ACQF
African Continental
Qualifications Framework

This project is co-funded by the European Union and the Federal Ministry for Economic Cooperation and Development
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DEUTSCHE ZUSAMMENARBEIT
Supported by giz
ETF Working together Learning for life
European Training Foundation

Handbook on Competence-Based Training – TVET

First presentation

Final Stakeholders' Webinar

Monday, 19th of December

African Union

THE AFRICA-EU PARTNERSHIP
LE PARTENARIAT AFRIQUE-UE

CINOP

Welcome and introduction

- **The team:**
  - ✓CINOP experts: 2 drafters, 1 manager
  - ✓ETF expert: reviewer and coordination
  - ✓National experts – focal points: Cameroon, Cape Verde, Egypt, Ghana, Kenya, Morocco, Mozambique

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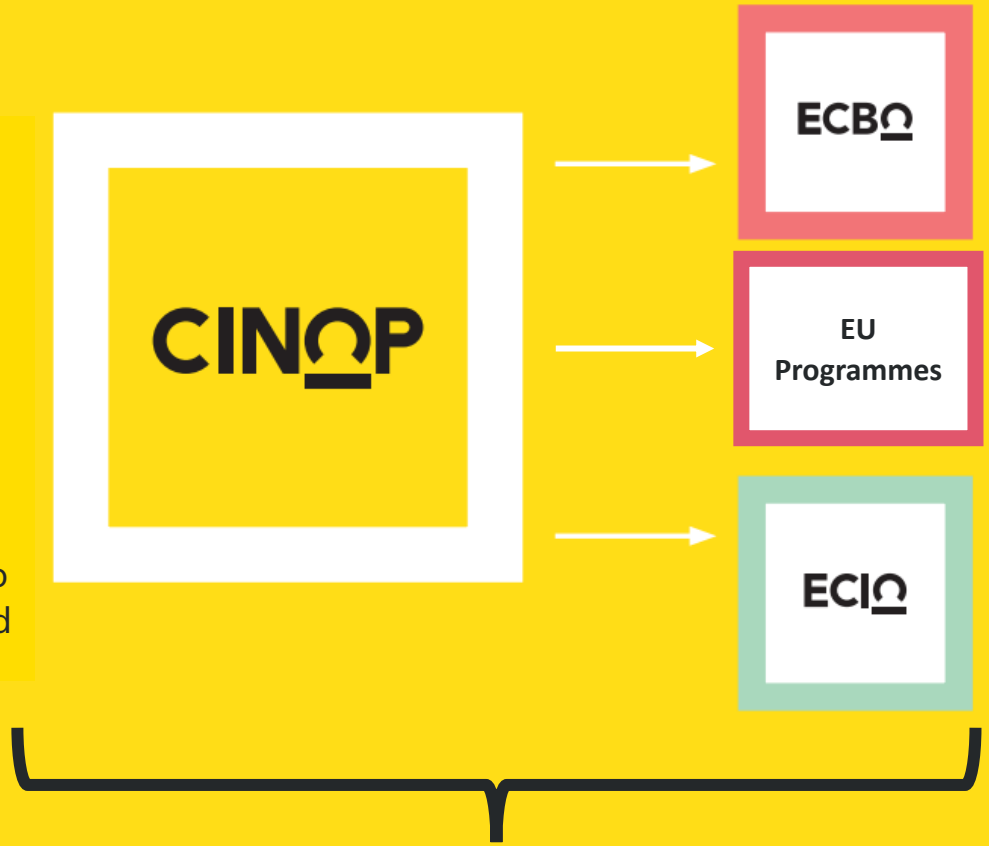
CINOP

Contract for development of the study and Handbook

Learning by impact

- Well-founded, integrated and practical solutions for complex education and job market issues
- Fostering optimum participation in society on the part of all citizens
- Specialised in issues pertaining to flexibility, job market learning and professionalisation.



Learning by research
Generate, analyse and disseminate knowledge on and for technical and vocational education and training

Guide for EU instruments and networks
National coordination for EU instruments in the field of TVET and Lifelong Learning (NQF, EQAVET, Euroguidance, EPALE)

Learning without obstacles
Innovative and practical solutions for more inclusive education – education that is open to as many different students as possible

Team Global takes CINOP expertise to the international level across all disciplines

CINOP

Approach for an African handbook for CBT in TVET

A SMART Handbook

Egypt, Morocco, Cape Verde, Ghana, Cameroon, Mozambique, Kenya

Step I: review of CBT in Africa

Collection of current policy frameworks and implementation approaches to CBT in TVET in selected countries in Africa: literature review, a survey among stakeholders and interviews with researchers…

… organise stakeholder workshops of the selected countries to share and discuss the results and the main elements to take into consideration for the handbook.

Step II: handbook for the development and implementation of CBT in TVET

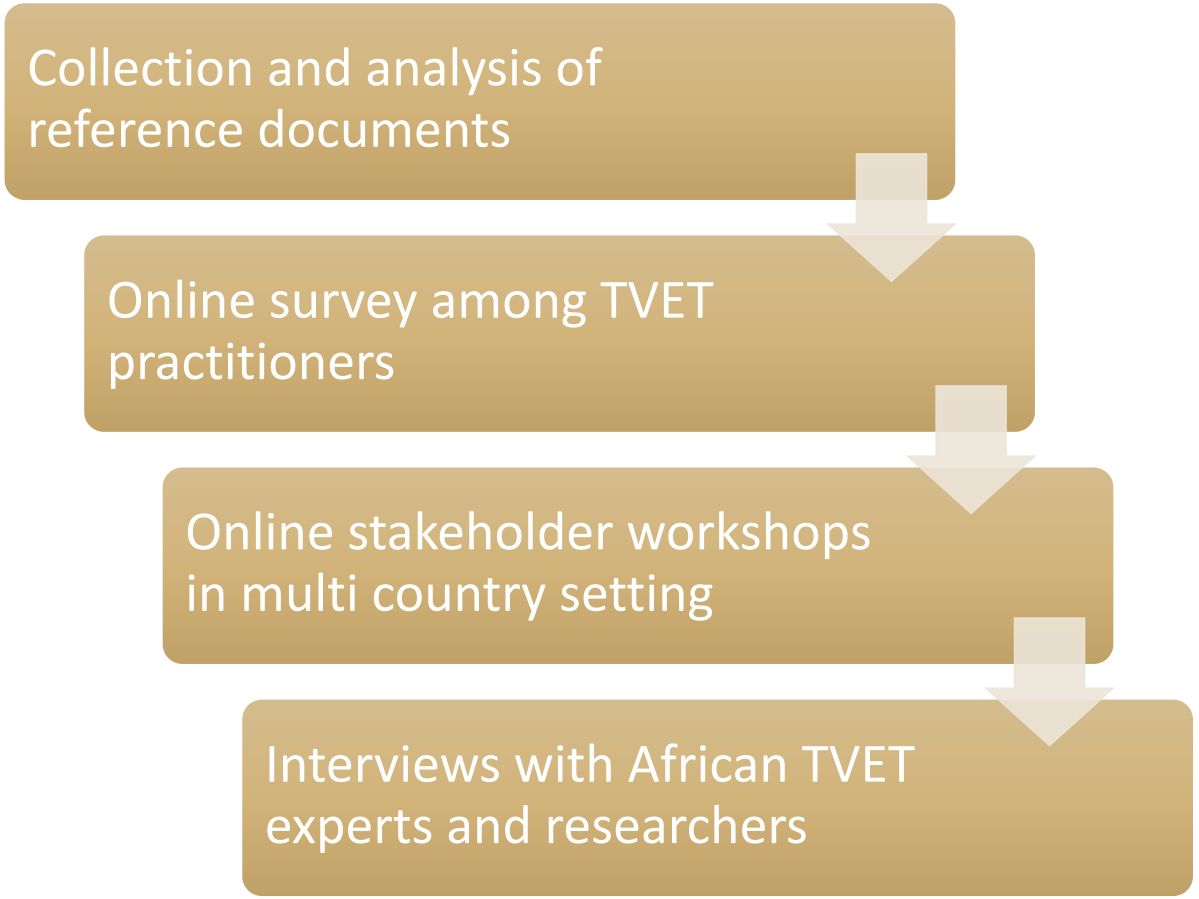
The results of step I are the starting point for the development of a handbook for developers and implementers of CBT in TVET in African countries.

The practical handbook targets policy makers and practitioners, taking into account new demands and facilitating the description of learning outcomes, occupational profiles and competence profiles for different contexts and adaptable to national contexts.

01

Report

Review: baseline study to update information on the status of CBT in TVET in African countries



- What are current approaches and types of CBT in the selected countries?
- What are differences and commonalities between the countries?
- How does the implementation CBT contribute to improving the performance of TVET systems?
- What are the lessons learned, major issues and challenges?
- What are the important issues and input to be addressed by the handbook?

02

Handbook

Handbook CBT

Product

- Based on input from report and GDR with 6 case countries
- Interactive handbook on application CBT
- Target group: practitioners and policy makers
- Connection to relevant sources, references, classifications
- Concrete examples (in African context)

Accessible at ACQF Website: https://acqf.africa/capacity-development-programme/training-modules/handbook-on-competence-based-training-cbt

Please send your comments and suggestions as indicated in the document. ACQF project will further develop and adapt the Handbook

Sections handbook

Part I: Understanding CBT		Part II: Implementing CBT		Good practices in applying CBT
Definitions	Challenges in CBT	STEP 1: from occupational profiles to learning outcomes	STEP 2: from l. outcomes to standards	Good practice Ghana
Quality assurance	Importance of CBT for Lifelong learning	STEP 3: from modules to curricula	STEP 4: providing CBT	Short good practices
		STEP 5: Assessment in CBT		

Integral examples

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Understanding CBT: Challenges CBT in Africa

Challenges at the level of **capacity of teachers and trainers**

Challenges at the level of **technical resources and infrastructure**

Challenges at **policy level** (national, regional, institutional)

Challenges at the level of **human resources**

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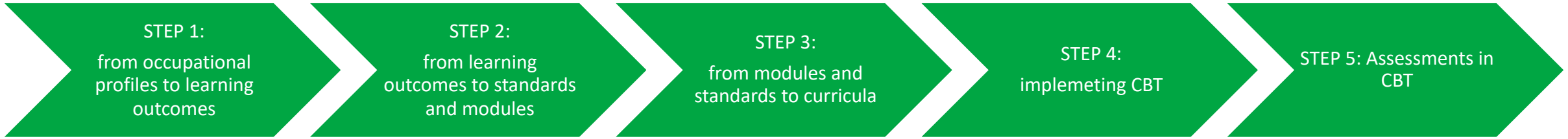
Implementing CBT:



Visual of the Handbook

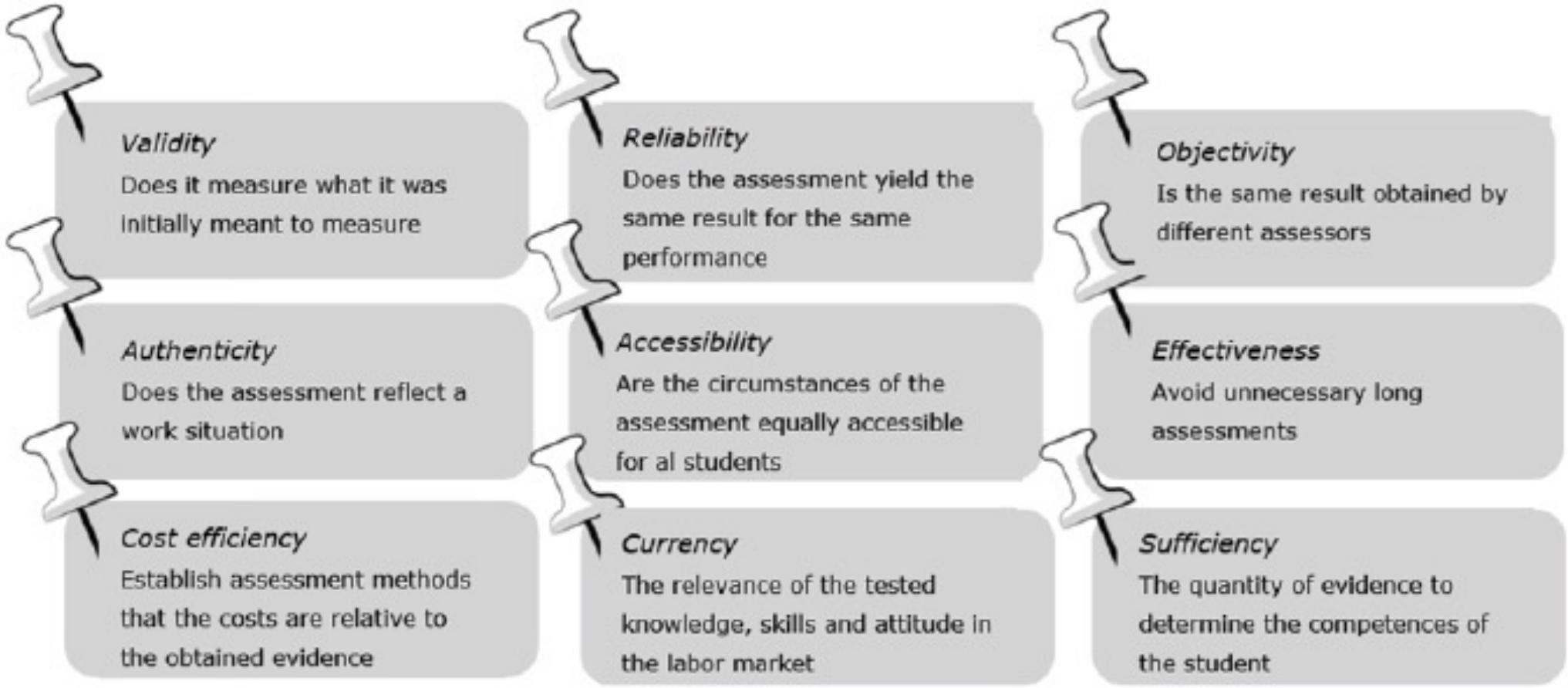


Figure 14: characteristics of a good assessment

Interactive functionality of the Handbook

In the manual, the following icons are used to indicate an interactive element:

Learn more – A link to more information about the subject.

Watch more – A link to an informative clip.

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Links to NQF - ACQF

- ACQF level descriptors and learning outcomes
- Acceleration of implementation
- Lifelong learning

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Questions?

Thank you!