

African
Continental
Qualifications
Framework
(ACQF)

13th Peer
Learning
Webinar

18/02/2022



ACQF Peer Learning Webinar 13

18 February 2022

- **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

13th ACQF PLW

Focus: Recognition of prior learning, Validation of non-formal and informal learning

- All learning acquired in all contexts is valuable
- Validation and recognition of Knowledge, skills and competences from non-formal and informal learning, experience – essential dimension of LLL policies, and for social and economic inclusion

Cases discussed at this Peer Learning Webinar

- **Case 1:** AU - ACQF Guideline on Validation of Learning (focus on RPL)
- **Case 2:** Validation in Europe – 10 experience implementing the Council Recommendation on VNFIL
- **Case 3:** Country case - Republic of Cabo Verde: RPL (RVCC) system, policy framework, links to NQF, 1st results of implementation
- **Last session:** discussant, Q&A, Poll

Context of this webinar

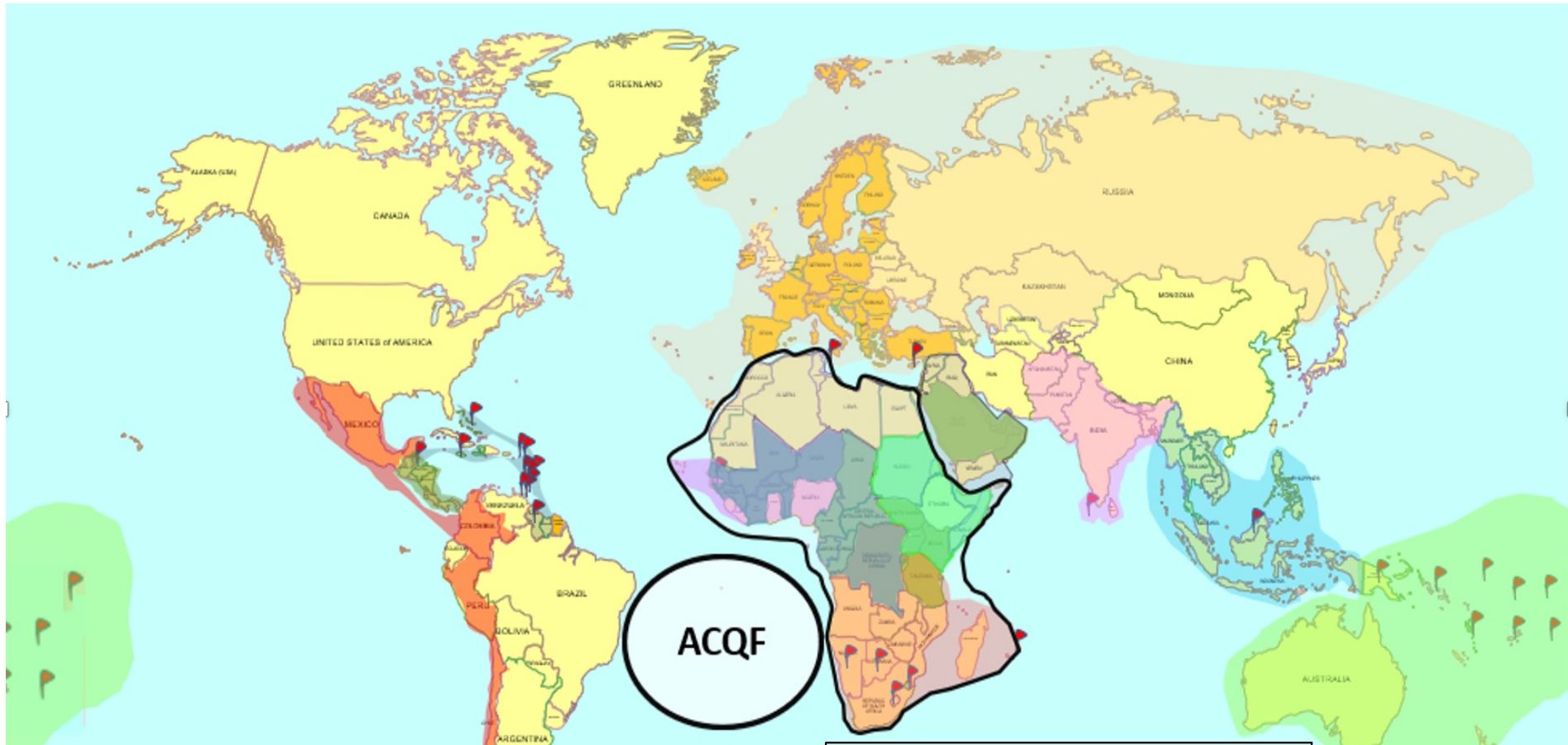
Webinar: Capacity Development Programme of the project “Developing the ACQF”

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

- Component of “Skills for Youth Employability Programme” / Skills Initiative for Africa (SIFA) – Technical cooperation (AU-EU-GIZ-ETF)
- Main objective: lay the foundations for the ACQF as a sustainable policy instrument - a reference qualifications framework for LLL, connecting regional and national qualifications frameworks, supporting comparability transparency of qualifications of all levels and sub-sectors and contributing to relevant policies for continental integration. Participative approach

ACQF – a very large RQF

- African Union Policy Initiative
- Based on AU policies (CESA, AU Free Movement Protocol, AfCFTA)
- Qualification Framework for mutual trust, cooperation, support to countries / regions



ACQF development – main outputs

ACQF Policy Document and Action Plan

- 10 Guidelines: synthesis, technical
- 10 Training Modules

Governance model - project time:

- AUC – steer and support
- Advisory Group: expanded since 07/21
 - Project team

ACQF website

Capacity development, networking, outreach people

- Peer Learning activities
- Thematic briefs
- Newsletter
- Training programme

Analysis

- Mapping Study
- Scenarios ACQF
- ACQF Feasibility study
- School curriculum study
- SADCQF: review and renewal study
- ACQF governance study
- Other studies in preparation

Components Capacity Development Programme (CDP)

Combination of modalities for different needs (2021-2022)

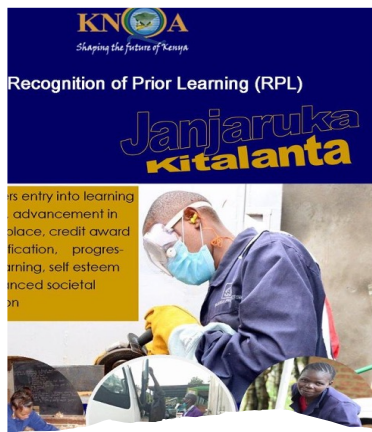


History: PLW 2020-2021

2020	National Qualifications Frameworks	Regional Qualifications Frameworks
Africa (14 cases)	Angola, Cape Verde, Egypt, Ghana, Kenya, Lesotho, Mauritius, Mozambique, Sierra Leone, South Africa, Zambia, Zimbabwe – 12 cases	Southern African Development Community Qualifications Framework (SADCQF), East Africa Qualifications Framework for Higher Education (EAQFHE) – 2 cases
Other regions, continents (8 cases)	Bahreïn, France, Ireland, Portugal, Slovenija – 5 cases	Arab Qualifications Framework (AQF), European Qualifications Framework (EQF), Association of Southeast Asian Nations (ASEAN) Qualifications Reference Framework – 3 cases

2021

National Qualifications Frameworks	Quality Assurance frameworks	Recognition of learning / Qualifications	NQF MIS /Databases Qualifications	Thematic focus
Seychelles	CAMES (Regional)	RPL (Kenya)	South Africa	✓ Learning outcomes
Namibia	ANAQ-Sup (Senegal)	AQVN	Kenya	✓ Levels and descriptors
NQF-TVET reform		Angola - INAARES		✓ RQFs
Mozambique		Cabo Verde - ARES		✓ School curriculum
				✓ Micro-credentials (Cedefop)



Capacity development programme 2022

- ACQF Peer Learning Webinars: thematic focus on Recognition of Prior Learning / VAE / RVCC (3 webinars). Output: *"Book of RPL-webinars"*
February-March
- ACQF in-depth training programme: two 5-days programmes.
April (online) and July (hybrid)
- ACQF Conferences
May and September
- Learning Management System (e-learning)
March
- Thematic briefs on new themes



Website ACQF

Is at your service

<https://acqf.africa/>

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);

All Peer Learning Webinars on ACQF Website - for you



[Home](#) / [Capacity Development Programme](#)

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.

[Training Programme: Skills and qualifications - towards better frameworks and systems for people's lifelong learning](#)

Apr 18, 2022 09:00 AM to Apr 22, 2022 01:30 PM — Online,

Individuals, societies, economic systems, countries and regions need more and better skills and qualifications for the green and digital transition, for equal opportunities, better jobs, resilience and democracy. Refresh and upgrade your knowledge on qualifications frameworks and systems. Learn on new and digital tools supporting modernisation of qualifications and the response of qualifications frameworks and systems to the transformation of learning and work. Be part of an inspiring learning journey with many other African and international participants.



[15th Peer Learning webinar - Recognition of Prior Learning: regional and national approaches and practice](#)

Mar 24, 2022 from 10:00 AM to 12:30 PM — Online,

This final webinar on RPL will explore the cases of South Africa (tbc), Senegal, Mozambique and Portugal, and discuss differences and common traits of Recognition of prior learning / VAE in different contexts.



[14th Peer Learning Webinar - RPL / VAE / RVCC \(RCA\)](#)

Mar 03, 2022 from 10:00 AM to 12:30 PM — Online,

Recognition of prior learning is not limited to lower levels of qualifications. Four different cases show a wide and diverse scope of RPL / VAE in Africa and Europe.



[13th Peer Learning Webinar - focus on Recognition of Prior Learning](#)

Feb 18, 2022 from 10:00 AM to 12:30 PM — Online,

The project "Developing the African Continental Qualifications Framework (ACQF)" continues the series of peer learning webinars in 2022. This new series focuses on developments and practices in the domain of Recognition of Prior Learning / Validation des Acquis de l'Expérience / Reconhecimento validação e certificação de competências



All learning materials easily accessible on ACQF website

The screenshot shows a web browser displaying the ACQF website. The address bar shows the URL: <https://acqf.africa/capacity-development-programme/nqfs-learning-materials>. The page has a navigation menu with links for Home, About, Resources, Capacity Development Programme, Events, News, and Contact Us. A search bar is located in the top right corner.

The main content area features a large banner with the text: "Home / Capacity Development Programme" and "Video Learning Materials". Below this, it states: "A unique series of short videos on national and regional qualifications frameworks and systems: 25 cases from Africa, Asia, Middle East and Europe. From ACQF Peer Learning Webinars programme (2020-2021). Uploading of videos in development."

On the left side, there is a sidebar menu with the following items:

- Webinars
- Conferences
- Support to Countries
- Thematic Briefs
- Networks
- Video Learning Materials**
- Videos - real NQF cases
- 6 NQFs Governance Models
- Gallery: ACQF video and photos

The main content area displays two featured items:

- Videos - real NQF cases**: A collection of videos from the ACQF Peer Learning Webinars. It includes a small thumbnail image of a video player.
- 6 NQFs Governance Models**: Learn on different models and practices of NQF governance from a benchmarking with six countries: France, Bahrain, Namibia, Ireland, Kenya, Portugal. It includes a small thumbnail image with the word "TEACH" on a sign.

At the bottom of the page, there is a dark blue footer with the following sections:

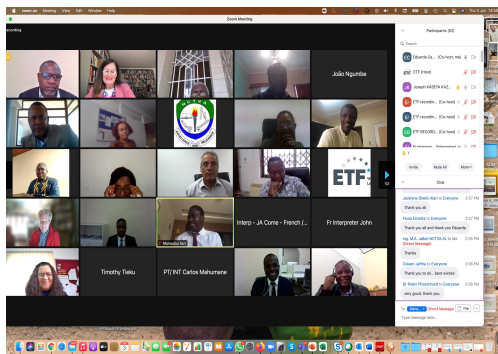
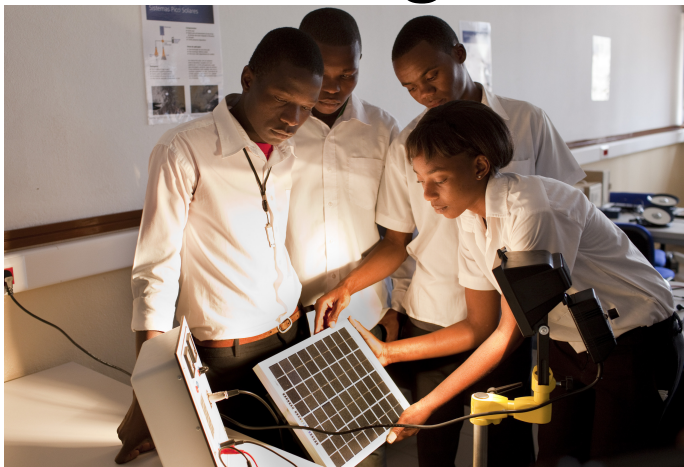
- Skills and qualifications of the people in Africa** are crucial for the transformation of the continent. Skills and qualifications are strategic in the context of the demographic bulge of the continent, which some see as the 'youth dividend'.
- About ACQF**: Overview, The People, Country.
- Resources**: ACQF Guidelines, Webinars, AU Policy Documents.
- Subscribe**: Join our mailing list. We write rarely, but only the best content. Includes a text input field for "Name".

The URL in the address bar is: <https://acqf.africa/capacity-development-programme/nqfs-learning-materials/videos-real-nqf-cases>

RPL, VAE,
RVCC -
Validation
of learning
gives us
Wings



Learning – everywhere, many modes and goals



KNQA
Kenya National Qualifications Authority

Recognition of Prior Learning (RPL)
Sajilisha ujuzi wako kupitia RPL

Janjaruka kitalanta

PT: Efforts to address the needs of candidates, advancement in the work place, overall career development, recognition of prior learning, and enhanced social integration.

Are you seeking to certify your skills?
Then RPL is here for you
Visit: www.knqa.go.ke

Visit: www.knqa.go.ke



GUIDELINES FOR IMPLEMENTATION OF PRIOR LEARNING IN KENYA

June, 2021



Making visible non-formal and informal learning

Non-formal and informal learning are fundamental parts of lifelong and life-wide learning

People learn anytime, anywhere throughout life, not only in formal education and training systems and pathways, but also in non-formal and informal learning contexts.

The growth of digital and online learning, access to digital skills assessment tools, and digital credentials are new dimensions and potentialities for RPL, which can benefit candidates, and the effectiveness of RPL systems.

Our speakers today

Modest Hamalabbi

- Zambia Qualifications Authority
- ACQF Guidelines team

Ernesto Villalba-Garcia

- Cedefop

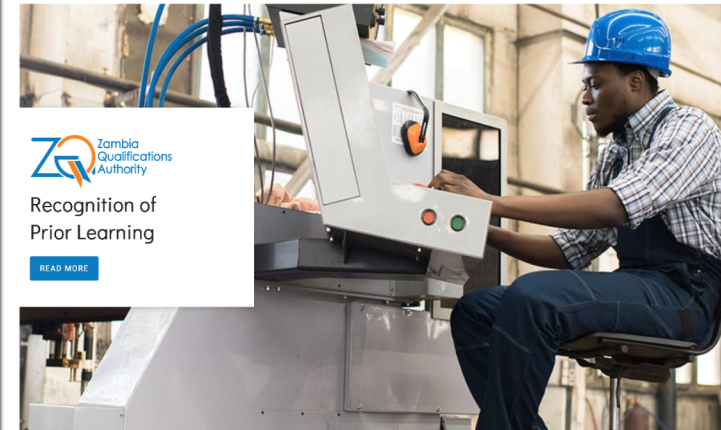
Amílcar Mendes

- UC-SNQ: Coordination Unit of the National Qualifications System, Republic of Cabo Verde

Our speakers today

Modest Hamalabbi

- ZAQA, Zambia
- Member of expert team developing two ACQF Guidelines
 - On Validation of Learning
 - On registers / databases of qualifications



Registration & Accreditation of Qualifications

[READ MORE](#)

Our speakers today

Ernesto Villalba-Garcia

- Cedefop
- A key reference expert, researcher and analyst on Validation on Non-formal and informal learning in the EU



The screenshot shows the Cedefop website's page for the 'European Inventory on validation of non-formal and informal learning'. The page is titled 'Validation of non-formal and informal learning' and features a sidebar with 'About Cedefop' information. The main content area includes a title, a list of reports, and a description of the inventory's purpose and scope.

European Inventory on validation of non-formal and informal learning
European Inventory on Validation: 2018 Update

- Synthesis report
- Synthesis report (ETF)
- Country reports
- Thematic reports
- Case studies

The European inventory on validation of non-formal and informal learning is a regularly updated overview of validation practices and arrangements across Europe. It is compiled in cooperation with the European Commission and ETIC. The inventory was established by the Council recommendation of 2012 on validation and works together with the European guidelines as a tool to support countries in developing and implementing validation arrangements.

A rich source of information, the inventory informs dialogue and learning between countries and stakeholders developing and implementing validation in Europe. Our key objective is to support Member States so that more learners and workers can acquire and make visible new skills, which will support their career and further learning and improve their quality of life.

The 2018 update of the inventory is a unique record of how validation is being used nationally, regionally and locally across Europe. It contains the state of play and an overview of developments in 36 countries, illustrated by good practice examples. You will also find thematic reports on key issues in designing and implementing validation initiatives, plus three international case studies. The inventory is the result of a three-year process based on the work of a large network of national experts, extensive review of documents, and interviews with key stakeholders.

Contact Details: ernesto.villalba-garcia@cedefop.europa.eu Ernesto Villalba-Garcia

Synthesis reports

Our speakers today

Case: RVCC in Cabo Verde

Amilcar Mendes

- UC-SNQ – Republic of Cabo Verde
- Head of the technical unit (NQF, CNQ, RPL)



Thank you



THE AFRICA-EU PARTNERSHIP

LE PARTENARIAT AFRIQUE-UE

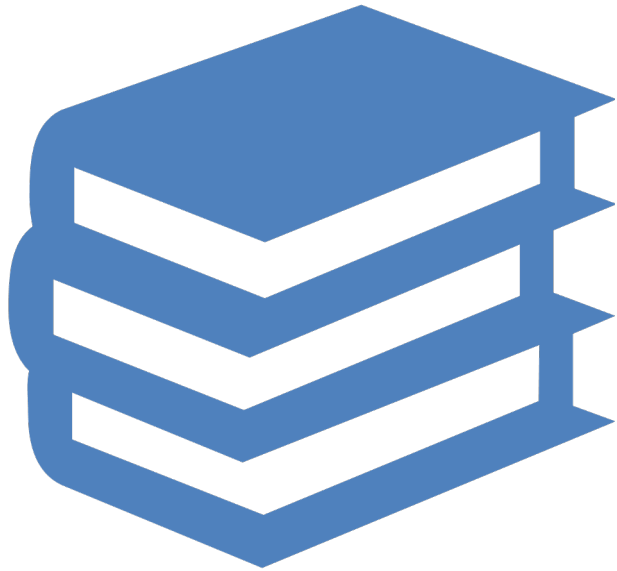


This project is co-funded by the European Union and the Federal
Ministry for Economic Cooperation and Development



giz Deutsche Gesellschaft
für Internationale
Zusammenarbeit (GIZ) GmbH

ETF Working together
Learning for life
European Training Foundation



For your
reference
and further
reading

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.
 - Objectives, principles, contribution to reforms and policies
 - Levels and descriptors
 - Qualifications Map
 - VAE - RPL
 - Qualifications DB / register
 - QA
 - Monitoring & evaluation
 - Governance and implementation set-up: public (education, employment) & private sectors

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.

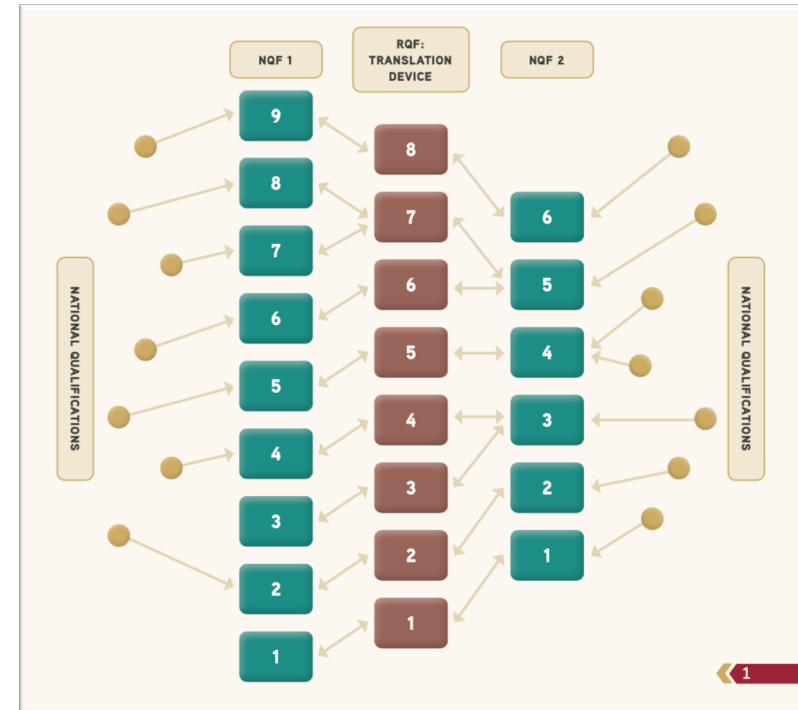
Seek commonalities and clarify differences.

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).

RQFs are *not* NQFs

- A key underpinning concept of any RQF is that they support and add value to NQFs or national qualifications systems.
- There appears to be an acceptance view that the regional initiatives (development and implementation of an RQF) provides a strong avenue for facilitating policy learning across the community of countries
- RQFs 'have a coordinating effect and this is often due to the guidance offered to countries on the commonalities and differences between the national approach and the approaches in other countries'
- RQFs do not replace or change NQF or reduce in anyway the scope of the national approach, nor do they diminish the sovereignty of the individual members within the community of countries



Referencing NQFs to a Regional QF (example)

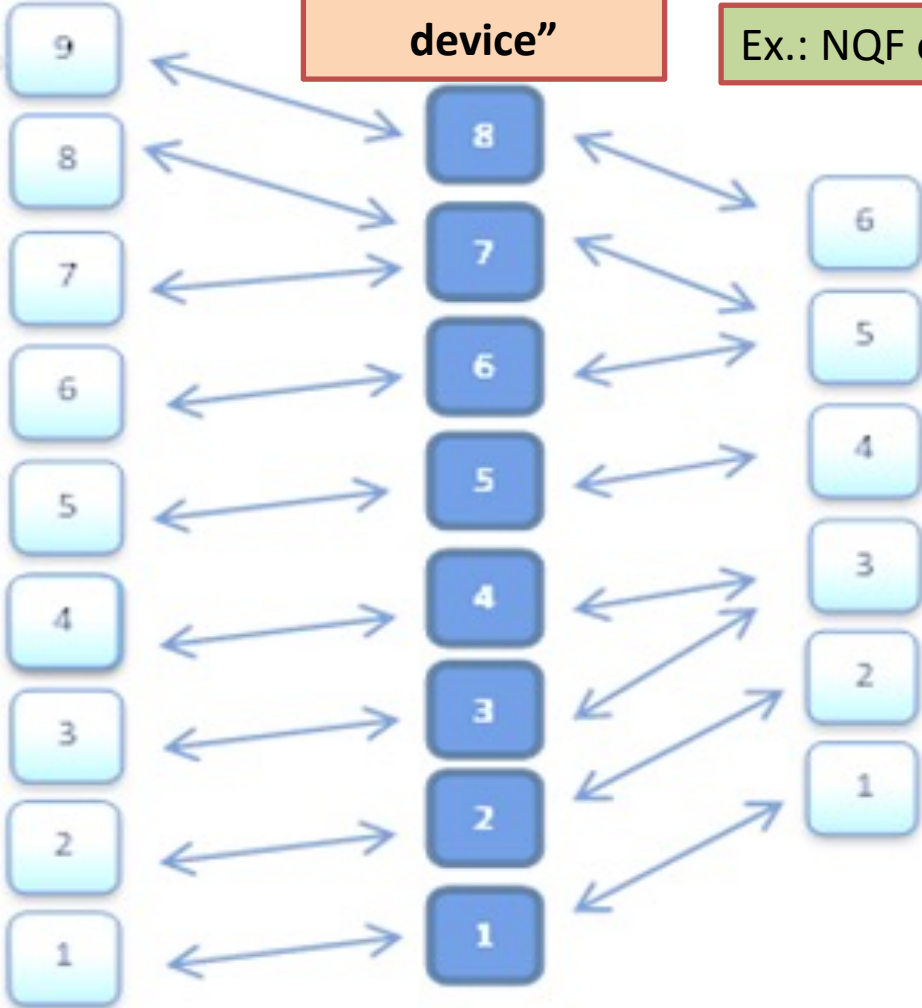
Ex.: NQF of Country B

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

Ex.: NQF of Country A

National Qualifications: in the NQFs

National Qualifications: in the NQFs



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)
- Agenda 2063: integrated Africa
- Ten-Year Implementation Plan 2023
- AU Free movement Protocol (Art 18)
- Free Trade: 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

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



CESA 16-25

Main Output: ACQF Policy and Technical
Document + Action Plan + ACQF Guidelines

- Analysis and evidence
- Capacity development programme
- Participative approach

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)

Purposes of ACQF



Enhance

Enhance comparability, quality and transparency qualifications of all types and levels, support people's lifelong learning outcomes.

Facilitate

Facilitate validation of learning, recognition of diplomas and certificates and mobility of learners and workers

Cooperate

Work in cooperation and complementarity with national and regional qualifications frameworks, and support African continental integration and creation of African Education common space

Promote

Promote cooperation and referencing between qualifications frameworks (national, regional) in Africa and worldwide

Principles and functions ACQF



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:

Angola, Cameroon, Cape Verde, Egypt, Ethiopia, Kenya, Morocco, Mozambique, Senegal, South Africa, Togo. EAC (EAQFHE), SADC (SADCQF), ECOWAS (mentions CAMES, LMD). New started: Ivory Coast and Nigeria.

Review process in 3 rounds (external, project expert, country and REC). Published:

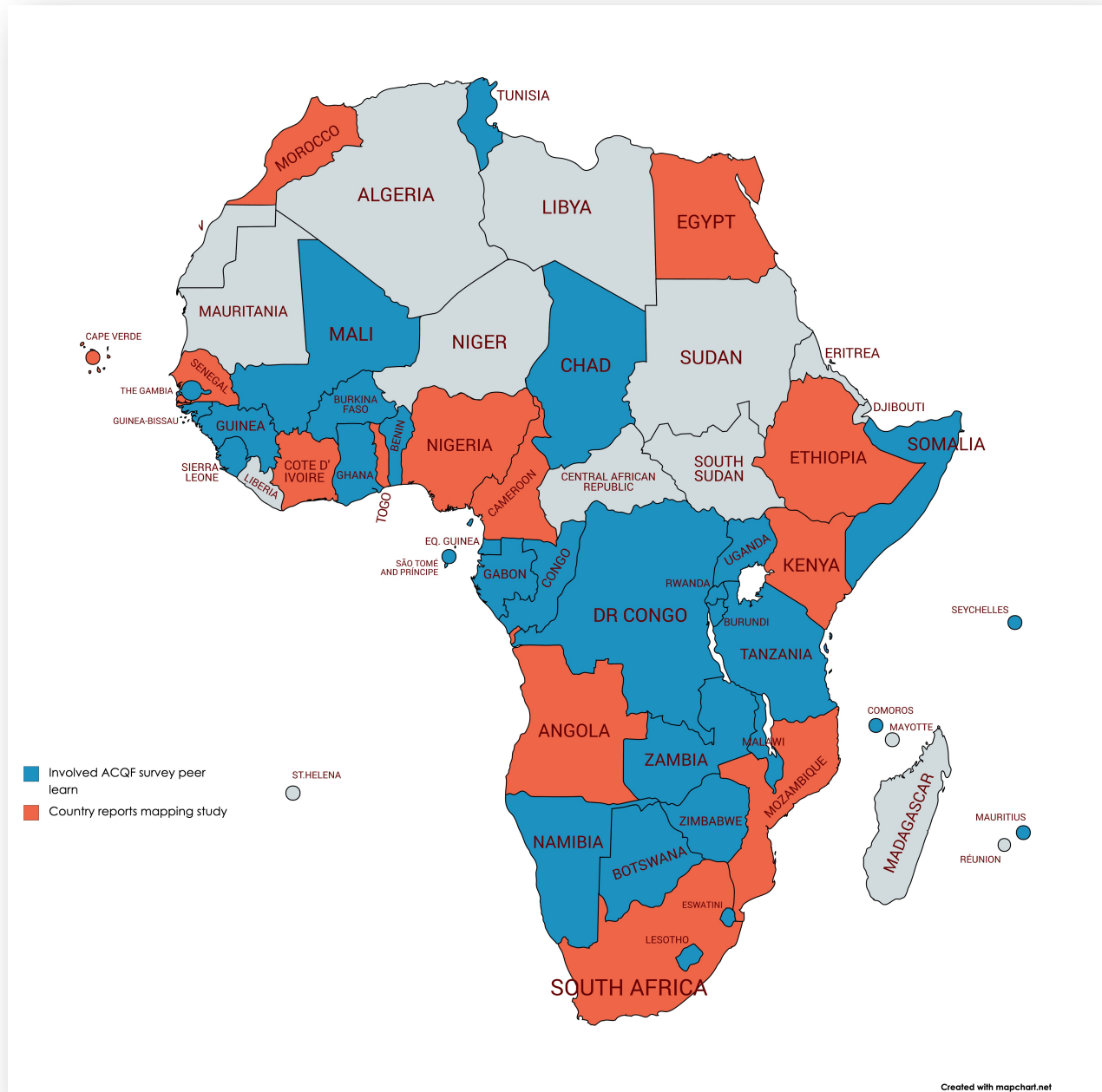
<https://www.nepad.org/skillsportalfor youth/publication/african-continental-qualifications-framework-acqf-mapping-study>

Countries and RECs – peer learning, updates, meetings:

Eswatini (meeting), Kenya, Lesotho, Mauritius, Mozambique, Rwanda, Seychelles, Tunisia; Angola, Egypt, Ghana, Zimbabwe, Zambia, Cape Verde, South Africa. SADCQF and EAC. CAMES (meetings)

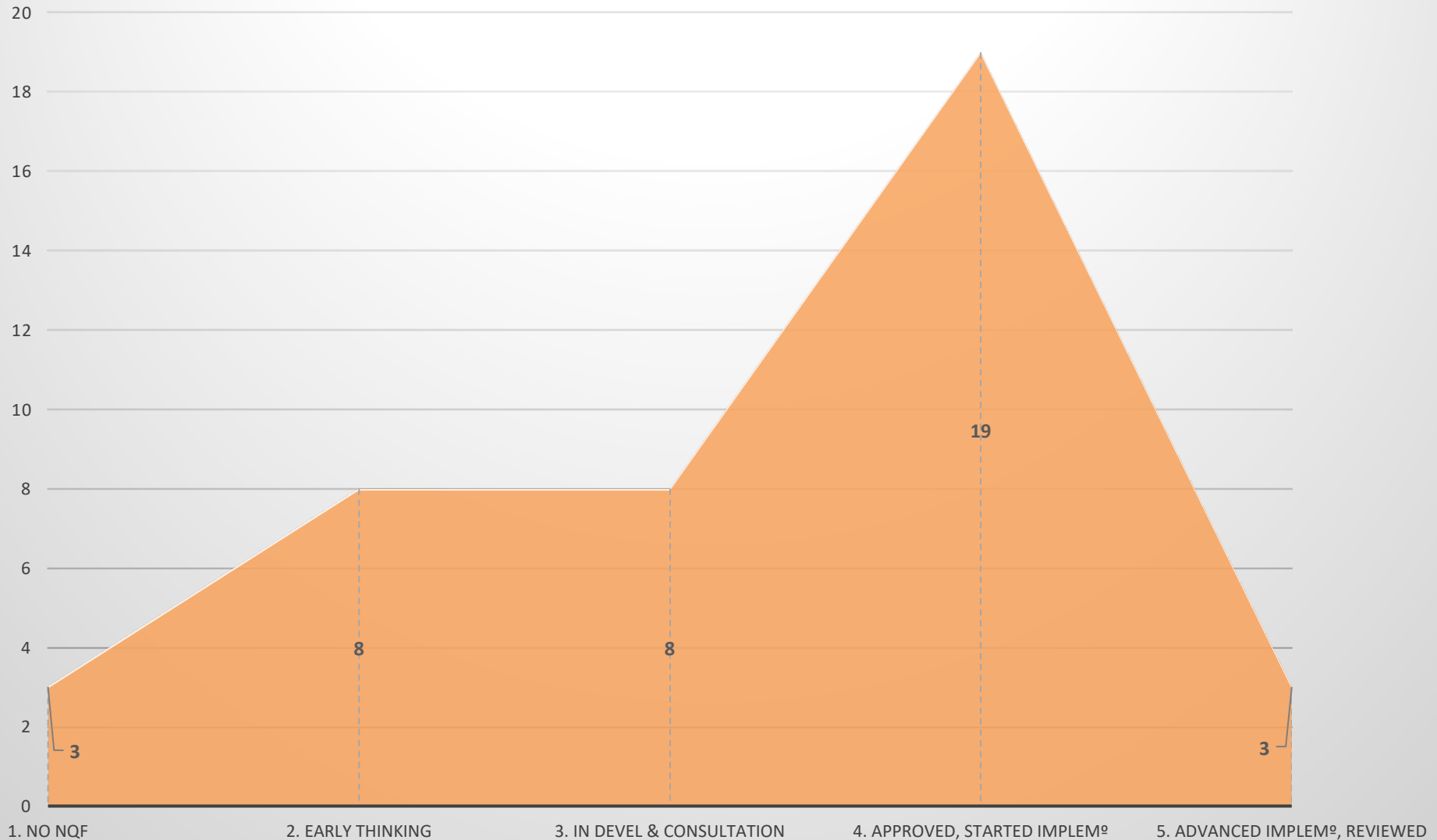
Mapping study: outputs

- 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)

Qualifications Frameworks, Africa - stage of development implementation (01/2021; total = 41 countries)



Stage of QF development and implementation (from 41 countries)

Stage of NQF (QF) development and implementation	Countries
No NQF	Chad, Republic of Congo, São Tomé e Príncipe
NQF in early thinking	Burkina Faso, Cameroon, Union of Comoros, Democratic Republic of Congo, Guinea, Guinea-Bissau, Mali, Togo
NQF in development and consultation	Angola, Burundi, Côte d'Ivoire, Egypt, Madagascar, Morocco, Sierra Leone, Somalia
NQF legal act approved, implementation started	Botswana, Eswatini, Ethiopia, The Gambia, Ghana, Kenya, Lesotho, Malawi, Mozambique, Namibia, Nigeria, Rwanda, Senegal, Seychelles, Tanzania, Tunisia, Uganda, Zimbabwe, Zambia
NQF in advanced implementation and reviewed	Cape Verde, Mauritius, South Africa

Overview levels and level descriptors in African NQF-RQFs

Levels

- **10** (16 NQFs)
- **8** (5 NQFs)
- **7** (1 NQF)
- **6** (1 SQF)
- **5** (1 SQF)

2 RQF:

- **10** (1 RQF)
- **8** (1 RQF)

Domains LD – some examples

- Knowledge, skills, competence
- Knowledge, Skills, Autonomy-responsibility
- Knowledge, Skills, Personal attitudes
- Learning demand - processes
- Areas of knowledge (depth, breadth, complexity); nature of skills; agency & context
- KS, complexity, autonomy-respons, adaptability, communication
- Competence, skills, autonomy
- Degree complexity; reasoning & problem solving; knowledge; Autonomy-responsibility

ACQF: main pillars

A Network of NQF agencies (authorities, councils) working together with Quality Assurance and Recognition agencies and institutes to drive and implement the ACQF, and with supporting / policy guidance role of AUC.

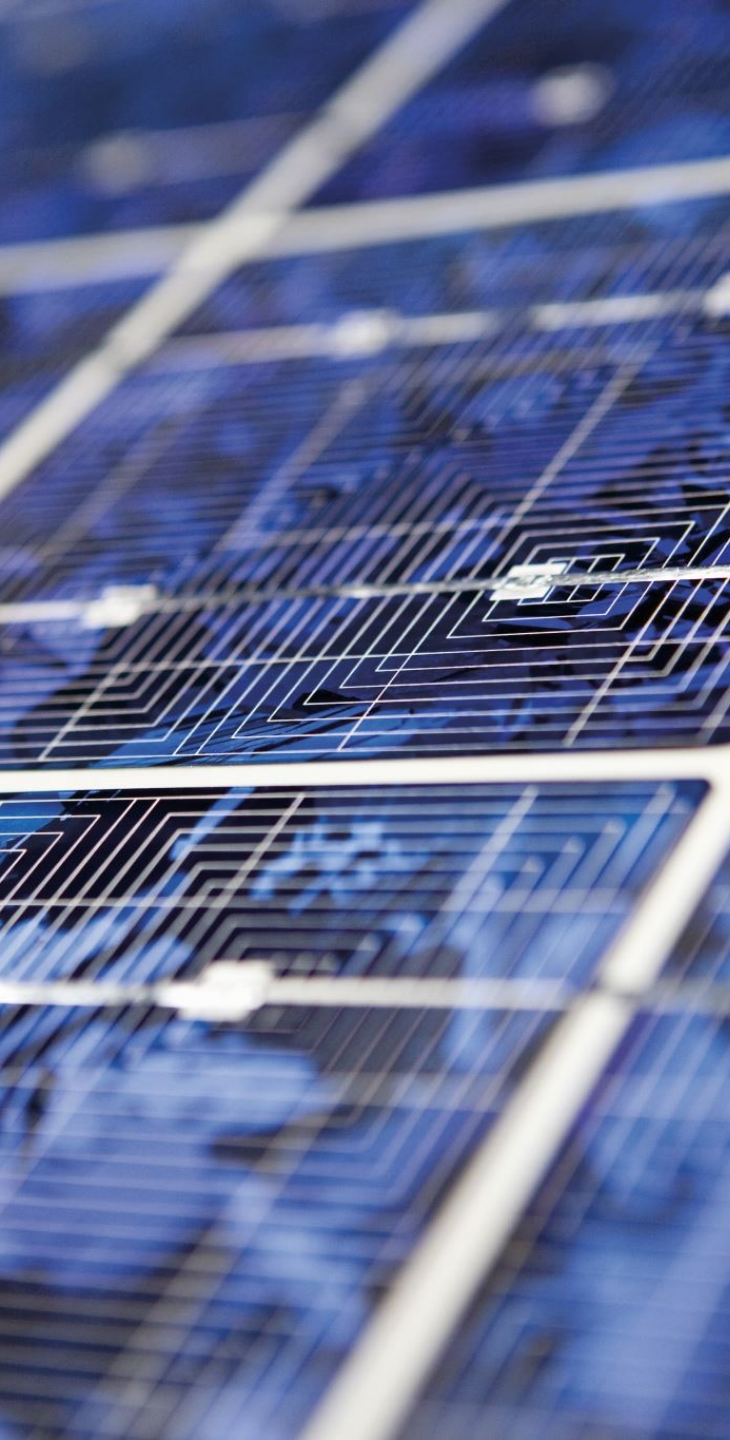
Referencing between NQFs / NQS and ACQF

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

Support countries developing and strengthening their NQFs – with quality-assured qualifications. The ACQF own level structure and descriptors can inspire countries. Countries can use the ACQF Guidelines for their own home NQF.

A continental database (DB) of qualifications – all interested countries can connect to it; countries can directly link their qualifications to this DB

A sustainable capacity development basis to create knowledge, mutual learning and sustainable solutions on qualifications and skills



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

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