



Comparison report of the European Qualifications Framework and the National Qualifications Framework of Cabo Verde



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Foreword



Education and training are the best investment to ensure people get equal opportunities and access to quality jobs. Qualifications are crucial in this, opening up access to better career opportunities for individuals. The skills they certify are a key resource for business and for society. They ensure that individuals can navigate the ever-changing labour market and they promote long-term sustainable growth and competitiveness, helping to bring to life the green and digital transitions.

Trust in and transparency of qualifications, whether acquired in the European Union (EU) or in a third country, are key in facilitating their recognition and understanding. For well-functioning labour markets, skills must be understood and valued, whether expressed through qualifications or in other ways (such as skills profiles). The European Qualifications Framework for Lifelong Learning (EQF) facilitates the transparency and recognition of qualifications internationally. It makes it easier for students, professionals and migrants to work and study across borders.

Cabo Verde and the EU share common values such as democracy, respect for human rights and the rule of law, promotion of multilateralism and a rules-based international order. This has led to the creation of the Special Partnership in 2007, which is continuously evolving and being reinforced. The EU is the main trading partner and the main export destination of Cabo Verdean products. The number of Cabo Verdeans living abroad today is estimated to be double the number of domestic residents, many of whom are in the EU. Students, trainees and institutions from Cabo Verde benefited from EU research, education and training programmes, namely HORIZON 2020 and ERASMUS+.

The comparison of the EQF and Cabo Verde National Qualifications Framework (NQF) identified the similarities and differences between both frameworks, through a process based on mutual dialogue and evidence. The comparison report will make it easier to understand Cabo Verdean qualifications in the EU and vice versa.

This comparison between the Cabo Verde NQF and the EQF is the first comparison between the EU and a national qualifications framework in Africa. It was facilitated by the new African Continental Qualifications Framework (ACQF), launched in 2023, connecting African countries and regions. Cabo Verde was actively involved in its development and implementation.

I congratulate all those who made this milestone possible.

Nicolas Schmit

EU Commissioner for Jobs and Social Rights

The Government of Cabo Verde is implementing a set of structural reforms in the fields of education, higher education, and vocational training, with the ambition of close the gaps to international quality benchmarks, namely the OECD's, and, consequently, improving the international recognition and comparability of national qualifications to foster the academic mobility of students and the integration of graduates in more competitive work contexts arising from global economic dynamics.

It is worth mentioning the strong engagement of national and international partners in the implementation of these transformational public policies for education and higher education, with positive effects on the increase in the quality of the sector's indicators, translated into a coverage rate of 84% in pre-school, net enrolment rate above 99% in basic education and around 70% in secondary education, as well as the improvement of the conditions of access and permanence of students in the educational system, which translates into a decrease in the rate of school dropout, which fell from 2.9% in 2016 to 0.8% in 2022 in basic education, and from 6.1% in 2016 to 1.5% in 2022 in secondary education.

The quality of the education and training system associated with the formulation and implementation of public policies that allow comparability between the European Qualifications Framework (EQF) and the National Qualifications Framework (NQF) of Cabo Verde are of strategic importance for our country, taking into account the considerable flows of student-academic mobility and labour migration towards the countries of the European Union (EU).

This EQF comparison exercise, based on the assumption of recognition of qualifications, will contribute to enhancing the visibility of the NQF among Cabo Verdean and European partners, to shaping a common language and mutual understanding with EU Member States on the descriptions of qualifications and their recognition. These processes will benefit comparability and confidence in qualifications as well as boosting labour and academic mobility.

It is expected, in this way, that the comparison process will provide the understanding and appropriation of the NQF / SNQ by the education and training system that will also be a driver of measures to improve the quality and recognition of academic and professional qualifications and qualifications obtained in Cabo Verde, through conceptualization and implementation of an action plan and post-comparison monitoring, expecting it to be used in the programming of measures supported by the Government and international partners.

In this process of comparison between EQF-NQF the Government sees an opportunity to enhance cooperation with the EU and, at the same time, a step towards the achievement of the national ambition of gradual convergence with the quality standards of the OECD countries. The national policies will contribute to this end, namely the consolidation of ongoing reforms in primary and secondary education, with a focus on quality, inclusion, equity and evaluation for integration in international rankings, the deepening the process of restructuring and sustainability of the university education system and vocational training, based on the review of qualifications and the definition of a credit system that allows lifelong learning pathways and international mobility of students and trainees.



Amadeu da Cruz

Minister of Education of Cabo Verde

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The authors of this report are members of the comparison working group and represent national public institutions, European Commission and ETF.

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Content

| | |
|--|-----|
| Foreword | 3 |
| Content..... | 7 |
| Acronyms..... | 8 |
| Executive summary | 9 |
| 1. Introduction to the comparison process | 16 |
| 2. Policy Context of the EQF | 20 |
| 3. Policy context of the NQF in Cabo Verde | 21 |
| 4. Overview of the Education system and the NQF of Cabo Verde | 26 |
| 5. Key topics for comparison | 37 |
| Topic 1: Objectives of NQF of Cabo Verde and the EQF | 37 |
| Topic 2: Scope of the frameworks..... | 40 |
| Topic 3: Levels and level descriptors..... | 47 |
| Topic 4: Learning outcomes approach | 52 |
| Topic 5: Validation of non-formal and informal learning (VNFIL) / RVCC..... | 62 |
| Topic 6: Quality Assurance | 69 |
| Topic 7: Communication, visibility, transparency, access to training | 80 |
| Topic 8: Recognition processes | 84 |
| Topic 9: Governance structures | 89 |
| Topic 10: Referencing..... | 94 |
| Topic 11: Transparency and quality assurance of the comparison process | 97 |
| 6. Conclusions, lessons learned and recommendations | 99 |
| 7. Glossary | 107 |
| 8. References and sources..... | 108 |
| 10. Annexes | 113 |

Acronyms

| | |
|--------|--|
| ARES | Higher Education Regulatory Agency of Cabo Verde |
| CESP | Higher professional study courses |
| CNQ | National Catalogue of Qualifications of Cabo Verde |
| DESP | Diploma of higher professional study |
| DGE | General Directorate of Employment of Cabo Verde |
| DGES | General Directorate of Higher Education of Cabo Verde |
| EQF | European Qualifications Framework |
| ME | Ministry of Education of Cabo Verde |
| MFEP | Ministry of Finance and Promotion of Entrepreneurship of Cabo Verde |
| NQF | National Qualifications Framework |
| RVCC | Recognition validation and certification of competences (validation of non-formal and informal learning) RVCC in DGE website |
| SNQ | National Qualifications System of Cabo Verde |
| UC-SNQ | Coordination Unit of SNQ in Cabo Verde |
| VNFIL | Validation of non-formal and informal learning |

Comparing qualifications frameworks to promote mutual understanding

The European Qualifications Framework for Lifelong Learning (EQF) facilitates the transparency and comparability of qualifications. This supports cross-border mobility of learners and workers, promotes lifelong learning and professional development across Europe and beyond. The EQF makes it possible to compare qualifications from different countries and institutions serving as a translation tool between different national qualifications frameworks. The EQF has been inspiring qualifications frameworks also across the globe. Over 140 countries are currently developing their own national qualifications frameworks (NQF) and there are an estimated 20 regional qualifications frameworks in place today.

The EQF Recommendation of 2017 invited the Commission and the Member States to explore further the possibility of comparing third countries' national and regional qualifications frameworks with the EQF. Work is currently underway to see how countries referenced to the EQF can compare their qualifications systems with countries outside the EQF. A first pilot was conducted with Ukrainian NQF and now with Cabo Verde's NQFs. A third comparison pilot has started with a Regional Qualifications Framework of Southern African Development Community.

The EQF is not only a technical tool, but the EU also uses it in its external relations policies. The EQF is mentioned in several association agreements and mobility partnerships signed by the EU with the neighbouring countries. Furthermore, from 2013 to 2015, a benchmarking exercise compared the EQF with well-established qualifications frameworks in Australia, New Zealand, and Hong Kong.

Cabo Verde has been actively involved in the development and first phase of implementation of the African Continental Qualifications Framework (ACQF). ACQF is a new overarching qualifications framework that will connect the countries and regions of the African Continent. The comparison of the EQF and Cabo Verde's NQF can bring added value to the development of the ACQF as well.

The purpose of comparing the qualifications frameworks is not to bring other frameworks into line with the EQF, but to carefully assess the different aspects of both frameworks are comparable and to find main similarities and special characteristics. In the beginning of process eleven core topics have been identified and agreed for comparison and dialogue.

Cabo Verde and the European Union¹

The European Union and Cabo Verde have developed close relations since the independence of the archipelago in 1975. The relationship was strengthened with the Special Partnership in 2007. The EU and Cabo Verde have ensured a very constructive relationship for more than four decades, based on cooperation and dialogue. Today, Cabo Verde and the EU share common values such as democracy, respect for human rights and the rule of law, promotion of multilateralism and rules based global order. The very successful evolution of the relationship in these areas led to the creation of the EU-Cabo Verde Special Partnership in 2007, which keeps evolving and is being reinforced until nowadays.

The Special Partnership establishes, since 2007, a constant political dialogue that aims at raising the donor-beneficiary relationship to a partnership covering many other common interests. This is the only Special Partnership between the EU and an African country and it is based on six pillars of good governance; security

¹ Source: https://www.eeas.europa.eu/cabo-verde/european-union-and-cabo-verde_en?s=134

and stability; regional integration; convergence of technical and standards policies; knowledge-based society; fight against poverty and the promotion of sustainable development.

In the framework of this partnership, an Action Plan for Security and Stability was adopted at the Ministerial Meeting in Luxembourg in 2015. In 2017, both parts agreed on three new cooperation areas: investment, jobs, and growth; ocean governance and blue economy; reform of the administration.

Besides ministerial annual meetings, an intense political dialogue has taken place in recent years through high-level meetings between the EU and Cabo Verdean political counterparts.

How do the levels of the NQF and EQF compare?

This report results from a systematic comparison between Cabo Verde's NQF and the EQF. The comparison shows that both qualifications frameworks share important *common features*. The comparison dialogue concluded that the levels of the EQF and the levels of the Cabo Verde NQF are comparable (refer to Table 6).

The main characteristics attesting to the proximity and comparability between the two frameworks include:

- Scope: Both are comprehensive frameworks – covering qualifications of all levels and sub-sectors of the education and training system
- Inclusiveness of all modalities of learning: both frameworks value learning outcomes and skills acquired through formal, non-formal, informal learning and support access to qualifications by the validation of non-formal and informal learning.
- Level structure: Both frameworks have eight levels.
 - In the NQF of Cabo Verde Level 5 includes qualifications of technical education and professional training, as well as professional qualifications of higher education.
- Level descriptors: There are similar domains of learning in both frameworks, defined by the combination of a) knowledge; b) skills; c) responsibility, and autonomy. In the NQF of Cabo Verde, the third domain is designated “Attitudes”, and also as “Autonomy and responsibility”.
 - Descriptors of NQF levels 6, 7 and 8 are identically formulated as the corresponding EQF descriptors. Moreover, the legal regime of Higher Education Degrees and Diplomas in Cabo Verde defines the learning outcomes, of which descriptors are compatible and very similar to [the Dublin Descriptors](#) of the Framework for Qualifications of the European Higher Education Area (QF EHEA).

The comparison identified and debated the *differences* between the two frameworks, noting that these differences are not substantial. In respect to the level descriptors and the qualifications, the comparison confirmed that the main differences reflect the diverse roles and nature of the frameworks: the NQF is a framework of national qualifications, while the EQF is an overarching referencing framework. The main distinctive features can be summarised as follows:

- On the formulation of level descriptors: the national specificities of the education and training system of NQF Cabo Verde in the context of national development priorities are reflected in certain aspects of the definition of domains of learning and formulation of the level descriptors, especially at levels 1-5. These features enrich the national level descriptors and provide added value for national users of the NQF in Cabo Verde, without prejudice to the comparability and compatibility between the two frameworks, as demonstrated in Topics 2 and 3 of this report.
- In line with the national contextualisation, the Cabo Verde NQF descriptors differ from EQF

descriptors in some respects, especially: a) the definition of the domain *knowledge* includes an additional feature of principles and practices, which is not present in the EQF *knowledge* domain; b) the NQF level descriptors contain more extensive and detailed features in the domain *responsibility and autonomy*; c) attention to *context* is more prominent in the NQF level descriptors. The differences are most visible in the descriptors of levels 2 to 5.

- The NQF of Cabo Verde includes national qualifications of all sub-sectors of the education and training system, unlike the EQF, which is overarching qualifications framework for referencing and does not include qualifications directly (but only via European NQFs referenced to it).

The central role of learning outcomes in the NQF of Cabo Verde and the EQF

The application of the learning outcomes approach in the design and description of qualifications is one of the main objectives of the NQF of Cabo Verde. In addition, Article 4 specifies that the implementation of the learning outcomes approach is necessary to promote the validation of non-formal and informal learning, thus providing the population, especially the persons in vulnerable situations, with opportunities to access continuous learning and to enter the labour market.

In Cabo Verde learning outcomes play multiple roles. Firstly, they have a technical role in (a) the conceptual and technical design of the competence units of professional profiles and in development of training modules, which together structure the qualifications; (b) the definition of assessment criteria for formal training, and non-formal and informal learning, (c) the assessment in formal education and training programmes, and (d) the RVCC (VNFIL) system. Secondly, learning outcomes have a role in social inclusion, as they ease access to qualifications for citizens with a tangible experience of life and work and professional skills but limited formal education history. In this context the RVCC system is conceived and implemented to meet these needs.

The [“Qualifications Regime” of UC-SNQ \(Cabo Verde’s SNQ Coordination Unit\)](#) defines the wider principles of professional qualifications, in which learning outcomes and competences are a central element, e.g.: wide scope and based on competencies, with value and meaningfulness for the labour market; modular learning; adaptable to the evolution of production modes and occupations; based on concepts of professional competences that ensure workers’ ability to work in different contexts and production situation; designed and formulated to support validation of individuals’ learning outcomes acquired in all types of learning contexts.

In higher education, Cabo Verde enacted legislation and procedures aiming at ensuring that teaching and learning are oriented to the development of competences. The [Legislative Decree nº 13/2018](#), which amended the Legislative Decree nº 2/2010 which defines the Bases of the Education System, adopted the organisation model of higher education in study cycles, conferring or not academic degrees, and the transition from an education system based on transmission of knowledge to a system oriented to development of competences.

In the context of the EQF the learning outcomes approach is a key principle, which has been supported by the referencing process. Most European countries currently use learning outcomes in different contexts of their qualifications systems. The conceptual framework and practical application of learning outcomes have been at the core of several EQF peer learning activities, research projects and European Handbooks for over a decade. Learning outcomes remain a key feature in the activities of the EQF, notably through the recent joint work of EQF countries and the European Commission on development of short descriptions of learning outcomes to support publication of information on qualifications in digital registers.

The EQF promotes the shift to learning outcomes and their use in different contexts of qualifications frameworks and systems, including in registers and databases of qualifications. According to the EQF

referencing criteria, NQFs are a reference point for the use of learning outcomes and for the continuous renewal of qualifications. The descriptors of the levels are often broad and reflect different contexts. Countries involved in EQF implementation often use best-fit for levelling and inclusion of qualifications in the NQF.

EQF referencing Criterion 3 also relates learning outcomes to arrangements for validation of non-formal and informal learning and credit systems. The European Credit Transfer System for higher education defines the volume of learning based on the defined learning outcomes and their associated workload. It is in use in Cabo Verde as well. The Council Recommendation for vocational education and training of 2020² recommends that units of learning outcomes can be used to support recognition, credit accumulation and transfer, and acquiring partial qualifications.

The registers and catalogues of qualifications

There are two registers of national qualifications in Cabo Verde, both accessible online: the National Catalogue of Qualifications (CNQ), which manages all professional qualifications from levels 2 to 5; and the register of Regulatory Agency of Higher Education (ARES), which contains all higher education qualifications.

The [CNQ](#) is one the most prominent instruments of the SNQ, and has been regulated by specific legislation since its inception. The most recent CNQ legal act regulates its nature, objectives, structure and mandatory components of professional qualifications, competence units, and other aspects related to the characteristics of vocational training modules.

The CNQ is accessible online, and contains 64 professional qualifications, distributed in 15 professional families. The number of new and renewed qualifications in the CNQ has increased in 2022-2023. The CNQ publishes the full documentation that makes up the qualifications of the CNQ, i.e., the two interconnected documents: a) the professional profile, with competence units and performance criteria; and b) the training programme with modules, units and assessment criteria. In addition to the registered qualifications, the CNQ also includes standards for recognition of prior learning (VNFIL / RVCC), which have been integrated into the CNQ more recently (2022). All CNQ qualifications contain the respective NQF level..

[ARES](#) is the entity responsible for quality assurance in higher education and manages an online accessible register of all courses of the three cycles (bachelor's degree, master and doctorate) and integrated master degree.

The EQF does not include individual qualifications. National qualifications are linked to NQF levels, and the NQF levels are linked to the EQF during the referencing process. However, the EQF substantially contributes to making visible and accessible information on all qualifications from national qualifications databases, in line with the Council Recommendation on the EQF for Lifelong Learning (2017), especially its Annex VI³.

To support the visibility and sharing of information on qualifications in the EQF countries and beyond, a common database of qualifications from NQFs referenced to the EQF has been set up. The concerned and interested countries link national databases (registers, qualifications catalogues) through the Qualifications Database Register (QDR), which is the back-office tool for national organisations to publish the qualifications data that are visualized on the [Europass](#) platform.

² [Council Recommendation on Vocational Education and Training \(2020\)](#)

³ [Council Recommendation on EQF for Lifelong Learning \(2017\)](#)

Validation of non-formal and informal learning

The Cabo Verdean System of Recognition, Validation and Certification of Competencies (RVCC) is one of the components of the National Qualifications System (SNQ) and is directly linked to the NQF. The Decree-Law on RVCC defines the policy and conceptual underpinnings of the promotion of validation of competences acquired in all contexts of learning. Social and labour market inclusion, economic productivity, valorisation of all types of learning and reinforcement of flexible lifelong learning paths of citizens are the benefits expected from effective implementation of this policy.

RVCC focuses on professional certification and currently applies only to qualifications included in the CNQ. In higher education RVCC processes do not apply; however, reflection has begun on measures supporting an RVCC approach adapted to higher education.

In Cabo Verde RVCC is a process, based on four phases, with similarities with the phases indicated in the EU Recommendation on Validation of Non-formal and informal learning (VNFIL) of 2012⁴ and described in the EU VNFIL Guidelines (3rd edition de 2023)⁵. The target group of RVCC are individuals over 25 years of age with at least five years of professional or employment experience.

RVCC is currently in the initial phase of implementation and applies only to professional qualifications included in the CNQ levels 2 to 5. In the current stage of implementation, RVCC is applied to qualifications of levels 3, 4 and 5 that are part of the current RVCC pilot implementation phase focused on three sectors: Hospitality Restaurants and Tourism; Installation and Maintenance; Administration and Management. In 2022 RVCC was piloted on three professional qualifications, resulting in the certification of 48 candidates. Users' need for RVCC is high, and the government institutions and private sector enterprises collaborate and join efforts to ensure access to workers employed in businesses in the indicated sectors.

UC-SNQ coordinates and supports RVCC, working in cooperation with the General Direction of Employment, private companies interested in certifying their employees and different types of providers accredited to deliver RVCC services. UC-SNQ developed the methodological support tools, the RVCC standards and evaluation instruments, included in the CNQ. About 50 RVCC specialists were trained for the implementation of RVCC processes.

In the context of the EQF, validation of non-formal and informal learning is also an essential part of the qualifications frameworks. Validation of non-formal and informal learning is supported by the Council Recommendation of 2012, which encourages Member States to put in place national arrangements for validation. These arrangements should enable individuals to increase the visibility and value of their knowledge, skills and competences acquired outside formal education and training: at work, at home or in voluntary activities.

The European guidelines for validating non-formal and informal learning (3rd edition, 2023) are written for individuals and institutions responsible for the initiation, development, implementation, and operation of validation arrangements, taking into account the experience of over a decade of VNFIL experience in Europe and new demands related with the transformation of learning and work.

⁴ [Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning](#).

⁵ Cedefop (2023). *European guidelines for validating non-formal and informal learning*. Luxembourg: Publications Office. Cedefop reference series; No 124. <https://www.cedefop.europa.eu/en/publications/3093>

Quality Assurance

Quality assurance is an essential pillar of transparency and trust in qualifications, and of mutual trust between different national qualifications systems and frameworks. Trust in qualifications acquired nationally or abroad contributes to facilitate recognition of qualifications, and consequently supports mobility of learners and workers, and matching between supply and demand of skills and qualifications for social and economic development.

The conceptual and methodological underpinnings of Quality Assurance in the context of the NQS / NQF of Cabo Verde address the design of qualifications and application of the learning outcomes approach. Quality assurance underpins learners' assessment, and the certification process – in vocational education and training, higher education and RVCC processes. Quality assurance comprises internal and external processes like self-assessment, accreditation and audits.

Higher education quality assurance is managed by an independent specialised agency (ARES), which participates in regional and international quality assurance projects and networks.

Moreover, quality assurance practices are supported and enhanced by digitalisation and online platforms for users, which contributes to transparency, efficiency, data management and information-sharing, both in vocational education and training and higher education. The *Training Entities Accreditation Platform (PAEF)* provides online information on all accredited training entities (vocational training). The digitization of quality assurance processes and information in higher education is organized in the ARES Digital Platform (PD-ARES), to which all higher education institutions and other stakeholders have access. Applicants for recognition of foreign higher qualifications benefit from fully digitised ARES processes. Finally, the integrated school management system ([SIGE](#)) is implemented in all elementary schools in the country and fosters communication, decision-making and greater speed in management processes.

Quality assurance is also a fundamental underlying principle of the EQF. It is considered the foundation for mutual trust between countries and systems, which in turn is a decisive factor for the success of the EQF referencing process. EQF referencing criterion 5 requires that countries referencing their NQFs to the EQF have their QA arrangements linked to the NQF and are consistent with the EQF's common principles on quality assurance, though approaches may vary according to national circumstances. EQF's Quality Assurance principles are fully compatible with the Standards and Guidelines for Quality Assurance in the European Higher Education Area and the European Quality Assurance Reference Framework for Vocational Education and Training.

The comparison dialogue concludes that quality assurance in the context of the SNQ / NQF of Cabo Verde is broadly compatible with the quality assurance principles of the EQF.

Governance of the qualifications frameworks

The governance model of the NQF in Cabo Verde is characterised by the involvement of many institutions representing the policy making levels such as Ministries and Directorates as well as implementation bodies such as UC-SNQ and ARES and social partners in Sector councils and committees. Despite its mandate of NQF coordination and implementation defined by the legislation, the UC-SNQ has a more prominent and deciding role on all matters related with the CNQ, development of professional qualifications, coordination, and facilitation of RVCC, and dissemination of information on the NQF; while ARES has the leading role on matters related with higher education programs and qualifications.

Involvement of stakeholders such as employers, trade unions, civil society organisations is defined in the legislation regulating the UC-SNQ and the technical processes of professional qualifications' design. Sector Councils and Sector Technical Committees play a key role in the development and validation of professional qualifications.

Governance of the EQF is based on the combination of mechanisms at EU and national levels, and involvement of stakeholders' organisations on EU level. Implementation of the EQF is supported by specialised expertise Agencies, research capacity and interactions and collaboration with other prominent EU policies and instruments which together enhance the effectiveness and outreach of the EQF.

The governance models of both frameworks share common features, such as participation of stakeholders, and the leading role of a coordination entity like the Advisory Group and European Commission in the case of the EQF and UC-SNQ in Cabo Verde. The available resources to support NQF coordination are considered scarce to meet the needs and fulfil the wide range of functions and responsibilities of the UC-SNQ in Cabo Verde.

Communication

The effectiveness of the qualifications framework in relation to its objectives is a result of the related policies, governance, and resources. The attention to the quality, adequacy, and consistency of the information and means to reach out to different users and stakeholders is part of the operationalisation of the framework.

In Cabo Verde this communication and advocacy of the NQF, and the main related policies and instruments (CNQ and RVCC) is channelled through the websites of the UC-SNQ, and of the Directorate General of Employment. Social media of the Employment Centres disseminate information on professional qualifications.

In Cabo Verde professional qualifications display the NQF level and the CNQ accessible online offers the most tangible example of implementation of the NQF's principles and use of the NQF descriptors.

The EQF Advisory Group recognised the importance of communication and outreach to users and has reinvigorated reflection and activities addressing the main users. The [EQF evaluation](#) pointed to the need for further improvement related with communication and visibility of the EQF at various levels and among key stakeholders and institutions. The EQF webpage on the Europass Platform provides concise relevant information and is linked to the relevant NQF online tool on Cedefop website, and other policy initiatives and information resources.

1. Introduction to the comparison process

The role of the EQF in linking European qualification systems

Qualifications and education and training systems in the countries of the European Union (EU) are diverse, and the place of cooperation and mutual understanding between countries cannot be overestimated. In the EU, in line with Articles 165 and 166 of the Treaty on the Functioning of the European Union, education and vocational training are a primary competence of Member States, and the EU has supplementary competence. The EU does not aim to harmonise education and qualification systems. Its task is to encourage cooperation between Member States and to support and supplement their actions while fully respecting the responsibility of individual countries for the content of teaching and the organisation of their education and training systems.

The European Qualifications Framework (EQF) for lifelong learning has been developed as a tool to enhance comparability and transparency between the different national systems and qualifications frameworks. EU countries have developed national qualifications frameworks (NQFs) to classify, develop, integrate, and articulate qualifications from different subsystems, learning contexts and types of providers. The learning outcomes approach is used to support comparability of NQFs and qualifications. Learning outcomes describe what learners know, understand and are able to do at the end of a learning process. NQFs have different levels described in terms of learning outcomes that can be used to classify qualifications. Qualifications frameworks based on learning outcomes facilitate access, progression, inclusion, lifelong learning, and mobility.

The EQF for lifelong learning is an overarching qualifications framework that connects the NQFs of 41 European countries (27 EU member states, 4 EFTA countries and 10 pre-accession countries⁶). Within this framework, participating countries can compare their NQF levels with EQF levels along with the quality assurance and transparency processes underpinning their qualifications. This process is called referencing and referencing reports are discussed in the EQF Advisory Group where all 41 countries are represented. After referencing, countries can mention the EQF level on their qualifications and link their database or register of qualifications with those of other countries through the EUROPASS platform. However, this process is limited to the 41 countries represented in the EQF Advisory Group.

Linking EQF with qualifications frameworks from other countries through dialogue

Many people arrive in the EU as migrants, refugees or as family members with the objective of studying or working. Value chains go beyond borders and EU companies use the services of platform workers who live in their home countries. The skills and qualifications of these people are not always recognised and valued. Consequently, many people cannot continue their studies, or are overqualified for the jobs they manage to find. In a context of substantial labour shortages in many occupations across the EU, the underutilisation of talent and skills frustrates the integration of third country nationals in EU member states, as well as the growth and employment targets in many countries, regions, and enterprises.

Comparing the EQF with other national and regional qualifications frameworks will facilitate the mutual understanding of qualifications between other national and regional qualifications frameworks and the EQF. A better understanding of qualifications will make their use and recognition easier. The EQF Recommendation

⁶ Ukraine is the most recent EU candidate country and member of EQF Advisory Group.

of 2017 asked the European Commission and the Member States to explore procedures and criteria to enable the comparison of third countries' national and regional qualifications frameworks with the EQF and makes a link to international agreements concluded between the EU and third countries and other regional economic communities.

In 2020-2021, a project group of the EQF Advisory Group (EQF AG), which included representatives from EU member states and different bodies of the European Union, developed a procedure on how to incorporate topics and criteria for a comparison exercise based on dialogue. The EQF Advisory Group has discussed and validated these and given the green light for piloting the approach. Pilots are currently underway with Ukraine, Cabo Verde and Southern African Development Community (SADC). The comparison with Ukraine NQF was successfully concluded in 2022 and the report publicly presented in February 2023. This report represents the result of the second pilot – with Cabo Verde. A pilot of comparison with a regional qualifications' framework (Southern African Development Qualifications Framework – SADCQF) is in preparation.

Comparison is understood as a process that should enable trust in the quality and level of qualifications of qualifications frameworks to support recognition and the international mobility of learners and workers.

The objective of comparison is to enhance the transparency and comparability of qualifications.

Comparing qualifications frameworks is about understanding the similarities and appreciating the diversity of qualifications frameworks to draw conclusions on where the frameworks converge and diverge and whether they are comparable. Diversity is expected as qualifications frameworks are implemented in different contexts where traditions and objectives are different. The comparison needs to add value and have mutual benefits for both parties. For the EQF this involves enhancing transparency for individuals, employers, and education providers, supporting international mobility and migration and the international positioning and use of the EQF. Comparison takes place on an equal basis in a dialogue and in relation to a set of mutually agreed topics and supporting questions to be covered. Comparison can only be done in dialogue and should result in a joint report drafted and agreed upon by both parties. Eventually, the comparison can connect qualifications frameworks around the globe and contribute to the international transparency of qualifications.

There are links to agreements that the EU has signed with other countries. The areas of international bilateral and multilateral cooperation that can benefit from increased transparency, comparability and trust in qualifications are: migration and asylum; mobility of learners and workers (including virtual mobility regarding online learners and platform workers); trade (especially trade in services); human and social development; economic, political and development cooperation.

In order to start the comparison process, the mutual benefits and operational status of the qualifications frameworks should be established. The qualifications frameworks of third countries and those of regional communities are considered operational when most of the following criteria have been fulfilled.

- Implementation structures are in place (which means: stable governance structures, day-to-day administrative capacities, and financing);
- Main working methods and instruments exist (databases, communication strategies, quality assurance arrangements, by-laws and administrative regulations);
- End-users know that the NQF exists and which services it offers;
- The NQF is a reference point for how to use learning outcomes and develop, revise and renew qualifications;
- Criteria and procedures for the allocation of qualifications to levels are used.

- The NQF is gradually playing a role in improving the transparency and comparability of qualifications at the national and international level;
- The NQF is gradually supporting reform and the renewal of education, training and qualifications systems at the national level.

Having established the mutual benefits and operational status of the qualifications frameworks the comparison process can start.

The Comparison process

The comparison process begins with establishing a comparison working group, composed of key implementers, stakeholders, and experts, able to provide relevant information, clarify the issues, respond to questions, and complement information, and communicate with the relevant structures and key informants.

In the case of Cabo Verde this group included representatives from the Ministry of Education (National Directorate of Education, General Directorate of Higher Education), Ministry of Finance and Enterprise Promotion (General Directorate of Employment), Coordination Unit of the National Qualifications System, and the Regulatory Agency of Higher Education (ARES). Team Europe included the European Commission, representatives, and experts from member states (Portugal and Poland, and an expert from Luxemburg), the EU Delegation, and the ETF.

The first meeting was hosted by the State Secretary of Finance and Enterprise Promotion and the European Commission. Eight meetings took place between 21st November 2022 and 30 May 2023 with all members of the group. The first two meetings focused on the objectives and methodology of comparison, ensuring a shared understanding of the expected benefits, and risks for both sides. Participants discussed the scope of the topics of comparison and agreed the modality of work to be used for an efficient process and a robust evidence base. The following four meetings that took place between 19th January and 31st March, allowed a structured discussion of policies, approaches, instruments and use cases related to all topics of the comparison. The 7th meeting (April 27) focused on the discussion of the first version of the comparison report. The members of the comparison group actively contributed to the in-depth reflection on the report, elaborated comments and information complements that were integrated into the second version, which was discussed at the 8th meeting (30 May 2023).

The 11 topics of comparison between the EQF and the NQF of Cabo Verde are well synchronised with the topics analysed in the report of the first comparison pilot (Ukraine NQF - EQF).

1. Objectives of both qualifications frameworks
2. Scope of the frameworks
3. Levels and level descriptors
4. Learning outcomes approach(es)
5. VNFIL and RPL
6. Quality assurance
7. Communication, visibility, transparency, access to information
8. Recognition processes
9. Governance structures
10. Referencing processes
11. Transparency and quality assurance of the comparison process

The two country reports on the NQF of Cabo Verde elaborated in 2020 and 2021 in the context of the [Mapping Study](#) of the African Union-European Union project “African Continental Qualifications Framework (ACQF)” were very useful starting references for this comparison. The scope of analysis and interpretation in the comparison exercise turned out wider and deeper, reflecting the dynamism of the debates and the many questions raised by all members of the working group. For each comparison meeting a Working Paper was tabled to support the discussion, presenting the state-of-play, concepts, legislation, and evidence of application – addressing each topic of the comparison. In each meeting the representatives of Cabo Verde presented the national situation and developments on each topic, responded to questions and suggestions, provided ample clarifications. The EQF content by topic was presented and explained by the representative of the European Commission. During the debates the commonalities were identified, and differences discussed, to define the extent of comparability between the two frameworks. To ensure a meaningful comparison, the benefits and risks associated with the comparison were also discussed.

All topics have been covered separately, but the complementarities and interfaces were highlighted, as possible. The comparison by topic addressed the aspects below, with adaptations to differences in scope:

- Legal basis, regulatory framework;
- Definitions and essential concepts related to the theme;
- Application and uses, such as tools, standards, reference guides and methodologies, websites, platforms, and networks. Quantitative data and information, where appropriate.
- Reforms and adaptations (ongoing or planned)
- Main challenges
- Examples, evidence, sources.

Finally, the first draft report of the comparison exercise was discussed in the 7th meeting (27th April 2023), and the second draft was presented to the 62nd Advisory Group meeting (10-20 June 2023) for discussion. Upon this consultation process, the final version of the report will be presented to a wider public.

This report summarises the findings. It is also the basis for a Joint Action Plan that will be developed after the report has been approved and published.

2. Policy Context of the EQF

European education and training systems are diverse and reflect national traditions. The differences among them make it difficult to assess what someone with a qualification from another country knows, understands and is capable of doing in learning or work contexts. The value of a qualification awarded in one country is, therefore, not necessarily understood in others, which can hamper 'trust' in the quality and content of such qualifications. The same goes for qualifications awarded outside of formal education and training systems, and by international bodies and organisations. This lack of trust can impact professional development, access to employment opportunities and access to further learning, creating barriers to mobility within and without the EU.

The European Qualifications Framework for lifelong learning (EQF) aims to improve the transparency, comparability and portability of people's qualifications. The EQF was set up in 2008 as a common reference framework for qualifications, which are expressed as learning outcomes at increasing levels of proficiency. The framework serves as a translation tool among different European qualifications systems and their levels. It is intended to benefit learners, workers, jobseekers, employers, trade unions, education and training providers, qualification recognition bodies, government authorities and international organisations.

The EQF is a common reference framework that allows qualifications from different countries to be compared easily. This is achieved by supporting the use of learning outcomes for each qualification, in order to make them more transparent and easier to understand. In this way, the EQF supports the cross-border mobility of learners and workers as well as promoting lifelong learning and professional development across Europe.

The EQF has been a significant driver in developing national qualifications frameworks in Europe and in the shift towards learning outcomes, which have created opportunities for more flexible learning paths.

While the primary focus of the EQF has been on increasing the transparency and comparability of qualifications in Europe, the EQF Recommendation of 2017 also provides for the comparison of the EQF with qualifications frameworks from other countries. Such comparison work fosters better understanding of foreign qualifications in the European Union, making the EU an attractive choice for talent in short supply from around the world.

EU legal migration and asylum rules provide for equal treatment of nationals in terms of recognising qualifications and facilitating measures as far as beneficiaries of international protection are concerned. Non-EU nationals must have the opportunity to realise their full potential and use their skills in the European labour market, but also to benefit from learning opportunities, mobility and the recognition of their qualifications. However, high rates of over-qualification and under-employment persist among non-EU nationals residing in Europe.

3. Policy context of the NQF in Cabo Verde

Some key country characteristics

The Republic of Cabo Verde (Cabo Verde) is an island country in the central Atlantic Ocean. The ten volcanic islands have a combined land area of 4 033 km², and the capital – Praia – is located approximately 650 km west of Dakar (Senegal).

Cabo Verde's Human Development Index value for 2021 is 0.662— which puts the country in the Medium human development category—positioning it at 128 out of 191 countries and territories. Between 2000 and 2021, Cabo Verde's HDI value changed from 0.569 to 0.662, a change of 16.3 percent. Cabo Verde has a Gender Inequality Index value of 0.349, ranking it 84 out of 170 countries in 2021⁷.

In the 2021 Census data, the National Institute of Statistics indicates that the total resident population was 491,233 in 2021. ⁸ The same source confirms that Cabo Verde is young: 53.7% of the population is below 30 years old.

Cabo Verde is young - 64% of the population is below 34 years. Data of the [National Institute of Statistics \(INE\)](#) indicates that share of population below 15 years of age is approximately 28 per cent, and that of the age group 15–34 years is 36 per cent.

Politics in Cabo Verde have been largely consensus-oriented, and since its independence from Portugal in 1975, the country has not experienced a single *coup d'état*. Elections are considered free and fair, and parties in power alternate regularly. Cabo Verde is a member of Economic Community of West African States (ECOWAS).⁹

Cabo Verde's culture is valued and internationally recognised, especially its music and celebrated singers of “*Morna*”¹⁰ and other styles, which reflect the intricacies of the historical path of a nation that endured poverty and colonialism, and became sovereign, open, and dignified.

Economic Overview

According to the World Bank¹¹, economic activity is estimated to have expanded by 15% in 2022, with per capita incomes surpassing pre-pandemic levels (2019). On the supply side, accommodation, transport, and commerce explained 60% of growth. On the demand side, exports (mainly tourism) and private consumption accounted for 90% of growth. The rebound in economic activity in 2022 was accompanied by a reduction in poverty (reach 19.3% in 2022), despite the spike in inflation. Headline inflation reached 7.9% (y/y) in December 2022 after inflationary pressures emerged in 2021, fuelled by high international oil and food prices and global supply chain disruptions due to the war in Ukraine.

The fiscal deficit narrowed to 3.8% of GDP in 2022, supported by the strong economic performance and increased fiscal revenues. Public debt declined from 142.7 to 126.2% of GDP, driven by GDP growth. The social protection system, through cash transfers, supported the most vulnerable.

Real GDP growth is projected to reach 4.8% in 2023 (3.8% in per capita terms). Over the medium term, private consumption, investment in tourism and the blue economy should support growth. The outlook is subject to

⁷ UNDP, HDI 2021. <https://hdr.undp.org/data-center/specific-country-data#/countries/CPV>

⁸ National Institute of Statistics. https://ine.cv/censo_quadros/cabo-verde-corrigido/

⁹ <https://www.ecowas.int>

¹⁰ [https://en.wikipedia.org/wiki/Morna_\(music\)](https://en.wikipedia.org/wiki/Morna_(music))

¹¹ <https://www.worldbank.org/en/country/caboverde/overview>

substantial downside risks stemming from external shocks and global uncertainties. Inflation is expected to moderate in 2023, as global growth moderates, commodity prices stabilize, and supply bottlenecks ease.

National development policies

The government launched the process of development of the new Strategic Plan for Sustainable Development (PEDS II) 2022-2026, based on a wide mobilisation of debates, strategic discussions and thematic studies under the umbrella of the Platform [Cabo Verde Ambitions 2030](#) (CVA2030). The agenda of CVA2030 is comprehensive and includes all major domains of socio-economic sustainable development, including human capital development; post-Covid-19, economic and business recovery; resilience and climate action; and the blue and digital economies. The previous plan (2017–2021) was based on 35 programmes articulated around 3 pillars and 4 objectives, which jointly aimed to contribute to Cabo Verde’s sustainable development with full employment. The PEDS II, operationalizes the ambition of the Government of the X Legislature and is the instrument to drive changes and accelerate sustainable development, fulfilling the first phase of the Ambition 2030, through the Programmatic Pillars, which impact in a systemic way the development of Cabo Verde. Through this document that mirrors the vision of Cabo Verde, by 2026, and based on the vision of the 2030 agenda, the Government has the ambition to develop Cabo Verde into an advanced democracy, a dynamic economy, in digitalization and diversification, an inclusive Nation, integrated in ECOWAS, with shared prosperity, high international prestige and reference of pride for all in the country and in the diaspora¹².

The proposal of the "National Strategy for the Promotion of Decent Employment" was formulated based on the vision of the Government of IX and X Legislature (2016-2026) and aims to address the problem of unemployment in a systematic way to generate an integrated agenda in favor of employment and align the strategic priorities of the country with the Strategic Plan for Sustainable Development (PEDS) and the Strategic Agenda for Sustainable Development - Ambition 2030.

In line with the vision and guidelines of the government and the strategic exercises carried out, the proposal recommends the following general objective of the National Strategy for the Promotion of Decent Employment: To contribute to maximizing the effectiveness of public employment policies, accelerating economic and social growth, and expanding the demographic dividend. The proposed Strategy for the Promotion of Decent Employment is structured in three strands of intervention:

- Axis 1. Employability and integration of young people and women through education and vocational training.
- Axis 2. Ability to generate skilled employment and self-employment in all sectors of economic activity.
- Axis 3. Increasing the ability to articulate employment policy.

Cabo Verde and the European Union¹³

The European Union and Cabo Verde have developed close relations since the independence of the archipelago in 1975. The relationship was strengthened with the Special Partnership in 2007. The EU and Cabo Verde have ensured a very constructive relationship for more than four decades, based on cooperation and dialogue. Today, Cabo Verde and the EU share common values such as democracy, respect for human rights

¹² <https://www.mf.gov.cv/web/mf/-/governo-lan%C3%A7a-oficialmente-o-plano-estrat%C3%A9gico-de-desenvolvimento-sustent%C3%A1vel-2022-2026-peds-ii->

¹³ Source: https://www.eeas.europa.eu/cabo-verde/european-union-and-cabo-verde_en?s=134

and the rule of law, promotion of multilateralism and rules based global order. The very successful evolution of the relationship in these areas led to the creation of the EU-Cabo Verde Special Partnership in 2007, which keeps evolving and is being reinforced until nowadays.

Besides ministerial annual meetings, an intense political dialogue has taken place in recent years through high-level meetings between the EU and Cabo Verdean political counterparts. During the last years, the former President of the European Commission, EU Commissioners and EU high-ranking officials visited Cabo Verde. On the other side, Cabo Verdean authorities such as the President of the Republic, the President of the National Assembly, the Prime Minister, and other Ministers also visited the EU and its Member-States.

Political relations

The Special Partnership establishes, since 2007, a constant political dialogue that aims at raising the donor-beneficiary relationship to a partnership covering many other common interests. This is the only Special Partnership between the EU and an African country and it is based on six pillars of good governance; security and stability; regional integration; convergence of technical and standards policies; knowledge-based society; fight against poverty and the promotion of sustainable development.

In the framework of this partnership, an Action Plan for Security and Stability was adopted at the Ministerial Meeting in Luxembourg in 2015.

In 2017, both parts agreed on three new cooperation areas:

- Investment, jobs, and growth.
- Ocean governance and blue economy.
- Reform of the administration.

Economic Relations, Trade and Investments

The EU remains the main trading partner of Cabo Verde, being that the trade with the EU accounts for over 80% of the total trade of Cabo Verde summing up to €734 million in 2019. Europe remains the main export destination of Cabo Verdean products (95%) in 2020 (World Bank and Eurostat), fish being products the main exported products.

International trade is essential for the economic development of Cabo Verde. Through the General System of Preferences (GSP+), the EU facilitates the entrances of the products from 9 countries in the single market with exemption from customs duty, among them is Cabo Verde. This exemption is granted on the basis that these countries comply with the international law conventions regarding Human Rights, Labour Rights, Good Governance and Environment Protection.

Cabo Verde is the only African country benefiting from this facility. More than 79% of all imports from Cabo Verde benefit from preferential GSP+ duties.

Budget Support

Budget Support is an EU cooperation instrument that aims to contribute to Public Aid for Development. It consists of financial transfers made directly to Cabo Verde's National Treasury that on its side ensures good management of public finances. Cabo Verde benefited from the EU Budget Support modality since 1998 and it is currently the main EU financial contribution to the archipelago, representing around 95% of the total amount. Since 2016, the EU's contribution to the Budget Support has been more than EUR 55 Million, from which EUR 14 Million were allocated through an emergency contribution for Drought and Floods (climate change consequences).

Science, Technology and Digitalisation

One of the pillars of the Special Partnership is the knowledge-based society. Therefore, students and Cabo Verdean Institutions benefit from European Programmes in these areas, namely HORIZON 2020 and ERASMUS+.

Regional and global cooperation in respect to qualifications

Cabo Verde is a member state of two regional communities: the African Union (55 member states) and the Economic Community of West African Countries (ECOWAS – 15 member states). In this context Cabo Verde is invited to participate and be engaged in policy initiatives and projects in related domains, notably the initiatives under the development and implementation process of the African Continental Qualifications Framework (ACQF), and regional actions contributing to quality assurance and comparability of qualifications, and recognition of qualifications between member countries of the community. Cabo Verde has been an active contributor to the process of development of the ACQF in 2019-2022.

Moreover, Cabo Verde is one of the early signatories of the UNESCO [Global Convention on the Recognition of Qualifications concerning Higher Education](#), adopted in 2019 by the 40th session of the UNESCO General Conference, becoming the first United Nations treaty on higher education with a global scope. The Global Convention establishes universal principles for fair, transparent, and non-discriminatory recognition of higher education qualifications and qualifications giving access to higher education and offering avenues for further study and employment. With provisions on non-traditional learning modes, the Global Convention also facilitates the recognition of qualifications, prior learning and study periods earned remotely. In addition, it promotes the recognition of refugees' qualifications, even in cases where documentary evidence is lacking. By ratifying the Global Convention, countries commit to strengthening international cooperation in higher education, raising its quality at home and worldwide, and helping make academic mobility and the recognition of qualifications a reality for millions around the world. It is open to [UNESCO Member States](#) and the Holy See. The Global Convention received its [20th ratification](#) on 5 December 2022, and [entered into force](#) on 5 March 2023. As of January 2023, [21 countries](#) have ratified it.

As a member state of the African Union Cabo Verde is eligible to reference to the African Continental Qualifications Framework (ACQF), and in the period 2020-2022 the UC-SNQ and ARES actively participated in the ACQF development process, and in the peer learning and capacity development programme of the ACQF project¹⁴. Referencing of pilot countries to ACQF is planned to start in 2023.

The importance of the NQS and the NQF

The national qualifications framework was established in 2010 as a major component of the national qualifications system and aimed at elevating the country's skills supply and the adaptability of population to a more productive and modern economy, and responding to the country's needs of economic growth, productive employment, and social inclusion.

Among the wider objectives of the SNQ ([Decreto-lei nº 4/2018](#)) it is worth mentioning:

- Promote a diversified training offer, from the perspective of lifelong learning, generating competence-based qualifications, to meet individual, social and economic needs.
- Promote the elevation of the level of qualification and socio-professional integration of the active population, especially of groups with manifest difficulty of insertion, and increase the basic

¹⁴ ACQF: <https://acqf.africa/capacity-development-programme/webinars>

qualification of the active population, enabling their school and professional progression.

- Encourage public, private, and family investment in the optimization of resources for competency-based professional qualification.

The SNQ stresses the integrative nature of the NQF:

- The NQF defines the structure of the qualification levels with a view to allowing transparency and comparison of these levels in relation to the different systems of other countries.
- The NQF also aims to integrate the different subsystems of national qualification and improve access, progression, and quality of qualifications in relation to the labour market and society at large.

4. Overview of the Education system and the NQF of Cabo Verde

Structure of the education and training system

Legislative Decree No. 13/2018, which made the first amendment to Legislative Decree No. 2/2010, which defines the Bases of the Education System, stipulates the structure of the educational system, composed of the following subsystems (*source: Article 12 - Section I, Chapter III of the said Legislative Decree*):

1. Subsystem of pre-school education

2. School education subsystem

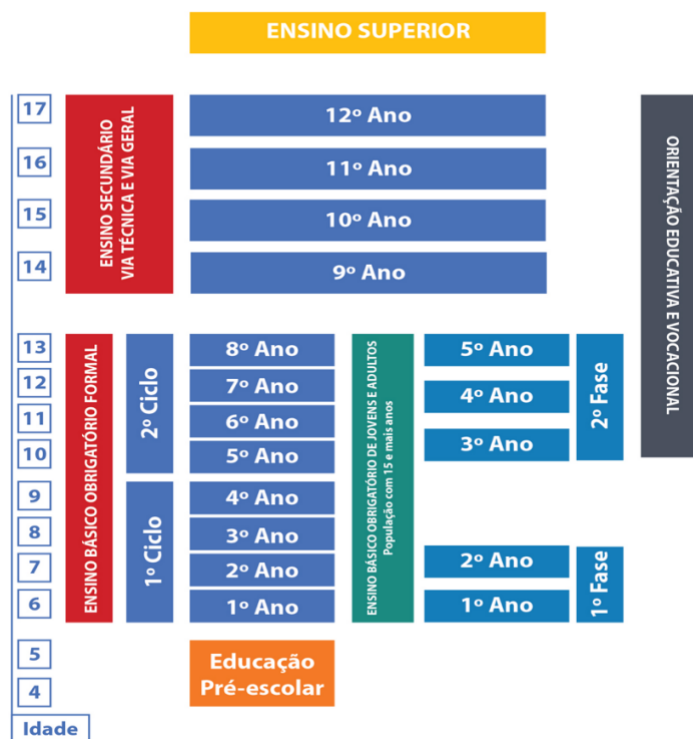
It encompasses basic education; secondary education; higher education; special teaching modalities; It also includes leisure activities.

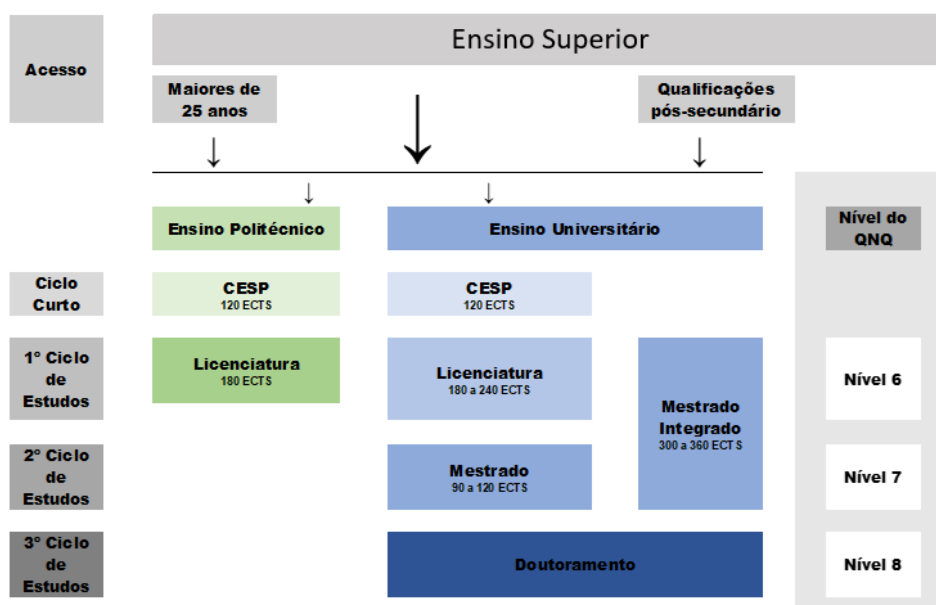
3. Subsystem of out-of-school education

It encompasses literacy activities, basic education of young people and adults and vocational training in a lifelong learning perspective, articulating with school education.

In addition to these subsystems, the education system also includes the technical-professional component and is closely linked to the national system of vocational training and apprenticeship.

Figure 1: Structure of the education system in Cabo Verde





Source: Ministry of Education. <https://minedu.gov.cv/sistema>

The information presented in Table 1 summarizes Chapter III ("Organisation of the Education System") of Legislative Decree No. 13/2018. The table also establishes the relationship with the qualification levels of the NQF. For the purposes of this report, this Table should be read in complementarity with the Matrix of levels and qualifications included in the NQF (Table 4 of this report).

Non-formal education and training

Non-formal training generally refers to learning programs that do not follow formal structures, involving acquisition of knowledge and skills through non-traditional methods such as workshops, mentoring, workplace training, hands-on learning, among others.

These programs are usually tailored to the specific needs of employees or participants and aim to develop practical skills and knowledge relevant to the job market and life.

They are developed by institutions such as:

- Chamber of Commerce and Industry: training offer to meet the needs of local businesses.
- Professional Associations: aiming to improve the skills and knowledge related to a particular profession. These entities offer training programs and workshops for their members.
- Non-Governmental Organizations (NGOs): support for the empowerment of local communities in various community development projects. These entities offer training and training programs on various topics related to e.g. society, family, local management, management of small economic activities.
- Companies: to develop and reinforce the skills and competencies of their workers in different functions.

The programmes of these courses generally have no reference to the National Qualifications Catalogue (CNQ).

With the advancement of the accreditation process, currently all entities must be formally accredited by the DGE to provide professional training actions, in the case of NGOs, companies, associations or other entities. This rule also applies to NGOs, companies, associations or other entities.

Table 1: Structure of the educational system; awarded qualifications and linkage to the NQF levels

| Section of the law | Subsystem | Cycles | Qualification | NQF levels | Observations: age, progression |
|--------------------|---|---|--|--|---|
| Section II | Preschool | | | No NQF level | From the age of four |
| Section III | Primary education eight years (obligatory education) | - First cycle: four years (1st - 4th) - Second cycle: four years (5th - 8th) | Diploma of school basic obligatory education NQF level: 1 | Level 1 | From the age of six |
| Section IV | Secondary education four years | - 9th to the 12th year - Two optional ways from 10 th grade: general and technical. - Permeability between general and technical education is guaranteed. - Artistic education: via technical education, or complementary year of secondary education | Diploma and certificate For the technical route: Double certification (academic and professional) For artistic education: Diploma | Level 3: secondary education certificate (10 th grade) Level 4: Diploma of secondary education (12 ^o grade) | Progression after completion of secondary school: - To higher education - Vocational training (initial and continuing) |
| Section V | Higher education - University education - Polytechnic education | <u>Three study cycles:</u> 1. Degree: Corresponding credits from six to eight semesters. Some areas of study require a greater number of credits 2. Master's degree: Corresponding credits from three to four semesters. In some cases: Integrated cycle after secondary education from ten to twelve semesters. 3. Doctorate <u>Post-secondary education:</u> professional courses, without academic degree (CESP - Courses of Higher Professional Studies). | <u>Academic degrees:</u> - Bachelor's degree (certificate) - Master: certified by a master's letter - Doctorate: doctoral letter Higher professional courses (CESP) – award: Diploma of Higher Professional Studies (DESP) | NQF levels • DESP: level 5 • Licenciatura: level 6 • Mestrado: level 7 • Doutorado: level 8 | Degree: Can be granted by university and polytechnic education Master's and Doctorate: Only for university education DESP: transferable credits to continue education – to bachelor's degree (licenciatura) in the same area of study |

| | | | | | |
|------------|-------------------------|---|--|--|---|
| Section VI | Out-of-school education | <p><u>Adult Education</u></p> <ul style="list-style-type: none"> - Literacy - Continuing education: cultural, scientific and technological valorization <p><u>Basic education of young people and adults articulates general and professional training (age: 15 years +, with or without schooling)</u></p> <p><u>Professional-technical training component</u></p> <ul style="list-style-type: none"> - Development of skills for the exercise of a profession and integration in the world of work - Continuing education | <p><u>Basic education and youth and adults</u></p> <ul style="list-style-type: none"> - <u>First cycle (two years):</u> certificate of school performance - <u>Second cycle (three years):</u> diploma (equivalent to basic education diploma) <p><u>Vocational and technical training is closely linked with the national system of vocational training</u></p> | <p><u>NQF levels for basic adult education:</u></p> <ul style="list-style-type: none"> - Level 1: Basic education diploma (young people and adults) - Level 2: Adult basic education diploma with dual certification pathway - Level 2: Level 2 professional qualification certificate <p><u>NQF levels for lifelong continuing vocational training</u></p> <ul style="list-style-type: none"> - Level 3: Level 3 professional qualification certificate - Level 4: Level 4 Professional Qualification Certificate - Level 5: Level 5 Professional Qualification Certificate | <p>In both modalities: Learning is organised in units (accumulation and transfer), flexible and adaptable to different individual needs and competences</p> |
|------------|-------------------------|---|--|--|---|

The education system offers a certain diversity of pathways for entry, progression between subsystems and exit, notably for adults and young people needing pathways appropriate to their social and historical situation in education and training. The two subsystems (school and out-of-school education) award certificates and qualifications linked to the 8 levels of the NQF. The out-of-school education subsystem awards qualifications from a diverse range of levels (level 1 to 5).

Summary on the NQF of Cabo Verde

This brief chapter presents in an integrated way the main characteristics of the National Qualifications Framework (NQF) of Cabo Verde. This information aims to facilitate the understanding of the NQF of Cabo Verde, as a basic premise for a clear reading and analysis of the chapter on the themes of the comparison process, which is the core of this report.

The National Qualifications Framework (NQF) was established in 2010 in the context of the reform and revitalization of the vocational education and training system (VET), thereby supporting the broader objectives of the reform, such as sustainable development and decent work. In addition, the implementation of the NQF has contributed to integrating and modernising all education and training subsystems, from primary education to higher education, and to increasing its capacity to respond to labour market needs.

The NQF is a unified reference instrument for classifying all qualifications produced in the national education and training system. The scope of the NQF is comprehensive and inclusive - all levels and modalities of learning, from primary education to higher education and qualifications acquired through professional experience or non-formal and informal learning.

- For consultation: Chapter "References and Sources" - list of legal and regulatory texts related to the educational and training system, SNQ and its components and implementing entities (UC-SNQ, ARES).

Key milestones in the history of SNQ-NQF in Cabo Verde:

- 2009: Legislation regulating the UC-SNQ (Decree-Law No. 62/2009 (14/12/2009)).
- 2010: Adoption of legislation establishing the National Qualifications System (SNQ), the National Qualifications Framework (NQF) and the National Qualifications Catalogue (CNQ).
- 2012: Legal regime of Degrees and Diplomas in Higher Education (Decree-Law nº 22/2012)
- 2013: Legal regime for the accreditation of training institutions
- 2014: Regulation of the system of recognition, validation, and certification of competences (Decree-Law nº 54/2014)
- 2018: Adoption of the new legal act on NQS (Decree-Law nº 4/2018); new regulation on the organisation of UC-SNQ (Decree-Law nº 7/2018)
- 2020: Adoption of new legislation on CNQ and the NQF (2 joint ordinances by ME and MFEP – nº9 and 10/2020)
- 2020: Double certification of professional and academic (school) qualifications: Portaria conjunta nº 47/2020 de 8/setembro. <https://kiosk.incv.cv/1.1.106.3404/>
- 2020: Modular training in technical education and professional (vocational) training: Portaria conjunta nº 48/2020 de 8/setembro. <https://kiosk.incv.cv/1.1.106.3404/>
- 2021: activation of RVCC – Start of implementation of RVCC in 3 professional families; new RVCC standards and capacity development for RVCC professionals.
- 2022-2023: renewal and development of professional qualifications for the CNQ;

The National Qualifications Framework (NQF) of Cabo Verde has more than 10 years of experience and has been operationalised as an instrument of the National Qualifications System (SNQ). This is a key feature that marks the nature and functions of the NQF and its interconnection with the tools of the SNQ.

The SNQ comprises the tools for the promotion, development and integration of training offer and qualifications, as well as the assessment and certification of skills that enable the professional, human, and social development of individuals and respond to the needs of the economic system. The SNQ is operationalized by the combined action of the following instruments:

- The NQF
- The CNQ

- The credit system
- Individual register of qualifications and competences
- The system for monitoring, evaluating, and improving the quality of the SNQ
- The system of recognition, validation, and certification of competencies (RVCC)

The NQF is comprehensive and inclusive; it is based on learning outcomes; adds value to the education and training system.

- The **objectives of the NQF** defined in 2010 were reinforced in Joint Ordinance No. 10/2020, with more emphasis on the readability, transparency, and comparability of qualifications – both within the education and training system and in the labor market.

The other objectives of the NQF include the integration and articulation of the qualifications of the different subsystems; improving the transparency of qualifications; promoting access, evaluation and quality of qualifications; the implementation of the learning outcomes approach to describe qualifications and promote the validation of non-formal and informal learning and thus support the integration of low-skilled and unemployed citizens into the labour market and lifelong learning; promoting close cooperation and links with the EQF and other NQFs, in particular ECOWAS countries. Finally, the NQF ensures that all qualifications and certificates issued by the competent authorities contain a clear reference to the relevant level of the NQF.

- **Structure and descriptors:** The NQF is structured in eight levels. Level descriptors are based on three learning domains: knowledge, skills and responsibility and autonomy (attitudes).
- **Scope:** the NQF has a broad and inclusive scope. It includes qualifications from all levels and sectors of the education system: qualifications from primary, secondary, and higher education, as well as qualifications from recognition, validation and certification of skills obtained through non-formal and informal learning. Currently the NQF includes formal qualifications only.
- **Registers of qualifications:** a) The National Qualifications Catalogue (CNQ): contains all approved qualifications based on learning outcomes (level 2 to 5). CNQ is a component of the SNQ, inseparable from the NQF. In addition, the register of ARES manages the higher education courses and qualifications (levels 5 to 8).
- The **learning outcomes approach** in the design and description of qualifications is one of the main objectives of the NQF, as defined in the legislation of the NQF ([Joint Ordinance 10/2020](#)). Learning outcomes play an important role, in particular in the conceptual and technical design of competence units and training modules that structure qualifications and in more inclusive access to qualifications for citizens with a limited education history but with life and work experience (through RVCC).
- **Quality assurance:** the Directorate General for Employment and UC-SNQ (for vocational training), the Ministry of Education (for primary and secondary education), and ARES (higher education) are the main institutions in charge of implementing quality assurance policies and procedures for the respective sectors.

The Training Entity Accreditation Platform ([PAEF](#)) is the digital and online instrument that supports accreditation processes (vocational training) and the dissemination of information about the procedures and accredited training entities.

The digital management platform of ARES ([PD-ARES](#)) is composed of several modules aimed at aspects of Quality Assurance in higher education, such as: Module of Teachers and Cycles of Studies, Module of Evaluation of Cycles of Studies in operation, Module of Accreditation of Cycles of Studies, Module of Institutional Evaluation and the Module of Recognition of Foreign Higher Degrees and Diplomas.

The Integrated School Management System ([SIGE](#)) allows the integration of the country's primary and secondary schools connected to the network. Thus, creating a unique and common system, maximizing communication, management capacity and minimizing costs.

- **The coordination of the NQF**, within the framework of the SNQ, is ensured by the UC-SNQ, established through Decree-Law No. 62/2009 (14/12/2009). A decade later, the UC-SNQ remains the central governance structure and its leadership and coordination role has been strengthened ([Decree-Law Nr 7/2018](#)).

The UC-SNQ is led by the Unit Coordinator and comprises a) the Interministerial Technical Qualification Committee (CTIQ), b) the Executive Secretariat, c) the National Commission of Professional Equivalences (CNEP), a specialised body of the SNQ. The social partners contribute to the coordination of the SNQ through statutory participation in the CTIQ and CNEP. Other entities that are part of the SNQ governance and implementation include the Institute for Employment and Vocational Training (IEFP), the Sectoral Technical Committees (SC) and higher education institutions.

In higher education, the only quality assurance body is [ARES](#), created by Law No. 121 / VIII / 2016, of March 24. Article 5 declares that ARES is independent in the performance of its functions and is not subject to the oversight or guardianship of the government in relation to regulatory functions, without prejudice to the supervisory powers conferred in the National Assembly. All government agencies and institutions working in the higher education sector have a duty to collaborate with ARES and provide information related to the quality assurance system.

Statistical data

Table 2: Higher education - courses and qualifications, students and graduates

2.1 Number of students and graduates in HEIs and accredited study cycles in Cabo Verde (2019-2022)

| | 2019-2020 | 2020-2021 | 2021-2022 |
|----------------------------------|--------------|--------------|------------|
| Students (total = Male + Female) | 8 788 | 9 108 | 9 020 |
| Students (Female) | 5 825 | 5 504 | 5 504 |
| Total graduates | 1 728 | 1 068 | n.a |

Source: ARES, March 2023. Data provided for this report.

2.2. Number of courses and graduates by level (degree)

| Degree / NQF level | Number of courses | Number of graduates |
|-----------------------------|-------------------|---------------------|
| Licenciatura – nível 6 | 169 | 929 |
| Mestrado – nível 7 | 62 | 71 |
| Mestrado integrado -nível 7 | 2 | 16 |
| Doutoramento – nível 8 | 6 | 10 |
| Total | 239 | 1026 |

The data illustrates the current orientation of Cabo Verdean higher education towards level 6 (Bachelor degree) qualifications, which are largely predominant in the offer of courses (71% of the total courses) and in the number of graduates (90% of the total). With only 97 graduates, level 7 and 8 qualifications are not representative in the national context of human resource development, which may be explained by different factors, including the ability of higher education institutions to attract candidates to existing courses, financial and social constraints, the access to international student mobility for higher levels of education, or eventually difficulties in employability with these qualifications levels in today's economy. The theme is relevant in a context in which Cabo Verde bets on the knowledge society and on the diversification and digitalization of the economy, which will require increasing

technical and transversal skills and access to specialized training.

2.3 Number of courses and students by area of study

| Fields of study | Number of courses | Number of students |
|---|-------------------|--------------------|
| Agriculture, Forestry, Fisheries and Veterinary | 3 | - |
| Arts and Humanities | 14 | 168 |
| Natural Sciences, Mathematics and Statistics | 11 | 349 |
| Social Sciences, Journalism and Information | 44 | 972 |
| Education | 59 | 1172 |
| Engineering, Industry and Construction | 30 | 1229 |
| Management, Administration and Law | 108 | 3903 |
| Health and Social Protection | 44 | 1181 |
| Services | 3 | 57 |
| Information and communication technologies | 9 | 122 |
| Total | 325 | 9153 |

Table 2.3 is pertinent to understand the offer of courses and the distribution of higher education students by area of study. This data could be compared annually to analyze trends and combined with data by NQF levels/degrees. Based on this table, it is found that less than a third (31%) of students are in STEM (science, technology, engineering, and mathematics) courses, and only 1.3% - in ICT courses. The highest concentration of students is in courses in the area of management, administration and law (4.62%), a situation comparable to many countries, where law and management have a very significant offer in higher education institutions. It would be important to regularly trace graduates' professional integration and further training, and use this data to guide the strategies of higher education institutions and improve information for students and graduates.

Source: ARES. <https://www.ares.cv/assets/documentos/anuncios/Estat%C3%ADsticas%20Estudiantes%20Ense%C3%ADno%20Superior%20C2%AB2019-2022%C2%BB2.pdf>

Table 3: Participation in measures to support vocational training, qualification, and employment - some statistical data: January to September 2022

Source: IEFP, DNE, EHTCV, CERMI, NOSI, PROEMPRESA, FPEF, EMAR

| Young people (15-35 years) beneficiaries of measures to support vocational training/qualification, employability, entrepreneurship, and technical education | 15-24 years, F | 15-24 years M | 25-35 years F | 25-35 years M | Total |
|---|----------------|---------------|---------------|---------------|--------------|
| Number of young people in the initial vocational training modality | 423 | 369 | 424 | 460 | 1676 |
| Number of young people in technical education | 918 | 1318 | 0 | 0 | 2236 |
| Number of young people in initial training funded the HE FPEF, in private entities | 162 | 48 | 161 | 31 | 402 |
| Number of young people in the PEPE | 319 | 139 | 568 | 226 | 1252 |
| Number of young people in the Program DLD | 4 | 4 | 16 | 5 | 29 |
| Number of young people with Employment Support/1st Job | 0 | 0 | 0 | 0 | 0 |
| Number of young people in PEPIT | 14 | 13 | 13 | 16 | 56 |
| Number of young people benefiting of entrepreneurship programs (Entrepreneurship - IEFP; Measure III - FEFP; Start-up and Development Programs - Pro Enterprise and PRE-INCUBATOR TICSEED - NOSI) | 3 | 3 | 17 | 2635 | 2658 |
| Number of young people (25-35 years) Candidates for RVCC Pro | - | - | 181 | 174 | 355 |
| Total | 1.843 | 1.894 | 1.380 | 3.547 | 8.664 |

The reform of Cabo Verde's education system

Legal basis of the Cabo Verdean qualifications frameworks is based on following

- B.O. No. 68 of 12/07/2022: (DL 27, 28, 29 and 30, published in Official Gazette No. 68 – 1st Series, of July 12, 2022): <https://kiosk.incv.cv/V/2022/7/12/1.1.68.4313/>
- Decree-Law N 13/2018 of 7 December. Revises the Bases of the Education System. At: https://minedu.gov.cv/media/orientacao/2020/10/06/Decreto-legislativo_n%C2%BA_13_2018_LBSE.pdf
- Curricular Reform of secondary education. Reference document for secondary education and study plans. 2021

In July 2022 the Ministry published an abbreviated information on this reform, highlighting the objectives and main priorities. <https://minedu.gov.cv/noticias95>.

“The Government sees the Education and Training of excellence of Cabo Verdeans as fundamental factors that should contribute to improve the competitiveness, productivity and sustainable development of Cabo Verde, in a perspective of continuous improvement of the well-being and living conditions of the populations.

Having this vision and considering the prospects of development of the country, the Government has established as one of the priorities of this legislature the **qualification of human capital**, with the ambition to create the conditions for the new generations to interact in a context of globalization of human, economic and technological relations and for the youth to have the skills and literacies to develop an increasingly cosmopolitan profile and open to the world at the same time that values national cultural and linguistic identity.

In alignment with these educational policy guidelines enshrined in the Government Program, the Ministry of Education started development and implementation of the Reform of the National **Educational System (SEN)**, including new study plans and respective curricular matrices, programs, manuals and other pedagogical-didactic resources of basic and secondary education, as well as the adequacy of the National Learning Evaluation System, aiming to adapt the education system and assessment of learning to increase quality, school success and inclusion.

Based on these assumptions and guidelines, the Government recently approved the legislative package (DL 27, 28, 29 and 30, published in Official Gazette No. 68 – 1st Grade, of July 12, 2022) regarding the organization, management and curriculum development, consolidating the curricular revision of basic education, extended to the 8th grade of schooling, with a universal character, mandatory and free, as well as the conceptualization and structuring of the curricular revision of secondary education initiated in 2021-2022, as a structuring pillar of the Reform of the **National Education System (SEN)**, providing the country with new curricular matrices from the 1st to the 12th year and aiming to complete the comprehensive reform of the educational system, whose main focus is the quality and reinforcement of science teaching, of technologies, mathematics, humanities and languages.

It should be noted that the language policy transposed to the new curricular matrices, places emphasis on strengthening the teaching of the Portuguese, as our official language and matrix language of the education system, as a compulsory subject from the 1st to the 12th grade, the beginning of the teaching of English and French at an earlier age, as compulsory subjects from the 5th to the 12th grade, and that we will start the implementation of the Cabo Verdean language as a new discipline, for now optional and experimental, from the 10th year of schooling.

It should also be noted that the teaching of information and communication technologies has a modular character in the 2nd cycle of basic education and as a compulsory subject in all areas of secondary education, in order to strengthen the bases and consistency of policies promoting the transition and digital transformation in all dimensions of Cabo Verdean society.

These two aspects, along with the reinforcement of the teaching of mathematics, are central and aim to contribute towards the formatting of the profile of the new generations, more open to the world and to knowledge, more cosmopolitical and promoting the values of universalist citizenship, but without neglecting the traces of our cultural identity.

At the same time, the Government approved the new **National System of Learning** Assessment, to ensure greater rigor and quality and to be able to integrate the international rankings of the quality of education, namely the Program for International Student Assessment (PISA).

The **National Learning Evaluation System**, now approved by decree-law, aims to increase coherence between the evaluation process and learning, using diversified assessment modalities and instruments to focus on learning, knowledge, skills and attitudes developed by students, defined in the curriculum for the various areas and disciplines of each cycle and year of schooling.

It is intended, on the other hand, to give stability to the criteria and parameters of the **Assessment of Learning**, thus ensuring the predictability of the system, its scrutiny by educational agents and drastically reducing the need for circumstantial guidance, while providing indicators that allow to assess the adequacy of disciplinary contents, teaching methods and the quality of teaching, as well as comparability with other education systems at international level.

With this legislative package, which approves the two fundamental pillars of the ongoing Reform, the Government is creating institutional conditions to continue to implement the strategy for the development and qualification of the National Education System (SEN), with the ambition of alignment with the standards of quality and excellence of the most advanced countries, namely the OECD.

In addition to these two pillars, curriculum development and learning evaluation system, the Government of Cabo Verde is working to strengthen and consolidate the other pillars of the Reform of the Educational System, namely the (i) approval, soon, as well as for the operationalization of the National Teacher Training System, (ii) conceptualization and approval of the Transition and Digital Transformation Program in the Education System through namely the Restructuring of the Educational Communication System and creation of a Technological Network for Distance Learning; and (iii) continued implementation of the National Program for the Construction and Modernization of Educational Infrastructures (from basic to higher education).

It is in this context that the Government will continue to work on the mobilization of endogenous financing and international cooperation, within the framework of the Global Partnership for Education, the World Bank, the United Nations System and bilateral partnerships, aiming at consolidating the factors of improvement of the quality and sustainability of the national education system, from pre-school education to higher education."

5. Key topics for comparison

The 11 topics of comparison between the EQF and the NQF of Cabo Verde are well synchronised with the topics analysed in the report of the first comparison pilot (Ukraine NQF - EQF). The topics are listed in chapter 2 of this report.

All topics have been covered separately, but the complementarities and interfaces were highlighted, as possible. The comparison by topic addressed the aspects below, with adaptations to differences in scope:

- Legal basis, regulatory framework.
- Definitions and essential concepts related to the theme.
- Application and uses, such as tools, standards, reference guides and methodologies, websites, platforms, and networks. Quantitative data and information, where appropriate.
- Reforms and adaptations (ongoing or planned)
- Main challenges
- Examples, evidence, sources.

Topic 1: Objectives of NQF of Cabo Verde and the EQF

The two qualifications frameworks aim at transparency, comparability, better integration of qualifications from all education and training subsystems, recognition, and certification of competences from experience, with a view to improve mobility, progression, and effectiveness of different lifelong learning pathways. The orientation towards learning outcomes defined in both frameworks contributes to the reform of education and training systems, including the transition to systems aimed at developing competences, and not only the transmission of knowledge.

Cabo Verde: nature and objectives of the NQF

The NQF of Cabo Verde, as a component of the NQS pursues objectives of strategic nature for human capital development, employability, and productivity.

Article 2 of Joint [Ordinance 10/2020](#) defines the **nature of the NQF**:

- a) The NQF defines the structure of qualification levels with a view to enabling **transparency and comparison in** relation to the different **systems of other countries**.
- b) The NQF also **aims to integrate national qualification subsystems – education and vocational training** – and **improve access, progression, and quality of** qualifications in relation to **the labour market and society at large**.

Article 4 of Joint [Ordinance 10/2020](#) defines the essential **objectives of** the NQF, which are:

- a) **Integrate and articulate** the qualifications obtained within the different educational, vocational training and higher education subsystems, as well as those obtained through professional experience or non-formal and informal learning.
- b) **Improve the transparency of qualifications** by enabling the identification and comparability of their value in the labour market, education, and training as well as in other contexts of personal and social life.
- c) **Promote access, evaluation and quality of** qualifications obtained.
- d) **Apply a competence-based** approach to define and describe qualifications and promote the **validation of non-formal and informal learning**, paying particular attention to citizens most susceptible to unemployment or precarious forms of employment whose participation in lifelong learning and access to the labour market may increase as a result of this approach.

- e) **Promote close links with the European Qualifications Framework** for Lifelong Learning, or Frameworks of other countries, such as ECOWAS countries, for the transfer and accumulation of credits in education, vocational training and higher education in order to improve citizens' mobility and facilitate the recognition of acquired skills.
- f) **Improve the readability, transparency and comparability of qualifications** in the education and training system in the labour market.
- g) Adopt appropriate and compliant measures so that all new certificates of qualifications and diplomas issued by the competent authorities contain a clear **reference to the appropriate level of the NQF**.

EQF: nature and objectives

The [EQF Recommendation \(2017\)](#)¹⁵ defines four broad objectives:

- Transparency – as there are many different qualification systems in Europe, transparency will make qualification systems and qualifications easier to understand and to compare.
- Comparability and portability – learning outcomes and levels make qualifications easier to understand and links to quality assurance arrangements improve mutual trust, which facilitates their recognition.
- Modernising Education and Training Systems – learning outcomes describe what learners know, understand and are able to do at the end of a learning process. Qualifications frameworks based on learning outcomes facilitate access, progression, inclusion, lifelong learning, and mobility. The EQF links formal, non-formal and informal learning through validated learning outcomes.
- Increasing the employability, mobility and social integration of workers and learners.

The EQF aims to better link formal, non-formal and informal learning by supporting the validation of learning outcomes acquired in different settings. The EQF is a reference point for developing national qualifications frameworks, implementing the learning outcomes approach, and improving the transparency and recognition of skills and competences.

Conclusion on Topic 1:

The analysis and dialogue found important similarities in the nature and objectives of the NQF of Cabo Verde and the EQF and can conclude that both frameworks are comparable. The fact that NQF of Cabo Verde explicitly aims at cooperation and links with the EQF among its objectives reinforces this conclusion.

Shared and comparable objectives:

The objectives of the EQF and of the NQF of Cabo Verde share substantial similarities and are comparable. Both frameworks aim at contributing and enhancing:

- Transparency and comparability of qualifications and qualifications frameworks, and mutual trust between countries
- Portability of qualifications, mobility of learners and workers
- Learning outcomes-based qualifications accessible through different learning modalities and pathways
- Articulation of formal, non-formal and informal learning

¹⁵ COUNCIL RECOMMENDATION of 22 May 2017 on the European Qualifications Framework for Lifelong Learning, which repeals the Recommendation of the European Parliament and the Council of 23 April 2008 on the establishment of the European Qualifications Framework for Lifelong Learning. At: [https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32017H0615\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32017H0615(01)&from=EN)

- Validation of people’s learning outcomes developed in different contexts, contributing to employability, lifelong learning and inclusion of workers and learners, especially those most susceptible of unemployment and precarious work.

Distinctive objectives and goals of each framework:

In addition to goals shared with the EQF, the NQF of Cabo Verde specifically aims to cooperate with the EQF and NQFs, which stresses the international openness and strive for global transparency of the NQF.

- To establish close links with the EQF, as well with other NQFs in the ECOWAS region and elsewhere, to facilitate transfer and accumulation of credits in education, vocational training and higher education in order to improve citizens' mobility and facilitate the recognition of acquired skills.

The EQF pursues several additional goals, not explicit in the NQF of Cabo Verde, e.g.:

- Referencing: as an overarching framework for referencing, it is a translation device between qualifications systems and their levels.
- Updating and dissemination of information on NQFs: as frameworks evolve and change, renewed attention is necessary to update referencing and to communication of information.
- Recognition of qualifications: facilitate and support practices of recognition of qualifications between countries. The EQF and the national qualifications frameworks or systems referenced to it can support existing recognition practices thanks to the strengthened trust, understanding and comparability of qualifications they bring. That can make the process of recognition for learning and working purposes **easier**. Overarching qualifications frameworks such as the EQF could serve as **information tools for recognition practices** as mentioned in the recommendation on the use of qualifications frameworks in the recognition of foreign qualifications, as adopted under the Convention on the Recognition of Qualifications concerning Higher Education in the European Region.
- Support links and comparison with qualifications frameworks of countries and regions beyond the EQF area, which aspire to mutual learning with the EQF.

Topic 2: Scope of the frameworks

The scope of the qualifications frameworks refers to the extent to which they are comprehensive (levels and types of qualifications) and inclusive of all types and modalities of learning (formal, non-formal and informal). In this perspective, both the NQF of Cabo Verde and the EQF are fully comprehensive and inclusive. Both frameworks embrace qualifications from all sub-systems of education and training, of all levels and types. Both consider learning in different contexts: formal, non-formal and informal.

Scope of the NQF of Cabo Verde

Scope: in the context of the legislation and concepts in force in Cabo Verde, the question of the scope of the NQF can be examined in two respects:

- 1) The scope of the SNQ, of which the NQF is a systemic component; the NQF is operationalized in conjunction with the CNQ (another component of the SNQ):
- 2) The scope of the NQF itself. In this aspect the scope of the NQF is viewed, through two angles:
 - a) The principles and the map of qualifications of the NQF as per the relevant legislation.
 - b) Qualifications registers (the CNQ and the ARES register).

The NQF has a comprehensive and inclusive scope. The NQF includes the qualifications of all levels and sectors of the education system. It covers primary, secondary, and higher education, vocational training, as well as qualifications from processes of recognition, validation and certification of competences obtained in the context of non-formal and informal learning (Article 3 [Joint Ordinance 10/2020](#)).

The NQF systematises qualifications by levels: from level 1 (the Diploma of Compulsory Basic Education) to level 8 – the doctor degree (university education).

The CNQ is part of the scope of the SNQ and is inseparable from the NQF. For this reason, this analysis for Topic 2 presents a basic information on the CNQ and well as on the ARES register, which are the two management and information instruments on qualifications in Cabo Verde.

Table 4: Structure of the NQF (paragraph 4 of article 5 of Joint Ordinance 10/2020), with reference to the entities responsible for the qualification and explanatory notes.

| NQF Level | Qualification | Leading institutions / by qualification | Explanatory notes |
|-----------|---|---|--|
| 1 | Diploma of Compulsory Basic Education | Ministry of Education – National Directorate of Education (DNE) | Includes all qualifications obtained in the school and extra-school contexts (youth and adults). |
| 2 | Diploma of Basic Education of adults with double certification route corresponding to the professional qualification of Level 2 Level 2 Professional Qualification Certificate | Ministry of Education – National Directorate of Education (DNE) Directorate General of Employment (DGE) – UC-SNQ | Foreseen in the context of the ongoing curricular reforms |
| 3 | Secondary Education Certificate (10 th grade) Level 3 Professional Qualification Certificate | Ministry of Education – National Directorate of Education (DNE) DGE – UC-SNQ | |

| | | | |
|---|--|--|--|
| 4 | <p>Secondary Education Diploma (12th year general route)</p> <p>Diploma of secondary education (12th year of the technical route corresponding to the professional qualification of Level 4) with double certification</p> <p>Level 4 professional qualification certificate with double certification</p> <p>Level 4 professional qualification certificate</p> | <p>Ministry of Education – National Directorate of Education (DNE)</p> <p>DGE – UC-SNQ</p> | <p>Double certification courses: articulation of the 2 Ministries (Education and Finance – DGE)</p> |
| 5 | <p>Diploma of Higher Professional Studies (DESP) with training of professional qualifications of Level 5 (CESP - Courses of Higher Professional Studies)¹⁶</p> <p>Level 5 Professional Qualification Certificate</p> | <p>Directorate General of Higher Education (DGES) and ARES</p> <p>DGE, UC-SNQ</p> | <p><u>Qualifications not available in provision (as of May 2023: in development / reform):</u></p> <ul style="list-style-type: none"> • Vocational Complementary Year Certificate (ACP) with Level 5 vocational qualification training¹⁷ • Level 5 Professional Qualification Certificate with double certification |
| 6 | Bachelor's Degree (University Education) ¹⁸ | DGES, ARES | |
| 7 | Master's Degree (University Education) | DGES, ARES | |
| 8 | Doctor's Degree (University Education) | DGES, ARES | |

Source: [Joint Ordinance 10/2020. Annex 1.](#)

The diplomas of higher education (DESP, Carta de Curso, Carta Magistral e Carta Doutoral) are accompanied by the Diploma Supplement, regulated by Ordinance No. 18/2014. The Diploma Supplement does not replace the diploma but complements information about the program and its level for the purpose of transparency and comparison. The adopted structure is aligned with international practice.

Registered qualifications (CNQ, ARES register)

There are two registers of national qualifications in Cabo Verde: a) the CNQ (professional qualifications from levels 2 to 5); b) the register of ARES (qualifications of levels 6 to 8, and DESP at level 5).

National Qualifications Catalogue (CNQ)

The full list of the registered professional qualifications can be consulted in the Annex 1 of this report.

Joint [Ordinance No. 09/2020](#) regulates the CNQ, namely: its nature, objectives, structure and mandatory components of professional qualifications, competence units, and other aspects related to the characteristics of vocational training modules, including in the context of work. The legislation on the SNQ regulates only CNC

¹⁶ Qualification of the higher education system, managed by ARES

¹⁷ ACP qualifications and level 5 professional qualification certificate with dual certification route are not in place in the offer.

¹⁸ The qualifications of the 3 cycles (bachelor's degree, master's degree and doctorate) are the responsibility of ARES for the relevant quality assurance aspects. These diplomas do not contain indication of the NQF level, but indicate the degree/cycle.

and does not mention the ARES register. The CNQ does not include all the qualifications of the 8 levels of the NQF, but only professional qualifications of levels 2 to 5.

The CNQ is accessible online, and contains 64 professional qualifications, distributed in 15 professional families. The number of new and renewed qualifications in the CNQ is growing - in 2022, six new qualifications were elaborated and validated and 3 updated, which will be published shortly. In 2023, additional six new qualifications in the sector of Maintenance and Installation were developed.

The CNQ online publishes the full documentation that makes up the qualifications of the CNQ, i.e., the two interconnected documents: a) the professional profile and b) the training program.

In addition to the registered qualifications, the CNQ also includes RVCC standards (for professional RVCC9, which have been integrated into the CNQ more recently (2022)).

All CNQ qualifications contain the respective NQF level.

For further clarification: some structuring elements mentioned in the text of Joint Ordinance No. 9/2020 do not appear structured in the form of annexes or complementary texts. This is the case of the annex on professional families (sectors).

ARES Register

[ARES](#) is the entity responsible for quality assurance in higher education and manages a [register](#) of all courses.

- The webpage "[Courses](#)" allows you to consult online information on the courses of the ARES register, and contains 340 records of accredited, registered and discontinued courses relating to the 3 cycles (bachelor's degree, master's and doctorate) and also Integrated Master's degree. The register also allows for Postgraduate Courses (for now without any record). According to ARES's numerical indicators, there are 325 accredited courses registered and in force (218 bachelor's degree, 86 master's degrees, 13 doctorate courses, 8 integrated master's degrees). Course data by education areas is available.
- Statistical data from higher education studies by levels and areas of education are available (see example in Table 4).
- This tool provides very summary information about the courses: establishment, location, title / area of the course, degree, state (accredited, discontinued), date. Information about content and learning outcomes is not available. The current version of the online registration ("[Courses](#)") does not mention the NQF and NQF levels.

Qualifications of double certification

One of the main objectives of the SNQ (Decree-Law No. 4/2018, of January 10), is to ensure that the programs of the courses linked to the National Catalog of Qualifications (CNQ) can confer the double certification, namely school and professional.

Legal basis of qualifications of double certification comes from following legislation

- Joint Ordinance No. 47/2020 of September 8, which regulates the double certification of professional and school qualifications. Joint ordinance of the Ministry of Finance and the Ministry of Education.
- Decree-Law No. 4/2018, of January 10 - NQS
- Legislative Decree No. 2/2010, of May 7, in the redaction of Decree-Legislative No. 13/2018, of December 7, which regulates the Bases of the Educational System

Joint Ordinance No. 47/2020 develops and regulates the double certification of professional and school qualifications within the national qualifications system, as well as its articulation with the credit system and modular training.

Joint Ordinance No. 47/2020 also mentions the Credit System of Technical-Professional Education that was instituted by another diploma. It should be applied for the award of credit points to the double certification qualifications of the NQF, integrated in the CNQ, also allowing the accumulation and transfer of credit points, and therefore supporting international mobility.

The above-mentioned legal basis stipulates:

- That vocational training and qualification, including double certification, be structured in training modules that can be capitalised and certified separately. This facilitates access for adults and, in particular, those who are inserted in the labour market.
- That public funding for initial training for youth is preferably for dual certification training.

Definitions, objectives, and scope of dual certification

Double certification is a modality of education and training **that confers both school certification and professional qualification** to the individual who has the skills to carry out one or more professional activities and has, for this purpose, a technical, professional, school and trade training, proven through a diploma.

The dual certification aims at the official recognition, through a certificate of academic and professional qualifications, of school and professional skills, proven by an individual in the context of training programs inserted in the CNQ and the study plans and training programs developed for Professional Technical Education and Education of Youth and Adults, in accordance with the specific guidelines issued in consultation between the central service (body) in charge of education and UC-SNQ.

Requirements and components of double certification

- For the technological component: it should be developed based on the training references integrated in the CNQ. It should be structured in training modules, which can be capitalised and certified separately.
- It can be developed based on the references of professional courses taught in Professional Technical Education and Youth and Adult Education, which are not integrated in the CNQ, provided that they include both components (academic and technological / professional) according to the specific guidelines issued in consultation between the central service responsible for education and UC-SNQ.
- The dual certification training modalities include two components: a) technical / technological and b) academic.

Double certification training modalities

- Joint Ordinance No. 47/2020 defines the modalities of dual certification training (Article 9) and details in Annex II the list of possible certifications with reference to the different levels of the NQF and International Standard Classification of Education (ISCED).
- The large diversity of modalities of double certification training demonstrates a strong commitment to facilitate access to the training of double certification to the various categories of the young and adult population with different qualifications and schooling profiles.

Training providers

- The institutions that provide double certification training are all entities and structures of the education and vocational training system: training entities, duly accredited in close coordination with UC-SNQ and the central service responsible for Education.

Table 5: Double Certification education and training

| Education cycle / stage | ISCED ¹⁹ | Academic qualification | Professional qualification |
|---|---------------------|---|--|
| Technical pathway of Secondary Education (11 th and 12 th grade) | ISCED 3 | Certificate of the 12th year of schooling – Technical pathway | Level 4 Professional Qualification Diploma |
| Technical pathway of Secondary Education (9 th e 10 th grade) | ISCED 2 | Certificate of the 10th year of schooling – Technical pathway | Level 3 Professional Qualification Diploma |
| Vocational courses taught in secondary schools (general and/or technical) for young people and adults | ISCED 3 | Certificate of the 12th grade of schooling | Level 4 Professional Qualification Diploma |
| | ISCED 2 | Certificate of the 10th grade of schooling | Level 3 Professional Qualification Diploma |
| | ISCED 2 | Certificate of the 8th grade of schooling | Level 2 Professional Qualification Diploma |
| Recurrent Education (11th and 12th grade) | ISCED 3 | Certificate of the 12th grade of schooling | Level 4 Professional Qualification Diploma |
| Recurrent Education (9th and 10th grade) | ISCED 2 | Certificate of the 10th grade of schooling | Level 3 Professional Qualification Diploma |
| 2nd Cycle of Basic Education of Youth and Adults | ISCED 2 | Diploma / Certificate of Basic Education for Adults | Level 2 Professional Qualification Diploma |
| 1st Cycle of Basic Education of Youth and Adults | ISCED 1 | Certificate of Achievement of the 1st cycle | Level 2 Professional Qualification Diploma |

Source: Joint Ordinance n° 47/2020. Annex II.

Not all courses and programs of foreseen in the Joint Ordinance n° 47/2020 have been implemented to date, some programs are being created or adapted. The overview of professional qualifications adapted and actually implemented by secondary education (technical pathway) is based on data provided by the National Directorate of Education for this report.

5.1 Professional qualifications adapted and implemented in secondary education

| Professional families | Professional qualifications | Adapted | implemented |
|---|---|---------|-------------|
| Installation and Maintenance - IMA | Assembly and Maintenance of low voltage electrical installations | ✓ | ✓ |
| | Assembly and Maintenance of climatization and refrigeration facilities | ✓ | ✓ |
| Commerce Transport and Logistics - | Import | ✓ | |
| Information and Communication Technologies - TIC | Administration of computer systems and database systems | ✓ | ✓ |
| Administration and Management (AGE) | Customer and user services | ✓ | |
| | Small Business Management | ✓ | ✓ |
| Construction and Civil Works (COC) | Control of Construction and Civil Works projects | ✓ | ✓ |
| | Structural and Masonry Works | ✓ | ✓ |
| Production, Transport and Energy (PTE) | Installation and maintenance of photovoltaic systems to produce electricity | ✓ | |

| | | | |
|--|---|---|--|
| | Installation, maintenance, and operation of electricity distribution networks | ✓ | |
| | Installation and maintenance of wind systems to produce low-power electricity | ✓ | |

5.2 Level 3 vocational qualifications implemented in general secondary schools for young people outside the education system

| Professional families | Level 3 professional qualifications |
|--|--|
| Installation and Maintenance - IMA | Electrical Installations and Infrastructure for Telecommunication in Buildings |
| Information and communication technologies - TIC | Installation and Maintenance of Computer and Telecommunications Equipment |
| Construction and civil works - COC | Construction and Civil Works Finishing Works |

Primary and secondary education qualifications (general)

Legislative Decree No. 13/2020 that makes the first amendment to Legislative Decree No. 2/2020 that defines the Bases of the Educational System, in its section III ("School education") of Chapter III ("Structure of the educational system") stipulates the structure, organization, objectives and main guidelines of the curricular plans of basic and secondary education. Legislative Decree No. 13/2020 and Joint Ordinance No. 10/2020 are the main references of this chapter.

Joint Ordinance No. 10/2020 (Annex I) indicates the qualifications related to basic and secondary education (general) inserted in the NQF:

- Compulsory basic education diploma – level 1
- Secondary school certificate (10th grade) – level 3
- Secondary school diploma (12th grade general way) – level 4

Compulsory basic education provides children and young people with a fundamental formation for life, promoting the mastery of basic scientific, natural, humanist and social knowledge, as well as diversified learning techniques, which contribute to their personal and social fulfillment as citizens. The successful completion of basic education confers the right to the award of a diploma, and the achievement of any year or cycle must also be certified, when requested. Basic education is structured in 2 cycles. The specific objectives of each cycle are integrated into the general objectives of basic education. The specific objectives of each cycle are:

- For the 1st cycle: the oral development of the Portuguese language and the initiation and progressive mastery of reading and writing, the essential notions of arithmetic and calculus, integrated sciences and plastic, dramatic, musical, motor expressions and moral and civic education;
- For the 2nd cycle: training, the systematic and differentiated acquisition of modern culture in its theoretical and practical, humanistic, literary, scientific and technological, physical and sports aspects and moral and civic education, with emphasis on the development of basic multipurpose skills indispensable to the development of critical thinking, communication, collaboration and creativity, which enables the preparation for active life and the continuation of studies.

At the end of basic education, the student can pursue secondary education, or even follow a vocational training course.

The objectives of secondary education are comprehensive. In summary, the following stand out: development of the capacity for analysis, creativity and awakening the spirit of research and investigation; acquisition of scientific, technological and cultural bases; strengthen the learning capacity to acquire knowledge, skills and

the consolidation of ethical and moral values; provide school, vocational and professional guidance for conscious options for further studies or insertion in work; allow contacts with the world of work; learning of foreign languages already started in basic education and introduction of other optional foreign languages; create work habits, develop attitudes of methodical reflection and adaptation to change.

The general path of secondary education is intended to deepen and strengthen the learning acquired in basic education and the acquisition of scientific, technological and cultural bases necessary for the continuation of studies or entry into working life. The curricular matrices of secondary education integrate components of general training, socio-cultural training, specific training, technological training, technical-artistic and technical training.

The permeability between the general education route and the technical education route is guaranteed.

Completion of secondary education entitles you to a certificate and a diploma, certifying the training acquired and the qualification obtained.

Scope of the EQF

The EQF is comprehensive and inclusive, in line with its title (EQF for lifelong learning).

However, in its role as a meta-framework of reference, the EQF does not contain specific qualifications, it does not have a qualifications map. This is a normal difference between national frameworks (of qualifications) and meta-frameworks for referencing (of frameworks).

To support the visibility and sharing of information on qualifications in the EQF countries, a common database of qualifications from NQFs referenced to the EQF has been set up, to which the EQF States concerned can link their national databases (registers, qualifications catalogues) if interested. This qualifications database is managed by the EUROPASS system. To-date 21 countries have linked their qualifications databases to the Qualifications Database Register (QDR), and data from this large database can be accessed by end-users from the EUROPASS Platform ([Find a Course](#)).

Conclusion on Topic 2:

Both the NQF of Cabo Verde and the EQF are comprehensive and inclusive: they embrace qualifications from all sub-systems of education and training, of all levels and types. Both consider learning in different contexts: formal, non-formal and informal.

The two registers of qualifications of Cabo Verde (CNQ for technical education and professional training, levels 2 to 5) and the ARES register (higher education qualifications, levels 5 to 8) include national quality-assured qualifications. Unlike the EQF, which as an overarching framework does not directly contain any qualifications but provides the EQF countries with the infrastructure and support to publish information on national learning opportunities and qualifications through the Europass Platform.

As a result of the similarities found in their scope, the NQF of Cabo Verde and the EQF are compatible and comparable.

Topic 3: Levels and level descriptors

Overview of the findings of the comparison

The comparison shows that both qualifications frameworks share important *common features*:

- Scope: comprehensive frameworks - qualifications of all levels and sub-sectors of the education and training system.
- Inclusive of all modalities of learning: formal, non-formal, informal; and supporting access to qualifications via validation of non-formal and informal learning.
- Level structure: 8 levels.
- Level 5 is shared between sub-systems. The NQF of Cabo Verde includes qualifications of technical education and professional training, as well as professional qualifications of higher education (DESP).
- Level descriptors: similar in both frameworks, defined by the combination of three domains of learning: a) knowledge; b) skills; c) responsibility, and autonomy. In the NQF of Cabo Verde the third domain is named “Attitudes” and the definition is similar to responsibility and autonomy.
- Descriptors of NQF levels 6, 7 and 8 are identical to the corresponding EQF descriptors. Moreover, the [Decree-Law No. 22/2012](#) establishing the legal regime of Higher Education Degrees and Diplomas in Cabo Verde defines the learning outcomes that must be demonstrated for the award of degree or diploma. These outcomes are formulated as descriptors, based on five domains, which are compatible and very similar to [the Dublin Descriptors](#) of the Framework of Qualifications of the European Higher Education Area (EHEA) (knowledge and understanding; application of knowledge and understanding; making judgements; communication skills; learning skills).

The comparison identified and debated the *differences* between the two frameworks. In respect to the level descriptors and the qualifications, the comparison confirmed that the main differences reflect the diverse roles and nature of the frameworks: the NQF is a framework of national qualifications, while the EQF is an overarching referencing framework, not containing actual qualifications.

The full text of the level descriptors of the NQF of Cabo Verde and the EQF can be consulted in Annex 2 of this report.

The main distinctive features can be summarised as follows:

- On the formulation of level descriptors: the national specificities of the education and training system of NQF Cabo Verde in the context of national development priorities are reflected in certain aspects of the a) definition of domains of learning and b) formulation of the level descriptors, especially at levels 1-5. These supplementary features enrich the national level descriptors and provide added value for national users of the NQF in Cabo Verde, without prejudice to the comparability and compatibility between the two frameworks, as demonstrated in Topics 2 and 3 of this comparison report.
- In line with this national contextualisation, the Cabo Verde NQF descriptors differ from EQF descriptors in some respects, especially a) the definition of the domain *knowledge* includes an additional feature (“principles and practices”), which is not present in the EQF *knowledge* domain; b) the NQF level descriptors contain more extensive and detailed features in the domain *responsibility and autonomy*; c) attention to *context* is more prominent in the NQF level descriptors. The differences are more marked in the descriptors of levels 2 to 5.

- The NQF of Cabo Verde includes national qualifications of all sub-sectors of the education and training system, unlike the EQF, which overarching qualifications framework (“a framework of frameworks”) for referencing and does not include actual qualifications.

Comparison of the level descriptors: evidence

In green: identical text between the 2 qualification frameworks.

In blue: supplementary elements in the text of the descriptors.

| NQF of Cabo Verde | EQF |
|--|---|
| <p>Article 5 of the 2020 NQF legal text (Joint Ordinance No. 10/2020) and Its Annex II define the structure of the NQF and the level descriptors. The NQF level descriptors are presented in the table below.</p> <p>Qualification levels represent learning outcomes and are defined by descriptors in three areas of learning:</p> <ul style="list-style-type: none"> - Knowledge - Skills - Responsibility and autonomy <p>The domains of level descriptors are defined as follows:</p> <ul style="list-style-type: none"> - Knowledge – The set of facts, principles, theories, and practices related to an area of study, work or professional training and is the result of assimilation of information through learning. - Skills²⁰ - The ability to apply knowledge and use the acquired resources to complete tasks and solve problems and are described as cognitive, including the application of intuitive and creative logical thinking, and practical, implying manual dexterity and use of methods, materials, tools and instruments. - Responsibility and autonomy / attitudes - The proven ability to apply personal, social and methodological knowledge, skills and competences in professional situations, in contexts of study and training for professional and personal development purposes. | <p>EQF Recommendation (2017):</p> <ul style="list-style-type: none"> - This Recommendation confirms the EQF as a common eight-level reference framework expressed in learning outcomes, which acts as a translation device between different frameworks or qualification systems and their levels. <p><u>EQF level descriptors</u>: defined in Annex II to the EQF Recommendation</p> <ul style="list-style-type: none"> - Knowledge: Within the EQF, knowledge is described as theoretical and/or factual. - Skills: Within the EQF, skills are described as cognitive (including the use of logical, intuitive and creative thinking) and practices (implying manual dexterity and the use of methods, materials, tools and instruments); - Responsibility and autonomy: Within the EQF, responsibility and autonomy are described as the learner's ability to apply knowledge and skills autonomously and responsibly. |

1) Structural comparison

- **Identical characteristics between EQF and NQF:** a) Levels: 8; b) Descriptors’ areas: Knowledge, skills, responsibility and autonomy

2) Comparison of concepts and definitions of descriptor domains:

²⁰ In Joint Ordinance No. 10/2020 both terms are used (“Habilidades” / “aptidões”). Similarly, the same Ordinance applies the terms “Attitudes” and “Responsibility and autonomy” to designate the third domain of level descriptors.

Although the domains are identical, the definitions given by the two frameworks to each domain differ:

- In the NQF, domain definitions give greater importance to the context, for example through formulations such as: "*in professional situations, in contexts of study and training for professional and personal development purposes*" (Responsibility and autonomy).
- The same observation can be pointed out in the definition of "Knowledge", which in the NQF is more elaborated with elements of the context and origin of knowledge in this formulation that enriches and complements that of the EQF: "*related to an area of study, work or professional training and is the result of the assimilation of information through learning*."
- In addition to these differences, it should be noted that in its definition of "Knowledge" the NQF recognizes not only the theoretical and factual knowledge (as the EQF), but also "*principles and practices*". Thus knowledge is more comprehensive in the definition of the NQF, since the aspect "practices" has been added. As an example of applying "practices" in level descriptors: see colored terms in red in the Table of NQF level descriptors.
- Finally, the "Skills" concept of the NQF is explicitly defined first and foremost by its design/purpose ("ability to apply knowledge and use acquired resources to complete tasks and solve tasks..."), before defining the types of skills (like those of the EQF); unlike the EQF skills definition, which is limited only to the types of skills (cognitive and practical).

3) Semantic comparison between the Descriptors of the NQF and the EQF

- The EQF descriptors are formulated more generically and more concisely – a typical characteristic of overarching reference frameworks (regional frameworks).
- The descriptors of the NQF show a great similarity with EQF descriptors, but are distinguished by their greater specificity, length, detail, and attention given to the context. This differentiation is achieved through additional terms and concepts that widen and enrich the descriptors.
- At levels 3, 4 and 5, the NQF descriptors are more clearly distinguished from the EQF; unlike descriptors of levels 6, 7 and 8 which are identical to those of the EQF.
- At levels 3, 4 and 5, the NQF descriptors show greater attention to the field of *responsibility and autonomy*. These formulations are more extensive and detailed, giving national descriptors greater expression and some capacity to guide development of benchmarks/profiles and training programs.

Example of supplementary / additional elements and distinctive elements compared to the EQF - selected from the domain "Responsibility and Autonomy (Attitudes)":

- NQF, level 2, "*Demonstrate capacity to perform certain independent tasks in certain structured opportunities with intermediate levels of support and direction*".
- NQF, level 3: "*Work effectively with others, as a member of a group and take limited responsibility for others in small teams and working groups. Requires support, direction and supervision in unknown situations.*"
- NQF, level 4: "*Take responsibility for own outputs/results in work and semi-structured learning situations. Work independently when immediate decisions are required with certain initiative. Define own objectives and targets in accordance with the goals of the organisation and effectively manage time*".
- NQF, level 5: "*Work independently when decisions or initiatives at intermediate level are required. Be able to organize the work for you and the team, according to the objectives and goals of the organization and support others to effectively manage time.*"

Level descriptors are used in different contexts of the qualifications system, especially:

- In the development of professional profiles, e.g.: process "PC5" called "Allocation of level to the unit of competence". For more information: see Topic 4 (Learning Outcomes). *Source: SNQ, Manual of Procedures, page 60-64.*
- In the RVCC process

For clarification: There is a situation to be clarified in the NQF, level 6, Skills: the second point concerns responsibility and autonomy (not skills).

Descriptors of higher education qualifications

[Decree-Law No. 22/2012](#) establishing the legal regime of Higher Education Degrees and Diplomas defines the learning outcomes that must be demonstrated for the award of the degree or diploma. These results are formulated as descriptors, based on five domains, which are compatible and very similar to [the Dublin Descriptors](#) of the Framework of Qualifications of the European Higher Education Area (EHEA). The Dublin Descriptors were structured on the basis of the following five domains, which apply to the three EHEA cycles.

Domains of the Dublin descriptors:

1. Knowledge and understanding
2. Application of knowledge and understanding
3. Making judgements
4. Communications skills
5. Learning skills

In its title II the Decree-Law No. 22/2012 formulates the descriptors of four cycles: DESP, bachelor's degree (licenciatura), master's degree (mestrado) and doctorate (doutoramento).

The comparison between the Dublin descriptors (EEES-EHEA) and the descriptors of academic degrees and higher education diplomas of Cabo Verde (Decree-Law No. 22/2012) is in the table below. This comparison does not include the DESP descriptors, given the absence of a corresponding cycle in the texts published on the Dublin descriptors.

Prospects for professional qualifications at the higher levels of the NQF

In the comparison dialogue, the hypothesis of opening levels 6, 7 and 8 of the NQF of Cabo Verde to professional qualifications, from private entities, professional and sectoral associations was addressed, according to trends and practices already established in different NQFs referenced to the EQF. The entities responsible for higher education in Cabo Verde consider that this hypothesis may become a reality and the reflection on the implications for the system has begun.

This perspective should involve the NQF as the key conceptual framework and the UC-SNQ as the coordinating institution. Several NQF-related issues may be relevant, including new reading of the descriptors at levels 6, 7 and 8. This question will require further reflection and analysis by the national bodies and stakeholders, as it can offer new perspectives for the enhancement of the NQF and its role in integrating the education and training subsystems and pathways.

Refer to Annex 3: descriptors of higher education degrees and diplomas of Cabo Verde and Dublin descriptors.

Table 6: Comparison between levels of the EQF and NQF of Cabo Verde.

| EQF | Cabo Verde NQF levels | Qualifications in the Cabo Verde NQF |
|-----|-----------------------|---|
| 1 | 1 | Diploma of Compulsory Basic Education |
| 2 | 2 | Diploma of Basic Education of adults with double certification route corresponding to the professional qualification of Level 2 Level 2 Professional Qualification Certificate |
| 3 | 3 | Secondary Education Certificate (10 th grade) Level 3 Professional Qualification Certificate |
| 4 | 4 | Secondary Education Diploma (12 th year general route) Diploma of secondary education (12 th year of the technical route corresponding to the professional qualification of Level 4) with double certification Level 4 professional qualification certificate with double certification Level 4 professional qualification certificate |
| 5 | 5 | Diploma of Higher Professional Studies (DESP) with training of professional qualifications of Level 5 (CESP - Courses of Higher Professional Studies) Level 5 Professional Qualification Certificate |
| 6 | 6 | Bachelor's Degree (University Education) |
| 7 | 7 | Master's Degree (University Education) |
| 8 | 8 | Doctor's Degree (University Education) |

Sources: Portaria Conjunta nº 10/2020; EQF Recommendation 2017.

Conclusion on Topic 3:

The comparison dialogue agreed that the levels of the EQF are comparable with the levels of the NQF of Cabo Verde (refer to table 6). To note that this comparison is not a synonym of referencing between the NQF and the EQF.

The level descriptors of the NQF of Cabo Verde and the EQF are compatible, proven by the structural and semantic comparative analysis. The descriptors of degrees and diplomas of higher education degrees and diplomas of Cabo Verde are very similar to the Dublin descriptors of the European Higher Education Area.

Both frameworks are structured in 8 levels, defined by descriptors horizontally combining knowledge, skills and responsibility and autonomy.

The descriptors of the QNQ of Cabo Verde share similarities with the descriptors of the EQF, but as they reflect the national specificity, they are more detailed and comprehensive, notably at levels 2 to 5, through greater attention to context, autonomy, and responsibility. Descriptors of levels 6 to 8 of the NQF of Cabo Verde are fully identical to the descriptors of the EQF.

The hypothesis of opening levels 6, 7 and 8 of the Cabo Verde NQF to professional qualifications was addressed, in resonance with trends and practices in NQFs in Europe. Further reflection could involve the NQF and its level descriptors and could contribute to strengthening the role of the NQF in further integrating the education and training subsystems.

Topic 4: Learning outcomes approach

Learning outcomes approach: a key objective of the NQF of Cabo Verde

The application of the learning outcomes approach in the design and description of qualifications is one of the main objectives of the NQF, as defined in Article 4 of the legal text of the NQF ([Joint Ordinance No. 10/2020](#)). In addition, Article 4 specifies that the implementation of the approach to learning outcomes is necessary to promote the validation of non-formal and informal learning, thus providing citizens in vulnerable situations with opportunities to access continuous learning and entering the labour market.

"Apply a competence-based approach to define and describe qualifications and promote the validation of non-formal and informal learning, paying particular attention to citizens most susceptible to unemployment or precarious forms of employment whose participation in lifelong learning and access to the labour market may increase as a result of this approach" (Source: Article 4 of Joint Ordinance No. 10/2020).

Learning outcomes play a multiple role:

- Technical: in the conceptual and technical design of professional profiles, and related training programmes, together structure the qualifications; in the definition of performance and evaluation criteria; in assessment of learning outcomes (formal training, and non-formal and informal learning, RVCC).
- Social inclusion: they make qualifications accessible to citizens with a limited school history, but a tangible experience of life and work and acquired skills.

The implementation of the approach to learning outcomes is well rooted and established in the development of in the management of qualifications, especially in the subsystem of vocational training.

UC-SNQ regularly organises capacity-building sessions and workshops on the design of professional qualifications and learning outcomes approach applied to professional qualifications and training, for different target groups (stakeholders, technical teachers, trainers, evaluators, sectoral council professionals, among others).²¹ These activities are communicated to the public through the UC-SNQ website, which publishes testimonies and personal experiences of the trainers and other beneficiaries of these trainings. These activities promoted by UC-SNQ contribute to the dissemination of concepts and practical ways of applying the NQF, and to the visibility of UC-SNQ as a leading NQF coordination institution.

²¹ <https://snq.cv/destaques/>

Figure 2: Dissemination and communication of the NQF and CNQ - training workshop on the design of qualifications based on learning outcomes.



Source: UC-SNQ. [Training session of 27/10/2022.](#)

Definition of “qualifications”

In Article 3, Decree-Law No. 4/2018 establishing the legal regime of the National Qualifications System defines *professional qualification* as "the formal result of an evaluation and validation process proven by a competent body, recognising that an individual has acquired competences, in accordance with established standards".

[UC-SNQ](#) clarifies further: "A Professional Qualification is the formal result of a process of evaluation and validation of competences, proven by a competent body, recognising in an individual the acquisition of significant professional skills for work, in accordance with the standards established in the National Qualifications Catalogue (CNQ), managed by the Coordination Unit of the National Qualifications System (UC-SNQ).

Development of professional qualifications

The conceptual and methodological underpinnings for the design and management of professional qualifications have been developed and adopted through legal Acts and explained and disseminated through handbooks. UC-SNQ assures the coordination, oversight and dissemination of this knowledge and methodological base.

Conceptual basis

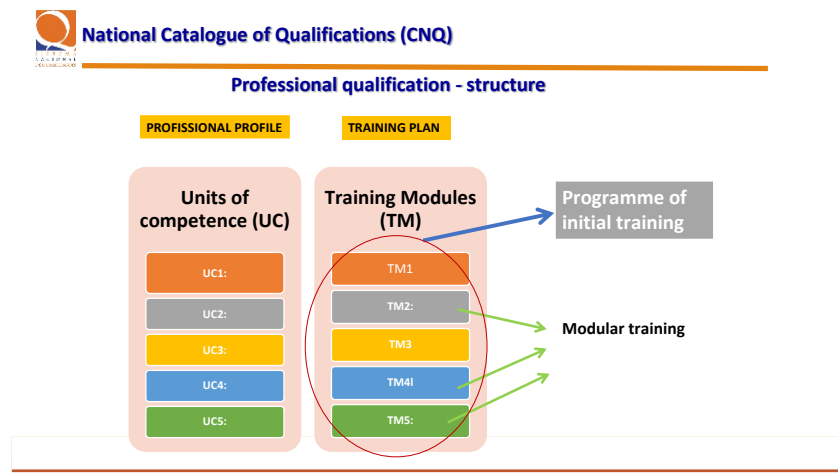
The [“Qualifications Regime” of UC-SNQ](#) defines the wider principles of professional qualifications:

- Wide scope and based on competencies, with value and meaning for the labour market.
- Adaptable to the evolution of production modes and occupations.
- Based on concepts of professional skills that ensure workers’ ability to work in different contexts and production situations.
- Compliance with the requirements and formats of professional profiles structured in competence units, and training Programmes organised in modules associated with competence units.
- Supported by learning programmes that are the basis of the training offer in technical education and the vocational training system, and enable the implementation of the modular training system; and

- Designed and formulated to support validation of individuals' learning outcomes acquired in all types of learning contexts.

The established structure of a professional qualification included in the CNQ is depicted in Figures 2, 3 and 4.

Figure 3: Structure of professional qualifications (Portaria Conjunta Nº 9/2020)



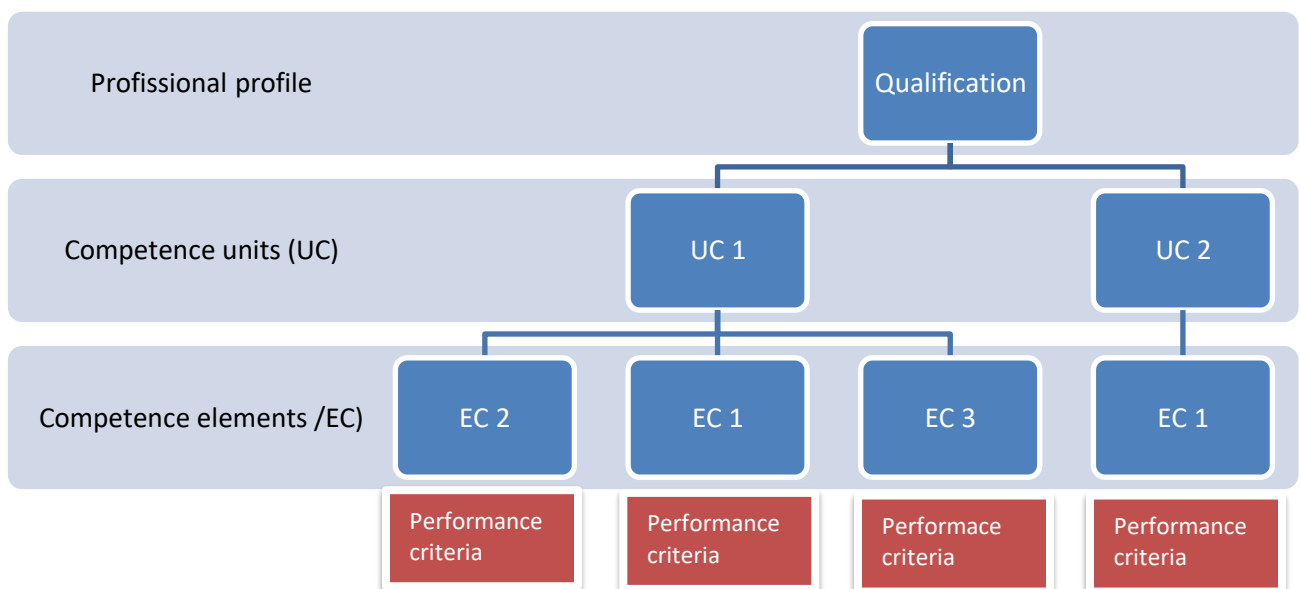
Source: UC-SNQ – Presentation at ACQF webinar on 8 May 2020

Figures 4 and 5 explain the concept and structure of the two interconnected components of the professional qualifications (the professional profile and the training program), and the place of **competences (learning outcomes) across the levels of the structure.**

The **content of the professional profile** is structured in a "cascade" of three levels:

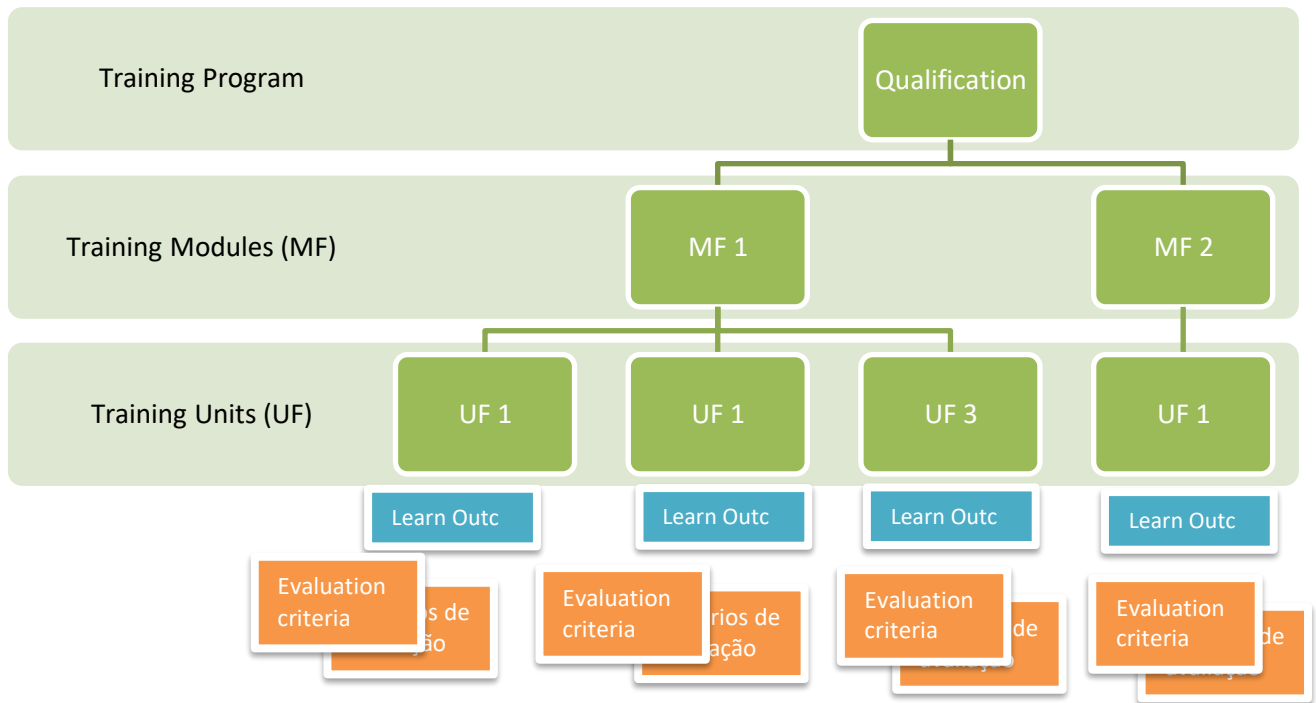
1. **Units of competence (UC)**
 - Composed of **Competence elements (EC)**
 - **Performance criteria.**

Figure 4: Structure of the professional qualification profile - in cascade



The **content of the training program** is structured in a "cascade" of three levels: **Training Modules**, composed of **Training Units**; supported by **Learning Outcomes ("Learn Out")**- characterized by **Evaluation Criteria (Fig. 5).**

Figure 5: Elements of the training program of the professional qualification (in cascade)



Legal basis

The CNQ is one of the most prominent instruments of the SNQ, and has been regulated by specific legislation since its inception: in the [Decree-Law Nr 66/2010](#), in the new SNQ legal Act ([Decree-Law Nr 4/2018](#)) and the newly adopted CNQ legal Act of February 2020 [Joint Portaria Nr 9/2020](#). For more information on the CNQ refer to Topic 2 of this comparison report.

The key elements of qualifications development process regulated in the above-mentioned legal Acts comprise:

1. Structure of professional qualifications – composed of:
 - Professional profile and training plan (overview in Figure 2)
2. Classification of professional qualifications: a) by professional families and b) by level of qualification in accordance with the NQF
3. Components of the professional qualification
 - Name of professional profile. reference to professional family, NQF level, alphanumeric code.
 - General competence of the professional profile.
 - Competence referential (standard) describing the set of competences required to obtain the qualification, organised in units of competence.
 - Professional context for the qualification.
 - Training referential associated with a qualification and structured in training modules.
4. Units of competence
 - Identification data: name, level, and code
 - Statement of competence: Describing the actions/behaviour to be demonstrated in work situations
 - Performance criteria
 - Professional context

5. Training modules

- The training programme of the professional qualification is composed by the relevant modules of the modular catalogue of technical-professional training.
- Training modules are the smallest units of training credible for the conduction of training leading to diplomas and/or certificates of professional qualification.
- Each training module follows a standardised model comprising the following elements, namely, identification of the module (name, level of qualification, professional family, associated unit of competence); learning outcomes and related performance criteria; conceptual, procedural, behavioural contents; methodological orientations for the different training modalities (including distance learning).
- The training programme is based on a system of learning credits, with reference to the principle recognising the value of acquired competences.
- The training programme includes a training module to be implemented in real work conditions (enterprise, work-based context), which is essential to complete the targeted professional competences. Access to the module in real work context is possible upon successful assessment of the modules by the training provider.

Methodological basis

The process of development of professional qualifications defined in the Manual of Procedures of the UC-SNQ and is structured along the following processes:

- **Process A:** Characterisation of the professional family
- **Process B:** Establishment and organisation of the sector council (COS) and technical sectoral committee (CTS)
- **Process C:** Elaboration of the professional profile (functional map, units of competence, performance criteria, general competence of the qualification)
- **Process D:** Validation of the professional profile
- **Process E:** Design of the training plan (training modules)
- **Process F:** Validation of the training programme and the professional qualification

Source: UC-SNQ, *Manual of Procedures*, page 4

The common structure of learning outcomes of a professional qualification is illustrated in Table 7.

Table 7: Learning outcomes of a professional qualification (reception in accommodations)

| Qualification | Main features | Learning outcomes - professional profile |
|--|--|---|
| Reception in accommodation (Professional family: Hotels, restaurants and tourism) | Reference of qualification: HRT006_4 <u>NQF level:</u> 4 <u>Duration:</u> 930 h <u>Professional family:</u> Hotels restaurants and tourism <u>Structure:</u> <u>Profile:</u> 3 Units of competence <u>Training Program:</u> 3 modules <u>Occupations:</u> | Unit 1: Execute and control the development of commercial actions and reservations in accommodation. Competence elements: <ol style="list-style-type: none"> 1. Manage room reservations and other hotel services in order to obtain the best possible occupancy and production rates. 2. Collect and analyse information that is useful to participate in the commercial planning of the establishment. 3. Participate in the definition of certain commercial actions, executing them in accordance with the planning carried out. 4. Meet customer requests and complaints to ensure maximum satisfaction, comfort and safety. Unit 2: Carry out the specific activities of the reception in accommodations. |

| | | |
|--|--|---|
| | <p>422205 – Hotel receptionist</p> <p>422290 – Other receptionists and similar</p> | <p><u>Competence elements:</u></p> <ol style="list-style-type: none"> 1. Arrange the provision of reception service by determining the appropriate and reliable processes. 2. Carry out the activities proper to the counter, from the arrival to exit of the client, processing and managing the necessary documentation, according to the rules of the company or establishment. 3. Use external and internal communication techniques and means appropriate to the needs of each type of client, meeting them in order to meet their expectations and ensuring the transfer of interdepartmental information. 4. Supervise the billing processes, processing the necessary documentation, and manage the information arising from the provision of accommodation service and other services of the hotel, allowing an adequate economic and administrative control of the hotel. <p><u>Unit 3:</u> Communicate in English, with an independent level of performance, in hotel services</p> <p><u>Competence elements:</u></p> <ol style="list-style-type: none"> 1. Interpret oral messages of medium complexity in English, expressed by customers and suppliers, at a normal speed in the context of hospitality, with the aim of providing an adequate service and satisfying the requests of customers and suppliers. 2. Interpret, without needing a dictionary, documents of medium complexity written in English, in the context of hospitality, to obtain information, process it and carry out the appropriate actions. 3. Express to customers and suppliers in English, fluent oral messages, of medium complexity, in the context of hospitality, in situations of face-to-face communication or distance, with the aim of providing an adequate service, achieving customer satisfaction and exchanging information with other professionals. 4. Produce and read English written documents of medium complexity, grammatically and orthographically correct, necessary for the effective fulfilment of their responsibility and to ensure the procedures of accommodation services, using a broad vocabulary specific to their professional area. 5. Communicate orally with spontaneity, with one or more customers or suppliers in English, in the provision of the accommodation service. |
|--|--|---|

This same qualification "Reception in accommodations" has a RVCC standard, the contents of which are articulated with the qualification profile.

Referencing the learning outcomes to level descriptors

Level descriptors are used in the process of drawing up the professional profile – process "PC5" called "Assignment of the level to the unit of competence".

The level assignment to the unit of competence considers the complexity of the work activities defined in the Functional Map, which results from functional analysis. The Sector Technical Committee, supported by the Professional Family Coordinator and the UC-SNQ Technician, analyse the last level of Functions in the Functional Map and identifies the associated work activities. Lastly comes the grid with the work activities and applying the NQF level descriptors, assigning the most pertinent to each of them.

Higher education qualifications

The structure of cycles and degrees is compatible with the structure of the *European Higher Education Area* and the reforms linked to the Bologna process.

The principles and structure of higher education courses to be applied by higher education institutions (HEIs) was defined in **Order No. 10/2014 of May 28**, which approves the rules of organization of the processes related to the registration of adequacy of study cycles. This Order supported the adequacy / adaptation of the courses and degrees to the new organization resulting from Decree-Law No. 22/2012 of August 7. The Order stipulates (page 108):

"The adequacy process aims to reorganize each cycle of studies in operation and is achieved through:

(a) the transition from teaching based on the transmission of knowledge to teaching based on development of competence.

(b) the guidance of the training provided for the specific objectives to be ensured by the cycles of studies of the sub-system, university or polytechnic, in which it is included.

(c) the determination of of student's workload / activities in each curricular unit – including, where applicable, collective teaching sessions, tutorial-type personal guidance sessions, traineeships, projects, field work, study and evaluation.

(d) the setting of the total number of semesters, and the consequent duration of the cycle of studies, in accordance with the criteria established by this regulatory diploma of the legal regime of academic degrees and diplomas of higher education."

The annexes to this Order provide detailed information in support of the application of the new provisions and structure by the ESIs. Annex II details the description of the curricular structure of the study plan.

From the example of the Study Plan of Architecture (bachelor's degree) of the Jean Piaget University of Cabo Verde, which was shared by ARES for this report, it is noted that the learning outcomes were described in summary form under heading "2. Specific objectives":

"2.2. Specific objectives:

- *To possess the basis for understanding and understanding the architectural space.*
- *To understand the importance of the form and nature of the collective space system*
- *To know, analyse, and apply the variables involved in the projecting activity.*
- *To have the perception of the fundamental principles and concepts that regulate the energy needs of buildings, as a response to the needs of interior comfort and a better insertion of the construction respecting the environment...*
- *There are several learning objectives that are operationalized in theoretical, practical and laboratory classes, study visits, research projects, curricular internships, and the defense of monograph, at the end of the course. To measure the degree of compliance: 1) Periodic evaluations are made, both of students and teachers; 2) It is mandatory to deliver programs and semiannual reports of each Curricular Unit. 3) Filling the summary with content compatible with the synopsis and program. The Office of Studies and Planning does periodic statistical studies for all ECs. "*

Credit system

A credit system identical to ECTS applies in higher education.

- Legal basis: Legislative Decree Nr 13/2018 (Article 36) on the Bases of the Education System
- Decree-Law Nr 22/2012 of 7 August. Establishes the legal regime of academic degrees and diplomas in higher education. At: <https://www.dgesc.gov.cv/index.php/ensino-superior-de-cv/legislacao/send/9-legislacao/175-regime-juridico-das-instituicoes-do-ensino-superior-cabo-verde>

The Legislative Decree Nr 13/2018 determines that organisation of education provided by HEIs is based on the credit system, and defines:

- Credits are the measure of the number of hours of student workload.
- The number of hours of student workload to that is be considered in the definition of the number of credits includes all forms of academic work, namely contact hours, hours for practical learning (internships), field work, individual and group study and evaluation.

The credit system in higher education contributes to students' mobility and to recognition of prior learning.

- Students' mobility between national education institutions of the same or different subsystems, national and foreign institutions is ensured through the credit system, on the basis of the principle of mutual recognition of the value of learning and the acquired competences.
- Recognition of prior learning: Education institutions recognise, through the credit system, the professional competences, and the postsecondary training of candidates and enrolled students, through the special access modalities, which are to be defined in a specific legal Act.

Besides, the Decree-Law Nr 22/2012 in Article 52 stipulates that the number of credits allocated by curricular unit is defined in accordance with a set of principles, amongst the others the following: "The number of credits corresponding to the workload of one curricular year in full time is 60". This definition is aligned with ECTS.

The credit system is applied in HEIs as follows:

- One credit corresponds to 25 to 30 hours of workload (all forms of learning – contact hours, autonomous study, project work, laboratory work, evaluation).
- One curricular year (full time) corresponds to 60 credits. One semester (full time) corresponds to 30 credits.

Source: [University of Cabo Verde, Deliberation Nr 005/CONSU/2013 of 19/03/2012](#). Establishes the norms of curricular organisation and credit system in the courses of licenciatura of the University of Cabo Verde.

The EQF and the learning outcomes approach

The EQF promotes the use of learning outcomes and the shift to learning outcomes. Learning outcomes describe what a learner knows, understands and is able to do at the end of a learning process. Learning outcomes are defined in the EQF through knowledge, skills and responsibility and autonomy. The learning outcomes approach of qualifications frameworks is a major feature supporting the recognition of lifelong learning, and the comparability of qualifications and frameworks and is essential for the referencing of national qualifications frameworks to regional qualifications frameworks. By defining learning outcomes rather than inputs, it becomes possible to compare the results of learning processes in different settings. This allows people to combine different learning experiences, progress and access new learning and career development opportunities.

The EQF links formal, non-formal and informal learning through validated learning outcomes. According to the EQF referencing criteria, NQFs are a reference point for the use of learning outcomes and for the continuous revision and renewal of qualifications. Learning outcomes of qualifications, standards, programmes and units or modules can be compared and related to the level descriptors of a qualifications framework. The descriptors of the levels are often broad and reflect different contexts. There is, therefore, no perfect match between the level descriptors and the learning outcomes of qualifications, standards, programmes, modules, or units. Countries often use best-fit to link learning outcomes and descriptors.

No qualifications are registered directly in the EQF, but qualifications are linked to NQF levels. EQF referencing Criterion 3 also relates learning outcomes to arrangements for validation of non-formal and informal learning and credit systems. The European Credit Transfer System for higher education defines the volume of learning based on the defined learning outcomes and their associated workload. It is in use in Cabo Verde as well. The Council recommendation for vocational education and training of 2020²² recommends that units of learning outcomes can be used to support recognition, credit accumulation and transfer, and acquiring partial qualifications.

The learning outcomes approach is implemented widely in most European countries.

Thirty-six countries have formally linked ('referenced') their national qualification systems or frameworks to the EQF²³ and most of them are working towards comprehensive NQFs that cover all types and levels of qualification in formal education and training (VET, HE, general education); they are increasingly open to non-regulated/private qualifications²⁴.

In the NQFs linked with the EQF, there is experience in using learning outcomes in validation of non-formal and informal learning and credit systems, in the development of qualifications, modules and curricula, and in career guidance. CEDEFOP and individual countries have developed guidelines for identifying, writing, and using learning outcomes²⁵.

Several studies comparing qualifications have built on learning outcomes of the qualifications. Other Cedefop research has addressed the state-of-play and trends of learning outcomes in different EQF countries²⁶. A regular Policy Learning Forum on Learning Outcomes supported by Cedefop focuses on developments and impact of learning outcomes approaches in Europe.

Within the EQF Advisory Group, a project group has been set up to define an approach for brief descriptions of the learning outcomes of NQF qualifications that facilitates their readability, understanding and comparison. The project has developed a guide, illustrated with practical examples, which aims to contribute to improving mutual understanding about concepts, application and writing of learning outcomes with reference to a set of common methodological points.

Conclusion on Topic 4:

The conceptual underpinnings of the learning outcomes approach, its expected benefits and application are comparable and compatible in the contexts of the NQF of Cabo Verde and EQF.

Establishment and application of the learning outcomes approach is at the core of the objectives of the EQF and the NQF of Cabo Verde and plays a role in the reform of education and training.

The Learning outcomes approach is well rooted in technical education and professional training in Cabo Verde, through the definition and principles of professional qualifications, methodologies for qualifications development, application in training and assessment, in RVCC processes and quality assurance of qualifications design and learners' assessment.

The legislation of higher education stipulates the transition of teaching focused on transmission of knowledge to a model oriented to development of competences (outcomes). However, the status of application of the learning outcomes approach is lower prominence in higher education.

²² [Council Recommendation on Vocational Education and Training \(2020\)](#)

²³ <https://www.cedefop.europa.eu/en/tools/nqfs-online-tool/overview>

²⁴ <https://www.cedefop.europa.eu/en/tools/nqfs-online-tool/overview>

²⁵ [Defining, writing and applying learning outcomes \(europa.eu\)](#)

²⁶ [Learning outcomes | CEDEFOP \(europa.eu\)](#)

In general education (basic and secondary) the application of the "competence-based" approach is in force in the existing curricular matrices. However, given that the curricular reform has recently begun, changes are expected. More information from the Ministry of Education on future curricular matrices will be needed to assess the role and importance of the learning outcomes approach in the post-reform phase.

The EQF supports reflection and analysis on the learning outcomes approach, as well as its implementation, through various cooperation modalities: referencing through its criterion 3; research projects on the state of application in the countries involved; joint activities to develop methodology and practical solutions for the concise and comparable formulation of learning outcomes for qualifications.

Topic 5: Validation of non-formal and informal learning (VNFIL) / RVCC

The Cabo Verdean System of Recognition, Validation and Certification of Competencies (RVCC) is one of the components of the National Qualifications System (SNQ).

It is currently in the initial phase of implementation and applies only to the professional qualifications inserted in the CNQ (all levels - 2 to 5). However, at the current stage of implementation, RVCC is applied to qualifications of levels 3, 4 and 5 that are part of the current RVCC project focused on three professional families (Hospitality Restaurants and Tourism; Installation and Maintenance; Administration and Management).

In this experimental phase RVCC contributes to the government-led regulation of certain professions in the indicated sectors. The government and private companies work together to provide RVCC services to many workers seeking to identify, assess and certify their skills developed through years of professional experience.

Legal, political, and technical basis of RVCC in Cabo Verde

Main legal Act:

- Decree-Law Nr 54/2014 of 22 September. Regulates the system of recognition, validation and certification of professional competences acquired and developed throughout life, namely in the context of work. At: <https://kiosk.incv.cv/1.1.56.1903/>

Other relevant legislation:

- Decree-Law Nr 13/2018 of 7 December. Revises the Bases of the Education System. At: https://minedu.gov.cv/media/orientacao/2020/10/06/Decreto-legislativo_n%C2%BA_13_2018_LBSE.pdf
- Decree-Law Nr 4/2018 of 10 January, Establishes the new legal regime of the SNQ. At: <https://kiosk.incv.cv/V/2018/1/10/1.1.4.2461/>
- Decree-Law Nr 7/2018 of 7 February, Regulates the organisation and functioning of the UC-SNQ. At: <http://iefp.cv/wp-content/uploads/2018/08/Regula-o-Funcionamento-UC-SNQ.pdf>
- Joint Ordinance Nr 9/2020 of 17 February, Ministry of Finance and Ministry of Education, Establishes the structure and organisation of the CNQ. At: http://iefp.cv/wp-content/uploads/2020/02/bo_20-02-2020_20-CNQ-e-QNQ.pdf
- Joint Ordinance Nr 10/2020 of 17 February, Ministry of Finance and Ministry of Education, Regulates the NQF. At: http://iefp.cv/wp-content/uploads/2020/02/bo_20-02-2020_20-CNQ-e-QNQ.pdf
- UC-SNQ, SNQ, Procedures Guide – Methodology for Elaboration of Professional Qualifications. Unpublished.

Methodological guidance

- UC-SNQ, Guide supporting the operationalisation of processes of professional RVCC, March 2016. At: <http://docplayer.com.br/65626641-Operacionalizacao-de-processos-de-rvcc-profissional.html>
- UC-SNQ, Process of Recognition, Validation and Certification of Professional Competences, March 2013. At: <http://docplayer.com.br/49553365-Processo-de-reconhecimento-validacao-e-certificacao-de-competencias-profissionais.html>

Link of RVCC with the NQF of Cabo Verde

The Decree-Law Nr 54/2014 of 22 September, on RVCC, enunciates the policy and conceptual underpinnings of the promotion of validation of competences acquired in all contexts of learning. Social and labour market

inclusion, economic productivity, valorisation of all types of learning and reinforcement of flexible lifelong learning paths of citizens are the benefits expected from effective implementation of this policy.

“People acquire, with their life experience, namely in professional activities, knowledge, and competences relevant for the exercise of many activities. Those competences can and shall be formally certified, and, if necessary, complemented with training adjusted to individual needs, thereby promoting access to higher levels of qualification.”

Source: Decree-Law Nr 54/2014

Recognition of competences acquired in different contexts of learning and life is one of the statutory components of the SNQ and is organically linked with:

- **NQF:** Through the application of the learning outcomes approach. The primacy of learning outcomes in designing and assessing qualifications enable the access to qualifications by validation and certification of acquired competences.
- **CNQ:** Through the right to acquire any of the registered qualifications via processes of recognition, validation, and certification of acquired competences, in accordance with the legislative-regulatory framework.
- **Individual register of qualifications and competences:** Registers individual acquired competences and qualifications and identifies the competences missing to the completion of a certain qualification, thereby contributes to build individual trajectories of adequate training. Currently in the process of legislative regulation.

Organisation and implementation of RVCC

Organisation

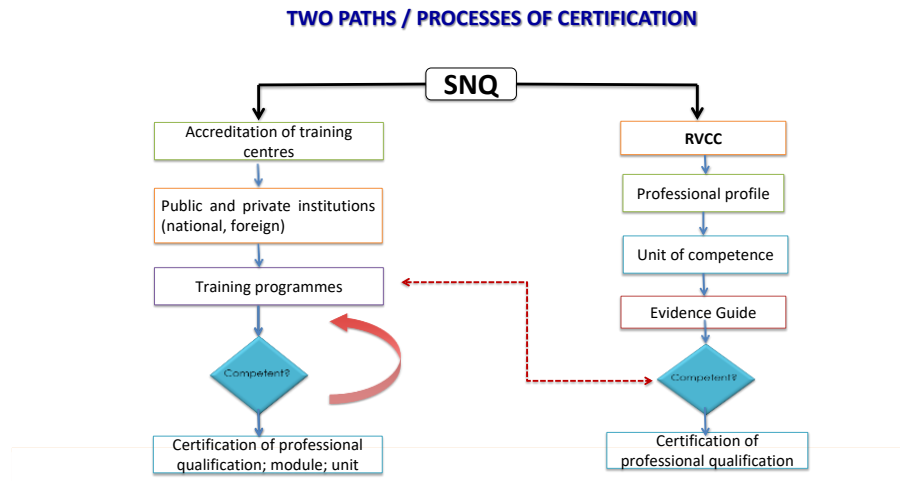
RVCC is defined in Article 3 of the Decree-Law Nr 54/2014, as the formal process enabling individuals to obtain the recognition, validation, and certification of his/her competences, independently of the ways and contexts in which these competences were developed.

The UC-SNQ website provides brief information about [the RVCC and its organisation](#).

Main features of RVCC as a system:

- RVCC focuses on professional certification (RVCC Pro) and currently applies only to qualifications included in the CNQ. In higher education RVCC processes do not apply; however, reflection has already begun which could lead to decision-making and measures to support an RVCC approach adapted to higher education.
- Target group: Individuals over 25 years of age with at least 5 years of professional/ employment experience.
- Governance of the system: UC-SNQ coordinates the organisation, functioning and elaboration of referential for professional certification and assessment standards. UC-SNQ supervises the certifying entities, monitors, and provides them with technical and methodological support.
- Accreditation: Only accredited certifying entities can provide services of the RVCC system, in accordance with the legal requirements. Substantive experience in professional training and in the targeted professional families are among the key criteria of accreditation of certifying entities. The accreditation can be revoked under circumstances of breach of the legal requirements and obligations, low performance or at request of the entity.

Figure 6: Different paths to a common goal – certification of competences within the SNQ.



Source: UC-SNQ: Presentation at ACQF webinar of 8 May 2020

RVCC is a process based on phases, which share similarities with the phases of VNFIL defined by the EU Recommendation of 2012.

In Cabo Verde the phases of RVCC are defined and organised to allow candidates to grow in awareness and preparedness to the assessment and certification. Candidates can develop requisite competences through modular training, if needed to complete the full qualification.

Stages of the RVCC process in Cabo Verde (Article 8 of Decree-Law No. 54/2014):

- **Phase 1:** Information and guidance – first orientation to the candidates on the RVCC process and its instruments, and the candidate is advised on the feasibility in each case. This step starts directly at the certifying entity.
- **Phase 2:** Recognition of competences – candidates identify the knowledge and competences acquired throughout life, applying a methodology of *Bilan de competences* (Skills Audit). Main outputs: Individual professional portfolio, assessor’s report identifying the candidates’ competences by units of competence and the professional activities to be validated from the provided evidence.
- **Phase 3:** Validation of competences – evaluation of the competences in correspondence with the professional profiles of the CNQ. Based on evaluation instruments adapted to the nature of the competence, for example, technical interview, practical examination. The jury comprises an assessor, an evaluator, and a representative of the enterprise sector (independent evaluator). Output: Deliberation of the jury on the validation process.
- **Phase 4:** Certification of competences – the jury certifies that the assessed and validated competences have a formal value in relation to a predefined referential. In case of partial certification, the assessor and the evaluator propose a personal qualification plan, encompassing the units of competence, which were not certified. With this personal plan, the candidate has access to an adequate modality of training or of self-training in the frame of the SNQ. At the conclusion of the training programme, the candidate resumes the RVCC process.

Documents provided by applicants

- Curriculum vitae to attest to the consistency of the candidate's professional experience in the RVCC process.

- Statements by employers to confirm the exercise of professional activity for the minimum time required.
- Declarations concerning the constitution of economic activity in the case of professionals who conduct their professional activity on their own account.
- Other means of proof considered necessary by the entity responsible for the development of the RVCC process.

Implementation

In Cabo Verde, the RVCC is in the initial phase of implementation. In 2022, pilot projects of RVCC were started in qualifications of levels 3, 4 and 5 of three professional families.

In 2020-2021, UC-SNQ developed additional tools support of RVCC pilot implementation, e.g.: RVCC standards and evaluation instruments were developed for qualifications of the pilot phase and were included in the CNQ.

• **Example:**

- Professional qualification "Reception in accommodation": https://snq.cv/wp-content/uploads/2019/07/HRT006_4-RECEPCAO-EM-ALOJAMENTOS.pdf
- RVCC standard for this same professional qualification: https://snq.cv/wp-content/uploads/2022/07/Referencial-RVCC-Pro_Rece%C3%A7%C3%A3o-em-Alojamentos.pdf
- The RVCC standards published in the CNC (access: 27/02/2023):
 - [HRT003/4](#): Cooking
 - [HRT003/3](#): Service of food and drinks
 - [HRT004/5](#): Tourism Guide
 - [HRT006/4](#): Reception in hotels / accommodations
 - [IMA006/3](#): Plumbing and installation in building
 - [AGE002/4](#): Administrative Services and Customer care

Overview of main achievements of the pilot implementation

- RVCC is governed by a specific manual that can be consulted.
- In 2022, the RVCC trial was launched in three professional qualifications: Plumbing and Building Installation (level 3), Food Services (level 3), Administrative and customer service services and users (level 4). Result: certified 48 candidates.
- The second pilot experience began in 2022, in the professional family of Hospitality Restaurant and Tourism, with RVCC for the following professional qualifications: food and beverage services (level 3), confectioner (level 3), kitchen (level 4), tour guide (level 5), hotel receptionist (level 4) with a total of 118 enrolled in the process in early 2023. The target set for 2023 is to certify 400 candidates.
- About 50 RVCC specialists are trained, namely: advisors, and assessors for the implementation of the RVCC process.
- The process is being implemented in accredited centers such as the School of Hospitality, CERMI and others.
- The cost of the RVCC process is \$29,000 (Cabo Verde) per applicant (about €262). Currently it is being co-funded by the candidates and government.

High demand for RVCC requires more resources

Statistical data from September to December 2022 published in the GAO report indicate that demand for RVCC has exceeded the provision of RVCC services. Thus, by September of the total of 463 candidates, only 4% (18 people) reached the certification. These figures are not yet final, as there are new processes of the 2nd pilot experience in progress (Table 7) and the final data until December 2022 to consider.

UC-SNQ and RVCC partner entities are aware of the need to streamline and allocate more resources to the implementation of RVCC processes with registered candidates. It is expected that the involvement of interested private companies, including entities in the hotel restaurant and tourism sector can provide important technical and material support to practical evaluations, facilitate processes, and encourage candidates to devote themselves to the activities and procedures of the evaluation and certification process.

Table 7: Number of candidates for the RVCC, and of professional qualification certificates awarded. By age and gender - January to September 2022

| Processos RVCC Profissional | 25-35 anos F | 25-35 anos M | 36+ anos F | 36+ anos M | M | F | Total |
|-----------------------------|--------------|--------------|------------|------------|-----|-----|-------|
| Nº Candidatos | 181 | 174 | 56 | 52 | 237 | 226 | 463 |
| Nº Certificados de QP | 0 | 5 | 1 | 12 | 17 | 1 | 18 |
| % Certificação | 0% | 3% | 2% | 23% | 0% | 8% | 4% |

Fonte: IEFP, EHTCV

Source: GAO Report. Page 12.

Higher education

RVCC options and measures do not yet exist in practice in higher education. But reflection on this matter has begun. The legal framework is not yet in place. In the meantime, the credit system may be the main tool to support RVCC in higher education, as foreseen by existing legislation:

- Recognition of prior learning: educational institutions recognise, through the credit system, professional skills and post-secondary training of candidates and students enrolled, through special access modalities, which must be defined in a specific legal text.

EQF and validation of non-formal and informal learning (VNFIL)

The Recommendation on the EQF for lifelong learning states that NQFs and their qualifications should be based on the principle and objective of learning outcomes and related to arrangements for the validation of non-formal and informal learning and, where appropriate, to credit systems. The EQF Recommendation describes the 'validation of non-formal and informal learning' as the process of confirmation by a competent authority that an individual has achieved learning outcomes in non-formal or informal learning settings and that can be measured against a relevant standard. It consists of four distinct phases: identification through dialogue of an individual's particular experiences, documentation to make the individual's experiences visible, a formal assessment of those experiences and certification of the assessment results, which may lead to a partial or full qualification.

Validation of non-formal and informal learning is also addressed by a separate recommendation.

The 2012 Council Recommendation on validation²⁷ encourages Member States to put in place national arrangements for validation by 2018. These arrangements will enable individuals to increase the visibility and value of their knowledge, skills and competences acquired outside formal education and training: at work, at home or in voluntary activities.

The European guidelines for validating non-formal and informal learning (3rd edition of May 2023)²⁸ are written for individuals and institutions responsible for the initiation, development, implementation, and operation of validation arrangements. The ambition of the guidelines is to clarify the conditions for implementation, highlighting the critical choices to be made by stakeholders at different stages of the process. The third edition of the European guidelines is the result of a long-standing collaboration of Cedefop with the European Commission. The 2023 version addresses new and emerging issues, such as cost and financing, standards and reference points, outreach strategies, digital certification and micro-credentials. The Guidelines provide a valuable tool for reflection and advancement in the field, contributing to making up- and reskilling a reality for everyone.

European Inventory on validation of non-formal and informal learning²⁹ is regularly updated on the basis of a common methodology and questionnaire for all countries involved in EQF implementation. The collected data are the basis for a range of analytical reports (country, thematic).

The European inventory on validation of non-formal and informal learning is a regularly updated overview of validation practices and arrangements across Europe. It is compiled in cooperation with the European Commission, Cedefop and [ETF](#). The inventory was endorsed by the [Council recommendation of 2012 on validation](#) and works together with the European guidelines as a tool to support countries in developing and implementing validation arrangements.

A rich source of information, the inventory informs dialogue and learning between countries and stakeholders developing and implementing validation in Europe. The key objective is to support Member States so that more learners and workers can acquire and make visible new skills, which will support their career and further learning and improve their quality of life.

The 2018 update of the inventory is a unique record of how validation is being used nationally, regionally and locally across Europe. It contains the state of play and an overview of developments for 36 countries, illustrated by good practice examples. Published thematic reports on key issues related with design and implementation of validation initiatives, and three international case studies. The inventory is the result of a three-year process based on the work of a large network of national experts, extensive review of documents, and interviews with key stakeholders.

The evaluation of the VNFIL Recommendation 2012 took place in 2020³⁰. The aim of this study was to support the Commission in evaluating the actions taken in the Member States in response to the 2012 Council Recommendation on the validation of non-formal and informal learning (VNFIL). It focuses on whether the objectives of the Recommendation have been achieved in terms of enabling individuals: - to identify and document their skills and competences acquired through non-formal or informal learning; - and to obtain

²⁷ Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning. <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32012H1222%2801%29>

²⁸ Cedefop (2023). *European guidelines for validating non-formal and informal learning*. Luxembourg: Publications Office. Cedefop reference series; No 124. <https://www.cedefop.europa.eu/en/publications/3093>

²⁹ CEDEFOP: European Inventory on VNFIL and Research <https://www.cedefop.europa.eu/en/projects/validation-non-formal-and-informal-learning/european-inventory>

³⁰ Study supporting the evaluation of the Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning. European Commission, Directorate-General for Employment, Social Affairs and Inclusion, Study supporting the evaluation of the Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning : final report, Publications Office, 2020, <https://data.europa.eu/doi/10.2767/55823>

either full or part qualifications compliant with recognised national and European standards for the benefit of their professional and social development. The study found that Member States have made good progress in developing VNFIL arrangements since 2012 even if service provision often remains asymmetrical or fragmented across different levels of education and training as well as different occupational sectors. The contribution of the Recommendation to the progress made is best visible in those Member States where VNFIL arrangements were mostly inexistent prior to 2012, but less apparent in the remaining Member States. Nevertheless, the Recommendation is deemed to have given some strategic direction to policy discussions on VNFIL across the Member States. This study concludes with possibilities to consider for enhancing the influence of EU interventions on Member States' VNFIL policies and processes.

Conclusion on Topic 5:

- Both the NQF of Cabo Verde and the EQF acknowledge and promote the place of non-formal and informal learning, as essential feature of the qualifications system / framework.
- The objectives and expected benefits of RVCC / VNFIL are similarly conceived in both frameworks. They relate to articulation of formal, non-formal and informal learning; parity of esteem of all modes of learning for acquisition of qualifications of the NQF, based on quality assured processes; social inclusion and access to lifelong learning, decent jobs and opportunities for all population groups with limited formal schooling but possessing experiences and skills.
- Both the RVCC and VNFIL process are structured in phases, which are defined similarly: four phases allowing the candidates to grow in awareness, self-confidence and readiness to undertake successful assessment and certification.
- Both the RVCC and VNFIL processes are closely connected with the principle of learning outcomes of qualifications and articulated with the qualifications framework (NQF and EQF). In both cases, quality assurance of the process and of providers plays a major role, to ensure credibility and parity of the qualifications and certificates awarded as a result of RVCC / VNFIL.
- As a conclusion: the dialogue and evidence indicate that the policies and methodological underpinnings of validation, recognition and certification of non-formal and informal learning in the context of Cabo Verde NQS and in the EQF context are comparable.

Topic 6: Quality Assurance

Legal basis for the quality assurance in education and training in Cabo Verde

In vocational education and training

Quality assurance processes include:

- Harmonised development and validation of qualifications (professional profiles and training plan and modules) and their inclusion in the CNQ.
- Accreditation of institutions providing training.
- Quality of assessment of trainees' achieved learning outcomes and certification
- Quality of RVCC
- Pedagogical supervision in technical schools, to verify compliance with the training programs of the technical pathways and professional qualifications.

Legal basis:

- Joint Ordinance No. 9/2020 (CNQ) and 10/2020 (NQF) of 20 February on the principles and regulations related to the limits of professional qualifications, format, and structure of units of competence and training modules.
- [Decree-Law No. 6/2013](#) establishing the legal regime of accreditation of the training providers for the development of courses and actions of professional training.
- General Directorate of Employment (DGE): an accreditation entity. The Decree-Law approving the organisation of the Ministry of Finance and Promotion of Entrepreneurship (B.O. No. 76/2021, I Series, of November 2), in its article 64, no. 2, point € assigns to DGE the task "f "To accredit the Training Entities and the centres and establishments of Professional Train"n–" - [cf. Article 64(2)(e)].
- Decree-Law No. 71/2021, of October 18, which establishes the structure, organisation, and operating rules of the Ministry of Education, in article 11, points c) and l) regarding the competences of the National Directorate of Education and in article 13, point m) on the competence of the Service of Technical-Vocational Education and Education of Youth and Adults, regarding the monitoring of quality assurance in technical education.
- Guide or form for monitoring the qualifications implemented within the scope of the CNQ, either in the technical way or in the Professional training. And this document prepared by UC-SNQ, with the participation of SETEJA and IEFP, lists the main dimensions and / or aspects considered important to be monitored, to ensure the coherence, effectiveness, and quality in the implementation of the qualifications provided for in the CNQ; also enhancing the quality of the SNQ as a whole. This Guide is based on 9 dimensions for monitoring: organization and operation; trainees / students; learning evaluation system; trainers, teachers; didactic-pedagogical materials to support the sessions; internal monitoring by the training entities; training module in real work context; infrastructures; verification of the implementation of the qualification. The Guide applies in the context of training in technical education and vocational training.

Higher education

Quality assurance is based on:

- Evaluation – twofold: a) internal (self-evaluation) of higher education institutions and b) external evaluation
- Accreditation and registration: a) creation of higher education institutions; b) creation of study cycles (programs) leading to degrees and diplomas.

In higher education there is an extensive set of legal and regulatory Acts and methodological guides dedicated to quality assurance.

The fundamental legal Act is the Law Nr 121/VIII/2016 of 24 March, which creates ARES and approves its statute, accessible at: <https://kiosk.incv.cv/V/2016/3/24/1.1.21.2165/>. This Law (Article 8) has assigned to the newly established ARES many competences previously defined in the Decree-Laws Nr 20/2012 and Nr 22/2012, mentioned hereafter. The Law abolished the previous Council for Academic Quality and ascribed its functions to the Consultative Council of ARES.

Other legal Acts on quality assurance of higher education:

- Decreto-Lei N ° 20/2012 de 19 de Junho, com as alterações que lhe foram introduzidas pelo Decreto-lei nº 12/2012, de 24 de fevereiro. Estabelece o regime jurídico das IES. Em: <https://www.dgesc.gov.cv/index.php/ensino-superior-de-cv/legislacao/send/9-legislacao/182-regime-juridico-das-instituicoes-do-ensino>
- Decreto-Lei N ° 22/2012 de 7 de Agosto. Estabelece o regime jurídico de graus e diplomas académicos do ensino superior. Em: <https://www.dgesc.gov.cv/index.php/ensino-superior-de-cv/legislacao/send/9-legislacao/175-regime-juridico-das-instituicoes-do-ensino-superior-cabo-verde>
- Decreto-Lei N ° 36/2014 de 23 de julho. Estabelece o regime jurídico de acesso, ingresso, reingresso, mudança e transferência do curso no ensino superior.
- Despacho 05/2014 de 28 de Maio 2014. Define os parâmetros gerais do processo de seleção de profissionais para o Banco de Avaliadores das IESs. Em: <https://www.dgesc.gov.cv/index.php/ensino-superior-de-cv/legislacao/send/9-legislacao/838-diretrizes-do-sistema-nacional-de-garantias-da-qualidade-do-ensino-superior>
- Direção Geral do Ensino Superior – Sistema Nacional de Avaliação das Diretivas do Ensino Superior do Sistema Nacional de Garantia de Qualidade-SNAQES, de 7 de Outubro 2014. Em: <https://www.dgesc.gov.cv/index.php/ensino-superior-de-cv/legislacao/send/9-legislacao/677-directivas-do-sistema-nacional-de-garantia-da-qualidade-do-ensino-superior-snaqes>
- Direção Geral do Ensino Superior – Sistema Nacional de Avaliação do Ensino Superior, 07 de Outubro 2014, Guia para avaliação institucional externa das IESs. Em: <https://www.dgesc.gov.cv/index.php/ensino-superior-de-cv/legislacao/send/9-legislacao/680-guiao-para-avaliacao-institucional-externa-das-ies-de-cabo-verde>
- [Regulamento de Avaliação e Acreditação do Ensino Superior Cabo-verdiano](#), Deliberação n.º 016/CA-ARES/2020, de 17 de dezembro, publicado no BO II Série, n.º 180/2020, de 31 de dezembro, que o aprova.

ARES main achievements in quality assurance: in 2019, ARES resumed (from DGES), and concluded, the first external evaluation of Higher Education study cycles, which covered five (5) Higher Education Institutions (HEIs) and nine (9) study cycles. In order to continue the process, between 2021 and 2022 15 courses ("study cycles") in operation were evaluated.

The Higher Education assessment instruments were reviewed and updated, seeking to align the procedures with the most internationally used standards.

In March 2022, in a collaborative and communicative process, ARES carried out the Institutional Evaluation to the HEIs accredited and registered in Cape Verde (10 HEIs), a process that was concluded in May 2023.

Quality assurance processes

Vocational education and training

In vocational education and training quality assurance processes comprise several aspects, which can be grouped into four components, as follows:

- A. Harmonized development and validation of qualifications (professional profiles and training plan and modules) and their inclusion in the CNQ.
- B. Accreditation of training providers.
- C. Quality of assessment of trainees' achieved learning outcomes and certification
- D. Quality of RVCC

A. Harmonised development and validation of qualifications (professional profiles and training plan and modules) and their inclusion in the CNQ.

As already detailed in this report in topic 4 (Learning outcomes), professional qualifications are structured in two parts: Professional Profile and Training Program. Quality assurance of the development and validation of qualifications is based on the elements hereafter, and the key role of stakeholders organised in Sectoral Technical Committees (STS) and Sectoral Councils (COS) should be noted.

- **Application of the approach and processes defined in the UC-SNQ Manual of Procedures regarding professional qualifications. For more information: see Topic 4 of this report.**
- **Systematic participation of stakeholders in the process – through Sectoral Technical Committees (CTS) and Sectoral Councils (COS).**

The CTS **elaborates** the professional qualifications, while the COS **validates** them.

The typical course of the development and validation of professional qualifications is summarised below:

- **Development of the professional profile**
 - Performed by a CTS
- **Validation of the professional profile**
 - The CTS presents for internal and external validation the proposal of professional profile that it has elaborated.
 - Internal validation: performed by a UC-SNQ technician according to the criteria defined in the procedures manual, in conjunction with the UC-SNQ Coordinator.
 - External validation: carried out by the Sector Council (COS). After internal validation, UC-SNQ convenes the Sector Council (COS) to perform the external validation based on criteria pre-established in the procedure manual.
- The same path and procedures are applied both for the validation of the Training Program and the complete Professional Qualification.
- The externally validated professional qualification is sent to the competent body (ministry) for homologation and finally published in the Official Gazette to finally be integrated into the CNQ.

Role and composition of the Sectoral Technical Committee (STS) and the Sectoral Council (COS):

- CTS: elaborates the professional profiles and the training programs. Composed of 1 technician from UC-SNQ, 1 coordinator of the professional family, 3 technological specialists from the productive sector and 3 specialists from the technical-professional training sector. All CTS members have proven experience.
- COS: is convened by UC-SNQ with the objectives: a) Identify and choose the professional qualifications to be elaborated considering the qualification needs of the labour market in the sector concerned. B) Suggest to UC-SNQ the technical specialists to integrate the different Sectoral Technical Committees for the elaboration of professional qualifications; c) Collect subsidies and validate professional qualifications. The COS is the entity that validates the professional profiles and training programs that integrate the Professional Qualifications of the CNQ
- Composition of the COS: approximately 20 counsellors for each of the professional families in which the CNQP is structured. All Sectoral Councils are composed of a stable part of advisors representing public entities directly involved in Vocational Technical Training and Social Agents (UC-SNQ, Ministry of Education, Institute of Employment and Vocational Training (IEFP), Ministry of Higher Education, Representatives of trade unions and civil society, Business organisations (large, medium, and small enterprises, Professional organizations, Private sector of Technical-Vocational Training, among others.

The UC-SNQ seeks to ensure dialogue and communication between the members of the COS, which is still a challenge to be faced. Thus, the UC-SNQ aims at the establishment of a mechanism of participation and commitment of the Sectoral Council that go beyond the validation of professional qualifications in such a way that the communication between both entities is permanent.

B. Accreditation of training providers

The *Training Entity Accreditation Platform* ([PAEF](#)) provides online information on all accredited training entities. This digital platform allows the search of entities by various parameters, including by type of training, professional family, and qualification.

Only those institutions holding a valid accreditation licence (“*Alvará*”) can operate as training providers in the field of professional training. The accreditation system for professional training entities applies to all public or private entities, national or foreign, regularly constituted or registered in Cabo Verde, with legal personality, which meet all the requirements established in the accreditation regime of entities for the development of initial and/or continuing vocational training courses.

The objectives of the establishment of the accreditation regime of training entities are:

- Contribute to the credibility of entities operating within the framework of the vocational training system and their training activities.
- Contribute to the structuring of the vocational training system and the professionalization of its actors.
- Promote the official recognition of vocational training courses developed by accredited training entities.
- Establish greater rigour and selectivity in the effective access and implementation of public funds to support vocational training.
- Contribute to increase of the quality and adequacy of training interventions.
- Promote accredited training entities, depending on their specific competences.

- Support the training entities in the gradual and continuous improvement of their capacities and pedagogical resources.
- Contribute to the selection of training offers that guarantee the right choice, through the elaboration of standards that can constitute a basis of guidance for training entities, professional training professionals and citizens in general.
- Stimulate the functioning of the vocational training/qualification system.

Training institutions of the SNQ

All public, private, or mixed management entities that implement activities of technical education or vocational training activities, specifically:

- Technical and professional education establishments.
- Basic and professional adult education establishments.
- Public vocational training centres.
- Private entities with accredited structures for the development of technical-professional training activities.
- Higher education institutions with accredited structures to develop vocational higher education courses.
- Formators integrated into other government departments or other legal persons under public law.
- Non-governmental organizations and professional associations with training structures.
- Private and cooperative educational establishments.

The requirements **for accreditation of training providers** are published on the [PAEF website](#). The two groups of requirements indicated below are mandatory for obtaining the Accreditation Permit.

1. Legal requirements:

- a. To be regularly constituted and duly registered as a legal person whose object is development and training activities.
- b. Have their tax and contributory situations regularized, respectively, before the tax administration and social security, and no debts with regard to national or international public financial support.
- c. It is not in a situation of suspension or interdiction of the exercise of its activity following a judicial or administrative decision.

2. Quality requirements:

- a. To have sufficient human resources and with adequate skills for the development of training, including coordinators, trainers, and support staff.
- b. Have facilities and equipment appropriate to the specificities of the training areas, with the necessary quality and ensuring hygiene and safety conditions.
- c. Demonstrate the existence of appropriate methods and instruments for the selection of trainees and the evaluation of courses and training actions at the necessary level of learning and satisfaction of trainees.
- d. Have technical-pedagogical dossiers by training action, according to the defined in the Manual of Procedures.
- e. Have training contracts, in writing, with trainees and trainers.

- f. Disseminate information courses and training actions through appropriate means of communication and with clear and detailed information.
- g. Have clearly defined policies and strategies, consistent with their mission and that considers their intervention context as well as their target groups and beneficiaries.
- h. Have a planning of training activity, namely annual training plan, which includes the courses and actions to be developed in each of the training areas with the respective implementation schedule, the trainees to be addressed and the human and material resources to be allocated.
- i. Have procedures of recession and handling of complaints and complaints, according to the defined by the Accreditation Entity in the Manual of Procedures.
- j. Have regulation of the operation of the training according to the defined by the Accreditation Entity in the Manual of Procedures.
- k. To have methods and instruments of self-assessment of its activity contributing to continuous improvement of its services.

C. Quality of the evaluation of learning outcomes of trainees and certification

The evaluation of trainees in Vocational Training is carried out based on standards that are part of the Professional Qualifications included in the CNQ. They are structured by learning outcomes and the assessment is carried out based on these results.

The conceptual basis and structuring of professional qualifications is detailed in Theme 4 of this comparison, and it is worth mentioning figures 2, 3 and 4, in which the fundamental elements for the quality and coherence of the evaluation of the learning outcomes achieved by the trainees are illustrated: a) the performance criteria (in professional profiles) and b) the evaluation criteria (in the training programs).

The evaluation of learning is based on evidence in two aspects: a) in the process and obtaining products and results; b) and knowledge bias. These properties are incorporated into the professional qualification and serve as a guide for the evaluation of students/trainees.

Evaluation is based on the following principles:

- Transparency:
 - The evaluation criteria are public.
 - The trainee has information about the methods and criteria of the evaluation.
- Coherence
 - It focuses on learning outcomes.
 - It has a personalized character.
 - Its expression is preferably qualitative.
 - It has a cumulative character,
 - Establishes assessment situations close to the employment environment and is practical.
- It focuses on formative valuation, that is, throughout the teaching-learning process with a regulatory, guiding and self-correcting character of the training process.

D. Quality assurance of RVCC is based on the following aspects:

- Accreditation of the entities for the implementation of the process (by UC-SNQ), even if the entity already has the license to provide training (by DGE).

- The RVCC standard and the assessment instruments are defined based on the competence framework of the 'NQ's professional qualifications.
- The selection criteria for the process implementation teams ensure the integrity and transparency of the process until the final stage of certification.

Secondary schools (general and technical route)

The Ministry of Education is responsible for quality assurance of secondary schools, notably for their licencing.

Moreover, those secondary schools (technical) providing training programmes included in the Catalogue of Professional Qualifications shall be accredited by UC-SNQ. This outreach of the UC-SNQ's system of accreditation is fundamental to ascertain coherence and supervision over the performance of providers and the final trustworthiness of the achieved professional qualifications of the CNQ.

In the technical pathway is used the same Guide for monitoring of qualifications implemented under the CNQ (above-mentioned)

The integrated school management system ([SIGE](#)) is implemented in all elementary schools and enables interactions between schools, faster decision-making and management processes.

Higher education

By legislation, the national quality assurance system comprises the processes:

- Evaluation – twofold: a) internal (self-evaluation) of higher education institutions and b) external evaluation
- Accreditation and registration: a) creation of higher education institutions; b) creation of study cycles (programs) leading to degrees and diplomas.

All higher education institutions are required to establish internal systems of evaluation and quality assurance and carry out regular self-evaluation of performance (Article 75 of Decree-Law Nr 20/2012). External evaluation covers the following dimensions of the higher education institutions: institutional development, institutional management, infrastructure, academic policy, human resources policy. The supervision of higher education institutions and their study programmes is a competence of ARES.

Currently there are 12 accredited higher education institutions (Table 9), listed in [ARES](#). Information on the respective legal acts of accreditation is published on the same webpage.

Table 9: Accredited higher education institutions ([ARES](#))

| Higher education institution | Legal Act and date | Website |
|--|------------------------------|---|
| UniPiaget de Cabo Verde | Decree-Law Nr 11/2001 | https://www.unipiaget.edu.cv/ |
| University of Mindelo | Resolution Nr 12/2003 | https://uni-mindelo.edu.cv/pt/index.php |
| University of Cabo Verde | Decree-Law Nr 53/2006 | https://unicv.edu.cv/ |
| Instituto Superior de Ciências Jurídicas e Sociais | Regulatory Decree Nr 15/2009 | http://www.iscjs.edu.cv/ |
| Instituto Universitário de Arte, Tecnologia e Cultura | Regulatory Decree Nr 16/2009 | http://meia.edu.cv/ |
| Lusophone University | Regulatory Decree Nr 17/2009 | https://www.unilusofonacv.com/ |
| ÚNICA – Universidade Intercontinental de Cabo Verde | Regulatory Decree Nr 18/2009 | https://www.facebook.com/Unica-Universidade-Intercontinental-de-Cabo-Verde-369674459758882 |
| University of Santiago | Regulatory Decree Nr 19/2009 | https://us.edu.cv/ |

| | | |
|---|------------------------------|---|
| ISCEE: Instituto Superior de Ciências Económicas e Empresariais | Regulatory Decree Nr 20/2009 | http://iscee.edu.cv/ |
| UTA: Technical University of Atlântico | Decree-Law Nr 53/2019 | http://uta.cv/ |
| Escola Universitária Católica de Cabo Verde | Despacho Nº 045/ARES/2022 | http://moodle.eucatomica.edu.cv/ |
| Instituto Superior Nazareno de Cabo Verde | Despacho Nº005/ARES/2023 | https://seminarionazarenocv.com/ |

Source: [ARES](#)

ARES makes available on its Website the [Guidelines](#) related to a) evaluation of study cycles and b) institutional evaluation. These guidelines are applied by ARES and higher education institutions. In addition to the guidelines, the [Regulation of Evaluation and Accreditation of Cabo Verdean Higher Education](#) also applies.

The digitisation of quality assurance processes and information in higher education and recognition of qualifications is organised on the ARES Digital Platform (PD-ARES), to which all higher education institutions and other stakeholders have access. The PD-ARES allows a better circulation of information, exchanges between institutions and efficiency in processes. The objectives of PD-ARES are:

- Manage in a computerised way all the evaluation procedures of ARES.
- Allow all stakeholders (HEIs, evaluation teams, procedure managers and CA ARES) to have online access to the processes; collect and make available online data related to higher education.
- Ensure greater control, timeliness, and flexibility in the conduction of the processes.

Quality assurance bodies and regulators in NQF implementation

Vocational education and training

Directorate General for Employment (DGE): accreditation entity

The General Directorate of Employment is a Central Service, of the government department responsible for employment and vocational training, in charge of the design, planning and technical and normative integration in the fields of Vocational Training, employment and entrepreneurship, as well as professional internships (cf. Decree-Law No. 76/2021, of November 2).

As a Central Service, DGE is mandated:

- "To accredit the training entities and the centers and establishments of Vocational Training—" - [cf. Article 64(2)(e)] and, through the Vocational Training Service " Keep up-to-date files and databases of training structures with reference to the respective training modalities they provide, necessary to update the Accredited Entity Database—" - [cf. Article 66(2)(b)] and " Supervise the implementation and operation of accredited centres and establishments—" - [cf. Article 66(2)(c)].
- DGE is mandated to elaborate and update the Accreditation Manual.

[PAEF](#) is the unique reference point and tool for all matters and procedures related to accreditation of training providers.

Higher education - ARES

ARES's mission and functions

In higher education, the only quality assurance body is the [ARES](#), created by Law Nr 121/VIII/2016 of 24 March. Article 5 states that ARES is independent in the exercise of its functions and is not submitted to superintendence nor guardianship by the government in respect to regulatory functions, without prejudice to the supervisory powers conferred on the National Assembly. All governmental organs and institutions working

in the sector of higher education have the duty to collaborate with ARES and provide information related with the quality assurance system.

ARES has the following competences: regulatory, supervisory, sanction and consultative.

The purpose of ARES is to guarantee the quality of higher education through:

- Evaluation, accreditation, and registration of HEIs and their study cycles (programmes).
- Accreditation of the internal systems of quality assurance of HEIs.
- Recognition of degrees and diplomas awarded by foreign HEIs.
- Organisation and maintenance of an information system on higher education.
- Performance of the functions of supervision and control of the functioning of public and private HEIs.

Moreover, ARES can also:

- Participate in other evaluations of a scientific nature.
- Cooperate with international partners and organisations in the domain of evaluation and accreditation.
- Carry out evaluation of foreign HEIs.
- Advise the government in matters related with quality assurance of higher education.

Specific functions of quality assurance:

- Defining quality standards;
- Promoting the accreditation of study cycles and institutions to ensure compliance with the legal requirements;
- Implementing evaluation criteria in order to obtain the translation of their results into qualitative assessments;
- Defining follow-up measures of the evaluation of the institutions and their study cycles;
- Promoting reasoned disclosure to society on the quality of the performance of HEIs;
- Supervising and controlling of the performance of the HEI;
- Publicly disclosing the results of the evaluation and accreditation;
- Giving advice and support on quality assurance of higher education;
- Studying and surveying the quality assurance system of higher education in Cabo Verde;
- Participating in international networks and systems for quality assurance of higher education;
- Coordinating evaluation and accreditation activities in Cabo Verde with institutions and mechanisms of international evaluation; and
- Providing the state, the HEI, students, the business community of Cabo Verde and society in general, information, statistical data and studies essential to support the definition of measures and strategies for higher education and research policies.

ARES is governed by:

- Administration council: The main collegial executive organ
- The Fiscal: In charge of legal and economic-financial control
- Consultative council: Contributes to the efficient, effective, and balanced exercise of the regulatory activity and provides advice to the administration council.

Digitalisation supports quality assurance

In Cabo Verde, quality assurance processes are supported and reinforced by digitalisation, which contributes to transparency, efficiency, data management and information sharing, both in vocational education and training and in higher education. The digitisation of processes, and online platforms for services to the public and institutions are practical and operational examples of digitalisation and the benefits for different target groups and users. The *Training Entities Accreditation Platform* ([PAEF](#)) provides online information on all accredited training entities. This digital platform allows the search of entities by various parameters, including by type of training, professional family, and qualification.

The digitalisation of quality assurance processes and information in higher education and recognition of qualifications is organised in the ARES Digital Platform (PD-ARES), to which all higher education institutions and other stakeholders have access. PD-ARES allows a better circulation of information, exchanges between institutions and efficiency in processes.

Finally, the integrated school management system ([SIGE](#)) is implemented in all elementary schools in the country and promotes easier communication, decision-making and efficiency and speed in management processes.

Quality assurance in the context of the EQF

Trust in the quality and level of qualifications is essential to support the recognition of learning as well as the mobility of both learners and workers within and across sectors and countries. Countries are responsible for quality assurance arrangements regarding qualifications in their National Qualifications Frameworks or systems.

Quality assurance is a fundamental underlying principle of the EQF. It is considered as the foundation for mutual trust between countries and systems, which in turn is a decisive factor for the success of the EQF referencing process. The quality assurance principles linked to the EQF are set out in Annex IV to the Council Recommendation on the EQF (2017), quoted below.

Quality assurance principles for qualifications that are part of national qualifications frameworks or systems referenced to the European Qualifications Framework (EQF)

All qualifications with an EQF level should be quality assured to enhance trust in their quality and level.

In accordance with national circumstances and taking into account sectoral differences quality assurance of qualifications with an EQF level should [\(1\)](#) [\(2\)](#):

- 1) Address the design of qualifications as well as application of the learning outcomes approach.
- 2) Ensure valid and reliable assessment according to agreed and transparent learning outcomes-based standards and address the process of certification.
- 3) Consist of feedback mechanisms and procedures for continuous improvement.
- 4) Involve all relevant stakeholders at all stages of the process.
- 5) Be composed of consistent evaluation methods, associating self-assessment and external review.
- 6) Be an integral part of the internal management, including sub-contracted activities, of bodies issuing qualifications with an EQF level.
- 7) Be based on clear and measurable objectives, standards, and guidelines.
- 8) Be supported by appropriate resources.

9) Include a regular review of existing external monitoring bodies or agencies, carrying out quality assurance.

10) Include the electronic accessibility of evaluation results.

⁽¹⁾ These common principles are fully compatible with the European Standards and Guidelines (ESG) for Quality Assurance in the European Higher Education Area and with European Quality Assurance in VET (EQAVET).

⁽²⁾ Depending on national circumstances, these principles may not apply to general education.

Conclusion on Topic 6

Quality assurance is an essential pillar of transparency and trust in qualifications of the NQF, and of mutual trust between different national qualifications systems and frameworks. Trust in qualifications acquired nationally or abroad contributes to facilitate recognition of qualifications, and consequently to mobility of learners and workers and matching between supply and demand of skills and qualifications for social and economic development.

The conceptual and methodological underpinnings of Quality Assurance in the context of the NQS / NQF of Cabo Verde address the design of qualifications and application of learning outcomes approach. Quality assurance underpins learners' assessment, and the certification process – in vocational education and training, higher education and RVCC processes. Quality assurance comprises internal (self-assessment) and external processes (accreditation, audits).

In Cabo Verde, quality assurance processes are supported and reinforced by the digitalisation of processes, and online platforms for services to the public and institutions are practical and operational examples of digitalisation and the benefits for different target groups and users, and for basic education, vocational training and higher education. The *Training Entities Accreditation Platform* ([PAEF](#)) provides online information on all accredited training entities. The digitization of quality assurance processes and information in higher education is organized in the ARES Digital Platform (PD-ARES), to which all higher education institutions and other stakeholders have access. PD-ARES allows a better circulation of information, exchanges between institutions and efficiency in processes.

Higher education quality assurance is managed by an independent specialized agency (ARES), which participates in international quality assurance projects and networks.

The comparison dialogue concludes that quality assurance in the context of the SNQ / NQF of Cabo Verde is compatible with the quality assurance principles of the EQF.

Topic 7: Communication, visibility, transparency, access to training

Communication in the context of education and training in Cabo Verde

The main institutions provide and disseminate information on the SNQ-QNQ, national qualifications, quality assurance systems, accredited educational and training institutions, legislation through their websites, publications, press, radio, and TV, as well as through events and meetings with stakeholders and users.

Main institutional websites relevant to SNQ-QNQ:

- ME: [Ministério da Educação](#)
- MFFE: [Ministério das Finanças e Fomento Empresarial](#)
- DGE: Direção Nacional da Educação
- DGES: [Direção Geral do Ensino Superior](#)
- DGE: [Direção Geral do Emprego](#)
- UC-SNQ: [Unidade de Coordenação do Sistema Nacional de Qualificações](#)
- ARES: [Agência Reguladora do Ensino Superior](#)

Other websites fulfil more specific functions, for example:

- The *Training Entity Accreditation Platform* ([PAEF](#)) provides online information on all accredited training entities.

The [UC-SNQ](#) website integrates important information for end users, and the home page contains the main instrument associated with the NQF (and a component of the SNQ) – the National Qualifications Catalog–e - [CNQ](#). For more details on the structure of the CNQ professional families, and the registered professional qualifications – see Chapter 4 of this report (Scope of Frameworks). The information on the registered qualifications available in the online CNQ is exhaustive, detailed, and structured in a harmonised way, thus facilitating users to consult and download professional profiles and training programs in their entirety.

In addition to information about the SNQ, legislation [and highlights](#) on communication and information activities to different audiences, the UC-SNQ website directs users to other services and online platforms, facilitating access.

Social media, especially Facebook, are frequently used by training providers to communicate with their target groups and local communities. The public Employment Centres and technical schools (<https://fb.watch/kwRS8vXgt/>) providing vocational training use Facebook and other means to disseminate useful information on national initiatives and programs. An example: the [Employment and Training Centre of Praia – Facebook](#).

Likewise, the Ministry of Education and the Educational Radio disseminate on their Facebook pages, various initiatives and information about the training offers, awareness actions, testimonies of the students of the technical way, thus promoting the training offers of the CNQ, among others, among the potential beneficiaries, the educational community and civil society. Educational Radio, being a Radio under the coordination of the Directorate-General for Communication, Technology and Multimedia of the Ministry of Education, is an excellent means of dissemination of the activities and initiatives of the SNQ that has a dual leadership: Ministry of Education and Ministry of Finance.

The [ARES](#) website provides a wide range of information on services to institutional and individual users, such as:

- [Recognition of qualifications](#)

- [Accredited higher education institutions](#)
- [Accredited education programs](#)

ARES [Digital Booklet](#) presents in a concise and graphically attractive way all the information about the institution and its main activities, organic structure, team, and challenges for the current phase. The [Activity Plan 2022](#), the [Activity report 2022](#) and the [Activity Plan 2023](#) are accessible online.

However, national entities recognize the need to expand and improve information and communication on the SNQ and NQF, for improved buy-in, understanding and application of their principles and concepts, among all educational and training institutions, especially in higher education throughout the country.

The use of NQF levels in qualification documents is for the time being a reality only in vocational education and training. In higher education this issue is being discussed, but for now the NQF levels do not appear either in the qualification documents (diplomas, degrees) awarded by higher education institutions, or in the register of courses and diplomas of the ARES.

The visibility of the NQF is partial among the main users, as it is limited to professional qualifications. Thus, these qualifications, with NQF levels and published in the CNQ are widely known, for example in the Employment Centers of the country, among the companies and the population interested in the RVCC and among young people who seek employment after obtaining a double certification or a certificate of the CNQ of any level of the NQF. The same type of visibility can be achieved among users of the remaining NQF qualifications, when they start to apply the levels of the NQF, according to the terms of the legislation in force (Joint Ordinances No. 9 and No. 10/2020).

EQF puts a stronger focus on Communication

Since the introduction of the European Qualifications Framework (EQF) in 2008 and the launch of its implementation in the EQF countries, the question of how to communicate its benefits to different target groups, both at European and national level, has been a recurring discussion point.

This issue becomes even more complex when considering the different ways in which the EQF and the NQFs have been developing and are used, such as:

- To improve the education and training system by using the learning outcome approach;
- To increase transparency between formal, non-formal and informal learning;
- To allow education/training providers outside formal education/training systems to have their qualifications included in NQFs and thus the EQF.
- To reform education and training systems.

The EQF Council Recommendation defines actions linked to awareness raising and communication of the added value of NQFs and the EQFs, clearly recognizing communication as key for the future take up and implementation of NQFs and the EQF. Discussions and analysis of communication activities in recent years have helped to identify key elements which should be considered:

- Target groups: communication activities about NQFs and the EQF differentiate between target groups in view of needs and messages to be delivered. A first discussion on an EQF communication strategy from 2018 identified the following target groups: end users, employers, education and training providers, qualification recognition bodies, policy-makers.
- Actors involved: national authorities, EQF National Coordination Points and the Commission are key actors responsible for EQF-relevant communication activities, as set out in the EQF Council

Recommendation. Actors such as CEDEFOP, ETF and other stakeholders also play a role in disseminating information.

- Scope of communication activities: the scope of activities is broad, including outreach efforts at national and EU level to various target groups via different communication channels, improved available information on qualifications (e.g. via qualifications registers/databases and through inclusion of levels on qualification documents), and exchange of experience and community building at a national, regional and European level.

Important initiatives and instruments contributing to communication and visibility of the EQF include:

- EQF AG Peer Learning Activities, and other events related to EQF main areas of work such as VNFIL conferences and stakeholders' meetings.
- The new [Europass Platform](#), in which is included the [webpages of the EQF](#)
- Information and reports on [EQF referencing](#) accessible in the EQF webpages.
- Online tools and platforms for [comparison of NQFs and EQF](#), especially [Cedefop online tool](#) on the status of NQFs in all NQF countries.

The EQF AG workplan for the years 2022-2023 was discussed in 58th EQF AG Meeting with a fiche concerning communication tasks. It stressed the need for improved communication efforts at national and European level to better reach out to different stakeholders and end-users as well as improved indication of EQF levels on qualifications, certificates and/or their supplements and in NQF databases and registers. It was also highlighted that provision of information on the content and profile of qualifications can significantly improve the potential of the EQF, notably through inclusion of short descriptions of learning outcomes. National Coordination Points (NCPs) play a central role in coordinating stakeholders and developing comprehensive overarching communication strategies at the national level. Apart from traditional tools, such as brochures, the general public is increasingly reached through NQF websites – including qualifications databases and registers – and a mix of social media channels.

In recognition of the need for a stronger impetus to communication the EQF AG organised in 2022 a special Peer Learning Activity on Communication.

The new Europass platform, introduced in 2020, has been established as a single repository of qualifications and learning opportunities at European level, using the Qualifications Datasets Register (QDR) as the interface for uploading/retrieving data on qualifications. As of April 2023, 21 countries publish qualifications on Europass. Furthermore a total of 30 countries present information in the qualifications framework comparison tool, allowing a comparison of levels of different NQFs with reference to the EQF levels as translation tool. Europass Platform has approx. 20 million visits annually.

In addition, the Commission has enhanced the provision of information on NQFs and the EQF via the improvement of its links to CEDEFOP's and ETF's websites and by preparing and translating infographics, leaflets, the EQF brochure and videos in 2018 / 2019. CEDEFOP's systematic analysis of NQF developments across Europe, laid down in the [European inventory of NQFs](#) is accessible also through the [NQFs online tool](#), which is a rich source of information on qualifications frameworks. Users have a flexible and targeted access to detailed information on each country and can compare information across countries ("[Framework comparison](#)"). Comparison of qualification types through the EQF is also possible ("[Qualifications comparison](#)"). At the same time, end users have the chance to get an [overview](#) of NQF developments across Europe and use the [interactive map](#) to display information.

Conclusions on Topic 7:

The effectiveness of the qualifications framework in relation to its objectives is a result of the related policies, governance, and resources. The attention to the quality and adequacy of content of information and means to reach out to different users and stakeholders is part of the operationalisation of the framework. However, the consideration given to communication, public information and advocacy is often a second thought in many countries and regions developing and implementing qualifications frameworks.

In Cabo Verde communication and advocacy of the NQF, and dissemination on the main related policies and instruments (National Qualifications Catalogue and Recognition Validation and Certification of Competences) is channelled through the websites of the Coordination Unit of the National Qualifications System ([UC-SNQ](#)), and of the Directorate General of Employment. Besides, websites and social media of the national Employment Centres and technical schools disseminate information on professional qualifications. Workshops, training and information sessions, testimonies of beneficiaries and stakeholders contribute to gather users' feedback and to stay connected with stakeholders.

All professional qualifications (levels 2 to 5) on the NQF of Cabo Verde display the NQF level, and the National Qualifications Catalogue (CNQ) accessible online offers the most tangible example of communication on the implementation of the NQF objectives and application of the NQF descriptors.

During the comparison process, Cabo Verdean institutions acknowledged the need to expand and improve dissemination of information on the NQF and strengthen its contribution to integration between all parts of the education and training system, and lifelong learning.

The EQF Advisory Group recognised the importance of communication and outreach to users and has reinvigorated reflection and activities addressing the main users. The EQF webpage on the Europass Platform is the key information source and is linked to the NQF online tool on Cedefop website, which provides extensive and comparable information on NQFs in Europe based on regular surveys and research.

The ongoing EQF evaluation sheds light on the issues and questions for further improvement related with communication and visibility of the EQF at various levels and among key stakeholders and institutions.

Topic 8: Recognition processes

Recognition of qualifications in Cabo Verde

In vocational education and training

Legal basis of the recognition comes from following legislation:

- Regulatory Decree No. 2/2015 of January 28. It regulates the recognition of professional qualifications obtained in foreign vocational training systems with a view to the attribution of professional equivalences. <https://kiosk.incv.cv/V/2015/1/29/1.1.9.1969/>
- Decree-Law no. 7/2018, of 7 February. <http://iefp.cv/wp-content/uploads/2018/08/Regula-o-Funcionamento-UC-SNQ.pdf>

The legal basis that regulates professional recognition/equivalence defines its objectives, effects, procedures, and the organisation and functioning of the National Commission for Professional Equivalences (CNEP). Recognition processes is conducted with the technical support of UC-SNQ.

The purposes and effects of the professional equivalence granted under the terms of Regulatory Decree N^o 2/2015 are multiple, summarized as follows:

- For the continuation of studies
- For the exercise of the corresponding certified professional activity
- Recognize the holder of professional equivalence the possession of a professional qualification before all national, public, and private entities.
- However, the granting of professional equivalence does not exempt the holder of the certificate from complying with the other conditions that, for the exercise of the respective profession, are legally required by the competent professional entities. That is, professional recognition does not cover all the specific requirements of the exercise of all professions and focuses solely on the certificate or diploma (the qualification) and description of the curriculum of the course or training.
- It should be noted that in case of cumulation of academic degree and professional qualification, the equivalence granted by the CNEP concerns only the part related to professional qualification, without prejudice to the interested parties requesting the recognition of the academic degree from the competent authorities (Article 11).

CNEP was created in 2005, by Regulatory Decree N^o5/2005. Pursuant to Regulatory Decree N^o 2/2015 CNEP is a specialised body with technical and scientific autonomy to evaluate and issue opinions and recommendations on the professional equivalence of courses and other training activities conducted abroad or in foreign schools established in Cabo Verde. CNEP operates in close cooperation with UC-SNQ, which approves the recommendations on equivalence issued by the CNEP.

CNEP consists of 7 persons of recognised competence, designated by Order of the members of the Government responsible for employment, vocational training and education and representing the government entities, IEFP and UC-SNQ, as well as the private sector.

The number of professional equivalence dossiers has gradually increased, except in the main year of the Covid-19 pandemic. Between 2019 and 2022 the number of complete processes increased from 12 to 19 annually. The main countries of origin of these qualifications are Portugal, France, the Netherlands, and countries in the region (ECOWAS).

In higher education

Legal basis:

- Regulation of the Process of Recognition and Registration of Foreign Degrees and Diplomas, of Decree-Law No. 22/023, of August 7, which approves the Legal Regime of Degrees and Diplomas of Higher Education, approved in annex to Ordinance No. 49/2013 of October 15 (first amendment approved).
- Ordinance No. 32/2021 of April 15, which amended 7 articles of Regulation annexed to Ordinance No. 49/2013.

<https://www.ares.cv/assets/documentos/enquadramento/Portaria%2032.2021,%20de%2015%20de%20abril.pdf>

[ARES](#) is the institution responsible for the recognition of degrees and academic diplomas. The website contains all the information useful to the public about the procedures, documentation, and costs of the recognition processes. The whole process is scanned and done by an [online form](#).

In Cabo Verde, the recognition of academic degrees and higher education diplomas granted by foreign higher education institutions is regulated by Ordinance nº 32/2021, de 15 April, of the Decree-Law nº 22/2012 of 7 August, which approves the Legal Regime of Degrees and Diplomas of Higher Education (RJGDES), and modifies the Ordinance nº 49/2013.

The Regulation annexed to Ordinance nº 49/2013 standardizes the procedures for the recognition of foreign qualifications, making them more transparent, equitable and simple, and introduces changes in previous regimes. This increases the recognition of foreign qualifications for higher education diplomas not leading to academic, level and nature degrees identical to higher professional and technical courses. Introduces simplified procedures, establishing the recognition of a system of precedence, which ensures a more automatic process in the decision, avoiding repetitions, reducing costs and response times in the decision of recognitions.

The recognition of foreign degrees and diplomas is the act that allows the generic recognition of a degree or diploma of foreign higher education, whose level, objectives, and nature are considered idyllic in Cabo Verde to a bachelor's, master's and doctorate or diploma. The recognition process lasts approximately 30 days after the full process is sent, depending on the timely response of the foreign HEI in question.

- **Certificate of recognition:** at completion of the process, ARES delivers a certificate with number and year of award, indicating the degree, course, area and specialisation and the education institution that awarded the recognised diploma.

ARES collaborates with ENIC-NARIC centres and other international networks to obtain useful information for recognition processes.

The special circumstances triggered by the measures implemented to contain Covid-19 accelerated the digitisation of recognition processes (Figure 6).

Figure 7: Digitalised recognition process



Source: Presentation: ARES on Recognition of academic degrees and diplomas in higher education. At the ACQF Peer Learning Webinar, 28/10/2021.

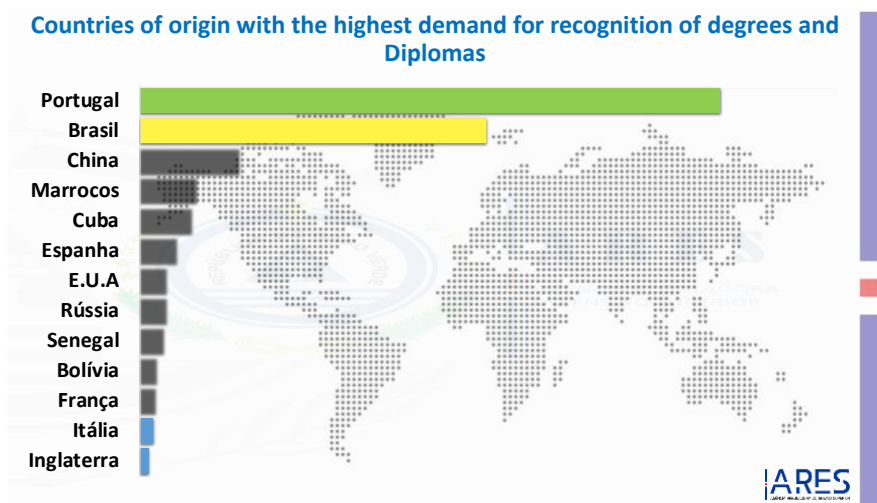
Table 10: Total number of recognition applications in the last 4 years

| ÁREA CIENTÍFICA | Degrees / diplomas | | | | | | | Total |
|---|--------------------|------------|-----------------|------------|-------------------|-----------|-------------------|-------------|
| | DESP | Bachelor | Post-Graduation | Master | Integrated Master | Doctorate | Medical specialty | |
| Education | 3 | 20 | 10 | 27 | 0 | 8 | | 68 |
| Arts and humanities | 1 | 73 | 8 | 25 | 8 | 12 | | 127 |
| Social science, journalism, and information | 2 | 77 | 17 | 42 | 0 | 20 | | 158 |
| Management, administration, and law | 5 | 225 | 58 | 102 | 5 | 8 | | 403 |
| Natural sciences, mathematics, and statistics | 2 | 58 | 6 | 42 | 0 | 13 | | 121 |
| Information and communication Technologies | 2 | 30 | 6 | 12 | 0 | 2 | | 52 |
| Engineering, industry, and construction | 1 | 129 | 4 | 53 | 7 | 10 | | 204 |
| Agriculture, fisheries and veterinary | 0 | 7 | 1 | 4 | 1 | 0 | | 13 |
| Health and social protection | 8 | 244 | 46 | 42 | 7 | 7 | 77 | 431 |
| Services | | 20 | 3 | 3 | 3 | 1 | | 30 |
| Total | 24 | 883 | 159 | 352 | 31 | 81 | 77 | 1607 |

Source: ARES – data provided for this report

Portugal and Brazil are the two main countries of origin of foreign diplomas seeking recognition in Cabo Verde (Figure 8).

Figure 8: Countries of origin with the highest demand for recognition of academic degrees and diplomas



Source: Presentation: ARES on Recognition of academic degrees and diplomas in higher education. At the ACQF Peer Learning Webinar, 28/10/2021.

Recognition in the context of the EU and EQF

The EQF Recommendation's main objectives are to enhance the transparency and comparability of qualifications in the European space. The EQF can support existing recognition practices thanks to strengthened trust, understanding and comparability of qualifications. This can make the process of recognition for learning and working easier. The EQF is first and foremost a transparency tool; the EQF Recommendation mentions the term recognition of qualifications several times, but in a context of support to recognition processes. The use of the EQF or of the NQFs referenced to it for recognition, is not part of the referencing criteria of NQFs to the EQF.

There are two procedures for recognition of qualifications: recognition for access to employment, including recognition of professional qualifications in Europe and recognition for further education and training (academic recognition). In addition, with validation of skills you can make visible the skills acquired through non-formal and informal learning.

Bodies involved in the recognition of academic and professional qualification can use the EQF, NQFs and other transparency tools such as QA mechanisms, credit systems, etc. to support recognition practices as they establish trust, understanding and the comparability of qualifications, making the process of recognition for learning and working purposes easier. Qualifications frameworks and other transparency tools can facilitate recognition through the comparison and combination of qualifications and learning outcomes including partial recognition, the recognition of micro-credentials and stacked learning.

The EQF works together with the other European and international instruments supporting the recognition of qualifications.

- The EQF is compatible with the [Qualifications Framework for the European Higher Education Area](#) and its cycle descriptors. The framework was agreed by education ministers of the intergovernmental [Bologna Process in 2005](#).
- The [Council Recommendation of 26 November 2018](#) on promoting automatic mutual recognition of higher education and upper secondary education and training qualifications and the outcomes of learning periods abroad refers to the EQF as a way to foster transparency and build trust between national education and training systems.

- EU level work on the recognition of qualifications primarily addresses higher education qualifications and qualifications that give access to higher education. EU cooperation on the recognition of qualifications in the VET, adult learning, but also of micro-credentials, partial qualifications is less developed. Digital credentials add new tools for recognition processes.

Conclusion on Topic 8:

Management and supervision of processes of professional and academic recognition of qualifications in Cabo Verde are directly linked with the institutions in charge of coordination and implementation of the NQF, notably the UC-SNQ (professional recognition) and ARES (higher education / academic recognition). CNEP, the Commission tasked with professional recognition is part of the organisation structure of the UC-SNQ.

The data show a greater dynamism of recognition of higher education qualifications, treated by ARES. The explanatory factors of the lower number of processes for the recognition of professional qualifications could be analysed considering the needs in professional skills in the country and the policies supporting mobility and (re)integration of qualified people into the labour market.

ARES closely cooperates with the ENIC-NARIC Networks, for references, data, and verification of authenticity of qualifications from relevant countries.

The key function of the EQF in respect to recognition is to facilitate, share information and to a certain extent complement the role of ENIC-NARIC Centres.

The comparison dialogue points to comparability of principles of recognition of qualifications in the contexts of the NQF and the EQF.

Topic 9: Governance structures

Governance of qualifications, education, and training system in Cabo Verde

The main government bodies responsible for the education and vocational training system are:

- ME: [Ministério da Educação](#)
- MFFE: [Ministério das Finanças e Fomento Empresarial](#)
- DGE: [Direção Geral do Emprego](#)
- DGES: [Direção Geral do Ensino Superior](#)
- UC-SNQ: [Unidade de Coordenação do Sistema Nacional de Qualificações](#)
- ARES: [Agência Reguladora do Ensino Superior](#)

The Ministry of Education is the government department whose mission is to define, execute and evaluate the national policy of the educational system, for pre-school education, basic, secondary, and technical education, extracurricular education, higher education, scientific research, technological development, as well as school social action. It is therefore an institution that brings together all the subsystems of the education system and has a leading role in the development of the human resources, skills and qualifications of the NQF. The Ministry ensures the overseeing of many of the NQF qualifications in partnership and coordination with the UC-SNQ. To this end, it operates with the General Directorate of Employment and the UC-SNQ, which are supervised by another ministry (Finance and Entrepreneurship Promotion).

The National Directorate of Education is the service of strategic design, regulation, monitoring, evaluation and coordination of educational policies designed for pre-school education, basic and secondary education, vocational technician, youth and adult education, special education and inclusion and citizenship, evaluation and educational quality, school management and support, multimedia and pedagogical communication.

The National Directorate of Education integrates several services, including the Service of Technical-Vocational Education and Education of Youth and Adults (SETEJA), whose mission is to design, coordinate, promote and support technical-professional education activities, in a perspective of qualification, and professional integration.

The General Directorate of Employment has the following attributions related to vocational training: to ensure the execution of the activities defined by the Government, to listen to those responsible for the sector and to refine strategies and methodologies for the implementation of government policies in the field of employment and employability; and elaborate proposals in the context of the implementation of employment, self-employment, vocational training and entrepreneurship policy; to promote appropriate regulation for the training and employment sectors; to accredit training providers and vocational training centres and establishments. In its organic structure DGE has the Vocational Training Service (SFP), which provides technical support regarding the design and formulation of vocational training policies, aiming to ensuring the adequacy of vocational training to the realities of the employment market and the permanent updating of the instruments necessary for activities related to employment.

The **coordination of the NQF**, within the framework of the SNQ, is ensured by the UC-SNQ, established through Decree-Law No. 62/2009 (14/12/2009). A decade later, the UC-SNQ remains the central governance structure and its leadership and coordination role has been strengthened ([Decree-Law Nr 7/2018](#)). This Decree-Law defines the institutional framework of the UC-SNQ, the powers of direction and institutional articulation, the mission and attributions, and the organisation of the UC-SNQ.

In the exercise of its functions, UC-SNQ is articulated with the government services responsible for the sectors of vocational training and employment and education.

The mission of UC-SNQ is to ensure the structuring of the SNQ, with a view to promoting and developing the integration of training offers, through CNQ and the evaluation and accreditation of professional skills. The list of UC-SNQ attributions is vast. A summary of the main types of attributions:

- Development, updating and maintenance of CNQ.
- Contribute to convergence between academic and professional qualifications.
- Studies and research on employment; on skills for the labour market; on technological and other changes and their impact on qualifications.
- Coordinate and support CNEP and maintain the database of assigned professional equivalences.
- Coordinate sector councils and technical sector councils.
- Keep the NQF up to date, as well as its relationship with the systems of other countries or regions
- Submit technical proposals on the main instruments and measures, such as on quality assurance of the NQF, key competences framework, technical-vocational education and training credit system, distance learning, and others.

The UC-SNQ is led by the Unit Coordinator and comprises a) the Inter-ministerial Technical Qualification Committee (CTIQ), b) the Executive Secretariat, c) the National Commission of Professional Equivalences (CNEP), a specialized body of the SNQ. The social partners contribute to the coordination of the SNQ through institutionalized participation in the CTIQ and CNEP. Other entities that are part of the governance and implementation of the SNQ include the Institute for Employment and Vocational Training (IEFP), the Sectoral Technical Committees (CTS) and higher education institutions.

In the context of the tasks of creating and managing the National Catalogue of Qualifications, the following temporary support and consultation bodies are set up with UC-SNQ, namely:

- Sector councils (CTS) responsible for technical support in the design of professional profiles and in the definition of associated training modules, related to certain professional qualifications.
- Sector Councils (COS), responsible for the validation of professional profiles and training modules of each of the professional qualifications elaborated by the CTS's and approved by UC-SNQ.

UC-SNQ's operational costs are funded by the public budget. For development of new qualifications and other components of the QNQ and CNQ, the UC-SNQ refers to international partners for complementary technical assistance. Luxemburg has been a long-standing partner of the UC-SNQ and provided a valuable contribution to develop the QNQ.

In **higher education**, the only quality assurance body is [ARES](#), created by Law No. 121 / VIII / 2016, of March 24. Article 5 declares that ARES is independent in the performance of its functions and is not subject to the oversight or guardianship of the government in relation to regulatory functions, without prejudice to the supervisory powers conferred in the National Assembly. All government agencies and institutions working in the higher education sector have a duty to collaborate with ARES and provide information related to the quality assurance system. The organic structure of ARES is illustrated in Figure 9.

Figure 9: Organisational structure of ARES



Source: ARES Digital [Booklet](#)

ARES has annually a Budget made available by the Ministry of Finance to meet its operating expenses, which includes personnel expenses and the acquisition of goods and services.

To fulfill its mission, ARES was able to mobilize additional resources:

- Together with the Treasury, through a project called Higher Education Evaluation and Accreditation System in Cabo Verde, which allowed and allows to cover expenses with the evaluation exercises of study and institutional cycles.
- Together with international cooperation, through a Project of Study of Evaluation and Regulation of Higher Education - CPLP Space.

ARES revenues are:

- The fees due for the acts of evaluation and accreditation.
- The fees due for the recognition of degrees and diplomas issued by foreign HEIs.
- The fees due for the provision of other services.
- The proceeds of fines imposed in the exercise of its jurisdiction.

Governance of the EQF

The EQF is based on a recommendation³¹ which is not legally binding but supports voluntary actions of EU Member States to improve cooperation. The EQF Recommendation facilitates further cooperation between countries to increase transparency and to promote mobility and lifelong learning. It fosters change by supporting and informing reform. Although not legally binding, its adoption by EU Member States reflects the commitment to use the EQF to reference national qualifications frameworks or systems and to compare all types and levels of qualifications in the European Union.

The EQF includes the following governance arrangements, which are based on a combination of mechanisms at EU and national levels, ensuring participation of the member countries, and stakeholders' organisations.

- At EU level:

³¹ [EUR-Lex - 32017H0615\(01\) - EN - EUR-Lex \(europa.eu\)](#)

- EQF Advisory Group (EQF AG), chaired and supported by the European Commission (Directorate General Employment, Social Affairs and Inclusion, Unit Skills Agenda), coordinates and facilitates the activities related to EQF implementation. The meetings of EQF AG are the key instrument for implementation of the objectives and work programme of EQF (4-5 meetings annually). On 28/02 and 01/03/2023 the EQF AG had its 61st meeting. EQF has 14 years of history,
- Membership of the EQF AG: 2 representatives per country (1 for the EQF proper, and 1 for the Recommendation on Validation of Non-Formal and Informal Learning); representatives of Business Europe, EUPME Association, European Youth Forum, and by other civil society, students, and educational associations of European dimension.
- In addition to the EU Member States another 12 countries work towards implementing the EQF, namely Iceland, Liechtenstein and Norway (European Economic Area countries), Albania, North Macedonia, Montenegro, Serbia and Türkiye (candidate countries), Bosnia & Herzegovina, Kosovo ** (potential candidates) and Switzerland. In June 2022 two Ukraine and Moldova were given the status of candidate countries, while Georgia is a potential candidate country. These countries were invited to nominate representatives to EQF AG, elevating the total number of EQF countries to 39.
- VNFIL: the EQF AG steers and coordinates implementation of the objectives set in the Council Recommendation on VNFIL (2012). Country representatives for the VNFIL area support dialogue and cooperation in the EQF-AG on this policy area.
- Ad hoc Sub-groups and project groups, composed of representatives of the interested EQF members states and bodies, are established to elaborate proposals, or carry out specific analyses and pilots. Preliminary and final results of such project groups are discussed by the EQF AG in plenary meetings. Examples: sub-groups that explored on sector international qualifications; horizontal comparisons of qualifications; comparisons with NQFs / RQFs of non-EQF countries / regions; short descriptions of learning outcomes of qualifications to facilitate electronic publication in qualifications databases.
- Two EU agencies (Cedefop and ETF) support the work of EQF through analyses, elaboration of technical proposals and guides, and facilitation of activities in certain themes and issues.
- Evaluations are mandatory in line with the terms of the EQF Recommendation. The first EQF Recommendation (2008) was evaluated twice. The evaluation of the 2017 Recommendation is close to completion.
- At national level: National coordination points (NCP). The main tasks of the EQF NCP are to support national authorities in referencing national qualifications frameworks or systems to the EQF, provide information on national developments, and to bring the EQF closer to individuals and organisations.
- Funding:
 - EU budget for the work carried out by the European Commission, Cedefop and ETF;
 - EU budget / EU programmes to support the EQF NCPs, and developments at national level (for ex.: dedicated grant programme for development of national qualifications databases).

Role of the European Commission (EQF Recommendation) is to:

- Ensure that the implementation of this recommendation is supported through actions funded by relevant Union programmes.
- Ensure an effective governance of the EQF implementation by maintaining and fully supporting the EQF Advisory Group established in 2009 composed of representatives of the Member States and other

participating countries, the social partners, and other stakeholders as appropriate. The EQF Advisory Group should ensure overall coherence and promote transparency and trust in the process of referencing national qualifications frameworks or systems to the EQF.

- Report on progress following the adoption of this recommendation, as appropriate, in the context of relevant education, training and employment policy frameworks.
- Assess and evaluate, in cooperation with the Member States and after consulting the stakeholders concerned, action taken in response to this recommendation and by 2022 report to the Council on the experience gained and implications for the future, including, if necessary, a possible review and revision of this recommendation.

Given its non-binding nature, the EQF recommendation conforms to the principles of subsidiarity and proportionality by supporting and supplementing Member States' activities through facilitating further cooperation between them to increase the transparency, comparability, and portability of people's qualifications. It should be implemented in accordance with national law and practice.

Conclusion on Topic 9:

The governance model of the NQF in Cabo Verde is characterised by the involvement of a large number of institutions representing the policy making levels (Ministries and Directorates) as well as implementation bodies (such as UC-SNQ and ARES). Despite its mandate of NQF coordination and implementation defined by the legislation, the UC-SNQ has a more prominent and deciding role on all matters related with the CNQ, development of professional qualifications, coordination, and facilitation of RVCC, and dissemination of information on the NQF; while ARES has the leading role on matters related with higher education programmes and qualifications.

Involvement of stakeholders such as employers, trade unions, civil society organisation is defined in the legislation regulating the UC-SNQ and the technical processes of professional qualifications' design. Sector Councils and Sector Technical Committees play a key role in the development and validation of professional qualifications.

Governance of the EQF is based of the combination of mechanisms at EU and national levels, and involvement of stakeholders' organisations of EU scope. Implementation of the EQF is supported by specialised Agencies, research capacity and interactions and collaboration with other prominent EU policies and instruments (Europass Platform, ESCO, European Education Area, Skills Agenda) which together enhance the effectiveness and outreach of the EQF.

The governance models of both frameworks share a few common features, such as participation of stakeholders, and the leading role of a coordination entity (Advisory Group and European Commission; and UC-SNQ). The available resources to support the coordination of the NQF of Cabo Verde are considered scarce to meet the needs and fulfil the wide range of functions and responsibilities of the UC-SNQ.

Topic 10: Referencing

Cabo Verde as part of African qualifications frameworks

As a Member State of the Regional Economic Community gathering 15 West African countries ([ECOWAS - CEDEAO](#)), Cabo Verde is entitled to join and participate in initiatives contributing to convergence and comparability of qualifications and to facilitate recognition of diplomas and certificates across the region.

The Directorate of Education, Science, and Culture, Department of Human Development and Social Affairs of the ECOWAS Commission is conducting information and [awareness raising activities](#) in support of Recognition and Equivalence of Certificates in general, Benchmarks and Framework developments.

Despite promising developments on a regional qualifications framework (RQF), and adoption of technical proposals and a roadmap by the Ministers of Education in 2013, ECOWAS has limited progress as regards NQFs and the proposed RQF has not been further supported towards implementation. Cabo Verde has the most advanced experience of a comprehensive and integrated NQF in the region. Some countries have a sectoral NQF (TVET NQF in the case of Ghana and Senegal) in implementation or recently started operationalisation of the comprehensive NQF (case of The Gambia). Guinea-Bissau started steps to develop a concept and roadmap and made some progress in 2022 working in cooperation with the project developing the African Continental Qualifications Framework.

As a Member State of the African Union, Cabo Verde is fully entitled to cooperate and reference to ACQF. Cabo Verde, through UC-SNQ and ARES, have actively contributed to the process of development of the ACQF, sharing country experiences at ACQF Peer Learning Webinars and Training Programs. In September 2022 the representatives of UC-SNQ and ARES participated in a first experimental self-assessment for referencing to ACQF.

The ACQF was developed by a project of the Africa-European Union Partnership. A follow-up EU supported project is supporting implementation of the ACQF (2023-2026). ACQF is a policy instrument of continental scope to deliver on the objectives of enhanced transparency and comparability of qualifications and mutual trust between qualifications frameworks and systems for lifelong learning in Africa. The ACQF is comprehensive and inclusive, open to innovation to address new demands from the digital and green transformation, enables stakeholder participation and learning from relevant national, regional, and global experiences.

The ACQF is defined as an overarching reference qualifications framework of ten levels, serving as a connector and translation device between different qualifications frameworks or systems and their levels. The ACQF will deliver on the areas of activity defined in the policy document, namely: a) referencing between qualifications frameworks; b) recognition of prior learning campaign; c) digital qualifications database; d) common profiles of qualifications; e) capacity development and support to national qualifications frameworks; f) networking, communication, and advocacy; g) analysis, monitoring, and evaluation.

The ACQF Policy Document was validated in 2022 by the Advisory Group, by the AU Commissioner in charge of Education Science Technology and Innovation and awaits the last round of political validation, in a process steered by the African Union Commission.

The proposed referencing criteria and methodology is streamlined, based on self-assessment, coaching, peer review and evidence. The set of referencing criteria builds on the EQF experience but is more streamlined and

focused on the fundamental elements of referencing. Experimentation of processes of referencing of African NQFs to ACQF are planned to begin in 2024³².

Referencing in the EQF

The EQF Recommendation invites Member States to reference their national qualifications frameworks or systems to the EQF, in order to establish a clear and transparent relationship between their national qualification levels and the eight EQF levels. Member States are recommended to review and update, when relevant, the referencing of the levels of the national qualifications frameworks or systems to the levels of the EQF.

Each country wanting to relate its national qualifications levels to the EQF has to prepare a detailed referencing report that follows the 10 EQF referencing criteria agreed in Annex III to the revised EQF Recommendation. National referencing reports are presented to the EQF Advisory Group which endorses them if they satisfy the referencing criteria.

Once national frameworks are referenced to the EQF all newly issued qualifications (e.g. certificates, diplomas, certificate supplements, diploma supplements), and/or qualifications databases should in principle contain a clear reference to the appropriate EQF and NQF level.

The EQF has reached tangible achievements as an overarching referencing qualifications framework. This summary of main outcomes illustrates the noticeable outreach and success reached by the EQF regarding its main objectives.

Table 11: Summary of results of EQF implementation (as of end February 2023) – total countries involved: 39.

| Objective | Reached by countries (number) |
|--|------------------------------------|
| Referencing to EQF | 36 (92% of all involved countries) |
| Renewed referencing to EQF | 5 countries |
| EQF levels on certificates, diplomas, and supplements | 34 (87%) |
| EQF levels on databases or registers of qualifications | 23 (59%) |
| Transparency of information: Publication of referencing reports | 32 (82%) |
| Transparency of information – inclusion in the Tool to compare NQFs on Europass portal | 29 (74%) |
| Transparency of information and use of the Annex VI of EQF Recommendation: connection of national databases / registers with the QDR and publication of qualifications in Europass (Learning Opportunities in Europass). Accessed: 27/03/2023) | 21 (55%) |

³² More information on ACQF is accessible on the website; a) [General Information on ACQF](#); ACQF [Referencing Guideline](#) and [Brief ACQF Handbook](#)

The EQF [Council Recommendation](#) of 2017 contains six annexes, which define the essential principles and instruments of the EQF, such as the level descriptors, the referencing criteria, the quality assurance principles of the qualifications that are part of NQFs referenced to EQF, principles for credit systems related to NQFs referenced to EQF, elements for data fields for the electronic publication of information on qualifications with EQF level.

The 10 referencing criteria of the EQF are defined in Annex III of the Recommendation 2017³³.

Table 12: EQF referencing criteria

| EQF Referencing criteria |
|---|
| 1. The responsibilities and/or legal competence of all relevant national bodies involved in the referencing process are clearly determined and published by the competent authorities. |
| 2. There is a clear and demonstrable link between the qualifications levels in the national qualifications frameworks or systems and the level descriptors of the EQF. |
| 3. The national qualifications frameworks or systems and their qualifications are based on the principle and objective of learning outcomes and related to arrangements for validation of non-formal and informal learning and, where appropriate, to credit systems. |
| 4. The procedures for inclusion of qualifications in the national qualifications framework or for describing the place of qualifications in the national qualification system are transparent. |
| 5. The national quality assurance system(s) for education and training refer(s) to the national qualifications frameworks or systems and are consistent with the principles on quality assurance as specified in Annex IV to this recommendation. |
| 6. The referencing process shall include the stated agreement of the relevant quality assurance bodies that the referencing report is consistent with the relevant national quality assurance arrangements, provisions, and practice. |
| 7. The referencing process shall involve international experts and the referencing reports shall contain the written statement of at least two international experts from two different countries on the referencing process. |
| 8. The competent authority or authorities shall certify the referencing of the national qualifications frameworks or systems with the EQF. One comprehensive report, setting out the referencing, and the evidence supporting it, shall be published by the competent authorities, including the EQF National Coordination Points, and shall address separately each of the criteria. The same report can be used for self-certification to the Qualifications Framework of the European Higher Education Area, in accordance with the self-certification criteria of the latter. |
| 9. Within 6 months from having referenced or updated the referencing report, Member States and other participating countries shall publish the referencing report and provide relevant information for comparison purposes on the relevant European portal. |
| 10. Further to the referencing process, all newly issued documents related to qualifications that are part of the national qualifications frameworks or systems (e.g. certificates, diplomas, certificate supplements, diploma supplements) and/or qualification registers issued by the competent authorities should contain a clear reference, by way of national qualifications frameworks or systems, to the appropriate EQF level. |

These 10 criteria and procedures have inspired other regional qualifications frameworks globally, which have adapted them to their own context. The SADC Qualifications Framework, the ASEAN Qualifications Reference Framework and more recently the ACQF have built on the experience of the EQF.

³³ [https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32017H0615\(01\)&from=EN#d1e32-24-1](https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32017H0615(01)&from=EN#d1e32-24-1)

Topic 11: Transparency and quality assurance of the comparison process

The process and the comparison report are built based on the exchange of information between the parties, discussion of key points on the functioning and visibility of qualifications frameworks, collection and analysis from various sources on the most relevant policies, approaches, practices and tools taking into account the 11 themes of comparison.

The first meeting was chaired by the Secretary of State for Finance and Enterprise Promotion and the European Commission. Eight meetings were held between 21 November 2022 and 30 May 2023 with all members of the comparison process group.

The group was composed of representatives of the main departments of the Ministry of Education and the Ministry of Finance and Business Development. The UC-SNQ co-chaired the meetings, together with the European Commission.

The first two meetings focused on the objectives and methodology of comparison, ensuring a shared understanding of the expected benefits and risks for both parties. Participants discussed the scope of the comparison topics and agreed on the working modality to be used for an efficient process and a robust basis. The following four meetings, which ran from 19 January to 31 March, allowed for a structured discussion of policies, approaches, instruments and practical application related to all the topics of the comparison.

The 7th meeting (April 27) focused on the discussion of the first version of the comparison report. The members of the comparison group actively contributed to the in-depth reflection on the report and prepared numerous comments and information supplements that were integrated into the second version, discussed at the 8th meeting (30 May 2023).

The two country reports on Cabo Verde's NQF prepared in 2020 and 2021 in the context of the [Mapping Study of the African Union-European Union project "Continental African Qualifications Framework \(ACQF\)"](#) were very useful starting references for this comparison.

For each comparison meeting, a working paper was presented to support the discussion, summarizing the state of play, concepts, legislation, and evidence of application – addressing each topic of the comparison. At each meeting the representatives of Cabo Verde presented the national situation and developments on each topic, answered questions and suggestions, provided extensive clarifications. The content of the EQF by theme was presented and explained by the representative of the European Commission. During the debates, common points were identified, and differences were discussed to define the degree of comparability between the two tables. To ensure a meaningful comparison, the benefits and risks associated with the comparison were also discussed.

After each meeting, all questions, and issues to be clarified were followed up through emails and lists of questions prepared between the ETF and the UC-SNQ, which also acted as a bridge between all the national institutions, centralizing the transmission to the main author of the report of the answers, statistical data, legal diplomas, methodological documents, as well as comments and clarifications.

In addition to the discussion of meeting the working document and presentation of clarifications among the members of the comparison group on the comparison topics, two sessions of peer sharing and learning on two main themes were organized: a) approaches and methods for qualification analysis for inclusion in the NQF and registration of qualifications; b) the results and challenges of the implementation of the EQF. The representatives of the three countries (Luxembourg, Poland, and Portugal) presented their experiences and challenges in relation to the first theme, highlighting aspects of political involvement and participation of the social partners and different public institutions to achieve technical results with ownership and relevance.

These thematic discussions were an innovation of the comparison process Cabo Verde's EQF-NQF, which had not been experienced in the comparison with Ukraine and contributed to a rapprochement and mutual understanding between all members of the comparison group. This element of peer-sharing can be further expanded in the next comparison cases.

Conclusion on Topic 11:

The comparison process was initiated and conducted based on shared objectives and expectations. The involved national institutions and EQF experts actively engaged in dialogue on all topics of comparison, seeking mutual understanding on similarities and distinctive features between the two frameworks. The openness of the exchanges through the series of eight comparison meetings contributed to a higher level mutual trust, which is a key aspiration of the comparison between EQF and the NQF.

The comparison showed the importance of context and historical background in understanding the two frameworks and the interplay of qualifications from different subsystems in the case of the NQF.

The report is based on an extensive and updated inventory and analysis of national policies, legal acts, and methodological frameworks, and provided concrete examples and application cases in all topics. The report is comprehensive, detailed and updated. It can be used a trusted information source on the national qualifications system of Cabo Verde, and disseminated to different networks interested in recognition, referencing, and mobility.

6. Conclusions, lessons learned and recommendations

A. Conclusions

The EQF-NQF comparison is of strategic importance to both parties, given the considerable flows of labour migration and student mobility in EU countries from Cabo Verde, leading to numerous processes of recognition of foreign qualifications.

This EQF comparison exercise will contribute to enhancing the visibility of the NQF among Cabo Verdean and European partners, to shaping a common language and mutual understanding with EU Member States on the descriptions of qualifications and their recognition. These processes will benefit comparability and confidence in qualifications and support mobility. The transparency resulting from this EQF-NQF comparison will consolidate Cabo Verde's cooperation with the UE.

Cabo Verde implements reforms to continuously improve the quality of the education and training system, considering its ambition to align with international benchmarks and, consequently, improve the international recognition of its qualifications and the mobility of its students and workers.

The comparison will significantly support the wider use of the learning outcomes approach across all education and training subsystems in Cabo Verde, thus contributing to the reform and quality processes that the government and education system entities support in accordance with their respective levels of performance. To this end, Cabo Verde continues to work on curriculum reform in all subsystems, in the revision of qualifications and descriptors in the different subsystems, as well as the definition of a credit system that allows and supports better lifelong learning pathways and mobility of learner between subsystems.

The comparison identifies accomplishments and successes, as well as gaps, challenges, and some dilemmas. The process and the comparison report will thus have a complementary benefit: that of identifying and analysing areas and subjects that will merit follow-up measures or deeper interventions towards an improvement of the functions, tools, and understanding/appropriation of the NQF/SNQ among all parties of the education and training system. In this context, an action plan and post-comparison follow-up will be developed with Cabo Verdean entities and can be used in the programming of measures supported by the government and international partners.

B. Lessons learned from the comparison process

Comparison for mutual trust

This comparison is expected to be reflected in a growing confidence in Cabo Verde's qualifications among EQF countries.

The process of dialogue between the two qualification systems/frameworks was based on relevant themes and shared objectives and went beyond demonstrating compliance with a certain standard. The comparison brought discovery, mutual understanding, and openness to mention the dilemmas and describe the challenges.

International dialogue has stimulated national dialogue and has already generated new bridges between subsystems. Barriers were broken, new avenues were opened wider for a broader and shared vision of the NQF, and information of common utility was shared between the subsystems on concepts, methodologies, and practical application. The national dialogue grew during the comparison period, in a perspective of self-evaluation, continuous improvement and willingness to work together for mutual learning between national

institutions.

Thematic sharing with representatives of the EQF Consultative Group and cross-reading of the NQF of Cabo Verde and the EQF, understanding their practices and challenges, have contributed to creating more tangible references and points of intersection between countries (EU) and Cabo Verde. This mutual discovery is the seed for the main aspiration of comparison: transparency and mutual trust for better recognition and mobility of qualifications and skills.

It has become clear that when it comes to qualifications and skills development, context counts. But the principles and tools of qualifications frameworks make it possible to compare and apprehend similarities and differences.

Traditional separations between subsystems, namely between higher education on the one hand and technical education and vocational training on the other, are part of the view that still prevails in most countries. The validation and recognition of learning from non-formal and informal paths has been gaining acceptance and visibility. The comparison of the EQF and the NQF of Cabo Verde had the added value of helping to grasp these challenges and of dialoguing about potential practicable solutions through institutional partnerships, and more national and international dialogue.

Qualifications frameworks must evolve

Qualifications frameworks are always evolving, and their openness to adapting to new perspectives and challenges can condition their relevance, effectiveness and even their future positioning in the education-training-work ecosystem in a lifelong learning context.

Qualifications frameworks make sense if they can drive the continuous improvement of different types of qualifications, the adaptability of competences and skills, innovation in education and training in different contexts, agile and flexible pathways for different and new needs of individuals, organisations and society. Static frameworks lose their justification and instead of being bridges for connections they become barriers.

The sustainability of the NQF depends to a large extent on its adaptability to innovation and the transformation of learning, recognition and certification of competences.

The systemic vision and integrative action of the national qualifications framework

One of the great lessons of the NQF of Cabo Verde is its systemic construction: it does not work in isolation, but is part of the qualifications system, which is comprehensive and encompasses all subsystems. On the other hand, the actual implementation of the NQF depends on its ownership by the different subsystems, at all levels of implementation: from the political decision to the support by the implementation bodies and to the work in schools, training and validation centres and higher education institutions.

The factors for this to happen in a sustainable way are diverse and must be addressed holistically and systemically. In other words, it is important to position the NQF as a cross-cutting element in the ecosystem, namely in relation to the ongoing reforms of the education and training system, in the system of initial and in-service training for teachers and trainers, and in support and information actions for all branches of education and training, especially general education and higher education.

In Cabo Verde there is a new impetus to continue to build and improve the factors that facilitate an in-depth implementation of the NQF, together with the other components of the NQS. The new dynamic that the comparison has stimulated in NQF and SNQ acts as a stimulus for better linkages and integration between the subsystems, especially between vocational education and training and higher education. In the context of Cabo Verde, this approach could benefit from the environment of ongoing reforms, political support and mutual learning between the technical education and vocational training subsystem and the higher education

subsystem with regard to policy and methodological approaches for more transparent qualifications relevant to the labour market and social development in general. This sharing and debate between national subsystems has far-reaching potential and should be supported, as it is a source for the common language between subsystems, which is one of the major objectives of the NQF.

The importance of ownership of qualifications frameworks

The comparison dialogue demonstrated that understanding framework is essential for its dissemination and ownership. The qualifications framework, whether European or national, belongs to the society at large and to the individuals who benefit from it.

Thus, it became clear that it is necessary to facilitate the understanding of what the qualifications framework means in the education-training-employment ecosystem, what changes in practices and concepts, how end-users benefit, how to use qualification levels in the labour market, and what principles, concepts, structures and tools make it possible to operationalize framework. None of this can be generalised without buy-in and participation of teachers, trainers, and other actors in the education subsystems.

Qualifications: social, cultural, and technical constructions

Qualifications and the interconnections between levels and subsystems are the result of social and cultural dynamics and go beyond technical processes. So, it is stated in the conclusions of the working group on "Horizontal Comparison" initiated by the Advisory Group on the European Qualifications Framework.

*"A qualification is more than the sum of learning outcomes; it is a social reality and construct. It reflects the outcomes of social dialogue embedded in governmental and institutional structures. Depending on a country's labour market and education and training characteristics, qualifications may have different purposes. This is why levelling cannot be considered only as a technical exercise. Qualifications have a social fit, reflecting their purpose on the labour market and in education system; within the framework the relationships to other qualifications are important, which an NQF help make more visible."*³⁴

The role of the EQF³⁵

The Recommendation of 22 May 2017 repealed the 2008 Recommendation without, however, invalidating the principles. The 2017 Recommendation has as its objective the continuity, consolidation and deepening of the EQF.

These elements can be found again in the following points:

- Strengthen the qualifications framework as a comparability instrument by means of learning outcomes,
- allocate not only formal qualifications but also, if possible, non-formal qualifications,
- quality assure qualifications according to the common principles (as described in Annex 4),
- establish links with possible national credit systems, etc.

Furthermore, the annexes are interesting to be mentioned. For example, the third domain of EQF descriptors (Annex 2) has been renamed from *competence* to *responsibility and autonomy*. Annex 6 is a kind of an orientation for the electronic publication of information on qualifications with EQF levels. And finally, the definitions in Annex 1 shed some light on the key components of the EQF.

³⁴ Report of the EQF Advisory Group project group on Horizontal comparison of qualifications Final report, 23 February 2022, P.10

³⁵ This section contains elements of a contribution of Jos Noesen to the comparison dialogue.

Thus, the European Qualifications Framework became the catalyst for the development of comprehensive national qualifications frameworks inclusive of all types of learning and credentials. The time spent in formal schooling is no longer the only criterion and path to qualifications. The learnings of experience, work, and social activity are appreciated, evaluated, certified, and become visible.

Thus, the comparison illustrated the innovative role that the EQF has played, through a voluntary process of cooperation and mutual learning that has linked (and continues to link), without obligation or standardisation, the qualifications frameworks of almost 40 different countries. The space conducive to the debate of new ideas, new tools, and exploration that the EQF has cultivated for more than a decade, has led to the creation of knowledge supported by research (Cedefop and ETF) and consultation of the Member States and stakeholders. This new knowledge concerns key themes and challenges, such as the learning outcomes approach, the comparability of qualifications from different countries, the validation of non-formal and informal learning, micro-credentials, referencing between frameworks, international qualifications, registration, and the digitisation of qualifications.

The EQF does not work in isolation. It is part of the EU's broad ecosystem of policy initiatives in the fields of education-training, recognition of qualifications, mobility, skills, and employment. The interaction between the EQF and the instruments that promote the recognition of qualifications, for example, the Council Recommendation on the Automatic and Mutual Recognition of Qualifications (2018) and also the Convention on the Recognition of³⁶ Higher Education Qualifications in the Europe Region, better known as the Lisbon Recognition Convention (LRC) promoted by UNESCO and the Council of Europe, should be highlighted. The interconnection between qualification frameworks and recognition of qualifications is elaborated and explained in the supplementary text of the LRC (adopted in 2013), which mentions the EQF and recommends *"Qualifications frameworks should be used while considering the five key elements in recognition: level, learning outcomes, quality, workload and profile"*³⁷

EQF evaluations contribute to the robustness of the EQF action plans, and to the choice of new options and areas of action, such as the renewed impetus being given since 2022 to communication and dissemination among stakeholders, individuals and organisations that are the end users and beneficiaries of the EQF.

C. Recommendations

The proposals and suggestions set out in this chapter reflect the results of the comparison dialogue, the comments collected during the review phase of the report and the debate on the recommendations and next steps that culminated the last two meetings of the comparison group (April and May 2023).

The recommendations concern new opportunities for the Cabo Verde NQF, but also extend to the European Commission and the EQF Advisory Group.

The main recommendations addressed to the European Commission and the EQF AG relate to:

1. Valuing the result of the comparison process.

The comparison demonstrates the added value of qualifications frameworks for transparency, comparability, recognition of qualifications, with a view to fairer mobility of talent and skills between

³⁶Council Recommendation of 26/11/2018 on promoting automatic mutual recognition of higher education, secondary education, and training qualifications and of results obtained during learning periods abroad. [https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:32018H1210\(01\)](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:32018H1210(01))

³⁷ Supplementary Text to the Lisbon Recognition Convention (2013). Recommendation on the use of qualifications frameworks in the recognition of foreign qualifications. https://www.enic-naric.net/fileusers/DGIIEDUHE_2012_14_Rev09_FINAL_-_LRC_Supplementary_Text_on_the_Use_of_QFs_ENGLISH.pdf

the EU and third countries.

It is important to support the new dynamic and mutual trust that has been established between the EQF (and its ecosystem and participating countries) and Cabo Verde's national qualifications system and framework. Valuing the outcome of this comparison process has multiplier effects, both in the context of EU policies (international partnerships; talent mobility) and in the context of the EU's special partnership with Cabo Verde. This comparison is also important in view of the high priority of EU cooperation with Africa, with Cabo Verde being the first African country to complete the path of comparison.

Valuing the results of the comparison may be based on different modalities and instruments. Firstly, it can be done by disseminating the comparison report through the Europass Platform, and through the ETF and Cedefop website; and also, among the EU institutions, the most relevant European Commission Directorates-General (Education, Youth, Sport and Culture; Employment, Social Affairs and Inclusion; International Partnerships), and the Delegations of the European Union (firstly: Cabo Verde), as well as the delegations to the African countries, ECOWAS and the African Union.

Given the added value of the comparison report for the transparency and credibility of Cabo Verde NQF qualifications, it is important to ensure its dissemination through the network of ENIC-NARIC centres, with which Cabo Verde maintains relations and exchanges information in the context of qualification recognition processes.

For its part, Cabo Verde has every interest in disseminating the report and the added value of the comparison through the websites of the UC-SNQ, ARES, ministries and through conferences and seminars, between national institutions, as well as with the networks, commissions and international platforms in which Cabo Verde participates, including UNESCO, UNEVOC, International Labor Organization, Global Convention on the Recognition of Higher Education Qualifications³⁸, and ACQF-II and³⁹ HAQAA projects⁴⁰ that are part of the EU programme "Youth Mobility Flagship" (Directorate General International Partnerships of the European Commission).

2. To the European Commission (DG Employment, Skills Agenda Unit) and the EQF Advisory Group: it is recommended to continue meetings of the sub-group reflecting on the comparison with the qualifications frameworks of non-EQF countries. The objective could be to develop practical proposals for the follow-up of the results of the comparison pilots, to be submitted to the EQF Advisory Group for recommendation and implementation. The range of proposals may include participation of countries that have completed the comparison in some EQF-Europass activities and peer learning that have international relevance; as well as invitations to submit comparison updates related to the implementation of the main recommendations of this comparison report.
3. Advise ways and modalities to technically and financially support the implementation of these recommendations, in the context of Cabo Verde-EU cooperation, EU programmes accessible to Cabo Verde (e.g., Erasmus+) and other cooperation modalities. There may be opportunities to evoke the monitoring and enhancement of the outcome of the comparison in the context of the Cabo Verde-EU political dialogue (Special Partnership).

³⁸ <https://www.unesco.org/en/legal-affairs/global-convention-recognition-qualifications-concerning-higher-education?hub=66535>

³⁹ <https://acqf.africa/>

⁴⁰ <https://haqaa2.obsglob.org/>

Regarding the NQF of Cabo Verde, the following recommendations stand out:

1. Continue to deepen and broaden the implementation of the NQF and its systemic components. To this end, it is essential:

- Develop and agree on a joint action plan for the SNQ, focusing on the NQF and CNQ, and aimed at greater integration between national subsystems.
- Harmonisation and regulatory alignment between the different subsystems with regard to management of the NQF.
- The definition of a strategy and concrete measures for:
 - o The alignment of academic degrees to NQF levels
 - o The alignment of CNQ's level 5 professional qualifications with CESP
 - o Conducting a pilot experience of comparability of some courses (4), aiming at the verification of the weaknesses and adjustments to be introduced at the level of study plan, programs, learning descriptors and training of university professors.
- Strengthen understanding and implementation of the learning outcomes approach at all levels of the NQF, with a focus on the general education pathway and higher education, which are the subsystems with opportunity for exploring options appropriate to the specificities of each subsystem. The experience of the development and application of the learning outcomes approach in technical education and vocational training in Cabo Verde, which is reflected in the transparency of qualifications in the CNQ, is valid for the other subsystems, and can be reviewed and adapted.

Examples and successful experiences of the application of learning outcomes in the general way and in higher education in other countries and regions can be referred to as sources of information and inspiration for Cabo Verde. The example of the "*Profile of pupils with completed compulsory schooling*"⁴¹ was mentioned as a relevant approach. And the experience of *subject benchmarks* (descriptors) for areas of study of higher education developed by the different Tuning projects supported by the EU (between 2008-2016) can offer useful guidance but deserve updating⁴².

It was stressed the need to reactivate and complete the project started in 2015 in Cabo Verde, which developed some profiles/descriptors for some areas of study of higher education.

The learning outcomes approach does not have to be standardised for all types of qualifications and subsystems. There is room to adapt, create and improve its application and acceptance in different contexts. Certain parameters and characteristics of learning outcomes for vocational qualifications differ from learning outcomes for academic qualifications in higher education and in the general pathway of secondary education. Such an adaptation will be the result of research, dialogue, comparison and working together in the context of the NQF.

- Establish parameters and criteria capable of stimulating a better orientation towards the employability of higher education programs and qualifications, by involving representatives of

⁴¹ General Directorate of Education, Portugal, 2017. Profile of the pupils with completed compulsory schooling. https://dge.mec.pt/sites/default/files/Curriculo/Projeto_Autonomia_e_Flexibilidade/perfil_dos_alunos.pdf

⁴²Tuning Africa. Tuning and Harmonisation of Higher Education: The African experience. <https://tuningacademy.org/wp-content/uploads/2014/05/Tuning-Africa-2014-English.pdf>; Tuning Journal for Higher Education. 2014. New profiles for new societies. [https://doi.org/10.18543/tjhe-1\(1\)-2013](https://doi.org/10.18543/tjhe-1(1)-2013)

companies and professional and economic sectors in the process of identifying training needs and designing and renewing descriptors of qualifications study programs. Analyse the options to integrate employability parameters among the quality assurance indicators in higher education. The methodological approaches and cooperation with sectors and companies already well established by UC-SNQ are a useful source of information for higher education entities (ARES, universities, and polytechnics). Employability is a goal to be achieved, even though higher education has other objectives of a social and human nature, such as competences for democracy, environmental awareness and intercultural life.

- Use strategies and means of communication and sharing to broaden and improve the dissemination of information on the NQF in all subsystems of education and training, and among stakeholders such as businesses, workers, trainers, students, civil society, and local communities.

2. The proposals and recommendations also addressed the area of recognition and mobility, in particular:

- Expand the offer of services and access to the professional RVCC system, especially in view of the attractiveness that it is experiencing.
- Continue the reflection and elaboration of technical and implementation proposals on the RVCC adapted to higher education, considering the successful experiences in other countries, and the legislative and methodological basis already existing in Cabo Verde.
- To develop and invest more in the system of recognition of professional qualifications, so important in a country that has many of its citizens in Europe and around the world.

3. Focus on training for stakeholders and public institutions on the system and qualifications framework and its principles, concepts and tools

- The proposals relating to this goal were clear and shared among members of the comparison group. Training on the SNQ/NQF will be strengthened and accessible to public entities, professional sectors, companies, trade unions, education, and training providers at all levels.
- The paradigm shift linked to the implementation of the learning outcomes approach is such that no new education and training program can be generalized beyond its pilot phase, without appropriation by teachers, trainers, tutors, and evaluators; and without strengthening the technical capacity of the main institutions (regulatory and implementation bodies).
- The training of teachers and trainers of all subsystems should systematically integrate the themes and practices of the NQF – SNQ, starting from the initial training.
- It is important to create a pool of trainers of trainers to allow greater dissemination and fluidity of training, including flexible, online, and short-term proposals for different groups and actors at all levels, on all islands, schools, universities, and training centres. The national qualifications framework and its benefits must reach every citizen and village.

4. More innovative proposals for the future of the NQF were discussed, notably:

- Consider opening levels 6, 7 and 8 of the NQF to professional and technical qualifications and assess the internal coherence aspects of the NQF and the quality of those qualifications in the event of such a reform.
- Consider options for establishing a unified digital register for qualifications at all levels of the NQF, comprehensive and with interactive functions for users.

- Analyse options for linking the information and data systems of the NQF (all levels of qualifications) with information systems on the labour market, employment, and analyses on the labour market integration of young graduates (academic and / or professional). Such interoperability of systems could provide decision-makers and the public with timely and pertinent information for career guidance, mobility (vertical and horizontal), lifelong learning, and will also contribute to renewal and adaptation of qualifications to technological and economic changes.

7. Glossary

This brief glossary is based on [Annex I of the EQF Recommendation of 2017](#).

Qualification means a formal outcome of an assessment and validation process which is obtained when a competent authority determines that an individual has achieved learning outcomes to given standard.

National qualifications system means all aspects of a Member State's activity related to the recognition of learning and other mechanisms that link education and training to the labour market and civil society. That includes the development and implementation of institutional arrangements and processes relating to quality assurance, assessment, and the award of qualifications. A national qualifications system may be composed of several subsystems and may include a national qualifications framework.

National qualifications framework means an instrument for the classification of qualifications according to a set of criteria for specified levels of learning achieved, which aims at integrating and coordinating national qualifications subsystems and improve the transparency, access, progression, and quality of qualifications in relation to the labour market and civil society.

Learning outcomes means statements regarding what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and responsibility and autonomy.

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

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

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

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

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

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

Credit systems means a transparency tool for facilitating the recognition of credit(s). These systems can comprise, inter alia, equivalences, exemptions, units/modules that can be accumulated and transferred, the autonomy of providers who can individualise pathways, and the validation of non-formal and informal learning.

8. References and sources

A. Sources: institutions, policy framework and legislation

a) Institutional websites:

Agência Reguladora do Ensino Superior de Cabo Verde: <https://www.ares.cv>

DGES: <https://www.dgesc.gov.cv/index.php/ensino-superior-de-cv/legislacao/category/9-legislacao>

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10. Annexes

Annex 1: National Qualifications Catalogue (CNQ)

Table A: Summary of qualifications registered in [the National Qualifications Catalogue \(CNQ\)](#) - (UC-SNQ)

| Professional family | Professional qualifications and NQF levels | NQF Level |
|---|---|---------------------------------|
| HRT - Hotels, restaurants and tourist <ul style="list-style-type: none"> • 7 qualifications • 3 qualifications have been updated and validated, about to be published • 4 RVCC standards | Services - floors and laundry Cooking (RVCC) Food and beverage service (RVCC) Tourist guide (updated) (RVCC) Creation and sale of tourist products and services (updated: travel agency and tourism technician) Reception in accommodations (RVCC) Tourist entertainment (updated) | 2 4 3 5 5 4 4 |
| AGA - Agrarian Professional <ul style="list-style-type: none"> • 4 qualifications | Agricultural production management Horticulture Semi-intensive ruminant production Basic agricultural activities | 5 4 3 2 |
| IMA - Installation and maintenance <ul style="list-style-type: none"> • 7 qualifications • 1 RVCC standard | Assembly and maintenance of low voltage industrial electrical installations Assembly and maintenance of industrial mechanical equipment Assembly and maintenance of air conditioning and refrigeration facilities Assembly and maintenance of programmable automatic systems Electrical installations and telecommunications infrastructure in buildings Plumbing and building installations Installation, assembly and maintenance water and sanitation networks | 4 3 4 5 3 3 3 |
| PTE - Production, transport and distribution of electricity <ul style="list-style-type: none"> • 4 qualifications | Installation and maintenance of low-power power systems and wind farms Installation and maintenance of solar thermal systems for heating domestic water Installation and maintenance of photovoltaic systems to produce electricity Installation, maintenance, and operation of electricity distribution networks | 4 3 4 4 |
| COC - Construction and construction <ul style="list-style-type: none"> • 5 qualifications | Development of construction projects and works Control of construction projects and works Control of the execution of construction and civil works Works of structures and masonry Finishing works in civil construction | 5 4 5 4 3 |
| COM - Trade, transport and logistics | Sales (local and mobile) | 2 |

| | | |
|---|--|--|
| <ul style="list-style-type: none"> • 5 qualifications | Marketing and commercialization Import Transportation and logistics Export | 5 4 5 4 |
| ICT - Information and communication technologies <ul style="list-style-type: none"> • 3 qualifications • 3 new qualifications about to be published Total = 6 qualifications | Development of computer applications Management of information systems and data systems Installation and maintenance of computer and telecommunications equipment <u>New qualifications prepared and validated, about to be published (2022)</u> Programming technician Sound and video technician Network assembly and communication operator | 5 4 3 5 4 3 |
| MAP - Sea and fisheries <ul style="list-style-type: none"> • 4 qualifications | Coastal navigation and fishing Fishing seaway Technician of confection, assembly and repair of arts and devices Fishing master | 3 3 3 4 |
| MET - Metallurgy <ul style="list-style-type: none"> • 3 qualifications | Welding Locksmith of metallic structures Machining | 3 3 3 |
| MAV - Vehicle maintenance <ul style="list-style-type: none"> • 3 qualifications | Basic plate-mate and painting operations Maintenance of engines and auxiliary systems Maintenance of electrical and electronic vehicle systems | 2 3 4 |
| INP - Processing Industry <ul style="list-style-type: none"> • 3 qualifications | Analysis and industrial quality control Water desalination and wastewater treatment operations Industrial production of food products | 5 4 3 |
| AGE - Administration and management <ul style="list-style-type: none"> • 5 qualifications • 3 new qualifications about to be published Total: 8 qualifications <ul style="list-style-type: none"> • 1 RVCC standard for RVCC | Accounting management Administrative and customer services (RVCC) Secretariat and support to management Small business management Real estate administration and intermediation <u>New qualifications prepared and validated, about to be published (2022)</u> File technician Library technician File and library technician | 5 4 5 4 4 5 5 5 |
| ART - Fine arts, crafts, music and theater <ul style="list-style-type: none"> • 6 qualifications | Artistic stonework Ceramics Textile arts Performing arts | 4 4 3 4 |

| | | |
|---|---|---|
| | Music | 3 |
| | Contemporary crafts | 3 |
| SSC - Social, cultural and community services <ul style="list-style-type: none"> • 2 qualifications | Child caregiver (0-3 years) | 2 |
| | Caregiver of dependent people (elderly, people with deficiency) | 3 |
| MES - Environment and security <ul style="list-style-type: none"> • 3 qualifications | Basic private security guard | 3 |
| | APA (A)- Access control | 5 |
| | APA (A) - Screener (Operator) | 5 |

Source: UC-SNQ website

Annex 2: Level descriptors of the EQF and of the NQF of Cabo Verde

Table B: EQF Level Descriptors⁴³

| Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications. | | | |
|--|---|---|---|
| | Knowledge | Skills | Responsibility and autonomy |
| | In the context of EQF, knowledge is described as theoretical and/or factual. | In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments). | In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility |
| Level 1 The learning outcomes relevant to Level 1 are | basic general knowledge | basic skills required to carry out simple tasks | work or study under direct supervision in a structured context |
| Level 2 The learning outcomes relevant to Level 2 are | basic factual knowledge of a field of work or study | basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools | work or study under supervision with some autonomy |
| Level 3 The learning outcomes relevant to Level 3 are | knowledge of facts, principles, processes and general concepts, in a field of work or study | a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information | take responsibility for completion of tasks in work or study adapt own behaviour to circumstances in solving problems |

⁴³ [https://eur-lex.europa.eu/legal-content/PT/TXT/HTML/?uri=CELEX:32017H0615\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/PT/TXT/HTML/?uri=CELEX:32017H0615(01)&from=EN)

| | | | |
|---|---|---|---|
| Level 4 The learning outcomes relevant to Level 4 are | factual and theoretical knowledge in broad contexts within a field of work or study | a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study | exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities |
| Level 5 (*1) The learning outcomes relevant to Level 5 are | comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge | a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems | exercise management and supervision in contexts of work or study activities where there is unpredictable change review and develop performance of self and others |
| Level 6 (*2) The learning outcomes relevant to Level 6 are | advanced knowledge of a field of work or study, involving a critical understanding of theories and principles | advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study | manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts take responsibility for managing professional development of individuals and groups |
| Level 7 (*3) The learning outcomes relevant to Level 7 are | highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research critical awareness of knowledge issues in a field and at the interface between different fields | specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields | manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams |
| Level 8 (*4) The learning outcomes relevant to Level 8 are | knowledge at the most advanced frontier of a field of work or study and at the interface between fields | the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice | demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research |

The Framework for Qualifications of the European Higher Education Area provides descriptors for three cycles agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process. Each cycle descriptor offers a generic statement of typical expectations of achievements and abilities associated with qualifications that represent the end of that cycle.

NQF Level descriptors⁴⁴

| | Knowledge | Skills | Responsibility and autonomy |
|---------|---|--|---|
| Level 1 | Basic general knowledge applied to a limited and defined set of activities. | Basic operational skills required to carry out simple and routine tasks. | Work or study under direct supervision in a structured context, with responsibility for his/her own performance. |
| Level 2 | Basic operational knowledge of a field of work or study. Expresses ideas and concepts through verbal communication and effective writing. | Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools. | Work or study under supervision with some degree of autonomy. Demonstrate capacity to perform certain independent tasks in certain structured opportunities with intermediate levels of support and direction. |
| Level 3 | Knowledge of facts, principles, processes and general concepts, in a field of work or study, and with understanding of certain theoretical and technical elements of processes, materials and basic terminology. | A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information. Provides technical support to solve specific problems. | Take responsibility for executing tasks independently in an area of work or study when simple decisions or initiatives are required. Work effectively with others, as a member of a group and take limited responsibility for others in small teams and working groups. Requires support, direction and supervision in unknown situations. Adapt own behaviour to circumstances in solving problems. |
| Level 4 | Factual and theoretical knowledge in broad contexts within a field of work or study, relevant for the function. | A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study. Manage own activity in the framework of established orientations in contexts of study or work, generally predictable, but susceptible to change. | Supervise the routine activities of third parties, assuming certain responsibilities in terms of evaluation and improvement of activities in contexts of study and work. Take responsibility for own outputs/results in work and semi-structured learning situations. Work independently when immediate decisions are required with certain initiative. |

⁴⁴ http://iefp.cv/wp-content/uploads/2020/02/bo_20-02-2020_20-CNQ-e-QNQ.pdf

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|---------|---|---|---|
| | | | Define own objectives and targets in accordance with the goals of the organisation and effectively manage time. |
| Level 5 | Comprehensive, specialised, factual and theoretical knowledge within a field of study or work and an awareness of the boundaries of that knowledge, which includes abstract technical understanding and capacity to search additional information and knowledge to improve the execution of functions. | A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems in routine situations and new contexts and activities. Capacity to select and apply equipment and methods, explain the alternatives, and ensure the technical support to solve more specific problems in known routines. | Manage and supervise in contexts of study and work susceptible to unpredictable change. Revise and develop performance of self and others, both in quantitative and qualitative terms. Work independently when decisions or initiatives at intermediate level are required. Be able to organize the work for you and the team, according to the objectives and goals of the organization and support others to effectively manage time. |
| Level 6 | Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles. | Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of study or work. Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts (for clarification) | Take responsibility for managing professional development of individuals and groups. |
| Level 7 | Highly specialised knowledge, some of which is at the forefront of knowledge in a field of study or work, supporting the capacity of original thinking and/or research. Critical awareness of knowledge issues in a field and at the interface between different fields. | Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields. | Manage and transform study or work contexts that are complex, unpredictable and require new strategic approaches. Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams. |
| Level 8 | Knowledge at the most advanced frontier of a field of work or study and at the interface between fields. | The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice. | Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research. |

Annex 3: Descriptors of higher education degrees and diplomas of Cabo Verde and Dublin descriptors

Table D: Descriptors compared

| Dublin descriptors | Descriptors of diplomas and academic degrees of higher education in Cabo Verde |
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| <p>1st cycle: Bachelor (Licenciatura)</p> <p>Qualifications that signify completion of the first cycle are awarded to students who:</p> <ul style="list-style-type: none"> a) have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study; b) can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study; c) have the ability to gather and interpret relevant data (usually within their field of study) to inform judgments that include reflection on relevant social, scientific or ethical issues; d) can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences; e) have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy. | <p>Bachelor's degree (Licenciatura)</p> <p>The Bachelor's degree is awarded to those who demonstrate:</p> <ul style="list-style-type: none"> a) Possuir conhecimentos e capacidade de compreensão numa área de formação a um nível que: <ul style="list-style-type: none"> i. Sustentando-se nos conhecimentos de nível secundário, os desenvolva e aprofunde, de acordo com o respetivo plano curricular; ii. Se apoie em materiais de ensino de nível avançado e lhes corresponda; iii. Em alguns dos domínios dessa área, se situe ao nível dos conhecimentos de ponta da mesma; b) Saber aplicar os conhecimentos e a capacidade de compreensão adquiridos, de forma a evidenciarem uma abordagem profissional ao trabalho desenvolvido na sua área vocacional; c) Possuir capacidade de resolução de problemas no âmbito da sua área de formação e de construção e fundamentação da sua própria argumentação; d) Deter capacidade de recolher, selecionar e interpretar a informação relevante, particularmente na sua área de formação, que os habilite a fundamentarem as soluções que preconizam e os juízos que emitem, incluindo análise de aspetos sociais, científicos e éticos relevantes; e) Ter competências que lhes permitam comunicar informação, ideias, problemas e soluções, adequando o seu discurso a diferentes públicos e interlocutores; f) Deter competências de aprendizagem que lhes permitam uma aprendizagem ao longo da vida com elevado grau de autonomia. |
| <p>2nd cycle: Master (Mestrado)</p> <p>Qualifications that signify completion of the second cycle are awarded to students who:</p> <ul style="list-style-type: none"> a) have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within research context; | <p>Master's degree</p> <p>It is awarded to those who demonstrate:</p> <ul style="list-style-type: none"> a) Possuir conhecimentos e capacidade de compreensão numa área de formação a um nível que: <ul style="list-style-type: none"> i. Sustentando-se nos conhecimentos de nível do 2º ciclo, os desenvolva e |

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| <ul style="list-style-type: none"> b) can apply their knowledge and understanding, and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study; c) have the ability to integrate knowledge and handle complexity, and formulate judgments with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments; d) can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously; e) have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous. | <p style="text-align: right;">aprofunde, de acordo com o respetivo plano curricular;</p> <ul style="list-style-type: none"> ii. Permitam e constituam a base de desenvolvimento e ou aplicações originais, em muitos casos, em contexto de investigação; <ul style="list-style-type: none"> b) Saber aplicar os conhecimentos e a capacidade de compreensão e de resolução de problemas em situações novas e não familiares, em contextos alargados e multidisciplinares, ainda que relacionados com a sua área de estudo; c) Ter capacidade para integrar conhecimentos, lidar com questões complexas, desenvolver soluções ou emitir juízos em situações de informação limitada ou incompleta, incluindo reflexões sobre as implicações e responsabilidades éticas e sociais que resultem dessas soluções e desses juízos ou os condicionem; d) Ser capaz de comunicar as suas conclusões, e os conhecimentos e raciocínios a elas subjacentes, adequando o seu discurso a diferentes públicos de forma clara e sem ambiguidades; e) Possuir competências que lhes permitam uma aprendizagem ao longo da vida de um modo fundamentalmente auto-orientado ou autónomo. |
| <p>3rd cycle: Doctorate (Doutoramento)</p> <p>Qualifications that signify completion of the third cycle are awarded to students who:</p> <ul style="list-style-type: none"> a) have demonstrated a systematic understanding of a field of study and mastery of the skills and methods of research associated with that field; b) have demonstrated the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity; c) have made a contribution through original research that extends the frontier of knowledge by developing a substantial body of work, some of which merits national or international refereed publication; d) are capable of critical analysis, evaluation and synthesis of new and complex ideas; e) can communicate with their peers, the larger scholarly community and with society in general about their areas of expertise; f) can be expected to be able to promote, within academic and professional contexts, technological, social or cultural advancement in a knowledge based society. | <p>Grau de doutoramento</p> <p>It is awarded to those who demonstrate:</p> <ul style="list-style-type: none"> a) Possui capacidade de compreensão sistemática num domínio científico de estudo; b) Ter competências, aptidões e métodos de investigação associados a um domínio científico; c) Reunir capacidade de conceber, projetar, adaptar e realizar uma investigação significativa respeitando as exigências impostas pelos padrões de qualidade e integridade académicas; d) Ter realizado um conjunto significativo de trabalhos de investigação respeitando as exigências impostas pelos padrões de qualidade e integridade académicas; e) Ser capazes de análise criticamente, avaliar e sintetizar ideias novas e complexas; f) Ser capazes de comunicar com os seus pares, a restante comunidade académica e a sociedade em geral sobre a sua área em que estão especializados; f) Ser capaz de, na sociedade do conhecimento, promover, em contexto académico e / ou profissional, o progresso científico, tecnológico, social e cultural. |

Annex 4

List of entities invited to participate in the comparison working group

- European Commission
 - Members of the Advisory Group of the European Qualifications Framework: Poland; Portugal; Luxembourg (represented by NQF expert)
 - Delegation of the European Union to Cabo Verde
 - European Training Foundation
 - Ministry of Education of Cabo Verde. National Directorate of Education and General Directorate of Higher Education
 - Ministry of Finance and Promotion of Entrepreneurship of Cabo Verde. Directorate-General for Employment
 - Coordination Unit of the National Qualifications System (UC-SNQ)
 - Regulatory Agency of Higher Education (ARES)
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