



National Qualifications Frameworks

Systemic Vision

ACQF PLW N° 10
22 July 2021

Session 1

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Education and training
and human
development

- The ILO — International Labour Organisation — recognises that education, training and lifelong learning contribute significantly
 - *to promote the interests of individuals, businesses, the economy and society as a whole;*
 - *in particular, having regard to the fundamental importance of achieving full employment, poverty eradication, social inclusion and sustained economic growth.*

National Qualifications Framework

In point 5 (e), R195 reads as follows:

- Members should:
- *“to develop **national qualification Frameworks** that facilitate continuous learning, helps companies and staff recruitment agencies to reconcile demand with skills supply, target people in their training and career paths, and facilitate the recognition of training, professional skills, competences and experience previously acquired”*

Agenda 2063 — Africa we want

In Agenda 2063 it is emphasised:

- *Strengthening technical and vocational education by increasing investment, creating a set of high-quality technical and vocational education centres in Africa; **Promoting stronger links with industry and aligning with labour markets with a view to improving the profile of skills, employability and entrepreneurship, especially for young people and women (...)***

CESA-25

- In the context of the so-called “regional integration in Africa”, SNQ/NQF has gained vigour and visibility at continental level.
- This is demonstrated in a number of recent strategic documents for the continent.
- For example, CESA 16-25 calls on African Union Member States to *establish NQFs and RQFs to facilitate the creation of multiple pathways to skills acquisition as well as mobility (...)*;



African Continental Free Trade Area

The first general objective of the agreement establishing the ZCLCA (AfCFTA) is:

“a single market in goods and services, facilitated by the movement of persons, in order to deepen the economic integration of the African continent...” [Article 3; General objectives; (a)].

Agenda 2063: How does this happen?

*“links with industry
and alignment with
labour markets”*

= serving the productive sector



*“Improving Skills
Profile”*

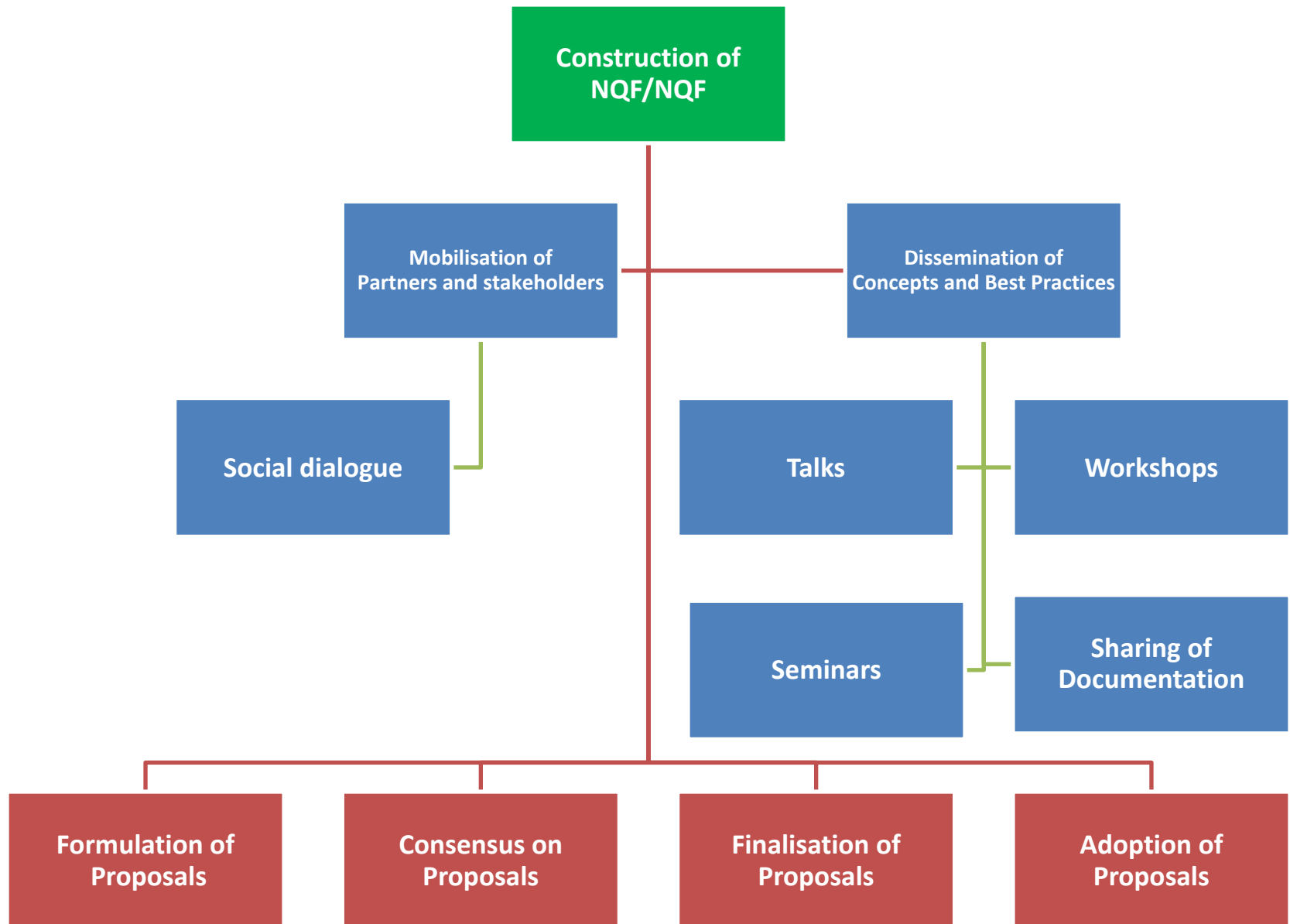
= developing adjusted qualifications



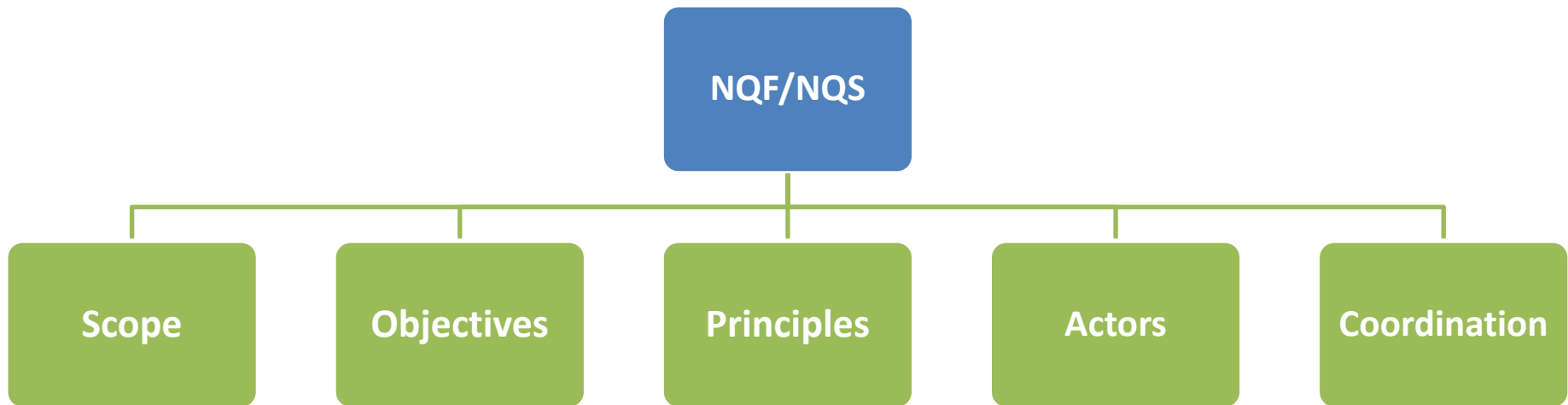
*“movement of
persons”*

= fostering mobility

NQF/NQS: Construction is a process of dialogue



Essential elements to be observed



Scope

Comprehensive or narrow

Encompassing or not all the structures and instruments needed to promote, develop and integrate technical and vocational training offers;

Through the national catalogue of professional qualifications (CNQP) and through validation and certification of competences (RVCC).

Objectives

The objectives of an NQS shall:

Be intrinsically linked to the scope of the system (extended or restricted)

Be clear

Aim at the articulation and integration of education and vocational training systems.

Principles

Alignment and adequacy of training and technical and professional qualifications offers;

Efficiency and effectiveness of the actions covered to meet labour market needs;

Open access and equal opportunities for citizens to recognise their skills;

Facilitating the mobility of workers, students and trainees within education and vocational education and training systems and/or between other regional and international systems;

Promoting qualification as a factor in the socio-economic development of human resources.

Actors

NQS Coordinating Body/NQF implementation

Technical and Vocational Secondary Education and Vocational Training institutions;

Higher education institutions, in accordance with the specific legislation applicable to them;

Services responsible for the different education and vocational training systems;

Economic and social partners;

All other public, private or mixed management entities carrying out technical and vocational training activities.

Coordination

- Politically, the NQS is coordinated by the members of the government responsible for education (Ministry of Education) and vocational training (Ministry of Labour/Employment).
- Implementation is ensured by an entity with sufficient technical autonomy and specific characteristics, whose main function, among others, is also to establish and ensure the participation of all stakeholders and partners in the different management processes.
- The format of such implementing entities varies between Coordination Units (Cape Verde case), National Qualifications Agency (case of Portugal), Quality Assurance Agency (Ireland, Egypt), Ministerial Departments (Morocco, Tunisia), TVET Agencies (Nigeria) and National Qualifications Authority (as in most SADC countries) — among others.

Example of NQF levels map

NQF levels		Qualifications
Not higher education Qualifications	1	• Primary Education
	2	• 1th cycle of General Secondary Education • Vocational Training: Level I
	3	• 1th Technical and Vocational Secondary Education Cycle • Vocational Training: Level II
	4	• 2th cycle of General Secondary Education • Vocational Training: Tier III
	5	• 2th Technical and Vocational Secondary Education Cycle • Pedagogical Secondary Education • Vocational Training: Level IV
	6	• Vocational Training: Level V
	Level Qualifications Higher	7
8		• Graduate
9		• Master's degree
10		• PhD

NQF

- Instrument leading to the definition and classification of qualifications according to a set of descriptors (knowledge, skills, autonomy and responsibilities) applicable at each specific level of learning outcomes.
- The NQF is structured on qualification levels.
- Qualification levels are indicators of the complexity and/or depth of knowledge and skills, the autonomy and responsibility an individual should be able to demonstrate at a given level of qualification.

National Qualifications Catalogue (CNQ)

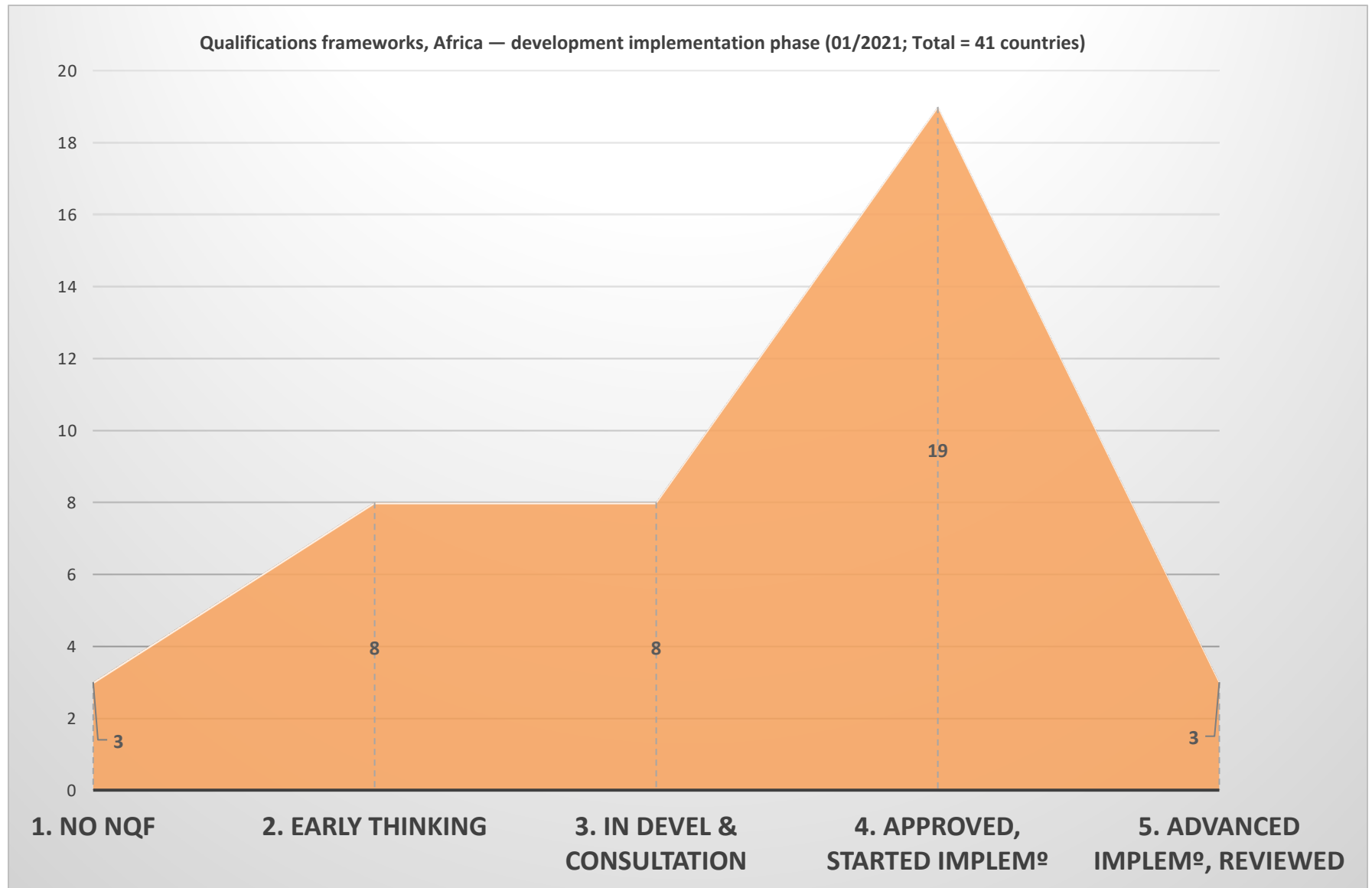
A tool for strategic management of non-tertiary qualifications, which are essential for the comparability of qualifications and modernisation of enterprises and the productive fabric, but also for the personal and social development of the individual.

Integrates competency-based qualifications, identifying for each competency, training and qualification level in accordance with the NQF

Professional families (example)

NO	Professional households/productive sectors	Acronym	Code
1	Agricultural, Livestock and Forestry Activities	APF	21_110
2	Maritime and Fisheries Activities	AMP	21_210
3	Public Administration and Social Security	ADP	21_310
4	Administration, Management and Support Services	AGS	21_410
5	Water and Waste	AGR	21_510
6	Accommodation, catering and tourism	ART	21_610
7	Crafts, arts, entertainment and entertainment	ALA	21_710
8	Banking, Insurance and Financial Services	POR	21_810
9	Beauty, Ethical and Mode	WELL	21_910
10	Trade by Grosso and Retail	RGC	21_101
11	Civil and Urban Construction	SVE	21_111
12	Defence and Security	DES	21_121
13	Sport, Physical Activity and Lezer	ATAD	21_131
14	Education	EDU	21_141
15	Electricity, Energy and Environment	NAS	21_151
16	Electronics, Automation and Telecommunications	ECS	21_161
17	Real estate, Land and Building Maintenance	IMO:	21_171
18	Extractive Industry	FDI	21_181
19	Manufacturing and Processing Industry	ITP	21_191
20	Wood, paper and furniture	MP/AA	21_201
21	Maintenance and repair of equipment, vehicles and motor cycles	SRM	21_211
22	Metallurgy and Metalomechanical	OTM	21_221
23	Leather, Textiles, Clothing and Footwear	PTV	21_231
24	Health	UAA	21_241
25	Domestic, Social and Community Services	CDR/REC	21_251
26	Information and Communication Technologies	ICT	21_261
27	Transport and Logistics	TLO	21_271

NQF in Africa: Different stages of development and implementation (ACQF mapping study)



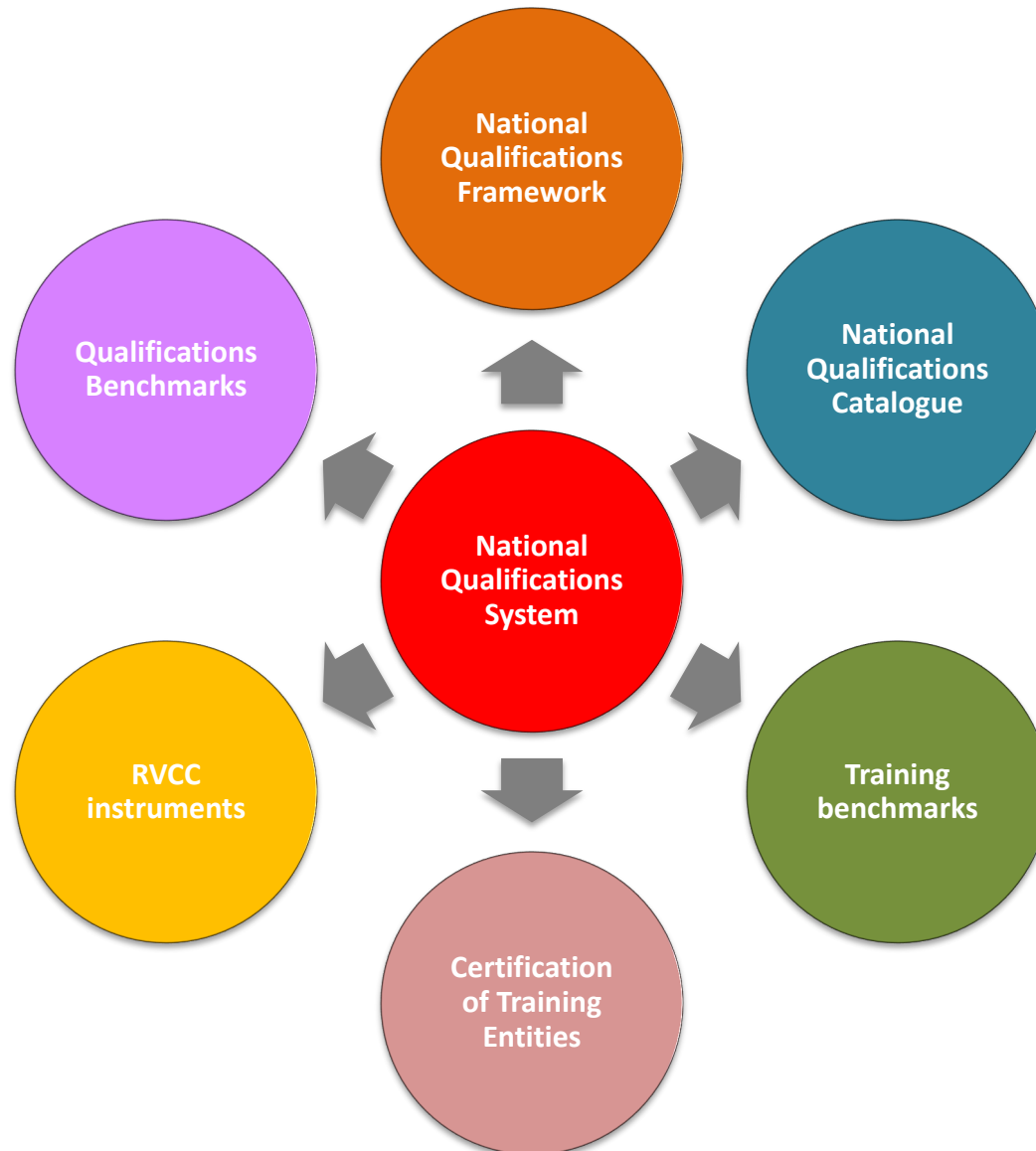
Challenges

A system is by definition a set of various parts, i.e. a set of true or false principles, assembled in such a way that they form a body of doctrine or combination of parts assembled to contribute to a result, or form a whole (see <https://dicionario.priberam.org>).

In theory, all systems have their concrete or abstract elements to interconnect in order to form an organised and functional set-up based on interdependence and complementarity.

Thus, an SNQ can be defined as a set of activities linked to the recognition of apprenticeships and other mechanisms linking education and vocational training with the labour market or civil society. An SNQ has a range of identified elements.

Main tools of the SNQ



Challenges

A NQF is one of the components/instruments of the NQS.
NQF is not the system;

A NQF outside an SNQ makes little sense... It is not feasible
and is forgotten;

A NQF is an important constraint for the design of
qualifications linked to National Catalogue of Qualifications;

Partners and stakeholders need to engage in dialogue and
have a common language on NCQs;

As a result of the dialogue between the parties, SNQs are
born to serve people and the economy.

Thank you for your attention!!!

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