Recognition of Qualifications: Key trends and future scenarios

Borhene Chakroun
UNESCO
Recognising qualifications within and across-borders: New developments and remaining challenges

Transitions

Mobility
Transition
Digitization

Polarisation of Labour Market

Persisting informality

Future of Work
GLOBAL INVENTORY ON NQFs:

• More than 150 countries developing NQFs.

• Learning outcomes – common conceptual basis of almost all NQFs – a significant trend worldwide.

• Comprehensive frameworks – including all levels and types of qualifications are gaining grounds in Europe and elsewhere.

• NQFs provide visible structures and common standards to support recognition and validation of non-formal learning.

• Established NQFs have mainstreamed validation systems.

• NQFs influence quality assurance and strengthen focus on learning outcomes. Quality assurance may be integrated in NQFs, or linked to them.

New trends:

• new types of digital credentials, use of digital technologies to support quality and transparency of recognition process

• UNESCO’s Second Generation of Regional Conventions concerning HE have mainstreamed VPL (the Global Convention is following suit)
New Skills Sets
Skills and qualification recognition landscape

- Trans-national QFs
- Regional QFs
- National QFs
- Sectoral QFs
Times of Disruptions: People on the move

Mobility
<table>
<thead>
<tr>
<th>Region</th>
<th>Convention</th>
<th>Member States</th>
<th>Adoption Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>Addis Convention</td>
<td>22 states</td>
<td>Adopted in 2014</td>
</tr>
<tr>
<td>Asia-Pacific</td>
<td>Tokyo Convention</td>
<td>21 states</td>
<td>Adopted in 2011</td>
</tr>
<tr>
<td>Europe</td>
<td>Lisbon convention</td>
<td>53 states</td>
<td>Adopted in July 2019</td>
</tr>
<tr>
<td>Latin-America and Caribbean</td>
<td></td>
<td>33 states</td>
<td>To be adopted in 2020</td>
</tr>
<tr>
<td>Arab region</td>
<td></td>
<td>19 states</td>
<td></td>
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</tbody>
</table>

Recommendation on promoting automatic mutual recognition of higher education and upper secondary education and training qualifications and the outcomes of learning periods abroad.
## Regional Qualifications Frameworks

<table>
<thead>
<tr>
<th>Region</th>
<th>Countries</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>SADC</td>
<td>15</td>
<td>Cadre adopté</td>
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<tr>
<td>ASEAN</td>
<td>10</td>
<td>Cadre adopté/Référencement en cours</td>
</tr>
<tr>
<td>EQF</td>
<td>32</td>
<td>Cadre opérationnel/Référencement en cours</td>
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<tr>
<td>Caribbean</td>
<td>15</td>
<td>Nouveau cadre adopté/certifications communes</td>
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<tr>
<td>TQF</td>
<td>29</td>
<td>Cadre adopté/Partage des ressources</td>
</tr>
</tbody>
</table>
Regional Qualifications Framework

**GQF**
- 6 member states
- Draft
- No new developments

**PQR**
- 15 member states
- Qualification Registrar and Quality Assurance Guidelines

**ECOWAS**
- 15 member states
- Initiation Process

**Central American Qualifications Framework**
- 6 member states
- Tertiary Education
- Looking ahead
Qualification SYSTEMS in the context of the sustainable development GOALS

17 Sustainable Development Goals (SDGs)

<table>
<thead>
<tr>
<th>No.</th>
<th>Goal</th>
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<tbody>
<tr>
<td>1</td>
<td>No Poverty</td>
</tr>
<tr>
<td>2</td>
<td>Zero Hunger</td>
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<td>3</td>
<td>Good Health and Well-Being</td>
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<td>4</td>
<td>Quality Education</td>
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<tr>
<td>5</td>
<td>Gender Equality</td>
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<tr>
<td>6</td>
<td>Clean Water and Sanitation</td>
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<tr>
<td>7</td>
<td>Affordable and Clean Energy</td>
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<tr>
<td>8</td>
<td>Decent Work and Economic Growth</td>
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<tr>
<td>9</td>
<td>Industry, Innovation and Infrastructure</td>
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<td>10</td>
<td>Reduced Inequalities</td>
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<tr>
<td>11</td>
<td>Sustainable Cities and Communities</td>
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<td>12</td>
<td>Responsible Consumption and Production</td>
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<td>13</td>
<td>Climate Action</td>
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<td>14</td>
<td>Life Below Water</td>
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<td>15</td>
<td>Life on Land</td>
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<tr>
<td>16</td>
<td>Peace, Justice and Strong Institutions</td>
</tr>
<tr>
<td>17</td>
<td>Partnerships for the Goals</td>
</tr>
</tbody>
</table>

SDG 4 : Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
CHANGING ROLE: THREE ANALYTICAL LENSES

Source: Adapted from Marope, M., Chakroun, B. & Holmes, K (2015)
Global Convention Concerning the Recognition of HE Qualifications
Qualifications
Credentials
Badges
Records of Non-formal & informal learning
Job specifications
Entry requirements
UNESCO Qualifications Passeport

- Support mobility
- Offer refugees and migrants opportunities
- Link with labour market
Progress of international cooperation in cross-boarders recognition of qualifications

- **Global platform**: Setting up an international network linking the existing Regional Qualifications Framework and involving newly created RQFs (for example ECOWAS, Latin America, ASEAN, SADC and the Pacific) as they develop;

- **Global Inventory**: Engaging with the UNESCO/ETF/CEDEFOP inventory on NQFs/RQFs as a major vehicle for access to reliable information on progress in reforming qualifications systems education, regulation and quality assurance;

- **Technical Work**: Conceptual work on level descriptors, the use of learning outcomes, referencing and quality assurance of qualifications; comparability of qualifications;

- **Common language**: Mutual and peer learning and capacity development activities; glossary of referencing terms; work on International Hand-Book on Learning Outcomes.
Looking Further Ahead
Digital Credentialing

Implications for the recognition of learning across borders
Benefits of digital credentials

Digital credential will play a key role for employers to get closer to defining the skills they need.

Rewarding and recognising learning in bite-sized chunks, allowing learners to showcase and communicate their achievements in a way that employers can really understand.

Visibility of the employee workforce and the skills that they can use as a business.
Skills and qualification recognition landscape

“As technology changes, so too will forms of credentialing”

Ifenthaler et al 2016
Skills and qualification recognition landscape

- Sectoral QFs
- National QFs
- Regional QFs
- Regional conventions
- Trans-national QFs
- On-line certification
- Repositories
- Badges
- E-portfolio
-Repositories

On-line certification
Possible Future Scenarios

Pluralistic/integrated credentialing/Common Framworks and QA

Digital credentials become mainstream

Strong role of Tech-Industry/new generation of credentials/representation/quality assurance modalities

Disruptive credentialing

Juxtaposition of systems

separate credentialing/Quality assurance processes
Thank you

Borhene Chakroun
UNESCO
b.chakroun@unesco.org