African Continental Qualifications Framework (ACQF)

12th Peer Learning Webinar

Session 1

28/10/2021
We start at 10.00 GMT

- 11.00 RDC, 12.00 South Africa, 13.00 East Africa, 14.00 Mauritius, 12.00 CET

Nous commençons à 10.00 GMT

Vamos começar às 10.00 GMT
ACQF Peer Learning Webinar 12
28 October

- Welcome
- We start soon
- Please use TRANSLATION – select your
- You can keep your camera on, but sound off, if not speaking
- If you did not give consent to record – please camera off

- Bienvenu(e)s
- Début sous peu
- Veuillez utiliser TRADUCTION – votre langue préférée
- Vous pouvez garder l’image – mais son éteint si vous ne parlez pas

- Benvindo(a)s
- Começamos em breve
- Por favor, use a TRADUÇÃO – selecione o seu idioma preferido
- Pode manter a sua imagem; mas o som apagado enquanto não fala
Focus: Change (adaptation, transformation, transition)

- Curriculum, qualifications, credentials (micro-credentials) - in a context of change, multiple transformations (of society, work, technology, ecology)

Cases discussed at this Peer Learning Webinar

- Case: Reform and transformation of TVET and NQF – in synergy
- Case: Recognition of higher education qualifications – with new features and tools
- Case: Micro-credentials – changing and reshaping learning, qualifications systems and frameworks?
- Case: School Curriculum in Africa
- Panel: “Learning is changing – opportunities for NQFs and ACQF”
Peers in the 12th ACQF PLW
Context of this webinar

**Webinar**: part of the Capacity Development Programme of the project “Developing the ACQF”

**ACQF development project (09/2019-09/2022)**

- Component of “Skills for Youth Employability Programme” / Skills Initiative for Africa (SIFA) – Technical cooperation
- **Main objective**: lay the foundations for the ACQF as a sustainable policy instrument - a reference qualifications framework, connecting regional and national qualifications frameworks, supporting comparability transparency and contributing to relevant policies for continental integration.
- **Main Output**: ACQF Policy and Technical Document with Action Plan and a package of ACQF Guidelines (10)
  - Capacity development programme and networking
  - Analysis and evidence: Mapping study, Feasibility study, other research
  - Participative approach
ACQF in the African Union policy context

- Agenda 2063: integrated Africa
- Ten-Year Implementation Plan 2023
- AU Free movement Protocol (Art 18)
- Free Trade: African Continental Free Trade Area (AfCFTA)
- CESA 16-25
- Pan-African Quality Assurance and Accreditation Framework (PAQAF) and Addis Convention on Recognition of Qualifications

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 Addis Convention on Recognition of Qualifications
# Objectives of the ACQF

<table>
<thead>
<tr>
<th>Enhance</th>
<th>Enhance comparability, quality and transparency qualifications of all types and levels, support people’s lifelong learning.</th>
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</thead>
<tbody>
<tr>
<td>Facilitate</td>
<td>Facilitate validation of learning, recognition of diplomas and certificates and mobility of learners and workers</td>
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<tr>
<td>Cooperate</td>
<td>Work in cooperation and complementarity with national and regional qualifications frameworks, and support African continental integration and creation of African Education common space</td>
</tr>
<tr>
<td>Promote</td>
<td>Promote cooperation and referencing between qualifications frameworks (national, regional) in Africa and worldwide</td>
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</table>
ACQF: main pillars

A Network of NQF agencies / entities working together with stakeholders, world of work.

Support countries developing and strengthening their NQFs. The ACQF own level structure and descriptors can inspire countries. Countries can use the ACQF Guidelines for their own home NQF.

Referencing between NQFs / NQS and ACQF

A continental qualifications management system (platform, database)
All interested countries can connect to it

ACQF levels on qualifications and databases – upon successful referencing NQF-ACQF

Validation and recognition of skills (NFIL)
Campaign and common tools

A sustainable capacity development basis to create knowledge, mutual learning and sustainable solutions on qualifications and skills
## 10 Guidelines and training modules

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

https://acqf.africa/

Is at your service

Visit – use - contribute – send us news about your NQF / NQS
Home

Who we are

The African Continental Qualifications Framework contributes to transparency of qualifications and trust between African qualifications frameworks.

Find out more

How does ACQF support your Qualifications Frameworks and Systems?

The ACQF will be the largest of the regional qualifications frameworks (RQFs), as it cooperates with 55 countries and 8 regional economic communities (RECs). ACQF will be the only RQF interacting with two different levels – national and regional qualifications frameworks.

The ACQF will support:

- Comparability, quality and transparency of qualifications and support people’s lifelong learning;
- To facilitate recognition of diplomas and certificates, and support mobility (learners, workers, services):
Policy & Guidelines

Policy and strategic documents developed by the ACQF project. Information on ACQF Advisory Group consultation and other meetings. All major African Union policies and strategies underpinning the ACQF.

ACQF Guidelines

10 Guidelines and Training Modules to support countries, regions and AUC implementing the ACQF. Themes of the 10 ACQF Guidelines: learning outcomes approaches, defining NQFs levels, referencing between NQFs and ACQF, validation of learning (RPL, credit systems, recognition of qualifications), quality assurance of qualifications, registration and registers of qualifications, monitoring and evaluation of NQFs, communication, innovation and technology in qualifications frameworks. The 10th Guideline will be a companion for all countries in Africa starting their national reflection and roadmaps towards NQFs with a systemic vision.

Feasibility Study

This report analyses the rationale for the ACQF for the continent, provides a synthesis of the panorama of qualifications and qualifications frameworks in Africa, proposes the three scenarios for ACQF and a plan of outputs until 2025.

Meetings and Webinars ACQF Advisory Group (AG)

Technical and policy dialogue meetings with Advisory Group ACQF and other networks.

African Union policy documents

Strategic policies of the African Union underpinning the ACQF.
Peer Learning Webinars

Learn About National and Regional Qualifications Frameworks from the relevant institutions. Presentations and videos guide you into this domain. ACQF Peer Learning Webinars foster knowledge circulation, sharing of good practice and mutual trust. In 2020 the seven Peer Learning Webinars shared 22 cases - 17 National Qualifications Frameworks and 5 Regional Qualifications Frameworks. In 2021 the five Peer Learning Webinars diversify the thematic coverage and added new cases of African Qualifications Frameworks, RPL systems and experiences, Qualifications Registers, Learning Outcomes approach, Quality Assurance and Recognition in higher education, Referencing between frameworks and others.

**ACQF 12th Peer Learning Webinar**
Oct 28, 2021 from 12:00 AM to 02:50 PM — Online - Zoom,

**ACQF 11th Peer Learning Webinar**
Sep 23, 2021 from 12:00 AM to 02:30 PM — Online - Zoom,
Thematic discussion on newest developments concerning: a) Learning outcomes approach in different contexts of learning and qualifications; b) regional qualifications frameworks: objectives, referencing, levels and descriptors; c) ACQF development: towards the conceptual and technical design – levels and descriptors.

**ACQF 10th Peer Learning Webinar**
Jul 22, 2021 from 12:00 PM to 02:30 PM — Online - Zoom,
Cases discussed at this webinar: African experiences of National Qualifications Databases and NQF Information Systems (cases of South Africa and Kenya); and 2 cases of Recognition of qualifications (AQVN; INAAORES - Angola).
Latest updates and publications

Latest updates from ACQF

- African Continental Qualifications Framework Advisory Group very active
  - Sep 09, 2021
  - Read more

- 10 ACQF Guidelines are in development
  - Sep 09, 2021
  - Read more

- ACQF Peer Learning Webinars continue in 2021
  - Sep 09, 2021
  - Read more

- AQVN African Qualifications Verification Network (AQVN) activates knowledge-sharing
  - Sep 09, 2021
  - Read more

Latest Publications

- Kenya country report - ACQF Mapping
  - Sep 13, 2021

- Abordagem estudo de cartografia sobre currículo escolar em Africa (CESA Cluster - ACA) - PT
  - Sep 13, 2021

- Aperçu sur l’enquête sur les programmes scolaires (CESA Cluster - ACA) (FR)
  - Sep 13, 2021

- Overview of African School Curriculum Mapping (CESA Cluster - ACA) (EN)
  - Sep 13, 2021

- ACQF étude de faisabilité, 06/2021
  - Sep 13, 2021
## ACQF PLWs: Cases shared

<table>
<thead>
<tr>
<th>2020</th>
<th>National Qualifications Frameworks</th>
<th>Regional Qualifications Frameworks</th>
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<tbody>
<tr>
<td>Other regions, continents (8 cases)</td>
<td>Bahreïn, France, Ireland, Portugal, Slovenija – 5 cases</td>
<td>Arab Qualifications Framework (AQF), European Qualifications Framework (EQF), Association of Southeast Asian Nations (ASEAN) Qualifications Reference Framework – 3 cases</td>
</tr>
</tbody>
</table>

### 2021

<table>
<thead>
<tr>
<th>National Qualifications Frameworks</th>
<th>Quality Assurance frameworks</th>
<th>Recognition of learning / Qualifications</th>
<th>NQF MIS /Databases Qualifications</th>
<th>Thematic</th>
</tr>
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<tbody>
<tr>
<td>Seychelles</td>
<td>CAMES (Regional)</td>
<td>RPL (Kenya)</td>
<td>South Africa</td>
<td>✓ Learning outcomes</td>
</tr>
<tr>
<td>Namibia</td>
<td>ANAQ-Sup (Senegal)</td>
<td>AQVN</td>
<td>Kenya</td>
<td>✓ Levels and descriptors RQFs</td>
</tr>
<tr>
<td>Mozambique</td>
<td>NQF-TVET reform</td>
<td>Angola - INAARES</td>
<td></td>
<td>✓ School curriculum</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cabo Verde - ARES</td>
<td></td>
<td>✓ Micro-credentials</td>
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</tbody>
</table>
Agenda
12th PLW

28 October
2021

ACQF Peer Learning Webinar
## 5 main sessions

1. The reform of TVET works better with an NQF: the case of Mozambique  
   *Ms Ida Alvarinho*  
   Autoridade Nacional da Educação Profissional (ANEPP), Moçambique

2. Recognition of degrees and diplomas in higher education – the case of Cape Verde  
   *Ms. Paula Carvalho and Mr Alberto Landim*  
   Autoridade Reguladora do Ensino Superior

   *Mr Jens Bjornavold*

4. School curriculum in Africa: preliminary results of the mapping study  
   *Gertrude Namubiru (ACA), James Keevy and Zaahedah Vally (JET Education Services)*

5. Panel: Learning is changing.
Our speakers

Ida Alvarinho
- Director of Qualifications Department of ANEP
  Academic - mathematics

Paula Carvalho e Alberto Landim
- Procedures manager at ARES
- Technical Office for the Recognition of Degrees and Diplomas in Higher Education at ARES

Jens Bjørnåvold - Cedefop
- EQF – the key expert; Learning Outcomes (European Handbook); Validation of non-formal and informal learning (EU Guidelines). Key expert in major research projects, e.g. a) Changing nature and role of VET in Europe and the Future of VET in Europe; b) Comparison of qualifications; c) Transversal skills; d) Micro-credentials. Contributor to the Global Inventory of National and Regional Qualifications Frameworks

Gertrude Namubiru (ACA)
JET Education Services: James Keevy and Zaahedah Vally
- African Curriculum Association. Member of AU CESA Curriculum Cluster
  Researchers and innovators in education sector development.
  ACQF Mapping Study
Interaction via Mentimeter

Erika please...
Session 6: Panel of experts
Panel of experts

Peer Learning Webinar nº 12 - Panel

• 15 min in total - 5 min per panellist.
• 3 panellists: Dr E.J. Mukhwana; Ms Jacqueline Mugo; Mr Valentine Udeh

Questions to Dr E. J. Mukhwana (representing a national qualifications authority):

• What is driving change in learning & qualifications and how to keep pace with the transformation?
• What should be the role of NQFs in this context? How can NQFs benefit from change and support change?

Question to Ms Jacqueline Mugo (representing Business Africa):

• The socio-economic recovery from the Pandemic (and build back better) will require massive retraining, upskilling and requalification of the active population. Which are the new skills you consider fundamental for a successful transition (digital, ecologic, automation, social, citizenship, others)? How should the new / emerging skills be developed and supported by the qualifications system / framework?
• In your view how should ACQF support this transformation?

Question to Mr. Valentine Udeh (representing Organisation of African Trade Union Unity):

• Are lifelong learning (LLL) systems ready to provide the new skills and learning opportunities that workers need in the Covid-19 recovery? Which are the most important gaps of LLL systems and what should be done to solve them as a high priority?
• Any cases of good practice you could mention in respect to better LLL (people and workers-centred)?
• In your view how should the ACQF support this needed transformation of LLL?
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How should the new / emerging skills be developed and supported by the qualifications system / framework?

In your view how should ACQF support this transformation?
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Any cases of good practice you could mention in respect to better LLL (people and workers-centred)?

In your view how should the ACQF support this needed transformation of LLL?
Kenya National Qualifications Authority

Dr Eusebius Juma Mukhwana

Chief Executive Officer

• What is driving change in learning & qualifications and how to keep pace with the transformation?
• What should be the role of NQFs in this context?
• How can NQFs benefit from change and support change?
More reference information on ACQF development project
## ACQF Development - Milestones

### 2019
- Launch workshop and 1st meeting of ACQF Advisory Group (09/2019)
- ACQF Mapping study – continental survey

### 2020
- ACQF mapping study – analysis, consultation, publication
- Capacity development programme – 7 Peer Learning Webinars, ACQF network
- Start of reflection on ACQF scenarios

### 2021
- 3 meetings of ACQF Advisory Group (April, July, December)
- ACQF scenarios and Feasibility analysis presented to ACQF AG
- Start development ACQF Policy and technical document
- Start development of ACQF governance based on Network of NQF agencies
- 10 Guidelines and Training Modules ACQF
- ACQF Website
- Capacity development programme: 5 Peer Learning Webinars; start of Support to Countries’ NQF; conference; series of thematic briefs; development of training modules

### 2022
- Test selected Guidelines and finetune them
- Consultation on ACQF policy and technical document and completion
- Capacity development programme: launch E-Learning Platform; complete Support to countries; carry out ACQF Training Program; create pool of trained experts.
Building the ACQF (2020-2022)

**Output 1**: Scenarios and options for the ACQF  
Feasibility analysis

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

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

**Evidence**  
ACQF Mapping Study

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

- Inclusive: all levels qualifications, types of learning
- Innovation-ready
- Open: users’, stakeholders’ needs; good practice others

**Functions**

- Referencing Qualifications Framework – NQF / NQS – ACQF
- Hub, catalyst, support for development of NQFs and their instruments
- Overarching framework against which NQF and RQF / LD can be calibrated, if needed / relevant
- Reference for comparison with other international frameworks
ACQF Mapping Study (2020 complete)

Countries online survey (33 countries responded):
Angola, Burkina Faso, Cameroon, Cape Verde, Union Comoros, Côte d’Ivoire, D R Congo, Egypt, Eswatini, Ethiopia, Guinea, The Gambia, Kenya, Malawi, Mali, Mauritius, Morocco, Mozambique, Nigeria, Rwanda, São Tomé e Príncipe, Seychelles, Sierra Leone, Somalia, South Africa, Togo, Tunisia, Uganda, Zambia; Chad, Republic of Congo, Ghana, Zimbabwe

Countries and RECs – visits and reports:

Countries and RECs – peer learning, updates, meetings:
Eswatini (meeting), Kenya, Lesotho, Mauritius, Mozambique, Rwanda, Seychelles, Tunisia; Angola, Egypt, Ghana, Zimbabwe, Zambia, Cape Verte, South Africa. SADCQF and EAC. CAMES (meetings)
Mapping study: outputs

- 13 country reports
- 3 REC reports
- Comprehensive report
- Synthesis report
- Analysis LD
- Analysis Qualif
- Inventory NQFs
NQFs in Africa – stage of development and implementation (from 41 countries)
### Overview levels and level descriptors in African NQF-RQFs

<table>
<thead>
<tr>
<th>Levels</th>
<th>Domains LD – some examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 10 (14 NQFs)</td>
<td>• Knowledge, skills, competence</td>
</tr>
<tr>
<td>• 8 (6 NQFs)</td>
<td>• Knowledge, Skills, Autonomy-responsibility</td>
</tr>
<tr>
<td>• 7 (1 NQF)</td>
<td>• Knowledge, Skills, Personal attitudes</td>
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<tr>
<td>• 6 (1 SQF)</td>
<td>• Learning demand - processes</td>
</tr>
<tr>
<td>• 5 (1 SQF)</td>
<td>• Areas of knowledge (depth, breadth, complexity); nature of skills; agency &amp; context</td>
</tr>
</tbody>
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2 RQF:

<table>
<thead>
<tr>
<th>Levels</th>
<th>Domains LD – some examples</th>
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<tbody>
<tr>
<td>• 10 (1 RQF)</td>
<td>• KS, complexity, autonomy-respons, adaptability, communication</td>
</tr>
<tr>
<td>• 8 (1 RQF)</td>
<td>• Competence, skills, autonomy</td>
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<tr>
<td></td>
<td>• Degree complexity; reasoning &amp; problem solving; knowledge; Autonomy-responsibility</td>
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<tr>
<td>Stage of NQF (QF) development and implementation</td>
<td>Countries</td>
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<tr>
<td>-----------------------------------------------</td>
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<tr>
<td>No NQF</td>
<td>Chad, Republic of Congo, São Tomé e Príncipe</td>
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<tr>
<td>NQF in early thinking</td>
<td>Burkina Faso, Cameroon, Union of Comoros, Democratic Republic of Congo, Guinea, Guinea-Bissau, Mali, Togo</td>
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<td>NQF in development and consultation</td>
<td>Angola, Burundi, Côte d’Ivoire, Egypt, Madagascar, Morocco, Sierra Leone, Somalia</td>
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<tr>
<td>NQF legal act approved, implementation started</td>
<td>Botswana, Eswatini, Ethiopia, The Gambia, Ghana, Kenya, Lesotho, Malawi, Mozambique, Namibia, Nigeria, Rwanda, Senegal, Seychelles, Tanzania, Tunisia, Uganda, Zimbabwe, Zambia</td>
</tr>
<tr>
<td>NQF in advanced implementation and reviewed</td>
<td>Cape Verde, Mauritius, South Africa</td>
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</table>
Each Guideline has 2 sides

For use at NATIONAL (regional) level

For ACQF’s use
### 1 Guideline =

1. **Users**: countries / regional authorities, QF-working groups, stakeholders, AUC, NQF Network
2. **The topic – what is it?** State-of-art, knowledge base, principles. Conceptual+theoretical foundations, applications in the Qualifications - QF domain, literature, cases
3. **How the given theme / policy area relates to / applies in ACQF context**
4. **Recommendations on application**
5. **Tools (e.g. templates, self-assessment questions, check-lists...)**

### Synthesis Guideline

2-3 pages
- Concept(s)
- Users
- Recommendations related with ACQF
- Links with other ACQF Guidelines

### Technical Guideline

15-30 pages + annexes
- Comprehensive presentation of the topic
- Recommendations on application in ACQF context
- Links with other ACQF Guidelines
- Literature
- Annexes

### Training Module

- **Purpose, users**
  - LO
  - What
  - Why
  - How
- **Cases**
- **(Self)-assessment Sources**
Guidelines: complementary formats

- **A) Synthesis guideline**: main objectives, definition(s), applications, mechanisms and tools, main requirements for alignment, referencing to the ACQF, linkage to existing relevant AU policies and tools (PAQAF, ASG-QA, CESA 16–25) – approximately 2–3 pages;

- **B) Technical guidelines**: 15–30 pages (additionally: annexures, sources, technical instructions, examples), depending on the subject or policy area. Complements the synthesis guideline.
  - Purpose: deepen, clarify, and provide technical orientation for national implementing bodies and stakeholders, especially the lead institutions managing the NQF and interacting with the (future) ACQF implementation structure (unit)
  - The technical guidelines combine features of a) technical document and b) short application handbook.
<table>
<thead>
<tr>
<th>Guideline</th>
<th>Theme and broad overview of topics, issues and contextualisation</th>
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<tbody>
<tr>
<td><strong>Guideline 1</strong>&lt;br&gt;Learning outcomes</td>
<td>Learning outcomes approach&lt;br&gt;1. theoretical, conceptual and technical underpinnings&lt;br&gt;2. application in different contexts, such as level descriptors, qualifications standards, qualifications documents, curriculum, training documents, assessment&lt;br&gt;3. Issues specific to different subsectors of education and training: higher education, school education, vocational education and training&lt;br&gt;4. guiding principles to define and describe learning outcomes&lt;br&gt;5. application in the context of the ACQF and NQFs</td>
</tr>
<tr>
<td><strong>Guideline 2</strong>&lt;br&gt;ACQF Levels and level descriptors</td>
<td>1. theoretical, conceptual and technical underpinnings&lt;br&gt;2. domains and sub-domains; horizontal and vertical logic&lt;br&gt;3. making level descriptors user-friendly: understanding the applications of level descriptors for qualifications standards, curriculum and assessment; use of level descriptions in different contexts&lt;br&gt;4. guiding principles to define and write level descriptors. Issues, for example, understanding competence; integrative/domain-specific level descriptors&lt;br&gt;5. ACQF level descriptors: comprehensive draft proposal of descriptors for all levels and domains (sub-domains)&lt;br&gt;6. proposal for testing ACQF level descriptors and reviewing and fine-tuning based on feedback from test</td>
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### Guidelines 3, 8

<table>
<thead>
<tr>
<th>Guideline</th>
<th>Theme and broad overview of topics, issues and contextualisation</th>
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<tbody>
<tr>
<td><strong>Guideline 3</strong></td>
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<tr>
<td>Criteria and procedures for referencing/alignment of NQFs (or RQFs) to ACQF</td>
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<tr>
<td>1. conceptual and technical underpinnings; rationale, purposes of referencing/alignment; benefits for the involved parties (national, regional, continental). Contribution to transparency, comparability, common concepts and trust, while respecting diversity of education and training systems across Africa. Contribution to development, implementation and consolidation of NQFs</td>
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<tr>
<td>2. criteria, procedures, process, governance, efficiency and quality assurance of alignment and referencing to ACQF. Transparency and robustness of referencing/alignment process and outcomes. Publication of information on results of referencing/alignment on ACQF website</td>
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<td>3. suggestion on use of digital tools to ease and streamline referencing/alignment</td>
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<td>4. proposal on the use of ACQF levels on qualifications documents, qualifications databases of NQFs upon successful referencing/alignment to ACQF</td>
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<p>| <strong>Guideline 8</strong>  |
| Communication |
| 1. Purposes, benefits and uses of communication in the context of NQFs and the ACQF. Contribution to buy-in, performance and impact |
| 2. Target groups, end-users: policymaking, implementation institutions, education and training institutions, NQF authorities |
| 3. Examples, sources (from African and international literature and experiences) |
| 4. Proposal for ACQF communication plan, with main objectives, instruments, outreach modalities with some target-group differentiation, interactions continental-regional-national levels |</p>
<table>
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<tr>
<th>Guideline 4 Validation of learning</th>
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<tr>
<td><strong>Guideline 4</strong> Validation of learning</td>
</tr>
<tr>
<td>1. Credit accumulation and transfer system(s)</td>
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<tr>
<td>2. Validation/RPL; non-formal and informal learning</td>
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<tr>
<td>3. Recognition of qualifications: brief chapter, with focus on the text and application of the Revised Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Academic Qualifications in Higher Education in African States 2014 (<a href="#">Addis Recognition Convention</a>)</td>
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Conceptual and technical underpinnings, main features and application mechanisms  
Proposal for application of credit accumulation and transfer system in the context of NQFs and ACQF  
Proposal for application of RPL (VAE) in the context of NQFs and ACQF  
Proposal on systematic exchange of information between ACQF, NQFs and qualifications recognition structures (agencies, departments) (at national level) to ease and streamline recognition processes and improve efficiency of outcomes  
Examples, sources (from African and international literature and experiences)
Guideline 6

Registration / registers of qualifications

Conceptual and technical underpinnings, main features and application mechanisms
Approaches, requirements (classifications, others)
Proposal for technical design and main specifications for ACQF register/database of qualifications of various types (formal education and training, international-sectoral qualifications, new types of credentials, qualifications of the context of non-formal learning). Elements of data fields for electronic publication of qualifications. Use of ACQF levels in qualifications registers and databases (link with Guideline 3)
Examples, sources (from African and international literature and experiences)
Components Capacity Development Programme (CDP)
Combination of modalities for different needs (2021)

- 5 Peer learning webinars
- Training workshops (on-offline)
- Work with countries
- Conference
- E-Learning platform
- Education institutions
NQF - as a system

• NQF: A 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 subsystems and improve the transparency, access, progression and quality of qualifications in relation to the labour market and civil society.

• Pillars and components of NQFs:
  – Objectives, principles, contribution to reforms and policies (LLL, HRD, TVET, employment, HE)
  – Levels and descriptors
  – Qualifications Map
  – VAE - RPL
  – Qualifications DB / register
  – Quality assurance
  – Contribution to recognition of qualifications
  – Monitoring & evaluation
  – Governance and implementation set-up: public (education, employment) & private sectors
  – Cooperation and comparison with other NQFs (same region and beyond)
Regional Qualifications Framework

- A broad structure of levels of learning outcomes that is agreed by countries in a geographical region.
- A means of enabling one national framework of qualifications to relate to another and, subsequently, for a qualification in one country to be compared to a qualification from another country.
Aims of Regional Qualifications Frameworks (RQF)

RQFs, have grown out of communities of countries with an aim ‘to facilitate mutual trust in qualifications and promote student and worker mobility; therefore, they are linked to other initiatives related to mutual recognition of qualifications, of goods and of services’.

To develop a common understanding and strengthen transparency of member country qualifications.

Seek commonalities and clarify differences.

Build mutual trust across the community of countries.

Countries that have a regional, economic or social identity, or wish to see one develop, have cooperated in the development of regional qualifications frameworks (RQFs).
Referencing NQFs to a Regional QF (example)

Ex.: NQF of Country B

Ex.: NQF of Country A

Ex.: RQF (such as ACQF) = “translation device”

National Qualifications: in the NQFs

National Qualifications: in the NQFs