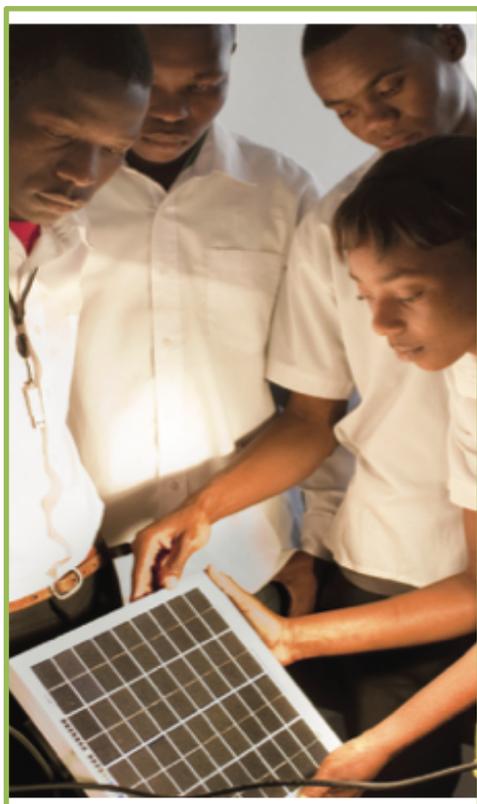




THE AFRICA-EU PARTNERSHIP
LE PARTENARIAT AFRIQUE-UE



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:

African Continental Qualifications Framework project 2019-2022

6th Peer Learning Webinar, 22/10/2020

Recording

Participants (45)

Search

- Eduardacastel-bran... (me)
- ETF Zoom5 (Host)
- Erika ETF (Co-host)
- Silvia Ornano (Co-host)
- bbouquet
- bmosimakoko
- ing. M.A JALLOH (DIREC...)

Invite Mute Me

Chat

From Ana Pinto de Andrade to Me: (Privately)
Eduarda obrigada por tudo. Tenho que me ausentar.

From Dr Deodonne Kunwufine to Everyone:
interesting session. thank you to all

From Ana Pinto de Andrade to Me: (Privately)
Forte abraço. Obrigada

From Youhansen Eid to Everyone:
Stay safe and healthy

From Maria Gil to Everyone:
Thank you all

To: NCTVA.SL (Privately)
Type message here...

Transitions Animat

Calibri (Body)

B I U ↵ x

Assurance HE"

key lessons

Establish 2007
Integrate all education, vocational training and Primary and Secondary Education opportunities
National Curriculum Framework (NCF) brings together all stakeholders
Minimum Standard of Assessment (MSA) in all primary quality
Government)

ACQF mapping

Welcome
اهلا بكم جميعا
Benvindos, benvindas
Bienvenus, bienvenues

Participants

Countries

- Angola, Austria, Cameroon, Cape Verde, Côte d'Ivoire, DR Congo, Egypt, France, Germany, Guiné-Bissau, Kenya, Madagascar, Malawi, Mauritius, Morocco, Mozambique, Namibia, Nigeria, São Tomé e Príncipe, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, Tunisia, Zambia, Zimbabwe

Organisations and projects

- AASU, ACA, AFPA, AUDA-NEPAD, CAMES, EAC, EduFormAfrique, ECOWAS, EQF, ETF, European Commission, GIZ, JET Educ Services, RETFOP EU, UNESCO
- Experts

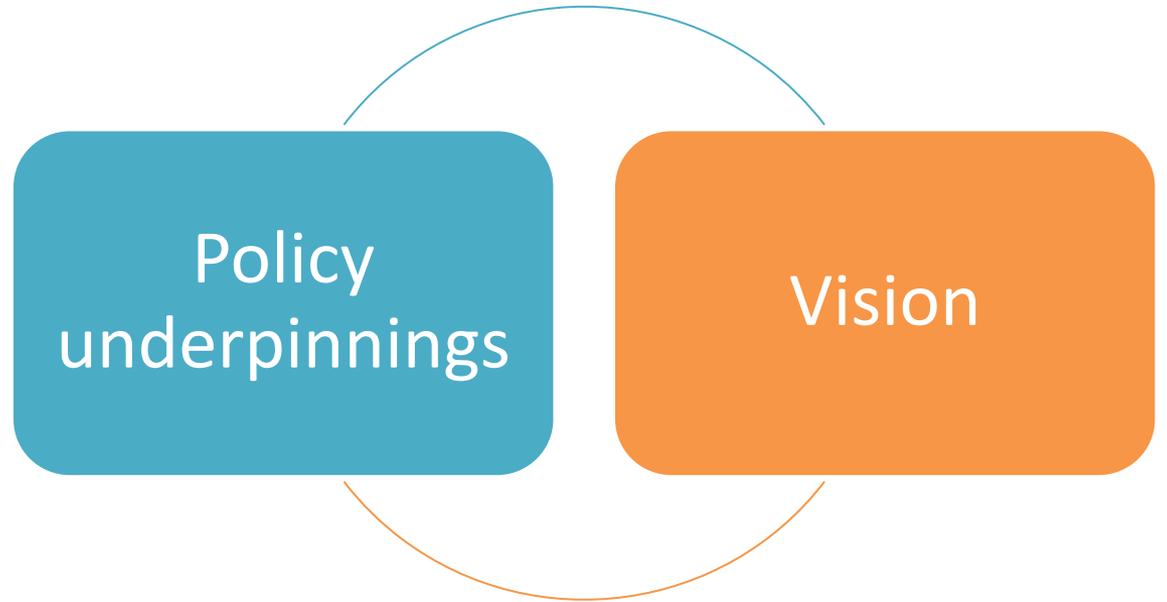
Session 1: topics

1. Agenda
2. Context of this webinar: Developing the African Continental Qualifications Framework (ACQF)
3. Recapitulation of main learnings from 5th PL Webinar
4. Four case studies at the 6th PL webinar

AGENDA 6th PLW - 22 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 Webinar	AUC, Mr Chigozie Emmanuel Okonkwo ACQF project team (Eduarda Castel-Branco, ETF)
14.20-14.50 Session 2	Zambia: an operational NQF making the difference. Main objectives, principles, levels, register of qualifications. Review and further consolidation of the NQF. Covid-19 response.	Ms Mirriam Chiyaba Zambia Qualifications Authority Director and Chief Executive Officer
14.50-15.20 Session 3	Cabo Verde: a decade of experience with the NQF. Features and principles of the NQF, governance set-up, national catalogue of qualifications, RPL. New developments in 2020. Covid-19 response.	Mr Amilcar Mendes Head of Technical Team of UC-SNQ (Coordination Unit National Qualifications System)
15.20-15.30	Questions and answers	
15.30-16.00 Session 4	Southern African Development Community Qualifications Framework (SADCQF): growing experience for better qualifications, mutual trust, integration and mobility in SADC. Alignment with SADCQF. Complementarity with national level. New demands and solutions in the context of Covid-19.	Dr. Sannassee Raja Vinesh SADC, SPO Education, Skills & Development, Social & Human Development Directorate Ms Coleen Jaftha, SAQA
16.00-16.30 Session 5	East Africa Community: experience and new developments for a regional qualifications framework. New demands in relation with Covid-19	Dr James Jowi Principal Education Officer / East African Community
16.30-16.45 Session 6	Interactive joint assessment using Mentimeter Final conclusions and next steps	AUC, Mr Chigozie Emmanuel Okonkwo ACQF project team, Eduarda Castel-Branco, ETF

Theme 1: ACQF



ACQF in the African Union policy context

The ACQF will be:



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

- Skills and qualifications: at heart of African renaissance.
- ACQF: vital policy of the AU and its development is underway (2019-2022) – supported by project under Africa-EU Partnership
- Agenda 2063: integrated Africa
- Ten-Year Implementation Plan 2023
- AU Free movement Protocol (Art 18)
- Free Trade: AfCFTA
- Education: CESA 16-25, Strategic Objective 4 c) and d) - *“Continental qualifications framework linked with regional and national frameworks to facilitate regional integration and mobility.”*
- Pan-African Quality Assurance Framework and Accreditation (PAQAF) and Addis Convention Recognition of Qualifications

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:

- Overarching framework against which national and regional frameworks and level descriptors - can be calibrated.
- Hub, catalyst for development of national qualifications frameworks and their instruments
- Referencing (alignment) qualifications framework – NQF-RQF
- Reference for comparison with other international frameworks

Theme 2:
ACQF
project

ACQF in the making

Capacity
development brief

Peer Learning
overview

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-Mar 2021)

ACQF policy and technical document: for approval by AU organs

3. ACQF policy and technical document, technical guidelines, website, database qualifications, tools

Testing alignment ACQF

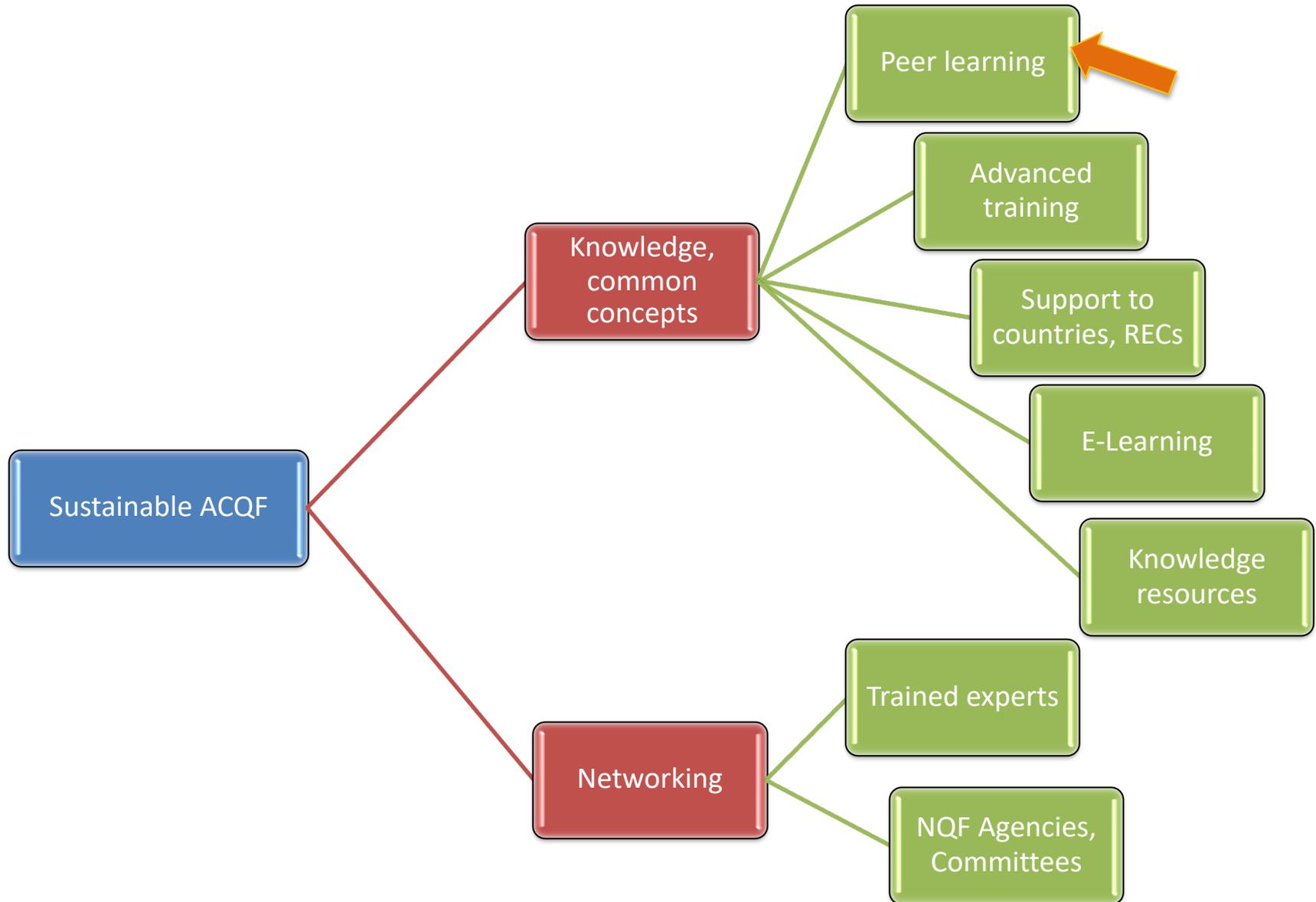
(Mar 2021-Jun 2022)

4. **Capacity development:**

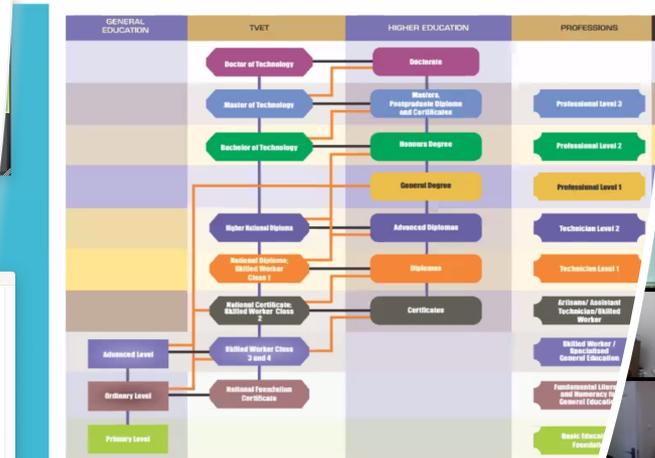
a) What for: shape common concepts, language; mutual trust;

b) Via: peer learning from real experiences, advanced training + application - support to countries (2019-2022); network trained experts; network NQF Agencies Africa

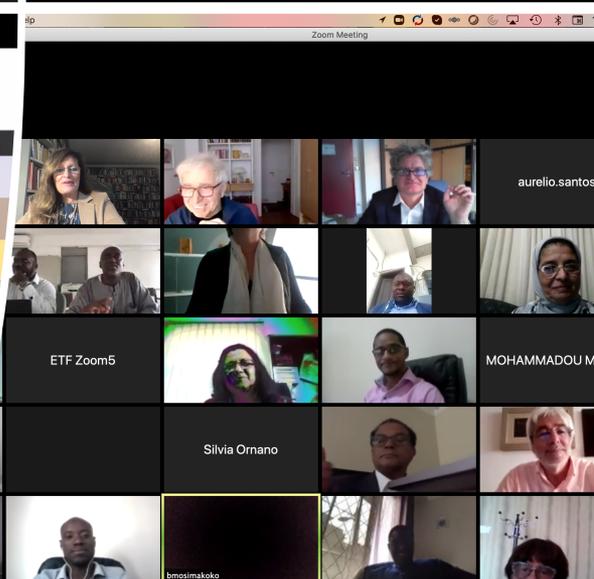
Capacity development for sustainable ACQF



7 ACQF Peer learning webinars: July-October 2020



Source: Zimbabwe National Qualification Framework (ZNQF) (2018, p.iv)



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

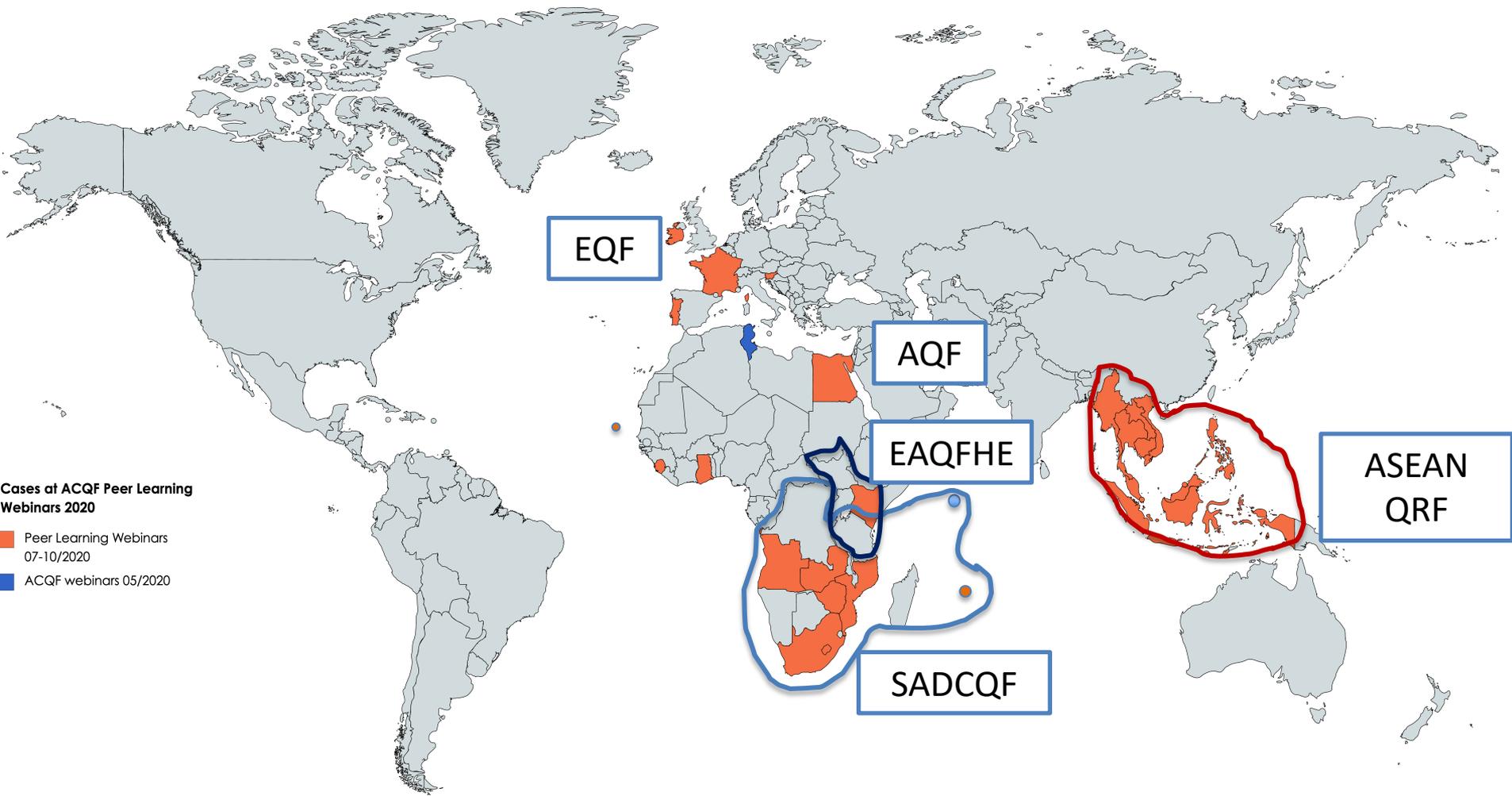
Lesotho, Bahrain &
Arab Qualifications
Framework
24/Sept

October 2020

Angola, Ghana, Egypt,
Zimbabwe
(8/Oct)

Zambia, Cabo Verde,
SADCQF
EAQFHE
(22/Oct)

South Africa, Sierra
Leone
EU: Digital Credentials
Final debate
(29/Oct)



Created with mapchart.net

22 Cases of qualifications frameworks presented at 7 ACQF Peer Learning Webinars 2020 (17 NQFs + 5 RQFs)
 May webinars: 4 NQFs (Cape Verde, Rwanda, Seychelles, Tunisia)

Some messages from Peer Learning Activities

The ACQF will be:

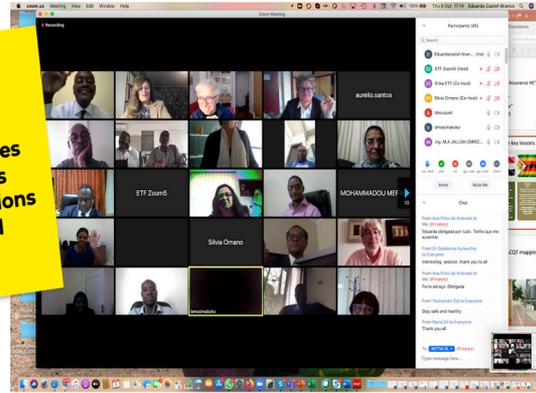
- INCLUSIVE**
qualifications of all levels and sub-systems of education and training
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to stakeholders' contribution; good practice from Africa and the world

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



1. Learn, share, dialogue, create trust...between AFRICAN countries and stakeholders about qualifications frameworks and systems



2. From 2/Jul: 7 peer learning webinars...22 cases of qualifications frameworks, from Africa (14), Europe (5), Asia (1) and Middle East (2). 3 working languages spoken: EN, FR, PT. Average: 65 participants per Webinar

We started with Kenya! Then we continued with EQF, Slovenia, Mozambique, Ireland, ASEAN Qualif Ref Framework, Mauritius, France, Portugal, Lesotho, Bahrain, Arab Qualifications Framework

Angola, Ghana, Zimbabwe, Zambia, Cape Verde, SADC and EQC QF, South Africa and Sierra Leone!

Definitions

NQF: 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 sub-systems and improve transparency, access, progression and quality of qualifications in relation to the labour market and civil

Qualification: formal results of assessment and validation process; competent body determines that learning outcomes are achieved according to given standards / requirements.

RQF: broad structure of levels of learning outcomes agreed by countries in a geographic region.

A means of enabling 1 NQF to be related to another and one qualification in one country to be compared with a qualification from another country.



Issues, objectives, scope

Levels and descriptors

Governance

Qualifications Registers and Catalogues

RPL, VAE, RVCC

"Jungle of qualifications"; disjointed qualif; no progression pathways btw TVET - academic; low qualif level population; no recognition non-formal learning;

Transparency, articulation whole Educ Training; Learning outcomes Quals; Parity esteem all learning; Compare, understand Quals; LM relevance; mobility; inclusion; trust

Most NQFs: comprehensive all levels, sectors. A few are sector-specific (HE, TVET), and some span all levels (basic to doctor in technology). Moving to integrated NQF

7 levels: Tunisia; 8 levels: Cape Verde, Morocco, France, Portugal, EQF, ASEAN QRF, EAC; 10 levels: Kenya, Slovenia, Ireland, Bahrein, SADC countries...

Level descriptors: Knowledge, Skills, Autonomy-Responsibility; Competences; Attitudes

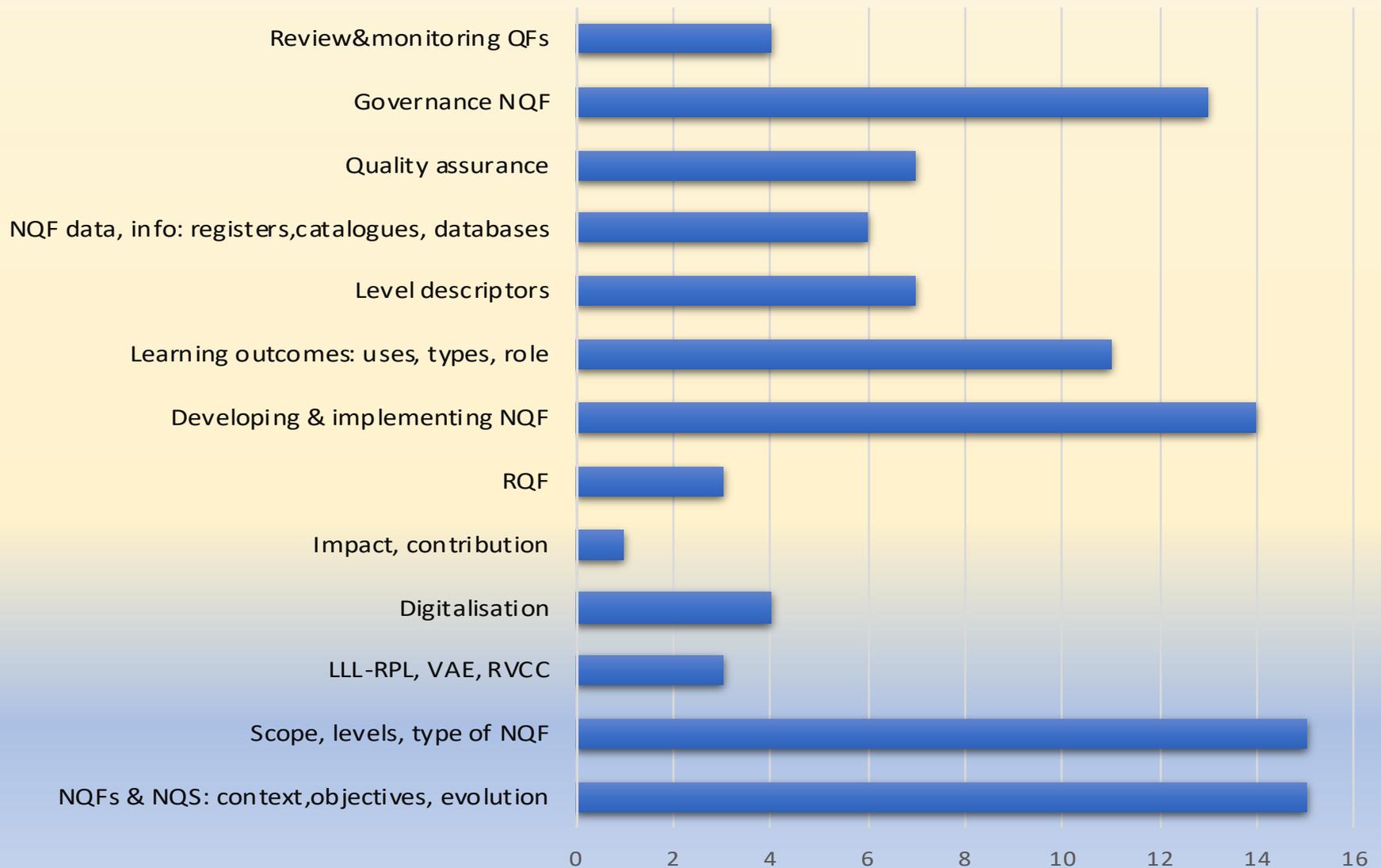
National Qualif Authority (Kenya, Mauritius, Zambia, South Africa); Coordination Unit NQF-NQS; CHE; QA Agency; TVET Authority; Nat Alignment Committee

Social partners, employers, sector / professional bodies, chambers; Sector Qualif Councils. Not always clear roles.

Diff types, stages: comprehensive all levels; sub-system; sector (IT, Tourism); centralised online searchable; operational, in development; user-oriented, administr

Learning outcomes based; parity of qualif documents; phases process: info & guidance users, identifi, documentation, assessm, certifi; quality assurance; links to NQF

Themes ACQF peer learning: coverage in 5 webinars



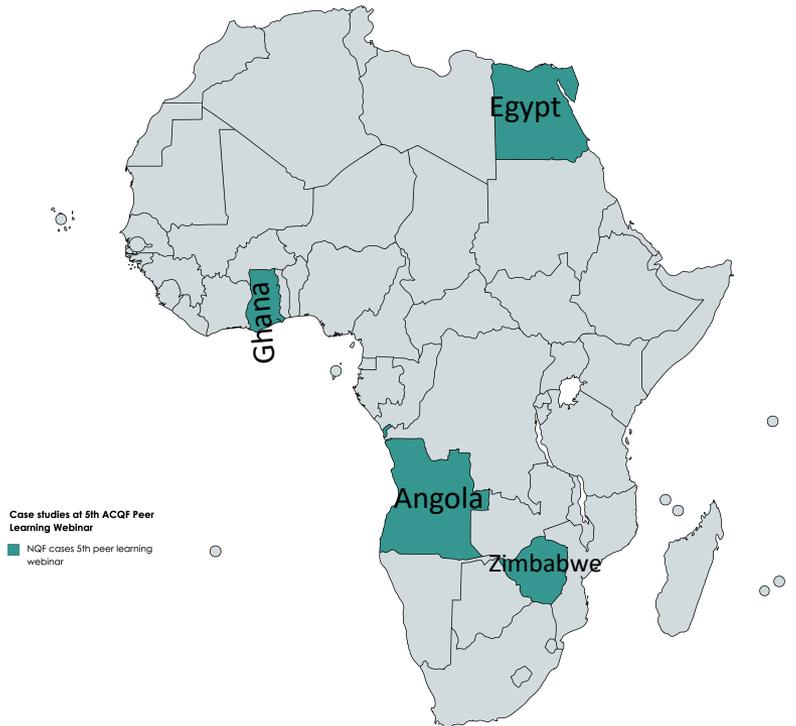
Session 1

**Recapitulation main learnings from
5th Peer Learning Webinar
(22/10/2020)**



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

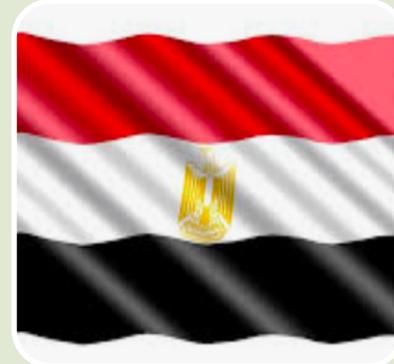
Some common threads

- ✓ “**Establishing** the NQS (Angola)”
- ✓ “NQF **In the making** (Ghana)”
- ✓ “NQF has a **Story** (Egypt)”
- ✓ “Zimbabwean **Story** of Quality Assurance HE”



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

4 case studies – some key lessons



Angola

NQF as a pillar of a new NQS

Political 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' involve.

Fit for Purpose

Potential role of reform:

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

Zimbabwe

ZNQF: 2018

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 (MBK) – make qualifications comparable)

Angola NQS

5. OBJECTIVES OF THE SNQ PROGRAMME

CADRE NACIONAL



Ghana NQF

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	Higher National Diploma	5	PRE-TERTIARY		
5	Ordinary National Diploma					
4	Senior High School Certificate	GCE A/Level	ABCE		National Certificate II	4
3		GCE O/Level	GBCE		National Certificate I	3
2	Junior High School Certificate			National Proficiency II	2	BASIC
1				National Proficiency I	1	

CHALLENGES

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

Egypt NQF

What are the Stages of Development: The Story

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



Youhansen Y. Eid
NAQAAE - 2020

NQF Design Strategy

Level	Knowledge		Skills		Competencies			The National Skills Standards
	Type	Extent	Professional	Cognitive	Autonomy	Responsibility	Interaction	
Level 8	↑	↑	↑	↑	↑	↑	↑	
Level 7								← NSS 5
Level 6								
Level 5								← NSS 4
Level 4								← NSS 3
Level 3								← NSS 2
Level 2								
Level 1								← NSS 1

Youhansen Y. Eid
NAQAAE - 2020

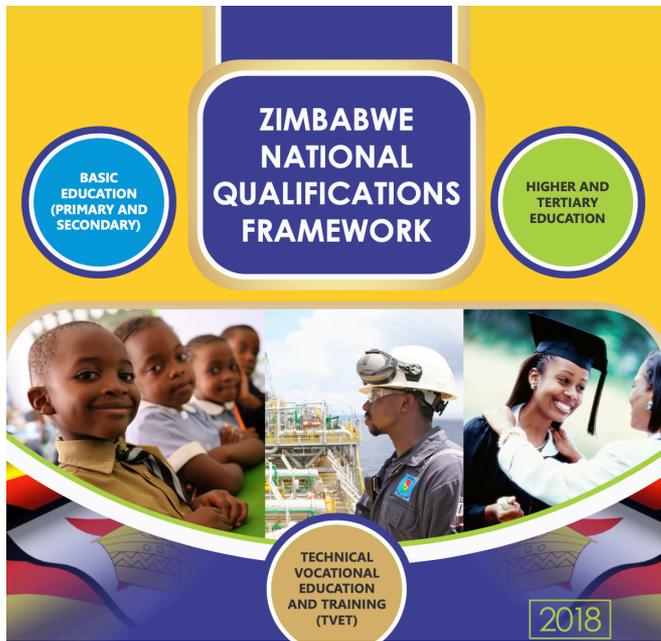
Challenges Facing Implementation

- 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



Clipart.com

Youhansen Y. Eid
NAQAAE - 2020



5. OBJECTIVES OF THE ZNQF

The objectives of the ZNQF include providing a contemporary framework that:

- situates the diversity of Zimbabwean education and training in the present and the future
- contributes to national economic performance
- supports the development and maintenance of pathways which provide access to qualification and assist people to move easily and readily between education and training sectors
- regulates and ensures quality in education and training
- enhances national and international mobility of graduates and workers through increased recognition of the value and comparability of Zimbabwean qualifications
- provides a model for transparency in comparison of qualifications
- increases coherence between education output and needs of the labour market.

http://www.mhtestd.gov.zw/?page_id=3550

- Minimum Bodies of Knowledge (MBK)
- Qualification Standards
- Skills Proficiency Schedules

CATS
1 credit = 10 notional hours learning (act, independent)

Activities:

1. Establish Subject Councils through ZIMCHE;
2. Registration of the Zimbabwe NQF on the SADC RQF
3. National Alignment Committee (NAC) commissioning.
4. Train NAC and Quality Assurance members;
5. Vocational Training Centres to fall under MHTESD;
6. Develop Qualification standards for Vocational Training Centres and Industrial Training Colleges.

PROGRESS TO DATE

- Nominations for National Alignment Committee done; Completed...
- NQF implementation log frame in place. In progress...

Figure 5: Integrated Learning System

COVID-19: effects and responses (QA, NQF)

Ghana

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.

Egypt

Responding to CoVid-19 Challenges

Pre-COVID 19 Strategy	Post COVID-19 Strategy
<ul style="list-style-type: none"> • NAQAAE assumed the role of a proactive flexible agent of change • NAQAAE situated itself as a partner of real educational reform in Egypt • Conducting more site visits • Digitalization of the process of Accreditation • Started focusing on accreditation specialized programs • Reconsidering at Re-accreditation and Risk-based approach to accreditation 	<ul style="list-style-type: none"> • <u>NAQAAE became more flexible. Extended all the status of the HEIs</u> • Partnership and support to all Educational Institutions. • <u>Conducting virtual and actual visits</u> • <u>Expand and further develop the digitized process of Accreditation</u> • <u>Revising all our standards and guidelines and focusing on online and blended teaching learning and assessment</u> • Reconsidering re-assessment and re-accreditation



Session 1

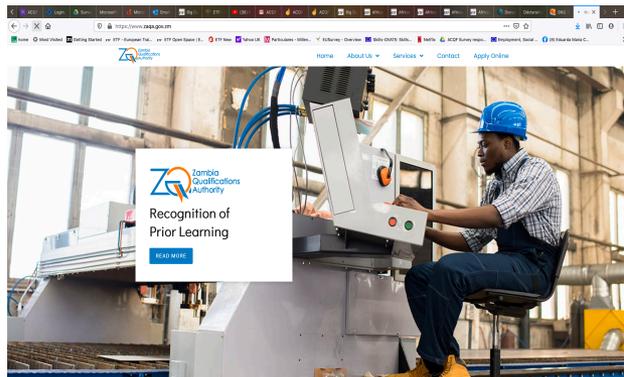
Four case studies 6th PLW





Population	Millions persons
Zambia	18,3
Cape Verde	0,56
SADC (REC)	346
EAC (REC)	196
Total	560,86

SADC Member States



Zambia Qualifications Authority

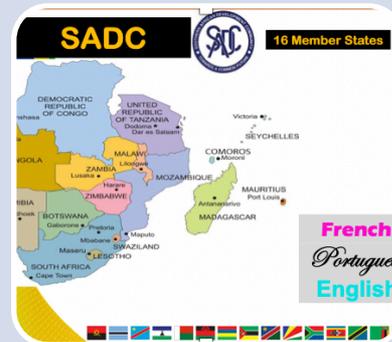
The Zambia Qualifications Authority (ZAQA) is a statutory body under the Ministry of Higher Education of the Republic of Zambia to develop and implement a national qualifications

4 case studies:
 Zambia, Cape Verde, SADCQF
 and EAQFHE

4 case studies of 6th PLW



Verification &
Evaluation of
Qualifications



Zambia
Mirriam Chiyaba

Director and CEO of
Zambia
Qualifications
Authority

Cap Verde
Amilcar Mendes

Head of Technical
Unit

Coordination Unit of
the National
Qualifications
System (UC-SNQ)

SADCQF
Coleen Jaftha

Director for
International Liaison
South African
Qualifications
Authority (SAQA)

EAQFHE
Dr James Jowi

Principal Education
Officer
East African
Community

Thank you

Obrigada

Merci

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THE AFRICA-EU PARTNERSHIP
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Ministry for Economic Cooperation and Development

