Developing the African Continental Qualifications Framework (ACQF)

5th Peer Learning Webinar

8 October

Eduarda Castel-Branco
Welcome

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Benvindos, benvindas

Bienvenus, bienvenues
1. Agenda
2. Context of this webinar: Developing the African Continental Qualifications Framework (ACQF)
3. Recapitulation of main learnings from 4th PL Webinar
4. Four case studies at this webinar
## AGENDA 5th PLW - 8 October 2020

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<tr>
<th>Time (CET)</th>
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<td>14.00-14.20</td>
<td><strong>Session 1</strong>&lt;br&gt;Opening. Introduction and objectives of webinar&lt;br&gt;Brief recapitulation of main learnings from previous peer learning Webinars</td>
<td>AUC, Mr Chigozie Emmanuel Okonkwo&lt;br&gt;ACQF project team (Eduarda Castel-Branco)</td>
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<td>14.20-14.50</td>
<td><strong>Session 2</strong>&lt;br&gt;<strong>Angola</strong>: developing the NQF – a pillar of the National Qualifications System (NQS). Policy objectives, structure of the NQF, governance model. Learnings from the NQF-development path. Next steps. Education response to Covid-19</td>
<td>Ms Ana Claudia de Andrade&lt;br&gt;UTG-PNFQ (coordinating unit of the NQF-NQS)</td>
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<td>14.50-15.20</td>
<td><strong>Session 3</strong>&lt;br&gt;<strong>Ghana</strong>: NQF in evolution – new developments regarding scope of the NQF, policy objectives, main mechanisms and instruments for operationalisation. Key priorities of the NQF roadmap. Education response to Covid-19</td>
<td>Mr Maxwell Kissi&lt;br&gt;Head of Credential Evaluation National Accreditation Board</td>
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<td>15.20-15.30</td>
<td><strong>Questions and answers</strong></td>
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<td>15.30-16.00</td>
<td><strong>Session 4</strong>&lt;br&gt;<strong>Egypt</strong>: Quality Assurance and NQF – two sides of the same coin for transparency and relevance of qualifications. NQF contributing to reforms in education and training. Key debates and issues at stake to fully operationalise the NQF. Stakeholders’ involvement, awareness raising and capacity development. Education response to Covid-19</td>
<td>Prof Youhansen Eid&lt;br&gt;President of NAQAAE (National Authority for Quality Assurance and Accreditation in Education)</td>
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<td>16.00-16.30</td>
<td><strong>Session 5</strong>&lt;br&gt;<strong>Zimbabwe</strong>: NQF in action. Main policy objectives, scope, principles and features of the NQF. Governance. Qualifications in the framework. Monitoring and evaluation. Education response to Covid-19</td>
<td>Prof Kuzvinetsa P. Dzvimbo&lt;br&gt;CEO&lt;br&gt;Zimbabwe Council for Higher Education (ZIMCHE)</td>
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<td>16.30-16.50</td>
<td><strong>Session 6</strong>&lt;br&gt;Questions and answers.&lt;br&gt;Interactive assessment – polling.&lt;br&gt;Final conclusions and next steps</td>
<td>AUC, Mr Chigozie Emmanuel Okonkwo&lt;br&gt;ACQF project team (Eduarda Castel-Branco, ETF)</td>
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Session 1

Context of this webinar:
Developing the African Continental Qualifications Framework (ACQF)
African Union policy context of ACQF

• Skills and qualifications: at heart of African renaissance.
• ACQF: vital policy of the AU and its development is underway (2019-2022)
• Agenda 2063: integrated Africa
• Ten-Year Implementation Plan 2023
• AU Free movement Protocol (Art 18)
• Free Trade: AfCFTA
• Education: CESA 16-25, Strategic Priority 4 - “Continental qualifications framework linked with regional and national frameworks to facilitate regional integration and mobility.”
ACQF Vision

**ACQF:**
- **Hub, catalyst** to develop national frameworks and their instruments
- **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.
- **Reference** for comparison with other international frameworks

**VISON 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.

**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 development 2019-2022: components

2. Analysis of options for ACQF as sustainable policy instrument (October 2020-Feb 2021)
3. ACQF policy and technical document, common guidelines, website, tools
   Testing alignment ACQF (Mar 2021-Jun 2022)
4. ACQF policy and technical document: for approval by AU organs
   Continuously - capacity development: peer learning, shape common view and concepts, application via support to countries (2019-2022)

5th Peer Learning Webinar
ACQF Peer learning 2020 – combination of QF experiences

**July 2020**
- Kenya, Slovenia, EQF
  - 2/July
- Mozambique, ASEAN QRF, Ireland
  - 16/July

**September 2020**
- Mauritius, France, Portugal
  - 10/Sept
- Lesotho, Bahrain & Arab Qualifications Framework
  - 24/Sept

**October 2020**
- Angola, Ghana, Egypt, Zimbabwe
  - (8/Oct)
- Zambia, Cabo Verde, SADCQF, EAQFHE
  - (22/Oct)
- South Africa
  - EU: Digital Credentials
    - Final debate
    - (29/Oct)
Session 1

Recapitulation main learnings from 4th Peer Learning Webinar (24/09/2020)
Lesotho QF - Bahrain QF

10 levels, comprehensive, integrated NQFs

**LQF**
- 2005 – revised / approved in 2019

**NQF institution:**
- a) not put in place in 2005;
- b) transition to LQQC in 2020

**Revised NQF:** participative process

**LQF:** coherent integrated NQF, consistent with other NQFs in SADC, allowing comparison of qualifications and mobility learners

**Qualifications compared:**
- a) **Level complexity:** 10 L / LD - Knowledge, Skills and Competences
- b) **Volume learning:** credit system (1 credit=10h learning activity)

**Learning outcomes:** all qualific specify LO appropriate to LD and specific to qualif. Learners assessed against LO

**BQF**
- Operational since 2014

**Institutional setting:** Education and Training Quality Authority (BQA) – General Directorate of NQF and Examinations

**All learning sectors, all forms learning, quality assured learning programmes**

**NQF Operations:**
- Foreign qualif: 1) Sole providers; 2) Awarding bodies. How? Standards and indicators
Lesotho QF - Bahrain QF

Objectives

**LQF**
- Integrate existing sector frameworks into single, as reflected in level descriptors
- **Remove barriers btw sub-sectors and institutions**
- Uphold equity and redress, enabling citizens to acquire qualifications irrespective of age and lack formal qualifications
- **Improve articulation and learner mobility**
- Acknowledge and value diversity and worth all qualifications, as they serve identified purposes for broader national development goals
- Facilitate curriculum innovation and qualifications renewal and upgrade TVET qualifications to higher levels
- Ensure consistency in terms of qualification verification and articulation processes of all awards

**BQF**
- Ensures quality and validity of qualifications
- Promotes learning outcomes driven education and training
- **Improve the transparency of the value of qualifications**
- Referencing BQF with other NQFs around world and regional QF
- Facilitate credit transfer and RPL
- **Facilitate progression paths within and across education and training sectors**
- Encourages cooperation and collaboration amongst educ and training stakeholders
- **Facilitate recognition of all forms of learning: formal, non-formal and informal**
Lessons from BQA COVID-19 response...

- **Sustainability** of learning is the core of education
  - By risk assessment and crisis management ensuring the sustainability of education

- **Flexibility** of learning is a must during the new normal

- **Creativity, innovation & Motivation** are the key solutions when crises occur

- Continues review and refinements of policies and procedure is needed to cope with the requirements of the current learning environment

- **Updating current regulations** to cater the current situation of learning
Discussant’s views
Prof. Mamadou Sarr

SYNTHÉSE – ACQF - 4ème WEBINAIRE

1. GUIDELINES, PRINCIPLES, OBJECTIVES, METHODOLOGIES

2. REQUIREMENTS, CHALLENGES AND OPPORTUNITIES, STANDARDS AND INDICATORS

3. SYSTEMS, IMPLEMENTATION MECHANISMS AND PROCEDURES
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<td>France, Portugal</td>
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Themes ACQF peer learning: coverage in 4 webinars

- Review & monitoring QFs
- Governance NQF
- Quality assurance
- NQF data, info: registers, catalogues, databases
- Level descriptors
- Learning outcomes: uses, types, role
- Developing & implementing NQF
- RQF
- Impact, contribution
- Digitalisation
- LLL-RPL, VAE, RVCC
- Scope, levels, type of NQF
- NQFs & NQS: context, objectives, evolution
Results of interactive assessment (Question 1)

Objectives LQF? / Objectifs LQF? / Objetivos LQF?
Please write 4 words
Results of interactive assessment (Question 2)

Common features LQF and BQF? / Caractéristiques communes LQF et BQF? / Características comuns LQF e BQF - Please choose only 3 responses

- Both NQFs have 10 levels / Les deux ont 10 niveaux / Ambos têm 10 níveis (14 votes)
- Both are integrated (all sectors: HE, TVET, general) / Les deux sont intégrés (tous secteurs: ES, EFP, EG) / Ambos são integrados (todos setores: ES, EFP, EG) (10 votes)
- Both use credit transfer & accumulation systems / Les deux ont systèmes de crédits / Ambos usam sistemas de créditos (14 votes)
- They do not apply RPL / Aucun n'a de système VAE / Nenhuma sistema de Reconhecimento de Competências (RVCC, RCA) (1 vote)
- Both NQFs were approved in 2019 / Les deux ont été approuvés en 2019 / Ambos aprovados em 2019 (5 votes)
Results of interactive assessment (Question 3)


- Sustainability of learning is key – risk, crisis management / Durabilité éducation-formation centrale – gestion des risques et crises / Sustentabilidade
- Flexibility of learning / Flexibilité des modes de formation / Flexibilidade dos modos de formação
- Creativity, innovation and motivation are key solutions when crises occur / Créativité, innovation, motivation – essentiel pendant crise / Criatividade
- Review & refine policies & procedures to adapt to new situation / Affiner les politiques et procédures – adapter nouvelle situation / Afinar políticas e procedimentos – nova situação
- Update NQF standards to adapt to new situation / Mettre à jour les normes NQF – adapter nouvelle situation / Atualizar normas NQF – adaptar nova situação
Session 1

Four case studies today
4 case studies
5th Peer Learning Webinar

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<th>Population</th>
<th>Millions persons</th>
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<td>Angola</td>
<td>33.1</td>
</tr>
<tr>
<td>Egypt</td>
<td>102.3</td>
</tr>
<tr>
<td>Ghana</td>
<td>31.1</td>
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<tr>
<td>Zimbabwe</td>
<td>14.8</td>
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<td><strong>Total</strong></td>
<td><strong>181.3</strong></td>
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4 case studies today

**Angola**
Ana Cláudia de Andrade
Head of Technical Division managing the NQS
Technical Management Unit of the National Plan HR Training (UTG-PNFQ)
Civil House of Presidency of Angola

**Ghana**
Maxwell Kissi
Head of Credential Evaluation
National Accreditation Board

**Egypt**
Prof. Youhansen Eid
President
National Authority for QA and Accreditation of Education (NAQAAE)

**Zimbabwe**
Prof Kuzvinetsa Dzvimbo
CEO
Zimbabwe Council for Higher Education (ZIMCHE)

Dr. H. K wandayi
(Lupine State University-Zimbabwe)
Session 6

Some notes and findings
Some common threads

✓ “Establishing the NQS”
✓ “NQF In the making”
✓ “NQF has a Story”
✓ “Zimbabwean Story of Quality Assurance HE”

✓ “Roadmap, milestones, targets”
✓ “Institutional, regulatory change”
✓ The ”why” (issues) of NQF - NQS
4 case studies today – some key lessons

**Angola**
NQF as a pillar of a new NQS
Policy support (PDN)
NQF-NQS development roadmap, milestones
Coordination national institutions
Partnerships (RETFOP)
Orientation to AU – SADC policies
Digitalisation: App Qualificar

**Ghana**
NTVET QF (sub-framework)
But overarching QF in development
NQF will address issues: disjointed qualifications, difficult vertical and horizontal progression, lack recognition, NFL, lack harmonised credit system for standardised, equitable and transparent system of qualifications acquisition, recognition and mobility
Widening gap btw educational attainment and LM outcomes or expected skills

**Egypt**
NQF for reform
NQF has a story, with triggers, phases, different paces
Stakeholders’ involvement
**Fit for Purpose**
Potential role of reform: NQF – contributing to QA, Bridging the Gap, Building Trust, Recognition of Qualifications, Mobility

**Zimbabwe**
ZNQF:
Integrates all sub-sectors education and training
Governance: Ministries HE and Primary and Second Education – coordination: National Alignment Committee (NQC) brings together all stakeholders
Minimum Bodies of Knowledge (MBOs) in HE (makes qualific. Comparable)