



**Beyond the borders:
International nursing education
in the 21st Century**

Education from a European Perspective

***Paul De Raeve, General Secretary
European Federation of Nursing Associations (EFN)***

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HISTORY of EFN

EFN (PCN) was set up in 1971.

Its creation was linked to directives being drafted at that time by the European Commission on **nursing education and free movement**

EFN is the independent voice of the nursing profession and lobbies to provide benefits for over six million nurses.

Members consist of: National Nurses Associations (NNA) from all EU Member States and the Council of Europe. Many European Specialist groups are Associate members and WHO/ICN/ENSG have observer status.

MISSION of EFN

The EFN shall strengthen the status and practice of the profession of nursing and the interests of nurses in the EU & Europe

The background of the slide features several thick, vibrant green brushstrokes that swirl and curve across the lower right portion of the frame, creating a dynamic and artistic feel.

Bologna and Tuning: EFN Input

1. *Statement - Nursing education varies from one European country to another. Although the profession has developed greatly over the past years from vocational training to Higher Education, this is not the case in all European countries.*

Bologna and Tuning: EFN Input

2. EFN is to work with the European bodies to anticipate a new framework of mutual recognition of diplomas (Dir 36) and Continuous Professional Development (Structural Funds)

Bologna and Tuning: EFN Input

3. Competencies, Continuous Professional Development and Accreditation are major policy concepts to be introduced in the national educational systems – the EU should support these developments.

Bologna and Tuning: EFN Input

4. Tuning - “Credits for Theory and Practice” – EFN believe it is important for the profession that the role and the credits associated with practice based education are fully acknowledged and secured in any revised system leading to academic award registration as a nurse and seen as an integral part in developing a competent practitioner. Similarly, clinical learning experiences should be recognised in both Cycle 2 and Cycle 3.

Bologna and Tuning: EFN Input

5. Tuning - “Resources” - Additional workload will be required in redesigning programmes that are based on competencies and which are aligned to the new European Credit Transfer System. In some countries this will stretch already overworked faculties.

Bologna and Tuning: EFN Input

5. Tuning - “Resources” - EFN calls for the development of tools to facilitate the conduct of country based impact assessment, taking into account the impact on university and non university sectors, the availability of teaching staff and mentors, and the capacity (in terms of resources) to transfer significant numbers of students to degree programmes.

Bologna and Tuning: EFN Input

6. Tuning - “Patient safety” - Quality of care and patient safety by skilled competent professionals are paramount to delivering effective healthcare. Reference need to be made to the ICN’s Framework of Competencies for the Generalist Nurse

Bologna and Tuning: EFN Input

7. Tuning - “Stakeholder Approach” - the involvement of relevant stakeholders is essential in the development, testing, assessment, validation and implementation of Tuning. EFN believes that regulators, professional associations, employers and patient organisations, as well as a wider group of academic institutions, all have a key role to play.

Directive on Mutual Recognition of Professional Qualifications

Since 1977 (77/452/EEC, 77/453/EEC, 2005/36/EEC), nursing education is inextricably linked to professional practice. The EC Directive for the Recognition of Professional Qualifications (EC2005/36) outlines the practice learning experience and the minimum education requirements that professionals need to achieve in order to practise the profession within Europe.

Directive on Mutual Recognition of Professional Qualifications

1. EFN lobbied hard to get the CONSULTATION mechanism – we got what we wanted
2. Now we need to decide if we want to AMEND our NURSING Directive – any change need to be in favour of the Nursing profession
3. We need to think about extending Taiex missions – How do the old Member States comply with DiR 36?

EU Qualification Directive

1. Despite the fact that the Erasmus programme has so far enabled 1.2 million students to undertake a period of study abroad, one of the main obstacles encountered by people who wish to work or train in another EU country, or to move from one sector of the labour market to another, is that their qualifications and skills may not be recognised.

EU Qualification Directive

2. This problem is made worse by the proliferation of qualifications throughout the world, the diversity of qualification systems and of national education and training structures, and the changes that are constantly made to these systems.

EU Qualification Directive

3. The EU has introduced various instruments aimed at promoting the transfer of qualifications and skills for academic or professional purposes:
 1. A single Directive 2005/36/EC applicable to every regulated profession
 2. A single easy-to-use instrument bringing together the tools required to boost the transparency of certificates and diplomas.

EU Qualification Directive

1. WHERE IS THE NURSING PROFESSION in the European Qualifications Framework
 2. 8 levels
 3. Nursing coming in at levels 6 to 8 (Bachelor-Master-PhD)
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Conclusions

- The Professional Associations needs to be involved in any development
- The EU developments in Education garanthee mobility, but also patient safety and quality of care
- Overall - Positive developments for nurses and nursing due to the EU



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