African Continental Qualifications Framework
MAPPING STUDY

Country Report – UPDATE 2021

Working Paper

Sistema Nacional de Qualificações

SNQ

Unidade de Coordenação do
Sistema Nacional de Qualificações

CABO VERDE

SIFA
Skills for Youth Employability Programme

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This report is the UPDATE (2021) of the working paper on the National Qualifications Framework of Cabo Verde, which is part of the Mapping Study of qualifications frameworks in Africa, elaborated in 2020 in the context of the project *AU EU Skills for Youth Employability: SIFA Technical Cooperation – Developing the African Continental Qualifications Framework (ACQF).*

The reports of this collection are:

- **Reports on countries' qualifications frameworks**: Angola, Cape Verde, Cameroon, Côte d'Ivoire, Egypt, Ethiopia, Kenya, Morocco, Mozambique, Nigeria, Senegal, South Africa and Togo
- **Reports on qualifications frameworks of Regional Economic Communities**: East African Community (EAC), Economic Community of West African States (ECOWAS), Southern African Development Community (SADC)

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Acronyms

ACQF	African Continental Qualifications Framework
ARES	Regulatory Agency of Higher Education
AU	African Union
AUC	African Union Commission
CESP	Courses Higher Professional Studies
CNEP	National Commission of Professional Equivalences
CNQ	National Catalogue of Qualifications
CTIP	Interministerial Technical Qualification Committee
CTS	Sectoral Technical Committees
CVA2030	Cabo Verde Ambitions 2030
DESP	Diploma of Higher Professional Study
ECTS	European Credit and Transfer System
EAC	East African Community
ECOWAS	Economic Community of Western African States
EU	European Union
ETF	European Training Foundation
EQF	European Qualifications Framework
HAQAA	Harmonisation of African Higher Education Quality Assurance and Accreditation
HEI	Higher Education Institution
IEFP	Institute of Employment and Professional Training
ME	Ministry of Education
REC	Regional Economic Community
RJGDES	Legal Regime of Degrees and Diplomas of Higher Education
NQF	National Qualifications Framework
PEDS	Strategic Plan of Sustainable Development
RVCC	Recognition Validation and Certification of Competences
SADC	Southern African Development Community
SNQ	National Qualifications System
STC-EST	Specialised Technical Committee-on Education, Science and Technology
UC-SNQ	Coordination Unit of the National Qualifications System

1.   Snapshot of the NQF of Cabo Verde

Main milestones of the history of the SNQ-NQF in Cabo Verde:

- 2009: Legislation regulating the UC-SNQ
- 2010: Legal Acts establishing: the SNQ, the NQF and the National Catalogue of Qualifications (CNQ)
- 2013: Legal regime on accreditation of training institutions
- 2014: Regulated the system of recognition, validation. and certification of competences
- 2018: Adopted new legal Act on SNQ; new regulation on the organisation of the UC-SNQ
- 2020: Adopted new legal Acts on CNQ and on NQF

The **National Qualifications Framework (NQF) of Cabo Verde has 10 years of experience** and has been operationalised as an instrument of the National Qualifications System (SNQ). This is a fundamental characteristic that marks the nature and functions of the NQF and its interconnection with the other instruments of the SNQ.

The SNQ comprises the instruments necessary for the promotion, development and integration of training offer and qualifications, and the evaluation and certification of competences enabling professional, human, and social development of the individuals and responding to the needs of the economic system. The SNQ is operationalised by the combined action of the following instruments:

- **The NQF (in Portuguese: QNQ)**
- The CNQ
- The credit system
- The individual register of qualifications and competences
- The system of monitoring, evaluation and quality improvement of the SNQ
- The system of recognition, validation and certification of competences (RVCC)

The **legal basis of the SNQ and NQF** is extensive and comprises specific legal Acts, listed in Chapter 5 of this report. The **first NQF legal Act** was the [Decree-Law Nr 65/2010 of 27 December](), regulating the nature, structure and effects of the NQF. The history of the SNQ and the NQF in Cabo Verde took its initial steps with the first [Decree-Law Nr 20/2010]()of 14 June 2010, establishing the legal regime of the SNQ and its components, including the NQF. In 2018, as a result of evaluation, the country adopted new legislation on the SNQ ([Decree-Law 4/2018]()), expanding its structural components, reinforcing its role in information and orientation for employment and in a more effective integration of the subsystems of education and training. In the same line of reform, in February 2020, two legal Acts regulating the CNQ ([Joint Portaria 9/2020 of 20/02]()) and the NQF ([The joint Portaria Nr 10/2020, of 20/02]()) were developed and adopted by the Ministry of Education and the Ministry of Finance.

The **objectives of the NQF** defined in 2010 have been reinforced in the Joint Portaria Nr 10/2020, by adding emphasis on readability, transparency, and comparability of qualifications – in the education and training system and in the labour market. The other objectives of the NQF comprise integration and articulation of qualifications from the various subsystems, improvement of transparency of qualifications, promotion of access, evaluation and quality of qualifications, application of the learning outcomes approach to describe qualifications and promote validation of non-formal and informal learning and thereby support the integration of low qualified and unemployed citizens in the labour market and in lifelong learning, promotion of close cooperation and links with the European Qualifications Framework (EQF) and with other NQFs, notably ECOWAS states. Finally, the NQF assures

that all qualifications and certificates issued by the competent entities contain a clear reference to the relevant NQF level.

The **level structure** of NQF has been unwavering over the decade: eight levels have been defined by descriptors combining three domains of learning, namely, knowledge, skills and responsibility and autonomy. The NQF is inclusive and comprehensive, its scope covers qualifications from basic, secondary and higher education as well processes of validation, recognition and certification of competences obtained via non-formal and informal learning.

The application of the **learning outcomes approach** in the design and description of qualifications is one of the key objectives of the NQF, as defined in the NQF legal Act (Joint Portaria Nr 10/2020). Learning outcomes appear to play a manifold role, namely, in conceptual and technical design of units of competence and training modules that structure qualifications and in making access to qualifications more socially-minded and inclusive for citizens with a limited schooling history but tangible life and work experience.

The **governance of the NQF**, in the frame of the SNQ, is assured by the UC-SNQ, established via Decree-Law Nr 62/2009 (14/12/2009). A decade later the UC-SNQ remains the core governing structure and its leading and coordinating role was reinforced (Decree-Law Nr 7/2018). The UC-SNQ is led by the Unit Coordinator and comprises a) the Inter-ministerial Technical Committee for Qualification (CTIQ), b) the Executive Secretariat, c) the National Commission of Professional Equivalences (CNEP), a specialised body of the SNQ. The social partners contribute to the coordination of the SNQ through statutory participation in CTIQ and in CNEP. Other entities that integrate the governance and implementation of the SNQ include the Institute of Employment and Professional Training (IEFP), Sectoral Technical Committees (CTS), and higher education institutions (HEIs).

The operated changes reinforce the role and action of the UC-SNQ in integrating and aligning the offer of education and training through the CNQ, harmonising the development of professional profiles and training modules and in working for efficient articulation of the subsystems of education and convergence between academic and professional qualifications.

The activities of the SNQ, including the NQF, are firstly **funded by the state budget,** and by other sources. By legislation, the relevant public and private institutions, that is, IEFP and the Professional Orders (associations), have the duty to support the UC-SNQ in implementing the SNQ.

By legislation (Decree-Law 4/2018), the NQF is **monitored**, as part of the system of monitoring, evaluation and quality improvement of the SNQ. Monitoring and evaluation of the SNQ and NQF is a competence of the public institutions in charge of education and training policies. The social partners, in articulation with the public organs, shall participate in monitoring and evaluation of the NQF/SNQ.

The online **CNQ** is available on the home page of UC-SNQ. Currently, it includes 63 professional qualifications of four NQF levels (2, 3, 4, and 5), distributed in 15 professional families. The webpage of each professional family contains extensive information on the respective qualifications, in particular the professional profile by units of competence and the training plan by modules: example. Moreover, the CNQ webpage includes comprehensive information on the legal and methodological aspects guiding development of qualifications, on the professional families and the related sector studies (example of study of IT sector).

The updated **register of accredited programmes in higher education leading to qualifications** is managed by the Higher Education Regulatory Agency (ARES) and the summary list is published at

Agencia Reguladora do Ensino Superior. Currently, this register includes 205 accredited programmes of NQF levels 6, 7, and 8 (licenciatura, master and doctorate).

The **perspective developments of the SNQ** are planned in that the UC-SNQ was entrusted with the development of a wide range of policies and instruments the coming years. This portfolio of developments comprises the framework of key competences, the credit system for professional education and training, modular training, model of dual professional training, distance learning model and the model of "training checks".

2.   Introduction and context

2.1   NQF snapshot

The country report on the national qualifications framework (NQF) of Cape Verde,[1] elaborated in the context of the Mapping Study of the African Continental Qualifications Framework (ACQF) project is the main source of information used in this country report. Several chapters benefited from information updates, gathered from official websites and sources, especially: the Government of Cape Verde, Coordination Unit of the National Qualifications System (UC-SNQ), the National Institute of Statistics, and the United Nations Development Programme (UNDP) Human Development Index.

The **NQF of Cape Verde has ten years of experience** and has been conceived and operationalised as an instrument of the national qualifications system (the Sistema Nacional de Qualificações – SNQ). This system marks the nature and functions of the NQF and its interconnection with the other instruments of the SNQ. The SNQ comprises the instruments necessary for the promotion, development and integration of training and qualifications, and the evaluation and certification of competences enabling professional, human and social development of the individuals and responding to the needs of the economic system. The SNQ is operationalised by the combined action of the following instruments:

- **The NQF (in Portuguese:** the Quadro Nacional de Qualificações – **QNQ)**
- The National Catalogue of Qualifications (CNQ)
- The credit system
- The individual register of qualifications and competences
- The system of monitoring, evaluation and quality improvement of the SNQ
- The system of recognition, validation and certification of competences (RVCC).

The main milestones of the history of the SNQ-NQF in Cape Verde are as follows:

- 2009: Enacted legislation regulating the NQF governance body – the Coordination Unit of the National Qualifications System (UC-SNQ) (decree-law no. 62/2009)
- 2010: Approved the legal Acts establishing the SNQ, the NQF and the CNQ
- 2013: Approved legislation on the legal regime on accreditation of training institutions
- 2014: Regulated the system of RVCC
- 2018: Adopted new legal Act on SNQ; new regulation on the organisation of the UC-SNQ

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[1] *ACQF Mapping Study: Cape Verde*. 2020. Country report. AU-EU Skills for Youth Employability Programme – SIFA Technical Cooperation. Author: E. Castel-Branco. https://www.nepad.org/skillsportalforyouth/publication/african-continental-qualifications-framework-acqf-mapping-study

-   2020: Adopted new legal Acts on CNQ and on NQF (Joint Portaria no. 9 and no. 10/2020).

2.2 Policy context

The Republic of Cabo Verde (Cape Verde) is an island country in the central Atlantic Ocean. The ten volcanic islands have a combined land area of 4 033 km[2], and the capital – Praia – is located approximately 650 km west of Dakar (Senegal). According to the World Population Review,[2] the total population was 562 659 in 2021, and the growth rate was 1.1 per cent. According to National Institute of Statistics (INE), the share of population below 15 years of age is approximately 28 per cent, and that of the age group 15–34 years is approximately 36 per cent. Politics in Cape Verde have been largely consensus-oriented, and since its independence from Portugal in 1975, the country has not experienced a single *coup d'état*. Elections are considered free and fair, and parties in power alternate regularly. Cape Verde is a member of Economic Community of West African States (ECOWAS).[3]

Cabo Verde's Human Development Index (HDI) for 2019 is 0.665,[4] putting the country in the medium human development category and positioning it at 126 out of 189 countries and territories. Cape Verde's 2019 HDI of 0.665 is above the average of 0.631 for countries in the medium human development group and above the average of 0.547 for countries in sub-Saharan Africa. The country's HDI has registered visible progress in the last two decades. Between 1990 and 2019, Cape Verde's life expectancy at birth increased by 8.3 years (72.8 years in 2018), mean years of schooling increased by 2.8 years (to reach 6.3 years) and expected years of schooling increased by 1.2 years (12.7 years). Cape Verde's gross national income per capita increased by about 146.5 per cent between 1990 and 2019, reaching 7.019 PPP$).

However, labour market indicators have degraded in the period 2019–2020. The Covid-19 crisis has adversely affected the economy, in which tourism and related economic activities (hotel, restaurants and recreation travel) play a central role. INE labour market data (2020) shows a visible decline of the activity rate (from 57.4 to 53 per cent), and of the employment rate (from 50.9 to 45.3 per cent), with a related increase of the unemployment rate (11.3 to 14.5 per cent).[5]

A new Strategic Plan for Sustainable Development (PEDS) 2030 is in consultation, through a wide mobilisation of debates, strategic discussions and thematic studies under the umbrella of the Platform Cape Verde Ambitions 2030 (CVA2030). The agenda of CVA2030 is comprehensive and includes all major domains of socio-economic sustainable development, including human capital development; post-Covid-19, economic and business recovery; resilience and climate action; and the blue and digital economies. The previous plan (2017–2021) was based on 35 programmes articulated around 3 pillars and 4 objectives, which jointly aimed to contribute to Cape Verde's sustainable development with full employment.

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[2] World Population Review. https://worldpopulationreview.com. Accessed: 16/08/2021

[3] https://www.ecowas.int

[4] http://hdr.undp.org/sites/all/themes/hdr_theme/country-notes/CPV.pdf

[5] https://ine.cv/quadros/estatistica-do-mercado-trabalho-inquerito-multi-objetivo-continuo-2020/

2.3 NQF legal basis

The **legal basis of the SNQ and NQF** is extensive and comprises specific legal Acts, listed in Chapter 9 of this report. The **first NQF legal Act** was the decree-law no. 65/2010 of 27 December,[6] regulating the nature, structure and effects of the NQF. The SNQ and the NQF in Cape Verde took its initial steps with the first decree-law no. 20/2010 of 14 June 2010, establishing the legal regime of the SNQ and its components, including the NQF.[7]

In 2018, as a result of evaluation, the country adopted new legislation on the SNQ (decree-law no. 4/2018),[8] expanding its structural components, reinforcing its role in information and orientation for employment and in a more effective integration of the subsystems of education and training. In the same line of reform, in February 2020, two legal Acts regulating the CNQ (Joint Portaria no. 9/2020) and the NQF (Joint Portaria no. 10/2020) were jointly developed and adopted by the Ministry of Education and the Ministry of Finance.[9]

3. Policy objectives

3.1 Education and training reforms

The Education Strategic Plan 2017–2021 (Plano Estratégico da Educação de Cabo Verde – PES) reflects the education objectives set in the PEDS 2017–2021 and is aligned with the Government Programme 2016–2021.[10] The plan specifies a framework of priorities and the investment programmes and actions, which jointly contribute to the country's vision for development of human resources aligned with the national macro-economic perspectives. The plan provides a detailed diagnostic of the current status, challenges and performances of all subsystems of education.

The priorities are articulated around access to education and efficiency of education management. They are a) universalised access to preschool education, basic and secondary education; b) improved and relevant education services; and c) reinforced efficiency and management of education.

These priorities of education policy are unpacked in five investment programmes, representing the shared vision between the Ministry of Education and the Ministry of Finance:

- Preschool education: universalisation of access
- Obligatory basic education: bases for life
- Reinforcement and consolidation of secondary education

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[6] Decree-Law Nr 65/2010 of 27 December, Regulates the nature, structure and effects of the National Qualifications Framework (in Portuguese: Regula a natureza, a estrutura e os efeitos do Quadro Nacional de Qualificações – QNQ. Boletim Oficial Nr 50 – I serie, 27/12/2010. At: https://kiosk.incv.cv/1.1.50.85/

[7] Decree-Law Nr 20/2010 of 14 June, Regulates the legal regime of the National Qualifications System (SNQ) (in Portuguese: Regula o Regime Jurídico Geral do Sistema Nacional de Qualificações (SNQ). At: https://kiosk.incv.cv/V/2010/6/14/1.1.22.171/„

[8] Decree-Law Nr 4/2018 of 10 January, Establishes the new legal regime of the National Qualifications System (SNQ) (in Portuguese: Estabelece novo regime jurídico do Sistema Nacional de Qualificações (SNQ). At: https://kiosk.incv.cv/V/2018/1/10/1.1.4.2461/

[9] Portaria conjunta Nr 9/2020 of 17 February, and Joint Portaria Nr 10/2020 of the Ministry of Finance and Ministry of Education, At: http://iefp.cv/wp-content/uploads/2020/02/bo_20-02-2020_20-CNQ-e-QNQ.pdf

[10] https://minedu.gov.cv/documentos1

- Higher education, science and innovation
- Education management: the pillar of change.

Structure of the education system

Cape Verde has an ample legal basis regulating the education system as a whole and the particular domains of each of the subsystems. The fundamental legal act is the Legislative Decree No. 13/2018 of 7 December, amending the Legislative Decree no. 2/2010 of 7 May, which defined the bases of the education system. The Legislative Decree No. 13/2018 defines in detail the structure of the education system (Table 1).

Table 1: Structure of the education system

Section of the law no. 13/2018	Subsystem	Cycles	Qualifications	Observations: age, progression
Section II	Preschool education			From four years of age
Section III	Basic education eight years	- first cycle: four years (1st –4th) - second cycle: four years (5th–8th)		From six years of age
Section IV	Secondary education four years	- 9th–12th years - Two optional pathways: general and technical. Permeability between general and technical is guaranteed - Artistic education: via technical pathway or via complementary year of secondary education	Diploma and certificate For the technical pathway: double certification (academic and professional) For artistic education: diploma	Progression upon conclusion of secondary education: - To higher education - Professional training (initial and continuous)
Section V	Higher education - University education - Polytechnic education	Three cycles of study: 1. Licenciatura: Credits correspondent to six to eight semesters. Some areas of study require higher number of credits 2. Master: Credits corresponding to three to four semesters. In some cases: Integrated cycle after secondary education of ten to twelve semesters 3. Doctorate Post-secondary education: courses of professional nature, not leading to academic degree (CESP – Courses Higher Professional Studies)	Academic degrees: - Licenciatura (certificate) - Mestrado (Master): certified by a magister letter - Doctorate: doctoral letter Non-academic post-secondary courses (CESP) lead to Diploma of Higher Professional Study (DESP)	Licenciatura degree: Can be awarded in university and polytechnic education Master and doctorate degrees: Only in university education DESP: Credits transferable to continue education to obtain licenciatura degree in the same area of study

Section VI	Extra-school education	Adult education - Alphabetisation - Continuing education: cultural, scientific and technological upskilling Basic education of youth and adults articulates general and professional training (age: 15+, with or without schooling) Component of technical-professional training - Skill development for the exercise of a profession and integration in the world of work - Lifelong learning	Basic education and youth and adults - First cycle (two years): certificate - Second cycle (two years): diploma (equivalent to diploma of basic education) Technical-professional training is closely articulated with the national system of professional training and apprenticeship	In both modalities: Learning is organised in units (accumulation and transfer), flexible and adaptable to different individual needs and competences

3.2 Aims of NQF

The **objectives of the NQF** defined in 2010 have been reinforced in the Joint Portaria No. 10/2020, by adding emphasis on readability, transparency, and comparability of qualifications – in the education and training system and in the labour market. Article 4 defines the objectives of the NQF:

- Integrate and articulate the qualifications obtained in different subsystems of education, vocational education and higher education and those obtained from non-formal and informal pathways and professional experience;
- improve transparency of qualifications, supporting their value in the labour market, education and training and other contexts of personal and social life;
- promote access, evaluation and quality of qualifications;
- apply a competence-based approach to define and describe qualifications and promote validation of non-formal and informal learning; tap into the advantages of this approach to increase the participation in lifelong learning of the population at risk of unemployment and precarious employment;
- promote close links with the European Qualifications Framework and with NQFs of other countries, notably ECOWAS member countries, with the aim to improve people's mobility and facilitate recognition of skills and competences;
- improve readability, transparency and comparability of qualifications in the education and training system and employment training; and
- adopt adequate measures assuring that all new certificates and diplomas issued by the competent authorities contain a clear reference to the adequate NQF level.

4. Levels, learning outcomes and qualifications

4.1 NQF scope and structure

The NQF is structured in eight levels, from basic education (Level 1) to doctorate degree (Level 8).

The NQF is inclusive and comprehensive – its scope covers qualifications from basic, secondary and higher education as well processes of validation, recognition and certification of competences obtained via non-formal and informal learning.

Article 5 of the NQF legal Act of 2020 (Joint Portaria No. 10/2020) and its Annex II define the structure of the NQF and the level descriptors. Qualification levels represent learning outcomes and are defined by descriptors in three domains of learning:

- Knowledge
- Skills
- Responsibility and autonomy.

The domains of level descriptors are defined as follows:

- Knowledge – the body of facts, principles, theories, and practices related to a field of study, work or professional training, and is the outcome of assimilation of information through learning.

- Skills – the ability to apply knowledge and use acquired resources to complete tasks and solve problems, and are described as cognitive, including the application of logical, intuitive and creative thinking, and practical, implying manual dexterity and use of methods, materials, tools and instruments.

- Responsibility and autonomy – the proven ability to apply knowledge, skills and personal, social and methodological skills in professional situations, and in study and training contexts for purposes of professional and personal development.

4.2 Types of qualifications

The NQF legislation defines a qualification as 'the 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'. The UC-SNQ clarifies further: 'A qualification is obtained through a formal process of evaluation and validation of professional competences – knowledge and skills that allow the exercise of professional activity according to the requirements of the labour market.'

The NQF includes qualifications of different types, as illustrated in Table 1 and Table 2. Two main types of qualifications are awarded in Cape Verde:

- Diplomas
- Certificates.

Annex 1 of the new NQF legal Act of 2020 (Portaria No. 10/2020) presents the alignment of accredited qualifications with NQF levels (Table 2).

Table 2: Structure of the NQF – accredited qualifications

NQF level	Qualification
1	Diploma of basic obligatory education

2	Diploma of basic adult education with double certification pathway corresponding to professional qualification of Level 2 Certificate of professional qualification of Level 2
3	Certificate of Secondary Education (10th class) Certificate of professional qualification of Level 3
4	Diploma of secondary education (12th class general strand) Diploma of secondary education (12th class of technical strand corresponding to professional qualification of Level 4) with double certification Certificate of professional qualification of Level 4 with double certification Certificate of professional qualification of Level 4
5	Diploma of higher professional studies (DESP) with training of professional qualifications of Level 5 (CESP – Courses Higher Professional Studies). Certificate of the complementary professionalising class (ACP) with training of professional qualification of Level 5 Certificate of professional qualification of Level 5 with double certification Certificate of professional qualification of Level 5
6	Academic degree licenciatura
7	Academic degree master
8	Academic degree doctorate

Source: Portaria conjunta 10/2020. Annex 1.

Higher education diplomas (DESP, Carta de Curso, Carta Magistral e Carta Doutoral) are accompanied by the Diploma Supplement, regulated by Portaria No. 18/2014. The Diploma Supplement does not replace the diploma but complements the information on the programme and its level, for purposes of transparency and comparison. The adopted structure is aligned with international practice.

4.3   Quality assurance of qualifications

Legal base of quality assurance

<u>In vocational training</u>

Accreditation of institutions

- Decree-Law No. 6/2013 of 11 February.[11] Establishes the legal regime for accreditation of training institutions in relation to provision of courses and programmes of professional training.

Other legal Acts defining elements of quality assurance of programmes and qualifications in professional education:

- Joint Portaria No. 9/2020 (CNQ) and 10/2020 (NQF) of 20 February on the principles and related regulations: components of professional qualifications, format and structure of units of competence and of training modules.

In <u>higher education,</u> the fundamental legal Act is the Law No. 121/VIII/2016 of 24 March,[12] which creates the Regulatory Agency of Higher Education (ARES) and approves its statute.
Other legal Acts on quality assurance of higher education:

- Decree-Law No. 20/2012 of 19 June. Establishes the legal regime of HEIs.[13]
- Decree-Law No. 22/2012 of 7 August. Establishes the legal regime of academic degrees and diplomas in higher education.[14]
- Despacho 05/2014 of 28 May 2014. Defines the general parameters of the process of selection of professionals for the Bank of Evaluators of higher education institutions (HEIs).[15]
- General Directorate of Higher Education – National System of Evaluation of Higher Education Directives of the National Quality Assurance System (Sistema Nacional de Garantia da Qualidade do Ensino Superior –SNAQES), of 7 October 2014.[16]
- General Directorate of Higher Education – National System of Evaluation of Higher Education, 7 October 2014, Guide for external institutional evaluation of HEIs.[17]

Quality assurance processes
In <u>vocational training,</u> quality assurance processes consist of:

- harmonised development and validation of qualifications (professional profiles and training plan and modules) and their inclusion in the CNQ; and
- accreditation of institutions providing training.

Only those institutions holding a valid accreditation licence (*Alvará*) can operate as training providers in the field of professional training. The accreditation system for professional training entities applies to all public or private entities, national or foreign, regularly constituted or registered in Cape Verde, with legal personality, which meet all the requirements established in the accreditation regime of entities for the development of initial and/or continuing vocational training courses.

<u>Schools</u>

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[11] http://snq.cv/wp-content/uploads/2019/07/Regime_Acreditacao_Entidades-Formadoras_DL-n%C2%BA6-2013.pdf
[12] https://kiosk.incv.cv/V/2016/3/24/1.1.21.2165/
[13] https://www.dgesc.gov.cv/index.php/ensino-superior-de-cv/legislacao/send/9-legislacao/182-regime-juridico-das-instituicoes-do-ensino
[14] https://www.dgesc.gov.cv/index.php/ensino-superior-de-cv/legislacao/send/9-legislacao/175-regime-juridico-das-instituicoes-do-ensino-superior-cabo-verde
[15] https://www.dgesc.gov.cv/index.php/ensino-superior-de-cv/legislacao/send/9-legislacao/838-diretrizes-do-sistema-nacional-de-garantias-da-qualidade-do-ensino-superior
[16] https://www.dgesc.gov.cv/index.php/ensino-superior-de-cv/legislacao/send/9-legislacao/677-directivas-do-sistema-nacional-de-garantia-da-qualidade-do-ensino-superior-snaqes
[17] https://www.dgesc.gov.cv/index.php/ensino-superior-de-cv/legislacao/send/9-legislacao/680-guiao-para-avaliacao-institucional-externa-das-ies-de-cabo-verde

The Ministry of Education is responsible for quality assurance of secondary schools, notably for their licensing. Moreover, those secondary schools (technical) providing training programmes included in the Catalogue of Professional Qualifications shall be accredited by the UC-SNQ. This outreach of the UC-SNQ's system of accreditation is fundamental to ascertain coherence and supervision over the performance of providers and the final trustworthiness of the achieved professional qualifications of the CNQ.

Higher education

By legislation, the national quality assurance system consists of the processes:

- evaluation – twofold: a) internal (self-evaluation) of HEIs and b) external evaluation; and
- accreditation and registration: a) creation of HEIs; b) creation of study cycles (programmes) leading to degrees and diplomas.

All HEIs are obliged to establish internal systems of evaluation and a guarantee of quality and carry out regular self-evaluation of performance (Article 73 of Decree-Law No. 20/2012).

External evaluation covers the following institutional dimensions of the HEIs: institutional development, institutional management, infrastructure, academic policy, and human resources policy.

The supervision of HEIs and their study programmes is a competence of ARES.

Currently there are ten accredited HEIs listed in ARES. Information on the respective legal acts of accreditation is published in the same webpage.

Quality assurance bodies

UC-SNQ's role

The UC-SNQ is responsible for the processes of accreditation of institutions providing training courses in the subsystem of Professional Training (with links to secondary education of the technical strand).

ARES's mission and functions

In higher education, the only quality assurance body is the ARES, created by Law No. 121/VIII/2016 of 24 March. Article 5 states that ARES is independent in the exercise of its functions and is not bound by superintendence or guardianship by the government with respect to regulatory functions, without prejudice to the supervisory powers conferred on the National Assembly. All governmental organs and institutions working in the sector of higher education have the duty to collaborate with ARES and provide information relating to the quality assurance system.

ARES is tasked with four main competences: regulatory, supervisory, sanction and consultative.

The purpose of ARES is to guarantee the quality of higher education through:

- evaluation, accreditation and registration of HEIs and their study cycles (programmes);
- accreditation of the internal systems of quality assurance of HEIs;
- recognition of degrees and diplomas awarded by foreign HEIs;
- organisation and maintenance of an information system on higher education; and
- performance of the functions of supervision and control of the functioning of public and private HEIs.

ARES's specific functions of quality assurance include, amongst others: defining quality standards; promoting the accreditation of study cycles and institutions to ensure compliance with the legal requirements; supervising and controlling of the performance of the HEIs; giving advice and support on quality assurance of higher education; studying and surveying the quality assurance system of higher education in Cape Verde; and providing information, statistical data and studies to support the definition of measures and strategies for higher education and research policies

ARES is governed by:

- an administration council, the main collegial executive organ;
- the fiscal organ, which is in charge of legal and economic-financial control; and
- the consultative council, which contributes to the efficient, effective and balanced exercise of the regulatory activity and provides advice to the administration council.

Cape Verde participates in the Harmonisation of African Higher Education, Quality Assurance and Accreditation (HAQAA) initiative of the Africa-European Union Partnership. HAQAA focuses on harmonisation of quality assurance and accreditation in higher education.

4.4   Use of learning outcomes and standards

The application of the learning outcomes approach in the design and description of qualifications is one of the key objectives of the NQF, as defined in Article 4 of the NQF legal Act (Joint Portaria No. 10/2020). Furthermore, Article 4 specifies that the application of the learning outcomes approach is essential to promote validation of non-formal and informal learning, thereby offering vulnerable citizens possibilities to access lifelong learning and to enter the labour market.

Learning outcomes appear to play a manifold role in the conceptual and technical design of units of competence of professional profiles and in training modules, which together structure qualifications, and in ensuring a socially minded access to qualifications, inclusive for citizens with a limited schooling history but tangible life and work experience.

The application of the learning outcomes approach is well rooted and established in qualifications design and management in the subsystem of vocational training. The UC-SNQ organises regular capacity-building programmes on the competence-based approach in vocational qualifications and training for stakeholders and practitioners.[18]

Conceptual basis

The conceptual and methodological underpinnings for the design and management of professional qualifications have been developed and adopted through legal Acts and explained and disseminated through handbooks. The UC-SNQ assures the coordination, oversight and dissemination of this knowledge and methodological base.

The Qualifications Regime of UC-SNQ defines the wider principles of professional qualifications:

- wide scope and based on competencies, with value and meaning for the labour market;
- adaptable to the evolution of production modes and occupations;

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[18] https://snq.cv/destaques/

- based on concepts of professional skills that ensure workers' ability to work in different contexts and production situations;
- compliance with the requirements and formats of professional profiles structured in competence units, and training programmes organised in modules associated with competence units;
- supported by learning programmes that are the basis of the training offered in technical education and the vocational training system, and enable the implementation of the modular training system; and
- designed and formulated to support validation of individuals' learning outcomes acquired in all types of learning contexts.

The established structure of a professional qualification included in the CNQ is depicted in Figure 1.

Figure 1: Structure of professional qualifications (Portaria no. 9/2020)
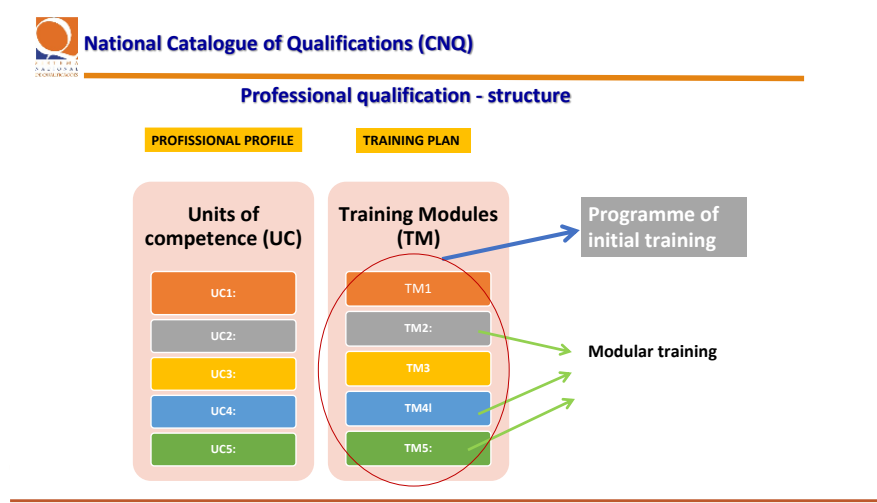
Source: UC-SNQ – Presentation at ACQF webinar on 8 May 2020

4.5 Credit systems

In professional training

- Legal basis: SNQ, Decree-Law No. 4/2018 of 10 January: Article 11

The System of Credits of Professional-Technical Education is based on the attribution of credit points to qualifications of double certification in the NQF, which are integrated in the CNQ. The specific regulatory text is in development. Credit accumulation and transfer is permitted to enable mobility, notably in the space of ECOWAS and the EQF. Moreover, the credit system will apply to other certified training not integrated in the CNQ but based on valid quality assurance criteria.

In higher education

- Legal basis: Legislative Decree no. 13/2018 (Article 36) on the Bases of the Education System.
- Decree-Law no. 22/2012 of 7 August establishes the legal regime of academic degrees and diplomas in higher education.

The Legislative Decree no. 13/2018 determines that organisation of education provided by HEIs is based on the credit system, and defines the following:

- credits are the measure of the number of hours of student workload;
- the number of hours of student workload that is to be considered in the definition of the number of credits includes all forms of academic work: contact hours, hours for practical learning (internships), fieldwork, individual and group study and evaluation.

The credit system in higher education contributes to students' mobility and to recognition of prior learning.

- Students' mobility between national education institutions of the same or different subsystems, whether national and foreign institutions, is ensured through the credit system, on the basis of the principle of mutual recognition of the value of learning and the acquired competences.
- Recognition of prior learning: education institutions recognise, through the credit system, the professional competences and the post-secondary training of candidates and enrolled students, through the special access modalities, which are to be defined in a specific legal Act.

In addition, the Decree-Law no. 22/2012, Article 52, stipulates that the number of credits allocated by curricular units is defined in accordance with a set of principles, including: "The number of credits corresponding to the workload of one curricular year in full time is 60." This definition is aligned with the European Credit Transfer and Accumulation System (ECTS).

The credit system is applied in HEIs as follows:

- one credit corresponds to 25 to 30 hours of workload (all forms of learning – contact hours, autonomous study, project work, laboratory work, evaluation); and
- one curricular year (full time) corresponds to 60 credits. One semester (full time) corresponds to 30 credits.[19]

5.   Institutional arrangements and stakeholder involvement

5.1 Governance and institutional arrangements for the NQF

Policy institutions

The Ministry of Education leads education system policy, from preschool to higher education. The Secretary of State of Education is responsible for higher education policy.

The recently established ARES implements and supervises the system of quality assurance in higher education.

Professional education policy is conducted by the Deputy Secretary of State for Professional Training and Innovation, at the Ministry of Finance.

Governance of the NQF, in the frame of the SNQ, is assured by the UC-SNQ, established by Decree-Law No. 62/2009 (14 December 2009). A decade later the UC-SNQ remains the core governing structure and its leading and coordinating role was reinforced by Decree-Law No. 7/2018. The UC-SNQ

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[19] University of Cabo Verde, Deliberation Nr 005/CONSU/2013 of 19/03/2012. Establishes the norms of curricular organisation and credit system in the courses of licenciatura of the University of Cabo Verde https://unicv.edu.cv/universidade/organizacao/orgaos/conselho-da-universidade/deliberacoes/39-delibera%C3%A7%C3%A3o-n%C2%B0-005-consu-2013-estabelece-as-normas-de-organiza%C3%A7%C3%A3o-curricular-e-do-sistema-de-cr%C3%A9ditos-nos-cursos-de-gradua%C3%A7%C3%A3o-da-uni-cvdownload

is led by the unit coordinator and is composed of: a) the Inter-ministerial Technical Committee for Qualification (CTIQ), b) the Executive Secretariat, and c) the National Commission of Professional Equivalences (CNEP), a specialised body of the SNQ.

The UC-SNQ is the central service tasked with the coordination, design and technical support in the domain of professional qualification policies. The UC-SNQ ensures the construction and integrity of the SNQ, with the aim to promote and develop the integration of technical-professional training offered, through the CNQ, as well as the assessment and certification of competences.

The social partners contribute to the coordination of the SNQ through statutory participation in the CTIQ and in the CNEP. Other entities that integrate the governance and implementation of the SNQ include the Institute of Employment and Professional Training (IEFP), sectoral technical committees (CTS), and HEIs.

5.2   Roles and functions of actors and stakeholders

As part of the task of creating and managing the CNQ, temporary support and consultation bodies are created from the UC-SNQ, namely:

- sector technical committees (CTS), responsible for technical support in the design of professional profiles and associated training modules related to professional qualifications corresponding to each of the professional families of the CNQ; and
- sector councils (COS) responsible for the validation of profiles and training modules of each of the professional qualifications elaborated by the CTS and approved by the UC-SNQ.

6.   Recognising and validating non-formal and informal learning and learning pathways

6.1   Arrangements for recognition of prior learning (RPL)

Recognition Validation and Certification of Competences (RVCC) is one of the statutory components of the SNQ and is organically linked with:

- **the NQF**: through the application of the learning outcomes approach. The primacy of learning outcomes in designing and assessing qualifications enables the access to qualifications by validation and certification of acquired competences;
- **the CNQ:** through the right to acquire any of the registered qualifications via processes of recognition, validation and certification of acquired competences, in accordance with the legislative-regulatory framework; and
- **the individual register of qualifications and competences**: registers individual acquired competences and qualifications and identifies the competences missing to enable the completion of a certain qualification, thereby contributes to building individual trajectories of adequate training. Currently in the process of legislative regulation.

The Decree-Law No. 54/2014 of 22 September on RVCC defines the policy and conceptual underpinnings of the promotion of validation of competences acquired in all contexts of learning.

Social and labour market inclusion, economic productivity, valorisation of all types of learning and reinforcement of flexible lifelong learning paths of citizens are the benefits expected from effective implementation of this policy. According to the Decree-Law: 'People acquire, with their life experience, namely in professional activities, knowledge and competences relevant for the exercise of many activities. Those competences can and shall be formally certified, and, if necessary, complemented with training adjusted to individual needs, thereby promoting access to higher levels of qualification.'

Stage of development of RPL (RVCC)

In Cape Verde, RVCC is in the activation stage. In 2020, the UC-SNQ was developing additional instruments to be pilot-tested in the context of RVCC.

RVCC is defined in Article 3 of the Decree-Law no. 54/2014, as the formal process enabling individuals to obtain the recognition, validation and certification of their skills and competences, independently of the ways and contexts in which these competences were developed.

Main features of RVCC as a system:

- Target group: Individuals over 25 years of age with at least 5 years of professional/employment experience.
- Governance of the system: The UC-SNQ coordinates the organisation, functioning and elaboration of referential for professional certification and assessment standards. It accredits the certifying entities, monitors and supervises them and provides technical and methodological support.
- Accreditation: Only accredited certifying entities can provide services of the RVCC system, in accordance with the legal requirements. Substantive experience in professional training and in the targeted professional families are among the key criteria of accreditation of certifying entities. The accreditation can be revoked under circumstances of breach of the legal requirements and obligations, low performance or at request of the entity.

Figure 2: Different paths to a common goal – certification of competences within the SNQ

TWO PATHS / PROCESSES OF CERTIFICATION
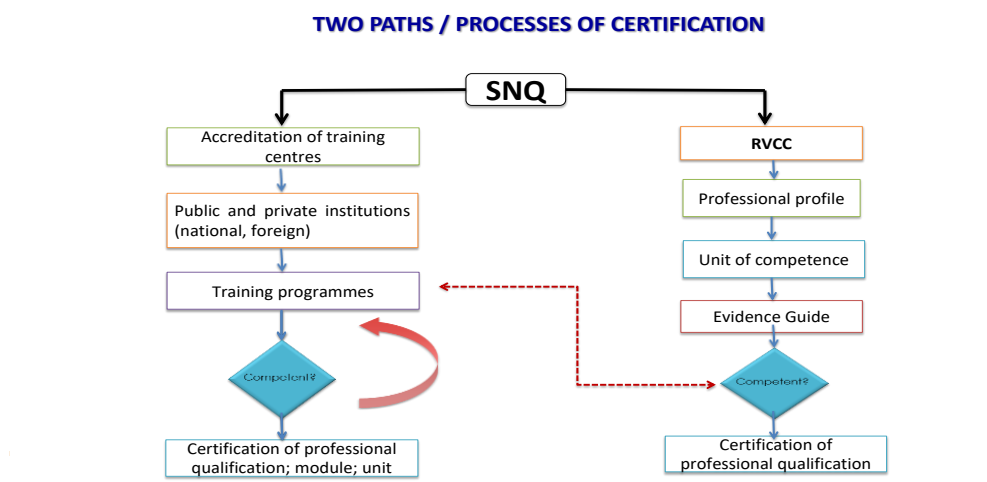
Source: UC-SNQ: Presentation at ACQF webinar of 8 May 2020

The RVCC process integrates the following phases:

- **Phase 1**: Information and guidance – first orientation for candidates on the process and viability in each case.
- **Phase 2**: Recognition of competences – candidates identify the knowledge and competences acquired throughout life, applying a methodology of *Bilan de competences* (Skills Audit). Main outputs: individual professional portfolio, assessor's report identifying the candidate's competences by units of competence and the professional activities to be validated from the provided evidence.
- **Phase 3**: Validation of competences – evaluation of the competences in correspondence with the professional profiles of the CNQ. Based on evaluation instruments adapted to the nature of the competence – for example, a technical interview or practical examination. The jury consists of an assessor, an evaluator and a representative of the enterprise sector (independent evaluator). Output: Deliberation of the jury on the validation process.
- **Phase 4**: Certification of competences – the jury certifies that the assessed and validated competences have a formal value in relation to a predefined referential. In the case of partial certification, the assessor and the evaluator propose a personal qualification plan, encompassing the units of competence that were not certified. With this personal plan, the candidate has access to an adequate modality of training or to self-training in the context of the SNQ. At the conclusion of the training programme, the candidate resumes the RVCC process.

The UC-SNQ started practical implementation of RVCC, via two main actions: a) several rounds of training of RVCC professionals (assessors, coaches); b) piloting of RVCC process for priority sectors. One of the first pilot of RVCC processes took place in the sector Hotels-Restaurants-Tourism (Professional Qualification: Services of Food and Drinks, level 3). In May of 2021 a total of 32 candidates from different public and private organisations started their RVCC process to acquire the professional qualification Administrative Services and Client and User Support (level 4). More information is available on the UC-SNQ website.

7.   NQF implementation and impact

7.1   Key achievements and main findings

A major strength of the NQF in Cape Verde results from its operationalisation as an inherent part of the qualifications system. The NQF has been legally defined and organised as a component of the SNQ, working in complementarity with the national qualifications catalogue (CNQ), the system of recognition, validation and certification of competences (RVCC) and the credit system. This systemic approach has contributed to the policy robustness of NQF, supported by a stable governance setting (led by the UC-SNQ) and the involvement of social partners, sector councils and other consultative bodies such as Inter-ministerial Technical Committee for Qualification (CTIQ).

In the decade of evolution, the CNQ has been populated with new professional qualifications in 15 professional families (sectors) developed according to a common competence-based approach. RVCC is becoming a reality for workers in different economic sectors and human and technical capacities

have been built to operationalise RVCC processes within common parameters of quality and credibility.

The way forward needs to move towards closer cooperation of the NQF with higher education qualifications, in line with the objectives of the NQF and the SNQ.

7.2   Qualifications registers and databases

The online National Catalogue of Qualifications currently includes 64 professional qualifications of four NQF levels (2, 3, 4, and 5), distributed in 15 professional families. The webpage of each professional family contains extensive information on the respective qualifications, in particular the professional profile by units of competence and the training plan by modules (see an example), described in learning outcomes of varied granularity.

Moreover, the CNQ webpage includes comprehensive information on the legal and methodological aspects guiding development of qualifications, on the professional families and the related sector studies (example of study of IT sector).

The updated register of accredited programmes in higher education leading to qualifications is managed by ARES and the summary list is published at Agência Reguladora do Ensino Superior. By mid-2020 this register includes 205 accredited programmes of NQF levels 6, 7, and 8 (licenciatura, master and doctorate).

The breakdown of existing TVET qualifications by levels (1 to 5) shows a substantive majority of at levels 4 and 5. The graphs (Figures 3 and 4) are based on data collected from the CNQ.

Figure 3: TVET qualifications in the NQF Catalogue of Qualifications, by levels
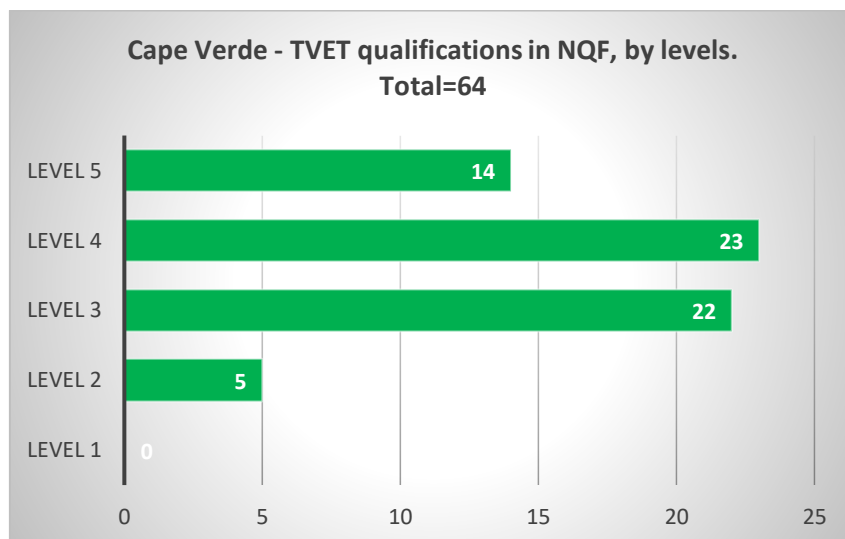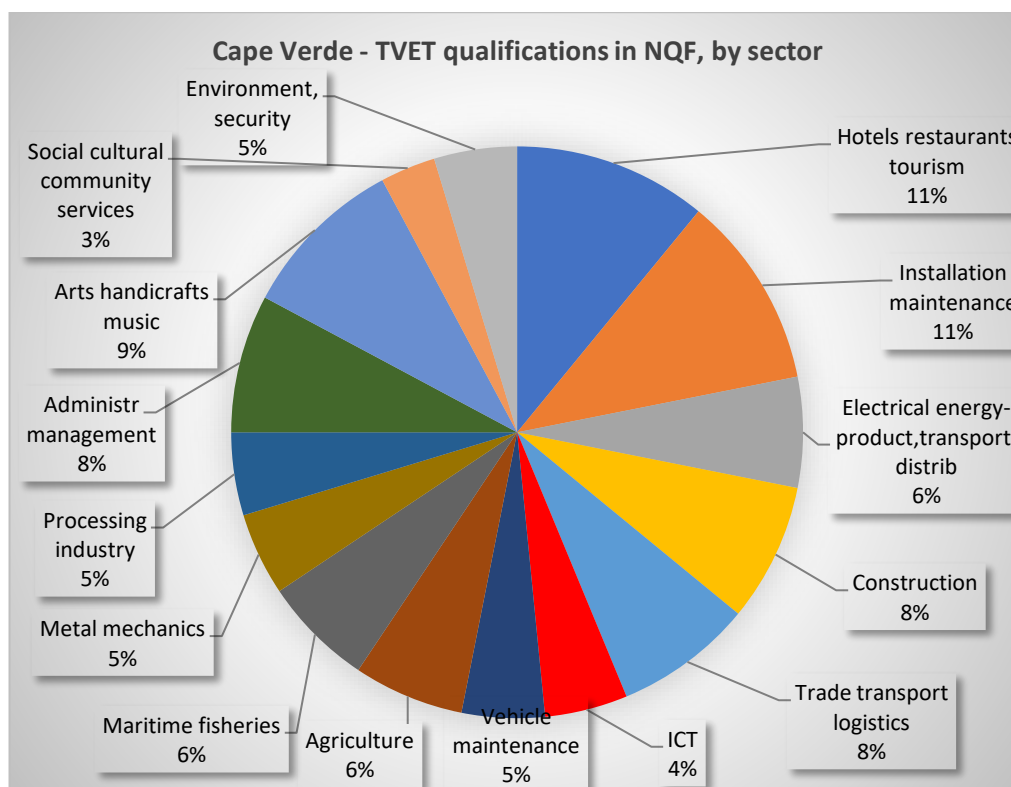

Figure 4 indicates a balanced distribution of the number of TVET qualifications by professional families, with some advantage for qualifications in the sectors of hotels, restaurants and tourism (11%), installation maintenance (11%) and arts handicrafts and music (9%).

Figure 4 : TVET qualifications in the NQF – National Catalogue of Qualifications, by sector

Cape Verde - TVET qualifications in NQF, by sector

- Environment, security 5%
- Social cultural community services 3%
- Arts handicrafts music 9%
- Administr management 8%
- Processing industry 5%
- Metal mechanics 5%
- Maritime fisheries 6%
- Agriculture 6%
- Vehicle maintenance 5%
- ICT 4%
- Trade transport logistics 8%
- Construction 8%
- Electrical energy-product, transport, distrib 6%
- Installation maintenance 11%
- Hotels restaurants tourism 11%

7.3   Qualification documents

The format and award of certificates and diplomas included in the NQF are regulated by legislation. The UC-SNQ and ARES supervise the award of qualifications in vocational training and higher education respectively.

The UC-SNQ carries out the homologation of certificates delivered by all training entities duly accredited by the competent authority, pursuant to 11 of Decree-Law No. 53/2014, of 22 September, which regulates the new Legal Regime of Vocational/Professional Training. Homologation is obligatory for certificates of initial vocational training, certificates of professional qualification included in the CNQ, and certificates of modular training courses.

7.4   Recognition of foreign qualifications

In professional training

Decree-Law No. 7/2018 of 7 February is the main legal basis regulating professional equivalence. The CNEP is a specialised organ with technical and scientific autonomy to evaluate and issue opinions and recommendations on professional equivalence of courses and other training activities carried out abroad or in foreign schools established in Cape Verde. The CNEP operates in close cooperation with the UC-SNQ, which homologates the opinions on equivalence issued by the CNEP.

In higher education

ARES is the institution in charge of the recognition of academic degrees and diplomas.

In Cape Verde, the recognition of academic degrees and higher education diplomas awarded by foreign HEIs is regulated by Portaria no. 49/2013, of 15 October,[20] and by the Decree-Law no. 22/2012, of 7 August, which approves the Legal Regime of Degrees and Diplomas of Higher Education (RJGDES).

Recognition of degrees and diplomas is the act permitting the generic recognition of a foreign academic degree or diploma of higher education, the level, objectives and nature of which are identical to the degrees in Cape Verde as a graduate, master and doctorate, or a diploma.
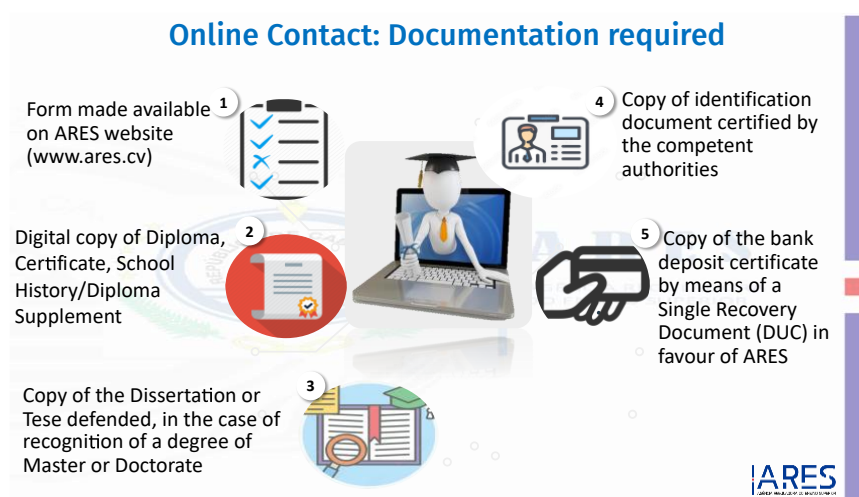
Under Article 1 of Ministerial Implementing Order No 32/2021 of 15 April 2009, can be recognised only those foreign degrees and diplomas issued by an Institution (and respective courses) are accredited by the competent authorities (Ministry of Education/Higher Education,or delegated entities) from the home country.

Portaria no. 49/2013 standardises the procedures for the recognition of foreign qualifications, making them more transparent, equitable and simple, and introduces changes to previous regimes. This broadens the recognition of foreign qualifications to diplomas of higher education courses not leading to academic degrees, of a level and nature identical to higher technical-professional courses. It introduces simplified procedures, establishing the recognition of a system of precedence, which ensures a more automatic process on the decision, avoiding repetition, reducing costs and response times on the decision of recognitions.

The recognition of foreign degrees and diplomas allows for the generic recognition a degree or diploma of foreign higher education, whose level, objectives and nature are considered equal in Cape Verde to bachelor, master and doctor or diploma. The recognition process lasts approximately 30 days upon submission of the full file, conditional on the timely response of the concerned foreign HEI.

The special circumstances triggered by the measures put in place to contain the Covid-19 accelerated the digitalisation of recognition processes (Figure 5)

Figure 5: Digitalised recognition process

Online Contact: Documentation required

1 Form made available on ARES website (www.ares.cv)

2 Digital copy of Diploma, Certificate, School History/Diploma Supplement

3 Copy of the Dissertation or Tese defended, in the case of recognition of a degree of Master or Doctorate

4 Copy of identification document certified by the competent authorities

5 Copy of the bank deposit certificate by means of a Single Recovery Document (DUC) in favour of ARES
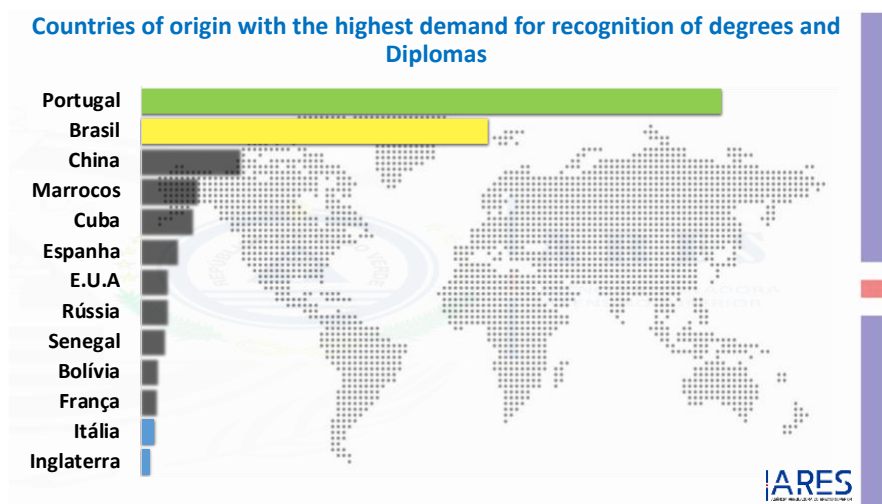
ARES

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[20] https://portondinosilhas.gov.cv/images/igrp-portal/img/documentos/1AD97C9EB7221E20E053E600040A6AAF.pdf

Source: Presentation: ARES on Recognition of degrees and diplomas in higher education. At ACQF Peer Learning Webinar, 28/10/2021.

Portugal and Brazil are the two top countries of origin of foreign degrees and diplomas seeking recognition in Cabo Verde (Figure 6).

Figure 6: Countries of origin with the highest demand for recognition of degrees and diplomas

Source: Presentation: ARES on Recognition of degrees and diplomas in higher education. At ACQF Peer Learning Webinar, 28/10/2021.

8. Referencing to regional framework/ other frameworks

8.1 Referencing to regional frameworks

Cape Verde is an open society and economy, which values cooperation with Europe and Africa. The objectives defined in the NQF legal act (Joint Portaria no. 10/2020) reflect these values. Article 4, e) stipulates that the NQF should 'promote close links with the European Qualifications Framework for Lifelong Learning (EQF) and with other NQFs, notably with NQFs of ECOWAS states to support credit transfer and accumulation in education, vocational training and higher education, with the purpose to improve people's mobility and facilitate recognition of acquired skills and competences.'

Cape Verde has expressed interest in comparing with the EQF and participating in related activities.

8.2 International cooperation

Cape Verde participates in international cooperation and networks in the domain of education and training, notably:

- the African Union: HAQAA project, ACQF project;
- ECOWAS; and
- the Community of Portuguese-speaking Countries (CPLP).

The government of Cape Verde promotes bilateral cooperation and exchanges with other African countries, seeking to share experience and expertise in the domain of qualifications systems and education.

8.3   International donor support

Cape Verde and the European Union (EU) have strong cooperation ties in the context of the Special Partnership. The 11th Ministerial meeting (June 2021) of Foreign Affairs EU-Cape Verde reiterated the strong commitment to an enhanced political dialogue within the Special Partnership, of particular relevance in this period marked by the Covid-19 pandemic and the need for a swift recovery. The partners reaffirmed their attachment to the shared values and principles underpinning the relationship: respect for human rights, democracy, good governance and rule of law, and commitment to multilateralism and international peace and security. The focus of the next bilateral multi-annual programme 2021–2022 will be supporting socio-economic recovery based on a green and inclusive growth model, taking into account Cape Verde's Small Island Developing State (SIDS) specificities. The Amendment to the Visa Facilitation Agreement EU-Cape Verde will reduce the cost and simplify the requirements.

Cape Verde maintains bilateral cooperation with Germany, Japan and other countries. The Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH (GIZ) and Japan International Cooperation Agency (JICA) support the development of renewable energy and electrical mobility. Portugal is an important bilateral partner, cooperating in several sectors, with special emphasis on education and health.

9.   Important lessons and future plans

Can the NQF contribute more effectively to its objective of integration of the subsystems of education and training and promotion of lifelong learning?

The NQF aims to promote better integration of education and training subsystems and convergence between academic and professional education and training. While evidence of such convergence is visible in NQF Level 5 – attractive and provided by both professional training institutions and schools, but also by HEIs – the analysed sources and websites show that the CNQ has been limited to qualifications of professional training (Levels 2 to 5). This path has been justified by factors of policy and institutional nature, but there are enablers of a refreshed dialogue across the subsystems.

The dialogue between the leading agencies – ARES for higher education and the UC-SNQ for professional training – can reinvigorate the development of a common path and joint milestones in implementing the NQF. At least four opportunities can be identified to stimulate this dialogue:

- a common understanding and benchmarks for Level 5 qualifications;
- the place of secondary technical education with double certification – a starting point to professional training and/or to higher education;
- shared concepts on outcomes of modular training for purposes of lifelong learning; and
- the shared use of the CNQ for qualifications of all subsystems.

The **perspective developments of the SNQ** are already planned in that the UC-SNQ was entrusted with the development of a wide range of policies and instruments in the coming years. This portfolio

of developments consists of a framework of key competences, a credit system for professional education and training, modular training, a model of dual professional training, a distance-learning model and the model of 'training checks'.

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Annex

Annex 1: **Levels and descriptors of the NQF**

	Knowledge	Skills	Responsibility and autonomy
Level 1	Basic general knowledge applied to a limited and defined set of activities.	Basic operational skills required to carry out simple and routine tasks.	Work or study under direct supervision in a structured context, with responsibility for his/her own performance.
Level 2	Basic operational knowledge of a field of work or study. Expresses ideas and concepts through verbal communication and effective writing.	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools.	Work or study under supervision with some degree of autonomy. Demonstrate capacity to perform certain independent tasks in certain structured opportunities with intermediate levels of support and direction.
Level 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study, and with understanding of certain theoretical and technical elements of processes, materials and basic terminology.	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information. Provides technical support to solve specific problems.	Take responsibility for executing tasks independently in an area of work or study when simple decisions or initiatives are required. Work effectively with others, as a member of a group and take limited responsibility for others in small teams and working groups. Requires support, direction and supervision in unknown situations. Adapt own behaviour to circumstances in solving problems.
Level 4	Factual and theoretical knowledge in broad contexts within a field of work or study, relevant for the function.	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study. Manage own activity in the framework of established orientations in contexts of study or work, generally predictable, but susceptible to change.	Supervise the routine activities of third parties, assuming certain responsibilities in terms of evaluation and improvement of activities in contexts of study and work. Take responsibility for own outputs/results in work and semi-structured learning situations. Work independently when immediate decisions are required with certain initiative. Define own objectives and targets in accordance with the goals of the organisation and effectively manage time.
Level 5	Comprehensive, specialised, factual and theoretical knowledge within a field of	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract	Manage and supervise in contexts of study and work susceptible to unpredictable change. Revise and develop

	study or work and an awareness of the boundaries of that knowledge, which includes abstract technical understanding and capacity to search additional information and knowledge to improve the execution of functions.	problems in routine situations and new contexts and activities. Capacity to select and apply equipment and methods, explain the alternatives, and ensure the technical support to solve more specific problems in known routines.	performance of self and others, both in quantitative and qualitative terms. Work independently when decisions or initiatives at intermediate level are required. Be able to organize the work for you and the team, according to the objectives and goals of the organization and support others to effectively manage time.
Level 6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles.	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of study or work. Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts.	Take responsibility for managing professional development of individuals and groups.
Level 7	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of study or work, supporting the capacity of original thinking and/or research. Critical awareness of knowledge issues in a field and at the interface between different fields.	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields.	Manage and transform study or work contexts that are complex, unpredictable and require new strategic approaches. Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams.
Level 8	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields.	The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice.	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research.