



United Nations
Educational, Scientific and
Cultural Organization

VPL Biennale 2019

7 May 2019

Berlin, Germany

Validation outside of Europe : New developments and remaining challenges

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- **VPL within SDGs**
- **NQF/VPL**
- **Data challenges**
- **Digitalisation impacts**
- **Right Perspective**

17 Sustainable Development Goals (SDGs)



SDG 4 : Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

The case of Health Sector

The Global Strategy for UHC, as part of its first strategic objective, calls for better alignment of health worker competencies with population, health systems, and health labor market needs

Global estimates point to a needs-based shortage of 18 million health workers to achieve and sustain UHC by 2030, with shortages prominent in low- and lower-middle income countries

UNESCO projections: Only a quarter of students in low-income countries will attain upper-secondary education by 2030, pipeline scenario failure

Importance of the availability of multiple-entry pathways across age-groups and validation of previous learning

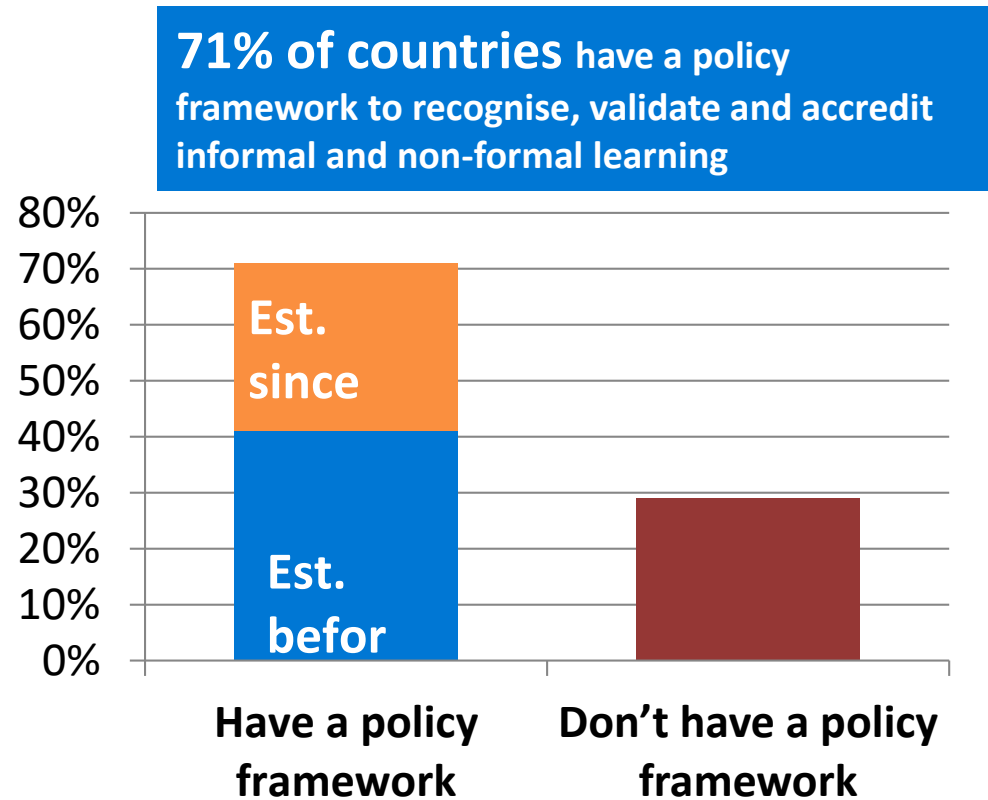
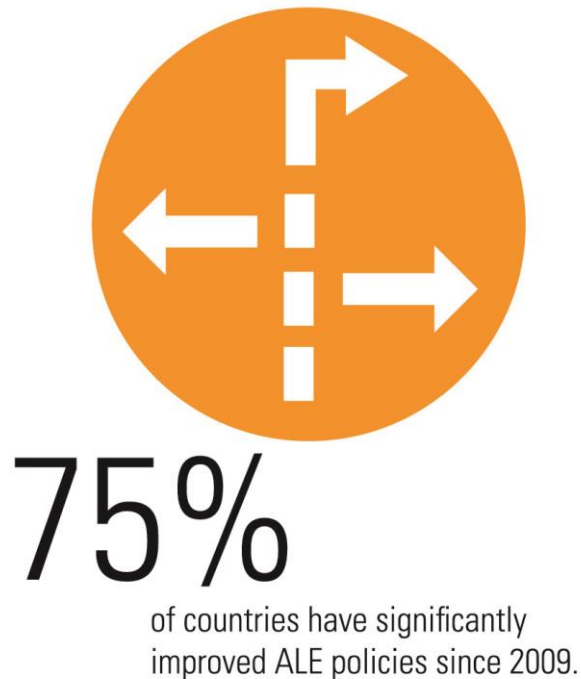
GLOBAL INVENTORY ON NQFs :

- **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 :

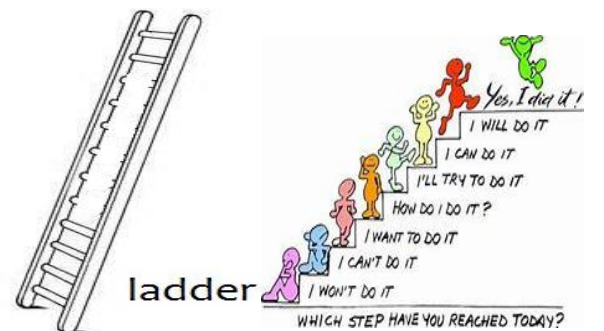
- **new types of digital credentials, use of digital technologies to support quality and transparency of recognition process**
- **UNESCO's Second Generation of Regional Conventions concerning HE have mainstreamed VPL (the Global Convention is following suit)**

Strengthening political commitment





Better anticipation and assessment of labour market changes



Development of well-informed quality and inclusive VPL underpinning NQFs and QA and supported by digital tools;



Improvement of governance, including whole government, public-private partnerships and enabling financing;



Monitoring and evaluation, Management Information Systems;

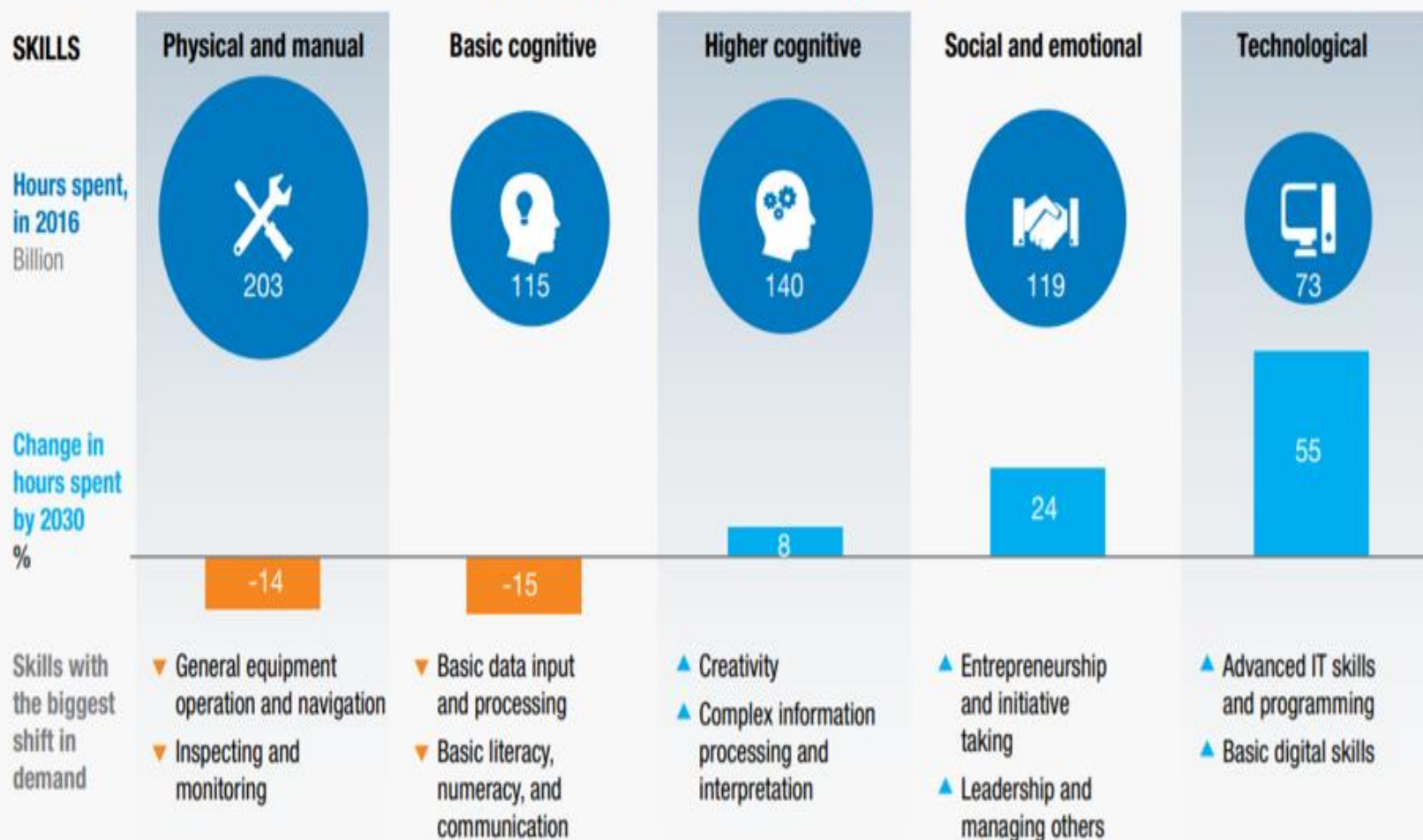


Polarisation of Labour Market

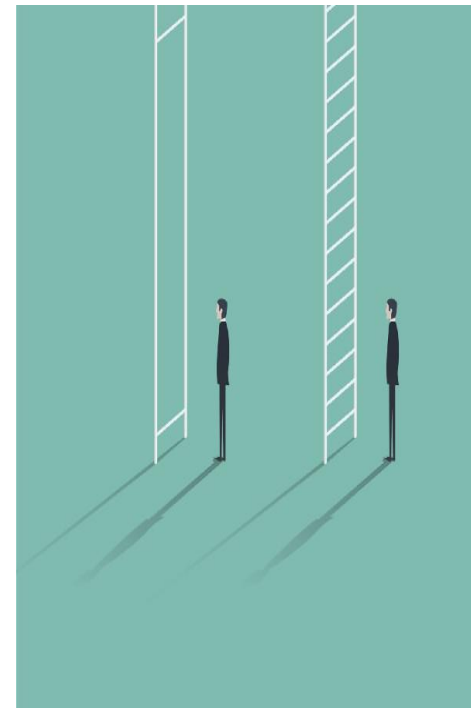
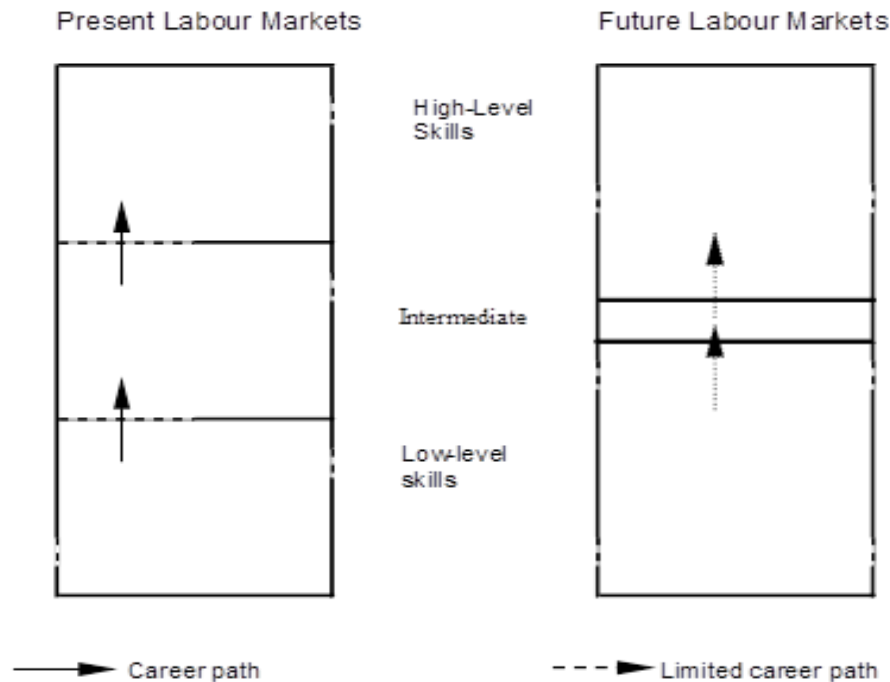
Persisting informality

Automation and AI will change the skills needed in the workforce

Total is for United States and 14 Western European countries



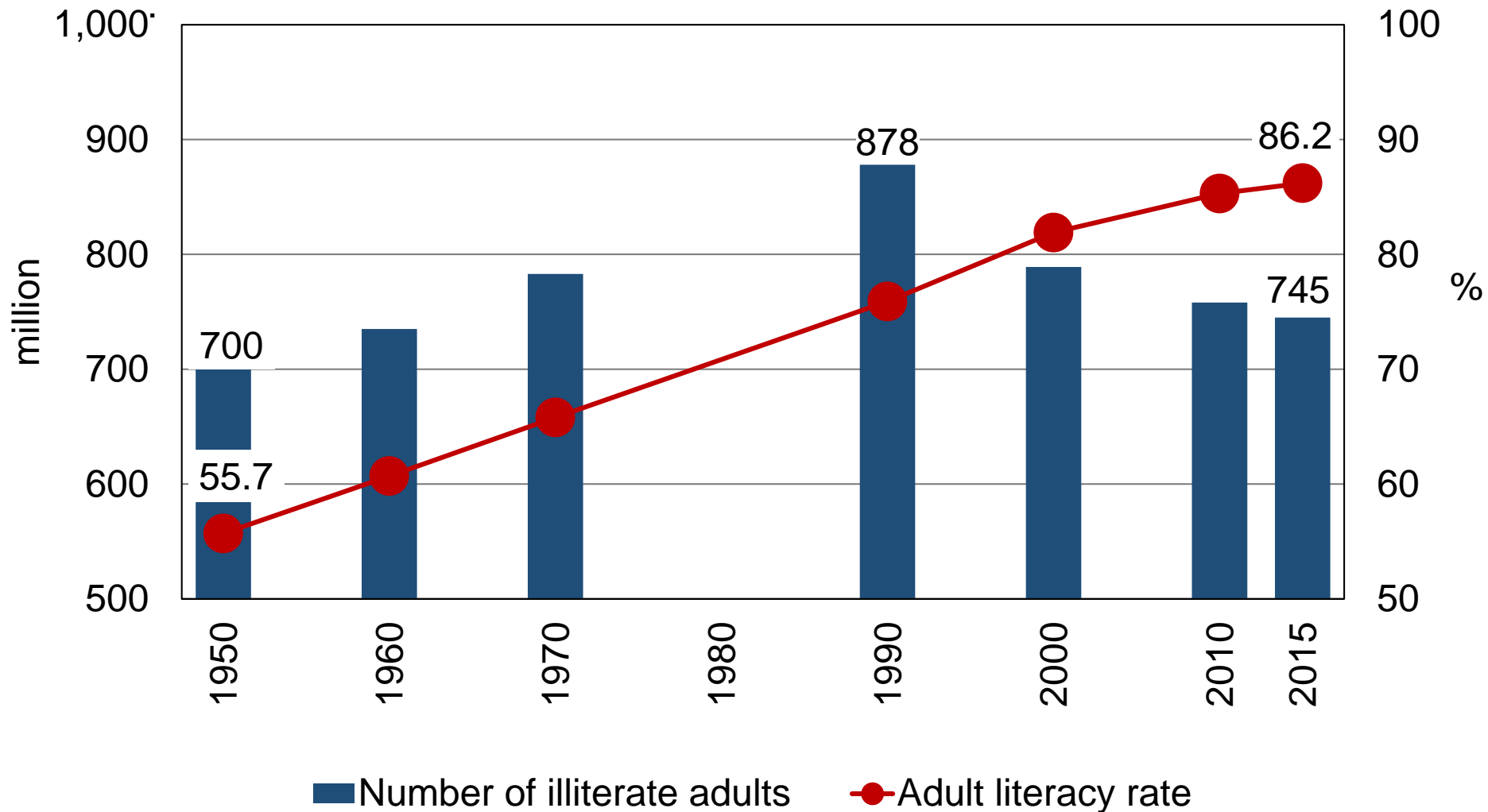
Current trends suggest career advancement is harder for some than for others: Taking care of the bottom of the Pyramid

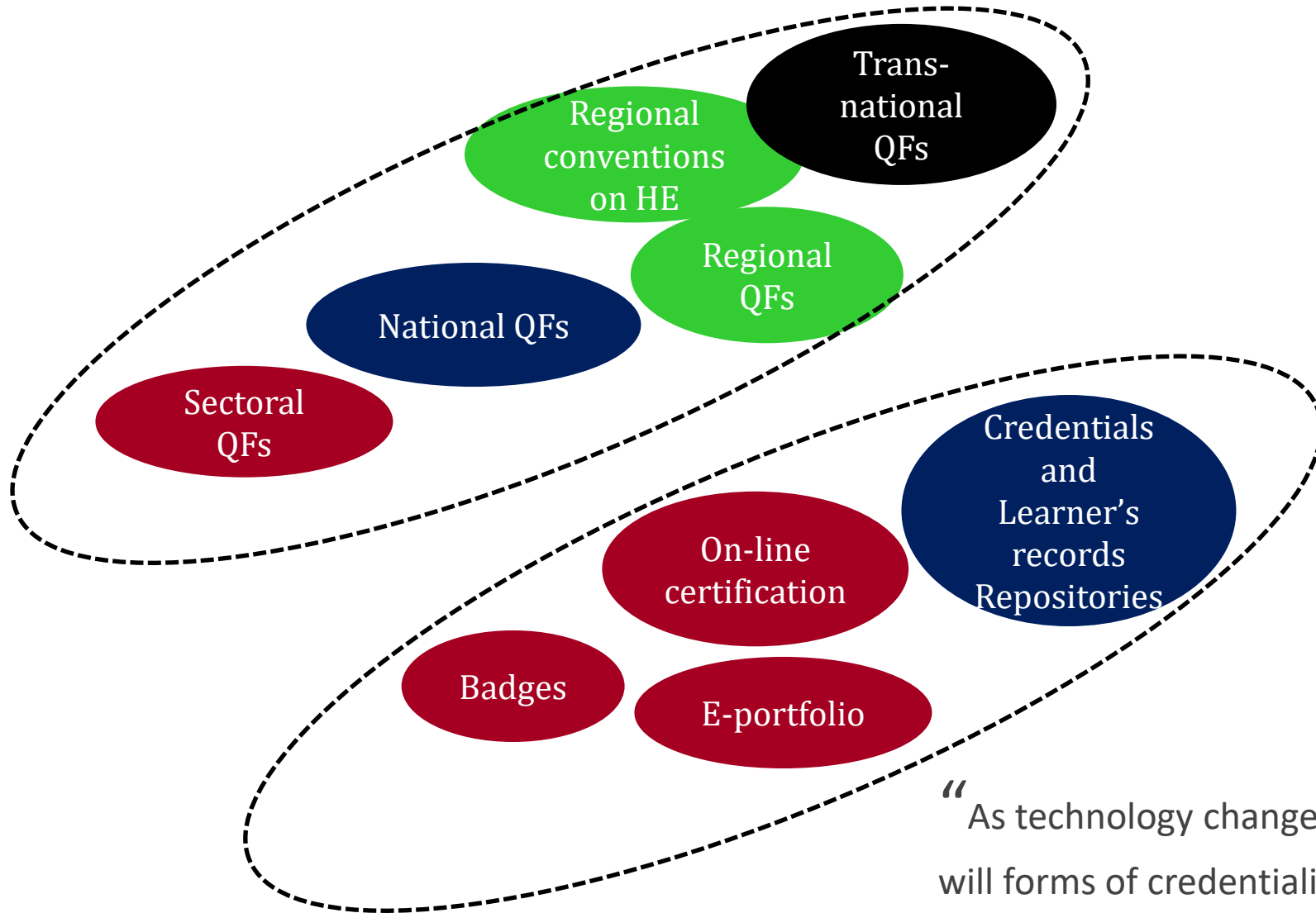


Agency
Decent work
Ability to leverage
technology

Low skills
Low literacy
Cannot leverage
technology

Credit: shutterstock





Ifenthaler *et al* 2016

- Focus on wider set of skills (job-specific; transversal skills; digital skills; Citizenship and sustainability skills)
- Organised by wide range of stakeholders including private sector, Edtech, etc.;
- Digital credentialing, credentials jungle, new generations of NQFs, Quality Assurance issues;
- Individual pathways, supported by Artificial Intelligence;
- Digital Learners' records
- Privacy and security, the ownership of learners' records, inclusivity;



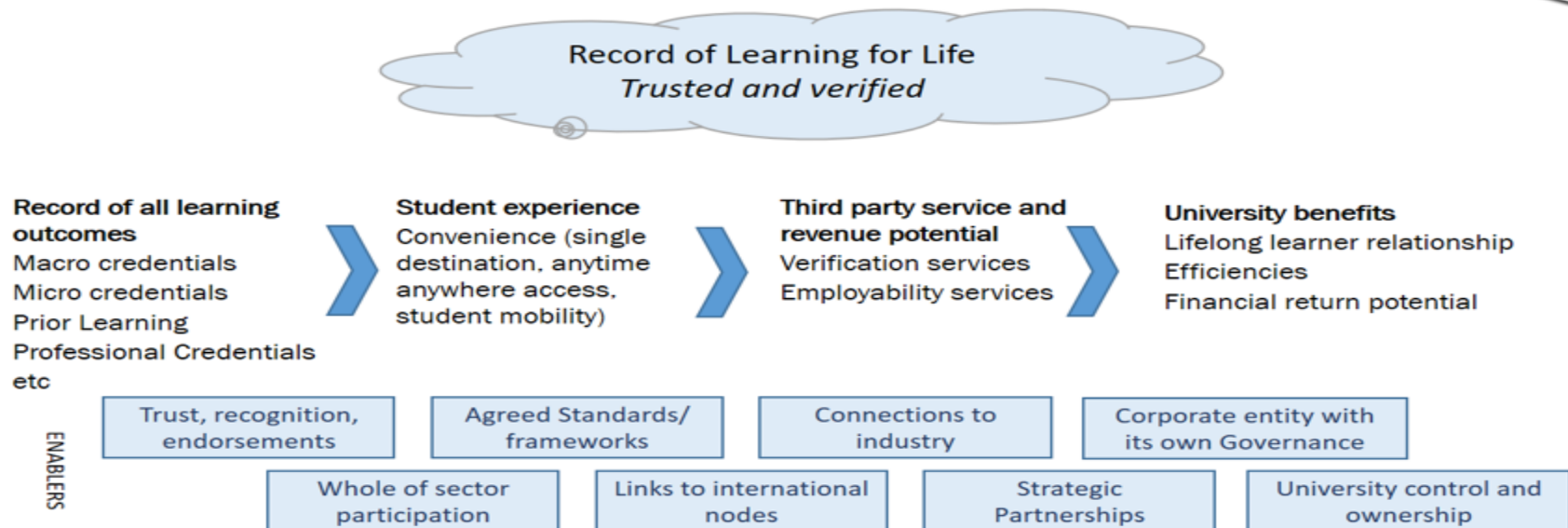
Lifelong Learning Account System

The National Institute for Lifelong Education (NILE)



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

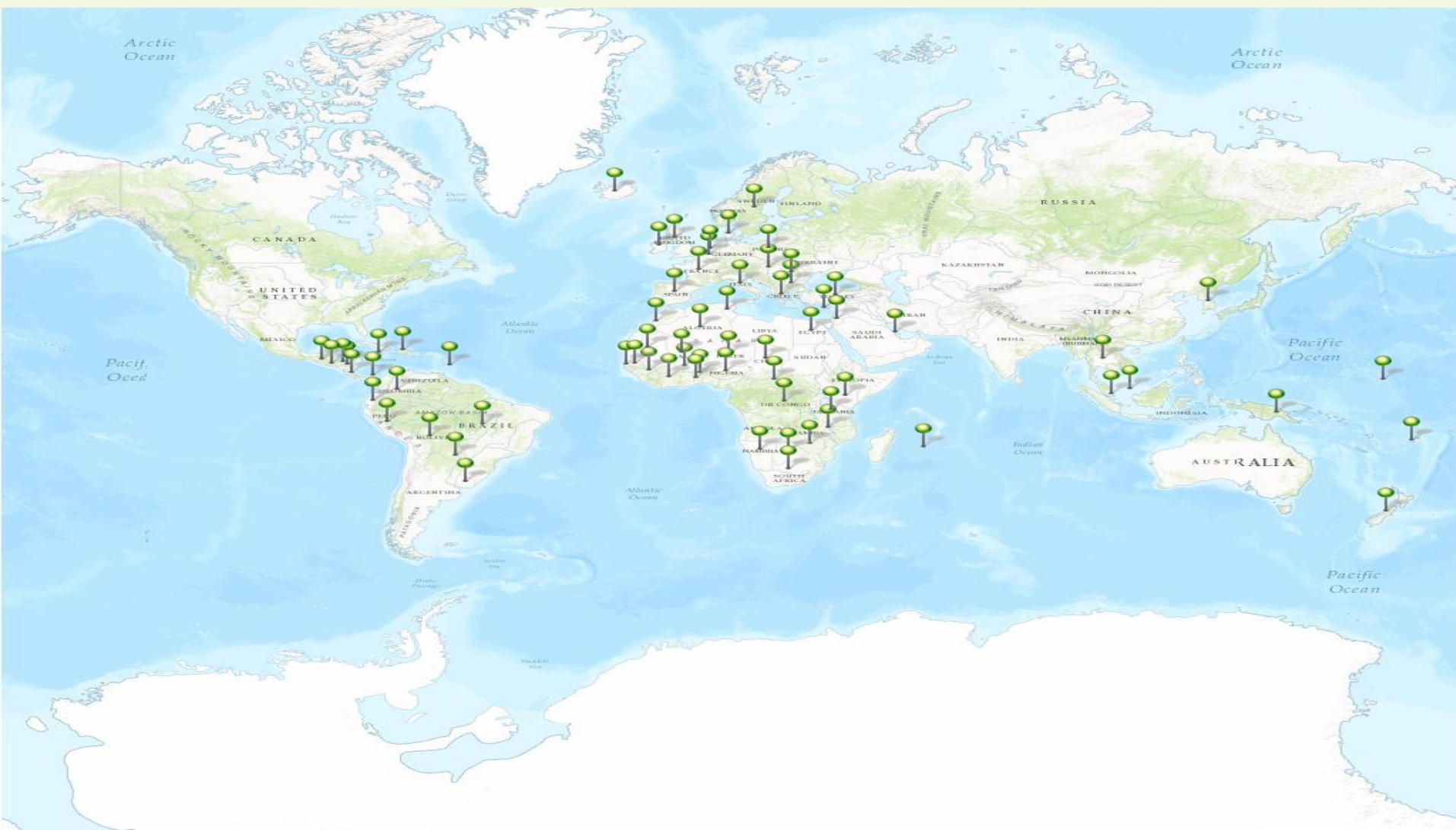
My eQuals strategic direction



www.myequals.edu.au

www.myequals.ac.nz

Consider employers levies to finance VPL: 70 countries have Training Fund

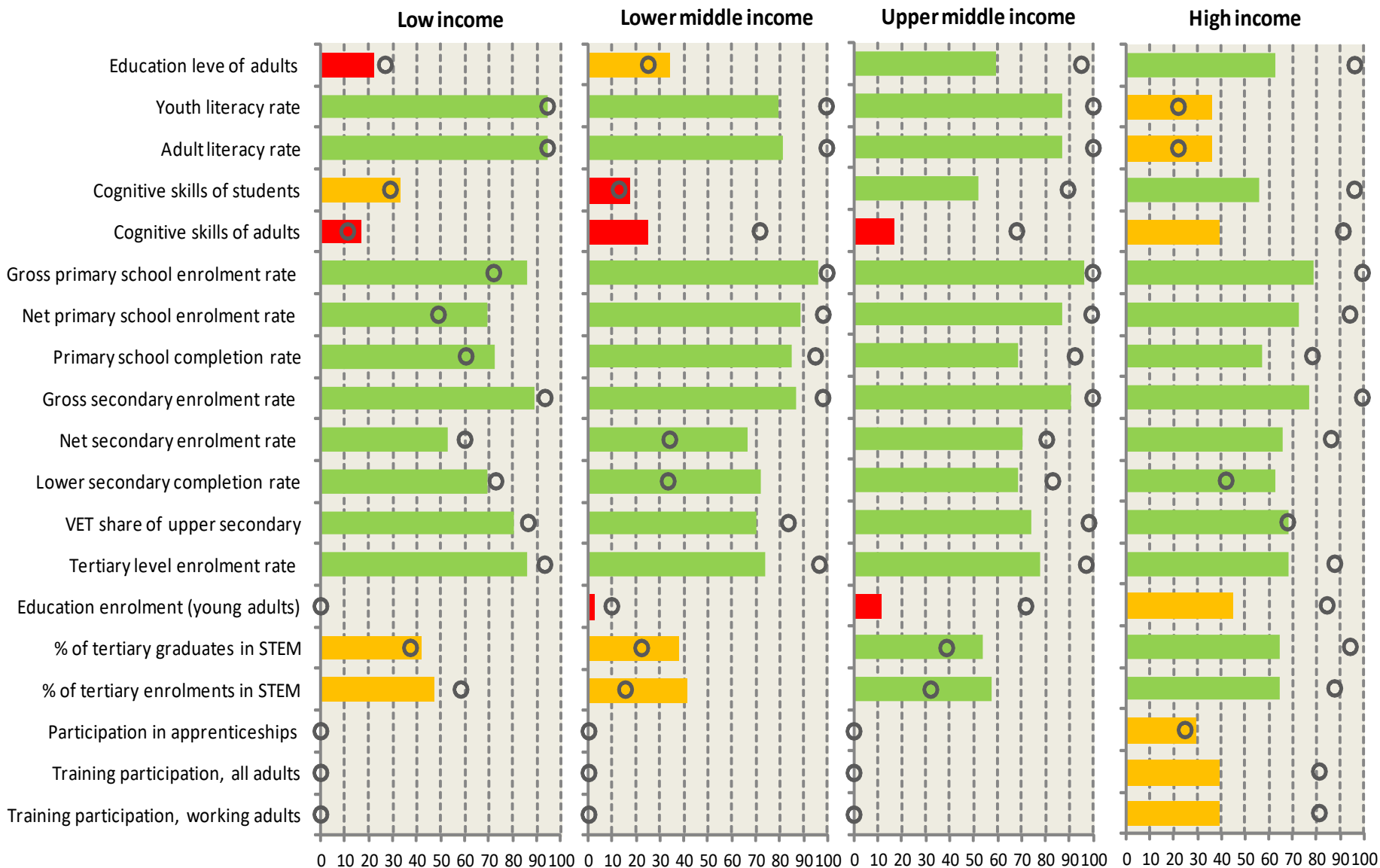


Levy base	Country
Company profit tax	Jordan, Egypt (suspended)
Levy on foreign workers	Bahrain, Marshall Islands
Levy on Payroll	Belgium, Bulgaria, Cyprus, France, Greece, Hungary, Italy, Ireland, Netherland, Poland, Romania, Spain, United Kingdom, Algeria, Morocco, Tunisia, Singapore, Barbados, Bolivia, Brazil (for SENAI, SENAC and SENAT), Colombia, Costa Rica, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Jamaica, Nicaragua, Paraguay, Peru, Uruguay, Venezuela, Benin, Burkina Faso, Central Africa, Chad, Côte d'Ivoire, Guinea, Malawi, Mali, Mauritania, Mauritius, Namibia, Nigeria, Senegal, South Africa, Tanzania, Togo, Zimbabwe
Fixed amount per worker	Slovenia
Value product	Brazil (SENAR), South Africa Agricultural Training Fund (SETA)
Social security fund	Panama

Tentative dimensions for monitoring and evaluation of RVA

- **Access and participation:** Are equity and inclusion indicators sufficient?
- **Quality and internal effectiveness:** Is the quality of process and resources sufficient?
- **Certification:** Is the number of credentials delivered each year through RVA sufficient indicator?
- **Outcomes:** Employment indicator is sufficient indicator?

■ Available for more than 50% of countries
 ■ Available for 25-50% of countries
 ■ Available for < 25% of countries
 ○ Weighted



- National
 - Prioritise efforts to strengthen data quality and use
 - Ensure VPL reflected in National Statistical Development Education Strategies (NSDES)
 - Ensure coordination among diverse partners
 - Ensure adequate funding for data collection
- International
 - Agencies play roles in coordination, quality assessment, building consensus on standards, supporting capacity
 - Global Alliance for Monitoring Learning
 - Technical Cooperation Group (TCG)

1. Lifelong Learning entitlements (Australia, France, Korea, Scotland, Singapore);



2. Right to Recognition of prior learning (Brazil, France, Korea and Chile);



3. Right to Career guidance and counselling (France, Korea, others); and



4. Other rights: Right to information/internet, social security, privacy, etc. (UN Resolution on Right to Internet, EU social right,)



Thank you

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