



Quality education & training improves the lives of South Africans



"SAQA is the one organisation that benchmarks educational quality. I feel secure knowing I invested wisely in my education"

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**COMMONWEALTH
SECRETARIAT**



The transferability of teacher qualifications and
professional recognition:

Comparability of teacher qualifications in the Commonwealth

Teachers Educational Conference 2008
December 3-5, Christchurch, Barbados

South African Qualifications Authority



SAQA oversees the development and implementation of the National Qualifications Framework. SAQA ensures that South Africa has:

1. A standards setting system
2. A quality assurance system
3. A comprehensive information system that supports the NQF
4. Including:
 - Research
 - Communication and advocacy
 - Evaluate foreign qualifications
 - Collaborate internationally

Presentation map

1. Qualifications frameworks as a global phenomenon: a South African perspective
2. Comparing teacher qualifications
 - Developing a comparability table for teacher qualifications in the Commonwealth: initial results from the current study
3. Concluding comments

Part 1:
Qualifications frameworks as a global
phenomenon

Qualifications frameworks as a global phenomenon

- Qualifications frameworks have become a global phenomenon since originating in Australia, New Zealand, England, Ireland, Scotland and South Africa
- There exists a lack of common understanding of the promises and problems of qualifications frameworks
- Many developing countries do not question the costs and potential implications
- All qualifications frameworks are not the same
- Qualifications framework implementation is often accompanied by unrealistic expectations
- There is a strong reliance on incrementalism, simplicity and local involvement

Qualifications frameworks as a global phenomenon

A qualifications framework sets boundaries

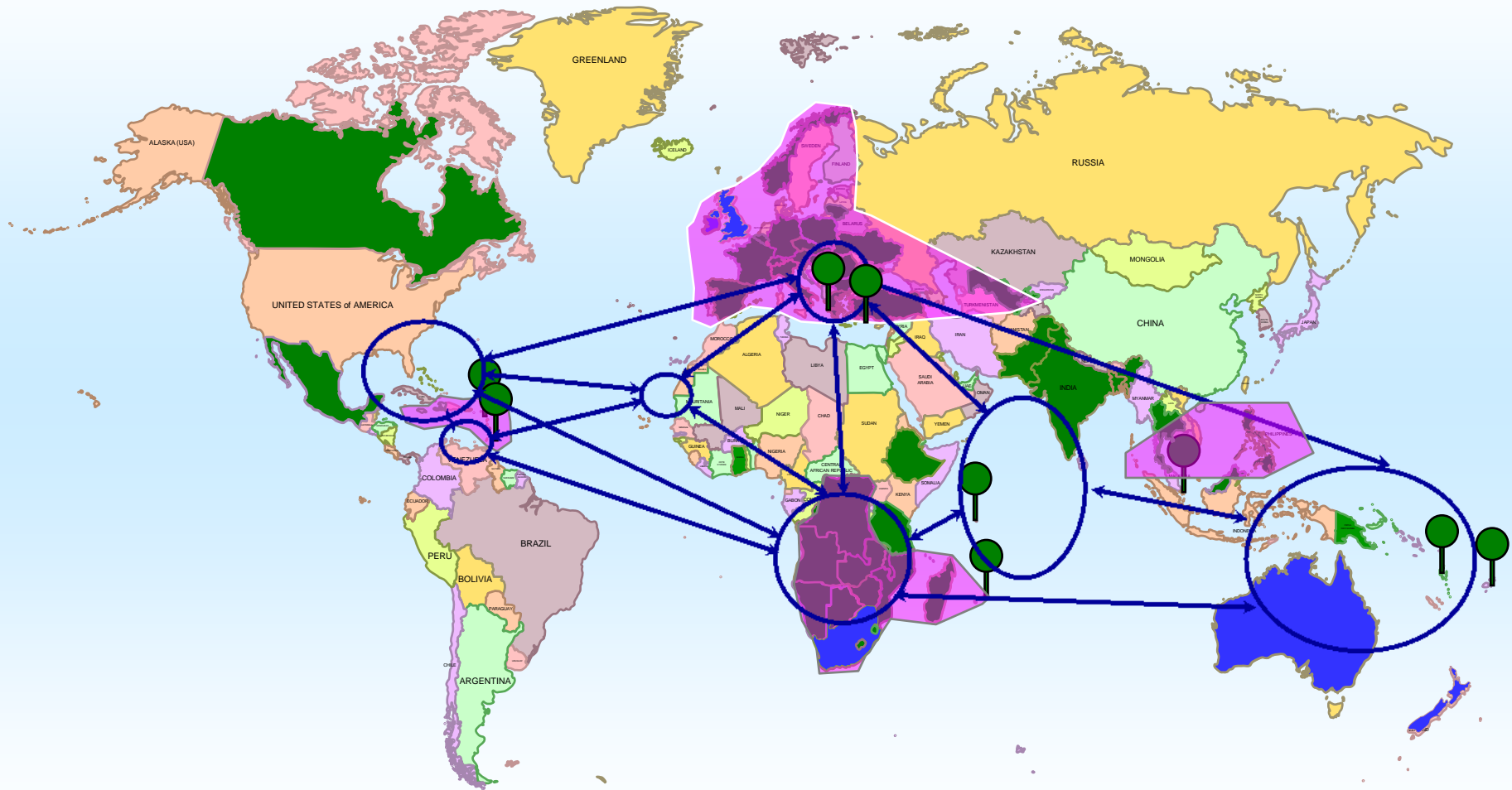
A qualifications framework is a set of principles and guidelines which provide a vision, a philosophical base and an organisational structure for construction of a qualifications system

A qualifications framework is a national resource, representing a national effort at integrating education and training into a unified structure

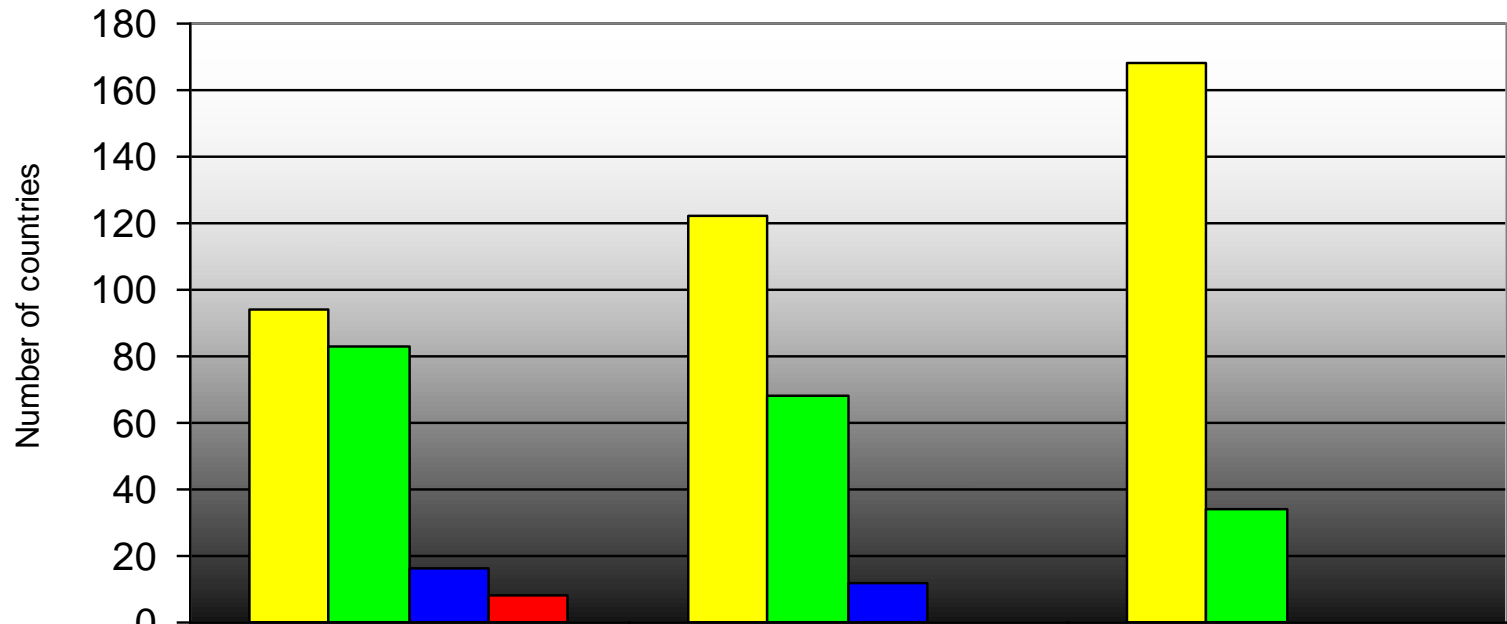


National Qualifications Framework

Qualifications frameworks as a global phenomenon



Qualifications frameworks as a global phenomenon



	National QF	Regional QF	Transnational QF
Level 0 (No information)	94	122	168
Level 1 (Starting out)	83	68	34
Level 2 (Established)	16	12	0
Level 3 (Advanced)	8	0	0

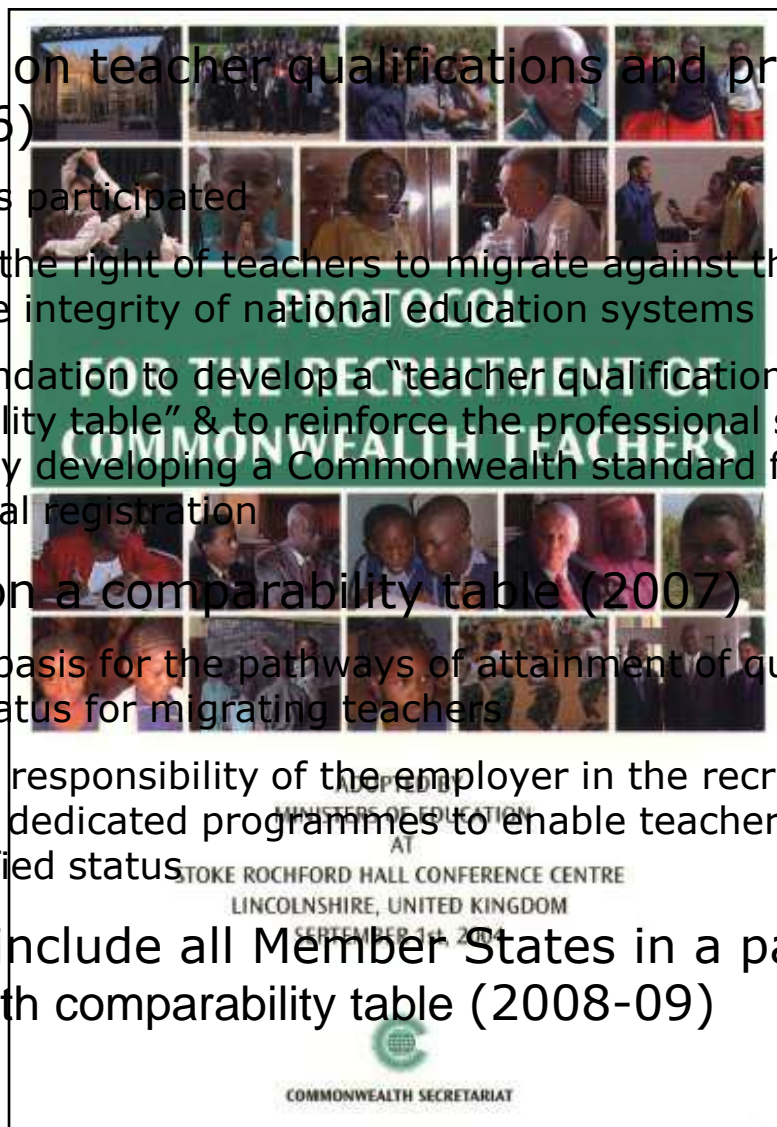
Part 2: Comparing teacher qualifications

Comparing teacher qualifications

1. One of the most visible effects of globalization is the migration of highly skilled workers across national borders
2. Qualifications frameworks contribute to the recognition and transferability of teacher qualifications
3. Comparability and equivalency of qualifications are two distinct processes, conducted by different agencies for different purposes
4. The employment status of teachers depend on:
 - 4.1 The recognition and transferability of qualifications
 - 4.2 Professional status, including professional registration
5. The employment status of a foreign teacher should be similar to the employment status in the country of origin

Context: Protocol for Recruitment

- Initial study on teacher qualifications and professional status (2006)
 - 8 countries participated
 - Balancing the right of teachers to migrate against the need to protect the integrity of national education systems
 - Recommendation to develop a "teacher qualifications comparability table" & to reinforce the professional status of teachers by developing a Commonwealth standard for professional registration
- Pilot study on a comparability table (2007)
 - Provide a basis for the pathways of attainment of qualified teacher status for migrating teachers
 - Clarify the responsibility of the employer in the recruiting country to provide dedicated programmes to enable teachers to achieved fully qualified status
- Decision to include all Member States in a pan-Commonwealth comparability table (2008-09)

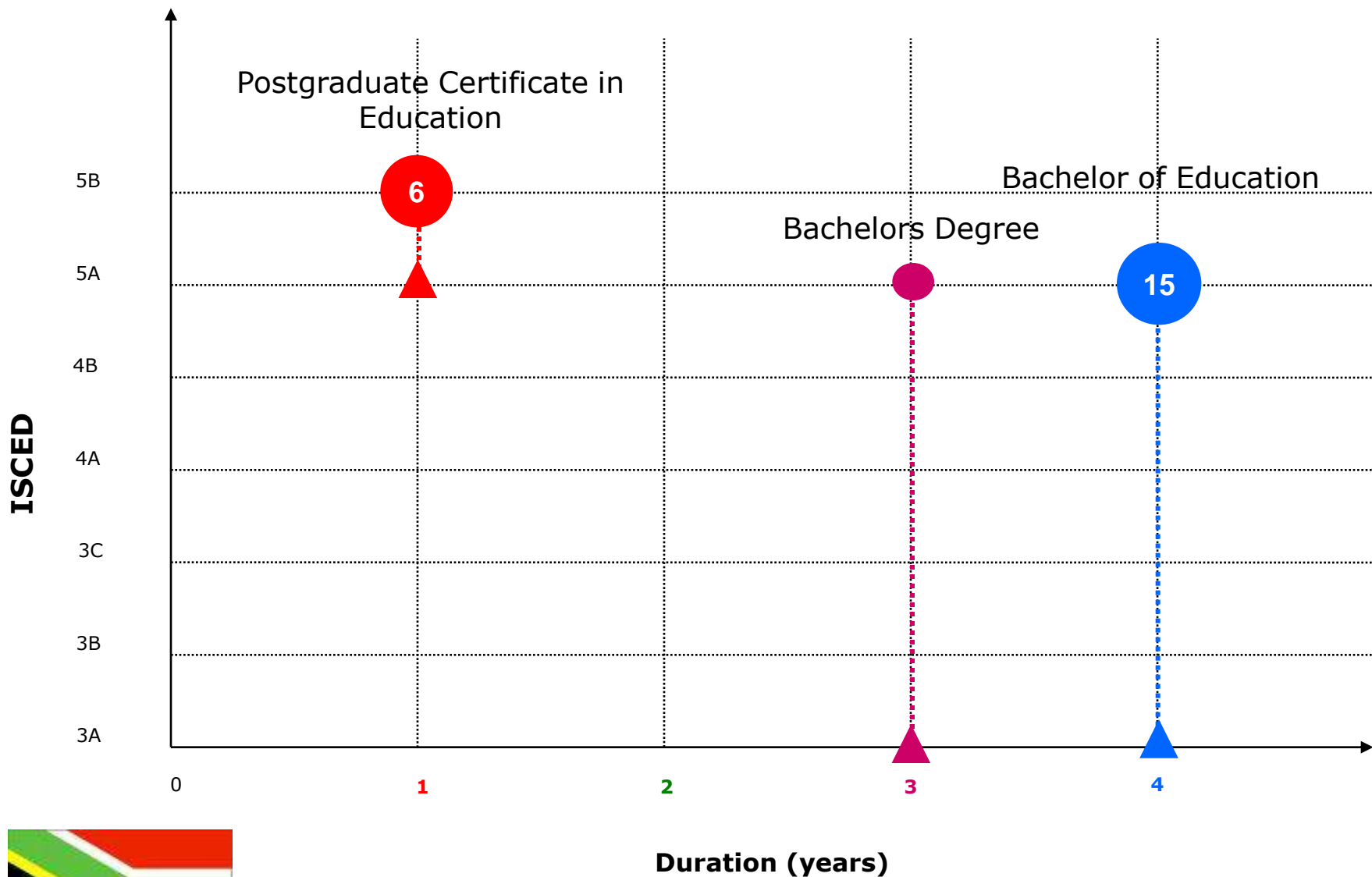


Challenges of comparability

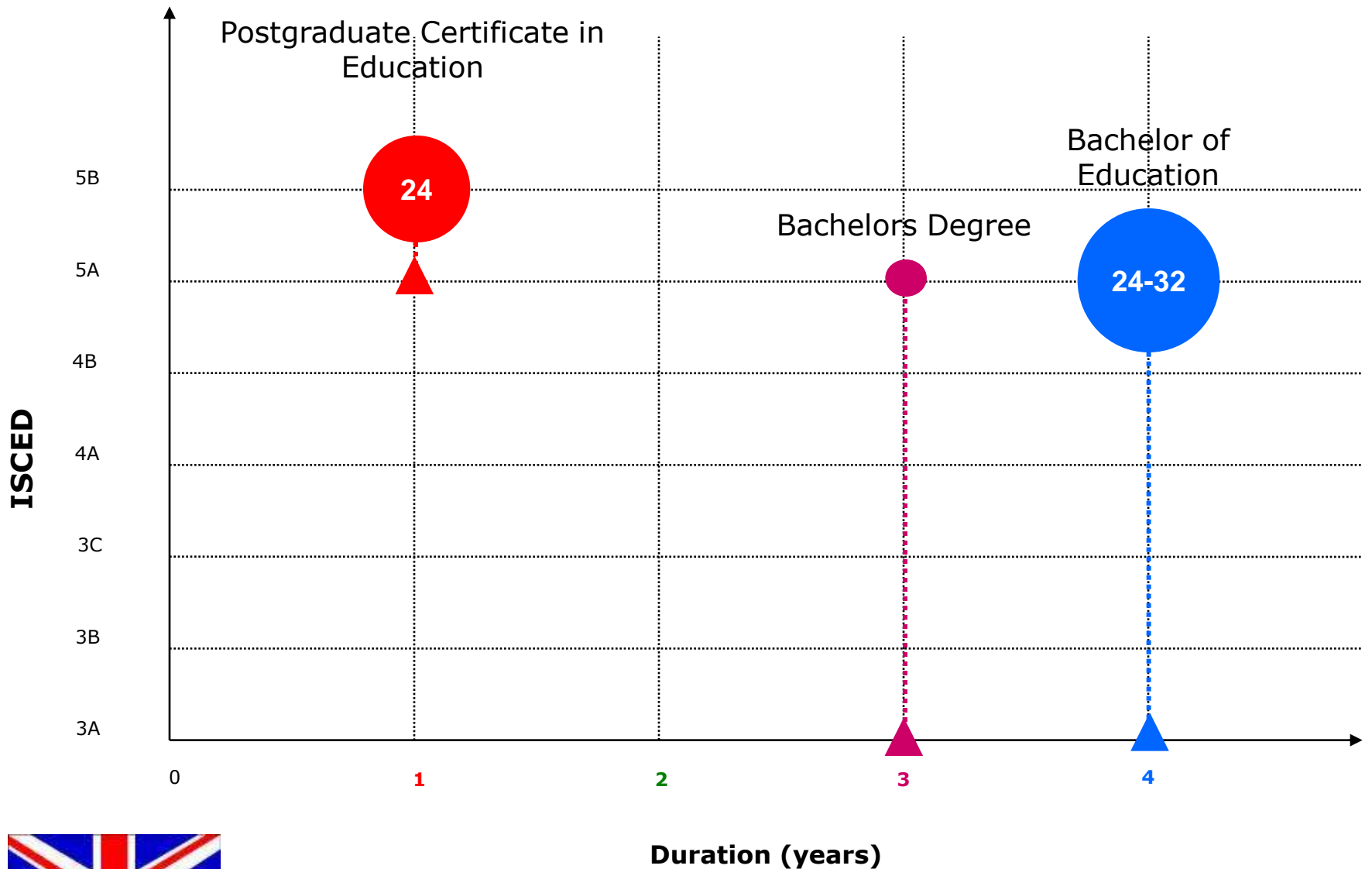
- *Warning:* Comparison should be treated as a limited and high-risk endeavour
- *The theory of action:* The greater the **transparency** with which the qualification is presented, the easier it is to **compare** one qualification with another, and the more reliable the system of **recognition** by which a qualification is accepted
- *Limitations:*
 - Learning outcomes are inadequate proxies for educational quality
 - The greater the detail of specification the more elusive the comparability
 - Pedagogy matters
 - Institutions matter
 - Examinations matter

Developing the comparability table

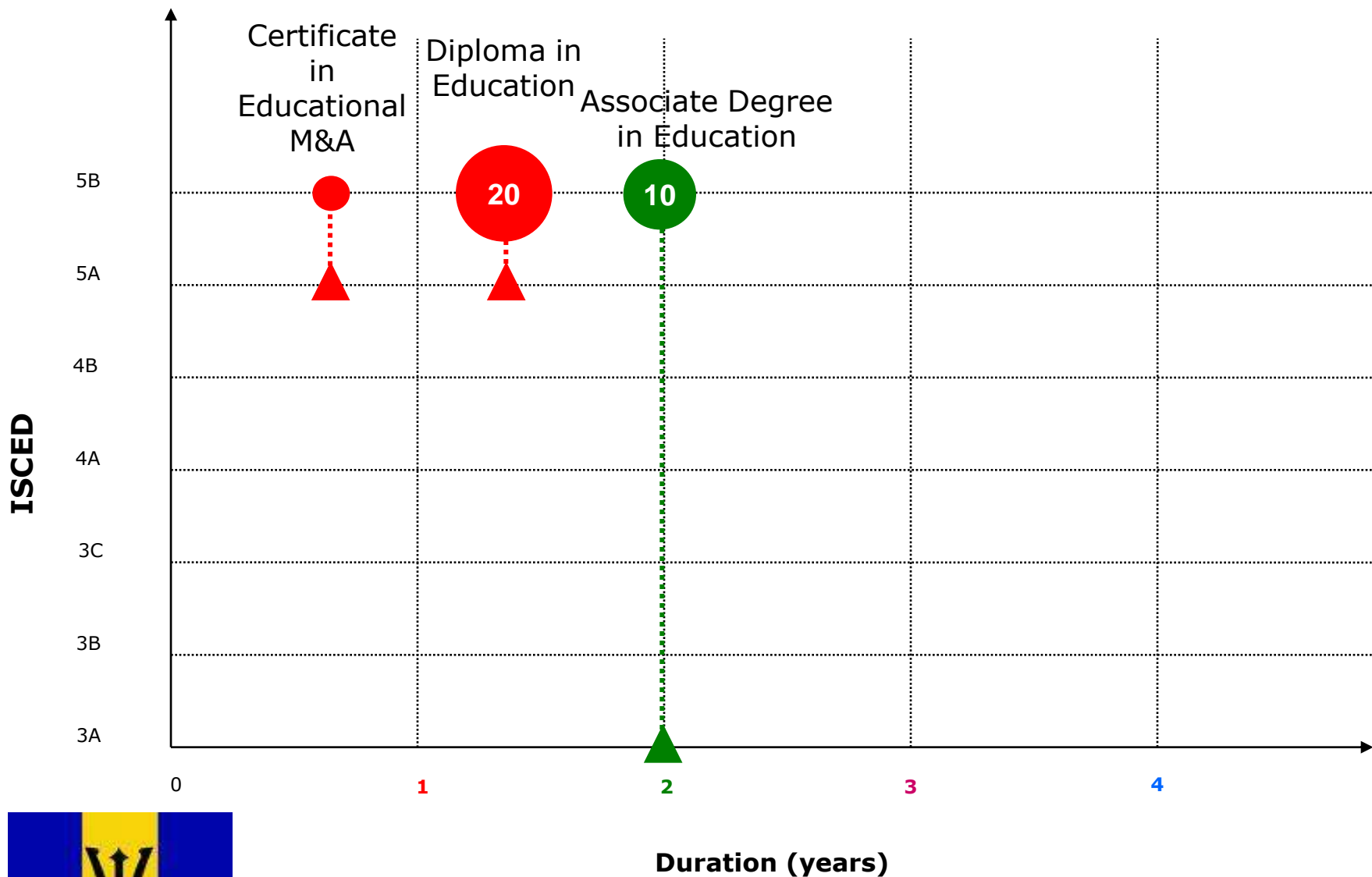
- Involving all member states in an online survey (www.surveymonkey.com)
- Country response rate to date:
 - **Completed: 22 (42%)**
 - **In progress: 19 (37%)**
 - **No response: 11 (21%)**
- Limited to initial (pre-service) primary and secondary qualifications - excludes TVET, INSET, ECD and Tertiary
- Within the framework of the UNESCO-OECD International Classification of Education (ISCED)
- Supported by conceptual work on comparability to be published in 2009
- To be considered by the Commonwealth Steering Committee on Teacher Qualifications and 17CCEM in 2009



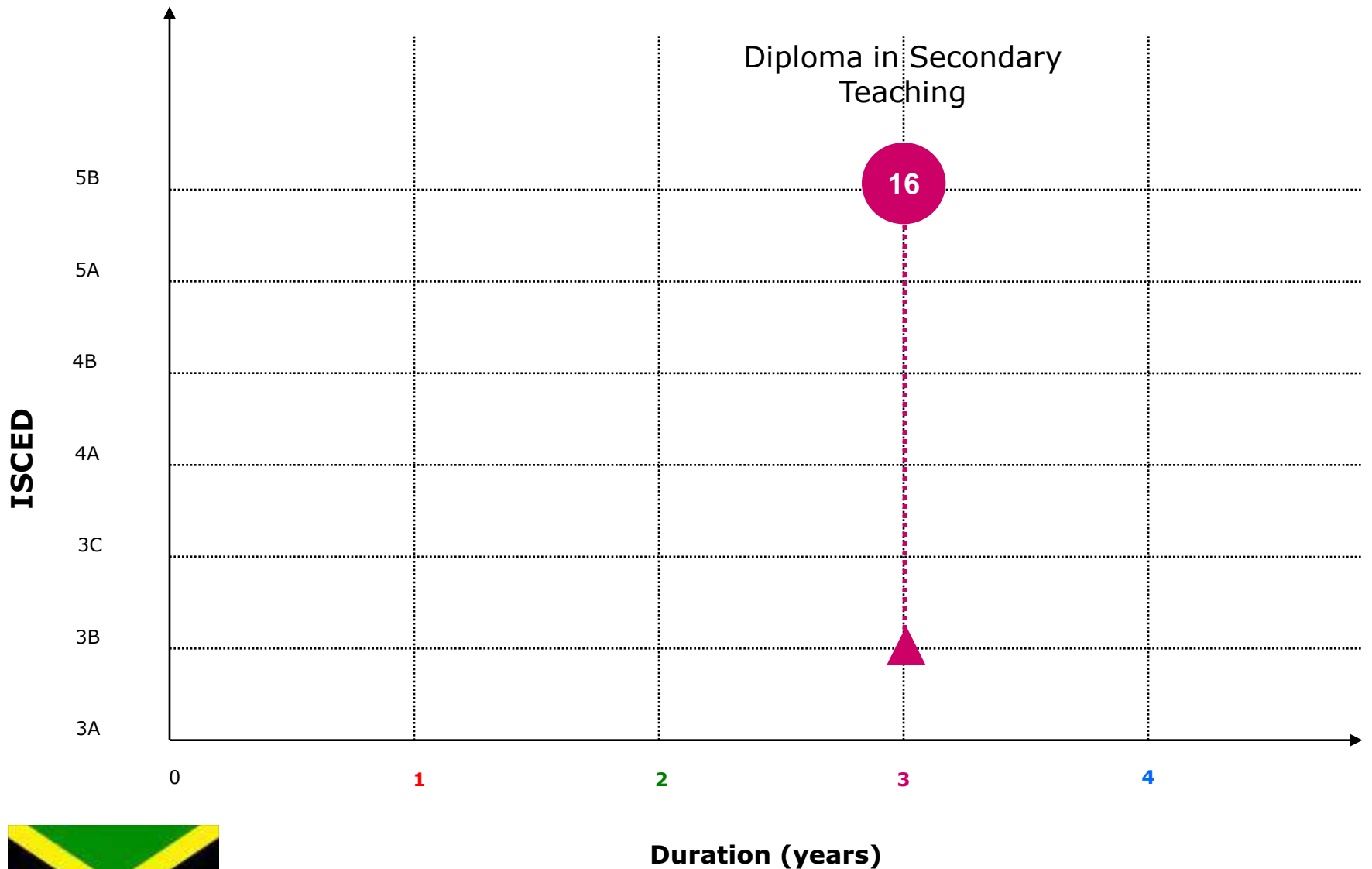
South Africa: Initial Secondary Teacher Qualifications



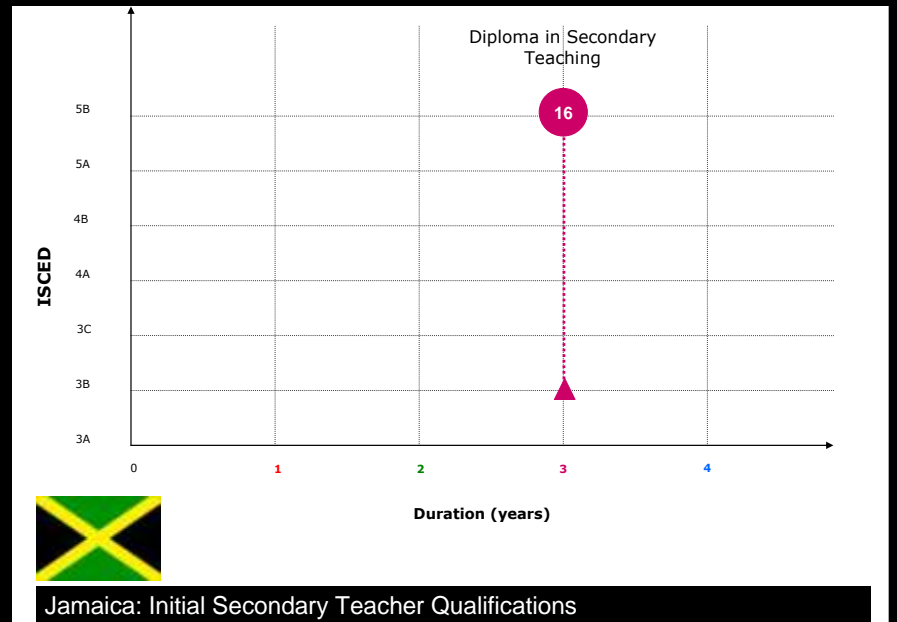
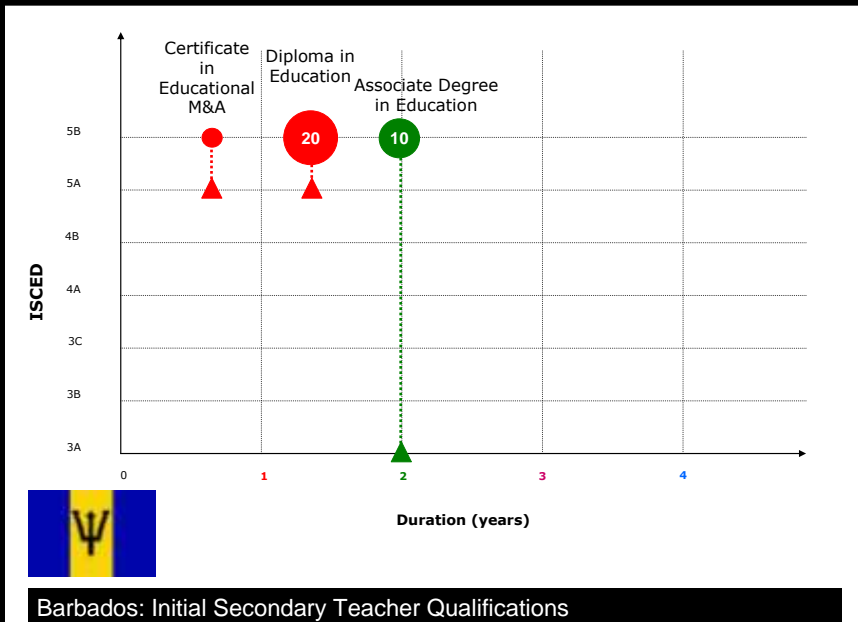
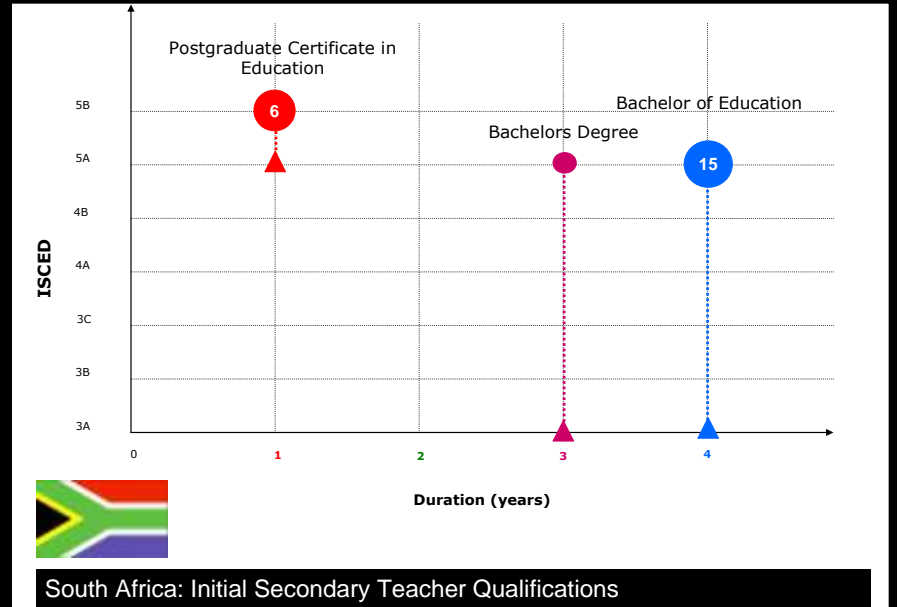
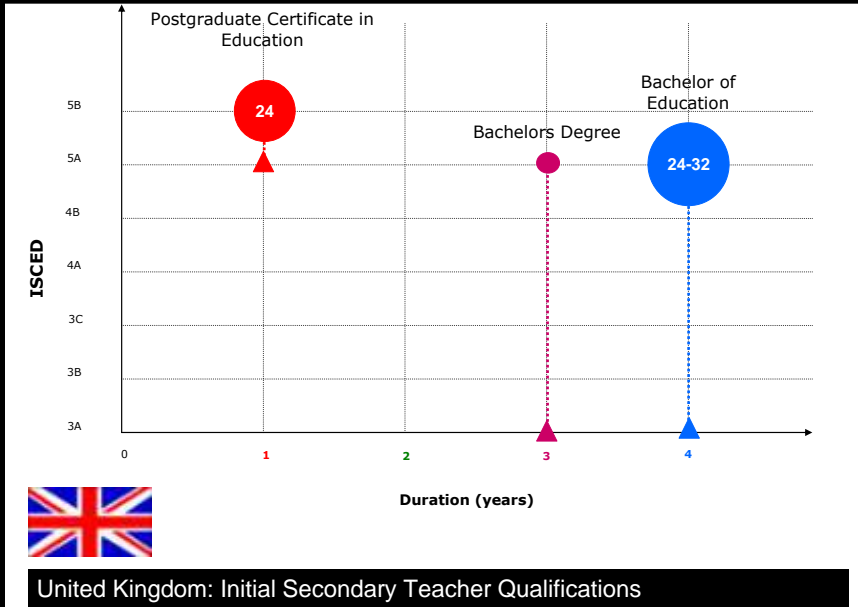
United Kingdom: Initial Secondary Teacher Qualifications



Barbados: Initial Secondary Teacher Qualifications




Jamaica: Initial Secondary Teacher Qualifications



Part 3: Concluding comments

Concluding comments

- There are significant differences in teacher qualifications offered across the Commonwealth
- Global forces are at play: there is a definite convergence to architectural similarity for teacher qualifications
- The debate has moved beyond a “new colonisation” to international benchmarking
- Small and developing countries face unique challenges
- There is a need for small and developing countries to:
 - Be conscious of limitations
 - Speak back to the develop world



Perfection is achieved, not when there is
nothing more to add, but when there is
nothing left to take away.

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