



TVET reforms go further with a National Qualifications
Framework:
The case of Mozambique

ACQF Peer Learning Webinar (PLW) No 12
Session 2
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EXECUTIVE SUMMARY

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1. VOCATIONAL EDUCATION REFORM

1.1 OBJECTIVES

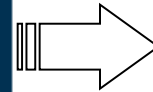
The Government of Mozambique is undertaking a comprehensive Vocational Education Reform with the following objectives:

- Establish, with the involvement of the social partners, an integrated, coherent, flexible and labour market driven vocational education system
- Equipping students/trainees with skills relevant to the labour market
- Involve the Productive Sector in the Governance and Financing of Vocational Education
- Contributing to increased production, productivity and competitiveness of the National Economy

1. VOCATIONAL EDUCATION REFORM

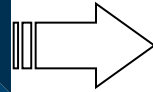
1.2. CHANGES UNDER WAY

Non-articulated system



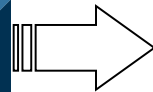
Unified System

Supply driven



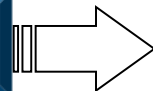
Based on Market Demand

Traditional Curriculum (Disciplines)



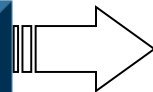
Competency-Based curriculum

Managed and financed by the State



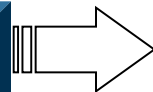
Shared Management and Financing

Centralised management



Decentralised management

Rigid Curricular Organisation/Fixed Term



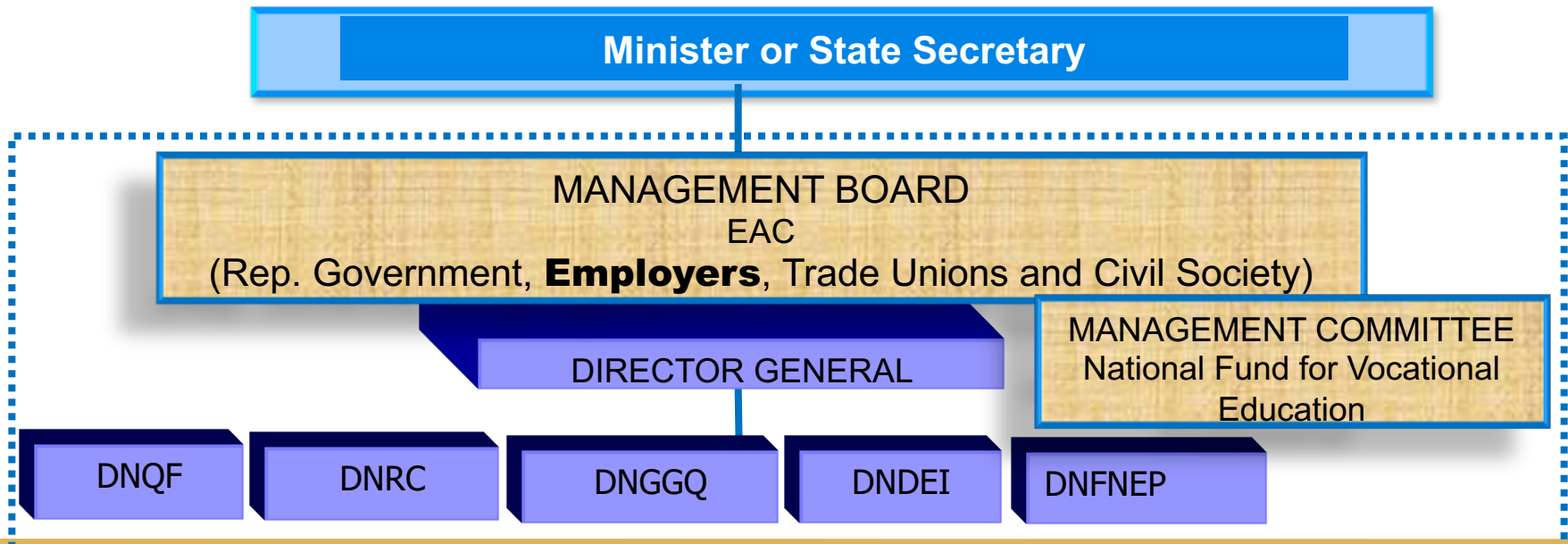
Flexible and modular organisation of curriculum

2. RESULTS OF THE REFORM

2.1 ADOPTION OF THE VOCATIONAL EDUCATION ACT

Law No 23/2014 revised and republished by **Law No 6/2016**

- ✓ **Establishment of the National Authority for Vocational Education (ANEP), Regulatory and Quality Assurance Body for Vocational Education in Mozambique, with the following governance structure:**



EDUCATION FOR THE COUNTRY'S WORK AND DEVELOPMENT

2. RESULTS OF THE REFORM

2.2 CONCEPT OF VOCATIONAL EDUCATION

Vocational education

**Technical and
vocational
education**

Schools and
Technical
Institutes

**Vocational
training**

Vocational
Training
Centres

**Higher
Vocational
Education**

Higher
Institutes,
Polytechnics

**Extra-
Institutional
Vocational
Training**

Non-Formal or
Informal
Lifelong
Learning

2. RESULTS OF THE REFORM

2.3 COMPETENCES OF ANEP

- Manage the National Professional Qualifications Framework and supervise the implementation of all relevant mechanisms;
- Administer the National Fund for Vocational Education (FNEP);
- Establish and record standards of competence and qualifications — National Catalogue of Professional Qualifications;
- Registering and accrediting professional education ombudsmen and assessors;
- Certifying vocational education graduates;

2. RESULTS OF THE REFORM

2.4 IMPLEMENTATION OF THE SNQP

- ✓ Implementation of a vocational education sub-system based on the **National Professional Qualifications Framework** (NQF-P)
- ✓ Implementation of the **National Catalogue of Professional Qualifications** (CNQP)
- ✓ Introduction of a competency-based **training model** (Knowledge, Skills and Attitudes)

2. RESULTS OF THE REFORM

2.5. THE NQF-P

Why a National Professional **Qualifications** Framework?

- The country had a General Education Sub-Framework and a Higher Education Sub-Framework. The Vocational Technical Education (ETP) was fully indexed to the two main levels of General Education: Basic and medium level.
- There were few entry and exit points from the System. Training was only of long duration and did not respond to the immediate needs of the labour market.
- Vocational training was not indexed to any level of certification and therefore no level of certification was recognised.



2. RESULTS OF THE REFORM

2.5 THE NQF-P

Why a National Professional Qualifications Framework (NQF-P)?

- Levels of training of trainers and teachers were indexed to General Education and Higher Education degrees.
- The training model was not based on competencies.
- No level descriptors defined.
- It was almost impossible to do a comparison and / or recognition of professional qualifications obtained in other countries

2. RESULTS OF THE REFORM

2.5 THE NLF

The NQF-P was the main vehicle and instrument of the reform of Vocational Education in the country, because it encompassed all dimensions which needed reinforcement / improvement:

- Training flexibility
- Transparency and clarity about the levels of training.
- National articulation and coherence of training.
- Valorisation and recognition of the different pathways of training, including extra-institutional (non-school based).
- Better dialogue with employers, through competence-based training, in accordance with the level descriptors which are the foundation of the NQF-P

2. RESULTS OF THE REFORM

2.5 THE NQF

THE NQF:

- It was easy to understand and was well accepted by the society at large
- It has given greater value to vocational education and training pathways in the country
- It has created a more respectful and fair environment for citizens with technical and professional skills
- “Forced” the design of a National Qualifications Framework bringing together all other Sub-Frameworks
- It has made it possible to compare qualifications, including those obtained outside the country, allowing more mobility for citizens.
- It has made it possible to recognise and certify skills acquired throughout life.
- It has enabled citizens’ employability
- It has enabled better dialogue with other countries in the area of vocational education.

2. RESULTS OF THE REFORM

2.6 THE NQP AND THE CAR SYSTEM

The NQF has made it possible to recognise and certify lifelong skills:

- The Council of Ministers approved the System of Recognition of Acquired Skills (SRCA) — Decree 58/2021 of 17 August.
- Pilot actions of CAR are already underway in the areas of welding, electricity and plumbing.

2. RESULTS OF THE REFORM

2.6 The NQP and CAR SYSTEM

Principles of the SRCA:

- Valorisation of learning from work experience and not just duration of service in a given job.
- Mandatory use of competency standards registered in the National Catalogue of Professional Qualifications.
- Matching the evidence of skills to be recognised with the requirements set out in the respective competency standards.
- Issuing, through the RCA process, the same certificates as those obtained through the formal training process.
- Providing guidance to candidates in order to strengthen and update their potential missing skills.

2. RESULTS OF THE REFORM

2.6 The NQP and CAR SYSTEM

SRCA objectives:

- Guide, regulate and facilitate the certification of vocational skills and qualifications acquired through lifelong learning.
- Increase the employability of citizens by formalising skills acquired throughout their lives.
- Provide opportunities for further training for those who have left the formal training system at an early stage.
- Provide social and formal recognition of skills acquired through lifelong learning.
- Provide an increased supply of qualified and certified professionals in relevant skills.
- Create an opportunity for formal recognition of citizens' skills, enabling their professional careers to be developed within organisations and services.

2. RESULTS OF THE REFORM

2.6 IMPLEMENTATION OF THE SNQP: NQPs and RCA (RPL) SYSTEM

Characterisation of the SRCA (RPL)

- The SRCA is the mechanism through which extra-institutional vocational training forms part of the Sub-system for Vocational Education.
- The RCA (RPL) takes place in Centres of Recognition of Acquired Competences (CRCA) accredited by the Regulatory Body for Vocational Education
- Institutions of vocational education, public or private enterprises and institutions, whether or not providing vocational training, may constitute CRCAs.
- In the SRCA the assessment and validation of competences is subject to quality control measures set out in the RCA Regulation

2. RESULTS OF THE REFORM

2.7 THE CNQP

Professional qualifications are registered in the publicly accessible National Catalogue of Professional Qualifications (CNQP) online

The CNQP has an important strategic value:

- Operationalises the NQP
- Operationalises the direct link with employers
- Provides an indication of training needs and possibilities in the country
- It is a tool for quality assurance and consistency of training
- Allows National Certification by ANEP

2. RESULTS OF THE REFORM

2.7 THE CNQP

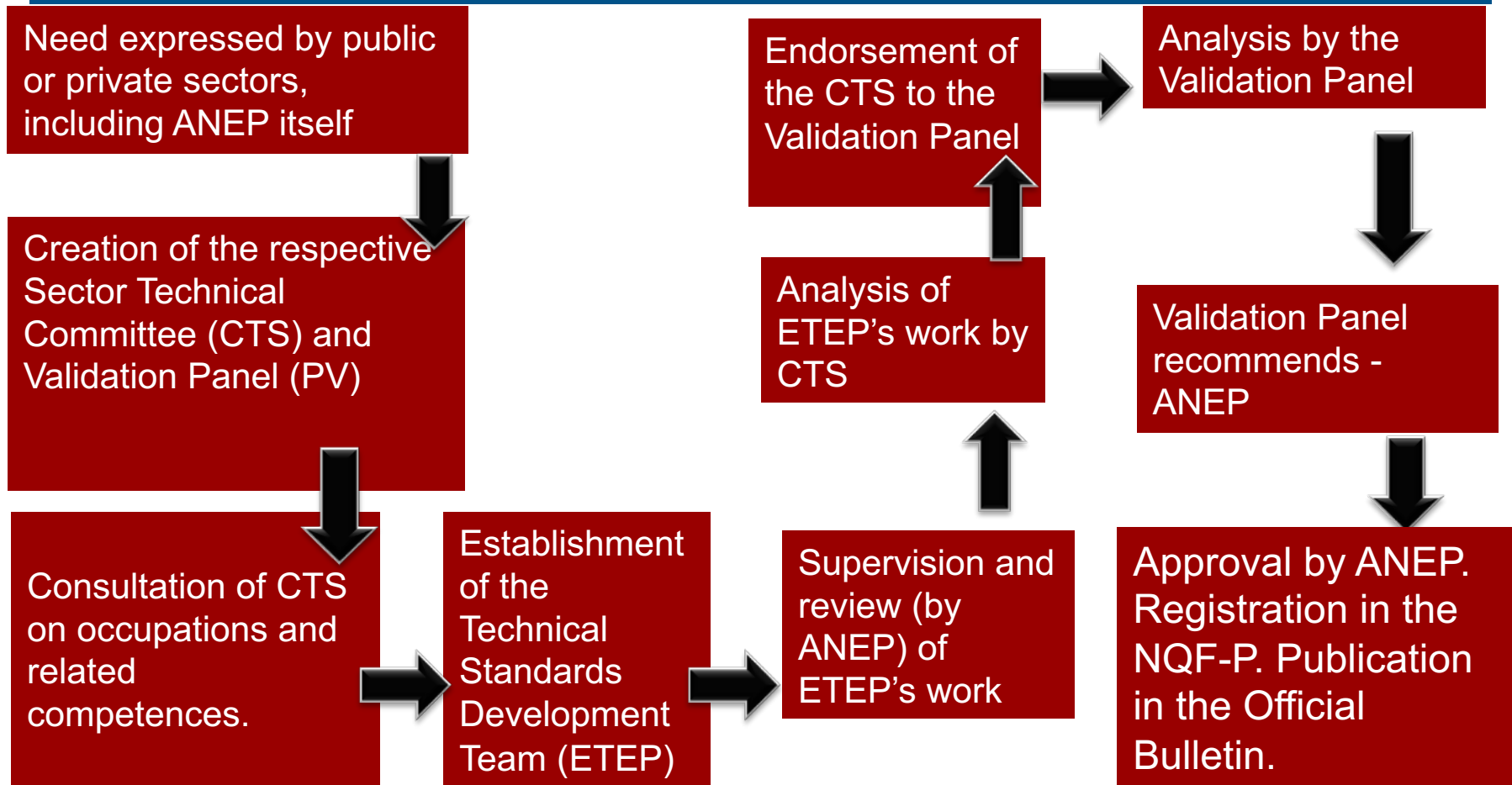
- **Currently the CNQP has registered 151 qualifications and 19 independent modules, in the following areas:**

- **Office and Administration**
- **Agriculture**
- **Construction work**
- **Education**
- **Electricity**
- **Hydrocarbons**
- **Hotels & Tourism**

- **Laboratories**
- **Logistics**
- **Mechanical**
- **Mining**
- **Fisheries**
- **Physical Planning**
- **Health and Social Security**
- **ICT's**

2. RESULTS OF THE REFORM

2.7. The CNQP — Quality assurance and relevance of the qualification design



2. RESULTS OF THE REFORM

2.7 The CNQP — Quality assurance and relevance of the design of qualifications

**Sector Technical
Committee (CTS)**

**Technical team
for the
development of
standards (ETEP)**

**Validation Panel
(PV)**



**Approval by ANEP
Registration in the CNQP
Publication in the Off Bulletin**

2. RESULTS OF THE REFORM

2.7 Quality assurance and relevance of the design of qualifications: Composition of the Sectoral Technical Committees

The Sectoral Technical Committees (CTS) comprise:

- **Public sector employers**
- **Private Employers (Companies, Associations, etc.)**
- **Representative of the state Central Body of Vocational Technical Education**
- **Representative of the state Central Body of Vocational Training**

2. RESULTS OF THE REFORM

2.7 The CNQP — Quality assurance and relevance of design c

Catalogue A

Who proposes?

- **ANEP and other public entities**
- **Enterprises**
- **Trade unions**
- **Professional associations**
- **Training institutions**

What?

- **Qualifications with the attribution of a level of the NQF**
- **Independent modules**
- **Compulsory certifications**

Catalogue B

Who proposes?

- **Private certification owners**

What?

- **International or national Certifications/Qualifications or modules**
- **Compulsory certifications**

Sources of information on the need for qualifications:

- **Government Five-Year Plans**
- **Information from the Labour Market Observatory**
- **Information to Employers**

2. RESULTS OF THE REFORM

2.8 Participation of the business sector

In summary, the **Enterprise/Productive Sector** participates:

- On ANEP's Board of Directors
- In the National Fund for Vocational Education
- In the Sectoral Technical Committees
- In Qualifications Validation Panels
- External Verification of Assessment
- In the Management Committees of Institutes of Vocational Education
- In other partnerships with Institute of Vocational Education

3. MAIN CHALLENGES OF TVET REFORM IN THE COUNTRY

- Approval of the NQF as part of the vocational education sub-framework
- Implementation of the new training paradigm at national level:
 - Effective implementation of the NQF in the life of the country
 - Updating/continuing relevance of the CNQP
 - Investments in infrastructure, equipment and learning materials — “*no omelets without eggs*”
 - Implementation of the competence-based training system: Consistency between qualifications/curricula, the methodologies used and the correct application of the Training Assessment System
 - Quality and Motivation of Trainers (technological and methodological training, EP Trainer Status)
 - Management of institutions providing vocational education

3. MAIN CHALLENGES OF TVET REFORM IN THE COUNTRY

- Strengthening the link with the productive sector — the involvement of the productive sector is one of the foundations of the ongoing reform
- Use of Distance Education methodologies and other digital platforms in Vocational Education (in the context of Skills Based Training)
- Implementation of the System Recognition of Acquired Competencies (SRCA)
- Increasing participation levels of girls/women in vocational education programmes in engineering, exact sciences, mathematics and technology

4. NATIONAL QUALIFICATIONS FRAMEWORK

Participating Development, Consensing and Dissemination

Developing the integrated National Qualifications Framework

- ❑ Involvement at the highest level of:
 - Ministry of Education and Human Development (MINEDH)
 - Ministry of Science and Technology and Higher Education (MCTES)
 - State Secretary for Vocational Technical Education (SEETP),
 - State Secretary for Youth and Employment (seje)
 - ANEP

- ❑ Establishment of a technical NQF drafting group with representatives from all these sectors.

4. DEVELOPMENT OF THE NATIONAL QUALIFICATIONS

Participative Development, Consensus and Dissemination

Methodology (**ongoing**) followed in NQF drafting:

1. Study on concepts involved
2. Benchmarking
3. Collection and understanding of each sub-framework in the country
4. Discussion at quality assurance bodies of the various types and levels of training
5. Discussions involving ministries and other government bodies, education/training institutions, entrepreneurs, civil society associations and trade unions/professional organisations
6. Successive preparation of several “drafts” of NQF proposals
7. Preparation of the “final proposal” for NQF
8. Preparation of the draft Decree approving the NQF and its governing bodies
9. Socialisation and consensus building on the NQF “final proposal” (ongoing)

4. DEVELOPMENT OF THE NATIONAL QUALIFICATIONS

NQF and current legislation

The adoption of the NQF will require/lead to a reflection and/or revision of current legislation, such as:

1. Law on Vocational Education
2. The Licensing Decree of the Institutions of Vocational Education, particularly as regards the qualifications required of vocational education instructors for the various levels of the NQF
3. Higher Education Act
4. Definition of careers in the public sector, so far indexed only to the General Education sub-framework

4. DEVELOPMENT OF THE NATIONAL QUALIFICATIONS

NQF — Social Justice Facility and Vehicle

The value of the NQF goes far beyond its technical aspects:

- Contributes to the establishment of a culture of transparency and objectivity of criteria
- Provides the basis for a clear and fair dialogue between different training/learning pathways
- It lays down conditions for greater mobility and integration of citizens in their societies, contributing to an environment of respect, harmony and peace.
- Contributes to increased knowledge, respect and dialogue between countries

Thank you very much for
your attention!

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