



Ministère de la Formation professionnelle,
de l'Apprentissage et de l'Insertion



African Continental
Qualifications Framework

Bienvenu(e)s Sénégal – ACQF-II

Vers un écosystème des certifications tout au long de la vie

Sessions 2, 3, 5, 7

Premier Atelier CNC - partage, dialogue, et vision

Dakar

02-04 mai 2024



Première journée: Un éco-système?

- Certifications, cadres, outils,
gouvernance

Objectifs de l'atelier

En trois jours successifs, cet atelier vise à donner un nouvel élan à la réflexion nationale sur le CNC du Sénégal. L'ordre du jour combine 1,5 journées de formation, suivie de 1,5 journées de dialogue et ingénierie du CNC.

1. Module 1 : Introduction et approfondissement des connaissances et compétences des membres de la Commission Technique CNC et autres partenaires

2. Module 2 : Dialogue national pour une ingénierie du CNC Sénégalais

Résultat:

- Consensus sur les principales orientations et éléments pour la feuille de route vers le CNC

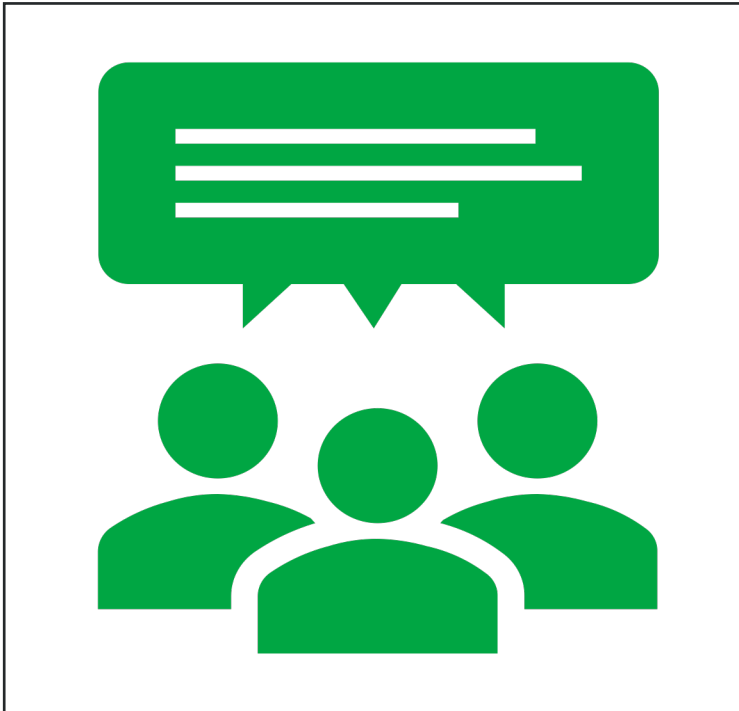
Justification: référence à l'ACQF

- **Document de politique de l'ACQF, validé en juillet 2023 à la Conférence ACQF à Addis:**
 - CESA-25: Objectif spécifique 4 c) et d) – développer les CNC et ACQF
 - Objectif 3: complémentarité, coopération et appui aux pays et CNC
- **Document stratégique et plan d'action du projet ACQF-II**
 - Output 2.1 – appui aux pays dans le développement et mise en oeuvre des CNC
 - Appui aux Régions: notamment la SADC et son CRC

1. Ouverture officielle. Présentation des participants
2. Session 1: Le système d'éducation et formation du Sénégal. Aperçu des politiques et réformes
3. Session 2: ACQF – politique et instrument Africain de renforcement de la comparabilité et transparence des certifications et confiance mutuelle entre CNC ALV
4. Session 3: CNC – un aperçu holistique.
5. Session 4: Piliers du CNC: résultats d'apprentissage; niveaux et descripteurs de niveau. Applications dans pour le développement et renouvellement des certifications
6. Session 5: Enregistrement et placement des certifications dans le CNC. Classifications. Bases de données.
7. Session 6: Gouvernance du CNC: construire; modèles et législation, institutions, parties prenantes. Qualité. S&E
8. Session 7: Transformation et innovation: micro-certifications



Equipe de l'atelier



Tous / toutes les participant(e)s

ANAQ-Sup – modération générale

ACQF-II team: 2 experts

- Eduarda: coordination, ACQF, CNC, digitalisation, micro-certifications
- Olavo: développement et gouvernance du CNC; certifications professionnelles



Session 2: ACQF

2.1

2.1 Naissance de l'ACQF – une nouvelle generation de Cadre de Certifications

ACQF est né – Conférence à Addis 11-13 juillet 2023

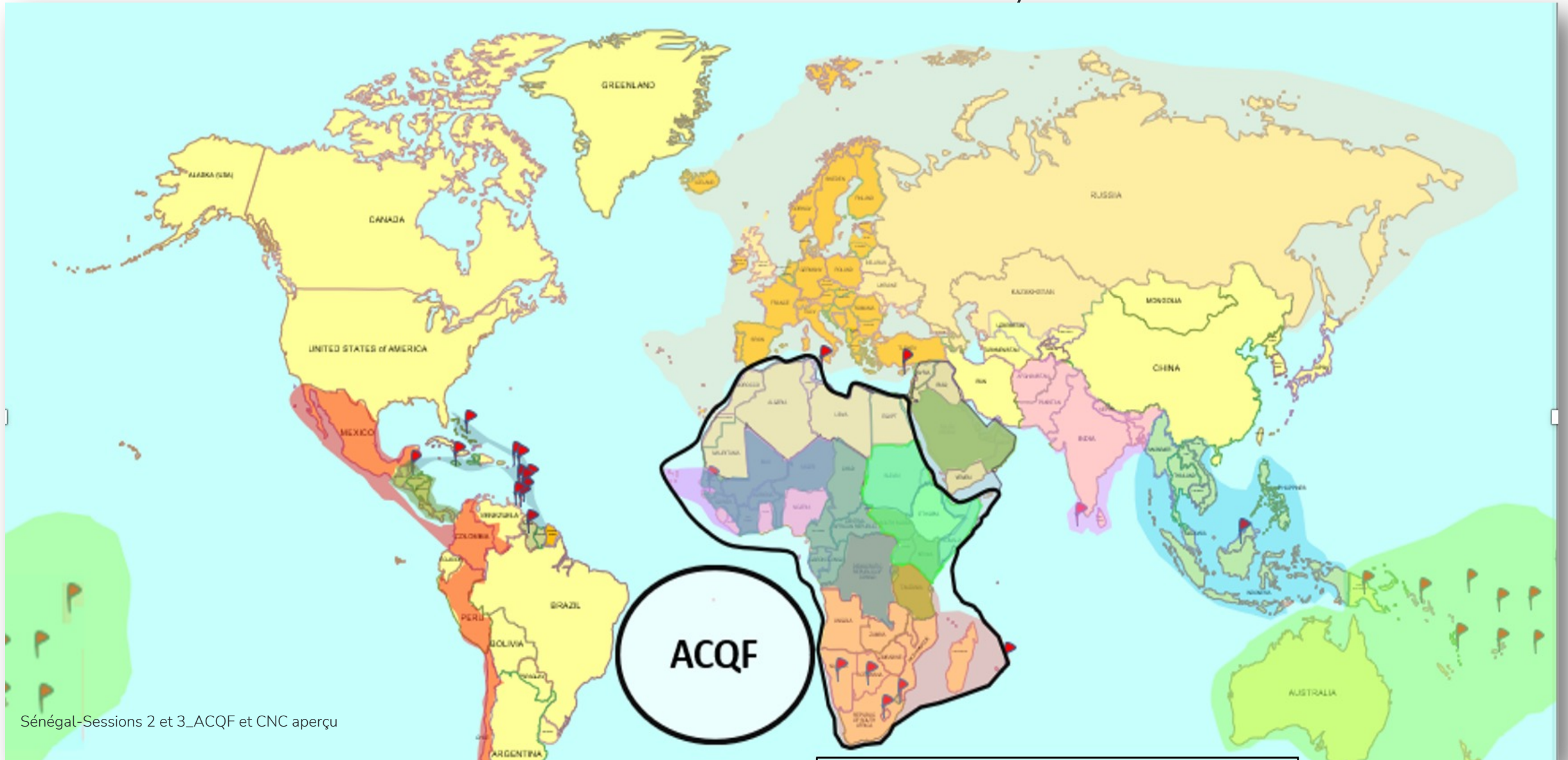


33 pays ont participé, y compris le Sénégal



Un cadre régional des certifications très large

- Initiative de l'Union Africaine
- Sur la base des politiques de l'UA (CESA-25, Protocole de libre circulation de l'UA, ZLECAf)



Base politique et juridique de l'UA

- L'Agenda 2063 et son premier plan décennal de mise en œuvre
- CESA 16-25
- ZLECAf
- Protocole de libre circulation de l'UA

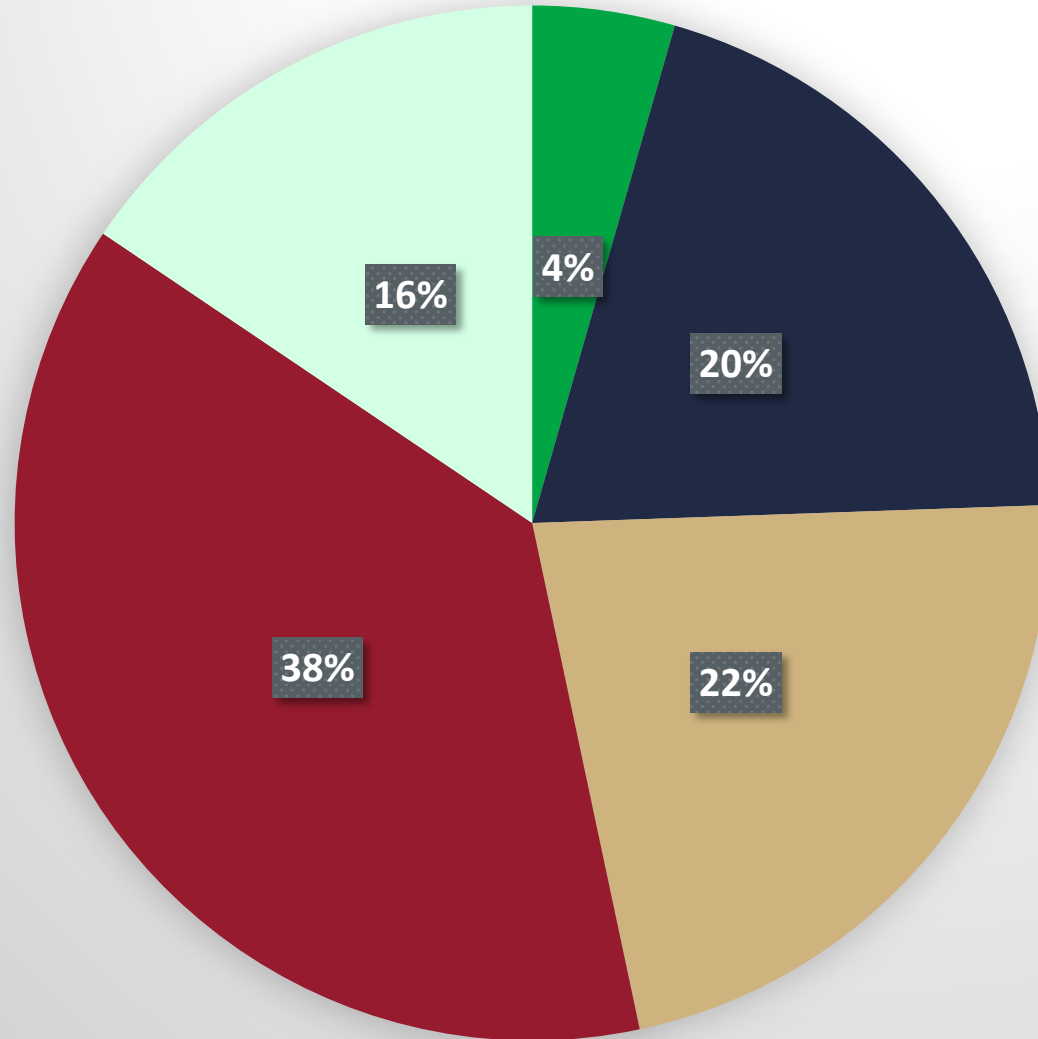


L'ACQF est mentionné dans l'objectif stratégique 4 de la CESA 16-25. (Union africaine. CESA 16-25. p. 23).

Les objectifs stratégiques 4 c) et d) font explicitement référence à la mise en place de cadres de certifications, notamment un cadre continental des certifications lié aux cadres nationaux et régionaux des certifications:

- Objectif stratégique 4 : *« Assurer l'acquisition des connaissances et des compétences requises ainsi que l'amélioration des taux d'achèvement à tous les niveaux et groupes grâce à des processus d'harmonisation à tous les niveaux pour l'intégration nationale et régionale ».*
- a) **Mettre en place des cadres nationaux de certification (CNC) et des cadres régionaux de certification (RQF) pour faciliter la création de multiples voies d'acquisition d'aptitudes et de compétences ainsi que la mobilité entre les sous-secteurs**
- b) **Développer un cadre continental des certifications lié aux certifications régionales et aux cadres nationaux des certifications afin de faciliter l'intégration régionale et la mobilité des diplômés.**

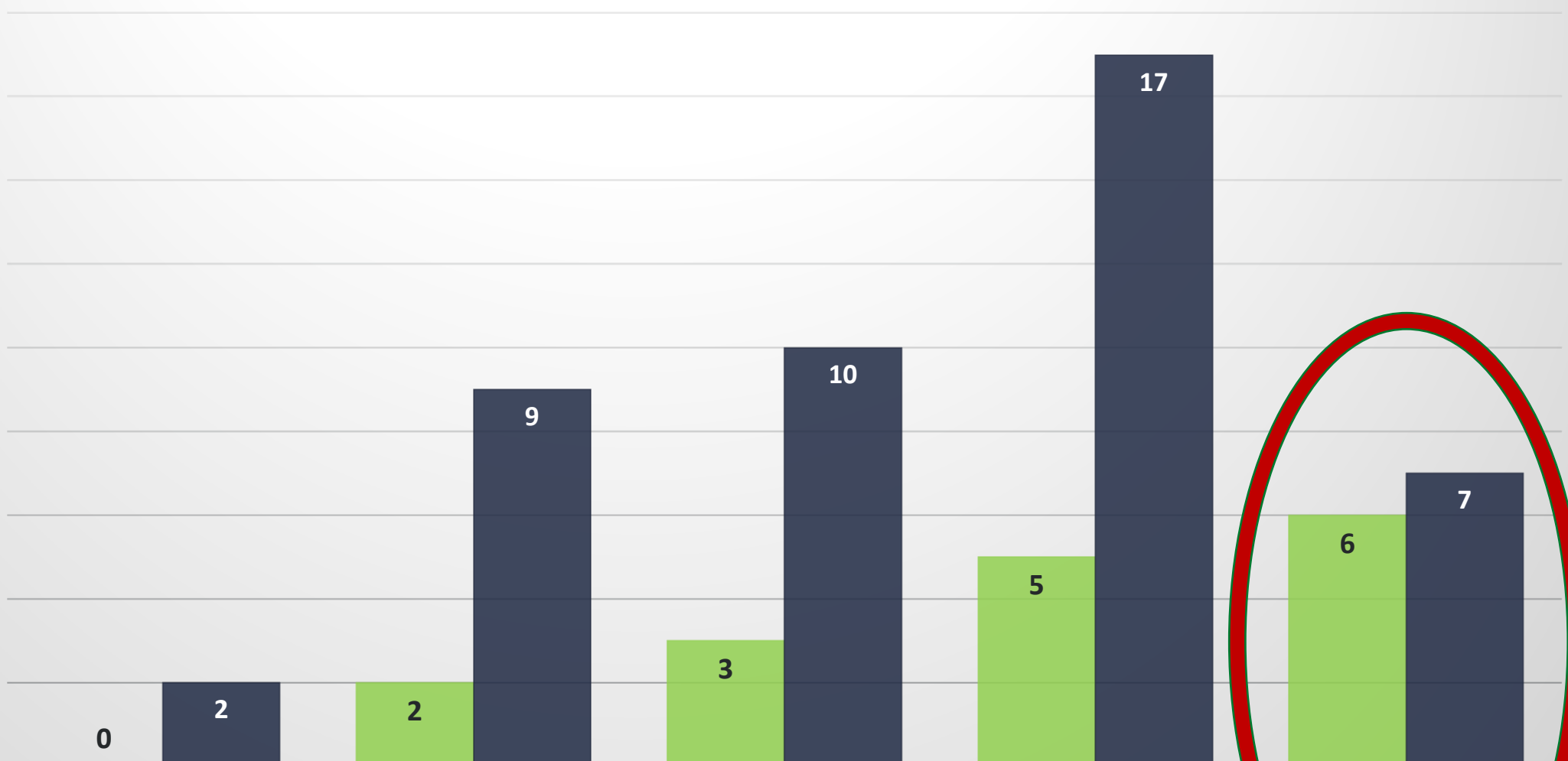
NQFs in Africa: 5 stages of development & implementation Number: 45 countries



- 1. NQF to be started
- 2. NQF in early thinking
- 3. In devel & consultation
- 4. Approved & implem started
- 5. Advanced implement & reviewed

NQFs in Africa (total) - SADC (Total Nr countries: 45)

Number of NQF



	To be started	Early thinking	In development and consultation	NQF approved & implem started	NQF advanced implementation & reviewed
Nr NQF in SADC	0	2	3	5	6
Nr NQF in Africa total	2	9	10	17	7

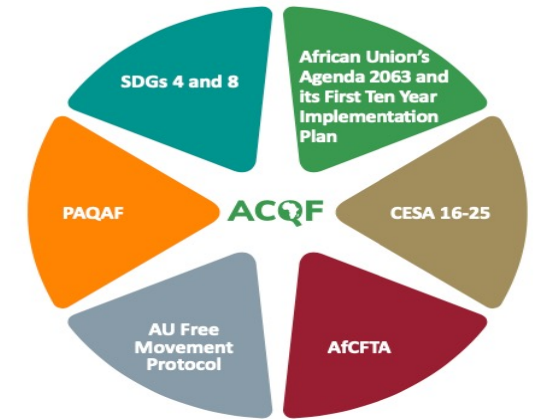
ACQF : fondements, finalités, principes



PURPOSES OF ACQF

- 1 Enhance** → Enhance comparability, quality and transparency of qualifications of all types and levels, support people's lifelong learning outcomes.
- 2 Facilitate** → Facilitate validation of learning, recognition of skills, diplomas and certificates and mobility of learners and workers
- 3 Cooperate** → Work in cooperation and complementarity with national and regional qualifications frameworks and support African continental integration and creation of African common space of trusted qualifications.
- 4 Promote** → Promote cooperation and referencing between qualifications frameworks (national, regional) in Africa and worldwide.

UNDERPINNINGS



PRINCIPLES



1. Référencement des cadres et systèmes nationaux de certifications à l'ACQF, selon les critères et procédures convenus.

2. Soutenir la VAE

3. Plateforme de certifications de l'ACQF (base de données) et système d'information de gestion

4. Certifications : Développement de profils de qualifications adéquats pour une utilisation continentale commune (ZleCAF, métiers émergents)

5. Renforcement des capacités dans les domaines concernés. En ligne, sur place, hybride.

6. Plaidoyer, communication, mise en réseau et coopération : les acteurs africains (éducation et formation, emploi, partenaires sociaux) et autres CRC dans le monde

7. Analyse, suivi et évaluation : pour une amélioration continue.



African Continental Qualifications Framework (ACQF)

Inaugural workshop of the project ACQF-II (2023-2026)

11-13 July 2023 • Addis Ababa, Headquarters of the African Union

ACQF

African Continental Qualifications Framework

Supporting and connecting Qualifications Frameworks
Transparency and Mutual Trust in qualifications
Facilitating lifelong learning and mobility



ACQF-II is:

1. Capacity development.
2. Support countries and regions: NQF development and implementation.
3. Governance. ACQF Qualifications Platform. RPL Campaign. Referencing NQF-ACQF. Common profiles of qualifications

www.acqf.africa

Mise en oeuvre de l'ACQF



ACQF-II: appui à la mise en oeuvre de l'ACQF

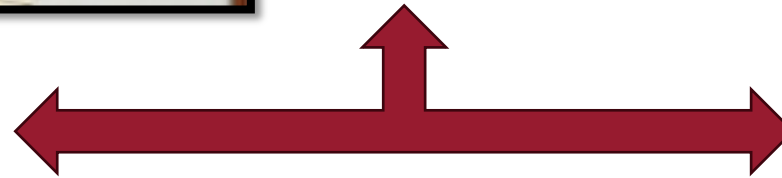
Période de durée du projet: avril 2023 à fin 2026

Partenariat: UA – UE – ETF.
Financement: Global Gateway

ACQF et projet ACQF-II



Long-
terme



Court
terme (fin
2026)

ACQF Base de la mise en œuvre de l'ACQF : résultats ACQF-I (2020-2022)

- Document de politique de l'ACQF
- Descripteurs de niveau ACQF
- 10 Lignes directrices
- 10 modules de formation
- Manuel de l'ACQF
- Groupe consultatif ACQF



- Site web de l'ACQF
- Analyse, recherche : collection d'études cartographiques de l'ACQF, étude de faisabilité ACQF, étude et manuel sur la formation par les compétences (EFTP), étude sur les liens ACQF-ZLECAf, étude du curriculum africain, rapport de revue de la SADCQF
- Programme de renforcement des capacités et système de gestion de l'apprentissage (LMS)
- 2 semaines de formation
- 20 webinaires d'apprentissage par les pairs
- 5 Réunions du groupe consultatif
- Travailler en collaboration avec les CER : SADC, EAC, IGAD
- Travail avec les pays sur l'élaboration du CNC
- Nombreuses participations à des conférences internationales (UNESCO, EAC, IGAD, SADC, IUCEA)

And much more on ACQF website for stakeholders, policy makers, education and training providers, learners and experts interested in themes and issues related to national and regional qualifications frameworks and their related systems, tools and governance.



Want to know more about ACQF?

Visit our website:
<https://acqf.africa/>

- Navigate or use Search function - very useful
- Contains all outputs, materials, information of ACQF-I and ACQF-II



ACQF Website



CAPACITY DEVELOPMENT PROGRAMME 2021

THEMATIC BRIEFS 1

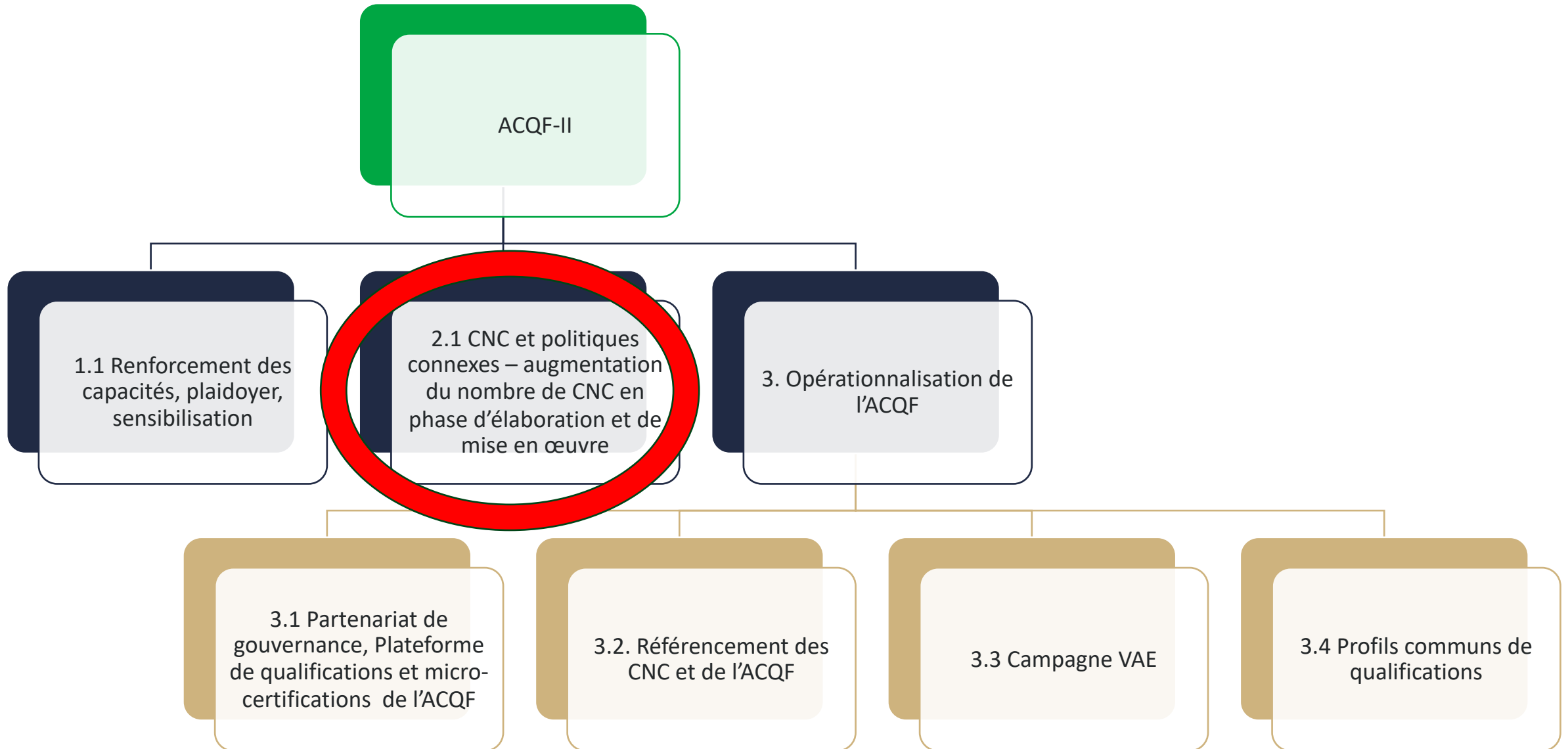
Concepts and definitions on qualifications and qualifications frameworks

African Union | THE AFRICA-EU PARTNERSHIP | LE PARTENARIAT AFRIQUE-UE

Objectif général et résultats

- L'objectif global (impact) de cette action est de contribuer à l'amélioration de la mobilité et des possibilités d'apprentissage tout au long de la vie pour les jeunes Africains, grâce à l'amélioration de la comparabilité et de la transparence des qualifications, à la reconnaissance des compétences et des diplômes, à l'amélioration de la confiance mutuelle et du partage d'informations entre les cadres et les systèmes de certifications sur le continent.t.
- **Les objectifs spécifiques (résultats) de cette action sont les suivants :**
 1. Renforcer les capacités aux niveaux continental (UA), national et régional permettant la mise en œuvre des fonctions et services de l'ACQF.
 2. Soutenir l'élaboration et la mise en œuvre de cadres et de systèmes nationaux de certification, ainsi que la coopération avec les cadres régionaux de certification.
 3. Mettre en place et opérationnaliser les systèmes de l'ACQF pour la prestation des services et des résultats concernant:
 - (i) faire référence aux cadres ou systèmes nationaux de certifications et à l'ACQF,
 - (ii) Système d'information et base de données sur la gestion des qualifications de l'ACQF,
 - (iii) la reconnaissance des compétences et des qualifications,
 - (iv) la coopération avec le cadre européen des certifications (CEC) et d'autres cadres,
 - (v) l'élaboration de profils communs de qualifications pour les secteurs prioritaires du libre-échange, de l'intégration économique inclusive, des professions émergentes, des emplois verts, en coopération avec la ZLECAf.

Nouveau projet ACQF (2023-2026) ! Objectifs et résultats escomptés



A. Changement et synchronisation

- Dialogue Sud-Sud, partage, socle commun de connaissances africaines
- Renforcement des capacités et mise en réseau pour la confiance mutuelle (multi-pays)
- Complémentarité et soutien aux politiques nationales en matière de CNC et de politiques connexes
- Une vision holistique de l'éducation, de la formation et des qualifications
- Accent mis sur de nouvelles thématiques : micro-certifications, compétences vertes, RPL
- ACQF QCP
- Durabilité : un nouveau « Réseau africain des certifications » – basé sur les initiatives des pays

Dialogue Sud-Sud et partage : l'ACQF parmi les bonnes pratiques 2023

<https://www.southsouth-galaxy.org/wp-content/uploads/2023/09/Good-Practices-in-SSTC-Transforming-Education-and-Delivering-on-SDG4.pdf>

GOOD PRACTICES

**in South-South and
Triangular Cooperation**

Transforming
Education
and Delivering
on SDG 4



Vue d'ensemble de l'éducation, des compétences et des qualifications

Éducation, formation, recyclage, perfectionnement – dans une perspective d'apprentissage tout au long de la vie

- Tous les secteurs et tous les niveaux de qualification
- Toutes les modalités d'apprentissage
- Toutes les formes de reconnaissance des acquis d'apprentissage
- Tous les types d'accréditations et de qualifications
- Digitalisation



Multiple boucles de dialogue, de coopération : avec les RQF, l'EFTP, l'Enseignement Supérieur, la Reconnaissance des Qualifications, la Société Civile

ACQF Model of Capacity development activities

Multi-pays : Annuel

3 ateliers de formation

2 conférences (1 en ligne)

Plusieurs webinaires



Appropriation
Contextualisation

Plan spécifique à chaque pays

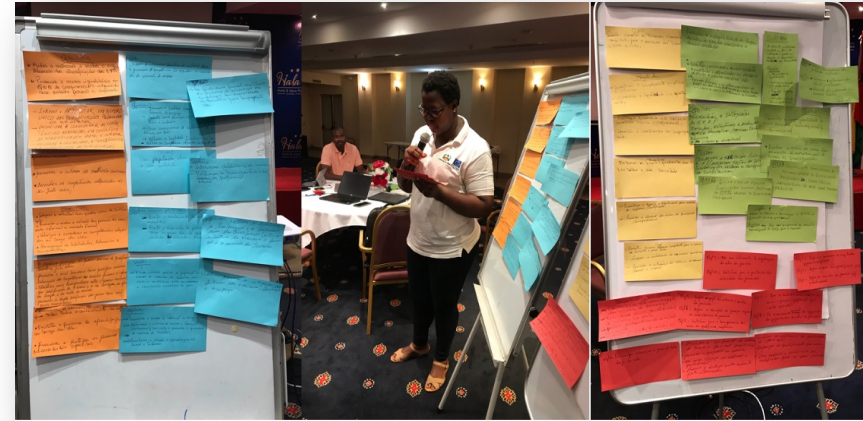
Ateliers de formation

Rencontres et débats

Webinaires

ACQF-II Training programme 2023

- Welcome
- Benvinda(o)s
- Bienvenu(e)s



Nairobi: 9-11/Oct



Accra: 7-8/Nov



Maputo: 5-6/Dec



The Nairobi workshop



**Participation and ownership.
Co-hosted by KNQA**

The Accra Workshop



**Participation and ownership
Co-hosted by GTEC**



The Maputo Workshop



**Participation and ownership.
Co-hosted by CNAQ / ANEP**

Enquêtes de l'ACQF

- Sur le CNC
- Sur les microcertifications
- Sur VAE



- Infographic
- Full reports published Website
- Presented in workshops and webinars

Plateforme de qualifications et d'accréditations de l'ACQF : contribue au changement

Réseau de bases de données sur les qualifications

- Bases de données nationales sur les qualifications – avec plate-forme d'utilisateurs
- Base de données des qualifications continentales – avec la plate-forme des utilisateurs

Améliorer la gestion des qualifications

Améliorer le partage de l'information

Interopérabilité (Afrique et au-delà))

Pérennisation : nouveau Réseau africain des certifications

- Résultat de la 1ère Table ronde sur l'EFTP 10-14 novembre 2023, Kinshasa
- Ensemble de recommandations – à l'intention de la CUA
- Principales caractéristiques et propositions sur la mission et la gouvernance du Réseau





Session 3: CNC – vue d'ensemble, tendances

3.2

3.2.1 Les CNC en transformation

CNC

Un cadre national des certifications (CNC) est « une **politique et un instrument** pour le **développement et la classification** des certifications en fonction d'un ensemble de critères pour les niveaux d'apprentissage spécifiés atteints, qui vise à **intégrer et à coordonner les sous-systèmes nationaux de certifications et à améliorer la transparence, l'accès, la progression et la qualité** des certifications par rapport au marché du travail et à la société civile ».

Source: [EQF Recommendation 2017](#)

VAE

- Processus de confirmation par un organisme habilité que les **acquis d'apprentissage** (connaissances, savoir-faire, informations, valeurs, aptitudes et compétences) acquis dans des contextes non formels ou informels ont été **évalués par rapport aux normes pertinentes** (Cedefop).
- La VAE peut englober les résultats d'apprentissage de tous les modes d'apprentissage (apprentissage formel, non formel et informel)
- VAE - un processus d'étapes / phases interliées (pas seulement « évaluation »)

Le CNC du Sénégal– en temps de mutations

- ✓ C'est le moment et l'occasion de repenser et de développer votre CNC à portée large et inclusive
- ✓ Ouvert à l'innovation
- ✓ Outils de transparence
- ✓ Gouvernance
- ✓ Coopération internationale, portabilité, mobilité – régionale, continentale, mondiale

La transformation s'est accélérée avec le Covid-19...

Digitalisation

IA - IAG

Télétravail

Apprentissage à distance

Écologisation

Perfectionnement,
requalification :
des besoins
immenses

Compétences 2027 : les compétences les plus demandées...



Le rapport Future of Jobs 2023 du Forum économique mondial révèle que la pensée analytique, la pensée créative, l'IA et Big Data seront les compétences les plus demandées d'ici 2027.



Le leadership, l'influence sociale, la curiosité et l'apprentissage tout au long de la vie sont parmi d'autres compétences qui devraient faire l'objet d'une demande croissante.



Six travailleurs sur 10 auront besoin d'une formation avant 2027, mais seulement la moitié des travailleurs ont accès à des possibilités de formation adéquates, selon le rapport. Priorités de formation des entreprises (42%) : IA et Big Data

Top Skills 2023



- Les **compétences cognitives** figurent en tête de liste des compétences jugées les plus importantes pour les travailleurs en 2023.
- La **pensée analytique** est considérée comme une compétence de base par un plus grand nombre d'entreprises que toute autre compétence, représentant en moyenne 9,1 % des compétences de base déclarées par les entreprises.
- La **pensée créative** vient en deuxième position, devant trois compétences d'auto-efficacité : la résilience, la flexibilité et l'agilité ; la motivation et la conscience de soi ; et la curiosité et l'apprentissage tout au long de la vie, qui reconnaissent l'importance de la capacité des travailleurs à s'adapter à des milieux de travail perturbés.

ACQF Future of Jobs: top 10 skills 2023

Top 10 skills of 2023



- | | |
|--|--|
| 1.  Analytical thinking | 6.  Technological literacy |
| 2.  Creative thinking | 7.  Dependability and attention to detail |
| 3.  Resilience, flexibility and agility | 8.  Empathy and active listening |
| 4.  Motivation and self-awareness | 9.  Leadership and social influence |
| 5.  Curiosity and lifelong learning | 10.  Quality control |

Type of skill

 Cognitive skills  Self-efficacy  Management skills  Technology skills  Working with others

Source

World Economic Forum, Future of Jobs Report 2023.

Note

The skills judged to be of greatest importance to workers at the time of the survey













Cognitive skills top the list for 2023. Image: World Economic Forum

ACQF Future of Jobs : top 10 des compétences d'ici 2027

Top 10 skills on the rise



- | | |
|--|--|
| 1.  Creative thinking | 6.  Systems thinking |
| 2.  Analytical thinking | 7.  AI and big data |
| 3.  Technological literacy | 8.  Motivation and self-awareness |
| 4.  Curiosity and lifelong learning | 9.  Talent management |
| 5.  Resilience, flexibility and agility | 10.  Service orientation and customer service |

Type of skill

 Cognitive skills  Self-efficacy  Management skills  Technology skills  Working with others  Engagement skills

Source

World Economic Forum, Future of Jobs Report 2023.

Note

The skills judged to be increasing in importance most rapidly between 2023 and 2027



Future of Jobs Report 2023 Image: World Economic Forum

Reskilling needs

44%

of workers' core skills
are expected to change
in the next five years



Source: World Economic Forum,
Future of Jobs Report 2023.

<https://www.weforum.org/agenda/2023/05/future-of-jobs-2023-skills>

Fastest growing vs. fastest declining jobs

Top 10 fastest growing jobs

1.	AI and Machine Learning Specialists
2.	Sustainability Specialists
3.	Business Intelligence Analysts
4.	Information Security Analysts
5.	Fintech Engineers
6.	Data Analysts and Scientists
7.	Robotics Engineers
8.	Electrotechnology Engineers
9.	Agricultural Equipment Operators
10.	Digital Transformation Specialists

Top 10 fastest declining jobs

1.	Bank Tellers and Related Clerks
2.	Postal Service Clerks
3.	Cashiers and ticket Clerks
4.	Data Entry Clerks
5.	Administrative and Executive Secretaries
6.	Material-Recording and Stock-Keeping Clerks
7.	Accounting, Bookkeeping and Payroll Clerks
8.	Legislators and Officials
9.	Statistical, Finance and Insurance Clerks
10.	Door-To-Door Sales Workers, News and Street Vendors, and Related Workers

Source

World Economic Forum, Future of Jobs Report 2023.

Note

The jobs which survey respondents expect to grow most quickly from 2023 to 2027 as a fraction of present employment figures

Future of Jobs Report 2023 Image: World Economic Forum

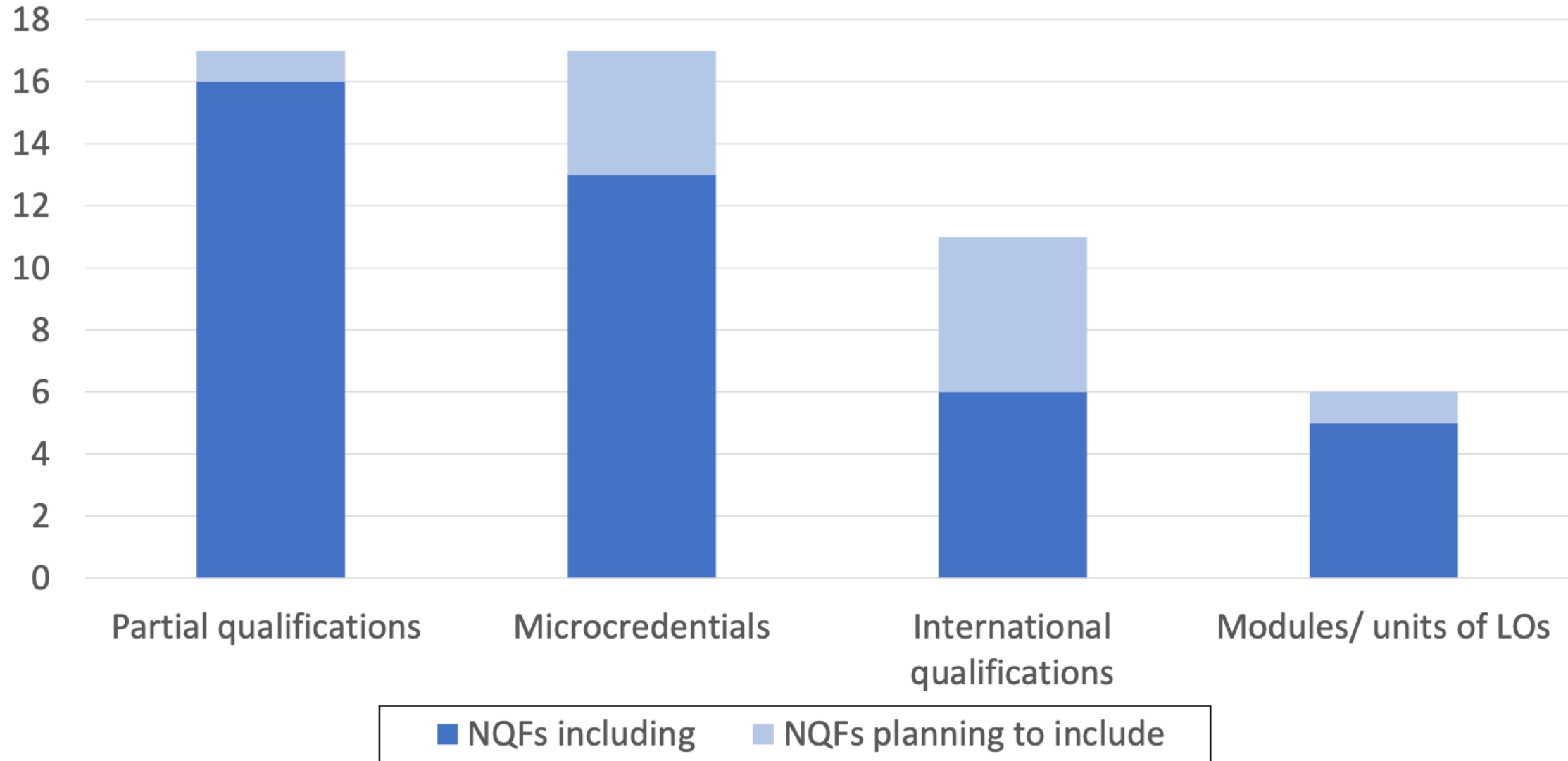
Les cadres de certifications sont également en train de changer...

- Objectifs des CNC... (CNC Afrique du Sud)
- Gouvernance (CNC Afrique du Sud)
- Champ d'application : ouverture à de nouveaux types de qualifications ; l'apprentissage non formel et informel ; micro-certifications (plusieurs CNC africains)
- Digitalisation : apprentissage, certification, bases de données de certifications accessibles en ligne (tous)
- Descripteurs de niveau (CNC zambien)
- Outils de coopération et de transparence régionaux et mondiaux (SADCQF, IGADQF, ACQF, CEC)

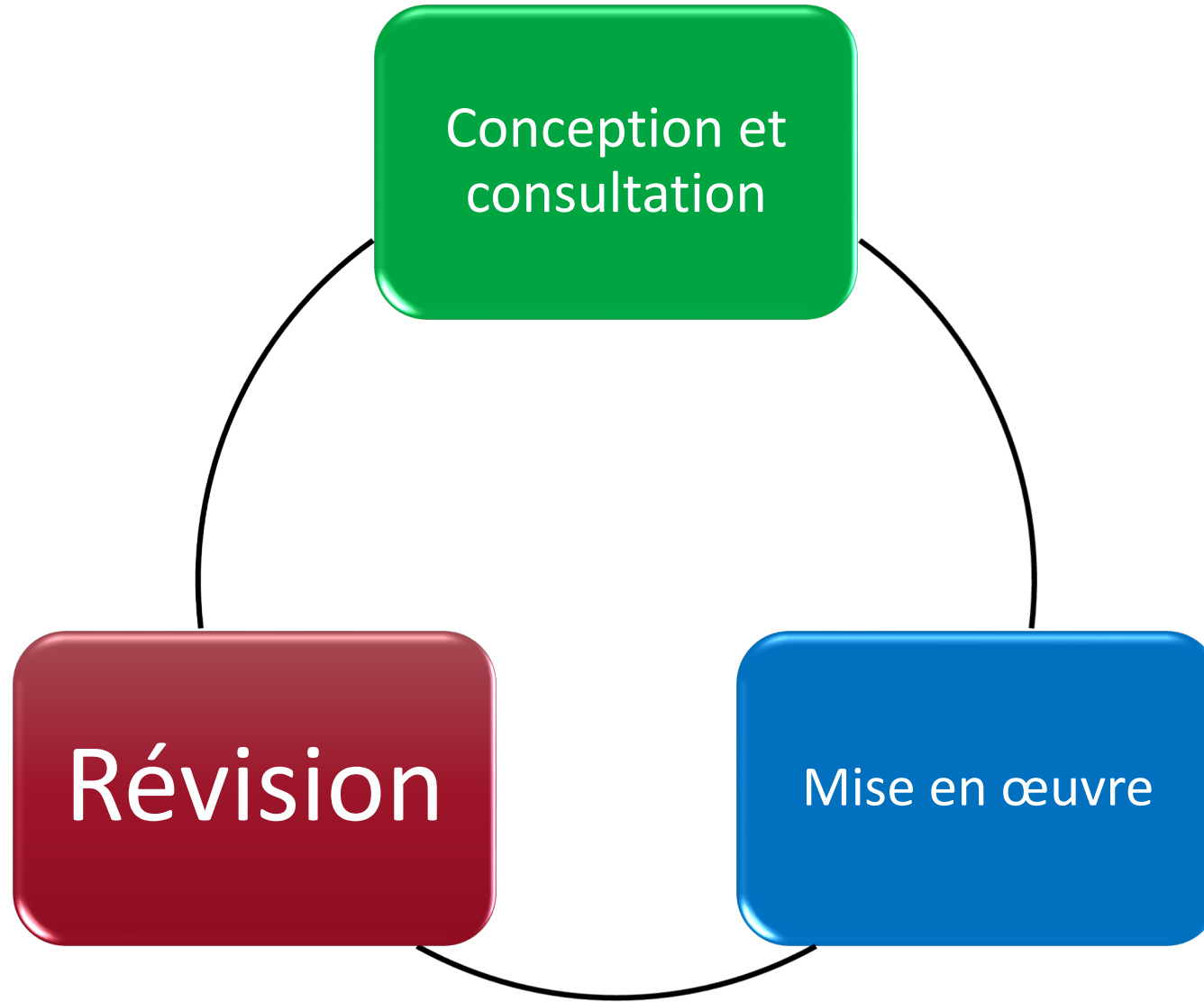


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Types alternatifs de certifications dans les CNC



Le CNC est toujours en évolution et développement



3.2

3.2.2 Cadres de certifications – concepts essentiels

CNC - un phénomène global

- Les cadres de certification sont un phénomène mondial.
- Plus de 150 pays ont élaboré des CNC et nombre d'entre eux ont avancé dans leur mise en œuvre.
- Mais les CNC ne fonctionnent pas en vase clos, ni sans partenariats ni ressources.

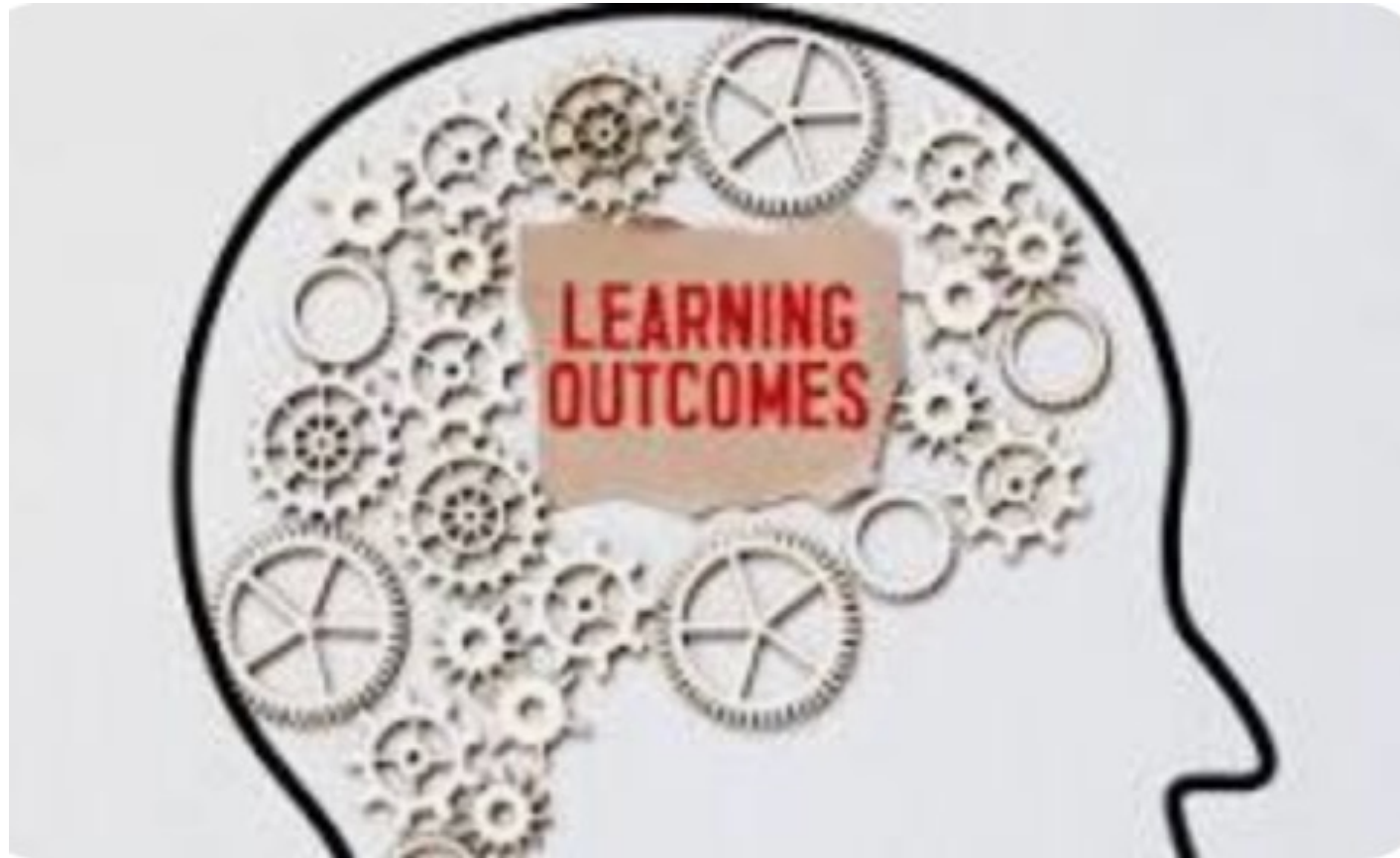


CNC : une vision systémique ou un éco-système – 8 composantes interliées

1. Document politique, conceptuel et technique du CNC
2. Institutions, gouvernance
3. Référentiels de certifications
4. Système d'accumulation et transfer de crédits
5. Base de données de certifications
6. Assurance qualité des certifications et institutions
7. VAE
8. S&E
9. Communication et divulgation pour les utilisateurs

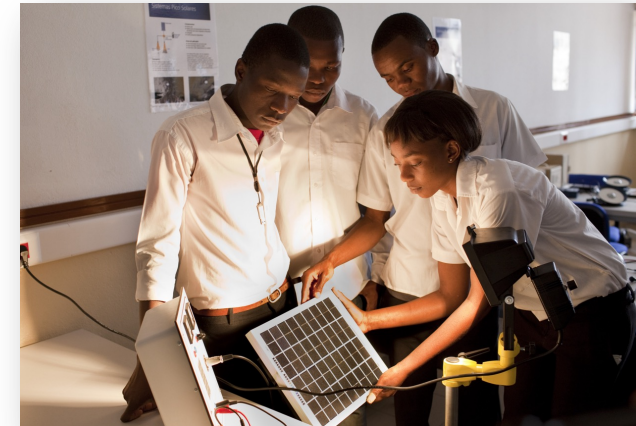


Un principe et composante essentiels



Cadres de certification...

- Sont efficaces s'il travaillent avec l'écosystème plus large de l'éducation et de la formation et contribuent aux objectifs et stratégies nationaux.
- Ouvert à l'innovation et à l'adaptation pour rester pertinents
- **Outils (numériques) des cadres de certifications** – importants pour le partage d'information entre institutions et l'orientation des utilisateurs finaux
- **Gouvernance de Cadres de Certifications** : participative, inclusive, **basée sur la compétence technique**. « Le CNC appartient à tout le monde »
- *Il y a beaucoup d'informations, de recherches, de sources, d'outils sur les CNC et les CRC*
- **Tendances importantes liées aux cadres de certification:**
 - Ouverture à tout type de certifications et titres de compétences
 - Soutiennent l'accès, l'inclusion, progression, transparence, comparabilité
 - **Portée: complète et inclusive:** certifications de tous les sous-secteurs (CNC – RQF pour l'ALV) et de tous les modes d'apprentissage (F-NF-I)
 - Numérisation : des qualifications et des titres de compétences ; Registres et catalogues de qualifications



ACQF

African Continental
Qualifications Framework



A national qualifications framework (NQF) is 'A policy and instrument for the development and classification of qualifications according to a set of criteria for specified levels of learning achieved, which aims at integrating and coordinating national qualifications subsystems and improve the transparency, access, progression and quality of qualifications in relation to the labour market and civil society.

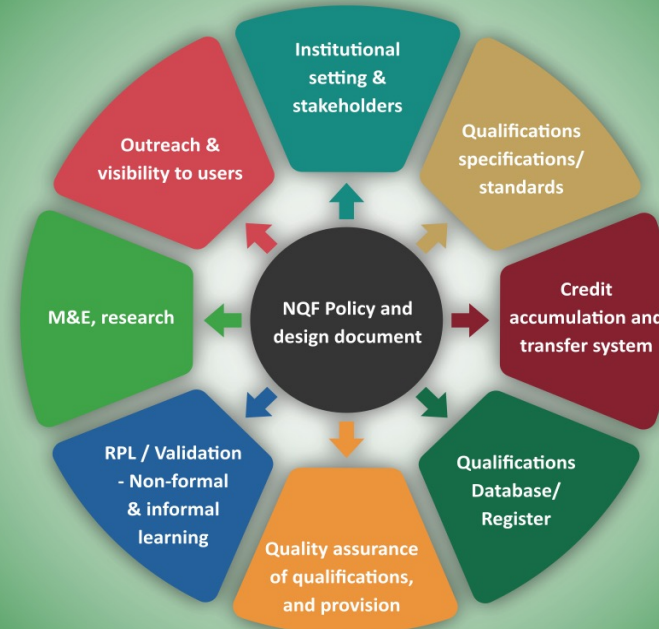
Source: EQF Recommendation

A national qualification system includes all aspects of a country's activity that result in the recognition of learning. These include the means to develop and operationalise national or regional policy on qualifications, institutional arrangements, **quality assurance processes, evaluation and attribution processes, skills recognition** and other mechanisms linking education and training to the labour market and civil society. Qualifications systems can be more or less integrated and coherent. One of the characteristics of a qualification system may be an **explicit qualifications framework**.

Source: OECD, Bridges to Lifelong Learning, 2007

A qualification: means a formal outcome of an assessment and validation process which is obtained when a competent authority determines that an individual has achieved learning outcomes to given standards.

Source: EQF Recommendation.



Level descriptor: A statement describing learning achievement at a particular level of a Qualifications Framework that provides a broad indication of the types of learning outcomes and assessment criteria that are appropriate to a qualification at that level.

Source: SAQA, NQFPedia

Learning outcomes: Statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence.

Set of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of a learning process, either formal, non-formal and informal.

Source: Cedefop

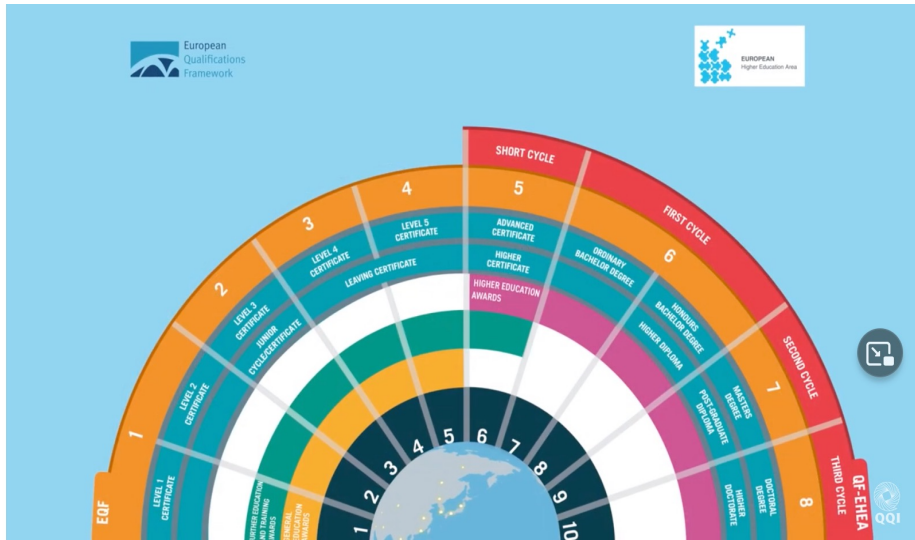
A regional qualifications framework (RQF) is a broad structure of levels of learning outcomes that is agreed by countries in a geographical region.

A means of enabling one national framework of qualifications **to relate** to another and, subsequently, for a qualification in one country to be compared to a qualification from another country.

Source: ASEAN

QRF: ASEAN Qualifications Reference Framework, A Practical Guide and All you Need to Know.

Valeur des Cadres nationaux de certifications



<https://youtu.be/qK15HlhDbo4>

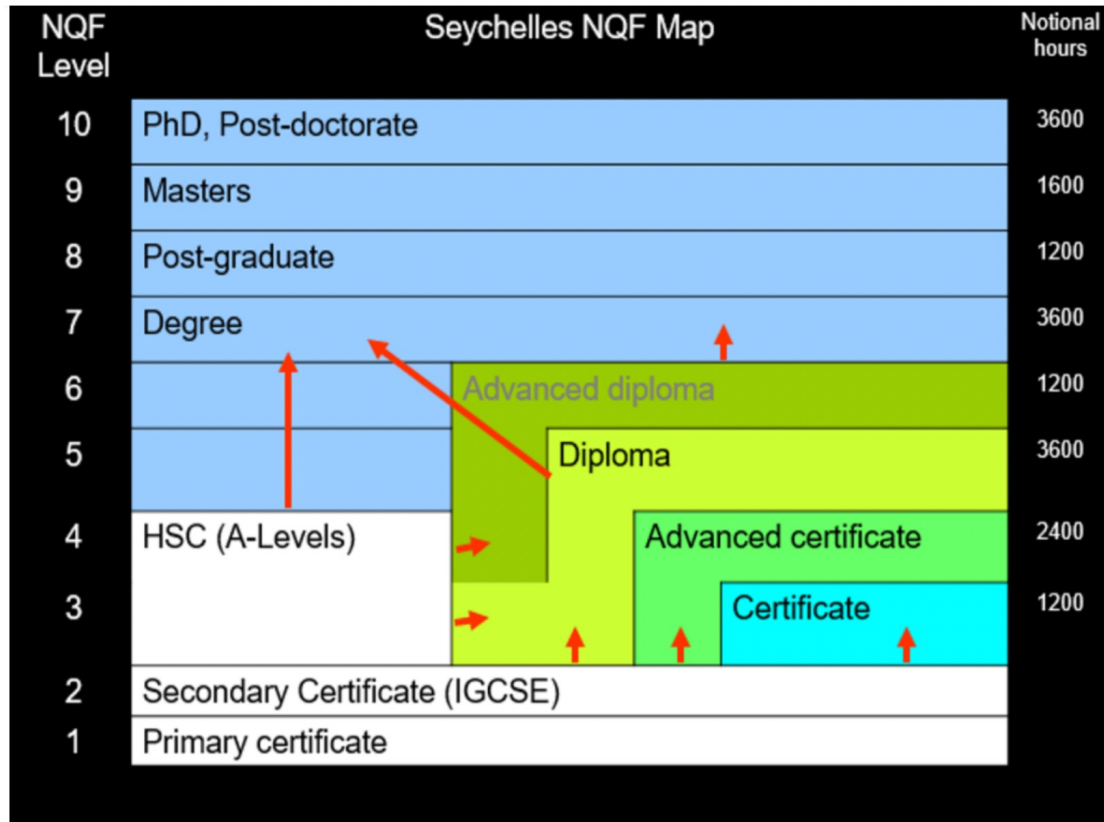
Les cadres nationaux des certifications (CNC)

- Facilitent la **compréhension et la comparaison** des certifications.
- Ils peuvent également encourager les pays **à repenser et à réformer** leurs politiques et pratiques nationales en matière d'éducation, de formation et d'apprentissage tout au long de la vie.

Les acquis d'apprentissage : un principe fondamental

- Les CNC classent les qualifications par niveau, en fonction des résultats d'apprentissage, c'est-à-dire de ce que le titulaire d'un certificat ou d'un diplôme est censé savoir, comprendre et être capable de faire.
- Cette classification reflète le contenu et le profil des qualifications.
- L'approche axée sur les résultats de l'apprentissage garantit également que les sous-systèmes de l'éducation et de la formation sont ouverts les uns aux autres.
- Ainsi, l'approche par les résultats d'apprentissage permet aux personnes de se déplacer plus facilement entre les établissements et les secteurs d'enseignement et de formation.
- Les qualifications basées sur les résultats d'apprentissage : essentielles pour la VAE

Qu'est-ce que le CNC? (1)



- Un cadre national des certifications (CNC) est « *une politique et un instrument pour le développement et la classification des certifications en fonction d'un ensemble de critères pour les niveaux d'apprentissage spécifiés atteints, qui vise à intégrer et à coordonner les sous-systèmes nationaux de certifications et à améliorer la transparence, l'accès, la progression et la qualité des qualifications par rapport au marché du travail et à la société civile* ».

Source: [EQF Recommendation 2017](#)

- **Instrument de développement, de classification et de reconnaissance des aptitudes, des connaissances et des compétences selon un continuum de niveaux convenus.**
- Il s'agit d'une façon de structurer les qualifications existantes et nouvelles, qui sont définies par les **résultats d'apprentissage** – des énoncés clairs de ce que l'apprenant doit savoir ou être capable de faire, qu'ils soient appris en classe, sur le lieu de travail ou de manière moins formelle.
- Le cadre des certifications indique la comparabilité des différentes qualifications et la manière dont on peut passer d'un niveau à l'autre, à l'intérieur d'une profession ou d'un secteur industriel à l'autre (et même entre les domaines professionnels et académiques si le CNC est conçu pour inclure à la fois les qualifications professionnelles et académiques dans un cadre unique).
- Source:
https://www.ilo.org/wcmsp5/groups/public/@ed_emp/@ifp_skills/documents/instructionalmaterial/wcms_103623.pdf

The LQF consists of a set of agreed principles, practices, procedures and standardised terminology intended to ensure effective comparability of qualifications and credits across borders in the SADC region, in order to: facilitate mutual recognition of qualifications among Member States; harmonise qualifications wherever possible; and to contribute to the creation of acceptable regional standards where appropriate. The main role is to make qualifications more accessible and understandable across different country systems for the purpose of advancing human and economic development in the region.

The structure of the LQF consists of level descriptors that explain what learners should know (knowledge), understand, and be able to do (capabilities and competencies), having graduated and been awarded a qualification. The credit accumulation and transfer (CAT) mechanisms built into the framework facilitates the horizontal and vertical progression of learners, and offers entry points for the recognition of prior learning (RPL) and the recognition of current competencies (RCC).

Procedures Manual of LQF. https://www.che.ac.ls/wp-content/uploads/2020/02/Procedures-Manual_LQF-Approved-1.pdf

Cadres de certification : types



KNQF STRUCTURE

KNQF Level	General and Further Education and Training Sub-Framework		Notional hours (minimum)
10	Doctorate Degree		3600 after KNQA level 9
9	Master's degree		2400 after KNQA level 7
8	Post-Graduate Diploma	Professional Bachelor's Degree	1200 after KNQA level 7 or 6000 after KNQA level 2
7	Bachelor's Degree		4800 after KNQA 2 or 2400 after KNQA level 6
6	National Diploma		2400 after level 2 or 1200 after KNQA level 5
5	Craft Certificate National Certificate National Vocational Certificate-IV		1200 after KNQA level 2 or 600 after level 4
4	National Vocational Certificate- III/Artisan Certificate		600 after KNQA level 2 or 300 after level 3
3	National Vocational Certificate-II		300 after KNQA level 2
2	Secondary Certificate	National Vocational Certificate- I	Primary Education (Level 1)
1	Primary Certificate		Basic Skills/Skills for Life Birth Certificate

National (actuellement plus de 150 dans le monde)

- Comprehensive, inclusive scope – large majority
- Partial: sub-sector – TVET, HE

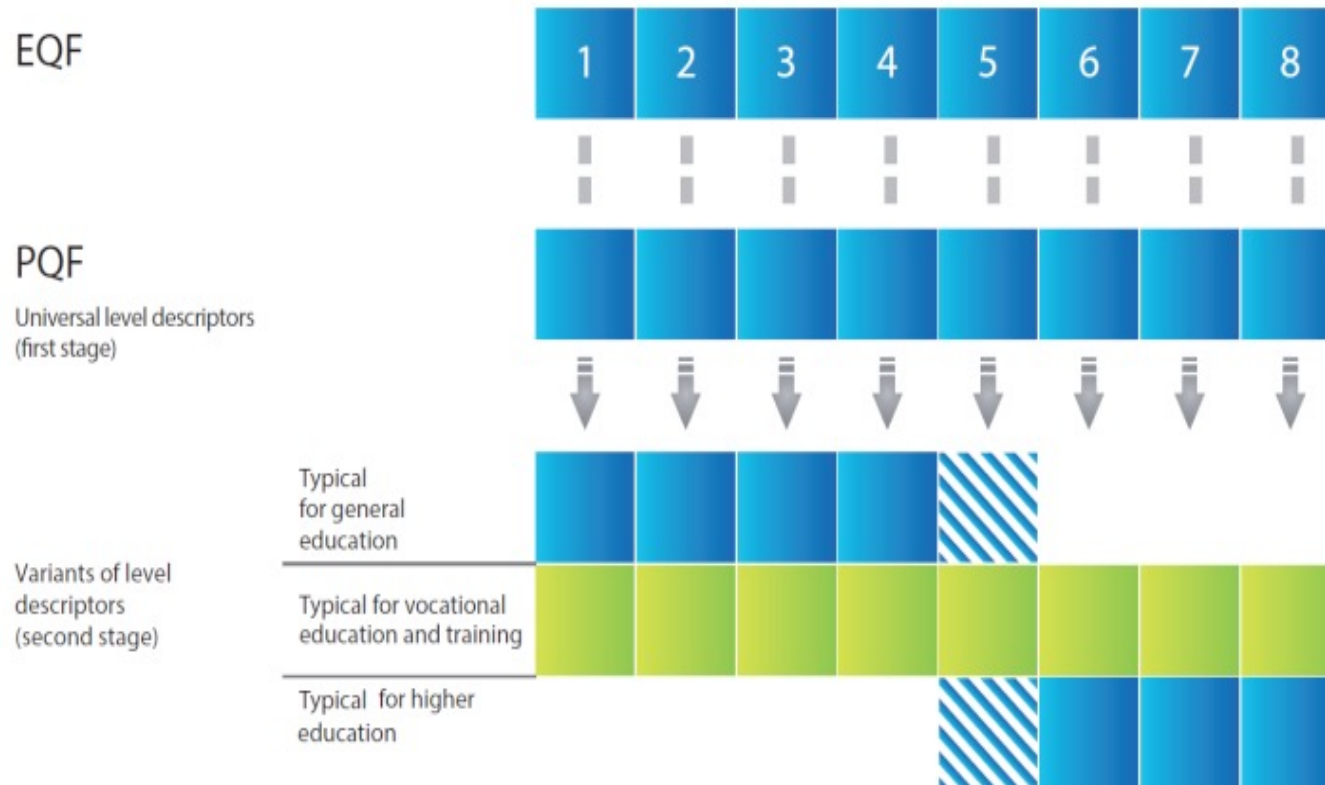
Sectoriel

- Périmètre économique ou professionnel : soudage, banque, industrie de l'énergie...

Régional : méta-cadres globaux (actuellement : quelque 17 initiatives à différents stades de développement et de mise en œuvre)

CNC à plusieurs couches

The structure of the Polish Qualifications Framework



Source: IBE.

NQF

First and second stage descriptors constitute a coherent whole. They should be read together to fully understand the uniqueness of each level.

Sectoral Qualifications Framework (SQF)

Next to the Polish Qualifications Framework (PQF), sectoral qualifications frameworks (SQF), maybe established SQF: typical for TVET qualifications

Sectoral qualifications frameworks translate the assumptions of the Integrated Qualification System (IQS) into an industry/sector realities, highlighting their specificity and development directions.

4 sectoral frameworks included in the IQS:

- sport,
- tourism,
- construction,
- development services.

Draft sectoral frameworks developed for further nine areas:

- Banking
- information technology,
- telecommunications,
- fashion industry,
- public health,
- trade, agriculture,
- chemical industry,
- energy industry,
- automotive industry.

Development of the following sectoral frameworks is planned:

- Mining
- education,
- real estate.

Fonctions du CNC

1. Communication : diffuser et clarifier – objectifs, qualifications, structures ; transparence.
2. Réforme : contribue au changement, à l'amélioration, à l'innovation.
3. Réglementation : partie intégrante du cadre réglementaire des certifications.

In Europe: mostly 1 and 2

In Africa: 1, 2 and 3

1. Communication

2. Réforme

3. Réglementation

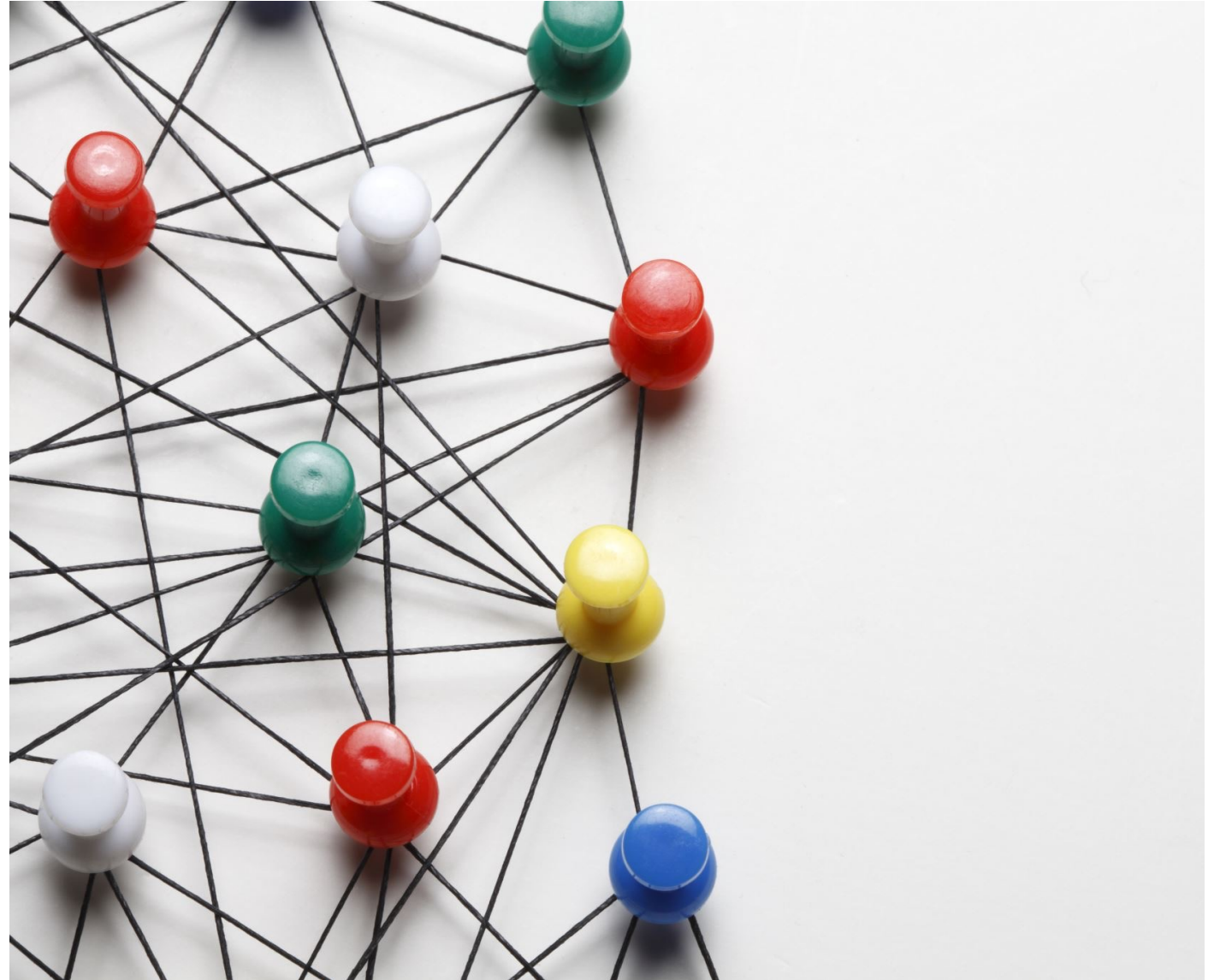
Espace dialogue rapide...



- Quelles fonctions pour le CNC du Sénégal?
- Quelle portée pour le CNC du Sénégal?

Cadres régionaux des certifications

- Cadre européen des certifications (41 pays)
- SADC (16 pays)
- IGADQF (8 pays)
- EAQFHE (7 pays)
- ASEAN QRF (10 pays)
- ... ACQF (55 pays)



Cadre régional des certifications

Quel est le
terme clé
commun ?

- Structure générale des niveaux de résultats d'apprentissage qui est acceptée par les pays d'une région géographique. Un moyen de permettre à un cadre national de certifications d'être relié à un autre et, par la suite, **de comparer une** qualification d'un pays à une qualification d'un autre pays.

ASEAN QRF: [ASEAN Qualifications Reference Framework, A Practical Guide and All you Need to Know. Page 33.](#)

- Cadre régional des certifications : il s'agit d'un ensemble de principes, de pratiques, de procédures et d'une terminologie normalisée convenus destinés à assurer **une comparabilité** effective des qualifications et des crédits entre les pays d'une région

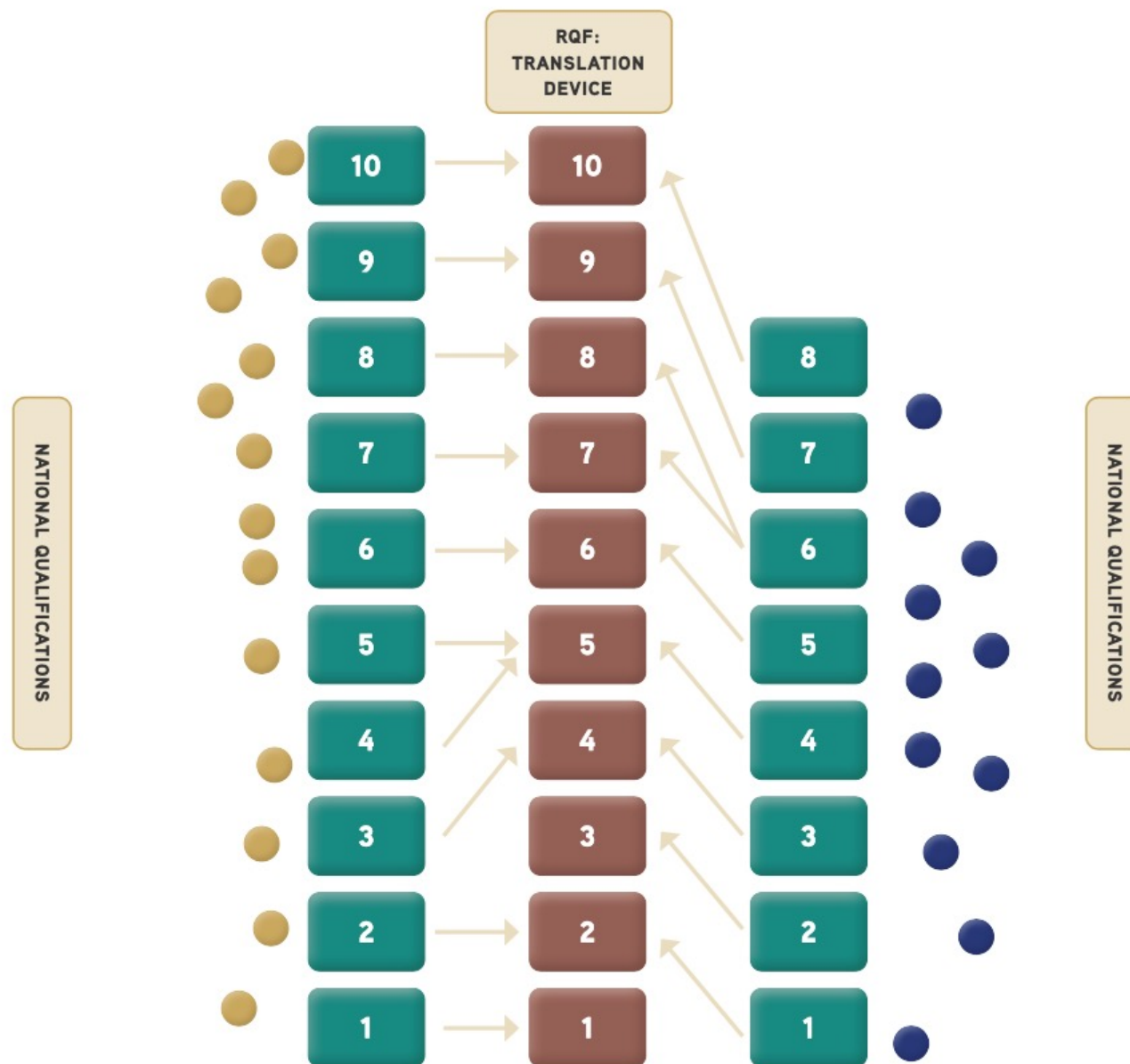
Tuck R. 2007. An Introductory Guide to NQF

CRC:

- Méta-cadre
- Traducteur / comparateur / langue commune

Attelage CNC et RQF:

- Critères et procédures de référencement ;
- L'apprentissage par les pairs ;
- Base de données des qualifications connectée / interoperable



Entre le monde du travail et le monde de l'éducation et de la formation



Information sur la demande sur le marché du travail

Référentiels professionnels

Référentiels de certification

Développer programmes de formation

Formation

Évaluation et certification

S&E - performance

Qu'est-ce qu'une certification ??

Résultat formel d'un processus d'évaluation et de validation obtenu lorsqu'une autorité compétente détermine qu'une personne a atteint des résultats d'apprentissage conformes à des normes données.

Source: EQF 2017

Par conséquent, une qualification est une spécification des résultats d'apprentissage qui est approuvée par une autorité (organisme d'accréditation) comme répondant aux exigences du CNC.



Qualificação de Nível 5 em Mecânica de Maquinagem

Código	Módulo	Créditos
ME NG480011	Documentar conjuntos para instalações de máquinas	4
ME NG480021	Executar desenhos e modelos tridimensionais simples por meio do computador	4
ME NG480031	Controlar a qualidade de peças usando elementos de metrologia	4
ME NG480041	Planear e organizar os trabalhos de manutenção de equipamentos industriais	4
ME NG480051	Orientar os trabalhos de manutenção e instalação de equipamentos industriais	4
ME NG480061	Utilizar técnicas e ferramentas para atividades complexas de manutenção e reparação de máquinas e equipamentos	4
ME NG480071	Utilizar procedimentos, planos e manuais para atividades de manutenção e reparação de máquinas e equipamentos	4
ME NG480081	Tornear peças simples utilizando ferramentas com comando numérico por computador (CNC)	4
ME NG480091	Fresar peças simples utilizando ferramentas com comando numérico por computador (CNC)	4
ME NG480101	Maquinar peças complexas utilizando máquinas CNC e CAD/CAM	4
ME NG480111	Supervisionar operações, recursos humanos e processos de produção	4
ME NG480121	Executar o projeto Integrativo	6
ME NG480131	Adaptar especificações de trabalho em empresas industriais	20
MO F8220001	Usar o inglês para propósitos sociais, pessoais e profissionais	2
MO F8220002	Comunicar informação relacionada com o trabalho	2
MO F8220003	Ler e responder a mensagens escritas	2
MO F8220004	Produzir mensagens escritas	2
MO F8220005	Interpretar o espaço físico em 3-D	2
MO F8220006	Participar num debate como orador principal e como interveniente	4
MO F8220007	Interpretar informação contida em textos de carácter informativo e explicativo; produzir textos explicativos e informativos	2

ANEP - Av. Mão Tse Tung No. 72, P.O.Box 4063, Maputo, Moçambique
 Email: direcao-geral@anep.gov.mz, Tel: 258 21 484030/7 Fax: +258 21 486127 Cal. Office: +258 82 3209730/3043568/3209750

Les certifications dans les CNC

Exemples: accessibles
par “CEDEFOP - NQF
Online Tool” -
interactif

Vous pouvez choisir
d'autres exemples
selon votre intérêt

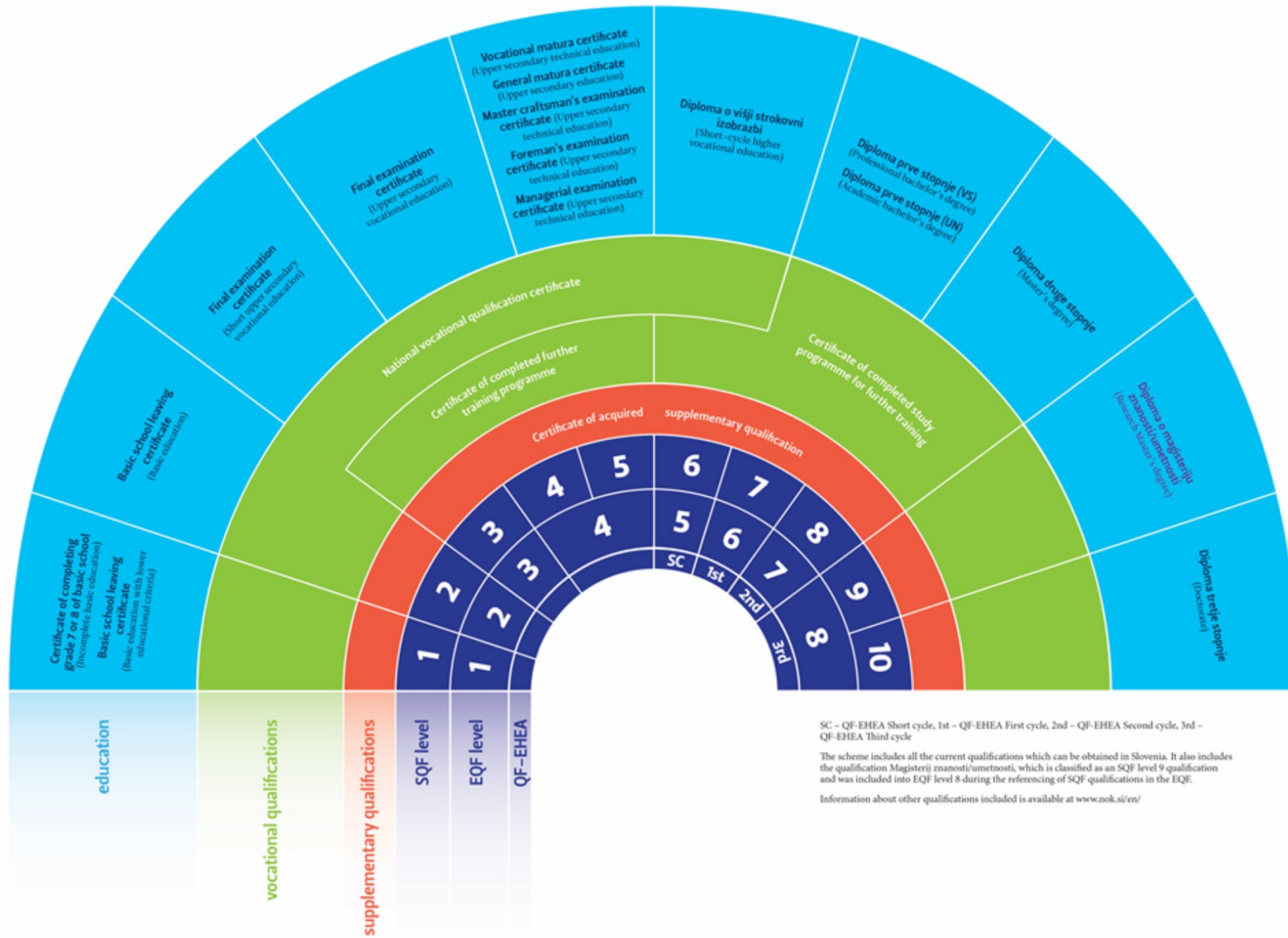
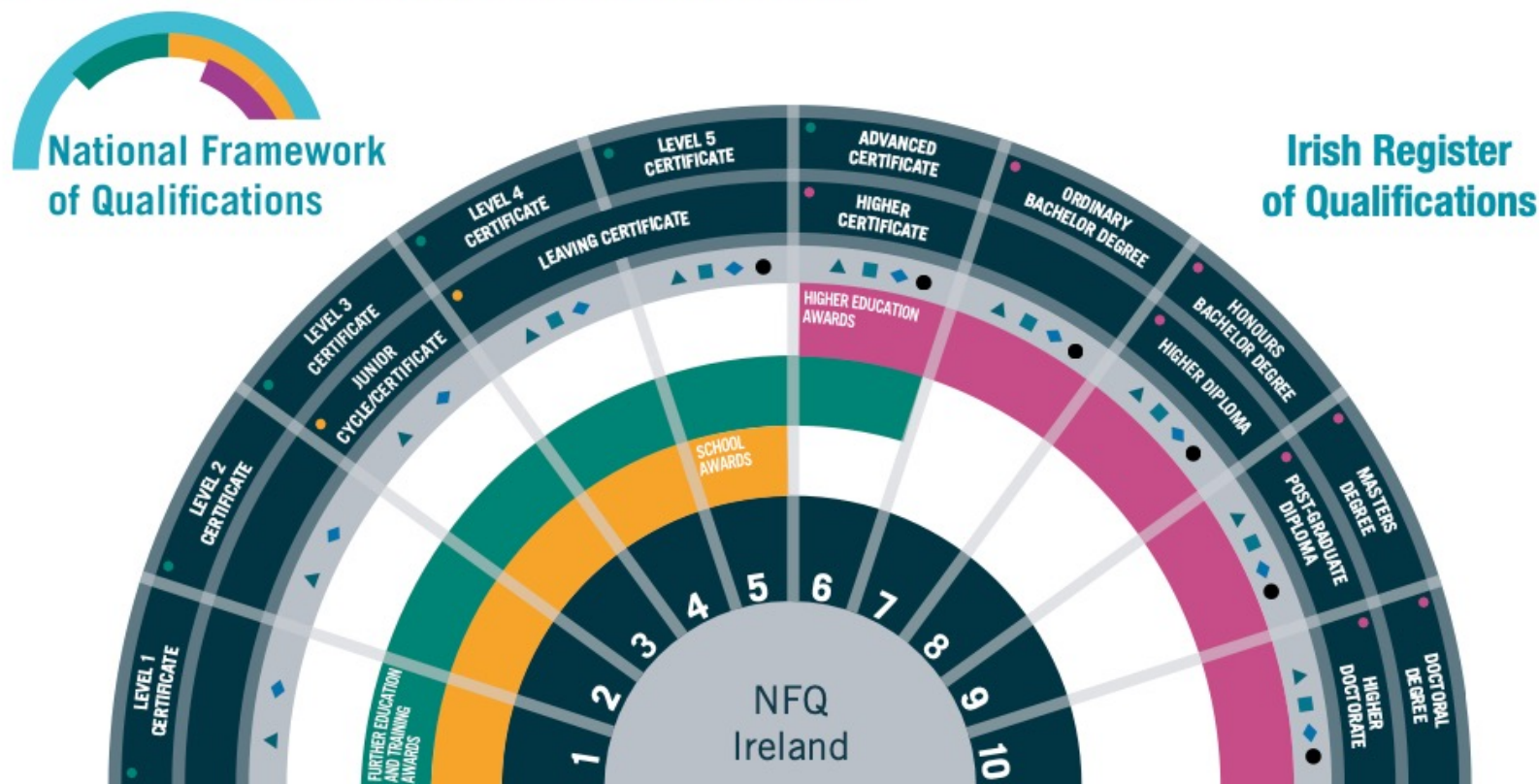


Figure 9 The NFQ – Levels, Award-Types and Classes of Awards



CLASSES OF AWARD

- Major Awards:** named in the outer rings, are the principal class of awards made at a level
- Minor Awards:** are for partial completion of the outcomes for a Major Award
- Supplemental Awards:** are for learning that is additional to a Major Award
- Special Purpose Awards:** are for relatively narrow or purpose-specific achievement
- Professional Awards:** these are for occupation-orientated qualifications including apprenticeships

IRISH REGISTER OF QUALIFICATIONS

- For more information on**
- Qualifications
 - Providers
 - Courses
- visit www.irq.ie

Exemple:

- CEC – Outil pour comparer les CNC avec le CEC
- CNC allemand : 8 niveaux
- CNC irlandais : 10 niveaux
- Ici : niveaux 5 à 8 CEC

Germany (2020)	EQF	Ireland (2020)
NQF 8 Doctorate and equivalent arts degrees (<i>Doktorat und äquivalente künstlerische Abschlüsse</i>)	EQF 8 ⓘ	NQF 10 Doctoral degree Higher Doctorate
NQF 7 Master degrees and equivalent higher education qualifications (traditional German courses of higher education study such as the first degrees of Diplom or Magister, State examinations) (<i>Master und gleichgestellte Abschlüsse (Diplom, Magister, Staatsexamen)</i>) Strategic professional (IT) (certified) (<i>Strategische/r IT Professional (Geprüfte/r)</i>) Other advanced vocational training pursuant to the Vocational Training Act or Crafts and Trades Regulation Code (level 7) (<i>Sonstige berufliche Fortbildungsqualifikationen nach BBiG/HwO (Niveau 7)</i>)	EQF 7 ⓘ	NQF 9 Master degree Postgraduate diploma Level 9 Professional award
NQF 6 Bachelor degrees and equivalent higher education qualifications (<i>Bachelor und gleichgestellte Hochschulabschlüsse</i>) Specialist commercial clerk (certified) (<i>Fachkaufmann/-frau (Geprüfte/r)</i>) Business management specialist (certified) (<i>Fachwirt (Geprüfter)</i>) Master craftsman (certified) (<i>Meister (Geprüfter)</i>) Operative professional (IT) (certified) (<i>Operative/r Professional (IT) (Geprüfte/r)</i>) Trade and technical school (advanced vocational training governed by federal State law) (<i>Fachschule (Landesrechtlich geregelte berufliche Weiterbildungen)</i>) Advanced vocational training pursuant to § 54 of the Vocational Training Act (level 6) (<i>Berufliche Fortbildungsqualifikationen nach § 54 BBiG (Niveau 6)</i>) Other advanced vocational training pursuant to the Vocational Training Act or Crafts and Trades Regulation Code (level 6) (<i>Sonstige berufliche Fortbildungsqualifikationen nach BBiG/HwO (Niveau 6)</i>)	EQF 6 ⓘ	NQF 8 Honours bachelor degree Higher diploma Level 8 Professional award NQF 7 Ordinary bachelor degree Level 7 Professional award
NQF 5 IT specialist (certified) (<i>IT-Spezialist (Zertifizierter)</i>) Service technician (certified) (<i>Servicetechniker/in (Geprüfte/r)</i>) Advanced vocational training pursuant to § 54 of the Vocational Training Act (<i>Berufliche Fortbildungsqualifikationen nach § 54 BBiG (Niveau 5)</i>) Other advanced vocational training pursuant to the Vocational Training Act or Crafts and Trades Regulation Code (level 5) (<i>Sonstige berufliche Fortbildungsqualifikationen nach BBiG/HwO (Niveau 5)</i>)	EQF 5 ⓘ	NQF 6 Advanced certificate Show details ▾ Higher certificate Level 6 Professional award

Exemple:

- CEC – Outil pour comparer les CNC avec le CEC
- CNC allemand : 8 niveaux
- CNC irlandais : 10 niveaux
- Ici : niveaux 1 à 4 du CEC

NQF 4

- 📄 Upper secondary general education school leaving certificate – General higher education entrance qualification (*Allgemeine Hochschulreife (AHR)*) Subject-linked higher education entrance qualification (*Fachgebundene Hochschulreife (FgbHR)*)
- 📄 Higher education entrance qualification for university of applied sciences (*Fachhochschulreife (FHR)*)
- 📄 Dual VET (three-year and three-and-a-half-year training courses) (*Duale Berufsausbildung (3- und 3 ½-jährige Ausbildungen)*)
- 📄 Full-time vocational school (vocational education and training governed by federal State law) (*Berufsfachschule (Landesrechtlich geregelte Berufsausbildungen)*)
- 📄 Full-time vocational school (vocational education and training governed by federal law in healthcare and elderly care) (*Berufsfachschule (Bundesrechtliche Ausbildungsregelungen für Berufe im Gesundheitswesen und in der Altenpflege)*)
- 📄 Full-time vocational school (fully qualifying vocational education and training pursuant to the Vocational Training Act or Crafts and trades regulation Code) (*Berufsfachschule (vollqualifizierende Berufsausbildung nach BBiG/HwO)*)
- 📄 Retraining qualification pursuant to the Vocational Training Act (level 4) (*Berufliche Umschulung nach BBiG (Niveau 4)*)

NQF 3

- 📄 Intermediate secondary school leaving certificate – General education, 10 years (*Mittlerer Schulabschluss (MSA)*)
- 📄 Intermediate secondary school leaving certificate – Full-time vocational school (*Berufsfachschule (Mittlerer Schulabschluss)*)
- 📄 Dual VET (two-year training courses) (*Duale Berufsausbildung (2-jährige Ausbildung)*)

NQF 2

- 📄 Lower secondary school leaving certificate – General education, 9 years (*Erster Schulabschluss (ESA)*)
- 📄 Vocational training preparation (vocational preparation scheme, prevocational training year, introductory training) (*Berufsausbildungsvorbereitung (Niveau 2; BvB, BvB-Reha, BV, EQ)*)
- 📄 Basic vocational training – Full-time vocational school (*Berufliche Grundbildung*)

NQF 1

- 📄 Vocational training preparation (vocational preparation scheme, prevocational training year) (*Berufsausbildungsvorbereitung (Niveau 1; BvB, BvB-Reha, BV))*)

EQF 4 📄

NQF 5

- 📄 Level 5 certificate
Show details ▾
- 📄 Leaving certificate
- 📄 Level 5 Professional award

EQF 3 📄

NQF 4

- 📄 Level 4 certificate
Show details ▾
- 📄 Leaving certificate

EQF 2 📄

NQF 3

- 📄 Level 3 certificate
Show details ▾
- 📄 Junior certificate / Cycle
Show details ▾

EQF 1 📄

NQF 2

- 📄 Level 2 certificate
Show details ▾

NQF 1

- 📄 Level 1 certificate
Show details ▾

Compare NQF Türkiye and North Macedonia

Source:

https://www.cedefop.europa.eu/en/tools/nqfs-online-tool/qualifications-comparison?country_1=MK&year_1=5338&country_2=TR&year_2=5338

North Macedonia (2020)	EQF	Turkey (2020)
NQF 8 Doctorate diploma Category: Educational qualifications (formal)	EQF 8 1	NQF 8 Doctoral diploma (PhD, proficiency in arts, specialty in medicine, dentistry, pharmacy, veterinary) Category: Qualification types awarded in formal education and training system
NQF 7 - 7 A Second cycle master of science diploma (from 60 to 120 ECTS) Category: Educational qualifications (formal)	EQF 7 1	NQF 7 Master diploma (with thesis) Category: Qualification types awarded in formal education and training system Master diploma (without thesis) Category: Qualification types awarded in formal education and training system
NQF 7 - 7 B Second cycle diploma for specialist studies (60 ECTS) Category: Educational qualifications (formal)		
NQF 6 - 6 A First cycle university diploma (240 ECTS) Category: Educational qualifications (formal) First cycle vocational diploma (240 ECTS) Category: Educational qualifications (formal)	EQF 6 1	NQF 6 Bachelor diploma Category: Qualification types awarded in formal education and training system Level 6 vocational qualification certificate Category: NVQ
NQF 6 - 6 B First cycle university diploma (180 ECTS) Category: Educational qualifications (formal) First cycle vocational diploma (180 ECTS) Category: Educational qualifications (formal)		
NQF 5 - 5 A Short cycle higher education (vocational) diploma (uverenie) Category: Educational qualifications (formal)	EQF 5 1	NQF 5 Associate diploma (academic) Category: Qualification types awarded in formal education and training system Associate diploma (general) Category: Qualification types awarded in formal education and training system Level 5 vocational qualification certificate Category: NVQ
NQF 5 - 5B Post-secondary diploma for specialist education (diploma za specijalistichko obrazovanie) Category: Educational qualifications (formal) Craftsman diploma (diploma za majstorski ispit) Category: Educational qualifications (formal)		
NQF 4 Upper secondary general education diploma Category: Educational qualifications (formal) Upper secondary technical diploma Category: Educational qualifications (formal) Upper secondary arts diploma Category: Educational qualifications (formal) Vocational certificate (CVET) Category: Vocational qualifications Show details	EQF 4 1	NQF 4 High school diploma Category: Qualification types awarded in formal education and training system High school diploma (VET, fine arts and sports) Category: Qualification types awarded in formal education and training system Mastership certificate Category: Qualification types awarded in formal education and training system Level 4 course completion certificate Category: Qualification types awarded in formal education and training system Level 4 vocational qualification certificate Category: NVQ
NQF 3 Vocational diploma (three years) (diploma) Category: Educational qualifications (formal) Vocational certificate (CVET) Category: Vocational qualifications Show details	EQF 3 1	NQF 3 Journeyman certificate Category: Qualification types awarded in formal education and training system Level 3 course completion certificate Category: Qualification types awarded in formal education and training system Level 3 vocational qualification certificate Category: NVQ
NQF 2 Vocational certificate (two years) Category: Educational qualifications (formal) Vocational certificate (CVET) Category: Vocational qualifications Show details	EQF 2 1	NQF 2 Level 2 adult learning certificate Category: Qualification types awarded in formal education and training system Level 2 course completion certificate Category: Qualification types awarded in formal education and training system Level 2 vocational qualification certificate Category: NVQ
NQF 1 Certificate of primary education Category: Educational qualifications (formal) State certificate for adult education (literacy and numeracy skills) Category: Vocational qualifications Show details	EQF 1 1	NQF 1 Literacy certificate Category: Qualification types awarded in formal education and training system

Qu'est-ce qu'un système de qualification ?

- Cela inclut tous les **aspects de l'activité d'un pays qui aboutissent à la reconnaissance de l'apprentissage.**
- Ces systèmes comprennent les moyens d'élaborer et de mettre en œuvre la politique nationale ou régionale en matière de qualifications, les arrangements institutionnels, les processus d'assurance qualité, les processus d'évaluation et d'attribution, la reconnaissance des compétences et d'autres mécanismes qui relient l'éducation et la formation au marché du travail et à la société civile.
- Les systèmes de certification peuvent être plus ou moins intégrés et cohérents. L'une des caractéristiques d'un système de certifications peut être un cadre explicite de qualifications.

Source: OECD, Bridges to Lifelong Learning, 2007. <https://www.oecd.org/education/innovation-education/qualificationssystemsbrirestolifelonglearning.htm>

Abondante littérature et sources sur les cadres de certification

- ACQF website: library - <https://acqf.africa/resources/library/publications-from-international-sources>
- ACQF Training Modules: <https://acqf.africa/capacity-development-programme/training-modules>
- ACQF Thematic briefs: <https://acqf.africa/capacity-development-programme/thematic-briefs>
- ACQF Mapping study: <https://acqf.africa/resources/mapping-study>
- Cedefop: [Library of publications on NQF](#)
- [Cedefop: Online tool on NQFs Europe](#)
- Cedefop: [European Database of VNFIL](#) (“RPL”)
- Global Inventory NQF-RQF – ETF, Cedefop, Unesco
- EQF: webpage at Europass
- EQF: comparison - <https://europa.eu/europass/en/compare-qualifications>
- EQF: evaluation (2 + new in 2022-2023)
- Agencies, authorities in charge of NQFs
- ILO (Tuck, R.), 2007, An Introductory Guide to NQF.
https://www.ilo.org/wcmsp5/groups/public/@ed_emp/@ifp_skills/documents/instructionalmaterial/wcms_103623.pdf

3.2

3.2.3 Principaux éléments du CNC

The systemic view of NQF



Écosystème



Vision

- Concept, document de politique
- Raison d'être, objectifs, portée, fonctions, principes, structure des niveaux, types de qualifications
- Gouvernance: modèle, rôles, responsabilités; synergies et coopération

Base juridique : diverse

- Lois
- Décrets
- Décisions ministérielles, ordonnances
- Résolution
- Règlement
- Pas d'acte juridique spécifique du CNC, mais référence dans plusieurs documents

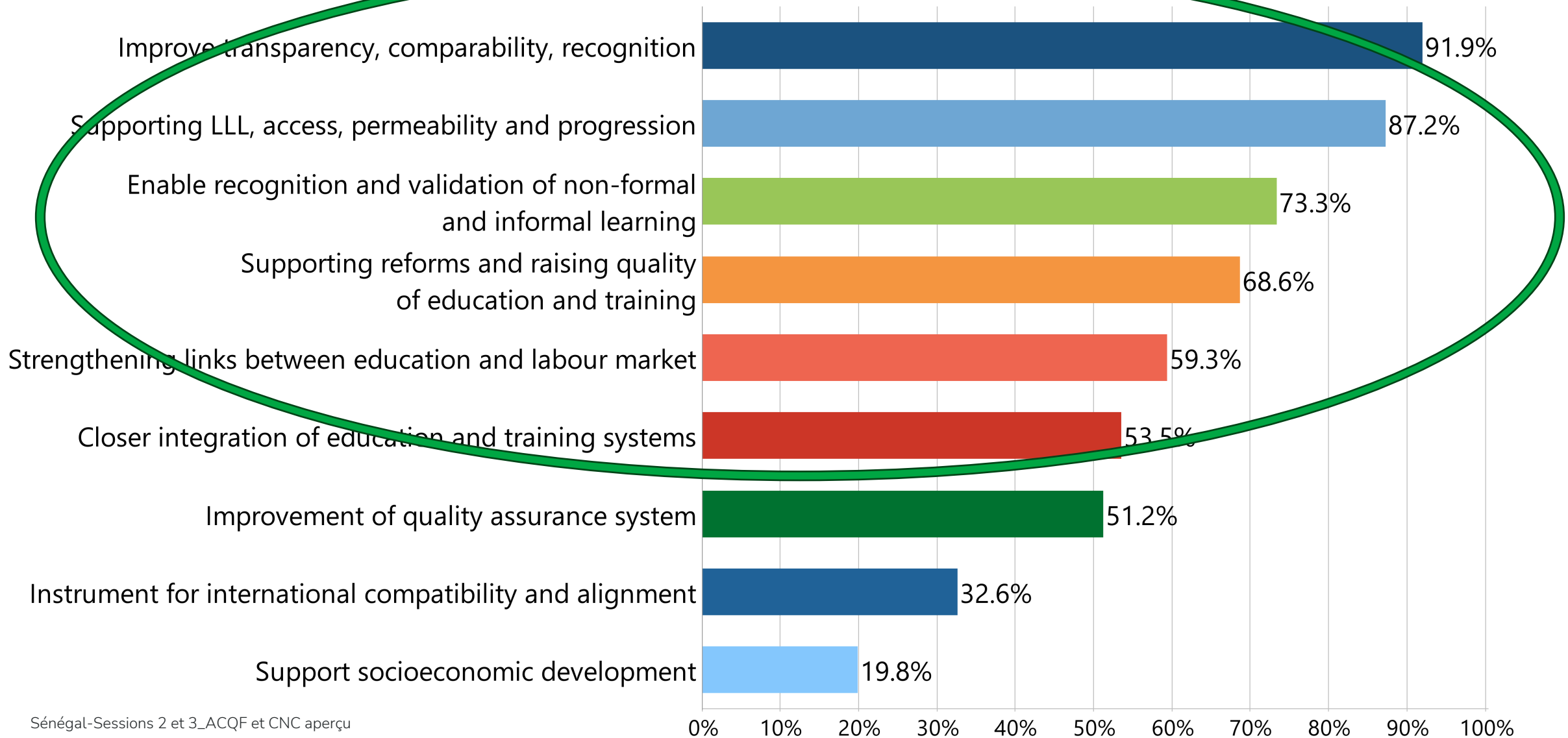
Outils de mise en œuvre

- Politiques et règlements : sur l'élaboration des qualifications ; sur la classification ; lors de l'inscription ; sur les registres ; sur l'assurance qualité ; sur le système de crédit ; sur la reconnaissance des qualifications
- Entité de mise en œuvre du CNC : statuts, procédures internes, outils et site web
- Dossiers d'information et de soutien pour les responsables de la mise en œuvre
- Outils, registres, SIG, analyse de données

Potée et objet du CNC

- La portée, l'objectif et la structure de la gouvernance doivent s'aligner logiquement et éclairer le développement ultérieur des aspects techniques du CNC
- **Portée:**
 - Pour soutenir l'ALV, l'articulation et la progression : la grande majorité des CNC ont une portée globale et inclusive – comprennent des qualifications de l'ensemble du continuum du système d'éducation et de formation.
- **Finalité:**
 - L'analyse des CNC africains indique que le but ou les objectifs varient ; certains CNC ont des listes très détaillées et d'autres moins ; certains ont varié au fil du temps
 - Le but ou les objectifs doivent être clairs et pertinents pour le contexte.
 - Les objectifs doivent être... Surveillés!

Objectifs des CNC (étude: 87 pays)



Objectifs des CNC - Europe

Improve transparency and comparability of qualifications



Support education progression and LLL

22

Foster international comparability of qualifications and mobility of individuals

18

Raise quality of qualifications

17

Enable validation of non-formal and informal learning

15

Promote permeability, reducing barriers between sectors and institutions

14

Support introduction to and mobility within the labour market

13

Strengthen cooperation between stakeholders

12

Promote the use of learning outcomes

11

Support recognition of qualifications

11

NOUVEAU! CNC SADC : top 10 objectifs

Liste créée par AI –
LLM – documents
de 12 pays

1. **Intégration et articulation**: Harmonize and integrate qualifications into a unified framework, allowing for recognition of all qualifications.
2. **Qualité et comparabilité**: Ensuring high standards, relevance, and international comparability of qualifications.
3. **Mobilité et progression**: Facilitating movement between qualifications and educational/training sectors, enabling career advancement.
4. **Reconnaissance des acquis apprentissages préalables**: Promote recognition of skills and knowledge acquired outside formal education, valuing prior learning experiences.
5. **Transparence et accès**: Making qualifications understandable, promoting informed choices, and facilitating access to education and training.
6. **Alignement avec l'industrie**: Ensuring qualifications equip learners with skills relevant to labour market needs.
7. **Promotion de l'apprentissage tout au long de la vie**: Encourage lifelong learning opportunities, promoting continuous skill development and personal growth.
8. **Transfert et accumulation de crédits**: Allowing learners to build upon prior learning through credit systems.
9. **Alignement sur les normes internationales**: Ensure qualifications meet quality criteria and align with international standards, facilitating recognition and portability globally.
10. **Assurance qualité**: Enhance the quality of education and training provision, ensuring qualifications meet industry and socio-economic needs.

EXPLANATION: AI – LLM methodology for text analysis and answer generation

Text analysis and answer generation involve processing large volumes of text data to extract relevant information and provide accurate responses to user queries.

Methodology

– Pre-processing of documents:

- Before analysis, the text undergoes pre-processing to isolate important information and remove noise. This includes steps such as tokenization, punctuation removal, stop-word removal, and stemming/lemmatization to standardise the text and improve the quality of analysis.

– Model selection with different parameters:

- Several models are utilised with varying parameters to generate answers. Parameters such as temperature, tokens, model size/version, and top-k sampling are adjusted to optimise performance. Temperature controls the randomness of the generated text, while tokens and model size/version affect the complexity and depth of understanding of the model.

• For the sum-up we used these models:

- OpenAI (GPT 3.5 Turbo - <https://platform.openai.com/docs/models/gpt-3-5-turbo>)
- Google Bard (<https://blog.google/technology/ai/bard-google-ai-search-updates/>)
- Anthropic Claude (Claude 2.1 - <https://docs.anthropic.com/claude/reference/selecting-a-model>)
- Anthropic Claude Instant (claude-instant-1.2 <https://docs.anthropic.com/claude/reference/selecting-a-model>)
- BERT (deepset/roberta-base-squad2 - Roberta-Base fined tuned for Q/A - <https://huggingface.co/deepset/roberta-base-squad2>)

– Prompt Engineering for Q&A Sessions:

- Prompt engineering involves crafting specific prompts or questions to elicit relevant responses from the models. By carefully designing prompts, the models can be directed to focus on specific aspects of the text and provide more accurate answers. Examples of prompt engineering include providing context, specifying the type of information requested, and framing questions in a format familiar to the model.

<https://aws.amazon.com/it/what-is/prompt-engineering>; <https://www.promptingguide.ai/>

Transparence?

= Non opaque

- Clarté : résultats d'apprentissage
- Cohérence : liens entre les certifications

Perméabilité et progression?

= Pas d'impasses

- Reconnaissance de tous les types d'apprentissage et de résultats
- Qualifications : différents types et volumes
- Intégration plus étroite entre les sous-systèmes

Renforcer les liens entre l'éducation et le MT?

= Ne pas voler à l'aveuglette

- Besoins en compétences et métiers - anticipation et suivi des qualifications
- Implication systématique des secteurs, des organismes professionnels
- Données, analyses, IMT

3.2

3.2.4 Niveaux et descripteurs du CNC

Niveaux de CNC / RQF

Descripteurs de niveau



Encore des Définitions...



Descripteur de niveau – Énoncé décrivant les acquis d'apprentissage à un niveau particulier du CNC qui fournit une indication générale des types de résultats d'apprentissage et des critères d'évaluation qui conviennent à une qualification à ce niveau.

Résultats d'apprentissage (RA) – énoncés de ce qu'un apprenant sait, comprend et est capable de faire à la fin d'un processus d'apprentissage, qui sont définis en termes de connaissances, d'aptitudes et de compétences.

Note : résultats d'apprentissage attendus et atteints !

Niveaux et descripteurs de niveau

- Nombre de niveaux de complexité d'apprentissage
 - Influencés par les niveaux implicites de complexité d'apprentissage des différents types de qualification
 - Et par les tendances et les considérations internationales/régionales
- L'objectif des niveaux est de pouvoir localiser une qualification sur le CNC
- Doit avoir une logique verticale et horizontale

À suivre en Session 4

RA

Niveaux

Descripteurs

05

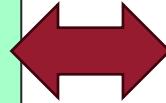
Session 5: Enregistrement et placement des certifications dans le CNC. Bases de données, répertoires, catalogues

Enregistrement des certifications dans le CNC / Catalogue (Repertoire)

Vue d'ensemble des registres et bases de données des qualifications



- Une affaire nationale – mais...
- Doit favoriser la comparabilité avec d'autres pays et régions



“Modèles”:

- **Centralisé:** “certifications-référentiels” standardisées et en accord avec les principes et critères du CNC, tous les opérateurs doivent les utiliser – surtout en EFTP / APC
- **Decentralisé:** Certifications des opérateurs de formation (tous niveaux); format commun, mais pas “référentiel”
- **Fort vs Faible alignement au CNC** (orientation générique)
- **De Droit vs Sur demande** (France)

Qualifications et outils de gestion

“Objects”

- Certifications complètes
- Certifications partielles
- Micro-certifications
- Unités
- Référentiels / standards

“Outils”

- Classification(s), taxonomie : internationale, nationale
- Registre des qualifications
- Autres registres

Qu'est-ce que le registre des qualifications ?



L'enregistrement des qualifications est un processus par lequel les certifications nationales dont la qualité est garantie sont placées dans le registre/la base de données des certifications du CNC



Il s'agit d'un processus et d'un outil de transparence et d'assurance qualité.



La structure de l'information sur les qualifications peut varier d'un pays à l'autre. ainsi que les formats, les fonctions, l'accès et les plateformes numériques.

Country	Register / database of qualifications	Number of Qualifications and levels included	Key features
Botswana	Botswana Qualifications Authority – Register of qualifications	907 full qualifications All levels of NCQF	The register is searchable by title of qualification (search by key word tool). Qualifications documents can be viewed and downloaded.
Mauritius	National Qualifications and Unit Standards Maintained and managed by MQA	167 qualifications distributed in 22 sectors. As of 21/03/2022: 98 qualifications are published, 67 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 – in learning outcomes. Harmonized format.
Mozambique	National Catalogue of Professional Qualifications Managed and maintained by ANEP	164 qualifications registered, at levels 2 to 5. 149 published in the online catalogue (21/03/2022) 19 independent modules	The digital online National Catalogue is accessible as a repository of qualification files in PDF format. All qualifications - standardised format, which includes: general information, units of general competencies, units of vocational competencies, training modules (general and vocational)

Country	Register / database of qualifications	Qualifications included	Key features
Cape Verde	National Catalogue of Qualifications UC-SNQ	64 full qualifications (levels 2 to 5 of the NQF) Standards RPL	<p>The digital online Catalogue is accessible as a repository of PDFs.</p> <p>All qualifications are structured based on a standardised format, including: professional profile, units of competence (learning outcomes and assessment criteria), training programme (modules) and training module for work context.</p> <p>The qualifications in the Catalogue are distributed in 15 professional families. The Catalogue includes also a new Transversal Training Module of 3 units (entrepreneurial competences).</p>
South Africa	SAQA: register of qualifications and part-qualifications Managed and maintained by SAQA	Large number of qualifications 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

Bases de données, registres, catalogues, repertoires de certifications

Catálogo Nacional de Qualificações

Cabo Verde

The grid contains 16 small images arranged in a 4x4 layout. The top-left cell contains a logo with the letters 'D', 'C', and 'E' in stylized colors. The other cells show: a person in a white uniform working with dough; a person watering plants in a greenhouse; a person in a blue cap working on an air conditioning unit; a person in a blue shirt working on a car; a person in an orange vest laying bricks; a forklift in a warehouse; a person talking on a mobile phone; a person working on a boat; a person welding; a person working on a car engine; a person holding a green object; a person using a laptop; a person working with metal; a person holding a certificate; and a security guard in an orange vest standing by a car.

Portugal

<https://catalogo.anqep.gov.pt/>

The Netherlands

<https://database.nlqf.nl/>

The screenshot shows the homepage of the Malta Qualifications Database. At the top, there is a navigation menu with links for Home, Qualifications and Awards, Licensed Institutions, Non-Formal and Informal Learning, and More about the MQF. The main heading is "Malta Qualifications Database" with a "beta version" tag. Below this, a sub-heading reads "Detailed information about all programmes referenced to the Malta Qualifications Framework (MQF)". The background features a large, colorful logo for the MQF. A search bar is located below the heading, with a "SEARCH" button and an "Advanced Search" checkbox. At the bottom, there is a section titled "Malta Qualification Database" with a brief description and a list of accredited study programmes.

<http://qualifications.ncfhe.gov.mt/#/dashboard>

The screenshot shows the SQF Register website. The top navigation bar includes the logo for "SLOVENSKO OGRODJE KVALIFIKACIJ" and a language selector set to "SLO" with a "MENU" button. The main heading is "SQF Register". Below the heading, there are two dropdown menus for "ISCED 2013 FIELD" and "ISCED 2013 SUBFIELD", both currently set to "All". A "SEARCH" button is located at the bottom. The background features a collage of documents and a hand holding a pen, with text in Slovenian related to qualifications and tourism.

Slovenia: <https://www.nok.si/en/sqf-register>

Classifications

Internationales

- ISCED 2011 (CITE)
- ISCED-F 2013 (CITE)
- ESCO
- O*Net
- ISCO-08

Nationales

- Métiers
- Éducation

CNC

- Familles professionnelles
- Secteurs
- Autres

Enregistrement des certifications

Étude de cas:

- Botswana
- Afrique du Sud
- Zambie

Fournit des **informations valides et transparentes sur les qualifications** (conditions d'entrée, résultats d'apprentissage, progression, crédits, etc.).

- Les informations peuvent être utilisées pour faciliter la vérification, la comparaison et la reconnaissance des qualifications afin de soutenir les possibilités d'emploi et de perfectionnement (dans son propre pays ou dans d'autres pays)
- Une fois la qualification enregistrée : peut être offerte comme possibilité d'études par les établissements d'enseignement et de formation (soutient l'admissibilité aux bourses, aux bourses d'études, aux apprentissages)
- Les employeurs peuvent utiliser les qualifications enregistrées pour avoir une idée de ce que le titulaire de la qualification est capable de savoir, de comprendre et de faire, et utiliser l'information pour élaborer des offres d'emploi et des profils d'emploi

[ACQF Training Module 6: Registration of qualifications](#)



[See more here: Training Modules 1 to 10 ENGLISH](#)
— ACQF

Donne confiance dans la qualité de la qualification dans le registre, telle qu'elle est approuvée par les parties prenantes concernées. À cet égard, les certifications enregistrées protègent le public, y compris les apprenants, les employeurs et le grand public, contre les informations trompeuses sur les qualifications.

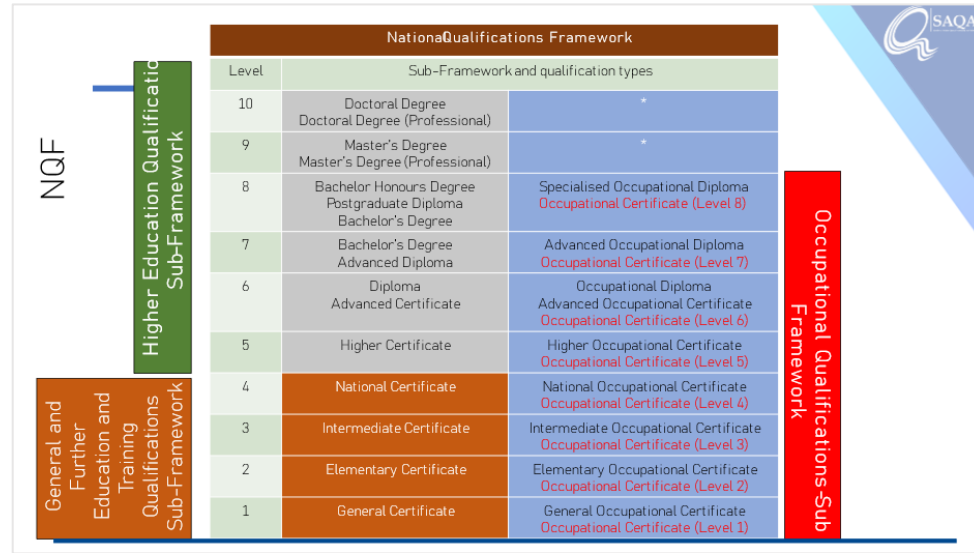
Fournit des statistiques et des informations en temps réel sur les qualifications qui peuvent être utilisées à des fins de recherche, d'élaboration de politiques et de prise de décisions en matière d'éducation et d'économie.

Cadre national de crédit et de qualifications du Botswana (NCQF)

Cadre national des certifications (CNC) de l'Afrique du Sud

CNC de Zambie

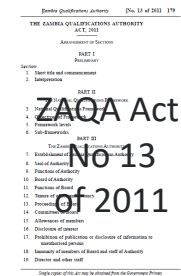
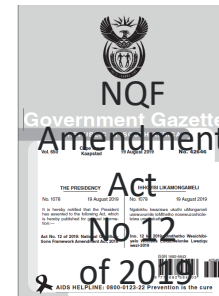
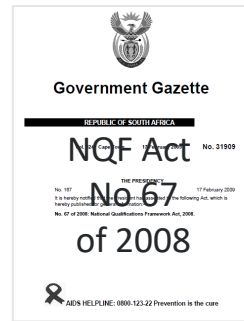
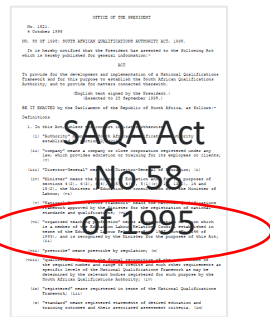
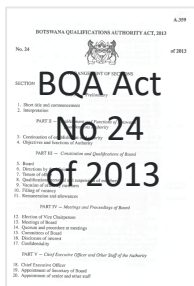
Level	SUB-FRAMEWORKS			Minimum number of credits
	General Education	Technical and Vocational Education Training (TVET)	Higher Education	
10		Doctoral Degree	Doctoral Degree	360
9		Master's Degree	Master's Degree	240
8		Bachelor's Degree Honours	Ordinary Bachelor's Degree Honours.	120
		Post-Graduate Diploma	Professional Bachelor's Degree Honours	600
		Post-Graduate Certificate	Post-Graduate Diploma	120
			Post-Graduate Certificate	60
7		Bachelor's Degree	Bachelor's Degree	360
6		Diploma	Diploma	240
5	Certificate V	Certificate V		360
4	Certificate IV	Certificate IV		120
3	Certificate III	Certificate III		60
2	Certificate II	Certificate II		40
1	Certificate I	Certificate I		40



ZQF Level	General Education	Trades and Occupations	Higher Education
10			Doctorate Degree
9			Master's Degree
8			Post-Graduate Diploma
7			Bachelor's Degree
6		Diploma	
5		Level 5 Certificate	
4		Level 4 Certificate	
3		Level 3 Certificate	
2B	Senior Secondary Education Certificate		
2A	Junior Secondary Education Certificate		
1	Primary Education Certificate		
Quality Assurance	Quality Assurance Bodies established by Acts of Parliament in Zambia		
Qualifications	The Zambia Qualifications Authority (ZAQA Act No.13 of 2011)		

SAQA. 2023a. Diagram of the NQF. Supplied by SAQA.

Source: <https://www.zaqa.gov.zm/wp-content/uploads/2020/07/ZQF-2018.pdf>



Custodian: Botswana Qualifications Authority (BQA)

Custodian: South African Qualifications Authority (SAQA)

Custodian: Zambia Qualifications Authority (ZAQA)

Similarities : Les trois pays

Les autorités nationales de certification en tant que dépositaires (BQA, SAQA, ZAQA)

Cadres nationaux de certifications prévus par la loi (CNCs):
Lois et politiques

La loi sur le CNC prévoit des qualifications et des qualifications partielles

Dix niveaux de CNC ;
Intégré, complet (couvre tous les secteurs)

Descripteurs de niveau basés sur les résultats d'apprentissage utilisés pour placer les certifications aux niveaux du CNC

Trois types de qualifications sur le CNC : certificats, diplômes, grades

National credit system:
One credit = 10 heures notional

NQF development stage of the three countries:

- Stage 1: No NQF
- Stage 2: NQF in early thinking
- Stage 3: NQF in development and consultation
- Stage 4: NQF legal act approved, implementation started
- Stage 5: NQF in advanced implementation and reviewed

Registration

Botswana

- Flux de travail clair
- Les parties prenantes concernées présentent une demande d'enregistrement et d'accréditation
- BQA enregistre les qualifications sur le NCQF une fois qu'elles répondent aux exigences générales d'inscription
- Une fois que la qualification a été assurée, validée et finalement approuvée, elle est enregistrée sur le NCQF
- Le conseil d'administration de la BQA ratifie la décision finale

South Africa:

- Flux de travail clair
- Seuls les trois conseils de qualité peuvent recommander des qualifications pour l'inscription au SANQF
- Toutes les qualifications proposées en Afrique du Sud doivent être enregistrées sur le CNC par la SAQA, par le biais d'une décision d'approbation du conseil d'administration de la SAQA
- L'approbation dépend de la mesure dans laquelle la qualification recommandée satisfait à la Politique et aux critères d'enregistrement des qualifications et des qualifications partielles du CNC et aux exigences et critères du Conseil de la qualité concerné
- Le conseil d'administration de la SAQA ratifie la décision finale

Zambia:

- Flux de travail clair
- Les autorités compétentes recommandent les qualifications requises pour l'inscription à la ZQF
- L'enregistrement et l'accréditation des qualifications est le processus par lequel la ZAQA entreprend l'examen ou l'évaluation d'une qualification, sur la base de critères établis, afin d'établir un niveau approprié dans le Cadre à des fins d'assurance et de reconnaissance de la qualité
- Le conseil d'administration de la ZAQA ratifie la décision finale

Similitudes : Dans les trois pays, l'enregistrement

- fait référence à un processus d'inclusion d'une qualification dans le CNC du pays, si elle répond aux critères pertinents
- est entrepris par l'autorité de qualification du pays -
- D'autres parties prenantes clés du secteur sont consultées/impliquées dans la préparation et l'assurance qualité de la certification.
- la décision/la validation est effectuée par le conseil d'administration de l'autorité de qualification.

Botswana - Périodes d'enregistrement:

- Une règle
- La qualification est enregistrée pour une période de cinq ans

○ South Africa – Périodes d'enregistrement:

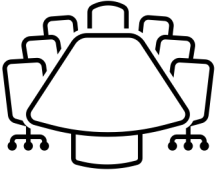
- Les règles diffèrent selon les sous-cadres du CNC:
 - Cinq ans : Diplômes de l'enseignement général et de la formation continue
 - Cinq ans : Qualifications professionnelles
 - Trois ans : Diplômes de l'enseignement supérieur

Zambia – Périodes d'enregistrement:

- Règles diffèrent selon les niveaux du ZQF
 - ZQF Level 1: Five years
 - ZQF Level 2: Five years
 - ZQF Level 3: Two years
 - ZQF Level 4: Three years
 - ZQF Level 5: Four years
 - ZQF Level 6: Five years
 - ZQF Level 7: Six years
 - ZQF Level 8: Six years
 - ZQF Level 9: Six years
 - ZQF Level 10: Six years

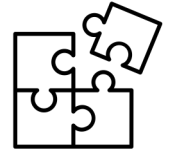
Le renouvellement / révision peut avoir lieu plus tôt si nécessaire

Comparability: common main criteria/ requirements for development, registration, re-registration (renewal) and de-registration of qualifications



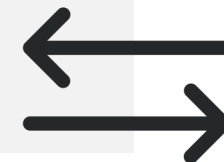
- Approbations des parties prenantes : Conseil de la qualité/ Fournisseur/ Développeur de qualification
- Période d'inscription et périodes d'expiration/statut des qualifications
- Termes protégés (national, crédits, niveau, etc.)
- Classification et codage

- Sous-cadre et descripteurs de qualification connexes / dénomination des qualifications / Titre de la qualification / Domaine et sous-domaine d'organisation ; Alignement sur les niveaux du CNC et les descripteurs de niveau/domaines d'apprentissage



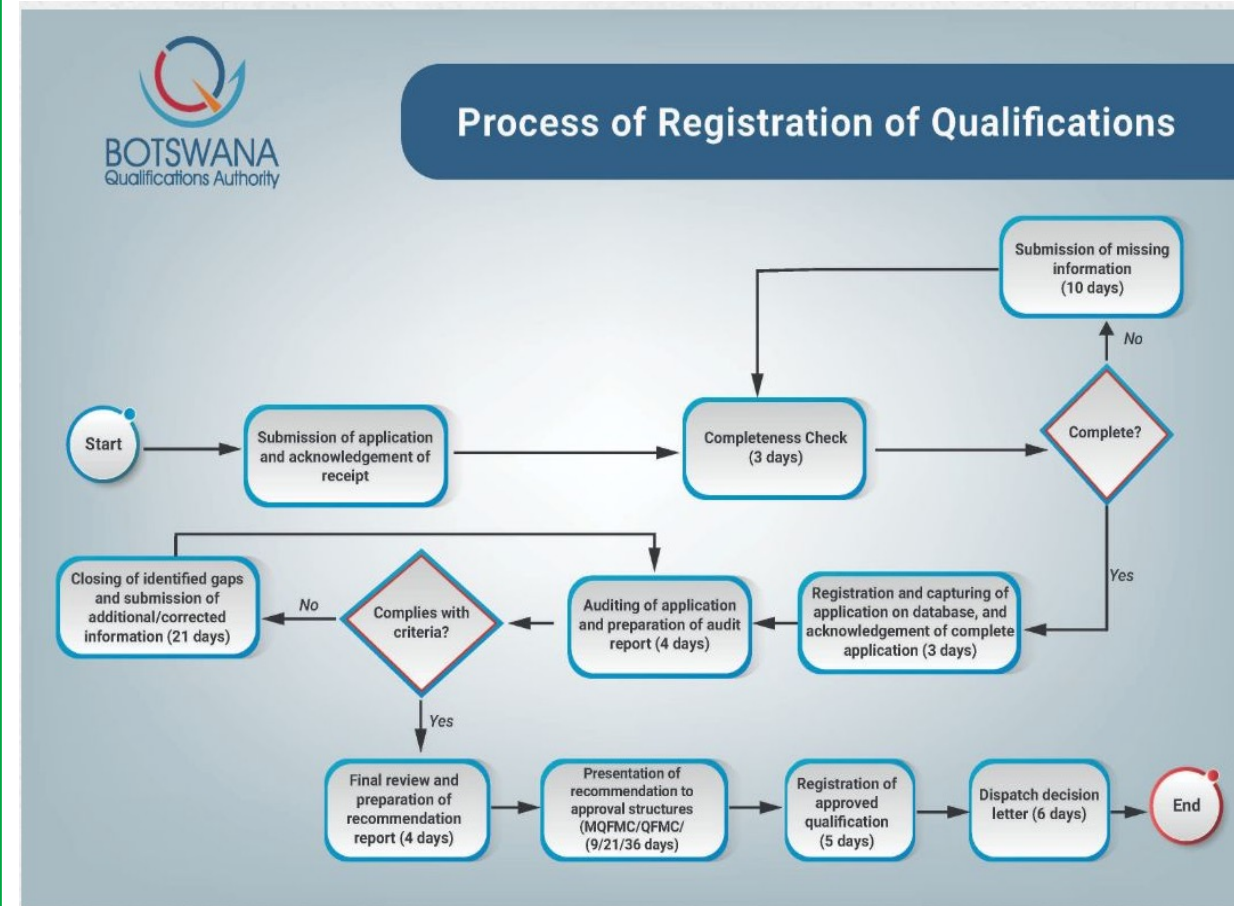
- Approche axée sur les résultats d'apprentissage (objectif, justification, harmonisation avec les niveaux et les descripteurs, résultats des niveaux de sortie et évaluation)
- Crédits, durée des programmes/crédits de niveau de sortie, CAT
- Structure de qualification / Règles de combinaison
- Modes d'enseignement et d'apprentissage, critères d'évaluation associés, évaluation intégrée
- Comparabilité internationale/régionale

- Conditions d'entrée
- Reconnaissance des acquis de l'expérience (VAE)
- Exigences d'articulation / progression / parcours d'éducation et d'emploi




Processus d'enregistrement des certifications

1. Identifier un besoin de qualification
2. Vérifier la nécessité d'une qualification du Conseil de développement des ressources humaines (CDRH)
3. Demander l'approbation préalable (par BQA) de la qualification à développer (DNCQF. P01. F01). Ce formulaire de demande doit être rempli en ligne.
4. Développement de la qualification
5. Mener une consultation plus large des parties prenantes pour obtenir l'approbation de la qualification
6. Obtenir l'aval de l'ordre professionnel si une qualification est une qualification professionnelle
7. Déposer la demande d'enregistrement de la qualification sur le NCQF (formulaire de demande d'enregistrement des qualifications)
8. Auditer la qualification par rapport aux exigences du NCQF
9. Inscription de la qualification sur le Registre



BQA: Exemples de qualifications enregistrées

	BQA NCQF QUALIFICATION TEMPLATE		Document No.	DNCQF.QIDD.GD02				
			Issue No.	01				
			Effective Date	04/02/2020				
SECTION A: QUALIFICATION DETAILS								
QUALIFICATION DEVELOPER (S)		Botswana International University of Science and Technology						
TITLE	Bachelor of Science Honours (Data Science)		NCQF LEVEL	8				
FIELD	Information and Communication Technology	SUB-FIELD	Computer Science	CREDIT VALUE 120				
New Qualification		✓	Review of Existing Qualification					
SUB-FRAMEWORK		General Education	TVET	Higher Education ✓				
QUALIFICATION TYPE	Certificate	I	II	III	I	V	Diploma	Bachelor
	Bachelor Honours ✓		Post Graduate Certificate		Post Graduate Diploma			
	Masters			Doctorate/ PhD				

 BQA NCQF Qualification Template		DNCQF.FDMD.GD04		Issue No.: 01	
		QUALIFICATION SPECIFICATION			
QUALIFICATION DEVELOPER		Gaborone Institute of Professional Studies (lead developer) Gaborone University College of Law & Professional Studies New Era College			
TITLE		Certificate V in Project Management		NCQF LEVEL 5	
FIELD		Business, Commerce and Management Studies		SUB-FIELD Project Management	
New Qualification		✓		Review of existing qualification	
SUB-FRAMEWORK		General Education		TVET ✓ Higher Education	
QUALIFICATION TYPE		Certificate ✓		Diploma Bachelor	
		Bachelor Honours		Master Doctorate/ PhD	
CREDIT VALUE		130			

Qualifications that meet the criteria are **registered**

- Qualifications that have been submitted for registration but found to be non-compliant with the criteria for registration are **returned** to the Quality Councils for further improvement
- Where they have reached their end date but still meet the criteria, they can be **re-registered** or **de-registered** if they no longer meet the criteria

Where a qualification is registered:

- but requires small changes, it can be **amended**. Where changes are significant, the qualification has to be registered as a new qualification
- under a specific Sub-Framework (may be a legacy/historical qualification) but is found to be more suitable for another Sub-Framework and Quality Council, it may be **transferred** under the right conditions
- as a **legacy/ historical qualification**, it can be re-registered or de-registered if it meets the relevant criteria

To discourage proliferation of qualifications with the same title, a distinction is made between **qualifications** and **learning programmes**.

Where a qualification is registered but may require more time for consultation before re-registration or de-registration, in order to protect the learners:

- The **last date of enrolment and achievement may be extended**

Exemple tiré de la base de données interrogeable SAQA

Coding: Unique SAQA Qualification I.D.

SAQA QUAL ID	QUALIFICATION TITLE	
119966	Bachelor of Applied Science in Industrial Chemistry	
ORIGINATOR		
Durban University of Technology		
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY		
CHE - Council on Higher Education		
QUALIFICATION TYPE	FIELD	
National First Degree	Field 10 - Physical, Mathematical, Computer and Life Sciences	
ABET BAND	MINIMUM CREDITS	PRE-2009 NQF LEVEL
Undefined	360	Not Applicable
REGISTRATION STATUS	SAQA DECISION NUMBER	
Registered	EXCO 1212/22	

Coding: Board decision number

Qualifications have a:

- Registration/ re-registration start date and Registration end date
- A last date for enrolment of learners and a last date for achievement of the qualification/ part-qualification

Qualification with ID number 119966 has a:

- Registration start date: 22/11/22
- Registration end date: 22/11/2025
- Last date for enrolment: 22/11/2026
- Last date for achievement: 22/11/2031

These dates are included in the register (for each qualification)

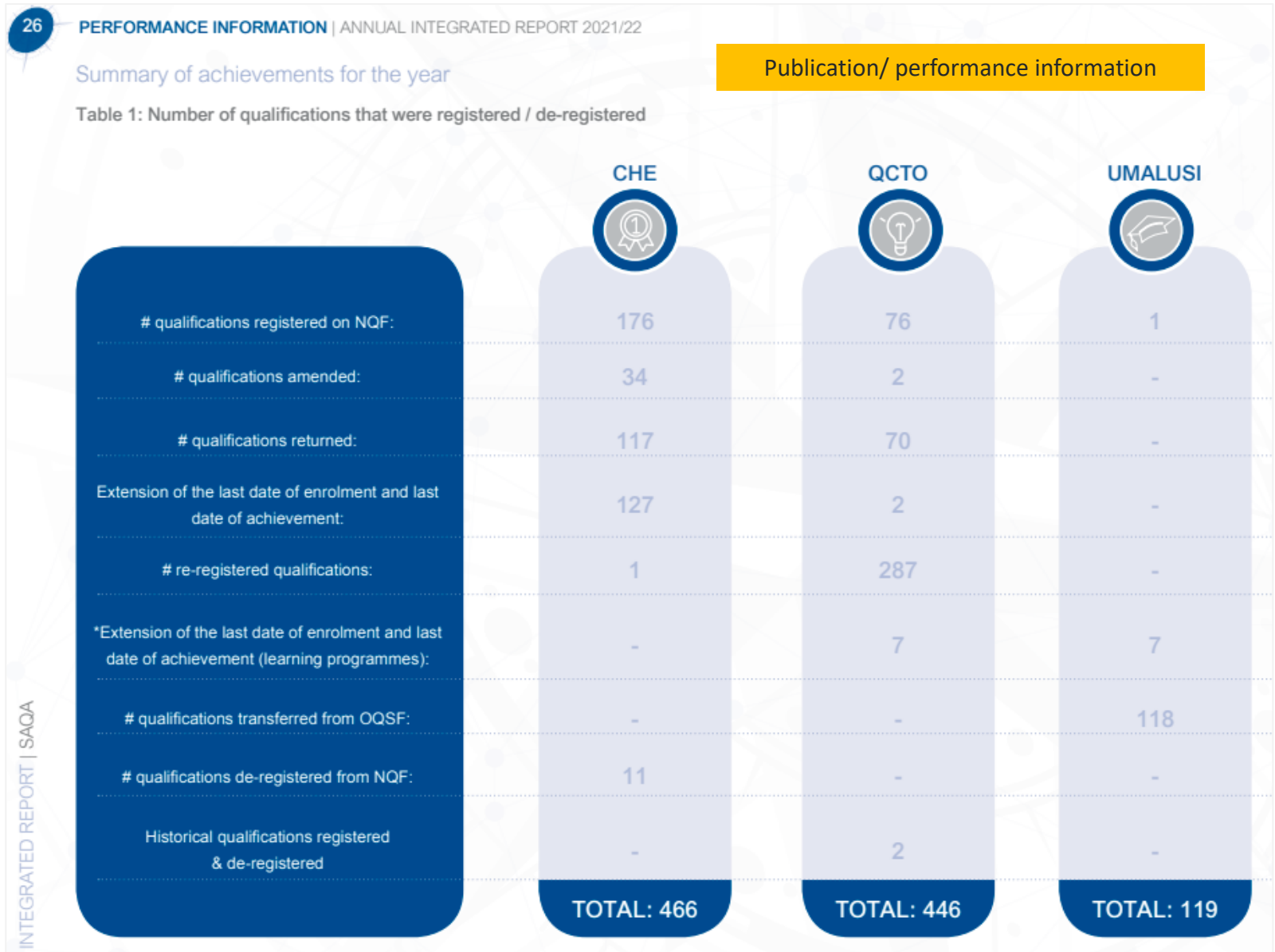
Last dates of enrolment and achievement may be extended under the right circumstances

- Les autorités de certification (BQA, SAQA et ZAQA) tiennent à jour les bases de données et les registres de certifications du CNC du pays.
 - Les registres/listes/bases de données d'informations sur les qualifications sont dans le domaine public (avis public ou sur les sites Web des autorités de certification) et librement accessibles.
-

Résumé (2021-22) des qualifications reçues des trois conseils de la qualité:

- Recommandé
- Modifié
- Retourné
- Prolongé
- Réinscription
- Extended (programmes d'apprentissage)
- Transféré d'un autre sous-cadre
- Désinscription
- Qualifications historiques

Registration of qualifications: comparison



Information sur l'Afrique du Sud (suite)

SAQA
website
(September
2023)

All records are
significant to the learner

The screenshot shows the SAQA website homepage. At the top left is the SAQA logo (South African Qualifications Authority). To the right is a navigation menu with links for HOME, ABOUT US, SERVICES, and CONTACT US, along with a search icon and a hamburger menu icon. Below the navigation are six main service tiles arranged in a 2x3 grid. Each tile has a title, a description, and a right-pointing arrow. The first tile is 'All Qualifications and Unit Standards' with the description 'Search for all qualifications and unit standards, no matter what their status'. The second tile is 'Registered Qualifications and Unit Standards' with a yellow box containing the word 'Registered' and the description 'Qualifications and unit standards that are registered on the National Qualifications Framework (NQF)'. The third tile is 'Qualifications and Unit Standards that have Passed their Registration End Date' with the description 'Qualifications and unit standards that were registered on the NQF and have subsequently expired (this includes qualifications and unit standards that have been replaced by others)'. The fourth tile is 'Professional Bodies and Professional Designations' with a list of three items: 'Professional bodies are recognised', 'Professional designations are registered', and 'Individuals with professional designations are loaded'. The fifth tile is 'National Learners' Records Database Information for Data Suppliers'. The sixth tile is 'The List of Trades' with a yellow box containing the word 'Recorded'.

SAQA
SOUTH AFRICAN QUALIFICATIONS AUTHORITY

HOME ABOUT US SERVICES CONTACT US

All Qualifications and Unit Standards

Search for all qualifications and unit standards, no matter what their status

Registered Qualifications and Unit Standards

Registered

Qualifications and unit standards that are registered on the National Qualifications Framework (NQF)

Qualifications and Unit Standards that have Passed their Registration End Date

Qualifications and unit standards that were registered on the NQF and have subsequently expired (this includes qualifications and unit standards that have been replaced by others)

Professional Bodies and Professional Designations

- Professional bodies are recognised
- Professional designations are registered
- Individuals with professional designations are loaded

National Learners' Records Database Information for Data Suppliers

The List of Trades

Recorded

Dans les trois pays:

- L'enregistrement fait référence à un processus d'inclusion d'une qualification dans le CNC du pays, si elle répond aux critères pertinents.
- Un crédit = 10 heures théoriques d'apprentissage.
- Les qualifications enregistrées présentent un avantage significatif pour les titulaires de qualifications individuelles et les économies.

Les trois pays:

- ont intégré des CNC complets à dix niveaux comprenant trois sous-cadres couvrant les secteurs concernés dans leur pays ; Les qualifications occupent différents niveaux sur leurs CNC respectifs.
- disposent d'un ensemble de descripteurs de niveau basés sur les résultats d'apprentissage qui définissent leurs niveaux de CNC.
- enregistrer trois types de qualifications : les certificats, les diplômes et les grades.
- prévoir l'inscription des qualifications et des qualifications partielles sur le CNC. Tant au Botswana qu'en Afrique du Sud, les qualifications enregistrées sur le CNC sont des qualifications nationales, contrairement à la Zambie où les qualifications restent la propriété des autorités compétentes.
- disposent d'un flux de travail établi et de qualité assurée pour traiter les demandes d'inscription, leurs conseils respectifs assurant la validation finale avant que les qualifications ne soient enregistrées et publiées..

- Sont comparables en ce qui concerne les principaux critères/exigences communs pour l'élaboration, l'enregistrement, le réenregistrement (renouvellement) et la radiation des qualifications, par exemple:
 - Stakeholder endorsements: Quality Council/ Provider/ Qualification developer; Sub-Framework and related qualification descriptors/ naming of qualifications/ Qualification Title/ Organising Field and Sub-Field; Alignment with NQF levels and level descriptors/ learning domains; Learning outcomes approach (purpose, rationale, alignment with levels and descriptors, exit level outcomes and assessment); Credits, duration of programmes/ exit level credits, CAT; Entry requirements; Recognition of Prior Learning (RPL); Qualification structure/ Rules of Combination; Exit Level Outcomes, Delivery and learning modes, Associated Assessment Criteria, Integrated Assessment/ Assessment; International/ regional comparability; Articulation requirements/ progression/ education and employment pathways; Registration period and related expiry periods/ status of qualifications; Protected terms; Classification and coding.
- Disposer d'autorités de certification (BQA, SAQA, ZAQA) qui sont les dépositaires du CNC de leur pays respectif et qui maintiennent le système d'information de gestion des qualifications du pays. Les autorités de certification travaillent avec les organismes sectoriels compétents pour s'assurer de la pertinence des qualifications.
- Fournir des registres, des listes et des bases de données d'informations sur les qualifications qui sont dans le domaine public et librement accessibles. Certaines des listes connexes, telles que les dossiers d'apprenants spécifiques et validés, sont disponibles moyennant des frais.

Botswana:

- BQA website. <https://www.bqa.org.bw/>
- Botswana National Assembly. 2013. BQA Act, 2013. No 24 of 2013. <https://online.bqa.org.bw/docs/pub/56fa0793fce4c930c20481f7c11dbc71/default/?path=%2F1.+Act+%26+Regulations%2F>
- BQA. 2016. BQA Act No.24 of 2013. National credit and qualifications framework regulations, 2016. Statutory instrument no 133 of 2016.
- BQA. 2021. Manual for Development, Validation and Registration of Qualifications on the National Credit and Qualifications Framework, April 2021, Version 2. <https://online.bqa.org.bw/docs/pub/66bc04415348f45d9217086f73717193/default/?&>
- BQA. 2022. BQA Integrated Annual Report 2021/ 2022. <https://online.bqa.org.bw/docs/pub/56fa0793fce4c930c20481f7c11dbc71/default/?path=%2F6.+Annual+Reports%2F>
- <https://online.bqa.org.bw/docs/pub/c48217bc5bea050ca2718871b4c35a60/default/?&>

South Africa:

- SAQA website. <https://www.saqa.org.za/>
- Republic of South Africa (RSA). 1995. South African Qualifications Authority Act, Act No 58 of 1995. Pretoria: Government Printer.
- RSA. 2008. National Qualifications Framework (NQF) Act, Act 67 of 2008. Pretoria: Government Printer.
- RSA. 2019. National Qualifications Framework (NQF) Amendment Act, Act 12 of 2019. Pretoria: Government Printer
- SAQA. 202a2. Policy and Criteria for the Registration of Qualifications and Part-Qualifications on the National Qualifications Framework (as amended in 2022). Pretoria: SAQA. <https://www.saqa.org.za/wp-content/uploads/2023/06/Policy-and-Criteria-for-the-Registration-of-Qualifications-and-Part-qualificaitons-Amended-2022.pdf>
- SAQA. 2022b. SAQA Annual integrated report 2021-2022. <https://www.saqa.org.za/annual-integrated-report-2021-22/>

Zambia:

- ZAQA website. <https://www.zaqa.gov.zm/>
- Government of the Republic of Zambia. 2011. Zambia Qualifications Authority Act No. 13 of 2011. https://www.zaqa.gov.zm/wp-content/uploads/2020/07/Zambia_Qualifications_Authority_Act11-1.pdf
- ZAQA. 2016. Zambia Qualifications Framework Structure. <https://www.zaqa.gov.zm/wp-content/uploads/2020/07/ZQF-2018.pdf>
- ZAQA. 2021. ZAQA Annual report 2021. <https://www.zaqa.gov.zm/wp-content/uploads/2023/03/Annual-Report-202143043.pdf>
- ZAQA. 2023b. List of Registered and Accredited Qualifications on the Zambia Qualifications Framework (ZQF). <https://www.zaqa.gov.zm/wp-content/uploads/2023/08/LIST-OF-REGISTERED-AND-ACCREDITED-QUALIFICATIONS-ON-THE-ZQF-AUGUST-20237520.pdf>
- ZAQA. 2023c. Revised Guidelines for the Registration and Accreditation of Qualifications on the Zambia Qualifications Framework (ZQF). <https://www.zaqa.gov.zm/wp-content/uploads/2023/06/REVISED-GUIDELINES-FOR-THE-REGISTRATION-AND-ACCREDITATION-OF-QUALIFICATIONS-ON-THE-ZAMBIA-QUALIFICATIONS-FRAMEWORK-06.23.pdf>

ACQF Inventaire des certifications du Sénégal (discussion - 1)

- Quelles sont les qualifications (programmes) disponibles dans les différents sous-secteurs ?
 - Enseignement supérieur
 - EFTP
 - Enseignement général
 - Enseignement complémentaire
 - AUTRES
- Quelles sources d'information sur les programmes et les qualifications?
 - Ministères, départements, commissions, agences...
- Quelles informations – comment sont-elles structurées ?

ACQF Inventaire des certifications Sénégal (discussion, proposition) – (2) : mettons-nous d'accord sur les domaines d'information

Éléments de structuration de l'information sur les certifications

a) Obligatoire

- Titre de qualification
- Domaine de l'éducation et de la formation (selon la CITE-2013, domaines de l'éducation et de la formation – CITE-F 2013)
- Indicatif du pays
- Niveau du CNC – Niveau du CQF
- Organisme adjudicateur ou autorité compétente
- Description de la qualification : de brefs énoncés sur les résultats d'apprentissage – ce que l'apprenant est censé savoir, comprendre et être capable de faire
- Points de crédit/charge de travail théorique nécessaire pour atteindre les résultats d'apprentissage (le cas échéant)
- Date d'expiration (si disponible)
- Lien vers la base de données des qualifications (si disponible)

ISCED-F 2013, at: <http://uis.unesco.org/sites/default/files/documents/isced-fields-of-education-and-training-2013-en.pdf>

Sénégal-Sessions 2 et 3_ACQF et CNC aperçu

Inventaire des certifications Sénégal (discussion, proposition)– (3)

b) Optionnel

Organisme externe d'assurance de la qualité/de réglementation
Modalités d'acquisition de la qualification
Lien avec les métiers ou la classification des métiers.

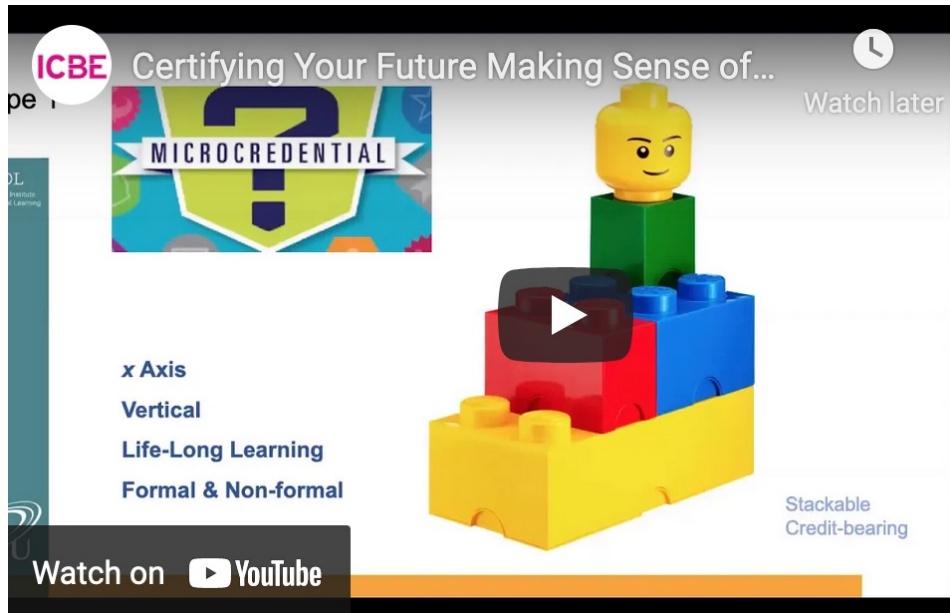
Question

- Dans votre pays, le registre des qualifications est accessible et ouvert à tous les utilisateurs?

07

**Session 7: Transformation
et innovation. Micro-
certifications**

L'apprentissage tout au long de la vie est essentiel



[Access the video](#)

Une culture **efficace de l'apprentissage tout au long de la vie** est essentielle pour s'assurer que chacun possède les connaissances, les aptitudes et les compétences dont il a besoin pour s'épanouir dans la société, sur le marché du travail et dans sa vie personnelle.

Il est essentiel que les gens puissent accéder à une éducation et à une formation de qualité et pertinentes, à un **perfectionnement et à une reconversion tout au long de leur vie**. Les possibilités d'apprentissage tout au long de la vie devraient faire partie de la stratégie à long terme des établissements d'enseignement et de formation afin d'améliorer leur capacité à répondre aux besoins en constante évolution des employeurs et des apprenants. Cela permettrait à un groupe plus diversifié d'apprenants de se perfectionner et de se recycler.

Les établissements d'enseignement supérieur, les établissements d'enseignement et de formation professionnels (EFP), **les prestataires de formation des adultes et les autres prestataires de microcertifications**, y compris les employeurs, doivent coopérer et intégrer les derniers résultats de la recherche dans la conception et la mise à jour des possibilités d'apprentissage.

Le nombre et la diversité des offres de microcertifications ont considérablement augmenté au cours des dernières années, accélérés par le début de la pandémie de COVID-19.

Une grande partie de l'ensemble des employés auront besoin d'une requalification et l'urgence de remettre les gens au travail donne un nouvel élan aux « micro-certifications », porteuses de promesses et de défis.

La compréhension commune du rôle et des potentialités des microcertifications à l'ère de l'apprentissage et de l'économie numériques est au cœur du débat. Les pays, les communautés régionales et les organisations internationales du monde entier déploient des initiatives pour clarifier l'état des lieux et élaborer des politiques et des mesures visant à mieux contextualiser les microcertifications. Ex. : UNESCO, UE, Australie, pays africains (projet PoMISA, ACQF)

Les microcertifications peuvent aider à certifier les résultats de expériences **courtes d'apprentissage personnalisées**.

Ils permettent **l'acquisition ciblée et flexible** de connaissances, d'aptitudes et de compétences pour répondre aux besoins nouveaux et émergents de la société et du marché du travail et permettent aux individus de combler les lacunes en matière de compétences dont ils ont besoin pour réussir dans un environnement en évolution rapide, sans pour autant remplacer les qualifications traditionnelles.

Ils peuvent, le cas échéant, **compléter les qualifications existantes, apporter une valeur ajoutée** sans porter atteinte au principe fondamental des programmes d'études complets dans l'enseignement et la formation initiaux.

Les microcertifications pourraient être conçues et délivrées par divers opérateurs dans **différents contextes d'apprentissage** (contextes d'apprentissage formels, non formels et informels).

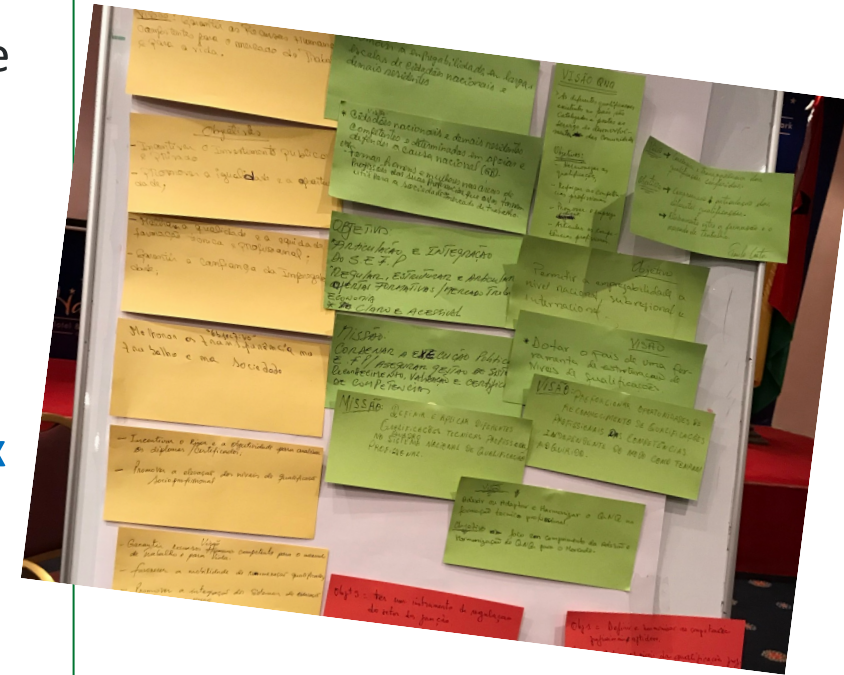


[Access the video](#)

ACQF Microcertifications : éléments d'une définition

Le nombre et la diversité des offres de microcertifications ont considérablement augmenté au cours des dernières années, accélérés par le début de la pandémie de COVID-19. Les microcertifications sont porteuses de promesses et de défis.

- Les définitions existantes (de l'OCDE, de la Commission européenne, de l'UNESCO et du gouvernement australien) mettent en évidence les principales caractéristiques des microcertifications:
 - ✓ **Se référer à l'apprentissage sur une durée limitée et/ou dans un domaine spécifique**
 - ✓ **Peut faire partie des qualifications formelles ou s'y ajouter**
 - ✓ **Potentiellement « empilable » au fil du temps, ce qui s'ajoute aux carrières d'apprentissage individuelles**
 - ✓ **Compte tenu de leur taille et de leur champ d'action limités, ils sont plus flexibles que les qualifications traditionnelles**
 - ✓ **Sur la base d'un apprentissage évalué**
 - ✓ **Souvent livré sous forme numérique.**



Dialogue mondial définition commune

Dialogue global sur une définition commune (UNESCO, 2021)



2 types de certifications:

“Macrocertifications”

“Microcertifications”

Microcertifications : définition proposée

Un autre sous-ensemble important de titres de compétences peut être appelé microcertifications : axé sur un ensemble précis de résultats d'apprentissage dans un domaine d'apprentissage étroit et obtenu sur une période plus courte.

Les microcertifications sont proposées par des entités commerciales, des prestataires privés et des organismes professionnels, des prestataires traditionnels d'éducation et de formation, des organisations communautaires et d'autres types d'organisations.

Alors que de nombreuses microcertifications représentent les résultats d'expériences d'apprentissage plus traditionnelles, d'autres vérifient la démonstration de réalisations acquises ailleurs, comme en milieu de travail, par le biais du bénévolat ou de l'apprentissage par intérêt personnel. Les microcertifications sont souvent présentées comme un moyen efficace d'améliorer les compétences des travailleurs tout au long de leur vie.

- **La définition proposée (Oliver, 2021) stipule qu'une microcertification:**

1. Is a record of focused learning achievement verifying what the learner knows, understands or can do;
2. Includes assessment based on clearly defined standards and is awarded by a trusted provider;
3. Has stand-alone value and may also contribute to or complement other micro-credentials or macro-credentials, including through recognition of prior learning; and
4. Meets the standards required by relevant quality assurance.

Micro-certifications

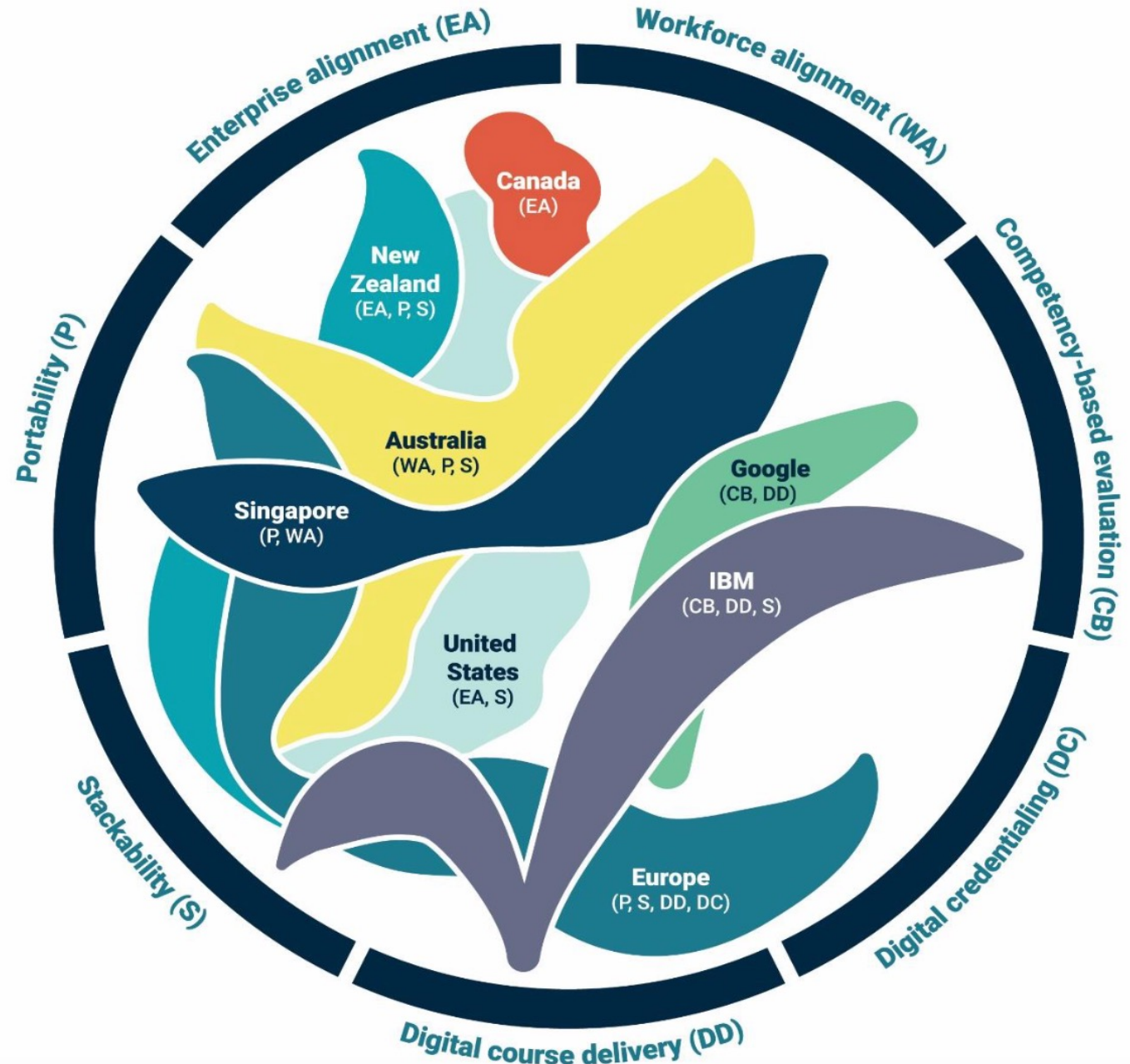
Version stylisée : comment les différents régimes de microcertifications visent à intégrer divers sous-ensembles des 7 qualités.

- **Remarque : L'empilabilité est une caractéristique commune pour les États-Unis, la Nouvelle-Zélande, l'Australie, l'UE et IBM**

Approaches to Stackability of Micro-credentials Options for Ontario, Prepared for Ontario Council on Articulation and Transfer, March 2023

https://www.oncat.ca/sites/default/files/media-files/r2246_micro-credentials_final_report_21-3-23.pdf

The Seven Qualities of Microcredentials



OECD: Contextes dans lesquels les microcertifications sont censées jouer un rôle



Upskilling and reskilling



Employability



Lifelong Learning



More flexible, learner-centred education



Access to and completion of education and training



Student international mobility



Social inclusion



Active citizenship and well-being

OECD, 2023. Micro-credentials for Lifelong Learning and Employability: Uses and Possibilities: <https://www.oecd-ilibrary.org/docserver/9c4b7b68-en.pdf?expires=1683402111&id=id&accname=guest&checksum=EC532C674B9D2AB9D69D7DB18202E488>

La voie à suivre pour les gouvernements

- Les microcertifications ne délivrent pas leur potentiel de façon automatique.
- Pour que les microcertifications puissent jouer un rôle dans l'amélioration de l'employabilité des apprenants, la facilitation de l'accès à l'enseignement supérieur, l'amélioration de l'obtention de diplômes et la promotion de l'inclusion sociale, les décideurs politiques doivent promouvoir des interventions pour orienter et soutenir les apprenants et les prestataires.

1

Micro-credential initiatives need clarity about their purpose and target population if they are to be effective in achieving their goals

2

Funding support for micro-credential learners and providers should be sustainable and ensure micro-credentials remain accessible to all

3

Achieving the full potential of micro-credentials will require changes to quality assurance and academic recognition policies

4

Information provision for learners needs to go beyond the development of an online information portal to reach a wider population

5

Public policies can encourage collaborations between education and training providers and industries in micro-credential development and delivery

OECD, 2023. Micro-credentials for Lifelong Learning and Employability: Uses and Possibilities: <https://www.oecd-ilibrary.org/docserver/9c4b7b68-en.pdf?expires=1683402111&id=id&accname=guest&checksum=EC532C674B9D2AB9D69D7DB18202E488>

Cadre national de microcertification de l'Australie

Le gouvernement australien (2021) a adopté le [National Micro-Credentials Framework](#), qui utilise la définition suivante:

- Une microcertification est une certification d'apprentissage ou de compétence évaluée, avec un volume d'apprentissage minimum 1 h et inférieur à une qualification du cadre australien des certifications (AQF), qui est supplémentaire, alternative, complémentaire ou une composante d'une qualification de l'AQF.

Qu'est-ce qui peut constituer une microcertification ?

- Ensembles ou unités de compétence de l'EFTP.
- Éléments modulaires et évalués des programmes d'études ou des matières existants de l'enseignement supérieur.
- L'apprentissage de l'industrie qui est évalué (comme les certifications des fournisseurs, l'apprentissage professionnel).
- D'autres formes d'apprentissage ou de compétences évaluées (p. ex., les cours de l'enseignement professionnel, de l'enseignement supérieur et de l'industrie qui ne sont pas actuellement accrédités par un organisme de réglementation, et ceux qui sont dispensés par d'autres prestataires).

Qu'est-ce qui ne constitue pas une microcertification ?

- Apprentissage ou cours non évalués, y compris l'apprentissage intégré au travail sans évaluation.
- Les badges qui sont obtenus uniquement par la participation (c'est-à-dire sans évaluation).
- Qualifications formelles dans le cadre de l'AQF et macro-certifications, y compris les diplômes, les certificats et les maîtrises.

Australie : Marché national des microcertifications

- <https://www.microcredseeker.edu.au/>
 - Microcred Seeker : « La nouvelle façon d'aller de l'avant »
 - Objectif : Rechercher, explorer et comparer les formations (prestataires de l'enseignement supérieur et de la formation)
- Niveaux de cours – selon le modèle Dreyfus:
 - ✓ Novice
 - ✓ Advanced beginner
 - ✓ Competent
 - ✓ Proficient
 - ✓ Expert

3 clusters de micro-certifications

Skill Credential	Learning Unit	Short Learning Programmes
1-25 hours of learning	25-150 hours of learning	150-1500 hours of learning Typically consists of more than one learning unit
Awarded within the context of non-formal learning	Awarded within the context of formal learning and include options for assessment	Awarded within the context of formal learning and include options for assessment
Not explicitly quality assured by external QA	Often explicitly quality assured by external QA	Always explicitly quality assured by external QA
Linked to the acquisition of a specific competence	Linked to the acquisition of a set of learning outcomes	Linked to specific career progression goals
		Can be mapped to qualification frameworks, either as 'partial qualifications' or as a special category of micro-qualifications



Intégrer les microcertifications dans les cadres de certification nationaux et régionaux.

[The NQFs aim to] make qualifications easier to understand and compare. The NQFs classify qualifications by level, based on learning outcomes - that is, what the holder of a certificate or diploma is expected to know, understand, and be able to do. This classification reflects the content and profile of qualifications.

Source: [Cedefop \(2022\)](#).

Deux approches pour référencer les microcertifications aux CNC existants:

- Un nouveau type de qualification de microcertification pourrait être établi dans le cadre du CNC.
- Une microcertification peut être décrite comme une sous-unité d'une qualification existante sur le CNC.



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Final version for signatures for the purposes of section 452 of the Education and Training Act 2020

NZQA Board: Date: 28 Nov 2022

Minister of Education: *CA* Date: 15/12/22

Micro-credential Approval and Accreditation Rules 2022

1. Authority

1.1 These Rules are made under section 452 of the Education and Training Act 2020.

2. Commencement

2.1 These Rules commence on the 28th day after the date of approval by the Minister under section 452(5) of the Education and Training Act 2020.

**421 micro-certifications dans le registre en ligne.
Avec niveau CNC (3 à 8). Crédits : 5-40...**

<https://www.nzqa.govt.nz/nzqf/search/microcredentials.do>

Register of NZQA-approved Micro-credentials

Keyword

Developer name or Education Organisation number

Search

421 results found. Displaying page 1 of 3.

Next Page >>

Please refine your search, if required.

Title	Level	Credits	Developer	Approval Date	Review Date	
Core Construction of Forestry Roads (Micro-Credential)	3	40	Muka Tangata - People, Food and Fibre Workforce Development Council	01/2024	30/12/2026	⏪
ADAS (Trainee) Offshore ROV Pilot (Micro-credential)	5	20	Omne Marine Training Centre Limited	08/2022	02/08/2024	⏪
ADAS Diver Medical Technician (Offshore) (Micro-credential)	5	10	Omne Marine Training Centre Limited	07/2022	02/08/2024	⏪
ADAS Diver Medical Technician (Onshore) (Micro-credential)	5	10	Omne Marine Training Centre Limited	07/2022	30/10/2025	⏪
ADAS Diver Medical Technician (Refresher) (Micro-credential)	5	5	Omne Marine Training Centre Limited	08/2022	02/08/2024	⏪
ADAS Offshore Supervisor Trainee (Air) (Micro-credential)	6	6	Omne Marine Training Centre Limited	08/2022	02/08/2024	⏪
ADAS Onshore ROV Pilot (Micro-credential)	4	29	Omne Marine Training Centre Limited	08/2022	02/08/2024	⏪

Exemples du registre
des microcertifications
de NZQA (1)

Certificate in Game Design (Micro-credential) (Level 5)	5	5	Yoobee Colleges Limited		19/02/2023	
Certificate in Game Development (Micro-credential) (Level 5)	5	6	Yoobee Colleges Limited	02/2022	15/06/2023	
Certificate in Hospitality Accounting for Managers (Micro-credential)	4	5	New Zealand School of Food and Wine Limited	10/2021	20/10/2023	
Certificate in Hot and Cold Non-Alcoholic Drinks and Beverages (Mocktails & Smoothies) (Micro-credential)	3	5	New Zealand School of Food and Wine Limited	08/2021	10/12/2023	
Certificate in Interior Design (Micro-credential) (Level 5)	5	7	Yoobee Colleges Limited	08/2021	31/08/2024	
Certificate in Intermediate Software Development (Micro-credential)	6	30	Future Skills Academy Limited	01/2022	29/01/2025	
Certificate in Introductory Software Development (Micro-credential)	5	30	Future Skills Academy Limited	01/2022	29/01/2025	
Certificate in Machine Learning Fundamentals (Level 5) (Micro-credential)	5	40	Queenstown Resort College Limited (QRC)	05/2022	10/03/2025	
Certificate in Marketing Analytics and Reporting (Micro-credential)	5	7	New Zealand Institute of Education 2007 Limited	02/2024	20/12/2024	
Certificate in Motion Graphics for Advertising (Micro-credential) (Level 5)	5	7	Yoobee Colleges Limited	02/2022	31/08/2024	
Certificate in New Zealand Food Knowledge: From Local to Global (Micro-credential)	5	5	New Zealand School of Food and Wine Limited	10/2021	03/11/2023	
Certificate in New Zealand Food and Beverage History: From Kumara to Sauvignon Blanc (Micro-credential)	5	7	New Zealand School of Food and Wine Limited	10/2021	05/10/2023	
Certificate in New Zealand Wine (Advanced) (Micro-credential)	4	5	New Zealand School of Food and Wine Limited	12/2019	18/12/2024	

Exemples du registre
des microcertifications
de NZQA (2)

Cyber Technician (Level 6) (Micro-credential)	6	15	Whitecliffe Education Limited	07/2023	25/07/2024	
Cybersecurity for IT Administrators (Micro-credential) (Level 5)	5	15	New Zealand School of Education Limited	01/2023	30/01/2024	
Cybersecurity for IT Administrators - Firewall (Micro-credential) (Level 6)	6	15	New Zealand School of Education Limited	10/2023	29/09/2025	
Cybersecurity for Information Technology Operations (Micro-credential) (Level 4)	4	8	New Zealand School of Education Limited	11/2021	09/03/2024	
Cybersecurity for Penetration Testers (Micro-credential)	7	15	New Zealand School of Education Limited	10/2023	29/09/2025	
Cybersecurity for Recovery and IT Governance Management (Micro-credential) (Level 6)	6	15	New Zealand School of Education Limited	09/2023	29/09/2025	
Cybersecurity for Risk and Security Management (Micro-credential)	7	30	New Zealand School of Education Limited	10/2023	29/09/2025	
Cybersecurity for Security Analysts (Micro-credential) (Level 6)	6	15	New Zealand School of Education Limited	09/2023	29/09/2025	
Data Analytics and Artificial Intelligence (Micro-Credential)	8	6	Media Design School Limited	03/2023	30/03/2025	
Data Science Essentials 1 (Micro-Credential)	6	5	Media Design School Limited	07/2019	11/06/2024	
De-escalation and personal security for front-line GLAM sector workers (Micro-credential)	3	10	Training Systems and Solutions Limited	02/2022	20/02/2025	
De-escalation skills and techniques for the health and wellbeing sector (Micro-Credential)	4	6	Te Pūkenga - New Zealand Institute of Skills and Technology	10/2020	13/10/2024	
Dementia Care and Support (Level 4) (Micro-credential)	4	20	Skills Update Limited	03/2024	30/03/2025	
Dementia Concepts (Micro-credential) (Level 4)	4	10	New Zealand School of Education Limited	03/2023	06/03/2025	
Dementia Support (Micro-credential) (Level 4)	4	10	New Zealand School of Education Limited	03/2023	06/03/2025	

Exemple 1 : Micro-accréditation « Opérateur d'excavatrice » – Registre NZQA

Excavator Operator (Micro-credential)	3	29	Besafe Training Limited	22/09/2023	▼
<p>Aim</p> <p>The aim of this micro-credential is to train skilled operators to operate and manage hydraulic excavators on construction sites, so that they are able to place materials with minimal spillage, stock-pile and other related activities in accordance with company and industry standards including health and safety legislation.</p> <p>This micro-credential targets excavators' operators who are employed with no formal training or qualification. It will also enable learners to meet the Construct Safe Tier 2 Health and Safety Competency Test for excavators.</p> <p>Learners will be assessed against unit standard 17310 and must complete an "WTR" endorsement training (unit standards 16701, 16702, 16703) that is pre-requisite for operating excavator to successfully graduate from this micro-credential.</p> <p>Outcome</p> <ul style="list-style-type: none"> Operate a special-type vehicle safely and legally by obtaining an W, T or R Licence endorsement Apply excavation health and safety regulations in accordance with company and job requirements Perform site and excavator checks Operate excavator to load, unload, stock-pile, strip, and trim materials Perform special lifting and post-operational procedures <p>Education Organisations that can deliver this Micro-credential</p> <p>Besafe Training Limited</p>					

Exemple 2 : Cybersécurité pour la gestion des risques et de la sécurité

Cybersecurity for Risk and Security Management (Micro-credential)	7	30	New Zealand School of Education Limited	10/2023	29/09/2025	
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Aim

This micro-credential provides graduates within New Zealand and overseas with expertise in information security and risk management. Its relevance spans various stakeholders, enhancing career prospects for learners, empowering Māori communities in digital safety, aiding industries and employers with data protection, meeting the demand for specialists in professions, and bolstering security awareness in communities.

Graduates will be able to demonstrate skills in governance, risk management, compliance, and security program development, preparing them to identify and mitigate risks while aligning security with organisational goals. This micro-credential serves as a gateway to advanced internationally recognised certifications such as ISACA CISM and CRISC. Culturally, it promotes diversity, opening cybersecurity roles for Māori learners, while contributing to community well-being and New Zealand's cybersecurity objectives.

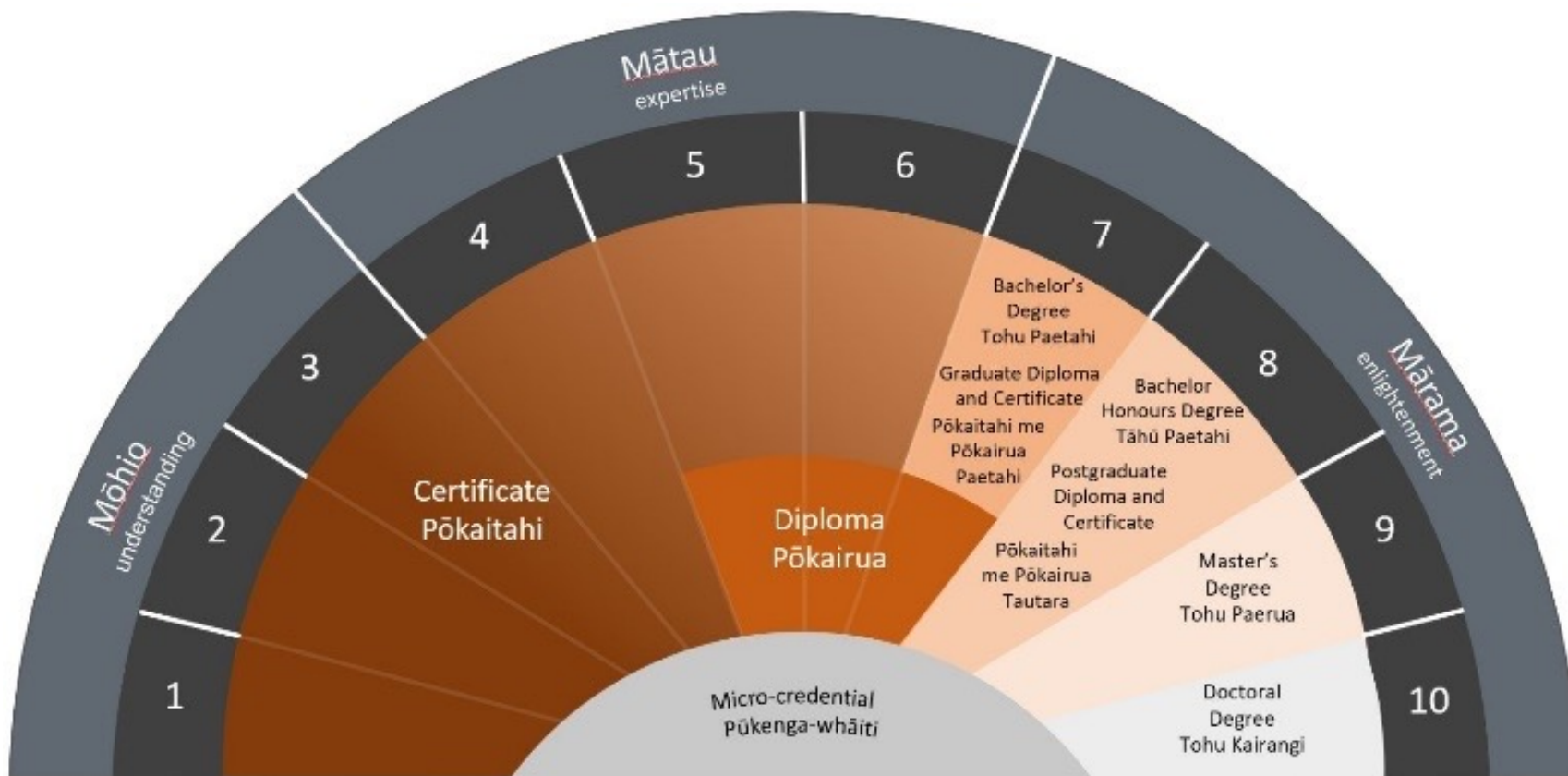
Outcome

Graduates of this micro-credentials will be able to:

- Analyse information security governance as it applies to the business environment.
- Apply information security risk management techniques to identify, assess, and mitigate potential threats and vulnerabilities within an organisation's information systems.
- Design and implement an information security program for a business within the context of industry standards and frameworks.
- Evaluate incident management best practice as applicable in a business setting.
- Apply information technology and security principles to strengthen an organisation's security posture.

Education Organisations that can deliver this Micro-credential

New Zealand Skills and Education College



Les microcertifications peuvent être répertoriées à n'importe quel niveau (de 1 à 10) du cadre néo-zélandais des qualifications et des titres de compétences (NZQCF).

Elles doivent :

- Avoir au moins un crédit (10 heures d'apprentissage) et avoir généralement plus de 5 crédits et moins de 40 crédits.
- Énoncer les résultats d'apprentissage, démontrer qu'ils répondent à un besoin de l'industrie ou de la communauté et incluez un volet d'évaluation.
- Les microcertifications professionnelles doivent inclure les normes de compétences pertinentes



February 2024

Stacking Micro-credentials

This document guides qualification and programme developers on stacking micro-credentials within a programme.

What is stacking?

Stacking, in the context of this document, means including *one or more* approved standalone micro-credentials within a programme that NZQA formally recognises.

Micro-credentials can form part of a programme that leads to a qualification if:

- the micro-credential aligns with and contributes to the qualification's outcomes and strategic purpose, and
- the overall design of the programme is coherent.

NZQA approval is required to stack micro-credential(s) in a programme.

Why stack micro-credentials in a programme?

A programme that includes micro-credentials can offer learners

- a meaningful learning pathway for accumulating relevant and necessary skills
- the opportunity to gain valuable skills in a shorter time
- the opportunity to check interest and aptitude before committing to a whole programme.

Six considerations

Rationale

Structure

Enrolment

Alignment to the programme

Credit Recognition Transfer (CRT)

Ongoing review

<https://www2.nzqa.govt.nz/assets/Tertiary/Resources-for-tertiary-providers/Stacking-micro-credentials.pdf>

NZQF : Empilage des micro-certifications (1)

There are six key areas to consider. Questions and answers follow:

Rationale

<p>What is the rationale for stacking a micro-credential in a programme?</p>	<p>The rationale for including a micro-credential in a programme should be clear to establish meaningful learning pathways for the learners.</p> <p>Stakeholders' support for including a micro-credential in the programme should be evident.</p>
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Structure

<p>How will the micro-credential function as a programme component?</p>	<p>The micro-credential must fit precisely into the programme as either <u>a compulsory or elective component</u>. This means the following should remain the same as the approved standalone micro-credential:</p> <ul style="list-style-type: none"> • Title • Level • Credit • Learning outcomes • Indicative Content – learning materials/resources/activities • Assessment method(s) • Unit or Skill standard(s) • Related Regulations. <p>The learning outcomes of the component (micro-credential) should align with the graduate profile outcomes (GPOs) of the qualification to which the programme leads.</p>
<p>Can the programme consist entirely of stacked micro-credentials?</p>	<p>Programmes at levels 1-6 can be comprised entirely of stacked micro-credentials.</p> <p>For programmes at the degree level, components at the end or in the last year are based on augmentation and scaffolding of the knowledge and skills learned initially in the programme. Therefore, having micro-credentials stacked at the end of the programme will not enable the learner to achieve the analytical rigour and mastery required at high-level qualifications.</p>

Enrolment

Do students have to enrol in both micro-credential(s) and the programme?

If the student is enrolled in a programme that includes micro-credentials as components, the enrollment system should be set up to ensure the student is enrolled on the micro-credentials and the programme simultaneously.

As for achievement of the micro-credential and qualification (programme), these must be reported to NZQA and included on the learner's academic record.

If the learner has already completed/achieved a micro-credential, which is part of a programme, simultaneous enrolment in the micro-credential and programme is not required.

Alignment to the Programme

What is the impact of stacking micro-credentials in a programme?

The learning outcomes of the component (micro-credential) should align with the graduate profile outcomes (GPOs) of the qualification to which the programme leads.

Programme coherence should be checked to ensure alignment with the qualification, its conditions and requirements.

Micro-credential entry requirements should be appropriate for the learner to enrol in the programme.

The programme regulations should have been reviewed and confirmed to include each micro-credential.

There should be no monitoring/moderation issues related to the existing programme in which stacking is proposed.

What more must be considered when stacking micro-credentials in a degree level 7 or above programme?

The intended delivery staff should be research-active if the stackable micro-credential is in a degree programme.

Credit recognition transfer (CRT)

What if the student has already completed the micro-credential before enrolling in the programme?

Clear and robust policies and procedures relating to CRT are essential when considering the stacking of micro-credentials to recognise the learner's achievement of the micro-credential if achieved before enrolling in the programme.

Credit recognition transfer (CRT) is where one institution recognises credit gained at another institution towards a qualification or micro-credential. CRT generally describes credit from formal learning provided and credentialed by a tertiary provider.

Ongoing review (after stacking is approved)

How is ongoing alignment between the micro-credentials and the programme ensured?

Changes made to the component (stacked micro-credentials) in the programme (via a change application) do not mean an automatic change to the standalone micro-credential will be applied by NZQA and vice versa.

If a micro-credential is discontinued or set to an expiring status, this will have an impact on the programme in which the micro-credential is stacked. The programme must be updated before the standalone micro-credential is discontinued.

Education organisations should note:

- changing a micro-credential included in a programme requires confirming the alignment of the changes within the programme.
- the programme change application (if reviewed) should be submitted at the same time as the micro-credential change application.

Irlande : microcertifications dans le CNC (NFQ)

Les microcertifications sont intégrées à tous les niveaux du cadre national irlandais des certifications

Ils sont représentés sous trois formes différentes:

“Minor Awards” (at any level, outcomes of partially completed “Major Awards” can be awarded).

“Supplemental Awards” (from Level 4 onwards, learning in addition to “Major Awards” can be awarded).

“Special Purpose Awards” (specific achievements can be awarded at any level)

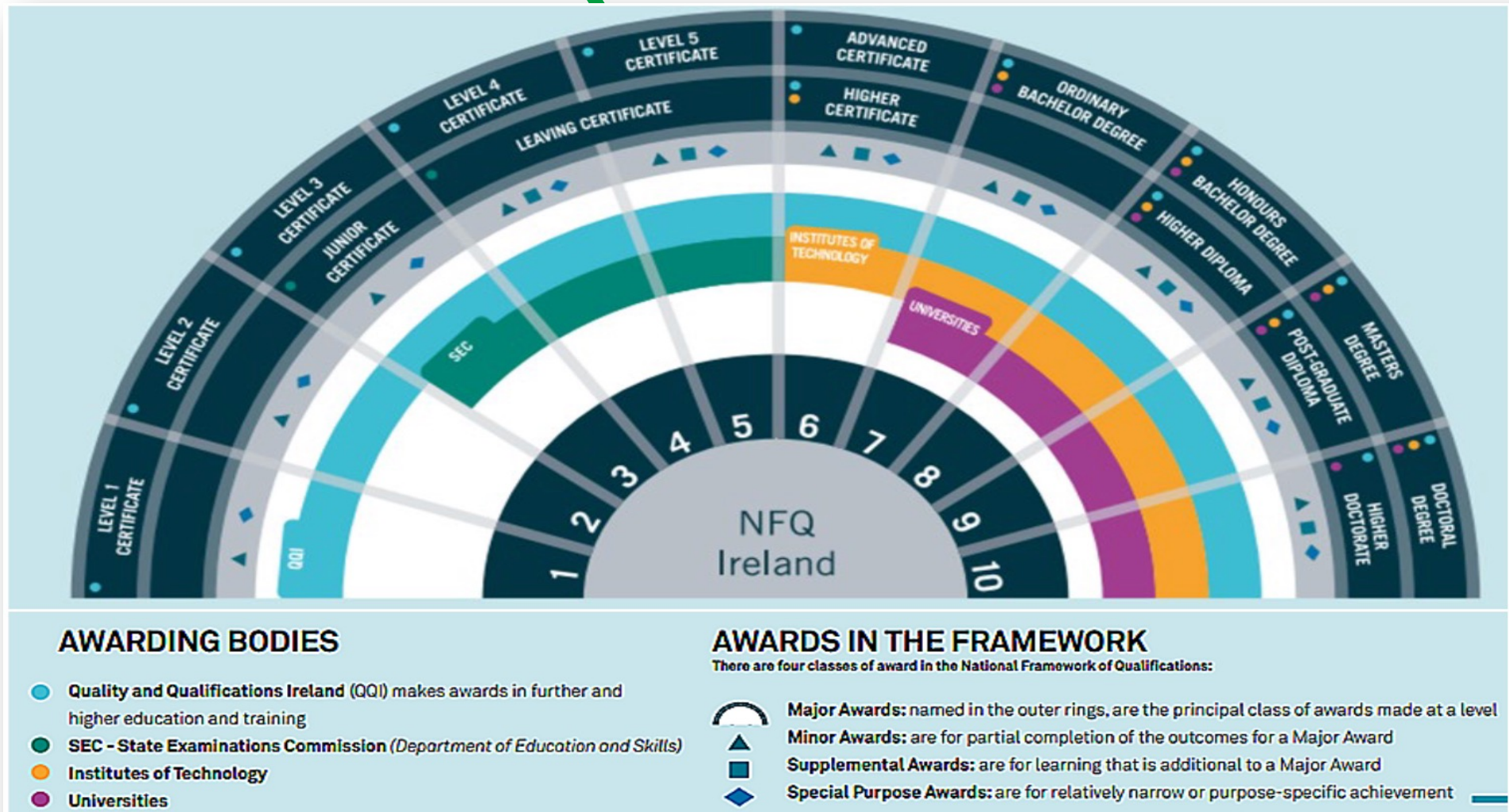


Figure 3: The Irish NQF. Source: Quality and Qualifications Ireland (2021).

Micro-credentials are awarded by universities, institutes of technologies, other awarding bodies, the State Examinations Commission and Quality and Qualifications Ireland (QQI)¹¹.

Portugal: National Catalogue Qualifications - ANQEP(UFCD)

The screenshot shows the ANQEP website interface. At the top, there are logos for 'CQ CATÁLOGO NACIONAL DE QUALIFICAÇÕES' and 'ANQEP AGÊNCIA NACIONAL PARA A QUALIFICAÇÃO E O ENSINO PROFISSIONAL, I.P.'. Below the logos is a navigation bar with options: 'Qualificações de Dupla Certificação', 'Referencial Básico e Secundário (Adultos)', 'Percurso de curta e média duração', 'Competências Transversais', 'Conselhos Setoriais para a Qualificação', and 'Documentação'. The main content area is titled 'Resultados da pesquisa: 8669 UFCD' (highlighted with a red circle). A 'DESCARREGAR LISTAGEM' button is visible. On the left, there are search filters for 'UFCD Pesquisa Unidades de Formação de Curta Duração', including fields for 'Designação', 'Código', 'Qualificação', 'Áreas de Educação e Formação', 'Duração', and 'Excluídas'. The search results are displayed in a table with columns for 'Código', 'Carga horária', 'Pontos de Crédito', and 'Descrição'. Three results are shown:

Código	Carga horária	Pontos de Crédito	Descrição
0001	25 horas	2.25	História das artes e da indústria gráfica
0002	25 horas	2.25	Desktop publishing - tratamento de texto e paginação
0003	50 horas	4.5	Desktop publishing - tratamento de texto e imagem

- UFCD : proxy des microcertifications
- Accès : Catalogue National des Qualifications – ANQEP.
- Peut être combiné en une qualification complète.
- UFCD : Volume d'apprentissage : 2,25 à 4,5 points de crédit
- UFCD séparé : ne donne pas de niveau de qualification.

<https://catalogo.anqep.gov.pt/>

UFCD: Unidade de Formação de Curta Duração; **Unité de formation de courte durée**

UE : Recommandation sur l'approche européenne des microcertifications pour l'ALV et l'employabilité : 10 principes

“Utiliser les microcertifications comme outil pour renforcer et compléter les possibilités d'apprentissage existantes, accroître la participation à l'apprentissage tout au long de la vie.” (juin 2022)

1. Qualité
2. Transparence
3. Pertinence
4. Évaluation valide
5. Parcours d'apprentissage

6. Reconnaissance
7. Portabilité
8. Centré sur l'apprenant
9. Authentique
10. Information et orientation

ANNEX I

Union standard elements to describe a micro-credential

This annex includes a list of common Union standard elements to describe micro-credentials that can be used as a resource to support implementation.

Mandatory elements:	Identification of the learner
	Title of the micro-credential
	Country/Region of the issuer
	Awarding body
	Date of issuing
	Learning outcomes
	Notional workload needed to achieve the learning outcomes (in ECTS credits, wherever possible)
	Level (and cycle, if applicable) of the learning experience leading to the micro-credential (EQF, QF-EHEA), if applicable
	Type of assessment
	Form of participation in the learning activity
	Type of quality assurance used to underpin the micro-credential
Optional elements, where relevant (non-exhaustive list)	Prerequisites needed to enrol in the learning activity
	Supervision and identity verification during assessment (unsupervised with no identity verification, supervised with no identity verification, supervised online, or onsite with identity verification)
	Grade achieved
	Integration/stackability options (standalone, independent micro-credential/integrated, stackable towards another credential)
	Further information

These standard elements will be included in a Union data model¹ that specifies a common format for describing micro-credentials. The data model will be available as an open standard

Recommandation de l'UE sur une approche commune des microcertifications

Éléments de structuration et de conception d'une microcertification

- ✓ Intégrez les microcertifications dans le système d'assurance qualité de votre institution
 - Prestation de cours, évaluation et certification.
 - Rétroaction des apprenants et des parties prenantes externes (telles que les employeurs et les organismes professionnels)
- ✓ Assurance qualité externe de vos institutions.
- ✓ Publier les méthodes et les résultats de l'assurance qualité interne et externe.

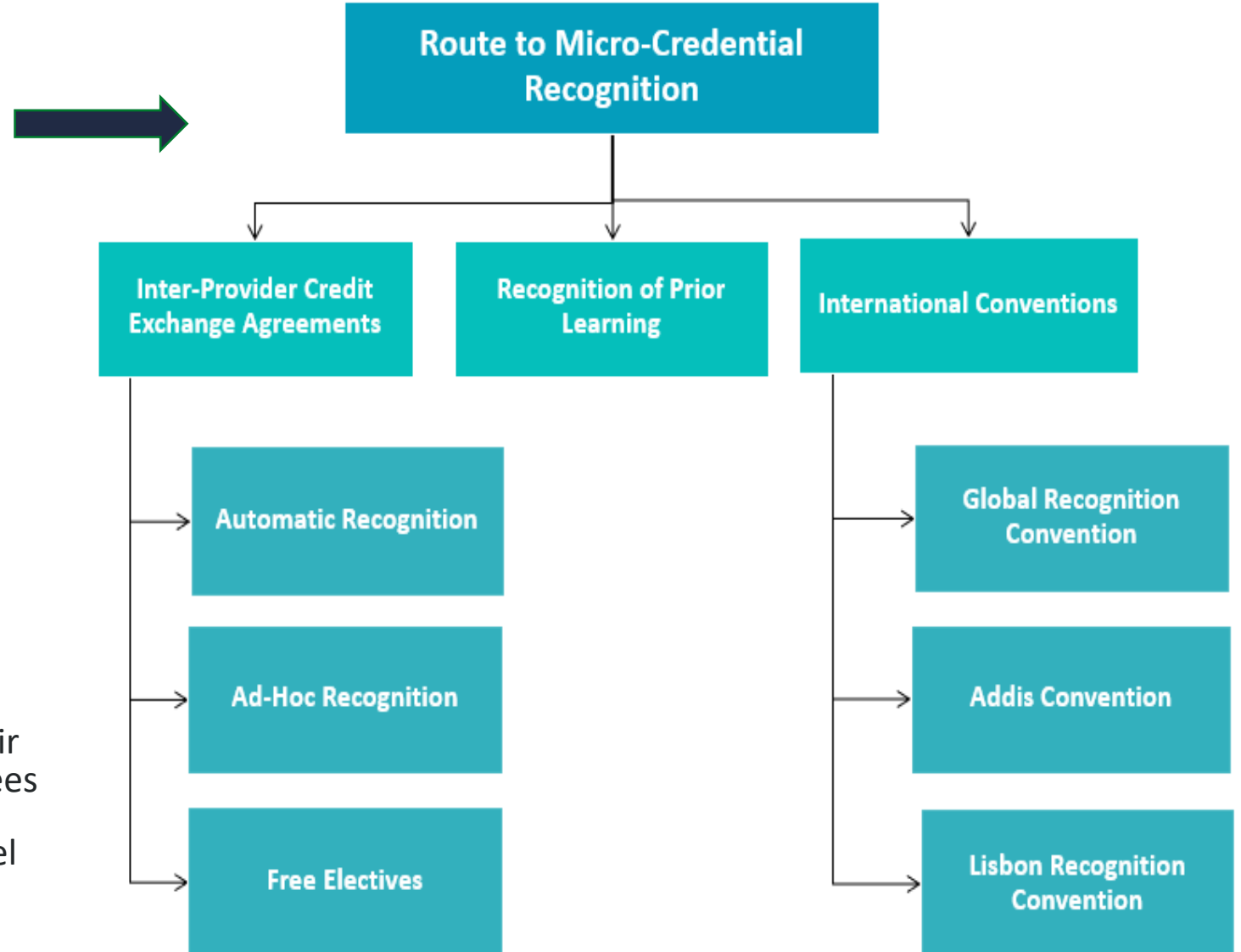
- ✓ **Publier les résultats d'apprentissage, la charge de travail théorique et les points de crédit des microcertifications.**
 - ❑ Lien avec les critères et méthodes d'enseignement, d'apprentissage et d'évaluation.
 - ❑ Lien avec des taxonomies formelles telles que des cadres d'aptitudes ou de compétences (par exemple, ESE).
 - ❑ Publier de l'information sur les microcertifications à l'aide du modèle standard.
- ✓ **Intégrer les microcertifications dans les cadres de certification nationaux et régionaux.**

À des fins d'éducation ou de formation:

- ✓ Permettre la reconnaissance de microcertifications par de multiples voies
- ✓ Rechercher la collaboration avec des entités du secteur privé ou public (qui peuvent inclure des organismes professionnels, des entreprises et d'autres entreprises) pour co-concevoir et offrir des micro-certifications qui peuvent être automatiquement reconnues à des fins d'emploi et d'éducation.

À des fins d'emploi:

- ✓ Les prestataires de services d'apprentissage non formel ou informel devraient adapter les recommandations du Guide des microcertifications afin de concevoir et d'offrir des microcertifications interopérables adaptées à l'objectif (par exemple, dans le cadre de programmes de développement professionnel continu).



L'Observatoire des microcertifications : une excellente source

L'Observatoire de recherche sur les microcertifications (ROM) est une initiative du NIDL en partenariat avec le [ECIU University](#).

L'objectif est de fournir une collection organisée et régulièrement mise à jour de rapports majeurs, d'initiatives politiques et de publications liées à la recherche sur la croissance des microcertifications dans l'enseignement supérieur et l'apprentissage tout au long de la vie en général.

- [NIDL Activities](#)
- [NIDL Research](#)
- [Major Policy Initiatives](#)
- [National & International Reports](#)
- [Useful Reading: Articles, Books & Papers](#)
- [Events, Conferences and Webinars](#)
- [Microcredentials Sans Frontières Network](#)



- Grand nombre d'articles publiés en 2022-2023:
<https://www.dcu.ie/nidl/micro-credential-observatory>

Websites, resources on micro-credentials: open information

- **In NQF registers:**

- New Zealand (NZQA): <https://www.nzqa.govt.nz/providers-partners/approval-accreditation-and-registration/micro-credentials/>

- Register of micro-credentials NZQA: <https://www.nzqa.govt.nz/nzqf/search/microcredentials.do>
- Up to 40 credits – levels 3 to 8 of NQF

- **Portugal: National Qualifications Catalogue:** <https://catalogo.anqep.gov.pt/>
 - 8663 courses of short duration (75-350 hours of learning)

- **Toolkits: Ontario Micro-credentials Toolkit:**

<https://ecampusontario.pressbooks.pub/microcredentialtoolkit/>

Sites Web, ressources sur les microcertifications : information ouverte (2)

- **ACQF website:** <https://acqf.africa/resources/micro-credentials>
- **Cedefop:** <https://www.cedefop.europa.eu/en/projects/microcredentials-labour-market-education-and-training>
- **ETF:** Guideline to design, issue and recognise Micro-Credentials. <https://www.etf.europa.eu/sites/default/files/2023-05/Micro-Credential%20Guidelines%20Final%20Delivery.pdf>
- **EU Recommendation 2022:** A European Approach to Micro-Credentials: https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C_.2022.243.01.0010.01.ENG
- **New survey:** https://www.holoniq.com/notes/micro-credentials-survey-2023-insights?utm_campaign=Weekly%20Education%20Marketing%20Newsletter&utm_medium=email&_hsmi=257668719&_hsenc=p2ANqtz-9AW9h3XTIKkCALx1MFTX6515BITWs4V5GeO7EdAbCUYOBGELgA3TN43nQjKY7B30_AxaBgAGsBVj7OKaftMoJ4yi8Dvw&utm_content=257668719&utm_source=hs_email

Le gouvernement australien (2021) a adopté le National Micro-Credentials Framework, qui utilise la définition suivante:

- Une microcertification est une certification d'apprentissage ou de compétence évaluée, avec un volume d'apprentissage minimum d'une heure et inférieur à une qualification du cadre australien des certifications (AQF), qui est supplémentaire, alternative, complémentaire ou une composante d'une qualification de l'AQF.

Qu'est-ce qui peut constituer une microcertification ??

- Ensembles de compétences ou unités de compétence de l'EFTP.
- Éléments modulaires et évalués des programmes d'études ou des matières existants de l'enseignement supérieur.
- L'apprentissage de l'industrie qui est évalué (comme les certifications des fournisseurs, l'apprentissage professionnel).
- D'autres formes d'apprentissage ou de compétences évaluées (p. ex., les cours de l'enseignement professionnel, de l'enseignement supérieur et de l'industrie qui ne sont pas actuellement accrédités par un organisme de réglementation, et ceux qui sont dispensés par d'autres fournisseurs).

Qu'est-ce qui ne constitue pas une microcertification ??

- Apprentissage ou cours non évalués, y compris l'apprentissage intégré au travail sans évaluation.
- Les badges qui sont obtenus uniquement par la participation (c'est-à-dire sans évaluation).
- Certifications formelles dans le cadre de l'AQF et macro-certifications, y compris les diplômes, les certificats et les maîtrises.

Reflection Sénégal



Micro-credentials and / or proxies: please mention some current examples.

How will the NQF incorporate them? Some ideas?

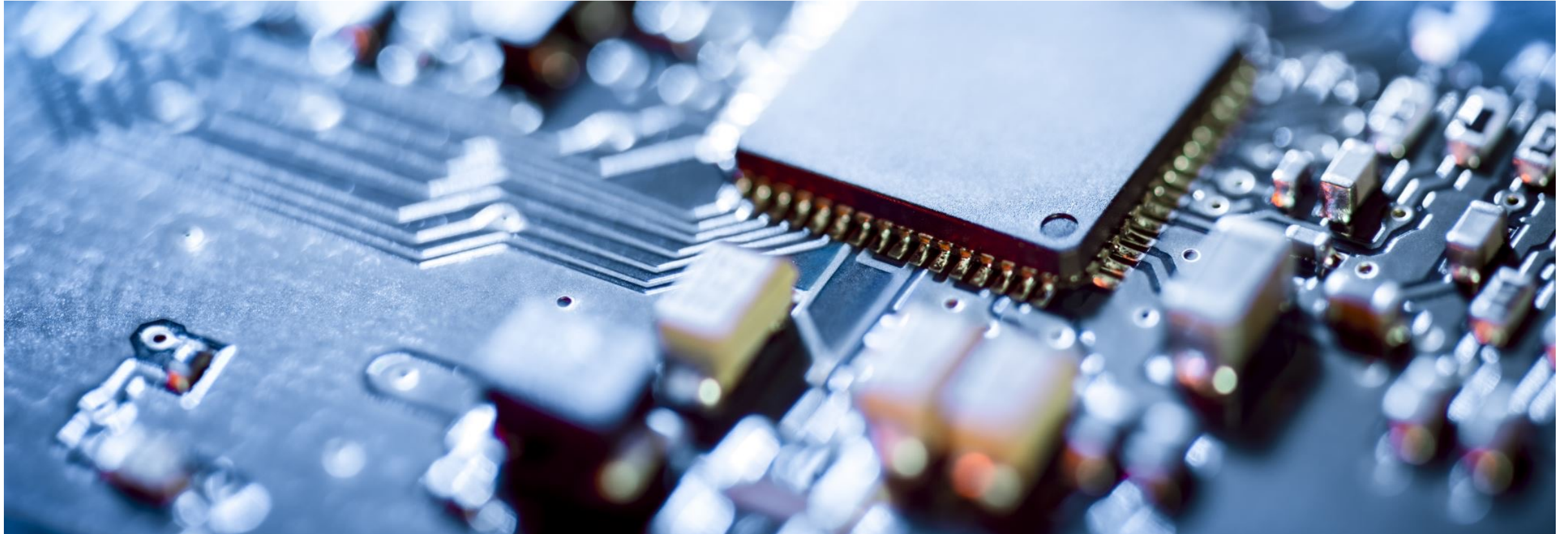
What is the future of micro-credentials in Seychelles? What sectors, occupations will likely need micro-credentials?

What changes to policy and legislation will be required for micro-credentials to have a space?

What about dissemination, information and guidance for all stakeholders and potential users of microcredentials?

SQA: role. SQCF...?

Sondage sur les microcertifications ACQF- II : un aperçu



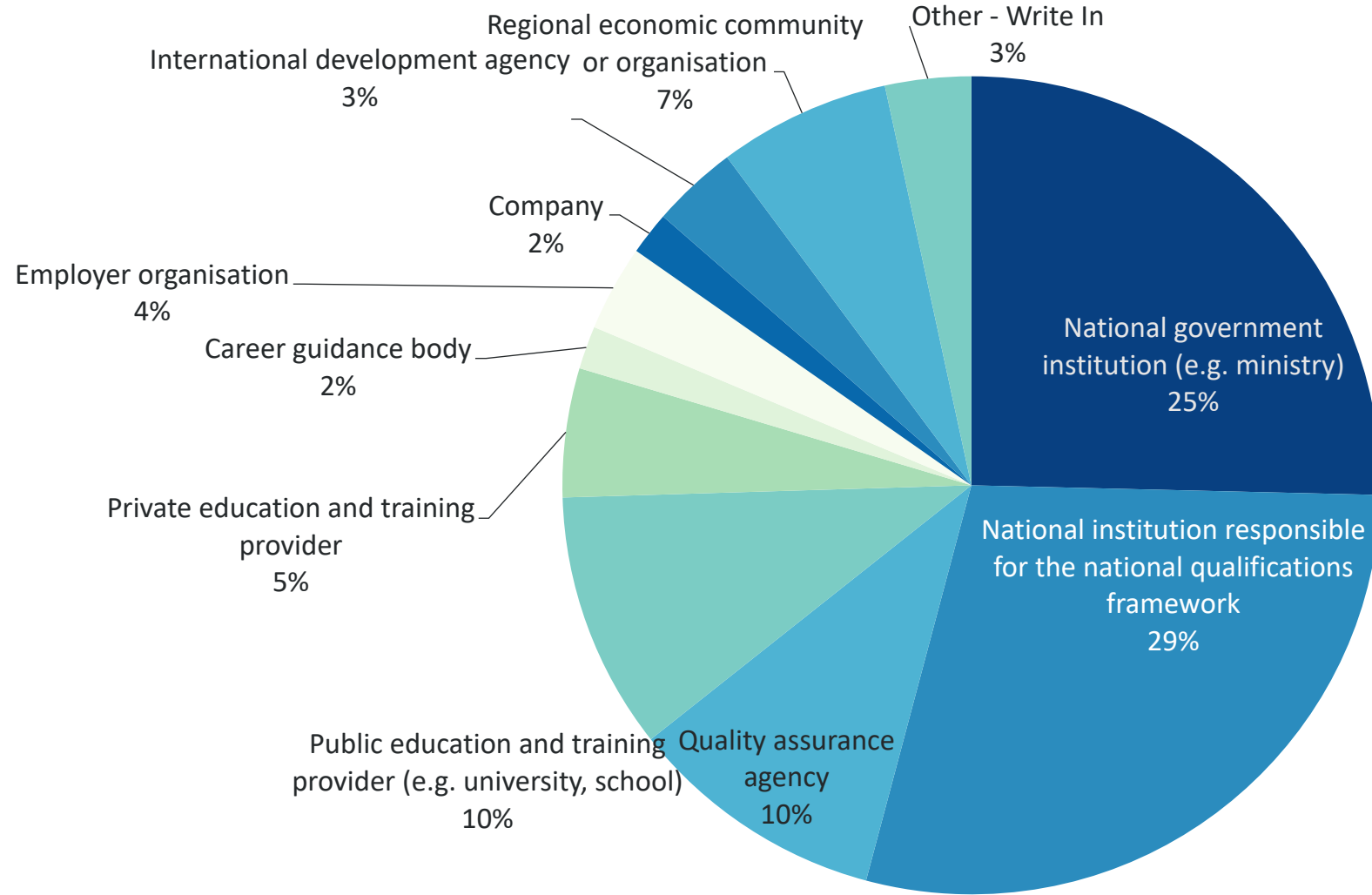


Répondants à l'enquête MC ACQF-II

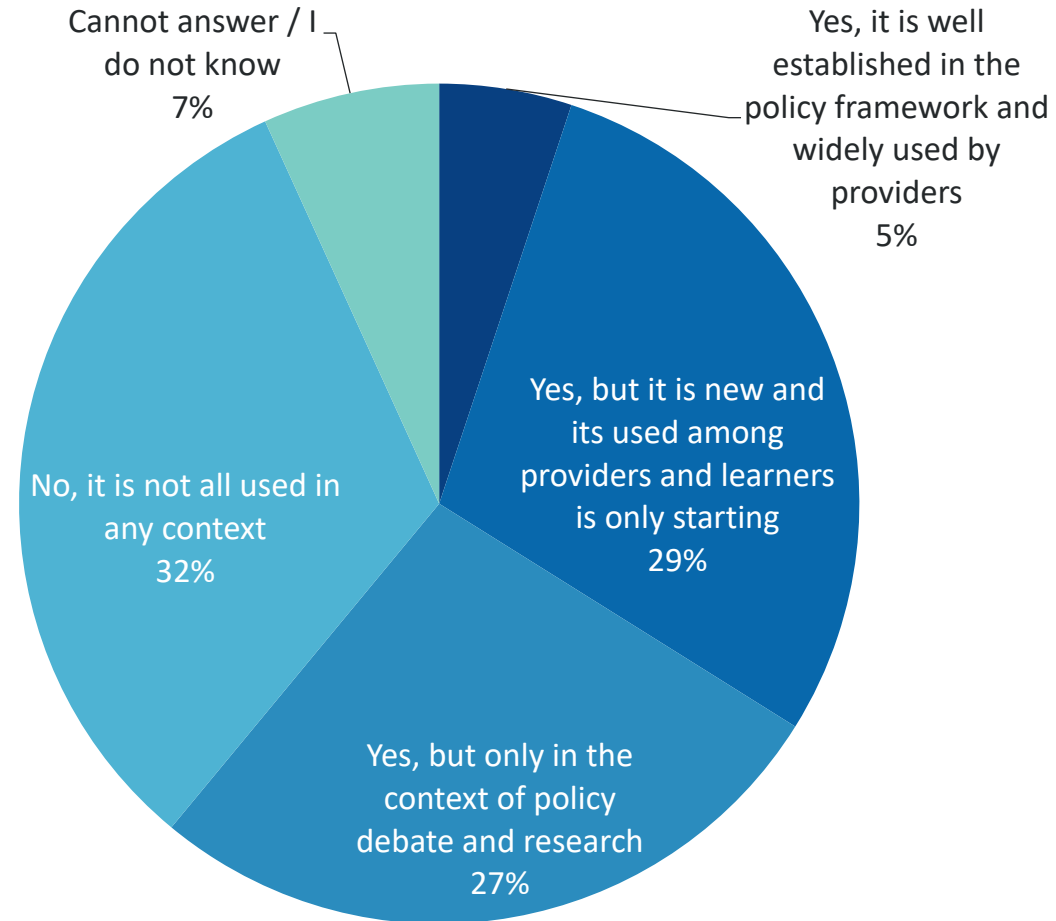
Pays de la SADC : Angola, Botswana, RD Congo, Eswatini, Malawi, Maurice, Mozambique, Namibie, Seychelles, Afrique du Sud, Zambie

Value	Percent	Count
Angola	5.1%	3
Botswana	1.7%	1
Burkina Faso	6.8%	4
Cabo Verde	1.7%	1
Chad	1.7%	1
Democratic Republic of the Congo	1.7%	1
Djibouti	1.7%	1
Egypt	1.7%	1
Eswatini (formerly Swaziland)	6.8%	4
Ethiopia	1.7%	1
Ghana	1.7%	1
Guinea-Bissau	6.8%	4
Kenya	5.1%	3
Malawi	1.7%	1
Mauritius	1.7%	1
Morocco	5.1%	3
Mozambique	6.8%	4
Namibia	1.7%	1
Nigeria	1.7%	1
Rwanda	1.7%	1
Senegal	1.7%	1
Seychelles	6.8%	4
Somalia	1.7%	1
South Africa	3.4%	2
Sudan	1.7%	1
Tunisia	5.1%	3
Uganda	3.4%	2
Zambia	11.9%	7
Totals		59

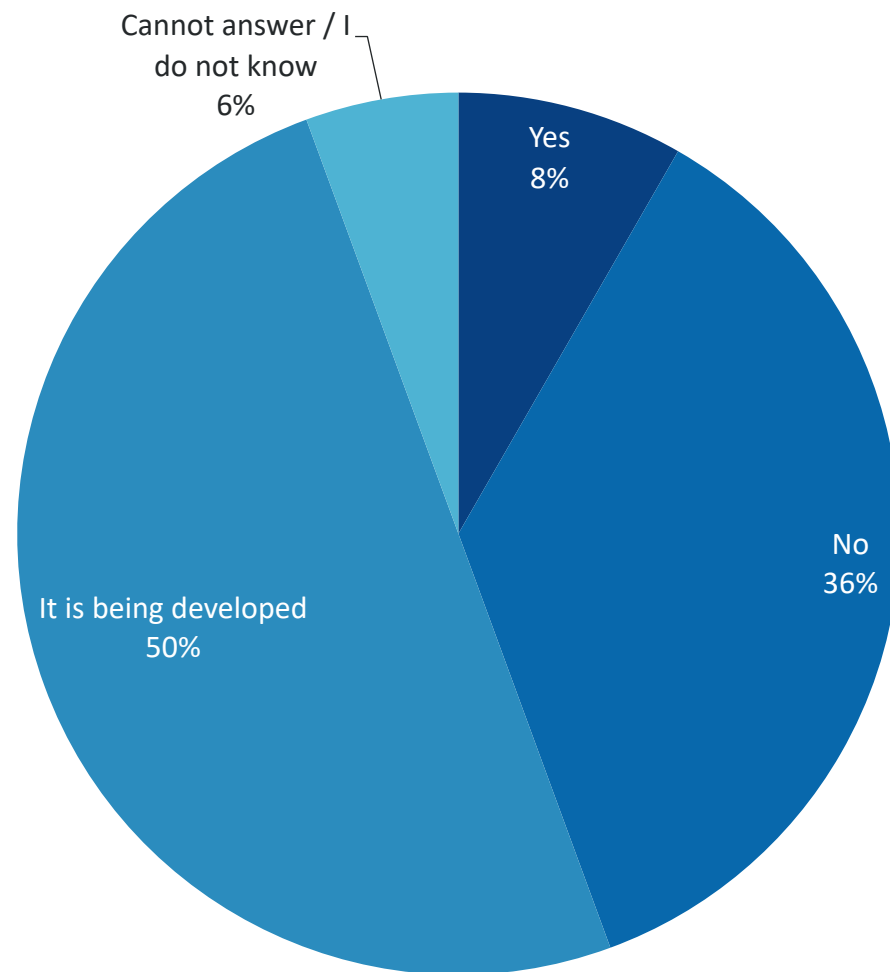
Quel type d'organisation représentez-vous ??



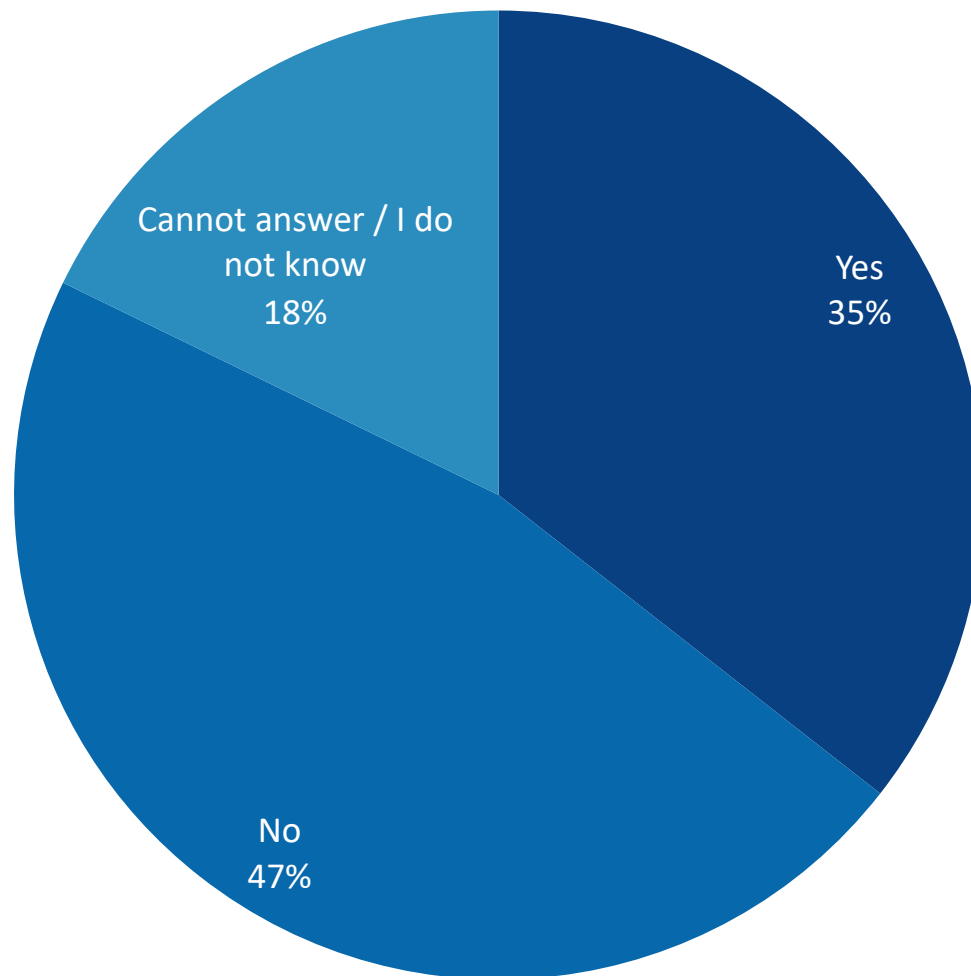
Le terme « micro-certification » est-il utilisé dans le contexte de votre organisation / pays ??



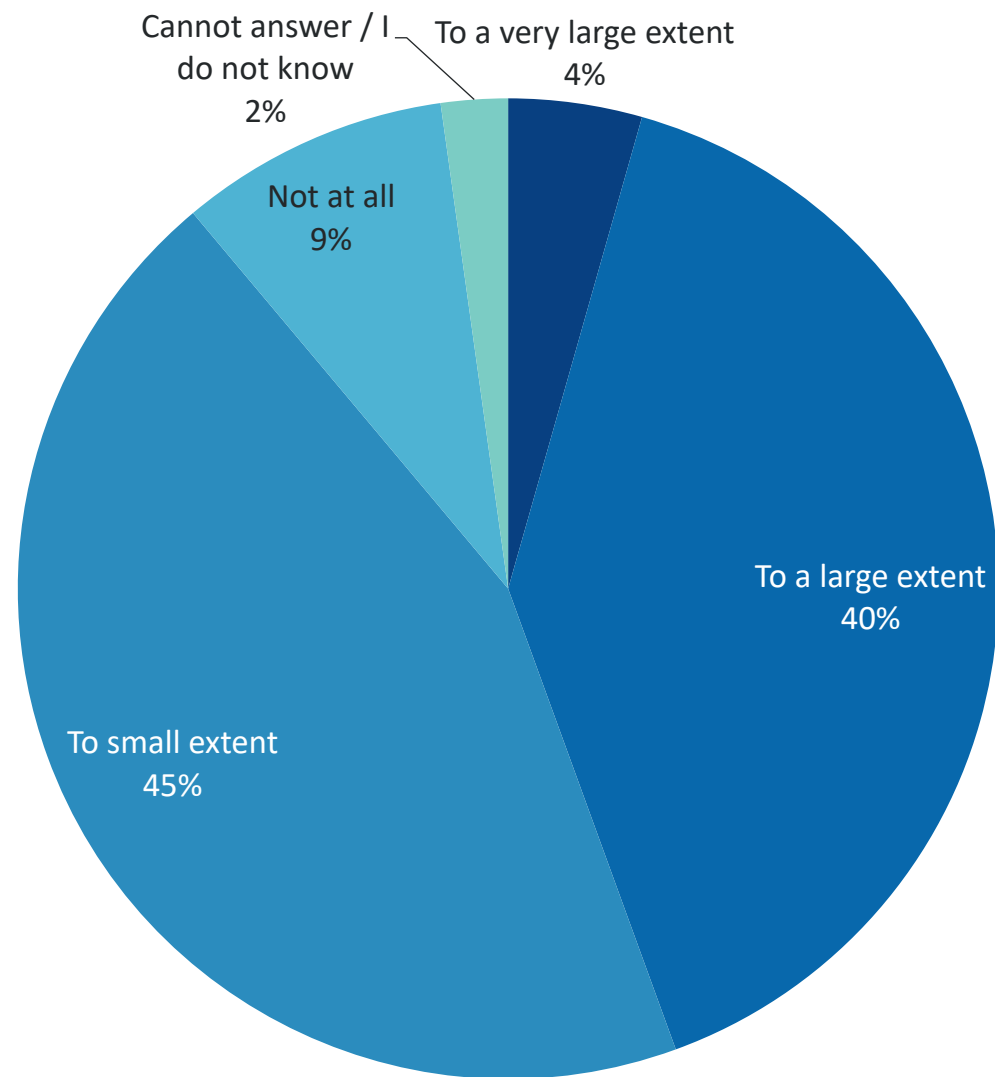
Existe-t-il une définition officielle des microcertifications dans votre pays ??



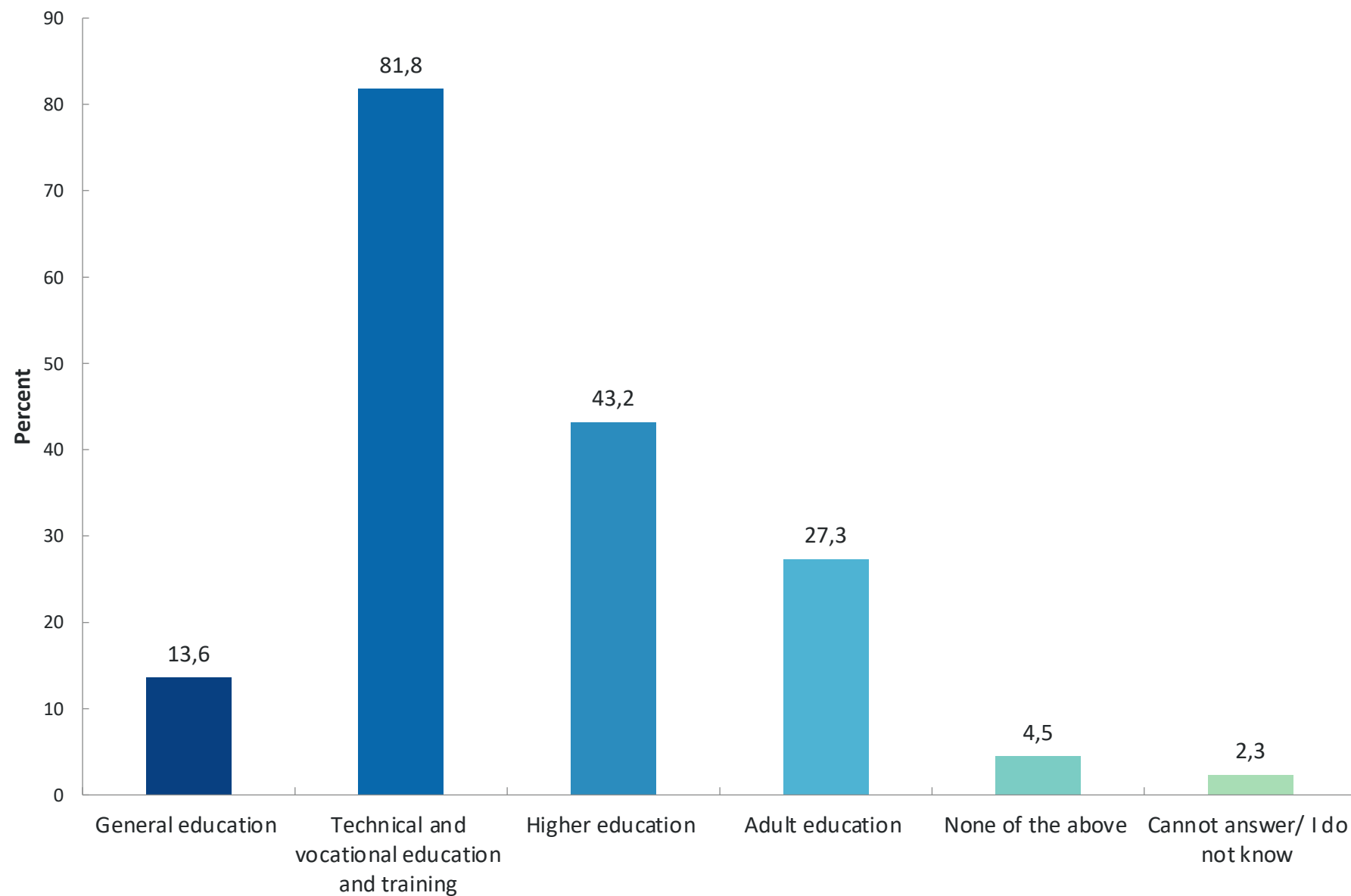
Les microcertifications sont-elles mentionnées dans les documents officiels de politique ??



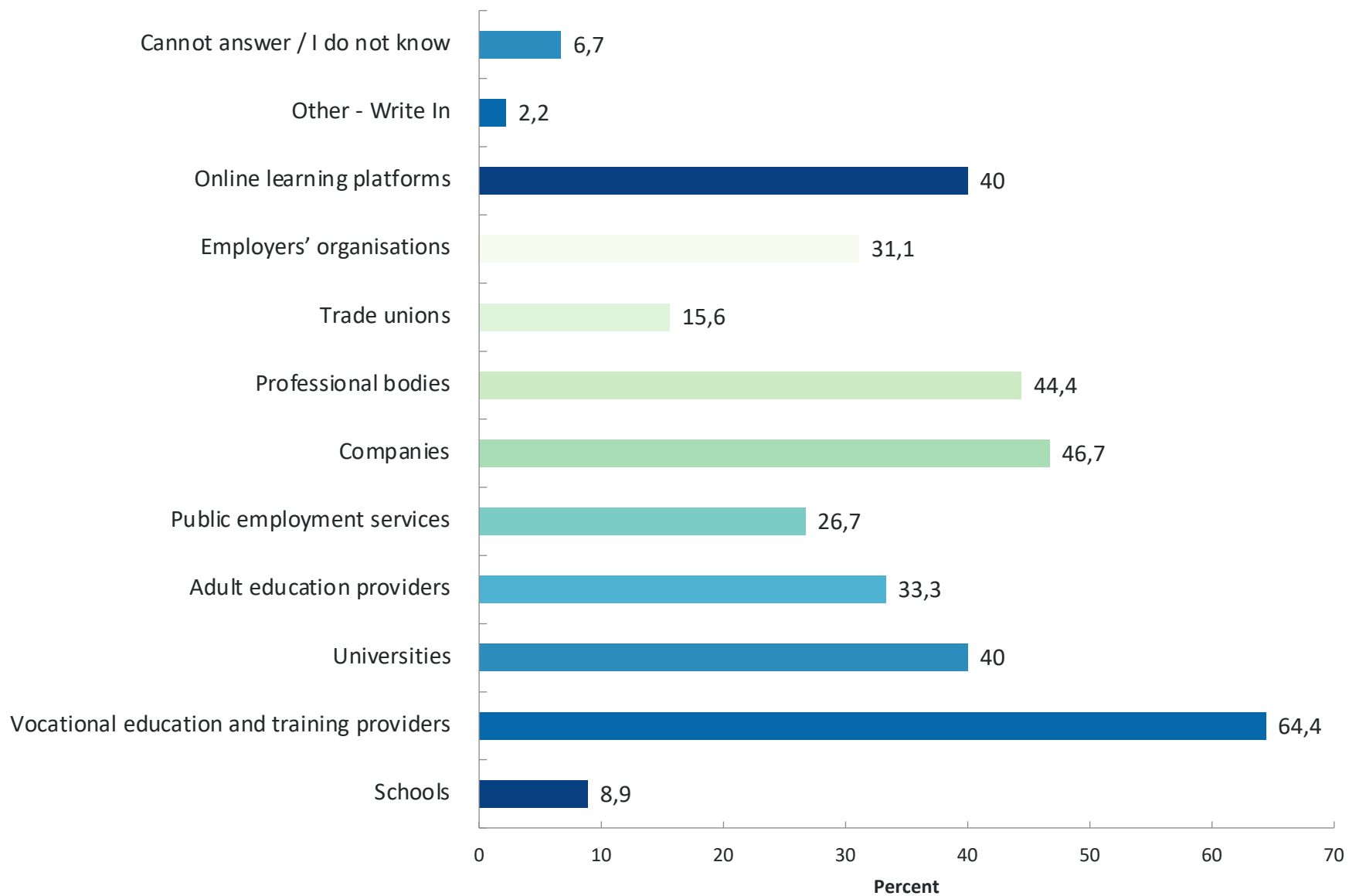
Dans quelle mesure les microcertifications (ou le terme que vous avez spécifié) sont-elles mentionnées dans les discussions sur les politiques nationales et régionales ??



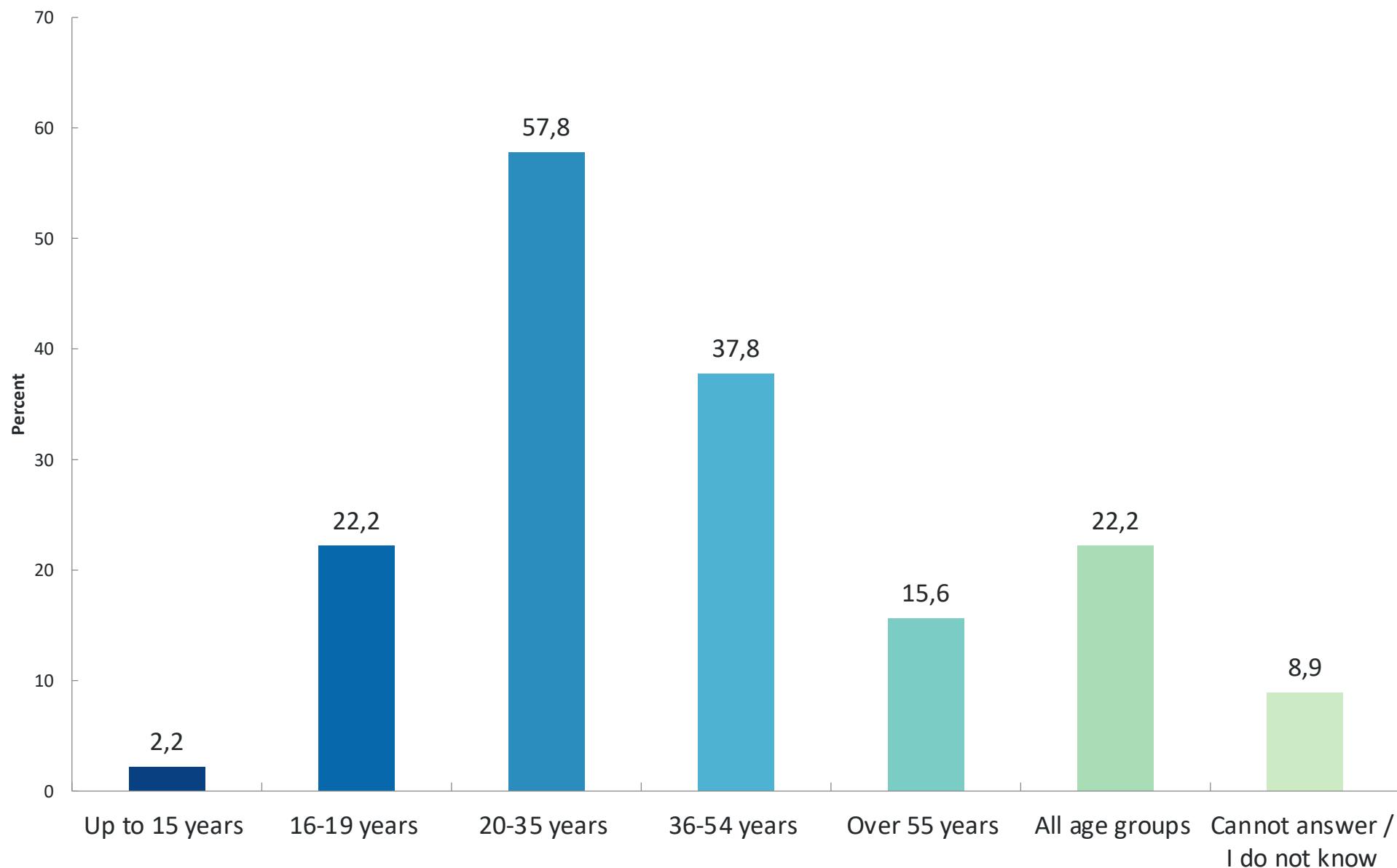
Quels sont les secteurs de l'éducation et de la formation qui offrent des microcertifications ?



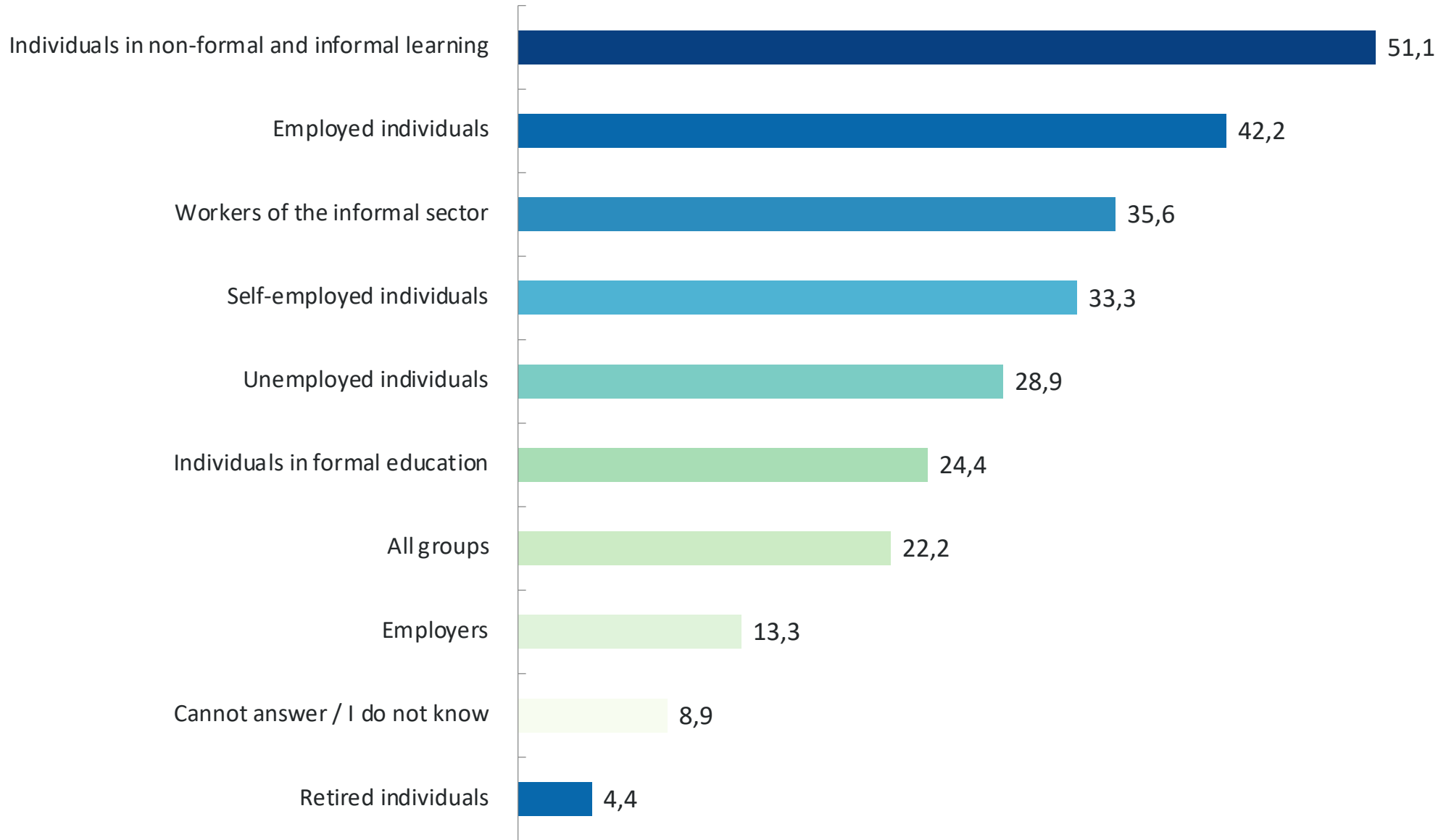
Qui sont les principaux fournisseurs de microcertifications ?



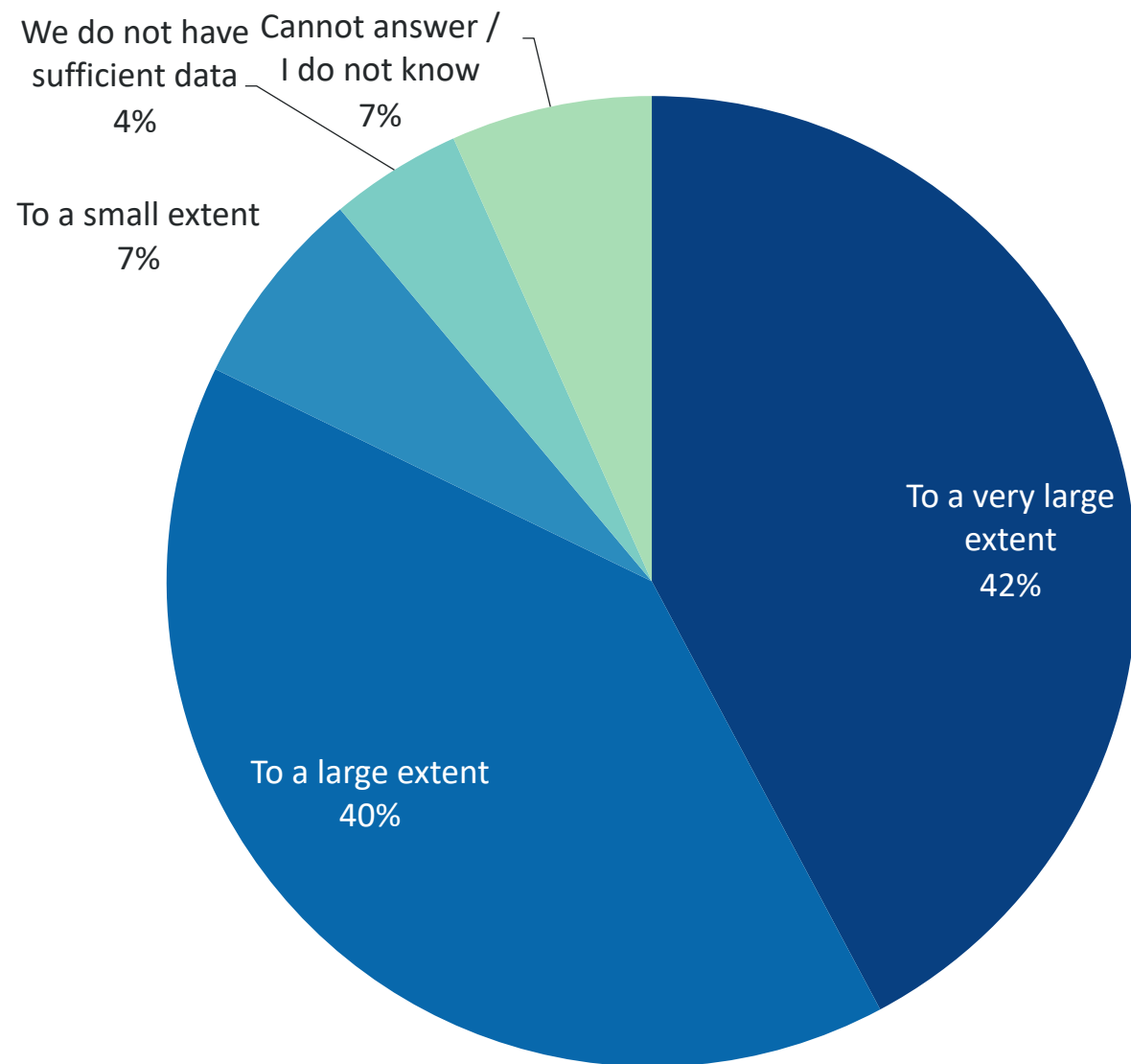
Quels sont les groupes d'apprenants qui sont les principaux bénéficiaires des microcertifications en termes d'âge ??



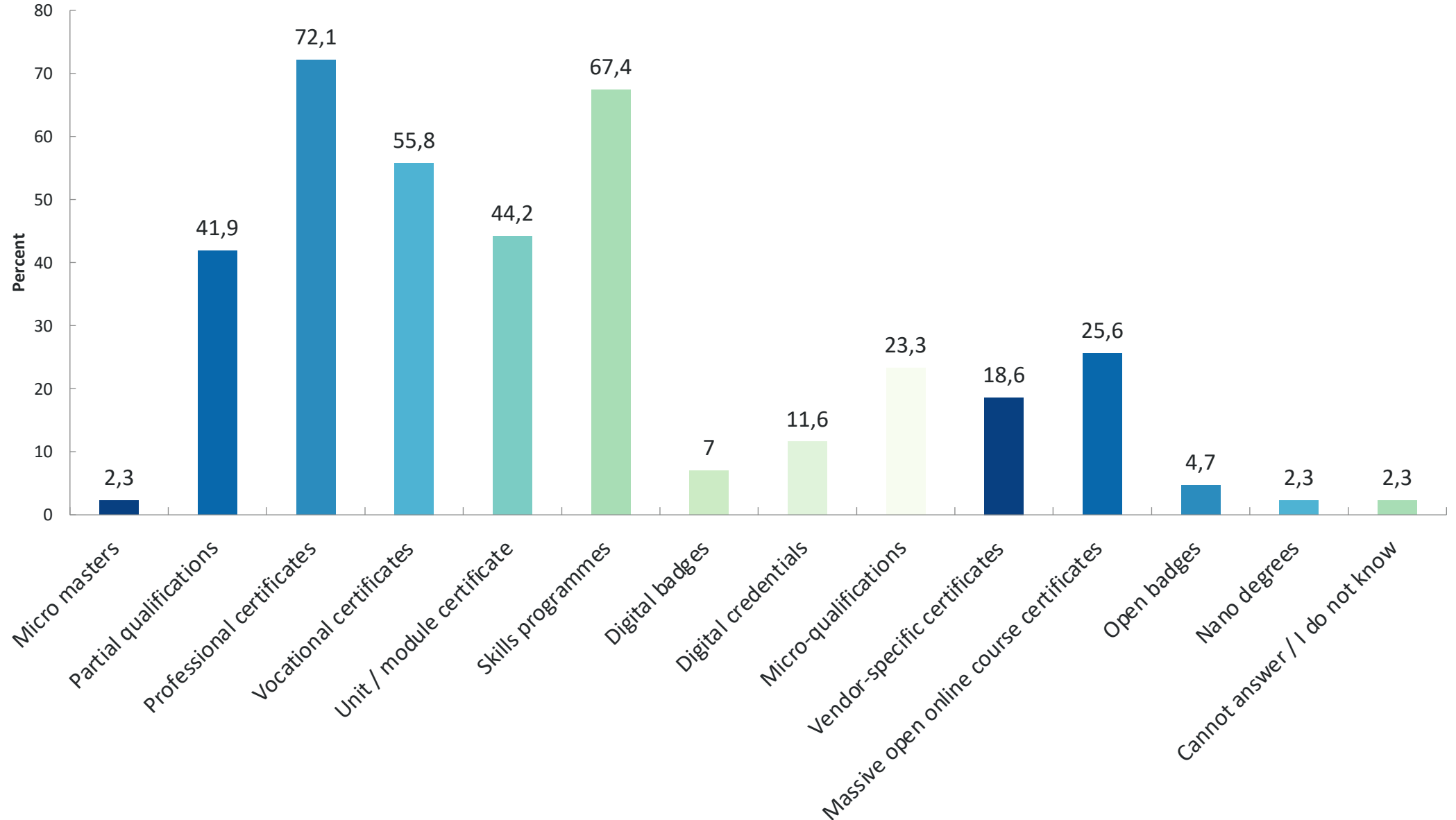
What groups of learners are the main recipients of micro-credentials ?



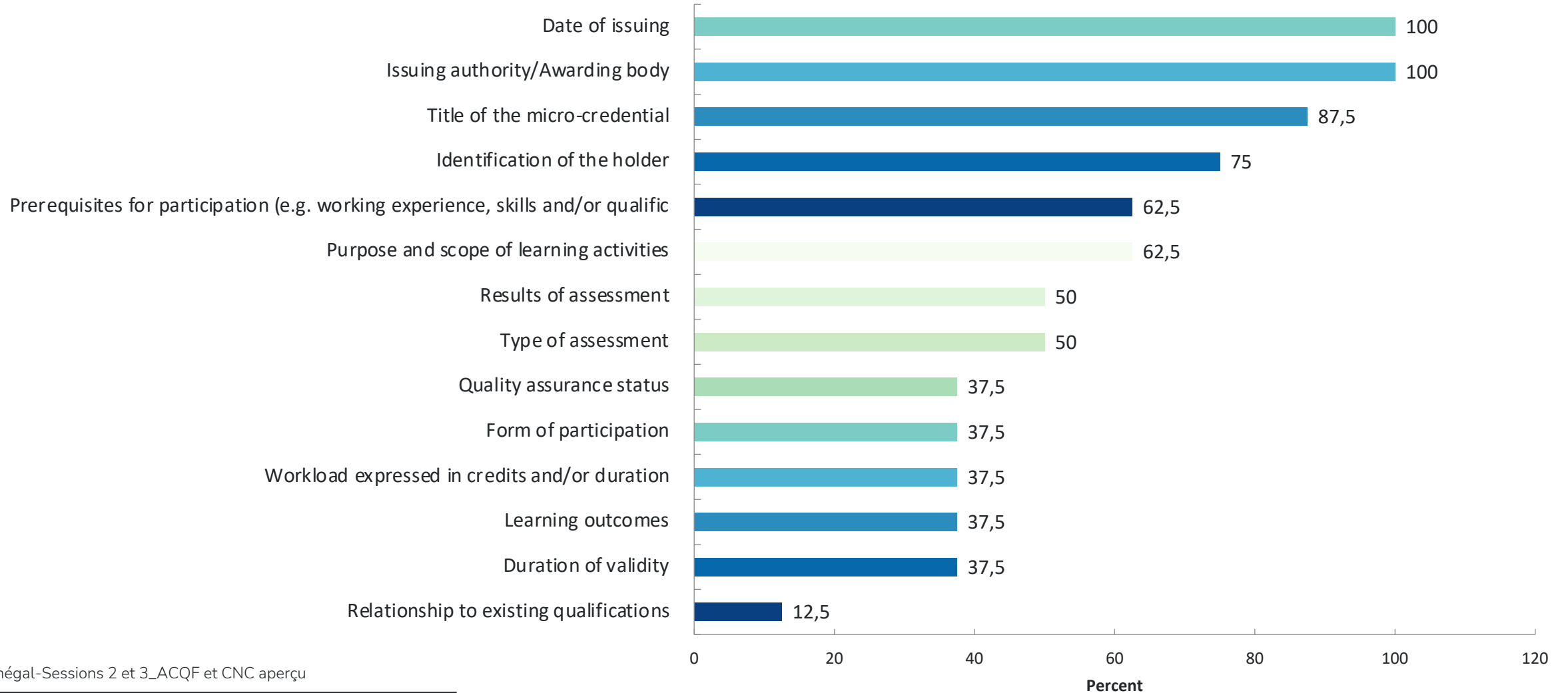
Dans quelle mesure pensez-vous que l'offre de microcertifications augmentera dans l'offre d'éducation et de formation de votre pays au cours des deux prochaines années ??



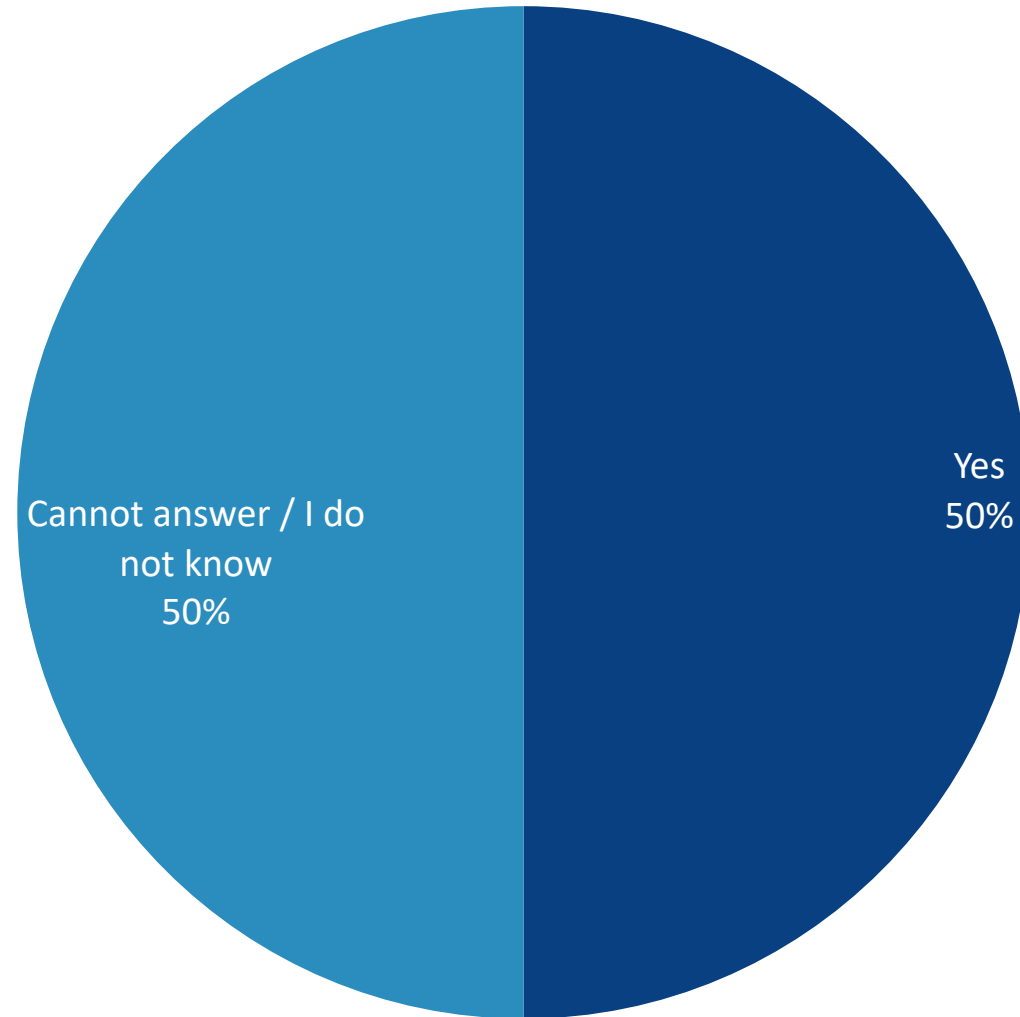
Quels sont les types de microcertifications les plus courants dans votre pays ??



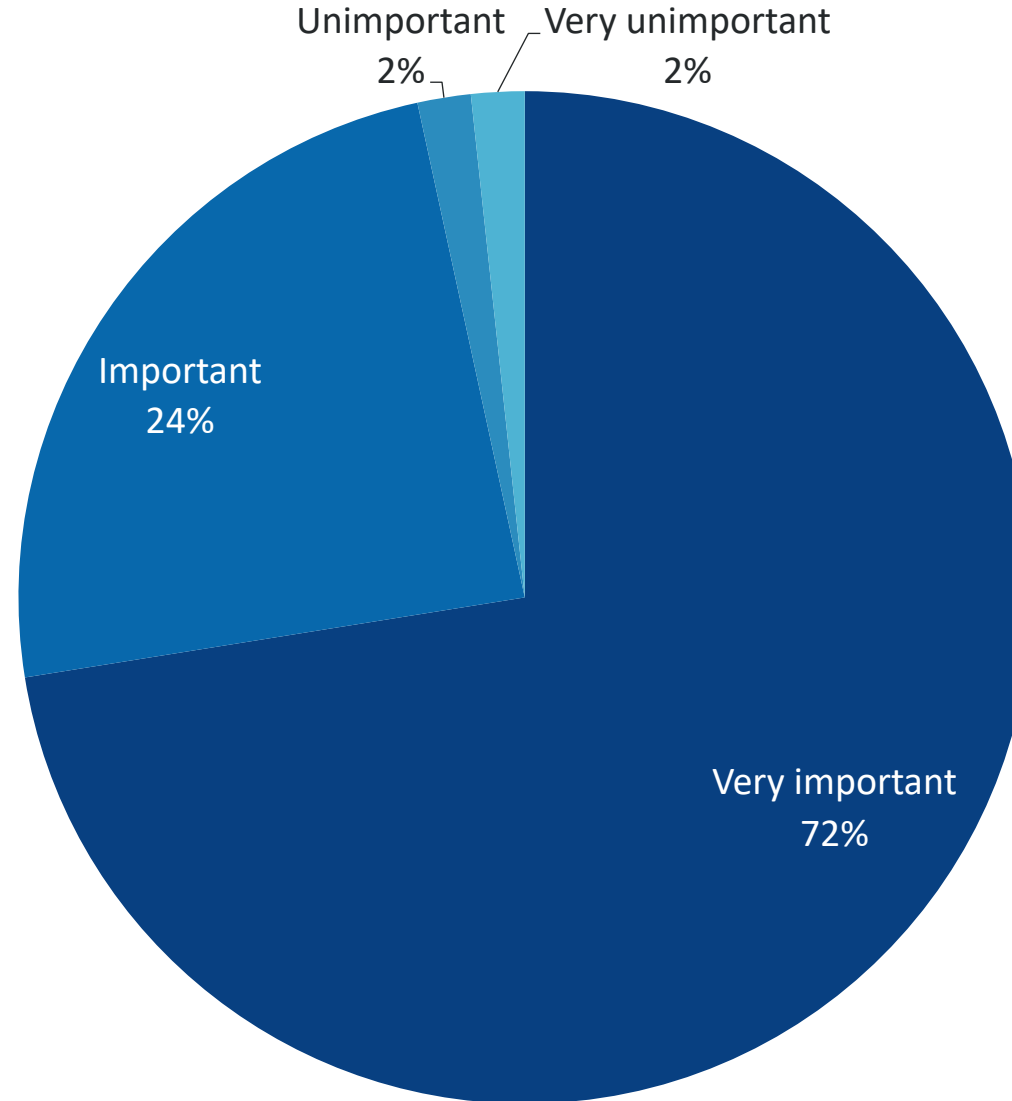
Veillez tenir compte des microcertifications offertes par votre organisation. Parmi les éléments d'information suivants, lesquels possèdent-ils ??



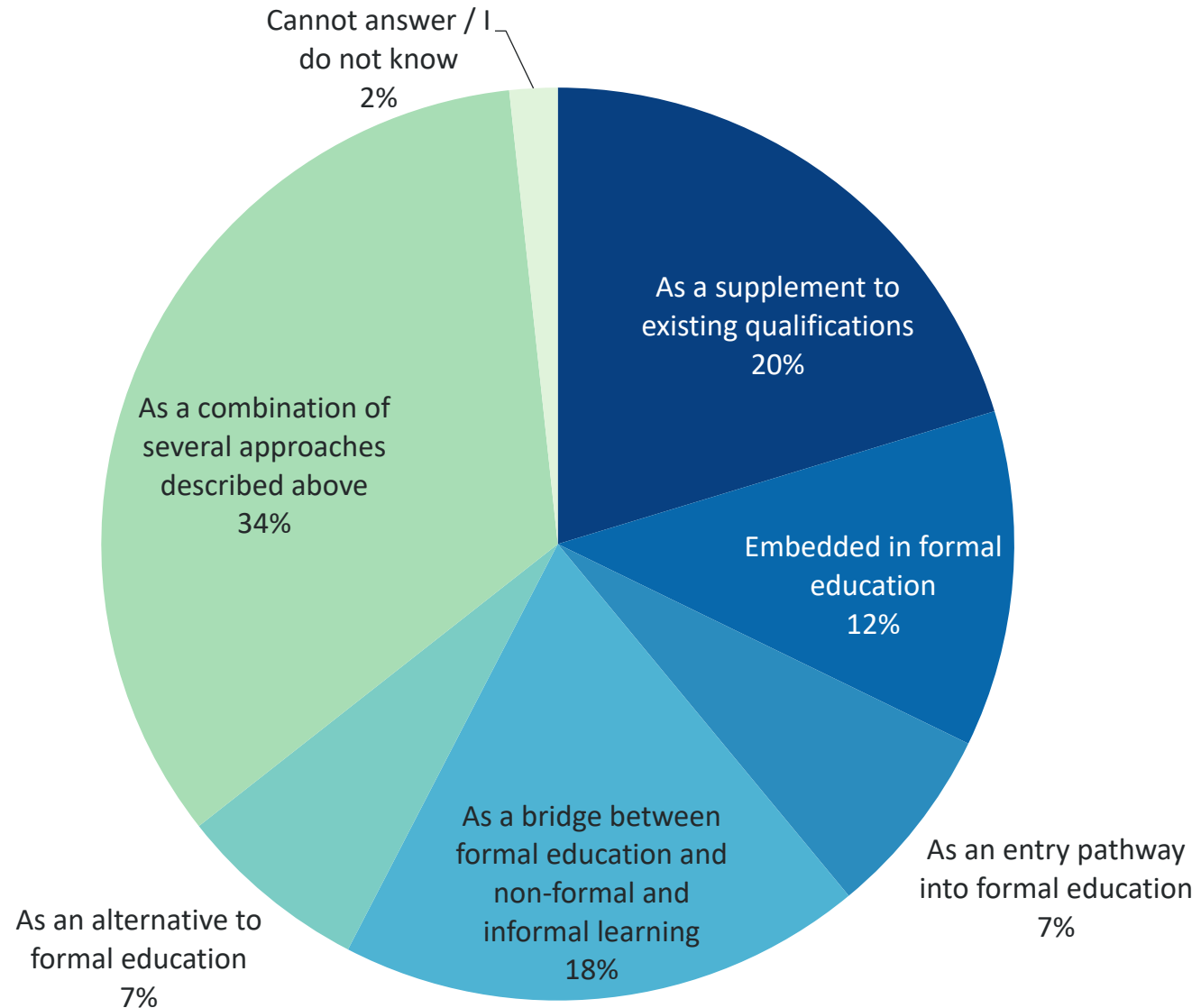
Envisage-t-on d'inclure les microcertifications dans votre CNC / registre ou base de données de certifications ??



À votre avis, dans quelle mesure serait-il important d'élaborer une approche africaine commune en matière de microcertifications ??



Si une approche commune devait être élaborée, comment imagineriez-vous le positionnement des microcertifications dans l'écosystème plus large des certifications et des titres de compétences ?



End of presentation
References

Thank you

08

**Annexes et contenus de
référence (en Anglais)**

AU Political and legal basis

- Agenda 2063 and its First Ten Year Implementation Plan
- CESA 16-25
- AfCFTA
- AU Free Movement Protocol
- PAQAF



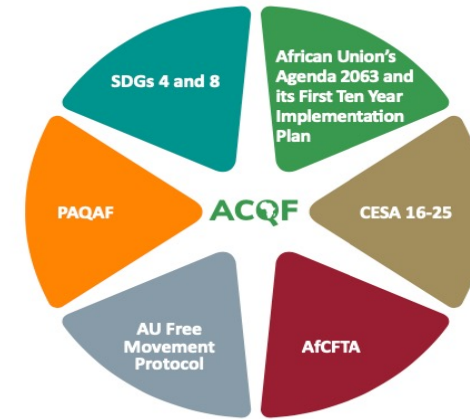


ACQF: underpinnings, purposes, principles

PURPOSES OF ACQF

- 1 Enhance** → Enhance comparability, quality and transparency of qualifications of all types and levels, support people's lifelong learning outcomes.
- 2 Facilitate** → Facilitate validation of learning, recognition of skills, diplomas and certificates and mobility of learners and workers
- 3 Cooperate** → Work in cooperation and complementarity with national and regional qualifications frameworks and support African continental integration and creation of African common space of trusted qualifications.
- 4 Promote** → Promote cooperation and referencing between qualifications frameworks (national, regional) in Africa and worldwide.

UNDERPINNINGS



PRINCIPLES

Inclusiveness:
all levels and types of qualifications, all modes of lifelong learning

Innovation:
future-proof, new demands - emerging skills, green skills, transversal skills

Openness:
to participation of all stakeholders, good practice, lessons learned (African, global)

Conceptual technical design

Meta-qualifications framework

Comprehensive and inclusive scope: all levels, modes of learning

10 levels: whole continuum of qualifications of education and training systems

Level descriptors expressed as learning outcomes

Domains of learning: Knowledge, Skills, Autonomy and Responsibility

Supported by Quality Assurance

Learning outcomes orientation supports:

- ✓ Improve **transparency and comparability** of qualifications of different national systems
- ✓ **Transparency and credibility of RPL** and validation of outcomes from experience, access to quality RPL
- ✓ **Application of credit accumulation and transfer systems** in different academic and vocational pathways.
 - Access, learning progression, lifelong learning, flexibility,
 - In design of qualifications: facilitate transfer of components of qualifications

Main areas of activity of the ACQF

1. Referencing of national qualifications frameworks and systems to the ACQF, following agreed criteria and procedures.

2. Support recognition of prior learning – for example, the development of common guidelines and approaches, updated inventory of RPL systems on the continent, a wide information and support campaign

3. ACQF Qualifications Platform (database) and management information system

4. Qualifications: Development of qualifications profiles adequate for common continental use (e.g.: related with economic integration / AfCFTA).

5. Capacity development in relevant areas. Online, onsite, hybrid.

6. Advocacy, communication, networking and cooperation: African stakeholders (education and training, employment, social partners) and other RQFs globally

7. Analysis, monitoring and evaluation: for continuous improvement.

African Continental Qualifications Framework (ACQF)

Inaugural workshop of the project ACQF-II (2023-2026)

11-13 July 2023 • Addis Ababa, Headquarters of the African Union

ACQF

African Continental Qualifications Framework

Supporting and connecting Qualifications Frameworks
Transparency and Mutual Trust in qualifications
Facilitating lifelong learning and mobility



ACQF-II is:

1. Capacity development.
2. Support countries and regions: NQF development and implementation.
3. Governance. ACQF Qualifications Platform. RPL Campaign. Referencing NQF-ACQF. Common profiles of qualifications

www.acqf.africa

REFERENCING NATIONAL QUALIFICATIONS FRAMEWORKS OR SYSTEMS TO ACQF



ACQF aims at **connecting** the national (and regional) qualifications frameworks of the community of African Union (AU) member states. This core function is based on the process of **referencing to ACQF**.



Referencing: process aimed at comparing national qualifications frameworks or systems to the ACQF following criteria and procedures.



At **national level**, referencing contributes to self-assessment of the status of the national qualifications framework or system to identify areas for reform and improvement



At **continental level and between countries**, referencing to the ACQF of a significant and increasing number of national qualifications or systems leads to the creation of a common area of trusted qualifications and enables the transformative potential of the ACQF for the continent.

African trends

- Growing number of NQFs approved and implementation started



Title: Support to the implementation of the ACQF (“ACQF-II”)

New project; but builds on and enhances the outputs of the ACQF-I. Continuity: for action and impact.

Financed: EU – under the Neighbourhood, Development and International Cooperation Instrument

Implementation: by ETF working in partnership with the 3 levels: countries, regions, continent

Duration: from April 2023 to December 2026

ACQF-II is part of the flagship initiative “Youth Mobility for Africa”. This flagship is included in the Global Gateway Africa-Europe Investment Package.

NQF in Africa by stage of development

Stage of NQF development and implementation	Number of NQFs Africa	Countries
NQF development to be started	2	Chad, Republic of Congo
NQF in early thinking	9	Burkina Faso, Union of Comoros, Democratic Republic of Congo, Guinea, Guinea-Bissau, Mali, São Tomé e Príncipe, South Sudan, Togo
NQF in development and consultation	10	Cameroon, Côte d'Ivoire, Liberia, Madagascar, Malawi, Morocco, Sierra Leone, Somalia, Sudan
NQF legal act approved, implementation started	17	Angola, Burundi, Djibouti, Eswatini, Egypt, Ethiopia, The Gambia, Ghana, Kenya, Lesotho, Mozambique, Nigeria, Rwanda, Senegal, Tanzania, Tunisia, Uganda, Zimbabwe
NQF in advanced implementation and reviewed	7	Cape Verde, Botswana, Mauritius, Namibia, Seychelles, South Africa, Zambia
Total	45	

09

**All learning matters:
RPL for LLL**

RPL

Make the invisible - visible



Make the invisible - visible: recognise skills acquired by experience/informal, non-formal learning

Non-formal and informal learning are key parts of lifelong learning

People learn at anytime, anywhere throughout their lives, not only in formal education and training systems and pathways, but also in non-formal and informal learning settings.

Knowledge, skills and competences acquired in all contexts and modalities of learning (incl. experience) can be identified, documented, assessed and certified.

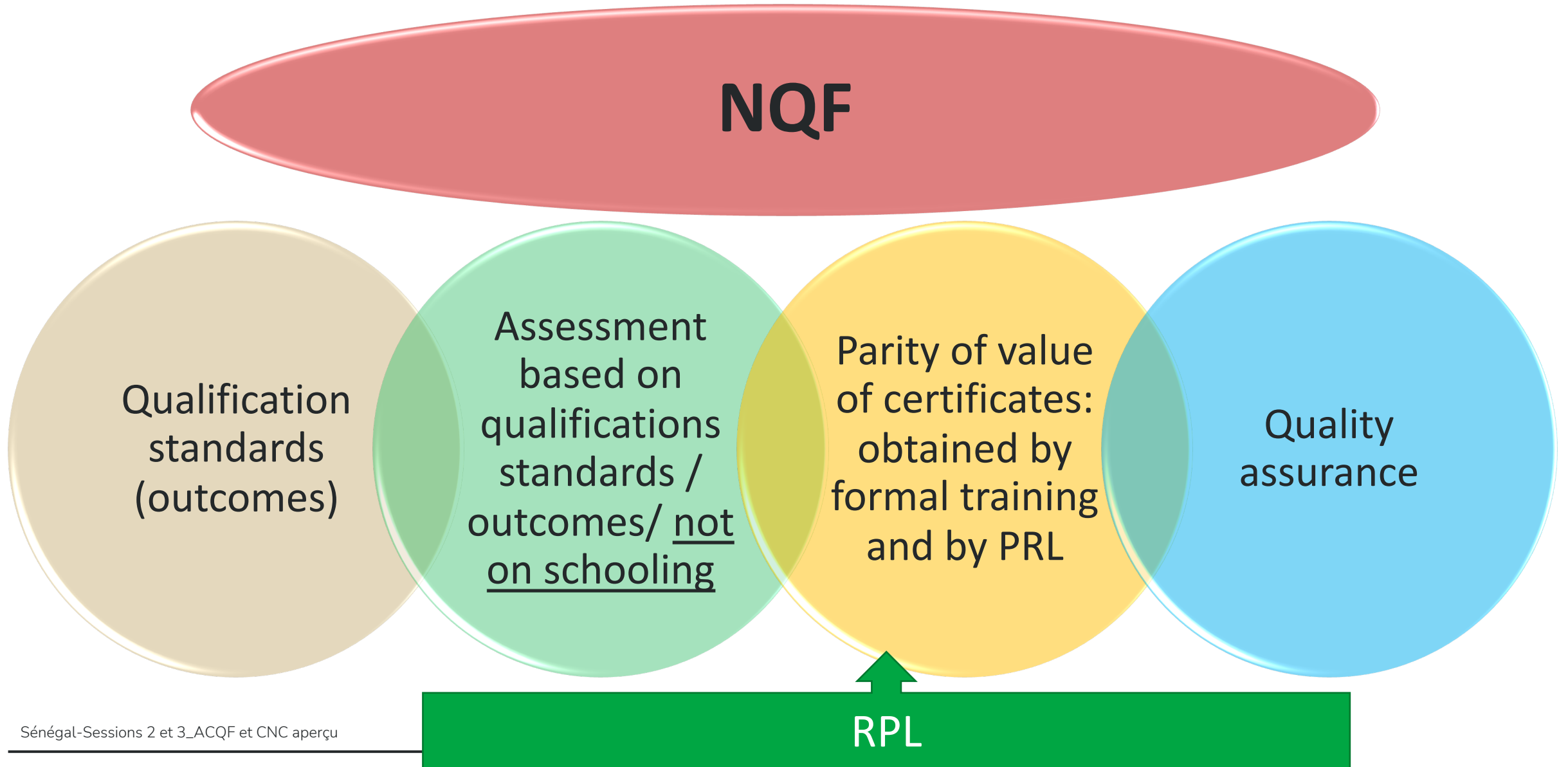
NQFs support and need RPL

- A process
- An assessment
 - (Not education and training, not in the first place at least)
- All education and training institutions assess and validate learning outcomes, but RPL is specific (mainly because no curriculum)

- Recognition of prior learning (RPL) is a process of identifying, documenting, assessing and certifying formal, non-formal and **informal learning outcomes** against **standards** used in formal education and training.
- Thus, RPL provides an opportunity for people to acquire qualifications or credits towards a qualification or exemptions (from all or part of the curriculum, or even exemption from an academic prerequisite for entering a formal study programme) without going through a formal education or training programme.

- The Recognition of Prior Learning (RPL) is a process through which formal, non-formal and informal learning is measured, mediated for recognition across different contexts and certified against the requirements for credit, access, inclusion or advancement in the formal education and training system or workplace.
- The aim is to make it possible to obtain formal recognition for knowledge gained throughout life, such as in workplaces and own reading or experiences. The RPL process also entails providing support to a candidate to ensure that knowledge is discovered and displayed in terms of a relevant qualification registered on the National Qualifications Framework (NQF).

What connection with NQF?



RPL in Africa



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.



**ORIENTAÇÕES METODOLÓGICAS PARA A
IMPLEMENTAÇÃO DO SISTEMA DE RECONHECIMENTO
DE COMPETÊNCIAS ADQUIRIDAS (SRCA)**



Junho 2022



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 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**



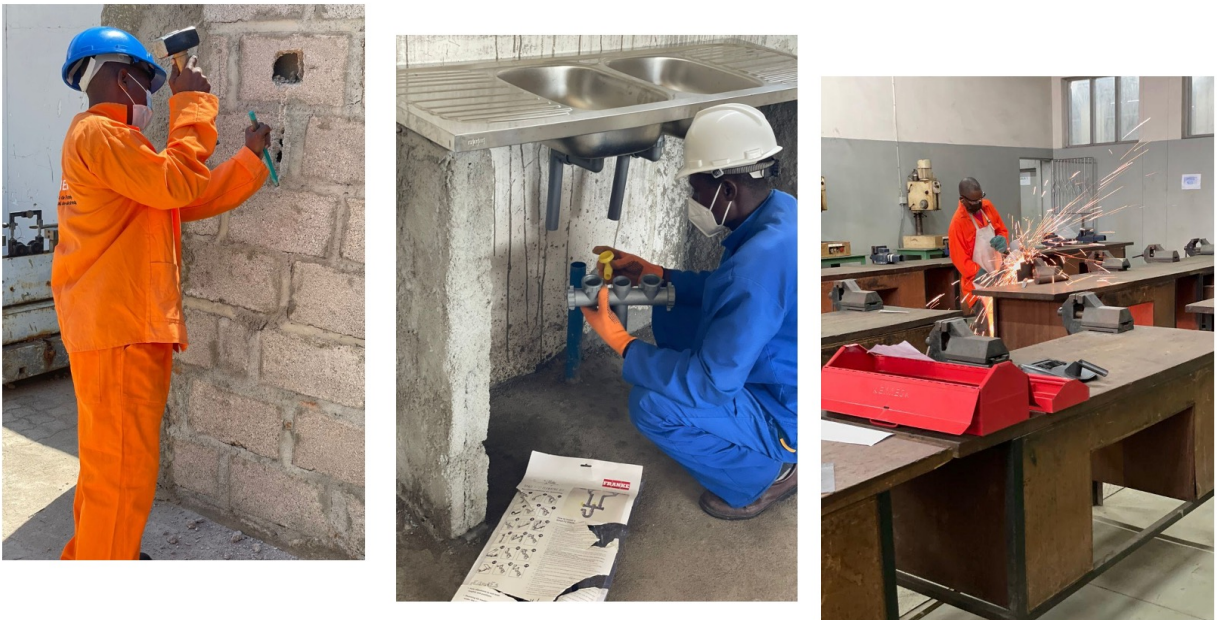
RPL is not only assessment! It is process...



 Autoridade Nacional da Educação Profissional

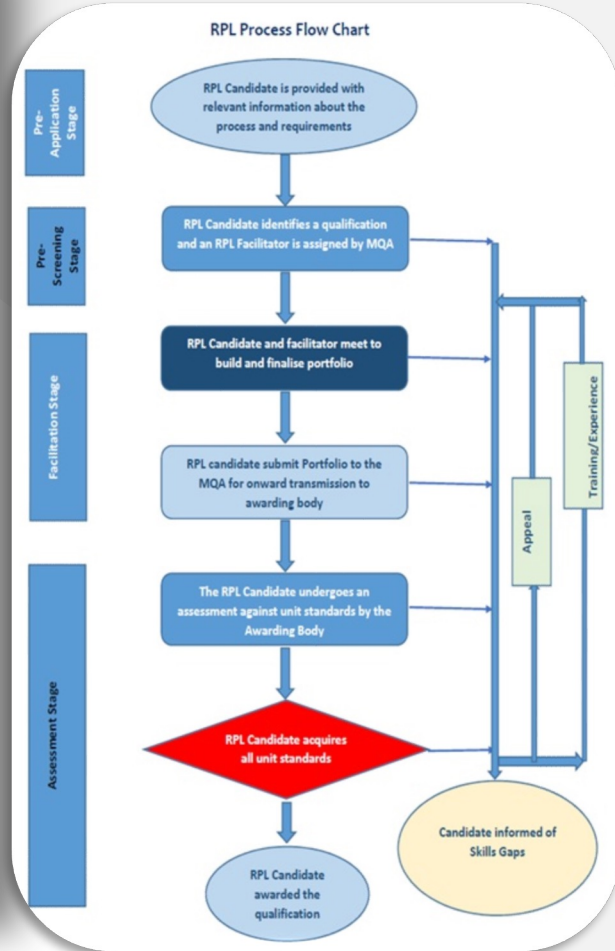


Assessment Tests in the Pilot Project:

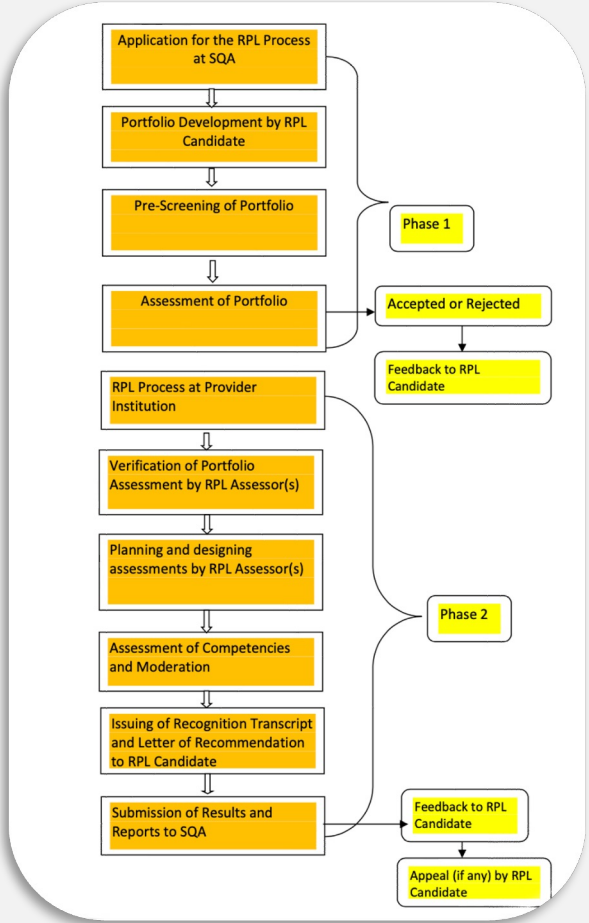


POR UMA EDUCAÇÃO PARA O TRABALHO E DESENVOLVIMENTO DO PAÍS

Mozambique



Mauritius



Seychelles

Regional RPL policies and guidelines

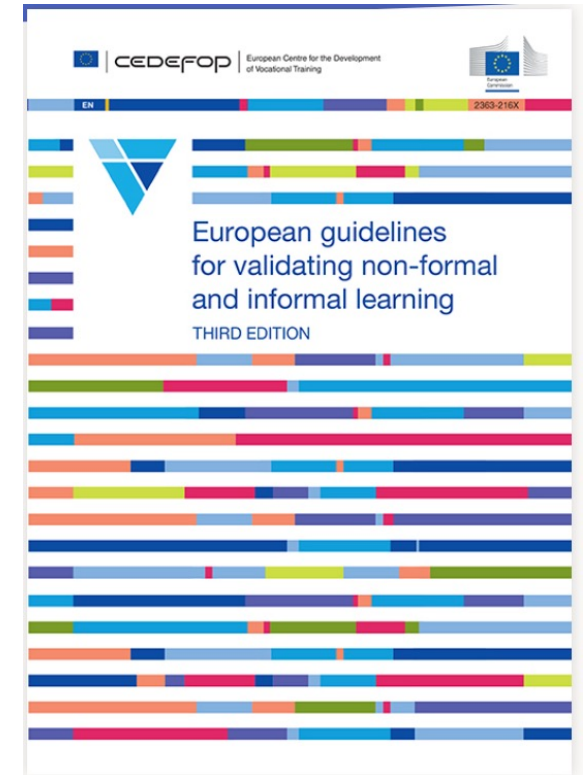
EU - Cedefop:

- <https://www.cedefop.europa.eu/en/projects/validation-non-formal-and-informal-learning>
- <https://www.cedefop.europa.eu/en/publications/3093>

ACQF: <https://acqf.africa/resources/recognition-of-prior-learning>

SADCQF

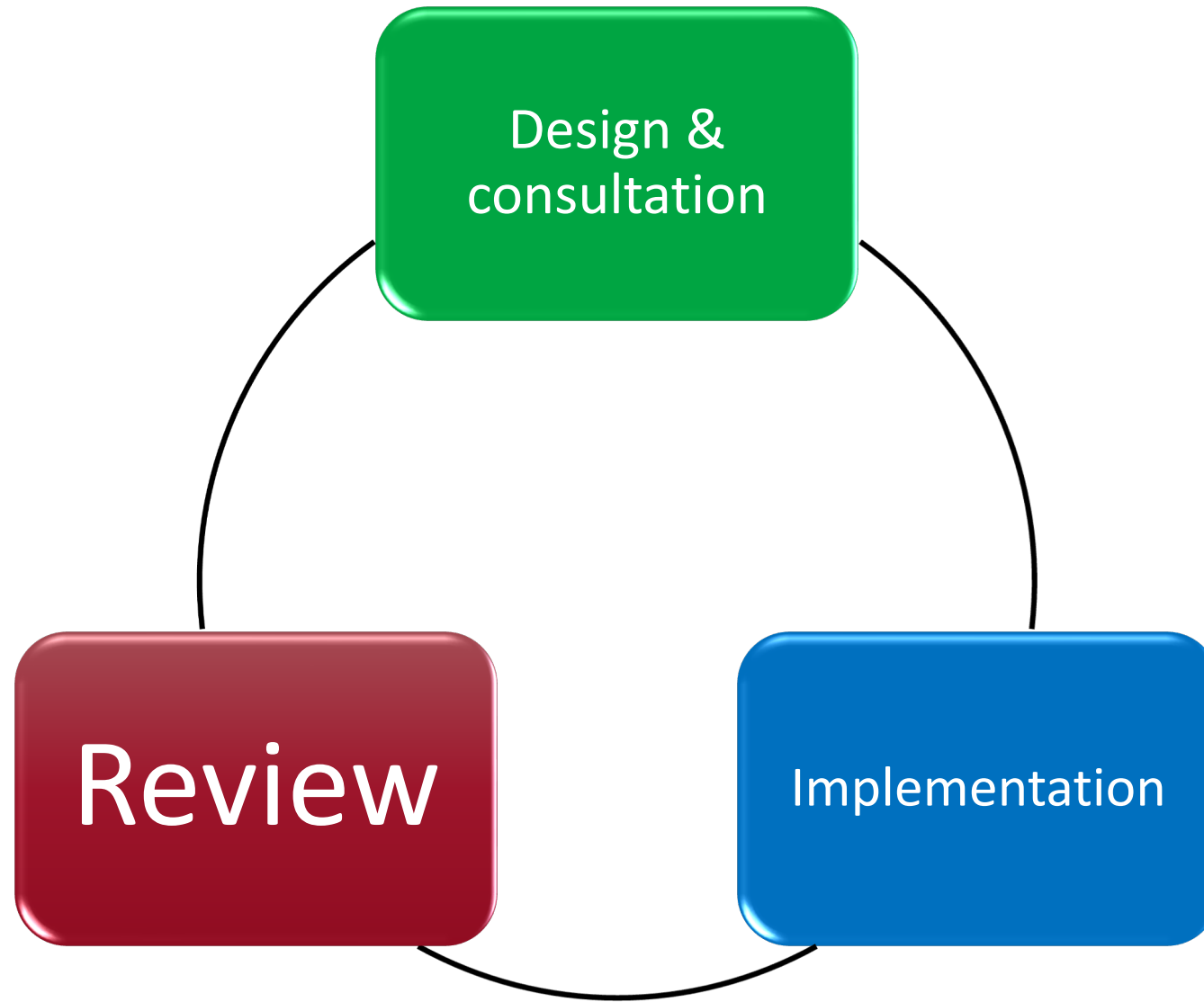
EAC



10

Lifecycle of an NQF

Lifecycle of an NQF



10

**1. Phase 1 - NQF design
and development**

What is included in this phase?

1. Conceptualisation and design of the NQF during which countries analyse and define the “why, what for, what, how, with whom, when” of the NQF - rationale and main objectives of the future NQF. Results in:
 - Outline of the NQF providing the basis for wider dissemination and discussion within a smaller group of key stakeholders.
 - Key architectural features, such as purpose, scope and structures, are drafted.
2. Consultation and testing stage. Future NQF proposal is presented to and discussed within a broader group of stakeholders, normally as part of a public consultation process. Countries may choose to test the proposed NQF levels and qualification types through projects or targeted consultations.
3. Official establishment/adoption stage. NQF is formally documented and agreed to through a decree/law or a formal agreement between stakeholders.

Critical questions for proposed NQF

Focus	Questions
Plan for development	'Why, what for, what, how, with whom, when?' Overall approach to development? Who will manage development? Stakeholder engagement? Tested or trialled?
NQF design: Purpose and scope	What are the goals to be achieved? Scope of NQF? How will it link to other QFs within the country?
NQF design: Structures	Levels and descriptors: Number of levels, domains? Volume of learning measure: What will measure? How will it be used? Qualification type descriptors: How will be documented? Map/table or text based?
NQF general queries	Does design of NQF promote use of learning outcomes, lifelong learning, learning pathways, and access and equity principles? Does the structure reflect 'common sense'?
Legal basis	How will the NQF be formalise, e.g. decree, regulations, agreed in policy?
Governance and funding	How will the NQF be managed and governed? How will the NQF be 'owned' by stakeholders? How will it be funded? How will it be staffed?

Critical questions for proposed NQF: Linkages

Focus - Linkages	Questions
Recognition of NF and IF learning	How will the NQF provide the policy basis and support access to the validation of nonformal and informal learning? What policy linkages need to be made with the quality assurance strategies, e.g. embedded in quality standards for qualification specifications and for provider provision?
Credit transfer	How will the NQF provide the policy basis and support access to the validation of formal learning? Will it be only policy advice or will it link to a credit accumulation and transfer system?
Registers	What registers need to be established for those qualification located and accepted onto the NQF? Who will be responsible for these registers, e.g. centralised NQF body or sectoral QA body?
Quality assurance	How will the NQF be linked to QA strategies? Especially: development, design and approval of qualification specifications; and approval of providers and approval of programmes leading to a NQF qualification? How will policy coherence of QA strategies be achieved?
Other legal acts	Other laws and regulations will be affected by the proposed NQF? Who will be responsible for ensuring coherence across laws and regulations?
Microcredentials	How will microcredentials be recognised within the qualifications system?
Recognition of foreign qualifications	What information needs to be made available to support the country's citizens as a sending country? What linkages with other frameworks would be made? What information needs to be made available as a receiving country?

What is usually in NQF texts (suggested)

On NQF

- Background: wider issues addressed, benefits for people, LLL
- Objectives, principles, scope, NFIL
- Technical design: levels and descriptors, qualifications types, NQF map/table, volume of learning measure, e.g. credits
- Quality assurance linkages
- Components / instruments (register / database, monitoring & evaluation, standards, classifications)

On NQF governance

- NQF lead entity: different models apply
- Roles, responsibilities and key functions
- Interactions sub-sectors education and training – on NQF
- Interplay between stakeholders
- Resources

NQF policy / legal act is supported by regulations, guidelines **developed over time.**

Contexte du CEC : niveaux



Structure des niveaux du CNC	Nombre de CNC
7	2
8	36
10	2
TOTAL	40

- Forte prédominance des CNC à 8 niveaux.
- Certains CNC comportent des niveaux et des sous-niveaux pour mieux tenir compte des qualifications des différents systèmes nationaux

Contexte du CEC – descripteurs de niveau

Contexte du CEC : Domaines d'apprentissage du CNC



10

**2. Phase 2: NQF
implementation**

Implementation phase

- Move from initial policy design and legal framework of the NQF to the operationalisation of the framework, focusing on:
 - ✓ Consolidating governance and associated legal acts
 - ✓ Establishing and practically applying the linkages to associated structures and the quality assurance arrangements, and moving to full practical implementation
 - ✓ Consolidating administrative and technical capacity and expertise.
- Full implementation requires time and not all strategies and capacities will be available at the same time.

Critical questions of the implementation phase

Focus	Questions
Design to full implementation	How will aspirations and vision for the qualifications system be articulated? Who will develop an implementation plan? Who needs to agree to it? How funded, resourced, and monitored?
QA of qualifications	How will the link be made between NQF and the requirements for development and approval of qualifications?
QA of provider provision	How will the link be made between NQF, qualifications and the programmes leading to them? Who will approve and monitor? What sanctions and rewards will be applied?
Assessment	Who is responsible for assessment of individual achievement? How will assessment decisions be validate/moderated?
Certification	Who will issue NQF documentation? Who will monitor?
Data collection	Who is responsible for setting data standard? Who will collect and retain data?
Registers	How will registers be made public? What information should be public?
Credit transfer system	How will system be negotiated? Will it be part of or separate to the NQF?
Visibility of the NQF	How will NQF be communicated? How will dialogue with stakeholders be facilitated?
Technical capability	How will QA agency staff and provider staff capability and expertise be developed?

10

**3. Phase 3: NQF
monitoring and review**

Monitoring of NQF implementation



How will implementation be monitored?



What data exists that can be used to monitor implementation?



Regional examples for monitoring NQF implementation within the qualifications system:

ACQF Guideline and TM on M&E (N° 7)

Aspects M&E within quality assurance frameworks or guidelines:

- UNESCO for the Asia Pacific TVET sector,
<https://bangkok.unesco.org/content/guidelines-quality-assurance-tvet-qualifications-asia-pacific-region>
- EQAVET framework for TVET sector,
[https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32020H1202\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32020H1202(01)&from=EN)

- Major reviews can occur at any time, can draw on monitoring activities
- Qualifications frameworks are used to promote the trust and transparency of individual qualifications and the qualifications systems to which they belong. In doing so, they:
 1. Act as a classification device to organise qualifications according to type and/or level
 2. Set down (or link to) the quality measures for qualifications to be entered or accepted onto the qualifications framework
 3. Act as an official bridge to international users of domestic qualifications and holders of international qualifications.

Source: Quality and Qualifications Ireland 2017.

Critical questions of the review phase

Classification device	Sets out (or links to) quality measures	Bridge between domestic and international qualifications
<p>Is the NQF helping to raise aspirations to learn?</p> <p>Do citizens use the NQF to use progression opportunities?</p> <p>Does the NQF assist in overcoming barriers to qualifications, including through the validation of nonformal and informal learning?</p> <p>Are valuable qualifications sitting outside the NQF that should be brought in?</p>	<p>Is the NQF raising the standard of qualifications in terms of the use of learning outcomes, content, assessment, and certification processes?</p> <p>Is the NQF applying the right kinds of pressures to qualification owners to describe and operate their qualification appropriately?</p> <p>Is the NQF helping to increase the potential of qualifications to provide social and economic returns to holders?</p>	<p>Do people abroad use the NQF to appreciate elements of specific domestic qualifications?</p> <p>Is it easy to make comparisons between the domestic qualifications and international qualifications?</p> <p>Are the links to international qualifications clear?</p> <p>Is the quality assurance functions of the NQF inspiring confidence among international application to domestic education and training programmes?</p>

AACQF

African Continental
Qualifications Framework



Trends in Europe: EQF

Europe

EQF

European Commission

10 years of the European Qualifications Framework (EQF)

What is the EQF and how does it work?

2008 ○ **Launched**

The EQF is a common reference framework of eight levels based on learning outcomes.

2017 ○ **Reviewed**

2018 ○ **10th anniversary**

Framework of eight levels

The EQF covers all types and levels of qualifications, and serves as a translation device between the different National Qualifications Frameworks (NQFs) of participating countries.

What are the EQF's objectives?

The EQF aims to improve the transparency and comparability of people's qualifications.

It also aims to:

- modernise education and training systems,
- increase the employability, mobility and social integration of individuals,
- link all types of learning and support the validation of learning outcomes.

What are learning outcomes?

- 1** Learning outcomes express what a person is expected to know, understand and is able to do.
- 2** They describe the content of qualifications, clarifying what is expected from a learner.
- 3** They support progression in learning, making it possible to compare and combine learning from different contexts (formal, non-formal or informal).

Which countries participate in the EQF?

39

34

countries currently participate in the EQF.

have already related their own NQFs to the EQF.

How was the EQF developed?

Stakeholders from the world of education/training, employment and civil society are involved in the development and implementation of the EQF and of NQFs.

All qualifications with an EQF level are underpinned by quality assurance mechanisms to ensure their content and level can be trusted.

Social Europe

Contribution of the EQF



What is the EQF?

- A **translation grid** for qualifications across countries
- Defined in terms of **learning outcomes** (knowledge, skills, responsibility & autonomy)
- 8-Level reference framework, covering **all types and all levels of qualifications**
- **41 countries**



EQF Objectives



Transparency, comparability and portability of people's qualifications

Employability, mobility and social integration of workers and learners

Linking formal, non-formal and informal learning

Supporting the validation of learning outcomes acquired in different settings

Contributing to modernising education and training systems

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

Main milestones (as 5-6 March 2024, 41 countries reporting)

Objective	Reached by countries (number)
Referencing to EQF	36 (88% of all involved countries)
Renewed referencing to EQF	8 countries
EQF levels on certificates, diplomas, and supplements	34 (83%)
EQF levels on databases or registers of qualifications	25 (61%)
Transparency of information: Publication of referencing reports	32 (82%)
Transparency of information – inclusion in the Tool to compare NQFs on Europass portal	32 (78%)
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)	22 (54%)

Milestones – reached (as of 2023)

Objective	Achievement	Countries
EQF levels on qualifications documents (upon referencing to EQF)	33 countries on diplomas, certificates (out of 36 referenced countries)	BE, BG, CZ, DK, DE, EE, EL, FR, IE, IT, CY, FI, LT, LV, MT, NL, HU, PL, PT, SI, SK, SE
EQF levels on qualifications databases	23 countries	
Transparency of information on NQF: inclusion in the tool to compare NQFs / EQF	30 countries	
Transparency of information on NQF: connecton of national registers to publication of qualifications in Europass platform	18 countries	BE, CZ, DE, EE, EL, FR, IE, LT, LV, MT, NL, HU, PL, PT, SI, SE

<https://irq.ie/>

Home Page > Qualifications

● COURSES

● PROVIDERS

● QUALIFICATIONS



Filters

Field of learning

NFQ Levels

EQF Levels

Award Class

Sector

Awarding Body

Credit (ECTS)

From

0

To

360

0

360

Clear Filter

Search for Qualifications



9594 results

DBABE | DBA

Field of Learning - Dental studies

NFQ Level 10 | EQF Level 8

Class - Major

Credit - 270 (ECTS)



DCLIND | DClindent

Field of Learning - Dental studies

NFQ Level 10 | EQF Level 8

Class - Major

Credit - 270 (ECTS)



DCLINP | DClinPsych

Field of Learning - Psychology

NFQ Level 10 | EQF Level 8

Class - Major

Credit - 270 (ECTS)



DEDS | DOCTOR OF EDUCATION

Field of Learning - Education science

NFQ Level 10 | EQF Level 8

Class - Major

Credit - 180 (ECTS)



DSOCSC | DOCTOR OF SOCIAL SCIENCE

Field of Learning - Social work and counselling

NFQ Level 10 | EQF Level 8

Class - Major

Credit - 360 (ECTS)



DAHE | DOCTORATE IN HIGHER AND ADULT EDUCATION

Field of Learning - Education science

NFQ Level 10 | EQF Level 8

Class - Major

Credit - 180 (ECTS)



ACQF NQF Online Tool

Cedefop, <https://www.cedefop.europa.eu/en/tools/nqfs-online-tool>

CEDEFOP

National Qualifications frameworks (NQFs) online tool

Introduction Overview Countries Frameworks comparison Qualifications comparison About Contact

Welcome

Frameworks help make qualifications easier to understand and compare. They can also encourage countries to rethink and reform national policy and practice on skills, qualifications and lifelong learning. By offering information on qualifications through their databases and on certificates, diplomas and supplements, they are extending their outreach to stakeholders and the wider public, ultimately also beyond their borders.

National qualifications frameworks (NQFs) classify qualifications by level, based on [learning outcomes](#). This classification reflects the content and profile of qualifications - that is, what the holder of a certificate or diploma is expected to know, understand, and be able to do. The learning outcomes approach also ensures that education and training sub-systems are open to one another. Thus, it allows people to move more easily between education and training institutions and sectors.

The main catalyst for the development of comprehensive national qualification frameworks in Europe has been the [European qualifications framework for lifelong learning \(EQF\)](#). 38 countries committed to the EQF are developing or implementing national qualifications frameworks mostly covering all levels and types of qualifications: the 27 Member States, Iceland, Liechtenstein, Norway, Switzerland, Albania, Bosnia and Herzegovina, Kosovo, North Macedonia, Montenegro, Serbia, Turkey.

The development of national qualifications frameworks in Europe also reflects the [Bologna process](#) and the agreement to implement qualifications frameworks in the European higher education area (QF-EHEA). All countries implementing the EQF are participating in this process.

Overall progress by 2022 ⌵

Overview of national qualifications frameworks in Europe

European **inventory** on national qualifications frameworks across **38 countries**

Compare national qualification frameworks

Compare national qualifications levels to the **EQF**

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An Agency of the European Union

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National Qualifications frameworks (NQFs) online tool

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Overview

Use the table and the filters below to gain an overview of NQF developments in Europe. It is possible to compare countries based on reporting year, stage of development and whether the NQF has been linked to EQF.

NQF linked to EQF **Reporting year**

Country Stage of development - Any - x 2020 **Apply**

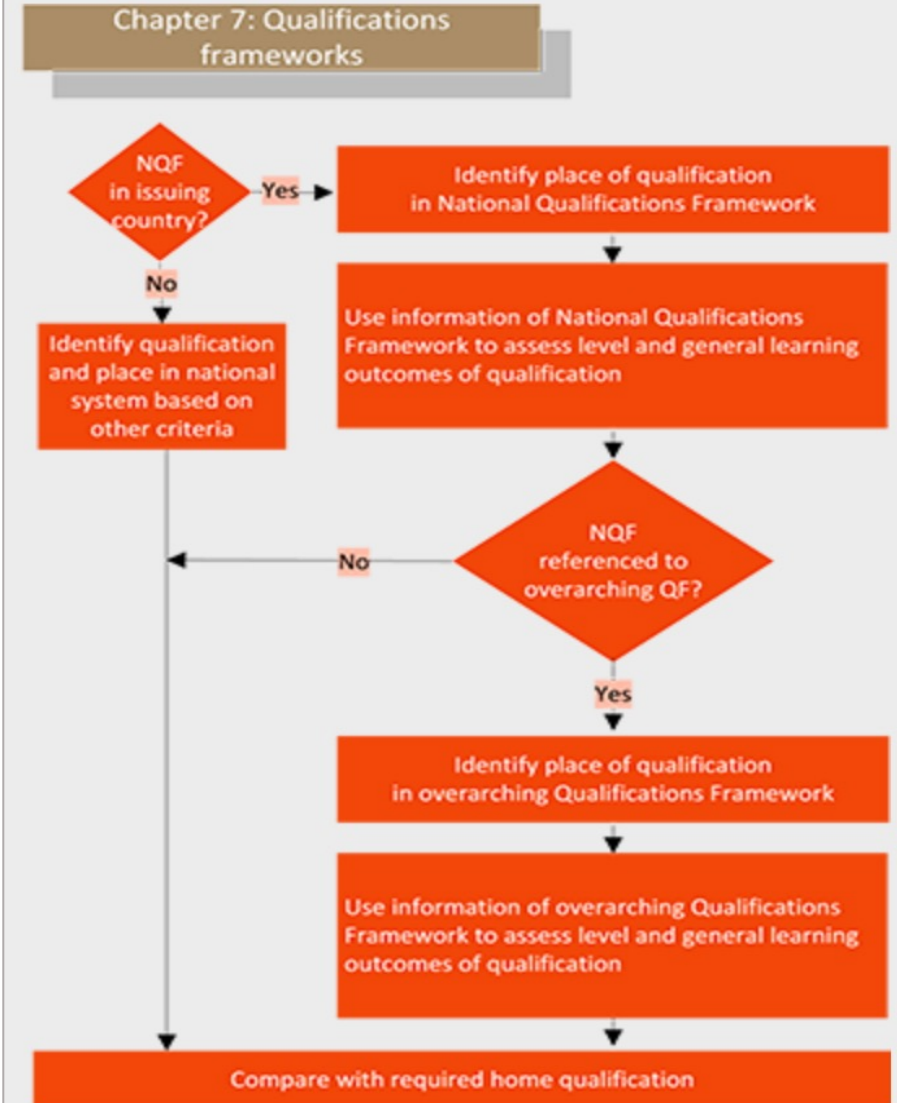
COUNTRY	REPORTING YEAR	SCOPE OF THE FRAMEWORK	NUMBER OF LEVELS	LEVEL DESCRIPTORS	LEGAL BASIS/STAGE OF DEVELOPMENT	NQF LINKED TO EQF	NQF/EQF WEBSITE	QUALIFICATIONS REGISTER/DATABASE
Albania	2020	Comprehensive NQF including all levels and types of qualification from formal education and training and lifelong learning qualifications for adults and people undertaking specialised courses for professional development.	Eight	knowledge, skills, wider competences	NQF law (adopted in 2010, revised in 2018) (in Albanian) Activating stage		Website	VET register
Austria	2020	Designed as a comprehensive NQF; currently includes qualifications awarded in formal education and training (higher education and VET qualifications); qualifications under the responsibility of other ministries such as defence and health. First non-formal/non-regulated qualifications included.	Eight	knowledge, skills, competence	Federal Law 14/2016 on the NQF (in German) Operational stage	2012	Website	Qualifications register
Belgium-DE	2020	Comprehensive NQF for lifelong learning including all levels and types of qualification from formal education and training.	Eight		Decree on establishing a qualifications framework for the German-speaking Community (2013) (in German)			
Belgium-FL	2020	Comprehensive NQF including all levels and types of qualification from formal education and training (educational qualifications) and from the professional qualifications system.	Eight	knowledge / skills, context / autonomy, responsibility	Decree on the qualification structure (2009) (in Dutch) Operational stage	2011, 2014 update	Website	Qualifications database
Belgium-FR	2020	Designed as a comprehensive framework; including all levels and types of qualification from formal education and training and from the professional qualifications system. It currently includes vocational and secondary general education qualifications and qualifications awarded through validation at levels 2, 3, 4 and 5, as well as HE qualifications at levels 6 and 7.	Eight	knowledge / skills, context / autonomy / responsibility	Decree on cooperation agreement between the three francophone governments on the creation and management of CFC (2015) (in French) Activating stage	2013	Website	Qualifications register
Bosnia & Herzegovina	2020	Designed as a comprehensive NQF for lifelong	Eight	knowledge, skills,	Decision of the CoM on the adoption of		Website	

Use of information on NQF-EQF in recognition

- EAR Manual: <http://ear.enic-naric.net/emanual/>
- This manual has been developed as part of the European Area of Recognition Project (EAR).
- It contains standards and guidelines on all aspects of the recognition of foreign qualifications and aims to provide the credential evaluators from the European National Information Centres network and National Academic Recognition and Information Centres network (www.enic-naric.net) with a practical tool to assist them in their daily recognition work.



FLOWCHART



<https://europa.eu/europass/en/compare-qualifications>

Find, understand and compare qualifications types that are part of national qualifications frameworks and systems

With the help of the European Qualifications Framework (EQF) you can see how National Qualifications Frameworks (NQF) and systems relate to one another.

You can select 2 countries from the flag icon below to see what types of qualifications are included in national frameworks referenced to the EQF. You can find up to 5 examples of qualifications for each national qualification type.



Austria



Belgium - NL



Bulgaria



Croatia



Czech Republic



Denmark



Estonia



Finland



France



Germany



Greece



Hungary



Iceland



Ireland



Italy



Latvia



Lithuania



Luxembourg



Malta



Netherlands



Norway



Poland



Portugal



Romania



Serbia



Slovakia



Slovenia



Sweden



Switzerland



Turkey

Please select 2 countries to compare NQF levels

Compare

RQF in the world: 15 initiatives (+ EQF)

RQF initiatives identified and investigated	
1. African Continental Qualifications Framework (ACQF)	9. Intergovernmental Authority on Development (IGAD) in Eastern Africa
2. Arab Qualifications Framework for Higher Education (AQF; ANQAHE Model)	10. Marco de cualificaciones Alianza del Pacífico (Pacific Alliance) (MCAP)
3. ASEAN Qualifications Reference Framework (AQRf)	11. Marco de Cualificaciones para la Educación superior centroamericana (MCESCA)
4. CARICOM Qualifications Framework (CQF)	12. Pacific Register of Qualifications and Standards/Pacific Qualifications Framework (PQF)
5. Conseil Africain et Malgache pour l'Enseignement supérieur (CAMES) ³	13. Southern African Development Community (SADC) Qualifications Framework
6. ECOWAS Regional Qualifications Framework of West Africa	14. South Asian Association for Regional Cooperation (SAARC) Regional Qualifications Framework
7. East African Qualifications Framework for Higher Education (EAQFHE)	15. Transnational Qualifications Framework for the Virtual University for Small States of the Commonwealth (TQF VUSSC)
8. Gulf Qualifications Framework (GQF)	

- Technical comparison with NQFs of:
 - Australia
 - New Zealand
 - Hong-Kong

- **New approach to comparison:**
 - Basis: Article 13 of the EQF Recommendation 2017
 - Pilot phase (2021-2024): Ukraine (almost completed), Cape Verde SADCQF
 - After analysis of lessons from pilot phase: PLA and decisions on the way forward concerning comparisons

Article 13

Explore possibilities for the development and application of criteria and procedures to enable, in accordance with international agreements, the comparison of third countries' national and regional qualifications frameworks with the EQF

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**Additional considerations
and closing remarks on
NQF**

Closing comments

- As a policy instrument, an NQF does not function in isolation but is part of a broader ecosystem, the qualifications system. It is intrinsically linked to its **quality assurance** arrangements and a range of **associated structures (e.g. registers) and strategies (e.g. RPL)**, And needs to be part of a coherent response within the system.
- Qualifications frameworks should have at their core:
 - Accessibility for all citizens
 - Formal recognition regardless of how or where the learning was gained; formal, nonformal and informal learning
 - Transparency of learning outcomes as well as of quality assurance arrangements
 - Relevance to the needs of the country and citizens; not just limited to labour needs but relevant to the broader social and community needs
 - Quality assurance arrangements so that qualifications are recognised and accepted as an accurate reflection of what an individual knows, understands and can do.

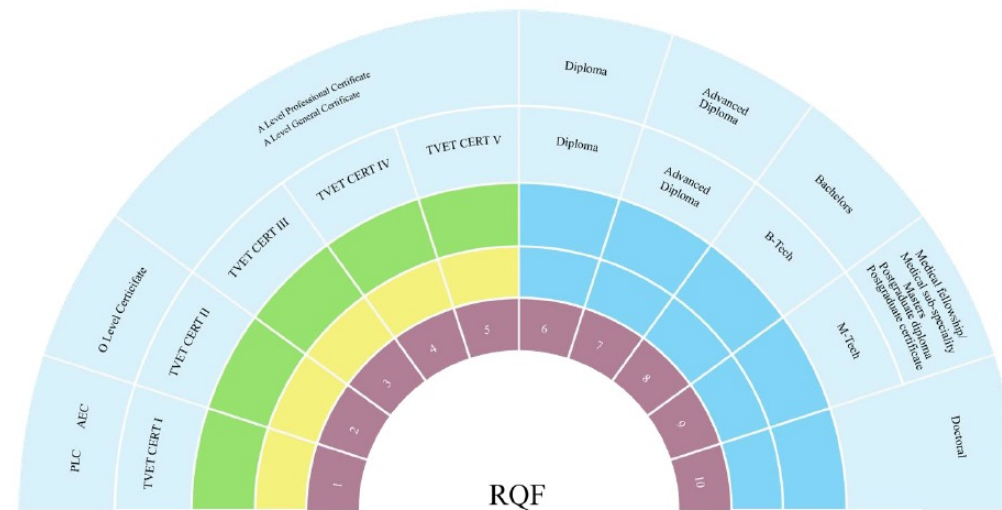
- **Strength of an NQF is derived by its linkages and strategies deployed.**
- **National initiatives**, e.g., lifelong learning, facilitation of learning pathways, validation of formal learning (credit transfer), validation of nonformal and informal learning (recognition of prior learning)
- **Strategies and functions** of a responsible body:
 - Recognition of foreign qualifications
 - Making connections with other NQFs and RQFs
- **Quality assurance arrangements:**
 - Registers/databases of qualifications approved onto the NQF
 - Quality assurance of qualifications (utilising qualification quality standards, policies, guidelines)
 - Quality assurance of provider sand their programmes leading to a qualification (utilising quality standards, policies, guidelines).

Logic and Ccoherence of NQF: Overarching considerations

- Key purpose is to reflect the needs of the country's qualification system, or be a catalyst for change of the system
- NQFs function within a regional context and the influence of RQFs cannot be ignored. RQFs can aspire to have a neutral influence, e.g. EQF, AQRF; whereas others aim to directly influence the NQF
- Consider:
 - What stakeholders need to be involved in the development?
 - How will the design be negotiated and agreed?
 - How will the NQF be tested and trialled?

Logic and coherence of the NQF

- The NQF specifications need to have logic and coherence. Do all the component parts align?
- Do the diagrams promote a range of pathways or articulation, or do they reinforce current barriers and perceptions?



Key:

 Qualification levels	 Basic education
 Awards at the appropriate levels	 Lower level TVET
	 General & TVET Higher education

Rwanda QF 2021

Questions

1. NQF in your country context and strategies:

- How does the NQF fit in and contribute to the national policies, strategies and goals related to education and skills, employment, youth, social policies, economic growth, and others?

2. NQF and change in the education and training system:

- What are your plans (or concrete observations) about the key elements of change and innovation fostered (or built in) by the NQF in the wider education and training system?
- What are the key conditions / factors to make that change happen, overcoming resistance and vulnerabilities?

