

QUALIFICAR
 O CENTRO CERTEJA DA OFERTA FORMATIVA

A TECNOLOGIA AO SERVIÇO DA FORMAÇÃO

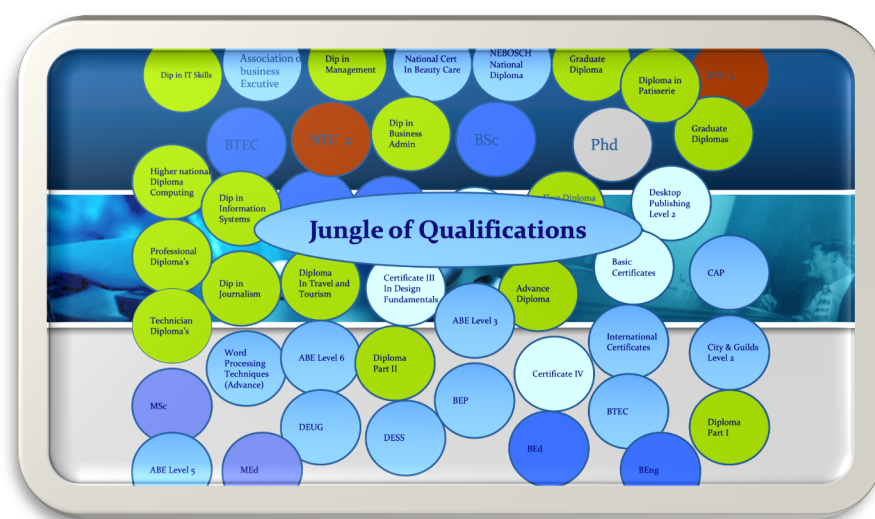
QUALIFICAR O NOVO APLICATIVO DA OFERTA FORMATIVA DO PAÍS

- SIMPLIFICA A ESCOLHA DE UM CURSO E FORMAÇÃO
- INCLUI DIVERSOS NÍVEIS DE ENSINO E FORMAÇÃO
- ABRANGE MAIS DE 500 INSTITUIÇÕES EM TODO O TERRITÓRIO NACIONAL

NÚMERO GLOBAL DE CURSOS
3.784

GLOBAL DE INSTITUIÇÕES DE ENSINO E
637

ACQF mapping: good practice...



Developing the African Continental Qualifications Framework (ACQF)

4th ACQF peer learning Webinar
24/09/2020

Session 1

Eduarda Castel-Branco





QUADRO CONTINENTAL AFRICANO DE QUALIFICAÇÕES (ACQF)



CADRE CONTINENTAL AFRICAIN DES QUALIFICATIONS (ACQF)

إطار المؤهلات القارية الأفريقية
(الأسكف)



Session 1

1. Agenda
2. Context of this webinar: Developing the African Continental Qualifications Framework (ACQF)
3. Recapitulation of main learnings from 3rd Webinar
4. ACQF Mapping Study: a flash overview

AGENDA 4th PLW - 24 September 2020

Time (CET)	Session	Speaker
14.00-14.30 Session 1	Opening. Introduction and objectives of webinar Brief recapitulation previous Webinar.	AUC, Mr Chigozie Emmanuel Okonkwo ACQF project team (Eduarda Castel-Branco, ETF)
14.30-15.00 Session 2	Lesotho: a new NQF in the Southern African Development Community (SADC)	Council for Higher Education, Lesotho
15.00-15.10 Session 3	Questions and answers on Sessions 1 and 2	
15.10-15.50 Session 4	Bahrain National Qualifications Framework And Arab Qualifications Framework (AQF): The session presents 2 types of qualifications frameworks: a national and a regional (overarching). Bahrain QF: contributing to transparency, quality and portability of qualifications. Covid-19 responses AQF: ANQAHE Model. Contributing to integration, mobility, quality and mutual trust. Interplay with national frameworks.	Dr Tariq Al-Sindi General Director – General Directorate of National Qualifications Framework Education and Training Quality Authority
15.50-16.15 Session 5	Discussion - Views and impressions of an NQF expert (10 min) - Comments and questions of participants (15 min)	M. Mamadou Sarr, Professeur Titulaire des Universités. Expert QA CAMES Participants
16.15-16.40 Session 6	Interactive joint assessment using Mentimeter Final conclusions and next steps	ACQF project team, Eduarda Castel-Branco, ETF AUC, Mr Chigozie Emmanuel Okonkwo

Session 1

Context of this webinar: Developing the African Continental Qualifications Framework (ACQF)

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 (alignment) qualifications framework – NQFs reference to ACQF following criteria and procedures. Use of ACQF levels in qualifications documents.
- Catalyst to develop national frameworks and their instruments
- 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 AUTVET Strategy to Foster Youth Employment

ACQF development 2019-2022: components

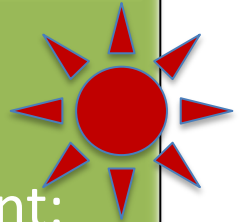
1. Evidence (mapping study)

2. Analysis of options for ACQF as sustainable policy instrument

For approval by AU organs

3. ACQF policy and technical document, common guidelines, website

Capacity development: mutual learning, common view and concepts, application via support to countries

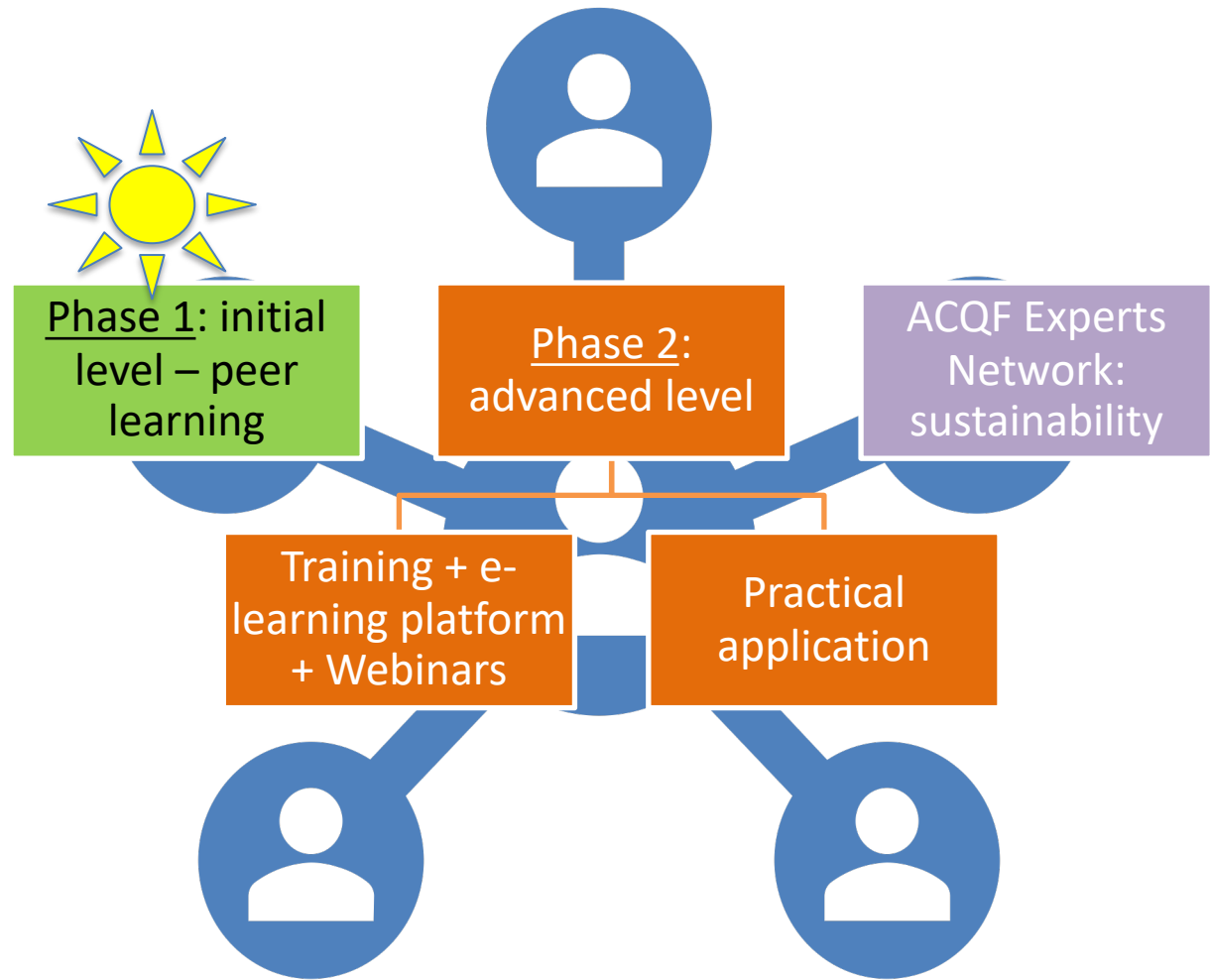


ACQF Capacity development 2020-2022

Phase 1 (2020):
July: 2 and 16th
Sept (2 Webinars)
Oct (3 Webinars)

Cases:

African NQFs
African RQFs
International cases
NQFs
EQF
ASEAN QRF
AQF



ACQF Peer learning 2020 – combination of QF experiences

July 2020

Kenya, Slovenia,
EQF

Mozambique,
ASEAN QRF,
Ireland

**Mauritius,
France, Portugal**

Lesotho, Bahrain
& Arab
Qualifications
Framework



October 2020

Angola, Ghana, Egypt,
Zimbabwe
(8/Oct)

**Zambia, Cabo Verde,
SADCQF
EAQFHE
(22/Oct)**

**South Africa
EU: Digital Credentials
Final debate
(29/Oct)**

3 case studies today



Case 1: Lesotho (LQF)

- Council on Higher Education

Case 2: Bahrain (BQF)

- Dr Tarid Alsindi
- General Director of Education and Training Quality Authority (BQO)
- Member of Advisory Board of the HAQAA Initiative (AU-EU Harmonisation of African Higher Education Quality Assurance and Accreditation)

Case 3: Arab Qualifications Framework (AQF)

- Dr Tarid Alsindi
- General Director of Education and Training Quality Authority of Bahrain (BQO)

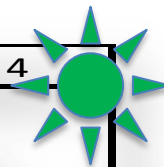


Session 1

Recapitulation main learnings
from 3rd Peer Learning
Webinar (10/09/2020)



Pear learning themes: how are we covering them?



	Theme	Webinar 1	Webinar 2	Webinar 3	Webinar 4
		Kenya, Slovenia, EQF	Mozambique Ireland ASEAN QRF	Mauritius, France, Portugal	Lesotho, Bahrain, AQF
1	* NQFs and NQS: context, objectives, evolution	KNQF, SQF, EQF	Moz NQF, NFQ	Mauritius, France,Portugal	LQF, BQF
	* Scope, type of NQF				LQF, BQF
	* LLL-RPL, VAE, RVCC			Mauritius, France,Portugal	
	* Digitalisation	EQF			BQF
	* Impact, contribution			Portugal	
2	RQF	EQF	ASEAN QRF	Mauritius on SADCQF	AQF
3	Developing & implementing NQF	Kenya, Slovenia	Mozambique, Ireland	Mauritius, France, Portugal	LQF, BQF
4	Learning outcomes: uses, types, role	Slovenia	Mozambique Ireland ASEAN QRF	Mauritius, France,Portugal	LQF, BQF
5	Levels and level descriptors		ASEAN QRF	France	LQF, BQF
6	NQF data, info: registers, catalogues, databases	Slovenia	Mozambique	Mauritius, Portugal, France	
7	Quality assurance	Kenya Slovenia	Mozambique Ireland		BQF
8	Governance NQF	Kenya Slovenia	Mozambique Ireland	Mauritius, France, Portugal	LQF, BQF
9	Review&monitoring QFs	EQF, Slovenia		France	

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 3 (10/Sept): learnings

Mauritius NQF

- MQA
- Set up in 2003
- Stop "Jungle Qualifications"
- Integrated NQF. Parity
- 10 levels, 3 strands: GE, HE, TVET
- LD: learning demand, processes; "types" qualif.
- Governance Qualifications: Ministry of Education, MQA, Industry Training Advisory Committees, Registration Committee, Accreditation Comm., Quality Audit Panels
- Changing NQF: shift to mainstream ET; LO; commonly agreed credit system
- Register of qualifications developed sectorwise (Tourism, ICT)
- Milestones: QA system, RPL
- International links: alignm. SADCQF; reference with TQF

France

- France Compétences
- 3rd generation: 1972; 2002; 2019 new law (8 levels)
- Transparency, communication
- Integrated, inclusive (all types qualifications)
- Validation non-formal and informal learning – VAE – central place
- 2 Registers qualifications: 1)RNCP; 2)Repertoire Spécifique (no levels)
- LD: K-S-RA
- LM orientation
- Parity esteem all qualifications
- Explicit differ QA Training and QA Qualification
- Referenced to EQF

Portugal

- ANQEP
- 2007: NQF pillar of NQS
- 8 levels. KS-Attitude
- Integrated, inclusive (LLL)
- Nat Catalogue Qualifications: dynamic tool management competences for country dev and qualifications NQS
- Making a difference: visibility, legibility; transparency; involvement.
- Governance: Sector Councils Qualification – no qualification enters the Catalogue without analysis & approval SCQ
- Strong RPL (RVCC) in practice: since 2000. "New Opportunities" – "Qualifica Centres". Certification: total or partial (+ training). RPL standards – in Nat Cat Qual. Parity value / form certificates
- Referenced to EQF

A major
question from a
participant
(Sierra Leone)

How long does it take to build a robust NQF? How to make it happen at faster pace, any short cuts?



**Discussant's
views
(Joe Samuels)**

Policy learning, not borrowing: learn from many diverse experiences. Important to know better the experiences of FR- and PT-speaking countries

RPL systems working country-wide:
inclusion!

Covid-19 is bad, Climate change will be worse -
Widened inequality and divide. Building back is
not the answer

Top skills 2030 (WEF): take account in design of
Level descriptors, Learning Outcomes?

Creating – not end, but from start learning life

Green! Economy, jobs, skills

ACQF – to take up these challenges, as a
continent

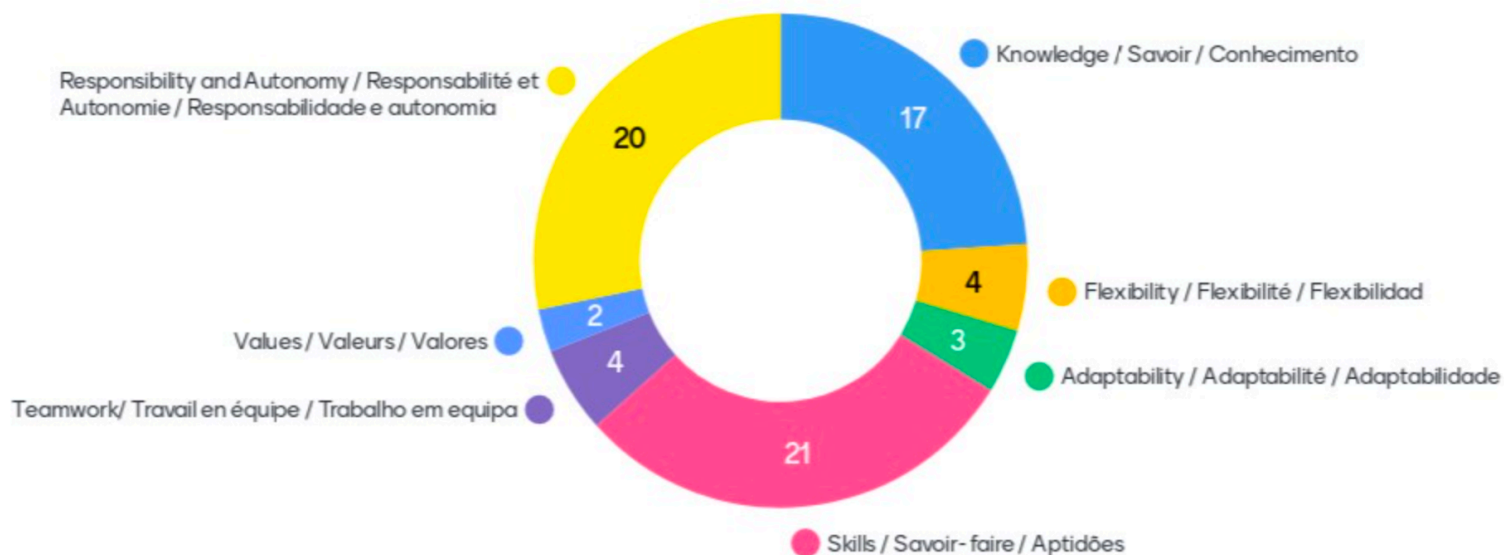
Results of interactive assessment (Question 1)

Objectives Mauritius NQF? /Objectifs du CNC de Maurice?/Objetivos do QNQ de Mauricia?



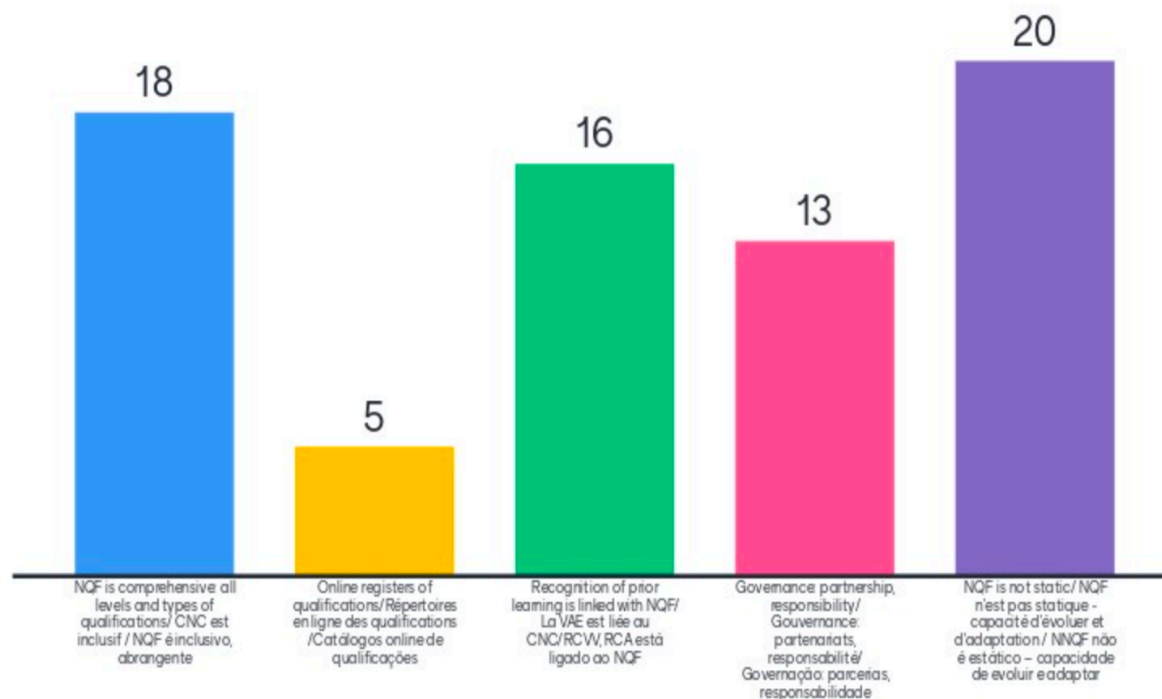
Results of interactive assessment (Question 2)

Descriptors French NQF? / Descripteurs du CNC Français? / Descritores do QNQ Francês?



Results of interactive assessment (Question 3)

Top important elements of the 3 NQFs? / Elements + importants des 3 CNC? / Elementos + importantes 3 QNQ?





Session 1

**AQCF Mapping Study: flash
overview**



ACQF Mapping Study

Aim: stocktaking of state-of-play, current dynamics, perspectives of qualifications frameworks on the continent. Commonalities, differences, challenges, opportunities. Interfaces with the future continental QF.

Scope: national level, RECs

Types of analysis / reports of the ACQF Mapping:

- a) Inception and methodology report;
- b) Country reports (working papers);
- c) Comprehensive mapping report;
- d) Synthesis report and infographic

ACQF Mapping Study

Analytical framework: 11 thematic dimensions (ToRs and ACQF Scope of work document):

1) Legal and policy basis, 2) Governance; 3) Vision, scope, structure, 4) QA; 5) Learning outcomes; 6) Credit systems; 7) Alignment with RQFs; 8) Databases, registers qualifications; 9) Costs, financing; 10) Dissemination, communication to end-users; 11) Role NQF in supporting change at national level (NQS, employability).

Sources of information and data:

1. ACQF online survey: 33 countries responded
2. Country technical visits: 10 countries, 3 RECs (+1 country remote communication due to Covid19 restrictions)
3. Desktop research;
4. Peer exchanges and sharing (at ACQF webinars)

ACQF Mapping Study

Countries online survey:

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)

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

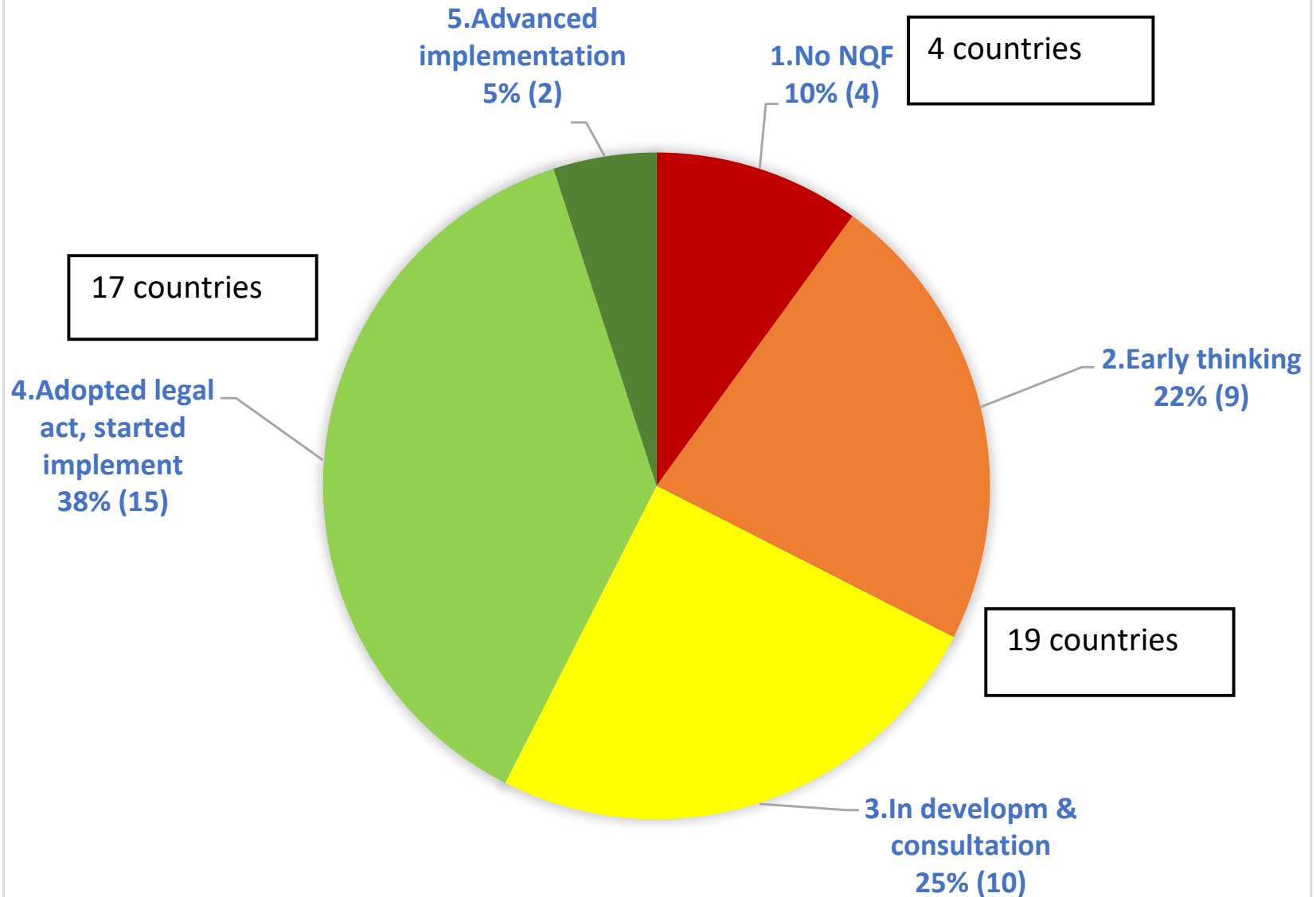
<https://www.nepad.org/skillsportalfor youth/publication/african-continental-qualifications-framework-acqf-mapping-study>

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

ACQF MAPPING STUDY - NQF IN AFRICA (40 COUNTRIES)



ACQF Mapping Study

NQFs stage implementation

SADC

The majority of qualifications frameworks in Africa are operational in countries of the *Southern Africa* region, where the SADCQF is well established (11 out of 17 NQF at stage implementation)

These NQFs have been implemented for a longer period, and as a result, have more mature legal bases, operational instruments and governance structures maintaining and assuring the integrity of the NQFs.

Two of the newest NQFs are located in SADC: Eswatini (approved in August 2020) and Lesotho (approved in June 2019).

Other NQFs in implementation:

- Cape Verde (10 years experience)
- Kenya (since 2014 progress)
- Morocco (political validation NQF, new governance structure NQF, QA)
- Rwanda (advancing completion of integrated NQF, based on existing sector frameworks)
- Tunisia (legal act approved, reforms ongoing TVET qualifications)
- Uganda

ACQF Mapping Study

New dynamics

Moving steps forward:

- From “No NQF” to “Early thinking” (*Cameroon, Guiné-Bissau, Sierra Leone*)
- From “Early thinking” to “Development and consultation” (*Angola*)
- From “Development and Consultation” to “NQF approved, started implementation” (*Eswatini*)
- From “NQF approved, started implementation” to “In place and implementation for some time and reviewed” (*Cape Verde*)

ACQF Mapping Study

NQF Policy objectives

- NQFs are associated with a range of strategic and policy **objectives**, which can be clustered as related to:
 - ***Integration, coherence and permeability*** between the learning outcomes and qualifications of subsystems.
 - ***Quality, transparency, enhanced visibility and trust of end-users***: by introducing learning outcomes approaches, stakeholders' participation in qualifications development and approval, and accessible users' information through digital and online instruments.
 - ***Parity of esteem and value of learning in different contexts and subsystems***: academic, vocational, formal, non-formal.
 - ***Inclusion***: qualifications can be obtained via validation of non-formal learning, recognition of experience from work and life, accessible for people with scarce schooling.
 - ***Regional and global comparability*** and recognition of diplomas and certificates.
 - ***Wider societal and economic goals***, in particular: increase the stock of the qualified labour force; enhanced employability of holders of qualifications; strengthen competitiveness and productivity of the economic sectors; align the qualifications system with demand and changing skills needs.

ACQF Mapping Study

National qualifications Databases, registers

- International practice shows that the establishment of **qualifications databases or registers** contributes to making NQFs operational, improving transparency, and also outreach and public use. Main groupings found:
 1. Databases of quality assured qualifications *linked with the NQF (centralised), accessible and searchable online*, notably via the website of the NQF institution. Examples: South Africa SAQA NLRD , Kenya NAQMIS, Cape Verde CNQ, Mozambique Catalogue QNQP.
 2. Listings and repertories of courses and qualifications *under the oversight of the different subsystems* (such as QA agencies) and institutions (providers, sectoral organisations), accessible online in yearbooks, tables and legal acts of authorisation. Group 1 type in development in some countries. Examples: Angola, Morocco, Senegal.
 3. Information on authorised, accredited courses and qualifications available upon request or without internet support (in printed publications): the case of Cameroon.

ACQF Mapping Study

As a Reference Tool

- The mapping study is accompanied by a set of web-based tools for further reference, compilation, update and comparison of information on qualifications and qualifications frameworks – report includes hyperlinks, both within the report, and to external sources, and set of online tools and templates for policymakers and researchers working in this discipline. Tools:
- [ACQF inventory](#)
- [Analytical framework of NQFs and RQFs in Africa](#)
- [ACQF Qualifications Profiles](#)
- [Analysis of level descriptors](#)

The tools and templates are developed using a Google platform. Copies need to be made by the individual user to allow for editing rights. It is envisaged that over time, these tools will be refined, updated and migrated to the [ACQF website](#).

Early October 2020 the comprehensive report will be released in English – other languages: in November.



THANK YOU!



ECB@ETF.EUROPA.EU

Overarching
(Meta-)
Qualifications
Framework

(Case: EQF)

National Qualifications
Framework

EQF

National Qualifica
Framework

