THE EAST AFRICAN QUALIFICATIONS FRAMEWORK FOR HIGHER EDUCATION (EAQFHE)

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WHY EAC INTEGRATION ?

The overall objective of EAC integration as articulated in Article 5 of the Treaty is to: develop policies and programs aimed at deepening and widening cooperation among Partner States in political, economic, social, cultural,research,   technology,   defense, security and legal and judicial affairs for their mutual benefit.

EAC INTEGRATION PROCESS - cont

CUSTOMS UNION	COMMON MARKET	MONETARY UNION	POLITICAL FEDERATION
2005	July 2010	2013 onwards	Date not yet determined but preparatory work on-going
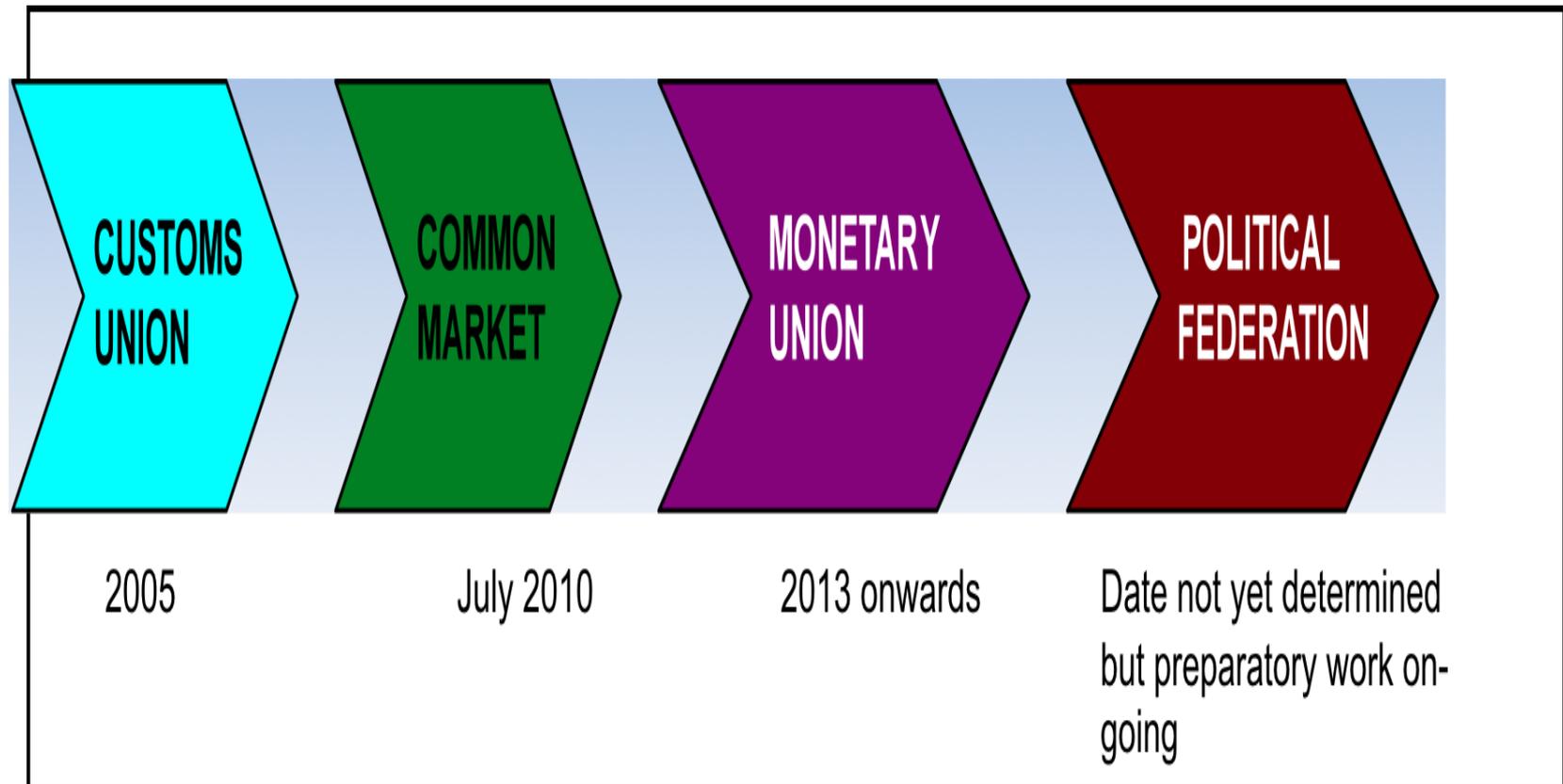
Harmonization of Education Systems in EAC

- In Article 102 of the EAC Treaty, Partner States commit to cooperate in education and human resource development.
- Partner States had to undertake the harmonization of education systems and training curricula.
- Contributes to implementation of Common Market Protocol.
- Study on harmonization undertaken in 2008.
- A technical committee for harmonization set up.
- Seven Strategies were developed for the different cycles of education(pre-primary, primary, secondary, special needs, teacher education, TVET, adult and continuing education).
- The higher education level has been harmonized through IUCEA
- Rationales & benefits of harmonization have been elaborated.
- Link with the continental education strategies

Harmonization of Higher Education in East Africa ……

Relates to the establishment of a framework for comparability of higher education systems in the East African Community Partner States.

Important elements for harmonization of higher education systems constitute the following:

- Regional higher education policy framework

- Regional quality assurance system operationalized by principles and guidelines in quality assurance, and benchmarks

- Regional Qualifications Framework

The East African Community was declared a Common Higher Education Area on 20th May 2017 by the Summit of Heads of State

The Inter-University Council For East Africa (IUCEA)

An inter-governmental institution of the East African Community responsible for coordinating the development of higher education and research, whose roles include:

- Advising the EAC Partner States on higher education matters
- Facilitating networking and collaborations among higher education institutions in the EAC Partner States, and with external institutions
- Facilitating maintenance of quality standards.
- Facilitating harmonization of the higher education sector.
- Support HE research in the EAC.
- Coordinate student and staff exchanges.
- Collaborates with national councils and commissions on HE.

Survey on the Status of Higher Education in East Africa

In October 2013 to February 2014 IUCEA in collaboration with the national higher education commissions and councils and the East African Business Council carried out a survey in all the Partner States to identify skills gaps versus human resource development needs in the Community by identification and analysis of existing:

o **Qualifications types**

o **Learning cycles**

o **Qualifications levels**

o **Entry, articulation and exit pathways**

o **Qualifications descriptors (learning outcomes)**

o **Recognition of prior learning**

Developing a Regional Qualifications Framework

- An instrument for the development and classification of qualifications according to a set of criteria for levels of learning and skills achieved by a learner, regardless of a mode of learning.

- Aims at integrating education and training into a unified structure of recognized qualifications.

- Ensure effective comparability of qualifications and credit across the national or regional education training systems and facilitate the recognition of those qualifications within and outside the country's or regional's borders.

- Developed through a participatory process including different HE stakeholders (ministries, commissions/councils for HE, professional bodies, private sector etc).

Key Aspects of the East African Qualifications Framework for Higher Education (EAQFHE)

Structure

○ Qualifications descriptors

○ Qualifications types

○ Multiple entries and exits

○ Recognition of prior learning

○ Credit accumulation and transfer system

EAST AFRICAN COMMUNITY

East African
Qualifications Framework For
Higher Education

APRIL 2015

Purpose of the Regional Qualifications Framework

○ **Convergence Scale of levels for all qualifications in the EAC Partner States**

○ **Comparability with other regional and international qualifications**

○ **Designed to expand opportunities for mobility between countries, institutions and education levels**

○ **Serving as a common reference for:**

- **Better understanding of achievements**

- **Comparability of qualifications**

- **Skills development tool**

- **Employability of graduates**

○ **To make National Qualifications Frameworks more readable across the region**

○ **Promote workers and learners mobility**

○ **Facilitate lifelong learning**

# Levels of Higher Education Qualifications

- **Regional Higher Education Level 4: Certificate (Cert)**

- **Regional Higher Education Level 5: Diploma (Dip)**

- **Regional Higher Education Level 6: Bachelors (B)**

- **Regional Higher Education Level7: Master's (M)**

- **Regional Higher Education Level 8: Doctorate (D)**

# Provision for Recognition of Prior learning

It is the acknowledgement of knowledge, skills, competencies, and work ethos obtained through informal training (job experience and life experiences when measured against specific learning outcomes)

Building Blocks of EAQFHE:
Learning Outcomes/Learner Centred
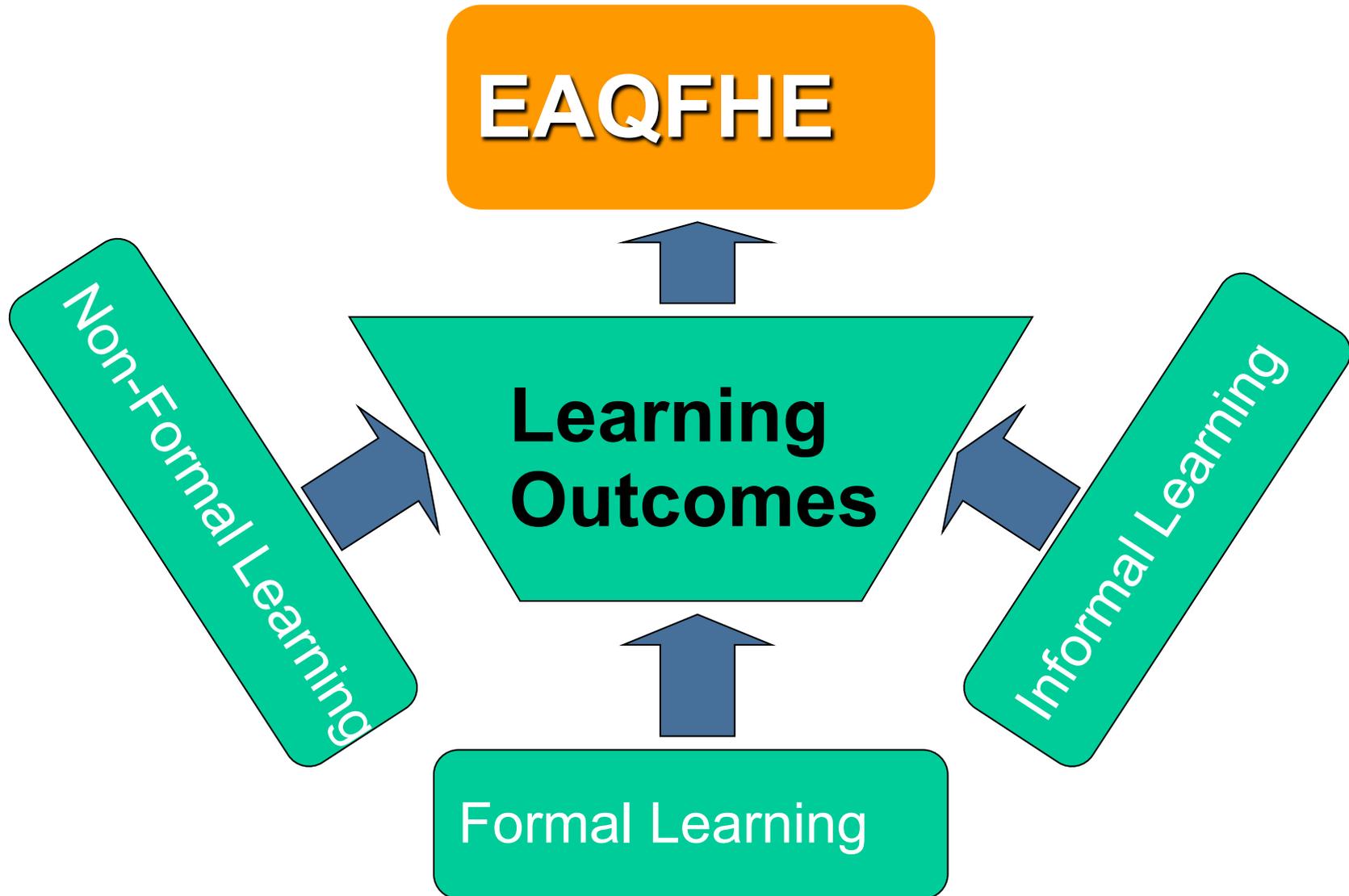
Domains of Learning OutcomeS (LEVEL DESCRIPTORS)

1 Knowledge

2 Practical Skills

3 Social skills and responsibilities

4 Values, attitudes and professionalism

5 Communication, leadership and team skills

6 Problem solving and scientific skills

7 Information management and lifelong learning skills

8 Managerial and entrepreneurial skills
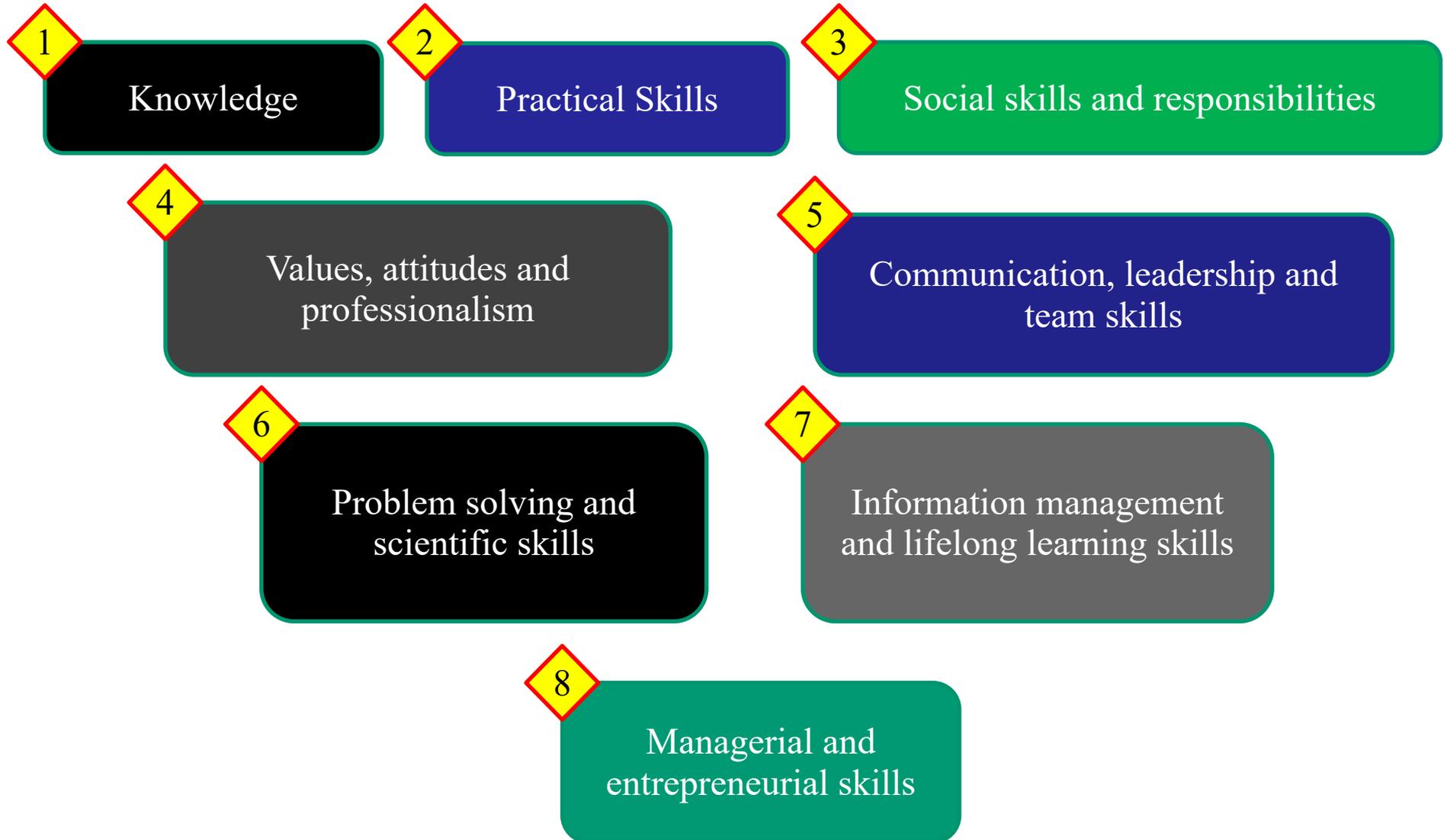
EAQFHE Structure and Levels

LEVEL	
8	**Doctorate Degrees**
7	**Masters Degrees, Post Graduate Diplomas and Certificates**
6	Bachelors Degrees
5	**Diplomas**
4	**Certificates**
3	Basic Education
2	
1	
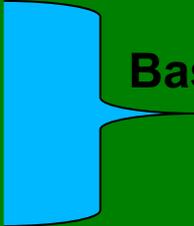
MINIMUM CREDITS FOR GRADUATION

Qualifications Type	Minimum Credits Required for Graduation	EAQFHE Level	Qualification Types
Doctorate Degree	540	8	Postgraduate
Master's Degree	180	7	
Postgraduate Diploma	120		
Post graduate Certificate	60		
Bachelor degree	360	6	Undergraduate
Advanced Diploma	300		
Graduate Diploma	240		
Graduate Certificate	120		
Diploma	240	5	Upper Secondary and Post-Secondary Education and Training
Certificate	120	4	
		3	Lower Secondary School
		2	Upper Primary
		1	Lower Primary

Operationalisation Policies

1. Qualifications Issuance Policy
2. Qualifications Pathways
3. Qualifications Register and Policy
4. Addition and Removal to the Qualifications (to/from the EAC Register for Accredited/Recognised programmes and institutions)
5. Guidelines for Alignment of EAQFHE with National Qualifications Framework(s) and beyond the region
6. Academic Programme Benchmarking
7. Recognition of Prior Learning (RPL)

Roles and Responsibilities of Partner States

- To use the EAQFHE as a reference tool to compare the qualifications levels of different education systems and promote both life long learning.

- Relate the national qualifications systems to the EAQFHE in a transparent manner

- Promote and apply principles of Quality Assurance in education when relating higher education and vocational education qualifications to the EAQFHE

- Use of learning outcomes when defining and describing qualifications

- Designate National Regulatory Bodies to work together in guiding the relationships between qualifications systems and the EAQFHE

Role of IUCEA

1) To bring together representatives from national authorities and other stakeholders to constitute an EAQFHE Committee:

2) Lay the foundation for the establishment of a sustainable EAC Qualifications management system

3) Continue to create and build confidence in qualifications at national and regional levels.

4) Develop a pathways structures that provide access to qualifications that contribute to skills and competencies.

5) Align the EAQFHE with international qualifications to enhance national and international mobility

6) Strengthen national regulatory framework and Quality assurance for education and training for implementation at regional level.

TVET QUALIFICATIONS IN EAQFHE

- Bachelors Degree   Level 6
- Diploma &Advanced Diploma   Level 5

LEVEL DESCRIPTORS

[The EAQFHE also provides the Descriptors for the Levels.](#)

Impacts of COVID 19 on EAC Education Systems

- Unprecedented

- Varied responses

- Serious negative impacts/drawbacks

- Parochial nationalism

- Fragility of national and regional systems.

- Weak sustainability of education systems

- Poor infrastructure for online delivery of learning

- Glaring exclusivity of national systems

- Mobility/exchanges –brought to a halt

- Social challenges- teachers/learners/parents

- Loss of time

- Challenges to international students

Opportunities

- No disaster without a positive side.

- Investments in ICTs and online learning

- Change of attitudes towards online platforms

- Crucial game changer

- Can facilitate implementation of EAQFHE

- Role of CoEs

- Need to enhance/harmonize regional policies/frameworks

- New pedagogical approaches

- Identification of gaps and system weaknesses

- Enhancing support systems

- Opportunity to build on efficiencies

- Stronger regional and international cooperation

Thank you for your attention