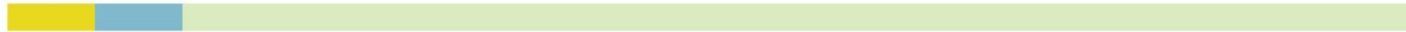


NQF-in

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



Conference:

Developing models of the inclusion of non-formal sector qualifications in national qualifications frameworks – Hungarian case -

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Education Authority

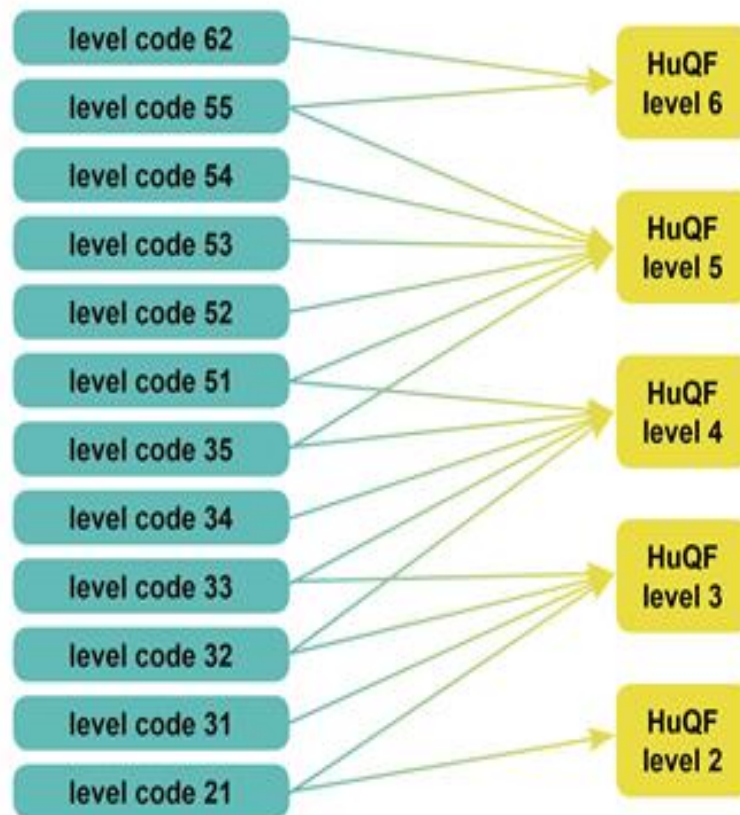
(5-6 June 2018, Warsaw)

Historical context of the HuQF

- Response to the EQF demand as an ex-ante condition to ESF money
- Former qualifications systems (VET + HE) kept their inner specificities
- Qualification systems
- VET – long history of framework – descriptors, hierarchical levels, learning outcomes, register, own QA system
- HE – register of accredited HE courses, since 2006 QF, Dublin descriptors, since 2016 learning outcomes in HuQF descriptors, own QA system
- General education (two exit points)
- Leaving certificate of 8 years primary and lower secondary: Content regulated not in LeO's,
- Secondary school leaving examination (matura) – output regulated, no descriptors

STORNGLY REGULATED, FRAGMENTED, SUB-SECTORAL

- **HuQF – loose communicative framework**
- NQF based qualification system vs. Sub-sectoral qualifications systems based NQF
- Inclusion vs. Linking
- Meta-framework:
- Promoting mobility, transparency,
- levelling qualifications in an hierarchical overarching framework,
- reinforce learning outcomes,



HuQF level 6-7-8 were dedicated to HE

HuQF

in the perspective of the

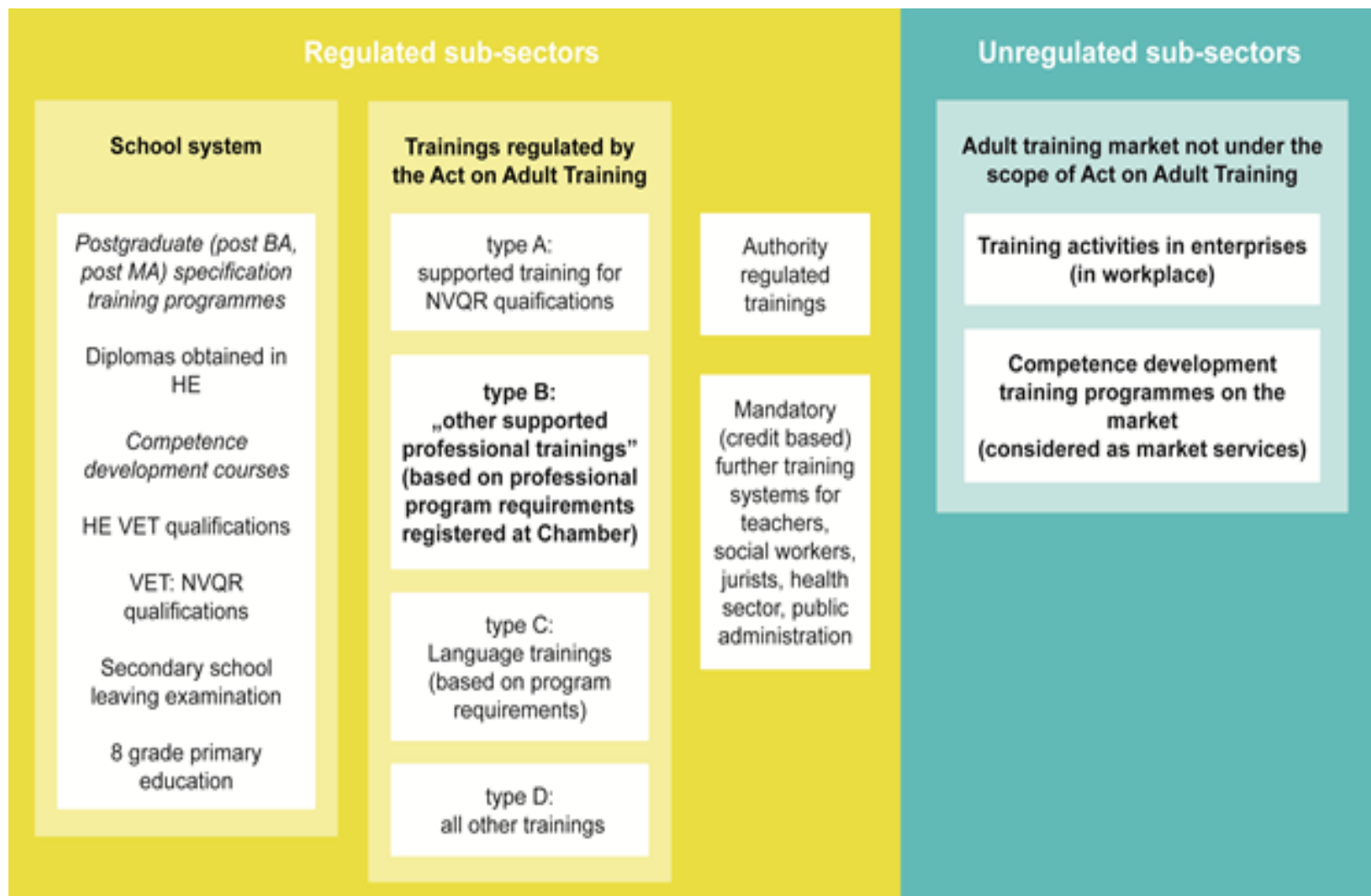
**characteristics presented in the report on the models
of including non-formal sector qualifications in NQFs**



Characteristic 1

Types of qualifications that may be included in an NQF-based qualifications system, according to the proposed typology of qualifications in the NQF-in Project

- All types of qualifications may be included in the qualifications system
- Only some types of qualifications may be included in the qualifications system



What are the qualifications included in the HuQF?

- All state recognised qualifications:
 - Higher education (short cycle, BA,/BSc, MA/MSc, PhD, postgraduate specialisation training)
 - NVQR qualifications (full, partial, add-on)
 - General education (primary school and secondary education - matura)
- Type B training certificate under the Act on Adult Training

Which are not included?

- Qualifications of authority regulated trainings
- Type C language training certificate
- Type D „other” training programmes’ (under the scope of Adult Training Law) - certificates of attendance
- Sector/Company certificates accepted internationally
(Oracle, Cisco, Microsoft)
- Other certifying documents issued on the free training market
- Sectoral, international certificates

	Type A State regulated qualifications awarded <u>in</u> the education system	Type B State regulated qualifications awarded <u>outside</u> the education system	Type C Non-state regulated qualifications
Variant 1	X	X (Some part of them)	-

Characteristic 2

Ownership of a qualification in an NQF-based qualifications system

- Qualifications included in the system remain the property of the submitting institution
- Qualifications included in the system become a public good

Regulated non-formal qualifications

- Training provider submits the vocational programme requirement for registering and licensing
- Once the VPR has been adopted that becomes public good
- Other providers can use it and may be authorised (after providers received license) to give trainings and to award the same qualification
- Training providers

Characteristic 3

Allowable level of similarity of the qualifications included in an NQF-based qualifications system

- Similarity to qualifications included earlier in the qualifications system precludes the ability to include the submitted qualification in the system
- If the submitted VPR is similar to 75% of the learning outcomes of an NVQR qualification or another VPR learning outcomes, it will be rejected.

Characteristic 4

Character of the legal regulations on including qualifications in an NQF-based qualifications system

- Specific regulations on inclusion have the character of required legal norms
- Difficult to interpret in the HU situation
- For regulated formal qualifications it is a legal requirement by sectoral laws is to assign the level of the HuQF for qualifications in the qualifications systems
- This is also true for type B regulated non-formal qualifications
- **BUT:** No decision on what other „qualifications” might be included and
- No decisions and/or legal basis for NQF implementation (including inclusion, revision, monitoring and QA for HuQF as a whole

Characteristic 5

Scope of the regulations on including qualifications in an NQF-based qualifications system

- Specific regulations govern all significant elements in the process of including qualifications
- Different sub-sectoral procedures according to the regulations of the qualifications' systems
- Different QA's
- Common: indication of HuQF levels
- No common or unified guideline for inclusion to HuQF

Characteristic 6

Degree of centralization of the decisions taken on including qualifications in an NQF-based qualifications system

- One institution decides on including qualifications (as well as determines their level)
- Many institutions can decide on including qualifications (as well as determine their level)

HE – Ministry and HAC

VET – NVQR committees

Non-formal – HCCI

General education – Ministry

Characteristic 7

Role of different stakeholder groups in activities relating to the inclusion of qualifications in an NQF-based qualifications system

- Balanced roles of public authorities and social partners
- Strong role of social partners
- Weak role of social partners
- No role of social partners

Characteristic 8

Cost of including qualifications in an NQF-based qualifications system

- Fees are incurred when including a qualification in the system
- No fees are incurred when including a qualification in the system

Cost of inclusion

- During development state recognised qualifications were linked and the expert costs embedded in the development costs
- Cost for formal state recognised qualifications – state budget (responsible institutions)
- Non-formal Type B training – Licencing and registration costs after VPR and training programme examination

<p>Issuing (first time) and modifying an official licence</p>	<p>For NVQR training, type B other vocational trainings: a basic fee of EUR 322 + EUR 219 per training programme.</p>	<p>+</p>
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Characteristic 9

The formal, legal and financial benefits of having a qualification included in an NQF-based qualifications system

- For regulated non-formal qualifications
- Formal and legal administrative burden
- Financial benefits:
- VAT exemption
- State budgetary support + EU funds

PART II

The HuQF in the perspective of the models of including non-formal education qualifications in NQFs

1. Coherence of the national qualifications system

Metaframework

- No legal basis for HuQF
- No clear and legitimate policy goals + dedicated institutional setting
- No unified coordination mechanisms and QA for the whole framework operation
- Subsectors keep their right and duties to proceed and manage their qualifications' system
- They do inclusion to the HuQF, sectoral procedures, methodologies and decisions

2. Incentives for stakeholders to include qualifications in the national qualifications system

- QUALITY? – many procedural elements
- BRAND? -- HuQF invisible for training providers and employers
- Expected outcome vs. Assessed outcome
- LeOs vs. Syllabuses

Cons:

- Administrative burdens
- Quite a huge cost for what?
- Loosing ownership

3. Proliferation in the national qualifications system

Issue of similarity

Legally designated authorities and bodies for assigning
levels

4. Absorption capacity of the national qualifications system

Mixed view

Absorption depends on state capacity – once a qualification is registered into subsectoral system it will automatically be part of the HuQF.

Linking is enforced by law for regulated qualifications

Besides financial benefits no other incentives to stakeholders

5. Dominance of resourceful awarding bodies in the national qualifications system

The school system is in the HuQF (obligatory)

Outside of the school system – larger training providers' qualifications are registered.

Not much – so far approx. 170 VPR

Model ?

Weak coherence, no proliferation, mixed view on absorption capacity, few incentives,

Thank you for your attention

