



EUPALT – Life Long Learning Project

European Passport for professionals in the field of Dyslexia



Result 2

Introduction of EQF/NQF

This project has been funded with support from the European Commission.
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1. Introduction: The European Qualifications Framework

The European Qualifications Framework (EQF) represents one of the main priorities for the European Commission regarding EU policies for education (DGES, 2011). The EQF which links countries' qualifications systems together and has two main aims: to promote citizens' mobility between countries and to facilitate their lifelong learning (European Commission, 2008)¹. The framework works as a translation device for comparability of qualifications across different countries and systems in Europe (DGES, 2011; European Commission, 2008). In 2007 a political agreement regarding the creation of the EQF for Lifelong Learning was reached, and after that every country could proceed with the implemented of this framework at a national level (DGES, 2011). According to the European Commission (2008):

The recommendation formally entered into force in April 2008. It sets 2010 as the recommended target date for countries to relate their national qualifications systems to the EQF, and 2012 for countries to ensure that individual qualification certificates bear a reference to the appropriate EQF level. (p. 3)

The different countries' national qualifications systems and frameworks are organized around a common European reference framework which has eight reference levels (European Commission, 2008). These eight levels span the full scale of qualifications, covering "from those achieved at the end of compulsory education to those awarded at the highest level of academic and professional or vocational education and training"² (European Commission, n.d). Furthermore, the EQF addresses qualifications obtained in initial and continuing education and training (European Commission, n.d).

The implementation of EQF/NQF in Austria, Germany, Lithuania, Portugal and Turkey (EUPALT partners) will be present in the next sections of this document organized according to the following topics:

1. EQF/NQF documents and links which are available in each county;
2. the political role that EQF plays in each country;
3. national adaptations of EQF;
4. what remains open for EUPALT project

¹ European Commission (2008). *The European qualifications framework for lifelong learning* (EQF). Luxembourg: Office for Official Publications of the European Communities

² European Commission (n.d). *The European qualifications framework for lifelong learning*. Retrieved December 22, 2011, from http://ec.europa.eu/education/pub/pdf/general/eqf/leaflet_en.pdf

2. Which documents are available related to EQF/NQF in Austria, Germany, Lithuania, Portugal and Turkey?

2.1. Austria

In Austria the following links and documents are available:

a) http://www.bmukk.gv.at/europa/eubildung/nqr/nationaler_qualifikationsrah.xml
(17/01/2008)

Link: Nationaler Qualifikationsrahmen in Österreich, Januar 2008

Author: Bundesministerium für Kunst und Kultur – SChef Mag. Theodor Siegl, SChef Mag. Friedrich Faulhammer

Abstract: Austria uses the abbreviation NQR (Nationaler Qualifikationsrahmen) für Österreich. The listed document contains information on the political background and links containing further information.

b) http://www.bmukk.gv.at/medienpool/15833/nqr_analyse_08.pdf (12/2007)

Author: Schneeberger (ibw); Lassnigg/ Vogtenhuber (IHS); Luomi-Messerer/ Lengauer/ Markowitsch (3s); Schneeberger/ Schlögl/ Neubauer (ibw, öibf)

Abstract: The document contains detailed analysis on classification of qualifications, Austria's current situation as it comes to the description of qualifications, the importance of international findings for the development of the NQR. Apart from that the paper also deals with the importance of the approval of non-formal and informal learning for the NQR.

c) <http://erwachsenenbildung.at/themen/nqr/> (2010 & 08/2011)

Author: Astrid Koreimann, Wilfried Hackl

Abstract: The authors describe the NQR and its goals and discuss the implementation processes. Apart from that they discuss the importance of connecting the NQR with adult education as well as the risks and opportunities.

d)

http://bmg.gv.at/home/Schwerpunkte/Berufe/Ausbildung_Weiterbildung/Nationaler_Qualifikationsrahmen_NQR (2007)

Author: Bundesministerium für Gesundheit, Staudecker, Schlögl, Rottenhofer

Abstract: The Bundesministerium für Gesundheit describes the NQR and provides links to presentations held by Mag. Staudecker, Mr. Schlögl and Mr. Rottenhofer.

e)

[http://www.lebenslanges-](http://www.lebenslanges-lernen.at/home/nationalagentur_lebenslanges_lernen/nqr_koordinierungsstelle/DE/)

[lernen.at/home/nationalagentur_lebenslanges_lernen/nqr_koordinierungsstelle/DE/](http://www.lebenslanges-lernen.at/home/nationalagentur_lebenslanges_lernen/nqr_koordinierungsstelle/DE/) (2012)

Author: Nationalagentur Lebenslanges Lernen – Koordinierungsstelle für den NQR

Abstract: The NKS (Koordinierungsstelle für den NQR) is responsible for coordination of everything that is related to the NQR. It connects the NQR with the EQR and aims at the successful implementation of the NQR in Austria.

2.2. Germany

In Germany the following links and documents are available:

a) <http://www.deutscherqualifikationsrahmen.de> (11/21/11)

link: German Qualifications Framework for Lifelong Learning, March, 2011

Author: “German Qualifications Framework Working Group” (AK DQR)

Publication: 3/22/11

Abstract: German abbreviation of NQF is DQR (Deutscher Qualifikationsrahmen) /GQF (German Qualification Framework).

This document contains description and concrete information of the DQR.

b) <http://www.deutscherqualifikationsrahmen.de/de?t=/documentManager/sfdoc.file.detail&fileID=1238068645886> (11/21/11)

link: Eckpunkte.pdf

Author: “German Qualifications Framework Working Group” (AK DQR)

Publication: 4/08

Abstract: brief explanation of the corner points of the DQR

c) <http://www.die-bonn.de/doks/gnahs1001.pdf> (11/21/11)

Author: Dieter Gnahs

Publication: 06/10

Abstract: In addition to a illustration of the construct DQR, there are critical comments and a short statement to the adaptation from EQF to DQR.

d) http://www.gew.de/Deutscher_Qualifikationsrahmen.html (11/21/11)

Author: Gewerkschaft Bildung und Wissenschaft

Abstract: Possible effects and outcomes because of the implementation of the DQR.

e) http://www.project-ways.eu/fileadmin/user_upload/project-ways/WP1/ways_Ferrando_IGM.pdf (11/21/11)

Author: Jörg Ferrando11)

IG Metall - The German Metal-, Wood- and Textileworkers' Federation

Publication: 01/14/2010

Abstract: Contains political consequences and the agreed Schedule for the Development of the GQF

2.3. Lithuania

In Lithuania the following links and documents are available:

a) description of the Lithuanian qualifications framework. Approved by the Government of the Republic of Lithuania Decree No 535, May 4, 2010, and available in the following links:

http://www.kpmc.lt/LTKS_EKS/Lithuanian_QF.html

http://www.kpmc.lt/LTKS_EKS/LTQF_desription.pdf

The NQF in Lithuania was approved in 2010. Design started in 2006 through a project of the European Social Fund, initiated by the Lithuanian Labour Market Training Authority. A team of experts was constituted to examine existing qualifications, develop conceptual documents, design standards, and prepare pilot versions of occupational standards in the sectors of construction and hospitality. The process is described as a topdown, highly regulatory one. In January 2008 a National Authority of Qualifications was established through amendments to legislation on technical vocational education and training. The intention was that it would be the central organization with responsibility for implementing the NQF. It was created as an independent agency, separate from the ministries, in order for it to oversee all aspects of qualifications at all sectors and levels. The initial focus was on vocational education. However, the government which came into power in 2008 abolished

the National Authority of Qualifications in the same year, and transferred some of its functions to the Ministry of Education and Science. This was described as reducing bureaucratic arrangements and saving costs, and has centralized control over provision of education and training as well as quality assurance in the Ministry. The Ministry has delegated the implementation of the NQF to two subsidiary institutions, the Centre for the Methodology of Vocational Education and the Centre for the Evaluation of the Quality Studies of Higher Education. These are institutions that have played important roles with regard to curriculum design, coordinating assessment, awarding qualifications, and accrediting providers (Allais, 2010)³.

b) Jatkauskienė B., Mockutė A. Lithuanian national qualification framework (nqf): differences and similarities to european qualification framework (eqf), available in http://www.eucen.eu/EQFpro/PrivateZone/NatReps/EQF_NQFcomparison_LT.pdf

c) Lithuanian national qualifications framework: 5th and 6th level of qualifications, available in http://www.eucen.eu/EQFpro/PrivateZone/NatReps/MACRO_LT.pdf

d) Laužackas R., Tūtlys V. (2008). Modelling the national qualifications framework of lithuania into the european qualifications framework. *European journal of vocational training* 168 No 42/43–2007/3, 2008/1, P. available in http://www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/491/42_en_Lauzackas.pdf

2.4. Portugal

In Portugal the following links and documents are available:

- [Decree Law 396/2007](#)

- Decree Law 276-C/2007

- Ordinance 782/2009

- <http://www.dges.mctes.pt/DGES/pt/AssuntosDiversos/FHEQ/>

³

Allais S. (2010). The implementation and impact of National Qualifications Frameworks: Report of a study in 16 countries. Skills and Employability Department. http://www.ilo.org/wcmsp5/groups/public/@ed_emp/@ifp_skills/documents/meetingdocument/wcms_126589.pdf

- <http://www.en.anq.gov.pt/>
- National Catalogue of Qualifications (CNQ)

2.5. Turkey

The Turkish Qualifications Framework (TQF) is currently being developed as a major initiative of the European Union Project “Strengthening Vocational Qualifications Authority and National Qualifications System in Turkey” (UYEP). The TQF offers a holistic lifelong learning approach with links among all qualifications achieved through formal, non-formal and informal learning. An important hallmark of the development of the TQFs is the partnership between the Vocational Qualifications Authority and the Ministry of National Education, the Ministry of Labour and Social Security, and the Council for Higher Education.

An International Conference on Turkish Qualifications Framework held in Istanbul on 16 and 17 April 2013, and attended by 215 participants included international participants from some 10 countries. During a panel discussion, participants from Croatia, France, Germany, Ireland, Poland, Portugal, and the United Kingdom shared a variety of approaches used for implementing NQFs in their respective countries. Presenting the worldwide perspective, Madhu Singh, Senior Programme Specialist at the UNESCO Institute for Lifelong Learning, highlighted how NQFs support lifelong learning in different national and regional contexts, particularly those contexts and countries not covered by the EU and the ETF partner countries. Turkish authorities expressed a strong interest to conduct collaborative research on recognition practices linked to NQFs.

The website on “**National Qualifications Framework for Higher Education in Turkey (NQF-HETR)**” is now complete and it is available both in Turkish and English at the following address: <http://www.tyyc.yok.gov.tr/>

In Turkey the following links and documents are available:

http://bologna.en.ankara.edu.tr/?page_id=163

http://www.ekspercibolonscy.org.pl/sites/ekspercibolonscy.org.pl/files/asli_karatekin.pdf
disiliskiler.ikc.edu.tr/assets/js/ckeditor/.../23022012_TYYC_eng.ppt

<http://www.isma.info/dosyalar/152-163.pdf>

<http://kisi.deu.edu.tr/ozkan.tutuncu/Makale.pdf>

<http://www.ete.gazi.edu.tr/fayda/20.pdf>

<http://www.kalder.org/>

<http://www.kalitest.com.tr/>

2.6. Summary:

In all countries there are general documents related to the description of the national frameworks policy, the possible effects and outcomes, political consequences, and schedule for the development of the qualification framework. Additionally, Portugal and Lithuania *implemented a set of action laws for Higher Education. qualifications framework* as well as for vocational education, and training, and new opportunities.

3. Which political role does EQF play?

3.1. Austria

The NKS (Koordinierungsstelle für den NQR) in Austria gives the following information on the importance of the EQF for Austria (2012):

“In 2007 research institutions carried out ‘extended studies’. Since 2008 several pilot projects have been carried out in the following sectors: ‘building’, ‘tourism’, ‘health’, electrical and in the commercial and administrative field.

After the consultation process in 2008 and the analysis of numerous comments in 2009 by a group of experts a decision about the first few principles of the NQF in Austria could be taken on the basis of NQF position paper by a speech in front of the Ministerial Council in November 2009.

In 2010 criteria and procedures for the classification of qualifications were developed. These are now undergoing a first testing procedure through the simulation phase. The simulation phase pursues the following aims:

Testing of the criteria elaborated for the classification of qualifications in the NQF and of the procedure for the classification of qualifications (Draft Handbook K1)

Development of an evaluated and tested basis for future classifications of qualifications of all corridors.

‘Testing’ of the critical moments in the procedure

In 2011 the National Coordination Point started extended public relations activities. On one hand with a road show through Austria and the beginning of the seminar series ‘Fit for NQF’, and on the other hand with individual counselling. The aim is to look into various aspects of the NQF/EQF and the learning result orientation and related topics and tools for selected target groups.

In 2012, too, there will be several events focusing on specific target groups. Another project for this year is the completion of an Austrian EQF classification report, which will provide an overview of the current developments.”

3.2. Germany

In Germany in what concerns the political role of the EQF, according to the German Qualifications Framework for Lifelong Learning (2011):

The important aspect here is to achieve reliability via quality assurance and development and to promote the idea that qualifications processes should be based on learning outcomes (“outcome orientation”). This means that the DQR will act in the interests of affording the best possible level of opportunity by helping promote the mobility of learners and employees between Germany and other European countries. The objective is to foster and enhance access to and participation in lifelong learning and use of qualifications for everyone, including those who are disadvantaged or affected by unemployment.⁴ “[...] and promote the validation of non-formal and informal learning in accordance with the common European principles agreed in the Council conclusions of 28 May 2004 [...].

The BMBF and the KMK have established a joint “Federal Government/Federal States Coordination Group” for the German Qualifications Framework” (known by its German

⁴ German Qualifications Framework for Lifelong Learning, March 2011, page 2 (11/21/2011)

abbreviation of B-L-KG DQR), which has been commissioned with the task of managing the process of drawing up a proposal. (p. 2-3)⁵

3.3. Lithuania

The Lithuanian Qualifications Framework complies with the Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning (2008/C111)01) and with the 8 qualification levels set up of the European Qualifications Framework (EQF). One of Lithuania's historical legacies is an absence of civil society institutions, with weak trade unions, weak networks of employers, and little trust in public institutions. An NQF is seen to be a mechanism which can build trust in institutions and social partners. At the same time, participation and partnerships are seen to be necessary in order to make the NQF work (Allais, 2010). EQF provides only general methodological and conceptual models of QF, therefore creating NQF the general principles, experiences of different countries, our own country's economical, political, social and cultural peculiarities were taken into account. Differences, arised between NQF and EQF reflects particular Lithuanian world activities and education system specifics, yet guarantee compatibility with EQF (Jatkauskiene B., Mockute A.).

The Bologna Process is playing an important role in structuring of degrees and other qualifications in higher education. The three highest levels of the framework very closely correspond to the Bologna framework bachelor, master, doctor) and are designed exclusively for higher education qualifications. The designing of the NQF in Lithuania has also been strongly influenced by the process of implementing the EQF and the general processes of integrating into the European Union (Lithuania became a member in 2004).

The principles of the Description are applied:

- in arranging Study, Training Programmes and Qualifications Register, as well as other national, institutional registers and information systems;
- in developing and recognizing occupational standards and standards of vocational education and training;

⁵ German Qualifications Framework for Lifelong Learning, March 2011, page 3 (11/21/2011)

- in developing and implementing formal vocational education and training or study programmes;
- for assessing skills acquired through formal, informal or non-formal learning, awarding and recognizing qualification;
- in providing information and consulting on the subject of Lithuanian qualifications system;
- in assessing and recognizing qualifications acquired locally or abroad;
- in ascribing qualifications, acquired before the Description was adopted and in the period while vocational education and training and study programmes are revised according to the Description, to qualification levels;
- in issuing documents testifying an acquired qualification (Description of Lithuanian Qualifications framework, 2010).

3.4. Portugal

According to the Portuguese Higher Education Division (Science, Technology, and Higher education Ministry, 2008)⁶:

The Portuguese Qualifications Frameworks (NQF) started to be established in 2007 with the implementation of the Legal Regime for the National Qualifications System -NQS ([Decree Law 396/2007](#)), in which there is already a reference to the correspondence with the European Qualifications Framework (EQF). The NQS encompasses all the entities of the education system, including those in the higher level. However, the Decree Law respects the specificity of the HEI, according to their own legislation by which they are ultimately ruled.

Already that year, in July, the National Qualifications Agency (Decree Law 276-C/2007) had been created, as foreseen in the Ministry of Education's Organic Law of 2006 that essentially assembled the competences of two previous bodies: the Directorate General for Vocational Training, from the Ministry of Education and the Institute for Quality in Training from the Ministry of Labour.

⁶ <http://www.dges.mctes.pt/DGES/pt/AssuntosDiversos/FHEQ>

In 2009 the NQF (Ordinance 782/2009) was approved, comprising formal qualifications from all the national subsystems of education and training, as well as the non formal qualifications obtained through professional experience, developed according to the NQS. The NQF is divided into eight levels of qualification.

As one of the signatory nations of the Bologna Framework, Portugal committed itself to align its Framework for Higher Education Qualifications with the overarching Framework of Qualifications for the European Higher Education Area, meeting the criteria and procedures laid down by the Working Group on Qualifications Framework Report.

Thereby, in 2010, a referencing report was produced -The Framework for Higher Education Qualifications in Portugal - in view of the above mentioned referencing process.

In June 2011, was completed successfully the process of referencing of the National Qualifications Framework for Higher Education to the European Qualifications Framework for Higher Education in accordance with certification of the Secretary of State for Science, Technology and Higher Education, following the final report prepared by MCTES with the collaboration of an international committee.

With this process, the referencing of levels 5 to 8 of the National Qualifications Framework is also completed.

3.5. Turkey

National Frameworks in Europe

Within the Bologna Process — whose aim it is to establish a European Higher Education Area by 2010 —, participating countries have committed to elaborating national qualifications frameworks by 2010 and to launch this work by 2007. Countries have been invited to carry out self-certification exercises to verify the compatibility with the overarching framework of qualifications of the European Higher Education Area. As these self-certification exercises are completed, the self-certification reports will be published here.

Self-certification reports

- Belgium: Flemish Community, February 2009, [PDF]
- Denmark, 2009, [PDF]
- Germany, September 2008, [PDF], [English] [German]
- Ireland, November 2006, [PDF]
- Lithuania, 2012 [PDF]
- Netherlands, February 2009, [PDF]
- Portugal, May 2011, [PDF]
- Romania, November 2011, [PDF]
- United Kingdom
 - England, Wales and Northern Ireland, November 2008 [PDF]
 - Scotland, December 2006 [PDF]

Web sites

- Andorra: Andorran Framework for Diplomas in Higher Education (MATES)
- Belgium: National Qualifications Framework (Flemish Community) (NQF)
- Bosnia and Herzegovina: The Framework for Higher Education Qualifications in Bosnia and Herzegovina
- Croatia: Croatian Qualifications Framework (CROQF)
- Denmark: Danish Qualifications Framework
- Estonia: Estonian Higher Education Qualifications Framework
- Ireland: National Framework of Qualifications (NFQ)
- Italy: Italian Qualifications Framework for the Higher Education (QTI)
- Lithuania: Lithuanian Qualifications Framework (LQF)
- Malta: Malta Qualifications Framework (NQF)
- Netherlands: National Qualifications Framework (NQF)
- Portugal: The Framework for Higher Education Qualifications (FHEQ)
- Slovenia: Slovenian Qualifications Framework (SQF)
- Sweden: National Qualifications Framework (NQF)
- Switzerland: Qualifications Framework of the Swiss Higher Education Area(nqf.ch-HS)
- Turkey: National Qualifications Framework for Higher Education (NQF-HETR)
- United Kingdom: National Qualifications Framework (NQF)
 - Scotland: Scottish Credit and Qualifications Framework (SCQF)

3.6. Summary

In all countries Federal Government/Federal States Coordination Group or National Qualifications Agencies have been created. Portugal and Lithuania, which are nations that adopted the Bologna Framework, aligned their Framework for Higher Education

Qualifications with the Framework of Qualifications for the European Higher Education Area.

4. Are there national adaptations?

4.1. Austria

The NQR in Austria works with the same eight levels as the EQF. Level 6 to 8 are connected to the Bologna process, which means that level 6 is equivalent to the Bachelor's degree, level 7 describes the Masters certificate and level 8 are the competences, skills and knowledge which are assigned to a PhD. The last three levels are specified through the Dublin-descriptors: „Knowledge and Understanding”, „Application of Knowledge and Understanding”, „Ability to Make Judgements”, „Ability to Communicate” and „Learning Skills”, whereas all other levels are characterized via the EQF.

4.2. Germany

The DQR keeps even the same levels like the EQF, but works with another concept of competence and distinguishes learning outcomes and requirements structure with other categories. Distinguish are two main categories, each of which split into two subcategories: professional competence with "knowledge" and "skills" and personal skills with "soft skills" and "personal skills". Methodological competence is understood as an integral part of these four dimensions⁷

“With regard to the requirements and competences described, levels 6, 7 and 8 of the German Qualifications Framework correspond to levels 1 (Bachelor level), 2 (Master level) and 3 (Doctorate level) of the Qualifications Framework for German Higher Education Qualifications”⁸

⁷ <http://www.die-bonn.de/doks/gnahs1001.pdf>; Dieter Gnahs; page 3 (11/29/2011)

⁸ German Qualifications Framework for Lifelong Learning, page 6 (11/29/2011)

In the process of adaptation the specific features of the German education system are taken into account. On this occasion, the European qualification frame for academic area and the German qualification frame for Master's certificates are considered.⁹

4.3. Lithuania

The national framework has eight levels, with additional sub-levels at level 6. There is some concern that even if a comprehensive NQF is created, in practice it will split into vocational and higher sub-frameworks, with little communication between them. It is unclear how the development of the NQF will proceed after the decree has been issued (Allais, 2010). EQF provides only general methodological and conceptual models of QF, therefore creating NQF the general principles, experiences of different countries, our own country's economical, political, social and cultural peculiarities were taken into account.

The next step is the design of occupational standards. However, the detail is unclear, largely because of two other ambitious and strategic projects that are in the pipeline: the implementation of a national modular vocational education and training system and the introduction of the European Credit Transfer System in higher education.

4.4. Portugal

The Portuguese framework follows the European Qualifications Framework. However the Portuguese Qualifications Framework descriptors for the higher education are level 6 for the first cycle of Bologna process, level 7 for the second cycle, and 8 for the third cycle.

4.5. Turkey

National Qualifications Framework For Higher Education In Turkey (NQF-HETR)

The Turkish framework follows the European Qualifications Framework. However the Turkish Qualifications Framework descriptors for the higher education are level 6 (Bachelor's) EQF-LLL 6.Level for the first cycle of Bologna process, level 7 (Master's)

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<http://www.deutscherqualifikationsrahmen.de/de?t=/documentManager/sfdoc.file.detail&fileID=12380686458>

EQF-LLL 7.Level for the second cycle, and level 8 (Doctorate) EQF-LLL 8.Level for the third cycle.

4.6. Summary:

In all countries the national framework has eight levels. However, in all of them descriptors for the higher education start at level 6 and not 5 as in the European Qualifications Framework. Thus, level 6 corresponds to undergraduate studies, level 7 to master degree, and 8 to PhD.

5. What remains open for the project?

5.1. Austria

Austria offers a lot of different trainings as it comes to Dyslexia, none of them however gives you information about the EQF or NQF-level this education fulfill.

There exists an association for the training of Dyslexia (<http://www.legasthienetrainer.at>), but there are no specified prerequisites needed for this kind of education. Apart from that there can be no details found on which levels of the EQF/NQF they follow.

The University of Salzburg offered a course based on level 6, but it isn't available any more.

EUPALT needs to provide information and connect the offered trainings to the EQF/NQF in order to make it compareable so that trainees can decide which education to choose.

5.2. Germany

In what concerns what remains open to the project Germany conducted an internet search with the following keywords: Dyslexia, Lese-Rechtschreibschwäche and EQF, DQR, GQF. The keywords always lead to the website or description of the project EUPALT. There are no information about the EQF-level and education of Dyslexia- trainers in Germany.

It has to be hypothesized, that the issue of learning outcomes and/or discussion of professional training in dyslexia in German is not addressed till now.

For EUPALT this means, that addressing the issues of EQF/DQR will have to include basic information (e.g. about the learning outcome approach) for relevant training institutions.

There is a federal Association for training <http://www.bvl-legasthenie.de/zertifizierung/einrichtungen>, which offer a certification (and training courses for level 7 professionals but also open for less qualified), however general discussion is still open, about the status of this certification.

5.3. Lithuania

Professionals working with people with dyslexia are educated in higher education level in Lithuania. Their qualification should seek level 6 – 8. Frame of competences for teachers working with people with dyslexia can help check the match of their education. There is no created tool for testifying an acquired qualification of teachers working with people with dyslexia.

5.4. Portugal

Professionals working with people with dyslexia are educated in higher education level in Portugal. Their qualification should seek level 6 to 8. Frame of descriptors (knowledge, skills, and competences) for these professionals in each level (6 to 8) in what concerns dyslexia are not defined, and there are no courses specifically in dyslexia according to this qualification levels.

5.5. Turkey

Professionals working with people with dyslexia are educated in higher education level in Turkey. Their qualification should seek level 6 to 8. Frame of descriptors (knowledge, skills, and competences) for these professionals in each level (6 to 8) in what concerns dyslexia are not defined, and there are no courses specifically in dyslexia according to this qualification levels.

5.6. Summary:

There is no European Qualifications Framework for Lifelong Learning in what concerns dyslexia as a field of work.

6. Final remarks

All countries are committed in applying the European Qualifications Framework for Lifelong Learning, specially in higher education training and vocational education. In what concerns the education of teachers/therapists working with people with dyslexia the framework for lifelong learning Descriptors defining levels in every country Qualifications Framework are in need to be developed.