GLOBAL INVENTORY
OF REGIONAL AND NATIONAL QUALIFICATIONS FRAMEWORKS 2019

ETF, CEDEFOP, UNESCO, UNESCO Institute for Lifelong learning
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.
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
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.**
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*
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
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