ACQF Peer Learning Webinar 9
30 June 2021

ACQF Peer Learning Webinar
30 June

- **We start at 10.00 GMT**

11.00 RDC, 12.00 South Africa, 13.00 East Africa, 14.00 Mauritius

- **Nous commençons à 10.00 GMT**
- **Vamos começar às 10.00 GMT**

ACQF Peer Learning Webinar 9
30 June

- **Welcome**
- We start soon
- Please use TRANSLATION – select your
- You can keep your camera on, but sound off, if not speaking
- If you did not give consent to record – please camera off

- **Bienvenu(e)s**
- Début sous peu
- Veuillez utiliser **TRADUCTION** – votre langue préférée
- Vous pouvez garder l'image – mais son étteint si vous ne parlez pas

- **Benvindo(a)s**
- Começamos em breve
- Por favor, use a **TRADUÇÃO** – selecione o seu idioma preferido
- Pode manter a sua imagem; mas o som apagado enquanto não fala

Main topics of this session 1

Agenda of the Peer Learning Webinar

African experiences shared today

ACQF Capacity development programme

PLW 9 – 30 June 2021

Time, heure, hora	Theme, theme, tema	Speaker, orateur, orador
10.00-10.10	Opening and welcome. Ouverture. Abertura	AUC
10.10-10.30 Session 1	Overview of learning and issues discussed at previous PLW	ACQF project
10.30-11.10 Session 2	African Quality Assurance experiences • CAMES – African and Malagasy Council for Higher Education. Goals, programmes, instruments, status of LMD.	Secretary General of CAMES
11.10-11.40 Session 3	African Quality Assurance experiences – Expériences Africaines en Assurance Qualité – Experiências Africanas de Garantia de Qualidade • ANAQ-Sup - Senegal: quality assurance in higher education – policy, system, implementation	ANAQ-Sup
11.40-12.10	African experiences • Early childhood education and development – towards a continental framework – role of qualifications	Africa Early Childhood Network (AfECN)
12.10-12.30	Discussion, interactive assessment, main conclusions	ACQF Project

AFRICAN EXPERIENCES
QUALITY ASSURANCE HIGHER EDUCATION
EARLY CHILDHOOD EDUCATION AND DEVELOPMENT

CAMES: Secretary General, Prof. Bertrand Mbatchi

ANAQ-Sup: Executive Secretary, Prof. Lamine Gueye (Senegal)

AfECN: Mr Moses Abiero, Programme manager

2. Context: ACQF is in development

ACQF development project (09/2019-2022)

Component of "Skills for Youth Employability" / Skills Initiative for Africa (SIFA) – Technical cooperation

Main objective: lay the foundations for the ACQF as a sustainable policy instrument contributing to relevant continental policies

Main Output: ACQF Policy and Technical Document and Action Plan

- ACQF Guidelines. Analysis and evidence
- Capacity development programme
- Participative approach

CONTINENTAL
EDUCATION STRATEGY
FOR AFRICA
2016 – 2025

CESA 16-25

African Union

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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.

Principles:
- Inclusive: all levels Qualifº
- Innovation-ready
- Open: users, stakeholders' needs

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

Components Capacity Development Programme (CDP) Combination of modalities for different needs (2021)

Peer Learning Webinars 2021
Complementarity: NQF - Quality Assurance - Recognition

3 June

NQF Seychelles

NQF Namibia

RPL Kenya

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30 June

Quality Assurance Higher education

Regional - CAMES

Senegal - Anaq-Sup

Early childhood education & developm

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22 July

NQF-TVET

Registers qualifications

Recognition qualifications

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23 September

Learning outcomes

ACQF Level descriptors

QA Guidelines

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28 October

NQF –systemic view

School curriculum survey

TVET-NQF reforms

ACQF-AfCFTA

10 Guidelines and training modules

1. Learning outcomes

2. Level descriptors

3. Referencing NQF-ACQF: criteria, process, tools

4. Validation of learning: RPL, CATS, recognition

5. Quality assurance

6. Registration, databases of qualifications

7. Monitoring & evaluation in the context ACQF

8. Communication / users' outreach

9. Innovation and technology in NQFs / ACQF

10. Qualifications, NQFs, NQS - systemic view

Thematic briefs

8 briefs

- Concepts and definitions
- Competences' frameworks
- Level descriptors
- Quality Assurance in TVET
- Regional qualifications frameworks (RQF)
- Governance of NQFs
- Registration and databases of qualifications
- Recognition of prior learning

Case studies

For information, self-learning

https://www.etf.europa.eu/en/news-and-events/events/acqf-peer-learning-webinar-9

From previous webinar (03 June)

Seychelles: NQF – part of national strategy to incorporate standards and quality into the national education and training system. Since 2008. SQA. Qualifications map: architecture 10 levels, qualif. types, notional hours, pathways. Over 100 qualifications registered. Aligned with SAQCQF

Namibia NQF: E-T is about People, Planet, Change. **NQF Purpose**: reform, communicate, redress, QA, articulate, progression, mobility. 10 levels. **Qualif types**: Certificates (L1-8), diplomas (L5-8), Degrees (L7-10) – defined NQF credits. **NQA** (NQ Act 1996) – Council & Committees, Secretariat , CEO; wide range of functions: from standards setting to evaluation and validation

RPL Kenya, KNQA: tool for LLL, empower individuals to self-determination, education, better employment; paradox of shortage of relevant qualified workforce while there is island of skilled / experienced workers without proof qualification. **RPL**: identify, assess, certify KSC regardless where and how learning occurred / standards – part or full qualification. RPL policy framework taking shape fast - integrate RPL in E-T system and NQF. Roadmap implementation. Package of tools and guides. NAC appointed. Piloting started 19/05/2021: motor vehicle mechanics, welding, textile. Highest level political support.

Questions, discussion

Questions on Quality Assurance Higher Education

- **Les défis et surtout l'opportunité des grandes transformations globales en cours** (transitions numérique, verte, technologique, sociale) pour le renouveau de l'enseignement supérieur: quelle est la vision du CAMES et de l'ANAQ-Sup à ce sujet?

- **Face à l'urgence et échelle massive des besoins en formation continue / tout au long de la vie** (tous niveaux, compétences, métiers): quel type de réponses sont envisageables dans le contexte de l'espace CAMES / Sénégal (par ex.: flexibilité, digitalisation et innovation des formations et des nouvelles certifications, telles que les "micro-certificats")?

- **Quelle est la place des micro-certificats dans l'eco-système de l'AQ de l'ES**, c'est-à dire, avez vous une politique d'ouverture envers ces nouveaux types de certifications?

Questions on Quality Assurance Higher Education

- **The challenges and especially the opportunity of the major global transformations** underway (digital, green, technological, social transitions) for the renewal of higher education: what is the vision of CAMES and ANAQ-Sup on this subject?

- **Faced with the urgency and massive scale of the needs in continuing training / throughout life** (all levels, skills, professions): what kind of responses are possible in the context of the CAMES space / Senegal (e.g. flexibility, digitalisation and innovation of training and new certifications, such as "micro-certificates")?

- What is the place of **micro-credentials** in the eco-system of the Quality assurance of Higher education, that is to say, do you have a policy of openness towards these "new" types of certificates?

Questions and answers
# On ECED – to AfECN: Moses Abiero

Early childhood development stage / period and Lifelong learning of individuals: please could you share your views on the links between EC development stage and LLL. How can ECE better prepare children for learning to learn, for a culture of learning?

In many regions and countries globally a top skill on demand by employers is "adaptability" (meaning: flexibility, openness, agility). Analysts believe that this skill must be developed, nurtured from EC development stage. What are your views on this matter? How can ECE better prepare for skills for the future?

3. For reference: ACQF at a glance – 2020-2022

ACQF is in development…
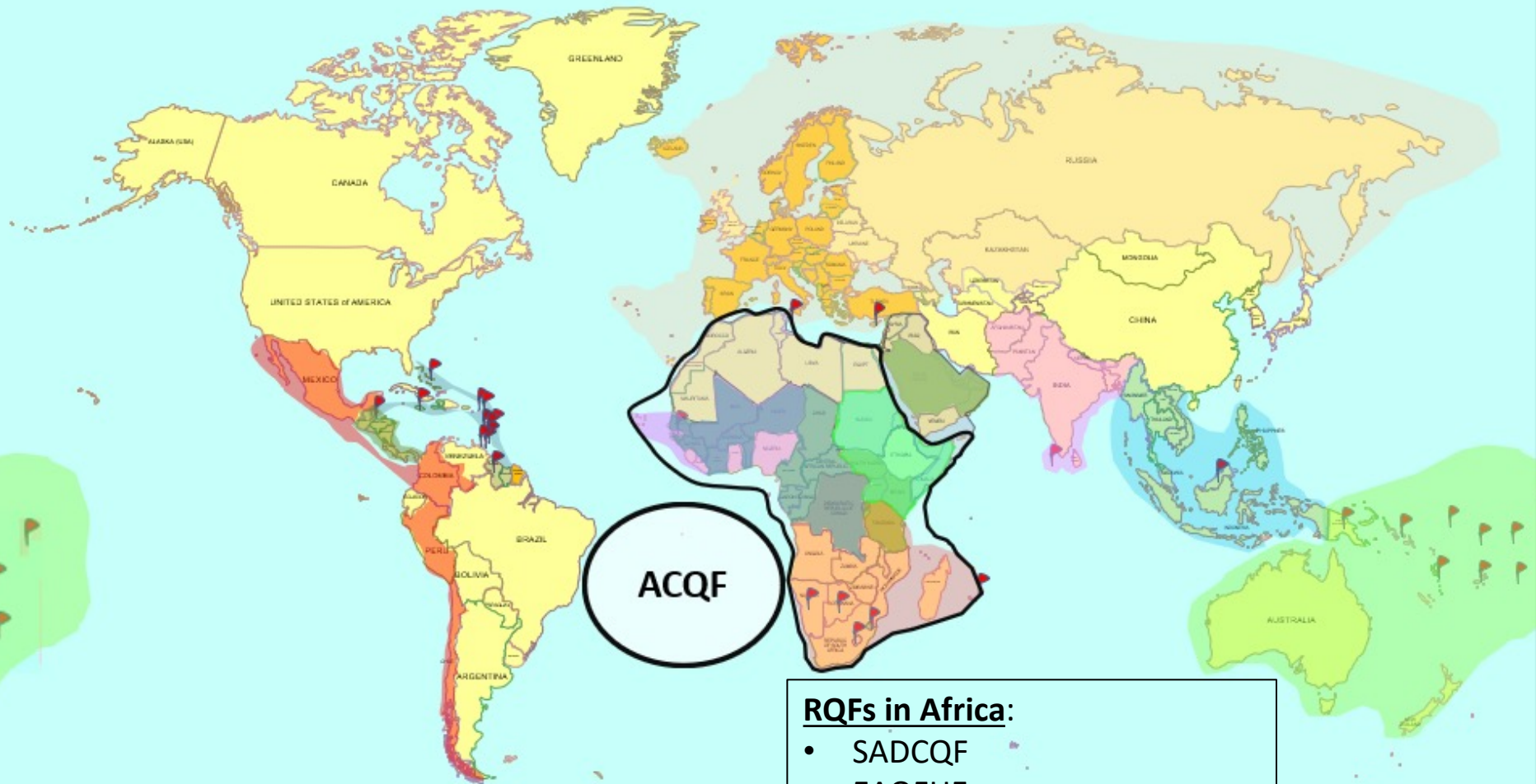
RQFs in Africa:
- SADCQF
- EAQFHE
- ECOWAS
- CAMES
- IGAD (in development

ACQF: Enablers and opportunities

- **Africa:** Youth repository of the world
- **Advances in human development**: projected educational attainment, life expectancy

- **Free Trade:** AfCFTA – largest in the world
- **AU Free movement protocol**
- **Continental Education Strategy for Africa-25 PAQAF**

- **Green recovery:** large investments – Climate-Smart Agriculture, Clean Energy, Green Banking

- **Digital transformation:** economy, learning

- **NQFs:** approved, started implementation & advanced implementation – 21
- **NQFs**: in development, early thinking - 17

African Union

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Building the ACQF (2021-2022)

1st step was:
➢ Mapping Study

Output 1: Scenarios and options for the ACQF

Feasibility and features in different scenarios

Output 2: ACQF policy and technical document and action plan

Objectives, functioning and governance of ACQF

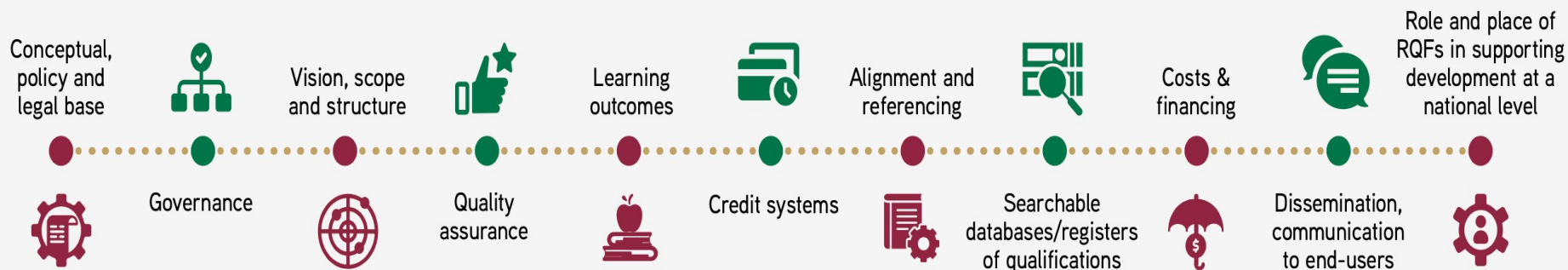**Output 3**: ACQF Capacity development programme & networking

Technical foundations:

ACQF Guidelines; ACQF website; other analyses (AfCFTA, School curriculum survey)

ACQF mapping study design

The mapping study was designed according to eleven thematic areas, which provided the conceptual framework in which the analysis took place, elaborated in the main ACQF project planning document and in the terms of reference of the study. The themes cover the key policy and technical areas in which qualifications frameworks develop and are implemented, namely:

- Conceptual, policy and legal base
- Governance
- Vision, scope and structure
- Quality assurance
- Learning outcomes
- Credit systems
- Alignment and referencing
- Searchable databases/registers of qualifications
- Costs & financing
- Dissemination, communication to end-users
- Role and place of RQFs in supporting development at a national level

Translated into ACQF Guidelines and Training Modules

School curriculum survey – launched (4 May)

Objectives of this initiative

Objective of this initiative: Conduct a survey to map the state of play and developments of school curricula, so as to identify the different curriculum policies and practices, to compare their application, trends, similarities and divergences, and the interactions of curricula with National Qualifications Frameworks.

The conclusions and findings of the mapping study will underpin and inform the design of a possible future African Continental Curriculum Framework (ACCF), to be developed under the auspices of CESA Curriculum Cluster.

Outputs of the School Curriculum Survey

AUC – African Curriculum Association - CESA Curriculum Cluster
May-October 2021
All countries – online survey (respondents list)

Survey instrument, database

Analytical report based on the survey data and a synthesis-infographic

Webinars to present and disseminate the findings and discuss the way forward

ACQF Mapping study

❖ Comprehensive report
- 5 chapters, over 200 pages

3 languages

❖ Synthesis report
- 30 pages, 3 languages

❖ Snapshot infographic
- 6 pages, 3 languages

- 13 country reports
- 3 REC reports
- Comprehensive report
- Synthesis report
- Analysis LD
- Analysis Qualif
- Inventory NQFs
- Survey report

MAPPING REPORT

Towards the African Continental Qualifications Framework

African Union

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ACQF Mapping Study

Aim: stocktaking of state-of-play, main features, current dynamics, perspectives of **qualifications frameworks** on the continent. Commonalities, differences, challenges, opportunities. Interfaces with the future continental QF.

Scope: national level, RECs.
Common analytical framework: 11 themes; **common structure**

Sources

a) Online survey
b) Country and REC technical visits; virtual meetings
c) Documents: inventory, analysis
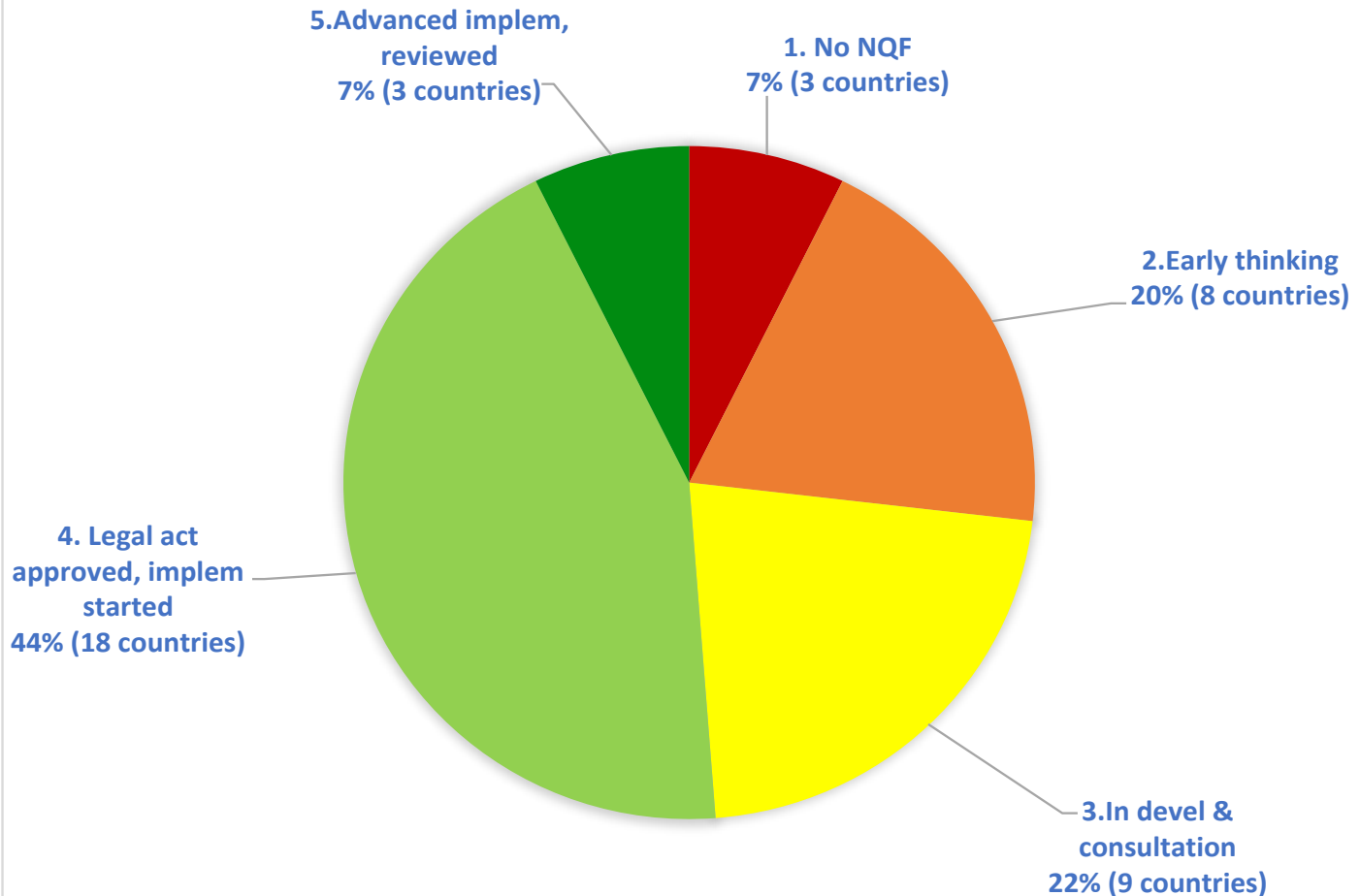d) Updates and exchanges: via peer learning

Review process and exchanges:

a) Before, during and after the country visits;
b) Review of drafts: 1 by external reviewer, 1 by ACQF project, 1 with country representatives / experts
c) Translations

ACQF Mapping study

	1. No NQF	2.Early thinking	3.In devel & consultation	4. Legal act approved, implem started	5.Advanced implem, reviewed	Total
NQFs	3	8	13	14	3	41
Incl sector QFs	3	8	9	18	3	41

ACQF MAPPING - QF IN AFRICA, BY STAGES - 41 COUNTRIES, UPDATED

- 5.Advanced implem, reviewed 7% (3 countries)
- 1. No NQF 7% (3 countries)
- 2.Early thinking 20% (8 countries)
- 4. Legal act approved, implem started 44% (18 countries)
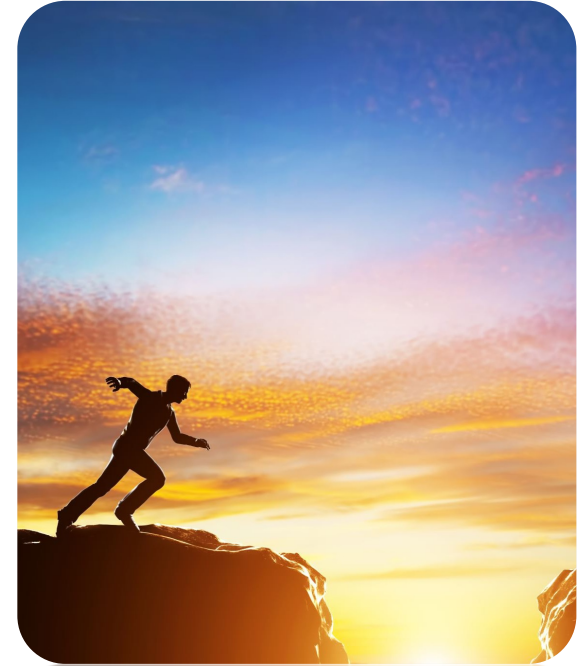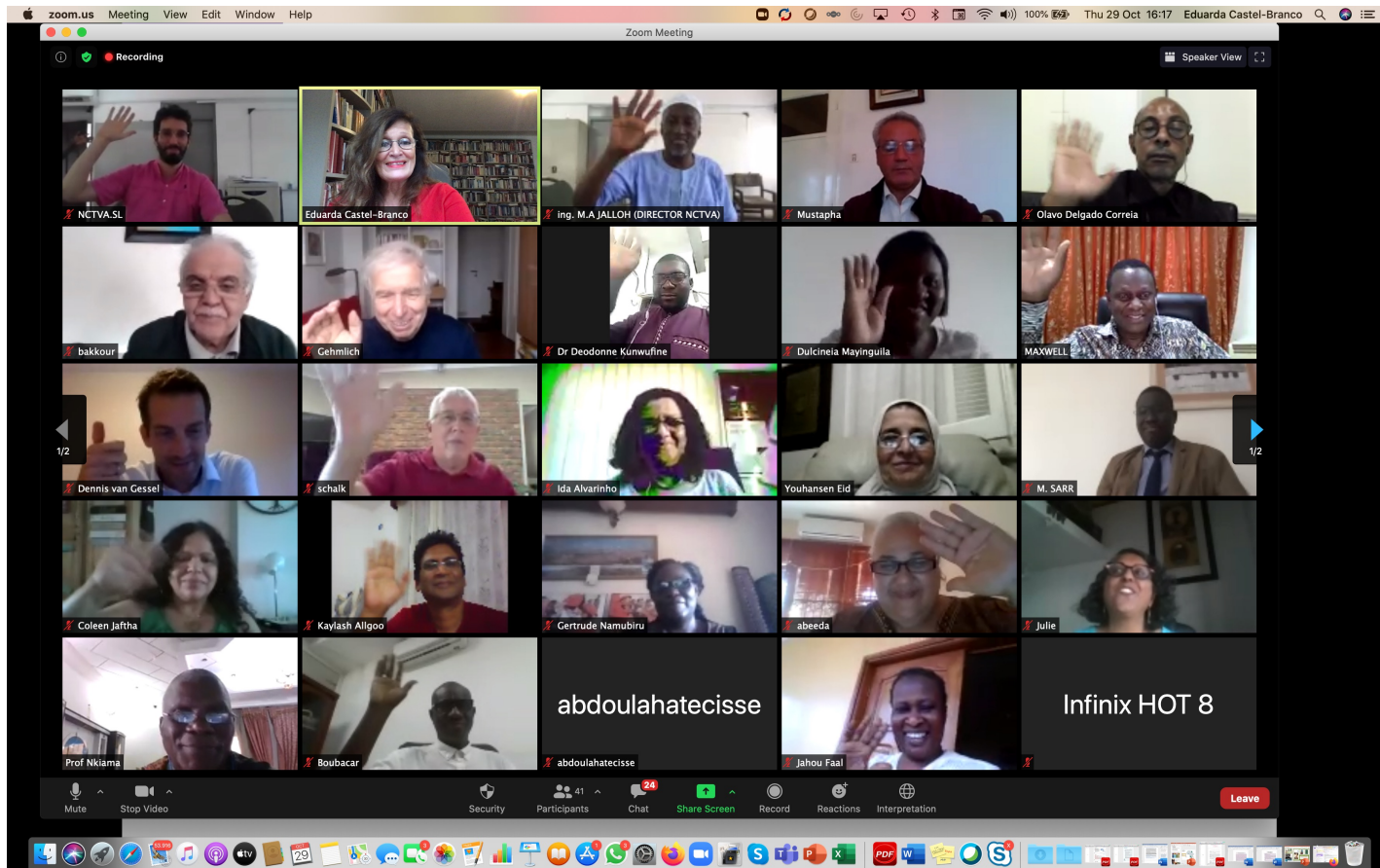- 3.In devel & consultation 22% (9 countries)

1. ACQF Connects

2. ACQF Creates Mutual Trust

3. ACQF Opens New Horizons

Scenarios for the ACQF – looking ahead

ACQF - Capacity development programme 2021

ACQF Peer learning 2020 – combination of QF experiences

July 2020

September 2020

Kenya, Slovenia, EQF

2/July

Mozambique, ASEAN QRF, Ireland
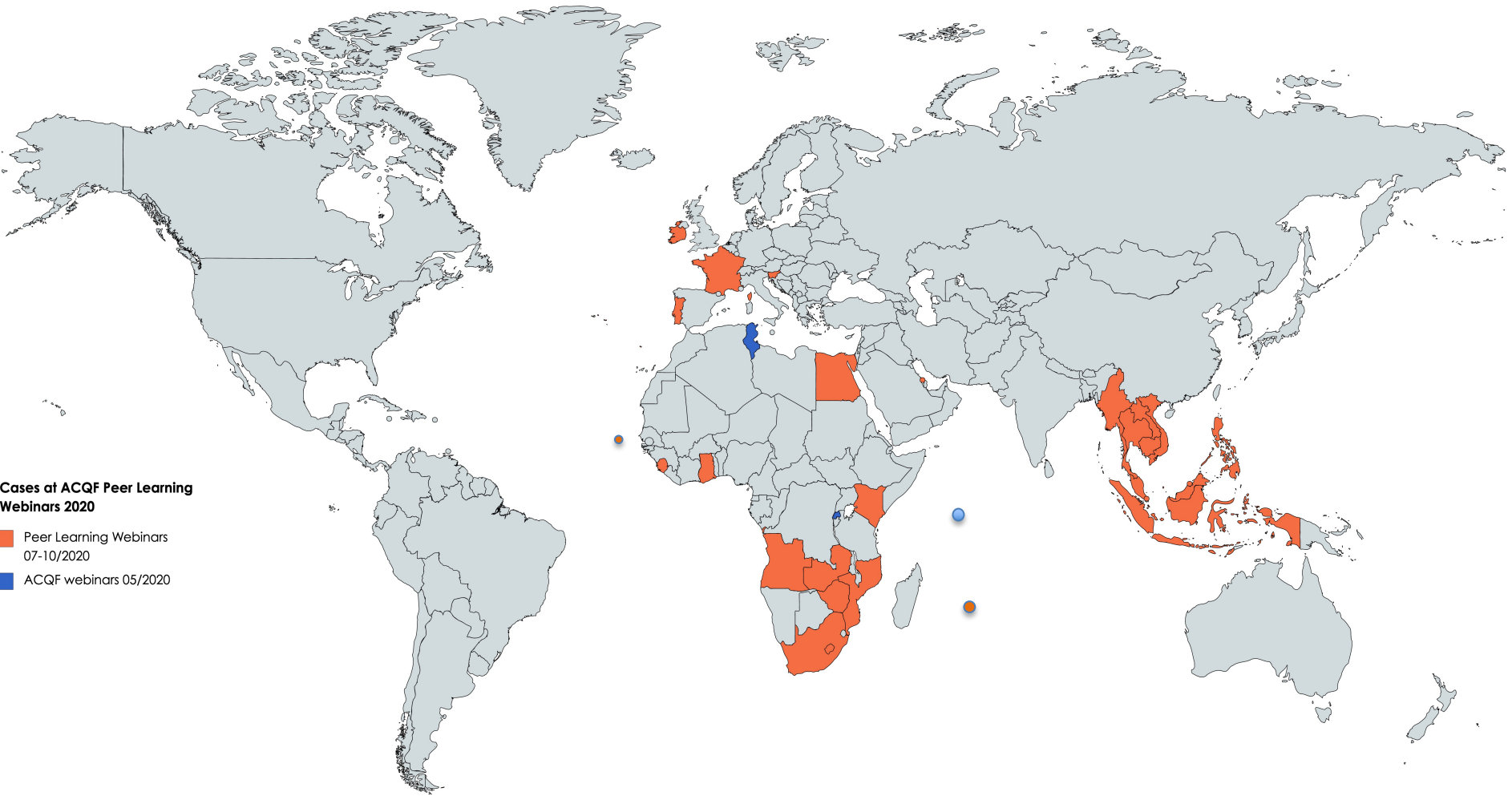
16/July

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)

Cases at ACQF Peer Learning Webinars 2020

■ Peer Learning Webinars 07-10/2020

■ ACQF webinars 05/2020

Created with mapchart.net

22 Cases presented at ACQF Peer Learning Webinars 2020 (17 NQFs + 5 RQFs)
May webinars: 4 NQFs