



ACQF

African Continental
Qualifications Framework



THE AFRICA-EU PARTNERSHIP
LE PARTENARIAT AFRIQUE-UE



Session 6-2: NQF Governance

Governance of NQFs – different models

How will the NQF be put in practice? What institutions, stakeholders, and partners need to be involved and what are their roles? Who coordinates, steers and supports implementation of the NQF?

How to promote the adequate dialogue, interactions and synergies within the qualifications system?

Speaker: Dr Eusebius Juma Mukhwana

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



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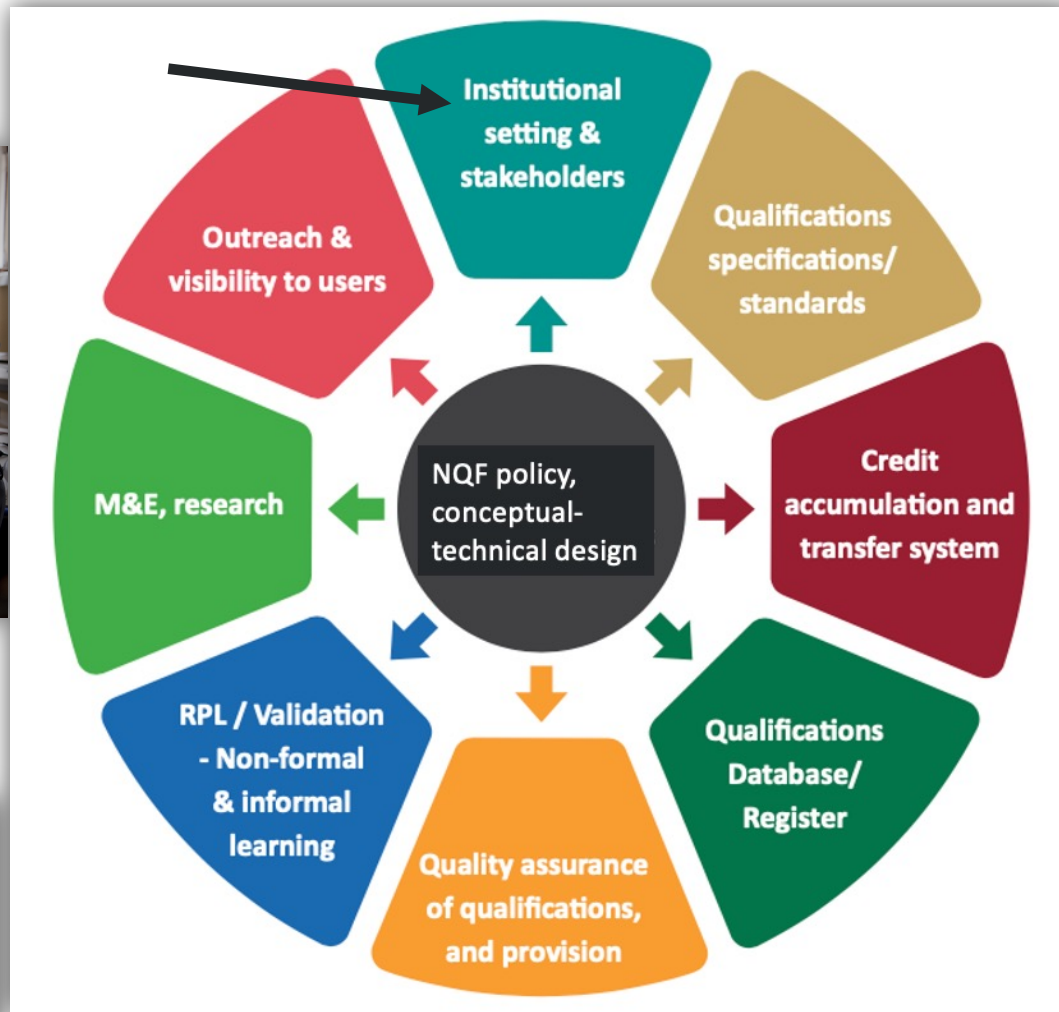
European Training Foundation



NQF governance: from ideas to actions

NQF governance: results international benchmarking

Governance of African NQFs: overview and recent developments



The NQF is a major part of the wider eco-system of lifelong & lifewide learning and work. Governance of NQF needs to work in dialogue with education-employment-innovation stakeholders

01

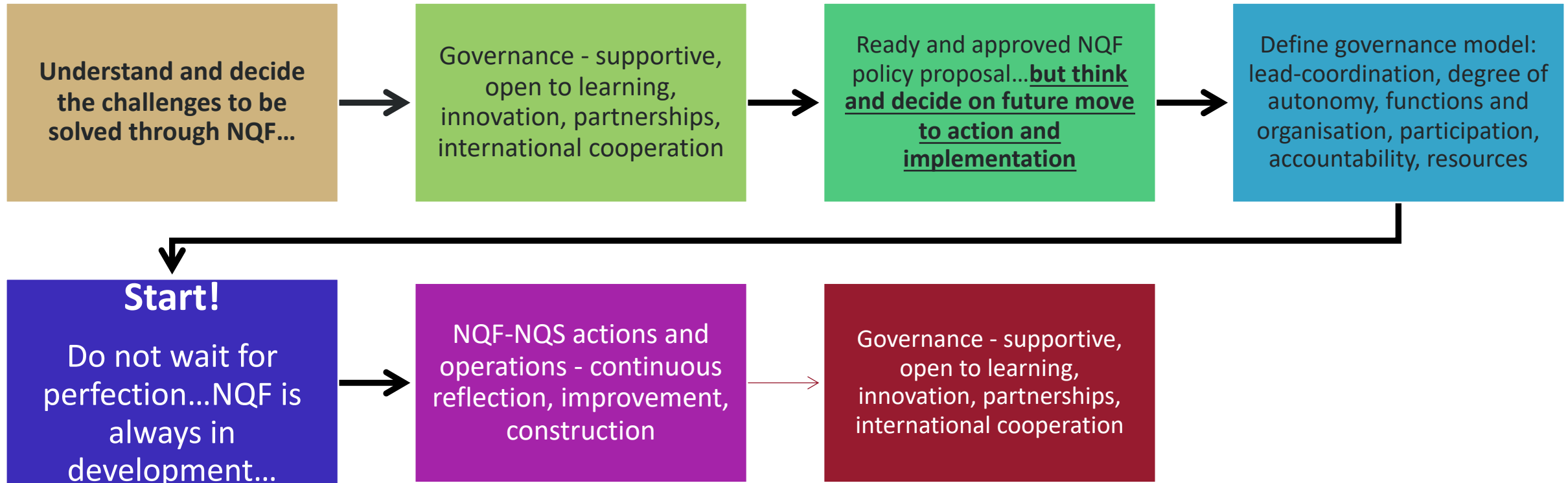
**NQF: from ideas to
actions**

Governance



- Governance is all the processes of interactions be they through the laws, norms, power or language of an organized society over a social system. It is done by the government of a state, by a market, or by a network.
- Governance has been defined to refer to structures and processes that are designed to ensure accountability, transparency, responsiveness, rule of law, stability, equity and inclusiveness, empowerment, and broad-based participation. Governance also represents the norms, values and rules of the game through which public affairs are managed in a manner that is transparent, participatory, inclusive and responsive. **Governance therefore can be subtle and may not be easily observable. In a broad sense, governance is about the culture and institutional environment in which citizens and stakeholders interact among themselves and participate in public affairs. It is more than the organs of the government. (UNESCO, International Bureau of Education).**

NQF: from building...to operations



02

**NQF governance models –
international benchmarking
(2021, 6 countries)**

- The nature of any NQF requires the involvement of a **broad base of partners** from different sectors of education and training, employment, economy and society.
 - From an International Benchmarking (2021): France, Portugal and Kenya provide examples and practices on the involvement of partners and stakeholders in governance, development of qualifications and decision-making on location / positioning of qualifications in the NQF.
- Increasing focus on **beneficiaries and users** — is part of the functions of NQF management bodies (and partners): Communication, online services/digital channels, technical and methodological guides, information brochures and videos on the benefits and opportunities offered by the NQF for different target groups, labour market recognition of NQF levels (job vacancies), among others.

Conditions for effective governance of NQF

NQF is an integral component of the qualifications system, therefore it operates sustainably if supported by a set of elements:

- 1. Strategic-political framework:** "why" - what objectives and benefits, scope of the NQF, structure (levels and descriptors), beneficiaries, users
- 2. Legal framework:** different types of texts - Laws, decrees, regulations, decisions, guidelines
- 3. Management framework:** body responsible for planning, implementation of specific NQF activities and services; trained personnel; governance - stakeholders, partners; financing;
- 4. Implementation tool box:** a) Registers/ Digital Catalogue of Qualifications; b) Digitalised processes - applications for registration; c) Guides, methodologies; d) Website; e) Help, communication, information for end-users
- 5. Communication framework:** to reach out, mobilize different groups and audiences
- 6. Analytical framework, monitoring and evaluation:** data, research, analyses, dashboards, impact assessment, feedback (e.g. stakeholders, users)

Models: based on international benchmarking (2021)

6 Countries: France, Bahrein, Namibia, Ireland, Portugal, Kenya)

- **Governance and management - different organizational models**
 1. **Model 1:** National Qualifications Authority (Namibia, Kenya)
 2. **Model 2:** National Qualifications Authority + additional areas (Ireland, Portugal)
 3. **Model 3:** management of the NQF – within the structure of an existing institution (France, Bahrein)
- **Some common features:**
 - ✓ Statute: Entities with autonomy (administrative, decision-making, financial)
 - Not integrated in the structure of ministries (no example of our sample)
 - Specific competencies in the thematic areas of responsibilities: own staff; thematic experts/ specialists for certain areas / assignments
 - ✓ Associated stakeholders: sectoral councils, professional associations, chambers of commerce & industry, social partners
 - Roles: Consultation; approval of standards and qualifications; members of the decision bodies (e.g. Certification Committee - France)
 - ✓ Websites – wide range of information for the public

NQF governance models: benchmarking

Country	Lead NQF institution	Main functions
France	<p><u>Directorate of Professional Qualifications</u> - one of the 5 operational directorates of France Compétences</p> <p>NQF: 8 levels History of NQF: since 1972; new NQF enacted by Decree Jan 2019</p>	<p>Ensures management and maintenance of the 2 national registers of qualifications: RNCP and Specific Register Elaborates the list of emerging and quickly developing occupations. Works / supports the Certification Commission – independent organ: analysis of applications and recommendation on inclusion of qualifications in NQF</p>
Bahrain	<p><u>General Directorate of NQF and Examinations</u>: within the structure of the Education and Training Quality Authority - BQA</p> <p>NQF: 10 levels</p>	<p>2 functions (2 directorates): a) National examinations; b) NQF Operations</p>
Namibia	<p>Namibia Qualifications Authority (NQA) – NQA Council and its Committees</p> <p>Established by the Namibia Qualifications Authority Act (Act 29 of 1996)</p> <p>NQF: 10 levels</p>	<p>Develop and manage NQF; be a forum for qualifications issues; professional standards; curriculum standards required to achieve professional standards; provider accreditation; register qualifications; RPL; data collection and analysis.</p>

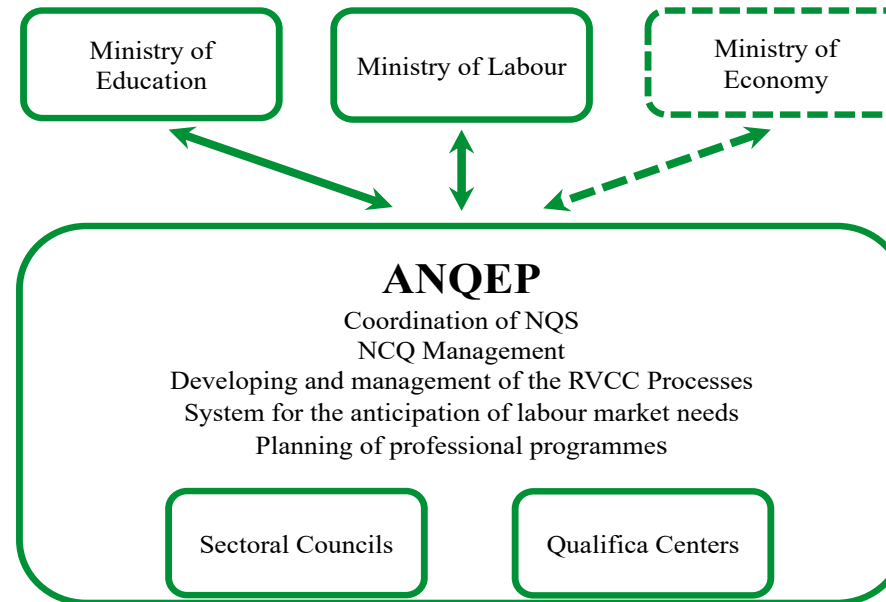
NQF governance models: benchmarking

Country	Lead NQF institution	Abrangência
Ireland	1. National Qualifications Authority (2001-2012) – first format 2. QQI (Quality Qualifications Ireland) – since 2012 Law 2012 (Qualifications and QA) NQF: 10 levels	"Swiss Army Knife" - many functions: <ul style="list-style-type: none"> • Quality assurance (post-secondary, not higher) • NQF- registration qualifications, integrity of NQF, referencing other QF; impact analysis and review of the NQF • Recognition of diplomas, qualifications • Promotion of Irish qualifications • National coordination point for relations with EQF
Kenya	Kenya National Qualifications Authority (KNQA) Law 2014 + regulation 2018 NQF: 10 levels	<ul style="list-style-type: none"> • Equation of qualifications • Registration of qualifications • RPL • Foreign qualifications: Certificates of equivalence • Credit accumulation and transfer
Portugal	<ul style="list-style-type: none"> • ANQ - first format • National Agency for Qualification and Professional Education (ANQEP) - now • NQF: 8 levels 	<ul style="list-style-type: none"> • National Qualifications Catalogue (CNQ): registration, update, integrity • RPL: RVCC System - develop and manage, coordinate RPL Centers ("Qualifica") • Monitoring, evaluation, regulation of TVET offer (for young people and adults) • Design of learning pathways, programs, methodologies, standards • National coordination point for relations with European Qualifications Framework (EQF)

NQF governance scheme - Portugal

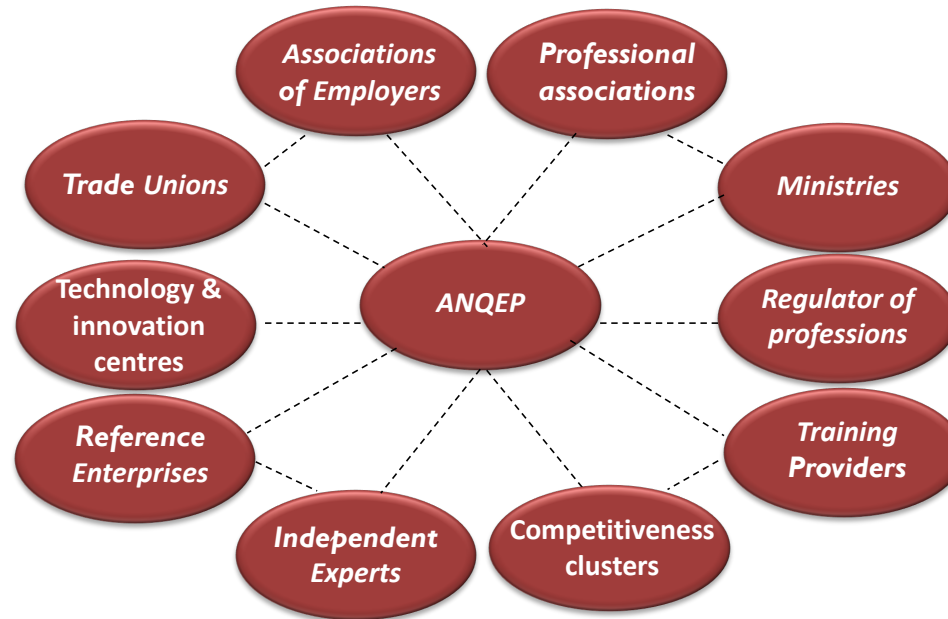
The Portuguese Qualifications Framework

NQF implementation: Who does what (main institutions)?



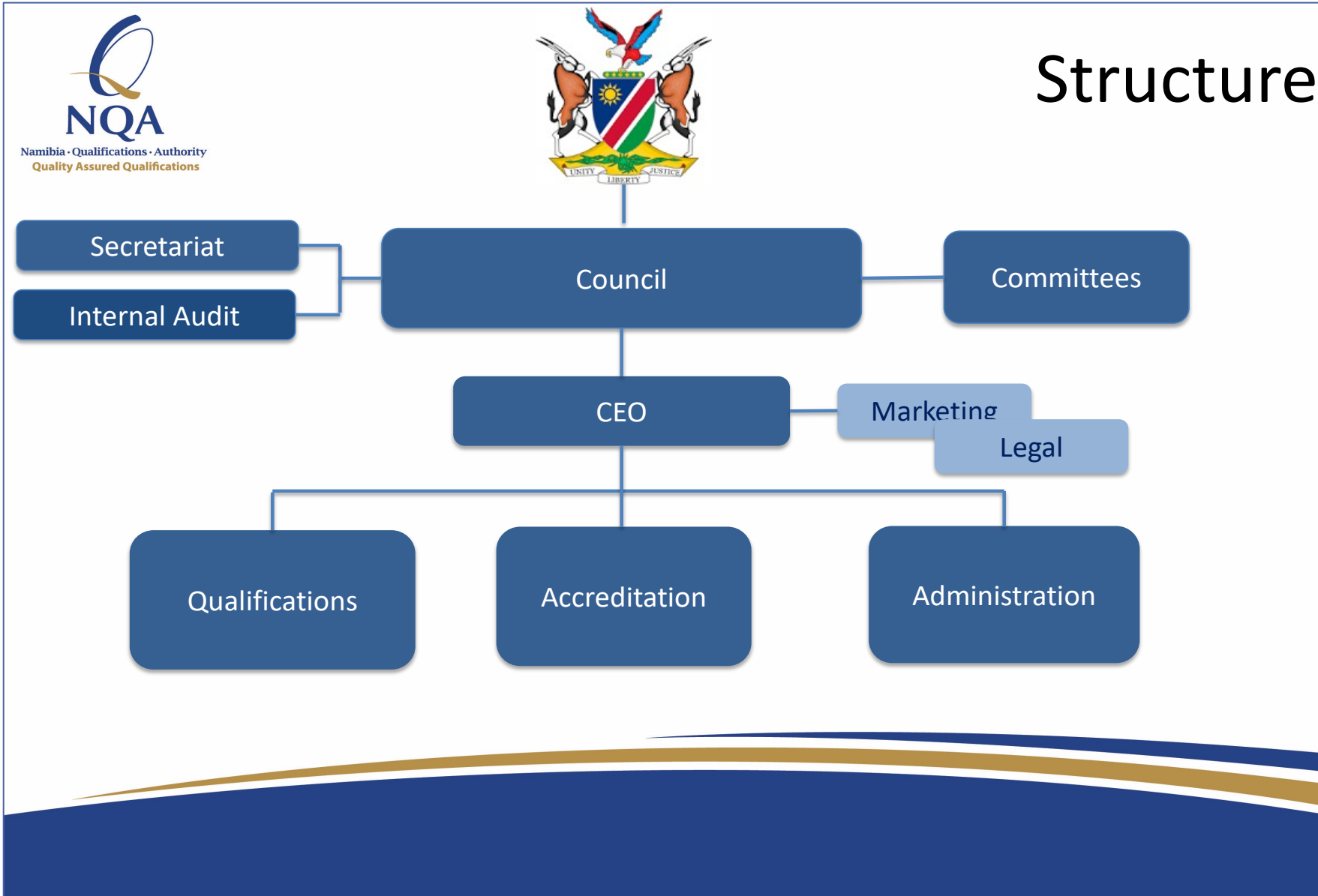
The Portuguese Qualifications Framework

Who are the main partners and stakeholders involved?



18 sector councils for qualifications

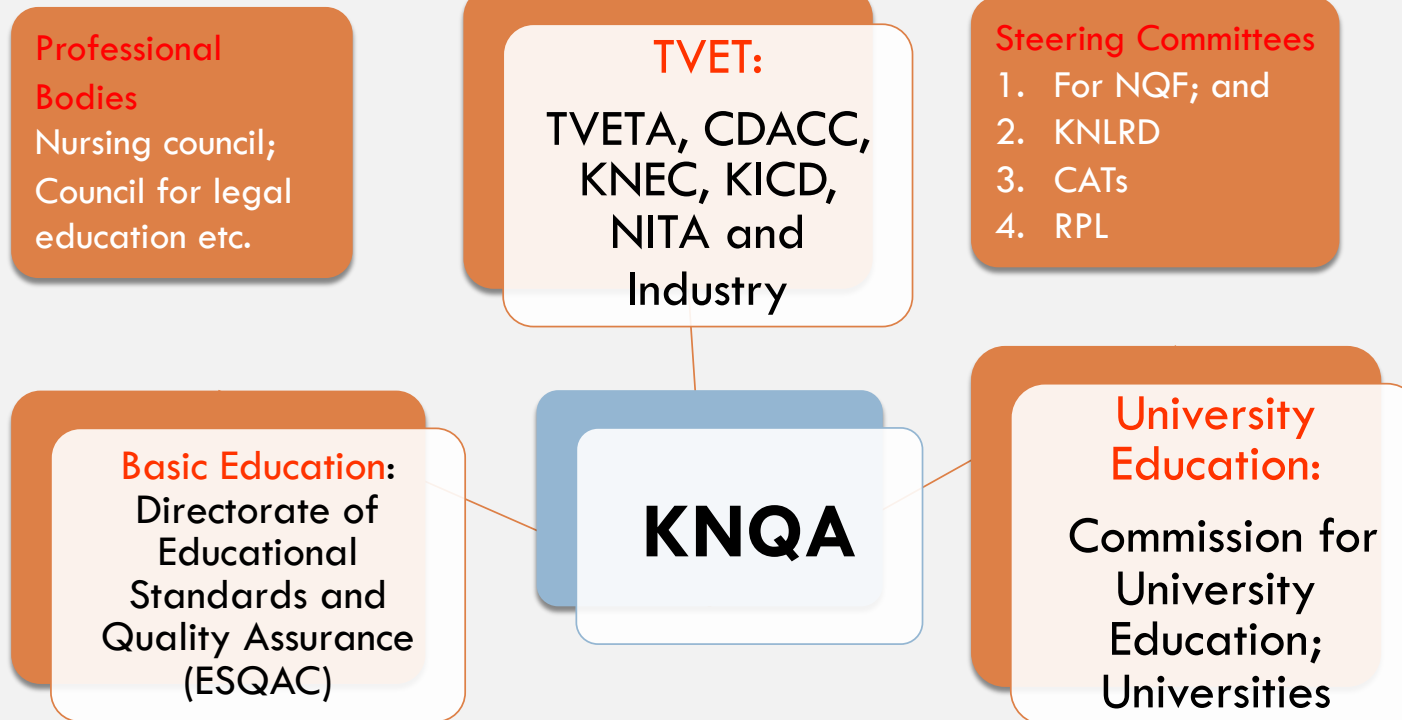
https://www.angep.gov.pt/np4/indicadores_n3

**The NQA Council Committees:**

- Executive Board
- Qualification Committee
- Accreditation, Assessment and Verification Committee
- Human Resources Committee
- Finance Committee
- Risk and Audit Committee

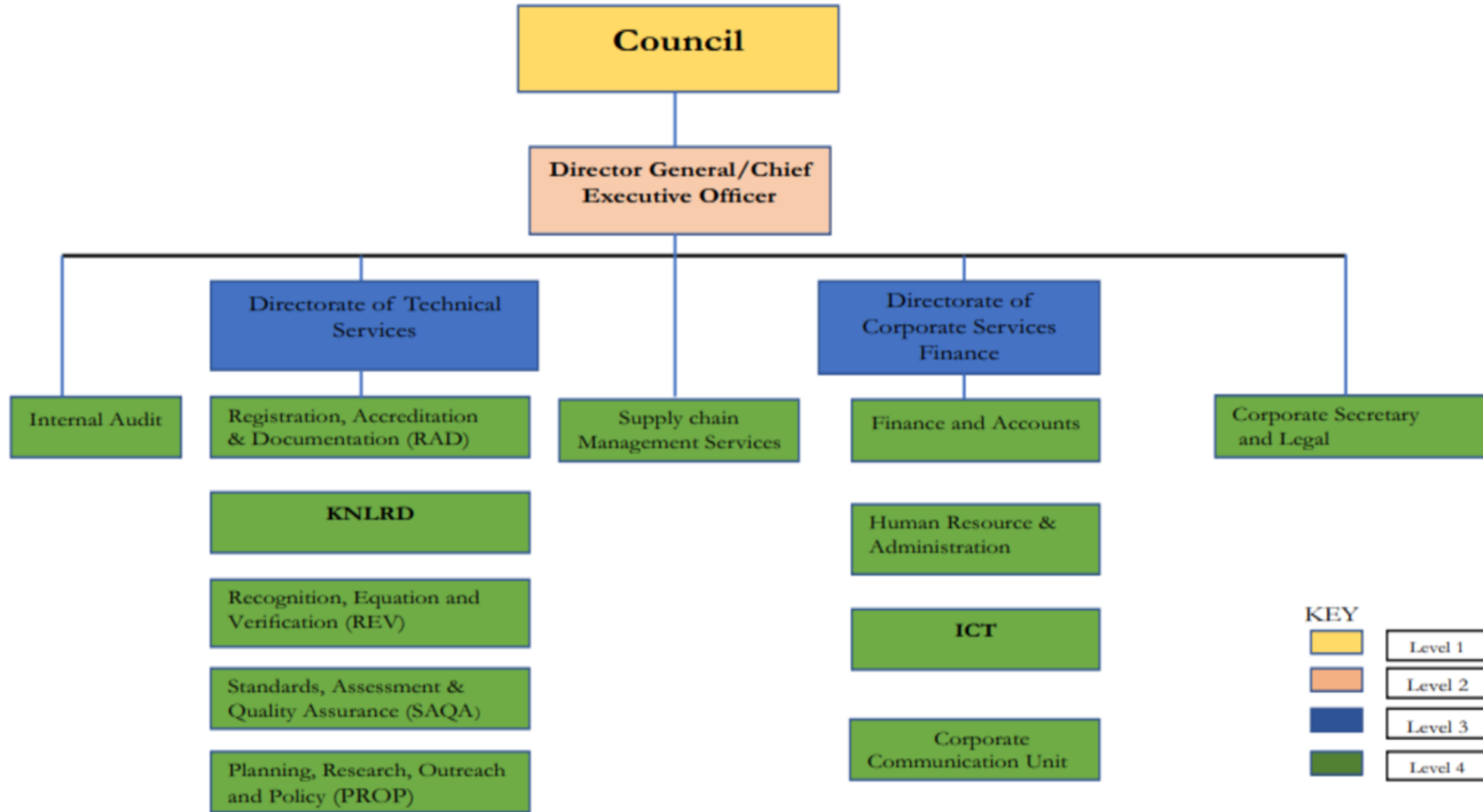


Our Qualifications Ecosystem



Chapters in a Book; Important Building Block

Organisational chart KNQA - Kenya



03

NQF governance: overview and recent developments in Africa

1. NQF Authorities (National Qualifications Agency, Authority, Institute)

Legal entities of public law with managerial and financial autonomy. Established by legal acts. Purpose: to develop and implement the NQF; wide scope of functions and areas of work; registration and database of qualifications; multiple sources of financing (public budget, service fees, projects)

Angola, Botswana, Kenya, Mauritius, Namibia, Seychelles, South Africa, Zambia

2. Coordination Units NQF

Independent legal entities, NQF focused scope of work, registration and database of qualifications. Quality assurance. RPL. Established by legal acts. Inter-stakeholder coordination functions.

Cape Verde

3. NQF management as one of the functions of existing agencies and councils

Legal entities with governance and financial independence: Higher education councils; quality assurance and accreditation agencies (tertiary and higher education); TVET authorities

Egypt, eSwatini, The Gambia, Ghana, Lesotho, Malawi, Mozambique, Nigeria, Sierra Leone, Tanzania, Uganda

4. NQF coordination as part of the functions of ministerial departments, or other government instances (such as technical coordination units; national alignment committees). Often – temporary functions in respect to NQF

Ministerial departments / structures tasked with coordination and development of NQFs. Most frequent ministries: labour and TVET; education; higher education. Technical coordination units accountable to Presidency of the country. Provisional inter-ministerial coordination commissions for NQF development

Cameroon, Malawi, Morocco, Rwanda, Senegal, Tunisia, Zimbabwe

5. Inter-ministerial, inter-stakeholder councils focused on NQF development and consultation, initial implementation stages

Councils, commissions, working groups – often of temporary nature – until stable NQF governance setting is put in place

Morocco (National Permanent Commission working with the coordinating Ministry);

• Seychelles

New Seychelles Qualifications Authority (SQA) Act 57/2021, entered into force on 1 May 2022

• Angola

New decree n° 208/2022 of 23/07/2022: establishes the National Qualifications Institute and defines its organic statute

• Ethiopia

FDRE Education and Training Authority



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FDRE Education and Training Authority

	→ https://eta.et/
	→ https://www.facebook.com/EducationAndTrainingAuthority
	→ https://t.me/ETA_info
	→ https://www.youtube.com/channel/UCUJZPk3EDLFYi44kMwC1RCg
	→ https://twitter.com/FDRE_ETA
	→ http://www.linkedin.com/in/education-and-training-authority

Mission of SQA:

- To develop and enhance a national qualifications framework that elevates and recognizes competencies whilst promoting quality education and training.

Functions of SQA

According to new SQA Act N° 57/2021 (full list included in chapter 5.4 of this report):

- (a) recognise, evaluate and register national qualifications and part qualifications on NQF
- (b) generate and register national unit standards and qualifications for occupations and professions and ensure their relevance to social and economic needs;
- (c) maintain a national database of registered and accredited providers, programmes, qualifications and part qualifications, as prescribed;
- (d) design, develop and implement a common quality assurance system, and regulate compliance therewith;
- (e) develop and review quality standards and ensure compliance by providers through a monitoring system;
- (f) accredit tertiary education and training providers and other providers of post compulsory education and training and monitor that such providers continue to comply with prescribed standards and criteria;
- (g) accredit programmes and courses of education and training and monitor that such programmes and courses continue to comply with prescribed standards and criteria;
- (h) conduct inspection of established and registered schools to ensure national education quality and standards are maintained;
- (i) review the policies and criteria on which the National Qualifications Framework is based;
- (j) establish policy, criteria and procedures for, and monitor the process of evaluation and recognition of competencies acquired formally, informally and non-formally through Recognition of Prior Learning;
- (k) establish policy and criteria for credit accumulation and credit transfer;
- (l) recognise, evaluate and establish equivalence of foreign qualifications to the levels of the National Qualifications Framework and record the decisions made;
- (m) develop a policy and criteria for the recognition of foreign programmes leading to the award of qualifications and part qualifications delivered by or through local tertiary education and training providers;
- (n) develop a policy for recognition by the Authority of any foreign qualification before the qualification bearer may be entitled to enter into an occupation or a profession;
- (o) promote international recognition of the national qualifications and the international comparability of national qualifications;
- (p) register tertiary education and training providers and other providers of post compulsory education and training and maintain a register to this effect;

- Manage the NQF and National Catalogue of Qualifications (CNQ)
- Update the CNQ with support of Sector Qualifications Councils (CSQ) and Technical CSQ (CTSQ)
- Coordinate CSQ and CTSQ, assure participation of socio-economic partners
- Coordinate and support development of national education and training policies
- Promote national qualifications
- Promote mechanisms for efficient articulation between systems of education and vocational training
- Identify and elaborate occupational profiles - basis for training standards
- Contribute to approximation between professional and academic qualifications
- Define the methodology for elaboration of qualifications and develop models of occupational profiles, and competency and training standards
- Publish guides and reports about professional qualifications, technical glossaries and procedures manuals for the National Qualifications System
- Support recognition of qualifications acquired abroad
- Develop analyses related to social, labour market and technological developments and impact on qualifications
- Contribute to develop system of accreditation and certification of training providers
- Propose and support development of monitoring and evaluation and quality assurance of the National Qualifications System
- Develop the action plans and programmes for implementation of the National Qualifications System and its instruments
- Build and maintain the National Qualifications System and develop relations with NQF / NQS of other countries and regions

Learn more on NQF governance

- ACQF capacity development - 6 governance models:
<https://acqf.africa/capacity-development-programme/nqfs-learning-materials/6-nqfs-governance-models>
- ACQF Mapping study collection:
<https://acqf.africa/resources/mapping-study>
- Mapping SADC NQF for Review of SADCQF implementation

Questions



Thank you

- Dr Eusebius Juma Mukhwana
ACQF expert team