



## Workshop: Developing NQF-RPL-CATS Policies Somalia

### Session 6: Governance of NQF: building the NQF. Models. M&E

08/Nov/2024 - 14.15-15.00

### Governance of NQFs – different models

- How will the NQF be put in practice? What institutions, stakeholders, and partners need to be involved and what are their roles? Who coordinates, steers and supports implementation of the NQF?
- How to promote the adequate dialogue, interactions and synergies within the qualifications system?

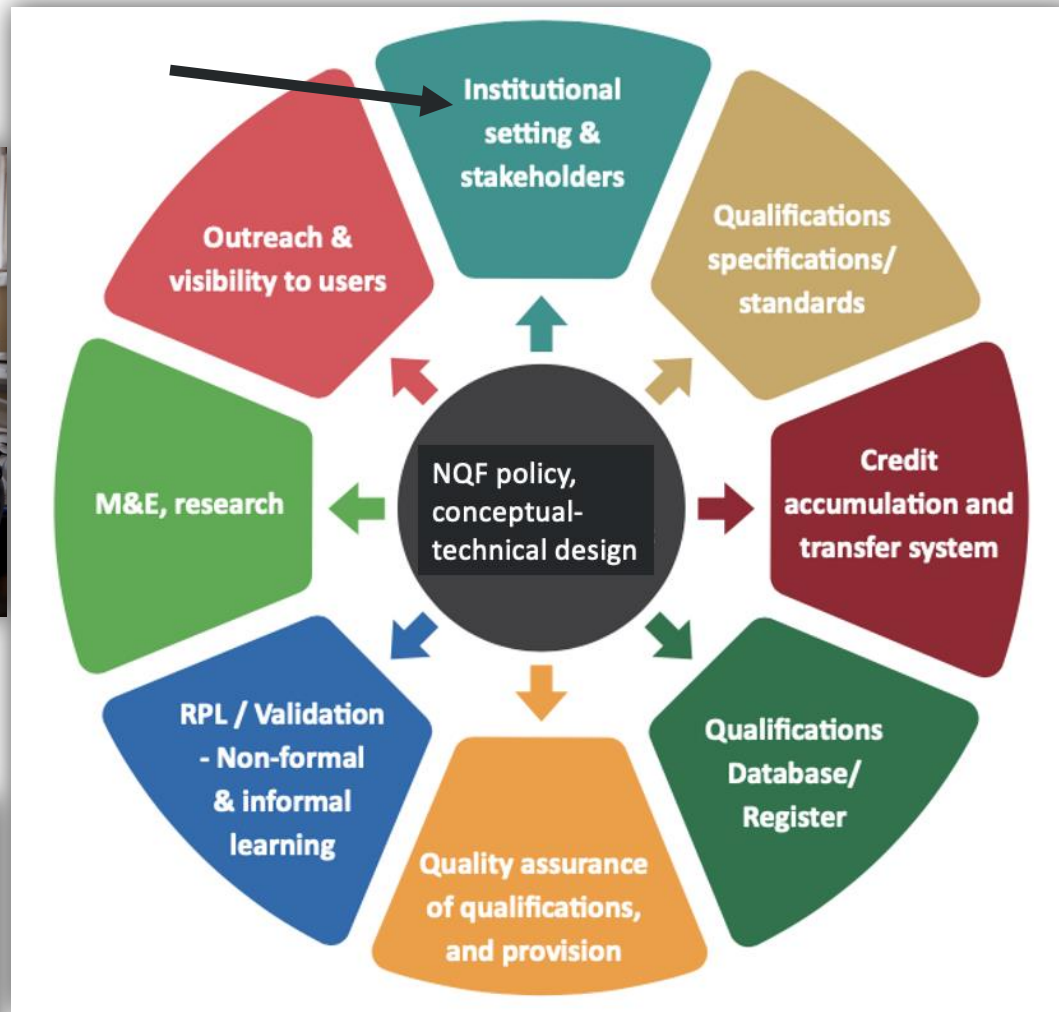
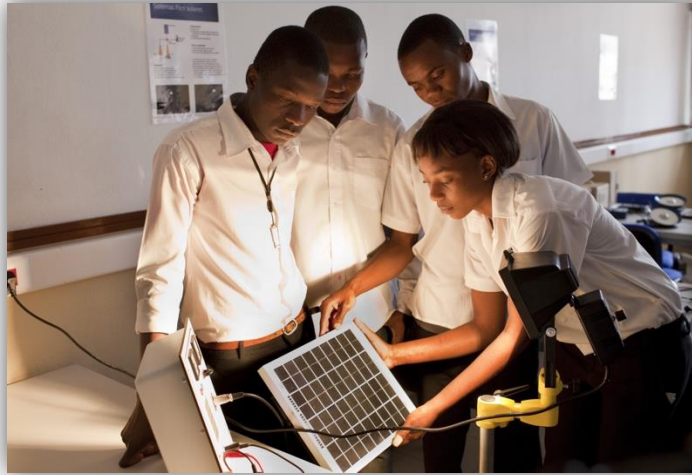
Speaker: Eduarda Castel-Branco

# Topics of the presentation

NQF governance: from ideas to actions

NQF governance: results international benchmarking

Governance of African NQFs: overview and recent developments; survey



The NQF is a major part of the wider eco-system of lifelong & lifewide learning and work. Governance of NQF needs to work in dialogue with education-employment-innovation stakeholders

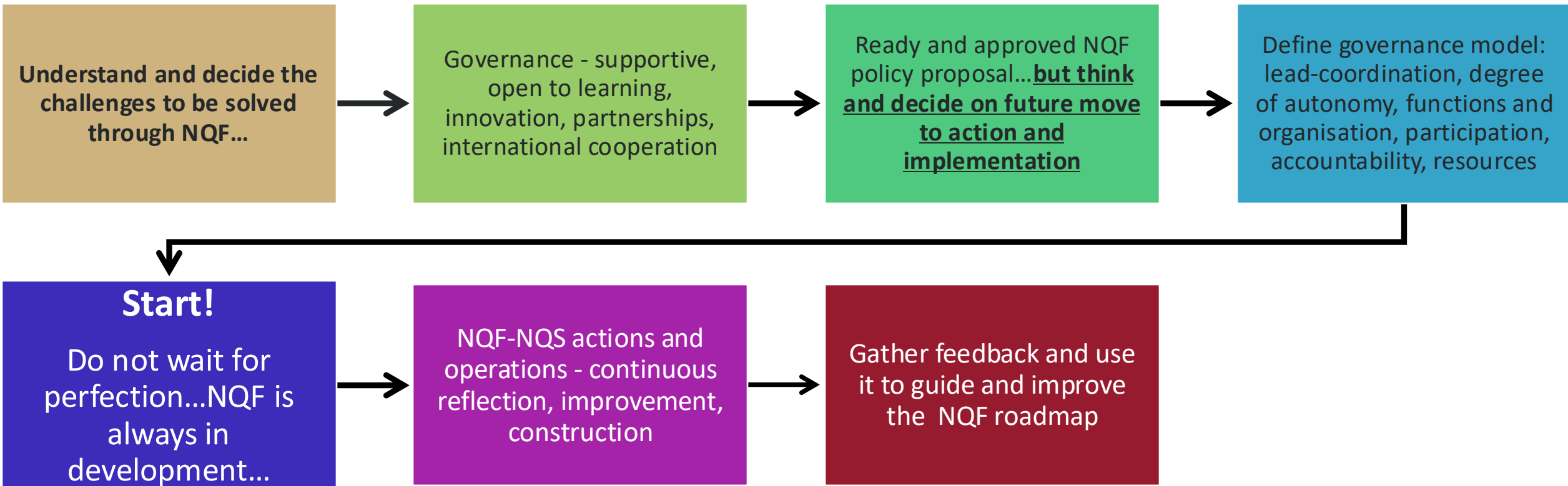
6.1

**NQF: from ideas to  
actions**

- Governance is all the processes of interactions be they through the laws, norms, power or language of an organized society over a social system. It is done by the government of a state, by a market, or by a network.
- Governance has been defined to refer to structures and processes that are designed to ensure accountability, transparency, responsiveness, rule of law, stability, equity and inclusiveness, empowerment, and broad-based participation. Governance also represents the norms, values and rules of the game through which public affairs are managed in a manner that is transparent, participatory, inclusive and responsive. **Governance therefore can be subtle and may not be easily observable. In a broad sense, governance is about the culture and institutional environment in which citizens and stakeholders interact among themselves and participate in public affairs. It is more than the organs of the government. (UNESCO, International Bureau of Education).**



# NQF: from building...to operations



6.2

**NQF governance models –  
international benchmarking  
(2021, 6 countries)**

# NQF governance: a balancing act



# Qualifications supply chain...



- Several institutions at different levels are responsible, involved – a chain
- NQF Governance needs to consider this “supply chain” and support coherent and constructive interplay

# Balancing act between...

## Function & scope NQF vs scale of NQF body

- Scope of NQF (1 or more sectors)
- Functions, scale, resources of NQF governing setting

## Interplay with the existing institutions?

- Goals and functions agreed for NQF
- Functions and responsibilities of already existing bodies / regulators

## Participation and buy-in

- Keep other sub-sectors at distance?
- Involve, give way, create alliances for inclusive NQF

Which Ministry takes the lead?  
How to involve and create the shared vision with other ministries?

## Start...

- “Small” and learn by doing
- Build all details first and put into action later...

# Conditions for effective governance of NQF

NQF is an integral component of the qualifications system, therefore it operates sustainably if supported by a set of elements:

- 1. Strategic-political framework:** "why" - what objectives and benefits, scope of the NQF, structure (levels and descriptors), beneficiaries, users
- 2. Legal framework:** different types of texts - Laws, decrees, regulations, decisions, guidelines
- 3. Management framework:** body responsible for planning, implementation of specific NQF activities and services; trained personnel; governance - stakeholders, partners; financing;
- 4. Implementation tool box:** a) Registers/ Digital Catalogue of Qualifications; b) Digitalised processes - applications for registration; c) Guides, methodologies; d) Website; e) Help, communication, information for end-users
- 5. Communication framework:** to reach out, mobilize different groups and audiences
- 6. Analytical framework, monitoring and evaluation:** data, research, analyses, dashboards, impact assessment, feedback (e.g. stakeholders, users)

- The nature of any NQF requires the involvement of a **broad base of partners** from different sectors of education and training, employment, economy and society.
  - From an International Benchmarking (2021): France, Portugal and Kenya provide examples and practices on the involvement of partners and stakeholders in governance, development of qualifications and decision-making on location / positioning of qualifications in the NQF.
- Increasing focus on **beneficiaries and users** — is part of the functions of NQF management bodies (and partners): Communication, online services/digital channels, technical and methodological guides, information brochures and videos on the benefits and opportunities offered by the NQF for different target groups, labour market recognition of NQF levels (job vacancies), among others.

# Models: based on international benchmarking (2021)

**6 Countries:** France, Bahrein, Namibia, Ireland, Portugal, Kenya)

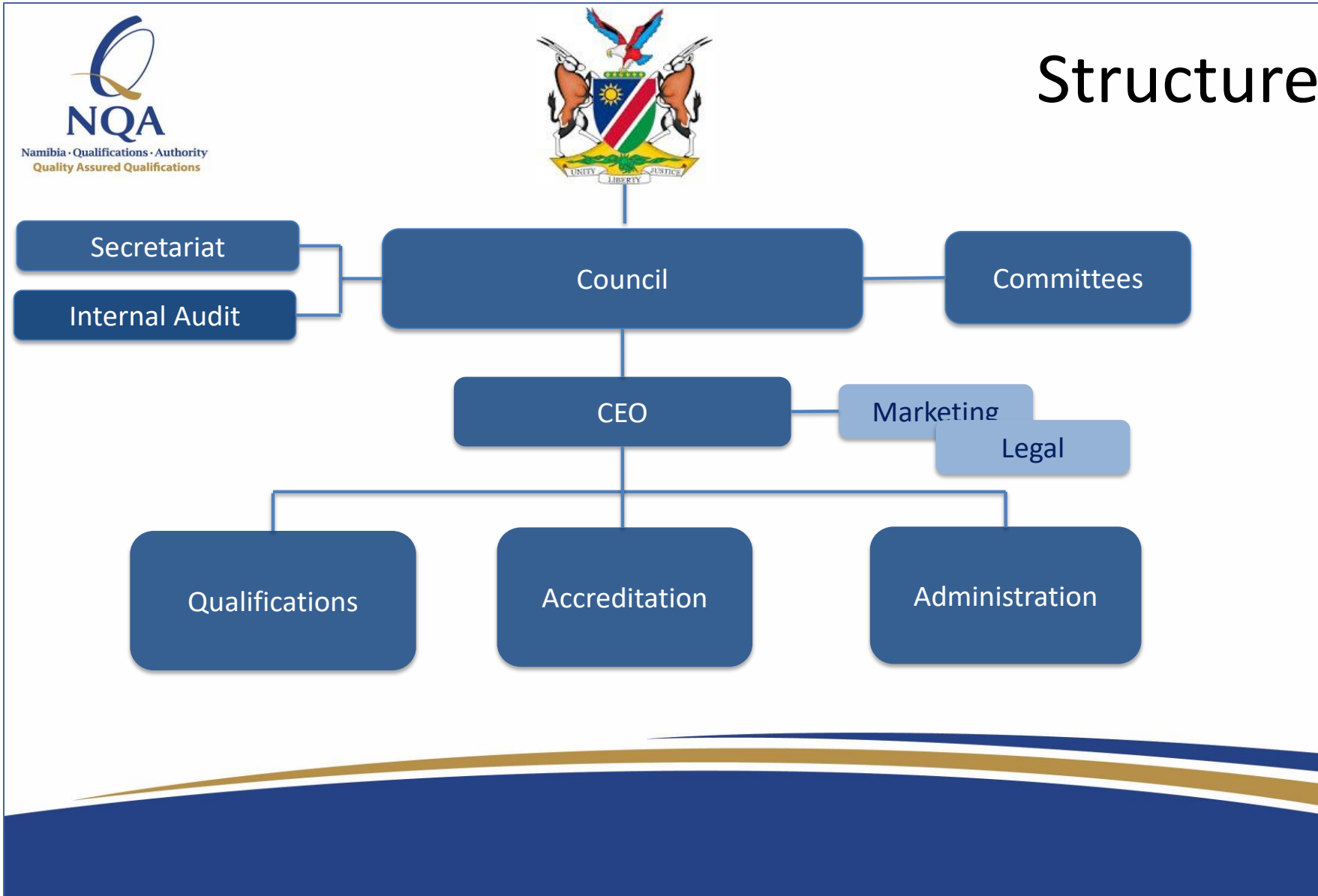
- **Governance and management - different organizational models**
  1. **Model 1:** National Qualifications Authority (Namibia, Kenya)
  2. **Model 2:** National Qualifications Authority + additional areas (Ireland, Portugal)
  3. **Model 3:** management of the NQF – within the structure of an existing institution (France, Bahrein)
- **Some common features:**
  - ✓ Statute: Entities with autonomy (administrative, decision-making, financial)
    - Not integrated in the structure of ministries (no example of our sample)
    - Specific competencies in the thematic areas of responsibilities: own staff; thematic experts/ specialists for certain areas / assignments
  - ✓ Associated stakeholders: sectoral councils, professional associations, chambers of commerce & industry, social partners
    - Roles: Consultation; approval of standards and qualifications; members of the decision bodies (e.g. Certification Committee - France)
  - ✓ Websites – wide range of information for the public

# NQF governance models: benchmarking

| Country               | Lead NQF institution  | Main functions  |
|-----------------------|---|---|
| <p><b>France</b></p>  | <p><u>Directorate of Professional Qualifications</u> - one of the 5 operational directorates of <a href="#">France Compétences</a></p> <p><b>NQF:</b> 8 levels<br/>History of NQF: since 1972; new NQF enacted by Decree Jan 2019</p> | <p>Ensures management and maintenance of the 2 national registers of qualifications: RNCP and Specific Register<br/>Elaborates the list of emerging and quickly developing occupations.<br/>Works / supports the <b>Certification Commission</b> – independent organ: analysis of applications and recommendation on inclusion of qualifications in NQF</p> |
| <p><b>Bahrein</b></p> | <p><u>General Directorate of NQF and Examinations</u>: within the structure of the Education and Training Quality Authority - <a href="#">BQA</a></p> <p><b>NQF:</b> 10 niveis</p>  | <p>2 functions (2 directorates): a) National examinations; b) NQF Operations</p>  |
| <p><b>Namíbia</b></p> | <p>Namibia Qualifications Authority (<a href="#">NQA</a>) – <b>NQA Council and its Committees</b><br/>Established by the Namibia Qualifications Authority Act (Act 29 of 1996)</p> <p><b>NQF:</b> 10 levels</p>                       | <p>Develop and manage NQF; be a forum for qualifications issues; professional standards; curriculum standards required to achieve professional standards; provider accreditation; register qualifications; RPL; data collection and analysis.</p>   |

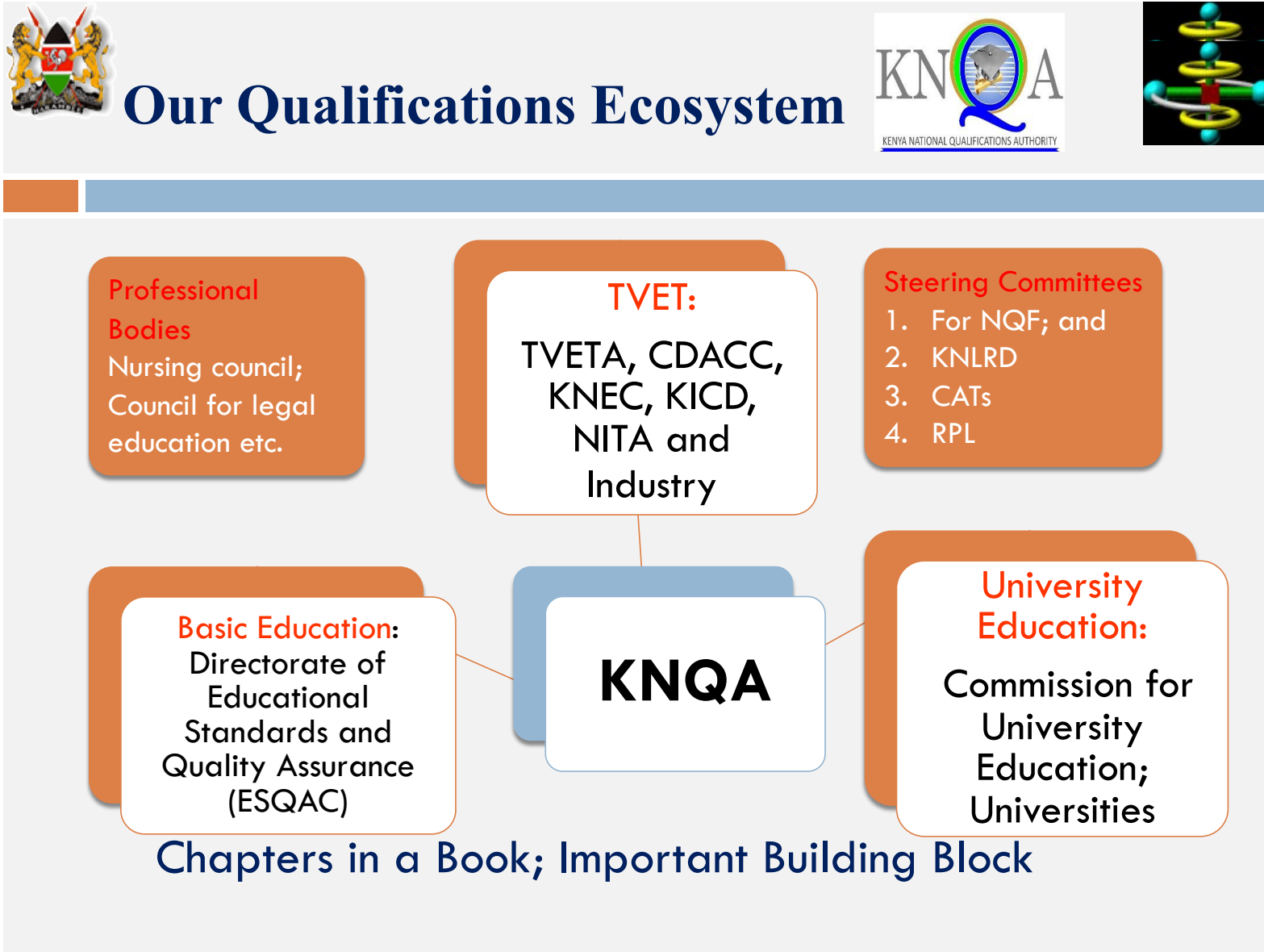
# NQF governance models: benchmarking

| Country  | Lead NQF institution  | Abrangência  |
|----------|---|--|
| Ireland  | 1. National Qualifications Authority (2001-2012) – first format<br>2. QQI (Quality Qualifications Ireland) – since 2012<br>Law 2012 (Qualifications and QA)<br>NQF: 10 levels                                     | "Swiss Army Knife" - many functions: <ul style="list-style-type: none"> <li>• Quality assurance (post-secondary, not higher)</li> <li>• NQF- registration qualifications, integrity of NQF, referencing other QF; impact analysis and review of the NQF</li> <li>• Recognition of diplomas, qualifications</li> <li>• Promotion of Irish qualifications</li> <li>• National coordination point for relations with EQF</li> </ul>   |
| Kenya    | Kenya National Qualifications Authority ( <a href="#">KNQA</a> )<br><br>Law 2014 + regulation 2018<br>NQF: 10 levels  | <ul style="list-style-type: none"> <li>• Equation of qualifications</li> <li>• Registration of qualifications</li> <li>• RPL</li> <li>• Foreign qualifications: Certificates of equivalence</li> <li>• Credit accumulation and transfer</li> </ul>   |
| Portugal | <ul style="list-style-type: none"> <li>• ANQ - first format</li> <li>• National Agency for Qualification and Professional Education (ANQEP) – revised &amp; current structure</li> <li>• NQF: 8 levels</li> </ul> | <ul style="list-style-type: none"> <li>• National Qualifications Catalogue (CNQ): registration, update, integrity</li> <li>• RPL: RVCC System - develop and manage, coordinate RPL Centers ("Qualifica")</li> <li>• Monitoring, evaluation, regulation of TVET offer (for young people and adults)</li> <li>• Design of learning pathways, programs, methodologies, standards</li> <li>• National coordination point for relations with European Qualifications Framework (EQF)</li> </ul> |

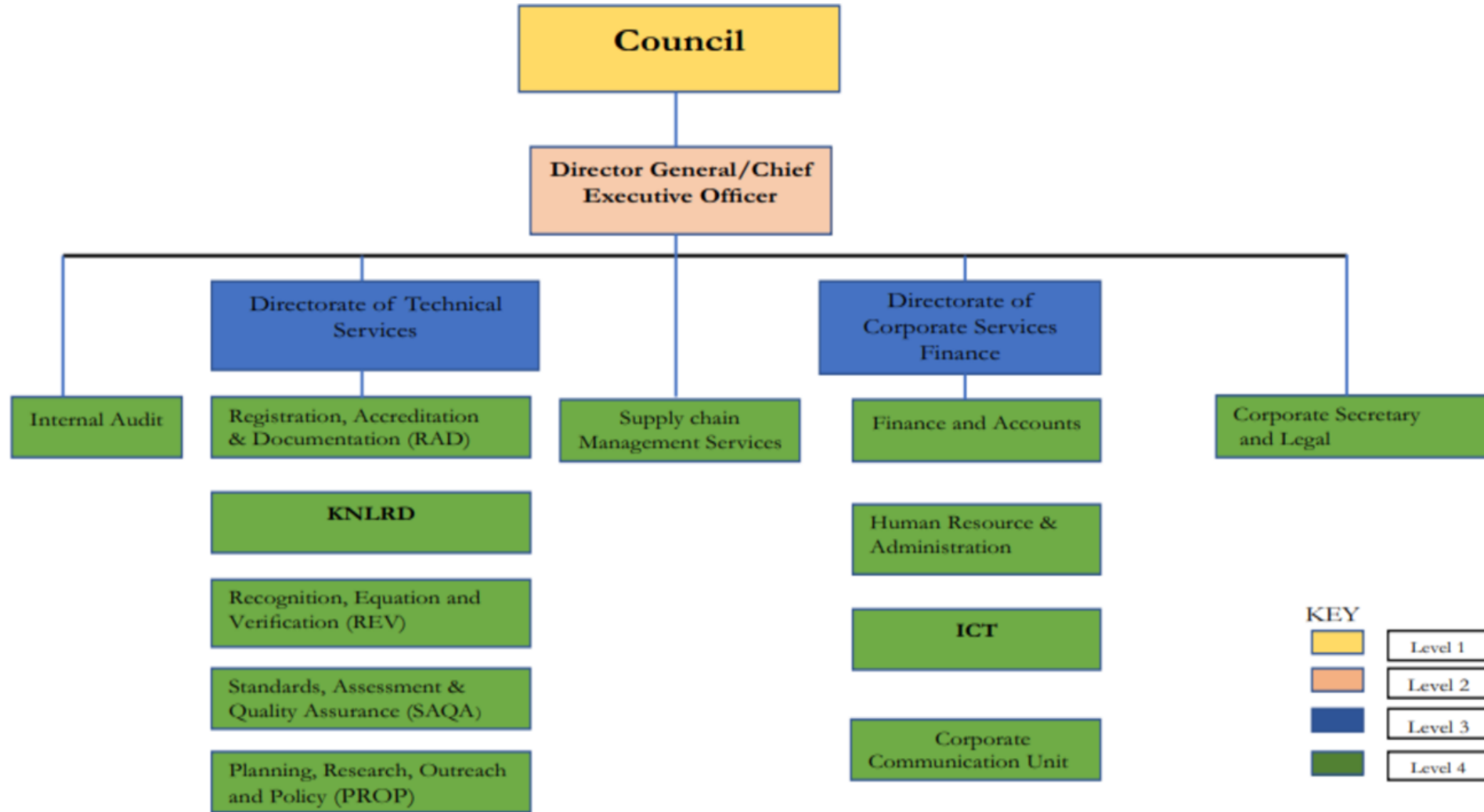


### The NQA Council Committees:

- Executive Board
- Qualification Committee
- Accreditation, Assessment and Verification Committee
- Human Resources Committee
- Finance Committee
- Risk and Audit Committee



# Organisational chart KNQA - Kenya

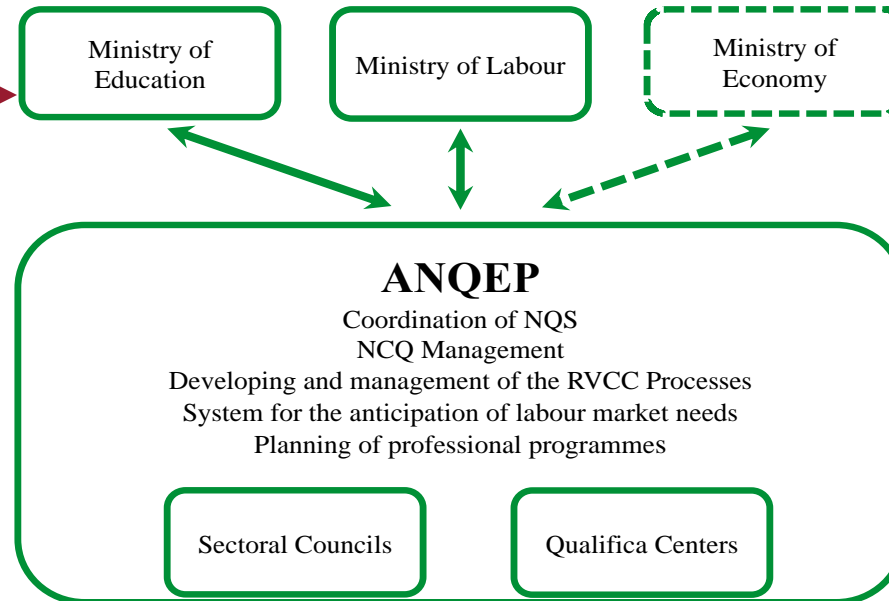


# NQF governance scheme - Portugal

## The Portuguese Qualifications Framework

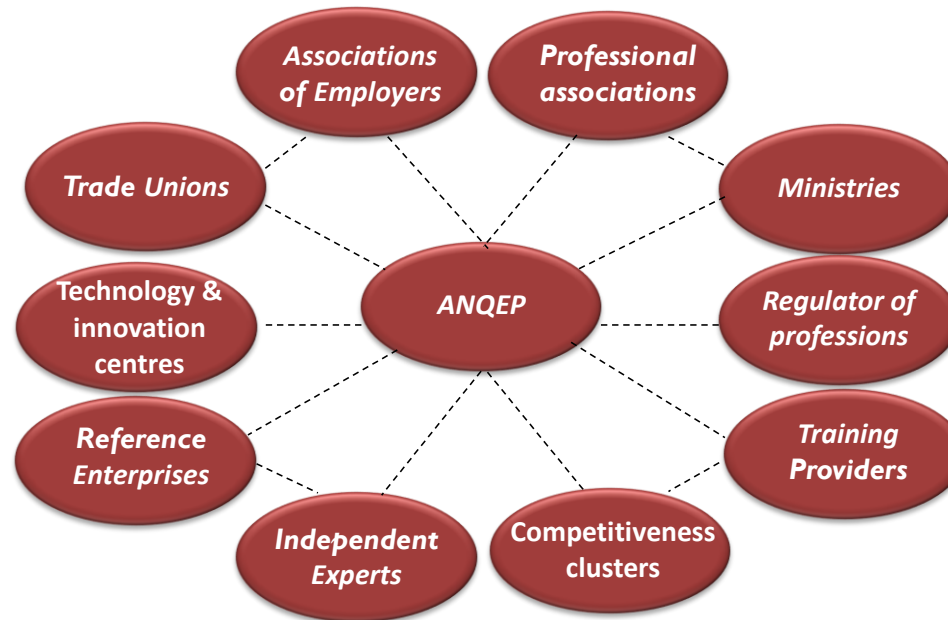
NQF implementation: Who does what (main institutions)?

Founders: 2 main ministries – Education and Labour – for the inclusive scope



## The Portuguese Qualifications Framework

Who are the main partners and stakeholders involved?



18 sector councils for qualifications

[https://www.angep.gov.pt/np4/indicadores\\_n3](https://www.angep.gov.pt/np4/indicadores_n3)

03

# NQF governance: overview and recent developments in Africa

## 1. NQF Authorities (National Qualifications Agency, Authority, Institute)

Legal entities of public law with managerial and financial autonomy. Established by legal acts. Purpose: to develop and implement the NQF; wide scope of functions and areas of work; registration and database of qualifications; multiple sources of financing (public budget, service fees, projects)

Angola, Botswana, Eswatini, Kenya, Mauritius, Namibia, Seychelles, South Africa, Zambia

**New: D R Congo! Oct 2023**

## 2. Coordination Units NQF

Independent legal entities, NQF focused scope of work, registration and database of qualifications. Quality assurance. RPL. Established by legal acts. Inter-stakeholder coordination functions.

Cape Verde

## 3. NQF management as one of the functions of existing agencies and councils

Legal entities with governance and financial independence: Higher education councils; quality assurance and accreditation agencies (tertiary and higher education); TVET authorities

Egypt, The Gambia, Ghana, Lesotho, Malawi, Nigeria, Sierra Leone, Tanzania, Uganda

## 4. NQF coordination as part of the functions of ministerial departments, or other government instances (such as technical coordination units; national alignment committees). Often – temporary functions in respect to NQF

Ministerial departments / structures tasked with coordination and development of NQFs. Most frequent ministries: labour and TVET; education; higher education. Technical coordination units accountable to Presidency of the country. Provisional inter-ministerial coordination commissions for NQF development

Cameroon, Malawi, Morocco, Rwanda, Senegal, Tunisia, Zimbabwe

**Ghana TVET QF?**

## 5. Inter-ministerial, inter-stakeholder technical commissions / councils focused on NQF development and consultation, initial implementation stages

Councils, commissions, working groups – often of temporary nature – until stable NQF governance setting is put in place

Mozambique, Sierra Leone, Ghana (towards comprehensive NQF?)

Morocco (National Permanent Commission working with the coordinating Ministry);

# New developments in 2021-2024

Democratic Republic of Congo: Oct 2023 – Cabinet Ministers approved Decree establishing NQF Authority (called: ACRCQP)

• **Seychelles**

New Seychelles Qualifications Authority (SQA) Act 57/2021, entered into force on 1 May 2022

• **Angola**

New decree n° 208/2022 of 23/07/2022: establishes the National Qualifications Institute and defines its organic statute

• **Ethiopia**

FDRE Education and Training Authority



-  <https://eta.et/>
-  <https://www.facebook.com/EducationAndTrainingAuthority>
-  [https://t.me/ETA\\_info](https://t.me/ETA_info)
-  <https://www.youtube.com/channel/UCUJZPk3EDLFYi44kMwC1RCg>
-  [https://twitter.com/FDRE\\_ETA](https://twitter.com/FDRE_ETA)
-  <http://www.linkedin.com/in/education-and-training-authority>

• **Mozambique**

New decree n° 61/2022 of 23/11/2022: establishes new integrated NQF and the Coordination setting of the NQF (based on Technical Commission)

# ACQF **NEW! NQF Authorities / Commissions**

## **SADC: top 10 functions**

List created by AI –  
LLM – documents  
of 12 countries

1. Development and Maintenance of NQF: Establish, implement, and maintain the National Qualifications Framework, and organize qualifications within a unified system.
2. Quality Assurance: Coordinate and implement quality assurance mechanisms to ensure standards and compliance across education and training programs.
3. Alignment with Industry Needs: Ensure qualifications are aligned with industry requirements and standards to enhance relevance and employability.
4. Recognition of Prior Learning: Recognize and evaluate competencies acquired through formal, informal, and non-formal learning experiences to provide credit where it's due.
5. Transparency and Comparability: Improve transparency, quality, and comparability of qualifications to facilitate understanding and comparison.
6. Maintain a national database of qualifications: This provides transparency and accessibility to information about qualifications.
7. Advise government and stakeholders: The lead body provides expertise and guidance on qualifications and NQF development.
8. Promote lifelong learning: This involves encouraging continuous skill development and recognizing diverse learning pathways.
9. Collect and disseminate information: Sharing information about qualifications and the NQF is crucial for stakeholders.
10. International Recognition and Cooperation: Establish equivalence of foreign qualifications, promote international recognition of national qualifications, and collaborate with other NQFs and recognition systems globally.

# NEW! NQFs SADC: top 10 objectives

List created  
by AI – LLM –  
documents of  
12 countries

1. Integration and Articulation: Harmonize and integrate qualifications into a unified framework, allowing for clarity and articulation of all qualifications.
2. Quality and Comparability: Ensuring high standards, relevance, and international comparability of qualifications.
3. Mobility and Progression: Facilitating movement between qualifications and educational/training sectors, enabling career advancement.
4. Recognition of Prior Learning: Promote recognition of skills and knowledge acquired outside formal education, valuing prior learning experiences.
5. Transparency and Access: Making qualifications understandable, promoting informed choices, and facilitating access to education and training.
6. Industry Alignment: Ensuring qualifications equip learners with skills relevant to labour market needs.
7. Promotion of Lifelong Learning: Encourage lifelong learning opportunities, promoting continuous skill development and personal growth.
8. Credit Transfer and Accumulation: Allowing learners to build upon prior learning through credit systems.
9. Alignment with International Standards: Ensure qualifications meet quality criteria and align with international standards, facilitating recognition and portability globally.
10. Quality Assurance: Enhance the quality of education and training provision, ensuring qualifications meet industry and socio-economic needs.

# EXPLANATION: AI – LLM methodology for text analysis and answer generation

Text analysis and answer generation involve processing large volumes of text data to extract relevant information and provide accurate responses to user queries.

## Methodology

### – Pre-processing of documents:

- Before analysis, the text undergoes pre-processing to isolate important information and remove noise. This includes steps such as tokenization, punctuation removal, stop-word removal, and stemming/lemmatization to standardise the text and improve the quality of analysis.

### – Model selection with different parameters:

- Several models are utilised with varying parameters to generate answers. Parameters such as temperature, tokens, model size/version, and top-k sampling are adjusted to optimise performance. Temperature controls the randomness of the generated text, while tokens and model size/version affect the complexity and depth of understanding of the model.

### • For the sum-up we used these models:

- OpenAI (GPT 3.5 Turbo - <https://platform.openai.com/docs/models/gpt-3-5-turbo>)
- Google Bard (<https://blog.google/technology/ai/bard-google-ai-search-updates/>)
- Anthropic Claude (Claude 2.1 - <https://docs.anthropic.com/claude/reference/selecting-a-model>)
- Anthropic Claude Instant (claude-instant-1.2 <https://docs.anthropic.com/claude/reference/selecting-a-model>)
- BERT (deepset/roberta-base-squad2 - Roberta-Base fined tuned for Q/A - <https://huggingface.co/deepset/roberta-base-squad2>)

### – Prompt Engineering for Q&A Sessions:

- Prompt engineering involves crafting specific prompts or questions to elicit relevant responses from the models. By carefully designing prompts, the models can be directed to focus on specific aspects of the text and provide more accurate answers. Examples of prompt engineering include providing context, specifying the type of information requested, and framing questions in a format familiar to the model. <https://aws.amazon.com/it/what-is/prompt-engineering>; <https://www.promptingguide.ai/>

**Mission of SQA:**

- To develop and enhance a national qualifications framework that elevates and recognizes competencies whilst promoting quality education and training.

**Functions of SQA**

According to new SQA Act N° 57/2021 (full list included in chapter 5.4 of this report):

- (a) recognise, evaluate and register national qualifications and part qualifications on NQF
- (b) generate and register national unit standards and qualifications for occupations and professions and ensure their relevance to social and economic needs;
- (c) maintain a national database of registered and accredited providers, programmes, qualifications and part qualifications, as prescribed;
- (d) design, develop and implement a common quality assurance system, and regulate compliance therewith;
- (e) develop and review quality standards and ensure compliance by providers through a monitoring system;
- (f) accredit tertiary education and training providers and other providers of post compulsory education and training and monitor that such providers continue to comply with prescribed standards and criteria;
- (g) accredit programmes and courses of education and training and monitor that such programmes and courses continue to comply with prescribed standards and criteria;
- (h) conduct inspection of established and registered schools to ensure national education quality and standards are maintained;
- (i) review the policies and criteria on which the National Qualifications Framework is based;
- (j) establish policy, criteria and procedures for, and monitor the process of evaluation and recognition of competencies acquired formally , informally and non-formally through Recognition of Prior Learning;
- (k) establish policy and criteria for credit accumulation and credit transfer;
- (l) recognise, evaluate and establish equivalence of foreign qualifications to the levels of the National Qualifications Framework and record the decisions made;
- (m) develop a policy and criteria for the recognition of foreign programmes leading to the award of qualifications and part qualifications delivered by or through local tertiary education and training providers;
- (n) develop a policy for recognition by the Authority of any foreign qualification before the qualification bearer may be entitled to enter into an occupation or a profession;
- (o) promote international recognition of the national qualifications and the international comparability of national qualifications;
- (p) register tertiary education and training providers and other providers of post compulsory education and training and maintain a register to this effect;

- Manage the NQF and National Catalogue of Qualifications (CNQ)
- Update the CNQ with support of Sector Qualifications Councils (CSQ) and Technical CSQ (CTSQ)
- Coordinate CSQ and CTSQ, assure participation of socio-economic partners
- Coordinate and support development of national education and training policies
- Promote national qualifications
- Promote mechanisms for efficient articulation between systems of education and vocational training
- Identify and elaborate occupational profiles - basis for training standards
- Contribute to approximation between professional and academic qualifications
- Define the methodology for elaboration of qualifications and develop models of occupational profiles, and competency and training standards
- Publish guides and reports about professional qualifications, technical glossaries and procedures manuals for the National Qualifications System
- Support recognition of qualifications acquired abroad
- Develop analyses related to social, labour market and technological developments and impact on qualifications
- Contribute to develop system of accreditation and certification of training providers
- Propose and support development of monitoring and evaluation and quality assurance of the National Qualifications System
- Develop the action plans and programmes for implementation of the National Qualifications System and its instruments
- Build and maintain the National Qualifications System and develop relations with NQF / NQS of other countries and regions

# ACQF **What does this mean? Easier said than done?**

Transparency?

= Not opaque

- Clarity: learning outcomes
- Coherence: linkages btw qualifications

Permeability and progression?

= Not deadend

- Recognition of all types learning / outcomes
- Qualifications different types & volume
- Closer integration btw sub-systems

Strengthen links btw education & LM

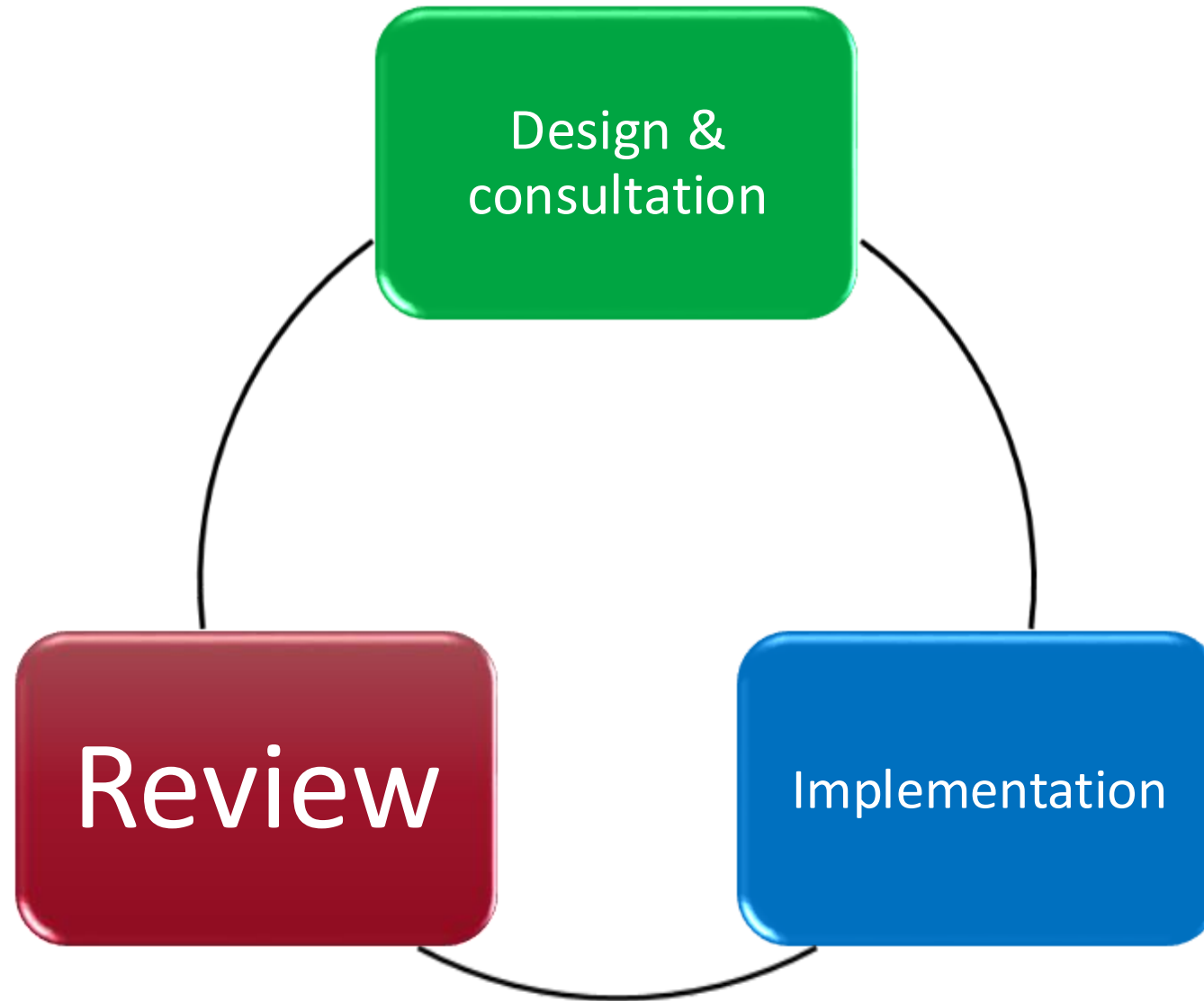
= Not flying blind

- Skills needs and occupations - anticipation & monitoring qualifications
- Systematic involvement sectors, professional bodies
- Data, analysis, LMI

6.3

## 3.3 Lifecycle of an NQF

# Lifecycle of an NQF



6.3a

**Phase 1 - NQF design  
and development**

# What is included in this phase?

1. Conceptualisation and design of the NQF during which countries analyse and define the “why, what for, what, how, with whom, when” of the NQF - rationale and main objectives of the future NQF. Results in:
  - Outline of the NQF providing the basis for wider dissemination and discussion within a smaller group of key stakeholders.
  - Key architectural features, such as purpose, scope and structures, are drafted.
2. Consultation and testing stage. Future NQF proposal is presented to and discussed within a broader group of stakeholders, normally as part of a public consultation process. Countries may choose to test the proposed NQF levels and qualification types through projects or targeted consultations.
3. Official establishment/adoption stage. NQF is formally documented and agreed to through a decree/law or a formal agreement between stakeholders.

# Critical questions for proposed NQF

| Focus                         | Questions   |
|-------------------------------|---|
| Plan for development          | 'Why, what for, what, how, with whom, when?' Overall approach to development? Who will manage development? Stakeholder engagement? Tested or trialled?  |
| NQF design: Purpose and scope | What are the goals to be achieved? Scope of NQF? How will it link to other QFs within the country?  |
| NQF design: Structures        | Levels and descriptors: Number of levels, domains?<br>Volume of learning measure: What will measure? How will it be used?<br>Qualification type descriptors: How will be documented? Map/table or text based? |
| NQF general queries           | Does design of NQF promote use of learning outcomes, lifelong learning, learning pathways, and access and equity principles? Does the structure reflect 'common sense'?                                       |
| Legal basis                   | How will the NQF be formalise, e.g. decree, regulations, agreed in policy?  |
| Governance and funding        | How will the NQF be managed and governed? How will the NQF be 'owned' by stakeholders?<br>How will it be funded? How will it be staffed?  |

# Critical questions for proposed NQF: Linkages

| Focus - Linkages                      | Questions  |
|---------------------------------------|--|
| Recognition of NF and IF learning     | How will the NQF provide the policy basis and support access to the validation of nonformal and informal learning? What policy linkages need to be made with the quality assurance strategies, e.g. embedded in quality standards for qualification specifications and for provider provision? |
| Credit transfer                       | How will the NQF provide the policy basis and support access to the validation of formal learning? Will it be only policy advice or will it link to a credit accumulation and transfer system?   |
| Registers                             | What registers need to be established for those qualification located and accepted onto the NQF? Who will be responsible for these registers, e.g. centralised NQF body or sectoral QA body?   |
| Quality assurance                     | How will the NQF be linked to QA strategies? Especially: development, design and approval of qualification specifications; and approval of providers and approval of programmes leading to a NQF qualification? How will policy coherence of QA strategies be achieved?                        |
| Other legal acts                      | Other laws and regulations will be affected by the proposed NQF? Who will be responsible for ensuring coherence across laws and regulations?   |
| Microcredentials                      | How will microcredentials be recognised within the qualifications system?  |
| Recognition of foreign qualifications | What information needs to be made available to support the country's citizens as a sending country? What linkages with other frameworks would be made? What information needs to be made available as a receiving country?   |

# What is usually in NQF texts (suggested)

## On NQF

- Background: wider issues addressed, benefits for people, LLL
- Objectives, principles, scope, NFIL
- Technical design: levels and descriptors, qualifications types, NQF map/table, volume of learning measure, e.g. credits
- Quality assurance linkages
- Components / instruments (register / database, monitoring & evaluation, standards, classifications)

## On NQF governance

- NQF lead entity: different models apply
- Roles, responsibilities and key functions
- Interactions sub-sectors education and training – on NQF
- Interplay between stakeholders
- Resources

NQF policy / legal act is supported by regulations, guidelines **developed over time.**

6.3b

**Phase 2: NQF  
implementation**

# Implementation phase

- Move from initial policy design and legal framework of the NQF to the operationalisation of the framework, focusing on:
  - ✓ Consolidating governance and associated legal acts
  - ✓ Establishing and practically applying the linkages to associated structures and the quality assurance arrangements, and moving to full practical implementation
  - ✓ Consolidating administrative and technical capacity and expertise.
- Full implementation requires time and not all strategies and capacities will be available at the same time.

# Critical questions of the implementation phase

| Focus                         | Questions  |
|-------------------------------|--|
| Design to full implementation | How will aspirations and vision for the qualifications system be articulated? Who will develop an implementation plan? Who needs to agree to it? How funded, resourced, and monitored? |
| QA of qualifications          | How will the link be made between NQF and the requirements for development and approval of qualifications?   |
| QA of provider provision      | How will the link be made between NQF, qualifications and the programmes leading to them? Who will approve and monitor? What sanctions and rewards will be applied?                    |
| Assessment                    | Who is responsible for assessment of individual achievement? How will assessment decisions be validate/moderated?  |
| Certification                 | Who will issue NQF documentation? Who will monitor?  |
| Data collection               | Who is responsible for setting data standard? Who will collect and retain data?  |
| Registers                     | How will registers be made public? What information should be public?  |
| Credit transfer system        | How will system be negotiated? Will it be part of or separate to the NQF?  |
| Visibility of the NQF         | How will NQF be communicated? How will dialogue with stakeholders be facilitated?  |
| Technical capability          | How will QA agency staff and provider staff capability and expertise be developed?   |

6.3C

**Phase 3: NQF  
monitoring and review**

# Monitoring of NQF implementation



How will implementation be monitored?



What data exists that can be used to monitor implementation?



Regional examples for monitoring NQF implementation within the qualifications system:

ACQF Guideline and TM on M&E (Nº 7)

Aspects M&E within quality assurance frameworks or guidelines:

- UNESCO for the Asia Pacific TVET sector,  
<https://bangkok.unesco.org/content/guidelines-quality-assurance-tvet-qualifications-asia-pacific-region>
- EQAVET framework for TVET sector,  
[https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32020H1202\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32020H1202(01)&from=EN)

- Major reviews can occur at any time, can draw on monitoring activities
- Qualifications frameworks are used to promote the trust and transparency of individual qualifications and the qualifications systems to which they belong. In doing so, they:
  1. Act as a classification device to organise qualifications according to type and/or level
  2. Set down (or link to) the quality measures for qualifications to be entered or accepted onto the qualifications framework
  3. Act as an official bridge to international users of domestic qualifications and holders of international qualifications.

*Source: Quality and Qualifications Ireland 2017.*

# Critical questions of the review phase

| Classification device   | Sets out (or links to) quality measures  | Bridge between domestic and international qualifications   |
|---|--|--|
| <p>Is the NQF helping to raise aspirations to learn?</p> <p>Do citizens use the NQF to use progression opportunities?</p> <p>Does the NQF assist in overcoming barriers to qualifications, including through the validation of nonformal and informal learning?</p> <p>Are valuable qualifications sitting outside the NQF that should be brought in?</p> | <p>Is the NQF raising the standard of qualifications in terms of the use of learning outcomes, content, assessment, and certification processes?</p> <p>Is the NQF applying the right kinds of pressures to qualification owners to describe and operate their qualification appropriately?</p> <p>Is the NQF helping to increase the potential of qualifications to provide social and economic returns to holders?</p> | <p>Do people abroad use the NQF to appreciate elements of specific domestic qualifications?</p> <p>Is it easy to make comparisons between the domestic qualifications and international qualifications?</p> <p>Are the links to international qualifications clear?</p> <p>Is the quality assurance functions of the NQF inspiring confidence among international application to domestic education and training programmes?</p> |

# 6.4

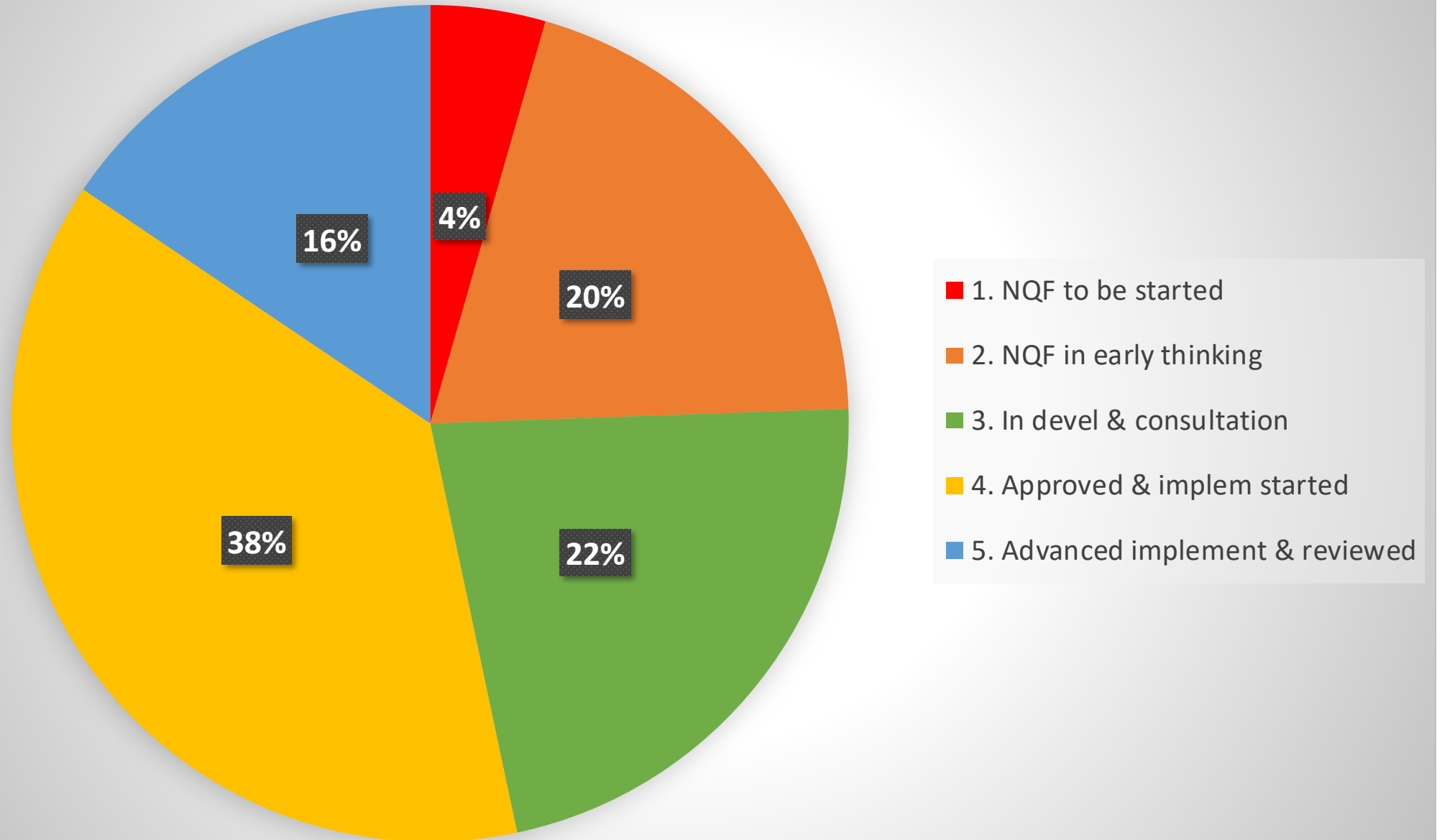
## 6.4 NQFs in Africa: trends

# African trends

- Growing number of NQFs approved and implementation started



## NQFs in Africa: 5 stages of development & implementation Number: 45 countries



# Newest data from ACQF-II NQF Survey (09-10/2023) – analysis ongoing

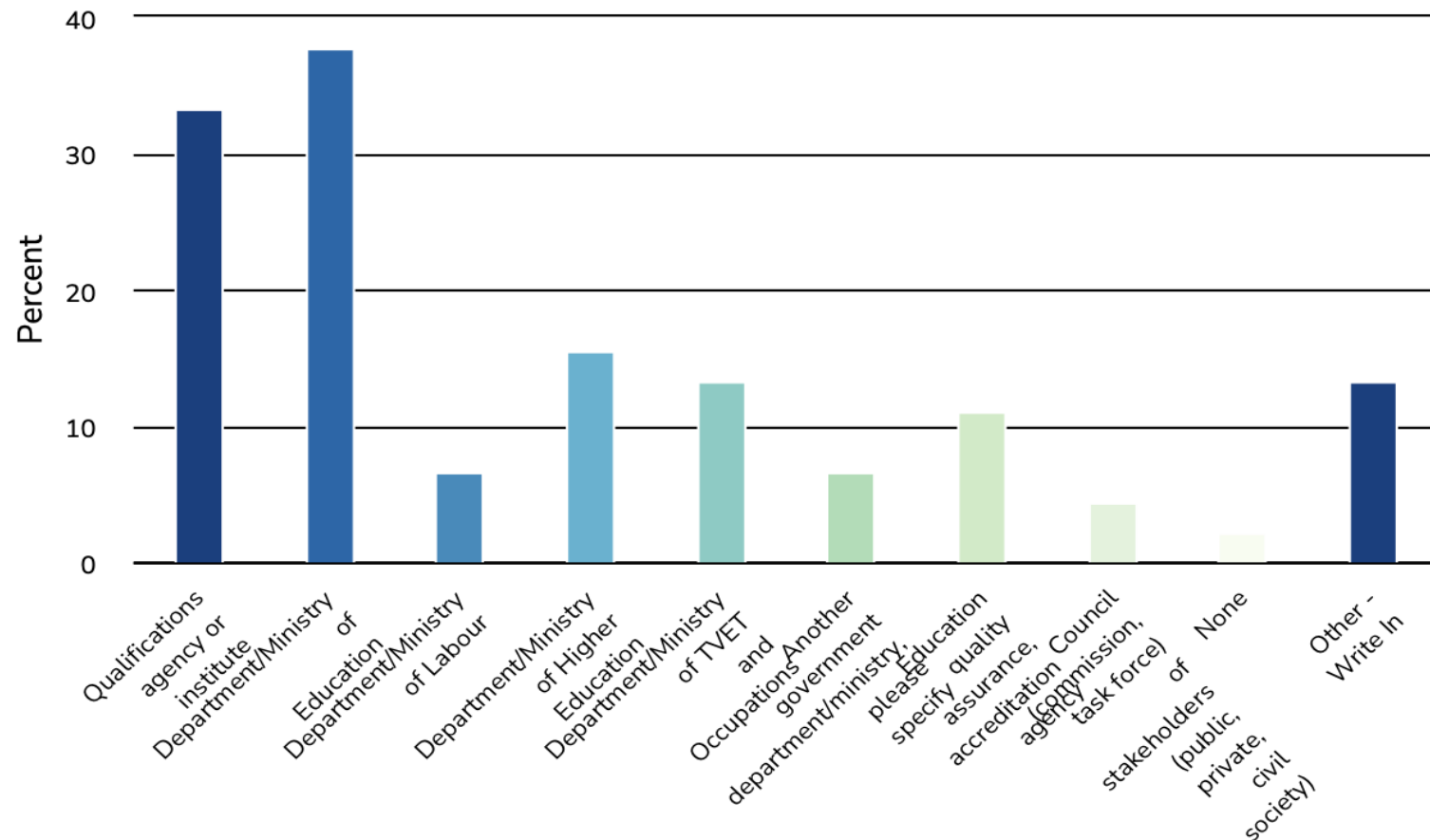
**29 countries  
participated !  
THANK YOU!**

Angola, Eswatini, Ghana, Guiné-Bissau,  
Kenya, Mozambique, Senegal, Sierra  
Leone, South Africa, South Sudan,  
Zambia, Burkina Faso, Cabo Verde,  
Cameroon, DR Congo, Djibouti,  
Ethiopia, The Gambia, Madagascar,  
Malawi, Namibia, Nigeria, Seychelles,  
Somalia, Sudan, Tanzania, Tunisia,  
Uganda, Zimbabwe

# Some survey results on governance (1)

11. Who is responsible for the overall coordination and oversight of the NQF development/implementation?

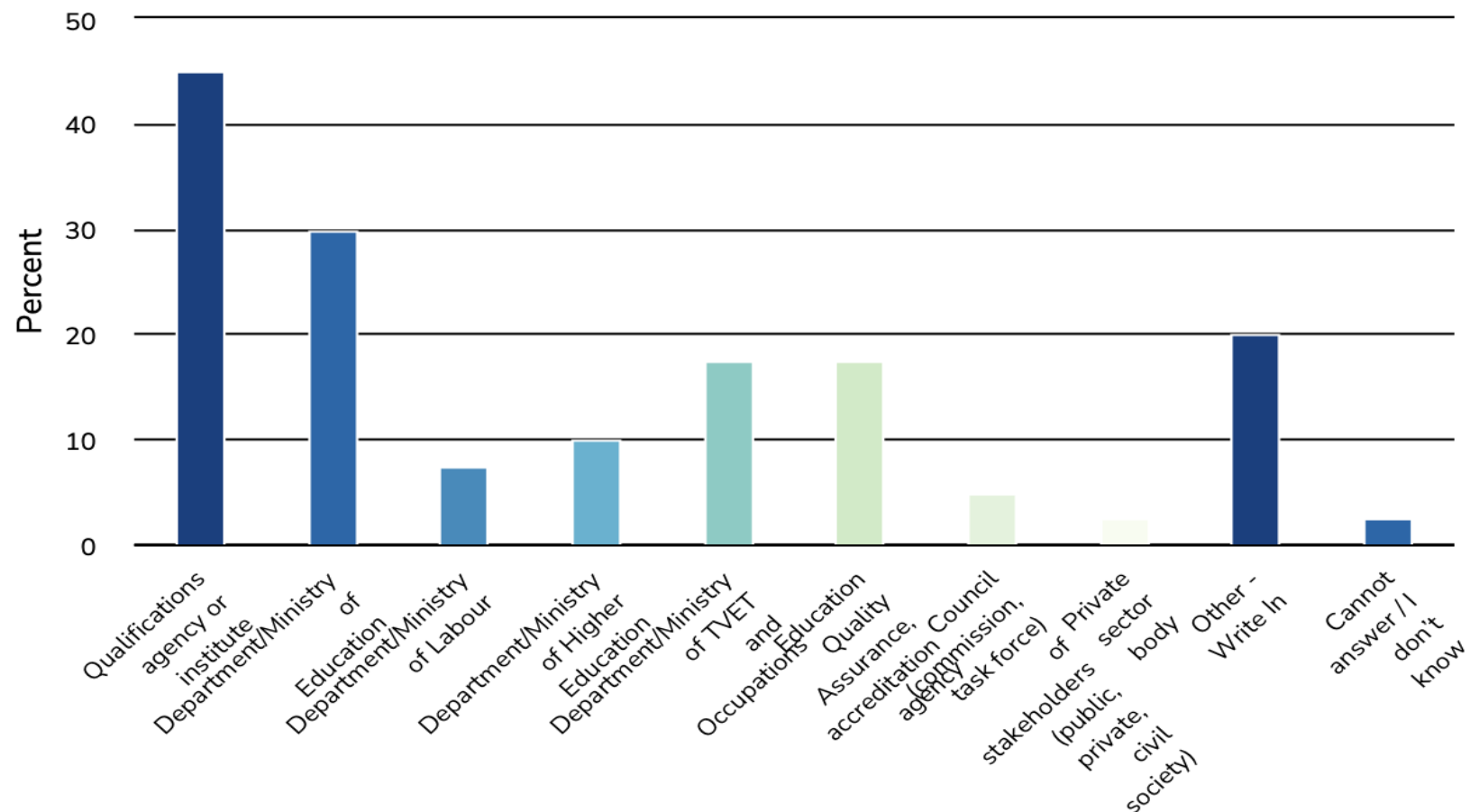
ACQF-II National Qualifications Frameworks (NQF) Survey



# Some survey results on governance (2)

12. Who is responsible for the implementation and day-to-day running of the NQF?

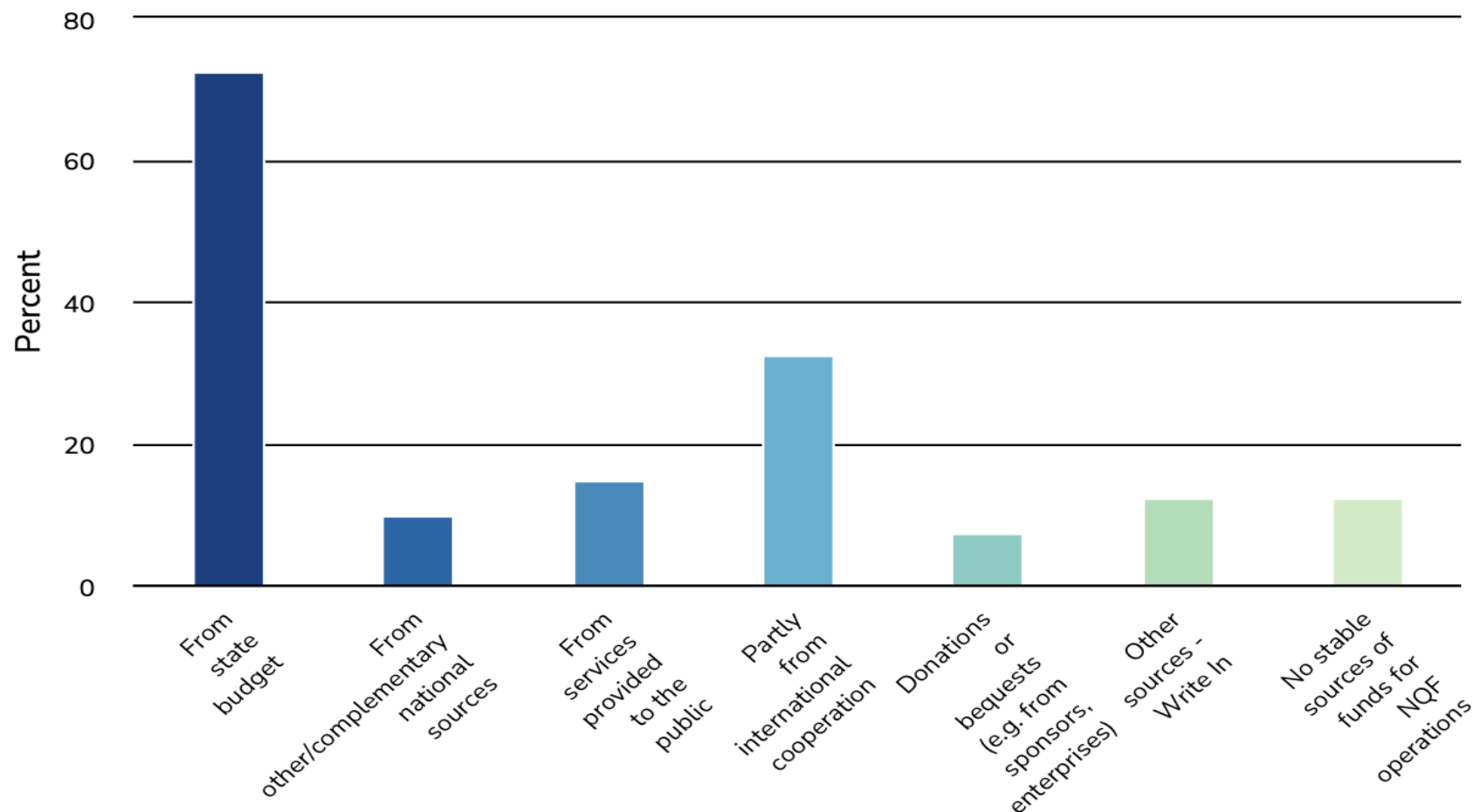
ACQF-II National Qualifications Frameworks (NQF) Survey



# Some survey results on governance (3)

13. Are the resources (financial, human) for the NQF operations (development, implementation, operation) supported:

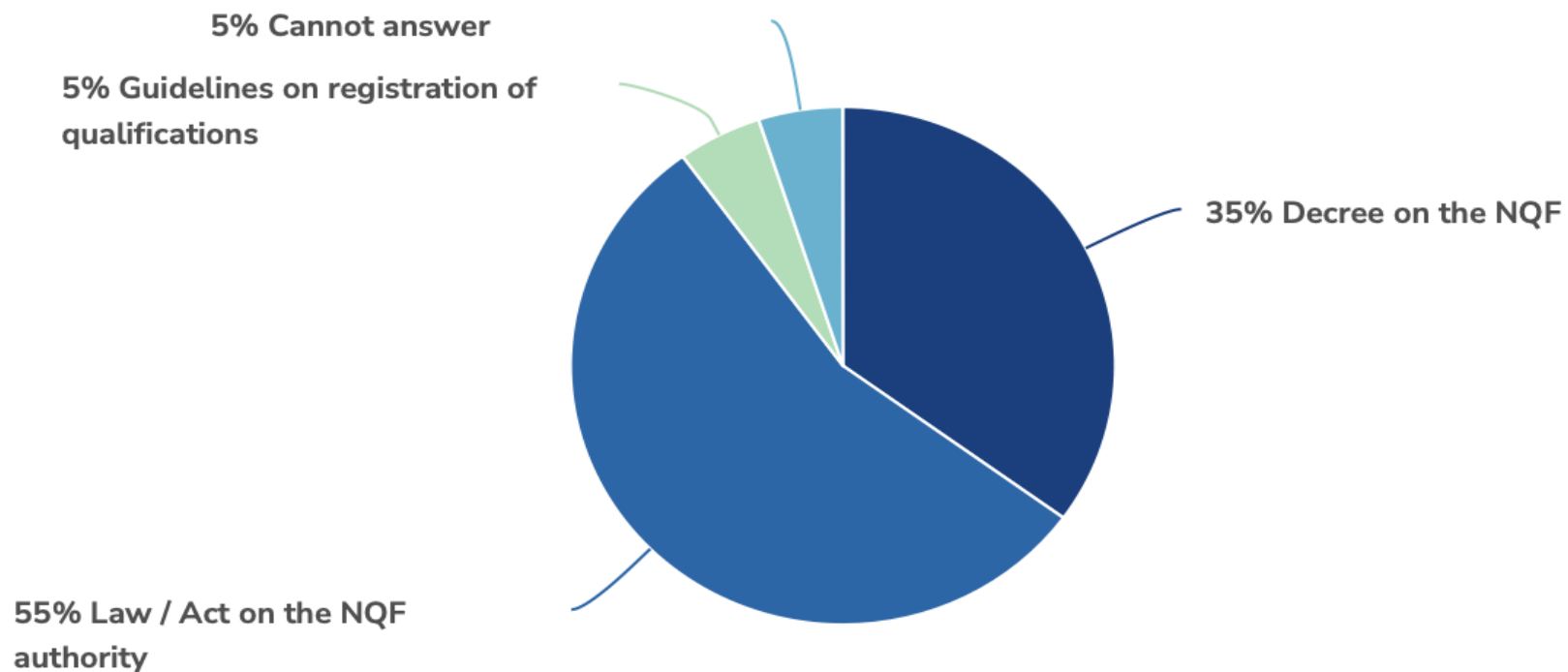
☰ ACQF-II National Qualifications Frameworks (NQF) Survey



# Some survey results on governance (4)

## 19. What is the legal basis of your NQF?

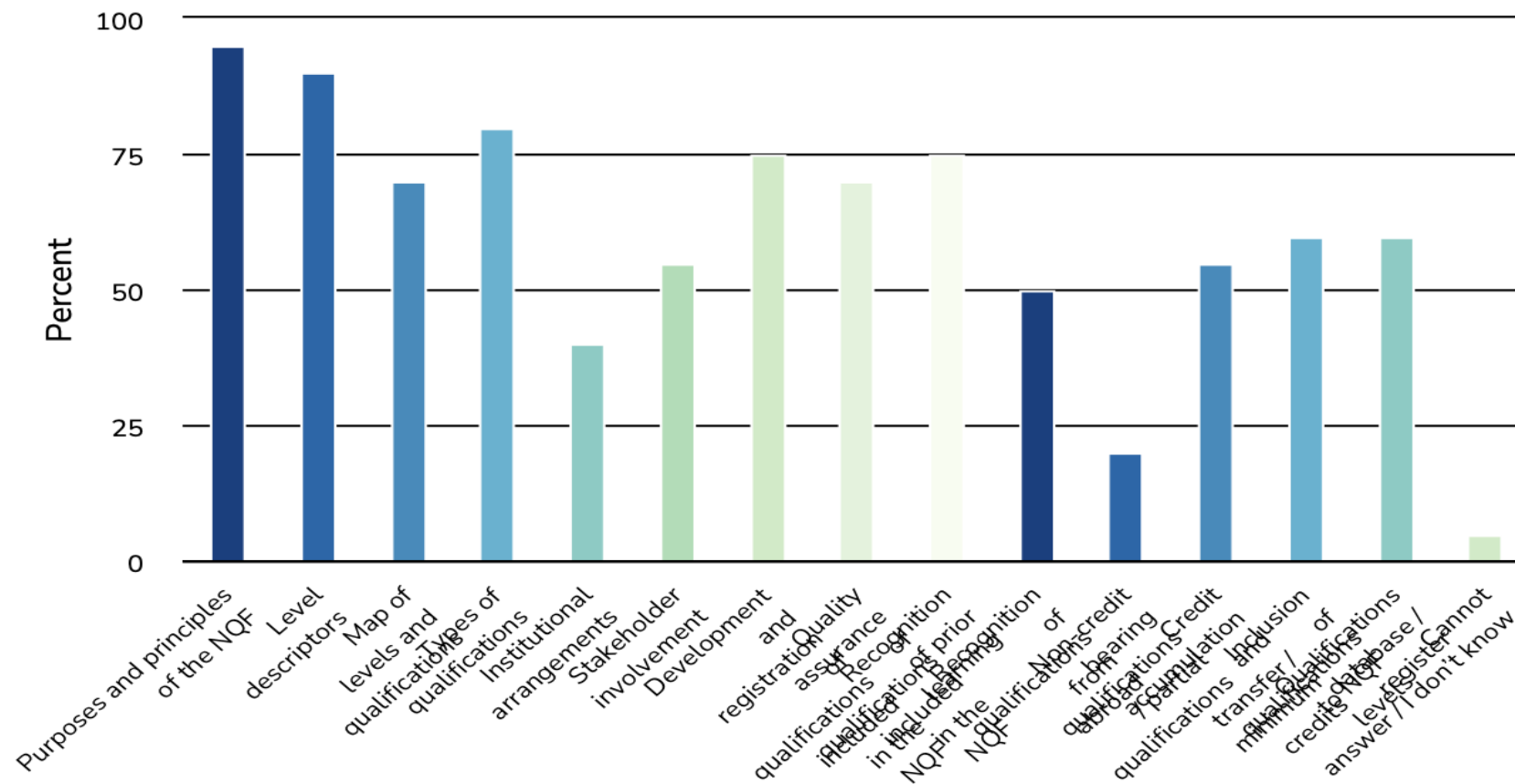
☰ ACQF-II National Qualifications Frameworks (NQF) Survey



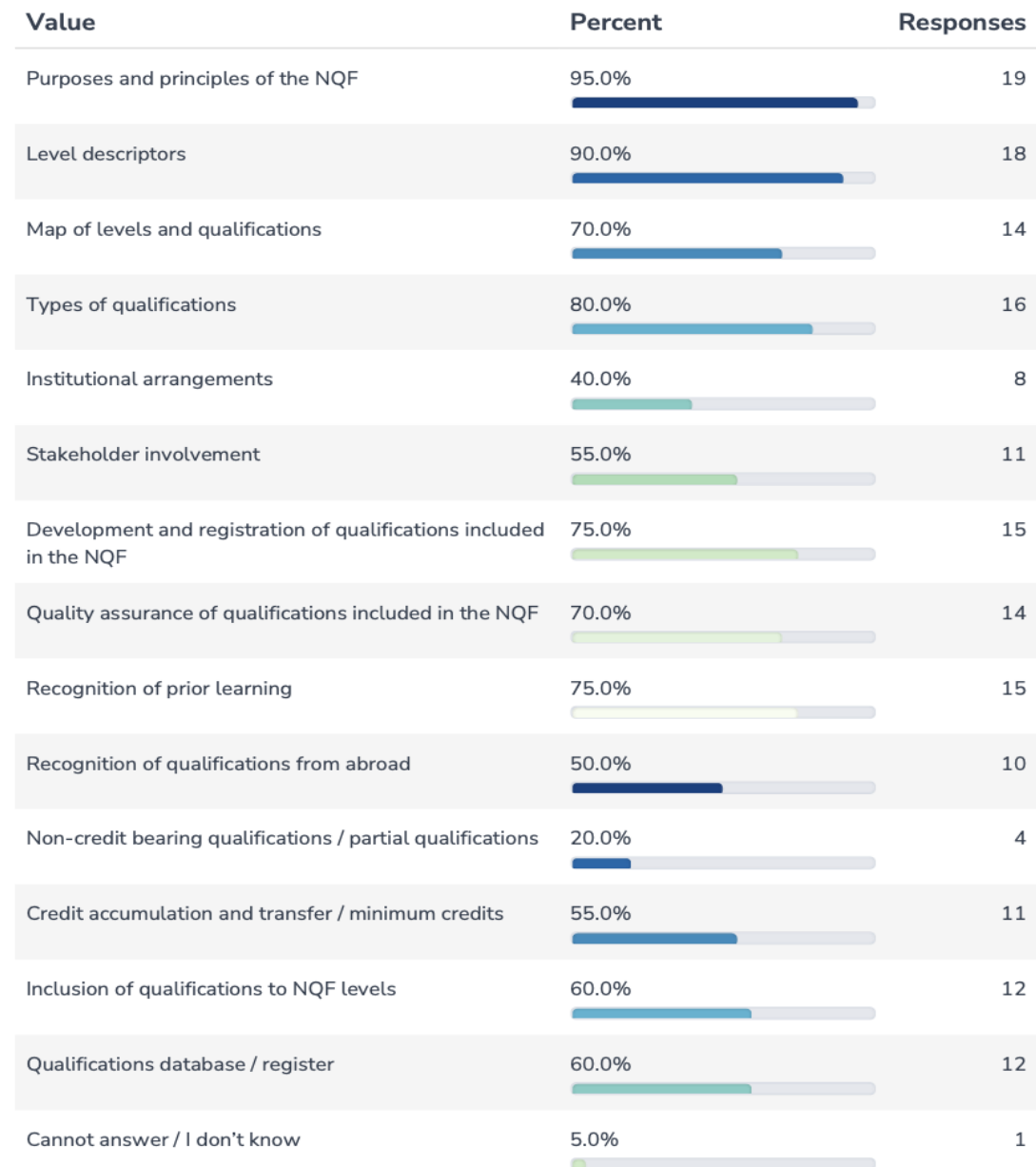
# Some survey results on governance (5-1)

21. What areas does the legal basis for NQF regulate? Please select all that apply.

☰ ACQF-II National Qualifications Frameworks (NQF) Survey



# Some survey results on governance (5-2)



# Learn more on NQF governance

- ACQF capacity development - 6 governance models:  
<https://acqf.africa/capacity-development-programme/nqfs-learning-materials/6-nqfs-governance-models>
- ACQF Mapping study collection:  
<https://acqf.africa/resources/mapping-study>
- Mapping SADC NQF for Review of SADCQF implementation. Annex.

# Questions



# Thank you

