

Secretaria de Estado do Ensino  
Técnico e Profissional



MCTES – Ministério da Ciência  
Tecnologia e Ensino Superior



## Project ACQF-II

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**ACQF**  
African Continental  
Qualifications Framework



## Mozambique

Developing the  
Monitoring and evaluation (M&E) system for the NQF

New boundaries for the NQF

*Capacity development, main components, roadmap  
Agenda*

Dates of workshops:

15-16 May 2024 (“M&E”)

17 May 2024 (“NQF - Expanding the boundaries”)

Venue: Hotel Montebelo-Girassol, Maputo

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## 1 Context

### 1.1 The new National Qualifications Framework (NQF)

Mozambique has adopted the new comprehensive and integrated National Qualifications Framework (NQF), building on the lessons learned from more than five 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 nº61/2022](#), 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.

Article 6 of the decree nº 61/2022 defines ten objectives of the NQF, briefly summarised as follows:

- 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;

- 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 new NQF is guided by the following principles (Article 7): equality, equity, transparency, flexibility, mobility, internal adequacy, external adequacy, mandatory application, and technical authority.

The components of the NQF are defined in Article 8 and integrate:

- a) Map of levels of the NQF
- b) Level descriptors
- c) Map of levels by category of competences
- d) Register / national catalogue of qualifications (unified for all sub-frameworks)
- e) Quality assurance of the NQF
- f) System of recognition of prior learning (SRCA)
- g) System of monitoring and evaluation of the NQF
- h) Information and communication on the NQF

Articles 9-13 define the level structure, types of qualifications by level and sub-framework, and domains of learning of the level descriptors. The new NQF is comprehensive all sub-sectors and levels. It integrates 3 sub-frameworks: general education, TVET and higher education. It is structured in 10 levels, defined by descriptors in three main domains of learning: knowledge, skills, autonomy, and responsibility.

### **Governance of the NQF**

Articles 15-19 define the governance setting of the NQF.

The central entity is the **NQF Technical Commission** – established by the [Decree n°61/2022](#).

The NQF Technical Commission 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.

The competences of the NQF Technical Commission (CTQNN) are defined as follows: a) propose the instruments for management and implementation of the NQF 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**

When it was created, the CTQNN was given powers (described in Article 19) to propose instruments for the NQF, such as the annual work program and respective budget, the monitoring and evaluation plan and the internal regulations. Refer to [News article on ACQF website](#).

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 NQF. 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.

### **Regulations for the operationalization of the NQF**

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 QNQ. It is a supporting legal instrument for the functioning of the three sub-frameworks.

## **1.2 Objectives of the cooperation with ACQF-II in 2024**

In December 2023 the Coordination of the CTQNQ agreed with ACQF-II project to focus the cooperation on four main areas:

- Monitoring and evaluation system of the NQF: capacity development, main elements and tools, roadmap.
- Website supporting the NQF and the CTQNQ: for visibility, information-sharing, and transparency.
- National register of qualifications: part of the ACQF Qualifications and Credential Platform
- Capacity development, expanding the boundaries and innovation in NQF.

## **1.3 Monitoring and evaluation**

On M&E specifically, the technical visit to Mozambique aims to:

- Introduce the CTQNQ to the concepts, organisation, main tools, and good practices related to M&E in the context of NQF implementation and review.
  - References: [ACQF Guideline 7 and M&E tools](#); [ACQF M&E Training Module 7](#).
- Elaborate the annotated outline of a *Note on M&E system*; and the roadmap supporting establishment and implementation of the M&E system.

## 1.4 Organisation of the 2 workshops

### 1.4.1 On M&E of the NQF

- **On 15-16 May 2024:** focus on M&E - led by the expert Rebecca Pursell, of *JET Education Services* (South Africa), a partner of the ACQF-II.
  - Further technical exchanges will be planned and conducted online between the expert and CTQNQ, notably to provide comments and advice on the *Note on M&E system*. Technical support to establish the actual M&E system is not foreseen in this expert assignment but can be further discussed with ACQF-II coordinator.

### 1.4.2 On NQF – expanding boundaries

- **On 17 May 2024:** capacity development workshop: “*NQF – expanding the boundaries*”. Led by ACQF-II coordinator, Eduarda Castel-Branco.
  - Main agenda items: learning outcomes – short descriptions for digital registers of qualifications and credentials; skills and occupational profiles based on ESCO and O\*Net; micro-credentials.

### 1.4.3 Organisational aspects

- Host and promoter: NQF Technical Commission (CTQNQ)
- Venue of meetings: Hotel Montebelo-Girassol, Maputo
- ACQF-II provides the above-mentioned expertise, interpretation and contributes to elements of the local logistics.

## 1.5 Agendas of workshops

### 1.5.1 M&E of the NQF

#### **Day 1 (15 May): 09.00-17.00**

Participants: Members of the CTQNQ; expert Rebecca Pursell; ACQF-II coordinator. Other interested experts and stakeholders (defined by CTQNQ).

#### Agenda:

- 09.00-09.30: Kick-off. Objectives. Introduction of the participants.  
*Chair: Coordinator of CTQNQ.*
- 09.30-10.00: Overview on the status and plans supporting NQF implementation.  
*By: Coordinator of CTQNQ*
- 10.00-11.00: Presentation and discussion of the results of the preliminary survey on M&E of NQF Mozambique. SWOT analysis.  
*By: R. Pursell and CTQNQ.*
- 11.00-11.30: coffee break
- 11.30-13.00: Developing the M&E of NQF Mozambique: training workshop (part I).  
Concepts, uses, indicators, results framework.  
*Led by R. Pursell.*
- 13.00-14.00: lunch break

- 14.00-17.00: Developing the M&E of NQF Mozambique: training workshop (part II). Linking M&E to the defined NQF (objectives, principles and implementation plan). Elaboration of draft results framework.

Plenary session complemented by working groups' assignments (with specific guiding questions).

*Led by R. Pursell*

## Day 2 (16 May): 09.00-17.00

### Focus: M&E of the NQF (II)

- 09.00-09.30: Opening. Recap of results of day 1. Agenda of Day 2.
- 09.30-11.00: Developing the M&E of NQF Mozambique: training workshop (part III).
  - a. Brief presentation of state-of-play of M&E in the context of education and training and NQF in Mozambique (CTQNQ, 20 min)
  - b. Objectives and scope of the M&E system. Developing and agreeing contextualised M&E indicators. Data needs, gaps, and existing sources.

*Led by R. Pursell.*

- 11.00-11.30: coffee break
- 11.30-13.00: Developing the M&E of the NQF Mozambique: training workshop (part IV). Developing the annotated outline for the Note on the M&E system of the NQF. Plenary session complemented by working groups' assignments (with specific guiding questions).

*Led by R. Pursell.*

- 13.00-14.00: lunch break
- 14.00-15.30: Developing the M&E of NQF Mozambique: training workshop (part V). Conclusion of work on annotated outline for Note on M&E system. Presentations from working groups. Discussion, comments, integration in unified document.

*Led by R. Pursell.*

- 15.30-17.00: Developing the Roadmap supporting establishment of the M&E system of the NQF Mozambique.

This includes discussion of challenges and potential solutions, roles, and responsibilities. Closing survey on remaining needs and gaps in understanding.

*Led by R. Pursell.*

### 1.5.2 NQF – expanding boundaries

## Day 3: 17 May 2024: 09.00-16.00

**Workshop:** learning outcomes – short descriptions for digital registers of qualifications and credentials. Skills and occupational profiles based on ESCO and O\*Net. Micro-credentials.

### 1. Session 1: 09.00-09.30

Opening. Objectives and themes of the workshop. Tour de table – introduction of the participants.

### 2. Session 2: 09.30-11.00

Learning outcomes: overview on concepts and principles, applications.  
Handbooks on learning outcomes.  
Writing short descriptions of learning outcomes of qualifications for publication in digital registers and databases.  
Practical exercise in working groups  
*Facilitator: Eduarda Castel-Branco*

**3. Coffee break: 11.00-11.30**

**4. Session 3: 11.30-13.00**

Skills and occupational profiles based on ESCO and O\*Net  
Skills clusters – new developments in ESCO  
Uses in qualifications classification, development of occupational and skills profiles.  
Uses in labour market intelligence.  
The O\*Net classification.  
*Facilitator: Eduarda Castel-Branco*

**5. Lunch break: 13.00-14.00**

**6. Session 4: 14.00-15.30**

Micro-credentials: overview on rationale and benefits. Types and features. Micro-credentials and NQFs. Challenges and solutions. New developments in the context of digitalisation of learning.  
Case studies.  
Questions and answers.  
*Speaker: Eduarda Castel-Branco*

**7. Session 4: 15.30-16.00**

Sharing experiences on the topics of the day.  
Poll.  
Main conclusions. Next steps  
*Facilitation: Eduarda Castel-Branco*

Participants: CTQNO, other experts and stakeholders. Coordinator ACQF-II, Eduarda Castel-Branco

## **2 Sources and technical references from ACQF project**

**2021-2023 (updated 12/02/2024)**

### **ACQF resources and collections**

ACQF website: <https://acqf.africa/>

ACQF Guidelines: <https://acqf.africa/resources/policy-guidelines/acqf-guidelines>

ACQF Training Modules: <https://acqf.africa/capacity-development-programme/training-modules>

ACQF Peer Learning Webinars: <https://acqf.africa/capacity-development-programme/webinars>

ACQF Thematic Briefs: <https://acqf.africa/capacity-development-programme/thematic-briefs>

ACQF Mapping study collection: <https://acqf.africa/resources/mapping-study>

ACQF on Recognition of Prior Learning: <https://acqf.africa/resources/recognition-of-prior-learning>

ACQF News articles: <https://acqf.africa/news>

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## **2023**

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**Contact at ACQF-II project: Eduarda Castel-Branco, [ecb@etf.europa.eu](mailto:ecb@etf.europa.eu)**