

International collaboration- perspectives from South Africa

Joe Samuels and Coleen Jaftha
South African Qualifications Authority (SAQA)
EQF 10th celebration
Brussels, Belgium
14 March 2018

Overview



1.

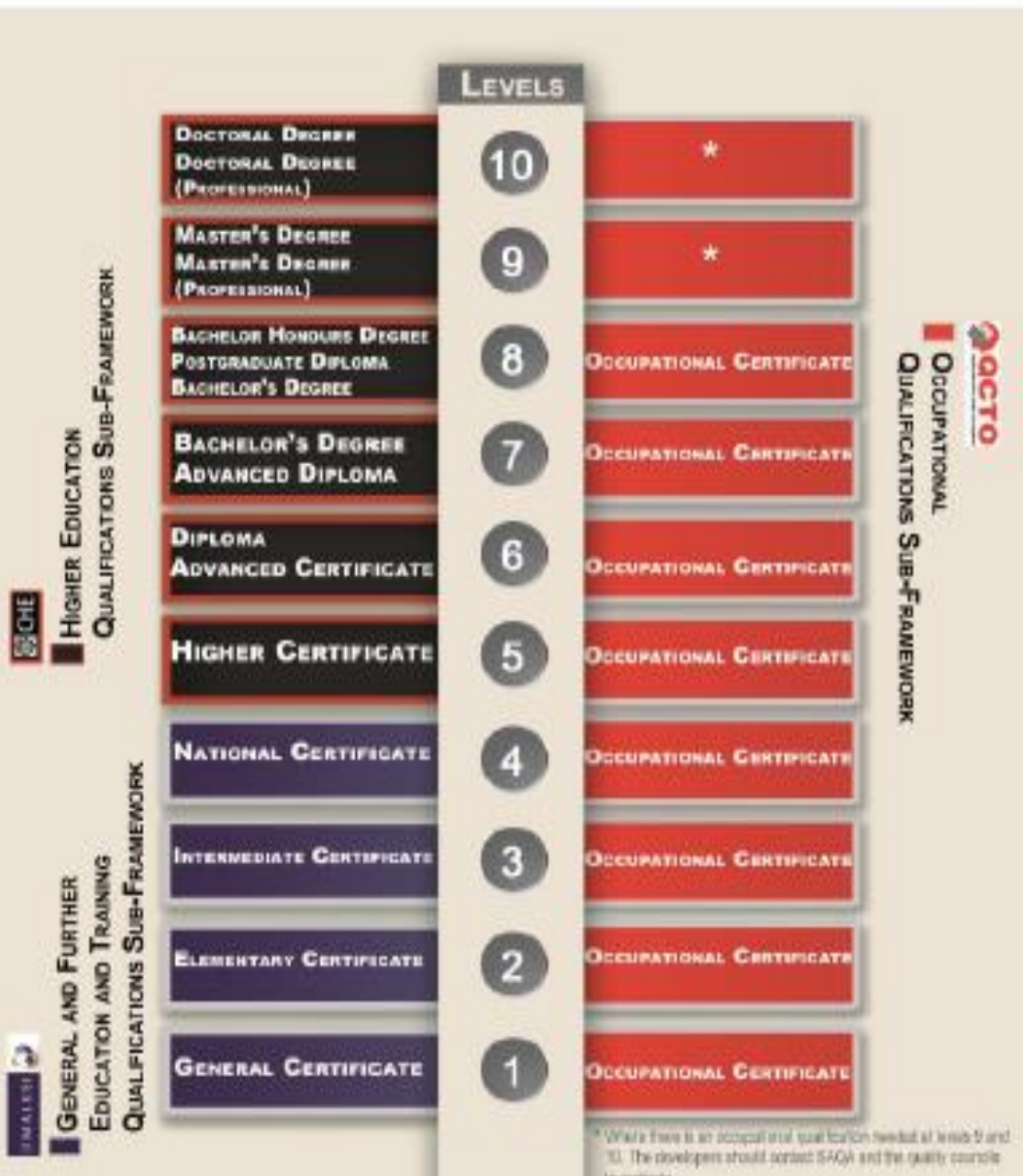
Positive and negative impacts of the setting up of qualifications frameworks worldwide? Can they make a difference? South African NQF as case-study

2.

Building zones of trust between (national or regional) qualifications frameworks

3.

Examples of Good Collaboration.



South African perspective

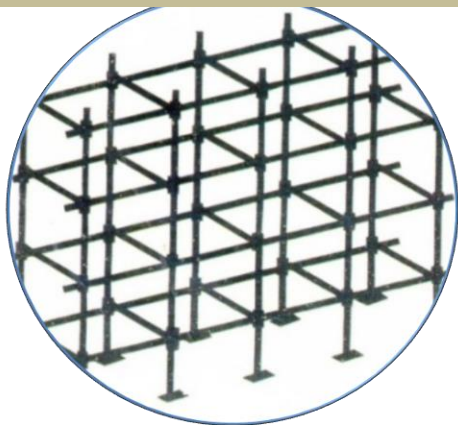
* While there is an occupational qualification level at levels 9 and 10. The developers should contact SAQA and the quality councils

Objectives



**Access, Mobility,
Progression**

**Single,
Integrated Framework**



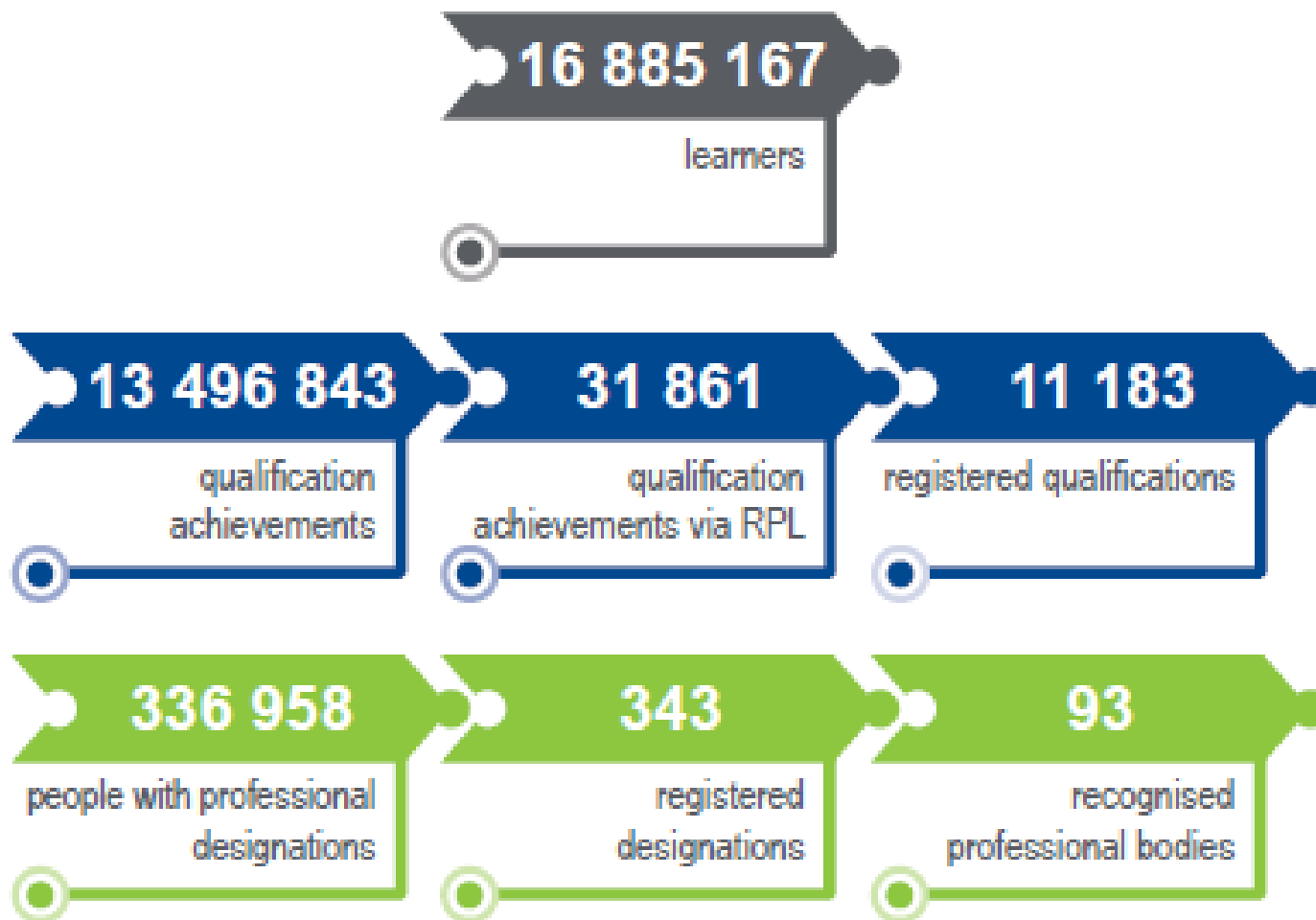
Redress



**Personal/ Social/
Economic development
of lifelong learner and
nation**

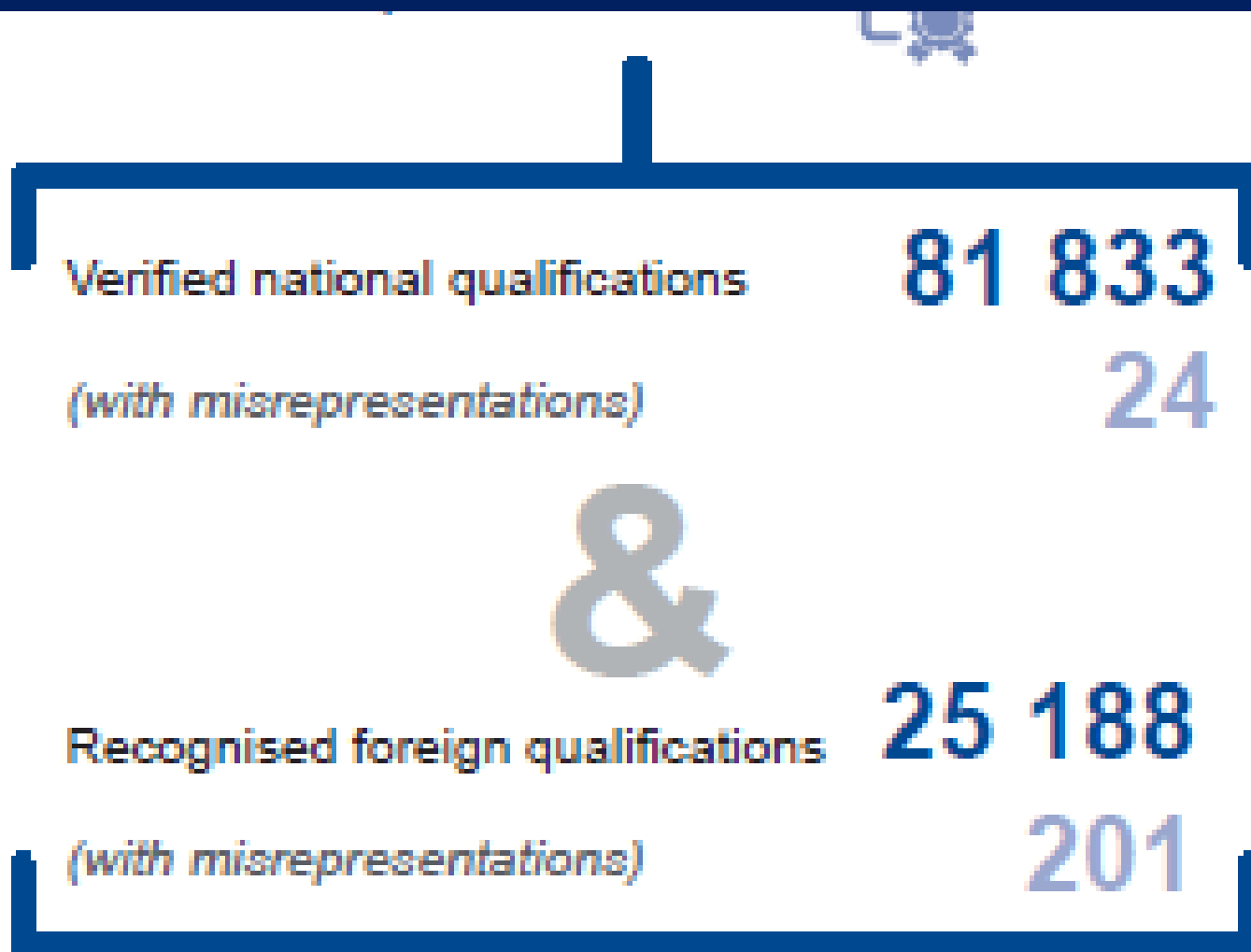


South African National Learners' Records Database (NLRD)- snapshot as at 31 March 2017



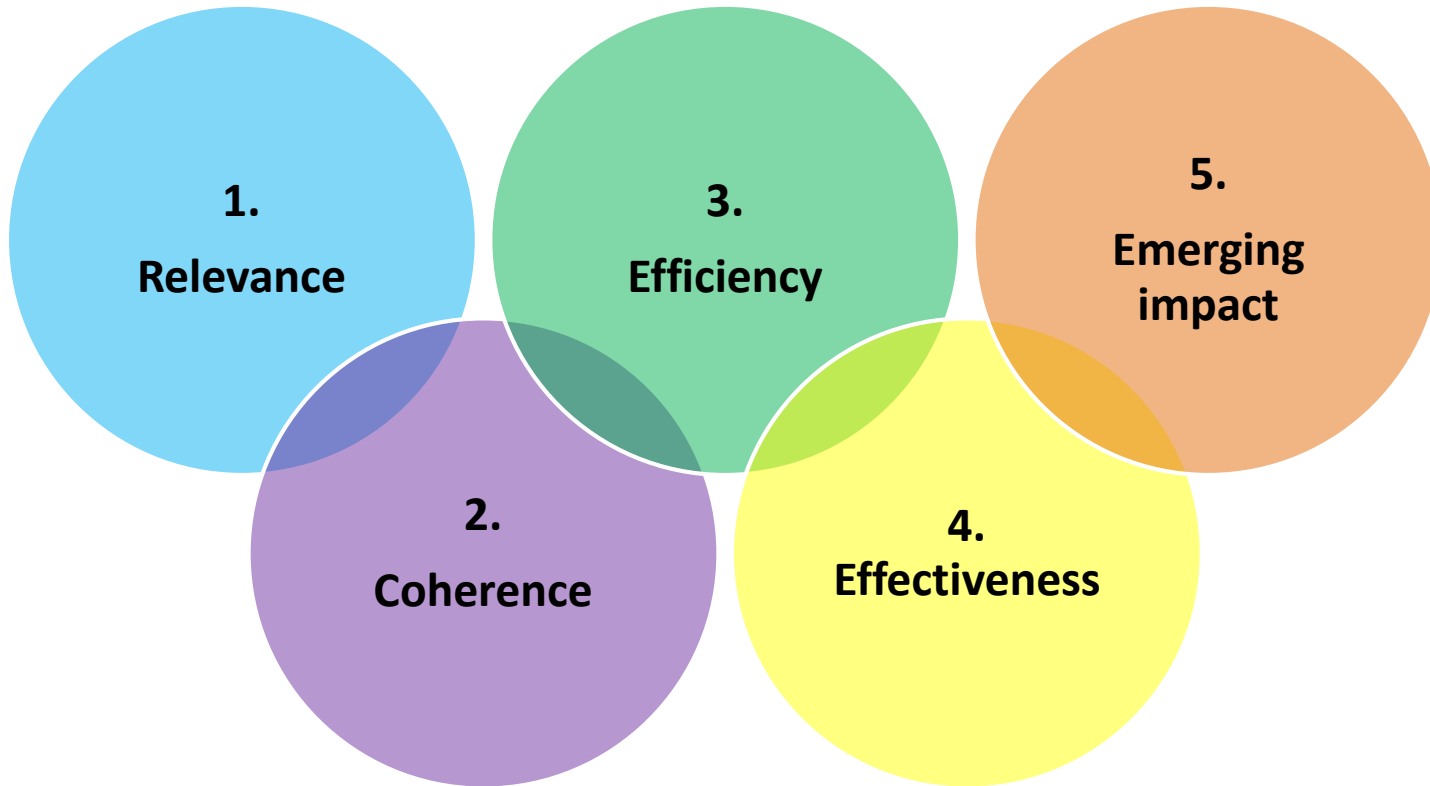
Source: SAQA annual integrated report, 2016_2017 financial year

Number of qualifications verified- snapshot as at 31 March 2017

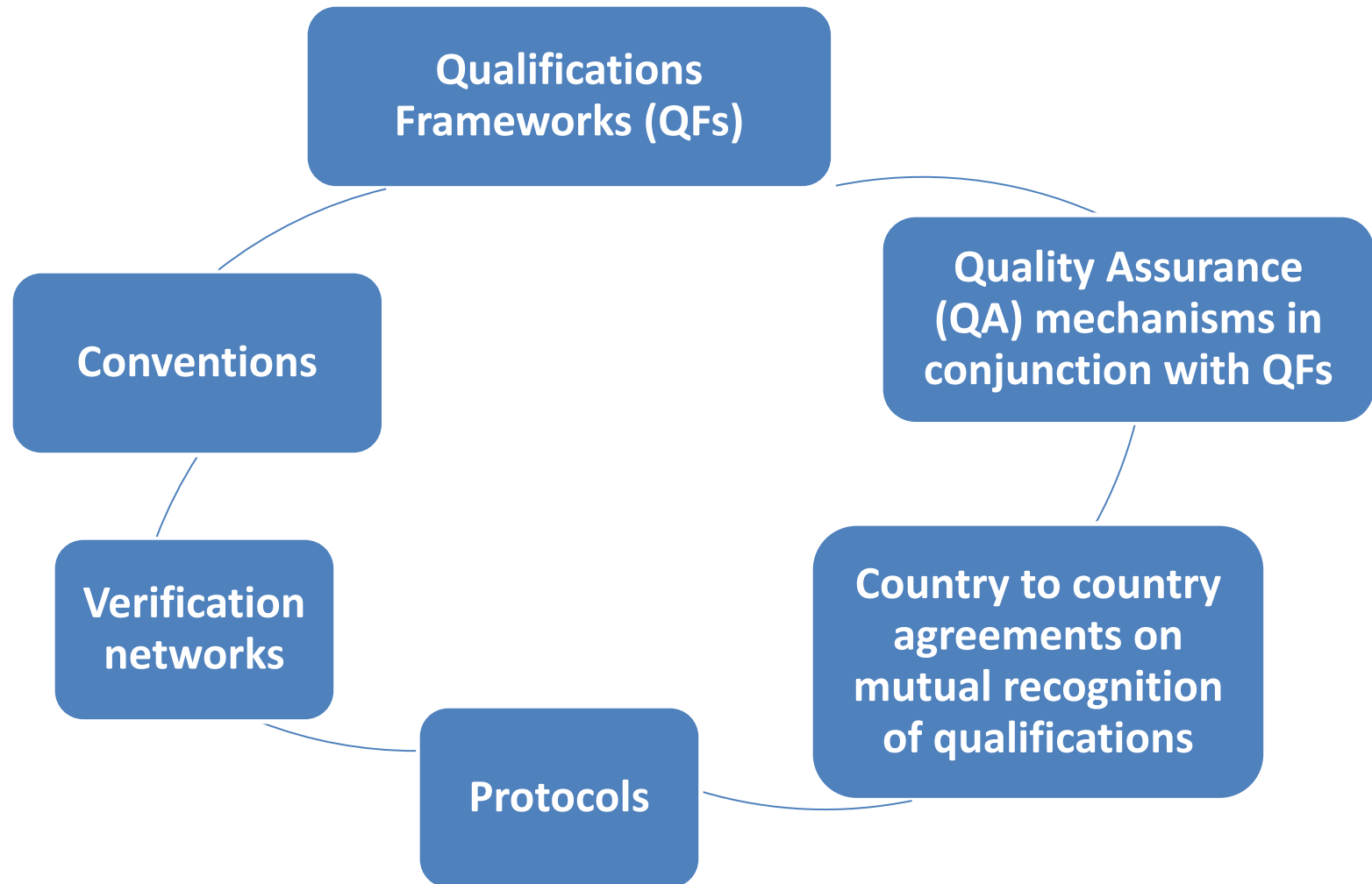


Source: SAQA annual integrated report, 2016_2017 financial year

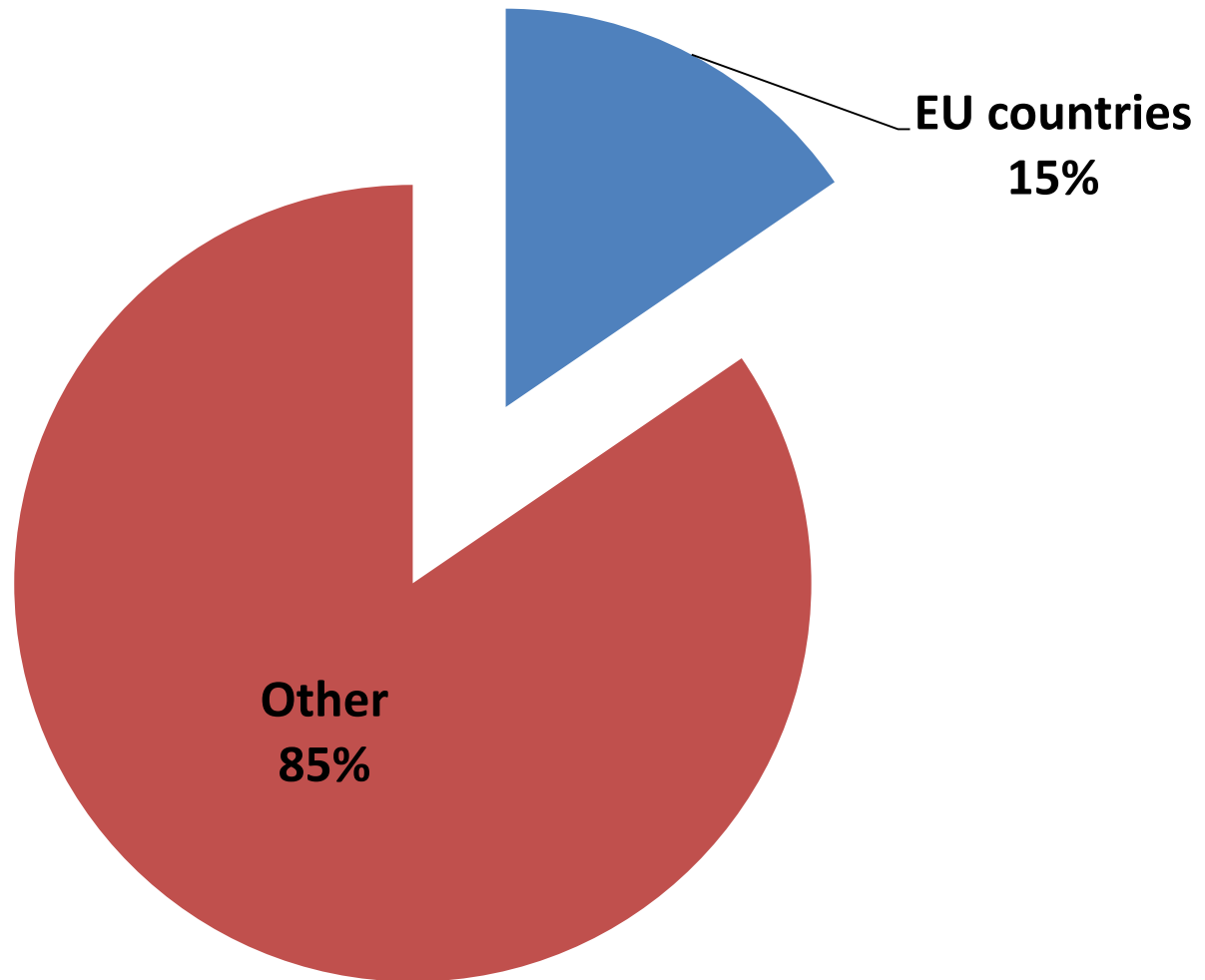
5 evaluation criteria



Instruments to use to help build zones of trust includes amongst others:



Qualifications recognised from 29 EU countries: 2016_2017



Top ten EU countries_2016-2017

Rank	EU country qualifications	No of qualifications recognised
1	UK	2264
2	Germany	387
3	France	297
4	Netherlands	211
5	Croatia	182
6	Italy	103
7	Belgium	67
8	Spain	62
9	Sweden	51
10	Ireland	49

SAQA has standing memoranda and/or contracts with agencies
in the following countries in these areas:



SADC Protocol on Education and Training
Completed
•SADC project (April-May 2017)



Bilateral agreement on mutual recognition of qualifications with Russia



Contract to develop an information system with Namibia



Memoranda of Understanding (MoUs) in the area of qualifications frameworks (QFs) with Malaysia, United Arab Emirates and New Zealand

25

Verifications' Service Level Agreements (VSLAs)



Australia



Botswana



France



Kenya



Lesotho



Namibia



Netherlands



Saudi Arabia



Singapore



Swaziland



UK

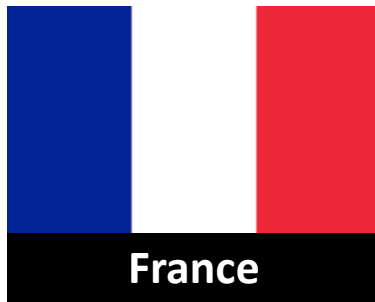
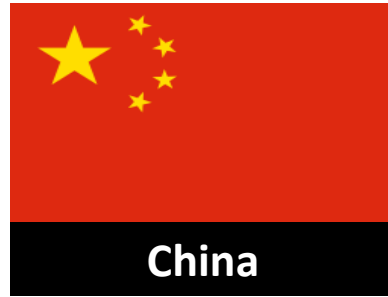


USA



Zambia

Seven draft bilateral agreements between SA and other countries



Africanisation and decolonisation context

- Many opportunities for development
- This development must be firmly embedded in the African context and what is good for Africa
- High risk: implementing another country's concepts especially when funding is provided



Examples of international collaboration

Encourage



- **Support local QFs and RQFs focus on local priorities**

Discourage



- Implementing and funding Eurocentric concepts in uncritical ways without considering local context
- E.g. Implementing basic ideas of Lisbon Convention in African countries without taking into account local legislation and recognition context and practices

Good example



SADC QUALIFICATIONS FRAMEWORK

EQF provided opportunity to learn about the structures that need to be put in place in order to implement a Regional Qualifications Framework (RQF)

SADC TCCA reached out to EQF for assistance

- SADCQF became stuck in implementation vacuum
- EQF staff made themselves available for sharing of experiences
- SADC TCCA reflected on learning and what could be appropriate for SADC context
- SADC TCCA developed a good implementation plan – supported by Unesco

Many helpful lessons learned including:

- Clear criteria for comparing/ aligning/ comparing NQFs to each other and to RQFs
- Peer learning activities (PLAs)
- Administrative resources
- Financial structures
- Organisational structures

We have already started contextualising these for use within the SADC context and started the implementation

Contextualisation is important

- Cannot simply take a recipe and apply it blindly within another context
- In SADC we developed criteria for alignment after critical engagement with EQF referencing criteria
- EQF has good implementation structures - Other RQFs can learn from this but must contextualise it for their own contexts.

EQF can play leading role as RQF

- EQF is RQF not a global QF (one of many QFs that already exist). Serves needs of particular region
- Must work with others in sensitive manner to build global instruments taking into account contexts, understandings and structures of other regions of the world
- Particularly important given histories and rejection of colonisation

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