ACQF

African Continental
Qualifications Framework

Day 2, 27 February. Session 8: Governance of the comprehensive NQF (GNQF)

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Governance of the NQF

- governance is the "hardware" of an NQF.

- by nature, is distinctive by country – reflecting different traditions, practices and realities, availability of resources, financial, human etc.

- more challenging than design of the framework…..

- models are varied by country and can be complex within them.

- governance encompasses legislation, institutions, stakeholders.

Legislation

- most countries use legislation to establish an NQF. It can be specific to the NQF or a section within a law covering broader education reform. Primary or secondary legislation.

- legislation can regulate:

- the NQF; specify its principles and scope; establish tools like a register of qualifications.

- development of qualifications, their design, use of standards etc.

- institutional arrangements – who does what.

- stakeholder involvement e.g., establish sectoral committees to inform development of occupational standards or new qualifications.

Governance: 3 broad models

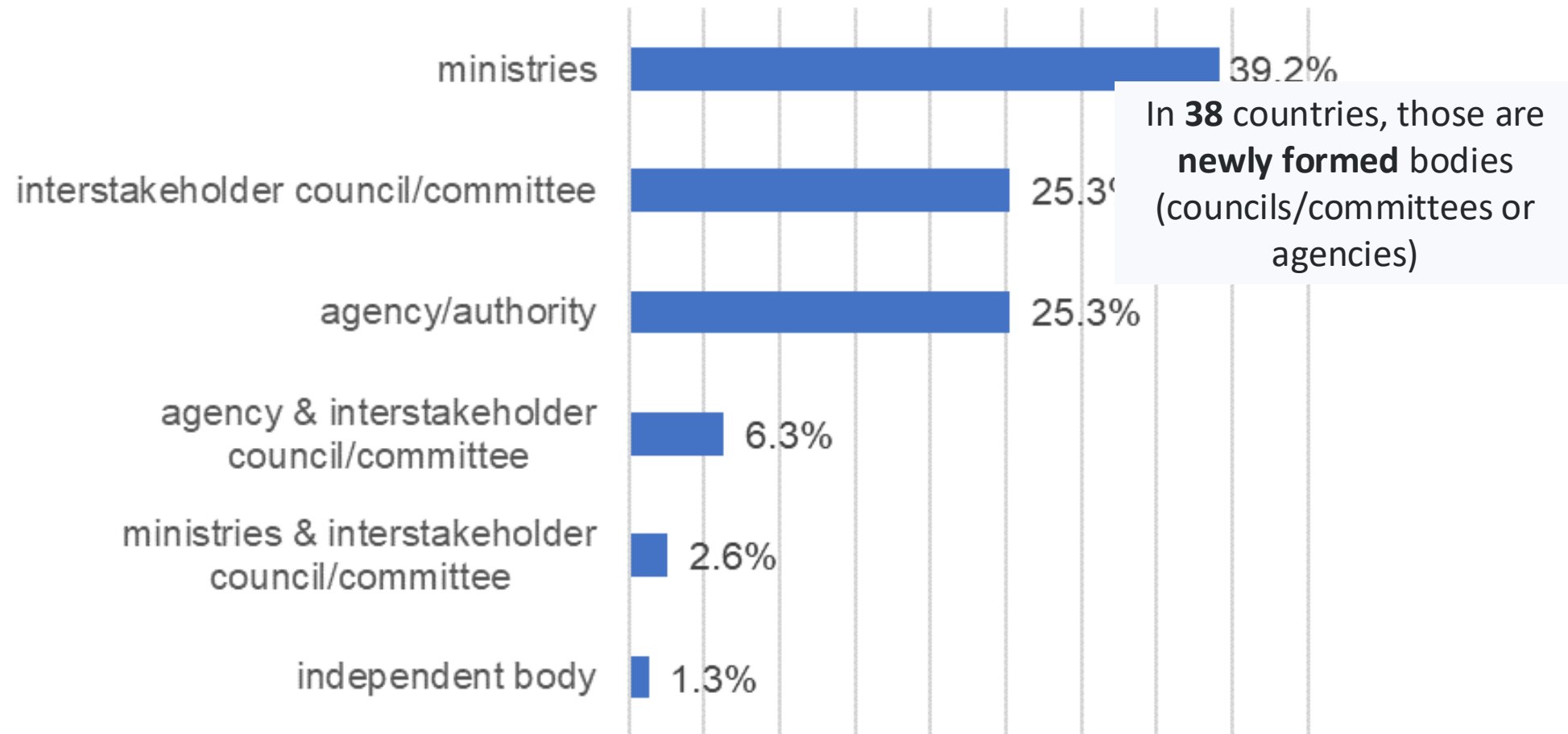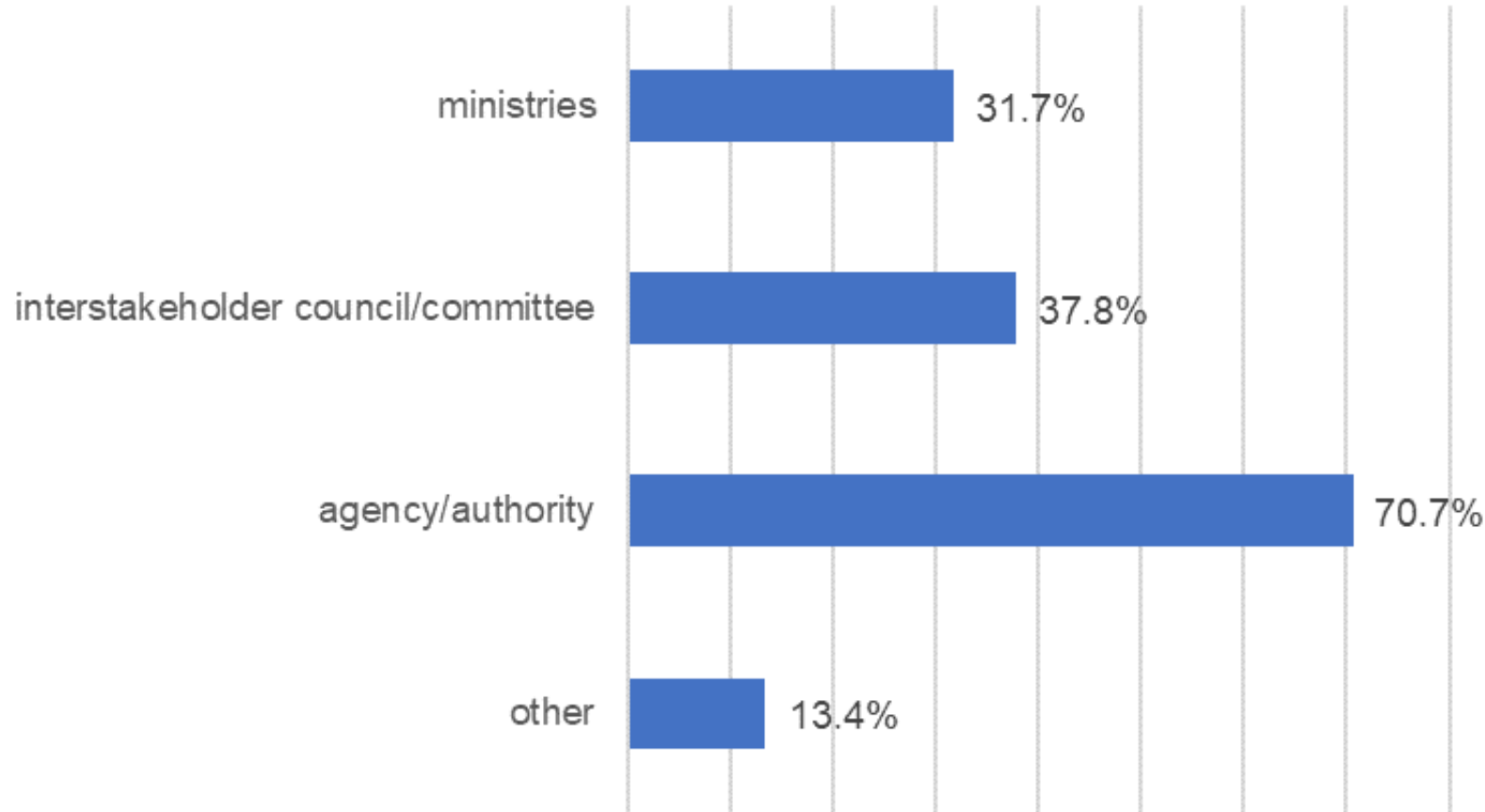| Ministry-led	Inter-stakeholder committee	Agency
• many NQFs start in ministry then move to agencies or committees. • worldwide, most common "home" of the NQF (but not majority).	• ministry coordinates, advised by stakeholder groups on one committee. Poland – Stakeholder Council advises Ministry. Ministry decides.	•remit is NQF and qualifications. •dedicated office; staffed by specialists – concentrate expertise. Turkey, Portugal, South Africa, Zambia, Mauritius.

Lead / coordinating institutions or bodies

ministries — 39.2%
interstakeholder council/committee — 25.3%
agency/authority — 25.3%
agency & interstakeholder council/committee — 6.3%
ministries & interstakeholder council/committee — 2.6%
independent body — 1.3%

In **38** countries, those are **newly formed** bodies (councils/committees or agencies)

institutions supporting implementation of the NQF

39 country reports describe establishing new agencies and **34** refer to new interstakeholder committees/councils

Governance of GNQF – today's themes

- **GTEC's mandate; relations between GTEC and its partner institutions; identifying capacity needs to develop the GNQF.**

- **allocating specific functions to named institutions, in (a) strategy for, and coordination of, the GNQF; (b) day to day implementation.**

- **stakeholder contribution: which organisations; what platforms/bodies. Dialogue – informative, consultative or decisional etc.**

Stakeholders

- **Stakeholders are people, groups, entities with an interest in qualification policies, systems and the impacts on them.   Schools, teachers, families, government, national and regional authorities, QA bodies, adult education, VET and higher education bodies.**

- **Governments/the state may be more or less open to engage stakeholders.**

- **differing degrees of stakeholder involvement:**

- informative

-consultative.

- decisional.

- cooperative.

Governance of the NQF – brainstorming, the three groups.

Working Group - Table A: Governing structures and arrangements.
Questions in the booklet.

Working Group - Table B: actors, and their roles and functions, coordinating and implementing.
Questions in the booklet.

Working Group - Table C: engaging stakeholders. What platforms or bodies? What role – informative, consultative, cooperative decisional?
Questions in the booklet.

All groups: questions on legislation.

Governance of the NQF – brainstorming

Who answers which questions

Tables answer questions on:

- Table A: governing structures in the NQF.

- Table B: actors, and their roles and functions

- Table C: engaging stakeholders.

All tables: questions on legislation.

Roles

Each table appoints : (i) a moderator; (ii) a rapporteur; (iii) a presenter.

Development

First hour: discussion/ opinions/responses/agreement/conclusions/proposals.

Last half-hour : group presenters share their table's reflections with the whole group. Whole group discussion.

Your role: shape the NQF policy paper.