

Analytical inventory of experiences in the development and implementation of qualifications frameworks in Latin America



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Inter-American Centre for Knowledge Development in
Vocational Training - ILO/Cinterfor

Anne Posthuma

Director
ILO/Cinterfor

Fernando Vargas Zúñiga

Senior Specialist in Vocational Training
ILO/Cinterfor
Analytical Inventory Director

Liliana González Ávila

ILO/Cinterfor Consultant
Research and Texts for Analytical Inventory

Montevideo, September 2020.

DISCLAIMER

The use of non-discriminating language which does differentiate between men and women is one of the concerns of our Organization. Nevertheless, linguists have not reached an agreement upon how to do so in our language. In that sense, and with the aim of avoiding the graphic overload of using he/she (etc.) in English to underscore the existence of two sexes, we have chosen to use the traditional generic masculine, in the understanding that all mentions of gender always include both men and women.

Abbreviations and Acronyms

CCBO	Coordinator of the Brazilian Classification of Occupations
CEDEFOP	European Centre for the Development of Vocational Training
CNIAA	National Chamber of Sugar and Alcohol Industries
CSUCA	Central American Higher University Council
DGAIR	Directorate General for Accreditation, Incorporation and Revalidation
ICT	Information and Communication Technology
ILO	International Labour Organization
ILO/Cinterfor	Inter-American Centre for Knowledge Development in Vocational Training
ISCED	International Standard Classification of Education
MCCAA	Qualifications Framework for Skills in the Sugar Agroindustry
MCESCA	Central American Higher Education Qualifications Framework
MCM	Chile's Qualifications Framework for Mining
MEN	Ministry of National Education of Colombia
MNC – EFTPH	Qualifications Framework for Technical and Vocational Education and Training of Honduras
NQF	National Qualifications Framework
QF	Qualifications frameworks
RPL	Recognition of Prior Learning
UNESCO	United Nations Educational, Scientific and Cultural Organization

Contents

Presentation	6
1. Description of qualifications frameworks in Latin America	8
2. Basic structure of qualifications frameworks	14
2.1. Objectives of qualifications frameworks	14
2.2. Principles of qualifications frameworks	15
2.3. Qualifications levels	16
2.4. Qualifications frameworks dimensions, sub-dimensions and descriptors	17
2.5. Qualification pathways recognised by the frameworks	20
3. Qualifications frameworks progress status in Latin America	20
4. Qualifications framework design in Latin America	23
5. Qualifications framework governance in Latin America	26
6. Qualifications frameworks implementation	28
6.1. Elements for the implementation of qualifications frameworks	28
6.2. Regulatory developments for qualifications framework operations	32
6.3. Progress of qualifications framework populating in Latin America	34
6.4. Progress of processes promoting adjustments to the education and training provision with reference to qualifications frameworks	37
7. Conclusions	39
References	41
Appendix. Description Sheets by Framework	46

List of Tables

Table 1. Issues addressed by qualification frameworks	10
Table 2. Description of qualifications frameworks in Latin America	13
Table 3. Principles of qualifications frameworks	16
Table 4. Number of levels in qualifications frameworks	17
Table 5. Relationship between QF dimensions and sub-dimensions	19
Table 6. Stages of Latin America's qualifications frameworks	22
Table 7. Year when NQF began to be designed and year adopted	23
Table 8. Bodies responsible for mobilising the design of qualifications frameworks	24
Table 9. Stakeholders involved in the design and implementation of qualifications frameworks	25
Table 10. Types of governance bodies for qualifications frameworks	26
Table 11. Governance bodies for qualifications frameworks	27
Table 12. Elements for the implementation of national qualifications frameworks - part 1	29
Table 13. Elements for the implementation of national qualifications frameworks - part 2	30
Table 14. Elements for the implementation of regional and sectoral qualifications frameworks	31
Table 15. Regulatory developments for qualifications framework operations	33
Table 16. Status of the populating process	34
Table 17. Criteria to determine the populating process	35
Table 18. Sectors with qualifications identified	36
Table 19. Sectoral participation bodies for qualifications frameworks	37
Table 20. Type of educational and training opportunity promoting the adoption of qualifications frameworks	38

List of Illustrations

Illustration 1. Qualifications frameworks in Latin America	9
Illustration 2. QF Objectives Word Cloud	15

Presentation

The Inter-American Centre for Knowledge Development in Vocational Training of the International Labour Organization (ILO/Cinterfor) submits this analytical inventory exercise on qualifications frameworks in Latin American countries; namely: Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay and Venezuela.

The purpose of this paper is to examine the level of implementation of Latin American qualifications frameworks, so that useful comparisons can be made in the context of a regional framework. At the same time, to identify the challenges facing national and sectoral frameworks attempting to become tools for transforming the supply of education and training with a view to quality, relevance and productive inclusion, as well as for synchronizing their components in keeping with national qualifications systems.

The analysis will also enable possible cooperation between countries to strengthen aspects of the implementation of the frameworks in two lines: on the one hand, in the experience of shaping their governance models, and on the other, in the consolidation of institutional elements and arrangements that enable their appropriate implementation. We also seek to contribute on the global stage to shedding light on the region's progress in relation to qualifications frameworks.

For the eight countries in the region that do not yet have their own qualifications frameworks, this inventory may encourage them to initiate processes regarding which they can find lessons learned and examples in the region, complementing the experience that can be gathered from other latitudes, with the advantage of the cultural and social affinity that exists among Latin American countries.

To produce the inventory, we consulted the websites of each country, as well as documents, reports and regulatory developments relating to qualifications frameworks, available on the Internet. A summary data sheet was prepared for each framework and forwarded to each country. No feedback was received from Honduras, Dominican Republic, Brazil, Mexico, Panama and the Central American Higher Education Qualifications Framework, so the information included is based solely on secondary sources available by July 2020.

The variables for the analysis were established on the basis of the ILO/Cinterfor's experience in the subject, as well as a review of the inventories prepared by the European Centre for the Development of Vocational Training (CEDEFOP), in particular those carried out in 2017 (1) and 2019, which resulted in the following categories of analysis, coinciding with the chapters of the document:

- 1) Description
- 2) Basic structure of frameworks
- 3) Progress status of frameworks
- 4) Framework design
- 5) Governance
- 6) Implementation of the frameworks: elements, regulatory developments, population and promotion of adjustment of the education and training provision with reference to the frameworks

The following sections include the findings of the analysis of qualification frameworks in Latin American countries. The description sheets of the 12 qualification frameworks identified are included in the appendix.

The design of the process, analysis and drafting of the inventory were undertaken by Liliana González Ávila, under the technical direction of Fernando Vargas Zúñiga, Senior Specialist in Vocational Training of ILO/Cinterfor.

1. Description of qualifications frameworks in Latin America

There are national qualifications frameworks (NQFs) in nine countries in the region (Brazil, Chile (2), Colombia (3), Costa Rica (4), the Dominican Republic, Honduras, Mexico, Panama (5), and Peru (6)); a regional framework, the Central American Higher Education Qualifications Framework (MCECSCA for its acronym in Spanish) (7) in which Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica and Panama participate; a regional sectoral framework, the Qualifications Framework for Skills in the Sugar Agroindustry (MCAA, in Spanish), implemented in Mexico and Cuba; and a country sectoral framework, Chile's Qualifications Framework for Mining (MCM, in Spanish).

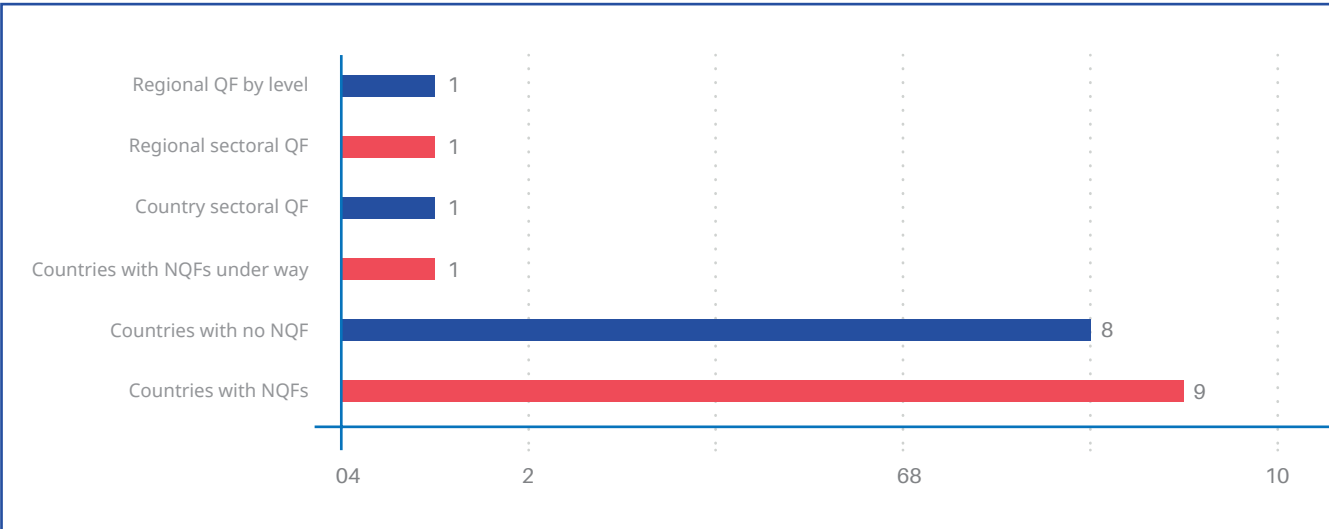
There is one framework under construction: the National Qualifications Framework of El Salvador. In Ecuador, there is a National Qualifications System that has been given the mandate to prepare a framework. However, Argentina, Bolivia, Cuba, Paraguay, Puerto Rico, Uruguay, and Venezuela do not have qualifications frameworks.

In addition, reference was found to the Pacific Alliance Qualifications Frameworks Network, composed of Chile, Colombia, Mexico, and Peru, whose creation was agreed at the XII Summit in 2017.¹

In the case of Ecuador, its experience involves a Catalogue of Vocational Qualifications, but it does not have a qualifications framework as such.

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1. The Pacific Alliance is an initiative launched in 2011 with actions on several fronts, including economic development and education. The purpose of the Qualifications Frameworks Network is to "generate mechanisms for regional cooperation among the countries of the Pacific Alliance to establish a common benchmark for student and labour mobility based on progress in the development of qualifications frameworks", on the basis of analysis and discussion of progress on frameworks in the region and the establishment of a reference framework for labour and educational mobility. (47)

Illustration 1. Qualifications frameworks in Latin America



Source: prepared by the author.

Qualifications frameworks emerge with the intention of resolving constraints of different kinds that arise in countries, regions or sectors. Table 2 includes issues targeted by the frameworks. In some cases, there are explicit references to the situations that warrant the presence of frameworks and in others these situations can be inferred from an analysis of documents and texts.

Table 1. Issues addressed by qualification frameworks

Country	Quality of education and training provision	Relevance of provision to the needs of the production sector	Degree and certificate transparency	Synchronization of the education and training system	People's mobility	Encouragement of lifelong learning	Recognition of Prior Learning	Recognition of qualifications obtained in other settings	Social assessment of the technical training provision	Availability of qualified human talent
Brazil	U/A	U/A	High	High	High	High	U/A	High	U/A	High
Chile	High	High	High	High	High	High	High	Medium	Medium	Medium
Colombia	High	High	Medium	High	High	High	Low	Low	Medium	High
Costa Rica	High	High	Medium	High	High	High	Low	Low	High	High
Honduras	High	High	Low	High	High	High	Low	Low	Low	High
Mexico	High	Medium	High	High	Medium	High	High	High	U/A	U/A
Panama	High	High	High	Medium	High	Medium	Medium	Low	Medium	High
Peru	High	High	High	High	High	High	High	Low	Medium	High
Dominican Republic	Medium	Medium	High	High	High	High	Medium	Medium	Low	High
Central American Higher Education Sector	High	Medium	High	Low	Medium	Low	Low	High	Low	Medium
Sugar Industry Sector	U/A	High	U/A	U/A	High	High	High	U/A	U/A	High
Mining Sector	High	High	Low	High	Medium	Low	Low	Low	Low	High
U/A: Unavailable										

Source: prepared by the author

Vargas and Billorou's model was followed in the description of NQFs, (8), with the following categories:



By scope: frameworks may be **national** (for the entire country), a category which includes 10 of the frameworks in the region; **sectoral** (for an economic sector), a category which includes Chile's Qualifications Framework for Mining; **subregional** (for some regions of a country), no frameworks of this kind were found; and **regional** (for a set of countries), a category including the Central American Higher Education Qualifications Framework and the Qualifications Framework for Skills in the Sugar Agroindustry; as well as being regional, as it is implemented in Mexico and Cuba, the latter is also sectoral.



By function: frameworks may be **regulatory** (i.e., establishing legal actions for the configuration and operation of the education and training provision); **flexible** (affecting some aspects of the education and training provision) or **referential** (providing significant information, although not mandatory, addressing aspects of the education and training provision). The decision to assign a regulatory function to an NQF is related to an interest in greater organization and control of the education and training provision through the normative, institutional and operational development of actions associated with the quality and relevance of qualifications, as well as the recognition of learning and the mobility of the population in the system. Regulatory frameworks in the region are those of Costa Rica, Ecuador, Panama and the Dominican Republic. The question arises as to whether in scenarios of greater curricular centrality; that is, where the authorities determine the training curricula, NQFs tend to be given a regulatory character.



By structure: frameworks may be **unified** (covering all levels of education and training provision) or **linked** (covering only one or several levels of education or training). The former include the frameworks for Brazil, Colombia, Mexico, Panama, Peru and the Dominican Republic, while the latter include the frameworks of Chile, Costa Rica and Honduras, as well as the sectoral and regional frameworks mentioned above.



By coverage: frameworks may be **inclusive** (covering all sectors) or **partial** (covering only one particular sector). The former include the frameworks of Brazil, Colombia, Mexico, Panama, Peru and the Dominican Republic and the latter, the Mining Framework of Chile and the Framework for the Alcohol and Sugar Industry.



By content: frameworks may be **comprehensive**, when qualifications include several of the following particulars: skills, learning outcomes, structure of training content in modules, duration, indications of learning resources and teacher profile, or **noncomprehensive or restricted**: qualifications only report on learning outcomes. Only in the case of the Dominican Republic is the NQF both regulatory and comprehensive, so that, in the case of regulatory frameworks that are not comprehensive, it is of particular interest to identify how their scope is handled in terms of the regulations that accompany their implementation. It should be noted that, to further refine this attribute, in particular, it would be useful in a subsequent process to enter into a detailed analysis of the models or standards of qualifications that countries have developed and the approach they have taken regarding their use by education and training providers.

Table 2. Description of qualifications frameworks in Latin America

Type of framework	Description		
National frameworks	By function	Referential	Chile, Colombia and Peru
		Regulatory	Costa Rica, Dominican Republic and Panama
		No information	Brazil, Honduras and Mexico
	By structure	Unified	Brazil, Colombia, Dominican Republic, Mexico, Panama and Peru
		Linked	Chile, Costa Rica and Honduras
	By content	Comprehensive	Chile, Costa Rica, Dominican Republic and Peru
		Noncomprehensive	Colombia and Panama
		No information	Brazil, Honduras and Mexico
Marco Sectorial	By function	Referential	Qualifications Framework for Mining
	By coverage	Partial	
	By content	Comprehensive	
Marcos Regionales	By function	Referential	Qualifications Framework for Central American Higher Education (MCESCA)
	By structure	Linked	
	By content	Comprehensive	
Marco Regional Sectorial	By function	Referential	Qualifications Framework for Skills in the Sugar Agroindustry
	By coverage	Partial	
	By content	No information	

Source: prepared by the author

Partial frameworks (Chile, Costa Rica, Honduras, Qualifications Framework for Skills in the Sugar Agroindustry and Qualifications Framework for Mining) cover up to technical education and vocational training, equivalent to levels 1, 2, 3 and 5 of the International Standard Classification of Education (ISCED) (9). The Central American Higher Education Qualifications Framework (MCESCA), as its name suggests, covers ISCED levels 6, 7 and 8.

2. Basic structure of qualifications frameworks

This section includes a description of objectives, principles, qualification levels, dimensions and sub-dimensions; elements which constitute the basic structure of qualification frameworks.

2.1. Objectives of qualifications frameworks

Based on the analysis of the objectives of the qualifications frameworks identified in Latin America, a coincidence was observed in the following elements, in order of frequency of repetition:

- Synchronization of the education and training system
- Availability of human talent with the required skills
- Quality assurance of education and training provision
- Mobility of people between different education and training offers
- Encouragement of lifelong learning
- Relevance of provision to the needs of the production sector
- Degree and certificate transparency
- Recognition of Prior Learning
- Recognition of qualifications in others and from other contexts
- Social assessment of technical education and vocational training
- Anticipation of training needs for human talent
- Unification and access to information on human talent needs and educational provision
- Facilitate dialogue between production and training sectors
- Labour inclusion promotion
- Unification of reporting and information systems on human talent needs
- Stimulating curricular innovation through learning outcomes

As shown in the word cloud below (illustration 2), produced on the basis of the objectives stated in the NQFs, the critical points are learning, training and education, the production sector, provision and system organization.

Illustration 2. QF Objectives Word Cloud



Source: prepared by the author based on objectives stated in qualifications frameworks

2.2. Principles of qualifications frameworks

Although there are explicit principles that guide the qualification frameworks only in five of the twelve frameworks identified, we observed in those five that an attempt is made to give a more social dimension to this tool, as evidenced by the issues of equity and equal opportunities present in the frameworks of Panama, Peru, Ecuador and the Dominican Republic. This complements the objectives on which there is a greater emphasis, such as system, provision and human talent synchronization in the face of the dynamics of the world of production.

Table 3. Principles of qualifications frameworks

Country	QF Principles
Brazil	No information available
Chile	Recognition of technical and vocational education ²
Colombia	None stated
Costa Rica	None stated ³
Dominican Republic	Equity, synchronization, relevance, participation, cooperation, guidance, transparency and trust
Honduras	None stated
Mexico	No information available
Panama	Relevance, equity, inclusion, accessibility, coherence, reliability, transparency, ethical practice, autonomy and justice
Peru	Equal opportunities, a focus on relevance, a focus on quality, social dialogue, synchronization and reliability

Source: prepared by the author

2.3. Qualifications levels

As Table 4 shows, five (Brazil, Colombia, Dominican Republic, Panama, and Peru) of the twelve frameworks identified have defined eight levels of qualifications, in keeping with the custom of catering to all levels of education and training. In the case of Mexico, there are nine levels, with one called '0' that is associated with preschool and early education. There are also frameworks with six, five and even four levels, such as the Costa Rican Framework and the Qualifications Framework for Skills in the Sugar Agroindustry (MCCAA), both partial frameworks that only cover technical levels prior to higher education, and the Central American Higher Education Qualifications Framework that targets the highest levels. Thus, countries such as Costa Rica and Honduras, which are part of this framework, in an exercise of harmonization could eventually include a system-wide conception of qualifications.

2. Explained as a transformative process that takes place throughout people's lives, with the aim of entering, continuing and developing in the world of work, in which both formal education and (non-formal) vocational institutions participate, including among them, those that provide training and the companies themselves that provide space for learning or continuous development. Country Information Sheet, revised.
3. A review of its information sheet showed that the country included as principles, descriptive aspects such as regulatory, synchronized, inclusive and restricted, when these are concepts that are actually considered characteristics, and, therefore, were not included in the analysis.

Table 4. Number of levels in qualifications frameworks

Type of QF	Framework	Number of levels
National Qualifications Frameworks	Mexico	9
	Brazil	8
	Colombia	8
	Panama	8
	Peru	8
	Dominican Republic	8
	Honduras	6
	Chile	5
	Costa Rica	5
Sectoral framework	Mining sector framework	5
Regional frameworks	MCESCA	5
	MCCAA	4

Source: prepared by the author

2.4. Qualifications frameworks dimensions, sub-dimensions and descriptors

As regards numbers of dimensions, eight frameworks have three, three have five and two have four. In all of them there is a dimension labelled “knowledge” or a similar term (fields of expertise; fields of expertise and professional knowledge; fields of knowledge and expertise). The term “fields of expertise” is used in the qualifications frameworks of countries that are affiliated to the MCESCA, in which the same term is used. This may be due to an exercise in harmonization with that framework for levels equivalent to ISCED levels 6, 7 and 8.

On the other hand, in only three of the twelve frameworks identified is there no mention of autonomy and responsibility; in some, they are included in the application dimension, as sub-dimensions, but in four, they appear as dimensions. These two dimensions follow the predominantly European trend of including knowledge and responsibility /autonomy.

It is in the field of “knowledge” addressed by the qualification that the greatest diversity is to be found. Skills, abilities, competencies and

application are mentioned, the latter referring not only to knowledge and skills generically, but mentioning in detail a taxonomy of skills ranging from personal (socio-emotional) to technological and technical. It is in the area of skills that frameworks acquire the greatest differentiation, not only as regards the type of those that are included but in number. It may be assumed that in their choice they have considered the results of studies on skills valued by employers, an analysis of skills gaps, as well as factors sensitive to the population, culture and perceived challenges of the business sector, such as information and communication technologies (ICT), second language skills or skills associated with health and safety at work. Reference should also be made to the skills taxonomies that the education and training authorities have prioritised in their curriculum design.

Two models are observed: a simplified model with broad dimensions and a more complex model disaggregated into several sub-dimensions and even these, into another level. It is important to consider comparative exercises to determine which process is the most appropriate when populating the frameworks, for curricular design or for appropriation by the different audiences.

Table 5 includes the dimensions and sub-dimensions of the twelve frameworks identified in Latin America.

Table 5. Relationship between QF dimensions and sub-dimensions

Country	Dimension 1	Dimension 2	Dimension 3	Dimension 4	Dimension 5
Brazil	Knowledge	Skills	Attitudes		
Chile	Skills: Information (Cognitive Skills) Problem Solving, Resource Use (Techniques) Communication	Application in context: Working with Others, Autonomy, Ethics and Responsibility	Knowledge		
Colombia	Knowledge	Skills	Attitudes: responsibility and autonomy		
Costa Rica	Fields of expertise	Application	Autonomy and Responsibility	Professional, cultural and social interaction	
Dominican Republic	Knowledge	Cognitive and practical skills	Behavioural skills	Responsibility and autonomy	
Honduras	Fields of expertise and professional knowledge	Knowledge application, information analysis, problem solving and innovation	Autonomy with personal, professional and social responsibility	Communication	Professional, cultural and social interaction
Mexico	Knowledge	Skills	Competencies		
Panama	Fields of knowledge and expertise	Capabilities: communications, problem solving, personal, cultural and professional interaction skills	Application of knowledge and skills: autonomy and responsibility		
Peru	Knowledge	Skills: communication (in first and second languages), socio-emotional (teamwork), cognitive (information management and problem solving, techniques, resource management)	Application: autonomy and responsibility		
Central American Higher Education Sector	Fields of expertise and professional knowledge	Knowledge application, information analysis, problem solving and innovation	Autonomy, personal, professional, and social responsibility, and decision-making	Communication	Professional, cultural and social interaction
Sugar Industry Sector	Basic skills (comprehension, writing, calculation)	Specific technical skills (induction to process and equipment)	Transversal skills (safety and health at work, environment conservation)	Institutional skills: (values, ethics and appropriateness policies)	Socio-emotional skills (leadership and communication)
Mining Sector	Skills: Information (Cognitive Skills) Problem Solving, Resource Use (Techniques) Communication	Application in context: Working with Others, Autonomy, Ethics and Responsibility	Knowledge		

Source: prepared by the author, based on QF documentation

2.5. Qualification pathways recognised by the frameworks

The nine national qualifications frameworks identified provide for the recognition of learning gained through both education and training, and experience (recognition of prior learning - RPL). In the case of the Dominican Republic, the regulations formally adopting the framework lay the foundations for this process. In Honduras, the framework responds to the dynamics of occupational profile registers; they have previously defined mechanisms for evaluation, for certification purposes. The MCESCA only recognizes learning gained through education.

3. Qualifications frameworks progress status in Latin America

The stages for determining the progress of qualifications frameworks in Latin America were established on the basis of an adaptation of the phases proposed in studies conducted by CEDEFOP. (10) (11) These phases are: a) initiating conceptualization and design of the qualifications framework; b) conceptualization and design concluded; c) early operational stage; and d) implementation.

It should be noted that the implementation of the frameworks in the region, as will be seen in point six of this paper, cannot be referred to as being full, since it is still in its early stages, as regards both synchronization with the processes of adjustment and quality assurance of the education and training provision, as well as mechanisms for the recognition of prior learning, the evaluation and quality assurance of the framework itself and actions to promote the usability of the framework and to eliminate information barriers, thanks to public consultation systems. Actions on these fronts may be observed in some countries.

There are seven countries that have not begun the construction and design process. In June 2020, El Salvador began to prepare its national qualifications framework and a roadmap for its implementation.

Four countries have frameworks with a basic framework structure designed, but with no progress as regards implementation, as follows: 1) Honduras, the status of its framework could not be determined; 2) Mexico, in the process of updating and exploring implementation mechanisms;⁴

4. The Mexican Qualifications Framework is being updated and implementation mechanisms are being explored. According to a communication issued in August 2020 by the Deputy Director-General for Promotion and Development of the National Council for Standardization and Certification (CONOCER, for its acronym in Spanish).

3) Peru, a framework that provides the procedures for the approval of the basic structure and its formal adoption; 4) Panama, a framework with a basic structure, but no progress due to the change of government and the COVID-19 pandemic.

Two frameworks, in Brazil and the Dominican Republic, are at the early operational stage, which means that they are in the process of preparing the operation and functioning of the framework and there are even pilot or expanded populating processes underway. The Dominican Republic adopted its framework in 2020, a priority action in the roadmap proposed in 2015.

The frameworks of three countries (Chile, Colombia, Costa Rica) are at the implementation stage, which implies that qualifications gathered from the production sector are being used to adjust the supply of education and training, and there is progress regarding mechanisms for the registration of qualifications in information systems. Despite not having formally established their governance bodies, Chile and Colombia are included in this group because they show progress in populating their frameworks. Work is under way in Chile on an institutionality design proposal, to be submitted in 2022, in accordance with Higher Education Act, 21.091. Colombia, for its part, is in the process, through regulatory development, of formally adopting its framework and establishing an autonomous and independent governance body, while seeking to consolidate a National Qualifications System, as established in the current Government's National Development Plan.

In addition, the Qualifications Framework for the Alcohol and Sugar Industry (MCCAA, in Spanish) is active, with synchronization between refineries and the Ministry of Labour and Social Security.⁵ The Qualifications Framework for Mining was revised in 2019, on the basis of a study conducted by the sector that identified new processes, profiles and skills. In addition, training routes migrated to Chile's Technical and Vocational Qualifications Framework (MCTP, in Spanish) structure, thus consolidating the sectoral population process for the country's framework. (12)

5. According to a communication included with the data sheet prepared for this inventory, which was reviewed by the consultant for that process.

Table 6. Stages of Latin America's qualifications frameworks

Framework stage	Country
No NQF	Argentina
	Bolivia
	Cuba
	Ecuador
	Paraguay
	Puerto Rico
	Uruguay
	Venezuela
At the start of conceptualization and design	El Salvador
Conceptualization and design concluded	Honduras
	Mexico
	Panama
	Peru
Early operational stage	Brazil
	Dominican Republic
Implementation	Chile
	Colombia
	Costa Rica
	MCCAA
	MCM
No information available	MCESCA

Source: prepared by the author

4. Qualifications framework design in Latin America

Procedures for the design of qualifications frameworks in six countries have led to their formal adoption, through laws or decrees which, in addition to indicating the objectives of the framework, also, in some cases include provision for its governance, as well as key processes such as the recognition of prior learning, synchronization with other systems (standardization, certification), the recognition and regulation of qualifications and a sectoral participation strategy.

The legal adoption that includes most comprehensively the aforementioned elements is observed in the case of the Dominican Republic. The six countries that have formally adopted an NQF have taken on average two years to do so, from the moment of its design. Of particular note are the cases of Colombia and Mexico which, although they had significant precedents regarding occupational classification, standardization and skill certification, and began developing their frameworks five years ago or more, to date, have not yet formally established them. This shows that although frameworks are tools with a high technical content, the realization of the institutional arrangements that enable their implementation and development is permeated by bureaucratic dynamics and changes of government, a common situation in the region.

Table 7. Year when NQF began to be designed and year adopted

Country	QF Design start date	Date of formal adoption of QF
Colombia	2014	QF not adopted
Chile	2014	2018
Costa Rica	2015	2016
Mexico	2015	QF not adopted
Dominican Republic	2016	2020
Honduras	2017	2018
Panama	2018	QF not adopted
Brazil	2019	2019
Peru	2019	QF not adopted
El Salvador	2020	QF not adopted

Source: prepared by the author

It is a key aspect in the design of qualification frameworks that the issue should be placed on the public agenda at the highest level. As observed in the cases of Honduras and Costa Rica, where an inter-agency commission established for that purpose was the coordinating entity for the development of the NQF, the formal adoption of the framework was achieved within one year. The model of an inter-agency commission leading the development of the framework was found in five of the ten national experiences.

In Colombia, Chile and Mexico, where the framework has not been formally adopted, the process has been in the hands of the ministries of education (the Public Education Secretariat is equivalent to a ministry). These cases are seen to be slower compared to experiences where commissions or committees have been set up to mobilize the issue of the framework.

Table 8. Bodies responsible for mobilising the design of qualifications frameworks

Country	Body
Brazil	Coordinator of the Brazilian Classification of Occupations (CCBO, for its acronym in Portuguese) attached to the Labour Secretariat of the Special Secretariat for Social Security and Labour of the Ministry for the Economy.
Chile	Ministry of Education, the body responsible for drafting a proposed institutional structure.
Colombia	Ministry of National Education (MEN, in Spanish), body in charge of the framework process until its governance is determined; its regulatory process is ongoing.
Costa Rica	Inter-Agency Commission for the Implementation and Monitoring of the National Qualifications Framework for Technical Education and Training.
Dominican Republic	National Commission for the National Qualifications Framework.
Honduras	Inter-Agency Strategic Committee on the Qualifications Framework for Technical and Vocational Education and Training of Honduras (MNC - EFTPH, in Spanish).
Mexico	Directorate General for Accreditation, Incorporation and Revalidation (DGAIR, in Spanish) of the Public Education Secretariat.
Panama	Commission on the Synchronization of Vocational Training in the World of Work and the National Qualifications Framework of Panama.
Peru	Multisectoral Working Group.

Source: prepared by the author

Table 9. Stakeholders involved in the design and implementation of qualifications frameworks

Country	Participating stakeholders
Brazil	No information available
Chile	Government, Higher education providers, Vocational training providers, Business sector (trade and other associations), Technical education providers, Workers' organizations (trade unions, trade associations, federations), Pre-upper secondary school education providers, Civil society organizations
Colombia	Government, Higher education providers, Vocational training providers, Business sector (trade and other associations), Technical education providers, Civil society organizations
Costa Rica	Government, Higher education providers, Business sector (trade and other associations)
Dominican Republic	Government, Higher education providers, Vocational training providers, Business sector (trade and other associations), Technical education providers, Workers' organizations (trade unions, trade associations, federations), Pre-upper secondary school education providers, Civil society organizations
Honduras	Government, Higher education providers, Vocational training providers, Business sector (trade and other associations), Workers' organizations (trade unions, trade associations, federations), Civil society organizations
Mexico	No information available
Panama	Government, Higher education providers, Vocational training providers, Business sector (trade and other associations), Technical education providers, Workers' organizations (trade unions, trade associations, federations), Civil society organizations
Peru	Government, Business sector (trade and other associations), Workers' organizations (trade unions, trade associations, federations), Civil society organizations
MCESCA	Higher education providers, Countries' Councils of Rectors
CCAA	Government, Vocational training providers, Business sector (trade and other associations), Technical education providers, Workers' organizations (trade unions, trade associations, federations)
MCM	Government, Higher education providers, Vocational training providers, Business sector (trade and other associations), Technical education providers

Source: prepared by the author

5. Qualifications framework governance in Latin America

Regarding the governance of the qualifications frameworks identified in Latin America, the only country with a qualifications authority established and supported by regulatory development is the Dominican Republic, with its National Institute of Qualifications, established by decree in 2020. Colombia is advancing towards an autonomous and independent model of qualifications authority, the regulatory adoption of which is under way and expected to occur in 2020.

In addition, Mexico's QF governance is under the leadership of a government entity. Chile's is led by the Ministry of Education, with a mandate to establish a governance body by 2022. In Costa Rica and Honduras, an inter-agency commission has this responsibility. Because of their sectoral nature, the mining and the sugar and alcohol industry frameworks are governed by committees which are also sectoral. In the case of Central American higher education, the responsibility lies with a council of this educational sector in the region.

Table 10. Types of governance bodies for qualifications frameworks

Type of governance body for the framework	Country
Qualifications authorities	Dominican Republic Colombia (in the process of being regulated)
A government body or agency	Chile (in transition to a legal form to be determined by 2022) Mexico
Inter-Agency Commission	Costa Rica Honduras
Sectoral Council	Mining Sector Central American Higher Education Sector Sugar and Alcohol Industry Sector
To be determined	Panama Peru
No information available	Brazil

Source: prepared by the author

Table 11 lists the names of governance bodies for qualifications frameworks in Latin America.

Table 11. Governance bodies for qualifications frameworks

Country	Name of the framework governance body
Chile	Ministry of Education
Costa Rica	Inter-Agency Commission for the Implementation and Monitoring of the National Qualifications Framework for Technical and Vocational Education and Training of Costa Rica, attached to the Ministry of Education
Honduras	Vocational Qualifications Quality Commission
Mexico	Directorate General for Accreditation, Incorporation and Revalidation (DGAIR) of the Public Education Secretariat
Dominican Republic	National Qualifications Institute
Central American Higher Education Sector	Central American Higher University Council (CSUCA)
Mining Sector	Mining Skills Council
Sugar and Alcohol Industry Sector	National Chamber of Sugar and Alcohol Industries (CNIAA)

Source: prepared by the author

6. Qualifications frameworks implementation

In this section, four aspects of the process involved in the consolidation of qualifications frameworks in Latin America will be analysed, namely:

- 1) elements, processes and methodologies required
- 2) regulatory developments that facilitate implementation
- 3) populating the framework to enable identification of sectoral qualifications
- 4) processes for the promotion of adjustments to the education and training provision with reference to qualifications frameworks

6.1. Elements for the implementation of qualifications frameworks

The elements required for the implementation of a framework are, among others, the framework's matrix itself, processes, procedures, criteria, methodologies. In this sense, we have observed that the most evolved frameworks are those of Chile and Colombia, owing to their progress in populating their frameworks, and that the most frequently found common element is the framework matrix.

Table 12. Elements for the implementation of national qualifications frameworks - part 1

Item	Brazil	Chile	Colombia	Costa Rica
Matrix by levels and descriptors	Yes	Yes	Yes	Yes
Qualifications standard or model	No information available	Yes	Yes	Yes
Methodology chosen for populating QF	No information available	Systematization ongoing	Yes	Yes
Standards for developing inputs for population	No information available	Systematization ongoing	Yes	Yes
Sectoral representation strategy for the QF	No information available	No	Yes	Yes
Criteria for sectorization and population progression	No information available	No	Yes	Ongoing
Assessment and endorsement procedures for the qualifications defined as priorities with the production sector	No information available	Yes	Yes	Yes
Mechanisms for recognizing qualifications included in QF	No information available	No	No	Yes
Criteria for determining work and training paths	No information available	Preliminary aspects	Yes	Yes
Equivalences and credits accumulation system	No information available	No	Ongoing	Ongoing
Procedures for recognition of prior learning	No information available	No	Ongoing	Ongoing
Certification processes harmonized with the QF	No information available	In part	Ongoing	Ongoing
Actions to compare with other QFs	No information available	Yes	Yes	No information available
Information systems and channels for public consultation on qualifications	No information available	No	Ongoing	Yes
Assessment of the QF process and its impact	No information available	No	Ongoing	Ongoing

Source: prepared by the author

Table 13. Elements for the implementation of national qualifications frameworks - part 2

Item	Dominican Republic	Honduras	Mexico	Panama	Peru
Matrix by levels and descriptors	Yes	Yes	Yes	Yes	Yes
Qualifications standard or model	Yes	No information available	No information available	No	Yes
Methodology chosen for populating QF	Yes	No information available	No information available	Yes	Yes
Standards for developing inputs for population	Ongoing	No information available	Yes	No	No
Sectoral representation strategy for the QF	Yes	No information available	Yes	No	Yes
Criteria for sectorization and population progression	Yes	No information available	No information available	No	No
Assessment and endorsement of qualifications defined as priorities with the production sector	Yes	Ongoing	No information available	No	No
Mechanisms for recognizing qualifications included in QF	Yes	Ongoing	No information available	No	No
Criteria for determining work and training paths	No information available	Ongoing	No information available	No	No
Equivalences and credits accumulation system	Yes	Ongoing	Yes	No	No
Procedures for recognition of prior learning	Yes	Ongoing	Ongoing	No	No
Certification processes harmonized with the QF	Yes	Ongoing	Ongoing	No	No
Actions to compare with other QFs	No information available	No information available	No information available	No	No
Information systems and channels for public consultation on qualifications	Yes	No information available	No information available	No	No
Assessment of the QF process and its impact	No information available	No information available	No information available	No	No

Source: prepared by the author

Table 14. Elements for the implementation of regional and sectoral qualifications frameworks

Item	MCESCA	CCAA	MCM
Matrix by levels and descriptors	Yes	Yes	Yes
Qualifications standard or model	Yes	Yes	Yes
Methodology chosen for populating QF	Yes	Yes	Yes
Standards for developing inputs for population	No information available	Yes	Yes
Sectoral representation strategy for the QF	No information available	Yes	Yes
Criteria for sectorization and population progression	No information available	Yes	Yes
Assessment and endorsement procedures for the qualifications defined as priorities with the production sector	No information available	Yes	Yes
Mechanisms for recognizing qualifications included in QF	No information available	Yes	Yes
Criteria for determining work and training paths	No information available	Yes	Yes
Equivalences and credits accumulation system	No information available	No	No information available
Procedures for recognition of prior learning	No information available	Partial	Yes
Certification processes harmonized with the QF	No information available	Yes	Yes
Actions to compare with other QFs	Yes	Yes	No information available
Information systems and channels for public consultation on qualifications	No information available	Yes	Yes
Assessment of the QF process and its impact	No information available	Partial	No information available

Source: prepared by the author

6.2. Regulatory developments for qualifications framework operations

For the benefits attributed to qualifications frameworks to become a reality, countries need to generate the necessary political, technical and operational conditions. In the Latin American frameworks identified, there is a need to move forward in relation to regulatory developments that will allow, primarily, the formal adoption of the frameworks. The lack of definition regarding governance bodies may have limited progress in other areas, such as institutional arrangements and practices for regulating stakeholder participation, for advancing processes for the recognition of prior learning, for the endorsement, registration and regulation of qualifications, for adjusting supply quality assurance processes and for putting in place mechanisms to encourage and facilitate mobility of people between different provisions.

The countries that have made the most progress in this task are Costa Rica and the Dominican Republic. The most recent countries to address these matters, such as Panama and Peru, must soon take action in this regard so that the exercise of social dialogue that took place around the construction of their frameworks can generate milestones and reference points with which to persevere and move forward.

Table 15. Regulatory developments for qualifications framework operations

Country	Formal adoption of QF	Determination of governance body for the QF	Regulation of stakeholder participation	Recognition of prior learning process	Recognition of qualifications process	Qualifications regulation process	Adjustment of provision quality assurance	Mobility flexibility mechanisms
Brazil	No information available	No information available	No information available	No information available	No information available	No information available	No information available	No information available
Chile	Yes	Ongoing	Ongoing	No	Ongoing	Ongoing	No	Yes
Colombia	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
Costa Rica	Yes	Yes	Yes	Ongoing	Ongoing	Yes	Ongoing	Ongoing
Cuba	No QF	No QF	No QF	No QF	No QF	No QF	No QF	No QF
Dominican Republic	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
El Salvador	No	No	No	No	No	No	No	No
Honduras	Ongoing	Ongoing	No information available	Ongoing	Ongoing	Ongoing	Ongoing	No information available
Mexico	Ongoing	Ongoing	Ongoing	Yes	Ongoing	Ongoing	Ongoing	Ongoing
Panama	No	No	No	No	No	No	No	No
Peru	No	No	No	No	No	No	No	No
MCESCA	No information available	Yes	No information available	No information available	No information available	No information available	No information available	No information available
CCAA	No	No	No	Yes	Yes	No	No	Yes
MCM	No	No	Yes	No	Yes	Yes	Yes	No information available

Source: prepared by the author

6.3. Progress of qualifications framework populating in Latin America

The process of populating the qualifications framework gives meaning to the production of a detailed matrix of descriptors and generates the reference points around which the education and training provision is designed or adjusted. Decisions on where to prioritize this exercise are those that can largely enable qualifications frameworks to move forward to become a bridge between the production and training sectors, in order to consolidate a relevant supply and thereby expand productive integration opportunities for the population and the competitiveness of key sectors of the economy.

As we can see, Chile, Colombia, Costa Rica, the MCM, the MCCA and the MCESCA have the most advanced frameworks regarding this process, with methodological criteria and outcomes in the number of related sectors or qualifications developed.

Table 16. Status of the populating process

Country	Populating status
Brazil	No information available
Chile	Ongoing
Colombia	Ongoing
Costa Rica	Ongoing
Dominican Republic	Process not begun
Honduras	Process not begun
Mexico	No information available
Panama	The methodology is available, but has not been applied
Peru	The methodology is available, but has not been applied
MCESCA	QF populating pilots carried out
MCCA	Ongoing
MCM	Ongoing

Source: prepared by the author

Table 17. Criteria to determine the populating process

Country	Criteria
Brazil	None
Chile	Strategic importance of the sector for its contribution to economic development, Importance of the sector for its contribution to employment, Previous developments in standardization and certification
Colombia	Strategic importance of the sector for its contribution to economic development, Importance of the sector for its contribution to employment
Costa Rica	They exist, but not described
Dominican Republic	None
Honduras	None
Mexico	None
Panama	None
Peru	None
MCESCA	Degree courses taught in public and private universities, with a duration of two to three years for senior technician and up to four years for a bachelor's degree.
MCCAA	Importance of the sector for its contribution to employment
MCM	Strategic importance of the sector for its contribution to economic development, Interest or initiative of the sector

Source: prepared by the author

Table 18. Sectors with qualifications identified

Country	Sectors
Chile	Maintenance 4.0; Mining; Logistics; Information and Communication Technologies; Tourism (under way); Construction.
Colombia	Electricity and electronics; transport and logistics; agriculture; aeronautics; mining; culture; information and communication technologies (ICT); early education and health (primary care).
Costa Rica	Education; Arts and Humanities; Social Sciences, Journalism and Information; Business Administration and Law; Information and Communication Technologies; Engineering Industry and Construction; Services; Agriculture, Forestry, Fisheries and Veterinary services; Health and Welfare (According to ISCED).
MCESCA	Commercial sciences, health, agriculture, technology, education and services (tourism).
MCCAA	Equipment Operation and Maintenance; Efficient and Safe Process Operation; Productive Maintenance; Efficient and Safe Maintenance by Speciality; Process Induction
MCM	Extraction Processes; Copper, gold, silver processing; Maintenance procedures, including Maintenance Engineering and Maintenance 4.0; Industry instructors; Riggers; Integrated Operations Centre (IOC); Autonomous teams; Tailings Process

Source: prepared by the author

Actors who report during exercises to determine qualifications are key to the populating process. As we have observed, there is a variety of meanings to describe these scenarios in which different perspectives converge: that of the production world, that of education and training providers, and that of policies to stimulate competitiveness, productivity and the promotion of decent work. After the preparation and design of the framework, the populating process becomes the stage for social dialogue.

Table 19. Sectoral participation bodies for qualifications frameworks

Sectoral participation bodies	Country
Liaison Committees and Sectoral Boards	Costa Rica
Advisory Committees	Dominican Republic
Sectoral Committees	Mexico
Sectoral Skills Councils	Peru
	MCC
Sectoral Chamber	MCCAA
Previously existing consultation and participation bodies	Colombia
Technical Work Groups	Chile
Subcommittee on vocational qualifications	Honduras
None	Panama
No information available	Brazil
	MCESCA

Source: prepared by the author

6.4. Progress of processes promoting adjustments to the education and training provision with reference to qualifications frameworks

The qualifications defined by the sectors, with their key players, become relevant signals for stakeholders in the education and training sector, who take action when they understand, appropriate and use them to adjust or redesign their provision or to create new programmes according to the needs of productive and social development. Hence, the promotion of qualification frameworks among providers is a key task. Chile – including an exercise in the ELEVA project, in the mining sector (box 1) – Colombia, Costa Rica and the sectoral and regional frameworks have developed actions along these lines.

Table 20. Type of educational and training opportunity promoting the adoption of qualifications frameworks

Country	Type of opportunity
Chile	All levels of Technical and Vocational Training
Colombia	Technical education, University education
Costa Rica	Technical education, University education, Vocational training ⁶
MCESCA	University education
CCAA	Technical Education, Vocational Training
MCM	Technical Education, Vocational Training

Source: prepared by the author

Box 1. An experience to improve education and training provision

ELEVA project – Chile’s Mining Sector

“ELEVA is a public-private partnership initiative, which seeks to help boost the mining of the future, increasing people’s capacities and opportunities, promoting relevant and quality technical and vocational training at all levels. The initiative is structured in keeping with a development and transfer platform which coordinates standards, infrastructure, and resources and generates capacity to enhance the training system according to the needs of the mining industry.”

Vocational and technical education institutions can obtain a Quality Seal, thanks to a process that improves their quality and relevance, in which they have access to studies and gaps analysis, working in networks with several institutions, recognizing good practices, for example, on learning technologies, receiving training from their managers, teachers and instructors, and receiving technical support in order to achieve the quality standard.

It has had an impact on 30 technical secondary schools, 9 education centres and 15 technical training agencies – improving the relevance and quality of their programmes and specialities.

Source: <http://www.plataformaeleva.cl/>

6. 27 programmes aligned with qualification standards were reported.

7. Conclusions

Latin America has succeeded in consolidating qualifications framework experiences, both national and sectoral, as well as regional, which have become first-hand reference points for countries that have not yet started this process. It would be useful for the latter to consider comparable aspects in structuring their frameworks, as well as in the configuration of their implementation roadmaps.

Regional experience shows that the slow pace of the formal adoption of the frameworks does not in itself constitute an obstacle to progress, since, either through pilot exercises, conceived as such, or through already firmly established sectoral populating procedures, several countries in the region already have qualifications that are beginning to emerge as significant signals of relevance and quality for education and training providers. However, we have observed that on the whole, it is in the transition from a tool such as the framework matrix to the use of these qualifications where the greatest challenge lies.

Framework populating in countries that have moved forward in this aspect is being synchronized with sectoral exercises involving the characterization and analysis of talent gaps, which is a positive sign that means that the qualifications being developed are in tune with the challenges of the world of production. A further positive action is to pinpoint sectoral representation bodies, from which employers and workers are contributing to the development of qualifications, with methodological support handled by government bodies, which makes populating an active exercise in social dialogue.

Populating as a whole addresses different sectors, which could lead to a platform for qualification-building exercises to have access to examples, inputs and even information sharing as a starting point for further approximation to the national context and specific sectoral conditions. In particular, we have observed that countries such as Colombia and Chile, with a previous track record in the standardization of work skills, approach framework populating more easily, since they already have the basic information needed for the exercise.

In other central aspects, such as the incorporation of qualifications in quality assurance, the identification of mechanisms for the recognition of prior learning and equivalence systems, which would allow the potential for harmonizing and organizing frameworks to be unfolded, favouring transitivity and greater synchronization of the education and training provision, there has not been as much progress as would be desirable for the frameworks to meet the objectives that have been set. Regarding some of these aspects, there has been progress in several countries that should be monitored at the normative, institutional and operational levels, in order to systematize the lessons learned for the rest of the region.

In relation to adjustments to the education and training provision with reference to the framework, such procedures were identified in Chile, Colombia and Costa Rica, as well as in the sugar sector frameworks in Mexico and Cuba, and mining in Chile. As regards the latter, the aforementioned ELEVA programme is noteworthy for having contributed to locating the framework as a key part of the continuous improvement of quality and relevance, underscoring the importance of public recognition of the efforts of the providers and the close support of the production sector.

Despite the existence of some mechanisms for recording the information that arises from the populating process and that the qualifications themselves contain, there is a challenge in terms of generating the channels for this information to be made public, provided to the various actors in order to increase the framework's usability.

A major challenge for countries is the consolidation of governance, its institutionality and operations. At the same time, this implies generating capacity for the functions that governance is responsible for, among which are, as a matter of priority, the recognition of qualification-based programmes, synchronization between the certification of work skills and the recognition of prior learning, communication and dissemination to promote their use, as well as the implementation of the framework's own management and quality assurance model.

Faced with these challenges, the countries of the region can gather experiences and generate higher levels of learning, based on horizontal cooperation dynamics that can be inspired by this first inventory of qualifications frameworks in Latin America.

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Appendix

Description Sheets by Framework

Brazil



QF Existence	Yes
QF Name and acronym	Brazilian Qualifications Framework (QBQ)
QF Design start date	01/01/2019
Body responsible for the QF	Coordinator of the Brazilian Classification of Occupations (CCBO) attached to the Labour Secretariat of the Special Secretariat for Social Security and Labour of the Ministry of Economy
QF Website	http://qbqconsulta.fipe.org.br/
Participation in regional QF	Has national QF; does not participate in regional QF
Regional QF in which it participates	Has national QF; does not participate in regional QF

QF Description

Type of QF	National (countrywide)
Sectoral framework sectors	Does not apply
Countries participating in the regional framework	Does not apply
QF function	No information available
QF coverage	Inclusive (covers all levels of education and training provision)
Levels covered by partial QF	
QF content	No information available
Learning recognized in the QF	Both

Challenges targeted by the QF

Quality of education and training provision	No information available
Relevance of provision to the needs of the production sector	No information available
Degree and certificate transparency	High
Synchronization of the education and training system	High
Mobility of people in the education and training system	High
Encouragement of lifelong learning	High
Recognition of Prior Learning	No information available
Recognition of qualifications obtained in other settings	High
Social assessment of the technical training provision	No information available
Availability of qualified human talent	High
Other	

Brazil



Basic QF structure

QF Objectives	a) Contribute to monitoring changes in the world of work, adapting the initial and continuous training of workers to this new world and creating job opportunities for Brazilian youth; b) Prepare Brazilian youth for entering a labour market that is undergoing profound changes; c) Support the development of professional qualification programmes, based on the determination of knowledge, skills and attitudes in each occupation; d) Establish technical criteria to define the occupations that should be the object of learning programmes (quota); e) Support the establishment of priorities to update the CBO; f) Allow for the synchronization of Brazil's vocational training systems with those of other countries.
QF principles expressed	No information available
QF Principles	No information available
Number of QF qualification levels	8
Qualification level names	Levels 1, 2 and 3: Vocational qualification Level 4 Mid-level technical vocational education Level 5 Technological vocational education Levels 6, 7 and 8 Higher education (except technological vocational education)

QF dimensions/sub-dimensions/descriptors

Dimension 1	Knowledge
Dimension 2	Skills
Dimension 3	Attitudes
Dimension 4	
Dimension 5	

QF Progress status

Stage the QF has reached	Initial operation (design of the QF operation and functioning ongoing, populating process ongoing)
Date when the QF was officially adopted (rule, decree or law)	01/01/2019
Rule, law or decree adopting the QF	

Brazil



Elements associated with the QF developed

Matrix by levels and descriptors	Yes
Qualification standard or model (which any qualification must contain)	No information available
Methodology chosen for populating QF	No information available
Standards for developing inputs for populating (standardized standards or profiles, process maps or value chains)	No information available
Procedures for recognition of prior learning	No information available
Skills certification processes harmonized with the QF	No information available
Criteria for sectorization and population progression	No information available
Sectoral representation strategy for the QF	No information available
Mechanisms for recognizing qualifications included in QF	No information available
Assessment and endorsement procedures for the qualifications defined as priorities with the production sector	No information available
Equivalences and credits accumulation system	No information available
Criteria for determining work and training paths	No information available
Information systems and channels for public consultation on qualifications	No information available
Assessment of the QF process and its impact	No information available
Actions to compare with other QFs	No information available
Other	

Governance

Type of governance body for the QF	No information available
Name of QF governance body	
Stakeholders participating in the QF process	No information available
Sectoral participation bodies relating to the QF	No information available

Brazil



Regulatory developments in relation to the QF

Formal adoption of QF through legislative development	No information available
Determination of governance body for the QF	No information available
Regulation of stakeholder participation	No information available
Recognition of Prior Learning	No information available
Recognition of qualifications	No information available
Regulation of the qualifications targeted by the education and training provision	No information available
Adjustment of quality assurance procedures for education and training provision	No information available
Flexibility of mobility conditions between providers	No information available
Extent of progress in the implementation of regulatory provisions established in relation to the QF	
Other regulatory developments	

Populating the QF

Status of the QF populating process	No information available
Criteria for the QF populating process	
Sectors with qualifications identified	

Adjustment of education and training provision with reference to the QF

Existence of processes to promote the adjustment of the provision of education and training with reference to the QF	No information available
Type of supply with which the adoption of the QF has been promoted	
Percentage by which education and training provision has been adjusted to the QF	

QF Information System

Existence of information system on the qualifications developed on the basis of the population	
Website address of qualifications information system	
System for recording programmes designed or adjusted with reference to the QF	
Website address of QF-adjusted programme information system	
Other	

Chile



QF Existence	Yes
QF Name and acronym	Chile's Technical and Vocational Qualifications Framework (MCTP)
QF Design start date	2014
Body responsible for the QF	Ministry of Education
QF Website	http://marcodecualificacionestp.mineduc.cl/
Participation in regional QF	Pacific Alliance Qualifications Frameworks Network
Regional QF in which it participates	Pacific Alliance Qualifications Frameworks Network

QF Description

Type of QF	National (countrywide)
Sectoral framework sectors	General framework with progressive populating of economic sectors.
Countries participating in the regional framework	Mexico, Chile, Colombia and Peru
QF function	Referential (provides significant, but non-compulsory information for aspects of education and training provision)
QF coverage	Partial (refers only to one or more levels of education or training).
Levels covered by partial QF	Technical and Vocational Education
QF content	Gradual structuring of levels, dimensions, sub-dimensions and learning outcomes.
Qualifications pathways	Education; prior learning

Challenges targeted by the QF (level)

Quality of education and training provision	High
Relevance of provision to the needs of the production sector	High
Degree and certificate transparency	High
Synchronization of the education and training system	High
Mobility of people in the education and training system	High
Encouragement of lifelong learning	High
Recognition of Prior Learning	High
Recognition of qualifications obtained in other settings	Medium
Social assessment of the technical training provision	Medium
Availability of qualified human talent	Medium
Other	

Chile



Basic QF structure

QF Objectives	a) Promote paths for continuous education and work development throughout people's lives, aimed at increasing their Qualifications levels. b) Encourage and enable people's mobility, whether between production sectors, between territories or between training institutions. c) Promote the employability of students and workers, by encouraging a supply of training relevant to local and national productive development. d) Promote and facilitate the recognition of people's knowledge and skills, wherever they may have been acquired, even outside the country.
QF principles expressed	Yes
QF Principles	Technical and vocational training is recognized to be a transformative process that takes place throughout people's lives, with the aim of entering, continuing and developing in the world of work, in which both formal education and (non-formal) vocational institutions participate, including among them, those that provide training and the companies themselves that provide space for learning or continuous development.
Number of QF qualification levels	5
Qualification level names	Levels 1 to 5 in ascending order of certifications and credentials.

QF dimensions/sub-dimensions/descriptors

Dimension 1	Skills: Information (Cognitive Skills); Problem Solving; Resource Use (Techniques); Communication
Dimension 2	Application in context: Working with Others, Autonomy, Ethics and Responsibility
Dimension 3	Knowledge
Dimension 4	
Dimension 5	

QF Progress status

Stage the QF has reached	Implementation
Date when the QF was officially adopted (rule, decree or law)	28/05/2018
Rule, law or decree adopting the QF	Law on Higher Education 21.091 transitory fifth article.

Chile



Elements associated with the QF developed

Matrix by levels and descriptors	Yes
Qualification standard or model (which any qualification must contain)	Yes
Methodology chosen for populating QF	In the process of being systematized
Standards for developing inputs for populating (standardized standards or profiles, process maps or value chains)	In the process of being systematized
Procedures for recognition of prior learning	No
Skills certification processes harmonized with the QF	In part
Criteria for sectorization and population progression	No
Sectoral representation strategy for the QF	No
Mechanisms for recognizing qualifications included in QF	No
Assessment and endorsement procedures for the qualifications defined as priorities with the production sector	No
Equivalences and credits accumulation system	No
Criteria for determining work and training paths	Preliminary aspects
Information systems and channels for public consultation on qualifications	No
Assessment of the QF process and its impact	Ongoing
Actions to compare with other QFs	No
Others: Implementation of Pilot Plan with secondary and higher institutions, and technical training agencies.	Yes

Governance

Type of governance body for the QF	Work is under way on an institutionality proposal, to be submitted in 2022, in accordance with the Higher Education Act 21.091
Name of QF governance body	Ministry of Education is mandated to lead the process.
Stakeholders participating in the QF process	A. State agencies: - Ministry of Education: Division of Higher TV (technical vocational) Education, Secretariat for Secondary TV Education, Curriculum and Evaluation Unit (UCE), National Coordination of Education for Youth and Adults (EPJA). - Ministry of Labour: SENCE and ChileValora. - Ministry for the Economy: CORFO. - National Education Council (CNED). - National Accreditation Commission (CNA-Chile). - Education Quality Agency.

Stakeholders participating in the QF process	B. Training institution representatives: - Technical and Vocational Secondary Education establishments. - Technical Training Agencies (OTEC). - Higher TV education institutions. C. Representatives and members of organizations and trade associations: - Production sector organizations: Mining Council, Chilean Chamber of Construction, Production and Trade Confederation, National Mining Association, National Agricultural Association, Manufacturers' Association, and others. - Civil organizations linked through labour-related matters: Descúbreme Foundation. - Higher education organizations: State Technical Training Centres, Vocational Institutes Council, and Accredited Technical Training Centres (Vertebral). D. Representatives of international organizations: - Inter-American Development Bank (IDB). - United Nations Educational, Scientific and Cultural Organization (UNESCO). - • Organization for Economic Co-operation and Development (OECD). - • United Nations Development Programme (UNDP).
Sectoral participation bodies relating to the QF	Technical work groups for sectoral populating.

Regulatory developments in relation to the QF

Formal adoption of QF through legislative development	Yes
Determination of governance body for the QF	Ongoing
Regulation of stakeholder participation	Ongoing
Recognition of Prior Learning	No
Recognition of qualifications	Ongoing
Regulation of the qualifications targeted by the education and training provision	Ongoing according to populated sector
Adjustment of quality assurance procedures for education and training provision	No
Flexibility of mobility conditions between providers	YES (coordination agreements between secondary and higher technical education)
Extent of progress in the implementation of regulatory provisions established in relation to the QF	Ongoing through institutionality proposal
Other regulatory developments	

Populating the QF

Status of the QF populating process	Some sectors have been populated and other sectors are in the process of being populated.
Criteria for the QF populating process	Strategic importance and interest of the sector for its contribution to economic development. Importance of the sector due to its contribution to employment and interest of the production sector in populating the MCTP; previous advances in evaluation and certification also considered.
Sectors with qualifications identified	Maintenance 4.0; Mining; Logistics; Information and Communication Technologies; Tourism (under way); Construction.

Chile



Adjustment of education and training provision with reference to the QF

Existence of processes to promote the adjustment of the provision of education and training with reference to the QF	Yes
Type of supply with which the adoption of the QF has been promoted	All levels of Technical and Vocational Training
Percentage by which education and training provision has been adjusted to the QF	-----

QF Information System

Existence of information system on the qualifications developed on the basis of the population	Ongoing, each sector has information regarding its populating.
Website address of qualifications information system	www.marcodecualificacionestp.mineduc.cl
System for recording programmes designed or adjusted with reference to the QF	No
Website address of QF-adjusted programme information system	---
Other	

Colombia



QF Existence	Yes
QF Name and acronym	National Qualifications Framework, MNC Colombia
QF Design start date	2014
Body responsible for the QF	Ministry of National Education (MEN)
QF Website	http://aprende.colombiaaprende.edu.co/MNC
Participation in regional QF	Yes
Regional QF in which it participates	Ongoing design process - Pacific Alliance countries Regional Qualifications Framework

QF Description

Type of QF	National (countrywide)
Sectoral framework sectors	Does not apply
Countries participating in the regional framework	Mexico, Chile, Peru and Colombia
QF function	Referential (provides significant, but non-compulsory information for aspects of education and training provision)
QF coverage	Inclusive (covers all levels of education and training provision)
Levels covered by partial QF	Does not apply
QF content	Noncomprehensive: the qualifications designed will provide a reference for the design of the education and training supply and for the recognition of lifelong learning.
Qualifications pathways	Education; prior learning

Challenges targeted by the QF (level) (13) (14)

Quality of education and training provision	High
Relevance of provision to the needs of the production sector	High
Degree and certificate transparency	Medium
Synchronization of the education and training system	High
Mobility of people in the education and training system	High
Encouragement of lifelong learning	High
Recognition of Prior Learning	Low
Recognition of qualifications obtained in other settings	Low
Social assessment of the technical training provision	Medium
Availability of qualified human talent	High
Other	

Colombia



Basic QF structure

QF Objectives	a) Facilitate mobility and education, training and work progression through the recognition of lifelong learning. b) Facilitate synchronization of different qualification levels and pathways. c) Contribute to the development and strengthening of human talent through greater interaction between government actors, and the production, education, training and social sectors. d) Contribute to national and international mobility through greater flexibility in education and training pathways, as well as in the workplace. e) Promote the relevance and quality of qualifications in relation to the present and future needs of the country's society, economic sectors, productivity and competitiveness. f) Contribute to closing human talent gaps according to regional and economic sector needs. g) Facilitate the transparency of qualifications in the education and training system and their recognition in the labour market.
QF principles expressed	None stated
QF Principles	None stated
Number of QF qualification levels	8
Qualification level names	In the process of being determined

QF dimensions/sub-dimensions/descriptors

Dimension 1	Knowledge: the outcome of the assimilation of information through learning; the body of facts, principles, theories and practices related to a specific field of work or study.
Dimension 2	Skills: the ability demonstrated by a person to apply knowledge and use techniques, in order to perform tasks and solve problems in a field of work or study.
Dimension 3	Attitude: behaviour or willingness to act, feel and think in different contexts. Expressed in terms of responsibility and autonomy.
Dimension 4	
Dimension 5	

QF Progress status

Stage the QF has reached	Development of implementation regulations. Relevant stakeholder socialization and appropriation. Design of catalogues of qualifications in priority sectors. Structuring permanent institutions and governance, for which the adoption of a decree through which the NQF regulations are to be established is ongoing.
Date when the QF was officially adopted (rule, decree or law)	
Rule, law or decree adopting the QF	

Colombia



Elements associated with the QF developed

Matrix by levels and descriptors	Yes
Qualification standard or model (which any qualification must contain)	Yes
Methodology chosen for populating QF	Yes
Standards for developing inputs for populating (standardized standards or profiles, process maps or value chains)	Yes
Procedures for recognition of prior learning	Ongoing
Skills certification processes harmonized with the QF	Ongoing
Criteria for sectorization and population progression	Yes
Sectoral representation strategy for the QF	Yes
Mechanisms for recognizing qualifications included in QF	No
Assessment and endorsement procedures for the qualifications defined as priorities with the production sector	Design of catalogues in priority sectors
Equivalences and credits accumulation system	Ongoing. Progress in the design of an education and training mobility scheme as one of the components of the National Qualifications System (SNC).
Criteria for determining work and training paths	Yes
Information systems and channels for public consultation on qualifications	Ongoing. Progress in the design of an information platform for the National Qualifications System (SNC)
Assessment of the QF process and its impact	The National Government, through the Integrated Public Works Management System (SIGOP) and previously established indicators, monitors the implementation of the SNC (National Qualifications System) and the NQF as one of its components.
Actions to compare with other QFs	Yes
Other	

Governance

Type of governance body for the QF	Ongoing. Progress in the structuring of a single and autonomous entity.
Name of QF governance body	---
Stakeholders participating in the QF process	Government, Higher education providers, Vocational training providers, Business sector (trade and other associations), Technical education providers, Civil society organizations
Sectoral participation bodies relating to the QF	Previously existing consultation and participation bodies

Colombia



Regulatory developments in relation to the QF

Formal adoption of QF through legislative development	Ongoing
Determination of governance body for the QF	Ongoing
Regulation of stakeholder participation	Ongoing
Recognition of Prior Learning	Ongoing
Recognition of qualifications	Ongoing
Regulation of the qualifications targeted by the education and training provision	Ongoing
Adjustment of quality assurance procedures for education and training provision	Ongoing
Flexibility of mobility conditions between providers	Ongoing
Extent of progress in the implementation of regulatory provisions established in relation to the QF	Medium
Other regulatory developments	

Populating the QF

Status of the QF populating process	Populating the QF is an ongoing process
Criteria for the QF populating process	Strategic importance of the sector for its contribution to economic development, Importance of the sector for its contribution to employment
Sectors with qualifications identified	Electricity and electronics; transport and logistics; agriculture; aeronautics; mining; culture; information and communication technologies (ICT); early education (early childhood) and health (primary care). Ongoing: 1) Construction sector, 2) Chemical – pharmaceutical sector, and 3) the Orange Economy, categories: a) Cultural Industries: publishing, phonographic, audiovisual; news agencies and other guidance services; b) Arts and Heritage: tangible and intangible cultural heritage; visual arts; performing arts and shows; and c) Functional creations, new media and content software: digital media and content, design and advertising software.

Colombia



Adjustment of education and training provision with reference to the QF

Existence of processes to promote the adjustment of the provision of education and training with reference to the QF	Yes
Type of supply with which the adoption of the QF has been promoted	Technical education, University education
Percentage by which education and training provision has been adjusted to the QF	Low

QF Information System

Existence of information system on the qualifications developed on the basis of the population	Yes
Website address of qualifications information system	http://aprende.colombiaaprende.edu.co/MNC
System for recording programmes designed or adjusted with reference to the QF	Ongoing
Website address of QF-adjusted programme information system	No. Programme records include no reference to the NQF
Other	

Costa Rica



QF Existence	Yes
QF Name and acronym	National Qualifications Framework for Technical and Vocational Education and Training of Costa Rica (MNC-EFTP-CR)
QF Design start date	24/09/2015
Body responsible for the QF	Inter-Agency Commission for the Implementation and Monitoring of the National Qualifications Framework for Technical Education and Training
QF Website	http://www.cualificaciones.cr/index.php
Participation in regional QF	Yes
Regional QF in which it participates	Central American Higher Education Qualifications Framework. (MCESCA)

QF Description

Type of QF	National (countrywide)
Sectoral framework sectors	Does not apply
Countries participating in the regional framework	Does not apply
QF function	Regulatory (establishes legal actions for the configuration and operation of education and training provision)
QF coverage	Partial (refers only to one or more levels of education or training).
Levels covered by partial QF	Five qualifications levels
QF content	Noncomprehensive: qualification includes skills, learning outcomes and evidence for skills assessment.
Qualifications pathways	Education, certification (prior learning)

Challenges targeted by the QF (level)

Quality of education and training provision	High
Relevance of provision to the needs of the production sector	High
Degree and certificate transparency	Medium
Synchronization of the education and training system	High
Mobility of people in the education and training system	High
Encouragement of lifelong learning	High
Recognition of Prior Learning	Low
Recognition of qualifications obtained in other settings	Low
Social assessment of the technical training provision	High
Availability of qualified human talent	High
Other	

Costa Rica



Basic QF structure

QF Objectives	a) Promote lifelong learning and improve employability. b) Establish associated qualifications and skills in accordance with the current and projected demands of the production sector. c) Contribute to social inclusion and greater equity in education, training, employment opportunities and wage remuneration. d) Provide people with training paths in keeping with their interests and the provision of vocational technical education. e) Promote the competitiveness of the country's production sector. f) Provide companies with descriptors of technical levels, in support of human talent management.
QF principles expressed	No
QF Principles	---
Number of QF qualification levels	5
Qualification level names	Technical 1; Technical 2; Technical 3; Technical 4; Technical 5

Dimensiones/subdimensiones/descriptores del MC

Dimension 1	Fields of expertise
Dimension 2	Application
Dimension 3	Autonomy and Responsibility
Dimension 4	Professional, cultural and social interaction
Dimension 5	

QF Progress status

Stage the QF has reached	Implementation
Date when the QF was officially adopted (rule, decree or law)	06/09/2016
Rule, law or decree adopting the QF	Decree No. 39851 -MEP-MTSS (2016) and Decree No. 40874-MEP-MTSS (2018)

Costa Rica



Elements associated with the QF developed

Matrix by levels and descriptors	Yes
Qualification standard or model (which any qualification must contain)	Yes
Methodology chosen for populating QF	Yes
Standards for developing inputs for populating (standardized standards or profiles, process maps or value chains)	Yes
Procedures for recognition of prior learning	Ongoing
Skills certification processes harmonized with the QF	Ongoing
Criteria for sectorization and population progression	Ongoing
Sectoral representation strategy for the QF	Yes
Mechanisms for recognizing qualifications included in QF	Yes
Assessment and endorsement procedures for the qualifications defined as priorities with the production sector	Yes
Equivalences and credits accumulation system	Ongoing
Criteria for determining work and training paths	Yes
Information systems and channels for public consultation on qualifications	Yes
Assessment of the QF process and its impact	Ongoing
Actions to compare with other QFs	No information available
Other	

Governance

Type of governance body for the QF	Commission with ministries of education and labour, production sector and representatives of rectors of public and private universities
Name of QF governance body	Inter-Agency Commission for the Implementation and Monitoring of the National Qualifications Framework for Technical and Vocational Education and Training of Costa Rica, attached to the Ministry of Education
Stakeholders participating in the QF process	Government, Higher education providers, Business sector (trade and other associations)
Sectoral participation bodies relating to the QF	Inter-Agency Commission for the Implementation and Monitoring of the National Qualifications Framework for Technical and Vocational Education and Training of Costa Rica

Costa Rica



Regulatory developments in relation to the QF

Formal adoption of QF through legislative development	Yes
Determination of governance body for the QF	Yes
Regulation of stakeholder participation	Yes
Recognition of Prior Learning	Ongoing
Recognition of qualifications	Ongoing
Regulation of the qualifications targeted by the education and training provision	Yes
Adjustment of quality assurance procedures for education and training provision	Ongoing
Flexibility of mobility conditions between providers	Ongoing
Extent of progress in the implementation of regulatory provisions established in relation to the QF	High
Other regulatory developments	Development of MNC-EFTP-CR Strategic Plan, in compliance with Costa Rica's Law 5525 on National Planning

Populating the QF

Status of the QF populating process	Populating the QF is an ongoing process
Criteria for the QF populating process	Yes
Sectors with qualifications identified	Education; Arts and Humanities; Social Sciences, Journalism and Information; Business Administration and Law; Information and Communication Technologies; Engineering Industry and Construction; Services; Agriculture, Forestry, Fisheries and Veterinary services; Health and Welfare (According to ISCED).

Adjustment of education and training provision with reference to the QF

Existence of processes to promote the adjustment of the provision of education and training with reference to the QF	Yes
Type of supply with which the adoption of the QF has been promoted	Technical education, University education, Vocational training
Percentage by which education and training provision has been adjusted to the QF	27 educational programmes in line with qualification standards.

Costa Rica



QF Information System

Existence of information system on the qualifications developed on the basis of the population	Yes
Website address of qualifications information system	http://www.cualificaciones.cr/index.php/catalogo-nacional-de-cualificaciones
System for recording programmes designed or adjusted with reference to the QF	Yes
Website address of QF-adjusted programme information system	http://www.cualificaciones.cr/index.php/informacion/oferta-alineada
Other	

Honduras



QF Existence	Yes
QF Name and acronym	Qualifications Framework for Technical and Vocational Education and Training of Honduras (MNC – EFTPH)
QF Design start date	01/10/2017
Body responsible for the QF	Inter-Agency Strategic Committee on the Qualifications Framework for Technical and Vocational Education and Training of Honduras (MNC - EFTPH)
QF Website	https://des.unah.edu.hn/noticias/marco-nacional-de-cualificaciones
Participation in regional QF	Has no national QF, but participates in regional QF
Regional QF in which it participates	Central American Higher Education Qualifications Framework. (MCESCA)

QF Description

Type of QF	National (countrywide)
Sectoral framework sectors	Does not apply
Countries participating in the regional framework	Does not apply
QF function	No information available
QF coverage	Partial (refers only to one or more levels of education or training).
Levels covered by partial QF	Technical and vocational education and training
QF content	No information available
Qualifications pathways	Education; prior learning

Challenges targeted by the QF

Quality of education and training provision	High
Relevance of provision to the needs of the production sector	High
Degree and certificate transparency	Low
Synchronization of the education and training system	High
Mobility of people in the education and training system	High
Encouragement of lifelong learning	High
Recognition of Prior Learning	Low
Recognition of qualifications obtained in other settings	Low
Social assessment of the technical training provision	Low
Availability of qualified human talent	High
Other	

Honduras



Basic QF structure

QF Objectives	a) Promote synchronization between the educational components of the education and technical and technological training system to improve training itineraries and programmes, having an impact on the working life of students, deploying greater skills and learning during their training. b) Have efficient mechanisms that link production sectors with training institutions, also favouring the early transition of students into the world of work. c) Have an NQF that provides clear and shared concepts regarding human talent training and development to enhance the country's production sectors. d) Empower the country's human capital through a high-quality and relevant education and training provision.
QF principles expressed	None stated
QF Principles	None stated
Number of QF qualification levels	6
Qualification level names	Technical; Technical 1; Technical 2; Technical 3; Technical and Vocational Baccalaureate; Technical 4; Technical 5.1 Higher Technical; Technical 5.2. University Technician / Technologist

QF dimensions/sub-dimensions/descriptors

Dimension 1	Fields of expertise and professional knowledge
Dimension 2	Knowledge application, information analysis, problem solving and innovation
Dimension 3	Autonomy with personal, professional and social responsibility
Dimension 4	Communication
Dimension 5	Professional, cultural and social interaction

QF Progress status

Stage the QF has reached	Conceptualization and design concluded
Date when the QF was officially adopted (rule, decree or law)	01/01/2018
Rule, law or decree adopting the QF	

Honduras



Elements associated with the QF developed

Matrix by levels and descriptors	Yes
Qualification standard or model (which any qualification must contain)	No information available
Methodology chosen for populating QF	No information available
Standards for developing inputs for populating (standardized standards or profiles, process maps or value chains)	No information available
Procedures for recognition of prior learning	Ongoing
Skills certification processes harmonized with the QF	Ongoing
Criteria for sectorization and population progression	No information available
Sectoral representation strategy for the QF	No information available
Mechanisms for recognizing qualifications included in QF	Ongoing
Assessment and endorsement procedures for the qualifications defined as priorities with the production sector	Ongoing
Equivalences and credits accumulation system	Ongoing
Criteria for determining work and training paths	Ongoing
Information systems and channels for public consultation on qualifications	No information available
Assessment of the QF process and its impact	No information available
Actions to compare with other QFs	No information available
Other	

Governance

Type of governance body for the QF	Vocational Qualifications Quality Commission.
Name of QF governance body	Vocational Qualifications Quality Commission
Stakeholders participating in the QF process	Government, Higher education providers, Vocational training providers, Business sector (trade and other associations), Workers' organizations (trade unions, trade associations, federations), Civil society organizations
Sectoral participation bodies relating to the QF	Subcommittee on vocational qualifications

Honduras



Regulatory developments in relation to the QF

Formal adoption of QF through legislative development	Ongoing
Determination of governance body for the QF	Ongoing
Regulation of stakeholder participation	No information available
Recognition of Prior Learning	Ongoing
Recognition of qualifications	Ongoing
Regulation of the qualifications targeted by the education and training provision	Ongoing
Adjustment of quality assurance procedures for education and training provision	Ongoing
Flexibility of mobility conditions between providers	No information available
Extent of progress in the implementation of regulatory provisions established in relation to the QF	
Other regulatory developments	

Populating the QF

Status of the QF populating process	Process not begun
Criteria for the QF populating process	
Sectors with qualifications identified	

Adjustment of education and training provision with reference to the QF

Existence of processes to promote the adjustment of the provision of education and training with reference to the QF	No information available
Type of supply with which the adoption of the QF has been promoted	
Percentage by which education and training provision has been adjusted to the QF	

QF Information System

Existence of information system on the qualifications developed on the basis of the population	
Website address of qualifications information system	
System for recording programmes designed or adjusted with reference to the QF	
Website address of QF-adjusted programme information system	
Other	

Mexico



QF Existence	Yes
QF Name and acronym	Mexican Qualifications Framework (MMC)
QF Design start date	01-01-15
Body responsible for the QF	Directorate General for Accreditation, Incorporation and Revalidation, DGAIR, of the Public Education Secretariat
QF Website	http://www.mmc.sep.gob.mx/
Participation in regional QF	Has national QF; does not participate in regional QF
Regional QF in which it participates	Participates in Pacific Alliance Qualifications Frameworks Network

QF Description

Type of QF	National (countrywide)
Sectoral framework sectors	Does not apply
Countries participating in the regional framework	Mexico, Chile, Colombia and Peru
QF function	No information available
QF coverage	Inclusive (covers all levels of education and training provision)
Levels covered by partial QF	
QF content	No information available
Qualifications pathways	Education; prior learning

Challenges targeted by the QF

Quality of education and training provision	High
Relevance of provision to the needs of the production sector	Medium
Degree and certificate transparency	High
Synchronization of the education and training system	High
Mobility of people in the education and training system	Medium
Encouragement of lifelong learning	High
Recognition of Prior Learning	High
Recognition of qualifications obtained in other settings	High
Social assessment of the technical training provision	No information available
Availability of qualified human talent	No information available
Other	

Mexico



Basic QF structure

QF Objectives	a) Unify revalidation and certification of studies procedures. b) Facilitate the transition of students within the National Education System, as well as from abroad.
QF principles expressed	No information available
QF Principles	No information available
Number of QF qualification levels	9
Qualification level names	Level 0 Preschool, Early education Level 1 Primary Level 2 Secondary Level 3 Baccalaureate or equivalent (3B) Professional Technician (3B) Basic Technician (3A) Technical Assistant (3A) Level 4 Technologist Level 5 Licensed Professional (5B) Licensed Technician (5B) Associate Professional (5A) Advanced University Technician (5A) Level 6 Bachelor's Degree Level 7 Master's Degree (7B) Specialization (7A) Level 8 Doctorate

QF dimensions/sub-dimensions/descriptors

Dimension 1	Knowledge
Dimension 2	Skills
Dimension 3	Competencies
Dimension 4	
Dimension 5	

QF Progress status

Stage the QF has reached	Conceptualization and design concluded, update ongoing
Date when the QF was officially adopted (rule, decree or law)	QF not adopted
Rule, law or decree adopting the QF	

Mexico



Elements associated with the QF developed

Matrix by levels and descriptors	Yes
Qualification standard or model (which any qualification must contain)	No information available
Methodology chosen for populating QF	No information available
Standards for developing inputs for populating (standardized standards or profiles, process maps or value chains)	Yes
Procedures for recognition of prior learning	Ongoing
Skills certification processes harmonized with the QF	Ongoing
Criteria for sectorization and population progression	No information available
Sectoral representation strategy for the QF	Yes
Mechanisms for recognizing qualifications included in QF	No information available
Assessment and endorsement procedures for the qualifications defined as priorities with the production sector	No information available
Equivalences and credits accumulation system	Yes
Criteria for determining work and training paths	No information available
Information systems and channels for public consultation on qualifications	No information available
Assessment of the QF process and its impact	No information available
Actions to compare with other QFs	No information available
Other	The Mexican Qualifications Framework is being updated and implementation mechanisms are being explored. According to a communication issued in August 2020 by the Deputy Director-General for Promotion and Development of the National Council for Standardization and Certification (CONOCER).

Governance

Type of governance body for the QF	A government body or agency
Name of QF governance body	Directorate General for Accreditation, Incorporation and Revalidation (DGAIR) of the Public Education Secretariat
Stakeholders participating in the QF process	Government, higher education providers, technical education providers, no information
Sectoral participation bodies relating to the QF	Sectoral Committees

Mexico



Regulatory developments in relation to the QF

Formal adoption of QF through legislative development	Ongoing
Determination of governance body for the QF	Ongoing
Regulation of stakeholder participation	Ongoing
Recognition of Prior Learning	Yes
Recognition of qualifications	Ongoing
Regulation of the qualifications targeted by the education and training provision	Ongoing
Adjustment of quality assurance procedures for education and training provision	Ongoing
Flexibility of mobility conditions between providers	Ongoing
Extent of progress in the implementation of regulatory provisions established in relation to the QF	No information available
Other regulatory developments	The General Education Act, as amended on 30 September 2019, includes: "XII. Coordinate an upper secondary education system and a higher education system at the national level, with respect for Federalism, university autonomy and educational diversity. For upper secondary education, this system shall establish a common curriculum framework which shall ensure that the content of plans and programmes takes into account regional and local realities and contexts."

Poblamiento del MC

Status of the QF populating process	No information available
Criteria for the QF populating process	
Sectors with qualifications identified	

Adjustment of education and training provision with reference to the QF

Existence of processes to promote the adjustment of the provision of education and training with reference to the QF	No information available
Type of supply with which the adoption of the QF has been promoted	
Percentage by which education and training provision has been adjusted to the QF	

Mexico



QF Information System

Existence of information system on the qualifications developed on the basis of the population	
Website address of qualifications information system	
System for recording programmes designed or adjusted with reference to the QF	
Website address of QF-adjusted programme information system	
Other	

Panama



QF Existence	Yes
QF Name and acronym	Panama's National Qualifications Framework, MNCP
QF Design start date	01/06/2018
Body responsible for the QF	Commission on the Synchronization of Vocational Training in the World of Work and the National Qualifications Framework of Panama
QF Website	https://www.oitcinterfor.org/sites/default/files/file_publicacion/Marco_MNC_seg.pdf
Participation in regional QF	Yes
Regional QF in which it participates	Central American Higher Education Qualifications Framework. (MCESCA)

QF Description

Type of QF	National (countrywide)
Sectoral framework sectors	Does not apply
Countries participating in the regional framework	Does not apply
QF function	Regulatory (establishes legal actions for the configuration and operation of education and training provision)
QF coverage	Inclusive (covers all levels of education and training provision)
Levels covered by partial QF	
QF content	Noncomprehensive: qualification only includes learning outcomes
Qualifications pathways	Education; prior learning

Challenges targeted by the QF

Quality of education and training provision	High
Relevance of provision to the needs of the production sector	High
Degree and certificate transparency	High
Synchronization of the education and training system	Medium
Mobility of people in the education and training system	High
Encouragement of lifelong learning	Medium
Recognition of Prior Learning	Medium
Recognition of qualifications obtained in other settings	Low
Social assessment of the technical training provision	Medium
Availability of qualified human talent	High
Other	

Panama



Basic QF structure

QF Objectives	a) Differentiate and synchronize different training provisions, from profiles to the configuration of curricular designs. b) Improve the relevance of vocational education and training by introducing learning outcomes as a central element of the provision. c) Define training paths and visualize the gateways between different training provisions. d) Facilitate dialogue between production and training sectors and make the requirements of the production sector visible. e) Have a reference point for the recognition of prior knowledge, acquired through practice. f) Consolidate reporting and information systems on human talent needs. g) Recognize the learning of people with no formal training, as well as other knowledge achieved in informal education. h) Facilitate progress in consolidating a quality assurance system for the provision of vocational education and training.
QF principles expressed	Principles are stated
QF Principles	Relevance, equity, inclusion, accessibility, coherence, reliability, transparency, ethical practice, autonomy and justice
Number of QF qualification levels	8
Qualification level names	

QF dimensions/sub-dimensions/descriptors

Dimension 1	Fields of knowledge and expertise
Dimension 2	Capabilities: communications, problem solving, personal, cultural and professional interaction skills
Dimension 3	Application of knowledge and skills: autonomy and responsibility
Dimension 4	
Dimension 5	

QF Progress status

Stage the QF has reached	Conceptualization and design concluded
Date when the QF was officially adopted (rule, decree or law)	QF not adopted
Rule, law or decree adopting the QF	

Panama



Elements associated with the QF developed

Matrix by levels and descriptors	Yes
Qualification standard or model (which any qualification must contain)	No
Methodology chosen for populating QF	Yes
Standards for developing inputs for populating (standardized standards or profiles, process maps or value chains)	No
Procedures for recognition of prior learning	No
Skills certification processes harmonized with the QF	No
Criteria for sectorization and population progression	No
Sectoral representation strategy for the QF	No
Mechanisms for recognizing qualifications included in QF	No
Assessment and endorsement procedures for the qualifications defined as priorities with the production sector	No
Equivalences and credits accumulation system	No
Criteria for determining work and training paths	No
Information systems and channels for public consultation on qualifications	No
Assessment of the QF process and its impact	No
Actions to compare with other QFs	No
Other	

Governance

Type of governance body for the QF	To be determined
Name of QF governance body	
Stakeholders participating in the QF process	Government, Higher education providers, Vocational training providers, Business sector (trade and other associations), Technical education providers, Workers' organizations (trade unions, trade associations, federations), Civil society organizations
Sectoral participation bodies relating to the QF	None

Panama



Regulatory developments in relation to the QF

Formal adoption of QF through legislative development	No
Determination of governance body for the QF	No
Regulation of stakeholder participation	No
Recognition of Prior Learning	No
Recognition of qualifications	No
Regulation of the qualifications targeted by the education and training provision	No
Adjustment of quality assurance procedures for education and training provision	No
Flexibility of mobility conditions between providers	No
Extent of progress in the implementation of regulatory provisions established in relation to the QF	No
Other regulatory developments	

Populating the QF

Status of the QF populating process	The methodology is available, but has not been applied.
Criteria for the QF populating process	
Sectors with qualifications identified	

Adjustment of education and training provision with reference to the QF

Existence of processes to promote the adjustment of the provision of education and training with reference to the QF	No
Type of supply with which the adoption of the QF has been promoted	
Percentage by which education and training provision has been adjusted to the QF	

QF Information System

Existence of information system on the qualifications developed on the basis of the population	
Website address of qualifications information system	
System for recording programmes designed or adjusted with reference to the QF	
Website address of QF-adjusted programme information system	
Other	

Peru



QF Existence	Yes (adoption process under way)
QF Name and acronym	Peru's National Qualifications Framework (MNCP)
QF Design start date	01/10/2019
Body responsible for the QF	Multisectoral Working Group
QF Website	https://www.pmesut.gob.pe/marco-nacional-de-cualificaciones
Participation in regional QF	No
Regional QF in which it participates	Does not participate in regional QF

QF Description

Type of QF	National (countrywide)
Sectoral framework sectors	Does not apply
Countries participating in the regional framework	Does not apply
QF function	Referential (provides significant, but non-compulsory information for aspects of education and training provision)
QF coverage	Inclusive (covers all levels of education and training provision)
Levels covered by partial QF	
QF content	Comprehensive: qualification includes learning outcomes, content structure of training modules, duration, indications of learning resources and teacher profile
Qualifications pathways	Education; prior learning

Challenges targeted by the QF

Quality of education and training provision	High
Relevance of provision to the needs of the production sector	High
Degree and certificate transparency	High
Synchronization of the education and training system	High
Mobility of people in the education and training system	High
Encouragement of lifelong learning	High
Recognition of Prior Learning	High
Recognition of qualifications obtained in other settings	Low
Social assessment of the technical training provision	Medium
Availability of qualified human talent	High
Other	

Peru



Basic QF structure

QF Objectives	a) Promote lifelong learning, capitalizing on knowledge acquired in different contexts, and consolidating learning pathways that lead to the strengthening and transitivity of people to higher levels of qualification. b) Improve the relevance of the provision of education and training through its alignment with the learning outcomes required for the productive development of the country and effective differentiation between qualification levels. c) Facilitate the identification of training-work pathways to promote the mobility of people in the skills training system and lifelong learning and promote the productive insertion of quality. d) Promote the recognition of prior learning and qualifications obtained abroad in order to promote the increase of skills in the population and their significance in the productive development of the country. e) Generate conditions for transparency in information on existing qualifications to increase the productive sector's confidence in graduates of the education and training system, enhance socio-occupational guidance and synchronize human talent management within production organizations. f) Promote quality assurance processes for the provision of education, training and continuing training for the country's human talent.
QF principles expressed	Principles are stated
QF Principles	Equal opportunities, a focus on relevance, a focus on quality, social dialogue, synchronization and reliability
Number of QF qualification levels	8
Qualification level names	---

QF dimensions/sub-dimensions/descriptors

Dimension 1	Knowledge
Dimension 2	Skills: communication (in first and second languages), socio-emotional (teamwork), cognitive (information management and problem solving, techniques, resource management)
Dimension 3	Application: autonomy and responsibility
Dimension 4	
Dimension 5	

QF Progress status

Stage the QF has reached	Conceptualization and design concluded
Date when the QF was officially adopted (rule, decree or law)	QF not adopted
Rule, law or decree adopting the QF	

Peru



Elements associated with the QF developed

Matrix by levels and descriptors	Yes
Qualification standard or model (which any qualification must contain)	Yes
Methodology chosen for populating QF	Yes
Standards for developing inputs for populating (standardized standards or profiles, process maps or value chains)	No
Procedures for recognition of prior learning	No
Skills certification processes harmonized with the QF	No
Criteria for sectorization and population progression	No
Sectoral representation strategy for the QF	Yes
Mechanisms for recognizing qualifications included in QF	No
Assessment and endorsement procedures for the qualifications defined as priorities with the production sector	No
Equivalences and credits accumulation system	No
Criteria for determining work and training paths	No
Information systems and channels for public consultation on qualifications	No
Assessment of the QF process and its impact	No
Actions to compare with other QFs	No
Other	

Governance

Type of governance body for the QF	To be determined
Name of QF governance body	
Stakeholders participating in the QF process	Government, Business sector (trade and other associations), Workers' organizations (trade unions, trade associations, federations), Civil society organizations
Sectoral participation bodies relating to the QF	Sectoral Skills Councils



Regulatory developments in relation to the QF

Formal adoption of QF through legislative development	Ongoing
Determination of governance body for the QF	No
Regulation of stakeholder participation	No
Recognition of Prior Learning	No
Recognition of qualifications	No
Regulation of the qualifications targeted by the education and training provision	No
Adjustment of quality assurance procedures for education and training provision	No
Flexibility of mobility conditions between providers	No
Extent of progress in the implementation of regulatory provisions established in relation to the QF	
Other regulatory developments	The Inter-Agency Working Group was formed by Ministerial Resolution No. 429-2019 of the Ministry of Education (MINEDU) in August 2019. "That the National Competitiveness and Productivity Plan, adopted by Supreme Decree No. 237-2019-EF, whose objective is to serve as a link between the country vision formulated and designed on the basis of the National Competitiveness and Productivity Policy and the implementation of policy measures necessary to orient the reality of the country towards that vision, establishes as policy measures 2.1 and 2.2 the Sectoral Skills Councils and the National Qualifications Framework, respectively."

Populating the QF

Status of the QF populating process	The methodology is available, but has not been applied.
Criteria for the QF populating process	---
Sectors with qualifications identified	---

Adjustment of education and training provision with reference to the QF

Existence of processes to promote the adjustment of the provision of education and training with reference to the QF	No
Type of supply with which the adoption of the QF has been promoted	
Percentage by which education and training provision has been adjusted to the QF	



QF Information System

Existence of information system on the qualifications developed on the basis of the population	
Website address of qualifications information system	
System for recording programmes designed or adjusted with reference to the QF	
Website address of QF-adjusted programme information system	
Other	
References	ILO/Cinterfor for the Programme for the Improvement of the Quality and Relevance of Higher University and Technological Education Services at the National Level (PMESUT). (2020). Methodological approach to populating the National Qualifications Framework of Peru. Peru. ILO/Cinterfor for the Programme for the Improvement of the Quality and Relevance of Higher University and Technological Education Services at the National Level (PMESUT). (2020). Exploration of governance scenarios and roadmap for the implementation of Peru's National Qualifications Framework. Peru. ILO/Cinterfor for the Programme for the Improvement of the Quality and Relevance of Higher University and Technological Education Services at the National Level (PMESUT). (2020). Peru's National Qualifications Framework (MNCP) Basic Structure. Peru. ILO/Cinterfor for the Programme for the Improvement of the Quality and Relevance of Higher University and Technological Education Services at the National Level (PMESUT). (2020). Populating Peru's National Qualifications Framework. Peru. Programme for the Improvement of the Quality and Relevance of Higher University and Technological Education Services at the National Level (PMESUT). (2020). Peru's National Qualifications Framework. Retrieved from https://www.pmesut.gob.pe/marco-nacional-de-cualificaciones Chile Foundation for PMESUT (2020). Sectoral representation model for populating Peru's NQF. Peru

Dominican Republic



QF Existence	Yes
QF Name and acronym	Dominican Republic's National Qualifications Framework (MNC RD)
QF Design start date	24/06/2016
Body responsible for the QF	National Qualifications Institute (attached to the Ministry of the Presidency)
QF Website	http://www.papse2.edu.do/index.php/publicaciones/35-publicaciones/marco-nacional-de-cualificaciones-de-republica-dominicana/69-mnc-rd-bases
Participation in regional QF	Has national QF; does not participate in regional QF
Regional QF in which it participates	Does not participate in regional QF

QF Description

Type of QF	National (countrywide)
Sectoral framework sectors	Does not apply
Countries participating in the regional framework	
QF function	Regulatory (establishes legal actions for the configuration and operation of education and training provision)
QF coverage	Inclusive (covers all levels of education and training provision)
Levels covered by partial QF	
QF content	Comprehensive: qualification includes learning outcomes, content structure of training modules, duration, indications of learning resources and teacher profile
Qualifications pathways	Education; prior learning

Challenges targeted by the QF

Quality of education and training provision	Medium
Relevance of provision to the needs of the production sector	Medium
Degree and certificate transparency	High
Synchronization of the education and training system	High
Mobility of people in the education and training system	High
Encouragement of lifelong learning	High
Recognition of Prior Learning	Medium
Recognition of qualifications obtained in other settings	Medium
Social assessment of the technical training provision	Low
Availability of qualified human talent	High
Other	

Dominican Republic



Basic QF structure

QF Objectives	a) Establish, countrywide, levels of learning outcomes in the form of skills, enabling education and training systems to be synchronized and improving access, progression and quality of qualifications in relation to the labour market and society at large. b) Promote the objectives of lifelong learning by facilitating access to education and training, and the transfer of learning outcomes, and providing mechanisms for the recognition of prior learning and experience. c) Establish the principles, criteria and quality assurance indicators applicable to qualifications for their inclusion in the NQF. d) Define and establish mechanisms for the coordination of actors in education and training systems. e) Promote the national and international mobility of graduates of training and education systems, as well as of workers. f) Ensure the transparency of qualifications by making it possible to identify and compare their value in the labour market, in education and training, and in other contexts of personal and social life. g) Promote the implementation of an integrated information system to collect, process and communicate timely information on skills needs in the labour market, thereby facilitating decision-making on the country's education and training provision.
QF principles expressed	Principles are stated
QF Principles	Equity; Synchronization; Relevance, Participation; Cooperation; Guidance; Transparency; Trust
Number of QF qualification levels	8
Qualification level names	Level 1 vocational training certification level 1 Level 2 vocational training certification level 2 Level 3 vocational training certification level 3, technician Level 4 vocational training certification level 4, master technician Level 5 senior technician degree, technologist degree Level 6 bachelor's degree, medical degree, dentistry degree, architectural degree, engineering degree Level 7 medical specialization degree, specialization degree, master's degree Level 8 doctorate

QF dimensions/sub-dimensions/descriptors

Dimension 1	Knowledge
Dimension 2	Cognitive and practical skills
Dimension 3	Behavioural skills
Dimension 4	Responsibility and autonomy
Dimension 5	

Dominican Republic



QF Progress status

Stage the QF has reached	Initial operation (design of the QF operation and functioning ongoing, populating ongoing)
Date when the QF was officially adopted (rule, decree or law)	09/06/2020
Rule, law or decree adopting the QF	

Elements associated with the QF developed

Matrix by levels and descriptors	Yes
Qualification standard or model (which any qualification must contain)	Yes
Methodology chosen for populating QF	Yes
Standards for developing inputs for populating (standardized standards or profiles, process maps or value chains)	Ongoing
Procedures for recognition of prior learning	Yes
Skills certification processes harmonized with the QF	Yes
Criteria for sectorization and population progression	Yes
Sectoral representation strategy for the QF	Yes
Mechanisms for recognizing qualifications included in QF	Yes
Assessment and endorsement procedures for the qualifications defined as priorities with the production sector	Yes
Equivalences and credits accumulation system	Yes
Criteria for determining work and training paths	No information available
Information systems and channels for public consultation on qualifications	Yes
Assessment of the QF process and its impact	No information available
Actions to compare with other QFs	No information available
Other	

Governance

Type of governance body for the QF	National Qualifications Institute
Name of QF governance body	National Qualifications Institute
Stakeholders participating in the QF process	Government, Higher education providers, Vocational training providers, Business sector (trade and other associations), Technical education providers, Workers' organizations (trade unions, trade associations, federations), Pre-upper secondary school education providers, Civil society organizations
Sectoral participation bodies relating to the QF	Advisory Committees

Dominican Republic



Regulatory developments in relation to the QF

Formal adoption of QF through legislative development	Yes
Determination of governance body for the QF	Yes
Regulation of stakeholder participation	Yes
Recognition of Prior Learning	Yes
Recognition of qualifications	Yes
Regulation of the qualifications targeted by the education and training provision	Yes
Adjustment of quality assurance procedures for education and training provision	Yes
Flexibility of mobility conditions between providers	Yes
Extent of progress in the implementation of regulatory provisions established in relation to the QF	
Other regulatory developments	

Populating the QF

Status of the QF populating process	Process not begun
Criteria for the QF populating process	
Sectors with qualifications identified	

Adjustment of education and training provision with reference to the QF

Existence of processes to promote the adjustment of the provision of education and training with reference to the QF	No
Type of supply with which the adoption of the QF has been promoted	
Percentage by which education and training provision has been adjusted to the QF	

QF Information System

Existence of information system on the qualifications developed on the basis of the population	
Website address of qualifications information system	
System for recording programmes designed or adjusted with reference to the QF	
Website address of QF-adjusted programme information system	
Other	

Central American Higher Education Sector

QF Existence	Not applicable (for sectoral and regional QFs)
QF Name and acronym	Qualifications Framework for Central American Higher Education (MCESCA)
QF Design start date	25/09/2009
Body responsible for the QF	Central American Higher University Council (CSUCA)
QF Website	http://www.csuca.org/docs-csuca/libros/Marco%20de%20cualificaciones%20para%20la%20educacion.pdf
Participation in regional QF	Does not apply
Regional QF in which it participates	Does not apply

QF Description

Type of QF	Regional (for a set of countries)
Sectoral framework sectors	Does not apply
Countries participating in the regional framework	Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica and Panama
QF function	Referential (provides significant, but non-compulsory information for aspects of education and training provision)
QF coverage	Partial (refers only to one or more levels of education or training).
Levels covered by partial QF	Higher education
QF content	Noncomprehensive: qualification only includes learning outcomes
Qualifications pathways	Learning achieved in education systems

Challenges targeted by the QF

Quality of education and training provision	High
Relevance of provision to the needs of the production sector	Medium
Degree and certificate transparency	High
Synchronization of the education and training system	Low
Mobility of people in the education and training system	Medium
Encouragement of lifelong learning	Low
Recognition of Prior Learning	Low
Recognition of qualifications obtained in other settings	High
Social assessment of the technical training provision	Low
Availability of qualified human talent	Medium
Other	

Central American Higher Education Sector

Basic QF structure

QF Objectives	a) Promote curricular innovation by focusing on expected learning outcomes. b) Promote regional academic harmonization by defining a common regional reference point. c) Provide greater transparency to university degrees offered in the region.
QF principles expressed	None stated
QF Principles	None stated
Number of QF qualification levels	5
Qualification level names	Senior University Technician, Bachelor's Degree, Licentiate Degree, Master's degree and Doctorate

QF dimensions/sub-dimensions/descriptors

Dimension 1	Fields of expertise and professional knowledge
Dimension 2	Knowledge application, information analysis, problem solving and innovation
Dimension 3	Autonomy, personal, professional, and social responsibility, and decision-making
Dimension 4	Communication
Dimension 5	Professional, cultural and social interaction

QF Progress status

Stage the QF has reached	No information available
Date when the QF was officially adopted (rule, decree or law)	Regional QF
Rule, law or decree adopting the QF	

Central American Higher Education Sector

Elements associated with the QF developed

Matrix by levels and descriptors	Yes
Qualification standard or model (which any qualification must contain)	Yes
Methodology chosen for populating QF	Yes
Standards for developing inputs for populating (standardized standards or profiles, process maps or value chains)	No information available
Procedures for recognition of prior learning	No information available
Skills certification processes harmonized with the QF	No information available
Criteria for sectorization and population progression	No information available
Sectoral representation strategy for the QF	No information available
Mechanisms for recognizing qualifications included in QF	No information available
Assessment and endorsement procedures for the qualifications defined as priorities with the production sector	No information available
Equivalences and credits accumulation system	No information available
Criteria for determining work and training paths	No information available
Information systems and channels for public consultation on qualifications	No information available
Assessment of the QF process and its impact	No information available
Actions to compare with other QFs	Yes
Other	

Governance

Type of governance body for the QF	Central American Higher University Council (CSUCA). In each country, as the case may be, coordination is assumed by: Council of Universities, Council of Rectors, Higher Education Council, Ministry of Education
Name of QF governance body	Central American Higher University Council (CSUCA)
Stakeholders participating in the QF process	Higher education providers, Countries' Councils of Rectors
Sectoral participation bodies relating to the QF	No information available

Central American Higher Education Sector

Regulatory developments in relation to the QF

Formal adoption of QF through legislative development	No information available
Determination of governance body for the QF	Yes
Regulation of stakeholder participation	No information available
Recognition of Prior Learning	No information available
Recognition of qualifications	No information available
Regulation of the qualifications targeted by the education and training provision	No information available
Adjustment of quality assurance procedures for education and training provision	No information available
Flexibility of mobility conditions between providers	No information available
Extent of progress in the implementation of regulatory provisions established in relation to the QF	
Other regulatory developments	

Populating the QF

Status of the QF populating process	QF populating pilots carried out
Criteria for the QF populating process	Degree courses taught in public and private universities, with a duration of two to three years for senior technician and up to four years for a bachelor's degree.
Sectors with qualifications identified	Commercial sciences, health, agriculture, technology, education and services (tourism).

Ajuste de la oferta educativa y de formación con referencia al MC

Existencia de procesos para promover el ajuste de la oferta de educación y formación con referencia al MC	En proceso
Tipo de oferta con la que se ha promovido la adopción del MC	Educación universitaria
Porcentaje en el que la oferta educativa y de formación se ha ajustado conforme al MC	

Adjustment of education and training provision with reference to the QF

Existence of processes to promote the adjustment of the provision of education and training with reference to the QF	No
Type of supply with which the adoption of the QF has been promoted	
Percentage by which education and training provision has been adjusted to the QF	No

Sugar Industry Sector

QF Existence	Not applicable (for sectoral and regional QFs)
QF Name and acronym	Qualifications Framework for Skills in the Sugar Agroindustry (CCAA)
QF Design start date	01/01/2017
Body responsible for the QF	National Chamber of the Sugar and Alcohol Industry and CONOCER, Mexico, Sugar Agroindustry Business Group of Cuba
QF Website	file:///C:/Users/Usuario/Downloads/MARCO%20CUALIFICACION%20-%20COMPETENCIAS%20LABORALES%202018_LMDC_OV.pdf
Participation in regional QF	Not applicable (for regional and sectoral QFs)
Regional QF in which it participates	Does not apply

QF Description

Type of QF	Sectoral (for an economic sector)
Sectoral framework sectors	Sugar and alcohol industries value chain
Countries participating in the regional framework	Mexico; Cuba
QF function	Baseline for organizing training in cane fields and refineries within a framework of sustainable development
QF coverage	Partial
Levels covered by partial QF	Technical and Vocational Education, upper secondary and higher education
QF content	Comprehensive
Qualifications pathways	Education, Prior learning, On-the-Job Training

Challenges targeted by the QF

Quality of education and training provision	High
Relevance of provision to the needs of the production sector	High
Degree and certificate transparency	High
Synchronization of the education and training system	High
Mobility of people in the education and training system	Medium
Encouragement of lifelong learning	High
Recognition of Prior Learning	High
Recognition of qualifications obtained in other settings	Medium
Social assessment of the technical training provision	Medium
Availability of qualified human talent	High
Other	

Sugar Industry Sector

Basic QF structure

QF Objectives	a) Have better qualified and better paid jobs. b) Have better qualified workers who follow safety and hygiene standards. c) Have certified workers who meet expectations for improved sugar production, and working and environmental conditions. d) Greater economic and social contribution of workers by reducing accidents and unemployment, ensuring the quality and safety of the product and contributing to the sustainability of the sugar industry.
QF principles expressed	Yes
QF Principles	Linkages with the catalogue of occupations of the Ministry of Labour and Social Welfare of Mexico Competency standards available in the CONOCER catalogue, related to the value chain and cross-cutting functions
Number of QF qualification levels	4
Qualification level names	Starter; Skilled worker; Specialized worker; Supervisor/Coordinator

QF dimensions/sub-dimensions/descriptors

Dimension 1	Basic skills (comprehension, writing, calculation)
Dimension 2	Specific technical skills (induction to process and equipment)
Dimension 3	Transversal skills (safety and health at work, environment conservation)
Dimension 4	Institutional skills (values, ethics and appropriateness policies)
Dimension 5	Socio-emotional skills (leadership and communication)

QF Progress status

Stage the QF has reached	Validated by industry actors
Date when the QF was officially adopted (rule, decree or law)	----
Rule, law or decree adopting the QF	----

Sugar Industry Sector

Elements associated with the QF developed

Matrix by levels and descriptors	Yes
Qualification standard or model (which any qualification must contain)	Yes
Methodology chosen for populating QF	Yes
Standards for developing inputs for populating (standardized standards or profiles, process maps or value chains)	Yes
Procedures for recognition of prior learning	Partial
Skills certification processes harmonized with the QF	Yes
Criteria for sectorization and population progression	Yes
Sectoral representation strategy for the QF	Yes
Mechanisms for recognizing qualifications included in QF	Yes
Assessment and endorsement procedures for the qualifications defined as priorities with the production sector	Yes
Equivalences and credits accumulation system	No
Criteria for determining work and training paths	Yes
Information systems and channels for public consultation on qualifications	Yes
Assessment of the QF process and its impact	Partial
Actions to compare with other QFs	Yes
Other	

Governance

Type of governance body for the QF	Yes
Name of QF governance body	National Chamber of Sugar and Alcohol Industries (CNIAA)
Stakeholders participating in the QF process	Government, Vocational training providers, Business sector (trade and other associations), Technical education providers, Workers' organizations (trade unions, trade associations, federations)
Sectoral participation bodies relating to the QF	Governance itself is a sectoral body

Sugar Industry Sector

Regulatory developments in relation to the QF

Formal adoption of QF through legislative development	No
Determination of governance body for the QF	No
Regulation of stakeholder participation	No
Recognition of Prior Learning	Yes
Recognition of qualifications	Yes
Regulation of the qualifications targeted by the education and training provision	No
Adjustment of quality assurance procedures for education and training provision	No
Flexibility of mobility conditions between providers	Yes
Extent of progress in the implementation of regulatory provisions established in relation to the QF	10%
Other regulatory developments	

Populating the QF

Status of the QF populating process	Populating the QF is an ongoing process
Criteria for the QF populating process	Importance of the sector for its contribution to employment
Sectors with qualifications identified	

Adjustment of education and training provision with reference to the QF

Existence of processes to promote the adjustment of the provision of education and training with reference to the QF	Yes
Type of supply with which the adoption of the QF has been promoted	Technical Education, Vocational Training
Percentage by which education and training provision has been adjusted to the QF	10%

QF Information System

Existence of information system on the qualifications developed on the basis of the population	No
Website address of qualifications information system	
System for recording programmes designed or adjusted with reference to the QF	No
Website address of QF-adjusted programme information system	
Other	

Mining Sector

QF Existence	Not applicable (for sectoral and regional QFs)
QF Name and acronym	Qualifications Framework for Mining (MCM)
QF Design start date	01/01/2013
Body responsible for the QF	Mining Council
QF Website	https://www.ccm.cl/marco-de-cualificaciones-perfiles-y-competencias/ https://www.ccm.cl/estandares-sectoriales/
Participation in regional QF	Not applicable (for regional and sectoral QFs)
Regional QF in which it participates	Does not participate in regional QF

QF Description

Type of QF	Sectoral (for an economic sector)
Sectoral framework sectors	Mining
Countries participating in the regional framework	Does not apply
QF function	Referential (provides significant, but non-compulsory information for aspects of education and training provision)
QF coverage	Partial (refers only to one or more levels of education or training).
Levels covered by partial QF	Technical and Vocational training
QF content	Comprehensive: qualification includes skills, learning outcomes
Qualifications pathways	Education; prior learning

Challenges targeted by the QF

Quality of education and training provision	High
Relevance of provision to the needs of the production sector	High
Degree and certificate transparency	Medium
Synchronization of the education and training system	High
Mobility of people in the education and training system	Medium
Encouragement of lifelong learning	High
Recognition of Prior Learning	High
Recognition of qualifications obtained in other settings	Medium
Social assessment of the technical training provision	High
Availability of qualified human talent	High
Other	

Mining Sector

Basic QF structure

QF Objectives	a) Raise awareness of the needs of the world of work. b) Encourage the reform of training programmes based on the MCM. c) Develop the capacities of teachers and managers to deliver training aligned with the MCM. d) Grant quality seal to institutions that have the capacity to deliver training aligned with the MCM in a given programme and venue.
QF principles expressed	In line with the principles of the Qualifications Framework of Chile's Technical and Vocational Education
QF Principles	Technical and vocational training is recognized to be a transformative process that takes place throughout people's lives, with the aim of entering, continuing and developing in the world of work, in which both formal education and (non-formal) vocational institutions participate, including among them, those that provide training and the companies themselves that provide space for learning or continuous development.
Number of QF qualification levels	5
Qualification level names	Technical and Vocational Education

Dimensiones/subdimensiones/descriptores del MC

Dimension 1	Skills: Information Problem Solving Resource Use Communication
Dimension 2	Application in context: Working with Others Self-reliance Ethics and Responsibility
Dimension 3	Knowledge
Dimension 4	
Dimension 5	

QF Progress status

Stage the QF has reached	Implementation
Date when the QF was officially adopted (rule, decree or law)	28/05/2018
Rule, law or decree adopting the QF	Law on Higher Education 21.091 transitory fifth article.

Mining Sector

Elements associated with the QF developed

Matrix by levels and descriptors	Sí
Qualification standard or model (which any qualification must contain)	Sí
Methodology chosen for populating QF	Sí
Standards for developing inputs for populating (standardized standards or profiles, process maps or value chains)	Sí
Procedures for recognition of prior learning	Sí
Skills certification processes harmonized with the QF	Sí
Criteria for sectorization and population progression	Sí
Sectoral representation strategy for the QF	Sí
Mechanisms for recognizing qualifications included in QF	Sí
Assessment and endorsement procedures for the qualifications defined as priorities with the production sector	Sí
Equivalences and credits accumulation system	No hay información
Criteria for determining work and training paths	Sí
Information systems and channels for public consultation on qualifications	Sí
Assessment of the QF process and its impact	Sí
Actions to compare with other QFs	No hay información
Others: ELEVA Project (ELEVA is a public-private partnership initiative, which seeks to help boost the mining of the future, raising people's capacities and opportunities, promoting relevant and quality technical and vocational training at all levels. It is structured in keeping with a development and transfer platform which coordinates standards, infrastructure, and resources and generates capacity to enhance the training system according to the needs of the mining industry) http://www.plataformaeleva.cl/ and CCM Quality Seal	

Governance

Type of governance body for the QF	Mining Skills Council / Ministry of Education
Name of QF governance body	Mining Skills Council / Ministry of Education
Stakeholders participating in the QF process	Government, Higher education providers, Vocational training providers, Business sector (trade and other associations), Technical education providers, skill assessment and certification providers
Sectoral participation bodies relating to the QF	Sectoral Skills Councils

Mining Sector

Regulatory developments in relation to the QF

Formal adoption of QF through legislative development	The MCM is in line with the MCTP
Determination of governance body for the QF	Ongoing
Regulation of stakeholder participation	Yes
Recognition of Prior Learning	No
Recognition of qualifications	Yes
Regulation of the qualifications targeted by the education and training provision	Yes
Adjustment of quality assurance procedures for education and training provision	Yes
Flexibility of mobility conditions between providers	No information available
Extent of progress in the implementation of regulatory provisions established in relation to the QF	Ongoing
Other regulatory developments	

Populating the QF

Status of the QF populating process	Populating the QF is an ongoing process
Criteria for the QF populating process	Strategic importance of the sector for its contribution to economic development, Interest or initiative of the sector
Sectors with qualifications identified	Extraction Processes; Copper, gold, silver processing; Maintenance procedures, including Maintenance Engineering and Maintenance 4.0; Industry instructors; Riggers; Integrated Operations Centre (IOC); Autonomous teams; Tailings Process

Adjustment of education and training provision with reference to the QF

Existence of processes to promote the adjustment of the provision of education and training with reference to the QF	Yes
Type of supply with which the adoption of the QF has been promoted	Technical Education, Vocational Training
Percentage by which education and training provision has been adjusted to the QF	No information available

QF Information System

Existence of information system on the qualifications developed on the basis of the population	Yes
Website address of qualifications information system	https://www.ccm.cl/estandares-sectoriales/
System for recording programmes designed or adjusted with reference to the QF	No information available
Website address of QF-adjusted programme information system	
Other	