REGIONAL HIGHER EDUCATION QUALIFICATIONS GAPS

SITUATIONAL REPORT

Presentation Plan

- Study Structure and Expectations
- The EAC In A catching-Up Process
- The Context of Higher Education Programmes
- Higher Education Quality Assurance Practices
- Development and Implementation of NQF
- The NQF in the EAC Partner States
- Potential for a Regional Qualifications Framework

STRUCTURE AND EXPECTATIONS

Study Structure

Part 1
- Introduction and Background
- Context of HE Programmes

Part 2
- Higher Education Quality Assurance
- Higher Education Qualifications Framework

Part 3
- Potential for Regional Qualifications Framework
- Conclusions and Recommendations

Expectations of the Study

- Establish the qualification gaps currently existing in the region's higher education system versus the region's human resources needs

  ❑ an inventory of skills and qualifications gaps;

  ❑ an examination of the extent to which Partner States have developed and are implementing NQFs; and

- An expression of the direction EAC should take in promotion of human resource development and productivity through higher education

- Build consensus and common understanding of the EAQFHE to be developed

- Develop EAQFHE

Study Methodology

- **Selection of HEInstitutions and Private Sector Firms to Participate**

❑ Higher Education Institutions were to be bonafide members of the IUCEA, and fully accredited by their national Council/Commission for Higher Education/universities;

❑ progress in the implementation of a quality assurance system, a demonstrated credit system or running competence-based training system;

❑ Private Sector included the national associations, federations, alliances of businesses and employers.

- **Data Collection and Analysis**

- Phase 1: Activity 1 - Content Review

- Phase I:Activity 2 - Key Informant Interviews with Higher Education Providers, Employers and Businesses, and Government Agencies

- Phase II: Administration of Field Questionnaire

Study Limitations

- Time was Limited
- Scope of Study
- NQFs in Initial Stages of Development
- Limited Knowledge on NQFs
- Confusion and Tension between TVET and Higher Education Institutions

Study outputs

- Country Situation Reports
- Composite Situation Report
- EAQF for Higher Education
- EAC Education Policy
- EAC Education Stratgy

Qualifications Framework Defined

A Qualifications Framework refers to sets or structures of qualifications designed or created by a nation or regional block to facilitate award of qualifications to deserving graduates within a defined criteria. The framework is also designed to link the education system to the employment and business sectors.

More importantly, the framework should aim at addressing specific objectives, for instance:

- Creating confidence in qualifications that contribute to national development obtained by recognizing qualifications and competences obtained through formal, informal and prior learning;

- Developing a structure to support pathways that provide access to qualification that contribute to skills and competence development and life-long learning;

- Alignment of the NQF with international qualifications to enhance national and international mobility of graduates and workers; and

- Strengthen national regulatory and quality assurance systems for education and training.

EAC IN A CATCHING-UP PROCESS

The Challenges

- Development and Promotion of a growth and transformation strategy inherent in the education and industrialisation culture, systems and structures;

- Interactions between the academia and the employment and business sectors;

- Jumpstarting and sustaining a dynamic process of development and productive transformation.

- Fueling the transformation process by enlarging the option space and by facilitating the accumulation of competences as envisaged in the industrialization policy and strategy, and during the industrialization process.

- The absence of a regional mind-set

Education and Industrialisation

EAC Partner States differ significantly in terms of their educational structures, and they therefore have different options for diversification, industrialization and productive transformation

Country	Education Structure								
	Structure	Primary	Secondary	Lower Secondary	Upper Secondary	Advanced Secondary	Total Secondary	Total Pre-University General Education	Minimum University
Burundi	9-3-3	9	3	N/A	N/A	N/A	3	12	3
Kenya	8-4-4	8	4	N/A	N/A	N/A	4	12	4
Rwanda	6-3-3-4	6	N/A	3	3	N/A	6	12	4
Tanzania	7-4-2-3	7	4	N/A	N/A	2	6	13	3
Uganda	7-4-2-3	7	4	N/A	N/A	2	6	13	3

P = Primary, S = Secondary, LS = Lower Secondary, US = Upper Secondary, PUGE = Pre-University General Education, U = University, Min = minimum, A = Advanced level education, N/A = Not Applicable

Source: Field Survey and Analysis December 2013-January 2014

Investment in Education

- Higher preference for basic education as a result
  - They have achieved the smallest shares in indigenous manufacturing, with an average share in GDP of 7.8%
  - Have a weak knowledge base in the labour force
- Relatively higher investments in secondary education have not generated higher option values and returns in productive transformation but opened ways to advanced technologies and activities indicating the potential for a wide services industry for building a creative economy
- Most of our education is about ability to execute rather than to generate ideas

Perceived Creativity Amongst School Children

Students across age ranges were asked whether or not they were creative. On average, between the ages of 8 and 16, self-perception of personal creativity falls from 90% to less than 10%.

Response	Lower Primary	Upper Primary	High School
Yes	90%	50%	10%
No	10%	35%	85%
Not Sure	.	15%	5%

This perception continues into the workplace, where the perception is that the primary responsibility of an employee is to execute their tasks correctly and as told, especially if this is how performance is reviewed.

Source: PPI Creativity In School - Unlocking Innovation, 2009, Nairobi

Impact on Maths and Science 2011-13

Quality of Mathematics and Science Education in East Africa 2011-2013		
Country	2013 Quality of Math and Science Education Rank/144	2011 Quality of Math and Science Education Rank/144
Rwanda	62	-
Kenya	76	63
Uganda	109	101
Burundi	112	109
Tanzania	122	126
Source: World Economic Forum Network Readiness Index (2012)		

Context of Harmonisation of HE and Professional Services

Harmonisation presupposes the existence of a well development education and academic infrastructure

- The spirit of the Treaty Establishing the East African Community: Articles 76 and 104

- The Protocol of the East African Community Common Market : Article 11 Partner States to:
  - ❑ Mutually recognise the academic and professional qualifications granted, experience obtained, requirements met, licences or certifications granted, in other Partner States; and
  - ❑ Harmonise their curricula, examinations, standards, certification and accreditation of educational and training institutions.

- Most of the rights and freedoms contained in the PEACCM are relevant to East African students and professionals

- The IUCEA Act

Harmonisation

The cleaning out of variances in higher education to facilitate

- access to reliable and transparent information,

- greater networking between all stakeholders in higher education,

- sharing of models of good practice with a view towards improving greater inter-regional mobility,

- sharing of resources and pooling of efforts aimed at achieving the same purpose.

By creating space for commonalities, comparability, institutionalisation and internationalisation of the integration process and or practices.

Space is defined in the structure, scope, scale, degree, extent and content that the HE brings to the integration process.

Status of Professional Groups within the EAC Mutual Recognition Agreement Dec. 2012

Country	Accountants	Engineers	Architects
EAC Registered (Firms)	1,500 firms	9	22
Burundi (individuals)	250		41
Kenya (Individuals)	11,800	1,400	1,400
Rwanda (individuals)	248	150	36
Tanzania (individuals)	2,793	3,625	349
Uganda (individuals)	1,700	302	209
Source: Field Survey December 2013 - January 2014			

Realizing the Catching-Up

- Increase the level of education and reduce the share of the population without schooling in order to trigger a productive transformation process.

- Transform the educational structure in the labour force in a balanced manner in order to enlarge the option space for sustained diversification into low and medium technology manufacturing.

- Promote diversification into new technologies and higher value added manufacturing for increased productivity, higher opportunities to accumulate competences in new techno-economic paradigms, productive employment and transformation dynamics.

- Design learning strategies by combining incentives and compulsion with support measures, and targeting learning-intensive sectors in addition to sectors with comparative advantages designed to trigger the evolution and development of a creative economy.

- Develop the potential of the informal apprenticeship system and strengthen the institutional capabilities to provide training for advanced technologies, and improved quality and effectiveness of training in order to promote productive transformation in the crafts sector and informal economy.

HIGHER EDUCATION PROGRAMMES

Nature Scope and Extent of Higher Education Programs

- Last two decades have witnessed quantitative Expansion and qualitative transformations in higher education in the EAC area

- The socio-economic development of the Community relies largely on its skilled human resources, and that higher education students constitute the critical mass of human resources that will drive the EAC socio-economic development and integration agenda.

- The mobility of students, teachers, and researchers is of great importance in the realization of the basic tenets of the EAC Common Market Protocol, because of their position in the internationalization of higher education.

- This should be supported by the creation of a common EAC Higher Education Area (EACHEA), in which the ensuing regional

  - education system is transparent and reciprocally easy to understand,

  - qualifications are appropriately recognized in all Partner States both for continuation of studies and the labour market, and

  - learners and the teachers are able to move freely within the area.

Programmes Offered

- 4,700 HE programmes (54%, in Universities of which 34% Diploma, 35% Bachelors, 21% masters, and 6% PhD)

- 88.9% Accredited

- Day programs 55%, Evening 25%, Weekend 12% and long-distance 2.8%

- Lowest number of running programmes 1

- Highest number of running programs 610

Higher Education Infrastructure

Institution	Number of Institutes (2013)					
	Total	Burundi	Kenya	Rwanda	Tanzania	Uganda
Universities and Other Institutions						
Universities	178	37	39	16	52	34
Other Degree Awarding Institutions	33	11	2	N/A	15	5
Institutes of National Importance	79	4	42	N/A	25	8
Research Institutions	71	na	21	N/A	50	N/A
Total Universities and Other Institutions	**361**	**52**	**104**	**16**	**142**	**47**
Higher Education Institutions (Middle-Skills Institutions)						
Arts, Science, and Commerce Colleges	1,638	10	850	38	648	92
Engineering, Technical, and Architecture Colleges	69		35	1	29	4
Medical Colleges, Dental and Pharmacy, etc	123		62	2	104	21
Teacher Training Colleges	253	1	128	13	24	7
Polytechnics	1,193	10	661	13	39	25
Others (Law, Management, etc.)	27	NA	5	2	NA	14
Total	**2,836**	**21**	**1,739**	**69**	**844**	**163**
TOTAL HEIs	**3,245**	**73**	**1,843**	**85**	**984**	**210**

Higher Education Student Enrolment

Institution	Number of Institutes (2013)	Student Enrolment						Total 2013 Enrolment
		Burundi	Kenya	Rwanda	Tanzania	Uganda		
Universities and Other Institutions								
Universities	178	37,723	202,980	71,644	166,572	139,683		618,602
Other Degree Awarding Institutions	33	357	59,121	na	na	3,322		62,800
Institutes of National Importance	79	493	17,400	na	15,787	4,781		38,461
Total Universities and Other Institutions	290	21,573	279,501	71,644	182,359	147,786		719,863
Higher Education Institutions (Middle-Skills Institutions)								
Arts, Science, and Commerce Colleges	1,638	459	26,341	3,105	194,458	29,509		253,872
Engineering, Technical, and Architecture Colleges	69	na	3,457	650	1,218	216		6,541
Medical Colleges, Dental and Pharmacy, etc	123	na	2,390	1,048	17,328	6,090		26,856
Teacher Training Colleges	253	105	20,852	1,605	5,329	7,760		35,651
Polytechnics	1,193	386	1,026	N/A	18,062	N/A		19,474
Others (Law, Management, etc.)	27		1,219	N/A	305	1,158		2,682
Total	3,303	950	55,285	6,408	236,700	44,733		344,076
TOTAL HEIs	3,561	22,523	334,786	78,052	419,059	192,519		1,063,939

Labour Market Needs and Education Program Outcomes

Perception of Graduate Readiness for the Job Market by Partner State			
Country	**% of Respondents**		
	HE Provider Perspective[1]	**Employer Perspective[2]**	**Difference**
Burundi	72	45	-27
Kenya	78	49	-29
Rwanda	80	48	-32
Tanzania	76	39	-37
Uganda	82	37	-45

[1]Overall, graduates from my institution are adequately prepared for entry-level positions in their chosen field of study.

[2] Overall, employees we hired in the past year have been adequately prepared by their pre-hire education and/or training.

Source: Field Survey and Analysis, December 2013-January 2014

Employee Preparedness by Sector[1]	
Sector	% of employer respondents who state that new-hire employees were prepared; minimum 100 respondents per sector (20 per Partner State)
Education	54.3
Financial Services	50.9
Health and Social work	50.8
Manufacturing and Processing	41.6
Construction	40.7
Transport, Storage and Communications	39.6
Real Estate, Renting and Business Activities	36.9
Wholesale and Retail Trade	36.1
Agriculture, range management, fisheries and forestry	34.6
Hotels and restaurants	33.9
Other	34.7

[1] Overall, employees we hired in the past year have been adequately prepared by their pre-hire education and/or training

Source: Field Survey and Analysis, December 2013 - January 2014

Employer and HE Provider Perspective on Youth Skills

Skills Area	% of respondents responding 8 or higher out of 10			
	Employer Rating		HE Provider Rating	
	Competence	Importance	Competence	Importance
Work Ethic	63	81	68	83
Oral Communication	63	80	67	81
Teamwork	62	73	67	77
Hands on Training in discipline	55	73	67	81
Problem Solving	52	70	64	80
Written Communication	46	70	63	80
Creativity	49	65	60	81
Theoretical training in discipline	50	63	65	80
Basic Mathematics	53	60	59	71
Leadership	50	58	57	67
English Proficiency[1]	49	53	55	73
Computer Literacy	43	63	62	72
Local Languages[2]	61	73	73	77

[1] English proficiency was asked in all countries even when language of business was not English.
[2] Local language was asked Rwanda, Burundi and Uganda

Source: Field Survey and Analysis, December 2013 – January 2014

Comprehensive List of Skills and Competences

Behavioural Skills

- Active Listening Skills
- Adaptability Skills
- Decision Making Skills
- Facilitation Skills
- Self-motivation,
- Learning agility,
- Risk Taking
- Sensitivity To Diversity
- Team Skills
- Self-awareness

Cognitive

- Analytical Skills
- Creativity
- Communication Skills - Oral
- Communication Skills - Written

- Communication Skills - Presentation
- Research Skills
- Resourcefulness

Technical

- Computer Skills
- Transport and logistics management

Procurement
- Organisation Skills
- Organizational Dynamics
- Leadership Skills
- Negotiation Skills
- Planning Skills
- Project Management
- Agriculture value chain
- Hospitality
- Pedagogy

Source: Field Survey and Analysis, December 2013 – January 2014

Perception Gaps of Youth Skills Competence - Employer and Provider Misalignment on Youth Competence	
Partner State	Difference between employer and provider competence rating; country average %
Burundi	28
Kenya	15
Rwanda	24
Tanzania	33
Uganda	21
Source: Field Survey and Analysis, December 2013 - January 2014	

How Young People Prefer to Learn

Method of Delivery	Most effective instructional techniques[1] (% of respondents saying technique is effective)	Use of hands-on learning in academic and vocational institutions[2] (%of respondents indicating a majority of hours spent in learning methodology)	
		Theoretical	Hands-on
On-the-Job Training	62		
Hands-on learning	58		
Multimedia	54		
Seminars	46		
Traditional lecture	30		
Online/distance learning	30		
HE Graduate		76	24
Technical and Vocational		63	37

Source: Field Survey and Analysis, December 2013 - January 2014

From Education to Employment

- Education providers are not held accountable for employment outcomes
- Governments are not investing in employment creation as much as they are in education
- Three quarters of young people under 25 in the labour market are unemployed
- Despite more people looking for work, employers cannot find the skills they need
- Informal sector is providing 80% of all new jobs in the EAC region
- Of the youth who have a job,
  - approximately one in four took more than one year to find their initial employment.
  - Among working youth only 28% landed a job relevant to their field of study,
  - 48% found interim work as first job, jobs that are unrelated to their field of study and that the youth plan to leave quickly.
- At EAC level
  - By 2050 there will be a workforce of more than 109.3 million people, a third of whom are already born
  - more middle level workers will be required between now and 2032.
  - Over 80% of enterprises of the fastest growing and high- wage jobs will require at least 2-year university education,
  - 93% of jobs in areas of science, technology, engineering and mathematics occupations will require post-secondary education

- Burundi by 2025 will have 0.5 million vacant jobs which it will not be able to fill not because of qualifications but lack of talent
- Kenya has a labor force of 31.5 million of whom 2.3m are in modern sector and 10.5m in the informal sector
- Rwanda has tied its HE to the EDPRS and estimates that by 2018 it requires 484PhDs, 1809 Masters, 1,260 Bachelors, 15000 international certificates, 102 short-term training, 30 000 artisans and 50,000 TVETS
- Tanzania by 2025 two times as many jobs requiring university education will exist as compared to jobs for those with a high school education or less.

Impacts of Having a Skills Gap

Details	Impact Rank and Percentage		
	1	2	3
Lower Productivity	77.0%	40.0%	38.0%
Slower time to the Market	16.0%	8.0%	6.0%
Less Profitability	10.0%	24.0%	20.0%
Challenges to Recruitment	17.0%	9.0%	14.0%
Less Efficient	42.0%	69.0%	38.0%
Unable to Expand or Grow	16.0%	12.0%	23.0%
Less New Product Development	4.0%	8.0%	8.0%
Harder to Compete	8.0%	25.0%	22.0%
Higher Expenses	7.0%	13.0%	38.0%
Missed Opportunities	31.0%	26.0%	14.0%
Other	9.0%	3.0%	17.0%

Source: Field Survey Results, December 2013 – January 2014

Successful Education-to-Employment

- HEIs and employers must actively step into one another's world so that employers help to design curricula and offer their employees as faculty, while education providers have students spend half their time on a job site and secure them hiring guarantees,

- Employers and education providers work with their students early and intensely - instead of three distinct intersections occurring in a linear sequence (enrollment leads to skills, which lead to a job), this should be a continuum in which employers commit to hire youth before they are enrolled in a program to build their skills, and

- The link between the labour market needs and an education program outcomes need to scale up by addressing:

  ➢ constraints on the resources of education providers,

  ➢ Insufficient opportunities to provide youth with hands-on learning and

  ➢ the hesitancy of employers to invest in training unless it involves specialized skills

HIGHER EDUCATION QUALITY ASSURANCE PRACTICES

Challenges to QA

Challenge	% Response
Insufficient Teaching/Learning Infrastructure Due to Scarce Resources	48.3
Attitude and Awareness -Mind Set;	48.3
Lack of Experience and Exposure	48.3
Lack of Commitment	48.3
No Legal Framework for Quality Assurance	36.4
Lack Of Financial Resources	36.4
Both Academic and Administrative Staff do not Understand and Observe the Culture of Quality.	27.3
Most Of The Training Programs Have No Professional Bodies	24.1
Weak or no Monitoring and Follow-up System - Feedback too slow or lacking	18.2
Partial or Lack of Cooperation by Some Departments in Complying with Quality Assurance Exercises e.g. Students/Lecturer Evaluation.	17.2
Rapid Growth Of Teaching Staff and Especially Engagement of Part-Time Lecturers	3.4
The Rapid Growth Of The University - there are many Campuses across The Country.	3.4
National Qualification Framework not in place.	3.4

Quality Assurance of Higher Education Inputs

- Student admission

- Retention and Progression

- Post-university transition

- Pedagogical process and delivery methods

- Quality Assurance mechanisms

- Mainstreaming Quality Assurance

Mode of Stakeholder Participation in Curriculum Review and Development

Mode of Participation	%
They attend our consultation seminars and workshops where they make their opinions known	26.2
They participate in our market surveys, needs assessments	19.0
Employers through their collaboration and support, they receive our students for practice and give their feedback	21.4
students are involved directly in curriculum development through student leaders (representatives)	50.0
Stakeholder through interviews to gather their opinion concerning the old curricula and what should be included in the new curricula.	40.5
They participate in our Tracer studies	18.8
We seek expert opinions from professional bodies and employers through questionnaires and workshop attendance.	38.1
Source: Field Survey Results, December 2013-January 2014	

DEVELOPMENT AND IMPLEMENTATION OF NQFS

Potential for Regional Qualifications Framework

Arusha Declaration 1967

- Formal education is basically elitist and does not serve our purpose
- It is divorced from society
- Breeds the notion that education is synonymous with formal schooling and people are judged and employed on the basis of their ability to pass examinations and acquire paper qualifications
- Does not involve its students in productive work depriving society of much needed contribution to the increase in national economic output
- Breeds among the students a contempt for manual work and "skilled labour'.
- Education should be about inculcating competences, and preparing people for a meaningful and productive life
- Three important outputs of the Arusha Declaration: Life-long learning, Focus on skills and traits in nurturing Competences, and Outcomes-based education and training

Academic Infrastructure

- An existing institutional implementation framework
- A regional legal framework recognised by the EAC
- A Quality Assurance system under construction
- Partner State HE education policies and regulatory systems

Aims of HEQF in the EAC

- A clear overview of the level of qualifications with focus on transfer, intake and lateral entry
- Offer meaning of qualifications for EAC residents including the labour market
- Show how EAC HE qualifications are compatible with the overarching framework for higher education internationally

Challenges and Opportunities

Challenges	Opportunities
• Rwanda is the only country with fully developed and tested qualifications framework in the region, Tanzania has developed one but it is yet to be rolled out. The rest of the countries are at different stages of development before they can finalize the process	• The EAC Treaty and the sequence of Protocols Customs Union, Common Market Protocol, Monetary Union and ultimately the Political Federation lays the infrastructure.
• The Partner States have different Acts of parliament which govern the education framework in East Africa. The current qualification framework is backed by these Acts and will need to be harmonised in order to develop qualification framework.	• The IUCEA has succeeded to develop regional quality assurance and benchmarks for some programs forming part of the qualifications framework so some work has been done waiting to complete the rest.
• The Partner States operate different educational systems. Some are in 7.6.3 while others in 8.4.4 systems this makes it difficult for students from these systems fit when they require to transfer at mid-stream.	• The modernization initiatives which came as a results of the introduction of ICT into the regional HEI provides information and knowledge which will make it easy to develop the educational qualification frame work.
• The language of instruction to students pose a challenge. While Tanzania has been instructing with Kiswahili at the lower levels, Kenya and Uganda are in English while Rwanda and Burundi have in French, Kirundi and Kinyarwanda.	• The development of the qualification frame work comes at the time when there is high demand for higher education. This demand is a driving force for mushrooming of both private and public universities which need to be regularized through qualification frame work

Challenges In NQF and EAQFHE Implementation

- Integrating 5 Partner State qualifications framework processes: higher education and EAQFHE

- linking (secondary) general education qualifications to the NQF

- integrating qualifications acquired outside formal education and training

- using NQFs to support recognition of qualifications

- making NQFs/EAQFHE visible to labour market actors and citizens

QF Status in the Five Partner States

Country	The QF Status						
	Comprehensive QF	NQF in TVET sector	Labour Competence Framework	NQFs in Higher Education	No NQF as Yet	Equivalent Frameworks in Basic Education	Relevant Legislation
Burundi					X		
Kenya		X				X	X[1]
Rwanda	X		X	X			X
Tanzania	X	X		X		X	
Uganda		X				X	

[1] The two countries - Kenya and Tanzania have draft Bills awaiting Parliamentary action

Source: Field Survey Results, December 2013-January 2014

Common Characteristics of NQFs in EAC

- **Frameworks for Lifelong Learning**:	all levels and types of qualifications
- **'loose' frameworks**: common principles but respecting diversity
- **convergence in structure**: most have **8 levels**
- NQF **level descriptors**:	reflect EAQF and national contexts and objectives
- **bridging role:** cooperation and dialogue of actors across vocational, higher and general education
- **social partner involvement**

Focus on Learning Outcomes – At The Core of Partner States NQFs

Broad Concept, not narrow tasks

- shaped by national context

- put into broader context of education and training inputs

- most advanced in vocational education and training

Work in Progress Towards A 'Common Language'   to understand and compare qualifications

What Partner States Want to Achieve

- Emphasis on reforming systems beyond NQFs
- The focus of NQFs is not only on access to skills, but most importantly on improving the quality of assessment and certification procedures for recognising outcomes from all forms of learning and skills.

  ➢ If neglected, certificates become non-credible .

  ➢ Quality assessment in non-formal learning can have a knock-on effect in the formal system.

  ➢ Building capacities of personnel (assessors and counselors);

  ➢ Improving accessibility to support services (like counseling services, employment services, voluntary sector).

How to Achieve It

- Developing Systems for life long learning
- A new understanding of qualifications
- Emphasis on competences and learning outcomes
- Translating occupational standards into qualifications
- Identifying different types of qualifications
- Affecting current provision -implications for assessment, certification and learning
- Recognition of Non-Formal and Informal Learning

Critical Issues

- Ensuring sufficient resources and time
- Benefits for individuals

International Recognition of Qualifications

- Currently, no global system of qualifications recognition allowing a learner or worker to take his/her qualifications to other countries and have them recognised.

- But ….Growing momentum of cooperation in the use of Qualifications Framework (QF) for cross-border recognition

- Qualifications are a form of currency that signal both national and international value

Recognition Means a Number of Different Things

- Support free movement of labor within the EAC labor markets;

- TRANSPARENCY, COMPARABILITY and PORTABILITY OF QUALIFICATIONS.

What have been the development experiences?

- Political will and commitment
- Policy priorities and sequencing of policies
- QFs are instruments for institutional capability not substitutes
- Be introduced and implemented incrementally
- Should be driven and owned by primary stakeholders
- Run through the institution

Conclusion

- We must facilitate the recognition and transparency of all qualifications, including those gained outside formal education.

- This will make it easier for individuals to explain their skills; increase mobility in the labour market and across countries.

- We should also talk to employer and workers' organisations.