

Ethiopian Qualifications Framework



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Ministry of science and higher education

Message from the Minister



The long-term vision for Ethiopia is for a nation where democratic rule, good governance and social justice reign over all of its peoples. Its principal development agenda is to be prosperous and to becoming a lower middle- income economy by 2025. If we are in line to achieve this, skilled human resources will be essential.

The expansion, strengthening and improvement in education and training achieved to date, very encouraging as these certainly are, must be viewed against the low baseline from which this upswing has had to begin. In spite of all the gains achieved so far, and these have been many, we recognize that there is still much work to be done in the area of quality and relevance of education and training.

We have prepared and endorsed different policies, frameworks, guides and strategic ideas to improve the quality and relevance of higher education and training. The Ethiopian Qualifications Framework (EtQF) is a further initiative in our striving to improve quality and relevance of education and training. It also make implementation the long-term waited EtQF of Higher Education Strategy Centre and also about one of the nation's (and the Centre's) most flagship programmes, which encourage learners to continue learning and boosting their skills and knowledge to respond to the fastest changing needs of the labor market.

The EtQF is an instrument for the development, classification, comparison and quality assurance of Ethiopian qualifications and for the recognition of learning in terms of agreed upon national standards. The development and implementation of the EtQF is one of the top priorities of the Ministry in order to strengthen and enhance the education and training system of the country. This document is expected to raise the awareness of stakeholders and partners and to make clearer the meaning, principles and benefits of the framework as well as for creating cooperation and commitment for its implementation.

I would like to take this opportunity to thank all of our numerous stakeholders in Ethiopia, and our international partners and friends, for the many and varied contributions they have made towards the realisation of the great achievements made in the education sector development of the country.



His Excellency Samuel Urkato (PhD)
Minster, Ministry of Science and Higher Education

Message from the State Minister



Recently, the country's vision of being a prosperous nation is the key driving force for investing on human capital and research – intensive activities. In this regard, the higher education and training sector plays crucial roles by producing competent and capable labour force and stimulating innovation and technical capability that address the labour market demand. Producing quality labour force, innovation and technology requires among others, designing and implementing national qualification framework (NQF) and accreditation system. However, a NQF and a comprehensive national accreditation strategy was not implemented in the country over the past years. Implementing NQF is a very significant step towards upgrading education in Ethiopia and therefore improving employment prospects for young people and strengthening the economy. The purpose of the EtQF is to bring all qualifications across Ethiopia into a single Qualifications Framework. EtQF focuses on the interrelationship of qualifications with the needs of labour market, and therefore it will be a catalyst for reforming the education and training system in Ethiopia to produce quality training outcomes consistent with the national development strategy and the sectoral Reform Strategy.

The development of the EtQF was a component of our reform which aimed to improve the quality of, the education system as well as its relevance and responsiveness to the needs of the labour market; and transforming education into a key driver for Ethiopia's economic growth, employment and social cohesion.

The objectives of the EtQF are to provide a flexible framework of qualifications that

- 1) Accommodates all aspects and levels of training in Ethiopia
- 2) Supports current, relevant and nationally consistent qualification outcomes which build confidence in the qualifications
- 3) Supports access to qualifications and assists people to move easily and readily between different training sectors and between those sectors and the labour market
- 4) Supports prior learning and lifelong learning
- 5) Underpins national regulation and quality assurance (QA) governance for training
- 6) Enhances at the national and international mobility of graduates and workers in Ethiopia through recognition of qualifications

Over and above, these benefits will be possible with the hard work and contribution of one and all and I look forward to the continued collaboration and dedication of all stakeholders in maintaining the EtQF as a worthy institution in the training sector.

His Excellency Mulu Nega (PhD)

State Minister, Ministry of Science and Higher Education

Message from HESC's Director General



There is great expansion and improvements have been made in education and training in Ethiopia, However, the education and training roadmap and other recurrent research findings and the public discourses revealed that the move towards producing knowledgeable, skilled and attitudinally matured graduates who can fit the market demand (national & international) has numerous pitfalls. There is need for more progress to be made in quality and relevance of education and training. There is also a need for more (and easier) pathways to be developed between the different education sub-sectors so that all learners can gain access to exactly the right level and type of education and training that is most suited to their interests and abilities.

The benefits of EtQF include the following:

- Increased consistency, portability and currency of qualifications
- Better transparency for individuals and employers
- The recognition of a broader range of learning forms
- A national/external relevance point for qualifications standards
- Clarification of learning pathways and progression
- Acting as a platform for stakeholders for strengthening cooperation and commitment
- Greater coherence of national reform policies
- A stronger basis for international cooperation, understanding and comparison.

EtQF indicates the comparability of different qualifications and how one can progress from one level to another within, and across, occupations or industrial sectors (and even across vocational and academic. The value of an EtQF lies in its potential to contribute to policy goals such as relevance of qualifications to market needs, life- long learning, recognition of skills, and improving the quality of education and training. EtQF creates pathways among General Education, Technical and Vocational Education and Higher Education. The EtQF also assure the quality of qualifications and the quality of education and training provision.

Finally, I hope EtQF will promote competence-based education and training and also will improve the job opportunities of our graduate both nationally and internationally.

Habtamu Teka (PhD),

Director General for Higher Education Strategy Center

Abbreviations

CoC	Center of Competence
EtQF	Ethiopian Qualifications Framework
ETQF	Ethiopian Technical and Vocational Education and Training Qualifications Framework
FTVETA	Federal Technical and Vocational Education and Training Agency
GE	General Education
HERQA	Higher Education Relevance and Quality Agency
HESC	Higher Education Strategy Center
HE	Higher Education
MoE	Ministry of Education
MoSHE	Ministry of Science and Higher Education
NQF	National Qualifications Framework
TVET	Technical and Vocational Education and Training

Table of Contents

Preface	Error! Bookmark not defined.
Message from the Minister	i
Message from the State Minister	ii
Message from HESC's Director General.....	iii
Abbreviations.....	iv
List of Tables	vi
1. Introduction.....	1
2. Definitions of key terms.....	2
3. Scope of the Ethiopian Qualifications Framework.....	5
4. Philosophy of the Ethiopian Qualifications Framework.....	5
5. Objectives of the Ethiopian Qualifications Framework.....	5
6. Structure of the Ethiopian Qualifications Framework	6
6.1. Levels and qualifications of the Ethiopian Qualifications Framework.....	6
6.2. Level Descriptors	1
6.3. Qualifications of the Ethiopian Qualifications Framework	5
6.4. Qualifications descriptors	5
7. Statements of attainment.....	13
8. Recognition of foreign qualifications	13
9. Recognition of prior learning.....	13
10. Credit accumulation and transfer	13
11. Information management system.....	13
12. Implementation Directives of the Ethiopian Qualifications Framework	14
12.1. Qualification Standard	14
12.2. Qualifications registration.....	14
12.3. Quality assurance of qualifications	15
12.4. Assessment of qualifications.....	15
12.5. Credit arrangements and path way.....	15
12.6. Awarding of qualifications.....	16
13. Governance of the Ethiopian Qualifications Framework.....	16
14. Effective Date.....	17

List of Tables

Table 1. Levels and their respective qualifications in the EQF structure.....	6
Table. 2. Level and level descriptors in terms of knowledge, skill and competence.....	7
Table 3. Qualification descriptors in terms of various parameters	12

1. Introduction

Since the 1980s, national and regional qualifications frameworks have become a global phenomenon ascribed to several reasons. Particular reasons are to strengthen the coherence of the qualifications system; to provide common standards for quality assurance; to create a platform for cooperation and visible learning pathways between sectors; to support lifelong learning; to strengthen linkages between the supply and demand for education and training; to increase the transparency of the qualification system and to enhance accountability and the credibility of the system. More importantly, at a generic level, a qualifications framework is seen as an instrument for the development and classification of qualifications based on a set of criteria for levels of learning achieved.

Following the global trend, the Ethiopian government committed itself to introduce the concept of qualifications framework to its education system through the promulgation of proclamations 1097/2018 and 1152/2019 aiming at reforming the education and training system of the country. It has been strongly believed that the qualifications framework would help the system produce capable and competent workforce who can carry out the responsibility to support and facilitate the development goals of the country. This can be ensured by minimizing the deep rooted problems of quality, relevance, access, equity, articulation between qualifications, low credibility of existing qualifications, and poor management and leadership of the education and training system. The Ethiopian education and training system is criticized for its mismatch with the labour market needs resulted in structural unemployment in the country which can be described by graduate unemployment on one side and scarcity of skills on the other side.

The concept of qualification framework in Ethiopia was introduced through the Engineering Capacity Building Program in 2006 with the development of the Ethiopian Technical and Vocational Education and Training (TVET) Qualifications Framework with the aim of introducing an outcomes-based education and training system guided by predetermined standards of knowledge, skill, and competence followed by a standard-based assessment. The Ethiopian TVET Qualifications Framework has been practicing its full implementation since 2010. To involve the rest subsectors into the reform, Federal Ministry of Education (MoE) delegated the Higher Education Strategy Center (HESC) in 2010 to develop and implement a national qualifications framework for Ethiopia that serves all education sub-sectors: General Education (GE), TVET, and Higher Education (HE). Then the National Qualifications

Framework now has been agreed to be named as Ethiopian Qualifications Framework (EtQF). The EtQF is conceived as a reforming framework, which takes the existing system as a starting point, while it seeks to address the pressing previously identified problems in the above statements and helps to support the transformational agenda of Ethiopia.

2. Definitions of key terms

Ethiopian Qualifications Framework (EtQF) -is an instrument for the regulation of the development, classification, and comparison of Ethiopian qualifications and for the recognition of learning in terms of agreed national standards; through which the sub-sectors of education and training are harmonized, and pathways between them enhance access and lifelong learning and empower all Ethiopians to contribute to economic transformation.

Sub-framework-is the owner of qualifications, namely the General Education sub-framework, the TVET sub-framework, and the Higher Education sub-framework, which are regulated by overarching EtQF policies and directives.

Qualification Type- is a distinct type of qualification listed as a recognized type for EtQF registration purposes and defined by a qualification descriptor.

Qualification Standard-is a predetermined specification of what a graduate is expected to demonstrate to perform effectively in the work for which he/she is qualified, the profession in which they function, or in the next level of education and training.

Quality Standard-is a statement or indicator of the expected quality of inputs, processes, and outcomes in the development and delivery of all education and training leading to the award of qualifications or statements of attainment.

Competence-is a proven ability to use knowledge, skills, and personal, social, ethical, attitudinal, and/or methodological abilities, in work or study situations and professional and personal development.

Learning Outcome-is a statement of what a learner/trainee or assesses is expected to know, understand and/or be able to do after completing a process of learning/training.

Articulation-is a decision about the relationship between two or more qualifications in order to establish clearly defined linkages that enable individuals to progress from one qualification to another.

Relevance-is the term typically used in education to refer to learning experiences that are either directly applicable to the personal aspirations, interests, or cultural experiences of students or that are connected in some way to real-world issues, markets, problems, and contexts.

Assessment-is a process of collecting evidence and making judgments on whether the intended learning outcomes have been achieved or not.

Assessment Standard-is a statement of the knowledge and skills for which evidence is required in an assessment task designed to demonstrate the achievement of learning outcomes.

Assessor- is an accredited person who makes assessment judgments about the learner's learning achievement to the specific learning outcomes.

Awarding Body-is an organization that has the right to award qualifications and/or statements of attainment.

Credit-is the value assigned for the recognition of learning achievement, which can be measured in terms of the amount of total learning time or terms of achievement of competence.

Credit Accumulation- is the incremental process of achieving credit for learning outcomes achieved over the study period or training time.

Credit Point-is a numerical value representing an amount of learning time or typical workload required to achieve the learning outcome.

Credit Transfer-is the mechanism by which credit awarded towards the requirements of one qualification can be transferred and recognised towards meeting the requirements of another qualification, which may be offered by the same provider or a different provider.

Entry with Credit-is enrolment in a program of learning with exemption from courses/modules/units for which the learner's prior achievement of the learning outcomes is recognized.

Field of Learning-is a defined branch of study or learning or work activities used for classification purposes.

Formal Learning-is learning outcomes achieved in institutional environments through formal programs leading to the award of qualifications registered on the EtQF.

General Education-is a sub-sector of education which encompasses the pre-primary, primary, middle, and secondary levels of education as well as adult and non-formal education.

Higher Education- is a sub-sector of education which comes after secondary education and embraces undergraduate and graduate programs that enable the acquiring of advanced academic and professional knowledge, skills, ethics, and competencies.

Informal Learning- is learning that results incidentally through engagement in daily social, family, leisure or work-related activities.

Lifelong Learning-is a multi-dimensional concept of learning as a continuous, all-inclusive process of individual and societal development throughout life.

Moderator- is a person who moderates the validity and reliability of assessment processes or assessments against pre-determined standards and learning outcomes.

Module or course-is a self-contained teaching/learning component of a program that is integral to that program and represents a discrete part of the learning to be achieved, based on an overall clear aim, specific learning outcomes, content, and assessment procedures.

Non-formal Learning-is learning that is acquired in an unstructured manner through personal development or professional development activities, which may not be formally recognized.

Post-assessment Moderation- is the process through which assessment judgments are checked to ensure that they are fair and reliable.

Pre-assessment Moderation-is the evaluation of the assessment tasks and the criteria for making assessment judgments to ensure that the assessment to be given to the learners is fair valid and reliable.

Recognition of Prior Learning-is formal recognition of a person's achievement of learning outcomes in formal, informal, and non-formal learning environments through a process of assessment. Learning is recognized with the award of credit at a specified level.

Registered Assessors-are individuals who have met the requirements of the subsector quality assurance bodies to be registered as an EtQF assessor.

Short Duration Education and Training- is a program of learning of specified minimum duration, which does not meet the credit requirements of an EtQF qualification but to achievement which is recognized through the award of a certificate of attainment.

Standards based Assessment- is an assessment where an individual's performance is assessed to a specific learning outcome or assessment standard and not to the performance of other learners.

Technical and Vocational Education and Training- is the provision of technical and vocational education and training in any occupation based on a country's education and training policy through formal, informal, and non-formal modalities, and it is also the process of assessing occupational competence that has been acquired through formal, non-formal and informal means.

3. Scope of the Ethiopian Qualifications Framework

The EtQF is an overarching framework that consists of three (GE, TVET, and HE) distinct yet related sub-sectors of education and training system. The sub-frameworks are supposed to be governed by EtQF policies and directives.

4. Philosophy of the Ethiopian Qualifications Framework

The EtQF can be seen as a social construct facilitating democratic participation, intellectual scrutiny, and adequate resourcing. Subsequently, the social construct concept of the EtQF has been broadened to include a focus on communication, coordination and collaboration between national education and training subsectors. The social accountability and social construct in the Ethiopian context is that the EtQF has to increase chances of participation for all Ethiopians in learning opportunities. In view of this, the EtQF should suit to Ethiopia's specific need in the social, economic, educational, and political spheres. Coupled with this strategic imperative, the EtQF needs to recognize the global trends, enable the qualifications of Ethiopia to be comparable to regional and international qualifications, and allow citizens to participate in the global market. If the EtQF is to be of strategic importance to Ethiopia and Ethiopians' then, its value proposition will be that it creates bridges and opportunities for learner mobility, improves access within and between education sub-sectors, and allows all citizens to progress by establishing systems for recognizing learning outcomes gained through no-formal and informal modalities.

5. Objectives of the Ethiopian Qualifications Framework

The EtQF will have the following objectives:

- To make Ethiopian qualifications relevant to the socio-economic needs of the country;
- To ensure equity in and enhance access to education for promoting lifelong learning through formal, non-formal, and informal settings.
- To establish national standards of knowledge, skills, and competencies expected of graduates of all EtQF qualifications.
- To promote the quality of program development and delivery, and the credibility of Ethiopian qualifications both nationally and internationally through the establishment of national quality standards for quality assurance processes.
- To make Ethiopian qualifications comparable with regional and international qualifications thereby enhance recognition of the value of Ethiopian qualifications and support the mobility of Ethiopian students and workers.

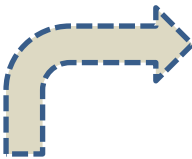
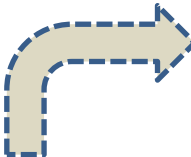
- To make the comparability of Ethiopian qualifications more transparent by developing progression pathways between them, and
- To harmonize the three education and training sub-sectors through the provision of common standards and systems.

6. Structure of the Ethiopian Qualifications Framework

6.1. Levels and qualifications of the Ethiopian Qualifications Framework

The EtQF consists of eight levels that range from Level One (L1) to Level Eight (L8) and three access levels below the levels. Level is a formally designated location on the EtQF described by level descriptors in terms of the degree of complexity and depth of knowledge, skills and competence (the degree of autonomy and responsibility) expected at that level to the other levels.

Table. 1 Levels and their respective qualifications in the EtQF structure.

Levels	Sub-framework for GE	Sub-framework for TVET	Sub-framework for HE
8			Third/Doctoral Degree
7			Second/Masters Degrees Postgraduate Diploma
6			First/Bachelor Degrees
5		Certificate 5	
4		Certificate 4	
3		Certificate 3	
2		Certificate 2	
1		Certificate 1	
Access 3	Grade 12 Leaving Certificate		
Access 2	Middle level education certificate		
Access 1	Primary school leaving certificate		

6.2. Level Descriptors

The main essential components to be described in the level descriptors are knowledge, skill and competence. Competence is the proven ability to use knowledge, skills and personal, social, ethical, attitudinal and/or methodological abilities, in work or study situations and in professional and personal development. The detail of level descriptors is presented in Table 2.

Table 2. Level and level descriptors in terms of knowledge, skill and competence.

Level	Knowledge	Skills	Competence(autonomy &responsibility)
8	Systematically acquires a substantial body of knowledge which is at the most advanced frontier of a field of learning, and applies appropriate strategies and methods to make an original and articulate contribution to the creation and interpretation of new knowledge in the field; redefine existing knowledge, and identify the implications for existing theory and knowledge structures, thereby opening up new areas for scholarship and research in the field as well as at the interface between fields	Applies a significant range of the most advanced and specialized skills, techniques, tools, practices, and materials associated with the field of learning; conducts original research, effectively innovates and disseminates new insight, and demonstrates critical reflection, synthesis, and evaluation of research findings for academic discussion; and for evaluating independent experts against international standards.	Demonstrates scholarly and professional integrity, ethical practice, leadership, authoritative expert judgment, adaptability, and ability to initiate change; create new knowledge, taking full responsibility and accountability for all aspects of advanced research work over an extended period; effectively communicating results of research and engaging in critical dialogue
7	Demonstrates advanced and integrated mastery of a theoretically sophisticated and complex body of specialized knowledge in fields of work or study, showing critical awareness of knowledge issues and gaps and new insights some of which are at the forefront of the discipline area	Researches evaluate, and applies established theories and methods to a body of knowledge demonstrating independent thinking, problem-solving, ethical practice; critical analysis, and synthesis of complex information; applies knowledge in new situations, and demonstrates the ability to make expert judgments, integrates knowledge from different fields, and propose new areas for investigation and new methodological approaches	Shows leadership, professional integrity, independence, ethical practice; initiative, and originality and demonstrates the ability to manage and be accountable for own and group outcomes in a wide and often unpredictable variety of professional levels and complex situations, possibly requiring a new strategic approach

Level	Knowledge	Skills	Competence(autonomy &responsibility)
6	Demonstrates comprehensive knowledge of a broad area or field of work or study with possible areas of specialization, including familiarity with sources of new knowledge, command of the ideas, principles, concepts, chief research methods, and problem-solving techniques of the recognized discipline;	Demonstrates the ability to use knowledge, theories, and principles in scientific ways in the analysis of problematic situations and to generate and innovate a range of possible solutions to substantial problems; applying some elements of intellectual independence, critical thinking, and analytical rigor and a wide range of specialized tools, and cognitive, technical and communication skills to individual and collaborative work	Designs and manages processes; and works independently, take initiative, and demonstrates broad accountability in a wide variety of variable contexts showing the ability to determine, achieve and evaluate individual and group outcomes
5	Demonstrates considerable depth of knowledge in one or more area(s); and proves the ability to collect, collate, analyze and synthesize a wide range of relevant technical information	Demonstrates ability to select and apply the considerable depth of knowledge, tools, and technical and communication skills in variable contexts and formulate appropriate responses to unpredictable and complex problems	Manages resources, processes, and routine and non-routine activities in vocational and/or professional settings and works with substantial accountability for personal and group outcomes in contexts that are subject to change
4	Demonstrates a broad knowledge base with substantial depth in some areas, ability to analyse information, apply key principles, theoretical concepts, and abstract thinking	Applies a broad range of professional and technical skills, uses appropriate tools, methods and technologies to determine solutions to both predictable and unfamiliar problems in variable contexts	Works independently as a role model under broad guiding principles in diversified contexts within established parameters, exercises autonomy for planning, supervising evaluating, and reflecting on own work and the work of others and group outcomes
3	Demonstrates a broad knowledge base in a specific area, incorporates technical concepts, and ability to analyse information and makes informed judgments	Applies a range of cognitive, technical, and communication skills, uses appropriate tools to solve a limited range of predictable and unpredictable problems	Shows ability in self-direction, requiring supervision in known and moderately changing contexts, within established parameters, and individual and shared responsibility for group outcomes

Level	Knowledge	Skills	Competence(autonomy &responsibility)
2	Demonstrates basic operational, factual, and procedural knowledge in specific fields and proves ability to use and interpret relevant information	Demonstrates ability to undertake defined activities using a moderate range of practical, cognitive, communication skills, and tools to apply known solutions to solve familiar problems	Works on routine tasks in predictable and structured contexts under moderate supervision, demonstrates limited judgment and some responsibility for quality and quantity of output
1	Demonstrates a narrow range of basic operational knowledge and cognitive skills for everyday life, further learning, and initial work	Carries out processes that are familiar and limited in range, demonstrates basic technical and communication skills using basic tools	Completes directed tasks that are repetitive and predictable in highly structured and stable contexts within narrow parameters and under close supervision
Access3	Demonstrates knowledge of basic subjects and career fields for creativity, critical thinking, innovation, global competitiveness, and solving personal and social problems; proves Knowledge of basic functions of governance and civic, ethical, and legal rights and duties; shows knowledge of fundamental concepts of management and entrepreneurship for further education training and employment.	Applies language skill, life skill, critical thinking, creative and logical as well as career and technical skills for world of work, career development, learning to learn, and education and training at the tertiary level.	Shows enterprising behaviour, initiative, collaboration, responsibility, adaptability, resourcefulness, and entrepreneurship for the world of work and education and training at the tertiary level
Acess2	Demonstrates knowledge of social realities and the physical environment; scientific, technical and entrepreneurial; basic indigenous, music, and art assets; and knowledge useful for learning and training in secondary school	Applies basic language, digital, scientific, technical, entrepreneurial, indigenous, art, and music skills for communication, problem solving, and further education.	Solves basic personal and community level problems; interacts with others by respecting individual and national values; and displays attitudes useful for learning and training in secondary school
Access 1	Demonstrates basic knowledge to protect the physical and human environment; basic knowledge of indigenous and exogenous art and music; and knowledge mandatory for learning in middle school	Applies oral, digital mathematical, scientific literacy skills, technical and life skills to live together and solve immediate problems, and to learn in middle school.	Shows ability to live together, solve social problems, and appreciates national unity, diversity and cultural heritages.

6.3. Qualifications of the Ethiopian Qualifications Framework

Qualification is a formal certificate issued by an official agency in recognition to that an individual has been assessed as achieving learning outcomes or competencies to the standard specified for the qualification title. A qualification confers official recognition of value in the labour market and in further education and training. With this in mind, there are twelve types of qualifications including access qualifications to be protected and registered on the EtQF. These are:

1. Primary school leaving certificate
2. Middle level education certificate
3. Grade 12 leaving certificate
4. Certificate I
5. Certificate II
6. Certificate III
7. Certificate IV
8. Certificate V
9. First/ Bachelor Degree
10. Postgraduate Diploma
11. Second/ Master's Degree
12. Third/ Doctorate Degree

6.4. Qualifications descriptors

Each qualification type is defined by its qualification descriptor. A qualification descriptor is a statement that defines the qualification type in terms of the distinct purpose, differentiating characteristics, and specifications of the qualification type stated in terms of level(s) at which the qualification is listed and the number of credits required at each level. To uphold it updated, all qualifications registered on the EtQF will be reviewed at intervals not exceeding eight years. The brief description of qualification descriptors is presented in the following table (Table 3).

Table 3. Qualification descriptors in terms of various parameters.

Qualification Type	Characteristics and Purpose	Requirement for the award Typical duration of study Achievement requirements	Entry Requirement	Awarding Body Who owns the qualification? Whose logo on the certification?	Quality assurance arrangements Development and approval of the qualification Registration/accreditation/audit of the provider; QA of assessment
Primary school leaving certificate		knowledge, skill and competence		Regional Education Bureaus	Schools are quality assured by the Regional Education Bureaus Assessment is carried by the NEAEA/MoE
Middle school Education Certificate (MSEC) Grade 8	MSEC(G8) qualifies individuals to identify and pursue their needs, interests and potential in order to choose their field of further study and training; or enter the world of work in roles that don't require specialised skills	knowledge, skill and competence	Primary school leaving certificate	Regional Education Bureaus	Schools are quality assured by the Regional Education Bureaus Assessment is carried by the NEAEA/MoE
Ethiopian Grade 12 School Leaving Certificate	ESSLC-1 qualifies individuals to choose subjects or areas of training, and apply for entry to university and can join to the world of the work	knowledge, skill and competence	MSEC	MoE/NEAEA	Schools are quality assured by the Regional Education Bureaus Assessment is carried by the NEAEA/MoE
Certificate I	Certificate I qualifies individuals with introductory knowledge and skills for a field(s)/ areas to undertake mainly routine work or further study.	Achievement of the competencies of the training programme	Grade 12 Certificate	Federal TVET Agency	The programme leading to the qualification is developed by the relevant industry and approved by FTVETA Providers are accredited by FTVETA and Regional TVET Agencies

Qualification Type	Characteristics and Purpose	Requirement for the award Typical duration of study Achievement requirements	Entry Requirement	Awarding Body Who owns the qualification? Whose logo on the certification?	Quality assurance arrangements Development and approval of the qualification Registration/accreditation/audit of the provider; QA of assessment
					Assessment is provided by the Center of Competence (CoCs)
Certificate II	Certificate II qualifies individuals with introductory knowledge and skills for a field(s)/ areas to undertake mainly routine work or further study.	Achievement of the competencies of the training programme	TVET Certificate I	Federal TVET Agency	The programme leading to the qualification is developed by the relevant industry and approved by FTVETA Providers are accredited by FTVETA and Regional TVET Agencies Assessment is provided by the Center of Competence (CoCs)
Certificate III	TVET Certificate III qualifies individuals with a broad range of knowledge and skills for a specific role(s) in varied contexts within fields/areas of work and/or preparation for further study.	Achievement of the competencies of the training programme	TVET Certificate II	Federal TVET Agency	The programme leading to the qualification is developed by the relevant industry and approved by FTVETA Providers are accredited by FTVETA and Regional TVET Agencies Assessment is provided by the CoCs
Certificate IV	Certificate IV qualifies individuals to apply specialist knowledge and undertake skilled work or study in broad or specialised field(s)/areas.	Achievement of the competencies of the training programme	TVET Certificate III	Federal TVET Agency	The programme leading to the qualification is developed by the relevant industry and approved by FTVETA, and providers are accredited by FTVETA and Regional TVET Agencies, and Assessment is provided by the CoCs

Qualification Type	Characteristics and Purpose	Requirement for the award Typical duration of study Achievement requirements	Entry Requirement	Awarding Body Who owns the qualification? Whose logo on the certification?	Quality assurance arrangements Development and approval of the qualification Registration/accreditation/audit of the provider; QA of assessment
	The Certificate IV qualifies individuals with knowledge and skills within a specific field of work or study and prepares them for advanced skilled or professional work in teaching pre-primary schools.	The Diploma in Teaching requires a minimum of credits from levels 4 of which 60 credits must be at level 4 or higher	Minimum ESSLC-1	Teacher Training Colleges	Programmes leading to the award of Teaching Diplomas are developed by MoE and quality assurance of the colleges is provided by the MoE with the REBs
Certificate V	TVET Certificate V qualifies individuals with theoretical and/or technical knowledge and skills within an aspect(s) of a specific field of work or	Achievement of the competencies of the training programme	TVET Certificate IV	FTVETA	The programme leading to the qualification is developed by the relevant industry and approved by FTVETA, and providers are accredited by FTVETA and Regional TVET Agencies, and Assessment is provided by the CoCs
First/Bachelor's Degree	A Bachelor Degree involves a systematic, all-rounded and coherent introduction to the broad knowledge, ideas, principles, concepts, chief research methods and problem-solving techniques of a recognised major subject. It prepares graduates for advanced study as well as directed research and scholarship and professional practice in the major subject of	A Bachelor Degree requires a minimum of 180 credits from levels 5 to 6. Of the credits required for a Bachelor Degree a minimum of 60 credits must be at level 6	EHEEC TVET Certificate Level IV and V Diploma in Teaching	HE Institution	The programme leading to the qualification is developed by the HEI and approved by Higher Education Relevance and Quality Agency (HERQA (for HEIs which are not self-accrediting). HERQA assures the quality of the HEI programme

Qualification Type	Characteristics and Purpose	Requirement for the award Typical duration of study Achievement requirements	Entry Requirement	Awarding Body Who owns the qualification? Whose logo on the certification?	Quality assurance arrangements Development and approval of the qualification Registration/accreditation/audit of the provider; QA of assessment
	the degree. Bachelor Degrees are taught mainly by people engaged in research.				
Postgraduate Diploma	Postgraduate Diplomas are issued in advance of the level a Bachelor Degree. A Postgraduate Diploma is designed to extend and deepen an individual's knowledge and skills by building on attainment in the principal subject(s) of the qualifying degree. A Postgraduate Diploma prepares an individual for supervised research and scholarship and or professional practice in the principal subject of the postgraduate diploma. It involves systematic review of current thinking and research in a particular body of knowledge, and instruction in relevant research methodologies.	A Postgraduate Diploma requires a minimum of 60 credits at Level 7	Bachelor Degree or equivalent	Postgraduate Diplomas are awarded by higher education institutions recognised by HERQA	The programme leading to the qualification is developed by the HEI HERQA assures the quality of the HEI programme

Qualification Type	Characteristics and Purpose	Requirement for the award Typical duration of study Achievement requirements	Entry Requirement	Awarding Body Who owns the qualification? Whose logo on the certification?	Quality assurance arrangements Development and approval of the qualification Registration/accreditation/audit of the provider; QA of assessment
Second/Master's Degree	Degrees at a Master's level are normally designed to build on the principal subject(s) of a qualifying degree and to prepare researchers who can contribute to the advancement of knowledge. Their outcomes are demonstrably in advance of undergraduate study, and require individuals to engage in advanced scholarship and professional activity. Master's degrees may contain a significant element of supervised research. The results of this research would normally be embodied in a thesis, or substantial research paper. The research should demonstrate mastery of theoretically sophisticated subject matter and a capacity for independent thinking	A Master's Degree requires a minimum of 120-180 ECTS/74-102 credits at Level 7.	Bachelor Degree and equivalent Postgraduate Diploma	Master's Degrees may only be awarded by HEIs recognised by HERQA	The programme leading to the qualification is developed by the HEI HERQA assures the quality of programme of the study

Qualification Type	Characteristics and Purpose	Requirement for the award Typical duration of study Achievement requirements	Entry Requirement	Awarding Body Who owns the qualification? Whose logo on the certification?	Quality assurance arrangements Development and approval of the qualification Registration/accreditation/audit of the provider; QA of assessment
Third/Doctorate Degree	A Doctorate is the culmination of a structured sequence of instruction that starts at bachelor degree level and reaches a stage beyond Master's at a significantly higher level and of significantly higher status than a Master's Degree. A doctorate degree is a research degree which may include taught courses and requires a substantial and original contribution to knowledge of the field of the study, under the supervision of recognised experts in the field. The contribution to knowledge is judged by independent international experts applying contemporary international standards for research work. The body of work leading to the award of a Doctorate will	A Doctoral Degree requires a minimum of 240 ECTS/ 136 credits at level 8.	Master's Degree and equivalent	Doctorate degrees may only be awarded by HEIs recognised by HERQA	The programme leading to the qualification is developed by the HEI HERQA quality assures the HEI

Qualification Type	Characteristics and Purpose	Requirement for the award Typical duration of study Achievement requirements	Entry Requirement	Awarding Body Who owns the qualification? Whose logo on the certification?	Quality assurance arrangements Development and approval of the qualification Registration/accreditation/audit of the provider; QA of assessment
	include a dissertation and publications				

7. Statements of attainment

Statements of attainment may be awarded to recognize the achievement of part qualifications where learners complete units, courses, or modules that are part of registered EtQF qualifications, but which do not amount to the achievement of the whole qualification.

8. Recognition of foreign qualifications

Recognized foreign qualifications and the Historical Ethiopian qualifications will be recorded or registered on the EtQF database.

9. Recognition of prior learning

Learners can achieve credit towards EtQF qualifications through quality assured Recognition of Prior Learning (RPL) processes to the learning outcomes of the EtQF qualification.

10. Credit accumulation and transfer

Flexible learning pathways should be provided between qualifications that meet the needs of all types of learners to facilitate the accumulation and transfer of credits. To this effect, there will be no unnecessary barriers or any form of discrimination to entry to programs leading to EtQF qualifications, and all EtQF qualifications will articulate with entry and exit qualifications offered locally.

11. Information management system

A comprehensive national information management system to support the implementation of the EtQF must be established and maintained. The information management system will contain information on:

- Register of quality assured qualifications
- Register of approved workplace assessors
- Register of approved moderators
- Register of approved assessment centres and assessment tools
- Register of recognized awarding bodies
- Register of quality assurance status of education and training providers
- Register of recognized foreign qualifications
- Register of foreign qualifications and
- Record of learner achievement

12. Implementation Directives of the Ethiopian Qualifications Framework

The EtQF can be made explicit through its implementation policies or directives, procedures, and manuals that will enable to guide, monitor, and evaluate the sub-framework bodies for compliance with the policy or directive requirements of EtQF. In this regard, there are six EtQF implementation directives. The details of each directive will be developed and followed by implementation manual.

12.1. Qualification Standard

Qualification standards are precise descriptions to determine the expected level of attainment for each criterion and serve as a performance indicator. They are defined in terms of ideal benchmarks against which competence is assessed and certification is granted. Qualification standards ensure that EtQF qualifications are designed based on internationally benchmarked statements of specific knowledge, skills, and competencies that those learners graduating with a specific qualification are expected to demonstrate to perform effectively in the work for which they are qualified and profession in which they function. Qualification standards ensures that the development of new programs is informed by statements of the nationally agreed program or occupation-specific outcomes for graduates of the qualification; that the graduates of EtQF qualifications meet the professional profile needed by employers and the requirements of relevant professional bodies.

12.2. Qualifications registration

All qualifications registered on the EtQF are described in terms of the expected qualification outcomes; including graduate profile, employment pathways, and further education pathways where appropriate. The following are major elements of a qualification that need to be registered on the EtQF:

- a) Title
- b) Qualification type
- c) Awarding body
- d) Accredited or registered provider(s) of the qualification
- e) Level of the qualification
- f) Entry requirement

- g) Credit value of the qualification (for Higher Education qualifications and Diploma in Teaching only)
- h) Broad grouping, field and subfield (s) of the qualification
- i) Registration and review dates
- j) Purpose of the qualification
- k) Outcome statements
- l) Provision for RPL and/or entry with credit
- m) Provision for flexible delivery (e.g. part-time, distance, block mode etc.)
- n) Evidence of labour market demand for the qualification
- o) Evidence of relevant stakeholder participation, including relevant professional bodies, in the development of the qualification
- p) Evidence of development based on an agreed standard (e.g. subject benchmarks, graduate profile, or competency profile) and international benchmarking/comparability of the qualification, specifically where no Ethiopian standard exists.

12.3. Quality assurance of qualifications

The policy for quality assurance describes the delegation of responsibilities and scope of a nationally coherent system to sub-sector quality assurance bodies to ensure that awarded qualifications are relevant and credible nationally and internationally. It also will guide the development and delivery of program of study that leads to a qualification. Likewise, it clarifies the utilization of effective mechanisms for quality assurance and improvement of qualifications and successful education system for which detailed directive and manual will be developed.

12.4. Assessment of qualifications

The assessment of all EtQF qualifications will be standard-based, while systems of pre-assessment moderation and post-assessment moderation will be used to assure fairness, validity, and reliability of assessment. The alignment between competence or learning outcomes, learning activities and assessment methods will be maintained (detailed procedures and manuals will be developed by the sub-framework quality assurance agencies and assessment bodies).

12.5. Credit arrangements and path way

The credit arrangements, recognition of prior learning, and qualifications pathways provide a mechanism through which the purposes of the EtQF are met which focuses on the promotion of access to education and training through recognizing learning irrespective of the context of learning, and promoting mobility of learners and lifelong learning (detailed procedures and manuals for implementation will be prepared).

12.6. Awarding of qualifications

The quality and integrity of EtQF qualifications are protected by law and provides information on how EtQF qualifications are relevant, credible, quality qualifications; and that graduates of EtQF qualifications have the knowledge and skills and the competencies expected of graduates of comparable international qualifications (similar to others, detailed procedures will be developed by the respective sub-framework bodies).

13. Governance of the Ethiopian Qualifications Framework

There will be apex body which is responsible for the implementation of the EtQF through overseeing the sub-framework bodies.

- Until such apex body is established, the overall co-ordination of the EtQF implementation will be the responsibility of HESC.
- An implementation regulation will be approved by the council of ministers for the effective implementation of EtQF.
- HESC will register qualifications on the EtQF information management system through its Qualification Registration Approval Committee.
- The design, maintenance and implementation of the sub-framework for GE in accordance with EtQF policy and directives, will be the responsibility of the MoE.
- The design, maintenance and implementation of the sub-framework for TVET in accordance with EtQF policy and directives, will be the responsibility of the Federal TVET Agency.
- The design, maintenance and implementation of the sub-framework for HE in accordance with EtQF policy and directives, will be the responsibility of Higher Education Relevance and Quality Assurance Agency.
- The development and award of qualifications and statements of attainment must comply with EtQF policy and directives and delivered by providers registered on the EtQF information management system.

14. Effective Date

The framework shall enter into force on the date approved by the Minister and then nationwide implementation will be started as of its approval.

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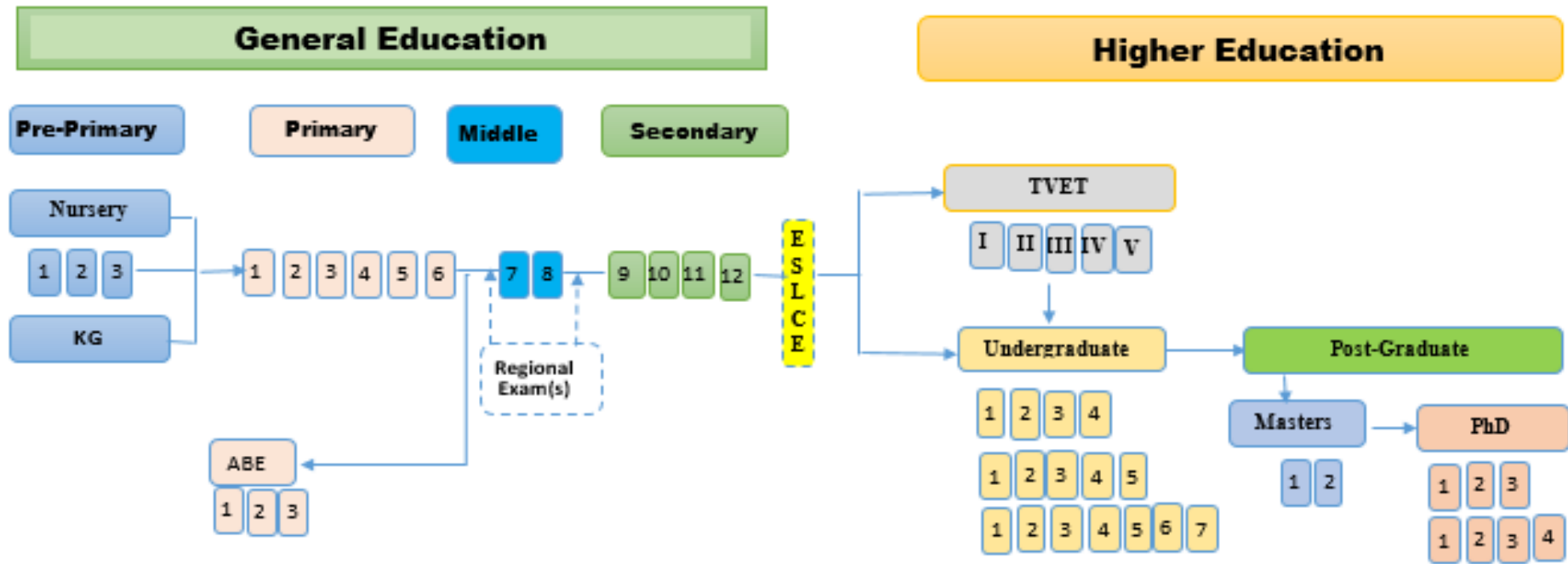
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THE ETHIOPIAN EDUCATION STRUCTURE



KEY:
 ABE – Alternative Basic Education
 KG – Kindergarten
 ESLCE – Ethiopian School Leaving Certificate Examination
 TVET – Technical & Vocational Education & Training
 PhD – Doctor of Philosophy

