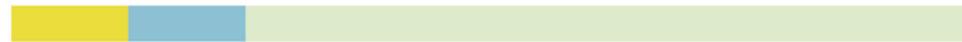


NQF-in



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

Prague, 9 November 2017

Including different types of qualifications in the NQF - conceptual and terminology issues

Stanisław Sławiński

Horacy Dębowski



Plan of the presentation:

1. The importance of the clarity of concepts and terms in designing public policy
2. Problem of defining types of qualifications with reference to EQF and NQF development
3. Proposed types of qualifications
4. Final remarks

1. The importance of the clarity of concepts and terms in designing public policy

Clarity of concepts and terms is a necessary foundation in designing and implementing successful public policies

Unemployment indicator in Poland (Sept. 2017):

- according to Eurostat: 4.6%
- according to the Polish Statistical Office: 6.9%

**Both data are correct,
but they are significantly different !**

Gymnasium in Lithuania – general upper secondary school

Gymnasium in Poland – lower secondary school

**Two different types of schools
but the same term !**

Core curriculum called the „minimum” of the central programme

**activated an association with minimalism
and the protests of teachers !**

2. Problem of defining types of qualifications with reference to EQF and NQF development

Why is clarity regarding the types of qualifications so important?

European documents and reports indicate that in order to be a policy driver, national qualifications frameworks must be overarching - opened to all different types of qualifications

(see: EQF Recommendation 2017; New Skills Agenda 2016; ETF, Cedefop, UNESCO, 2015).

EQF Recommendation 2017:

The Council of the European Union recommends that Member States (...):

Use the EQF to reference national qualifications frameworks or systems and to compare all types and levels of qualifications in the Union (...)

UNESCO, ETF, Cedefop (2015):

„The introduction of comprehensive NQFs, covering all levels and types of qualification, allows for a focus on relationships between institutions and sectors, and a stronger focus on lifelong and life-wide learning”.

BUT:

A common definitional structure of types of qualifications awarded in qualifications systems has still not been developed.



In European reports and documents, the most frequently used terms are “formal qualifications” and “non-formal qualifications”

But there has been no agreement on how to define these terms!



“formal qualifications” are sometimes treated as qualifications awarded within the formal school system (general, VET, HE)

“non-formal qualifications” are sometimes treated as qualifications awarded by private training providers

But the understanding (intuitive) of these terms varies significantly

	Awarded within the formal education system (general, VET, HE)	Awarded by public institutions (outside formal education sector) or bodies accredited by these institutions	Awarded by branches, sectoral organisations, crafts chambers	Awarded by private training institutions (including international organisations)	Included in the NQF
Formal qualification (also called: state/government qualifications)	Yes	Yes or No	Yes or No	No	Yes or No
Non-formal qualification (also called: private market qualifications)	Yes or No	Yes or No	Yes or No	Yes	Yes or No

Source: Proposed by the authors.

The differentiation between “formal qualifications” and “non-formal qualifications” is not defined in two dimensions:

- **Conceptual issue**
- **Terminological issue**

Conceptual issue

Main question:

what is the main criterium of distinguishing
between „formal” and „non-formal” qualifications
and maybe other types of qualifications?

Terminological issue

First question:

If there are more than two types,

how should these types of qualifications be named?

Terminological issue

Second question:

How can misunderstandings be avoided?

by using adjectives „formal” and „non-formal” with reference to qualifications, as well as education, validation of learning outcomes, etc?

Terminological issue

Third question:

If a qualification is defined as a „formal outcome of ...”

how can the types of qualifications be named without using the adjectives „formal” and „non-formal”?

Within the NQF-IN project we are working on the
„...models of inclusion of non-formal sector qualifications...”

And this is why we had to resolve
conceptual and terminological issues
re regarding types of qualifications

3. Proposed types of qualifications

Based on joint discussions with NQF-IN project partners

we proposed that the main criterion to distinguish
different types of qualifications

is the legal basis of the functioning of the qualifications
in the particular national qualifications system

Taking into account the legal basis criterium,
we proposed following types of qualifications:

Type A - **state regulated** qualifications awarded **in the education system**

Type B - **state regulated** qualifications awarded **outside the education system**

Type C - **non-regulated** qualifications

Type A: qualifications awarded in the formal, state supervised education system, either by public or private providers.

The key characteristic of this type of qualification is that the process of awarding qualifications is governed by education laws, regulations

Example: school leaving certificate, matura certificate, Master's degree

Type B: qualifications that are regulated by legal acts or directly by ministries or government agencies

but are not qualifications awarded in the formal education (school) system.

Examples: diver's licence, tax advisor, gas installer, nuclear regulatory inspector, tourist guide (different in different solutions)

The concept of the state regulated qualification

is not the same

as the concept of the regulated professions
(according to the EU Directive 2005/36/C)

Type C: this type of qualification is usually awarded according to the principle of “the freedom of economic activities”

In some reports or EU documents, this type of qualification is called a “private qualification” or „market qualification”.

Examples: certificate of risk management in banking, tennis coach, tour guiding

Type C qualifications may include qualifications awarded by non-profit organisations:

community groups, voluntary organisations, trade unions,
as well as qualifications regulated by branches / sectors

(which are not regulated by legal acts)

4. Final remarks



In the proposed typology of qualifications, the categories of awarding bodies (e.g. school, university, chamber of crafts, ministry) are not taken into account

A particular awarding body (e.g. university, chamber of crafts) can award more than one type of qualification

This typology allows different NQF systems to be compared

Using the proposed simplified names of types (type A, type B, type C) enhances conducting discussions among experts from different countries

and allows misunderstandings to be avoided, which are often not noticed in the current debates

NQF-IN partners at our request classified the qualifications of their countries according to the proposed typology.

This task turned out to be feasible and gave us confidence regarding the usefulness of this typology

Using the proposed typology we might formulate the following hypothesis:

-some NQFs are populated mostly with Type A and Type C (Ireland, Scotland)

-Some NQFs include some Type A and Type C with a substantial number of Type B qualifications (France, Poland)

-Some NQFs are limited only to school (general, VET) and/or HE qualifications

Thank you for your attention

hdebowski@gmail.com

ss@internetmail.pl

