



**FDRE**

**Education and Training Authority  
(ETA)**

---

**ACQF Training Programme – Session 9**



# Education and Training Authority (ETA)

## **THE ETHIOPIAN QUALIFICATIONS FRAMEWORK**

Federal Democratic Republic of Ethiopia

**THE ETHIOPIAN  
QUALIFICATIONS  
FRAMEWORK**



## Contents of the presentation

Education and Training Authority (ETA)

- Main features and objectives of EtQF
- Role of the ETA in moving the EtQF to implementation
- Status of the EtQF



# The EtQF

Education and Training Authority (ETA)

- The EQF is the new national policy for regulated qualifications in Ethiopia.
- It is a national system which links together the three education and training sub-sectors into one comprehensive system
- It addresses many of Ethiopia's challenges in areas of **quality, access, equity and relevance** which need to be addressed and establish a system of **accountability** in order to realise the development goals of the country
- Serve as a platform for communication, coordination and collaboration between sub-frameworks



## Purpose of the EtQF . . .

Education and Training Authority (ETA)

- 1. Establish national standards** of knowledge, skills and wider competencies to ensure the relevance of qualifications to national economic and social needs
- 2. Resolve the diversity of sectors** and improve articulation and comparability between qualifications of different sectors
- 3. Establish national quality standards** and systems for quality assurance of providers, programmes, delivery and assessment
- 4. Establish clear progression pathways** and facilitate procedures for access to learning and transfer and recognition of learning
- 5. Provide a means to benchmark qualifications** nationally and internationally

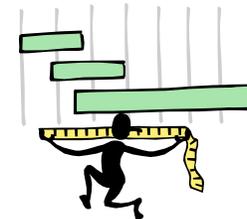


Education and Training Authority (ETA)



# Philosophy of the EtQF

- Local context
- Globalisation
- Outcomes-based pedagogy
- Social justice
- Lifelong learning



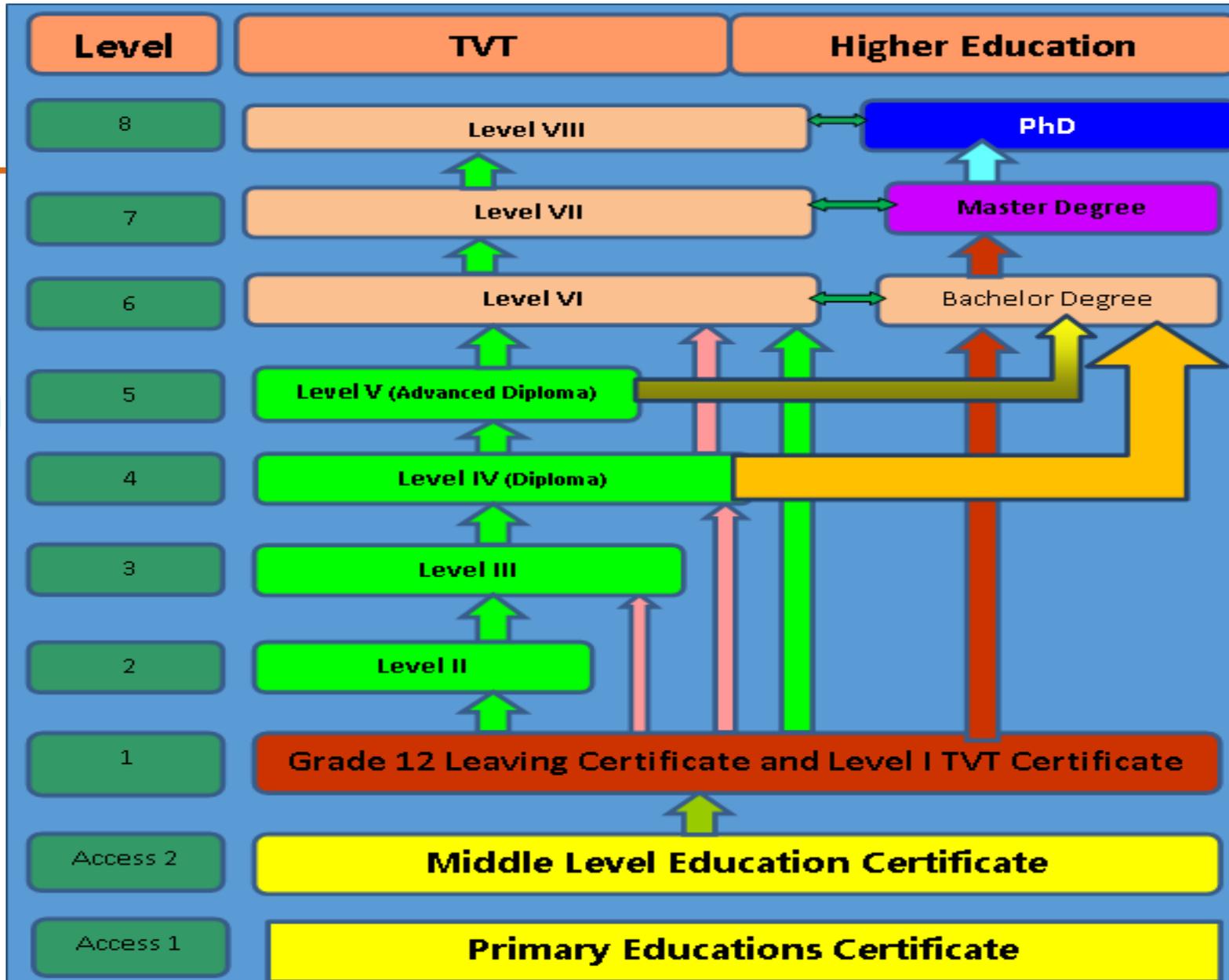
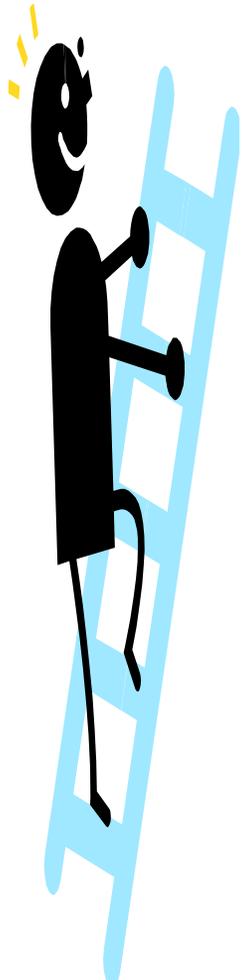


## Objectives of the EtQF

1. Encourage **relevance** of qualifications to industry and the labor market
2. Promote **access** to education for all Ethiopians by recognizing learning achieved in formal, non-formal and informal settings
3. Promote the **quality** of programme development and delivery, and the credibility of Qualifications, through the establishment of national quality standards and quality assurance processes
4. Establish **national standards** of knowledge, skills and competence expected of graduates.
5. Encourage **regional and international comparability** of qualifications
6. **Harmonizing** the three subsectors through the provision of common standards and systems; making transparent the comparability of

# Qualification Structure of the EtQF

## Levels



Prior Learning Assessment and Recognition

Lifelong Learning



# Levels and level descriptors

Education and Training Authority (ETA)

## Level:

- is a *formally designated location* of qualifications on the framework
- described in terms of level descriptors
- depicting the level of depth and complexity in knowledge, skills, and competence

## Level descriptor:

- statement describing learning achievement at a specific level on the EtQF
- provide a general, shared understanding of learning and achievement at each of the levels
- Apply the principle of “**best fit**”
- Establish ‘**the centre of gravity**’ of the qualification



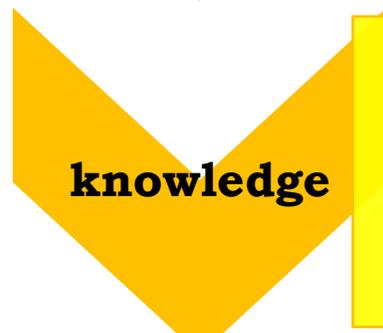
## Example: Level 6 descriptors



- Designs and manages processes; and works independently, take initiative, and demonstrates broad accountability in a wide variety of variable contexts showing the ability to determine, achieve and evaluate individual and group outcomes



- Demonstrates the ability to use knowledge, theories, and principles in scientific ways in the analysis of problematic situations and to generate and innovate a range of possible solutions to substantial problems; applying some elements of intellectual independence, critical thinking, and analytical rigor and a wide range of specialized tools, and cognitive, technical and communication skills to individual and collaborative work



- Demonstrates comprehensive knowledge of a broad area or field of work or study with possible areas of specialization, including familiarity with sources of new knowledge, command of the ideas, principles, concepts, chief research methods, and problem-solving techniques of the recognized discipline;



## When to Use Level Descriptors

- when designing **new programs** of study
- when writing **learning outcomes**
- when writing **assessment criteria**
- when assessing **prior learning**
- when incorporating traditional learning (e.g. work-based learning) into **award-bearing** courses
- for **accreditation** purposes
- when learning at different levels needs to be **compared**



# The Six Guiding Principles of the EtQF

1

## Qualifications Registration ...

- Registration of Qualifications ensures that the qualifications are **relevant to the socio-economic and labor market needs**
- Ensures EtQF qualifications have met national standards for knowledge, skills and competence
- Promote local and international confidence in Ethiopian qualifications



# The Six Guiding Principles of the EtQF

## 2 Qualification Standard Setting ...



- Establish national standards of knowledge and skills and the outcomes expected of graduates of all EtQF qualifications
- **Qualification standard** is oriented to **exit level outcomes** – what the graduate of the specific programme **will know and be able to do** – often with broad parameters for content, context and methods etc.
- Qualification standards should be developed by an appropriately **qualified group of individuals**, which may be called a **standard setting group**, and should include representatives of **industry, professional bodies, education and training providers, relevant Ministries, quality assurance bodies and other critical and relevant interest groups**.
- Standard setting groups should ensure they are well informed about international best practices, developments and trends in standard setting and national imperatives relevant to their task.





# The Six Guiding Principles of the EtQF

Education and Training Authority (ETA)

## 3 Quality Assurance ...

- **Establish** the **principles, practices and standards** which shall guide the design, development, approval, registration, delivery, assessment and monitoring of programs leading to qualifications;
- **Describe** the **delegation of responsibilities** and scope of a nationally coherent system to **sub-sector quality assurance bodies** in order to ensure that awarded **qualifications are relevant and credible nationally and internationally.**
- **Involve** **regular evaluation of institutions**, their **programs** and their **quality assurance systems** by sub-framework quality assurance bodies;
- **Include regular monitoring and evaluation** of the quality assurance bodies or agencies by **independent reviewers**;
- **Be** a co-operative process across education and training levels and systems, **involving all relevant stakeholders**;
- **Establish** national standards for the **recognition of quality assurance bodies**



# The Six Guiding Principles of the EtQF

4

Assessment ...

Qualifications **will only** be awarded to graduates based on the process of assessment **to prove whether or not** knowledge, skills and competence are met **against** qualification standards.



# The Six Guiding Principles of the EtQF

5

## Credit Arrangement and pathway ...

- Provide mechanisms which enable the recognition of all learning achievements **irrespective** of the context of learning;
- Establish **eligibility to apply for entry into a higher level** or same level program
- Be developed based on a **gap analysis** of the learning outcomes of two qualifications **to bridge gaps** in the learning and enable transition without unnecessary barriers;
- Widen learner choices and **mobility** across sub-sectors and across geographical borders;



# The Six Guiding Principles of the EtQF

6

## Awarding ...

- Ensure the **quality, integrity and reputation** of EtQF Qualifications **are protected**
- EQF Qualifications and Part Qualifications are awarded by registered and quality assured awarding bodies, using **regulated awarding procedures and correct documentation**;
- Certification documentation is used ***consistently across the education and training sector***



## Role of ETA

... in moving the EtQF to implementation

- ETA will be the apex body for the governance and implementation of the EtQF. ETA is also responsible for the development of EtQF policy and directives. The development and award of qualifications and statements of attainment must comply with EtQF policy and directives and delivered by providers registered on the EtQF Information Management System (IMS).
- An implementation regulation will be approved by the Council of Ministers for the effective implementation of EtQF.
- ETA will register qualifications on the EtQF IMS.
- Currently the EtQF (Amharic version) is going to be approved by the Council of Ministers



በኢ.ፌ.ዲ.ሪ የትምህርትና ስልጠና ባለሥልጣን

**FDRE Education and Training Authority**



→ <https://eta.et/>



→ <https://www.facebook.com/EducationAndTrainingAuthority>



→ [https://t.me/ETA\\_info](https://t.me/ETA_info)



→ <https://www.youtube.com/channel/UCUJZPk3EDLFYi44kMwC1RCg>



→ [https://twitter.com/FDRE\\_ETA](https://twitter.com/FDRE_ETA)



→ <http://www.linkedin.com/in/education-and-training-authority>