

Lebanese Qualifications Framework – Indicators, Structure and Recommendations

Erasmus+ TLQAA+ WP1: LQF, Descriptors and Global Indicators

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Introduction

During the first year of the Erasmus+ TLQAA+ project, work was conducted in WP1 to study the interface between national qualifications framework (NQF) and quality assurance (QA). The present document reports on the major achievement in this direction.

The next section is dedicated to the description of NQFs and their numerous facets. It also discusses the different approaches to set up and follow the development of a NQF. Afterwards, is presented the usage of NQFs for the readability and recognition of qualifications within the educational sector or when integrating the labour market, both within a single system or across different systems.

The following section discusses the interaction between NQF and QA. The section after describes the first draft of the Lebanese QF proposed in 2013. Finally, the conclusions section reports the different choices taken regarding the LQF and way forward.

National Qualifications Framework

What is a NQF?

Various definitions have been given to the National Qualifications Framework. Few of them are reported hereafter.

<p><i>An instrument for the development, classification and recognition of skills, knowledge and competencies along a continuum of agreed levels. It is a way of structuring existing and new qualifications, which are defined by learning outcomes, i.e. clear statements of what the learner must know or be able to do whether learned in a classroom, on-the-job, or less formally. The Qualifications Framework indicates the comparability of different qualifications and how one can progress from one level to another, within and across occupations or industrial sectors (and even across vocational and academic fields if the NQF is designed to include both vocational and academic qualifications in a single framework).</i></p>	<p>ILO, 2007 [4]</p>
<p><i>A framework that includes the key sectors of senior schooling, TVET and higher education is more likely to enhance mobility and lifelong learning than a less comprehensive framework. Such a framework will provide pathways between the education sectors and facilitate rather than isolate any one</i></p>	<p>Keevy et al, 2008 [2]</p>

<p>sector.</p>	
<p>An instrument for the development and classification of qualifications (e.g. at national or sectoral level) according to a set of criteria (e.g. using descriptors) applicable to specified levels of learning outcomes.</p>	<p>CEDEFOP, 2011[6]</p>
<p>Un Cadre National des Certifications (CNC) est un outil de classification des certifications offertes dans un pays en référence à des niveaux cohérents de maîtrise des savoirs, savoir-faire et compétences, selon un ensemble unique de critères pertinents (descripteurs) dont la définition repose sur les acquis de l'apprentissage.</p>	<p>Le Cadre National des Certifications au Maroc, 2013 [7]</p>
<p>The comprehensive system, approved by the Minister: HET, for the classification, co-ordination, registration, and publication of articulated and quality-assured national qualifications and part-qualifications. The South African NQF is a single integrated system comprising three co-ordinated qualifications Sub-Frameworks for: General and Further Education and Training; Higher Education; and Trades and Occupations</p>	<p>South Africa Qualifications Authority, 2014 [9]</p>

The previous definitions are only few of what are being given to the qualifications framework. The large number of definitions reflects the complexity of the subject and the numerous dimensions and interfaces a framework of qualifications has. Qualification is what is being awarded at the output of a programme to certify that the beholder has successfully achieved the learning defined in this programme. It is the result of a complex learning process in which a learner has engaged. At the same time it asserts that the beholder has competences of a given value to the labour market and to the society at large with its complex socio-economic processes. Certifying those competences acquired along a learning process is one of the main roles of an education institution besides the maintaining and development of the knowledge in rigorous scientific format.

The previous terms and definitions are complex. They draw a qualification as a complex interface with two facets: one facet turned to the learner and another turned towards the general public. One core question is how to summarize a complex learning process and its outcomes in terms of competences in an interface, i.e. the qualification, which must necessarily be simple and readable by the general public. The other core question is related to the mechanisms in place to assure that the competences declared in the

qualification have been acquired by the beholder.¹ As seen under this angle a qualification needs to be expressed in a specific language that facilitates it fitting its purpose.

In order to facilitate the readability of the qualifications by the different stakeholders, an effort has been conducted in different educational systems to classify the qualifications. It is worth mentioning that this classification has been global in most contexts, i.e. it covered all educational sectors; general, technical, technological, vocational and higher educations. Historically, the qualifications have been placed on a continuous scale of level reflecting the number of study years or the total contact hours. Typically, France has been among the first countries to organise and classify qualifications in levels in 60s of the past century. Two grids have been defined for this purpose. The first one in 1967 and was totally based on the duration of studies. The second one called “Interdepartmental classification of professional qualifications”² created in 1969, classified the qualifications not only with respect to the duration of studies but also to the possible degree of autonomy and responsibility a beholder can have in a working context. Later on, the classification of the qualifications has evolved to reach a common global model, where a grid of levels is being used to classify the different qualifications and the levels are often identified using descriptors at three planes: knowledge, skills and personal competences.

The common NQF model adopted is a grid of continuous levels defined using general descriptors providing to each level a general meaning in terms of knowledge, skills and personal competences of a holder of a qualification at that level.

Given the grid model, each qualification has to be matched against the grid in order to determine the level to which it corresponds, or what is lacking in order to meet a targeted level. Tools have been developed to serve this purpose.

The model being set, several questions remain open:

- How to choose the number of levels and the corresponding descriptors?
- How to make this tool adopted by the different stakeholders, especially by the labour market?
- How NQFs can be used across different systems?

Some elements about the previous questions are provided in the following sections.

¹ Actually the articulation between these two core questions is at the heart of the Erasmus+ TLQAA+ project.

² *Classification interministérielle des certifications professionnelles*

Building and developing NQF

In a system that has no proper NQF different approaches can be used to build one. They can be grouped into two classes:

- **Bottom-up** or starting from existing qualifications
- **Top-down** or starting from defining a NQF

The **bottom-up** approach starts from a map of existing qualifications in a system and tries to define the NQF grid, both number of levels and descriptors, to describe precisely those qualifications. It offers the advantage of providing a faithful description of the set of qualifications at the moment of definition. The building of the NQF can be faster and does not require long mediation processes to reach a strong consensus between all stakeholders. However, the levels and corresponding descriptors must be defined with care in order to respect the global standards in this domain. It is worth mentioning that it might be even more difficult to go back and redefine the levels and descriptors in order to respect those standards

In comparison, the **top-down** approach starts from the definition of what a NQF shall be and then compare the existing qualifications against this NQF in order to classify them. This approach has the advantage to start by setting the standards and helping qualifications to compare to the targeted level and identify what is missing to reach this level if anything is missing. However, this approach needs a large consensus from the beginning to set the standards and match the qualifications against it. It also requires involving representatives of all groups of stakeholders in the definition of the grid, while some of those stakeholders might not be aware of NQF or may not be interested in this process at the moment of building it. Besides, the process might face resistance from the units in charge of the programmes to be mapped on the NQF grid as there is a high risk that changes will be required.

Although the two approaches differ in their starting points, they usually implement iterative procedure in the early building of the NQF. When an increasing number of qualifications are matched against the NQF grid, adjustment might be necessary. It might be necessary to agree on a cycle for revisiting the NQF definition or at least its application on existing and new qualifications to cope with the expansion of knowledge and development of new courses and programmes.

*Two approaches are generally distinguished in building the NQF; a **bottom-up** approach starting from the map of existing qualification to define a grid faithfully describing the existing and, a **top-down** approach starting by setting a NQF respecting the global standards in this domain and matching the qualifications against it.*

Care about global standards is needed for the first approach.

Critical consensus is required for the second approach.

Who will be in charge of setting up and following on the development of the NQF?

Ideally, all stakeholders need to be involved in setting up of the NQF and in following on its development. By all stakeholders are meant students, education institutions, regulators, and socio-economic partners. Convincing all stakeholders to take part in this process at early stages requires strong political decision and intensive awareness raising about NQFs and their benefits.

Depending on the approach chosen involving all stakeholders might be more or less critical. In a bottom-up approach it is safe to suppose that the stakeholders are aware about the existing qualifications and the arrival of the NQF as a tool to improve their readability can be accepted smoothly. In a top-down approach, a greater involvement of the stakeholders is a must because the introduction of the NQF may result in significant changes to be applied to the qualifications.

In all scenarios, all stakeholders must be involved at a certain stage in the NQF process especially that NQF plays a role of interface among all the stakeholders. The stages at which the stakeholders shall be invited to play a role in the NQF process depend on the system, the level of awareness, and the links between the education and higher education stakeholders.

While all agree that NQF is an interface among the different stakeholders, the case of socio-economic partners and the labour market in a given system is critical. The qualifications serve to describe the competences of the beholders when integrating the professional life, and more recently when recognizing the competences acquired throughout professional activities. There is a belief that NQF need to be directly applied to the labour market, describing thereby the competences required in organised professions. This have to be considered with care, since qualifications shall describe competences that go beyond the strict needs of a profession and would even be necessary to make the professions evolve. In developed countries where the labour market is well organised and is demanding of specialised skills and competences, the involvement of the stakeholders must be at earliest. Often, organised labour markets define, independently of the NQF the required skills and competences per profession. The interface in this case suggest to establish a correspondence between the NQF levels and descriptors and what is being formally defined for specific professions. In comparison, for systems where the labour market is not critically demanding skills and competences and where a significant share of the graduates are conditioned to look for jobs outside the country, involving the socio-economic stakeholders might require dedicated efforts to awareness raising. In those systems, NQF might have a double usage, i.e. describing the qualifications and, at sectoral levels, defining the needed competences for organised professions.

Involving all stakeholders in the NQF construction is necessary.

Who shall be involved and at what stage has to be defined carefully according to the local context.

Awareness raising must be conducted in order to have a fruitful and constructive involvement of all.

NQF and the regulator

While all stakeholders shall be involved in the NQF at a certain stage, the regulator must be involved and engaged in building the NQF at the earliest stage. This is not only because of the impact of NQF on the educational sectors but also because qualifications and their organisation are at the core of the regulator concern. The NQF serves in different processes usually managed by the regulator, e.g. licensing, recognition, mobility, etc. Therefore, the role of the regulator in the NQF needs to be central. This central role shall not hinder the different stakeholders to take ownership of the NQF. Therefore, a good balance has to be found making the NQF a living tool used by all the stakeholders and promoting the evolution of the qualifications to better serve the socio-economic needs.

Regulator has to have an significant role in the NQF since the organisation of qualifications is critical for different processes managed by the regulator, e.g. licensing, recognition, ...

The significant role of the regulator shall not hinder all stakeholders to take owner ship of the NQF making it a living tool.

NQF and recognition

Undoubtedly, the transparent readability of qualifications facilitates the recognition of qualifications. In this section, recognition is considered in the broad sense, i.e. within- and cross-system and, within education sector and across sectors.

The existence of a NQF facilitates the recognition of degree within a system in different modes:

- In a mobility between two educational and higher educational institutions
- In lifelong learning
- In employability

An improved readability of a qualification, allows an educational institution to understand the level at which a candidate is and to consequently decide if she/he can join a programme or what is needed to allow that. This also facilitates the recognition of prior learning, which is important in modern knowledge-based society where the expansion of knowledge is occurring at very fast pace. It is worth noting that systems where a NQF exists and is operational the recognition of prior learning has been facilitated³.

The adoption of NQF would improve employability because it offers to the employers a more transparent and precise readability of the qualifications of the candidates for a job. This postulate is rather theoretically and its translation into practice depends largely on the engagement of the employers in the QF process. In [1], the author was unable to show a direct impact of NQF on the employability for the TVET⁴ sector. A major difficulty

³ Like for example, the French, Scottish or Irish systems. In France the NQF has been introduced in the same law establishing the recognition of prior learning in 2002.

⁴ TVET: Technical and Vocational Education and Training

identified is establishing what employers want. The author asserts that social dialogue and the potential role of social partners would have a higher impact than the design of the qualification itself. This lowers the expectation from NQF. In the same line, the EUA trends 2015 [3] shows from a survey with more than 400 participants from higher education throughout Europe, that NQFs are being seen useful in several sectors but their usefulness in enhancing employability are the least perceived. It is worth repeating at this stage what has been described earlier that while sectoral NQF can be used to directly interface the labour market and describe the required competences, some labour markets describe the required competences independently of the qualifications. This is the case in France⁵. The International Labour Office (ILO) has also structured the professional occupations providing associated competencies and skill (ISCO-08⁶). It has also defined core competencies needed for all workplaces. The establishment of NQF needs to consider those registers when they exist.

In cross system, NQFs help the recognition when integrating a new educational institution or even a foreign labour market. A one to one correspondence between the levels of the origin and target NQFs is to be found. This can be faster where a regional QF exists and the different NQFs are referenced to. This is the case of Europe with the European Qualifications Framework (EQF). EQF defines a meta QF to which can be referenced the different NQFs. Using this tool a qualification at a given level L_o in the origin system is referenced to a level L_e in the EQF to which qualifications of level L_t from the target system are referenced too. This permits to directly translate L_o to L_t from origin and target systems respectively. Thus, EQF permits to translate the qualifications between different NQFs when they are referenced to it. EQF is a QF with eight levels. The descriptors defined for those levels are reproduced in Appendix A.

In order to reference national levels to the EQF criteria and procedures have been defined [8] and slightly adjusted in [5]. Ten criteria are defined and respect the principles of transparency, public information, existing of a national quality assurance system, use of learning outcomes, and involvement of international experts. More details can be found in [5].

Sectoral qualifications framework use specific descriptors for each level depending on the sector. International sectoral QFs also exist and permit, for a given sector, to define specific descriptors for each level. Sectoral QFs might need frequent update especially for sectors where the expansion of knowledge is very fast. An alternative solution consists in defining a non-sectoral NQFs and let the experts consider sectoral facts when mapping a qualification to this NQF.

In summary, the NQF is a useful tool permitting to enhance the transparency and readability of qualifications which facilitates the recognition one moving from one educational institution to another or when integrating the labour market both within- and cross-systems. It also helps supporting lifelong learning that is increasingly important with the rapid expansion of knowledge. While success has been measured in achieving

⁵ Fiches métiers et Répertoire Opérationnel des Métiers et des Emplois (ROME)
<https://www.data.gouv.fr/fr/datasets/repertoire-operationnel-des-metiers-et-des-emplois-rome/>

⁶ International Standard Classification of Occupations

different objectives set for the NQF, the impact on employability needs more efforts. The tool by itself offers a platform for dialogue between the different stakeholders especially at the socioeconomic level. The existence of regional meta framework for qualifications facilitates the translation of the level of qualifications across systems. This is conditioned by the definition of rigorous referencing criteria and procedures like its is the case for the EQF.

NQFs by increasing transparency and readability of qualifications become an interesting tool for recognition both within and across educational systems but also within and across-sectors.

The impact of NQFs on mobility, recognition, transparency, readability of qualifications are not to be proved anymore.

The impact of NQFs on employability has to be further studied.

NQFs turned to be a tool for constructive dialogue between the different stakeholders.

Translation of qualifications levels between systems is facilitated by regional QFs like the EQF. The existence of rigorous criteria and procedures to reference a NQF level to a regional QF level (like EQF) is a must.

NQF and Quality Assurance

As mentioned above there are two issues when designing a learning programme, the design of the programme and resulting qualifications and the assurance that a person graduating from this programme has achieved the learning objectives/outcomes that are mentioned. While the design of the qualifications and its relevance can be reflected by mapping it to the NQF, the quality assurance (QA) process assesses and evaluates the learning process and validates that the learning objectives/outcomes have been attained. Therefore, NQF and QA are tightly related.

NQFs and QA systems are not just complementary tools. They are interrelated in a complex manner making some countries placing the management of the NQF and the QA in the same unit⁷. One can also notice that two of the ten criteria for referencing NQF to the EQF request the existence of a national QA system [5] (see previous section “NQF and Recognition). In the same context, it is important to note that some American programme accrediting agencies closely connect the programme evaluation with a set of predefined expected outcomes⁸.

The main question that arises at this stage is: how NQF impacts the QA system and vice versa? This question has to be answered while considering the roles of each of the two tools, i.e. the NQF validates the relevance of a qualification and the QA assures that the learning process achieves what is expected.

⁷ This is for example the case of Ireland and its “Quality and Qualifications Ireland” QQI agency

⁸ ABET is a particular example for engineering programmes

Effect of QA on NQF

The descriptors must be defined by considering that what is expected at a certain level can be assessed and evaluated without an excessive effort. This shapes the formulation of the descriptors in general. It is important too that when mapping a qualification onto the NQF grid to indicate examples of how programme learning outcomes can be assessed and evaluated, using direct and indirect assessment methods. Such considerations are even more important when no sectoral NQF is being defined in a system.

Effect of NQF on QA

Quality assurance is based on evaluation of programmes according to a published set of standards. Standards must take into account the descriptors of the level of qualification granted at the output of the programme. It is suggested that the self study provides evidence showing that the learning process and environment permit to attain the declared outcomes as connected to the descriptors of the corresponding level in the NQF.

In specific cases, sector specific procedures and indicators can be defined by the committee referencing qualifications against the NQF grid in order to support the QA process evaluating the level of attainment of the learning objectives.

NQF and QA are interrelated and are not simply complementary.

The capability of a QA process to evaluate the level of attainment of outcomes corresponding to the descriptors of a level shall constrain the definition of the descriptors or at least the mapping against the NQF

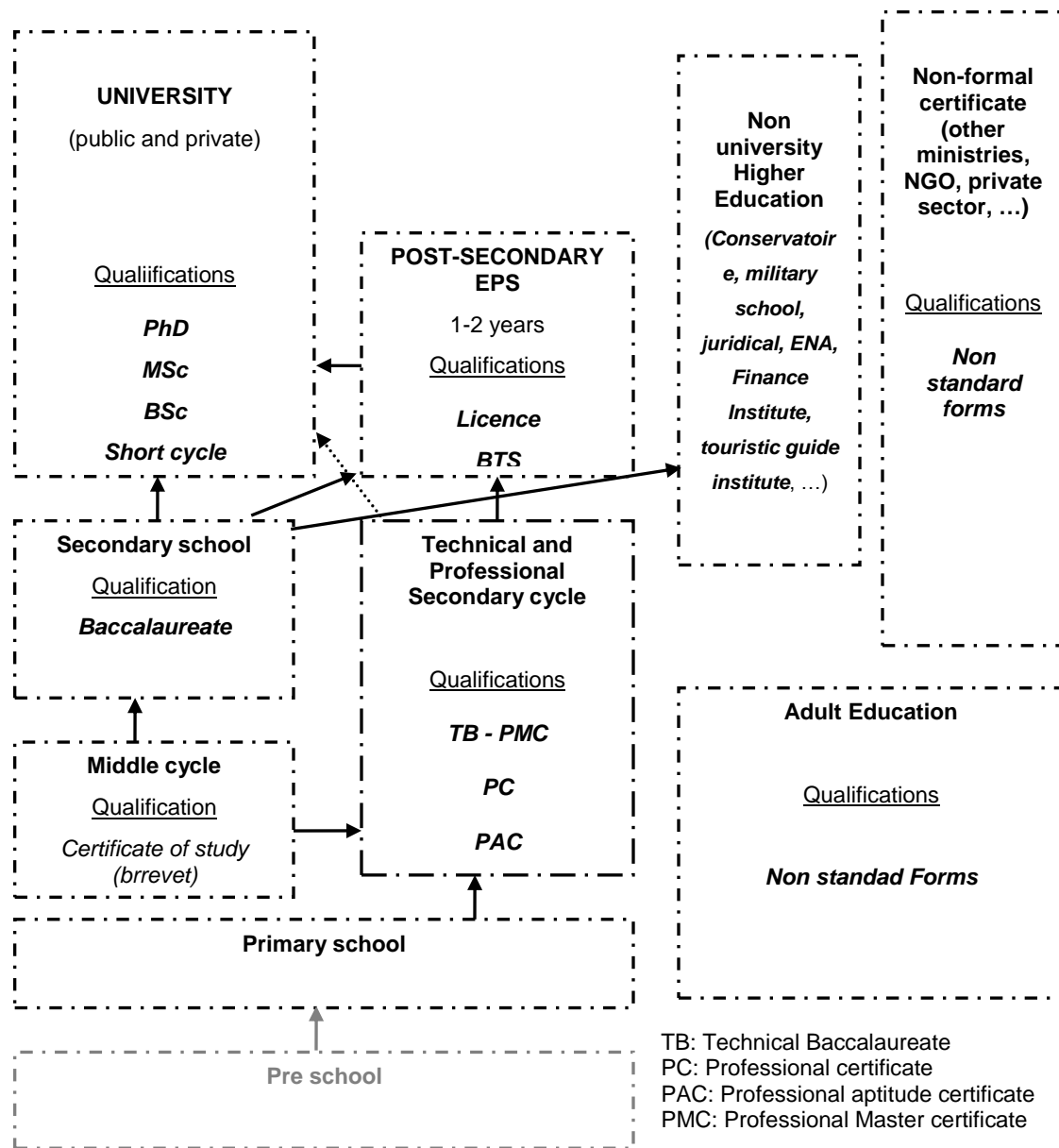
The QA standards and procedures must consider the descriptors of the NQF and the corresponding outcomes examples in a specific sector, so as to assure that evaluated outcomes fit with the descriptors of the qualification level.

Lebanese Qualifications Framework

In Lebanon, the implementation of a national qualifications framework has been on the agenda since 2009. The organization of a national seminar on this subject is the most tangible proof of this, even if the issues raised were the need for more collective and systemic thinking on this subject.

The Lebanese Higher Education Educational Map

The qualifications in Lebanon can be organised as in the following map.



The Draft LQF

A project led by ETF⁹, co-financed by the Italian Ministry of Foreign Affairs and the support of the European Tempus HERE¹⁰ team has been executed during the period 2010-2013. The Lebanese qualifications framework (LQF) should be able to classify all qualifications and certificates issued by the different sectors of the education and training system. In particular, the LQF should ensure:

⁹ ETF: European Training Foundation

¹⁰ HERE: Higher Education Reform Experts

- transparency and readability of qualifications delivered in Lebanon and their relevance for the labour market;
- recognition of the qualifications based on well-defined competencies whether they have been acquired via formal, non-formal and informal education
- mobility between the different sectors of the education system
- coherence with qualifications frameworks of other countries

The project has succeeded setting the LQF grid with the set of descriptors. Inspired from the EQF, the team has chosen an eight levels grid for the LQF. Eight levels permit to map the Lebanese qualifications defined in the educational map.

Descriptors have been defined to describe the eight levels. The resulting drafted LQF is provided in Appendix B.

The draft LQF has been experimented on four programmes, three from higher education and one from vocational education. A tool has been defined to map a qualification to the LQF grid. The tool is provided in Appendix C.

The development of the existing LQF

During the first year of the TLQAA+ project it has been verified that the eight levels are sufficient to describe the Lebanese qualifications according to the educational map. Using eight levels was inspired from the EQF to facilitate referencing. However, the approach is still considered as bottom up since the eight levels have been adopted because of their ability to describe the existing qualifications.

The descriptors used to define the LQF have been experimented on real qualifications. After reviewing what has been performed, it was decided to maintain those descriptors.

Based on this first experimentation the following recommendations are emitted:

1. Add the following set of criteria to be satisfied when registering a qualification at a given level of the LQF:
 - a. More than 70% of the courses LOs are at the requested LQF level
 - b. More than 70% of the credits are at the requested LQF level
 - c. All the credits are at two levels below the requested LQF level or above
 - d. The programme and courses learning outcomes match at 80% or more the descriptor of the requested sectoral LQF level if defined
 - e. The entry requirements need to be well defined and assure that the student has acquired competences relative to the previous levels of the targeted LQF level
 - f. If learners with non-NQF registered qualifications are to be admitted to the Programme, the procedures for assuring the equivalent of criterion e need to be provided.

2. Define a structure for managing the LQF
3. Translate the generic LQF to sectoral LQF where this is possible

Survey of the NQF perspectives from the Lebanese stakeholders

In order to investigate the perspectives the different stakeholders might have in developing the Lebanese LQF, a survey was conducted within the TLQAA+ project. For this purpose, a questionnaire has been prepared to study the perspectives of the different stakeholders vis a vis the LQF. The questionnaire is provided in the Appendix D.

More than one hundred respondents filled in the survey. The number of respondents per institutions and per type are provided in the following table. A document providing the analysis of the results of the survey has been edited and is entitled “Lebanese Qualifications Framework: Survey Analysis”.

	Student	Faculty	Administrator	Career Officer	Grand Total
University of Balamand	5	2		2	9
Lebanese American University	9	4	5	2	20
Beirut Arab University		2		1	3
Université Saint Esprit - Kaslik	21	3	4		28
Al Manar University of Tripoli			1		1
Université Sainte Famille	3	8	7	2	20
Université Antonine			2	1	3
Islamic University in Lebanon	6	8	7	1	22
Grand Total	44	27	26	9	106

Conclusions

It has been verified that the eight levels are sufficient to describe the Lebanese qualifications according to the educational map. Using eight levels was inspired from the EQF to facilitate referencing. However, the approach is still considered as bottom up since the eight levels have been adopted because of their ability to describe the existing qualifications.

The descriptors used to define the LQF have been experimented on real qualifications. After reviewing what has been performed, it was decided to maintain those descriptors.

After experimenting the results of the ETF project, several recommendations including some criteria to register a qualification at a requested level have been formulated.

Two aspects need to be further developed. First, the LQF needs to be experimented on more qualifications. This can be done during the next phases of the project. Second, the different stakeholders need to take ownership of the LQF. A survey has been conducted in order to explore the perspectives of the different stakeholders regarding the LQF. Based on the survey results ...

Finally, a major recommendation is formulated regarding the interaction between NQF and QA. It is important that the standards and procedures for the evaluation of programmes permit to assure that the learning outcomes fit with the NQF level descriptors.

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<http://hr.saqa.co.za/glossary/index.php>

Appendix A. Descriptors of the EQF

The following table provides the descriptors of the European Qualifications Framework¹¹.

	Knowledge ¹²	Skills ¹³	Responsibility and Autonomy ¹⁴
Level 1	Basic general knowledge	Basic skills required to carry out simple tasks	Work or study under direct supervision in a structured context
Level 2	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy
Level 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by	Take responsibility for completion of tasks in work or study; adapt own behaviour to

¹¹ It is a reproduction of what exists on <https://ec.europa.eu/ploteus/en/content/descriptors-page> as visited in October 2017

¹² In the context of EQF, knowledge is described as theoretical and/or factual.

¹³ In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).

¹⁴ In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility.

		selecting and applying basic methods, tools, materials and information	circumstances in solving problems
Level 4	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
Level 5¹⁵	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
Level 6¹⁶	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	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
Level 7¹⁷	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research	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

¹⁵ The descriptor for the short cycle developed by the Joint Quality Initiative as part of the Bologna process, (within or linked to the first cycle), corresponds to the learning outcomes for EQF level 5

¹⁶ The descriptor for the first cycle corresponds to the learning outcomes for EQF level 6

¹⁷ The descriptor for the second cycle corresponds to the learning outcomes for EQF level 6

	Critical awareness of knowledge issues in a field and at the interface between different fields		professional knowledge and practice and/or for reviewing the strategic performance of teams
Level 8¹⁸	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

Appendix B. The LQF as suggested by the ETF project

NQF levels	Knowledge	Know-how	Social skills
level 1	Has fundamental knowledge applicable to basic tasks within a limited sphere of work or study	Can perform basic, generally repetitive, tasks, applying simple instructions.	Can work or study under direct and continuous supervision within a structured framework
level 2	Has basic general and technical knowledge applicable to certain tasks within a limited sphere of work or study.	Can apply useful information to perform simple tasks and solve routine problems using rules and simple tools.	Can perform autonomously, but under direct supervision, the prescribed tasks within a sphere of work or study,
level 3	Has basic multidisciplinary knowledge covering a pre-determined set of principles, technical processes and concepts applicable to defined tasks and activities.	Can perform a range of coordinated tasks and solve technical problems by selecting and applying prescribed procedures, methods, tools, materials and information, in varied work or study situations.	Can perform the prescribed tasks autonomously, taking responsibility for their proper completion and their results, and take these into consideration. Can adapt one's behaviour to the circumstances and the context in which tasks are performed.
level 4	Has theoretical, technological and multidisciplinary knowledge applicable to a specific sphere of study or work	Can organise and carry out activities applying techniques, procedures and instructions specific to the activities Can find or devise operational solutions adapted to precise technical	Can manage oneself/carry out activities autonomously within the limits of defined instructions in work or study contexts that are generally predictable but capable of changing in organisational, technical or

¹⁸ The descriptor for the third cycle corresponds to the learning outcomes for EQF level 6

		<p>problems; Can choose and mobilise technical, material and human resources adapted to carrying out the activities.</p>	<p>technological fields. Can organise and supervise the customary work of other people, assuming certain responsibilities, to evaluate and improve activities linked to the work or study</p>
level 5	<p>Has detailed and specialised theoretical, methodological, technological and multidisciplinary knowledge linked to a particular area of work in various contexts, or to a sphere of study.</p>	<p>Can organise, plan, conduct activities and assess their performance, applying adapted methods and instruments. Can devise/create operational solutions adapted to conceptual, methodological and/or technical problems in a specialist field. Can identify and mobilise the technological, material and human resources necessary to carry out the activities.</p>	<p>Can manage, organise and supervise a team. Can consider, assess and develop one's performances and those of others in the context of professional activities or studies where changes are unpredictable.</p>
level 6	<p>Has in-depth knowledge in a sphere of work or study requiring a critical understanding of theories and principles applicable to a range of professional situations and diverse studies.</p>	<p>Can devise technical, methodological and conceptual solutions and demonstrate expertise and innovative ability to resolve complex and unpredictable problems in a specialist sphere of work or study, using advanced skills.</p>	<p>Can implement unpredictable complex technical or professional activities or projects, including responsibilities in terms of taking decisions in professional or study contexts requiring one to adapt/adaptation to new technologies and methods and to new forms of organisation. Can take on responsibilities in connection with individual and collective professional development.</p>
level 7	<p>Has highly specialised knowledge, some of which are in the vanguard of knowledge in a sphere of work or study, based on original ideas and/or research. Has critical awareness of knowledge in a certain field and at the interface of several fields.</p>	<p>Can solve problems relating to research and innovation, to develop new knowledge and new procedures by mobilising highly-specialised skills. Can integrate knowledge from different areas and communicate the knowledge and the results of activities with specialists</p>	<p>Can act on complex, unpredictable professional or study contexts that require new strategic approaches. Can make judgements and exercise responsibilities, considering the social and ethical aspects associated with the decisions. Can take on responsibilities</p>

		and non-specialists.	to contribute to knowledge and professional practices and/or to revise the strategic performance of teams.
level 8	Has knowledge at the most advanced frontier of a sphere of work or study and at the interface of several fields.	Can deal with critical problems of research and/or innovation and explore new spheres, extend and redefine existing knowledge or professional practices by mobilising the most advanced and most specialised skills and techniques, including in relation to synthesis and evaluation.	Can demonstrate a high level of authority, innovation, autonomy, scientific or professional integrity and a sustained commitment to the production of new ideas or new processes in a sphere in the vanguard of work or study, including in relation to research.

Appendix C. The tools developed in the ETF project

EXACT AND COMPLETE TITLE OF THE CERTIFICATION:
Authority responsible for issuing certification*/**:
* Is this authority also responsible for the training leading to certification? yes – no
** Does this authority have a monopoly on the training leading to this certification? yes – no
Presentation of the reference material
Date of creation/publication of the reference material:..... Number of pages of the reference material:
General information on the reference material

Nature of the medium

1 – Has the text of the reference material been published:

- in the Official Journal of the State
- in the Official Gazette of the Ministry responsible for certification
- in the form of a teaching aid produced by
- in the form of a working document produced by
- Other:

2 – Is the text of the reference material:

- available/accessible on a website (if so, which):
- distributed only by training organisations
- distributed by the authority responsible for certification, at the request of users
- Other:

Author of the reference material:

- Service of the Ministry of Education – which
- Another ministry – which
- A university department
- A public or private institution
- A foreign body
- Other:
- Unknown

List here any details known about the creation of the reference material (circumstances, authors, bodies consulted or bodies that have validated the reference material, and where applicable the method used (e.g.: PCA)

Language used

Arabic French English Other

Arabic French English Other

Contents of the reference material

Nature of the information contained in the reference material:

Pages/examples/remarks

1 – Training programme

- Title of the subjects/disciplines

<ul style="list-style-type: none"> <input type="checkbox"/> Detailed courses <input type="checkbox"/> Organisation of the training (in training centre, in-house, block-release, etc. <input type="checkbox"/> Number of course hours <input type="checkbox"/> Outcomes of the courses mentioned: <ul style="list-style-type: none"> <input type="checkbox"/> in education terms <input type="checkbox"/> in terms of competences <input type="checkbox"/> in terms of activities <input type="checkbox"/> other..... <p>2 - List/catalogue of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Knowledge to be acquired/mastered <input type="checkbox"/> Know-how to be acquired/mastered <input type="checkbox"/> Competences to be acquired/mastered <input type="checkbox"/> Life skills to be acquired/mastered <input type="checkbox"/> Aptitudes to be acquired/mastered <p>3 – Means of evaluating the acquired:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Knowledge <input type="checkbox"/> Know-how <input type="checkbox"/> Competences <input type="checkbox"/> Life skills, aptitudes 	
Comments on this content	
<p><i>Does the information given facilitate the identification of the knowledge, know-how and life skills the holders of the certification will have to master?</i></p>	<p>If so, why:</p> <p>If not, why not:</p>
<p><i>Does the information given facilitate the identification of the trades, jobs, responsibilities to be taken up by the holders of the certification?</i></p>	<p>If so, why:</p> <p>If not, why not:</p>
<p><i>Does the information given allow this certification to be positioned within the CLC?</i></p>	<p>If so, why:</p> <p>If not, why not:</p>

<p>Overall comment</p> <p>After analysing the reference material, at what level can this certification be referenced within the CLC?</p> <p>Is there a discrepancy between the level established <i>a priori</i> bearing in mind the category of this certification and the level identified after analysing the reference material?</p> <p>- if so, why (please explain):</p> <p>What additional/supplementary information would be required to reference the certification with the CLC?</p> <p>Who, in Lebanon, would be able to/should provide the information required for referencing?</p>	
<p>Additional information associated with this certification</p>	
<p>Who habitually uses this reference material (training organisations, examination centres, etc.)?</p>	
<p>Which establishments/institutions organise the training in preparation for this certification?</p>	
<p>How is the evaluation organised?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Practical arrangements (nature of tests/inspections, etc.) <input type="checkbox"/> Nature of the institution that carries out the evaluation (training centre, independent agency, examination centre, etc.) <input type="checkbox"/> Origin of the evaluators (trainers, professionals, etc.) 	



<p>Who issues the certification (a training centre, a public authority (State or other by delegation), a private institution, etc.?)</p>	
<p>Is this certification recognised, and how is it recognised:</p> <ul style="list-style-type: none"> <input type="checkbox"/> on the job market <input type="checkbox"/> among training organisations (national) <input type="checkbox"/> among training organisations (international) <input type="checkbox"/> abroad (agreement between authorities, between training centres, between sectors/branches, etc.) 	
<p>Attach information extracted from the reference materials examined</p>	

Appendix D. Questionnaire for the survey

Based on a system of levels of knowledge, skill and competence (learning outcomes), the NQF Framework identifies the learning required for different levels of qualifications, as well as setting out the relationship between these different levels. It allows learners to understand the different levels of qualifications, as well as what is required to achieve an award at each of the levels. Similarly, it informs employers that those applying for positions who have reached a certain level in the framework have the level of knowledge and competency associated with that level in the framework.

Marking Instructions:
★ Mandatory
Example: Correct Mark

1. First Name and Last Name

Background Information

2. In which capacity are you responding? Please select all that apply

Higher Education Institution

Further Education and Training Provider



Qualification Awarding Body or Professional Recognition Body

Employer or Employer Representative Body

Trade Union or Other Employee Representative Body

Learner/Student

Learner/Student Representative/Advocacy Body

Teacher/Trainer/Lecturer

Career Guidance Professional

School

Non-Governmental Organization (NGO)

Government Department or Government Agency

Research/Consultancy Body

EU/International Organization

Individual Citizen

Other (please specify)

3. What purposes might an NQF for Lebanon serve?

Note: Please indicate which are the most important on a scale of 1 = Not at all important; 2= Slightly Important; 3= Moderately important; 4 = Very important, N/A= Not available

	1	2	3	4	N/A
Map and align international and national qualifications used in Lebanon to identify gaps and progression issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognize and accredit learning achieved in the workplace.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Align work-based learning and the education system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide a framework for the development of new Lebanese qualifications relevant to current and future economic and social needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help learners and providers better understand education and training pathways for progression.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assist the creation of new progression pathways (e.g. within upper secondary education, between education and the workplace and within working life).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide a platform for discussion of how to address the variations in the quality of education and training offered by different organizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

★ 4. Which of the following types of education and training should the NQF for Lebanon include?

General education in school

Initial technical education and training in a school or college

Initial technical education and training in the workplace

Continuing technical education and training in the workplace



Higher education

Adult and lifelong learning

★ 5. Which of these areas is a priority for inclusion in an NQF?

Note: Use the key: 1 = Low priority; 2=Moderate priority; N/A= Not Available

	1	2	3	N/A
General education in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initial technical education and training in a school or college.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initial technical education and training in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continuing technical education and training in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Higher education.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult and lifelong learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

★ 6. Do you think that a National Qualification Authority (NQA) should be independent of all current national ministries?

Yes

No

7. Comments:

★ 8. Do you think that an NQA should be located within the Ministry of Education and Higher Education?

Yes

No

9. Comments:

★ 10. Do you think that an NQA should be located within the Ministry of Labor?

Yes

No

11. Comments:

★ **12.** Which stakeholders should be involved in the governance of the NQF?

Note: Use the key: 1= Low priority; 2=Moderate priority; 3 = High priority; N/A= Not Available

	1	2	3	N/A
Employers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ministry of Education and Higher Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ministry of Labor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Higher education providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School representatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College representatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners/trainees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community or civil society organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

★ **13.** What are the priorities for moving forward with development of the NQF for Lebanon?

Note: Use the key: 1= Low priority; 2=Moderate priority; 3 = High priority; N/A= Not Available

	1	2	3	N/A
Further development of a system of levels (including level descriptors)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping all current qualifications onto levels.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishing a Lebanese Certification Authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping progression pathways and barriers between different parts of the Lebanese education and training system and the labour market.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing a full and detailed NQF architecture (e.g. level descriptors; outcomes based qualifications, credit arrangements)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Further and wider discussion with stakeholders about the purposes and possibilities of an NQF for Lebanon.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing the capacity of key individuals to lead the development of the NQF for Lebanon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing new Lebanese qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

★ **14.** For each item listed below, please indicate your views below on the contribution of the National Qualification Framework (NQF) in improving the transparency of qualifications in Lebanon

Note: Use the key: 1= Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree; N/A=Not Available.

	1	2	3	4	5	N/A
The NQF has made qualification pathways easier to explain and understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The NQF has made the skills and competence of qualifications more visible ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The NQF has made it easier to see how qualifications relate to each other ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The NQF has made it easier to evaluate qualifications for work or study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

★ **15.** For each item listed below, please indicate your views in relation to the extent to which the development of the NQF has contributed to achieving the following Quality-related impacts.

Note: Use the key: 1= Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree; N/A=Not Available.

	1	2	3	4	5	N/A
Qualifications included in the NQF are relevant for users (learners, employers etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Qualifications included in the NQF meet consistent quality standards wherever they are provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Qualifications included in the NQF are highly trusted, nationally and internationally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, the NQF has enhanced the quality of qualifications in Lebanon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

★ **16.** For each item listed below, please indicate below your views in relation to the extent to which the development of the NQF has contributed to achieving the following impacts in relation to Lifelong Learning and the Mobility of Learning and Qualifications

Note: Use the key: 1= Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree; N/A=Not Available.

	1	2	3	4	5	N/A
The NQF has facilitated improved access to education and training courses ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The NQF has improved progression between qualifications achieved in school, in further and in higher education and training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The NQF has made it easier for Lebanese qualifications to be understood, compared and valued in other countries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The NQF has made it easier for qualifications achieved in other countries to be understood, compared and recognized in Lebanon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The NQF has made it easier to value and recognize learning and qualifications achieved outside of the formal/public education and training system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The NQF has contributed to improving Lebanon's national performance in the area of Lifelong Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

★ **17.** For each item listed below, please indicate below your views in relation to the extent to which the development of the NQF has contributed to achieving the following Employability-related impacts.

Note: Use the key: 1= Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree; N/A=Not Available.

	1	2	3	4	5	N/A
The NQF has improved the dialogue between the world of qualifications and the world of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical Qualifications included in the NQF signal relevant skills and competencies required for particular occupations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The NQF has facilitated better matching between skills and job vacancies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The NQF has facilitated national monitoring and reporting of skills and qualifications output	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The NQF has facilitated workforce planning and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

★ **18.** Based on your familiarity with education and training in Lebanon, for each item listed below, please indicate your views in relation to the extent to which the development to-date of the NQF has contributed to achieving the following impacts in relation to Teaching, Learning and Assessment practice.

Note: Use the key: 1= Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree; N/A=Not Available.

	1	2	3	4	5	N/A
The learning outcomes approach of the NQF has improved the practice of course and curricula design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The learning outcomes approach of the NQF has improved teaching and learning practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The learning outcomes approach of the NQF has improved assessment practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The learning outcomes approach of the NQF has improved how standards of courses and curricula are monitored and maintained	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The NQF has made a positive contribution to the enhancement of teaching, learning and assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Views on the Development, Promotion and Governance of the NQF

★ 19. Please indicate your views on how well informed you feel about the NQF and how effectively the NQF has been developed and promoted.

Note: Use the key: 1= Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree; N/A=Not Available.

	1	2	3	4	5	N/A
I am sufficiently informed about the NQF	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have been appropriately involved in NQF policy development and implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The NQF as a policy instrument is consistent with other national policy in the area of qualifications (e.g. public funding policy, public sector recruitment, national strategies for skills development etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The benefits/value of the NQF are effectively promoted to stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The availability of NQF guidance material and resources are appropriate to my needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am sufficiently informed about international developments relating to qualifications frameworks (e.g. European Qualifications Framework, Qualifications Framework for European Higher Education)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Views on the Development, Promotion and Governance of the NQF

★ 20. Please indicate the level of priority you would attach to each of the following NQF functions for the future development of the Framework.

Note: Use the key: 1= Low priority; 2=Moderate priority; 3 = High priority; N/A= Not Available

	1	2	3	N/A
Communication Function – making qualifications and the qualifications system easier to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality Assurance Function – ensuring that qualifications are more reliable and valid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regulatory Function – using the NQF to control access to the market for qualifications in Lebanon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Progression Function – using the NQF to address obstacles to the mobility of qualifications within and between the education & training system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognition Function – supporting the recognition of Lebanese qualifications abroad and the recognition of foreign qualifications in Lebanon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Design Function – Supporting deeper implementation of the learning outcomes approach in qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

