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

Credentials adaptability: Global context, trends and future developments

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The State of the arts – Global Landscape

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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.

Source: UNESCO-UNICEF-WB, 2020
High-stakes exams and Certification Disrupted

Comparison Across Levels

- **Tertiary**
  - Blue: Continued on planned dates
  - Red: Staggered examinations
  - Gray: Distancing students
  - Yellow: Postponed/rescheduled examinations

- **Secondary**
  - Blue: Continued on planned dates
  - Red: Staggered examinations
  - Gray: Distancing students
  - Yellow: Postponed/rescheduled examinations

- **Primary**
  - Blue: Continued on planned dates
  - Red: Staggered examinations
  - Gray: Distancing students
  - Yellow: Postponed/rescheduled examinations
Available Resources for Education
132 countries (approx. 60% of the world GDP)

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

Without the pandemic
Share of education budget as % of GDP increased by 5% (USD 82 billion less in 2020)
Share of education budget as % of GDP maintained (USD 210 billion less in 2020)
Share of education budget as % of GDP shrank by 5% (USD 337 billion less in 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

Disruptions of economies, labour markets and societies

500 Millions Jobs lost

Polarisation of Labour Market

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

- Middle East & North Africa: 9.5%
- Latin America & Caribbean: 8.2%
- Europe & Central Asia: 6.8%
- European Union: 6.3%
- Sub-Saharan Africa: 5.7%
- World: 5.2%
- South Asia: 4.7%
- North America: 4.2%
- East Asia & Pacific: 3.7%
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
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), ITU, 2018 or the latest available year

- North America
- European Union
- Europe & Central Asia
- Latin America & Caribbean
- Middle East & North Africa
- East Asia & Pacific
- World
- South Asia
- Sub-Saharan Africa
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

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

Source: GEM Report team estimates and projections.
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

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

Equity and Inclusion to leave non-one behind.
Global Education Coalition to ensure continuity of learning and leave no-one behind

Source: UNESCO
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**.
Regional Qualifications Frameworks

- **SADC**: 15 countries
- **ASEAN**: 10 countries
- **EQF**: 32 countries
- **Caribbean**: 15 countries
- **TQF**: 29 countries
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
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)
Lack of reference to Learning Outcomes

Assessment and recognition criteria

- recognition status of the awarding institution: 28
- type of awarding institution: 17
- learning outcomes: 15
- list of courses / content: 25
- quality / accreditation: 25
- formal rights: 24
- level in the qualifications framework(s): 20
- workload: 23
- nominal duration: 26
- profile: 12
- admission requirements: 17

Source: UNESCO-Council of Europe, 2019
The 4.0 Era

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;
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 on Badges

- **303,000** Badges Issued
- **82,000** Learners Are Using Open Badges
- **14,000** Employers/Trainers Issued Open Badges
- **1,000** Organizations Committed to Exploring the Use of Open Badges

Source: https://moocsnews.wordpress.com/2019/01/16/by-the-numbers-moocs-in-2018/
The future – Scenarios for lifelong learning
Where do we go from here?
### Elements of new Normal in Post-Covid

<table>
<thead>
<tr>
<th>Lifelong Learning</th>
<th>Partnerships</th>
<th>Data</th>
<th>Learning Outcomes, As and certification</th>
<th>Credentials and certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>The diversification of formats and methods of delivery, the boost of autonomous, self-directed learning, the dislocation of education and the multiple sites</td>
<td>shift of EDTech Industry from the periphery to the centre of education systems, importance of local eco-systems, concerns regarding countries sovereignty and identity</td>
<td>importance of real time data for decision making, rise of data analytics, concerns regarding data privacy and security of learners</td>
<td>on-line assessment, new approaches for assessment, set of new skills, changes in high stake exams</td>
<td>Digital credentials, micro-credentials, stacking processes, interoperability, digital ID</td>
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</table>
Skills and qualification recognition landscape
Possible Scenarios

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 learners worldwide – to help the learner overcome learning problems or labour market matching problems 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

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<tr>
<th>Qualities</th>
<th>Scope</th>
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<tbody>
<tr>
<td>1. <strong>Transparent</strong></td>
<td>Clearly defined, enables comparison, and is based on shared open standards, common language description</td>
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<tr>
<td>2. <strong>Relevant</strong></td>
<td>Clearly carries meaning and value applicable to useful purposes, including employment, career advancement and future learning</td>
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<td>3. <strong>Equitable</strong></td>
<td>Enables educational, social and economic mobility for people with diverse needs, capabilities and abilities</td>
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<td>5. <strong>Private and secure</strong></td>
<td>Protect individuals data privacy and security, ethical use of data, etc.</td>
</tr>
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<td>6. <strong>Verifiable</strong></td>
<td>Can be digitally confirmed by one or more issuers</td>
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<td>7. <strong>Portable</strong></td>
<td>Can be used in a variety of contexts, across sectors, countries, connecting to multiple purposes of employment, learning and citizenship engagement</td>
</tr>
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<td>8. <strong>Interoperable</strong></td>
<td>Use open standards, machine readable, exchangeable and actionable across technologies and eco-systems. Supports combination of data from multiple sources,</td>
</tr>
<tr>
<td>9. <strong>Sharable</strong></td>
<td>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</td>
</tr>
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Thank you

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