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الهيئة الوطنية للمؤهلات
NATIONAL QUALIFICATIONS AUTHORITY



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3rd May 2015

To whom it may concern

The National Qualifications Authority, United Arab Emirates

At the NQA- UAE (www.nqa.gov.ae), our purpose is to have distinct high-quality national qualifications that enhance economic and social development. We aim to achieve that by reinforcing the links between learning outcomes and the labour market; developing RPL policies; licensing vocational education and training programs and institutions and standards for the accreditation of qualifications; facilitating the transfer of individuals between the general, higher and vocational education and training pathways; and supporting the concept of lifelong learning through the recognition of learning outcomes of each individual in the society.

It was in our quest for a Senior Expert of Education Policy during the final, but more difficult stages of the development of the QF-Emirates, that we came across **Dr. Sushita Gokool-Ramdoe**. Upon our request she submitted a document on **The Articulation of learning outcomes for Levels 1-4 of the Qualifications Framework Emirates**, which proved to be helpful. The document reflected her excellent and broad experiences in education policies.

We were highly pleased with her discussion on how aspects of the QF Emirates constituted the backbone on which the Levels 1-4 of a National Qualifications Framework (NQF) could be grafted to enable the socio-economic integration of a diverse range of participants towards their Emiratisation. The audience of concern was the influx of migrants to the United Arab Emirates. She has effectively articulated the QF Emirates with regard to the inflow of migrants, the skill requirements in the United Arab Emirates (UAE) and the existing Qualifications Framework (QF). Taking a head-on approach, she has addressed the concerns that had impeded the realisation of the Emirati vision of the UAE being the gateway between the East and the West. In developing a framework anchored onto the existing QF Emirates such that the literacy skills, including functional literacy, through financial literacy to workplace literacy, of each person on the Emirati territory can be successfully tapped for their optimal participation in the development of the UAE, she has contributed towards making of the QF Emirates one of the most forward looking NQFs by aligning the TVET sector with mainstream education and developing pathways and bridges across both sectors. She made explicit the necessary fluid articulation between the private and public sectors, permeable professional and vocational disciplines, and strategic collaboration between bigger and smaller organizations as well as close co-operations between universities' and companies' search for innovation to provide lifelong learning opportunities.

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It is important to note that in the regulatory field, there is more research on the upper parts (related to the academic and professional streams) of an NQF than on the lower parts. Her ability to articulate pedagogical and social issues around the lower levels of an NQF is a scarce expertise. Sushita has inspired trust and confidence during the time that she collaborated with us. She has doggedly put together disparate issues on the QF-Emirates in a skilful way that enables dialog among them in an effective manner that helpfully addressed our growing concern to emiratise migrants such that this audience could optimise lifelong learning opportunities available in the Emirates. Her most powerful contribution was in extending the approach to lifelong learning to include learning in lifewide settings. This is especially useful with regard to the UAE Knowledge Village, which is concerned not only with increasing participation rates in higher education, but also with widening opportunities for employment in a knowledge-intensive industry and environment with the capacity to attract local and international knowledge workers. She has contributed towards the understanding that the regulatory environment must accommodate the increasing flow of skills that accompany the migrants and support the development of new as well as appropriate integrative skills.

I am pleased to note the continuation of work that she has started with the QF Emirates on the African continent. The ground-breaking work in the context of harmonization of higher education in Africa is long awaited. While with the QF Emirates, she had proposed synchronizing education systems to strategically develop and strengthen the capacity of institutions to respond simultaneously to educational and employability needs of populations, this focus is reinforced for the African context.

I have since maintained contact with Sushita, touching base often enough on major developments in the regulatory world. On her side, she has promoted the QF Emirates in several international forums. I continue to appreciate her insights and heartily commend her to any employer who would wish to benefit from her unique blend of expertise.

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