



Theme 5-4



# **EAC: REGIONAL QUALIFICATIONS FRAMEWORKS & RECENT DEVELOPMENTS**

**By**

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# East Africa Common Higher Education Area (EACHEA)



- ❑ The Declaration was made by the *18<sup>th</sup> Summit of the EAC Heads of State* on May 20, 2017 in Dar Es-Salaam, Tanzania
- ❑ The objective is an East Africa characterized by comparable, compatible, coherent and harmonized systems of Higher Education.
- ❑ Through harmonization of Higher Education





# CHEA-...contid



- What does CHEA mean? What is supposed to be common?
- When we talk of harmonization and CHEA we talk of:
  - a) The Benchmarks
  - b) EAQAN
  - c) Regional Quality Assurance system
  - d) East African Qualifications Framework for Higher Education
  - e) Regional TVET Qualifications FM (Ethiopia, Kenya & Tanzania)



# The Context for Regional Qualifications Frameworks



- The need to establish systems to support mutual recognition of qualifications in Africa is a long-standing agenda. Why??
  - ❖ Education, skills, and qualifications are at the heart of the African Renaissance.
- In 1981, UNESCO adopted the Arusha Convention on Recognition of Qualifications in Higher Education in Africa. Also the Addis Ababa Convention is now in place.
- In the 1990s, similar efforts in developing qualifications frameworks in Europe and Asia can be traced.
- The African Continental Qualifications Framework (ACQF, 2022) has now been developed as a vital policy initiative to achieve continental harmonization of education in Africa.
- In the EAC region, the East African Qualifications Framework for Higher Education (EAQFHE) was adopted in 2015 to guide the harmonization of education and training systems and the recognition of qualifications.
- This EAQFHE is anchored on the **EAC Legal framework** including the Treaty



## WHAT IS IT?

1. A tool that provides for an understanding of various qualifications
2. A mechanism of how qualifications communicate to each other
3. Convergence Framework of levels for all qualifications of EAC-PS
4. Comparability with other regional and international qualifications
5. Designed to expand opportunities for mobility between countries, institutions and education levels



## WHAT IS IT FOR/BENEFITS



- Serving as a common reference for:
  - i. Mutual Recognition of Qualifications*
  - ii. Better understanding of learning achievements (ELO)*
  - iii. Comparability of qualifications*
  - iv. Skills development tool*
  - v. Employability of graduates*
- Ensures description of HE qualifications based on Learning outcomes
- To make NQFs/RQFs more readable
- Promote workers and learners mobility
- Facilitate lifelong learning



## HOW WAS IT DEVELOPED?



- Survey was carried out in all the Partner States to identify skills gaps versus human resource development needs;
- Identification and analysis of existing qualifications types, cycles and levels ;
- Identification and analysis of existing descriptors (learning outcomes).



## HOW WAS IT DEVELOPED?



Consultative and participatory process by involving different categories of higher education stakeholders across the region:

- Government ministries responsible for higher education, East African Community affairs and labour;
- Academic fraternity;
- National commissions/councils for higher education;
- Professional bodies;
- employers;
- Private sector; and
- Students.





# COMPONENTS OF THE FRAMEWORK



## 1. Introductory Chapter

1. Background, purpose, aim, scope and objectives)

## 2. Qualifications Types, Cycles, And Levels

1. Five cycles, 8 levels
2. HE defined as entire education system- 20 types of qualifications

## 3. Description of Level Descriptors

1. Descriptors for the 8 levels
2. Each level- knowledge and understanding, cognitive and intellectual skills, transferable skills and practical skills



# COMPONENTS OF FRAMEWORK



## 4. Recognition of Prior Learning

1. Recognition that learning can be at formal, informal and non-formal settings
2. Allows for recognition of skills/knowledge acquired at informal levels for admission at higher education levels



# WHAT ARE THE CONTENTS OF THE FRAMEWORK



## 5. Credit System

- i. Credit framework, purpose and benefits of credit,
- ii. Minimum credits for award of qualifications
- iii. Credit accumulation and transfer
- iv. Main features: uses of credit, progression pathways, validity, recognition of prior learning

## 6. Learning Outcomes and Assessment Criteria

- i. Uses of learning outcomes
- ii. Assessment criteria



# WHAT ARE THE CONTENTS OF THE FRAMEWORK



## 7. Naming and Awarding of Qualifications

- i. Level and type of qualification (bachelor, master, PhD)
- ii. Nature of qualifications (PhD, Mphil, graduate/postgraduate certificates etc - implications)
- iii. Programmes ( eg indicating balance btween taught and research doctoral studies eg EdD, DBA- mainly taught?)
- iv. Award of qualifications (emphasis- must meet set skills/ELO)

## 8. Policy and Regulatory Framework



# Qualifications Levels



- The EAQFHE provides for 8 levels from basic ECD to Doctoral
- The EAQFHE is a harmonization tool
- Each level provides detailed descriptor in terms of the competences expected of the level holder



# Recent Developments



- EAQFHE:

East Africa Credit Accumulation and Transfer System (EACATS) in Higher Education

EAC Guidelines for Recognition of Prior Learning

EAC Policy for Recognition of Prior Learning

Qualifications database

Guidelines for development of programme benchmarks



# RTQF



- 44 Occupational Standards in leather, ICT, Energy and transport – developed
- Regional Framework for Occupational Competency Assessment and Certification has been developed and being implemented
- Regional Policy Framework for TVET Integration has developed
- Implementation Strategy for Regional Student Enrolment and Staff Exchange among RFTIs - developed and being implemented
- Guidelines for staff and student mobilities (National guidelines) are developed



# Thank you

# Merci