

Building trust for better movement

SADCQF



SADCQF: Review of implementation and way forward Report

Special TCCA Meeting, 11-12 May 2023, Johannesburg

Eduarda Castel-Branco

11-12 May 2023 TCCA Meeting

OBJECTIVES AND AGENDA

A new impetus to NQFs and SADCQF

- Follow-up the orientations of the Joint Meeting of Ministers of Education Training Science Technology and Innovation
- Revised Activity Plan (2023-2026)
- Enhance cooperation with ACQF and project ACQF-II (2023-2026)

AGENDA

- Day 1: 5 SADCQF sessions + 1 session extra-SADCQF
- Day 2: 7 sessions
- **Session 1**: NQFs in the SADC: sharing of updates (all countries)
- **Session 2**: SADC Review report (presentation)
- **Session 3**: Governance of SADCQF. Examples of good practice in other RQFs (EQF). Proposals. Interactive discussion.
- **Session 4**: Cooperation of NQFs with SADCQF. Linking, comparing, aligning, referencing. Rethinking the approach. Proposals. Interactive discussion.
- **Session 5**: Comparability of qualifications

OVERVIEW OF NATIONAL QUALIFICATIONS FRAMEWORKS IN SADC BASED ON INVENTORY – ANNEX TO THE REVIEW REPORT (2022)

Stage: Early thinking	Stage: In development and consultation	Stage: NQF approved, implementation started	Stage: Advanced implementation, reviewed / in review	Aligned to SADCQF
Union of Comoros Democratic Republic of Congo (scarce information: to be started)	Madagascar Malawi Tanzania (Higher education QF approved; more information needed)	Angola Eswatini Lesotho Mozambique Zimbabwe	Botswana Mauritius Namibia Seychelles South Africa Zambia	Seychelles South Africa Mauritius (presentation at TCCA meeting 29/04/2022) Session 2-5 TCCA Meeting

SESSION 2: SADCQF – REVIEW REPORT

MAIN TOPICS

1. Introduction
2. SADCQF: overview, issues
3. NQFs in SADC: some dynamics
4. Main recommendations

FROM JOINT MEETING OF MINISTERS OF EDUCATION TRAINING SCIENCE TECHNOLOGY AND INNOVATION: PART C, POINT 17

Ministers noted the following recommendations emanated from the study “Review of implementation and way forward”:

- A new four-year roadmap (2022-2026) should be elaborated taking account of the findings and recommendations of the study;
- The SADCQF Implementation Unit should be established in a phase manner;
- SADC in cooperation with ACQF, other RQFs initiatives, QA agencies and relevant stakeholders in Africa could seize the opportunity to engage in a process a common African concept and guideline on micro-credentials;
- Common profiles of qualifications for the region should be developed;

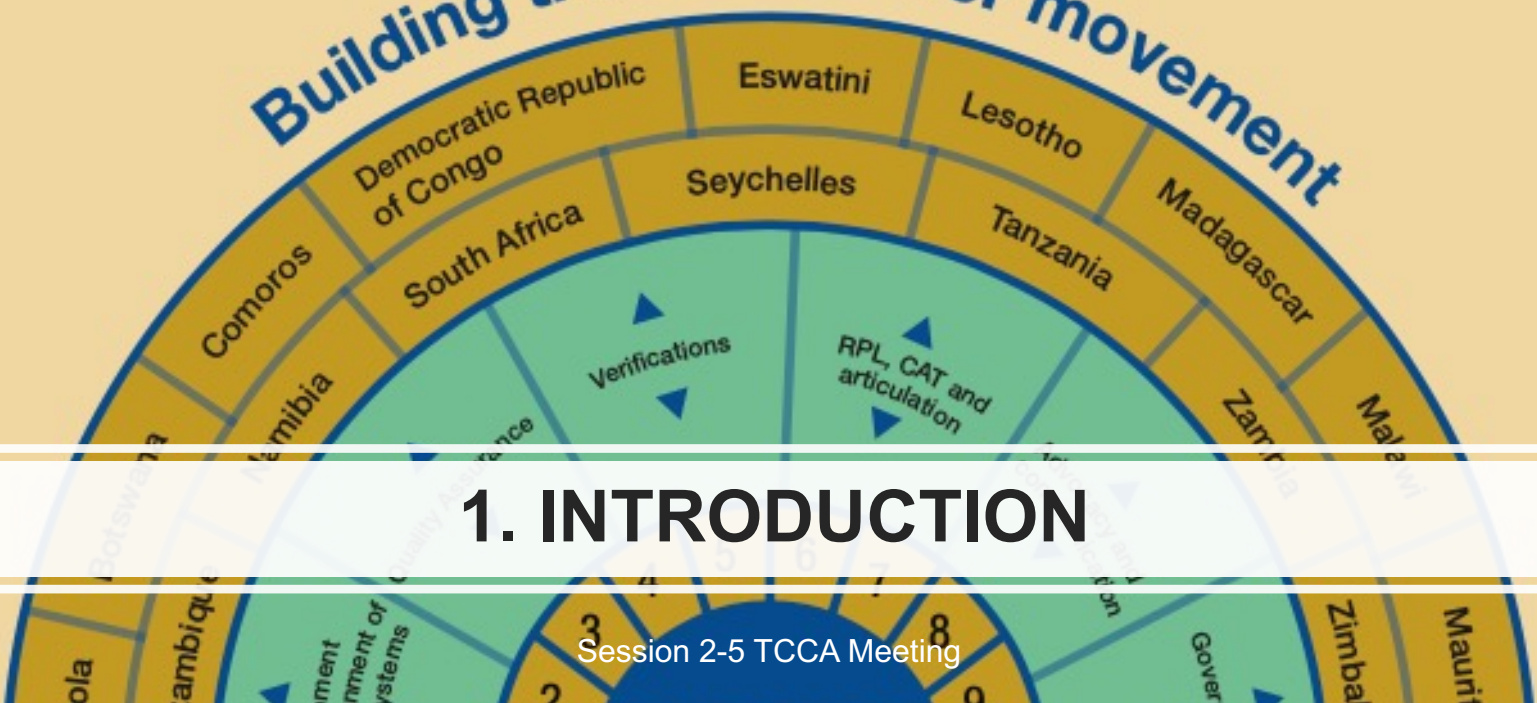
Decision 17: (partial)

- Noted the findings of the review report
- Urged the MS to share experiences and best practices on the alignment of NQFs to SADCQF
- Directed Secretariat to convene the TCCA meeting to develop a 4-year roadmap
- Commended ETF for supporting Secretariat in conducting the study



SADC Qualifications Framework Implementation Model

Building trust for better movement



1. INTRODUCTION

OVERVIEW

- Study undertaken following decision by SADC Secretariat and TCCA EXCO – July 2021
- Time of review: five year of implementation of SADCQF - 2016-2021
- Review the status of implementation of the SADCQF and identifies directions of change that can be considered in the next phase as the region engages with the goals of RISDP 2030 and the challenges of a turbulent period of transformation. It is not an impact analysis.
- Draft report discussed at 2 TCCA meetings (25/11/2021, 29/04/2022) and presented to Ministers (June 2022, Malawi)
- Report + Annex (Inventory of NQFs in SADC) – updated 1/May 2023
- This review is conducted in partnership with European Training Foundation (ETF), under the umbrella of the project "Developing the ACQF" (ACQF-I)

METHODOLOGY AND APPROACH



**DESKTOP
RESEARCH**

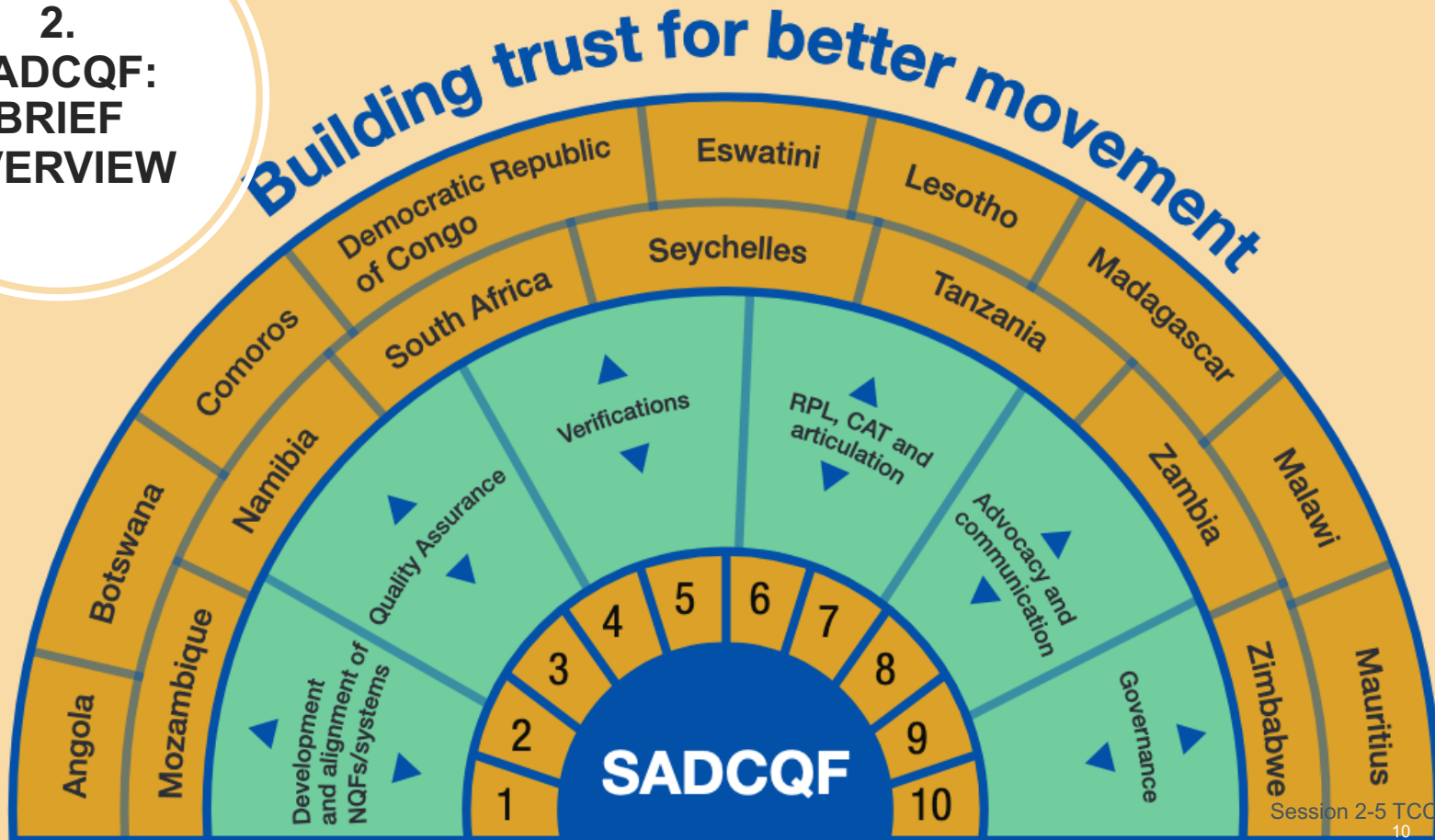


**TARGETED
SURVEY**



**INTERVIEWS
(ONLINE)**

2. SADCQF: BRIEF OVERVIEW



LEGAL BASIS OF SADCQF

- In most, if not all countries, NQFs are established through the promulgation of national Acts. Depending on their particular purposes, such legislation also leads to the establishment of national agencies/authorities responsible for the NQF.
- **In the case of the SADCQF no legislation at regional level is envisaged.** The focus will rather be on respect for the legislation already in place in Member States. The intention of the SADCQF is to allow for more flexible arrangements, based on agreements, protocols, conventions or specific guidelines. The **Protocol on Education and Training** is already based on the principle of Member States agreeing on specific areas of co-operation. Institutions in SADC are urged to comply and honour the spirit of the Protocol without any enforcement and while maintaining the necessary autonomy.
- This is also in line with the Addis Convention (Revised Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Academic Qualifications in Higher Education in African States) most recently revised in December 2014 calling for respect of the national character and the cultures of the education and training systems in the member countries in Africa.

Source: SADCQF Booklet (2017), pg 8

RESILIENCE

- In the five years of its existence, the SADCQF implementation model showed resilience in the face of challenges and severe resource limitations and was able to deliver tangible contributions towards some of the defined purposes.
- The countries' commitment to accepting responsibility for the five implementation programmes was a unique starting point to progress with technical activities, create mutual trust between countries and generate a first tangible home-grown experience and knowledge of SADCQF, which will always be a reference point for the future of SADCQF and other RQFs in Africa.

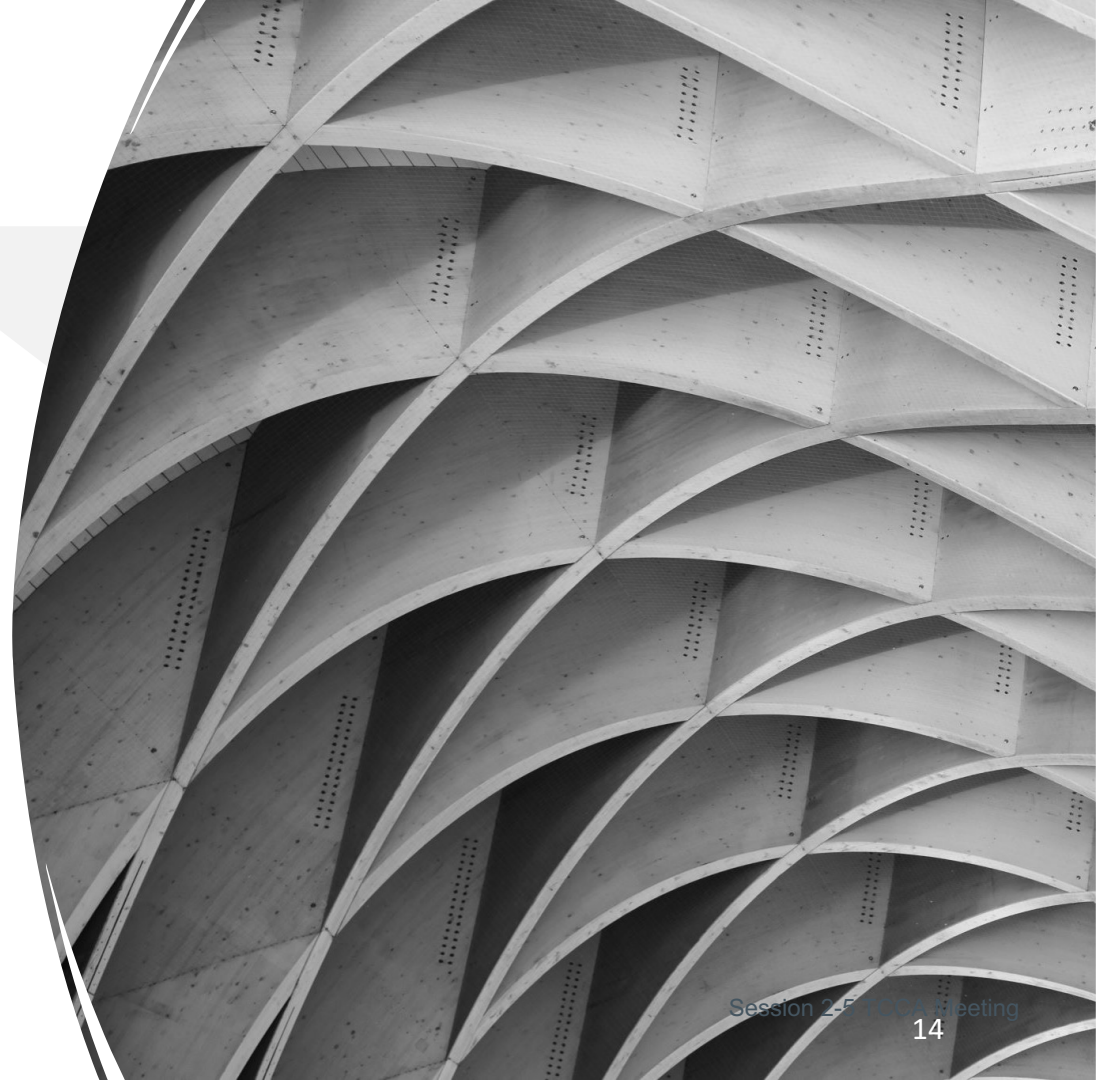
WHAT IS THE SADCQF?

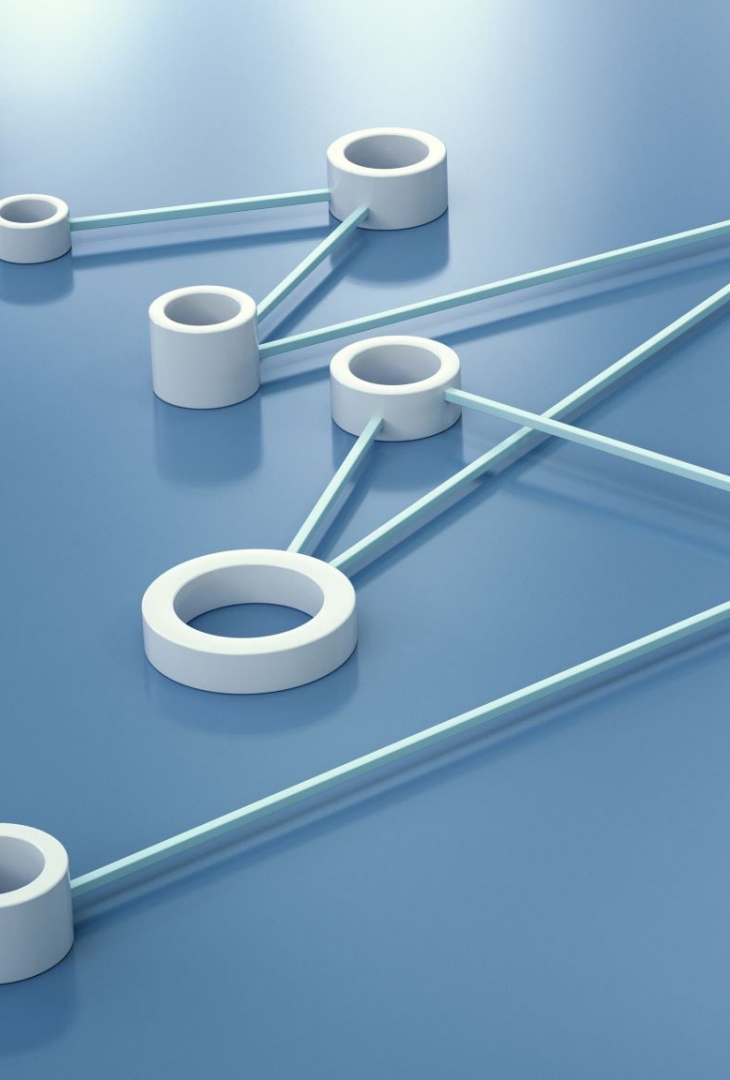
The SADCQF is a regional mechanism for comparability and recognition of full qualifications, credit transfer, creation of regional standards and facilitation of quality assurance.

It consists of a set of agreed principles, practices, procedures, and standardised terminology intended to meet the purposes of the SADCQF.

ARCHITECTURE OF THE SADCQF

- **Overarching (qualifications) framework for regional integration**
- **10 levels**
- **Level descriptors**
 - Knowledge
 - Skills
 - Autonomy and responsibility





PURPOSES OF SADCQF

1. Providing a **mechanism for comparability and recognition** of qualifications in SADC.
2. Facilitating **mutual recognition of qualifications** in all member states.
3. **Harmonising qualifications** wherever possible.
4. Promoting the **transfer of credits** within and among member states and even beyond.
5. Creating SADC **regional standards** where appropriate.

OVERVIEW

COMPONENTS AND TOOLS OF THE SADCQF AS A POLICY INSTRUMENT

Component	Document. Participants	Date, Status, adoption
1. Main policy document Objectives, benefits, principles. Level descriptors – 10 levels Quality assurance guidelines (16)	SADCQF – Booklet.	As revised in 04/2017.
2. Alignment criteria (10)		Adopted at TCCA meeting 09/2016
3. Self-assessment tool Criteria and sub-criteria		Shared in 12/2016 to the 8 pilot countries
4. SADCQF – Building Trust for Better Movement Generic alignment roadmap Implementation model QA guidelines	Booklet - infographic	SADC Secretariat, 2019
5. TCCA a) Established b) TCCA ToRs revised c) TCCA EXCO established		In 2000. TCCA meeting 09/2016 12/2016
6. SADCQF Implementation model a) Model of 3 programmes b) Model of 5 programmes		TCCA meeting 09/2016 TCCA meeting 09/2017
7. Work plan a) 2-year milestone plan b) 5-year work plan with cost plan and funding proposal		TCCA meeting on 09/2016 Date: 05/2019
8. Capacity building a) Alignment workshop		Session 2-5 TCCA Meeting 06/2017 (SAQA hosted)

THE COMPONENTS AND TOOLS OF THE SADCQF AS A POLICY INSTRUMENT (2)

SADCQF Communication Strategy	Adopted TCCA meeting 04/2017
RPL Guidelines	Adopted TCCA meeting 09/2016
CATS Manual	Adopted
Recognition Manual	Adopted



SADC Qualifications Framework Quality Assurance Guidelines

1
Components
SADCQF (3)

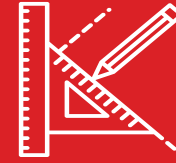
1
Initiatives intended to lead to harmonisation and quality assurance

2



2
Financial resources

3



3
Designs, scopes, quality and adequacy

4



4
Standards of infrastructure

5



5
Quality and relevance

6



6
Safe and secure

7



7
Improved and effective teaching and learning

8



8
Periodic reviews and improvement of policies

9



9
Sharing and exchange of information

10



10
Quality culture

11



11
Develop, induce and, where necessary, enforce adherence to defined and regionally agreed education quality and performance standards and indicators

12



12
Quality research and evaluation

13



13
Regional meetings

14



14
Stronger partnerships

15



15
International organs and institutions

16



16
Database, linkages and networking system

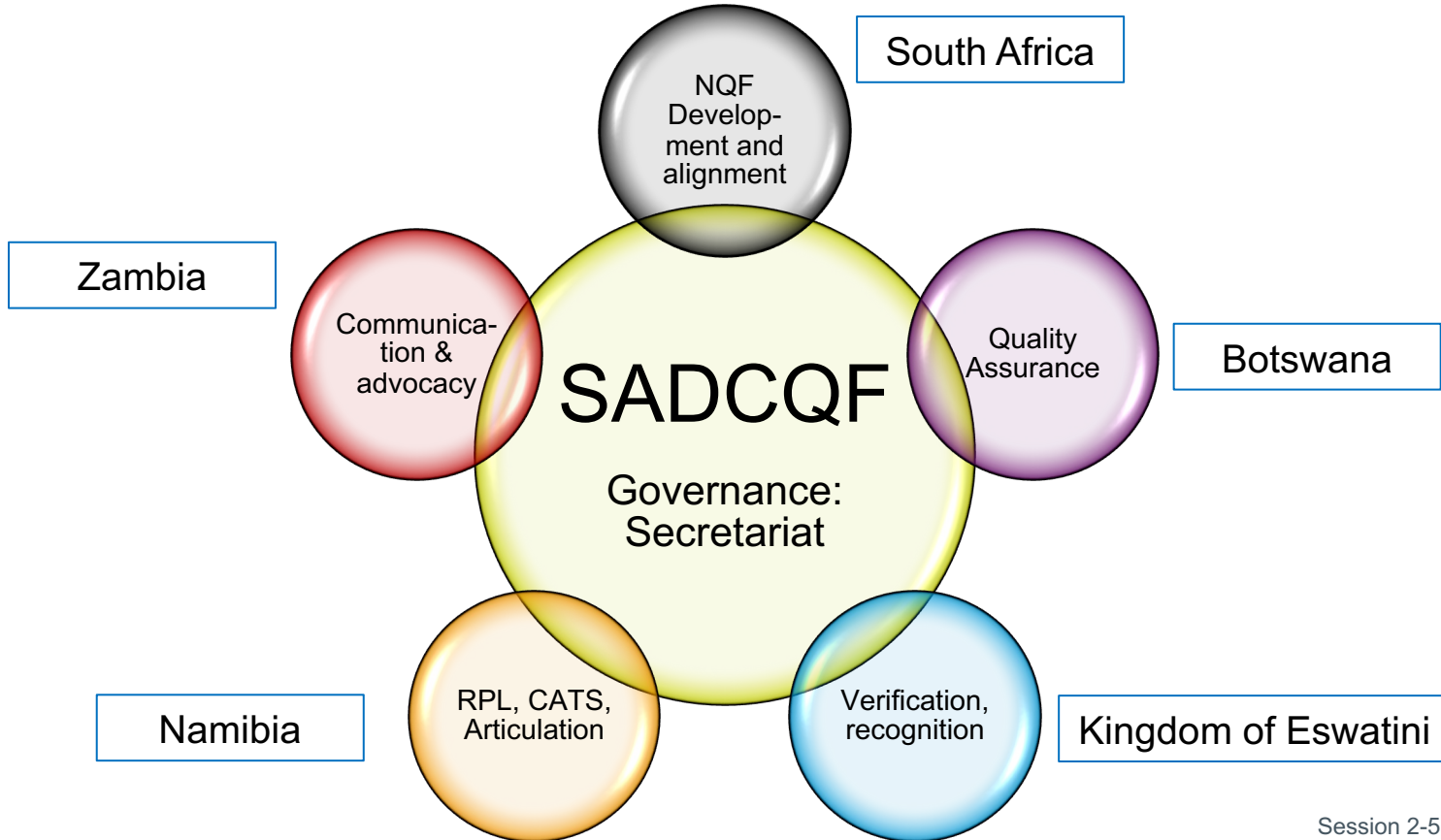
COMPONENTS SADCQF (4):

ALIGNMENT CRITERIA

SADCQF Alignment Criteria

1. Responsibilities of relevant national bodies involved in the alignment process are determined and published by the relevant competent authorities
2. There is a clear and demonstrable link between qualification levels in the NQF/National Qualifications Systems (NQS) and level descriptors of the SADCQF
3. The NQF/NQS is based on learning outcomes and links to non-formal and informal learning and credit systems (where these exist)
4. Procedures for including qualifications in the NQF or describing the place of qualifications in the NQS are transparent
5. The national quality assurance system for education and training refers to the NQF/NQS and is consistent with quality assurance guidelines of the SADCQF
6. There is a clear indication of the relevant national authorities responsible for the verification of the qualifications obtained in the national system
7. The alignment process shall include a stated agreement of relevant quality assurance bodies
8. Competent national bodies shall certify the alignment of the NQF/NQS with the SADCQF. A comprehensive report on alignment and its evidence must be published by competent national bodies
9. The official platform of the country must provide for a public comment process for the alignment report
10. Clear plans have been made to make changes to legislation and policy supporting alignment to SADCQF levels on new qualification certificates, diplomas and other documents issued by competent authorities

THE 6 IMPLEMENTATION PROGRAMMES



SADCQF: 3 MAIN PILLARS -

1) Purposes SADCQF

1. Mechanism comparability & recognition
2. Mutual recognition of qualifications
3. Harmonising qualifications wherever possible
4. Promoting transfer of credits
5. Creating SADC regional standards



2) Implementation model: 6 programmes

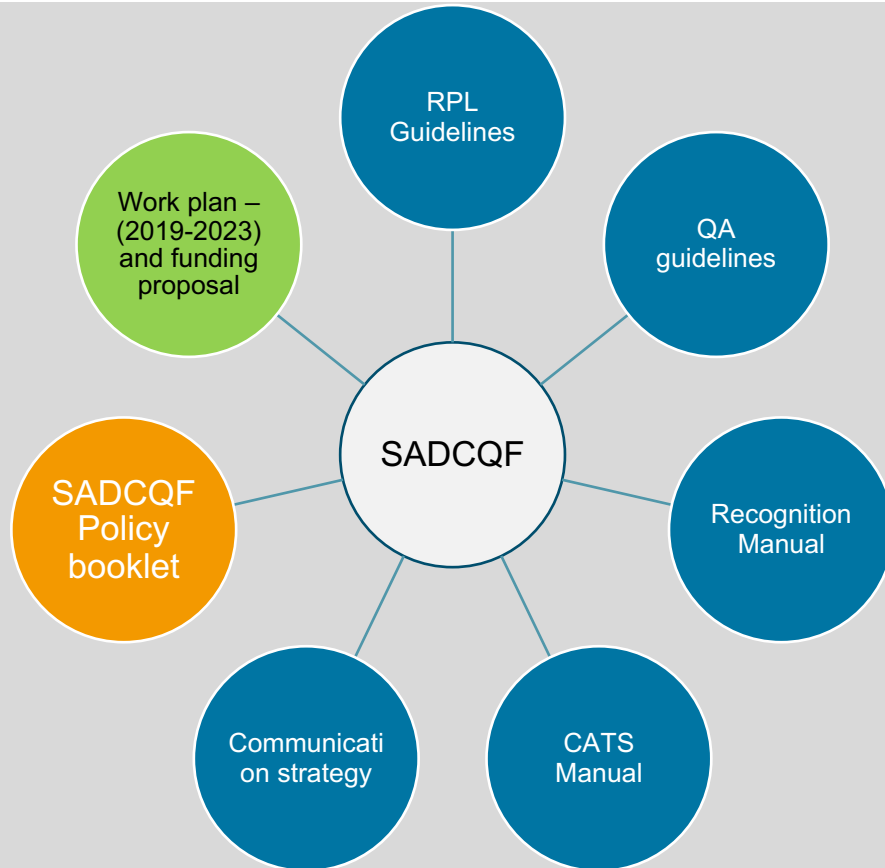
1. Governance
2. Development and alignment
3. Quality assurance
4. Verification, recognition
5. RPL, CATS, articulation
6. Communication & advocacy



3) Work plan and funding proposal 2019-2023

A potential gap in terms of logic and coherence between the stated purposes and the agreed implementation programmes

SADCQF: POLICIES AND TOOLS (ADOPTED)



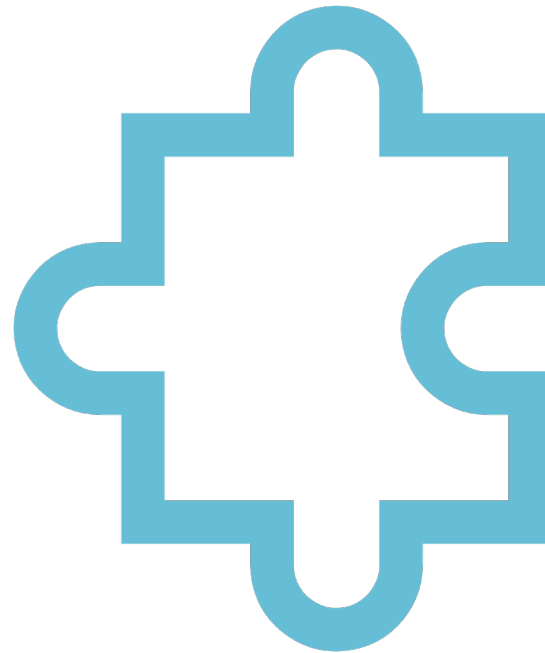
Limitations in respect to

- Dissemination
- Training of users and stakeholders
- Feedback and monitoring of implementation
- Access to funding

IMPLEMENTATION PLAN 2019-2023: OUTCOMES AND INDICATORS

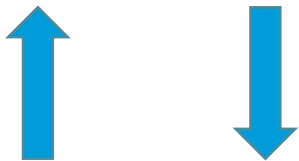
Expected Outcomes	Indicators	Means of verification	Assumptions
Improved functioning of all the existing structures of the SADCQF including the establishment of an Implementation Unit (IU)	Regional implementation unit implemented	Quarterly IU report	Available expertise, capacity and financial resources at regional and national level
SADC countries have functional NQFs and have aligned their NQFs to the SADCQF	Number of countries with functional NQFs	Regional report on NQF development and implementation	All Members States have established NQFs and are aligning their NQFs to the SADCQF
	Number of SADC NQFs aligned to the SADCQF	Regional report on Alignment of NQFs to the SADCQF	
Enhanced quality assurance in the region	Number of Member States with functional internal QA	Regional report on internal QA	Member States have a comprehensive system for both internal and external QA
	Number of Member States with functional external QA	Regional report on external QA	
Enhanced mobility of labour and learners in the region based on credible recognition of qualifications and credentials	Number of foreign qualifications evaluated by each Member State	Annual regional report on qualifications evaluated	All member states have a credible qualifications infrastructure and are submitting national reports on qualifications evaluated in a particular year.
	Percentage of intra-regional mobility of students and labour	Regional Report on Mobility	
The SADC RPL, CATS and Articulation guideline is available, understood, and implemented as a framing document	Number of Member States that facilitate articulation in their education system	Regional articulation report	Member States develop and implement articulation mechanisms in their education systems
	Number of Member States implementing a regional CATS	Regional report on CATS	Member States have developed and are implementing a national CATS
The SADCQF is visible and all beneficiaries are aware of its benefits	Number of Member States where SADCQF is visible and being used	Evidence of visibility and use	The SADCQF is being used by the stakeholders in Member States

3. NATIONAL QUALIFICATIONS FRAMEWORKS IN SADC



A META-QUALIFICATIONS FRAMEWORK...

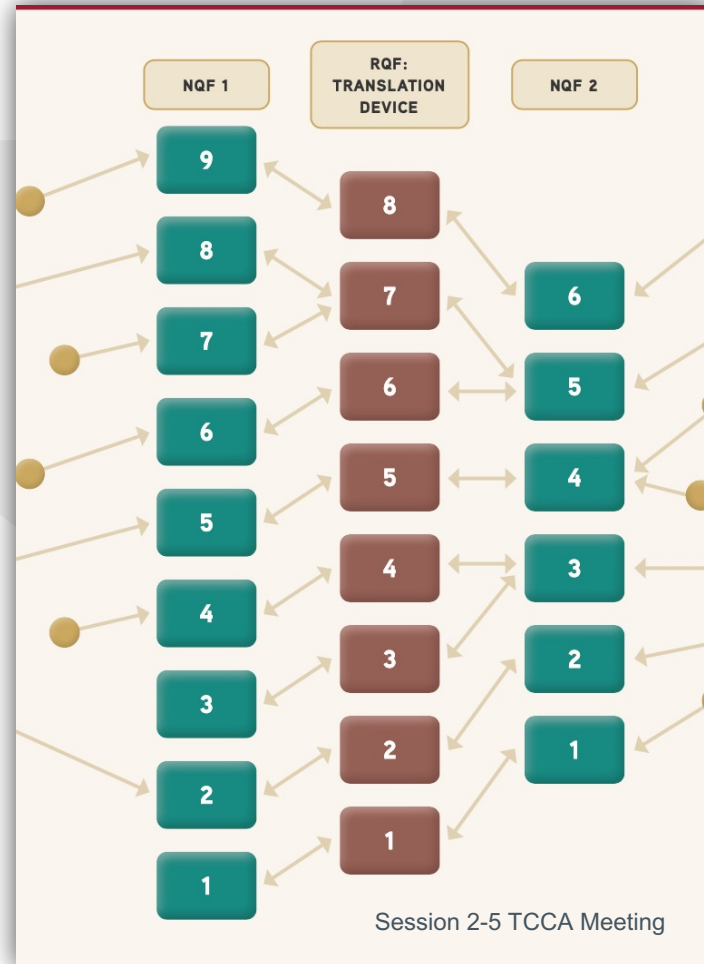
- Acts as a catalyst to develop qualifications frameworks in the involved countries



- Depends on the QF dynamics at national level

SADCQF - a connection instrument

Needed:
Regularly updated information on status of all NQFs in the region

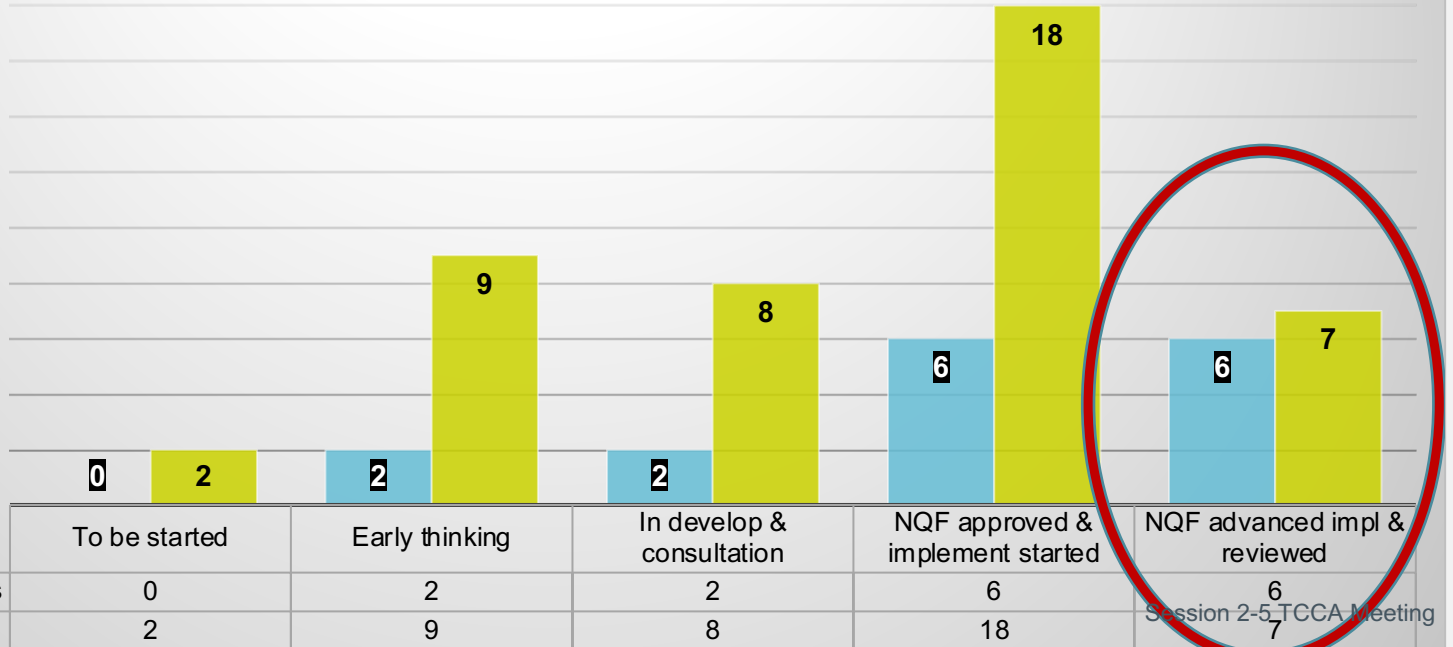


Session 2-5 TCCA Meeting

NQF IN AFRICA - SADC

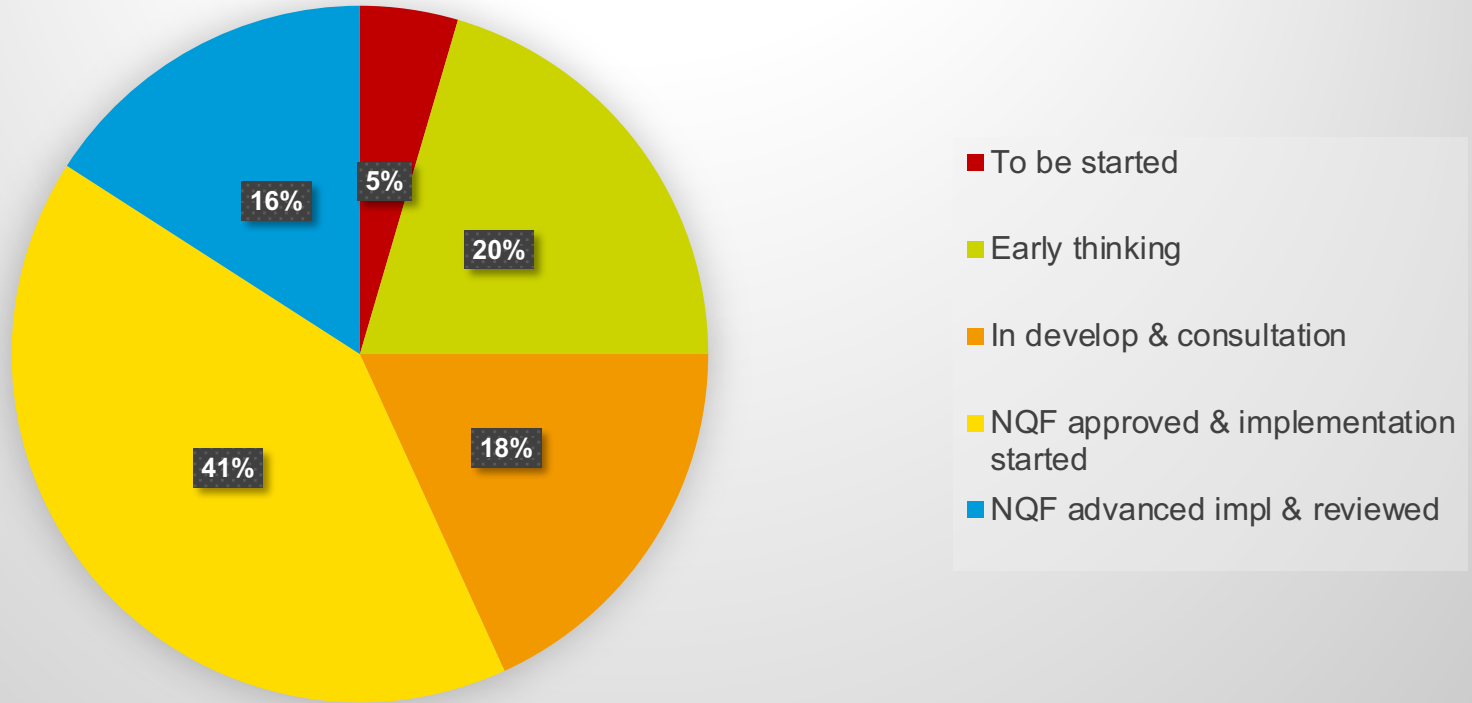
NQFs Africa total – SADC (44 countries)

Number NQFs by stage



■ Number of SADC NQFs
■ Number of NQFs Africa

NQFs in Africa: by 5 stages of development and implementation (2022). Number: 44 countries



CREDIT ACCUMMULATION AND TRANSFER (CAT)

CAT systems contribute to lifelong and life-wide learning, to flexibility of learning pathways, to mobility & progression and to full personal development of learners.

1. Many SADC countries have included references to CATS in NQF legal acts and other education system legislation.

- ❖ But only a few have adopted legal texts, implementation policies and guidelines that specifically apply to CATS. According to the information collected by this study, these countries are Mozambique, South Africa, Zimbabwe, Zambia and more recently also Eswatini. Zambia drafted CAT Guidelines and await approval. Lesotho developed CATS policy in 2022

2. “Credits” means the amount of learning contained in a qualification whereby one (1) credit is equated to ten (10) notional hours of learning.


- ❖ Countries explicitly adopting this principle are Botswana, Eswatini, Lesotho, Malawi, Mauritius, Mozambique (in TVET qualifications framework), Namibia, Seychelles, South Africa, United Republic of Tanzania, Zambia and Zimbabwe.
- ❖ Some exceptions

RPL: LEGAL BASIS ADOPTED AND REVISED

SEYCHELLES QUALIFICATIONS AUTHORITY

National Guidelines for the Implementation of Recognition of Prior Learning (RPL)

July 2017



Terça-feira, 17 de Agosto de 2021

I SÉRIE — Número 158



BOLETIM DA REPÚBLICA

PUBLICAÇÃO OFICIAL DA REPÚBLICA DE MOÇAMBIQUE


Decreto n.º 58/2021
de 17 de Agosto

Havendo necessidade de dotar o Subsistema de Educação Profissional de normas e procedimentos, aplicados ao processo de reconhecimento de competências adquiridas, através de aprendizagem ao longo da vida, em contextos de trabalho, formação não formal e informal, ao abrigo do disposto no n.º 2 do artigo 15, da Lei n.º 23/2014, de 23 de Setembro, Lei de Educação Profissional, alterada e republicada pela Lei n.º 6/2016, de 16 de Junho, o Conselho de Ministros decreta:

ARTIGO 1
É aprovado o Sistema de Reconhecimento de Competências Adquiridas, abreviadamente designado SRCA, em anexo, que é parte integrante do presente Decreto.


ARTIGO 2
Compete ao titular superintende a área do ensino técnico profissional aprovar o Regulamento do Sistema de Reconhecimento de Competências Adquiridas, no prazo de 60 dias, a partir da data da publicação do presente Decreto.

ARTIGO 3
O presente Decreto entra em vigor na data da sua publicação.
Aprovado pelo Conselho de Ministros, aos 20 de Julho de 2021.
Publique-se.
O Primeiro-Ministro, *Carlos Agostinho de Rosário*.



GOVERNMENT OF MALAWI


RECOGNITION OF PRIOR LEARNING GUIDELINES



MAURITIUS QUALIFICATIONS AUTHORITY

Recognition of Prior Learning Guidelines

June 2016





National Policy and Criteria for the Implementation of Recognition of Prior Learning (Amended in March 2019)

SEYCHELLES QUALIFICATIONS AUTHORITY

National Policy for the Recognition of Prior Learning (RPL)


February 2017



Government of the Republic of Namibia

Ministry of Education
Namibia Qualifications Authority


National Policy on Recognition of Prior Learning



GOVERNMENT OF MALAWI


RECOGNITION OF PRIOR LEARNING (RPL)

ASSESSORS GUIDE




POLICY AND CRITERIA FOR RECOGNITION OF PRIOR LEARNING IN ZAMBIA

JUNE 2016



VOCATIONAL EDUCATION AND TRAINING AUTHORITY (VETA)

GUIDELINES FOR RECOGNITION OF PRIOR LEARNING ASSESSMENT (RPLA) IN TANZANIA



Session 2-5 TOCA Meeting

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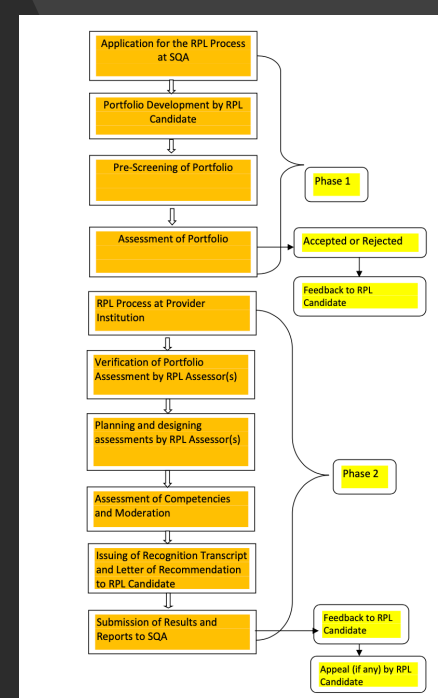
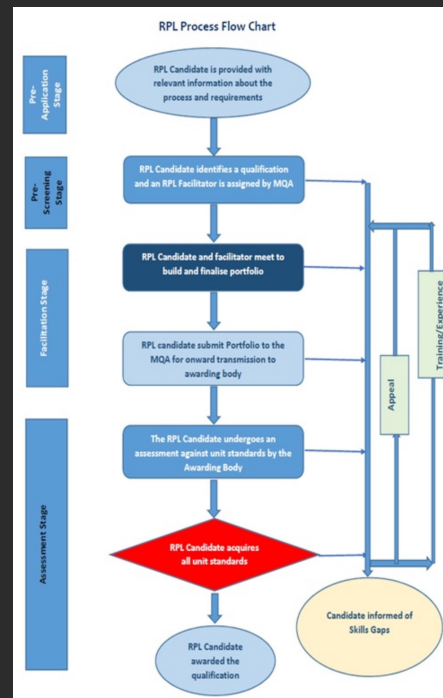
RPL – NEW DEVELOPMENTS



 Autoridade Nacional da Educação Profissional

RPL in Mozambique – NQF Professional

Assessment Tests in the Pilot Project:

POR UMA EDUCAÇÃO PARA O TRABALHO E DESENVOLVIMENTO DO PAÍS

Mozambique

Mauritius

Session 2-5 TCCA Meeting
Seychelles

DATABASES / REGISTERS OF QUALIFICATIONS

- Databases/registers of qualifications are important instruments for transparency across the landscape of qualifications of different countries, and support comparability and information-sharing on qualifications.
- The quality, completeness and accessibility to this information is fundamental for the end-users (learners, training providers, employers, and workers).
- Databases/registers of qualifications also offer a view on the actual status of implementation of NQFs.
- In the Report: brief overview of DB accessible online of 4 countries – Botswana, Mauritius, Mozambique, South Africa.

Databases / Registers / Catalogues of qualifications

Country	Register / database of qualifications	Number of Qualifications and levels included	Key features
Botswana BQA	Botswana Qualifications Authority – Register of qualifications	787 full qualifications (as of 01/05/2023) All levels of NCQF and fields of study.	The register is searchable by title of qualification (search by key word tool). Qualifications documents can be viewed and downloaded. The online register publishes a list of qualifications (title, type, level, field, document). All registered qualifications are formatted based on a standardised model. Section B of the model - Qualifications Specifications contains: graduate profiles (learning outcomes) and the associated assessment criteria (clarify the learning outcomes).
Mauritius MQA	National Qualifications and Unit Standards Maintained and managed by MQA	190 qualifications distributed in 22 sectors. As of 01/05/2023: 113 qualifications are published, 77 under review. Includes: qualifications of Levels 1 to 6 of NQF	The digital online database of National Qualifications and Unit Standards is accessible as a repository of qualifications files in PDF format. Qualifications at all levels (1—6) are structured in unit standards, described as learning outcomes. All qualifications files are structured following a harmonized format. The qualification files on the database include data on level, credits, review date, access to qualification including through RPL, list of unit standard titles and respective credits, and a brief description of the purpose of the qualification.

Databases / Registers / Catalogues of qualifications (2)

Country	Register / database of qualifications	Number of Qualifications and levels included	Key features
Mozambique ANEP	National Catalogue of Professional Qualifications Managed and maintained by ANEP	164 qualifications registered, at levels 2 to 5. 153 published in the online catalogue (01/05/2023) 19 independent modules	<p>The digital online National Catalogue is accessible as a repository of qualification files in PDF format.</p> <p>All qualifications are structured following a standardised format, which includes: general information, units of general competencies, units of vocational competencies, training modules (general and vocational), training programme (modules) and training module in the real context of work.</p> <p>The qualifications in the Catalogue are distributed in 16 professional groups. The Catalogue also includes 19 independent modules.</p>
South Africa SAQA	SAQA: register of qualifications and part-qualifications Managed and maintained by SAQA	Large number of qualifications (over 22,000) All NQF levels	<p>The SAQA online register contains searchable databases:</p> <ol style="list-style-type: none"> 1. All qualifications and unit standards (no matter their status) 2. Registered qualifications and unit standards (NQF qualifications) 3. Qualifications and unit standards that have passed their registration end date 4. Professional Bodies and Professional Designations 5. NQF MIS Incorporating the NLRD



5. RECOMMENDATIONS



RECOMMENDATIONS IN 8 CLUSTERS

- A. **On the five purposes of SADCQF**
- B. Governance and implementation model
- C. Legal basis and methodological framework of SADCQF
- D. NQF development and **alignment**
- E. **New demands – new developments**
- F. Dissemination and application of SADCQF Handbooks and Guidelines
- G. Capacity development
- H. Interplay between SADCQF and ACQF



A. ON THE PURPOSES OF SADCQF: REVISED ROADMAP

- A **revised roadmap for three to four years (2022-2026)** could be elaborated taking account of the findings and recommendations of this study, the **strategic objectives of the region 2030** and the **new demands and opportunities** of this period of turbulence and continuing transformation of the contexts of the qualifications eco-systems (national and regional) to which the SADCQF relates.
- Aspects of this roadmap could be discussed with the ACQF development project and coordinated activities could be considered.

A. ON THE PURPOSES OF SADCQF

Purposes:

1. Providing a mechanism for comparability and recognition of qualifications in SADC.
2. Facilitating mutual recognition of qualifications in all member states.
3. Harmonising qualifications wherever possible.
4. Promoting the transfer of credits within and among member states and even beyond.
5. Creating SADC regional standards where appropriate.

Conclusions

- The five purposes remain relevant and valid as the SADCQF enters a second half-decade of life.
- **These are objectives requiring sustained and long-term commitment and balanced complementarities with other policy instruments, e.g., with mutual recognition agreements, and fair integration of labour migrants.**
- Further action sustained by resources and partnerships will be needed to generate the intended impacts in terms of comparability, mutual recognition, and mobility.

A. ON THE PURPOSES OF SADCQF:

REVISED ROADMAP - SUGGESTIONS

1. SADC Guidelines and Manuals on RPL, CAT, Recognition (& other themes) – dissemination, training, support to application / transposition at country level.
2. Streamlining and reactivating alignment/referencing to SADCQF: support and invite all SADC member states to plan and participate in the process. Revise and update the Booklet (2017).
3. Use of **SADCQF levels** on newly issued qualifications documents of NQF aligned/referenced to the SADCQF: develop the concept and guideline, submit it to approval by the ministers.
4. New developments related to **digitalisation of qualifications management, micro-credentials, common profiles** (occupations, qualifications and new skills): develop the concept note, constitute a dedicated working group, raise funding, partnerships, roadmap.
5. **Capacity development and peer sharing**: national level, SADC level, and wider international level
6. Strengthening of **cooperation with the ACQF and EQF**
7. **Monitoring and evaluating** systems and instruments to support a plan-do-monitor-review approach for SADCQF implementation.

D. ON NQF DEVELOPMENT AND ALIGNMENT (1)

- NQF development and implementation: the review indicates a positive dynamic in SADC. More countries can prepare for alignment!
- The initial experience of alignment in three countries (South Africa, Seychelles and Mauritius) is rich in lessons - for further consideration in the next stage of development and implementation of SADCQF.
- Observations collected from the countries indicate a concern with the high degree of complexity of the alignment approach and process, which translates into an excessively high workload for the National Alignment Committee, especially for the lead authority.



SADCQF Booklet (2017): rethink, update, complement it

D. ON NQF DEVELOPMENT AND ALIGNMENT (2)

- Strategic and operational rethinking of alignment, so that it is
 - Good for the countries: Contributing to NQF / NQS improvement and visibility
 - Good for the community of countries: Enhanced transparency (on similarities, differences, transformation), mutual understanding and trust, and cooperation (information-sharing on qualifications and systems through efficient and open platforms)
- Streamline process, criteria and procedures, report
- Enhance dialogue, peer learning and review - comparison, trust building (rather than "compliance")
- Support and promote alignment process: inform, create / disseminate user-friendly methodology package, dialogue, analysis, start online platform

D. ON NQF DEVELOPMENT AND ALIGNMENT (1)

Recommendations concern 3 main areas:

1. Digitalisation of the management of credentials and qualifications
2. Micro-credentials
3. Common profiles of qualifications for the region

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CONTINENTAL, GLOBAL COOPERATION

- **With ACQF: reflection, planning, joint actions, shared resources**
 - Included support to SADC countries in ACQF-II implementation plan
 - ACQF areas of activity – 2023-2026, especially: Promote RPL, Qualifications Platform, Common profiles supporting AfCFTA priority sectors, Referencing, M&E
 - ACQF training platform and training modules
 - Micro-credentials: dialogue, reflection – towards common approach
- **With other RQFs**
 - EQF
 - EAC, IGAD, ECOWAS

SESSION 2 – END

THANK YOU

MERCI

OBRIGADA



SESSION 3: GOVERNANCE

GOVERNANCE SADCQF

1. SADCQF Booklet 2017 defines the governance structure

- Implementation Unit (at Secretariat)
- **Advisory role of TCCA: 2x year.**
- Co-ordination points
- Thematic working groups
- Tools: Qualifications Portal

2. In actual terms:

- SADC Secretariat: lead in coordination (governance)
- **Advisory role of TCCA: in revised ToRs of TCCA (09/2016)**
- **Established TCCA EXCO (12/2016)**
- Focal points
- Roadmap 2019-2023 (outcomes, indicators, funding proposal)

3. Issues:

- Scarce financial / HR resources
- Some instability, discontinuity of TCCA membership (and of dissemination, follow-up, response)
- Agenda of TCCA meetings – wide range of themes. Limited attention to topics of NQFs / SADC.
- Scarce: information updates on NQFs and related policies; no common accessible information bank

OTHER PRACTICES

Case: EQF

WHAT IS THE CURRENT INSTITUTIONAL BASIS OF THE EQF?



Legal base

Council recommendation of 22 May 2017 on the European Qualifications Framework for lifelong learning



Governance

- EU level: EQF Advisory Group (EQF AG)
- National level: EQF National Coordination Points (NCP)

EQF is established with a Council recommendation

2008

Evaluation of the 2008 EQF Council recommendation

2013

Review of the 2008 EQF Council recommendation

2017

Evaluation of the 2017 EQF Council recommendation

2022

EQF WORKS IN A POLICY “ECO-SYSTEM”

- [Recommendation on a European approach to micro-credentials for lifelong learning and employability](#) (June 2022)
- The [Council Recommendation of 26 November 2018](#) on promoting automatic mutual recognition of higher education and upper secondary education and training qualifications and the outcomes of learning periods abroad refers to the [EQF as a way to foster transparency and build trust between national education and training systems](#)
- Directive 2005/36/EC addresses the [recognition of professional qualifications in the EU](#), enabling professionals to move across borders and practise their occupation or provide services abroad
- The [Lisbon recognition convention](#) is an international agreement administered by UNESCO and the Council of Europe that allows for the recognition of academic qualifications in Europe and beyond;
- The EQF is compatible with the [Qualifications Framework for the European Higher Education Area](#) and its cycle descriptors. The framework was agreed by education ministers of the intergovernmental [Bologna Process](#) in 2005.
- Council Recommendation of 2012 on Validation of Non-Formal and Informal Learning
- [European Education Area](#): removing barriers to learning and improving access to quality education for all. All details on EEA: <https://education.ec.europa.eu/about/eea-explained>
- [EU Skills Agenda](#): 12 actions; objectives and indicators for 2025 (5 years plan)

EQF GOVERNANCE AND IMPLEMENTATION

EQF Advisory Group:
responsible for implementation

European Commission: chairs
the AG; funding, reporting

EQF
implementation

Technical and analytical
support: EU Agencies –
Cedefop and ETF

Supporting implementation: a)
Peer learning activities; b)
Studies; c) EU funding
national activities; d) NCPs

EQF ADVISORY GROUP (AG)

Role of the EQF AG

The European Commission should ensure an effective governance of the EQF implementation by maintaining and fully supporting the EQF Advisory Group established in 2009 composed of representatives of the Member States and other participating countries, the social partners and other stakeholders as appropriate

The EQF Advisory Group should ensure overall coherence and promote transparency and trust in the process of referencing national qualifications frameworks or systems to the EQF.

Nominated members: 1 EQF (+ replacement) per country; 1 for VNFIL (RPL)

National Coordination Points (NCP): coordinate, implement, referencing, NQF

Countries: 39

27 EU member states,

4 EFTA countries and

7 pre-accession countries

Switzerland

Other stakeholders:

Social Partners, Business Europe, ETUC,

European University Association, European Student Union,

Civil Society, Youth Forum, Platform of Volunteering organizations.

EQF AG supported by CEDEFOP and ETF (analysis) and the Council of Europe (management of EU framework of HE)



EQF IMPLEMENTATION

- **Multinual work plan**: Ex.: 2022-2023 – 4 main themes
 - The EQF instrument: strengthening implementation
 - EQF and end users
 - EQF and the evolving landscape of qualifications and credentials
 - EQF development and research
- **Meetings**: 4 times a year (on 19-20 June 2023 = 62th meeting). Covid-19: virtual; now: 1 onsite + 3 online / year.
- **Documentation**: online platform (“EQF Wiki”) for members; EQF webpages on Europass
- **Constant updates on national developments EQF MS**: for each EQF AG (standard form).
- **EQF Evaluation (2022)**: report ready for presentation to AG-62. Different drafts discussed in several groups.
- **Budget and HR**: EU, EU MS; team; budget allocation for NCPs; budget allocation for national qualifications databases (in 2015-2017)

EQF: SPECIFIC THEMATIC AND POLICY DEVELOPMENTS

Sub-groups of EQF AG Members

Themes (recent, ongoing)

- International qualifications – in NQF / EQF
- Comparison EQF with NQFs / RQFs other regions
- Short descriptions of learning outcomes for electronic publication on databases

Cedefop / ETF

- Comparison of qualifications: study and methodology
- Learning outcomes policy forum
- Micro-credentials – studies
- NQF survey (regular)
- Updates and maintenance of CEDEFOP – [NQFs Online Tool](#)
- Global Inventory RQFs (ETF)
- Comparison with other NQF-RQFs (ETF)

EQF IMPLEMENTATION (AS OF END FEB. 2023) – TOTAL COUNTRIES INVOLVED: 39

Objective	Reached by countries (number)
Referencing to EQF	36 (92% of all involved countries)
Renewed referencing to EQF	5 countries
EQF levels on certificates, diplomas, and supplements	34 (87%)
EQF levels on databases or registers of qualifications	23 (59%)
Transparency of information: Publication of referencing reports	32 (82%)
Transparency of information – inclusion in the Tool to compare NQFs on Europass portal	29 (74%)
Transparency of information and use of the Annex VI of EQF Recommendation: connection of national databases / registers with the QDR and publication of qualifications in Europass (Learning Opportunities in Europass). Accessed: 27/03/2023)	21 (55%)

DEBATE: SOME GUIDING QUESTIONS

Question 1: On the SADCQF legal basis

- Please share your views - how can the legal basis be improved? What can be changed? How?

Question 2: On SADCQF governance

- Please share your views - how can the Governance structure be improved. Please consider the elements mentioned in the Report and PPT, such as: Implementation Unit; ToRs of TCCA; Membership; Documentation; Resources; M&E

Question 3: On SADCQF priority areas / themes

- Please share your views – what themes should feature among the priorities (2023-2026) of SADCQF?



SESSION 4: COOPERATION SADCQF - NQF

COOPERATION SADC-NQF

ONGOING

- Guidelines and Handbooks
- TCCA
- Alignment process
- Data-sharing (mobility)



RETHINKING

From Review report SADCQF

- **Guidelines and Handbooks:** review, publish, disseminate.
- **Alignment process:** streamline process; enhance the self-imprp+oassessment, peer learning and review, self-improvement, dissemination NQF, involve all key stakeholders.
- **Post-alignment:** report publication; use of SADCQF levels on qualifications documents. Dissemination.
- **Regular updates** on NQF developments
- **Capacity development**

ALIGNMENT

1. Strategic rethinking:

- Explore a "referencing" / "comparison" approach
 - The majority of SADC countries have approved NQFs and started / advanced implementation – build on momentum
 - Wider international currency
 - Based on mutual trust, peer review, cooperation
 - Contributes to self-improvement

2. Operational rethinking

- Streamline process and criteria, support tools
- Flexibility – to contextualise, adapt to national contexts and state-of-play NQF, gradual steps
- Support, guidance, peer-share, peer-review
- Plan new round – "*revised alignment*" (jointly with referencing to ACQF)
- Visibility, communication, raise awareness, disseminate information on process and benefits
- Prepare plan follow-up actions after "*revised alignment*"

ALIGNMENT PROCESS – SUPPORTED, PEER DISCUSSED, FOLLOW-UP STEPS





ADVANTAGES OF REVISED ALIGNMENT PROCESS

- Balance: compliance – comparison – peer learning – self-improvement
- Mutual trust, participation, celebration
- Online publication of report
- Comparison tool NQF-SADC levels
- Use of SADCQF levels on national qualifications documents and databases
- Information and dissemination: regional, Addis Recognition Committee, ACQF, other networks
- Comparison / referencing with other frameworks

ALIGNMENT CRITERIA:

POSSIBLE
STREAMLINING?

PRIORITISING ?

UPDATE OR
ADAPTATION?

SADCQF Alignment Criteria

1. Responsibilities of relevant national bodies involved in the alignment process are determined and published by the relevant competent authorities
2. There is a clear and demonstrable link between qualification levels in the NQF/National Qualifications Systems (NQS) and level descriptors of the SADCQF
3. The NQF/NQS is based on learning outcomes and links to non-formal and informal learning and credit systems (where these exist)
4. Procedures for including qualifications in the NQF or describing the place of qualifications in the NQS are transparent
5. The national quality assurance system for education and training refers to the NQF/NQS and is consistent with quality assurance guidelines of the SADCQF
6. There is a clear indication of the relevant national authorities responsible for the verification of the qualifications obtained in the national system
7. The alignment process shall include a stated agreement of relevant quality assurance bodies
8. Competent national bodies shall certify the alignment of the NQF/NQS with the SADCQF. A comprehensive report on alignment and its evidence must be published by competent national bodies
9. The official platform of the country must provide for a public comment process for the alignment report
10. Clear plans have been made to make changes to legislation and policy supporting alignment to SADCQF levels on new qualification certificates, diplomas and other documents issued by competent authorities

BENCHMARKING, INFORMATION & CAPACITY-SHARING

Real questions

- Where to find good examples of Credit Accumulation and Transfer policies and Guidelines?
- We want to develop the national RPL policy and implementation tools. What practices and evidence in SADC?
- We adopted the NQF and need some coaching / support on the next key steps towards implementation.
- Our qualifications are outdated. How to revise them?
- Articulation is challenging. How are the neighbouring countries solving the issues?
- How to improve understanding of NQF?

Options

- Web tool
- Forum
- Regular NQF updates
- TCCA meetings focused on NQF
- NQF conferences
- Association NQFs
- Research
- ACQF

MENTIMETER: YOUR VIEWS ON COOPERATION SADC-NQF

Question 1: Main priorities of the cooperation SADC-NQFs in the next 4 years?

- A) Support development and implementation of NQFs in all SADC countries
- B) Alignment / referencing;
- C) Progression, articulation, RPL
- D) Digital transformation in NQFs
- E) Micro-credentials
- F) Comparison to other RQFs
- G) Others

Question 2: Modalities of work and interaction SADCQF and NQF: your suggestions, views and comments

Question 3: Dissemination, awareness, buy-in, capacity development – across all sub-sectors of education and training systems, stakeholders groups, social partners. Your views and suggestions.

Question 4: Networking and cooperation SADCQF with other RQFs (ACQF, EQF, AQRF...): your suggestions on themes, modalities of cooperation.

A row of wooden figures, with one red figure standing out in the center. The figures are arranged in a line, receding into the distance. The background is a light blue gradient.

SESSION 5: COMMON PROFILES OF QUALIFICATIONS

COMMON PROFILES OF QUALIFICATIONS

One of the explicit purposes of SADCQF is to 'create SADC regional standards where appropriate'. Progress has been very limited regarding this purpose.

The rapid pace of transformation of work, technologies, and global challenges requires agile lifelong learning policies and offerings adaptable to different needs. Development and adoption of common standards for occupations and profiles of qualifications hold promise, as the region engages with large common initiatives like the University of Transformation, as well as challenging issues such as the green transformation and its skills requirements.

- Common profiles of occupations and common elements in qualifications profiles do not impinge on / replace national standards and qualifications approved and managed by the national institutions.
- Common profiles are common elements/components, conceived and designed in a participative manner, multi-country teams, following a common methodological / technical approach.
- The identification of needs should take account of already agreed priority sectors and fields and an updated mapping of needs in high priority sectors, to achieve technological and employment development, and ultimately economic growth.
- Common profiles can be managed and disseminated with the aid of a common database of standards and qualifications of SADCQF.

WHAT REFERENCE POINTS?

Common profiles based on what references? What is their state-of-play?

1. The SADCQF
2. A common SADC taxonomy / classification of occupations and skills? Profiles occupations-skills?
3. A common Skills Intelligence system / data?
4. Common database of qualifications
5. Common quality assurance framework?
6. Common qualifications development principles (learning outcomes)?

COMMONALITIES



- **Commonalities of work tasks / job roles or functions** of the corresponding occupations across borders, mainly due to technological standards and the organisation of business processes. **The typical (existing and emerging) skills and competences to carry out these tasks are consequently also similar. The learning outcomes to be acquired by learners for these common work tasks are also similar.**
- Identify those common – ‘core’ – learning outcomes relevant for national VET programmes across countries in specific occupational/vocational fields; these intended learning outcomes form the educational profile.
- The learning outcomes do not necessarily need to relate exclusively to **occupational skills and competences but should also relate to transversal skills relevant to work and society in general.**

COMPARABILITY, NOT STANDARDISATION

- Common profiles are a way of making visible the commonalities of learning outcomes across borders that prepare learners for similar work tasks and processes. They can be developed based on the combination of comparing learning outcomes of national qualifications and the identification of emerging skills.
- This working definition and the key elements included offer flexibility for practical implementation. Common profiles are voluntary tools to provide inspiration at national level without aiming at harmonisation. Common profiles can be used as a reference tool fully respecting the governance and delivery of national education and training systems. They are devised as a complementary instrument that does not replace national qualifications nor interfere with national responsibilities.

REFERENCES FROM OTHER REGIONS

EU

Ecosystem EQF – ESCO – Skills
Intelligence – Sector Skills Alliances

ESCO – profiles

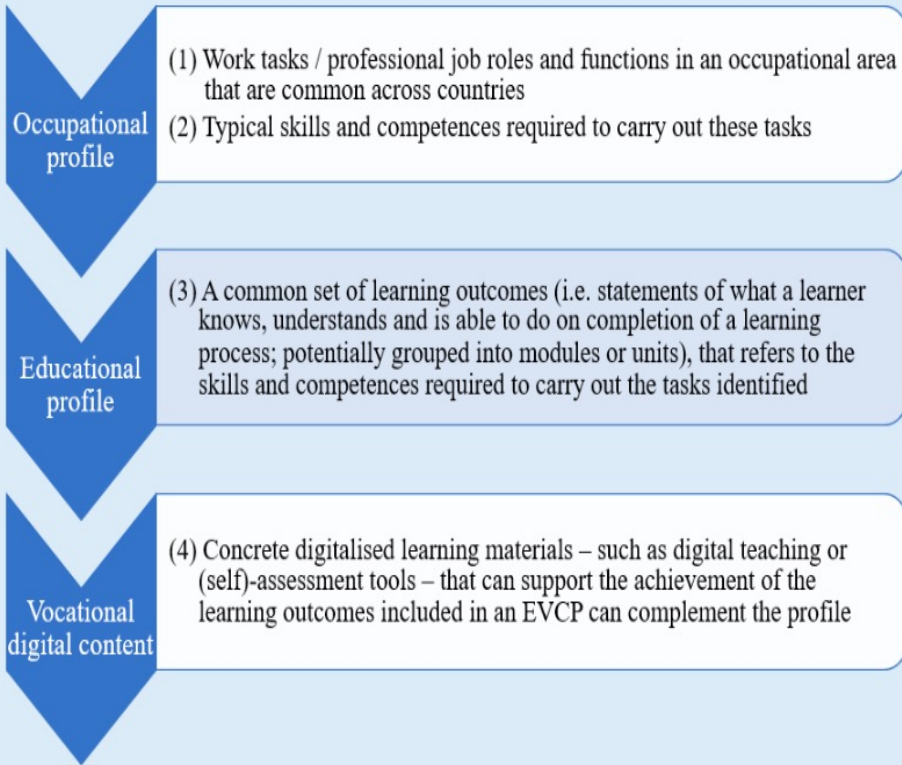
European Vocational Core Profiles (ECVP)

USA

O*Net

Credential Engine

ECVP



ESCO

- European Skills, Competences and Occupations
- ESCO classification identifies and categorises skills, competences, and occupations relevant for the EU labour market and education and training. It systematically shows the relationships between the different concepts.
- Occupations: 3008
- Skills: 13890
- Skills-Occupations Matrix Tables: link ESCO-ISCO 08 occupations with ESCO Skills

ESCO: 3122.5 – WASTE MANAGEMENT SUPERVISOR

waste management supervisor

Technicians and associate professionals
Science and engineering associate professionals
Mining, manufacturing and construction supervisors
Manufacturing supervisors
waste management supervisor

Description

Code

3122.5

Description

Waste management supervisors coordinate waste collection, recycling, and disposal facilities. They supervise waste management operations, ensuring compliance with environmental standards, and oversee staff. They aid in the development of waste management methods, aiming for increased waste reduction, and aid in the prevention of violations of waste treatment legislation.

Regulatory Aspect

To see if and how this occupation is regulated in EU Member States, EEA countries or Switzerland please consult the Regulated Professions Database of the Commission. Regulated Professions Database:
http://ec.europa.eu/growth/single-market/services/free-movement-professionals/qualifications-recognition_en

Skills & Competences

Essential Skills and Competences

[design plant waste procedures](#) [ensure compliance with policies](#) [ensure compliance with waste legislative regulations](#) [establish waste collection routes](#) [liaise with managers](#) [manage recycling program budget](#) [manage staff](#) [perform planning](#) [supervise staff](#) [supervise waste disposal](#) [supervise work](#) [supervise worker safety](#)

Essential Knowledge

[health, safety and hygiene legislation](#) [waste management](#)

Optional Skills and Competences

[apply radiation protection procedures](#) [design strategies for nuclear emergencies](#) [develop radiation protection strategies](#) [dispose of hazardous waste](#) [dispose of non-hazardous waste](#) [ensure compliance with radiation protection regulations](#) [follow nuclear plant safety precautions](#) [instruct employees on radiation protection](#) [monitor disposal of radioactive substances](#) [perform project management](#) [respond to nuclear emergencies](#) [test safety strategies](#)

Optional Knowledge

[nuclear energy](#) [nuclear legislation](#) [project management](#) [protective safety equipment](#) [radiation protection](#)

Concept URI

Concept Uri

<http://data.europa.eu/esco/occupation/139fba7b-6c1f-40ee-8acf-78f97e57c905>

Status

released

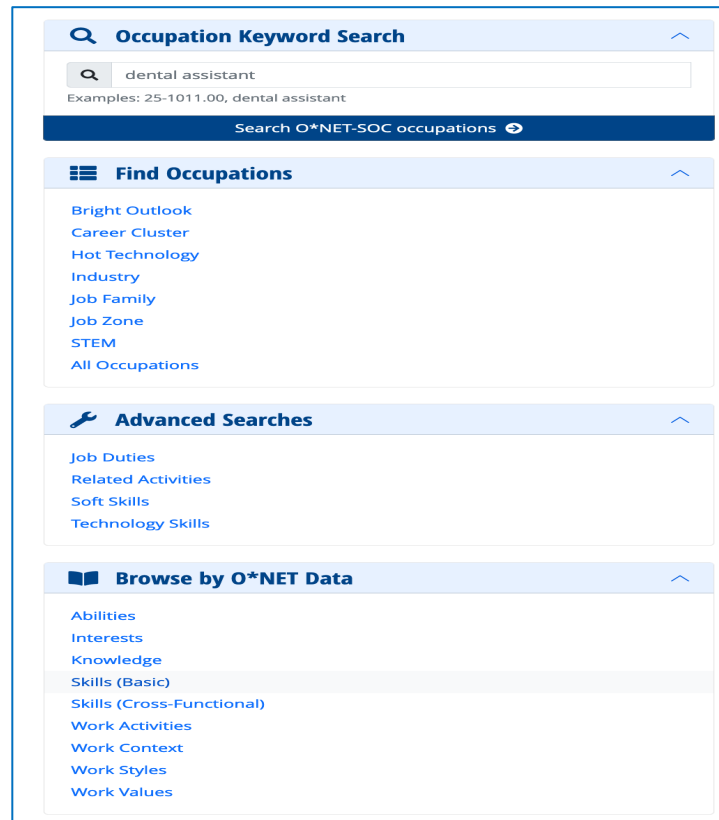
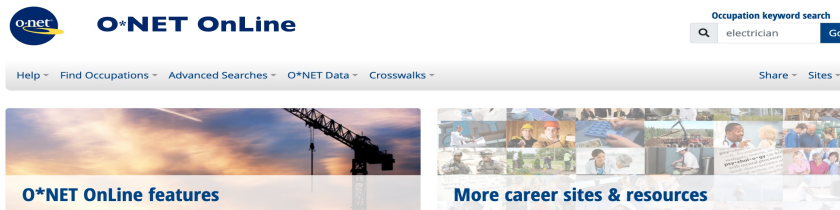
Change log

From v1.0.8 to v1.1.0:

O*NET

<https://www.onetonline.org/>

The O*NET Program is the United States' **primary source of occupational information**. Central to the project is the **O*NET database**, containing hundreds of standardized and occupation-specific descriptors on almost 1,000 occupations covering the entire U.S. economy.



O*NET OCCUPATIONAL LISTINGS

Occupational Listings

O*NET-SOC 2019 occupations

[← See more: Occupation Taxonomy](#)

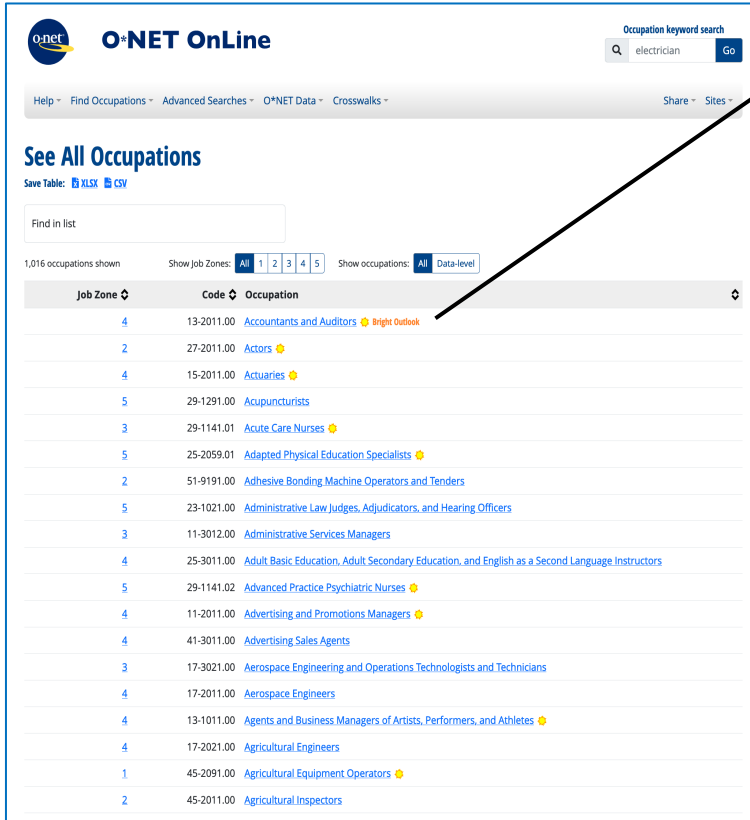
1016 occupations

Save table ▾

Hide descriptions

O*NET-SOC 2019 Code	O*NET-SOC 2019 Title
11-1011.00	Chief Executives Determine and formulate policies and provide overall direction of companies or private and public sector organizations within guidelines set up by a board of directors or similar governing body. Plan, direct, or coordinate operational activities at the highest level of management with the help of subordinate executives and staff managers.
11-1011.03	Chief Sustainability Officers Communicate and coordinate with management, shareholders, customers, and employees to address sustainability issues. Enact or oversee a corporate sustainability strategy.
11-1021.00	General and Operations Managers Plan, direct, or coordinate the operations of public or private sector organizations, overseeing multiple departments or locations. Duties and responsibilities include formulating policies, managing daily operations, and planning the use of materials and human resources, but are too diverse and general in nature to be classified in any one functional area of management or administration, such as personnel, purchasing, or administrative services. Usually manage through subordinate supervisors. Excludes First-Line Supervisors.
11-1031.00	Legislators Develop, introduce, or enact laws and statutes at the local, tribal, state, or federal level. Includes only workers in elected positions.
11-2011.00	Advertising and Promotions Managers Plan, direct, or coordinate advertising policies and programs or produce collateral materials, such as posters, contests, coupons, or giveaways, to create extra interest in the purchase of a product or service for a department, an entire organization, or on an account basis.
11-2021.00	Marketing Managers Plan, direct, or coordinate marketing policies and programs, such as determining the demand for products and services offered by a firm and its competitors, and identify potential customers. Develop pricing strategies with the goal of maximizing the firm's profits or share of the market while ensuring the firm's customers are satisfied. Oversee product development or monitor trends that indicate the need for new products and services.
11-2022.00	Sales Managers Plan, direct, or coordinate the actual distribution or movement of a product or service to the customer. Coordinate sales distribution by establishing sales territories, quotas, and goals and establish training programs for sales representatives. Analyze sales statistics gathered by staff to determine sales potential and inventory requirements and monitor the preferences of customers.

O*NET: FIND ALL OCCUPATIONS



Occupation keyword search
electrician Go

Help Find Occupations Advanced Searches O*NET Data Crosswalks Share Sites

See All Occupations

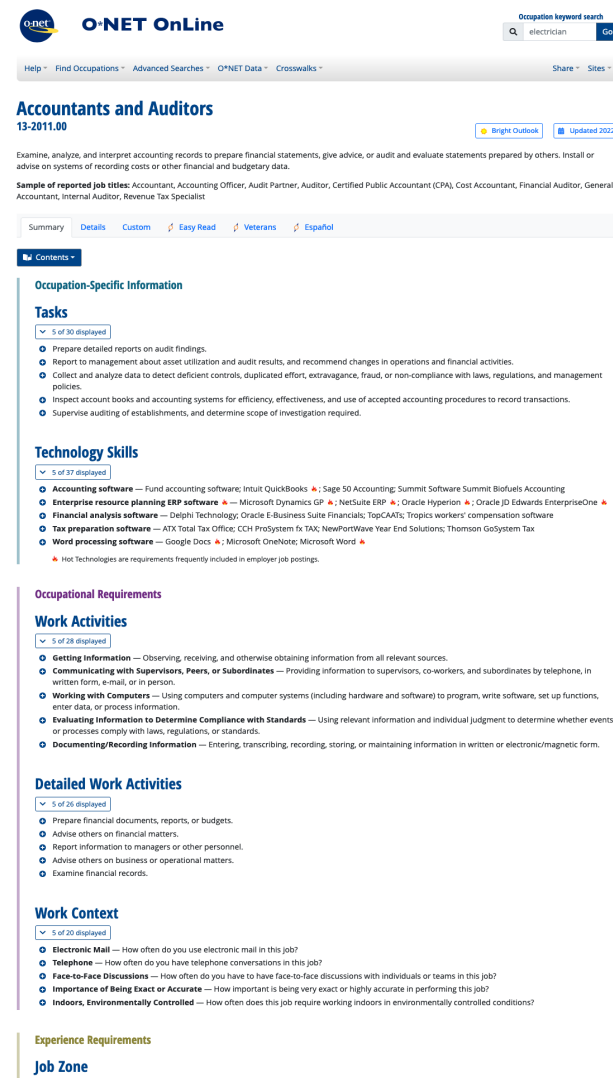
Save Table: XLSX CSV

Find in list

1,016 occupations shown Show Job Zones: All 1 2 3 4 5 Show occupations: All Data-level

Job Zone	Code	Occupation
4	13-2011.00	Accountants and Auditors
2	27-2011.00	Actors
4	15-2011.00	Actuaries
5	29-1291.00	Acupuncturists
3	29-1141.01	Acute Care Nurses
5	25-2059.01	Adapted Physical Education Specialists
2	51-9191.00	Adhesive Bonding Machine Operators and Tenders
5	23-1021.00	Administrative Law Judges, Adjudicators, and Hearing Officers
3	11-3012.00	Administrative Services Managers
4	25-3011.00	Adult Basic Education, Adult Secondary Education, and English as a Second Language Instructors
5	29-1141.02	Advanced Practice Psychiatric Nurses
4	11-2011.00	Advertising and Promotions Managers
4	41-3011.00	Advertising Sales Agents
3	17-3021.00	Aerospace Engineering and Operations Technologists and Technicians
4	17-2011.00	Aerospace Engineers
4	13-1011.00	Agents and Business Managers of Artists, Performers, and Athletes
4	17-2021.00	Agricultural Engineers
1	45-2091.00	Agricultural Equipment Operators
2	45-2011.00	Agricultural Inspectors

<https://www.onetonline.org/find/all>



Occupation keyword search
electrician Go

Help Find Occupations Advanced Searches O*NET Data Crosswalks Share Sites

Accountants and Auditors

13-2011.00 Updated 2022

Examine, analyze, and interpret accounting records to prepare financial statements, give advice, or audit and evaluate statements prepared by others. Install or advise on systems of recording costs or other financial and budgetary data.

Sample of reported job titles: Accountant, Accounting Officer, Audit Partner, Auditor, Certified Public Accountant (CPA), Cost Accountant, Financial Auditor, General Accountant, Internal Auditor, Revenue Tax Specialist

Summary Details Custom Easy Read Veterans Español

Contents

Occupation-Specific Information

Tasks

5 of 30 displayed

- Prepare detailed reports on audit findings.
- Report to management about asset utilization and audit results, and recommend changes in operations and financial activities.
- Collect and analyze data to detect deficient controls, duplicated effort, extravagance, fraud, or non-compliance with laws, regulations, and management policies.
- Inspect account books and accounting systems for efficiency, effectiveness, and use of accepted accounting procedures to record transactions.
- Supervise auditing of establishments, and determine scope of investigation required.

Technology Skills

5 of 37 displayed

- Accounting software** — Fund accounting software; Intuit QuickBooks; Sage 50 Accounting; Summit Software Summit Biofuels Accounting
- Enterprise resource planning ERP software** — Microsoft Dynamics GP; NetSuite ERP; Oracle Hyperion; Oracle JD Edwards EnterpriseOne
- Financial analysis software** — Delphi Technology; Oracle E-Business Suite Financials; TopCAATS; Tropics workers' compensation software
- Tax preparation software** — ATX Total Tax Office; CCH ProSystem fx TAX; NewPortWave Year End Solutions; Thomson GoSystem Tax
- Word processing software** — Google Docs; Microsoft OneNote; Microsoft Word

Hot Technologies are requirements frequently included in employer job postings.

Occupational Requirements

Work Activities

5 of 28 displayed

- Getting Information** — Observing, receiving, and otherwise obtaining information from all relevant sources.
- Communicating with Supervisors, Peers, or Subordinates** — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
- Working with Computers** — Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.
- Evaluating Information to Determine Compliance with Standards** — Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.
- Documenting/Recording Information** — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.

Detailed Work Activities

5 of 26 displayed

- Prepare financial documents, reports, or budgets.
- Advise others on financial matters.
- Report information to managers or other personnel.
- Advise others on business or operational matters.
- Examine financial records.

Work Context

5 of 20 displayed

- Electronic Mail** — How often do you use electronic mail in this job?
- Telephone** — How often do you have telephone conversations in this job?
- Face-to-Face Discussions** — How often do you have to have face-to-face discussions with individuals or teams in this job?
- Importance of Being Exact or Accurate** — How important is being very exact or highly accurate in performing this job?
- Indoors, Environmentally Controlled** — How often does this job require working indoors in environmentally controlled conditions?

Experience Requirements

Job Zone

<https://www.onetonline.org/link/summary/13-2011.00>

COMPETENCE FRAMEWORKS

EU

- Key competences for Lifelong Learning
- Entrepreneurship competence framework
- Digital competence framework 2.0 (DigComp 2.0)
- GreenComp: European Sustainability Competence Framework (2022)

UNESCO

- ERI-Net's Framework on transversal competencies in education policy and practices (2015). UNESCO, Asia-Pacific

SOME GUIDING QUESTIONS

Question 1: Could SADC common profiles be useful for your NQF, and qualifications development? Why?

Question 2: Would you use SADC common profiles to inspire / support design of new qualifications / standards in your country? Why?

Question 3: Would you contribute to develop the approach, methods and reference tools for development of SADC common profiles?

Question 4: Please list 2-3 priority occupations – to pilot development of SADC common profiles (in your view).

Question 5: Could foreign qualifications based on SADC common profiles be easier to recognise in your country? Why?

Question 6: What are the main gaps and challenges when developing common profiles?

THANK YOU



End of Day 1

Thank you for the cooperation and active participation