Developing the African Continental Qualifications Framework (ACQF)

3rd ACQF peer learning Webinar

10/09/2020
Session 1
Eduarda Castel-Branco
QUADRO CONTINENTAL AFRICANO DE QUALIFICAÇÕES (ACQF)

CADRE CONTINENTAL AFRICAIN DES QUALIFICATIONS (ACQF)

الاتحاد الأفريقي

إطار المؤهلات القارية الأفريقية ( الأسهم)
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<tr>
<th>Time (CET)</th>
<th>Session</th>
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<tr>
<td>14.00-14.20</td>
<td>Opening. Introduction and objectives of webinar Brief recapitulation of main learnings / July Webinars</td>
<td>ACQF project team (Eduarda Castel-Branco, ETF)</td>
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<td>14.50-15.00</td>
<td>Questions and answers on Mauritius National Qualifications Framework</td>
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<td>16.00-16.20</td>
<td>Discussion: - Views and impressions by an NQF expert - Comments and questions of participants</td>
<td>Mr Joe Samuels Participants</td>
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<td>16.20-16.40</td>
<td>Interactive joint assessment (using “Mentimeter”) Final conclusions and next steps</td>
<td>ACQF project team (Eduarda Castel-Branco, ETF)</td>
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ACQF Vision

VISION FOR THE ACQF

- Enhance comparability, quality and transparency of qualifications from all sub-sectors and levels of education and training and support people’s lifelong learning outcomes;
- Facilitate recognition of diplomas and certificates, and mobility of learners and workers;
- Work in complementarity with national and regional qualifications frameworks, and support the creation of a common African education space;
- Promote cooperation and alignment between qualifications frameworks (national, regional) in Africa and worldwide.

ACQF:
- **Overarching framework** against which national and regional frameworks and level descriptors - can be calibrated.
- **Referencing (alignment) qualifications framework** – NQFs reference to ACQF following criteria and procedures. Use of ACQF levels in qualifications documents.
- **Catalyst** to develop national frameworks and their instruments
- **Reference** for comparison with other international frameworks

The ACQF will be:

- **INCLUSIVE** qualifications of all levels and sub-systems of education and training
- **RECEPTIVE TO INNOVATION** from new trends and technologies
- **OPEN** to stakeholders’ contribution; good practice from Africa and the world

The ACQF is vital to the processes that contribute to create an African education space:

- Advance the implementation of CESA 2016-2025
- Harmonise higher education in Africa and implement the Pan-African Quality Assurance and Accreditation Framework (PAQAF)
- Implement the AUTVET Strategy to Foster Youth Employment
ACQF MAPPING STUDY - NQF IN AFRICA (38 COUNTRIES)

- Adopted legal act, started implement: 37% (14)
- In developm & consultation: 24% (9)
- Early thinking: 24% (9)
- No NQF: 10% (4)
- Advanced implementation: 5% (2)

42%
ACQF Capacity development 2020-2022

Phase 1 (2020):
July: 2 and 16^{th}
Sept (2 Webinars)
Oct (3 Webinars)

Cases:
African NQFs
African RQFs
International cases
NQFs
EQF
ASEAN QRF
AQF

Phase 1: initial level – peer learning
Phase 2: advanced level
Training + e-learning platform + Webinars
Practical application
ACQF Experts Network: sustainability
ACQF Peer learning 2020 – combination of QF experiences

July 2020
- Kenya, Slovenia, EQF
- Mozambique, ASEAN QRF, Ireland

September 2020
- Mauritis, France, Portugal
- CAMES, Morocco, Bahrain & Arab Qualifications Framework

October 2020
- Angola, Ghana, Egypt, Zimbabwe (8/Oct)
- Zambia, Cabo Verde, SADCQF, EAQFHE (22/Oct)
- South Africa
  - Registers of qualifications-mapping
  - Final debate (29/Oct)
3 case studies today

Case 1: AFRICA
Southern Africa - Mauritius NQF

Longstanding framework (17 years)
NQF – for clarity and coherence of qualification, progression routes, pathways; place of RPL

➤ MQA

Case 2: EUROPE - France

New NQF! New level structure and descriptors
Increased transparency of qualifications, links btw qualifications; communication; place of VAE

➤ France Competences

Case 3: EUROPE - Portugal

NQF – a pillar of the NQS (part of, not an isolated tool)
Key features and aims (integration, parity of esteem, many routes)

➤ ANQEP

➤ 10 levels
➤ Alignment with SADCQF

➤ 8 levels
➤ Referenced to EQF
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<td>3 LLL-RPL, VAE, RVCC</td>
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<td>Digitalisation</td>
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### Mozambique NQF
- 2 sub-frameworks in place: a) HE; b) TVET
- Integrated NQF (in development, consultation 2020) of inclusive scope: 10 levels – incremental process
- LD: K-S-AR
- Governance Qualifications system: CNAQ (HE); ANEP – 20 Sector Committees; employers, TU in Board
- QA system (HE, TVET) in consolidation
- Competence-based qualifications TVET well-rooted
- Credit system in place – but different in HE and in TVET
- Online, complete accessible register – QNQP Professional qualifications framework

### ASEAN QRF (Overarching)
- Hub = NQFs talk to each other
- Build area of trust for mutual recognition, mobility, support
- QA – Guidance website
- Region 10 countries
- 4 countries referenced: Indonesia, Malaysia, Thailand, Philippines
- 8 levels
- LD: KS-Application & Responsibility
- Inclusive scope (LLL): formal, non-formal
- Validation non-formal and informal learning
- Cooperation with other RQFs (EQF...)
- ASEAN QRF Board

### Ireland Qualifications Reference Framework
- Longstanding, used
- 10 levels
- Inclusive scope (LLL)
- Quality of qualifications
- Registers of Qualifications: 1) students; 2) new robust
- Supports LLL policy
- QQI
- EQF and EHEA cooperation: preparing new referencing
- Review, consultation
- Qualifications system was implicit – NQF made it explicit
- Never too early to think about evaluation
- Regional frameworks can be influential
- Covid-19 and NQF: Recognition x Accessibility x QA
- What we have are people!
Some views and questions from participants

- NQF in the “new normal” of the Covid-19 era?
- “Values” – should be part of Level descriptors
- Credit systems – coherence and harmonization?
- Linkages between sub-systems education and training – increasingly seamless...?
- Alignment or referencing - what is best suited for Africa?
Results of interactive assessment (Question 1)

3 key success factors for NQF implementation / 3 facteurs clé de réussite des CNC
NQFs contribute to transparency of qualifications. What does this mean? Les CNC contribuent à la transparence des certifications: ça veut dire?

- Qualifications are trusted/Les qualifications sont fiables
- Qualifications are relevant for the labour market/Les qualifications sont pertinentes pour le marché du travail
- Qualifications support citizens' lifelong learning/Les qualifications soutiennent l'apprentissage tout au long de la vie des citoyens
- Qualifications are based on clear learning outcomes/Les qualifications sont basées sur des résultats d'apprentissage clairs

16

2

2

4
Main benefits of ACQF for the African people/Principaux avantages de l’ACQF pour les peoples d’Afrique
ACQF process: main outputs 2020-2022

1. Mapping study (end: 09/2020)

2. Feasibility analysis

3. ACQF policy and technical document with Action Plan + technical guidelines

5. Capacity development, buy-in: peer learning, training, practical application
Qualifications: means a formal outcome of an assessment and validation process which is obtained when a competent authority determines that an individual has achieved learning outcomes to given standards;

National qualifications framework: means a policy and instrument for the development and classification of qualifications according to a set of criteria for specified levels of learning achieved, which aims at integrating and coordinating national qualifications subsystems and improve the transparency, access, progression and quality of qualifications in relation to the labour market and civil society;
Overarching (Meta-) Qualifications Framework

(Case: EQF)
THANK YOU!

ECB@ETF.EUROPA.EU