



Southern African Development Community
Qualifications Framework (SADCQF)

ANNEX TO THE REPORT

REVIEW OF IMPLEMENTATION OF SADCQF AND WAY FORWARD

INVENTORY OF NATIONAL QUALIFICATIONS FRAMEWORKS IN SADC COUNTRIES



Inventory of National Qualifications Frameworks in the Southern African Development Community (SADC)

This Inventory of National Qualifications Frameworks in the Southern African Development Community (SADC) is an Annex and Integral part of the report “*SADCQF – Review of implementation and way forward*”, presented to the Joint Meeting of Ministers of Education Training Science Technology and Innovation of SADC (Malawi, June 2022).

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List of Acronyms

Acronyms
ACQF: African Continental Qualifications Framework
ANEP: National Authority for Professional Education
BQA: Botswana Qualifications Authority
CAT: Credit Accumulation and Transfer
CHE: Council on Higher Education
CNAQ: National Council for Evaluation and Quality of Higher Education
EQA: Eswatini Qualifications Authority
ESCHE: Eswatini Council for Higher Education
ESQF: Eswatini Qualifications Framework
KS / KSC: Knowledge Skills; and Knowledge Skills Competence
LQF: Lesotho Qualifications Framework
MBK: Minimum Bodies of Knowledge
MQA: Mauritius Qualifications Authority
NCQF: National Credit and Qualifications Framework
NQF: National Qualifications Framework
NQS: National Qualifications System (SNQ: sistema nacional de qualificações)
RCA: Reconhecimento de Competências Adquiridas; SRCA: System RCA
RPL: Recognition of Prior Learning
SAQA: South African Qualifications Authority
SQA: Seychelles Qualifications Authority
TCCA: Technical Committee on Certification and Accreditation
TVET: Technical Vocational Education and Training
ZAQA: Zambia Qualifications Authority
ZIMCHE: Zimbabwe Council for Higher Education

1 Introduction

This Inventory of NQFs in SADC countries complements the report 'Review of implementation of SADCQ and way forward', elaborated in partnership with the Project 'Development of the African Continental Qualifications Framework (ACQF) and the project partner European Training Foundation (ETF). Although this inventory is primarily an integral part of the named review report, it can be read as a standalone reference report.

This inventory is based on a common structure of content for all countries, allowing comparisons. The inventory summarises information on the policy and legal basis, objectives and principles, scope and level structure, credit accumulation and transfer systems, recognition of prior learning policies and governance and management of NQFs in SADC countries.

The information integrated and summarised in this Inventory builds on national sources collected via online research and shared by the country representatives at TCCA SADC. These sources are policy, legal and regulatory acts pertaining to NQFs and related components, online registers and catalogues of qualifications, websites of the lead NQF institutions and reports. Other international sources include the [mapping reports](#) and [thematic presentations on NQFs](#) of the capacity development programme of ACQF; and other analytical reports, such as the [Global Inventory of Regional and National Qualifications Frameworks](#) (ETF, Cedefop, UNESCO. 2019. Volume II).

This final version of 11/02/2024 integrates updates gathered after the TCCA meeting of 29/04/2022, namely on RPL policy document of Namibia, and the new SQA Act N° 57/2021 (Seychelles Qualifications Authority, which entered into force on 1 May 2022, on the new NQFs and respective governance adopted in 2022 (Angola and Mozambique), and finally on the . This report was updated in May and in August 2023, and again in February 2024.

2 Overview of NQF Governance Models (in Africa)

Type of NQF institutions	Countries
<p>1. NQF Authorities, National Qualifications Institute Legal entities of public law with managerial and financial independence. Established by legal acts to develop and implement the NQF; wide scope of functions and areas of work; registration and database of qualifications; related policies (RPL, Credit system); multiple sources of financing (public budget, service fees, projects).</p>	Angola, Botswana, Democratic Republic of Congo, Eswatini, Kenya, Mauritius, Namibia, Seychelles, South Africa, Zambia
<p>2. Coordination Units NQF Legal entities, established by legal act, with some managerial autonomy. Scope of work focused on NQF implementation, registration and database of qualifications, coordination of RPL, development of qualifications, recognition of qualifications, stakeholder coordination, NQF communication.</p>	Cape Verde
<p>3. Technical NQF Commission Functions: develops and proposes the internal procedures of the NQF, annual work programme, monitoring and evaluation of NQF, inter-sectoral coordination and articulation and support to higher political leadership of the NQF (ensured by a transversal ministry: Reform of Public Administration). Technical NQF Commission is composed of representatives of the relevant ministries and is chaired by the organ in charge of quality assurance of higher education (CNAQ).</p>	Mozambique
<p>4. NQF management as one of the functions of existing agencies and councils Legal entities with managerial and financial independence: Higher education councils; quality assurance and accreditation agencies (tertiary and higher education); TVET authorities</p>	Egypt, The Gambia, Ghana, Lesotho, Malawi, Nigeria, Sierra Leone, Tanzania, Uganda
<p>5. NQF coordination as part of the functions of ministerial departments, or other government instances (such as technical coordination units; national alignment committees) Ministerial departments / structures tasked with coordination and development of NQFs. Most frequent ministries: labour and TVET; education; higher education. Technical coordination units accountable to Presidency of the country.</p>	Cameroon, Morocco, Rwanda, Senegal, Zimbabwe
<p>6. Inter-ministerial, inter-stakeholder councils /working groups focused on NQF design, development and consultation, initial implementation stages. Councils, commissions, working groups – often of temporary nature – until stable NQF governance setting is put in place</p>	Morocco (National Permanent Commission working with the coordinating Ministry); Rwanda (RQF Coordination Committee); Guinea-Bissau (NQF Working Group); Sierra Leone (NQF Technical Commission)

National Qualifications Frameworks in the Southern African Development Community (SADC) Inventory

3 Legal basis, objectives, conceptual-technical framework and instruments related with NQF

	NQF Legal basis	Objectives NQF	Scope and structure of the NQF	Instruments: Register of qualifications; CATS; RPL
Angola Stage: NQF approved, implementation started	Presidential Decree Nº 210/22 of 23/07/2022: National Qualifications System (NQS). 2 main components: NQF and National Catalogue of Professional Qualifications (CNQP). Presidential Decree Nº 208/22 of 23/07/2023: National Qualifications Institute	Objectives of NQF: <ul style="list-style-type: none"> - Integrate and articulate the qualifications obtained in the context of different sub-systems of education and training, and those obtained via RPL. - Improve transparency of qualifications, enabling the identification and comparability of their value in the labour market, education and training and other contexts of personal and social life. - Support transfer and accumulation of credits in education, TVET and higher education, to foster mobility of learners / workers and facilitate recognition of competences from lifelong learning. - Promote recognition, validation, certification, and quality of the acquired qualifications. - Enable comparability of national qualifications with those of other countries - Promote linkages and referencing to other qualifications frameworks. 	Scope: Comprehensive, integrated Structure: 10 levels. Levels 7-10: higher education qualifications; Levels 1-6: general basic and secondary and TVET qualifications) Descriptors: KSRA	The NQF is conceived as a component of the NQS (SNQ). Other components of the SNQ: register of qualifications (Catalogue of Qualifications) Credit system: in Higher Education. 1 credit = 15 notional hours Other legislation to be developed to complete the NQS: accreditation of training providers; monitoring and evaluation system; RPL; credit accumulation and transfer system.
Botswana Stage: Operational for some time	Botswana Qualifications Authority (BQA)	<ul style="list-style-type: none"> - Single integrated national framework for learning achievements from early childhood to tertiary education and training - Access, mobility and progression within education, training and career paths 	Scope: Comprehensive - integrates 3 sub-frameworks (general	BQA website: NCQF register of qualifications <ul style="list-style-type: none"> - Contains 787 qualifications in 15 fields / sectors (as of 02/05/2023) - Database searchable by title of qualification.

	<p>Botswana National Credit and Qualifications Framework (NCQF)</p> <p>BQA Act No 24 of 2013.</p> <p>Statutory Instrument N° 133 of 02/12/2016 – BQA Regulation on NCQF</p> <p>Library of NCQF Legal Acts contains all key regulations</p>	<ul style="list-style-type: none"> - Enhancement of quality of education and training - Comparability and determination of equivalences of qualifications; - Alignment of qualifications with industry needs; - Promotion of lifelong learning through the recognition of all forms of learning achievements including workplace learning - Promotion of regional and international recognition of local qualifications - Promotion of portability of local qualifications - Recognition of quality assured qualifications 	<p>education, TVET, higher education)</p> <p>Structure:</p> <p>10 levels - KSC</p> <p>Levels descriptors – one single set for the integrated NCQF.</p> <p>All qualifications on NCQF based on learning outcomes that are anchored on the level descriptors</p>	<ul style="list-style-type: none"> - Largest share of qualifications by level: levels 7, 8 - Substantial share of qualifications by field / sector: in Business, Commerce and Management Studies; Manufacturing Engineering and Technology; Education and Training <p>NCQF Classification System: fields of learning, subfields and domains.</p> <p>CATS</p> <p>NCQF based on credits: 1 credit = 10 notional learning hours, inclusive of directed and self-directed learning and assessment.</p>
<p>Comoros</p> <p>Stage: Early steps of development</p>	<p>NQF is in early stage of development. Process is supported by EU project Msomo Na Hazi (TVET). Project runs until 2026.</p>	<ul style="list-style-type: none"> - Validate the national training and qualifications framework – part of the reform and reinforcement of TVET system; and multipartite governance of TVET. 	In development	
<p>DR Congo</p> <p>Stage: Early steps of development</p>	<p>Ministry of TVET and Trades leads the process</p>	<p>Decree establishing the Congolese Authority for Regulation of Professional Qualifications was signed by the Prime Minister in December 2023.</p>	In development	
<p>Eswatini</p> <p>Stage: Approved and implementation started</p>	<p>Eswatini Qualifications Authority</p> <p>Eswatini Qualifications Framework (ESQF) was adopted in 2020 and published by Eswatini Higher Education Council (ESHEC).</p>	<p>Promoting Lifelong Learning</p> <ul style="list-style-type: none"> - Improving understanding of learning and qualifications, and how they relate to each other. - Improving access to education and training. - Making progression routes easier and clearer thus improving learner and career mobility. - Increasing scope for recognition of prior learning. <p>Quality Assurance and Recognition</p>	<p>Scope Comprehensive.</p> <p>Structure: 10 levels. Descriptors domains: KS and Personal Attributes</p>	<p>Learning outcomes-based NQF: The ESQF is based on learning outcomes, a concept defined in terms of what a learner is expected to know, understand and can do at the end of a learning sequence. ESQF provides the basis for development of courses and study programmes based on learning outcomes and credits.</p> <p>CAT: Policies and Guidelines on Credit Accumulation and Transfer.</p>

	<p>Policy and Guidelines on Credit Accumulation and Transfer – approved in 2021.</p>	<ul style="list-style-type: none"> - Ensuring that qualifications are relevant to perceived industry and socio-economic needs. - Ensuring compatibility of the same qualification offered by different institutions. - Ensuring that education and training standards are defined by agreed learning outcomes and applied consistently. - Maintaining international comparability of standards, especially in the Southern African context, to ensure international competitiveness, and to facilitate student and graduate mobility. <p>Guiding principles and values of ESQF</p> <ul style="list-style-type: none"> - Integration (unifying approach to education and training); Relevance (responsiveness to national development needs); Credibility (national and international value and acceptance); Coherence; Flexibility; Standards; Legitimacy; Access; Articulation; Progression; Portability; Recognition of Prior Learning; Guidance; Clarity. 		<p>1 credit = 10 notional hours</p> <p>RPL: Specific arrangements will be made for the assessment and accreditation of skills and competencies people acquired outside of the school system, in work and life. For those who feel that they master skills and can demonstrate competencies in a certain field it should be possible that they can come forward and require to be assessed against the standards as described in the NQF.</p> <p>ESQF and Quality Assurance: The 3 main components are: level descriptors, subject standards or benchmarks and programme specifications. ESQF works for QA of education and training.</p>
<p>Lesotho</p> <p>Stage: Approved and implementation started</p>	<p>The revised Lesotho Qualifications Framework (LQF) was adopted in 2019.</p> <p>Documents:</p> <ul style="list-style-type: none"> - Revised Lesotho Qualifications Framework - LQF Procedures Manual - LQF Brochure 	<p>Objectives of LQF:</p> <ul style="list-style-type: none"> - To integrate national qualifications into a single framework; - To improve articulation and learner progression; - To uphold equity and enable Basotho to acquire credible qualifications irrespective of age and level of formal education (RPL); - To foster quality and relevance through outcomes and standard-based education and training; - To acknowledge and value diversity and worth of all qualifications; 	<p>Scope of LQF: comprehensive and integrated. Covers all qualifications, namely, from basic education, technical and vocational education and training (TVET), academic, professional development awards, and part-qualifications (short courses).</p> <p>Types of qualifications in LQF: (a) Degrees (levels 7-10); (b) Diplomas (levels 6-8); (c) Professional Development</p>	<p>Website of Council on Higher Education Webpage LQF</p> <p>Development and Registration of qualifications</p> <p>The LQF Procedures Manual, provides a suite of guidelines covering the alignment, revision and development of qualifications as well as an Appeals Policy and other administrative instruments to facilitate the effective implementation of the LQF.</p> <p>CAT: 1 credit = 10 notional hours</p>

		<ul style="list-style-type: none"> - To facilitate curriculum innovation and qualifications renewal; - To upgrade TVET qualifications to higher levels; - To provide a base for quality assurance of education in Lesotho. 	<p>Awards (PDAs) (levels 6-10); (d) Certificates (levels 1-8).</p> <p>Structure: Integrated framework of 10-levels. Domains of level descriptors: a) Areas of knowledge (depth, breadth, and complexity) b) Nature of skills c) Agency and context</p>	1 full-time academic year = 120 credits (1200 notional hours)
Madagascar	Draft decree on NQF awaits approval.	Integrate national qualifications in a single framework	<p>Scope (draft NQF awaiting approval): comprehensive.</p> <p>Structure: 10 levels. At levels 8, 9 and 10: Higher education qualifications (Licence, Maîtrise, Doctorat).</p>	<p>CAT Decree n° 2019 – 073, released on 02/06/2019. 1 credit = 10 notional hours In practice, a large majority of Faculties practice 1 credit = 10 hours theory. Some faculties practice 12h theoretical. For Engineering and Polytechnic schools, 1 credit = 16h theoretical</p>
Malawi	Document: National Qualifications Framework for Malawi. 2019. Draft document. A consolidated report compiled by Dr Zizwa Msukuma. Unpublished	Harmonise and integrate qualifications in a comprehensive NQF	<p>Scope: comprehensive Level descriptors: KSC Tracks: 3</p> <ul style="list-style-type: none"> - General track award: levels 1-4 - TVET track award: levels 3-10 - Higher education / professional track award: levels 4-10 <p>Qualification types:</p> <ul style="list-style-type: none"> - Certificates: Levels 1-5 - Diploma - Bachelor's degree - Bachelor's degree with honors - Postgraduate certificate 	<p>Fields of learning: 13</p> <ul style="list-style-type: none"> - Agriculture and Natural Resources - Environmental Studies - Business, Commerce and Management Studies - Communication Studies and Language - Culture and the Arts - Education, Training and Development - Manufacturing ,Engineering and Technology - Humanities and Social Sciences - Law, Military Science and Security - Health Sciences and Social Services - Natural Sciences and Computer Sciences - Physical Planning and Construction - Services (IT, Tourism, Financial and others)

			<ul style="list-style-type: none"> - Postgraduates diploma - Master's degree - Doctoral degree 	<p>Naming of qualification:</p> <ul style="list-style-type: none"> - Qualifications type – (Certificate, Diploma, Bachelor's Degree, Bachelor's Degree Honours, Post Graduate Certificate, Post Graduate Diploma, Masters, Doctorate) - Designator – identifies the main emphasis of a discipline or area of study - Qualifier – indicates the area of specialization or focus of the qualification - Ex.: Malawi Certificate of Education (general); MSEU Diploma in Animal Husbandry (Beef Farming) <p>RPL:</p> <ul style="list-style-type: none"> - Recognition of Prior Learning Guidelines (2018) - Recognition of Prior Learning Procedure Manual (2018) - Recognition of Prior Learning Assessors Guide (2018) - Recognition of Prior Learning Candidate Guidelines (2018) - Recognition of Prior Learning Application Form (2018)
<p>Mauritius</p> <p>Stage: 5 Operational for some time</p>	<p>Mauritius Qualifications Framework</p> <p>Mauritius Qualifications Authority (MQA)</p> <p>The Act No 42/2001 established MQA: MQA Act (2001) amended in 2005</p>	<p>Mauritius National Qualifications Framework:</p> <ul style="list-style-type: none"> - A system designed to recognise the attainment of knowledge, understanding and skills by people in Mauritius; - to ensure compliance with provisions for registration and accreditation of training institutions; - to ensure that standards and registered qualifications are internationally comparable; - to recognize and evaluate qualifications for the purpose of establishing their equivalence in the TVET sector and to recognize and 	<p>Scope: Comprehensive, Inclusive NQF</p> <p>Structure: The 10-level NQF has a tracked structure but is comprehensive in nature, encompassing Primary / Secondary Education (levels 1, 2, 3 and 5), TVET (levels 1 to 6) and Tertiary Education (levels 5 to 10).</p>	<p>MQA website</p> <p>Online Register: National Qualifications and Unit Standards. Brief analysis, based on Register data (22/03/2022)</p> <ul style="list-style-type: none"> - Contains 190 qualifications distributed in 22 sectors - Qualifications by levels: 40% at level 3; 24% at level 4; 19% at level 2; 13% at level 5; 3% at level 6.

		validate competencies acquired outside the formal education and training systems.	<p>The level descriptors are defined by two domains:</p> <ul style="list-style-type: none"> - Learning Demand - Processes. <p>Learning demand: describes the knowledge and skill requirements at specific levels of learning.</p> <p>Processes: pertain to the application of the knowledge and skills to complete tasks in specific contexts at that level.</p>	<ul style="list-style-type: none"> - 59% of the qualifications are published (113); 41% are under review. - Top 6 sectors by number of qualifications: tourism & hospitality (25); mechanical engineering (15); ICT: 14; construction (12); printing (11); automotive (11). <p>RPL: MQA enacted in 2016 the Guidelines for Recognition of Prior Learning (RPL), defined as “the acknowledgment through evaluation of a person’s skills and knowledge acquired through previous training, work or life experience, which may be used to grant credit in a standard or a module”. RPL is undertaken by a learner for personal and career development and for gaining credit within formal programmes of study irrespective of where, when and how learning was obtained. The RPL process entails three phases: Pre-Screening, Facilitation and Assessment.</p> <p>Quality Assurance: MQA enacted in 2020 the Quality Assurance Framework for the TVET Sector (QAF) (21/05/2020)</p>
<p>Mozambique</p> <p>Stage: 4</p>	<p>Decree n°61/2022, of 23/11/2022 established the new comprehensive NQF. This decree also establishes the NQF governance setting, based on the NQF Technical Commission, reporting to the organ tasked with the</p>	<p>The draft decree of the comprehensive NQF defines 10 objectives, briefly summarised as follows:</p> <ul style="list-style-type: none"> - Establish the level descriptors as references for exit profiles. - to facilitate clarity and articulation of all qualifications in an integrated framework and promote competency-based education; - understanding and articulation of qualifications in harmonized and integrated 	<p>The new NQF is comprehensive - all sub-sectors and levels. 10 levels</p> <p>Integrates 3 sub-frameworks: general education, TVET and higher education.</p> <p>Descriptors: KSAR</p>	<p>CAT: <u>Higher education</u> Decree n° 32/2010 created the National System of Credit Accumulation and Transfer (SNATCA), in accordance with requirements of the Law n° 27/2009 on higher education.</p> <ul style="list-style-type: none"> - 1 credit = 25-30 notional hours - Total number credits 1 full-time academic year: 50-60

	<p>reform of Public Administration.</p>	<p>framework of qualifications awarded in the subsystems of the National Education System (SNE).</p> <ul style="list-style-type: none"> - Ensure transparency in access, progression e recognition of academic degrees and other qualifications between education systems, labour market and society. - Coherence and transparency of qualifications awarded in the context of the SNE, enabling the mobility and recognition of academic degrees and other qualifications. - Define parameters to ease comparability of qualifications in the SNE; - Facilitate horizontal and vertical mobility of holders of qualifications within the SNE and lifelong learning; - Facilitate mobility, employability, and competitiveness as well as alignment of national qualifications with SADCQF. - Facilitate comparability of NQF with other qualifications in Africa and in the world; - facilitate access to qualifications offered within the context of the SNE through processes of recognition of acquired competencies (RPL). <p>Principles of the new comprehensive NQF: equality, equity, transparency, flexibility, mobility, internal adequacy, external adequacy, mandatory application, and technical authority.</p>		<ul style="list-style-type: none"> - Total workload per academic year: 1 500 hours. Exceptionally for some programmes: up to 1 800. <p><u>TVET:</u> 1 credit = 10 notional hours</p> <p>Online register of qualifications: The National Catalogue of Professional Qualifications is the instrument for public use and information on all registered professional qualifications. The main Catalogue A includes 164 qualifications (levels 2 to 5 of QNQP) distributed by 17 sectors; and 19 independent modules. Catalogue B, foreseen for qualifications from private corporations, has not yet registered qualifications.</p> <p>RPL <u>In TVET:</u> With the adoption and publication of Decree no. 58/2021 of 17 August 2021, the new system of RPL (SRCA) received legal status, and the supporting SRCA Regulation has been adopted. The SRCA applies to vocational education and training, not to other sub-systems of the national education system.</p> <p>The Order approving the SRCA Regulation was published in the Bulletin of the Republic N° 243 on 16/12/2021. The Regulation establishes the norms and procedures for implementation of SRCA, the process of authorization and accreditation of RCA Centres, registration and selection of candidates, the principles and procedures of evaluation, verification, validation, and certification of acquired</p>
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				<p>competences. Candidates can be certified for a full qualification or units thereof. Certificates are issued by the institution responsible for the supervision of TVET sector (ANEP).</p> <p>Operationalisation started in 2021:</p> <ul style="list-style-type: none"> - Elaboration of RCA standards in five qualifications - Training of RCA professionals: 14 RCA trained trainers (8 were certified), - Accreditation of 3 RCA Centres - Implementation of RCA processes: 44 candidates to a qualification in one of the three occupations: electrician, plumber or welder. A group of 25 candidates were certified: 11 in plumbing, 7 in oxyacetylene welding, 7 in electricity.
Namibia	<p>Namibia Qualifications Authority Act 29 of 1996</p> <p>Regulations setting up the NQF for Namibia, Ministry of Education, 2006</p>	<ul style="list-style-type: none"> - Introduce unity and consistency to the Namibian qualifications system by bringing all qualifications together under one umbrella. - Facilitate horizontal and vertical mobility throughout the education and training system. - Promote the consistent use of qualification titles. - Provide clear information about the knowledge and skills that can be expected of a qualification holder or an RPL learner, making it easier for both learners and employers to understand the similarities and differences between qualification. - Harmonize the different education and training sectors and improve their alignment with the world of work. 	<p>Scope: Comprehensive - all sub-sectors</p> <p>Structure: 10 levels - each representing a different level of difficulty in learning and/or the application of knowledge and skills learnt (the outcomes of Learning).</p> <p>Each Level Descriptor contains information referring to:</p> <ul style="list-style-type: none"> - The learning skills used when learning - The type of knowledge acquired in learning - How the learning would normally be demonstrated 	<p>NQA Website</p> <p>CAT: 1 credit = 10 notional hours</p> <p>RPL: Namibia Qualifications Authority. 2010. National Policy on Recognition of Prior Learning.</p>

		<ul style="list-style-type: none"> - Provide assurance of the quality of education, training and assessment in Namibia. 	<ul style="list-style-type: none"> - The situations in which learning would normally be demonstrated - The degree of supervision needed when learned knowledge and abilities are demonstrated - The responsibility for own actions when a learner demonstrates abilities acquired through learning - The responsibility able to be taken for and over others as a result of learning <p>The Level Descriptors do not represent years spent learning nor steps in a career structure for particular jobs or professions.</p>	
Seychelles	<p>New SQA Act N° 57/2021 entered into force on 1 May 2022.</p> <p>Seychelles Qualifications Authority (SQA) SQA Act No 12 of 2005.</p> <p>SQA started in 2006.</p> <p>Regulations setting-up the National Qualifications Framework for the Republic of Seychelles, 2008.</p>	<p>Objectives of NQF: to provide</p> <ul style="list-style-type: none"> - quality assured, nationally recognized consistent training standards and qualifications - recognition and credit for knowledge and skills acquired. <p>Aims of NQF:</p> <ul style="list-style-type: none"> - Ensure comprehensiveness in the recognition of learning and qualifications attained in the country, while ensuring parity for occupational qualifications - Promote a more integrated approach to education and training - Increase articulation of qualifications and mobility of learners within a coherent learning system, considering the need for 	<p>Scope Comprehensive – all sub-sectors and levels</p> <p>Structure: A 10 level framework with qualification types. Primary Certificate Qualification at level 1 to Doctoral and Post-Doctoral Qualifications at level 10.</p> <p>Domains of learning – level descriptors:</p> <ol style="list-style-type: none"> 1. Degree of complexity of tasks 2. Reasoning and problem solving 3. Knowledge 	<p>SQA Website</p> <p>NQF Regulations: The NQF regulations are subsidiary laws which derive from the main act which established the SQA. The regulations cover the structure of the NQF, the qualifications types and their structure, quality assurance, standards setting, the recognition of foreign qualifications, existing qualifications, and of prior learning, as well as other generic regulations including fees and appeals. All the regulations pertaining to these elements are included in one document. The regulations thus serve as the framework in which the education and training system is regulated.</p> <p>CAT</p>

		<p>both national and international portability and comparability</p> <p>New developments and improvements to the NQF (2021):</p> <ul style="list-style-type: none"> - Repeal original Act and adopt new SQA Act - Review of the NQF and NQF Regulations (following enactment of new Act) - Review of Quality Assurance Manual (incorporates programme and institutional accreditation) 	4. Autonomy and responsibility	<p>1 credit = 10 notional hours of learning. Not yet in full application.</p> <p>RPL</p> <p>National Policy for the Recognition of Prior Learning (2017).</p> <p>National Guidelines for the Implementation of the Recognition of Prior Learning (2017).</p>
South Africa	<p>SAQA</p> <p>Act No 12 of 2019: National Qualifications Framework Amendment Act, 2019</p> <p>Act No 67 of 2008: National Qualifications Framework Act, 2008.</p> <p>NQF Implementation Framework 2021-2025. 2021.</p>	<ol style="list-style-type: none"> 1. The objectives of the NQF are to: <ul style="list-style-type: none"> (a) create a single integrated national framework for learning achievements; (b) facilitate access to, and mobility and progression within, education, training and career paths; (c) enhance the quality of education and training; (d) accelerate the redress of past unfair discrimination in education, training and employment opportunities. 2. The objectives of the NQF are designed to contribute to the full personal development of each learner and the social and economic development of the nation at large. 3. SAQA and the QCs must seek to achieve the objectives of the NQF by: (a) developing, fostering and maintaining an integrated and transparent national framework for the recognition of learning achievements; (b) ensuring that South African qualifications meet appropriate criteria, determined by the Minister as contemplated in section 8, and are internationally comparable; and 		<p>Website SAQA</p> <p>Registration of qualifications: Policy and criteria for the registration of Qualifications and Part-qualifications – for public comment. 2021</p> <p>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 <p>CAT</p> <p>Policy and criteria for Credit accumulation and transfer within the NQF (as amended 2021)</p> <ul style="list-style-type: none"> - 1 credit equates to 10 notional hours of learning. <p>RPL</p>

		<p>(c) ensuring that South African qualifications are of an acceptable quality.</p> <p>Review and further development of the NQF (from 2021):</p> <p>NQF Implementation Framework 2021-2025: broad roadmap for implementation of the NQF addressing:</p> <ul style="list-style-type: none"> - Developing a NQF-wide automated end-to-end process for the registration of qualifications; - The NQF partners are finalising the standards and criteria that all policies and guidelines developed under the NQF Act should meet; - Developing and implementing a Monitoring and Evaluation Framework for the NQF; and - Minimising areas of duplication in key regulatory processes and adopting a risk based approach to regulation. <p>The NQF Implementation Framework (2021-2025) defines eight priorities:</p> <ol style="list-style-type: none"> 1. Quality Assurance and qualifications 2. Legislative and policy review 3. Research informing the implementation and further development of the NQF 4. NQF stakeholder engagement and information sharing 5. Funding 6. Records of the NQF 7. Monitoring and Evaluation of the System 8. Ongoing implementation and further refinement of a System of Collaboration between SAQA and the Quality Councils. 		<ul style="list-style-type: none"> - NQF Act 67 of 2008 (Also SAQA Act 58 of 1995) - DHET's (2016) RPL Coordination Policy - SAQA National Policy and Criteria for the Implementation of RPL (amended in March 2019); (Also 2002, 2013, 2016) - Quality Councils' policies for RPL in NQF Sub-Frameworks - RPL as a flexible learning pathway (FLP) tool <p>Recognition of foreign qualifications</p> <ul style="list-style-type: none"> - SAQA Policy and Criteria for Evaluating Foreign Qualifications within the South African NQF (as amended) March 2017. - SAQA Addendum on the Recognition of Refugees and Asylum Seekers. 2019.
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United Republic of Tanzania	Information to be confirmed			
Zambia	<p>ZAQA</p> <p>The Zambia Qualifications Authority Act No. 13 of 2011</p> <p>Zambia Qualifications Framework (ZQF)</p> <p>ZQF level descriptors (2016)</p> <p>The NQF and the Act No 13 are undergoing review.</p>	<p>As provided for under the Act No. 13 of 2011, the objectives are to:</p> <ul style="list-style-type: none"> - Create a single integrated national framework for learning achievements; - Facilitate access to, and mobility and progression within, education, training and career paths; - Enhance the quality of education and training; - Promote education, training and employment opportunities; - Contribute to the full personal development of each learner and the social and economic development of the nation; and - Develop, foster and maintain an integrated and transparent national framework for the recognition of learning achievements; and ensure that educational qualifications meet appropriate criteria, and are internationally comparable. These are to be achieved by working together with other appropriate authorities in Zambia. <p><u>Progress made on the review of ZQF:</u></p> <ul style="list-style-type: none"> - The revised Zambia Qualifications Framework structure has been prepared; - ZQF Level Descriptors have been revised; - Guidelines for the Development of Credit Accumulation and Transfer Systems have been developed to facilitate implementation; 	<p>Scope: Comprehensive - all sub-sectors</p> <p>Integrates qualifications of 3 sub-frameworks:</p> <ul style="list-style-type: none"> - General and Further Education and Training - Trades and Occupations - Higher Education <p>Structure : 10 levels</p> <p>Domains – level descriptors:</p> <ul style="list-style-type: none"> - Foundational competence (based on knowledge) - Technical competence (based on skills) - Reflexive competence (application of Knowledge and skills) 	<p>Register of qualifications Accreditation of qualifications</p> <p>QMIS: The Qualifications Management Information System (QMIS) is the online system used by ZAQA to manage a database of learner achievements in Zambia. It links to ZAEC.</p> <p>ZAQA E-certificate (ZAEC): confirms the outcome of the verification or evaluation of an individual’s qualification (s) digitally. The ZAEC comes together with a digital seal which can be inserted into the email signature, social media profiles and website to confirm the outcome of ZAQA’s evaluation/ verification in real-time. ZAQA’s digital certificates and seals cannot be misrepresented.</p> <p>CAT: 1 credit = 10 notional hours. The CAT Policy and Criteria is the drafting and consultation process.</p> <p>RPL</p> <p>ZAQA (2016). Policy and Criteria for Recognition of Prior Learning in Zambia.</p>

		<ul style="list-style-type: none"> - The current ZAQA Act No. 13 of 2011 is undergoing review to provide for the implementation of the revised ZQF; and - Stakeholder consultations on the revised ZAQA Act have been undertaken at national, regional and international levels, to be followed by validation engagements at national level, before consideration by Cabinet. 		
Zimbabwe	<p>ZIMCHE</p> <p>Zimbabwe NQF (ZNQF), 2018.</p> <p>Defines the vision of ZNQF as follows: “To integrate education and training into a unified structure of recognised qualifications. This vision has been adopted to establish a framework of qualifications that records learner achievement. The ZNQF is the set of principles and guidelines by which records of learner achievement are registered to enable national recognition of acquired knowledge, skills and competencies, thereby ensuring an integrated system that encourages lifelong learning.”</p>	<p>Objectives of the ZNQF:</p> <p>Integrates education and training into a unified structure of qualifications recognized locally and internationally.</p> <p>Provides for the harmonisation and standardisation of both new and existing Zimbabwean qualifications.</p> <p>Provides a mechanism to relate basic, tertiary and higher education frameworks to each other in a manner that recognises prior learning and mobility of learners and graduates. The ZNQF achieves this by the following three major mechanisms.</p> <ul style="list-style-type: none"> - First: establishment of pathways for vertical progression of education and training qualifications. - Second: the establishment of pathways for horizontal comparability of these qualifications. - Third: the development of standardized qualifications for increased coherence between education output and the needs of the labour market. <p>Transforms the education system to ensure the recognition of prior learning to enable vertical</p>	<p>Scope: comprehensive – all levels (basic, tertiary and higher).</p> <p>Structure: 10 levels</p> <p>Domains of Level descriptors: knowledge, skills, competencies, and attitudes.</p> <p>ZNQF determines the level descriptors for each of the ten levels. In addition, ZNQF defines “Skilled worker level descriptors” (Classes 1, 2, 3, 4)</p>	<p>Types of qualifications and ZNQF:</p> <ul style="list-style-type: none"> a) General education - Levels 1 to 3: primary, ordinary and advanced levels b) TVET - levels 2 to 10: National Foundation Certificate (L2); Skilled Worker class 3 and 4 (L3); National Certificate Skilled Worker Class 2 (L4); National Diploma (L5), Skilled Worker Class 1 (L5); Higher National Diploma (L6); Bachelor of Technology (L8); Master of Technology (L9); Doctor of Technology (L10). c) Higher Education – levels 4 to 10: Certificates (L4); Diplomas (L5); Advanced diplomas (L6); General degree (L7); Honours degree (L8); Masters (L9) and Postgraduate diploma and certificates (L9); Doctorate (L10). <p>Criteria for registration of qualifications onto the ZNQF:</p> <ul style="list-style-type: none"> a) Need for qualifications (for society and economy); b) Quality of the qualification; c) Appropriate standards of attainment and consistency of qualifications

		<p>progression from tertiary institutions to higher education institutions.</p> <p>Provides for the horizontal movement of learners through the standardisation of similar courses in institutions of higher and tertiary education. This is done through the determination of Minimum Bodies of Knowledge (MBKs), applicable to academic courses – for better comparability.</p> <p>Other than contributing to the ease of movement of local learners from basic education to TVET and/or University education, the ZNQF is also meant to relate to the SADC and COMESA Mutual Recognition Agreements (MRAs) for professional qualifications.</p>		<p>d) System of institutional audits in accordance with accreditation principles to be applied by ZIMSEC/HEXCO/ZIMCHE</p> <p>RPL: in development. RPL is getting acceptance as ZNQF is gradually understood by stakeholders in all sub-sectors of education and training.</p> <p>CAT:</p> <p>1 credit = 10 notional hours</p> <p>ZIMCAT adopted and in application in higher education. All higher education programmes are designed on the basis of ZIMCATS. This contributes to harmonization of programmes and qualifications in higher education.</p> <p>CATS: not yet applied in programmes of primary, secondary education; nor in programmes of TVET and Polytechnic colleges.</p>
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4 NQF institutions and management structures in SADC countries

	Lead NQF body: legal statute, structure. Website	Main functions of the lead body (NQF and non-NQF related)	Funding (origins)
Angola	National Qualifications Institute (INQ) Presidential Decree N° 208/22, of 23/07/2022	<p>Mission: Contribute to improve the levels of qualification of youth and adults, through attractive offer of training and qualifications (below higher education); promote initial and continuing training and lifelong learning, and insertion of the qualified population (youth and adults) in the labour market.</p> <p>Functions: Wide range of functions related with implementation of the NQF and the National Qualifications Catalogue, further development of the relevant policies and instruments, quality assurance, monitoring and evaluation, convergence and articulation between the education system and TVET, recognition of professional qualifications and cooperation with other NQFs and RQFs.</p>	State budget

		For more information: refer to chapter 5.	
Botswana	Botswana Qualifications Authority Parastatal established by the Botswana Qualifications Authority Act, No 24 of 2013	<ul style="list-style-type: none"> - To provide for and maintain the NCQF - To coordinate the education, training and skills development quality assurance system, from early childhood to tertiary level (lifelong learning) - The full list of functions mandated by the Act No 24 is included in the Annex 1 <p>Main stakeholders:</p> <ul style="list-style-type: none"> - Education institutions - Training Providers. - NGOs that provide part of the funding. - Employers. 	According to BQA Act No 24 of 2013: monies appropriated by the National Assembly; grants and donations; service fees; income from investments.
DR Congo	Autorité Congolaise de Régulation des Certifications et Qualifications Professionnelles (ACRCQP)	<p>The ACRCQP has a wide range of functions. Refer to chapter 5 for complementary information on the objectives and functions of ACRCQP.</p> <p>Among these functions:</p> <ul style="list-style-type: none"> - Organise a single certification to address the problems of disparity in qualifications in the vocational training and apprenticeship sectors; - Organize a national certification assessment; - Improve the comparability, quality and transparency of qualifications in the vocational training sub-sector; - Identify and categorize skills, abilities, certifications and occupations relevant to the innovative trades market, short-cycle technical education and vocational training; 	State budget; fees related to registration of qualifications; other sources allowed by legislation.
Eswatini	Eswatini Qualifications Authority (EQA) EQA operates as a department of the Ministry of Education, while waiting for enactment of legislation to establish EQA as a semi-autonomous entity.	<p>EQA has the mandate to a) develop, implement, and maintain a National Qualifications Framework; b) ensure compliance with provisions for registration and accreditation of qualifications; c) ensure that standards and registered qualifications are internationally comparable; d) create an integrated national framework for learning achievements; e) facilitate access to, and mobility and progression within education, training and career paths.</p> <p>Refer to chapter 5 for complementary information on EQA's functions.</p>	State budget
Lesotho	Council on Higher Education	<p>Governance:</p> <p>The Council on Higher Education has been mandated by Ministry of Education and Training to implement the NQF as part of its extended mandate. Main LQF legal-regulatory documents and information: Revised Lesotho Qualifications Framework, LQF Procedures Manual and LQF Brochure.</p>	

Malawi	Ministry of Higher Education, Ministry of Education coordinate the process of development of the comprehensive NQF	The Malawi Qualifications Authority will be established once the comprehensive NQF Act is passed.	
Mauritius	<p>Mauritius Qualifications Authority (MQA)</p> <p>The Act No 42/2001 established MQA: MQA Act (2001) amended in 2005</p>	<p>MQA is a corporate body entrusted with the responsibility to develop, implement and maintain the National Qualifications Framework. The MQA Act responded to the acute need for a better organisation, classification and transparency in the qualifications landscape of Mauritius.</p> <p>The vision of the Authority is to promote valued qualifications for employability and lifelong learning and its mission is to continuously enhance good practices and relevant expertise to safeguard public interest in quality education and training.</p> <p>The MQA is governed by the Mauritius Qualifications Authority Act 2001, which has been amended by the Education and Training (Miscellaneous Provisions) Act 2005 and subsequently by the Mauritius Qualifications Authority (Training Institutions) Regulations 2009 and as amended in Business Facilitation (Miscellaneous Provisions) Act 2019.</p> <p>Board – Sub-Committees of the Board (HR Committee, Finance and Procurement Committee, Technical Committee, Audit Committee) – Director (CEO)</p> <p>Objectives of MQA (Art 4)</p> <ul style="list-style-type: none"> - To develop, implemente and maintain the NQF - Ensure compliance with provisions for registration and accreditation in ths MQA Act - Ensure that standards and registered qualifications are internationally comparable. <p>Functions of MQA</p> <p>a) to formulate and publish policies and criteria , in respect of the technical and vocational training sector (Amended by Education and Training (Miscellaneous Provisions) Act 2005 - Act No. 18 of 2005) for</p> <ul style="list-style-type: none"> (i) the registration of bodies responsible for establishing national standards and qualifications; (ii) the accreditation of bodies responsible for monitoring and auditing such standards and qualifications; (iii) the registration and accreditation of training institutions; <p>b) to generate and register national standards for any occupation;</p>	<p>Funds of MQA:</p> <p>General Fund, in which all money from any sources received shall be paid; all payments</p> <p>General Fund: all money appropriated by the Assemble for the objects of MQA; dues or fees levied by the Board; donations; contributions or royalties received by the Agency; interest on investments;</p>

		<p>c) to register qualifications, other than those obtained in the primary, secondary and post-secondary educational sectors (Amended by Education and Training (Miscellaneous Provisions) Act 2005 - Act No. 18 of 2005);</p> <p>d) to register and accredit training institutions in Mauritius;</p> <p>e) to recognise and validate competencies for purposes of certification obtained outside the formal education and training systems;</p> <p>f) to recognise and evaluate qualifications, other than those obtained in the primary, secondary and post-secondary educational sectors, for the purpose of establishing their equivalence (Amended by Education and Training (Miscellaneous Provisions) Act 2005 - Act No. 18 of 2005);</p> <p>(fa) to recognise non-award courses dispensed by training institutions (Amended by Education and Training (Miscellaneous Provisions) Act 2005 - Act No. 18 of 2005);</p> <p>g) (g) to keep a database of learning accounts of Mauritians;</p> <p>(h) to publish an annual list of registered unit standards, qualifications and training institutions;</p> <p>h) (i) to advise the Minister on matters pertaining to the National Qualifications Framework;</p> <p>i) (j) to perform any other function which the Minister may assign and which is relevant to the National Qualifications Framework.</p> <p>Main stakeholders:</p> <ul style="list-style-type: none"> - Ministry of Education - Tertiary Education Commission - Industrial and Vocational Training Board <p>Qualifications are developed by Industry Training Advisory Committees (ITACs). Twenty ITACs represent sectors, such as: management, agro-industry, handicraft, automation and robotics, ICT, mechanical engineering, sea food and marine industry among others.</p> <p>Annex of this mapping: organisational set-up and functions of MQA Divisions</p>	
Mozambique	NQF Technical Commission – established by the Decree n°61/2022	<p>NQF Technical Commission is an organ of intersectoral articulation and of support to the organ tasked with the coordination of implementation of the NQF (organ in charge of the Reform of public administration). The NQF TC is chaired by the institution responsible for quality assurance in higher education and is composed of the representatives of the following sectors: higher education, education, vocational education, labour,</p>	<p>State Budget.</p> <p>Funding by the World Bank for several projects</p>

	<p>National Council for Evaluation of Quality in Higher Education (CNAQ)</p> <p>National Authority of Professional Education (ANEP) Decree 52/2016 of 7 November 2016. Approves the organic statute of ANEP.</p> <p>State Secretariat of Technical Professional Education, established in December 2020.</p> <p>Established: Presidential Decree no. 36/2020 of 17 November 2021</p> <p>Organic Statute of the State Secretariat (07 November 2021)</p>	<p>employment, public administration. Competences of the NQF Technical Commission: a) propose the instruments for management and implementation of the NQF for submission to the competent bodies for validation; b) propose the annual work plan and related budget for validation; c) propose the monitoring and evaluation plan of the NQF implementation plan; d) propose the internal regulation of the NQF Technical Commission.</p> <p>QUANQES: CNAQ – supervises implementation of the qualifications framework of higher education, and chairs the NQF Technical Commission.</p> <p>CNAQ is an institution of public law, with legal personality and technical and administrative autonomy. CNAQ was created by Decree no. 63/2007 to implement the system of quality assurance in higher education (SINAQES), and this is the focus of CNAQ’s action. In addition, CNAQ was mandated to implement and coordinate QUANQES.</p> <p>QNQP: ANEP coordinates and leads the implementation of the TVET qualifications framework. The statute of ANEP is defined by Decree no. 52/2016 of 7 November 2016. ANEP is the regulatory and quality assurance body of professional education in Mozambique. ANEP was created by Law no. 23/2014 of 23 September, which was subsequently amended and replaced by Law no. 6/2016 of 16 June, in the framework of the vocational education reform underway in the country. ANEP is actively involved in the process of development of the new comprehensive NQF.</p> <p>The organic statute of the new State Secretariat of Technical Professional Education published (7 January 2021) stipulates: ‘The Secretary of State for Technical Professional Education is the central body of the State apparatus that directs, plans, implements, coordinates and controls the activities in the field of Professional Technical Education and Vocational Training according to the principles, objectives and tasks defined by the Government.’</p> <p>Main stakeholders:</p> <p>CNAQ, ANEP, National Institute for Distance Learning (INED), National Institute for Development of Education (INDE), National Institute of Examinations, Certifications and Recognition (INECE), National Directorate of Quality Assurance, National Directorate of Higher Education, National Directorate of Technical-Professional Education, National Directorate of Teacher Training, National Directorate of Secondary Education, National Directorate of Primary Education, National Directorate of Adult Education.</p> <p>20 sector technical committees (CTS) work with ANEP on qualifications development.</p>	
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<p>Namibia</p>	<p>Namibian Qualifications Authority Act No 29, 1996 – Namibia Qualifications Act, 1996</p>	<p>Functions of Namibian Qualifications Authority:</p> <ul style="list-style-type: none"> - to set up and administer a national qualifications framework - set the occupational standards for any occupation, job, post or positions in any career structure - set the curriculum standards for achieving the occupational standards - promote the development of, or analyse, benchmarks of acceptable performance norms for any occupation , job or position - accredit persons, institutions and organisations providing education and courses of instruction or training - evaluate and recognise competencies learnt outside formal education - be a forum on matters pertaining to qualifications - establish facilities for the collection and dissemination of information in connection with matters pertaining to qualifications - enquire into whether any particular qualification meets the national standards - advise any person, body, institution, organisation or interest group on matters pertaining to qualifications and national standards for qualifications. <p>Management: NQA is managed by a Council consisting of Permanent Secretary, Vice Chancellor of the University of Namibia, Rector of the Polytechnic of Namibia, Direct NQA, Permanent Secretaries of another 10 other ministries, 21 other members appointed by the Minister (9 invited from employer organisations, employee organisations, organisations representing disabled persons, and organisations representing the private sector, as well as another 6 persons within various ministries, and also members representing professional bodies [architects, engineers, surveyors, health and social services, legal education] and the national vocational training board.</p> <p>Main stakeholders : Ministry of Education and other ministries, higher education institutions, industry, trade unions, professional associations and others. Industry stakeholders participate in boards and committees of the NQA.</p>	<p>Combined Financing; State, service income, projects</p>
<p>Seychelles</p>	<p>SQA Act No 12/2005; SQA started activity in 2006</p>	<p>Mission of SQA:</p> <ul style="list-style-type: none"> - To develop and enhance a national qualifications framework that elevates and recognizes competencies whilst promoting quality education and training. <p>Functions of SQA</p>	<p>SQA Act N° 57/2021 (Article 24): Funds of SQA consist of: monies voted by the National Assembly for the purposes of the Authority;</p>

	<p>New SQA Act № 57/2021: entered into force on 1 May 2022.</p> <p>View here the SQA Structure diagram: SQA Board, Executive Director, Departments (Standards Setting and Framework Development, Quality Assurance, Administration, Database)</p>	<p>According to new SQA Act № 57/2021 (full list included in chapter 5.4 of this report):</p> <ul style="list-style-type: none"> (a) recognise, evaluate and register national qualifications and part qualifications on NQF (b) generate and register national unit standards and qualifications for occupations and professions and ensure their relevance to social and economic needs; (c) maintain a national database of registered and accredited providers, programmes, qualifications and part qualifications, as prescribed; (d) design, develop and implement a common quality assurance system, and regulate compliance therewith; (e) develop and review quality standards and ensure compliance by providers through a monitoring system; (f) accredit tertiary education and training providers and other providers of post compulsory education and training and monitor that such providers continue to comply with prescribed standards and criteria; (g) accredit programmes and courses of education and training and monitor that such programmes and courses continue to comply with prescribed standards and criteria; (h) conduct inspection of established and registered schools to ensure national education quality and standards are maintained; (i) review the policies and criteria on which the National Qualifications Framework is based; (j) establish policy, criteria and procedures for, and monitor the process of evaluation and recognition of competencies acquired formally , informally and non-formally through Recognition of Prior Learning; (k) establish policy and criteria for credit accumulation and credit transfer; (l) recognise, evaluate and establish equivalence of foreign qualifications to the levels of the National Qualifications Framework and record the decisions made; (m) develop a policy and criteria for the recognition of foreign programmes leading to the award of qualifications and part qualifications delivered by or through local tertiary education and training providers; (n) develop a policy for recognition by the Authority of any foreign qualification before the qualification bearer may be entitled to enter into an occupation or a profession; (o) promote international recognition of the national qualifications and the international comparability of national qualifications; (p) register tertiary education and training providers and other providers of post compulsory education and training and maintain a register to this effect; 	<p>such grants and donations as the Authority may receive.</p>
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		SQA shall get information on the needs of commerce, industry, professions and the public sector pertaining to education, training, skills and qualifications and promote practices in education and training which would meet those needs.	
South Africa	<p>SAQA National Qualifications Framework Amendment Act 12 of 2019 National Qualifications Framework Act 67 of 2008</p>	<p>The NQF Amendment Act 12 of 2019 and the NQF Act 67 of 2008 define the key principles and provisions on governance of the NQF and objects, functions, and management of SAQA, including the interplay with the Quality Councils and the Ministers.</p> <p>Quality Councils – oversight of the 3 sub-frameworks. Each Quality Council is provided for by a specific Act.</p> <ol style="list-style-type: none"> 1. General and Further Education and Training Qualifications Sub-Framework (GFETQSF) – Umalusi. 2. Higher Education Qualifications Sub-Framework (HEQSF) - CHE 3. Occupational Qualifications Sub-Framework (OQSF) - QCTO <p>Objects of SAQA:</p> <ul style="list-style-type: none"> - advance the objectives of the NQF contemplated in Chapter 2; - oversee the further development and implementation of the NQF; - co-ordinate the sub-frameworks. <p>SAQA is accountable to the Minister. SAQA is governed by a Board comprising: 12 members appointed in their personal capacity by the Minister; the chief executive officer of SAQA; the chief executive officers of each Quality Councils.</p> <p>Professional bodies:</p> <ul style="list-style-type: none"> - Professional bodies must cooperate with the relevant Quality Councils in respect of qualifications and quality assurance in its occupational field. - A statutory or non-statutory body of expert practitioners in an occupational field must apply in the manner prescribed by the SAQA in terms of section 13(1)(i)(i) to be recognised as a professional body in terms of NQF Act, 2008. <p>The NQF Implementation Framework allows for NQF organisations to work on a common agreed-upon road map for implementation that is accessible to all NQF partners and stakeholders. The NQF Implementation Framework 2021–2025 builds on the work and the priorities set out in the 2014/15-2019/20 NQF Implementation Framework, as well as the recommendations and objectives emanating from the NQF Act Implementation Evaluation Improvement Plan and the 2017 NQF Impact Study.</p>	<p>The funds of the SAQA consist of:</p> <ul style="list-style-type: none"> - money appropriated by Parliament; - donations and contributions received by the SAQA; - money received by the SAQA in respect of fees charged for services; - interest received on investments; - and any other income received by the SAQA

<p>Zambia</p>	<p>ZAQA - Zambia Qualifications Authority</p> <p>The Zambia Qualifications Authority Act No. 13 of 2011</p> <p>Board - Director</p>	<p>According to the ZQA Act No13 of 2011, Part II: The Authority shall, with the approval of the Minister, develop and implement a National Qualifications Framework for the classification, accreditation, publication and articulation of quality-assured national qualifications.</p> <p>ZQF Act, Part III: There is hereby established the Zambia Qualifications Authority which shall be a body corporate with perpetual succession and a common seal, capable of suing and being sued in its corporate name and shall, subject to the provisions of this Act, have power to do all such acts and things as a body corporate may, by law, do or perform.</p>	<p>ZAQA Act, Part IV: Moneys as may be appropriated to the Authority by Parliament for purposes of the Authority; be paid to the Authority by way of feed, loans, grants or donations; and vest in or accrue to the Authority; charge and collect fees for services provided by the Authority.</p>
<p>Zimbabwe</p>	<p>National Alignment Committee (NAC) Ministries ZIMCHE, HEXCO, ZIMSEC</p>	<p>Advisory/Board Coordination function: National Alignment Committee (NAC). Brings together all stakeholders. It is composed of representatives of Ministries of Higher and Tertiary Education, Science and Technology Development; Ministry of Primary and Secondary Education; Ministry of Health and Child Care; Ministry of Minerals and Mining Development; Ministry of Agriculture Lands and Rural Resettlement; National Manpower Advisory Council; ZIMCHE; ZIMSEC; HEXCO.</p> <p>ZNQF Regulatory Authorities – decision making powers: Higher Education Examination Council (HEXCO); Zimbabwe Schools Examination Council (ZIMSEC); Zimbabwe Council of Higher Education (ZIMCHE).</p> <p>The NAC will ensure that the three regulatory agencies, ZIMSEC, HEXCO and ZIMCHE (responsible for administering the ZNQF), maintain flexibility, autonomy and responsiveness; and that they discharge their duties in accordance with international best practices, which forms the basis for the ZNQF criteria for registration and accreditation of qualifications. The regulatory authorities are responsible for the development of a broad strategy for the successful implementation of Zimbabwe NQF.</p> <p>Other stakeholders involved in NQF governance: Universities, TVET independent institutions, TVET qualification awarding bodies, Vocational Training Centres, and schools.</p>	<p>State budget</p>

5 Complementary information on some National Qualifications Authorities and NQFs

5.1 Angola: National Qualifications Institute (INQ)

Established by Presidential Decree N° 208/22, of 23/078/2022.

Functions of INQ:

- Manage the NQF and the National Catalogue of Qualifications (CNQ).
- Maintain and update the CNQ with support of the Sector (Technical) Qualifications Councils.
- Coordinate the Sector (Technical) Qualifications Councils.
- Promote international recognition of national qualifications.
- Promote efficient articulation between the education and TVET systems.
- Identify and elaborate the professional profiles underpinning the training standards.
- Develop methodology for development of qualifications and professional profiles.
- Conduct analyses and studies on technological changes, labour market needs and relation between TVET and employment.
- Support the recognition of professional qualifications obtained in other countries.
- Contribute to develop a system of accreditation and certification of training providers.
- Propose and support development of a monitoring and evaluation system and quality assurance system for the national qualifications system (SNQ)
- Contribute to build and maintain the SNQ with high quality standards and its cooperation / relation with other SNQ / NQF in other countries and regions.
- Develop and propose programmes and action plans concerning the implementation of the SNQ.

5.2 Botswana – Mandate of Botswana Qualifications Authority (BQA)

The BQA Act mandates the Authority to:

- Be responsible for all qualifications, from early childhood to tertiary level;
- Design, develop and implement a common quality assurance platform, and regulate compliance therewith;
- Register and validate qualifications and part qualifications, and ensure their relevance to social and economic needs;
- Evaluate and register local and external qualifications;
- Maintain a national database of assessors, moderators, Education and Training Providers(ETPs) and learners;
- Register and accredit ETPs, assessors, awarding bodies and moderators;
- Accredit learning programmes;
- Develop and review quality standards, and ensure compliance through a monitoring and evaluation system;
- Design methods of validating the achievements of learners;
- Recognise and validate competencies for purposes of certification;
- Design procedures and rules for the protection of enrolled learners;
- Develop, implement and maintain an overarching National Credit and Qualifications Framework(NCQF);
- Set teaching and learning standards for ETPs;

- Ensure international recognition for the national qualifications system and the international comparability of qualifications;
- Develop standards for the recognition of external qualifications;
- Maintain a national database of qualifications;
- Design qualifications and curricula for General Education (GE) and tertiary education, including Technical and Vocational Education and Training (TVET) and Higher Education (HE);
- Contribute toward the development of international competency frameworks;
- Set criteria for the development of national education and training quality and inspection standards;
- Develop policy and criteria for work-based teaching, workplace learning and work-based learning programmes, the Recognition of Prior Learning (RPL) and the Credit Accumulation and Transfer System (CATS);
- Advise the Minister on all matters pertaining to its functions;
- Perform any function consistent with this Act that the Minister may, by regulations, determine; and
- Do all such things and perform all such functions as may be necessary for, or incidental to, the attainment of the objectives of the Authority

5.3 Democratic Republic of Congo (R D Congo)

From the Decree establishing the ACRCQP

Article 3 :

Translation :

The mission of the ACRCQP is to:

- Organise a single certification to address the problems of disparity in qualifications in the vocational training and apprenticeship sectors;
- Organize a national certification assessment;
- Improve the comparability, quality and transparency of qualifications in the vocational training sub-sector;
- Identify and categorize skills, abilities, certifications and occupations relevant to the innovative trades market, short-cycle technical education and vocational training;
- Create and organize the collection and analysis of qualification and certification data in a digital directory of professional certifications, by creating bridges of transversality, equivalence and interoperability with the Operational Directory of Professions;
- Organize and regulate an assessment for the Validation of Prior Learning by Experience as well as the Validation of Professional Learning;
- Facilitate the recognition of titles and certificates, as well as the mobility of learners and professionals;
- Promote the articulation between training programmes, learning pathways and certifications, enabling progression and lifelong learning;
- Work, in complementarity with national and regional qualifications frameworks, to support the development of certification standards at national and regional levels;
- Promote cooperation and alignment between qualifications frameworks (national and regional) in Africa and globally;
- Ensure the control and quality assurance of all apprenticeship standards, certifications and qualifications of all public and private sectoral bodies in vocational training and apprenticeships;
- To ensure the legal control of the legal application of the single certification, as defined in the Framework Law Governing Vocational Training and Trades, with a view to resolving the problem of the disparity of qualifications in the sub-sector of

- technical education (short cycle) and vocational training;
- Ensure the strengthening of dual vocational training and the repositioning of the role of the private sector;
- To ensure quality, qualifying and transferable training, in accordance with the principles set by international law in the vocational training sector and the Professions;
- To carry out prospective studies on the progress of vocational training and on the jobs of the future for the Democratic Republic of Congo;
- To be an advisory body to ministries, enterprises, technical education institutions and public and private training centres;
- Promote a certifying ecosystem of Fablabs for web entrepreneurship or other innovative projects with a strong social and economic impact combined with a training program focused on entrepreneurship, for innovative professions.
- To be an advisory body to ministries, enterprises, technical education institutions and public and private training centres;
- Promote a certifying ecosystem of Fablabs for web entrepreneurship or other innovative projects with a strong social and economic impact combined with a training program focused on entrepreneurship, for innovative professions.

Original text in French

L'ACRCQP a pour mission de :

- Organiser une certification unique en vue de résoudre les problèmes de disparité des titres dans les secteurs de la formation professionnalisante et de l'apprentissage des métiers ;
- Organiser une évaluation certificative nationale ;
- Améliorer la comparabilité, la qualité et la transparence des certifications dans le sous-secteur de la formation professionnelle ;
- Recenser et catégoriser les compétences, les aptitudes, les certifications et les professions pertinentes pour le marché innovant des métiers, l'enseignement technique de cycle court et la formation professionnelle ;
- Créer et organiser la collecte et l'analyse des données de qualifications et certifications dans un répertoire digital des certifications professionnelles, en créant des passerelles de transversalité, d'équivalence et d'interopérabilité avec le Répertoire Opérationnel des Métiers;
- Organiser et réguler une évaluation pour les Validations des Acquis par Expériences ainsi que les Validations des Acquis Professionnels ;
- Faciliter la reconnaissance des titres et certificats, ainsi que la mobilité des apprenants et des professionnels ;
- Promouvoir l'articulation entre les programmes de formation, les parcours d'apprentissage et les certifications, permettant la progression et l'apprentissage tout au long de la vie ;
- Travailler, en complémentarité avec les cadres nationaux et régionaux des certifications, pour soutenir les développements des normes certificatives aux niveaux national et régional ;
- Promouvoir la coopération et l'alignement entre les cadres des certifications (nationaux et régionaux) en Afrique et dans le monde ;
- Assurer le contrôle et l'assurance qualité de tous les standards d'apprentissage, de certifications et de qualifications de toutes les instances sectorielles publiques et privées de la formation professionnelle et de l'apprentissage de métiers ;
- Assurer le contrôle d'application juridique de la certification unique, tel que défini dans la Loi cadre régissant la formation professionnelle et les métiers, en vue de résoudre le problème de la disparité des titres dans le sous-secteur de l'enseignement technique (Cycle court) et de la formation professionnelle ;
- Veiller au renforcement de la formation professionnelle duale et au repositionnement du rôle du secteur privé ;

- Veiller à une formation de qualité, qualifiante et transférable, conformément aux principes fixés par le droit international du secteur de la formation professionnelle et des Métiers ;
- Assurer des études prospective sur les avancées de la formation professionnelle et sur les métiers d'avenir pour la République Démocratique du Congo ;
- Être un organe de consultation auprès des ministères, entreprises, établissements d'enseignement technique et centres de formation publics et privés ;
- Favoriser un écosystème certifiant de Fablabs pour entrepreneuriat web ou autres projets innovants à fort impact social et économique combinés à un programme de formation axé sur l'entrepreneuriat, pour les métiers innovants.

5.4 Eswatini: Eswatini Qualifications Authority (EQA)

Eswatini Qualifications Authority (EQA) operates as a department of the Ministry of Education, while waiting for enactment of legislation to establish EQA as a semi-autonomous entity. Functions of the Authority:

- responsible for the development and implementation of the National Qualifications Framework;
- formulate and publish national policies on: the registration of bodies responsible for establishing national education and training standards or qualifications; the accreditation of bodies responsible for monitoring and auditing achievements in terms of standards and qualifications; the establishment and registration of national standards for any occupation; the registration of qualifications obtained from all levels of education; the recognition and validation of competencies for purposes of certification obtained outside the formal education and training systems; the verification and evaluation of qualifications;
- maintain a national database of national qualifications;
- maintain a national learners' records database;
- publish an annual list of registered part and full qualifications;
- establish and maintain a register of fraudulent qualifications or part qualifications;
- set standards and benchmarks for qualifications and competencies including skills, knowledge, attitudes and values;
- define the levels of qualifications and competencies;
- facilitate linkages, credit transfers and exemptions and a vertical and horizontal mobility at all levels to enable entry, re-entry and exit;
- conduct or commission investigations on issues of importance to the development and implementation of the Framework, including periodic studies of the impact of the Framework on education, training and employment;
- inform the appropriate authorities and stakeholders about international practice in the development and management of the Framework; advise the Minister on matters pertaining to the National Qualifications Framework;

5.5 Mauritius – organisation of the Mauritius Qualifications Authority (MQF)

On the organisation and governance of MQF: <http://www.mqa.mu/English/Governance/Pages/Divisions-at-MQA.aspx>

- MQA has 4 main divisions: Corporate Services, Quality Assurance Services, Framework Services, Learner attainment and information services

Quality Assurance Services Division is responsible for:

- Registration and accreditation of Training Institutions
 - o Monitoring and evaluation of training institutions
 - o Accreditation of award programmes
 - o Approval of non-award courses
 - o Update of databases with regard to training institutions and trainers
- Policies in relation to regulation of training
- Registration of Managers
- Registration of Programme Officers
- Registration of Trainers

Framework Services Division is responsible for:

- Maintaining the National Qualifications Framework (NQF)
 - o Setting up Industry Training Advisory Committees (ITACs)
 - o Developing and generating National Qualifications and Units Standards in different sectors
- Promoting Recognition of Prior Learning (RPL) acquired outside the formal education system
 - o Training of RPL Facilitators and Assessors
 - o Registration of RPL Facilitators
- Granting Recognition and Equivalence to qualifications on the NQF

Learner Attainment & Information Services Division is responsible for:

- Establishing and maintain accounts and databases for Technical and Vocational Education & Training (TVET) sector
- Compilation and submission of reports on statistics pertaining to TVET enrolment in MQA registered
- Training Institutions Keeping records of learners' accumulation and transfer of credits for NQF qualifications
- Handling complaints against training institutions and illegal operation on training

Guidelines and regulations of MQA:

- Guidelines for development and validation of national qualifications. 2020. <https://mqa.govmu.org/mqa/wp-content/uploads/2022/11/Guidelines-for-Development-of-National-Qualifications.pdf>
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5.6 Seychelles Qualifications Authority – new SQA Act (N° 57/2021)

New SQA Act entered into force on 1 May 2022. Seychelles Qualifications Authority Act (Act 57 of 2021), 7th December 2021 – Supplement to Official Gazette.

The object of the Authority shall be to develop, implement and maintain a national qualifications framework and to provide for quality assurance of the education and training system nationally.

In pursuing the object, the Authority shall have the following functions

- (a) recognise, evaluate and register national qualifications and part qualifications on the National Qualifications Framework;
- (b) generate and register national unit standards and qualifications for occupations and professions and ensure their relevance to social and economic needs;
- (c) maintain a national database of registered and accredited providers, programmes, qualifications and part qualifications, as prescribed;
- (d) design, develop and implement a common quality assurance system, and regulate compliance therewith;
- (e) develop and review quality standards and ensure compliance by providers through a monitoring system;
- (f) accredit tertiary education and training providers and other providers of post compulsory education and training and monitor that such providers continue to comply with prescribed standards and criteria;
- (g) accredit programmes and courses of education and training and monitor that such programmes and courses continue to comply with prescribed standards and criteria;
- (h) conduct inspection of established and registered schools to ensure national education quality and standards are maintained;
- (i) review the policies and criteria on which the National Qualifications Framework is based;
- (j) establish policy, criteria and procedures for, and monitor the process of evaluation and recognition of competencies acquired formally, informally and non-formally through Recognition of Prior Learning;
- (k) establish policy and criteria for credit accumulation and credit transfer;
- (l) recognise, evaluate and establish equivalence of foreign qualifications to the levels of the National Qualifications Framework and record the decisions made;
- (m) develop a policy and criteria for the recognition of foreign programmes leading to the award of qualifications and part qualifications delivered by or through local tertiary education and training providers;
- (n) develop a policy for recognition by the Authority of any foreign qualification before the qualification bearer may be entitled to enter into an occupation or a profession;
- (o) promote international recognition of the national qualifications and the international comparability of national qualifications;
- (p) register tertiary education and training providers and other providers of post compulsory education and training and maintain a register to this effect;
- (q) establish criteria for classification of providers and for the transitioning from one category of provider to another in accordance with this Act and made hereunder;
- (r) establish criteria and procedures for the protection of the interests of enrolled learners, which include arrangements for the protection of learners where learners have begun but not completed a programme of education and training where a provider ceases to provide the programme before completion, or ceases to operate;
- (s) establish standards and criteria for teachers and lecturers of providers to deliver programmes and courses to ensure learners are protected;

- (t) provide a national advisory service on foreign qualifications and foreign providers of education and training;
- (u) collaborate with international counterparts on all matters of mutual interest concerning national qualifications frameworks;
- (v) advise the Minister on matters relating to the functions of the Authority and perform any function consistent with this Act that the Minister may, by regulations, determine;
- (w) do all such things and perform all such functions as may be necessary or conducive for the achievement of the purposes of this Act.

The Authority, in the performance of its functions shall

- (a) inform itself of the needs of commerce, industry, the professions and the public service pertaining to education, training, skills and qualifications and promote practices in education and training to meet those needs;
- (b) inform itself of practices outside the Republic in respect of matters relevant to its object and functions;
- (c) consult, as it considers appropriate, with providers, professional bodies, and any other entities the Authority considers appropriate in making decisions;
- (d) give effect to such policies of the Government relating to education and training as are notified in writing to the Authority by the Minister; and
- (e) collect any information it considers appropriate relating to the performance of its functions.

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