



ACQF 2024 Webinar

African Continental Qualifications Framework IS LIVE !

Session 2: Progress Report
20/12/2024



Opening remarks

Progress report. ACQF Team

Panel. “The ACQF and my country and organisation – what has been achieved? Main lessons and perspectives”.

Skills Data Focus: Green Skills ACQF.

Referencing to ACQF. Peer Validation

Qualifications and Credentials Platform (QCP): Launch!

Storyline



The ACQF – African

Achievements

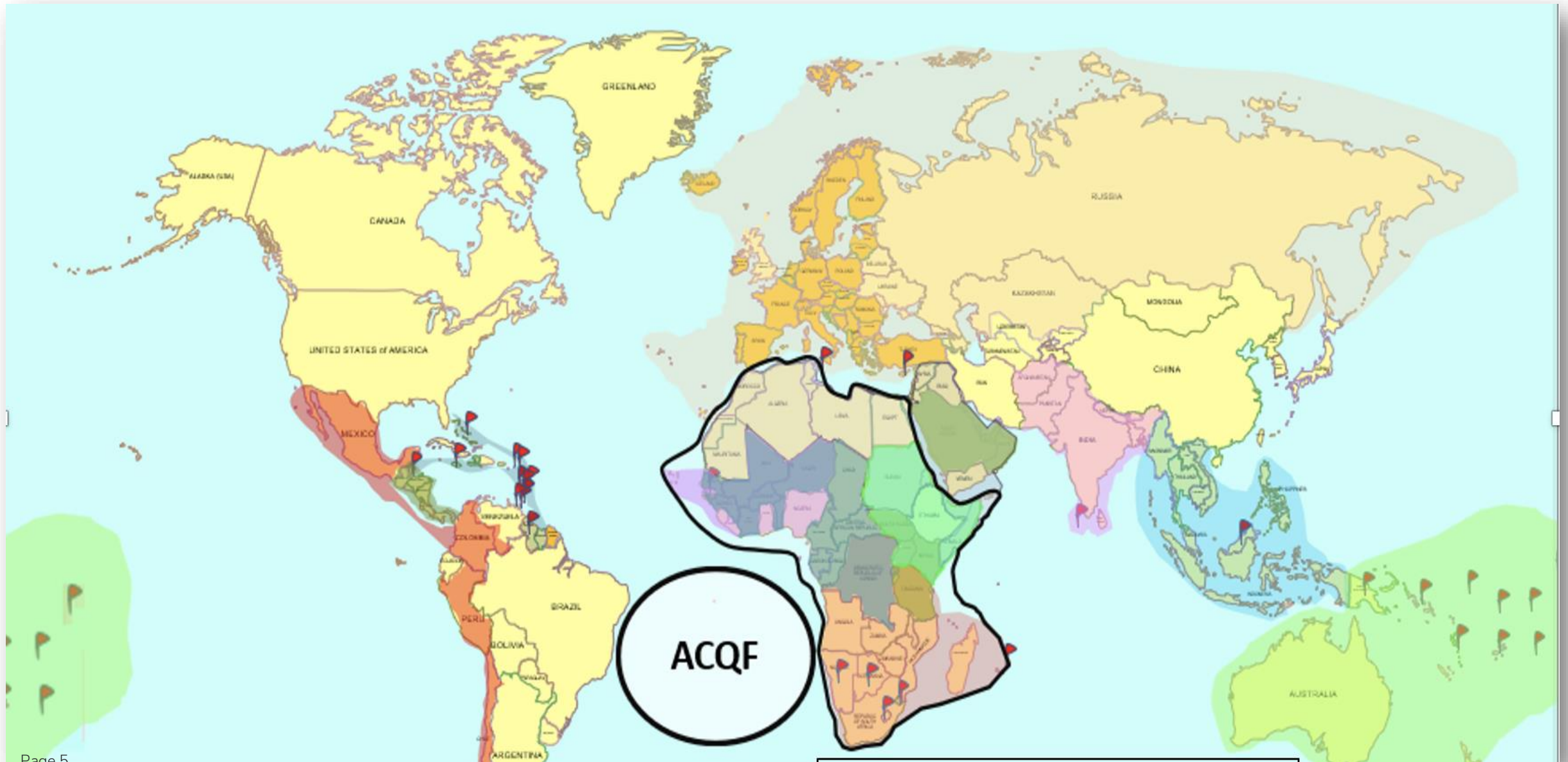
Gains for all

01

ACQF – African

ACQF A very large Regional Qualifications Framework

- African Union Policy Initiative
- Based on AU policies (CESA-25, AU Free Movement Protocol, AfCFTA)



African Union Political and legal basis

- Agenda 2063 and its First Ten Year Implementation Plan
- CESA 16-25
- AfCFTA
- AU Free Movement Protocol
- PAQAF
- TVET Strategy





**African Continental Qualifications Framework
(ACQF)**

ACQF Policy Document

**Submitted for African Union Member State Validation
Exercise**

Version: 17 November 2022



**Cadre continental africain des certifications
(ACQF)**

Document de politique de l'ACQF

Pour validation par les états membres de l'Union Africaine

Version du 17 novembre 2022



Quadro Continental Africano de Qualificações (ACQF)

Documento Político do ACQF

Para validação pelos Estados-membros da União Africana

Versão: 17 de novembro 2022

<https://acqf.africa/resources/policy-guidelines/acqf-policy-document-upon-validation-by-au-member-states-en-fr-pt>

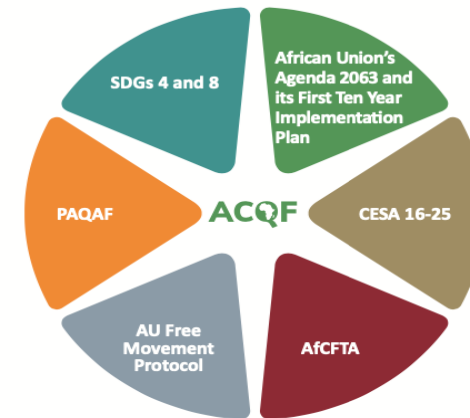


ACQF: underpinnings, purposes, principles

PURPOSES OF ACQF

- 1 Enhance** → Enhance comparability, quality and transparency of qualifications of all types and levels, support people's lifelong learning outcomes.
- 2 Facilitate** → Facilitate validation of learning, recognition of skills, diplomas and certificates and mobility of learners and workers
- 3 Cooperate** → Work in cooperation and complementarity with national and regional qualifications frameworks and support African continental integration and creation of African common space of trusted qualifications.
- 4 Promote** → Promote cooperation and referencing between qualifications frameworks (national, regional) in Africa and worldwide.

UNDERPINNINGS



PRINCIPLES

Inclusiveness:
all levels and types of qualifications, all modes of lifelong learning

Innovation:
future-proof, new demands - emerging skills, green skills, transversal skills

Openness:
to participation of all stakeholders, good practice, lessons learned (African, global)



**ACQF is underpinned by
Quality Assurance**

Transparency and Trust in
Qualifications
Includes processes and
procedures to ensure
qualifications, assessment
and programme delivery
meet high standards

- **Metaframework:** translation device for referencing, comparison, cooperation between different NQFs
- **Comprehensive scope:** all levels, modes of learning
- **10 levels:** whole continuum of education and training
- **Level descriptors** expressed as learning outcomes
- **Domains of learning:** Knowledge, Skills, Autonomy and Responsibility
- **Learning outcomes orientation** supports:
 - Improve **transparency and comparability** of qualifications of different national systems
 - **Transparency and credibility of RPL** and validation of outcomes from experience, access to quality RPL
 - **Application of credit accumulation and transfer systems** in different academic and vocational pathways.
 - *Access, learning progression, lifelong learning, flexibility,*
 - *In design of qualifications: facilitate transfer of components of qualifications*

Main areas of activity of the ACQF

1. Referencing of national qualifications frameworks and systems to the ACQF, following agreed criteria and procedures.

2. Support recognition of prior learning – for example, the development of common guidelines and approaches, updated inventory of RPL systems on the continent, a wide information and support campaign

3. ACQF Qualifications Platform (database) and management information system

4. Qualifications: Development of qualifications profiles adequate for common continental use (e.g.: related with economic integration / AfCFTA).

5. Capacity development in relevant areas. Online, onsite, hybrid.

6. Advocacy, communication, networking and cooperation: African stakeholders (education and training, employment, social partners) and other RQFs globally

7. Analysis, monitoring and evaluation: for continuous improvement.

African Continental Qualifications Framework (ACQF)

Inaugural workshop of the project ACQF-II (2023-2026)

11-13 July 2023 • Addis Ababa, Headquarters of the African Union

ACQF

African Continental
Qualifications Framework

Supporting and connecting Qualifications Frameworks
Transparency and Mutual Trust in qualifications
Facilitating lifelong learning and mobility



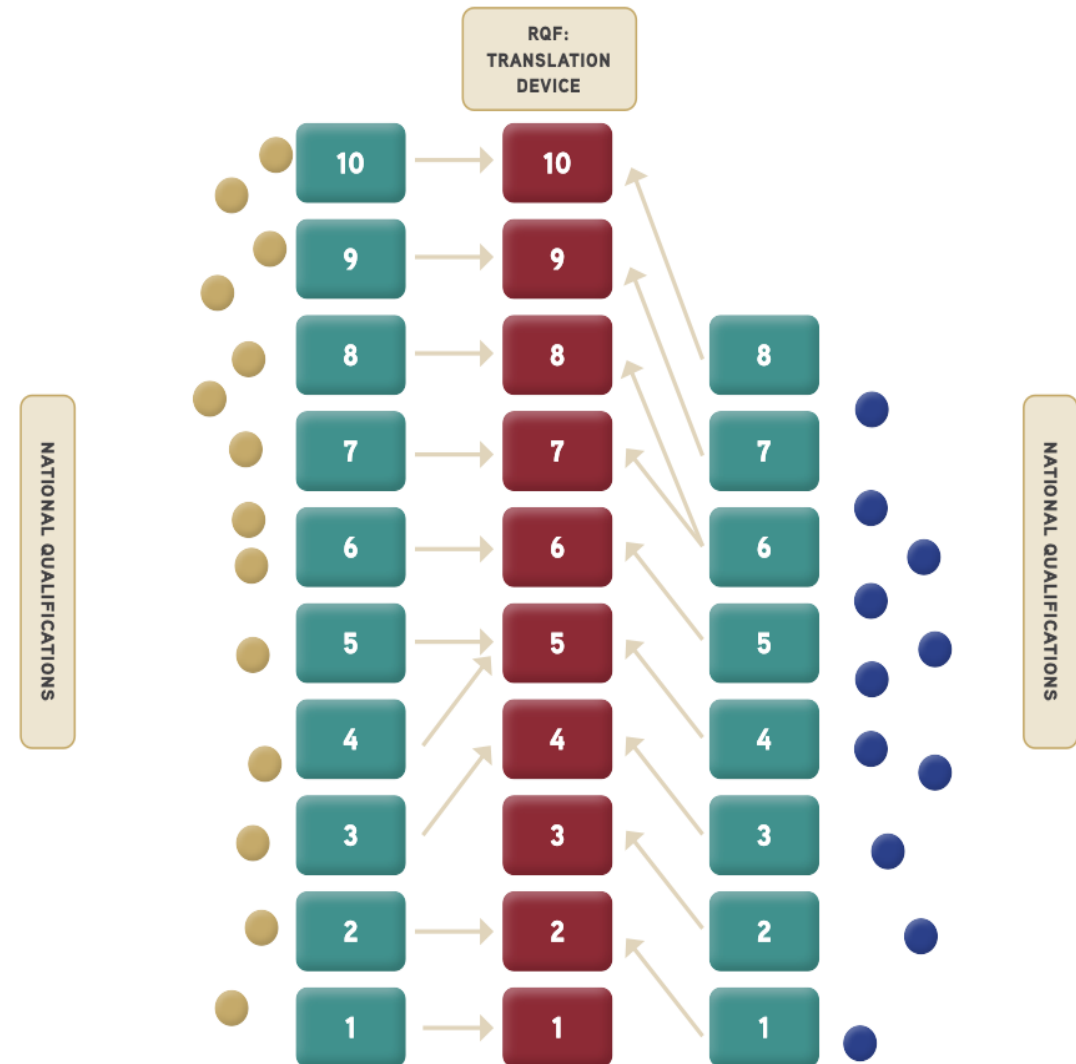
ACQF-II is:

1. Capacity development.
2. Support countries and regions: NQF development and implementation.
3. Governance. ACQF Qualifications Platform. RPL Campaign. Referencing NQF-ACQF. Common profiles of qualifications

www.acqf.africa

Referencing national qualifications frameworks or systems to ACQF

- ACQF aims at **connecting** the African national (and regional) qualifications frameworks. This core function is based on the process of **referencing to ACQF**.
- **Referencing: process aimed at comparing national qualifications frameworks or systems to the ACQF following criteria and procedures (ACQF Guideline 3)**
- At **national level**, referencing contributes to self-assessment of the status of the national qualifications framework or system, and to self-improvement.
- At **continental level and between countries**, referencing to the ACQF of a significant and increasing number of national qualifications or systems leads to the creation of a common area of trusted qualifications and enables the transformative potential of the ACQF for the continent.
- **Following referencing to ACQF: countries use ACQF levels on newly issued documents related to qualifications and in registers / databases of qualifications.**



And much more on ACQF website for stakeholders, policy makers, education and training providers, learners and experts interested in themes and issues related to national and regional qualifications frameworks and their related systems, tools and governance.



Want to know more about ACQF?

Visit our website:
<https://acqf.africa/>

02

The EU supported
project

The project ID



African Continental
Qualifications Framework

Title: Support to the implementation of the African Continental Qualifications Framework (ACQF II)

Main policy: ACQF Policy Document validated in July 2023, Addis Ababa (in [English](#), [Français](#), [Português](#))

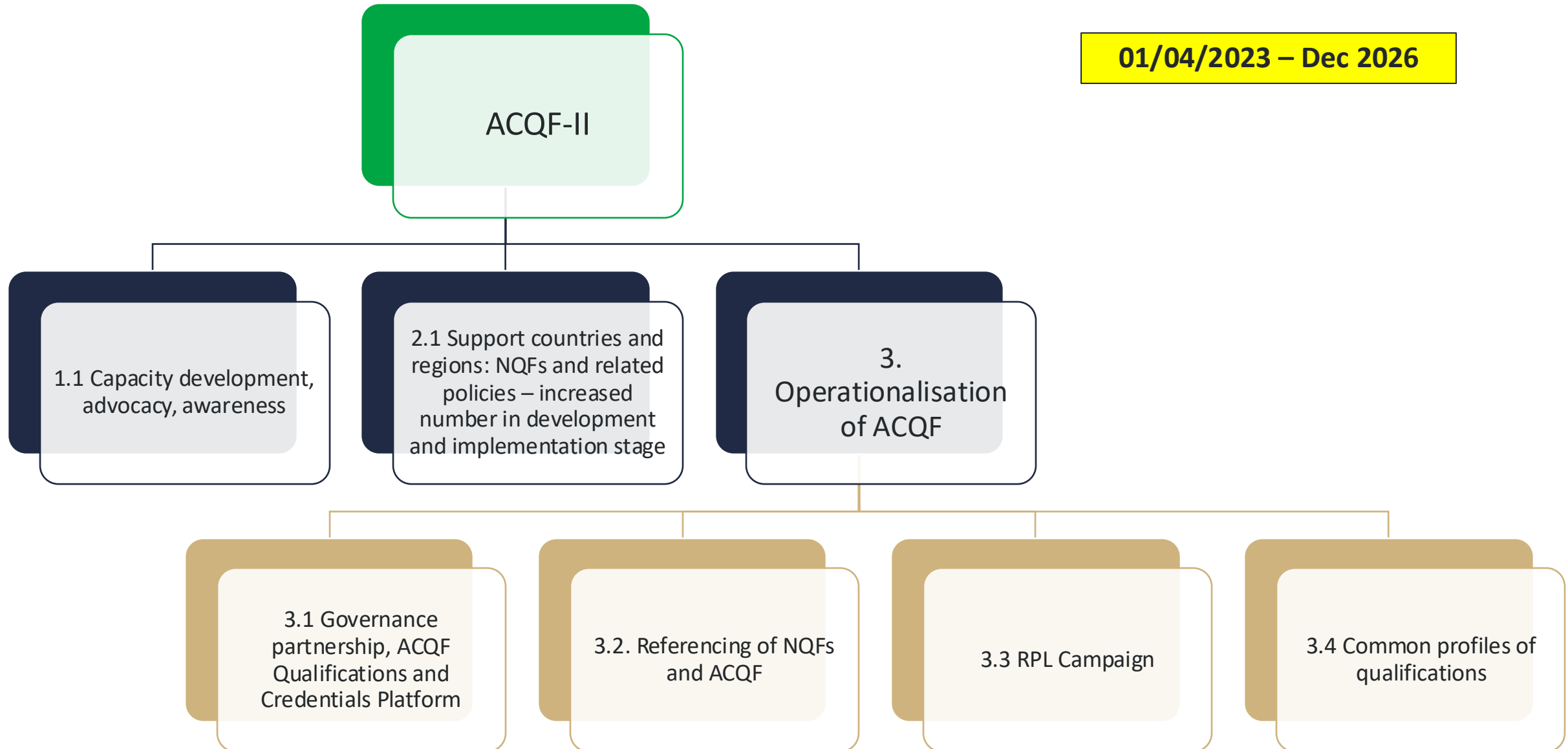
Implementing partner: European Training Foundation (ETF), in cooperation with African Union Commission, the regional communities and member states

Basic Act: Financed under the Neighbourhood, Development, and International Cooperation Instrument (NDICI-Global Europe), European Union

Timeframe: Started on 01/04/2023 – till end 2026

New ACQF Project (2023-2026) ! Main outputs

01/04/2023 – Dec 2026



ACQF

Key principles of the ACQF-II work



ACQF-II works with 3 levels: national, regional and continental to support development and impact of NQFs and related policies and instruments

Ownership and leadership of national institutions and stakeholders is key for success

Conceptual and technical foundations – common language

NQFs as eco-systems for lifelong learning – not in isolation

Change and transformation - green, digital, Generative AI, demographic, economic, in learning and types of certification - is fast and NQFs need to be able to adapt and evolve



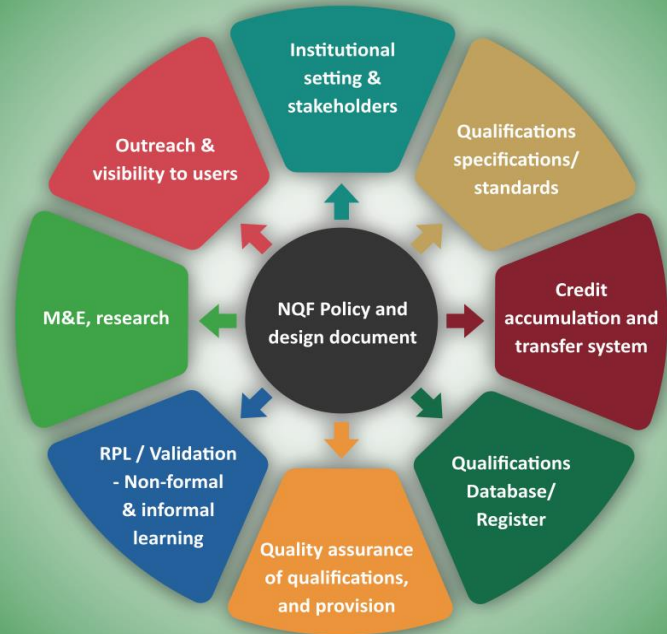
Definitions are important



A national qualifications framework (NQF) is '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.
Source: EQF Recommendation

A qualification: 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.
Source: EQF Recommendation.

Learning outcomes: Statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence.
Set of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of a learning process, either formal, non-formal and informal.
Source: Cedefop



A national qualification system includes all aspects of a country's activity that result in the recognition of learning. These include the means to develop and operationalise national or regional policy on qualifications, institutional arrangements, **quality assurance processes, evaluation and attribution processes, skills recognition** and other mechanisms linking education and training to the labour market and civil society. Qualifications systems can be more or less integrated and coherent. One of the characteristics of a qualification system may be an **explicit qualifications framework**.
Source: OECD, Bridges to Lifelong Learning, 2007

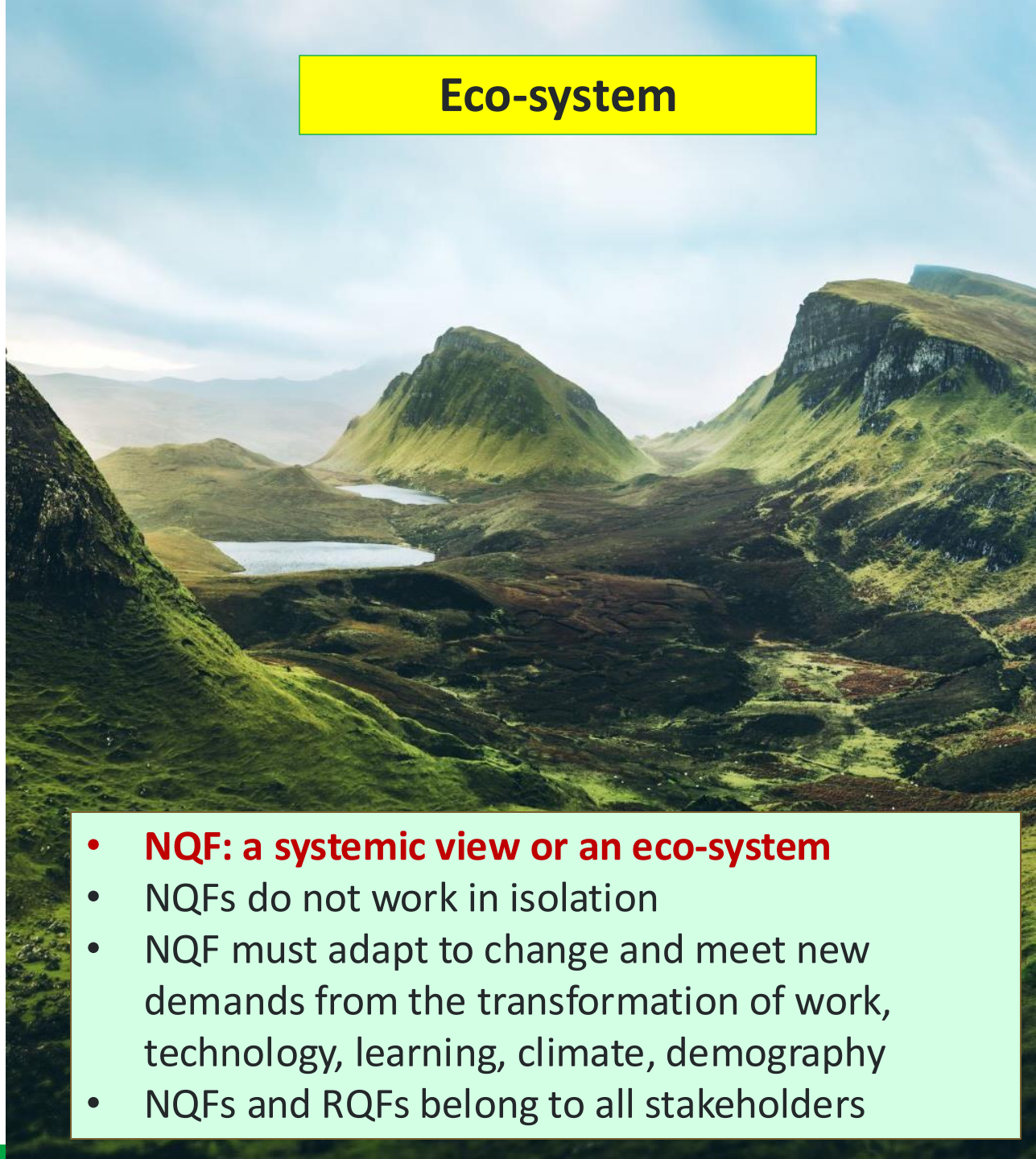
Level descriptor: A statement describing learning achievement at a particular level of a Qualifications Framework that provides a broad indication of the types of learning outcomes and assessment criteria that are appropriate to a qualification at that level.
Source: SAQA, NQFPedia

A regional qualifications framework (RQF) is a broad structure of levels of learning outcomes that is agreed by countries in a geographical region.
A means of enabling one national framework of qualifications **to relate** to another and, subsequently, for a qualification in one country to be compared to a qualification from another country.
Source: ASEAN
QRF: ASEAN Qualifications Reference Framework, A Practical Guide and All you Need to Know.

The systemic view of NQF



Eco-system



- **NQF: a systemic view or an eco-system**
- NQFs do not work in isolation
- NQF must adapt to change and meet new demands from the transformation of work, technology, learning, climate, demography
- NQFs and RQFs belong to all stakeholders

Top 10 skills on the rise



- | | |
|---|---|
| 1. Creative thinking | 6. Systems thinking |
| 2. Analytical thinking | 7. AI and big data |
| 3. Technological literacy | 8. Motivation and self-awareness |
| 4. Curiosity and lifelong learning | 9. Talent management |
| 5. Resilience, flexibility and agility | 10. Service orientation and customer service |

Type of skill

■ Cognitive skills
 ■ Self-efficacy
 ■ Management skills
 ■ Technology skills
 ■ Working with others
 ■ Engagement skills

Source
World Economic Forum, Future of Jobs Report 2023.

Note
The skills judged to be increasing in importance most rapidly between 2023 and 2027

Digitalisation

AI - GAI

Remote work

Remote learning

Greening

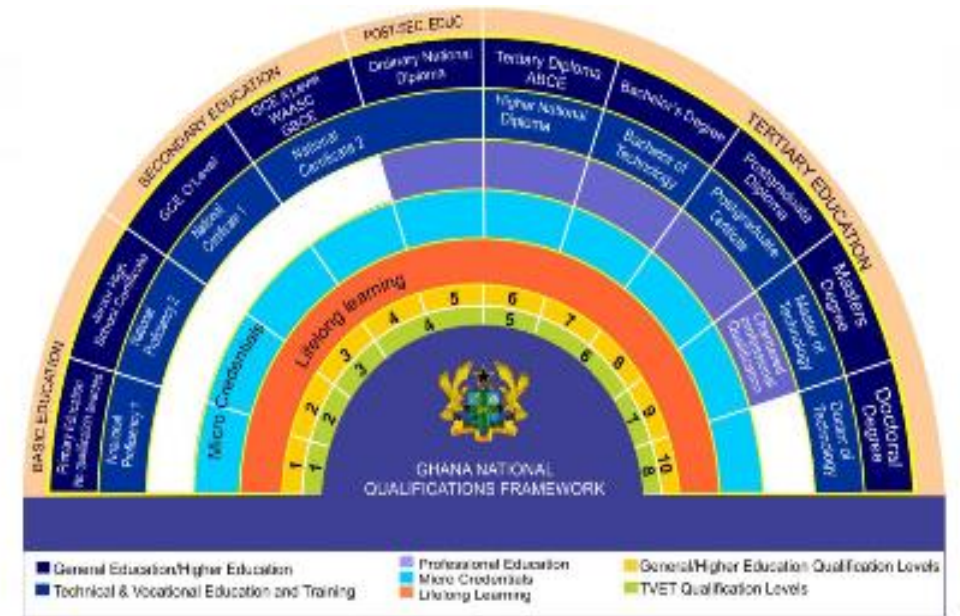
Upskilling, reskilling – vast needs

RPL, micro-credentials – large target population

<https://www.weforum.org/agenda/2023/04/future-jobs-2023-fastest-growing-decline>

Qualifications frameworks too are changing...

- Objectives of NQFs...(SA NQF)
- Governance (SA NQF)
- **Scope: opening up to new types of qualifications; non-formal and informal learning; micro-credentials (several African NQFs)**
- Level descriptors (Zambian, Seychelles, South Africa)
- **Mobility, recognition, NQF linkages**
- **Digitalisation: learning, certification, databases of qualifications accessible online (all)**
- Regional, global cooperation and transparency tools (SADCQF, IGADQF, ACQF, EQF)



GHANA: new qualifications map

ACQF-II

Actions and achievements: a glimpse

The People who do the Technical work – in the countries, background

Eduarda

James Mwewa

Patrick
Werquin

Olavo Correia

Stanley Maindi

Jeffy Mukora

Zalan, Gerda
and Greta
(PPMI team)

Consortium
Cognizone
(QCP)

JET Education

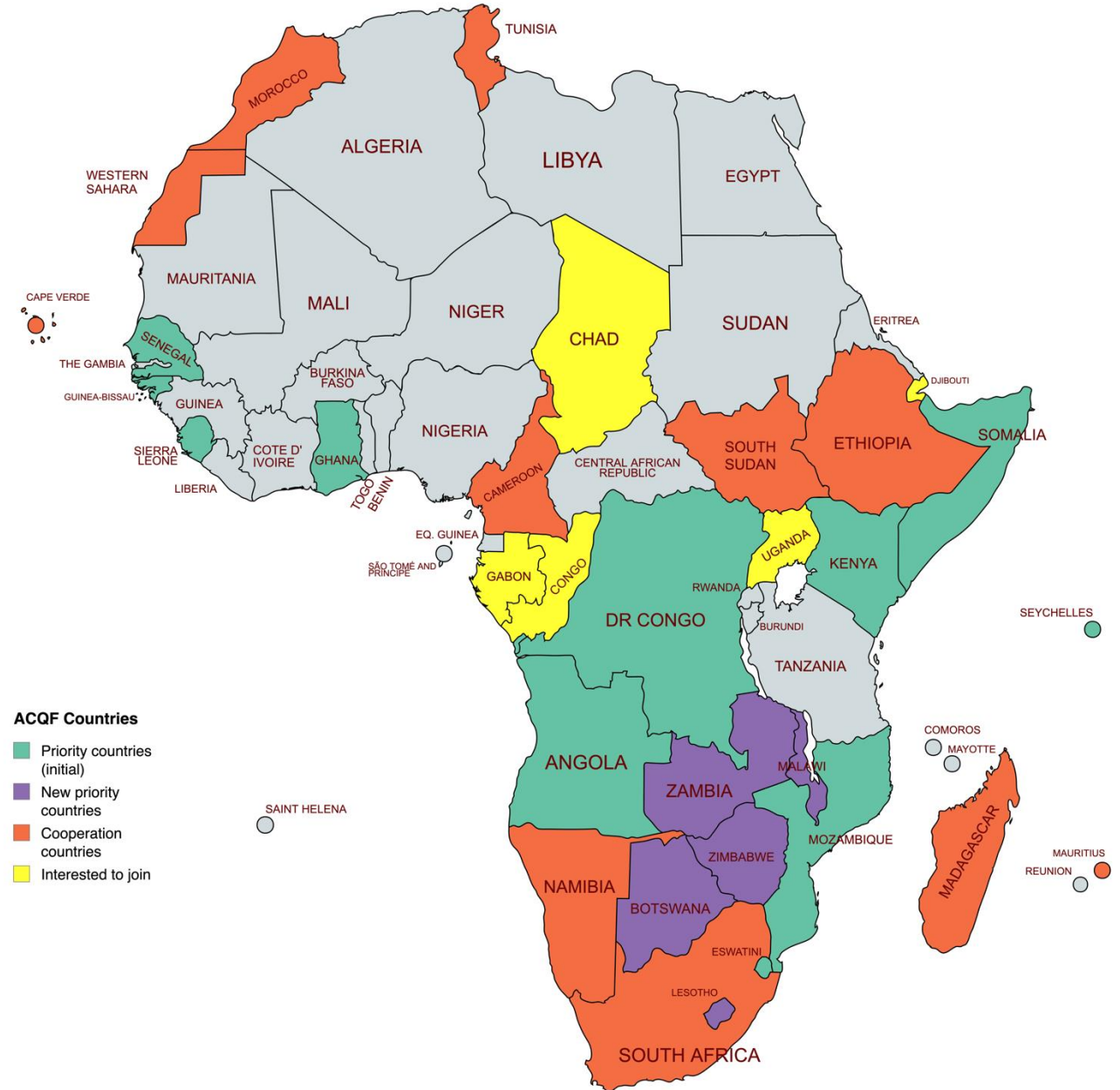
JUIZI (website)

Lightcast (Big
Data)

AASU

NQA - NQI

ACQF countries



Regions: ECCAS, SADC, EAC, IGAD, UEMOA

- **Priority countries:**

1. Angola
2. Botswana
3. D R Congo
4. Eswatini
5. Malawi
6. Ghana
7. Guiné-Bissau
8. Kenya
9. Mozambique
10. Senegal
11. Seychelles
12. Sierra Leone
13. Somalia
14. Zambia
15. Zimbabwe

- **Cooperation countries:**

1. Cabo Verde
2. Cameroon
3. Lesotho
4. Madagascar
5. Mauritius
6. South Africa
7. Tunisia

Actions and achievements

Capacity development, peer learning – Output 1.1

- Multi-country: 11 Forums
- Country specific: 16 workshops, many webinars
- QCP: 8 webinars
- M&E: 5 workshops and webinars
- All co-hosted with national NQA – NQI

Policy documents developed – Output 2.1

- Angola: Handbook and training - supporting implementation qualifications National Catalogue. Website INQ
- DR Congo: NQA, start NQF
- Eswatini: RPL. Website EQA
- **Ghana: NQF, RPL, CATS**
- Guiné-Bissau: NQF
- Mozambique: 2 regulations NQF TC; M&E system
- Senegal: NQF
- Seychelles: CATS
- Sierra Leone: RPL, CATS
- Somalia: NQF, RPL, CATS
- Zambia: start NQF review

Handbooks and guidelines – continental

- RPL for Practitioners
- Micro-credentials
- Referencing ACQF short guide
- Registration of qualifications
- QCP training modules and communication leaflet
- Green skills
- Common profiles of occupations – data driven

Surveys, Data, Tools

- NQF
- RPL - 2
- Micro-credentials – 3
- Satisfaction
- Big Data – Dashboards
- ACQF Website
- QCP



- **Continuation of all strands of activities**
 1. Capacity development: a) Forums of NQF Authorities and stakeholders; b) Country-specific
 2. Support to development and implementation of NQFs, RPL, CATS
 3. QCP: full operationalisation, specific support to country teams
 4. ACQF Network – support for sustainability
 5. Green skills: new pilot project implemented by AASU
 6. Micro-credentials: policies and guidelines with countries
 7. More common profiles of occupations and qualifications

Some highlights on country work supporting development of RPL and CATS

RPL activities

Patrick Werquin

RPL countries

- Eswatini
- Ghana
- Kenya
- Sierra Leone
- Somalia

Key lessons

- The key issues are the same in all countries (e.g., illiterate applicants, assessment approaches, assessment or qualification standards, scope – TVET, HE)
- Communication is key
- It is essential to prepare a dedicated RPL workforce (guidance officers, assessors)
- It is essential to involve the world of work (standards, professionals are natural candidates for assessing applicants)
- Piloting is highly recommended



RECOGNITION OF PRIOR LEARNING (RPL) HANDBOOK FOR RPL PRACTITIONERS



- Establish an institutional framework (e.g., check existing laws, modify or create laws, assign roles, create a national RPL body)
- Fine tune the key documents (Policy)
- Create a task force for the pilot
- Secure funding, if only for the pilot
- Organise the pilot (sourcing, sectors, qualifications, technical platforms, assessors/professionals)
- Develop capacity
- Develop the tools (flyers, assessment instruments, web page)
- Roll out the RPL campaign
- Reach out to the neediest individuals
- Build stakeholders partnership
- Learn from the pilot



Project ACQF-II: Supporting implementation of African Continental Qualifications Framework

3rd ACQF Forum
Recognition of Prior Learning (RPL) for Practitioners

Validation des Acquis de l'Expérience (VAE)
Reconhecimento Validação e Certificação de Competências (RVCC)

📍 Hotel Fairview - Nairobi, Kenya
📅 1-4 October 2024



 **ACQF**
African Continental Qualifications Framework
www.acqf.africa

Angola, Botswana, Cabo Verde, Cameroon, R.D. Congo, Eswatini, Ghana, Guiné-Bissau, Kenya, Lesotho, Malawi, Mozambique, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, Tunisia, Zambia, Zimbabwe



CATS

James Mwewa

Country	Major Highlights	Way Forward
Seychelles	<ul style="list-style-type: none"> SNCATS (policy and guidelines) approved by the SQA Board SNCATS Unveiled on 12/11 and initial capacity building on practical implementation conducted MCs at all levels of the SNQF, to be credit-bearing 	Approval from Cabinet, implementation plan and M&E framework, capacity building, rollout
Ghana	<ul style="list-style-type: none"> GhCATS (policy and guidelines) approved by validated by stakeholders – GTEC coordinating stakeholder engagements GhCATS presented at the Ghana Tertiary Education Conference on 06/11 MCs at all levels of the GhNQF, to be credit-bearing 	GTEC Board and Govt. approvals, implementation plan and M&E framework, capacity building, rollout
Somalia	<ul style="list-style-type: none"> Draft 1.0 of the SCATS (policy and guidelines) undergoing review by the NQF TWG – with MoECHE as lead ministry, after workshop of 8-10/11 MCs at all levels of the SNQF, to be credit-bearing 	Elaboration of Draft 2, Stakeholder consultations and validation.
Sierra Leone	<ul style="list-style-type: none"> NQF TWG to draft the SNCATS – NCTVA as lead agency, MCs to be incorporated ACQF-II to review draft, offer guidance and technical insights, outlines Policy planning webinar conducted on 31/10 	ACQF-II to review the Draft SNCATS once finalised by NQF TWG
Angola	<ul style="list-style-type: none"> INQ coordinating the development the CATS by country experts ACQF-II to review draft, offer guidance and technical insights, outlines Capacity building (training journey) conducted on key concepts/principles-3/08 	ACQF-II to review the Draft national CATS once finalised by country experts
Botswana	<ul style="list-style-type: none"> Scope of work: review of existing drafts – CAT Policy and Guidelines Inception meeting held with BQA on 26/09 	ACQF-II to review existing docs, then second meeting

Some Key Lessons and Suggestions

- **Key Lessons:**

- National commitment and leadership is key for successful CATS development and implementation.
- Stakeholder involvement in the development of CATS is paramount in ensuring common understanding and buy-in.
- It is important to consider national and regional contexts when developing CATS.
- Two different approaches to CATS development, yet yielding similar results - country ownership and stakeholder buy-in.

- **Suggestions:**

- Countries should seriously consider creating CATS communities of practice to encourage sharing of knowledge/ good practices.
- Countries should ensure that clear linkages are established between CATS, RPL, NQFs and MCs as these linkages are crucial in promoting articulation, learner mobility and lifelong learning.

Microcredentials

Zalan Tamas Jakab

Micro-credentials Survey and analysis: published.

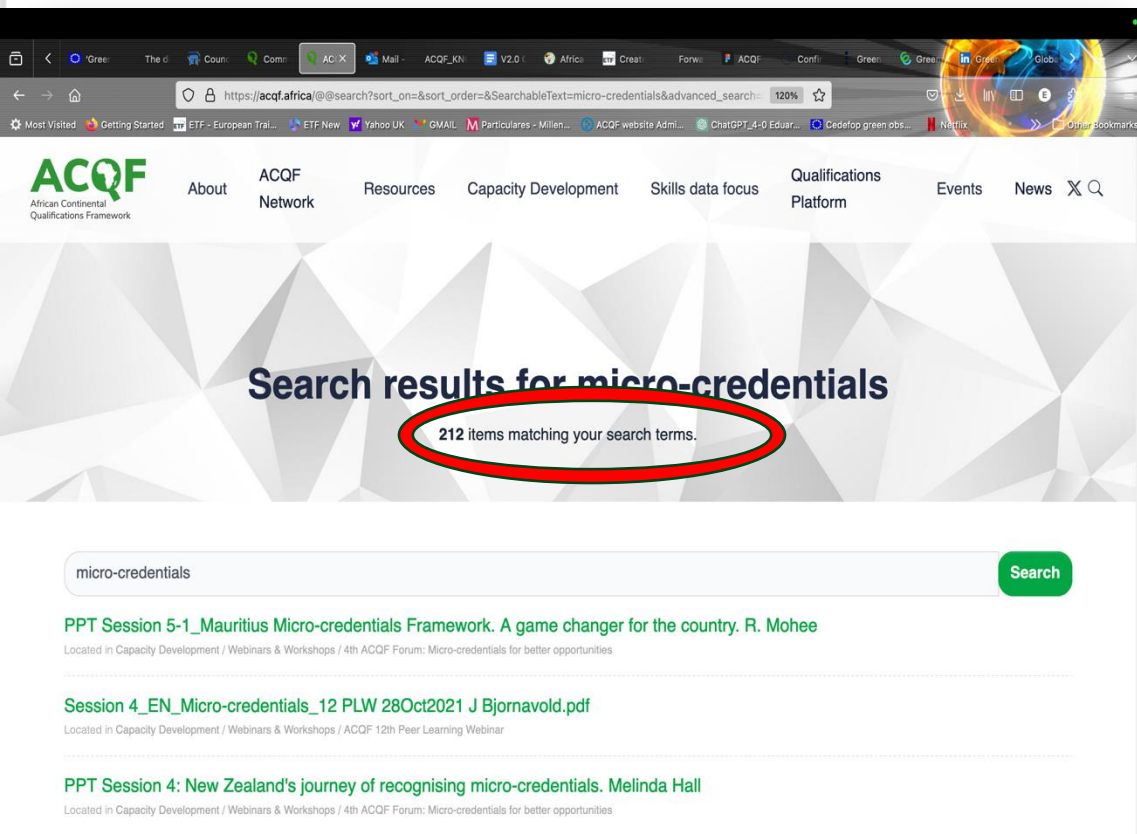
New Handbook on Microdentials validated – comments gathered via a survey and working groups discussion at 4th Forum, 13-14/Nov

Continental Micro-credentials Forum (13-14/Nov in Seychelles)

Micro-credentials in NQF development – with countries: Angola, Ghana, Senegal, Sierra Leone, Seychelles.

Micro-credentials survey – Seychelles. Report published, validated by SQA. Roadmap for further developments: policy and implementation.

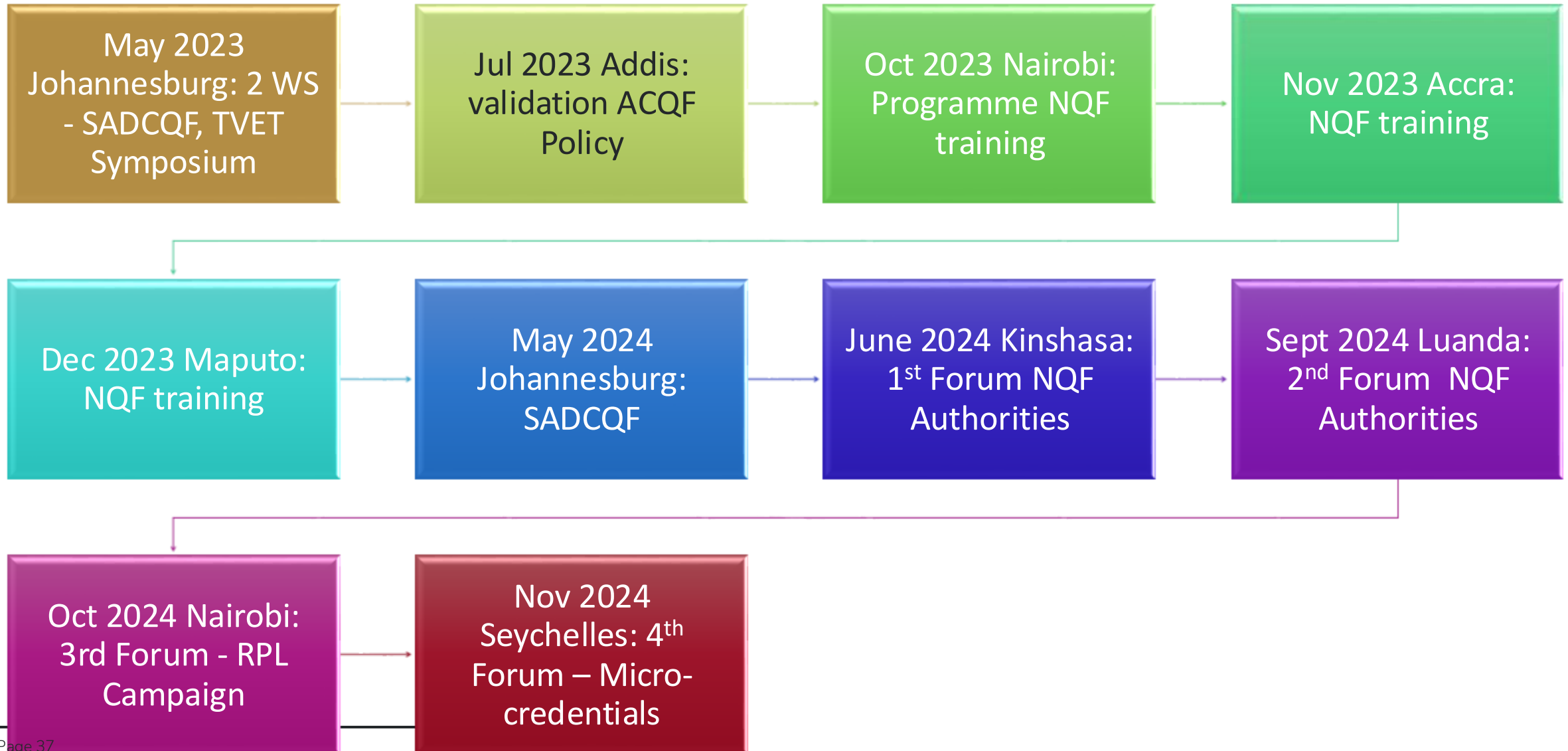
Micro-credentials capacity development activities – workshops national and continental.



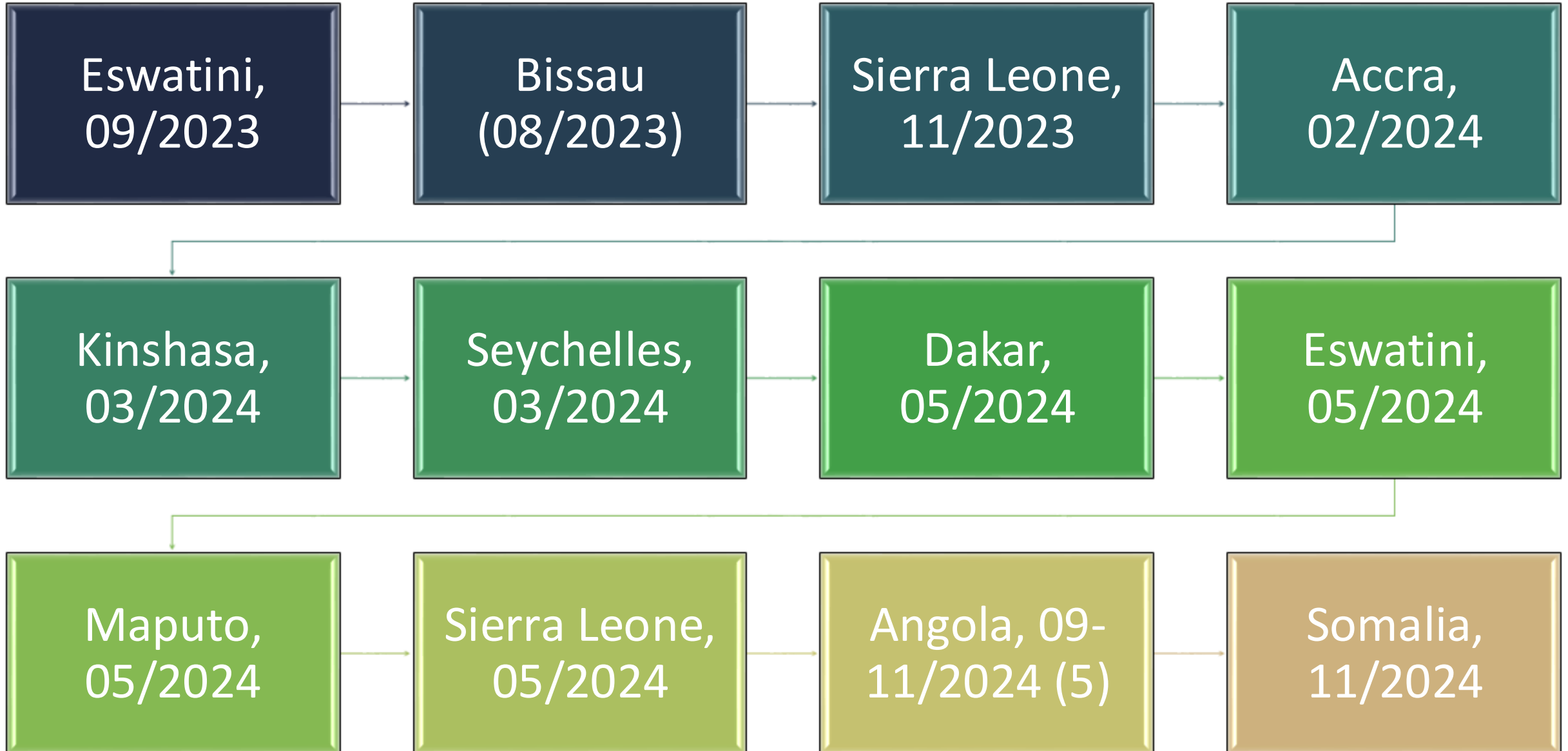
Zalan

ACQF Connects and creates mutual trust - building the spirit and substance of the ACQF Network

ACQF 2023-2024: 11 ACQF-II capacity development, peer learning, referencing multi-country workshops; 21 countries - 3 regions



2023-2024: 16 Country-specific workshops



6 Multi-country Workshops 2023

Theme of the 3 Training Workshops (Nairobi, Accra, Maputo):

“Making NQFs operational in a time of change”



Workshops Q I 2024: country-specific



Q 2-4 2024: 5 Forums, 13 country workshops







Attendance certificates: emotion, friendship and satisfaction



ACQF Participants receiving ACQF-II certificates

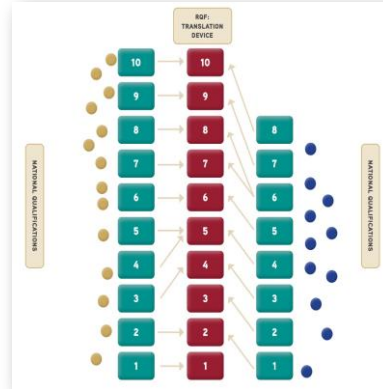


Referencing to ACQF

ACQF

3.2 Referencing NQF(S) - ACQF

- A process of comparison, mutual understanding and trust: good for countries, regions, continent
- Use of ACQF levels on national qualifications after successful referencing to ACQF
- Publication referencing reports
- Countries expressed interest to start referencing: Kenya, Cap Verde, Eswatini, Seychelles, South Africa, Mozambique
- ACQF-II contributed to the evidence, analysis, networking of the process of comparison EQF-SADCQF.



ACQF-II - Online meeting with EU Delegations 30/05/2024

ACQF

Referencing criteria: demonstrate that the NQF meets them...

Table 1: ACQF referencing criteria

Referencing criteria	
1	There is a clear and demonstrable link between the qualifications levels in the national qualifications framework or system and the level descriptors of the ACQF.
2	The national qualifications frameworks or systems are based on learning outcomes principles and related to arrangements for recognition of prior learning (including non-formal and informal) and, where appropriate, to credit systems .
3	There are transparent processes and procedures for including qualifications in the NQF or for describing the place of qualifications in the NQS and information on qualifications is accessible, trustworthy and verifiable in a national register(s) of qualifications .
4	The national quality assurance system for education and training refers to the national qualifications framework or system and is consistent with the principles of quality assurance of the African Continental Qualifications Framework (ACQF).

ACQF

Overview of the referencing process

1. Reference guidance document: [Summary guidance for referencing, 08/2024](#).
2. Countries involved:
 - Group 1 (Aug 2024): Cabo Verde, Kenya, Seychelles, South Africa, Zambia
 - Group 2 (Oct 2024): Eswatini, Lesotho, Zimbabwe
3. PPTs and reports:
 - 6/Sept, Luanda (Group 1)
 - 4/Oct, Nairobi (Groups 1 and 2)
 - 14/Nov, Seychelles (Groups 1 and 2)
4. Reports:
 - 03/Dec: Cabo Verde, Kenya, South Africa.
 - 09/Dec: Seychelles

ACQF

Achievements

All 8 countries are ready to reference to ACQF: 4 main criteria can be met based on evidence

- Level descriptors
- Learning outcomes
- Transparency in registration / inclusion of qualifications in NQF / catalogue
- Quality assurance

All have established a national roadmap, and a referencing team

Analysis, drafting advanced well – good interpretation of the referencing criteria

ACQF Network: sustainability (Output 3.1)

ACQF Underpinnings

- **ACQF Policy document:** defines the ACQF as policy instrument – objectives and principles, technical features, QCP, governance principles.
- **ACQF Conference 07/2023 in Addis:** " *Endorsed the proposed development of the African NQF Network, to be an autonomous legal entity, working in cooperation with AUC, ETF and other relevant organisations. The Network will contribute to develop and implement NQF Frameworks, implement the ACQF and to ensure sustainability. Participants agreed to start of the activities to create this Network*".
- **Kinshasa Forum (06/2024):** Network of NQF institutions, chairs; AUC participation / support; Cluster 5
- **Seychelles Forum (11/2024):** Recommendation
- **Output 3.1 of ACQF-II project** includes activities in support of strengthening of the ACQF Network for sustainability.

The draft inception document



- This document lays the foundation for a harmonised and collaborative approach towards skills, qualifications and credentials in Africa, aiming for a brighter, skilled, and interconnected future.
- **Committed** to the implementation of the Policy document of the African Continental Framework (ACQF).
- **Supported** by the unwavering commitment and cooperation demonstrated by the regions and stakeholders from 2020 to date.
- **ACQF Network** builds on the community of NQF authorities, institutes and other relevant stakeholder organisations started and united by the goals in the context of the implementation of the project ACQF-II since May 2020.
- **ACQF Network** is open to involvement of more countries, regions and relevant stakeholders sharing the objectives and values of the ACQF and driven by the mindset of solidarity and mutual understanding between all qualifications institutions and stakeholders.



ACQF Governance set-up of the Network

The governance set-up of the ACQF Network builds on the governance principles defined in the ACQF Policy document, notably:

- No country is left behind: All AU member countries are invited to participate in the ACQF process.
- The AUC provides political support and steering and participates in the ACQF governance process.
- Networking and collaboration between African national qualifications entities, recognition centres, students' unions, and other relevant stakeholders.
- Governance based on accountability and integrity.
- The ACQF process is supported by monitoring and evaluation.

Stakeholders dialogue and exchanges on the options for governance of the ACQF Network

- Focus on impact-oriented activities and initiatives related with the 7 areas of activities of the ACQF Network.
- Establish lean, non-bureaucratic, agile and participative governance set-up, implementation structures of National Qualifications Frameworks and minimizing political interference.

The proposed governance setting is based on the following elements:

- Presidency (chairs) of the Network: composed of several countries, rotational.
- General Assembly of all members (countries, regions, stakeholder organisations).
- Secretariat

Technical groups

- **Technical groups** will follow-up steps (Guideline 3).
- **Technical groups** will focus on: use of ACQF levels on newly issued qualifications, credentials and registers of qualifications.
- **Technical groups** will focus on: (QCP) and digitalisation at national and continental levels.
- **Technical groups** will focus on: QF, RPL, CATS, others
- **Technical groups** will focus on: learning activities for common goals and interests.
- **Technical groups** will focus on: Learning
- **Technical groups** will focus on: UNESCO Recognition conventions, EQF, ENIC-NARIC, Bologna Process, other networks globally, social media, ACQF website.

- **Cluster 5: Financing and fund raising**
- **Financing**
 - From ACQF-II project: technical expertise, QCP, workshops and conferences, training, pilot projects with the ACQF Network
 - Countries and regions: in-kind, financial, technical.
 - The Members of the ACQF Network will define possibilities to establish options for regular contributions, in form of a modest annual fee.

Core Values of ACQF Network

1. Focus on ACQF-QCP and common interest
2. African knowledge
3. Inclusiveness
4. Innovation
5. Supported by evidence
6. Collaborative approaches and participative governance
7. Transparency and integrity

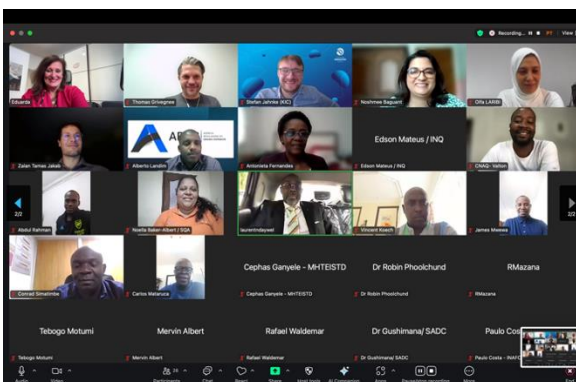
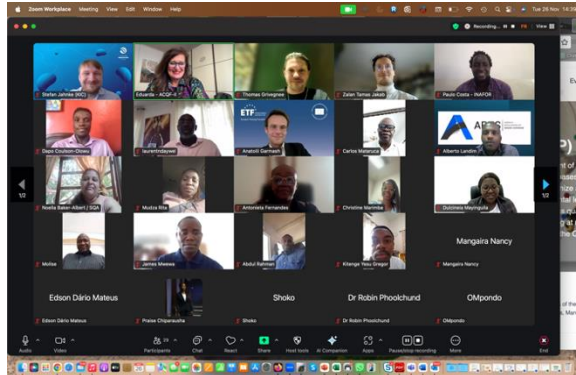
Main objectives of the ACQF Network

1. To support and sustain the implementation of the ACQF and QCP
2. To foster further development of clear, meaningful, comparable and operational 'green' NQFs in African countries and support their cooperation, referencing, peer support and mutual trust.
3. To promote the use of ACQF levels on qualifications and credentials and databases of qualifications upon referencing to ACQF, facilitating mutual recognition of qualifications.
4. To contribute to change and reforms, supporting impact-oriented education and training, improved access and completion rates, accessible recognition of prior learning, functioning credit accumulation and transfer systems and quality assurance.
5. To support efficient management of qualifications and credentials and real-time information-sharing, through data analysis, anticipation of skills needs, and interoperable databases of qualifications connected to QCP, across all African countries and regions.
6. To cooperate and work in synergy with the Addis Recognition Convention, promoting linkages and synergies between ACQF-NQFs and facilitating recognition of qualifications and credentials.
7. To contribute to improve global recognition and transparency of education, and qualifications and credentials from African countries.
8. To foster joint research projects for the advancement of the ACQF Network.
9. To collaborate with existing regional structures, especially with the regional economic communities, and relevant global networks and frameworks.



ACQF Qualifications and Credentials Platform (QCP)

<https://acqf.africa/qualifications-platform>



Dedicated webpage on ACQF website: leaflet, all reports, training units, presentations.

The ACQF Qualifications and Credentials Platform (QCP) is a major component of the ACQF as a policy instrument for African qualifications. This comprehensive system of databases aligns with the objectives of the African Union and its member states, contributing to modernize and digitalise management of qualifications at national level, and share information at continental level.

The QCP is being designed to process, classify, compare, and visualise information on various qualifications across education and training sectors. It will consist of interconnected databases, offering at minimum tools for analysis, classification, and visualisation.

QCP is a system of databases at 2 levels: national (managed by the national qualifications authorities) and continental (interoperability). Software architecture and Data Model build on international good practice, notably the EUROPASS, but contextualised and streamlined.

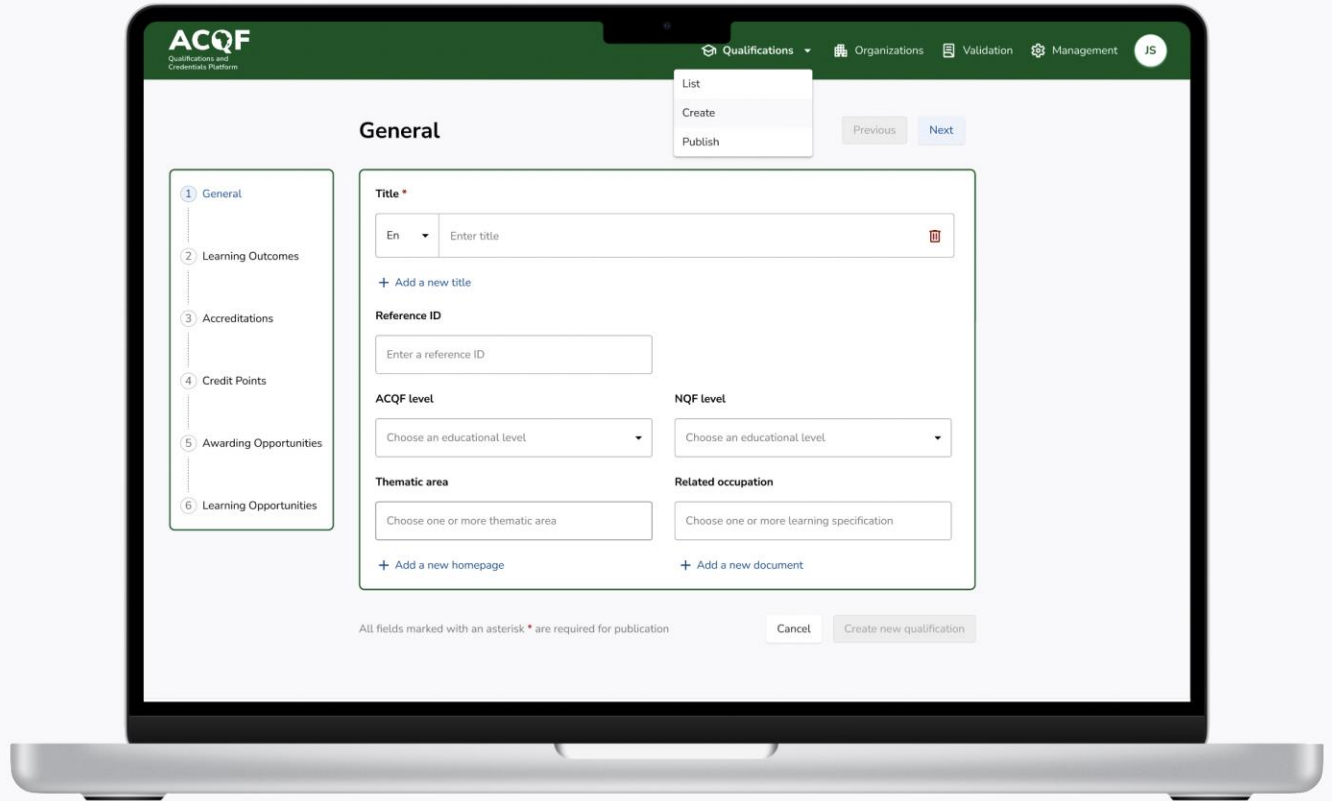
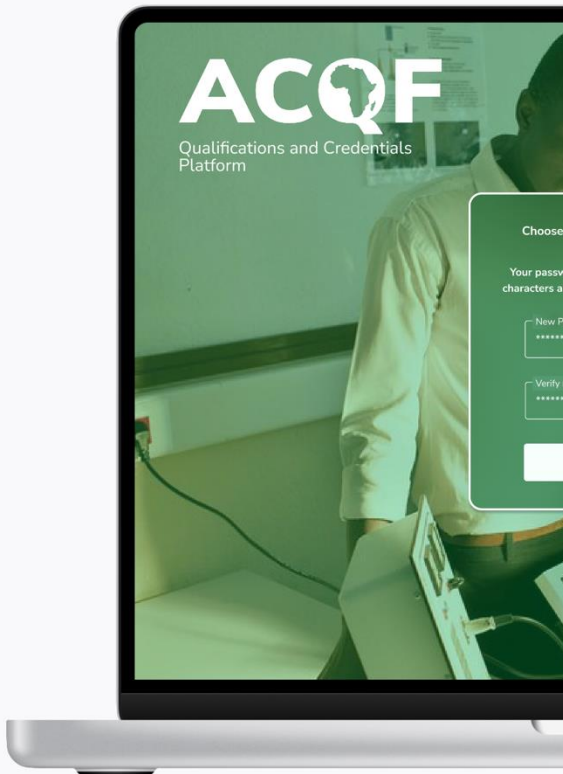
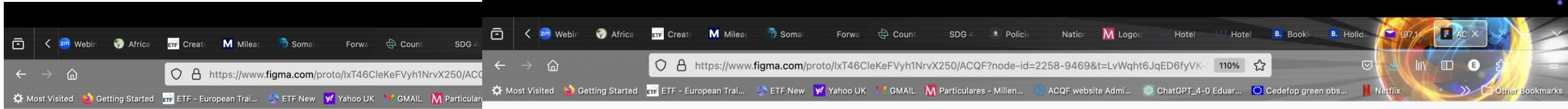
Developed: a) Curators' Interface (training delivered + demo); b) Public UI Portal

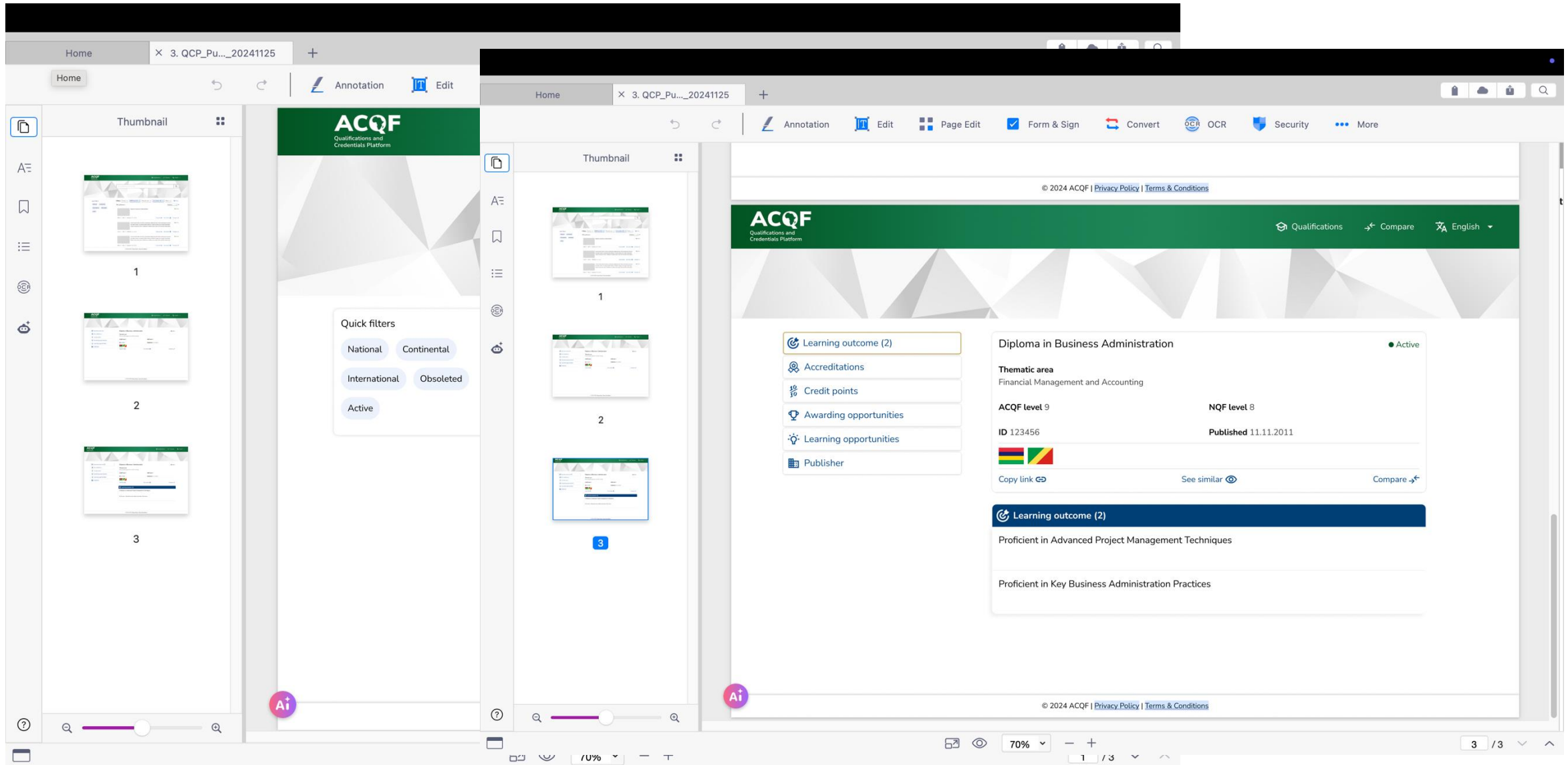
In December 2024 the first version of the QCP will be launched - start of data collection.

Training and capacity development of the involved countries:

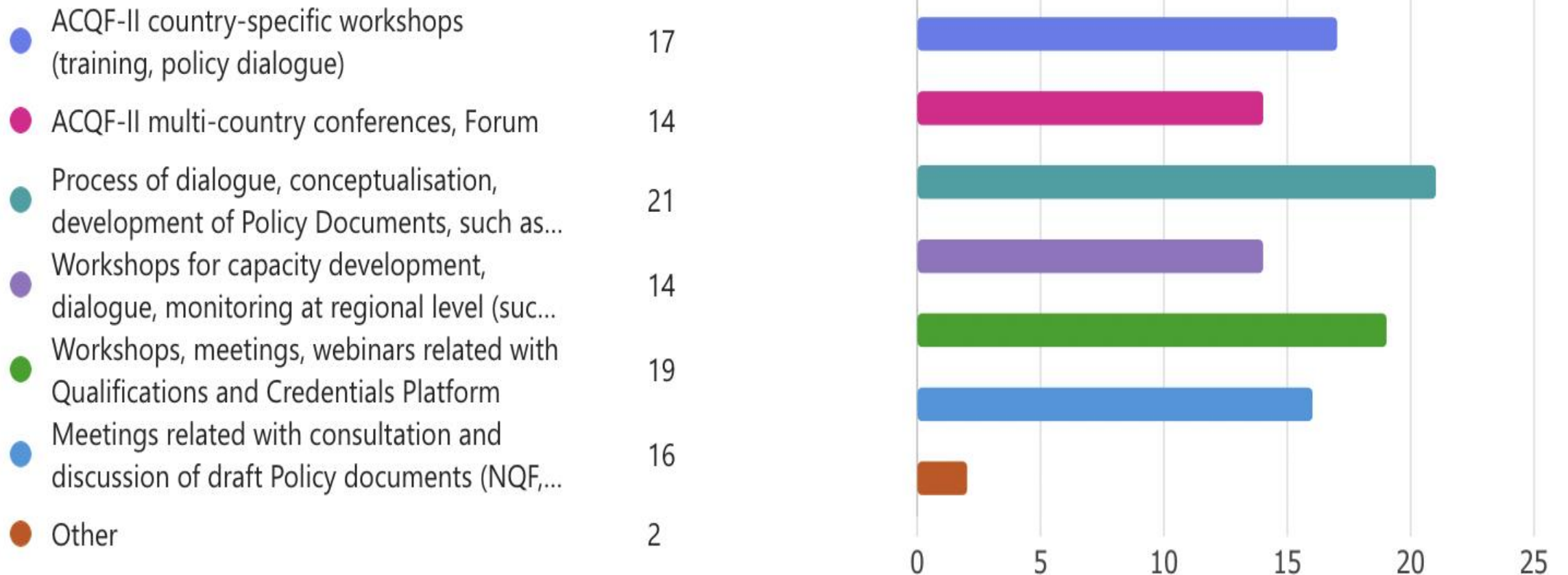
- QCP Steering Group: ACQF-II coordination, AUC, Technical consortium, countries
- QCP Contact Persons nominated by countries: to implement the QCP at national level, disseminate information, support interoperability.
- 8 training sessions in 2024 were delivered. Training for QCP Contact Persons: [visit website](#).
- Data collection training and start of activities.

QCP: Mock-up – Curators’ interface (“Kitchen”)

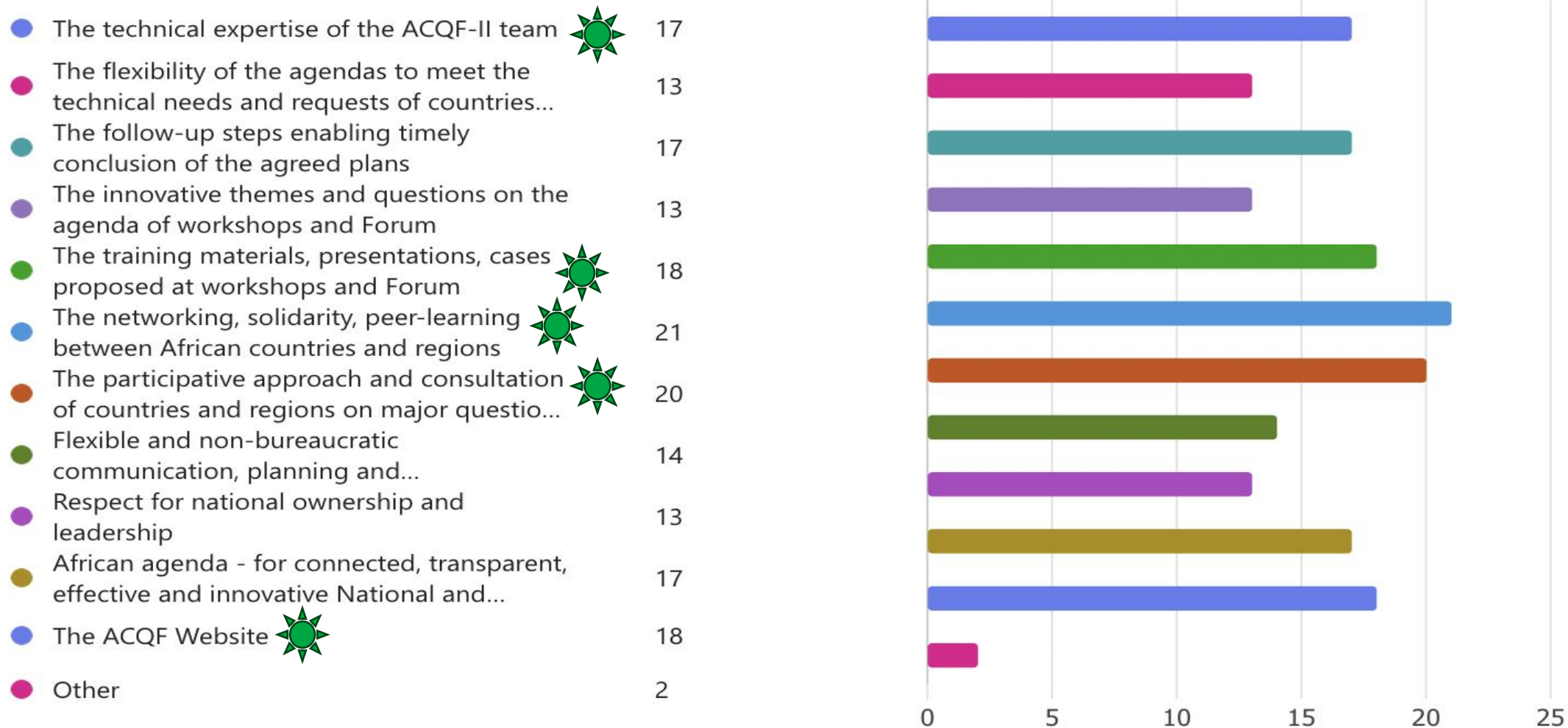




2. What ACQF-II activities has your organisation been involved in (2023-2024)? Please select as many options as needed



3. What features of these ACQF-II activities do you value most. Please choose as many options as you consider relevant.



Stakeholders' Feedback survey: 1 year ACQF-II

6. What is / are the most valuable benefit(s) and outcome(s) of ACQF-II to your country / region so far?

22 Responses

ID ↑	Name	Responses
1	anonymous	Qualification Credentials platform training the lessons are invaluable from the EU team
2	anonymous	The opening up of engagement and collaboration on NQFs across all parts of Africa, and across the main language groups, is very inspiring and bodes well for the future of the work in Africa
3	anonymous	AWARENESS CREATION AND TRAINING ON ACQF HAVE ENHANCED THE BUY-IN AND IMPLEMENTATION OF KNQF
4	anonymous	Helping us see areas of deficiency with our national qualifications framework
5	anonymous	um dos benefícios do ACQF para o nosso país será a ajuda na implementação e consolidação no sistema nacional das qualificações profissionais.
6	anonymous	The capacity-building workshops have been beneficial, and we asked for continued capacity and technical assistance, especially for RPL and CATS, online and physical presence are appreciated.
7	anonymous	It has been the networking opportunities with other countries, sharing our experience and learning from progress of other countries
		Poder beneficiar do apoio tecnico da equipe de consultores da ACQF e ter

What is / are the most valuable benefit(s) and outcome(s) of ACQF-II to your country / region so far?

1 Responses

nd outcome(s) of ACQF-II to your country / region so

io tecnico da equipe de consultores da ACQF e ter ateliers/foruns com especialista de diferentes paises com na implementaçao do QNQ e que com o apoio de todos o ; anos adoptar o QNQ

i National CATS; Networking with a wide number of bility to harmonise/reference our NQF to a continental d help with qualifications recognition, thus increasing s Technical and financial assistance in the development of

nosso País Angola, a instituição Nacional de Qualificações, e resultados valiosos do programa da segunda fase do da harmonização dos padrões educacionais, e a promoção acadêmica em todo o continente africano; 2-

Desenvolvimento de Competências Relevantes: Ajustes dos currículos e programas de formação às necessidades do mercado do trabalho; 3-Fortalecimento das Instituições Educacionais, na melhoria das ofertas formativas e educacionais

11

anonymous

Exchange of information with other countries about NQF; Training of national technicians on NQF, and Preparation of several initial documents on NQF...

EQA Website, implementation of the invaluable opportunities to be raining initiatives.

iting and sponsoring our are also part of the countries QF II has developed the Eswatini LICY is almost finalised. Also, ACQF 2024 which enabled countries to cisions on regional issues and how

; from Mauritius to African efit the Mauritius higher education ca, improving the recognition of obility. It would encourage xchange programmes and joint ighn curricula with regional needs, ob market. Overall, the ACQF would sterling international cooperation, qualifications with continental and ore competitive in Africa.

And again: ACQF-II 2025-2026

- **Continuation of all strands of activities**

1. Capacity development: a) Forums of NQF Authorities and stakeholders; b) Country-specific
2. Support to development and implementation of NQFs, RPL, CATS
3. QCP: full operationalisation
4. ACQF Network – support for sustainability, with support to country teams
5. Green skills: new pilot project implemented by AASU
6. Micro-credentials: policies and guidelines with countries
7. More common profiles of occupations and qualifications

03

Gains for All

Africa

- Comparability, transparency, trusted qualifications & credentials
- More, better and connected NQFs – RPL, CATS, QCP
- Recognition – Mobility
- Green NQFs
- LMIS - Data
- Skills – Human Resources - Employability

ACQF **NQF-RPL-CATS-Microcredentials**

The image shows the cover of the 'Handbook on Micro-credentials Version 1.1' on the left. The cover features the ACQF logo, the African Union logo, and the ETF logo. It mentions 'Support Implementation of the African Continental Qualifications Framework (ACQF-A)' and 'for discussion at the 4th ACQF Forum, on 13-14 November 2024'. The date '28 October 2024' is also present. On the right is a Venn diagram with three overlapping circles: a brown circle labeled 'NQF', a green circle labeled 'RPL', and a blue circle labeled 'CATS'. A yellow circle labeled 'Micro-credentials' is positioned at the intersection of all three circles.

Page 13

ACQF **3.4 Common profiles of qualifications**

The image displays a screenshot of a digital tool titled '3.4 Common profiles of qualifications'. The tool shows a table with columns for 'Country', 'Level', 'Profile', and 'Status'. The table lists various profiles for different countries and levels. To the right of the table are four text boxes providing context and steps for the tool's use:

- As reference for development of national qualifications standards**
- 1st step: 20 common profiles – data-driven. Digital tool and visualisation platform (hosted on ACQF website - from end April)**
- Countries: North Africa (Egypt, Morocco, Tunisia) and Kenya. Trends: Africa, Global, EU**
- 2nd step: methodology for working groups; use of skills classification**

South-South dialogue and sharing: ACQF among the good practices 2023

<https://www.southsouth-galaxy.org/wp-content/uploads/2023/09/Good-Practices-in-SSTC-Transforming-Education-and-Delivering-on-SDG4.pdf>

GOOD PRACTICES

in South-South and Triangular Cooperation

Transforming Education and Delivering on SDG 4



So much new!
Mutual learning!

- Knowledge
- Tools
- People
- Institutions
- Energy of the
ACQF Network

Yes Africa
can !



ACQF

Thank you!
Merci!
Obrigada!

ACQF-II Team

