



Project “Support Implementation of the African Continental Qualifications Framework”
(ACQF-II)



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National Qualifications Frameworks in Africa

Survey Report

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List of used abbreviations

ACQF	African Continental Qualifications Framework
CATS	Credit Accumulation and Transfer System
NQF	National Qualifications Framework
RPL	Recognition of Prior Learning
RQF	Regional Qualifications Framework
TVET	Technical and Vocational Education and Training

1 Overview of NQFs in Africa: a wider picture

This overview distributes National Qualifications Frameworks (NQF) in Africa by stage of development and implementation. This overview has as a wider country coverage than the data collected via the survey. The results presented in table A are the responsibility of ACQF-II project coordination.

Our most sincere acknowledgements to all NQF institutions and working groups, experts and the respondents of this survey for the generous information-sharing, valuable clarifications and forward-looking analysis.

- This overview is based on the results of the survey, complemented by information from countries, which did not participate in the survey.
- This overview includes data on 42 countries, while the survey covers the 29 countries, which kindly submitted responses.
- Complementary information sources used in this overview: [ACQF Mapping Study Reports](#); NQF policy documents shared with ACQF-II project coordination by countries not included in the survey; countries' specific information collected by ACQF-II project coordination in the context of capacity development and policy workshops and activities; updates shared by the Regional Economic Communities.
- Differences in classification by stages of development and implementation exist between this overview and Table 2 of this report. These differences are explained by the higher number of countries included in this overview and the interpretation by the coordination of the ACQF-II project.
- Explanatory notes on the colour codes used in Table A: a) In black font: countries' classification by stage of NQF development aligned to the survey data; b) In red font: classification by stage of NQF development modified by ACQF-II coordination, based on complementary information; c) In green font: additional countries, which did not submit responses to the survey.

Table A: Overview of NQFs in Africa – a wider coverage of countries

Stage of NQF development and implementation	Number of NQFs in Africa	Countries
Stage 1: NQF development not started	4	Burkina Faso Chad, Gabon, S. Tomé and Príncipe
Stage 2: NQF in early thinking	4	Senegal, Somalia, Democratic Republic of Congo, South Sudan
Stage 3: NQF in development and consultation	14	Cameroon, Djibouti, Ghana, Guinea-Bissau, Malawi, Nigeria, Sierra Leone, Sudan, Uganda Madagascar Côte d'Ivoire, Liberia, Morocco, Republic of Congo
Stage 4: NQF in place (fully developed, approved as a legal act, started implementation)	12	Angola, Eswatini, Ethiopia, Gambia, Mozambique, Tanzania, Tunisia, Zimbabwe Burundi, Egypt, Lesotho, Rwanda
Stage 5: NQF operational and reviewed	8	Cabo Verde, Kenya, Namibia, Seychelles, South Africa, Zambia Botswana, Mauritius
TOTAL number of countries in this overview	42	

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2 Background and methodology

2.1 Background and objective of the survey

The African Continental Qualifications Framework-II supports the development of National Qualifications Frameworks (NQF) and related policies in African countries, working in close cooperation and coordination with the relevant national authorities and with the Regional Economic Communities (RECs). The African Continental Qualification Framework (ACQF-II) project, implemented in partnership with the European Training Foundation (ETF) and the African Union (AU) continues the regular mapping of qualifications frameworks and related policies across the continent.

This report presents the findings of the 2023 ACQF-II National Qualifications Survey.

The aim of the survey was to collect data and update the mapping of NQFs across Africa. The data will feed into the yearly-updated database on the state-of-play of qualifications frameworks in all African Union Member States and Regional Economic Communities. Thus, the results of the survey are instrumental in providing a broad overview of the landscape of qualifications and areas related to qualifications frameworks.

The survey's design, dissemination, data collection, cleaning and analysis was concluded by PPMI, with the support of the ACQF-II Content Coordinator.

2.2 Data collection, analysis and methodology

Dissemination and data collection

The survey was distributed online, on Alchemer, via an email campaign. The questionnaire form was open between September 13 – October 11, with an extension of 19 days, until October 30. Reminder emails were sent out on the 26th of September. Furthermore, the survey was opened for an additional week between January 5 – 12, 2024.

The survey was distributed in three languages, English, French and Portuguese, to key stakeholders among AU Member States and Regional Economic Communities. The contact database was provided by the ACQF-II Content Coordinator.

The questionnaire was developed by PPMI based on the 2020 ACQF Mapping survey, with the valuable support of the ACQF-II Content Coordinator and the Implementation expert team.

The survey included 48 questions of various types and utilised multiple display logics. The main branching of the survey was based on the NQF development level. Most questions were closed, single and multiple choice or involved importance ratings. Furthermore, the survey included several open-ended question and, in multiple cases, a text box option for requesting further detailed information or for cases when the respondent intended to give an answer outside of the predetermined list of options.

Methodological considerations

In total, the survey received **51 complete responses**. Complete responses are considered those that have answered all obligatory questions and reached the end of the survey – thus, non-mandatory questions may not have been answered by all 51 respondents.

The total number of complete responses came from 29 countries. Subsequently, some countries received multiple responses. Initial data analysis made clear that these country responses were often conflicting. Throughout the report, we flag any such inconsistencies between respondents. Furthermore, wherever possible,

we have validated the data with experts and, if necessary, excluded congruent responses from a single country, in order to visualise data on a country-by-country basis, where each is represented with equal weight. Additionally, summary tables were prepared to better display the results on a country basis. Furthermore, it is important to add that respondents also answered questions based on their perceptions – hence, some information provided may need to be triangulated or corroborated with desk research. Such cases are questions connected to attitudes and awareness (e.g. awareness of NQFs) or when respondents from the same country provided inconsistent or conflicting responses.

The report primarily presents results by frequencies and absolute values, instead of percentages. This choice is motivated by the number of responses, which does not exceed the one hundred limit, generally considered the lowest threshold for presenting non-distorted results in percentages.

The data collected during the survey exercise was examined using descriptive analysis, cross-tabulation analysis and qualitative content analysis.

The questionnaire was structured into six main sections:

- Demographic and organisational aspects
- National Qualifications Framework (NQF) – Development and Governance
- NQF Characteristics
- NQF Credit systems
- Impact, needs, and lessons learnt on NQFs
- Regional Qualifications Frameworks

The structure of the report follows the sections presented above, with each subchapter reporting the results of usually one question.

3 Analysis of respondents

3.1 Geography

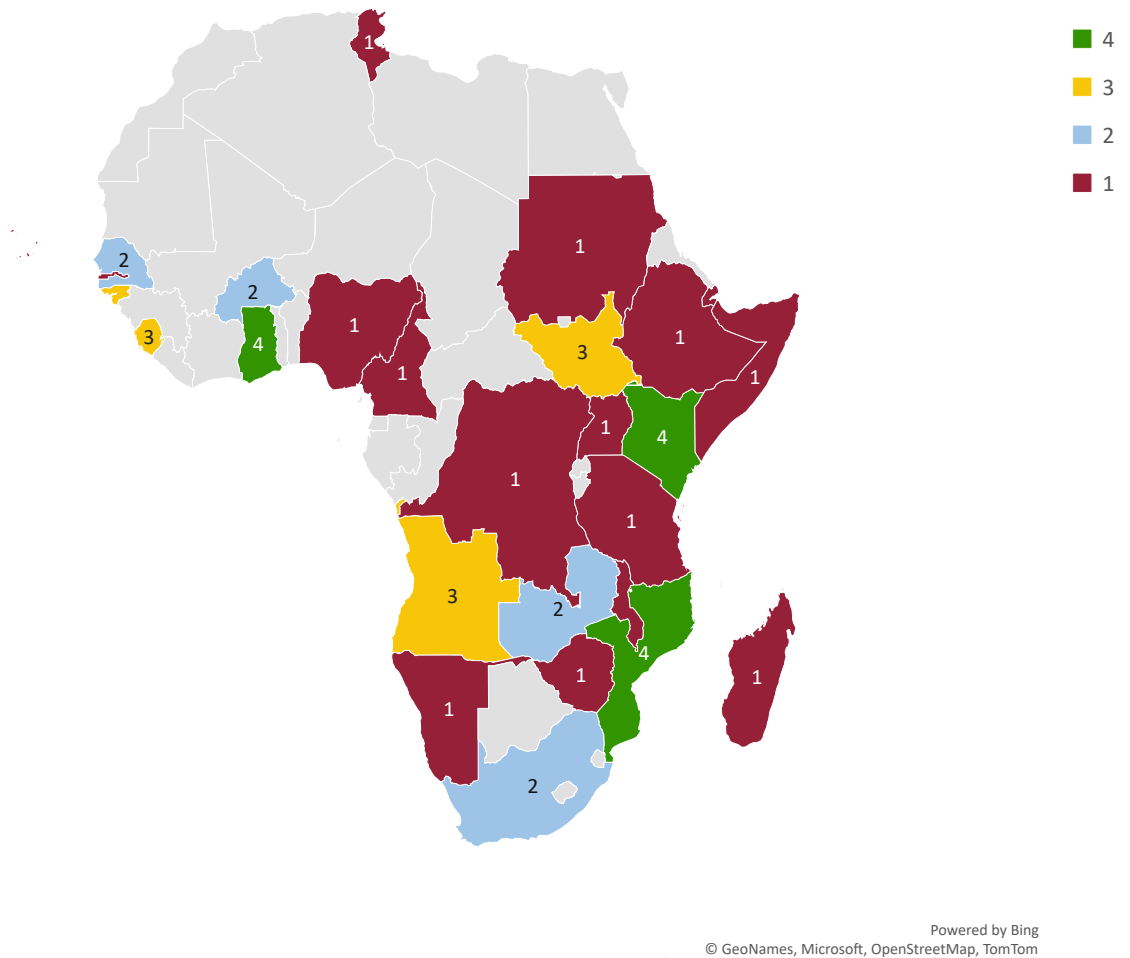
The survey captured 51 responses from 29 countries (please see the map below). As follows, in some countries, more than one response was registered. The table below presents the countries with more than one response, the full country list is attached in Annex A, Table 14.

Furthermore, the survey was completed mostly in English (34 times or in 66.7% of the cases). Less frequently, in 9 cases, the survey was accessed in French and on 8 occasions in Portuguese.

Table 1. Countries with multiple responses

Country	Number of responses
Ghana	4
Kenya	4
Mozambique	4
Angola	3
Guinea-Bissau	3
Sierra Leone	3
South Sudan	3
Burkina Faso	2
Eswatini	2
Senegal	2
South Africa	2
Zambia	2

Figure 1. Respondents by countries of origin

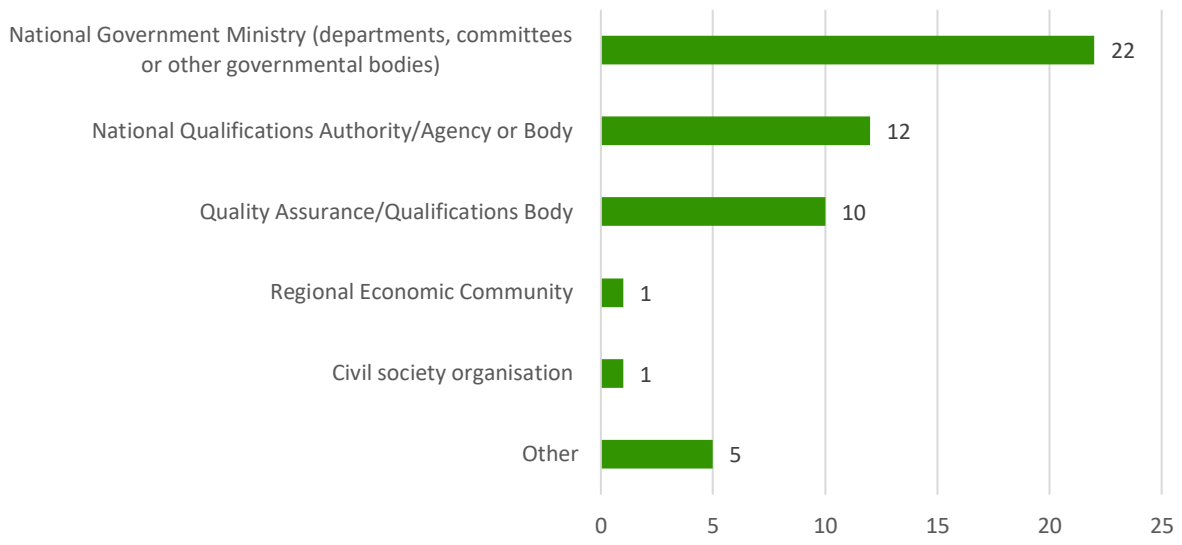


Note: One response were submitted from Cabo Verde and Seychelles respectively. Countries in grey did not submit responses.

3.2 Organisational types

The **largest group of respondents** are from **national government ministries**, amounting to 43.1% or 22 responses. The two other largest groups are respondents from national qualifications authorities (12 responses or 23.5%) and quality assurance bodies or qualifications bodies (10 responses or 19.6%). Furthermore, the survey has been completed by a representative of a REC, a member of a civil society organisation and 5 respondents representing other types of organisations, with international or continental backgrounds.

Figure 2. Respondents by organisation types



4 Survey results

The following sections present the results of the survey in more detail. The first subchapter (3.1) tackles NQF's level of development and its governance structures, the second subchapter (3.2) delves into the characteristics of NQFs (e.g. sectoral coverage, levels, domains of level descriptors, legal basis etc.), while the third subchapter present results on NQF credit systems. The fourth subchapter discusses the perceived impact, needs and lessons connected to NQFs while the last one presents results connected to Regional Qualifications Frameworks (RQFs).

4.1 NQF development and governance

The section discussed the varying degrees of NQFs' development across the continent, the underlying governance structures in terms of overall coordination as well as day-to-day operation of NQFs and the sources of funding.

4.1.1 Level of development

Following the methodology of the first survey, the questionnaire distinguished between different stages of developing and implementing NQFs. Accordingly, countries could be categorised as:

- Level 1: Development not started,
- Level 2: Early thinking,
- Level 3: In development or consultation,
- Level 4: In place (fully developed, approved as a legal act, started implementation),
- Level 5: Operational and reviewed.

Survey responses point to **varying levels of NQF development across African countries**, with **countries in Southern Africa having more developed systems**. More detailed results are presented in the figure and table below.

For complementary information refer to Table A in chapter 1 of this report.

Figure 3. Level of development across countries



Note: Countries in grey did not submit a response.

The table below summarises development stages by countries. **Most countries have either started developing their NQFs** (reported in 11 cases) or **have adopted at least an NQF legal act** (9 cases). As of the time of the survey, **four countries reported to have an advanced NQF implemented or reviewed** their framework: Cabo Verde, Namibia, South Africa and Zambia.

Table 2. National Qualifications Frameworks in Africa by level of development and implementation

Stage of NQF development and implementation	Number of NQFs in Africa	Countries
Stage 1: NQF development not started	3	Burkina Faso, Madagascar, South Sudan

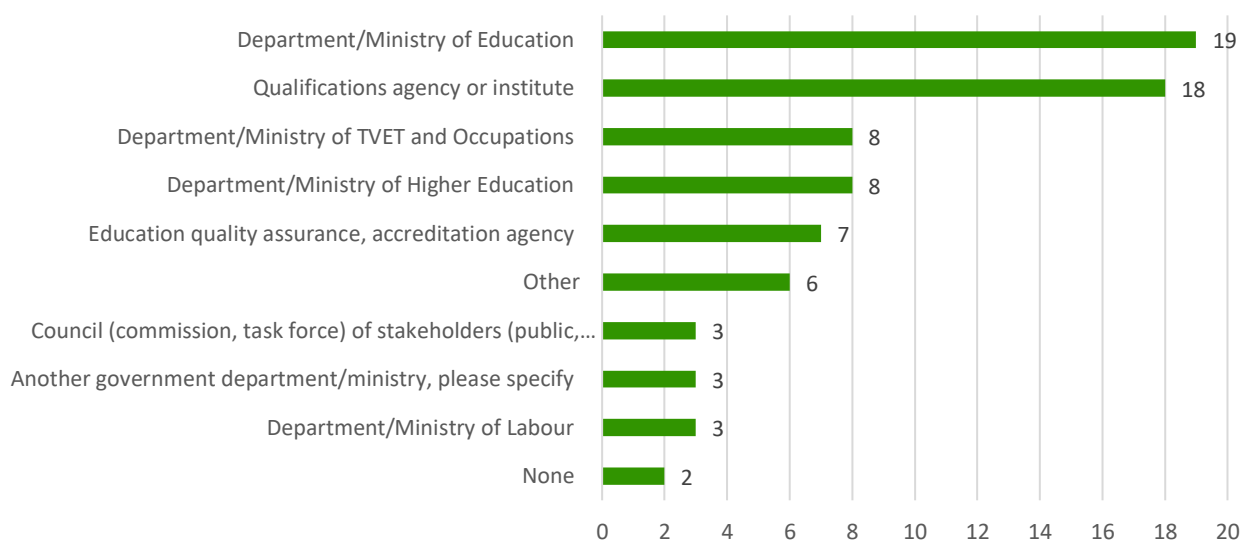
Stage 2: NQF in early thinking	2	Senegal, Somalia
Stage 3: NQF in development and consultation	11	Cameroon, Democratic Republic of Congo, Djibouti, Ethiopia, Ghana, Guinea-Bissau, Malawi, Nigeria, Sierra Leone, Sudan, Uganda
Stage 4: NQF in place (fully developed, approved as a legal act, started implementation)	9	Angola, Eswatini, Gambia, Kenya, Mozambique, Seychelles, Tanzania, Tunisia, Zimbabwe
Stage 5: NQF operational and reviewed	4	Cabo Verde, Namibia, South Africa, Zambia

4.1.2 Coordination and oversight of NQF development or implementation

Most often, **Departments or Ministries of Education are the main organisations responsible for the overall coordination and oversight of NQFs** (selected 19 times, or by 37.3% of the respondents). Alternatively, **qualifications agencies or institutes** (18, or 35.3%) are often the main responsible organisations as well. Other ministries may also be the main responsible body such as Departments or Ministries of Higher Education (8 respondents) or in Departments and Ministries of TVET and Occupations (8).

Other organisations (6 responses, such as qualifications authorities, boards or national council for technical and other academic awards), quality assurance and accreditation agencies (7) were some of the other frequently indicated organisations.

Figure 4. Organisation responsible for the overall coordination and oversight of NQF development and implementation (multiple choice, by respondents)

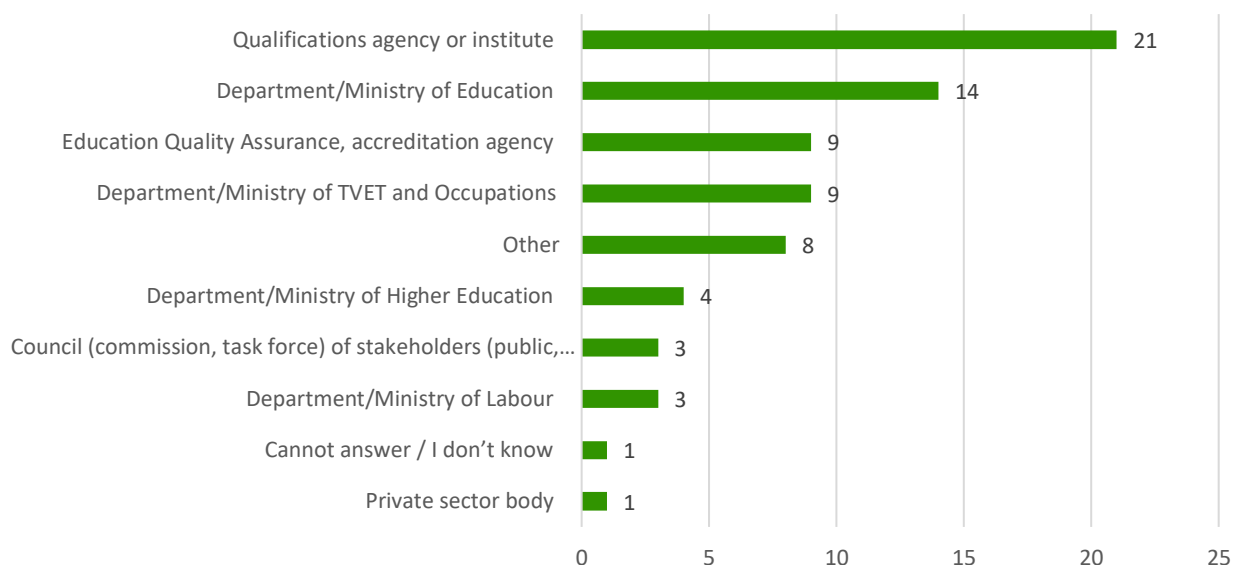


4.1.3 The day-to-day running of NQF

As opposed to the overall coordination of NQFs, **day-to-day running is usually supervised more by qualifications agencies or institutes** (21 or 46.7%) than ministries or departments. However, **African countries tend to vary in this respect quite a lot**. In more detail, other organisations that tend to be managing implementation and day-to-day running are: Departments or Ministries of Education (14 or 31.1%), Departments or Ministries of TVET

and Occupations (9) as well as Education quality assurance or accreditation agencies (9) or other organisations (8).

Figure 5. Organisations responsible for the implementation and day-to-day running of the NQF (multiple choice, by respondents)

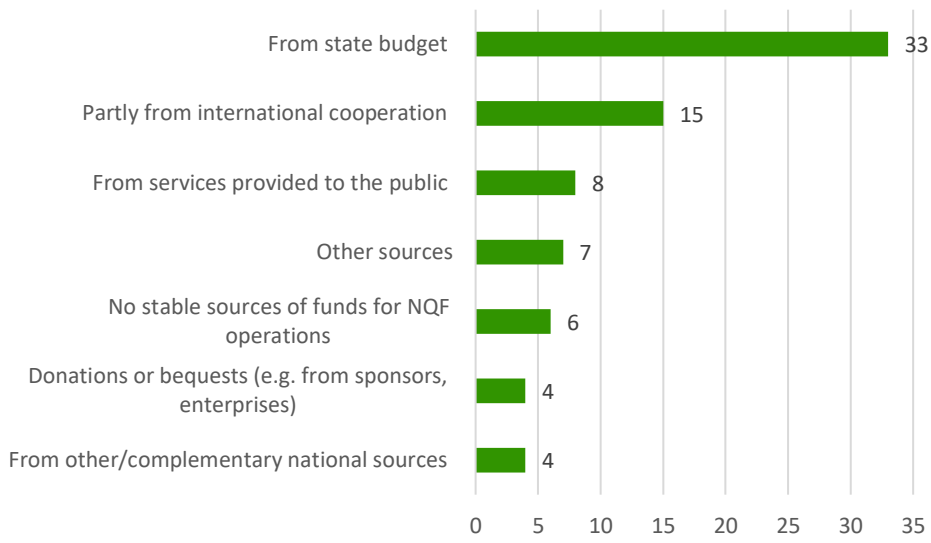


4.1.4 Resources for operating NQF

Resources for operating NQFs are most frequently provided **from the state budget** (selected in 33 cases or by 73.3% of the respondents). Moreover, a larger group of the respondents also indicated that **resources are partly funded as part of international cooperation** (15 answers or 33.3%). Other types of funding are much less common, such as obtaining financial resources from services to the public (8 or 17.8%), other types of funding (7 other) and from other complementary national sources (4) or donations (4). Such was the case of Cameroon, where financial resources are supported via an IDA World Bank loan, or, by some other international organisation (e.g. NUFFIC). Importantly, **in 6 cases, respondents indicated that there are no stable funds secured for NQF operations.**¹

¹ These were reported by respondents from Guinea-Bissau, Sierra Leone, Kenya, South-Sudan and Tunisia.

Figure 6. Origin of Resources for NQF operations (multiple choice, by respondents)²



² Congruent responses in case of Angola and Kenya were excluded.

Table 3. Summary table of organisations responsible for coordinating and day-to-day running of NQFs and available resources

Country	Overall coordination	Day-to-day running	Resources
Angola	Qualifications agency or institute	Qualifications agency or institute	From state budget Other sources
Burkina Faso	Department/Ministry of Education		
	None		
Cabo Verde	All listed types of organisations except other government department/ministries	Qualifications agency or institute Department/Ministry of Education Department/Ministry of Labour Department/Ministry of Higher Education Department/Ministry of TVET and Occupations Education Quality Assurance, accreditation agency Council (commission, task force) of stakeholders Private sector body	From state budget Partly from international cooperation
Cameroon	Another government department or ministry, MINEFOP		Other - IDA loan
Democratic Republic of the Congo	Department/Ministry of TVET and Occupations	Qualifications agency or institute Department/Ministry of TVET and Occupations Council (commission, task force) of stakeholders (public, private, civil society)	From state budget From other/complementary national sources Partly from international cooperation Donations or bequests
Djibouti	Department/Ministry of Education Department/Ministry of Higher Education	Department/Ministry of Education	From state budget
Eswatini (formerly Swaziland)	Department/Ministry of Education Eswatini Qualifications Authority	Department/Ministry of Education	From state budget From services provided to the public Partly from international cooperation Donations or bequests
		Eswatini Qualifications Authority	From state budget
Ethiopia	Department/Ministry of Education		Other - Its development was supported by NUFFIC
Gambia	Qualifications agency or institute	Qualifications agency or institute	From state budget
Ghana	Education quality assurance, accreditation agency	Education Quality Assurance, accreditation agency	From state budget Partly from international cooperation
	Qualifications agency or institute Department/Ministry of Education Department/Ministry of Labour	Qualifications agency or institute Department/Ministry of Education Department/Ministry of Labour	From state budget

Country	Overall coordination	Day-to-day running	Resources
	Education quality assurance, accreditation agency	Education Quality Assurance, accreditation agency	From state budget Partly from international cooperation
	Education quality assurance, accreditation agency	Education Quality Assurance, accreditation agency	From state budget
Guinea-Bissau	Department/Ministry of TVET and Occupations	Department/Ministry of Education Department/Ministry of TVET and Occupations	Partly from international cooperation ACQF/Reset/Enabel
	Department/Ministry of Education Department/Ministry of Higher Education	Department/Ministry of Education	Other sources No stable sources of funds for NQF operations
	Qualifications agency or institute Department/Ministry of TVET and Occupations	Qualifications agency or institute Department/Ministry of TVET and Occupations	No stable sources of funds for NQF operations
Kenya	Qualifications agency or institute	Qualifications agency or institute	From state budget
	Qualifications agency or institute	Qualifications agency or institute	From state budget
	Department/Ministry of TVET and Occupations	Qualifications agency or institute	From state budget
	Qualifications agency or institute Department/Ministry of Education	Qualifications agency or institute Department/Ministry of Education	From state budget
Madagascar	Interministerial committee (under establishment)		
Malawi	Department/Ministry of Education	Department/Ministry of Education	From state budget
Mozambique	Another government department/ministry	Qualifications agency or institute	Partly from international cooperation
	Education quality assurance, accreditation agency	Education Quality Assurance, accreditation agency	From state budget From other/complementary national sources From services provided to the public Partly from international cooperation
	Qualifications agency or institute	Qualifications agency or institute	From state budget From services provided to the public Partly from international cooperation
	Qualifications agency or institute Education quality assurance, accreditation agency Council (commission, task force) of	Qualifications agency or institute Education Quality Assurance, accreditation agency	From state budget Partly from international cooperation

Country	Overall coordination	Day-to-day running	Resources
	stakeholders (public, private, civil society)		
Namibia	Qualifications agency or institute	Qualifications agency or institute	From state budget From services provided to the public
Nigeria	Department/Ministry of Education	Department/Ministry of Education	From state budget
Seychelles	Qualifications Authority Board	Other - Qualifications Authority	From state budget
Senegal	Education quality assurance, accreditation agency	Education Quality Assurance, accreditation agency	Partly from international cooperation Other - ANAQ-Sup budget
	Qualifications agency or institute		
Sierra Leone	Department/Ministry of Higher Education	Department/Ministry of Education Department/Ministry of TVET and Occupations	From state budget Partly from international cooperation
	National Council for Technical and Other Academic Awards (SEPA)	Separate body to be established	Partly from international cooperation
	Qualifications agency or institute Department/Ministry of Education Department/Ministry of Higher Education Department/Ministry of TVET and Occupations Another government department/ministry Council (commission, task force) of stakeholders	Cannot answer / I don't know	No stable sources of funds for NQF operations
Somalia	Department/Ministry of Education	Department/Ministry of Education	No stable sources of funds for NQF operations
South Africa	Department/Ministry of Higher Education	Qualifications agency or institute	From state budget From services provided to the public Donations or bequests
	Qualifications agency or institute	Qualifications agency or institute	From state budget
South Sudan	None	Other - Not established	No stable sources of funds for NQF operations
	Department/Ministry of Education		
	Other - Not decided		
Sudan	Department/Ministry of Education	Department/Ministry of Education	From state budget
	Department/Ministry of Labour	Department/Ministry of Labour	From other/complementary national sources
	Department/Ministry of Higher Education	Department/Ministry of Higher Education	Partly from international cooperation
	Department/Ministry of TVET and Occupations	Department/Ministry of TVET and Occupations	
Tanzania	Department/Ministry of Education	Implementation is done by different actors, not yet	From state budget

Country	Overall coordination	Day-to-day running	Resources
		consolidated	Partly from international cooperation
Tunisia	Department/Ministry of TVET and Occupations	Department/Ministry of TVET and Occupations	No stable sources of funds for NQF operations
Uganda	Department/Ministry of Education	Qualifications agency or institute Department/Ministry of Education Department/Ministry of Higher Education Department/Ministry of TVET and Occupations	From state budget
Zambia	Qualifications agency or institute Department/Ministry of Education	Qualifications agency or institute	From state budget From services provided to the public
	Qualifications agency or institute Department/Ministry of Education	Qualifications agency or institute	From state budget From services provided to the public Donations or bequests (e.g. from sponsors, enterprises)
Zimbabwe	Department/Ministry of Higher Education	Department/Ministry of Education Department/Ministry of TVET and Occupations Education Quality Assurance, accreditation agency	From state budget From other/complementary national sources From services provided to the public

Note: Grey-coloured cells are missing responses.

4.2 NQF characteristics

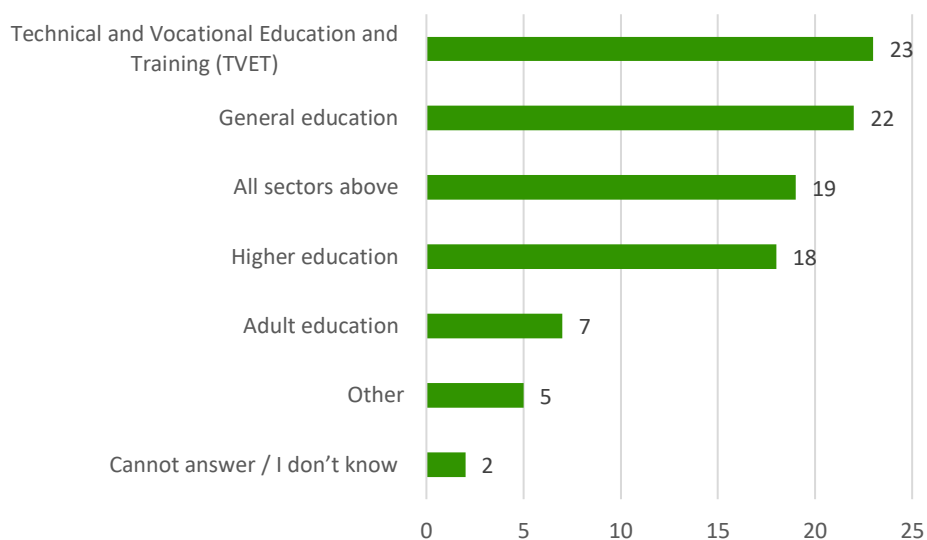
The section below presents some of the key characteristics of NQFs and how these vary across African countries.

4.2.1 Coverage of sectors

Most NQFs were reported to have a wide coverage, including all stages of learning and development. Adult education was the most frequently not covered area. As follows, 19 respondents reported that general education, higher education, TVET and adult education is covered (or 42.2%). Roughly, the **other half of respondents indicated that their NQFs do not cover all the indicated sectors.** TVET (23 or 51.1%) and general education (22 or 48.9%) are the most often covered sectors in NQFs, while higher education was selected a bit less often (18 or 39.1%) included. In turn, adult education is much less often covered in qualifications frameworks (only in 7 cases). Other areas that were mentioned were industrial skills or professional skills of other nature.

To summarise by countries, it is also visible that a large portion of the countries cover all sectors listed (13 countries), while in the case of those countries where the NQF is not entirely comprehensive, TVET sector is covered most often (13 countries), followed by general (8) and higher education (8).

Figure 7. NQF coverage of various sectors (multiple choice, by respondents)³

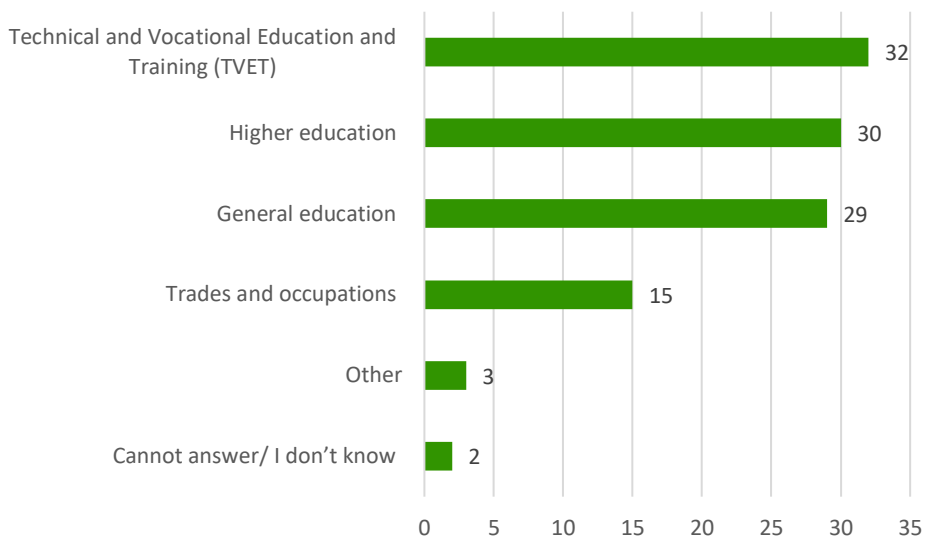


4.2.2 NQF sub-frameworks

Overall, **the majority of the respondents indicated that their NQF is composed of different sub-frameworks.** Nonetheless, some of the education and training areas are less often organised under a sub-framework. Most report that higher education (30 respondents or 78.9%), general education (29 or 76.3%) and TVET all have sub-frameworks (32 or 84.2%). Trades and occupations tend to have a separate sub-framework much less often (15 responses).

³ Congruent responses from South Africa excluded.

Figure 8. NQF sub-frameworks included in the framework (multiple choice, by respondents)⁴



The table below summarises information on NQFs' sectoral coverage, the presence of sub-frameworks and the inclusion of non-formal and informal learning on a country-by-country basis.

Overall, TVET (20 countries), higher education (19) and general education (18) are usually covered as sub-frameworks within NQFs. All of the sectors are covered as sub-frameworks in case of the Democratic Republic of the Congo, Gambia, Ghana, Guinea-Bissau, Kenya South Africa, Tanzania. Moreover, Angola, Gambia, Tunisia, Zambia and Zimbabwe include non-formal and informal learning as well.

⁴ Duplicate and congruent responses were excluded in the case of Ghana, Mozambique, Sierra Leone, South Africa and Zambia. Multiple responses were kept for Senegal, Guinea-Bissau, Kenya and Eswatini.

Table 4. Summary table of countries' NQFs by sectoral coverage, sub-frameworks and inclusion of non-formal and informal learning

	NQF Sectoral coverage	Sub-frameworks	Inclusion of non-formal or informal learning
Angola	All sectors	TVET, other	Through recognition of prior learning
Cabo Verde	All sectors		Through recognition of prior learning; The NQF includes all forms of learning
Cameroon	All sectors		
Democratic Republic of the Congo	All sectors	TVET, Higher education, General education, Trades and occupations	The NQF includes all forms of learning
Djibouti	All sectors	TVET, Higher education, General education	
Eswatini	All sectors	TVET, Higher education, General education	Through recognition of prior learning
Ethiopia	All sectors	TVET, Higher education, General education	
Gambia	All sectors	TVET, Higher education, General education, Trades and occupations	Through recognition of prior learning; The NQF includes all forms of learning
Ghana	TVET,	TVET, General education	
	TVET, Other (Professional)	Technical and Vocational Education and Training (TVET) General education, Higher education, Other	
	TVET, Other (Professional(TVET, General education, Higher education, Other	
	TVET, Other	-	
Guinea-Bissau	All sectors above	TVET Higher education General education Trades and occupations	
	Technical and Vocational Education and Training (TVET) General education Higher education Adult education	Technical and Vocational Education and Training (TVET) Higher education General education Trades and occupations	
	All sectors above Other – Industrial/Skills	Technical and Vocational Education and Training (TVET) Higher education	

	NQF Sectoral coverage	Sub-frameworks	Inclusion of non-formal or informal learning
		General education	
Kenya	All sectors ⁵	TVET, Higher education, General education, Trades and occupations ⁶	Through recognition of prior learning
	All sectors and Industrial/skills sector		
	All sectors	Technical and Vocational Education and Training (TVET), Trades and occupations	Through recognition of prior learning
	All sectors	TVET, Higher education, General education, Trades and occupations ⁷	Through recognition of prior learning
Malawi	TVET, General education, Higher education	TVET, Higher education, General education	
Mozambique	TVET, General education, Higher education	TVET, Higher education, Trades and occupations	Through recognition of prior learning
		TVET, Higher education, General education, Trades and occupations ⁸	
		TVET, Higher education, General education,	Through recognition of prior learning
		TVET, Higher education, General education	Through recognition of prior learning
Namibia	All sectors		The NQF includes all forms of learning
Nigeria	All sectors	Higher education	
Senegal	All sectors	TVET, Higher education, General education	
Seychelles	TVET, General education, Higher education		Through recognition of prior learning
Sierra Leone	All sectors ⁹	TVET, Higher education, General education ¹⁰	
	TVET, General education, Higher education		
South Africa	All sectors	TVET, Higher education, General education, Trades and occupation ¹¹	Through recognition of prior learning, policies on sub-frameworks

⁵ Multiple response found which were not congruent with each other: higher education and adult education were not selected by a respondent

⁶ Higher education and general education was not selected by one out of the three respondents

⁷ Higher education and general education was not selected by one out of the three respondents

⁸ Higher education and general education was not selected by one out of the three respondents

⁹ Multiple responses were not congruent with each other: adult education was not selected

¹⁰ Two out of the three selected higher education and general education

¹¹ TVET was only selected once out of the two responses

	NQF Sectoral coverage	Sub-frameworks	Inclusion of non-formal or informal learning
Sudan	TVET, General education, Higher education	TVET, Higher education, General education	
Tanzania	All sectors	TVET, Higher education, General education, Trades and occupations	Through recognition of prior learning
Tunisia	TVET, General education, Higher education		Through recognition of prior learning; The NQF includes all forms of learning
Uganda	Other	TVET, Higher education, General education	
Zambia	All sectors	Higher education, General education, Trades and occupations	Through recognition of prior learning; The NQF includes all forms of learning ¹²
	All sectors	Higher education General education Technical and Vocational Education and Training (TVET)	Through recognition of prior learning
Zimbabwe	All sectors	Higher education, General education, Trades and occupations	Through recognition of prior learning; The NQF includes all forms of learning

Note: Grey-coloured cells are missing responses.

¹² One out of the two responses included inclusion through the NQF as well

4.2.3 Levels of NQF

The overwhelming **majority of respondents reported that NQFs have 10 levels**, with some fluctuation observed within the range of 8 or more than 10 levels. Accordingly, 32 responses (72.2%) indicated that their NQFs have 10 levels. The second most frequent is NQFs with 8 levels (5 responses), followed by those frameworks that have more than 10 levels (3 responses). NQFs with less than 8 levels were highly uncommon. To list these out, Ghana and Tunisia indicated to have less than 8 levels in the framework (see table below on the country-by-country summary)

Figure 9. Levels of NQF¹³

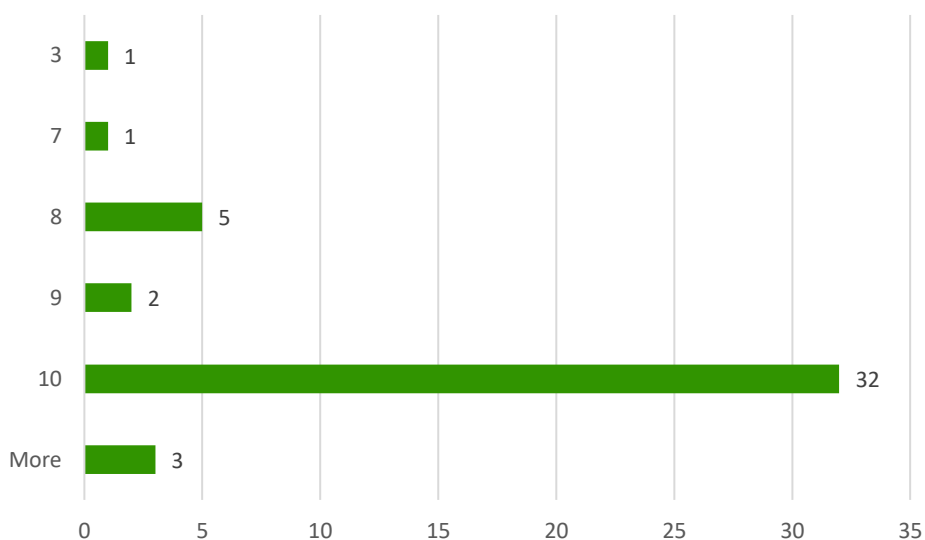


Table 5 below summarises the level of NQF by each of the responding countries. Conflicting responses are reported in the footnote.

As discussed, most countries have 10 levels of the NQF with a few exceptions. For instance, democratic Republic of Congo and Djibouti have 9 levels of the NQF, Cabo Verde, Ethiopia, and Sudan – 8, Tunisia – 7, while Nigeria have 3 levels of the NQF. Levels of the NQF in Senegal and South Sudan are yet to be developed.

Table 5. Summary of levels of NQFs by countries

Country	Levels of the NQF
Angola	10
Burkina Faso ¹⁴	8
Cabo Verde	8
Cameroon ¹⁵	10
Democratic Republic of Congo ¹⁶	9
Djibouti	9

¹³ Multiple, conflicting responses were received for Eswatini, Guinea-Bissau, Senegal and South Sudan, which were not excluded. Congruent responses from Angola, Ghana, Kenya, Mozambique, Sierra Leone and South Africa were excluded.

¹⁴ Not yet developed

¹⁵ Not yet developed

¹⁶ Not yet developed

Eswatini	10
Ethiopia	8
Gambia	10
Ghana ¹⁷	8/10
Guinea-Bissau ¹⁸	10
Kenya	10
Malawi	10
Mozambique	10
Namibia	10
Nigeria	3
Seychelles	10
Senegal	Not yet defined
Sierra Leone	10
Somalia	10
South Africa	10
South Sudan	Not developed
Sudan	8
Tanzania	10
Tunisia	7
Uganda	10
Zambia	10
Zimbabwe	10

Note: Grey-coloured cells signify missing responses.

4.2.4 Classifications

Organising education programmes, related qualifications or information on education in general might be performed based on various classificatory systems, that usually distinguish different levels of education. The results show that **UNESCO classifications and national educational classifications are applied in identical frequency** (21 responses or 41.2%) for NQF qualifications. Other types of taxonomies and classifications are used in varying degrees. To a slightly smaller extent, national occupational classifications are the third most used classificatory systems (18 responses, 35.3%). In turn, international classifications are less recurrent: international occupational classifications have been implemented for NQF classifications in 11 cases, while international skills classifications in 8 cases. It is noteworthy that a large number of respondents did not feel equipped to answer the question.

¹⁷ Conflicting responses were received, indicating that when developed will cover 10 critical levels.

¹⁸ Not yet developed.

Figure 10. Classifications and taxonomies used for NQF qualifications (multiple choice, by respondents)¹⁹

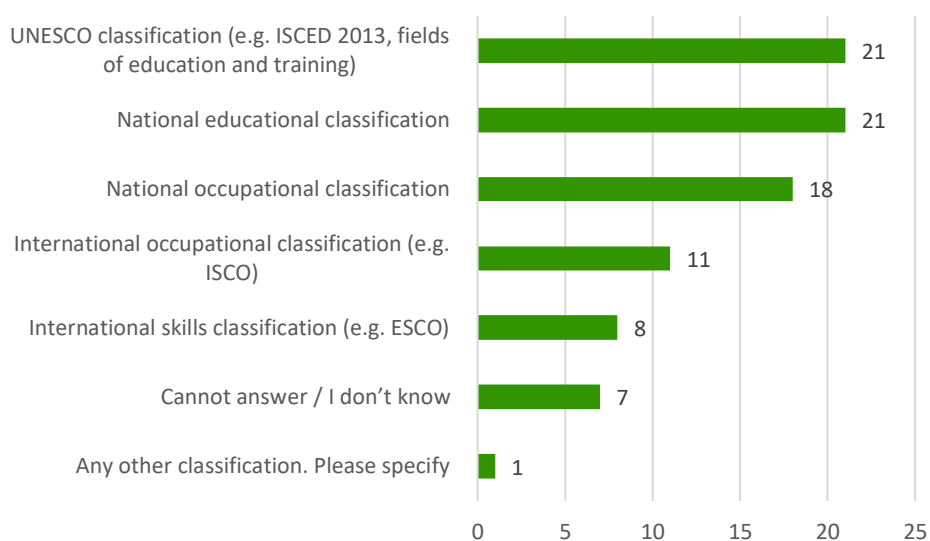


Table 6 below provides a summary of classifications and taxonomies used across the responding countries. Ethiopia, Madagascar, Malawi, Namibia, Nigeria, the Seychelles, Senegal, Somalia, Tanzania and Uganda are reported to use only one type of classifications, while all other countries employ multiple systems.

Table 6. Summary of classifications/taxonomies by countries

Country	Classifications / taxonomies
Angola	National occupational classification National educational classification
Burkina Faso	National occupational classification National educational classification UNESCO classification (e.g. ISCED 2013, fields of education and training)
Cabo Verde	National occupational classification National educational classification UNESCO classification (e.g. ISCED 2013, fields of education and training)
Cameroon	UNESCO classification (e.g. ISCED 2013, fields of education and training) International occupational classification (e.g. ISCO)
Democratic Republic of Congo	UNESCO classification (e.g. ISCED 2013, fields of education and training) International occupational classification (e.g. ISCO) International skills classification (e.g. ESCO)
Eswatini ²⁰	UNESCO classification (e.g. ISCED 2013, fields of education and training) National occupational classification
Ethiopia	UNESCO classification (e.g. ISCED 2013, fields of education and training)
Gambia	National occupational classification National educational classification UNESCO classification (e.g. ISCED 2013, fields of education and training) International occupational classification (e.g. ISCO)

¹⁹ Duplicate responses were excluded in case of Angola, Ghana, Mozambique, Sierra Leone.

²⁰ Conflicting responses were received, also indicating 8 levels.

	International skills classification (e.g. ESCO)
Ghana ²¹	National educational classification UNESCO classification (e.g. ISCED 2013, fields of education and training) International occupational classification (e.g. ISCO)
Guinea-Bissau	National occupational classification National educational classification UNESCO classification (e.g. ISCED 2013, fields of education and training) International occupational classification (e.g. ISCO) International skills classification (e.g. ESCO)
Kenya	National occupational classification UNESCO classification (e.g. ISCED 2013, fields of education and training) International occupational classification (e.g. ISCO)
Madagascar	Cannot answer / I don't know
Malawi	National educational classification
Mozambique	National occupational classification National educational classification UNESCO classification (e.g. ISCED 2013, fields of education and training) International skills classification (e.g. ESCO)
Namibia	International occupational classification (e.g. ISCO)
Nigeria	National educational classification
Seychelles	UNESCO classification (e.g. ISCED 2013, fields of education and training)
Senegal	National occupational classification ²²
Sierra Leone	National educational classification National occupational classification International occupational classification (e.g. ISCO)
Somalia	UNESCO classification (e.g. ISCED 2013, fields of education and training)
South Africa	National occupational classification National educational classification UNESCO classification (e.g. ISCED 2013, fields of education and training)
South Sudan	National educational classification ²³ National occupational classification
Sudan	UNESCO classification (e.g. ISCED 2013, fields of education and training) International occupational classification (e.g. ISCO) International skills classification (e.g. ESCO)
Tanzania	National educational classification
Tunisia	National occupational classification National educational classification
Uganda	National educational classification
Zambia	National educational classification UNESCO classification (e.g. ISCED 2013, fields of education and training)
Zimbabwe	National occupational classification National educational classification UNESCO classification (e.g. ISCED 2013, fields of education and training)

²¹ Conflicting responses were received, indicating that when developed will cover 10 critical levels.

²² When defined, will be based on.

²³ Conflicting responses were received, classifications were set, but no levels defined.

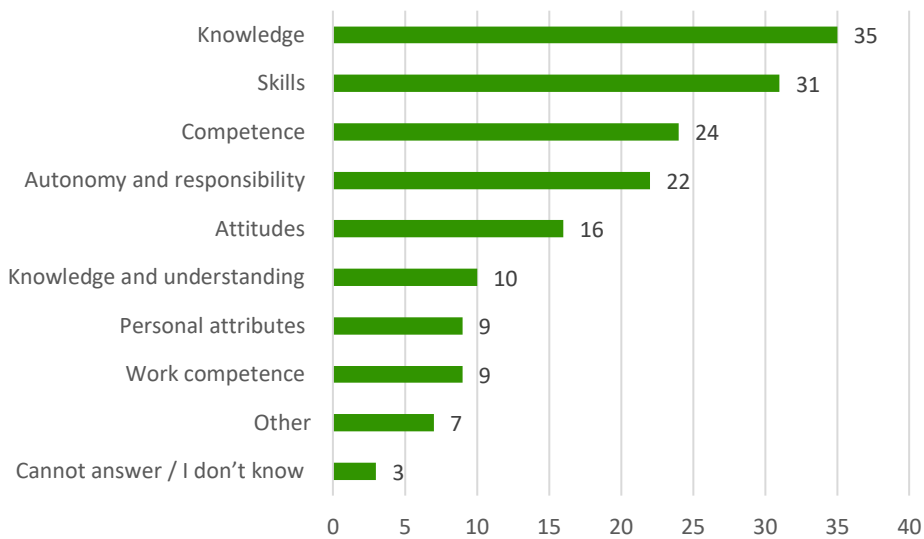
Note: Grey-coloured cells are missing responses.

4.2.5 Domains of level descriptors

Level descriptor domains are used to differentiate types of learning and learning outcomes captured in NQFs. As the figure below illustrates, there are multiple such domains used in African countries to describe learning outcomes. The **four most frequent descriptors** are **knowledge** (35 or 79.5% of respondents), **skills** (31 or 70.5%), **competence** (24 or 54.5%) and **autonomy and responsibility** (22 or 50%).

Somewhat less frequently, but other level descriptors are utilised as well, such as attitudes (16 or 36.4%), knowledge and understanding (10 or 22.7%), work competence (9) or personal attributes (9). Lastly, among other types of descriptors, reasons and problem-solving, the degree of complexity of tasks, autonomy, and responsibility were mentioned.

Figure 11. Domains of level descriptors used in NQFs (multiple choice, by respondents)²⁴



The usage of level descriptors across countries is summarised in the table below. Countries usually have at least three types of descriptors. In line with the previously discussed results, the most popular are: knowledge (used in 21 countries), skills (19), competences (16) and autonomy and responsibility (16).

Eight kinds of descriptors, the highest number overall, are used in Guinea-Bissau, Kenya, Sierra Leone and South Africa. The least number of different descriptors are used in Angola, Cameroon, Ethiopia, Malawi, Somalia and Zambia.

Table 7. Summary of level descriptors by countries

Country	Level descriptors
Angola	Knowledge; Skills; Autonomy and responsibility
Cabo Verde	Knowledge; Competence; Work competence; Autonomy and responsibility; Attitudes

²⁴ Duplicate, congruent responses from Angola, Ghana, Guinea-Bissau, Kenya, Sierra Leone and South Africa were excluded.

Cameroon	Knowledge; Skills; Autonomy and responsibility
Democratic Republic of Congo	Knowledge; Work competence; Autonomy and responsibility; Knowledge and understanding
Eswatini	Knowledge; Skills; Competence; Personal attributes
Ethiopia	Knowledge; Skills; Competence
Gambia	Skills; Competence; Autonomy and responsibility; Knowledge and understanding; Attitudes
Ghana	Knowledge; Skills; Competence; Autonomy and responsibility; Attitudes
Guinea-Bissau	Knowledge; Skills; Personal attributes; Autonomy and responsibility; Knowledge and understanding; Attitudes
Kenya	Knowledge; Skills; Competence; Work competence; Personal attributes; Autonomy and responsibility; Knowledge and understanding; Attitudes
Malawi	Knowledge; Skills; Competence; Personal attributes; Autonomy and responsibility; Knowledge and understanding; Attitudes
Mozambique	Knowledge; Skills; Attitudes, Autonomy and responsibility; Communication, Access and utilisation of information; problems-solving; methodology and procedures of research
Namibia	Knowledge; Skills; Competence; Autonomy and responsibility; Attitudes
Seychelles	Knowledge; Autonomy and responsibility; Other: Reasoning and problem solving; Degree of complexity of tasks
Senegal	To be defined later
Sierra Leone	Knowledge; Skills; Competence; Work competence; Personal attributes; Autonomy and responsibility; Knowledge and understanding; Attitudes
Somalia	Knowledge; Skills; Competence
South Africa	Knowledge; Skills; Competence; Work competence; Personal attributes; Autonomy and responsibility; Knowledge and understanding; Attitudes
Sudan	Knowledge; Skills; Competence; Autonomy and responsibility
Tanzania	Knowledge; Skills; Competence
Tunisia	Knowledge; Skills; Autonomy and responsibility; Attitudes
Uganda	Knowledge; Skills; Competence; Personal attributes; Attitudes
Zambia	Knowledge; Skills; Competence; Personal attributes; Attitudes
Zimbabwe	Skills; Work competence; Autonomy and responsibility; Knowledge and understanding; Attitudes

Note: Grey-coloured cells are missing responses.

4.2.6 Legal basis for the NQF and regulated areas

Qualifications frameworks may be established through different legal instruments or other types of (preparatory) documents. Respondents from countries with an NQF established indicated that **the primary legal bases** are a **law or act on the NQF authority** (14 responses) or a **decree on the NQF** (8 responses). One respondent indicated that there are guidelines on registration of qualifications, serving as a legal basis while one more respondent could not answer the question.²⁵ From a country-by-country perspective, In most countries with an established NQF, a law or act is the main regulatory document (8 cases), while a decree is also frequently used (5 countries).

Table 8. Legal basis of the NQF by country

Country	Legal basis of the NQF
---------	------------------------

²⁵ Duplicate, congruent responses from Angola, Kenya and South Africa were excluded.

Angola	Decree on the NQF
Cabo Verde	Decree on the NQF
Democratic Republic of the Congo	Law / Act on the NQF authority
Eswatini (formerly Swaziland)	Decree on the NQF
Gambia	Law / Act on the NQF authority
Kenya	Law / Act on the NQF authority
Mozambique	Decree on the NQF ²⁶
Namibia	Law / Act on the NQF authority
Seychelles	Law / Act on the NQF authority
South Africa	Law / Act on the NQF authority
Tanzania	Cannot answer
Tunisia	Decree on the NQF
Zambia	Law / Act on the NQF authority
Zimbabwe	Law / Act on the NQF authority

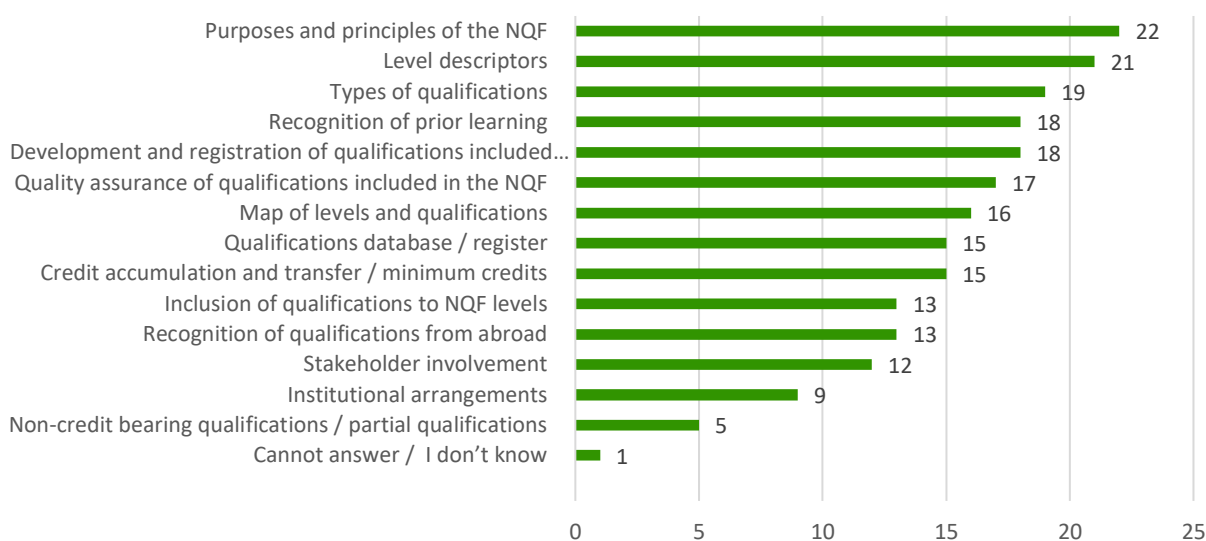
Furthermore, respondents were asked about the specific areas regulated by NQFs (see Figure 12 below), most of which are included in at least half of the cases. This shows that **certain areas tend to be widely covered by regulation**. More than two-thirds indicated that the purposes and principles of NQFs (included in 22 times or 95.7% of responses to the question), level descriptors (21 responses or 91.3%), types of qualifications (19 or 82.6%), development and registration of qualifications (19 or 82.6%), map of levels and qualifications (16 or 69.6%) and quality assurance of qualifications (17 or 73.9%) are covered in the legislation.

On the other end of the spectrum, institutional arrangements tend to be less covered (9 responses or 39.1%), alongside non-credit-bearing or partial qualifications (5 or 21.7%).

Angola, the Democratic Republic of Congo, Zambia and Zimbabwe have included institutional arrangements, while Mozambique has regulations on non-credit bearing qualifications or partial qualifications in its NQF. Kenya, Namibia and Zambia were countries that reported to cover both of these legal areas. Further country-by-country details are provided in Annex A, Table 15 and Table 16.

²⁶Respondent also indicated a law/ act on the NQF

Figure 12. Areas of the legal basis regulated by NQFs (by respondents)²⁷



4.2.7 Possible objectives of the NQF

Three of the most important objectives of NQFs (as illustrated in the figure below) are:

- The **harmonisation and integration of national qualifications systems** (89.4% or 42 respondents indicated to be at least important or very important)
- The **international comparability and transparency of qualifications and mobility** (89.6% or 43 thought to be at least very important).
- **Improving the value of technical and vocational qualifications** (89.4% or 42 respondents)

Five of the other surveyed possible objectives received a somewhat lesser but still high importance rating of between 80-90%:

- International mobility of students and workers, selected by 43 respondents
- Lifelong learning, selected by 41 respondents
- Progression and flexible pathways, selected by 41 respondents
- Quality assurance of qualifications, selected by 41 respondents
- Recognition of (prior) learning, non-formal and informal learning, selected by 39 respondents

In comparison, three other possible objectives were less frequently selected, receiving an importance rating of around 70%:

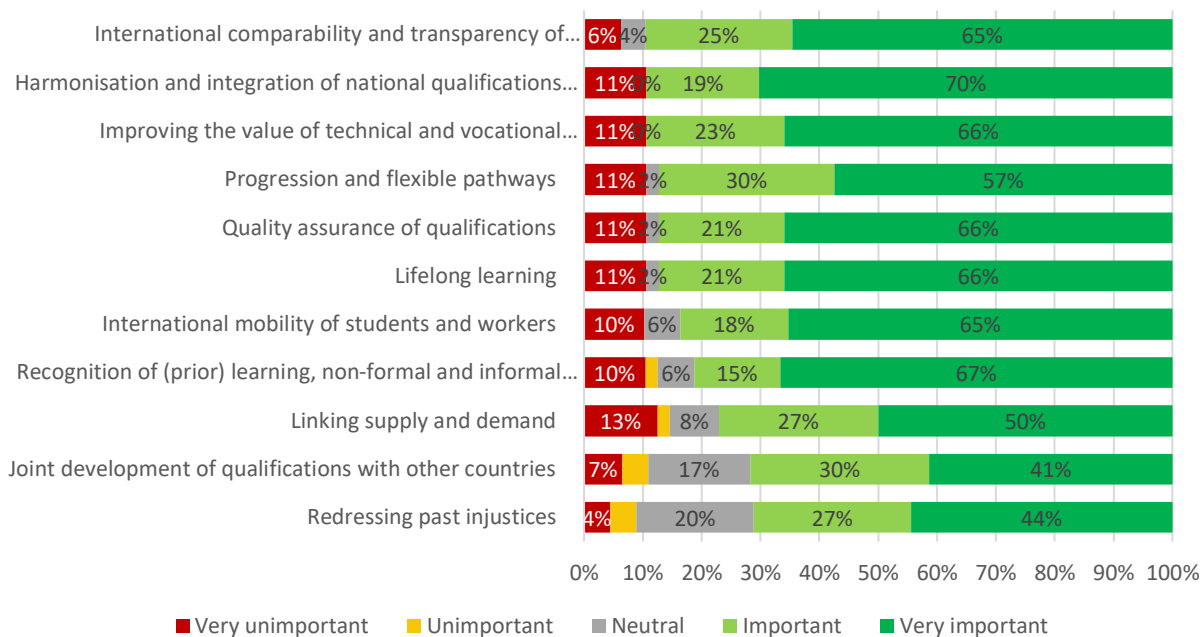
- Linking supply and demand, selected by 37 respondents
- Redressing past injustices, selected by 32 respondents
- Joint development of qualifications with other countries, 33 respondents

Given that most objectives are widely supported, countries may be differentiated in relation to less popular objectives. Accordingly, responses from Nigeria, Somalia, South Sudan, Ghana, Guinea-Bissau, Namibia think that the joint development of qualification with other countries are less important compared to the other items in the question. Furthermore, responses from Nigeria, South Sudan, Uganda and Zambia

²⁷ Multiple responses were received for Angola, Kenya, South Africa and Zambia.

reported that redressing past injustices are unimportant. However, most of these countries do not have a developed NQF, hence the relatively higher importance of other objectives.

Figure 13. Possible objectives of NQFs (by respondents)

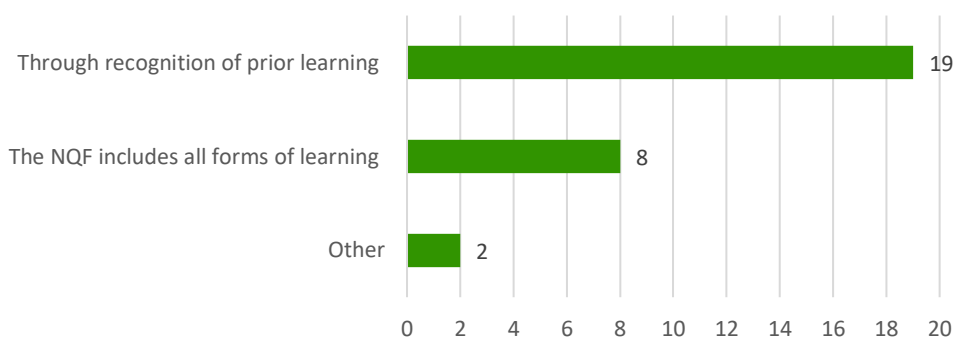


Note: Totals are: 45 - Redressing past injustices; 47 - Improving the value of technical and vocational qualifications; Lifelong learning; Progression and flexible pathways; Quality assurance of qualifications; Harmonisation and integration of national qualifications systems; 46 - Joint development of qualifications with other countries; 48 - International comparability and transparency of qualifications, mobility; Recognition of (prior) learning, non-formal and informal learning; Linking supply and demand; 49 - International mobility of students and workers

4.2.8 Non-formal, informal learning and learning outcomes

Non-formal and informal learning is part of the NQFs systems in 19 cases. Most often, **these forms of learning are included through the recognition of prior learning (18)**, while in some cases, NQF includes all forms of learning (8).

Figure 14. Representation of non-formal and informal learning in the NQFs (by respondents)²⁸



²⁸ Congruent responses were removed from Angola, Kenya and Zambia.

In most cases, qualification frameworks are based on learning outcomes (43 responses or 87.8%), while one respondent indicated a negative response and 5 did not know how to answer.²⁹ This observation is true for 26 countries, while 3 could not answer the question.

Furthermore, the figure below summarises education and training sectors within which learning outcomes are used in curriculums. In almost half of the cases (22 responses or 44.9% of those who answered the question) **learning outcomes are used in all of the relevant sectors, ranging from general education to adult education.**

With regards to specific education and training sectors, in cases where not all sectors are covered, learning outcomes are most often used in TVET curriculum (24 responses or 49%), general education (14 respondents or 28.6%) and higher education (12 responses or 24.5%). Learning outcomes are much less regularly used in adult education (6 responses), while 2 respondents (from Angola³⁰ and Senegal) said that none of the sectors are using learning outcomes.

Figure 15. Usage of learning outcomes in curriculum by education and training sectors (by respondents)³¹

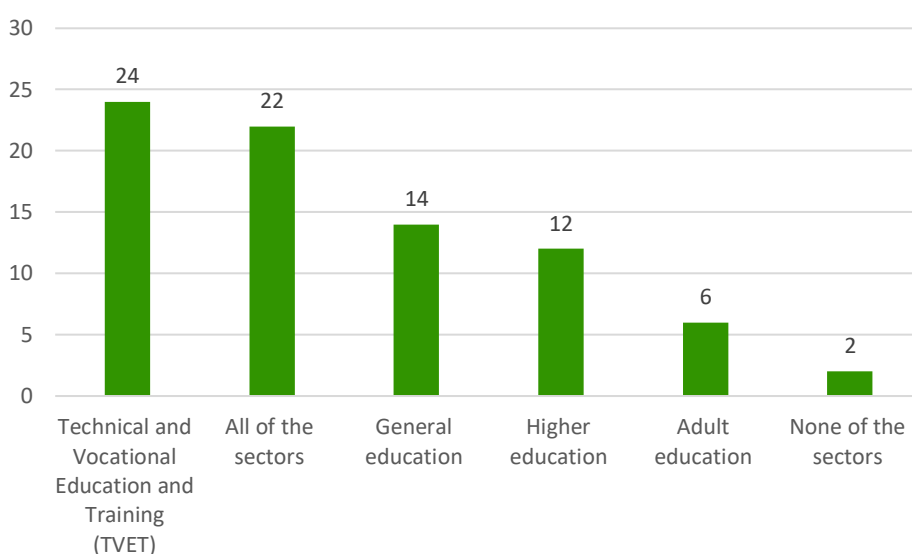


Table 9 below summarises information on a country basis. As visible, some countries, such as Cabo Verde, Gambia, Tunisia, Zambia and Zimbabwe have multiple means of including non-formal and informal learning in the NQF.

Table 9. Summary table of inclusion of non-formal and informal learning and inclusion of learning outcomes in NQFs by countries

	Inclusion of non-formal and informal learning	Are qualifications included in the NQF based on learning outcomes?
Angola	Through recognition of prior learning	Yes
	Through recognition of prior learning	Yes

²⁹ Duplicate, congruent responses excluded in case of Angola, Eswatini, Ghana, Guinea-Bissau, Kenya, Mozambique, Sierra Leone, South Africa and Zambia.

³⁰ This shows that conflicting responses were received in case of Angola, as other respondents said that learning outcomes are used in TVET, general education and higher education.

³¹ Congruent responses from Ghana, Kenya, Mozambique and Zambia were removed.

	Through recognition of prior learning	Yes
Burkina Faso		Yes
Cabo Verde	Through recognition of prior learning The NQF includes all forms of learning	Yes
Cameroon		Yes
Democratic Republic of Congo	The NQF includes all forms of learning	Yes
Djibouti		Cannot answer / I don't know
Eswatini	Through recognition of prior learning	Yes
		Yes
Ethiopia		Yes
Gambia	Through recognition of prior learning The NQF includes all forms of learning	Yes
Ghana		Yes
Guinea-Bissau		
Kenya	Through recognition of prior learning	Yes
	Through recognition of prior learning	Yes
	Through recognition of prior learning	Yes
	Through recognition of prior learning	Yes
Madagascar		Cannot answer / I don't know
Malawi		Yes
Mozambique		Yes
	The NQF includes all forms of learning	Yes
	Through recognition of prior learning	Yes
	Through recognition of prior learning	Yes
Namibia	The NQF includes all forms of learning	Yes
Nigeria		Yes
Seychelles	Through recognition of prior learning	Yes
Senegal		Cannot answer / I don't know
Sierra Leone		Yes
		Yes
Somalia		Yes
South Africa	Other - Policies on sub frameworks	Yes
	Through recognition of prior learning	Yes
South Sudan		Yes
		Cannot answer / I don't know
		Cannot answer / I don't know
Sudan		Yes
Tanzania	Through recognition of prior learning	Yes

Tunisia	Through recognition of prior learning The NQF includes all forms of learning	Yes
Uganda		Yes
Zambia	Through recognition of prior learning	Yes
	Through recognition of prior learning The NQF includes all forms of learning	Yes
Zimbabwe	Through recognition of prior learning The NQF includes all forms of learning	Yes

4.2.9 Quality assurance mechanisms, monitoring and assessment of NQFs

Responses indicate that **certain quality assurance features are more typical for African countries with NQFs. Standards underlying qualifications** (21 responses or 91.3%), **accreditation of education and training providers** (18 responses or 78.3%) and **agreed principles and methods to include qualifications in NQFs** (17, 73.9%) are **the most typical quality assurance mechanisms**. However, other features such as the registration of private providers (15 or 65.2%), agreed principles and methods to renew qualifications (16, 69.6%), peer reviews and experts' feedback (14, 60.9%), as well as users' feedback to improve qualifications are often used solutions as well.

Angola, Cabo Verde, the Democratic Republic Congo, Mozambique and South Africa indicated to be using all of the listed quality assurance mechanisms, while Namibia, the Seychelles and Zimbabwe indicated to use a part of the mechanisms.

Figure 16. Use of quality assurance mechanisms linked to NQF (by respondents)



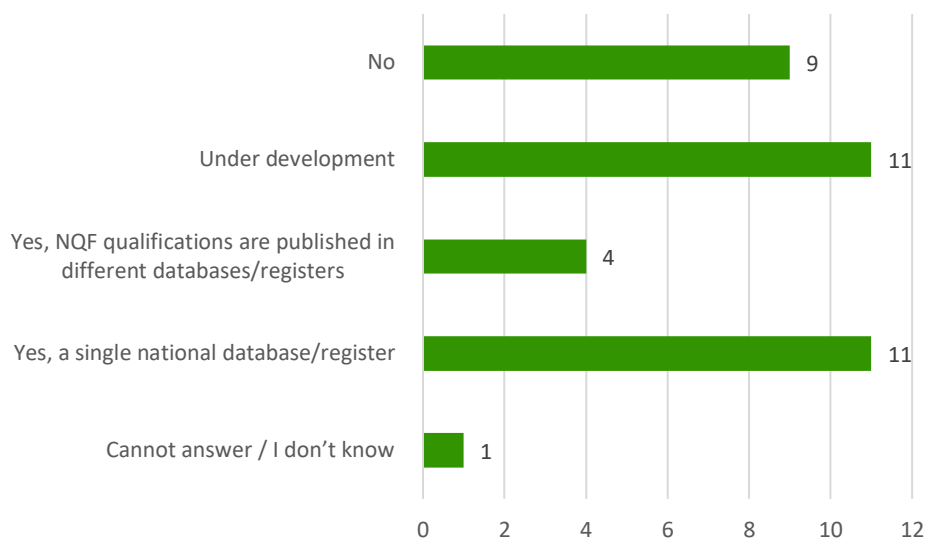
4.2.10 National database(s) or register(s)

Respondents who indicated to have a developed NQF were surveyed about the existence of a national database or register of NQFs. Accordingly, **more than a third of those with a developed NQF** (15 responses or 34.6%) **have a database or registry of qualifications developed**, out of which 11 have a single database and 3 have different databases or registries. Around another third have a database or register under development (11 responses, 30.6%), while 9 respondents indicated to not have a database or registry.

On a country-by-country basis, 11 have developed one or multiple NQF databases, while 10 countries have a database under development and 5 do not have a database.³²

Of the presently existing databases, 11 respondents indicated that their databases are openly accessible to the public while 3 reported that they are only partially accessible and usable.

Figure 17. The existence of a national database or register of NQFs (by respondents)³³



Moreover, 6 of those (or 40%) with a developed NQF database or register indicated that all of the education and training sectors are covered. Furthermore, another half (8 or 53.3%) indicated that TVET is included in the databases, while the same share for HE is somewhat lower (6, 40%). Alongside these sectors, general education also tends to be included in most cases (5 or 33.3%), while adult education (3 or 20%) and other qualifications from outside the formal system (4, 26.7%) are much less often represented.

³² This is counting in those countries participating in the ACQF Qualifications and Credentials Platform development.

³³ Congruent duplicate responses excluded from Angola, Ghana, Kenya, Mozambique, Sierra Leone, South Africa and Zambia.

Figure 18. Qualifications included in the database or register (by respondents)

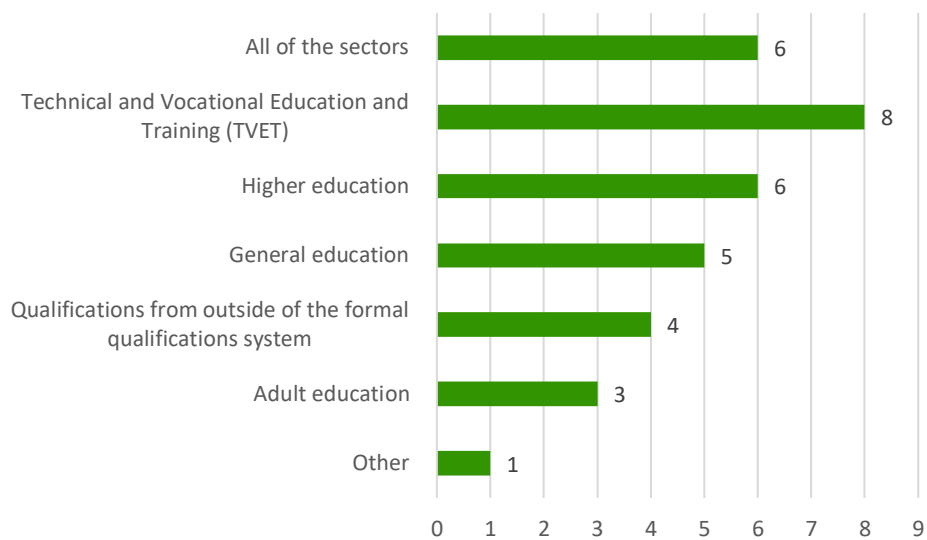


Table 10. Summary table of countries' qualifications databases/registries, their accessibility and the included qualifications

	Existence of database(s) / Registry(ies)	Accessibility	Qualification in database
Angola	Under development		
Cabo Verde	Yes, multiple databases	Yes	TVET, Higher education
Cameroon	No database		
Democratic Republic of the Congo	Under development		
Djibouti	No database		
Eswatini	Yes, a single database		Qualifications from outside of the formal qualifications system
Ethiopia	No database		
Gambia	Yes, multiple databases	Yes	All of the sectors: TVET, General education, Higher education, Adult education, Qualifications from outside the formal qualifications system
Ghana	Under development		
Guinea-Bissau	Yes		
Kenya	Yes, a single database	Yes	TVET, General education, Higher education, Adult education, Qualifications from outside the formal qualifications system
			TVET, General education, Higher education, Adult education
			TVET, General education, Higher education, Adult education, Qualifications from outside the formal qualifications system
Malawi	Under development		
Mozambique	Yes, multiple databases	Yes	Technical and Vocational Education and Training (TVET)
Namibia		Yes	All of the sectors
Nigeria	Yes, multiple databases	Yes	All of the sectors
Senegal	Under development		
Seychelles	Under development		
Sierra Leone	Under development		
South Africa	Yes, a single database	Yes	All of the sectors
		Partially ³⁴	
Sudan	Under development		
Tanzania	No database		
Tunisia	Under development		
Uganda	No database		
Zambia	Yes, a single database	Yes	All of the sectors
		Partially	
Zimbabwe	Yes, multiple databases	Partially	TVET, General education, Higher education

Note: Grey-coloured cells are missing responses.

³⁴ Conflicting responses received.

4.3 NQF credit systems

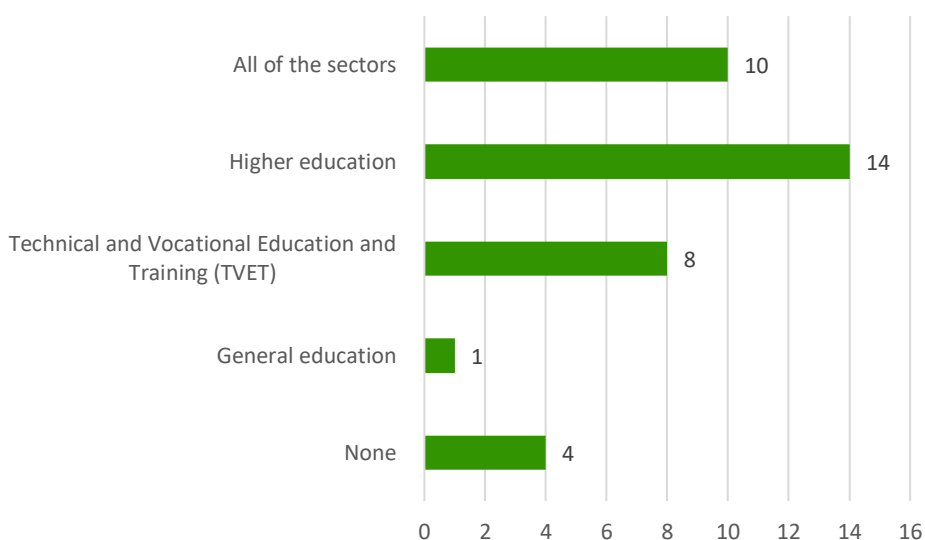
4.3.1 Credit Accumulation and Transfer Policies

Credit Accumulation and Transfer systems are not applied in the majority of the respondents (24 respondents or 47.1%), while more than a **third of the cases** (19, 37.3%) **reported that there is an applied policy or unified legislation on CATs**. An additional 8 respondents could not answer the question.³⁵

With regards to the education and training sectors, CATs encompass all sectors in 9 cases (28.1%). In case where CATs are applied partially, higher education is covered most often (13 cases, 40.6%), followed by TVET (5, 15.6%) and general education (reported in one case).

An in-depth view shows that CAT is applied in all of the sectors in case of Ethiopia, Gambia, Kenya, Namibia, Nigeria, South Africa, Sudan, Zambia and Zimbabwe. On the contrary, CAT is not applied in any of the sectors in Angola, Malawi, Mozambique and the Seychelles.

Figure 19. CAT applied in the education and training sectors (by respondents)³⁶



4.3.2 Credit definition

Most often, a credit is defined as a measure of the volume of learning required for a qualification (27 responses or 81.8%), while in 3 cases (9.1%), another type of definition is used. Lastly, 3 respondents could not answer the question.³⁷

If credits are defined in relation to the volume of learning, **the majority equates 1 credit to 10 hours of notional or study hours** (27 responses or 81.8% of the responses to the question). 3 respondents reported using a different volume of learning (in two cases, 1 credit equals to 15 hours while in another case, the required volume depends on the sector of study), while one respondent reported that 1 credit equals to 25 hours.

³⁵ Duplicate, congruent answer for Eswatini, Ghana, Guinea-Bissau, Kenya, Sierra Leone, South Africa, South Sudan and Zambia were excluded. Conflicted responses were reported in case of Angola, Senegal and Mozambique, which were included.

³⁶ Answers were recorded as single-choice options instead of multiple-choice. Duplicate, congruent entries removed in case of Eswatini, Ghana, South Africa.

³⁷ Duplicate, congruent entries were excluded in case of Ghana, South Africa and Zambia.

The table below shows whether a country has a national policy on Credit Accumulation and Transfer (CAT), what is definition of credit and relationship between one credit and required notional or study hours. Excluding conflicting responses, the same number of countries have and don't have national policy on CAT (13 on both sides). Stakeholders from Djibouti, Madagascar and Tanzania indicated not having information on this matter. Definition of a credit in almost all countries is the same and represents measure of volume of learning required except for Gambia where credit amounts to 15 hours of guided learning and 30 hours of self-directed learning and Guinea-Bissau where it depends on level descriptors and references. As the table below summarises, for most countries, one credit equals 10 study hours, in Cameroon and Uganda it takes 15 study hours. Stakeholders from Tunisia and Nigeria identified not having the information on this matter, while the expert from Djibouti responded that the value of the credit depends on a sector. More detailed information can be found in the table below.

Table 11. National policy on Credit Accumulation and Transfer (CAT), definition of credit and study hours for one credit by country

Country	National policy on CATS	Definition of credit	Relationship between one credit and required notional or study hours
Angola	Yes ³⁸	Measure of volume of learning required (e.g. in notional or study hours) ³⁹	10 hours
Burkina Faso	No ⁴⁰		
Cabo Verde	Yes	Measure of volume of learning required (e.g. in notional or study hours)	
Cameroon	Yes	Measure of volume of learning required (e.g. in notional or study hours)	15 hours
Democratic Republic of the Congo	No	Measure of volume of learning required (e.g. in notional or study hours)	10 hours
Djibouti	Cannot answer/ I don't know	Measure of volume of learning required (e.g. in notional or study hours)	Depends on the sector
Eswatini (formerly Swaziland)	Yes ⁴¹	Measure of volume of learning required (e.g. in notional or study hours)	10 hours
Ethiopia	No	Measure of volume of learning required (e.g. in notional or study hours)	10 hours
Gambia	Yes	15 hours of guided learning and 30 hours of self-directed learning	
Ghana	No ⁴²	Measure of volume of learning required (e.g. in notional or study hours)	10 hours
Guinea-Bissau	No	Measure of volume of learning required (e.g. in notional or study hours)	10 hours
Kenya	Yes ⁴³	Measure of volume of learning required (e.g. in notional or study hours) ⁴⁴	10 hours
Malawi	No		
Mozambique	Yes ⁴⁵	Measure of volume of learning required (e.g. in notional or study hours)	25 hours/10 hours ⁴⁶
Namibia	No	Measure of volume of learning required (e.g. in notional or study hours)	10 hours
Nigeria	Yes	Measure of volume of learning required (e.g. in notional or study hours)	Cannot answer / I don't know
Seychelles	No		
Senegal	Yes ⁴⁷		
Sierra Leone	No	Measure of volume of learning required (e.g. in notional or study hours) ⁴⁸	10 hours

³⁸ Conflicting responses were received, also indicating no national policy.

³⁹ Also received an answer that SATC is under development in TVET.

⁴⁰ Another 'Yes' answer was also recorded

⁴¹ Conflicting responses were received, also indicating no knowledge on national policy.

⁴² Conflicting responses were received, also indicating no knowledge on national policy.

⁴³ Conflicting responses were received, also indicating no knowledge on national policy.

⁴⁴ Conflicting responses were received, also indicating no knowledge on definition of credit.

⁴⁵ Conflicting responses were received, also indicating no national policy.

⁴⁶ Conflicting responses were received

⁴⁷ Conflicting responses were received, also indicating no national policy.

⁴⁸ Conflicting responses were received, also indicating no knowledge on definition of credit.

Somalia	No		
South Africa	Yes	Measure of volume of learning required (e.g. in notional or study hours)	10 hours
South Sudan	No ⁴⁹		
Sudan	No	Measure of volume of learning required (e.g. in notional or study hours)	10 hours
Tanzania	Cannot answer/ I don't know	Measure of volume of learning required (e.g. in notional or study hours)	10 hours
Tunisia	No	Measure of volume of learning required (e.g. in notional or study hours)	Cannot answer / I don't know
Uganda	Yes	Measure of volume of learning required (e.g. in notional or study hours)	15 hours
Zambia	Yes	Measure of volume of learning required (e.g. in notional or study hours)	10 hours
Zimbabwe	Yes	Measure of volume of learning required (e.g. in notional or study hours)	10 hours

Note: Grey-coloured cells are missing responses.

4.4 NQF: impact, needs and lessons

4.4.1 Awareness of the NQF

Quality assurance bodies and relevant recognition authorities and bodies are by far the most aware of NQFs. According to the perception of respondents:

- 58.3% of the quality assurance bodies know and use NQFs to a very large or large extent
- 58.3% of the recognition bodies and authorities know and use NQFs to a very large or large extent
- 57.1% of the education and training providers know and use NQFs to at least a large extent.

Other stakeholder groups have a more limited knowledge and are placed at similar levels of awareness. Subsequently, respondents reported that the following share of the stakeholder groups are at least knowledgeable or using NQFs to a large extent:

- 34% of the labour market stakeholders,
- 29.2% of the guidance and counselling practitioners,
- 24.5% of the workers and job-seekers,
- 22.4% of the learners and students.

While NQFs are fairly well-known in the case of professionals whose work is connected to NQFs more directly across all countries, the perceived levels of awareness tend to vary in the case of the other groups. Below, we provide some further **country-by-country information for each of the less aware groups**:

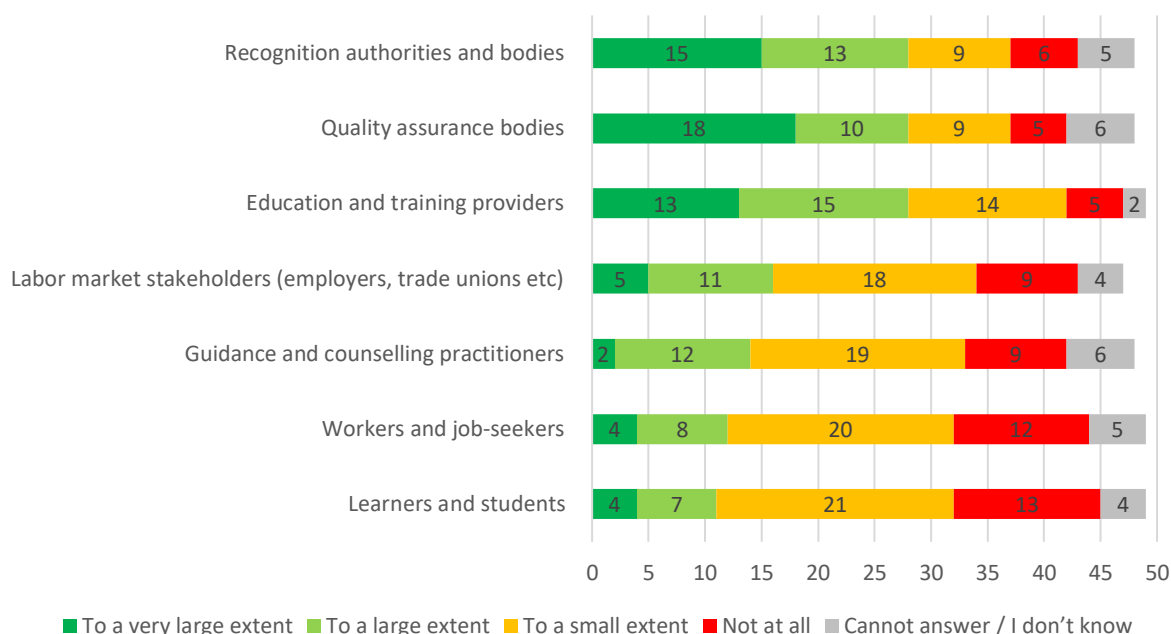
- Labour market stakeholders were reported to be the most knowledgeable of NQFs in Mozambique, Namibia, South Africa and South Sudan, while least aware in Angola, Eswatini, Ethiopia, Ghana, Sierra Leone, Somalia and South Sudan
- Guidance and counselling practitioners were seen as aware to a large extent in Nigeria and South Africa, while the opposite was reported about them in Angola, Ethiopia, Ghana, the Seychelles, Sierra Leone, Somalia, South Sudan and Uganda
- Workers and job-seekers were reported to be aware of qualifications frameworks to a large extent in Gambia, Namibia, South Africa and Zimbabwe, while the contrary was reported in case of Angola,

⁴⁹ Conflicting responses were received, also indicating no knowledge on national policy.

Burkina Faso, Eswatini, Ethiopia, Ghana, Guinea-Bissau, Sierra Leone, Somalia, South Sudan and Uganda

- Learners and students were seen as aware to a very large extent in case of Gambia, South Africa, Sudan and Zimbabwe and not aware at all in Angola, Cameroon, Eswatini, Ethiopia, Ghana, Guinea-Bissau, Senegal, Sierra Leone, Somalia and South Sudan

Figure 20. To what extent is NQF known and used by the following groups (by respondents)



Note: Response totals 47 - Labor market stakeholders (employers, trade unions etc); 48 - Guidance and counselling practitioners; Quality assurance bodies; Recognition authorities and bodies; 49 - Learners and students; Workers and job-seekers; Education and training providers

4.4.2 Open feedback on respondents' needs, achievements, challenges

Primary needs

22 responses were registered when asking about respondents' primary needs to successfully design or adopt an NQF. The most recurrent topic was **the need for training, support in development and technical assistance**. Other mentioned aspects were wide consultation and the exploration of synergies, the development or finalisation of legislative and institutional processes as well as financial resources.

Policy learning

Most respondents indicated that already existing NQFs have inspired the development, implementation or operation of their NQFs (31 or 63.3%) in terms of policy learning. Among the mentioned examples were Cape Verde, Portugal, France, Kenya, the EQF, South Africa, Kenya, Zambia, and regional qualifications frameworks such as IGAD and SADC.

Challenges

Altogether, 21 responses were submitted when asking about respondents' **challenges in developing and implementing NQFs**.

A lack of financial resources and human capacity was the most often mentioned area (6 responses has touched on this). Furthermore, a need for more buy-in from the sector or an issue with the appreciation of the importance of NQFs and the need for a unified, comprehensive national framework was also frequently mentioned (4 responses)

Other respondents mentioned the challenge of harmonisation of different systems, problems with ensuring collaboration and cooperation of different stakeholders, the duplication of roles by different government organisations as well as the challenges of obtaining approval and enforcement.

Relating to **challenges to generating impact through NQFs**, respondents mentioned that the relevance of qualifications in the job market, the accessibility and equity of NQFs, communication and awareness among stakeholders, reaching rural communities, the integration of national and regional frameworks, organisational and procedural aspects (e.g. multiple parties responsible for quality assurance, obtaining consensus from stakeholders and government support at the same time) and the availability of adequate resources for popularisations and full implementation are the main barriers.

Monitoring impact is done either through stakeholder feedback (mentioned two times) or via more structured means, such as surveys and studies to evaluate the satisfaction rates with the provision of qualifications, and performance indicators (e.g. completion rates, graduate employability, employer satisfaction). However, the relevant question was answered by 7 respondents, thus, the picture is fragmented on how and what kind of monitoring is implemented.

Future plans

Based on the open question, the table below summarises respondents' plans with regard to developing NQFs further.

Table 12. Summary table of countries' future plans with regard to their NQFs

Stage of NQF development and implementation	Submitted answers by countries
Stage 1: NQF development to be started	<ul style="list-style-type: none"> • Burkina Faso: establish appropriate governance settings i.e. a multi-department team for the development of NQF • Madagascar: creation of interministerial committee; training and exchanges; preparation for development of NQF • South Sudan: development of policies; training of actors; establishment of NQF authority; raising awareness of stakeholders; implementation of NQF
Stage 2: NQF in early thinking	<ul style="list-style-type: none"> • Senegal: capacity-building, consultation and experience sharing • Somalia: Develop baseline and concept notes; acquire support from expertise; draft policies; build NQF governance and staff capacity
Stage 3: NQF in development and consultation	<ul style="list-style-type: none"> • Cameroon: design of NQF (e.g. level descriptors, quality assurance etc.), development of sectoral sub-frameworks, communication on the benefits of NQFs, strengthening HR capacities • Ethiopia: Endorsing the NQF, capacity-building • Ghana: setting up governance frameworks (working groups), engaging stakeholders; baseline studies and development of NQF policy (level descriptors; qualifications register etc.); capacity-building, implementation strategy and piloting • Guinea-Bissau: Institutionalise QNQ group, draw up work plan, inform and disseminate, training and recruitment of technical committee, development and adoption of QNG. Another response outlined the following: 1. Government

	<p>Engagement 2. Institutionalize the NQF Local Group 3. Organize main subsystem institutions in formal and non-formal education 4. Coordinate and monitor education sector policy 5. Involve society (civil, partners, professional organizations 6. Empower technicians from the local NQF group 7. Develop / review / compare the future NQF in Guinea-Bissau</p> <ul style="list-style-type: none"> • Malawi: securing endorsement through presentation to the management team in the Ministry of Education • Nigeria: capacity-building and cooperation with ACQF • Sierra Leone: NQF development (CATS, RPL, record of qualifications, levels and level descriptors), capacity-building of relevant stakeholders • Sudan: develop NQF; build capacity of national staff; attendance of workshops • Uganda: adoption of unified NQF for all education levels
<p>Stage 4: NQF legal act approved, implementation started</p>	<ul style="list-style-type: none"> • Angola: plans to strengthen dissemination and communication efforts; develop sectoral sub-frameworks with special attention to the oil sector and other professional qualifications; elaborate manuals and catalogues • Democratic Republic of Congo: developing governance (e.g. procedures manual), strengthening cooperation with AU and ACQF • Eswatini: review of NQF to address gaps and accommodate RPL and micro-credentials; registry of qualifications; development of databases; advocacy of NQF and capacity-building for providers • Gambia: development of sectoral sub-frameworks • Kenya: policy-development, review of the NQF • Mozambique: regulation approvals, design of qualifications of the three main educational subsystems. Review and align NQF with SADC and continental frameworks. Dissemination of NQF over the country at every levels; Improvement of the understanding and knowledge the difference between a Qualification and an "educative curriculum" To continue to design and/or to review the Qualifications, so that the National Catalogue of Professional Qualifications can be always updated and relevant to labour market • Seychelles: review of NQF (ongoing) • Tanzania: development of NQF and legislative act • Tunisia: publication of legal text • Zimbabwe: legislating for the creation of an overarching qualifications authority to simplify governance structures
<p>Stage 5: NQF in advanced implementation and reviewed</p>	<ul style="list-style-type: none"> • Cabo Verde: strengthen the governance of the framework; quality assurance, ensure referencing of HE to basic and general secondary education; referencing national NQF to ACQF; sustainability of NQF • Namibia: modernisation of NQFs; consideration of micro-credentials • South Africa: Review NQF, build capacity in the continent • Zambia: review of NQF to address gaps in the coverage of qualifications and incorporate issues of micro-credentials

4.5 Regional Qualifications Frameworks

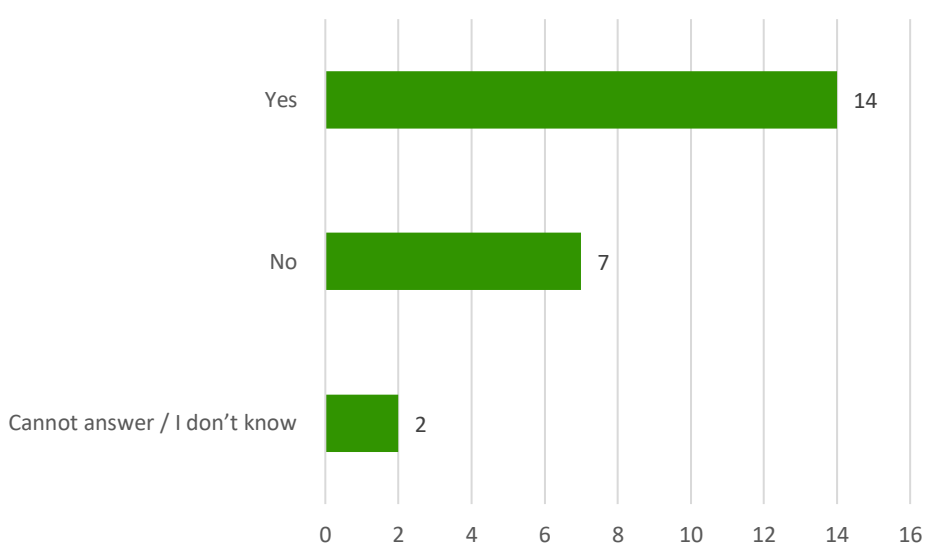
The large majority of responses (27, 52.9%) indicated that an RQF is established or under development in their region, while around a quarter (13, 27.5%) do not have an RQF developed.

Country-by-country results show that 18 have either an RQF in place or under the process of establishment in their region. In contrast, 8 countries reported a lack of an RQF and 3 could not respond.

In countries where an RQF is developed as well, 14 respondents reported that their NQFs are references to the RQF (60.9%), while in 7 respondents reported that the national and regional frameworks are not referenced to each other.

On a country basis, the results show that 10 countries have references their national framework to an RQF.

Figure 21. NQFs referenced to RQFs (by respondents) ⁵⁰



The table below summarises respondents' open feedback on the future plans regarding the development of RQFs.

Table 13. Summary of countries' proposal regarding the further development of RQFs

Stage of NQF development and implementation	Submitted answers by countries
Stage 1: NQF development to be started	<ul style="list-style-type: none"> • Burkina Faso: regional meetings; • Madagascar: finalisation of NQFs is a priority
Stage 2: NQF in early thinking	<ul style="list-style-type: none"> • Senegal: Cooperation with other countries to set up a regional committee • South Sudan: consideration of pre-existing regional and continental frameworks during NQF development

⁵⁰ Congruent responses were removed in case of Kenya, South Africa and Zambia

<p>Stage 3: NQF in development and consultation</p>	<ul style="list-style-type: none"> • Ethiopia: integration with the continental framework • Ghana: referencing and linking to RQFs; linking and referencing RQF to ACQF; avoidance of duplication and misalignment • Guinea-Bissau: to take part in the process and to learn from the experience of other countries and regions designing and adapting NQFs • Malawi: finalisation of NQFs in line with regional framework • Sierra Leone: development of NQF enjoys priority for the moment • Sudan: referencing of NQFs
<p>Stage 4: NQF legal act approved, implementation started</p>	<ul style="list-style-type: none"> • Angola: strengthen cooperation with RQF implementers; referencing with NQFs; creation of technical working group • Eswatini: alignment to RQFs • Kenya: support towards the development of an RQF, importance of aligning RQF and ACQF developments • Mozambique: working on the referencing process to SADCQF; more dissemination to stakeholders within the country • Seychelles: alignment of all SADC countries with the SADCQF • Zimbabwe: alignment and referencing to RQF
<p>Stage 5: NQF in advanced implementation and reviewed</p>	<ul style="list-style-type: none"> • Cabo Verde: securing greater political commitment from governments; support to countries in developing and implementing NQFs; promotion of harmonisation and compatibility; implementing an RQF; training teachers/trainers to ensure implementation of QRQ guidelines • South Africa: support to all countries in the region to be part of the RQF • Zambia: referencing of NQF to SADCQF and ACQF, incorporation of micro-credentials

5 Concluding remarks

The online survey covered 29 countries (via 51 responses) out of the possible 55 African Union Member States. Below we summarise findings according to the main themes of the survey:

NQF level of development and governance: Departments and ministries of education, qualifications agencies or institutes are responsible for overall coordination and oversight of NQF development and implementation. Day-to-day running is usually handled by qualifications agencies or institutes, as well as departments or ministries of education.

Resources: Most NQFs are operated and sustained from state budget, but a sizeable share of them are also funded partly from international cooperation. Other types of funding are also present to a limited extent and 5 countries indicated to have no stable funding.

NQF characteristics:

- The primary legal basis for NQFs are usually laws or acts on NQF authorities or a decree on the NQF.
- Around half of the NQFs cover all sectors. Those with partial coverage usually do not include adult education.
- Furthermore, general education, higher education and TVET are the main sectors with separate sub-frameworks.
- Typically, NQFs have 10 levels, while some have 8 or more than 10 levels.
- National educational classifications, UNESCO classifications and national occupational classifications are the most used taxonomies.
- Knowledge, skills, competences and autonomy were the most frequently used domain descriptors across the countries.
- Around half of the respondents reported including non-formal or informal learning NQFs through the recognition of prior learning.
- Learning outcomes are present in curriculums in TVET most often but are present in all sectors to a high degree as well.
- A third of the countries with NQF have developed a database or registry. Half of these databases cover all sectors of education and training.

Credit systems: Credit Accumulation and Transfer Systems are not applied in the majority of the cases. If in place, the most covered sector is higher education, with lesser coverage of TVET or general education. The overwhelming share defined credits as equal to 10 hours of notional or study hours.

Awareness of NQFs: The awareness of NQFs by quality assurance bodies, regional authorities and bodies as well as education and training providers is considerably higher than other groups'. Labour market stakeholders, learners and students, guidance and counselling practitioners are less knowledgeable of NQFs.

Regional Qualifications Frameworks: The majority of respondents reported that an RQF is established in their region. Where an NQF is in place, most states have referenced their NQFs to the regional framework.

6 Annex A. Summary tables

Table 14. List of respondents

Respondent frequency	Organisation	Country	Language
1	National Qualifications Authority/Agency or Body	Angola	Portuguese
2	National Qualifications Authority/Agency or Body		Portuguese
3	National Government Ministry (departments, committees or other governmental bodies)		Portuguese
4	National Government Ministry (departments, committees or other governmental bodies)	Burkina Faso	French
5	Civil society organisation		French
6	National Qualifications Authority/Agency or Body	Cabo Verde	Portuguese
7	National Government Ministry (departments, committees or other governmental bodies)	Cameroon	French
8	National Government Ministry (departments, committees or other governmental bodies)	Democratic Republic of the Congo	French
9	Other (University of Djibouti)	Djibouti	French
10	Quality Assurance/Qualifications Body	Eswatini (formerly Swaziland)	English
11	National Government Ministry (departments, committees or other governmental bodies)		English
12	National Government Ministry (departments, committees or other governmental bodies)	Ethiopia	English
13	Quality Assurance/Qualifications Body	Gambia	English
14	National Government Ministry (departments, committees or other governmental bodies)	Ghana	English
15	Other		English
16	Quality Assurance/Qualifications Body		English
17	Quality Assurance/Qualifications Body		English
18	Other (Continental Trade Union Organisation)	Guinea-Bissau	Portuguese
19	National Government Ministry (departments, committees or other governmental bodies)		Portuguese
20	National Qualifications Authority/Agency or Body		Portuguese
21	National Government Ministry (departments, committees or other governmental bodies)	Kenya	English
22	National Qualifications Authority/Agency or Body		English
23	Other (International Educational Association)		English
24	National Qualifications Authority/Agency or Body		English
25	National Government Ministry (departments, committees or other governmental bodies)	Madagascar	French
26	National Government Ministry (departments, committees or other governmental bodies)	Malawi	English
27	National Government Ministry (departments, committees or other governmental bodies)	Mozambique	English
28	Quality Assurance/Qualifications Body		Portuguese
29	National Qualifications Authority/Agency or Body		English

30	National Qualifications Authority/Agency or Body		English
31	National Qualifications Authority/Agency or Body	Namibia	English
32	National Government Ministry (departments, committees or other governmental bodies)	Nigeria	English
33	National Qualifications Authority/Agency or Body	Seychelles	English
34	Quality Assurance/Qualifications Body	Senegal	French
35	National Government Ministry (departments, committees or other governmental bodies)		French
36	National Government Ministry (departments, committees or other governmental bodies)	Sierra Leone	English
37	Quality Assurance/Qualifications Body		English
38	Quality Assurance/Qualifications Body		English
39	National Government Ministry (departments, committees or other governmental bodies)	Somalia	English
40	National Qualifications Authority/Agency or Body	South Africa	English
41	National Qualifications Authority/Agency or Body		English
42	National Government Ministry (departments, committees or other governmental bodies)	South Sudan	English
43	National Government Ministry (departments, committees or other governmental bodies)		English
44	National Government Ministry (departments, committees or other governmental bodies)		English
45	National Government Ministry (departments, committees or other governmental bodies)	Sudan	English
46	Quality Assurance/Qualifications Body	Tanzania	English
47	National Government Ministry (departments, committees or other governmental bodies)	Tunisia	French
48	Regional Economic Community	Uganda	English
49	Quality Assurance/Qualifications Body	Zambia	English
50	Other (Continental Initiative)		English
51	National Government Ministry (departments, committees or other governmental bodies)	Zimbabwe	English

Table 15. Areas of legal basis by country I

Country	Areas of legal basis							
	Purposes and principles of the NQF	Level descriptors	Map of levels and qualifications	Types of qualifications	Institutional arrangements	Stakeholder involvement	Development and registration of qualifications included in the NQF	Quality assurance of qualifications included in the NQF
Angola	+	+		+		+	+	
	+	+	+	+			+	+
	+	+	+	+	+	+	+	+
Cabo Verde	+	+	+	+		+	+	+
Democratic Republic of the Congo	+	+	+	+	+	+	+	+
Eswatini	+	+	+	+				

Gambia	+	+	+	+			+	+
Kenya	+	+	+	+			+	+
	+	+	+	+		+	+	+
	+				+			
	+	+	+	+				
Mozambique	+	+		+	+	+	+	+
	+	+	+	+	+	+	+	+
	+	+	+	+		+	+	+
Namibia	+	+	+	+	+	+	+	
Seychelles	+	+	+	+			+	
South Africa	+	+		+			+	+
	+	+					+	+
Tunisia	+	+	+	+		+		
Zambia	+	+					+	
	+	+	+	+	+	+	+	+
Zimbabwe	+	+	+	+	+	+	+	+

Table 16. Areas of legal basis by country II

Country	Areas of legal basis							
	Recognitio n of prior learning	Recognitio n of qualificatio ns from abroad	Non-credit bearing qualificatio ns / partial qualificatio ns	Credit accumulati on and transfer / minimum credits	Inclusion of qualificatio ns to NQF levels	Qualificatio ns database / register	Other	Cannot answer / I don't know
Angola	+	+		+	+			
	+				+	+		
Cabo Verde	+	+			+	+		
Democratic Republic of the Congo	+	+		+	+	+		
Gambia	+			+	+			
Kenya	+	+		+	+	+		
	+	+		+	+			
	+	+	+	+	+	+		
Mozambiq ue	+			+		+		
	+	+	+	+	+			
	+	+	+	+	+	+		
Namibia	+	+	+	+	+	+		
Seychelles	+					+		
South Africa	+	+		+		+		
	+			+		+		
Tanzania								+
Zambia	+	+		+		+		
	+	+	+	+	+	+		
Zimbabwe	+	+		+	+	+		

Table 17. Summary table of levels of the NQF, applied classifications and level descriptors by country

Country	Levels of the NQF	Classifications / taxonomies	Level descriptors
Angola	10	National occupational classification National educational classification	Knowledge Skills Autonomy and responsibility
Burkina Faso	8	National occupational classification National educational classification UNESCO classification (e.g. ISCED 2013, fields of education and training)	
Cabo Verde	8	National occupational classification National educational classification UNESCO classification (e.g. ISCED 2013, fields of education and training)	Knowledge Competence Work competence Autonomy and responsibility Attitudes
Cameroon	10	UNESCO classification (e.g. ISCED 2013, fields of education and training) International occupational classification (e.g. ISCO)	Knowledge Skills Autonomy and responsibility
Democratic Republic of Congo	9	UNESCO classification (e.g. ISCED 2013, fields of education and training) International occupational classification (e.g. ISCO) International skills classification (e.g. ESCO)	Knowledge Work competence Autonomy and responsibility Knowledge and understanding
Djibouti	9		
Eswatini ⁵¹	10	UNESCO classification (e.g. ISCED 2013, fields of education and training) National occupational classification	Knowledge Skills Competence Personal attributes
Ethiopia	8	UNESCO classification (e.g. ISCED 2013, fields of education and training)	Knowledge Skills Competence
Gambia	10	National occupational classification National educational classification UNESCO classification (e.g. ISCED 2013, fields of education and training) International occupational classification (e.g. ISCO) International skills classification (e.g. ESCO)	Skills Competence Autonomy and responsibility Knowledge and understanding Attitudes
Ghana ⁵²	8	National educational classification UNESCO classification (e.g. ISCED 2013, fields of education and training) International occupational classification (e.g. ISCO)	Knowledge Skills Attitudes

⁵¹ Planned to be 10 levels.

⁵² Conflicting responses were received, indicating that when developed will cover 10 critical levels.

Guinea-Bissau ⁵³	10	National occupational classification National educational classification UNESCO classification (e.g. ISCED 2013, fields of education and training) International occupational classification (e.g. ISCO) International skills classification (e.g. ESCO)	Knowledge Skills Personal attributes Autonomy and responsibility Knowledge and understanding Attitudes
Kenya	10	National occupational classification UNESCO classification (e.g. ISCED 2013, fields of education and training) International occupational classification (e.g. ISCO)	Knowledge Skills Competence
Madagascar		Cannot answer / I don't know	
Malawi	10	National educational classification	Knowledge Skills Competence
Mozambique	10	National occupational classification National educational classification UNESCO classification (e.g. ISCED 2013, fields of education and training) International skills classification (e.g. ESCO)	Knowledge Skills Autonomy and responsibility Communication, Access and utilization of information; problems solving; methodology and procedures of research
Namibia	10	International occupational classification (e.g. ISCO)	Knowledge Skills Competence Autonomy and responsibility Attitudes
Nigeria	3	National educational classification	
Seychelles	10	UNESCO classification (e.g. ISCED 2013, fields of education and training)	Knowledge Autonomy and responsibility Other: Reasoning and problem solving; Degree of complexity of tasks
Senegal	Not yet defined	National occupational classification ⁵⁴	To be defined later
Sierra Leone	10	National educational classification National occupational classification International occupational classification (e.g. ISCO)	Knowledge Skills Competence Work competence Personal attributes Autonomy and responsibility Knowledge and understanding Attitudes
Somalia	10	UNESCO classification (e.g. ISCED 2013, fields of education and training)	Knowledge Skills Competence

⁵³ Conflicting responses were received, also indicating 8 levels.

⁵⁴ When defined, will be based on.

South Africa	10	National occupational classification National educational classification UNESCO classification (e.g. ISCED 2013, fields of education and training)	Knowledge Skills Competence Work competence Personal attributes Autonomy and responsibility Knowledge and understanding Attitudes
South Sudan	Not developed	National educational classification ⁵⁵ National occupational classification	
Sudan	8	UNESCO classification (e.g. ISCED 2013, fields of education and training) International occupational classification (e.g. ISCO) International skills classification (e.g. ESCO)	Knowledge Skills Competence Autonomy and responsibility
Tanzania	10	National educational classification	Knowledge Skills Competence
Tunisia	8	National occupational classification National educational classification	Knowledge Skills Autonomy and responsibility Attitudes
Uganda	10	National educational classification	Knowledge Skills Competence Personal attributes Attitudes
Zambia	10	National educational classification UNESCO classification (e.g. ISCED 2013, fields of education and training)	Knowledge Skills Competence Personal attributes Attitudes
Zimbabwe	10	National occupational classification UNESCO classification (e.g. ISCED 2013, fields of education and training) International skills classification (e.g. ESCO)	Skills Work competence Autonomy and responsibility Knowledge and understanding Attitudes

Note: Grey-coloured cells are missing responses.

⁵⁵ Conflicting responses were received, classifications were set, but no levels defined.