



HRVATSKA UDRUGA POSLODAVACA
CROATIAN EMPLOYERS' ASSOCIATION

Qualifications and competences as a part of NQF implementation in Croatia

ETF EBPM Conference and Round Tables

12. February 2013.

Mislav Balković

President of SSC for ICT and electrical engineering, President of
Croatian Employers Association in education

Agenda

- Incentives for policy change
- Institutional Infrastructure from 2009 - today
- Achieved results and methodology in VET
- Institutional infrastructure of NQF
- Qualifications and competences within NQF



Croatian national context – incentives for change

Transitional economy
(post communist
country).

Centralized decision
making, but...

Declining population.

Small internal market,
reduced natural
resources.



Institutional Infrastructure from 2009 - today



Position of Sector Skills Councils in Croatia

Introduced in 2009 with VET Act.

Decision making and advisory position with policy recommendations.

Supported by legal infrastructure (VET ACT).

New position in respect to introduction of NQF.



Sector Skills Councils in EU

Role	VET COUNCILS		Alternative bodies
	Sector Councils	Transversal Councils	
Advisory role	France, Finland Slovakia, France Estonia Croatia	Denmark Greece Romania	Hungary Italy Bulgaria
Decision-making role	The Netherlands UK, Spain	Slovenia Ireland	

Achievements 1

Methodology of qualifications planning

- Guidelines on development, use and data interpretation

Methodology for development of OS, QS and C

Describes development, involved stakeholders, QA, templates, process of approval, etc.

Manual for development of OS, QS and C

Detailed instructions for WG's



Methodology used - Competences matrix



Achievements 2

Sector profiles covering whole educational vertical with key information on:

1. Demand for occupations
2. Demand for competences
3. Supply of qualifications and competences
4. Labor market information
5. Quantitative supply / demand analysis



Achievements 3

- 30 occupational and qualification standards and VET curricula
- Unit based QS
- Competence and LO based Curriculums



Achievements 4



On line VET qualifications data base

- Occupational standards
 - Qualification standards
 - Units of Learning Outcomes (app. 886 ULO)
 - Curricula
- Search, print options, transfer, etc.



Lessons learnt (SSC's)

Strengths:

- Wide range of stakeholders involved
- Link with LM established
- New tools and approaches developed
- Familiarised with Sector Skills Councils approach
- LM relevance of new VET qualifications

Weaknesses:

- Lack of Capacities (human, financial)
- No influence on members nomination (variations in quality of work and under representation of employers)
- In some cases low motivation and participation
- More coordination needed
- More visibility needed
- Education Sector led process
- Transversal Council (VET Council) never produced any significant results
- **None of given recommendations was ever fully implemented**



New architecture proposed by NQF Act



National council for HR development tasks

Already presented !



Composition of NC HRD



SSC's tasks

Valorization and approval of **Units of learning outcomes, Qualification and Occupational standards,**

Analyzing current and necessary competencies within sectors and sub-sectors;

Propose **admission policy and quotas** to National Council for education financed by public sources,

Propose changes in Qualifications standards,

Propose changes in National Classification of Occupations to Ministry of Labor,

Propose recommendations for sector development to National Council for HR development,



Case 1 – CRO QF specifics

Three types of QS and Units of LO: for **labour market**, for **continuation of education** and for **personal or social needs**,

Units of LO's for general courses **in formal programs** should be aligned with **national curriculum** declared by the Minister of education and science;

When new QS is proposed for the first time, other potential providers will be consulted as a part of the valorisation process,

QS has its code and duration. When expired, new QS is created. Programs could be accredited only in respect to active QS's,

Qualifications could be acquired through; programs with valorisation of all Units of LO's, programs for administrative acknowledgement of valorised LO's and mixed programs.



Case 2 - Referencing to EQF and QF EHEA

Type of existing program

PhD

Master of science graduate study

Graduate study

Batchelor study

Sort Cycle AND post secondary VET programs

4 year VET and general secondary education

3 - 3,5 year VET programs

1-2 year VET programs

Primary school 8 years and short VET programs

Primary school - equivalent of 4 years



Case 3 – Descriptors of LO's (level 7)

CRO QF

EQF

Knowledge

- highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research
- critical awareness of knowledge issues in a field and at the interface between different fields

Skills

- specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields

Competences

- manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches
- take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams

Knowledge

Validation of highly specialized knowledge in the field of work or study, some of which are at the forefront of knowledge, but can be foundation for original thinking, scientific research and integration of knowledge between different fields.

Cognitive skills

Critical validation and creative thinking in solving new and complex issues, needed as a basis for development of new knowledge and integration of knowledge in specific fields in unexpected situations.

Practical Skills

Performance of complex activities and use of complex methods, instruments, tools and materials as well as production of instruments, tools and materials through research and innovation process and adaptation of complex methods.

Social skills

Management and control of complex communication, interactions with others and collaboration process in different social groups and in unpredictable social situations.

Autonomy

Management and control of development activities in unpredictable circumstances and decision making in uncertain conditions.

Responsibility

Taking personal and team responsibility for strategic decisions and successful performance of tasks in unexpected conditions and taking social and ethical responsibility during the implementation of tasks and for their results.



Case 4 – NQF architecture

Occupational standards register
Blacksmith (12345)
Salesman (23456)
Lawyer (56789)
Shop assistant (55678)
Expert for social networks (33445)

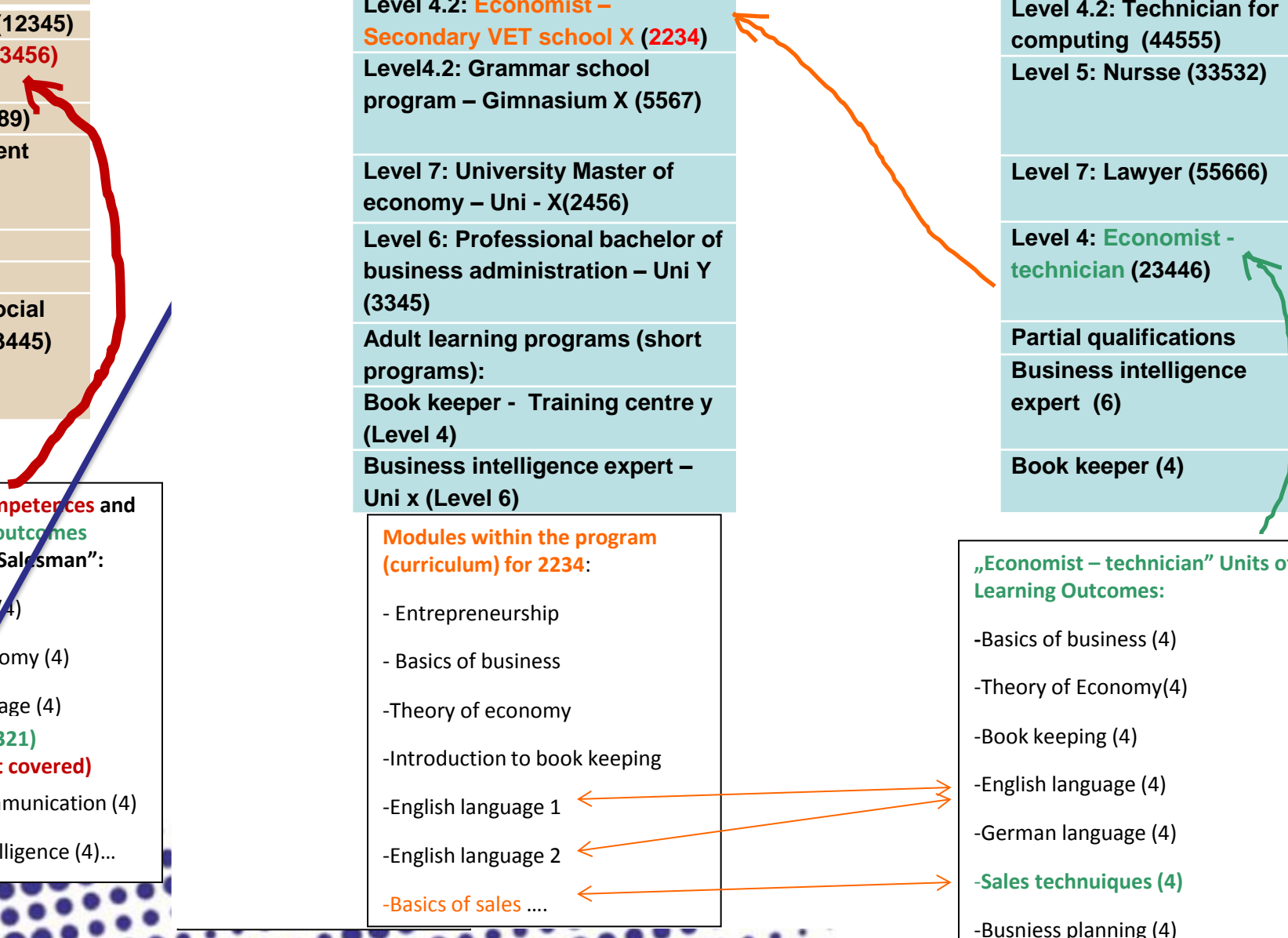
Register of accredited programs
Level 4.2: Economist – Secondary VET school X (2234)
Level 4.2: Grammar school program – Gimnasium X (5567)
Level 7: University Master of economy – Uni - X(2456)
Level 6: Professional bachelor of business administration – Uni Y (3345)
Adult learning programs (short programs):
Book keeper - Training centre y (Level 4)
Business intelligence expert – Uni x (Level 6)

Qualification standard register
Level 4.2: Technician for computing (44555)
Level 5: Nurse (33532)
Level 7: Lawyer (55666)
Level 4: Economist - technician (23446)
Partial qualifications
Business intelligence expert (6)
Book keeper (4)

Groups of competences and / or learning outcomes occupation: „Salesman“:
-Basics of ICT (4)
-Basics of economy (4)
-English language (4)
- Sales (40321)
- Sales (not covered)
-Business communication (4)
-Business Intelligence (4)...

Modules within the program (curriculum) for 2234:
- Entrepreneurship
- Basics of business
- Theory of economy
- Introduction to book keeping
- English language 1
- English language 2
- Basics of sales

„Economist – technician“ Units of Learning Outcomes:
-Basics of business (4)
-Theory of Economy(4)
-Book keeping (4)
-English language (4)
-German language (4)
- Sales techniques (4)
-Business planning (4)



**So what is
ahead of
us?**

*“Now, here, you see, it takes **all the running you can do, to keep in the same place.** If you want **to get somewhere else, you must run at least twice as fast as that!**”*

Source: *Alice's Adventures in Wonderland*
by "Lewis Carroll"

