African Continental Qualifications Framework project 2019-2022

6th Peer Learning Webinar, 22/10/2020
Welcome

اهلا بكم جميعا

Benvindos, benvindas

Bienvenus, bienvenues
Participants

Countries

- Angola, Austria, Cameroon, Cape Verde, Côte d'Ivoire, DR Congo, Egypt, France, Germany, Guiné-Bissau, Kenya, Madagascar, Malawi, Mauritius, Morocco, Mozambique, Namibia, Nigeria, São Tomé e Príncipe, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, Tunisia, Zambia, Zimbabwe

Organisations and projects

- AASU, ACA, AFPA, AUDA-NEPAD, CAMES, EAC, EduFormAfrique, ECOWAS, EQF, ETF, European Commission, GIZ, JET Educ Services, RETFOP EU, UNESCO
- Experts
1. Agenda
2. Context of this webinar: Developing the African Continental Qualifications Framework (ACQF)
3. Recapitulation of main learnings from 5th PL Webinar
4. Four case studies at the 6th PL webinar
<table>
<thead>
<tr>
<th>Time (CET)</th>
<th>Session</th>
<th>Speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.00-14.20</td>
<td>Opening. Introduction and objectives of webinar Brief recapitulation of main learnings from previous Webinar</td>
<td>AUC, Mr Chigozie Emmanuel Okonkwo ACQF project team (Eduarda Castel-Branco, ETF)</td>
</tr>
<tr>
<td>14.20-14.50</td>
<td><strong>Zambia</strong>: an operational NQF making the difference. Main objectives, principles, levels, register of qualifications. Review and further consolidation of the NQF. Covid-19 response.</td>
<td><strong>Ms Mirriam Chiyaba</strong> Zambia Qualifications Authority Director and Chief Executive Officer</td>
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<tr>
<td>14.50-15.20</td>
<td><strong>Cabo Verde</strong>: a decade of experience with the NQF. Features and principles of the NQF, governance set-up, national catalogue of qualifications, RPL. New developments in 2020. Covid-19 response.</td>
<td><strong>Mr Amilcar Mendes</strong> Head of Technical Team of UC-SNQ (Coordination Unit National Qualifications System)</td>
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<tr>
<td>15.20-15.30</td>
<td>Questions and answers</td>
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<tr>
<td>15.30-16.00</td>
<td><strong>Southern African Development Community Qualifications Framework (SADCQF)</strong>: growing experience for better qualifications, mutual trust, integration and mobility in SADC. Alignment with SADCQF. Complementarity with national level. New demands and solutions in the context of Covid-19.</td>
<td><strong>Dr. Sannassee Raja Vinesh</strong> SADC, SPO Education, Skills &amp; Development, Social &amp; Human Development Directorate <strong>Ms Coleen Jaftha, SAQA</strong></td>
</tr>
<tr>
<td>16.00-16.30</td>
<td><strong>East Africa Community</strong>: experience and new developments for a regional qualifications framework. New demands in relation with Covid-19</td>
<td><strong>Dr James Jowi</strong> Principal Education Officer / East African Community</td>
</tr>
<tr>
<td>16.30-16.45</td>
<td>Interactive joint assessment using Mentimeter Final conclusions and next steps</td>
<td>AUC, Mr Chigozie Emmanuel Okonkwo ACQF project team, Eduarda Castel-Branco, ETF</td>
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</tbody>
</table>
Theme 1: ACQF

Policy underpinnings

Vision
ACQF in the African Union policy context

- Skills and qualifications: at heart of African renaissance.
- ACQF: vital policy of the AU and its development is underway (2019-2022) – supported by project under Africa-EU Partnership
- Agenda 2063: integrated Africa
- Ten-Year Implementation Plan 2023
- AU Free movement Protocol (Art 18)
- Free Trade: AfCFTA
- Education: CESA 16-25, Strategic Objective 4 c) and d) - “Continental qualifications framework linked with regional and national frameworks to facilitate regional integration and mobility.”
- Pan-African Quality Assurance Framework and Accreditation (PAQAF) and Addis Convention Recognition of Qualifications
**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.
- **Hub, catalyst** for development of national qualifications frameworks and their instruments
- **Referencing (alignment)** qualifications framework – NQF-RQF
- **Reference** for comparison with other international frameworks
Theme 2: ACQF project

ACQF in the making

Capacity development brief

Peer Learning overview

2. Analysis of options for ACQF as sustainable policy instrument (October 2020-Mar 2021)

3. ACQF policy and technical document, technical guidelines, website, database qualifications, tools
   
   **Testing alignment ACQF**
   
   (Mar 2021-Jun 2022)

4. **Capacity development**:
   a) **What for**: shape common concepts, language; mutual trust;
   
   b) **Via**: peer learning from real experiences, advanced training + application - support to countries (2019-2022); network trained experts; network NQF Agencies Africa

ACQF policy and technical document: for approval by AU organs
Capacity development for sustainable ACQF

- Knowledge, common concepts
- Peer learning
- Advanced training
- Support to countries, RECs
- E-Learning
- Knowledge resources
- Trained experts
- NQF Agencies, Committees
- Networking
- Sustainable ACQF
7 ACQF Peer learning webinars: July-October 2020
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, Sierra Leone
  EU: Digital Credentials
  Final debate
  (29/Oct)
22 Cases of qualifications frameworks presented at 7 ACQF Peer Learning Webinars 2020 (17 NQFs + 5 RQFs)

May webinars: 4 NQFs (Cape Verde, Rwanda, Seychelles, Tunisia)
Some messages from Peer Learning Activities

**1. Learn, share, dialogue, create trust...between AFRICAN countries and stakeholders about qualifications frameworks and systems**

- NQF: 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 sub-systems and improve transparency, access, progression and quality of qualifications in relation to the labour market and civil society.

- RQF: broad structure of levels of learning outcomes agreed by countries in a geographic region.

- Qualification: formal results of assessment and validation process; competent body determines that learning outcomes are achieved according to given standards / requirements.

**2. From 2 Jul: 7 peer learning webinars...22 cases of qualifications frameworks, from Africa (14), Europe (5), Asia (1) and Middle East (2). 3 working languages spoken: EN, FR, PT. Average: 65 participants per Webinar**

- We started with Kenya! Then we continued with EQF, Slovenia, Mozambique, Ireland, ASEAN Qualif Ref Framework, Mauritius, France, Portugal, Lesotho, Bahrain, Arab Qualifications Framework.

**Definitions**

- **Jungle of Qualifications**: disjointed qualif; no progression pathways btw TVET - academic; low qualif level; population; no recognition non-formal learning.

- **Most NQFs**: comprehensive all levels, sectors. A few are sector-specific (HE, TVET), and some span all levels (basic to doctor in technology). Moving to integrated NQF.

- **7 levels**: Tunisia; 8 levels: Cape Verde, Morocco, France, Portugal, EQF, ASEAN QRF, EAC; 10 levels: Kenya, Slovenia, Ireland, Bahrain, SADC countries...

- **Level descriptors**: Knowledge, Skills, Autonomy-Responsibility; Competencies; Attitudes.

- **National Qualif Authority (Kenya, Mauritius, Zambia, South Africa); Coordination Unit NQF-NQs CHE-QA Agency; TVET Authority; Nat Alignment Committee**

- **Social partners, employers, sector / professional bodies, chambers; Sector Qualif Councils. Not always clear roles.**

- **RPL, VAE, RVCC**

- **Qualifications Registers and Catalogues**

- Learning outcomes based; parity of qualif documents; phases process: info & guidance users, identif, documentation, assessment, certif; quality assurance; links to NQF.
Themes ACQF peer learning: coverage in 5 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
Session 1

Recapitulation main learnings from 5th Peer Learning Webinar (22/10/2020)
4 case studies
5th Peer Learning Webinar

<table>
<thead>
<tr>
<th>Population</th>
<th>Millions persons</th>
</tr>
</thead>
<tbody>
<tr>
<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>
</tr>
<tr>
<td>Zimbabwe</td>
<td>14,8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>181,3</strong></td>
</tr>
</tbody>
</table>
Some common threads

✓ “Establishing the NQS (Angola)”
✓ “NQF In the making (Ghana)”
✓ “NQF has a **Story** (Egypt)”
✓ “Zimbabwean **Story** of Quality Assurance HE”

✓ The “why” (=issues) NQF - NQS
✓ “Roadmap, milestones, targets”
✓ “Institutional, regulatory change”
### Angola
- NQF as a pillar of a new NQS
- Political 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
- NFIL, lack harmonised credit system for standardised, equitable and transparent system of qualifications acquisition, recognition and mobility
- Widening gap between educational attainment and LM outcomes or expected skills

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

### Zimbabwe
- ZNQF: 2018
  - 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 (MBK) – make qualifications comparable**
Angola NQS

5. OBJECTIVES OF THE SNQ PROGRAMME

1. National Qualifications Framework

2. National Qualifications Catalogue

3. Processes for Recognition, Validation and Certification of Competencies

4. Angola National Qualifications Agency
# Ghana NQF

## Proposed NQF (Overarching) Map

<table>
<thead>
<tr>
<th>NQF Level</th>
<th>Proposed NQF for General/Academic Qualifications</th>
<th>NTVET QF</th>
<th>Level of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Doctorate Degree</td>
<td>Doctor of Technology</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>Master’s Degree</td>
<td>Master of Technology</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>Post-graduate Diploma/Certificate</td>
<td>Bachelor of Technology</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>Bachelor’s degree</td>
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<tr>
<td>6</td>
<td>Tertiary Diploma</td>
<td>Higher National Diploma</td>
<td>5</td>
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<tr>
<td>5</td>
<td>Ordinary National Diploma</td>
<td>National Certificate II</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Senior High School Certificate</td>
<td>National Certificate I</td>
<td>3</td>
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<tr>
<td>3</td>
<td>GCSE O-Level</td>
<td>National Proficiency II</td>
<td>2</td>
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<tr>
<td>2</td>
<td>Junior High School Certificate</td>
<td>National Proficiency I</td>
<td>1</td>
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### Challenges
- Need for consultant
- Stakeholders buy-in
- In house capacity
- Merger of relevant Agencies
- Funding
- Covid-19
Egypt NQF

What are the Stages of Development: The Story

- 6/2016 TAIEX workshop held to exchange experience
- 11/2016 Final draft of the NQF proposed and translated into Arabic
- 1/2017 Workshop on engaging Stakeholders in qualifications (ETF – TVET)
- 2/2017 On-line consultation for NQF
- 3/2017 Amendments on Legislation and coordination
- 4/2017 Workshop on NARIC and capacity building for employees of NAQAAE
- 4/2017 Workshop “Qualifications Frameworks from Regional to Sectoral” (ANQAHE – TVET II)
- 1/2018 Final Draft of Amendments of legislation submitted to Parliament

Challenges Facing Implementation

- Many ministries involved with overlapping duties
- The Legislation (laws and by-laws)
- Design of Strategies and Tools (RPL- units/credit system)
- Engaging the Stakeholders – Buy Ins
- National Dissemination
- Comparability with regional and International QFs
- Implementation Funding
- Designing a flexible education system
- Coordination and Management of the framework

NQF Design Strategy

<table>
<thead>
<tr>
<th>Level</th>
<th>Knowledge</th>
<th>Skills</th>
<th>Competencies</th>
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<tbody>
<tr>
<td></td>
<td>Type</td>
<td>Extent</td>
<td>Professional</td>
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<tr>
<td>Level 8</td>
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<td>Level 7</td>
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<td>Level 6</td>
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<tr>
<td>Level 1</td>
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NSS 5
NSS 4
NSS 3
NSS 2
NSS 1
5. OBJECTIVES OF THE ZNQF

The objectives of the ZNQF include providing a contemporary framework that:

- situates the diversity of Zimbabwean education and training in the present and the future
- contributes to national economic performance
- supports the development and maintenance of pathways which provide access to qualification and assist people to move easily and readily between education and training sectors
- regulates and ensures quality in education and training
- enhances national and international mobility of graduates and workers through increased recognition of the value and comparability of Zimbabwean qualifications
- provides a model for transparency in comparison of qualifications
- increases coherence between education output and needs of the labour market.

http://www.mhtestd.gov.zw/?page_id=3550

- Minimum Bodies of Knowledge (MBK)
- Qualification Standards
- Skills Proficiency Schedules

CATS
1 credit = 10 notional hours learning (act, independent)

Activities:
1. Establish Subject Councils through ZIMCHE;
2. Registration of the Zimbabwe NQF on the SADC RQF
3. National Alignment Committee (NAC) commissioning;
4. Train NAC and Quality Assurance members;
5. Vocational Training Centres to fall under MHTESD;
6. Develop Qualification standards for Vocational Training Centres and Industrial Training Colleges.

PROGRESS TO DATE
- Nominations for National Alignment Committee done;
  Completed...
- NQF implementation log frame in place.
  In progress...

Figure 5: Integrated Learning System
COVID-19: effects and responses (QA, NQF)

Ghana

COVID-19 EFFECTS AND RESPONSE

- Closure of institutions at all levels.
- Challenges with the use of online technologies for teaching and learning.
- Containment measures put in place before some schools were partially reopened:
  - Intensive public education on preventive measures.
  - Disinfection of all institutions.
  - Supply of free PPEs - Facemasks, hand sanitizers and hand washing facility.
- Following strict application of safety protocols final year students at the Senior and Junior High levels sat for their respective final examinations.

Responding to CoVid-19 Challenges

<table>
<thead>
<tr>
<th>Pre-COVID 19 Strategy</th>
<th>Post COVID-19 Strategy</th>
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<tbody>
<tr>
<td>• NAQAAE assumed the role of a proactive flexible agent of change</td>
<td>• NAQAAE became more flexible. Extended all the status of the HEIs</td>
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<tr>
<td>• NAQAAE situated itself as a partner of real educational reform in Egypt</td>
<td>• Partnership and support to all Educational Institutions.</td>
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<td>• Conducting more site visits</td>
<td>• Conducting virtual and actual visits</td>
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<td>• Digitalization of the process of Accreditation</td>
<td>• Expand and further develop the digitized process of Accreditation</td>
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<td>• Started focusing on accreditation specialized programs</td>
<td>• Revising all our standards and guidelines and focusing on online and</td>
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<td>blended teaching learning and assessment</td>
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<tr>
<td>• Reconsidering at Re-accreditation and Risk-based approach to accreditation</td>
<td>• Reconsidering re-assessment and re-accreditation</td>
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</table>

NAQAAE - 2020

Youhansen Y. Eid
NAQAAE - 2020
Session 1

Four case studies 6th PLW
<table>
<thead>
<tr>
<th>Population</th>
<th>Millions persons</th>
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<tbody>
<tr>
<td>Zambia</td>
<td>18,3</td>
</tr>
<tr>
<td>Cape Verde</td>
<td>0,56</td>
</tr>
<tr>
<td>SADC (REC)</td>
<td>346</td>
</tr>
<tr>
<td>EAC (REC)</td>
<td>196</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>560,86</strong></td>
</tr>
</tbody>
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4 case studies: Zambia, Cape Verde, SADCQF and EAQFHE
4 case studies of 6th PLW

Zambia
Mirriam Chiyaba
Director and CEO of Zambia Qualifications Authority

Cap Verde
Amilcar Mendes
Head of Technical Unit
Coordination Unit of the National Qualifications System (UC-SNQ)

SADCQF
Coleen Jaftha
Director for International Liaison South African Qualifications Authority (SAQA)

EAQFHE
Dr James Jowi
Principal Education Officer
East African Community
Thank you

Obrigada

Merci

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