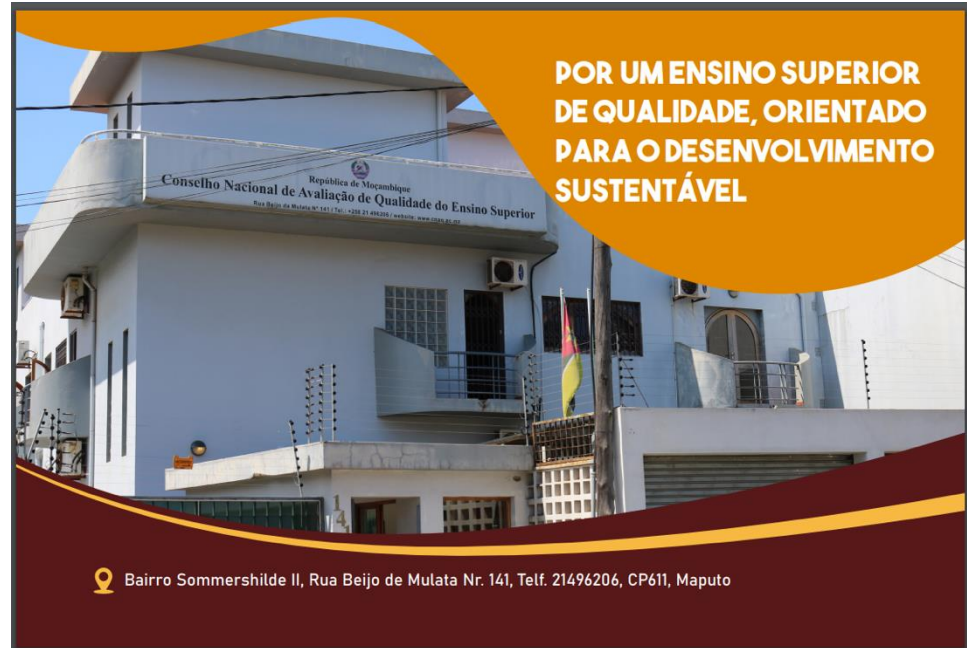




**NATIONAL COUNCIL FOR EVALUATION OF QUALITY IN
HIGHER EDUCATION
(CNAQ)**



Monitoring and Evaluation of NQF in Mozambique: Results Framework

(Webinars M&E)

Maputo, 24 October 2024

Prof. Carlos Mataruca



- I. Contextualization**
- II. Components of the NQF**
- III. Governance of the NQF**
- IV. Implementation Status**
- V. Regulations for the operationalization of the QNQ**
- VI. Results Framework**
- VII. Main challenges**
- VIII. Perspectives**

Contextualization (1/2)



- Mozambique has adopted the new comprehensive and integrated National Qualifications Framework (NQF), building on the lessons learned from years of implementation of two separated qualifications frameworks (higher education and TVET).
- To conceptualise, develop and agree on the comprehensive and integrated NQF the country gathered all key public institutions, notably ministries in charge of education and labour, as well as the National Authority of Professional Education ([ANEP](#)) and the National Council of Quality Evaluation in Higher Education ([CNAQ](#)).
- [Decree n°61/2022](#), of 23/11/2022 established the new comprehensive and integrated NQF. This decree also establishes the NQF governance setting, based on a NQF Technical Commission, reporting to the organ tasked with the reform of Public Administration.



Objectives of the NQF

- Defining the level descriptors as references for exit profiles.
- Facilitating clarity and articulation of all qualifications in an integrated framework and promote competency-based education;
- Understanding and articulation of qualifications in harmonized and integrated framework of qualifications awarded in the subsystems of the National Education System (SNE).
- Ensuring transparency in access, progression e recognition of academic degrees and other qualifications between education systems, labour market and society.
- Coherence and transparency of qualifications awarded in the context of the SNE, enabling the mobility and recognition of academic degrees and other qualifications.
- Defining parameters to ease comparability of qualifications in the SNE;



Objectives of the NQF

- Facilitating horizontal and vertical mobility of holders of qualifications within the SNE and lifelong learning;
- Facilitating mobility, employability, and competitiveness as well as alignment of national qualifications with SADCQF.
- Facilitating comparability of NQF with other qualifications in Africa and in the world;
- Facilitating access to qualifications offered within the context of the SNE through processes of recognition of acquired competencies (RPL).



- **The components of the NQF are defined in Article 8 and integrate:**
- Map of levels of the NQF;
 - Level descriptors;
 - Map of levels by category of competences;
 - Register / national catalogue of qualifications (unified for all sub-frameworks);
 - Quality assurance of the NQF;
 - System of recognition of prior learning (SRCA);
 - System of monitoring and evaluation of the NQF; and
 - Information and communication on the NQF.

Governance of the NQF (1/2)



- Articles 15-19 define the governance setting of the QNQ.
- The central entity is the **NQF Technical Commission** (CTQNNQ) – established by the [Decree n°61/2022](#).
- The NQFTC is an organ of intersectoral articulation and of support to the organ tasked with the coordination of implementation of the NQF (organ in charge of the Reform of public administration).
- The NQF TC is chaired by the institution responsible for quality assurance in higher education (CNAQ) and is composed of the representatives of the following sectors: higher education, education, vocational education, labour, employment, public administration. (Ministerios: MCTES, MINED, MEF, SEETP, MAEFP)



- The competences of the NQF Technical Commission (CTQNNQ) are defined as follows:
- a) propose the instruments for management and implementation of the QNQ for submission to the competent bodies for validation;
 - b) propose the annual work plan and related budget for validation;
 - c) propose the monitoring and evaluation plan of the NQF implementation plan;**
 - d) propose the internal regulation of the NQF Technical Commission.

Implementation Status (1/2)



- When it was created, the CTQNQ was given powers (described in Article 19) to propose instruments for the NQF, such as the annual work plan and respective budget, the monitoring and evaluation plan and the internal regulations.
- In 2023 two important regulations were developed and approved, namely the Internal Regulations for the functioning of the Technical Committee and the Regulations for the operationalization of the QNQ. These documents were produced with the technical and financial support of the project ACQF-II and involved months of hard work and consultation sessions.



Internal Regulations for the functioning of the Technical Committee (CTQNQ)

- This Regulation establishes the competencies, composition and functioning of the Technical Commission of the National Qualifications Framework. This enables the Technical Committee to perform its functions within established norms.
- The CTQNQ is made up of 10 members drawn from the National Education System (SNE), Public Service, Labour and the Private Sector.
- The CTQNQ is chaired by the head of the body responsible for quality assurance in the higher education subsystem. Technical and administrative support for the CTQNQ is provided by a secretariat made up of staff from the body responsible for quality assurance in the higher education subsystem.
- In terms of functioning, the Regulation spells out how the CTQNQ conducts its business in terms of meetings, agenda, documentation and invitations.



- The materialization of the implementation of the NQF requires a complementary legal instrument for its operationalization aimed at establishing the norms and mechanisms for the design, registration and quality assurance of the qualifications of the different subsystems and indicating the guidelines for the registration of qualifications in the National Qualifications Catalogue.
- All this is provided in the Regulation for the operationalization of the CTQNNQ. It is a supporting legal instrument for the functioning of the three sub-frameworks.

Results Framework (1/7)

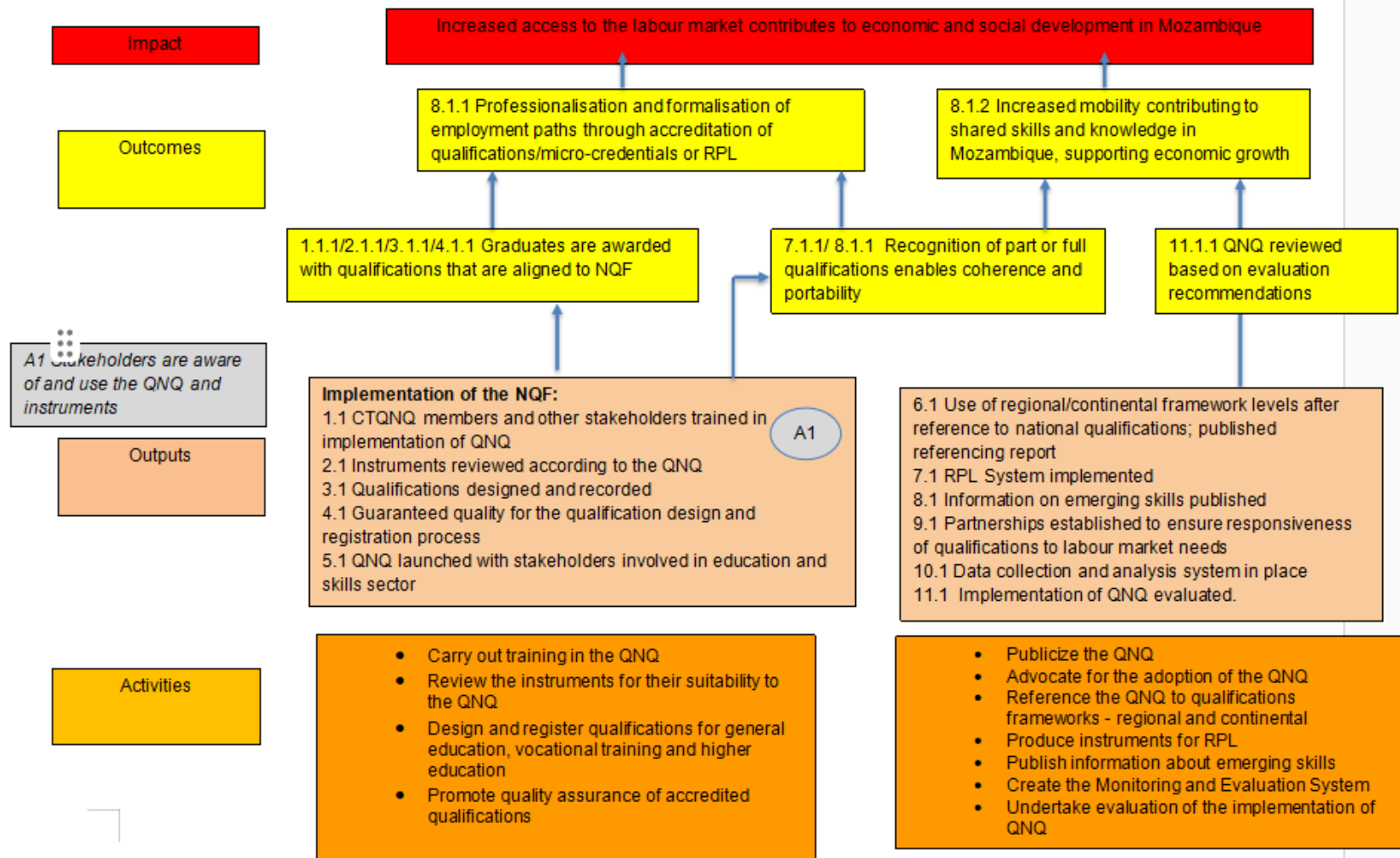


- The Results Framework has been collaboratively developed by the CTQNNQ and colleagues from related agencies as part of the M&E Capacity-Building workshop. It is informed by the draft Results Framework developed by JET Education Services as part of ACQF-II.
- The Framework is structured such that it is read from the bottom (activities) upwards to the various levels of results (changes) and then leads to the articulated overall desired impact of the QNQ.
- From the outputs upwards, each statement has a corresponding number, and this changes from 1.1 until 1.1.1, 1.1.2 etc. This sequencing is intended to confirm how each of the sentence relates to each other, and the numbers are sequential based on the order on which each should take place.

Results Framework (2/7)



NQF Monitoring and Evaluation Results Framework in Mozambique



Results Framework objectives (3/7)



- Monitor progress in the implementation of the NQF, identifying challenges and facilitating necessary adjustments;
- Promote the validation and recognition of acquired competences, both in formal and informal contexts;
- Provide data and analysis that inform the formulation of education and vocational training policies;
- Ensure that the NQF meets the needs of diverse social groups, promoting equity in access to training;
- Evaluate the relationship between the training offered and the demands of the market, promoting the employability of graduates;
- Criar um ciclo de feedback que permita a melhoria contínua dos programas de qualificação, ajustando-os às mudanças nas demandas sociais e econômicas; and
- Ensure transparency in the functioning of the NQF and promote accountability of the actors involved in the process.

Results Framework (4/7)



Principais Indicadores do Sistema de M&A

1. Existence (number) of entities that oversee the quality assurance and award of qualifications at post-school level
2. Number of Technical committee members and key stakeholders trained in the implementation of the QNQ
3. Number of qualifications registered
4. Number of RPL Applications processed
5. Establishment of QNQ partnerships with various entities
6. Number of qualifications referenced at a regional level
7. Number of emerging skills for which information has been published
8. Number of foreign qualifications accredited
9. Number of normative instruments revised or elaborated depending on the reality of the region
10. NQF revised based on recommendations
11. Number of youth/adults receiving qualifications, disaggregated by sector

Results Framework (5/7)



Principais Instrumentos de Recolha de Dados

- Qualification registration system;
- Questionnaires to collect feedback from students, trainers, and employers on the quality of the programs and their relevance.
- Structured or semi-structured interviews with stakeholders, such as managers of educational institutions, to obtain qualitative information on the implementation of the NQF.
- Meetings with representative groups of students, teachers and professionals to discuss perceptions and experiences related to the NQF.
- Evaluation Reports: Periodic reviews that synthesize data on the quality of programs and the effectiveness of training.

Results Framework (6/7)



Strategy for the dissemination of information on the M&E system

- Publication of periodic reports on the results of the M&E, available on institutional websites and dedicated platforms;
- Holding events to present the results of the evaluation and discuss the implications with stakeholders;
- Regular newsletter to keep stakeholders up to date on news and results;
- Use of social platforms to share information and promote engagement with the public;
- Holding regular meetings with representatives of educational institutions, government, companies and other stakeholders to discuss results and collect suggestions; and
- Conducting public consultations, opening spaces for stakeholders to contribute their views and suggestions on M&E.

Results Framework (7/7)



Key data sources to feed the M&E system

Data Source	Description
Educational Institutions	<ul style="list-style-type: none">• Data on enrollment, completion rates, and curricula offered.• Academic performance evaluations.
Student and Graduate Surveys	<ul style="list-style-type: none">• Questionnaires on satisfaction and relevance of training.• Interviews to get qualitative feedback.
Employers	<ul style="list-style-type: none">• Assessments on the adequacy of graduates' competencies.• Employability rates and feedback on internships.
Government Statistical Data/ Administrative Data	<ul style="list-style-type: none">• Information on the education system, labour market and social indicators.• Evaluation reports of government institutions.
Professional organisations and associations	<ul style="list-style-type: none">• Competency standards and qualification requirements for various professional areas.

Main challenges



- **Data Integration:** Difficulty in consolidating information from different sources and stakeholders, ensuring that it is consistent and comparable;
- **Stakeholder Engagement:** Attracting and maintaining the active involvement of all partners, including educational institutions, employers and civil society;
- Lack of adequate funding and human resources to implement an effective and sustainable M&E system; and
- Difficulty keeping up with rapidly changing market needs, which can make curricula outdated.



- Development of systems that allow for real-time data collection and analysis, facilitating quick adjustments to qualification programs.
- Adopting digital platforms and online learning tools to diversify course delivery ways and reach more learners.
- Collaboration between educational institutions, technology companies and startups to create training programs that meet new market demands.
- Establishment of permanent feedback channels between students, graduates, and employers, promoting a cycle of continuous improvement.



Thank you