



United Nations
Educational, Scientific and
Cultural Organization

Online Workshop 1 ASEM Education Action Plan 2030

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Creating More Transparency and Mutual Understanding on Recognition, Validation and quality

Credentials adaptability: Global context, trends and future developments

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Contents



The Big Picture – Why it is important

The State of the arts – Global Landscape

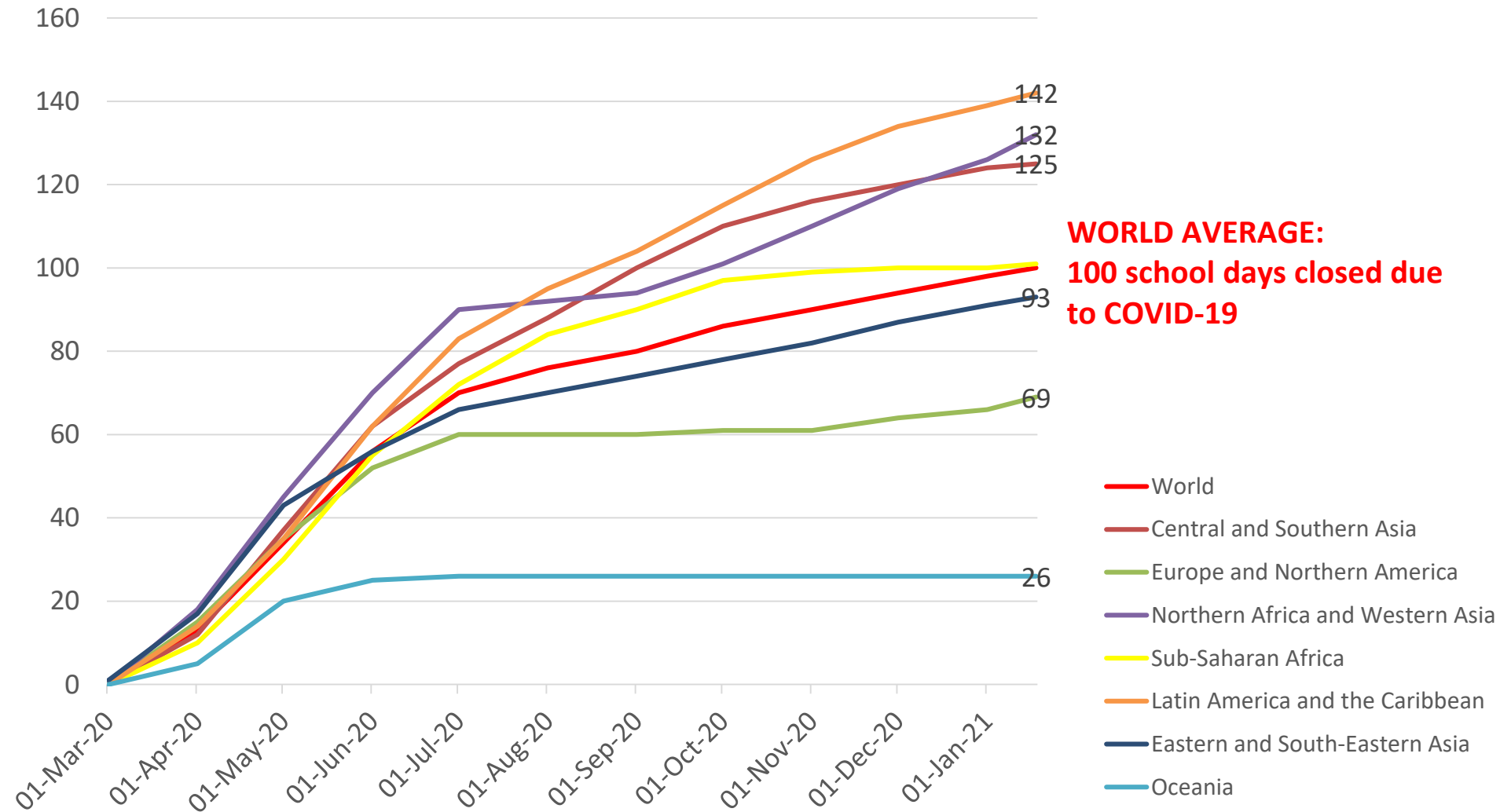
The future – Scenarios for the transformation



The Big Picture – Why it is important?

Average school days closed due to COVID-19

(until 18 January 2021, count includes weekends)



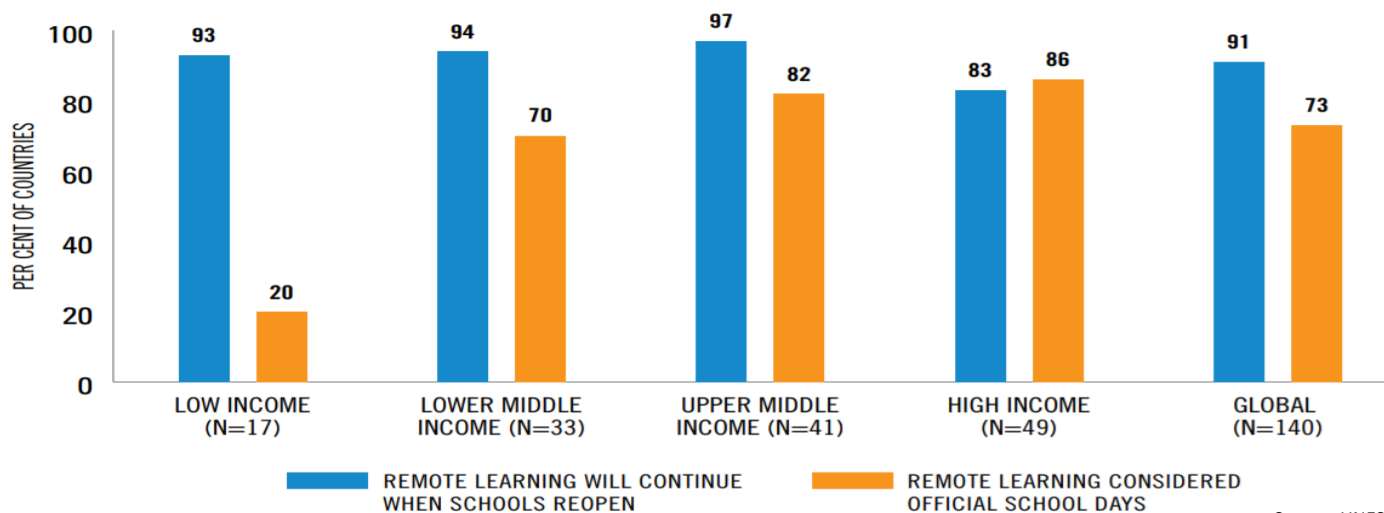
Remote learning has changed the education landscape

Remote learning has expedited opportunities in some environments

- High Income countries (73%) considered remote learning sufficient to substitute as school days
- 91% are using or will incorporate it into learning this year.

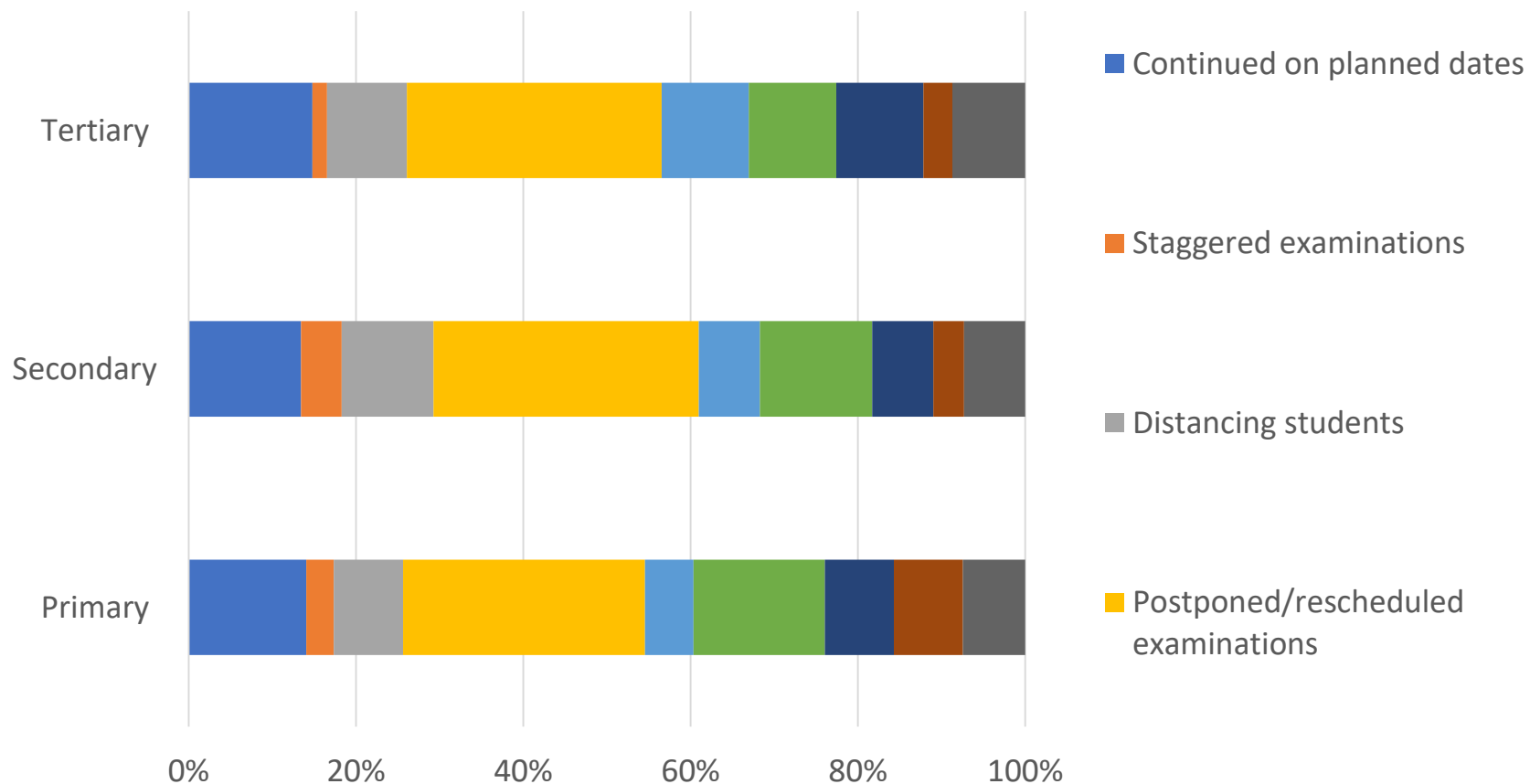
Remote learning has also exacerbated disadvantages, and will likely widen gap

- Inequities in access to technology/resources has put some groups at greater disadvantage, and likely to fall even further behind.

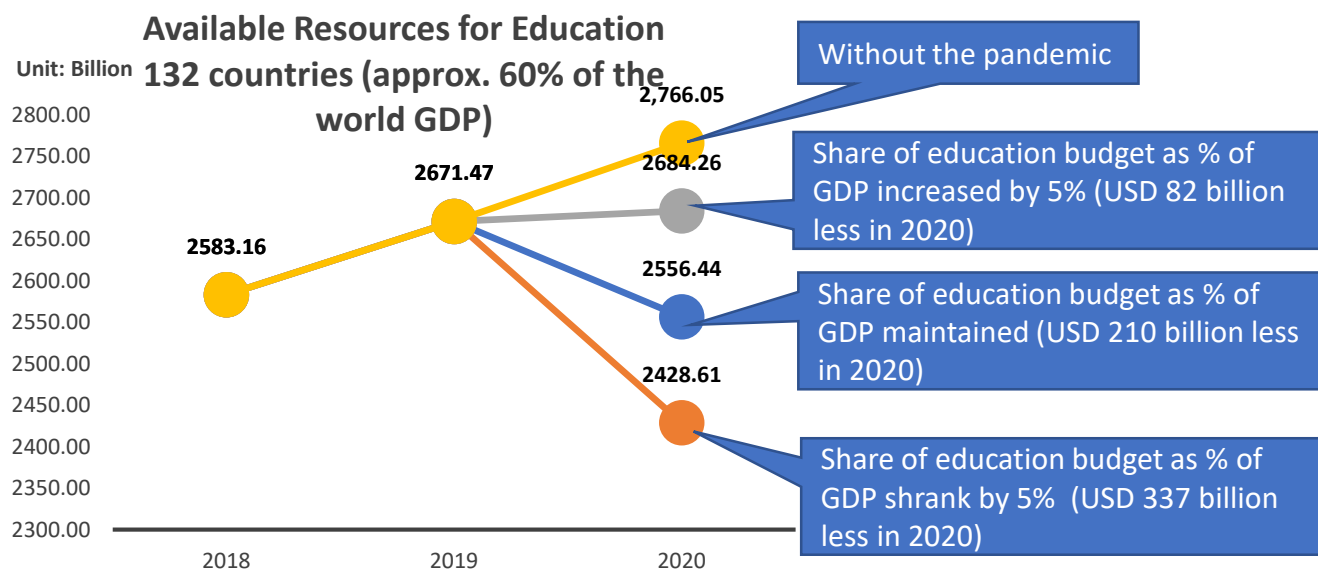


High-stakes exams and Certification Disrupted

Comparison Across Levels



Potential impact of the COVID-19 on government resources for education



UNESCO's calculation based on the UIS database and the IMF economic outlook (October 2019 & April 2020)

Policy makers face tradeoffs between inaction and investments today to reduce the long-term COVID-19 impact

Stimulus Packages: Source of investment

: 1) Immediate support during widespread lockdown/school closures; 2) Transition/preparation for gradual reopening; and 3) Support for post COVID-19 recovery



Policy priorities:

1. Leave no-one behind
2. Skills for economic recovery
3. Smart investment in education and training

Source: UNESCO, <https://unesdoc.unesco.org/ark:/48223/pf0000374685/PDF/374685eng.pdf.multi>



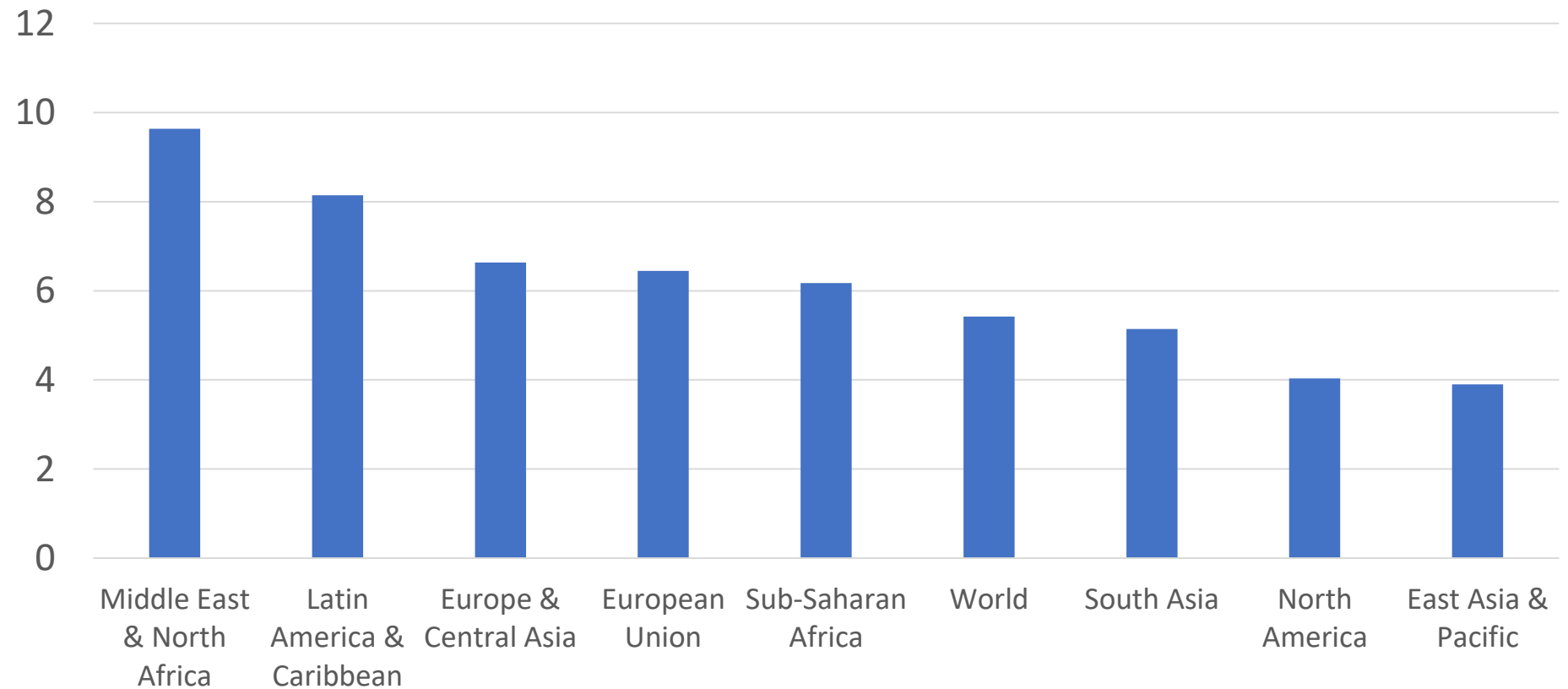
500 Millions Jobs
lost

Polarisation of
Labour Market

Informality

Unemployment, total (% of total labor force) (modeled ILO estimate)

Unemployment, total (% of total labor force) (modeled ILO estimate), 2020





International
Labour
Organization



United Nations
Educational, Scientific and
Cultural Organization



CEDEFOP

European Centre
for the Development
of Vocational Training



WORLD BANK GROUP

GAN
GLOBAL

Global survey on the impact of COVID-19 on training of employees, apprentices & interns

- Around 900 responses received from 110 countries (from all regions)
- About 33% responses from MSMEs and 20% from large and MNEs
- Data collected from 27 April to 5 June



UNESCO

Education
2030

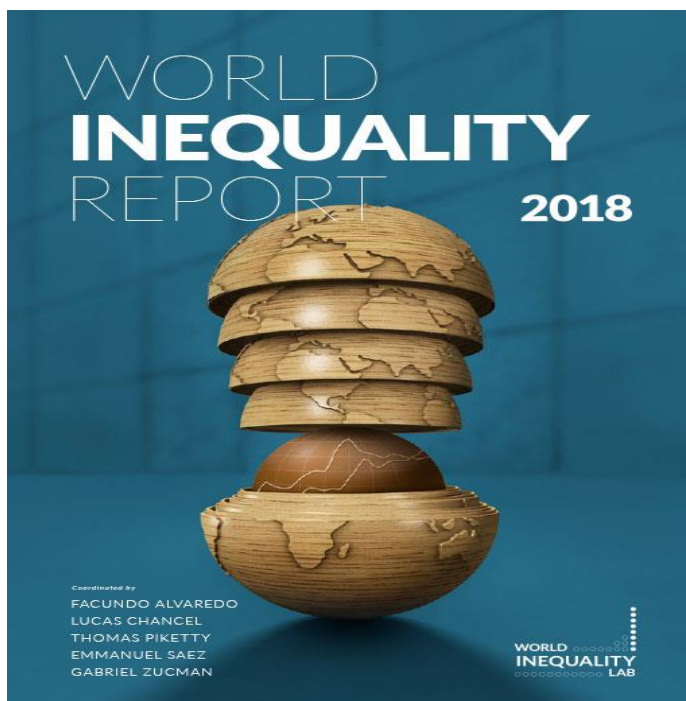
A worrying issue...

**36% of surveyed
enterprises stopped
payment of wages /
stipend to apprentices
and interns**



Inequality Challenges Exacerbated

The richest 85 people have as much combined wealth as the poorest 3.6 billion



We project income and wealth inequality up to 2050 under different scenarios.

In a future in which “business as usual” continues, global inequality will further increase.

Alternatively, if in the coming decades all countries follow the moderate inequality trajectory of Europe over the past decades, global income inequality can be reduced—

In which case there can also be substantial progress in eradicating global poverty.

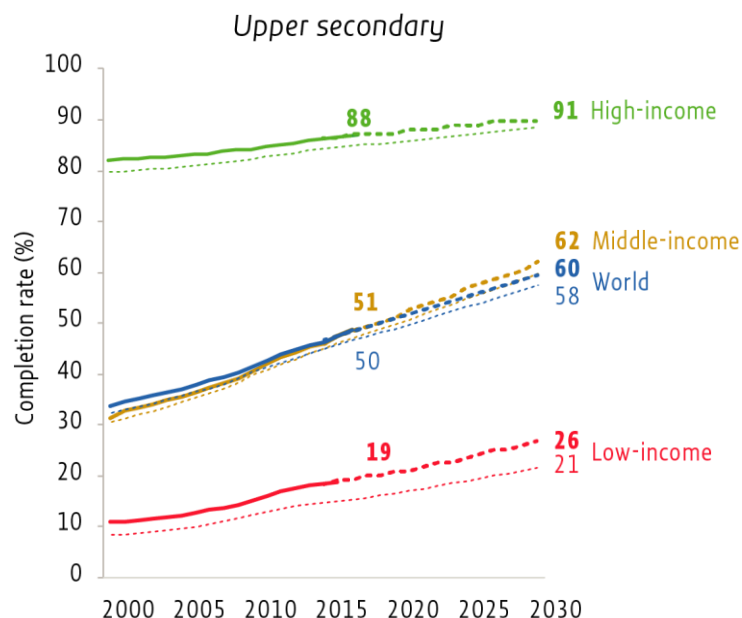
Individuals using the Internet (% of population)

Individuals using the Internet (% of population), ITU, 2018 or the latest available year



Learning crisis: Primary/secondary education completion

Only 5 in 10 young people finishing secondary school in 2018
Only 6 in 10 young people will be finishing secondary school in 2030



Source: GEM Report team estimates and projections.

Projected completion rates globally in 2030

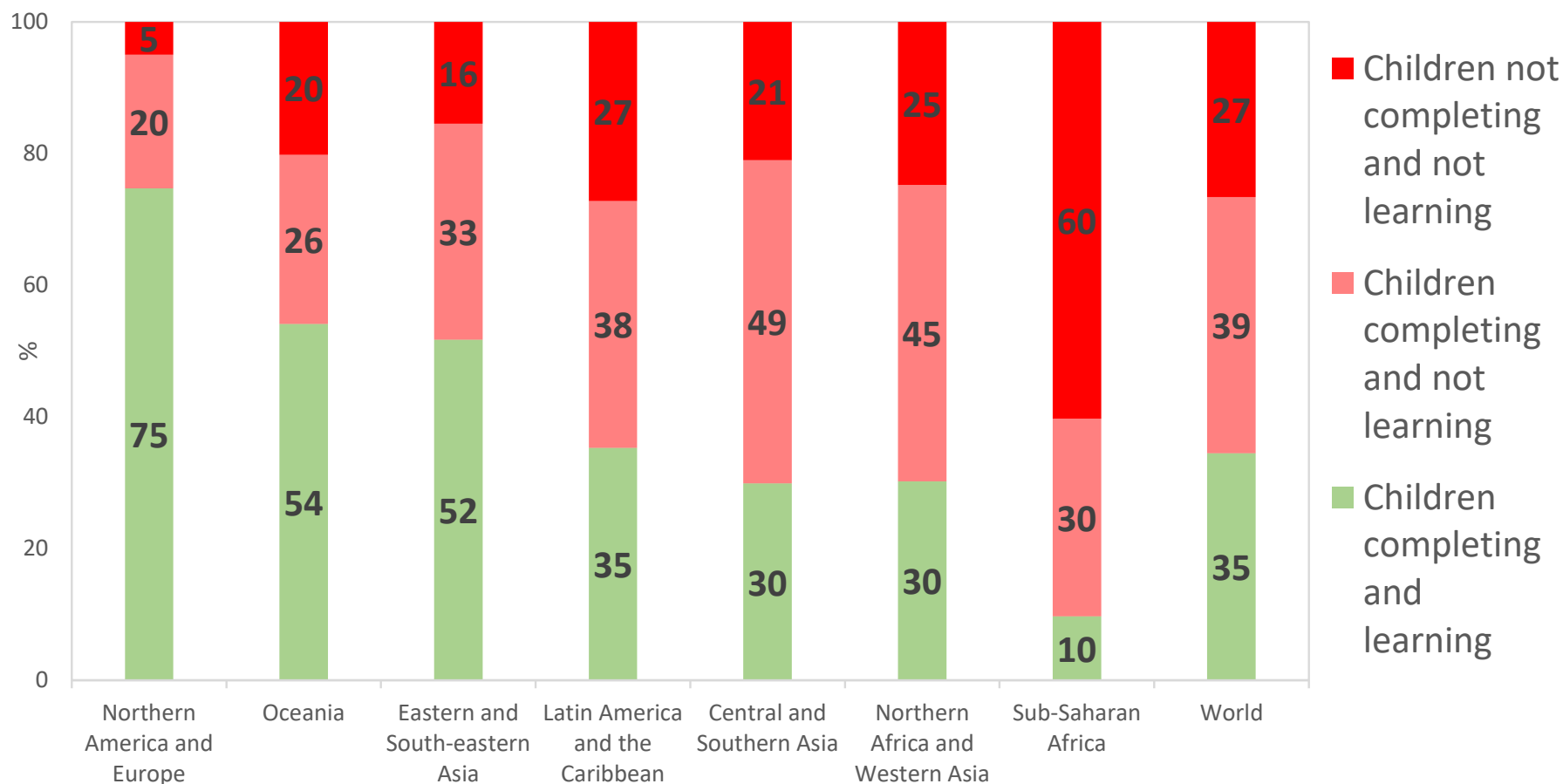
- 93% in primary
- 85% in lower secondary
- 60% in upper secondary

Even in high income countries

- 9% will not complete secondary

Learning crisis: Primary/secondary education learning

Barely one-third of adolescents globally complete lower secondary education and achieve minimum proficiency in reading



Global Education Meeting Priorities

Equity and Inclusion to leave non-one behind.

1. Schools Reopening

Reopen schools safely and inclusively

2. Teachers

Support all teachers as frontline workers and paying serious heed to their training and professional development

3. Skills Development

Invest in skills development for work and citizenship

4. Digital Divide

Narrow the digital divide that has shut out education for one third of the world's students

Global Education Coalition to ensure continuity of learning and leave no-one behind

Member of
COVID-19
Global Education Coalition
Launched by UNESCO



Multilateral partners



Private sector



Civil society and non-profit organizations



Media partners



Networks and associations



Source: UNESCO



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Education
2030

Contents

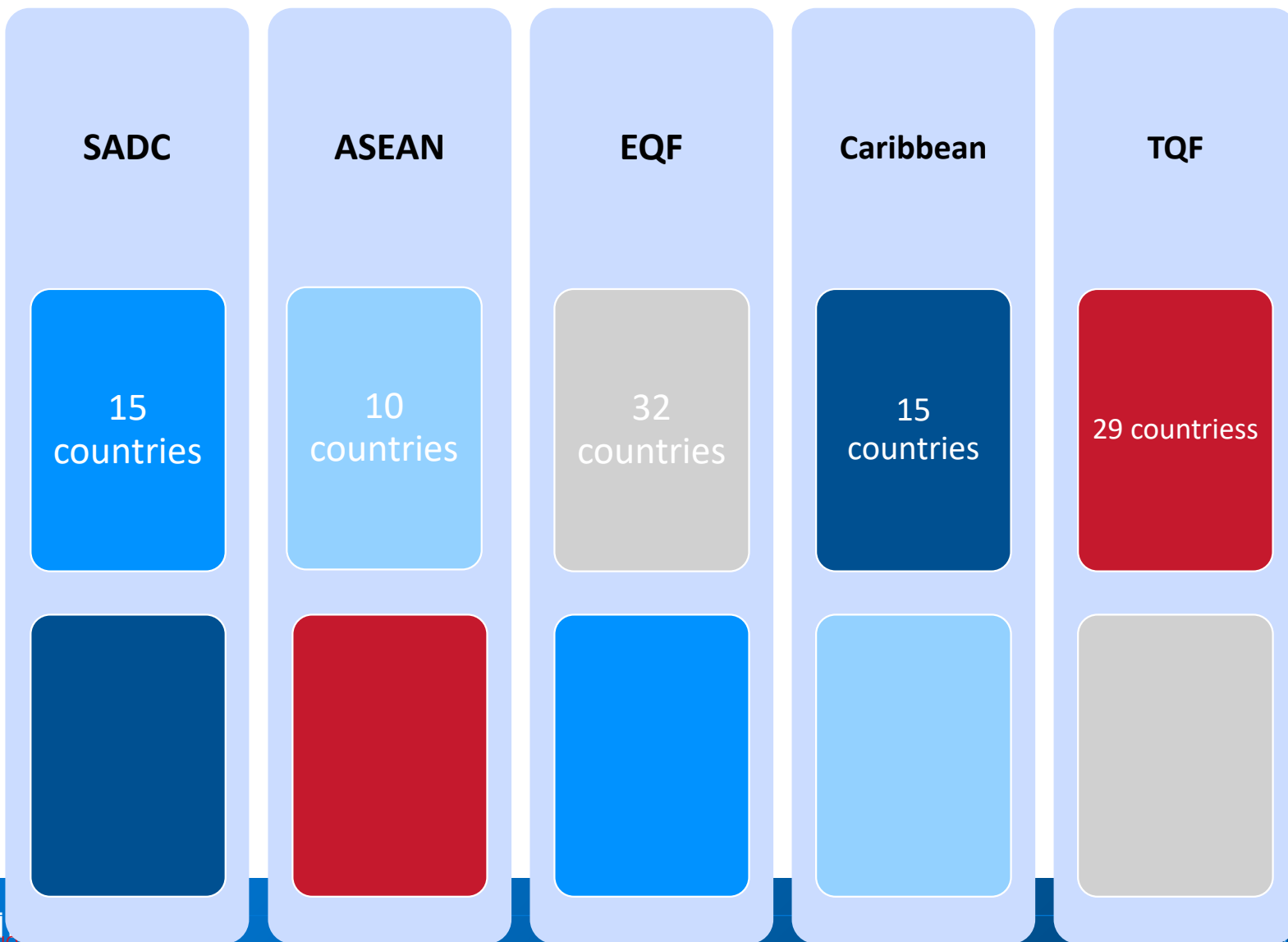


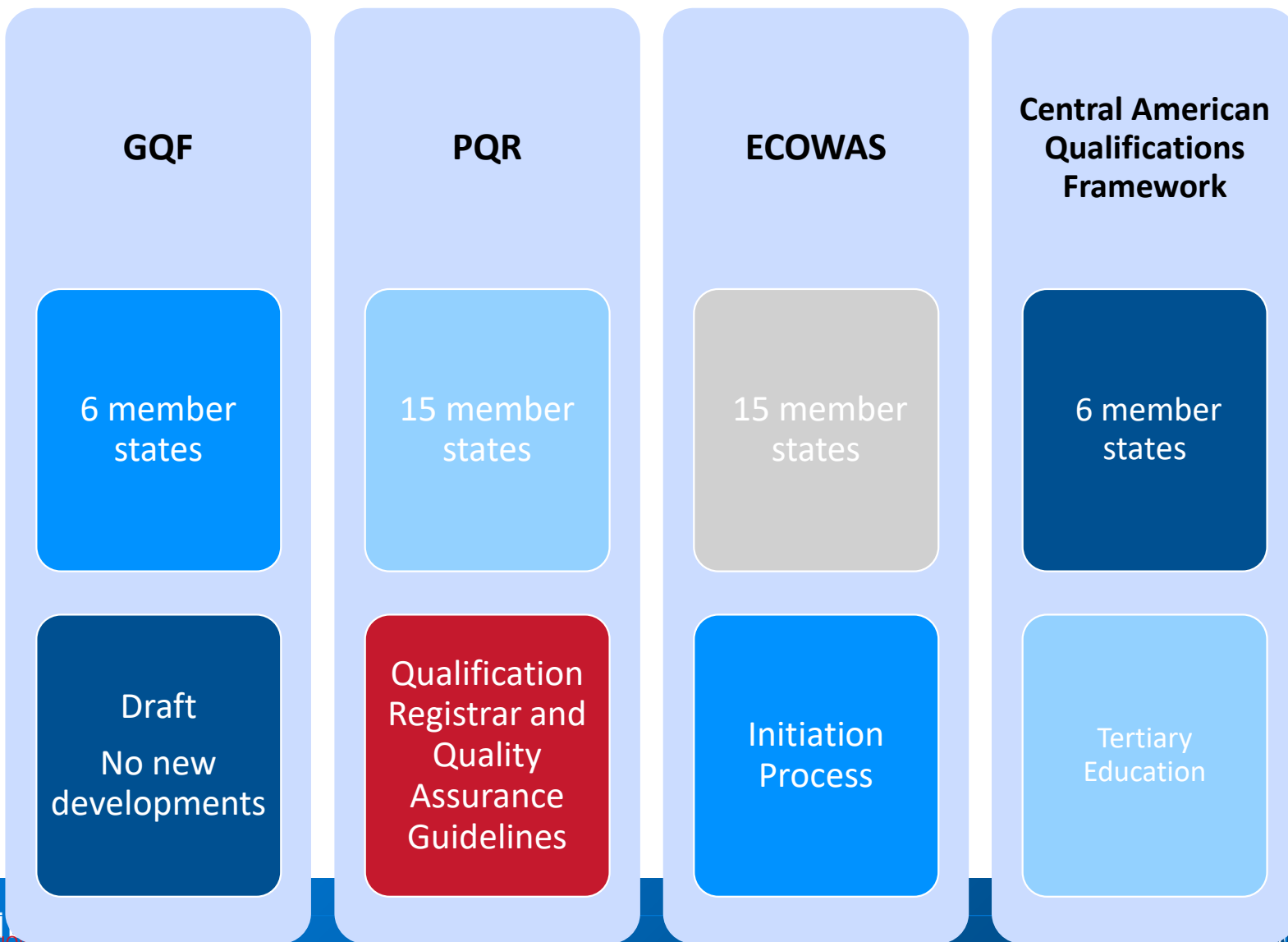
The state of the art – Credentials landscape



Global Inventory on NQFs: Key Findings

- Regional frameworks EQF and ASEAN Qualifications Reference Framework are operational.
- NQFs used in meeting UN and EU goals: UN Education 2030 and SDG 4; EU's New skills agenda
- **Global change:** internationalisation, migration, mobility, learning across borders : **set context for NQFs and RQFs**
- **Impact of digital technologies** on NQFs, traditional qualifications and recognition: micro credentials, open badges, other alternative forms of credentials, MOOCs etc.
- NQFs provide **visible structures** and **common standards** to support recognition and validation of non-formal learning – challenges in **gathering data**.
- NQFs strengthen **quality assurance**.





International Normative Instruments on Recognition of Qualifications

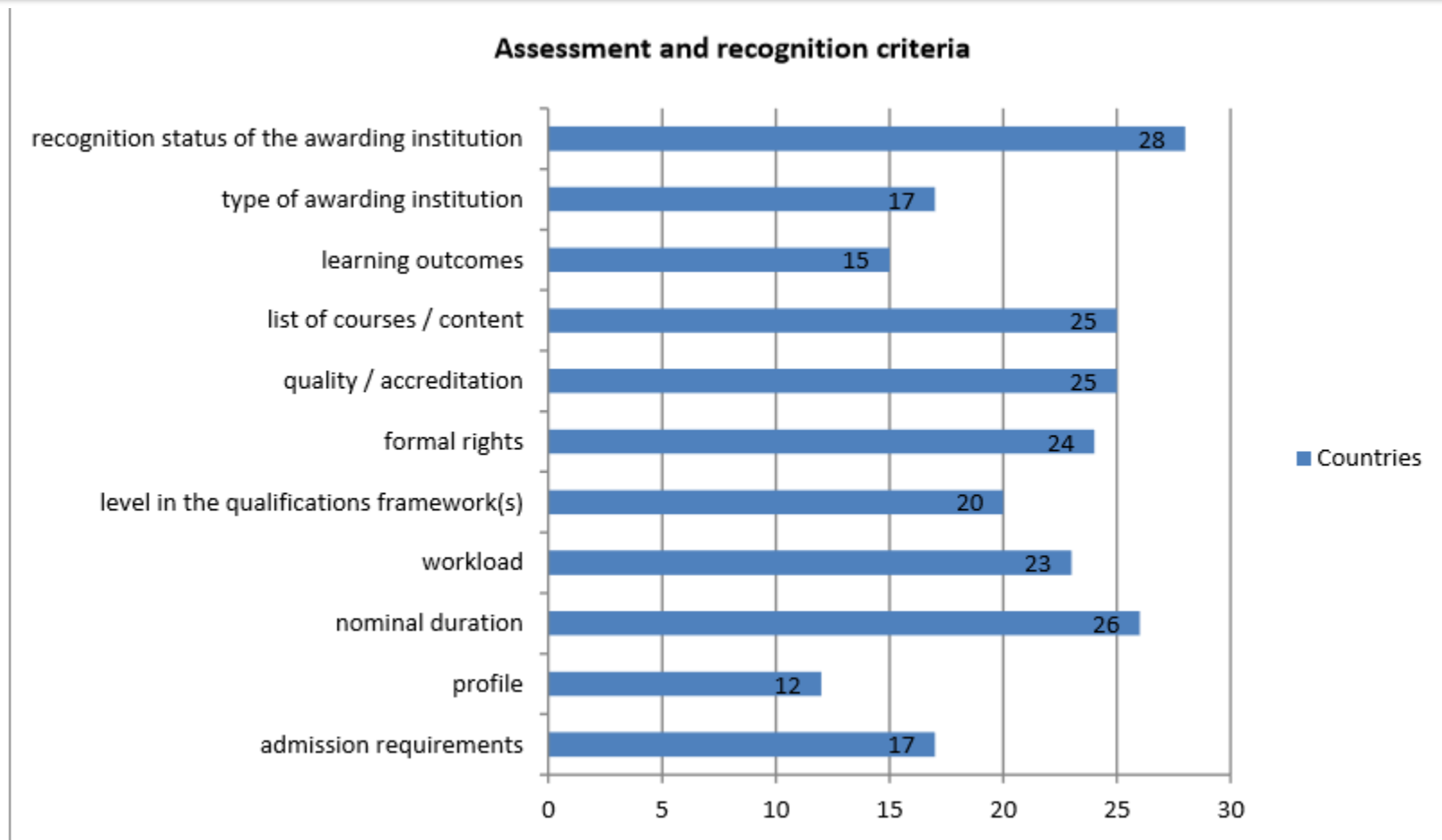
The **First** Generation of Regional Conventions on Recognition (1974-1983)

- Latin America and the Caribbean (1974)
- The Arab States (1978)
- Europe and North America (1979)
- Africa (1981)
- Asia and the Pacific (1983)

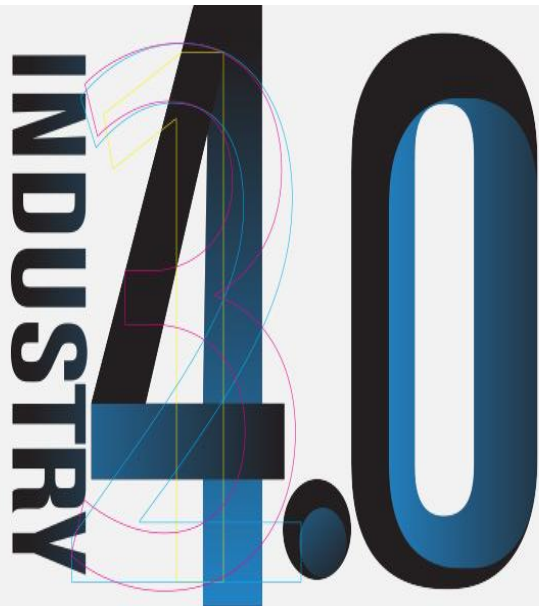
The **Second** Generation of Regional Conventions on Recognition (1997-2019)

- Lisbon Convention (1997)
- Tokyo Convention (2011)
- Addis Convention (2014)
- Latin America and Caribbean (2019)

The **Global** Convention on Recognition of Higher Education Qualification (2019)



Source: UNESCO-Council of Europe, 2019



Credit: <http://www.vet-4-0.eu/vet-4-0-53.html>

Recent developments in the credentials field

- Micro-credentials to adapt to COVID crisis
- Organised by wide range of stakeholders including private sector, Edtech, etc.;
- Individual pathways, supported by Artificial Intelligence;
- Digital Learners' records
- Digital credentialing, credentials jungle, new generations of NQFs, Quality Assurance issues
- Privacy and security, the ownership of learners' records, inclusivity;



Lifelong Learning Account System

The National Institute for Lifelong Education (NILE)





BLOCKCHAIN

Friday, September 22, 2017, 11:50 by Ivan Martin

Malta becomes first country to explore blockchain education certificates

Learner no longer needs permission of issuing institution to share certificate

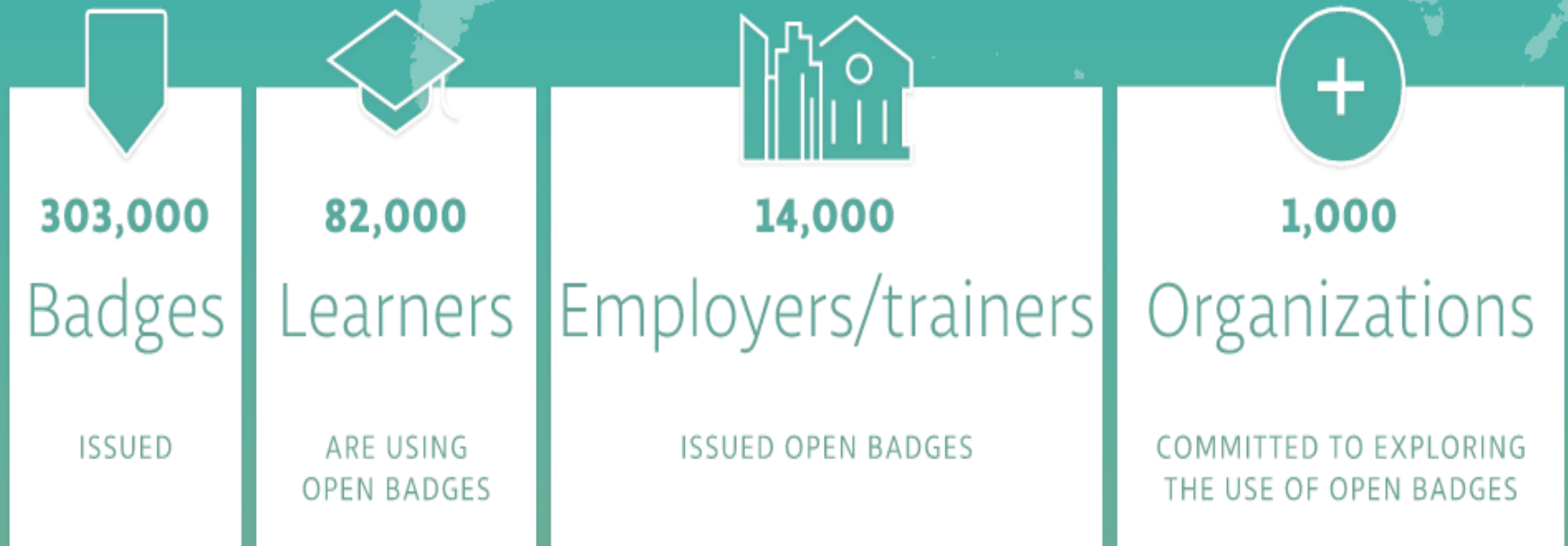


The government has launched a pilot project to explore the possibility of issuing educational certificates on the blockchain.

The project will see diplomas at MCAST, training certificates at ITS, and equivalence statements, accreditation and licensure from the NCFHE, all issued on the emerging technology this year.

Data matters but is fragmented

Data on Badges




Source: <https://moocsnews.wordpress.com/2019/01/16/by-the-numbers-moocs-in-2018/>

Contents



The future – Scenarios for lifelong learning

A wide-angle photograph of a long, straight asphalt road stretching towards a range of jagged, snow-capped mountains. The road has a dashed white line down the center and solid white lines on the sides. The landscape is arid and brown. The sky is blue with scattered white clouds.

Where do we go from here?

Elements of new Normal in Post-Covid

Lifelong Learning

The diversification of formats and methods of delivery, the boost of autonomous, self-directed learning, the dislocation of education and the multiple sites

Partnerships

shift of EDTech Industry from the periphery to the centre of education systems, importance of local eco-systems, concerns regarding countries sovereignty and identity

Data

importance of real time data for decision making, rise of data analytics, concerns regarding data privacy and security of learners

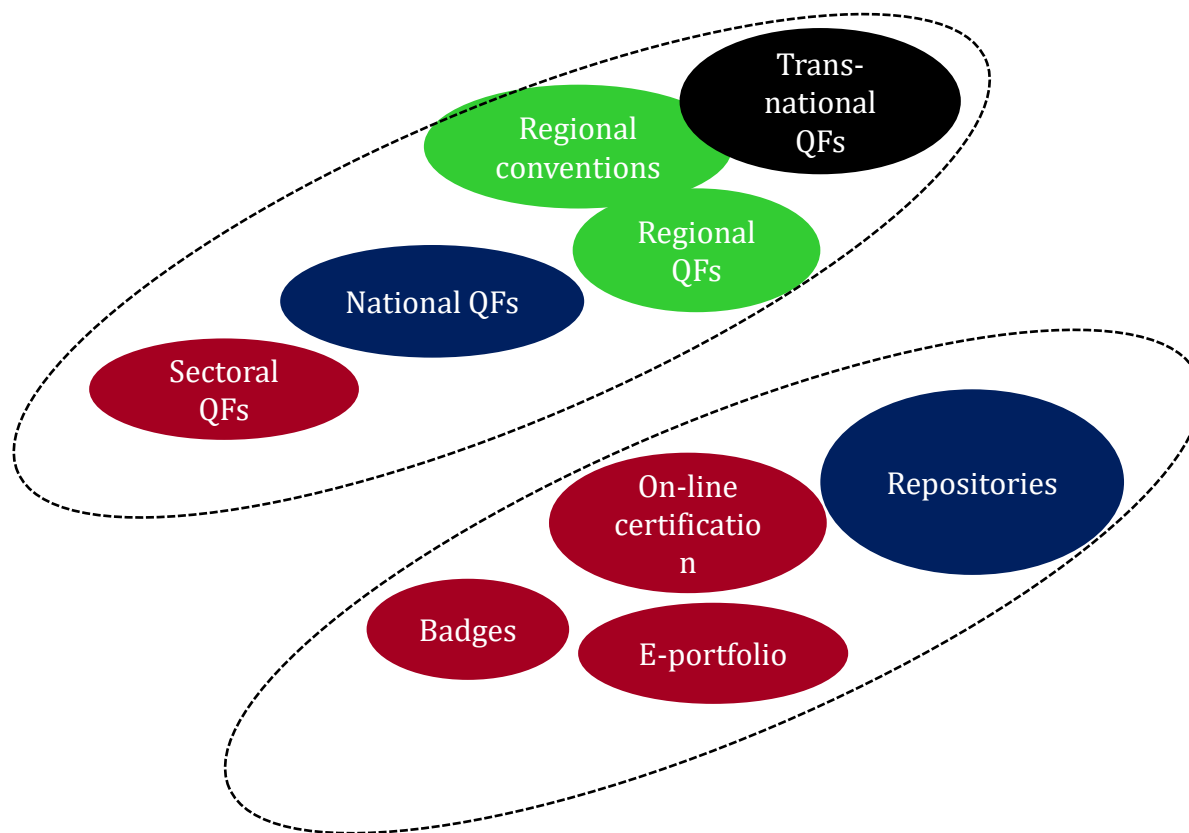
Learning Outcomes, As and certification

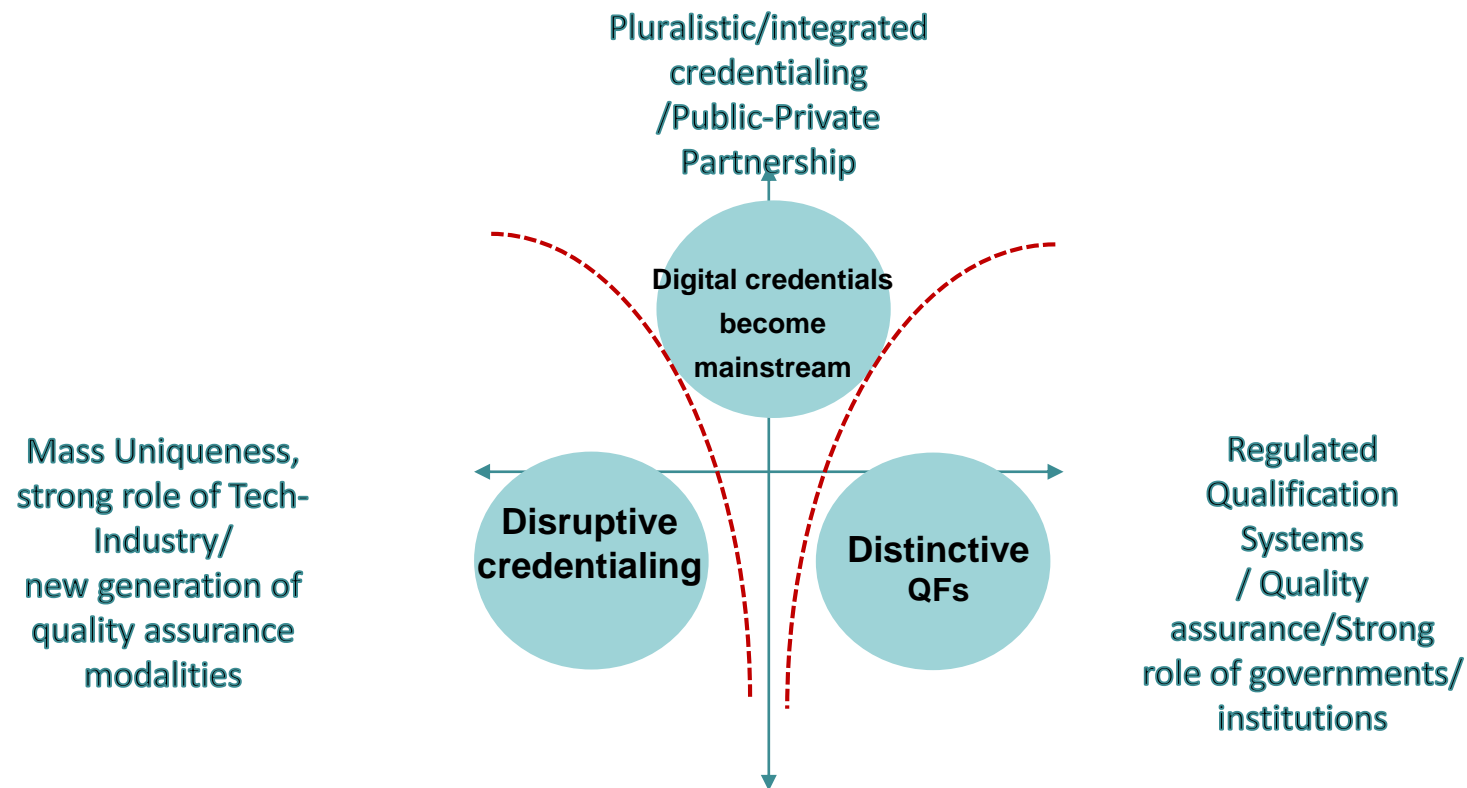
on-line assessment, new approaches for assessment, set of new skills, changes in high stake exams

Credentials and certification

Digital credentials, micro-credentials, stacking processes, interoperability, digital ID

Skills and qualification recognition landscape





Source: Borhene Chakroun

Five fundamental conditions for Credentials Adaptability

- 1. Interoperability within and across technology systems and certification eco-systems;**
- 2. Learners' responsibility, rights and ownership;**
- 3. Taxonomies of Learning Outcomes;**
- 4. Smart investment in technologies**
- 5. Multilateralism, cooperation and solidarity: International standards, right-based approaches, Sovereignty, Community of practices**

Dynamic and lifelong record of individuals learning and work experiences and achievements that can be instantly verified and shared directly and easily with educational institutions and employers

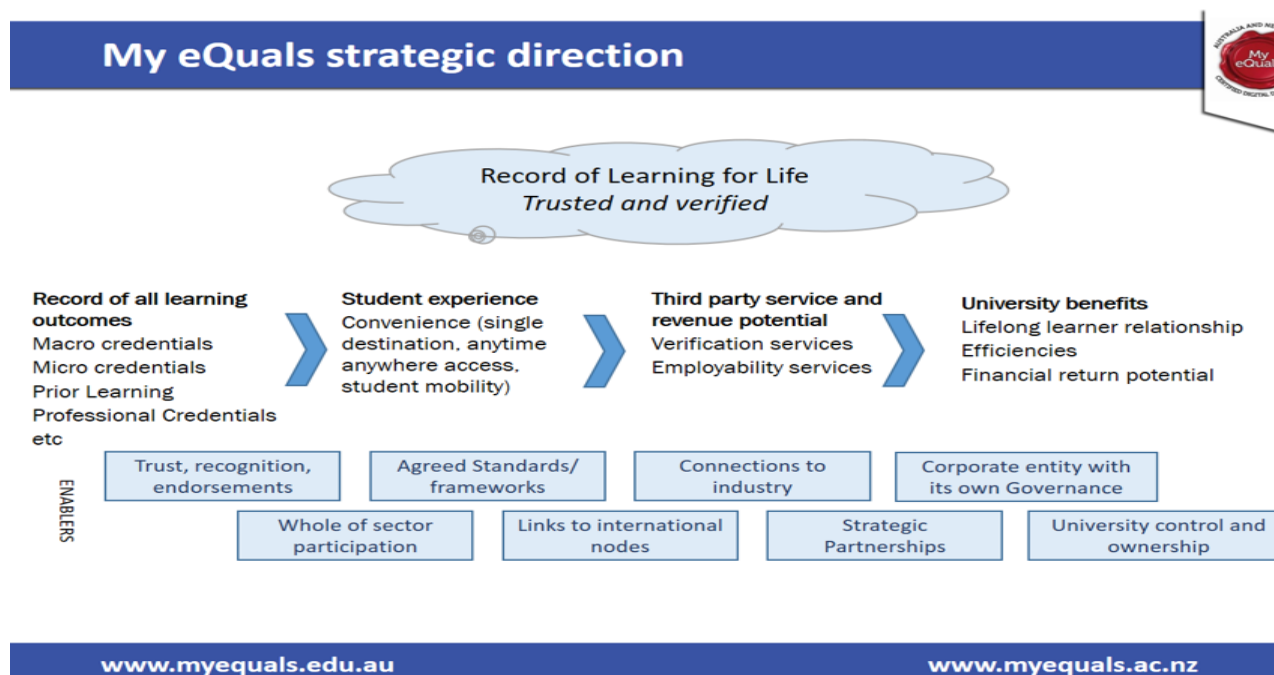
AI develops a keen understanding of the learner's attributes and learning preferences, work experience, etc. by evaluating data about lifelong learning and career experiences.

It also has access to an infinite set of possible interventions – arising from learner-centric data derived from the experiences of millions of other learner worldwide – to help the learner overcome learning problems or labour market matching problem or reskilling needs.

Mass uniqueness, can become reality in this hypothetical scenario

Intelligent Learners Platform: Mass uniqueness*

- Creating a constantly evolving profile of a person's lifelong learning to support transitions in work and life



* This term is used by BCG in Mass uniqueness : A global challenge for one billion workers, 2019



Key qualities for learning and employment records

Qualities

1. Transparent



2. Relevant



3. Equitable



5. Private and secure



6. Verifiable



7. Portable



8. Interoperable



9. Sharable



Scope

Clearly defined, enables comparison, and is based on shared open standards, common language description

Clearly Carries meaning and value applicable to useful purposes, including employment, career advancement and future learning

Enables Educational, social and economic mobility for people with diverse needs, capabilities and abilities

Protect individuals data privacy and security, ethical use of data, etc.

Can be digitally confirmed by one or more issuers

Can be use in a variety of contexts, across-sectors, countries, connecting to multiple purposes of employment, learning and citizenship engagement

Use open standards, machine readable, exchangeable and actionable across technologies and eco-systems. Supports combination of data from multiple sources,

Enables learners to share their records when they apply for new learning opportunities, jobs and other social and economic engagement. Individual own and reserve the right to grant appropriate permission to access data

Thank you

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