



## **Feasibility of Uganda's National Qualifications Framework in facilitating cross-border student mobility.**

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# Introduction

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- A qualifications frameworks is a global response for quality assurance and ease of student mobility (Young , 2003).
- Improves the relationship between education and training system and labour markets (Young , 2003; Alias, 2011).
- There are national and regional qualifications Frameworks – all aim to provide learning recognition, ease student mobility through equating of learning achievements

# Study objectives

- To highlight experiential regulatory, institutional or technical challenges that limit or promote student mobility
- To suggest practical improvements how the framework would better support international student mobility and mutual recognition of qualifications.

# Methodology

- Systematic desk review of documents
  - Comparative review of East African qualifications frameworks and how they facilitate students' mobility
  - Publications on qualifications frameworks in Africa and beyond.

# Education systems in East Africa and regulatory challenges that limit/promote student mobility

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## Kenya (8-4-4- New curriculum of 2-6-6-3)

- Recognition of prior learning
- Highly recognises the skills from TVET
- **Challenge** of qualification accreditation in neighbouring countries (based on the assessment criteria- credits/distinctions vs points)

# Education systems in East Africa and regulatory challenges that limit/promote student mobility

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## Tanzania (7-4-2-3/5)

- Tanzania National Qualifications Framework (TNQF)
- Coordinated by the National Council for Technical Education (NACTE) and Tanzania Commission for Universities (TCU).
- Better linkages between technical, vocational, and university pathways.
- Limited awareness and inconsistent enforcement across regions.

# Education systems in East Africa and regulatory challenges that limit/promote student mobility

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## Rwanda (7-2-3-4)

- Higher Education Council & Workforce Development Authority
- The emphasis is on Competence based education and qualifications
- Close industry and education collaborations
- Challenged by the language transition (from French to English)
- Policy restrictions on students mobility-political
- Challenges of equating of qualifications

# Education systems in East Africa and regulatory challenges that limit/promote student mobility

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## Uganda (7-4-2-3/5)

UNEB for primary and secondary education

- UNCHE for supervision of Higher Education institutions and
- TVET Council for Technical Institutions



# Why UNQF

- Is it another policy importation strategy?
- Is it a bureaucratic checklist
- Does Uganda have the capacity to implement and overhaul the education processes?

## Challenges

- Lack of curriculum uniformity across institutions
- Different admission requirements (Public and Private Universities- not regulated)

## Anticipated benefits

- **Recognition** of prior learning at University level
- Harmonization of TVET and University education-
- Introduction of TVET University –in offing

# Is UNQF a feasible facilitator of student mobility

- Yes and No.

# Student mobility challenges

- Challenges of assessment qualifications framework- each country has its own assessment criteria
- Many education institutions that have duplicated roles under education assessment. No one institution that is in charge of assessment at all levels- in all the countries
- Equating education papers is a challenge in the region- (or is it a money making venture?)

# Recommendations

- Creating a single integrated qualifications framework for the region.
- A single shared/ harmonized education assessment framework across the region– (we need a policy and political buy in)
- Address unfair discrimination in education access
- Agree on pointers of what reflects learning (competence level)

# Recommendations

- Phased implementation with pilot programs.
- Capacity building for institutions and educators.
- Clear policy and regulatory frameworks for students mobility in region.
- Integration of Recognition of Prior Learning (RPL) as a mobility enabler for students
- Monitoring and evaluation frameworks for regional accountability.

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