Developing the African Continental Qualifications Framework (ACQF)
2nd peer learning Webinar
16 July 2020
Session 1
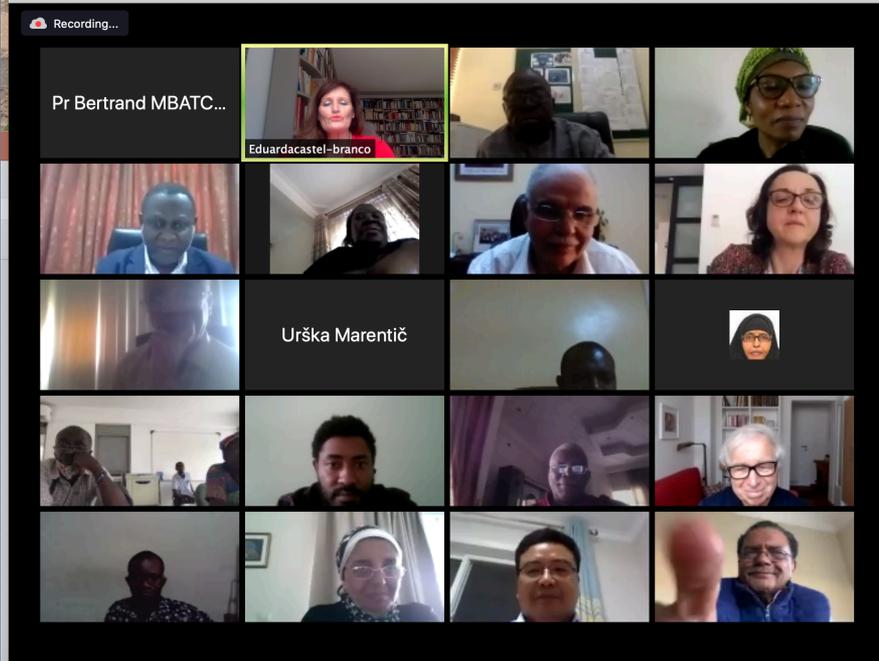
QUADRO CONTINENTAL AFRICANO DE QUALIFICAÇÕES (ACQF)

CADRE CONTINENTAL AFRICAIN DES QUALIFICATIONS (ACQF)

إطار المؤهلات القارية الأفريقية (الأسكف)

2

AGENDA 16 July

Time (CET)	Session	Speaker
11.00-11.10	Opening. Introduction to working methods of Webinar. Objectives of programme.	AUC ACQF project team
11.10-11.20 Session 1	Main messages and learnings from the 1st Webinar.	**Eduarda Castel-Branco,** ACQF project team
11.20-11.50 Session 2	National Qualifications Framework Mozambique: building the integrated comprehensive framework. Good practice: TVET qualifications register	**Prof Ana Maria Nhanpule** **Dr Jeffy Mukora** NQF Task Force Mozambique
11.50-11.55	Break – 5 minutes	
11.55-12.25 Session 3	ASEAN Qualifications Reference Framework Contributing to comparability, mobility and regional integration	**Dr Megawati SANTOSO** ASEAN QRF – Committee (chair)
12.25-12.55 Session 4	Ireland: National Framework of Qualifications – a long experience, new questions and future perspectives.	**Dr John O'Connor** Head of Qualifications and Skills Policies - QQI
12.55-13.20 Session 5	Discussion, questions	Prof. Kuzvinetsa P. Dzvimbo. CEO ZIMCHE Participants
13.20-13.30	Themes and questions for next Webinar	AUC-ETF

3 case studies today

Case 1: AFRICA

Southern Africa: Mozambique

Unified NQF in advanced stage – towards approval.

10 years experience with QF HE

5 years experience with TVET QF (QNQP): eco-system: QA, Credit system, Register Qualifications

Case 2: ASIA

Association SouthEast Asian Nations QRF

Regional integration

10 countries

8 levels, KU and S

Case 3: EUROPE

Ireland - NFQ

Longstanding experience

10 levels

Evaluation of NFQ

New challenges, new debates

ACQF Vision

VISION FOR THE ACQF

▶ Enhance comparability, quality and transparency of qualifications from all sub-sectors and levels of education and training and support people's lifelong learning outcomes;

▶ Facilitate recognition of diplomas and certificates, and mobility of learners and workers;

▶ Work in complementarity with national and regional qualifications frameworks, and support the creation of a common African education space;

▶ Promote cooperation and alignment between qualifications frameworks (national, regional) in Africa and worldwide.

ACQF:
- Overarching framework against which national and regional frameworks and level descriptors - can be calibrated.
- Referencing qualifications framework – NQFs reference to ACQF following criteria and procedures. Use of ACQF levels in qualifications documents.
- Catalyst to develop national frameworks
- Reference for comparison with other international frameworks

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 Pan-African Quality Assurance and Accreditation Framework (PAQAF)

▶ Implement the AU TVET Strategy to Foster Youth Employment

ACQF MAPPING STUDY - NQFS IN AFRICA (37 COUNTRIES)

Advanced implementation
5% (2)

No NQF
11% (4)

Early thinking
16% (6)

In developm & consultation
30% (11)

Adopted legal act, started implement
38% (14)
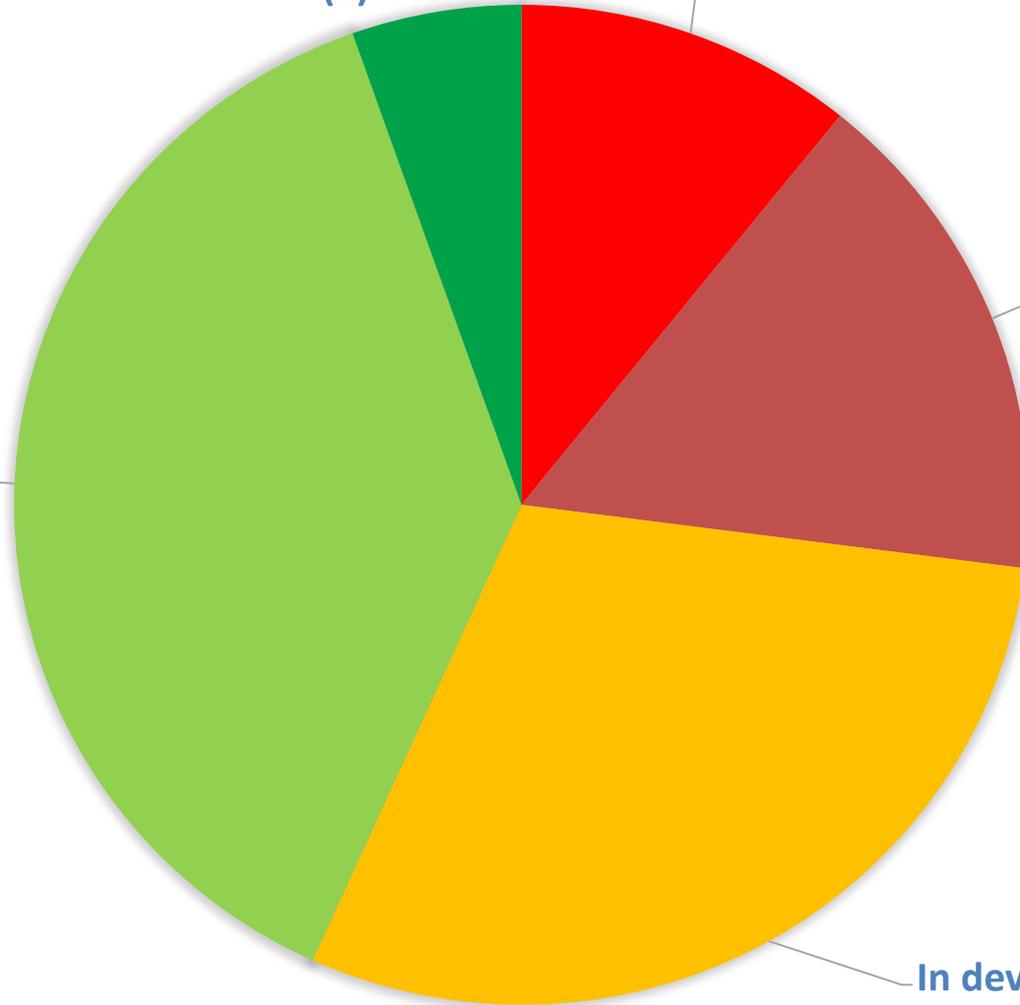
Dialogue, consultation, information, AU decision-making

ACQF process: main outputs 2020-2022

1. Feasibility analysis

2. Technical annexes ACQF: Common Guidelines

3. ACQF policy and technical document with Action Plan

4. Capacity development, buy-in: peer learning, training, practical application
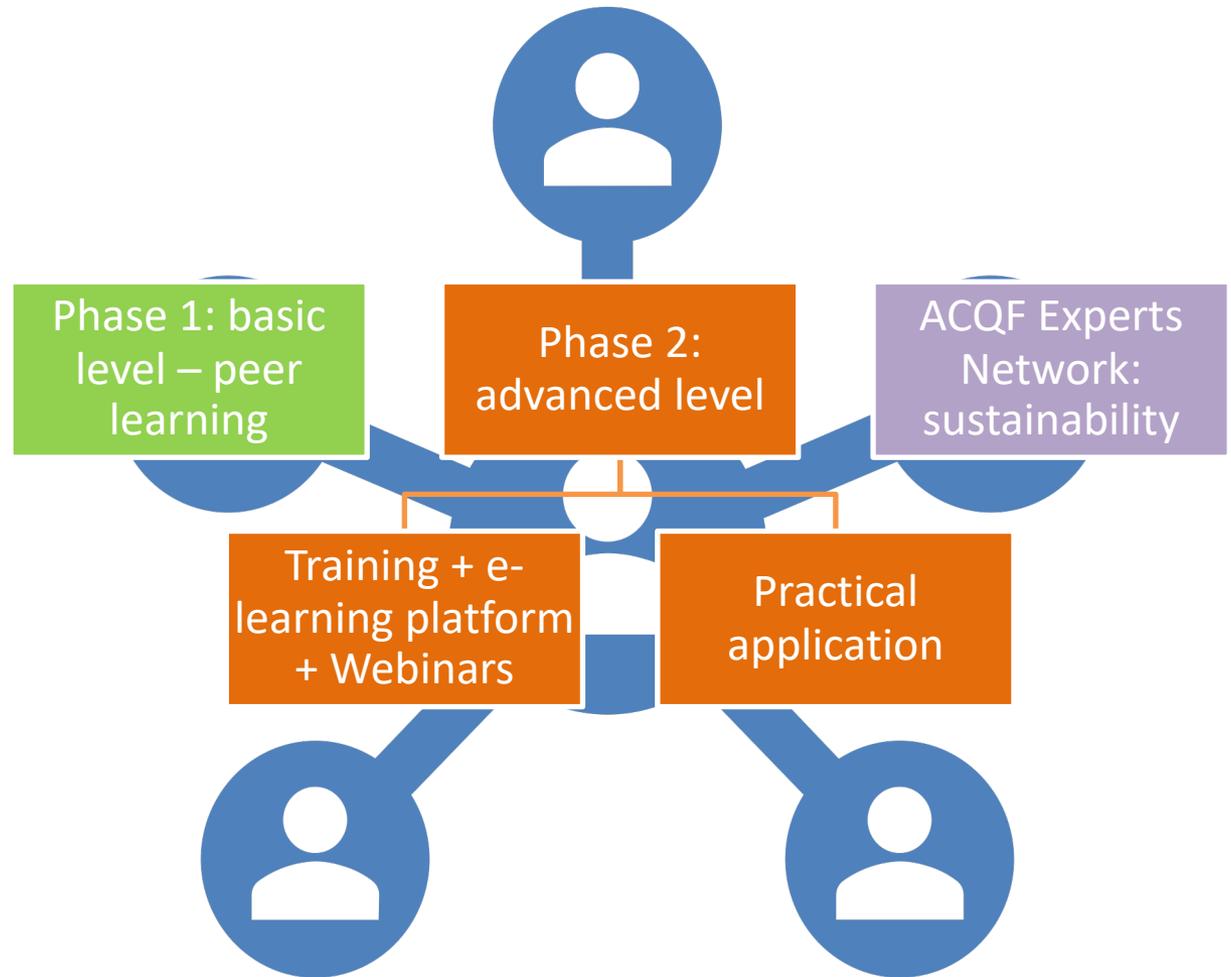
Main themes of the peer learning programme

1. NQFs – main concepts and instruments, types, contributions - through cases

2. Regional qualifications frameworks: interplay, referencing, contributions

3. Developing and implementing an NQF

4. Learning outcomes: common language education-LM; uses, types, common guidelines. Role in NQFs

5. Levels and level descriptors: role, uses, links with qualifications design

6. Making NQF more transparent and visible to end-users: registers, catalogues of qualifications; interconnected qualifications DB.

ACQF Peer learning 2020 – combination of QF experiences

July 2020		September 2020

Kenya, Slovenia, EQF

Mozambique, ASEAN QRF, Ireland

Mauritius, France, Portugal

CAMES, Morocco, Arab Qualifications Framework

October 2020

Angola, Ghana, eSwatini, Zimbabwe

Zambia, Cabo Verde,

SADCQF

EAQFHE

South Africa

Sector QF (tbc)

Final debate

Qualifications and Qualifications frameworks

Qualifications: means a formal outcome of an assessment and validation process which is obtained when a competent authority determines that an individual has achieved learning outcomes to given standards;

National qualifications framework: means 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;

Peer learning webinar 1 (2/July): the 3 cases

Kenyan NQF	Slovenian NQF	EQF
• 2014, 2018: NQF Act and Reg	• 10 years – Law pf 2015	• 12 years
• 10 levels	• 10 levels	• 8 levels
• Inclusive scope: academic pillar and professional	• K-S-C	• K-S-RA
• KNQA	• Inclusive scope (LLL)	• Inclusive scope (LLL)
• Steering Committees: for NQF, CAT, KNLRD, RLP	• Types qualifications: educational; vocational; supplementary	• Validation non-formal informal learning
• Qualifications Eco-system: professional bodies, TVET, Basic Education,	• Validation non-formal and informal learning	• From 3 to 43 NQFs (39 countries – 36 referenced)
• Achievements: standardised Qualifications across disciplines and levels; national accreditation and QA standards; internationalisation of Kenyan Qualifications; easier learner progressions; portability of Qualifications; framework engage with stakeholders/industry	• Referenced to EQF (2013)	• EQF levels on national qualifications
	• Online register of qualifications innovative functionalities	• Mutual learning – Trust
	• QA:	• Change in thinking: LO
	• National Coordination Point	• Developing systematic approach to comparison QFs other parts world
• Consultation, consultation,		• EQF AG: 39 countries, social partners, students
		• Europass: digital credentials
		• New perspectives: Micro-credentials

Overarching qualifications framework – how does it work (ex.: EQF)

Legal basis: Recommendation Council EU 2017

8 levels, inclusive scope. Knowledge, skills, responsibility and autonomy.

Referencing and alignment of NQFs to EQF based on common criteria and procedures

Website: publication of approved referencing reports – for wider public

Use EQF levels on national qualifications documents and qualifications databases

Qualifications Database(s) – interconnected

Governance set-up: EQF AG - Member States EU, other states and stakeholders to steer, debate, co-decide.

Overarching (Meta-) Qualifications Framework

(Case: EQF)
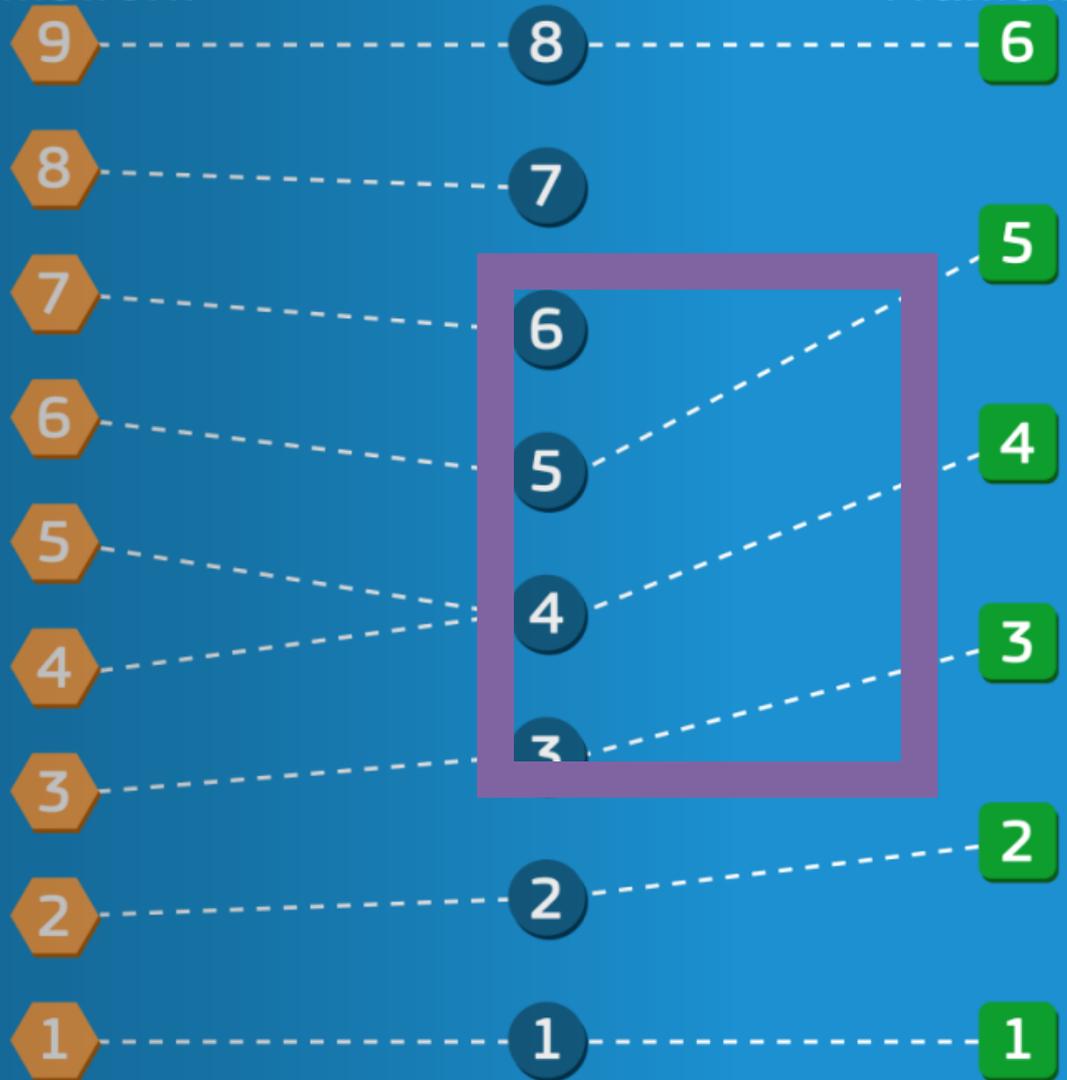
Some questions from participants

How are NQFs reacting, coping and adjusting to the new highly challenging context of Covid-19?

Issue of regulation and QA of remote, digital and online learning.

Are the shared definitions (NQFs, Qualifications) to be adopted or are they references - guides?

In context of CESA: relationship between harmonization of curriculum and QF / ACQF?

Importance of partnerships, debate and consultation stakeholders – to build a meaningful NQF

Europass Digital Credentials

THANK YOU!

ECB@ETF.EUROPA.EU