ACQF
African Continental
Qualifications Framework

ACQF
Inaugural Workshop

12-13 July 2023
Headquarters African Union

Day 3

Sessions 12 and 13

Speakers:

Eduarda Castel-Branco, Emmanuel Okonkwo, James Mwewa

Patrick Werquin

Global Gateway

Funded by the European Union

African Union

ETF Working together Learning for life
European Training Foundation

Agenda

ACQF-II project: cont.

- Session 12: Support to countries' NQF development and implementation
- Session 13: RPL Campaign

Meeting ACQF AG

- Session 15: Opening
- Session 16: Role and functions of ACQF AG (update)
- Session 17: Governance – Network African NQF
- Session 18: Referencing
- Session 19: Communication and advocacy
- Conclusions

12

Session 12

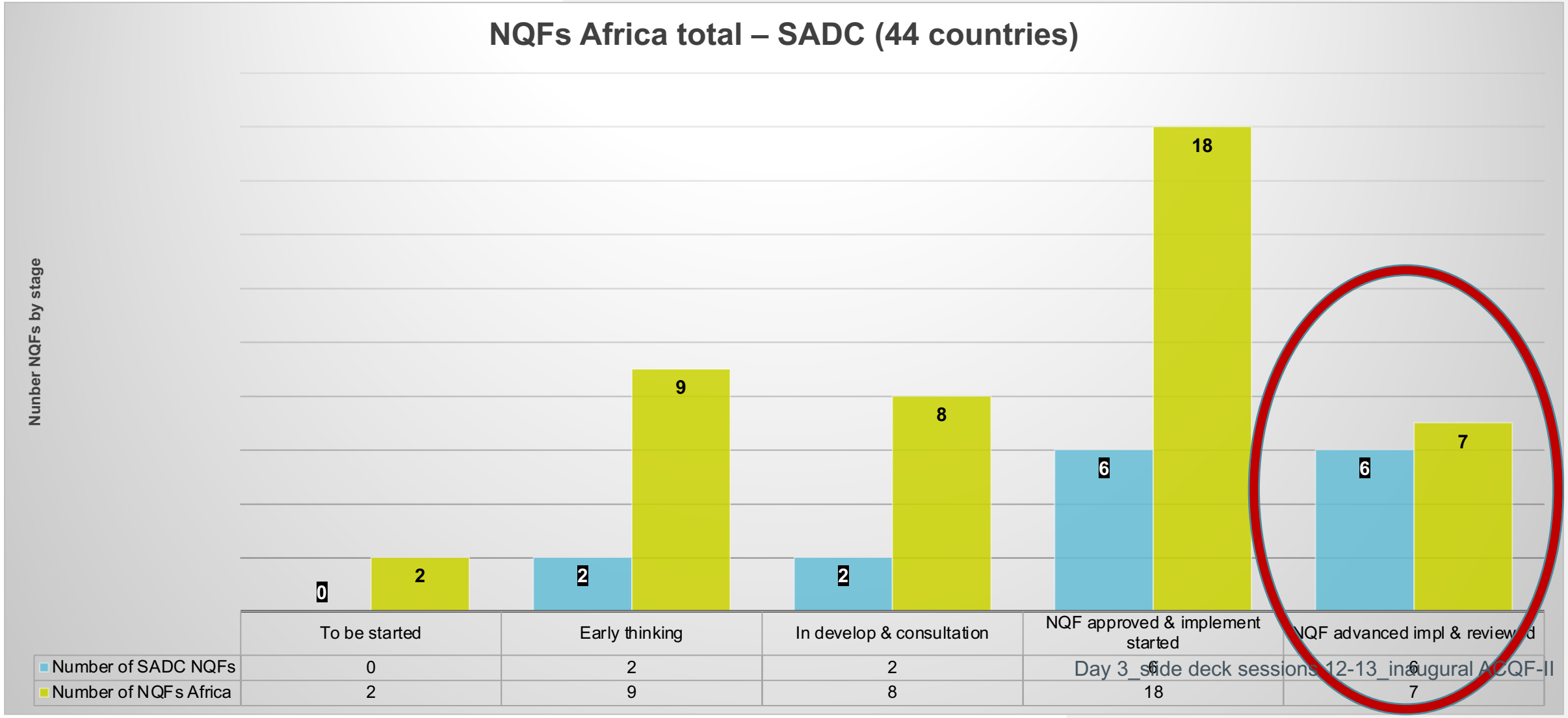
Output 2.1: Support to countries NQF developments and implementation. Overview, plans

Speakers: Eduarda Castel-Branco, James Mwewa

ACQF

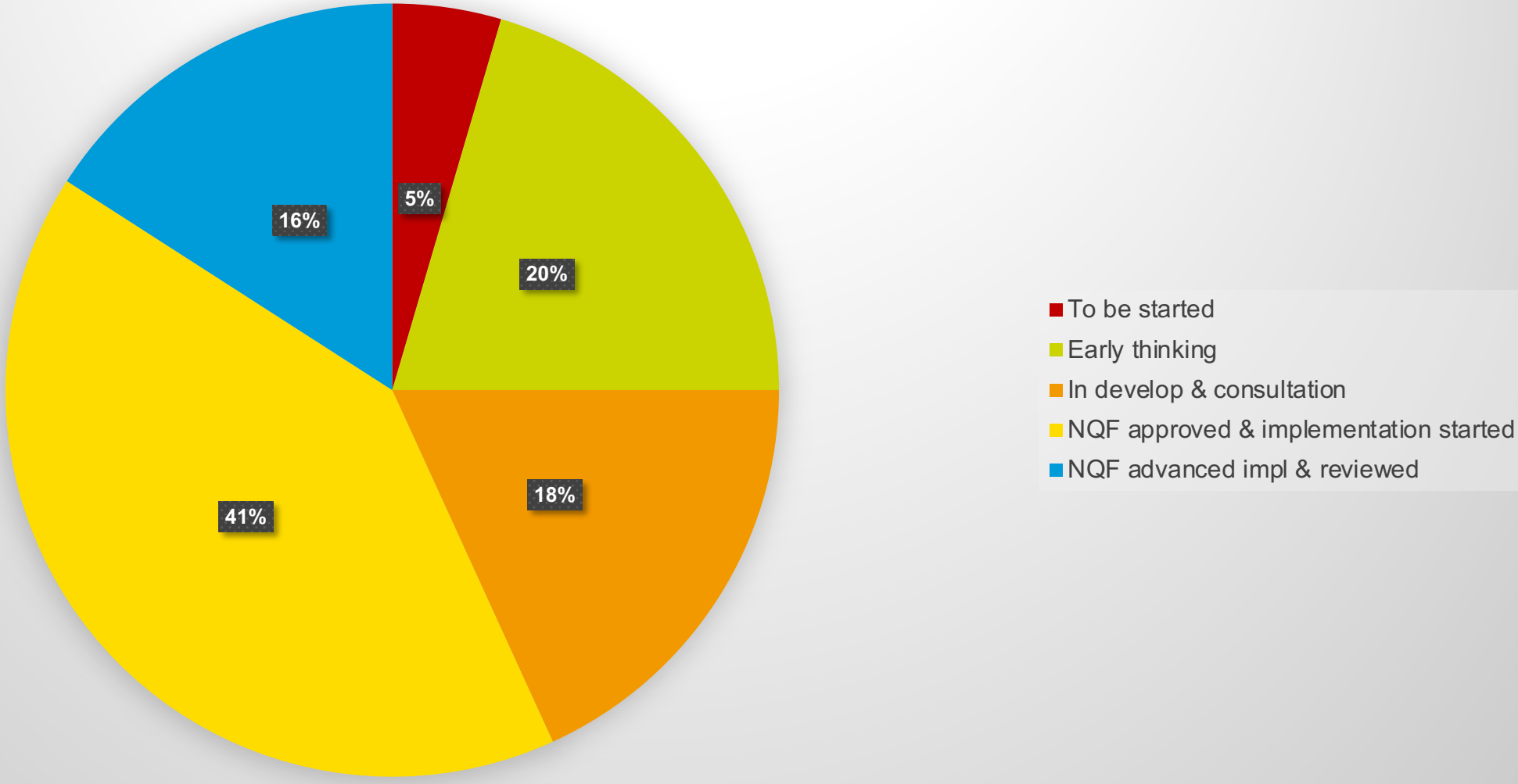
State of play

NQF IN AFRICA – BY STAGE OF DEVELOPMENT



	To be started	Early thinking	In develop & consultation	NQF approved & implement started	NQF advanced impl & reviewed
Number of SADC NQFs	0	2	2	6	6
Number of NQFs Africa	2	9	8	18	7

NQFs in Africa: by 5 stages of development and implementation (2022). Number: 44 countries



RPL: LEGAL BASIS ADOPTED AND REVISED

SEYCHELLES QUALIFICATIONS AUTHORITY

National Guidelines for the Implementation of Recognition of Prior Learning (RPL)

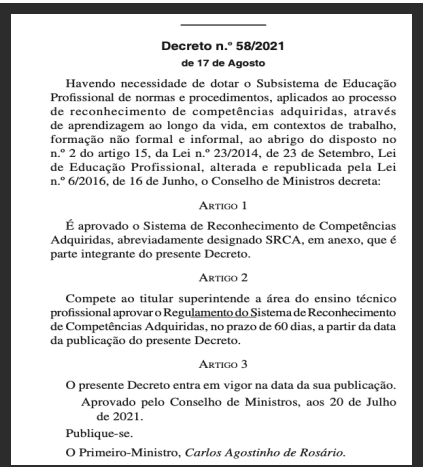
July 2017

SQA
Recognising your Competencies

Terça-feira, 17 de Agosto de 2021 I SÉRIE — Número 158

BOLETIM DA REPÚBLICA

PUBLICAÇÃO OFICIAL DA REPÚBLICA DE MOÇAMBIQUE


Decreto n.º 58/2021
de 17 de Agosto

Havendo necessidade de dotar o Subsistema de Educação Profissional de normas e procedimentos, aplicados ao processo de reconhecimento de competências adquiridas, através de aprendizagem ao longo da vida, em contextos de trabalho, formação não formal e informal, ao abrigo do disposto no n.º 2 do artigo 15, da Lei n.º 23/2014, de 23 de Setembro, Lei de Educação Profissional, alterada e republicada pela Lei n.º 6/2016, de 16 de Junho, o Conselho de Ministros decreta:

ARTIGO 1

É aprovado o Sistema de Reconhecimento de Competências Adquiridas, abreviadamente designado SRCA, em anexo, que é parte integrante do presente Decreto.

ARTIGO 2

Compete ao titular superintende a área do ensino técnico profissional aprovar o Regulamento do Sistema de Reconhecimento de Competências Adquiridas, no prazo de 60 dias, a partir da data da publicação do presente Decreto.

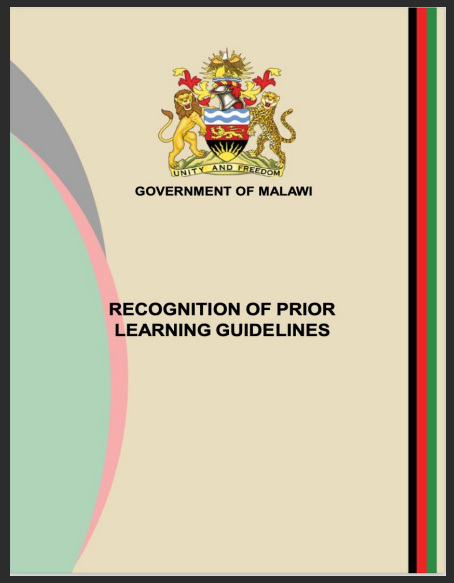
ARTIGO 3

O presente Decreto entra em vigor na data da sua publicação.

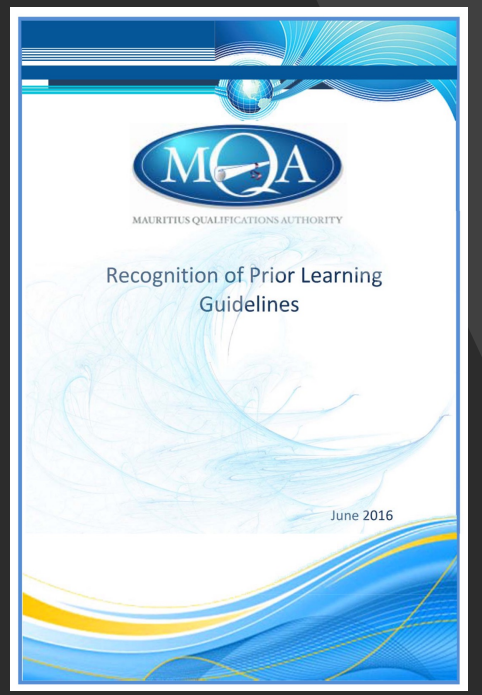
Aprovado pelo Conselho de Ministros, aos 20 de Julho de 2021.

Publique-se.

O Primeiro-Ministro, *Carlos Agostinho de Rosário.*

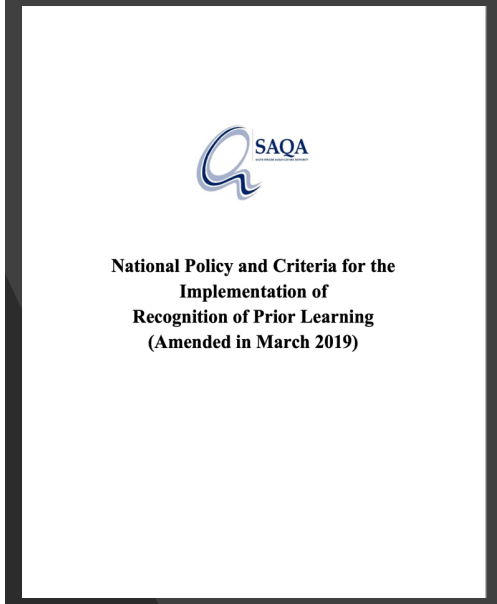

GOVERNMENT OF MALAWI

RECOGNITION OF PRIOR LEARNING GUIDELINES

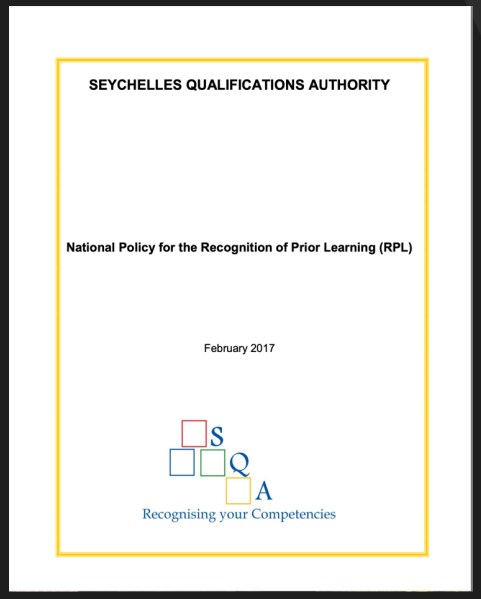

MQA
MAURITIUS QUALIFICATIONS AUTHORITY

Recognition of Prior Learning Guidelines

June 2016


SAQA

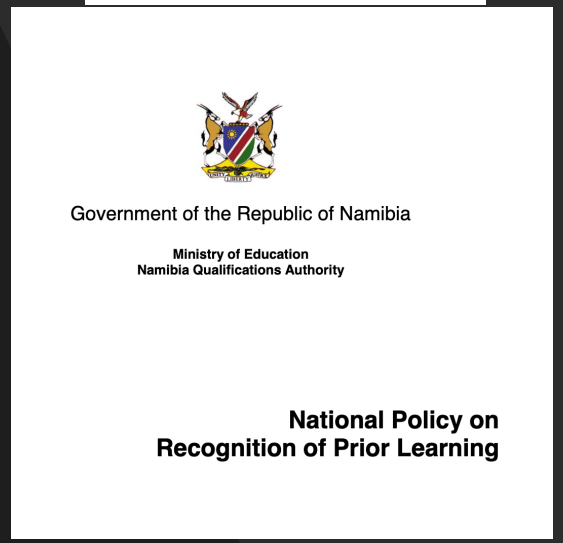
National Policy and Criteria for the Implementation of Recognition of Prior Learning (Amended in March 2019)


SEYCHELLES QUALIFICATIONS AUTHORITY

National Policy for the Recognition of Prior Learning (RPL)

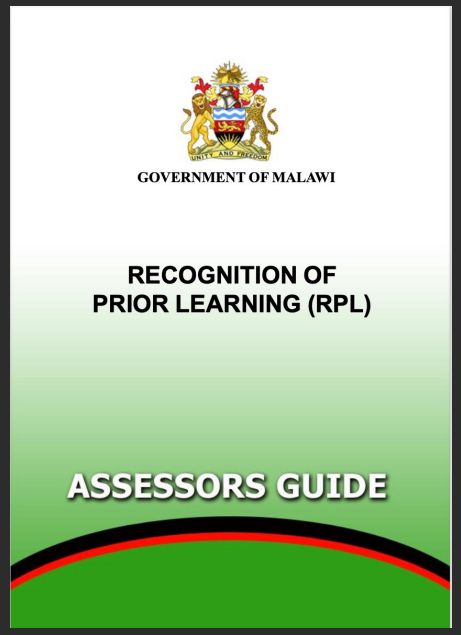
February 2017

SQA
Recognising your Competencies


Government of the Republic of Namibia

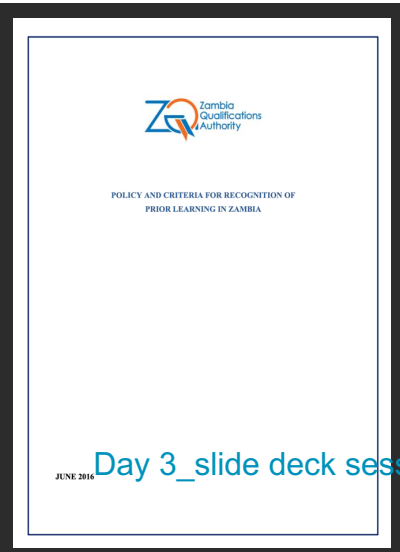
Ministry of Education
Namibia Qualifications Authority

National Policy on Recognition of Prior Learning


GOVERNMENT OF MALAWI

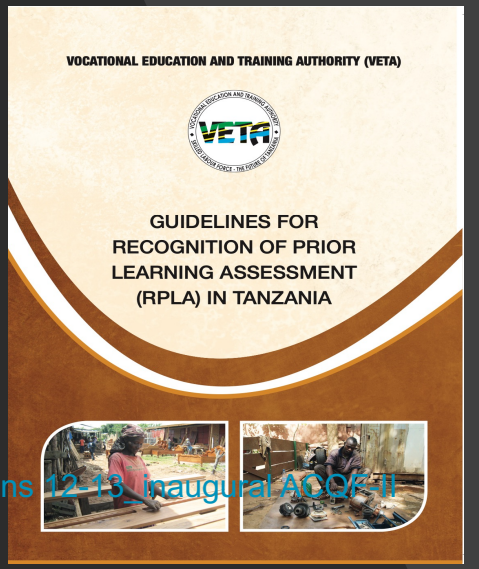
RECOGNITION OF PRIOR LEARNING (RPL)

ASSESSORS GUIDE


Zambia Qualifications Authority

POLICY AND CRITERIA FOR RECOGNITION OF PRIOR LEARNING IN ZAMBIA

JUNE 2016


VOCATIONAL EDUCATION AND TRAINING AUTHORITY (VETA)

VETA

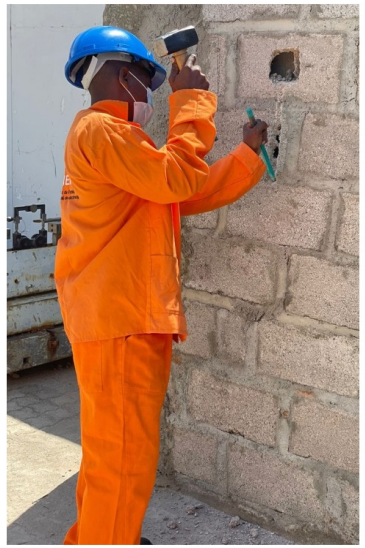
GUIDELINES FOR RECOGNITION OF PRIOR LEARNING ASSESSMENT (RPLA) IN TANZANIA

RPL – NEW DEVELOPMENTS

anep
Autoridade Nacional da Educação Profissional

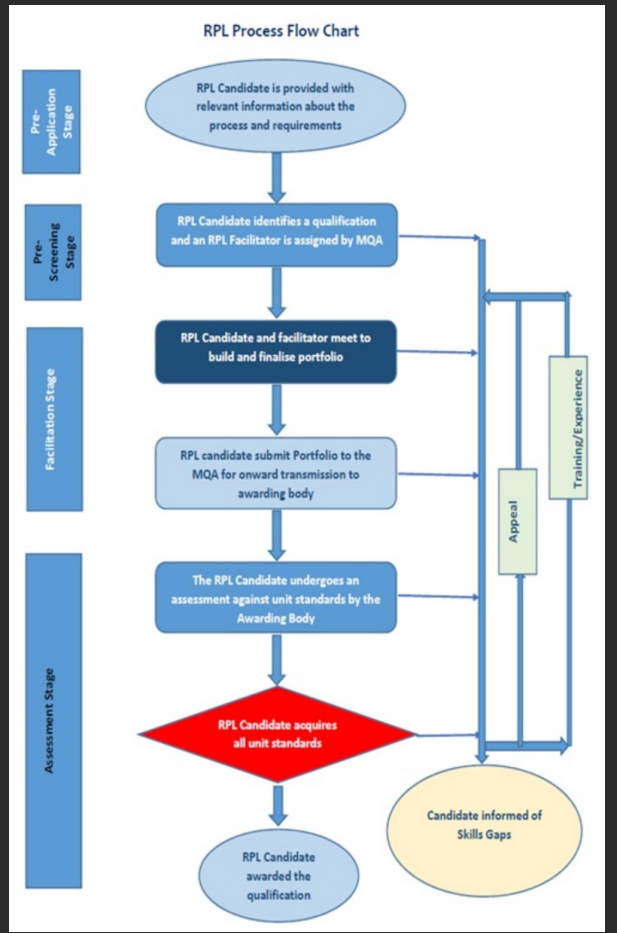
RPL in Mozambique – NQF Professional

Assessment Tests in the Pilot Project:

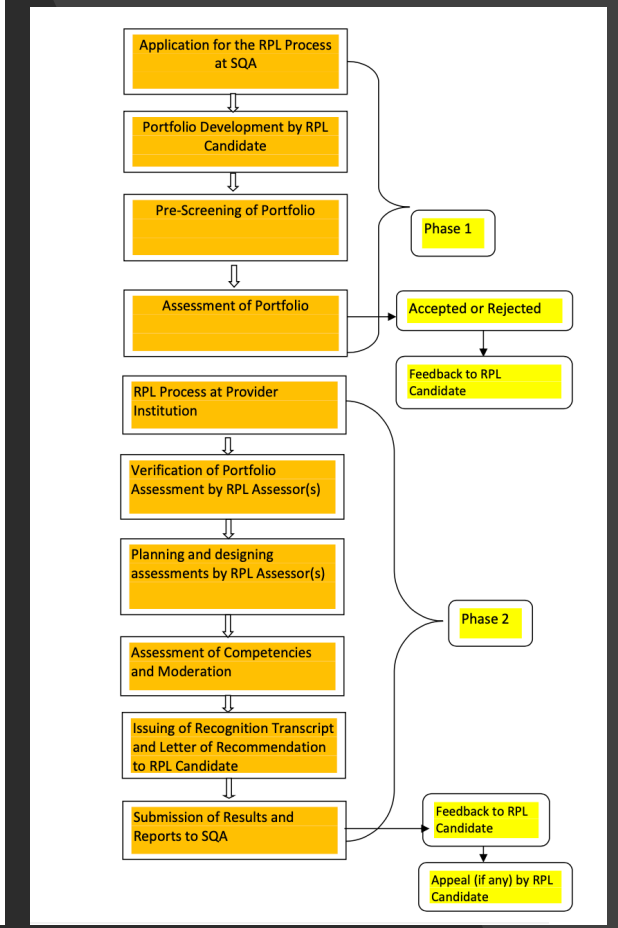


POR UMA EDUCAÇÃO PARA O TRABALHO E DESENVOLVIMENTO DO PAÍS

Mozambique



Mauritius



Seychelles

CREDIT ACCUMMULATION AND TRANSFER (CAT)

CAT systems contribute to lifelong and life-wide learning, to flexibility of learning pathways, to mobility & progression and to full personal development of learners.

1. Many countries have included references to CATS in NQF legal acts and other education system legislation.

- But only a few have adopted legal texts, implementation policies and guidelines that specifically apply to CATS. According to the information collected by ACQF research these countries are Angola, Kenya, Mozambique, South Africa, Zimbabwe, Zambia and more recently also Eswatini. Lesotho developed CATS policy in 2022

2. "Credits" means the amount of learning contained in a qualification whereby one (1) credit is equated to ten (10) / 25-30 notional hours of learning

- **10 notional hours:** Countries explicitly adopting this principle are Botswana, Eswatini, Lesotho, Kenya, Malawi, Mauritius, Mozambique (in TVET qualifications framework), Namibia, Seychelles, South Africa, United Republic of Tanzania, Zambia and Zimbabwe. **Other countries?**
- **25-20 notional hours of learning:** Cabo Verde, Mozambique (in HE). **Other countries?**

- Some exceptions: 15 notional h: Angola (HE)

ACQF

Goals, means, actions

Output 2.1: Support to NQFs and related policies

Target

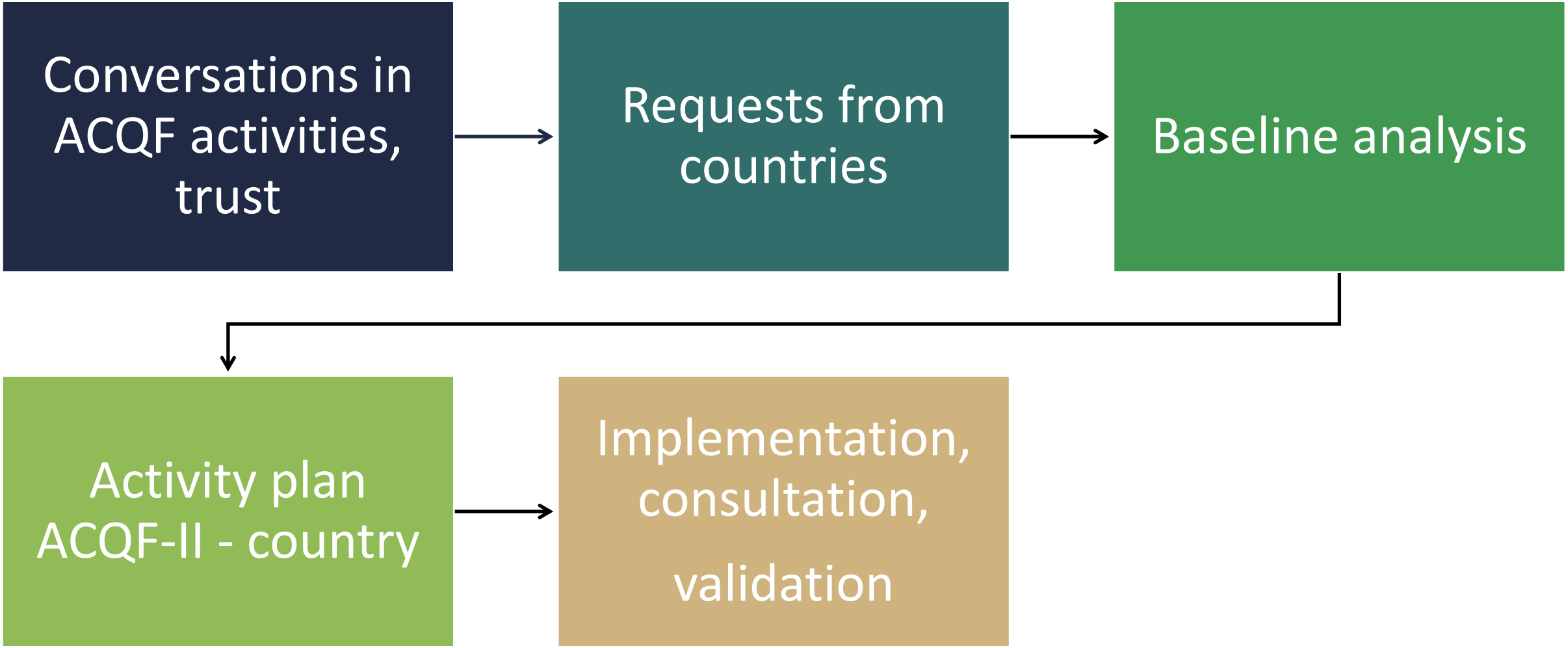
- Increased number of NQFs in African countries
- At stages 3 and 4-5
- Equiped with qualifications database and M&E system

Means

Expert support to NQF Task Force and NQF Implementation entities

- Development of policies and guidelines, methodologies: NQF and related policies
- Review of existing policies (NQF, others)
- Capacity development (country-specific activities, multicountry)
- Technical instruments: qualifications DB, M&E
- Pilot projects: e.g.: NQF Website

Flow of work


Conversations in ACQF activities, trust
Requests from countries
Baseline analysis
Activity plan ACQF-II - country
Implementation, consultation,
validation

ACQF

Success factors and conditions

- Country ownership – demand-based
- National team and focal point to work with ACQF-II experts
- Participation of relevant stakeholders, institutions
- Efficiency, pragmatism in work plan (technical visits,
- Coordination with EU bilateral cooperation (EU Delegations): complementarity, added-value, joined-up forces
- Coordination and complementarity with other planned and ongoing projects in relevant domains / areas

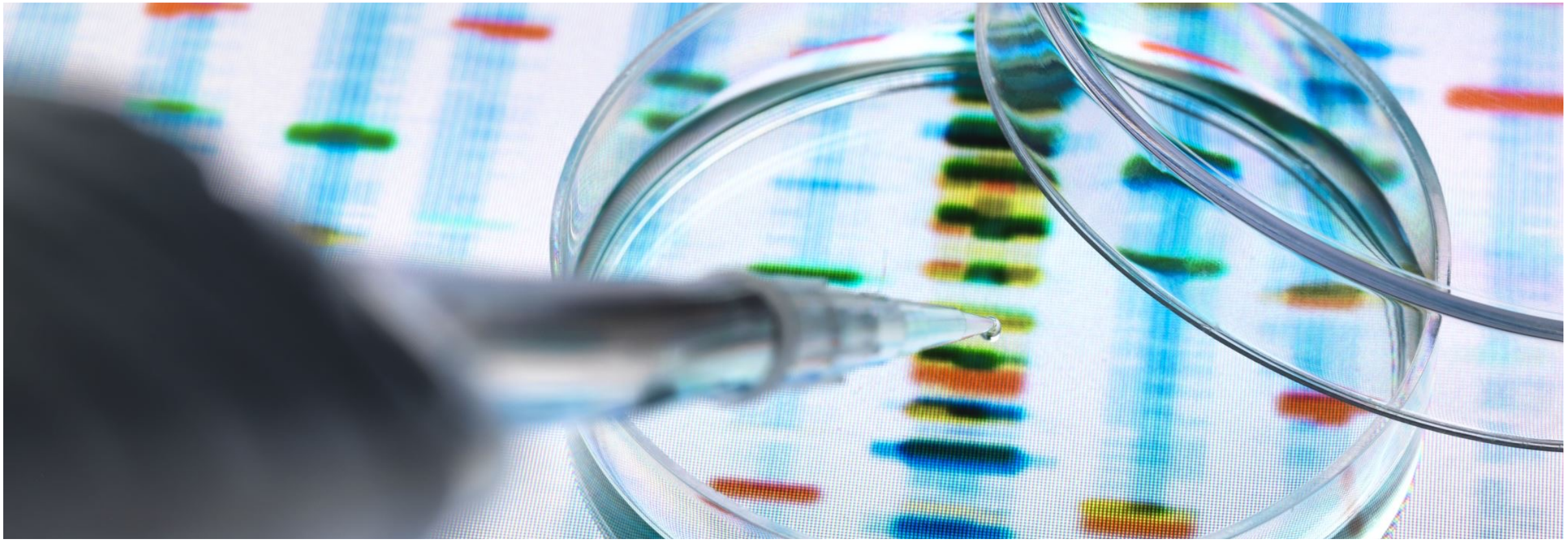
Countries and regions in the ACQF-II Implementation Plan

Regions: SADC, IGAD

Countries (work started in ACQF-I): Angola, Eswatini, Ghana, Guinea-Bissau, Mozambique, Senegal, Sierra Leone.

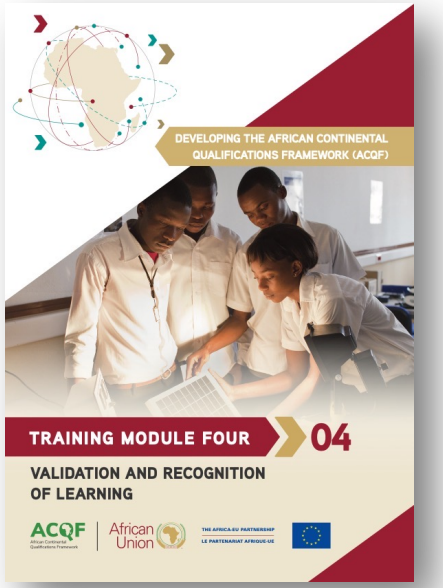
New countries: Djibouti, Somalia, South Sudan, DRC

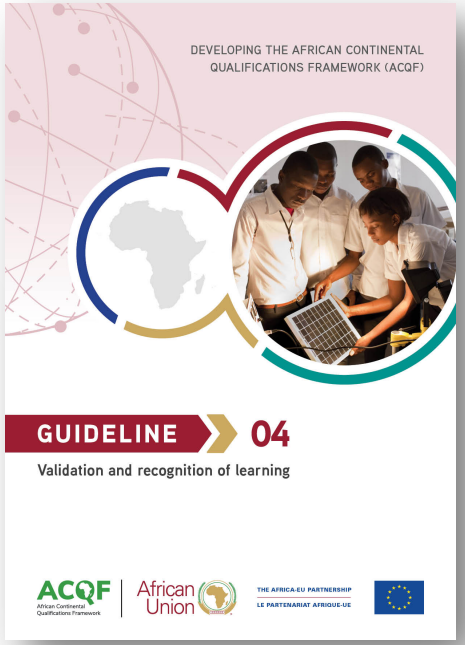
Example: Credit Accumulation and Transfer System – policy and guideline



ACQF Guideline 4 and Training Module

- **ACQF Referencing Criterion 2**: The national qualifications frameworks or systems are based on learning outcomes principles and related to arrangements for recognition of prior learning (including non-formal and informal) and, where appropriate, to credit systems.
- **Themes of the Guideline and TM:**
  - RPL and Credit Systems
  - Very briefly: Recognition of qualifications (refering to Addis Recognition Convention)
- **8 principles of CATS**, such as: promotion of learning mobility; transparency, flexibility and fairness, easy to use procedures; based on learning outcomes; credit awarded via RPL = equal standing as credit awarded via formal learnig; academic / institutional autonomy (decisions on admission); not undermine rigour / integrity of qualification into which learner is accepted; institutional commitment and cooperation, links to articulation arrangements; rigourous QA.





View and download from ACQF Website

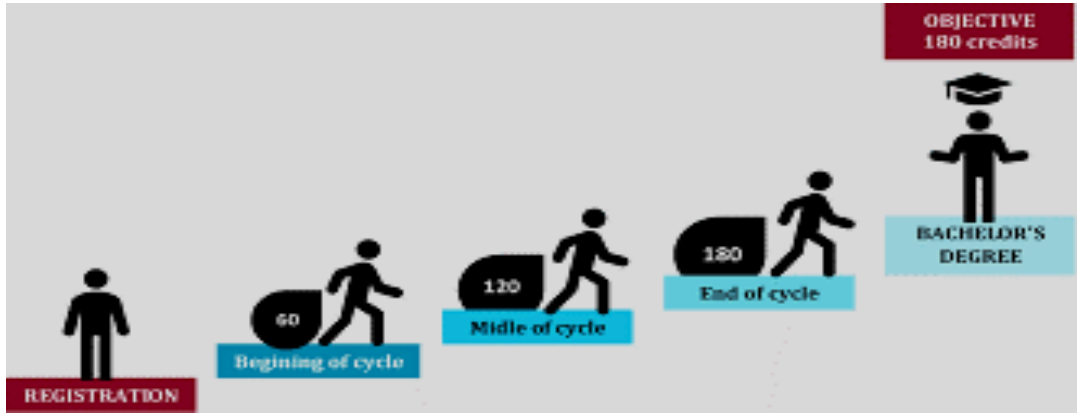
CATS

WHAT?

Mode for validating and recognising learning through the recognition of credits

Why?

- Facilitates mobility of students
- Access to the world of work
- Easy comparability and portability of qualifications

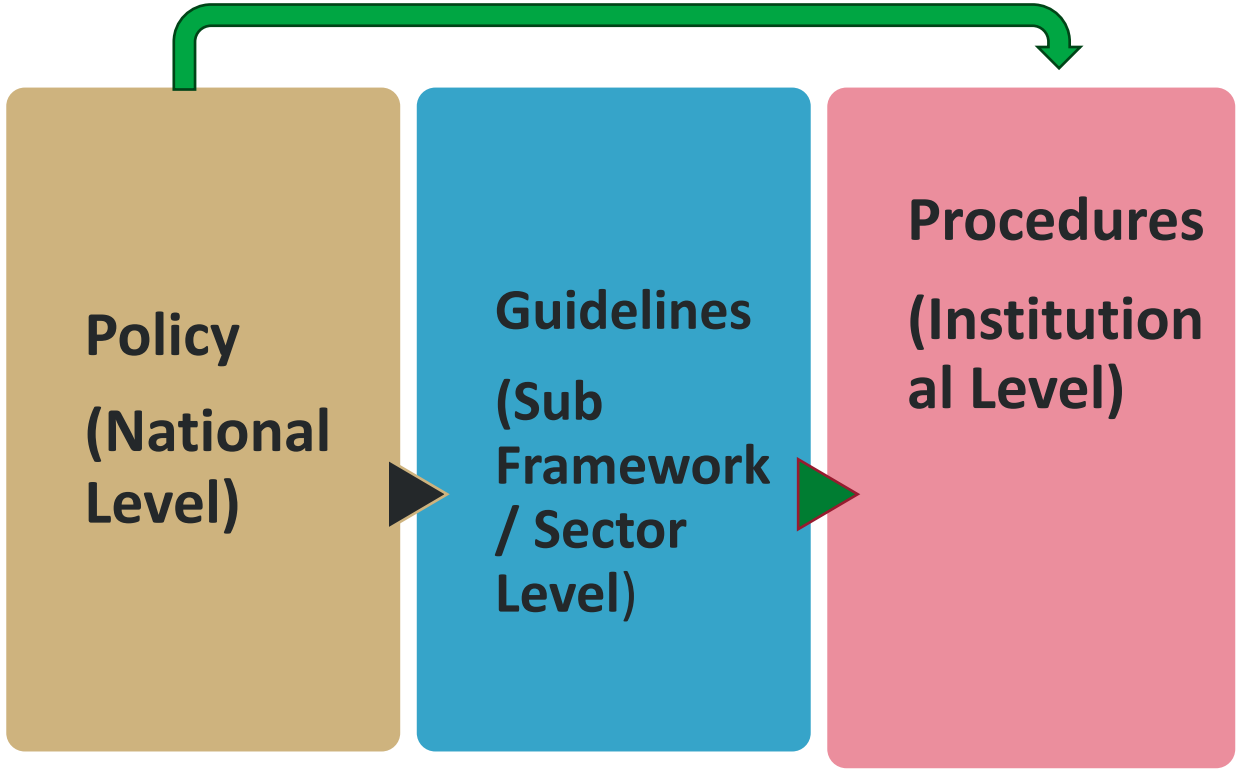


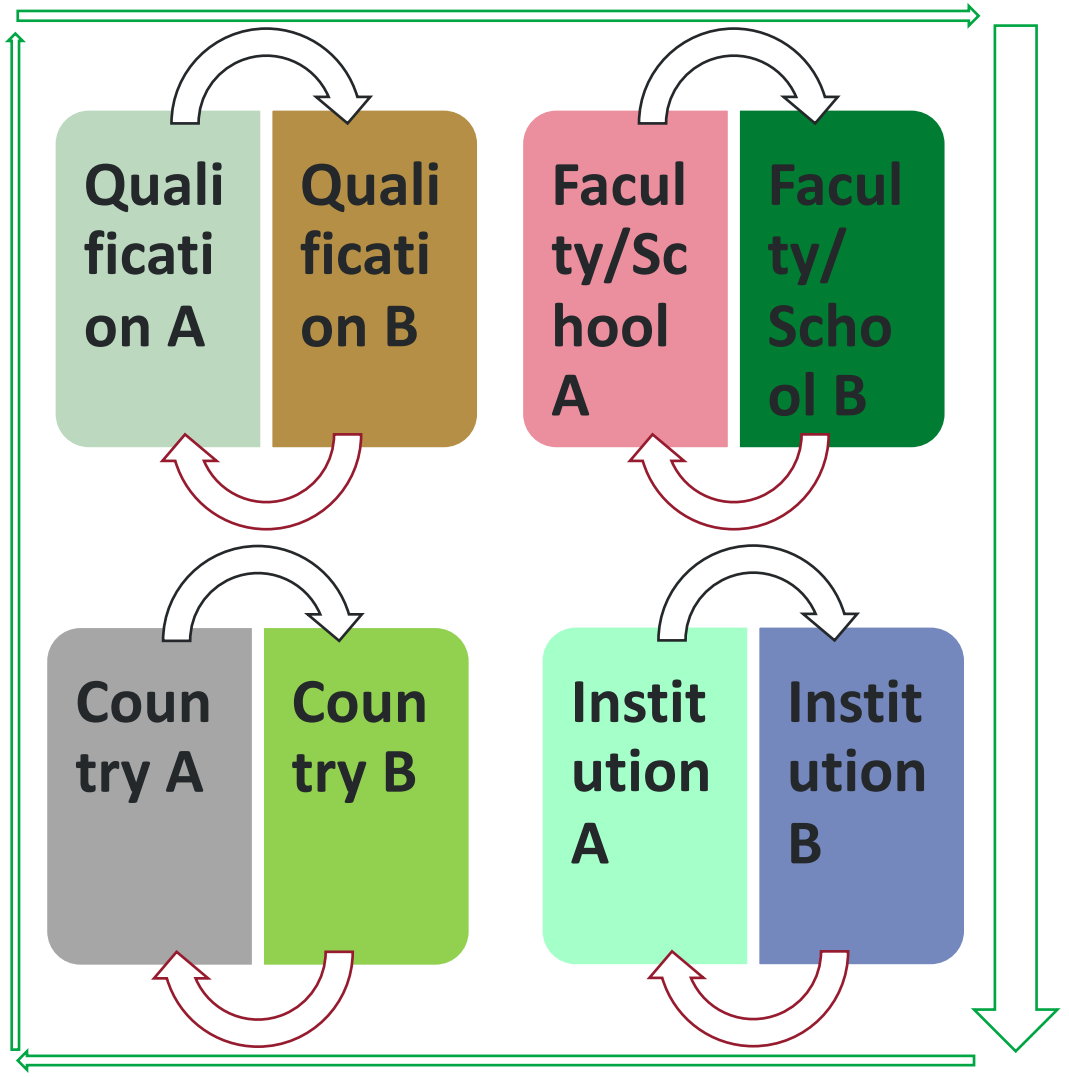
NO!

Duplication of learning

Key Success Factors for CATS

CATS Implementation Approaches





Key Elements for Policies and Guidelines

- Key Terms and Concepts
- Principles
- Implementation Stages
- Quality Assurance
- Financing
- Application Support Methods, Examples
- FAQ

Challenges to CATS Implementation

- Different education systems
- Learning outcomes approach: differences in understanding and application
- Lack of trust among education and training institutions
- Differences in content of learning programmes
- Absence of clear procedures

Information and data: ACQF inventory

ACQF Inventory - all countries

- Method: survey and complementary information
- Thematic scope: NQF, RPL, micro-credentials
- Timeline: start in Oct 2023; updates: annually
- Dissemination: ACQF website (Snapshot)

Uses of the ACQF Inventory

- Peer learning
- Source of information: NQF development teams (incl. RPL, credit systems, QA)
- Referencing NQF-ACQF
- Information-sharing to facilitate recognition of qualifications, support Addis Recognition Convention

ACQF

Poll session 12

In respect to qualifications and NQF, what are the main challenges your country faces? (Open question)

Is your country interested in cooperating with ACQF-II project, and in which domains / themes? (Open question)

13

Session 13: RPL Campaign

Speakers: Emmanuel Okonkwo, Eduarda, Patrick Werquin

Recognition of prior learning in the ACQF Policy Document

- **Scope of ACQF**: comprehensive, inclusive meta-framework, supporting holistic and systemtic vision of learning, qualifications and credentials.
  - ✓ ***"ACQF is oriented to LLL and supports parity of esteem of learning outcomes acquired in formal, non-formal and informal learning contexts, and all levels of education and training."***
- **One of the main areas of activity of ACQF**
  - ✓ ***"Support recognition of prior learning: by means of development of common guidelines and approaches, updated inventory of RPL systems on the continent, a wide information campaign and support to countries, and support to digitalisation of credentials."***

Emmanuel Okonkwo

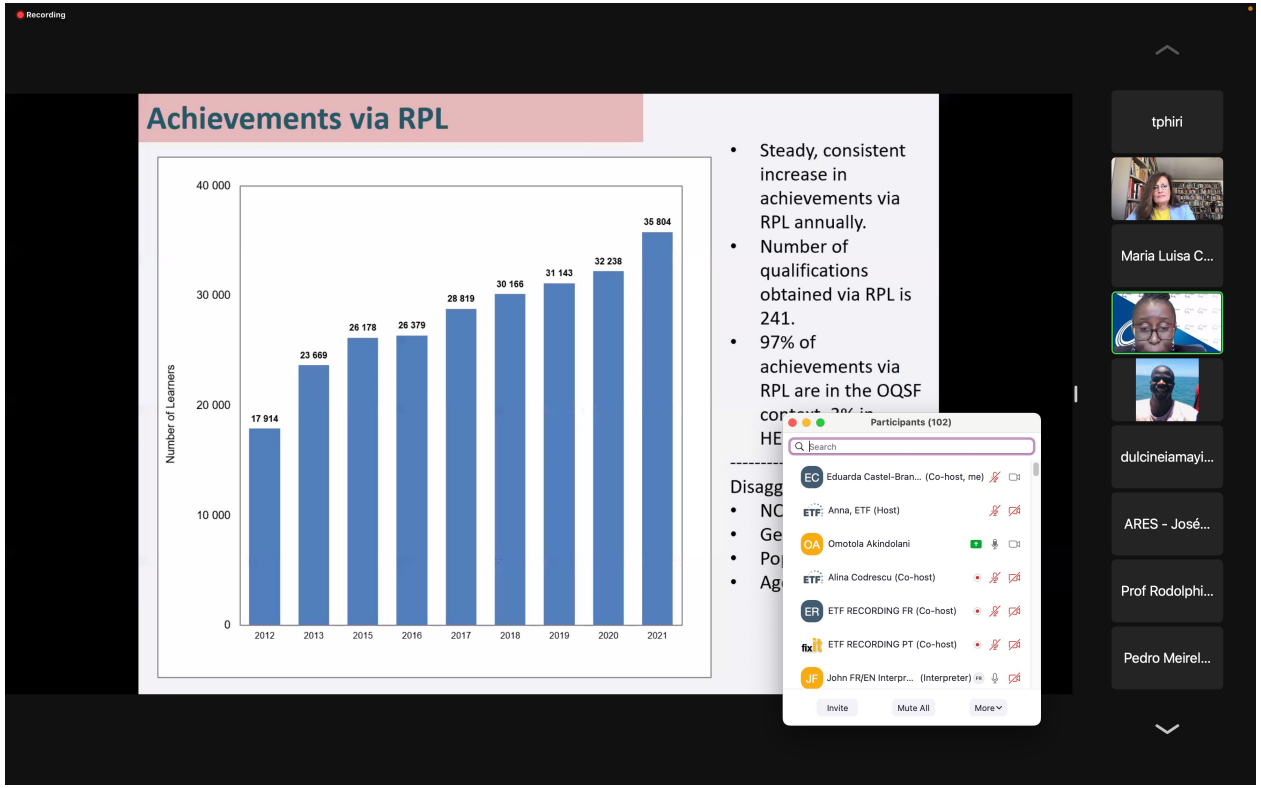
RPL in ACQF-I - 2022

Peer Learning Webinars Series 2022: on RPL

- ACQF Guideline 4 and Training Module 4: "*Validation of Learning: RPL, Credit Systems, Recognition of qualifications*"
- ACQF Overview on RPL – international and 10 African cases. New RPL page at ACQF Website: https://acqf.africa/resources/recognition-of-prior-learning
- 3 PLWs – 70-110 participants
- PLW: 11 cases - 9 Africa, 3 Europe
- Countries at different stages of RPL development
- Similarities in objectives, issues, some aspects technical organisation
- Differences in scope, resources, analysis
- Polls provide rich information for further analysis
- Participants expressed interest: create RPL Network; further actions supported by ACQF
- All Materials of PLW 13, 14 and 15 accessible at: https://acqf.africa/capacity-development-programme/webinars

Eduarda

Cases shared and discussed at RPL PLW



South Africa - SAQA

Regional cases:

1. ACQF Guideline 4: on validation of learning, focus on RPL
2. EU policy framework RPL (VNFIL): implementation, monitoring, research

Country cases discussed:

1. Cape Verde
2. Zambia
3. Cameroon
4. France
5. South Africa
6. Senegal
7. Zimbabwe
8. Mozambique
9. Portugal

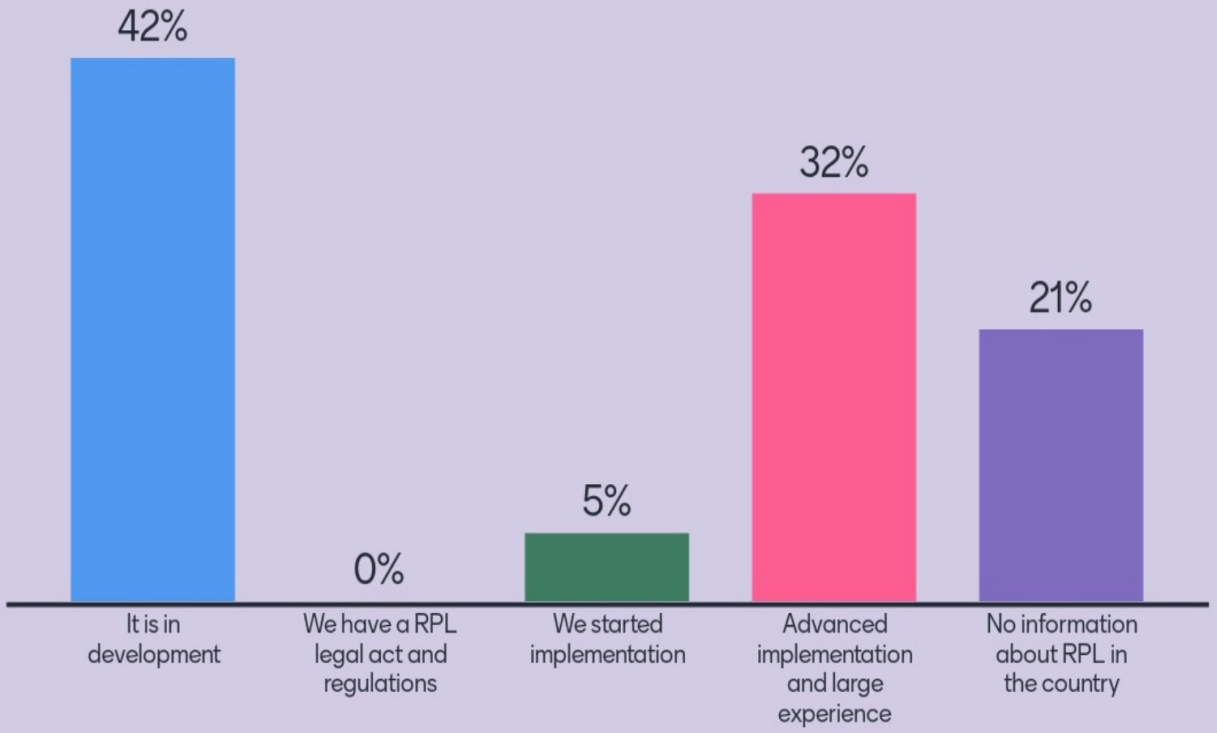
Results from Poll

Question: how should ACQF help?

- More discussion, sharing good practice and campaigns
- Deeper understanding links RPL-HE
- Sharing of good practice on private sector involvement
- Training of RPL practitioners
- RPL – equitable / comparable with formal learning
- Support countries develop, implement RPL
- Digitalisation: certificates, supplements
- Network RPL / VAE

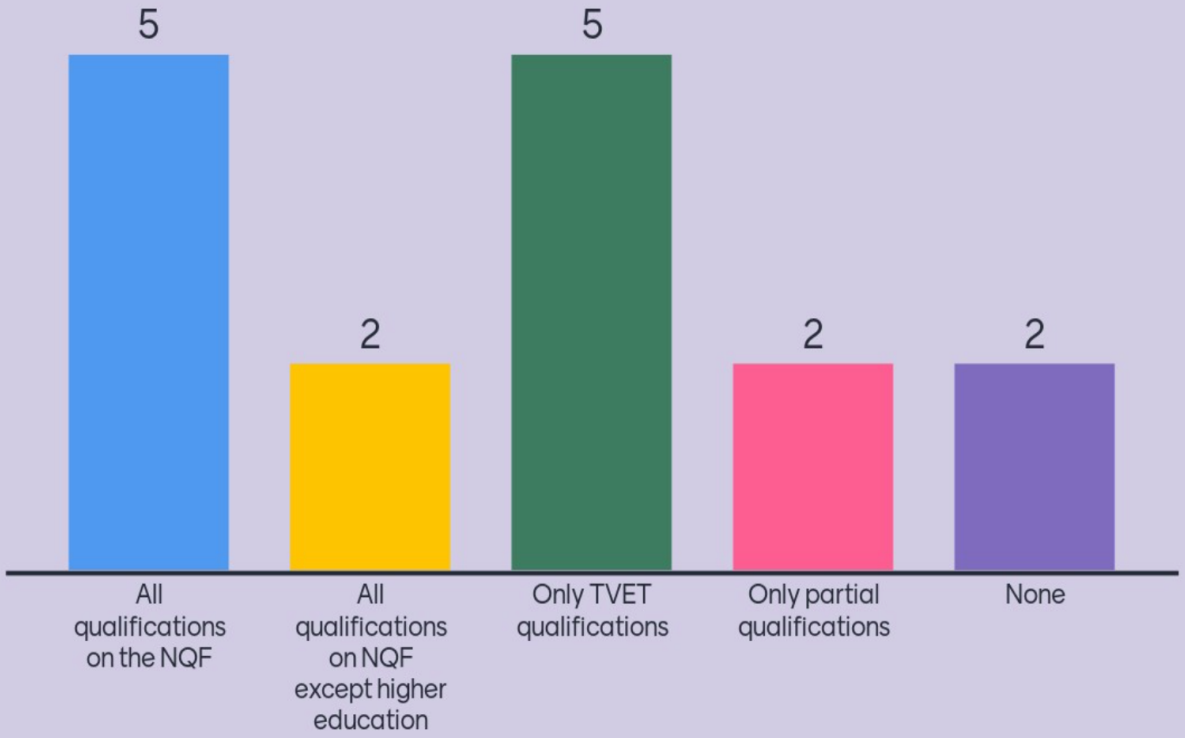
Some results from the poll of 18/02/2022

1. RPL in your country: what is the status of the RPL system?



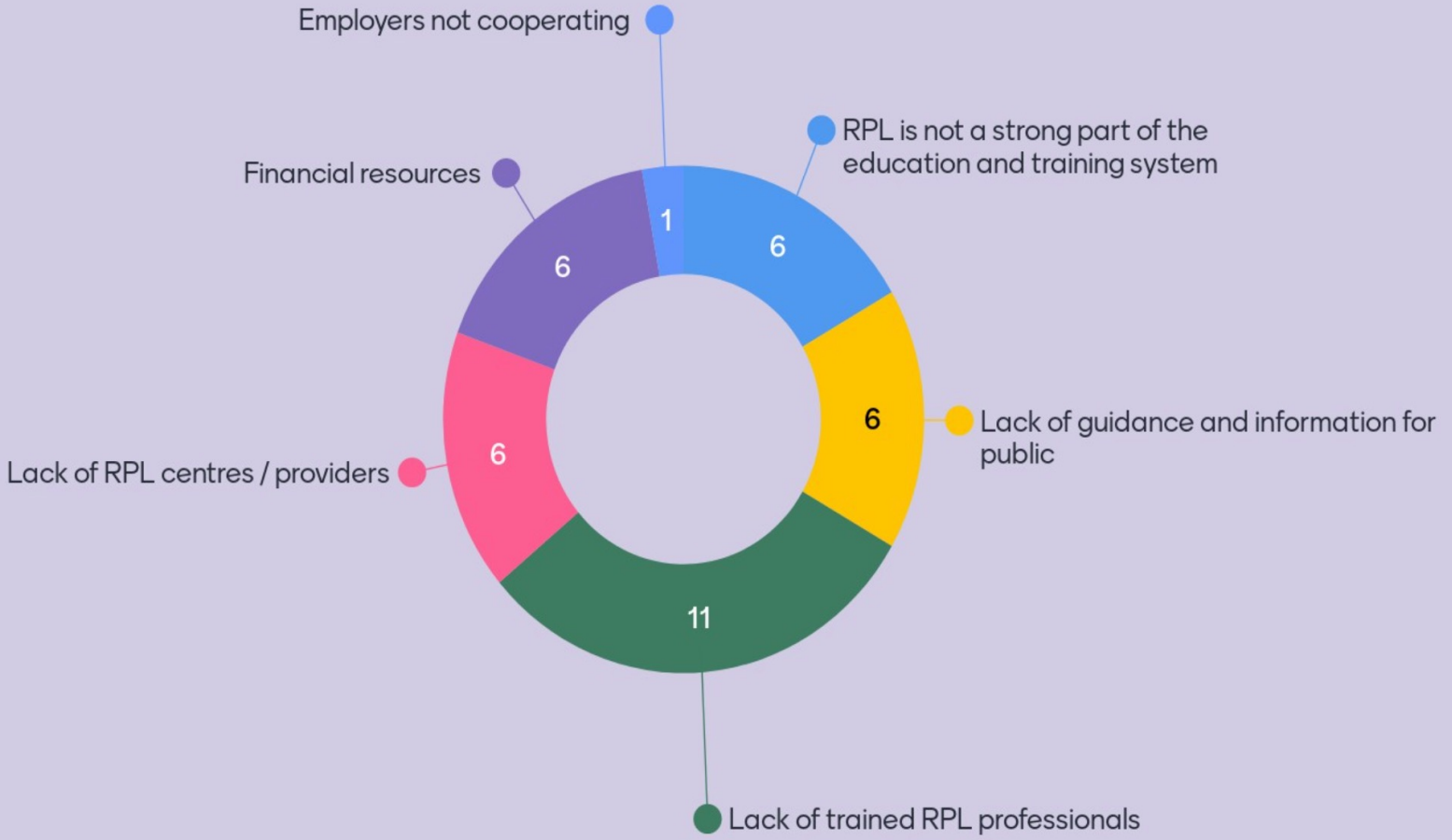
Some results (2)

2. Which qualifications can be obtained through RPL processes?



Some additional results (3)

3. Main barriers / challenges for wider RPL implementation in your country? (tick all that applies)



ACQF-II - Output 3.3: RPL Campaign

- **Output 3.3:** Increased access to skills recognition systems and established a common approach for inclusive and trusted validation and certification of skills and learning from all contexts (non-formal, informal, work-based) (RPL) taking account of good practice and new developments with digitalisation of certificates. Established digital tool supporting skills recognition activities and projects.

Patrick

RPL Campaign: Main areas

1. Networking
2. Methodology
3. Capacity development
4. Information-sharing
5. Support to RPL Policies (countries, regions)

RPL Campaign

Networking

- Community RPL
- RPL in ACQF Conferences
- Online events
- Calls for good practice: countries and regions

Methodology

- Develop and test new Handbook for RPL practitioners
- Updated ACQF Guideline and Training Module 4

RPL Campaign (2)

- **Capacity Development**

➢ Training programme for RPL practitioners: advisors, assessors

- **Information-sharing**

➢ Inventory of RPL systems in Africa

➢ Analysis and dissemination

- **Support to countries and regions**

➢ Develop RPL Policies

➢ Capacity development

Networking

Community

Rationale: no point in having opportunities for having all learning outcomes recognised if nobody is aware; reach out to leaders; if high level of awareness: feedback possible and highly useful, i.e. demand driven

RPL in ACQF Conferences (Rationale: develop research, use resources (e.g. post doc programmes), bring academics on board

Online events (Rationale: easy access, benefit of digitalization)

Calls for good practice: countries and regions (Rationale: cross-fertilisation, feedback loops, awareness, mutual understanding, South-South cooperation)

Methodology

Develop and test new Handbook for RPL practitioners

- Listen to the needs (for piloting, for up scaling, for communicating, for capacity building, for making informed decisions)

Updated ACQF Guideline 4

- Already full of relevant pieces of information (e.g. benefits, outputs, tools)
- Develop, add: why some RPL systems did not fly; why others did; why Trade Test are an excellent basis for introducing RPL (Uganda, Malawi, Kenya)
- Explain, explain and explain: benefits/rationale, policy tools, consistency with other existing instruments (qualifications frameworks, learning outcomes…)
- Tailor to the needs (no one-size fits all)

Capacity development

- Training programmes
  - Content (demand driven)
  - Public/target (role in the RPL system, e.g. advisors, assessors; level)
  - Risks (teachers are not necessarily good RPL assessors)
  - Connect with Public Employment Service advisors (holistic)
- Continuing training and upgrading
- Assess the needs, as adequate

Information sharing

Inventory of RPL systems in Africa

- Documenting
- Continuous progress
- Quality leap (e.g qualification standards)
- Sharing of practice
- Data, Data Data ☺

Analysis and dissemination

- Peer learning
- Policy learning

Support to countries and regions

Develop RPL Policies

Fit for purpose

Adapted to local needs

Involving local actors and other key stakeholders

Capacity development

A necessary condition

Among the preliminary stages

Demand driven

Poll

1. **How large is the share of the population with skills and competences but no documents to prove them (certificates, diplomas).**
   - Very large
   - Large
   - Small
   - Very small

2. **How would you describe the level of awareness regarding RPL among actors and other key stakeholders in your country?**
   - Very high
   - High
   - Low
   - Very low

Questions?