



República de Moçambique

**Conselho Nacional de Avaliação de Qualidade do Ensino Superior
(CNAQ)**

Moving Towards An Integrated, Comprehensive NQF

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Objective and Summary of the Presentation



Objective

- **To** share with the ACQF community the trajectory of the development of a comprehensive qualifications framework in Mozambique.

Summary

- The National Education System (NES) in Mozambique;
- Moving from a Qualifications System to a Qualifications Framework;
- National Qualifications Framework for Higher Education;
- National Professional Qualifications Framework
- The new unified NQF

The National Education System



- The National Education System (SNE) is composed of six subsystems:
 - Preschool education
 - General Education
 - Adult Education
 - Professional Education
 - Education and Training of Teachers
 - Higher Education

GENERAL EDUCATION: SNE (Law n° 18/2018 of 28 of Dezembro)



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|--------------------------|----------------------------|-----------|---|---|
| General Education | Primary Education | 1st cycle | 1 ^a a 3^a class | Boletim de passagem da 3^a Classe (grade 3 ticket) |
| | | 2nd cycle | 4 ^a a 6^a class | Grade 6 Certificate |
| | Secondary Education | 1st cycle | 7 ^a a 9^a class | Grade 9 Certificate |
| | | 2nd cycle | 10 ^a a 12^a class | Grade 12 Certificate |

HIGHER EDUCATION (Law n° 27/2009, of 29 of Setembro)



| Higher Education | | Academic Degree | Specialization and Short Courses |
|------------------|----------|---|---|
| | 1° Cycle | Licenciante | Short Courses (Certificates A and B) |
| | 2° Cycle | Masters - Academic - Professional | Short Courses (Certificates A and B) Specialization |
| | 3° Cycle | Doctorate/ PhD | |



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|-------------------------------|---------------------|--|--|
| PROFESSIONAL EDUCATION | Basic level | Basic Professional Education Certificate | CV 1 CV2 CO 1 CO 2 |
| | Medium level | Medium Professional Education Certificate | CV 3 CV 4 CV 5 CO 3 CO 4 CO 5 |

Stages of development of the NQF



- The qualification framework experience in Mozambique started in 2010, with the adoption of the qualifications framework for higher education (QUANQES)
- Currently, the country has two sub-qualifications frameworks in implementation
 - QUANQES: Decree Nr 30/2010, Regulation on the NQF for higher education
 - National Professional Qualifications Framework (QNQP): Law Nr 6/2016 on professional education, amending the Law on Professional Education Nr 23/2014
- The new unified, comprehensive NQF is work in progress

The Qualifications Framework for HE



Aims

- **To integrate and coordinate the qualifications of different institutions, assure transparency in access, progression and quality of qualifications in relationship with the labour market and society.**

Objectives

- Establish parameters and common criteria for design of qualifications-comparability;
- Establish coherence and transparency in the higher education subsystem;
- Facilitate harmonisation with the higher education systems of the region with a view to improve mobility, employability and competitiveness.

Professional Education



- The Law Nr 6/2016 on professional education, amending the Law on Professional Education Nr 23/2014;
- The law defines and interlinks all pillars of the subsystem, including the scope and principles of the QNQP, of the System of Credit Accumulation and Transfer in Professional Education (SATCEP) and of the Quality Assurance System (SGQEP);
- The QNQP defines five levels qualifications of two types
 - Vocational Certificates (CV) Levels 1 to 5
 - Occupational Certificates (CO) Levels 1 to 5

The Qualifications Framework for Professional Education



Aims

- To structure the programmes, curriculum content and final outcomes of professional education in terms of qualifications and competencies of the workforce with the aim to improve quality and relevance of professional education

Objectives

- Promote a professional education that responds to the requirements of the labour market and the development needs of the country
- Assure mechanisms for permanent dialogue
- Establish a framework for equivalence between professional training acquired in the institutions and outside
- Encourage flexible learning pathways

Towards a Unified NQF: Work in Progress



The draft Act of the new unified NQF defines seven objectives:

- To facilitate clarity and articulation of all qualifications in an integrated framework and promote competency-based education.
- Establish coherence and transparency of qualification in the frame of the SNE and facilitate mobility and recognition of degrees and other qualifications.
- Define parameters to compare qualifications in the SNE.
- Facilitate horizontal and vertical mobility of holders of qualifications within the SNE.
- Ensure the portability of qualifications, mobility of learners and workers, and lifelong learning.
- Facilitate alignment of national qualifications with SADC Qualifications Frameworks and other qualifications in Africa and in the world.
- Facilitate the access to qualifications offered within the context of the SNE

Conceptual technical design of the NQF



Scope

The NQF will encompass all the existing qualifications of the SNE (public and private)

Levels

A 10-level structure has been adopted

- General Education (1-4);
- Higher Education (5-10)
- Professional Education (cuts across)

Descriptors

Three main domains of level descriptors:
Knowledge;
Skills;
Autonomy and responsibility

Conceptual technical design of the NQF



Learning outcomes

- Learning outcomes approach well rooted in QUANQES and QNQP
- Defined as a principal component of conceptual technical design and implementation
- The methodological underpinnings of qualifications and curriculum design, delivery and assessment are competency-based

Credit systems

- Systems of credit and accumulation mandatory for all programmes and qualification
- for HE, one credit unit=25-30 hours of learning workload;
- For PE, one credit unit=10 notional hours

Quality Assurance

- QUANQES operates in close articulation with the QA system
- _CNAQ accredits programmes and courses that lead to qualifications
- QNQP, a component of a QA framework

Conceptual technical design of the NQF



RPL

Law Nr 18/2018, on SNE, acknowledges the possibility of recognising and attributing value to learning acquired outside of formal training settings

QNQP validates and certifies learning PL and enables the access to regular courses offered by the formal training system.

The conceptual and regulatory framework of RPL is in development and consultation stage

Curriculum development

- The link between NQF and curriculum development is key
- The NQF provides a framework of reference for curriculum development

Trust

- Building communities of trust and consultation throughout every stage of development is key to the successful implementation of NQF



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|--|--|----|--|---|
| CNAQ - Higher Education Qualifications | Doctorate | 10 | * | ANEP Qualifications of Professional education |
| | Academic Master | 9 | Specialist Professional Master | |
| | Professional Licenciatura Post-graduation diploma | 8 | Higher Certificate 3 | |
| | Academic licenciatura | 7 | Professional Licenciatura Higher Certificate 2 | |
| | * | 6 | Higher Certificate 1 Teacher training - Basic education Teacher Training - Professional Education Psicopedagogic training - teachers higher education | |
| | * | 5 | Professional upgrading | |
| Min Education - General Education | 12th class | 4 | Vocational certificate 5 | |
| | * | 3 | Vocational certificate 4 | |
| | * | 2 | Vocational certificate 3 | |
| | 9th class | 1 | Vocational certificate 2 | |



MINEDH

Quadro Nacional de Qualificações de Moçambique



MCTESTP

CNAQ
QUALIFICAÇÕES DO ENSINO SUPERIORMINEDH
EDUCAÇÃO GERAL

| | | | |
|---|--|----|---|
| Doutoramento | | 10 | * |
| Mestrado Académico | | 9 | Especialista Mestrado Profissional |
| Licenciatura Profissional Diploma de Pós-Graduação | | 8 | Certificado Superior 3 |
| Licenciatura Académica | | 7 | Licenciatura Profissional Certificado Superior 2 |
| * | | 6 | Certificado Superior 1 Formação de Professores – Ensino Primário Formação de Formadores - Educação Profissional Formação Psicopedagógica - Docentes do Ensino Superior |
| * | | 5 | Formação de aperfeiçoamento profissional |
| 12ª Classe | | 4 | Certificado Vocacional 5 (Técnico médio EP) |
| * | | 3 | Certificado Vocacional 4 |
| * | | 2 | Certificado Vocacional 3 |
| 9ª Classe | | 1 | Certificado Vocacional 2 (Técnico Básico EP) |

ANEPP
QUALIFICAÇÕES DA EDUCAÇÃO PROFISSIONAL

Register of professional qualifications



HOME SOBRE ▾ **QUALIFICAÇÕES ▾** DOCUMENTOS ▾ REDE ▾ GALERIA CONTACTOS

CATÁLOGO NACIONAL DE QUALIFICAÇÕES PROFISSIONAIS

<http://www.anep.gov.mz>

| QUALIFICAÇÕES E MÓDULOS INDEPENDENTES REGISTRADOS (até 20.12.2019) | | CAMPO |
|--|--|---------------------|
| 1 | Certificado Vocacional III em Recepção e Andares | Hotelaria e Turismo |
| 2 | Certificado Vocacional IV em Recepção e Andares | |
| 3 | Certificado Vocacional III em Restaurante e Bar | |
| 4 | Certificado Vocacional IV em Restaurante e Bar | |
| 5 | Certificado Vocacional V em Operações Hoteleiras | |
| 6 | Certificado Vocacional III em Guias de Turismo | |
| 7 | Certificado Vocacional IV em Guias de Turismo | |
| 8 | Certificado Vocacional V em Guias de Turismo | |
| 9 | Certificado Vocacional III em Gastronomia e Artes Culinárias | |
| 10 | Certificado Vocacional IV em Gastronomia e Artes Culinárias | |
| 11 | Certificado Vocacional V em Gastronomia e Artes Culinárias | |
| 12 | Certificado Vocacional III em Ecoturismo | |
| 13 | Certificado Vocacional IV em Ecoturismo- Desenvolvimento de Produtos Turísticos Duráveis | |
| 14 | Certificado Vocacional V em Ecoturismo- Desenvolvimento de Produtos Turísticos Duráveis | |
| 15 | Certificado Vocacional III em Guia de Ecoturismo | |

Our contact – welcome!



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Obrigada pela atenção dispensada!
Thank you for your attention!
Merci de votre attention!