# African Continental Qualifications Framework (ACQF)
# ACQF-II Project
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*Training for the Office of the Working Group of the National Qualifications Framework of GB*


*Mission Report to Guinea-Bissau*
*(25.08.2025 - 29.08.2025)*

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# 1. Introduction

**ACQF-II – GB Cooperation**

The ACQF-II project contributes to the implementation of the African Continental Qualifications Framework (ACQF), whose Policy Paper was validated at the ACQF Conference in Addis Ababa, which took place at the African Union Headquarters, from 11 to 13 July 2023.

In the context of cooperation between the African Union (AU) and the European Union (EU), it was decided to launch the ACQF-II project (2023-2026), supporting the implementation of the ACQF as an AU policy instrument. The overview of the ACQF-II project in 2024, its strategy and plan of results and activities is available on the ACQF website. The European Training Foundation (ETF), a specialized agency of the EU, has the mandate to implement the ACQF-II project by working in partnership and collaboration with countries, regions and continental bodies (African Union Commission).

The ACQF-II project fosters partnerships and mutual learning between countries and systems, for the sake of African integration, and creates the conditions for the emergence of an African zone of transparent, comparable and mutually trusted qualifications. These are the imperatives for achieving the objectives of the African Continental Strategy for Education (CESA-25), the African Strategy for Vocational Education and Training and Agenda 2063.

In accordance with its implementation plan and framework of objectives and results, the ACQF-II project supports African countries in the development and consolidation of their national qualifications frameworks and related instruments, such as the Skills Recognition, Validation and Certification System (RVCC), Credit Accumulation and Transfer System (CATS), quality assurance measures, governance, registration and qualifications database. The main instruments of action of the ACQF-II project are: capacity building and training, development of conceptual and technical documents related to the policies, development of digital platforms for data analysis and management, networking and pooling of good practices and knowledge among the countries of the ACQF network and support for dissemination.

The ACQF website contains a vast and diverse base of technical information on the main topics of the ACQF, including the ACQF Policy Paper, the 10 ACQF Guides with their 10 Training Modules; all documentation and videos of the extensive history of training and benchmarking; resources and research reports on Qualifications Frameworks; RVCC and Microcredentials; News. Visit and search the ACQF website.

According to the Education Sector Plan (PSE 2017-2025), like other developing countries, Guinea-Bissau has committed to ensuring quality education for all children, promoting equal access and success for all, in terms of democracy and social progress.

One of the areas that deserved special attention from MENESIC concerns the establishment of the National Qualifications Framework (NQF). The PSE also determines the establishment of a qualifications framework (NQF) for the technical education and vocational training system, and the end of 2025 was set as a goal for the NQF to be fully approved and operationalized.

To respond to this demand, the NQF Working Group was established and entered into force, which ensures the partnership between Government Institutions, the Private Sector and Civil Society and thus ensures the efficiency and effectiveness of the entire process of creating and implementing the NQF of Guinea-Bissau. Subsequently, the Office of the Working Group was created as the body responsible for the implementation of the NQF of Guinea-Bissau. Since the NQF-GB aims to provide greater transparency of the qualifications and micro credentials issued in Guinea-Bissau, in all its areas and levels of education and training, thus optimizing the recognition of formal, non-formal and informal learning outcomes, it is essential to create moments of training and consolidation of the established processes, in order to execute the work plan defined by the Office and implement the SNQ. In this sense, and as part of the support to the countries, the ACQF II sent one of its Experts, a specialist in the development and implementation of

NQF/SNQ, to Bissau from 25 to 29 August 2025, to provide a week of training to the elements assigned to the Office of the NQF-GB Working Group.

## 2. Objectives

The general objectives of the training week were:
- Strengthen the collective intelligence of the technicians of the Office of the NQF-GB Working Group on the National Qualification System, Framework and National Qualifications Catalogue; and
- Promote the improvement of the skills of the technicians of the NQF-GB Working Group Office.

The training week had the following specific objectives:
- To make known the organization and work plan of the Office of the Working Group of the NQF-GB;
- To ascertain strategies for mapping the qualifications available in the Bissau-Guinean Education System;
- Discuss how to operationalize the qualifications system provided for in the organizing document and the work plan of the Office of the NQF-GB Working Group.
- Provide the technicians of the NQF-GB Working Group Office with technical skills in the elaboration of professional qualifications based on learning outcomes.

## 3. Program

The training took place from 25 to 29 August, at the Royal Hotel Bissau, and was attended by about 20 participants from the NQF-GB Working Group Office (Cf. TDR and List of participants, in Annexes).

During the training, the following topics were addressed (Cf. PPTs, in Annex):

| Day / Data | Topics | Top topics by theme |
|---|---|---|
| 1<br><br>25.08.2025 | Tema 1:<br><br>Strengthening the collective intelligence of the technicians of the Office of the QNQ_GB Working Group on the National Qualification System, Framework and National Qualifications Catalogue | • National Qualifications Framework (NQF)<br>• Impacts of the National Qualifications Framework (NQF)<br>• Structure of the different levels of qualification<br>• Types of Qualifications Frameworks<br>• National Qualifications Catalogue (CNQ)<br>• Types of skills and qualification |
| 2<br><br>26.08.2025 | Theme 2:<br><br>Elaboration of qualifications and establishment of learning outcomes: theoretical and practical approaches. | • Theoretical framework<br>• Qualification Development: the involvement of the parties<br>• Qualification Development: stage 1 – Sectoral study<br>• Elaboration of Qualifications: stage 2 – Competence Framework (CR)<br>• Elaboration of Qualifications - the use of verbs in the Competence Framework (CR)<br>• Elaboration of Qualifications: stage 2 – Training Reference (RF)<br>• Elaboration of Qualifications - the use of verbs in the Training Reference (RF) |

| | | |
|---|---|---|
| 3<br><br>27.08.2025 | Theme 3:<br><br>Inventory of existing professional qualifications: theoretical and practical aspects; analysis of the questionnaire for the inventory; analysis of the Inventory Pilot Project. | • Coding, approval and registration of programs or qualifications<br>• Practical examples of coding programs or qualifications<br>• Practical examples of Sources of Record<br>• Group Reflection: Existing Qualifications - How to Integrate Them into the National Qualifications Catalogue (CNQ)?<br>• Analysis of the proposal for a questionnaire of the existing Qualifications<br>• Pilot project of Skills Inventory<br>• |
| 4<br><br>28.08.2025 | Theme 4:<br><br>Quality assurance; Credit accumulation and transfer systems; Micro-Credentials; Processes of recognition of prior learning (RVCC). | • Quality Assurance<br>• Credit accumulation and transfer systems<br>• Micro-Credentials<br>• Processes for the recognition of prior learning (RPL/RVCC) |
| 5<br><br>29.08.2025 | Theme 5:<br><br>Strategies for strengthening and increasing partnerships with companies and professional sectors to improve the link with employment and professional internships for qualified people. | • Reflection together<br>• What knowledge do I have about the job market at GB?<br>• What is my proposal to strengthen the link between institutions and the labour market?<br>• Strategies to strengthen the link between institutions and the labour market |

## 4. Main findings/results

During the training, the treatment of Theme 3 deserved special mention:

"*Inventory of existing professional qualifications: theoretical and practical aspects; analysis of the questionnaire for the inventory; analysis of the Inventory Pilot Project*"

In particular, the following topics were analysed:

- *Group reflection on existing qualifications*
- *How to integrate qualifications into the future National Qualifications Catalogue (CNQ)?*
- *Analysis of the proposal for a questionnaire on qualifications*
- *Pilot project of Skills Inventory*

The participants of the training made a deep reflection on the existing qualifications in GB and concluded that:

1. **In terms of "Status Quo"...**

   a) There is a great proliferation of qualifications provided by various public and private entities, but these qualifications are not registered.
   b) Many of the qualifications taught/certified have not been authorised by any competent authority.
   c) Many institutions that provide/certify qualifications are not accredited by any competent authority.
   d) There is no database or record of the qualifications that are taught/certified in GB.

2. **In terms of integrating existing qualifications into the future National Qualifications Catalogue...**

   a) It is necessary to carry out a broad consultation with stakeholders and professional sectors.
   b) Carry out the mapping and evaluation of existing qualifications.
   c) Recognise existing qualifications through appropriate mechanisms to be defined.
   d) Align all mapped qualifications with the future National Qualifications Framework.
   e) Review and update existing qualifications, where possible, integrating transversal and transferable skills.

3. **In terms of the analysis of the questionnaire for the inventory of existing qualifications ...**

The participants of the training propose the following changes to the questionnaire for the inventory of existing qualifications:

   a. Question nº 9

   "*Indicates the number of certified beneficiaries, per year, with the Qualification provided by the Institution/entity*"

   **Participants' proposal:**

   "*Indicates the number of beneficiaries certified, in the last 5 years, by the Institution/entity*"

   b. Question nº 13

   "*Indicates the current Status of the Qualification provided by the Institution/entity*"

   **Participants' proposal:**

   "*Indicates the current status of the Qualification provided by the Institution/entity*"

   c. Question nº 16

   "*Indicates the main conditions for awarding the Qualification (e.g., types of evaluation, completion of the internship, etc.)*"

   **Participants' proposal:**

   "*Indicates the main conditions for the attribution of the Qualification:*
   - *Positive final summative assessment*
   - *Completion of curricular internship*
   - *Positive final summative assessment and completion of curricular internship*
   - *Frequency of a certain percentage of the workload*
   - *Other*

   d. Question nº 19

   "*Of the options below, mark the one that you think best fits the Qualification given by the Institution/entity.*"

   - *Generic programs and qualifications*
   - *Education*
   - *Arts and humanities*
   - *Social sciences, journalism and information*
   - *etc.*

**Participants' proposal:**

Replace all the proposed taxonomy with another more in line with the reality of Guinea-Bissau. The participants alternatively propose the following taxonomy:

- o *Agrarian*
- o *Administration and Management*
- o *Fine Arts and Crafts, Music and Performing Arts*
- o *Construction and Civil Works*
- o *Commerce, Transport and Logistics*
- o *Textile and Leather Manufacturing*
- o *Sports, Physical and Leisure Activities*
- o *Graphics, Images and Sounds*
- o *Hotels, Restaurants and Tourism*
- o *Extractive Industries*
- o *Installation and Maintenance*
- o *Personal Image*
- o *Process Industry*
- o *Wood & Furniture*
- o *Maritime Fishing*
- o *Vehicle Maintenance*
- o *Environment and Safety*
- o *Metalworking*
- o *Generation, Transmission and Distribution of Electricity*
- o *Health*
- o *Social, Cultural and Community Services*
- o *Information and Communication Technologies*

4. **In terms of the Pilot Project of Inventory of Qualifications ...**

Regarding the    Pilot Project of Qualifications Inventory, the participants consider that it is necessary to present several implementation scenarios, and then it is up to the Office of the Working Group of the National Qualifications Framework to choose the most favourable centenary.

# 5. Annexes

Training ToR
List of participants
Training PPTs
Proposal for the Pilot Project of Skills Inventory
Qualifications Form/Questionnaire