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# Knowledge **FOR** Resilient soCiEty

**MEETING IN TIRANA**

*EPOKA UNIVERSITY*  
*UNIVERSITY OF TIRANA*



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## Albanian Qualification Framework

### Outline

- An overview of the process
- AQF Background
- AQF Role
- Main Policy Objectives
- Institutional Arrangement
- AQF Structure
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## ***An overview of the process***

- AQF is a policy objective of the National Employment and Skills Strategy Action Plan 2020
- Aims to integrate economic, educational, training and also entrepreneurial policies.
- Drivers: EU recommendations/standards and the Bologna process
- An instrument for the development and classification of qualifications according to a set of criteria for levels of learning achieved.

### ***AQF Background***

Law No 10 247 dated 04.03.2010:

- framework structure,
- the policy objectives and functions,
- the implementation areas, and
- the institutional management

The Law is currently under revision.



## **AQF Role**

- An instrument to support the reforming of education and training system, and for institutional accreditation;
- Facilitates access to, mobility and progression within education, training and career paths;
- Represents an integrated national framework for learning achievements;
- Enhance the quality of education and training;
- Contribute to the full personal development of each individual and to the social and economic development of the nation.

## **Main Policy Objectives**

- To enhance the importance of qualifications for employment and learning while meeting the needs of pupils/students/trainees, economy and institutions, and providing basis for achievements' comparison with the national and international education system;
- To stimulate the development of qualifications, based on the international standards of knowledge, skills and competences;
- To encourage lifelong learning;
- To increase opportunities for certification;
- To improve employment and learning opportunities for individuals offering the basis for achievements recognition and certification;
- To provide an instrument that can be used to undertake initiatives for quality improvements and increase the significance of qualifications.

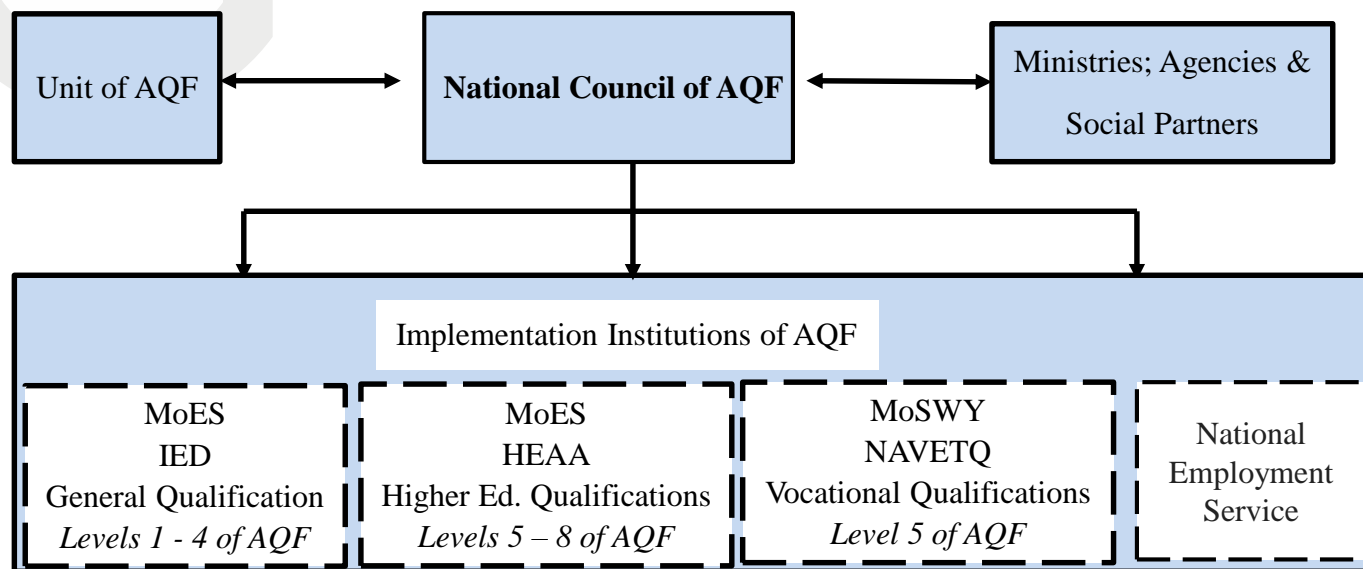
## ***Institutional Arrangement***

- NQF is managed by an **AQF Council** (chaired by the Minister of Education and Science).

The functions of the AQF Council include:

- responsibility for strategic planning of the AQF development and implementation;*
  - advising on policies related to the AQF and institutions responsible for implementation of its functions and coordination of activities for their implementation;*
  - advising the Council of Ministers on issues related to the AQF.*
- The AQF Council is supported by a **Secretariat Unit** for the administrative and organizational tasks of the Council and to coordinate the whole AQF.
  - Council and unit have not yet been established!

## Institutional Arrangement



- The Institute of Curricula and Training (currently **Institute for Education Development**) and the National Agency for Assessment of Students' Achievements, for general education (elementary, lower and upper secondary education);
- The **Agency for Accreditation of Higher Education**, the Council of Accreditation and higher education institutions, for higher education;
- The **National Agency of Vocational Education and Training** (currently NAVETQ);
- National Employment Service.

## AQF Structure

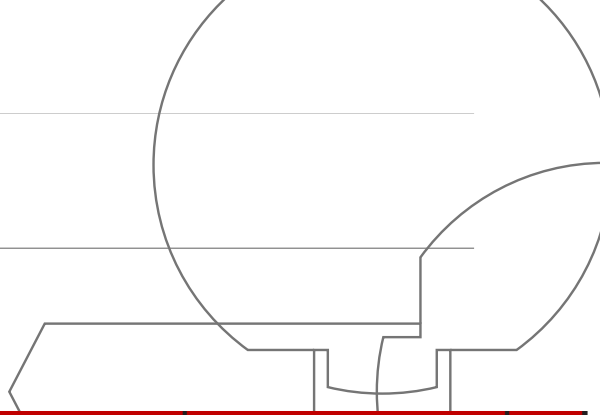
The AQF is a comprehensive eight-level structure that corresponds to the EQF and recognizes three types of qualifications:

- General or non-vocational qualifications at secondary-school level: *AQF levels 1–4*;
- Higher qualifications offered at or in cooperation with universities: *AQF levels 5–8*;
- Vocational qualifications offered at VET schools, training centers: *AQF level 5*

	Higher and General Education	Vocational Education	Vocational Training	
8	Doctorate (University Diploma for scientific degree)	Studying programs and qualifications for expert specialist (University diploma for long term qualifications or specialisation)	Short courses in specialisms based on occupational requirements – acquisition of new or updated knowledge, skills and/or wider competences. (Professional Certificate)	8
7	Master's degree (University Diploma)	Studying programs and qualifications for higher managers and higher specialists (Professional University Diploma)		7
6	Bachelor's degree (University Diploma)	Studying programs and qualifications for managers and specialists (Professional University Diploma)	Courses designed for the needs of managers, specialists and higher technicians as in the levels of the "Vocational Education" column. (Professional Certificate)	6
5	Two year Post-Secondary studying programs (Professional Diploma)	Studying programs/Qualifications for junior managers and higher technicians (Professional Diploma/Certificate)		5



# AQF Structure



The eight levels of the AQF will be defined by level descriptors in terms of:

- theoretical and factual *knowledge*;
- cognitive and practical *skills*; and
- autonomy and responsibility (*competences*)

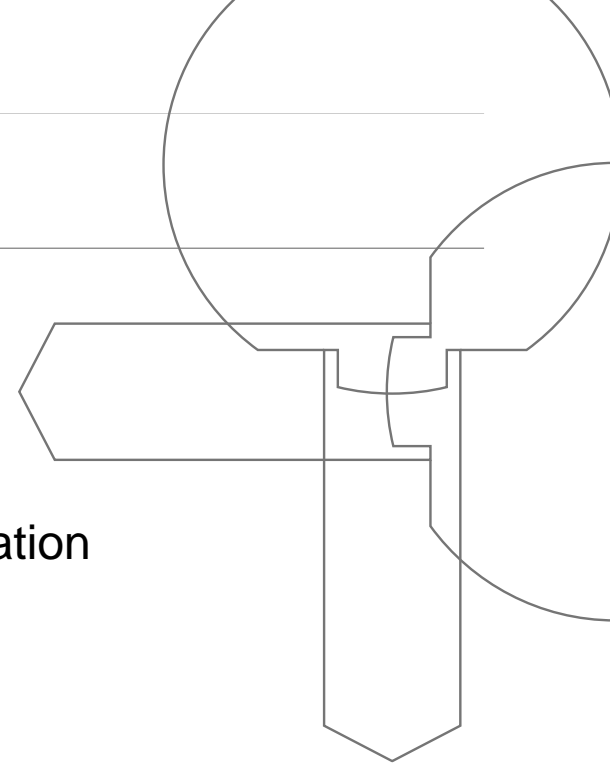
EQF	Knowledge	Skills	Competence	AQF
8	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research	8
7	Highly specialised knowledge, some of which is at the forefront of work or study, as the basis for original thinking Critical awareness of knowledge in a field or work or study, as the basis for original thinking	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams	7
6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts Take responsibility for managing professional development of individuals and groups	6
5	Comprehensive specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change Review and develop performance of self and others	5

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## ***Framework Implementation***

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- The AQF is not yet on its operational stage
- The Law is currently under revision
- The Law was not complemented with secondary legislation
- The AQF is not yet referenced to the EQF



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## ***AQF Taskforce***

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The AQF Taskforce was established at the end of 2015, with a double mandate, from the Ministry of Education and the Ministry of Social Welfare and Youth.

The mandate includes:

- Revision of the AQF Law;
- Preparing secondary legislation;
- The development of an AQF handbook for users;
- EQF referencing of the AQF;
- Redefining institutional arrangements of the AQF
- Development of an implementation plan.

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## Challenges

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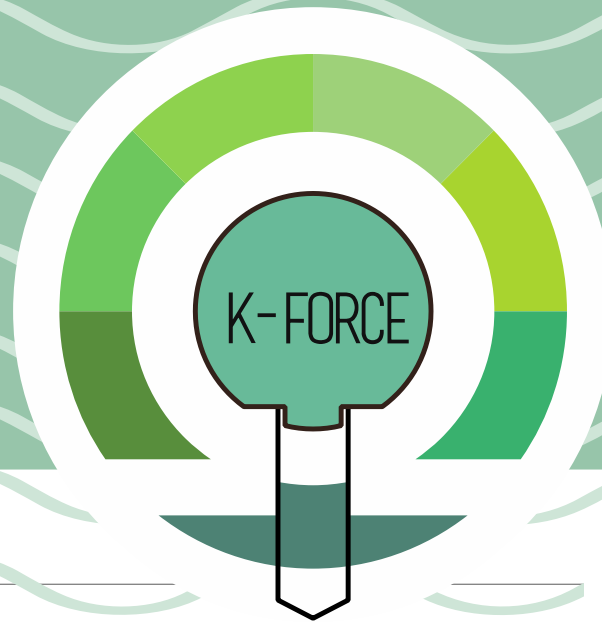
- EQF Comparability - “The European Qualifications Framework (EQF) acts as a translation device to make national qualifications more readable across Europe”... **Not yet relevant for Albania;**
- Law approved, but: No sub-legal acts, No structures, No processes;
- Recognition of prior and non formal learning;
- Permeability between sub-systems;
- Equals qualification levels with educational levels;
- The awareness of AQF issues in the country is still low;
- Decision making at the political level;
- Capacities and resources.

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## ***Opportunities:***

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Establishment of the AQF taskforce with a broad but clear mandate is speeding up the development and implementation of the AQF and related legislation.



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Thank you  
for your attention

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