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MINISTÈRE
DE LA FORMATION
PROFESSIONNELLE ET MÉTIERS

ACQF
African Continental
Qualifications Framework

Vers le Cadre National des Qualifications et Certifications

Les CNC – aperçu global

République Démocratique du Congo

Session 1: Laboratoire de débat sur le CNQC - Groupes

Kinshasa

05-06 mars 2024

Eduarda Castel-Branco

1è journée – Introduction aux concepts CNQC –formation)

5 mars 2024

Programme de la 1è journée

1. Ouverture officielle. Présentation des participants
2. Session 1: Les CNC au Monde. Vision d’ensemble.
3. Pause-café
4. Session 2: Développer le CNC: démarche, phases, orientations
5. Session 3: Gouvernance du CNC. Modèles.
6. Session 4: Validation des acquis de l’expérience
7. Session 5: Innovations dans le contexte des CNC: digitalisation, micro-certifications, données, compétences vertes
8. Session 6: ACQF – objectifs, activités et outils

Global Gateway
African Union
ETF
Ministère de la Formation Professionnelle et Métiers

ACQF
African Continental Qualifications Framework

Project ACQF-II
www.acqf.africa

Développer le Cadre National des Qualifications / Certifications
De la République Démocratique du Congo

Séminaires de formation et dialogue Kinshasa,
04-08 Mars 2024

Objectifs de l’atelier

Le MFPM invite les participants à cet atelier à travailler en harmonie et dans un esprit de partenariat, visant à :

- **Appréhender et réfléchir sur les expériences mondiales du développement**, mise en œuvre et impacts des CNQC / CNC.
- Découvrir et se consensualiser sur un **langage commun** des concepts, principes, objectifs, portée et instruments de mise en œuvre du CNQC.
- **Dialoguer et co-construire les grandes orientations**, portée et éléments de feuille de route pour le CNQC de la République Démocratique du Congo.

Résultat:

- Consensus sur les principales orientations et éléments pour la feuille de route vers le CNQC.

Equipe de l’atelier

Tous / toutes les participants

MFPM – modération générale

ACQF-II team: 2 experts

- Eduarda: coordination, NQF, NQF governance, digitalisation, micro-credentials, RPL
- Olavo: developpement des certifications, catalogue de certifications,

CNQC: sources dans le cadre légal et politique en RD Congo

- Première priorité du nouveau quinquénnat du Chef d’Etat de la RD Congo, centré sur la croissance de l’emploi
- Loi-Cadre régissant la formation professionnelle et métiers en RDC, en particulier le Chapitre IV (en Commission Parlementaire)
- Decret portant création, organisation et fonctionnement d’un établissement public dénommé “Autorité Congolaise de Régulation des Certifications et Qualifications Proféssionnelles” (ACRCQP), signé en 2023 par le Premier Ministre

Référence à l'ACQF

- **Document de politique de l'ACQF, validé en juillet 2023 à la Conférence ACQF à Addis:**
  - ➢ CESA-25: Objectif spécifique 4 c) et d) – développer les CNC et ACQF
  - ➢ Objectif 3: complémentarité, coopération et appui aux pays et CNC

- **Document stratégique et plan d'action du projet ACQF-II**
  - ➢ Output 2.1 – appui aux pays dans le développment et mise en oeuvre des CNC
  - ➢ Appui aux Régions: notamment la SADC et son CRC

02

Cadres Nationaux de Certifications – vision globale

2.1

2.1: Les CNC en transformation

Definitions

CNC

Un cadre national des certifications (CNC) est « une **politique et un instrument** pour le **développement et la classification** des certifications en fonction d'un ensemble de critères pour les niveaux d'apprentissage spécifiés atteints, qui vise à **intégrer et à coordonner les sous-systèmes nationaux de certifications et à améliorer la transparence, l'accès, la progression et la qualité** des certifications par rapport au marché du travail et à la société civile ».

Source: EQF Recommendation 2017

VAE

- Processus de confirmation par un organisme habilité que les **acquis d'apprentissage** (connaissances, savoir-faire, informations, valeurs, aptitudes et compétences) acquis dans des contextes non formels ou informels ont été **évalués par rapport aux normes pertinentes** (Cedefop).
- La VAE peut englober les résultats d'apprentissage de tous les modes d'apprentissage (apprentissage formel, non formel et informel)
- VAE - un processus d'étapes / phases interliées (pas seulement « évaluation »)

Le CNQC de la RDC – en temps de mutations

- ✓C’est le moment et l’occasion de repenser et de développer votre CNQC à portée large et inclusive
- ✓Ouvert à l’innovation
- ✓Outils de transparence
- ✓Gouvernance
- ✓Coopération internationale, portabilité, mobilité – régionale, continentale, mondiale

La transformation s'est accélérée avec le Covid-19…

Digitalisation

IA - IAG

Télétravail

Apprentissage à distance

Écologisation

Perfectionnement, requalification : des besoins immenses

Compétences 2027 : les compétences les plus demandées...

Le rapport Future of Jobs 2023 du Forum économique mondial révèle que la pensée analytique, la pensée créative, l'IA et Big Data seront les compétences les plus demandées d'ici 2027.

Le leadership, l'influence sociale, la curiosité et l'apprentissage tout au long de la vie sont parmi d'autres compétences qui devraient faire l'objet d'une demande croissante.

Six travailleurs sur 10 auront besoin d'une formation avant 2027, mais seulement la moitié des travailleurs ont accès à des possibilités de formation adéquates, selon le rapport. Priorités de formation des entreprises (42%) : IA et Big Data

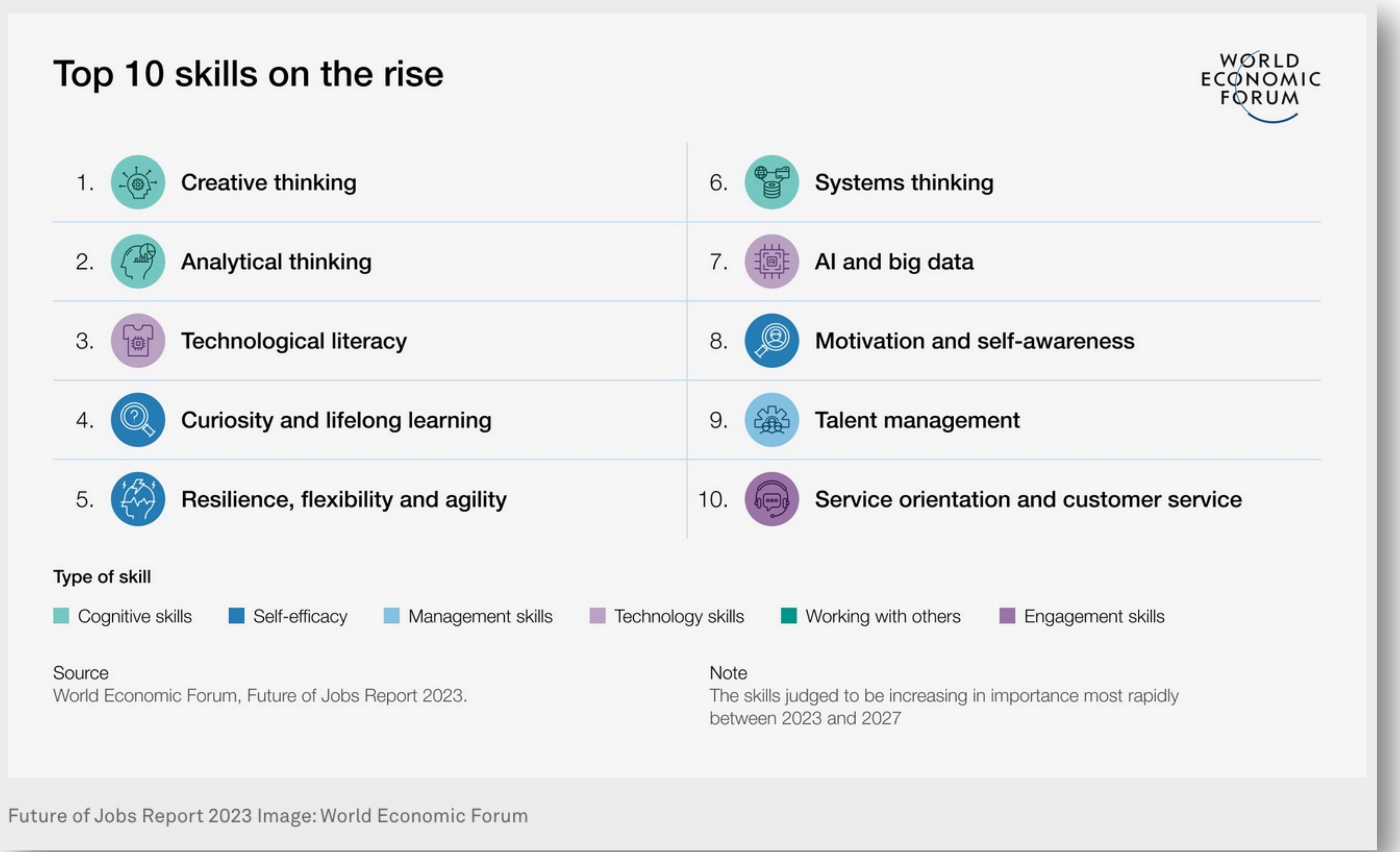
Top Skills 2023

(N)EVER (S)TOP
LEARNING

- Les **compétences cognitives** figurent en tête de liste des compétences jugées les plus importantes pour les travailleurs en 2023.
- La **pensée analytique** est considérée comme une compétence de base par un plus grand nombre d'entreprises que toute autre compétence, représentant en moyenne 9,1 % des compétences de base déclarées par les entreprises.
- La **pensée créative** vient en deuxième position, devant trois compétences d'auto-efficacité : la résilience, la flexibilité et l'agilité ; la motivation et la conscience de soi ; et la curiosité et l'apprentissage tout au long de la vie, qui reconnaissent l'importance de la capacité des travailleurs à s'adapter à des milieux de travail perturbés.

ACQF

Future of Jobs : top 10 des compétences d’ici 2027



Top 10 skills on the rise

WORLD ECONOMIC FORUM

1. Creative thinking
2. Analytical thinking
3. Technological literacy
4. Curiosity and lifelong learning
5. Resilience, flexibility and agility
6. Systems thinking
7. AI and big data
8. Motivation and self-awareness
9. Talent management
10. Service orientation and customer service

Type of skill

🟩 Cognitive skills 🟦 Self-efficacy 🟦 Management skills 🟪 Technology skills 🟩 Working with others 🟪 Engagement skills

Source
World Economic Forum, Future of Jobs Report 2023.

Note
The skills judged to be increasing in importance most rapidly between 2023 and 2027

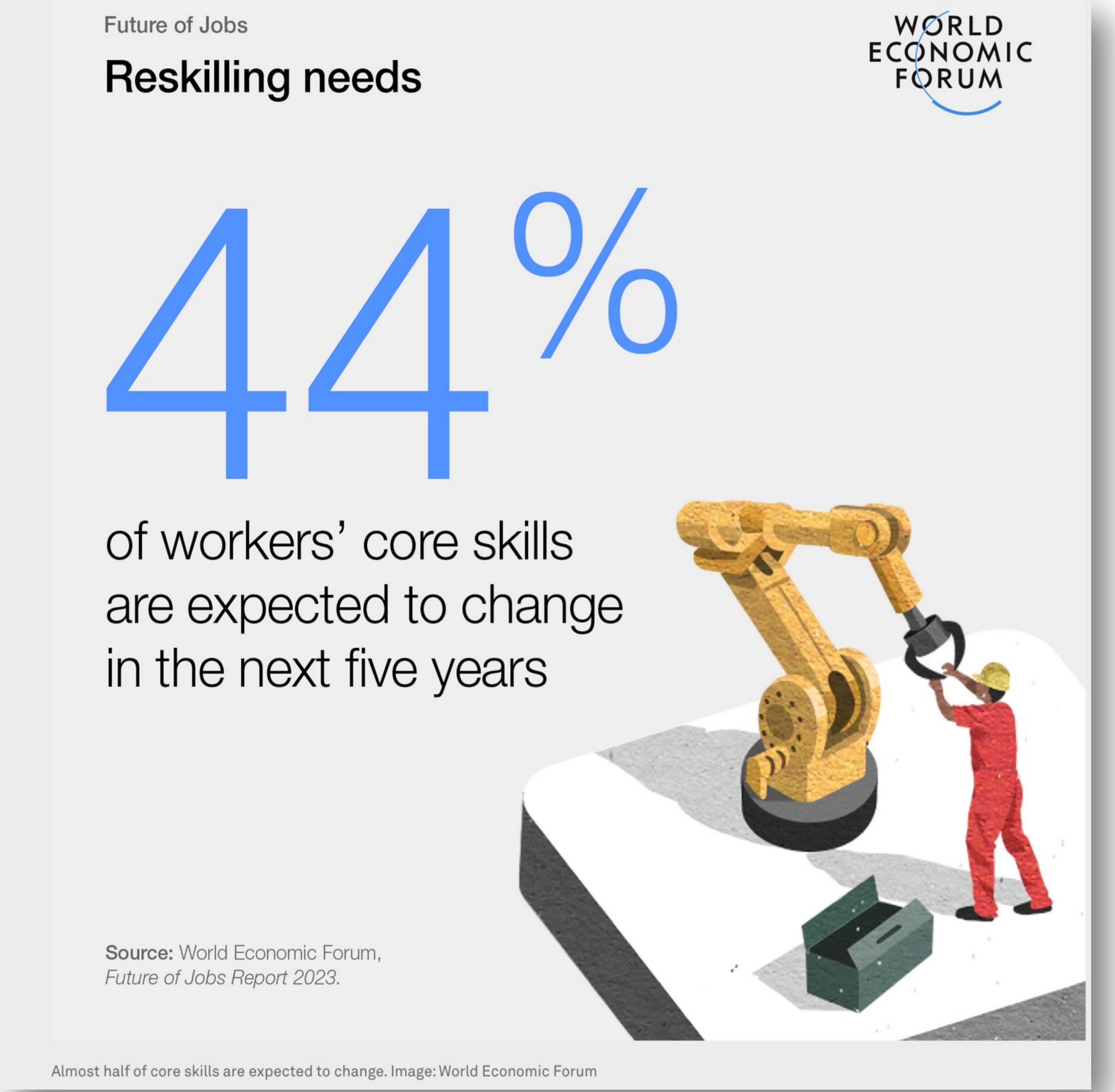
Future of Jobs Report 2023 Image: World Economic Forum

WORLD ECONOMIC FORUM

Future of Jobs Report
2023

INSIGHT REPORT
MAY 2023

https://www.weforum.org/agenda/2023/05/future-of-jobs-2023-skills



Future of Jobs

Reskilling needs

WORLD ECONOMIC FORUM

44%

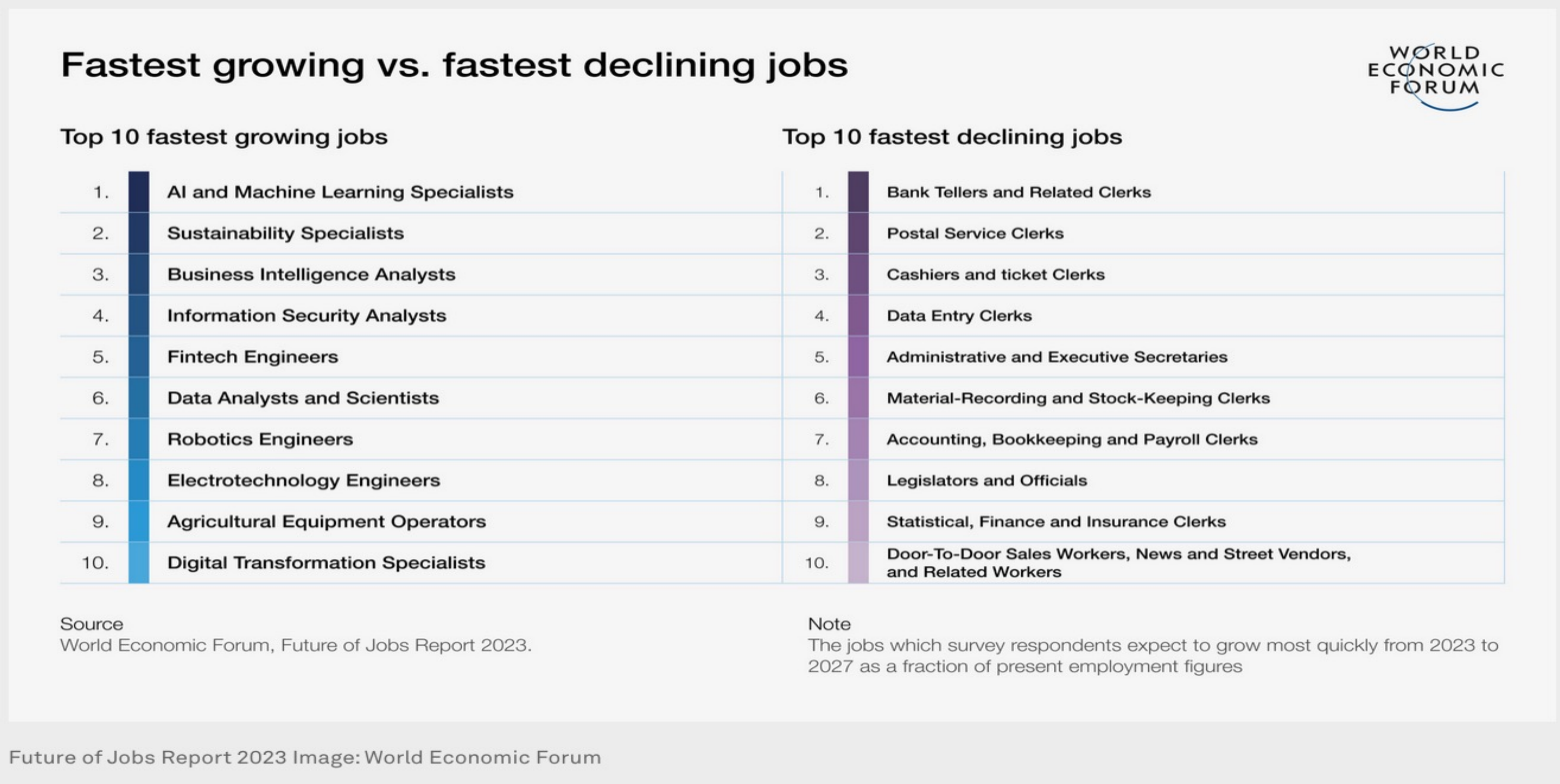
of workers' core skills are expected to change in the next five years

Source: World Economic Forum, *Future of Jobs Report 2023.*

Almost half of core skills are expected to change. Image: World Economic Forum

https://www.weforum.org/agenda/2023/05/future-of-jobs-2023-skills

Emplois : en croissance et déclin



Fastest growing vs. fastest declining jobs

WORLD ECONOMIC FORUM

Top 10 fastest growing jobs

1.	AI and Machine Learning Specialists
2.	Sustainability Specialists
3.	Business Intelligence Analysts
4.	Information Security Analysts
5.	Fintech Engineers
6.	Data Analysts and Scientists
7.	Robotics Engineers
8.	Electrotechnology Engineers
9.	Agricultural Equipment Operators
10.	Digital Transformation Specialists

Top 10 fastest declining jobs

1.	Bank Tellers and Related Clerks
2.	Postal Service Clerks
3.	Cashiers and ticket Clerks
4.	Data Entry Clerks
5.	Administrative and Executive Secretaries
6.	Material-Recording and Stock-Keeping Clerks
7.	Accounting, Bookkeeping and Payroll Clerks
8.	Legislators and Officials
9.	Statistical, Finance and Insurance Clerks
10.	Door-To-Door Sales Workers, News and Street Vendors, and Related Workers

Source
World Economic Forum, Future of Jobs Report 2023.

Note
The jobs which survey respondents expect to grow most quickly from 2023 to 2027 as a fraction of present employment figures

Future of Jobs Report 2023 Image: World Economic Forum

https://www.weforum.org/agenda/2023/04/future-jobs-2023-fastest-growing-decline

Les cadres de certifications sont également en train de changer…

- Objectifs des CNC... (CNC Afrique du Sud)
- Gouvernance (CNC Afrique du Sud)
- Champ d'application : ouverture à de nouveaux types de qualifications ; l'apprentissage non formel et informel ; micro-certifications (plusieurs CNC africains)
- Digitalisation : apprentissage, certification, bases de données de certifications accessibles en ligne (tous)
- Descripteurs de niveau (CNC zambien)
- Outils de coopération et de transparence régionaux et mondiaux (SADCQF, IGADQF, ACQF, CEC)

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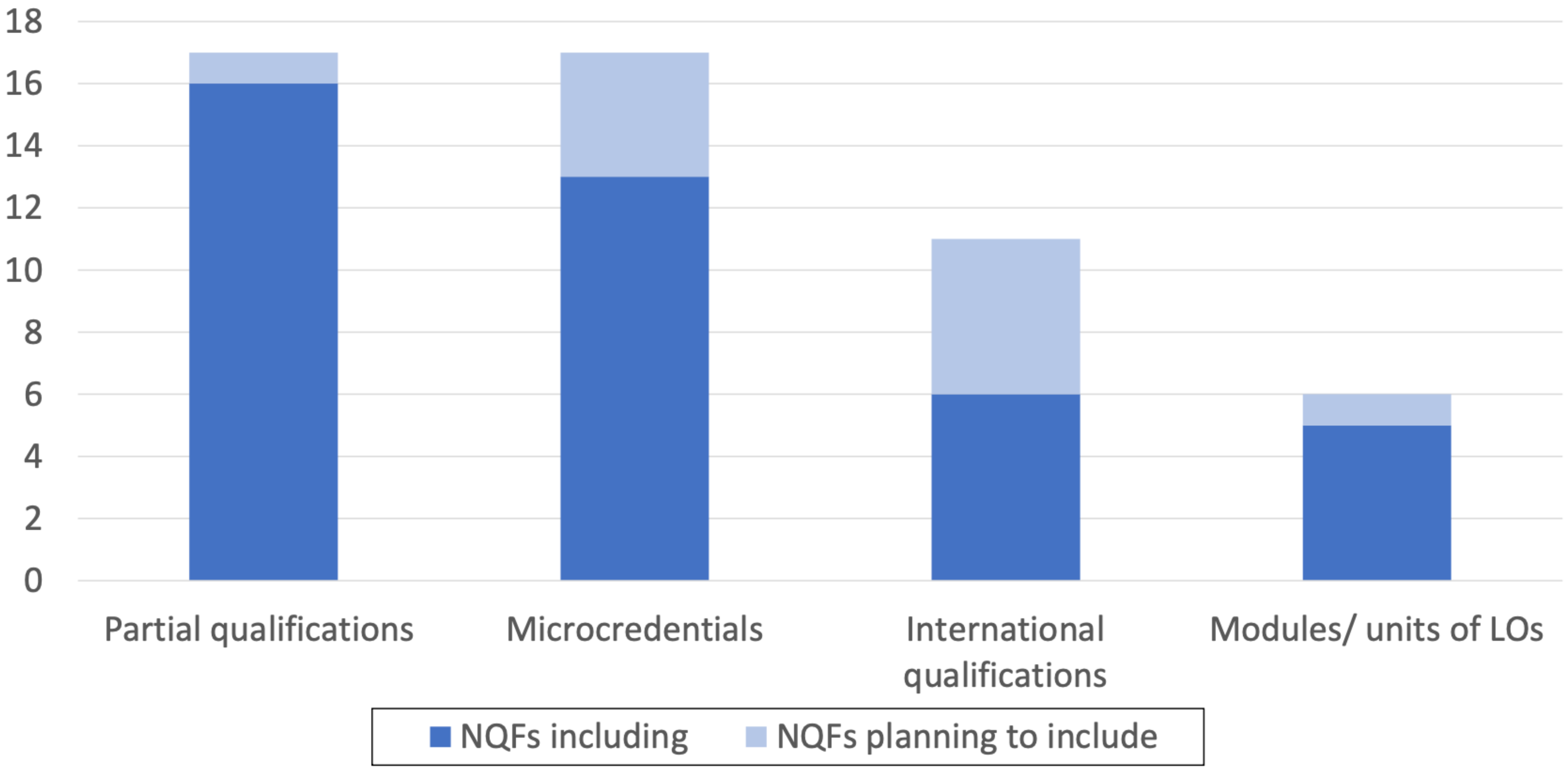
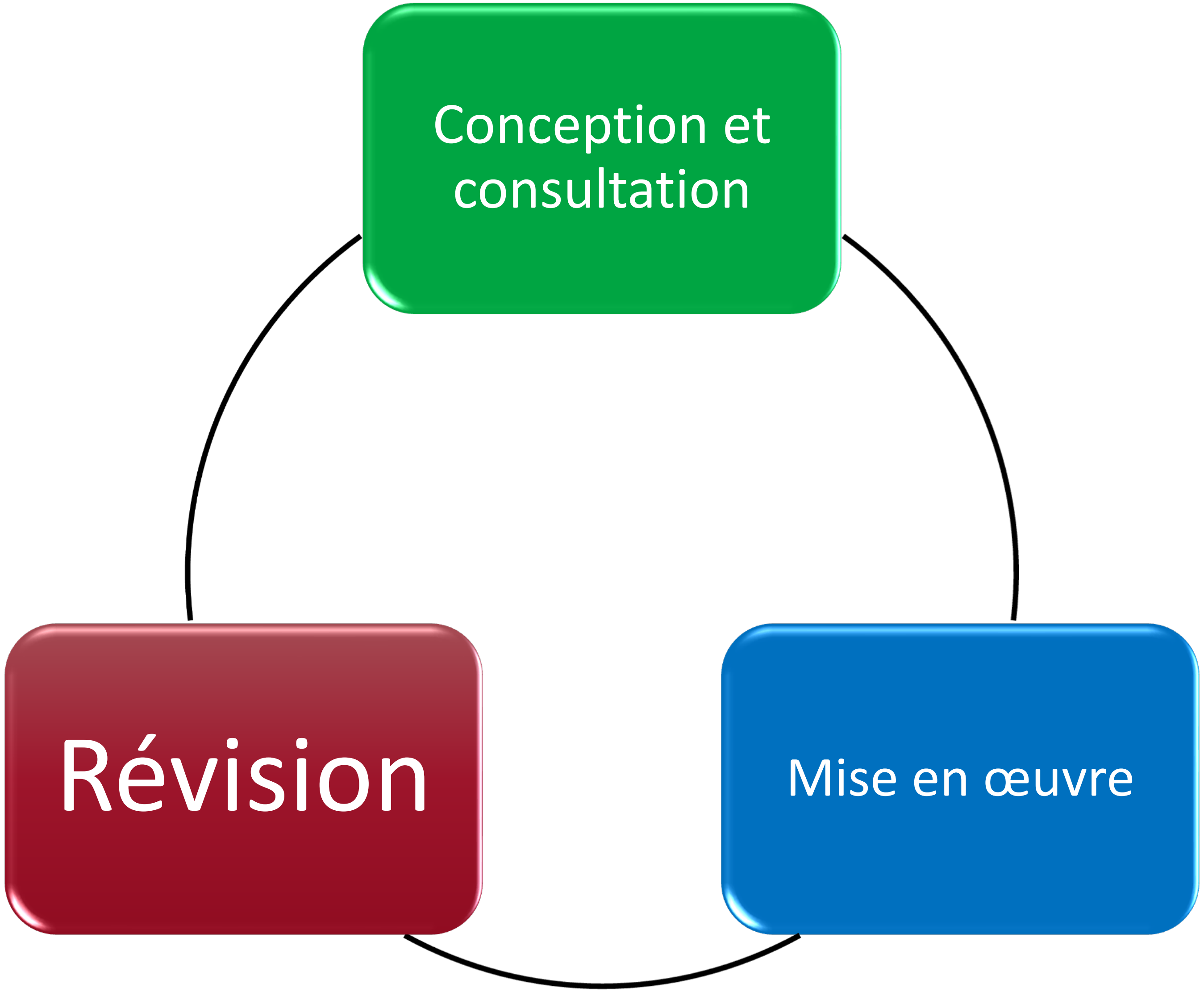
Europe

Types alternatifs de certifications dans les CNC



Le CNC est toujours en évolution et développement



Conception et consultation

Mise en œuvre

Révision

2.2

2.2. Naissance de l’ACQF – une nouvelle generation de Cadre de Certifications

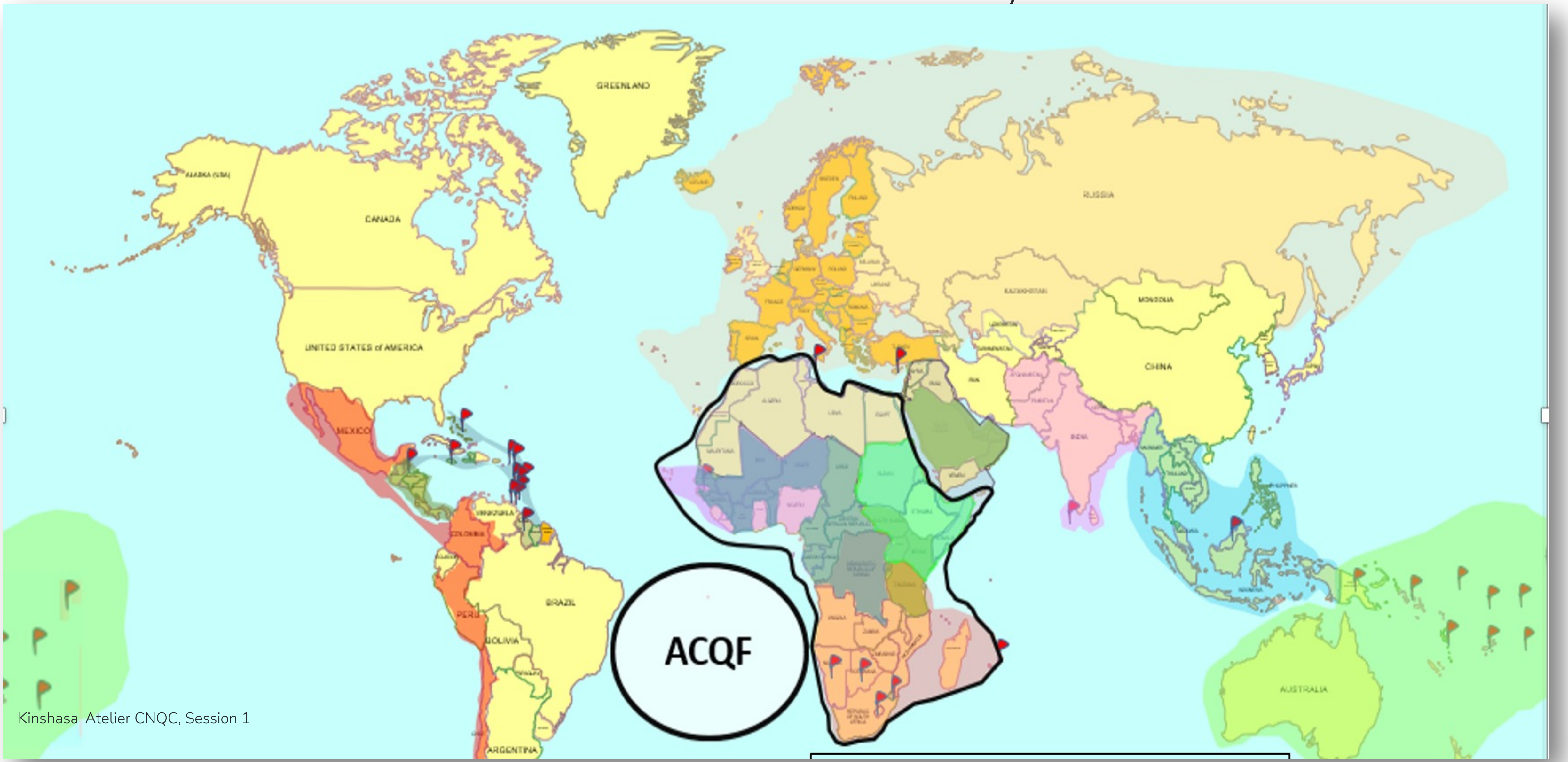
ACQF validé, Addis, Siège UA (11-13/07/2023)

NELSON MANDELA
PLENARY HALL
6
NELSON MANDELA
PLENARY
1
NELSON MANDELA
PLENARY HALL
ENTRANCE
ENTREE

33 pays ont participé, y compris la RD Congo

Un cadre régional des certifications très large

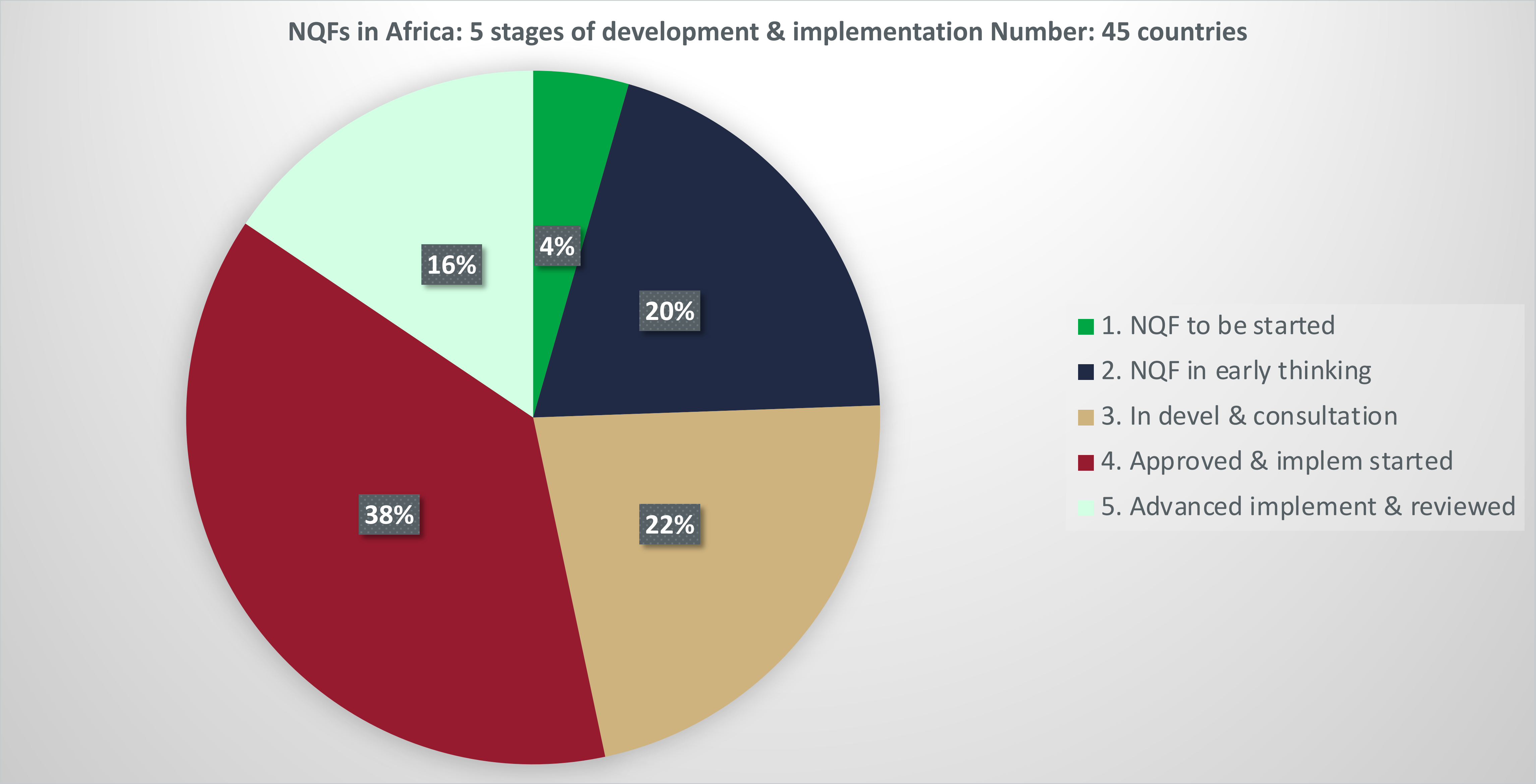
- Initiative de l’Union Africaine
- Sur la base des politiques de l’UA (CESA-25, Protocole de libre circulation de l’UA, ZLECAf)


GREENLAND
ALASKA (USA)
CANADA
UNITED STATES of AMERICA
MEXICO
VENEZUELA
COLOMBIA
PERU
BRAZIL
BOLIVIA
ARGENTINA
RUSSIA
KAZAKHSTAN
MONGOLIA
CHINA
INDIA
AUSTRALIA
ACQF

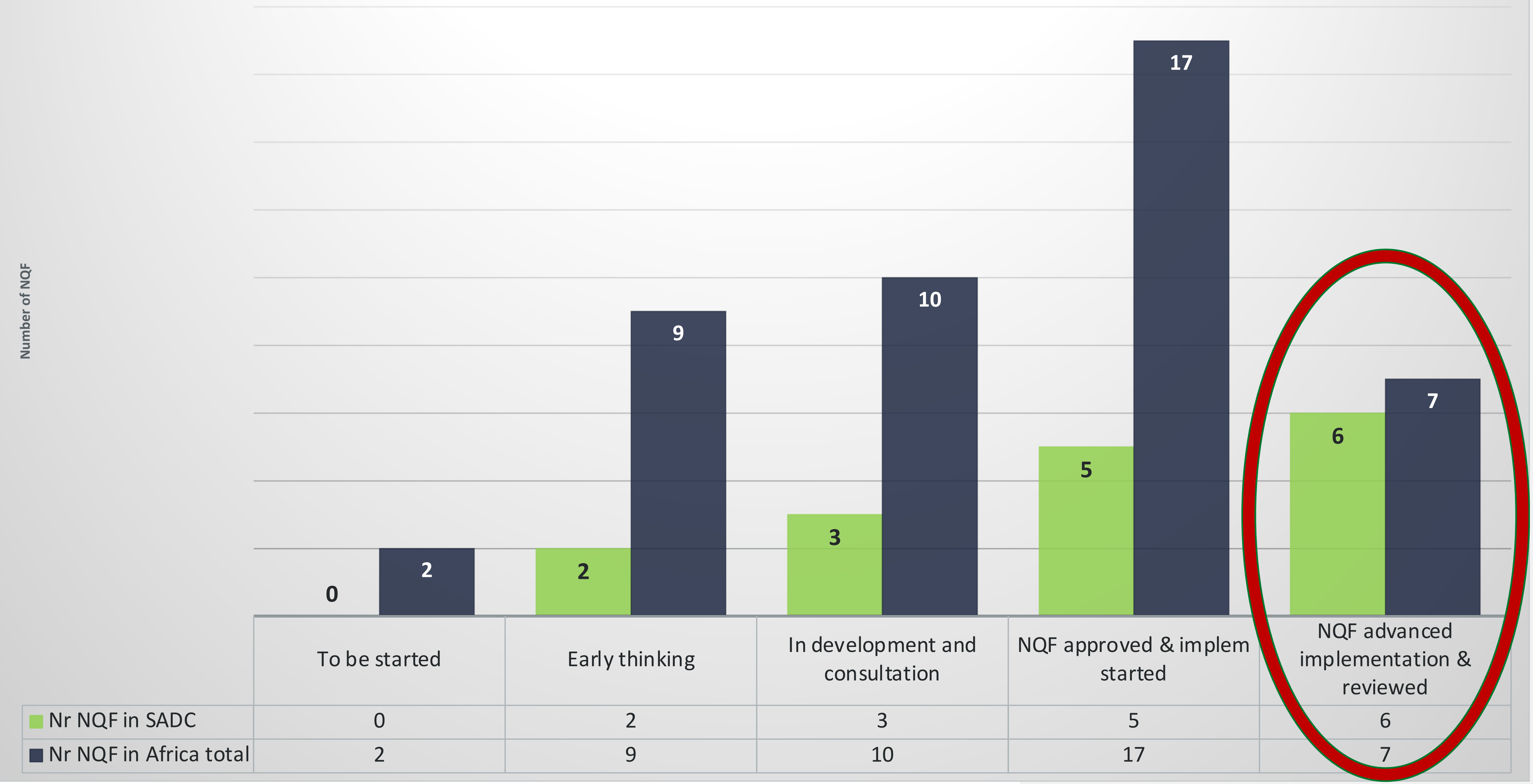
Base politique et juridique de l’UA

- L’Agenda 2063 et son premier plan décennal de mise en œuvre
- CESA 16-25
- ZLECAf
- Protocole de libre circulation de l’UA

Context – support – complement national and regional initiatives



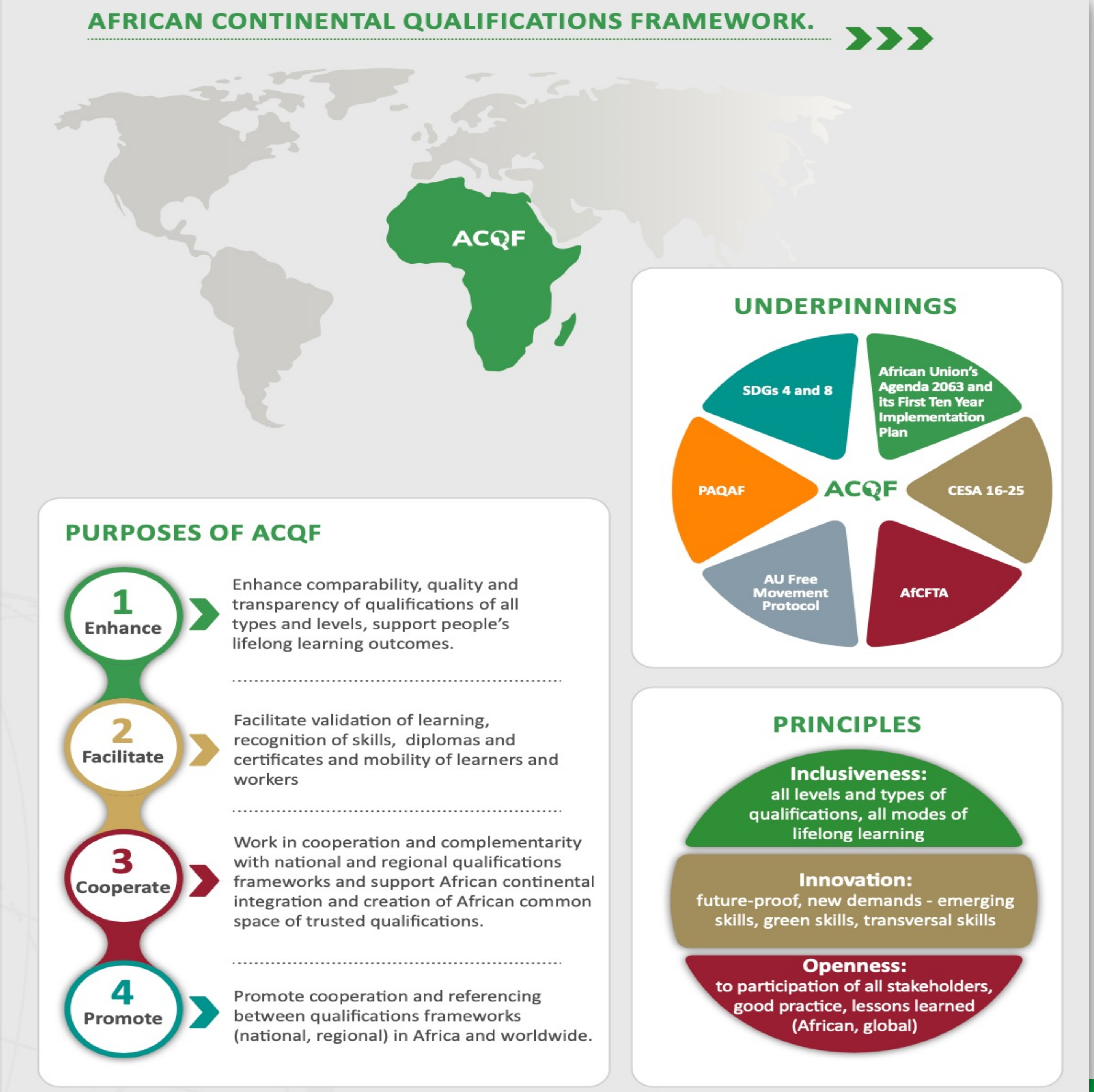
NQFs in Africa (total) - SADC (Total Nr countries: 45)



	To be started	Early thinking	In development and consultation	NQF approved & implem started	NQF advanced implementation & reviewed
🟩 Nr NQF in SADC	0	2	3	5	6
⬛ Nr NQF in Africa total	2	9	10	17	7

ACQF

ACQF : fondements, finalités, principes



AFRICAN CONTINENTAL QUALIFICATIONS FRAMEWORK.

ACQF

UNDERPINNINGS

SDGs 4 and 8
African Union's Agenda 2063 and its First Ten Year Implementation Plan
PAQAF
ACQF
CESA 16-25
AU Free Movement Protocol
AfCFTA

PURPOSES OF ACQF

1 Enhance Enhance comparability, quality and transparency of qualifications of all types and levels, support people's lifelong learning outcomes.

2 Facilitate Facilitate validation of learning, recognition of skills, diplomas and certificates and mobility of learners and workers

3 Cooperate Work in cooperation and complementarity with national and regional qualifications frameworks and support African continental integration and creation of African common space of trusted qualifications.

4 Promote Promote cooperation and referencing between qualifications frameworks (national, regional) in Africa and worldwide.

PRINCIPLES

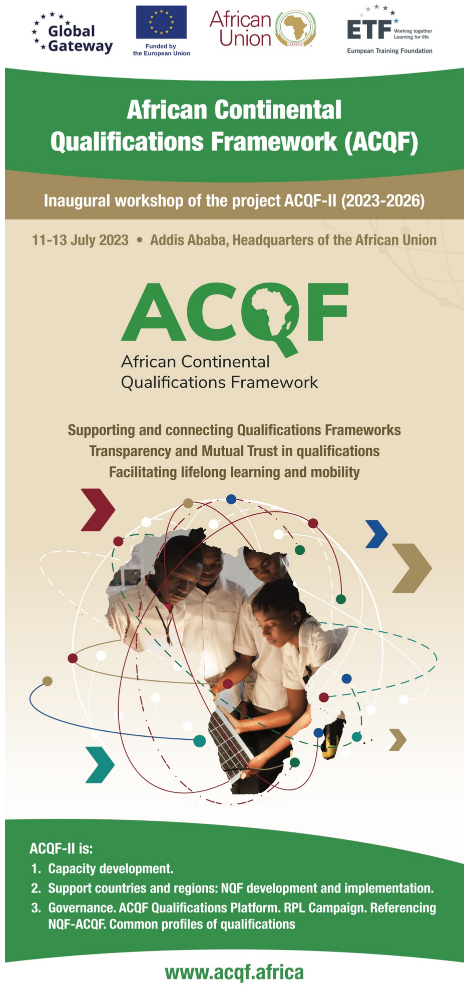
Inclusiveness: all levels and types of qualifications, all modes of lifelong learning

Innovation: future-proof, new demands - emerging skills, green skills, transversal skills

Openness: to participation of all stakeholders, good practice, lessons learned (African, global)

ACQF

Principaux domaines d’activité de l’ACQF



Global Gateway

Funded by the European Union

African Union

ETF Working together Learning for life

European Training Foundation

African Continental Qualifications Framework (ACQF)

Inaugural workshop of the project ACQF-II (2023-2026)

11-13 July 2023 • Addis Ababa, Headquarters of the African Union

ACQF

African Continental
Qualifications Framework

Supporting and connecting Qualifications Frameworks
Transparency and Mutual Trust in qualifications
Facilitating lifelong learning and mobility

ACQF-II is:

1. Capacity development.
2. Support countries and regions: NQF development and implementation.
3. Governance. ACQF Qualifications Platform. RPL Campaign. Referencing NQF-ACQF. Common profiles of qualifications

www.acqf.africa

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1. Référencement des cadres et systèmes nationaux de certifications à l’ACQF, selon les critères et procédures convenus.

2. Soutenir la **VAE**

3. Plateforme de certifications de l’ACQF (base de données) et système d’information de gestion

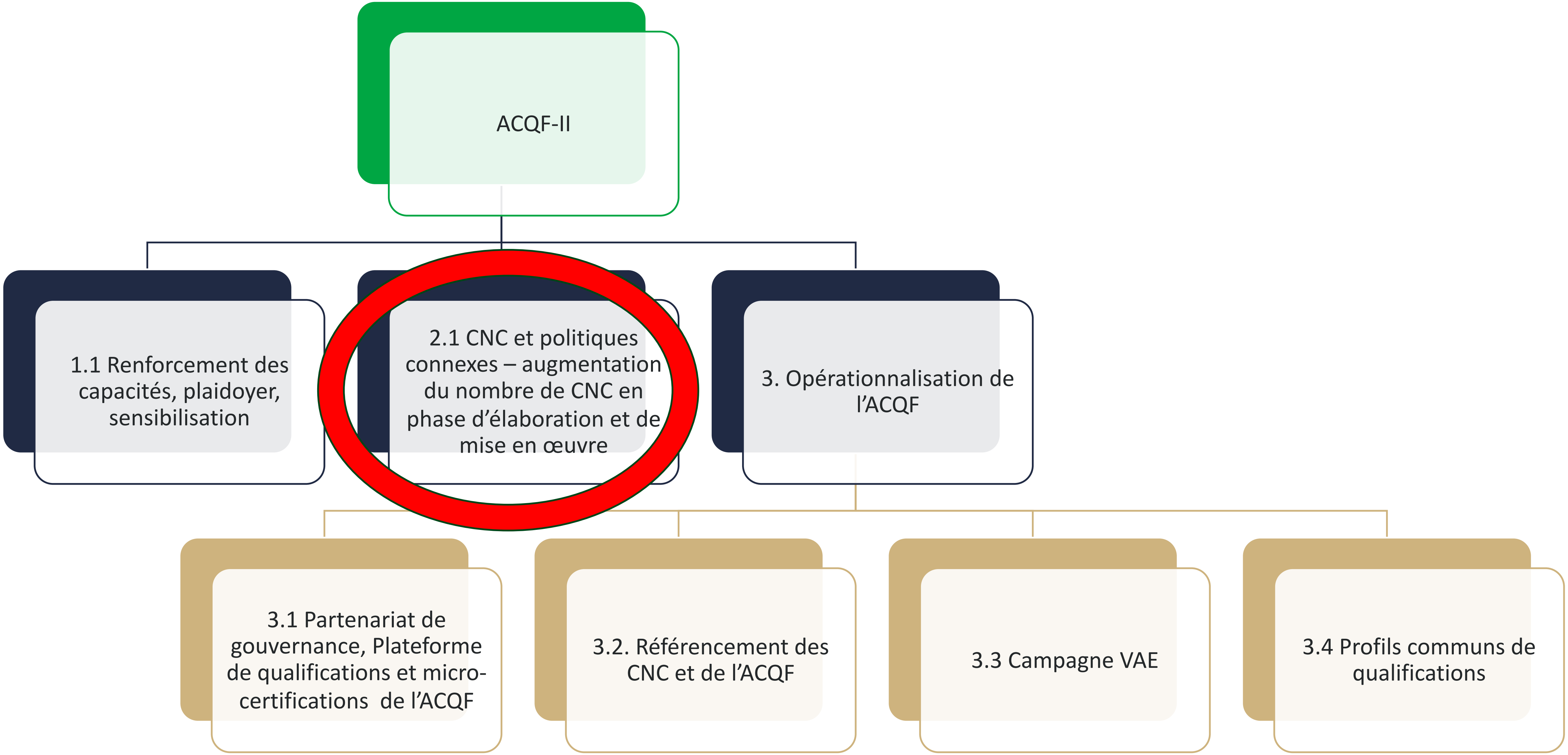
4. Certifications : Développement de profils de qualifications adéquats pour une utilisation continentale commune (ZleCAF, métiers émergeants)

5. **Renforcement des capacités** dans les domaines concernés. En ligne, sur place, hybride.

6. Plaidoyer, communication, mise en réseau et coopération : les acteurs africains (éducation et formation, emploi, partenaires sociaux) et autres CRC dans le monde

7. Analyse, suivi et évaluation : pour une amélioration continue.

Nouveau projet ACQF (2023-2026) ! Objectifs et résultats escomptés



ACQF-II

1.1 Renforcement des capacités, plaidoyer, sensibilisation

2.1 CNC et politiques connexes – augmentation du nombre de CNC en phase d'élaboration et de mise en œuvre

3. Opérationnalisation de l'ACQF

3.1 Partenariat de gouvernance, Plateforme de qualifications et micro-certifications de l'ACQF

3.2. Référencement des CNC et de l'ACQF

3.3 Campagne VAE

3.4 Profils communs de qualifications

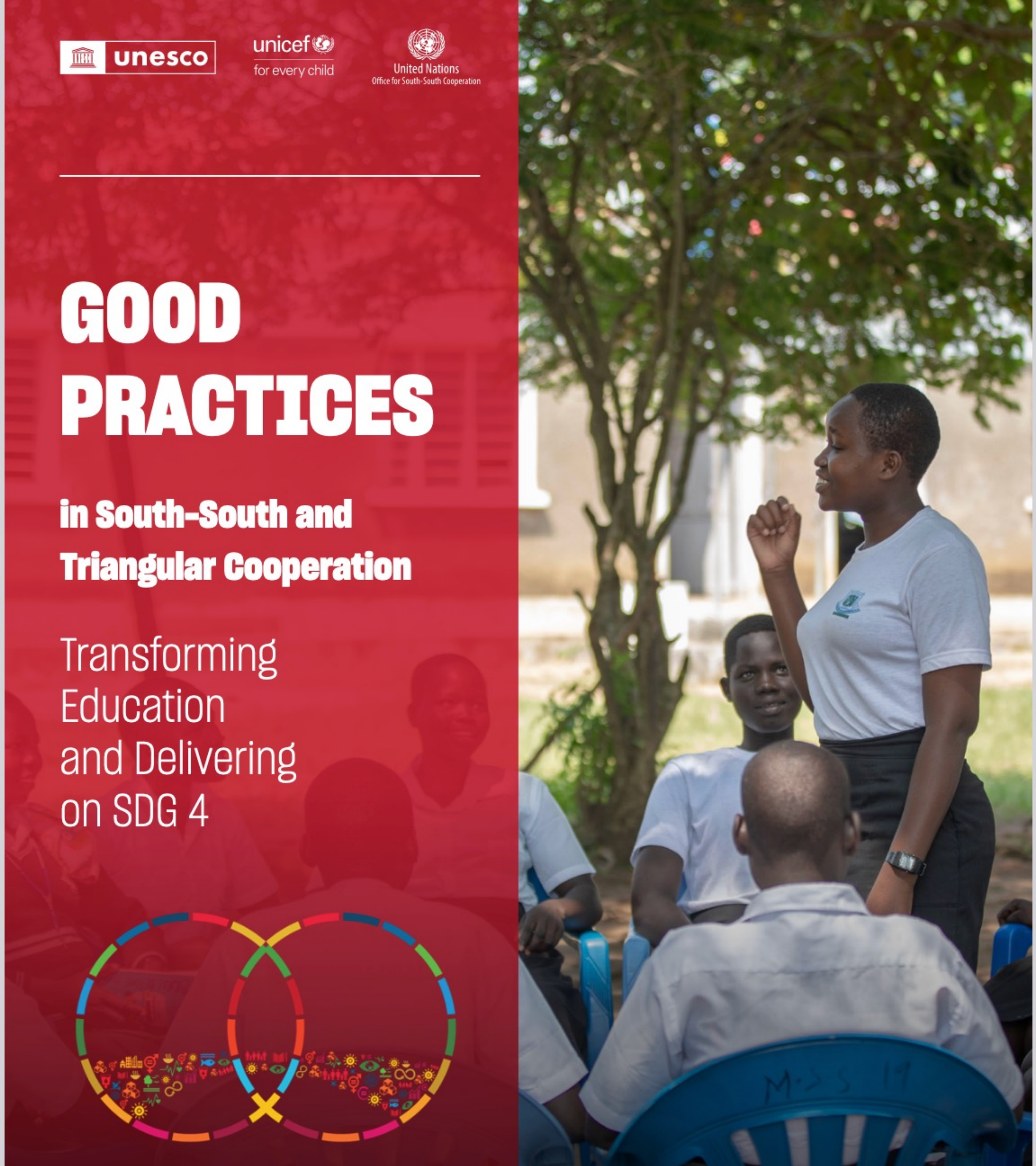
ACQF-II

- Pas de transactions financières vers les différents pays, mais plutôt:
  - ➢ Expertise spécialisée sur les thèmes essentiels CNC
  - ➢ Semainaires présentiels et webinaires
  - ➢ QCP: Plateforme numérique des certifications (niveau national et niveau continental)
  - ➢ Appui technique au développement / renforcement des CNC (+VAE, CATS)
  - ➢ Référencement à l'ACQF
  - ➢ Gouvernance pour la pérenisation de l'ACQF: Réseau Africain des Cadres de Certifications
  - ➢ Formations, développement des capacités: a) niveau national; b) multi-pays / région
  - ➢ Petits projets pilotes avec des institutions nationales, associations société civile
  - ➢ Thèmes transversaux: compétences vertes, digitales

ACQF

South-South dialogue and sharing: ACQF among the good practices 2023

https://www.southsouth-galaxy.org/wp-content/uploads/2023/09/Good-Practices-in-SSTC-Transforming-Education-and-Delivering-on-SDG4.pdf



unesco

unicef for every child

United Nations
Office for South-South Cooperation

GOOD PRACTICES

in South-South and Triangular Cooperation

Transforming Education and Delivering on SDG 4

03

3.1 Cadres de certifications – concepts essentiels

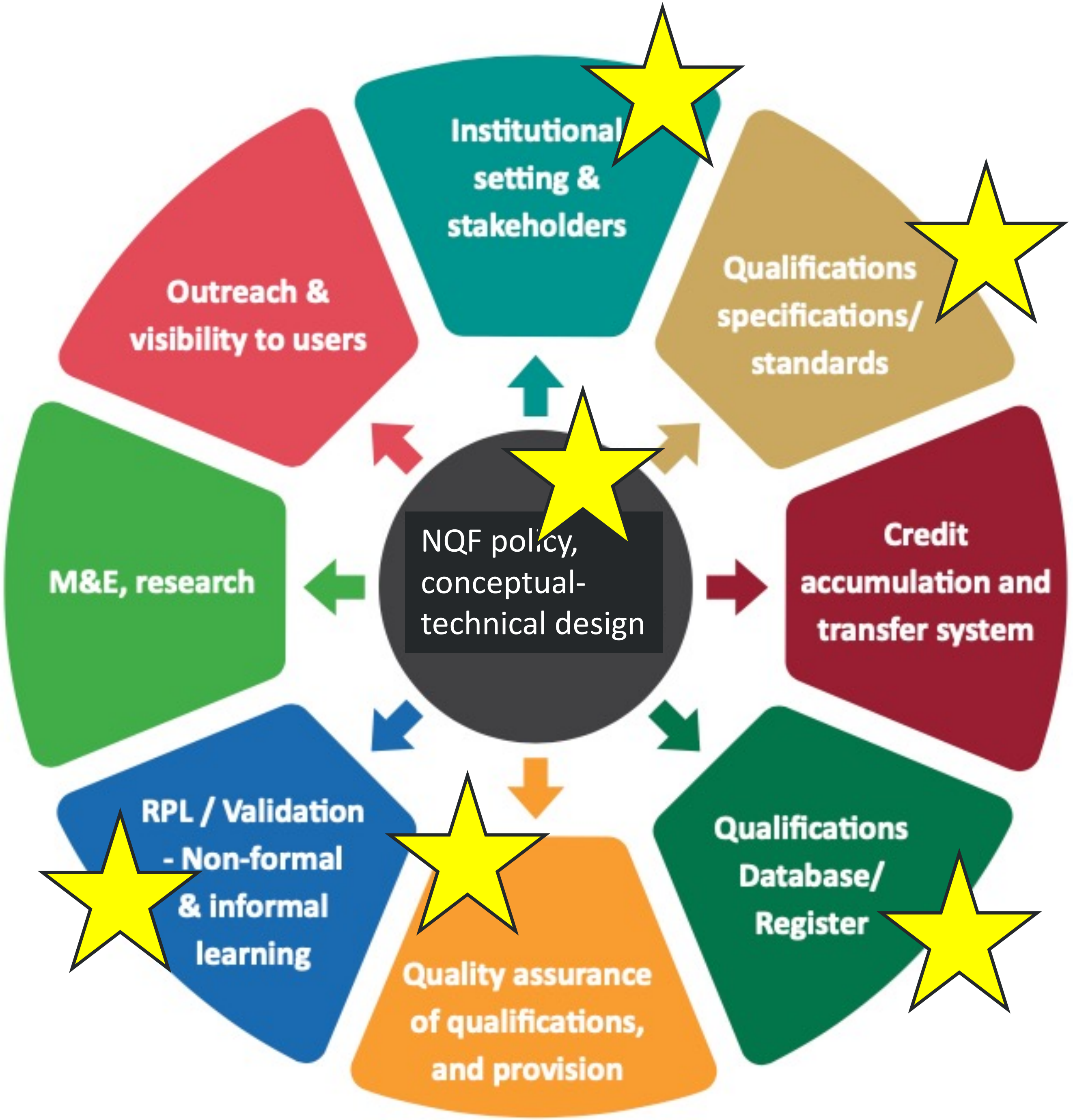
CNC - un phénomène global

- Les cadres de certification sont un phénomène mondial.
- Plus de 150 pays ont élaboré des CNC et nombre d’entre eux ont avancé dans leur mise en œuvre.
- Mais les CNC ne fonctionnent pas en vase clos, ni sans partenariats ni ressources.

ACQF

CNC : une vision systémique ou un éco-système – 8 composantes interliées

1. Document politique, conceptuel et technique du CNC
2. Institutions, gouvernance
3. Référentiels de certifications
4. Système d'accumulation et transfer de crédits
5. Base de données de certifications
6. Assurance qualité des certifications et institutions
7. VAE
8. S&E
9. Communication et divulgation pour les utilisateurs

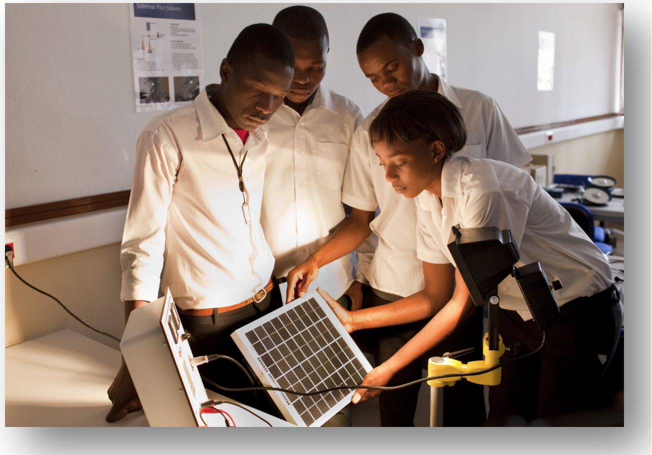

NQF policy, conceptual-technical design
Institutional setting & stakeholders
Qualifications specifications/ standards
Credit accumulation and transfer system
Qualifications Database/ Register
Quality assurance of qualifications, and provision
RPL / Validation - Non-formal & informal learning
M&E, research
Outreach & visibility to users

Vue d’ensemble sur les tendances des CNC

Cadres de certification…

- Sont efficaces s’il travaillent avec l’écosystème plus large de l’éducation et de la formation et contribuent aux objectifs et stratégies nationaux.
- Ouvert à l’innovation et à l’adaptation pour rester pertinents

- **Outils (numériques) des cadres de certifications** – importants pour le partage d’information entre institutions et l’orientation des utilisateurs finaux
- **Gouvernance de QF** : participative, inclusive, **basée sur la compétence technique**. « Le CNC appartient à tout le monde »
- ***Il y a beaucoup d’informations, de recherches, de sources, d’outils sur les CNC et les RQF***
- **Tendances importantes liées aux cadres de certification:**
  - Ouverture à tout type de certifications et titres de compétences
  - Soutiennent l’accès, l’inclusion, progression, transparence, comparabilité
  - **Portée: complète et inclusive:** certifications de tous les sous-secteurs (CNC – RQF pour l’ALV) et de tous les modes d’apprentissage (F-NF-I)
  - Numérisation : des qualifications et des titres de compétences ; Registres et catalogues de qualifications



ACQF

African Continental
Qualifications Framework

A national qualifications framework (NQF) is 'A 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 subsystems and improve the transparency, access, progression and quality of qualifications in relation to the labour market and civil society.

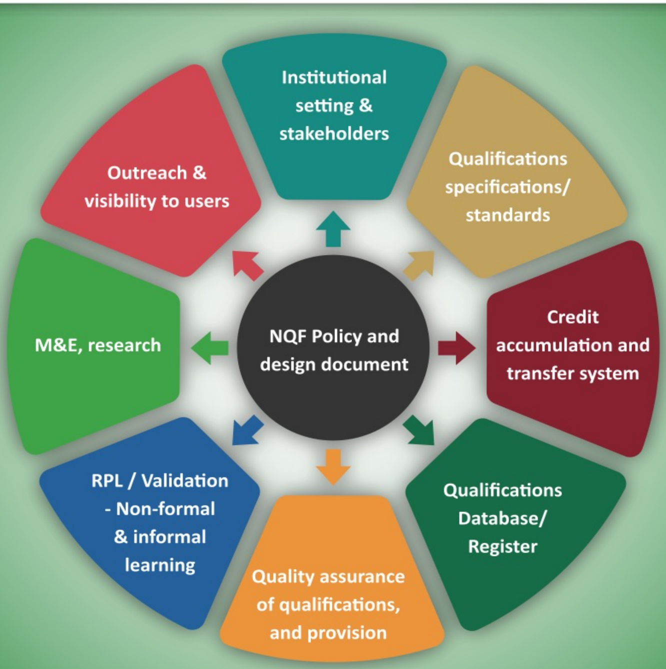
Source: EQF Recommendation

A national qualification system includes all aspects of a country's activity that result in the recognition of learning. These include the means to develop and operationalise national or regional policy on qualifications, institutional arrangements, **quality assurance processes, evaluation and attribution** processes, **skills recognition** and other mechanisms linking education and training to the labour market and civil society. Qualifications systems can be more or less integrated and coherent. One of the characteristics of a qualification system may be an **explicit qualifications framework.**

Source: OECD, Bridges to Lifelong Learning, 2007

A qualification: means a formal outcome of an assessment and validation process which is obtained when a competent authority determines that an individual has achieved learning outcomes to given standards.

Source: EQF Recommendation.



NQF Policy and design document

Institutional setting & stakeholders

Qualifications specifications/ standards

Credit accumulation and transfer system

Qualifications Database/ Register

Quality assurance of qualifications, and provision

RPL / Validation - Non-formal & informal learning

M&E, research

Outreach & visibility to users

Level descriptor: A statement describing learning achievement at a particular level of a Qualifications Framework that provides a broad indication of the types of learning outcomes and assessment criteria that are appropriate to a qualification at that level.

Source: SAQA, NQFPedia

Learning outcomes: Statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence.

Set of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of a learning process, either formal, non-formal and informal.

Source: Cedefop

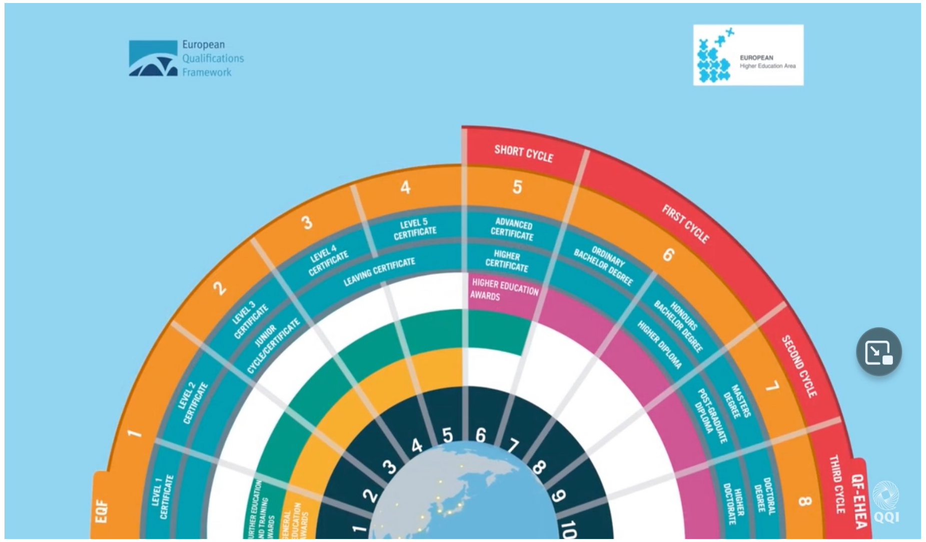
A regional qualifications framework (RQF) is a broad structure of levels of learning outcomes that is agreed by countries in a geographical region.

A means of enabling one national framework of qualifications **to relate** to another and, subsequently, for a qualification in one country to be compared to a qualification from another country.

Source: ASEAN

QRF: ASEAN Qualifications Reference Framework,
A Practical Guide and All you Need to Know.

Valeur des Cadres nationaux de certifications


European Qualifications Framework
EUROPEAN Higher Education Area
SHORT CYCLE
FIRST CYCLE
SECOND CYCLE
THIRD CYCLE
QF-EHEA
EQF
1
2
3
4
5
6
7
8
LEVEL 1 CERTIFICATE
LEVEL 2 CERTIFICATE
LEVEL 3 CERTIFICATE
JUNIOR CYCLE/CERTIFICATE
LEVEL 4 CERTIFICATE
LEAVING CERTIFICATE
LEVEL 5 CERTIFICATE
ADVANCED CERTIFICATE
HIGHER CERTIFICATE
HIGHER EDUCATION AWARDS
ORDINARY BACHELOR DEGREE
HONOURS BACHELOR DEGREE
HIGHER DIPLOMA
MASTERS DEGREE
POST-GRADUATE DIPLOMA
DOCTORAL DEGREE
HIGHER DOCTORATE
FURTHER EDUCATION AND TRAINING AWARDS
GENERAL EDUCATION AWARDS
1 2 3 4 5 6 7 8 9 10
QQI

https://youtu.be/qK15HlhDbo4

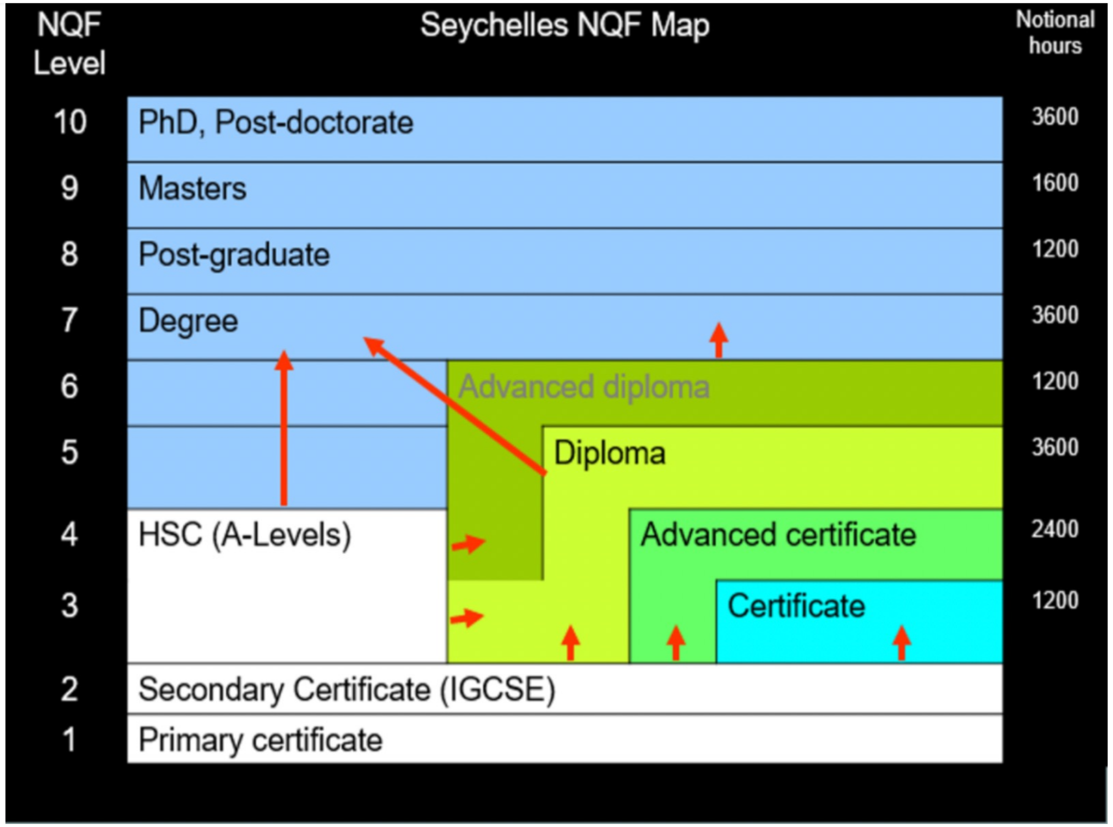
Les cadres nationaux des certifications (CNC)

- Facilitent la **compréhension et la comparaison** des certifications.
- Ils peuvent également encourager les pays **à repenser et à réformer** leurs politiques et pratiques nationales en matière d'éducation, de formation et d'apprentissage tout au long de la vie.

Les acquis d'apprentissage : un principe fondamental

- Les CNC classent les qualifications par niveau, en fonction des résultats d'apprentissage, c'est-à-dire de ce que le titulaire d'un certificat ou d'un diplôme est censé savoir, comprendre et être capable de faire.
- Cette classification reflète le contenu et le profil des qualifications.
- L'approche axée sur les résultats de l'apprentissage garantit également que les sous-systèmes de l'éducation et de la formation sont ouverts les uns aux autres.
- Ainsi, l'approche par les résultats d'apprentissage permet aux personnes de se déplacer plus facilement entre les établissements et les secteurs d'enseignement et de formation.
- Les qualifications basées sur les résultats d'apprentissage : essentielles pour la VAE

Qu’est-ce que le CNC? (1)



NQF Level	Seychelles NQF Map	Notional hours
10	PhD, Post-doctorate	3600
9	Masters	1600
8	Post-graduate	1200
7	Degree	3600
6	Advanced diploma	1200
5	Diploma	3600
4	HSC (A-Levels) Advanced certificate	2400
3	Certificate	1200
2	Secondary Certificate (IGCSE)	
1	Primary certificate	

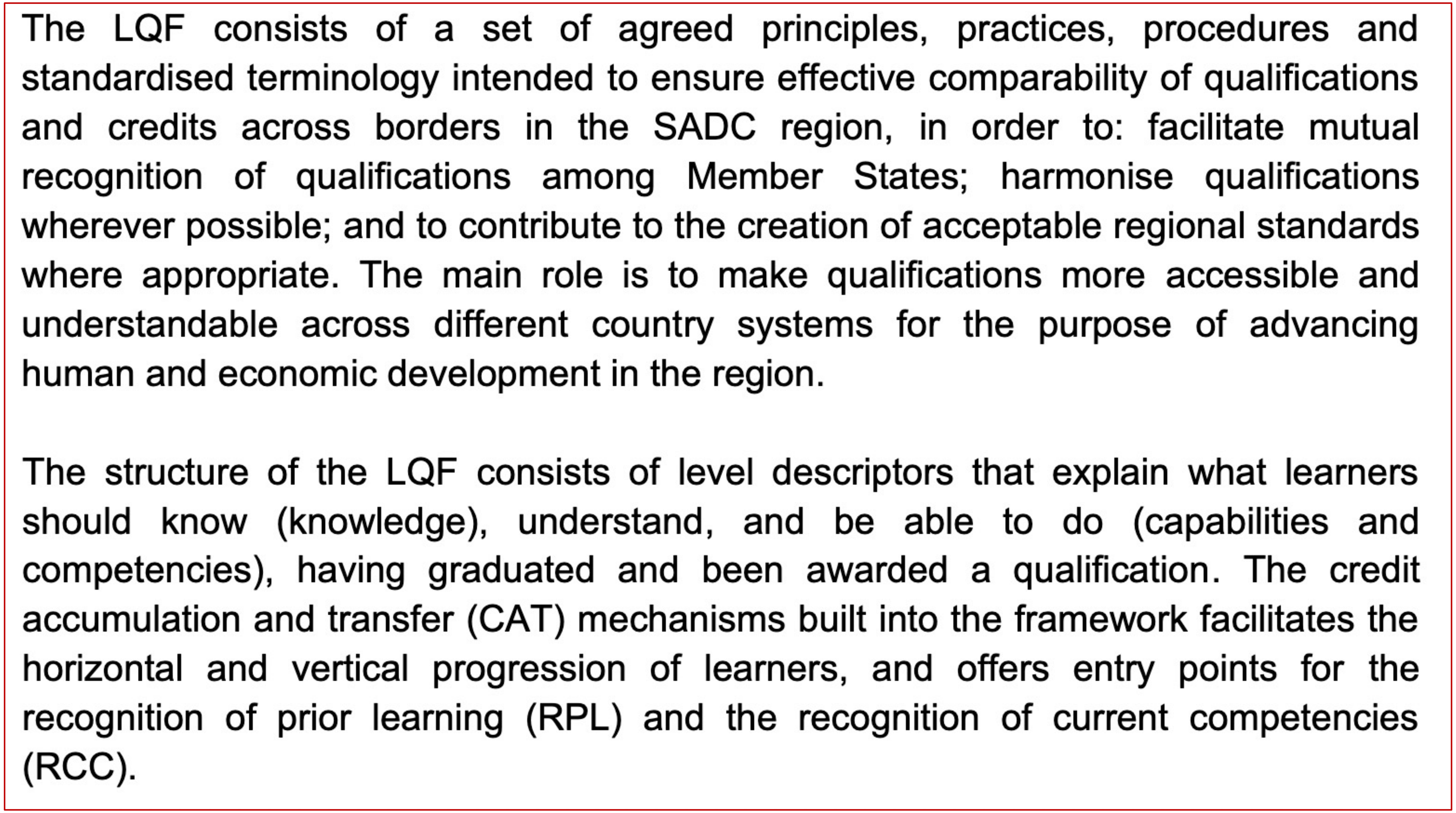
- Un cadre national des certifications (CNC) est « *une politique et un instrument pour le développement et la classification des certifications en fonction d’un ensemble de critères pour les niveaux d’apprentissage spécifiés atteints, qui vise à intégrer et à coordonner les sous-systèmes nationaux de certifications et à améliorer la transparence, l’accès, la progression et la qualité des qualifications par rapport au marché du travail et à la société civile* ».

Source: EQF Recommendation 2017

Qu'est-ce qu'un CNC ?(2)

- **Instrument de développement, de classification et de reconnaissance des aptitudes, des connaissances et des compétences selon un continuum de niveaux convenus.**
- Il s'agit d'une façon de structurer les qualifications existantes et nouvelles, qui sont définies par les **résultats d'apprentissage** – des énoncés clairs de ce que l'apprenant doit savoir ou être capable de faire, qu'ils soient appris en classe, sur le lieu de travail ou de manière moins formelle.
- Le cadre des certifications indique la comparabilité des différentes qualifications et la manière dont on peut passer d'un niveau à l'autre, à l'intérieur d'une profession ou d'un secteur industriel à l'autre (et même entre les domaines professionnels et académiques si le CNC est conçu pour inclure à la fois les qualifications professionnelles et académiques dans un cadre unique).
- Source: https://www.ilo.org/wcmsp5/groups/public/@ed_emp/@ifp_skills/documents/instructionalmaterial/wcms_103623.pdf

CNC du Lesotho (3) : definition contextualisée

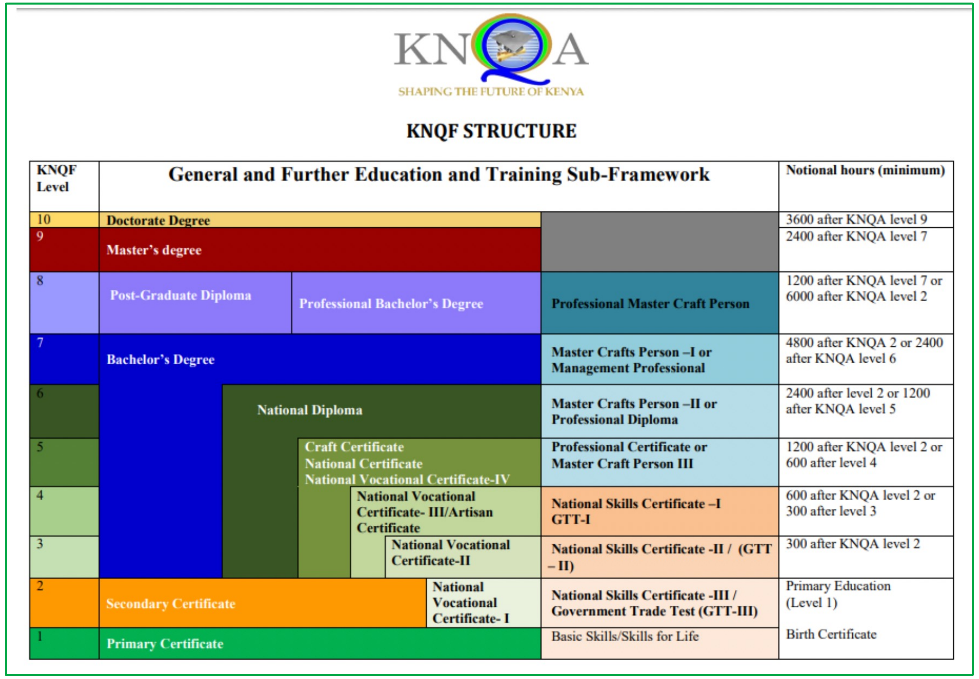


The LQF consists of a set of agreed principles, practices, procedures and standardised terminology intended to ensure effective comparability of qualifications and credits across borders in the SADC region, in order to: facilitate mutual recognition of qualifications among Member States; harmonise qualifications wherever possible; and to contribute to the creation of acceptable regional standards where appropriate. The main role is to make qualifications more accessible and understandable across different country systems for the purpose of advancing human and economic development in the region.

The structure of the LQF consists of level descriptors that explain what learners should know (knowledge), understand, and be able to do (capabilities and competencies), having graduated and been awarded a qualification. The credit accumulation and transfer (CAT) mechanisms built into the framework facilitates the horizontal and vertical progression of learners, and offers entry points for the recognition of prior learning (RPL) and the recognition of current competencies (RCC).

Procedures Manual of LQF. https://www.che.ac.ls/wp-content/uploads/2020/02/Procedures-Manual_LQF-Approved-1.pdf

Cadres de certification : types



KNQA

SHAPING THE FUTURE OF KENYA

KNQF STRUCTURE

KNQF Level	General and Further Education and Training Sub-Framework		Notional hours (minimum)
10	Doctorate Degree		3600 after KNQA level 9
9	Master's degree		2400 after KNQA level 7
8	Post-Graduate Diploma Professional Bachelor's Degree	Professional Master Craft Person	1200 after KNQA level 7 or 6000 after KNQA level 2
7	Bachelor's Degree	Master Crafts Person –I or Management Professional	4800 after KNQA 2 or 2400 after KNQA level 6
6	National Diploma	Master Crafts Person –II or Professional Diploma	2400 after level 2 or 1200 after KNQA level 5
5	Craft Certificate National Certificate National Vocational Certificate-IV	Professional Certificate or Master Craft Person III	1200 after KNQA level 2 or 600 after level 4
4	National Vocational Certificate- III/Artisan Certificate	National Skills Certificate –I GTT-I	600 after KNQA level 2 or 300 after level 3
3	National Vocational Certificate-II	National Skills Certificate -II / (GTT – II)	300 after KNQA level 2
2	Secondary Certificate National Vocational Certificate- I	National Skills Certificate -III / Government Trade Test (GTT-III)	Primary Education (Level 1)
1	Primary Certificate	Basic Skills/Skills for Life	Birth Certificate

National (actuellement plus de 150 dans le monde)

- Comprehensive, inclusive scope – large majority
- Partial: sub-sector – TVET, HE

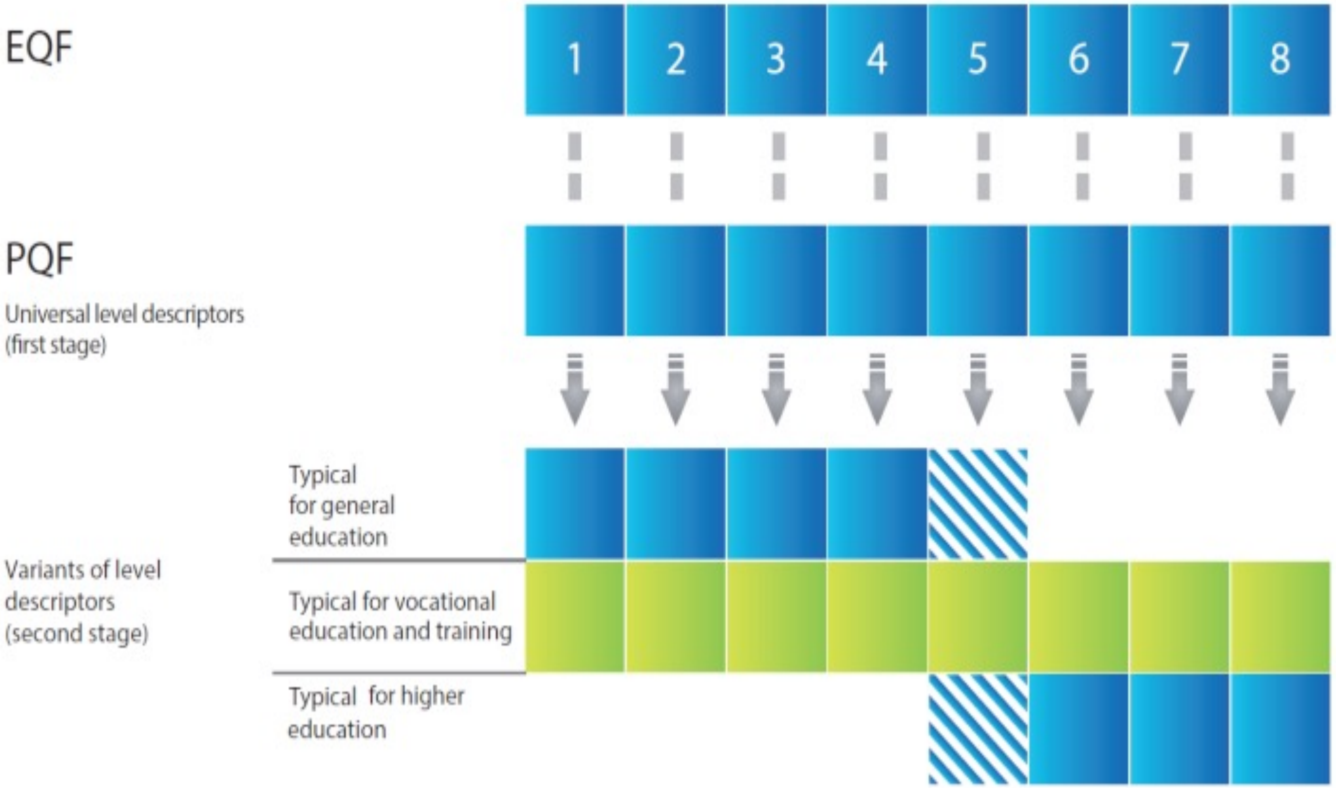
Sectoriel

- Périmètre économique ou professionnel : soudage, banque, industrie de l'énergie…

Régional : méta-cadres globaux (actuellement : quelque 17 initiatives à différents stades de développement et de mise en œuvre)

CNC à plusieurs couches

The structure of the Polish Qualifications Framework


EQF
1
2
3
4
5
6
7
8
PQF
Universal level descriptors (first stage)
Variants of level descriptors (second stage)
Typical for general education
Typical for vocational education and training
Typical for higher education

Source: IBE.

NQF

First and second stage descriptors constitute a coherent whole. They should be read together to fully understand the uniqueness of each level.

Sectoral Qualifications Framework (SQF)

Next to the Polish Qualifications Framework (PQF), sectoral qualifications frameworks (SQF), maybe established SQF: typical for TVET qualifications

Sectoral qualifications frameworks translate the assumptions of the Integrated Qualification System (IQS) into an industry/sector realities, highlighting their specificity and development directions.

4 sectoral frameworks included in the IQS:

- sport,
- tourism,
- construction,
- development services.

Draft sectoral frameworks developed for further nine areas:

- Banking
- information technology,
- telecommunications,
- fashion industry,
- public health,
- trade,\agriculture,
- chemical industry,
- energy industry,
- automotive industry.

Development of the following sectoral frameworks is planned:

- Mining
- education,
- real estate.

Fonctions du CNC

1. Communication : diffuser et clarifier – objectifs, qualifications, structures ; transparence.
2. Réforme : contribue au changement, à l'amélioration, à l'innovation.
3. Réglementation : partie intégrante du cadre réglementaire des certifications.

In Europe: mostly 1 and 2

In Africa: 1, 2 and 3

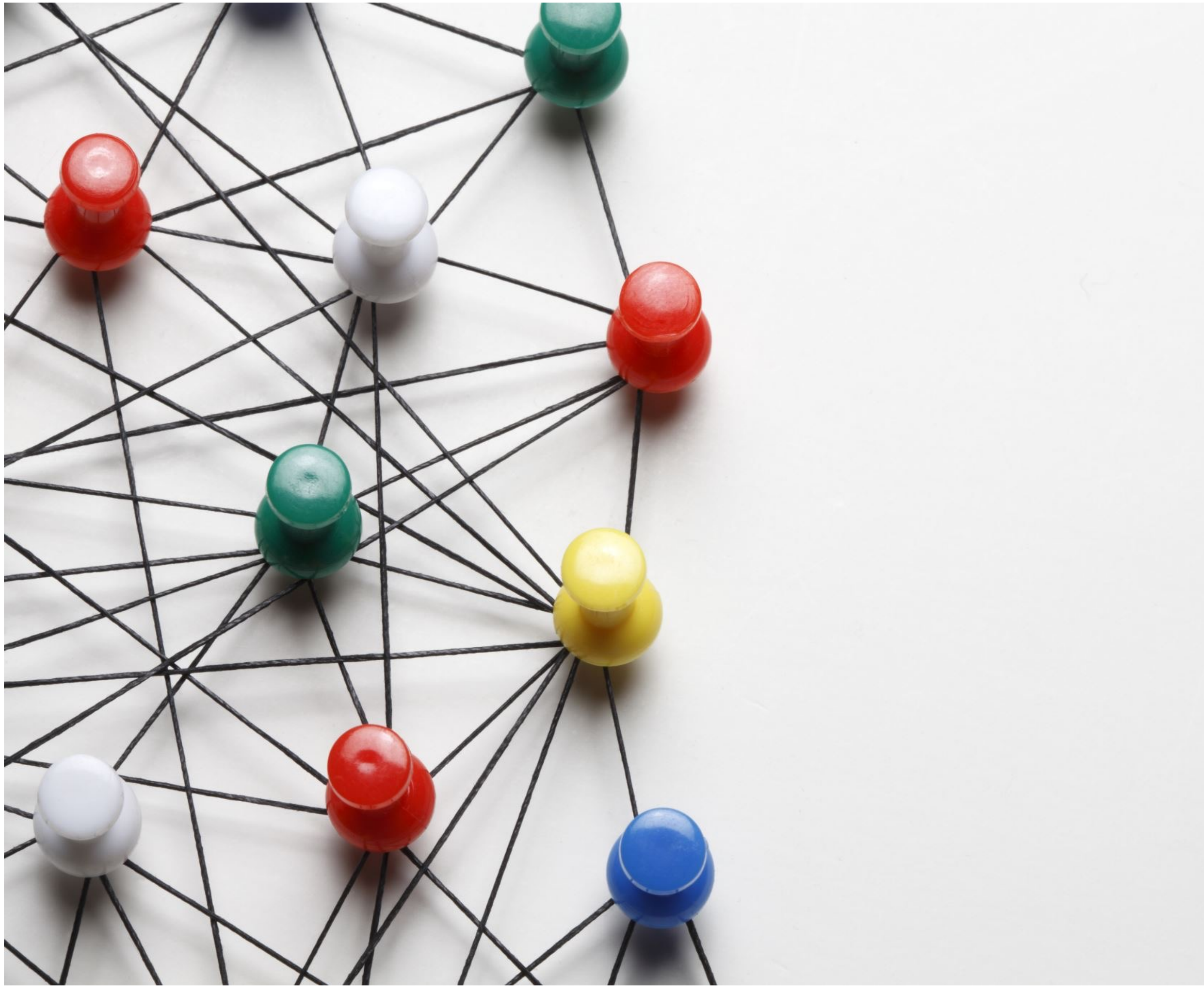
1. Communication

2. Réforme

3. Réglementation

Cadres régionaux des certifications

- Cadre européen des certifications (41 pays)
- SADC (16 pays)
- IGADQF (8 pays)
- EAQFHE (7 pays)
- ASEAN QRF (10 pays)
- … ACQF (55 pays)



Cadre régional des certifications

Quel est le terme clé commun ?

- Structure générale des niveaux de résultats d'apprentissage qui est acceptée par les pays d'une région géographique. Un moyen de permettre à un cadre national de certifications d'être relié à un autre et, par la suite, **de comparer une** qualification d'un pays à une qualification d'un autre pays.

ASEAN QRF: ASEAN Qualifications Reference Framework, A Practical Guide and All you Need to Know. Page 33.

- Cadre régional des certifications : il s'agit d'un ensemble de principes, de pratiques, de procédures et d'une terminologie normalisée convenus destinés à assurer **une comparabilité** effective des qualifications et des crédits entre les pays d'une région

Tuck R. 2007. An Introductory Guide to NQF

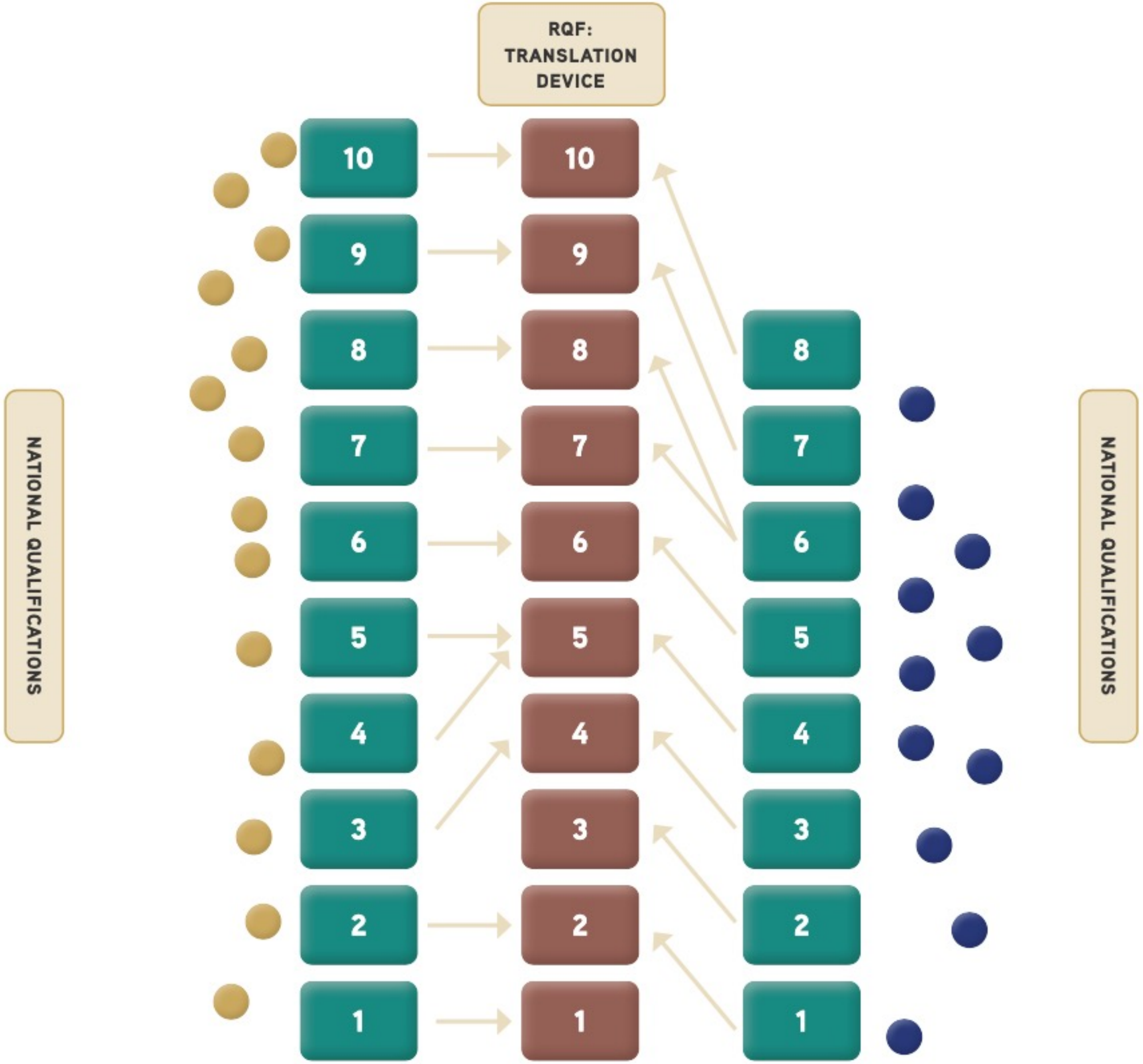
Cadre régional des certifications

CRC:

- Méta-cadre
- Traducteur / comparateur / langue commune

Attelage CNC et RQF:

- critères et procédures de référencement ;
- l'apprentissage par les pairs ;
- Base de données commune des qualifications


RQF:
TRANSLATION DEVICE
NATIONAL QUALIFICATIONS
10
9
8
7
6
5
4
3
2
1
NATIONAL QUALIFICATIONS

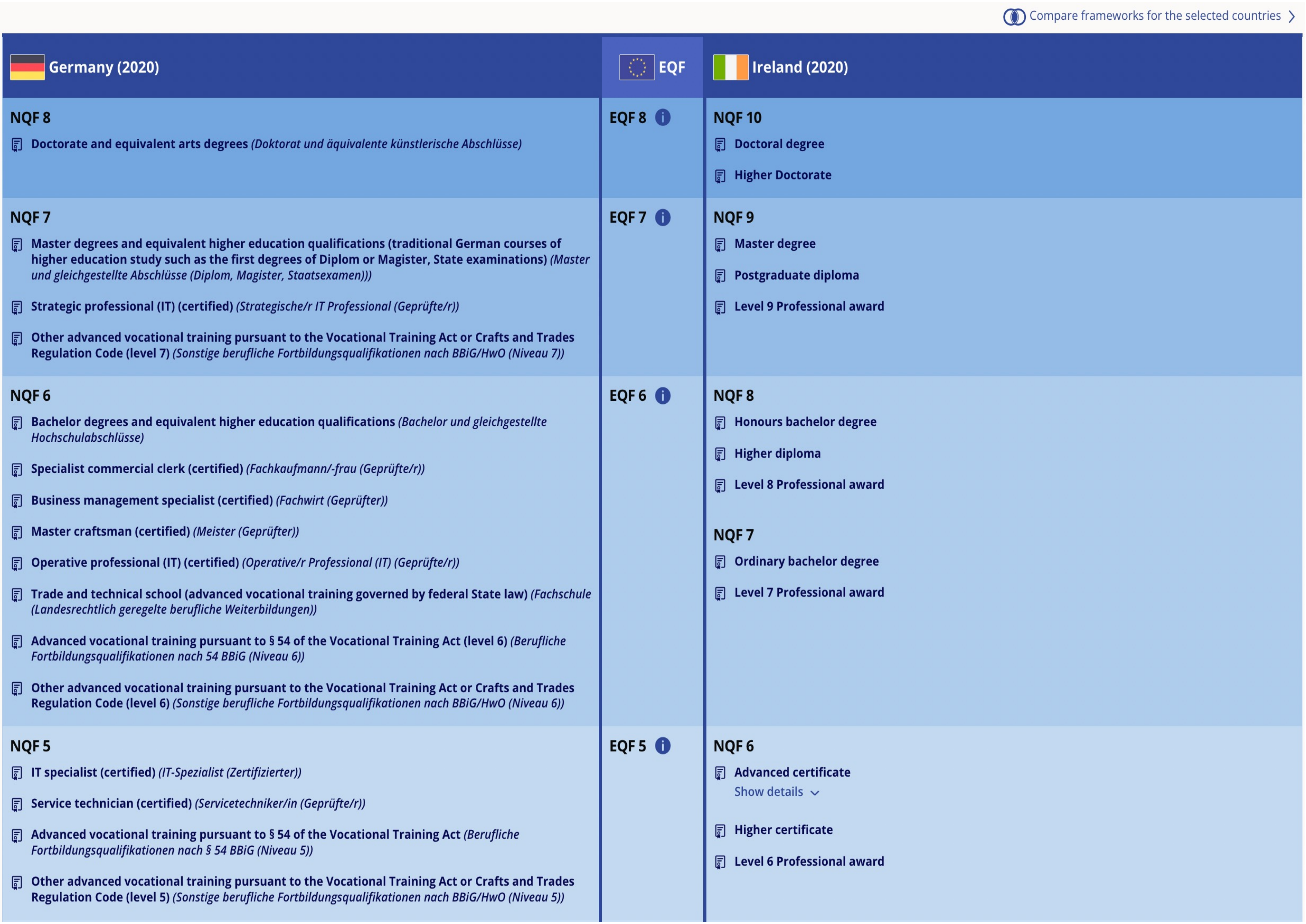
Les certifications dans les CNC

- Exemples: accessibles par “CEDEFOP - NQF Online Tool” - interactif
- Vous pouvez choisir d’autres exemples selon votre intérêt

ACQF

Exemple:

- CEC – Outil pour comparer les CNC avec le CEC
- CNC allemand : 8 niveaux
- CNC irlandais : 10 niveaux
- Ici : niveaux 5 à 8 CEC

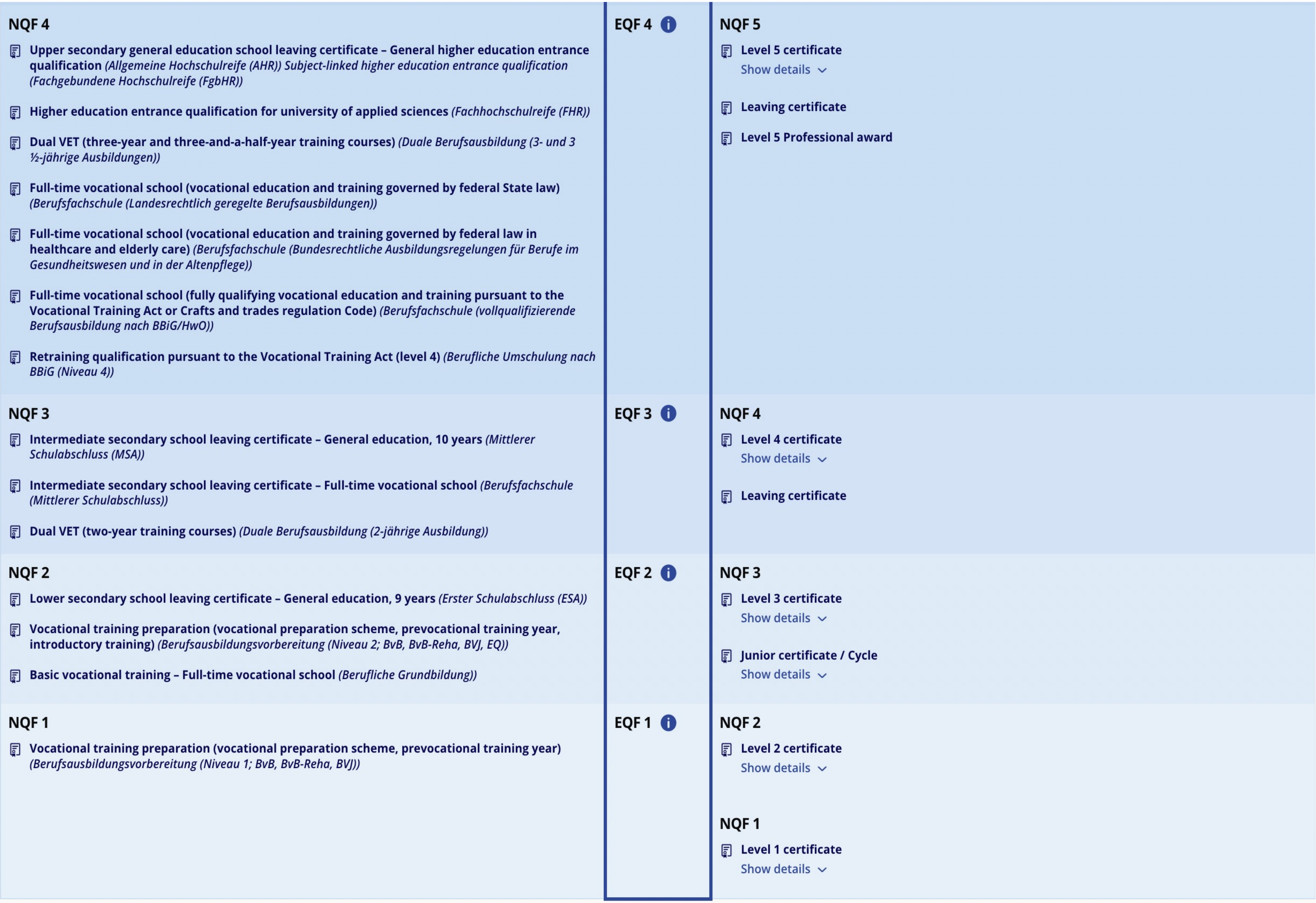


Germany (2020)	EQF	Ireland (2020)
NQF 8 Doctorate and equivalent arts degrees *(Doktorat und äquivalente künstlerische Abschlüsse)*	**EQF 8**	**NQF 10** Doctoral degree Higher Doctorate
NQF 7 Master degrees and equivalent higher education qualifications (traditional German courses of higher education study such as the first degrees of Diplom or Magister, State examinations) *(Master und gleichgestellte Abschlüsse (Diplom, Magister, Staatsexamen))* Strategic professional (IT) (certified) *(Strategische/r IT Professional (Geprüfte/r))* Other advanced vocational training pursuant to the Vocational Training Act or Crafts and Trades Regulation Code (level 7) *(Sonstige berufliche Fortbildungsqualifikationen nach BBiG/HwO (Niveau 7))*	**EQF 7**	**NQF 9** Master degree Postgraduate diploma Level 9 Professional award
NQF 6 Bachelor degrees and equivalent higher education qualifications *(Bachelor und gleichgestellte Hochschulabschlüsse)* Specialist commercial clerk (certified) *(Fachkaufmann/-frau (Geprüfte/r))* Business management specialist (certified) *(Fachwirt (Geprüfter))* Master craftsman (certified) *(Meister (Geprüfter))* Operative professional (IT) (certified) *(Operative/r Professional (IT) (Geprüfte/r))* Trade and technical school (advanced vocational training governed by federal State law) *(Fachschule (Landesrechtlich geregelte berufliche Weiterbildungen))* Advanced vocational training pursuant to § 54 of the Vocational Training Act (level 6) *(Berufliche Fortbildungsqualifikationen nach 54 BBiG (Niveau 6))* Other advanced vocational training pursuant to the Vocational Training Act or Crafts and Trades Regulation Code (level 6) *(Sonstige berufliche Fortbildungsqualifikationen nach BBiG/HwO (Niveau 6))*	**EQF 6**	**NQF 8** Honours bachelor degree Higher diploma Level 8 Professional award **NQF 7** Ordinary bachelor degree Level 7 Professional award
NQF 5 IT specialist (certified) *(IT-Spezialist (Zertifizierter))* Service technician (certified) *(Servicetechniker/in (Geprüfte/r))* Advanced vocational training pursuant to § 54 of the Vocational Training Act *(Berufliche Fortbildungsqualifikationen nach § 54 BBiG (Niveau 5))* Other advanced vocational training pursuant to the Vocational Training Act or Crafts and Trades Regulation Code (level 5) *(Sonstige berufliche Fortbildungsqualifikationen nach BBiG/HwO (Niveau 5))*	**EQF 5**	**NQF 6** Advanced certificate Show details Higher certificate Level 6 Professional award

ACQF

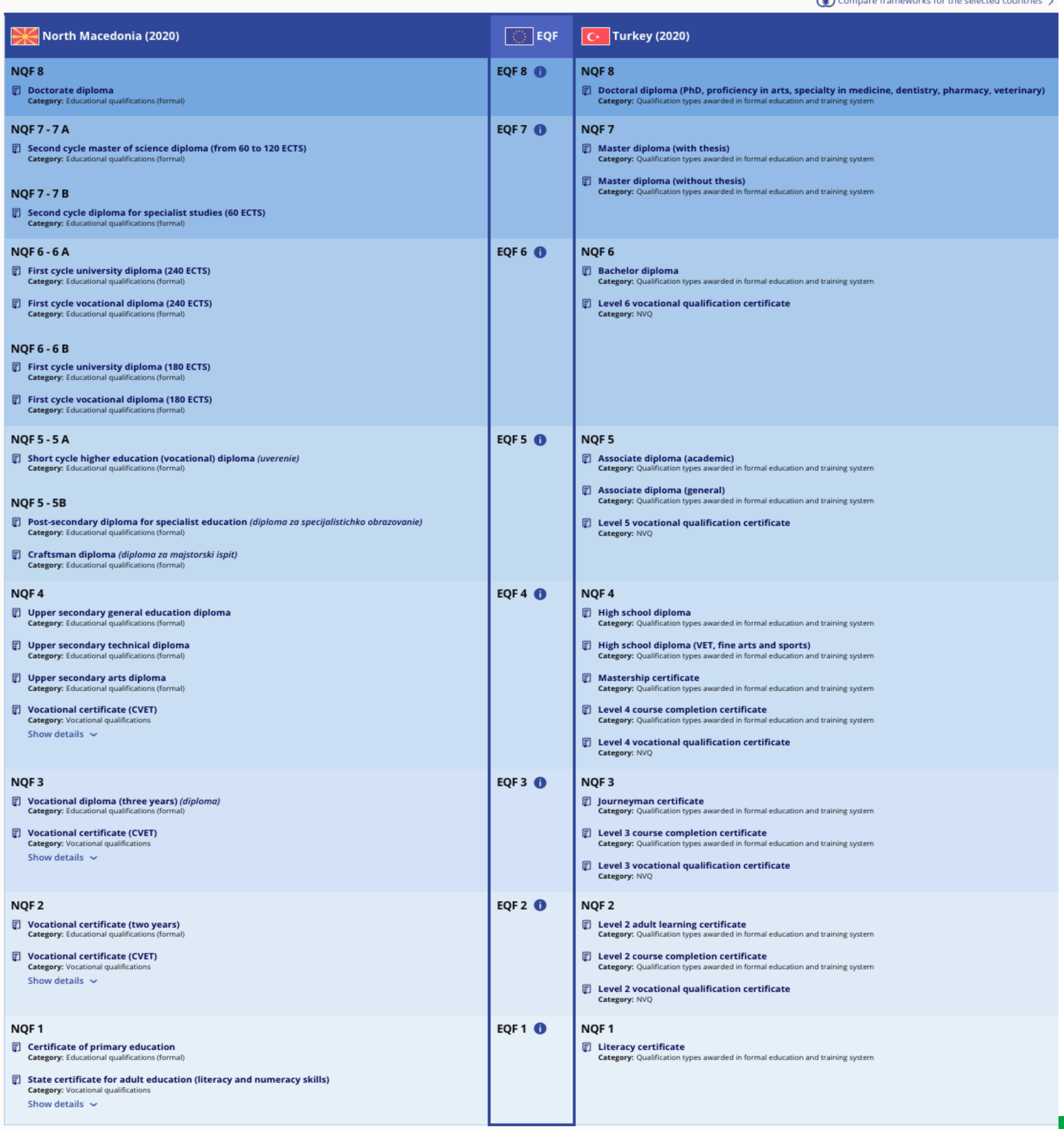
Exemple:

- CEC – Outil pour comparer les CNC avec le CEC
- CNC allemand : 8 niveaux
- CNC irlandais : 10 niveaux
- Ici : niveaux 1 à 4 du CEC



NQF 4 **Upper secondary general education school leaving certificate – General higher education entrance qualification** *(Allgemeine Hochschulreife (AHR)) Subject-linked higher education entrance qualification (Fachgebundene Hochschulreife (FgbHR))* **Higher education entrance qualification for university of applied sciences** *(Fachhochschulreife (FHR))* **Dual VET (three-year and three-and-a-half-year training courses)** *(Duale Berufsausbildung (3- und 3 ½-jährige Ausbildungen))* **Full-time vocational school (vocational education and training governed by federal State law)** *(Berufsfachschule (Landesrechtlich geregelte Berufsausbildungen))* **Full-time vocational school (vocational education and training governed by federal law in healthcare and elderly care)** *(Berufsfachschule (Bundesrechtliche Ausbildungsregelungen für Berufe im Gesundheitswesen und in der Altenpflege))* **Full-time vocational school (fully qualifying vocational education and training pursuant to the Vocational Training Act or Crafts and trades regulation Code)** *(Berufsfachschule (vollqualifizierende Berufsausbildung nach BBiG/HwO))* **Retraining qualification pursuant to the Vocational Training Act (level 4)** *(Berufliche Umschulung nach BBiG (Niveau 4))*	**EQF 4**	**NQF 5** **Level 5 certificate** Show details ⌄ **Leaving certificate** **Level 5 Professional award**
NQF 3 **Intermediate secondary school leaving certificate – General education, 10 years** *(Mittlerer Schulabschluss (MSA))* **Intermediate secondary school leaving certificate – Full-time vocational school** *(Berufsfachschule (Mittlerer Schulabschluss))* **Dual VET (two-year training courses)** *(Duale Berufsausbildung (2-jährige Ausbildung))*	**EQF 3**	**NQF 4** **Level 4 certificate** Show details ⌄ **Leaving certificate**
NQF 2 **Lower secondary school leaving certificate – General education, 9 years** *(Erster Schulabschluss (ESA))* **Vocational training preparation (vocational preparation scheme, prevocational training year, introductory training)** *(Berufsausbildungsvorbereitung (Niveau 2; BvB, BvB-Reha, BVJ, EQ))* **Basic vocational training – Full-time vocational school** *(Berufliche Grundbildung))*	**EQF 2**	**NQF 3** **Level 3 certificate** Show details ⌄ **Junior certificate / Cycle** Show details ⌄
NQF 1 **Vocational training preparation (vocational preparation scheme, prevocational training year)** *(Berufsausbildungsvorbereitung (Niveau 1; BvB, BvB-Reha, BVJ))*	**EQF 1**	**NQF 2** **Level 2 certificate** Show details ⌄ **NQF 1** **Level 1 certificate** Show details ⌄

Compare NQF Türkiye and North Macedonia



Compare frameworks for the selected countries

North Macedonia (2020)	EQF	Turkey (2020)
NQF 8 **Doctorate diploma** **Category:** Educational qualifications (formal)	EQF 8	**NQF 8** **Doctoral diploma (PhD, proficiency in arts, specialty in medicine, dentistry, pharmacy, veterinary)** **Category:** Qualification types awarded in formal education and training system
NQF 7 - 7 A **Second cycle master of science diploma (from 60 to 120 ECTS)** **Category:** Educational qualifications (formal) **NQF 7 - 7 B** **Second cycle diploma for specialist studies (60 ECTS)** **Category:** Educational qualifications (formal)	EQF 7	**NQF 7** **Master diploma (with thesis)** **Category:** Qualification types awarded in formal education and training system **Master diploma (without thesis)** **Category:** Qualification types awarded in formal education and training system
NQF 6 - 6 A **First cycle university diploma (240 ECTS)** **Category:** Educational qualifications (formal) **First cycle vocational diploma (240 ECTS)** **Category:** Educational qualifications (formal) **NQF 6 - 6 B** **First cycle university diploma (180 ECTS)** **Category:** Educational qualifications (formal) **First cycle vocational diploma (180 ECTS)** **Category:** Educational qualifications (formal)	EQF 6	**NQF 6** **Bachelor diploma** **Category:** Qualification types awarded in formal education and training system **Level 6 vocational qualification certificate** **Category:** NVQ
NQF 5 - 5 A **Short cycle higher education (vocational) diploma** *(uverenie)* **Category:** Educational qualifications (formal) **NQF 5 - 5B** **Post-secondary diploma for specialist education** *(diploma za specijalistichko obrazovanie)* **Category:** Educational qualifications (formal) **Craftsman diploma** *(diploma za majstorski ispit)* **Category:** Educational qualifications (formal)	EQF 5	**NQF 5** **Associate diploma (academic)** **Category:** Qualification types awarded in formal education and training system **Associate diploma (general)** **Category:** Qualification types awarded in formal education and training system **Level 5 vocational qualification certificate** **Category:** NVQ
NQF 4 **Upper secondary general education diploma** **Category:** Educational qualifications (formal) **Upper secondary technical diploma** **Category:** Educational qualifications (formal) **Upper secondary arts diploma** **Category:** Educational qualifications (formal) **Vocational certificate (CVET)** **Category:** Vocational qualifications Show details	EQF 4	**NQF 4** **High school diploma** **Category:** Qualification types awarded in formal education and training system **High school diploma (VET, fine arts and sports)** **Category:** Qualification types awarded in formal education and training system **Mastership certificate** **Category:** Qualification types awarded in formal education and training system **Level 4 course completion certificate** **Category:** Qualification types awarded in formal education and training system **Level 4 vocational qualification certificate** **Category:** NVQ
NQF 3 **Vocational diploma (three years)** *(diploma)* **Category:** Educational qualifications (formal) **Vocational certificate (CVET)** **Category:** Vocational qualifications Show details	EQF 3	**NQF 3** **Journeyman certificate** **Category:** Qualification types awarded in formal education and training system **Level 3 course completion certificate** **Category:** Qualification types awarded in formal education and training system **Level 3 vocational qualification certificate** **Category:** NVQ
NQF 2 **Vocational certificate (two years)** **Category:** Educational qualifications (formal) **Vocational certificate (CVET)** **Category:** Vocational qualifications Show details	EQF 2	**NQF 2** **Level 2 adult learning certificate** **Category:** Qualification types awarded in formal education and training system **Level 2 course completion certificate** **Category:** Qualification types awarded in formal education and training system **Level 2 vocational qualification certificate** **Category:** NVQ
NQF 1 **Certificate of primary education** **Category:** Educational qualifications (formal) **State certificate for adult education (literacy and numeracy skills)** **Category:** Vocational qualifications Show details	EQF 1	**NQF 1** **Literacy certificate** **Category:** Qualification types awarded in formal education and training system

Source: https://www.cedefop.europa.eu/en/tools/nqfs-online-tool/qualifications-comparison?country_1=MK&year_1=5338&country_2=TR&year_2=5338

ACQF

Qu’est-ce qu’un système de qualification ?

- Cela inclut tous les **aspects de l’activité d’un pays qui aboutissent à la reconnaissance de l’apprentissage.**
- Ces systèmes comprennent les moyens d’élaborer et de mettre en œuvre la politique nationale ou régionale en matière de qualifications, les arrangements institutionnels, les processus d’assurance qualité, les processus d’évaluation et d’attribution, la reconnaissance des compétences et d’autres mécanismes qui relient l’éducation et la formation au marché du travail et à la société civile.
- Les systèmes de certification peuvent être plus ou moins intégrés et cohérents. L’une des caractéristiques d’un système de certifications peut être un cadre explicite de qualifications.

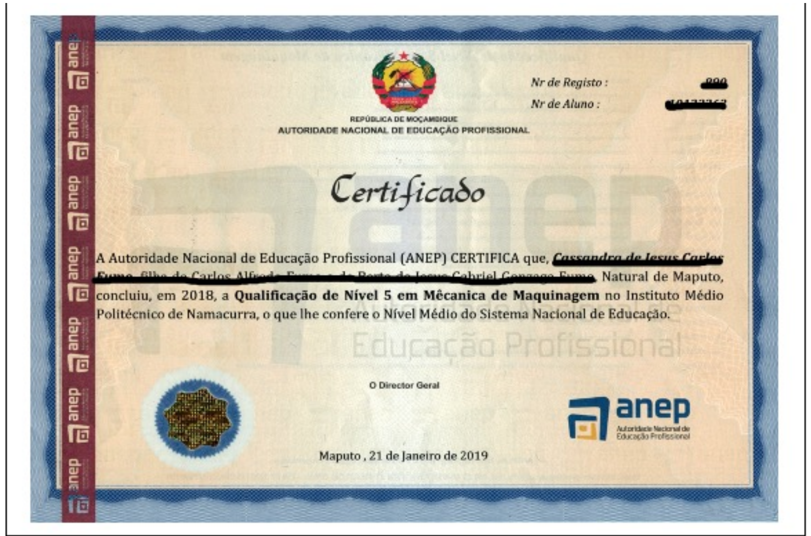
Source: OECD, Bridges to Lifelong Learning, 2007. https://www.oecd.org/education/innovation-education/qualificationssystemsbridgestolifelonglearning.htm

Qu’est-ce qu’une certification ??

Résultat formel d’un processus d’évaluation et de validation obtenu lorsqu’une autorité compétente détermine qu’une personne a atteint des résultats d’apprentissage conformes à des normes données.

Source: EQF 2017

Par conséquent, une qualification est une spécification des résultats d’apprentissage qui est approuvée par une autorité (organisme d’accréditation) comme répondant aux exigences du CNC.



Nr de Registo : [redacted]
Nr de Aluno : [redacted]

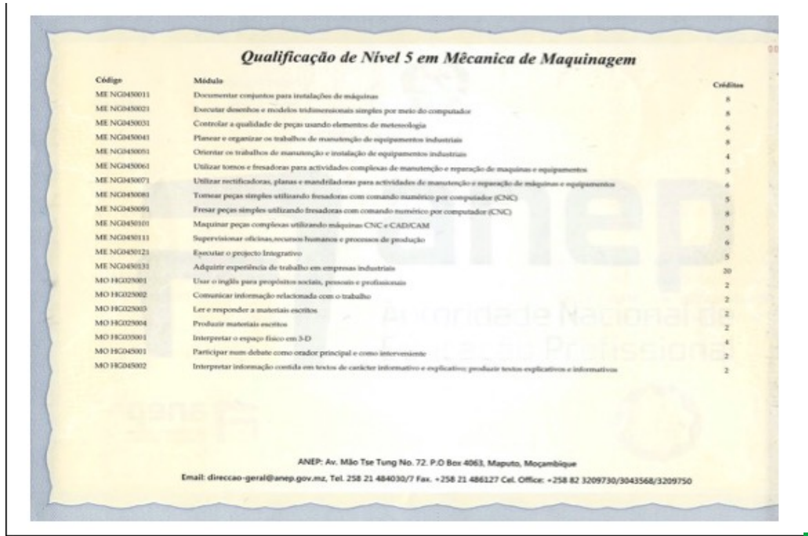
REPÚBLICA DE MOÇAMBIQUE
AUTORIDADE NACIONAL DE EDUCAÇÃO PROFISSIONAL

Certificado

A Autoridade Nacional de Educação Profissional (ANEP) CERTIFICA que, [redacted] Natural de Maputo, concluiu, em 2018, a **Qualificação de Nível 5 em Mêcanica de Maquinagem** no Instituto Médio Politécnico de Namacurra, o que lhe confere o Nível Médio do Sistema Nacional de Educação.

O Director Geral

Maputo , 21 de Janeiro de 2019

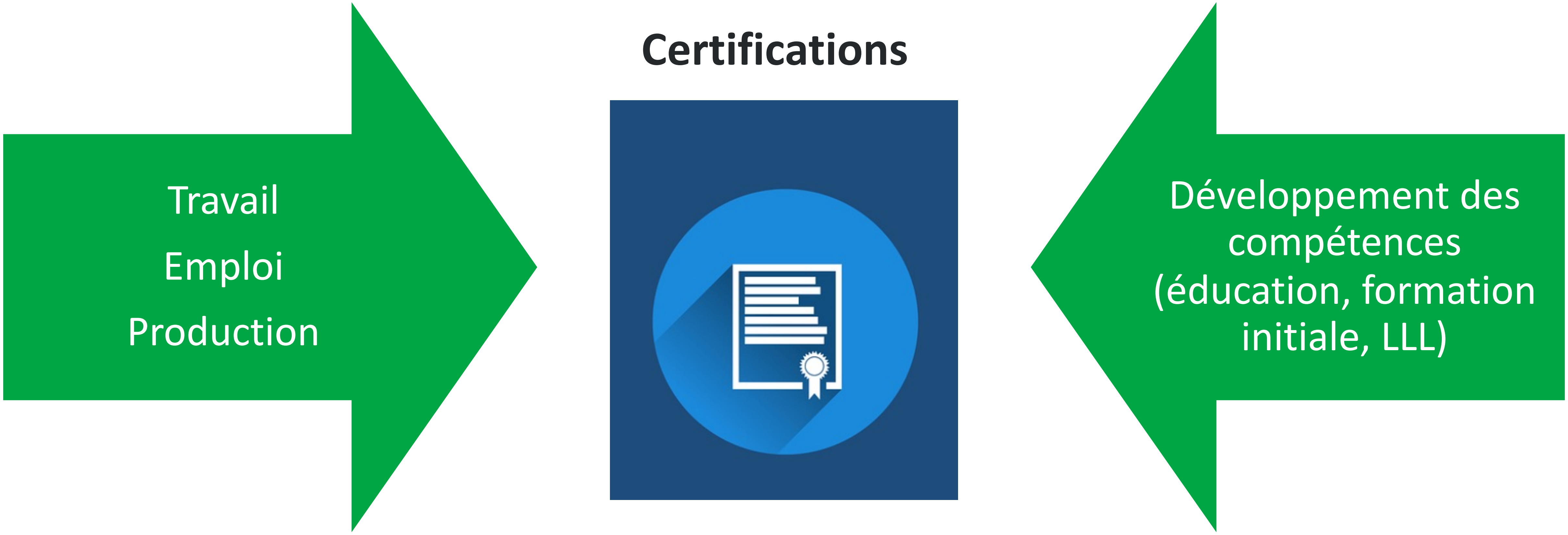


Qualificação de Nível 5 em Mêcanica de Maquinagem

Código	Módulo	Créditos
ME NG0450011	Documentar conjuntos para instalações de máquinas	8
ME NG0450021	Executar desenhos e modelos tridimensionais simples por meio do computador	8
ME NG0450031	Controlar a qualidade de peças usando elementos de meteorologia	6
ME NG0450041	Planear e organizar os trabalhos de manutenção de equipamentos industriais	8
ME NG0450051	Orientar os trabalhos de manutenção e instalação de equipamentos industriais	4
ME NG0450061	Utilizar tornos e fresadoras para actividades complexas de manutenção e reparação de maquinas e equipamentos	5
ME NG0450071	Utilizar rectificadoras, planas e mandriladoras para actividades de manutenção e reparação de máquinas e equipamentos	6
ME NG0450081	Tornear peças simples utilizando fresadoras com comando numérico por computador (CNC)	5
ME NG0450091	Fresar peças simples utilizando fresadoras com comando numérico por computador (CNC)	8
ME NG0450101	Maquinar peças complexas utilizando máquinas CNC e CAD/CAM	5
ME NG0450111	Supervisionar oficinas,recursos humanos e processos de produção	6
ME NG0450121	Executar o projecto Integrativo	5
ME NG0450131	Adquirir experiência de trabalho em empresas industriais	20
MO HG025001	Usar o inglês para propósitos sociais, pessoais e profissionais	2
MO HG025002	Comunicar informação relacionada com o trabalho	2
MO HG025003	Ler e responder a materiais escritos	2
MO HG025004	Produzir materiais escritos	2
MO HG035001	Interpretar o espaço físico em 3-D	4
MO HG045001	Participar num debate como orador principal e como interveniente	2
MO HG045002	Interpretar informação contida em textos de carácter informativo e explicativo; produzir textos explicativos e informativos	2

ANEP: Av. Mão Tse Tung No. 72. P.O Box 4063, Maputo, Moçambique
Email: direccao-geral@anep.gov.mz, Tel. 258 21 484030/7 Fax. +258 21 486127 Cel. Office: +258 82 3209730/3043568/3209750

Entre le monde du travail et le monde de l’éducation et de la formation



Certifications

Travail

Emploi

Production

Développement des compétences (éducation, formation initiale, LLL)

- Information sur la demande sur le marché du travail
- Référentiels professionnels
- Référentiels de certufication
- Développer programmes de formation
- Formation
- Évaluation et certification
- S&E - performance

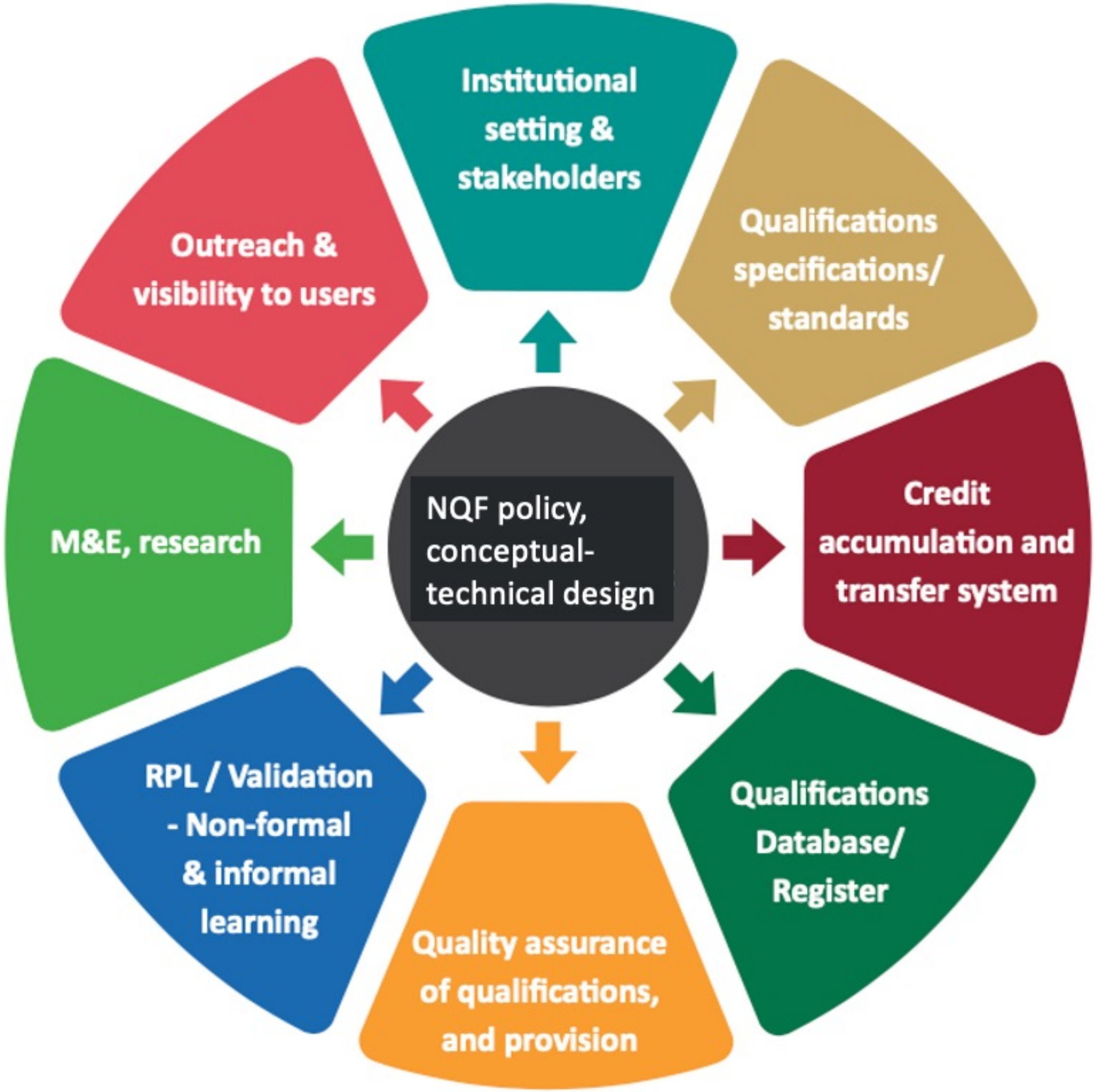
Abondante littérature et sources sur les cadres de certification

- ACQF website: library - https://acqf.africa/resources/library/publications-from-international-sources
- ACQF Training Modules: https://acqf.africa/capacity-development-programme/training-modules
- ACQF Thematic briefs: https://acqf.africa/capacity-development-programme/thematic-briefs
- ACQF Mapping study: https://acqf.africa/resources/mapping-study
- Cedefop: Library of publications on NQF
- Cedefop: Online tool on NQFs Europe
- Cedefop: European Database of VNFIL (“RPL”)
- Global Inventory NQF-RQF – ETF, Cedefop, Unesco
- EQF: webpage at Europass
- EQF: comparison - https://europa.eu/europass/en/compare-qualifications
- EQF: evaluation (2 + new in 2022-2023)
- Agencies, authorities in charge of NQFs
- ILO (Tuck, R.), 2007, An Introductory Guide to NQF. https://www.ilo.org/wcmsp5/groups/public/@ed_emp/@ifp_skills/documents/instructionalmaterial/wcms_103623.pdf

03

3.2 Principaux éléments du CNC

The systemic view of NQF



NQF policy, conceptual-technical design

Institutional setting & stakeholders

Qualifications specifications/ standards

Credit accumulation and transfer system

Qualifications Database/ Register

Quality assurance of qualifications, and provision

RPL / Validation - Non-formal & informal learning

M&E, research

Outreach & visibility to users

Écosystème

The NQF includes...

Vision

- Concept, document de politique
- Raison d'être, objectifs, portée, fonctions, principes, structure des niveaux, types de qualifications
- Gouvernance: modèle, rôles, responsabilités

Base juridique : diverse

- Lois
- Décrets
- Décisions ministérielles, ordonnances
- Résolution
- Règlement
- Pas d'acte juridique spécifique du CNC, mais référence dans plusieurs documents

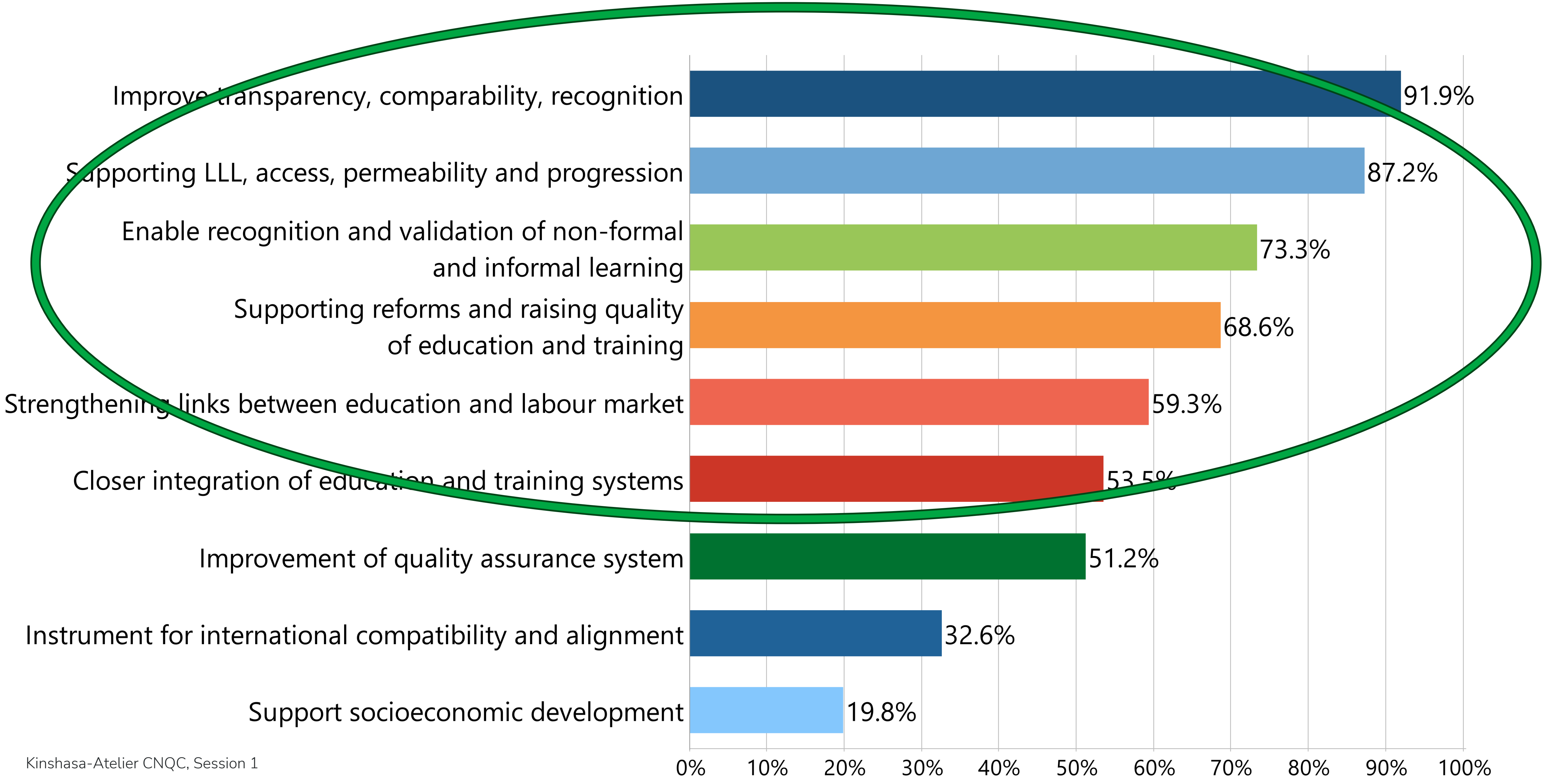
Implementation tools

- Politiques et règlements : sur l'élaboration des qualifications ; sur la classification ; lors de l'inscription ; sur les registres ; sur l'assurance qualité ; sur le système de crédit ; sur la reconnaissance des qualifications
- Entité de mise en œuvre du CNC : statuts, procédures internes, outils et site web
- Dossiers d'information et de soutien pour les responsables de la mise en œuvre
- Outils, registres, SIG, analyse de données

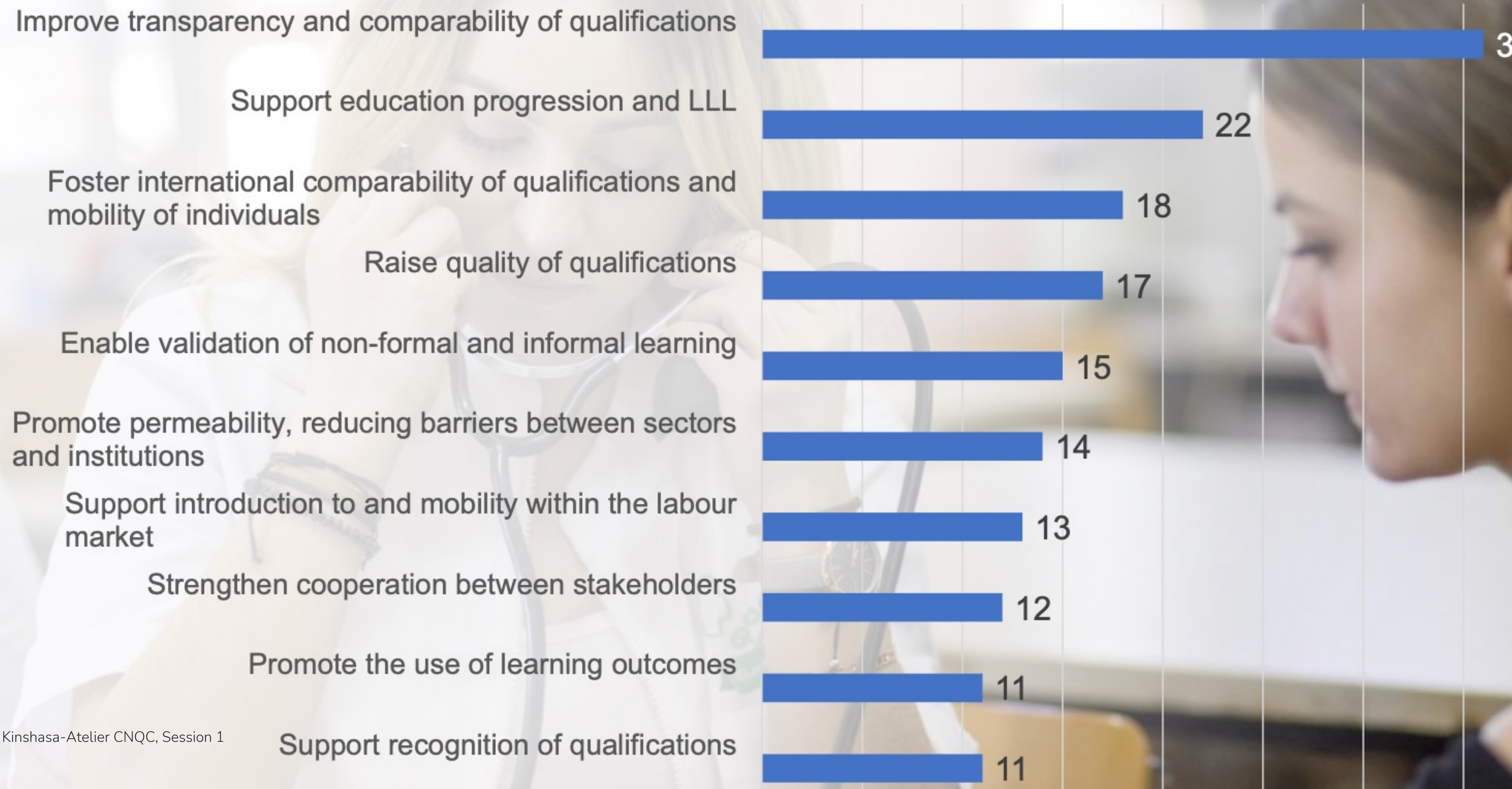
Potée et objet du CNC

- La portée, l'objectif et la structure de la gouvernance doivent s'aligner logiquement et éclairer le développement ultérieur des aspects techniques du CNC
- **Portée:**
  - Pour soutenir l'ALV, l'articulation et la progression : la grande majorité des CNC ont une portée globale et inclusive – comprennent des qualifications de l'ensemble du continuum du système d'éducation et de formation.
- **Finalité:**
  - L'analyse des CNC africains indique que le but ou les objectifs varient ; certains CNC ont des listes très détaillées et d'autres moins ; certains ont varié au fil du temps
  - Le but ou les objectifs doivent être clairs et pertinents pour le contexte.
  - Les objectifs doivent être... Surveillés!

Objectifs des CNC (étude: 87 pays)



Objectifs des CNC - Europe



NOUVEAU! CNC SADC : top 10 des obj

Liste créée par AI – LLM – documents de 12 pays

1. Intégration et articulation: Harmonize and integrate qualifications into a unified framework, allowing fo of all qualifications.

2. Qualité et comparabilité: Ensuring high standards, relevance, and international comparability of qualifications.

3. Mobilité et progression: Facilitating movement between qualifications and educational/training sectors, enabling career advancement.

4. Reconnaissance des acquis apprentissages préalables: Promote recognition of skills and knowledge acquired outside formal education, valuing prior learning experiences.

5. Transparence et accès: Making qualifications understandable, promoting informed choices, and facilitating access to education and training.

6. Alignement avec l'industrie: Ensuring qualifications equip learners with skills relevant to labour market needs.

7. Promotion de l'apprentissage tout au long de la vie: Encourage lifelong learning opportunities, promoting continuous skill development and personal growth.

8. Transfert et accumulation de crédits: Allowing learners to build upon prior learning through credit systems.

9. Alignement sur les normes internationales: Ensure qualifications meet quality criteria and align with international standards, facilitating recognition and portability globally.

10. Assurance qualité: Enhance the quality of education and training provision, ensuring qualifications meet industry and socio-economic needs.

EXPLANATION: AI – LLM methodology for text analysis and answer generation

Text analysis and answer generation involve processing large volumes of text data to extract relevant information and provide accurate responses to user queries.

Methodology

- **Pre-processing of documents:**
- Before analysis, the text undergoes pre-processing to isolate important information and remove noise. This includes steps such as tokenization, punctuation removal, stop-word removal, and stemming/lemmatization to standardise the text and improve the quality of analysis.
- **Model selection with different parameters:**
- Several models are utilised with varying parameters to generate answers. Parameters such as temperature, tokens, model size/version, and top-k sampling are adjusted to optimise performance. Temperature controls the randomness of the generated text, while tokens and model size/version affect the complexity and depth of understanding of the model.
- **For the sum-up we used these models:**
  - OpenAI (GPT 3.5 Turbo - https://platform.openai.com/docs/models/gpt-3-5-turbo)
  - Google Bard (https://blog.google/technology/ai/bard-google-ai-search-updates/)
  - Anthropic Claude (Claude 2.1 - https://docs.anthropic.com/claude/reference/selecting-a-model)
  - Anthropic Claude Instant (claude-instant-1.2 https://docs.anthropic.com/claude/reference/selecting-a-model)
  - BERT (deepset/roberta-base-squad2 - Roberta-Base fined tuned for Q/A - https://huggingface.co/deepset/roberta-base-squad2)
- **Prompt Engineering for Q&A Sessions:**
- Prompt engineering involves crafting specific prompts or questions to elicit relevant responses from the models. By carefully designing prompts, the models can be directed to focus on specific aspects of the text and provide more accurate answers. Examples of prompt engineering include providing context, specifying the type of information requested, and framing questions in a format familiar to the model. https://aws.amazon.com/it/what-is/prompt-engineering; https://www.promptingguide.ai/

ACQF

Qu'est-ce que cela signifie ? Plus facile à dire qu'à faire?

Transparence?

= Non opaque

- Clarté : résultats d'apprentissage
- Cohérence : liens entre les certifications

Perméabilité et progression?

= Pas d'impasses

- Reconnaissance de tous les types d'apprentissage et de résultats
- Qualifications : différents types et volumes
- Intégration plus étroite entre les sous-systèmes

Renforcer les liens entre l'éducation et le MT?

= Ne pas voler à l'aveuglette

- Besoins en compétences et métiers - anticipation et suivi des qualifications
- Implication systématique des secteurs, des organismes professionnels
- Données, analyses, IMT

03

3.3 Niveaux et descripteurs du CNC

Niveaux de CNC / RQF

Descripteurs de niveau

Kinshasa-Atelier CNQC, Session 1

Encore des Définitions…

Descripteur de niveau – Énoncé décrivant les acquis d’apprentissage à un niveau particulier du CNC qui fournit une indication générale des types de résultats d’apprentissage et des critères d’évaluation qui conviennent à une qualification à ce niveau.

Résultats d’apprentissage – énoncés de ce qu’un apprenant sait, comprend et est capable de faire à la fin d’un processus d’apprentissage, qui sont définis en termes de connaissances, d’aptitudes et de compétences.

Note : résultats d’apprentissage attendus et atteints !

Niveaux et descripteurs de niveau

- Nombre de niveaux de complexité d’apprentissage
  - Influencés par les niveaux implicites de complexité d’apprentissage des différents types de qualification
  - Et par les tendances et les considérations internationales/régionales
- L’objectif des niveaux est de pouvoir localiser une qualification sur le CNC
- Doit avoir une logique verticale et horizontale

Descripteurs de niveau et domaines

- Rédigé en tant qu'acquis d'apprentissage
- Nécessité de se mettre d'accord sur les définitions de chaque domaine, et sur les principes de rédaction

Descripteurs de niveau et domaines	Avantages et inconvénients
Séparer les différents domaines	Fournit de la clarté pour le lecteur et la possibilité de comparer la « construction » de chaque domaine. Aide à la logique horizontale et verticale.
Formulation avec les différents domaines intégrés	Il peut être difficile de comparer les différents niveaux de complexité, et plus difficile de déterminer la logique horizontale et verticale.

Vue d’ensemble de la situation en Afrique

QF	Nombre	Commentaires
CNC de 10 niveaux	16	13 dans la SADC, 1 au Kenya, 1 au Rwanda, 1 en Gambie,
CNC de 8 niveaux	6	Afrique de l’Ouest, de l’Est et du Nord
CNC de 7 niveaux	1	Tunisie
CNC sectoriel à 6 niveaux	1	Nigeria (NSQF — EFTP)
CNC sectoriel à 5 niveaux	1	Sénégal (EFTP)

CNC africains : DESCRIPTEURS DE NIVEAU (échantillon)

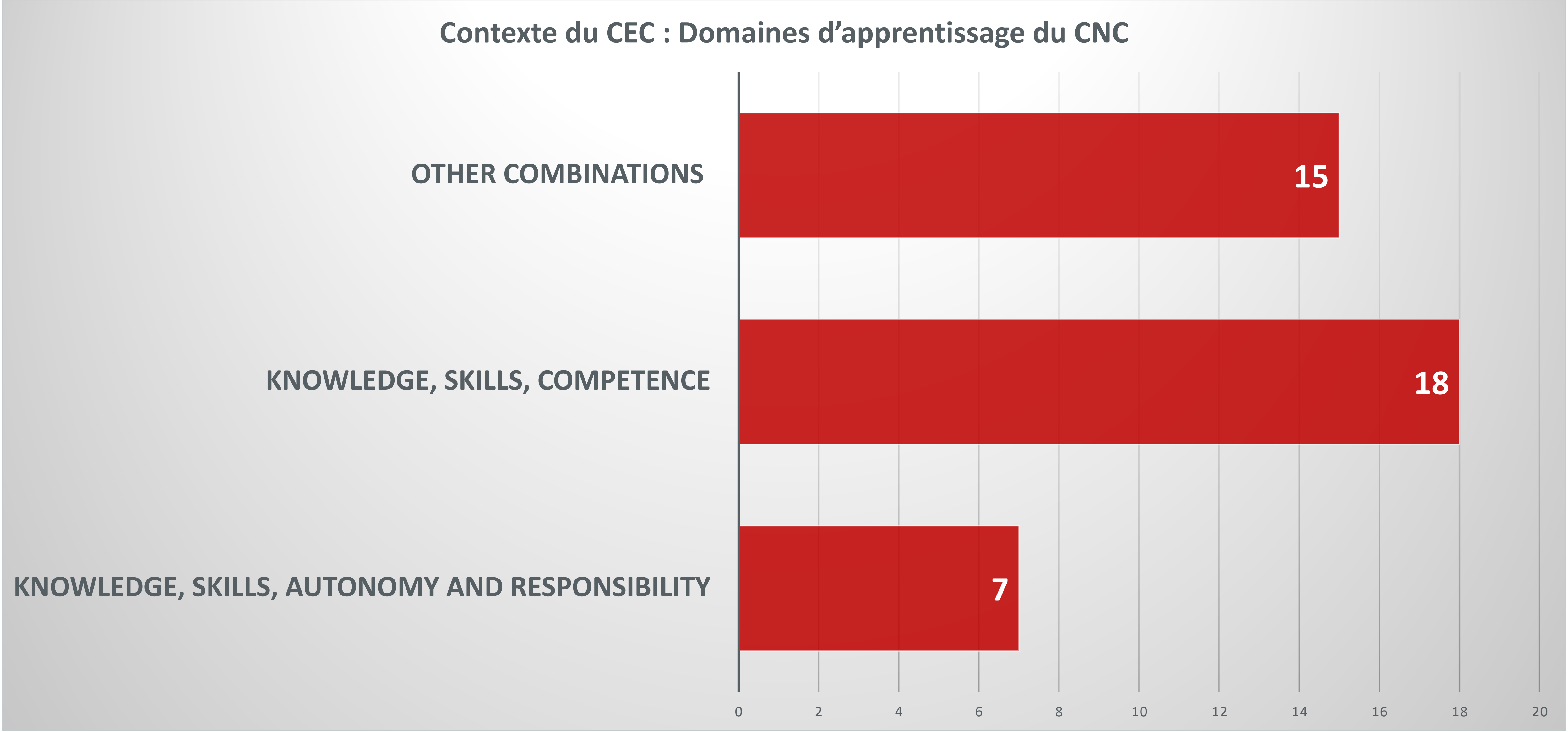
Country	Domains of learning — level descriptors
Angola	Savoirs, aptitudes, autonomie et responsabilité
Botswana	Savoirs, aptitudes et compétences
Eswatini	Savoirs, aptitudes, qualités personnelles
Lesotho	Domaines de connaissance ; la nature des compétences ; Agence et contexte
Mauritius	Demande; Processus d’apprentissage
Mozambique	Savoirs, aptitudes, autonomie et responsabilité
Afrique du Sud	La « compétence appliquée » comporte 10 catégories, utilisées à tous les 10 niveaux : étendue des connaissances ; la maîtrise des connaissances ; méthode et procédure ; résolution de problème; l’éthique et la pratique professionnelle ; l’accès, le traitement et la gestion des informations ; la production et la communication d’informations ; le contexte et les systèmes ; la gestion de l’apprentissage ; responsabilité. Et 3 éléments constitutifs : a) la compétence fondamentale (compétences intellectuelles / académiques de la connaissance ainsi que l’analyse, la synthèse et l’évaluation ; b) la compétence pratique (contexte opérationnel) ; c) la compétence réflexive (autonomie de l’apprenant).
Seychelles	Le degré de complexité des tâches ; raisonnement et résolution de problèmes ; savoir; Autonomie et responsabilité
Zambie	Compétence fondamentale ; compétence pratique ; compétence réflexive. **CHANGÉ : KSC**

Contexte du CEC : niveaux

Structure des niveaux du CNC	Nombre de CNC
7	2
8	**36**
10	2
TOTAL	40

- Forte prédominance des CNC à 8 niveaux.
- Certains CNC comportent des niveaux et des sous-niveaux pour mieux tenir compte des qualifications des différents systèmes nationaux

Contexte du CEC – descripteurs de niveau



04

Session 4: Digitalisation et innovation dans le contexte des CNC

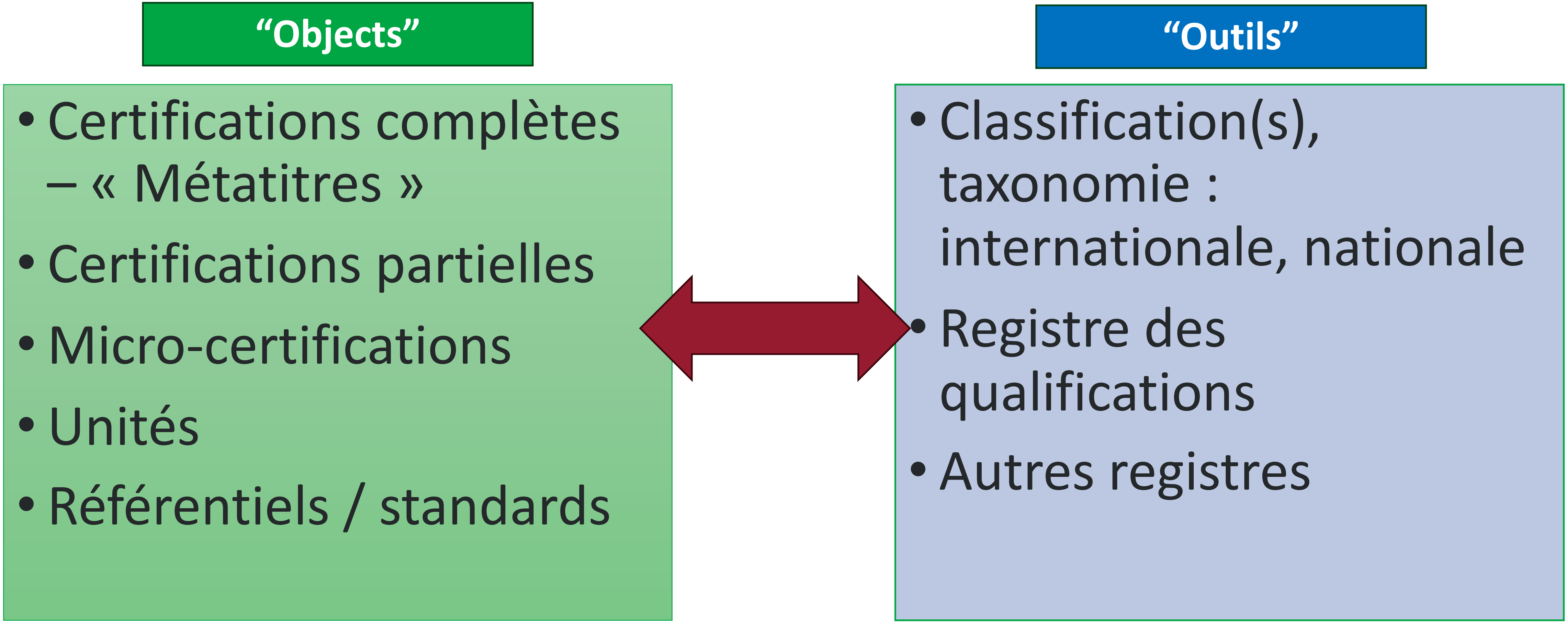
Topics

- Vue d’ensemble des registres et bases de données des qualifications
- Micro-certifications

Bases de données, registres, catalogues, repertoires de certifications

Catálogo Nacional de Qualificações

Qualifications et outils de gestion



“Objects”

- Certifications complètes – « Métatitres »
- Certifications partielles
- Micro-certifications
- Unités
- Référentiels / standards

“Outils”

- Classification(s), taxonomie : internationale, nationale
- Registre des qualifications
- Autres registres

Qu’est-ce que le registre des qualifications ?

L’enregistrement des qualifications est un processus par lequel les certifications nationales dont la qualité est garantie sont placées dans le registre/la base de données des certifications du CNC

Il s’agit d’un processus et d’un outil de transparence et d’assurance qualité.

La structure de l’information sur les qualifications peut varier d’un pays à l’autre. ainsi que les formats, les fonctions, l’accès et les plateformes numériques.

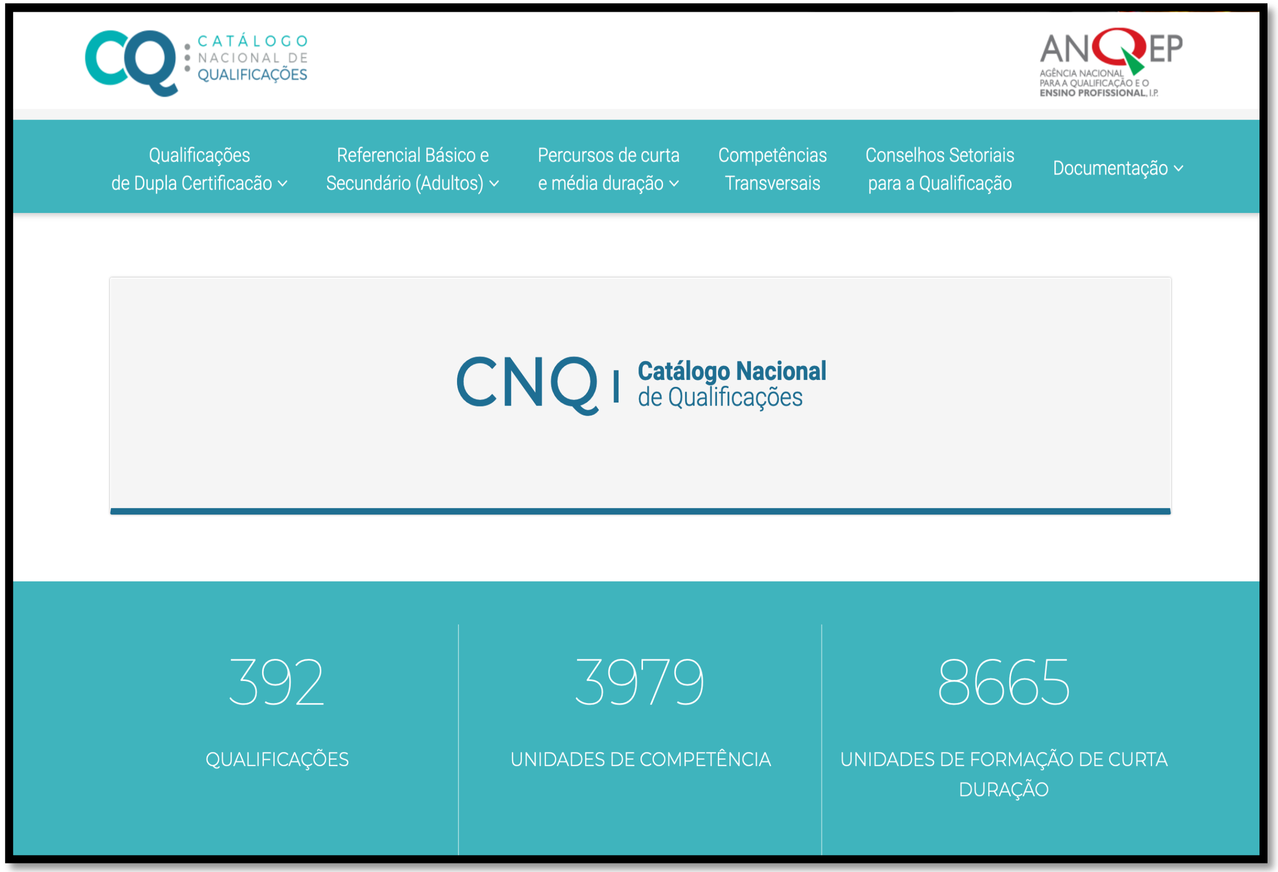
Exemples de bases de données, registres de certifications – pays africains

Country	Register / database of qualifications	Number of Qualifications and levels included	Key features
Botswana	Botswana Qualifications Authority – Register of qualifications	822 full qualifications All levels of NCQF	The register is searchable by title of qualification (search by key word tool). Qualifications documents can be viewed and downloaded.
Mauritius	National Qualifications and Unit Standards Maintained and managed by MQA	167 qualifications distributed in 22 sectors. As of 21/03/2022: 98 qualifications are published, 67 under review. Includes: qualifications of Levels 1 to 6 of NQF	The digital online database of National Qualifications and Unit Standards is accessible as a repository of qualifications files in PDF format. Qualifications at all levels (1—6) are structured in unit standards – in learning outcomes. Harmonized format.
Mozambique	National Catalogue of Professional Qualifications Managed and maintained by ANEP	164 qualifications registered, at levels 2 to 5. 149 published in the online catalogue (21/03/2022) 19 independent modules	The digital online National Catalogue is accessible as a repository of qualification files in PDF format. All qualifications - standardised format, which includes: general information, units of general competencies, units of vocational competencies, training modules (general and vocational)

Country	Register / database of qualifications	Qualifications included	Key features
Cape Verde	National Catalogue of Qualifications UC-SNQ	64 full qualifications (levels 2 to 5 of the NQF) Standards RPL	The digital online Catalogue is accessible as a repository of PDFs. All qualifications are structured based on a standardised format, including: professional profile, units of competence (learning outcomes and assessment criteria), training programme (modules) and training module for work context. The qualifications in the Catalogue are distributed in 15 professional families. The Catalogue includes also a new Transversal Training Module of 3 units (entrepreneurial competences).
South Africa	SAQA: register of qualifications and part-qualifications Managed and maintained by SAQA	Large number of qualifications All NQF levels	The SAQA online register contains searchable databases: 1. All qualifications and unit standards (no matter their status) 2. Registered qualifications and unit standards (NQF qualifications) 3. Qualifications and unit standards that have passed their registration end date 4. Professional Bodies and Professional Designations

Exemples de l'UE

Portugal


CATÁLOGO NACIONAL DE QUALIFICAÇÕES
ANQEP
AGÊNCIA NACIONAL PARA A QUALIFICAÇÃO E O ENSINO PROFISSIONAL, I.P.
Qualificações de Dupla Certificacão
Referencial Básico e Secundário (Adultos)
Percursos de curta e média duração
Competências Transversais
Conselhos Setoriais para a Qualificação
Documentação

CNQ | Catálogo Nacional de Qualificações

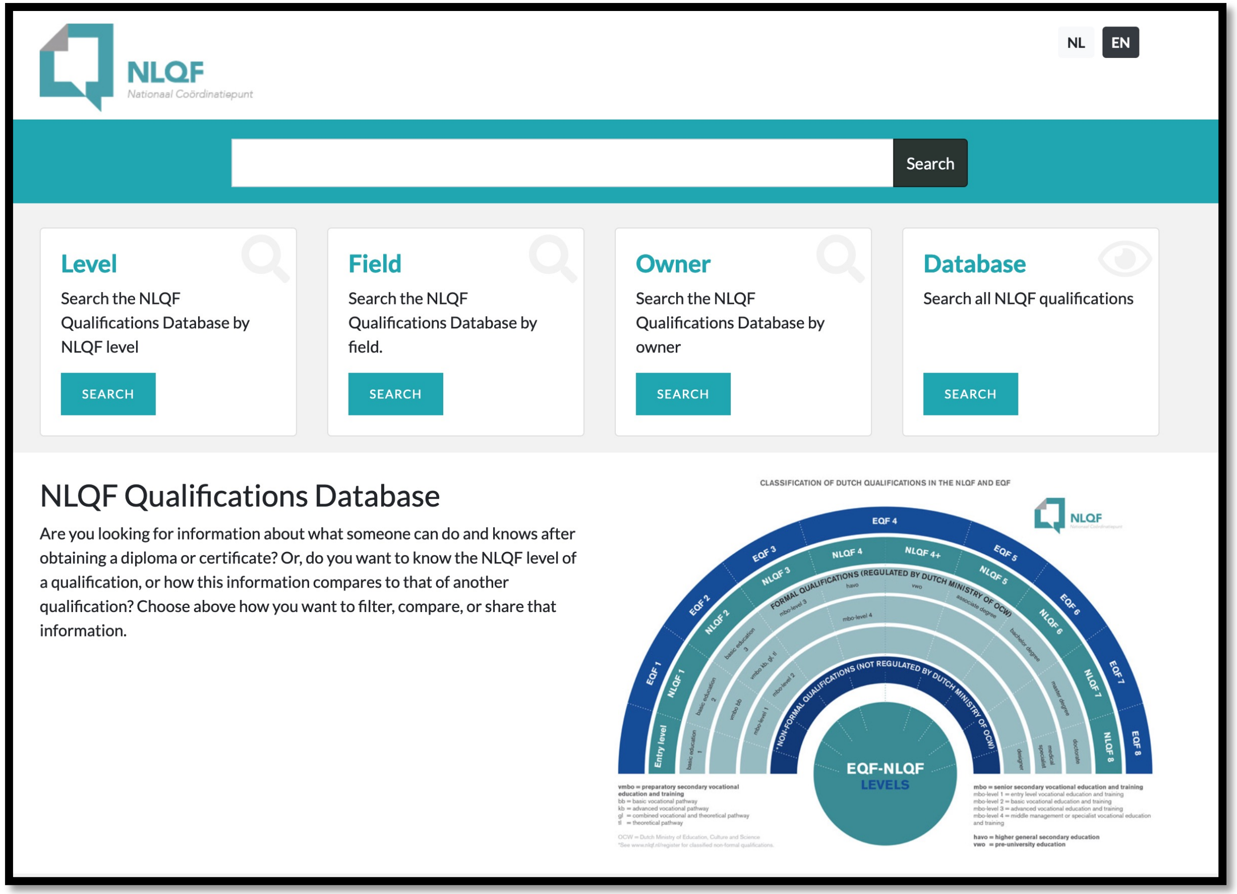
392 QUALIFICAÇÕES

3979 UNIDADES DE COMPETÊNCIA

8665 UNIDADES DE FORMAÇÃO DE CURTA DURAÇÃO

https://catalogo.anqep.gov.pt/

The Netherlands


NL
EN
NLQF
Nationaal Coördinatiepunt
Search
SEARCH
SEARCH
SEARCH
SEARCH
EQF-NLQF LEVELS

Level
Search the NLQF Qualifications Database by NLQF level

Field
Search the NLQF Qualifications Database by field.

Owner
Search the NLQF Qualifications Database by owner

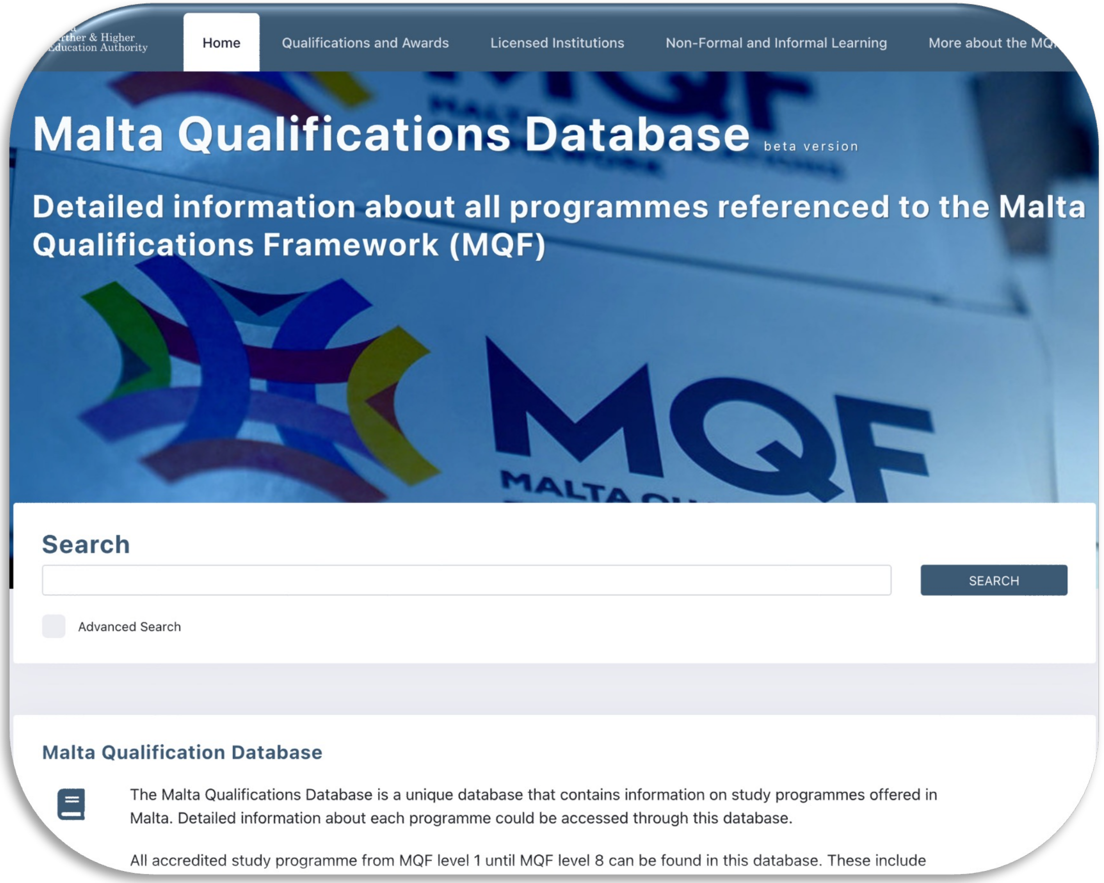
Database
Search all NLQF qualifications

NLQF Qualifications Database

Are you looking for information about what someone can do and knows after obtaining a diploma or certificate? Or, do you want to know the NLQF level of a qualification, or how this information compares to that of another qualification? Choose above how you want to filter, compare, or share that information.

https://database.nlqf.nl/

Exemples de l’UE


rther & Higher
ducation Authority
Home
Qualifications and Awards
Licensed Institutions
Non-Formal and Informal Learning
More about the MQ
SEARCH
☐ Advanced Search

Malta Qualifications Database beta version

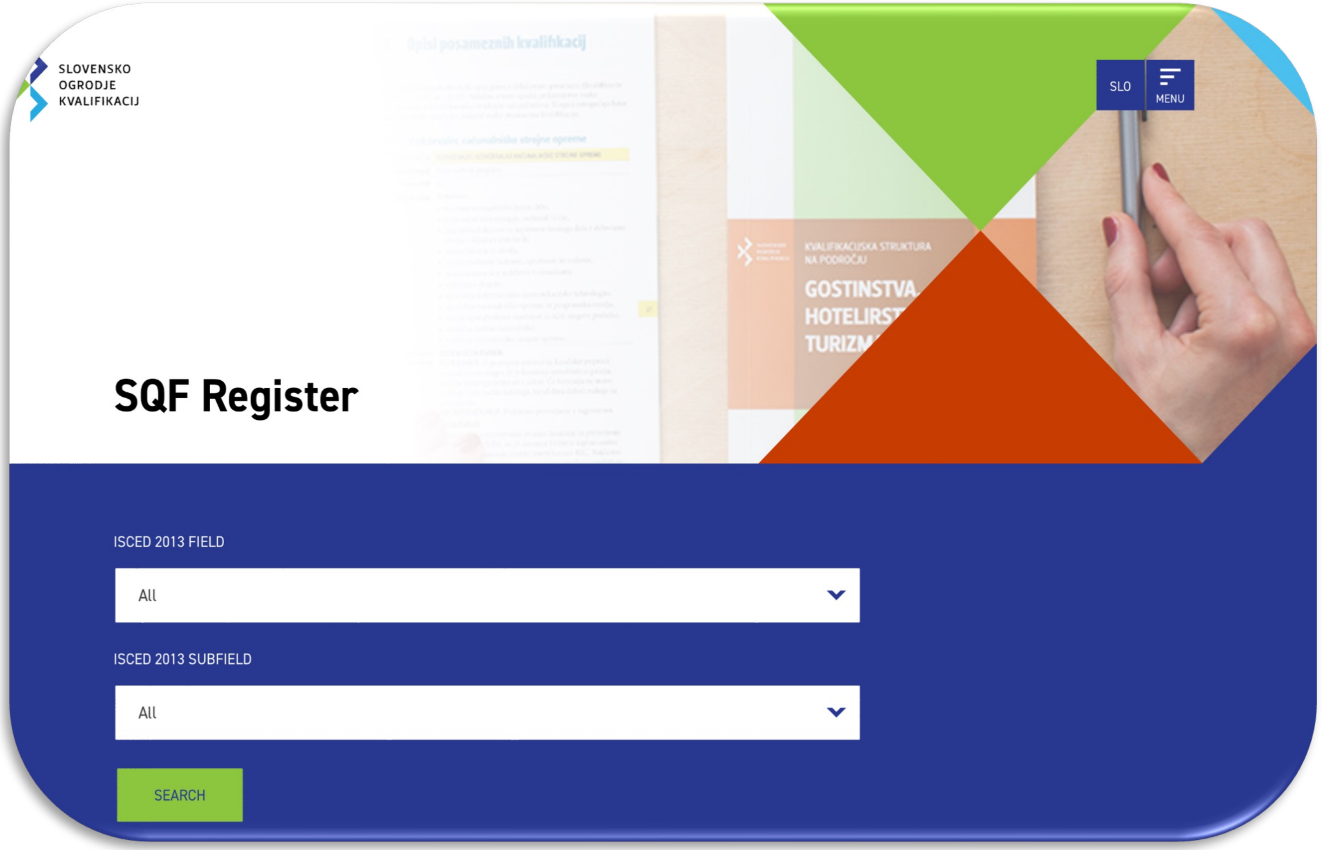
Detailed information about all programmes referenced to the Malta Qualifications Framework (MQF)

Search

Malta Qualification Database

The Malta Qualifications Database is a unique database that contains information on study programmes offered in Malta. Detailed information about each programme could be accessed through this database.

All accredited study programme from MQF level 1 until MQF level 8 can be found in this database. These include


SLOVENSKO
OGRODJE
KVALIFIKACIJ
SLO
MENU
GOSTINSTVA
HOTELIRST
TURIZM
SEARCH

SQF Register

ISCED 2013 FIELD: All

ISCED 2013 SUBFIELD: All

http://qualifications.ncfhe.gov.mt/#/dashboard

Slovenia: https://www.nok.si/en/sqf-register

Inventaire des certifications R D Congo (discussion - 1)

- Quelles sont les qualifications (programmes) disponibles dans les différents sous-secteurs ?
  - Enseignement supérieur
  - EFTP
  - Enseignement général
  - Enseignement complémentaire
  - AUTRES
- Quelles sources d'information sur les programmes et les qualifications?
  - Ministères, départements, commissions, agences…
- Quelles informations – comment sont-elles structurées ?

Inventaire des certifications R.D. Congo (discussion, proposition) – (2) : mettons-nous d'accord sur les domaines d'information

Eléments de structuration de l'information sur les certifications

a) Obligatoire

- Titre de qualification
- Domaine de l'éducation et de la formation (selon la CITE-2013, domaines de l'éducation et de la formation – CITE-F 2013)
- Indicatif du pays
- Niveau du CNC – Niveau du CQF
- Organisme adjudicateur ou autorité compétente
- Description de la qualification : de brefs énoncés sur les résultats d'apprentissage – ce que l'apprenant est censé savoir, comprendre et être capable de faire
- Points de crédit/charge de travail théorique nécessaire pour atteindre les résultats d'apprentissage (le cas échéant)
- Date d'expiration (si disponible)
- Lien vers la base de données des qualifications (si disponible)

ISCED-F 2013, at: http://uis.unesco.org/sites/default/files/documents/isced-fields-of-education-and-training-2013-en.pdf

Inventaire des certifications RD Congo (discussion, proposition)– (3)

b) Optionnel

1. Organisme externe d’assurance de la qualité/de réglementation
2. Modalités d’acquisition de la qualification
3. Lien avec les métiers ou la classification des métiers.

05

Micro-certifications

L’apprentissage tout au long de la vie est essentiel

ICBE
Certifying Your Future Making Sense of…
Watch later
MICROCREDENTIAL
x Axis
Vertical
Life-Long Learning
Formal & Non-formal
Stackable
Credit-bearing
Watch on YouTube

Access the video

Une culture **efficace de l’apprentissage tout au long de la vie** est essentielle pour s’assurer que chacun possède les connaissances, les aptitudes et les compétences dont il a besoin pour s’épanouir dans la société, sur le marché du travail et dans sa vie personnelle.

Il est essentiel que les gens puissent accéder à une éducation et à une formation de qualité et pertinentes, à un **perfectionnement et à une reconversion tout au long de leur vie**. Les possibilités d’apprentissage tout au long de la vie devraient faire partie de la stratégie à long terme des établissements d’enseignement et de formation afin d’améliorer leur capacité à répondre aux besoins en constante évolution des employeurs et des apprenants. Cela permettrait à un groupe plus diversifié d’apprenants de se perfectionner et de se recycler.

Les établissements d’enseignement supérieur, les établissements d’enseignement et de formation professionnels (EFP), **les prestataires de formation des adultes et les autres prestataires de microcertifications**, y compris les employeurs, doivent coopérer et intégrer les derniers résultats de la recherche dans la conception et la mise à jour des possibilités d’apprentissage.

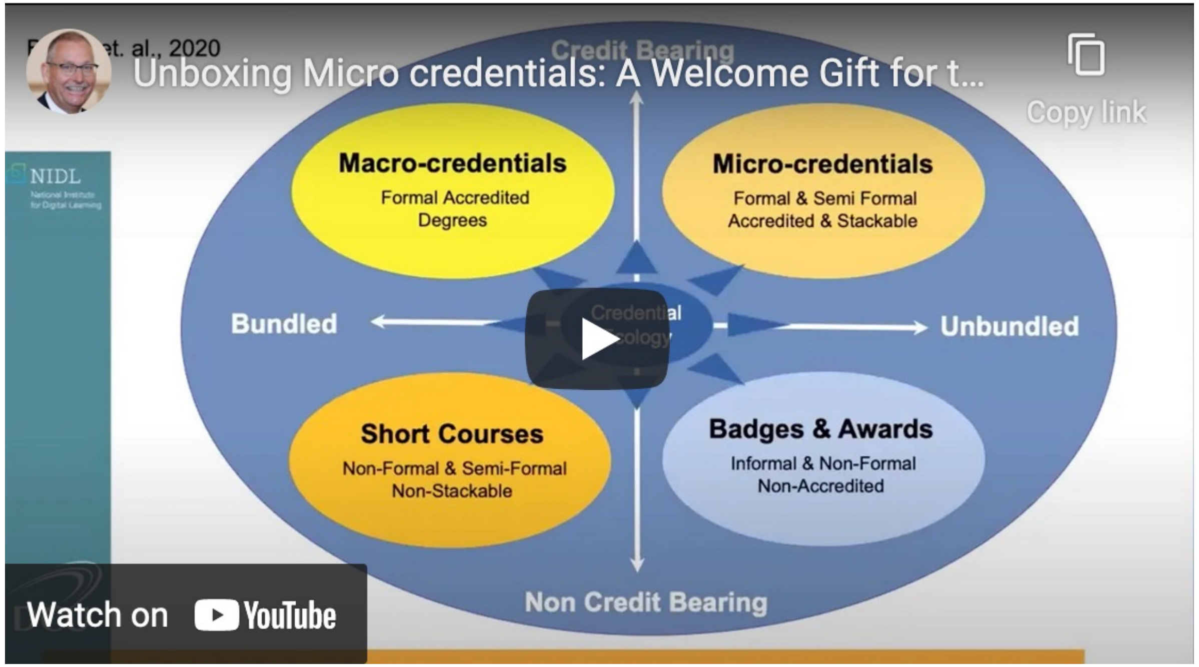
Potentialités des microcertifications

Les microcertifications peuvent aider à certifier les résultats de experiences **courtes d'apprentissage personnalisées.**

Ils permettent **l'acquisition ciblée et flexible** de connaissances, d'aptitudes et de compétences pour répondre aux besoins nouveaux et émergents de la société et du marché du travail et permettent aux individus de combler les lacunes en matière de compétences dont ils ont besoin pour réussir dans un environnement en évolution rapide, sans pour autant remplacer les qualifications traditionnelles.

Ils peuvent, le cas échéant, **compléter les qualifications existantes, apporter une valeur ajoutée** sans porter atteinte au principe fondamental des programmes d'études complets dans l'enseignement et la formation initiaux.

Les microcertifications pourraient être conçues et délivrées par divers opérateurs dans **différents contextes d'apprentissage** (contextes d'apprentissage formels, non formels et informels).


et. al., 2020
Unboxing Micro credentials: A Welcome Gift for t...
Copy link
NIDL
Credit Bearing
Macro-credentials
Formal Accredited Degrees
Micro-credentials
Formal & Semi Formal Accredited & Stackable
Bundled
Credential Typology
Unbundled
Short Courses
Non-Formal & Semi-Formal Non-Stackable
Badges & Awards
Informal & Non-Formal Non-Accredited
Non Credit Bearing
Watch on YouTube

Access the video

Microcertifications : éléments d’une définition

Le nombre et la diversité des offres de microcertifications ont considérablement augmenté au cours des dernières années, accélérés par le début de la pandémie de COVID-19. Les microcertifications sont porteuses de promesses et de défis.

- Les définitions existantes (de l’OCDE, de la Commission européenne, de l’UNESCO et du gouvernement australien) mettent en évidence les principales caractéristiques des microcertifications:

  ✓ **Se référer à l’apprentissage sur une durée limitée et/ou dans un domaine spécifique**

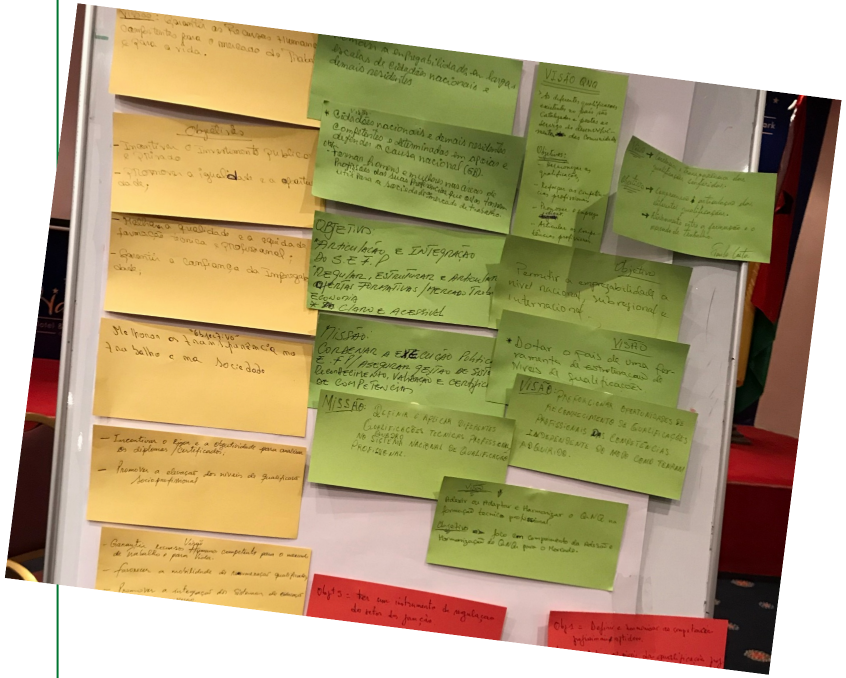
  ✓ **Peut faire partie des qualifications formelles ou s’y ajouter**

  ✓ **Potentiellement « empilable » au fil du temps, ce qui s’ajoute aux carrières d’apprentissage individuelles**

  ✓ **Compte tenu de leur taille et de leur champ d’action limités, ils sont plus flexibles que les qualifications traditionnelles**

  ✓ **Sur la base d’un apprentissage évalué**

  ✓ **Souvent livré sous forme numérique.**



Cadre national de MC de l’Australie

Le gouvernement australien (2021) a adopté le National Micro-Credentials Framework, qui utilise la définition suivante:

- Une microcertification est une certification d’apprentissage ou de compétence évaluée, avec un volume d’apprentissage minimum d’une heure et inférieur à une qualification du cadre australien des certifications (AQF), qui est supplémentaire, alternative, complémentaire ou une composante d’une qualification de l’AQF.

Qu’est-ce qui peut constituer une microcertification ??

- Ensembles de compétences ou unités de compétence de l’EFTP.
- Éléments modulaires et évalués des programmes d’études ou des matières existants de l’enseignement supérieur.
- L’apprentissage de l’industrie qui est évalué (comme les certifications des fournisseurs, l’apprentissage professionnel).
- D’autres formes d’apprentissage ou de compétences évaluées (p. ex., les cours de l’enseignement professionnel, de l’enseignement supérieur et de l’industrie qui ne sont pas actuellement accrédités par un organisme de réglementation, et ceux qui sont dispensés par d’autres fournisseurs).

Qu’est-ce qui ne constitue pas une microcertification ??

- Apprentissage ou cours non évalués, y compris l’apprentissage intégré au travail sans évaluation.
- Les badges qui sont obtenus uniquement par la participation (c’est-à-dire sans évaluation).
- Certifications formelles dans le cadre de l’AQF et macro-certifications, y compris les diplômes, les certificats et les maîtrises.

UE : Recommandation sur l'approche européenne des microcertifications pour l'ALV et l'employabilité : 10 principes

> "Utiliser les microcertifications comme outil pour renforcer et compléter les possibilités d'apprentissage existantes, accroître la participation à l'apprentissage tout au long de la vie."

1. Qualité
2. Transparence
3. Pertinence
4. Évaluation valide
5. Parcours d'apprentissage
6. Reconnaissance
7. Portabilité
8. Centré sur l'apprenant
9. Authentique
10. Informations et conseils

Adopted 16/06/2022: https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32022H0627%2802%29

Observatoire des microcertifications

National Institute for Digital Learning
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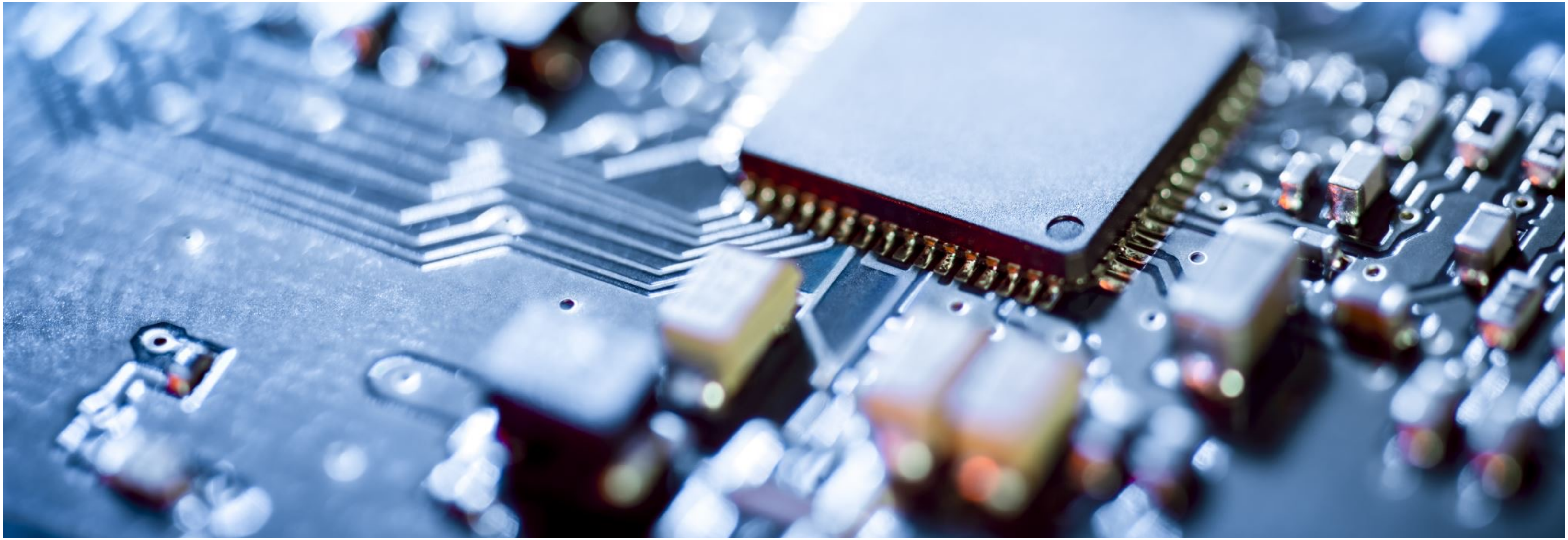
Units
People
Research
Resources
Get in touch

L’Observatoire de recherche sur les micro-certifications (ROM) est une initiative du NIDL en partenariat avec l’Université ECIU. L’objectif est de fournir une collection organisée et régulièrement mise à jour de rapports majeurs, d’initiatives politiques et de publications liées à la recherche sur la croissance des microcertifications dans l’enseignement supérieur et l’apprentissage tout au long de la vie en général.

- Nombreux articles publiés en 2022-2023 : https://www.dcu.ie/nidl/micro-credential-observatory

- NIDL Activities
- NIDL Research
- Major Policy Initiatives
- National & International Reports
- Useful Reading: Articles, Books & Papers
- Events, Conferences and Webinars
- Microcredentials *Sans Frontières* Network

Sondage sur les microcertifications ACQF-II : un aperçu



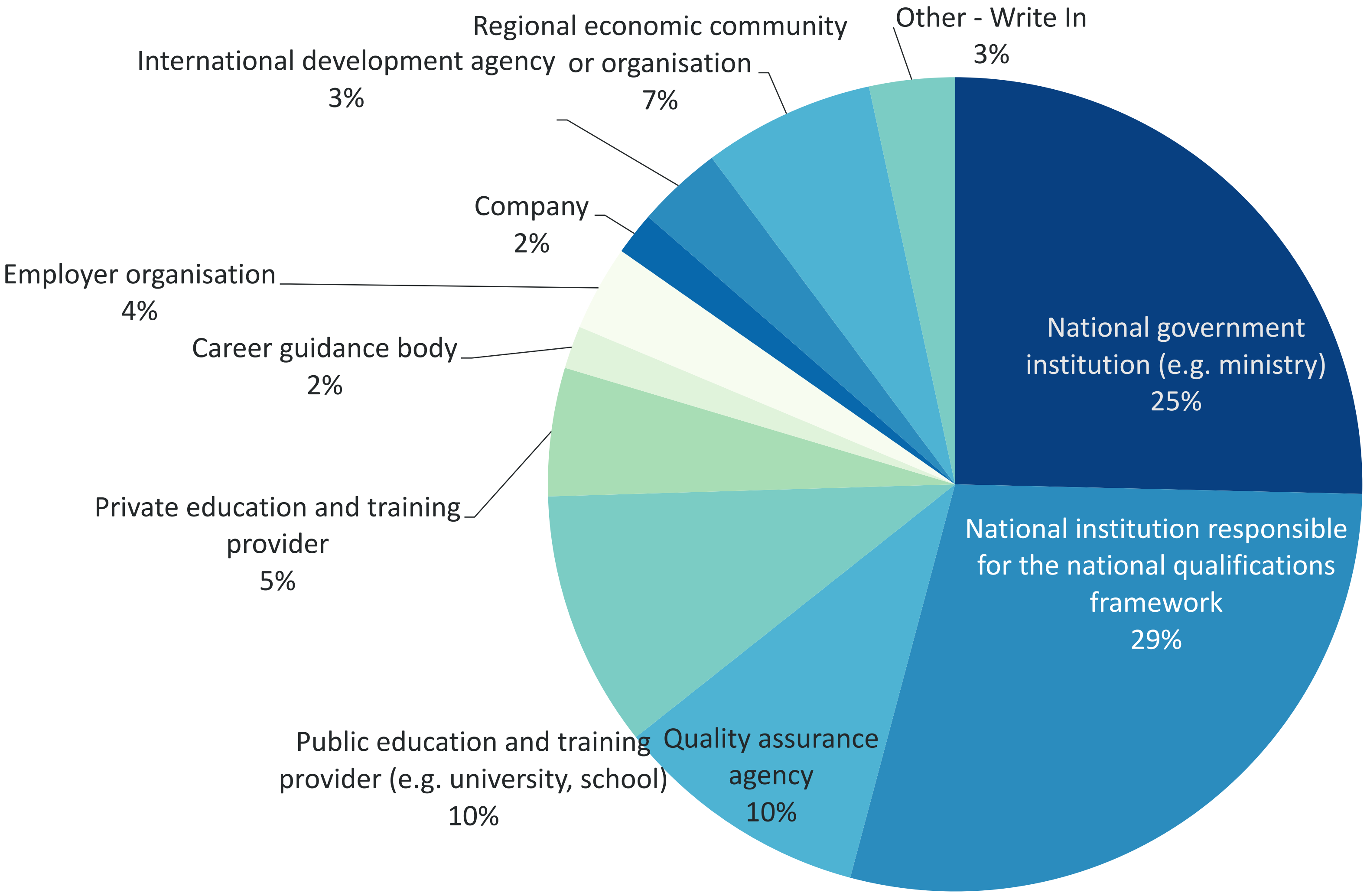
Kinshasa-Atelier CNQC, Session 1

Répondants à l'enquête MC ACQF-II

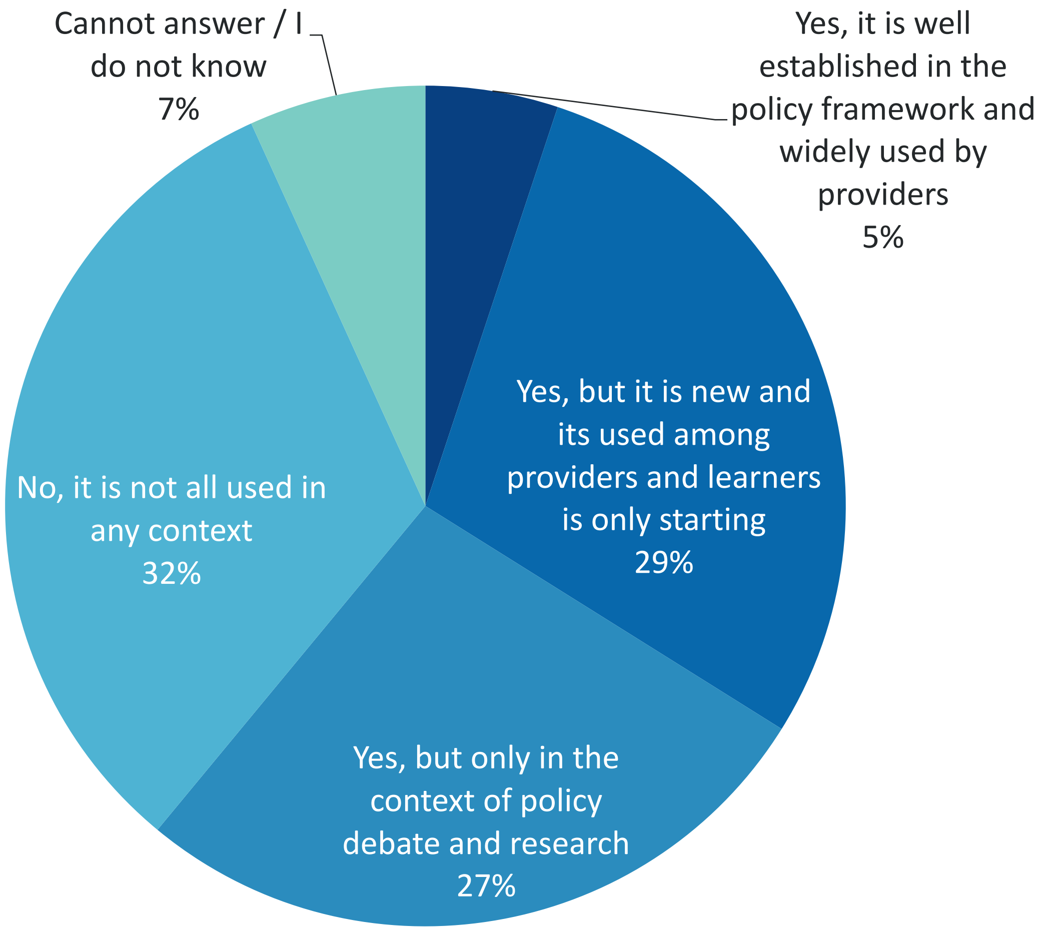
Pays de la SADC : Angola, Botswana, RD Congo, Eswatini, Malawi, Maurice, Mozambique, Namibie, Seychelles, Afrique du Sud, Zambie

Value	Percent	Count
Angola	5.1%	3
Botswana	1.7%	1
Burkina Faso	6.8%	4
Cabo Verde	1.7%	1
Chad	1.7%	1
Democratic Republic of the Congo	1.7%	1
Djibouti	1.7%	1
Egypt	1.7%	1
Eswatini (formerly Swaziland)	6.8%	4
Ethiopia	1.7%	1
Ghana	1.7%	1
Guinea-Bissau	6.8%	4
Kenya	5.1%	3
Malawi	1.7%	1
Mauritius	1.7%	1
Morocco	5.1%	3
Mozambique	6.8%	4
Namibia	1.7%	1
Nigeria	1.7%	1
Rwanda	1.7%	1
Senegal	1.7%	1
Seychelles	6.8%	4
Somalia	1.7%	1
South Africa	3.4%	2
Sudan	1.7%	1
Tunisia	5.1%	3
Uganda	3.4%	2
Zambia	11.9%	7
	Totals	59

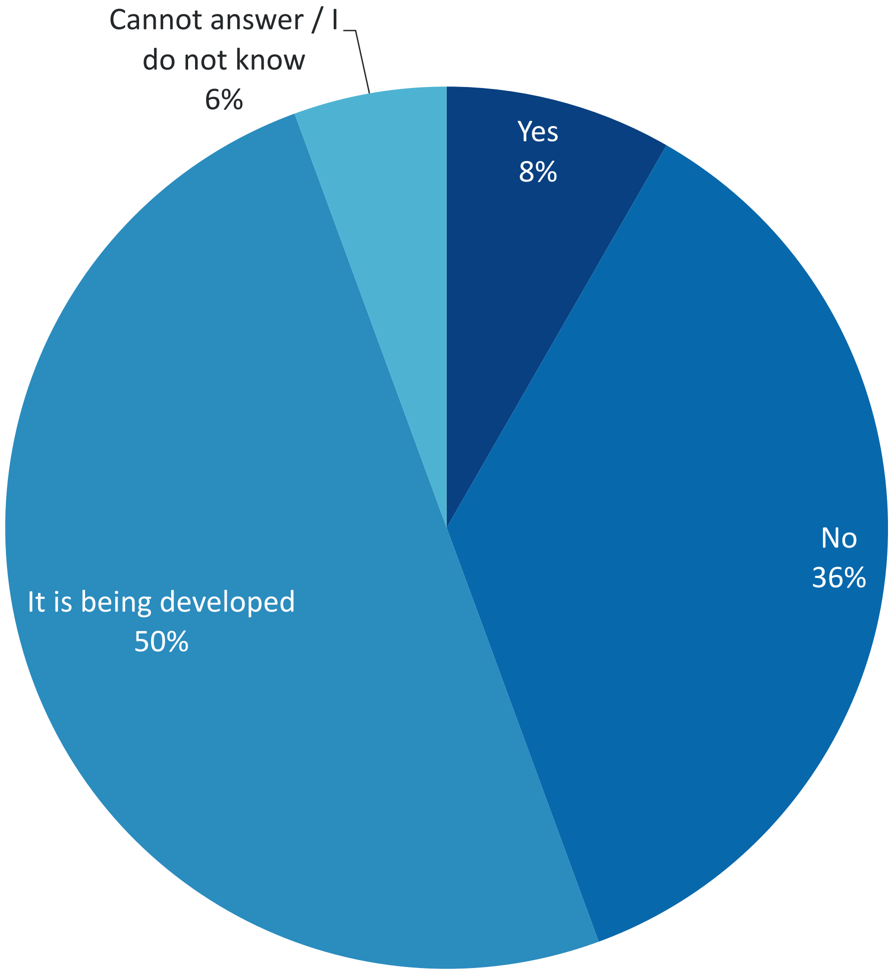
Quel type d'organisation représentez-vous ??



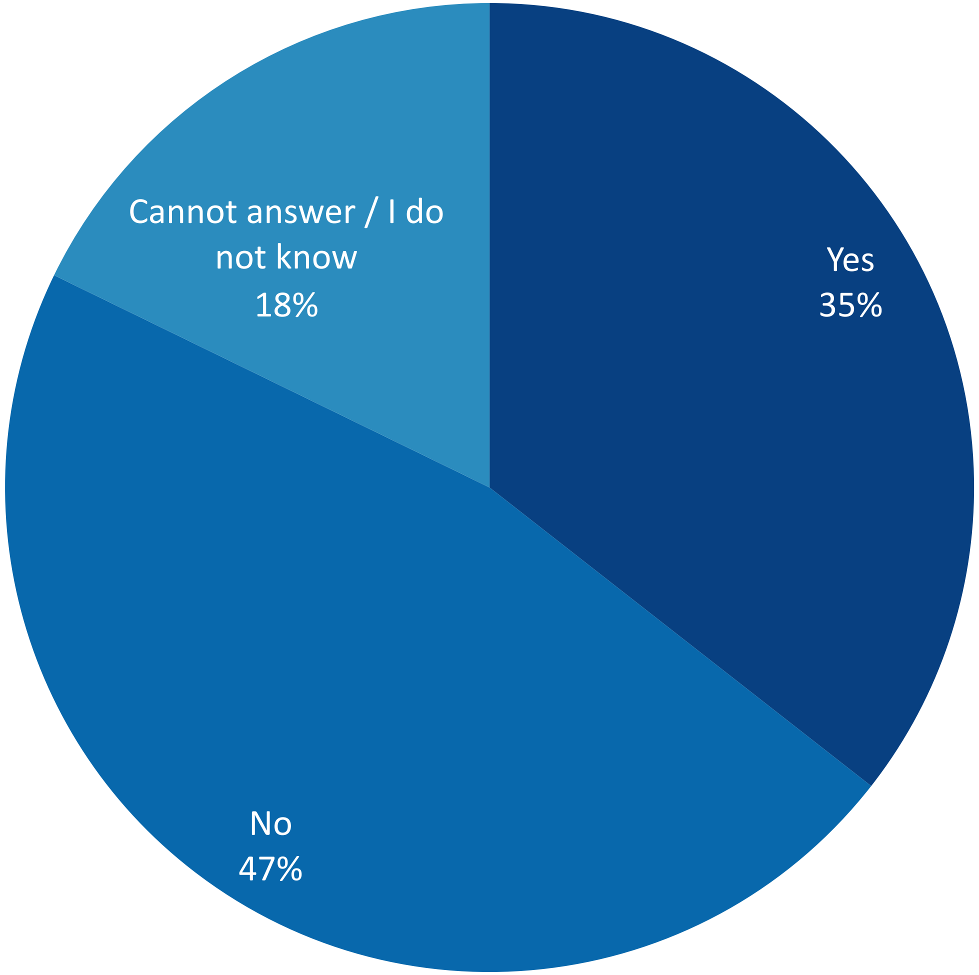
Le terme « micro-certification » est-il utilisé dans le contexte de votre organisation / pays ??



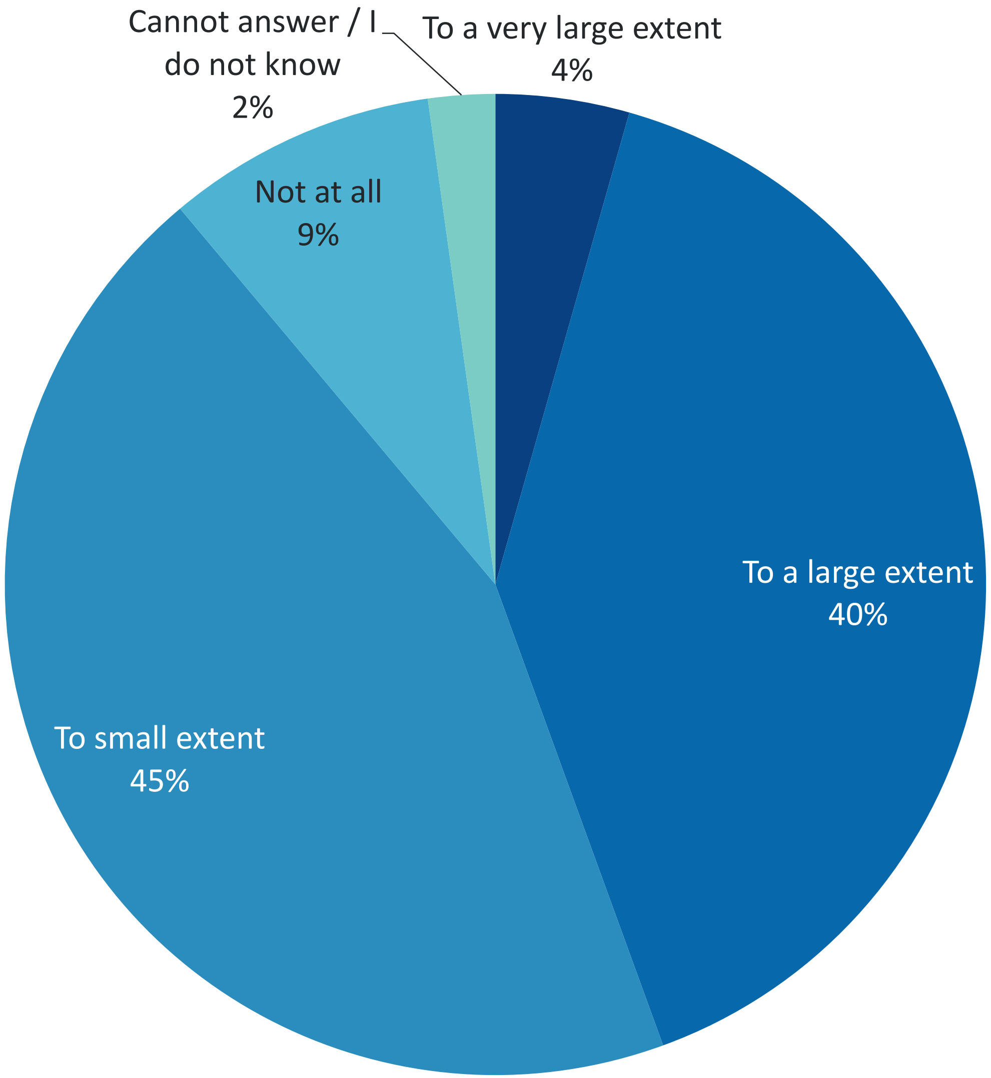
Existe-t-il une définition officielle des microcertifications dans votre pays ??



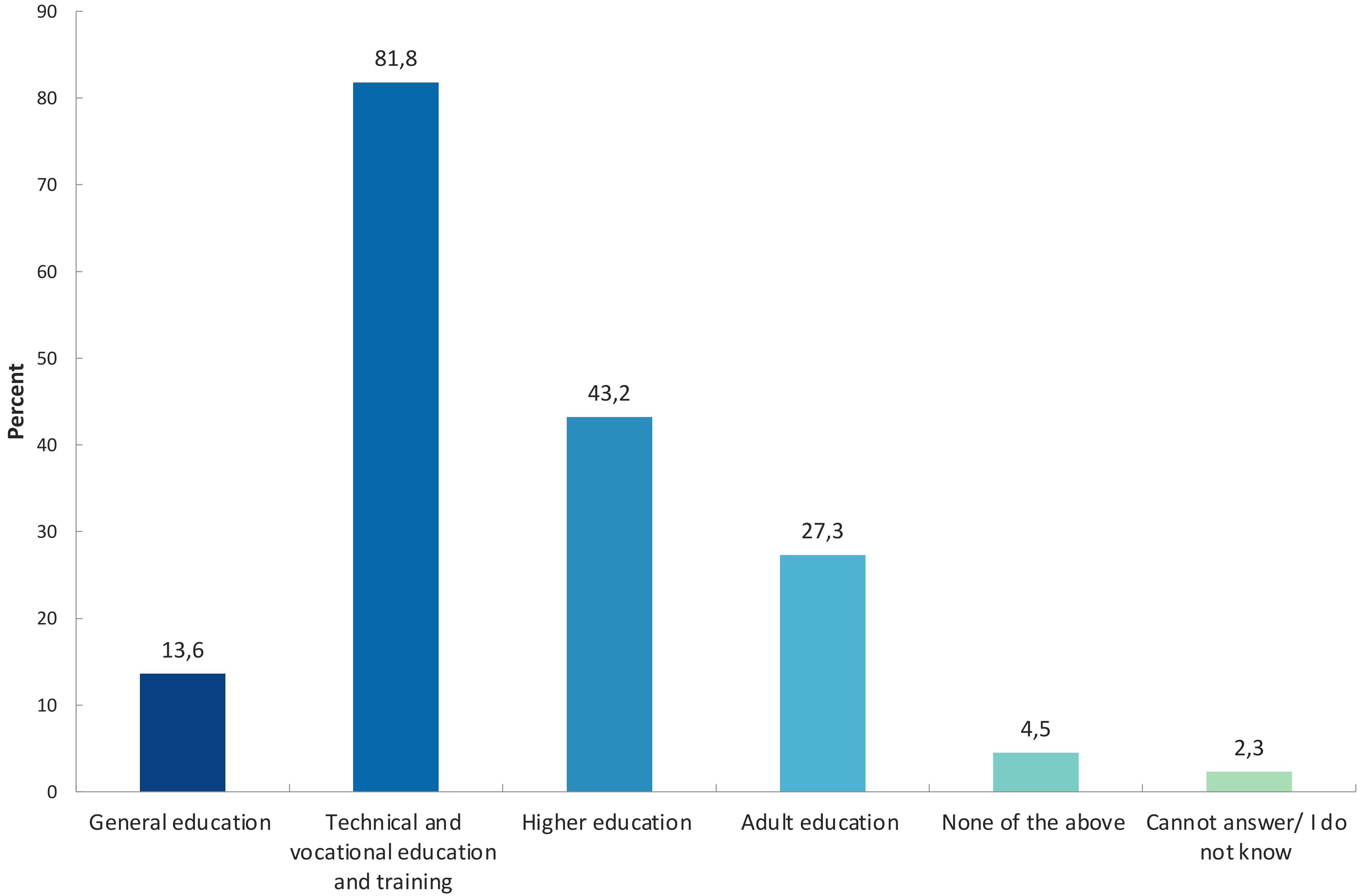
Les microcertifications sont-elles mentionnées dans les documents officiels de politique ??



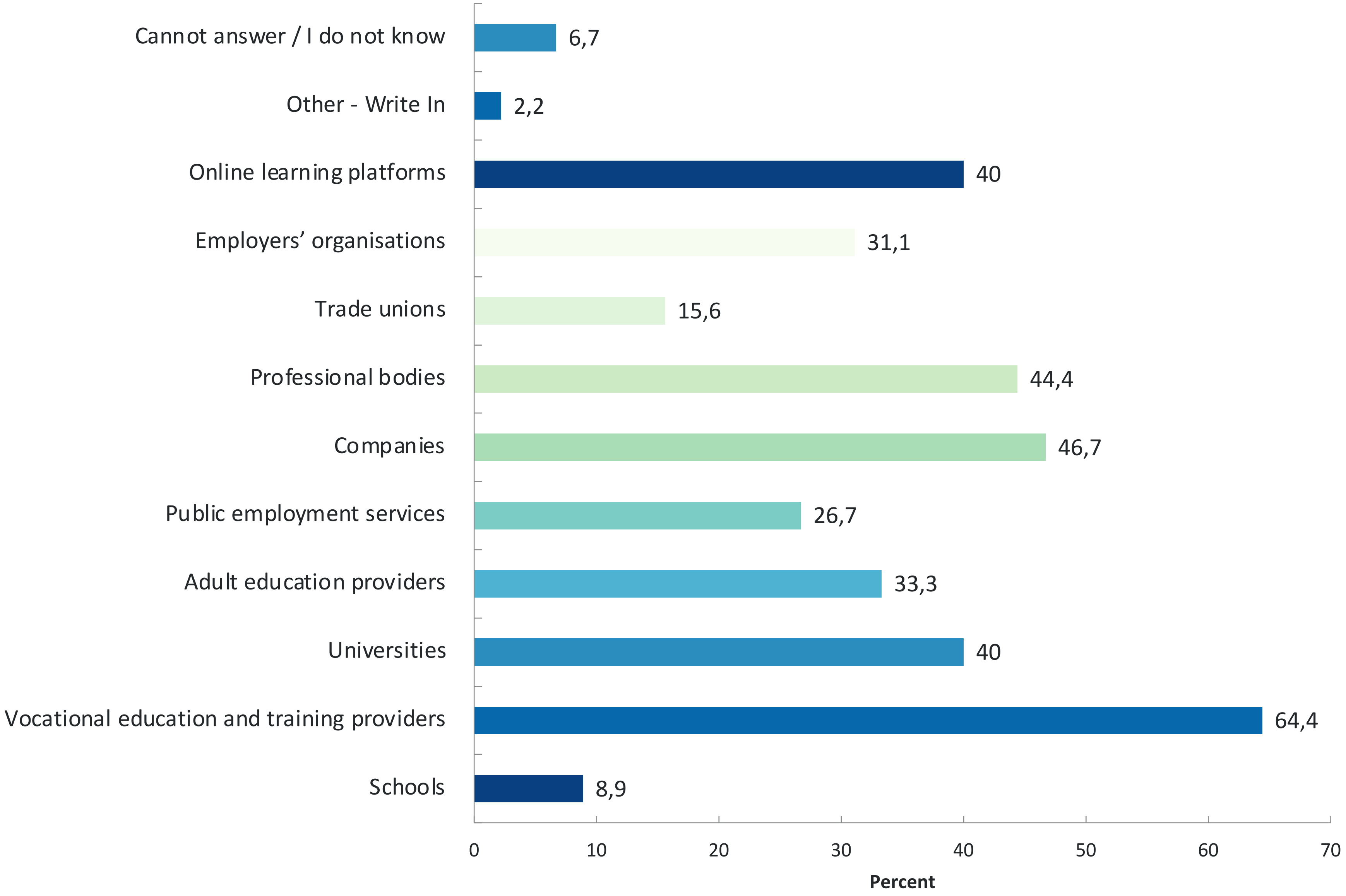
Dans quelle mesure les microcertifications (ou le terme que vous avez spécifié) sont-elles mentionnées dans les discussions sur les politiques nationales et régionales ??



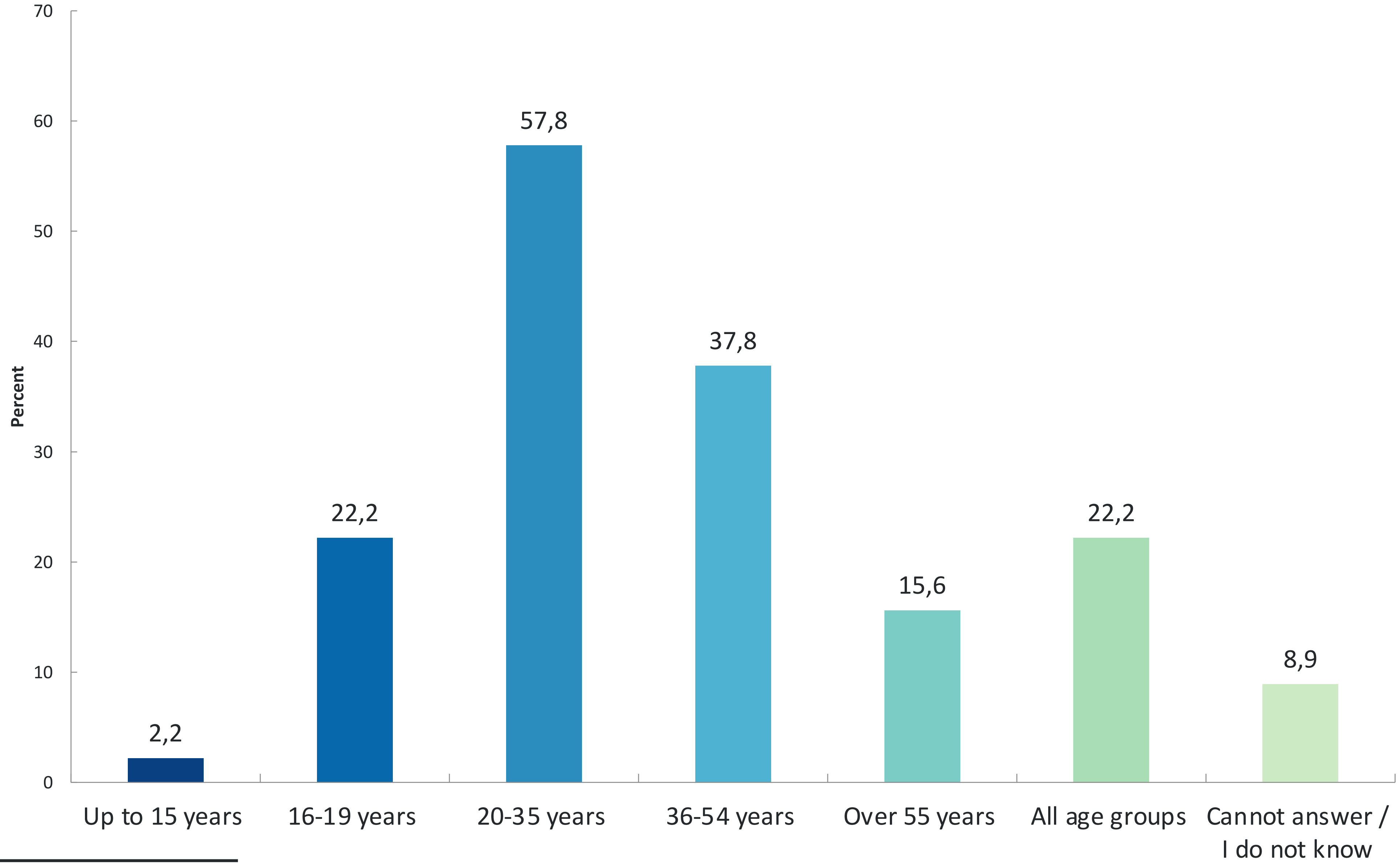
Quels sont les secteurs de l’éducation et de la formation qui offrent des microcertifications ?



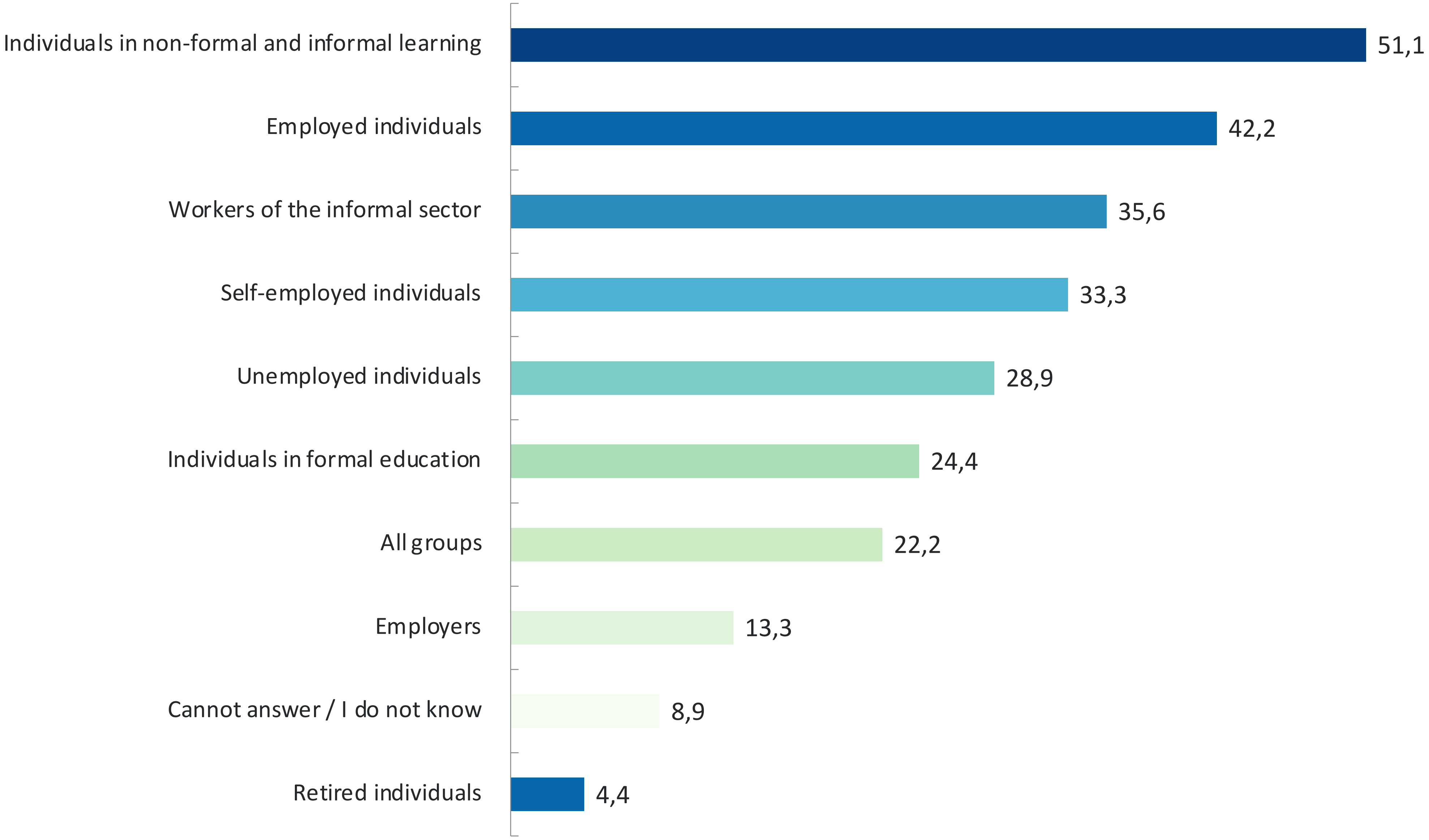
Qui sont les principaux fournisseurs de microcertifications ?



Quels sont les groupes d’apprenants qui sont les principaux bénéficiaires des microcertifications en termes d’âge ??

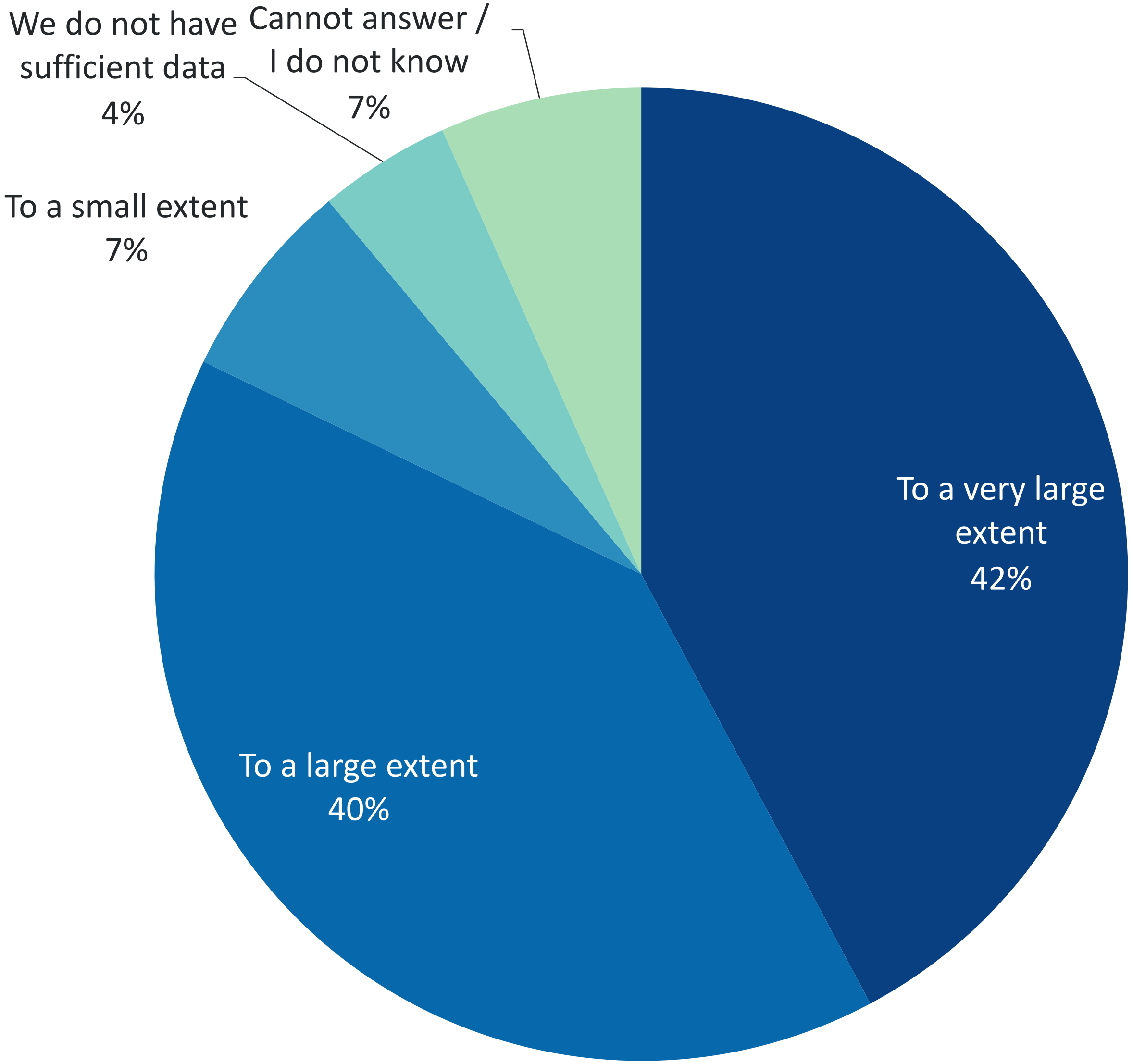


What groups of learners are the main recipients of micro-credentials ?

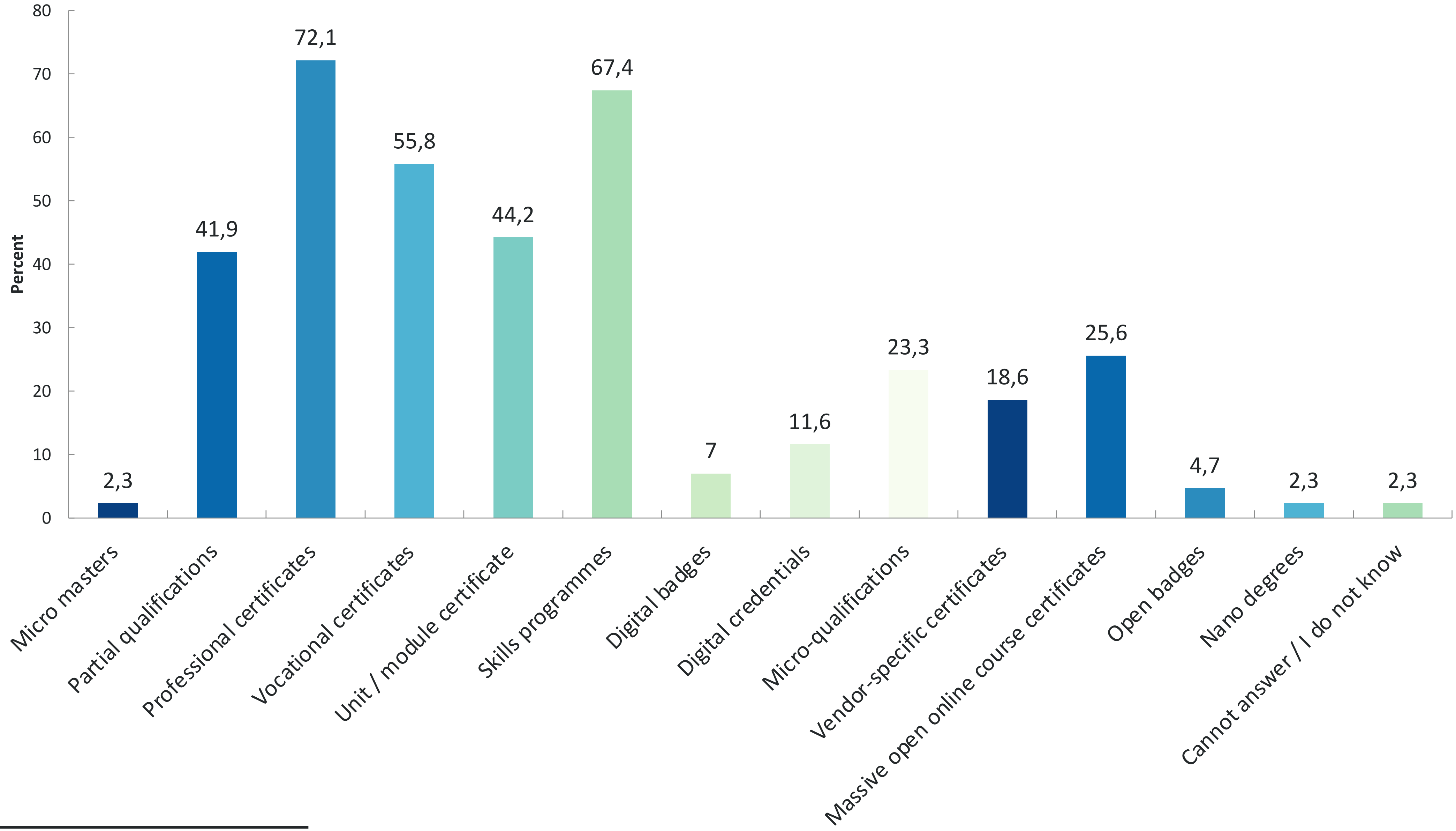


ACQF

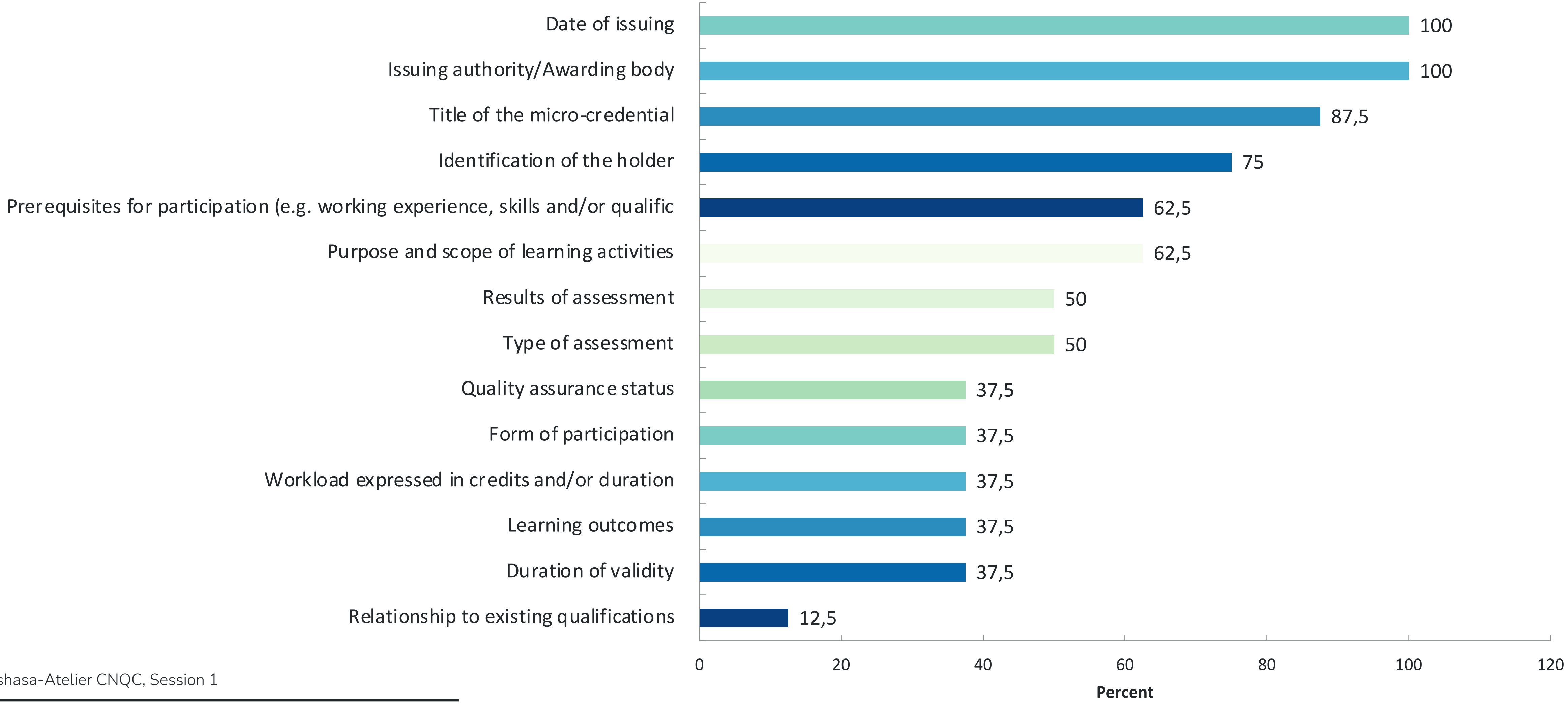
Dans quelle mesure pensez-vous que l’offre de microcertifications augmentera dans l’offre d’éducation et de formation de votre pays au cours des deux prochaines années ??



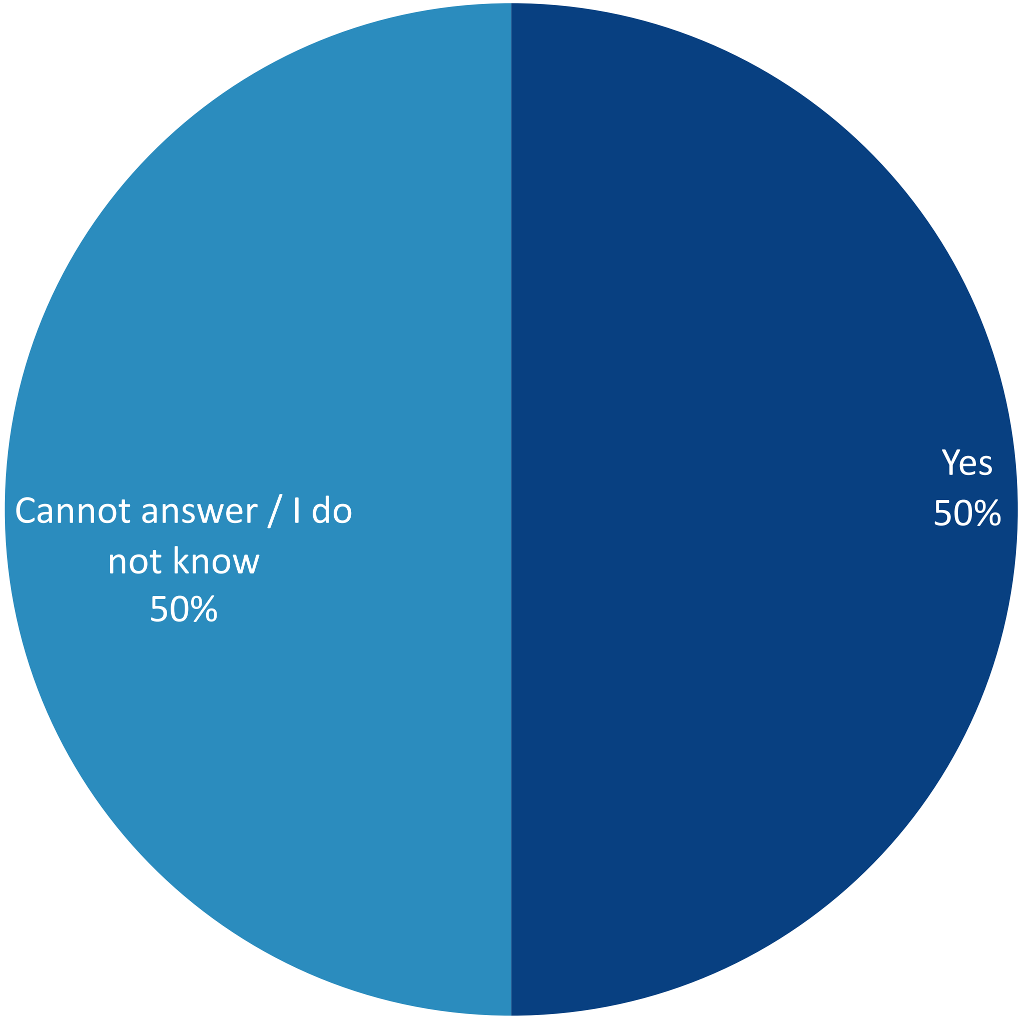
Quels sont les types de microcertifications les plus courants dans votre pays ??



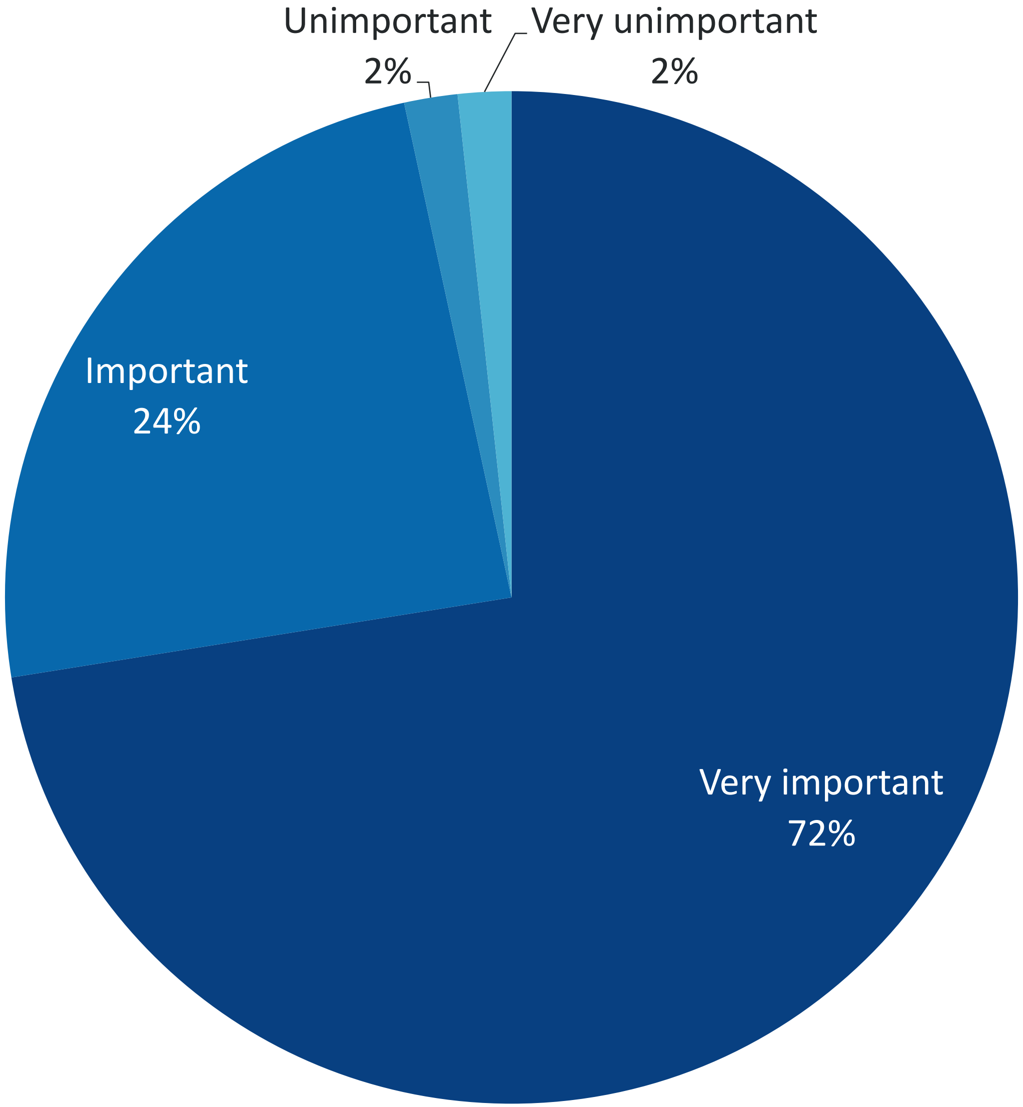
Veuillez tenir compte des microcertifications offertes par votre organisation. Parmi les éléments d'information suivants, lesquels possèdent-ils ??



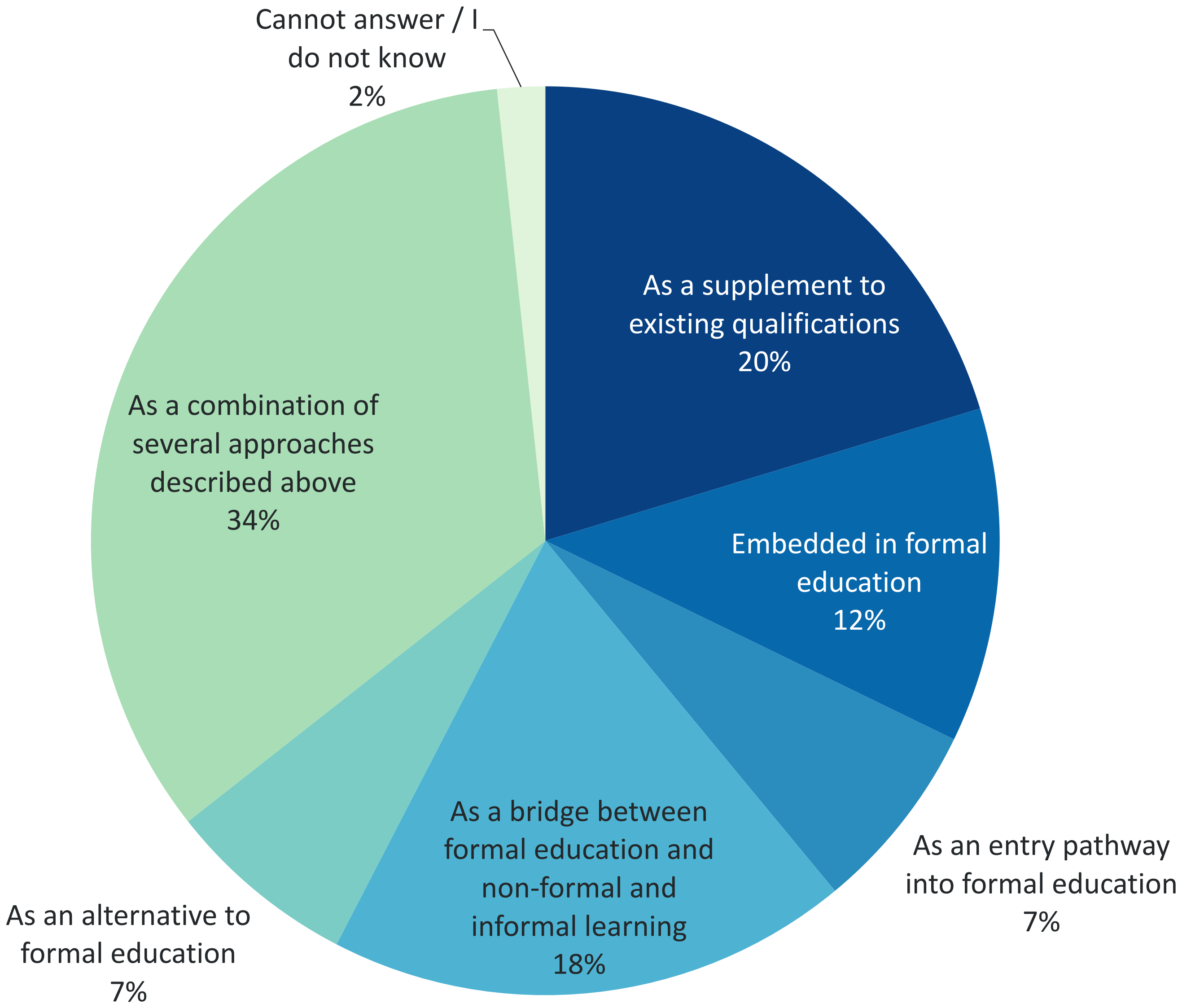
Envisage-t-on d’inclure les microcertifications dans votre CNC / registre ou base de données de certifications ??



À votre avis, dans quelle mesure serait-il important d'élaborer une approche africaine commune en matière de microcertifications ??



Si une approche commune devait être élaborée, comment imagineriez-vous le positionnement des microcertifications dans l'écosystème plus large des certifications et des titres de compétences ?



Kinshasa-Atelier CNQC, Session 1

End of presentation
References

Thank you

06

Annexes et contenus de référence (en Anglais)

06

6.1: ACQF is born

AU Political and legal basis

- Agenda 2063 and its First Ten Year Implementation Plan
- CESA 16-25
- AfCFTA
- AU Free Movement Protocol
- PAQAF

Focus on CESA 16-25

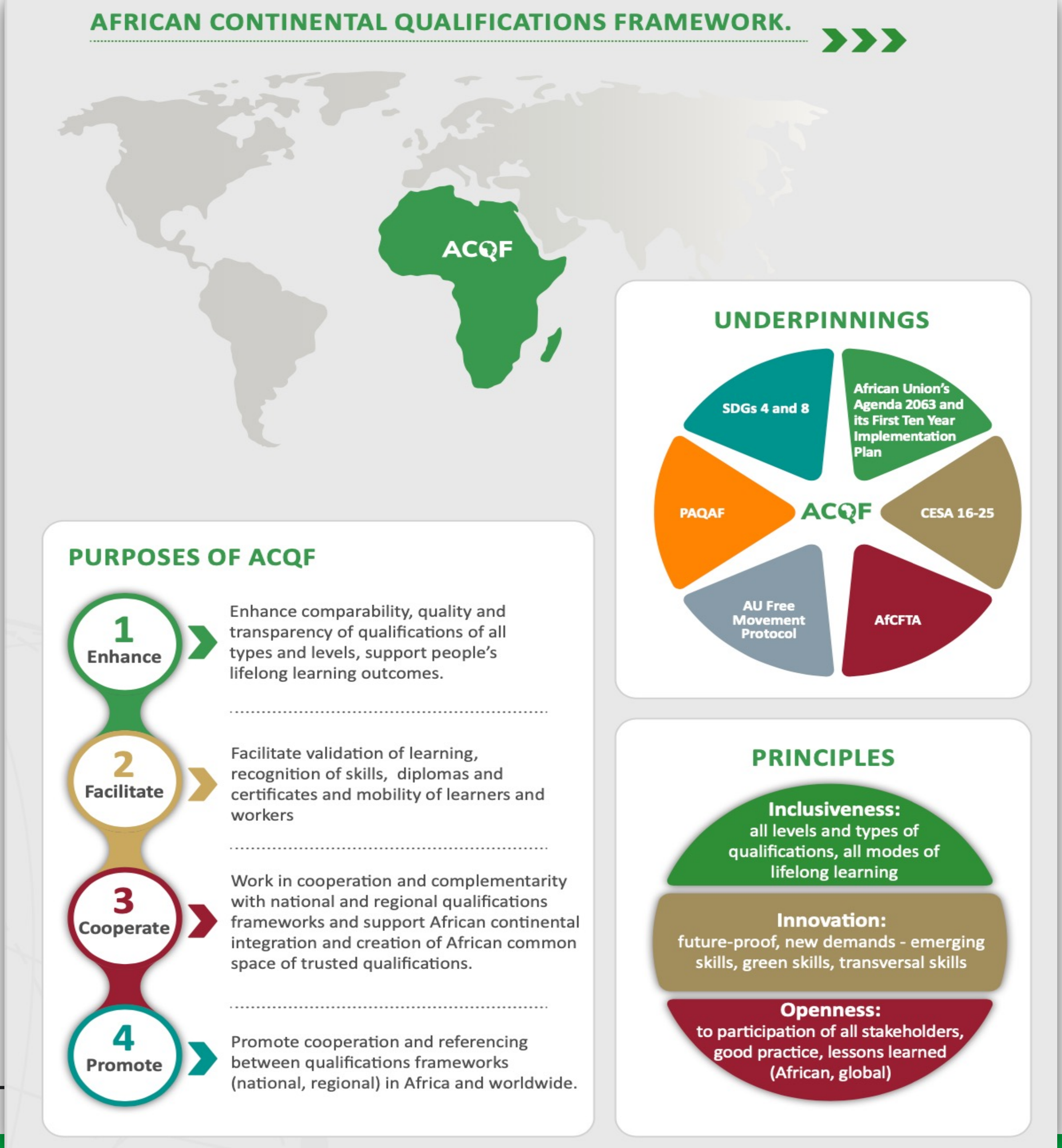
The ACQF is mentioned in strategic objective 4 of CESA 16-25. (African Union. CESA 16-25. pg 23).

- Strategic objective 4 c) and d) explicitly refer to the establishment of qualifications frameworks, notably a continental qualifications framework linked with national and regional qualifications frameworks:
- Strategic objective 4: "*Ensure acquisition of requisite knowledge and skills as well as improved completion rates at all levels and groups through harmonization processes across all levels for national and regional integration*".

a) **Set up national qualification frameworks (NQFs) and regional qualification frameworks (RQFs) to facilitate the creation of multiple pathways to acquisition of skills and competencies as well as mobility across the sub-sectors**

b) **Develop continental qualifications framework linked to regional qualifications and national qualification frameworks to facilitate regional integration and mobility of graduates**

ACQF: underpinnings, purposes, principles



AFRICAN CONTINENTAL QUALIFICATIONS FRAMEWORK.

ACQF

UNDERPINNINGS

SDGs 4 and 8
African Union's Agenda 2063 and its First Ten Year Implementation Plan
PAQAF
ACQF
CESA 16-25
AU Free Movement Protocol
AfCFTA

PURPOSES OF ACQF

1 **Enhance** — Enhance comparability, quality and transparency of qualifications of all types and levels, support people's lifelong learning outcomes.

2 **Facilitate** — Facilitate validation of learning, recognition of skills, diplomas and certificates and mobility of learners and workers

3 **Cooperate** — Work in cooperation and complementarity with national and regional qualifications frameworks and support African continental integration and creation of African common space of trusted qualifications.

4 **Promote** — Promote cooperation and referencing between qualifications frameworks (national, regional) in Africa and worldwide.

PRINCIPLES

Inclusiveness:
all levels and types of qualifications, all modes of lifelong learning

Innovation:
future-proof, new demands - emerging skills, green skills, transversal skills

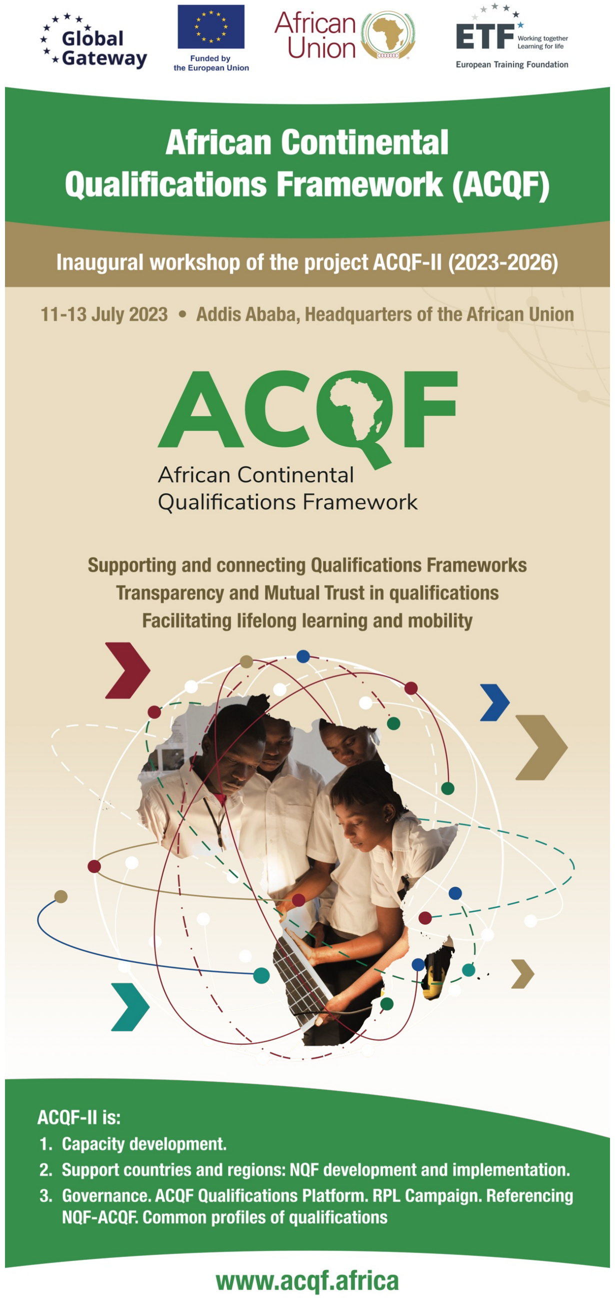
Openness:
to participation of all stakeholders, good practice, lessons learned (African, global)

Conceptual technical design

- Meta-qualifications framework
- **Comprehensive and inclusive scope:** all levels, modes of learning
- **10 levels:** whole continuum of qualifications of education and training systems
- **Level descriptors** expressed as **learning outcomes**
- **Domains of learning:** Knowledge, Skills, Autonomy and Responsibility
- **Supported by Quality Assurance**

Learning outcomes orientation supports:

- ✓ Improve **transparency and comparability** of qualifications of different national systems
- ✓ **Transparency and credibility of RPL** and validation of outcomes from experience, access to quality RPL
- ✓ **Application of credit accumulation and transfer systems** in different academic and vocational pathways.
  - Access, learning progression, lifelong learning, flexibility,
  - In design of qualifications: facilitate transfer of components of qualifications



African Continental Qualifications Framework (ACQF)

Inaugural workshop of the project ACQF-II (2023-2026)

11-13 July 2023 • Addis Ababa, Headquarters of the African Union

ACQF
African Continental
Qualifications Framework

Supporting and connecting Qualifications Frameworks
Transparency and Mutual Trust in qualifications
Facilitating lifelong learning and mobility

ACQF-II is:

1. Capacity development.
2. Support countries and regions: NQF development and implementation.
3. Governance. ACQF Qualifications Platform. RPL Campaign. Referencing NQF-ACQF. Common profiles of qualifications

www.acqf.africa

Main areas of activity of the ACQF

1. **Referencing** of national qualifications frameworks and systems to the ACQF, following agreed criteria and procedures.

2. **Support recognition of prior learning** – for example, the development of common guidelines and approaches, updated inventory of RPL systems on the continent, a wide information and support campaign

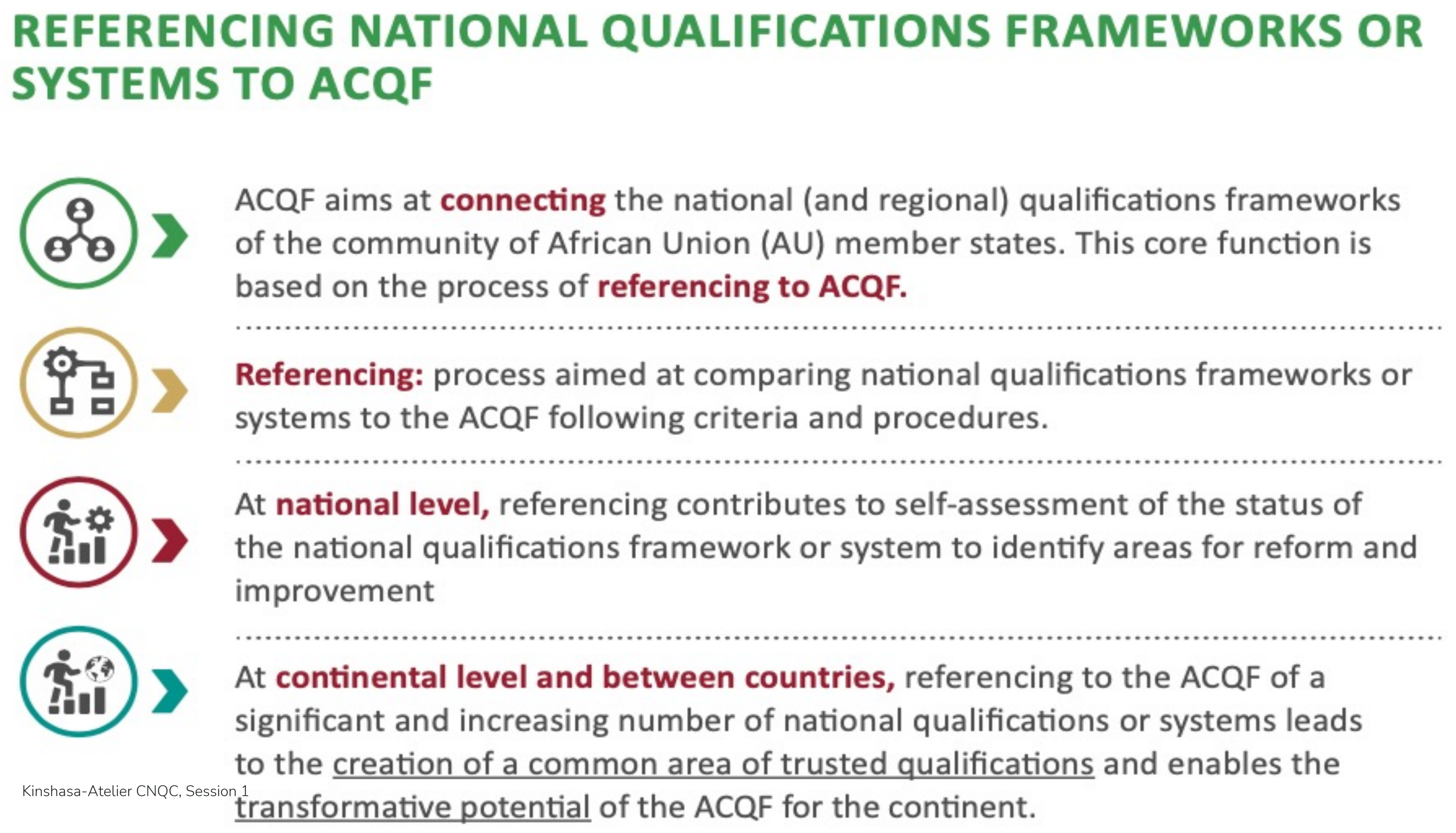
3. **ACQF Qualifications Platform (database) and management information system**

4. **Qualifications**: Development of qualifications profiles adequate for common continental use (e.g.: related with economic integration / AfCFTA).

5. **Capacity development** in relevant areas. Online, onsite, hybrid.

6. **Advocacy, communication, networking and cooperation:** African stakeholders (education and training, employment, social partners) and other RQFs globally

7. **Analysis, monitoring and evaluation**: for continuous improvement.



REFERENCING NATIONAL QUALIFICATIONS FRAMEWORKS OR SYSTEMS TO ACQF

ACQF aims at **connecting** the national (and regional) qualifications frameworks of the community of African Union (AU) member states. This core function is based on the process of **referencing to ACQF.**

Referencing: process aimed at comparing national qualifications frameworks or systems to the ACQF following criteria and procedures.

At **national level,** referencing contributes to self-assessment of the status of the national qualifications framework or system to identify areas for reform and improvement

At **continental level and between countries,** referencing to the ACQF of a significant and increasing number of national qualifications or systems leads to the creation of a common area of trusted qualifications and enables the transformative potential of the ACQF for the continent.

And much more on ACQF website for stakeholders, policy makers, education and training providers, learners and experts interested in themes and issues related to national and regional qualifications frameworks and their related systems, tools and governawnce.

GUIDELINE 01
Learning Outcomes in the context of qualifications frameworks and systems
GUIDE 04
Validation et reconnaissance des apprentissages
ORIENTAÇÃO 05
Garantia de Qualidade no contexto do ACQF
TRAINING MODULE THREE
Referencing to ACQF
TRAINING MODULE FIVE
Quality assurance in the context of ACQF
TRAINING MODULE EIGHT 08
Communication and outreach in the context of qualifications frameworks and ACQF

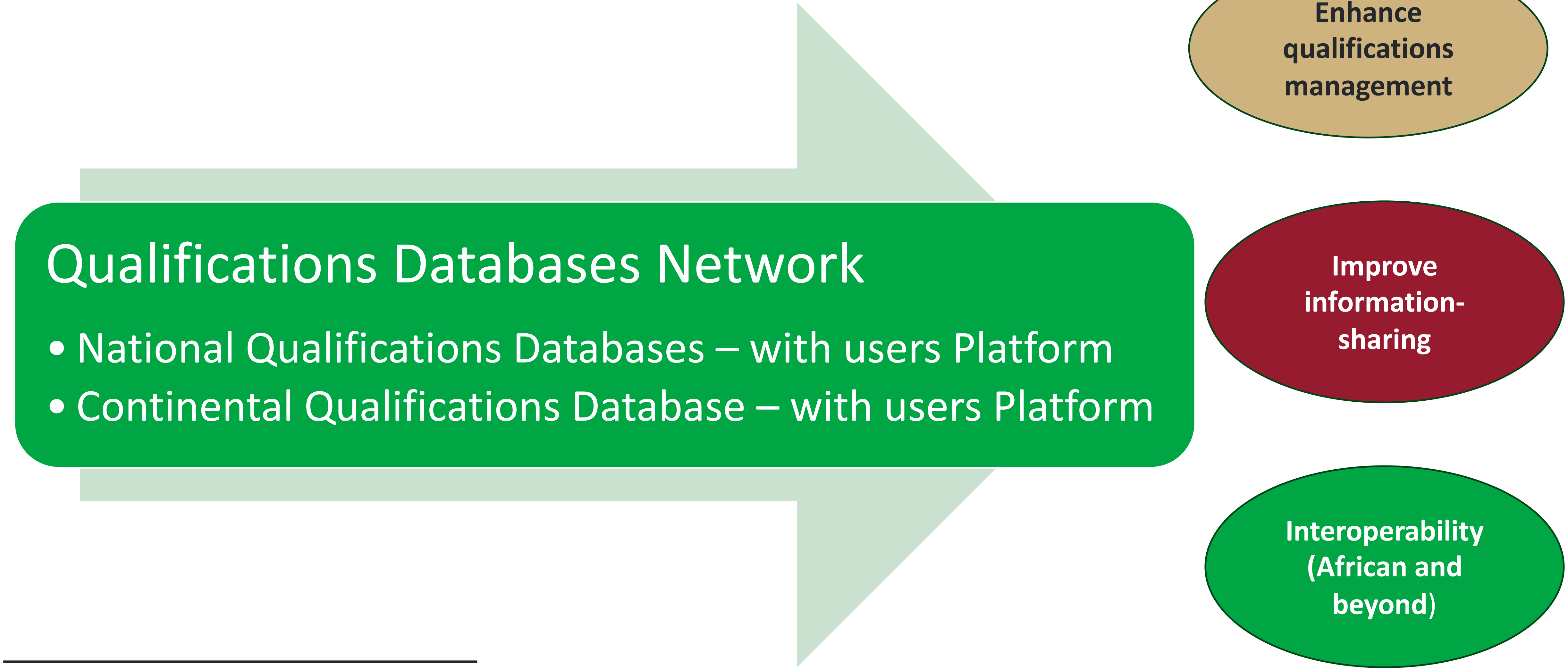
ACQF
Who we are
Latest updates from ACQF

Want to know more about ACQF?

Visit our website:

https://acqf.africa/

ACQF Qualifications and Credentials Platform: a gamer changer



Qualifications Databases Network

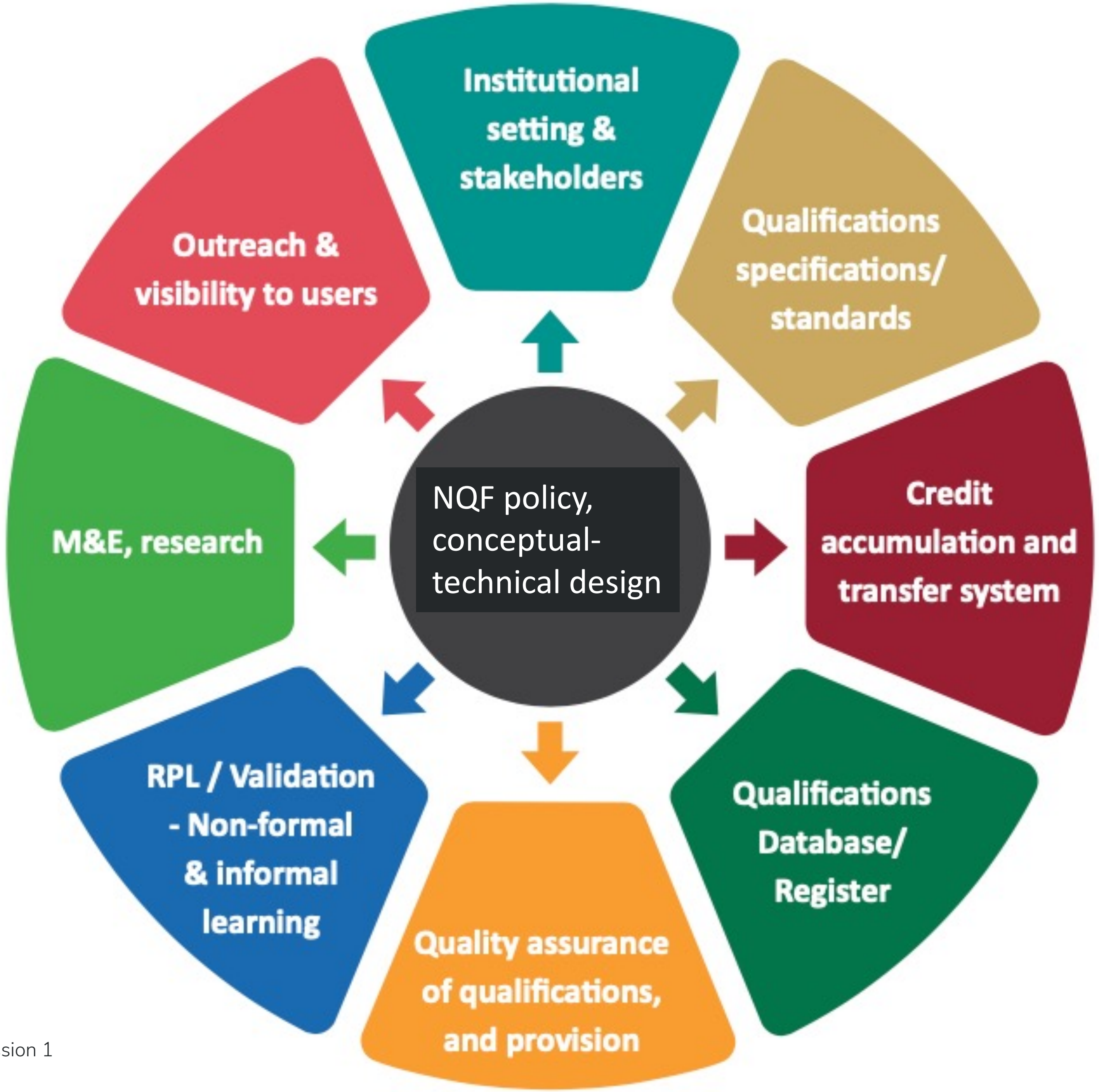
- National Qualifications Databases – with users Platform
- Continental Qualifications Database – with users Platform

Enhance qualifications management

Improve information-sharing

Interoperability (African and beyond)

ACQF


Institutional setting & stakeholders
Qualifications specifications/ standards
Credit accumulation and transfer system
Qualifications Database/ Register
Quality assurance of qualifications, and provision
RPL / Validation - Non-formal & informal learning
M&E, research
Outreach & visibility to users
NQF policy, conceptual-technical design

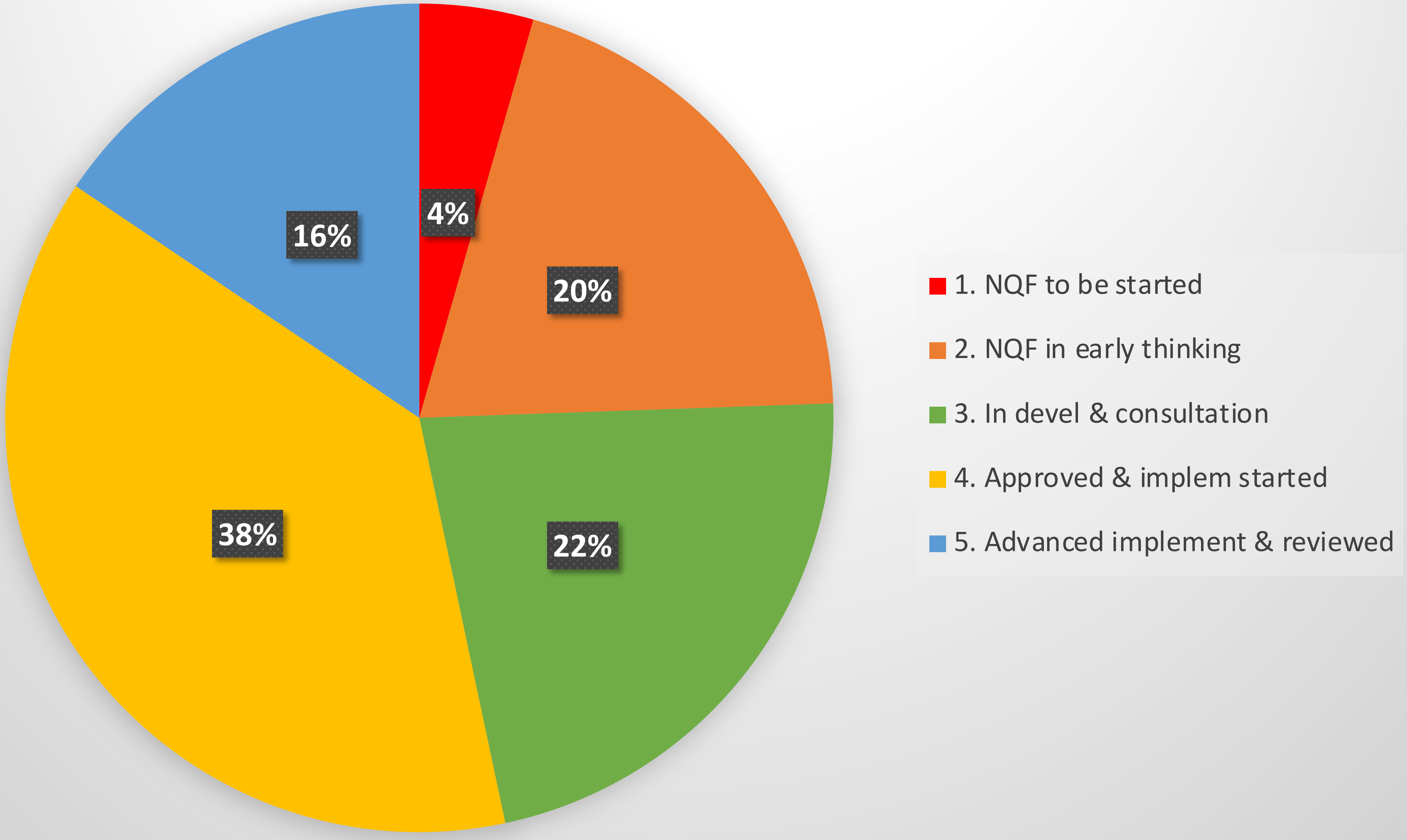
- NQF: a systemic view or an eco-system
- NQFs do not work in isolation
- NQF must adapt to change and meet new demands from the transformation of work, technology, learning, climate, demography
- NQFs and RQFs belong to all stakeholders

African trends

- Growing number of NQFs approved and implementation started

DEVELOPING THE AFRICAN CONTINENTAL QUALIFICATIONS FRAMEWORK (ACQF)

NQFs in Africa: 5 stages of development & implementation Number: 45 countries



06

6.2 Le projet ACQF-II - approfondissement

Project ACQF-II: key facts

Title: Support to the implementation of the ACQF ("ACQF-II")

New project; but builds on and enhances the outputs of the ACQF-I. Continuity: for action and impact.

Financed: EU – under the Neighbourhood, Development and International Cooperation Instrument

Implementation: by ETF working in partnership with the 3 levels: countries, regions, continent

Duration: from April 2023 to December 2026

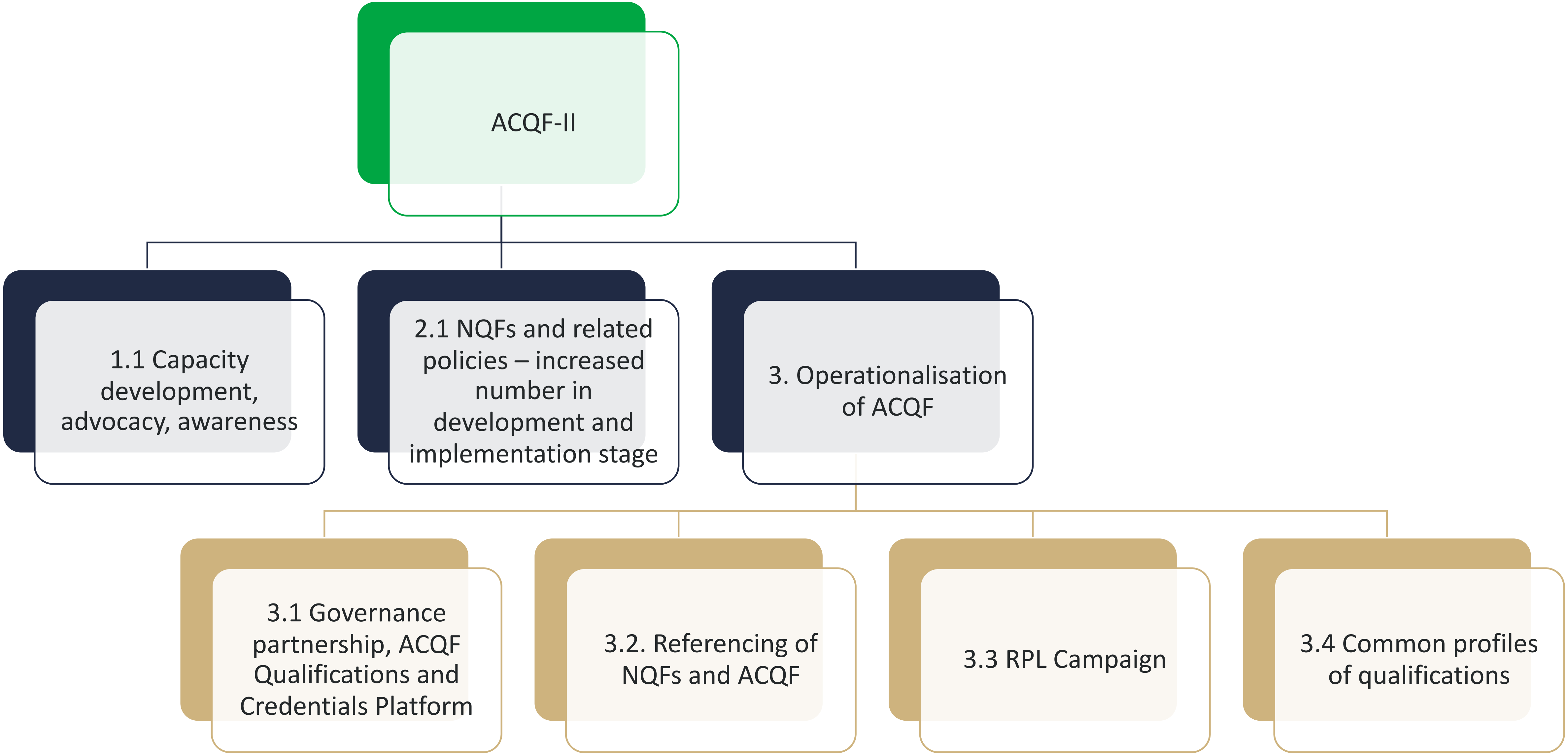
ACQF-II is part of the flagship initiative "Youth Mobility for Africa". This flagship is included in the Global Gateway Africa-Europe Investment Package.

Overall Objective and outcomes

- The **Overall Objective** (Impact) of this action is to contribute to **improved mobility, lifelong learning opportunities for African youth**, as a result of enhanced comparability and transparency of qualifications, recognition of skills and diplomas, improved mutual trust and information-sharing between qualifications frameworks and systems on the continent.
- The **Specific Objectives (Outcomes)** of this action are to:

1. Strengthen capacities at continental (AU), national and regional levels enabling the implementation of the ACQF functions and services.
2. Support the development and implementation of national qualifications frameworks and systems, and cooperation with regional qualifications frameworks.
3. Set-up and operationalise the ACQF systems for delivery of the services and results in
   - (i) referencing national qualifications frameworks or systems and ACQF,
   - (ii) ACQF qualifications management information system and database,
   - (iii) recognition of skills and qualifications,
   - (iv) cooperation with the European Qualifications Framework (EQF) and other frameworks,
   - (v) development of common profiles of qualifications for priority sectors of free trade, inclusive economic integration, emerging occupations, green jobs, in cooperation with AfCFTA.

Main outputs



ACQF-II

1.1 Capacity development, advocacy, awareness

2.1 NQFs and related policies – increased number in development and implementation stage

3. Operationalisation of ACQF

3.1 Governance partnership, ACQF Qualifications and Credentials Platform

3.2. Referencing of NQFs and ACQF

3.3 RPL Campaign

3.4 Common profiles of qualifications

Basis for ACQF implementation: outputs ACQF-I (2020-2022)

- ACQF Policy Document
- ACQF Level descriptors
- 10 Guidelines
- 10 Training Modules
- ACQF Handbook
- Advisory Group ACQF

- ACQF Website
- Analysis, research: ACQF mapping study collection, feasibility study ACQF, study and handbook on Competence-based training (TVET), study on links ACQF-AfCFTA, African Curriculum study, SADCQF review report
- Capacity development programme and Learning Management System (LMS)
- 2 Training Weeks
- 20 Peer Learning Webinars
- 5 Advisory Group meetings
- Work together with RECs: SADC, EAC, IGAD
- Work with countries on NQF development
- Many participations in international conferences (UNESCO, EAC, IGAD, SADC. IUCEA)

ACQF Website

- Navigate or use Search function - very useful
- Contains all ouputs, materials, information of ACQF-I and ACQF-II
- Resources: mapping studies; thematic areas (on: RPL, micro-credentials)
- Capacity development space (all PPTs, videos, reports, guides)
  - ➢ 15 peer learning Webinars; 2 training weeks; 2 workshops SADC; 5 webinars AQVN; 11 thematic briefs;
- Snapshot on NQFs in 2 views: map and table
- 10 Guidelines

www.acqf.africa

CAPACITY DEVELOPMENT
PROGRAMME 2021

THEMATIC BRIEFS 1

Concepts and definitions on qualifications and qualifications frameworks

African Union

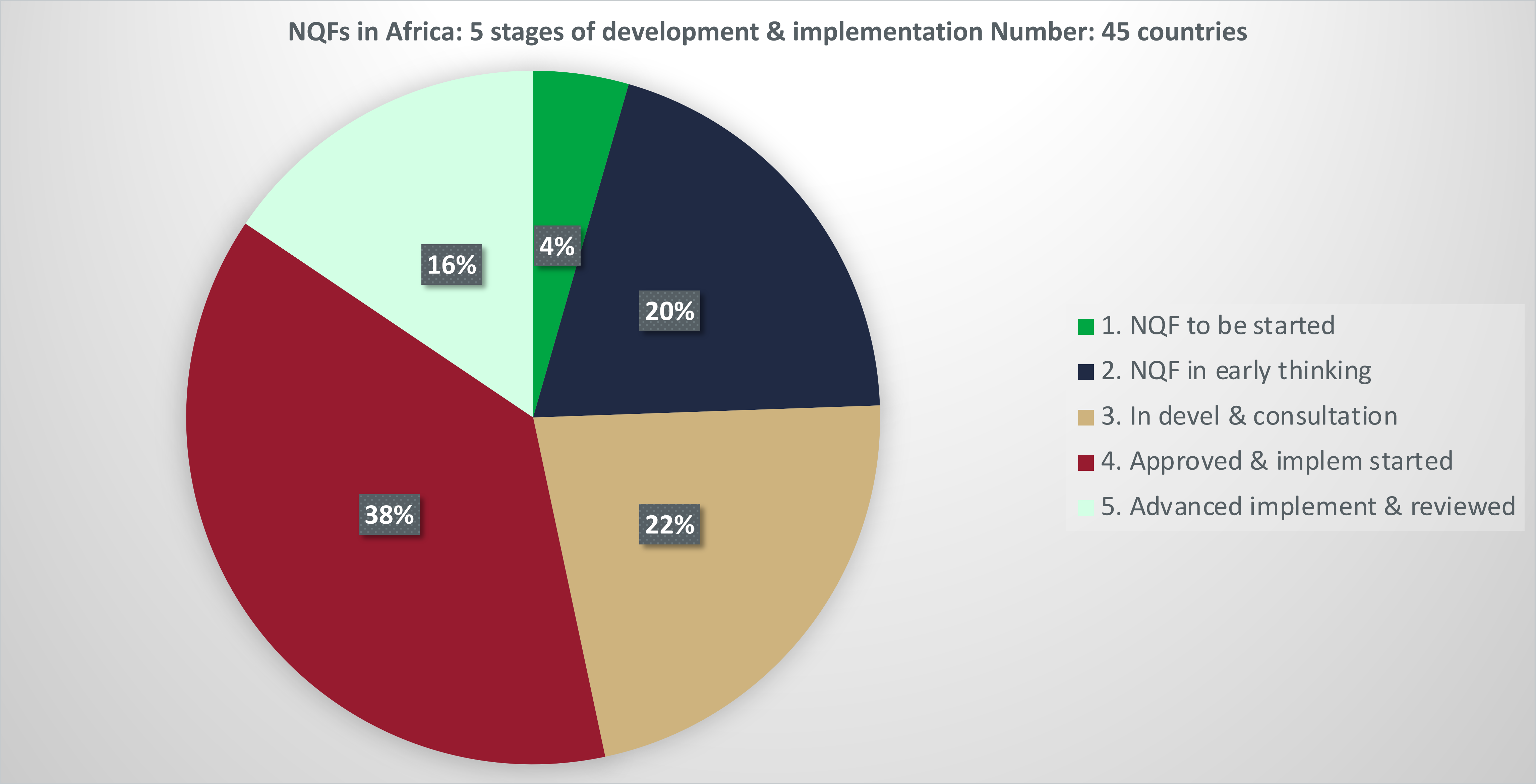
THE AFRICA-EU PARTNERSHIP
LE PARTENARIAT AFRIQUE-UE

ACQF

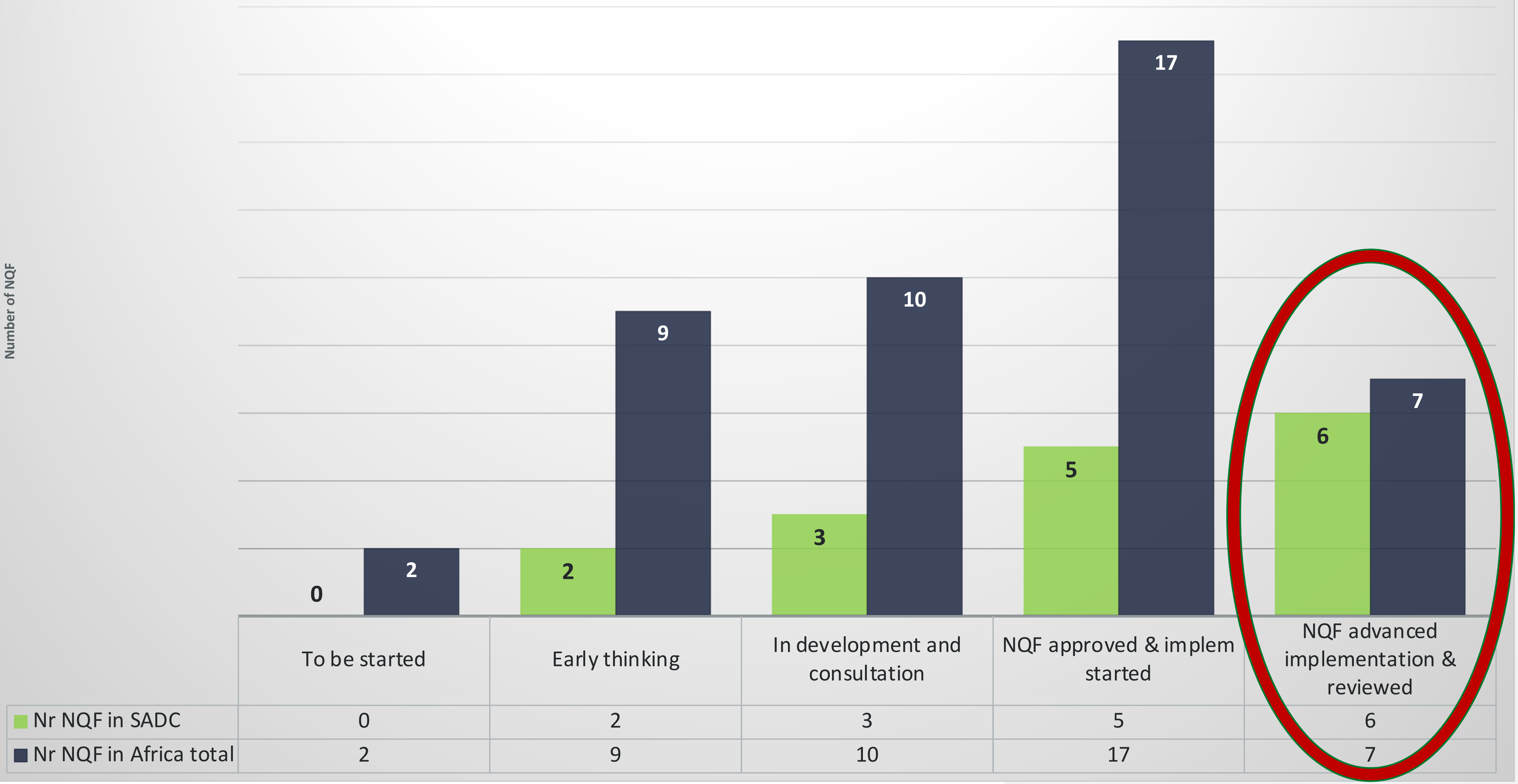
ACQF supporting change and synchronisation

A. **Change and synchronisation**
   - South-South dialogue, sharing, common African knowledge basis
   - Capacity development and networking for mutual trust (multi-country)
   - Complementarity and support to countries’ NQF and related policies
   - Holistic view to education-training and qualifications
   - Emphasis on new themes: micro-credentials, green skills, RPL
   - ACQF QCP
   - Sustainability: A new “African Qualifications Network” – based on Countries’ initiatives

Context – support – complement national and regional initiatives



NQFs in Africa (total) - SADC (Total Nr countries: 45)



	To be started	Early thinking	In development and consultation	NQF approved & implem started	NQF advanced implementation & reviewed
🟩 Nr NQF in SADC	0	2	3	5	6
⬛ Nr NQF in Africa total	2	9	10	17	7

NQF in Africa by stage of development

Stage of NQF development and implementation	Number of NQFs Africa	Countries
NQF development to be started	2	Chad, Republic of Congo
NQF in early thinking	9	Burkina Faso, Union of Comoros, Democratic Republic of Congo, Guinea, Guinea-Bissau, Mali, São Tomé e Príncipe, South Sudan, Togo
NQF in development and consultation	10	Cameroon, Côte d'Ivoire, Liberia, Madagascar, Malawi, Morocco, Sierra Leone, Somalia, Sudan
NQF legal act approved, implementation started	17	Angola, Burundi, Djibouti, Eswatini, Egypt, Ethiopia, The Gambia, Ghana, Kenya, Lesotho, Mozambique, Nigeria, Rwanda, Senegal, Tanzania, Tunisia, Uganda, Zimbabwe
NQF in advanced implementation and reviewed	7	Cape Verde, Botswana, Mauritius, Namibia, Seychelles, South Africa, Zambia
Total	45	

Model of Capacity development activities

Multi-country: Annually
- 3 training workshops
- 2 conferences (1 online)
- Several webinars

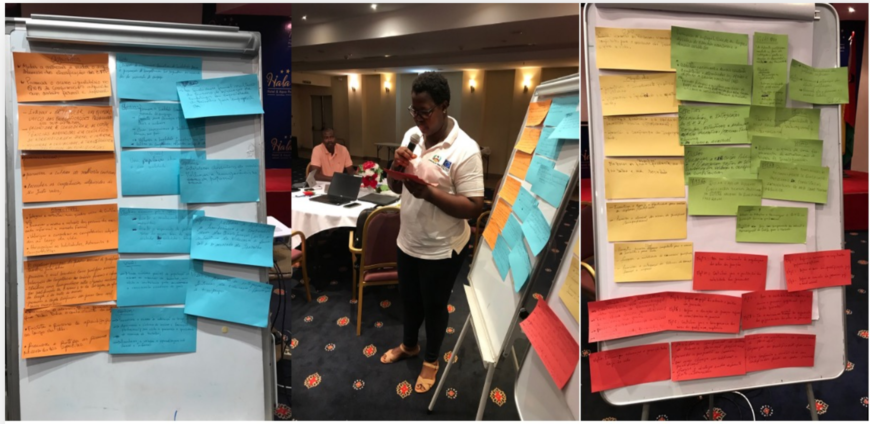
Hala
Hotel & Aqua Park

ACQF
CERTIFICATE OF PARTICIPATION
Gabsile Hlatshwayo
"Skills, qualifications and frameworks for mutual trust in a changing world"

Country specific plan
- Training workshops
- Meetings and debates
- Webinars

ACQF-II Training programme 2023

- Welcome
- Benvinda(o)s
- Bienvenu(e)s



Nairobi: 9-11/Oct

Accra: 7-8/Nov

AD 1957
FREEDOM AND JUSTICE

Maputo: 5-6/Dec

The Nairobi workshop

KNQA
SHAPING THE FUTURE OF KENYA
Kenya National Qualifications Authority
Custodian Of Kenyan Qualifications
Globally Recognized Competitive qualifications Transforming Kenya.
Our Services
Our Contacts

KENYA
Kinshasa Atelier CNQC Session 1

Participation and ownership.
Co-hosted by KNQA

The Accra Workshop

Kinshasa-Atelier CNQC, Session 1

Participation and ownership
Co-hosted by GTEC

ACQF

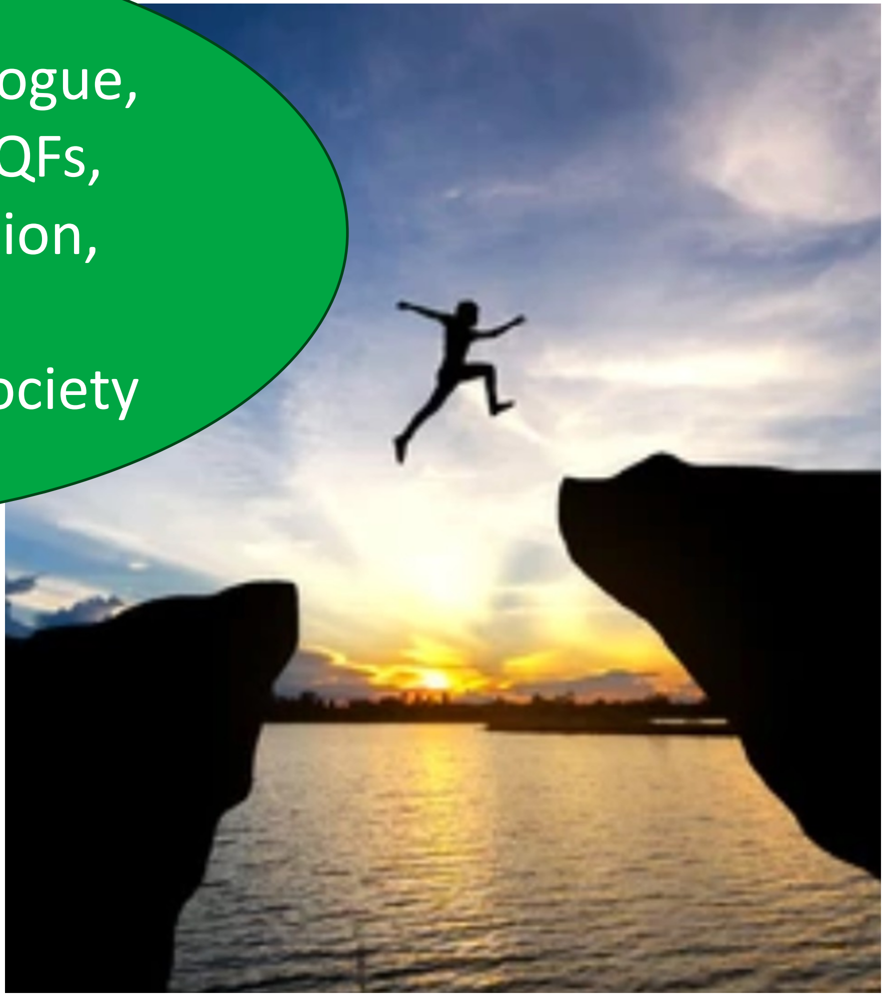
The Maputo Workshop

Participation and ownership.
Co-hosted by CNAQ / ANEP

Holistic view on education-skills and qualifications

- Education, training, upskilling – in a lif perspective
  - All sectors and qualifications
  - All modalities of lear
  - All forms of recognition of learning outcomes
  - All types of credentials and qualifications
  - Digitalisation

Multiple loops of dialogue, cooperation: with RQFs, TVET, Higher Education, Recognition of Qualifications, Civil Society



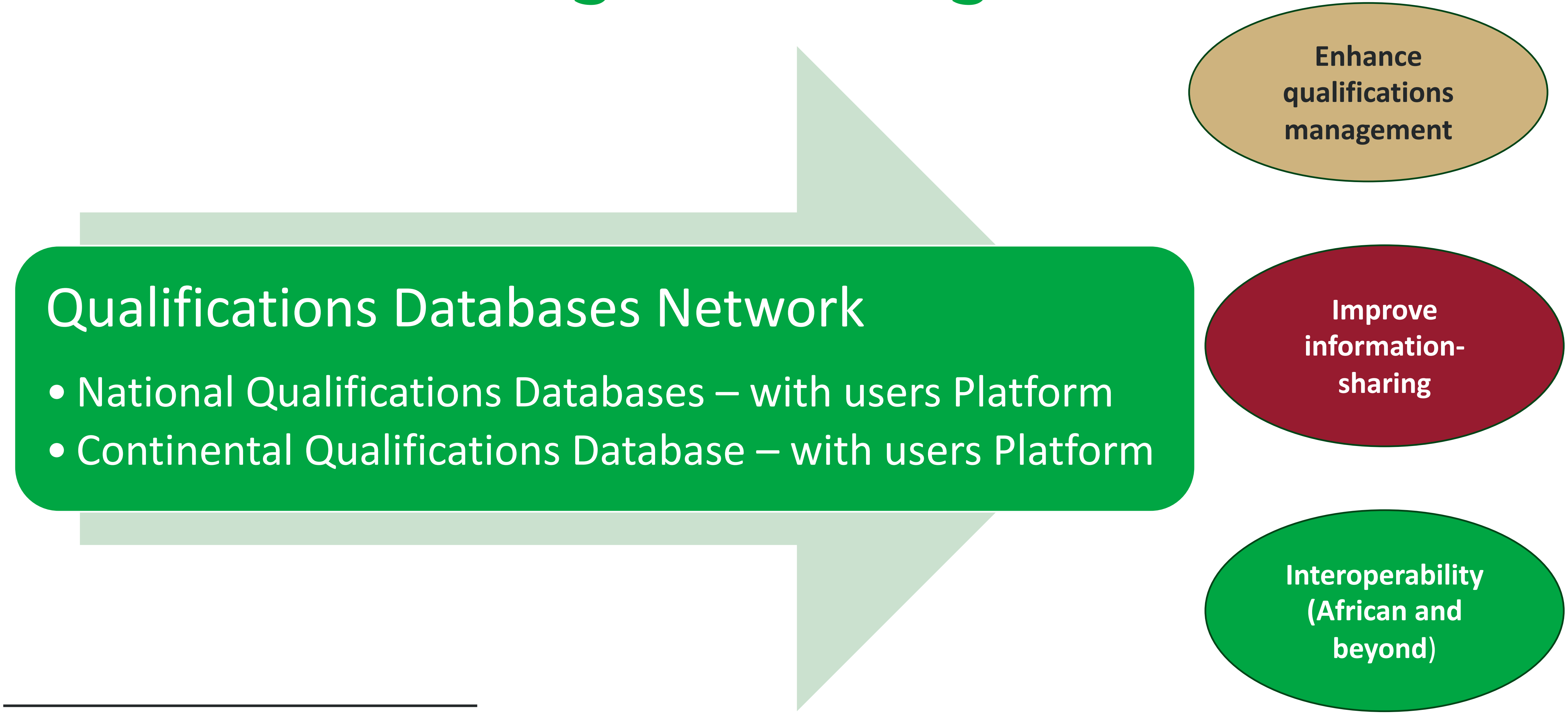
ACQF surveys

- On NQF
- On Micro-Credentials
- On RPL

Preliminary results shared

Final report and DB - forthcoming

ACQF Qualifications and Credentials Platform: a gamer changer



Qualifications Databases Network

- National Qualifications Databases – with users Platform
- Continental Qualifications Database – with users Platform

Enhance qualifications management

Improve information-sharing

Interoperability (African and beyond)

Sustainability: new African Qualifications Network

- Result of 1st TVET Round Table 10-14 November 2023, Kinshasa
- Package of Recommendations – to AUC
- Key features and proposals on mission and governance of the Network

Union Africaine
1ere Table Ronde
Première Table Ronde
Union Africaine
1ere Table Ronde

07

All learning matters: RPL for LLL

RPL

Make the invisible - visible

Kinshasa-Atelier CNQC, Session 1

Make the invisible - visible: recognise skills acquired by experience/informal, non-formal learning

Non-formal and informal learning are key parts of lifelong learning

People learn at anytime, anywhere throughout their lives, not only in formal education and training systems and pathways, but also in non-formal and informal learning settings.

Knowledge, skills and competences acquired in all contexts and modalities of learning (incl. experience) can be identified, documented, assessed and certified.

NQFs support and need RPL

What is RPL?

- A process
- An assessment
  - (Not education and training, not in the first place at least)
- All education and training institutions assess and validate learning outcomes, but RPL is specific (mainly because no curriculum)

ILO (2018)

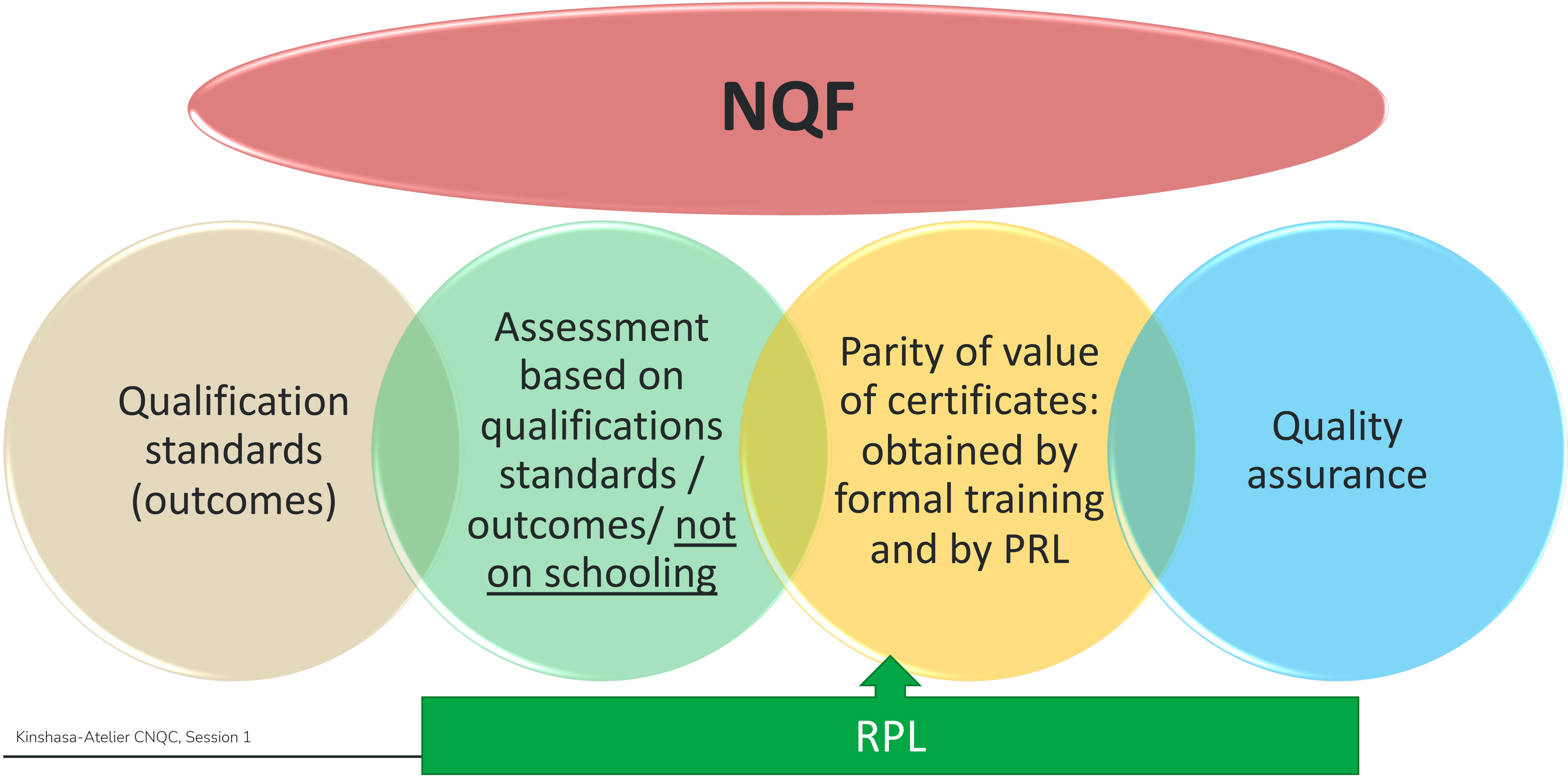
- Recognition of prior learning (RPL) is a process of identifying, documenting, assessing and certifying formal, non-formal and **informal learning outcomes** against **standards** used in formal education and training.

- Thus, RPL provides an opportunity for people to acquire qualifications or credits towards a qualification or exemptions (from all or part of the curriculum, or even exemption from an academic prerequisite for entering a formal study programme) without going through a formal education or training programme.

ACQF Thematic Brief 1 (2021)

- The Recognition of Prior Learning (RPL) is a process through which formal, non-formal and informal learning is measured, mediated for recognition across different contexts and certified against the requirements for credit, access, inclusion or advancement in the formal education and training system or workplace.
- The aim is to make it possible to obtain formal recognition for knowledge gained throughout life, such as in workplaces and own reading or experiences. The RPL process also entails providing support to a candidate to ensure that knowledge is discovered and displayed in terms of a relevant qualification registered on the National Qualifications Framework (NQF).

What connection with NQF?



NQF

Qualification standards (outcomes)

Assessment based on qualifications standards / outcomes/ not on schooling

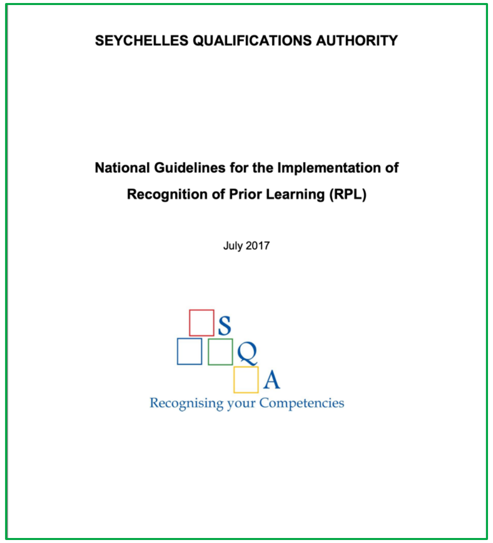
Parity of value of certificates: obtained by formal training and by PRL

Quality assurance

RPL

RPL in Africa

RPL: legal framework in African countries

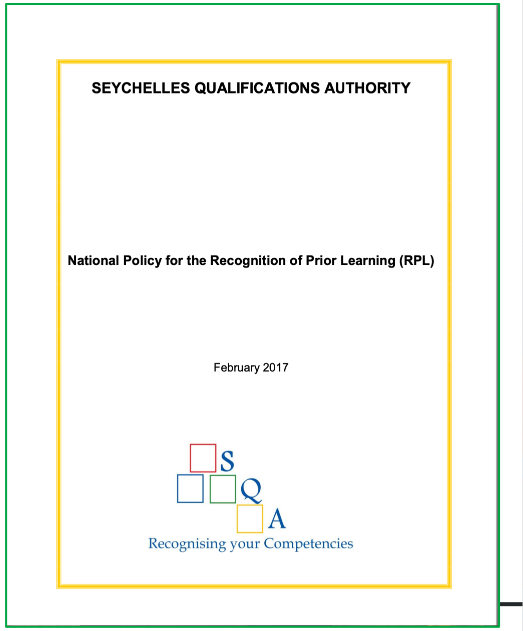


SEYCHELLES QUALIFICATIONS AUTHORITY

National Guidelines for the Implementation of
Recognition of Prior Learning (RPL)

July 2017

SQA
Recognising your Competencies

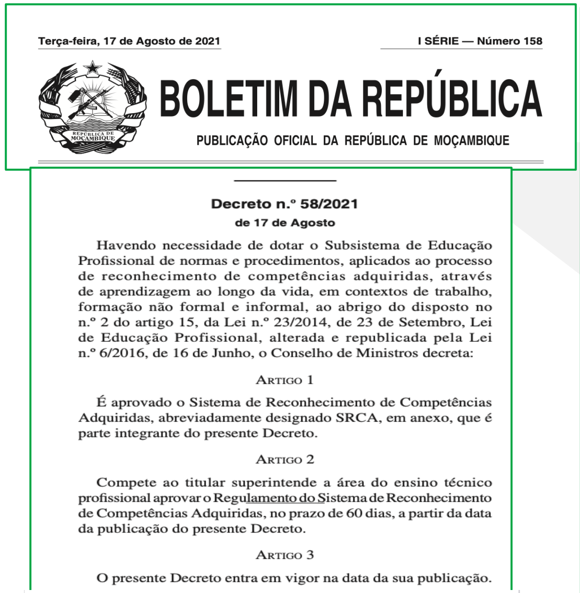


SEYCHELLES QUALIFICATIONS AUTHORITY

National Policy for the Recognition of Prior Learning (RPL)

February 2017

SQA
Recognising your Competencies



Terça-feira, 17 de Agosto de 2021 — I SÉRIE — Número 158

BOLETIM DA REPÚBLICA

PUBLICAÇÃO OFICIAL DA REPÚBLICA DE MOÇAMBIQUE

Decreto n.º 58/2021
de 17 de Agosto

Havendo necessidade de dotar o Subsistema de Educação Profissional de normas e procedimentos, aplicados ao processo de reconhecimento de competências adquiridas, através de aprendizagem ao longo da vida, em contextos de trabalho, formação não formal e informal, ao abrigo do disposto no n.º 2 do artigo 15, da Lei n.º 23/2014, de 23 de Setembro, Lei de Educação Profissional, alterada e republicada pela Lei n.º 6/2016, de 16 de Junho, o Conselho de Ministros decreta:

Artigo 1

É aprovado o Sistema de Reconhecimento de Competências Adquiridas, abreviadamente designado SRCA, em anexo, que é parte integrante do presente Decreto.

Artigo 2

Compete ao titular superintende a área do ensino técnico profissional aprovar o Regulamento do Sistema de Reconhecimento de Competências Adquiridas, no prazo de 60 dias, a partir da data da publicação do presente Decreto.

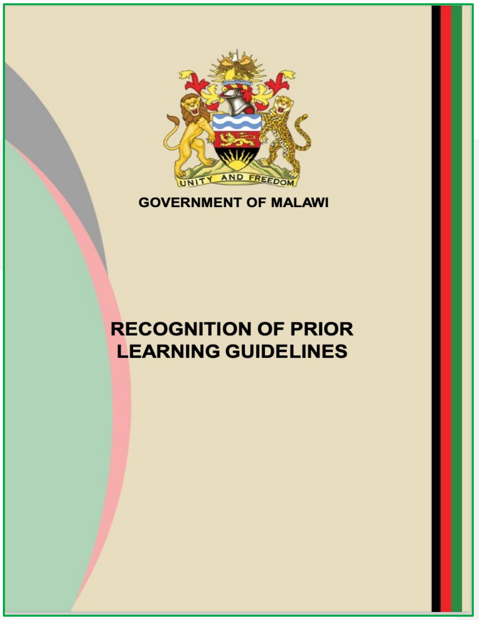
Artigo 3

O presente Decreto entra em vigor na data da sua publicação.

anep
Autoridade Nacional da Educação Profissional

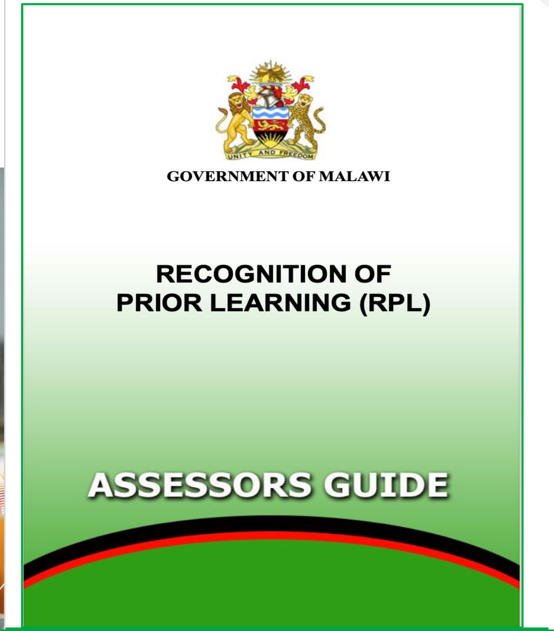
ORIENTAÇÕES METODOLÓGICAS PARA A IMPLEMENTAÇÃO DO SISTEMA DE RECONHECIMENTO DE COMPETÊNCIAS ADQUIRIDAS (SRCA)

Junho 2022



GOVERNMENT OF MALAWI

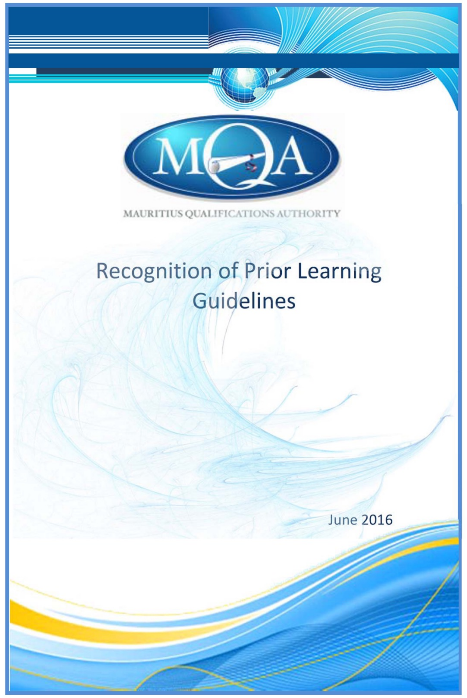
RECOGNITION OF PRIOR LEARNING GUIDELINES



GOVERNMENT OF MALAWI

RECOGNITION OF PRIOR LEARNING (RPL)

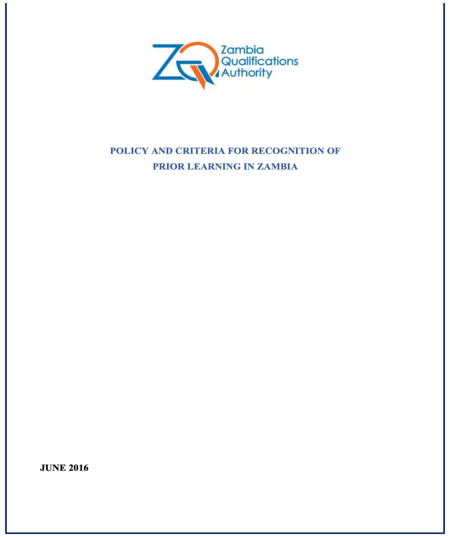
ASSESSORS GUIDE



MQA
MAURITIUS QUALIFICATIONS AUTHORITY

Recognition of Prior Learning Guidelines

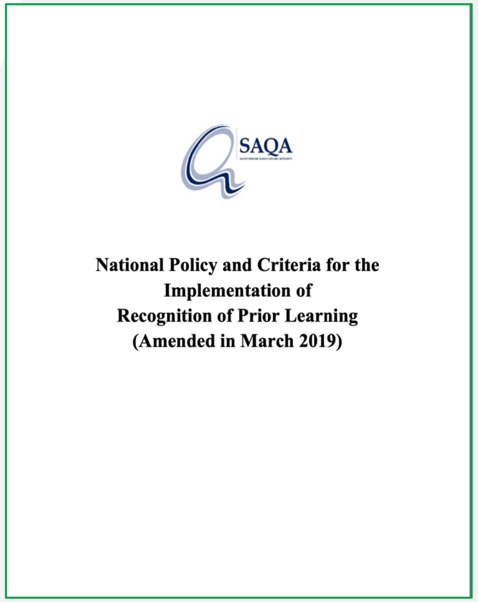
June 2016



Zambia Qualifications Authority

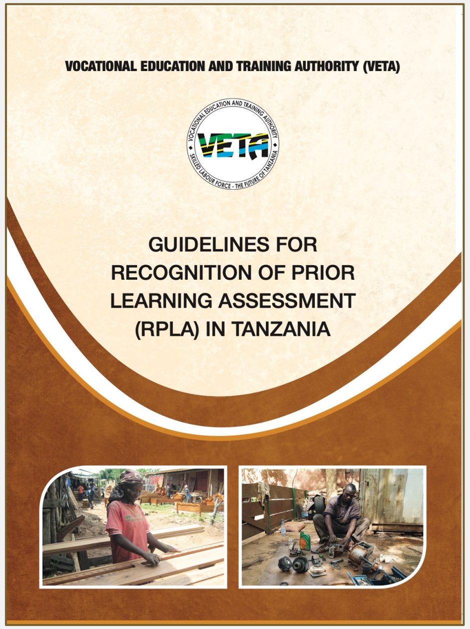
POLICY AND CRITERIA FOR RECOGNITION OF PRIOR LEARNING IN ZAMBIA

JUNE 2016



SAQA

National Policy and Criteria for the Implementation of Recognition of Prior Learning (Amended in March 2019)



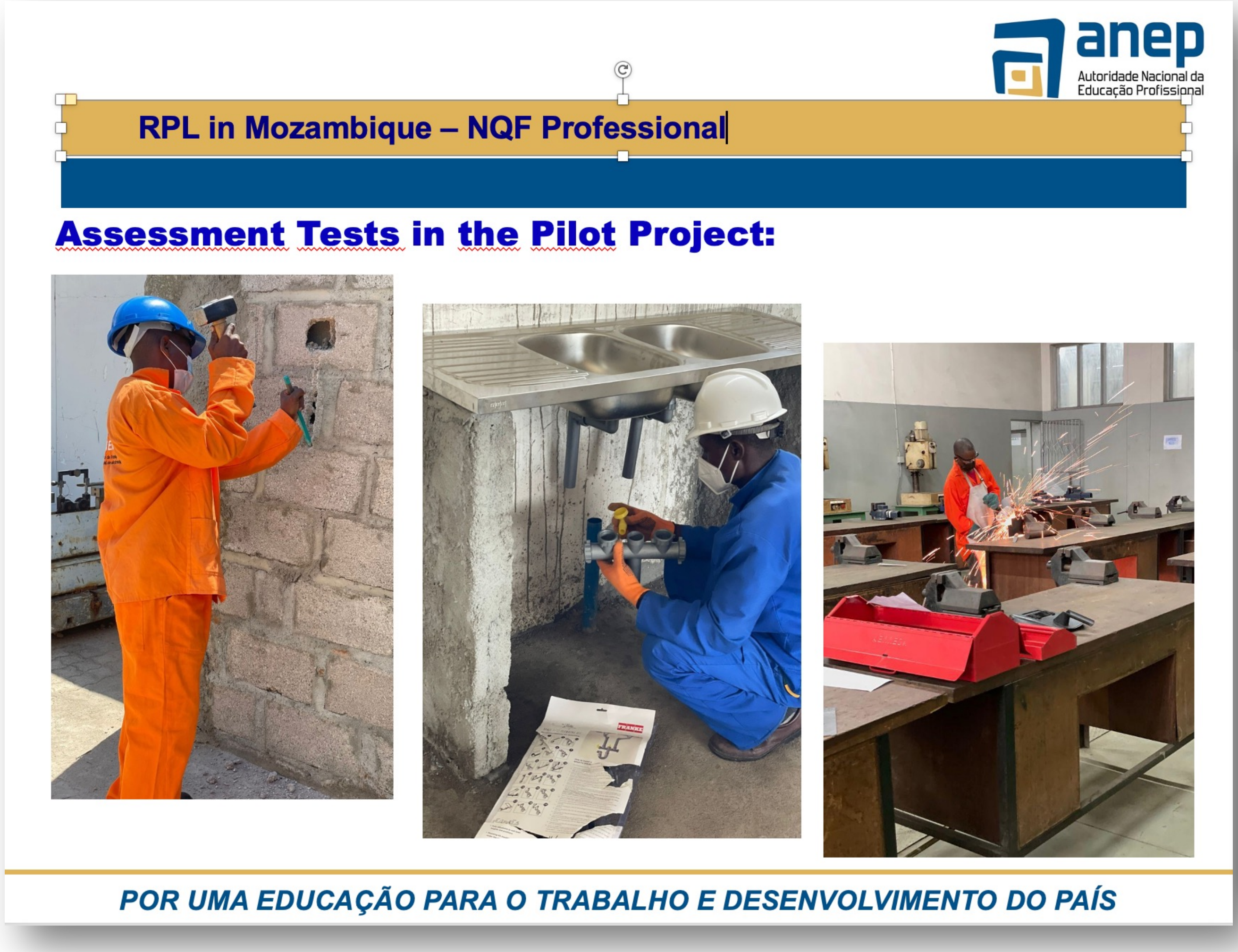
VOCATIONAL EDUCATION AND TRAINING AUTHORITY (VETA)

VETA

GUIDELINES FOR RECOGNITION OF PRIOR LEARNING ASSESSMENT (RPLA) IN TANZANIA

RPL – implementation

RPL is not only assessment! It is process…



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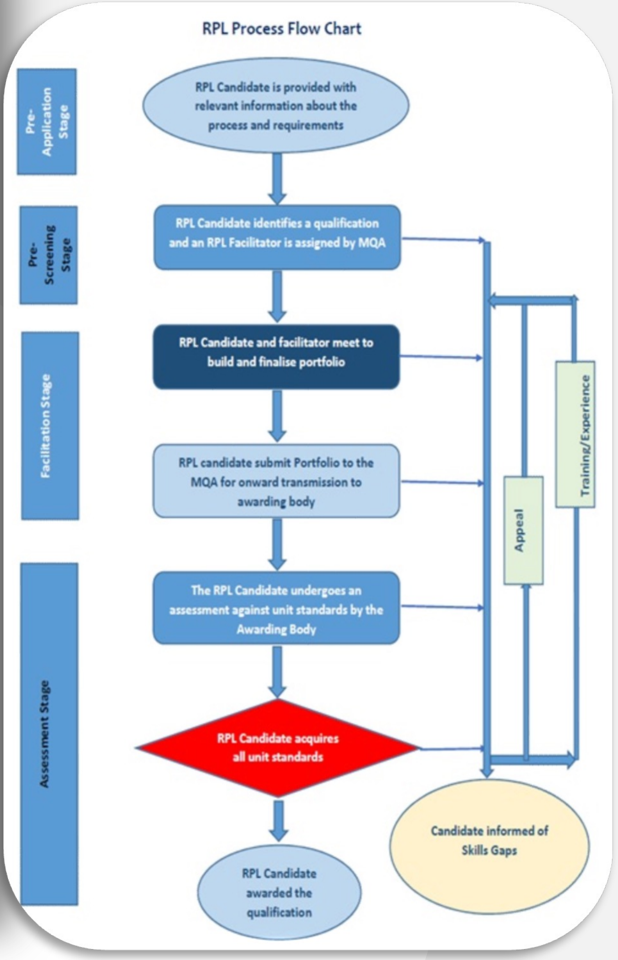
Autoridade Nacional da Educação Profissional

RPL in Mozambique – NQF Professional

Assessment Tests in the Pilot Project:

POR UMA EDUCAÇÃO PARA O TRABALHO E DESENVOLVIMENTO DO PAÍS

Mozambique



RPL Process Flow Chart

Pre-Application Stage
Pre-Screening Stage
Facilitation Stage
Assessment Stage

RPL Candidate is provided with relevant information about the process and requirements

RPL Candidate identifies a qualification and an RPL Facilitator is assigned by MQA

RPL Candidate and facilitator meet to build and finalise portfolio

RPL candidate submit Portfolio to the MQA for onward transmission to awarding body

The RPL Candidate undergoes an assessment against unit standards by the Awarding Body

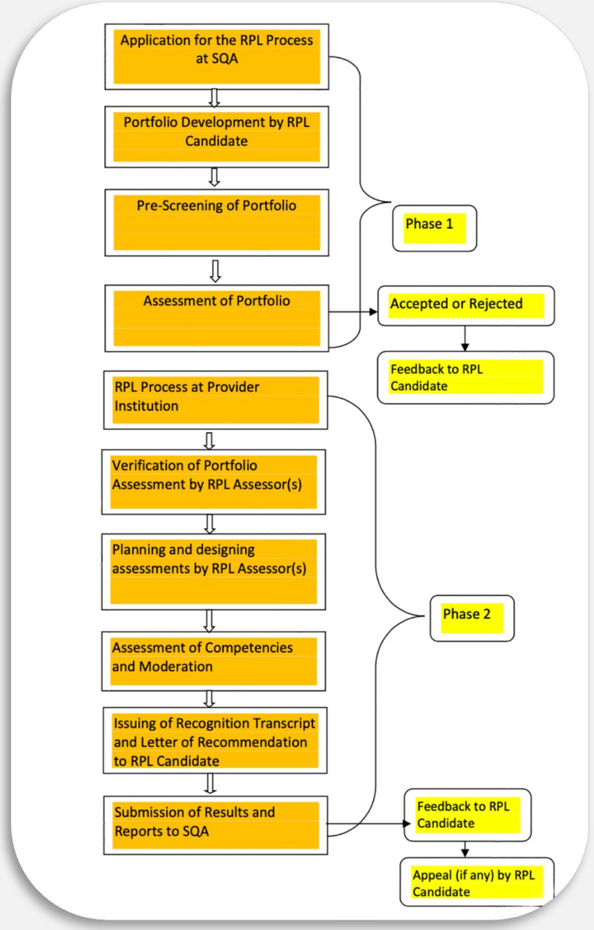
RPL Candidate acquires all unit standards

RPL Candidate awarded the qualification

Candidate informed of Skills Gaps

Appeal
Training/Experience

Mauritius



Application for the RPL Process at SQA

Portfolio Development by RPL Candidate

Pre-Screening of Portfolio

Assessment of Portfolio

Phase 1

Accepted or Rejected

Feedback to RPL Candidate

RPL Process at Provider Institution

Verification of Portfolio Assessment by RPL Assessor(s)

Planning and designing assessments by RPL Assessor(s)

Assessment of Competencies and Moderation

Issuing of Recognition Transcript and Letter of Recommendation to RPL Candidate

Submission of Results and Reports to SQA

Phase 2

Feedback to RPL Candidate

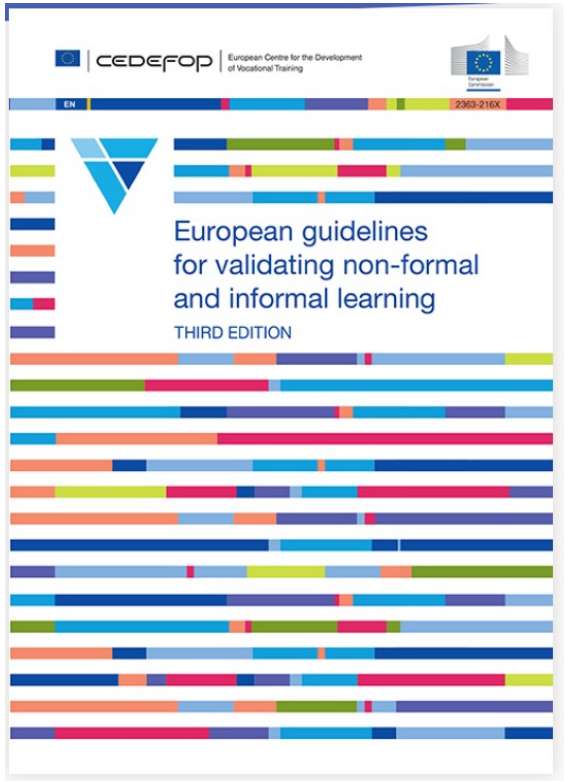
Appeal (if any) by RPL Candidate

Seychelles

Regional RPL policies and guidelines

EU - Cedefop:

- https://www.cedefop.europa.eu/en/projects/validation-non-formal-and-informal-learning
- https://www.cedefop.europa.eu/en/publications/3093



cedefop | European Centre for the Development of Vocational Training

European Commission

EN

2363-216X

European guidelines for validating non-formal and informal learning

THIRD EDITION

ACQF: https://acqf.africa/resources/recognition-of-prior-learning

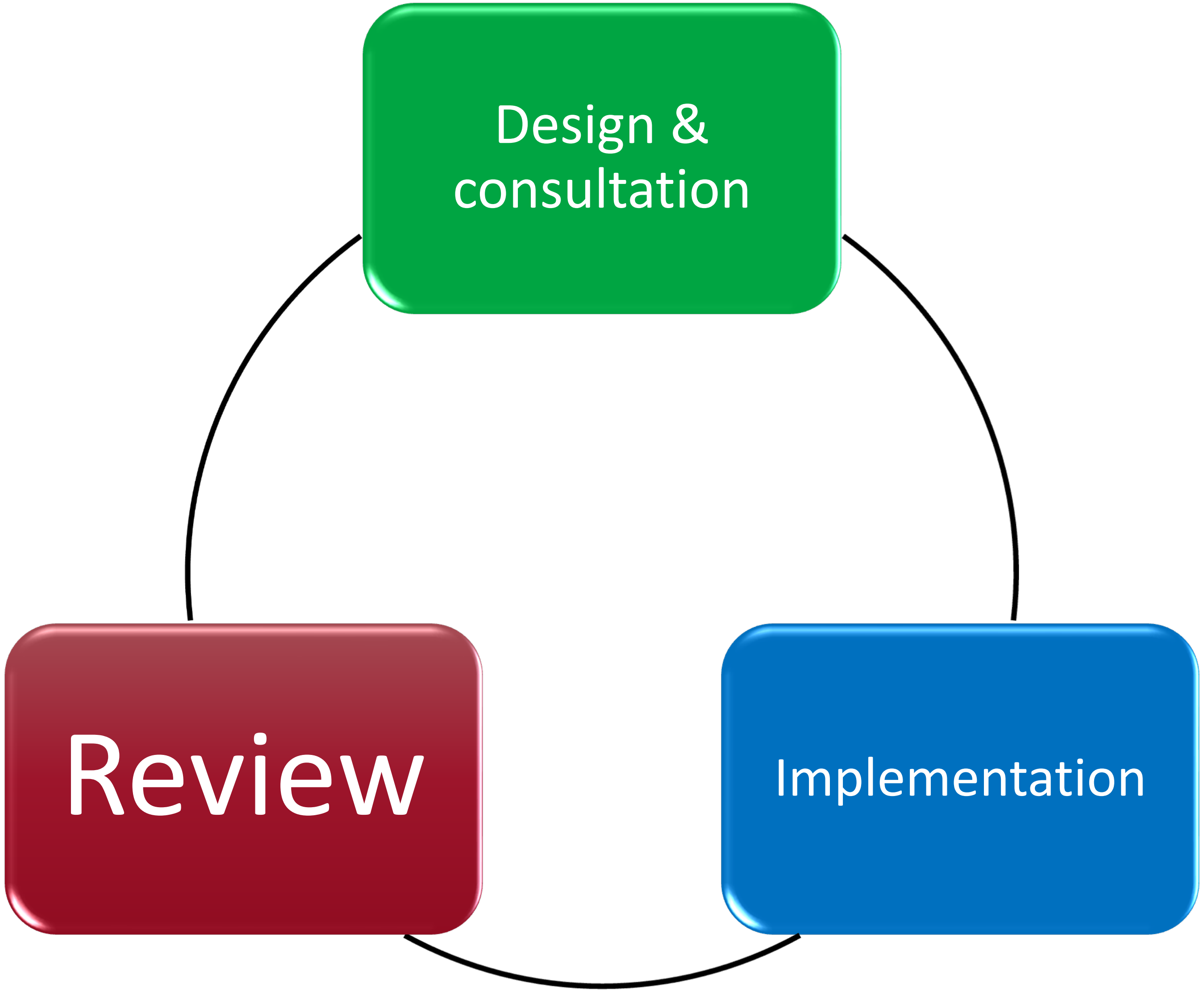
SADCQF

EAC

08

Lifecycle of an NQF

Lifecycle of an NQF


Design & consultation

Implementation

Review

08

Phase 1 - NQF design and development

What is included in this phase?

1. Conceptualisation and design of the NQF during which countries analyse and define the ”why, what for, what, how, with whom, when” of the NQF - rationale and main objectives of the future NQF. Results in:
    - Outline of the NQF providing the basis for wider dissemination and discussion within a smaller group of key stakeholders.
    - Key architectural features, such as purpose, scope and structures, are drafted.
2. Consultation and testing stage. Future NQF proposal is presented to and discussed within a broader group of stakeholders, normally as part of a public consultation process. Countries may choose to test the proposed NQF levels and qualification types through projects or targeted consultations.
3. Official establishment/adoption stage. NQF is formally documented and agreed to through a decree/law or a formal agreement between stakeholders.

Critical questions for proposed NQF

Focus	Questions
Plan for development	'Why, what for, what, how, with whom, when?' Overall approach to development? Who will manage development? Stakeholder engagement? Tested or trialled?
NQF design: Purpose and scope	What are the goals to be achieved? Scope of NQF? How will it link to other QFs within the country?
NQF design: Structures	Levels and descriptors: Number of levels, domains? Volume of learning measure: What will measure? How will it be used? Qualification type descriptors: How will be documented? Map/table or text based?
NQF general queries	Does design of NQF promote use of learning outcomes, lifelong learning, learning pathways, and access and equity principles? Does the structure reflect 'common sense'?
Legal basis	How will the NQF be formalise, e.g. decree, regulations, agreed in policy?
Governance and funding	How will the NQF be managed and governed? How will the NQF be 'owned' by stakeholders? How will it be funded? How will it be staffed?

ACQF

Critical questions for proposed NQF: Linkages

Focus - Linkages	Questions
Recognition of NF and IF learning	How will the NQF provide the policy basis and support access to the validation of nonformal and informal learning? What policy linkages need to be made with the quality assurance strategies, e.g. embedded in quality standards for qualification specifications and for provider provision?
Credit transfer	How will the NQF provide the policy basis and support access to the validation of formal learning? Will it be only policy advice or will it link to a credit accumulation and transfer system?
Registers	What registers need to be established for those qualification located and accepted onto the NQF? Who will be responsible for these registers, e.g. centralised NQF body or sectoral QA body?
Quality assurance	How will the NQF be linked to QA strategies? Especially: development, design and approval of qualification specifications; and approval of providers and approval of programmes leading to a NQF qualification? How will policy coherence of QA strategies be achieved?
Other legal acts	Other laws and regulations will be affected by the proposed NQF? Who will be responsible for ensuring coherence across laws and regulations?
Microcredentials	How will microcredentials be recognised within the qualifications system?
Recognition of foreign qualifications	What information needs to be made available to support the country's citizens as a sending country? What linkages with other frameworks would be made? What information needs to be made available as a receiving country?

What is usually in NQF texts (suggested)

On NQF

- Background: wider issues addressed, benefits for people, LLL
- Objectives, principles, scope, NFIL
- Technical design: levels and descriptors, qualifications types, NQF map/table, volume of learning measure, e.g. credits
- Quality assurance linkages
- Components / instruments (register / database, monitoring & evaluation, standards, classifications)

On NQF governance

- NQF lead entity: different models apply
- Roles, responsibilities and key functions
- Interactions sub-sectors education and training – on NQF
- Interplay between stakeholders
- Resources

NQF policy / legal act is supported by regulations, guidelines **developed over time.**

08

Phase 2: NQF implementation

Implementation phase

- Move from initial policy design and legal framework of the NQF to the operationalisation of the framework, focusing on:
  - ✓Consolidating governance and associated legal acts
  - ✓Establishing and practically applying the linkages to associated structures and the quality assurance arrangements, and moving to full practical implementation
  - ✓Consolidating administrative and technical capacity and expertise.
- Full implementation requires time and not all strategies and capacities will be available at the same time.

Critical questions of the implementation phase

Focus	Questions
Design to full implementation	How will aspirations and vision for the qualifications system be articulated? Who will develop an implementation plan? Who needs to agree to it? How funded, resourced, and monitored?
QA of qualifications	How will the link be made between NQF and the requirements for development and approval of qualifications?
QA of provider provision	How will the link be made between NQF, qualifications and the programmes leading to them? Who will approve and monitor? What sanctions and rewards will be applied?
Assessment	Who is responsible for assessment of individual achievement? How will assessment decisions be validate/moderated?
Certification	Who will issue NQF documentation? Who will monitor?
Data collection	Who is responsible for setting data standard? Who will collect and retain data?
Registers	How will registers be made public? What information should be public?
Credit transfer system	How will system be negotiated? Will it be part of or separate to the NQF?
Visibility of the NQF	How will NQF be communicated? How will dialogue with stakeholders be facilitated?
Technical capability	How will QA agency staff and provider staff capability and expertise be developed?

08

Phase 3: NQF monitoring and review

Monitoring of NQF implementation

How will implementation be monitored?

What data exists that can be used to monitor implementation?

Regional examples for monitoring NQF implementation within the qualifications system:

ACQF Guideline and TM on M&E (Nº 7)

Aspects M&E within quality assurance frameworks or guidelines:

- UNESCO for the Asia Pacific TVET sector, https://bangkok.unesco.org/content/guidelines-quality-assurance-tvet-qualifications-asia-pacific-region
- EQAVET framework for TVET sector, https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32020H1202(01)&from=EN

Review of NQF

- Major reviews can occur at any time, can draw on monitoring activities
- Qualifications frameworks are used to promote the trust and transparency of individual qualifications and the qualifications systems to which they belong. In doing so, they:

  1. Act as a classification device to organise qualifications according to type and/or level
  2. Set down (or link to) the quality measures for qualifications to be entered or accepted onto the qualifications framework
  3. Act as an official bridge to international users of domestic qualifications and holders of international qualifications.

Source: Quality and Qualifications Ireland 2017.

Critical questions of the review phase

Classification device	Sets out (or links to) quality measures	Bridge between domestic and international qualifications
Is the NQF helping to raise aspirations to learn? Do citizens use the NQF to use progression opportunities? Does the NQF assist in overcoming barriers to qualifications, including through the validation of nonformal and informal learning? Are valuable qualifications sitting outside the NQF that should be brought in?	Is the NQF raising the standard of qualifications in terms of the use of learning outcomes, content, assessment, and certification processes? Is the NQF applying the right kinds of pressures to qualification owners to describe and operate their qualification appropriately? Is the NQF helping to increase the potential of qualifications to provide social and economic returns to holders?	Do people abroad use the NQF to appreciate elements of specific domestic qualifications? Is it easy to make comparisons between the domestic qualifications and international qualifications? Are the links to international qualifications clear? Is the quality assurance functions of the NQF inspiring confidence among international application to domestic education and training programmes?

ACQF

African Continental Qualifications Framework

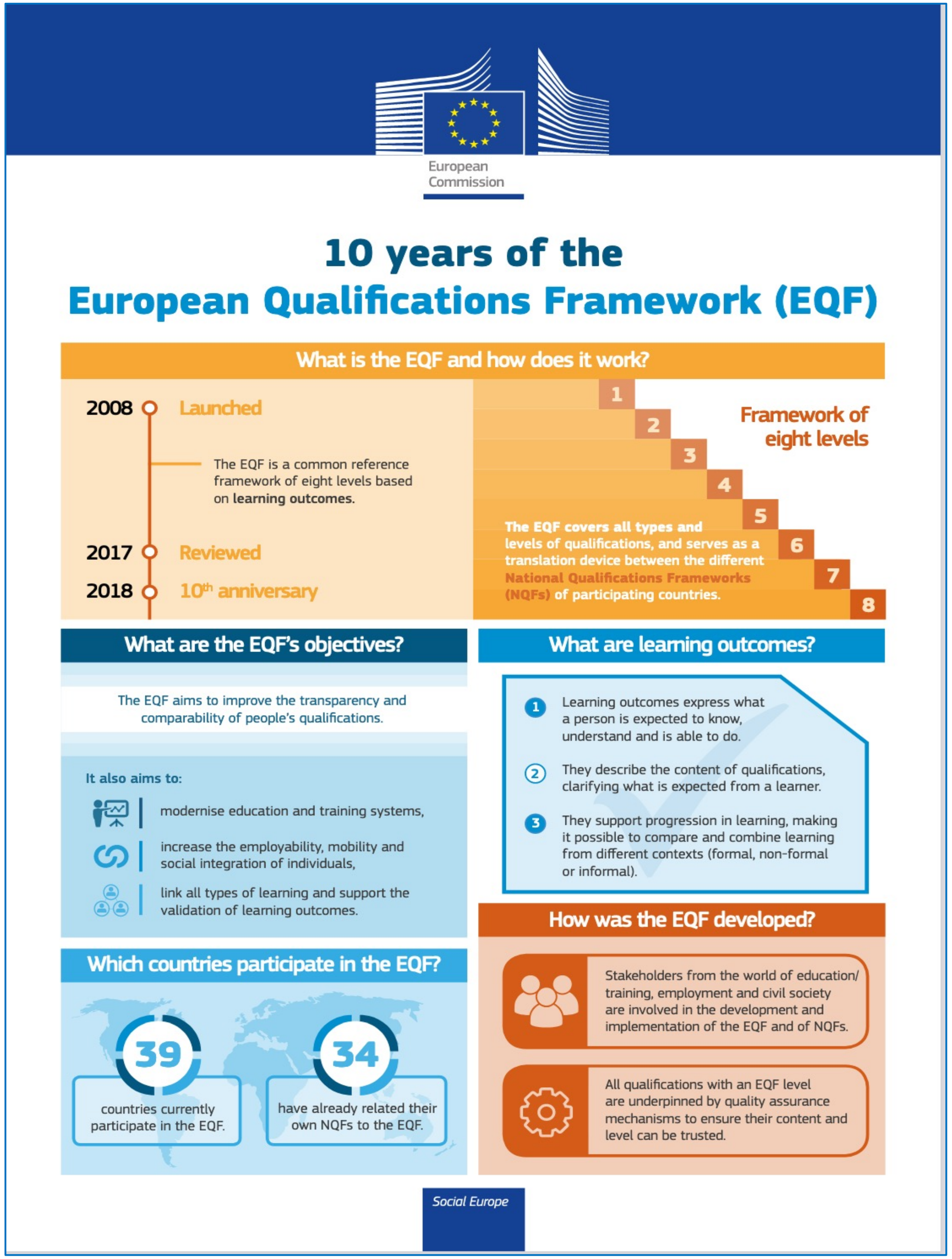
09

Trends in Europe: EQF

ACQF

Europe

EQF



European Commission

10 years of the European Qualifications Framework (EQF)

What is the EQF and how does it work?

2008 Launched

The EQF is a common reference framework of eight levels based on **learning outcomes.**

2017 Reviewed

2018 10th anniversary

Framework of eight levels

1 2 3 4 5 6 7 8

The EQF covers all types and levels of qualifications, and serves as a translation device between the different National Qualifications Frameworks (NQFs) of participating countries.

What are the EQF's objectives?

The EQF aims to improve the transparency and comparability of people's qualifications.

It also aims to:

- modernise education and training systems,
- increase the employability, mobility and social integration of individuals,
- link all types of learning and support the validation of learning outcomes.

What are learning outcomes?

① Learning outcomes express what a person is expected to know, understand and is able to do.

② They describe the content of qualifications, clarifying what is expected from a learner.

③ They support progression in learning, making it possible to compare and combine learning from different contexts (formal, non-formal or informal).

Which countries participate in the EQF?

39 countries currently participate in the EQF.

34 have already related their own NQFs to the EQF.

How was the EQF developed?

Stakeholders from the world of education/training, employment and civil society are involved in the development and implementation of the EQF and of NQFs.

All qualifications with an EQF level are underpinned by quality assurance mechanisms to ensure their content and level can be trusted.

Social Europe

Contribution of the EQF

Validation NFIL

Inter-connected qualifications DBs

Vocationally oriented qualifications higher levels

Catalyst develop NQFs

Stakeholder involvement

Digitalisation: registers, certificates

Shift to learning outcomes

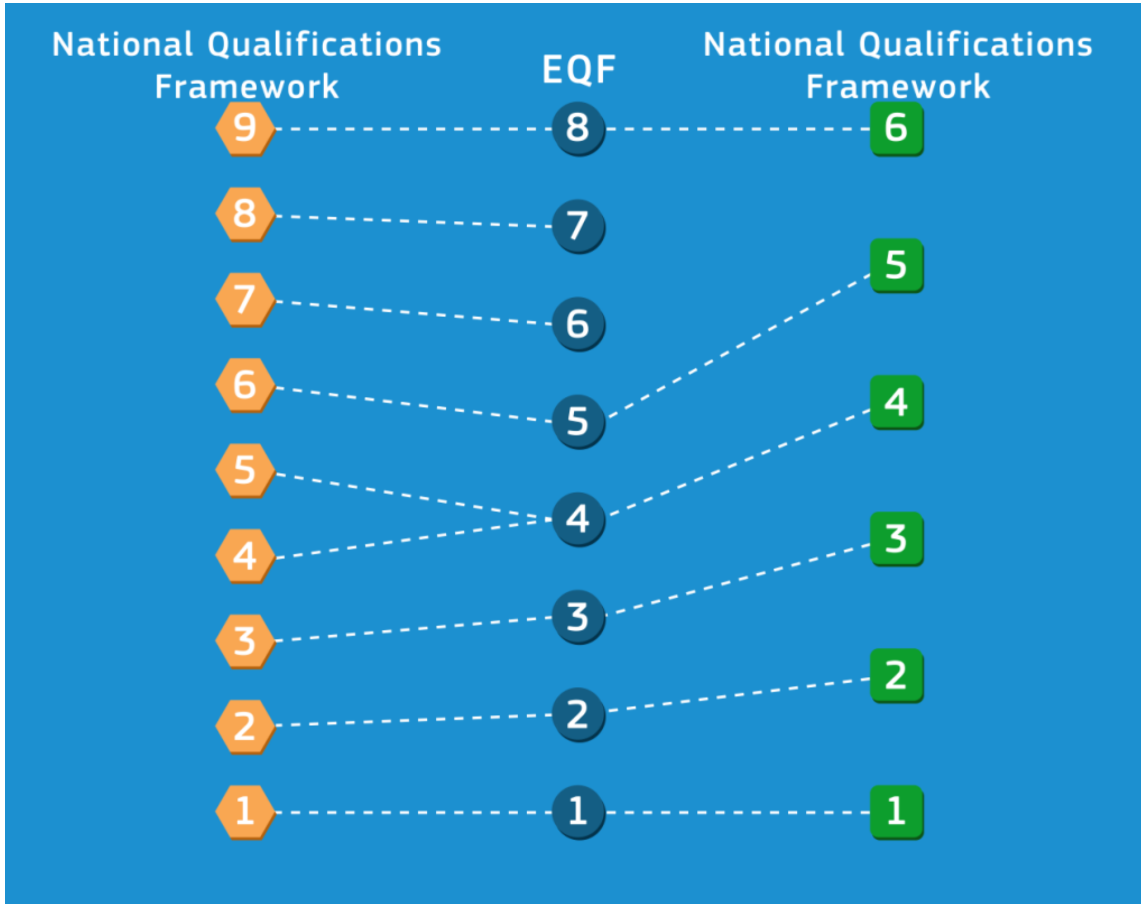
Supports common language labour market-education and training

Opening-up to private, NF qualifica-tions

Review & renewal qualifications

What is the EQF?

- A **translation grid** for qualifications across countries
- Defined in terms of **learning outcomes** (knowledge, skills, responsibility & autonomy)
- 8-Level reference framework, covering **all types and all levels of qualifications**
- **41 countries**


National Qualifications Framework
EQF
National Qualifications Framework
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EQF Objectives

- Transparency, comparability and portability of people's qualifications
- Employability, mobility and social integration of workers and learners
- Linking formal, non-formal and informal learning
- Supporting the validation of learning outcomes acquired in different settings
- Contributing to modernising education and training systems

What is the current institutional basis of the EQF?

Legal base

Council recommendation of 22 May 2017 on the European Qualifications Framework for lifelong learning

Governance

- EU level: EQF Advisory Group (EQF AG)
- National level: EQF National Coordination Points (NCP)

2008 – EQF is established with a Council recommendation

….

2013 – Evaluation of the 2008 EQF Council recommendation

….

2017 – Review of the 2008 EQF Council recommendation

…..

2022 – Evaluation of the 2017 EQF Council recommendation

Main milestones (as 5-6 March, 41 countries reporting)

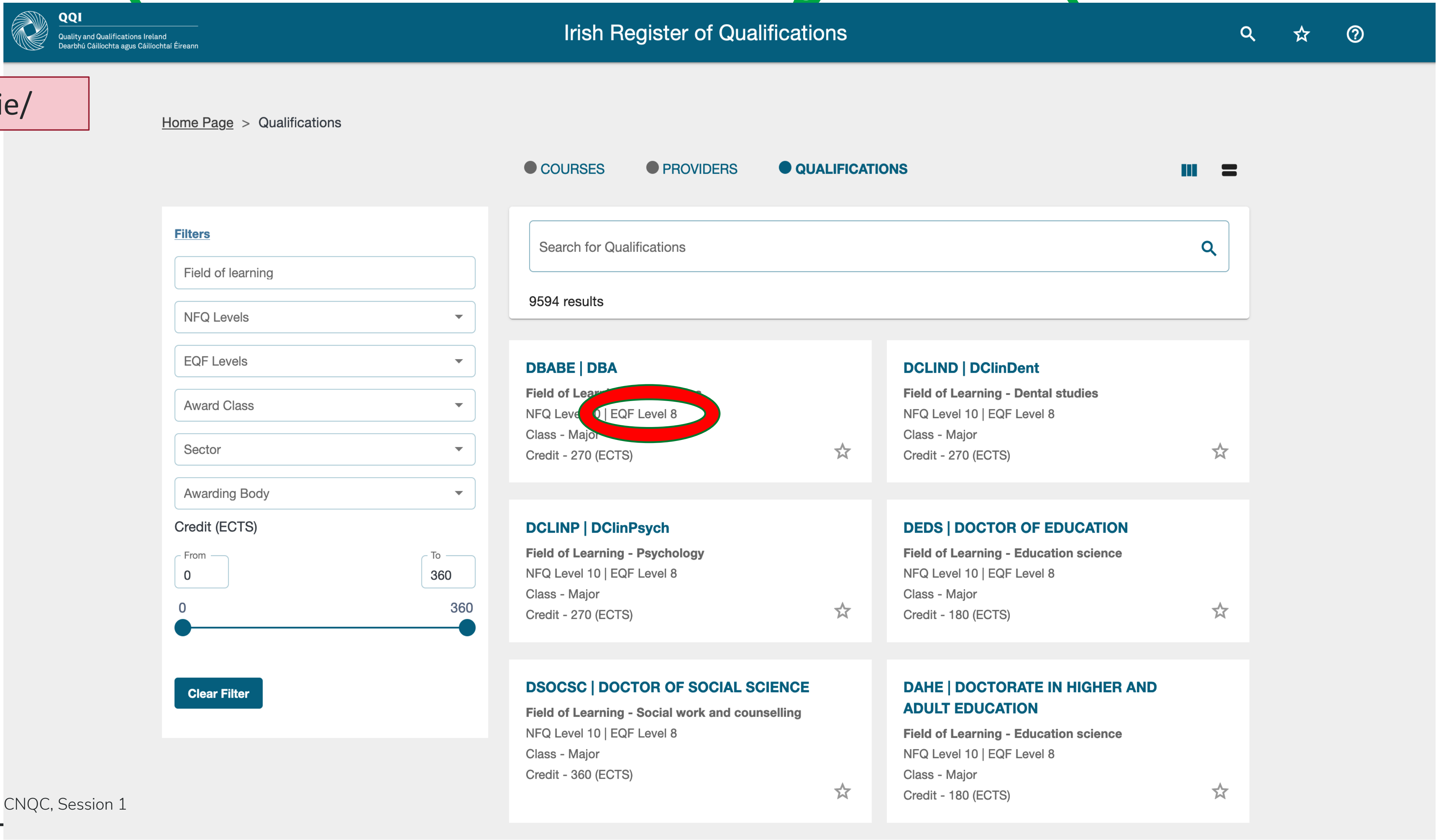
Objective	Reached by countries (number)
Referencing to EQF	36 (88% of all involved countries)
Renewed referencing to EQF	8 countries
EQF levels on certificates, diplomas, and supplements	34 (83%)
EQF levels on databases or registers of qualifications	25 (61%)
Transparency of information: Publication of referencing reports	32 (82%)
Transparency of information – inclusion in the Tool to compare NQFs on Europass portal	32 (78%)
Transparency of information and use of the Annex VI of EQF Recommendation: connection of national databases / registers with the QDR and publication of qualifications in Europass (Learning Opportunities in Europass). Accessed: 27/03/2023)	22 (54%)

Milestones – reached (as of 2023)

Objective	Achievement	Countries
EQF levels on qualifications documents (upon referencing to EQF)	33 countries on diplomas, certificates (out of 36 referenced countries)	BE, BG, CZ, DK, DE, EE, EL, FR, IE, IT, CY, FI, LT, LV, MT, NL, HU, PL, PT, SI, SK, SE
EQF levels on qualifications databases	23 countries	
Transparency of information on NQF: inclusion in the tool to compare NQFs / EQF	30 countries	
Transparency of information on NQF: connecton of national registers to publication of qualifications in Europass platform	18 countries	BE, CZ, DE, EE, EL, FR, IE, LT, LV, MT, NL, HU, PL, PT, SI, SE

EQF Levels on the Irish Register of Qualifications

https://irq.ie/



QQI
Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann
Irish Register of Qualifications
Home Page > Qualifications
● COURSES
● PROVIDERS
● QUALIFICATIONS
Filters
Field of learning
NFQ Levels
EQF Levels
Award Class
Sector
Awarding Body
Credit (ECTS)
From
To
Clear Filter
Search for Qualifications

From 0 To 360

9594 results

DBABE | DBA
Field of Lear[illegible]
NFQ Leve[illegible]0 | EQF Level 8
Class - Major
Credit - 270 (ECTS)

DCLIND | DClinDent
Field of Learning - Dental studies
NFQ Level 10 | EQF Level 8
Class - Major
Credit - 270 (ECTS)

DCLINP | DClinPsych
Field of Learning - Psychology
NFQ Level 10 | EQF Level 8
Class - Major
Credit - 270 (ECTS)

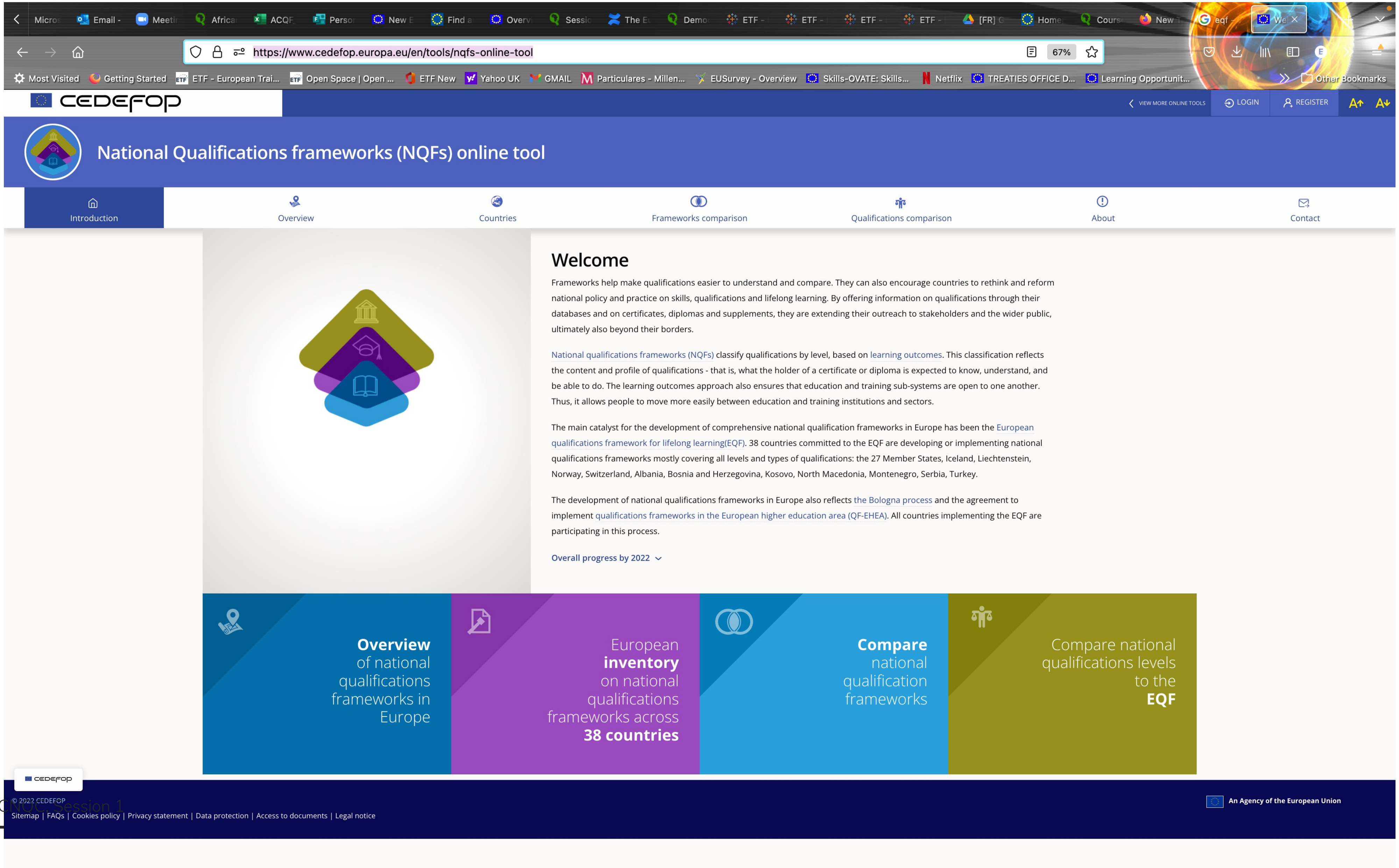
DEDS | DOCTOR OF EDUCATION
Field of Learning - Education science
NFQ Level 10 | EQF Level 8
Class - Major
Credit - 180 (ECTS)

DSOCSC | DOCTOR OF SOCIAL SCIENCE
Field of Learning - Social work and counselling
NFQ Level 10 | EQF Level 8
Class - Major
Credit - 360 (ECTS)

DAHE | DOCTORATE IN HIGHER AND ADULT EDUCATION
Field of Learning - Education science
NFQ Level 10 | EQF Level 8
Class - Major
Credit - 180 (ECTS)

NQF Online Tool

Cedefop, https://www.cedefop.europa.eu/en/tools/nqfs-online-tool


https://www.cedefop.europa.eu/en/tools/nqfs-online-tool
67%
Most Visited
Getting Started
ETF - European Trai...
Open Space | Open ...
ETF New
Yahoo UK
GMAIL
Particulares - Millen...
EUSurvey - Overview
Skills-OVATE: Skills...
Netflix
TREATIES OFFICE D...
Learning Opportunit...
Other Bookmarks
CEDEFOP
VIEW MORE ONLINE TOOLS
LOGIN
REGISTER
National Qualifications frameworks (NQFs) online tool
Introduction
Overview
Countries
Frameworks comparison
Qualifications comparison
About
Contact

Welcome

Frameworks help make qualifications easier to understand and compare. They can also encourage countries to rethink and reform national policy and practice on skills, qualifications and lifelong learning. By offering information on qualifications through their databases and on certificates, diplomas and supplements, they are extending their outreach to stakeholders and the wider public, ultimately also beyond their borders.

National qualifications frameworks (NQFs) classify qualifications by level, based on learning outcomes. This classification reflects the content and profile of qualifications - that is, what the holder of a certificate or diploma is expected to know, understand, and be able to do. The learning outcomes approach also ensures that education and training sub-systems are open to one another. Thus, it allows people to move more easily between education and training institutions and sectors.

The main catalyst for the development of comprehensive national qualification frameworks in Europe has been the European qualifications framework for lifelong learning(EQF). 38 countries committed to the EQF are developing or implementing national qualifications frameworks mostly covering all levels and types of qualifications: the 27 Member States, Iceland, Liechtenstein, Norway, Switzerland, Albania, Bosnia and Herzegovina, Kosovo, North Macedonia, Montenegro, Serbia, Turkey.

The development of national qualifications frameworks in Europe also reflects the Bologna process and the agreement to implement qualifications frameworks in the European higher education area (QF-EHEA). All countries implementing the EQF are participating in this process.

Overall progress by 2022

Overview of national qualifications frameworks in Europe

European **inventory** on national qualifications frameworks across **38 countries**

Compare national qualification frameworks

Compare national qualifications levels to the **EQF**

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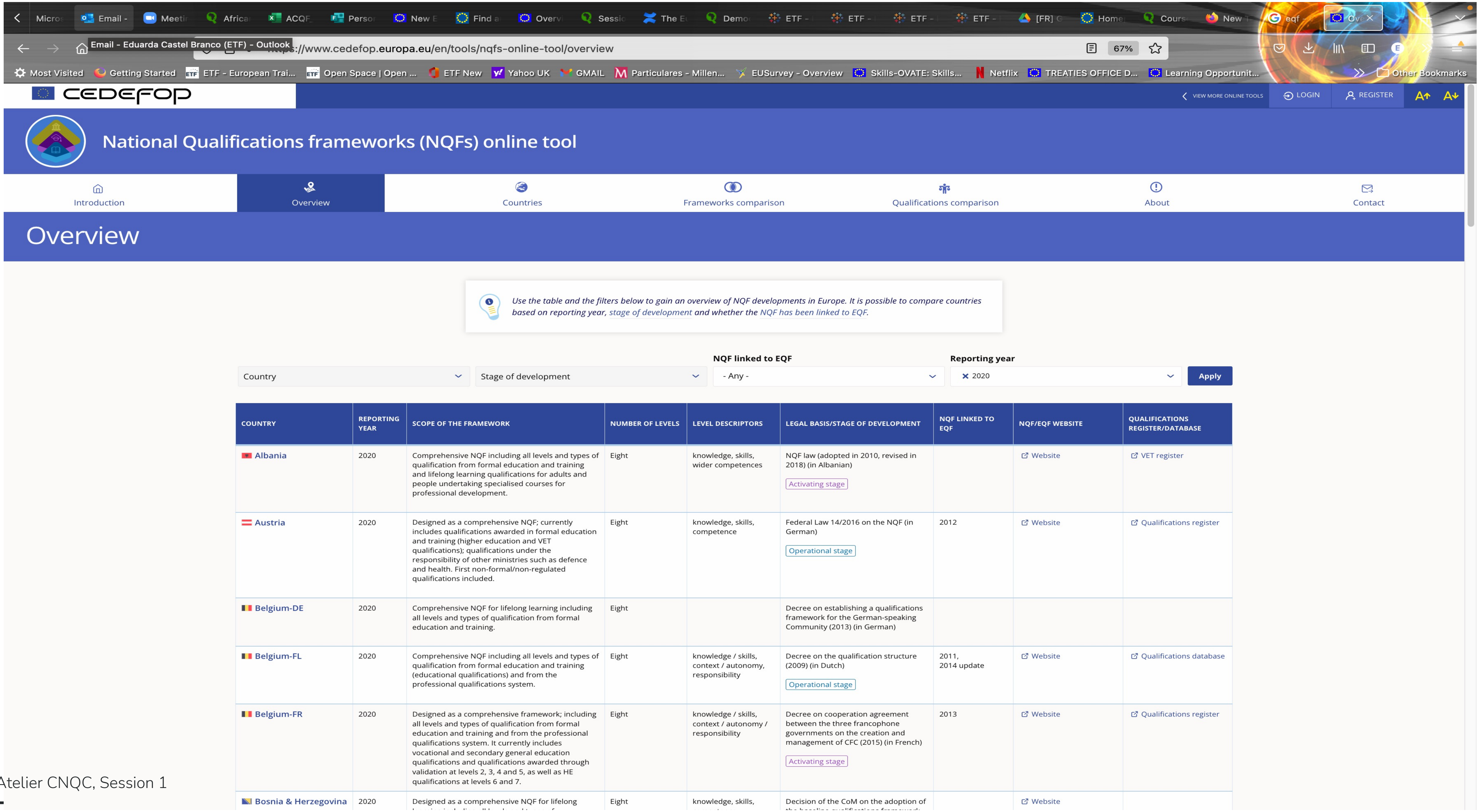
An Agency of the European Union

Overview of all NQFs in Europe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https://www.cedefop.europa.eu/en/tools/nqfs-online-tool/overview
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National Qualifications frameworks (NQFs) online tool

Overview

Use the table and the filters below to gain an overview of NQF developments in Europe. It is possible to compare countries based on reporting year, stage of development and whether the NQF has been linked to EQF.

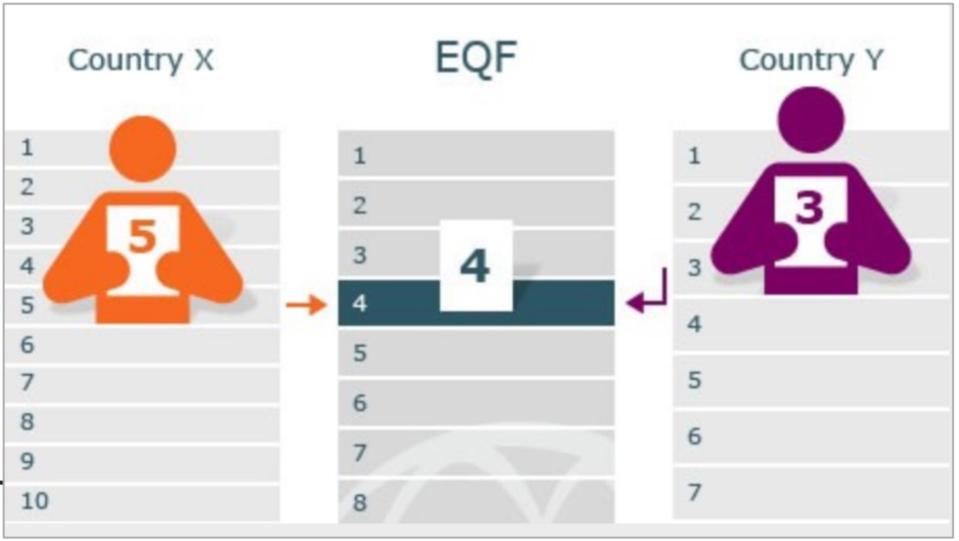
Country: Country
Stage of development: Stage of development
NQF linked to EQF: - Any -
Reporting year: 2020
Apply

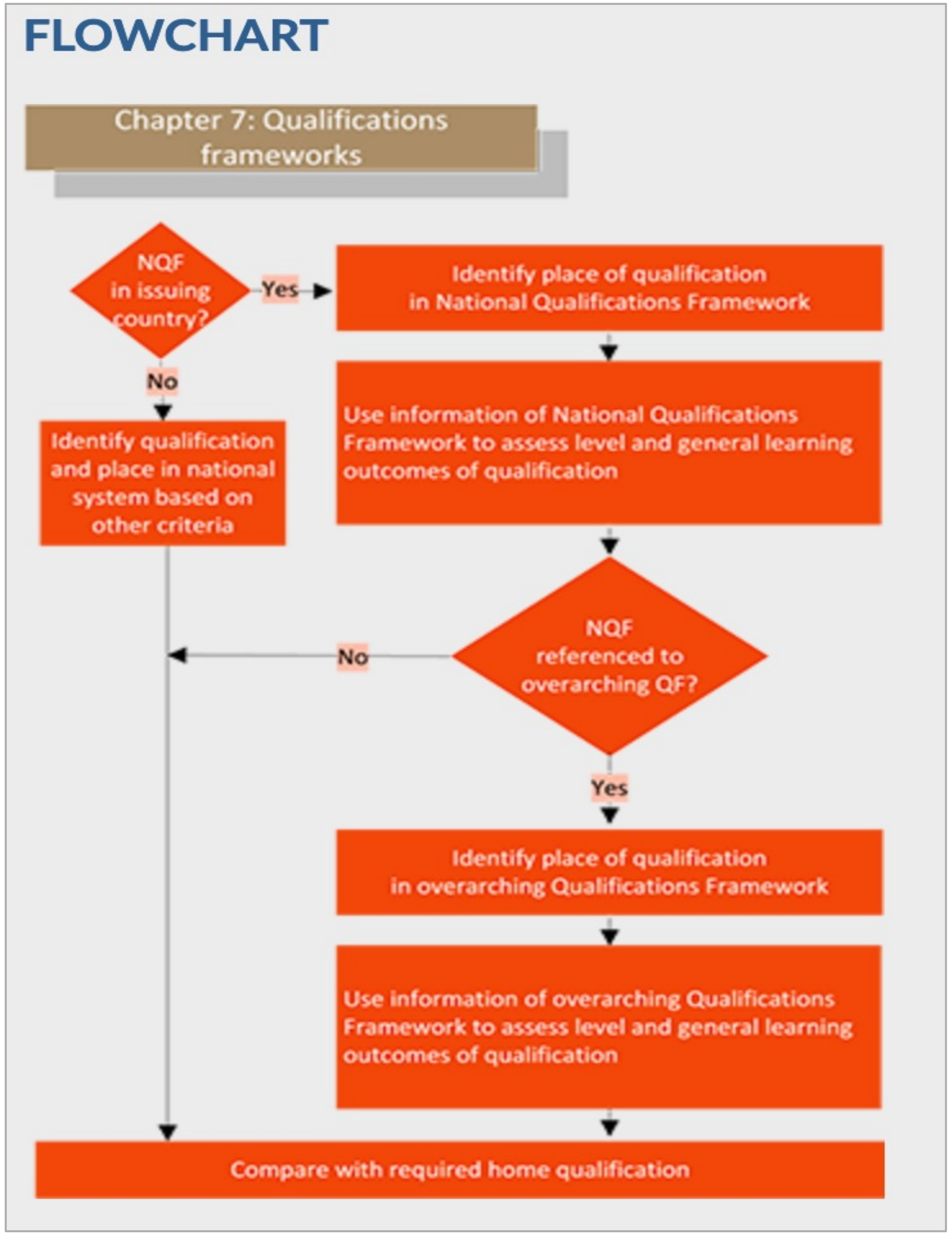
COUNTRY	REPORTING YEAR	SCOPE OF THE FRAMEWORK	NUMBER OF LEVELS	LEVEL DESCRIPTORS	LEGAL BASIS/STAGE OF DEVELOPMENT	NQF LINKED TO EQF	NQF/EQF WEBSITE	QUALIFICATIONS REGISTER/DATABASE
Albania	2020	Comprehensive NQF including all levels and types of qualification from formal education and training and lifelong learning qualifications for adults and people undertaking specialised courses for professional development.	Eight	knowledge, skills, wider competences	NQF law (adopted in 2010, revised in 2018) (in Albanian) Activating stage		Website	VET register
Austria	2020	Designed as a comprehensive NQF; currently includes qualifications awarded in formal education and training (higher education and VET qualifications); qualifications under the responsibility of other ministries such as defence and health. First non-formal/non-regulated qualifications included.	Eight	knowledge, skills, competence	Federal Law 14/2016 on the NQF (in German) Operational stage	2012	Website	Qualifications register
Belgium-DE	2020	Comprehensive NQF for lifelong learning including all levels and types of qualification from formal education and training.	Eight		Decree on establishing a qualifications framework for the German-speaking Community (2013) (in German)			
Belgium-FL	2020	Comprehensive NQF including all levels and types of qualification from formal education and training (educational qualifications) and from the professional qualifications system.	Eight	knowledge / skills, context / autonomy, responsibility	Decree on the qualification structure (2009) (in Dutch) Operational stage	2011, 2014 update	Website	Qualifications database
Belgium-FR	2020	Designed as a comprehensive framework; including all levels and types of qualification from formal education and training and from the professional qualifications system. It currently includes vocational and secondary general education qualifications and qualifications awarded through validation at levels 2, 3, 4 and 5, as well as HE qualifications at levels 6 and 7.	Eight	knowledge / skills, context / autonomy / responsibility	Decree on cooperation agreement between the three francophone governments on the creation and management of CFC (2015) (in French) Activating stage	2013	Website	Qualifications register
Bosnia & Herzegovina	2020	Designed as a comprehensive NQF for lifelong	Eight	knowledge, skills,	Decision of the CoM on the adoption of		Website	

ACQF

Use of information on NQF-EQF in recognition

- EAR Manual: http://ear.enic-naric.net/emanual/
- This manual has been developed as part of the European Area of Recognition Project (EAR).
- It contains standards and guidelines on all aspects of the recognition of foreign qualifications and aims to provide the credential evaluators from the European National Information Centres network and National Academic Recognition and Information Centres network (www.enic-naric.net) with a practical tool to assist them in their daily recognition work.





FLOWCHART

Chapter 7: Qualifications frameworks

NQF in issuing country?

Yes

Identify place of qualification in National Qualifications Framework

Use information of National Qualifications Framework to assess level and general learning outcomes of qualification

No

Identify qualification and place in national system based on other criteria

NQF referenced to overarching QF?

No

Yes

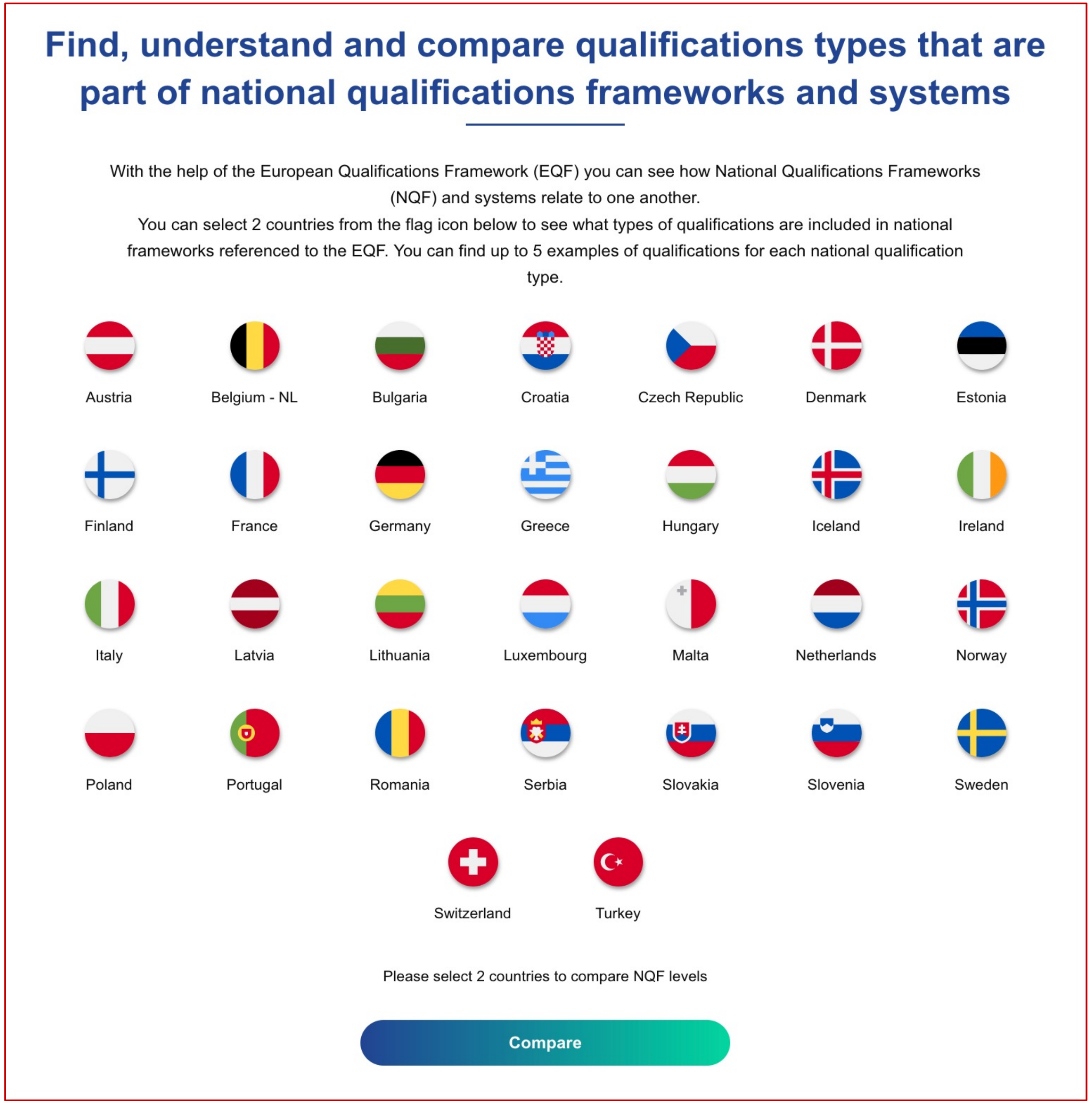
Identify place of qualification in overarching Qualifications Framework

Use information of overarching Qualifications Framework to assess level and general learning outcomes of qualification

Compare with required home qualification

EQF: tool to compare NQFs referenced to EQF

https://europa.eu/europass/en/compare-qualifications



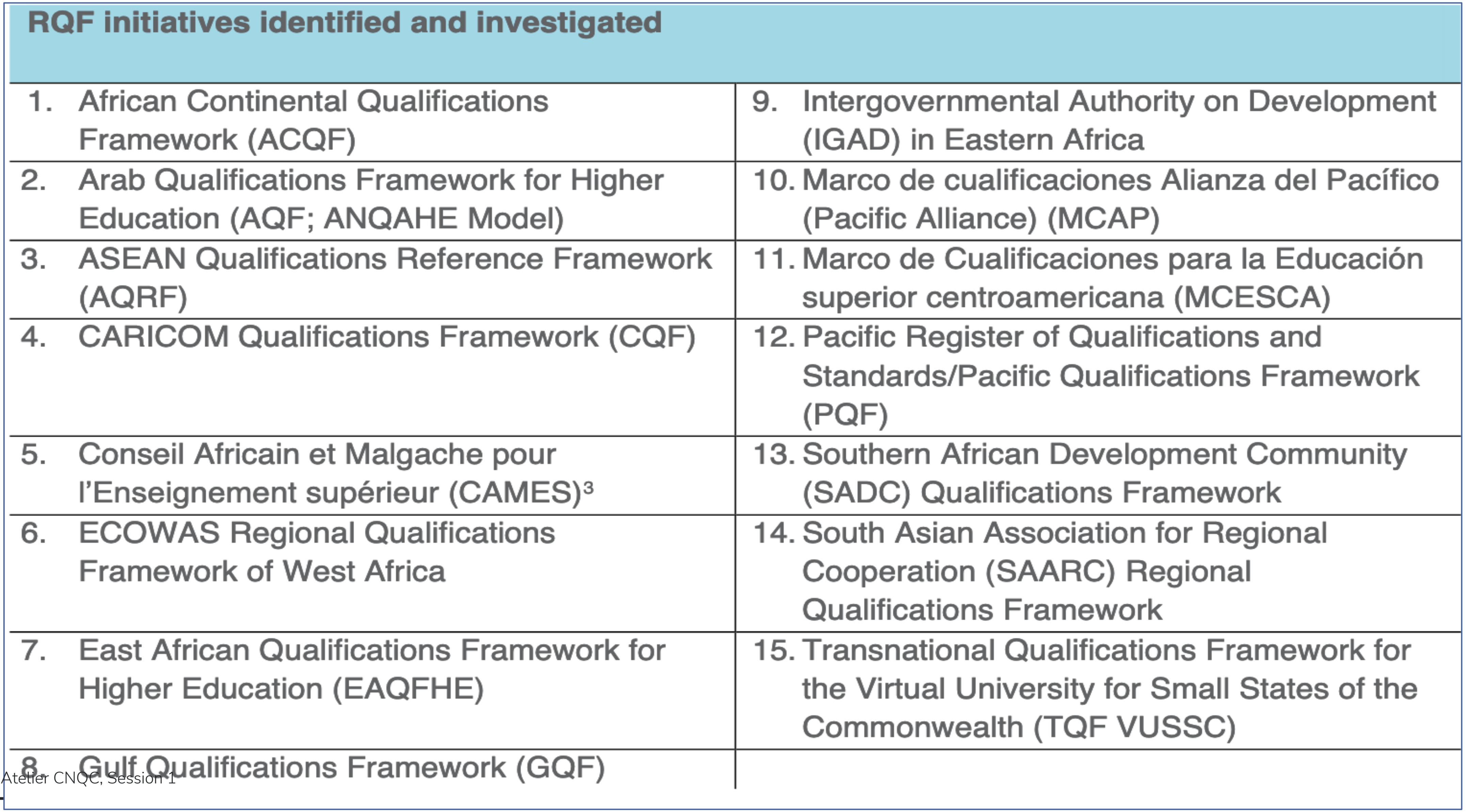
Find, understand and compare qualifications types that are part of national qualifications frameworks and systems

With the help of the European Qualifications Framework (EQF) you can see how National Qualifications Frameworks (NQF) and systems relate to one another.
You can select 2 countries from the flag icon below to see what types of qualifications are included in national frameworks referenced to the EQF. You can find up to 5 examples of qualifications for each national qualification type.

Austria
Belgium - NL
Bulgaria
Croatia
Czech Republic
Denmark
Estonia
Finland
France
Germany
Greece
Hungary
Iceland
Ireland
Italy
Latvia
Lithuania
Luxembourg
Malta
Netherlands
Norway
Poland
Portugal
Romania
Serbia
Slovakia
Slovenia
Sweden
Switzerland
Turkey

Please select 2 countries to compare NQF levels

RQF in the world: 15 initiatives (+ EQF)



RQF initiatives identified and investigated	
1. African Continental Qualifications Framework (ACQF)	9. Intergovernmental Authority on Development (IGAD) in Eastern Africa
2. Arab Qualifications Framework for Higher Education (AQF; ANQAHE Model)	10. Marco de cualificaciones Alianza del Pacífico (Pacific Alliance) (MCAP)
3. ASEAN Qualifications Reference Framework (AQRF)	11. Marco de Cualificaciones para la Educación superior centroamericana (MCESCA)
4. CARICOM Qualifications Framework (CQF)	12. Pacific Register of Qualifications and Standards/Pacific Qualifications Framework (PQF)
5. Conseil Africain et Malgache pour l'Enseignement supérieur (CAMES)[3]	13. Southern African Development Community (SADC) Qualifications Framework
6. ECOWAS Regional Qualifications Framework of West Africa	14. South Asian Association for Regional Cooperation (SAARC) Regional Qualifications Framework
7. East African Qualifications Framework for Higher Education (EAQFHE)	15. Transnational Qualifications Framework for the Virtual University for Small States of the Commonwealth (TQF VUSSC)
8. Gulf Qualifications Framework (GQF)	

Other international comparisons EQF

- Technical comparison with NQFs of:
  - Australia
  - New Zealand
  - Hong-Kong

- **New approach to comparison:**
  - Basis: Article 13 of the EQF Recommendation 2017
  - Pilot phase (2021-2024): Ukraine (almost completed), Cape Verde SADCQF
  - After analysis of lessons from pilot phase: PLA and decisions on the way forward concerning comparisons

Article 13
Explore possibilities for the development and application of criteria and procedures to enable, in accordance with international agreements, the comparison of third countries' national and regional qualifications frameworks with the EQF

10

Additional considerations and closing remarks on NQF

Closing comments

- As a policy instrument, an NQF does not function in isolation but is part of a broader ecosystem, the qualifications system. It is intrinsically linked to its **quality assurance** arrangements and a range of **associated structures (e.g. registers) and strategies (e.g. RPL)**, And needs to be part of a coherent response within the system.
- Qualifications frameworks should have at their core:
    - Accessibility for all citizens
    - Formal recognition regardless of how or where the learning was gained; formal, nonformal and informal learning
    - Transparency of learning outcomes as well as of quality assurance arrangements
    - Relevance to the needs of the country and citizens; not just limited to labour needs but relevant to the broader social and community needs
    - Quality assurance arrangements so that qualifications are recognised and accepted as an accurate reflection of what an individual knows, understands and can do.

Linkages

- **Strength of an NQF is derived by its linkages and strategies deployed.**
- **National initiatives**, e.g., lifelong learning, facilitation of learning pathways, validation of formal learning (credit transfer), validation of nonformal and informal learning (recognition of prior learning)
- **Strategies and functions** of a responsible body:
    - Recognition of foreign qualifications
    - Making connections with other NQFs and RQFs
- **Quality assurance arrangements**:
    - Registers/databases of qualifications approved onto the NQF
    - Quality assurance of qualifications (utilising qualification quality standards, policies, guidelines)
    - Quality assurance of provider sand their programmes leading to a qualification (utilising quality standards, policies, guidelines).

Questions

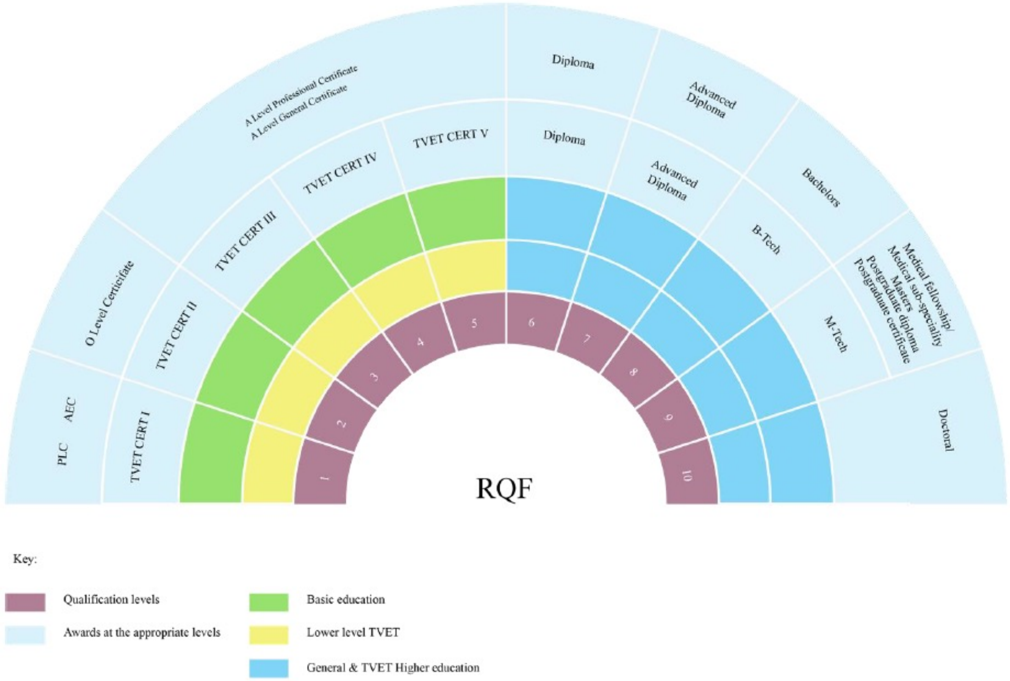
1. **NQF in your country context and strategies**:
   - How does the NQF fit in and contribute to the national policies, strategies and goals related to education and skills, employment, youth, social policies, economic growth, and others?
2. **NQF and change in the education and training system:**
   - What are your plans (or concrete observations) about the key elements of change and innovation fostered (or built in) by the NQF in the wider education and training system?
   - What are the key conditions / factors to make that change happen, overcoming resistance and vulnerabilities?

Logic and Ccoherence of NQF: Overarching considerations

- Key purpose is to reflect the needs of the country's qualification system, or be a catalyst for change of the system
- NQFs function within a regional context and the influence of RQFs cannot be ignored. RQFs can aspire to have a neutral influence, e.g. EQF, AQRF; whereas others aim to directly influence the NQF
- Consider:
  - What stakeholders need to be involved in the development?
  - How will the design be negotiated and agreed?
  - How will the NQF be tested and trialled?

Logic and coherence of the NQF

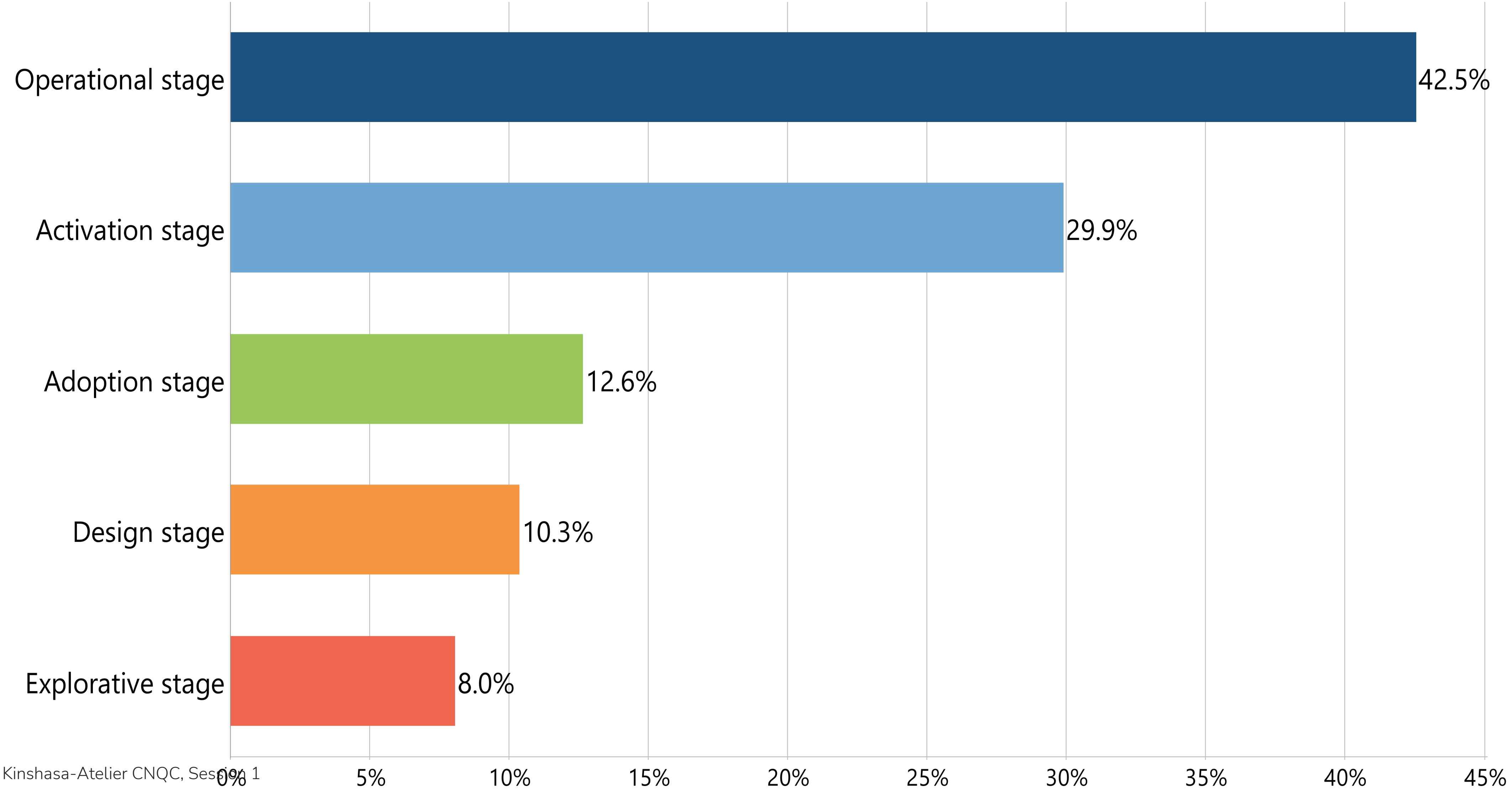
- The NQF specifications need to have logic and coherence. Do all the component parts align?
- Do the diagrams promote a range of pathways or articulation, or do they reinforce current barriers and perceptions?



RQF
1
2
3
4
5
6
7
8
9
10
PLC
AEC
TVET CERT I
O Level Certificate
TVET CERT II
TVET CERT III
TVET CERT IV
TVET CERT V
A Level Professional Certificate
A Level General Certificate
Diploma
Diploma
Advanced Diploma
Advanced Diploma
Bachelors
B-Tech
M-Tech
Medical fellowship/
Medical sub-speciality
Masters
Postgraduate diploma
Postgraduate certificate
Doctoral
Key:
Qualification levels
Awards at the appropriate levels
Basic education
Lower level TVET
General & TVET Higher education

Rwanda QF 2021

Stages of the NQF (study: 87 countries)

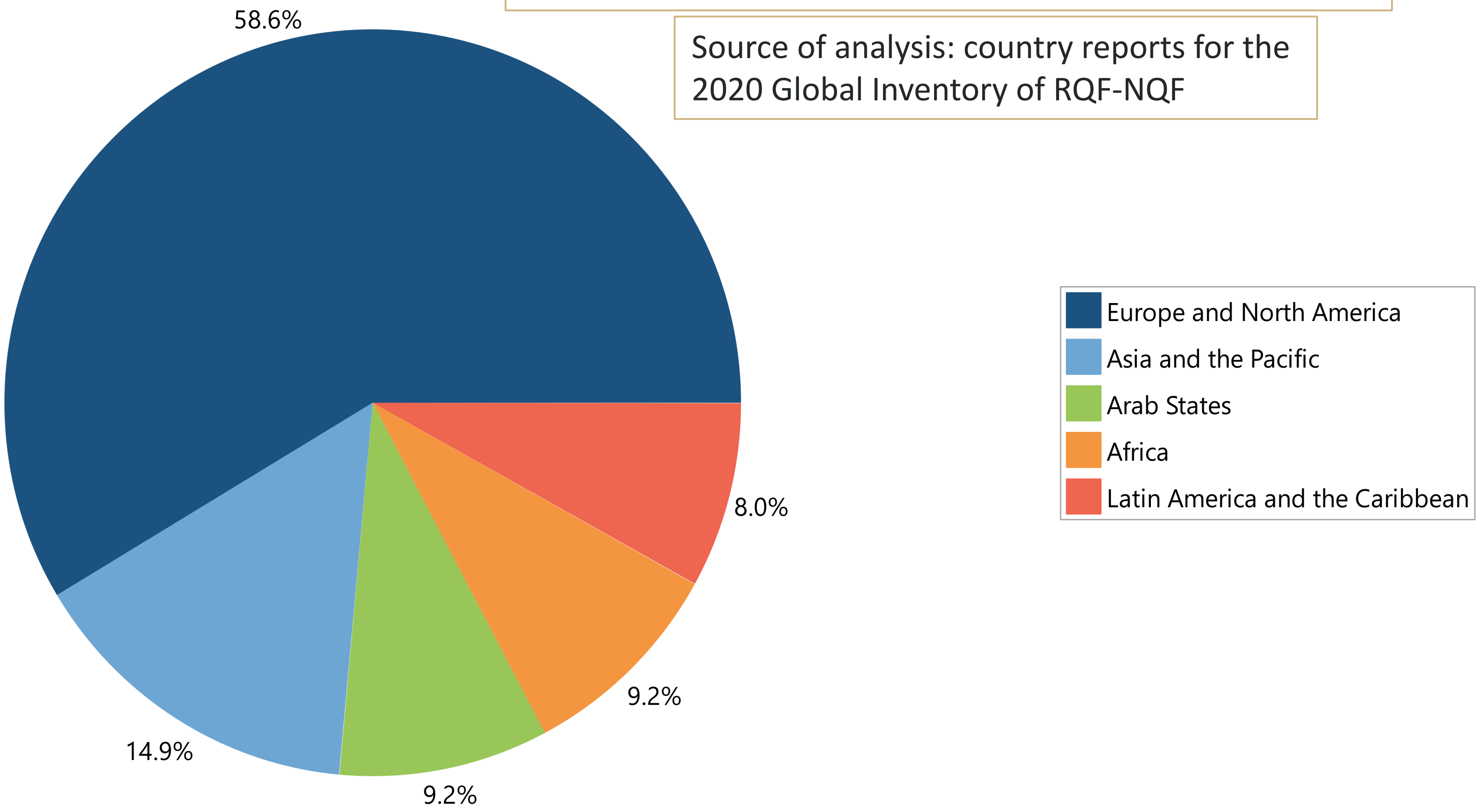


ETF analysis based on reports from 87 countries

- More than 150 countries: developments/evolution of NQF
- The analysis takes into account **5 stages of development**: explorative, design, adoption, activation, operational

Coverage of this study: Distribution of NQF by world region

Source of analysis: country reports for the 2020 Global Inventory of RQF-NQF



Qualification type descriptors

- How qualification types are described within NQFs vary
- Bring together the two metrics of:
  - Level of complexity
  - Volume of learning measure
- If text based descriptors, will include additional fields:
  - Purpose
  - Admission requirements
  - Progression or pathways

Levels and level descriptors

Approaches to design of level descriptors	Pros and Cons
Qualifications types are aligned to level descriptors [using map/table or text based descriptor]	Allows for: • Multiple qualification types to be ascribed to a level of learning complexity • Levels to be interpreted holistically as a qualification type outcome, and that the levels build on the level below • The knowledge, skills and other domains at one level include those at the lower levels.
Level descriptors are written for each qualification type	• May potentially limit the descriptor to only one qualification type per level descriptor • May force the levels to be read independently of each other, and ascribes only information in this level to the qualification type • May be a confusion as to what is a qualification type descriptor • Usually only used in NQFs that have a limited number of qualification types

Volume of learning

- Is amount of learning required to successfully complete the qualification
- May be described as a duration or hours measure (often translated into a credit value). Can assist in:
  - Consistency of size of qualification
  - Credit transfer processes
- A review of the definitions indicates that the volume of learning across the following examples are based on:
  - **Notional hours** or estimated hours and are not a 'fixed' figure
  - **An average learner**. Within this notion of an average learner is also a consideration that the learner has limited knowledge and skills of the field of study/practice. Some frameworks indicate that the average learner has 'no underpinning knowledge and skills in the field of study'.

Overview – status in Africa (sample)

Country	Definition	Volume
Cape Verde	All forms of academic work	HE: 25-30 notional hours of workload. 1 curricular year = 60 credits (aligned with ECTS)
Mozambique	Notional hours: contact hours (theoretical, practical, laboratory), individual learning, projects, preparation for exams, exams	HE: 1 credit = 25-30 hours; 1500 h year TVET: 1 credit = 10 hours
Namibia	Directed and self-directed learning and assessment	1 credit = 10 notional hours
Rwanda	Notional learning hours include direct contact time with teachers or trainers (‘directed learning’), time spent in studying, doing assignments, and undertaking practical tasks (‘self-directed’) as well as time spent in assessment	1 credit = 10 notional hours, 1200 hours for an academic year
South Africa	Notional hours includes contact time, research, completion of assignments, time spent in structured learning in the workplace, individual learning, group work, projects and others	1 credit = 10 notional hours

Qualification type descriptors

- Bring together the two metrics: level of complexity and volume of learning.
- May be dealt with as:
  - Simply the level descriptor specifically for a qualification type
  - A map/table that brings together the two metrics
  - A text based descriptor [e.g. Botswana, Namibia]. Proposed headings:
    - ❖ Entry requirements (only for Bachelor and above to promote access into qualifications)
    - ❖ Purpose as this assist especially in distinguishing between two qualification types at the same level
    - ❖ Linkages to other qualification types as this promotes pathways discussions
    - ❖ Level
    - ❖ Credit value.

11

Transformation

People, society, economy…needs

Social justice

Green Planet

Peace and stability

Jobs

Investments

Livelihoods

Skills and qualifications

Lifelong learning

Access & Quality education

Drivers of change

Digitalisation - Automation - AI

Covid-19

Greening of economy and society

Societal movements: rights, democracy, information, innovation

- The future of work arrived ahead of schedule
- “2 years of digital innovation in 2 months”
- Remote work: post-Covid19
- Wave of innovation and launch of new generation of entrepreneurs
- Digitally enabled productivity gains accelerate 4th Industrial Revolution
- Reskilling
- Learning anytime, anywhere, anything
- Hybrid skills
- New types of qualifications: micro-credentials, digital certificates

'Double-disruption’ scenario for workers
Tandem Covid-19 recession x automation & digitalisation

Skills 2027: top in-demand…

The World Economic Forum’s Future of Jobs 2023 report finds **analytical thinking, creative thinking and AI and big data will be top in-demand skills by 2027.**

Leadership and social influence and curiosity and lifelong learning are among other skills expected to see growing demand.

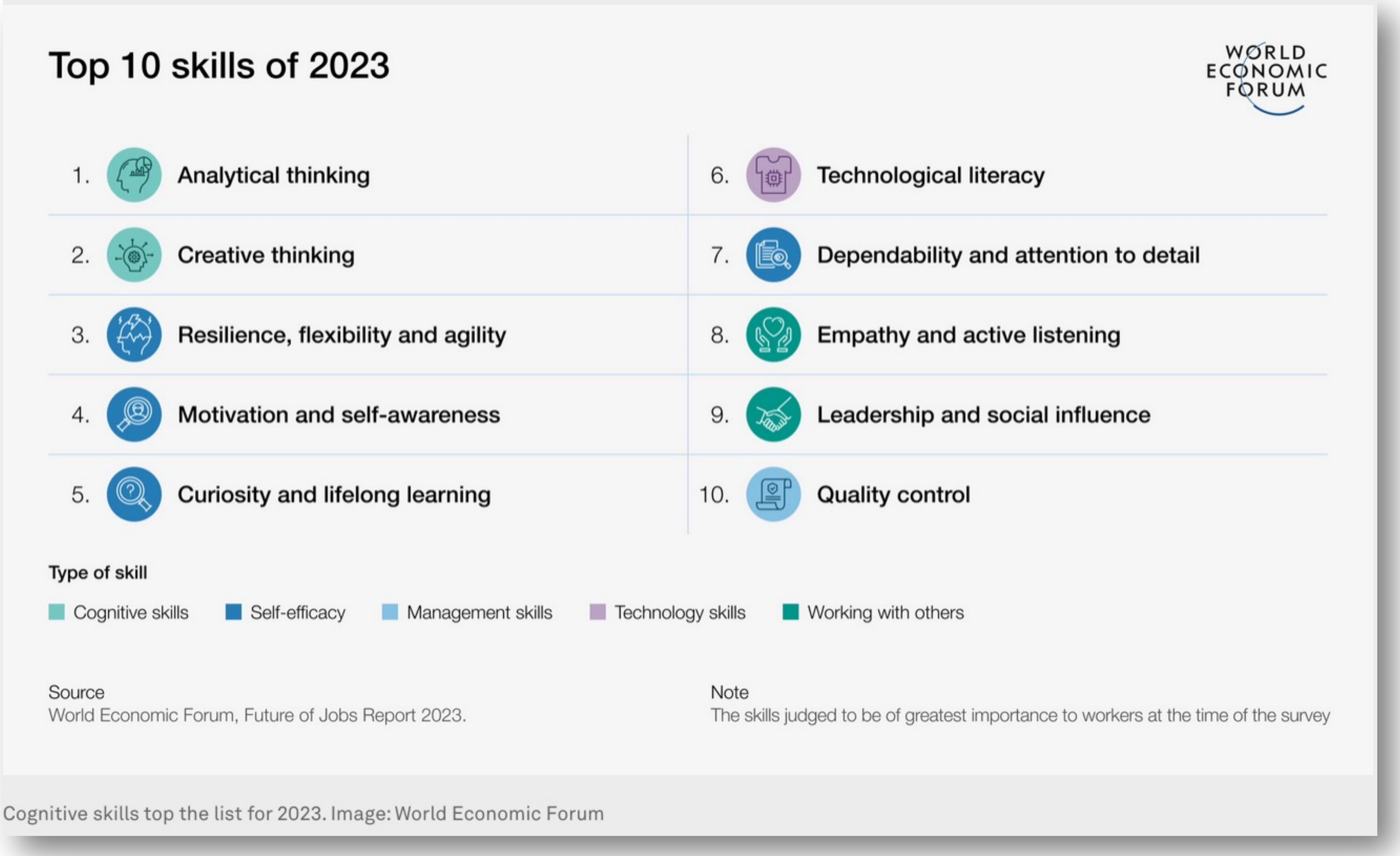
Six in 10 workers will require training before 2027, but only half of workers are seen to have access to adequate training opportunities, according to the report. Training priorities of companies (42%): AI and Big Data

Top Skills 2023

(N)EVER (S)TOP
LEARNING

- **Cognitive skills** top the list of those deemed to be of greatest importance for workers in 2023.
- **Analytical thinking** is considered to be a core skill by more companies than any other skill, making up, on average, 9.1% of the core skills reported by companies.
- **Creative thinking** comes second, ahead of three self-efficacy skills – resilience, flexibility and agility; motivation and self-awareness; and curiosity and lifelong learning – which recognize the importance of workers' ability to adapt to disrupted workplaces.

Future of Jobs: top 10 skills 2023



Top 10 skills of 2023

WORLD ECONOMIC FORUM

1. Analytical thinking
2. Creative thinking
3. Resilience, flexibility and agility
4. Motivation and self-awareness
5. Curiosity and lifelong learning
6. Technological literacy
7. Dependability and attention to detail
8. Empathy and active listening
9. Leadership and social influence
10. Quality control

Type of skill

🟩 Cognitive skills 🟦 Self-efficacy 🟦 Management skills 🟪 Technology skills 🟩 Working with others

Source
World Economic Forum, Future of Jobs Report 2023.

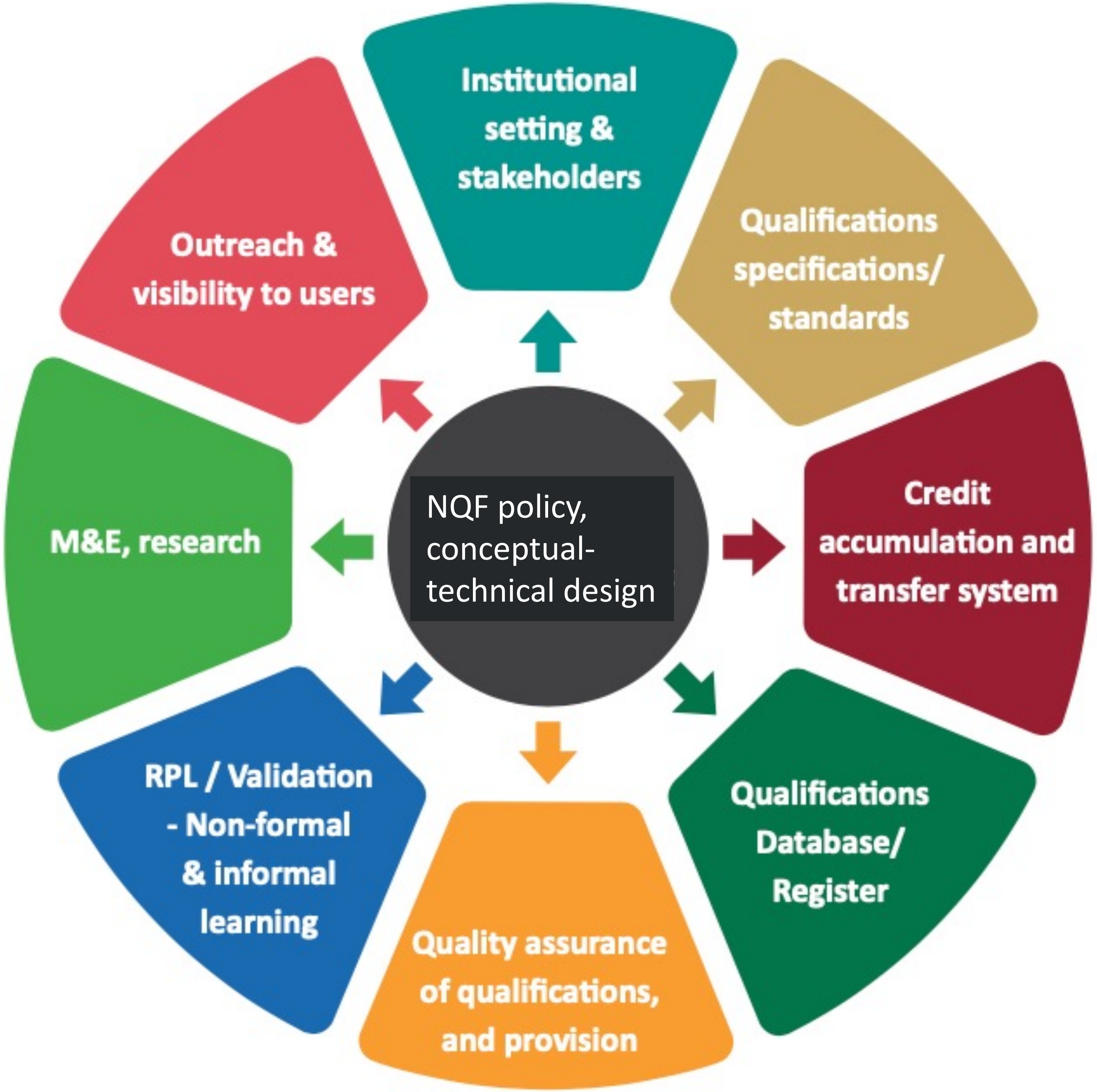
Note
The skills judged to be of greatest importance to workers at the time of the survey

Cognitive skills top the list for 2023. Image: World Economic Forum

WORLD ECONOMIC FORUM
Future of Jobs Report 2023
INSIGHT REPORT
MAY 2023

https://www.weforum.org/agenda/2023/05/future-of-jobs-2023-skills

ACQF



NQF policy, conceptual-technical design

Institutional setting & stakeholders

Qualifications specifications/ standards

Credit accumulation and transfer system

Qualifications Database/ Register

Quality assurance of qualifications, and provision

RPL / Validation - Non-formal & informal learning

M&E, research

Outreach & visibility to users