

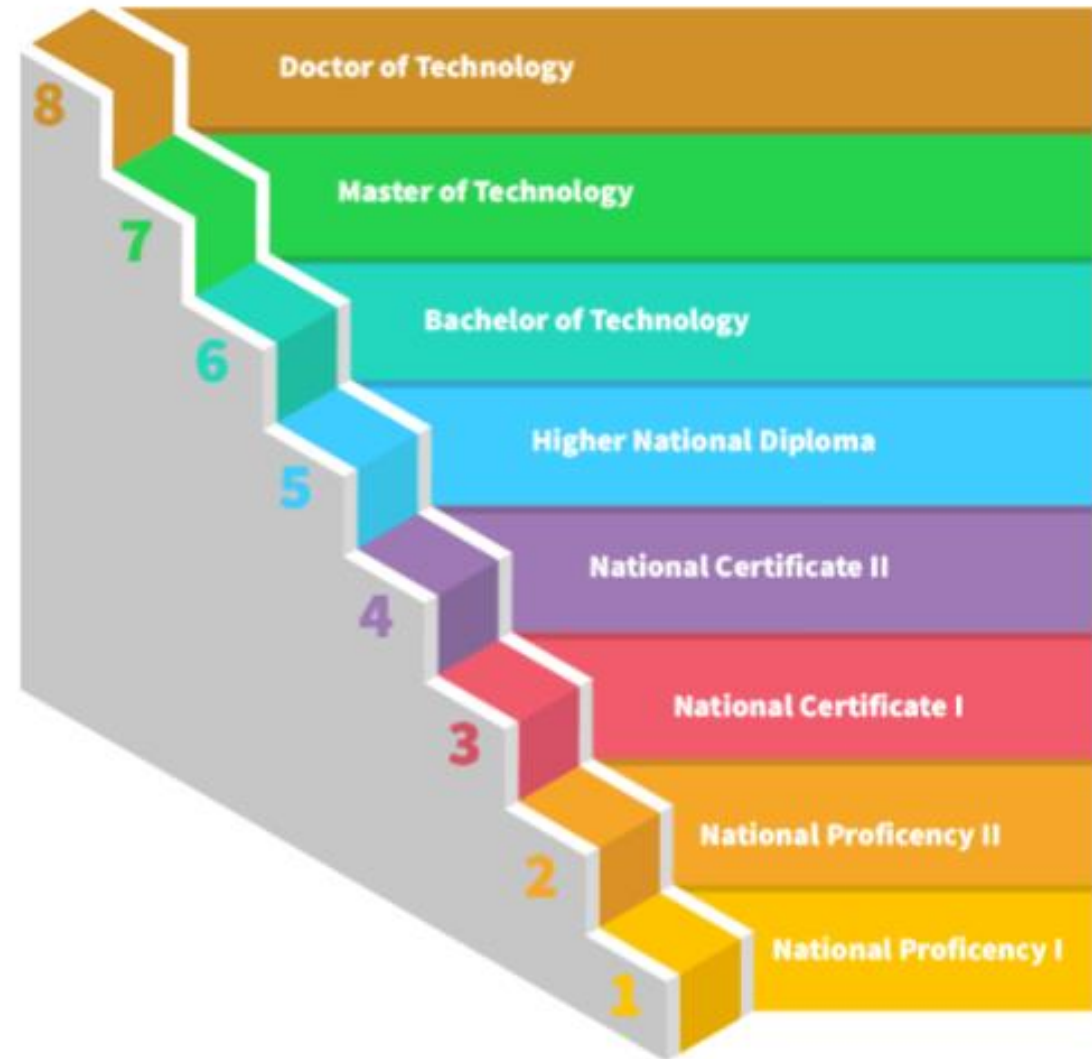
Myanmar National Qualifications Framework (MNQF) and ASEAN Regional Qualifications Reference Framework (AQRF)

Dr. Kyi Shwin
Rector, YUFL
Secretary, NAQAC



Purpose of the Talk

To discuss the importance of a qualifications framework at the national level and the relevance of aligning the MNQF with the AQRF



With Respect to **Mike Coles**,
Advisor of European
Qualifications Framework, who
worked (2012-2015) as a trainer
and mentor for AQRF
development project.



Type of My Lecture

20%
Personal
Accounts

80% Knowledge
Sharing

2 Driving Forces that Changed the World's Education Landscape

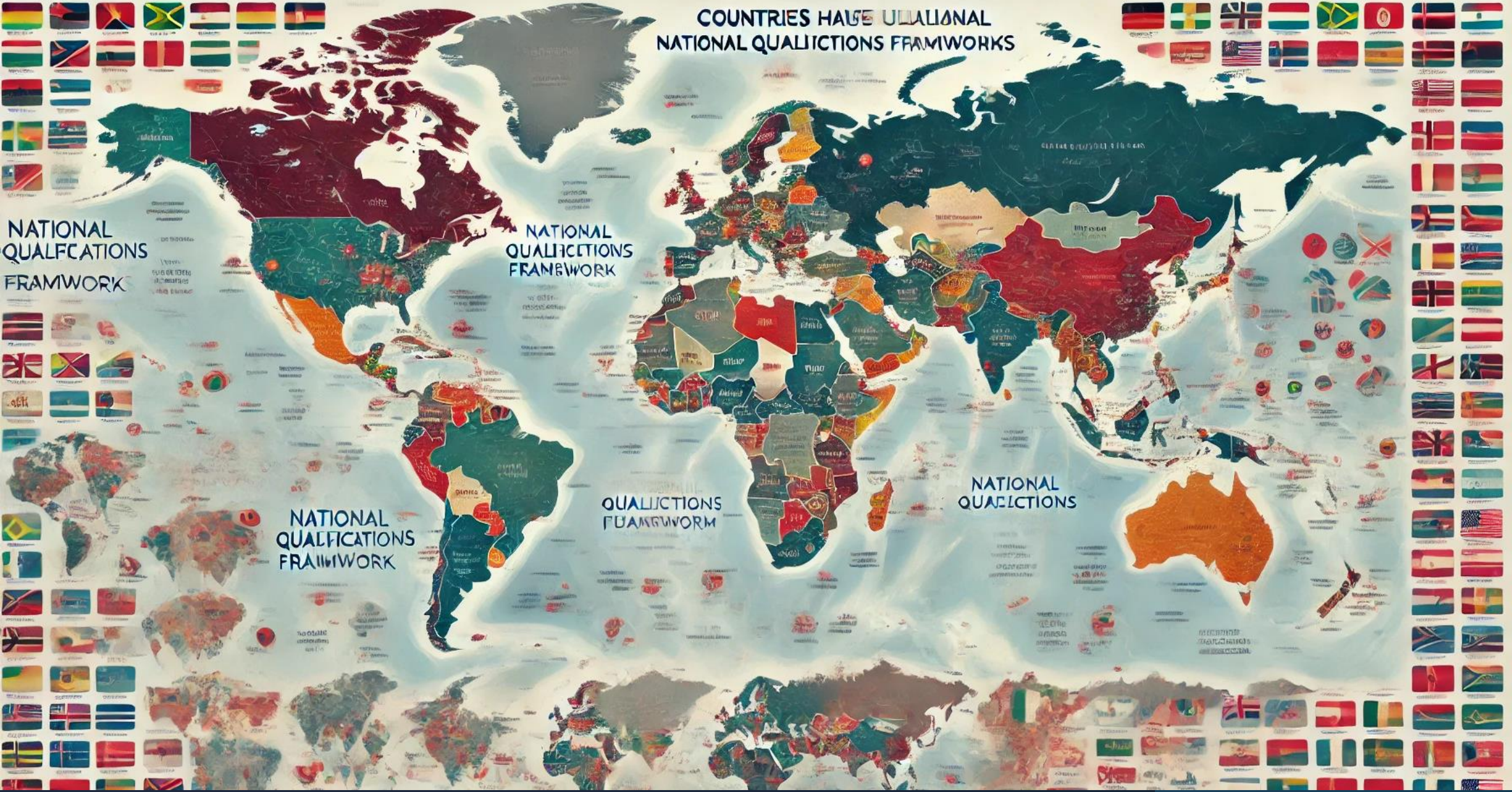
1990s

New Zealand introduced its NQF in the early 1990s as a means to organize and standardize the qualifications within the country's education and training systems. The primary goal was to ensure that qualifications were consistent, transparent, and aligned with the needs of the labor market, thereby improving the overall quality of education and training.

1999

Bologna Declaration: 29EUC: aimed to create a more coherent and compatible higher education system across Europe. Its primary goals were to ensure comparability in the standards and quality of higher education qualifications, to facilitate student mobility across Europe, and to enhance the employability of graduates in a unified European labor market.

COUNTRIES HAVE NATIONAL QUALIFICATIONS FRAMEWORKS



List of Countries with NQF

Africa

South Africa
Kenya
Namibia
Mauritius
Botswana
Zambia
Ghana
Nigeria
Rwanda

• **Asia**

- Australia
- S. Korea
- New Zealand
- Malaysia
- Myanmar
- Indonesia
- Philippines
- Thailand
- Vietnam
- India
- Sri Lanka
- Pakistan

• **Europe**

- United Kingdom
- Ireland
- France
- Germany
- Netherlands
- Belgium
- Sweden
- Norway
- Denmark
- Finland
- Poland
- Portugal
- Spain
- Italy
- Austria
- Hungary
- Czech Republic
- Lithuania
- Estonia
- Latvia
- Slovakia

• **North America:**

- Canada
- Mexico

• **South America:**

- Brazil
- Chile
- Colombia
- Peru

• **Middle East:**

- United Arab Emirates
- Qatar
- Saudi Arabia

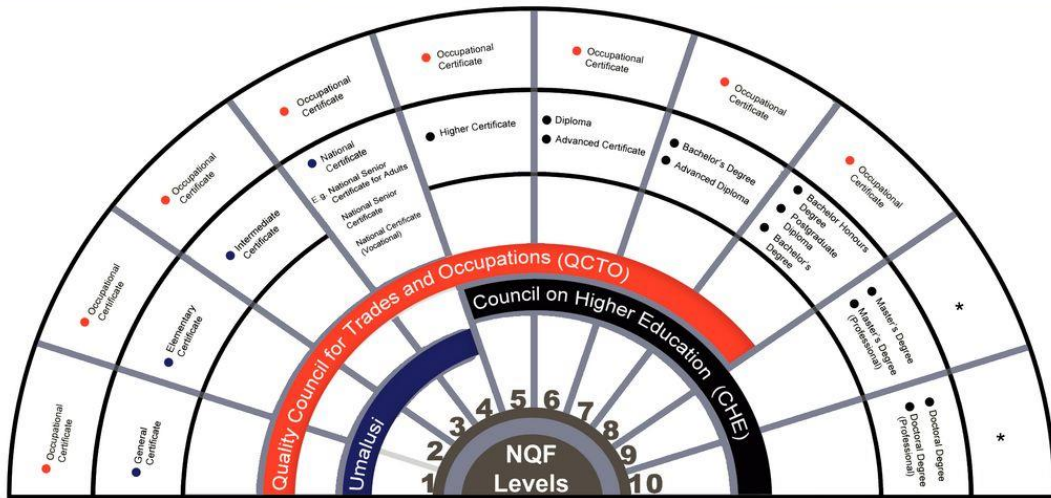
• **Oceania:**

- Fiji
- Papua New Guinea

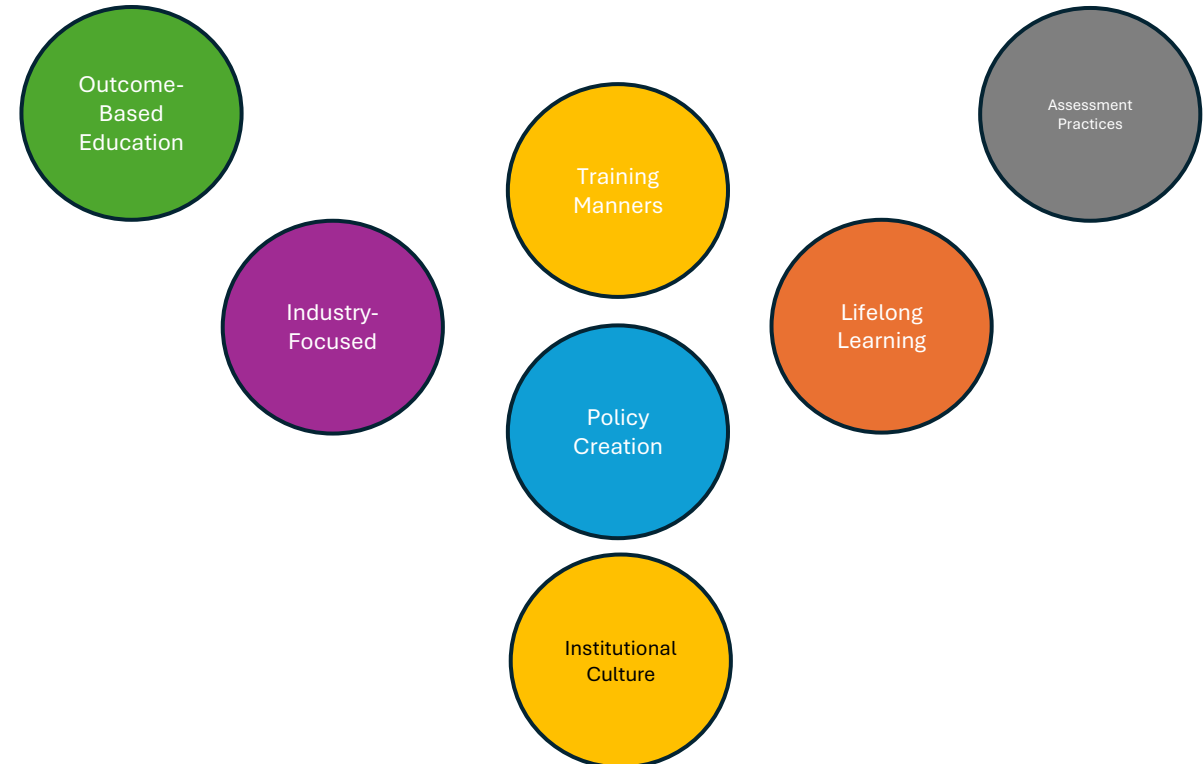
Why Nations Developed National Qualifications Frameworks



NATIONAL QUALIFICATIONS FRAMEWORK SUB-FRAMEWORKS AND QUALIFICATION TYPES



Umalusi is responsible for the General And Further Education And Training Qualifications Sub-Framework on NQF Levels 1 - 4
 Council on Higher Education is responsible for the Higher Education Sub-Framework on NQF Levels 5 - 10
 Quality Council for Trades and Occupations is responsible for the Occupational Qualifications Sub-Framework on NQF Levels 1 - 8



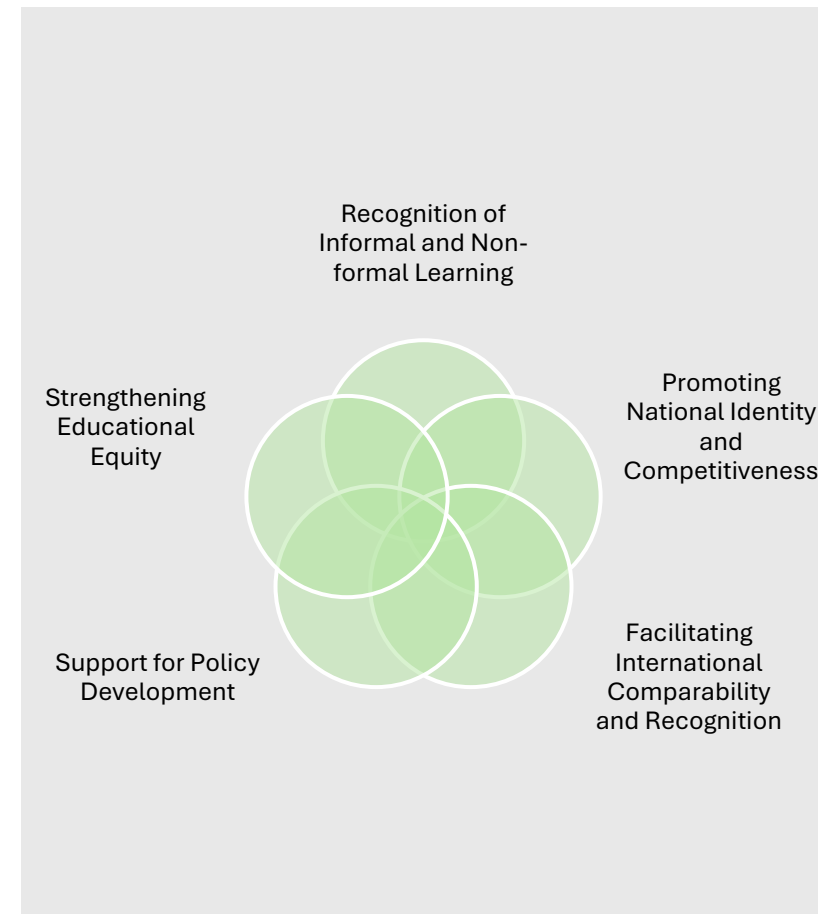
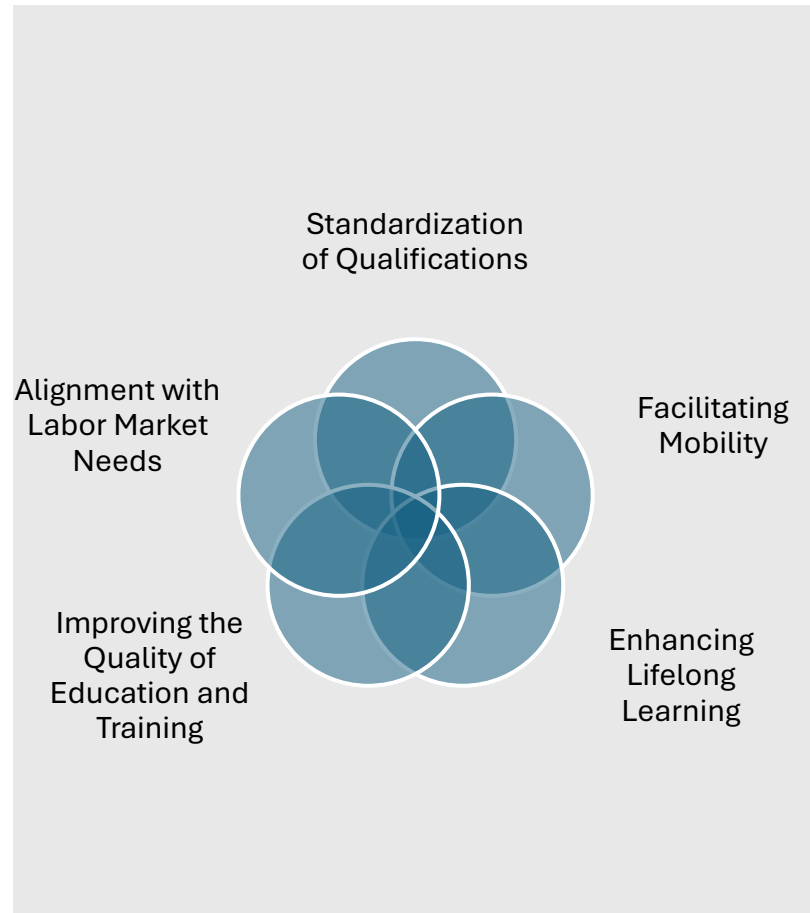
Why we need a qualifications framework at national level

Standardization of Qualifications	NQFs provide a standardized way of describing qualifications and their levels across different sectors and institutions. This helps in ensuring consistency and transparency in the quality and level of education and training provided.
Facilitating Mobility	NQFs support the mobility of learners and workers both within the country and internationally by providing clear and comparable qualifications. This is particularly important in regions like the European Union, where cross-border mobility of workers and students is common.
Enhancing Lifelong Learning	By clearly defining levels and pathways, NQFs encourage lifelong learning. Individuals can easily see how they can progress from one qualification level to another, promoting continuous skill development and career advancement.
Improving the Quality of Education and Training	By clearly defining levels and pathways, NQFs encourage lifelong learning. Individuals can easily see how they can progress from one qualification level to another, promoting continuous skill development and career advancement.
Alignment with Labor Market Needs	NQFs are often designed to align educational qualifications with the skills and competencies required in the labor market. This helps in reducing skills mismatches and ensures that the workforce is equipped with the relevant skills needed by employers.

Why we need a qualifications framework at national level

Recognition of Informal and Non-formal Learning	NQFs provide a mechanism for recognizing learning that takes place outside formal education systems. This is important for valuing the skills and knowledge acquired through work experience, community involvement, or other non-formal learning environments.
Promoting National Identity and Competitiveness	Developing a unique NQF can be a way for a country to assert its educational identity and demonstrate its commitment to developing a skilled and educated workforce. It can also help improve the country's competitiveness in the global economy.
Facilitating International Comparability and Recognition	NQFs make it easier to compare and recognize qualifications across countries, facilitating international cooperation in education and training, and helping individuals with qualifications from one country to have them recognized in another.
Support for Policy Development	NQFs provide a framework for the development and implementation of education and training policies. They can serve as a tool for governments to monitor and regulate the education system, ensuring that it meets national goals and objectives.
Strengthening Educational Equity	By clearly defining pathways and qualifications, NQFs can help ensure that all individuals, regardless of background, have access to education and training opportunities, contributing to social equity and inclusion.

Why we need a qualifications framework at national level: Which One Agrees with YOU!



Introducing MNQF: Objectives

အခန်း(၁)

မြန်မာနိုင်ငံအမျိုးသားပညာရေးအဆင့်မူဘောင်၏ရည်မှန်းချက်များ

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- (၁) အရည်အသွေးအာမခံမှု၊ အရည်အသွေးစံနှုန်းများနှင့် သင်ယူမှုရလဒ် ဆိုင်ရာ အမျိုးသားရေး မူဝါဒများခိုင်မာစေရန်နှင့် လိုက်လျောညီထွေဖြစ်စေရန်၊
- (၂) ပညာရေးပြုပြင်ပြောင်းလဲမှု၏ တစ်စိတ်တစ်ဒေသအဖြစ် လူပုဂ္ဂိုလ်တစ်ဦးချင်းစီ၏ လိုအပ်ချက်၊ အလုပ်အကိုင်ခန့်ထားသူများ၏လိုအပ်ချက်နှင့် လုပ်ငန်းခွင်လိုအပ်ချက်များနှင့် ကိုက်ညီသော ဘွဲ့ဒီဂရီနှင့် သင်တန်းများဖြစ်စေရန်နှင့် ပညာအရည်အသွေးအပေါ် အများပြည်သူ၏ ယုံကြည်မှုကို တိုးမြှင့်လာစေရန်၊
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Key Objectives

အခန်း(၁)

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Key Objectives

- To reinforce national policies on quality assurance, standards and the learning outcomes of qualifications
- To ensure qualifications are responsive to individual, employer and industry needs, as part of education reform, and to promote public trust in the integrity of qualifications
- To make qualifications transparent and comparable within and across national borders and to facilitate the recognition of Myanmar qualifications by the international community
- To link certificate and diploma levels with undergraduate and postgraduate level education by creating appropriate pathways
- To support mobility of learners and employees by facilitating a credit transfer system
- To support flexible education and lifelong learning through recognition of prior learning gained through formal, non-formal and informal means
- To convince all stakeholders to view academic and vocational qualifications as equally valid and important for national development
- To assist the codification of the capacity and capability of Myanmar's human resources.

Levels and Qualification Types

SECTION TWO

Qualification Types of National Qualifications Framework (NQF)

Table 1: Qualification Types of National Qualifications Framework (NQF)

Level		Qualifications in Formal Education			Qualifications in Non-Formal Education
8	Tertiary	Doctoral Degree			
7		Master's Degree			
6		Postgraduate Diploma, Postgraduate Certificate Bachelor (Honours) Degree Bachelor Degree			
5	Short Cycle Tertiary		Advanced Diploma (1-3 years)	TVET Diploma (2-3 years)	
4	Post-Secondary Non-Tertiary		Diploma/Certificate (1 year)	TVET Certificate (Less than 1 year)	Vocational / Skills Certificate
3	Basic	High School (Upper Secondary)		Technical and Vocational High School	Vocational / Skills Certificate
2		Middle School (Lower Secondary)			*Vocational / Skills Certificate
1		Primary School			*Vocational / Skills Certificate

Note: * This level is only for those who are in working age permitted in the respective labour laws.

Level Descriptors: Higher Education

SECTION THREE Level Descriptors of National Qualifications Framework (NQF)

Table 2: Level Descriptors of National Qualifications Framework (NQF)

	Knowledge and Skills	Application	Attributes
	Knowledge and skills that demonstrate:	Applied in contexts that:	Demonstrating:
8	<ul style="list-style-type: none"> Most advanced and specialized level of knowledge that is at the frontier of a field Independent and original thinking and research, resulting in creation of new knowledge or practice Ability to identify, conceptualise and offer original and creative insights into new, complex and abstract ideas and information 	<ul style="list-style-type: none"> Are highly complex and specialized with new or evolving aspects Involve the development and testing of new theories to resolve highly complex, abstract and emergent issues Require authoritative and expert judgement in management Require significant responsibility for extending professional knowledge and innovative practice and creation of new ideas or processes 	<ul style="list-style-type: none"> Highest level of professionalism and integrity Seeking new approaches in a specialist field Appreciation of complex and potentially divergent ethical standards and working to resolve these and tackle emerging ethical issues
7	<ul style="list-style-type: none"> Mastery of a body of knowledge at the forefront of a field Highly critical and independent thinking to extend or redefine knowledge or practice 	<ul style="list-style-type: none"> Are complex and unpredictable involving some new or evolving aspects Involve the development and testing of innovative solutions to resolve abstract and emergent issues Require significant and expert judgement in management Require responsibility for extending and challenging professional knowledge and practice 	<ul style="list-style-type: none"> High level of professionalism and commitment to own field. Consideration and role modelling of the ethical norms of the profession and appreciation of emerging ethical issues
6	<ul style="list-style-type: none"> Specialized technical or / and theoretical knowledge within a specific field Ability to critically analyse, evaluate and/or synthesise concepts, information and issues drawn from a wide range of sources to generate ideas 	<ul style="list-style-type: none"> Are complex and subject to change Require development of solutions to resolve complex and abstract issues Involve the use of initiative, adaptability and self-direction, and taking responsibility in individual or collective work Require significant judgement 	<ul style="list-style-type: none"> Commitment to professionalism, self-education and continuous improvement of own work Conscious, active acceptance and promotion of the ethical standards of the profession

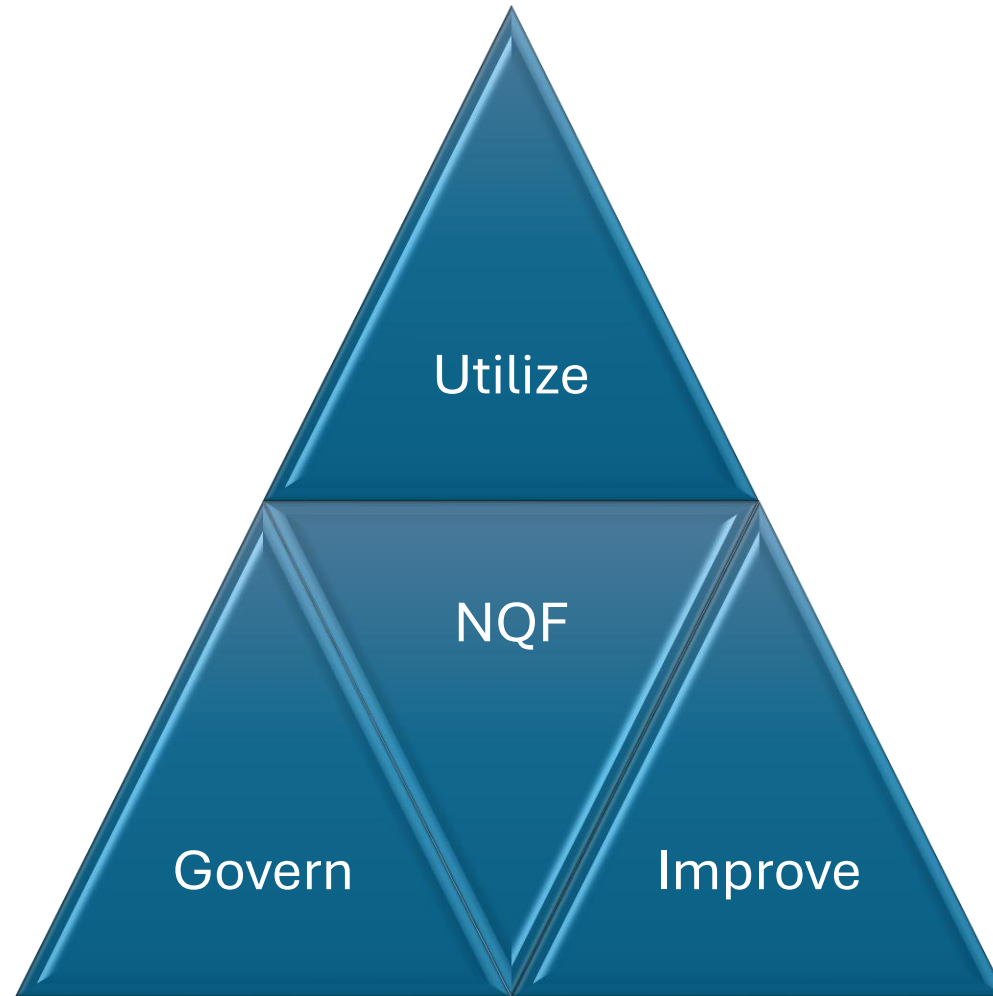
Level Descriptors: Tertiary Short Cycles

	Knowledge and Skills	Application	Attributes
	Knowledge and skills that demonstrate:	Applied in contexts that:	Demonstrating:
5	<ul style="list-style-type: none"> Detailed technical or / and theoretical knowledge of a general field Analytical thinking and ability to apply different methods of knowledge acquisition to own field 	<ul style="list-style-type: none"> Are often subject to change Involve resolving complex and sometimes abstract issues Require minimal guidance with self-direction and self-evaluation in individual or collective work Require valid judgement 	<ul style="list-style-type: none"> Commitment to high quality professional work Acceptance for and genuine representation of the social role and values of the profession, trade or craft
4	<ul style="list-style-type: none"> Theoretical or / and technical knowledge with general coverage of a field Ability to gather new information and correct and adapt processes 	<ul style="list-style-type: none"> Are generally predictable but subject to change Involve resolving unfamiliar issues Require broad guidance with some self-direction Involve sound judgment in coordination 	<ul style="list-style-type: none"> Commitment to the profession and quality work Application of ethical norms and legal rules in decision making, and comprehending the correlation between values and behaviour

Level
Descriptors:
Vocational
1-3

3	<ul style="list-style-type: none"> • Knowledge of general principles and facts, and some theoretical and conceptual aspects in a field • Ability to select and apply appropriate basic methods, tools and materials and information 	<ul style="list-style-type: none"> • Are stable with some aspects subject to change • Involve resolving some issues independently • Require general guidance • Involve judgement and discretion in planning 	<ul style="list-style-type: none"> • Commitment to own field of interest • Compliance with accepted social norms
2	<ul style="list-style-type: none"> • General and factual knowledge in a field • Ability to undertake standard actions or techniques 	<ul style="list-style-type: none"> • Are structured and stable • Involve resolving familiar issues • Require regular supervision • Involve some discretion and judgement 	<ul style="list-style-type: none"> • Openness to different activities and developing own knowledge • Awareness of fundamental moral and collective values, basic civil rights and responsibilities
1	<ul style="list-style-type: none"> • Basic or general knowledge in a field • Following simple rules to undertake simple, straightforward and routine actions 	<ul style="list-style-type: none"> • Are highly structured and well-defined • Involve resolving simple and familiar issues • Require close support and supervision • Require minimal discretion or judgement 	<ul style="list-style-type: none"> • Willingness to understand tasks and motivation to implement them successfully • Readiness to work together and share knowledge with others

If you possess NQF, then....



ASEAN Qualifications Reference Framework



1st ASEAN Qualifications Reference Framework (AQRF) Committee Meeting and 1st Technical Expert Workshop
9-10 February 2017, Jakarta, Indonesia

What is ASEAN Qualifications Reference Framework Committee?

Second Most Active Regional Group in the World!

Second After EQF

Key Functions of the AQRF Committee:

- **Oversight and Guidance:** The committee provides oversight and guidance to ASEAN member states as they undertake the process of referencing their national qualifications frameworks (NQFs) to the AQRF.
- **Evaluation of Referencing Reports:** One of the key responsibilities of the AQRF Committee is to review and evaluate the referencing reports submitted by member states. These reports document how a country's NQF aligns with the AQRF, and the committee ensures that the alignment meets the agreed-upon criteria and procedures.
- **Quality Assurance:** The committee ensures that the referencing process adheres to high standards of quality assurance. This involves verifying that the qualifications being referenced are credible, reliable, and aligned with the AQRF's objectives.
- **Capacity Building:** The committee may also engage in capacity-building activities to support member states in the referencing process. This could include providing training, resources, and technical assistance to help countries align their NQFs with the AQRF.
- **Facilitating Regional Cooperation:** The AQRF Committee plays a crucial role in promoting regional cooperation in education and qualifications recognition. By ensuring consistent and transparent referencing, the committee supports the broader goals of ASEAN integration in education and employment.
- **Reporting and Communication:** The committee is responsible for reporting on the progress of AQRF implementation to relevant ASEAN bodies and ensuring effective communication among member states, stakeholders, and international partners.
- **Continuous Improvement:** The AQRF Committee also looks at ways to continuously improve the framework and its implementation, ensuring it remains relevant and effective in achieving its objectives.

Why AQRF



Level Descriptors of AQRF

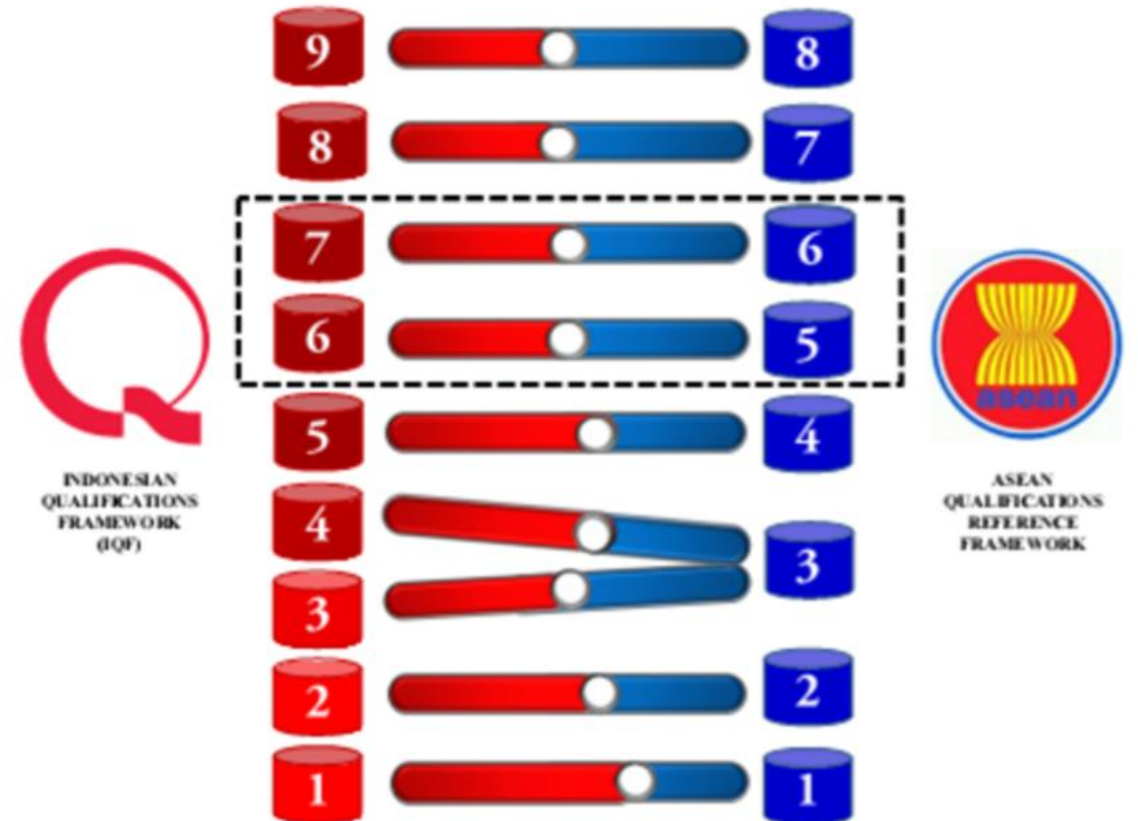
Knowledge and Skills		Application and Responsibility
Demonstration of knowledge and skills that:		The contexts in which knowledge and skills are demonstrated:
Level 8	<ul style="list-style-type: none"> is at the most advanced and specialised level and at the frontier of a field involve independent and original thinking and research, resulting in the creation of new knowledge or practice 	<ul style="list-style-type: none"> are highly specialised and complex involving the development and testing of new theories and new solutions to resolve complex, abstract issues require authoritative and expert judgment in management of research or an organisation and significant responsibility for extending professional knowledge and practice and creation of new ideas and or processes.
Level 7	<ul style="list-style-type: none"> is at the forefront of a field and show mastery of a body of knowledge involve critical and independent thinking as the basis for research to extend or redefine knowledge or practice 	<ul style="list-style-type: none"> are complex and unpredictable and involve the development and testing of innovative solutions to resolve issues require expert judgment and significant responsibility for professional knowledge, practice and management
Level 6	<ul style="list-style-type: none"> is specialised technical and theoretical within a specific field involve critical and analytical thinking 	<ul style="list-style-type: none"> are complex and changing require initiative and adaptability as well as strategies to improve activities and to solve complex and abstract issues
Level 5	<ul style="list-style-type: none"> is detailed technical and theoretical knowledge of a general field involve analytical thinking 	<ul style="list-style-type: none"> are often subject to change involve independent evaluation of activities to resolve complex and sometimes abstract issues
Level 4	<ul style="list-style-type: none"> is technical and theoretical with general coverage of a field involve adapting processes 	<ul style="list-style-type: none"> are generally predictable but subject to change involve broad guidance requiring some self-direction and coordination to resolve unfamiliar issues
Level 3	<ul style="list-style-type: none"> includes general principles and some conceptual aspects involve selecting and applying basic methods, tools, materials and information 	<ul style="list-style-type: none"> are stable with some aspects subject to change involve general guidance and require judgment and planning to resolve some issues independently
Level 2	<ul style="list-style-type: none"> is general and factual involve use of standard actions 	<ul style="list-style-type: none"> involve structured processes involve supervision and some discretion for judgment on resolving familiar issues
Level 1	<ul style="list-style-type: none"> is basic and general involve simple, straightforward and routine actions 	<ul style="list-style-type: none"> involve structured routine processes involve close levels of support and supervision

Current Trends in Utilizing NQFs

Integration of Digital and Emerging Skills	Recognition of Micro-Credentials	Incorporation of Lifelong Learning	International Alignment and Comparability
Focus on Competence-Based Frameworks	Enhanced Quality Assurance Mechanisms	Inclusion of Soft Skills and Transversal Competencies	Support for Work-Based Learning and Apprenticeships
Focus on Green Skills and Sustainable Development	Use of Technology for NQF Implementation	Community and Stakeholder Engagement	Inclusion and Equity

The ASEAN Qualifications Reference Framework (AQRF) is a common platform that enables comparisons of qualifications across ASEAN member states. "Referencing" in the context of the AQRF is the process by which a member state's national qualifications framework (NQF) is compared and aligned with the AQRF. This process helps ensure that qualifications are recognized and understood across the ASEAN region, promoting mobility of students and professionals.

What is referencing?



Latest Development in ASEAN Member States

Progress in NQF Referencing Malaysia, Thai Indonesia, Philippines	Focus on Quality Assurance IQA & EQA Outcome-Based Education	Engagement with the Private Sector
Ongoing Referencing Efforts Vietnam, Cambodia, Laos, Myanmar	Digital Recognition of Qualifications	Future Directions

Key Aspects of Referencing in AQRF

National Qualifications Framework (NQF): Each ASEAN member state has its own NQF, which defines the levels of education and qualifications in that country. Referencing involves mapping these national qualifications to the AQRF levels.

Criteria and Procedures: The AQRF provides a set of criteria and procedures that member states must follow when referencing their NQFs to the AQRF. This ensures transparency, consistency, and reliability in the referencing process.

Quality Assurance: Referencing includes a quality assurance mechanism to ensure that the qualifications being compared are credible and meet certain standards. This involves input from various stakeholders, including educational institutions, government bodies, and employers.

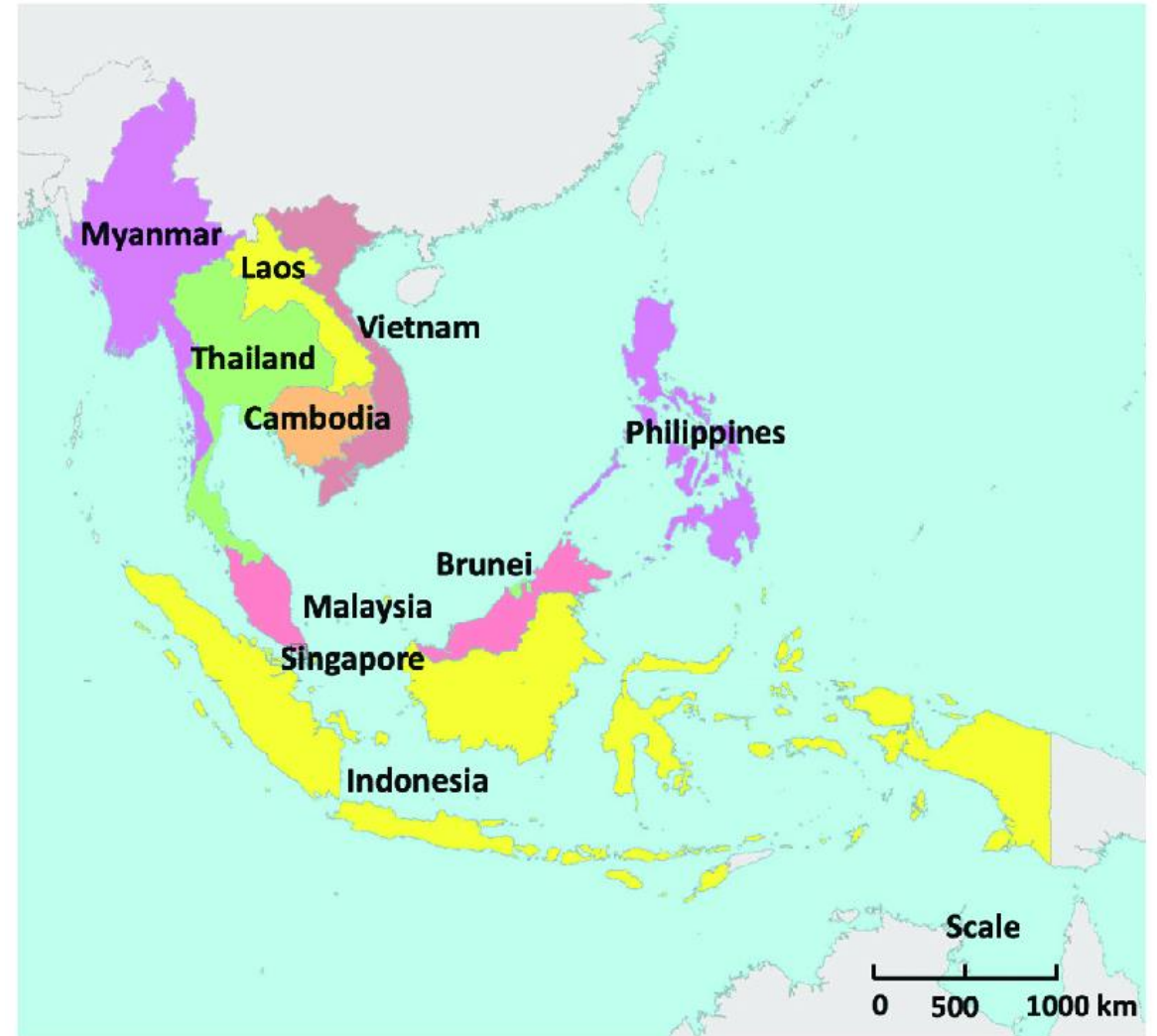
Consultation and Documentation: The referencing process requires extensive consultation with national stakeholders and documentation of how the NQF aligns with the AQRF. This documentation is reviewed and validated by an independent panel.

Report Submission: Once the referencing process is complete, the member state submits a referencing report to the AQRF Committee, which reviews and endorses the alignment of the NQF with the AQRF.

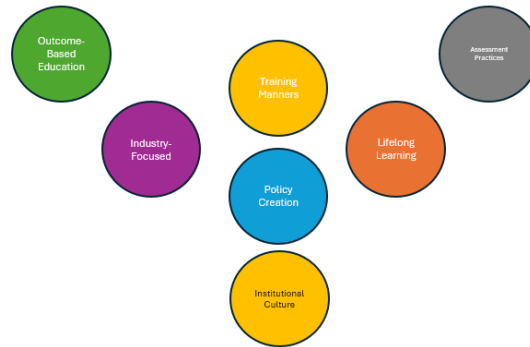
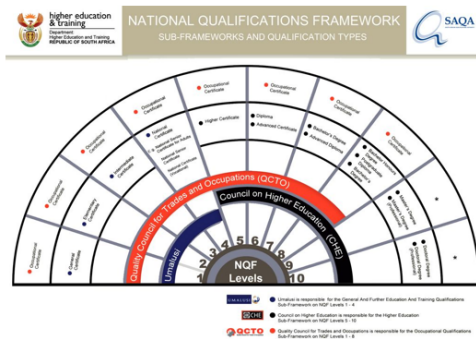
Recognition: Successfully referencing to the AQRF enhances the recognition of qualifications across ASEAN, facilitating the mobility of students, workers, and professionals within the region.

Malaysia, Thai, Indonesia,
Philippines

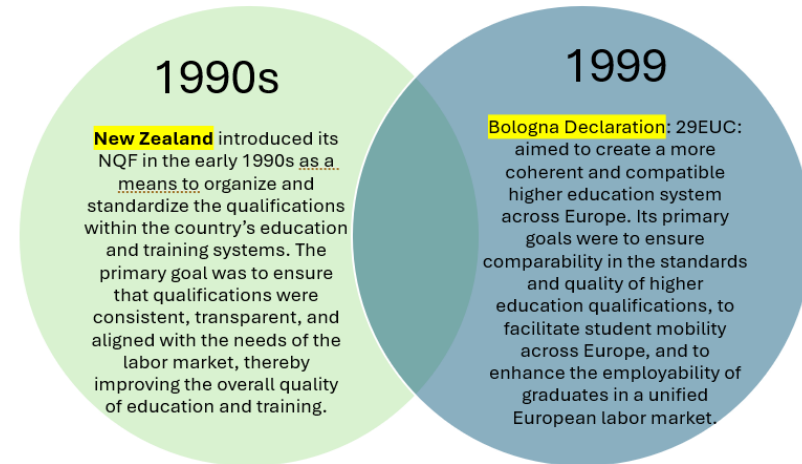
Who are the giants in ASEAN?



Why Nations Developed National Qualifications Frameworks



2 Driving Forces that Changed the World's Education Landscape



Thailand, Malaysia, Indonesia, Philippines took these great opportunities!!!!

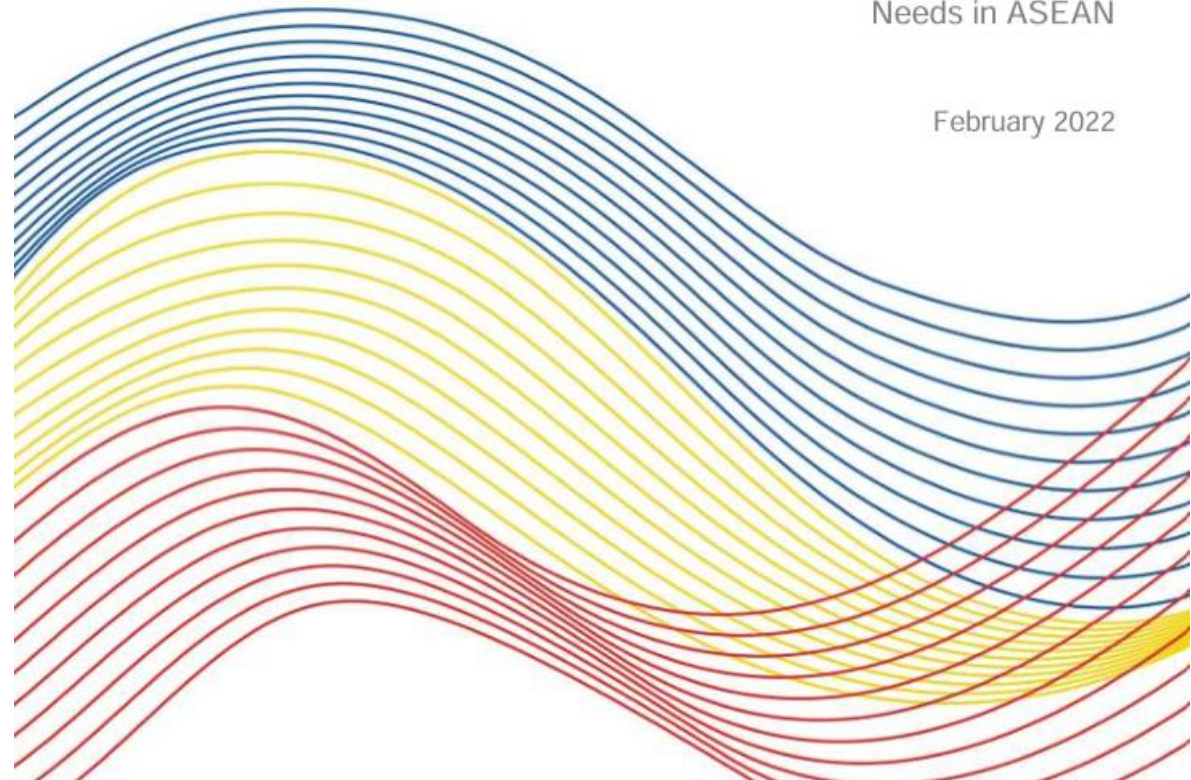
Latest Works
of AQRF:
Digital
Recognition of
Qualifications



Digital Credential Recognition

Mapping and Identification of Digital Credit Transfer System
Needs in ASEAN

February 2022



Latest Works of AQRF: Third-Party Comparisons by FG3

A comparative study between the AQRF and individual N/RQFs with recommendations focusing on recognition of qualifications, mobility, and benchmarking.

DELEGATION OF RESPONSIBILITIES	
Responsible Country	Comparative Study between the AQRF and the NQF/RQF
Malaysia	European Qualifications Framework (EQF)
Thailand	China [National Vocational Qualification (NVQ)]
Philippines	Middle East Qualifications Framework (Arab Qualifications Framework for Higher Education, National Qualifications Framework for the UAE) , New Zealand Qualifications Framework and Australian Qualifications Framework
Myanmar	South Korea [Korean Qualifications Framework (KQF)]
Indonesia	Japan Qualifications System and Southern African Development Community (SADC)
Viet Nam	Qualifications Framework

Download PDF Files

Myanmar National Qualifications Framework (MNQF)

- https://1drv.ms/b/s!AvZHI25_x2lQgY05FUXilvBU4Xco0A?e=Lfr7aM
- https://1drv.ms/b/s!AvZHI25_x2lQgY09aeATseAbCsN3xA?e=UIWjZp

[MNQF Myanmar - Edited Version 23-1-23.pdf](#)