

## Developing the African Continental Qualifications Framework

2019-2022

7<sup>th</sup> Peer Learning Webinar, 29/10/2020

**The ACQF will be:**



**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:**

- ▶ 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



Welcome  
اهلا بكم جميعا  
Benvindos, benvindas  
Bienvenus, bienvenues

# Session 1: topics

1. Agenda
2. Recapitulation of main learnings from 6th PL Webinar
3. Overview PLW - animation



**INCLUSIVE**

qualifications of all levels  
and sub-systems of education  
and training

**RECEPTIVE TO  
INNOVATION**

from new trends  
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**OPEN**

to stakeholders' contribution;  
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**The ACQF is vital to the  
processes that contribute to  
create an African education  
space:**

# AGENDA 6th PLW

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12.00 – 14.50 Universal Time

- SESSION 1: Overview
- SESSION 2: South Africa: over two decades of SANQF
- SESSION 3: Sierra Leone: a new NQF in development
- SESSION 4: EUROPASS Digital Credentials
- SESSION 5: PANEL
- SESSION 6: Conclusions and closure

# 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

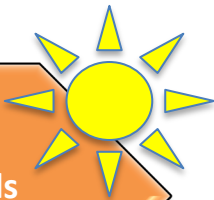
Lesotho, Bahrain &  
Arab Qualifications  
Framework  
24/Sept

October 2020

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

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

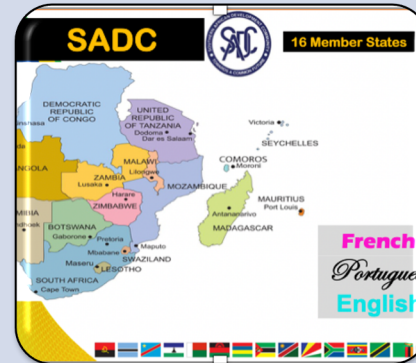
South Africa, Sierra  
Leone  
EU: Digital Credentials  
Final debate  
(29/Oct)



# Recap 4 case studies of 6<sup>th</sup> PLW



Verification & Evaluation of Qualifications



## Zambia

Ms Mirriam Chiyaba, Director and CEO ZAQA

Objectives  
Structure  
Reform ZQF  
Quality Assurance  
E-Certificates  
RPL  
Covid-19: effects & response

## Cap Verde

Mr Amilcar Mendes  
Head of Technical Unit of UC-SNQ

Objectives  
Legal framework  
Qualifications  
Qualifications Catalogue  
RPL (RVCC)  
Ambition to align / compare - EQF, ECOWAS QF  
Covid-19: effects & response

## SADCQF

Ms Coleen Jaftha  
Director for International Liaison SAQA

Region  
History SADCQF  
Implementation programmes  
Alignment  
Covid-19: effects and response

## EAQFHE

Dr James Jowi  
Principal Education Officer  
East African Community

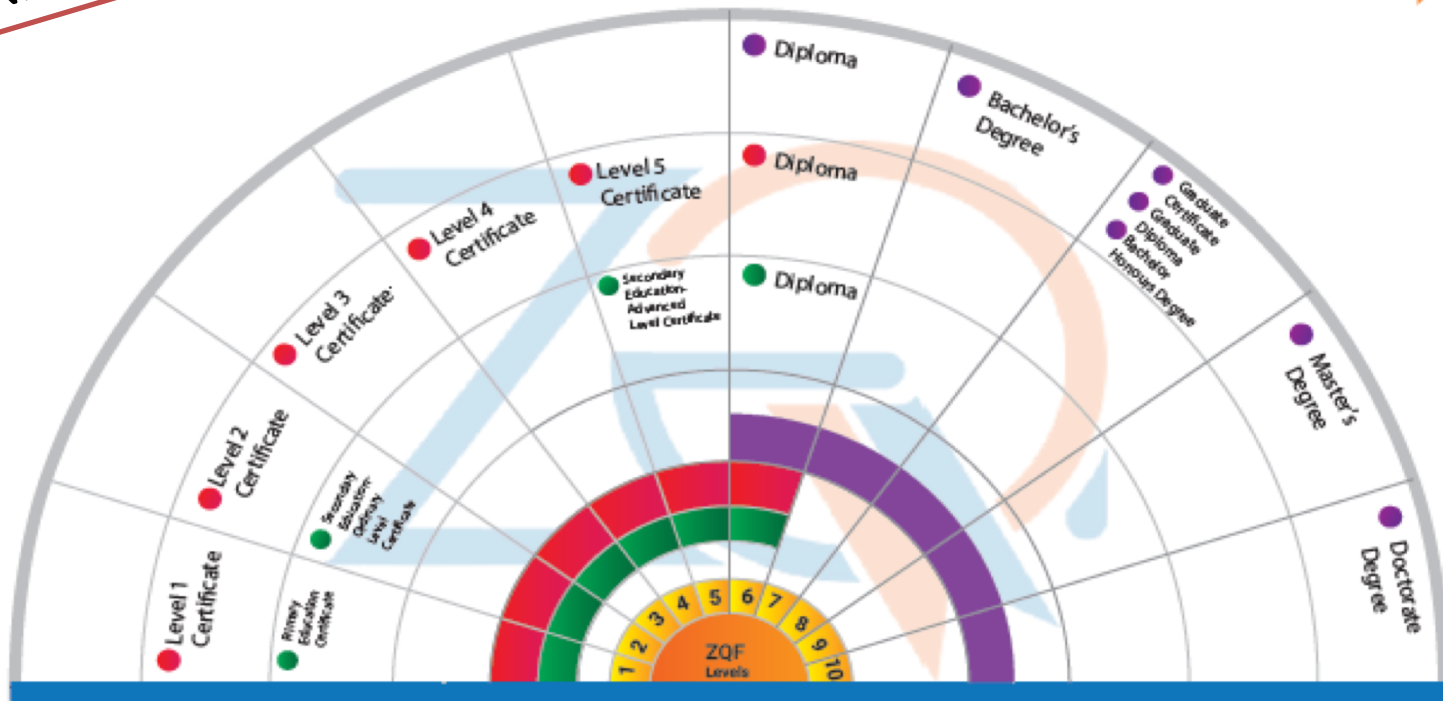
Region  
Integration agenda  
Education  
Common HE Area (2017, Summit Heads of State)  
EAQFHE  
Covid-19: effects & response

# Zambia NQF - ZAQA

- ✓ ZAQA: Act N<sup>o</sup>13 2011; but NQF: developed and implemented in 2016
- ✓ Integrated NQF – 10 levels; 3 sub-frameworks; all pathways; Knowledge, skills, autonomy-responsibility
- ✓ Importance of NQF - Integration; access, mobility and progression; quality; employment
- ✓ Review NQF: recognise qualifications not yet catered for (Advanced Level, Bs Honors Degree...); implement CATS; streamline QA - review recognition Appropriate Authorities

NEW

# ZAMBIA QUALIFICATIONS FRAMEWORK (ZQF)



## SUB FRAMEWORKS

- General and Further Education and Training
- Trades and Occupations
- Higher Education

## QUALITY ASSURANCE

- Ministry of General Education/Examinations Council of Zambia (ECZ)
- Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA)
- Higher Education Authority (HEA)

## QUALIFICATIONS

- Zambia Qualifications Authority (ZAQA)



# Sample E-Certificate



**ZQA** Zambia Qualifications Authority

**CERTIFICATE OF VALIDATION OF QUALIFICATION**

Qualification Holder: [REDACTED]

National Registration Card Number / Passport ID: [REDACTED]

ZAQA Reference Number: 25279

Date of Validation/Evaluation: 11/06/2020

Recognised **Zambian Qualification**: Bachelors Degree

**This qualification bearing title of:**

BACHELOR OF MEDICINE AND BACHELOR OF SURGERY

has been validated as genuinely awarded to:

[REDACTED] on [REDACTED]

by THE UNIVERSITY OF ZAMBIA

a registered and recognised public institution established by the University of Zambia Act No. 66 of 1965 of the Republic of Zambia.

This qualification is recognised in Zambia as Bachelors Degree

At Level 7 of the **Zambian Qualification Framework**.

Issued by The Zambia Qualifications Authority

**MIRIAM M.A. CHIYABA (MRS.)**  
Director & Chief Executive Officer

ZAQA has confirmed the above information, for digital certification and sharing by PrivySeal Limited, at 17:28 PM (Africa/Lusaka) on 11 Sep 2020



PRIVYSEAL

# Cape Verde NQF – UC-SNQ

- ✓ 2009: UC-SNQ; 2010: all legal acts SNQ, NQF, CNQ; 2018: SNQ; 2020: NQF, CNQ
- ✓ Integrated NQF – 8 levels; Knowledge, skills, autonomy-responsibility
- ✓ Goals of NQF - Integration; access, mobility and progression; validation non-formal, informal learning (RVCC); transparency, comparability; close cooperation EQF and ECOWAS
- ✓ Quality assurance: legal basis; ARES (HE)
- ✓ Catalogue National Qualifications (professional): online
- ✓ RPL - RVCC: Law 2014; methodology basis; requirements; parity qualifications documents



# NATIONAL QUALIFICATIONS FRAMEWORK - NQF

## Challenges

- Curricular structuring of all education and training subsystems by learning outcomes;
- Adjustment of descriptors used in the different subsystems with the national qualifications framework;
- Definition of a credit system that truly allows mobility between the different subsystems;
- Definition and implementation of a quality assurance system;
- The development of a national pact involving the different subsystems (primary, secondary, technical-professional and higher education) on the NQF and its link with the EQF, ECOWAS countries framework, among others.

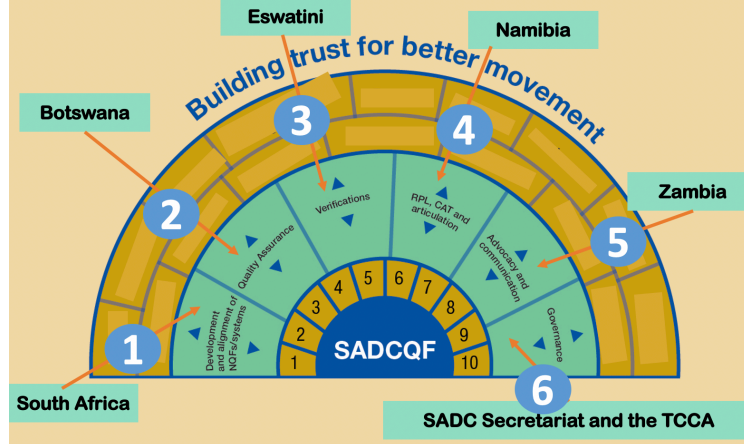
# SADCQF



## The Southern African Development Community Qualifications Framework (SADCQF)<sup>1</sup>

<sup>1</sup> As revised to April 2017

## Implementation concept contd.



THE  
**SADC QUALIFICATIONS VERIFICATION NETWORK**

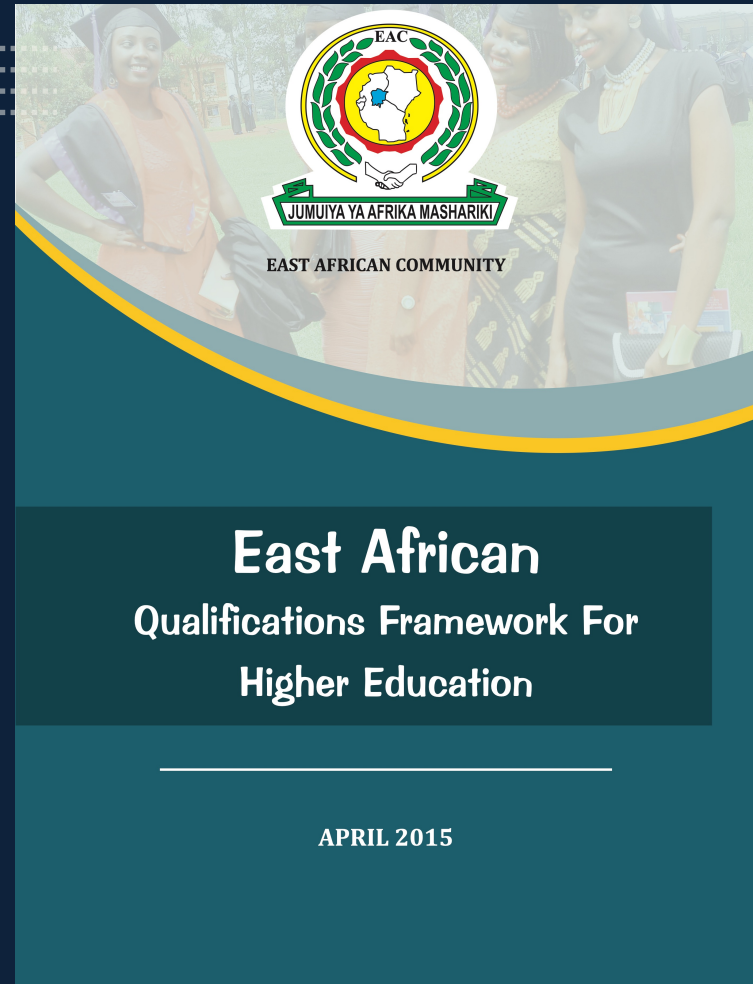
"Building trust and enhancing mobility across SADC through the SADCQF, its qualifications, quality assurance mechanisms and verification systems"

### GUIDELINES FOR RECOGNITION OF PRIOR LEARNING (RPL) IN THE SOUTHERN AFRICAN DEVELOPMENT COMMUNITY (SADC)

SADC Secretariat  
P/Bag 0095  
Gaborone  
Botswana  
Tel: 0267 395 1863  
Fax: 00267 395 3972848  
E-mail: registry@sadc.int  
www.sadc.int

# EAC - EAQFHE

<http://www.knqa.go.ke/wp-content/uploads/2019/05/East-Africa-Qf.pdf>



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

## Portugal: 3rd PLW

### Portuguese Qualifications Framework and COVID 19

#### Impact on the education and training system and for NQF

- **Qualifica centres**, supervised by ANQEP, had specific guidelines for distance learning. Digital technologies also ensured the continuation of RVCC process. In this way, the continuity of registrations, lifelong guidance or RVCC processes was possible.
- **Qualifica Centres** maintain their activity at a distance:
  - trainers are in a position to monitor the development of adults' portfolios in school RVCC processes, including complementary training. In addition to email, the use of online resources that allow audio and/or video contacts are privileged. The jury sessions can be held by videoconference, as long as there are technical conditions for the purpose;
  - in professional RVCC processes, consideration is given to the possibility of applying distance assessment instruments, by the team and, in particular, by trainers, taking into account the specific nature of the qualification. The jury sessions can be held by videoconference, as long as there are technical conditions for the purpose.

## Bahrein: 4th PLW

### Covid-19 response: Lessons Learned



- 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

## Ghana: 5th PLW

### 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: 5th PLW

### Responding to CoVid-19 Challenges

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

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

## East African Community: 6th PLW

### Impacts of COVID-19 on EAC Education Systems

- Unprecedented situation
- Varied responses
- Serious negative impacts/drawbacks
- Parochial nationalism
- Fragility of national and regional systems.
- Weak sustainability of education systems
- Poor infrastructure for online delivery of learning
- Glaring exclusion in national systems
- Mobility/exchanges -brought to a halt
- Social challenges- teachers/learners/parents
- Loss of time
- Challenges to international students

#### Opportunities

- No disaster without a positive side.
- Investments in ICTs and online learning
- **Change of attitudes towards online platforms**
- **Crucial game changer**
- **Can facilitate implementation of EAQFHE**
- **Role of CoEs**
- Need to enhance/harmonize regional policies/frameworks
- New pedagogical approaches
- Identification of gaps and system weaknesses
- Enhancing support systems
- Opportunity to build on efficiencies
- Stronger regional and international cooperation

## Sierra Leone: 7th PLW

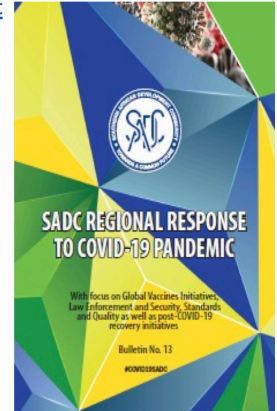
## SADC: 6th PLW

## Covid 2020

<https://www.sadc.int/sadc-secretariat>

#### SADC Secretariat:

- Regular Bulletins and updates on Covid-19 in SADC Member States
- Online meetings
- Tanzania handing over SADC Chair to Mozambique in October



## COVID-19

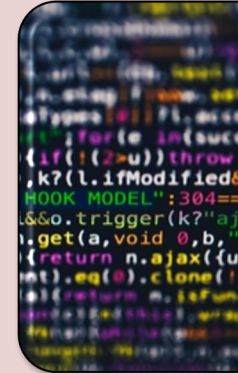
- All Institutions were closed down
- Inter-district lockdown except for essential goods
- Curfews for few days
- For schools and other institutions **some** radio, television and online teaching was done.
- **New pedagogy approaches were experimented by lecturers using Zoom, Microsoft Team, Google Classroom and Google Meet, etc. with Whatsapp used as one of the communications tool with students.**
- The academic year was not lost
  - For schools the three public examinations were conducted and 2020/21 academic year has started
  - For colleges the 2019/20 academic year is being concluded and 2020/21 academic year will start January
  - Airport opened ,curfew lifted **on the 27<sup>th</sup> October**, etc
  - We continue with **the COVID-19 Health** protocols etc.

Acknowledgements  
to our Discussants

- Dr Jeffy Mukora
- Dr Mohammed Slassi
- Prof Kuzvinetsa Dzimbo
- Mr Joe Samuels
- Prof Mamadou Sarr



# 3 case studies 7th PLW



**Europass  
Digital  
Credentials  
Interopera**

**South Africa -  
SAQA**

Dr Julie Reddy,  
*Acting CEO*

Ms Coleen Jaftha  
*Director International  
Liaison*

**Sierra Leone**

Mohamed  
Jalloh

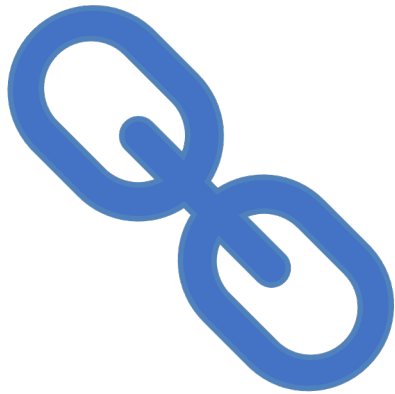
Director  
NCTVA

**Europass  
Digital  
Credentials**

Dennis van-  
Gessel

Ildiko Mazar

## Useful links



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SAQA

<https://www.saqa.org.za/>

Sierra Leone, NCTVA

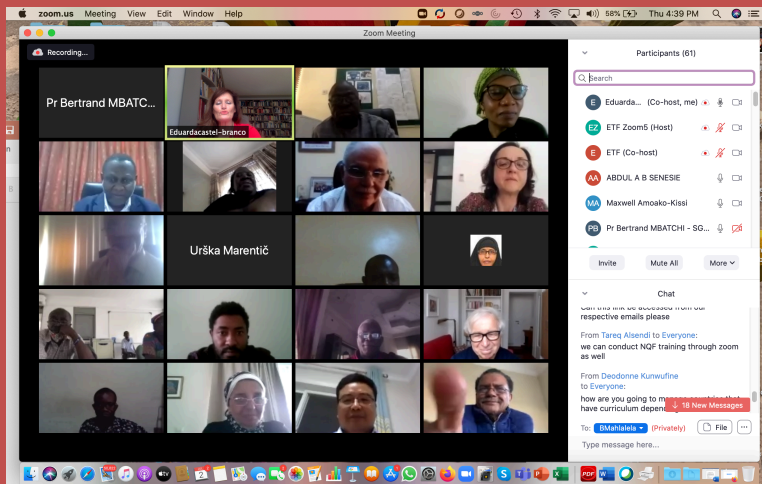
<https://nctva.org/>

Europass Digital Credentials

<https://europa.eu/europass/en/w>

# Session 6: Conclusions Next steps

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# Conclusions



**POLICY LEARNING, NOT  
POLICY BORROWING**



**DISSEMINATION OF THE  
KNOWLEDGE GATHERED  
THROUGH THIS FIRST SERIES**



**MORE EXPERIENCE AND  
KNOWLEDGE-SHARING**

# Next steps

- Appreciation certificates to speakers, participants
- Webinars of thematic focus until January 2021: monitoring and review of NQFs; Qualifications DB
- Prepare the “Book of the 1st ACQF Peer Learning programme” (digital)
- Prepare the next stage of ACQF capacity development programme (more specific focus) for 2021-2022
- Prepare the e-learning platform of ACQF
- Organise Network trained experts
- Plan and conduct capacity development actions, practical application – targeting countries / RECs (demand-based): 2021-2022

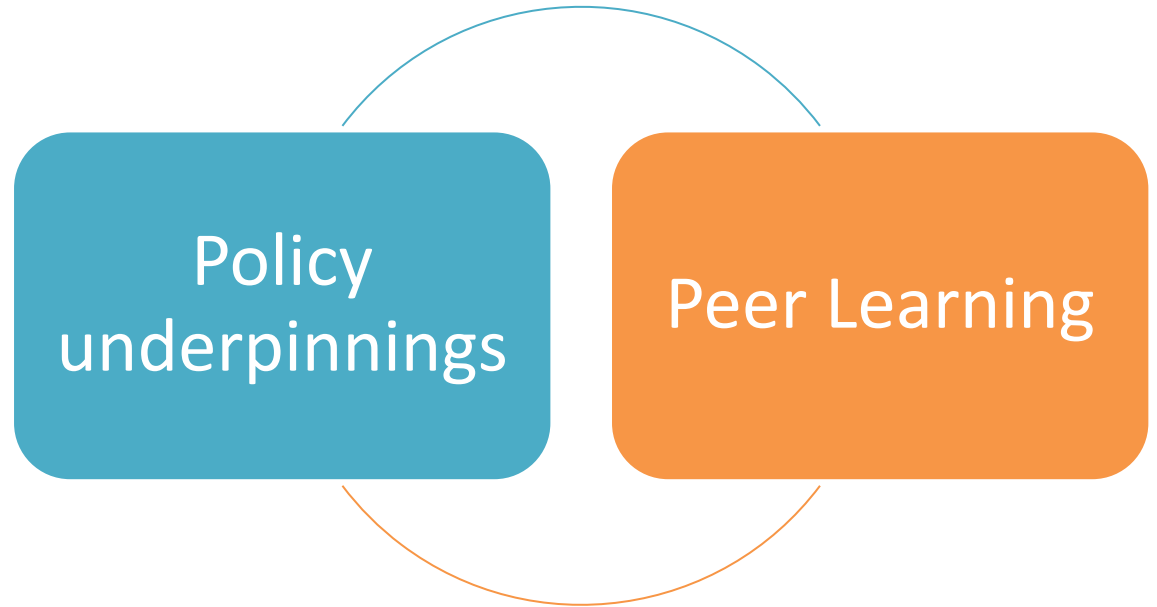
# THANK YOU

- All participants
- All brilliant speakers – 22 cases!
- Interpretation team: John Korateng, Helio, Marie, Charles
- ETF Zoom team: Erika, Silvia; ETF management; Joanna Anstey (for the video)
- GIZ Team: Darshana, Essete, Ernst
- African Union Commission HRST
- EU Delegation to African Union: Mr Aklilu Desta



**ANNEX**  
for further  
reference

ACQF  
project -  
For your  
reference





# 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;

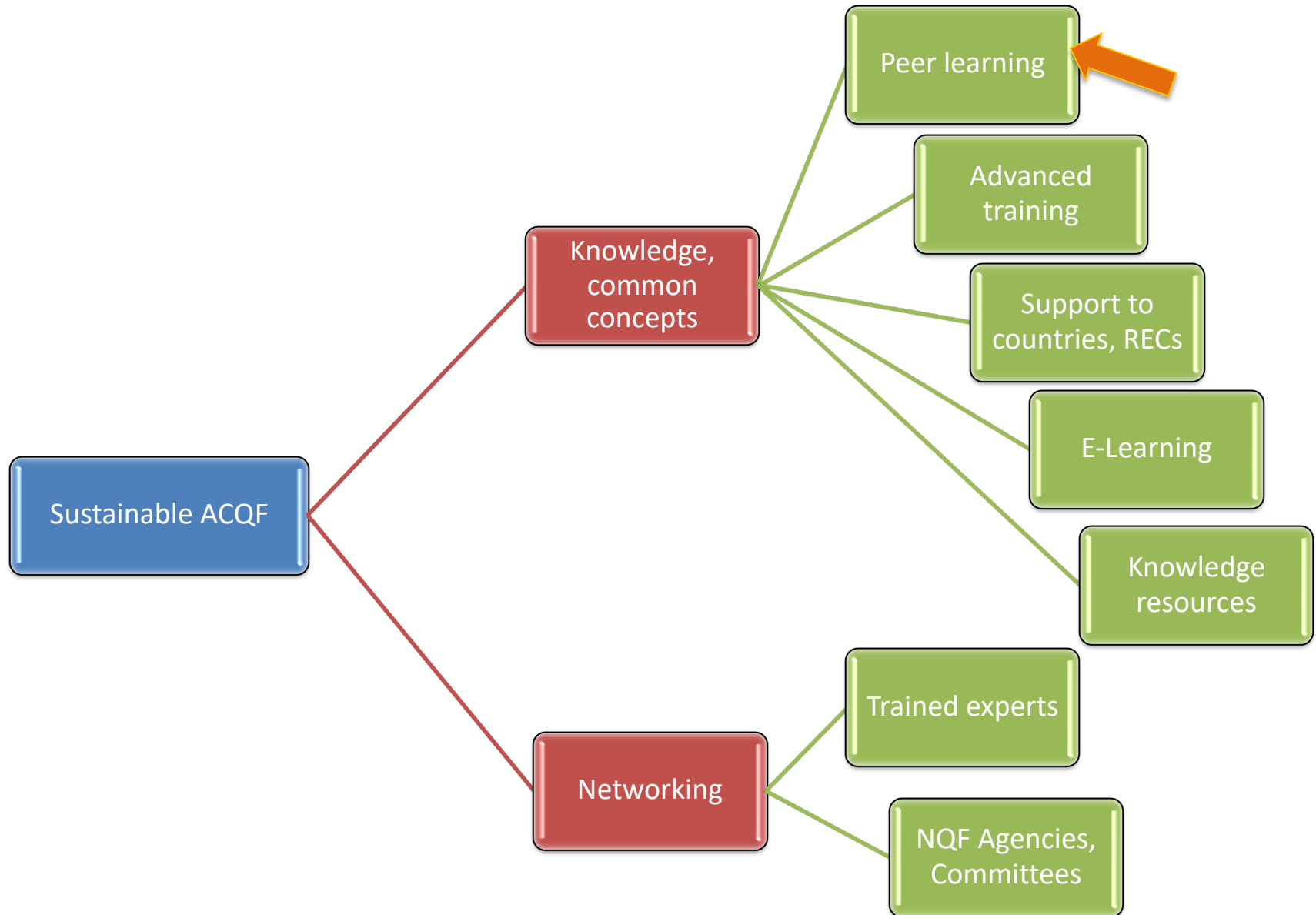


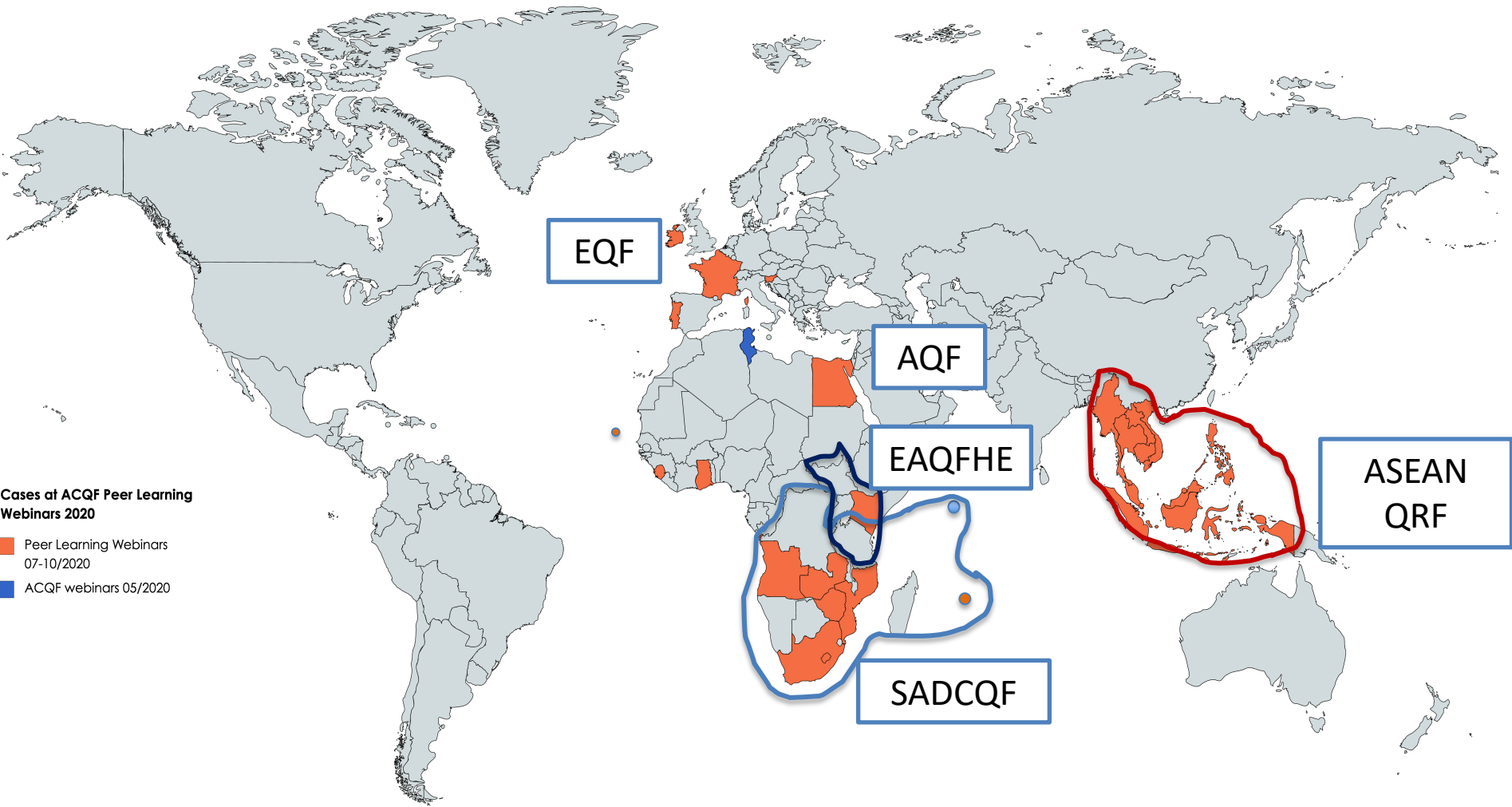
- ▶ Promote cooperation and alignment between qualifications frameworks (national, regional) in Africa and worldwide.

## 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

# Capacity development for sustainable ACQF





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:**

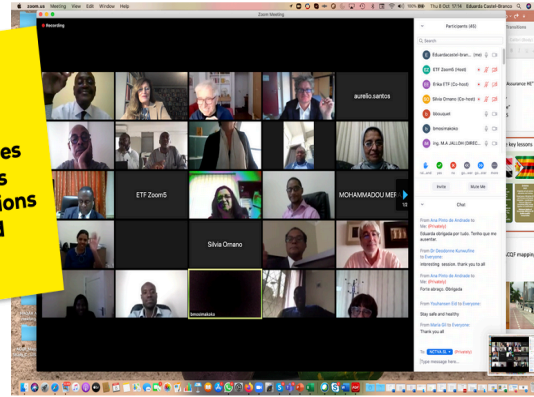
- INCLUSIVE**  
qualifications of all levels and sub-systems of education and training
- RECEPTIVE TO INNOVATION**  
from new trends and technologies
- OPEN**  
to stakeholders' contribution; good practice from Africa and the world

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 AU TVET Strategy to Foster Youth Employment



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



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!

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

**NQF:** policy and instrument for the development and classification of qualifications according to a set of criteria for specified levels of learning achieved,

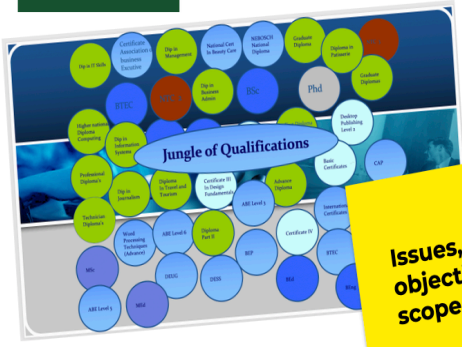
which aims at integrating and coordinating national qualifications sub-systems and improve transparency, access, progression and quality of qualifications in relation to the labour market and civil

## Definitions

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

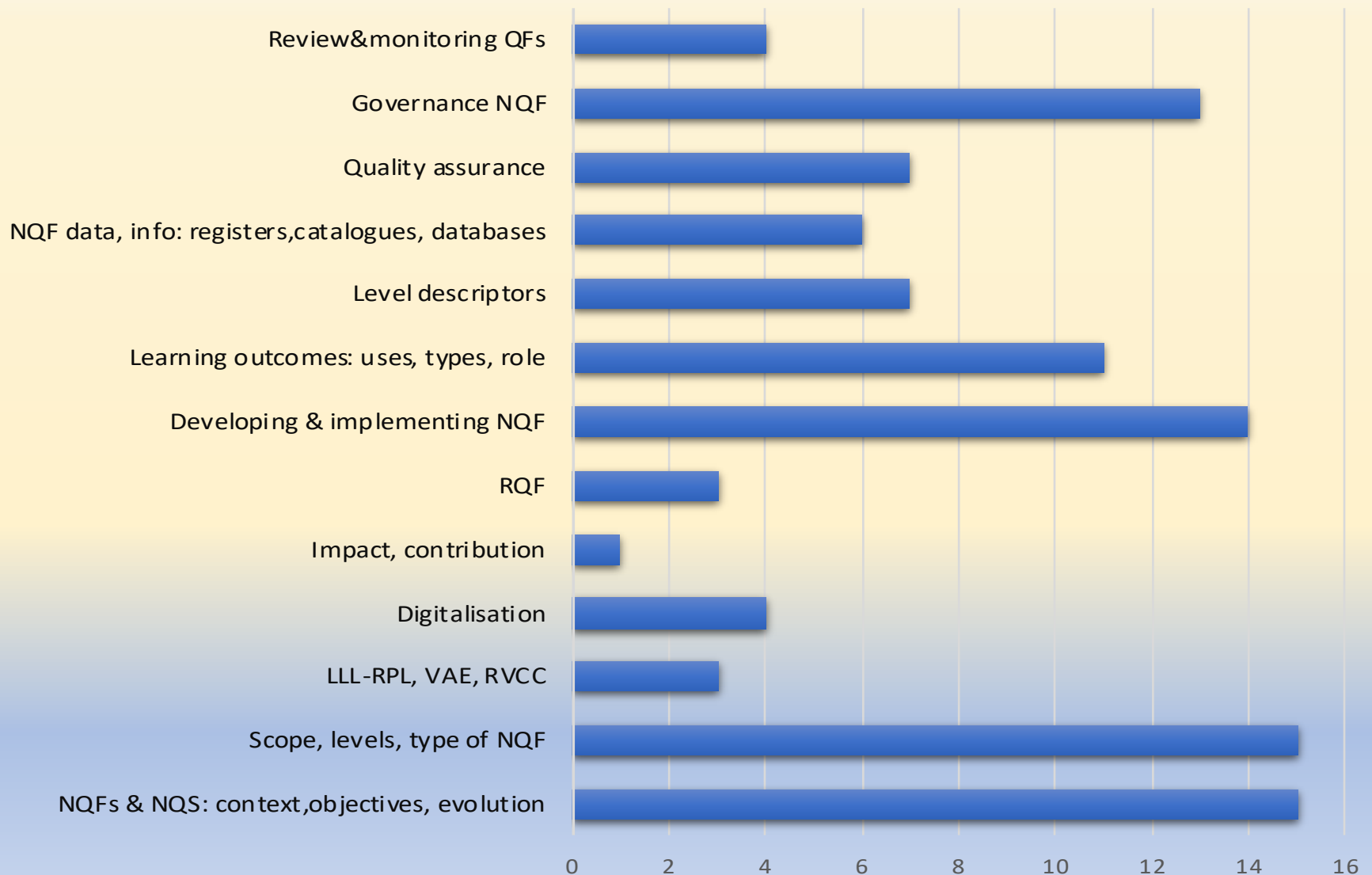
National Qualif Authority (Kenya, Mauritius, Zambia, South Africa); Coordination Unit NQF-NQS; CHE; QA Agency; TVET Authority; Nat Alignment Committee

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

**Four case studies 6th PLW**



Thank you

Obrigada

Merci

[ecb@etf.europa.eu](mailto:ecb@etf.europa.eu)



THE AFRICA-EU PARTNERSHIP  
LE PARTENARIAT AFRIQUE-UE



This project is co-funded by the European Union and the Federal |  
Ministry for Economic Cooperation and Development

