ACQF Peer Learning Webinars

African experiences: recognition of qualifications

Angola: system, tools and practices of INAAREES

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INAAREES

July 22\textsuperscript{nd}, 2021
The Angolan Educational System

INAAREES:
  - Role and Scope
  - Quality Assurance
  - Recognition of Studies

The National Qualification System
  - Our understanding
  - What to expect
  - Integration to the Regional Framework

Link between the recognition of a foreign qualification, the QA and the NQF:
  - Main challenges
  - What to expect?
Higher Education in Angola

1. General Studies for Angola and Mozambique
   - Portuguese University through Law decree 44530
   - University of Luanda Law decree 48.790, 11 Dec.
   - 2,354 students
   - 274 lecturers
   - 1962

2. University of Angola
   - Law decree 77-A/76, 26 Sept
   - 871 students (1977/78)
   - 1976

3. University of Angola
   - Law decree 1/85, 28 Jan
   - 1st President of Angola, 1st National and Public University
   - 1985

4. Private Institutions
   - Ministry of Higher Education
   - Law decree 172/13, 29 Oct
   - Law Decree 302/2020
   - 2000

5. INAAES
   - Law decree 252/11, 26 Sept
   - 2001

6. INAAES
   - Law decree 252/11, 26 Sept
   - 2011

7. INAAAREES
   - 2013
A aprovação de uma nova Lei de Base do Sistema de Educação e Ensino vai permitir a criação de condições mais adequadas para a aplicação das políticas públicas e dos programas concebidos, com o objectivo de continuar a assegurar a incrementar e a reorientar o crescimento e o desenvolvimento económico e social do País, bem como a adopção, e aperfeiçoamento ou a modificação de distintos instrumentos de governação.

Assim, o Sistema de Educação e Ensino deve confirmar, dentro os seus objectivos, a promoção do desenvolvimento humano, com base numa educação e aprendizagem ao longo da vida para todos os indivíduos, que permita assegurar o aumento dos níveis de qualidade de ensino. Devem igualmente contribuir para a formação mais eficaz, para a excelência no processo de ensino e aprendizagem, para o empreendedorismo e para o desenvolvimento científico, técnico e tecnológico de todos os sectores da vida nacional.

O Sistema de Educação e Ensino deve ainda garantir a implementação de medidas que visam melhorar cada vez mais a organização, a funcionabilidade e os desempenho do Sistema de Educação e Ensino, bem como formar a articulação entre os diferentes Subsistemas de Ensino.

A Assembleia Nacional aprovou, por maioria de votos, nos termos das disposições contidas no artigo 116.º da Constituição da República de Angola, a seguinte:

**Medida de Exceção**

**Artigo 1.º**

A gratuidade no Sistema de Educação, traduz-se na isenção de qualquer pagamento, assistência às aulas, material escolar, para todos os alunos que frequentem o Ensino Primário, na pública-privada e privadas, tanto público, como estatais, escolas, designadamente os manuais de instrução.
Structure of the National Education System (NES)

Dedicated to the implementation of educational processes based on andragogy principles, methods and tasks.

Preparing and qualifying teachers and other education agents for all teaching subsystems. The continuous training of teachers is predominantly ensured by the Teacher Training Centres or by other educational institutions, authorized for that purpose.

- Basic vocational training
- Vocational technical secondary education

Preparation of individuals, necessary for the completion of each of its cycles for entry into the labour market or continuing studies in the higher education subsystem

- Secondary education, 2nd cycle (Year 10 –year 12)
- Secondary education, 1st cycle (Year 7 –year 9)
- Primary education (Year 1 –year 6)
- Pre-Primary.
Decreto Presidencial n.º 172/13
de 29 de Outubro

Considerando que o Ministério do Ensino Superior prevê no Decreto Presidencial n.º 233/12, de 4 de Dezembro, que aprova o seu Estatuto Orgânico, o Instituto Nacional de Avaliação, Acreditação e Reconhecimento de Estudos do Ensino Superior, como órgão tutelado;

Considerando ainda que no âmbito da reforma em curso no Subsistema de Ensino Superior, assente nas Linhas Guia para a melhoria da gestão do Subsistema de Ensino Superior e no respectivo Plano de Implementação, aprovados por Resolução n.º 4/07, de 2 Fevereiro, do Conselho de Ministros, urge criar condições para o funcionamento do Instituto Nacional de Avaliação, Acreditação e Reconhecimento de Estudos do Ensino Superior, ao qual incumbe a promoção e manutenção da qualidade dos serviços prestados pelas instituições de ensino superior, bem como certificar os estudos superiores feitos no País, reconhecer estudos e emitir equivalências de cursos feitos no exterior do País.

Havendo necessidade de se proceder à adequação do Estatuto Orgânico do Instituto Nacional de Avaliação, Acreditação e Reconhecimento de Estudos do Ensino Superior, ao consignado no instrumento jurídico reitor dos institutos públicos;

O Presidente da República, de acordo com as disposições contidas na alínea d) do artigo 120.º e n.º 1 do artigo 125.º, ambos da Constituição da República de Angola, o seguinte:

ARTIGO 1.º
(Aprovação)

É aprovado o Estatuto Orgânico do Instituto Nacional de Avaliação, Acreditação e Reconhecimento de Estudos do Ensino Superior, anexo ao presente Diploma, de igual e parte integrante.

ARTIGO 2.º
(Definição)

O Instituto Nacional de Avaliação, Acreditação e Reconhecimento de Estudos do Ensino Superior é um órgão público dotado de personalidade jurídica, autonomia administrativa, financeira, e patrimonial.

O Instituto Nacional de Avaliação, Acreditação e Reconhecimento de Estudos do Ensino Superior tem a função de promover e manter a qualidade das condições técnicas-pedagógicas e científicas criadas e dos serviços prestados pelas instituições de ensino superior, bem como homologar a certificação de estudos superiores feitos no País, reconhecer estudos e emitir equivalências de graus e títulos académicos obtidos no exterior do País.

ARTIGO 3.º
(Origem Jurídica)

O INAAARES segue pelas disposições do presente Estatuto e demais legislação aplicável.

ARTIGO 4.º
(September e Âmbito)

1. O INAAARES tem a sua sede em Luanda e de âmbito nacional.
2. O INAAARES pode ter representação nas diferentes Provincias do País, nos termos da legislação em vigor.

Quarta-feira, 23 de Fevereiro de 2011

I Série — N.º 36

Diário da República
O Presidente da República decreta, nos termos da alínea d) do artigo 120.º e do n.º 1 do artigo 125.º, ambos da Constituição da República de Angola, o seguinte:

**ARTIGO 1.º**
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MISSION

• Quality Assurance
• Certification of academic degrees
• Recognition of studies and academic titles
VISION

- Promotion and monitoring of technical-pedagogical and scientific quality and services provided by Higher Education Institutions (HEIs);
- Guarantee the observance of requirement for institutional and programs accreditation
- Establish a fair and up-to-date assessment and recognition of studies
INAAAREES

03 ACTIVITIES

Pursue with all duties that have been established by law or by the superintendent body.

04 LOCATION AND SCOPE

- **Office: Morada:** Avenida Imperial Santana, Quarteirão Maraca, Travessa B3, Distrito Urbano do Kilamba, Município de Belas, Luanda, Angola
- **National scope**
<table>
<thead>
<tr>
<th>Law 109/2020, 20th December, which approves the regime governing the procedures for external assessment and accreditation of higher education institutions and their study programmes.</th>
<th>Law 108/2020, 20th December, which approves the regime governing the procedures for self-assessment of higher education institutions.</th>
<th>Despacho nº27/20, 27th January, which creates the task group for the procedures of self-assessment of medical schools.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law Decree 203/2018, 30th August, which defines the general principles to be adopted in the procedures of quality assurance of higher education.</td>
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RECOGNITION OF FOREIGN QUALIFICATIONS

MISSION
• Academic recognition of foreign studies;
• Certify the level of academic qualifications obtained abroad;
• The foreign qualification is only valid if presented with the statement attesting the level of a foreign academic

SADC INTEGRATION
• Make qualifications clearer and more comprehensible between different systems.
• Promote citizens' mobility.
• Facilitate lifelong learning.

REFERENCE LEVEL
• Standardised procedures
• Add transparency, equitability and make simple,
• More automatic process for the decision
• Reduce costs and response times for recognition decisions.

TYPES OF RECOGNITION
• Automatic recognition
• Level recognition
• Specific recognition
Electronic procedure

Como abrir uma conta SEPE?

Quer registar-se no SEPE?
Como deve fazer?
Para poder aceder à sua área reservada e para poder utilizar opções exclusivas do SEPE, deve:
Recognition statement

- Mandatory character;
- Legally binding;
- Presented with the original diploma; Simplifies integration and mobility;
- Promotes transparency and comparability through clear procedures;
- To spread trust between states and education systems,
- No discrimination to include all classes
01 MISSION

• Create rules and mechanisms that standardizes the assessment, certification and validation of learning outcomes for the education-training subsystems - basic, secondary and higher education, and regardless of the access routes;

• Determine the equivalence of programs and awards and integrate them in a national qualification subsystems;

• Develop, advise and improve quality of qualifications to meet standards in relation to the labour market and civil society;

• Improve the readability, transparency and comparability of qualifications in the education and training system and in the labour market;

• Improve access at all levels of education and protect the interest of stakeholders.
Structure of the National Qualification System

Tertiary education

2nd cycle of secondary education (year 10 - year 13)
- General education
- Vocational secondary education
- Secondary education

1st cycle of secondary education (year 7 - year 9)
- General education
- Basic Professional education
- Pre-primary
- Primary education

Academic Training
- Masters Degree
- PhD

Professional education
SCOPES
- Basic and Secondary education;
- Vocational training;
- Higher education;
- Recognition, validation and certification processes for non-formal and informal skills.

REFERENCE LEVEL
- Knowledge
- Skills
- Wider personal and professional competences

INVOLVED INSTITUTIONS
Coordination: Unidade Técnica de Gestão do Plano Nacional de Formação de Quadros (UTG/PNFQ) da Presidência da República.
Monitoring: UTG/PNFQ
National Qualification Framework
Our understanding

• A lifelong learning process, through promotion of training system, achievement of compulsory education and fight against inequalities in education;

• A framework through which learning achievements may be measured and related to each other;

• A coherent way of describing the relationship between all education levels and training awards;

• An inclusive and integrated assembly that places qualifications within a unified system of educational recognition.
What is expected at national level

- Certification and accreditation of training institutions;
- Recognition of learning outcomes;
- Training compared according to corresponding competences;
- Individuals and employers with a better perception to relative value of qualifications;
- Better functioning labour market that responds to the global initiatives;
- Improved mobility and regional/international partnership.
Should the NQS be inbreed in the Regional Qualifications Framework?

• Participate in the continental strategies for the Africa We Want in the field of education, science and technology, and youth

• Facilitate comparability and recognition of studies
• Make qualifications clearer and more comprehensible between different systems;
• Promote citizens’ mobility;
• Facilitate lifelong learning.

• Promote trust, openness and participation of all members for an “Integrated Africa”

• Create a Qualifications Framework for the African Continent

• Transform and develop the continent.

The African Union
Agenda 2063
### Academic Recognition of a Foreign Qualification Comparability

<table>
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<tr>
<th>Qualification Type</th>
<th>Namíbia</th>
<th>Angola</th>
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<tbody>
<tr>
<td>Bachelor Degree</td>
<td>Bachelor degree</td>
<td>N/A</td>
</tr>
<tr>
<td>Years of Study</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>NFQ Award-Type / Level</td>
<td>Ordinary Bachelor Degree at NFQ Level 7</td>
<td>N/A</td>
</tr>
</tbody>
</table>

- Recognised institution;
- Generally the Bachelor Degree does not allow access to postgraduate studies;
- Assist an employer, professional recognition body or education and training provider determine if an applicant holds the qualifications deemed necessary for employment/programme entry;
- Final recognition decisions for the purposes of accessing further education and/or employment should be made by education institutions, professional recognition bodies and employers.
Some Challenges

• Elements of qualification:
  o Mismatch in qualification level
  o Difficulty in establishing the Quality of programs
  o Lack of National Qualifications Framework Level Descriptors
  o Transnational education
  o Joint learning programme

• Lack of legislation
  o Recognition of partial studies
  o Refugees or asylum seekers
  o Recognition of Prior Learning
  o Substantial and non-substantial differences
  o Grounds for revocation
  o Recognition to short cycle higher-education
What to expect?

To overcome the main challenges related to the alignment and implementation of a system based on:

• Unfailing recognition of educational qualifications with an appropriate rationalisation of nomenclature;

• Implement supporting mechanisms for the recognition process;

• A comprehensible system of credit accumulation and transfer;

• Competency approach to teaching and learning (outcomes-based);

• Amalgamation of “academic skills” and “applied skills”;

• Application of standards for qualifications that ensure national consistency of educational outcomes.
THANK YOU FOR ATTENTION