



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

QUALIFICAR
APLICATIVO OFICIAL DA OFERTA FORMATIVA

A TECNOLOGIA
AO SERVIÇO DA FORMAÇÃO

QUALIFICAR: O NOVO APLICATIVO
DA OFERTA FORMATIVA DO PAÍS

- SIMPLIFICA A ESCOLHA DE UM CURSO
- INCLUI DIVERSOS NÍVEIS DE ENSINO E FORMAÇÃO
- ABRANGE MAIS DE 500 INSTITUIÇÕES EM TODO O TERRITÓRIO NACIONAL

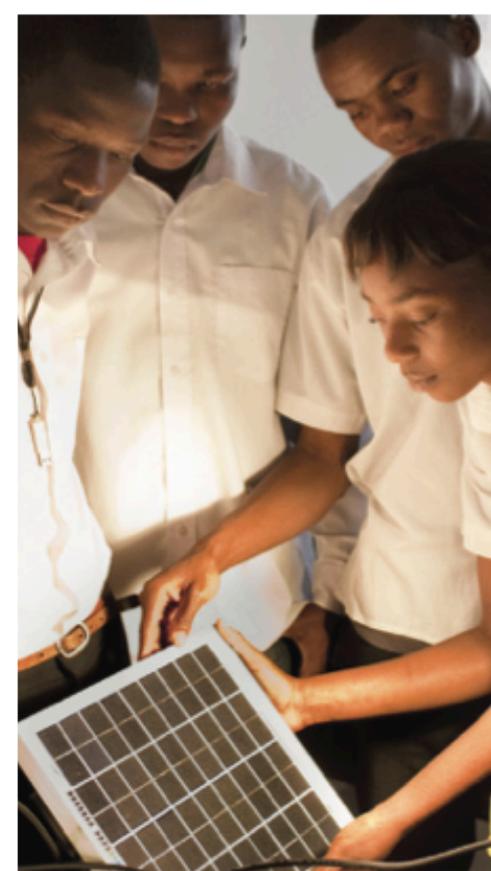
ESTÁS PREPARADO?
#DECIDEOTEUFUTURO

ANGOLA

d practice

ACQF mapping: g

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Developing the African Continental Qualifications Framework (ACQF)

5th Peer Learning Webinar

8 October

Euarda Castel-Branco



Welcome
اهلا بكم جميعا
Benvindos, benvindas
Bienvenus, bienvenues

Session 1: topics

1. Agenda
2. Context of this webinar: Developing the African Continental Qualifications Framework (ACQF)
3. Recapitulation of main learnings from 4th PL Webinar
4. Four case studies at this webinar

AGENDA 5th PLW - 8 October 2020

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. Education response to Covid-19	Mr Maxwell Kissi Head of Credential Evaluation National Accreditation Board
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 (Eduarda Castel-Branco, ETF)

Session 1

Context of this webinar:
Developing the African Continental Qualifications
Framework (ACQF)

African Union policy context of ACQF

- Skills and qualifications: at heart of African renaissance.
- ACQF: vital policy of the AU and its development is underway (2019-2022)
- Agenda 2063: integrated Africa
- Ten-Year Implementation Plan 2023
- AU Free movement Protocol (Art 18)
- Free Trade: AfCFTA
- Education: CESA 16-25, Strategic Priority 4 - *“Continental qualifications framework linked with regional and national frameworks to facilitate regional integration and mobility.”*

ACQF Vision

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.

ACQF:

- Hub, catalyst to develop national frameworks and their instruments
- Overarching framework against which national and regional frameworks and level descriptors - can be calibrated.
- Referencing (alignment) qualifications framework – NQFs reference to ACQF following criteria and procedures. Use of ACQF levels in qualifications documents.
- Reference for comparison with other international frameworks

The ACQF will be:



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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 Pan-African Quality Assurance and Accreditation Framework (PAQAF)
- ▶ Implement the AUTVET Strategy to Foster Youth Employment

ACQF development 2019-2022: components

1. Evidence: mapping study.
Completed mid-October 2020.

2. Analysis of options for ACQF as
sustainable policy instrument
(October 2020-Feb 2021)

ACQF policy and
technical document:
for approval by AU
organs

3. ACQF policy and technical
document, common guidelines,
website, tools

Testing alignment ACQF
(Mar 2021-Jun 2022)

Continuously - capacity
development: peer learning, shape
common view and concepts,
application via support to countries
(2019-2022)

5th Peer Learning
Webinar

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
EU: Digital Credentials
Final debate
(29/Oct)

Session 1

**Recapitulation main learnings from
4th Peer Learning Webinar
(24/09/2020)**



Lesotho QF - Bahrain QF

10 levels, comprehensive, integrated NQFs

LQF

2005 – revised / approved in 2019

NQF institution: a) not put in place in 2005;
b) transition to LQQC in 2020

Revised NQF: participative process

LQF: coherent integrated NQF, consistent with other NQFs in SADC, allowing comparison of qualifications and mobility learners

Qualifications compared:

- a) **Level complexity**: 10 L / LD - Knowledge, Skills and Competences
- b) **Volume learning**: credit system (1 credit=10h learning activity)

Learning outcomes: all qualific specify LO appropriate to LD and specific to qualific. Learners assessed against LO

BQF

Operational since 2014

Institutional setting: Education and Training Quality Authority (BQA) – General Directorate of NQF and Examinations

All learning sectors, all forms learning, quality assured learning programmes

NQF Operations:

National qualif: 1) Institutional listing; 2) Qualification placement.
How? Standards and indicators

Foreign qualif: 1) Sole providers; 2) Awarding bodies
How? Standards and indicators

Lesotho QF - Bahrain QF

Objectives

LQF

- Integrate existing sector frameworks into single, as reflected in level descriptors
- Remove barriers btw sub-sectors and institutions
- Uphold equity and redress, enabling citizens to acquire qualifications irrespective of age and lack formal qualifications
- Improve articulation and learner mobility
- Acknowledge and value diversity and worth all qualifications, as they serve identified purposes for broader national development goals
- Facilitate curriculum innovation and qualifications renewal and upgrade TVET qualifications to higher levels
- Ensure consistency in terms of qualification verification and articulation processes of all awards

BQF

- Ensures quality and validity of qualifications
- Promotes learning outcomes driven education and training
- Improve the transparency of the value of qualifications
- Referencing BQF with other NQFs around world and regional QF
- Facilitate credit transfer and RPL
- Facilitate progression paths within and across education and training sectors
- Encourages cooperation and collaboration amongst educ and training stakeholders
- Facilitate recognition of all forms of learning: formal, non-formal and informal

Lessons from BQA COVID-19 response...

The image shows a Zoom meeting interface. At the top, there is a recording indicator and a row of seven video thumbnails showing participants. On the left, a chat window is open with the following text: "oom Group Chat", "donnent a tormai, non tormai", "c'est en dehors du système", "e chose?", "et: (Privately)", "t le monde", "everyone:", "I us what you intend by formal,", "rml Learning because in the", ", there are different meaning for", "thank you", "Phone to Me:", "rd shortly while I was reading", "ge", "ly resend", "(Privately)", "File", "...", and "...". The main part of the image is a presentation slide with a light blue background. It features five key points, each with a colored box and a bracketed label on the left. The labels are: "Sustainability" (red), "Flexibility" (green), "Creativity and Innovation" (purple), "Continues Review and Refinements" (teal), and "Update Regulations" (orange). The content of the boxes is as follows:

- Sustainability**
 - Sustainability of learning is the core of education
 - By risk assessment and crisis management ensuring the sustainability of education
- Flexibility**
 - Flexibility of learning is a must during the new normal
- Creativity and Innovation**
 - Creativity, innovation & Motivation are the key solutions when crises occur
- Continues Review and Refinements**
 - Continues review and refinements of policies and procedure is needed to cope with the requirements of the current learning environment
- Update Regulations**
 - Updating current regulations to cater the current situation of learning

Discussant's views

Prof. Mamadou Sarr

SYNTHESE – ACQF - 4^{ÈME} WEBINAIRE



**1. GUIDELINES, PRINCIPLES,
OBJECTIVES,
METHODOLOGIES**



**2. REQUIREMENTS,
CHALLENGES AND
OPPORTUNITIES,
STANDARDS AND
INDICATORS**

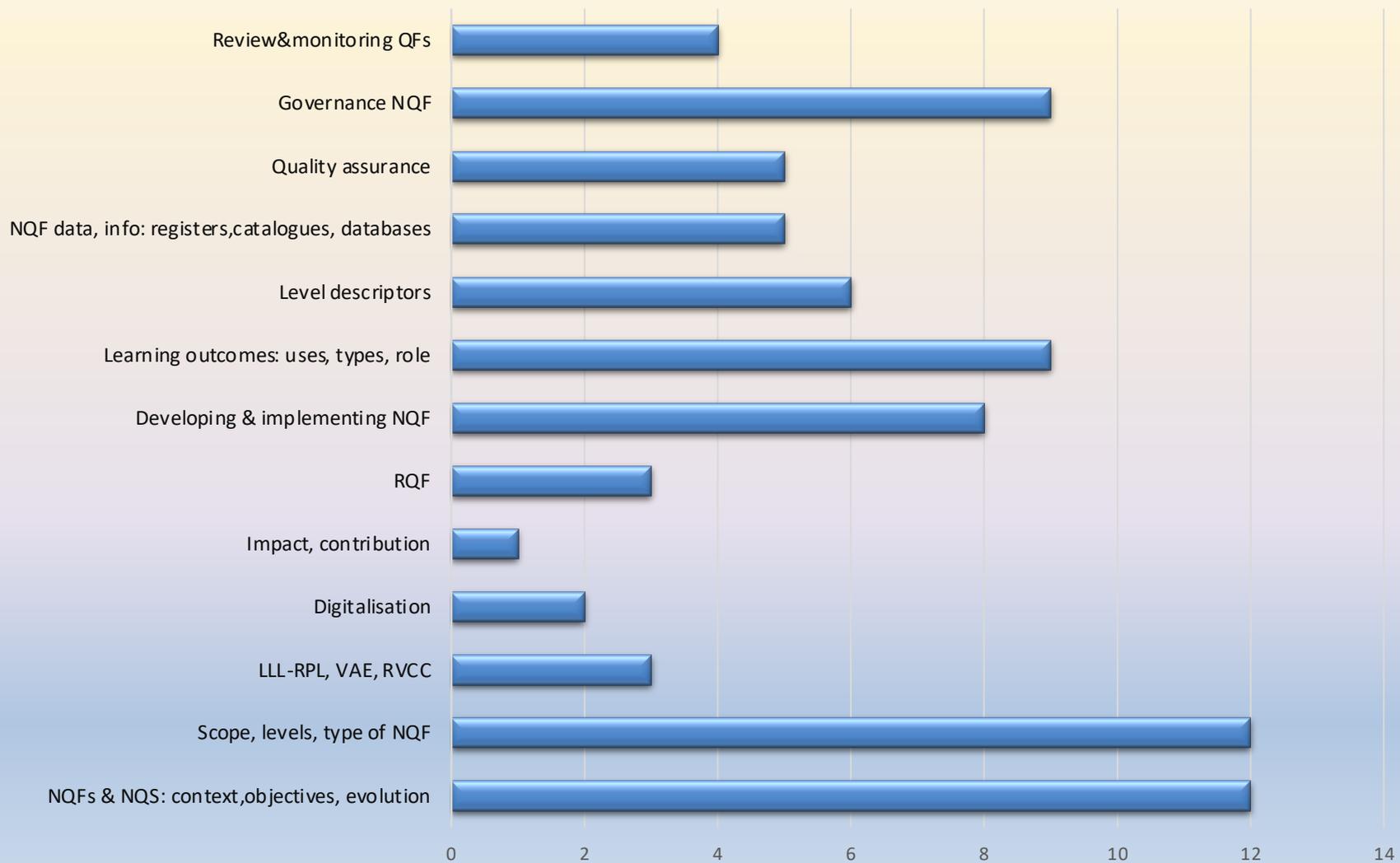


**3. SYSTEMS,
IMPLEMENTATION
MECHANISMS AND
PROCEDURES**

Themes peer learning programme: coverage in 4 webinars

	Theme	Webinar 1	Webinar 2	Webinar 3	Webinar 4
		Kenya, Slovenia, EQF	Mozambique, Ireland, ASEAN QRF	Mauritius, France, Portugal	Lesotho, Bahrain, AQF
1	NQFs & NQS: context, objectives, evolution	KNQF, SQF, EQF	Moz NQF, NFQ	Mauritius, France, Portugal	LQF, BQF
	Scope, levels, type of NQF				LQF, BQF
	LLL-RPL, VAE, RVCC			Mauritius, France, Portugal	
	Digitalisation	EQF			BQF
	Impact, contribution			Portugal	
2	RQF	EQF	ASEAN QRF	Mauritius on SADCQF	AQF
3	Developing & implementing NQF	Kenya, Slovenia	Mozambique, Ireland	Mauritius, France, Portugal	LQF, BQF
4	Learning outcomes: uses, types, role	Slovenia	Mozambique, Ireland, ASEAN QRF	Mauritius, France, Portugal	LQF, BQF
5	Level descriptors		ASEAN QRF	France, Portugal	LQF, BQF
6	NQF data, info: registers, catalogues, databases	Slovenia	Mozambique	Mauritius, Portugal, France	
7	Quality assurance	Kenya Slovenia	Mozambique Ireland		BQF
8	Governance NQF	Kenya Slovenia	Mozambique Ireland	Mauritius, France, Portugal	LQF, BQF
9	Review & monitoring QFs	EQF, Slovenia	Ireland	France	
10	Response to COVID-19 crisis			France, Portugal	BQF, LQF

Themes ACQF peer learning: coverage in 4 webinars



Results of interactive assessment (Question 1)

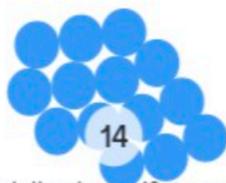
Objectives LQF? / Objectifs LQF? / Objetivos LQF?

Please write 4 words



Results of interactive assessment (Question 2)

Common features LQF and BQF? / Caractéristiques communes LQF et BQF? / Características comuns LQF e BQF - Please choose only 3 responses



Both NQFs have 10 levels / Les deux ont 10 niveaux / Ambos têm 10 níveis



Both are integrated (all sectors: HE, TVET, general) / Les deux sont intégrés (tous secteurs: ES, EFP, EG) / Ambos são integrados (todos setores: ES,



Both use credit transfer & accumulation systems / Les deux ont syst. crédits / Ambos usam sistemas de créditos



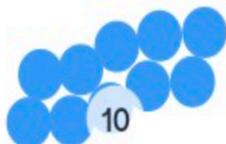
They do not apply RPL / Aucun n'a de système VAE / Nenhum usa sistema de Reconh. competências (RVCC, RCA)



Both NQFs were approved in 2019 / Les deux ont été approuvés en 2019 / Ambos aprovados em 2019

Results of interactive assessment (Question 3)

Lessons BQF's response to COVID-19: adaptable your context? / Leçons réponse BQF à Covid-19: adaptables votre contexte? / Lições resposta BQF ao COVID



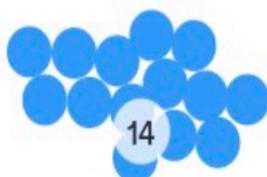
Sustainability of learning is key – risk, crisis management / Durabilité éducation-formation centrale – gestion des risques et crises / Sustentabilidade



Flexibility of learning / Flexibilité des modes de formation / Flexibilidade dos modos de formação



Creativity, innovation and motivation are key solutions when crises occur / C innovation, motivation – essentiel pendant crise / Criatividade



Review & refine policies & procedures to adapt to new situation / Affiner les politiques et procédures – adapter nouvelle situation / Afinar políticas e procedimentos – nova situação



Update NQF standards to adapt to new situation / Mettre à jour les normes NQF – adapter nouvelle situation / Atualizar normas NQF – adaptar nova situação

Session 1

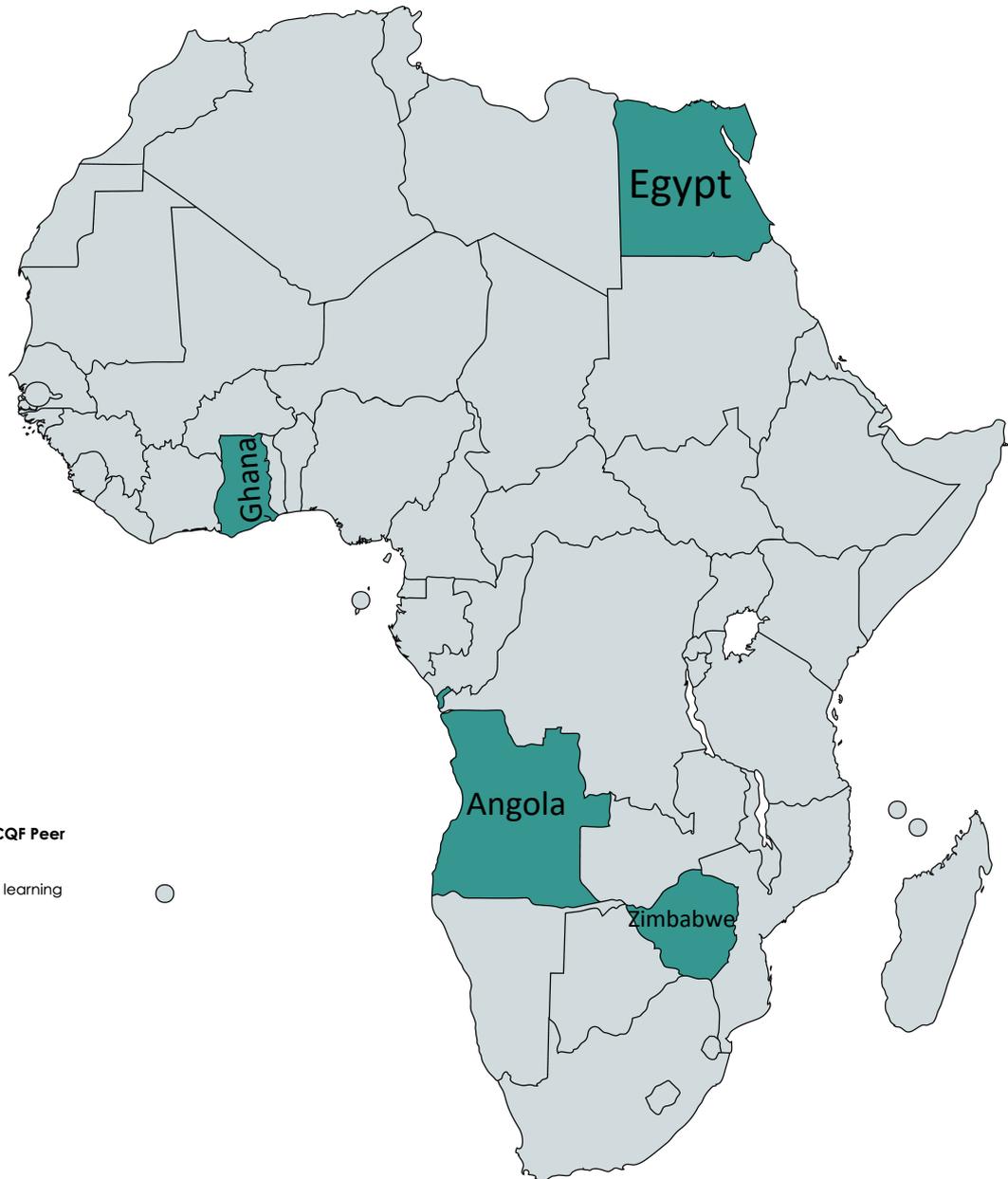
Four case studies today



4 case studies

5th Peer Learning Webinar

Population	Millions persons
Angola	33,1
Egypt	102,3
Ghana	31,1
Zimbabwe	14,8
Total	181,3



Case studies at 5th ACQF Peer Learning Webinar

■ NQF cases 5th peer learning webinar

4 case studies today



Angola

Ana Cláudia de Andrade

Head of Technical
Division managing the
NQS

Technical Management
Unit of the National Plan
HR Training (UTG-PNFQ)

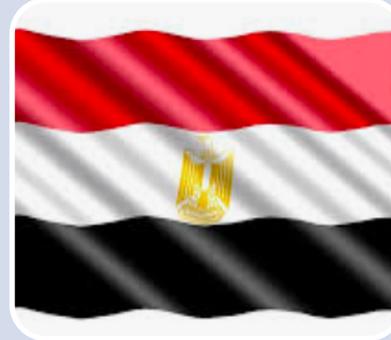
Civil House of Presidency
of Angola



Ghana

Maxwell Kissi

Head of Credential
Evaluation
National Accreditation
Board



Egypt

Prof. Youhansen Eid

President
National Authority for
QA and Accreditation of
Education (NAQAAE)



Zimbabwe

**Prof Kuzvinetsa
Dzvimbo**

CEO
Zimbabwe Council for
Higher Education
(ZIMCHE)

Dr. H. Kwandayi
(Lupine State University-
Zimbabwe)

Session 6

Some notes and findings

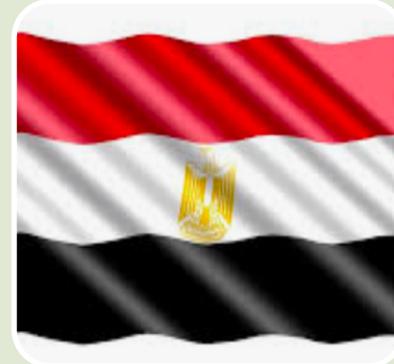


Some common threads

- ✓ “**Establishing** the NQS”
- ✓ “NQF **In the making**”
- ✓ “NQF has a **Story**”
- ✓ “Zimbabwean **Story** of Quality Assurance HE”

- ✓ “Roadmap, milestones, targets”
- ✓ “Institutional, regulatory change”
- ✓ The “why” (issues) of NQF - NQS

4 case studies today – some key lessons



Angola

NQF as a pillar of a new NQS

Policy support (PDN)

NQF-NQS development roadmap, milestones

Coordination national institutions

Partnerships (RETFOP)

Orientation to AU – SADC policies

Digitalisation: App Qualificar

Ghana

NTVET QF (sub-framework)

But overarching QF in development

NQF will address issues: disjointed qualifications, difficult vertical and horizontal progression, lack recognition NFIL, lack harmonised credit system for standardised, equitable and transparent system of qualifications acquisition, recognition and mobility

Widening gap between educational attainment and LM outcomes or expected skills

Egypt

NQF for reform

NQF has a story, with triggers, phases, different paces

Stakeholders' involvement

Fit for Purpose

Potential role of reform:

NQF – contributing to QA, Bridging the Gap, Building Trust, Recognition of Qualifications, Mobility

Zimbabwe

ZNQF:

Integrates all sub-sectors education and training

Governance: Ministries HE and Primary and Second Education – coordination:

National Alignment Committee (NQC) brings together all stakeholders

Minimum Bodies of Knowledge (MBOs) in HE (makes qualific. Comparable)