



Challenges in the CROQF implementation

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1. CROQF DEVELOPMENT AND STATE OF PLAY

OVERARCHING FRAMEWORKS

Bologna (QF-EHEA)

- Adopted 2005
- 47 countries (including Croatia)

- Higher education only
- 3 levels with possibility for intermediate qualifications in national frameworks
- Overseen by BFUG and WG QFs, coordinated by the Council of Europe
- National correspondents



1. CROQF DEVELOPMENT AND STATE OF PLAY

OVERARCHING FRAMEWORKS

EQF for Lifelong learning

- Adopted 2008
 - 38 countries committed (including Croatia)
 - All levels of education in a lifelong learning perspective
 - 8 levels
 - Overseen by EQF Advisory Board and the European Commission
 - National Coordination Points
- translation tool, aims at the promotion of citizens' mobility and the facilitation of their learning



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1. CROQF DEVELOPMENT AND STATE OF PLAY

LEGAL FRAMEWORK

Comittee for development of draft Act on the Croatian Qualifications Framework and other legal provisions governing further development and implementation of the CROQF

The CROQF Act (OG 22/13) - March 2013.

The Ordinance on the CROQF Register, (OG 62/14) - May 2014.

Ordinance on recognition and validation of non-formal and informal learning



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1. CROQF DEVELOPMENT AND STATE OF PLAY

INSTITUTIONAL FRAMEWORK - National Council for Development of Human Potential

- appointed in June 2014.

ROLES AND TASKS:

- provide policy advice and guidance (education, employment, CPU and regional development)
- recommend process of planning and development of human potentials
- recommend measures for integrated policies on employment, education and regional development
- monitor and validate CROQF impact and provide recommendations for improvement
- recommend enrolment policy and sources of public funding of qualifications
- supervise and validate work of Sectoral Councils and provide recommendations for its improvement



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1. CROQF DEVELOPMENT AND STATE OF PLAY

INSTITUTIONAL FRAMEWORK – SECTORAL COUNCILS

July 2014. - open public call for nomination of experts for 6 out of 25 Sectoral councils (open public call closed on September 22, 2014):

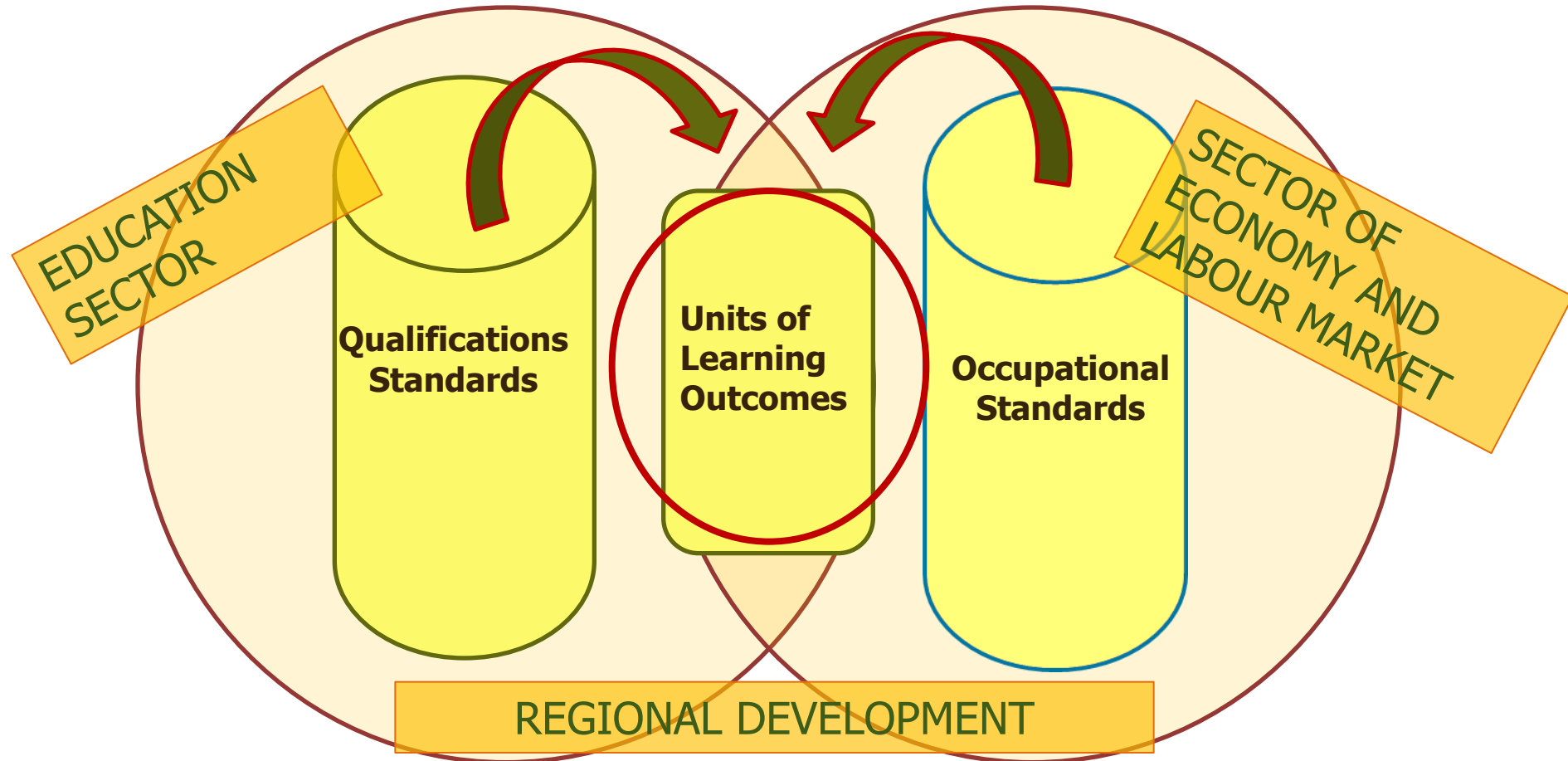
- I. Agriculture, food and veterinary**
- II. Forestry and wood technology**
- VI. Mechanical engineering, shipbuilding and metalurgy**
- VII. Electrical engineering and computer engineering**
- X. Tourism and hospitality**
- XXI. Education and sport**

The remaning 19 to be appointed in 2015.

2. ENTRY INTO THE CROQF REGISTER

Qualifications – defined on the basis of learning outcomes

Labour market needs – competences required





2. ENTRY INTO THE CROQF REGISTER

ROLE OF THE QUALIFICATION FOR WHICH A STANDARD IS PROPOSED

ROLE	CONDITION
Labour market needs	existing occupational standard
Continuation of education	existing higher level qualifications standard
Needs of the individual or the society	-



3. IMPLEMENTATION CHALLENGES AT NATIONAL LEVEL

- Reforming qualifications framework applicable at all levels of education
- Early operational stage: roles and responsibilities of stakeholders have been defined and practical arrangements have been set

VOLUNTARY TOOL

Incentives:

1. CROQF brand of quality
2. European funds

Operational programme Human Resources Development 2007. – 2013 - 2 open calls
Operational programme Efficient Human Resources 2014. – 2020.



INTERCONNECTION OF THE CROQF REGISTER WITH EQF/PLOTEUS PORTAL

http://ec.europa.eu/ploteus/search/site?f[0]=im_field_entity_type%3A97

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Find information on the EQF, NQF's

The European Qualifications Framework (EQF) is a translation tool that helps communication and comparison between qualifications systems in Europe. Its eight common European reference levels are described in terms of learning outcomes: knowledge, skills and competences. This allows any national qualifications systems, national qualifications frameworks (NQFs) and qualifications in Europe to relate to the EQF levels. Learners, graduates, providers and employers can use these levels to understand and compare qualifications awarded in different countries and by different education and training systems.

For more information on NQF's and their relation to the EQF click on the buttons below.

Find the description of the eight EQF levels	Find and compare national qualifications frameworks	Find information on the process of implementation of the EQF	Find reports on the referencing of national qualifications frameworks to the EQF

Find information on qualifications

Qualifications that are part of national qualifications framework are listed on this page. You can scroll down to find all information. Filter by Subject Field, EQF level and Location and you will find more detailed information on qualifications, and a link to the national database. The qualifications are part of national qualifications frameworks that have formally referenced to the EQF

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3. IMPLEMENTATION CHALLENGES AT NATIONAL LEVEL

Taking into account the stakeholders approach widely promoted by CROQF and the conditionality posed for labour market oriented qualifications, additional incentives may be needed for the involvement of labour market representatives.

The definition of learning outcomes varies between institutions, education and training sectors and countries.

Lack of systematic quality approach to writing and applying Los
Implemented formally – but not in practice (by teachers)

- assessment of LO – validation of CROQF programmes!

Learning outcomes approach – human resources and training needed



4. POTENTIAL OF QUALIFICATIONS FRAMEWORKS

Transparency tools - better comparability of qualifications
- mobility of students and labour force

- simplification and possible automatism in the recognition of qualifications
(subsidiary text to Lisbon convention)

- mutual trust

- the role of EQF in international cooperation



4. POTENTIAL OF QUALIFICATIONS FRAMEWORKS

The overall policy framework allows for various interpretation of the use of the QFs
Differences in approaches taken by different countries - jeopardizes mutual trust

If all the 'Bologna countries do not take seriously the endeavor of developing, self-certifying, referencing and using NQFs, the principle of mutual trust will be jeopardized.

- common approach to quality assurance
- clear set of criteria and standards for levelling of qualifications as well as a transparent procedure for assessing compliance with those criteria and standards
- The definition of learning outcomes varies between institutions, education and training sectors and countries.
- a European format for presenting Los?



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