Challenges in the CROQF implementation

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Ministry of Science, Education and Sports

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1. CROQF DEVELOPMENT AND STATE OF PLAY

OVERACHING 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

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1. CROQF DEVELOPMENT AND STATE OF PLAY

OVERACHING 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

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.

Pravilnik o Registru Hrvatskog kvalifikacijskog okvira

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

The Croatian Qualifications Framework Act

CROQF

HKO

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, employemnt, 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 enrolement 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):
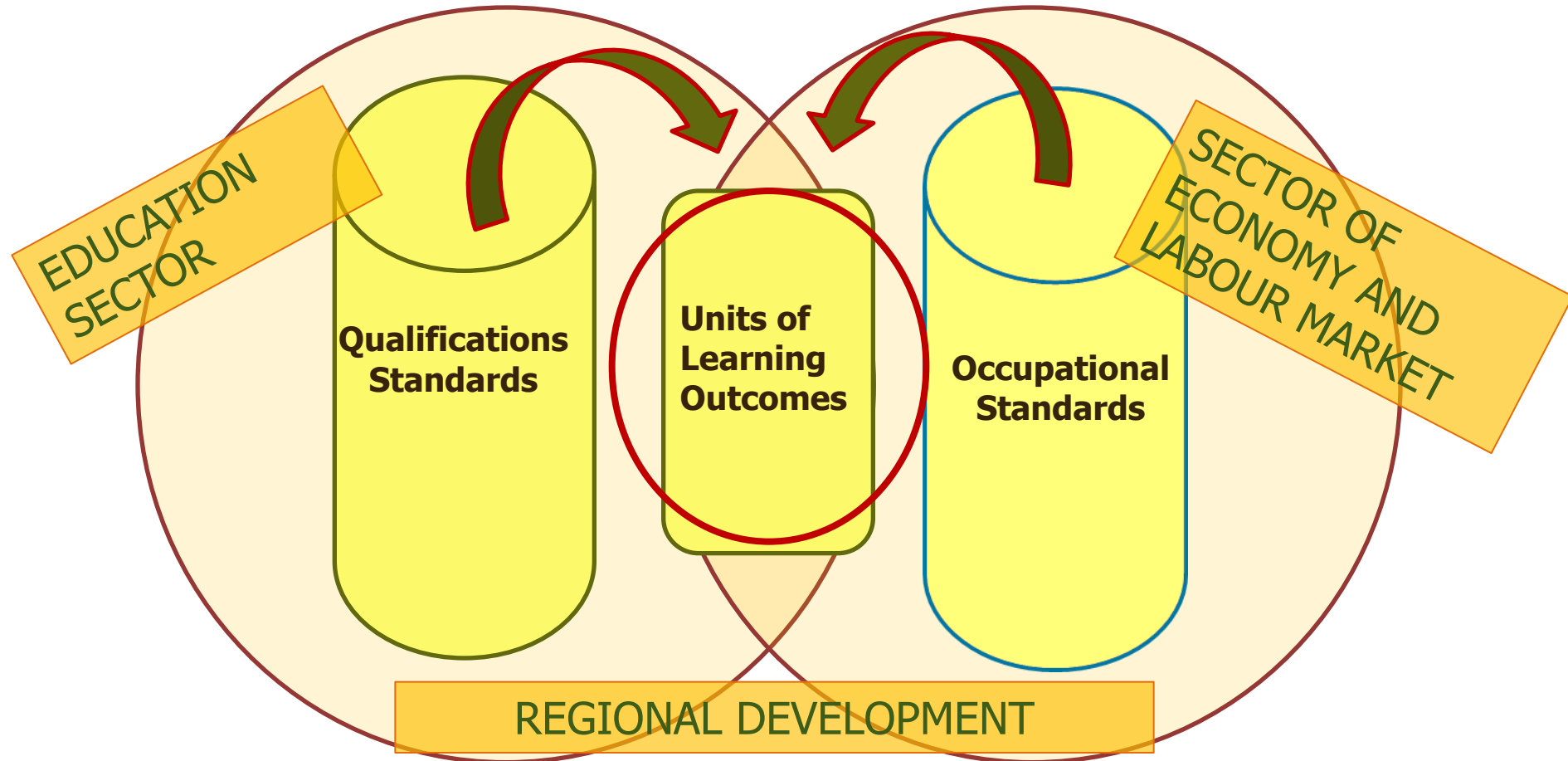

I. Agriculture, food and veterinary
II. Forestry and wood technology
VI. Mechanical engineering, shipbuilding and metalurgy
VII. Electrical engineering and computer engineering
X. Tourism and hospitality
XXI. Education and sport

The remaning 19 to be appointed in 2015.

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2. ENTRY INTO THE CROQF REGISTER

Qualifications – defined on the basis of learning outcomes

Labour market needs – competences required

EDUCATION SECTOR

SECTOR OF ECONOMY AND LABOUR MARKET

Qualifications Standards

Units of Learning Outcomes

Occupational Standards

REGIONAL DEVELOPMENT

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	-

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3. IMPLEMENTATION CHALLANGES AT NATIONAL LEVEL

- Reforming qualifications framework applicable at all levels of education

- Early operational stage: roles and responasabilities of stakeholders have been definied 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.

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INTERCONNECTION OF THE CROQF REGISTER WITH EQF/PLOTEUS PORTAL

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3. IMPLEMENTATION CHALLANGES 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 involvment 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

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4. POTENTIAL OF QUALIFICATIONS FRAMEWORKS

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

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

- mutual trust

- the role of EQF in international cooperation

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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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