The Egyptian NQF Project

By

Prof. Magdy Kassem
President of NAQAAE
Scope

- History
- Objectives of the Eg-NQF
- Outline of the Eg-NQF
- General applications of the NQF
- Sectorial applications of the NQF (TVET included)
- Supporting policies & Tools
- What’s next
NQF - Egypt
a NAQAAE Responsibility
History
**Education reform in Egypt ▶▶▶▶Driving forces**

- Mismatch between education system output and labor market demand
- Decreasing competitive edge of Egyptian graduates in the regional labor market
- Social factors (need to increase access, address illiteracy & leakage from education, …)
- Current education system defects (bottle necks & dead ends, overlap of qualifications, no recognition of learning outside the formal context …)
In 2006, As a capstone to the education reform strategy, NAQAAE was established as the sole accrediting body of Egyptian education.
By law mandate: NAQAAE is an authority overarching all levels & types of education.

NAQAAE is responsible for QA of education as well as for ensuring recognition of and confidence in the output of the Egyptian education system.

The law granted NAQAAE the authority to set standards & policies and to develop the tools needed to fulfill its responsibilities.
To carry its responsibilities NAQAAE had to

- Set quality assurance & accreditation standards
- Set ARS for different specialties and levels of qualifications
- The ARS had to be benchmarked against qualification level descriptors (Hence the need to set a NQF emerged)
- Establish means for comparability of Egyptian qualifications in quest of their recognition (a NQF needed).
NAQAAE gathered a task force and worked on a project for an Egyptian NQF development.

The NQF project was submitted to the prime minister and ......

NQF – Egypt was officially assigned to NAQAAE
Purposes of the Eg-NQF
Purposes of the Eg-NQF

1. Setting reference standards for qualification levels based on learning outcomes
2. Acting as a reference to build qualification frameworks for different sectors/sub sectors
Purposes of the Eg-NQF

4. Linking qualification levels allowing progression from one level to another

5. Linking TVET & the general education systems, promoting level progression and horizontal mobility

6. Guiding QA standards (and ARS) setting both by providers of education and EQA bodies.
Purposes of the Eg-NQF

7. Permitting inter sectorial mobility (with appropriate tools)

8. Providing reference standards to review and enhance standing Eg qualifications, and acting as a benchmark when introducing new qualifications.

9. Assuring public confidence in the outcomes of the EG Q system by meeting societal and employers’ expectations for different Q levels.

10. Fostering LLL and RPL
Outline of the proposed Eg-NQF
Outline of the proposed Eg-NQF

- 8 levels described in terms of LO.
- Qualifications are measured against these outcomes in order to be placed at a given level.
- Levels are ascending, starting at L1 (equivalent to the general primary certificate) up to L8 (equivalent to a doctoral degree)
Outline of the proposed Eg-NQF

- One or more NQ may fit into a level.

- Level descriptors include:
  - knowledge (extent and type)
  - skills (cognitive & professional)
  - competencies (autonomy, responsibility & interaction)
<table>
<thead>
<tr>
<th>level</th>
<th>Knowledge type</th>
<th>Knowledge extent</th>
<th>skills</th>
<th>competencies</th>
<th>Qual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>cogn</td>
<td>Auto.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prof</td>
<td>Resp</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Inter</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>G</td>
<td>TV</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>