CAPACITY DEVELOPMENT PROGRAMME 2021

THEMATIC BRIEFS 1

Concepts and definitions on qualifications and qualifications frameworks

African Union

Thematic briefs

Concepts and definitions on qualifications and qualifications frameworks

Version: 02/05/2021

This Glossary of key concepts and definitions is a live resource, to be updated and improved. This version is based on the Glossary of the ACQF Mapping Study (2021) and was complemented with a range of new terms and definitions, such as: Credits, Green Skills, Micro-credentials, National Qualifications System, Recognition, Regional Qualifications Frameworks, RPL, Validation of non-formal and informal learning. Sources are given for each term.

A

Adult education

Education specifically targeting individuals who are regarded as adults by the society to which they belong to improve their technical or professional qualifications, further develop their abilities, enrich their knowledge with the purpose to complete a level of formal education, or to acquire knowledge, skills and competencies in a new field or to refresh or update their knowledge in a particular field. This also includes what may be referred to as 'continuing education', 'recurrent education' or 'second chance education'.
http://glossary.uis.unesco.org/glossary/map/terms/176

African Continental Qualifications Framework

The ACQF is a policy initiative of the African Union and its development process is underway (2019-2022). The current vision for the ACQF is: to enhance comparability, quality and transparency of qualifications from all sub-sectors and levels of education and training; facilitate recognition of diplomas and certificates; work in cooperation and complementarity with national and regional qualifications frameworks; promote cooperation and alignment between qualifications frameworks (national and regional) in Africa and worldwide.

Alignment

The vision is that all new qualification certificates, diplomas and other documents issued by competent authorities will be recognised at a regional/continental level. Regional alignment would also enable institutions and individuals to make comparisons of their learning and competence levels and would reduce unnecessary duplication of learning and effort when moving across regions and the continent for study or work purposes.

B

Basic education

Education and training that takes place in primary and secondary schools, as well as in adult education and training centres.
https://hr.saqa.co.za/glossary/pdf/NQFPedia.pdf

Basic skills

The skills needed to live in contemporary society – for example, listening, speaking, reading, writing and mathematics.
https://www.cedefop.europa.eu/files/4064_en.pdf

C

Certificate

An official document, issued by an awarding body, which records the achievements of an individual following a standard assessment procedure.
https://www.voced.edu.au/vet-knowledge-bank-glossary-vet

Competence

Competence means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.

EQF Recommendation 2017.
https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32017H0615(01)&from=EN#d1e32-20-1

Continuing education

Various forms of education provided for adults, consisting of qualifications and part-qualifications, as well as short or part-time courses.
https://hr.saqa.co.za/glossary/pdf/NQFPedia.pdf

Credential

Formal certification issued for successful achievement of a defined set of outcomes – for example, successful completion of a course in recognition of having achieved particular awareness, knowledge, skills or attitude competencies; successful completion of an apprenticeship or traineeship.
https://unevoc.unesco.org/home/TVET Forum

Credit

'Credit' means confirmation that a part of a qualification, consisting of a coherent set of learning outcomes has been assessed and validated by a competent authority, according to an agreed standard; credit is awarded by competent authorities when the individual has achieved the defined learning outcomes, evidenced by appropriate assessments and can be expressed in a quantitative value (e.g. credits or credit points) demonstrating the estimated workload an individual typically needs for achieving related learning outcomes.

'Credit transfer' means the process of allowing individuals who have accumulated credit in one context to have it valued and recognised in another context.

EQF Recommendation 2017.
https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32017H0615(01)&from=EN#d1e32-20-1

Curriculum

The inventory of activities implemented to design, organise and plan an education or training action, including the definition of learning objectives, content, methods (including assessment) and material, as well as arrangements for training teachers and trainers.
https://www.cedefop.europa.eu/files/4117_en.pdf

D

Diploma

An official document, issued by an awarding body, which records the achievements of an individual following an assessment and validation against a predefined standard.
https://www.cedefop.europa.eu/files/4117_en.pdf

Distance learning

Also known as e-learning or online learning, it is a form of education in which teachers and students are physically separated. Various technologies such as Skype allow for teachers and students to interact and communicate. Traditional distance learning focused on individuals in remote areas and it used to be via mail.
https://www.oecd-ilibrary.org/

E

E-learning

E-learning is an umbrella term that refers to the use of any digital device for teaching and learning, especially for delivery or accessing of content. Thus e-learning can take place without any reference to a network or connectivity. The digital device used by the learner to access materials need not be connected to a digital network, either a local area network or to the internet (or even to a cell phone network if a tablet is used as a terminal or access device).
http://oasis.col.org/handle/11599/829/restricted-resource?bitstreamId=2757

Education

The process by which societies deliberately transmit their accumulated information, knowledge, understanding, attitudes, values, skills, competencies and behaviours across generations. It involves communication designed to bring about learning.
http://uis.unesco.org/

❯ Education for sustainable development

Education for sustainable development (ESD) promotes efforts to rethink educational programmes and systems (both methods and contents) that currently support unsustainable societies.
https://en.unesco.org/

❯ Emerging skills

Abilities for which demand is increasing in existing or new occupations.
https://www.cedefop.europa.eu/files/4117_en.pdf

❯ Employability

The degree of adaptability an individual demonstrates in finding and keeping a job, and updating occupational skills; relates to portable competencies and qualifications that enhance an individual's capacity to make use of the education and training opportunities available in order to secure and retain decent work.
https://unevoc.unesco.org/home/UNEVOC Publications

❯ Equivalence of certificates

International evaluation and official recognition of academic degrees and/or certificates and occupational qualifications.
http://www.voced.edu.au/glossary-vet

❯ Evaluation

Evaluation is the systematic and objective assessment of an ongoing or completed policy, plan or programme, including its design, implementation and results. It aims to assess the relevance and fulfilment of objectives and strategies with the intention of informing decision-making. 'Formative' evaluation relates to ongoing activities and helps guide implementation. 'Summative' evaluation assesses the results of a particular initiative, after completion.
https://unesdoc.unesco.org/ark:/48223/pf0000234819

F

❯ Formal education and training

Education or training provided in educational institutions, such as schools, universities, colleges, or off-the-job in a workplace, usually involving direction from a teacher or instructor.
https://unevoc.unesco.org/home/UNEVOC Publications

❯ Formative assessment

A range of formal, non-formal and informal ongoing assessment procedures used to focus teaching and learning activities to improve student attainment, or which are required for the purpose of a year mark.
https://hr.saqa.co.za/glossary/pdf/NQFPedia.pdf

G

❯ Gender equality

Boys and girls experience the same advantages and disadvantages in educational access, treatment and outcomes. In so far as it goes beyond questions of numerical balance, equality is more difficult to define and measure than parity. The achievement of full gender equality in education would imply: equality of opportunities; equality in the learning process; equality of outcomes; and equality of external results.
http://glossary.uis.unesco.org/glossary/map/terms/176

❯ Green skills

Cedefop Glossary proposes definitions of green skills at different levels of complexity: a) Generic green skills help develop awareness-raising or implementation of resource-efficient activities, ecocitizenship, etc.; b) Specific green skills are required to implement standards and processes to protect ecosystems and biodiversity, and to reduce energy, materials and water consumption; c) Highly-specialised green skills are required to develop and implement green technologies such as renewable energies, sewage treatment or recycling.
https://www.eqavet.eu/eu-quality-assurance/glossary/green-skills

Major implications of greening for jobs, education, training and skills include: need to develop environmentally friendly technologies, production processes, products, services, and business models across all sectors of the economy; it changes the way traditional occupations are performed (and taught) and creates new tasks, processes and even new occupations; it creates a demand for new skills and knowledge and the need to upskill and reskill large numbers of people; need to increase environmental awareness in education and training curricula; requires close interaction between education and training systems and their environments to build skills ecosystems in which skills development goes hand in hand with economic, technological and social change.
ETF. https://www.etf.europa.eu/en/projects-campaigns/campaigns/skills-green-transition-0

› Guidance and counselling

A range of activities designed to help individuals make educational, vocational or personal decisions and carry them out before and after they enter the labour market.

https://unevoc.unesco.org/home/UNEVOC Publications

H

› Higher education

Tertiary education that is of a higher academic level than secondary education, usually requiring a minimum level of admission and successful completion of secondary education.

https://unevoc.unesco.org/home/TVETipedia+Glossary/lang=en/filt=all/id=238

› Human capital

Knowledge, skills, competences and attributes embodied in individuals that facilitate personal, social and economic wellbeing.

https://www.cedefop.europa.eu/files/4064_en.pdf

I

› Informal learning

Learning resulting from daily activities related to work, family or leisure. It is not organised or structured (in terms of objectives, time or learning support). Informal learning in most cases is unintentional from the learner's perspective. It typically does not lead to certification.

https://www.cedefop.europa.eu/files/4064_en.pdf

› Informal sector

Part of the market economy in that it produces (legal) goods and services for sale or other forms of remuneration, covers informal employment both in informal enterprises (small unregistered or unincorporated enterprises) and outside informal enterprises; not recognised or protected under existing legal and regulatory frameworks.

https://unevoc.unesco.org/home/UNEVOC%20Publications

› Information communication and technology (ICT)

Technology that provides for the electronic input, storage, retrieval, processing, transmission and dissemination of information.

https://unevoc.unesco.org/home/UNEVOC%20Publications

› International qualifications

Qualifications awarded at international level, outside public authorities' jurisdiction. These non-state qualifications are awarded by a range of bodies, organisations and multinational companies, representing a wide variety of stakeholders and interests.

https://unesdoc.unesco.org/ark:/48223/pf0000242887

J

› Job

A job is a set of tasks and duties performed, or meant to be performed, by one person, including for an employer or in self-employment. Jobs are classified by occupation with respect to the type of work performed, or to be performed.

https://www.ilo.org/public/english/bureau/stat/isco/docs/resol08.pdf

› Job placement

Process of supporting individuals to find jobs matching their skills.

https://www.cedefop.europa.eu/files/4117_en.pdf

› Job specifications

The awareness, knowledge, skills, abilities and attitudes required by an individual to perform a job.

https://unevoc.unesco.org/home/TVET%20Forum

K

› Key competencies

The application of universal knowledge and skills across a range of social, work and geographical settings. Key competences are also referred to as critical cross-field outcomes, transferable skills and core competences.

https://unesdoc.unesco.org/ark:/48223/pf0000242887

› Key performance indicators

Indicators help an organisation define and measure progress toward organisational goals. Once an organisation has analysed its mission, identified all its stakeholders and defined its goals, it needs a way to measure progress toward those goals. Key performance indicators are those measurements.

https://www.voced.edu.au/vet-knowledge-bank-glossary-vet

Know-how

Practical knowledge or expertise that Includes technological and managerial components.
https://unevoc.unesco.org/home/UNEVOC%20Publications

Knowledge

Knowledge is central to any discussion of learning and may be understood as the way in which individuals and societies apply meaning to experience. It can therefore be seen broadly as the information, understanding, skills, values and attitudes acquired through learning. As such, knowledge is linked inextricably to the cultural, social, environmental and institutional contexts in which it is created and reproduced.
https://unesdoc.unesco.org/ark:/48223/pf0000232555_eng

Knowledge means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the EQF, knowledge is described as theoretical and/or factual.

EQF Recommendation 2017.
https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32017H0615(01)&from=EN#d1e32-20-1

Knowledge economy

An economy that is driven by ideas and knowledge, rather than by material resources, and in which the keys to job creation and higher standards of living are innovation and technology embedded in services and manufactured products.
https://unevoc.unesco.org/home/UNEVOC%20Publications

L

Learning outcomes

Statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence.
https://www.cedefop.europa.eu/files/4064_en.pdf

Learning programme

The learning programme is a written document planning learning experiences in a specific learning setting. It is developed on the basis of the curriculum and takes into account the learners' needs.
https://www.cedefop.europa.eu/files/5506_en.pdf

Level descriptor

A statement describing learning achievement at a particular level of the National Qualifications Framework (NQF) that provides a broad indication of the types of learning outcomes and assessment criteria that are appropriate to a qualification at that level.
https://hr.saqa.co.za/glossary/pdf/NQFPedia.pdf

Lifelong learning

Learning that takes place in all contexts in life – formally, non-formally and informally. It includes learning behaviours and obtaining knowledge; understanding; attitudes; values and competencies for personal growth, social and economic wellbeing, democratic citizenship, cultural identity and employability.
https://hr.saqa.co.za/glossary/pdf/NQFPedia.pdf

M

Micro-credential

A micro-credential is a proof the learning outcomes that a learner has acquired following a short learning experience. These learning outcomes have been assessed against transparent standards.

A European approach to micro-credentials. EUROPEAN COMMISSION, 2020.
https://op.europa.eu/fr/publication-detail/-/publication/7a939850-6c18-11eb-aeb5-01aa75ed71a1

A micro-credential is a certification of assessed learning that is additional, alternative, complementary to or a component part of a formal qualification.

Beverley Oliver. Making micro-credentials work for learners, employers and providers.
https://dteach.deakin.edu.au/wp-content/uploads/sites/103/2019/08/Making-micro-credentials-work-Oliver-Deakin-2019-full-report.pdf

Micro-credentials can be defined as documented statements that acknowledge a person's learning outcomes, which are related to small volumes of learning and that for the user are made visible in a certificate, badge, or endorsement (issued in a digital or paper format).

European Skills Agenda
https://ec.europa.eu/social/BlobServlet?docId=22832&langId=en

> Module

A course or part of a course in the context of a modular programme. A module may be taken singularly or combined with other modules offered.

http://uis.unesco.org/

> Monitoring

Monitoring is the continuous and systematic collection of data on specific indicators in order to provide the main actors of an ongoing development intervention with indications as to the extent of progress and the achievement of objectives (in relation to allocated resources).

https://unesdoc.unesco.org/ark:/48223/pf0000234819

N

> National qualifications framework

European Qualifications Framework Recommendation of 2017 defines NQF as 'A policy and instrument for the development and classification of qualifications according to a set of criteria for specified levels of learning achieved, which aims at integrating and coordinating national qualifications subsystems and improve the transparency, access, progression and quality of qualifications in relation to the labour market and civil society.

https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32017H0615(01)&from=EN

An instrument for the development, classification and recognition of skills, knowledge and competencies along a continuum of agreed levels. It is a way of structuring existing and new qualifications, which are defined by learning outcomes – clear statements of what the learner must know or be able to do, whether learned in a classroom, on the job, or less formally. The qualifications framework indicates the comparability of different qualifications and how one can progress from one level to another, within and across occupations or industrial sectors (and even across vocational and academic fields if the NQF is designed to include both vocational and academic qualifications in a single framework).

https://www.ilo.org/wcmsp5/groups/public/@ed_emp/@ifp_skills/documents/instructionalmaterial/wcms_103623.pdf

> National Qualifications System

This includes all aspects of a country's activity that result in the recognition of learning. These systems include the means

of developing and operationalising national or regional policy on qualifications, institutional arrangements, QA processes, assessment and awarding processes, skills recognition and other mechanisms that link education and training to the labour market and civil society. Qualifications systems may be more or less integrated and coherent. One feature of a qualifications system may be an explicit framework of qualifications.

OECD. https://www.oecd.org/education/innovation-education/qualificationssystemsbridgestolifelonglearning.htm

> Non-formal education

Education that takes place outside the formal system on either a regular or an intermittent basis.

https://unesdoc.unesco.org/ark:/48223/pf0000029940

> Non-formal learning

Planned learning activities, not explicitly designated as learning, towards the achievement of a qualification or part qualification; often associated with learning that results in improved workplace practice.

https://hr.saqa.co.za/glossary/pdf/NQFPedia.pdf

O

> Occupation

The kind of work performed in a job. The concept of occupation is defined as a 'set of jobs whose main tasks and duties are characterized by a high degree of similarity'. A person may be associated with an occupation through the main job currently held, a second job, a future job or a job previously held. A job is defined in ISCO-08 as 'a set of tasks and duties performed, or meant to be performed, by one person, including for an employer or in self employment'.

ISCO - International Standard Classification of Occupations

> Online credential

The electronic representation of the different types of learning acquired and mastered by an individual (examples include the Europass CV, test-based credentials, online badges and online certificates).

https://unesdoc.unesco.org/ark:/48223/pf0000242887

Online learning

Online learning is e-learning with a mandatory involvement of a digital network, which a learner needs in order to access at least part of the learning materials and services. Online learning refers to network-enabled teaching and learning that allows the learner to have increased interaction with content, teacher and other learners.

http://oasis.col.org/handle/11599/829/restricted-resource?bitstreamId=2757

Open and distance learning

An approach to learning that focuses on freeing learners from constraints of time, space and place while offering flexible learning opportunities. It allows learners to work and combine family responsibilities with educational opportunities.

https://www.sadc.int/files/3113/7820/8525/Approved_Regional_ODL_Policy_Framework_June_2012_1.pdf

P

Prior learning

The knowledge, know-how and/or competencies acquired through previously unrecognised training or experience.

https://unevoc.unesco.org/home/UNEVOC%20Publications

Programme

A coherent set or sequence of educational activities designed and organised to achieve pre-determined learning objectives or accomplish a specific set of educational tasks over a sustained period. Within an education programme, educational activities may also be grouped into sub-components variously described in national contexts as 'courses', 'modules', 'units' and/or 'subjects'. A programme may have major components not normally characterised as courses, units or modules – for example, play-based activities, periods of work experience, research projects and the preparation of dissertations.

http://uis.unesco.org/

Q

Qualification

Means a formal outcome of an assessment and validation process which is obtained when a competent authority determines that an individual has achieved learning outcomes to given standards. Source of this definition: European Qualifications Framework (EQF) Recommendation of 22/05/2017, annex I.

The formal result of an evaluation and validation process obtained when the learning results are achieved according to previously defined requirements. Source of this definition: Decree No 30/2010 establishing the NQF for Higher Education, Mozambique. In: Coletânea de Legislação do Ensino Superior, 2012.

A registered national qualification consisting of a planned combination of learning outcomes which has a defined purpose or purposes, intended to provide qualifying learners with applied competence and a basis for further learning and which has been assessed in terms of exit level outcomes, registered on the NQF and certified and awarded by a recognised body. Source of this definition: SAQA, Standard glossary of terms.

Planned combination of learning outcomes with a defined purpose or purposes, including defined, applied and demonstrated competence and a basis for further learning.

https://www.academia.edu/4570148/The_Southern_African_Development_Community_Regional_Qualifications_Framework_Concept_Document

Quality assurance

Processes and procedures for ensuring that qualifications, assessment and programme delivery meet certain standards.

https://www.ilo.org/wcmsp5/groups/public/@ed_emp/@ifp_skills/documents/instructionalmaterial/wcms_103623.pdf

R

Recognition

'Formal recognition of learning outcomes' means the process of granting official status by a competent authority to acquired learning outcomes for purposes of further studies or employment, through (i) the award of qualifications (certificates, diploma or titles); (ii) the validation of non-formal and informal learning; (iii) the grant of equivalence, credit or waivers.

EQF Recommendation 2017.
https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32017H0615(01)&from=EN#d1e32-20-1

❯ Recognition of Prior Learning

The Recognition of Prior Learning (RPL) is a process through which formal, non-formal and informal learning is measured, mediated for recognition across different contexts and certified against the requirements for credit, access, inclusion or advancement in the formal education and training system or workplace. (Source: National Policy for the Implementation of RPL: par 30).

The aim is to make it possible to obtain formal recognition for knowledge gained throughout life, such as in workplaces and own reading or experiences. The RPL process also entails providing support to a candidate to ensure that knowledge is discovered and displayed in terms of a relevant qualification registered on the National Qualifications Framework (NQF). https://careerplanet.co.za/understanding-rpl/

❯ Regional Qualifications Framework

A broad structure of levels of learning outcomes that is agreed by countries in a geographical region. A means of enabling one national framework of qualifications to relate to another and, subsequently, for a qualification in one country to be compared to a qualification from another country.

ASEAN QRF: ASEAN Qualifications Reference Framework, A Practical Guide and All you Need to Know. Page 33.

❯ Responsibility and autonomy

Responsibility and autonomy' means the ability of the learner to apply knowledge and skills autonomously and with responsibility.

EQF Recommendation 2017.
https://eur-lex.europa.eu/legal-content/EN/TXT/
HTML/?uri=CELEX:32017H0615(01)&from=EN#d1e32-20-1

S

❯ Skills

A bundle of knowledge, attributes and capacities that can be learnt and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.
http://www.oecd.org/education/47769000.pdf

'Skills' means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).

EQF Recommendation 2017.
https://eur-lex.europa.eu/legal-content/EN/TXT/
HTML/?uri=CELEX:32017H0615(01)&from=EN#d1e32-20-1

❯ Stakeholder

A person or organisation with an interest or concern in something. In vocational education and training stakeholders include government, providers of training, industry, clients and the community.
https://www.tesda.gov.ph/uploads/File/RelatedTvetInfo/The%20
TVET%20Glossary%20of%20Terms,%204th%20Edition.pdf

❯ Sustainable development

Development that meets the needs of current generations without compromising the ability of future generations to meet their needs.
https://www.voced.edu.au/vet-knowledge-bank-glossary-vet

❯ Sustainability

The concept of sustainability relates to the maintenance and enhancement of environmental, social and economic resources, in order to meet the needs of current and future generations. The three components of sustainability are: 1) environmental sustainability – which requires that natural capital remains intact. This means that the source and sink functions of the environment should not be degraded. Therefore, the extraction of renewable resources should not exceed the rate at which they are renewed, and the absorptive capacity of the environment to assimilate wastes should not be exceeded. Furthermore, the extraction of non-renewable resources should be minimised and should not exceed agreed minimum strategic levels; 2) social sustainability – which requires that the cohesion of society and its ability to work towards common goals be maintained. Individual needs, such as those for health and wellbeing, nutrition, shelter, education and cultural expression should be met; 3) economic sustainability – which occurs when development, which moves towards social and environmental sustainability, is financially feasible.
https://www.voced.edu.au/vet-knowledge-bank-glossary-vet

T

Technical vocational education and training

TVET, as part of lifelong learning, can take place at secondary, post-secondary and tertiary levels and includes work-based learning and continuing training and professional development, which may lead to qualifications. TVEt also includes a wide range of skills development opportunities attuned to national and local contexts. Learning to learn, the development of literacy and numeracy skills, transversal skills and citizenship skills are integral components of TVET.

https://unesdoc.unesco.org/ark:/48223/pf0000234137

TVET institution

Any establishment providing Technical and Vocational Education and Training (TVET), including colleges, institutes, centres and schools.

https://unevoc.unesco.org/home/TVET%20Forum

V

Validation of learning outcomes

Confirmation by a competent body that learning outcomes (knowledge, skills and/or competences) acquired by an individual in a formal, non-formal or informal setting have been assessed against pre-defined criteria and are compliant with the requirements of a validation standard. Validation typically leads to certification.

https://www.cedefop.europa.eu/files/4064_en.pdf

'Validation of non-formal and informal learning' means the process of confirmation by a competent authority that an individual has acquired learning outcomes acquired in non-formal and informal learning settings measured against a relevant standard and consists of the following four distinct phases: identification through dialogue of particular experiences of an individual, documentation to make visible the individual's experiences, a formal assessment of those experiences and certification of the results of the assessment which may lead to a partial or full qualification.

EQF Recommendation 2017.
https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32017H0615(01)&from=EN#d1e32-20-1

Y

Youth

The United Nations General Assembly defined 'youth' as those persons falling between the ages of 15 and 24 years inclusive. This definition was made for International Youth Year, held around the world in 1985. All United Nations statistics on youth are based on this definition, as illustrated by the annual yearbooks of statistics published by the United Nations system on demography, education, employment and health.

https://unevoc.unesco.org/home/TVETipedia+Glossary/lang=en/char=all

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Send us your questions and suggestions!
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