



The SADC Qualifications Framework (SADCQF)

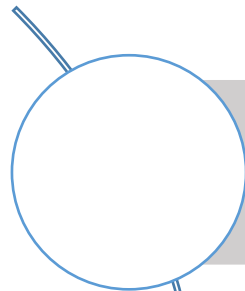
Coleen Jaftha on behalf of the SADC Secretariat

22 October 2020

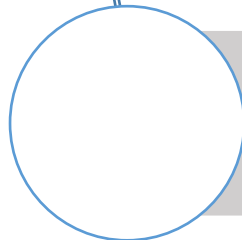
6th ACQF Peer Learning Webinar
Session 4



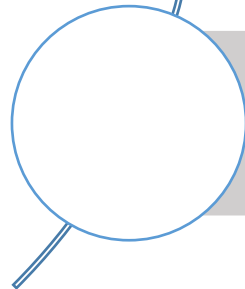
Presentation overview



SADCQF: Context and implementation



Implications and opportunities



Strategy



SADC



16 Member States



French

Portuguese

English





Purpose

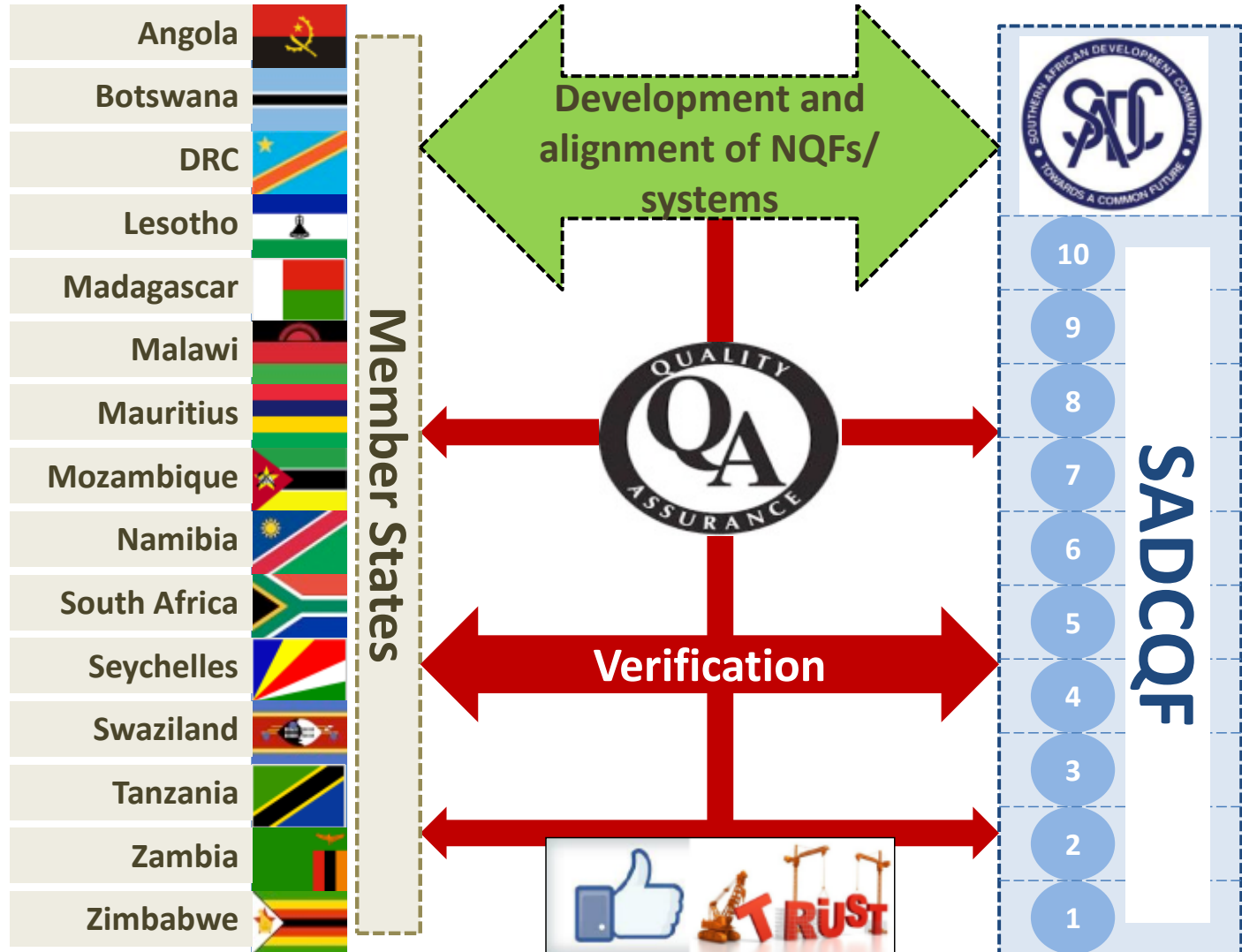
Mobility



All sectors of education in SADC:

1. Schooling;
2. Higher Education and
3. Technical and Vocational Education and Training (TVET)

Implementation



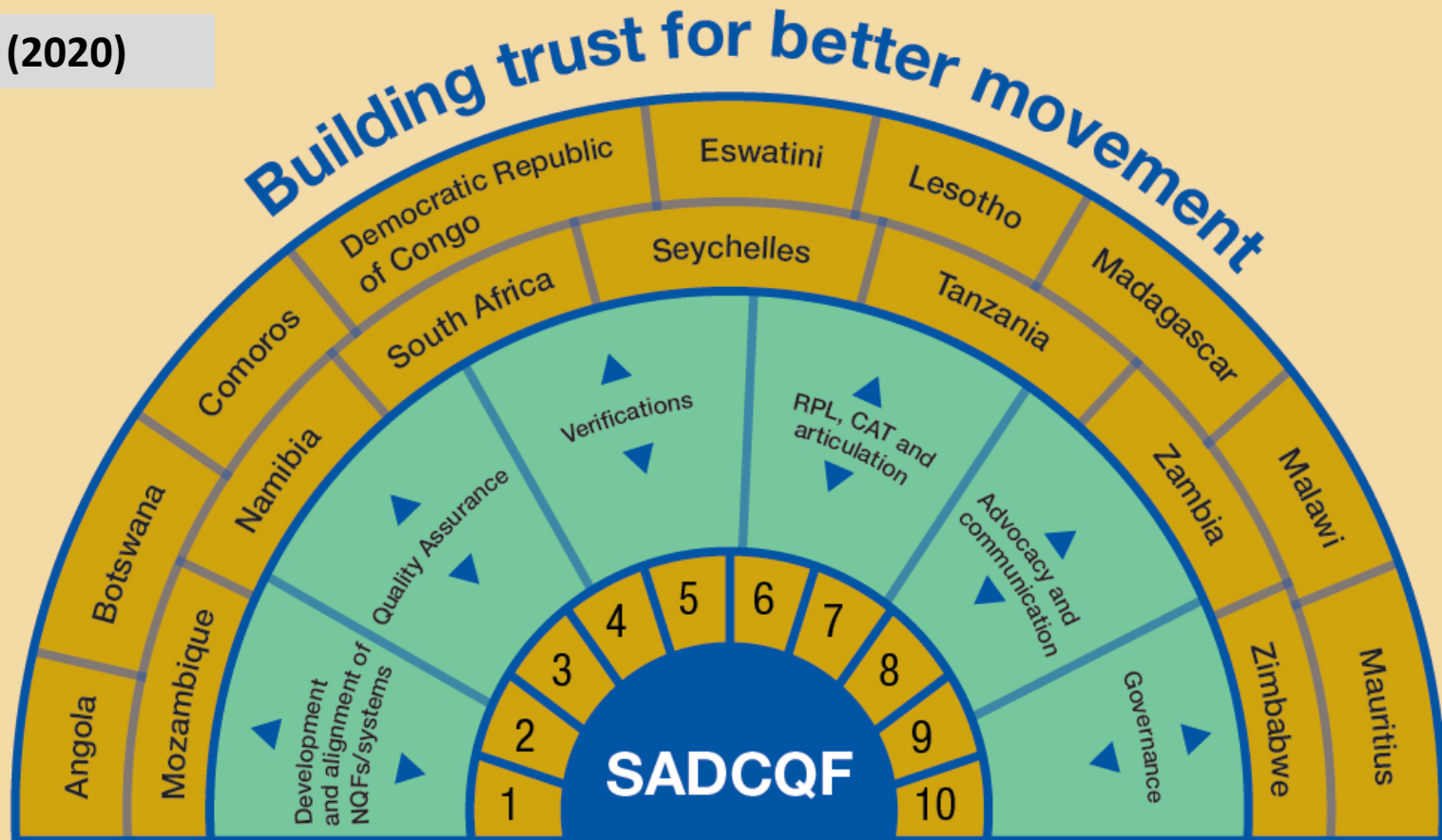
Initial concept
(September
2016)



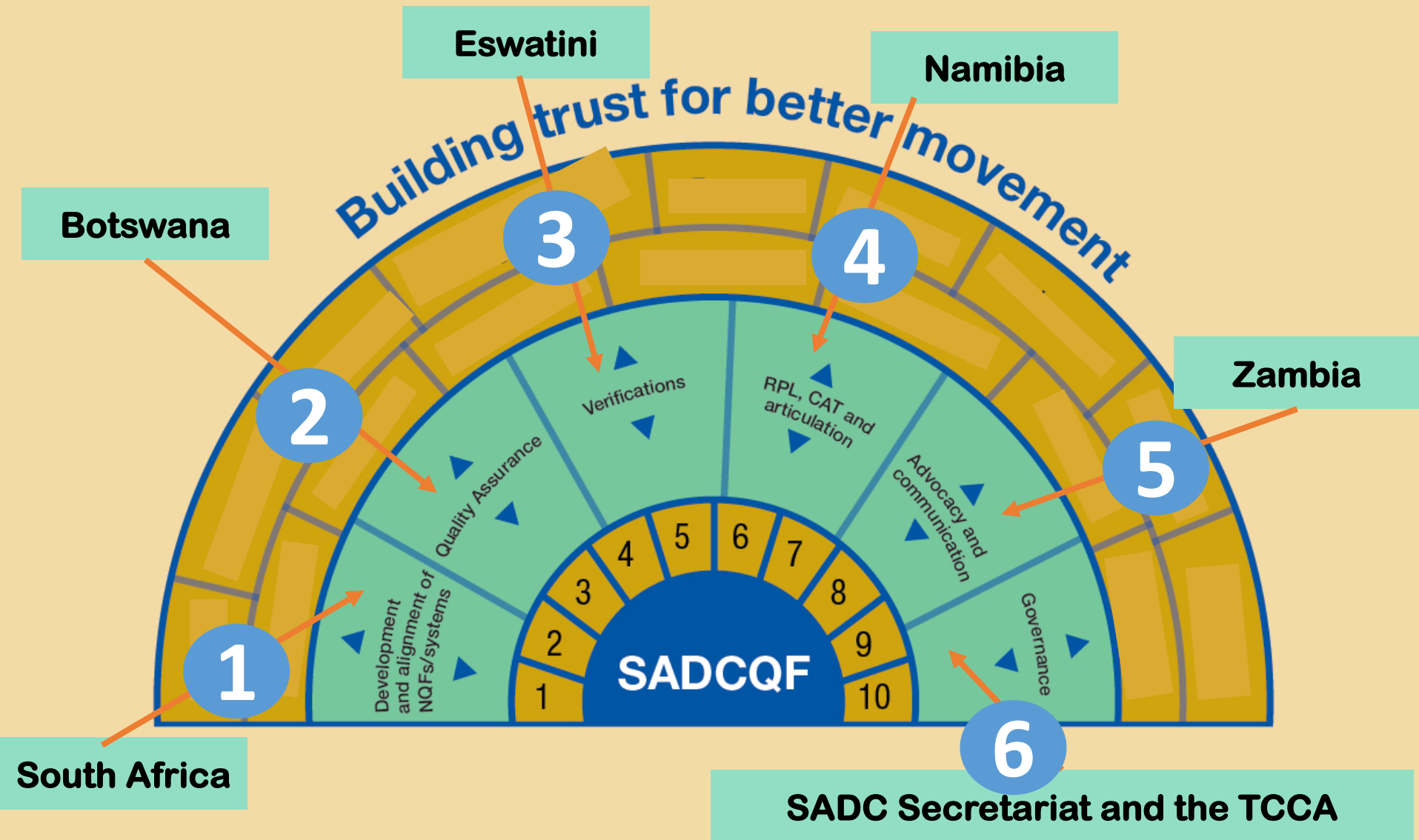


SADC Qualifications Framework Implementation Model

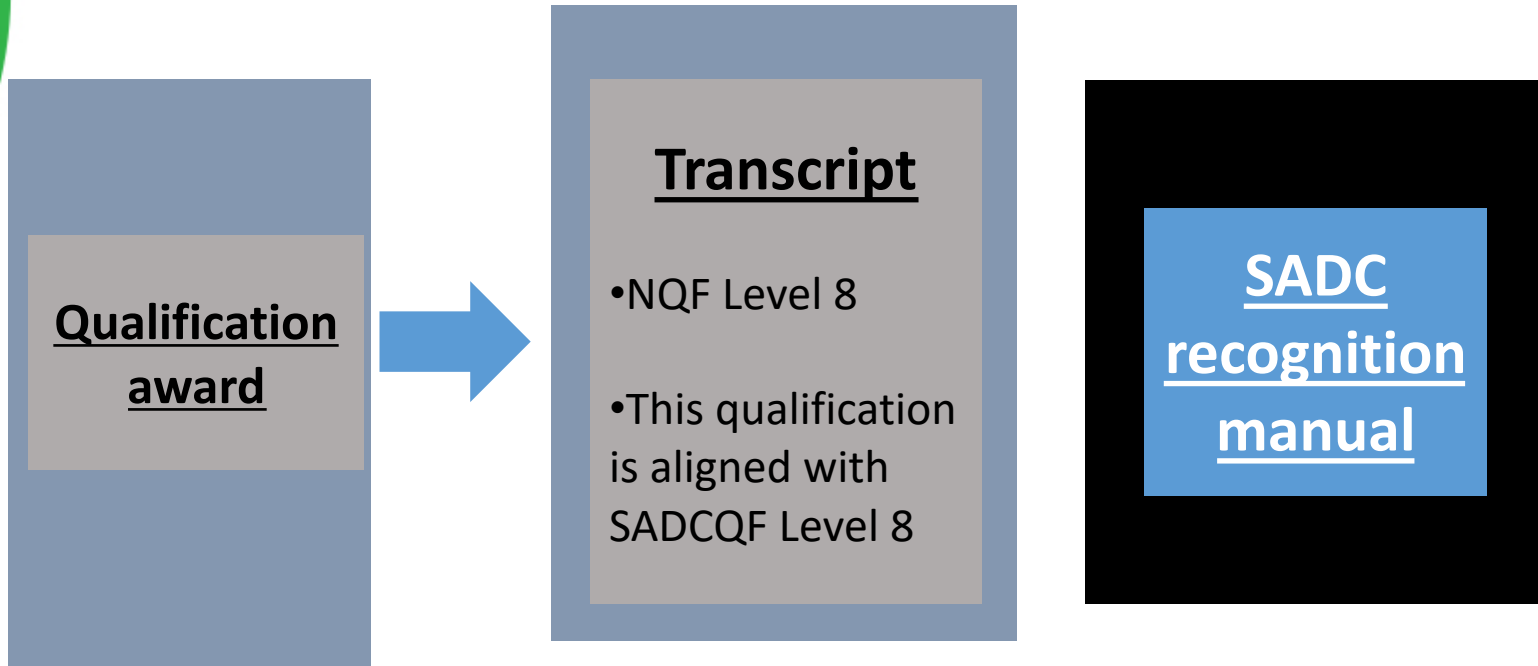
Now (2020)



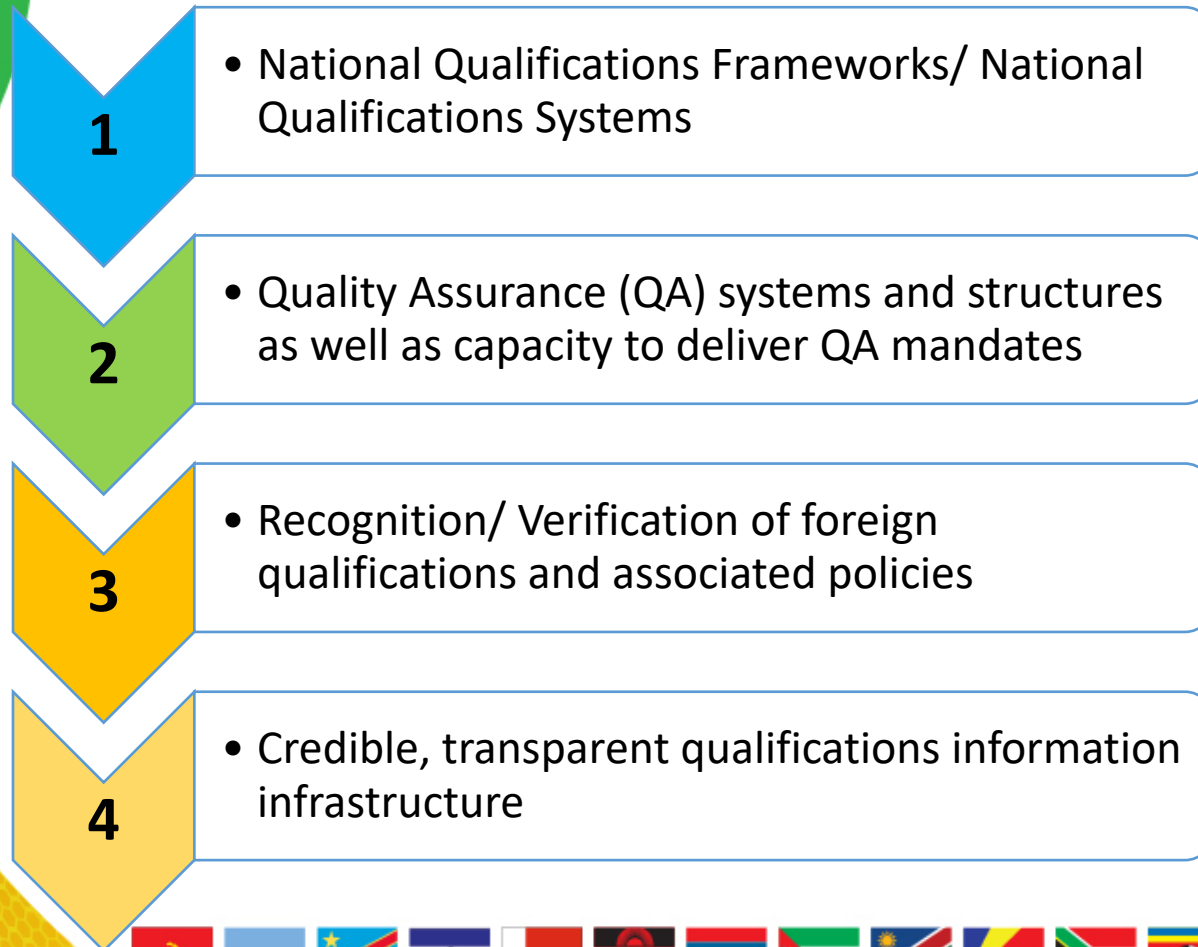
Implementation concept contd.



Vision



Focus of the SADCQF



In line with

- **Addis Convention (active since 15 December 2019)**
- **And Global Convention**



Presentation overview



No

Ten Alignment Criteria

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

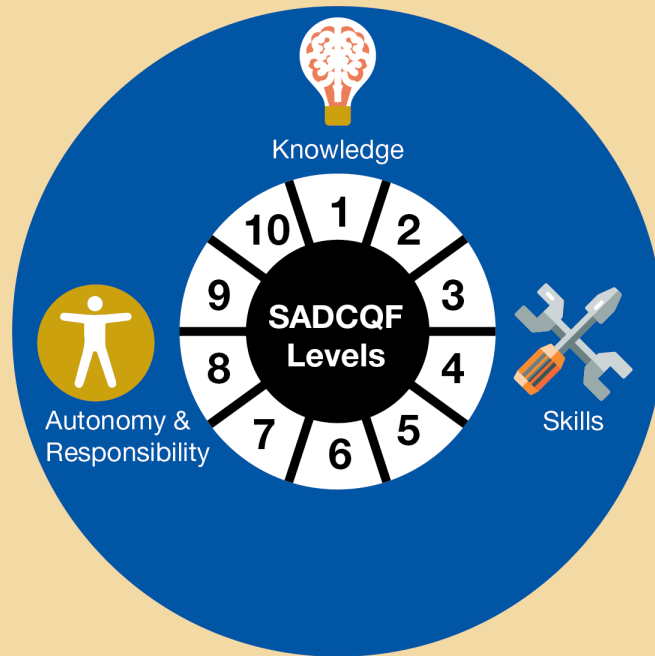
Pilot with eight countries



Alignment and Development of NQFs/ NQS



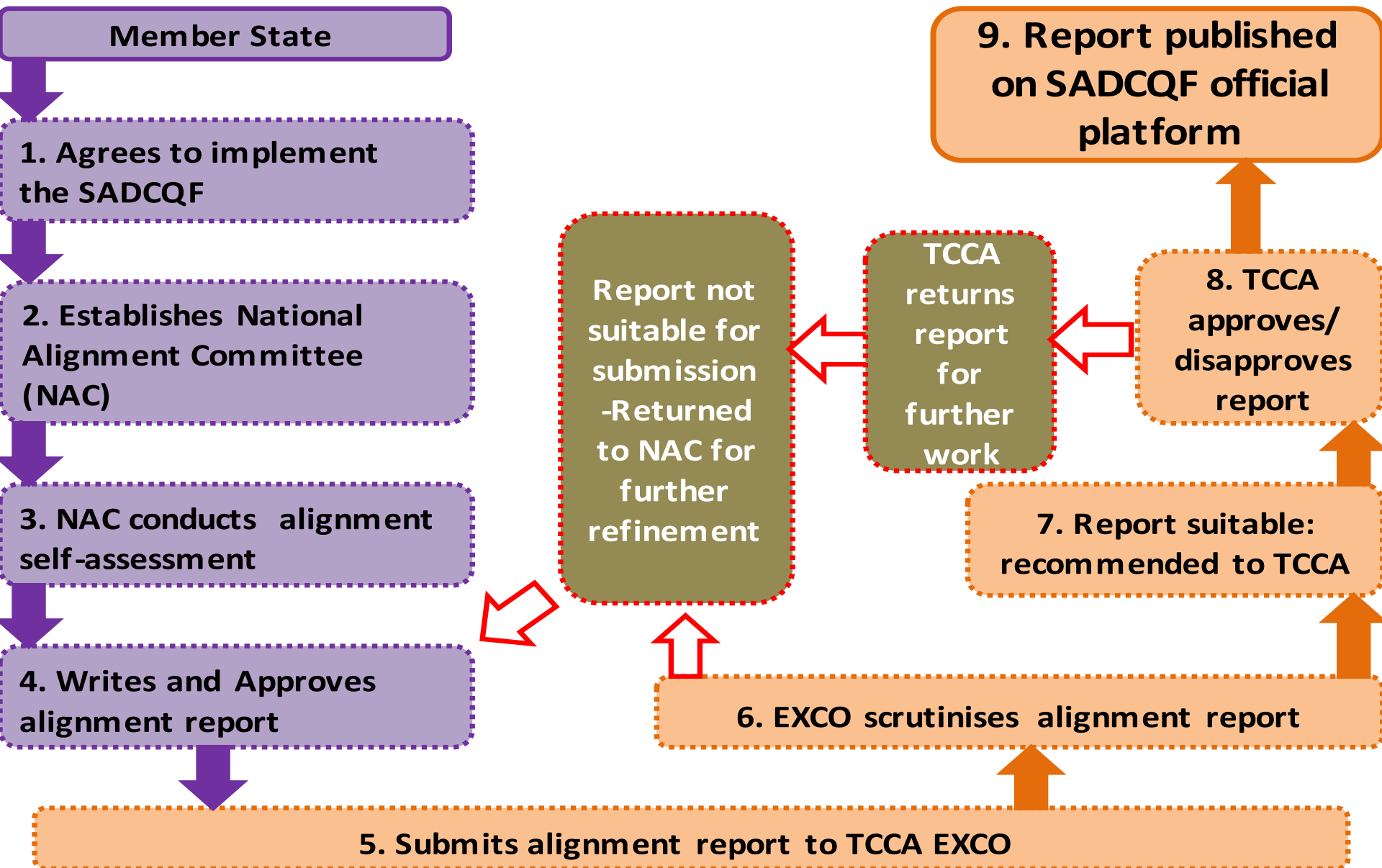
SADC Qualifications Framework Level Descriptors



- SAQA learning outcomes seminar in June 2019
- Focus on learning outcomes (International handbook)



SADCQF alignment road map



Quality Assurance



SADC Qualifications Framework Quality Assurance Guidelines

1



Initiatives intended to lead to harmonisation and quality assurance

2



Financial resources

3



Designs, scopes, quality and adequacy

4



Standards of infrastructure

5



Quality and relevance

6



Safe and secure

7



Improved and effective teaching and learning

8



Periodic reviews and improvement of policies

9



Sharing and exchange of information

10



Quality culture

11



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

12



Quality research and evaluation

13



Regional meetings

14



Stronger partnerships

15



International organs and institutions

16

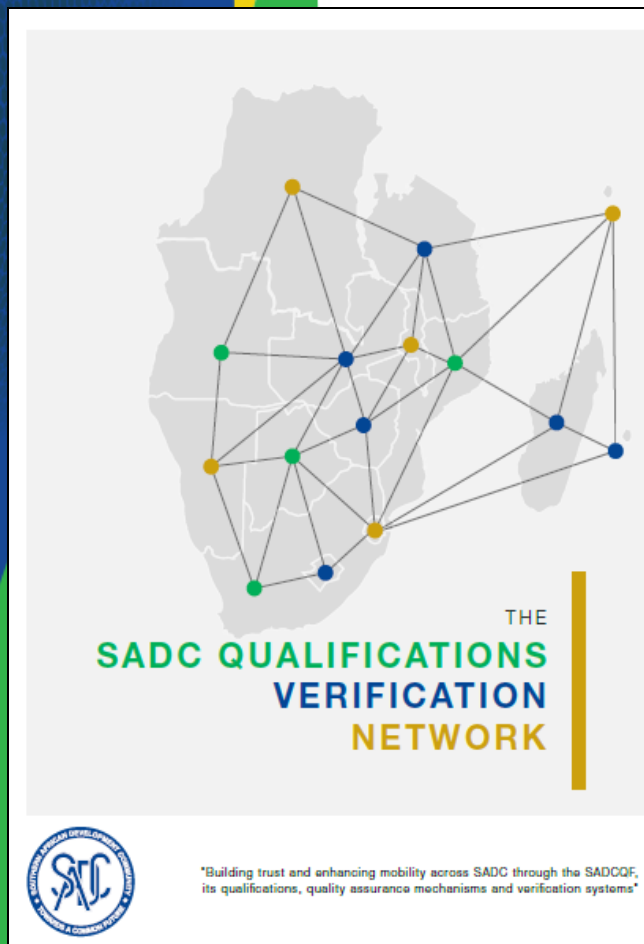


Database, linkages and networking system

- Is the Institution recognised/ validated/ registered?
- Is the Qualification recognised/ validated/ registered?
- Did the Qualification Holder actually achieve the qualification?
- Capacity building/ Expertise



Verifications



- Mobility statistics
- Counter-fraud measures
- Did the QH actually achieve the qualification?
- Verification structures / digital certificates
- Development of SADC recognition manual
- African Qualifications Verification Network
- Develop policies
- Capacity building/ Expertise



RPL, CAT and Articulation



GUIDELINES FOR RECOGNITION OF PRIOR LEARNING (RPL) IN THE SOUTHERN AFRICAN DEVELOPMENT COMMUNITY (SADC)

SADC Secretariat

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- RPL study on five SADC countries... rollout to African countries
- SADC Secretariat currently finalising CAT guidelines
- Capacity building/ Expertise



Advocacy and Communication



The Southern African Development Community Qualifications Framework (SADCQF)¹

¹ As revised in April 2017

1



**BUILDING TRUST FOR
BETTER MOVEMENT**

Southern African Development Community
Qualifications Framework (SADCQF)



Governance and change model

Technical Committee

Decisions made collectively

Strengthen Centre

Assumptions:

- Capacity to support
- Expertise
- Money

At the centre or region

- Increased structures
- Increase frequency of meetings
- Divided programmes between countries

Country level

Decisions implemented

- Countries carry delegates costs
- Running capacity building workshops to share expertise and capacity
- Internship programme

Assumptions:

- Capacity to do
- Expertise to carry out
- Money and resources

Strengthen periphery



Presentation overview



SADCQF: Context and implementation

Implications and opportunities

Strategy



Strategy

Build capacity at national level:
16 persons

Build capacity at regional level:
6 persons

Establish SADCQF Implementation unit

SADCQF fully implemented

Implement:

- Addis Convention
- African Qualifications Verification Network
- African Continental Qualifications Framework (when available)

Build capacity to implement Addis Convention

Transcripts with clear reference to SADCQF Level

Build Quality Assurance capacity

Develop recognition manual

Mobility statistics

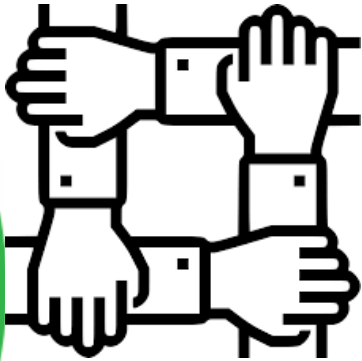
Build qualifications information infrastructure

- Develop policies on verification;
- appeals;
- misrepresentation

Digital certificates



Collaboration with other RQFs



SADCQF principle (one of the principles):

- It is important and fundamental that the development of the SADCQF is “home-grown” and guided by the demands of education and training in the region and driven by the local experts”
- Regional co-operation: essential for benchmarking and learning good practice (e.g. SADCQF: 2017 benchmarking visit to EQF AG meeting).
- Key lessons and learnings must consider SADC context and agenda: critical scrutiny of what works in other contexts and consider appropriateness for SADC.
- Be mindful of the SADC principles and identity; ensure that co-operation implements a SADC agenda (linked to an African agenda), particularly when funding is made available.



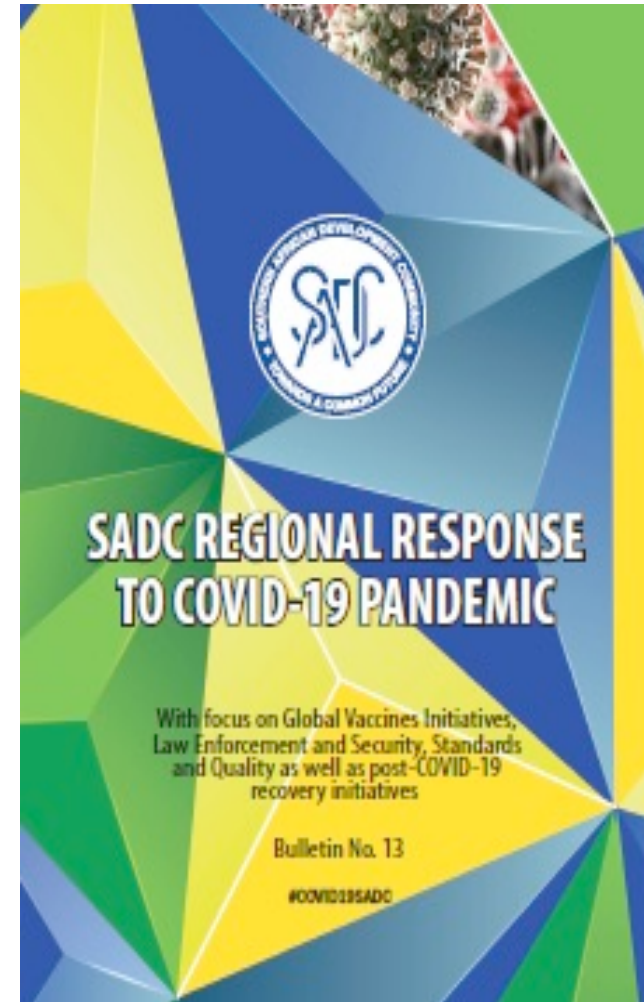
Covid 2020

<https://www.sadc.int/sadc-secretariat>

SADC Secretariat:

- Regular Bulletins and updates on Covid-19 in SADC Member States
- Online meetings
- Tanzania handing over SADC Chair to Mozambique in October

The screenshot shows the SADC Secretariat website with a navigation menu at the top: About SADC, SADC Secretariat, Member States, News & Events, Opportunities, Themes, Issues, and Documents & Publications. The main content area features a 'COVID-19 UPDATE' banner with a virus image and a 'SADC REGION : COVID-19 STATUS UPDATE' section. This section includes a map of the region and a list of member states with color-coded boxes: Angola, Botswana, Comoros, DRC, Eswatini, Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Tanzania, Zambia, and Zimbabwe. A 'FEATURED PUBLICATIONS' sidebar lists documents like 'Tripartite Transport Facilitation Response to COVID-19' and 'BULLETIN 6-SADC Response to COVID-19'.





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