



# ACQF

African Continental  
Qualifications Framework

## Theme 4: ACQF Governance “African Qualifications Network”

## Theme 5: Cooperation with RQFs

First CNC Forum – ACQF builds bridges

Supporting comparability, connections, innovation,  
NQF, holistic approach, South-South dialogue

1<sup>st</sup> Continental NQF Forum

Kinshasa, 18-20 June 2024



# Day 2

Welcome

Bienvenu(e)s

Benvindo(a)s



Theme 2 ACQF: Policy overview, activities, tools

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# Agenda Day 2

## Morning:

**Chairs: Abdou Lahate Cisse (ANAQ-Sup Senegal; Maxwell Kissi (GTEC, Ghana)**

- Theme 4: Governance ACQF – African Qualifications Network
- Theme 5: Regional cooperation, complementarities and synergy

## Afternoon:

**Chairs: Wisdom Simon Mtisi (Ministry of Education, Zimbabwe), Peter Kwasi Kodjie (AASU, Secretary General)**

- Theme 6: QCP Training 1
- Theme 7: Transparency and digitalisation of NQF / Registers of qualifications

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**Theme 4: towards the African  
Qualifications Network**

# First Forum of NQF Institutions Africa

**Discussion – towards the Concept note on  
African Qualifications Network**

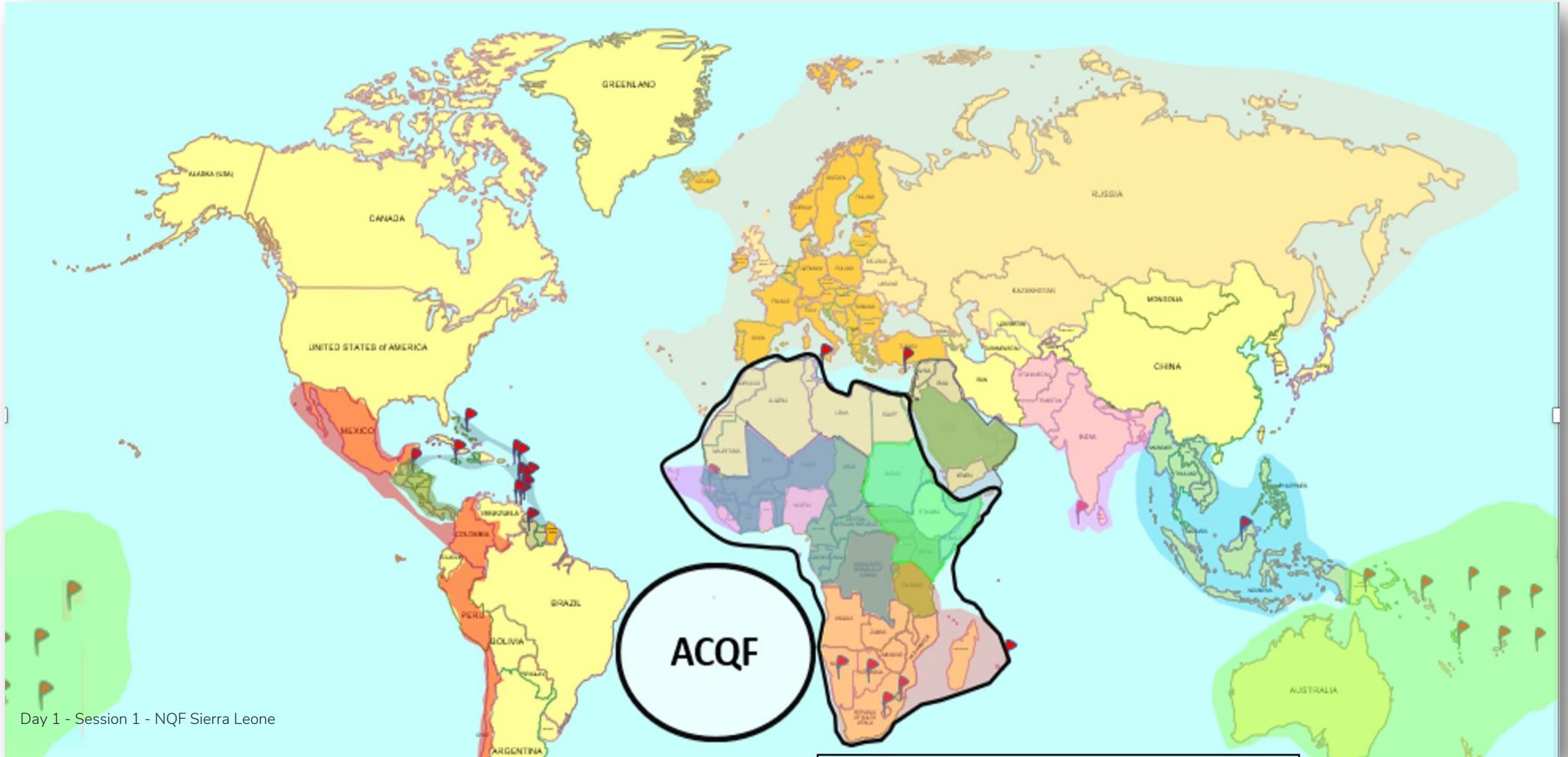
Sources,  
history

African  
Qualifications  
Network

Discussion

# ACQF A very large Regional Qualifications Framework

- African Union Policy Initiative
- Based on AU policies (CESA-25, AU Free Movement Protocol, AfCFTA)



# Sources – relevant for concept on African Qualifications Network

# On ACQF Governance: sources

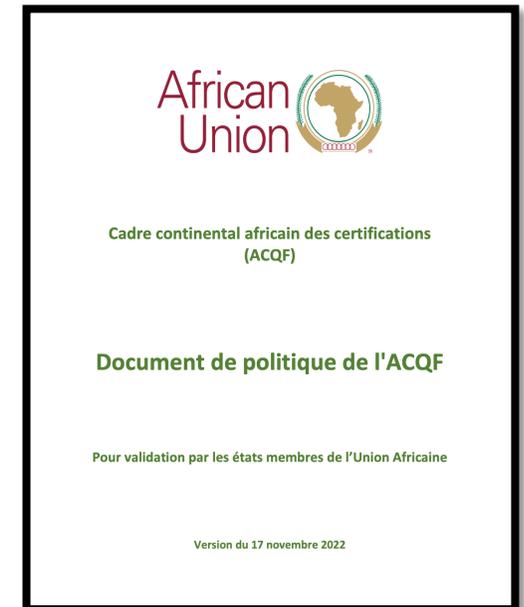
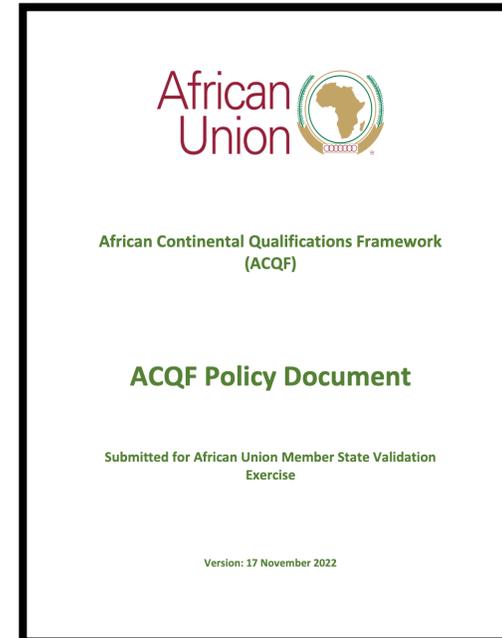
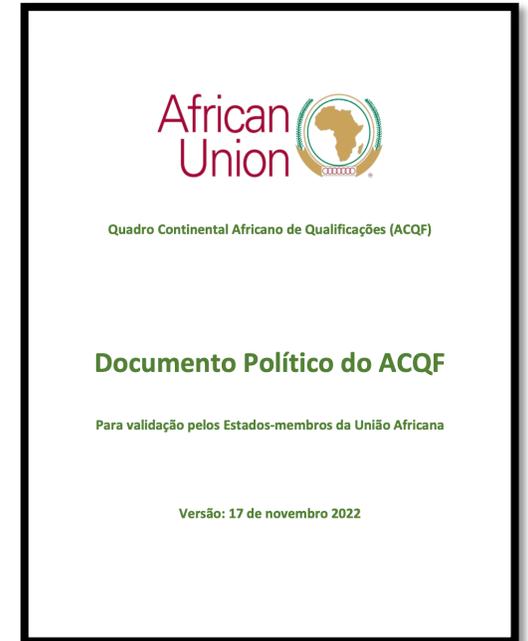
- **ACQF Policy Document**

## Others:

- Consultations in ACQF (phase 1)
- Deliberations of the ACQF Validation Conference July 2023 at AU Headquarters: unanimity on the high importance and pertinence of the creation of a Network of African Qualifications institutions and stakeholders to ensure sustainability of the ACQF.
- Project document ACQF-II: approved and in function
- Recommendations of TVET Round Table, 10-14 November 2023, Kinshasa
- References: Practices in other regions / RQFs

# Quick overview of the ACQF Policy Document

- ACQF Policy Document : Validated July/2023, Addis Conference
- Content:
  - ✓ Introduction, scope and objectives of ACQF Policy Document
  - ✓ Political and legal basis
  - ✓ Establishment of ACQF
  - ✓ Sources
  - ✓ Annexes



# ACQF Policy Document

## Decision on development and implementation of the ACQF

### ***Decision on development and implementation of the African Continental Qualifications Framework (ACQF)***

Access to quality education and lifelong learning, and acquisition of skills and qualifications are at the heart of the African Renaissance. This is reflected in the first aspiration of African Union's (AU) Agenda 2063 with the call for *“Well educated citizens and skills revolution underpinned by science, technology and innovation for a knowledge society (...).”* In addition, the Continental Education Strategy for Africa (CESA 2016-2025) emphasises that *“harmonized education and training systems are essential for the realization of intra-Africa mobility and academic integration through regional cooperation”*.

Against this backdrop, an African Continental Qualifications Framework (ACQF) is a key policy initiative to achieve these objectives.

The African Union Commission, the African Union member states and the regional economic communities (REC) have developed and validate this ACQF Policy document, and pledge to jointly implement and nurture the ACQF with support of the relevant African stakeholders and the international partners in the period 2023-2026 and beyond.

- ACQF is a policy and instrument of continental scope to deliver on the objectives of enhanced transparency and comparability of qualifications and mutual trust between qualifications frameworks and systems for lifelong learning in Africa. The ACQF is inclusive, open to innovation to address new demands from the digital and green transformation, enables stakeholder participation and learning from relevant national, regional and global experiences.
- The ACQF is defined as an overarching reference qualifications framework of ten levels, serving as a connector and translation device between different qualifications frameworks or systems and their levels. The ACQF will deliver on the areas of activity defined in this policy document, namely: a) referencing between qualifications frameworks; b) recognition of prior learning campaign; c) digital qualifications database; d) common profiles of qualifications; e) capacity development and support to national qualifications frameworks; f) networking, communication, and advocacy; g) analysis, monitoring, and evaluation.
- The ACQF is underpinned by strategic commitments and policies of the AU, as mentioned in this document. The ACQF is designed to work in coordination and complementarity with these and other relevant policies, with African standards and guidelines and UNESCO conventions listed in Annex 4, and with national and regional policies related with qualifications and certification.

This ACQF Policy document is validated by the AU and its member states.

# ACQF ACQF Policy document on Governance

## 3.7 Key elements of governance

As a public policy instrument underpinned by AU policies, governance of the ACQF is based on the following principles:

- No country is left behind: All AU member countries are invited to participate in the activities on equal footing. Such ACQF activities notably include referencing to the ACQF, peer reviews, deliberations in the context of the governing structure, capacity-development programmes, dissemination and outreach, and collaboration on the ACQF Qualifications Platform (database).
- The AUC provides political support and steering and participates in the ACQF governing setting. The ACQF Advisory Group will be furthered as main platform for stakeholders' consultation and cooperation.
- Technical implementation is assured by a competent unit responsible for ACQF functions and operations.
- Networking and collaboration between African national qualifications entities, social partners, professional associations, recognition centres, students' unions, and other relevant stakeholders.
- Governance and management are based on accountability and integrity.
- The ACQF process is supported by monitoring and evaluation.



# From ACQF-II project document (annex I)

- **Outcome 3. – Output 3.1 (Governance and QCP)**

**Output 3.1: ACQF governance partnership and operational setting established to implement and monitor the ACQF Action Plan (2022-2026).**

- A) Governance and implementation setting
  - **Activity 3:** Support establishment of the Network of NQF Agencies with legal entity.
  - **Indicators:** I3. Package of establishment documents for registration of the Network of NQF Agencies. Q1-Q2 2024.

## Recommendations

### Cluster 1: Recommendations of strategic nature

1. Invite the Member States and the African Union Commission to leverage on the potentialities and good practices of TVET for lifelong learning (in Africa and globally) and actively promote **TVET as a dignified choice** for learning and career development for the population and emphasise its **parity of esteem** in the context of comprehensive and inclusive National Qualifications Frameworks (NQF).
2. Promote creation, organisation, and further development of the **African Network of Qualifications**, notably:
  - Elaborate and agree the mission, scope of functions, governance, periodicity of meetings and roadmap of actions, including digitalisation.
  - Involve relevant national and regional institutions, specialised bodies and networks, experts, and stakeholders (socio-economic partners, students, and teachers).
  - Conduct advocacy and communication campaign on the Network and raise funds for relevant activities among national and international institutions and donors.

[https://acqf.africa/capacity-development-programme/support-to-countries/african-tvet-round-table-and-african-qualifications-network/table-ronde-eftp\\_recommendations\\_draft-validated-experts-13nov\\_en-fr\\_validated\\_final-14nov2023\\_v2.pdf/view](https://acqf.africa/capacity-development-programme/support-to-countries/african-tvet-round-table-and-african-qualifications-network/table-ronde-eftp_recommendations_draft-validated-experts-13nov_en-fr_validated_final-14nov2023_v2.pdf/view)

**Proposals on:**

**Objectives and Scope of the African  
Qualifications Framework**

**Composition  
Activities**

- **Objective: sustainability of the implementation and further development of the ACQF**
- **Scope:**
  - ACQF Policy Document, notably:
    - ✓ Purposes, principles
    - ✓ Main areas of activity of ACQF
    - ✓ Inclusiveness, participation – all countries, institutions of regional economic communities, other national, regional and wider organisations
  - Other areas relevant for ACQF
- **Governance:**
  - Advisory Group – chair and co-chairs
  - Technical groups (clusters) – with chairs and contributors
  - Political support and participation of AUC at key instances – Memorandum
  - Monitoring an evaluation: regular reporting, annual plans
- **Funding:**
  - ACQF-II project: technical expertise, QCP, events, training, pilot projects
  - Contributions countries and regions: in kind, financial, technical
- **Name of Network:** important to distinguish and provide visibility.

# 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:** updated inventory of RPL systems on the continent, wide information and support campaign, national RPL policies

**3. ACQF and Credentials Platform (QCP) - database - national and continental layers**

**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.

## 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](http://www.acqf.africa)

# Technical Clusters – an option (example)



Cluster 1: Referencing to ACQF



Cluster 2: QCP



Cluster 3: Development and implementation of NQF, RPL, CATS, other aspects of NQF eco-system



Cluster 4: collaboration and sharing



## The African Continental Qualifications Framework is born!

ACQF Policy Document was validated at the Addis Conference, 11-13 July 2023 with the participation of 33 AU member states.

- ACQF is about action, people, lifelong learning and better lives.
- It is about empowering workers in informal sector, agriculture and hard artisanal mining, women and youth
- It is about recognising people's knowledge, skills and competences from all contexts of learning, life and work
- It is about connecting national and regional qualifications frameworks and create a common African area of trusted qualifications, and integration.
- It is about supporting development of skills for the successful green and digital transformation.
- It is about the Africa of Peace, Knowledge, Democracy, Inclusion and Prosperity. The Africa We Want.



Theme 2 ACQF: Policy review, activities, tools

# Clusters: unpacking

- **1: Referencing to ACQF**

- Steer, support referencing to ACQF and related follow-up steps (Guideline 3)
- Follow-up steps: online publication of reports; use of ACQF levels on newly issues qualifications and registers of qualifications; communication and dissemination.

- **2: Qualifications and Credentials Platform (QCP) and digitalisation**

- Steer, support, contribute to implementation at national and continental levels
- ACQF website and tools

- **3: Development and implementation of NQF, RPL, CATS, others**

- Technical advise, information-sharing, peer learning activities for **common** goals and interests
- Micro-credentials, green skills, digital skills

- **4: Collaboration, communication and sharing**

- With African RQFs, regional organisations, UNESCO Recognition conventions, EQF, ENIC-NARIC, Bologna Process, other networks globally
- Communication and advocacy actions, events, social media, ACQF website
- **Sharing ! Can we share qualifications standards and programmes widely in the AQN? Who wants to start / contribute? How?**

# Some questions for discussion: please share your views and proposals

1. On the proposed scope of the AQN
2. On the proposed generic features of Governance and funding of AQN.
3. Formalisation, registration of the AQN
4. On Areas of activity and Clusters

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**Theme 5: ACQF-II  
cooperation with regions  
and regional organisations**



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# Underpinnings

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## ACQF Policy Document

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## ACQF-II project document and Action Plan

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## Requests of regions and organisations

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# Overview: main activities at regional level

- SADC: Analyses and reports, TCCA meetings, reporting on implementation to Joint Ministerial Meetings; capacity development and support to NQF-RPL-CARS-Micro-credentials-QCP
- IGAD: presentations and contributions to meetings; capacity development and support to NQF-RPL-CARS-Micro-credentials-QCP
- EAC: capacity development and support to NQF-RPL-CARS-Micro-credentials-QCP
- ECOWAS: capacity development and support to NQF-RPL-CARS-Micro-credentials-QCP
- UEMOA: capacity development and support to NQF-RPL-CARS-Micro-credentials-QCP
- AASU: ACQF AG; planned pilot project on green skills; capacity development and support to NQF-RPL-CARS-Micro-credentials-QCP

# Referencing: synergy – next steps

**NQF-RQF-ACQF**

**One process**

**Common approach, criteria**

# Annex: information and reference on ACQF as a policy instrument

# 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.*



**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.*

## AU Political and legal basis

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



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**

# 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

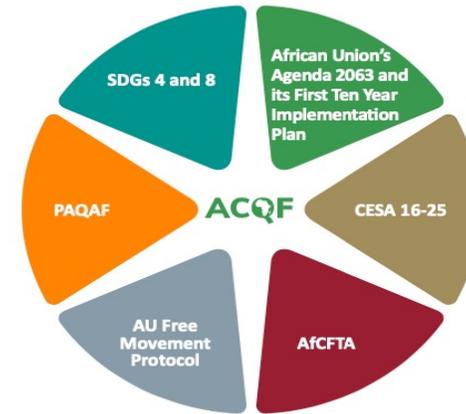


# ACQF: underpinnings, purposes, principles

### 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.

### UNDERPINNINGS



### PRINCIPLES



## Contribution to facilitate recognition of foreign qualifications

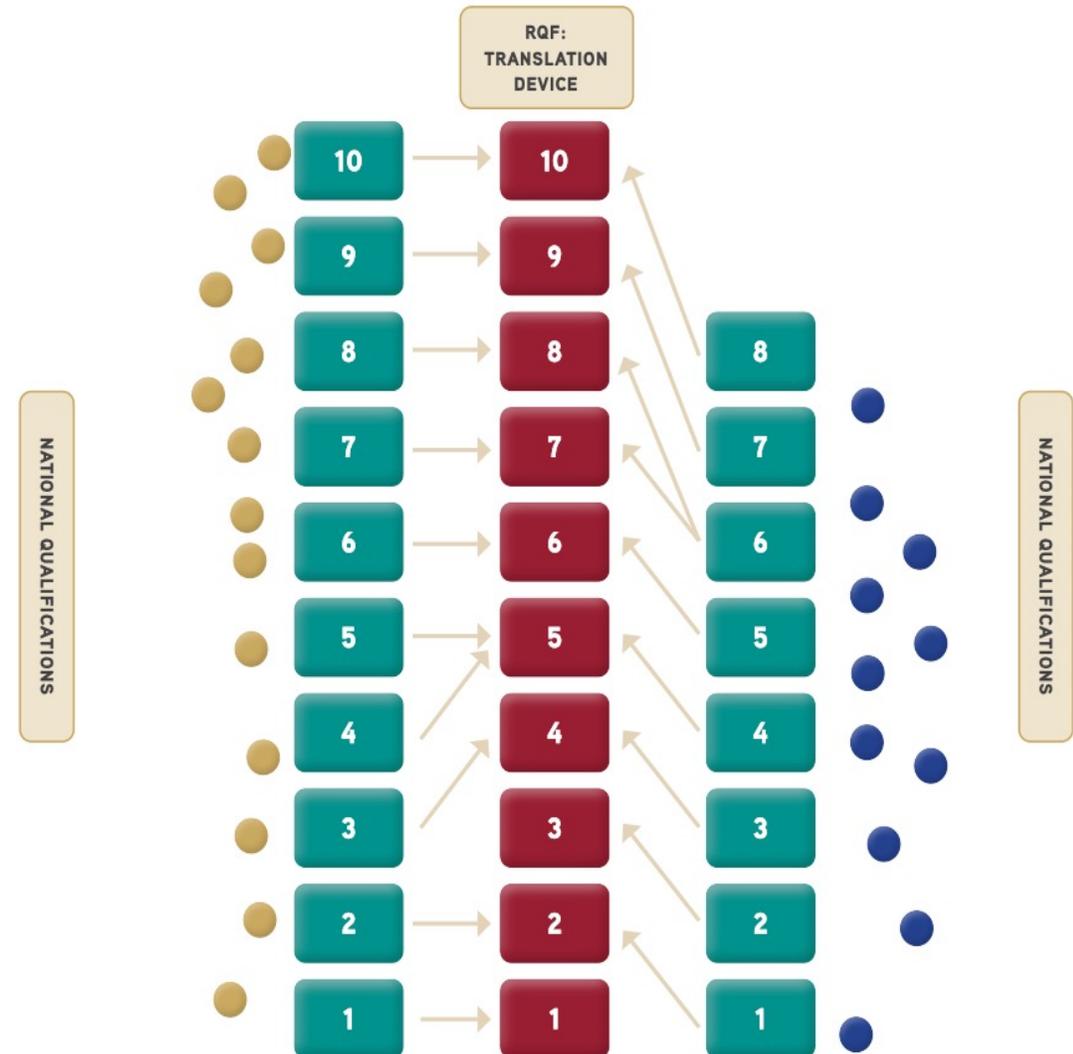
- The transparency, information-sharing and mutual trust resulting from referencing levels of NQFs to ACQF levels contribute to transparency of recognition of foreign qualifications in the context of Africa and other continents.
- The ACQF and the national information bodies involved in the recognition of qualifications will share information on learning outcomes, levels and other characteristics of qualifications frameworks referenced to the ACQF.

## Underpinned by quality assurance

- The ACQF as an overarching qualifications framework and a catalyst for NQF development is underpinned by quality assurance. Quality assurance is fundamental for trust in qualifications, and for their currency and mobility.
- **Quality assurance is the subject of Criterion 4 of referencing to the ACQF**, which states that the national quality assurance system for education and training refers to the national qualifications framework or system and is consistent with the principles of quality assurance of the ACQF.

# Referencing national qualifications frameworks or systems to ACQF

- ACQF aims at **connecting** the African national (and regional) qualifications frameworks. 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 (**ACQF Guideline 3**)
- At **national level**, referencing contributes to self-assessment of the status of the national qualifications framework or system, and to self-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.
- Following referencing to ACQF: countries use ACQF levels on newly issued documents related to qualifications and in registers / databases of qualifications.



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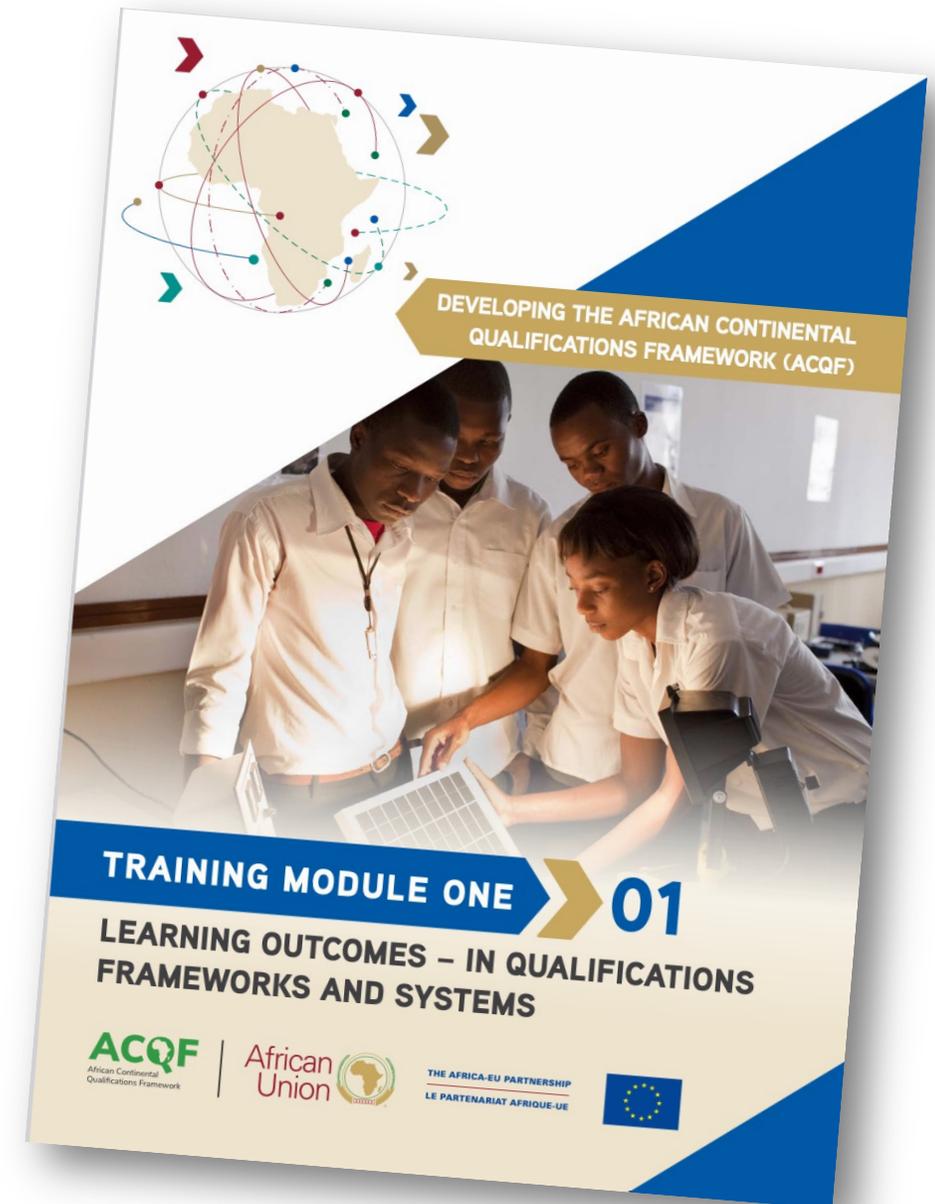
**Instruments**

# ACQF I. 10 ACQF Guidelines - supported by 10 Training Modules

1. Learning outcomes
2. Level descriptors
3. Referencing to ACQF
4. Validation of learning: RPL, CATS
5. Quality assurance
6. Registers of qualifications
7. Monitoring & Evaluation
8. Communication, outreach
9. Innovation and technology
10. NQF – systemic view

Theme 2 ACQF: Policy overview, activities, tools

[www.acqf.africa](http://www.acqf.africa)



## II. Instruments

- ACQF Handbook
- Handbook on Competence-Based Training
- Technical notes
- Referencing to ACQF: self-assessment tool
- M&E: digital tool – Results Framework
- NEW: Skills data focus – 2 Dashboards
  - Common profiles of occupations
  - Employers' demand: occupations, skills, green & digital skills



# ACQF III. Instruments: Research

- ACQF Mapping Study: 14 country, 3 regional reports
- Inventory of NQFs: online tool
- Continental survey of school curriculum
- 3 Surveys:
  - NQF,
  - RPL,
  - Micro-credentials
- Micro-credentials package: country-specific inventory, handbook, common approach, training

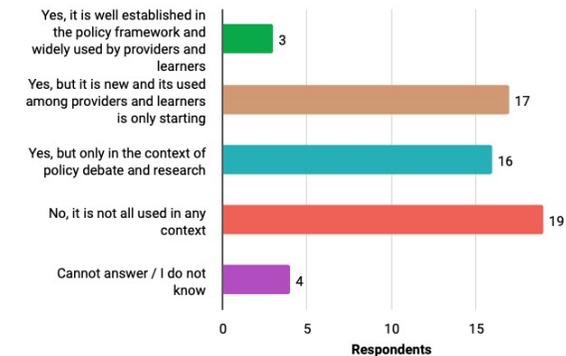
## Micro-credentials Survey Report

### ▶ Main objectives of the Micro-credentials survey (MC)

The survey collected data on the place and trends of micro-credentials in the qualifications and lifelong learning systems in different African countries. More specifically, it gathered information on the common types of micro-credentials, explored organisational differences and investigated various characteristics such as stackability, quality assurance methods, inclusion in NQFs and information requirements. Moreover, the survey gathered stakeholder perceptions, information on the current offering of micro-credentials and future plans. Given the various definitions of micro-credentials used across the globe, respondents were asked to consider various concepts sharing common features of micro-credentials.

### ▶ Key findings of the survey

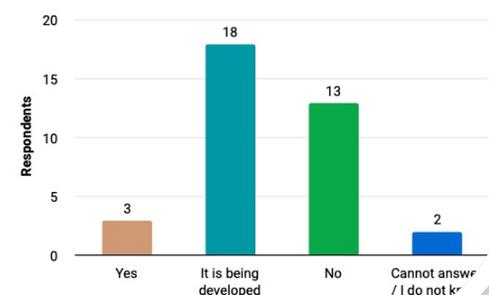
#### ▷ Usage of terms and formal definitions



The usage of micro-credentials were estimated via a 4-scale question, specifying various degrees of adoption. Results show that **micro-credentials (or related concepts) are novel across the continent**. Overall, 36 respondents (61%) answered that the **term is used at least to some degree in the context of their education systems**. In turn, another 19 (32%) responded that the term, or other approximate concepts, are not used.

In the following, we will provide a brief assessment of the current extent of the usage of micro-credentials.

- While discussions on micro-credentials have started on most cases, **formal definitions are not yet widely adopted**. Half of the respondents (18 responses or 50.0%) claim that formal definition of micro-credentials in their country is in the process of development, this forms a majority compared to other options. Another considerable part (13, 36.1%) indicates that there is no formal definition of the term in their educational system.



- Three respondents indicated to have a formal definition from Sudan and Zambia.

- Navigate or use **Search function** - very useful
- Contains all outputs, 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; 10 Training Modules
- Snapshot on NQFs in 2 views: map and table
- 10 Guidelines and 10 Training Modules
- Hundreds of presentations



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

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

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New project; but builds on and enhances the outputs of the ACQF-I. Continuity: for action and impact. **Focused on 7 areas of activity of ACQF Policy Document**

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

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Duration: from April 2023 to December 2026

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

# ACQF-II project: overview

- **Scope:** Comprehensive, wide, holistic strategy
- **Designed to support the 7 main areas of activity of the ACQF Policy document**
- **Builds upon the outputs of ACQF-I (esp. 10 Guidelines and TM)**
- **Geography:** Continental, regional, national
- **Oriented to action** – at all levels (national, regional, continental)
- **Research and analysis:** support effectiveness and quality of the activities
- **Work together with national and regional authorities and stakeholders**
- **Technical Implementation Team** – mix of professional experiences in relevant thematic domains, countries, languages
- **Managed by ETF:** EU Agency. Longstanding experience and expertise in NQF-RQF, skills development, TVET, recognition of qualifications, LMIs

The graphic features a background image of three professionals in white lab coats looking at a tablet. At the top, logos for the Secretary of State for Technical and Professional Education, MCTES - Ministério da Ciência, Tecnologia e Ensino, Global Gateway, European Union, African Union, and ETF are displayed. The ACQF logo is prominently shown in the center, with the text 'African Continental Qualifications Framework Project ACQF-II' and the website 'www.acqf.africa' below it. Three colored banners (black, red, and orange) at the bottom provide details about capacity development and networking programs in Mozambique.

Secretaria de Estado do Ensino Técnico e Profissional

MCTES - Ministério da Ciência, Tecnologia e Ensino

Global Gateway

European Union

African Union

ETF

**ACQF**  
African Continental Qualifications Framework  
**Project ACQF-II**  
[www.acqf.africa](http://www.acqf.africa)

**Capacity Development & networking programme 2023**  
"Making National Qualifications Frameworks (NQF) operational in a changing world."  
**The Maputo Workshop - Mozambique**  
05-06 Dezembro 2023

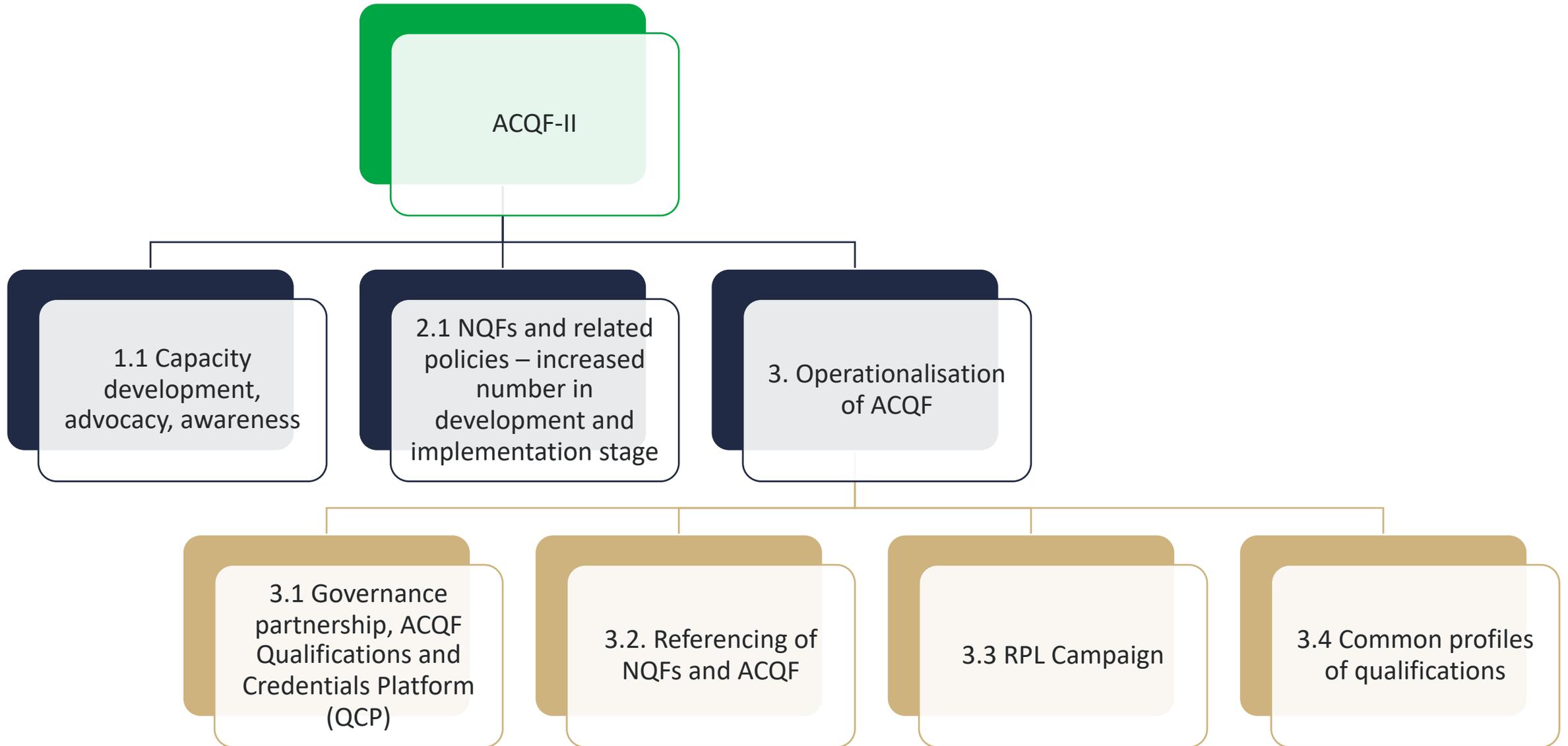
**Programme de renforcement des capacités et de réseautage 2023**  
« Rendre les cadres nationaux des certifications (CNC) opérationnels dans un monde en mutation. »  
**Maputo - Mozambique**  
05-06 Dezembro 2023

**Programa de Desenvolvimento de Capacidades e Networking 2023**  
"Tornar operacionais os Quadros Nacionais de Qualificações (QNQ) num mundo em mudança."  
**O Workshop de Maputo - Moçambique**  
05-06 Dezembro 2023

# 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)** :
  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 (QCP)
    - (iii) recognition of skills and qualifications,
    - (iv) cooperation with regional and other qualifications frameworks globally
    - (v) development of common profiles of qualifications for priority sectors of free trade, inclusive economic integration, emerging occupations, green jobs, in cooperation with AfCFTA.

# ACQF-II project strategic framework





## 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>

## GOOD PRACTICES

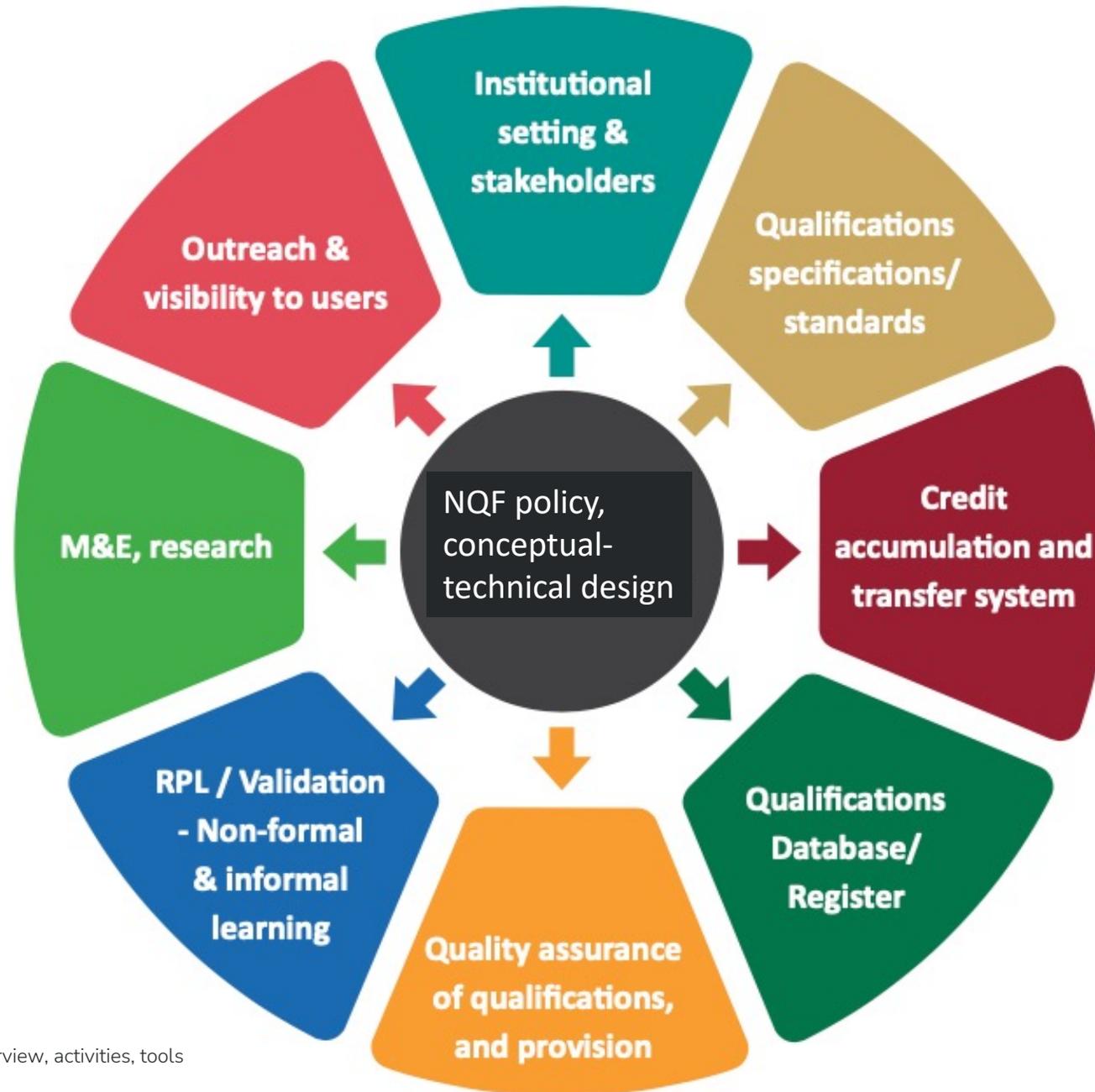
### in South-South and Triangular Cooperation

Transforming Education and Delivering on SDG 4



# Questions, ideas, suggestions?





- 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

# ACQF-II Training programme 2023

- Hosted by the national authorities - ownership



Nairobi: 9-11/Oct



Accra: 7-8/Nov



Maputo: 5-6/Dec



# The Nairobi workshop



Participation and ownership.  
Co-hosted by KNQA

# The Accra Workshop



**Participation and ownership  
Co-hosted by GTEC**



# The Maputo Workshop



**Participation and ownership.  
Co-hosted by CNAQ / ANEP**

**Thank you**