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as the University of Applied Sciences’ Vice Dean:

- devising programmatic proposals and universitarian developmental plans;
- a design-oriented coordination of expert and research activities’ plan, in collaboration with the departmental heads;
- coordination of interuniversitarian and international cooperation;
- devising a students’ in-service training curriculum and students’ involvement in developmental, research, and vocational projects;
- a design-oriented supervision of financed developmental and expert projects

as the CEC Director:

- provision of informal, computer-assisted linguistic educational services;
- andragogical communication skill development pursuant to the Common European Framework of Reference for Languages (CEFRL);
- conducting expert qualification and post-education for a Computer Network Designer pursuant to the Cisco Networking Technology Academy (CNTA);
- provision of spatial and material preconditions for the implementation of short-term monthly multimedia curricula, e.g., in the fields of cosmetology, business-oriented negotiation skills, tourism and hospitality industry and the new technology application;
- promotion of a lifelong learning system harmonized with the labor market demands of the City of Vukovar, Vukovar-Sirmium County, and a broader Croatian Danubian Region’s gravitational area, with an emphasis on the self-educational skills and an increased employability
Main Features of the Croatian Qualifications Framework (CQF)

- envisaged as an instrument facilitating employability and individual development while alleviating and creating social cohesion;
- contains a lifelong learning concept as a necessity of an overall RoC’s educational and economic policy;
- planned to enable a high-quality interconnection between the labor market’s needs and the implementation of universitarian curricula, with the prerequisites to evaluate the learning outcomes and architect Croatia as a “nation of knowledge”;
- gradually implemented as of 2006, planned to be extended to 2012;
- CQF’s Initial Basics promulgated by the Government of the RoC in Jul. 2007;
- in Sept. 2007, the CQF Devising Commission was formed, with an expert Operative Team added soon;
- in Mar. 2008, the Activity Plan for the Design and Implementation of the CQF was devised, having eight (8) levels and four (4) anticipated sublevels pursuant to the learning outcomes;
- once finalized, it is expected that the CQF will entirely correspond to the guidelines of the EQF, especially in terms of quality assurance;
- in terms of previous competence recognition, the CQF distinguishes learning as both a nonformal (NFE) and informal (IFE) process.
Main Features of the Croatian Qualifications Framework (CQF) (contd.)

- during 2009 – 10, Sectoral Councils have been formed within the CQF implementation efforts invested by the Government of the RoC, stipulating learning outcomes for each qualification prescribed (as a future EU-oriented competitive toolboxes);

- CQF is scheduled to eventually facilitate a multidirectional permeability, mobility, and interconnection of professionally and vocationally oriented courses at the Universities of Applied Sciences, University Colleges, and universitarian scientifically-based courses of studies, with a strong interpolation of an adult learning component

EQF – CQF Correspondence

- CQF is envisaged to closely correlate to the EQF, an instrument that interconnects qualificational systems and frameworks of various EU Member States and EU Candidate Countries;

- CQF emphasizes EQF’s advantages in extraeducational alterations (i.e., employment change) as well as in intraeducational mobility (i.e., a transfer from one educational institution to another);

- like the voluntary EQF, the CQF will promote a lifelong learning process and be predominantly dedicated to the educational and qualificational service providers but also to the entrepreneurial employers and individuals;

- another EQF – CQF similarity is their encompassment: a) general education; b) adult education; c) vocational education and training; d) higher education;

- being fully compatible with the Bologna Process (level describers 5 - 8), the CQF will also incorporate all qualifications based on the learning outcomes: knowledge, skills, and competencies → correlation to the Europass (qualification/competence describing documents)
EQF – CQF Correspondence (contd.)

- the CQF-prescribed qualifications possess the following features: a) complexity level of acquired competencies; b) competence volume; c) acquired competence profile;

- the CQF-prescribed higher educational qualifications are featured as follows:

1. theoretical knowledge emphasis (i.e., university-based pregraduate courses of studies);
2. cognitive, psychomotoric, and social skill emphasis (i.e., professional baccalaureal courses of studies)

Some Useful CQF-related Hyperlinks – Q&A

1. http://www.vlada.hr/hr/aktualne_teme_i_projekti/aktualne_teme/hko_hrvatski_kvalifikacijski_okvir (Government of the RoC);
2. http://www.azvo.hr/lgs.axd?t=16&id=932 (Agency for Science and Higher Education);
3. http://www.delhrv.ec.europa.eu/?lang(hr)&content=2364 (Delegation of the EU to Croatia)

Thank you for your attention!