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PEER LEARNING ACTIVITY ON THE DEVELOPMENT OF NATIONAL QUALIFICATIONS FRAMEWORKS

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INTRODUCTION

The second Peer Learning Activity (PLA) on the theme of national qualifications frameworks (NQF) organised by the Cluster on Recognition of Learning Outcomes took place on the 11-13 June in Niepolmice (Poland). The PLA was hosted by the Polish Ministry of National Education. It brought together 23 representatives from 20 countries. In addition, experts from different Polish institutions, representatives of the European Commission, Cedefop, the European Training Foundation and external experts to the Commission attended. The list of participants is attached in Annex A.

The PLA in Niepolmice was organised by the Cluster on Recognition of Learning Outcomes (referred to as the 'RLO Cluster' forthwith), in the context of the Education and Training 2010 work programme. It was building on the outcomes of the Budapest PLA which (autumn 2007) and will provide inputs for the upcoming PLA in London

(autumn 2008).

PLA Objectives

The main objective of the PLA was to support peer learning among participants by providing examples of national practices and stimulating discussions.

The main themes of the PLA were:

- Types of NQFs; Stimulating involvement and commitment of national stakeholders;
- NQFs as tools to create links among education and training sub-systems;
- NQFs as means for recognition of migrants experience and qualifications.

In addition to the above objective, the PLA in Niepolmice:

- Raised issues countries face in relation to building NQFs and formulated some recommendations as how these could be addressed;
- Created an opportunity for participating countries to formulate their needs in terms of know-how and information availability;
- Provided inputs for the future work of the cluster and the upcoming PLA in London.

Purpose of this report

The present report captures and summarises the discussions that took place during the PLA as well as their outcomes. The summary report is written so as to enable wider audience of those who did not participate in the PLA to benefit from the information exchanged and to create inputs into national and European debates on NQFs.

It is intended that this report be used to support the work of the Commission in disseminating the results of the activities of the RLO Cluster and PLA to Member States and other stakeholders.

PLA STRUCTURE AND PROCESS

The PLA took place over two and half days.

Day 1

The first day began with an introduction to the Polish situation in relation to NQF construction: the rationale for an NQF and the main challenges from HE and VET perspective. This was followed by an updated overview of mapping of participating countries' NQF developments and of the NQF typology developed in Budapest.

The remainder of the day was dedicated to discussions on ways in which national

stakeholders can be involved in building of NQFs and how can their commitment be stimulated. Inputs to discussion were provided by presentations from Estonia and Romania.

Day 2

During the second day two themes were treated in form of workshops stimulated by presentations. The first workshop examined the way NQFs stimulate linkages among education and training sub-systems and introductory presentations were given on situation in France and Slovenia. The second workshop focused on possibilities for NQFs to facilitate recognition of migrants experience and qualifications and inputs were given from the experience of Iceland and a sectoral approach in UK.

Day 3

The last half a day summarised the lessons learnt by the Polish hosts and by the cluster members. It enabled to formulate messages that can be taken to other bodies involved in NQF/EQF developments such as the EQF Advisory Group. Furthermore the main themes for the London PLA were discussed and redefined.

TYPES OF NQFS; STIMULATING INVOLVEMENT AND COMMITMENT OF NATIONAL STAKEHOLDERS

As more and more countries are creating national qualifications frameworks the diversity of these, in terms of their rationale and functions, are becoming apparent. While there are also obvious differences in terms of NQF design (numbers of levels, qualifications included, etc.), the national context and the motivations for establishing frameworks are the key to understanding NQF architecture. The policy objectives pursued by qualifications frameworks can vary largely, for example:

- Creating a qualifications system facilitating **lifelong learning** by establishing links between different education and training sectors; facilitating access and progression;
- Providing a tool for **social inclusion** by opening up the qualifications system to recognise other forms of learning (non-formal and informal);
- Facilitating **transnational understanding** of qualifications by serving as a tool for recognising migrants qualifications;
- Ensuring the **quality** of qualifications recognised at national level by regulating the quality assurance conditions for these qualifications and by establishing benchmarks for qualifications design;
- Enhancing the **competitiveness** of national qualifications system by ensuring coordination with the world of employment;
- Improving the comprehension of qualifications and **simplifying** the qualifications

systems by introducing common references and by referencing together qualifications from different sub-systems (HE/VET, public or national/ private or social partners' qualifications, etc.);

- The role of national qualifications frameworks within a qualifications system and their interaction with the existing elements of the system also varies. NQFs can be developed as to either describe a **status quo** of the national qualifications system in which case their role is to make explicit the existing levels and relations. NQFs can also be a tool to **reform** the qualifications system in view of achieving one or more of the above policy objectives;
- Some of the considerations on different functions of NQFs as noted above lead to the development of a typology which was first formulated during the Budapest PLA. An updated version of the typology was presented during the EQF launching conference in Brussels and also the PLA in Niepolmice.

The Typology and the Mapping

The objective of this typology is to outline the spectrum of possibilities as to how NQFs relate to the existing qualifications systems and sub-systems in a country. Other types of NQFs could be developed for example in relation to their regulatory role, to the extent to which they are inclusive for qualifications from outside the public system(s), etc.

The typology represents four ways in which a NQF can describe the elements of the qualifications system: from an implicit appreciation of levels of qualification to an explicit classification that links qualifications from all education and training sectors.

Together with the updated typology, the draft mapping of countries NQF developments was also presented in Niepolmice. The mapping should contribute to a better understanding of NQF developments, enable further informed exchanges among countries and serve as a tool for the EQF Advisory Group.

PLA participants were invited to complete information presented in the mapping and to give feedback to the Commission.

Table 1 - Typology of NQFs¹

Type of framework	Characteristics	Example
Implicit	<p>No explicit expression of a framework (diagram, levels, descriptors). However qualifications levels are known by citizens (e.g. what qualification is needed for university, to enter the labour market as a skilled worker)</p> <p>Obviously no links between different education or training sectors</p>	All countries
Sector	<p>Defined series of qualification levels for one or more education and training sectors (general, VET, HE, Adult), some sector frameworks will have level descriptors.</p> <p>No explicit links between the sector frameworks for different education or training sectors.</p>	Hungary 2008
Bridging	<p>In its weakest form there is a set of common levels covering all education sectors which is the basis for relating to each education and training sector framework. In its strongest form these common levels can have a set of descriptors that are different to those of the sector frameworks they relate to.</p> <p>Separate sector frameworks exist as a basis to this bridging framework.</p> <p>The Bridging framework forms an formal link between different education or training sectors</p>	Scotland
Integrating	<p>A single set of levels and descriptors covering all education and training sectors, each sector uses this set of levels and descriptors as its own framework.</p> <p>No separate sector frameworks exist.</p> <p>The integrating framework forms a formal link between different education or training sectors.</p>	Ireland

¹ Source: Implementing the European Qualifications Framework" conference Workshop 4 What is the role of National Qualifications frameworks in implementing the EQF?

The policy vision behind NQFs

NQFs are more than simple tools for classification of qualifications – they are associated with policy goals and principles that make them into “tools with vision” that enable evolution of qualifications systems. During the PLA in Niepolmice, three countries have presented their NQF developments and the ‘vision’ these are designed to pursue:

- Poland
- Estonia
- Romania

Background to the Polish NQF development² - perspective of three education and training sub-systems (General education, VET, HE)

In the past decade Poland has seen a fall in students' interest in VET upper-secondary qualifications in favour of general education qualifications. However, in general education, this change has not been accompanied by a change in teaching content and methods which would accommodate the different interests and abilities of the broadening cohort of students. The introduction of a centralised examination system in upper-secondary general education revealed discrepancies between the expectations from students on basis of the content of curricula and the actual level of learning outcomes. VET in Poland is becoming less and less attractive which has impacts on the level of achievements of VET schools (PISA results of VET schools are decreasing). Furthermore, data shows that VET graduates have the least favourable position on the labour market and are more likely to be affected by poverty than other graduates. To increase attractiveness of VET and to ensure a better link with the labour market the following initiatives have been developed:

. In consequence the system of general education is in the process of being reformed and will be based entirely on learning outcomes. The process of transformation to a learning outcomes based curriculum and examination has been difficult for teachers. The traditional curriculum has been based on ‘wishful thinking’ and the process of defining the actual learning outcomes to be expected from students has resulted in a clarification of the reality of levels and range of learning in schools.

In this context, NQF will provide external benchmarks for the level of these learning outcomes.

- New VET examination system leading to certification that is open to different forms of learning;
- National occupational standards (240 occupations) based on five levels of KSC;

² Based on presentations made during the PLA by Mr. Zbigniew Marciniak, Under-Secretary of State at the Polish Ministry of National Education; Professor Ewa Chmielecka, Bologna Team expert; Mr. Stanisław Drzażdżewski, Department for Strategy, Polish Ministry of National Education.

- It was suggested that these initiatives could usefully be brought together in the Polish NQF.

Polish Higher Education is already engaged in the process of developing a qualifications framework. However an NQF is seen as an opportunity to:

- Consolidate the link with other types of education and training;
- Delegate further autonomy to higher education institutions in relation to defining the learning outcomes of education programmes.

The policy motivations for the Estonian NQF³

The Estonian qualifications system is currently organised in terms of five levels and these correspond to levels of occupations. The professional occupational standards are at the core of the system. The system has two “types” of certifications: school leaving certification that certifies the finalisation of the education and training process and professional certification that opens the entrance to the labour market and to certain professions. One of the difficulties of the current system is that the link between the system of professional qualifications and the education system is weak:

- Graduation from education and training institutions (be it VET or HE) does not guarantee the delivery of a professional qualifications;
- The link between occupational standards and curricula is missing – there are little learning outcome based curricula;
- The education system is fully based on the ISCED classification of education provision.

The new fully competence based NQF is seen as an instrument that will create strong links between the professional qualifications system and the education system and ensure the link between competences and curricula.

Romanian NQF policy motivations

In Romania the NQF is an accomplishment of a number of initiatives to reform the qualifications but also education and training systems developed since the 90's. These initiatives are:

- Development of competence based occupational standards that have led to new training standards;
- Quality assurance system;
- Qualifications register;
- Systematic involvement of social partners in defining qualifications and learning

³ Based on a presentation made during the PLA by Maaja-Katrin Kerem from the Estonian Qualifications Authority.

outcomes;

- Opening of the qualifications system to other forms of learning (non-formal and informal).

All these reforms accompanied the reform of the labour market and of the Romanian economy. The NQF brings all these developments together to provide a unified framework for certification. In the future, the NQF is expected to enable better articulation between IVET and CVET and also to facilitate progression from VET to HE.

The involvement of stakeholders in building NQFs – Discussion

Following the discussion on the different types of NQFs and the presentations of three national approaches, the PLA participants focused on discussing the roles of different stakeholders in the NQF development process. The following points were raised during the session focusing on stakeholder involvement:

- In some countries assigning levels to qualifications has implications for wages. Therefore the approval of social partners is a requirement for these levels to be translated into the labour market reality;
- Involvement of stakeholders should not be restricted to the labour market representatives but also other stakeholders should be engaged since education and training have a role that goes beyond preparation for a particular profession;
- However labour market representatives do understand and support the need for education and training to provide not only technical learning outcomes but also more generic learning outcomes (e.g. key competences);
- The involvement of stakeholders requires time: stakeholders themselves need time and space to formulate their positions and views (e.g. sectoral organisations);
- Stakeholders have to understand the benefits of an NQF for their interests. Examples of such potential benefits that were discussed in Niepolmice included:
- Referencing of sectoral qualifications to the NQF as an external “benchmark” – e.g. in Malta the level referencing of sectoral qualifications against a national framework was welcomed;
- Raising the attractiveness of their profession: e.g. the example of “media creator” in Germany. This qualification was created on the demand of the media sector in order to improve the attractiveness of the profession;
- The referencing of stakeholders’ qualifications to NQF may facilitate access to funding for education and training delivered by these stakeholders;
- In order to create ownership and credibility, stakeholders should be involved not only in the design but also, even more crucially, in the implementation of an NQF;
- In many countries the implementation of an NQF will be closely linked to the implementation of principles of learning outcomes not only in programmes and

curricula but also in teaching and assessment strategies and methods. This will require involvement of a wider range of education and training professionals;

- The involvement of stakeholders creates trust in the qualifications system: if involved in development and implementation of an NQF, stakeholders will create ownership of the framework. Furthermore, the involvement of national stakeholders will stimulate international trust in the NQF by making it more credible to external actors.

From these discussion points it appeared that the **main challenges for stakeholder involvement** in NQF design and implementation are:

- Sufficient time availability that enables wide consultation within and across involved bodies;
- Clear understanding of what the direct benefits to the stakeholders are;
- Constructive approach based on dialogue.

In summary the development of an NQF was seen as a mechanism for engaging key stakeholders by bringing them together 'in one room' where the NQF was in fact this new meeting space.

NQFS AS TOOLS TO CREATE LINKS AMONG EDUCATION AND TRAINING SUB-SYSTEMS

As presented in section three, one of the policy objectives of a NQF may be to make explicit and possibly strengthen links between different sub-sector of education and training within a country and thus facilitating lifelong learning. In the context of EQF, which is a framework for lifelong learning, more and more countries are trying to strengthen the links between sub-sectors (and more particularly VET and HE) through their NQFs.

As described in the typology above there may be various ways in which an NQF may inter-relate sub-systems (e.g. by integrating them into the same level structure using the same descriptors) and though countries may adapt different technical solutions, they all face the same challenge: how to motivate and engage the different sub-systems in a single qualifications framework that respects the diversity of different forms of education but at the same time best serves the needs of individuals. To start the discussion on this topic, the participants to the PLA were presented two country approaches to bridging VET and HE: France and Slovenia.

The relationship between VET and HE in France⁴

Higher education in France brings together different providers (Universities but also “Grandes Ecoles” mainly in fields of engineering and business but also humanities) and delivers a wide range of qualifications in addition to the three main degrees (Bachelor – Masters – Doctorate). An important part of these qualifications have a very clear vocational dimension. Furthermore, in France all qualifications (hence also those delivered by higher education institutions) claim to have a vocational aim. This “professionalization” is considered to be a moral and social duty as well as an economic necessity of higher education. Therefore the VET/HE divide does not really apply in France and this terminology is more used to designate types of education and training provision than types of qualifications.

The French National Repertory of Vocational Qualifications, which is the basis for the French NQF, will register all French qualifications⁵. The criteria for HE qualifications to be registered are very similar to those for other qualifications. These are:

- Qualifications have to be described in terms of learning outcomes;
- The type of profession for which these prepare has to be identified;
- The role of the qualification in enabling students to join professions has to be documented;

⁴ Source: presentation made during the PLA in Niepolmice

⁵ In 2007 4813 qualifications were registered of which nearly 1300 were registered by the Department of Higher Education. The registration of HE qualifications is only beginning and it is estimated that there are currently approximately 12 000 qualifications to be registered. Source: CNCP 2007 Report : <http://www.cncp.gouv.fr/CNCP/index.php?cncp=rapport>

- All qualifications have to be accessible by validation of non-formal and informal learning (VAE);

The registration of HE qualifications in the repertory has strengthened the learning outcomes approach in HE, ensured better legibility of qualifications, wider access to these as well as renewal and better fit with the labour market.

The relationship between VET and HE in Slovenia⁶

Slovenia comes from a very different perspective than the example from France. In the past VET used to be only one of the pathways at the level of secondary education. However over the last decade more and more VET has developed at the level of higher education. Now VET is considered an important aspect of lifelong learning.

VET qualifications at higher levels are delivered by VET colleges mostly. These qualifications are mainly attractive to adult learners.

In relation to the bridge between VET and HE, the Slovenian education and training system now contains no dead-ends at the level of secondary education. All VET pathways may lead to a qualification that enables access to HE by means of complementary education and training. The challenge however remains the passage from VET provided by colleges to VET provided by universities. Credit transfer system proves to be a tool that facilitates such progression. More and more partnerships are being created between VET colleges and Universities. In the framework of these partnerships (based on mutual trust) learners have stronger possibilities of having learning achieved in one sector recognised in the other.

Outcomes of discussion

The discussions on the role of NQF in linking education and training sub-systems (mostly focusing on VET and HE) were closely related to the debate on involvement of stakeholders as described in section three. The following issues were discussed:

- The understanding of VET in the context of EQF should not be limited only to the issue of short cycle in HE. Also other types of VET qualifications can occupy the higher levels of the framework;
- There are important differences in the extent to which HE institutions engage in LLL and deliver education leading to qualifications other than the three main degrees of the EHEA. The presentation of the added value of EQF as compared to the EHEA framework has to be able to speak to both: institutions that certify a wide range of learning as well as those that mostly focus on the Bachelor – Masters – Doctorate degrees;
- Clarification of different qualifications using learning outcomes and levels may also contribute to the building of mutual trust among VET and HE providers;

⁶ Source: presentation made during the PLA in Niepolmice

- Credit transfer mechanisms have the potential to facilitate pathways from VET to HE if the learning (and hence the credit) is at the desired level in the NQF;
- The potential of National Contact Points (NCPs) for EQF to stimulate trust and exchanges among the different sub-systems was discussed. Countries were asked to nominate one NCP per country (not one per-subsystem) to reference NQF (NQS) to EQF. It was noted that though the EQF is stimulating discussions at national level between the representatives of the different sub-systems it may be too early for the nominated NCPs to have the role of “mediators” between sub-systems in certain countries;

The following factors were discussed as potential motivational factors for HE institutions to “buy in” a lifelong learning framework and to facilitate links with VET:

- Engagement of higher education institutions in more varied forms of learning may encourage the creation of links with VET;
- Such engagement is more likely because of the demographic development: there is less and less students and higher education institutions are looking more towards adult learners but also learners from other backgrounds;
- There are also financial incentives for HEI to engage in LLL and these may operate a change in the traditional mind set about the role of HEI. The exchanges with employers and sectors provide an opportunity for funding. The European Social Fund is also an opportunity for HEI to engage in LLL;
- There is also need to support and motivate learners to engage in different forms of learning and hence create the link between the systems (for example to support learners to pass from VET to HE);
- The involvement of the teaching professionals is crucial in creating link between different sub-systems. The teaching professionals need to be able to understand the opportunities but also the challenges of stronger links between different sectors of learning;
- There is a need to explain the position of EQF as regards the different forms of learning and this should be illustrated by good practice examples.

NQFS AS MEANS FOR RECOGNITION OF MIGRANTS EXPERIENCE AND QUALIFICATIONS

In addition to their role within qualifications systems, NQFs may also have an international function, mainly as a tool for recognition of qualifications (but also of learning experience) from other countries. As NQF levels can constitute a “benchmark” for national qualifications, they can have the same role for qualifications awarded outside the country. For some countries (mainly those with important immigrant population) this dimension of NQFs can be crucial.

Recognition of migrants’ qualifications and learning at the appropriate level should be the interest of everyone concerned:

- The individual who is treated fairly and receives recognition that is in line with his/her achievements;
- The employer who has the benefit of better qualified staff;
- The party funding education and training because the resources for training are being better used.

In Niepolmice two examples of approaches looking into the potential of NQFs to better understand migrants’ qualifications were presented: a sectoral approach from the UK and the Icelandic approach.

Recognition of migrant workers qualifications in environmental and land-based industries in the UK (LANTRA)

The UK Sector Skills Council for the environmental and land-based sector (LANTRA) is developing a methodology to recognise prior learning of migrants using the principles of the new UK Qualifications and Credit Framework. The industries LANTRA represents have an important proportion of migrant staff. People who come to work in these industries have very different qualifications that are more or less relevant to the employer.

In general LANTRA’s sector is highly skilled but low qualified. This phenomenon is further enhanced by the lack of recognition of migrants’ qualifications. To remain competitive the employers are interested in up-skilling their workforce while making the best of migrants’ prior learning (be it learning formalised in form of qualifications or not).

The possibility of using the NQF and the qualifications descriptions in terms of units and learning outcomes to assess migrants’ knowledge, skills and competence is currently being tested. This will enable two things at the same time: 1) to recognise the learning outcomes of an individual by the employer 2) to certify these learning outcomes. On basis of the national occupational standard and the relevant units, LANTRA together with an awarding body has developed assessment methods that are suitable for migrant population and can be performed on the job.

The current project outcomes show that:

- Such assessment is not a barrier for migrants;
- The fact that learning is assessed in units is also very positive – it does not overburden people and allows them to achieve a qualification progressively;
- Language support is often required;
- Cooperation with external assessors and the quality assurance they provide is crucial.

Recognition of professional qualifications form abroad – the case of Iceland

In the past few years the demand for recognition of foreign qualifications in Iceland has grown from 20 in 2000 to 670 in 2006. An important part of this workforce came to work for one particular company. In this period the recognition process of migrants' qualifications was fully based on the directive 1999/42/EU (now replaced by 2005/36/EU) on regulated professions. The qualifications at stake were related to regulated professions indeed. The recognition practice based on these principles did prove successful (only low number of refusals) however it was dependent on:

- Important workload for the ministry of education;
- Agreement with the employer who submitted all the documentation required;
- The fact that regulated professions were at stake;
- Most of the demands came from one country (Poland) which facilitated the task.

However, not in all cases did an exact comparison of qualifications result in full recognition. Sometimes partial recognition was awarded because some qualifications were "narrower" than the Icelandic equivalent. This introduces the issue of recognising qualifications on bases of learning outcomes and hence the potential of using EQF rather than only education and training duration and the duration of professional experience.

Outcomes of discussion

The discussions following the two presentations on the theme of recognising migrants' qualifications and learning confirmed the difficulty of using methods based on input and strict comparison of programmes to recognise qualifications (other than those related to regulated professions). The main issues debated were:

- The way qualifications are described is crucial to their correct interpretation in a foreign context. Learning outcomes are a very useful tool in this respect. On the other hand even with learning outcomes the danger of rough subjective comparisons is present and should be avoided;
- NQFs provide a common language (through the use of learning outcomes) and a common understanding of levels. This is crucial for recognition of foreign

qualifications;

- Other European tools such as Europass and ECVET will have a role to play in providing information and documenting learning outcomes that will enable recognition of qualifications. However for these purposes it is important to better adapt Europass (namely the Certificate supplement) to this use;
- Recognition bodies (ENIC/ NARIC etc.) need to be involved in discussions about use of learning outcomes for recognition. Currently the practice is to relate education and training programmes and workload;

There is an important amount of work done at EU level by different sectors on defining qualifications reference frameworks. In these the common denominator is found by the actors involved and serves to provide a reference tool that is:

- Neutral (i.e. without any particular national references);
- Flexible (countries' qualifications may provide more or less learning outcomes than those in the reference framework);

These reference frameworks are part of the process of building mutual trust and establishing common language at European level.

The quality assurance of qualifications in an NQF is crucial for their recognition abroad. While qualifications are unlikely to be the same from country to country if they are quality assured they are acceptable despite the differences.

CONCLUSIONS

This section summarises the outcomes from the PLA in Niepolmice. These outcomes are presented with respect to three perspectives:

- The perspective of the PLA hosts – Poland;
- The perspective of the hosts for the upcoming PLA in London;
- The perspective of the RLO cluster and the work to be done in the period 2008-2009.

Lessons from the PLA – the view from Poland

Poland has already in place or is currently introducing elements that will facilitate the development and implementation of a NQF. These are mostly initiatives of the different education and training sectors and these will be brought together in a NQF. The existing elements are:

- Learning outcome based curricula and new competence based examinations in VET;
- Existing occupational standards designed in close cooperation with representatives of the labour market;

- The creation of a framework in higher education and other developments linked to the Bologna process;

It is important to examine how these approaches can be integrated in a NQF and what the added value of an NQF for these aspects will be.

While designing the Polish NQF, the EQF and its aspect as a lifelong learning framework should be kept in mind.

It is likely that Poland will have for objective an integrating framework with some sectoral aspects and differences.

The necessity for the Polish NQF to follow a vision and design the tools to serve this vision was noted.

The following success factors for an NQF as identified by the PLA were noted:

- Obtain commitment from stakeholders by engaging them in a discussion, design and implementation and making them understand the wider issues and challenges faced by the Polish education and training system;
- Formulate clear policy goals that can guide the NQF design and functions;
- Lifelong learning strategy is an important element for the NQF;
- The time-frame for design and implementation should be realistic and adequate funding needs to be made available.

On basis of the discussion the Polish organisers identified the following main challenges:

- The year 2010 is coming too fast and the full development and implementation of a NQF will require more time;
- Coordination across the different education and training sectors and bodies involved needs to be created;
- Legal regulations will be required and these also take time.

Lessons for the PLA in London

The original proposal contained the following themes:

- Examine methods used for sectors and labour market representatives to engage in the different aspects of NQF (design, implementation);
- Examine the added value of a unit-based NQF for individuals.

Following the debate with PLA participants it was agreed that the main theme would be:

- The added value of NQFs

Lessons for the cluster on RLO

The PLA revealed the necessity for the cluster to:

- Update the mapping of NQFs. The mapping should be up-to-date, endorsed by the EQF Advisory Group and prepared in a format that is easy to update and to use;
- Produce a text on NQFs capturing the discussions that have taken place in the past two years around NQF development in the framework of the RLO cluster. A demand was expressed in Niepolmice that countries needed to have a document about the practicalities of building an NQF that also sets out the variety of objectives a NQF can serve, the different functions it can have and most importantly the added value an NQF can bring to a country.