

Merging Education and Innovation – Croatian perspective

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Surveys (e.g. EU, OECD, WB) – in wider region (not only HR):

- ▶ Challenges at the LM – shortage of knowledge and skills:
 - ▶ Demand for highly skilled labour and LLL
 - Specific/expert competences, and
 - Transversal / key competences, including innovative and creative thinking, entrepreneurial thinking, language, learning, etc.;
 - ▶ Shortage of such knowledge, skills and competence;
 - ▶ As the economies in the region recover, labour demand will tighten and skilled labour shortage will likely be worse than before.

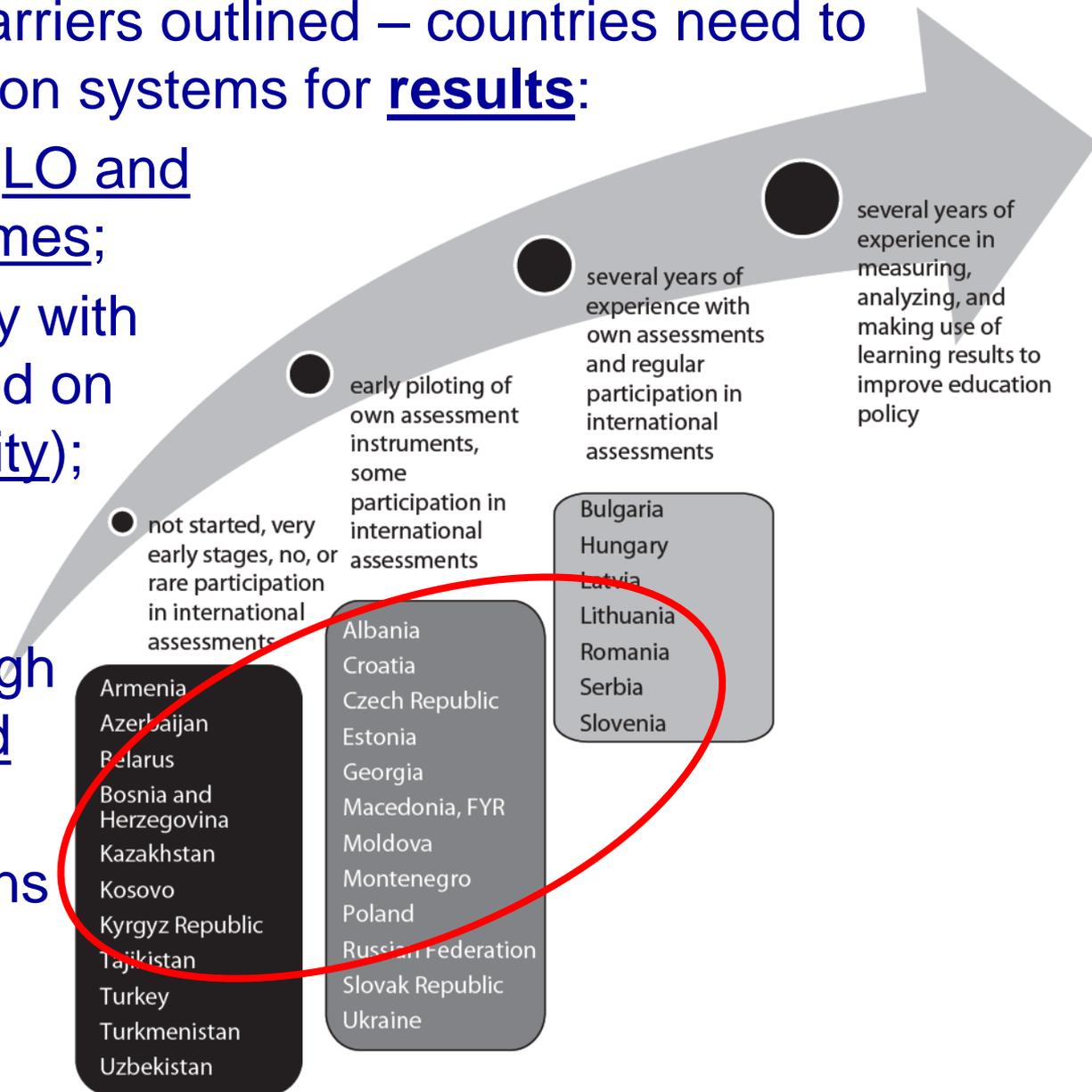
Surveys (e.g. EU, OECD, WB) – three major barriers for reform of the system (quality and relevance):

1. The systems have been operating in the “*dark*”: policies and management without analysing data of learning and employment;
2. Legacy of central planning has kept the management of schools highly centralised:
 - ▶ Inputs not outputs. Lack the autonomy. Inflexible, not responding to LM needs;
3. Resources used highly inefficiently.

Focus on measuring – LO, employment outcomes, LLL

To address the three barriers outlined – countries need to manage their education systems for **results**:

- ▶ Focus attention on LO and employment outcomes;
- ▶ Introduce autonomy with accountability based on results (responsibility);
- ▶ Improve the efficiency of resource use through performance-based financing;
- ▶ Build the foundations of adult learning systems, etc.



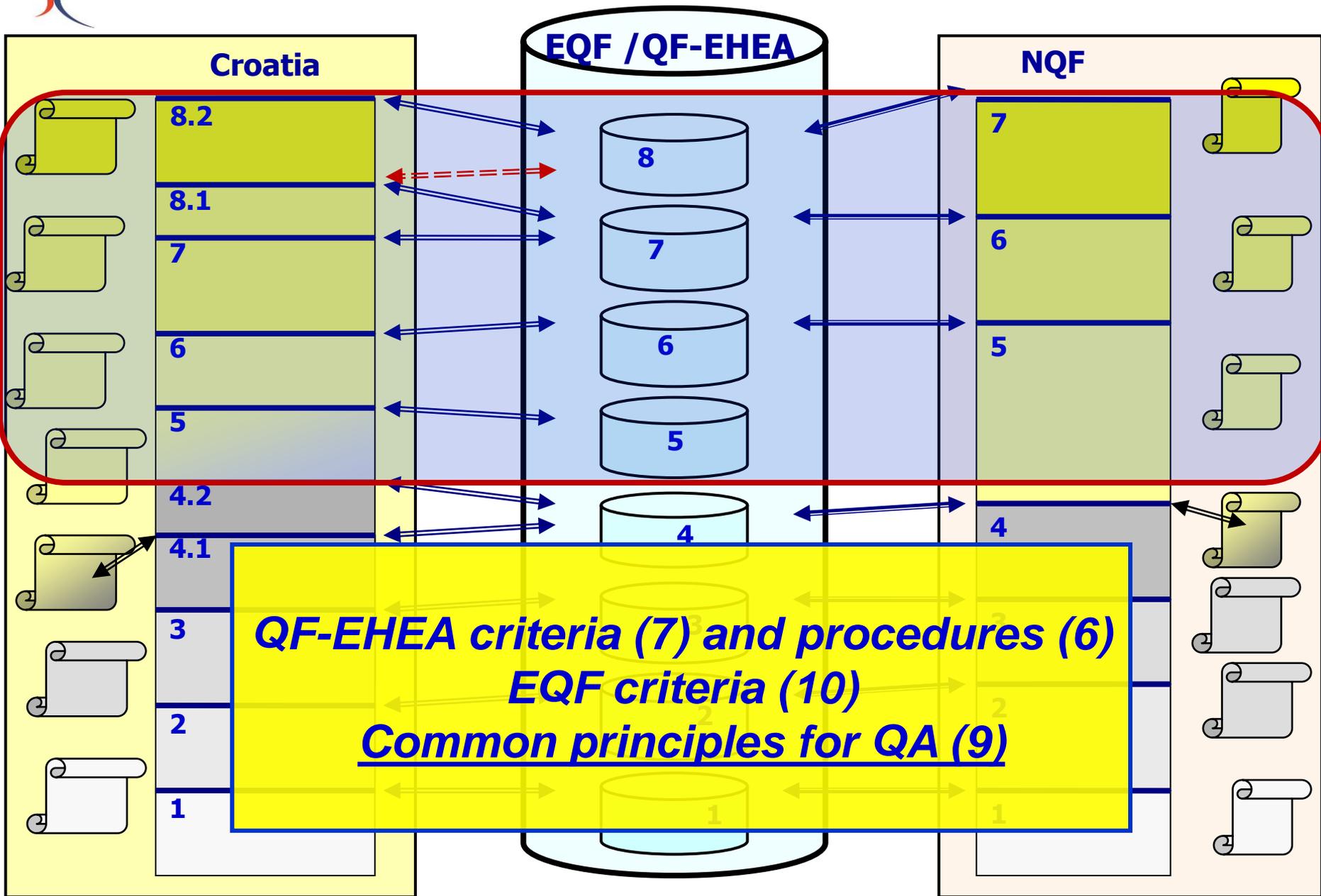
There are EU initiatives, including:

- ▶ Key Competences for LLL;
- ▶ EQF for LLL;
- ▶ QF-EHEA;
- ▶ ESCO;
- ▶ New Skills for New Jobs;
- ▶ EU Skills Panorama;
- ▶ Initiatives/projects at national/regional level:
 - ▶ PhDs – for active citizenship, democratic society, and modern, knowledge-based enterprise economy;
 - ▶ Initiatives in knowledge and skills forecasting;
 - ▶ **NQFs** – often as mechanism to link E&T to LM needs;
- ▶ ...



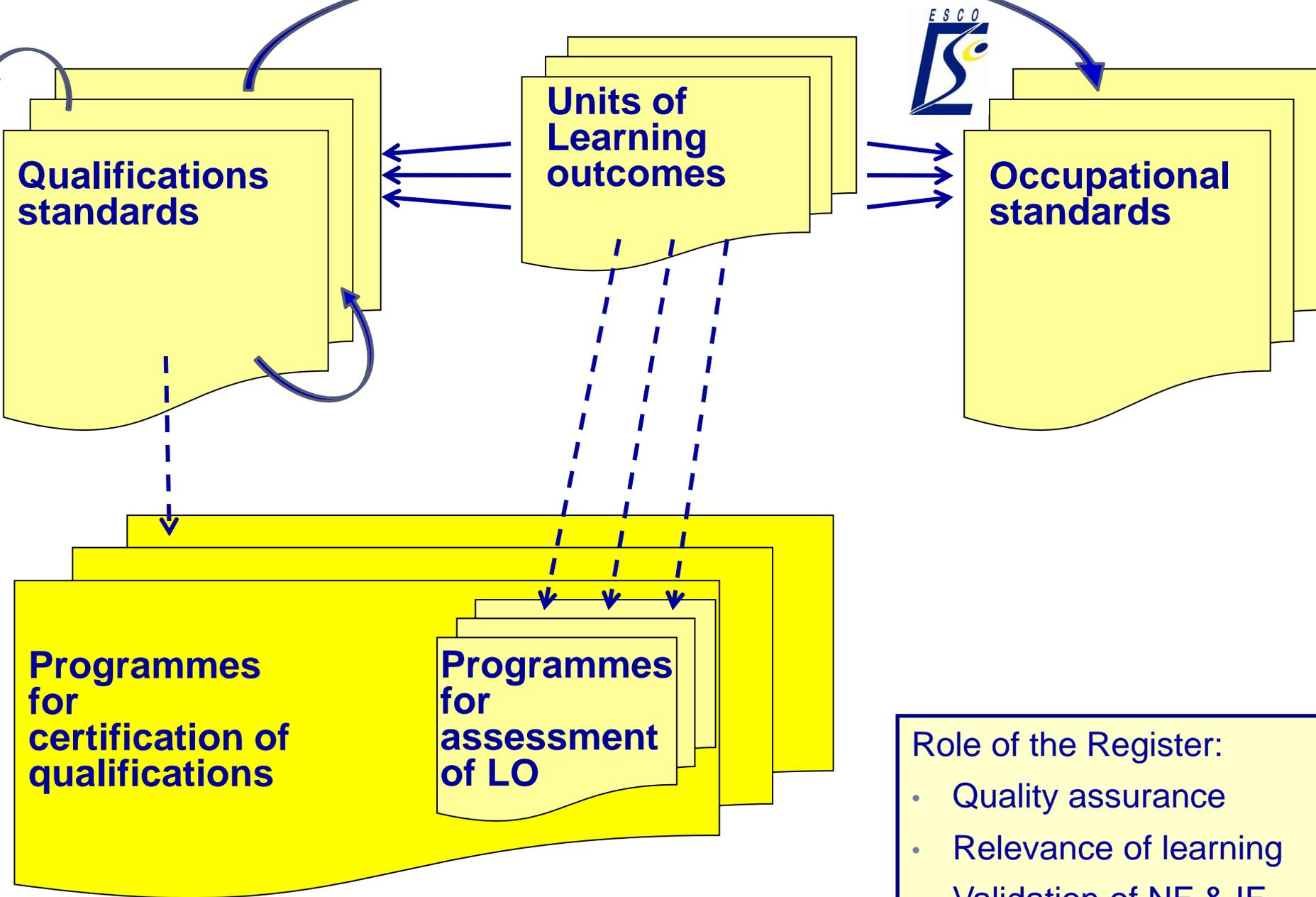
NQF (CROQF) – instrument for reform (in HR)

- ▶ CROQF:
 - ▶ Integrating and communicating with stakeholders,
 - ▶ Reflecting educational system,
 - ▶ Reforming the system (LO, QA, RPL);
- ▶ Following two meta-frameworks (criteria, procedures, principles):
 - ▶ EQF & QF-EHEA;
 - ▶ Common QA;
- ▶ Partnerships;
- ▶ Register: Units of LO, Occupations, Qualifications, Providers with Programmes;
- ▶ QA: focus to – assessment and certification;
- ▶ Relevance: fit to purpose.





CROQF Register



- Role of the Register:**
- Quality assurance
 - Relevance of learning
 - Validation of NF & IF

Regional qualifications frameworks
(**QF-EHEA + EQF-LLL**)



QF-EHEA and EQF-LLL **criteria** and **procedures**
Common **principles** for QA

National aspect: stakeholder involvement – fit to local context



 **Croatian qualifications framework**



Modernised higher education and entire education system:

- QA – Mutual trust on international and national level
- Partnership with relevant stakeholders (LM, ...)
- Intended and achieved learning outcomes
- QA: Fit to purpose (relevance), assessment, certification
- Recognition and validation of NF and IF learning
- Relevant PhDs (new jobs by **research and innovation**)

Education:

- imply an organised (*formal and non-formal*) learning activity aimed at acquiring competences (*knowledge, skills and competence*).

(Related to: training, learning)

Innovation:

- imply the process of translating an idea or invention into a new product, process or service that creates value.

(Related to: initiative and entrepreneurship, creativity, research/study, experimentation, risk-taking, invention)

European Qualifications Framework for LLL:

(within domain of skills)

- **Level 6:** advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study.
- **Level 7:** 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.
- **Level 8:** the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice.

European Qualifications Framework for LLL:

(within domain of competence)

- **Level 6:** -
- **Level 7:** -
- **Level 8:** demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

QF-EHEA:

(research covers: ... and innovative work ...)

- Level 6 (1st level): -
- **Level 7 (2nd cycle):** have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a **research** context.
- **Level 8 (3rd cycle):** have demonstrated a systematic understanding of a field of study and mastery of the skills and methods of **research** associated with that field; have demonstrated the ability to conceive, design, implement and adapt a substantial process of **research** with scholarly integrity; have made a contribution through original **research** that extends the frontier of knowledge by developing a substantial body of work, some of which merits national or international refereed publication.

Discussion

- ▶ Innovation – which level (EQF/QF-EHEA)? – only at 8-level or ?
 - ▶ New product / process / service – new jobs ?
 - ▶ Foundation for: research, innovation, spin-offs, ... ?
- ▶ Innovative education – what is needed ?
 - ▶ Research (in education) ?
 - ▶ Education/training of new teachers/professors ?
- ▶ Innovation through education / training ?
 - ▶ Schools for doctoral students ?
 - ▶ Key competences (which level) at 8-level qualifications ?
 - ▶ Is the idea to replace the main PhD research ?

Thank you for your attention !

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