



## Project “Support to the implementation of the African Continental Qualifications Framework (ACQF-II)”

Visit the ACQF website: [www.acqf.africa](http://www.acqf.africa)

### Developing the ecosystem

Comprehensive Ghana National Qualifications Framework  
Recognition of Prior Learning Policy  
Credit Transfer and Accumulation System

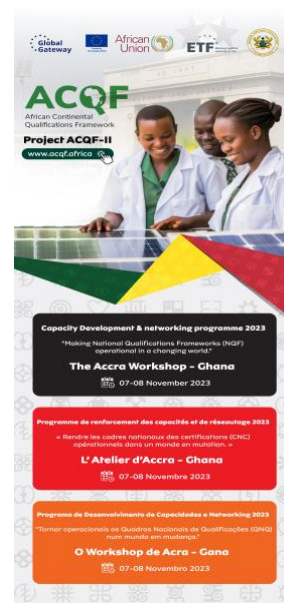
### Consultation and planning workshops

Visit [event webpage](#)

26 February to 01 March 2024

Venue: Ange Hill Hotel

Ange Hill Street, East Legon Accra



## 1 Background

Ghana's education policies are framed by the Education Strategic Plan 2018-2030.

Ghana has a valuable experience in developing and implementing the National TVET Qualifications Framework (NTVETQF). The learning outcomes approach is well rooted in the TVET system. The NTVETQF is focused on TVET qualifications and is coordinated by the Commission for Technical and Vocational Education and Training (CTVET).

The government and stakeholders are determined to enhance the policies and instruments providing better integration, linkages, and mobility between all sub-systems of education and training, ensuring quality and flexibility of lifelong upskilling and reskilling of the population, and improving the comparability with qualifications of other countries of strategic interest for Ghana.

To this end the country decided to develop and operationalise a National Qualifications Framework of comprehensive scope (all levels and sub-sectors of education and training), and the policies of fundamental importance for progression, mobility, and skills visibility: Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer System (CATS).

The Education Regulatory Bodies Act 2020, Act 1023. Section 8(4a) mandates the Ghana Tertiary Education Commission (GTEC), *"in collaboration with the relevant regulatory bodies and relevant institutions to develop and implement a comprehensive National Qualification Framework and a National Learners Qualifications Framework for the tertiary level"*.<sup>1</sup>

The GTEC, was created as a regulatory body in 2020, as the result of a merger between the former National Accreditation Board and the National Council for Tertiary Education.

This programme of consultation and planning workshops (26/February to 01/March 2024, in Accra) is co-organised with the Project "Supporting Implementation of the African Continental Qualifications Framework" (ACQF-II), upon GTEC's request, and in collaboration with the pertinent institutions and stakeholders. ACQF-II is a project of the African Union-European Union partnership, implemented by the European Training Foundation, in close cooperation with countries, regions and the African Union Commission.

Visit the ACQF website: [www.acqf.africa](http://www.acqf.africa)



---

<sup>1</sup> EDUCATION REGULATORY BODIES ACT, 2020 Act 1023. <https://ctvet.gov.gh/wp-content/uploads/2021/06/Education-Regulatory-Bodies-Act-2020.pdf>

## 2 Participants

The range of institutions and stakeholders participating in the Consultation and Planning workshops reflect the inclusive and wide scope of the new NQF, notably:

- Ghana Tertiary Education Commission
- Ministry of Education
- Ministry of Employment and Labour Relations
- Commission for Technical and Vocational Education and Training (C-TVET)
- Ghana Education Service
- West African Examinations Council
- National Council for Curriculum and Assessment
- National Union of Ghana Students
- Conference of Principals of Colleges of Education (PRINCOF)
- Vice Chancellors Ghana
- Vice Chancellor of Technical Universities of Ghana (VCTU-G)
- Council of Independent Universities (CIU)
- Association of Ghana Industries (AGI)
- Association of Professional Bodies
- Attorney General's Department



## 3 Objectives of the Consultation and Planning Workshops

The Workshops aim at defining the vision, main features and linkages of the three policies: the comprehensive NQF, RPL and CATS. The working methods are based on a series of participative brainstorming and development sessions, guided by the team of ACQF-II experts.

### Outputs:

1. Discussed and defined the key dimensions of the concept and architecture of the new comprehensive NQF: vision, main goals, scope, principles, levels, systemic linkages with all sub-sectors of education and training for lifelong learning.
  - Outputs: a) agreed annotated outline of the NQF document; b) agreed timeline and modalities of work of the consultation process.
2. Discussed and defined the main objectives, principles, governance and scope and outline of the RPL policy document.

- Outputs: a) agreed the annotated outline of the RPL policy document; b) agreed the roadmap and key milestones of the process.
- 3. Discussed and defined the key objectives, scope, application modalities and governance of the National Ghana CAT System and the outline of its policy document.
  - Output: a) agreed annotated outline of the CATS document; b) agreed the roadmap and key milestones of the process.
- 4. Shared views and common concepts in the Ghana NQF Working Group.
  - Outputs: shared views on governance of the comprehensive NQF; joint plan roadmap for 2024;

## 4 Agenda

### Day 1: 26 February

#### Chair: GTEC - ACQF-II

Time	Activity	Facilitation, involvement
<b>09.30-10.15</b>	Opening of the workshop. Objectives, agenda. Introduction of the participants.	GTEC, Ministry of Education
<b>10.15-11.00</b> <b>Session 1</b>	Setting the scene – overview on ACQF. Main concepts, principles, recent developments of NQF, RPL and CATS.	ACQF-II coordinator. E. Castel-Branco NQF Working Group (NQF WG)
<b>11.00-11.45</b> <b>Session 2</b>	Ghana – overview of the education and training system, reforms. Brief on the NTVETQF experience. Quality Assurance.	Ministry of Education, GTEC, CTVET NQF Working Group (NQF WG)
<b>11.45-13.00</b> <b>Session 3</b>	1 <sup>st</sup> debate: the comprehensive Ghana NQF. Brainstorming	ACQF-II expert. M. Graham NQF Working Group (NQF WG)
<b>13.00-13.45</b>	Lunch break	
<b>13.45-14.45</b> <b>Session 3 (cont.)</b>	1 <sup>st</sup> debate – conclusion	ACQF-II expert. M. Graham NQF Working Group (NQF WG)
<b>14.45-16.45</b> <b>Session 4</b>	2 <sup>nd</sup> debate – CATS Ghana. Brainstorming	ACQF-II expert. J. Mwewa NQF Working Group (NQF WG)
<b>16.45-17.00</b>	Wrap-up, conclusions.	

### Day 2: 27 February

#### Chair: GTEC - ACQF-II

Time	Activity	Facilitation, involvement
<b>09.30-12.00</b> <b>Session 5</b>	3 <sup>rd</sup> debate: RPL Ghana. Brainstorming	ACQF-II expert. P. Werquin NQF Working Group (NQF WG)

<b>12.00-13.00</b> <b>Session 6</b>	4 <sup>th</sup> debate: qualifications panorama Ghana – towards and inventory of qualification of all sub-sectors	ACQF-II coordinator. E. Castel-Branco NQF Working Group (NQF WG)
<b>13.00-13.45</b>	Lunch break	
<b>13.45-15.00</b> <b>Session 7</b>	5 <sup>th</sup> debate – qualifications database. Brainstorming.	ACQF-II coordinator. E. Castel-Branco NQF Working Group (NQF WG)
<b>15.00-16.45</b> <b>Session 8</b>	6 <sup>th</sup> debate – Governance of the comprehensive NQF.	ACQF-II experts: E. Castel-Branco, M. Graham NQF Working Group (NQF WG)
<b>16.45-17.00</b>	Wrap-up, conclusions.	

### Day 3: 28 February

#### Chair: GTEC - ACQF-II

Time	Activity	Facilitation, involvement
<b>09.30-13.00</b> <b>Session 9</b>	7 <sup>th</sup> debate: Integrated NQF – discussion and agreement on the scope and outline of NQF document.	NQF Working group M. Graham, E. Castel-Branco
<b>13.00-13.45</b>	Lunch break	
<b>13.45-16.45</b> <b>Session 10</b>	8 <sup>th</sup> debate: CATS Policy document - outline, priorities, objectives, principles, application rules. Discussion and agreement on the scope and outline of CATS document.	ACQF-II expert. J. Mwewa NQF Working Group (NQF WG)
<b>16.45-17.00</b>	Wrap-up, conclusions.	

### Day 4: 29 February

#### Chair: GTEC - ACQF-II

Time	Activity	Facilitation, involvement
<b>09.30-13.00</b> <b>Session 11</b>	9 <sup>th</sup> debate: RPL Policy document - outline; main priorities, objectives, scope, relations with NQF, governance. Views of different stakeholders. Discussion and agreement on the scope and outline of NQF document.	ACQF-II expert: P. Werquin NQF Working Group (NQF WG)
<b>13.00-13.45</b>	Lunch break	
<b>13.45-16.45</b> <b>Session 12</b>	10 <sup>th</sup> debate: Linking the dots. a) Governance, stakeholders, roles, financing; b) Monitoring and evaluation; c) Quality Assurance of NQF-RPL-CATS	ACQF-II experts: a) M. Graham; b) E. Castel-Branco; c) J. Mwewa
<b>16.45-17.00</b>	Wrap-up, conclusions.	

**Day 5: 01 March 2024**

**Chair: GTEC - ACQF-II**

Time	Activity	Facilitation, involvement
<b>09.30-13.00</b> <b>Session 13</b>	11 <sup>th</sup> debate: innovation, reforms, transformation - green and digital skills; emerging occupations; micro-credentials. Role and place in the eco-system NQF-RPL-CATS. Discussion and agreement on main principles.	ACQF-II experts: E.Castel-Branco, P. Werquin NQF Working Group (NQF WG)
<b>13.00-13.45</b>	Lunch break	
<b>13.45-15.15</b> <b>Session 14</b>	12 <sup>th</sup> debate: challenges and risks; clarifications; documentation. Final version of the roadmap 2024. Wrap-up, conclusions, next steps. Closure	ACQF-II experts. GTEC.

## 5 Methodology for brainstorming sessions

**Day 1, 26 February 2024**

**Session 3, 1st Debate – Towards the comprehensive Ghana NQF (further: “GNQF”). From 11.40 -13.00 and 13.45-14.45**

### Working Group - Table A: Vision, objectives, and principles of the GNQF

1. Benefits and added value: What will the country seek to improve, or achieve, via a new, integrated, and comprehensive QF?
2. Vision: What is vision of the new GNQF?
3. Objectives: What will be its main specific objectives?
4. Function: What will be the primary function of the GNQF: Communication NQF; Reforming NQF? Regulatory NQF? A combination?

*Notes: A communication NQF: clarifies, describes the current qualification system. Reforming framework – intended to raise the quality of the overall qualification system. Regulatory NQF - introduces mandatory rules & procedures and has implications of legal nature.*

5. Principles: What should be the GNQF’s main principles?
6. Components: What should be the main components of the GNQF?

*Examples: the map of levels, qualifications, and descriptors; the register / database of qualifications; qualifications standards; the monitoring and evaluation system; RPL system; CATS system; website; communication and outreach policy and instruments.*

## **Working Group - Table B: NQF structure, levels, and descriptors**

The new NQF will have a wide and comprehensive scope – to include all types and levels of qualifications. A 10-level structure is foreseen. Some guiding questions:

1. Scope of the GNQF:
  - a. Besides full formal qualifications, what other categories can be included in the GNQF? How do you see the inclusion of part qualifications, micro-credentials in the GNQF?
  - b. Openness to non-formal and informal learning and to recognition of prior learning.
2. Domains of level descriptors:
  - a. What domains of learning are essential for the GNQF, as a comprehensive NQF?  
*For example: a) Knowledge, skills, competences; b) knowledge, skills, autonomy and responsibility / attitudes; c) Other domains / combinations.*
  - b. How would you define each of these domains? *Some examples will be given.*
3. Scope and applicability of descriptors:
  - a. Option 1: one unified set of descriptors - describing the vertical and horizontal logic for all levels of the GNQF
  - b. Option 2: several sets of level descriptors - a) specific descriptors by sub-sector (academic, vocational; or: general, vocational pre-tertiary; tertiary)
  - c. A combination of both? Any other option?
4. A unified QF or a composition of sub-frameworks linked by common principles, descriptors and : should the GNQF be composed of several sub-frameworks, for example.: a) Academic / general education (all levels); b) Professional-vocational (all levels; certain number of levels).
5. Qualifications of specific professional sectors / associations (ex.: Accountancy): what are these qualifications? What are the issues to be addressed in respect to their place in the GNQF?
6. How can the GNQF be designed? A fan (like the Irish and the Zambian NQF? Or a commonly used grid?)

## **Working Group - Table C: the integrated NQF in its environment; enablers and barriers / or implementing an integrated NQF connected to its environment**

1. Identify the related domestic policy areas and strategies in education and training, in labour market policies, and wider socio-economic policies, where there will be an interaction and mutual influence with an integrated NQF.
2. What are the international relations/links to forge e.g., with regional qualifications frameworks? What international influences should be considered in developing the NQF (e.g.: the ACQF; AfCFTA; regional ECOWAS QF; Addis and Global Recognition

Conventions; recognition of qualifications for certain economic sectors or occupational areas; others).

3. What are the main potential obstacles to GNQF development and implementation?
4. What are the enablers of successful development? What conditions are required - technical, social, institutional?

#### **For all three tables**

1. What title will the country's comprehensive NQF have? For example, the "Ghanaian Qualifications Framework", or the "Ghanaian Qualifications Framework for Lifelong learning", or other options?

<b>Session 4 – 2<sup>nd</sup> debate – National Ghana CATS. Brainstorming. From 14.45-16.45.</b>
--

#### **Working Group – Table A: Current legal basis of CATS**

1. In which legislation or national policy is CATS anchored in Ghana?
2. Is there currently any written national document to inform the implementation of CATS in Ghana?
3. Is CATS implemented by education and training institutions in the country? If so,
  - a) What type of institutions are involved? a) Schooling? b) TVET? and c) Higher Education?
  - b) What are the characteristics of the student mobility profile? a) more imports? b) more exports? and c) more in-country movements?
  - c) Which CAT system is currently in use? a) SADC? b) ECTS? c) American?
  - d) How is a credit defined in relation to CATS?
  - e) How are credits allocated to learning programmes?
  - f) Is CATS part of the quality assurance system (internal, external) of the institutions?

#### **Working Group – Table B: Benefits, objectives, and scope of CATS in Ghana**

4. What would be the main purpose/ importance of developing a national policy or guidelines on CATS in Ghana?
5. If a national policy or guidelines on CATS were to be developed, which sub-sectors of education and training / NQF sub frameworks and type(s) of qualifications should it cover?
6. How will the linkage between the CATS, NQF and RPL be formed and sustained in the country?
7. How would you prefer the implementation of CATS to be done in the country?
  - a) National policy/ guidelines – NQF sub frameworks guidelines – education and training institutional procedures?
  - b) National policy/ guidelines – NQF sub frameworks guidelines?
  - c) National policy/ guidelines – education and training institutional procedures?



## **Working Group – Table C: Governance of CATS in Ghana**

8. With regards to governance, which institution/ agency would be better placed to oversee the development and implementation of CATS at national level?
9. Which stakeholders would be key in the development and implementation of CATS in Ghana?
10. What would be the limiting factors/ threats to the full implementation of CATS in the country?
11. What are the opportunities/ strengths that would enable the full implementation of CATS in the country?
12. How will CATS be financed in Ghana?

**Day 2, 27 February 2024**

**Session 5, 3<sup>rd</sup> debate – Ghana RPL. Brainstorming. From 09.30-12.00**

## **Working Group – Table A: Current status and legal basis of RPL**

1. How would you describe the state of development of RPL in Ghana?
2. Is RPL actually implemented in Ghana, even if only for piloting? Since when?
3. Is there a legislative framework regarding RPL in Ghana? How consistent is it with other legislative framework relevant to education, training, qualifications and labour force development?
4. Is there an official rhetoric, and/or document on RPL in Ghana? To what extent does it connect with qualifications framework and/or the labour market?
5. If yes to any of the questions 2-4, which educational sectors (general education, TVET, higher education, adult learning) or qualification levels (of the NQF) are covered by RPL?
6. If RPL is in place, even on a small scale, what is the actual process for applicant? Information? Guidance? Assessment?
7. If RPL is in place, even on a small scale, what does it lead to (e.g., credits, partial qualification, full qualification, exemption)?

## **Working Group – Table B: Benefits, objectives, and linkages of RPL**

1. Would you say RPL is relevant for your country? Why?
2. Which would be the main target group?
3. Which societal issue do you think RPL is able to address in Ghana (e.g., gender discrimination, decent wage, lack of visibility of skills and competences, migrations, other labour market issues)?
4. What is the general aim you see for RPL? What are the specific objectives?

5. If a comprehensive RPL system is to be established in Ghana: are there industry sectors, education and training sectors and/or qualifications levels that should be excluded from it?
6. How would quality assurance be best addressed for RPL in Ghana?
7. How do you see the connection between RPL and other relevant policy tools such as NQF, CATS, micro-credentials?

### **Working Group – Table C: Stakeholders, governance, M&E, challenges, and enablers of RPL**

1. Which stakeholders are most likely interested in RPL?
2. Which stakeholders should be involved in RPL?
3. Which body (existing or to be created) should oversee RPL in Ghana?
4. How would you see the dissemination of RPL to the regions of Ghana? How to ensure that RPL is an option even in remote rural areas?
5. What kind of legislation is appropriate to enact / further enhance the RPL policy? RPL Policy and Guidelines?
6. How would you see the content of the policy document on RPL in Ghana? What are the key issues it should address?
7. How can RPL be best financed? Who should do the costing?
8. Which body should oversee monitoring and evaluation of RPL?
9. Which are the main hindering factors for RPL in Ghana?
10. Which are the main helping factors for RPL in Ghana?
11. What are reasonable timelines for the implementation of RPL in Ghana?

<b>Session 6, 4<sup>th</sup> debate – Qualifications Panorama in Ghana. From 12.00-13.00</b>
--

### **Discussion in plenary**

1. What qualification types exist currently in Ghana? (degrees, diplomas, certificates, micro-credentials...) / by sub-sector (general education, TVET, higher education, adult education, alphabetization, industry-based training, others ...).
2. What are the official requirements for qualifications to be accredited / registered in Ghana. For ex.: structure of the qualification / standard; based on learning outcomes; relevance for labour market needs; credits; coherence / link to classification (education; occupational); duration of accreditation; access to qualification via RPL; professional or sector involved in design / approval.
3. Which institutions provide / are responsible for quality assurance of qualifications? And for their registration?
4. How and where are qualifications registered? For ex.: central national qualifications register; register of the Quality Assurance body / bodies; register of regulators.

5. In digital format and database(s).
6. Accessible online for end users – partial or full information
7. Currently approx. how many qualifications are:
  - a. Quality Assured and registered by the relevant institutions (GTEC, CTVET, others)
  - b. Renewed annually?
  - c. On offer for users – by different bodies and providers (especially: TVET, Higher education; small size qualifications / micro-credentials)
8. Main features of the future Ghana Qualifications Database: your views.

**Session 7, 5<sup>th</sup> debate – Qualifications Database in Ghana. From 13.45-15.00**

**Discussion in plenary**

1. Start: please complete the survey at: <https://forms.office.com/e/NLAAGQNTfb>  
(15 min)



2. Discussion of the obtained results.
3. Main shared views. Main differences and discrepancies
4. Wrap-up. Conclusions and recommendations

**Session 8, 6<sup>th</sup> debate – Governance of the comprehensive NQF (further: “GNQF”). From 15.00 -16.45**

***Brief background information***

*Form follows function and scope. A comprehensive NQF requires a governance set-up that is coherent and adequate to the scope and considers the lead institutions of all concerned sub-sectors and their linkages. Unlike the governance of a sectoral QF focused on qualifications of one single sub-sector (e.g. TVET or higher education), which builds on linkages of key bodies of the given sub-sector.*

*The functions of the NQF determine the organisational structure of the lead NQF body; and the linkages with the relevant regulatory bodies, the contributions, and interactions of the key entities of the national qualifications system (standards development, curriculum development, learner assessment, quality assurance / accreditation) and the role of socio-economic partners (employers, trade unions, professional bodies).*

*NQF governance models vary. Examples: a) National Qualifications Authority (Institute); b) Specific Directorate / department in an existing body (such as Quality Assurance Agency); c) Inter-agency NQF technical commission reporting to a governmental authority of transversal nature; d) Ministerial department. In Africa there is a relatively large number of cases of model a) (Angola, Botswana, Kenya, Mauritius, Namibia, Seychelles, South Africa, Zambia).*

### **Guiding questions:**

#### **Working Group - Table A: Governing structures and arrangements**

1. Lead role in respect to GNQF: GTEC

*Act 1023 of 2020, 8) 4, a): GTEC shall...“in collaboration with the relevant regulatory bodies and relevant institutions, develop and implement a National Qualification Framework and National Learners' Qualification Framework at the tertiary level”.*

- a) Is the scope and meaning of this role clear enough among other institutions, actors, and stakeholders? Any important issues?
- b) What are the “relevant regulatory bodies and institutions” mentioned in the Act 1023?
- c) How to optimise the linkages and interactions of all involved bodies and GTEC in respect to the GNQF coordination and implementation?
- d) NQF coordination instance (short and medium term): i) In form of a Commission, Council, other, led by GTEC and composed of all relevant bodies – to ensure coordination and effective interactions and collaborations; ii) NQF Authority (or similar). Your views and recommendations on this matter.
- e) Capacities and resources (human, financial, technical) to ensure development and implementation of GNQF?

#### **Working Group - Table B: actors, and their roles and functions**

1. There are two broad roles in governing an NQF: a) strategy and coordination and b) day to day implementation functions.
  - a. What options do you recommend for allocation and organisation of these roles? Overarching NQF Commission (or eventually an NQF Authority), GTEC, CTNET, other regulators, Sector Skills Councils, Quality Assurance bodies, central government, regional level instances...

- b. NQF communication, visibility and outreach: which institution will ensure this function?
2. Which will be the most important technical functions of the NQF governance structure? For example:
  - a. Defining priority qualifications for review and development
  - b. Designing standards
  - c. Designing qualifications
  - d. Registering qualifications in the GNQF
  - e. maintaining the qualifications register or database (and other databases – providers, learners’ achievements, others)
  - f. Quality assurance of the NQF
  - g. Learners’ assessment
  - h. Recognition of qualifications
  - i. Monitoring and evaluation of GNQF
  - j. Data collection and analysis, skills demand studies, graduate tracking
3. Which bodies will exercise these technical functions in coordination with the NQF governance structure?

**Table C: Stakeholders**

In building the new GNQF, GTEC has already established platforms to facilitate discussion and consultation with stakeholders.

1. Are stakeholders informed on qualification reform in the country, and on the roles of key institutions, especially GTEC?
2. Is the government open to increasing the involvement of non-government stakeholders in developing the NQF?
3. What formal dialogue is there, institutionalised in platforms, and mandated in regulations/law, to contribute to qualification system reform?
4. What type of stakeholder dialogue is there in Ghana in qualifications? Is it:
  - a. informative (the public authorities only inform stakeholders about decisions in qualifications).
  - b. consultative (stakeholders are consulted and their opinions may influence decisions by public authorities).
  - c. cooperative (stakeholders participate in decisions).
  - d. decisional (stakeholders themselves make the decisions)?

Are existing qualifications considered relevant by learners and their families, and by employers?

**For all Working Groups:**

- What are principal laws on qualifications?
- What type of legislation is needed to enact the new GNQF?

## 6 Sources

### National sources

EDUCATION REGULATORY BODIES ACT, 2020, Act 1023. <https://ctvet.gov.gh/wp-content/uploads/2021/06/Education-Regulatory-Bodies-Act-2020.pdf>

GTEC. <https://gtec.edu.gh/>

GTEC – list of accredited institutions. <https://gtec.edu.gh/accredited-institutions>

CTVET. <https://ctvet.gov.gh/>

National TVET Qualifications Framework. <https://ctvet.gov.gh/qualifications-framework/>

List of accredited TVET programmes. <https://ctvet.gov.gh/accredited-programmes-2/>

### Resources and publications of the project ACQF

#### 2021-2023 (updated 12/02/2024)

##### ACQF resources and collections

ACQF website: <https://acqf.africa/>

ACQF Guidelines: <https://acqf.africa/resources/policy-guidelines/acqf-guidelines>

ACQF Training Modules: <https://acqf.africa/capacity-development-programme/training-modules>

ACQF Peer Learning Webinars: <https://acqf.africa/capacity-development-programme/webinars>

ACQF Thematic Briefs: <https://acqf.africa/capacity-development-programme/thematic-briefs>

ACQF Mapping study collection: <https://acqf.africa/resources/mapping-study>

ACQF on Recognition of Prior Learning: <https://acqf.africa/resources/recognition-of-prior-learning>

ACQF News articles: <https://acqf.africa/news>

#### 2021

ACQF (African Continental Qualifications Framework). 2021a. ACQF Capacity Development Programme. Thematic Brief 1. Concepts and definitions on qualifications and qualifications frameworks. Author: E. Castel-Branco. <https://acqf.africa/capacity-development-programme/thematic-briefs/acqf-thematic-brief-1-concepts-and-definitions>.

ACQF (African Continental Qualifications Framework). 2021a. Towards the African Continental Qualifications Framework – Mapping report. AU-EU Skills for Youth Employability Programme – SIFA Technical Cooperation. Authors: J. Keevy, A. Bateman, E. Castel-Branco, L. Mavimbela, J. Adotevi, L. Sutherland, R. Matlala, U. Kyari and T. Sibiyi. <https://acqf.africa/resources/mapping-study/acqf-mapping-report-comprehensive>.

ACQF (African Continental Qualifications Framework). 2021b. Towards the African Continental Qualifications Framework – Synthesis. AU-EU Skills for Youth Employability Programme – SIFA Technical Cooperation. Authors: J. Keevy, A. Bateman, E. Castel-Branco, L. Mavimbela, J. Adotevi, L. Sutherland, R. Matlala. <https://acqf.africa/resources/mapping-study/acqf-mapping-report-synthesis>.

ACQF (African Continental Qualifications Framework). 2021c. ACQF Thematic Brief 4.1: Regional Qualifications Frameworks. <https://acqf.africa/capacity-development-programme/thematic-briefs/acqf-thematic-brief-4-1-regional-qualifications-frameworks-rqf>.

ACQF. 2021. Thematic Brief 1: concepts and definitions. <https://acqf.africa/capacity-development-programme/thematic-briefs/acqf-thematic-brief-1-concepts-and-definitions>

ACQF. 2021. Thematic Brief 2: Competences frameworks. Author: E. Castel-Branco. <https://acqf.africa/capacity-development-programme/thematic-briefs/acqf-thematic-brief-2-competences-frameworks>

ACQF. 2021. Thematic Brief 3.1: Level descriptors. Author: E. Castel-Branco. <https://acqf.africa/capacity-development-programme/thematic-briefs/acqf-thematic-brief-3-1-level-descriptors>

ACQF. 2021. Thematic Brief 4.1: Regional Qualifications Frameworks. Author: E. Castel-Branco. <https://acqf.africa/capacity-development-programme/thematic-briefs/acqf-thematic-brief-4-1-regional-qualifications-frameworks-rqf>

ACQF. 2021. Thematic Brief 6.1: TVET Quality Assurance. Author: E. Castel-Branco. [https://acqf.africa/capacity-development-programme/thematic-briefs/acqf-thematic-brief-6-1-tvet-quality-assurance/@@display-file/file/ACQF Thematic%20Brief 6.1 TVET%20Quality%20Assurance WEB.pdf](https://acqf.africa/capacity-development-programme/thematic-briefs/acqf-thematic-brief-6-1-tvet-quality-assurance/@@display-file/file/ACQF%20Thematic%20Brief%206.1%20TVET%20Quality%20Assurance%20WEB.pdf)

ACQF. 2021. Thematic Brief 11. Governance and management of NQFs. Author: E. J. Mukhwana. <https://acqf.africa/capacity-development-programme/thematic-briefs/acqf-thematic-brief-11-governance-of-ngfs-ngs>

## **2022**

ACQF. 2022a. Guideline 1: Learning outcomes in the context of NQFs and ACQF. Author: C. Jaftha. <https://acqf.africa/resources/policy-guidelines/acqf-guidelines/acqf-guideline-1-learning-outcomes-in-the-context-of-qualifications-frameworks-and-systems>

ACQF. 2022b. Guideline 2: Levels and level descriptors in the context of ACQF. Author: C. Jaftha. <https://acqf.africa/resources/policy-guidelines/acqf-guidelines/acqf-guideline-2-levels-and-level-descriptors-in-the-context-of-acqf>

ACQF. 2022c. Guideline 3: Referencing to ACQF. Authors: C. Jaftha, E. Castel-Branco. <https://acqf.africa/resources/policy-guidelines/acqf-guidelines/acqf-guideline-1-referencing-to-acqf>

ACQF. 2022d. Guideline 4: Validation and recognition of learning. Authors: M. Chiyaba, M. Hamalabbi, F. Cheelo, J. Mwewa. <https://acqf.africa/resources/policy-guidelines/acqf-guidelines/acqf-guideline-3-validation-of-learning>

ACQF. 2022e. Guideline 5: Quality assurance in the context of ACQF. Authors: E. Castel-Branco, K. Allgoo. <https://acqf.africa/resources/policy-guidelines/acqf-guidelines/acqf-guideline-5-quality-assurance-in-the-context-of-qualifications-and-acqf>

ACQF. 2022f. Guideline 6: Registers / databases of qualifications. Authors: M. Chiyaba, M. Hamalabbi, F. Cheelo, J. Mwewa. <https://acqf.africa/resources/policy-guidelines/acqf-guidelines/acqf-guideline-6-registers-and-databases-of-qualifications>

ACQF. 2022g. Guideline 7: Monitoring and evaluation in the context of NQF and ACQF. Authors: E. Hazell, Z. MacDonald. <https://acqf.africa/resources/policy-guidelines/acqf-guidelines/acqf-guideline-7-monitoring-and-evaluation-in-the-context-of-national-qualifications-frameworks-and-acqf>

ACQF. 2022h. Guideline 8: Communication and outreach in the context of NQF and ACQF. Author: C. Jaftha. <https://acqf.africa/resources/policy-guidelines/acqf-guidelines/acqf-guideline-8-communication-and-outreach-in-the-context-of-qualifications-frameworks-and-acqf>

ACQF. 2022i. Guideline 9: Innovation and technology in the context of NQF and ACQF. Authors: K. Shiohira, P. Molokwane et al. <https://acqf.africa/resources/policy-guidelines/acqf-guidelines/acqf-guideline-9-innovation-and-technology-in-the-context-of-national-qualifications-frameworks-and-acqf>

ACQF. 2022j. Guideline 10: Qualifications and Qualifications Frameworks – the systemic view. Author: A. Bateman. <https://acqf.africa/resources/policy-guidelines/acqf-guidelines/acqf-guideline-10-qualifications-and-national-qualifications-frameworks-systemic-view-1>

ACQF. 2022k. Implementing Competence-Based Training and Education. A practical handbook for educational professionals and policy makers. <https://acqf.africa/capacity-development-programme/training-modules/handbook-on-competence-based-training-cbt>

ACQF. 2022l. Training module 1: Learning Outcomes in Qualifications Frameworks and Systems. AU-EU Skills for Youth Employability Programme – SIFA Technical Cooperation. Author: C. Jaftha. <https://acqf.africa/capacity-development-programme/training-modules/training-modules-1-to-10-english/training-module-1-learning-outcomes>

ACQF. 2022m. Training module 2: Levels and level descriptors. AU-EU Skills for Youth Employability Programme – SIFA Technical Cooperation. Author: C. Jaftha. Contributors: A. Bateman, E. Castel-Branco.

<https://acqf.africa/capacity-development-programme/training-modules/training-modules-1-to-10-english/training-module-2-levels-and-level-descriptors-in-the-context-of-acqf>

ACQF. 2022n. Training module 3: Referencing to ACQF. AU-EU Skills for Youth Employability Programme – SIFA Technical Cooperation. Authors: C. Jaftha, E. Castel-Branco. <https://acqf.africa/capacity-development-programme/training-modules/training-modules-1-to-10-english/training-module-3-referencing-to-acqf>

ACQF. 2022o. Training module 4: Validation and recognition of learning. AU-EU Skills for Youth Employability Programme – SIFA Technical Cooperation. Authors: M. Chiyaba, M. Hamalabbi, F. Cheelo and J. Mwewa. <https://acqf.africa/capacity-development-programme/training-modules/training-modules-1-to-10-english/training-module-4-validation-and-recognition-of-learning>

ACQF. 2022p. Training module 5: Quality Assurance in the context of ACQF. AU-EU Skills for Youth Employability Programme – SIFA Technical Cooperation. Authors: E. Castel-Branco, K. Allgoo. <https://acqf.africa/capacity-development-programme/training-modules/training-modules-1-to-10-english/training-module-5-quality-assurance-in-the-context-of-the-acqf>

ACQF. 2022q. Training module 6: Registration and databases of qualifications. AU-EU Skills for Youth Employability Programme – SIFA Technical Cooperation. Authors: M. Chiyaba, M. Hamalabbi, F. Cheelo and J. Mwewa. Contributor: E. Castel-Branco. <https://acqf.africa/capacity-development-programme/training-modules/training-modules-1-to-10-english/training-module-6-registers-databases-of-qualifications>

ACQF. 2022r. Training module 7: Monitoring and evaluation in the context of qualifications frameworks or systems. AU-EU Skills for Youth Employability Programme – SIFA Technical Cooperation. Authors: Eleanor Hazell, Zahraa McDonald et al. Contributor: E. Castel-Branco. <https://acqf.africa/capacity-development-programme/training-modules/training-modules-1-to-10-english/training-module-7-monitoring-and-evaluation-the-context-of-nqfs-and-acqf>

ACQF. 2022s. Training module 8: Communication and outreach in the context of NQF and ACQF. AU-EU Skills for Youth Employability Programme – SIFA Technical Cooperation. Author: C. Jaftha. <https://acqf.africa/capacity-development-programme/training-modules/training-modules-1-to-10-english/training-module-8-communication-and-outreach-in-the-context-of-nqf-acqf>

ACQF. 2022t. Training module 9: Innovation and technology in the context of qualifications systems. AU-EU Skills for Youth Employability Programme – SIFA Technical Cooperation. Authors: K. Shiohira, P. Molokwane. <https://acqf.africa/capacity-development-programme/training-modules/training-modules-1-to-10-english/training-module-9-innovation-and-technology-in-the-context-of-qualifications-and-nqfs>

ACQF. 2022u. Training module 10: Qualifications and qualifications frameworks: the systemic view. AU-EU Skills for Youth Employability Programme – SIFA Technical Cooperation. Author: A. Bateman. Contributor: E. Castel-Branco. <https://acqf.africa/capacity-development-programme/training-modules/training-modules-1-to-10-english/training-module-10-qualifications-and-qualifications-frameworks-a-systemic-view>

ACQF. 2022v. Thematic Brief 8: Qualifications Frameworks in a changing world. <https://acqf.africa/capacity-development-programme/thematic-briefs/acqf-thematic-brief-8-qualifications-frameworks-in-a-changing-world>

ACQF. 2022w. Thematic Brief 9. Competence-based training – a brief overview. Author: E. Castel-Branco. <https://acqf.africa/capacity-development-programme/thematic-briefs/acqf-thematic-brief-9-competence-based-training-cbt-a-brief-overview>

ACQF. 2022x. Thematic Brief 10. ACQF level descriptors, the story of the development journey. Author: C. Jaftha. <https://acqf.africa/capacity-development-programme/thematic-briefs/acqf-thematic-brief-10-acqf-level-descriptors-the-story-of-the-development-journey>

ACQF. 2022y. 12 NQFs in Africa: key features. <https://acqf.africa/resources/mapping-study/12-nqfs-in-africa-key-features-2022>

ACQF. 2022z. Progress report ACQF project presented to 5<sup>th</sup> meeting of Advisory Group ACQF (26/05/2022). <https://acqf.africa/resources/policy-guidelines/webinars/progress-report-of-acqf-development-project-presented-to-acqf-ag-5-meeting-26-05-2022>



ACQF. 2022z. Rapport d'avancement du projet ACQF présenté à la réunion du Groupe Consultatif ACQF (26/05/2022). <https://acqf.africa/resources/policy-guidelines/webinars/rapport-davancement-du-projet-acqf-presente-a-la-reunion-do-groupe-consultatif-de-lacqf-26-05-2022>

ACQF. 2022z. Relatório de progresso do projeto ACQF apresentado à reunião do Grupo Consultivo do ACQF (26/05/2022). <https://acqf.africa/resources/policy-guidelines/webinars/relatorio-de-progresso-do-projeto-acqf-ate-17-maio-2022>

ACQF. 2022aa. A Brief Handbook on the ACQF. <https://acqf.africa/resources/policy-guidelines/acqf-guidelines>

ACQF. 2022bb. Breve Guia Metodológico - Desenvolvimento de Qualificações Profissionais. Author: O. Correia. <https://acqf.africa/capacity-development-programme/support-to-countries/supporting-the-nqf-development-process-in-guine-bissau/guia-breve-de-desenvolvimento-de-qualificacoes-profissionais-brief-methodological-guide-on-development-of-professional-qualifications-pt>

## **2023**

ACQF. 2023a. Thematic Brief 13: Micro-credentials: concepts, debates, experiences – towards a common understanding in different parts of the world. Author: E. Castel-Branco. <https://acqf.africa/capacity-development-programme/thematic-briefs/acqf-thematic-brief-13-micro-credentials-concepts-debates-experiences-2013-towards-a-common-understanding-in-different-parts-of-the-world>

ACQF. 2023b. Thematic Brief 14: Recognition of Prior Learning gives us wings for transitions to decent work, learning and social activity. Author: E. Castel-Branco. <https://acqf.africa/capacity-development-programme/thematic-briefs/acqf-thematic-brief-14-recognition-of-prior-learning-gives-us-wings-for-transitions-to-decent-work-learning-and-social-activity>

ACQF Policy Document (validated by African Union Member States). 2023. <https://acqf.africa/resources/policy-guidelines/acqf-policy-document-upon-validation-by-au-member-states-en-fr-pt/acqf-policy-document-en>

ACQF. 2023. Technical Note 2. Registration of Qualifications – comparison. <https://acqf.africa/capacity-development-programme/technical-notes/technical-note-2-registration-of-qualifications-comparison>

**Contact:** Eduarda Castel-Branco, [ecb@etf.europa.eu](mailto:ecb@etf.europa.eu)



**Project “Support to the implementation of the African Continental Qualifications Framework (ACQF-II)”**

Visit the ACQF website: [www.acqf.africa](http://www.acqf.africa)