

African Continental Qualifications Framework (ACQF)
ACQF Capacity Development Programme (2020-2021)

Learning and developing a common understanding of qualifications frameworks

5th Peer Learning Webinar

Thursday, 08 October 2020, 12.00-14.50 Universal time

Multilingual (English-French-Portuguese)

Cases: NQF Angola, Ghana, Egypt, Zimbabwe



Schedule

Time	Countries
14.00-16.50 (CET)	Burundi, Egypt, Mozambique, Namibia, Rwanda, South Africa; Zimbabwe
11.00-13.50	Cabo Verde
12.00-14.50 (GMT)	Burkina Faso, Côte d'Ivoire, Ghana, Liberia, Senegal, Sierra Leone
13.00-15.50	Angola, Cameroon, Gabon, Guinée Equatoriale, Morocco, Nigeria, Republique Democratique du Congo, Republique du Congo, Tunisia;
15.00-17.50	East Africa; Bahrain
16.00-18.50	Mauritius, Seychelles

Link to register: <https://ec.europa.eu/eusurvey/runner/ACQF08October2020>

Link to access the Webinar: <https://zoom.us/j/99590966018?pwd=V0lxck5QRDFXT1pNMHQzVG84ZFFvdz09>

Meeting ID: 995 9096 6018

Passcode: 119982

Agenda – 5th Webinar
Facilitation: ACQF project

Time (CET)	Session	Speaker
14.00-14.20 Session 1	Opening. Introduction and objectives of webinar Brief recapitulation of main learnings from previous peer learning Webinars	AUC, Mr Chigozie Emmanuel Okonkwo ACQF project team (Eduarda Castel-Branco)
14.20-14.50 Session 2	Angola: developing the NQF – a pillar of the National Qualifications System (NQS). Policy objectives, structure of the NQF, governance model. Learnings from the NQF-development path. Next steps. Education response to Covid-19	Ms Ana Claudia de Andrade UTG-PNFQ (coordinating unit of the NQF-NQS)
14.50-15.20 Session 3	Ghana: NQF in evolution – new developments regarding scope of the NQF, policy objectives, main mechanisms and instruments for operationalisation. Key priorities of the NQF roadmap.	Mr Maxwell Kissi Head of Credential Evaluation National Accreditation Board

	Education response to Covid-19	
15.20-15.30	Questions and answers	
15.30-16.00 Session 4	Egypt: Quality Assurance and NQF – two sides of the same coin for transparency and relevance of qualifications. NQF contributing to reforms in education and training. Key debates and issues at stake to fully operationalise the NQF. Stakeholders’ involvement, awareness raising and capacity development. Education response to Covid-19	Prof Youhansen Eid President of NAQAAE (National Authority for Quality Assurance and Accreditation in Education)
16.00-16.30 Session 5	Zimbabwe: NQF in action. Main policy objectives, scope, principles and features of the NQF. Governance. Qualifications in the framework. Monitoring and evaluation. Education response to Covid-19	Prof Kuzvinetsa P. Dzvimbo CEO Zimbabwe Council for Higher Education (ZIMCHE)
16.30-16.50 Session 6	Questions and answers. Interactive assessment – polling. Final conclusions and next steps	AUC, Mr Chigozie Emmanuel Okonkwo ACQF project team (Euarda Castel-Branco, ETF)

1. Introduction

Rationale and objectives of the ACQF Capacity Development Programme (ACQF CDP)

The ACQF development project organises a capacity development programme on core themes of qualifications frameworks and systems. The purpose is to boost engagement of African Union member states and stakeholders and develop knowledge and a common understanding of key concepts, objectives, types and operational instruments of national and regional qualifications frameworks (NQFs and RQFs). An ACQF Experts Network will pool together the trained participants and contribute to sustainability of the future ACQF in action.

The programme for 2020-2021 will be delivered in two phases:

Phase 1: July, September, October 2020 – The series up to seven well-structured webinars entirely devoted to peer learning follows on and brings to a higher level the earlier peer learning sessions delivered during the inaugural ACQF workshop (September 2019) and webinars (May 2020). Phase 1 lays the foundation for the advanced training programme of Phase 2 (2021), by developing knowledge and a common language on key themes and questions of qualifications frameworks, as listed below. Peers from African countries and other continents engage with each other to create bridges for mutual understanding of portability and transparency of skills and qualifications – the fundamental role of qualifications frameworks. Through the diversity of experiences and views, peers explore similarities and clarify differences – the essential role of peer learning.

Phase 2: In 2021-2022, the advanced programme will develop in-depth knowledge and engage in practical application. The programme will combine training sessions and e-learning. The ACQF e-learning platform will include the needed resources to support further development and application.

Main participants: institutions from African Union member states involved in the ACQF development activities, experts, practitioners and international guest experts.

Main themes planned for the peer learning webinars in phase 1 (July to October 2020)

1. National Qualifications Frameworks (NQFs) and National Qualifications Systems (NQSs): Main concepts through case studies; context, objectives, rationale and types of qualifications frameworks; new dimensions and developments related with digitalisation, lifelong and life-wide learning; and added value of NQFs for education and training systems and individuals.
2. Regional Qualifications Frameworks (RQF): Objectives, interplay and governance, referencing / alignment, triggers and success factors, main benefits.
3. Developing and implementing an NQF: Common dimensions, different paths.

4. Learning outcomes: Common language of education and the labour market; uses, types, some common guidelines. Role of learning outcomes in NQFs.
5. Levels and level descriptors: Meaning, uses, links with design of qualifications and curriculum.
6. Managing and making the information on qualifications and NQFs more transparent: Registers, databases, catalogues; interconnected qualifications databases.
7. Quality assurance: Indispensable foundation of NQFs.
8. Governance of qualifications frameworks: Types and models. Participation, regulation, roles and responsibilities.
9. Review and monitoring of qualifications frameworks.

Participants will make sense of the learning path and overall achievement through a debate.

Cases and experiences planned for the ACQF peer learning Webinars 2020

African experiences:

RQF: SADCQF; EAQFHE;

NQF: Kenya, Mozambique, Mauritius, Lesotho, Angola, Ghana, Zimbabwe, Zambia, Cape Verde, South Africa. Four countries had shared their NQF experience in the Webinars of 11, 12 and 18 May 2020: Rwanda, Seychelles, Tunisia and Cape Verde.

International experiences:

Overarching-frameworks: European Qualifications Framework (EQF), ASEAN Qualifications Reference Framework (ASEAN QRF), Arab Qualifications Framework (AQF).

NQFs: Slovenia. Ireland, France and Portugal

The planned cases can be modified and adjusted to needs and changing context

2. Findings and learning materials from the previous webinars

The previous peer learning webinars took place on 2/07, 16/07, 10/09 and 24/09/2020. Shared and discussed the following experiences:

- African experiences: NQFs Kenya, Mozambique, Mauritius, Lesotho
- International experiences: NQFs – Slovenia, Ireland, France, Portugal, Bahrain; European Qualifications Frameworks, ASEAN QRF, Arab Qualifications Framework.

Presentations, infographics and reports are available in the Webpages of the four webinars:

- 1st Webinar: <https://www.etf.europa.eu/en/news-and-events/events/african-continental-qualifications-framework-peer-learning-webinar>
- 2nd Webinar: <https://www.etf.europa.eu/en/news-and-events/events/african-continental-qualifications-framework-2nd-peer-learning-webinar>
- 3rd Webinar: <https://www.etf.europa.eu/en/news-and-events/events/african-continental-qualifications-framework-3rd-peer-learning-webinar>
- 4th Webinar: <https://www.etf.europa.eu/en/news-and-events/events/african-continental-qualifications-framework-4th-peer-learning-webinar>
- Video recordings of the webinars at YouTube channel: <https://www.youtube.com/playlist?reload=9&list=PLEKEwOFeOWc6W5fxbX6M8NrO6oA0yH3Ww>

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