ACQF Peer Learning Webinar 10

22 July 2021

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22 July 2021

- We start at 10.00 GMT
  - ✓ 11.00 RDC, 12.00 South Africa, 13.00 East Africa, 14.00 Mauritius
- Nous commençons à 10.00 GMT
- Vamos começar às 10.00 GMT

ACQF Peer Learning Webinar 10
22 July

- **Welcome**
- We start soon
- Please use TRANSLATION – select your
- You can keep your camera on, but sound off, if not speaking
- If you did not give consent to record – please camera off

- **Bienvenu(e)s**
- Début sous peu
- Veuillez utiliser **TRADUCTION** – votre langue préférée
- Vous pouvez garder l'image – mais son étteint si vous ne parlez pas

- **Benvindo(a)s**
- Começamos em breve
- Por favor, use a **TRADUÇÃO** – selecione o seu idioma preferido
- Pode manter a sua imagem; mas o som apagado enquanto não fala

Main topics of this session 1

Agenda of the Peer Learning Webinar

African experiences shared today

ACQF Capacity development programme

Agenda PLW 10 – 22 July 2021

Agenda

Time	Session
Session 1: 10.00-10.15	Opening and introduction
Session 2: 10.15-10.45	National qualifications frameworks – a systemic view. NQFs do not work in isolation. • M. Olavo Correia
Session 3: 10.45-11.30	Management information systems of NQFs: registers of qualifications, learners' databases. **Cases**: South Africa, Kenya • Dr Julie Reddy, Ms Tola Akindolani (SAQA) • Dr Eusebius Mukhwana and Dr Vincent Koech (KNQA)
Session 4: 11.30-12.15	Recognition and verification of qualifications. **Cases**: AQVN; INAAREES (Angola) • Ms Mirriam Chiyaba • Ms Madalena Gil
Session 5: 12.15-12.30	Questions and answers

Linking the dots

CONCEPTUAL AND POLICY DISCUSSION ON NQFS

TECHNOLOGY AT SERVICE OF QUALIFICATIONS, LEARNERS AND USERS

RECOGNITION AND VERIFICATION OF QUALIFICATIONS

African experiences shared today

1. NQFs do not work in isolation – a systemic view.

Speaker: Mr. Olavo Correia

Currently: Key expert on qualifications, RPL, qualifications framework - project RETFOP, Angola.

Long-standing experience in developing NQFs in the context of NQS, notably in Cape Verde and Angola.

African experiences shared today

2. Management information systems of NQFs: registers of qualifications, learners' databases. Cases: South Africa (SAQA) and Kenya (NQIMIS)

Speakers:

Dr Julie Reddy, CEO SAQA and Ms Tola Akindolani, SAQA

SAQA: lead of SADCQF implementation programme "Alignment"

Speakers:

Dr Eusebius Mukhwana, CEO KNQA and Dr Vincent Koech, KNQA

African experiences shared today

3. Recognition and verification of qualifications. Cases: AQVN and INAAREES (Angola)

Speaker:

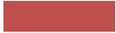Ms Mirriam Chiyaba

CEO of Zambia Qualifications Authority

Chair of AQVN

SADCQF: lead of implementation programme "Advocacy"

Speaker:

Dr M. Madalena Gil, INAAREES

Country representative - member of TCCA SADC

2. Context: ACQF is in development

ACQF development project (09/2019-2022)

Component of "Skills for Youth Employability" / Skills Initiative for Africa (SIFA) – Technical cooperation

Main objective: lay the foundations for the ACQF as a sustainable policy instrument contributing to relevant continental policies

Main Output: ACQF Policy and Technical Document and Action Plan

- ACQF Guidelines. Analysis and evidence
- Capacity development programme. Website and LMS
- Participative approach

CONTINENTAL EDUCATION STRATEGY FOR AFRICA
2016 – 2025

CESA 16-25

African Union

THE AFRICA-EU PARTNERSHIP
LE PARTENARIAT AFRIQUE-UE

Components Capacity Development Programme (CDP)
Combination of modalities for different needs (2021)

- 5 Peer learning webinars
- Training workshops (on-offline)
- Conference
- Work with countries
- E-Learning platform
- Education institutions
- CDP

ACQF PLWs: Cases shared

2020	National Qualifications Frameworks	Regional Qualifications Frameworks
Africa (14 cases)	Angola, Cape Verde, Egypt, Ghana, Kenya, Lesotho, Mauritius, Mozambique, Sierra Leone, South Africa, Zambia, Zimbabwe	Southern African Development Community Qualifications Framework (SADCQF), East Africa Qualifications Framework for Higher Education (EAQFHE)
Other regions, continents (8 cases)	Bahrain, France, Ireland, Portugal, Slovenia	Arab Qualifications Framework (AQF), European Qualifications Framework (EQF), Association of Southeast Asian Nations (ASEAN) Qualifications Reference Framework

2021

National Qualifications Frameworks	Quality Assurance frameworks	Recognition of learning / Qualifications	NQF MIS	Thematic
Seychelles, Namibia NQF-P Mozambique **New developments**: Angola, Sierra Leone, others	CAMES, ANAQ-Sup (Senegal)	RPL (Kenya) AQVN Angola	South Africa Kenya	• Learning outcomes • NQF as NQS • School curriculum

Thematic briefs

8 briefs

- Concepts and definitions
- Competences' frameworks
- Level descriptors
- Quality Assurance in TVET
- Regional qualifications frameworks (RQF)
- Governance of NQFs
- Registration and databases of qualifications
- Recognition of prior learning

Case studies

For information, self-learning

https://www.nepad.org/skillsportalforyouth/publication/new-african-continental-qualifications-framework-acqf-thematic

https://www.etf.europa.eu/en/news-and-events/events/acqf-peer-learning-webinar-10

Questions, discussion

Questions

Olavo Correia: NQFs – a systemic view

- What is the actual value-added of NQFs in the context of NQS? How do NQFs contribute as change agents?

NQF MIS / registers / databases

- What kind of data analytics can be done on the basis of KNQA NAQIMIS?
- How can this data system interoperate with other data systems, for ex.: employment services, online job vacancies and also with statistical data on labour market, jobs and skills demand?
- Does the NQF MIS include an infrastructure for digital certificates (for learners, issuers)?
- To what extent does the NQF MIS allow for wider and more open dissemination of information for end-users (inventory of all qualifications, study and career guidance possibilities…)

3. For reference: ACQF at a glance – 2020-2022

VISION FOR THE ACQF

▶ Enhance comparability, quality and transparency of qualifications from all sub-sectors and levels of education and training and support people's lifelong learning outcomes;

▶ Facilitate recognition of diplomas and certificates, and mobility of learners and workers;

▶ Work in complementarity with national and regional qualifications frameworks, and support the creation of a common African education space;

▶ Promote cooperation and alignment between qualifications frameworks (national, regional) in Africa and worldwide.

Principles:
- Inclusive: all levels Qualifº
- Innovation-ready
- Open: users, stakeholders' needs

Functions:
- Overarching framework against which national and regional frameworks and level descriptors - can be calibrated.
- Referencing / alignment qualifications framework – NQF-RQF
- Reference for comparison with other international frameworks
- Hub, catalyst for development of national qualifications frameworks and their instruments

Peer Learning Webinars 2021
Complementarity: NQF - Quality Assurance - Recognition

3 June

NQF Seychelles

NQF Namibia

RPL Kenya

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30 June

Quality Assurance Higher education

Regional - CAMES

Senegal - Anaq-Sup

Early childhood education & developm

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22 July

NQF-TVET

Registers qualifications

Recognition qualifications

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23 September

Learning outcomes

ACQF Level descriptors

QA Guidelines

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28 October

NQF –systemic view

School curriculum survey

TVET-NQF reforms

ACQF-AfCFTA

10 Guidelines and training modules

1. Learning outcomes

2. Level descriptors

3. Referencing NQF-ACQF: criteria, process, tools

4. Validation of learning: RPL, CATS, recognition

5. Quality assurance

6. Registration, databases of qualifications

7. Monitoring & evaluation in the context ACQF

8. Communication / users' outreach

9. Innovation and technology in NQFs / ACQF

10. Qualifications, NQFs, NQS - systemic view

From previous webinar (03 June)

Seychelles: NQF – part of national strategy to incorporate standards and quality into the national education and training system. Since 2008. SQA. Qualifications map: architecture 10 levels, qualif. types, notional hours, pathways. Over 100 qualifications registered. Aligned with SAQCQF

Namibia NQF: E-T is about People, Planet, Change. **NQF Purpose**: reform, communicate, redress, QA, articulate, progression, mobility. 10 levels. **Qualif types**: Certificates (L1-8), diplomas (L5-8), Degrees (L7-10) – defined NQF credits. **NQA** (NQ Act 1996) – Council & Committees, Secretariat , CEO; wide range of functions: from standards setting to evaluation and validation

RPL Kenya, KNQA: tool for LLL, empower individuals to self-determination, education, better employment; paradox of shortage of relevant qualified workforce while there is island of skilled / experienced workers without proof qualification. **RPL**: identify, assess, certify KSC regardless where and how learning occurred / standards – part or full qualification. RPL policy framework taking shape fast - integrate RPL in E-T system and NQF. Roadmap implementation. Package of tools and guides. NAC appointed. Piloting started 19/05/2021: motor vehicle mechanics, welding, textile. Highest level political support.

AFRICAN EXPERIENCES
QUALITY ASSURANCE HIGHER EDUCATION
EARLY CHILDHOOD EDUCATION AND DEVELOPMENT

CAMES: Secretary General, Prof. Bertrand Mbatchi

ANAQ-Sup: Executive Secretary, Prof. Lamine Gueye (Senegal)

AfECN: Mr Moses Abiero, Programme manager

Questions on Quality Assurance Higher Education

- **Les défis et surtout l'opportunité des grandes transformations globales en cours** (transitions numérique, verte, technologique, sociale) pour le renouveau de l'enseignement supérieur: quelle est la vision du CAMES et de l'ANAQ-Sup à ce sujet?

- **Face à l'urgence et échelle massive des besoins en formation continue / tout au long de la vie** (tous niveaux, compétences, métiers): quel type de réponses sont envisageables dans le contexte de l'espace CAMES / Sénégal (par ex.: flexibilité, digitalisation et innovation des formations et des nouvelles certifications, telles que les "micro-certificats")?

- **Quelle est la place des micro-certificats dans l'eco-système de l'AQ de l'ES**, c'est-à dire, avez vous une politique d'ouverture envers ces nouveaux types de certifications?

Questions on Quality Assurance Higher Education

- **The challenges and especially the opportunity of the major global transformations** underway (digital, green, technological, social transitions) for the renewal of higher education: what is the vision of CAMES and ANAQ-Sup on this subject?

- **Faced with the urgency and massive scale of the needs in continuing training / throughout life** (all levels, skills, professions): what kind of responses are possible in the context of the CAMES space / Senegal (e.g. flexibility, digitalisation and innovation of training and new certifications, such as "micro-certificates")?

- What is the place of **micro-credentials** in the eco-system of the Quality assurance of Higher education, that is to say, do you have a policy of openness towards these "new" types of certificates?

Questions and answers
On ECED – to AfECN: Moses Abiero

Early childhood development stage / period and Lifelong learning of individuals: please could you share your views on the links between EC development stage and LLL. How can ECE better prepare children for learning to learn, for a culture of learning?

In many regions and countries globally a top skill on demand by employers is "adaptability" (meaning: flexibility, openness, agility). Analysts believe that this skill must be developed, nurtured from EC development stage. What are your views on this matter? How can ECE better prepare for skills for the future?

ACQF is in development...
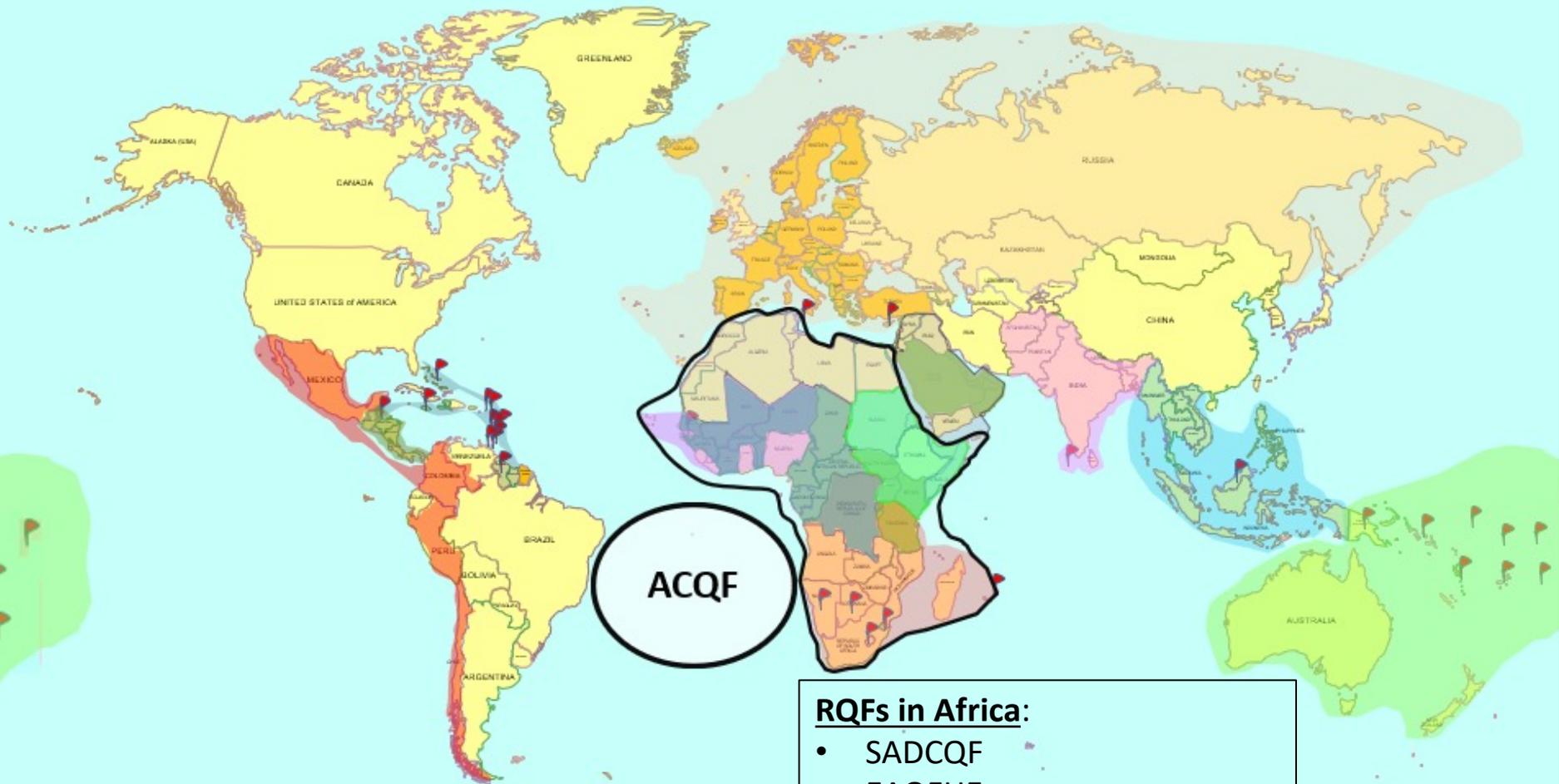
ACQF

RQFs in Africa:
- SADCQF
- EAQFHE
- ECOWAS
- CAMES
- IGAD (in development

ACQF: Enablers and opportunities

- **Africa:** Youth repository of the world
- **Advances in human development**: projected educational attainment, life expectancy

- **Free Trade:** AfCFTA – largest in the world
- **AU Free movement protocol**
- **Continental Education Strategy for Africa-25 PAQAF**

- **Green recovery:**
  large investments – Climate-Smart Agriculture, Clean Energy, Green Banking

- **Digital transformation:**
  economy, learning

- **NQFs:** approved, started implementation & advanced implementation – 21
- **NQFs**: in development, early thinking - 17

African Union

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Building the ACQF (2021-2022)

1st step was:
- ➤ Mapping Study

Output 1: Scenarios and options for the ACQF

Feasibility and features in different scenarios

Output 2: ACQF policy and technical document and action plan

Objectives, functioning and governance of ACQF

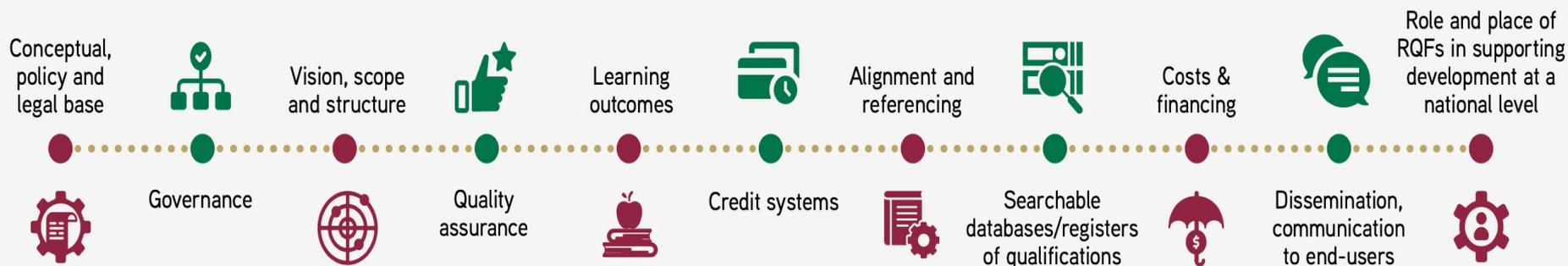**Output 3**: ACQF Capacity development programme & networking

Technical foundations:

ACQF Guidelines; ACQF website; other analyses (AfCFTA, School curriculum survey)

ACQF mapping study design

The mapping study was designed according to eleven thematic areas, which provided the conceptual framework in which the analysis took place, elaborated in the main ACQF project planning document and in the terms of reference of the study. The themes cover the key policy and technical areas in which qualifications frameworks develop and are implemented, namely:

- Conceptual, policy and legal base
- Governance
- Vision, scope and structure
- Quality assurance
- Learning outcomes
- Credit systems
- Alignment and referencing
- Searchable databases/registers of qualifications
- Costs & financing
- Dissemination, communication to end-users
- Role and place of RQFs in supporting development at a national level

Translated into ACQF Guidelines and Training Modules

School curriculum survey – launched (4 May)

Objectives of this initiative

Objective of this initiative: Conduct a survey to map the state of play and developments of school curricula, so as to identify the different curriculum policies and practices, to compare their application, trends, similarities and divergences, and the interactions of curricula with National Qualifications Frameworks.

The conclusions and findings of the mapping study will underpin and inform the design of a possible future African Continental Curriculum Framework (ACCF), to be developed under the auspices of CESA Curriculum Cluster.

Outputs of the School Curriculum Survey

AUC – African Curriculum Association - CESA Curriculum Cluster
May-October 2021
All countries – online survey (respondents list)

Survey instrument, database

Analytical report based on the survey data and a synthesis-infographic

Webinars to present and disseminate the findings and discuss the way forward

ACQF Mapping study

MAPPING REPORT

Towards the African Continental Qualifications Framework

❖ **Comprehensive report**
- 5 chapters, over 200 pages

3 languages

❖ **Synthesis report**
- 30 pages, 3 languages

❖ **Snapshot infographic**
- 6 pages, 3 languages

- 13 country reports
- 3 REC reports
- Comprehensive report
- Synthesis report
- Analysis LD
- Analysis Qualif
- Inventory NQFs
- Survey report

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ACQF Mapping Study

Aim: stocktaking of state-of-play, main features, current dynamics, perspectives of **qualifications frameworks** on the continent. Commonalities, differences, challenges, opportunities. Interfaces with the future continental QF.

Scope: national level, RECs.
Common analytical framework: 11 themes; **common structure**

Sources

a) Online survey

b) Country and REC technical visits; virtual meetings

c) Documents: inventory, analysis

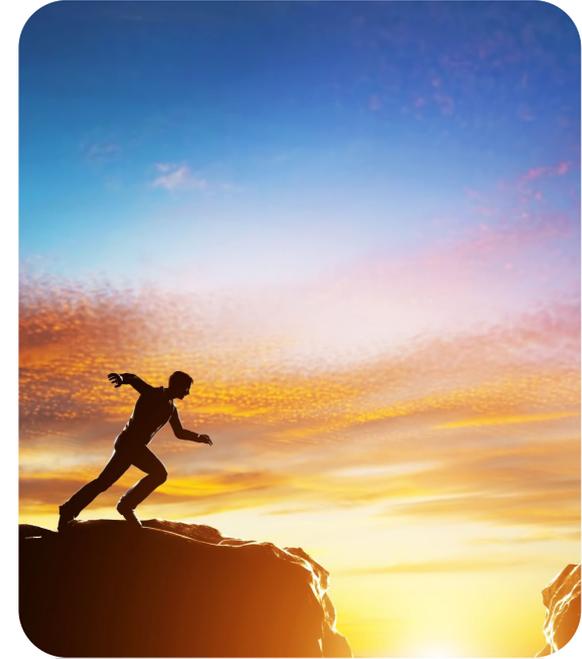d) Updates and exchanges: via peer learning

Review process and exchanges:

a) Before, during and after the country visits;

b) Review of drafts: 1 by external reviewer, 1 by ACQF project, 1 with country representatives / experts
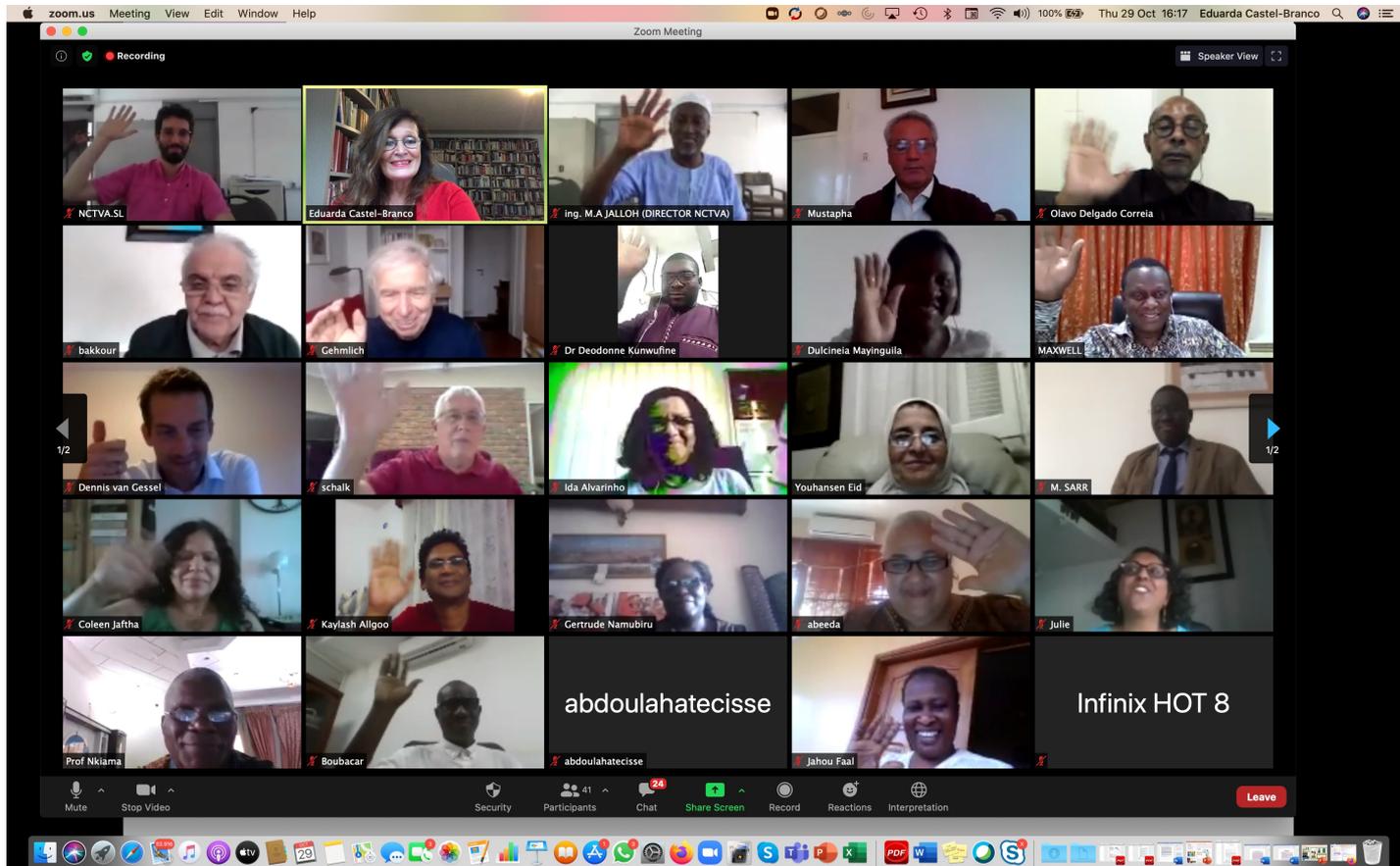
c) Translations

1. ACQF Connects

2. ACQF Creates Mutual Trust

3. ACQF Opens New Horizons

Scenarios for the ACQF – looking ahead

ACQF - Capacity development programme 2021

ACQF Peer learning 2020 – combination of QF experiences

July 2020		September 2020

Kenya, Slovenia, EQF

2/July

Mozambique, ASEAN QRF, Ireland
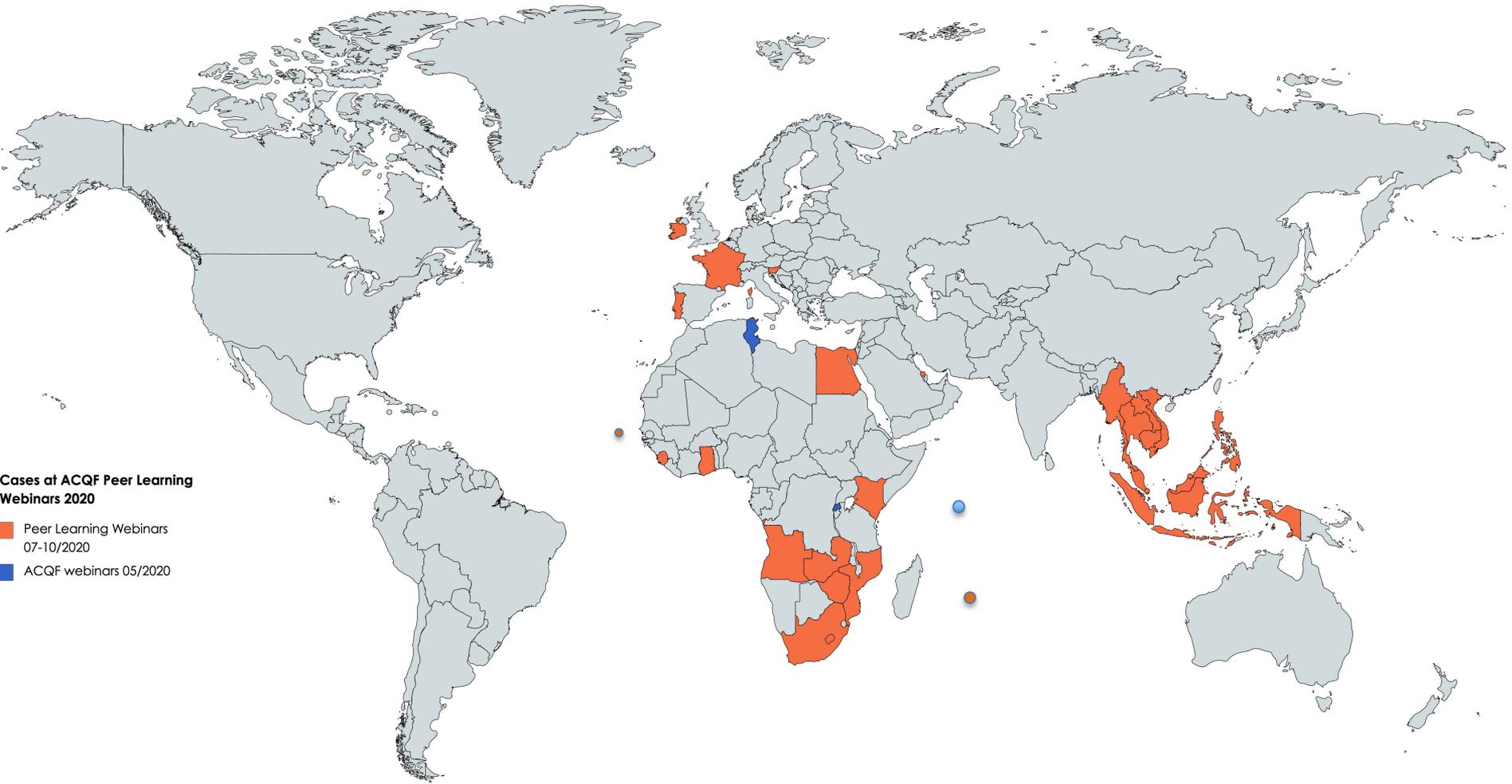
16/July

Mauritius, France, Portugal

10/Sept

Lesotho, Bahrain & Arab Qualifications Framework

24/Sept

October 2020

Angola, Ghana, Egypt, Zimbabwe

(8/Oct)

Zambia, Cabo Verde,

SADCQF

EAQFHE

(22/Oct)

South Africa, Sierra Leone

EU: Digital Credentials

Final debate

(29/Oct)

Cases at ACQF Peer Learning Webinars 2020

Peer Learning Webinars 07-10/2020

ACQF webinars 05/2020

Created with mapchart.net

22 Cases presented at ACQF Peer Learning Webinars 2020 (17 NQFs + 5 RQFs)
May webinars: 4 NQFs

Thank you   Obrigada   Merci

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