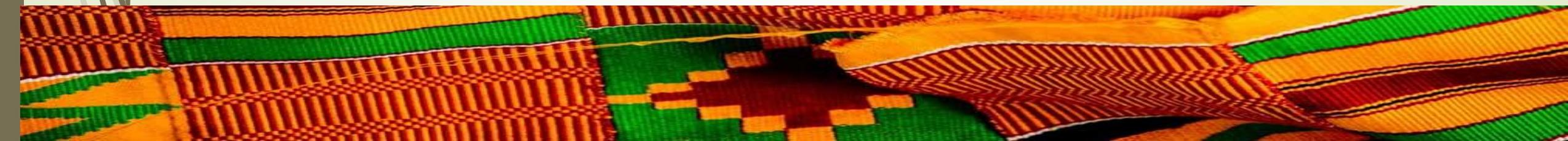
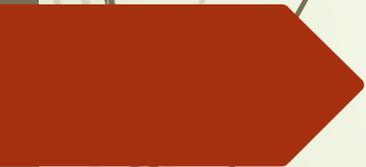




GHANA'S NQF IN THE MAKING

Mr. Maxwell Amoako-Kissi

5th ACQF PEER LEARNING WEBINAR, 8 October 2020



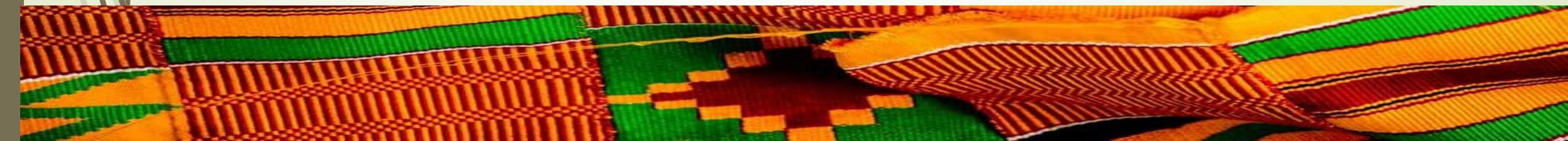


OUTLINE OF THE PRESENTATION

- The Education System of Ghana
 - Developments in the regulatory space of Ghana's Education System.
 - An Overview of the NTVET Qualification Framework (Sub framework)
 - Basis for the Proposed National Qualifications Framework(Overarching)
 - Objectives of the NQF
 - Features of proposed NQF
 - Governance of NQF
 - Challenges
 - Key Priorities of the NQF Roadmap
 - Covid-19- National Response and impact
- 



THE EDUCATION SYSTEM OF GHANA

- Ghana's entire conventional education system currently follows a **6,3,3,4** structure encompassing 3 sectors:
 - 9 years of basic education (6yrs primary & 3 years junior high)
 - 3 years of (post-basic)Senior secondary/technical /vocational education.
 - 4 years of university undergraduate education.
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EDUCATION SYSTEM OF GHANA

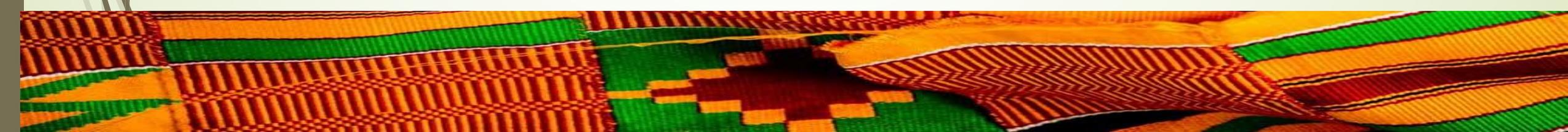
Cycle	Levels	Age (guide) Years	Qualification		Equivalent (EU/USA)	
			Conventional Academic	TVET	Conventional Academic	TVET
3 rd Cycle (Tertiary Education)	University Technical University Training College Specialised Institutes	18 and above	Doctorates Masters Post-graduate diploma Bachelors Diploma	Doctorate (DTech) Masters BTech HND Full Technological Certificate (FTC) *Apprenticeship	Doctorates Masters Post-graduate diploma Bachelors Associate	RQF Levels 8 RQF Level 7 RQF Level 6 RQF Level 5 HND, HNC
2 nd Cycle (Secondary Education)	Post – secondary non-tertiary		Ordinary National Diploma (OND)	Technician part I certificate *Apprenticeship		RQF Level 4 Vocational Diploma
	Senior High	15-18 (3yrs)	West Africa Senior School Certificate	National Certificates (I & II), Intermediate Craft, Technician grades *Apprenticeship	GCE O'/A' Level GCSE/IGCSE/AS/A- Level Int. Baccalaureate (IB) High School Diploma (K9-12)	RQF Level 1- 3 (UK) Diploma EQF Level 4 (EU) Diploma
1 st Cycle (Basic Education)	Junior High	12-15 (3yrs)	Junior High School Certificate	Junior High School Certificate *Apprenticeship	Junior High Secondary School (Stage 6/ KS3)	N/A
	Primary	6-12 (6yrs)	No formal qualification	Proficiency II	N/A	N/A
	Nursery/ Kindergarten	4-6 (2yrs)	No formal qualification	Proficiency I	N/A	N/A



DEVELOPMENTS IN THE REGULATORY SPACE OF GHANA'S EDUCATION SYSTEM

➤ NATIONAL COUNCIL FOR TERTIARY EDUCATION(NCTE)

➤ The main functions of NCTE are to:

- advise the Minister on the development of institutions of tertiary education in Ghana.
 - recommend national standards and norms, including standards and norms on staff, cost, accommodation and time utilization, for the approval of the Minister.
 - monitor the implementation of any approved national standards and norms by the institutions.
- 



DEVELOPMENTS IN THE REGULATORY SPACE OF GHANA'S EDUCATION SYSTEM

- **NATIONAL BOARD FOR PROFESSIONAL AND TECHNICAL EXAMINATIONS (NABPTEX)**
 - Mandated to among others:
 - provide administrative and structural facilities and expertise for the organization and conduct of professional and technician examination.
 - In consultation with the relevant polytechnics and professional institutions conduct examinations and award national certificates and diplomas based on the results of the examinations.
- 



DEVELOPMENTS IN THE REGULATORY SPACE OF GHANA'S EDUCATION SYSTEM

- ▶ **COUNCIL FOR TECHNICAL, VOCATIONAL EDUCATION & TRAINING (COTVET)**
 - ▶ Mandated to:
 - coordinate and oversee all aspects of technical and vocational education and training (TVET) in the country.
 - Formulate national policies for skills development across the broad spectrum of pre-tertiary and tertiary education, formal, informal and non-formal.
- 



DEVELOPMENTS IN THE REGULATORY SPACE OF GHANA'S EDUCATION SYSTEM

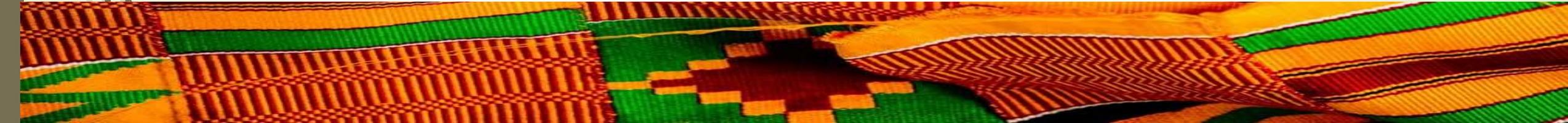
NATIONAL ACCREDITATION BOARD(NAB)

- ▶ Established under the NAB Act 2007, Act 744, as the government's agency responsible for:
 - the accreditation of both public and private institutions as regards the contents and standards of their programmes. As well as
 - the determination of the equivalences of diplomas, certificates and other qualifications awarded by institutions in the country or elsewhere
 - advising the President on the granting of charter to private tertiary institutions.



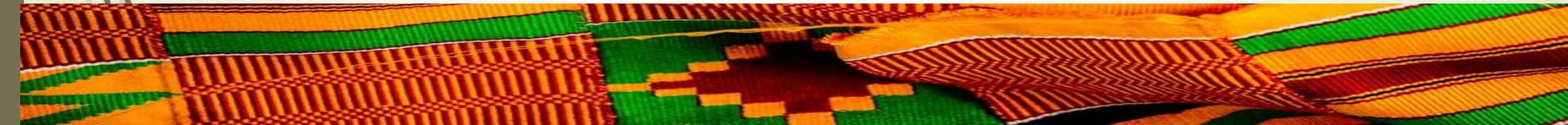


DEVELOPMENTS IN THE REGULATORY SPACE OF GHANA'S EDUCATION SYSTEM- Mergers

- ▶ Per a newly enacted Education Regulatory Bodies ACT, 2020, Act 1023:
 - NAB and NCTE have been merged into a new regulatory body, the **Ghana Tertiary Education Commission.**
 - COTVET has been merged with NABPTEX into a new Regulatory body, **Commission for Technical and Vocational Education and Training.**
- 



AN OVERVIEW OF NTVET QUALIFICATIONS FRAMEWORK (SUB-FRAMEWORK)

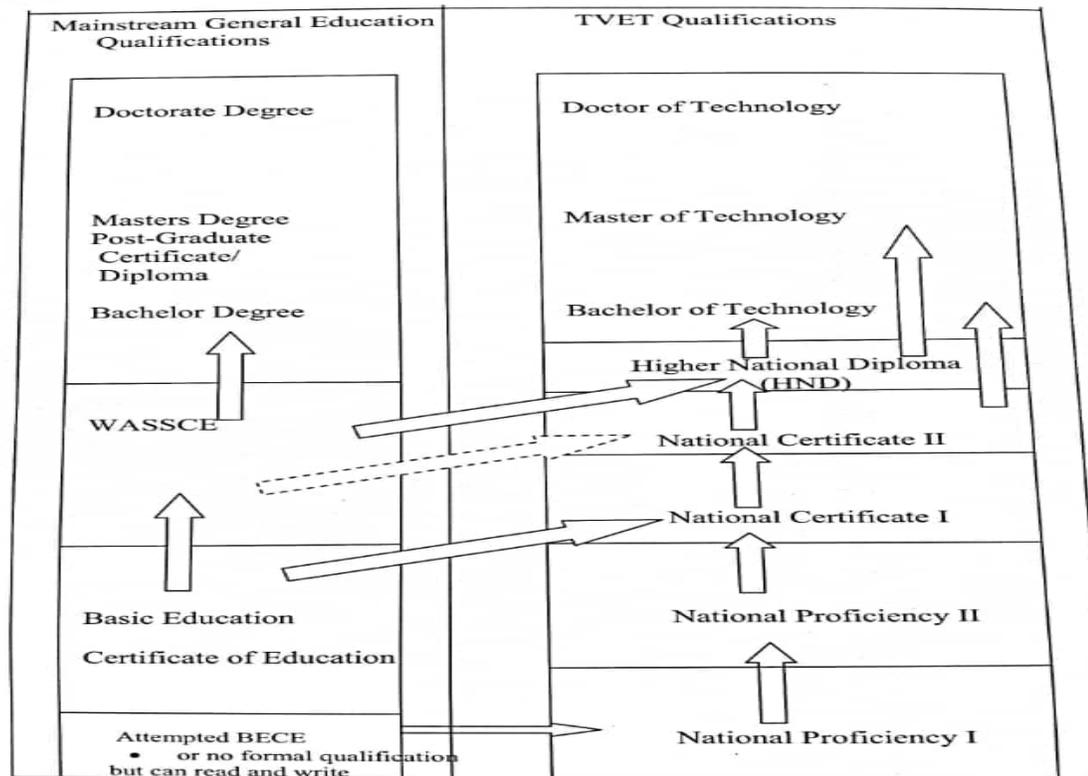
- The National TVET Qualifications Framework has been developed to properly classify and improve progression routes for TVET qualifications.
 - The Framework has 8 Levels with Level 1 being the National Proficiency 1 and Level 8, the Doctorate in Technology (DTech).
 - All qualifications registered on the NTVETQF have numerical credit values which indicate the notional hours a learner, trainee or apprentice would typically take to achieve and demonstrate the expected outcome.
 - On the NTVETQF 1 credit is equivalent to 30 notional hours of learning.
 - Levels on the NTVETQF are determined using level descriptors defined by learning outcomes, in terms of knowledge, skills and attitudes.
- 

AN OVERVIEW OF NTVET QUALIFICATIONS FRAMEWORK (SUB-FRAMEWORK)

∴ Minimum accumulating NTVETQF credits

Level	Qualification	Min. Credits
1	National Proficiency I	40
2	National Proficiency II	40
3	National Certificate I	60
4	National Certificate II	80
5	Higher National Diploma	120
6	Bachelor of Technology	180
7	Master of Technology	120
8	Doctor of Technology	360

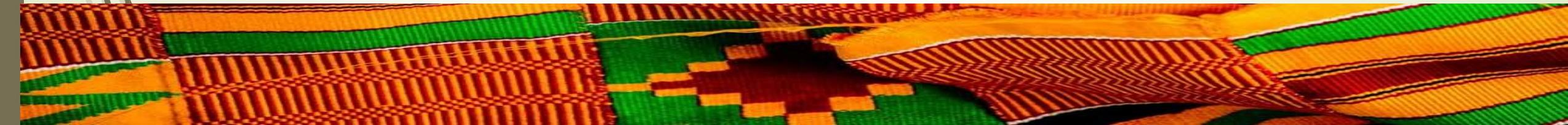
AN OVERVIEW OF NTVET QUALIFICATIONS FRAMEWORK (SUB-FRAMEWORK)





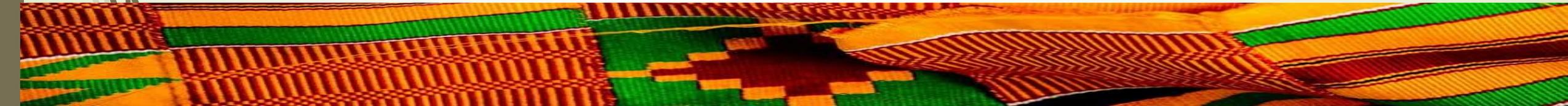
AN OVERVIEW OF NTVET QUALIFICATIONS FRAMEWORK (SUB-FRAMEWORK)

Benefits:

- ❑ Single mechanism for the recognition of national qualifications in TVET.
 - ❑ Ensuring that qualifications listed on the NTVETQF meet predetermined standards and have credibility.
 - ❑ Improving the relevance of TVET qualifications to the workplace.
 - ❑ Supporting learner access to flexible pathways to TVET skills acquisition
 - ❑ Supporting learner progression, enabling the inculcation of the value of lifelong learning.
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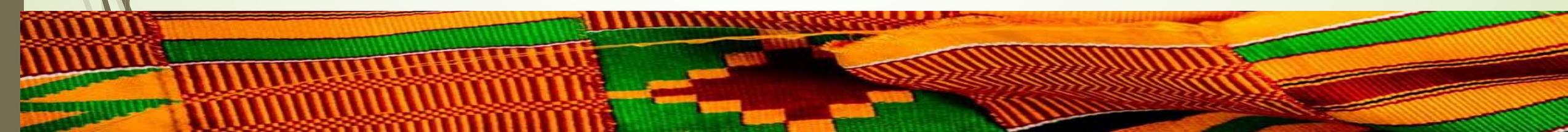


BASIS FOR PROPOSED NQF

- Disjointed qualifications in the Ghanaian qualifications system.
 - Difficulty in understanding qualifications for academic progression and job placement.
 - Uneven horizontal and vertical progression pathways, especially between TVET and conventional/academic pathways.
 - Lack of recognition of other forms of learning such as non-formal and prior experiential learning.
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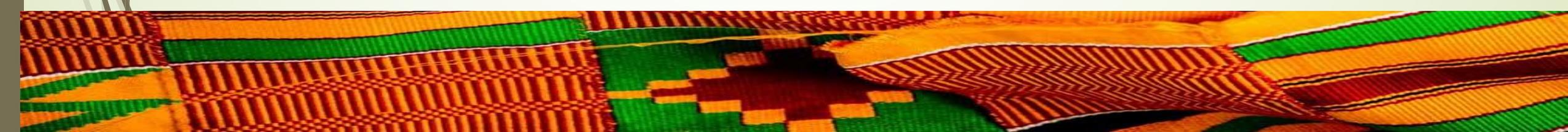


BASIS FOR PROPOSED NQF

- Lack of a harmonised credit system for standardised, equitable and transparent system of qualifications acquirement, recognition and mobility.
 - Lack of clear policy on recognition and evaluation of foreign and professional qualifications
 - Different learning outcomes and expected competency levels within and across programmes at the tertiary level of education
 - Widening gap between educational attainment and labour market outcomes or expected skills.
- 



OBJECTIVES OF THE NQF

- ▶ Provide institutions, employers, individuals, and the general public with reference points and clearer understanding of what a person holding a particular qualification has achieved.
 - ▶ Facilitate determination of the similarities and differences between local qualifications and across foreign qualifications.
 - ▶ Promote harmonisation of qualifications in the different sectors of education and training, and alignment of sector-specific qualifications with the world of work.
 - ▶ Develop and enhance systems in place for effective academic mobility and progression within and across institutions, both locally and internationally
- 



OBJECTIVES OF THE NQF

- Facilitate national, regional, continental and intercontinental mobility of labour, experts and professionals.
 - Promote quality in education and enhance people's confidence – both locally, regionally and internationally, in the Ghanaian education and training system
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FEATURES OF PROPOSED NQF

- 10 Levels with the level three being the junior secondary School certificate and Level 10 a doctorate.
 - Comprises Basic(1st cycle), Secondary(2nd cycle), Tertiary(3rd cycle).
 - Levels to be determined by descriptors, defined in terms of learning outcomes and expected competencies.
 - Qualifications Register
- 

PROPOSED NQF (OVERARCHING) MAP

NQF Level	Proposed NQF for General/ Academic Qualifications	NTVET QF		NTVET QF Levels	Level of Education	
10	Doctorate Degree	Doctor of Technology		8	TERTIARY LEVEL	
9	Master's Degree	Master of Technology		7		
8	Post-graduate Diploma/ Certificate	Bachelor of Technology		6		
7	Bachelor's degree					
6	Tertiary Diploma	GCE A'Level	ABCE	Higher National Diploma	5	
5	Ordinary National Diploma			National Certificate II	4	PRE-TERTIARY
4	Senior High School Certificate			National Certificate I	3	
3	GCE O'Level		GBCE	National Certificate I	3	
2	Junior High School Certificate		National Proficiency II		2	BASIC
1			National Proficiency I		1	



Governance of NQF

- ▶ Ghana Tertiary Education Commission (GTEC)
 - ▶ Ministry of Education
 - ▶ Other Bodies:
 - Commission for TVET
 - Ghana Education Service
 - West African Examinations Council
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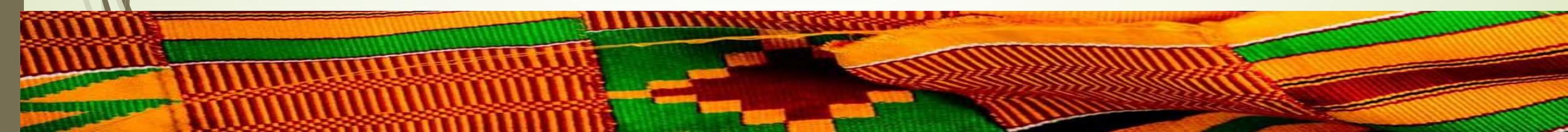


CHALLENGES

- Need for consultant
 - Stakeholders buy-in
 - In house capacity
 - Merger of relevant Agencies
 - Funding
 - Covid-19
- 



Key Priorities of the NQF Roadmap

- Proposal
 - Legal support
 - Engagement of a consultant
 - Formation of a Technical Working Group
 - Multilevel Stakeholder consultations
 - Budget
- 

COVID-19 EFFECTS AND RESPONSE

- Closure of institutions at all levels.
- Challenges with the use of online technologies for teaching and learning.
- Containment measures put in place before some schools were partially reopened:
 - Intensive public education on preventive measures.
 - Disinfection of all institutions.
 - Supply of free PPEs - Facemasks, hand sanitizers and [hand washing facility](#).
- Following strict application of safety protocols final year students at the Senior and Junior High levels sat for their respective final examinations.



Thank you for your attention

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