



## Project ACQF-II

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### REPORT

#### 2<sup>nd</sup> ACQF Forum of NQF Institutions Luanda, 5-6/September 2024

<https://acqf.africa/capacity-development-programme/webinars/2nd-nqf-forum-2e-forum-cnc-2o-forum-qng-luanda>

#### Training Journey INQ-ACQF 3-4/September 2024

<https://acqf.africa/capacity-development-programme/webinars/angola-inq-apoio-a-preparacao-da-implementacao-dos-referenciais-do-catalogo-nacional-de-qualificacoes-profissionais-cngp-angola-inq-supporting-preparation-for-implementation-of-the-standards-of-the-national-catalogue-of-professional-qualifications>

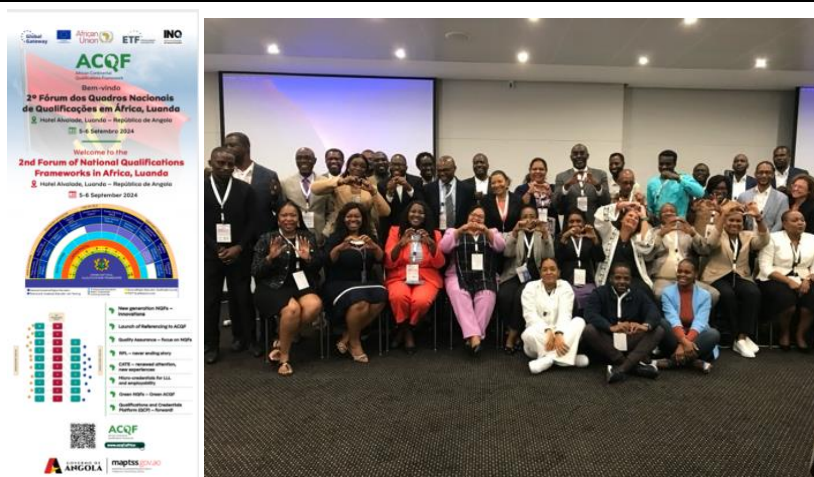
## Report

### 1. Summary report of the 2<sup>nd</sup> Forum: Luanda, Angola, 5-6/September 2024

Forum date	City	Co-host national institution	Main themes
<p><b>2<sup>nd</sup> Forum</b> 5-6/September</p> <p><b>Title: New generation NQFs, Referencing to ACQF, Green Skills</b></p>	Luanda, Angola	Instituto Nacional de Qualificações (INQ) MAPTSS	<p>Innovation and new trends in NQFs in Africa: 3 country cases</p> <p>Quality Assurance in the context of NQFs: new developments. 3 country cases</p> <p>Green skills – Green qualifications – Green NQFs: towards common elements of policy and implementation</p> <p>Credit Accumulation and Transfer Systems: new opportunities for lifelong learning.</p> <p>Referencing to ACQF – Pilot phase. Session 1 presentations (5 countries – Cabo Verde, Kenya, Seychelles, South Africa, Zambia)</p> <p>Qualifications and Credentials Platform (QCP): Training 2</p>

#### Recommendations of the 2<sup>nd</sup> ACQF Forum, Luanda

1. To develop recommendations towards Green NQFs, Green Curriculum.
2. To prepare and start the pilot phase of referencing between RQFs and ACQF.
3. To seek synergy and linkages between RPL-CATS-Microcredentials policies.
4. To reflect on sustainable NQF governance models.
5. To reinforce the use of AI in management of NQFs, registration of qualifications and data analysis.
6. Continue to promote and support mutual learning, peer sharing and knowledge-creation among NQF institutions and related stakeholders in all countries.



## Detailed report

### **1. INTRODUCTION**

The National Qualifications Institute of Angola (INQ) co-organised with the project "African Continental Qualifications Framework" (ACQF-II), a National Training Workshop dubbed the Training Journey, and the second Forum of the Institutions of National Qualifications Frameworks (2<sup>nd</sup> NQF Forum). The two events took place in Luanda, Angola, between 3 and 6 September 2024.

### **2. THE NATIONAL TRAINING WORKSHOP**

The training workshop on National Qualifications Frameworks and their components, which was exclusive to Angola NQF stakeholders, was conducted from 3 to 4 September at the premises of INQ. The programme of the training workshop can be accessed through this link: [https://acqf.africa/capacity-development-programme/webinars/training-program-angola-inq-jornada-da-formacao-inq-acqf-ii#:~:text=Programa%20Jornada%20de%20Forma%C3%A7%C3%A3o%20INQ%2DACQF%2DII%20\(em%20Portugu%C3%AAs\).](https://acqf.africa/capacity-development-programme/webinars/training-program-angola-inq-jornada-da-formacao-inq-acqf-ii#:~:text=Programa%20Jornada%20de%20Forma%C3%A7%C3%A3o%20INQ%2DACQF%2DII%20(em%20Portugu%C3%AAs).)

#### **2.1 Workshop participants**

The workshop drew participants from ministries and agencies responsible for education, vocational training, higher education, employment, quality assurance and qualifications recognition policies, as well as the social partners, sectoral councils, training centres, universities and other stakeholders.

The ACQF-II was represented at the workshop by the project coordinator – Ms. Eduarda Castel-Branco, and two experts namely; Mr. James Mwewa and Mr. Olavo Correia. In addition, two individual country experts; Mr. Amílcar Mendes from Cabo Verde and Ms. Teresa Duarte from Portugal were co-opted into the team of trainers for them to share country specific experiences in relation to the various components of their respective NQFs (RPL, CATS, Micro-credentials, Quality Assurance, etc.).

#### **2.2 Objectives of the workshop**

The main aim of the training workshop was to strengthen participants' knowledge and skills on the operationalisation of qualifications frameworks in their eco-systems, comparing policies and practices in different countries and exploring innovative themes such as micro-credentials, credit systems and RVCC/ RPL. The programme addressed the fundamental issue for Angola of implementing the new vocational programmes and qualifications, in a context of strong commitment to the effectiveness of the new policies, legislation and approved tools to ensure a positive impact of Angola's national qualifications system. The Training Journey, programme sought to foster an understanding of the comprehensive and inclusive scope of the NQFs of all the reference countries and regions.

#### **2.3 Opening and welcoming remarks**

The INQ Director, Dr. Edgarda Neto welcomed the trainers and participants, with a call for active participation from everyone. She underscored the importance of the workshop to INQ and the nation at large. Thereafter, the ACQF-II coordinator, Ms. Eduarda Castel-Branco

presented the objectives of the training workshop and introduced the themes and topics that were to be covered.

#### 2.4 Themes and topics covered during the workshop

The following themes and topics were covered during the two-day training workshop, with the links to the corresponding training materials:

- Topic 1: Evolution of NQFs and New Topics Green and digital skills; Digitalisation of processes and tools.

[https://acqf.africa/capacity-development-programme/webinars/training-program-angola-inq-jornada-da-formacao-inq-acqf-ii/tema-1-2\\_qnq-tendencias-mundiais\\_rvcc\\_jornada-form-inq\\_3-4-set-2024\\_luanda\\_e-castel-branco\\_web.pdf/@@display-file/file/tema-1-2\\_qnq-tendencias-mundiais\\_rvcc\\_jornada-form-inq\\_3-4-set-2024\\_luanda\\_e-castel-branco\\_web.pdf.pdf](https://acqf.africa/capacity-development-programme/webinars/training-program-angola-inq-jornada-da-formacao-inq-acqf-ii/tema-1-2_qnq-tendencias-mundiais_rvcc_jornada-form-inq_3-4-set-2024_luanda_e-castel-branco_web.pdf/@@display-file/file/tema-1-2_qnq-tendencias-mundiais_rvcc_jornada-form-inq_3-4-set-2024_luanda_e-castel-branco_web.pdf.pdf)

- Topic 2: RVCC (Recognition, Validation and Certification of Competences); RVCC systems, connection to the NQF, practices.

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[https://acqf.africa/capacity-development-programme/webinars/training-program-angola-inq-jornada-da-formacao-inq-acqf-ii/tema-2\\_rvcc-cabo-verde\\_jornada-de-form-inq\\_3-4-set\\_a-mendes\\_web.pdf/@@display-file/file/tema-2\\_rvcc-cabo-verde\\_jornada-de-form-inq\\_3-4-set\\_a-mendes\\_web.pdf.pdf](https://acqf.africa/capacity-development-programme/webinars/training-program-angola-inq-jornada-da-formacao-inq-acqf-ii/tema-2_rvcc-cabo-verde_jornada-de-form-inq_3-4-set_a-mendes_web.pdf/@@display-file/file/tema-2_rvcc-cabo-verde_jornada-de-form-inq_3-4-set_a-mendes_web.pdf.pdf)

- Topic 3: Credit Systems; Introduction to credit accumulation and transfer systems and their application in the context of NQFs.

[https://acqf.africa/capacity-development-programme/webinars/training-program-angola-inq-jornada-da-formacao-inq-acqf-ii/tema-3\\_cats\\_pt-jornada-de-formacao-inq\\_j-mwewa\\_luanda-pt.pdf/@@display-file/file/tema-3\\_cats\\_pt-jornada-de-formacao-inq\\_j-mwewa\\_luanda-pt.pdf.pdf](https://acqf.africa/capacity-development-programme/webinars/training-program-angola-inq-jornada-da-formacao-inq-acqf-ii/tema-3_cats_pt-jornada-de-formacao-inq_j-mwewa_luanda-pt.pdf/@@display-file/file/tema-3_cats_pt-jornada-de-formacao-inq_j-mwewa_luanda-pt.pdf.pdf)

- Topic 4: Micro-credentials; Exploring micro-credentials as tools for lifelong learning, employability and skills recognition.

[https://acqf.africa/capacity-development-programme/webinars/training-program-angola-inq-jornada-da-formacao-inq-acqf-ii/tema-4\\_microcredenciais\\_jornada-form-luanda\\_set-2024\\_web.pdf/@@display-file/file/tema-4\\_microcredenciais\\_jornada-form-luanda\\_set-2024\\_web.pdf.pdf](https://acqf.africa/capacity-development-programme/webinars/training-program-angola-inq-jornada-da-formacao-inq-acqf-ii/tema-4_microcredenciais_jornada-form-luanda_set-2024_web.pdf/@@display-file/file/tema-4_microcredenciais_jornada-form-luanda_set-2024_web.pdf.pdf)

[https://acqf.africa/capacity-development-programme/webinars/training-program-angola-inq-jornada-da-formacao-inq-acqf-ii/tema\\_portugal\\_qnq-catalogo-rvcc-microcredenciais\\_t-duarte-angep\\_inq\\_web.pdf/@@display-](https://acqf.africa/capacity-development-programme/webinars/training-program-angola-inq-jornada-da-formacao-inq-acqf-ii/tema_portugal_qnq-catalogo-rvcc-microcredenciais_t-duarte-angep_inq_web.pdf/@@display-)

[file/file/tema\\_portugal\\_qnq-catalogo-rvcc-microcredenciais\\_t-duarte-anqep\\_inq\\_web.pdf.pdf](file/file/tema_portugal_qnq-catalogo-rvcc-microcredenciais_t-duarte-anqep_inq_web.pdf.pdf)

- Topic 5: Quality Assurance; Principles and practices of quality assurance in NQFs. [https://acqf.africa/capacity-development-programme/webinars/training-program-angola-inq-jornada-da-formacao-inq-acqf-ii/tema-5\\_garantia-qualidade\\_jornada-formacao-inq\\_web.pdf/@@display-file/file/tema-5\\_garantia-qualidade\\_jornada-formacao-inq\\_web.pdf.pdfn](https://acqf.africa/capacity-development-programme/webinars/training-program-angola-inq-jornada-da-formacao-inq-acqf-ii/tema-5_garantia-qualidade_jornada-formacao-inq_web.pdf/@@display-file/file/tema-5_garantia-qualidade_jornada-formacao-inq_web.pdf.pdfn)
- Topic 6: Implementation of New Programmes and Qualifications; Challenges and strategies for implementing new programmes and qualifications in the NQF system. [https://acqf.africa/capacity-development-programme/webinars/training-program-angola-inq-jornada-da-formacao-inq-acqf-ii/tema-6\\_implementacao\\_o-correia\\_inq\\_web.pdf/@@display-file/file/tema-6\\_implementacao\\_o-correia\\_inq\\_web.pdf.pdfv](https://acqf.africa/capacity-development-programme/webinars/training-program-angola-inq-jornada-da-formacao-inq-acqf-ii/tema-6_implementacao_o-correia_inq_web.pdf/@@display-file/file/tema-6_implementacao_o-correia_inq_web.pdf.pdfv)

[https://acqf.africa/capacity-development-programme/webinars/training-program-angola-inq-jornada-da-formacao-inq-acqf-ii/manual-implementacao-novas-qualificacoes\\_final\\_pt-30082024\\_web.pdf/@@display-file/file/manual-implementacao-novas-qualificacoes\\_final\\_pt-30082024\\_web.pdf.pdf](https://acqf.africa/capacity-development-programme/webinars/training-program-angola-inq-jornada-da-formacao-inq-acqf-ii/manual-implementacao-novas-qualificacoes_final_pt-30082024_web.pdf/@@display-file/file/manual-implementacao-novas-qualificacoes_final_pt-30082024_web.pdf.pdf)

[https://acqf.africa/capacity-development-programme/webinars/training-program-angola-inq-jornada-da-formacao-inq-acqf-ii/ppt\\_formacao-interna-inq\\_reforco-da-inteligencia-colectiva-do-inq-09\\_10\\_11-09-2024.pdf/@@display-file/file/ppt\\_formacao-interna-inq\\_reforco-da-inteligencia-colectiva-do-inq-09\\_10\\_11-09-2024.pdf.pdf](https://acqf.africa/capacity-development-programme/webinars/training-program-angola-inq-jornada-da-formacao-inq-acqf-ii/ppt_formacao-interna-inq_reforco-da-inteligencia-colectiva-do-inq-09_10_11-09-2024.pdf/@@display-file/file/ppt_formacao-interna-inq_reforco-da-inteligencia-colectiva-do-inq-09_10_11-09-2024.pdf.pdf)

Throughout the training workshop, participants were accorded room to ask questions and seek clarifications. The participants were fully engaged, committed and appreciated the training content that was delivered during the workshop. At the end of the workshop, all participants were presented with certificates of attendance.

## **2.5 Closing remarks from the INQ Director**

In closing the training workshop, Dr. Edgarda Neto thanked the experts team (Eduarda Castel-Branco, James Mwewa, Olavo Correia from ACQF-II; Amílcar Mendes from UC-SNQ and Teresa Duarte from ANQEP, Portugal), for the high quality facilitation and training, and the participants for their active engagement throughout the course of the workshop. She pointed out that INQ looked forward to continued assistance from, and cooperation with ACQF-II.

### **3. THE SECOND FORUM OF THE INSTITUTIONS OF NATIONAL QUALIFICATIONS FRAMEWORKS**

The Forum, which was dubbed “NQFs of new generation - Kick-off referencing to ACQF: Capacity development, dialogue, moving forward” was held in Luanda, Angola from 5 to 6 September at Hotel Alvalade. The 2nd NQF Forum, which was building on the recommendations of the 1st Forum held in Kinshasa from 18 to 20 June 2024, was part of the programme of training, dialogue and peer-to-peer sharing workshops organised by the ACQF-II project in 2024.

#### **3.1 Forum participants**

The Forum was attended by representatives of ACQF stakeholders from 19 countries from all the three AU working languages (English, French and Portuguese). In addition, regional economic communities (Southern African Development Community, Economic Community of Central African States and East African Community) were also represented.

The ACQF-II team coordinated and facilitated the Forum: Ms. Eduarda Castel-Branco, Mr. James Mwewa and Mr. Olavo Correia. Other speakers and trainers: Amílcar Mendes from UC-SNQ and Teresa Duarte from ANQEP, Portugal.

#### **3.2 Objectives of the Forum**

The main themes that were explored at the 2nd NQF Forum were:

- New generation National Qualifications Frameworks (NQFs): innovative features, aspirations and instruments;
- Quality assurance for mutual trust Policies and tools for lifelong learning related to the NQF: RPL; CATS; micro-credentials;
- Referencing to ACQF - kick-off the pilot phase of referencing;
- Qualifications and Credentials Platform (QCP): training on main themes - explore the functionalities of the national qualifications database; prepare qualifications for the database;
- Green NQFs, green ACQF: orientations and next steps.

#### **3.3 Opening, welcoming remarks and official speeches**

The official opening ceremony for the Forum took place at the Ministry of Public Administration Labour and Social Security (MAPTSS) premises. The ceremony was attended by all participants. To grace the ceremony were the following government officials and dignitaries:

- The EU Ambassador to Angola.
- The State Minister for Public Administration Labour and Social Security.
- The Secretary of State for Education.
- The Secretary of State for Social Security.
- The Secretary of State for Mineral Resources.
- The Secretary of State for Water.
- The Secretary of State for Science.
- The Deputy Governor for Luanda Province.

The presence of the above listed officials and dignitaries underscored the importance that the government of Luanda attached to the Forum. INQ introduced the theme for the Forum as well as the participating countries and regional economic communities.

### **3.3.1 Key takeaways from the official speeches**

The following were the key takeaways from the official speeches, in the order of delivery:

#### **1) Welcome remarks from the Deputy Governor of Luanda Province**

- Competencies need to be aligned to modernities.
- The workforce need to understand the importance of qualifications.
- A call for action to ensure that qualification systems and frameworks respond to change.

#### **2) Remarks from the EU Ambassador to Angola**

- EU committed to the development of Angola and supporting higher education through the Masters and PhDs technical assistance.
- Education cannot wait.
- EU supporting Angola with the development of the NQF.
- Transparency, quality of qualifications and solid articulation pathways key.
- Need to strengthen collaborations with private sector.
- Call to promote entrepreneurship among youths.
- New initiative worth EUR 43M being prepared for Angola.

#### **3) Remarks from the Secretary of State for Social Security**

- The issue of quality and relevant qualifications is at the centre of the Angolan government.
- Qualifications can benefit the youth through the recognition of skills acquired via RPL/ RVCC.
- First 5 developed qualifications to be piloted in Luanda and another province.

#### **4) Opening speech by the Minister for Public Administration Labour and Social Security**

- Significant progress made in the implementation of Angola's TVET qualifications framework.
- Comparability and recognition of Angolan qualifications is key in meeting national development aspirations.
- Acquisition of new skills has become increasingly important with the digital transformation currently at play.
- Need to consolidate the NQF with national development plan.
- NQFs are key in promoting regional integration and mobility of learners and graduates.
- NQFs promote equality, social justice and equity.
- Hopes that the objectives set for the Forum would be achieved, and declares the Forum official open.

### **3.4 Main takeaways from the Forum by theme**

PowerPoint presentations for all themes can be accessed from the ACQF website under the event webpage (<https://acqf.africa/capacity-development-programme/webinars/2nd-nqf-forum-2e-forum-cnc-2o-forum-gng-luanda>).

### **3.4.1 Theme 1: National Qualifications Frameworks – learning from the current evolutions (ACQF-II, Guinea-Bissau, Sierra Leone and Seychelles)**

- a) National Qualifications Frameworks of new generation: what's new?
- b) NQFs in reform and transformation: what directions, issues?
  - Micro-credentials and recognition of non-formal and informal learning being seen as key drivers of lifelong learning. Hence, countries are now including aspects of Micro-credentials, RPL and CATS in their NQFs.
  - All countries appreciate the importance of NQF related policies, standards and guidelines (RPL, CATS, Micro-credentials, M&E, QA) in supporting and enabling effective implementation of NQFs.
  - Partnerships between governments, the private sector and civil society organisations is critical in the development and successful implementation of NQFs and related policies.
  - International comparability and recognition of qualifications, as well as mobility of learners and graduate continue to motivate the development of new and revision of old NQFs.
  - Need to ensure that NQFs are aligned and continue to respond to national priorities. Hence, countries are reviewing their NQFs, and accompanying regulations, to ensure they remain relevant and responsive to changes in national policies, as well as to labour, technological, environmental and societal demands.
  - Stakeholder involvement is key in ensuring successful implementation of NQFs and related policies.
  - Continued learning and peer sharing among players in the education and training landscape was encouraged.

### **3.4.2 Theme 2: Referencing to ACQF: pilot phase. Self-assessment. Debate. Roadmap for referencing teams (ACQF-II, South Africa, Zambia, Cabo Verde, Seychelles and Kenya)**

- ACQF-II invites all interested countries to participate in the pilot referencing to ACQF.
- Countries at different stages of NQF development can participate in the referencing process provided they had some components of the NQF or NQS that can be analysed and compared against the ACQF.
- All countries emphasised the importance of referencing in promoting learner mobility and progression as well as enhancing transparency of qualifications.
- Referencing is a self-assessment and continuous improvement process, not an exam or ranking mechanism.
- The referencing process needs to be participatory at national level so as to ensure the quality and effectiveness of the process.
- There was a high degree of honesty in the self-assessment reports, with countries willing to share information.
- Soft skills such as values and attitudes were not present in the ACQF level descriptors.

- Whereas the ACQF had defined clearly the learning domains (knowledge, skills and competencies), this was not the case with NQFs.
- Overall, the initial pilot referencing reports showed a strong comparison of the countries' NQFs to the ACQF.
- The initial reports will be to be updated and presented at the RPL Training Workshop to be held from 01-04 October 2024 in Nairobi, Kenya.

### **3.4.3 Theme 3: Quality Assurance: supporting the transformation of NQFs and enhancing mutual trust in qualifications and systems (Cabo Verde, Ghana, Senegal, Zambia)**

- Internal and external QA was present in QA systems for all countries.
- There are dedicated quality assurance agencies to carry out external QA functions in all countries.
- Education and training institutions are required to set up internal QA systems in all countries.
- Tracer studies and graduate employability statistics are part of QA framework in Ghana.
- In Zambia, ZAQA also audits quality assurance agencies annually to ensure that the NQF related policies, guidelines and standards are being fully implemented.
- ZAQA and quality assurance agencies also meet annually to exchange notes on the happenings in the education and training sector and to strengthen ties.
- In Senegal, there is in place a technical working group on QA through which best practices are shared among education and training actors.
- The need for regulators to take a flexible but tough approach to QA was encouraged. Regulated institutions need to be treated with respect and viewed as partners in ensuring quality and relevant education.

### **3.4.4 Theme 4: Green and digital skills – Green and digital NQFs (ACQF-II, Zimbabwe and DR Congo)**

- The topic of green and digital skills has gained prominence at global level. Institutions such as OECD, Cedefop, World Bank and the EU are all doing some work this area.
- A call for ACQF-II to develop continental guidelines and application handbook on green skills and greening of NQFs to guide countries in the NQF greening process.
- The need for green and digital skills not being met currently due to inadequacy of skilled individuals – more needs to be done.
- In Africa, most employers might not be aware of the importance and need to green their jobs and operations.
- There is an immediate need to interrogate the extent to which NQFs are incorporating aspects of green and digital skills.
- Need to undertake a green and digital skills mapping survey in Africa.
- RECs key in pushing the greening agenda in their respective member states.
- A call to come up with a common approach at continental level on how to incorporate green and digital skills in NQFs and qualifications.

- Need for countries to put in place policies that would oblige companies, especially in the mining, manufacturing and agriculture sectors to migrate to greener production methods and materials.
- Political involvement is critical in pushing the green and digital agendas in respective countries.
- Zimbabwe has developed a toolkit for greening curricula and qualifications through the Green Enterprise Project. Energy and agriculture sectors were used as pilots with 5 qualifications registered.

#### **3.4.5 Theme 5: Micro-credentials for lifelong learning and employability. The new ACQF-II package. Presentation. Discussion (ACQF-II and Seychelles)**

- Good to note that countries such as Ghana and Seychelles have provided for micro-credentials across all levels of their NQFs.
- Seychelles has included micro-credentials in the revised NQF regulations.
- Micro-credentials survey conducted in Seychelles in cooperation with ACQF-II. Final results to be presented at the micro-credentials workshop in November 2024.
- and with support of the ACQF-II project
- ACQF-II working on a handbook on micro-credentials – to be circulated soon for comments.
- ACQF-II also considering developing a handbook or technical note on articulation and lifelong learning.
- During the SNCATS workshop providers expressed great interest in micro-credentials and wanted to implement it immediately. It was necessary to establish what exists in Seychelles first; a survey was planned.

#### **3.4.6 Theme 6: Experiences from Europe: the case of Portugal. Governance (ANQEP); NQF; National Qualifications Catalogue, Recognition of Prior Learning; new themes and innovation (Teresa Duarte, ANQEP)**

- Portugal developed needs anticipation system.
- A system for recognising lifelong learning through a passport was also developed. The system allows for collection of an individual's skills and credits in one place for ease of credit transfer and recognition.'
- Portugal has a comprehensive NQF covering general, professional and higher education.
- RVCC is applicable to levels 1 to 5 of the NQF.
- There is now mandatory extra/ supplementary training of 50hrs for RVCC. This is in order to enhance credibility of the RVCC process and support recognition of qualifications obtained through this process.
- All qualifications are now based on learning outcomes.
- In Portugal, all micro-credentials have RVCC instruments. Though they are not considered as stand-alone qualifications, micro-credentials can be stacked into full qualifications. The volume of learning for micro-credentials is between 25hrs to 350hrs (2.25 to 31.5 credits).

- Industry demand is the key driver of micro-credentials in Portugal. All awarding bodies offering micro-credentials are accredited and guidelines have been put in place to inform the development and offering of micro-credentials, including the need to publish them online.
- However, policy and legislation on micro-credentials are yet to be developed.
- All qualifications can only be published in the national catalogue, and later on offered, after stakeholder consultations.

### **3.4.7 Theme 7: ACQF Qualifications and Credentials Platform (QCP): training session 2. Presentation of the Mock-up for database at national level. Questions and answers (Team Cognizone, Knowledge & Innovation Centre and PPMI)**

- The ACQF Qualifications and Credentials Platform (QCP) will promote transparency of NQFs and qualifications in Africa.
- It will not be mandatory for countries to match learning outcomes to ESCO or O\*NET when entering them in the QCP.
- Each country will nominate a focal point through whom the invitation to join the QCP will be channelled.
- The QCP will be centralised with participating countries assigned their own virtual spaces specific to their users.
- All standard security procedures will be followed to ensure data integrity and security. Data curators will be assigned individualised login credentials and names of users will not be publicised.
- There will be no need for countries to have national databases for them to participate in the QCP. However, tools/ mechanisms for data collection on NQFs and qualifications must be in place.
- There will be no ceiling on the number of qualifications that each country can enter and manage in the QCP.
- ACQF-II to write all participating and interested countries on the concrete next steps.

### **3.4.8 Theme 8: ACQF Updates: Country cooperation plans; RPL Campaign; Common Profiles of qualifications (ACQF-II)**

- Cooperation with countries (Seychelles, Ghana, Eswatini, Angola, Senegal, Sierra Leone, Somalia, and DR Congo) in the development of NQFs and related policies on RPL and CATS ongoing.
- Pilot referencing to ACQF started with 5 countries (Cabo Verde, Kenya, Seychelles, South Africa and Zambia). More countries expected to join.
- RPL handbook for practitioners finalised. Training workshop to be conducted from 01-04 October 2024 in Nairobi, Kenya.
- Development of the ACQF QCP has reached an advanced stage. Mock-up trainings ongoing.
- Work on common profiles of qualifications still in the pipelines.

#### **3.4.9 Theme 9: Credit Accumulation and Transfer Systems. Supporting mobility and lifelong learning. Linkages to NQF, RPL, Policies, guidelines, practices (ACQF-II, Kenya, Mauritius and Seychelles)**

- CATS is considered as a key enabler of access, mobility and progression, comparability and recognition of qualifications, as well as lifelong learning in all countries.
- The lack of clear understanding, definition and disjointed application of CATS in most countries is motivating the development of coherent national CATS policies and guidelines.
- There is need for CATS to be anchored in legislation or regulation as the case is with the above 3 countries.
- A clear link between CATS and national developmental/ educational priorities needs to be established.
- CATS is a key component of an NQF and its link to RPL requires that both CATS and CATS policies/ guidelines are synchronised in order to facilitate the recognition of credits acquired through non-formal and informal learning contexts.
- CATS is being seen as facilitation tool in the process of recognising, stacking and articulation of micro-credentials into the higher education space.
- Quality assurance and stakeholder participation are indispensable in the successful implementation of CATS.
- CATS is mostly applicable to tertiary/ post-secondary education and qualifications.

#### **3.4.10 Theme 10: Recognition of Prior Learning: indispensable pillar of the NQF for social inclusion, employability, growth (ACQF-II, Cabo Verde, Eswatini and Mozambique)**

- Need to adopt sustainable RPL financing models that make the process affordable to the underprivileged.
- Need to ensure that assessors have the right skills and competences in order to safeguard the integrity and quality of the process and awards.
- RPL processes must be subjected to rigorous quality assurance so as to build trust in the process and resulting qualifications.
- There is need to have a clear understanding of the national context before developing and implementing RPL tool.
- Stakeholder sensitisation and involvement key to the success of RPL.
- There is a strong linkage between the NQF, RPL and CATS hence the need to ensure their co-existence and synergy.

#### **3.4.11 Developments in the East African Development Community. Reflections (Dr. Cosam Joseph Chawenga)**

- ACQF a shining example of initiatives that are working thanks to the collaborative approach adopted by the ACQF-II.
- EAC has developed an 8 level regional TVET qualifications framework
- Regional RPL and CATS guidelines also developed.
- EAC working on the green transition by promoting the greening of TVET in the region.
- Need to involve quality assurance agencies and sector regulators in the greening agenda. Thus, EAC will use the quality assurance network to disseminate the greening message to academicians.
- The need to green NQFs cannot be overemphasised.
- It will be necessary to involve RECs in referencing processes for continued success of ACQF.
- EAC to be considered for referencing of the regional qualifications framework to the ACQF.

### **3.5 Resolutions of the 2<sup>nd</sup> NQF Forum**

The following were some of the resolutions and action points from the Forum:

- 1) A call for support from countries in the early stages of NQF development – to ACQF-II and experienced countries.
- 2) Create a continental framework for incorporating green skills in NQFs.
- 3) Develop a continental and regional frameworks for CATS.
- 4) Strengthen collaborations and stakeholder participation at national, regional and continental levels.
- 5) Finalisation of the ACQF handbook on micro-credentials.
- 6) Development of a continental technical note on articulation and lifelong learning through the ACQF-II project.
- 7) Support the greening of skills at the highest level – need for political will.
- 8) Enhance capacity building in quality assurance at national level.
- 9) A call for countries to participate in the referencing to the ACQF regardless of the stage of development of their NQFs.
- 10) A call to ensure that NQFs and qualifications are flexible, adapt and are relevance to labour markets.
- 11) Devise a model for sustaining NQF bodies at national level.
- 12) A call to interrogate how technology can be leveraged in NQFs – a case of AI.
- 13) A global NQF? Food for thought.

### **3.6 Official closing remarks from the Secretary of State for Social Security and Labour**

In his official closing remarks, the Secretary of State for Social Security and Labour thanked ACQF-II for choosing Angola to host the 2<sup>nd</sup> NQF Forum and the help that the project has extended to the country. He further stressed the following:

- 1) Green skills, green jobs and RVCC are key topics in turning around the fortunes of Angola and Africa as a whole.
- 2) Thanks to the Forum, the message on qualifications and qualifications frameworks will be easily understood in Angola – it will no longer be rocket science.

- 3) The expectations of the Angolan people and government from the potential that quality and relevant qualifications can unlock are very high. Hence, the country was counting on the continued support of ACQF-II and countries at advanced stages of NQF implementation.
- 4) The discussions from the Forum will have a direct bearing on government decisions and actions to be taken going forward.
- 5) Thanked countries that have extended a helping hand to Angola in the country's quest to better her education and training system.

## Agenda of the 2<sup>nd</sup> ACQF Forum

Venue: Hotel Alvalade, Luanda

Day Local time	Themes to be addressed	Speakers - countries, facilitation
<b>5 September</b>		
08.00-09.30	Departure from Hotel Opening. Welcome, official speeches. Introduction of participants. Objectives of the Forum	<b>Chair: Republic of Angola</b> - ACQF-II - Delegation of the European Union (Angola) - Director INQ - Minister - MAPTSS
<b>09.30-10.00</b>	Coffee break Return to Hotel	At the Premises of MAPTSS
10.30-11.15 <b>Theme 1</b>	<b>1. National Qualifications Frameworks – learning from the current evolutions.</b> a) National Qualifications Frameworks of new generation: what's new? b) NQFs in reform and transformation: what directions, issues,	<b>Chairs: South Africa, Eswatini</b> <b>Presentations and speakers:</b> - ACQF-II - Guinea-Bissau – INAFOR Paulo Costa - Sierra Leone – NCTVA, O. Olowu - Seychelles, CEO SQA – Ms Fiona Ernesta
11.15-13.15 <b>Theme 2</b>	<b>2. Referencing to ACQF: pilot phase. Self-assessment. Debate in groups. Roadmap for referencing teams.</b>	<b>Facilitation: ACQF-II coordinator, Eduarda Castel-Branco</b> Working groups with countries' representatives: Angola, Cabo Verde, Cameroon, DR Congo, Eswatini, Ghana, Guinea-Bissau, Kenya, Mozambique, Senegal, Seychelles, Sierra Leone, South Africa, Zimbabwe, Zambia. Other countries welcome.
<b>13.15-14.15</b>	<b>Lunch break</b>	<b>Restaurant at Hotel Alvalade</b>

<b>14.15-17.15</b>		<b>Chairs: D.R. Congo (MFP), Cameroon</b>
14.00-15.30 <b>Theme 3</b>	<b>3. Quality Assurance: supporting the transformation of NQFs and enhancing mutual trust in qualifications and systems</b>	<b>3. Presentations and speakers:</b> - Cabo Verde, Ghana, Senegal, Zambia
15.30-16.15 <b>Theme 4</b>	<b>4. Green and digital skills – Green and digital NQFs</b>	<b>4. Presentations and speakers:</b> - ACQF-II; W. Mtisi (Zimbabwe); L. Ndaywel (RD Congo)
16.15-17.15 <b>Theme 5</b>	<b>5. Micro-credentials for lifelong learning and employability. The new ACQF-II package. Presentation. Discussion</b>	<b>5. Presentations and speakers:</b> - ACQF-II; Seychelles
<b>17.15 – 18.00</b>	<b>Coffee Break and end of day 1</b>	<b>Hotel Alvalade</b>

<b>6 September</b>		
<b>Local time</b>		
09.00-13.00		<b>Chairs: Mozambique, Angola</b>
09.00-10.45 <b>Theme 6</b>	<b>6. Experiences from Europe: the case of Portugal.</b> Governance (ANQEP); NQF; National Qualifications Catalogue, Recognition of Prior Learning; new themes and innovation.	<b>6. Presentation and speaker:</b> Ms Teresa Duarte, ANQEP. Questions and answers
10.45-11.00	<b>Short coffee break</b>	
11.00-12.30 <b>Theme 7</b>	<b>7. ACQF Qualifications and Credentials Platform (QCP): training session 2. Presentation of the Mock-up for database at national level. Questions and answers</b>	<b>7. Presentation and speakers:</b> Team Cognizone, Knowledge & Innovation Centre, PPMI
12.30-13.00 <b>Theme 8</b>	<b>8. ACQF Updates: Country cooperation plans; RPL Campaign; Common Profiles of qualifications</b>	<b>8. Presentation and speaker:</b> ACQF-II
<b>13.00-14.00</b>	<b>Lunch break</b>	<b>Restaurant</b>
14.00-17.00		<b>Chairs: Lesotho, Somalia</b>
14.00-15.30 <b>Theme 9</b>	<b>9. Credit Accumulation and Transfer Systems. Supporting mobility and lifelong learning. Linkages to NQF, RPL, Policies, guidelines, practices</b>	<b>9. Presentations and speakers</b> - James Mwewa - Kenya, KNQA - Mauritius, MQA - Seychelles, SQA
15.30-16.45 <b>Theme 10</b>	<b>10. Recognition of Prior Learning: indispensable pillar of the NQF for social inclusion, employability, growth.</b>	<b>10. Presentations and speakers:</b> ACQF-II. Cases: Cabo Verde, Eswatini and Mozambique. Debate.
<b>16.45-17.15</b>	Conclusions, recommendations. Closure	Presentation and speakers: ACQF-II, South Africa, Angola (INQ, MAPTSS).
<b>17.15-18.00</b>	<b>Coffee break</b>	<b>Restaurant</b>