The National Qualifications Framework:

The Case of Egypt

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Session 4

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Presentation Outline

- Introduction:
  - *Who we are*
- Why the NQF:
  - *What is the NQF*
  - *The Rationale*
- What were the Stages of Development:
  - *The Story*
  - *Current Status*
- How was the NQF designed and developed:
  - *Main Features*
  - *The Partners*
- What are the expectations: Potential Role of Reform
- How the NQF enhances QA in Education
- What are the Challenges for Implementation
- Highlights on Response to COVID-19 in Education and QA
- Conclusion

The Why … The What …The How … The Who

NAQAAE … The Who, The What , The How

Establishment of NAQAAE

The National Authority for Quality Assurance and Accreditation of Education **"NAQAAE"** was established by the issuing of Law No. 82 for the Year 2006, and its executive regulations organized by its Bylaws issued in 2007, as an independent entity reporting directly to the Prime Minister and the Egyptian Parliament

Mission and Vision

Our Mission

To develop the quality of education and ensure its continuous improvement.
To accredit educational institutions based on national, impartial and transparent standards that conform with international standards

الهيئة القومية لضمان جودة التعليم والاعتماد

شهادة اعتماد

تشهد الهيئة القومية لضمان جودة التعليم والاعتماد أن

كلية طب الفم والأسنان - جامعة مصر الدولية

قد استوفت المعايير القومية الأساسية، وقد تم اعتمادها بقرار مجلس إدارة الهيئة

رقم (١١٢) بتاريخ ٢٠١٧-١-٢٣ ، وتسري هذه الشهادة لمدة خمس سنوات.

د/ يوهانسن يحيى عيد

رئيس مجلس إدارة الهيئة

Our Vision

A leading quality assurance and accreditation body that is recognized, nationally and internationally, and an essential partner in the path of educational reform in Egypt

What we do

- Setting and Maintaining Standards
- Comprehensive evaluation of educational institutions
- Capacity Building (training and technical support)
- Dissemination of the culture of Quality
- Building trust in Egyptian graduates
- Ensuring a quality education to all learners
- Develop and implement the NQF

The NQF

The Rationale

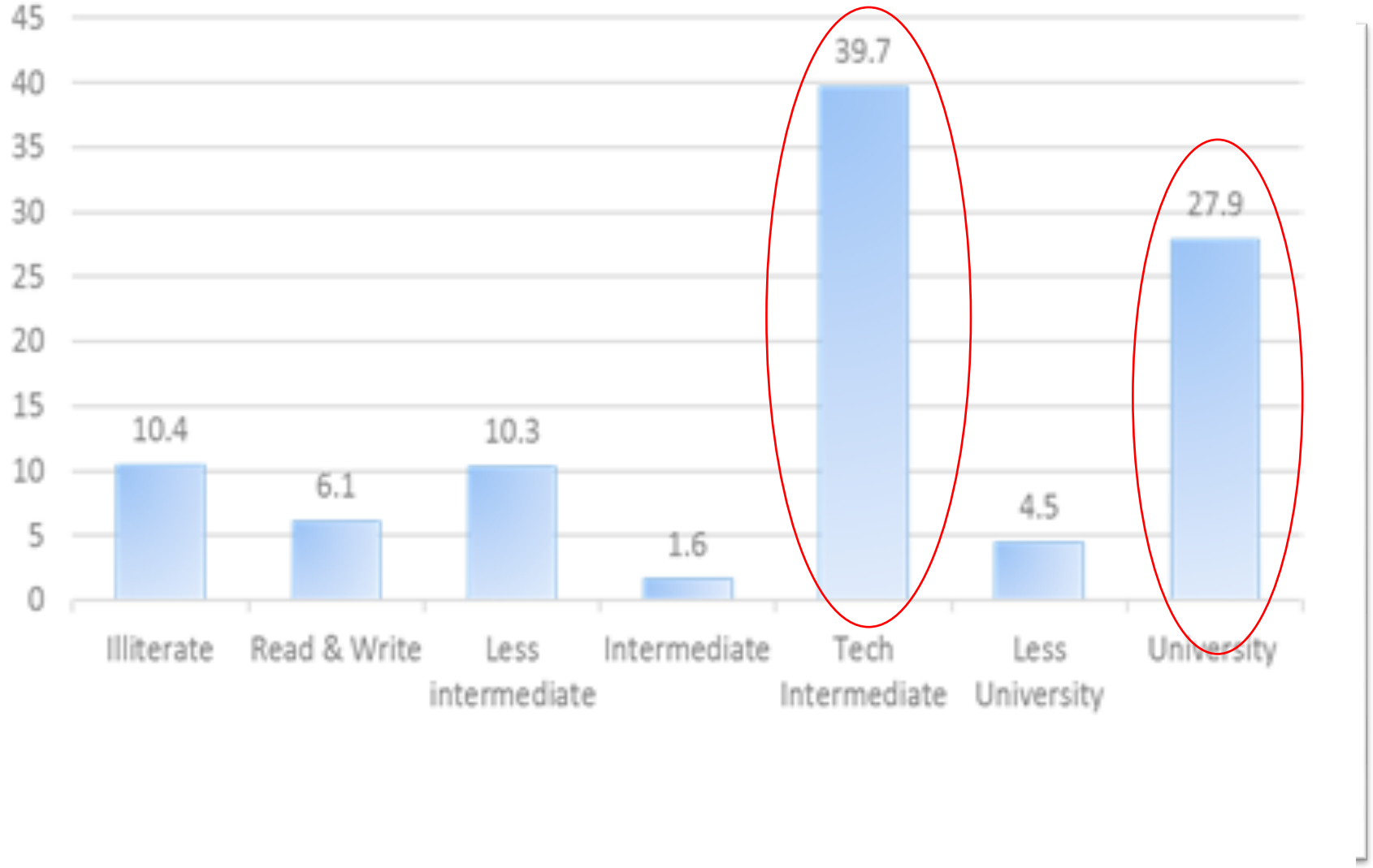
What is the NQF

- The **National Qualifications Framework** is a system for **structuring** existing and new **qualifications** according to learning outcomes (knowledge, skills, competencies) throughout any country.
- This allows for the ability to develop, assess and improve quality education in several contexts.
- A tool to compare two qualifications through learning outcomes inter- and intra- region
- Qualifications in the NQF are classified according to the sequence of hierarchical levels. The levels are based on the standards of learning outcomes knowledge, skill and competencies needed for each qualification.
- A means to life-long learning

Why the NQF: The Rationale

- Challenges facing the Egyptian education system and vocational training
- Dead-ends in vocational educational
- Unemployment rates
- Demand-oriented TVET and a better equipped skilled force
- Need for a basis for quality assurance, accreditation and comparison
- Building trust in educational outcomes
- Mismatch between graduate attributes and market demands

Why the NQF: The Rationale



Why the NQF: The Rationale

- Overcome the discrepancies and imbalances in the education and training systems
- Provide an overarching framework that will unify qualifications and build trust
- Link TVET and general education systems
- Promote level progression and permit horizontal mobility
- Improve access to, and mobility within the labor market
- Improve the competitiveness of Graduates and bridge the gap to the labor market
- Promote Life-long-learning and the recognition of formal informal and non-formal education and training (RPL)

And every NQF has a long history behind it

What are the Stages of Development

Stages of Development: The Story

○ 2006	Egypt was engaged with the ETF in a three-year co-operation for developing and implementing the NQF, led by the Ministry of Manpower & Migration.
○ 2007	As a part of education reform strategy, NAQAAE was established as the accrediting body of Egyptian education.
○ 2008	To carry out its legal mandate of developing NARS, NAQAAE was entrusted with the project of the NQF and submitted to the Prime Minister
○ 2009	NAQAAE presented a second draft of the NQF to the Prime-Minister who approved NAQAAE responsible for the development and management of NQF
○ 2010	Several workshops held with stakeholders Second draft and six Sectoral frameworks

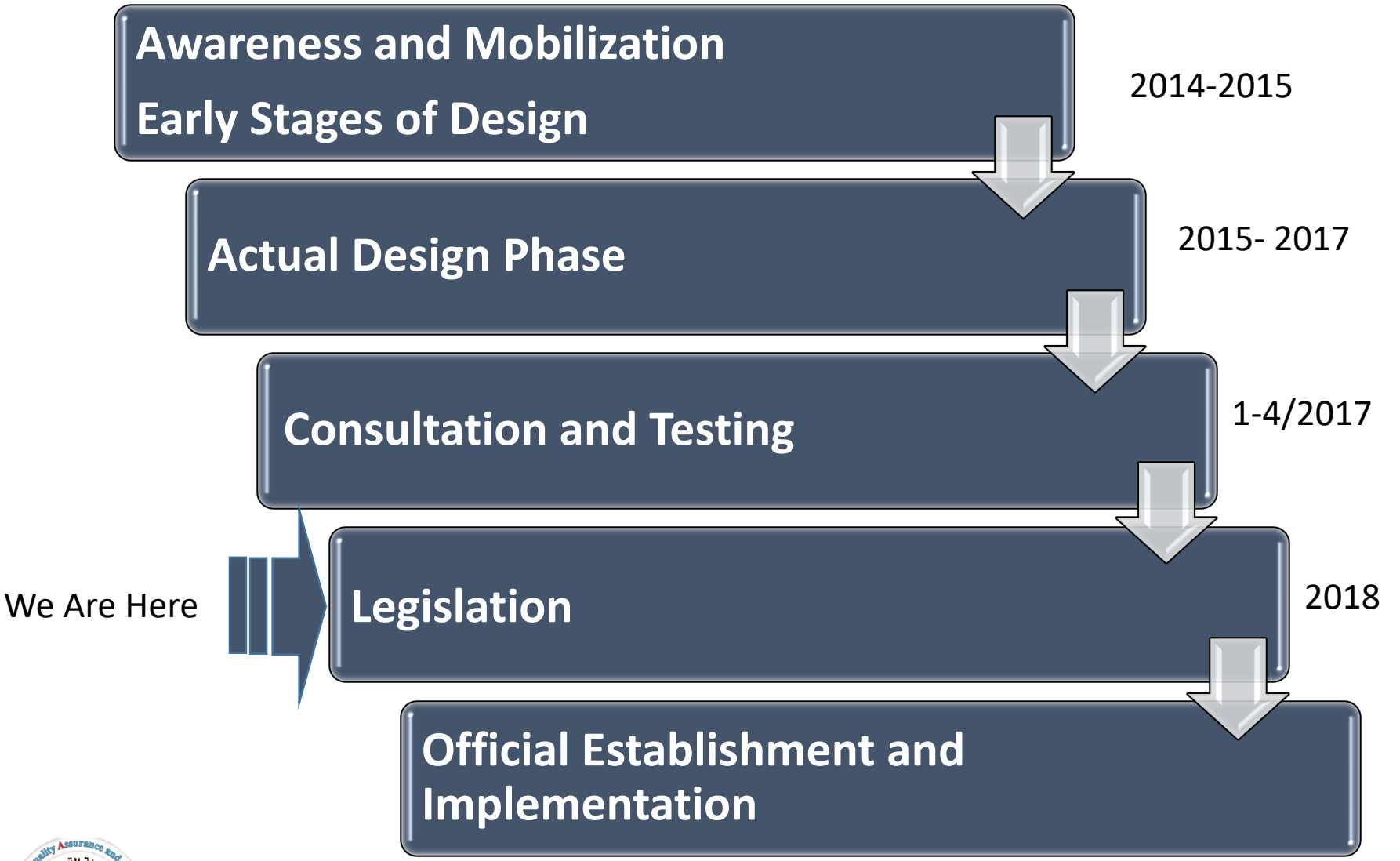
What are the Stages of Development: The Story

○ 2011	The Egyptian Revolution, political instability, social transformation, thus the project was halted
○ 2014	A new NAQAAE administration was appointed Two workshops (October – December) with stakeholders to revisit the old NQF
○ 2/2015	An International NQF Conference held 7-8 February to unify efforts, and include all stakeholders to consult on the structure and design of the proposed Framework
○ 2015-2016	An advisory committee (task force) formed to implement the recommendations of the conference Draft
○ 2016	Dissemination of the NQF concepts purposes and implementation through presentations in National and International Conferences (Locally and Abroad)
○ 5/ 2016	Presented to Prime Minister Proceed with the legislation

What are the Stages of Development: The Story

o 6/ 2016	TAIEX workshop held to exchange experience
o 11/2016	Final draft of the NQF proposed and translated into Arabic
o 1/ 2017	Workshop on engaging Stakeholders in qualifications (ETF – TVET)
o 2/ 2017	On-line consultation for NQF
o 3/ 2017	Amendments on Legislation and coordination
o 4/2017	Workshop on NARIC and capacity building for employees of NAQAAE
o 4/ 2017	Workshop “Qualifications Frameworks from Regional to Sectoral” (ANQAHE – TVET II)
o 1/2018	Final Draft of Amendments of legislation submitted to Parliament

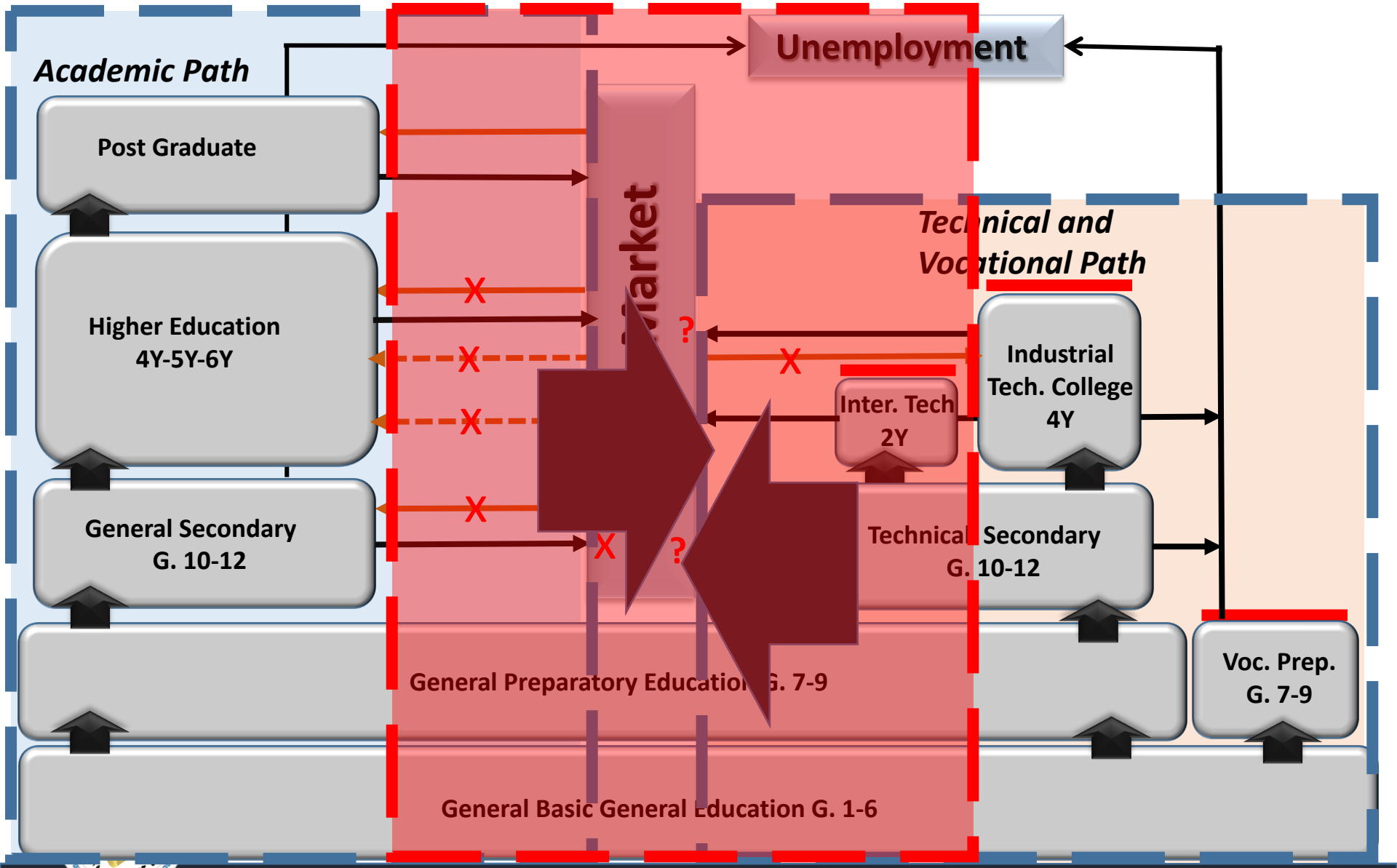
What are the Stages of Development: The Current Status



The Design of the NQF

https://www.google.com.eg/search?q=qualifications&safe=strict&source=lnms&tbm=isch&sa=X&ved=0ahUKEwi1uLfmqvXTAhXIuBQKHU_QB50Q_AUICigB&biw=1163&bih=514#imgrc=PzuPtrZFJIMjSM:

The NQF Design Strategy



NQF Design Strategy

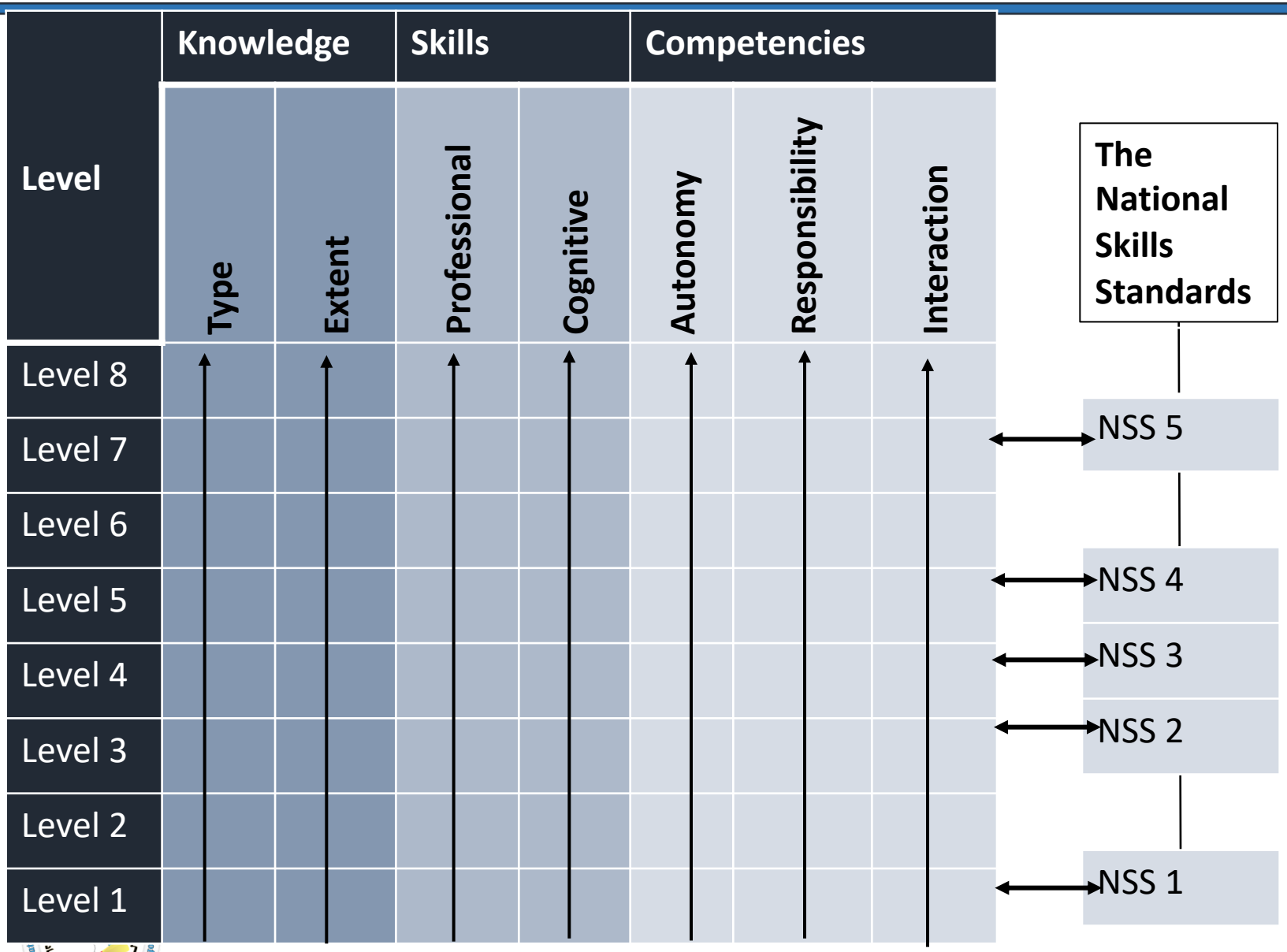
We chose to have a one tracked NQF with both academic and technical educational paths.

We formulated the targeted qualifications in a general outlined form, leaving more flexibility to the different sectors to develop their academic/learning plan

The design strategy was based on defining a set of "**evolving**" skills and competencies that start with early Qualifications Level and progress throughout the different levels, until it reaches an **ultimate value**, after which it remains constant.

Each of these evolving qualifications start at an appropriate level and not necessary from Level-1

NQF Design Strategy



NQF Design Strategy: Level Themes

Level	Theme
Level 8	Knowledge/Skill building (Systematic) Knowledge/Skill application (Innovative) Knowledge/Skill generation (Creative / Knowledge Generation)
Level 7	Knowledge/Skill building (contemporary, specialized) Knowledge/Skill application (Mastery level)
Level 6	Knowledge/Skill building (Advanced, integrated academic/professional) Knowledge/Skill application (Advanced Specialized Professional)
Level 5	Knowledge/Skill building (Integrated Academic/Professional) Knowledge/Skill application (specialized professional)
Level 4	Knowledge/Skill building (Subject Specific/ Professional) Knowledge/Skill application (Specialized Occupational)
Level 3	Knowledge/skill building (Extended General) Knowledge/Skill application (Intermediate)
Level 2	Knowledge / skill building (Fundamental)
Level 1	Knowledge / skill building (Elementary)

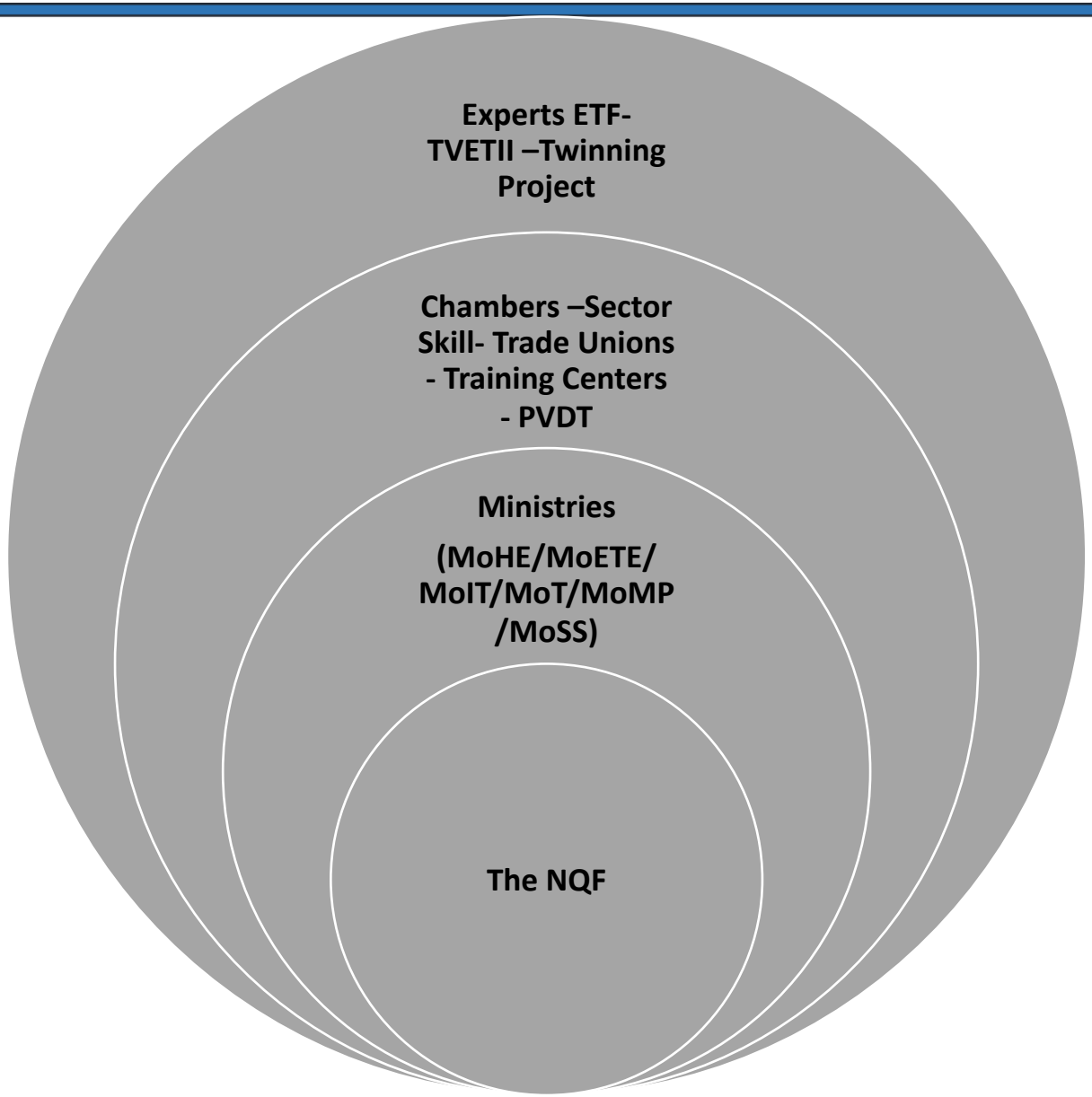
NQF Design Strategy: Level Themes

Level	THEME		
	Knowledge/Skills building	Knowledge application	Knowledge acquisition/generation
Level 8	Systematic	Innovative	Knowledge generation
Level 7	State of the Art – specialized	State of the art	High –end Knowledge acquisition Competency
Level 6	Advanced Integrated	Advanced Integrated	
Level 5	Integrated(theoretical/ Occupational)	Integrated	
Level 4	In depth (occupational)	Specialized (occupational)	
Level 3	Extended General	Limited	
Level 2	Fundamental		
Level 1	Elementary Knowledge		

NQF Design Strategy: Level Themes

Level	Knowledge and Understanding		Competencies
	Type	**Extent**	**Interaction**
Level 8	Comprehensive, specialized, state-of-the-art, systematic	In-depth analytical knowledge at the interfaces of adjoining areas	
Level 7	Comprehensive, specialized, state-of-the-art knowledge	Extended knowledge in adjoining area	
Level 6	Integrated broad general/occupational	Broad knowledge in adjoining area	Work in and lead a heterogeneous team of higher level of expertise
Level 5	Integrated general/occupational	Average knowledge in adjoining area	Work in and lead a heterogeneous team
Level 4	In-depth general/occupational		Work in a heterogeneous team
Level 3	Extended general/occupational		Work in a team
Level 2	General fundamental		Work within a group
Level 1	General basic knowledge		Learn or work with others

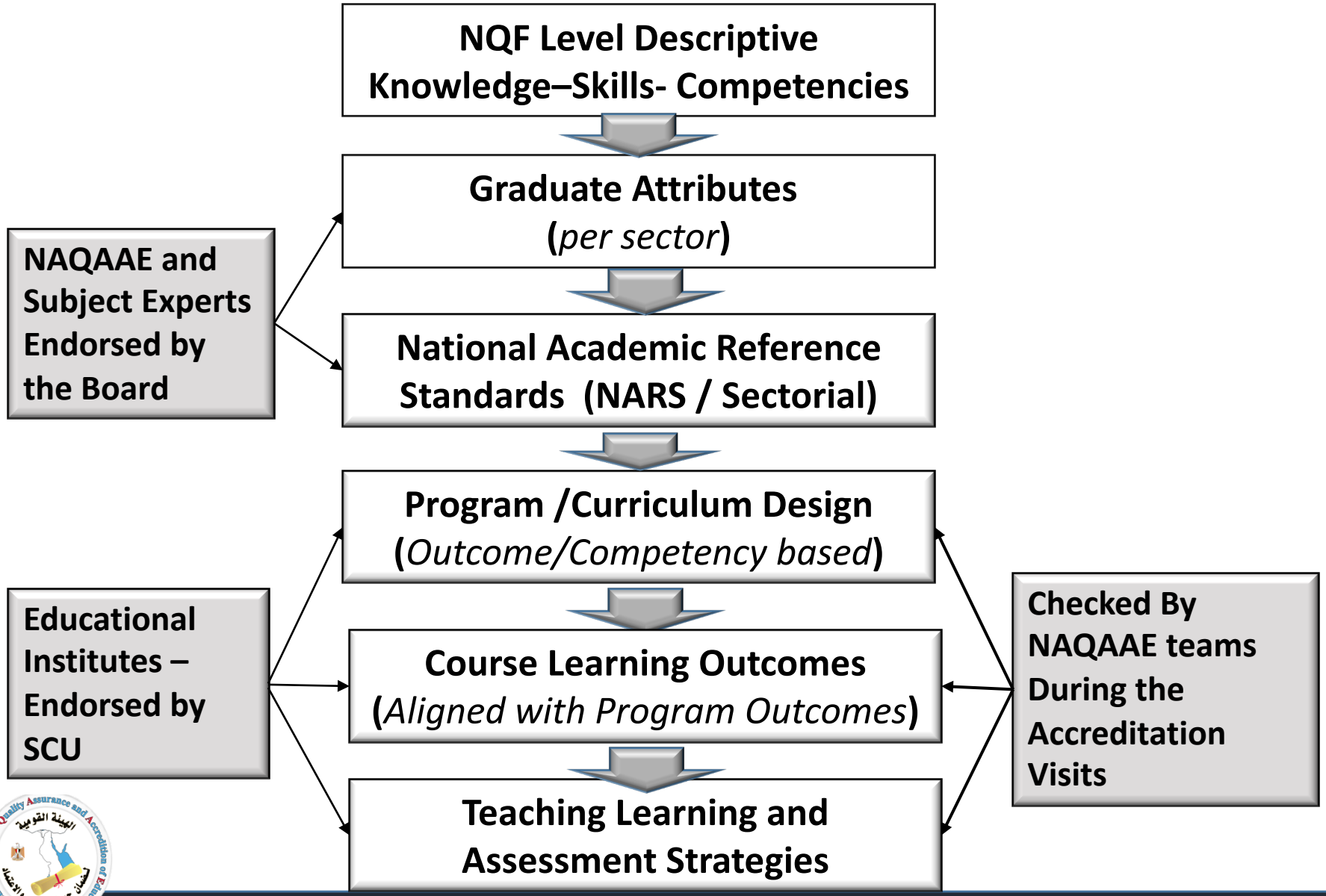
Who are the Stakeholders – Partnerships



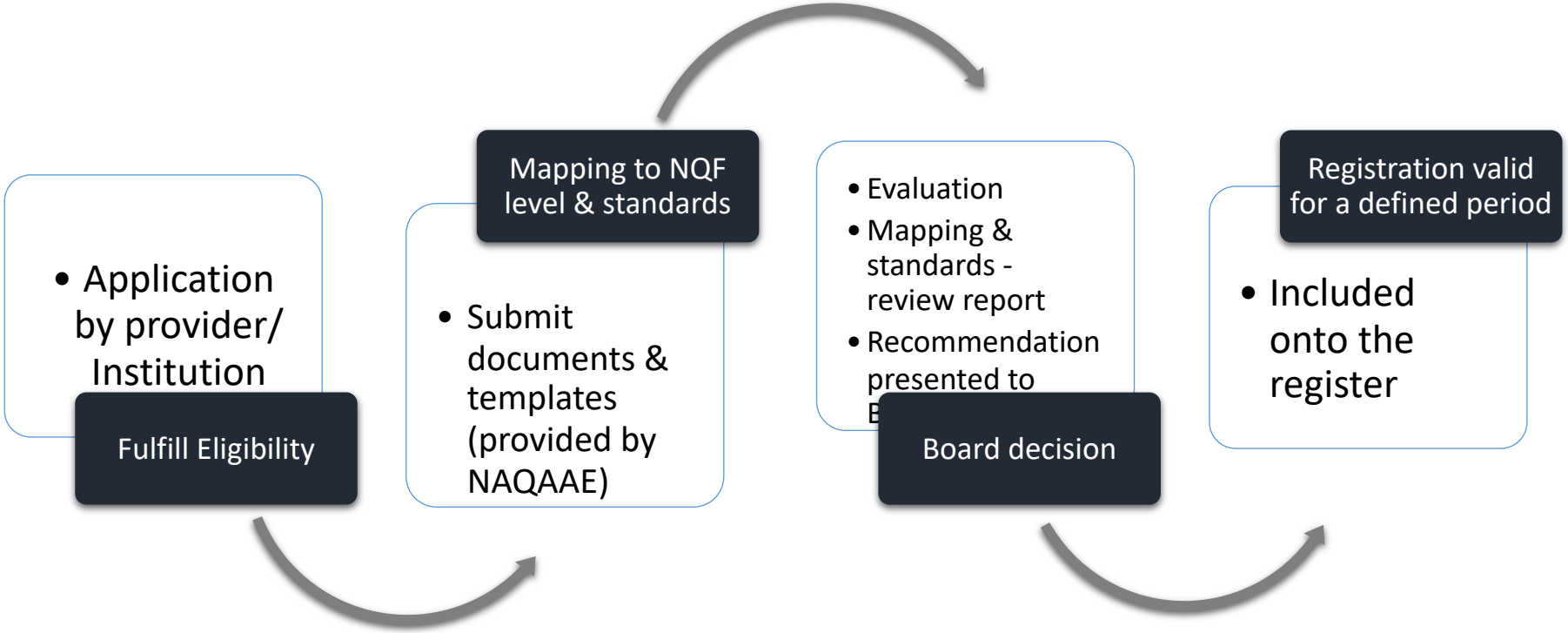
NQF and Quality Assurance

How the NQF enhances QA in Education

NQF and Quality Assurance

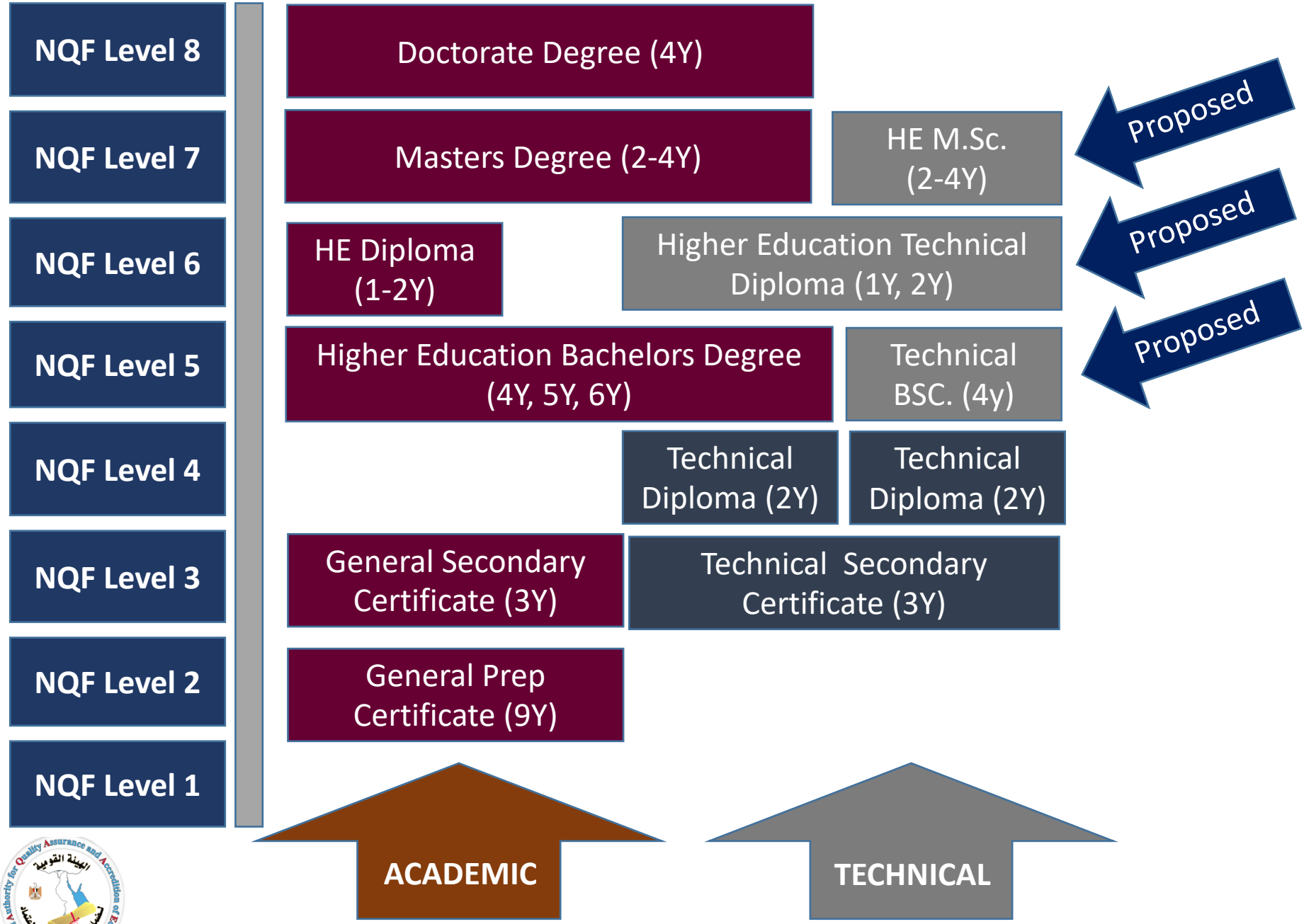


NQF and Quality Assurance

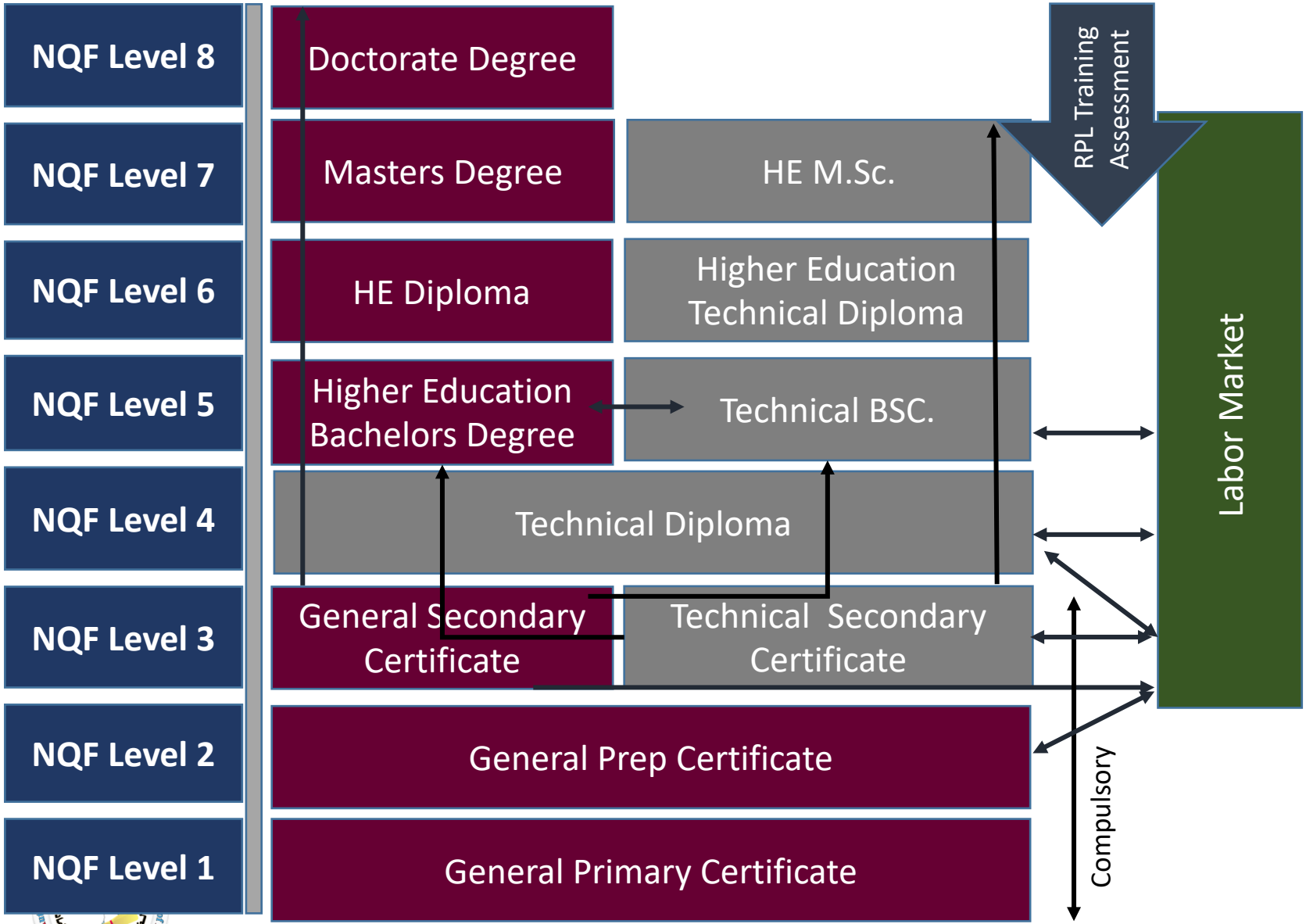


What Do We expect from the NQF?

Potential Role of Reform


NQF Level 8
NQF Level 7
NQF Level 6
NQF Level 5
NQF Level 4
NQF Level 3
NQF Level 2
NQF Level 1
Doctorate Degree (4Y)
Masters Degree (2-4Y)
HE M.Sc. (2-4Y)
HE Diploma (1-2Y)
Higher Education Technical Diploma (1Y, 2Y)
Higher Education Bachelors Degree (4Y, 5Y, 6Y)
Technical BSC. (4y)
Technical Diploma (2Y)
Technical Diploma (2Y)
General Secondary Certificate (3Y)
Technical Secondary Certificate (3Y)
General Prep Certificate (9Y)
Proposed
Proposed
Proposed
ACADEMIC
TECHNICAL

Expectations and Potential Role of Reform



Expectations and Potential Role of Reform

NQF

- Permeability, portability of qualifications
- Fostering LLL and increase scope of RPL
- Increase competitiveness of graduates locally /regionally/ internationally.
- Develop TVET, improve competitive edge
- Diversity of qualifications & career options (for Learners)
- Opportunity for progression (equity, inclusion)
- Improving access to/mobility within labor market
- Overcoming social, cultural, economic inequity

- Quality Assurance
- Bridging the Gap
- Building Trust
- Recognition of Qualifications
- Mobility

Challenges Facing Implementation

- Many ministries involved with overlapping duties
- The Legislation (laws and by-laws)
- Design of Strategies and Tools (RPL- units/credit system)
- Engaging the Stakeholders – Buy Ins
- National Dissemination
- Comparability with regional and International QFs
- Implementation Funding
- Designing a flexible education system
- Coordination and Management of the framework

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Lessons Learnt

A Long process

It takes time you need to be patient and be ready and you need to make everyone around you understands and believes that.
Do not start unless you are ready

Stakeholder involvement and engagement

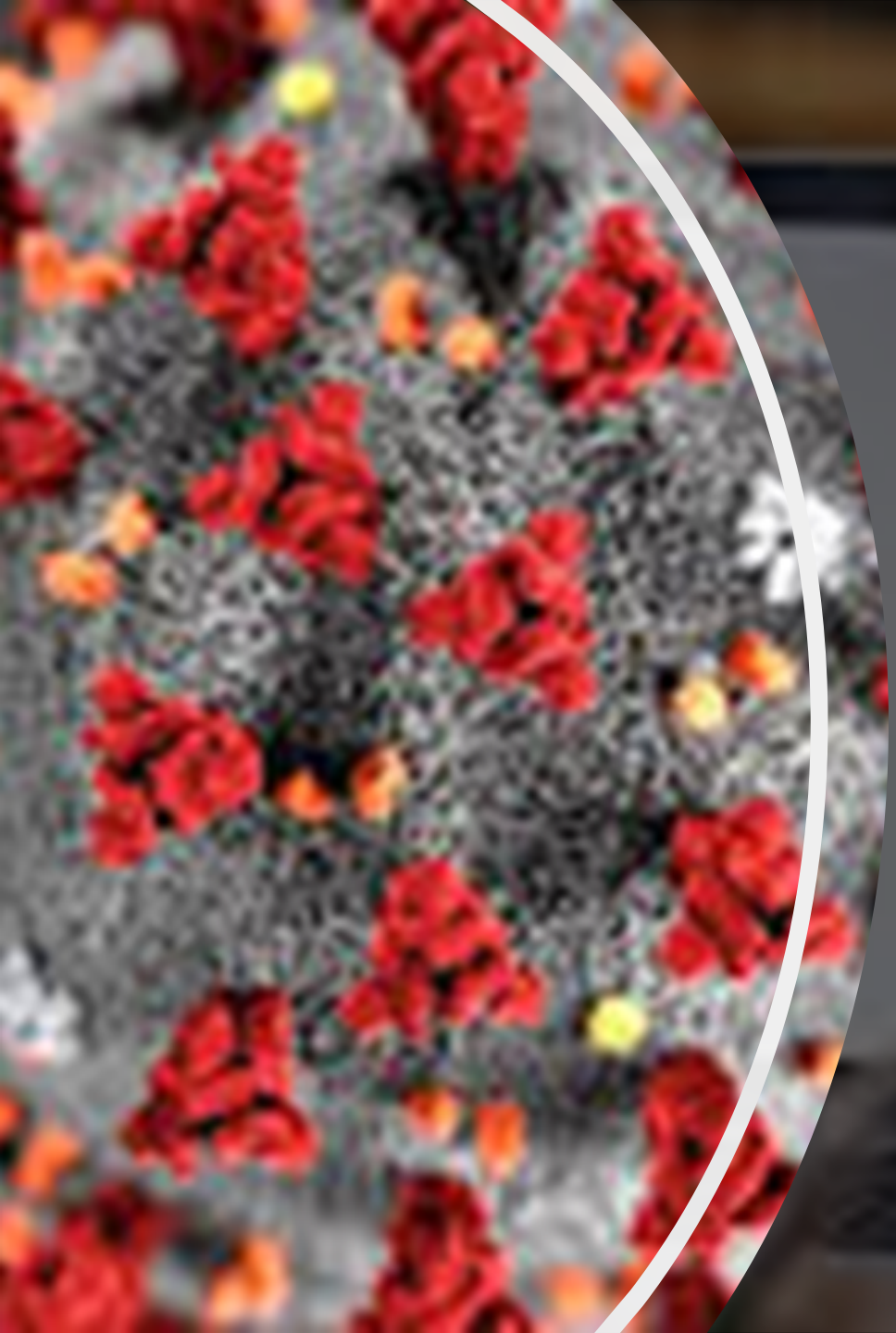
Identify and engage your stakeholders early on
Always coordinate with the stakeholders

Fit for Purpose

Design a framework that fits with and meets your needs

To Conclude

- Bridging gaps and building trust
- Enhancing individuals' employability by facilitating workers' participation in formal education and training
- Encouraging lifelong learning and opening tracks for horizontal and vertical mobility in the Vocational track
- Overcoming social, cultural, economic inequity



Highlights on Response of Educational Institutions and QA bodies to COVID-19

The Post-COVID Perspective

Before we respond to this, we must understand that QA and Accreditation cannot flourish except in a stable educational eco-system.

- Quality Assurance and Accreditation cannot flourish except in a stable educational eco-system.
- We also realized that QA might not have been at the forefront of everyone's mind nor a priority during the pandemic …

Yet this cannot go on indefinitely

Responsive Measures

Response to the Pandemic	HE Response	QAA Response
Shutdown of all education activity till further notice	Shutdown all educational premises No students on Campus	Postponing all site visits till further notice
	On-line teaching and Learning	Capacity building and training for faculty members to master efficient online teaching
Minister of Higher Education and Scientific Research Decree Supreme Council of Universities	Governmental HEIs to abide Private University to complete till end of semester	Support the implementation of the decree
	Online assessment	Guidelines for on-line assessment Nation-wide survey (with MoHESR)
	Apply Blended- Learning for all HEI institutions	Prepare for Virtual/Actual Accreditation Visits

Quality Assurance Measures

- Assumed a responsive role (Stepped back)
- Postponed (suspended) all scheduled accreditation visits
- Expanded our on-line accreditation procedure
- Extended the status of all HEIs *(no HEI will be affected negatively by what happened)*
- Preparing for Virtual/Actual accreditation visits
- Offering on-line training for effective teaching and learning in the changing world
- Prepared the guidelines for quality regulations for on-line teaching, learning and assessment

Responding to CoVid-19 Challenges

Pre-COVID 19 Strategy	Post COVID-19 Strategy
• NAQAAE assumed the role of a proactive flexible agent of change	• NAQAAE became more flexible. Extended all the status of the HEIs
• NAQAAE situated itself as a partner of real educational reform in Egypt	• Partnership and support to all Educational Institutions.
• Conducting more site visits	• Conducting virtual and actual visits
• Digitalization of the process of Accreditation	• Expand and further develop the digitized process of Accreditation
• Started focusing on accreditation specialized programs	• Revising all our standards and guidelines and focusing on online and blended teaching learning and assessment
• Reconsidering at Re-accreditation and Risk-based approach to accreditation	• Reconsidering re-assessment and re-accreditation

Responding to CoVid-19 Challenges

Pre-COVID 19 Visits

1-2 weeks
Not all documents uploaded

On-line Review

All team members
All Documents
All Observations
All Meetings

Actual Site Visit (3-4 days)

Post COVID-19 Visits

4-6 weeks
All uploaded documents
Pre-Visit report

On-line Review

The Virtual Visit

Conducted on the week prior to the Actual Visit:
Virtual Campus tour- Meetings- Online teaching observation

Two team members at least
Verification
Review of classified documents
Actual Learning activities
Student meetings

Actual Site Visit (1-2 days)

NAQAAE Online Accreditation (Vir/Actual Visit)

Role of HEIs

HEI submits an online application.

HEI upload and submit all documents.
HEI to prepare and upload a documentary

HEI to provide and allow for all the virtual activities

- Facilities (Library – classes- labs – both real-time and virtual)
- Students and stakeholders' meetings

Actual Visit:

Verification of facts
Review of Classified Material
Actual Classes

HEI reviews report and responds to factual data error (only) online

Decision received online

Role of NAQAAE

Reviewed and Accepted online

Portal opened for online submission

Composition of the team reviews the documents

Pre-visit report uploaded and reviewed by Accreditation Department.

Virtual Visit Activities:

- Campus and Facilities
- On-line class observation
- On-line student/ faculty/ stakeholder/ graduate meetings

Actual Visit

2 members for 1 day

Report is finalized reviewed by Board

Decision posted online

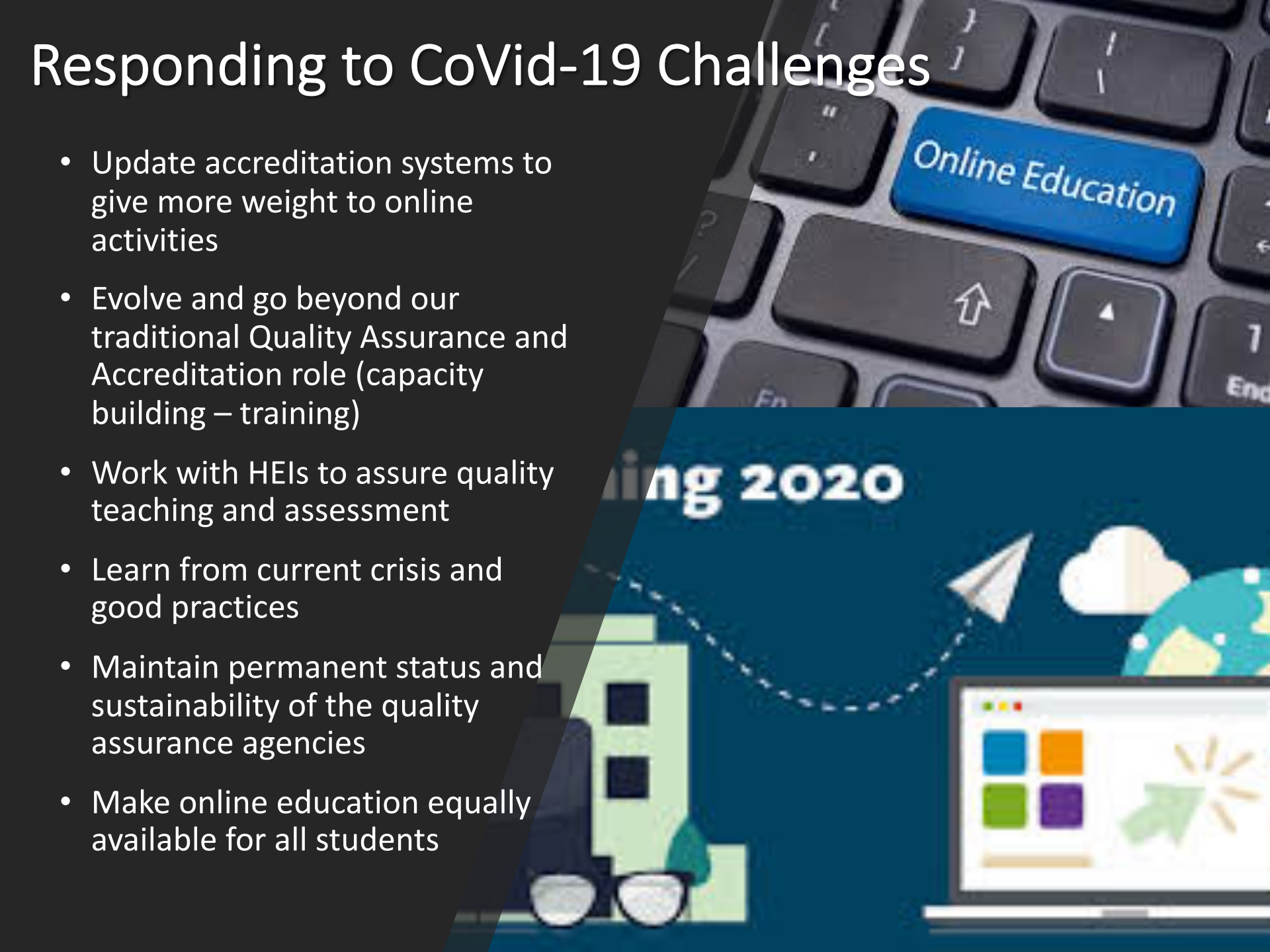
To Conclude

- Quality assurance needs a more stable environment to flourish
- Hence, we must work on stabilizing the education eco-system.

- We need to learn from the crisis and there is no going back.
- This is the NEW NORMAL.
- Yet we all must acknowledge that online teaching and learning cannot substitute the campus experience, nor can it substitute the face to face student teacher interaction and student to student interaction.
- Thus we need to balance between Actual and Virtual Education – Online – Blended – Synchronous and Asynchronous modes of delivery

Responding to CoVid-19 Challenges

- Update accreditation systems to give more weight to online activities
- Evolve and go beyond our traditional Quality Assurance and Accreditation role (capacity building – training)
- Work with HEIs to assure quality teaching and assessment
- Learn from current crisis and good practices
- Maintain permanent status and sustainability of the quality assurance agencies
- Make online education equally available for all students



Stay Safe and Healthy