Developing the African Continental Qualifications Framework (ACQF)

4th ACQF peer learning Webinar
24/09/2020
Session 1
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QUADRO CONTINENTAL AFRICANO DE QUALIFICAÇÕES (ACQF)

CADRE CONTINENTAL AFRICAIN DES QUALIFICATIONS (ACQF)

إطار المؤهلات القارية الأفريقية (الأسكف)

الاتحاد الأفريقي
Session 1

1. Agenda
2. Context of this webinar: Developing the African Continental Qualifications Framework (ACQF)
3. Recapitulation of main learnings from 3rd Webinar
4. ACQF Mapping Study: a flash overview
<table>
<thead>
<tr>
<th>Time (CET)</th>
<th>Session</th>
<th>Speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.00-14.30</td>
<td>Opening. Introduction and objectives of webinar. Brief recapitulation previous Webinar.</td>
<td>AUC, Mr Chigozie Emmanuel Okonkwo ACQF project team (Eduarda Castel-Branco, ETF)</td>
</tr>
<tr>
<td>15.00-15.10</td>
<td>Questions and answers on Sessions 1 and 2</td>
<td></td>
</tr>
<tr>
<td>15.50-16.15</td>
<td>Discussion - Views and impressions of an NQF expert (10 min) - Comments and questions of participants (15 min)</td>
<td>M. Mamadou Sarr, Professeur Titulaire des Universités. Expert QA CAMES</td>
</tr>
<tr>
<td>16.15-16.40</td>
<td>Interactive joint assessment using Mentimeter Final conclusions and next steps</td>
<td>ACQF project team, Eduarda Castel-Branco, ETF AUC, Mr Chigozie Emmanuel Okonkwo</td>
</tr>
</tbody>
</table>
Session 1

Context of this webinar: Developing the African Continental Qualifications Framework (ACQF)
ACQF Vision

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 AUVET Strategy to Foster Youth Employment
ACQF development 2019-2022: components

1. Evidence (mapping study)
2. Analysis of options for ACQF as sustainable policy instrument
3. ACQF policy and technical document, common guidelines, website
   
For approval by AU organs

Capacity development: mutual learning, common view and concepts, application via support to countries
ACQF Capacity development 2020-2022

Phase 1 (2020):
July: 2 and 16th
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
ACQF Experts Network: sustainability
Training + e-learning platform + Webinars
Practical application

Practical application
ACQF Peer learning 2020 – combination of QF experiences

July 2020
- Kenya, Slovenia, EQF
- Mozambique, ASEAN QRF, Ireland
- Mauritius, France, Portugal

September 2020
- Lesotho, Bahrain & Arab Qualifications Framework

October 2020
- Angola, Ghana, Egypt, Zimbabwe (8/Oct)
- Zambia, Cabo Verde, SADCQF, EAQFHE (22/Oct)
- South Africa EU: Digital Credentials Final debate (29/Oct)
3 case studies today

**Case 1: Lesotho (LQF)**
- Council on Higher Education

**Case 2: Bahrain (BQF)**
- Dr Tarid Alsindi
- General Director of Education and Training Quality Authority (BQO)
- Member of Advisory Board of the HAQAA Initiative (AU-EU Harmonisation of African Higher Education Quality Assurance and Accreditation)

**Case 3: Arab Qualifications Framework (AQF)**
- Dr Tarid Alsindi
- General Director of Education and Training Quality Authority of Bahrain (BQO)
Session 1

Recapitulation main learnings from 3rd Peer Learning Webinar (10/09/2020)
## Peer learning themes: how are we covering them?

<table>
<thead>
<tr>
<th>Theme</th>
<th>Webinar 1</th>
<th>Webinar 2</th>
<th>Webinar 3</th>
<th>Webinar 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 * NQFs and NQS: context, objectives, evolution</td>
<td>KNQF, SQF, EQF</td>
<td>Moz NQF, NFQ</td>
<td>Mauritius, France, Portugal</td>
<td>LQF, BQF</td>
</tr>
<tr>
<td>* Scope, type of NQF</td>
<td>EQF</td>
<td></td>
<td></td>
<td>LQF, BQF</td>
</tr>
<tr>
<td>* LLL-RPL, VAE, RVCC</td>
<td></td>
<td></td>
<td>Mauritius, France, Portugal</td>
<td>BQF</td>
</tr>
<tr>
<td>* Digitalisation</td>
<td></td>
<td></td>
<td>Portugal</td>
<td></td>
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<tr>
<td>* Impact, contribution</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 RQF</td>
<td>EQF</td>
<td>ASEAN QRF</td>
<td>Mauritius on SADCQF</td>
<td>AQF</td>
</tr>
<tr>
<td>3 Developing &amp; implementing NQF</td>
<td>Kenya, Slovenia</td>
<td>Mozambique, Ireland</td>
<td>Mauritius, France, Portugal</td>
<td>LQF, BQF</td>
</tr>
<tr>
<td>4 Learning outcomes: uses, types, role</td>
<td>Slovenia</td>
<td>Mozambique, Ireland ASEAN QRF</td>
<td>Mauritius, France, Portugal</td>
<td>LQF, BQF</td>
</tr>
<tr>
<td>5 Levels and level descriptors</td>
<td></td>
<td>ASEAN QRF</td>
<td>France</td>
<td>LQF, BQF</td>
</tr>
<tr>
<td>6 NQF data, info: registers, catalogues, databases</td>
<td>Slovenia</td>
<td>Mozambique</td>
<td>Mauritius, Portugal, France</td>
<td></td>
</tr>
<tr>
<td>7 Quality assurance</td>
<td>Kenya, Slovenia</td>
<td>Mozambique, Ireland</td>
<td></td>
<td>BQF</td>
</tr>
<tr>
<td>8 Governance NQF</td>
<td>Kenya, Slovenia</td>
<td>Mozambique, Ireland</td>
<td>Mauritius, France, Portugal</td>
<td>LQF, BQF</td>
</tr>
<tr>
<td>9 Review &amp; monitoring QFs</td>
<td>EQF, Slovenia</td>
<td></td>
<td>France</td>
<td></td>
</tr>
</tbody>
</table>
Qualifications and Qualifications frameworks

**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;
### Mauritius NQF
- MQA
- Set up in **2003**
- Stop “Jungle Qualifications"
- Integrated NQF. Parity
- **10 levels, 3 strands:** GE, HE, TVET
- LD: learning demand, processes; “types” qualif.
- **Governance Qualifications:** Ministry of Education, MQA, Industry Training Advisory Committees, Registration Committee, Accreditation Comm., Quality Audit Panels
- Changing NQF: shift to mainstream ET; LO; commonly agreed credit system
- Register of qualifications developed sectorwise (Tourism, ICT)
- **Milestones:** QA system, RPL
- International links: alignm. SADCQF; reference with TQF

### France
- France Compétences
  - 3rd generation: **1972; 2002; 2019 new law (8 levels)**
  - Transparency, communication
  - Integrated, inclusive (all types qualifications)
  - Validation non-formal and informal learning – VAE – central place
  - 2 Registers qualifications: 1)RNCP; 2)Repertoire Spécifique (no levels)
  - LD: K-S-RA
  - LM orientation
  - Parity esteem all qualifications
  - Explicit differ QA Training and QA Qualification
  - Referenced to EQF

### Portugal
- **ANQEP**
  - 2007: NQF pillar of NQS
  - 8 levels. KS-Attitude
  - Integrated, inclusive (LLL)
  - Nat Catalogue Qualifications: dynamic tool management competences for country dev and qualifications NQS
  - Making a difference: visibility, legibility; transparency; involvement.
  - Governance: Sector Councils Qualification – no qualification enters the Catalogue without analysis & approval SCQ
  - Referenced to EQF
A major question from a participant (Sierra Leone)

How long does it take to build a robust NQF? How to make it happen at faster pace, any short cuts?
Discussant's views
(Joe Samuels)

Policy learning, not borrowing: learn from many diverse experiences. Important to know better the experiences of FR- and PT-speaking countries

RPL systems working country-wide: inclusion!

Covid-19 is bad, Climate change will be worse - Widened inequality and divide. Building back is not the answer

Top skills 2030 (WEF): take account in design of Level descriptors, Learning Outcomes?

Creating – not end, but from start learning life

Green! Economy, jobs, skills

ACQF – to take up these challenges, as a continent
Results of interactive assessment (Question 1)

Objectives Mauritius NQF? /Objectifs du CNC de Maurice?/Objetivos do QNQ de Mauricia?
Results of interactive assessment (Question 2)


- Responsibility and Autonomy / Responsabilité et Autonomie / Responsabilidade e autonomia: 20
- Knowledge / Savoir / Conhecimento: 17
- Flexibility / Flexibilité / Flexibilidad: 4
- Adaptability / Adaptabilité / Adaptabilidade: 3
- Skills / Savoir-faire / Aptidões: 21
- Values / Valeurs / Valores: 2
- Teamwork / Travail en équipe / Trabalho em equipa: 4
Results of interactive assessment (Question 3)

Top important elements of the 3 NQFs? / Elements + importants des 3 CNC? / Elementos + importantes 3 QNQ?

- NQF is comprehensive all levels and types of qualifications / CNC est inclusif / NQF é inclusivo, abrangente: 18
- Online registers of qualifications / Registres en ligne des qualifications / Catálogos online de qualificações: 5
- Recognition of prior learning is linked with NQF / L'expérience est liée au CNC / RCA está ligada ao NQF: 16
- Governance partnership, responsibility / Governance: partenariats, responsabilité / Governo: parcerias, responsabilidade: 13
- NQF is not static / NQF n’est pas statique - capacité d’évoluer et d’adaptation / NQF não é estático - capacidade de evoluir e adaptar: 20
Session 1

AQCF Mapping Study: flash overview
**Aim:** stocktaking of state-of-play, current dynamics, perspectives of qualifications frameworks on the continent. Commonalities, differences, challenges, opportunities. Interfaces with the future continental QF.

**Scope:** national level, RECs

**Types of analysis / reports of the ACQF Mapping:**

a) Inception and methodology report;
b) Country reports (working papers);
c) Comprehensive mapping report;
d) Synthesis report and infographic
ACQF Mapping Study

**Analytical framework:** 11 thematic dimensions (ToRs and ACQF Scope of work document):
1) Legal and policy basis, 2) Governance; 3) Vision, scope, structure, 4) QA; 5) Learning outcomes; 6) Credit systems; 7) Alignment with RQFs; 8) Databases, registers qualifications; 9) Costs, financing; 10) Dissemination, communication to end-users; 11) Role NQF in supporting change at national level (NQS, employability).

**Sources of information and data:**
1. ACQF online survey: 33 countries responded
2. Country technical visits: 10 countries, 3 RECs (+1 country remote communication due to Covid19 restrictions)
3. Desktop research;
4. Peer exchanges and sharing (at ACQF webinars)
ACQF Mapping Study

Countries online survey:
Angola, Burkina Faso, Cameroon, Cape Verde, Union Comoros, Côte d’Ivoire, D R Congo, Egypt, Eswatini, Ethiopia, Guinea, The Gambia, Kenya, Malawi, Mali, Mauritius, Morocco, Mozambique, Nigeria, Rwanda, São Tomé e Príncipe, Seychelles, Sierra Leone, Somalia, South Africa, Togo, Tunisia, Uganda, Zambia; Chad, Republic of Congo, Ghana, Zimbabwe

Countries and RECs – visits and reports:
Angola, Cameroon, Cape Verde, Egypt, Ethiopia, Kenya, Morocco, Mozambique, Senegal, South Africa, Togo. EAC (EAQFHE), SADC (SADCQF), ECOWAS (mentions CAMES, LMD)
Review process in 3 rounds (external, project expert, country and REC). Most are published: https://www.nepad.org/skillsportalforyouth/publication/african-continental-qualifications-framework-acqf-mapping-study

Countries and RECs – peer learning, updates, meetings:
Eswatini (meeting), Kenya, Lesotho, Mauritius, Mozambique, Rwanda, Seychelles, Tunisia; Angola, Egypt, Ghana, Zimbabwe, Zambia, Cape Verde, South Africa. SADCQF and EAC. CAMES (meetings)
ACQF MAPPING STUDY - NQF IN AFRICA (40 COUNTRIES)

1. No NQF
   - 10% (4)

2. Early thinking
   - 22% (9)

3. In development & consultation
   - 25% (10)

4. Adopted legal act, started implementation
   - 38% (15)

5. Advanced implementation
   - 5% (2)

17 countries

19 countries

4 countries
SADC
The majority of qualifications frameworks in Africa are operational in countries of the Southern Africa region, where the SADCQF is well established (11 out of 17 NQF at stage implementation)
These NQFs have been implemented for a longer period, and as a result, have more mature legal bases, operational instruments and governance structures maintaining and assuring the integrity of the NQFs.
Two of the newest NQFs are located in SADC: Eswatini (approved in August 2020) and Lesotho (approved in June 2019).

Other NQFs in implementation:
• Cape Verde (10 years experience)
• Kenya (since 2014 progress)
• Morocco (political validation NQF, new governance structure NQF, QA)
• Rwanda (advancing completion of integrated NQF, based on existing sector frameworks)
• Tunisia (legal act approved, reforms ongoing TVET qualifications)
• Uganda
ACQF Mapping Study
New dynamics

Moving steps forward:
• From ”No NQF” to “Early thinking” (Cameroon, Guiné-Bissau, Sierra Leone)
• From “Early thinking” to “Development and consultation” (Angola)
• From “Development and Consultation” to “NQF approved, started implementation” (Eswatini)
• From “NQF approved, started implementation” to “In place and implementation for some time and reviewed” (Cape Verde)
NQFs are associated with a range of strategic and policy objectives, which can be clustered as related to:

- **Integration, coherence and permeability** between the learning outcomes and qualifications of subsystems.

- **Quality, transparency, enhanced visibility and trust of end-users**: by introducing learning outcomes approaches, stakeholders’ participation in qualifications development and approval, and accessible users’ information through digital and online instruments.

- **Parity of esteem and value of learning in different contexts and subsystems**: academic, vocational, formal, non-formal.

- **Inclusion**: qualifications can be obtained via validation of non-formal learning, recognition of experience from work and life, accessible for people with scarce schooling.

- **Regional and global comparability** and recognition of diplomas and certificates.

- **Wider societal and economic goals**, in particular: increase the stock of the qualified labour force; enhanced employability of holders of qualifications; strengthen competitiveness and productivity of the economic sectors; align the qualifications system with demand and changing skills needs.
International practice shows that the establishment of **qualifications databases or registers** contributes to making NQFs operational, improving transparency, and also outreach and public use. Main groupings found:

1. Databases of quality assured qualifications *linked with the NQF (centralised), accessible and searchable online*, notably via the website of the NQF institution. Examples: South Africa SAQA NLRD, Kenya NAQMIS, Cape Verde CNQ, Mozambique Catalogue QNQP.

2. Listings and repertories of courses and qualifications *under the oversight of the different subsystems* (such as QA agencies) and institutions (providers, sectoral organisations), accessible online in yearbooks, tables and legal acts of authorisation. Group 1 type in development in some countries. Examples: Angola, Morocco, Senegal.

3. Information on authorised, accredited courses and qualifications available upon request or without internet support (in printed publications): the case of Cameroon.
The mapping study is accompanied by a set of web-based tools for further reference, compilation, update and comparison of information on qualifications and qualifications frameworks – report includes hyperlinks, both within the report, and to external sources, and set of online tools and templates for policymakers and researchers working in this discipline. Tools:

- ACQF inventory
- Analytical framework of NQFs and RQFs in Africa
- ACQF Qualifications Profiles
- Analysis of level descriptors

The tools and templates are developed using a Google platform. Copies need to be made by the individual user to allow for editing rights. It is envisaged that over time, these tools will be refined, updated and migrated to the ACQF website.

Early October 2020 the comprehensive report will be released in English – other languages: in November.