ACQF Peer Learning Webinar 9
30 June 2021
We start at 10.00 GMT
11.00 RDC, 12.00 South Africa, 13.00 East Africa, 14.00 Mauritius

Nous commençons à 10.00 GMT

Vamos começar às 10.00 GMT
### ACQF Peer Learning Webinar 9
30 June

<table>
<thead>
<tr>
<th>Welcome</th>
<th>Bienvenu(e)s</th>
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<td>Welcome</td>
<td>Bienvenu(e)s</td>
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<td>We start soon</td>
<td>Début sous peu</td>
<td>Começamos em breve</td>
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Main topics of this session 1

1. Agenda of the Peer Learning Webinar
2. African experiences shared today
3. ACQF Capacity development programme
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<tr>
<th>Time, heure, hora</th>
<th>Theme, theme, tema</th>
<th>Speaker, orateur, orador</th>
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<tr>
<td><strong>10.00-10.10</strong></td>
<td>Opening and welcome. Ouverture. Abertura</td>
<td>AUC</td>
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<tr>
<td><strong>10.10-10.30</strong></td>
<td>Overview of learning and issues discussed at previous PLW ACQF project</td>
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<tr>
<td><strong>Session 1</strong></td>
<td><strong>10.30-11.10</strong></td>
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<td>Session 2</td>
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<td><strong>10.30-11.10</strong></td>
<td>African Quality Assurance experiences</td>
<td>Secretary General of CAMES</td>
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<td></td>
<td>• CAMES – African and Malagasy Council for Higher Education. Goals, programmes, instruments, status of LMD.</td>
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<td><strong>11.10-11.40</strong></td>
<td>Session 3</td>
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<td>African Quality Assurance experiences – Expériences Africaines en Assurance Qualité – Experiências Africanas de Garantia de Qualidade</td>
<td>ANAQ-Sup</td>
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<td>• ANAQ-Sup - Senegal: quality assurance in higher education – policy, system, implementation</td>
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<td><strong>11.40-12.10</strong></td>
<td>African experiences</td>
<td>Africa Early Childhood Network (AfECN)</td>
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<td>• Early childhood education and development – towards a continental framework – role of qualifications</td>
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<tr>
<td><strong>12.10-12.30</strong></td>
<td>Discussion, interactive assessment, main conclusions</td>
<td>ACQF Project</td>
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AFRICAN EXPERIENCES
QUALITY ASSURANCE HIGHER EDUCATION
EARLY CHILDHOOD EDUCATION AND DEVELOPMENT

CAMES: Secretary General, Prof. Bertrand Mbatchi

ANAQ-Sup: Executive Secretary, Prof. Lamine Gueye (Senegal)

AfECN: Mr Moses Abiero, Programme manager
2. Context: ACQF is in development
ACQF development project (09/2019-2022)

Component of “Skills for Youth Employability” / Skills Initiative for Africa (SIFA) – Technical cooperation

Main objective: lay the foundations for the ACQF as a sustainable policy instrument contributing to relevant continental policies

Main Output: ACQF Policy and Technical Document and Action Plan
- ACQF Guidelines. Analysis and evidence
- Capacity development programme
- Participative approach
Principles:
• Inclusive: all levels Qualif on
• Innovation-ready
• Open: users, stakeholders’ needs

Functions:
• Overarching framework against which national and regional frameworks and level descriptors - can be calibrated.
• Referencing / alignment qualifications framework – NQF-RQF
• Reference for comparison with other international frameworks
• Hub, catalyst for development of national qualifications frameworks and their instruments
Components Capacity Development Programme (CDP)
Combination of modalities for different needs (2021)

- 5 Peer learning webinars
- Training workshops (on-offline)
- E-Learning platform
- Conference
- Work with countries
- Education institutions
Peer Learning Webinars 2021
Complementarity: NQF - Quality Assurance - Recognition

3 June
NQF Seychelles
NQF Namibia
RPL Kenya

30 June
Quality Assurance Higher education
Regional - CAMES
Senegal - Anaq-Sup
Early childhood education & developm

22 July
NQF-TVET
Registers qualifications
Recognition qualifications

23 September
Learning outcomes
ACQF Level descriptors
QA Guidelines

28 October
NQF –systemic view
School curriculum survey
TVET-NQF reforms
ACQF-AfCFTA
10 Guidelines and training modules

1. Learning outcomes
2. Level descriptors
3. Referencing NQF-ACQF: criteria, process, tools
4. Validation of learning: RPL, CATS, recognition
5. Quality assurance
6. Registration, databases of qualifications
7. Monitoring & evaluation in the context ACQF
8. Communication / users’ outreach
9. Innovation and technology in NQFs / ACQF
10. Qualifications, NQFs, NQS - systemic view
Thematic briefs

8 briefs

• Concepts and definitions
• Competences’ frameworks
• Level descriptors
• Quality Assurance in TVET
• Regional qualifications frameworks (RQF)
• Governance of NQFs
• Registration and databases of qualifications
• Recognition of prior learning

Case studies
For information, self-learning

From previous webinar (03 June)

**Seychelles**: NQF – part of national strategy to incorporate standards and quality into the national education and training system. Since 2008. SQA. Qualifications map: architecture 10 levels, qualif. types, notional hours, pathways. Over 100 qualifications registered. Aligned with SAQCCQF

**Namibia NQF**: E-T is about People, Planet, Change. **NQF Purpose**: reform, communicate, redress, QA, articulate, progression, mobility. 10 levels. **Qualif types**: Certificates (L1-8), diplomas (L5-8), Degrees (L7-10) – defined NQF credits. **NQA** (NQ Act 1996) – Council & Committees, Secretariat, CEO; wide range of functions: from standards setting to evaluation and validation

**RPL Kenya, KNQA**: tool for LLL, empower individuals to self-determination, education, better employment; paradox of shortage of relevant qualified workforce while there is island of skilled / experienced workers without proof qualification. **RPL**: identify, assess, certify KSC regardless where and how learning occurred / standards – part or full qualification. RPL policy framework taking shape fast - integrate RPL in E-T system and NQF. Roadmap implementation. Package of tools and guides. NAC appointed. Piloting started 19/05/2021: motor vehicle mechanics, welding, textile. Highest level political support.
Questions, discussion
Questions on Quality Assurance Higher Education

• Les défis et surtout l'opportunité des grandes transformations globales en cours (transitions numérique, verte, technologique, sociale) pour le renouveau de l'enseignement supérieur: quelle est la vision du CAMES et de l’ANAQ-Sup à ce sujet?

• Face à l'urgence et échelle massive des besoins en formation continue / tout au long de la vie (tous niveaux, compétences, métiers): quel type de réponses sont envisageables dans le contexte de l’espace CAMES / Sénégal (par ex.: flexibilité, digitalisation et innovation des formations et des nouvelles certifications, telles que les "micro-certificats")?

• Quelle est la place des micro-certificats dans l'eco-système de l'AQ de l'ES, c'est-à-dire, avez vous une politique d'ouverture envers ces nouveaux types de certifications?
Questions on Quality Assurance Higher Education

• The challenges and especially the opportunity of the major global transformations underway (digital, green, technological, social transitions) for the renewal of higher education: what is the vision of CAMES and ANAQ-Sup on this subject?

• Faced with the urgency and massive scale of the needs in continuing training / throughout life (all levels, skills, professions): what kind of responses are possible in the context of the CAMES space / Senegal (e.g. flexibility, digitalisation and innovation of training and new certifications, such as "micro-certificates")?

• What is the place of micro-credentials in the eco-system of the Quality assurance of Higher education, that is to say, do you have a policy of openness towards these “new” types of certificates?
Early childhood development stage / period and Lifelong learning of individuals: please could you share your views on the links between EC development stage and LLL. How can ECE better prepare children for learning to learn, for a culture of learning?

In many regions and countries globally a top skill on demand by employers is "adaptability" (meaning: flexibility, openness, agility). Analysts believe that this skill must be developed, nurtured from EC development stage. What are your views on this matter? How can ECE better prepare for skills for the future?
3. For reference: ACQF at a glance – 2020-2022
ACQF is in development...

RQFs in Africa:
- SADCCQF
- EAQFHE
- ECOWAS
- CAMES
- IGAD (in development...
ACQF: Enablers and opportunities

- **Africa:** Youth repository of the world
- **Advances in human development:** projected educational attainment, life expectancy

- **Free Trade:** AfCFTA – largest in the world
- **AU Free movement protocol**
- **Continental Education Strategy for Africa-25 PAQAF**

- **Green recovery:** large investments – Climate-Smart Agriculture, Clean Energy, Green Banking
- **Digital transformation:** economy, learning

- **NQFs:** approved, started implementation & advanced implementation – 21
- **NQFs:** in development, early thinking - 17
Building the ACQF (2021-2022)

**Output 1:** Scenarios and options for the ACQF
Feasibility and features in different scenarios

**Output 2:** ACQF policy and technical document and action plan
Objectives, functioning and governance of ACQF

**Output 3:** ACQF Capacity development programme & networking

**Technical foundations:**
ACQF Guidelines; ACQF website; other analyses (AfCFTA, School curriculum survey)

1st step was:
- Mapping Study
11 themes
Holistic & consistent view – all Outputs ACQF project

ACQF mapping study design

The mapping study was designed according to eleven thematic areas, which provided the conceptual framework in which the analysis took place, elaborated in the main ACQF project planning document and in the terms of reference of the study. The themes cover the key policy and technical areas in which qualifications frameworks develop and are implemented, namely:

- Conceptual, policy and legal base
- Vision, scope and structure
- Learning outcomes
- Alignment and referencing
- Costs & financing
- Role and place of RQFs in supporting development at a national level
- Governance
- Quality assurance
- Credit systems
- Searchable databases/registers of qualifications
- Dissemination, communication to end-users

Translated into ACQF Guidelines and Training Modules
Objective of this initiative: Conduct a survey to map the state of play and developments of school curricula, so as to identify the different curriculum policies and practices, to compare their application, trends, similarities and divergences, and the interactions of curricula with National Qualifications Frameworks.

The conclusions and findings of the mapping study will underpin and inform the design of a possible future African Continental Curriculum Framework (ACCF), to be developed under the auspices of CESA Curriculum Cluster.
Outputs of the School Curriculum Survey

AUC – African Curriculum Association - CESA Curriculum Cluster

**May-October 2021**
All countries – online survey (respondents list)

Survey instrument, database

Analytical report based on the survey data and a synthesis-infographic

Webinars to present and disseminate the findings and discuss the way forward
ACQF Mapping study

- **Comprehensive report**
  - 5 chapters, over 200 pages
  - 3 languages

- **Synthesis report**
  - 30 pages, 3 languages

- **Snapshot infographic**
  - 6 pages, 3 languages

- 13 country reports
- 3 REC reports
- Comprehensive report
- Synthesis report
- Analysis LD
- Analysis Qualif
- Inventory NQFs
- Survey report

**Towards the African Continental Qualifications Framework**
ACQF Mapping Study

**Aim:** stocktaking of state-of-play, main features, current dynamics, perspectives of qualifications frameworks on the continent. Commonalities, differences, challenges, opportunities. Interfaces with the future continental QF.

**Scope:** national level, RECs.

**Common analytical framework:** 11 themes; common structure

**Sources**
- a) Online survey
- b) Country and REC technical visits; virtual meetings
- c) Documents: inventory, analysis
- d) Updates and exchanges: via peer learning

**Review process and exchanges:**
- a) Before, during and after the country visits;
- b) Review of drafts: 1 by external reviewer, 1 by ACQF project, 1 with country representatives / experts
- c) Translations
## ACQF Mapping study

### ACQF MAPPING - QF IN AFRICA, BY STAGES - 41 COUNTRIES, UPDATED

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<th>1. No NQF</th>
<th>2. Early thinking</th>
<th>3. In devel &amp; consultation</th>
<th>4. Legal act approved, implem started</th>
<th>5. Advanced implem, reviewed</th>
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<tr>
<td>NQFs</td>
<td>3</td>
<td>8</td>
<td>13</td>
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<tr>
<td>Incl sector QFs</td>
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<td>8</td>
<td>9</td>
<td>18</td>
<td>3</td>
<td>41</td>
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- **1. No NQF**: 7% (3 countries)
- **2. Early thinking**: 20% (8 countries)
- **3. In devel & consultation**: 22% (9 countries)
- **4. Legal act approved, implem started**: 44% (18 countries)
- **5. Advanced implem, reviewed**: 7% (3 countries)
Scenarios for the ACQF – looking ahead

1. ACQF Connects
2. ACQF Creates Mutual Trust
3. ACQF Opens New Horizons
ACQF - Capacity development programme 2021
ACQF Peer learning 2020 – combination of QF experiences

July 2020
- Kenya, Slovenia, EQF
  2/July
- Mozambique, ASEAN QRF, Ireland
  16/July
- 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 presented at ACQF Peer Learning Webinars 2020 (17 NQFs + 5 RQFs)
May webinars: 4 NQFs
Thank you

Obrigada

Merci

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