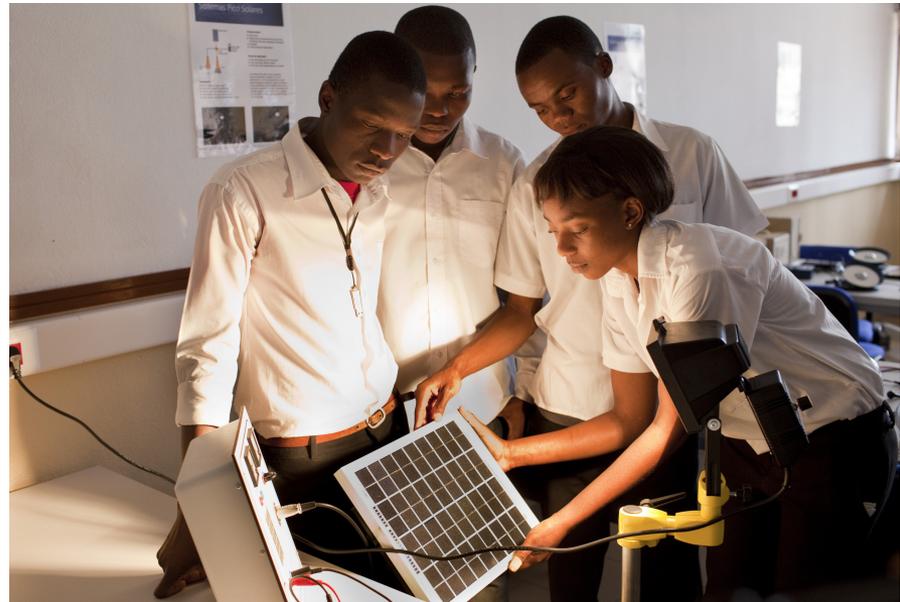
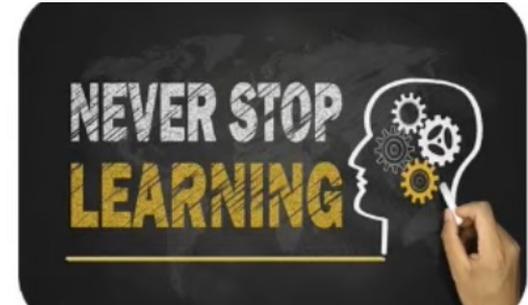


African Continental Qualifications Framework (ACQF)

12th Peer
Learning
Webinar

Session 1

28/10/2021



ACQF 12th Peer Learning Webinar

28 October 2021

We start at 10.00 GMT

- 11.00 RDC, 12.00 South Africa, 13.00 East Africa, 14.00 Mauritius, 12.00 CET

Nous commençons à 10.00 GMT

Vamos começar às 10.00 GMT

ACQF Peer Learning Webinar 12

28 October

- **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 éteint 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

12th ACQF PLW

Focus: Change (adaptation, transformation, transition)

- Curriculum, qualifications, credentials (micro-credentials) - in a context of change, multiple transformations (of society, work, technology, ecology)

Cases discussed at this Peer Learning Webinar

- Case: Reform and transformation of TVET and NQF – in synergy
- Case: Recognition of higher education qualifications – with new features and tools
- Case: Micro-credentials – changing and reshaping learning, qualifications systems and frameworks?
- Case: School Curriculum in Africa
- Panel: “Learning is changing – opportunities for NQFs and ACQF”

Peers in the 12th ACQF PLW



Context of this webinar

Webinar: part of the Capacity Development Programme of the project “Developing the ACQF”

ACQF development project (09/2019-09/2022)

- Component of “Skills for Youth Employability Programme” / Skills Initiative for Africa (SIFA) – Technical cooperation
- Main objective: lay the foundations for the ACQF as a sustainable policy instrument - a reference qualifications framework, connecting regional and national qualifications frameworks, supporting comparability transparency and contributing to relevant policies for continental integration.
- Main Output: ACQF Policy and Technical Document with Action Plan and a package of ACQF Guidelines (10)
 - Capacity development programme and networking
 - Analysis and evidence: Mapping study, Feasibility study, other research
 - Participative approach

ACQF in the African Union policy context

- Skills and qualifications: at heart of African renaissance. Accomplishment of the demographic dividend.
- Agenda 2063: integrated Africa
- Ten-Year Implementation Plan 2023
- **AU Free movement Protocol (Art 18)**
- **Free Trade: African Continental Free Trade Area (AfCFTA)**
- **CESA 16-25**
- Pan-African Quality Assurance and Accreditation Framework (PAQAF) and Addis Convention on Recognition of Qualifications

The ACQF will be:



INCLUSIVE

qualifications of all levels and sub-systems of education and training

RECEPTIVE TO INNOVATION

from new trends and technologies



OPEN

to stakeholders' contribution; good practice from Africa and the world

The ACQF is vital to the processes that contribute to create an African education space:

► Advance the implementation of CESA 2016-2025

► Harmonise higher education in Africa and implement the

Objectives of the ACQF



Enhance

Enhance comparability, quality and transparency qualifications of all types and levels, support people's lifelong learning.

Facilitate

Facilitate validation of learning, recognition of diplomas and certificates and mobility of learners and workers

Cooperate

Work in cooperation and complementarity with national and regional qualifications frameworks, and support African continental integration and creation of African Education common space

Promote

Promote cooperation and referencing between qualifications frameworks (national, regional) in Africa and worldwide

ACQF: main pillars

A Network of NQF agencies / entities working together with stakeholders, world of work.

Referencing between NQFs / NQS and ACQF

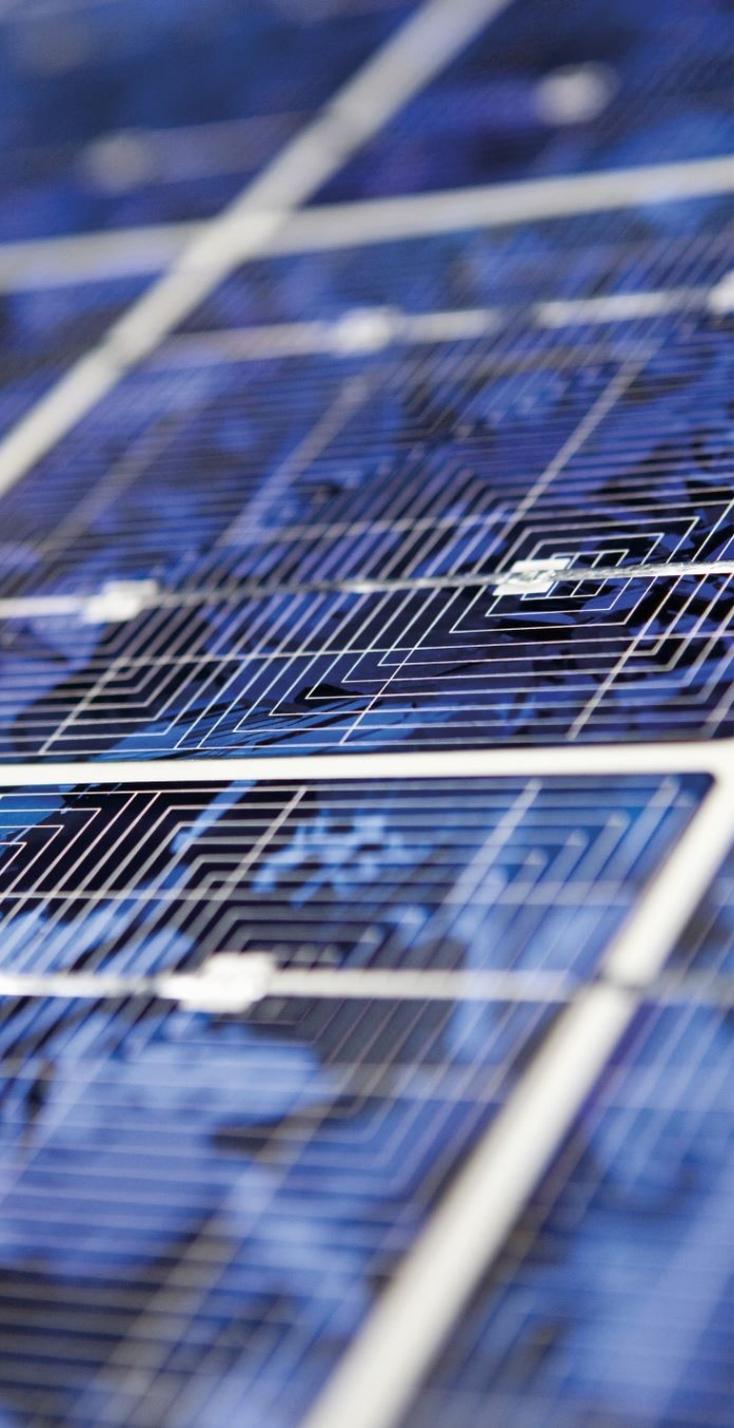
ACQF levels on qualifications and databases – upon successful referencing NQF-ACQF

Support countries developing and strengthening their NQFs.
The ACQF own level structure and descriptors can inspire countries.
Countries can use the ACQF Guidelines for their own home NQF.

A continental qualifications management system (platform, database)
All interested countries can connect to it

Validation and recognition of skills (NFIL)
Campaign and common tools

A sustainable capacity development basis to create knowledge, mutual learning and sustainable solutions on qualifications and skills



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

ACQF

African Continental
Qualifications Framework

Website ACQF

<https://acqf.africa/>

Is at your service

Visit – use - contribute
– send us news about
your NQF / NQS

Home

Who we are

The African Continental Qualifications Framework contributes to transparency of qualifications and trust between African qualifications frameworks.

[Find out more](#)

How does ACQF support your Qualifications Frameworks and Systems?

The ACQF will be the largest of the regional qualifications frameworks (RQFs), as it cooperates with 55 countries and 8 regional economic communities (RECs). ACQF will be the only RQF interacting with two different levels – national and regional qualifications frameworks.

The ACQF will support:

- Comparability, quality and transparency of qualifications and support people's lifelong learning;
- To facilitate recognition of diplomas and certificates, and support mobility (learners, workers, services);

Home / Resources

Policy & Guidelines

Policy and strategic documents developed by the ACQF project. Information on ACQF Advisory Group consultation and other meetings. All major African Union policies and strategies underpinning the ACQF.

- NQF Inventory
- Mapping Study
- Policy & Guidelines**
- ACQF Guidelines
- Feasibility Study
- Meetings and Webinars ACQF Advisory Group (AG)
- African Union policy documents
- ACQF Research
- Library

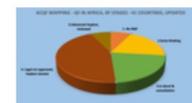
ACQF Guidelines

10 Guidelines and Training Modules to support countries, regions and AUC implementing the ACQF. Themes of the 10 ACQF Guidelines: learning outcomes approaches, defining NQF levels, referencing between NQFs and ACQF, validation of learning (RPL, credit systems, recognition of qualifications), quality assurance of qualifications, registration and registers of qualifications, monitoring and evaluation of NQFs, communication, innovation and technology in qualifications frameworks. The 10th Guideline will be a companion for all countries in Africa starting their national reflection and roadmaps towards NQFs with a systemic vision.



Feasibility Study

This report analyses the rationale for the ACQF for the continent, provides a synthesis of the panorama of qualifications and qualifications frameworks in Africa, proposes the three scenarios for ACQF and a plan of outputs until 2025.



Meetings and Webinars ACQF Advisory Group (AG)

Technical and policy dialogue meetings with Advisory Group ACQF and other networks.



African Union policy documents

Strategic policies of the African Union underpinning the ACQF



Home / Capacity Development Programme

Peer Learning Webinars

Learn About National and Regional Qualifications Frameworks from the relevant institutions. Presentations and videos guide you into this domain. ACQF Peer Learning Webinars foster knowledge circulation, sharing of good practice and mutual trust. In 2020 the seven Peer Learning Webinars shared 22 cases - 17 National Qualifications Frameworks and 5 Regional Qualifications Frameworks. In 2021 the five Peer Learning Webinars diversify the thematic coverage and added new cases of African Qualifications Frameworks, RPL systems and experiences, Qualifications Registers, Learning Outcomes approach, Quality Assurance and Recognition in higher education, Referencing between frameworks and others.

[ACQF 12th Peer Learning Webinar](#)

Oct 28, 2021 from [12:00 AM](#) to [02:50 PM](#) — Online - Zoom,

1) African experiences and debates: (a) TVET reforms work better with an NQF: case of Mozambique (ANEP); (b) Recognition of degrees and diplomas in higher education: the experience of Cape Verde (ARES); (c) African School Curriculum Mapping Study – main findings of the survey (African Curriculum Association, JET Education Services). 2) Micro-credentials: a new opportunity for LLL and NQF – findings of new research in Europe (Cedefop). Debate.



[ACQF 11th Peer Learning Webinar](#)

Sep 23, 2021 from [12:00 AM](#) to [02:30 PM](#) — Online - Zoom,

Thematic discussion on newest developments concerning: a) Learning outcomes approach in different contexts of learning and qualifications; b) regional qualifications frameworks: objectives, referencing, levels and descriptors; c) ACQF development: towards the conceptual and technical design – levels and descriptors.



[ACQF 10th Peer Learning Webinar](#)

Jul 22, 2021 from [12:00 PM](#) to [02:30 PM](#) — Online - Zoom,

Cases discussed at this webinar: African experiences of National Qualifications Databases and NQF Information Systems (cases of South Africa and Kenya); and 2 cases of Recognition of qualifications (AQVN; INAAREES - Angola).



Latest updates and publications

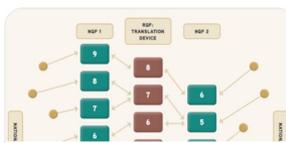
Latest updates from ACQF



African Continental
Qualifications Framework
Advisory Group very active

Sep 09, 2021

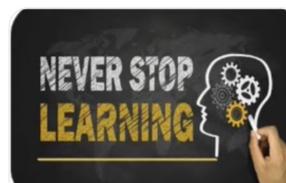
[Read more](#)



10 ACQF Guidelines are in
development

Sep 09, 2021

[Read more](#)



ACQF Peer Learning
Webinars continue in 2021

Sep 09, 2021

[Read more](#)



African Qualifications
Verification Network
(AQVN) activates
knowledge-sharing

Sep 09, 2021

[Read more](#)

Latest Publications



Kenya country
report - ACQF
Mapping

Sep 13, 2021



Abordagem estudo
de cartografia sobre
currículo escolar em
Africa (CESA
Cluster - ACA) - PT

Sep 13, 2021



Aperçu sur
l'enquête sur les
programmes
scolaires (CESA
Cluster - ACA) (FR)

Sep 13, 2021



Overview of African
School Curriculum
Mapping (CESA
Cluster - ACA) (EN)

Sep 13, 2021



ACQF étude de
faisabilité, 06/2021

Sep 13, 2021

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 – 12 cases	Southern African Development Community Qualifications Framework (SADCQF), East Africa Qualifications Framework for Higher Education (EAQFHE) – 2 cases
Other regions, continents (8 cases)	Bahreïn, France, Ireland, Portugal, Slovenija – 5 cases	Arab Qualifications Framework (AQF), European Qualifications Framework (EQF), Association of Southeast Asian Nations (ASEAN) Qualifications Reference Framework – 3 cases

2021

National Qualifications Frameworks	Quality Assurance frameworks	Recognition of learning / Qualifications	NQF MIS /Databases Qualifications	Thematic
Seychelles	CAMES (Regional)	RPL (Kenya)	South Africa	✓ Learning outcomes
Namibia	ANAQ-Sup (Senegal)	AQVN	Kenya	✓ Levels and descriptors RQFs
NQF-TVET reform Mozambique		Angola - INAARES		✓ School curriculum
		Cabo Verde - ARES		✓ Micro-credentials

Agenda 12th PLW

28 October
2021



5 main sessions

1. The reform of TVET works better with an NQF: the case of Mozambique

Ms Ida Alvarinho

Autoridade Nacional da Educação Profissional (ANEP), Moçambique

2. Recognition of degrees and diplomas in higher education – the case of Cape Verde

Ms. Paula Carvalho and Mr Alberto Landim

Autoridade Reguladora do Ensino Superior

3. Micro-credentials: a new opportunity for LLL and Qualifications Frameworks. New research in Europe (Cedefop)

Mr Jens Bjornavold

4. School curriculum in Africa: preliminary results of the mapping study

Gertrude Namubiru (ACA), James Keevy and Zaahedah Vally (JET Education Services)

5. Panel: Learning is changing.

Our speakers

Ida Alvarinho

- Director of Qualifications Department of ANEP
Academic - mathematics

Paula Carvalho e Alberto Landim

- Procedures manager at ARES
- Technical Office for the Recognition of Degrees and Diplomas in Higher Education at ARES

Jens Bjørnåvold - Cedefop

- **EQF – the key expert**; Learning Outcomes (European Handbook); Validation of non-formal and informal learning (EU Guidelines). Key expert in major research projects, e.g. a) Changing nature and role of VET in Europe and the Future of VET in Europe; b) Comparison of qualifications; c) Transversal skills; d) Micro-credentials. Contributor to the Global Inventory of National and Regional Qualifications Frameworks

Gertrude Namubiru (ACA)

JET Education Services: James Keevy and Zaahedah Vally

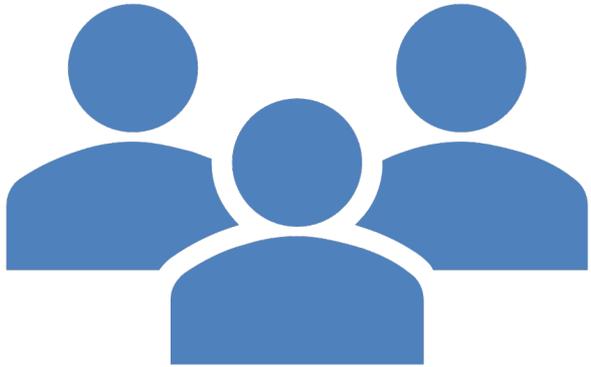
- African Curriculum Association. Member of AU CESA Curriculum Cluster
Researchers and innovators in education sector development.
ACQF Mapping Study

Interaction
via
Mentimeter

Erika
please...

Your Name

Your
country



Session 6: Panel of experts

Panel of experts

Peer Learning Webinar nº 12 - Panel

- 15 min in total - 5 min per panellist.
- 3 panellists: Dr E.J. Mukhwana; Ms Jacqueline Mugo; Mr Valentine Udeh

Questions to Dr E. J. Mukhwana (representing a national qualifications authority):

- What is driving change in learning & qualifications and how to keep pace with the transformation?
- What should be the role of NQFs in this context? How can NQFs benefit from change and support change?

Question to Ms Jacqueline Mugo (representing Business Africa):

- The socio-economic recovery from the Pandemic (and build back better) will require massive retraining, upskilling and requalification of the active population. Which are the new skills you consider fundamental for a successful transition (digital, ecologic, automation, social, citizenship, others)? How should the new / emerging skills be developed and supported by the qualifications system / framework?
- In your view how should ACQF support this transformation?

Question to Mr. Valentine Udeh (representing Organisation of African Trade Union Unity):

- Are lifelong learning (LLL) systems ready to provide the new skills and learning opportunities that workers need in the Covid-19 recovery? Which are the most important gaps of LLL systems and what should be done to solve them as a high priority?
- Any cases of good practice you could mention in respect to better LLL (people and workers-centred)?
- In your view how should the ACQF support this needed transformation of LLL?

Ms. Jacqueline Mugo Secretary General

- The socio-economic recovery from the Pandemic will require massive retraining, upskilling and requalification of the active population. Which are the new skills you consider fundamental for a successful transition (digital, green , automation, social, citizenship, others)?
- How should the new / emerging skills be developed and supported by the qualifications system / framework?
- In your view how should ACQF support this transformation?





Organisation of African Trade Union Unity

Mr Udeh
Okechukwu
Valentine

Assistant
Secretary General

- Are lifelong learning (LLL) systems ready to provide the new skills and learning opportunities that workers need in the Covid-19 recovery? What are the most important gaps of LLL systems and what should be done to solve them as a high priority?
- Any cases of good practice you could mention in respect to better LLL (people and workers-centred)?
- In your view how should the ACQF support this needed transformation of LLL?

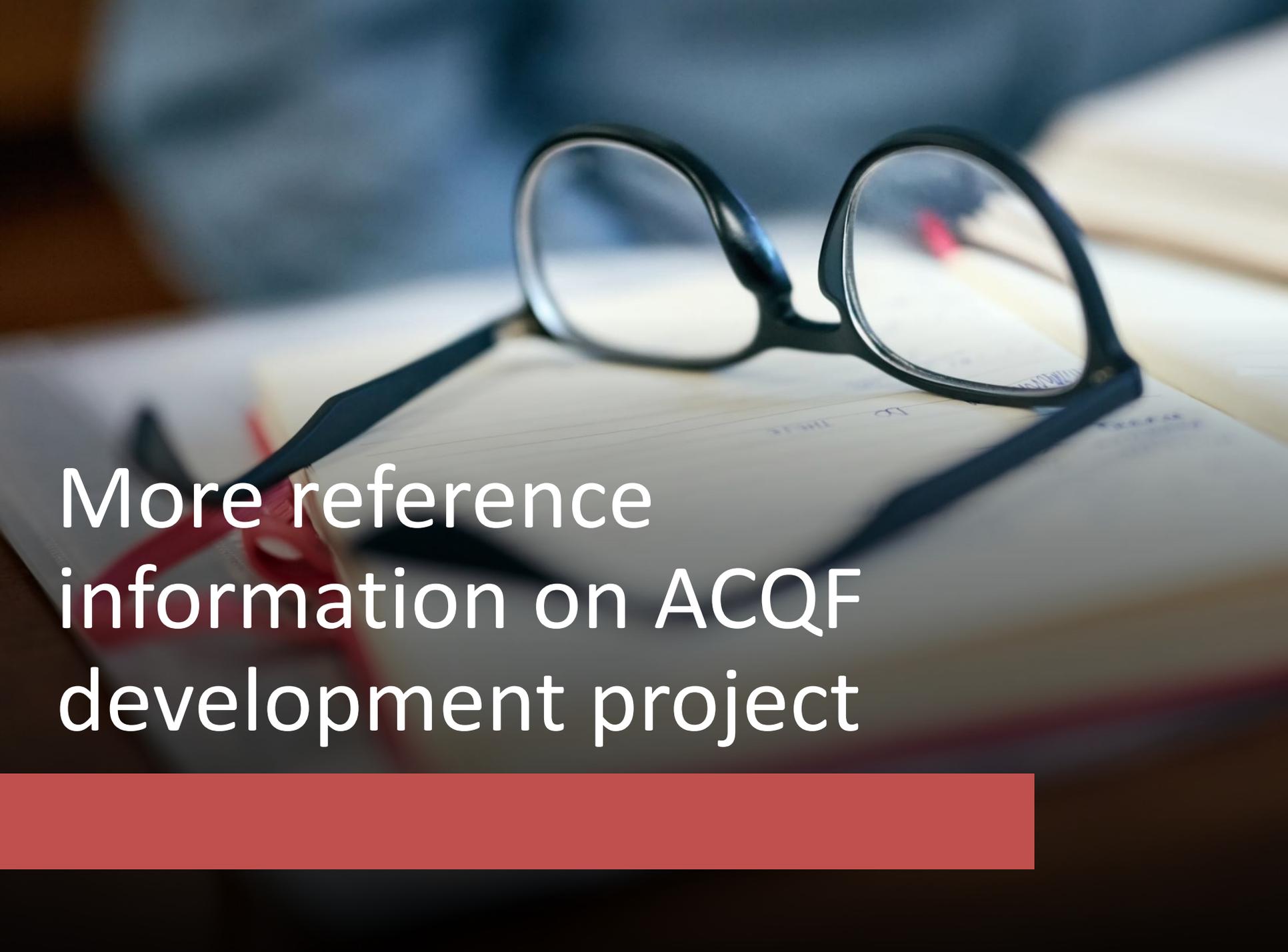


**Kenya National Qualifications
Authority**

**Dr Eusebius Juma
Mukhwana**

Chief Executive Officer

- What is driving change in learning & qualifications and how to keep pace with the transformation?
- What should be the role of NQFs in this context?
- How can NQFs benefit from change and support change?



More reference
information on ACQF
development project

ACQF development - milestones

2019

- Launch workshop and 1st meeting of ACQF Advisory Group (09/2019)
- ACQF Mapping study – continental survey

2020

- ACQF mapping study – analysis, consultation, publication
- Capacity development programme – 7 Peer Learning Webinars, ACQF network
- Start of reflection on ACQF scenarios

2021

- 3 meetings of ACQF Advisory Group (April, July, December)
- ACQF scenarios and Feasibility analysis presented to ACQF AG
- Start development ACQF Policy and technical document
- Start development of ACQF governance based on Network of NQF agencies
- 10 Guidelines and Training Modules ACQF
- ACQF Website
- Capacity development programme: 5 Peer Learning Webinars; start of Support to Countries' NQF; conference; series of thematic briefs; development of training modules

2022:

- Test selected Guidelines and finetune them
- Consultation on ACQF policy and technical document and completion
- Capacity development programme: launch E-Learning Platform; complete Support to countries; carry out ACQF Training Programm; create pool of trained experts.



Building the ACQF (2020-2022)

Output 1: Scenarios and options for the ACQF

Feasibility analysis

Output 2: ACQF policy and technical document and action plan

Objectives and principles, architecture, functioning and governance of ACQF

Output 3: ACQF Capacity development programme & networking

Evidence

ACQF Mapping Study

Technical foundations

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

Principles and functions ACQF



Principles

- Inclusive: all levels qualifications, types of learning
- Innovation-ready
- Open: users', stakeholders' needs; good practice others

Functions

- Referencing Qualifications Framework – NQF / NQS – ACQF
- Hub, catalyst, support for development of NQFs and their instruments
- Overarching framework against which NQF and RQF / LD can be calibrated, if needed / relevant
- Reference for comparison with other international frameworks

ACQF Mapping Study (2020 complete)

Countries online survey (33 countries responded):

Angola, Burkina Faso, Cameroon, Cape Verde, Union Comoros, Côte d'Ivoire, D R Congo, Egypt, Eswatini, Ethiopia, Guinea, The Gambia, Kenya, Malawi, Mali, Mauritius, Morocco, Mozambique, Nigeria, Rwanda, São Tomé e Príncipe, Seychelles, Sierra Leone, Somalia, South Africa, Togo, Tunisia, Uganda, Zambia; Chad, Republic of Congo, Ghana, Zimbabwe

Countries and RECs – visits and reports:

Angola, Cameroon, Cape Verde, Egypt, Ethiopia, Kenya, Morocco, Mozambique, Senegal, South Africa, Togo. EAC (EAQFHE), SADC (SADCQF), ECOWAS (mentions CAMES, LMD). New started: Ivory Coast and Nigeria.

Review process in 3 rounds (external, project expert, country and REC). Published:

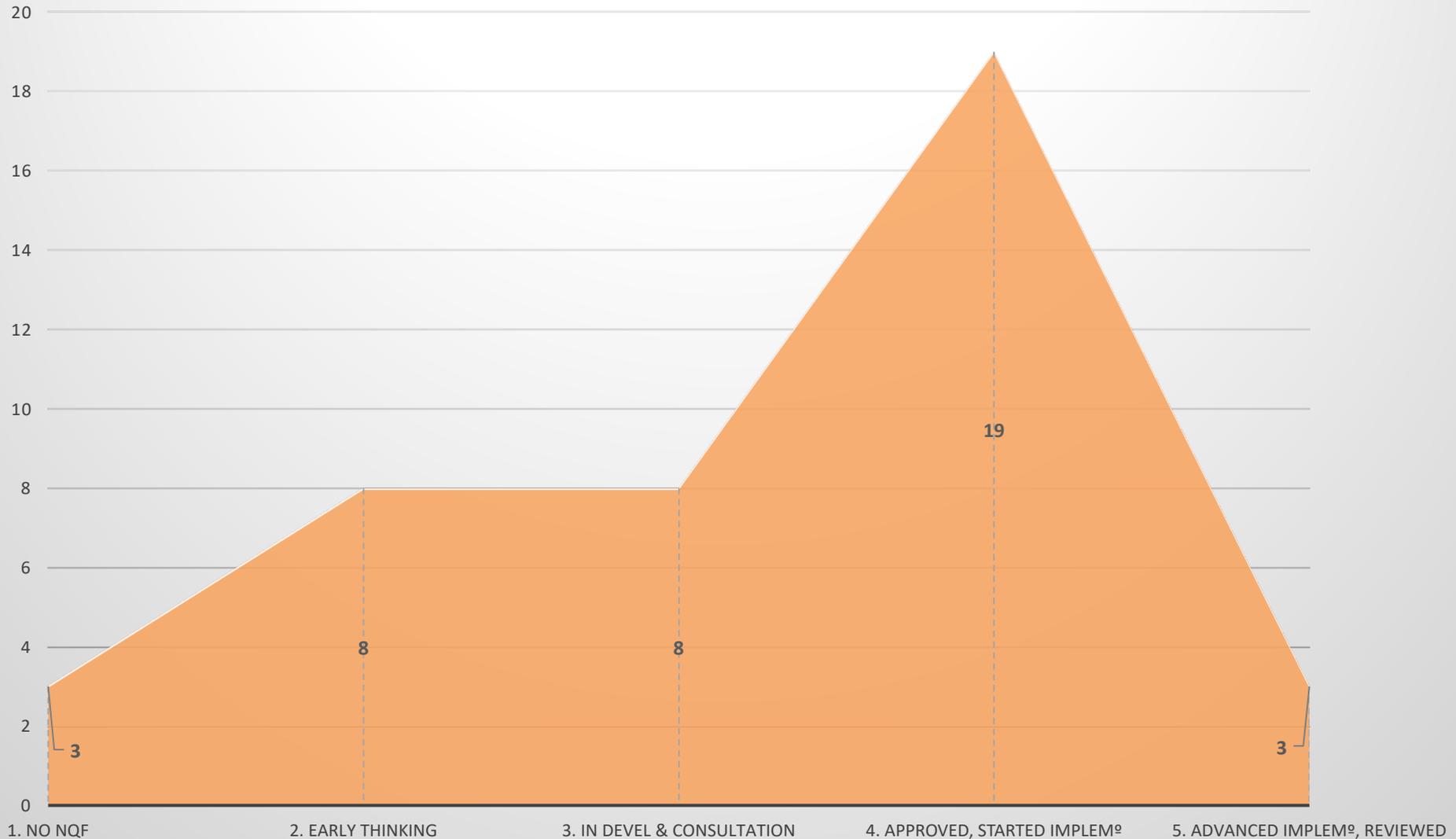
<https://www.nepad.org/skillsportalfor youth/publication/african-continental-qualifications-framework-acqf-mapping-study>

Countries and RECs – peer learning, updates, meetings:

Eswatini (meeting), Kenya, Lesotho, Mauritius, Mozambique, Rwanda, Seychelles, Tunisia; Angola, Egypt, Ghana, Zimbabwe, Zambia, Cape Verde, South Africa. SADCQF and EAC. CAMES (meetings)

NQFs in Africa – stage of development and implementation (from 41 countries)

Qualifications Frameworks, Africa - stage of development implementation (01/2021; total = 41 countries)



Overview levels and level descriptors in African NQF-RQFs

Levels

- **10** (14 NQFs)
- **8** (6 NQFs)
- **7** (1 NQF)
- **6** (1 SQF)
- **5** (1 SQF)

2 RQF:

- **10** (1 RQF)
- **8** (1 RQF)

Domains LD – some examples

- Knowledge, skills, competence
- Knowledge, Skills, Autonomy-responsibility
- Knowledge, Skills, Personal attitudes
- Learning demand - processes
- Areas of knowledge (depth, breadth, complexity); nature of skills; agency & context
- KS, complexity, autonomy-respons, adaptability, communication
- Competence, skills, autonomy
- Degree complexity; reasoning & problem solving; knowledge; Autonomy-responsibility

Stage of QF development and implementation (from 41 countries)

Stage of NQF (QF) development and implementation	Countries
No NQF	Chad, Republic of Congo, São Tomé e Príncipe
NQF in early thinking	Burkina Faso, Cameroon, Union of Comoros, Democratic Republic of Congo, Guinea, Guinea-Bissau, Mali, Togo
NQF in development and consultation	Angola, Burundi, Côte d'Ivoire, Egypt, Madagascar, Morocco, Sierra Leone, Somalia
NQF legal act approved, implementation started	Botswana, Eswatini, Ethiopia, The Gambia, Ghana, Kenya, Lesotho, Malawi, Mozambique, Namibia, Nigeria, Rwanda, Senegal, Seychelles, Tanzania, Tunisia, Uganda, Zimbabwe, Zambia
NQF in advanced implementation and reviewed	Cape Verde, Mauritius, South Africa

Each
Guideline
has 2
sides

For use at
NATIONAL
(regional) level

For ACQF's use

1 Guideline =

1. Users: countries / regional authorities, QF-working groups, stakeholders, AUC, NQF Network
2. The topic – what is it? State-of-art, knowledge base, principles. Conceptual+theoretical foundations, applications in the Qualifications - QF domain, literature, cases
3. How the given theme / policy area relates to / applies in ACQF context
4. Recommendations on application
5. Tools (e.g. templates, self-assessment questions, check-lists...)

Synthesis Guideline

2-3 pages

- Concept(s)
- Users
- Recommendations related with ACQF
- Links with other ACQF Guidelines

Technical Guideline

15-30 pages + annexes

- Comprehensive presentation of the topic
- Recommendations on application in ACQF context
- Links with other ACQF Guidelines
- Literature
- Annexes

Training Module

Purpose, users

LO

What

Why

How

Cases

(Self)-assessment

Sources

Guidelines: complementary formats

- **A) Synthesis guideline:** main objectives, definition(s), applications, mechanisms and tools, main requirements for alignment, referencing to the ACQF, linkage to existing relevant AU policies and tools (PAQAF, ASG-QA, CESA 16–25) – approximately 2–3 pages;
- **B) Technical guidelines:** 15–30 pages (additionally: annexures, sources, technical instructions, examples), depending on the subject or policy area. Complements the synthesis guideline.
 - Purpose: deepen, clarify, and provide technical orientation for national implementing bodies and stakeholders, especially the lead institutions managing the NQF and interacting with the (future) ACQF implementation structure (unit)
 - The technical guidelines combine features of a) technical document and b) short application handbook.

Guidelines 1, 2

Guideline	Theme and broad overview of topics, issues and contextualisation
<p><u>Guideline 1</u> Learning outcomes</p>	<p>Learning outcomes approach</p> <ol style="list-style-type: none">1. theoretical, conceptual and technical underpinnings2. application in different contexts, such as level descriptors, qualifications standards, qualifications documents, curriculum, training documents, assessment3. Issues specific to different subsectors of education and training: higher education, school education, vocational education and training4. guiding principles to define and describe learning outcomes5. application in the context of the ACQF and NQFs
<p><u>Guideline 2</u> ACQF Levels and level descriptors</p>	<ol style="list-style-type: none">1. theoretical, conceptual and technical underpinnings2. domains and sub-domains; horizontal and vertical logic3. making level descriptors user-friendly: understanding the applications of level descriptors for qualifications standards, curriculum and assessment; use of level descriptions in different contexts4. guiding principles to define and write level descriptors. Issues, for example, understanding competence; integrative/domain-specific level descriptors5. ACQF level descriptors: comprehensive draft proposal of descriptors for all levels and domains (sub-domains)6. proposal for testing ACQF level descriptors and reviewing and fine-tuning based on feedback from test

Guidelines 3, 8

Guideline	Theme and broad overview of topics, issues and contextualisation
<p><u>Guideline 3</u> Criteria and procedures for referencing /alignment of NQFs (or RQFs) to ACQF</p>	<ol style="list-style-type: none">1. conceptual and technical underpinnings; rationale, purposes of referencing/alignment; benefits for the involved parties (national, regional, continental). Contribution to transparency, comparability, common concepts and trust, while respecting diversity of education and training systems across Africa. Contribution to development, implementation and consolidation of NQFs2. criteria, procedures, process, governance, efficiency and quality assurance of alignment and referencing to ACQF. Transparency and robustness of referencing/alignment process and outcomes. Publication of information on results of referencing/alignment on ACQF website3. suggestion on use of digital tools to ease and streamline referencing/alignment4. proposal on the use of ACQF levels on qualifications documents, qualifications databases of NQFs upon successful referencing/alignment to ACQF
<p><u>Guideline 8</u> Communication</p>	<ol style="list-style-type: none">1. Purposes, benefits and uses of communication in the context of NQFs and the ACQF. Contribution to buy-in, performance and impact2. Target groups, end-users: policymaking, implementation institutions, education and training institutions, NQF authorities3. Examples, sources (from African and international literature and experiences)4. Proposal for ACQF communication plan, with main objectives, instruments, outreach modalities with some target-group differentiation, interactions continental-regional-national levels

Guideline 4

Guideline 4 Validation of learning

1. Credit accumulation and transfer system(s)
 2. Validation/RPL; non-formal and informal learning
 3. Recognition of qualifications: brief chapter, with focus on the text and application of the Revised Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Academic Qualifications in Higher Education in African States 2014 ([Addis Recognition Convention](#))
- Conceptual and technical underpinnings, main features and application mechanisms
- Proposal for application of credit accumulation and transfer system in the context of NQFs and ACQF
- Proposal for application of RPL (VAE) in the context of NQFs and ACQF
- Proposal on systematic exchange of information between ACQF, NQFs and qualifications recognition structures (agencies, departments) (at national level) to ease and streamline recognition processes and improve efficiency of outcomes
- Examples, sources (from African and international literature and experiences)

Guideline 6

Guideline 6

Registration / registers of qualifications

Conceptual and technical underpinnings, main features and application mechanisms

Approaches, requirements (classifications, others)

Proposal for technical design and main specifications for ACQF register/database of qualifications of various types (formal education and training, international-sectoral qualifications, new types of credentials, qualifications of the context of non-formal learning). Elements of data fields for electronic publication of qualifications. Use of ACQF levels in qualifications registers and databases (link with Guideline 3)

Examples, sources (from African and international literature and experiences)

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



NQF - as a system

- NQF: A policy and instrument for the development and classification of qualifications according to a set of criteria for specified levels of learning achieved, which aims at integrating and coordinating national qualifications subsystems and improve the transparency, access, progression and quality of qualifications in relation to the labour market and civil society.
- Pillars and components of NQFs:
 - Objectives, principles, contribution to reforms and policies (LLL, HRD, TVET, employment, HE)
 - Levels and descriptors
 - Qualifications Map
 - VAE - RPL
 - Qualifications DB / register
 - Quality assurance
 - Contribution to recognition of qualifications
 - Monitoring & evaluation
 - Governance and implementation set-up: public (education, employment) & private sectors
 - Cooperation and comparison with other NQFs (same region and beyond)

Regional Qualifications Framework

- A broad structure of levels of learning outcomes that is agreed by countries in a geographical region.
- A means of enabling one national framework of qualifications to relate to another and, subsequently, for a qualification in one country to be compared to a qualification from another country.

Aims of Regional Qualifications Frameworks (RQF)

RQFs, have grown out of communities of countries with an aim 'to facilitate mutual trust in qualifications and promote student and worker mobility; therefore, they are linked to other initiatives related to mutual recognition of qualifications, of goods and of services'.

To develop a common understanding and strengthen transparency of member country qualifications.

Seek commonalities and clarify differences.

Build mutual trust across the community of countries.

Countries that have a regional, economic or social identity, or wish to see one develop, have cooperated in the development of regional qualifications frameworks (RQFs).

Referencing NQFs to a Regional QF (example)

Ex.: NQF of Country B

Ex.: RQF (such as ACQF) = "translation device"

Ex.: NQF of Country A

National Qualifications: in the NQFs

National Qualifications: in the NQFs

