ACQF
African Continental
Qualifications Framework

3rd Debate:
Recognition of Prior Learning (RPL) in Ghana, Brainstorming Session
27th February 2024

**Facilitation, involvement:
Patrick Werquin, NQF WG**

ACQF   3rd Debate (150 minutes) – Modus Operandi

1. **Introductory Presentation (20 minutes)**

2. **Creation of Groups (10 minutes)**
- Group 1, Table A: Current status and legal basis of RPL in Ghana
- Group 2, Table B: Benefits, objectives, and linkages of RPL
- Group 3, Table C: Stakeholders, governance, M&E, challenges, and enablers of RPL

3. Group discussions based on provided guiding questions, all group members (45 minutes)
- Each group to nominate a moderator, a rapporteur/note-taker and a presenter
- Presenters to take note of main conclusions/recommendations on provided coloured papers and stick on flip chart

4. **Group presenters to present main conclusions/ recommendations to the meeting (15 min./group=45 min.).** Meeting takes note of points of clarification/ burning issues for discussion

5. **Meeting discussion and noting of final conclusions and recommendations by ACQF-II team (30 minutes)**

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ACQF Programme

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RPL – What is it?

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- RPL is a <u>process</u> to make <u>visible</u> non-formal and informal learning outcomes (ACQF, E. Castel-Branco, Thematic CDP Brief 14)

- RPL is another (new) <u>route</u> to qualifications

- Individuals learn <u>everywhere and all the time</u>, throughout life, and the corresponding learning outcomes should be given currency

- This is done through the <u>awarding</u> of a full fledge qualification, a partial qualification, credits, or any other documents allowing individuals to substantiate their skills and competences (documents)

- RPL is also about <u>equity</u>, especially in the context of the NQF

RPL – Who is it for?

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- Target group(s)

- Many names

- ALL countries in the World

- Very relevant in Africa in general and in <u>Ghana</u> in particular because skills and competences are there but they may not be visible

RPL – Key Mechanisms

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- Unemployment

- Lifelong learning

- New forms of learning (distance, hybrid)

- Formalisation of non-formal and informal learning

- Formalisation of informal apprenticeship

- Micro credential

RPL – Benefits

- Individuals

- Employers

- Government

- Trade union, worker associations

- Learners, students and student associations

RPL – Key Ideas

- Learning outcomes

- Cost

- Not a competitor to the formal learning system

- Assessment

- Double currency

- No good or bad RPL system

- New route to qualification

- Qualifications standards

- Societal recognition

- Employability

RPL – Process

Stages	Purposes
Information, advice and guidance	Greeting learners (potential applicants)
	Information and guidance to the potential applicant (comprehensive, with information about the benefits, the process and its potential duration)
	Identification of the evidence to substantiate claim for application (partly with RPL staff)
	Decision of the individual to apply
Administrative registration	Provision of the administrative form
	Guidance 1 (light)
	Handover of the administrative form by the applicant
	Waiting time (Decision to accept the application by the RPL staff)
Application screening and eligibility	Guidance 2 (intermediate, including advice about evidence gathering)
	Handover of the eligibility portfolio
	Eligibility interview
	Waiting time (Decision to send the applicant to the assessment by RPL staff))
Assessment (of learning outcomes and competences)	Guidance 3 (comprehensive, especially concerning the preparation to the assessment)
	Handover of the portfolio of [self-analysed] competences.
	Waiting time (Analysis of the portfolio of competences by assessor(s))
	Waiting time (Convening notice send to applicants)
	Supplementary assessment (see Box 11)
	Interview with the panel of assessors
Certification (of competences)	Waiting time (Validation of the learning outcomes and competences)
	Waiting time (Making and stamping of the qualification) – Recording of outcome
	Awarding of a qualification to successful applicants.
	Explaining the reasons for failure to unsuccessful applicants. Suggestions for further practice, or formal education and training.

RPL – Questions Please

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ACQF **Programme**

2. Creation of Groups (10 minutes)
- Group 1, Table A: Current status and legal basis of RPL
- Group 2, Table B: Benefits, objectives, and linkages of RPL
- Group 3, Table C: Stakeholders, governance, M&E, challenges, and enablers of RPL

3. Group discussions based on provided guiding questions, all group members (40 minutes)
- Each group to nominate a moderator, a rapporteur/note-taker and a presenter
- Presenters to take note of main conclusions/recommendations on provided coloured papers and stick on flip chart

4. Group presenters to present main conclusions/ recommendations to the meeting (15 minutes/ Group). Meeting takes note of points of clarification/ burning issues for discussion

5. Meeting discussion and noting of final conclusions and recommendations by ACQF-II team (30 minutes)

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1. Introductory Presentation (20 minutes)

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Programme

ACQF

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2. **Creation of Groups (10 minutes)**
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-   Group 2, Table B: Benefits, objectives, and linkages of RPL
-   Group 3, Table C: Stakeholders, governance, M&E, challenges, and enablers of RPL

3. **Group discussions based on provided guiding questions, all group members (40 minutes)**
- Each group to nominate a moderator, a rapporteur/note-taker and a presenter
- Presenters to take note of main conclusions/recommendations on provided coloured papers and stick on flip chart

4. **Group presenters to present main conclusions/ recommendations to the meeting (15 minutes/ Group)**. Meeting takes note of points of clarification/ burning issues for discussion

5. **Meeting discussion and noting of final conclusions and recommendations by ACQF-II team (30 minutes)**

Ghana RPL Brainstorming Session

Notes from Group 1

- ...
- ...

- ...
- ...

Notes from Group 3

- ...
- ...

ACQF **Programme**

1. **Introductory Presentation (15 minutes)**

2. **Creation of Groups (4 minutes)**
- Group 1, Table A: Current status and legal basis of RPL
- Group 2, Table B: Benefits, objectives, and linkages of RPL
- Group 3, Table C: Stakeholders, governance, M&E, challenges, and enablers of RPL

3. Group discussions based on provided guiding questions, all group members (35 minutes)
- Each group to nominate a moderator, a rapporteur/note-taker and a presenter
- Presenters to take note of main conclusions/recommendations on provided coloured papers and stick on flip chart

4. **Group presenters to present main conclusions/ recommendations to the meeting (12 minutes/ Group).** Meeting takes note of points of clarification/ burning issues for discussion

5. Meeting discussion and noting of final conclusions and recommendations by ACQF-II team (30 minutes)

Ghana RPL Brainstorming Session

Notes from Final Plenary

- …
- …

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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)?

Questions for Group 2 – 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?

Questions for Group 3 – 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?

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