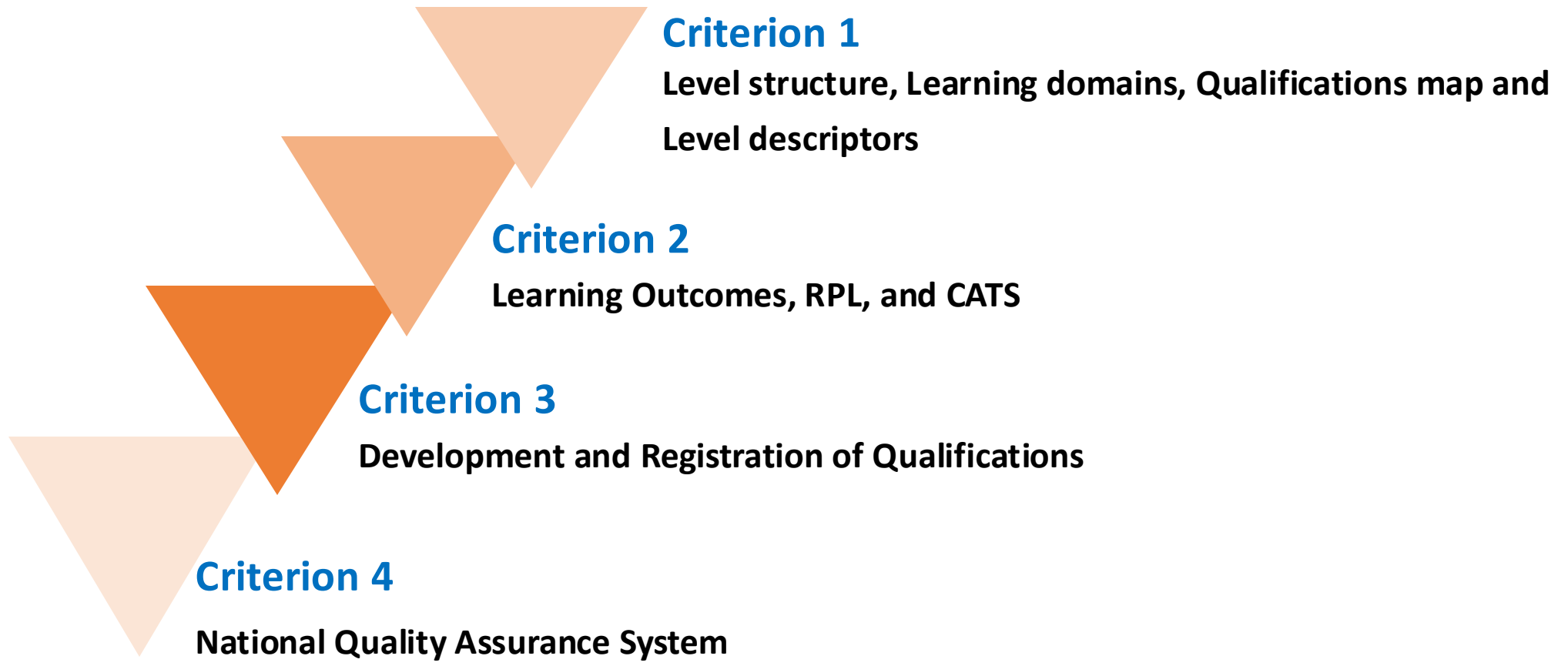


Session 10-1 Referencing of the Eswatini Qualifications Framework (ESQF) to the African Continental Qualifications Framework (ACQF)

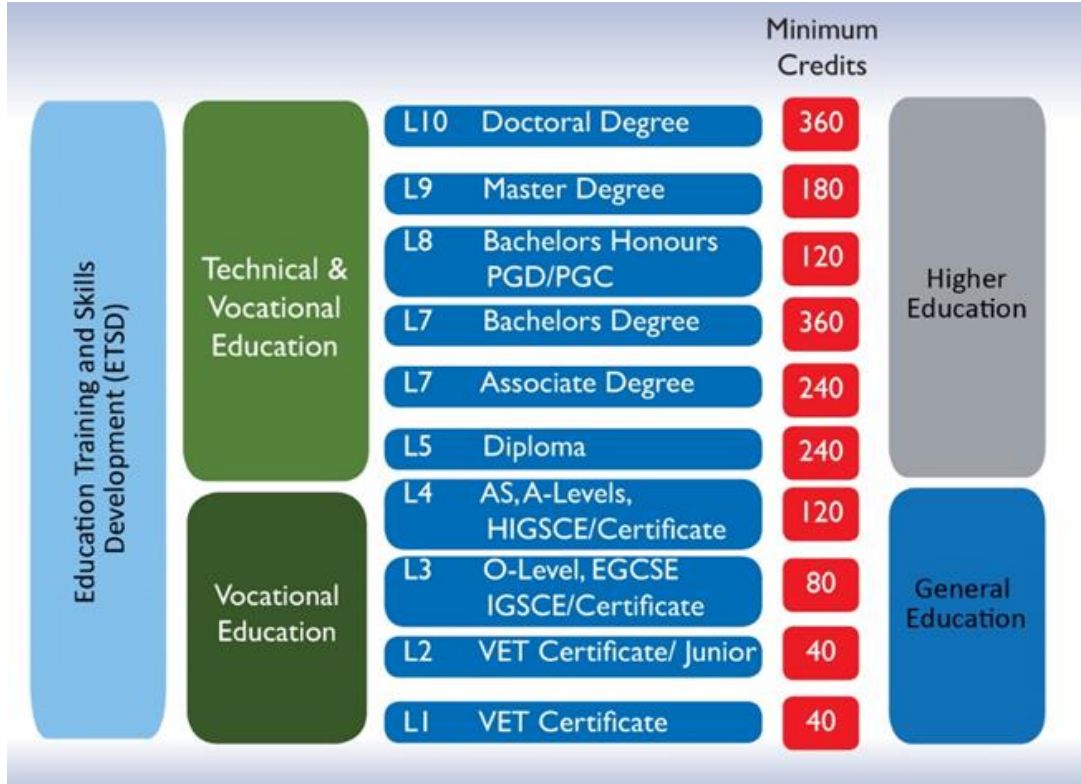
Mr Mboni Dlamini

4th ACQF Forum Seychelles
Date: 14th November 2024

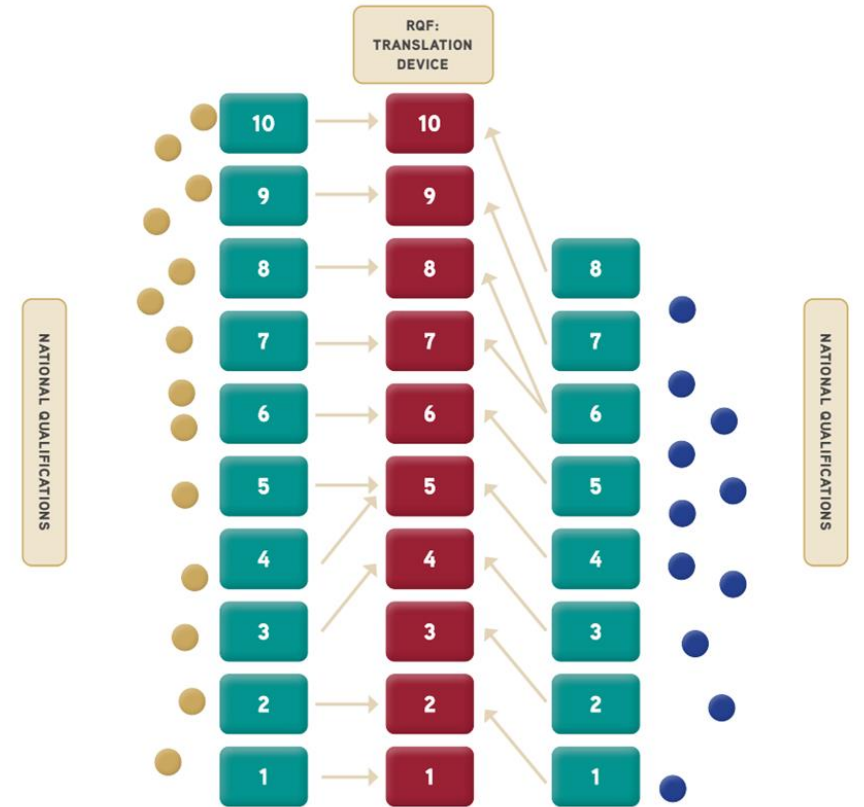


Criterion 1
Structure and alignment

Eswatini Qualifications Framework (ESQF)



African Continental Qualifications Framework (ACQF)



Comparative analysis

Structure and Alignment

Both frameworks feature a **ten-level structure**, making it straightforward to map qualifications from one framework to the other

Purpose of Frameworks

ESQF - to enhance **national education and training standards** within Eswatini (contextual).

The ACQF, on the other hand, is designed to **facilitate continent-wide recognition and mobility**, fostering a unified African higher education area

Learning Domains

Knowledge and Skills Consistency: Both frameworks demonstrate consistency in their treatment of knowledge and skills across levels. This **alignment fosters greater compatibility** between the two frameworks

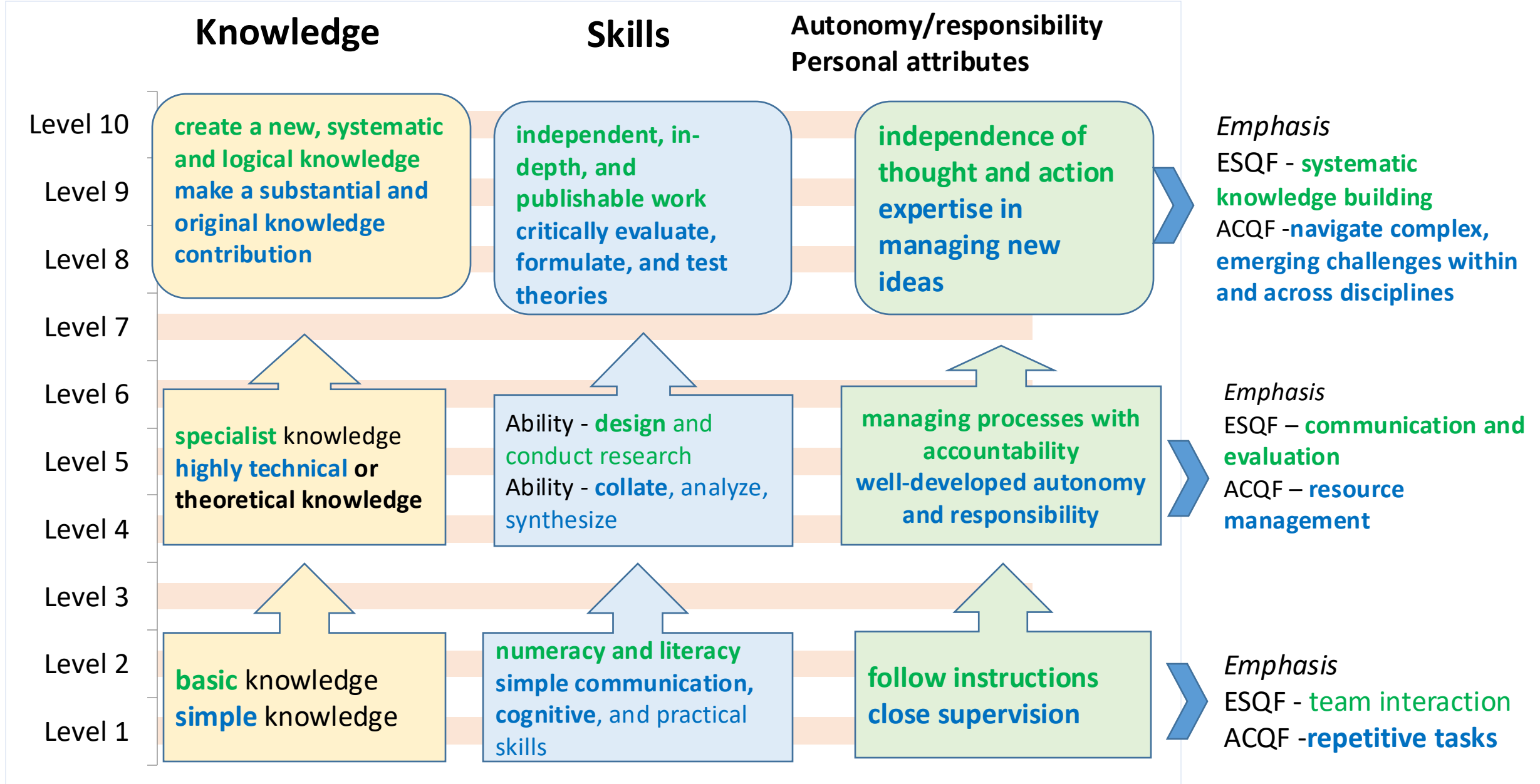
Personal attributes vs autonomy and responsibility: The ESQF's focus on "personal attributes" captures **broader behavioral and social attributes**, which aligns with Eswatini's educational objectives for holistic learner development. ACQF - places a stronger emphasis on the **learner's capability to take ownership of tasks** and decisions.

Level descriptors

Both the ESQF and ACQF ensures a **gradual progression** in all learning domains from most basic to generating original knowledge and leading innovation



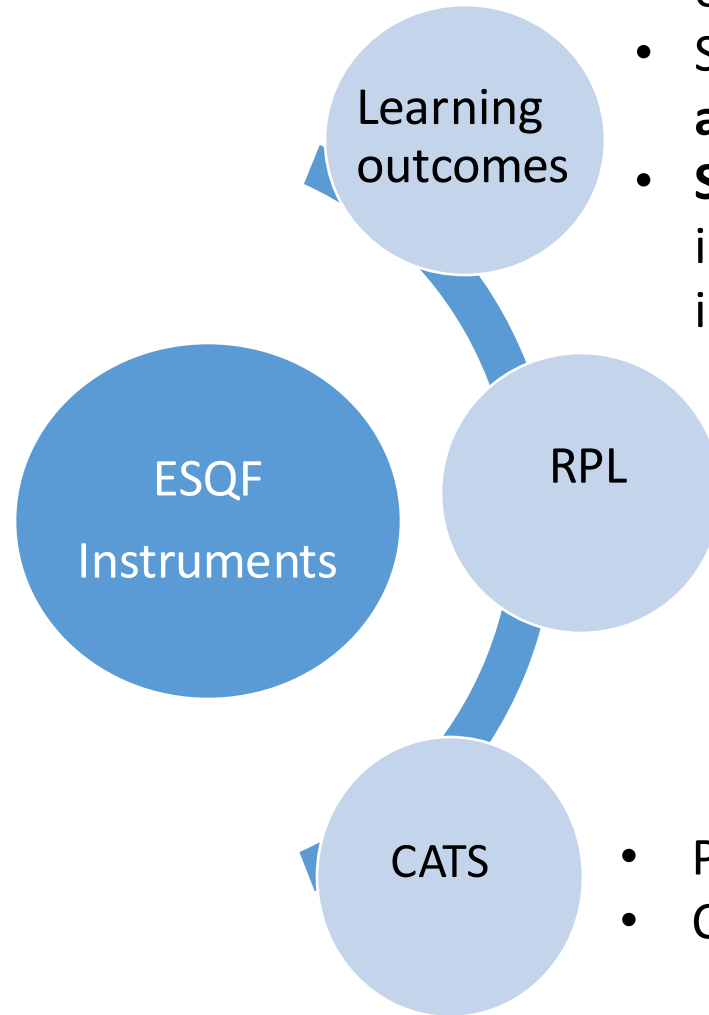
Both the ESQF and ACQF show progression in the **level of complexity of level descriptors** from the lowest to the highest level



Nuances in the ESQF and ACQF

Criterion 2

Learning outcomes, RPL and CATS



- Eswatini undergoing **paradigm shift** to outcome-based education
- Shift in the way programs are **developed, taught, and assessed**
- **Status of implementation:** Primary – incrementally phased in; secondary- yet to be introduced, TVET & HE – being introduced

- RPL implementation currently **not regulated**
- **RPL Policy developed** – currently awaits endorsement by PPCU

- Policy **developed and approved** by Government
- Currently being implemented – though at slow rate

In Eswatini, the development of qualifications **follows a two-stage** process:

Stage 1

ESHEC

- Ensures proper design of the programs and their quality assurance
- Accreditation of learning programmes
- Custodian of accredited programs database

Stage 2

EQA

- Registration as a qualification on the ESQF
- Guidelines on Registration of qualifications developed
- Custodian of qualifications database

Criterion 3

Registration
of
qualifications
on the ESQF

Criterion 4

National Quality Assurance

1. Quality Assurance at post secondary - ESHEC

- ESHEC's approach to quality assurance aligns with the African Standards and Guidelines for Quality Assurance (ASG-QA)
- Through regular reviews, accreditation processes, and the establishment of minimum standards, ESHEC assures the relevance and quality of educational programs in line with current academic and industry standards.

2. Quality Assurance at the General Education Level

- Inspectorate Cadre: Primary and Secondary Inspectors
- Examination Council of Eswatini (ECESWA)
- National Curriculum Centre (NCC)

3. Professional bodies

- Professional and regulated professions benefit from additional quality assurance provided by professional bodies

Gaps and areas requiring urgent attention as part of Referencing

1. In view of the paradigm shift in Eswatini's Education Training and Skills development (ETSD), there is urgent need for **training of educators** on the following key areas:
 - **Programme design** including constructive programme alignment
 - Teaching and learning (**contemporary pedagogical** approaches e.g. student centered approach)
 - **Assessment**
2. **Strengthen interface** between institutions and industry for purposes of **curricular co-creation** and teaching and learning (work integrated learning)
3. **Expedite RPL sanction** by the government to ensure expanded access, equity and life long learning
4. Consolidate efforts towards **phasing in outcome-based education** at secondary school level
5. Expand roll out and improve **implementation CATS**; capacity building
6. Expand roll out and improve **registration of qualifications** on the framework
7. **Digitise** qualifications database to enhance accessibility
8. Establish **external efficiency** of system/qualifications through tracer studies



Kingdom of Eswatini

Eswatini Qualifications Framework (ESQF)

August 2020

