Synthesis Implementation Report for ACQF WEBSITE

African Continental Qualifications Framework (ACQF-II)

Period: May 2023 to 31 December 2024

Updated: 15 January 2025

www.acqf.africa

Title:	**Support to the implementation of the African Continental Qualifications Framework (ACQF II)**
Main policy:	**ACQF Policy Document validated in July 2023, Addis Ababa (in English, Français, Português)**
Implementing partner:	European Training Foundation (ETF), in cooperation with African Union Commission, the regional communities and member states
Basic Act:	Financed under the Neighbourhood, Development, and International Cooperation Instrument (NDICI-Global Europe), European Union
Timeframe:	Started on 01/04/2023 – till end 2026

1. ACQF-II – Overview of objectives and activities

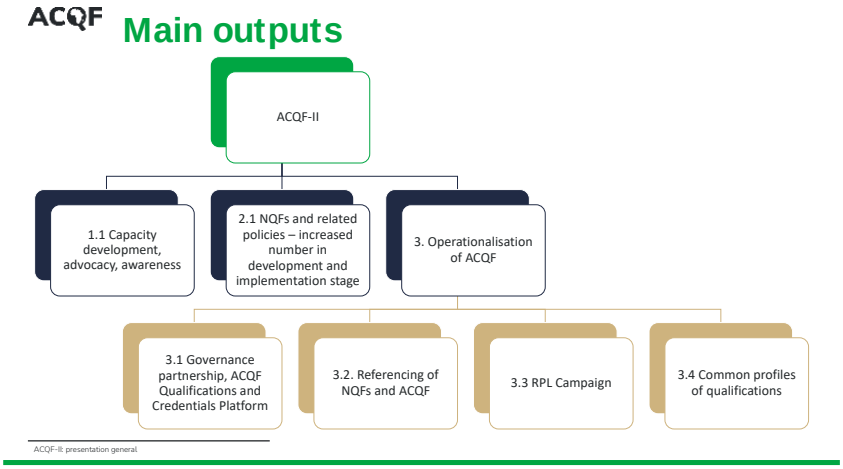
The **Overall Objective** (Impact) of this action is to contribute to improved mobility, lifelong learning opportunities for African youth, as a result of enhanced comparability and transparency of qualifications, recognition of skills and diplomas, improved mutual trust and information-sharing between qualifications frameworks and systems on the continent.

The **Specific Objectives (Outcomes)** of this action are to:

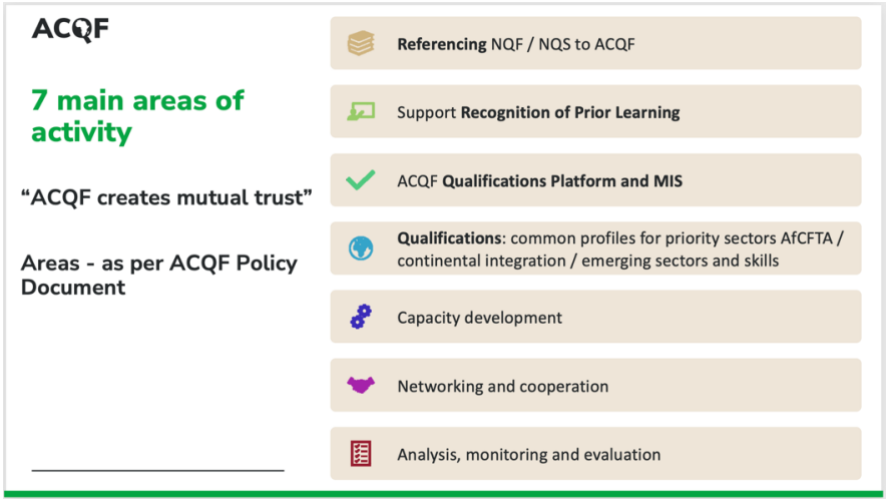
1. Strengthen capacities at continental (AU), national and regional levels enabling the implementation of the ACQF functions and services.
2. Support the development and implementation of national qualifications frameworks and systems, and cooperation with regional qualifications frameworks.
3. Set-up and operationalise the ACQF systems for delivery of the services and results in (i) referencing national qualifications frameworks or systems and ACQF, (ii) ACQF qualifications management information system and database, (iii) recognition of skills and qualifications, (iv) cooperation with the European Qualifications Framework (EQF) and other frameworks, (v) development of common profiles of qualifications for priority sectors and emerging occupations.

The ACQF-II project was launched in April 2023 to support the implementation of ACQF as a continental policy instrument, contributing to transparency, comparability and recognition of qualifications, collaboration between NQFs, promotion of lifelong learning, and support to Member States in the development of NQFs and related policies. The ACQF Website is home to all outputs and updated information on the activities.

Project outcomes and outputs – synthesis overview



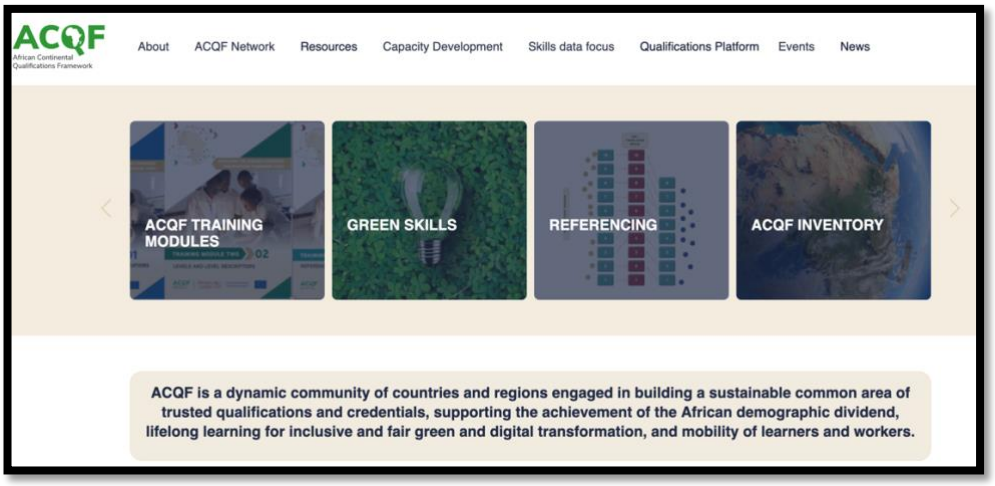
ACQF Areas of activity according to ACQF Policy Document



ACQF Countries

ACQF Website – key tool for information-sharing, capacity development, Networking

www.acqf.africa



2. Summary of achievements and impacts 2023-2024

This Factsheet summarises the activities carried out by ACQF-II project in the period 01 May 2023 – 31 December 2025. The Factsheet is maintained up-to-date and is published on ACQF Website.

Main sources and references on ACQF-II activities and achievements:

- ACQF website: https://acqf.africa/
- Presentation on ACQF-II achievements at the final ACQF-2024 Webinar
- ACQF Publications List : all policies, guidelines, training modules, analytical reports

Feedback from ACQF-II countries (Dec. 2024)

The priority countries and involved regions acknowledged the tangible achievements and impact of the cooperation with ACQF-II in 2024.

A selection of countries' statements and feedback shared at the ACQF-2024 Final Webinar 2024:

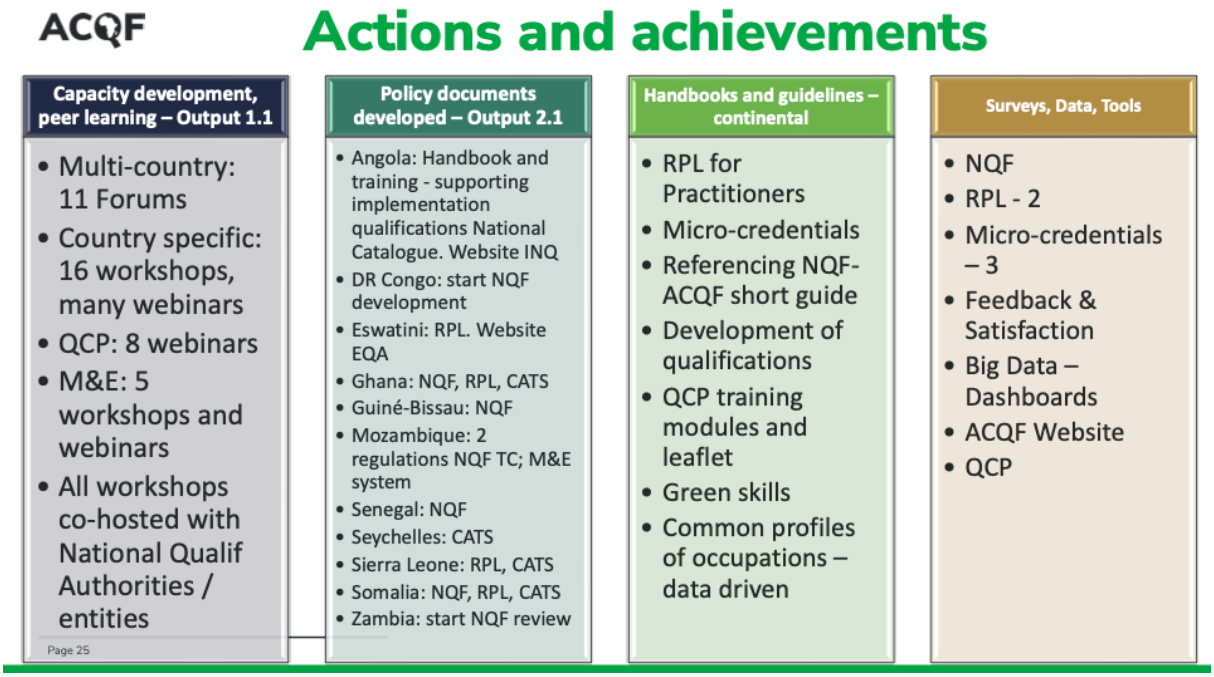
- Seychelles Qualifications Authority (SQA): **speech at the panel debate** and **Concluding remarks**. Read the Article in ACQF News.

- Somalia Ministry of Education Culture and Higher Education: **presentation at the panel debate**

- Angola National Qualifications Institute (INQ) : **presentation at the panel debate** and **Article in ACQF News**.

Countries' feedback highlights the gains related with: a) Development of the national policies and guidelines supporting establishment of comprehensive NQF, RPL and CATS systems – for all countries, it is a longstanding aspiration which turned reality; b) Enhanced knowledge and capacity of NQF teams and institutions thanks to the peer learning and training program; c) Increased self-confidence, and ownership by the NQF working groups and NQF commissions steering the development of the NQF-RPL-CATS policies; d) Stronger recognition and visibility for the involved national qualifications authorities and agencies, both at national level and internationally; e) Mutual trust and better understanding of the qualifications and NQFs of other ACQF-II countries – leading to gains for recognition of qualifications and facilitates fair mobility of learners and workers; f) NQF instruments such as dedicated NQF Websites and the Qualifications and Credentials Platform (QCP) stimulate implementation and visibility of the NQFs-RPL-CATS and enable information-sharing between countries (Africa and globally); g) The initiative of the ACQF Network supporting sustainability of ACQF and knowledge creation is promising and has momentum for all involved countries and the African Union.

2.1 Overview of main achievements 2023-2024



2.2 Synthesis on ACQF-II implementation – through the ACQF website

- The ACQF website has been updated regularly, and includes a revamped Home page, new thematic pages on the main menu and wider spaces for New and Publications. News on ACQF-II activities are shared via a new X account (former Twitted) - @acqf - accessible also via the revamped Home page of ACQF website.
- ACQF News: read the Report 2023, the Planned activities 2024, and the ACQF Factsheet.
- ACQF website – new webpage "Skills Data Focus": get acquainted with 3 innovative interactive dashboards: a) Common profiles of occupations; b) Online Job Vacancy analysis for Skills Intelligence – Africa Dashboard; and c) Green Skills Dashboard Africa. On the Green Skills Webpage you can access presentations and the Analytical report on trends in demand for green and digital skills Africa (4 countries: Egypt, Morocco, Tunisia and Kenya).
- ACQF website – new webpage "Qualifications and Credentials Platform" (QCP) – read and download the QCP leaflet and the report on the Software and data architecture of the QCP and the Report of stakeholders' baseline analysis. View and download the short Training Handbooks of the 8 QCP Training Units and QCP presentations. The Progress report 2024 summarises all activities related to QCP development and is accessible online. The QCP (Curators' Interface) was launched at the ACQF 2024 webinar on 20/12/2024.
- New webpage "Resources": results of ACQF continental surveys 2023-2024: on NQFs, on RPL and on Micro-credentials.
- New webpage "ACQF Network": space for documentation and information on the ACQF Network and activities of the Pilot Project 2025 supporting establishment of the Network.

2.3 ACQF 2024 is the year of many important developments, especially:

- **Output 1.1: Capacity development, peer-sharing and networking:** 4 continental Forums, 1 regional conference and 8 country capacity development workshops; online training programmes on monitoring & evaluation, QCP and qualifications and credentials databases, learning outcomes and RPL.

- **Output 2.1: Support to 11 countries** in developing and implementing their National Qualifications Frameworks, RPL and Credit Accumulation and Transfer Systems.

  Launch of new ACQF Handbooks:
  - Handbook on RPL for Practitioners
  - Handbook on Micro-credentials
  - Handbook on implementation of qualifications and the national qualifications catalogue
  - Handbook on development of qualifications

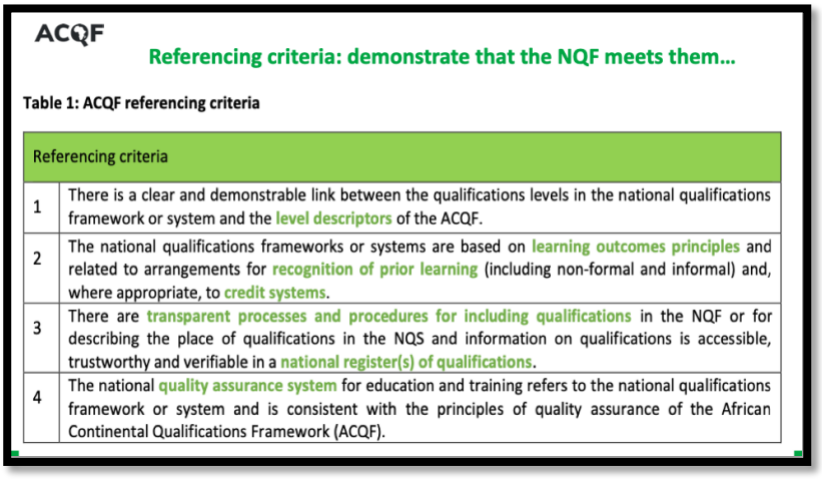
  Green Skills – Green ACQF: prepared for launch of the new Pilot Project, implemented with All-Africa Students' Union

- **Output 3.1: The ACQF Network for sustainability of the ACQF:** developed and agreed the Inception Document and prepared the launch of the Pilot Project 2025 focused on development of the organisational and legal status of the ACQF Network, and capacity development activities.

- **Output 3.1: Launch of the QCP (Curators' Interface)** at the ACQF 2024 Webinar on 20/12/2024. The activities, outputs and training programme of the QCP are well documented on the specific space on ACQF website. Read the full Report of QCP 2024.

- **Output 3.2: Referencing to ACQF:** the pilot phase involved eight countries. The streamlined methodology, based on ACQF Guideline 3, was agreed with all involved countries for ease application in the pilot phase. **Group 1** started referencing in August and included: Cabo Verde, Kenya, Seychelles, South Africa and Zambia. Group 2 started in October and comprised three countries: Eswatini, Lesotho and Zimbabwe. The results of the referencing were presented by all involved countries at three ACQF Forums (Luanda, Nairobi and Seychelles) and peer validation presentations were discussed at the ACQF 2024 Webinar on 20 December 2024.

  The overview report on Referencing to ACQF shows that 7 countries meet the requirements of the 4 fundamental referencing criteria. Due to workload of the relevant institution (Ministry) one country (Zimbabwe) did not deliver a final referencing document (report or presentation).



ACQF

Referencing criteria: demonstrate that the NQF meets them…

Table 1: ACQF referencing criteria

	Referencing criteria
1	There is a clear and demonstrable link between the qualifications levels in the national qualifications framework or system and the level descriptors of the ACQF.
2	The national qualifications frameworks or systems are based on learning outcomes principles and related to arrangements for recognition of prior learning (including non-formal and informal) and, where appropriate, to credit systems.
3	There are transparent processes and procedures for including qualifications in the NQF or for describing the place of qualifications in the NQS and information on qualifications is accessible, trustworthy and verifiable in a national register(s) of qualifications.
4	The national quality assurance system for education and training refers to the national qualifications framework or system and is consistent with the principles of quality assurance of the African Continental Qualifications Framework (ACQF).

- **Output 3.3 RPL Campaign**

  The importance of RPL in African countries is well demonstrated and a number of countries have done consistent work to develop, start and expand implementation and reach out to beneficiaries in different demographics to support their access to RPL services.

  In 2023-2024 ACQF-II continued and enhanced activities directly contributing to expand knowledge of RPL concepts, policies and practices, and to develop RPL policies at national level. The essential results related to the RPL Campaign are:

- RPL as a major theme in all ACQF-II networking and capacity development programmes and ACQF Forums.
- Development and publication of the new comprehensive Handbook for RPL Practitioners (in English, French and Portuguese).
- Special RPL Forum, held in Nairobi, 1-4/Oct 2024, with large number of participants onsite and online.
- Research on RPL: continental survey – 28 countries responded. Analytical report and summary report accessible on ACQF website.
- RPL Policy documents developed with 3 countries: Eswatini, Ghana and Somalia. In development: Sierra Leone.

- **Output 3.4 Common profiles of qualifications / occupations – data driven approach**

Skills Data Focus is a new platform on ACQF website, which hosts dashboards and data visualisation tools. Notably:

- Common skills profiles of occupations: a new tool developed for ACQF-II
- Online Job Adds Analysis
- Green skills dashboard

The Methodology of ACQF Common Occupation Profiles presents the scope, goals, data sources, analytics and selection of occupations for the comparative analysis.

In 2024 the project created common profiles for 20 occupations, accessible though the interactive dashboard "Common occupation profiles". In 2025 additional 20 profiles will be created and added to the dashboard. The data on the dashboard is updated regularly in tune with the process of online job vacancy data production system.

This section outlines the methodology employed to analyse labour market trends and build common occupational profiles that bridge the gap between educational achievements and labour market needs. The approach combines cutting-edge technology and comprehensive labour market data analysis, utilizing both conventional data sources and innovative data extraction techniques.

Definition of common occupation profiles: A data-driven definition of a job, with the focus on skills insights. They mix conventional data and new metrics to inform about the demand and the possible study pathways to an occupation (qualification).

The primary data source for this analysis is a vast repository of online job postings. These postings are continuously gathered in real-time and provide a rich, up-to-date source of information on employer needs and job market dynamics. The data includes detailed descriptions of job roles, required qualifications, and specific skills.

To accurately assess and visualize the demand for specific occupational profiles globally and regions, our approach integrates advanced data analytics with strategic data sourcing from the ETF job postings mixed with the Lightcast global job postings. The analysis focuses on identifying trends in job postings across different geographical areas, specifically targeting four African countries, all African nations collectively, Europe, and on a global scale.

Alongside real-time data, this methodology incorporates established databases such as O*NET and ESCO. These sources offer structured and detailed descriptions of various occupations and their requirements, which serve as a benchmark for analysing and categorizing job market data. The vast amount of data and its varying quality pose significant challenges. To manage this, robust data cleaning and pre-processing steps are implemented to standardize and filter the data before analysis. To keep the occupational profiles relevant, the system is designed to incorporate real-time data updates, allowing for continuous refinement and accuracy.

Occupational profiles are meticulously matched and classified using a combination of the Lightcast Occupation Taxonomy, ESCO Occupation and corresponding ISCO and O*NET classifications. This ensures a standardized approach to comparing job roles across different international classification systems, enhancing the reliability and comparability of the analysis.

AI technologies play a crucial role in extracting relevant information from online job postings. Machine learning algorithms are used to parse complex job descriptions and identify key skills and qualifications. This automated extraction not only ensures efficiency but also maintains consistency in how data is interpreted and categorized.

The real challenge and innovation lie in the integration of dynamic job posting data with static, conventional data from O*NET and ESCO. By aligning real-time insights with comprehensive occupational standards, the methodology ensures that the occupational profiles developed are both current and robust.

The analysis involves a series of extraction designed to extract job posting data for selected job profiles over the year 2023. These queries are structured to capture the demand dynamics across various dimensions:

- Jobs demand by country: Focuses on the specific demand in Kenya, Egypt, Morocco, and Tunisia. This query aggregates monthly job postings for targeted occupations, providing insights into regional job market trends.
- Jobs demand in Africa: Expands the analysis to include all African. This broader view helps in understanding continent-wide demand and identifying regional variations within Africa.
- Global Demand: Provides a worldwide perspective by counting job postings for the selected occupations without geographical limitations, offering a global snapshot of occupational demand.
- Europe Demand: Concentrates on European countries, identifying trends and demands in a developed market context, which can be critical for comparative analysis and understanding developed versus emerging market dynamics.

The addition of Key Performance Indicators (KPIs) such as the AI Index, Green Index, and Digital Index to each occupational profile provides a more nuanced understanding of the skill composition within each job role. Each occupational profile is enhanced with three specific indices: the AI Index, the Green Index, and the Digital Index. These indices are designed to express the prevalence and importance of certain categories of skills relative to the total skills required for each occupation. They serve as a metric to gauge the extent to which specific types of skills are represented in the job profiles, offering insights into the evolving demands of the labour market:

- AI Index: This index measures the proportion of artificial intelligence-related skills within the total skill set required for the occupation. A higher AI Index indicates a greater emphasis on AI skills, suggesting that the occupation is more aligned with technological advancements and requires a workforce capable of managing and implementing AI solutions.
- Green Index: The Green Index quantifies the prevalence of environmental and sustainability-related skills. This index is particularly relevant in assessing how occupations contribute to environmental goals and sustainability practices. A high Green Index signifies a strong focus on eco-friendly practices and knowledge, reflecting the growing importance of sustainability in various sectors.
- Digital Index: This index reflects the proportion of digital skills required for the occupation. It highlights the role of digital literacy and competencies in the job, which can include everything from basic computer skills to advanced programming and digital communication abilities. A higher Digital Index suggests that the occupation is digitally intensive and likely to evolve with technological progress.

Main sources for learning and information:

- ACQF Policy document. 2023
- ACQF Factsheet – summary of all activities (May 2023-December 2024)
- ACQF Handbook on RPL for Practitioners (in English, French, Portuguese)
- ACQF Handbook on Micro-credentials.
- ACQF Handbook on implementation of qualifications in national catalogue (in Portuguese)
- ACQF Methodology on Common Occupational Profiles
- Platform Skills Data Focus and Green Skills
- Webpage Qualifications and Credentials Platform (QCP)
- New webpage ACQF Network

- Webpage Referencing to ACQF

3. Report – by Outputs

Output 1.1: Participation in ACQF-II workshops and conferences (May/2023 to Nov/2024 - presential and hybrid

Place	Theme	Dates	Level of implementation	Nr participants
Johannesburg	SADC TVET Symposium	8-9 May 2023	Regional (SADC)	45
Johannesburg	TCCA SADCQF: new roadmap, referencing, cooperation ACQF.	11-12 May 2023	Regional (SADC)	35
Addis	Validation ACQF Policy document and launch ACQF-II	11-13 July 2023	Continental	80
Bissau	NQF training and policy document	31 July to 4 Aug 2023	Country	40
Freetown	NQF training and policy document (Part I)	27 Nov-1 Dec 2023	Country	40
Nairobi	Making NQFs operational / part I	09-11 Oct 2023	Continental	50
Accra	Making NQFs operational / part II	7-8 Nov 2023	Continental	50
Maputo	Making NQFs operational / part III	5-7 Dec 2023	Continental	60
Accra	Developing Ghana eco-system NQF-RPL-CATS	26 Feb to 1 Mar 2024	Country	30
Kinshasa	NQF training and policy document	5-6 March 2024	Country	55
Webinar	QCP Steering Group: launch activities	08-Mar-24	Country	35
Seychelles	Training, technical visits - policy and Guidelines CATS, Micro-credentials	11-15 Mar 2024	Country	50
Senegal	Training, NQF strategic planning	02-04 May 2024	Country	35
Johannesburg	TCCA SADCQF meeting	09-10 May 2024	Regional	30
Eswatini	RPL Policy document – consultation	13 May 2024	Country	40
Mozambique	NQF implementation: Monitoring and evaluation system; training on new frontiers of the NQF	15-17 May 2024	Country	20
Sierra Leone	Training on NQF and related policies and innovation. Green skills. Micro-credentials. NQF stakeholders' consultation	22-24 May 2024	Country	45
Kinshasa	1st ACQF Forum NQF institutions	18-20 June 2024	Continental	80
Luanda	National capacity development programme	Sept-Oct 2024	Country	60
Luanda	2nd ACQF Forum NQF institutions	05-06 Sept 2024	Continental	50
Luanda	5 national workshops	Sept-Oct 2024	Country	125
Nairobi	3rd ACQF Forum NQF institutions – RPL for Practitioners	01-14 Oct 2024	Continental	58 onsite, 200 online
Nairobi	Somalia NQF-CATS-RPL policy development workshop	08-10 Nov 2024	Country	18
Seychelles	Launch of SNCATS Policy and Guidelines. Training	12 Nov 2024	Country	35
Seychelles	1st ACQF Forum NQF institutions – Micro-credentials for Better Opportunities	13-14 Nov 2024	Continental	55
Online	Monitoring and evaluation of NQF-ACQF-programme of 4 webinars	19/Sept, 25/Sept, 10/Oct, 24/Oct	Continental	160
Online	QCP - training for contact persons. Series of 2 webinars	26/11, 04/12/2024	Continental	55
Online	ACQF 2024 – Celebrating progress. Final webinar 2024	20 Dec 2024	Continental	65
Total nr of participants	**Onsite** **Online**			**1201** **480**

Visit the individual workshops pages to access all training materials, presentations, reports

ACQF Capacity Development – workshops and webinars

Focus 1: Output 1.1 – Capacity development workshops 2023

Programme of 7 capacity development and policy dialogue multi-country workshops on the wider theme "Making NQFs operational in a time of change". Agendas and all workshop materials accessible:

1. **08-09/May and 11-12/May: Johannesburg**
2. **11-13/July: Addis Ababa**
3. **31/July to 04/August: Bissau national NQF workshop**
4. **9-11/Oct: Nairobi**
5. **07-08/Nov: Accra**
6. **05-06/Dec: Maputo**

Photos and memories by workshop: available at the Gallery on ACQF website.

Focus 2: Output 1.1 – Capacity development workshops 2024

Go to the workshops' webpages 2024:

1. **Accra NQF workshop 2024: 26/02 to 01/03/2024**
2. **Kinshasa NQF workshop 2024: 5-6/03/2024**
3. **Seychelles CATS workshops 2024: 11-15/03/2024**
4. **Dakar NQF workshop: 02-04/05/2024**
5. **SADC TCCA meeting 2024: 09-10/05/2024**
6. **Eswatini RPL workshop 2024: 13/05/2024**
7. **Maputo NQF workshop 2024: 15-17/05/2024**
8. **Sierra Leone NQF workshop 2024 (part II): 22-24/05/2024**
9. **Kinshasa First ACQF Forum: 18-20/06/2024**
10. **Luanda 2nd ACQF Forum: 05-06/09/2024**
11. **Luanda. National workshops. Sept-Oct 2024**
12. **Nairobi 3rd ACQF Forum (RPL for Practitioners): 01-04/10/2024**
13. **Nairobi – Policy development workshop Somalia (NQF-RPL-CATS): 8-10(11/2024**
14. **Seychelles, 4th ACQF Forum (Micro-credentials for better opportunities): 13-14/11/2024**
15. **ONLINE: Reflections and discoveries on RPL and learning outcomes. Seychelles. 17-18/04/2024**
16. **ONLINE: Monitoring and Evaluation of NQF-ACQF. Series of 4 webinars: 19/09, 25/09, 10/10, 24/10/2024**
17. **ONLINE: QCP – training for contact persons. 26/11 and 04/12/2024.**
18. **ACQF 2024: Celebrating progress. 20/12/2024**

Focus 3: Photos of ACQF-II country workshops 2023

Focus 4: Photos of ACQF-II country and continental workshops 2024

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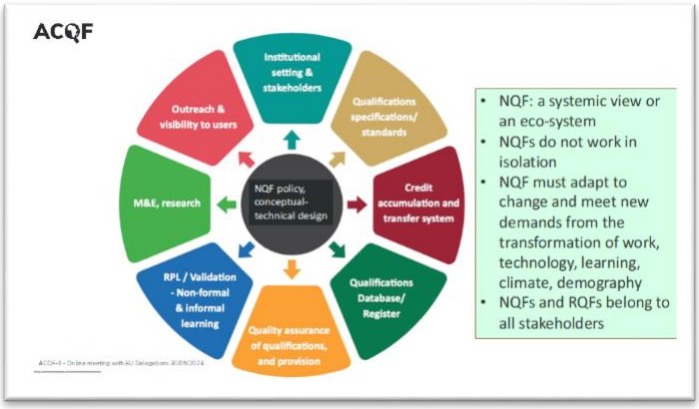
Focus 5: International conferences and events

ACQF-II coordinator and experts were invited to numerous events promoted by governmental and non-governmental organisations in different countries and regions, to speak and share information on ACQF and the project activities. African Union Commission's (ESTI – Division for Education) staff also actively contribute to share and discuss ACQF information at regional and continental meetings and events. The list of ACQF-II presentations at main conferences and webinars provides an overview:

- Democratic Republic of Congo (DRC), Kinshasa: 4 days TVET Round Table, 10 to 14 November 2023, organised and funded by the government of the DRC. ACQF-II provided ample expertise support to the sessions, through elaboration of the concept note, thematic presentations, facilitation and drafting and consultation of the 17 Recommendations of the Round Table.
- AfriQAN annual conference, 25/11/2023, Dar-Es-Salam
- Uganda: hybrid workshop starting the process of NQF development: 14/12/2023
- Global Quality Assurance Association: 2 days webinars on ACQF themes. February 2024
- COMESA regional meeting: presentation on ACQF, by AUC representative. March 2024
- Kenya: RPL Conference, 22 March 2024, Nairobi. Invitation by KNQA
- Kenya: TVET Centenary celebration, 26 March 2024, Nyeri. Invitation by KNQA.
- Bostwana: AUDA Workshop on African Qualifications Standards, 12 July 2024 (online participation).
- Ghana: National Tertiary Education Conference 2024, 05-07 November. Invitation by GTEC. ACQF-II team (coordinator, expert) presented the final drafts of the Ghana Comprehensive NQF Policy Document and Ghana CATS. Group photo of the main speakers at the conference (below).

Output 2.1: Cooperation with countries and regions on development and implementation of NQFs and related policies



The NQF is an eco-system and works together with policies and tools enabling lifelong learning, transparency, comparability, progression, social inclusion, mobility, employability.

ACQF-II supports 11 countries in 2024: NQF, RPL, CATS, Micro-credentials, QCP

Country	Scope of work and main reports-sources	Workshops and site visits	Partner institution - Contact persons
Angola	**NQF implementation and further development:** Implementation of professional qualifications and the National Catalogue of Professional Qualifications (CNQP): Capacity development, technical advice on the preparation and planning of all measures and actions. Handbook for INQ on implementation of CNQP: disseminated in ACQF-supported training programme in Sept-Oct. INQ Website: design, training on content management, improvements, maintenance, hosting. **QCP**	a) 1st Training Journey, with international team of trainers. INQ-Ministries-INEFOP-INAAREES. 3-4/Sept 2024. b) INQ Training and dialogue workshops: 9-11/Sept. c) Training programme for all stakeholders on the Handbook, Competence-Based Approach, M&E and Quality assurance. 4 programmes: 12-13/Sept; 18-20/Sept; 24-26/Sept; 27/Sept. d) Debates and thematic reflection programme at INQ: Coding of qualifications and Quality assurance on 16/Oct; Evaluation system on 17/Oct;	**Lead institution:** INQ

	Contact person nominated, full participation in training programme **ACQF Forum** INQ co-hosted the 2nd ACQF Forum (5-6/Sept 2024) **Sources: Reports, workshops materials:** • Workshops – country specific • 2nd ACQF Forum – multi-country • Handbook INQ • Mission Report (Olavo Correia)	Green and digital skills on 25/Oct; Credit system on 28/Oct. e) Participation of country representatives in all ACQF Forums 2024. f) Contribution to panels of experts and review of the ACQF Micro-credentials Handbook. Article by INQ on ACQF News.	
RD Congo	**NQF development**: Capacity building, debate and policy shaping. Report for TVET Ministry – results of the NQF workshop, analysis and recommendations for further development of the NQF and the Qualifications Authority (ACRCQP). Advice on the roadmap and organisational structure of the ACRCQP. **ACQF Forum** The RDC co-hosted the 1st ACQF Forum (18-20/June 2024) **QCP** Participation in all training sessions. **Sources: Reports, workshops materials**: • Workshop report on main features of the NQF policy defined by the stakeholders at the workshop (5-6/Mar 2024) for TVET Ministry. • 1st ACQF Forum (18-20/ June 2024) multi-country. Report of the 1st Forum in English and French.	a) 1st NQF Workshop RDC – (5-6/Mar 2024) - country specific. b) TVET Ministry co-hosted the 1st ACQF Forum (18-20/Jun 2024). c) Participation of country representatives in all ACQF Forums 2024. d) Contribution to panels of experts and review of the ACQF Micro-credentials Handbook. Article on ACQF News: "How can Africa take a leading role in harnessing the potentialities of micro-credentials".	**Lead institution (from Oct 2024):** Working Group coordinated by the Presidency of the RDC – establishing the Directorate of the ACRCQP.
Eswatini	**RPL Policy** Development, stakeholders' reviews, finalisation of the RPL Policy document. **Referencing NQF to ACQF** Referencing to ACQF (group 2). Presented state-of-play and initial findings at the 3rd and 4th ACQF Forum. Referencing presentation at 4th Forum (14/11/2024). **Website EQA** Website of Eswatini Qualifications Authority (EQA): Design, development,	a) Workshop b) Participation of country representatives in all ACQF Forums 2024. c) Contribution to panels of experts and to the review of the ACQF Micro-credentials Handbook.	**Lead Institution:** Eswatini Qualifications Authority (EQA)

	training on content management, maintenance. **QCP** Participation in all training sessions. QCP contact person nominated. **Sources: RPL Policy, Reports, workshops materials**. • RPL Policy document. Final draft for EQA's approval process (14/08/2024) • RPL Policy Eswatini – Presentation by EQA at 2nd ACQF Forum, 5-6/Sept 2024.		
Ghana	**Ghana Eco-system of NQF-RPL-CATS Policies** Policy shaping, capacity development, drafting 3 Policy Documents. Stakeholder consultation conducted by GTEC. Submission of final versions on 26/08/2024 to GTEC for further approval. CATS Policy: a 3rd version of 02/10/2024 was submitted to GTEC. **Sources - Policy documents:** Comprehensive Ghana NQF RPL Policy document CATS Policy and Guidelines	a) NQF-RPL-CATS Policies Workshop, Accra. 26/Feb to 01/Mar 2024. b) Participation of country representatives in all ACQF Forums 2024. c) Contribution to panels of experts in 2 ACQF Forums; Review of the ACQF Micro-credentials Handbook. d) ACQF-II experts participated with Presentations at the Ghana Tertiary Education Conference 2024, in Accra, 5-6/Nov. Presentations: on Eco-system NQF-RPL-CATS; on Ghana CATS.	**Lead institution**: Ghana Tertiary Education Commission (GTEC)
Guinea-Bissau	**NQF Development:** Drafting of NQF Policy document – synthesis of NQF Concept Document elaborated in 2023 and approved by NQF working group in 2024. Technical advice on organisation and regulation the Office of the NQF Technical Working Group, established by Ministerial Decision Nº 66/2024. Draft Regulation. **Sources:** NQF Policy document (validated), 2024	a) Participation of country representatives in all ACQF Forums 2024. b) Contribution to panels of experts in ACQF Forum; Review of the ACQF Micro-credentials Handbook.	**Lead institution - from Oct 2024:** Office of the NQF Technical Working Group
Mozam-bique	**Monitoring & Evaluation of the NQF** Capacity development, design, dissemination of the Report of the Results Framework. Training: new developments and tools in the domain of NQFs – focus on	a) Workshop capacity development, M&E Framework. Maputo. 15-17/May 2024. b) Participation of country representatives in all ACQF Forums 2024.	**Lead Institution:** CNAQ – coordinator of the NQF Technical Commission.

	micro-credentials and short descriptions of learning outcomes-based qualifications. **QCP** Participated in all training sessions; expressed interest to start registration of qualifications in the QCP country virtual space. QCP contact person: nominated. **Sources:** Results Framework of the NQF Mozambique	c) Presentation for the ACQF Training Programme on M&E of NQF (24/Oct 2024) d) Contribution to panels of experts in ACQF Forum; Review of the ACQF Micro-credentials Handbook. e) Article for ACQF News on "How can Africa take a leading role in harnessing the potentialities of micro-credentials for the green and digital transformation and for better opportunities for all?"	
Senegal	**NQF Development:** Capacity development, policy debate, drafting of NQF Concept Document. Presentation and stakeholders' consultation co-organised with national institutions. **QCP** Participation the training sessions. **Sources:** Concept Document of the NQF Senegal Report of the NQF Workshop, Dakar. 2-4 May 2024 PPT of the online Validation meeting of the NQF Concept Document, 25/10/2024.	a) Workshop on NQF development. Training, guided debate in working groups to define all major inputs for the NQF Concept Document. Dakar. 2-4/May 2024. b) Participation of country representatives in all ACQF Forums 2024. c) Contribution to panels of experts in ACQF Forum; Review of the ACQF Micro-credentials Handbook.	**Lead institution:** ANAQ-Sup
Seychelles	**Acknowledgements to ACQF-II for the achievements and impact in 2024: by CEO of SQA, at the ACQF-2024 Webinar, on 20/12/2024. ACQF News article.** **CATS Policy and Guidelines** Capacity development, stakeholders' debate for shaping the policy, drafting and review of the CATS Policy and Guidelines. Approved by the Board of SQA. Awaiting approval by Government. **Micro-credentials** Capacity development, country-specific survey. Analytical report of the survey results. Roadmap for further development of the micro-credentials policy / guidelines.	a) Workshop Seychelles, 12-13/March 2024. Capacity development, stakeholders' consultation on development of the SNCATS Policy and Guidelines; planning and agreeing the roadmap for 2024 cooperation with ACQF-II. b) Webinar, 17-18/April 2024: capacity development, peer learning on the themes: RPL, micro-credentials, learning outcomes. c) Workshop: presenting the SNCATS Policy and Guidelines; developing the detailed roadmap for implementation of SNCATS - with stakeholders' guided inputs.	**Lead institution:** Seychelles Qualifications Authority

	RPL Capacity development, peer learning. **ACQF Forum** SQA co-hosted the 4thACQF Forum (13-14/Nov 2024) **Sources:** SNCATS Policy and Guidelines. Final version. Presented at SNCATS Workshop, 12/Nov 2024 in Seychelles. Micro-credentials survey Seychelles – analytical report. Presentation of the micro-credentials survey report and roadmap. Speaker: SQA. At the 4th ACQF Forum, Seychelles.	b) Participation of country representatives in all ACQF Forums 2024. c) Contribution to panels of experts in ACQF Forum; Review of the ACQF Micro-credentials Handbook.	
Sierra Leone	**NQF development** Training and capacity development on all major themes related to NQF. Discovery of new themes: micro-credentials, learning outcomes, RPL, green and digital skills, referencing NQF to ACQF, common profiles of qualifications. **RPL and CATS development** Technical advice and guidance to the national working group drafting the 2 policy documents: special webinar on the 2 policies; draft annotated outlines of the 2 policies; detailed comments on the RPL policy document (draft 1). **QCP** Participated in all training sessions. QCP contact person nominated. **Sources:** Workshop: a decisive step towards the NQF, Freetown, 22-24/ May 2024. Webinar: conceptualising the RPL and CATS policies.	a) Workshop: a decisive step towards the NQF, Freetown, 22-24/ May 2024. Presentations and training materials. NQF document was elaborated with World Bank support in 2024, and the workshop included an important session for stakeholders' consultation and final contributions to the NQF Document. The World Bank NQF experts' team recommended the adoption of ACQF level descriptors for the Sierra Leone NQF. b) Webinar: conceptualising the RPL and CATS policies. Guidance, debate, roadmap, outlines for the 2 policies. 31/Oct 2024. c) Participation of country representatives in all ACQF Forums 2024. d) Contribution to panels of experts in ACQF Forum; Review of the ACQF Micro-credentials Handbook.	**Lead institution:** NCTVA
Somalia	**Feedback and acknowledgement of Somalia MoECHE on the achievements and impact of cooperation with ACQF-II. Presentation at ACQF-2024 webinar of 20/12/2024.** **Eco-system NQF-RPL-CATS Policies**	a) Workshop "Developing NQF-RPL-CATS Policies. Capacity development and policy dialogue", Nairobi, 8-10/ Nov 2024. b) Participation of country representatives in all ACQF Forums 2024.	**Lead institution: MoECHE**

	Technical advice, guidance and facilitation of the process of development of the three policies, working in close cooperation with the Ministry of Education, Culture and Higher Education (MoECHE). MoECHE led the stakeholders' consultation and review of the draft 1 of the 3 policies. 2 Webinars organised in December 2024 (14 and 26) to discuss and review the 3 draft policies. **QCP** Participated in all training sessions. **Sources**: Report of NQF Workshop of 8-10/Nov 2024. Somalia NQF Policy Document. Draft version 2 of 30/12/2024. Somalia RPL Policy Document. Draft version 2 of 30/12/2024. Somalia CATS Policy and Guideline. Version 2 of 30/12/2024.	c) Contribution to panels of experts in ACQF Forum; Review of the ACQF Micro-credentials Handbook.	
Zambia	**NQF (ZQF) Review** The action started in November 2024 and is planned to be concluded in April 2025. The Concept Document and Roadmap for the NQF review was agreed between ZAQA and ACQF-II. Main steps and outputs: a) Micro-credentials survey Zambia, to gather information and recommendations concerning the state-of-play and perspective developments of micro-credentials integrated in the revised ZQF; b) drafting the initial version of the revised ZQF for discussion with all members of the Technical Working Group at the Lusaka workshop (23-24/Jan 2025). **Referencing the ZQF to ACQF** Zambia is part of the 1st group of the pilot phase. Main outputs: state-of-play presentations at 3 ACQF Forums; full short referencing report; peer validation presentation at the ACQF-2024 webinar (in pair with Eswatini). **QCP** Participated in all training sessions. QCP contact person nominated.	a) Participation of country representatives in all ACQF Forums 2024. b) Contribution to panels of experts in ACQF Forum; Review of the ACQF Micro-credentials Handbook.	**Lead institution:** Zambia Qualifications Authority (ZAQA)

	Sources: Concept and roadmap for the ZQF review 805/12/2024). Approved by ZAQA. Agenda of the workshop 23-24/Jan 2025 (draft) Report of the micro-credentials survey – input for the ZQF review		
SADCQF	**Annual meeting of the Technical Committee on Certification and Accreditation (TCCA).** **Agenda fulfilled:** - Progress reports of all Member States on NQFs and related policies and initiatives. - Progress report on the Roadmap for SADCQF 2023-2026. - Validation of the Comparison Report EQF-SADCQF. - Towards the review of SADCQF. - New themes presented and discussed: ACQF Network. QCP.	Annual TCCA Meeting, Johannesburg, 9-10/May 2024 Representatives of SADC Secretariat in charge of TCCA participated in all ACQF Forums 2024. Contribution to panels of experts in ACQF Forum; Review of the ACQF Micro-credentials Handbook.	**Contact:** SADC Secretariat

Focus 6: Output 2.1 – Developments and dialogue on micro-credentials

- **ACQF Handbook on Micro-credentials**

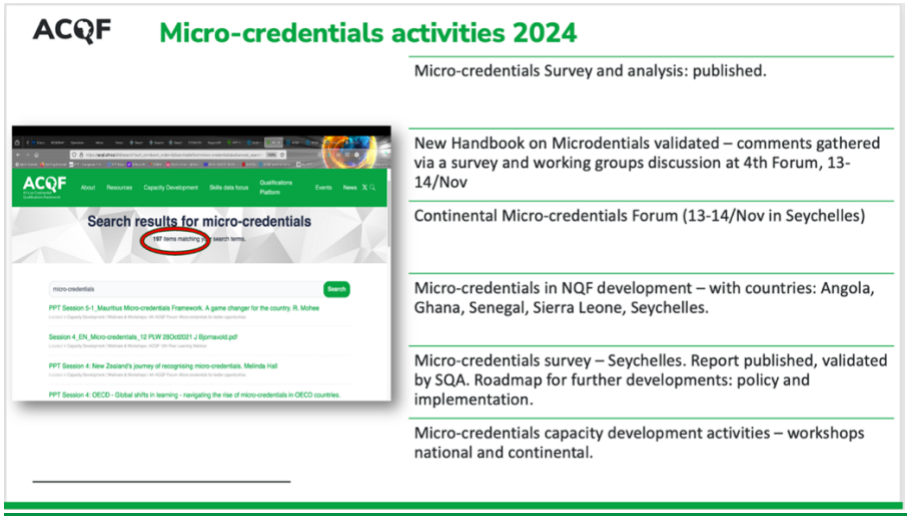
The ACQF Micro-credentials Handbook was discussed and validated at the 4th ACQF Forum, in Seychelles (13-14/Nov 2024). Stakeholders' comments are integrated in the final version. The stakeholders´ consultation combined a special online survey (October 2024) and in-depth analysis of the Handbook through a dedicated session on 14/Nov 2024 at the 4th ACQF Forum. Special contribution to the consultation was provided by New Zealand Qualifications Authority. Chapter 5 of the Handbook comprises several substantial proposals of the ACQF stakeholders elaborated in the 4th Forum.

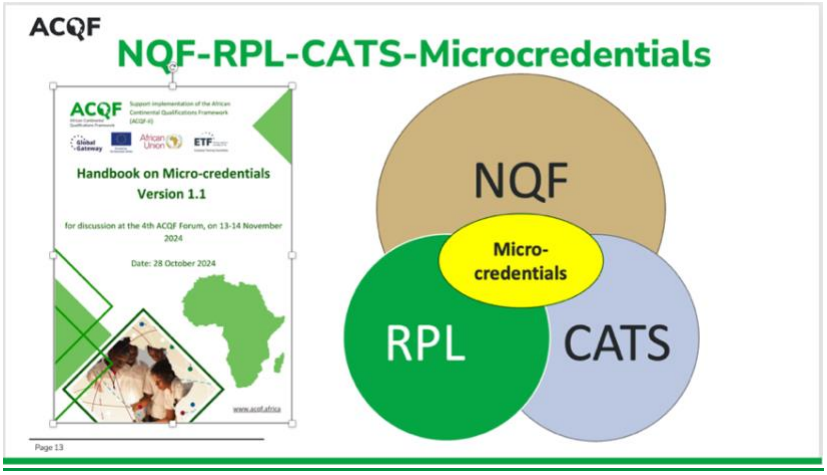
Two news Articles were published on ACQF News reflecting the views and recommendations of the initial Panel debate on the question: "How can Africa take a leading role in harnessing the potential of micro-credentials for the green and digital transformation and better opportunities for all?". Article Prof Carlos Mataruca. Article Mr. Laurent Ndaywel.

Proxies of microcredentials (short courses, part qualifications, skills certificates, badges) are diverse in most education and training systems in Africa, but only in rare cases are they fully considered in NQFs and registers of qualifications. Thanks to ACQF-II research, the Handbook and capacity development and peer learning activities in 2023-2024 all involved countries have acquired a starting basis of shared concepts and perspectives concerning the definition of micro-credentials, and options to integrate them in NQFs and in Quality Assurance systems.

A number of countries developing NQFs in partnership with ACQF-II have decided to integrate micro-credentials per design in the NQF. The cases of Ghana, Guinea-Bissau, Seychelles, Sierra Leone, and Somalia illustrate this generation of NQFs which widened its scope and objectives to include micro-credentials.

Other countries starting reviews of their NQFs are likewise reflecting on options to include micro-credentials in the NQF.





Output 3.1: Qualifications and Credentials Platform

https://acqf.africa/qualifications-platform

ACQF Qualifications and Credentials Platform (QCP)

New QCP space on ACQF website: leaflet, all reports, training units, presentations. Progress report 2024 – comprehensive.

The ACQF Qualifications and Credentials Platform (QCP) is a major component of the ACQF as a policy instrument for African qualifications. This comprehensive system of databases aligns with the objectives of the African Union and its member states, contributing to modernize and digitalise management of qualifications at national level, and share information at continental level.

The QCP is being designed to process, classify, compare, and visualise information on various qualifications across education and training sectors. It will consist of interconnected databases, offering at minimum tools for analysis, classification, and visualisation.

QCP is a system of databases at 2 levels: national (managed by the national qualifications authorities) and continental (interoperability. Software architecture and Data Model build on international good practice, notably the EUROPASS, but contextualised and streamlined.

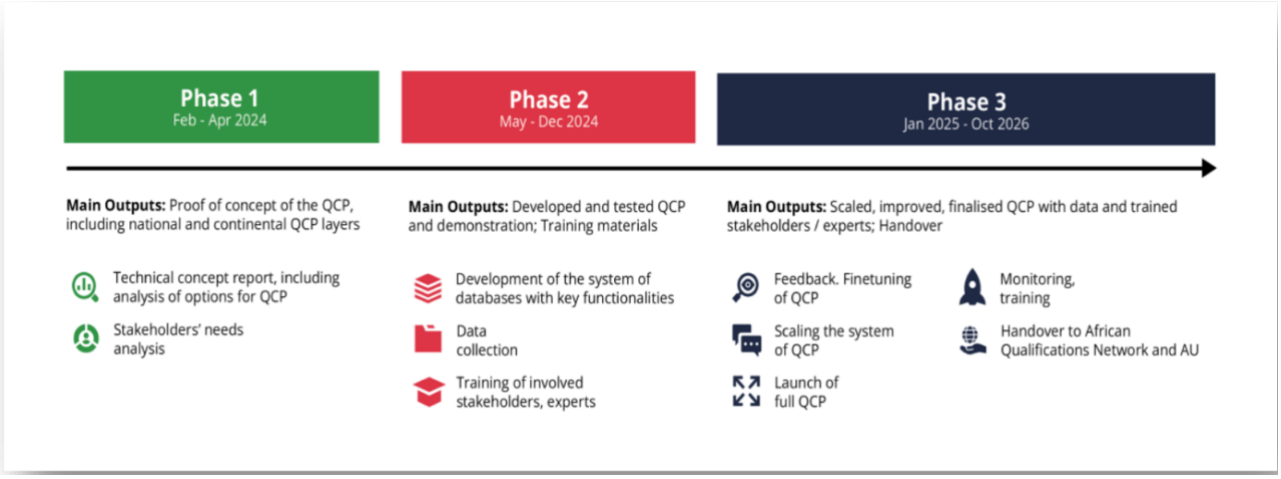
Developed: a) Curators' Interface (Mock-up; training delivered + demo); b) Public UI Portal

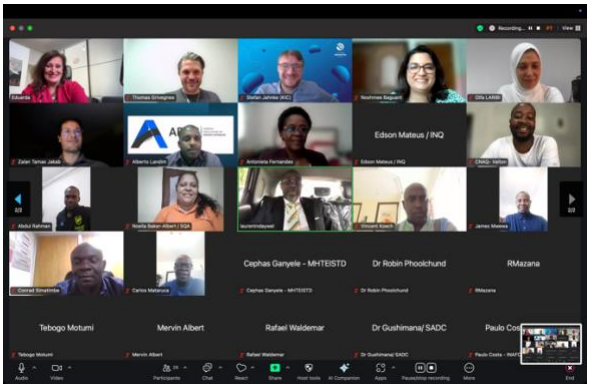
In December 2024 the first version of the QCP was launched on 20/Dec 2024 - and data collection starts early 2025.

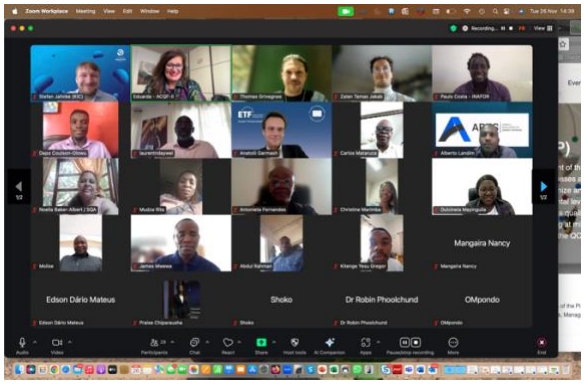
Training and capacity development of the involved countries:

- QCP Steering Group: ACQF-II coordination, AUC, Technical consortium, countries
- QCP Contact Persons nominated by countries: to implement the QCP at national level, disseminate information, support interoperability.
- 8 training sessions in 2024 were delivered. Training for QCF Contact Persons: visit website.
- Data collection training and start of activities.

Plan of QCP development and implementation







Output 3.1: Sustainability – African Qualifications Network

The Inception Document of the ACQF Network was validated by the member countries, in collaboration with ACQF-II project. The Inception Document includes the comments and recommendations discussed at the Network Meeting of 05 December 2024.

The Inception Document of the ACQF Network was elaborated in the context of the project "Supporting Implementation of the ACQF", in accordance with the activities planned under Output 3.1 of the project.

The main objective of the ACQF Network is to implement, sustain and strengthen the ACQF and its Qualifications and Credentials Platform (QCP), as policy instrument supporting transparency and comparability of qualifications and credentials of all types and levels, mobility of learners and workers, recognition of skills, qualifications and credentials, complementarities with national institutions in development of national qualifications frameworks and systems, referencing with qualifications frameworks in Africa and global cooperation.

Mission

- To ensure the sustainable impact and brighter perspectives of the ACQF and its Qualifications and Credentials Platform (QCP) in the interest of all African countries.
- To promote the development, recognition, transparency, articulation, innovation and harmonisation of skills, qualifications and credentials in a perspective of lifelong learning and employability for all population groups in Africa, fostering a qualified and agile workforce adaptable for the challenges of the 21st century and contributing to meet the goals and targets of relevant strategies and policies of the African Union, and of regional economic communities as adequate.

Main target groups of the ACQF Network:

Learners in all forms of education and training (formal, non-formal, informal, remote), workers in all sectors and forms of employment, youth and adults in vulnerable conditions, professionals, employers, innovators, the wider community of education and training stakeholders and policy makers, civil society organisations and other relevant groups.

Core values

In accordance with the ACQF Policy Document, and the aspirations of the member states and organisations supporting this initiative, the ACQF Network will respect and promote the core values:

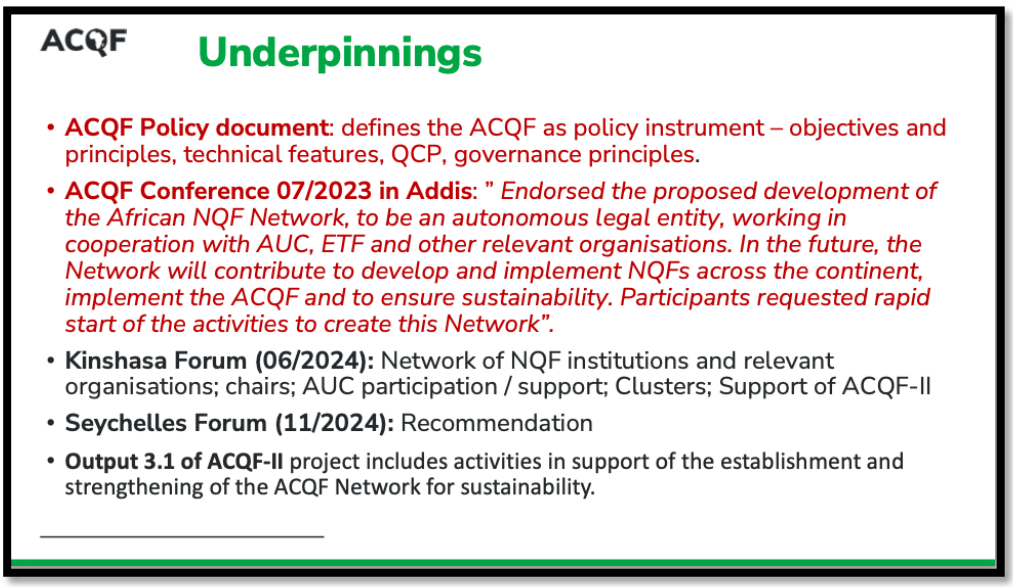
1. *Focus*: on the key objectives of the ACQF and the QCP. Focus on the common interest.
2. *African knowledge:* continuously nurture development of African knowledge and good practices; share and promote methods, policies, tools, and publications of the ACQF Network and its partners in Africa and globally.
3. *Inclusiveness*: encompass all levels and types of qualifications and credentials, all forms and stages of learning and modalities of certification.
4. *Innovation*: support new developments related to green, digital, and other emerging skills; new roles and occupations; new technologies and societal demands; digital and micro-credentials for learning; new methods and tools to enhance the activities of the ACQF Network.

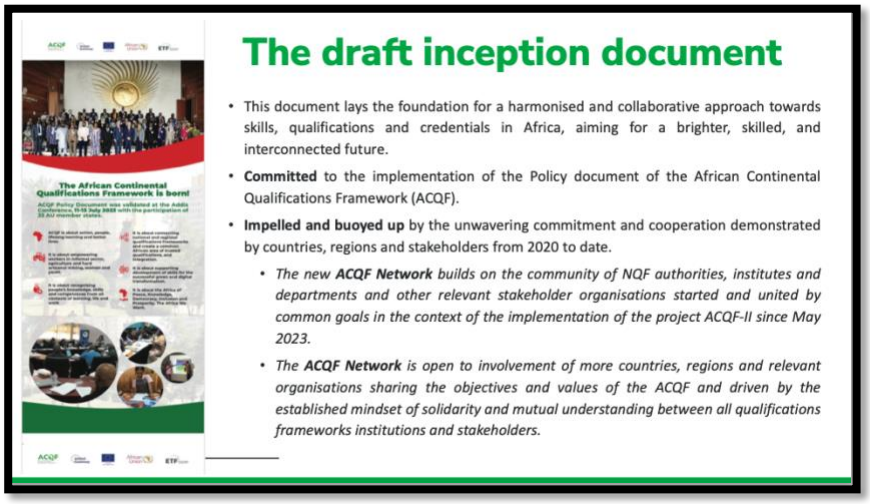
5. *Supported by evidence*: reliance and promotion of sound, substantiated and well-informed actions and outputs, based on data and analysis.
6. *Collaborative approaches and participative governance:* solidarity and mutual support between members states on the core matters of the network; participation of all stakeholders and member states who respect these core values; learn from experiences and good practice from Africa and other regions and continents.
7. *Transparency and integrity*: good governance, clarity and credibility for mutual trust.

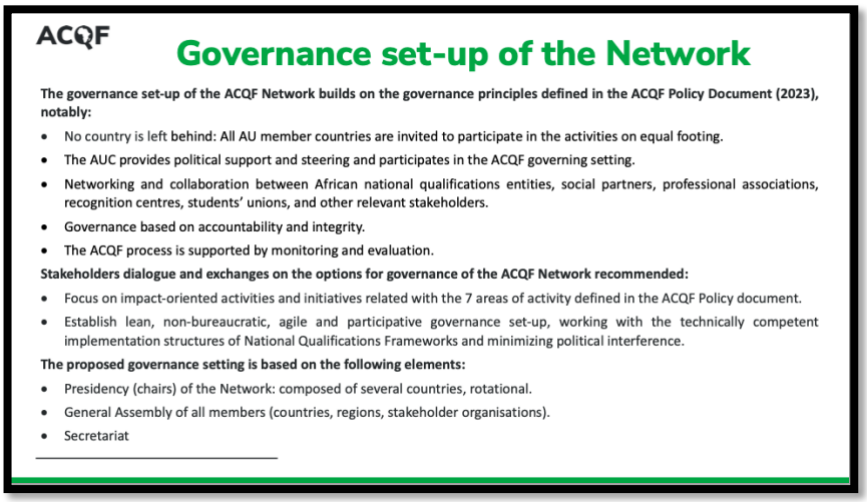
Main objectives of the ACQF Network

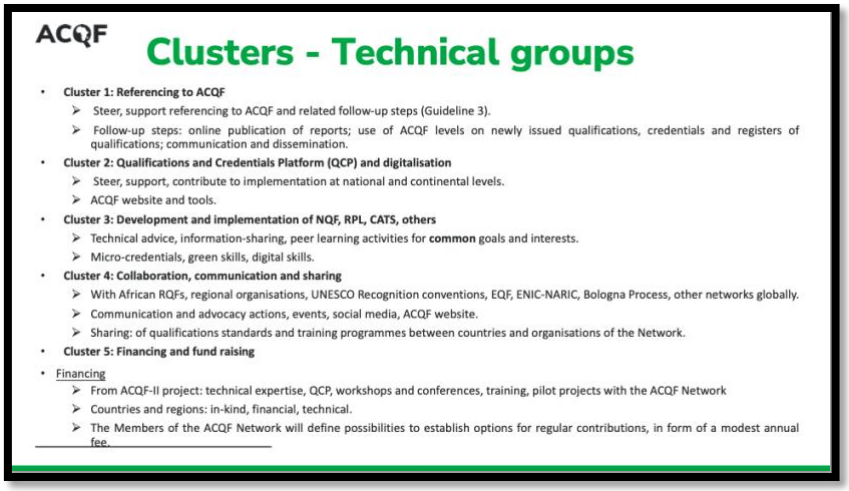
1. To support and sustain the implementation of the ACQF and its Qualifications and Credentials Platform (QCP).
2. To foster further development of clear, meaningful, comparable and operational 'green' NQFs in African countries and support their cooperation, referencing, peer support and mutual trust.
3. To promote the use of ACQF levels on qualifications and credentials and databases of qualifications upon referencing to ACQF, facilitating mutual recognition of qualifications.
4. To contribute to change and reforms, supporting impact-oriented education and training, improved access and completion rates, accessible recognition of prior learning, functioning credit accumulation and transfer systems and quality assurance.
5. To support efficient management of qualifications and credentials and real-time information-sharing, through data analysis, anticipation of skills needs, and interoperable databases of qualifications connected to QCP, across all African countries and regions.
6. To cooperate and work in synergy with the Addis Recognition Convention, promoting linkages and synergies between ACQF-NQFs and facilitating the recognition of qualifications and credentials.
7. To contribute to improve global recognition and transparency of education, and qualifications and credentials from African countries.
8. To foster joint research projects for the advancement of the ACQF Network.
9. To collaborate with existing regional structures, especially with the regional economic communities, and relevant global networks and frameworks.

Member countries (by: 31/Dec 2024): Angola, Botswana, Cabo Verde, Cameroon, DR Congo, Eswatini, Guiné-Bissau, Kenya, Malawi, Mauritius, Mozambique, Seychelles, Sierra Leone, South Africa, Tunisia. Ghana, Lesotho, Senegal, Somalia, Zambia, Zimbabwe.









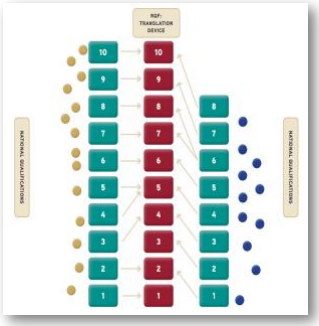
Output 3.2 Referencing NQF to ACQF and other comparisons between qualifications frameworks

- **The Webpage** Referencing to ACQF is the focal space for the activities undertaken with the 8 countries in 2024. To support the national referencing teams the new simplified Guide on referencing was elaborated in English and Portuguese. Other helping documents: Presentation on Referencing; Template for ACQF referencing report with explanations.

ACQF

3.2 Referencing NQF(S) - ACQF

- A process of comparison, mutual understanding and trust: good for countries, regions, continent
- Use of ACQF levels on national qualifications after successful referencing to ACQF
- Publication referencing reports
- Countries expressed interest to start referencing: Kenya, Cap Verde,Eswatini, Seychelles, South Africa, Mozambique
- ACQF-II contributed to the evidence, analysis, networking of the process of comparison EQF-SADCQF.



ACQF-II - Online meeting with EU Delegations 30/05/2024

ACQF

Quality Assurance

To clarify the interplay between quality assurance and referencing, the following principles are recommended

Quality assurance – a criterion for ACQF referencing: the referencing to the ACQF of national qualifications frameworks or systems demonstrates the degree to which quality assurance of national qualifications:

- addresses the qualifications quality chain, from design of standards underpinning qualifications to learning, assessment, and certification;
- addresses the application of the learning outcomes approach;
- includes feedback instruments and processes supporting continuous quality improvement;
- addresses internal and external quality assurance, and the regular review of quality assurance agencies;
- is based on measurable objectives, standards, and guidelines for quality assurance;
- is supported by resources; and
- provides transparent information-sharing on results of evaluation.
- takes account of African Union policy orientations such as African Standards and Guidelines for Quality Assurance (for higher education), to which both internal and external quality assurance adhere.

ACQF

Overview of the referencing process

1. **Reference guidance document**: Summary guidance for referencing, 08/2024.
2. **Countries involved:**
   - Group 1 (Aug 2024): Cabo Verde, Kenya, Seychelles, South Africa, Zambia
   - Group 2 (Oct 2024): Eswatini, Lesotho, Zimbabwe
3. **PPTs and reports:**
   - 6/Sept, Luanda (Group 1)
   - 4/Oct, Nairobi (Groups 1 and 2)
   - 14/Nov, Seychelles (Groups 1 and 2)
4. **Reports:**
   - 03/Dec: Cabo Verde, Kenya, South Africa.
   - 09/Dec: Seychelles

ACQF

Achievements

All 8 countries are ready to reference to ACQF: 4 main criteria can me met based on evidence

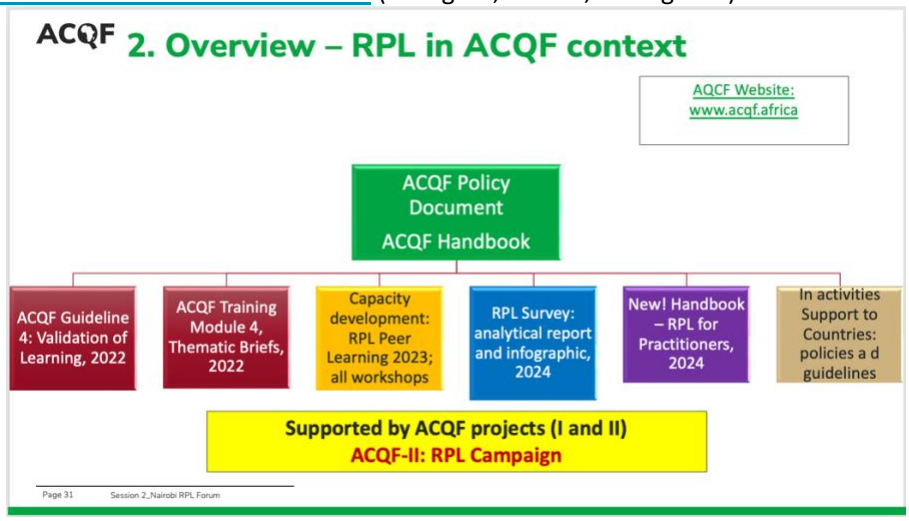
- Level descriptors
- Learning outcomes
- Transparency in registration / inclusion of qualifications in NQF / catalogue
- Quality assurance

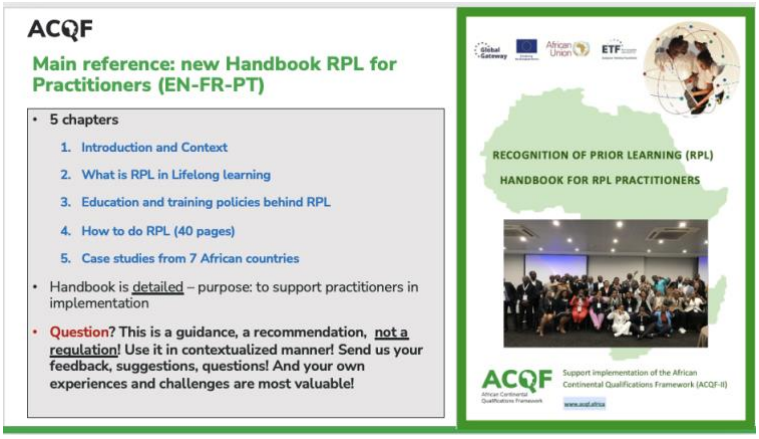
All have established a national roadmap, and a referencing team

Analysis, drafting advanced well – good interpretation of the referencing criteria

Output 3.3: RPL Campaign

- ACQF Handbook on RPL for Practitioners (in English, French, Portuguese)





RPL Country specific work

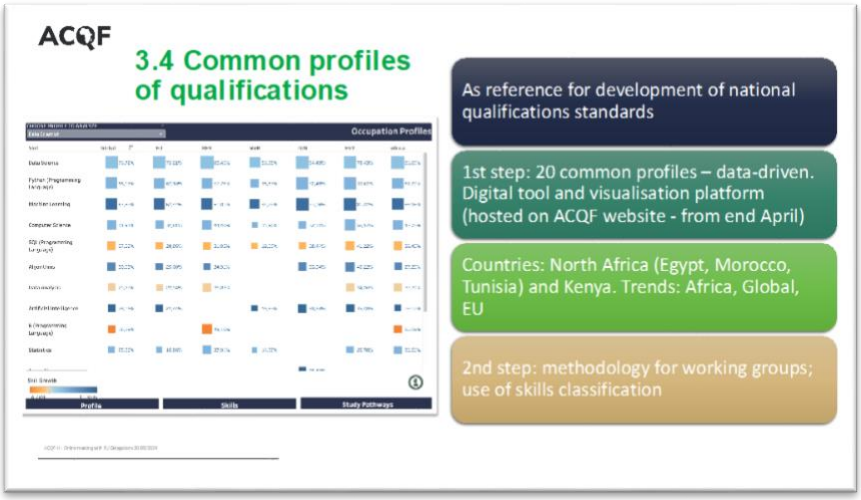
COUNTRY	ACTIVITIES, OUTPUTS
ANGOLA	RPL-CATS: provided technical notes – INQ drafted the legal basis. RPL legal act: in approval process
ESWATINI	RPL Policy Document: finalised; stakeholder consultation done; in approval process
GHANA	NQF-RPL-CATS: 3 Policy Documents completed; presented and consulted with stakeholders; in approval process
SIERRA LEONE	RPL-CATS: Policy documents - process started in October. First review of RPL Policy completed.
SOMALIA	NQF-RPL-CATS: process started. Draft 2: 30/Dec 2024

Output 3.4: Common profiles of occupations – qualifications

Skills Data Focus is a new platform on ACQF website, which hosts dashboards and data visualisation tools. Notably:

- Common skills profiles of occupations: a new tool developed for ACQF-II
- Online Job Adds Analysis
- Green skills dashboard

The Methodology of ACQF Common Occupation Profiles presents the scope, goals, data sources, analytics and selection of occupations for the comparative analysis.
In 2024 the project created common profiles for 20 occupations, accessible though the interactive dashboard "Common occupation profiles". In 2025 additional 20 profiles will be created and added to the dashboard. The data on the dashboard is updated regularly in tune with the process of online job vacancy data production system.



Author of report: Eduarda Castel-Branco - Former Coordinator ACQF-II

15 January 2024

Sincere acknowledgements to the experts' teams contributing to ACQF-II implementation, working with ETF: PPMI, Cognizone-led consortium, Lightcast, JET Education Services, Juizi.

Key thematic experts: James Mwewa, Patrick Werquin, Olavo Correia, Robin Phoolchund, Stanley Maindi, Mauro Pelucchi, Sofie Gvasalia, Anna Gatti, Zalan Tamas Jakab, Greta Kirdulyté, Honza Forster, Thomas Grivegnée, Stefan Janke, Rebecca Pursell, Karel Calitz.