GHANA’S NQF IN THE MAKING

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OUTLINE OF THE PRESENTATION

- The Education System of Ghana
- Developments in the regulatory space of Ghana’s Education System.
- An Overview of the NTVET Qualification Framework (Sub framework)
- Basis for the Proposed National Qualifications Framework (Overarching)
- Objectives of the NQF
- Features of proposed NQF
- Governance of NQF
- Challenges
- Key Priorities of the NQF Roadmap
- Covid-19 - National Response and impact
THE EDUCATION SYSTEM OF GHANA

- Ghana’s entire conventional education system currently follows a 6,3,3,4 structure encompassing 3 sectors:
  - 9 years of basic education (6yrs primary & 3 years junior high )
  - 3 years of (post-basic)Senior secondary/technical /vocational education.
  - 4 years of university undergraduate education.
<table>
<thead>
<tr>
<th>Cycle</th>
<th>Levels</th>
<th>Age (guide) Years</th>
<th>Qualification</th>
<th>Equivalent (EU/USA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd Cycle</td>
<td>Senior High</td>
<td>15-18 (3yrs)</td>
<td>West Africa Senior School Certificate</td>
<td>GCE O’/A’ Level GCSE/IGCSE/AS/A-Level</td>
</tr>
<tr>
<td></td>
<td>Post – secondary non-tertiary</td>
<td></td>
<td>Ordinary National Diploma (OND)</td>
<td>EQF Level 4 (EUA) Diploma</td>
</tr>
<tr>
<td>1st Cycle</td>
<td>Junior High</td>
<td>12-15 (3yrs)</td>
<td>Junior High School Certificate</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>(Basic Education)</td>
<td></td>
<td>Junior High School Certificate *Apprenticeship</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Primary</td>
<td>6-12 (6yrs)</td>
<td>No formal qualification</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Nursery/Kindergarten</td>
<td>4-6 (2yrs)</td>
<td>No formal qualification</td>
<td>N/A</td>
</tr>
<tr>
<td>3rd Cycle</td>
<td>University Technical University Training College Specialised Institutes</td>
<td>18 and above</td>
<td>Doctorates Masters Post-graduate diploma Bachelors Diploma</td>
<td>Doctorates Masters Post-graduate diploma Bachelors Associate</td>
</tr>
<tr>
<td></td>
<td>(Tertiary Education)</td>
<td></td>
<td>Doctorate (DTech) Masters B Tech HND Full Technological Certificate (FTC) *Apprenticeship</td>
<td>Doctorates Masters Post-graduate diploma Bachelors Associate</td>
</tr>
</tbody>
</table>
DEVELOPMENTS IN THE REGULATORY SPACE OF GHANA’S EDUCATION SYSTEM

- NATIONAL COUNCIL FOR TERTIARY EDUCATION (NCTE)
  - The main functions of NCTE are to:
    - advise the Minister on the development of institutions of tertiary education in Ghana.
    - recommend national standards and norms, including standards and norms on staff, cost, accommodation and time utilization, for the approval of the Minister.
    - monitor the implementation of any approved national standards and norms by the institutions.
DEVELOPMENTS IN THE REGULATORY SPACE OF GHANA’S EDUCATION SYSTEM

- NATIONAL BOARD FOR PROFESSIONAL AND TECHNICAL EXAMINATIONS (NABPTEX)
- Mandated to among others:
  - provide administrative and structural facilities and expertise for the organization and conduct of professional and technician examination.
  - In consultation with the relevant polytechnics and professional institutions conduct examinations and award national certificates and diplomas based on the results of the examinations.
DEVELOPMENTS IN THE REGULATORY SPACE OF GHANA’S EDUCATION SYSTEM

- COUNCIL FOR TECHNICAL, VOCATIONAL EDUCATION & TRAINING (COTVET)

Mandated to:
- coordinate and oversee all aspects of technical and vocational education and training (TVET) in the country.
- Formulate national policies for skills development across the broad spectrum of pre-tertiary and tertiary education, formal, informal and non-formal.
DEVELOPMENTS IN THE REGULATORY SPACE OF GHANA’S EDUCATION SYSTEM

NATIONAL ACCREDITATION BOARD (NAB)

- Established under the NAB Act 2007, Act 744, as the government’s agency responsible for:
  - the accreditation of both public and private institutions as regards the contents and standards of their programmes. As well as
  - the determination of the equivalences of diplomas, certificates and other qualifications awarded by institutions in the country or elsewhere
  - advising the President on the granting of charter to private tertiary institutions.
Per a newly enacted Education Regulatory Bodies ACT, 2020, Act 1023:

- NAB and NCTE have been merged into a new regulatory body, the **Ghana Tertiary Education Commission**.

- COTVET has been merged with NABPTEX into a new Regulatory body, **Commission for Technical and Vocational Education and Training**.
The National TVET Qualifications Framework has been developed to properly classify and improve progression routes for TVET qualifications.

The Framework has 8 Levels with Level 1 being the National Proficiency 1 and Level 8, the Doctorate in Technology (DTech).

All qualifications registered on the NTVETQF have numerical credit values which indicate the notional hours a learner, trainee or apprentice would typically take to achieve and demonstrate the expected outcome.

On the NTVETQF 1 credit is equivalent to 30 notional hours of learning.

Levels on the NTVETQF are determined using level descriptors defined by learning outcomes, in terms of knowledge, skills and attitudes.
AN OVERVIEW OF NTVET QUALIFICATIONS FRAMEWORK (SUB-FRAMEWORK)

<table>
<thead>
<tr>
<th>Level</th>
<th>Qualification</th>
<th>Min. Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>National Proficiency I</td>
<td>40</td>
</tr>
<tr>
<td>2</td>
<td>National Proficiency II</td>
<td>40</td>
</tr>
<tr>
<td>3</td>
<td>National Certificate I</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>National Certificate II</td>
<td>80</td>
</tr>
<tr>
<td>5</td>
<td>Higher National Diploma</td>
<td>120</td>
</tr>
<tr>
<td>6</td>
<td>Bachelor of Technology</td>
<td>180</td>
</tr>
<tr>
<td>7</td>
<td>Master of Technology</td>
<td>120</td>
</tr>
<tr>
<td>8</td>
<td>Doctor of Technology</td>
<td>360</td>
</tr>
</tbody>
</table>
AN OVERVIEW OF NTVET QUALIFICATIONS FRAMEWORK (SUB-FRAMEWORK)
AN OVERVIEW OF NTVET QUALIFICATIONS FRAMEWORK (SUB-FRAMEWORK)

Benefits:
- Single mechanism for the recognition of national qualifications in TVET.
- Ensuring that qualifications listed on the NTVETQF meet predetermined standards and have credibility.
- Improving the relevance of TVET qualifications to the workplace.
- Supporting learner access to flexible pathways to TVET skills acquisition.
- Supporting learner progression, enabling the inculcation of the value of lifelong learning.
BASIS FOR PROPOSED NQF

- Disjointed qualifications in the Ghanaian qualifications system.
- Difficulty in understanding qualifications for academic progression and job placement.
- Uneven horizontal and vertical progression pathways, especially between TVET and conventional/academic pathways.
- Lack of recognition of other forms of learning such as non-formal and prior experiential learning.
BASIS FOR PROPOSED NQF

- Lack of a harmonised credit system for standardised, equitable and transparent system of qualifications acquirement, recognition and mobility.
- Lack of clear policy on recognition and evaluation of foreign and professional qualifications.
- Different learning outcomes and expected competency levels within and across programmes at the tertiary level of education.
- Widening gap between educational attainment and labour market outcomes or expected skills.
OBJECTIVES OF THE NQF

- Provide institutions, employers, individuals, and the general public with reference points and clearer understanding of what a person holding a particular qualification has achieved.

- Facilitate determination of the similarities and differences between local qualifications and across foreign qualifications.

- Promote harmonisation of qualifications in the different sectors of education and training, and alignment of sector-specific qualifications with the world of work.

- Develop and enhance systems in place for effective academic mobility and progression within and across institutions, both locally and internationally.
OBJECTIVES OF THE NQF

- Facilitate national, regional, continental and intercontinental mobility of labour, experts and professionals.
- Promote quality in education and enhance people’s confidence – both locally, regionally and internationally, in the Ghanaian education and training system.
FEATURES OF PROPOSED NQF

- 10 Levels with the level three being the junior secondary School certificate and Level 10 a doctorate.
- Comprises Basic (1st cycle), Secondary (2nd cycle), Tertiary (3rd cycle).
- Levels to be determined by descriptors, defined in terms of learning outcomes and expected competencies.
- Qualifications Register
### PROPOSED NQF (OVERARCHING) MAP

<table>
<thead>
<tr>
<th>NQF Level</th>
<th>Proposed NQF for General/Academic Qualifications</th>
<th>NTVET QF</th>
<th>NTVET QF Levels</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>
<td>TERTIARY LEVEL</td>
</tr>
<tr>
<td>9</td>
<td>Master’s Degree</td>
<td>Master of Technology</td>
<td>7</td>
<td>TERTIARY LEVEL</td>
</tr>
<tr>
<td>8</td>
<td>Post-graduate Diploma/Certificate</td>
<td>Bachelor of Technology</td>
<td>6</td>
<td>TERTIARY LEVEL</td>
</tr>
<tr>
<td>7</td>
<td>Bachelor’s degree</td>
<td></td>
<td></td>
<td>BASIC</td>
</tr>
<tr>
<td>6</td>
<td>Tertiary Diploma</td>
<td>Higher National Diploma</td>
<td>5</td>
<td>BASIC</td>
</tr>
<tr>
<td>5</td>
<td>Ordinary National Diploma</td>
<td>National Certificate II</td>
<td>4</td>
<td>BASIC</td>
</tr>
<tr>
<td>4</td>
<td>Senior High School Certificate</td>
<td>National Certificate I</td>
<td>3</td>
<td>BASIC</td>
</tr>
<tr>
<td>3</td>
<td>GCE A-Level</td>
<td>National Proficiency II</td>
<td>2</td>
<td>BASIC</td>
</tr>
<tr>
<td>2</td>
<td>GCE O-Level</td>
<td>National Proficiency I</td>
<td>1</td>
<td>BASIC</td>
</tr>
<tr>
<td>1</td>
<td>Junior High School Certificate</td>
<td></td>
<td></td>
<td>BASIC</td>
</tr>
</tbody>
</table>
Governance of NQF

- Ghana Tertiary Education Commission (GTEC)
- Ministry of Education
- Other Bodies:
  - Commission for TVET
  - Ghana Education Service
  - West African Examinations Council
CHALLENGES

- Need for consultant
- Stakeholders buy-in
- In house capacity
- Merger of relevant Agencies
- Funding
- Covid-19
Key Priorities of the NQF Roadmap

- Proposal
- Legal support
- Engagement of a consultant
- Formation of a Technical Working Group
- Multilevel Stakeholder consultations
- Budget
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.
Thank you for your attention

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