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GLOBAL INVENTORY OF REGIONAL AND NATIONAL QUALIFICATIONS FRAMEWORKS 2019

ETF, CEDEFOP, UNESCO, UNESCO Institute for Lifelong learning



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This publication: captures, records and analyses global trends in qualifications frameworks. Our 4rd edition.

A collaborative production, covering the globe together : Unesco, Cedefop, ETF & Unesco Institute for Lifelong learning

- Our scope is **global**: all continents
- Two Volumes: Vol 1: 6 thematic chapters; Vol 2: **102 individual country descriptions and 7 regional Qualifications Frameworks**

Inventory's uses: inform decisions by ministries, authorities and other actors. Share knowledge with world network of experts and officials implementing national or regional qualifications frameworks.



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NQFs – tools **for** lifelong learning, quality, mobility. Better qualifications.

Instrument for **structuring qualification system**, via a hierarchy of levels. Purposes may be multiple and ambitious.

Most NQFs **share principles and common features** - levels structure, basis in learning outcomes, QA functions, etc. Create a common language among stakeholders about qualifications.

Most combine domestic - lifelong learning and quality; and international functions - recognition for mobility.

Challenge – making a sophisticated instrument **sustainable and visible**



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FINDING 1: issues, challenges, trends

- 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.
- World Reference Levels moved to testing.

Three themes dominate: digitisation, recognition of prior learning, outcomes

FINDING 2

- **Comprehensive frameworks** – most common or popular type of QF.
- **Learning outcomes** – common conceptual basis of almost all NQFs – a trend worldwide. Influencing structural change in education and training systems e.g. assessment, pathways between HE and VET, boosting VET's profile.
- NQFs provide **visible structures** and **common standards** to support recognition and validation of non-formal learning – challenges in **gathering data**.
- NQFs strengthen **quality assurance**.



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FINDING 3

- **Sustainability and visibility:** public perception and stakeholder use is growing e.g. databases, levels on certificates
- Most **impact:** move to outcomes in qualifications; transparency of systems of qualifications; validation of non-formal learning; stakeholder engagement in qualifications.
- **Recognition** of prior learning – mainstreamed in some countries, rising up the agenda in others – tool for lifelong learning, inclusion, social integration

International recognition



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Challenges

- Keeping NQFs up to **pace of digitization** – establishing **trust**
- **Recognition** of prior learning – scale up to lower costs of re-skilling
- **Stakeholder influence** and **use of frameworks**; visibility of frameworks and RPL
- Outcomes' potential not yet realized **in teaching, learning and assessment**
- Learners need to know about, and how to acquire, new qualifications – **links** between guidance, curricula, teaching and qualifications opportunities **remain weak** in some countries



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Following up

- Larger-scale piloting of the WRL Digital Tool is planned for 2019
- Making NQFs and RQFs visible; reaching the learner, provider and employer.
- Updating NQFs' and RQFs in digital era
- Report back in 2021.
- Inter-agency group ready to support ASEM dialogue around qualifications reforms and recognition of qualifications