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Ministry of Education, Culture and Higher Education



## Project ACQF-II

[www.acqf.africa](http://www.acqf.africa)



### Somalia - ACQF-II

Cooperation on the National Qualifications Framework (NQF), Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer System (CATS)

#### First Dialogue and Capacity Building Workshop

Dates: 8-10/Nov 2024

Venue: Nairobi Safari Club by Swiss-Belhotel, Lilian Towers, Koinange Street, Nairobi CBD, 00100, Nairobi, Kenya

## Workshop Report

Date: 19 November 2024

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Experts: James Mwewa (CATS) and Patrick Werquin (RPL)



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## 2 Executive Summary

The ACQF Somalia Workshop, held from 8–10 November 2024, marked a significant milestone in Somalia’s progress toward developing a National Qualifications Framework (NQF) and aligning with the African Continental Qualifications Framework (ACQF). The workshop brought together national stakeholders, international experts, and facilitators to enhance capacity, debate critical policy issues, and establish a concrete roadmap for policy development.

The objective of this cooperation is to develop 3 high-quality policy documents:

1. Comprehensive NQF (policy)
2. Credit Accumulation and Transfer System (policy and guidelines)
3. RPL (policy)

### Acknowledgments

This workshop was a national initiative owned by the Ministry of Education, Culture and Higher Education. ACQF-II project expresses highest appreciation to Director General TVET, Mr Mohamed Muktar, for the leadership, cooperation, openness and trust. Acknowledgements and gratitude go to all members of the Somalia NQF team, for their dedication, commitment and very hard and effective work during the 3 days of the workshop. Their contributions to the 5 policy debates are highly valuable as inputs and orientations for drafting the 3 policy documents (NQF, CATS, RPL).

The workshop was organised with support of the ACQF-II (AU, EU, ETF) project, which contributed with the expertise (3 experts). GIZ Somalia was a committed partner tasked with the organisation and logistics of the workshop, including accommodation and travel arrangements for the group of 16 representatives of key institutions actively involved in developing the main strategic proposals for a well-contextualised eco-system (NQF-CATS-RPL).

Special thanks to all facilitators, participants, and partners for their invaluable contributions.

### **Scope of this Report**

This report summarises the main outputs of the workshop, and integrates the following important elements:

- The results of the 5 policy debates in 2 working groups – in detail and faithful to the original presentations.
- The set of questions to gather complementary information useful for the 3 policy documents.
- The draft outlines for the 3 policy documents.

### **Key outcomes – planned and achieved:**

- Enhance the knowledge and understanding of key topics and trends shaping **National Qualifications Framework (NQF), Recognition of Prior Learning (RPL), Credit Accumulation and Transfer System (CATS)**.
  - All thematic sessions aimed at capacity development were completed, and participants actively discussed with the trainers team and colleagues. All PPTs are accessible at the [event webpage](#) (scroll down – to “Materials”).
- **Identification of key priorities and features for three core policies (NQF, RPL, CATS);** proposals and contributions to engineer the 3 policies, via participative discussions based on guiding questions and participative debates in working groups.
  - The 5 planned policy debates on 9-10/Nov (3 on NQF, 1 on CATS and 1 on CATS policies Somalia) were successful, and produced pertinent proposals from the working groups for the engineering and drafting of the 3 policy papers. These proposals are saved in PPTs, and were presented and discussed in plenary.
  - Somalia team leader (MoECHE - DG TVET, Mr. Mohamed Muktar) invited the ACQF-II experts team to use the outputs from the working groups debates with the necessary balance, and to adjust and improve the proposals in line with accepted concepts, trends and practices relevant for the 3 policies. In accordance with DG TVET, on 18/Nov the ACQF-II team sent a package of questions to gather complementary information, helpful for the conceptualisation and calibration of the 3 policy draft papers.
- **Drafting a timeline and implementation strategy** for these policies, culminating in Somalia’s preparation to referencing to ACQF by **October 2025**, if they policy documents are approved by the national institutions.
  - The agreed milestones of the short-term roadmap have been proposed by ACQF-II coordinator and well received by DG TVET and all participants. The main milestones are presented below.
  - **Step 1: Develop the 3 policies**
    1. Complementary information from Somalia: 19/Nov
    2. Report of the workshop: 21/Nov
    3. Draft 1.0 of the 3 Policies: 01/Dec
    4. Draft 1.1: 20/Dec
    5. Draft 2: 30/Jan
    6. Consultation: Feb 2025
    7. Finalisation: Mar 2025
    8. Implementation plans for the 3 Policy: Mar 2025
    9. **ACQF QCP: participate actively in training and data collection**
  - **Step 2: Other activities**
    1. Benchmarking, comparison on specific topics and issues related to NQF-RPL-CATS: Jan-Feb 2025
    2. Capacity development on Quality Assurance of NQF: Mar 2025
    3. Piloting RPL
    4. Technical tools: adapted handbook on CBT – qualifications standards
    5. Prepare for referencing to ACQF: Oct 2025

- Strengthening collaboration between stakeholders to advance quality assurance and standardization of qualifications in Somalia.

**Important note:** during the workshop it was emphasised that all policy documents shall be translated into the national language. ACQF-II will rely on the support of MoECHE and GIZ to ensure timely and high-quality translations. ACQF-II will deliver all drafts in English.

The workshop's participatory format fostered meaningful dialogue and collective ownership of the roadmap for Somalia's qualifications framework development.

### 3 Workshop Objectives, Agenda, Presentations and Participants

#### 3.1 Objectives

- Enhance national understanding of ACQF principles and tools.
- Build capacity for developing and implementing Somalia's NQF.
- Facilitate stakeholder engagement to align policies on RPL, QA, and qualifications frameworks with regional standards.
- Develop a short-term roadmap to guide policy drafting and implementation.

#### 3.2 Agenda – overview

This first workshop on the Somalia NQF lasted 3 successive days, and aimed to provide a new impetus to the national reflection on the Somalia NQF and connected policies (CATS and RPL). The agenda combined 1.5 days of training, followed by 1.5 days of dialogue and NQF engineering.

- Module 1: Training: Introduction and deepening of the knowledge and skills of the members of the NQF Working Group and other partners on the three policy domains: NQF, CATS and RPL.
- Module 2: National Dialogue and Engineering of the Somalia NQF and CATS
- Synergistic Module 3: Complementarities and linkages between the three policies.

#### **Module 1: training, knowledge building (08 November) – focus on NQF and CATS (08/Nov; and partially 10/Nov)**

**Thematic scope: NQF – rationale, objectives, governance, instruments; RPL, CATS; roadmap.**

- ACQF: continental reference qualifications framework. Objectives, Policy, Actions, New perspectives.
- NQF – from A to Z: concepts, objectives, principles, types, trends, examples.
- NQF Pillars and Tools: Learning Outcomes; levels and level descriptors; quality assurance of qualifications and the NQF; registers of qualifications
- Governance of the NQF: models, legislation, institutions, stakeholder involvement. Monitoring and evaluation.
- CATS: concepts, objectives, scope, application. Examples

#### **Module 2: Dialogue and NQF Engineering (09 November) – focus on NQF and CATS (09-10/Nov)**

- Debate 1:** NQF - Vision, Objectives, Scope, Principles, Functions, Visibility
- Debate 2:** NQF Level structure, descriptors, types of qualifications
- Debate 3:** NQF tools; quality assurance; Governance, stakeholders, legislation
- Debate 4:** CATS: vision, objectives, target groups, organisation and application methods and tools

#### **Module 1 and 2: Focus on RPL (10 November morning)**

##### **Module 1 – RPL (09.00-10.30)**

- RPL: concepts, target population, scope, objectives, process, requirements, application, synergy with NQF and CATS. Examples

##### **Module 2 – RPL (11.00-13.00)**

- Debate 5:** RPL: vision, objectives, target groups, organisation, roles and responsibilities

### **Synergistic Module 3: Assessment, and complementarities of the 3 policies (10 November afternoon)**

12. **Debate 6:** Self-assessment of the existing policies, tools, practices - relevant for the NQF, RPL and CATS
13. **Debate 7:** Roadmap for the development, consultation and adoption of the NQF, RPL, CATS. Discussion and agreement of the annotated outlines of the 3 policy documents.
14. **Debate 8:** Conclusions. Next steps.

#### 3.3 Presentations

- a. **NQF presentations** on the workshop webpage:
  - [Session 2 and 3](#)
  - [Session 4](#)
  - [Session 6](#)
  - [Sessions 9, 10, 11 – guiding questions for working groups discussions](#)
- b. **CATS presentations** on the workshop webpage
  - [Sessions 7 and 8](#)
  - [Session 12 – guiding questions for working group discussions](#)
- c. **RPL presentations** on the workshop website
  - [Session 13: guiding questions for working groups discussions](#)
- d. [Session 14: Outlines of the 3 Policy documents and roadmap](#)

#### 3.4 Participants

The workshop gathered representatives from Somalia’s Ministry of Education Culture and Higher Education, Ministry of Labour, higher education institutions, TVET training provider, international ACQF-II experts, and GIZ representatives. The total number of participants was 21 persons, including the 3 experts (ACQF-II) and GIZ representatives.

Attendance certificates co-signed by ACQF-II coordinator and GIZ project lead were awarded to all participants from Somalia.

#### **Participants of the workshop**

##### **Somalia team**

	<b>Names of the participant</b>	<b>Organisation</b>
1	Mohamed Hassan Muktar	MOECHE/ TVET
2	Abdifitah Abdi Mohamed	MOECHE
3	Abukar Ahmed Mohamed	MOECHE / TVET
4	Ahmed Ibrahim Nageye	MOECHE/HE
5	Badri Hussien Sandhol	MOECHE/HE
6	Abdishakur sh Hassan Ahmed	MOECHE/HE
7	Raqia Ahmed Mohamed	SNU (public)
8	Abdisalam Toho Hassan Jimale	ASU (private)
9	Hassan Mohamed Hassan	ASU (private)
10	Hussien Muse Shirawe	MOECHE/BE(Exam)
11	Maria Zakaria Ahmed	MOECHE/BE(QAs)
12	Ali Abdi Mohamed	MOECHE/BE(Tech)
13	Said Mohamed Hussein	MOC
14	Yahye Abdiweli Ahmed	MOLSA
15	Abdimajid Khadar Ali	TVET private
16	Abdul Bulle Hussein	ASU (private)

##### **ACQF-II team**

- Eduarda Castel-Branco, ACQF-II coordinator
- James Mwewa, CATS expert

- Patrick Werquin, RPL expert

## GIZ

- Mohamed Ahmed Hashi - Project manager
- Teymour Anwar

## 4 Overview of results from discussions in working groups

### 4.1 Flow of the 3 days – in brief

#### a. Day 1: Setting the Context

The workshop commenced with welcome remarks by [name of the keynote speaker]. Keynote addresses emphasized the role of ACQF in fostering regional integration and skills development.

- **Session Highlights:**

- **ACQF Tools and Relevance:** Presentations explored how ACQF supports the transparency, comparability and quality of qualifications of all types and levels across Africa.
- **Somalia’s NQF Progress:** National stakeholders outlined Somalia’s current education and training reforms, highlighting challenges such as limited harmonisation in the qualifications system, and lack of policies and guidelines for CATS and RPL.

#### b. Day 2: Working Group Discussions

Focused discussions allowed participants to delve deeper into NQF, CATS and RPL policy development. Each group worked on identifying challenges, setting priorities, and proposing actionable steps.

#### c. Day 3: Roadmap Development

The final day focused on synthesizing outputs from the working groups into a comprehensive roadmap. The roadmap prioritized short-term deliverables, stakeholder roles, and timelines.

### 4.2 Major outputs from the 5 debates (9–10 November)

All debates were based on guiding questions presented by the ACQF-II experts to the plenary. The essential guiding questions had been proposed on the agenda and were well known to all participants.

**Table 1: On the NQF - results from Working Group debates**

Group 1	Group 2
<b><u>Debate 1</u></b>	<b><u>Debate 1</u></b>
<p><b>Issues that NQF will help to address / resolve</b></p> <ul style="list-style-type: none"> <li>• Quality and Recognition of foreign qualifications</li> <li>• Alignment of Globalization benchmarks</li> <li>• Education qualification alignment</li> <li>• Quality Assurance and transparency</li> <li>• Education and market relevance</li> <li>• Recognition prior learning</li> <li>• Enhancing and reviewing education contents</li> <li>• Fragmented education nature</li> <li>• Manage student mobility</li> </ul> <p><b>Vision:</b> To create a robust, flexible, transformative and transparent qualification system that supports social equity and inclusiveness, guarantees both national and global recognition of qualification, and encourages lifelong learning.</p> <p><b>General objectives of NQF:</b></p> <ol style="list-style-type: none"> <li>1. To ease the mobility of student</li> <li>2. To ensure quality of education</li> <li>3. To act as Means for international compatibility</li> </ol>	<p><b>Issues that NQF will help to address / resolve</b></p> <ul style="list-style-type: none"> <li>• Student mobility challenges while SNQF doesn’t exist.</li> <li>• Lack of qualification register that hinders lifelong learning locally.</li> <li>• Learning outcomes not harmonized hence cause quality challenges in education.</li> <li>• Credit hours not harmonized hence pose quality issues in education.</li> <li>• There is not system to recognize skilled workforce currently available in the market this results stakeholders to miss opportunities due to lack of recognition.</li> <li>• There is no system to reference international students and teachers certificates that enroll in the local education levels.</li> </ul> <p><b>Vision and aspirations of the NQF:</b></p> <ul style="list-style-type: none"> <li>• The vision of Somalia's National Qualifications Framework (NQF) is to establish a <b>cohesive and globally recognized education and training system</b> that aligns with regional and international standards.</li> </ul>

### Specific objectives of NQF:

- Standardize qualification
- To promote recognition of prior learning

### Scope:

The NQF includes a process of supporting LLL for 10 level of NQF and all modes of education – formal, non-formal informal and micro credentials.

### Functions of the NQF:

- Communication
- Reform
- Regulation

### Principles of NQF:

- Transparency,
- Accountability
- Flexibly
- Inclusiveness

### Making the NQF accessible:

- Stakeholder engagement
- awareness campaigns
- information dissemination
- marketing and advocacy
- political will

- The NQF aspires to **create a structured pathway for learners** to progress across various educational and professional levels, enhancing both **access and mobility** within the system.
- Ultimately, the NQF aims to support Somalia's socio-economic development by building a skilled and competent workforce equipped to meet the demands of a growing and evolving economy.

### Wider Objective:

- The Somalia National Qualifications Framework (SNQF) aims to establish a **unified, transparent, and coherent qualifications system** that **enhances educational standards and fosters lifelong learning**. By aligning qualifications with **regional and global standards**, the SNQF seeks to **improve the employability** of learners, facilitate academic and professional **mobility**, and support national **socio-economic development**.

### Specific Objectives:

- **Standardization and Quality Assurance:** Develop and implement standardized qualifications criteria to ensure consistency in educational quality across institutions and sectors.
- **Recognition of Skills and Competencies:** Enable clear pathways for recognizing prior learning and competencies gained through formal, informal, and non-formal education, promoting inclusivity and accessibility.
- **Alignment with Market Needs:** Align educational outcomes with the current and future needs of the labor market, enhancing graduates' readiness for employment and supporting economic growth in Somalia.
- **Facilitating Educational Mobility:** Enable learners to progress smoothly through different levels of education, promoting lifelong learning and continuous professional development.

**Scope:** All sectors (basic, higher, TVET); current 4 levels – shift to 10 levels; all types of qualifications; formal, non-formal, informal learning, micro-credential

**Functions:** communication, reforms, regulation.

### Principles of NQF:

#### 6. Principles of NQF



**NQF accessible, visible and accessible**

- Ensuring **accessibility** means that the framework is **inclusive and readily available to a diverse range of users**, allowing individuals from various backgrounds to understand their options for educational pathways and qualifications.
- **Visibility** within the NQF is about promoting **awareness and recognition** of the framework across educational institutions and industries, ensuring that qualifications are standardized and recognized across sectors. This helps in fostering **trust in the quality and consistency** of the education system, enabling stakeholders to **clearly see the levels and progression routes** available.
- To be truly understood, the NQF must be **transparent, with clear guidelines and descriptions for each qualification level**. This clarity allows **learners to make informed choices** about their education and career paths, as well as enables **employers to assess and compare qualifications** easily

**Debate 2**

- **Existing academic qualifications:** primary, secondary, post-secondary certificates and diplomas, Bachelor, Post-graduate diploma, Master, Doctorate
- **TVET qualifications:** proficiency, technical secondary, diploma
- **Planned qualifications:** integrated Islamic
- **Domains of level descriptors:** K, S, A-R

NQF level	Academic Qualifications	Vocational Qualifications
10	Doctoral Degree	Doctoral Degree
9	Master's Degree	Master's Degree
8	Postgraduate Diploma	Postgraduate Diploma
7	Bachelor Degree	Bachelor's Degree
6	Associate Degree	National Professional Diploma
5	Professional Diploma	National Skills Certificate 4
4	Post-Secondary Diploma	National Skills Certificate 3- A Level
3	Post-Secondary Certificate	National Skills Certificate 2
2	Secondary Certificate	National Skills Certificate 1
1	Primary Certificate	Literacy and Basic Skills

**Debate 2**

**Existing qualifications:** primary, secondary, bachelor, master, planned doctorate

**Qualifications map:**

- Level 1: Basic education that covers foundational knowledge and skills – ECE /QS.
- Level 2: primary education, providing basic literacy, numeracy, and essential life skills – Grade 1 – 4.
- Level 3: primary education and basic skills, extending fundamental education and laying the groundwork for secondary education – Grade 5 – 8.
- Level 4: Secondary education and National Vocational Certificate 1, equivalent to junior secondary or basic secondary schooling : Form 1 – 2.
- Level 5: secondary education and National Vocational Certificate 1, often equivalent to the final years of secondary school and preparing learners for higher education or vocational training - Form 3 -4
- Level 6: Certificate level, which includes basic vocational training or foundational tertiary education that prepares learners for technical or semi-skilled roles.
- Level 7: Advanced Certificate or Diploma level, focusing on intermediate vocational and technical skills, often preparing learners for supervisory or skilled roles.
- Level 8: Bachelor's degree or equivalent, representing full professional qualifications in specific fields or sectors.
- Level 9: Master's degree or equivalent postgraduate qualification, focusing on

	<p>advanced theoretical and practical knowledge in specialized areas.</p> <ul style="list-style-type: none"> <li>• Level 10: Doctoral degree or equivalent, emphasizing original research, advanced expertise, and the highest level of academic qualification.</li> <li>• <b>Domains of level descriptors:</b> K, S, A-R</li> <li>• <b>Qualifications not in NQF:</b> ECE, Diploma, Post-graduate diploma, doctorate</li> </ul>
<p style="text-align: center;"><b><u>Debate 3</u></b></p> <p><b>Key components, tools and Quality Assurance of NQF</b></p> <ul style="list-style-type: none"> <li>• <b>Strategic components:</b> learning from good practices; develop comprehensive qualifications policies; stakeholder engagement for inputs and transparency</li> <li>• <b>Operational components:</b> level descriptors; governance; QA and standards; RPL; CATS; M&amp;E;</li> <li>• <b>Tools:</b> NQF implementation; data management; register of qualifications</li> <li>• <b>QA – key elements:</b> setting standards; M&amp;E; promote continuous improvement; accreditation and recognition</li> </ul>	<p style="text-align: center;"><b><u>Debate 3</u></b></p> <p><b>Governance of NQF</b></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">1. Governance Model- PHASE 1</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">2. Governance Model – Transition and Stabilization</p> </div> <p><b>Roles and function</b></p> <ul style="list-style-type: none"> <li>• Lead Coordination – Ministry of Education, Culture and Higher Education.</li> <li>• Funding – Domestic Revenue Allocation.</li> <li>• Implementation – SNQF Unit.</li> </ul> <p><b>Collaboration, interactions, complementarities</b></p> <ul style="list-style-type: none"> <li>• Cross Line ministries – Ministry of labor and Social Affairs, Ministry of Commerce and other line ministries – Agriculture etc.</li> <li>• Chamber of Commerce and Unions.</li> <li>• Private sector.</li> <li>• Donor and International partners.</li> <li>• Regional and National Qualifications Authorities – Countries.</li> </ul> <p><b>Legislation and regulations</b></p> <ul style="list-style-type: none"> <li>• Minister Degree.</li> <li>• NQF Act.</li> <li>• NQF Policies and Strategies.</li> <li>• NQF Regulations.</li> <li>• Standard and Implementation Guidelines.</li> </ul>

**Table 2: On CATS - results from Working Group debates**

Group 1	Group 2
<p><b>Question: In which legislation or national policy is CATS anchored in Somalia?</b></p> <ul style="list-style-type: none"> <li>• Answer: Not yet available, but it is best suited to place CAT under the NQF policy.</li> </ul>	<p><b>Main purpose and goals of CATS</b></p> <ul style="list-style-type: none"> <li>• The National Policy and Guidelines on Credit Accumulation and Transfer Systems (CATS) in Somalia aim to address the need for an efficient and transparent framework to recognize and</li> </ul>

**Question: Is there currently any written national document/ guidelines to inform the implementation of CATS in Somalia?**

- Answer: There is no harmonized CAT but each education institution implement their own unique credit system.

**Question: Is CATS implemented by education and training institutions in the country?** If so,

- a) What type of institutions are involved? i) Schooling? ii) TVET? and iii) Higher Education?  
b) Which CAT system is currently in use? i) SADC? ii) ECTS? iii) American?  
c) How many hours constitute a credit?  
d) How are credits allocated to learning programmes?  
e) Is CATS part of the quality assurance system (internal, external) of the institutions?  
f) Which institution(s) is currently responsible for quality assurance and coordination of CAT in Somalia?

Answer: Yes, it is implemented by higher institutional level

- a. Higher Education  
b. AUCS  
c. 15-18 contact hours = 1 credit.  
d. Credit Hour  
e. Internal  
f. There is no national institution responsible for CAT, but each higher education institution have their academic department responsible for CAT.

**Question: What title should be given to the national CATS document?**

Answer: Somali CAT (SCATs)

**Question: What should be the nature of the national CATS document?** a) Policy, b) Guidelines or c) Both

Answer: Both policy and guidelines.

**Benefits of CATS for different groups:**

**The benefits of CAT are:**

- a. Policy makers :Facilitates informed decision making  
b. Learners: Ease mobility and clear pathways.  
c. Educational institution: Quality assurance and guidelines for program designs.  
d. Employers/Industry: Trust, transparency and Employed  
e. Employees/workers: Lifelong learning and professional development  
f. Professional body: As means of Quality assurance  
g. Society: social equity and inclusiveness

**Question: How will CATS be financed in Somalia?**

Answer: Through domestic revenue.

**Question: How often will the CATS policy/ guidelines be reviewed?**

Answer: For every 5 years.

transfer academic credits across different educational institutions.

- CATS facilitates the mobility of students within Somalia and internationally, enhancing the overall quality and accessibility of education.

**National policies and guidelines**

- Objective –
  - Promote Educational Flexibility and Mobility: Enable learners to accumulate and transfer credits across institutions and programs, fostering continuity in learning and educational progression.
  - Enhance Access and Inclusivity: Support lifelong learning and allow students from diverse backgrounds, including adult learners and displaced individuals, to gain formal qualifications.
  - Align Education with Workforce Needs: Ensure that qualifications reflect competencies required by employers, thereby improving employability and meeting economic development goals.
  - Establish a Standardized National Framework: Provide consistent guidelines and standards for credit recognition across the education sector, ensuring credibility and quality.
- Credit hours or Notional Hours - Credit Hours
- Sub-sectors – Basic, Higher Education and TVET.
- Micro-credentials, certificates, Short courses, Diplomas, Degree– Micro-credentials, TVET certificates, Diploma and Degrees.

**Linkage between NQF-CATS-RPL:**

- NQF= foundation
- CATS= pathway to flexibility
- RPL= tool for inclusivity

**CATS implementation:** NQF sub-framework guidelines

**CATS governance:**

- SNQF would be better placed to coordinate the development and Implementation of CATS.
- Other Agencies – Private sector education.

**Limiting factors**

- Lack of Standardized Curriculum and Qualifications Framework.
- Limited Institutional Capacity.
- Financial Constraints.
- Insufficient Technological Infrastructure.
- Resistance to Change and Cultural Factors.
- Challenges in Quality Assurance and Accreditation.
- Coordination Challenges Among Institutions.
- Policy and Regulatory Gaps.
- Assessment and Evaluation Challenges.

**Opportunities**

	<ul style="list-style-type: none"> <li>• Government and Institutional Commitment to Educational Reform.</li> <li>• Existing Recognition of Non-Formal Education and Prior Learning.</li> <li>• Growing Access to Digital Technology and Infrastructure.</li> <li>• Strengthening Quality Assurance Mechanisms.</li> <li>• Growing Demand for Skilled Workforce and Education-Workforce Alignment.</li> </ul> <p><b>Strenghts</b></p> <ul style="list-style-type: none"> <li>• International Partnerships and Funding Opportunities.</li> <li>• Emerging Technological Solutions for Educational Systems.</li> <li>• Increased Awareness and Demand for Flexible Education Pathways.</li> <li>• Alignment with National Economic Development Goals.</li> <li>• Regional Collaboration and Integration Opportunities.</li> <li>• Youth-Driven Demand for Digital and Modular Learning.</li> </ul>
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**Table 3: On RPL - results from Working Group debates**

Group 1	Group 2
<p><b>Stakeholders interested in RPL</b></p> <ul style="list-style-type: none"> <li>• MoECHE, MoLSA, TVET institutions, Universities, ETF, employers and private sector, Somalia NQF Unit, Learners, regional QFs</li> </ul> <p><b>Stakeholders who should be involved in RPL:</b></p> <ul style="list-style-type: none"> <li>• Government institutions, Education and training institutions, International organisations, donors; employers and industry associations, local communities and civil society, learners, certification and QA bodies</li> </ul> <p><b>Bodies who should oversee RPL</b></p> <ul style="list-style-type: none"> <li>• The Ministry of Education, Culture, and Higher Education (MOECHE) in Somalia would be the most appropriate institution to oversee the Recognition of Prior Learning (RPL) process. As the central authority responsible for education policy, standards, and qualifications, MOECHE has the mandate to establish frameworks, set quality standards, and ensure alignment with the National Qualifications Framework (NQF). This oversight role is essential for standardizing RPL processes, ensuring credibility, and maintaining consistency across the country.</li> </ul> <p><b>Costing</b></p> <ul style="list-style-type: none"> <li>• Ministry of Education (MoE): The MoE should lead the costing process, particularly if RPL falls under its mandate. Their role includes identifying the primary costs associated with RPL implementation, such as administrative expenses, staff salaries, training, infrastructure, and certification.</li> <li>• Ministry of Finance (MoF): The MoF can provide guidance on budget allocation, financial forecasting, and ensuring that the RPL program aligns with national budget priorities. They can also help identify funding sources and ensure that the program has a sustainable financial model.</li> </ul>	<p>How would you describe the state of RPL in Somalia?</p> <ul style="list-style-type: none"> <li>• RPL in Somalia is in its Initial thinking stage.</li> </ul> <p>Is there a legislative framework?</p> <ul style="list-style-type: none"> <li>• There is no legislative RPL framework in Somalia.</li> </ul> <p>Is there official RPL document?</p> <ul style="list-style-type: none"> <li>• There is no official RPL document in Somalia.</li> </ul> <p>Why would Somalia need RPL?</p> <ul style="list-style-type: none"> <li>• Existence of potentially eligible candidates with skills and no formal qualifications</li> <li>• Promotion of social inclusion</li> <li>• Educational reform</li> <li>• Economic development</li> <li>• Promotion of Lifelong learning</li> </ul> <p>Main RPL target groups:</p> <ul style="list-style-type: none"> <li>• Adult learners and workers</li> <li>• Migrants, IDPs, refugees populations</li> <li>• TVET workers</li> <li>• Individuals in informal sectors</li> <li>• Veterans</li> <li>• Islamic religious groups</li> <li>• Career changers</li> </ul> <p>Societal issues that RPL is able to address:</p> <ul style="list-style-type: none"> <li>• Gender discrimination</li> <li>• Decent wages</li> <li>• Migration issues</li> <li>• LM issues</li> </ul>

<ul style="list-style-type: none"> <li>• Independent Consultants or Experts in Education Finance: Involving specialists in education costing, potentially funded by donors or international partners, ensures that costs are analyzed comprehensively and that the financial model aligns with international standards for cost-effectiveness and efficiency.</li> <li>• Private Sector and Employers: Especially if they stand to benefit directly from a skilled workforce, private companies can provide insights into the cost of assessments, certifications, and skills validations. Their input ensures that the costing reflects the needs of the labor market.</li> </ul> <p><b>Who should oversee M&amp;E</b></p> <ul style="list-style-type: none"> <li>• MoECHE, federal and state levels</li> <li>• NQF Unit</li> <li>• Third-Party Organisations or External Evaluators</li> <li>• Regional education offices</li> </ul> <p><b>Hindering factors in RPL</b></p> <ul style="list-style-type: none"> <li>• Lack of Clear National Policy and Legal Framework</li> <li>• Limited Awareness and Understanding of RPL</li> <li>• Inadequate Institutional Capacity.</li> <li>• Limited Access to Vocational and Informal Education.</li> <li>• Socioeconomic Barriers.</li> <li>• Quality Assurance and Validation Issues.</li> <li>• Challenges in Documentation and Evidence</li> <li>• Inconsistent Implementation Across Regions.</li> <li>• Political and Administrative Challenges.</li> </ul> <p><b>Helping factors in RPL</b></p> <ul style="list-style-type: none"> <li>• Growing Recognition of Informal Learning.</li> <li>• Support from International Organizations</li> <li>• Strengthening Vocational and Technical Education</li> <li>• National Qualifications Framework (NQF) Development</li> <li>• Support from Employers and Industry</li> <li>• Cultural Shift Toward Lifelong Learning</li> <li>• Technological Advancements and Digital Platforms</li> <li>• Government Support and Policy Development</li> <li>• Improved Documentation and Recognition Systems</li> </ul> <p><b>Quality assurance in RPL</b></p> <ul style="list-style-type: none"> <li>• Clear RPL Guidelines and Standards.</li> <li>• Trained and Qualified Assessors.</li> <li>• Validity and Reliability of Assessment Processes.</li> <li>• Alignment with National Qualifications Framework (NQF).</li> <li>• Transparency and Accountability in the RPL Process.</li> <li>• Monitoring and Evaluation.</li> <li>• Institutional and External Quality Assurance Systems.</li> <li>• Involvement of Stakeholders.</li> <li>• Use of Technology and Digital Platforms.</li> <li>• Support for Learners Through the RPL Process.</li> </ul> <p><b>Connection RPL and other policies</b></p> <ul style="list-style-type: none"> <li>• National Education Policies.</li> <li>• National Qualifications Framework (NQF) Policies.</li> <li>• Labor and Employment Policies.</li> <li>• Social and Economic Development Policies.</li> <li>• International Education and Mobility Policies.</li> <li>• Policy on Technical and Vocational Education and Training (TVET).</li> <li>• Quality Assurance (QA) and Accreditation Policies.</li> <li>• Digital Education and E-Learning Policies.</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of visibility of learning outcomes</li> </ul> <p>RPL scope: sectors</p> <ul style="list-style-type: none"> <li>• General education</li> <li>• Higher Education (Bachelor)</li> <li>• TVET (lower levels)</li> <li>• Adult learnings</li> </ul> <p>Basis of RPL assessment:</p> <ul style="list-style-type: none"> <li>• Academic and market learning outcome will be accepted in RPL assessment.</li> </ul> <p>Outcomes of RPL assessment can be:</p> <ul style="list-style-type: none"> <li>• Credit</li> <li>• Part Qualification</li> <li>• Full qualification</li> <li>• Exemption for access</li> </ul> <p>RPL infrastructure:</p> <ul style="list-style-type: none"> <li>• At the initial stage Somalia could utilize already existing infrastructure but new sites separate for RPL will later be built.</li> </ul> <p>Technical RPL requirements</p> <ul style="list-style-type: none"> <li>• Draft qualifications standards</li> <li>• Organise assessment procedure</li> <li>• Technical platform</li> </ul>
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### 4.3 Overview of identified challenges by policy area – from debates in working groups

#### a. National Qualifications Framework (NQF) and related Quality Assurance (QA)

- **Challenges:**

- Fragmented qualifications system, not fully inclusive
- Discrepancies in qualifications development's procedures and concepts due to lack of a common methodology applied by all relevant stakeholders and providers.
- Lack of coherence in certification processes.
- Weak enforcement of QA standards across institutions.
- Limited capacity for QA implementation at different institutional levels.

- **Proposals:**

- Build on the existing political will and enabling momentum for the NQF and the related policies (CATS and RPL).
- Map existing qualifications into a national framework.
- Engage stakeholders in NQF development through consultations and establish an inclusive NQF body (unit) able to design and implement the NQF action plan.
- Cooperate further with ACQF-II and GIZ: in planning, development of policies and tools and implementation measures.
- Establish a national QA framework.
- Provide training programs for education providers on QA principles.

#### b. Credit Accumulation and Transfer System (CATS)

- a. Dilemma: credits based on a) notional hours or b) contact hours? Rules of each model not fully coherently understood across institutions.
- b. Application varies in different contexts and institutions, due to lack of common policy and guidelines.
- c. Limited communication and information of key users and stakeholders on major goals, benefits and innovation linked to CATS.

#### c. Recognition of Prior Learning (RPL)

- **Challenges:**

- Limited awareness and in-depth knowledge of RPL as policy and implementation mechanisms and processes.
- Absence of formalised policy and guidelines supporting RPL implementation
- Funding issues

- **Proposals:**

- Develop RPL policies aligned with regional and international standards.
- Pilot RPL programs in key sectors (e.g., vocational education).

## 5 Draft Outlines of the 3 Policy documents

### NQF Policy

1. Preface
2. Executive summary
3. Introduction
4. Rationale for the development of Somalia comprehensive NQF
  - a) Reforms, transparency and comparability, impact
  - b) Supportive policy and institutional underpinnings at national level
  - c) Regional, continental, global context
  - d) NQF globally: shared language
5. Overview of the NQF Somalia
  - a) Concepts and definitions
  - b) Vision, objectives and functions of the Somalia NQF for lifelong learning
  - c) Guiding principles of Somalia NQF
  - d) Scope of Somalia NQF
  - e) Key components of Somalia NQF
    1. Level descriptors: domains, definitions and matrix of horizontal and vertical logic

2. Qualifications map
  3. National register of qualifications and standards
  4. Quality assurance system
  5. Communication, information, dissemination and buy-in;
  6. Related policies, regulations and instruments: CATS, RPL; methods and tools supporting harmonised development of competency-based qualifications; registration procedures;
  7. Monitoring and evaluation: results framework, indicators
6. Governance of the NQF Somalia: legislation, institutions, partnerships, funding, international cooperation and referencing to ACQF.
  7. Sources - literature
  8. Annexes
    - a) Glossary;
    - b) Table of level descriptors;
    - c) Implementation plan – generic template
    - d) Overview of key common features of NQFs in Africa

### **CATS Policy and Guidelines**

- **Note: the working groups proposed to continue using Contact hours (not shift to Notional hours)**
1. Preface
  2. EXECUTIVE SUMMARY
  3. ACKNOWLEDGEMENTS
  4. LIST OF ABBREVIATIONS AND ACRONYMS
  5. INTRODUCTION
    - PART I: CREDIT ACCUMULATION AND TRANSFER POLICY
  6. CHAPTER 1: KEY SOCATS CONCEPTS AND DEFINITIONS
  7. CHAPTER 2: BENEFITS OF THE SOCATS POLICY/ GUIDELINES
  8. CHAPTER 3: SOCATS LINKAGES WITH KEY COMPONENTS OF EDUCATION AND QUALIFICATIONS SYSTEM
  9. CHAPTER 4: GOVERNANCE – SOCATS DEVELOPMENT AND IMPLEMENTATION
    - PART II: CREDIT ACCUMULATION AND TRANSFER GUIDELINES
  10. CHAPTER 5: GUIDING PRINCIPLES OF SOCATS IMPLEMENTATION
  11. CHAPTER 6: KEY CONSIDERATIONS IN THE IMPLEMENTATION OF SOCATS
  12. CHAPTER 7: QUALITY ASSURANCE OF SOCATS
  13. CHAPTER 8: FINANCING OF SOCATS IMPLEMENTATION
  14. CHAPTER 9: CURRENT/ POTENTIAL CHALLENGES AND POSSIBLE SOLUTIONS IN THE SOCATS IMPLEMENTATION PROCESS
  15. CHAPTER 10: MONITORING AND EVALUATION OF SOCATS
  16. Sources: Literature
  17. ANNEXES: a) Calculation of learner workload; b) Allocation of credit hours to a module / course / programme; c) Translation of contact hours into credits; d) How to convert credits obtained from different CATS systems to Somalia CATS; e) Implementation plan template; f) Monitoring and Evaluation Matrix; g) Glossary of terms (ACQF Glossary and National terms)

### **RPL Policy**

Table of Contents

Abbreviations

#### **1. Introduction**

- 1.1. General Aim of this Policy Document
- 1.2. Purpose of the Policy
- 1.3. Scope of the Policy
- 1.4. Users of the Policy
- 1.5. Monitoring of the Implementation of the Policy

## **2. Context and Recent Reforms in the Qualifications Domain in Somalia**

- 2.1. General Context
- 2.2. Recent reforms in the qualification domain in Somalia
  - 2.2.1. Somalia's Current National Qualifications Framework
  - 2.2.2. Perspectives regarding the National Qualifications Framework
- 2.3. Possible specificities of the National Qualifications System (NQS) in Somalia

## **3. Policy Issues – Rationale for RPL in Somalia**

- 3.1. RPL as Part of the Eco-system with NQF and CATS
- 3.2. Qualifications vs. Skills
- 3.3. Lack of Access to Education and Training Opportunities. Overall Low Completion Rates
- 3.4. RPL for Informal Economy Workers
- 3.5. RPL for Early Dropouts from the Formal Initial Education and Training System
- 3.6. Lack of Awareness of Alternative Routes to Qualifications
- 3.7. Limited Access to RPL
- 3.8. Quality and Consistency of Assessment
- 3.9. Recognition by Employers and Institutions
- 3.10. Alignment with Industry Needs
- 3.11. Professional Development for RPL Guidance Officers and Assessors

## **4. Benefits of RPL for Individuals, Employers and for Sia**

- 4.1. Benefits for Individuals
- 4.2. Benefits for Employers
- 4.3. Benefits for Somalia as a country
- 4.4. Benefits for Specific Target Groups – Which ones?

## **5. Policy Statements**

- 5.1. Target Groups of the RPL Policy
- 5.2. Targeted Education and Training Sectors
- 5.3. Fairness and Equity
- 5.4. Inclusiveness
- 5.5. Transparent Assessment Procedures
- 5.6. Validation of Learning Outcomes against Standards
- 5.7. Individualised Assessment
- 5.8. Recognition of Diverse Learning Experiences
- 5.9. Quality Assurance
- 5.10. Appeals Process
- 5.11. Continued Professional Development of Assessors
- 5.12. Promotion of RPL (communication)
- 5.13. Collaboration with Stakeholders

## **6. RPL Policy – A Comprehensive View**

- 6.1. Principles of RPL Policy
  - 6.1.1. Broad Principles of RPL Policy
  - 6.1.2. Operating Principles for RPL
- 6.2. The RPL Process – Operationalisation
  - 6.2.1. Overview
  - 6.2.2. Definition
  - 6.2.3. Key Contextual Operationalisation Steps
  - 6.2.4. The Key Step – Assessment
- 6.3. Roles and Responsibilities of Main Role-players in relation to RPL
  - 6.3.1. RPL stakeholders
  - 6.3.2. Key RPL Stakeholders
  - 6.3.3. The Role of the Authority Overseeing RPL
- 6.4. Moderation in RPL
- 6.5. Implementation Strategy for RPL
  - 6.5.1. Characteristics of the Strategy
  - 6.5.2. Principles Governing the Strategy – Getting and Keeping Everybody on Board

- 6.5.3. Session Road Map – Phased Action Plan
- 6.6. Risks and opportunities
- 6.6.1. Risks
- 6.6.2. Opportunities
- 6.7. Monitoring and Evaluation
- Sources and Appendices

## 6 Roadmap – short-term

**ACQF Debate 7: Roadmap – short-term**

**Develop the 3 Policies**

- Complementary information from Somalia: 19/Nov
- Report of the workshop: 21/Nov
- Draft 1.0 of the 3 Policies: 01/Dec
- Draft 1.1: 20/Dec
- Draft 2: 30/Jan
- Consultation: Feb 2025
- Finalisation: Mar 2025
- Implementation plans for the 3 Policy: Mar 2025
- ACQF QCP: participate actively in training and data collection**

**Other activities**

- Benchmarking, comparison on specific topics and issues related to NQF-RPL-CATS: Jan-Feb 2025
- Capacity development on Quality Assurance of NQF: Mar 2025
- Piloting RPL
- Technical tools: adapted handbook on CBT – qualifications standards
- Prepare for referencing to ACQF: Oct 2025

## 7 Questions for complementary information

In accordance with the agreed roadmap, the ACQF-II team shares with the Somalia team leader the questions defined by policy area, and thanks for the replies and proposals (by 24/Nov, if possible). In the meantime, the drafting process of Version 1.0 of the 3 policies is underway.

### Questions on NQF

- **Theme: Qualifications of all types and levels:**
  - Please share with ACQF-II team the key legislation which defines the main features of education levels and cycles, the titles of exit qualifications (diplomas, certificates, other) and any concrete specifications of different qualifications types (in TVET, general, higher education; and in non-formal learning).
  - Please could you update us on the register / database of qualifications and credentials currently existing in Somalia? What qualifications are included in the register? What are the main problems / gaps of the register?
  - Could you send us some examples of existing qualifications (standards): 2 of higher education; 2 of TVET. You decide on these examples, but in principle it would be preferable to have examples of accredited qualifications.
  - Please could you share an exhaustive list of existing qualifications (of all types, levels), using this indicative template (you can adjust it):

**Table 1:** verified list of national existing qualifications (types)

Type of qualification	Underpinning legislation (if none, please indicate)	Main features / Specifications	How many accredited qualifications of this type (approx.)	Issues, challenges, main remarks

- **Theme: Recognition of foreign qualifications:**

- Please could you share information, legislation, reports on the state-of-play of recognition of foreign qualifications? What are the leading bodies and decision-makers in recognition of qualifications)
- How important is the mass of requests of recognition of qualifications from Somalia in the neighbouring countries (Kenya, for ex.)? What are the main challenges and hurdles in recognition of qualifications from Somalia in these countries?
- Please, could you share information on the state-of-play of the process of ratification of Addis and Global Recognition Conventions?
- **Theme: Quality assurance (QA):**
  - Please share with ACQF-II team the key legislation which defines the features and requirements of Quality Assurance of education, qualifications (internal, external QA; governance and coordination of QA)
  - What are the major strengths and weaknesses (gaps) of QA in education and training?
  - In this context, what are the main anchor points for improvements and new developments in QA relevant for the NQF (in policies and legislation; in practices in different sub-sectors of the qualifications system).
  - What is totally missing in the qualifications quality chain from labour market information on demand for skills and initiation of the qualifications design process to approval and registration in the NQF?

### Questions on CATS

1. Questions/ Clarifications:
  - a) With regard to the scope of the SCATS, the following education sub sectors were identified: Basic, Higher Education and TVET. We assume that secondary education is to be included as well?
  - b) Group 2 indicated in their PPT that “SNQF would be better placed to coordinate the development and Implementation of CATS”. Did they mean the SNQF coordinating body under MoECHE?
  - c) How widely is the American University Credit System used/ implemented in the higher education sub sector?
  - d) How many hours constitute a credit in most higher education institutions?
  - e) Do institutions (some) also consider other (private/ self-study) learning activities besides contact ones when calculating or allocating credits to learning programmes?
2. Additional Information:
  - a) Samples of CATS procedures or any form/ type of internal documents being utilised by higher education institutions to inform credit accumulation and transfer processes.
  - b) Latest/ current national or sectoral documents (policies, acts of parliament, strategies, regulations, etc.) on (1) national development aspirations; (2) equal access to quality and relevant education and training, (3) skills development, (4) employment creation; (5) lifelong learning and (6) Learner mobility.

### Questions on RPL

- Please could you share information on current policy debates, and reflections among stakeholders concerning RPL, non-formal and informal learning? What are the main points and issues in discussion?
- Please could you share information on previous work on RPL, e.g., by international organisations and/or international donors?
- Your comments on the proposed outline for the RPL Policy Document (additions? Amendments of any kinds?)

## **8 Conclusion**

The ACQF Somalia Workshop was a significant step in advancing Somalia’s determination to develop and establish coherent and interconnected policies and implementation plans for the comprehensive NQF, CATS and RPL. Such a national plan contributes to multiple socio-economic and personal development

goals, and eventually to integration in the ACQF. The collaborative effort of all participants underscores the shared commitment to enhancing education and training quality in Somalia.

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Version 1.0: 19/Nov 2024

## 9 Annexes

### Annex 1

#### Context

The Government of Somalia and key stakeholders are committed to developing a contextualized and relevant, comprehensive and inclusive National Qualifications Framework (NQF) of all levels and types of qualifications, complemented by the two important related policies: Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer System (CATS).

The Ministry of Education, Culture and Higher Education (MoECHE) coordinates and leads the activities concerning the development of the NQF and related policies, and works with ministries, and national and international partners to stimulate a collaborative, holistic and synergistic approach.

In July 2024 MoECHE presented its roadmap for development, consultation and implementation of the NQF, RPL, CATS and register of qualifications. This roadmap is the reference for planning of relevant activities for the ACQF-II and is also oriented to guide GIZ's plans and activities in this policy area.

In recent years, Somalia has supported and implemented activities related to the reform of the education and training system, aimed at strengthening the quality and adaptability of the country's human resources, contributing to socio-economic development, employability, equity, social inclusion, and digital and green transformations.

The MoECHE established a cross-sectoral working group to contribute to the development of the NQF. This working group will reflect the aspirations, needs and specificities of the different sub-sectors, while aiming to achieve the main objectives, such as: a) an integrated and flexible ecosystem conducive to lifelong learning; b) mobility and recognition of skills and qualifications for inclusion and social justice, access to decent work and the realization of people's aspirations; c) adaptation to national and global trends in the labour markets, and innovation for the adaptation of skills and qualifications to major changes and the green and digital transition; d) quality, transparency and comparability with other qualifications frameworks in Africa and other global regions.

National institutions recognise the importance of capacity building on the major topics of the NQF as a prerequisite for national ownership and leadership of the NQF development process.

Cooperation and exchange Somalia-ACQF was built through a series of activities, starting with the ACQF training week in September 2022 in Johannesburg. With the launch of the [ACQF-II project](#) in April 2023, exchanges with Somalia have been strengthened, in particular by the participation of two representatives of MoECHE in the [ACQF Conference in Addis Ababa](#) which validated the ACQF policy document (11-13/07/2023). In 2023, Somalia participated in the ACQF-II training workshops, in [Nairobi \(9-11 October 2023\)](#), [Accra \(7-8/November 2023\)](#) and [Maputo \(5-6 December 2023\)](#). In 2024 the representative of MoECHE attended the [2<sup>nd</sup> NQF Forum in Luanda](#) (5-6/09/2024) and the [ACQF Forum on RPL in Nairobi](#) (1-4/Oct). This cooperation laid the foundation for mutual trust towards a contextualized work plan for the period up to the end of 2026, encompassing the comprehensive NQF, RPL and CATS policies, and the participation in the Qualifications and Credentials Platform (QCP).

The organisation of this capacity-building workshop, focused on specific objectives for Somalia, is the result of this growing collaboration. This national workshop is complemented by the multi-country workshops and webinars organised annually by the ACQF-II project.

The workshop is designed according to a partnership and cost-sharing approach, which highlights the national desire to own and lead the NQF development process. Thus, ACQF-II contributes with: a) expertise (trainers and experts); b) specialised knowledge base ([ACQF training modules](#), [technical notes](#) and [thematic briefs](#)); c) networking with other countries and institutions. GIZ takes responsibility for the organisation and logistics of the workshop.

Follow-up activities, such as drafting and consultation process of the agreed policies, capacity development, inventory of existing qualifications, guidelines and other technical tasks will be agreed during this 1<sup>st</sup> NQF development workshop.

#### Capacity Development Workshop and Dialogue on the NQF

The workshop agenda reflects the exchanges between MoECHE, ACQF-II coordination, GIZ and the European Union Delegation, particularly regarding the themes and approach discussed in July 2024. MoECHE expressed its leadership and coordination role, and readiness to work with the two key partners: ACQF-II project, financed by the EU and implemented by ETF; and GIZ working with EU and own resources in the domain of TVET development.

As agreed, and according to the roadmap presented by MoECHE (July 2024), ACQF-II will mainly support the ministry / NQF working group in developing three policy documents – on NQF, RPL and CATS. These policies are interconnected, and the conceptual and design approach will be holistic, building on the synergies necessary for a comprehensive and inclusive lifelong learning system.

Moreover, the same roadmap specifies areas and types of activities where GIZ will play the key role in technical developments in support of the relevant ministries and national implementation.

## 9.1 Key features of the workshop

This first workshop on the Somalia NQF is presential. With a duration of 3 successive days, this workshop aims to give a new impetus to the national reflection on the Somalia NQF and connected policies. The agenda combines 1.5 days of training, followed by 1.5 days of dialogue and NQF engineering.

## 9.2 Objectives and modules

4. **Module 1: Introduction and deepening of the knowledge and skills of the members of the NQF Working Group and other partners on the three policy domains: NQF, CATS and RPL.**
5. **Module 2: National Dialogue and Engineering of the Somalia NQF and CATS**
6. **Synergistic Module 3: Complementarities and linkages between the three policies.**

### **Module 1: training, knowledge building (08 November) – focus on NQF and CATS**

**Thematic scope:** NQF – rationale, objectives, governance, instruments; RPL, CATS; roadmap.

15. ACQF: continental reference qualifications framework. Objectives, Policy, Actions, New perspectives.
16. NQF – from A to Z: concepts, objectives, principles, types, trends, examples.
17. NQF Pillars and Tools: Learning Outcomes; levels and level descriptors; quality assurance of qualifications and the NQF; registers of qualifications
18. Governance of the NQF: models, legislation, institutions, stakeholder involvement. Monitoring and evaluation.
19. CATS: concepts, objectives, scope, application. Examples

### **Module 2: Dialogue and NQF Engineering (09 November) – focus on NQF and CATS**

20. **Debate 1:** NQF - Vision, Objectives, Scope, Principles, Functions, Visibility
21. **Debate 2:** NQF Level structure, descriptors, types of qualifications
22. **Debate 3:** NQF tools; quality assurance; Governance, stakeholders, legislation
23. **Debate 4:** CATS: vision, objectives, target groups, organisation and application methods and tools

### **Module 1 and 2: Focus on RPL (10 November morning)**

#### **Module 1 – RPL (09.00-10.30)**

24. RPL: concepts, target population, scope, objectives, process, requirements, application, synergy with NQF and CATS. Examples

#### **Module 2 – RPL (11.00-13.00)**

25. **Debate 5:** RPL: vision, objectives, target groups, organisation, roles and responsibilities

### **Synergistic Module 3: Assessment, and complementarities of the 3 policies (10 November afternoon)**

26. **Debate 6:** Self-assessment of the existing policies, tools, practices - relevant for the NQF, RPL and CATS

27. **Debate 7:** Roadmap for the development, consultation and adoption of the NQF, RPL, CATS. Discussion and agreement of the annotated outlines of the 3 policy documents.

28. **Debate 8:** Conclusions. Next steps.

### 9.3 Sources and references: Training modules and ACQF documentation

Available to view and download on the ACQF website on the following pages:

- [10 ACQF training modules and manuals](#)
- [Thematic Briefs](#)
- [Capacity Development Program](#): All documents, videos, case studies.
- Other useful resources: [International literature](#)

**To be printed for distribution at the workshop:**

- [Brief ACQF Handbook](#)
- ACQF Training Modules: [TM 1](#), [TM 4](#), [TM 5](#), [TM 10](#)
- [ACQF Thematic Brief 13 on micro-credentials](#)
- [ACQF Handbook on RPL for Practitioners](#)

### 9.4 ACQF-II Team of Trainers and Experts

- ACQF Project Coordinator and NQF Expert: Ms Eduarda Castel-Branco
- CATS Expert: Mr. James Mwewa
- RPL Expert: Mr. Patrick Werquin

### 9.5 Agenda of the workshop

#### Day 1: 8 November 2024

Schedule	Theme and activity	Facilitation and Stakeholders
09.00-09.30	Opening. Introduction of participants Objectives of the workshop	MoECHE – DG TVET ACQF-II – coordination
09.30-09.50 Session 1	Somalia's education and training system: an overview of policies, reforms and structure.	NQF Working Group
09.50-10.15 Session 2	ACQF – African policy and instrument to strengthen the comparability and transparency of qualifications, mutual trust between NQFs and lifelong learning.	ACQF-II - coordination
10.15-11.15 Session 3	NQF: Holistic Overview. Trends, components, tools.	ACQF-II: Coordination
11.15-11.30	Coffee break	
11.30 – 12.45 Session 4	NQF Pillars and Tools: Learning Outcomes; levels and level descriptors; quality assurance of qualifications and the NQF; qualification registers. Micro-credentials	ACQF-II: Coordination
12.45-13.15 Session 5	Questions, discussion.	
13.15-14.15	Lunch break	
14.15-15.00 Session 6	Governance of the NQF: Building the NQF. Models, legislation, institutions, stakeholder involvement. Monitoring and evaluation	ACQF-II: Coordination
15.00-16.15 Session 7	CATS: Part II - concepts, objectives, benefits, application rules.	ACQF-II: J. Mwewa
16.15-16.45	Questions, discussion. Poll	

#### Day 2: 9 November, 2024

Schedule	Theme and activity	Facilitation and Stakeholders
09.00-09.15	Recapitulation. Themes and activities of the day.	NQF Working Group ACQF-II
09.15-10.00 Session 8	CATS: Models of CATS. Comparison. Cases and examples.	ACQF-II: J. Mwewa
	<b>Module 2: NQF, CATS Dialogue and Engineering</b>	
10.00-11.45 Session 9	<b>Debate 1: NQF Vision, objectives, scope, principles, functions, communication</b> <u>Guiding Questions 1:</u> a) Challenges and issues that the NQF will help to resolve; b) Vision and aspirations of the NQF; c) Specific objectives; d) Scope: which sectors, levels, types of qualifications; formal, non-formal, informal learning, micro-credentials; e) Functions of the NQF; f) Making the NQF accessible, visible and understood.	Discussion in 2 debate groups.  Plenary Presentations
11.45-13.00 Session 10	<b>Debate 2: level structure, descriptors of the NQF.</b> <u>Guiding questions 2:</u> a) The panorama of qualifications – indicative map of levels and types; b) Domains of learning of level descriptors; c) Non-NQF qualifications	Discussion in 2 debate groups.  Plenary Presentations
13.00-14.00	Lunch break	
14.00-15.00 Session 11	<b>Debate 3: NQF tools; quality assurance; governance, stakeholders, legislation</b> <u>Guiding Questions 3:</u> a) Strategic and operational tools; b) Quality assurance; c) What governance model for the NQF (by phases, transition, stabilization); b) Roles and functions of the actors; c) Collaboration, interactions, complementarities; d) Role and functions of the social partners, employers; e) Legislation, regulations	Discussion in 2 debate groups.  Plenary Presentations
15.00-16.30 Session 12	<b>Debate 4: CATS: vision, objectives, target groups, organisation</b> <u>Guiding Questions 4:</u> a) Objectives, principles and scope of CATS; b) Target groups; c) Linking CATS to quality assurance and organisation of training programmes and assessment; d) Organisation of CATS services; e) Legal and methodological framework.	Discussion in 2 debate groups.  Plenary Presentations
16.45-17.00	Final discussion, clarifications. Agenda for last day.	

### Day 3: 10 November 2024

Schedule	Theme and activity	Facilitation and Stakeholders
09.00-09.15	Recapitulation. Themes of the day	MoECHE, ACQF-II
09.15-11.15	<b>Module 1 – Focus on RPL</b> Concepts, target population, scope, objectives, process, requirements, application, synergy with NQF and CATS. Examples	ACQF-II: P. Werquin
11.15-11.30	<b>Coffee break</b>	
11.30-13.15 Session 13	<b>Module 2 – Focus on RPL</b> <b>Debate 5: RPL: vision, objectives, target groups, organisation, roles and responsibilities.</b> <u>Guiding Questions 5:</u> a) Rationale, objectives, principles and scope of RPL; b) Target groups; c) Technical requirements; d)	Dialogue In 2 debate groups.  Plenary Presentations

	Governance; e) Organisation of RPL, quality assurance, financing; f) Links to NQF and CATS.	
<b>13.15-14.15</b>	Lunch break	
<b>14.15-17.00</b> <b>Session 14</b>	<p><b><u>Debate 6 and Debate 7</u></b></p> <p><b><u>Debate 6:</u></b> Self-assessment of the existing situation relevant to the NQF-RPL-CATS eco-system. Guidance questions and self-assessment grid: see section 2.6.</p> <p><b><u>Debate 7:</u></b> Roadmap for the development, consultation and adoption of the NQF, RPL, CATS. Discussion and agreement of the annotated outlines of the 3 policy documents.</p>	<p>Dialogue in 2 working groups:</p> <ul style="list-style-type: none"> <li>• WG 1: Debate 6</li> <li>• WG 2: Debate 7</li> </ul> <p>Plenary Presentations</p>
<b>17.00-17.30</b>	Final conclusions, next steps. Fence	NQF Working Group ACQF-II: Coordination

## 9.6 NQF Debates: Methodology, Guiding Questions

Each debate is organised to stimulate group reflection on the main themes of the three policies: RPL, RPL and CATS. The methodology of the debates is based on the following elements:

- Each focus group develops contributions and proposals and identifies key challenges in response to the guiding questions per debate. The main guiding issues are indicated in the programme.
- The results of each discussion group will be shared in plenary through short presentations.
- Debates 1 – 3 serve as spaces for reflection between stakeholders on the major themes of NQF engineering: vision, objectives, scope, principles, levels, components, governance, tools.
- Debate 4 – is focused on CATS: vision, objectives, scope, application model, governance.
- Debate 5 – is centred on RPL: rationale, objectives, scope, benefits, organisation, governance.
- Debate 6 is a self-assessment of the state of play of key relevant dimensions related to the NQF-CATS-RPL eco-system.
- Debate 7 serves to configure key elements of the roadmap

For debate 6 (self-evaluation) a grid is proposed (Table 1).

**Table 1: Self-Assessment Support Tool**

Theme	Self-assessment: 3 levels			Monitoring and observations
	Well established	Partially Established	Not Existing	
1. Relevant legislation, strategies, policies and regulations that support the NQF, CATS, RPL.				
2. Standards: occupations, skills and competences, assessment, certification.				
3.State of play of qualifications in Somalia (all sectors, types and levels). Qualification database(s).				
4. Quality assurance: policy, tools, governance, enforcement, scope.				

5. RPL: legal framework, status of implementation, monitoring, improvement.				
6. CATS: legal framework, status of implementation, monitoring, improvement.				
7. Recognition of qualifications, mobility: ratification of international conventions and preparation for implementation. Information-sharing among relevant institutions.				
8. Labour Market Information System and Skills Needs; qualifications' statistics				
9. Sustainable society, green growth and green skills: policies, tools, good practices				
10. Cooperation with Qualifications Frameworks of Other Countries, Regions				
11. Social partnership, cooperation with employers, professional organisations, sector bodies, unions.				
12. Other issues (identified by the Working Group)				

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Draft 2 (09/10/2024). Sent to MoECHE – for validation. Sent to GIZ – for logistics and organisation