études)	**18**
La reconnaissance professionnelle (recrutement/embauche)	**6**
Le développement professionnel	**1**

q31 : A votre avis, les cadres aident-ils à :

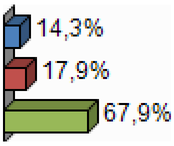
	Nb	% cit.
rendre plus transparents les diplômes	**23**	**12,0%**
améliorer la mobilité	**17**	**8,9%**
promouvoir la qualité de l'éducation et de la formation formelle, informelle et non formelle	**8**	**4,2%**
faciliter les opportunités de formation continue	**6**	**3,1%**

q32 : A votre avis, les cadres pourront-ils à l'avenir aider à :

	Nb
la transparence des diplômes	**21**
la mobilité	**20**
la qualité de l'éducation et de la formation formelle, informelle et non-formelle	**11**
les opportunités de la formation continue	**10**
pas d'avis	**3**

q33 : Seriez-vous intéressé(e)s par un approfondissement de vos connaissances des cadres des certifications et leur utilisation potentielle ?

	Nb	% cit.
🟦 Je ne sais pas	**4**	**14,3%**
🟥 Non	**5**	**17,9%**
🟩 Oui	**19**	**67,9%**
Total	**28**	**100,0%**



q34 : Selon vous, quels seraient les moyens de parfaire votre connaissance sur les cadres des certifications ?

	Nb
🟦 Formation	**12**
🟥 Publications	**12**
🟩 Contact direct avec le point national de coordination/autorité compétente publique	**10**
🟪 Conférences	**10**
🟦 Internet	**7**

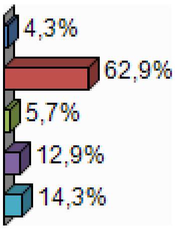
q35 : Quelles thématiques souhaiteriez-vous voir développer dans une formation et/ou campagne d'informations ?

	Nb
🟦 Reconnaissance	**19**
🟥 CEC	**16**
🟩 Cadre national	**13**
🟪 Mobilité	**13**
🟧 EEES	**10**
🟦 Recrutement	**6**

CROATIA

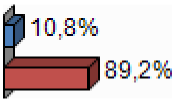
q01 : U kakvoj vrsti ustanove ste zaposleni?

	Nb	% cit.
🟦 Agencija za zapošljavanje/ head-hunting	**3**	**4,3%**
🟥 Privatna institucija za odgoj i obrazovanje	**44**	**62,9%**
🟩 Javna institucija za odgoj i obrazovanje	**4**	**5,7%**
🟪 Tijelo javna uprave (središnje, regionalne, lokalne vlasti)	**9**	**12,9%**
🟦 Privatna tvrtka	**10**	**14,3%**
Total	**70**	**100,0%**



q1_1 : Jeste li čuli za kvalifikacijske okvire?

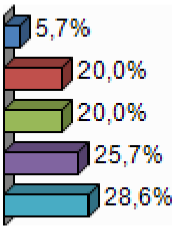
	Nb	% cit.
🟦 Da	**7**	**10,8%**
🟥 NE	**58**	**89,2%**
Total	**65**	**100,0%**



1.2. Koliko dobro poznajete sljedeće kvalifikacijske okvire? (Navedite ocjenu od 1 do 5; 5 je najveća, a 1 najmanja ocjena

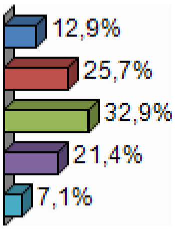
1_2a : Nacionalni kvalifikacijski okvir (NKO)

	Nb	% cit.
🟦 1	**4**	**5,7%**
🟥 2	**14**	**20,0%**
🟩 3	**14**	**20,0%**
🟪 4	**18**	**25,7%**
🟦 5	**20**	**28,6%**
Total	**70**	**100,0%**



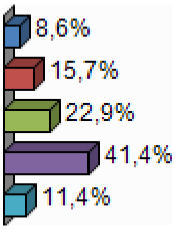
1_2b : Europski kvalifikacijski okvir (EKO)

	Nb	% cit.
🟦 1	**9**	**12,9%**
🟥 2	**18**	**25,7%**
🟩 3	**23**	**32,9%**
🟪 4	**15**	**21,4%**
🟦 5	**5**	**7,1%**
Total	**70**	**100,0%**



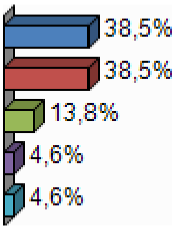
1_2c : Europski prostor visokog obrazovanja (EPVO) - “Bolonjski” okvir

	Nb	% cit.
1	**6**	**8,6%**
2	**11**	**15,7%**
3	**16**	**22,9%**
4	**29**	**41,4%**
5	**8**	**11,4%**
Total	**70**	**100,0%**



1_2d : Ostalo, npr. kvalifikacijski okviri drugih zemalja, itd

	Nb	% cit.
1	**25**	**38,5%**
2	**25**	**38,5%**
3	**9**	**13,8%**
4	**3**	**4,6%**
5	**3**	**4,6%**
Total	**65**	**100,0%**

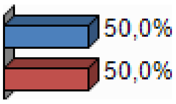


q13 : **1.3. Kako ste saznali za kvalifikacijske okvire?**

	Nb
Internet	**48**
Publikacije	**35**
Direktni kontakt s Nacionalnim koordinatorom/nadležnim javnim tijelom	**28**
Konferencije	**17**
Usavršavanje	**15**

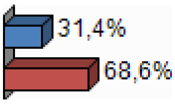
q14 : **Svaka država članica EU izabire Nacionalnog koordinatora koji koordinira implementaciju Nacionalnog kvalifikacijskog okvira i njegovo usklađivanje s Europskim kvalifikacijskim okvirom. Jeste li čuli za Nacionalnog koordinatora/javno tijelo nadležno za NKO i EKO u Vašoj državi?**

	Nb	% cit.
Ne	**35**	**50,0%**
Da	**35**	**50,0%**
Total	**70**	**100,0%**



q21 : Dolazi li Vaša ustanova/organizacija/tvrtka/javno tijelo u kontakt s inozemnim kvalifikacijama? Na primjer: u svrhu zapošljavanja, upisa studenata, promoviranja, davanja savjeta, itd.

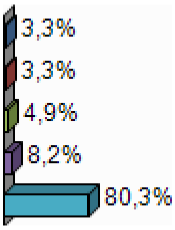
	Nb	% cit.
Ne	**22**	**31,4%**
Da	**48**	**68,6%**
Total	**70**	**100,0%**



2.2. Koje instrumente i informacijske resurse koristite u postupanju s inozemnim kvalifikacijama? Navedite ocjenu od 1 do 5; 5 je najveća, a 1 najmanja ocjena

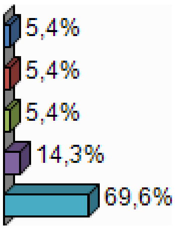
22a : Diploma/Akademski stupanj/Certifikat/Obrazovni dokument

	Nb	% cit.
1	**2**	**3,3%**
2	**2**	**3,3%**
3	**3**	**4,9%**
4	**5**	**8,2%**
5	**49**	**80,3%**
Total	**61**	**100,0%**



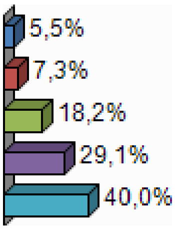
22b : Trajanje studija/programa usavršavanja

	Nb	% cit.
1	**3**	**5,4%**
2	**3**	**5,4%**
3	**3**	**5,4%**
4	**8**	**14,3%**
5	**39**	**69,6%**
Total	**56**	**100,0%**



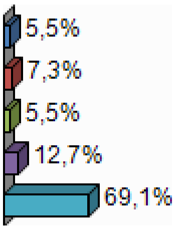
22c : Kvalifikacijsko okviri (razine, ciklusi, itd.)

	Nb	% cit.
1	**3**	**5,5%**
2	**4**	**7,3%**
3	**10**	**18,2%**
4	**16**	**29,1%**
5	**22**	**40,0%**
Total	**55**	**100,0%**



22d : Prijepisi ispita s ocjenama

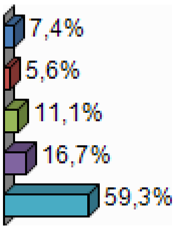
	Nb	% cit.
🟦 1	**3**	**5,5%**
🟥 2	**4**	**7,3%**
🟩 3	**3**	**5,5%**
🟪 4	**7**	**12,7%**
🟦 5	**38**	**69,1%**
Total	**55**	**100,0%**



22e

Dodatak diplomi

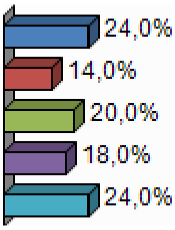
	Nb	% cit.
🟦 1	**4**	**7,4%**
🟥 2	**3**	**5,6%**
🟩 3	**6**	**11,1%**
🟪 4	**9**	**16,7%**
🟦 5	**32**	**59,3%**
Total	**54**	**100,0%**



22f : Dodatak certifikatu

Moyenne = **3,04** Ecart-type = **1,51**

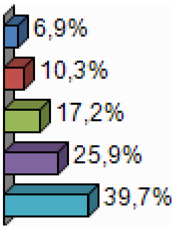
	Nb	% cit.
🟦 1	**12**	**24,0%**
🟥 2	**7**	**14,0%**
🟩 3	**10**	**20,0%**
🟪 4	**9**	**18,0%**
🟦 5	**12**	**24,0%**
Total	**50**	**100,0%**



22g : Europass (Životopis)

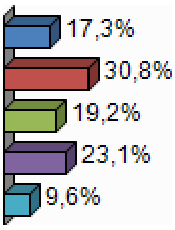
Moyenne = **3,81**   Ecart-type = **1,26**

	Nb	% cit.
🟦 1	**4**	**6,9%**
🟥 2	**6**	**10,3%**
🟩 3	**10**	**17,2%**
🟪 4	**15**	**25,9%**
🟦 5	**23**	**39,7%**
Total	**58**	**100,0%**



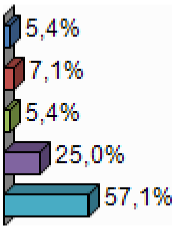
22h : Mišljenje vanjskih stručnjaka

	Nb	% cit.
🟦 1	**9**	**17,3%**
🟥 2	**16**	**30,8%**
🟩 3	**10**	**19,2%**
🟪 4	**12**	**23,1%**
🟦 5	**5**	**9,6%**
Total	**52**	**100,0%**



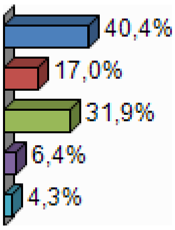
22i : Europski sustav prijenosa bodova (ECTS, ECVET)

	Nb	% cit.
🟦 1	**3**	**5,4%**
🟥 2	**4**	**7,1%**
🟩 3	**3**	**5,4%**
🟪 4	**14**	**25,0%**
🟦 5	**32**	**57,1%**
Total	**56**	**100,0%**



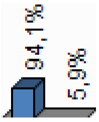
22j : Drugi sustavi prijenosa bodova

	Nb	% cit.
🟦 1	**19**	**40,4%**
🟥 2	**8**	**17,0%**
🟩 3	**15**	**31,9%**
🟪 4	**3**	**6,4%**
🟦 5	**2**	**4,3%**
Total	**47**	**100,0%**



22k : Drugo

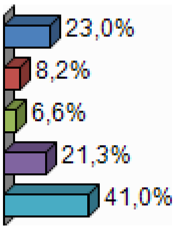
	Nb	% cit.
🟦 1	**16**	**94,1%**
🟥 3	**1**	**5,9%**
Total	**17**	**100,0%**



2.3. Koristite li neke od sljedećih kvalifikacijskih okvira u svom radu? (Navedite ocjenu od 1 do 5; 5 je najveća, a 1 najmanja ocjena)

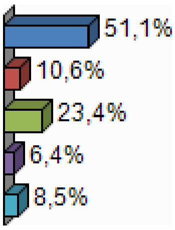
23a : Nacionalni kvalifikacijski okvir Vaše zemlje (NKO)

	Nb	% cit.
🟦 1	**14**	**23,0%**
🟥 2	**5**	**8,2%**
🟩 3	**4**	**6,6%**
🟪 4	**13**	**21,3%**
🟦 5	**25**	**41,0%**
Total	**61**	**100,0%**



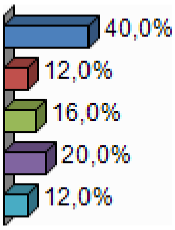
23b : NKO drugih zemalja

	Nb	% cit.
1	**24**	**51,1%**
2	**5**	**10,6%**
3	**11**	**23,4%**
4	**3**	**6,4%**
5	**4**	**8,5%**
Total	**47**	**100,0%**



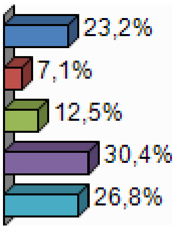
23c : Europski kvalifikacijski okvir (EKO)

	Nb	% cit.
1	**20**	**40,0%**
2	**6**	**12,0%**
3	**8**	**16,0%**
4	**10**	**20,0%**
5	**6**	**12,0%**
Total	**50**	**100,0%**



23d : Okvir Europskog prostora visokog obrazovnja (EHEA - Bologna)

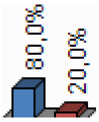
	Nb	% cit.
1	**13**	**23,2%**
2	**4**	**7,1%**
3	**7**	**12,5%**
4	**17**	**30,4%**
5	**15**	**26,8%**
Total	**56**	**100,0%**



23^{e} Drugo

Moyenne = **1,80** Ecart-type = **1,69**

	Nb	% cit.
1	**8**	**80,0%**
5	**2**	**20,0%**
Total	**10**	**100,0%**



q24 : U koju ga/ih svrhu koristite?

	Nb
🟪 Akademsko priznavanje (npr. nastavak obrazovanja itd.)	**45**
🟦 Razvoj karijere	**18**
🟦 Stručno priznavanje (npr. pronalaženje osoblja/zapošljavanje itd.)	**16**

q31 : Po Vašem mišljenju, da li kvalifikacijski okviri već utječu na povećanje

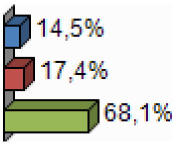
	Nb
🟥 transparentnosti kvalifikacija	**46**
🟧 mobilnosti	**41**
🟥 kvalitete formalnog, informalnog i neformalnog obrazovanja i usavršavanja	**25**
🟦 mogućnosti stručnog usavršavanja	**21**

q32 : Po Vašem mišljenju, hoće li kvalifikacijski okviri u skoroj budućnosti povećati

	Nb
🟪 transparentnosti kvalifikacija	**35**
🟧 kvalitete formalnog, informalnog i neformalnog obrazovanja i usavršavanja	**29**
🟪 mogućnosti stručnog usavršavanja	**28**
🟧 Ne znam	**14**

q33 : Želite li saznati više o kvalifikacijskim okvirima i mogućnostima njihovog korištenja? Biste li bili zainteresirani za seminar na tu temu ili za dobivanje dodatnih informacija o kvalifikacijskim okvirima ?

	Nb	% cit.
🟦 Ne znam	**10**	**14,5%**
🟥 Da	**12**	**17,4%**
🟩 Ne	**47**	**68,1%**
Total	**69**	**100,0%**



q34 : Koji bi bio najbolji način za bolje upoznavanje s kvalifikacijskim okvirima?

	Nb
🟦 Publikacije	**36**
🟥 Usavršavanje	**30**
🟩 kontakt s Nacionalnim koordinatorom/nadležnim javnim tijelom	**30**
🟪 Konferencije	**29**
🟦 Internet	**28**

q35 : Po Vašem mišljenju, koje bi od sljedećih tema trebale biti uključene u takve seminare, promotivna ili informativna predavanja?

	Nb
🟦 Priznavanje	**51**
🟥 Mobilnost	**50**
🟩 NKO	**48**
🟦 EKO	**45**
🟧 EHEA	**31**
🟦 Pronalaženja osoblja	**24**

France

IDENTIFICATION

0.1. L'institution dans laquelle vous travaillez est un/une :

Taux de réponse : **100,0%**

	Nb	
Etablissement d'enseignement supérieur et/ou de formation privé	**8**	17,4%
Etablissement d'enseignement supérieur et/ou de formation public	**13**	28,3%
Société privée	**4**	8,7%
Organisme public (national, régional, municipal)	**19**	41,3%
Agence de recrutement/chasseur de têtes	**2**	4,3%
Total	**46**	

CONNAISSANCE

1.1. Connaissez-vous des cadres de certifications ?

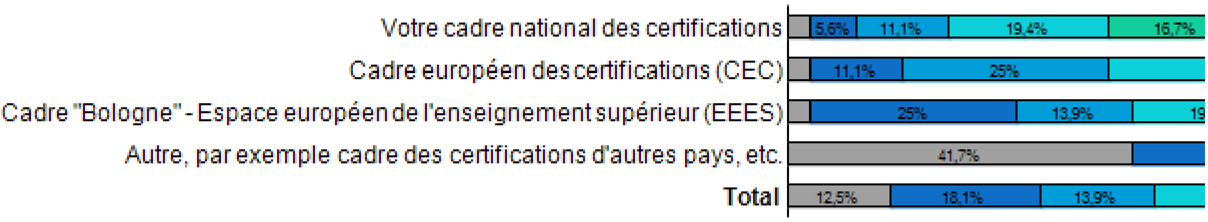
Taux de réponse : **95,7%**

	Nb	
Non réponse	**2**	4,3%
Oui	**34**	73,9%
Non	**10**	21,7%
Total	**46**	

1_2_ Parmi les suivants, quel degré de

	Non réponse	1	2
Votre cadre national des certifications	**1**	**2**	**4**
Cadre européen des certifications (CEC)	**1**	**4**	**9**
Cadre "Bologne" - Espace européen de l'enseignement supérieur (EEES)	**1**	**9**	**5**
Autre, par exemple cadre des certifications d'autres pays, etc.	**15**	**11**	**2**
Total	**18**	**26**	**20**

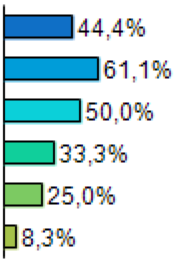
p = **<0,01** ; Khi2 = **81,72** ; ddl = **15** (**TS**)



1.3. Comment avez-vous pris connaissance des différents cadres des certifications ?

Taux de réponse : **100,0%**

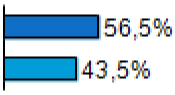
	Nb
Contact direct avec le pointnational de coordination/autorité compétente publique	**16**
Internet	**22**
Publications	**18**
Conférences	**12**
Formation	**9**
Autre	**3**
Total	**36**



1.4. Chaque pays de l'UE a nommé un point national de coordination pour assurer la transposition du cadre national et son référencement avec le CEC. Connaissez-vous le point national de coordination/autorité compétente publique de votre pays ?

Taux de réponse : **100,0%**

	Nb
■ Oui	**26**
■ Non	**20**
Total	**46**

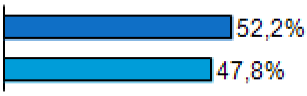


UTILISATION ET PRATIQUES

2.1. Votre institution/établissement/société/organisme est-il/elle directement en charge de l'appréciation des diplômes étrangers ?

Taux de réponse : **100,0%**

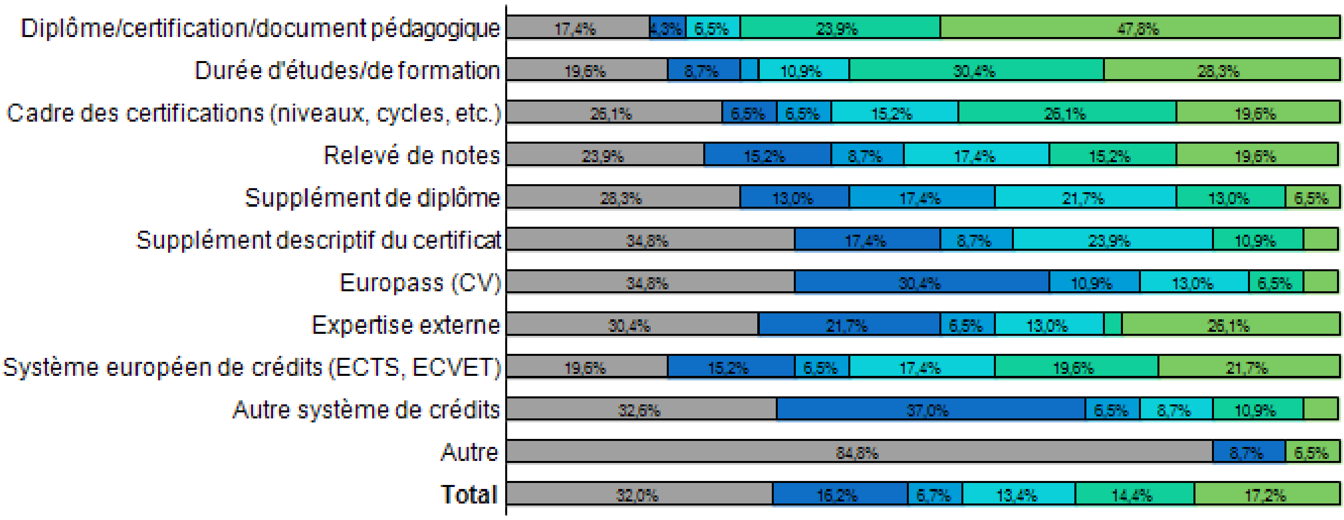
	Nb
■ Oui	**24**
■ Non	**22**
Total	**46**



2_2_ Quels sont les outils et/ou moyens

	Non réponse	1	2	3	4	5	**Total**
Diplôme/certification/document pédagogique	**8**	**2**	**0**	**3**	**11**	**22**	**46**
Durée d'études/de formation	**9**	**4**	**1**	**5**	**14**	**13**	**46**
Cadre des certifications (niveaux, cycles, etc.)	**12**	**3**	**3**	**7**	**12**	**9**	**46**
Relevé de notes	**11**	**7**	**4**	**8**	**7**	**9**	**46**
Supplément de diplôme	**13**	**6**	**8**	**10**	**6**	**3**	**46**
Supplément descriptif du certificat	**16**	**8**	**4**	**11**	**5**	**2**	**46**
Europass (CV)	**16**	**14**	**5**	**6**	**3**	**2**	**46**
Expertise externe	**14**	**10**	**3**	**6**	**1**	**12**	**46**
Système européen de crédits (ECTS, ECVET)	**9**	**7**	**3**	**8**	**9**	**10**	**46**
Autre système de crédits	**15**	**17**	**3**	**4**	**5**	**2**	**46**
Autre	**39**	**4**	**0**	**0**	**0**	**3**	**46**
Total	**162**	**82**	**34**	**68**	**73**	**87**	**506**

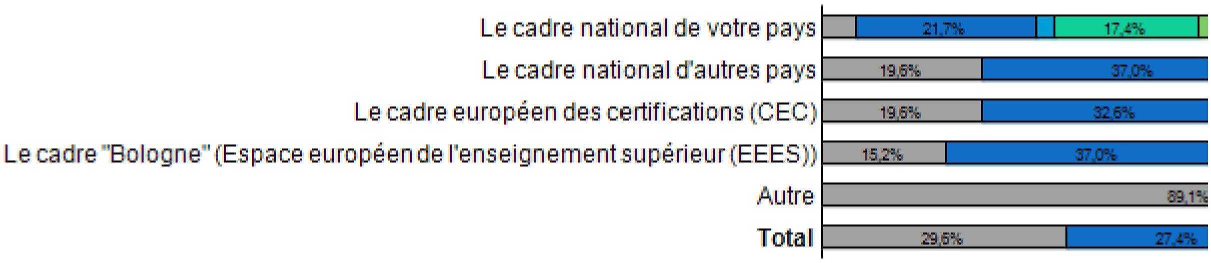
p = **<0,01** ; Khi2 = **192,96** ; ddl = **50** (**TS**)



GROUPE N°3

	Non réponse	1	2
Le cadre national de votre pays	2	10	1
Le cadre national d'autres pays	9	17	6
Le cadre européen des certifications (CEC)	9	15	2
Le cadre "Bologne" (Espace européen de l'enseignement supérieur (EEES))	7	17	2
Autre	41	4	0
Total	**68**	**63**	**11**

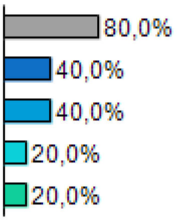
p = **0,00** ; Khi2 = **158,01** ; ddl = **20** (**TS**)



Si la réponse est "autre", veuillez préciser lequel :

Taux de réponse : **20,0%**

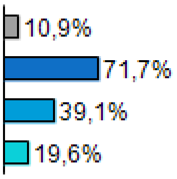
	Nb
Non réponse	4
cadres	2
travail	2
objet	1
utilise	1
Total	**5**



2.4. Vous utilisez les cadres pour :

Taux de réponse : **89,1%**

	Nb
Non réponse	5
La reconnaissance académique (poursuite d'études)	33
La reconnaissance professionnelle (recrutement/embauche)	18
Le développement professionnel	9
Total	**46**



ATTENTES ET PERSPECTIVES

3.1. A votre avis, les cadres aident-ils à :

Taux de réponse : **100,0%**

	Nb	
améliorer la mobilité	**35**	76
rendre plus transparents les diplômes	**40**	8
promouvoir la qualité de l'éducation et de la formation formelle, informelle et non formelle	**17**	37,0%
faciliter les opportunités de formation continue	**15**	32,6%
Total	**46**	

3.2. A votre avis, les cadres pourront-ils à l'avenir aider à :

Taux de réponse : **97,8%**

	Nb	
Non réponse	**1**	2,2%
la mobilité	**33**	71,7%
la transparance des diplômes	**33**	71,7%
la qualité de l'éducation et de la formation formelle, informelle et non-formelle	**26**	56,5%
les opportunités de la formation continue	**15**	32,6%
pas d'avis	**7**	15,2%
Total	**46**	

3.3. Seriez-vous intéressé(e)s par un approfondissement de vos connaissances des cadres des certifications et leur utilisation potentielle ?

Taux de réponse : **97,8%**

	Nb	
Non réponse	**1**	2,2%
Oui	**25**	54,3%
Non	**9**	19,6%
Je ne sais pas	**11**	23,9%
Total	**46**	

3.4. Selon vous, quels seraient les moyens de parfaire votre connaissance sur les cadres des certifications ?

Taux de réponse : **91,3%**

	Nb	
Non réponse	**4**	8,7%
Contact direct avec le point national de coordination/autorité compétente publique	**23**	50,0%
Internet	**19**	41,3%
Publications	**16**	34,8%
Conférences	**12**	26,1%
Formation	**26**	56,5%
Autre	**1**	2,2%
Total	**46**	

3.5. Quelles thématiques souhaiteriez-vous voir développer dans une formation et/ou campagne d'informations ?

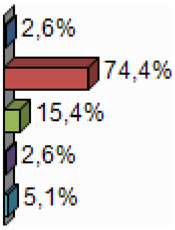
Taux de réponse : **97,8%**

	Nb	
Non réponse	**1**	2,2%
Mobilité	**28**	60,9%
Reconnaissance	**34**	73,9%
Recrutement	**15**	32,6%
Cadre national	**19**	41,3%
CEC	**31**	67,4%
EEES	**26**	56,5%
Autre	**1**	2,2%
Total	**46**	

ITALY

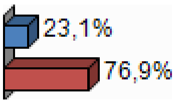
q01 : Per quale tipo di istituzione lavora?

	Nb	% cit.
🟦 Agenzia di reclutamento/ cacciatore di teste	**1**	**2,6%**
🟥 Istituzioni di istruzione e di formazione pubbliche	**29**	**74,4%**
🟩 Istituzioni di istruzione e di formazione private	**6**	**15,4%**
🟪 Ente pubblico (amministrazione centrale, regionale, locale)	**1**	**2,6%**
🟦 Società privata	**2**	**5,1%**
Total	**39**	**100,0%**



q1_1 : È a conoscenza dell’esistenza dei quadri delle qualifiche

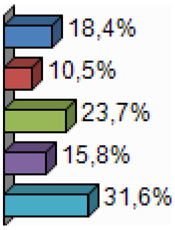
	Nb	% cit.
🟦 Non	**9**	**23,1%**
🟥 Oui	**30**	**76,9%**
Total	**39**	**100,0%**



1.2.Quanto conosce i seguenti quadri delle qualifiche? (Indicare un numero da 1 a 5, 5 è il più alto e 1 il più basso)

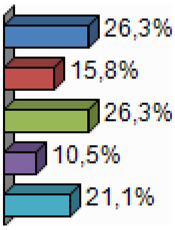
1_2a : Quadro dei titoli italiani (QTI)

	Nb	% cit.
🟦 1	**7**	**18,4%**
🟥 2	**4**	**10,5%**
🟩 3	**9**	**23,7%**
🟪 4	**6**	**15,8%**
🟦 5	**12**	**31,6%**
Total	**38**	**100,0%**



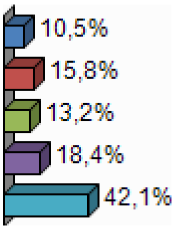
1_2b : Quadro Europeo delle Qualifiche (EQF)

	Nb	% cit.
🟦 1	**10**	**26,3%**
🟥 2	**6**	**15,8%**
🟩 3	**10**	**26,3%**
🟪 4	**4**	**10,5%**
🟦 5	**8**	**21,1%**
Total	**38**	**100,0%**



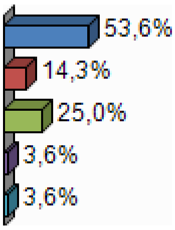
1_2c : Spazio Europeo dell’Istruzione Superiore (EHEA) – Quadro del “Processo di Bologna”

	Nb	% cit.
🟦 1	**4**	**10,5%**
🟥 2	**6**	**15,8%**
🟩 3	**5**	**13,2%**
🟪 4	**7**	**18,4%**
🟦 5	**16**	**42,1%**
Total	**38**	**100,0%**



1_2d : Altro, es., quadri dei titoli e delle qualifiche di altri paesi ecc.

	Nb	% cit.
🟦 1	**15**	**53,6%**
🟥 2	**4**	**14,3%**
🟩 3	**7**	**25,0%**
🟪 4	**1**	**3,6%**
🟦 5	**1**	**3,6%**
Total	**28**	**100,0%**

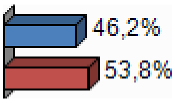


q13 : 1.3.In che modo ha scoperto o è venuto/a a conoscenza dei diversi quadri dei titoli e delle qualifiche ?

	Nb
🟦 Internet	**27**
🟥 Publications	**14**
🟩 Conferenze	**13**
🟪 Contatto diretto con Punto di Contatto Nazionale/Ente pubblico competente	**9**
🟦 Formazione	**8**

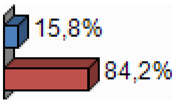
q14 : Sa che nel suo paese è presente un Punto di Contatto Nazionale/ente pubblico competente per il QTI e per l'EQF

	Nb	% cit.
🟦 No	**18**	**46,2%**
🟥 Si	**21**	**53,8%**
Total	**39**	**100,0%**



q21. L'istituzione/organizzazione/società/ente per cui lavora si occupa direttamente di titoli esteri? Ad esempio: per fini di reclutamento, di ammissione, di promozione, di consulenza, ecc.?

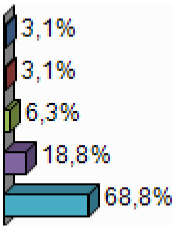
	Nb	% cit.
🟦 Ne	**6**	**15,8%**
🟥 Si	**32**	**84,2%**
Total	**38**	**100,0%**



2.2. Quali sono gli strumenti/i dati da lei utilizzati per la valutazione dei titoli esteri? Indicare un numero da 1 a 5, 5 è il più alto e 1 il più basso

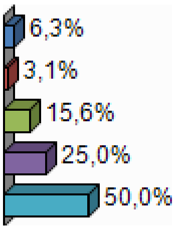
22a : Diploma/Titolo/Certificazione/Documento educativo

	Nb	% cit.
🟦 1	**1**	**3,1%**
🟥 2	**1**	**3,1%**
🟩 3	**2**	**6,3%**
🟪 4	**6**	**18,8%**
🟦 5	**22**	**68,8%**
Total	**32**	**100,0%**



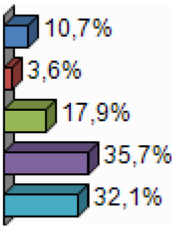
22b : Durata degli studi/della formazione

	Nb	% cit.
🟦 1	**2**	**6,3%**
🟥 2	**1**	**3,1%**
🟩 3	**5**	**15,6%**
🟪 4	**8**	**25,0%**
🟦 5	**16**	**50,0%**
Total	**32**	**100,0%**



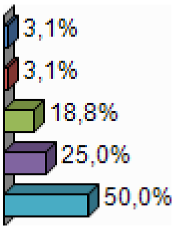
22c : Quadri delle qualifiche (livelli, cicli)

	Nb	% cit.
🟦 1	**3**	**10,7%**
🟥 2	**1**	**3,6%**
🟩 3	**5**	**17,9%**
🟪 4	**10**	**35,7%**
🟦 5	**9**	**32,1%**
Total	**28**	**100,0%**



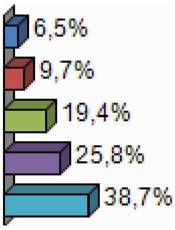
22d : Transcript

	Nb	% cit.
🟦 1	**1**	**3,1%**
🟥 2	**1**	**3,1%**
🟩 3	**6**	**18,8%**
🟪 4	**8**	**25,0%**
🟦 5	**16**	**50,0%**
Total	**32**	**100,0%**



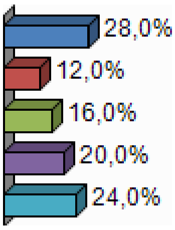
22^e : Diploma Supplement

	Nb	% cit.
1	2	**6,5%**
2	3	**9,7%**
3	6	**19,4%**
4	8	**25,8%**
5	12	**38,7%**
Total	**31**	**100,0%**



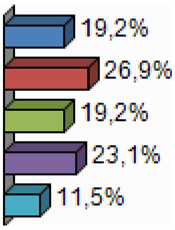
22f : Certificate Supplement

	Nb	% cit.
1	7	**28,0%**
2	3	**12,0%**
3	4	**16,0%**
4	5	**20,0%**
5	6	**24,0%**
Total	**25**	**100,0%**



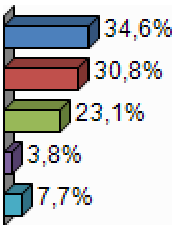
22g : Europass (CV)

	Nb	% cit.
1	5	**19,2%**
2	7	**26,9%**
3	5	**19,2%**
4	6	**23,1%**
5	3	**11,5%**
Total	**26**	**100,0%**



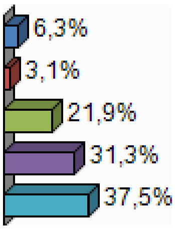
22h : Opinione di esperti esterni

	Nb	% cit.
🟦 1	**9**	**34,6%**
🟥 2	**8**	**30,8%**
🟩 3	**6**	**23,1%**
🟪 4	**1**	**3,8%**
🟦 5	**2**	**7,7%**
Total	**26**	**100,0%**



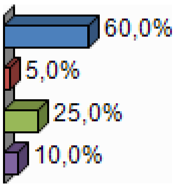
22i : Sistema europeo dei crediti (ECTS, ECVET)

	Nb	% cit.
🟦 1	**2**	**6,3%**
🟥 2	**1**	**3,1%**
🟩 3	**7**	**21,9%**
🟪 4	**10**	**31,3%**
🟦 5	**12**	**37,5%**
Total	**32**	**100,0%**



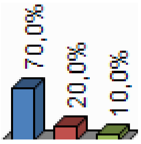
22j Altro sistema dei crediti

	Nb	% cit.
🟦 1	**12**	**60,0%**
🟥 2	**1**	**5,0%**
🟩 3	**5**	**25,0%**
🟪 4	**2**	**10,0%**
Total	**20**	**100,0%**



22k : Altro

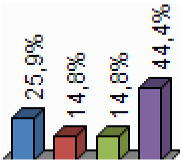
	Nb	% cit.
🟦 1	7	**70,0%**
🟥 4	2	**20,0%**
🟩 5	1	**10,0%**
Total	**10**	**100,0%**



2.3. Tra i quadri che conosce, quale usa per il suo lavoro? (Indicare un numero da 1 a 5, 5 è il più alto e 1 è il più basso)

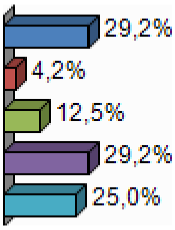
23a : Il Quadro dei Titoli e delle Qualifiche del suo paese (NQF)

	Nb	% cit.
🟦 1	7	**25,9%**
🟥 3	4	**14,8%**
🟩 4	4	**14,8%**
🟪 5	12	**44,4%**
Total	**27**	**100,0%**



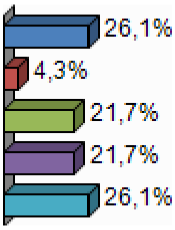
23b : Il Quadro dei Titoli di altri paesi

	Nb	% cit.
🟦 1	7	**29,2%**
🟥 2	1	**4,2%**
🟩 3	3	**12,5%**
🟪 4	7	**29,2%**
🟦 5	6	**25,0%**
Total	**24**	**100,0%**



23c : Quadro Europeo delle Qualifiche (EQF)

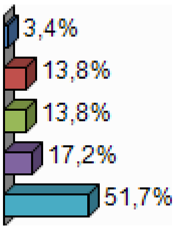
	Nb	% cit.
🟦 1	6	**26,1%**
🟥 2	1	**4,3%**
🟩 3	5	**21,7%**
🟪 4	5	**21,7%**
🟦 5	6	**26,1%**



Total

23d : Spazio Europeo dell'Istruzione Superiore (EHEA - Bologna

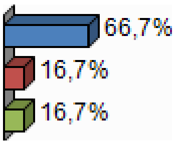
	Nb	% cit.
🟦 1	**1**	**3,4%**
🟥 2	**4**	**13,8%**
🟩 3	**4**	**13,8%**
🟪 4	**5**	**17,2%**
🟦 5	**15**	**51,7%**
Total	**29**	**100,0%**



23^e : Altro

Moyenne = **1,50**   Ecart-type = **0,84**

	Nb	% cit.
🟦 1	**4**	**66,7%**
🟥 2	**1**	**16,7%**
🟩 3	**1**	**16,7%**
Total	**6**	**100,0%**



q24 : 2Per quale scopo lo/li usa?

	Nb
🟥 Riconoscimento accademico (es. accesso a ulteriori studi, ...)	**31**
🟦 Sviluppo carriera	**5**
🟦 Riconoscimento professionale (es. reclutamento …)	**2**

q31 Secondo lei, grazie ai Quadri delle Qualifiche è già possibile:

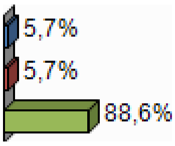
	Nb
🟦 incrementare la mobilità	**26**
🟩 rendere le qualifiche più trasparenti	**25**
🟧 migliorare la qualità dell'istruzione e della formazione formale, informale e non formale	**12**
🟦 migliorare la qualità dell'istruzione e della formazione formale, informale e non formale	**9**

q32 : Secondo lei, in un futuro prossimo i Quadri delle qualifiche :

	Nb
🟩 rendere le qualifiche più trasparenti	**22**
🟦 incrementare la mobilità	**21**
🟧 migliorare la qualità dell’istruzione e della formazione formale, informale e non formale	**12**
🟪 incrementare le opportunità di formazione continua	**11**
🟧 No Lo So	**3**

q33. Se è interessato/a ad approfondire la sua conoscenza dei quadri dei titoli e delle qualifiche, pensa che una sessione di formazione o una maggiore pubblicità sarebbero utili?

	Nb	% cit.
🟦 Non Lo so	**2**	**5,7%**
🟥 No	**2**	**5,7%**
🟩 Si	**31**	**88,6%**
Total	**35**	**100,0%**



q34 : Qual è il modo migliore per approfondire la propria conoscenza dei quadri delle qualifiche e dei titoli?

	Nb
🟦 Formazione	**28**
🟥 Contatto diretto con Punto di Contatto Nazionale/Ente pubblico competente	**17**
🟩 Conférenze	**17**
🟪 Internet	**13**
🟦 Publicazioni	**7**

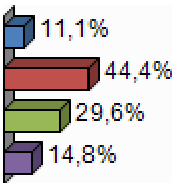
q35 : Quale dei seguenti argomenti vorrebbe che fosse trattato in una sessione di formazione/promozione/informazione

	Nb
🟦 Riconoscimento	**30**
🟥 Mobilità	**24**
🟩 EQF	**20**
🟪 EHEA	**18**
🟦 QTI	**15**
🟦 Reclutamento	**10**

LATVIA

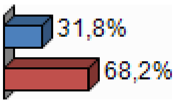
q01 : Kāda veida institūcijā Jūs strādājat?

	Nb	% cit.
🟦 Privātā izglītības iestādē (un valsts)	3	**11,1%**
🟥 Valsts izglītības iestādē	12	**44,4%**
🟩 Valsts institūcijā (centrāla, reģionāla, pašvaldību)	8	**29,6%**
🟪 Privātā uzņēmumā	4	**14,8%**
Total	**27**	**100,0%**



q1_1 : Vai Jūs zināt, ka pastāv kvalifikāciju ietvarstruktūras?

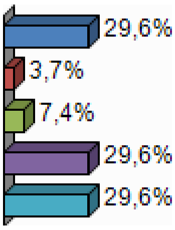
	Nb	% cit.
🟦 Nē	7	**31,8%**
🟥 Jā	15	**68,2%**
Total	**22**	**100,0%**



1.2.Cik labi Jūs pārzināt sekojošās kvalifikāciju ietvarstruktūras?
Norādiet no 1 līdz 5, 5 – visaugstākais vērtējums, 1 – viszemākais vērtējums.

1_2a : Nacionālā kvalifikāciju ietvarstruktūra (NKI)

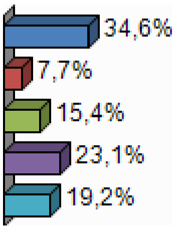
	Nb	% cit.
🟦 1	8	**29,6%**
🟥 2	1	**3,7%**
🟩 3	2	**7,4%**



🟪 4	**8**	**29,6%**
🟦 5	**8**	**29,6%**
Total	**27**	**100,0%**

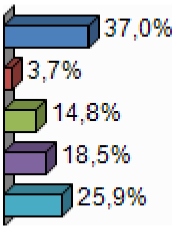
1_2b : Eiropas kvalifikāciju ietvarstruktūra (EKI)

	Nb	% cit.
🟦 1	**9**	**34,6%**
🟥 2	**2**	**7,7%**
🟩 3	**4**	**15,4%**
🟪 4	**6**	**23,1%**
🟦 5	**5**	**19,2%**
Total	**26**	**100,0%**



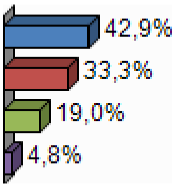
1_2c : Eiropas augstākās izglītības telpa (EAIT) – „Boloņas” ietvarstruktūra

	Nb	% cit.
🟦 1	**10**	**37,0%**
🟥 2	**1**	**3,7%**
🟩 3	**4**	**14,8%**
🟪 4	**5**	**18,5%**
🟦 5	**7**	**25,9%**
Total	**27**	**100,0%**



1_2d : Eiropas augstākās izglītības telpa (EAIT) – „Boloņas” ietvarstruktūra

	Nb	% cit.
🟦 1	**9**	**42,9%**
🟥 2	**7**	**33,3%**
🟩 3	**4**	**19,0%**
🟪 4	**1**	**4,8%**
Total	**21**	**100,0%**

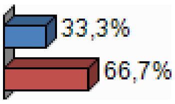


q13 : Kā Jūs uzzinājāt par šīm dažādām kvalifikāciju ietvarstruktūrām?

	Nb
🟦 Izglītojoši pasākumi	**12**
🟥 Internets	**12**
🟩 Konferences	**10**
🟪 Publikācijas	**10**
🟦 Tieša saziņa ar Nacionālo koordinācijas punktu/valsts atbildīgo iestādi	**8**

q14 : 1.4. Katra ES valsts deleģē Nacionālo koordinācijas punktu (NKP), lai koordinētu NKI ieviešanu un tās pielīdzināšanu EKI. Vai Jūs zināt, ka Jūsu valstī pastāv Nacionālais koordinācijas punkts/valsts atbildīgā iestāde par NKI un EKI?

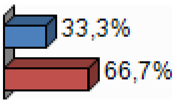
	Nb	% cit.
🟦 Nē	**9**	**33,3%**
🟥 Jā	**18**	**66,7%**
Total	**27**	**100,0%**



q21 : Vai Jūsu iestāde/organizācija/institūcija/uzņēmums ir saskāries ar ārvalstu izglītību apliecinošiem dokumentiem (diplomiem)?

Piemēram, personāla atlasē, studentu uzņemšanā, saistībā ar darbinieku paaugstinājumu, konsultāciju nolūkos utt..:

	Nb	% cit.
🟦 Nē	9	33,3%
🟥 Jā	18	66,7%
Total	27	100,0%

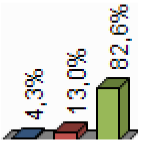


2.2. Kādus instrumentus un informācijas avotus Jūs izmantojat, kad saskaraties ar ārvalstu diplomiem?

Norādiet no 1 līdz 5, 5 – visaugstākais vērtējums, 1 – viszemākais vērtējums.

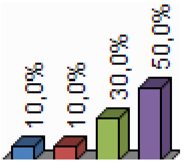
22a : Izglītību apliecinošs dokuments (diploms)

	Nb	% cit.
🟦 1	1	4,3%
🟥 4	3	13,0%
🟩 5	19	82,6%
Total	23	100,0%



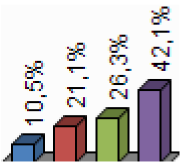
22b : Studiju/programmas ilgums

	Nb	% cit.
🟦 1	2	10,0%
🟥 3	2	10,0%
🟩 4	6	30,0%
🟪 5	10	50,0%
Total	20	100,0%



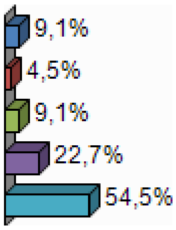
22c : Kvalifikāciju ietvarstruktūras (līmeņi, cikli, utt.)

	Nb	% cit.
🟦 1	**2**	**10,5%**
🟥 3	**4**	**21,1%**
🟩 4	**5**	**26,3%**
🟪 5	**8**	**42,1%**
Total	**19**	**100,0%**



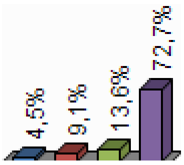
22d : Sekmju izraksti

	Nb	% cit.
🟦 1	**2**	**9,1%**
🟥 2	**1**	**4,5%**
🟩 3	**2**	**9,1%**
🟪 4	**5**	**22,7%**
🟦 5	**12**	**54,5%**
Total	**22**	**100,0%**



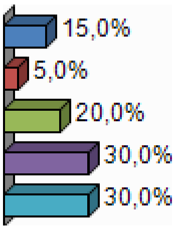
22^{e} : Diploma pielikums

	Nb	% cit.
🟦 1	**1**	**4,5%**
🟥 3	**2**	**9,1%**
🟩 4	**3**	**13,6%**
🟪 5	**16**	**72,7%**
Total	**22**	**100,0%**



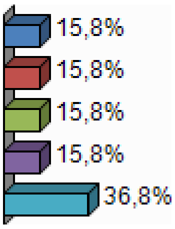
22f : Pielikums kvalifikāciju apliecinošam dokumentam

	Nb	% cit.
🟦 1	**3**	**15,0%**
🟥 2	**1**	**5,0%**
🟩 3	**4**	**20,0%**
🟪 4	**6**	**30,0%**
🟦 5	**6**	**30,0%**
Total	**20**	**100,0%**



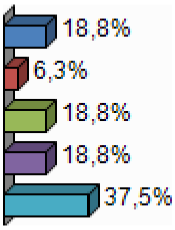
22g : Europass (CV)

	Nb	% cit.
🟦 1	**3**	**15,8%**
🟥 2	**3**	**15,8%**
🟩 3	**3**	**15,8%**
🟪 4	**3**	**15,8%**
🟦 5	**7**	**36,8%**
Total	**19**	**100,0%**



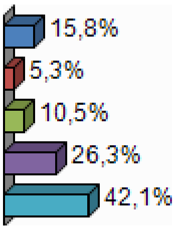
22h : Ārēju ekspertu viedoklis

	Nb	% cit.
🟦 1	**3**	**18,8%**
🟥 2	**1**	**6,3%**
🟩 3	**3**	**18,8%**
🟪 4	**3**	**18,8%**
🟦 5	**6**	**37,5%**
Total	**16**	**100,0%**



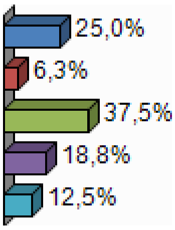
22i : Eiropas kredītpunktu sistēmas (ECTS, ECVET)

	Nb	% cit.
🟦 1	**3**	**15,8%**
🟥 2	**1**	**5,3%**
🟩 3	**2**	**10,5%**
🟪 4	**5**	**26,3%**
🟦 5	**8**	**42,1%**
Total	**19**	**100,0%**



22j : Citas kredītpunktu sistēmas

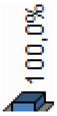
	Nb	% cit.
🟦 1	**4**	**25,0%**
🟥 2	**1**	**6,3%**
🟩 3	**6**	**37,5%**
🟪 4	**3**	**18,8%**



🟦 5	**2**	**12,5%**
Total	**16**	**100,0%**

22k : Cita atbilde

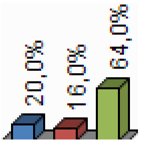
	Nb	% cit.
🟦 1	**5**	**100,0%**
Total	**5**	**100,0%**



2.3. Vai savā darbā Jūs lietojat kādu no sekojošām kvalifikāciju ietvarstruktūrām? Norādiet no 1 līdz 5, 5 – visaugstākais vērtējums, 1 – viszemākais vērtējums.

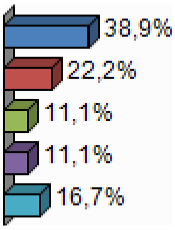
23a

	Nb	% cit.
🟦 1	**5**	**20,0%**
🟥 4	**4**	**16,0%**
🟩 5	**16**	**64,0%**
Total	**25**	**100,0%**



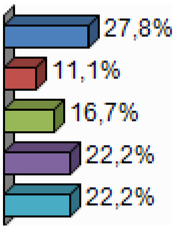
23b : Citu valstu Nacionālās kvalifikāciju ietvarstruktūras

	Nb	% cit.
🟦 1	**7**	**38,9%**
🟥 2	**4**	**22,2%**
🟩 3	**2**	**11,1%**
🟪 4	**2**	**11,1%**
🟦 5	**3**	**16,7%**
Total	**18**	**100,0%**



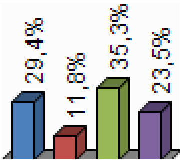
23c : Eiropas kvalifikāciju ietvarstruktūra (EKI)

	Nb	% cit.
🟦 1	**5**	**27,8%**
🟥 2	**2**	**11,1%**
🟩 3	**3**	**16,7%**
🟪 4	**4**	**22,2%**
🟦 5	**4**	**22,2%**
Total	**18**	**100,0%**



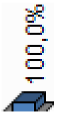
23d : EiEiropas augstākās izglītības telpas ietvarstruktūru (EAIT – Boloņa)

	Nb	% cit.
🟦 1	**5**	**29,4%**
🟥 2	**2**	**11,8%**
🟩 4	**6**	**35,3%**
🟪 5	**4**	**23,5%**
Total	**17**	**100,0%**



23^{e} : Cita atbilde

	Nb	% cit.
🟦 1	**3**	**100,0%**
Total	**3**	**100,0%**



q24 : 2.4.Kādam nolūkam Jūs to/tās lietojat?

	Nb	% cit.
■ Akadēmiskai atzīšanai (t.i., lai turpinātu studijas utt.)	**16**	**13,1%**
■ Profesionālai atzīšanai (t.i., lai strādātu, pieņemtu darbā utt.)	**11**	**9,0%**
■ Karjeras attīstībai	**7**	**5,7%**

q31 : Vai, Jūsuprāt, kvalifikāciju ietvarstruktūras jau

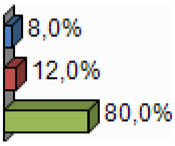
	Nb
■ veicinās mobilitāti?	**17**
■ padarīs diplomus caurskatāmākus?	**16**
■ veicinās formālās, neformālās un ikdienas izglītības kvalitāti?	**12**
■ radīs tālākizglītības iespējas darbavietā?	**7**

q32 : veicinās formālās, neformālās un ikdienas izglītības kvalitāti?

	Nb
■ padarīs diplomus caurskatāmākus?	**15**
■ veicinās formālās, neformālās un ikdienas izglītības kvalitāti?	**13**
■ veicinās mobilitāti?	**13**
■ radīs tālākizglītības iespējas darbavietā?	**9**
■ Nezinu	**6**

q33 : Ja Jūs vēlētos uzzināt vairāk par kvalifikāciju ietvarstruktūru lietošanu, vai, Jūsuprāt, izglītojošs pasākums vai papildu informācija būtu lietderīga?

	Nb	% cit.
🟦 Nezinu	**2**	**8,0%**
🟥 Nē	**3**	**12,0%**
🟩 Jā	**20**	**80,0%**
Total	**25**	**100,0%**



q34 : Kāds būtu vislabākais veids, kā saņemt informāciju par kvalifikāciju ietvarstruktūrām?

	Nb
🟦 Izglītojoši pasākumi	**16**
🟥 Internets	**15**
🟩 Konferences	**13**
🟪 Tieša saziņa ar Nacionālo koordinācijas punktu/valsts atbildīgo iestādi	**12**
🟦 Publikācijas	**11**

q35 : Par kuriem no sekojosajiem tematiem Jus veletos uzzinat sada Par kuriem no sekojošajiem tematiem Jūs vēlētos uzzināt šādā izglītojošā/informācijas pasākumā?

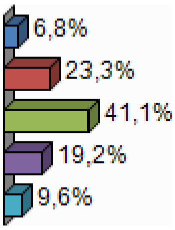
	Nb	% cit.
🟦 Atzīšana	**18**	**23,1%**
🟥 Mobilitāte	**14**	**17,9%**
🟩 Darbā iekārtošana	**12**	**15,4%**
🟪 EKI	**10**	**12,8%**

▮ NKI	**9**	**11,5%**
▮ EAIT	**6**	**7,7%**

LITHUANIA

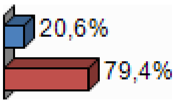
q01 : Kokioje organizacijoje Jūs dirbate?

	Nb	% cit.
🟦 Įdarbinimo agentūroje	**5**	**6,8%**
🟥 Švietimo ar profesinio rengimo įstaigoje privačioje	**17**	**23,3%**
🟩 Švietimo ar profesinio rengimo įstaigoje valstybinėje	**30**	**41,1%**
🟪 Viešojo administravimo institucijoje (centrinėje ar teritorinėje)	**14**	**19,2%**
🟦 Privačioje įmonėje	**7**	**9,6%**
Total	**73**	**100,0%**



q1_1 : Ar Jūs esate girdėjęs/usi apie kvalifikacijų sandaras?

	Nb	% cit.
🟦 Ne	**13**	**20,6%**
🟥 Taip	**50**	**79,4%**
Total	**63**	**100,0%**

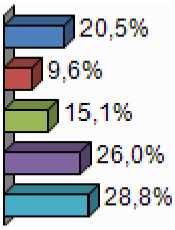


1.2. Kaip gerai esate susipažinęs/usi su žemiau pateiktomis kvalifikacijų sandaromis?

(Įrašykite skaičių nuo 1 iki 5; 5 – aukščiausias, o 1 – žemiausias)

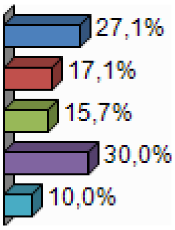
1_2a : Lietuvos kvalifikacijų sandara

	Nb	% cit.
🟦 1	**15**	**20,5%**
🟥 2	**7**	**9,6%**
🟩 3	**11**	**15,1%**
🟪 4	**19**	**26,0%**
🟦 5	**21**	**28,8%**
Total	**73**	**100,0%**



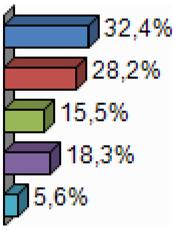
1_2b : Europos kvalifikacijų sandara (EQF)

	Nb	% cit.
🟦 1	**19**	**27,1%**
🟥 2	**12**	**17,1%**
🟩 3	**11**	**15,7%**
🟪 4	**21**	**30,0%**
🟦 5	**7**	**10,0%**
Total	**70**	**100,0%**



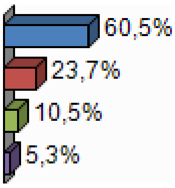
1_2c : Europos aukštojo mokslo erdvės kvalifikacijų sandara (EHEA framework)

	Nb	% cit.
🟦 1	**23**	**32,4%**
🟥 2	**20**	**28,2%**
🟩 3	**11**	**15,5%**
🟪 4	**13**	**18,3%**
🟦 5	**4**	**5,6%**
Total	**71**	**100,0%**



1_2d : kitų valstybių kvalifikacijų sandaros ir pan.

	Nb	% cit.
🟦 1	**23**	**60,5%**
🟥 2	**9**	**23,7%**
🟩 3	**4**	**10,5%**
🟪 4	**2**	**5,3%**
Total	**38**	**100,0%**



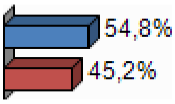
q13. Iš kur sužinojote apie įvairias kvalifikacijų sandaras?

	Nb
🟦 nternetas	**53**
🟥 Mokymai	**37**
🟩 Konferencijos	**36**
🟪 Leidiniai	**27**

🟦 Tiesioginis kontaktas su Nacionaliniu koordinavimo punktu (Kvalifikacijų ir profesinio mokymo plėtros centru)	**15**

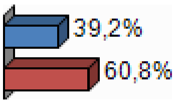
q14 : Kiekviena ES valstybė paskiria Nacionalinį koordinavimo punktą, atsakingą už nacionalinės kvalifikacijų sandaros įgyvendinimo ir jos susiejimo su EQF koordinavimą. Ar Jūs turite informacijos apie tokio punkto buvimą Lietuvoje?

	Nb	% cit.
🟦 Ne	**40**	**54,8%**
🟥 Taip	**33**	**45,2%**
Total	**73**	**100,0%**



q21 : Ar Jūsų organizacija susiduria su užsienyje įgytomis kvalifikacijomis? Pvz.: įdarbinimo, priėmimo į studijas, perkėlimo į kitas pareigas, konsultaciniais ar kt. tikslais.

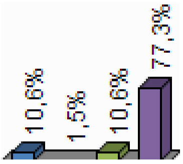
	Nb	% cit.
🟦 Ne	**29**	**39,2%**
🟥 Taip	**45**	**60,8%**
Total	**74**	**100,0%**



20.2 : Kuriais įrankiais ir informacijos šaltiniais remiatės dirbdami su užsienyje įgytomis kvalifikacijomis? (Įrašykite skaičių nuo 1 iki 5; kai 5 – aukščiausias, o 1 – žemiausias.)

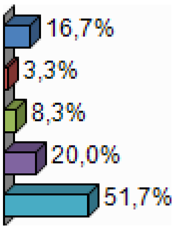
22a : Išsilavinimą liudijančiu dokumentu (diplomu, pažymėjimu ar kt.)

	Nb	% cit.
🟦 1	**7**	**10,6%**
🟥 3	**1**	**1,5%**
🟩 4	**7**	**10,6%**
🟪 5	**51**	**77,3%**
Total	**66**	**100,0%**



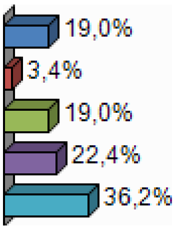
22b : Studijų trukme/programos turiniu

	Nb	% cit.
🟦 1	**10**	**16,7%**
🟥 2	**2**	**3,3%**
🟩 3	**5**	**8,3%**
🟪 4	**12**	**20,0%**
🟦 5	**31**	**51,7%**
Total	**60**	**100,0%**



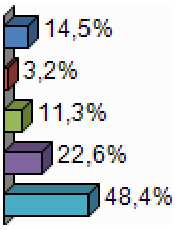
22c : Kvalifikacijų sandaromis (lygiais, pakopomis ir pan.)

	Nb	% cit.
🟦 1	**11**	**19,0%**
🟥 2	**2**	**3,4%**
🟩 3	**11**	**19,0%**
🟪 4	**13**	**22,4%**
🟦 5	**21**	**36,2%**
Total	**58**	**100,0%**



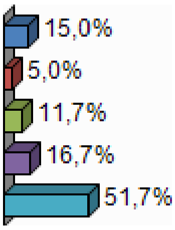
22d : Išsilavinimo dokumento priedu/akademiniu išrašu

	Nb	% cit.
🟦 1	**9**	**14,5%**
🟥 2	**2**	**3,2%**
🟩 3	**7**	**11,3%**
🟪 4	**14**	**22,6%**
🟦 5	**30**	**48,4%**
Total	**62**	**100,0%**



22^{e} : Diplomo priedėliu

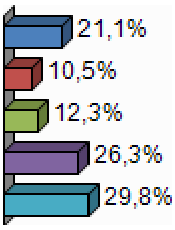
	Nb	% cit.
🟦 1	**9**	**15,0%**
🟥 2	**3**	**5,0%**
🟩 3	**7**	**11,7%**



🟪 4	**10**	**16,7%**
🟦 5	**31**	**51,7%**
Total	**60**	**100,0%**

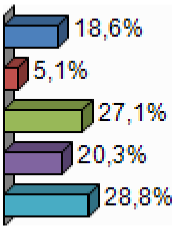
22f : Pažymėjimo priedėliu

	Nb	% cit.
🟦 1	**12**	**21,1%**
🟥 2	**6**	**10,5%**
🟩 3	**7**	**12,3%**
🟪 4	**15**	**26,3%**
🟦 5	**17**	**29,8%**
Total	**57**	**100,0%**



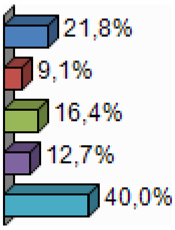
22g : Europass (CV) (gyvenimo aprašymu)

	Nb	% cit.
🟦 1	**11**	**18,6%**
🟥 2	**3**	**5,1%**
🟩 3	**16**	**27,1%**
🟪 4	**12**	**20,3%**
🟦 5	**17**	**28,8%**
Total	**59**	**100,0%**



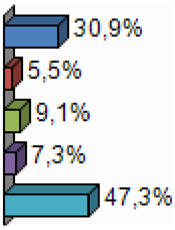
22h : Išorės ekspertų nuomone

	Nb	% cit.
🟦 1	**12**	**21,8%**
🟥 2	**5**	**9,1%**
🟩 3	**9**	**16,4%**
🟪 4	**7**	**12,7%**
🟦 5	**22**	**40,0%**
Total	**55**	**100,0%**



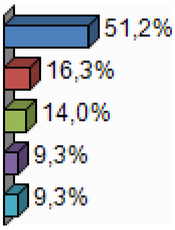
22i : Europos kreditų sistema (ECTS, ECVET)

	Nb	% cit.
🟦 1	**17**	**30,9%**
🟥 2	**3**	**5,5%**
🟩 3	**5**	**9,1%**
🟪 4	**4**	**7,3%**
🟦 5	**26**	**47,3%**
Total	**55**	**100,0%**



22j : Kitomis kreditų sistemomis

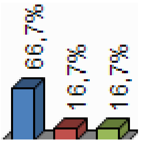
	Nb	% cit.
🟦 1	**22**	**51,2%**
🟥 2	**7**	**16,3%**
🟩 3	**6**	**14,0%**
🟪 4	**4**	**9,3%**



🟦 5	**4**	**9,3%**
Total	**43**	**100,0%**

22k : Kita

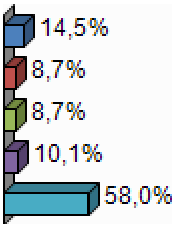
	Nb	% cit.
🟦 1	**4**	**66,7%**
🟥 2	**1**	**16,7%**
🟩 5	**1**	**16,7%**
Total	**6**	**100,0%**



2.3. Ar dirbdami vadovaujatės šiomis kvalifikacijų sandaromis? (Įrašykite skaičių nuo 1 iki 5; 5 – aukščiausias, o 1 – žemiausias.)

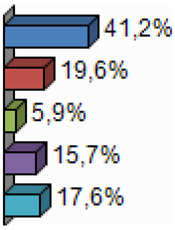
23a : Lietuvos kvalifikacijų sandara

	Nb	% cit.
🟦 1	**10**	**14,5%**
🟥 2	**6**	**8,7%**
🟩 3	**6**	**8,7%**
🟪 4	**7**	**10,1%**
🟦 5	**40**	**58,0%**
Total	**69**	**100,0%**



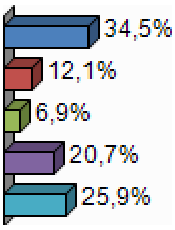
23b : Kitų valstybių nacionalinėmis kvalifikacijų sandaromis

	Nb	% cit.
🟦 1	**21**	**41,2%**
🟥 2	**10**	**19,6%**
🟩 3	**3**	**5,9%**
🟪 4	**8**	**15,7%**
🟦 5	**9**	**17,6%**
Total	**51**	**100,0%**



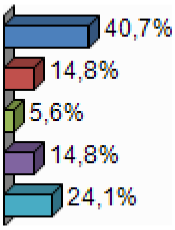
23c : Europos kvalifikacijų sandara (EQF)

	Nb	% cit.
🟦 1	**20**	**34,5%**
🟥 2	**7**	**12,1%**
🟩 3	**4**	**6,9%**
🟪 4	**12**	**20,7%**
🟦 5	**15**	**25,9%**
Total	**58**	**100,0%**



23d : Europos aukštojo mokslo erdvės kvalifikacijų sandara (EHEA framework)

	Nb	% cit.
🟦 1	**22**	**40,7%**
🟥 2	**8**	**14,8%**
🟩 3	**3**	**5,6%**



🟪 4	8	14,8%
🟦 5	13	24,1%
Total	**54**	**100,0%**

23^{e} : Kita

	Nb	% cit.
🟦 1	**6**	**100,0%**
Total	**6**	**100,0%**

q24 : Kuriems tikslams naudojate Lietuvos kvalifikacijų sandarą, Europos kvalifikacijų sandarą (EQF), Europos aukštojo mokslo erdvės kvalifikacijų sandarą (EHEA framework) ar kita?

	Nb
🟥 akademiniam pripažinimui (pvz.: priimant į studijas ar kt.)	**37**
🟦 profesiniam pripažinimui (pvz.: priimant į darbą)	**30**
🟥 karjeros planavimui	**23**

q31 : Jūsų manymu, ar kvalifikacijų sandaros jau prisideda prie:

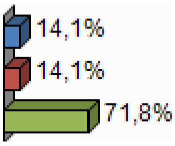
	Nb
🟩 mobilumo skatinimo?	**42**
🟪 kvalifikacijų skaidrumo didinimo?	**42**
🟥 formalaus ir neformalaus švietimo bei savišvietos kokybės gerinimo?	**26**
🟥 praplečia mokymosi darbo vietoje galimybes?	**18**

q32 : Jūsų manymu, ar kvalifikacijų sandaros artimiausioje ateityje:

	Nb
🟩 kvalifikacijų skaidrumo didinimo?	**33**
🟪 mobilumo skatinimo?	**33**
🟧 formalaus ir neformalaus švietimo bei savišvietos kokybės gerinimo?	**28**
🟪 Nežinau	**23**
🟦 praplečia mokymosi darbo vietoje galimybes?	**16**

q33 : Ar norėtumėte gauti daugiau informacijos apie kvalifikacijų sandaras ir jų naudojimą? Ar Jus domintų mokymai ar detalesnės informacijos šia tema gavimas?

	Nb	% cit.
🟦 Nežinau	**10**	**14,1%**
🟥 Ne	**10**	**14,1%**
🟩 Taip	**51**	**71,8%**
Total	**71**	**100,0%**



q34 : Jūsų manymu, kurie būtų efektyviausi būdai gauti daugiau informacijos apie kvalifikacijų sandaras:

	Nb
🟦 Mokymai	**45**
🟥 Internetas	**39**
🟩 Konferencijos	**33**

🟪 Tiesioginis kontaktas su Nacionaliniu koordinavimo punktu (Kvalifikacijų ir profesinio mokymo plėtros centru)	**32**
🟦 Leidiniai	**30**

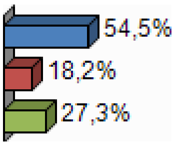
q35 : Kurias temas norėtumėte aptarti mokymų metu?

	Nb
🟦 Pripažinimas	**50**
🟥 Nacionalinė kvalifikacijų sandara (NQF)	**40**
🟪 Europos kvalifikacijų sandara (EQF)	**39**
🟦 Mobilumas	**36**
🟧 Europos aukštojo mokslo erdvės kvalifikacijų sandara (EHEA framework)	**32**
🟦 Darbuotojų paieška	**17**

NETHERLANDS

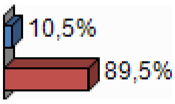
q01 : Which type of institution do you work for?

	Nb	% cit.
🟦 Private education and training institutions	**12**	**54,5%**
🟥 Public education and training institutions	**4**	**18,2%**
🟩 Public sector body (central, regional, local government)	**6**	**27,3%**
Total	**22**	**100,0%**



q1_1: Are you aware of the existence of qualifications frameworks?

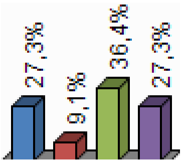
	Nb	% cit.
🟦 No	**2**	**10,5%**
🟥 Yes	**17**	**89,5%**
Total	**19**	**100,0%**



: 1.2. How well do you know the following qualifications frameworks?(Indicate a number from 1 to 5, 5 being the highest and 1 the lowest)

1_2a : European Qualifications Framework (EQF)

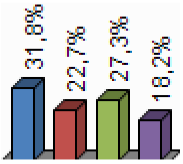
	Nb	% cit.
🟦 1	**6**	**27,3%**



🟥 3	**2**	**9,1%**
🟩 4	**8**	**36,4%**
🟪 5	**6**	**27,3%**
Total	**22**	**100,0%**

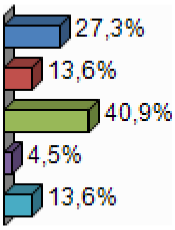
1_2b : National Qualifications Framework (NQF)

	Nb	% cit.
🟦 1	**7**	**31,8%**
🟥 3	**5**	**22,7%**
🟩 4	**6**	**27,3%**
🟪 5	**4**	**18,2%**
Total	**22**	**100,0%**



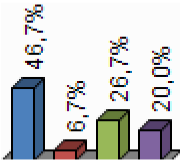
1_2c: European Higher Education Area (EHEA) - “Bologna” Framework

	Nb	% cit.
🟦 1	**6**	**27,3%**
🟥 2	**3**	**13,6%**
🟩 3	**9**	**40,9%**
🟪 4	**1**	**4,5%**
🟦 5	**3**	**13,6%**
Total	**22**	**100,0%**



1_2d : Other, i.e. qualifications frameworks from other countries, etc.

	Nb	% cit.
🟦 1	**7**	**46,7%**
🟥 2	**1**	**6,7%**
🟩 3	**4**	**26,7%**
🟪 5	**3**	**20,0%**
Total	**15**	**100,0%**

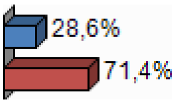


q13 : **How did you find out/learn about the various qualifications frameworks?**

	Nb
🟦 Internet	**9**
🟥 Publications	**8**
🟩 Direct contacts with National Coordination Point/Public competent authority	**8**
🟪 Conférences	**7**
🟦 Training	**4**

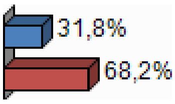
q14 : **Do you know that there is a National Coordination Point/public competent authority for the NQF and EQF in your country?**

	Nb	% cit.
🟦 No	**6**	**28,6%**
🟥 Yes	**15**	**71,4%**
Total	**21**	**100,0%**



q21 : Does your institution/organisation/company/body deal directly with foreign qualifications? For example: for recruitment purposes, for admission purposes, for promotion purposes, for advice purposes, etc.:

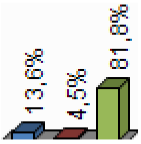
	Nb	% cit.
🟦 No	**7**	**31,8%**
🟥 Yes	**15**	**68,2%**
Total	**22**	**100,0%**



2.2. What are the tools you make use of when handling foreign qualifications? (Indicate a number from 1 to 5, 5 being the highest and 1 the lowest)

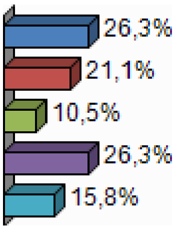
22a : Diploma/Degree/Certification/Educational document

	Nb	% cit.
🟦 1	**3**	**13,6%**
🟥 4	**1**	**4,5%**
🟩 5	**18**	**81,8%**
Total	**22**	**100,0%**



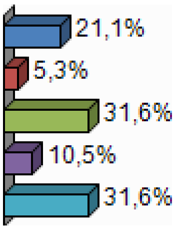
22b : Length of the training

	Nb	% cit.
🟦 1	**5**	**26,3%**
🟥 2	**4**	**21,1%**
🟩 3	**2**	**10,5%**
🟪 4	**5**	**26,3%**
🟦 5	**3**	**15,8%**
Total	**19**	**100,0%**



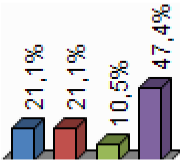
22c : Qualifications Frameworks (levels, cycles, ect.)

	Nb	% cit.
🟦 1	**4**	**21,1%**
🟥 2	**1**	**5,3%**
🟩 3	**6**	**31,6%**
🟪 4	**2**	**10,5%**
🟦 5	**6**	**31,6%**
Total	**19**	**100,0%**



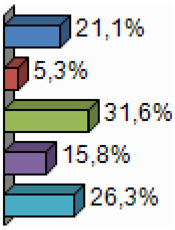
22d : Transcripts

	Nb	% cit.
🟦 1	**4**	**21,1%**
🟥 3	**4**	**21,1%**
🟩 4	**2**	**10,5%**
🟪 5	**9**	**47,4%**
Total	**19**	**100,0%**



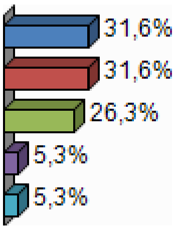
22e: Diploma Supplement

	Nb	% cit.
🟦 1	**4**	**21,1%**
🟥 2	**1**	**5,3%**
🟩 3	**6**	**31,6%**
🟪 4	**3**	**15,8%**
🟦 5	**5**	**26,3%**
Total	**19**	**100,0%**



22f : Certificate Supplement

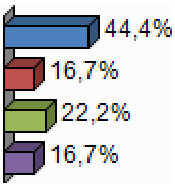
	Nb	% cit.
🟦 1	**6**	**31,6%**
🟥 2	**6**	**31,6%**
🟩 3	**5**	**26,3%**
🟪 4	**1**	**5,3%**



🟦 5	**1**	**5,3%**
Total	**19**	**100,0%**

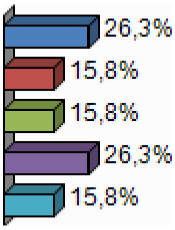
22g : Europass (CV)

	Nb	% cit.
🟦 1	**8**	**44,4%**
🟥 2	**3**	**16,7%**
🟩 3	**4**	**22,2%**
🟪 4	**3**	**16,7%**
Total	**18**	**100,0%**



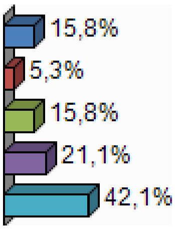
22 h : Expert external opinion

	Nb	% cit.
🟦 1	**5**	**26,3%**
🟥 2	**3**	**15,8%**
🟩 3	**3**	**15,8%**
🟪 4	**5**	**26,3%**
🟦 5	**3**	**15,8%**
Total	**19**	**100,0%**



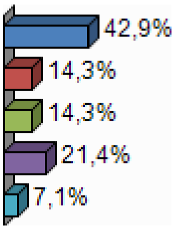
22i : European credit system (ECTS, ECVET)

	Nb	% cit.
🟦 1	**3**	**15,8%**
🟥 2	**1**	**5,3%**
🟩 3	**3**	**15,8%**
🟪 4	**4**	**21,1%**
🟦 5	**8**	**42,1%**
Total	**19**	**100,0%**



22j : Other credit system

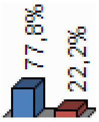
	Nb	% cit.
🟦 1	**6**	**42,9%**
🟥 2	**2**	**14,3%**
🟩 3	**2**	**14,3%**
🟪 4	**3**	**21,4%**
🟦 5	**1**	**7,1%**
otal	**14**	**100,0%**



22k : Other

Moyenne = **1,89** Ecart-type = **1,76**

	Nb	% cit.
🟦 1	**7**	**77,8%**
🟥 5	**2**	**22,2%**

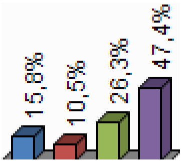


Total	**9**	**100,0%**

2.3. Among the frameworks that you know, which do you use in your work? (Indicate a number from 1 to 5, 5 being the highest and 1 the lowest)

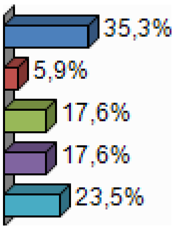
23a : Your country’s National Qualifications Framework (NQF)

	Nb	% cit.
🟦 1	**3**	**15,8%**
🟥 3	**2**	**10,5%**
🟩 4	**5**	**26,3%**
🟪 5	**9**	**47,4%**
Total	**19**	**100,0%**



23b : QFs of other countries

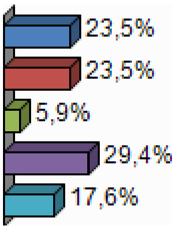
	Nb	% cit.
🟦 1	**6**	**35,3%**
🟥 2	**1**	**5,9%**
🟩 3	**3**	**17,6%**
🟪 4	**3**	**17,6%**
🟦 5	**4**	**23,5%**
Total	**17**	**100,0%**



23c : European Qualifications Framework

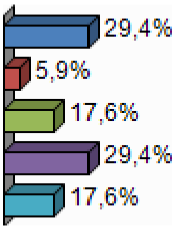
(EQF)

	Nb	% cit.
🟦 1	4	**23,5%**
🟥 2	4	**23,5%**
🟩 3	1	**5,9%**
🟪 4	5	**29,4%**
🟦 5	3	**17,6%**
Total	**17**	**100,0%**



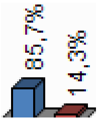
23d : European Higher Education Area Framework (EHEA - Bologna)

	Nb	% cit.
🟦 1	5	**29,4%**
🟥 2	1	**5,9%**
🟩 3	3	**17,6%**
🟪 4	5	**29,4%**
🟦 5	3	**17,6%**
Total	**17**	**100,0%**



23 e : Other

	Nb	% cit.
🟦 1	6	**85,7%**
🟥 5	1	**14,3%**
Total	**7**	**100,0%**



q24: For what purpose do you use it/them?

	Nb
🟥 Academic recognition (i.e. admission for further studies, ...)	**18**
🟦 Professional recognition (i.e. recruitment, …)	**4**
🟥 Career developmentt	**1**

q31 : In your opinion, do Qualifications Frameworks already

	Nb
🟦 make qualifications more transparent	**19**
🟪 enhance quality of formal, informal, non-formal education and training	**5**
🟦 enhance mobility	**5**
🟦 facilitate opportunities of “in-job” training	**4**

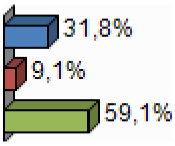
q32 : In your opinion, will QFs in the near future

	Nb
🟥 diplômesmake qualifications more transparent	**14**
🟦 enhance mobility	**10**
🟧 enhance quality of formal, informal, non-formal education and training	**8**
🟪 I don’t know	**6**

facilitate opportunities of “in-job” training	**5**

q33: If you are interested in knowing more on how to use qualifications frameworks, do you think that a training session or increased publicity would be useful?

	Nb	% cit.
Je ne sais pas	**7**	**31,8%**
Non	**2**	**9,1%**
Oui	**13**	**59,1%**
Total	**22**	**100,0%**



q34: What would be the best way to learn more about qualifications frameworks?

	Nb
Internet	**13**
training	**10**
Direct contacts with National Coordination Point/Public competent authority	**10**
Publications	**7**
Conférences	**5**

q35: Which of the following topics would you like to be covered by such a training/promotion/information session?

	Nb
🟦 EQF	**14**
🟥 Recognition	**13**
🟩 NQF	**10**
🟦 EHEA	**7**
🟧 Mobility	**5**
🟦 Recruitement	**2**

7.2 COMPARATIVE STUDY ANNEXES

Questionnaire of the survey:

Introduction

The result of this questionnaire, which will be circulated in seven European countries, will be used to make recommendations for policy development and practical use of qualifications frameworks across Europe.
You will need 10 minutes maximum to answer it. This questionnaire is part of the project "The use or potential use of qualifications frameworks as a tool of mobility by higher education institutions and other stakeholders" aiming at exploring the way of enhancing the use of this tool by various stakeholders both in private and public institutions of various nature involved in education, training, services and industry.

EQF: European qualifications framework

The EQF aims to relate different countries' national qualifications systems to a common European reference framework. Individuals and employers will be able to use the EQF to better understand and compare the qualifications levels of different countries and different education and training systems. (http://ec.europa.eu/education/lifelong-learning-policy/eqf_en.htm

EHEA: European higher education area (brief explanation)

The European Higher Education Area (EHEA) was launched along with the Bologna Process' decade anniversary, in March 2010, during the Budapest-Vienna Ministerial Conference.

As the main objective of the Bologna Process since its inception in 1999, the EHEA was meant to ensure more comparable, compatible and coherent systems of higher education in Europe. (http://www.ehea.info/)

Thank you for your time and attention!

0. IDENTIFICATION

0.1. Which type of institution do you work for?
- Education and training institutions (private and public) ☐
- Private company ☐
- Public sector body (central, regional, local government) ☐
- Recruitment agency / head-hunter ☐

0.2. What is your job position (top management/mid-management/administrative) within this institution?

Please specify:

1. AWARENESS

1.1. Are you aware of the existence of qualifications frameworks?

Yes ☐ No ☐

1.2. How well do you know the following qualifications frameworks?

Indicate a number from 1 to 5, 5 being the highest and 1 the lowest

- National Qualifications Framework (NQF) ☐☐☐☐☐
- European Qualifications Framework (EQF) ☐☐☐☐☐
- European Higher Education Area (EHEA) - “Bologna” Framework ☐☐☐☐☐
- Other, *i.e.* qualifications frameworks from other countries, etc.

Please specify:

1.3. How did you find out/learn about the various qualifications frameworks?

q. Direct contacts with National Coordination Point/Public competent authority ☐
r. Internet ☐
s. Publications ☐
t. Conferences ☐
u. Training ☐
v. Other ☐

Please specify for each option ticked:

1.4. Do you know that there is a National Coordination Point/public competent authority for the NQF and EQF in your country?

Yes ☐ No ☐

2. USE and PRACTICES

2.1. Does your institution/organisation/company/body deal directly with foreign qualifications? For example: for recruitment purposes, for admission purposes, for promotion purposes, for advice purposes, etc.:

Yes ☐ No ☐

If so, please describe briefly how you deal with them:

If not, who then deals with this? (*i.e.* organisation, institution, etc.)

2.2. What are the tools you make use of when handling foreign qualifications?

Indicate a number from 1 to 5, 5 being the highest and 1 the lowest

- Diploma/Degree/Certification/Educational document
- Length of the training
- Qualifications Frameworks (levels, cycles, ☐☐☐☐☐
- Transcripts ☐☐☐☐☐
- Diploma Supplement ☐☐☐☐☐
- Certificate Supplement ☐☐☐☐☐
- Europass (CV) ☐☐☐☐☐
- Expert external opinion ☐☐☐☐☐

- European credit system (ECTS, ECVET) ☐☐☐☐☐
- Other credit system ☐☐☐☐☐
- Other ☐☐☐☐☐

Please specify :

2.3. Among the frameworks that you know, which do you use in your work?

Indicate a number from 1 to 5, 5 being the highest and 1 the lowest

w. Your country's National Qualifications Framework (NQF) ☐☐☐☐☐
x. NQFs of other countries ☐☐☐☐☐
y. European Qualifications Framework (EQF) ☐☐☐☐☐
z. European Higher Education Area Framework (EHEA - Bologna) ☐☐☐☐☐
aa. Others ☐☐☐☐☐

If other, please specify which framework(s):

2.4. For what purpose do you use it/them? NQF EQF EHEA Other

bb. Academic recognition (*i.e*. admission for further studies, ...) ☐
cc. Professional recognition (*i.e*. recruitment, …) ☐
dd. Career development ☐

Please specify:

2.5. Please describe briefly your experience with using qualifications frameworks?

3. EXPECTATIONS and PERSPECTIVES

3.1. In your opinion, do Qualifications Frameworks already
- enhance mobility?
- make qualifications more transparent?
- enhance quality of formal, informal, non-formal education and training?
- facilitate opportunities of "in-job" training?

For example: When a short-term professional training course has been referenced to a certain level of a qualifications framework by one county's education authority, it should be considered at the same level in another country.

Yes	No	I don't know
☐	☐	☐

3.2. In your opinion, will QFs in the near future
- enhance mobility?
- make qualifications more transparent?

- enhance quality of formal, informal, non-formal education and training?
- facilitate opportunities of "in-job" training?

Please describe briefly

3.3. If you are interested in knowing more on how to use qualifications frameworks, do you think that a training session or increased publicity would be useful?

Yes ☐ No ☐ Maybe

3.4. What would be the best way to learn more about qualifications frameworks?

ee. Direct contacts with NCP (National Coordination Point)/public competent authority ☐
ff. Internet ☐
gg. Publications ☐
hh. Conferences ☐
ii. Training ☐
jj. Other ☐

Please specify for each option ticked:

3.5. Which of the following topics would you like to be covered by such a training/promotion/information session?

- Mobility ☐
- Recognition ☐
- Recruitment ☐
- NQF ☐
- EQF ☐
- EHEA ☐
- Other

In the case of 'other', please specify:

3.6. Please specify if there are any aspects of potential training that you are particularly interested in?

Survey data :

0. IDENTIFICATION

Pays	Répondants	Pourcentage	Ciblés	Proportion de répondants
Belgique	29	7.25	140	20,7%
Croatie	80	20.00	218	36,7%
France	91	22.75	273	33,3%
Italie	45	11.25	166	27,1%
Lettonie	49	12.25	149	32,9%
Lituanie	82	20.50	155	52,9%
Pays-Bas	24	6.00	122	19,7%
Total	**400**	**100**	**1223**	**32,7%**

0.1 L'institution dans laquelle vous travaillez est un(e) :

Pays	Non répondu	Agence de recrutement/chasseur de têtes	Etablissement d'enseignement supérieur et/ou de formation privé	Etablissement d'enseignement supérieur et/ou de formation public	Organisme public (national, régional, municipal)	Société privée
Belgique			13,8%	44,8%	27,6%	13,8%
Croatie		3,8%	58,8%	7,5%	11,3%	18,8%
France		4,4%	25,3%	19,8%	25,3%	25,3%
Italie		2,2%	75,6%	13,3%	4,4%	4,4%
Lettonie			22,4%	30,6%	32,7%	14,3%
Lituanie	1,2%	7,3%	22,0%	40,2%	18,3%	11,0%
Pays-Bas			50,0%	25,0%	25,0%	
Total	0.3%	3,5%	37,3%	24,3%	19,8%	15,0%

1. CONNAISSANCE

1.1 Connaissez-vous des cadres de certifications ?

Pays	Non répondu	Non	Oui
Belgique	3,4%	27,6%	69,0%
Croatie	6,3%	15,0%	78,8%
France	3,3%	34,1%	62,6%
Italie	0,0%	20,0%	80,0%
Lettonie	10,2%	32,7%	57,1%
Lituanie	13,4%	20,7%	65,9%
Pays-Bas	12,5%	8,3%	79,2%
Total	7,0%	23,8%	69,2%

Pays	Institution	Non répondu	Non	Oui
Belgique	**Etablissement d'enseignement supérieur et/ou de formation privé**	0,00%	0,00%	100,00%
	Etablissement d'enseignement supérieur et/ou de formation public		15,40%	84,60%
	Organisme public (national, régional, municipal)		37,50%	62,50%
	Société privée	25,00%	75,00%	
Croatie	**Agence de recrutement/chasseur de têtes**			100,00%
	Etablissement d'enseignement supérieur et/ou de formation privé	8,50%		91,50%
	Etablissement d'enseignement supérieur et/ou de formation public	16,70%		83,30%
	Organisme public (national, régional, municipal)		33,30%	66,70%
	Société privée		60,00%	40,00%
France	**Agence de recrutement/chasseur de têtes**		75,00%	25,00%
	Etablissement d'enseignement supérieur et/ou de formation privé	4,30%	21,70%	73,90%
	Etablissement d'enseignement supérieur et/ou de formation public		33,30%	66,70%
	Organisme public (national, régional, municipal)	8,70%	13,00%	78,30%
	Société privée		60,90%	39,10%
Italie	**Agence de recrutement/chasseur de têtes**		100,00%	
	Etablissement d'enseignement supérieur et/ou de formation privé		11,80%	88,20%
	Etablissement d'enseignement supérieur et/ou de formation public		33,30%	66,70%
	Organisme public (national, régional, municipal)		50,00%	50,00%
	Société privée		50,00%	50,00%
Lettonie	**Etablissement d'enseignement supérieur et/ou de formation privé**		18,20%	81,80%
	Etablissement d'enseignement supérieur et/ou de formation public	20,00%	13,30%	66,70%
	Organisme public (national, régional, municipal)	12,50%	43,80%	43,80%
	Société privée		71,40%	28,60%
Lituanie	**Non renseigné**			100,00%
	Agence de recrutement/chasseur de têtes		83,30%	16,70%
	Etablissement d'enseignement supérieur et/ou de formation privé	5,60%	16,70%	77,80%

	Etablissement d'enseignement supérieur et/ou de formation public	18,20%		81,80%
	Organisme public (national, régional, municipal)	13,30%	26,70%	60,00%
	Société privée	22,20%	55,60%	22,20%
Pays-Bas	Etablissement d'enseignement supérieur et/ou de formation privé	16,70%		83,30%
	Etablissement d'enseignement supérieur et/ou de formation public			100,00%
	Organisme public (national, régional, municipal)	16,70%	33,30%	50,00%

1.2 Parmi les suivants, quel degré de connaissance avez-vous ?

Degré de connaissance moyen des différents cadres, de 1 à 5 ; 5 étant le plus élevé et 1 étant le plus bas.

Pays	Cadre nationale des certifications	Cadre européen des certifications	Cadre Bologne	Autre
Belgique	3,3	2,7	2,9	1,5
Croatie	3,5	2,9	3,3	1,9
France	3,8	2,5	2,7	1,7
Italie	3,5	2,9	3,8	1,9
Lettonie	2,8	2,6	3,1	1,6
Lituanie	3,4	2,8	2,4	1,6
Pays-Bas	3,4	3	2,6	2,4
Total	3,4	2,8	3,0	1,8

Pays	Institution	Cadre nationale des certifications	Cadre européen des certifications	Cadre Bologne	Autre
Belgique	Etablissement d'enseignement supérieur et/ou de formation privé	3,8	3,8	3,8	
	Etablissement d'enseignement supérieur et/ou de formation public	3,6	3,2	3,5	1,8
	Organisme public (national, régional, municipal)	3,3	1,7	2,3	1,5
	Société privée	2,3	1,5	1,5	1
Croatie	Agence de recrutement/chasseur de têtes	3	2	2,3	1,3
	Etablissement d'enseignement supérieur et/ou de formation privé	3,9	3,1	3,7	2,1
	Etablissement d'enseignement supérieur et/ou de formation public	4	3,8	4,7	2,3
	Organisme public (national, régional, municipal)	3,1	2,9	2,9	2,2
	Société privée	2,1	1,7	2,1	1,4
France	Agence de recrutement/chasseur de têtes	3,7	2,5	2,5	2,5
	Etablissement d'enseignement supérieur et/ou de formation privé	4,2	1,9	2,7	2,2
	Etablissement d'enseignement supérieur et/ou de formation public	3,6	2,3	2,9	1,3
	Organisme public (national, régional, municipal)	4	3,1	2,8	2
	Société privée	3,5	2,6	2,1	1
Italie	Agence de recrutement/chasseur de têtes	1	1	1	1
	Etablissement d'enseignement supérieur et/ou de formation privé	3,8	3	4,1	2

	Etablissement d'enseignement supérieur et/ou de formation public	2,7	2,7	2,7	2
	Organisme public (national, régional, municipal)	3	3	4,5	1
	Société privée	3	2	2	
Lettonie	Etablissement d'enseignement supérieur et/ou de formation privé	2,5	2,5	3,3	1,8
	Etablissement d'enseignement supérieur et/ou de formation public	4,1	3,6	3,9	2,2
	Organisme public (national, régional, municipal)	2,1	2,4	2,8	1,3
	Société privée	2	1,6	1,6	1
Lituanie	Non renseigné	1	1	1	1
	Agence de recrutement/chasseur de têtes	1,2	1,2	1,2	1,2
	Etablissement d'enseignement supérieur et/ou de formation privé	3,8	3,3	2,9	2,1
	Etablissement d'enseignement supérieur et/ou de formation public	4	3,4	2,9	1,6
	Organisme public (national, régional, municipal)	2,7	2,1	1,6	1,6
	Société privée	2,2	1,5	1,7	1,2
Pays-Bas	Etablissement d'enseignement supérieur et/ou de formation privé	3,1	2,6	2,5	1,6
	Etablissement d'enseignement supérieur et/ou de formation public	4,3	3,5	2,3	2,7
	Organisme public (national, régional, municipal)	3,2	3,3	3	3,4

1.3Comment avez-vous pris connaissance des différents cadres des certifications ?

Pays	Contact direct avec le point national de coordination/autorité compétente publique	Publications	Formation	Internet	Autre
Belgique	25,0%	25,0%	12,5%	30,0%	7,5%
Croatie	20,7%	26,7%	10,0%	38,7%	4,0%
France	21,8%	24,4%	13,4%	36,1%	4,2%
Italie	17,1%	18,4%	15,8%	42,1%	6,6%
Lettonie	14,3%	19,0%	22,6%	38,1%	6,0%
Lituanie	10,8%	19,6%	27,0%	37,2%	5,4%
Pays-Bas	22,9%	22,9%	11,4%	31,4%	11,4%
Total	18,2%	22,5%	16,7%	37,0%	5,6%

Pays	Institution	Contact direct avec le point national de coordination	Publications	Formation	Internet	Autre
Belgique	Etablissement d'enseignement supérieur et/ou de formation privé	25,00%	50,00%			25,00%
	Etablissement d'enseignement supérieur et/ou de formation public	33,30%	23,80%	9,50%	33,30%	
	Organisme public (national, régional, municipal)	10,00%	30,00%	30,00%	30,00%	
	Société privée	20,00%			40,00%	40,00%
Croatie	Agence de recrutement/chasseur de têtes	25,00%	25,00%	25,00%	25,00%	
	Etablissement d'enseignement supérieur et/ou de formation privé	22,30%	28,20%	10,70%	35,90%	2,90%
	Etablissement d'enseignement supérieur et/ou de formation public	20,00%	33,30%		40,00%	6,70%
	Organisme public (national, régional, municipal)	21,40%	28,60%	7,10%	35,70%	7,10%

	Société privée	7,10%	7,10%	14,30%	64,30%	7,10%
France	**Agence de recrutement/chasseur de têtes**	33,30%			66,70%	
	Etablissement d'enseignement supérieur et/ou de formation privé	21,20%	21,20%	9,10%	42,40%	6,10%
	Etablissement d'enseignement supérieur et/ou de formation public	13,30%	26,70%	16,70%	40,00%	3,30%
	Organisme public (national, régional, municipal)	33,30%	25,00%	11,10%	27,80%	2,80%
	Société privée	11,80%	29,40%	23,50%	29,40%	5,90%
Italie	**Agence de recrutement/chasseur de têtes**					
	Etablissement d'enseignement supérieur et/ou de formation privé	18,00%	16,40%	16,40%	42,60%	6,60%
	Etablissement d'enseignement supérieur et/ou de formation public	10,00%	30,00%	10,00%	40,00%	10,00%
	Organisme public (national, régional, municipal)	33,30%		33,30%	33,30%	
	Société privée		50,00%		50,00%	
Lettonie	**Etablissement d'enseignement supérieur et/ou de formation privé**	15,80%	21,10%	21,10%	36,80%	5,30%
	Etablissement d'enseignement supérieur et/ou de formation public	24,20%	15,20%	33,30%	24,20%	3,00%
	Organisme public (national, régional, municipal)		24,00%	16,00%	56,00%	4,00%
	Société privée	14,30%	14,30%		42,90%	28,60%
Lituanie	**Agence de recrutement/chasseur de têtes**				40,00%	60,00%
	Etablissement d'enseignement supérieur et/ou de formation privé	14,60%	14,60%	34,10%	31,70%	4,90%
	Etablissement d'enseignement supérieur et/ou de formation public	12,20%	24,30%	29,70%	33,80%	
	Organisme public (national, régional, municipal)	5,00%	20,00%	15,00%	55,00%	5,00%
	Société privée		12,50%	12,50%	50,00%	25,00%
Pays-Bas	**Etablissement d'enseignement supérieur et/ou de formation privé**	29,40%	23,50%	17,60%	17,60%	11,80%
	Etablissement d'enseignement supérieur et/ou de formation public	25,00%	12,50%		62,50%	
	Organisme public (national, régional, municipal)	10,00%	30,00%	10,00%	30,00%	20,00%

1.4 Chaque pays de l'UE a nommé un point national de coordination pour assurer la transposition du cadre national et son référencement avec le CEC. Connaissez-vous le point national de coordination/autorité compétente publique de votre pays ?

Pays	Non répondu	Non	Oui
Belgique		69,0%	31,0%
Croatie		50,0%	50,0%
France	4,4%	58,2%	37,4%
Italie		40,0%	60,0%
Lettonie	12,2%	38,8%	49,0%
Lituanie	1,2%	54,9%	43,9%
Pays-Bas	8,3%	25,0%	66,7%
Total	3,3%	50,4%	46,4%

Pays	Institution	Non répondu	Non	Oui
Belgique	Etablissement d'enseignement supérieur et/ou de formation privé		50%	50%
	Etablissement d'enseignement supérieur et/ou de formation public		69%	31%
	Organisme public (national, régional, municipal)		75%	25%
	Société privée		75%	25%
Croatie	Agence de recrutement/chasseur de têtes		100%	
	Etablissement d'enseignement supérieur et/ou de formation privé		34%	66%
	Etablissement d'enseignement supérieur et/ou de formation public		33%	67%
	Organisme public (national, régional, municipal)		56%	44%
	Société privée		93%	7%
France	Agence de recrutement/chasseur de têtes	25%	75%	
	Etablissement d'enseignement supérieur et/ou de formation privé	13%	61%	30%
	Etablissement d'enseignement supérieur et/ou de formation public	11%	44%	50%
	Organisme public (national, régional, municipal)		39%	61%
	Société privée		83%	17%
Italie	Agence de recrutement/chasseur de têtes		100%	
	Etablissement d'enseignement supérieur et/ou de formation privé		35%	65%
	Etablissement d'enseignement supérieur et/ou de formation public		50%	50%
	Organisme public (national, régional, municipal)		50%	50%
	Société privée		50%	50%
Lettonie	Etablissement d'enseignement supérieur et/ou de formation privé	60%	18%	55%
	Etablissement d'enseignement supérieur et/ou de formation public		27%	73%
	Organisme public (national, régional, municipal)		63%	38%
	Société privée	50%	43%	14%
Lituanie	Non répondu			100%
	Agence de recrutement/chasseur de têtes		83%	17%
	Etablissement d'enseignement supérieur et/ou de formation privé		39%	61%
	Etablissement d'enseignement supérieur et/ou de formation public		45%	55%
	Organisme public (national, régional, municipal)	8%	73%	20%

	Société privée		78%	22%
Pays-Bas	Etablissement d'enseignement supérieur et/ou de formation privé	25%	25%	67%
	Etablissement d'enseignement supérieur et/ou de formation public	50%	17%	67%
	Organisme public (national, régional, municipal)		33%	67%

2. *Utilisation et pratiques*

2.1 Votre institution/établissement/société/organisme est-il/elle directement en charge de l'appréciation des diplômes étrangers ?

Pays	Non répondu	Non	Oui
Belgique		65,5%	34,5%
Croatie		32,5%	67,5%
France	1,1%	50,5%	48,4%
Italie	2,2%	13,3%	84,4%
Lettonie		44,9%	55,1%
Lituanie		39,0%	61,0%
Pays-Bas		29,2%	70,8%
Total	0,5%	39,3%	60,2%

Pays	Institution	Non répondu	Non	Oui
Belgique	Etablissement d'enseignement supérieur et/ou de formation privé		50%	50%
	Etablissement d'enseignement supérieur et/ou de formation public		54%	46%
	Organisme public (national, régional, municipal)		75%	25%
	Société privée		100%	
Croatie	Agence de recrutement/chasseur de têtes			100%
	Etablissement d'enseignement supérieur et/ou de formation privé		15%	85%
	Etablissement d'enseignement supérieur et/ou de formation public		33%	67%
	Organisme public (national, régional, municipal)		56%	44%
	Société privée		80%	20%
France	Agence de recrutement/chasseur de têtes		50%	50%
	Etablissement d'enseignement supérieur et/ou de formation privé	4%	52%	43%
	Etablissement d'enseignement supérieur et/ou de formation public		28%	72%
	Organisme public (national, régional, municipal)		57%	43%
	Société privée		61%	39%
Italie	Agence de recrutement/chasseur de têtes			100%
	Etablissement d'enseignement supérieur et/ou de formation privé	3%	3%	94%
	Etablissement d'enseignement supérieur et/ou de formation public		50%	50%
	Organisme public (national, régional, municipal)		50%	50%
	Société privée		50%	50%
Lettonie	Etablissement d'enseignement supérieur et/ou de formation privé		18%	82%

	Etablissement d'enseignement supérieur et/ou de formation public	27%	73%
	Organisme public (national, régional, municipal)	63%	38%
	Société privée	86%	14%
Lituanie	Non répondu	100%	
	Agence de recrutement/chasseur de têtes	33%	67%
	Etablissement d'enseignement supérieur et/ou de formation privé	28%	72%
	Etablissement d'enseignement supérieur et/ou de formation public	33%	67%
	Organisme public (national, régional, municipal)	67%	33%
	Société privée	33%	67%
Pays-Bas	Etablissement d'enseignement supérieur et/ou de formation privé	17%	83%
	Etablissement d'enseignement supérieur et/ou de formation public	50%	50%
	Organisme public (national, régional, municipal)	33%	67%

2.2 Quels sont les outils et/ou moyens sur lesquels vous vous appuyez lors du traitement des diplômes étrangers ?

Degré de connaissance moyen des différents cadres, de 1 à 5 ; 5 étant le plus élevé et 1 étant le plus bas.

Pays	Diplôme/certification/document pédagogique	Durée d'études/ de formation	Cadres des certifications	Relevés de notes	Supplément au diplôme	Supplément descriptif du certificat	Europass	Expertise externe	Système européen des crédits	Autres système des crédits	Autre
Belgique	4,3	3,8	3,7	3,5	3,1	2,3	2,1	2,2	3,2	1,1	1,7
Croatie	4,6	4,4	3,6	4,1	3,9	3	3,5	2,8	4	2,1	1,1
France	4,1	3,5	3,6	3,2	2,6	2,5	2,1	2,8	3,1	2	2,2
Italie	4,5	4	3,8	4,1	3,8	2,7	2,6	2,2	3,9	1,7	2
Lettonie	4,2	3,5	2,8	3,9	3,9	2,4	3,1	2,4	2,5	1,9	1
Lituanie	4,5	3,9	3,5	3,8	3,9	3,3	3,3	3,4	3,4	2,1	1,8
Pays-Bas	4,4	3	3,4	3,7	3,2	2,2	2,2	3	3,8	2,6	1,9
Total	4,4	3,7	3,5	3,8	3,5	2,6	2,7	2,7	3,4	1,9	1,7

Pays	Institution	Diplôme/certification/ document pédagogique	Durée d'études/ de formation	Cadres des certifications	Relevés de notes	Supplément au diplôme	Supplément descriptif du certificat	Europass	Expertise externe	Système européen des crédits	Autres système des crédits	Autre
Belgique	**Etablissement d'enseignement supérieur et/ou de formation privé**	5	5	4	5	4,7	2	1	2	4,5		
	Etablissement d'enseignement supérieur et/ou de formation public	4,3	3,8	4,1	3,8	3,6	2,8	2,2	2,2	3,8	1,2	1
	Organisme public (national, régional, municipal)	4,3	2,7	3	1	1	1	1,7	3	2	1	3
	Société privée	3,3	3,7	2,7	3	1,7	2	2,3	1,7	1	1	1
Croatie	**Agence de recrutement/chasseur de têtes**	4	4	3	2	3	3	5	2	4	1	
	Etablissement d'enseignement supérieur et/ou de formation privé	4,8	4,6	4,2	4,6	4,4	3,2	3,7	3,1	4,5	2,3	1,2
	Etablissement d'enseignement supérieur et/ou de formation public	4,8	4,3	3,2	4,2	4,5	4	2,6	2,7	4,8	2,2	1
	Organisme public (national, régional, municipal)	4,8	3,8	3,7	3,3	4,7	3,3	4,5	2,3	3	2	1

	Société privée	4	3,6	1,8	1,9	1,4	1,6	2,7	1,4	2	1,3	1
France	**Agence de recrutement/chasseur de têtes**	4	3	3,3	2,5	2,5	2,5	2,5	2	2	2	
	Etablissement d'enseignement supérieur et/ou de formation privé	4,3	3,5	3,9	3,9	3	3,1	2,3	2,8	3,3	2,6	2,5
	Etablissement d'enseignement supérieur et/ou de formation public	4,3	3,7	3,6	3,8	2,9	2,5	2,3	1,2	3,9	2,1	3
	Organisme public (national, régional, municipal)	4,2	3,9	3,5	2,9	3	2,6	1,7	4,5	2,9	2,1	2,3
	Société privée	3,5	2,9	3,2	1,6	1,5	1,7	2	2,1	2	1,1	1
Italie	**Agence de recrutement/chasseur de têtes**											
	Etablissement d'enseignement supérieur et/ou de formation privé	4,7	4,2	3,9	4,4	3,9	2,5	2,5	2,1	4	1,5	2,3
	Etablissement d'enseignement supérieur et/ou de formation public	3,7	3,2	3,4	3,3	3,6	3,4	2,8	2,5	3,5	2,5	1
	Organisme public (national, régional, municipal)	5	4	5	1	1	3	3	2	5	1	
	Société privée	4	4	4	3	3	3	3	3	4	3	1
Lettonie	**Etablissement d'enseignement supérieur et/ou de formation privé**	3,8	2,6	2,4	4	3,4	1,8	2,1	1,8	2,2	1,4	
	Etablissement d'enseignement supérieur et/ou de formation public	4,6	4,1	3,7	4,6	4,8	3,1	3,3	3,1	3,9	2,6	1
	Organisme public (national, régional, municipal)	3,9	3,3	2,6	2,8	3,3	2,1	3,8	2,6	1,4	1,9	1
	Société privée	4,2	3,8	1,8	3,5	3,3	2	3	1,8	1,8	1,4	1
Lituanie	**Non répondu**											
	Agence de recrutement/chasseur de têtes	3,8	3,2	2,8	3,6	3,7	3,6	4,3	3,4	2,2	2	
	Etablissement d'enseignement supérieur et/ou de formation privé	4,5	3,9	3,7	4	3,9	3,3	3,1	3,6	4,3	2,8	3
	Etablissement d'enseignement supérieur et/ou de formation public	4,5	4,1	3,5	4	4,2	3,3	2,8	3,5	3,7	2,2	1
	Organisme public (national, régional, municipal)	4,6	3,7	3,7	3,6	3,5	2,9	3,6	3,1	2,3	1,2	1
	Société privée	4,5	3,9	3	3,5	3,5	3,5	3,9	3	1,8	1,2	1,5
Pays-Bas	**Etablissement d'enseignement supérieur et/ou de formation privé**	4,3	2,9	3,2	4,3	2,8	2	2,3	2,9	3,6	2,4	1
	Etablissement d'enseignement supérieur et/ou de formation public	4,8	3,4	3,8	3,2	3,8	2	2,5	3,2	4,3	3	1
	Organisme public (national, régional, municipal)	4,3	2,6	3,2	3	3,5	2,6	1,3	3	3,3	2,7	3

2.3 Utilisez-vous dans votre travail des cadres de certifications ?

Pays	Cadre national de votre pays	Cadre national d'autres pays	Cadre européen des certifications	Cadre "Bologne"	Autre
Belgique	4,1	1,6	2,3	2,9	1
Croatie	3,4	2,1	2,5	3,2	1,8
France	4	2,1	2,6	2,6	1,9
Italie	3,7	2,9	2,9	4	1,4
Lettonie	3,1	2	2,4	2,2	1
Lituanie	3,9	2,5	2,9	2,7	1
Pays-Bas	4	3	2,9	2,9	1,6
Total	3,7	2,3	2,6	2,9	1,4

Pays	Institution	Cadre national de votre pays	Cadre national d'autres pays	Cadre européen des certifications	Cadre "Bologne"	Autre
Belgique	Etablissement d'enseignement supérieur et/ou de formation privé	2,5	2,0	2,0	2,0	
	Etablissement d'enseignement supérieur et/ou de formation public	4,3	2,1	2,8	3,6	1,0
	Organisme public (national, régional, municipal)	3,9	1,0	1,8	2,6	1,0
	Société privée	5,0	1,0	1,0	1,0	1,0
Croatie	Agence de recrutement/chasseur de têtes	3,7	2,0	2,0	2,0	1,0
	Etablissement d'enseignement supérieur et/ou de formation privé	3,6	2,3	2,8	3,7	2,3
	Etablissement d'enseignement supérieur et/ou de formation public	3,7	2,5	3,3	4,0	
	Organisme public (national, régional, municipal)	3,7	2,3	2,3	2,3	1,0
	Société privée	2,0	1,1	1,1	1,8	1,0

France	**Agence de recrutement/chasseur de têtes**	1,0	1,0	1,0	1,0	1,0
	Etablissement d'enseignement supérieur et/ou de formation privé	4,5	2,5	2,3	2,5	1,5
	Etablissement d'enseignement supérieur et/ou de formation public	4,0	2,3	2,8	3,1	4,0
	Organisme public (national, régional, municipal)	4,2	2,6	3,3	2,9	1,0
	Société privée	3,6	1,0	2,1	1,7	1,0
Italie	**Agence de recrutement/chasseur de têtes**					
	Etablissement d'enseignement supérieur et/ou de formation privé	3,8	3,0	2,9	4,3	1,4
	Etablissement d'enseignement supérieur et/ou de formation public	2,6	2,8	3,3	3,2	1,0
	Organisme public (national, régional, municipal)	5,0	2,0	3,0	2,0	1,0
	Société privée	4,0	3,0	3,0	3,0	2,0
Lettonie	**Etablissement d'enseignement supérieur et/ou de formation privé**	3,0	1,5	2,2	2,1	
	Etablissement d'enseignement supérieur et/ou de formation public	4,1	3,0	3,4	3,2	1,0
	Organisme public (national, régional, municipal)	2,6	1,7	1,9	1,7	
	Société privée	1,8	1,0	1,8	1,0	1,0
Lituanie	**Agence de recrutement/chasseur de têtes**	2,2	1,5	1,4	1,4	1,0
	Etablissement d'enseignement supérieur et/ou de formation privé	4,1	2,7	3,3	3,1	1,0
	Etablissement d'enseignement supérieur et/ou de formation public	4,4	2,9	3,5	3,2	
	Organisme public (national, régional, municipal)	3,7	1,7	2,3	1,7	1,0
	Société privée	2,9	2,2	2,0	1,8	1,0
Pays-Bas	**Etablissement d'enseignement supérieur et/ou de formation privé**	3,4	3,0	2,6	2,8	1,0
	Etablissement d'enseignement supérieur et/ou de formation public	4,6	2,4	3,5	2,4	1,0
	Organisme public (national, régional, municipal)	4,8	3,8	3,0	3,8	3,0

2.4Vous utilisez les cadres pour :

Pays	La reconnaissance académique (poursuite d'études)	La reconnaissance professionnelle (recrutement/embauche) professionnelle (recrutement/embauche)	Le développement professionnel
Belgique	72,0%	24,0%	4,0%
Croatie	50,5%	21,2%	28,3%
France	48,2%	32,7%	19,1%
Italie	80,0%	6,7%	13,3%
Lettonie	47,3%	36,4%	16,4%
Lituanie	42,6%	33,0%	24,5%
Pays-Bas	80,0%	16,0%	4,0%
Total	54,6%	26,3%	19,1%

Pays	Institution	La reconnaissance académique (poursuite d'études)	La reconnaissance professionnelle (recrutement/embauche)	Le développement professionnel
Belgique	**Etablissement d'enseignement supérieur et/ou de formation privé**	75,0%	25,0%	
	Etablissement d'enseignement supérieur et/ou de formation public	92,3%		7,7%
	Organisme public (national, régional, municipal)	50,0%	50,0%	
	Société privée		100,0%	
Croatie	**Agence de recrutement/chasseur de têtes**		40,0%	60,0%
	Etablissement d'enseignement supérieur et/ou de formation privé	70,2%	8,8%	21,1%
	Etablissement d'enseignement supérieur et/ou de formation public	50,0%	20,0%	30,0%
	Organisme public (national, régional, municipal)	42,9%	28,6%	28,6%

	Société privée	10,0%	50,0%	40,0%
France	**Agence de recrutement/chasseur de têtes**	25,0%	50,0%	25,0%
	Etablissement d'enseignement supérieur et/ou de formation privé	55,9%	29,4%	14,7%
	Etablissement d'enseignement supérieur et/ou de formation public	66,7%	19,0%	14,3%
	Organisme public (national, régional, municipal)	41,4%	44,8%	13,8%
	Société privée	31,8%	31,8%	36,4%
Italie	**Agence de recrutement/chasseur de têtes**			
	Etablissement d'enseignement supérieur et/ou de formation privé	88,6%		11,4%
	Etablissement d'enseignement supérieur et/ou de formation public	80,0%		20,0%
	Organisme public (national, régional, municipal)	25,0%	50,0%	25,0%
	Société privée		100,0%	
Lettonie	**Etablissement d'enseignement supérieur et/ou de formation privé**	70,0%	30,0%	
	Etablissement d'enseignement supérieur et/ou de formation public	68,2%	22,7%	9,1%
	Organisme public (national, régional, municipal)	17,6%	52,9%	29,4%
	Société privée	16,7%	50,0%	33,3%
Lituanie				
	Agence de recrutement/chasseur de têtes		33,3%	66,7%
	Etablissement d'enseignement supérieur et/ou de formation privé	57,7%	26,9%	15,4%
	Etablissement d'enseignement supérieur et/ou de formation public	48,9%	22,2%	28,9%
	Organisme public (national, régional, municipal)	14,3%	57,1%	28,6%
	Société privée	16,7%	83,3%	
Pays-Bas	**Etablissement d'enseignement supérieur et/ou de formation privé**	100,0%		
	Etablissement d'enseignement supérieur et/ou de formation public	85,7%	14,3%	
	Organisme public (national, régional, municipal)	42,9%	42,9%	14,3%

3 ATTENTES ET PËRSPECTIVES

3.1A votre avis les cadres aident-ils à :

Pays	améliorer la mobilité	rendre plus transparents les diplômes	promouvoir la qualité de l'éducation et de la formation formelle, informelle et non formelle	faciliter les opportunités de formation continue
Belgique	31,0%	41,4%	15,5%	12,1%
Croatie	32,7%	35,9%	17,9%	13,5%
France	27,8%	37,1%	17,0%	18,0%
Italie	33,3%	32,3%	18,8%	15,6%
Lettonie	32,7%	30,8%	23,1%	13,5%
Lituanie	31,9%	31,9%	20,8%	15,3%
Pays-Bas	15,2%	57,6%	15,2%	12,1%
Total	30,3%	36,0%	18,7%	14,9%

Pays	Institution	améliorer la mobilité	rendre plus transparents les diplômes	promouvoir la qualité de l'éducation et de la formation formelle, informelle et non formelle	faciliter les opportunités de formation continue
Belgique	**Etablissement d'enseignement supérieur et/ou de formation privé**	40,0%	40,0%	20,0%	
	Etablissement d'enseignement supérieur et/ou de formation public	33,3%	37,0%	14,8%	14,8%
	Organisme public (national, régional, municipal)	20,0%	53,3%	13,3%	13,3%
	Société privée	33,3%	33,3%	16,7%	16,7%
Croatie	**Agence de recrutement/chasseur de têtes**	20,0%	60,0%		20,0%
	Etablissement d'enseignement supérieur et/ou de formation privé	30,2%	34,9%	21,7%	13,2%
	Etablissement d'enseignement supérieur et/ou de formation public	36,4%	54,5%	9,1%	
	Organisme public (national, régional, municipal)	35,7%	14,3%	21,4%	28,6%
	Société privée	45,0%	40,0%	5,0%	10,0%
France	**Agence de recrutement/chasseur de têtes**	33,3%	33,3%	22,2%	11,1%
	Etablissement d'enseignement supérieur et/ou de formation privé	24,6%	33,3%	22,8%	19,3%
	Etablissement d'enseignement supérieur et/ou de formation public	25,6%	41,0%	17,9%	15,4%
	Organisme public (national, régional, municipal)	39,1%	37,0%	13,0%	10,9%
	Société privée	20,9%	39,5%	11,6%	27,9%
Italie	**Agence de recrutement/chasseur de têtes**				
	Etablissement d'enseignement supérieur et/ou de formation privé	32,9%	32,9%	19,0%	15,2%
	Etablissement d'enseignement supérieur et/ou de formation public	33,3%	33,3%	11,1%	22,2%
	Organisme public (national, régional, municipal)	40,0%	20,0%	20,0%	20,0%
	Société privée	33,3%	33,3%	33,3%	
Lettonie	**Etablissement d'enseignement supérieur et/ou de formation privé**	37,5%	37,5%	12,5%	12,5%
	Etablissement d'enseignement supérieur et/ou de formation public	31,0%	34,5%	24,1%	10,3%
	Organisme public (national, régional, municipal)	35,7%	21,4%	28,6%	14,3%
	Société privée				100,0%
Lituanie	**Nonrenseigné**			100,0%	
	Agence de recrutement/chasseur de têtes	33,3%	66,7%		

	Etablissement d'enseignement supérieur et/ou de formation privé	36,1%	33,3%	16,7%	13,9%
	Etablissement d'enseignement supérieur et/ou de formation public	35,3%	30,9%	23,5%	10,3%
	Organisme public (national, régional, municipal)	25,0%	29,2%	16,7%	29,2%
	Société privée	16,7%	33,3%	25,0%	25,0%
Pays-Bas	**Etablissement d'enseignement supérieur et/ou de formation privé**	13,3%	66,7%	20,0%	
	Etablissement d'enseignement supérieur et/ou de formation public	12,5%	50,0%	12,5%	25,0%
	Organisme public (national, régional, municipal)	20,0%	50,0%	10,0%	20,0%

3.2A votre avis les cadres pourront-ils à l'avenir aider à :

Pays	**la mobilité**	**la transparence des diplômes**	**la qualité de l'éducation et de la formation formelle, informelle et non-formelle**	**les opportunités de la formation continue**	**pas d'avis**
Belgique	30,4%	31,9%	17,4%	15,9%	4,3%
Croatie	30,8%	26,2%	18,6%	16,3%	8,1%
France	27,0%	30,9%	21,6%	16,7%	3,9%
Italie	27,8%	31,1%	18,9%	14,4%	7,8%
Lettonie	23,2%	26,8%	23,2%	16,1%	10,7%
Lituanie	24,2%	24,2%	20,9%	13,1%	17,6%
Pays-Bas	23,9%	32,6%	19,6%	10,9%	13,0%
Total	26,9%	28,3%	20,3%	15,1%	9,4%

Pays	q01	la mobilité	la transparence des diplômes	la qualité de l'éducation et de la formation formelle, informelle et non-formelle	les opportunités de la formation continue	pas d'avis
Belgique	**Etablissement d'enseignement supérieur et/ou de formation privé**	27,3%	27,3%	18,2%	27,3%	
	Etablissement d'enseignement supérieur et/ou de formation public	31,3%	31,3%	18,8%	15,6%	3,1%
	Organisme public (national, régional, municipal)	33,3%	40,0%	13,3%	6,7%	6,7%
	Société privée	27,3%	27,3%	18,2%	18,2%	9,1%
Croatie	**Agence de recrutement/chasseur de têtes**	16,7%	16,7%	33,3%	16,7%	16,7%
	Etablissement d'enseignement supérieur et/ou de formation privé	29,2%	25,8%	20,8%	19,2%	5,0%
	Etablissement d'enseignement supérieur et/ou de formation public	35,7%	42,9%	7,1%	14,3%	
	Organisme public (national, régional, municipal)	33,3%		11,1%	11,1%	44,4%
	Société privée	39,1%	30,4%	13,0%	4,3%	13,0%
France	**Agence de recrutement/chasseur de têtes**	25,0%	25,0%	12,5%	25,0%	12,5%
	Etablissement d'enseignement supérieur et/ou de formation privé	26,4%	32,1%	20,8%	18,9%	1,9%
	Etablissement d'enseignement supérieur et/ou de formation public	25,5%	29,8%	19,1%	17,0%	8,5%
	Organisme public (national, régional, municipal)	34,5%	27,3%	23,6%	10,9%	3,6%
	Société privée	19,5%	36,6%	24,4%	19,5%	
Italie	**Agence de recrutement/chasseur de têtes**					
	Etablissement d'enseignement supérieur et/ou de formation privé	27,6%	28,9%	19,7%	14,5%	9,2%
	Etablissement d'enseignement supérieur et/ou de formation public	28,6%	42,9%	14,3%	14,3%	
	Organisme public (national, régional, municipal)	25,0%	25,0%	25,0%	25,0%	
	Société privée	33,3%	66,7%			
Lettonie	**Etablissement d'enseignement supérieur et/ou de formation privé**	37,5%	37,5%	12,5%	12,5%	
	Etablissement d'enseignement supérieur et/ou de formation public	21,9%	31,3%	25,0%	18,8%	3,1%
	Organisme public (national, régional, municipal)	23,1%	15,4%	23,1%	15,4%	23,1%
	Société privée			33,3%		66,7%
Lituanie	**Non renseigné**					100,0 %
	Agence de recrutement/chasseur de têtes		40,0%			60,0%

	Etablissement d'enseignement supérieur et/ou de formation privé	29,3%	26,8%	19,5%	14,6%	9,8%
	Etablissement d'enseignement supérieur et/ou de formation public	26,1%	26,1%	23,2%	11,6%	13,0%
	Organisme public (national, régional, municipal)	24,0%	20,0%	20,0%	20,0%	16,0%
	Société privée	8,3%	8,3%	25,0%	8,3%	50,0%
Pays-Bas	**Etablissement d'enseignement supérieur et/ou de formation privé**	21,1%	36,8%	15,8%	5,3%	21,1%
	Etablissement d'enseignement supérieur et/ou de formation public	21,4%	28,6%	28,6%	14,3%	7,1%
	Organisme public (national, régional, municipal)	30,8%	30,8%	15,4%	15,4%	7,7%

3.3 Seriez-vous intéressés par un approfondissement de vos connaissances des cadres de certifications et leur utilisation potentielle ?

Pays	**Non répondu**	**Je ne sais pas**	**Non**	**Oui**
Belgique		17,2%	17,2%	65,5%
Croatie	1,3%	15,0%	17,5%	66,3%
France	1,1%	27,5%	22,0%	49,5%
Italie	8,9%	4,4%	4,4%	82,2%
Lettonie	8,2%	8,2%	14,3%	69,4%
Lituanie	3,7%	12,2%	14,6%	69,5%
Pays-Bas		33,3%	8,3%	58,3%
Total	3,3%	16,5%	15,3%	64,9%

Pays	Institution	Non répondu	Je ne sais pas	Non	Oui
Belgique	Etablissement d'enseignement supérieur et/ou de formation privé	0,0%	0,0%	25,0%	75,0%
	Etablissement d'enseignement supérieur et/ou de formation public	0,0%	7,7%	7,7%	84,6%
	Organisme public (national, régional, municipal)	0,0%	25,0%	25,0%	50,0%
	Société privée	0,0%	50,0%	25,0%	25,0%
Croatie	Agence de recrutement/chasseur de têtes	0,0%	0,0%	0,0%	100,0%
	Etablissement d'enseignement supérieur et/ou de formation privé	0,0%	14,9%	12,8%	72,3%
	Etablissement d'enseignement supérieur et/ou de formation public	0,0%	0,0%	0,0%	100,0%
	Organisme public (national, régional, municipal)	0,0%	11,1%	33,3%	55,6%
	Société privée	6,7%	26,7%	33,3%	33,3%
France	Agence de recrutement/chasseur de têtes	0,0%	25,0%	25,0%	50,0%
	Etablissement d'enseignement supérieur et/ou de formation privé	0,0%	39,1%	8,7%	52,2%
	Etablissement d'enseignement supérieur et/ou de formation public	0,0%	22,2%	22,2%	55,6%
	Organisme public (national, régional, municipal)	4,3%	21,7%	26,1%	47,8%
	Société privée	0,0%	26,1%	30,4%	43,5%
Italie	Agence de recrutement/chasseur de têtes	100,0%	0,0%	0,0%	0,0%
	Etablissement d'enseignement supérieur et/ou de formation privé	8,8%	0,0%	0,0%	91,2%
	Etablissement d'enseignement supérieur et/ou de formation public	0,0%	16,7%	16,7%	66,7%
	Organisme public (national, régional, municipal)	0,0%	50,0%	0,0%	50,0%
	Société privée	0,0%	0,0%	50,0%	50,0%
Lettonie	Etablissement d'enseignement supérieur et/ou de formation privé	9,1%	0,0%	0,0%	90,9%
	Etablissement d'enseignement supérieur et/ou de formation public	0,0%	20,0%	0,0%	80,0%
	Organisme public (national, régional, municipal)	12,5%	6,3%	18,8%	62,5%
	Société privée	14,3%	0,0%	57,1%	28,6%
Lituanie	Non renseigné	0,0%	0,0%	100,0%	0,0%

	Agence de recrutement/chasseur de têtes	0,0%	16,7%	33,3%	50,0%
	Etablissement d'enseignement supérieur et/ou de formation privé	5,6%	16,7%	5,6%	72,2%
	Etablissement d'enseignement supérieur et/ou de formation public	3,0%	6,1%	3,0%	87,9%
	Organisme public (national, régional, municipal)	6,7%	13,3%	26,7%	53,3%
	Société privée	0,0%	22,2%	33,3%	44,4%
Pays-Bas	**Etablissement d'enseignement supérieur et/ou de formation privé**	0,0%	33,3%	8,3%	58,3%
	Etablissement d'enseignement supérieur et/ou de formation public	0,0%	50,0%	0,0%	50,0%
	Organisme public (national, régional, municipal)	0,0%	16,7%	16,7%	66,7%

IV. Selon vous, quels seraient les moyens de parfaire votre connaissance sur les cadres de certifications :

Pays	Contact direct avec le point national de coordination/autorité compétente publique	Internet	Publications	Conférences	Formation	Autre
Belgique	19,6%	13,7%	23,5%	19,6%	23,5%	
Croatie	18,8%	20,4%	24,7%	18,3%	17,2%	0,5%
France	19,9%	25,4%	18,2%	14,4%	21,0%	1,1%
Italie	22,4%	16,3%	7,1%	18,4%	34,7%	1,0%
Lettonie	14,4%	27,1%	16,1%	15,3%	26,3%	0,8%
Lituanie	17,6%	21,2%	17,6%	17,6%	25,4%	0,5%
Pays-Bas	21,3%	29,8%	14,9%	12,8%	21,3%	
Total	18,9%	22,2%	18,1%	16,7%	23,5%	0,7%

Pays	Institution	Contact direct avec le point national de coordination/autorité compétente publique	Internet	Publications	Conférences	Formation	Autre
Belgique	**Etablissement d'enseignement supérieur et/ou de formation privé**	28,6%	28,6%		14,3%	28,6%	
	Etablissement d'enseignement supérieur et/ou de formation public	19,2%	7,7%	23,1%	26,9%	23,1%	
	Organisme public (national, régional, municipal)	13,3%	20,0%	33,3%	13,3%	20,0%	
	Société privée	33,3%		33,3%		33,3%	
Croatie	**Agence de recrutement/chasseur de têtes**	11,1%	33,3%	22,2%	22,2%	11,1%	
	Etablissement d'enseignement supérieur et/ou de formation privé	21,6%	16,4%	24,1%	15,5%	21,6%	0,9%
	Etablissement d'enseignement supérieur et/ou de formation public	26,3%	21,1%	21,1%	26,3%	5,3%	
	Organisme public (national, régional, municipal)	15,4%	23,1%	23,1%	23,1%	15,4%	
	Société privée	6,9%	31,0%	31,0%	20,7%	10,3%	
France	**Agence de recrutement/chasseur de têtes**	22,2%	33,3%	22,2%		22,2%	
	Etablissement d'enseignement supérieur et/ou de formation privé	15,7%	29,4%	17,6%	15,7%	19,6%	2,0%
	Etablissement d'enseignement supérieur et/ou de formation public	27,5%	20,0%	15,0%	12,5%	25,0%	
	Organisme public (national, régional, municipal)	23,4%	17,0%	17,0%	17,0%	23,4%	2,1%
	Société privée	11,8%	35,3%	23,5%	14,7%	14,7%	
Italie	**Agence de recrutement/chasseur de têtes**						
	Etablissement d'enseignement supérieur et/ou de formation privé	22,2%	16,0%	7,4%	18,5%	34,6%	1,2%
	Etablissement d'enseignement supérieur et/ou de formation public	27,3%	18,2%		18,2%	36,4%	
	Organisme public (national, régional, municipal)	25,0%	25,0%		25,0%	25,0%	
	Société privée			50,0%		50,0%	
Lettonie	**Etablissement d'enseignement supérieur et/ou de formation privé**	14,8%	22,2%	14,8%	14,8%	29,6%	3,7%
	Etablissement d'enseignement supérieur et/ou de formation public	21,7%	17,4%	15,2%	17,4%	28,3%	
	Organisme public (national, régional, municipal)	8,3%	38,9%	16,7%	13,9%	22,2%	
	Société privée		44,4%	22,2%	11,1%	22,2%	

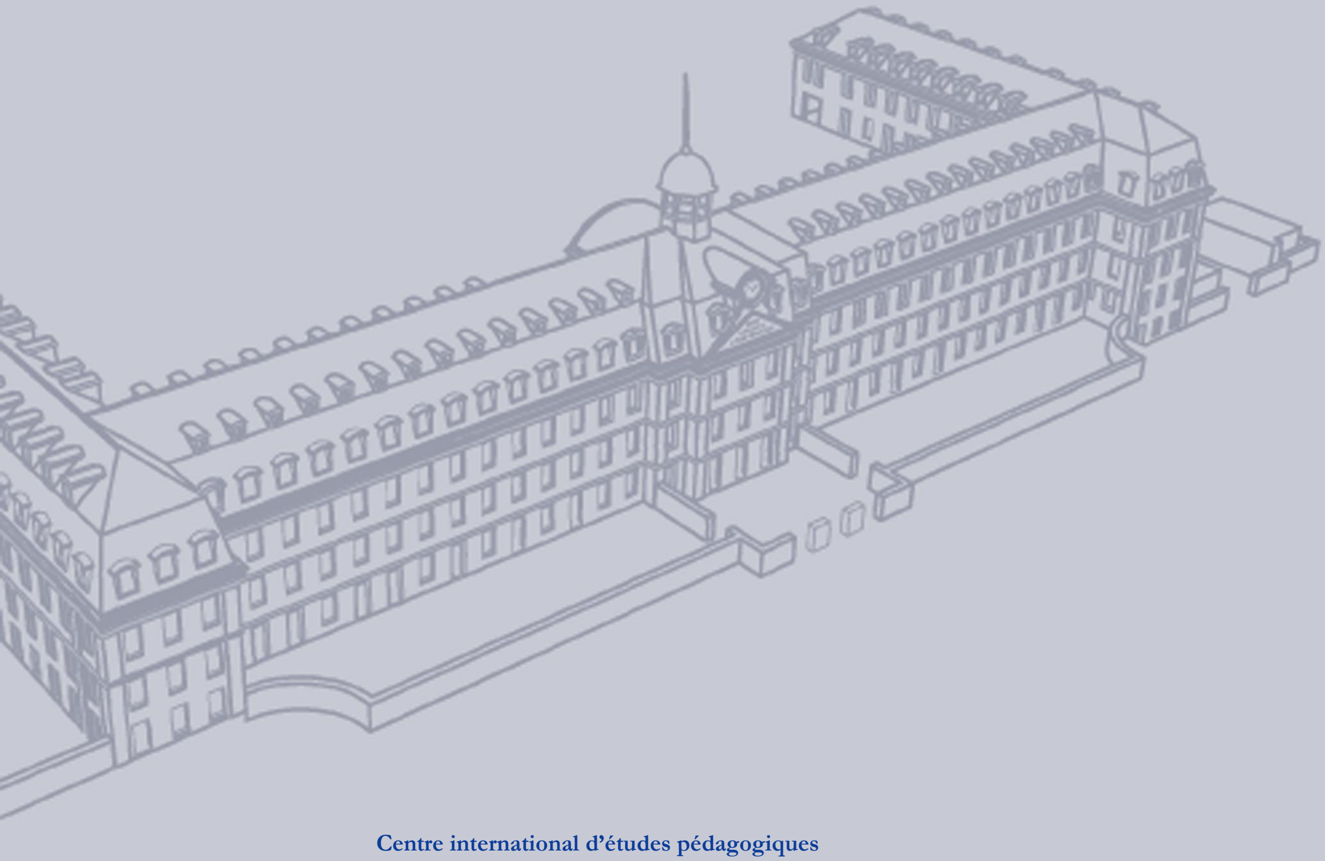
	Non renseigné		100,0%				
	Agence de recrutement/chasseur de têtes	20,0%	20,0%	30,0%	20,0%	10,0%	
Lituanie	**Etablissement d'enseignement supérieur et/ou de formation privé**	17,8%	22,2%	13,3%	20,0%	26,7%	
	Etablissement d'enseignement supérieur et/ou de formation public	20,5%	16,9%	19,3%	12,0%	31,3%	
	Organisme public (national, régional, municipal)	12,1%	21,2%	18,2%	24,2%	24,2%	
	Société privée	14,3%	33,3%	14,3%	23,8%	9,5%	4,8%
Pays-Bas	**Etablissement d'enseignement supérieur et/ou de formation privé**	25,0%	25,0%	8,3%	12,5%	29,2%	
	Etablissement d'enseignement supérieur et/ou de formation public	14,3%	28,6%	21,4%	21,4%	14,3%	
	Organisme public (national, régional, municipal)	22,2%	44,4%	22,2%		11,1%	

3.5 Quelles thématiques souhaiteriez-vous voir développer dans une formation et/ou campagne d'information ?

Pays	Mobilité	Reconnaissance	Recrutement	Cadre national	CEC	EEES
Belgique	16,9%	24,7%	7,8%	16,9%	20,8%	13,0%
Croatie	19,0%	21,1%	8,3%	20,1%	19,0%	12,5%
France	18,8%	22,9%	12,7%	13,9%	18,4%	13,5%
Italie	19,8%	26,7%	8,4%	12,2%	17,6%	15,3%
Lettonie	24,6%	25,4%	20,3%	11,0%	11,9%	6,8%
Lituanie	16,4%	24,3%	8,0%	18,6%	17,3%	15,5%
Pays-Bas	10,5%	24,6%	5,3%	19,3%	26,3%	14,0%
Total	18,5%	23,8%	10,5%	16,1%	18,0%	13,1%

Pays	Institution	Mobilité	Reconnaissance	Recrutement	Cadre national	CEC	EEES
Belgique	Etablissement d'enseignement supérieur et/ou de formation privé	16,7%	25,0%		16,7%	25,0%	16,7%
	Etablissement d'enseignement supérieur et/ou de formation public	17,9%	25,6%		17,9%	23,1%	15,4%
	Organisme public (national, régional, municipal)	15,8%	26,3%	21,1%	15,8%	15,8%	5,3%
	Société privée	14,3%	14,3%	28,6%	14,3%	14,3%	14,3%
Croatie	Agence de recrutement/chasseur de têtes	15,4%	23,1%	15,4%	15,4%	15,4%	15,4%
	Etablissement d'enseignement supérieur et/ou de formation privé	20,2%	21,3%	6,2%	20,2%	18,5%	13,5%
	Etablissement d'enseignement supérieur et/ou de formation public	20,7%	20,7%		20,7%	20,7%	17,2%
	Organisme public (national, régional, municipal)	16,1%	16,1%	19,4%	16,1%	19,4%	12,9%
	Société privée	15,8%	23,7%	13,2%	23,7%	21,1%	2,6%
France	Agence de recrutement/chasseur de têtes	16,7%	33,3%	50,0%			
	Etablissement d'enseignement supérieur et/ou de formation privé	15,9%	27,0%	12,7%	17,5%	15,9%	11,1%
	Etablissement d'enseignement supérieur et/ou de formation public	24,1%	22,4%	5,2%	12,1%	20,7%	15,5%
	Organisme public (national, régional, municipal)	15,3%	20,8%	11,1%	11,1%	23,6%	18,1%
	Société privée	21,7%	19,6%	19,6%	17,4%	13,0%	8,7%
Italie	Agence de recrutement/chasseur de têtes						
	Etablissement d'enseignement supérieur et/ou de formation privé	17,8%	26,2%	8,4%	12,1%	18,7%	16,8%
	Etablissement d'enseignement supérieur et/ou de formation public	33,3%	40,0%		13,3%	6,7%	6,7%
	Organisme public (national, régional, municipal)	33,3%		33,3%		33,3%	
	Société privée	16,7%	16,7%	16,7%	16,7%	16,7%	16,7%
Lettonie	Etablissement d'enseignement supérieur et/ou de formation privé	30,8%	26,9%	7,7%	19,2%	11,5%	3,8%
	Etablissement d'enseignement supérieur et/ou de formation public	21,3%	25,5%	8,5%	14,9%	17,0%	12,8%
	Organisme public (national, régional, municipal)	28,2%	23,1%	35,9%	2,6%	7,7%	2,6%
	Société privée		33,3%	66,7%			

Lituanie	**Agence de recrutement/chasseur de têtes**	20,0%	20,0%	33,3%	6,7%	13,3%	6,7%
	Etablissement d'enseignement supérieur et/ou de formation privé	19,6%	26,8%	1,8%	14,3%	17,9%	19,6%
	Etablissement d'enseignement supérieur et/ou de formation public	15,5%	28,9%	2,1%	21,6%	16,5%	15,5%
	Organisme public (national, régional, municipal)	15,9%	13,6%	11,4%	22,7%	20,5%	15,9%
	Société privée	7,1%	21,4%	35,7%	14,3%	14,3%	7,1%
Pays-Bas	**Etablissement d'enseignement supérieur et/ou de formation privé**	3,6%	21,4%		25,0%	32,1%	17,9%
	Etablissement d'enseignement supérieur et/ou de formation public	20,0%	26,7%	6,7%	13,3%	20,0%	13,3%
	Organisme public (national, régional, municipal)	14,3%	28,6%	14,3%	14,3%	21,4%	7,1%



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