Capacity Development Programme

DEVELOPING THE AFRICAN CONTINENTAL QUALIFICATIONS FRAMEWORK

Concept Note and Plan

10/02/2021

This Concept Note and Plan on the ACQF Capacity Development Programme is elaborated in 2021 in the context of the project AU-EU Skills for Youth Employability/Skills Initiative for Africa, Technical Cooperation – Developing the African Continental Qualifications Framework (ACQF).

The authors of this concept note are: Dr Deodonne Kunwufine, Dr Jeffy Mukora and Eduarda Castel-Branco.

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List of acronyms

ACQF	African Continental Qualifications Framework
AfCFTA	African Continental Free Trade Area
ASEAN	Association of Southeast Asian Nations
AU	African Union
AUC	African Union Commission
CDP	Capacity Development Programme
CEDEFOP	European Centre for the Development of Vocational Training
CESA	Continental Education Strategy for Africa
EQF	European Qualifications Framework
EU	European Union
ETF	European Training Foundation
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
NQF	national qualifications framework
NQS	national qualifications system
REC	regional economic community
RQF	regional qualifications framework
SADC	Southern African Development Community
SAQA	South African Qualifications Authority

1   Executive summary

The Capacity Development Programme (CDP), carried out in 2021–2022 in the context of the project African Union (AU)-European Union (EU) Skills for Youth Employability/Skills Initiative for Africa, Technical Cooperation – Developing the African Continental Qualifications Framework (ACQF), is designed to enhance and add value to the project process and final output, the ACQF policy and technical document and action plan. This complementarity permeates across the concept, purposes, main thematic areas, components and modalities of delivery of the ACQF CDP.

The development of the ACQF is underway, but sustainability and continuity will depend on leaders' commitment and understanding, on practitioners' competences and the eventually on the availability of a network of trained experts able to support countries in developing and improving their national qualifications framework (NQF) initiatives. This programme will empower individuals, leaders, countries and the continent.

Main objectives of the ACQF CDP:

- create and share knowledge: contribute to creating common understanding and concepts of qualifications frameworks and systems;
- share experiences: disseminate information on the state of play, good practice and experiences of QFs on the continent and across the globe;
- create technical capacity: contribute to creating a growing pool of African expertise and consequently to sustainability of projects and initiatives across countries and regions;
- create trust among countries and QFs: generate mutual understanding and networking between countries, qualifications frameworks (systems); and
- provide information on the ACQF and create buy-in: enhance communication from and on the ACQF project's activities and outputs, contribute to quick wins and build buy-in of African stakeholders towards the ACQF.

Components of the ACQF CDP

To reach the above objectives, the ACQF CDP combines a set of components, working in synergy:
- peer learning (experience-sharing): (i) on NQFs and regional qualifications frameworks (RQFs) in Africa and across the globe; (ii) thematic and issues' sessions;
- blended training (for groups): training workshops and online learning;
- e-learning: individuals, groups;
- work together with countries (on demand): through coaching, facilitation, advice. These activities are means for practical application for ACQF CDP trainees and trained experts; and
- conferences, seminars, workshops, calls for papers and publications.

If adequate and feasible, other components can be included, such as cooperation with education institutions (lectures, workshops, or even a module – on a pilot basis).

Main thematic areas

1. NQFs, RQFs and systems: models, concepts, objectives, principles, levels and level descriptors, development and implementation, registers of qualifications, governance and financing, monitoring and evaluation, review. Involvement of partners from the world of work, socio-economic constituencies, education and training providers, learners, career guidance;
2. learning outcomes: concepts, uses in different contexts of learning, taxonomies, classifications – internationally accepted in the context of education, curriculum, qualifications;
3. qualifications: concepts, types, development of qualifications, links with standards, curriculum and assessment, comparing qualifications;
4. quality assurance in the context of NQFs and RQFs;

5. referencing, alignment NQFs to RQFs; global transparency of qualifications systems;
6. better and fair mobility of skills and qualifications: Recognition – quality assurance – qualifications frameworks;
7. new trends in learning and qualifications: micro-credentials, digital credentials; and
8. African opportunities and demands – implications for qualifications frameworks and systems.

2   Introduction

2.1   African Union policy context of the ACQF

Relevant and harmonised education and training, improved skills and qualifications are at the heart of the African Renaissance, even more so in the context of the multifaceted transformations triggered and reinforced by Covid-19 impacts and responses.

The ACQF is a vital policy underpinned by key AU strategic commitments and policies:

- Agenda 2063: The Africa We Want;[1]
- African Continental Free Trade Area (AfCFTA);[2]
- Protocol to the Treaty Establishing the African Economic Community relating to Free Movement of Persons, Right of Residence and Right of Establishment (AU Free Movement Protocol);[3]
- Continental Education Strategy for Africa 2016–2025 (CESA 16–25);[4] and
- sectoral development strategies, such as the African Tourism Strategic Framework 2019–2028.[5]

The most explicit references to a continental qualifications framework are found in:

- the AU Free Movement Protocol: Article 18 ; and
- CESA 16–25: strategic objectives 4 (c) and (d).

Most importantly, for the purpose of the ACQF project, the AU Free Movement Protocol adopted by the 30th Ordinary Session of the AU Assembly (20 January 2018), in its Article 18 (on 'Mutual Recognition of Qualifications'), specifies that 'The States Parties shall establish a continental qualifications framework to encourage and promote the free movement of persons, Right of Residence and Right of Establishment.'[6]

CESA´s strategic objective 4 aims to 'ensure the acquisition of requisite knowledge and skills as well as improved completion rates at all levels and groups through harmonisation processes across all levels for national and regional integration'. Goals (c) and (d) explicitly refer to the establishment of qualifications frameworks, notably a continental qualifications framework linked with national and regional qualifications frameworks:

- c) Set up national qualification frameworks (NQFs) and regional qualification frameworks (RQFs) to facilitate the creation of multiple pathways to the acquisition of skills and competencies as well as mobility across the subsector.

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[1] *Agenda 2063*: https://au.int/en/agenda2063/overview

[2] AfCFTA: https://au.int/sites/default/files/treaties/36437-treaty-consolidated_text_on_cfta_-_en.pdf; Factsheet on the AfCFTA: https://www.tralac.org/documents/resources/faqs/2377-african-continental-free-trade-area-faqs-june-2018-update/file.html

[3] AU Free Movement Protocol: https://www.tralac.org/documents/resources/african-union/1965-protocol-to-the-abuja-treaty-free-movement-of-persons-right-of-residence-and-establishment-adopted-29-january-2018/file.html

[4] CESA 16–25: https://au.int/sites/default/files/documents/29958-doc-cesa_-_english-v9.pdf

[5] *African Strategic Tourism Framework 2019–2028*: https://www.tralac.org/documents/resources/african-union/3118-african-tourism-strategic-framework-2019-2028-executive-summary/file.html

[6] https://www.tralac.org/documents/resources/african-union/1965-protocol-to-the-abuja-treaty-free-movement-of-persons-right-of-residence-and-establishment-adopted-29-january-2018/file.html

● d) Develop continental qualifications framework linked to regional qualifications and NQFs to facilitate regional integration and mobility of graduates.[7]

The European Union (EU) has committed to supporting the development of the ACQF, as defined in Action 4 of its Africa-Europe Alliance on Sustainable Investment and Jobs: Taking Our Partnership for Investment and Jobs to the Next Level, a communication adopted on 12 September 2018 by the European Commission.[8] This communication was endorsed by all heads of state of the EU at the European Council meeting on 18 October 2018.[9]

2.2   Vision of the ACQF

ACQF vision and aspirations

According to the initial vision for the ACQF presented at the inaugural workshop in September 2019, the ACQF is envisioned as an overarching qualifications framework for the continent, based on the principles of:

● inclusiveness of all types of learning and levels of qualifications (all sub-systems of education and training);

● openness to learners' and stakeholders' needs, to policy learning and lessons from other qualifications frameworks; and

● innovation readiness: notably the transformation of skills and learning in the context of digitalisation, greening and beyond Covid-19 reconstruction.

The objectives of the envisioned ACQF are:

● comparability, quality and transparency of qualifications and support of people´s lifelong learning;

● to facilitate recognition of diplomas and certificates, and support mobility (learners, workers and services);

● work in cooperation and complementarity with NQFs and RQFs and support the creation of an African education and training space; and

● promote cooperation, alignment/referencing between qualifications frameworks (national and regional) in Africa and worldwide.

As a policy instrument, the ACQF is anticipated as an enabler, fulfilling a range of functions, such as:

● a platform providing benefits to countries and regional economic communities (RECs), such as easily accessible and updated information on NQFs and RQFs on the continent; databases and inventories; various capacity development, peer-learning and networking facilities and e-resources; public (users') outreach activities;

● a hub and catalyst for development and support to operationalise qualifications frameworks at national level; and

● a reference for cooperation with African and other international frameworks.

The ACQF will cooperate and interact with NQFs, RECs and the respective RQFs. During 2019–2022, the ACQF project will be working to develop the following set of outputs:

1. evidence and analysis of the state of play and perspectives of qualifications frameworks and systems in Africa. Completed in October 2020. Deliverables: 13 country reports, 3 REC reports, comprehensive mapping study report, synthesis report and infographic;

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[7] https://au.int/sites/default/files/documents/29958-doc-cesa_-_english-v9.pdf

[8] Commission Communication of 12 September 2018: https://ec.europa.eu/commission/sites/beta-political/files/soteu2018-africa-europe-jobs-alliance-communication-643_en.pdf

[9] EUCO 13/18, Conclusions: https://www.consilium.europa.eu/media/36775/18-euco-final-conclusions-en.pdf

2. analysis of options and scenarios of the ACQF: ongoing. Deadline for completion: 30 June 2021;

3. main project output: ACQF policy and technical document with an action plan. ACQF guidelines. Deadline for completion: May 2022;

4. Capacity Development Programme: ongoing. Started in 2020 with a programme of 7 peer-learning webinars; and

5. other outputs: a) website with functionalities such as information, communications, library, databases, e-learning platform; b) study of the relationship between the ACQF and AfCFTA; and c) mapping (online survey) of school curriculum framework in Africa.

2.3 Rationale of the Capacity Development Programme

The domain of NQFs and national qualifications systems (NQSs) has been researched and evaluated in the global literature (Africa, Europe, Asia, Australia-New Zealand and the Americas) and a significant knowledge and experience base is available for various uses, such as:

- training of human resources involved in management and implementation roles in relevant public agencies and non-public organisations;
- development, implementation and review of qualifications and qualifications frameworks and systems;
- referencing of qualifications frameworks to meta qualifications frameworks;
- outreach and information to different users; and
- policymaking, implementation and review.

As countries and regions in Africa are developing and consolidating their NQFs and RQFs, and the ACQF emerges as a policy instrument to help connect and reference frameworks and qualifications on the continent, there is a growing demand for expertise and guidance in this domain.

To provide an ample base for knowledge creation and dissemination, the ACQF Capacity Development Programme includes several components, and has a strong emphasis on digital and online instruments:

- learning activities of different types: peer learning and experience sharing, training in blended context (face-to-face training and digital), practical application supported by coaching;
- e-learning platform: for individual- and group-learning activities, videos, structured content, self-assessment, case studies (through the ACQF website), library of literature;
- conferences, seminars, workshops: specialised themes, multidisciplinary;
- papers: call for papers; and
- network of trainees and trained experts.

The ACQF experts' team contributes on an ongoing basis to elaborating content and delivering training and coaching. Additional expertise will be involved for specific themes and activities.

2.4 Objectives of the Capacity Development Programme

The ACQF capacity development programme aims to:

- create and share knowledge: contribute to creating common understanding and concepts of qualifications, qualifications frameworks and systems;
- share experiences: disseminate information on the state of play, good practice, reforms and experiences of qualifications frameworks on the continent and across the globe;
- support creation of technical capacity: contribute to creating a growing pool of African expertise in the domain and consequently to sustainability of projects and initiatives across countries and regions;

- connect, create trust and contribute to transparency among countries: generate mutual understanding and networking between countries, qualifications frameworks and systems; and
- provide information on the ACQF and create buy-in: enhance communication from and on the ACQF project's activities and outputs, contribute to quick wins and build buy-in of African stakeholders towards the ACQF.

2.5   Complementarities with the other activities of the ACQF project

The Capacity Development Programme is a token for sustainability of the ACQF project, building a foundation for continuation of the project outputs after its conclusion in 2022.

The results of activities of the CDP and content will be integrated into materials on the ACQF website (launch estimated in April 2021) and remain available for users and stakeholders at national, regional and continental levels.

Besides supporting the essential foundation for sustainability (knowledge dissemination), the CDP will contribute to buy-in of national and regional institutions and stakeholders; advocacy on the added value and benefits of the ACQF as a policy and instrument to connect, create trust and strengthen qualifications and qualifications frameworks on the continent; and support the development of NQFs.

3   Features of the Capacity Development Programme

3.1   Components of the Capacity Development Programme

The components of CDP listed below will work in synergy:
- peer learning (experience sharing): on NQFs in Africa and across the globe; thematic/issues;
- blended training (for groups): training workshops and online learning;
- e-learning: individuals, groups;
- work together with countries (on demand): through coaching, facilitation, advice. Practical application for trainees; and
- conferences, papers, workshops/seminars.

If adequate and feasible, other components can be included, such as cooperation with education institutions (lectures, workshops, or even a module – on a pilot basis).

Figure 1: Main components of the ACQF CDP

3.2   Target users

The range of target users is wide and relates to the educational and professional sectors, notably:

- national, regional, continental organisations and bodies (staff dealing with implementation, decision-making, analysis and research);
- education and training institutions of all sub-sectors (higher education, general education, vocational education and training, adult learning, other types/non-formal sector);
- sector and specialised organisations (quality assurance, curriculum development, development of standards, NQF bodies);
- professional organisations, social partners, employers' associations;
- CESA clusters; and
- other projects working with the African Union Commission on Education and Training policies, employment, free trade, others.

3.3   Intended learning outcomes of the ACQF CDP

The ACQF CDP will have an impact on our enabling environment, organisations/institutes and individuals. Going through the Capacity Development Programme will enable:

A.   Wider learning outcomes
● Users and participants of ACQF CDP will be able to:
  o comprehend key concepts/principles, the role and components of qualifications frameworks in the ecosystem of education and training and lifelong learning;
  o share knowledge and propose adequate application(s) in national and continental contexts; and
  o contextualise the ACQF in their community for better movement and integration.
B.   Specific learning outcomes: dependent on the environment and types of participants (as indicated below)
● users and participants of the ACQF CDP are able to:
  o engage in discussion and analysis of issues and develop proposals related to NQF/RQF themes in the context of policymaking institutions at national, regional and continental levels (representatives from government bodies and non-government organisations);
  o deepen and expand their knowledge on themes of specific interest, based on the foundational skills and learning acquired through the ACQF CDP (trained coaches and experts, individuals of all categories);
  o inform their institutions and generate interest of members of their professional environment for qualifications frameworks' themes and solutions (representatives from different types of organisations, the civil society, social partners);
  o organise and support working groups and focal points on the relevant themes in education and training institutions (representatives of education and training institutions);
  o promote the ACQF in their countries through the implementation of the knowledge acquired during their training (representatives from different types of organisations, civil society, social partners); and
  o conduct training and awareness-raising activities on themes related to qualifications frameworks and systems, using ACQF CDP training materials and e-learning platform (trained coaches and experts).

3.4   Themes of the Capacity Development Programme

The ACQF CDP explores a wide range of issues and themes related to the vision of the ACQF, clustered as follows:

1. national and regional qualifications frameworks and systems: models, concepts, objectives, principles, levels and level descriptors, development and implementation, registers of qualifications, governance and financing, monitoring and evaluation, review. Involvement of partners from the world of work, socio-economic constituencies, education and training providers, learners, career guidance;
2. learning outcomes: concepts, uses in different contexts of learning, taxonomies, classifications;
3. qualifications: concepts, types, development of qualifications, links with standards, curriculum and assessment, taxonomies, competency-based approach;
4. quality assurance in the context of NQFs/RQFs;
5. referencing, alignment NQFs to RQFs, global transparency of qualifications systems;
6. better and fair mobility of skills and qualifications: recognition – quality assurance – qualifications frameworks;
7. innovation, new trends in learning and qualifications: digital and online learning, blended learning, micro-credentials, digital credentials; and
8. African opportunities and demands – implications for qualifications frameworks and systems.

3.5   Unpacking the components of the CDP

3.5.1   Peer-learning activities

In 2021–2022 approximately 8–9 multilingual peer-learning webinars will be conducted, to explore and learn about themes of common interest such as:

- NQFs and RQFs in Africa and other continents: experience sharing, reforms, follow-up of progress;
- thematic exploration:
    o NQFs as pillars of NQS;
    o articulation, permeability, pathways/passerelles;
    o understanding level descriptors (uses, progression, role in quality assurance, others), instruments of NQFs;
    o governance and implementation of NQFs;
    o qualifications and qualifications frameworks' registers and databases;
    o better mobility and portability of skills and qualifications: building on the triangle NQF– quality assurance–recognition;
    o understanding success factors of NQFs; and
    o new trends in learning and qualifications: micro-credentials, digital credentials.

3.5.2   Blended training

Two non-virtual (face-to-face) training programmes are planned in 2021, in September and November:

- format: full-time training (five working days, one week) for approximately 15–20 trainees by programme. The ACQF project finances the logistics and organisation of the two training programmes. Location: in September in South Africa; in November: place to be decided (Addis Ababa is a possibility);
- should conventional/non-virtual training be impossible to organise, as a result of the Covid-19 pandemic or other severe constraints, the training programme will be organised as remote learning, supported by interactive methods.

The training programme will be complemented by virtual training and coaching sessions, and individual assessment programme (individual project). Successful trainees will be invited to participate in practical application through support to countries.

3.5.3   E-learning platform

Considering distances between various participants, certain training will be done online. It will enable:

- integration to the ACQF website;
- support for individual learning;
- contribute to the blended training;
- contain content (and links) from all components of the CDP;
- branding, communication; and
- networking between trainees and trainers.

3.5.4   Conferences, seminars and workshops (virtual, face to face)

All the research done for the ACQF needs to be shared and enriched through seminars, conferences and later on published. This component comprises:

- thematic conferences and seminars (one per year: 2021, 2022);
- call for papers (end 2021);
- presentation of the ACQF project to the world; and
- participation of ACQF experts and trainees in conferences, seminars or workshops, with/without active contributions (presentations).

3.5.5   Working together with countries (support to countries)

ACQF experts and trainees will contribute to providing commensurate support to countries, in formats to be agreed. Such ACQF support concerns countries' initiatives to prepare for the development of NQFs, or to revitalise already initiated processes, and should be proportionate in terms of effort and technical expertise requirements:

- on demand – communication;
- coaching, facilitation, advice;
- practical application for trained experts;
- support to countries: based on demand, and contextualised. Takes account of policy and strategy objectives, reforms, institutional and capacity features, availability of technical assistance resources; and
- reflection on lessons learned, cases of good practice, critical issues (briefs) from 'support to countries'.

Different development stages of NQFs have different needs in terms of technical and methodological support and cooperation. Table 1 outlines how support can be differentiated, considering different stages. The ACQF CDP is not intended or prepared to provide large-scale technical assistance to countries at any of the stages indicated in Table 1. The CDP is conceived to provide advice, facilitation of stakeholders´ dialogue, experience and knowledge-sharing and eventually support to planning of the main steps in NQF development and review roadmaps. This type of CDP support can be maximised if other sources of technical assistance to NQFs are in place.

Table 1: Differentiated support to NQFs – considering different stages of development

Stage of NQF development	Type of support that could be the most valuable
NQF in place and implemented for some time, and reviewed	Networking, collaboration, peer review, referencing, explore new methodologies. Streamlined monitoring and evaluation. Alignment with other policies such labour market and employment policies. These NQFs should share their experiences, challenges and perspectives with all other NQF initiatives in Africa. SWOT analysis.

NQF in place, legal base approved, implementation initiated	Technical support, peer learning related to key implementation factors (dimensions), such as: organisational shaping and planning, operational instruments, register of qualifications, methodology package. Qualifications development in line with NQF principles and structure. Governance and management of NQF for sustainability and impact. Inventory of existing qualifications. SWOT analysis. Participation in regional, continental and international networks and groupings.
NQF in development and consultation	Technical support, peer learning related to major policy and technical issues and themes, unlocking key obstacles, guidance on regulatory-legal aspects. SWOT analysis.
NQF at early thinking	Technical assistance, peer learning, sharing of experiences supporting vision building and participation. Analysis of options, SWOT analysis, strategic planning, capacity development and stakeholders' buy-in.
NQF not in place, development not started	High-level technical support, sharing of experiences, peer learning – local capacity building, self-assessment and baseline analysis. SWOT analysis.

4 Developing and delivering the ACQF Capacity Development Programme (to be further developed)

4.1 Activating the network of trainees and trained experts

This network is one of the most salient expected outputs of the CDP, contributing to future technical sustainability and implementation of the ACQF technical and policy functions – at national, regional and continental levels. The CDP sub-team (DK, ECB, JM) will develop a brief concept and action plan to prepare the ground, and launch the network activities in a timely manner. This concept will address the following topics:

- objectives of the network;
- enrolment: call for candidates;
- communication, monitoring;
- training: participation, assessment;
- coaching and participation in practical application activities;
- certificates;
- networking activities: meetings, debates, calls for initiatives, newsletter on ACQF website, others; and
- pool of trained experts – database.

4.2 Organising quality assurance

A brief concept will be drafted by the sub-team (DK, ECB, JM). Quality assurance of the CDP will include the topics below:

- review (internal and external) of content;
- coaching of trainers;
- feedback and monitoring (modalities, forms/tools);
- use of feedback in review and improvement; and
- monitoring of e-learning platform.

4.3   Communication

-   website space and news;
-   outreach to specific target groups – tailored messages;
-   dissemination of information for wider public;
-   communication to the media; and
-   infographics, videos.

5   Sources for the ACQF Capacity Development Programme

5.1   ACQF project documents and reports developed during the mapping study

ACQF project documents and reports developed during the ACQF project development planning

ACQF. 2019. 'Developing the African Continental Qualifications Framework (ACQF): Scope of work and roadmap 2019–2022'. Technical working document. AU-EU Skills for Youth Employability Programme – SIFA Technical Cooperation. Author: E. Castel-Branco.

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5.2   International literature: By thematic groupings

1.   Transversal themes: Level descriptors and learning outcomes

- BQA. Using the NQF level descriptors: https://www.bqa.gov.bh/En/QaaetUnits/NQFU/Documents/NQF%20Level%20Descriptors.pdf
- Cedefop. 2013. 'Analysis and overview of NQF level descriptors in European countries'. Working paper. https://www.cedefop.europa.eu/files/6119_en.pdf
- Cedefop. 2017. 'Defining, writing and applying learning outcomes – a European handbook'. https://www.cedefop.europa.eu/sl/news-and-press/news/new-european-handbook-learning-outcomes#
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- Markowitsch J., Luomi-Messerer K. 2007. Development and interpretation of descriptors of the European Qualifications Framework. https://www.cedefop.europa.eu/files/etv/Upload/Information_resources/Bookshop/491/42_en_markowitsch.pdf
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- SADC. 2017. 'Southern African Development Community Regional Qualifications Framework: Analytical review of level descriptors'. https://www.academia.edu/32433237/Southern_African_Development_Community_Regional_Qualifications_Framework_Analytical_Review_of_Level_Descriptors
- SAQA. 2012. 'SANQF level descriptors'. https://www.saqa.org.za/sites/default/files/2019-11/level_descriptors.pdf
- UNESCO, 2018. Office Bangkok and Regional Bureau for Education in Asia and the Pacific. *Guidelines on developing and strengthening qualifications frameworks in Asia and the Pacific: building a culture of shared responsibility*. https://unesdoc.unesco.org/ark:/48223/pf0000265652

2.   Micro-credentials, digital certificates

- Relevant websites (various cases, incl. EU, New Zealand and others)
  - https://microcredentials.eu/
  - Register of approved micro-credentials of NZ NQF: https://www.nzqa.govt.nz/nzqf/search/microcredentials.do
  - https://www.careers.govt.nz/courses/find-out-about-study-and-training-options/micro-credentials/
  - https://www.onlineschoolscenter.com/micro-credentials/
  - https://www.deakinco.com/media-centre/article/Benefits-of-micro-credentials-for-business-and-employees
  - https://medium.com/the-higher-learning-futurist/microcredentialing-and-the-future-of-higher-ed-46d67c8a60fc

- Digital certificates
  - Digital credential. https://en.wikipedia.org/wiki/Digital_credential
  - Keevy, J. and B. Chakroun B. 2018. 'Digital credentialing: Implications for the recognition of learning across borders'. https://unesdoc.unesco.org/ark:/48223/pf0000264428

3.	ASEAN Qualifications Reference Framework

- Webpage: ASEAN Qualifications Reference Framework - ASEAN | ONE VISION ONE IDENTITY ONE COMMUNITY
- ASEAN QRF. 2016a.https://asean.org/wp-content/uploads/2017/03/ED-02-ASEAN-Qualifications-Reference-Framework-January-2016.pdf
- ASEAN QRF. 2016b. Concept Note No. 1: Non-formal and Informal Learning. https://asean.org/wp-content/uploads/2017/03/DD-02-Concept-Note-1-on-AQRF-Non-formal-and-informal-learning-January-2016.pdf
- ASEAN QRF. 2016. Concept Note No. 2: Learning Outcomes and Qualifications Frameworks. https://asean.org/wp-content/uploads/2017/03/DD-03-Concept-Note-2-on-AQRF-learning-outcomes-January-2016.pdf
- ASEAN QRF. 2017a. Briefing Paper No. 1: Qualifications Frameworks and Quality Assurance Systems. https://asean.org/wp-content/uploads/2017/03/AQRFC-2-23-BP-No.-1-on-QFs-and-QAS-for-publicationrev-26-June-2017.pdf
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- ASEAN Secretariat. 2016. Guiding Principle for Quality Assurance and Recognition of Competency Certification Systems. https://asean.org/storage/2012/05/Guiding-Principles-for-Quality-Assurance-and-Recognition-of-Competency-C....pdf

4.	European Qualifications Framework

- Cedefop. 2020. Briefing note – NQF developments 2019 (Europe): https://www.cedefop.europa.eu/en/publications-and-resources/publications/9150
- EQF Recommendation 2017 (key document, with technical annexes): https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32017H0615(01)&from=EN
- EQF. Referencing National Qualifications Levels to the EQF – Note No. 3, 2011 and Note No. 5 – Update 2013. https://europa.eu/europass/en/european-qualifications-framework-series
- Markowitsch J., Luomi-Messerer K. 2007. Development and interpretation of descriptors of the European Qualifications Framework. https://www.cedefop.europa.eu/files/etv/Upload/Information_resources/Bookshop/491/42_en_markowitsch.pdf
- Markowitsch J., Luomi-Messerer K. 2007. Développement et interprétation des descripteurs du cadre européen des certifications. https://www.academia.edu/33093014/D%C3%A9veloppement_et_interpr%C3%A9tation_des_descripteurs_du_cadre_europ%C3%A9en_des_certifications

Web resources and instruments

- EQF page in Cedefop website: https://www.cedefop.europa.eu/en/events-and-projects/projects/european-qualifications-framework-eqf
- EQF library: EQF qualifications frameworks and referencing reports; EQF series (technical notes), EQF brochure and infographic, EQF studies: https://europa.eu/europass/en/document-library#documentation_73

- NQFs in the EQF: https://www.cedefop.europa.eu/en/events-and-projects/projects/national-qualifications-framework-nqf/european-inventory
- Compare NQFs to EQF: https://europa.eu/europass/en/compare-qualifications

5.	SADCQF

- The SADCQF Booklet, 2017.
  https://www.saqa.org.za/docs/webcontent/2017/SADCQF%20booklet.pdf
- SADCQF. 2017. Building Trust for Better Movement.
  https://www.sadc.int/files/6315/7009/6550/SADC_QUALIFICATION_FRAMEWORK.pdf
- SADC Guidelines for RPL, 2017.
  https://www.saqa.org.za/docs/webcontent/2017/SADC%20RPL%20Guidelines.pdf

6.	Transnational qualifications framework

- CEDEFOP, ETF, UNESCO and UNESCO Institute of Lifelong Learning. 2019. Global Inventory of Regional and National Qualifications Frameworks. https://www.cedefop.europa.eu/en/news-and-press/news/2019-global-inventory-qualifications-frameworks-out
- TQF – procedures and guidelines, revised 2015:
  http://oasis.col.org/bitstream/handle/11599/501/TQF.pdf?sequence=4&isAllowed=y
- TQF – referencing tool: http://oasis.col.org/handle/11599/2965

7.	Future of work and skills, AfCFTA, Covid-19 recovery

- AUC/OECD Development. 2021. 'Africa´s development dynamics: Digital transformation for quality jobs'. http://www.oecd.org/employment/africa-s-development-dynamics-2020-0a5c9314-en.htm
- Brookings Africa Growth Initiative. 2021. Foresight Africa 2021. https://www.brookings.edu/wp-content/uploads/2021/01/foresightafrica2021_fullreport.pdf
- Fofack, H. 2020. Making the AfCFTA work for the 'Africa We Want'. Brookings Institute.
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  https://www.oecd.org/education/back-to-the-future-s-of-education-178ef527-en.htm
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  https://www.oecd-ilibrary.org/docserver/81209b82-en.pdf?expires=1596124557&id=id&accname=guest&checksum=9737AFC63E6C8EE82DE15BACA3392CF7
- OECD. 2020c. 'A framework to guide education response to the Covid-19 pandemic of 2020'.
  https://read.oecd-ilibrary.org/view/?ref=126_126988-t63lxosohs&title=A-framework-to-guide-an-education-response-to-the-Covid-19-Pandemic-of-2020
- OECD. 2020d. The Future of Education and Skills: Education 2030.
  https://www.oecd.org/education/2030/E2030%20Position%20Paper%20(05.04.2018).pdf
- UNECA. 2020. Economic Report on Africa 2020: Innovative Financing for Private Sector Development in Africa.
  https://repository.uneca.org/bitstream/handle/10855/43834/b11988824.pdf?sequence=1&isAllowed=y
- World Bank Group. 2020a. Realising the Future of Learning: From Learning Poverty to Learning for Everyone Everywhere.
  http://documents1.worldbank.org/curated/en/250981606928190510/pdf/Realizing-the-Future-of-Learning-From-Learning-Poverty-to-Learning-for-Everyone-Everywhere.pdf
- World Bank Group. 2020b. Reimagining Human Connections: Technology and Innovation in Education at the World Bank.
  http://documents1.worldbank.org/curated/en/829491606860379513/pdf/Reimagining-Human-Connections-Technology-and-Innovation-in-Education-at-the-World-Bank.pdf

- World Economic Forum (WEF). 2017. The Future of Jobs and Skills in Africa: Executive Briefing. http://www3.weforum.org/docs/WEF_EGW_FOJ_Africa.pdf
- WEF. 2020a. The Future of Jobs Report 2020. http://www3.weforum.org/docs/WEF_Future_of_Jobs_2020.pdf
- WEF. 2020b. 'How technology will transform learning in the Covid-19 era'. https://www.weforum.org/agenda/2020/08/how-edtech-will-transform-learning-in-the-covid-19-era
- WEF. 2020c. Jobs of Tomorrow: Mapping Opportunity in the New Economy. https://widgets.weforum.org/reskillingrevolution/wp-content/uploads/2020/05/WEF_Jobs_of_Tomorrow_2020.pdf