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National Qualifications Frameworks Twelve cases – a new mapping of types and governance models in Africa Working document (15/02/2022)

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Key used Acronyms:

- NQF: National Qualifications Framework
- KS / KSC: Knowledge Skills; and Knowledge Skills Competence
- TVET: Technical Vocational Education and Training

1 Overview of NQF Governance Models

Type of NQF institutions	Countries
1. NQF Authorities 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; multiple sources of financing (public budget, service fees, projects)	Botswana, Kenya, Mauritius, Namibia, Seychelles, South Africa, Zambia
2. Coordination Units NQF Independent legal entities, NQF focused scope of work, registration and database of qualifications. Established by legal acts. Inter-stakeholder coordination functions	Cape Verde

3. 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	Egypt, eSwatini, The Gambia, Ghana, Lesotho, Malawi, Mozambique, Nigeria, Sierra Leone, Tanzania, Uganda
4. 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.	Angola, Cameroon, Morocco, Rwanda, Senegal, Zimbabwe
5. Inter-ministerial, inter-stakeholder councils focused on NQF development and consultation, initial implementation stages Councils, commissions, working groups – often of temporary nature – until stable NQF governance setting is put in place	Morocco (National Permanent Commission working with the coordinating Ministry); Rwanda (RQF Coordination Committee)
6. Business organisations Employers', business associations, federations	RDC (in construction ; currently scarce information available)

2 Legal basis, objectives and conceptual-technical framework of NQF (or NQS)

	NQF Legal basis	Objectives NQF	Scope NQF	Structure NQF
Botswana	BQA Act No 24 of 2013. Statutory Instrument N° 133 of 02/12/2016 – BQA Regulation on NCQF Library of NCQF Legal Acts contains all key regulations	<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 - 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 	Botswana National Credit and Qualifications Framework (NCQF) Comprehensive - integrates 3 sub-frameworks (general education, TVET, higher education) Operational stage.	10 levels Levels descriptors – one single set for the integrated NCQF. Domains of learning: KSC All qualifications on NCQF based on learning outcomes that are anchored on the level descriptors. NCQF based on credits: 1 credit = 10 notional learning hours, inclusive of directed and self-directed learning and assessment.

				NCQF Classification System: fields of learning, subfields and domains.
Cape Verde	<p><u>First legal NQF legal acts:</u> Decree-Law N° 65/2010 (NQF) and Decree-Law No 20/2021 (on SNQ).</p> <p><u>New legislation adopted in 2018 and 2020</u></p> <p>Decree-Law No 4/2018 (new legal setting of the UC-SNQ)</p> <p>Ordinance No 9/2020 (on National Catalogue Qualifications)</p> <p>Ordinance No 10/2020 (regulates the NQF).</p>	<p>“Scope – The National Qualifications Framework covers basic, secondary and higher education, professional training and the processes of recognition, validation and certification of competences acquired through non-formal and informal ways, in accordance with the legislation.”</p> <ul style="list-style-type: none"> - Integrate and articulate the qualifications obtained in different subsystems of education, vocational education and higher education and those obtained from non-formal and informal pathways and professional experience; - improve transparency of qualifications, supporting their value in the labour market, education and training and other contexts of personal and social life; - promote access, evaluation and quality of qualifications; - apply a competence-based approach to define and describe qualifications and promote validation of non-formal and informal learning; tap into the advantages of this approach to increase the participation in lifelong learning of the population at risk of unemployment and precarious employment; - promote close links with the European Qualifications Framework and with NQFs of other countries, notably ECOWAS member countries, with the aim to improve people’s mobility and facilitate recognition of skills and competences; - improve readability, transparency and comparability of qualifications in the education and training system and employment training; and - adopt adequate measures assuring that all new certificates and diplomas issued by the competent authorities contain a clear reference to the adequate NQF level. 	Comprehensive - all sub-sectors	8 levels KS-Attitudes (AR)

Egypt	Amendment of Law 82 Of 2006. Revised in 2021 (amendment adopted).	<p>The objectives of the NQF are identified as follows (NAQAEE):</p> <ul style="list-style-type: none"> - setting reference standards for qualification levels based on learning outcomes; - acting as a reference to build qualification frameworks for different sectors/subsectors; - serving as a comparability tool for recognition of Egyptian qualifications, allowing overseas mobility in education systems and labour markets; - linking qualification levels, allowing progression from one level to another; - linking TVET and the general education systems, promoting level progression (no dead ends) and permitting (with appropriate tools) horizontal mobility between the two systems; - guiding QA standards (and academic reference standards) setting both by providers of education and NAQAEE; - permitting inter-sectoral mobility (with appropriate tools); - providing reference standards to review and enhance existing Egyptian qualifications and acting as a benchmark when introducing new qualifications; - assuring public confidence in the outcomes of the Egyptian qualifications system by meeting societal and employers' expectations for different qualification levels; and - fostering lifelong learning (LLL) and recognition of prior learning (RPL). <p>Future efforts in Egypt will focus on setting up a national qualifications register, creating articulation pathways and implementing RPL and credit accumulation and transfer system.</p> <p>Egypt is interested in cooperating and comparing with the European Qualifications Framework (EQF) and is involved in the process developing the African Continental Qualifications Framework (ACQF).</p>	Comprehensive - all sub-sectors	8 levels KSC
The Gambia	The Gambia NQF (GNQF) – final document (started 2015 / published 2021).	<ul style="list-style-type: none"> - Creating an Integrated National Framework for Learning Achievements; 	The new GNQF is comprehensive: includes qualifications	GNQF: 10 levels KS and Competencies

		<ul style="list-style-type: none"> - Enhancing and coordinating the quality of education and training in the country by setting quality standards as well as harmonization across fields of learning and levels of qualifications; - Contributing to the full personal development of each learner, and the socio- economic development of the country in particular; - Supporting the alignment of qualification in The Gambia with international standards thus ensuring international competitiveness, and facilitating student and graduate mobility; - Promoting competence-based education and training - Encouraging learners (workers and others) to continue learning, sharpening and modernizing their skills and knowledge to respond to the changing needs of education and the labour market; - Promoting recognition of prior learning so as to adequately bring on board acquired experiential learning and work experience. - Encourage potential routes for progression and credit transfer, particularly in the context of wider participation in lifelong learning; and - Improving communication between education, training and employment stakeholders by enabling schools, parents, prospective students, employers and others to understand the achievements and attributes represented by the main qualification titles, and how qualifications relate to one another. - Supporting professional and sectoral skills qualifications <p>GSQF: The Gambia has experience with its GSQF (Gambia Skills and Qualifications Framework), enacted in 2007 / implementation started in 2008. GSQF is a partial framework in the sense that it includes only</p>	<p>of all levels and pathways (academic and vocational).</p> <p>Scope of the GNQF: The GNQF covers all levels, forms and categories of education and training provision (Public and Private sectors). Principle of inclusiveness, targeting all areas of general education, technical and vocation training, higher education, informal and non-formal learning and lifelong education. Consideration is also accorded to other forms of learning such as open and distance. The GNQF is framed to offer clear and pragmatic articulation pathways between the different levels of education, occupational and or professional bodies' qualifications.</p>	
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		<p>technical, vocational qualifications and literacy skills. It was designed so to be extended into a full qualifications framework. Thus, the GSQF is an integral part of the new comprehensive GNQF.</p> <p>More information on the rationale of the new GNQF – refer to Annex 1.</p>		
Kenya	<p>Kenya National Qualification Act of 2014</p> <p>Kenya National Qualification Frameworks Regulations- 2018.</p> <p>KNQF Regulations, 2018 stipulate the regulations concerning all domains of the NQF (certification; recognition, equation and approval of foreign qualifications and RPL; structure of the NQF – national qualifications assessment systems, national database. Levels, volume of learning, accumulation of credits towards qualifications, transfer of credits, award of qualifications).</p>	<ul style="list-style-type: none"> - The principles for which the KNQF is established is to promote access to and equity in education, quality and relevance of qualifications, evidence-based competence, and flexibility of access to and affordability of education, training assessment and qualifications. - Establish standards for recognising qualifications obtained in Kenya and outside Kenya. - Develop a system of competence, life-long learning and attainment of national qualifications - align the qualifications obtained in Kenya with the global benchmarks in order to promote national and trans-national mobility of workers; - Strengthen the national quality assurance systems for national qualifications; and - Facilitate mobility and progression within education, training and career paths. 	Comprehensive - all sub-sectors and levels	10 levels KS and Competencies
Mauritius	<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: 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 validate competencies acquired outside the formal education and training systems.</p>	<p>Structure and scope:</p> <p>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</p>	<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>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, namely Pre Screening, Facilitation and Assessment.</p> <p>MQA enacted in 2020 the Quality Assurance Framework for the TVET Sector (21/05/2020)</p>	Education (levels 5 to 10).	Processes pertain to the application of the knowledge and skills to complete tasks in specific contexts at that level.
Mozambique	<p>1) Qualifications Framework for Higher Education- Decree 30/2010</p> <p>2) National Professional Qualifications-Framework- Law No 6/2016 amending Law No 23/2014 on vocational education</p> <p>3) Draft decree establishing the integrated comprehensive NQF – currently in the final stage of stakeholders’ consultation</p>	<p>The draft decree of the integrated NQF defines 7 objectives, briefly summarised as follows:</p> <ul style="list-style-type: none"> - to facilitate clarity and articulation of all qualifications in an integrated framework and promote competency-based education; - establish coherence and transparency of qualifications in the frame of the national education system (SNE) and facilitate mobility and recognition of degrees and other qualifications; - define parameters to compare qualifications in the SNE; - facilitate horizontal and vertical mobility of holders of qualifications within the SNE; - ensure the portability of qualifications, mobility of learners and workers, and lifelong learning; - facilitate alignment of national qualifications with SADC qualifications frameworks (SADCQFs) and other qualifications in Africa and in the world; and - facilitate access to qualifications offered within the context of the SNE through processes of recognition of acquired competencies. <p>Principles of the new comprehensive NQF: equality, equity, transparency, flexibility, mobility, internal adequacy, external adequacy, mandatory application, and technical authority.</p>	<p>Currently there are 2 sectoral frameworks:</p> <ul style="list-style-type: none"> - QUANCES – higher education - QNQP – vocational education <p>The new integrated NQF is in advanced stage of consultation. Approval by the Council of Ministers is expected in 2022. The integrated NQF is comprehensive - all sub-sectors and levels.</p>	<p>QUANCES: 3 levels Domains of learning – level descriptors : KSC</p> <p>QNQP: 5 levels Domains: KS ; degree of autonomy and attitudes</p> <p>NQF: 10 levels KS Autonomy and Responsibility</p>

<p>Namibia</p>	<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. - Provide assurance of the quality of education, training and assessment in Namibia. 	<p>Comprehensive - all sub-sectors</p>	<p>10 levels</p>
<p>Rwanda</p>	<p>Ministerial order n° 003/MINEDUC/2021 of 20/10/2021 determining Rwanda Qualifications Framework (RQF) Official Gazette n° special of 20/10/2021</p> <p>https://gazettes.africa/archive/rw/2021/rw-government-gazette-dated-2021-10-20-no-Special.pdf</p>	<ul style="list-style-type: none"> - The revised RQF has 3 inter-related functions: communication, reforming and regulatory function. - The RQF is a communication framework which draws on the existing education subsector qualification systems as its starting point and aims to make them more transparent as a basis for rationalising them. The RQF communication is, thus, about making better an integrated use of the already existing qualification systems. - The RQF is a reforming framework which aims to improve the existing qualification systems by strengthening their integration, coherence, relevance and quality. Part of this reform is the introduction of new pathways, new guidelines, new roles and responsibilities of different stakeholders, as well as the clarification of the vertical and horizontal links between different types of Qualifications. - The RQF is established as a reference point for developing and reviewing education and training programs. This implies that the RQF is referred to and influences the design, provision and award of qualifications. In addition, the RQF operates as an intermediary and regulates not only which qualifications should form part of the education, training and industry ecosystem, but also how they should be described and according to which criteria. <p>Objectives of the revised RQF:</p>	<p>Scope: comprehensive</p> <p>The philosophy driving the RQF and the level descriptors is in line with a Competence-Based Curriculum and Credit Accumulation Modular Scheme (CAMS) adopted in the RQF Sub-Frameworks of Basic Education, TVET and Higher Education.</p> <p>Credit system: 1 = 10 notional hours</p>	<p>Consists of 10 qualification levels.</p> <p>RQF is anchored to the following 5 domains:</p> <ul style="list-style-type: none"> - Knowledge & Understanding; - Applied Knowledge, Understanding and Practice; - Generic Cognitive Skills; - Communication, ICT and numeracy skills; - Autonomy, responsibility and working with others <p>The purpose of level descriptors for Levels 1 to 10 of the RQF is to ensure coherence, consistency and connection in learning</p>

		<ul style="list-style-type: none"> - To create a integrated national qualifications framework for learning and training achievements for Basic Education, TVET, Higher Education among other service providers in industry and professional practice; - To improve the understanding of the Rwandan education system, including learning pathways and qualifications and how they relate to each other. - To ensure that Rwandan education and training standards are defined by agreed learning outcomes that are applied consistently. - To enhance and coordinate the quality of education and training by setting standards across levels of qualifications in the different education subsectors; - To promote competence-based approaches to learning, teaching and assessment in all Rwandan education subsectors; - To provide multiple pathways that encourage learners to upgrade their skills, knowledge and competencies to respond to the changing needs of education and the labour market; - To promote the recognition of prior learning through which, formal and informal learning are measured and mediated for recognition across different contexts for credit, access, inclusion or advancement in the national formal education and training system and labour market; - To establish a reference framework for Rwandan education and training providers to ensure that they meet required quality standards and award qualification certificates and degrees which are nationally, regionally, and internationally recognized. 		is achieved across all levels and qualifications.
Senegal	Loi No 2015-01 , Orientation law of vocational and technical training. Article setting the 5 levels of qualification.	<p>The Senegal National Vocational Qualifications Framework (NVQF) comprises qualifications at five levels, governed by two different ministries: levels V to II (including BTS) by the ministry in charge of TVET, and the highest level by the Ministry of Higher Education. The qualifications cover industry and tertiary labour market work.</p> <ul style="list-style-type: none"> - Level V - CAP: skilled worker certificate; 	<p>Scope:</p> <ul style="list-style-type: none"> - Vocational and technical (5 levels) - Higher education – LMD (licence, maîtrise, doctorat) 	Levels of the NVQF are described by the degree of responsibility in the context of employment / enterprise.

		<p>- Level IV - BEP: Certificate of vocational education;</p> <p>- Level III - BT: Technician certificate;</p> <p>- Level II - BTS/DUT: Higher technician certificate/University Technology Diploma; and</p> <p>- Level I - Engineering Diploma.</p> <p>Remarkably levels II and I correspond to qualifications equivalent to or higher than Licence or Master.</p> <p>Diplomas of higher education such as Higher diploma of technology (DST), Diplomas of specialised studies (DES) and other university diplomas besides the DUT, notably the University diploma of management (DUG), and University or Interuniversity diplomas (DIU) are also proposed by Higher education institutions.</p> <p>Senegal is working towards a single unified National Qualifications Framework (NQF) structure in Senegal with a comprehensive scope encompassing qualifications from all sub-systems and levels. Currently Senegal has two sub-system qualifications frameworks: the higher education qualifications framework associated with the system Licence-Maitrise-Doctorat (LMD) and the national vocational qualifications framework (NVQF). National education qualifications such as the <i>Certificat de fin d'études élémentaires</i> (CFEE), the <i>Brevet de fin d'études moyennes</i> (BFEM) and the baccalaureate are part of the overall qualifications system, but do not integrate yet a normative national qualifications framework (NQF).</p>		
Seychelles	<p>Seychelles Qualifications Authority (SQA) SQA Act No 12 of 2005. SQA started in 2006. Regulations setting-up the National Qualifications</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>	Comprehensive – all sub-sectors and levels	A 10 level framework with qualification types. Primary Certificate Qualification at level 1 to Doctoral and Post Doctoral Qualifications at level 10.

	<p>Framework for the Republic of Seychelles, 2008.</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 both national and international portability and comparability <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>New developments (2021):</p> <ul style="list-style-type: none"> - Repeal and new SQA Act - Review of QA Manual (incorporates programme and institutional accreditation) - Review of the NQF and NQF Regulations (following enactment of new Act) 		<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 4. Autonomy and responsibility
<p>Zambia</p>	<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>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 	<p>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 	<p>10 levels</p> <p>Domains – level descriptors:</p> <ul style="list-style-type: none"> - Foundational competence (based on knowledge) - Technical competence (based on skills)

	<p>The NQF and the Act No 13 are undergoing review.</p>	<ul style="list-style-type: none"> - 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>Progress made on the review of the current ZQF:</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 for the implementation of Credit Accumulation and Transfer in the country; - 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. 	<ul style="list-style-type: none"> - Higher Education 	<ul style="list-style-type: none"> - Reflexive competence (application of Knowledge and skills)
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3 NQF Management framework

	Lead NQF body: legal statute, structure. Website	Main functions of the lead body (NQF and non-NQF related)	Main stakeholders	Funding (origins)
Botswana	<p>Botswana Qualifications Authority</p> <p>Parastatal established by the Botswana Qualifications Authority Act, No 24 of 2013</p>	<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 	<ul style="list-style-type: none"> - Education institutions - Training Providers. - NGOs that provide part of the funding. - Employers. 	<p>According to BQA Act No 24 of 2013: monies appropriated by the National Assembly; grants and donations; service fees; income from investments</p>

<p>Cape Verde</p>	<p>Unidade de Coordenação-Sistema Nacional de Qualificações (UC-SNQ) (The Coordination Unit of the National Qualifications System)</p> <p>Decree-Law No. 7/2018. New decree concerning UC-SNQ. Led by the coordinator and is composed of: a) the Inter-ministerial Technical Committee for Qualification (CTIQ), b) the Executive Secretariat, and c) the National Commission of Professional Equivalences (CNEP), a specialised body of the SNQ.</p> <p>National Catalogue of Qualifications</p> <p>ARES - Agência Reguladora do Ensino Superior (ARES)- regulatory agency, quality assurance in higher education</p>	<p>Governance of the NQF, in the frame of the SNQ, is assured by the UC-SNQ, initially established by Decree-Law No. 62/2009 (14 December 2009).</p> <p>UC-SNQ's mission is to ensure the development of the SNQ, to promote and strengthen the integration of the offer of training, through the CNQ and the NQF and the evaluation and recognition of professional competences.</p> <ul style="list-style-type: none"> - Detailed mandate of UC-SNQ – see Annex 1 of this mapping. 	<ul style="list-style-type: none"> - Social partners - Sectoral technical councils (CTS) - Institute of Employment and TVET (IEFP) - Higher education institutions 	<p>State Budget. (Other sources)</p>
<p>Egypt</p>	<p>National Authority for Quality Assurance and Accreditation in Education (NAQAAE)</p> <p>ETQAAN - Egyptian TVET Quality Assurance and Accreditation National Authority (ETQAAN).</p> <p>NAQAAE Board – NQF Executive Committee</p>	<ul style="list-style-type: none"> - Establish, implement and monitor the NQF. - ETQAAN is responsible for developing quality assurance policies and strategies for the VET as well as developing a national system for quality assurance and accreditation of educational and training institutions and programs, quality concepts and standards, teaching and learning methods, assessment methods, and following up their implementation 	<p>Ministry Education and VET Social partners Sector skills councils</p>	<p>State Budget</p>

<p>The Gambia</p>	<p>National Accreditation and Quality Assurance Authority (NAQAA)</p> <p>As part of the reform agenda of the Gambia government in Tertiary and Higher Education, the National Accreditation and Quality Assurance Authority (NAQAA) was established by an Act of Parliament (NAQAA AACT) in April 2015</p>	<p>Among NAQAA’s functions, the following are closely related to NQF</p> <ul style="list-style-type: none"> - Overseeing the development and implementation of the National Qualifications Framework and ensure its objectives are met; - Endorsing all certificates awarded by registered and accredited tertiary education institutions. - Maintaining a comprehensive national educational information management system comprising registered and accredited institution, approved qualifications, learner achievements, Trainers, Assessors, Verifiers, Center Managers, Recognized Professional Bodies, craft persons and associated information. - Developing and implementing policy and criteria for the development, registration and publication of qualifications and part-qualifications including the standards and curriculum of the qualification; 		<p>State Funding-annual subvention</p>
<p>Kenya</p>	<p>The Kenya National Qualifications Authority (KNQA) was established in 2015 as set out in the Kenya National Qualifications Framework (KNQF) act no. 22 of 2014.</p> <p>KNQF Regulations, 2018 stipulate the regulations concerning all domains of the NQF (certification; recognition, equation and approval of foreign qualifications and RPL; structure of the NQF – national qualifications assessment systems, national database. Levels, volume of learning, accumulation of credits towards qualifications, transfer of credits, award of qualifications).</p> <p>Council</p>	<p>KNQA: custodian of qualifications in Kenya</p> <ul style="list-style-type: none"> - Mandate of KNQA: help coordinate and harmonize the various levels of education; and to create a database of all qualifications in the country. - The KNQF which the authority has developed and is now implementing is part of Kenya’s international commitments to develop an accurate, reliable and robust database of all qualifications in the country that will allow for comparability, equation, recognition and information sharing of qualifications globally. <p>Functions of KNQA:</p> <ul style="list-style-type: none"> - Establish and maintain the KNQF; - Register Institutions; <ul style="list-style-type: none"> o National Qualifications Awarding Institutions (NQAIs); o Foreign Qualifications Awarding Institutions (FQAIs); o Recognizing and working with Professional Bodies; - Register Qualifications; - Certificates of qualifications Equivalence (CoQE); - Register Learners; - Policies on Recognition of Prior Learning; - Credit Accumulation and Transfer Systems; - Recognition, Equation & Verification of Local & Foreign Qualifications. 	<ul style="list-style-type: none"> - Commission Higher Education - TVETA, CDACC, KEC, KICD, NITA and industry - ESQAC - KASNEB - Professional bodies 	<p>State Budget-Annual budget allocation by Parliament. Service Revenue and projects.</p>

	Director-General	Detailed mandate of KNQA in Annex 1 of this Mapping		
Mauritius	<p>Mauritius Qualifications Authority (MQA) The Act No 42/2001 established MQA: MQA Act (2001) amended in 2005</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>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>Objects of MQA (Art 4)</p> <ul style="list-style-type: none"> - To develop, implement and maintain the NQF - Ensure compliance with provisions for registration and accreditation in the MQA Act - Ensure that standards and registered qualifications are internationally comparable. <p>Functions of MQA</p> <ol style="list-style-type: none"> 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 <ol 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; b) to generate and register national standards for any occupation; 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); d) to register and accredit training institutions in Mauritius; e) to recognise and validate competencies for purposes of certification obtained outside the formal education and training systems; 	<p>Ministry of Education</p> <p>Tertiary Education Commission</p> <p>Industrial and Vocational Training Board</p> <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>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>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>Annex of this mapping: organisational set-up and functions of MQA Divisions</p>		
Mozambique	<p>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>QUANQES: CNAQ – supervises implementation of the qualifications framework of higher education, and coordinates the process of development of the new comprehensive NQF.</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. CNAQ is also coordinating the process of development of the new comprehensive NQF.</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</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</p>	<p>State Budget.</p> <p>Funding by the World Bank for several projects</p>

		<p>education reform underway in the country. ANEP is actively involved in the process of development of the new comprehensive NQF.</p> <p>The National Catalogue of Professional Qualifications is the instrument for public use and information on all registered professional qualifications. The main Catalogue A includes 151 qualifications (levels 2 to 5 of QNQP) and 19 independent modules. Catalogue B, foreseen for qualifications from private corporations, has not yet registered qualifications.</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>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>	
Namibia	<p>Namibian Qualifications Authority Act No 29, 1996 – Namibia Qualifications Act, 1996</p> <p>Council – Committees - Director</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>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>Rwanda</p>	<p>Ministerial order n° 003/MINEDUC/2021 of 20/10/2021 determining Rwanda Qualifications Framework (RQF) Official Gazette n° special of 20/10/2021</p> <p>RQF is underpinned by Law No 10/2021 of 1/02/2021 determining the organisation of education.</p> <p>RQF Coordination Committee – established by Ministry of Education</p>	<p>Functions of the RQF Coordination Committee:</p> <ul style="list-style-type: none"> - Organise periodic stakeholders’ consultative meetings aimed at monitoring of implementation of the RQF and the applicable guidelines - Advice Ministry of Education on any action to be taken for successful implementation of the RQF and its guidelines. <p>a) Coordination level: lead - Ministry of Education; others: partner ministries and institutions e.g. Ministries of Labour, Youth, ICT. b) Implementation level: Regulatory bodies, Professional bodies, PSF, Education institutions c) Beneficiaries level: students, parents, employers</p>	<p>Education institutions, Professional bodies, students, parents, employers</p>	<p>State funding</p>
<p>Senegal</p>	<p>National Commission – transversal</p> <p>ANAQ-Sup: The National Quality Assurance Authority for Higher Education Research and Innovation.</p> <p>Ministry of Employment, Vocational Education, Apprenticeship and Inclusion (MFPAI)</p>	<ul style="list-style-type: none"> - National Commission composed of Ministries, ANAQ-Sup, social partners. Meets regularly to deliberate on matters related with recognition, quality assurance of qualifications of all sub-sectors. 	<p>Directorate of Examinations, Vocational Examinations and Certifications Directorate of Baccalaureate Office Directorate of Pedagogical Affairs Social partners (trade unions, employers). Autonomous Teachers Union for Higher Education and the Unitary and Democratic Teachers Union of Senegal Parents associations</p>	<p>State funding. International funding and technical projects</p>
<p>Seychelles</p>	<p>SQA Act No 12/2005; SQA started activity in 2006</p>	<p>Mission of SQA:</p>		<p>SQA Act No 12/2005, Part 5:</p>

	<p>View here the SQA Structure diagram: SQA Board, Executive Director, Departments (Standards Setting and Framework Development, Quality Assurance, Administration, Database)</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> <ul style="list-style-type: none"> - to formulate and implement a national qualifications framework - to keep and maintain a register of recognised qualifications - to promote the quality and standards of education and training through a system of accreditation, validation and quality assurance - to review the policies and criteria on which the framework of qualifications will be based - to establish criteria for, and monitor the process of, recognition of competencies acquired outside of formal education and training - to evaluate and establish equivalence of foreign qualifications - to facilitate learners' access to, and progression within, the national education and training system - to maintain a database on all providers within education and training - to promote international recognition of local qualifications - to ensure the protection of the interest of learners, and - to advise the Minister on matters relating to the functions of the authority <p>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.</p>		<p>Funds of SQA consist of: monies votes by the National Assembly for the use of the Authority; monies accruing to the Authority from its operations; monies received by the Authority by way of loans, donations, gifts or grants.</p>
<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:</p> <p>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:</p> <p>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;</p>

				charge and collect fees for services provided by the Authority.
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4 Partnerships and cooperation intra-Africa and global; views on ACQF

	Partnerships, cooperation with other NQF bodies in Africa (+ recognition and QA bodies)	International networking	ACQF: expectations on benefits and collaborations	ACQF: expectations on ACQF governance and partnerships
Cape Verde	ECOWAS;	HAQAA; ACQF		
Botswana	SADCQF			
Egypt	Arab Network for Quality Assurance (ANQAHE)	HAQAA;		
The Gambia	ECOWAS			
Kenya	EAQFHE; AQVN			
Mauritius	SADC – Aligned to SADCQF			
Mozambique	SADCQF			
Namibia	SADCQF TQF			
Rwanda	EAC			
Senegal	ECOWAS; CAMES; RAFANAQ ; REESAO; AQVN;	HAQAA; ACQF HCERES - Haut Conseil de l'Évaluation de la Recherche et de l'Enseignement Supérieur CEEC - Commission de l'Évaluation de l'Enseignement Collégial – Québec		
Seychelles	SADCQF – aligned to SADCQF	ACQF		
Zambia	SADCQF	ACQF		

5 Annex 1

Botswana

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;
- Accredite 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
- (x) 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

Cape Verde

The UC-SNQ is responsible for:

- Coordination of the organisation and functioning of the system of recognition validation and certification of professional competences, including methodological aspects, accreditation of certification entities and support and monitoring.
- Elaboration of professional profiles, as base elements for the design of training modules.
- Establish harmonised format and methodology for the development of the professional profiles.
- Identify, in collaboration with the social partners, the professional profiles demanded by enterprises and propose the definition of professional qualifications with specific characteristics.
- Match the curricular organisation of training with the competences defined in the professional profiles.
- Carry out studies on the transformation of qualifications as a result of technological, economic and social change.
- Study and analyse the relationship between professional training and employment and the most adequate methods to develop professional competences aligned with labour market demands.
- Promote mechanisms for efficient articulation between the different subsystems.
- Contribute to the convergence between academic and professional qualifications.
- Coordinate, in cooperation with CNEP, the recognition of professional qualifications obtained abroad.
- Analyse, coordinate and support requests from the private sector to develop new qualifications.
- Keep the NQF updated and cooperate with other NQFs in the region and beyond.
- Propose and support the development of the monitoring system and of the quality assurance system.

UC-SNQ develops proposals on:

- Framework of key competences
- Credit system for professional education and training
- Modular training
- Dual model of professional training
- Distance learning model
- Model of “training checks”

Kenya

KNQA

According to the KNQF act, 2014, the main functions of the KNQA are

- Co-Ordinate and Supervise the Development of Policies on National Qualifications;
- Develop A Framework for The Development of An Accreditation System on Qualifications;
- Develop A System for Assessment of National Qualifications;
- Develop and Review Inter-relationships and Linkages Across National Qualifications in Consultation with Stakeholders, Relevant Institutions and Agencies;
- Maintain A National Database of National Qualifications;
- Publish Manuals, Codes and Guidelines on National Qualifications;
- Advise and Support Any Person, Body or Institution Which Is Responsible for The Award of National Qualifications;

- Publish an Annual Report on The Status of National Qualifications;
- Set Standards and Benchmarks for Qualifications and Competencies Including Skills, Knowledge, Attitudes and Values;
- Define the Levels of Qualifications and Competencies;
- Provide for The Recognition of Attainment or Competencies Including Skills, Knowledge, Attitudes and Values;
- Facilitate Linkages, Credit Transfers and Exemptions and A Vertical and Horizontal Mobility at All Levels to Enable Entry, Re-Entry and Exit;
- Conduct Research on Equalization of Qualifications;
- Establish Standards for Harmonization and Recognition of National and Foreign Qualifications;
- Build Confidence in the National Qualifications System that Contributes to the National Economy;
- Provide Pathways That Support the Development and Maintenance of Flexible Access to Qualifications;
- Promote the Recognition of National Qualifications Internationally; And
- Perform Such Other Functions as May Be Provided Under This Act.

The Gambia

Rationale and justification for the new integrated and comprehensive GNQF

- Despite the collaboration that exists between the sub-sectors, the lack of a unified national framework across the entire education system has resulted in poor linkage between the two subsectors, preventing TVET graduates from pursuing higher education qualifications in higher education institutions, in particular, the University of the Gambia
- GNQF articulates the linkages that should exist within the education system to ensure effective and efficient coordination and management of the sector
- The framework is an important reference point for providers of education services by providing a unified and comprehensive organising structure for existing and new qualifications.
- The framework also helps in the harmonization and standardization of qualifications both at the national and international level
- Within the Gambia, the framework promotes life-long learning, access, mobility and progression into and between education and training sectors. This is achieved by integrating existing vocational education and training, general education as well as tertiary and higher education into a national framework with levels accommodating all categories and form of learners
- On an international scale, the framework will ensure recognition in other countries and comparability of qualification standards thereby facilitating international graduate mobility and competitiveness

Mauritius

MQA has 4 main divisions: <http://www.mqa.mu/English/Governance/Pages/Divisions-at-MQA.aspx>

- **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

- Approval of non-award courses
- 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)
 - Setting up Industry Training Advisory Committees (ITACs)
 - Developing and generating National Qualifications and Units Standards in different sectors
- Promoting Recognition of Prior Learning (RPL) acquired outside the formal education system
 - Training of RPL Facilitators and Assessors
 - 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

6 Sources

- a) National legislation and regulations: hyperlinks are given in the text of this mapping

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