

NQF-in

Developing organisational and financial models for including non-formal sector qualifications in National Qualifications Frameworks

Information about the NQF-IN project

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NQF-IN Partnership - who are we?



NQF-IN Partnership:

Dublin Institute of Technology

Scottish Credit and Qualifications Framework Partnership

French Centre for Research on Qualifications



Educational Research Institute (Poland)

National Institute for Education, Education Counselling Centre
and Centre for Continuing Education of Teachers
(Czech Republic)

University of Split

Educational Authority (Hungary)



and associated partners:

Federal Institute for Vocational Education and Training
(Germany)

Dutch Qualifications Framework National Coordination Point

Luxembourg Ministry of National Education



Aim of the NQF-IN project:

to provide evidence-based support to
national governments, EU agencies and key stakeholders

in developing policies on including qualification in NQFs





The main rationale for the NQF project (1):

Including qualifications awarded
outside the formal school education system

is a complex and new task to many European countries



The main rationale for the NQF project (2):

Organisational and financial aspects of inclusion of qualifications awarded outside school education

have not been thoroughly dealt with

The main rationale for the NQF project (3):

To address terminological and conceptual issues regarding the inclusion of qualifications in the NQF

The main rationale for the NQF project (4):

knowledge about policies in one national system

may be used

for the benefit of developing policies in another system

NQF-IN project target groups:

- policy makers at the national and EU level
- key stakeholders participating in designing systemic solutions (employers, trade unions, awarding bodies, training providers, HE institutions, and others)

How do we want to achieve the aims of the project?

- preparing country reports of 7 European countries
- developing models of solutions

Preparing country reports (1):

-according to a methodology, which includes basic terms and concepts as well as a report structure

Qualification “means a formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards”

EQF Recommendation (2008/2017)

The term “non-formal sector qualifications” indicates that we are focusing the analysis on the inclusion of qualifications awarded outside traditional formal education systems in the NQF

We are investigating the possibility of proposing another name for this group of qualifications

Concepts of :

non-formal sector qualifications

and

validation of non-formal and informal learning

should not be confused

Structure of the country reports

Chapter 1. Historical context

Chapter 2. National qualifications framework– basic premises

Chapter 3. Institutional setting

Chapter 4. Types and legal status of qualifications included in the NQF

Chapter 5. Procedures of the inclusion of qualifications in the NQF

Chapter 6. Quality assurance of qualifications included in the NQF

Chapter 7. Costs of including qualifications in the NQF

Chapter 8. Current debates on further development of NQF

Annexes

Developing models:

based on the analysis of the 7 country reports,
literature review, and deductive reasoning

models of inclusion of non-formal sector qualifications
will be developed

models will be presented in 2018

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Thank you for your attention

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