DECLARATION ON ARTICULATION AND FLEXIBLE PATHWAYS

We, the delegates gathered here at the 3rd NQF Conference, acknowledge and understand that:

- The NQF community achieved a great deal regarding systemic redress, access, progression, quality and transparency in the context of the NQF;
- there is a need, as expressed in the White Paper for Post-School Education and Training, to focus on systemic and specific articulation – to enhance learners’ movement into and through institutions of learning and workplaces; and
- There are at least three ways to understand articulation – as ‘systemic articulation’, ‘specific articulation’ and ‘supporting learners as they navigate barriers to their learning pathways’.
- the education and training system should use all three ways for implementation.

We note the following articulation enablers, as identified in SAQA’s National Articulation Baseline Study, and further elaborated at various national articulation workshops:

- advocacy of the NQF;
- allocating resources for articulation;
- developing collaborative relationships for curriculum alignment and advocacy of learning-and-work pathways;
- establishing, committing to, and implementing formal articulation agreements;
- inclusive admission criteria;
- flexible learning and teaching approaches to enable student progression;
- creating entrepreneurship and entrepreneurship hubs; and
- research to support articulation.

We commit to:
1. deepening the culture of articulation, by enhancing learner access and progression in learning and work;
2. finalising and implementing the Community Development, Early Childhood Development, and Engineering pathways as agreed, within the agreed timelines;
3. calling on all other sectors to develop and implement similar plans for learning pathways; and
4. reconvening in three years, to reflect on our progress and share articulation advances with this community.

Signed by the SAQA CEO on 19 September 2019