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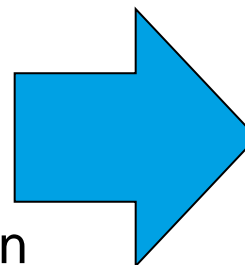
## **New qualifications system in Poland as an impulse to modernise VET in Poland**

**Developing Polish Qualifications Framework, and  
reforming secondary VET.**

dr Agnieszka Chłoń-Domińczak  
Educational Research Institute

## The national and international context of reforms

- ❑ European Union policy - the European Qualifications Framework (EQF)
- ❑ International mobility of workers and students
- ❑ Need for increase LLL participation of adults
- ❑ Labour market mismatch and lack of practices to develop and update qualifications
- ❑ No coherent qualifications system



**PQR as a reform tool:**

**towards qualifications system in Poland allowing to better respond to labour market needs**

## Why a new qualifications system in Poland?

- ❑ In the light of challenges that the world and Poland are facing, such as:
  - Demographic change
  - Globalisation
  - Technological change
  
- ❑ Poland needs „Dynamic-oriented tool with vision” – mean to reform the approach to learning:
  - Focusing on learning outcomes
  - Linking education and labour market requirements
  - Coherent approach to formal, non-formal and informal learning
  - Improving mobility: both in terms of professions as well as geographical (including EU)

## Main elements constituting the qualifications system:

- The Polish Qualifications Framework
- National qualifications register
- Validation
- Credit accumulation and transfer
- Quality assurance

## Complementary reforms:

- New secondary VET curricula based on learning outcomes
- External examination system
- Qualifications Framework for Higher Education
- General education curricula based on learning outcomes

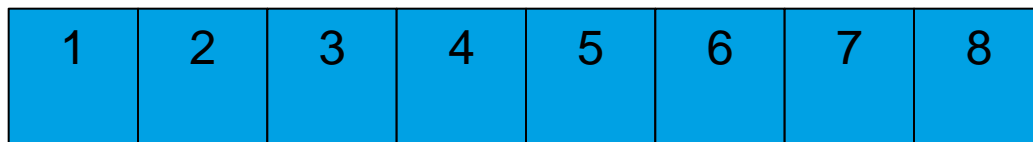
## The Polish Qualifications Framework

- ❑ Comprehensive, reforming framework
- ❑ 8 levels of qualifications
- ❑ 3 categories of descriptors of learning outcomes:
  - ❑ Knowledge
  - ❑ Skills
  - ❑ Social competences
- ❑ 3 degrees of generic descriptors

## Structure of descriptors in the Polish Qualifications Framework

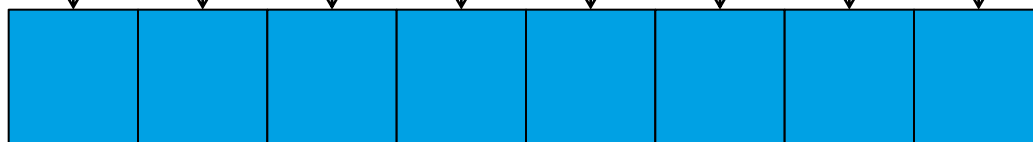
EQF

Generic descriptors  
(meta degree)



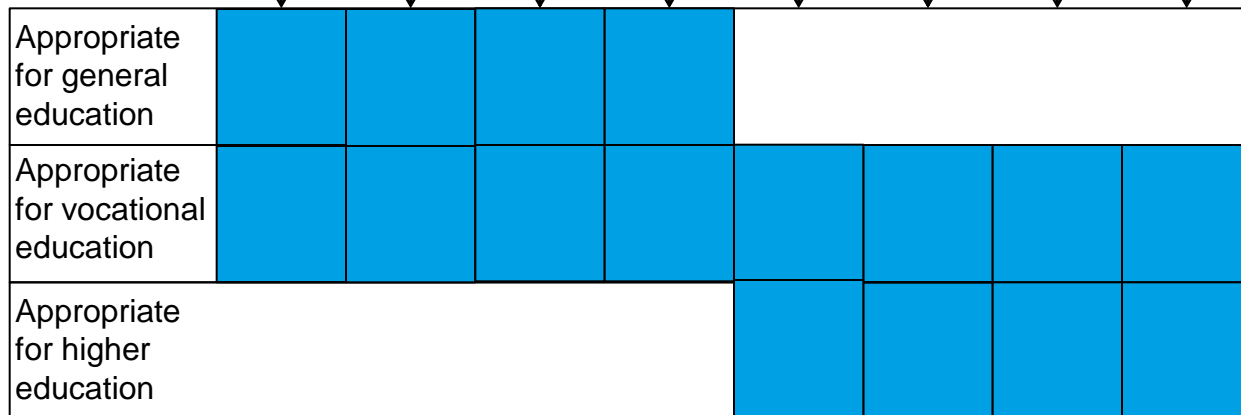
Universal PQF

Generic descriptors  
(I degree of generalness)



PQF

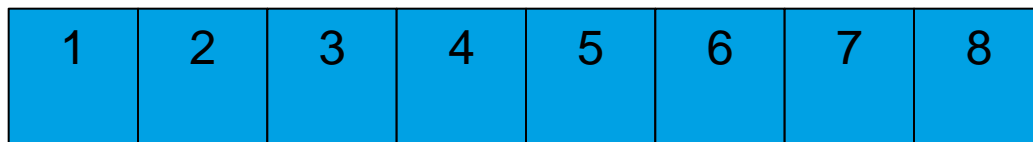
Generic descriptors  
(II degree of generalness)



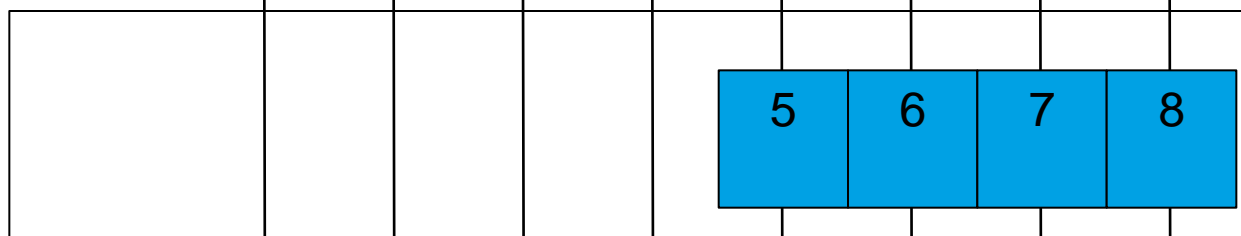
## Integration of sectoral frameworks in PQF

### PQF

Generic descriptors appropriate for vocational education (II degree of genericalness)

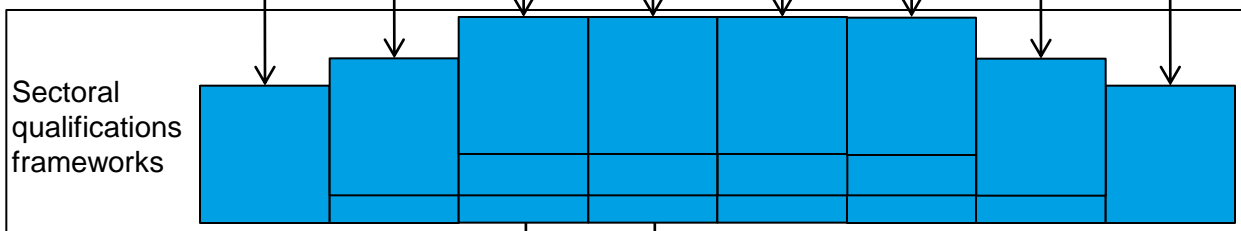


Generic descriptors appropriate for higher education (including technical studies) (II degree of genericalness)



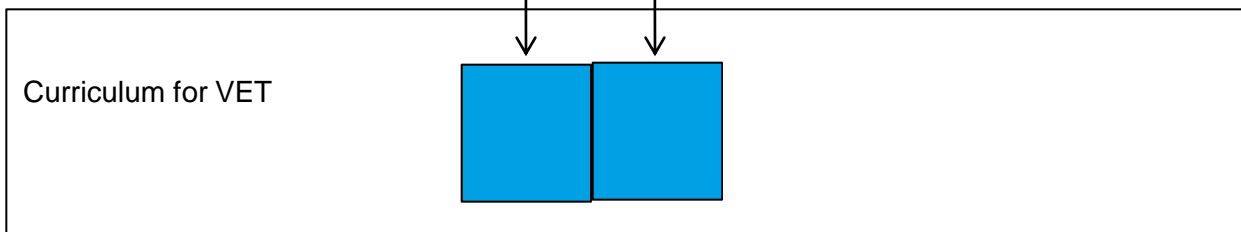
### PQF

Generic descriptors appropriate for vocational education (III degree of genericalness)



### PQF

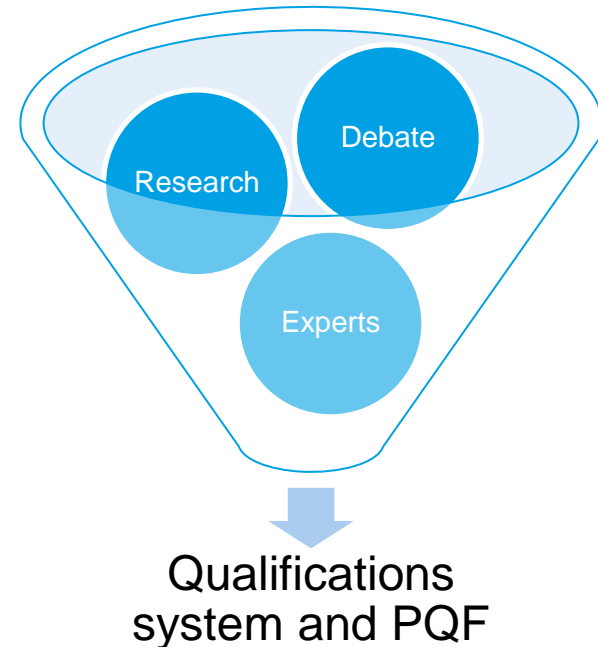
Programme basis for vocational education (III degree of genericalness)



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## PQF – our approach

- ❑ **Research**, results feed into developing evidence and good practice based qualifications system in Poland (including non-formal and informal learning)
- ❑ **Social debate**, allows to take into account positions of different stakeholders (including VET and TVET representatives) and using their experiences
- ❑ **Experts knowledge**, both national and international

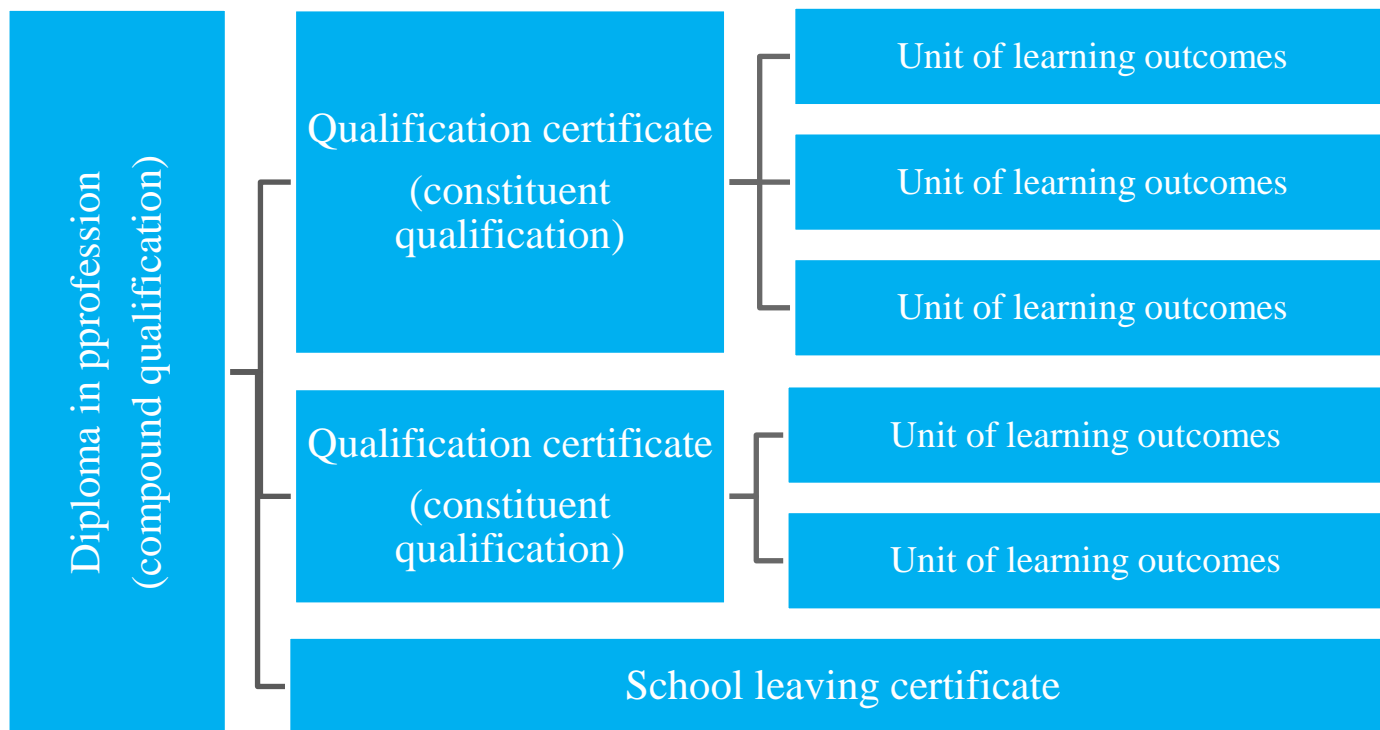




## Secondary VET reform

- New professions, updated content of qualifications
- Described using learning outcomes and structured in sets:
  - common for all qualifications
  - common for groups of qualifications
  - specific for a qualification
- Enabling non-formal provision and validation of outcomes of non-formal and informal learning
- Examination of smaller entities
- Compatible with qualifications framework
- Credit transfer and accumulation-friendly structure

## Secondary VET qualifications structure



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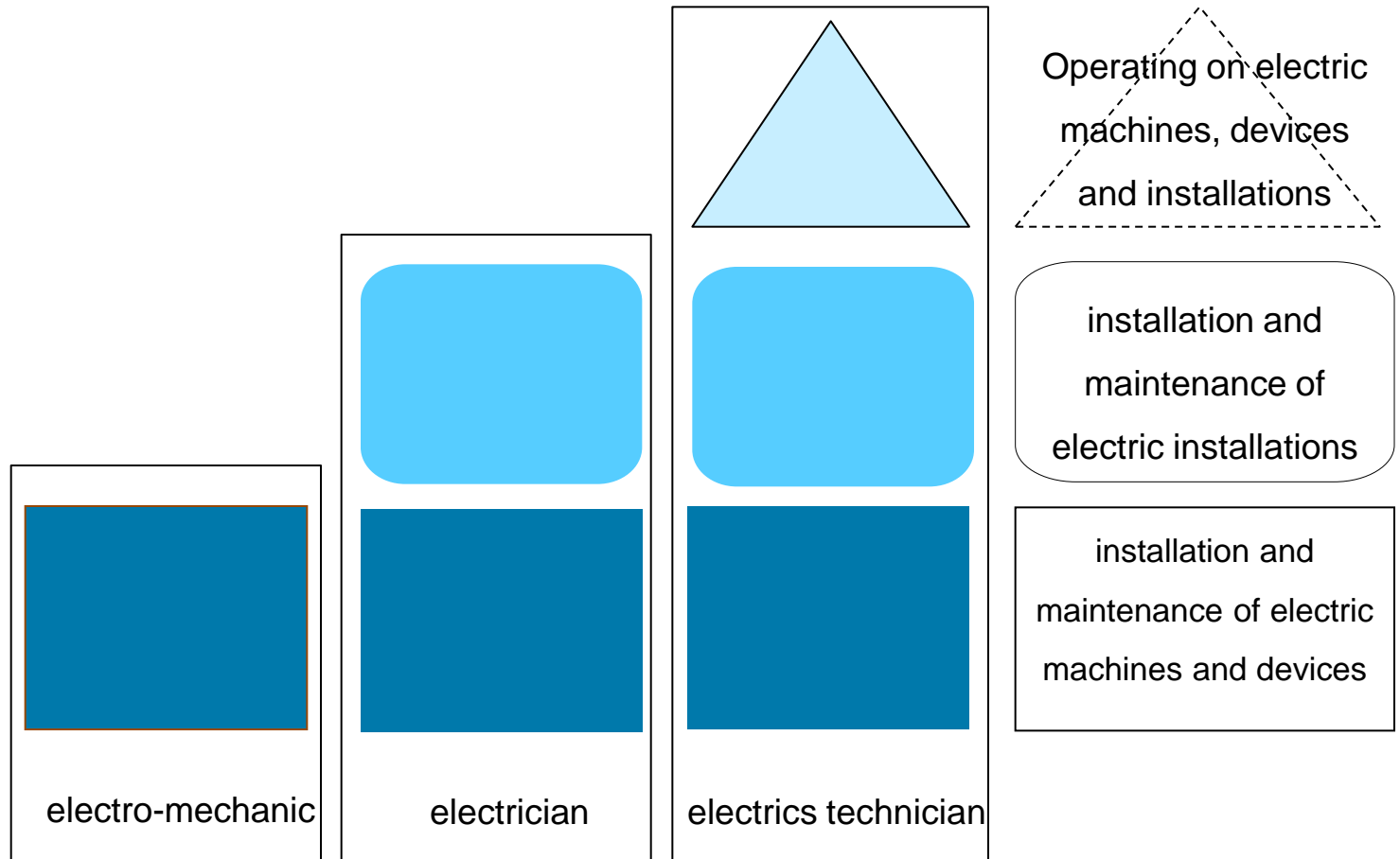


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## Routes of progression



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compound qualifications

constituent  
qualifications

## VET in Poland in the context of PQF development - challenges and prospects

- ❑ Rising role of vocational education and training
- ❑ External examinations help to build credibility of the system
- ❑ Move towards learning outcomes approach based on knowledge, skills and competences
  - better fit between the learning curricula and labour market needs
  - ❑ Qualifications-based approach allows better fit to learners needs improving:
    - mobility between professions
    - access to learners in all ages, including adults

# Summing up: the reform of VET and introduction of PQF should:

- ❑ make VET an attractive alternative to general education, strengthening observed in Poland trend of increasing participation in VET
- ❑ allow to increase access to VET: not only for the youth, but also for the adults
- ❑ support vocational mobility and easier changes of professions, through „building blocks” of qualifications in VET
- ❑ help to better link vocational education and labour market, reducing youth unemployment

# Towards more international mobility and understanding

- ❑ Qualification Frameworks can serve better comparison of qualifications in the international context (not only within EU but also also world wide)
- ❑ Learning outcomes approach can help to better recognise and use competencies and human capital of migrants in an international context (soft coordination)
- ❑ Polish approach: allows to integrate in one framework formal education and labour market non-formal education (from higher education to sectorial frameworks)

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# Thank You!



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