



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