

IBE

*kwalfikacje
po europejsku*

Permeability and Polish Qualifications Framework

Horacy Dębowski
Educational Research Institute (IBE)



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

IBE



*kwalfikacje
po europejsku*

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY



Context

- ❑ Economy has been modernising – mobility within and between industries
- ❑ Employers seek for better skills
- ❑ Education boom (esp. In HE), changes within formal sector (eg. introduction of LO, modularization and unitization in VET)

BUT!

- ❑ Low level in participation in LLL (esp. In non-formal sector)

WHY?

- ❑ Barriers: financial, related to motivation, but also: **asymmetry of information**

Barriers related to asymmetry of information

- ☐ From the perspective of the learner (and employer) difficult to:
 - ☐ identify what skills are needed
 - ☐ find the adequate training offer
 - ☐ assess the quality of the offer ex-ante
 - ☐ assess the value of the certificate/qualification
 - ☐ validate non-formally acquired competences
- ☐ From the perspective of the training provider, difficult to:
 - ☐ demonstrate the quality of its services
 - ☐ assess the quality of other providers
- ☐ Expectations of poor quality training „with no value” hinder permeability and adult learning
- ☐ A need to develop a coherent system to increase transparency and quality and to increase flexibility in learning paths

The role of QF

- ❑ Barriers related to AI may be tackled by QS based on QF and LO
- ❑ QF cannot include only formal system; must Include qualifications from different sectors. Higher levels cannot be reserved only to HE.
- ❑ In order to embrace all sectors of education (general, VET, HE) it should be general (universal) – to compare qualifications from different sectors AND specific – to be applicable to qualifications from different contexts
- ❑ QF should be constructed in a specific way – generic descriptors

Structure of descriptors in the Polish Qualifications Framework

EQF
Generic descriptors
(meta degree)

1	2	3	4	5	6	7	8
---	---	---	---	---	---	---	---

Universal PQF
Generic descriptors
(I stage/degree of genericness)

--	--	--	--	--	--	--	--

PQF
Generic descriptors
(II stage/degree of genericness)

Appropriate for general education							
Appropriate for vocational education							
Appropriate for higher education							

*kwalfikacje
po europejsku*



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI



*kwalfikacje
po europejsku*

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY



Universal PLQF - first generic degree

	LEVEL 1	LEVEL 2 ...
Knowledge in the EQF	...	...
Knowledge – scope "breadth (resource)", completeness of the cognitive perspective	...	...
Knowledge - depth of understanding understanding dependencies, substantiating judgements, predicting"	...	...
Skills in the EQF	...	...
Skills - problem solving and practical use of knowledge complexity, typicality, controlling, conditions	...	...
Skills - learning control, form	...	...
Skills - communicating complexity and scope of expression in native and foreign languages	...	...
Competence in the EQF	...	...
Social competence - identity participation, responsibility, models of conduct	...	...
Social competence - cooperation team work, leadership, conditions	...	...
Social competence -responsibility individual and team actions, consequences, evaluation	...	...

The National Qualifications System (NQS) general premises

- ❑ QF should be complemented with other elements:
 - ❑ qualifications register;
 - ❑ validation;
 - ❑ Credits accumulation and transfer
 - ❑ Quality assurance of qualifications
- ❑ The NQS encompasses all the activities undertaken by the state related to validation of learning outcomes to satisfy the needs of the labour market, civil society and learners' personal development, based on a qualifications framework.

Challenges and strenghts - short, general remarks

☐ Challenges:

- ☐ Broad scope of work related to the development of NQS in Poland – much wider than the referencing process itself
- ☐ NQF and LO are rather new concepts in Poland
- ☐ Coherence with other policies (labour market, education and training, financial, tax, etc.)
- ☐ Guidance
- ☐ Involvement of stakeholders

Challenges and strenghts - short, general remarks

☐ Strenghts :

- ☐ Institutional position of the Educational Research Institute
- ☐ Strong team of experts (around 25 persons working in the „core” team) and the resources for conducting appropriate research
- ☐ Involvement of stakeholders
- ☐ Some changes have already been made in general education HE and VET

IBE

Thank you for your attention!

*kwalfikacje
po europejsku*



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

IBE



*kwalfikacje
po europejsku*

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY

