



Cadre Nacional de Certifications

Session 3

ACQF 6ème webinar apprentissage par les pairs

22/10/2020

Amílcar Mendes





SYSTÈME NATIONAL DE CERTIFICATIONS-SNQ

Contexte de sa création

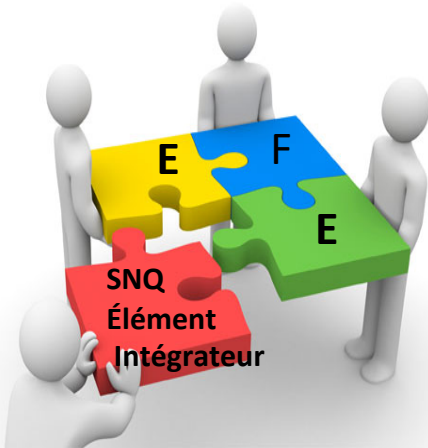
- ❑ 2009: Création de l'unité de coordination du Système national des qualifications - structurer du système national de qualifications;
- ❑ 2010: Le Système National des Certifications (SNQ), le Catalogue National de Certifications (CNQ) et le Cadre National des Certifications (CNC) ont été établis;
- ❑ 2013: Régime juridique d'accréditation des établissements de formation;
- ❑ 2014: Réglementé le système RVCC (VAE);
- ❑ 2018: Révision du cadre juridique du SNQ et adoption d'un nouveau règlement sur l'organisation de l'UC-SNQ;
- ❑ 2020: Nouveau cadre juridique pour la CNQ et le CNC





SYSTÈME NATIONAL DE CERTIFICATIONS-SNQ

But de sa création



- Promouvoir des offres formatives axées sur les compétences qui
- Répondent aux besoins individuels, sociaux et économiques du marché,
- Avec un regard sur l'apprentissage tout au long de la vie





SYSTÈME NATIONAL DE CERTIFICATIONS-SNQ

Principaux objectifs

- Promouvoir l'intégration des systèmes d'éducation, de formation et d'emploi;
- Structure des offres de formation technique et professionnelle adaptées aux besoins actuels et émergents du marché du travail;
- Reconnaître les compétences antérieures, y compris les expériences de travail et de vie, par le biais du processus du RVCC (VAE), en tenant compte des divers contextes d'apprentissage;





SYSTÈME NATIONAL DE CERTIFICATIONS-SNQ

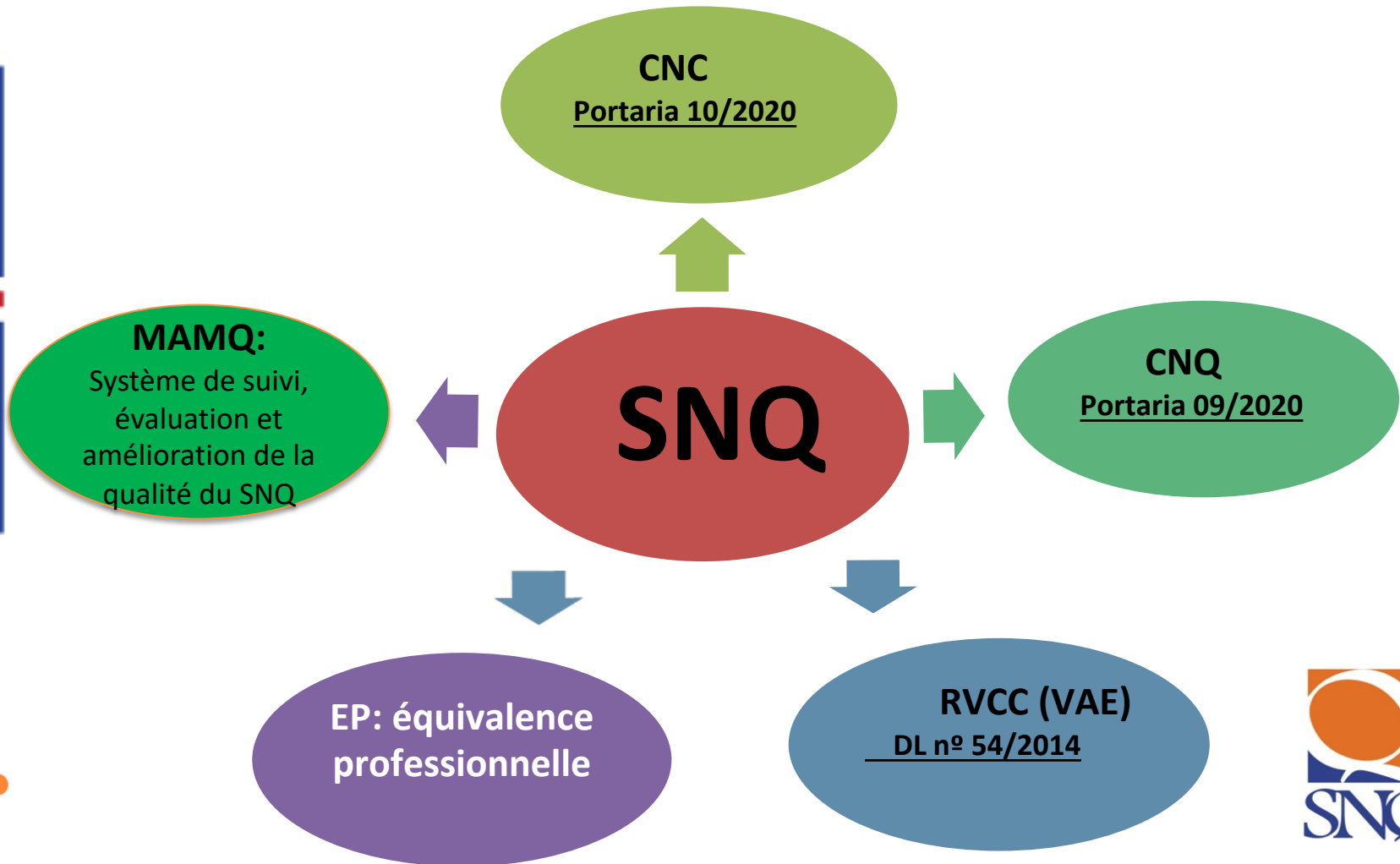
Structure

- L'UC-SNQ ;
- Les services centraux chargés de l'emploi et de la formation professionnelle;
- Le service central chargé de l'éducation et de l'éducation technique;
- L'Institut pour l'emploi et la formation professionnelle (IEFP);
- Le Conseil national de l'emploi et de la formation professionnelle (CNEF);
- Organismes et structures ayant des compétences dans le domaine du financement des politiques d'enseignement et de formation professionnels;
- Les comités sectoriels des qualifications (CSQ);
- Les entreprises qui favorisent la formation professionnelle de leurs employés;
- Toutes les autres entités publiques, privées ou mixtes, qui développent des activités de formation professionnelle;



SYSTÈME NATIONAL DE CERTIFICATIONS-SNQ

Composantes principales





CADRE NATIONAL DES CERTIFICATIONS (CNC)

Principaux objectifs

- ❑ Intégrer et articuler les qualifications obtenues dans les différents sous-systèmes d'éducation et de formation (éducation, formation professionnelle, enseignement supérieur) et par l'expérience ou l'apprentissage non formel et informel, dans un cadre unique;
- ❑ Améliorer la transparence des qualifications, en permettant l'identification et la comparabilité de leur valeur sur le marché du travail, l'éducation et la formation;

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CADRE NATIONAL DES CERTIFICATIONS (CNC)

Principaux objectifs (cont.)

- ❑ Promouvoir l'accès, la progression et la qualité des qualifications;
- ❑ Améliorer la lisibilité, la transparence et la comparabilité des qualifications (entre le sous-système d'éducation et de formation et entre eux et le marché du travail);
- ❑ Promouvoir les liens entre le CNC et le EQF (CEC), les Cadres des pays de la CEDEAO, entre autres, pour le transfert et l'accumulation de crédits dans l'enseignement, la formation professionnelle et l'enseignement supérieur.

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CADRE NATIONAL DES CERTIFICATIONS (CNC)

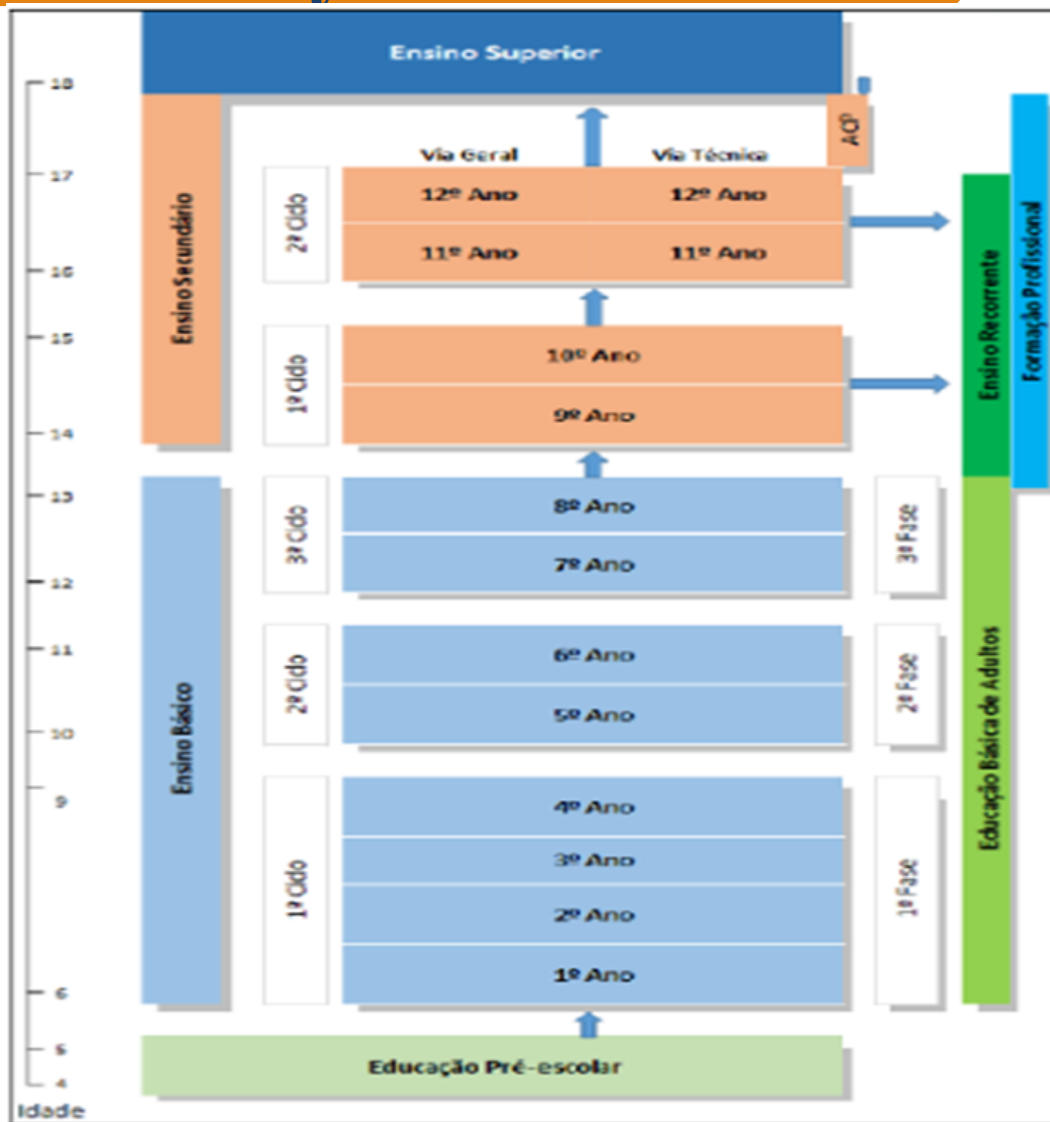
Structure du CNC

- ❑ Composé de 8 niveaux de qualification;
- ❑ Il couvre l'enseignement primaire, secondaire et supérieur, la formation professionnelle et le processus RVCC (VAE);
- ❑ Les niveaux de qualification sont définis en fonction des résultats d'apprentissage;
- ❑ Chaque niveau est défini sur la base de 3 descripteurs:
 - Savoir
 - Savoir-faire
 - Attitudes



CADRE NATIONAL DES CERTIFICATIONS (CNC)

Structure- Système éducatif





CADRE NATIONAL DES CERTIFICATIONS (CNC)

| NÚMERO DE QUALIFICAÇÃO | ACREDITAÇÃO DE QUALIFICAÇÕES |
|------------------------|--|
| 1 | Diploma de Escolaridade Básica Obrigatória |
| 2 | Diploma de Educação Básica de adultos com percurso de dupla certificação correspondente a qualificações profissionais de Nível 2. Certificado de Qualificação Profissional de Nível 2 |
| 3 | Certificado do Ensino Secundário (10º ano) Certificado de Qualificação Profissional de Nível 3 |
| 4 | Diploma do Ensino secundário (12º ano da via geral) Diploma do Ensino secundário (12º ano da via técnica com formação correspondente a qualificações profissionais de Nível 4) com percurso de dupla certificação. Certificado de Qualificação Profissional de Nível 4 com percurso de dupla certificação. Certificado de Qualificação Profissional de Nível 4 |
| 5 | Diploma de Estudos Superiores Profissionais (DESP) com formação de qualificações profissionais de Nível 5. Certificado de Ano Complementar Profissionalizante (ACP) com formação de qualificações profissionais de nível 5. Certificado de Qualificação Profissional de Nível 5 com percurso de dupla certificação. Certificado de Qualificação Profissional de Nível 5 |
| 6 | Grau de Licenciado (Ensino universitário) |
| 7 | Grau de Mestre (Ensino universitário) |
| 8 | Grau de Doutor (Ensino universitário) |



CADRE NATIONAL DES CERTIFICATIONS (CNC)

Descripteurs de niveau

| | Knowledge | Skills | Attitudes |
|---------|--|--|---|
| Level 1 | Basic general knowledge applied to a limited and defined set of activities. | Basic operational skills required to carry out simple and routine tasks. | Work or study under direct supervision in a structured context, with responsibility for his/her own performance. |
| Level 2 | Basic operational knowledge of a field of work or study. Expresses ideas and concepts through verbal communication and effective writing. | Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools. | Work or study under supervision with some degree of autonomy. Demonstrate capacity to perform certain independent tasks in certain structured opportunities with intermediate levels of support and direction. |
| Level 3 | Knowledge of facts, principles, processes and general concepts, in a field of work or study, and with understanding of certain theoretical and technical elements of processes, materials and basic terminology. | A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information. Provides technical support to solve specific problems. | Take responsibility for executing tasks independently in an area of work or study when simple decisions or initiatives are required. Work effectively with others, as a member of a group and take limited responsibility for others in small teams and working groups. Requires support, direction and supervision in unknown situations. Adapt own behaviour to circumstances in solving problems. |
| Level 4 | Factual and theoretical knowledge in broad contexts within a field of work or study, relevant for the function. | A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study. Manage own activity in the framework of established orientations in contexts of study or work, generally predictable, but susceptible to change. | Supervise the routine activities of third parties, assuming certain responsibilities in terms of evaluation and improvement of activities in contexts of study and work. Take responsibility for own outputs/results in work and semi-structured learning situations. Work independently when immediate decisions are required with certain initiative. Define own objectives and targets in accordance with the goals of the organisation and effectively manage time. |





CADRE NATIONAL DES CERTIFICATIONS (CNC)

Descripteurs de niveau

| | | | |
|---------|--|---|---|
| Level 5 | Comprehensive, specialised, factual and theoretical knowledge within a field of study or work and an awareness of the boundaries of that knowledge, which includes abstract technical understanding and capacity to search additional information and knowledge to improve the execution of functions. | A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems in routine situations and new contexts and activities. Capacity to select and apply equipment and methods, explain the alternatives, and insure the technical support to solve more specific problems in known routines. | Manage and supervise in contexts of study and work susceptible to unpredictable change. Revise and develop performance of self and others, both in quantitative and qualitative terms. Work independently when decisions or initiatives at intermediate level are required. Be able to organize the work for you and the team, according to the objectives and goals of the organization and support others to effectively manage time. |
| Level 6 | Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles. | Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of study or work. Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts. | Take responsibility for managing professional development of individuals and groups. |
| Level 7 | Highly specialised knowledge, some of which is at the forefront of knowledge in a field of study or work, supporting the capacity of original thinking and/or research. Critical awareness of knowledge issues in a field and at the interface between different fields. | Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields. | Manage and transform study or work contexts that are complex, unpredictable and require new strategic approaches. Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams. |
| Level 8 | Knowledge at the most advanced frontier of a field of work or study and at the interface between fields. | The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice. | Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research. |





CADRE NATIONAL DES CERTIFICATIONS (CNC)

Principaux avantages

- Facilite l'accès, la mobilité et la progression entre les systèmes d'éducation et de formation professionnelle;
- Permet la validation de l'apprentissage non formel et informel;
- Permet de rendre les parcours de l'éducation et de la formation plus souples;
- Améliore la qualité de la formation;
- Maintenir la comparabilité internationale des normes d'éducation et de formation;
- Permet la reconnaissance internationale des qualifications;





CATALOGUE NACIONAL DE CERTIFICAÇÕES-CNQ

CNQ

- ❑ Il s'agit d'un instrument dynamique, de gestion stratégique des qualifications, essentielle à la compétitivité et à la modernisation du développement productif et humain, personnel et social de l'individu.
- ❑ Il est préparé et mis à jour en tout temps par l'Unité de coordination du SNQ en incluant, excluant ou changeant les qualifications, en tenant compte des besoins actuels et émergents de l'économie.
- ❑ Les qualifications qui font partie du CNQ sont approuvées par les membres du COS, sont basées sur la compétence et structurées par Familles Professionnelles.

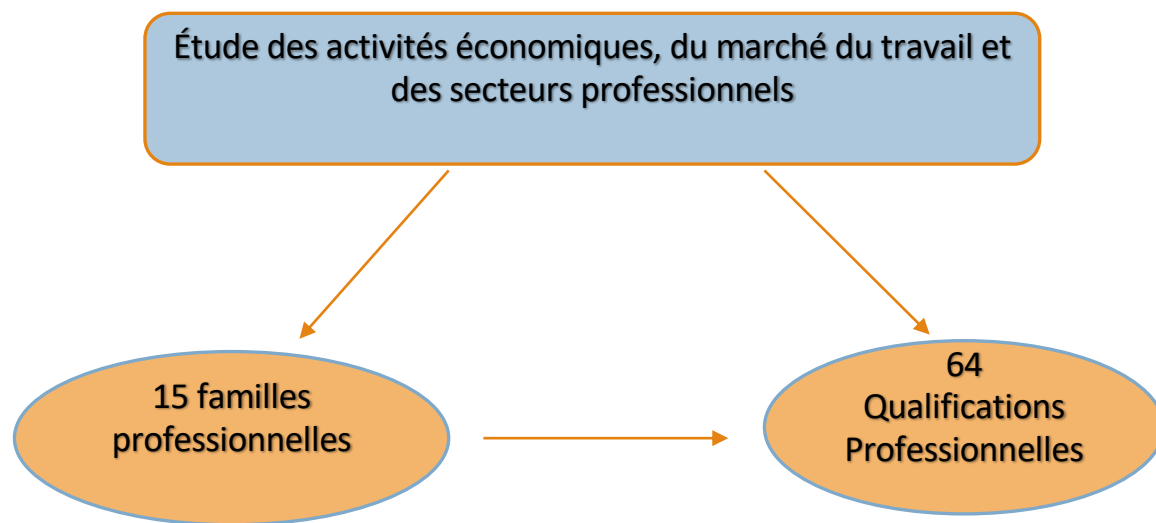
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CATALOGUE NACIONAL DE CERTIFICATIONS-CNQ

Critères de sélection Familles Professionnelles et Qualifications Professionnelles



Critères de sélection :

- * Programme de transformation du gouvernement
- * Poids de la famille professionnelle dans le PIB
- * Taux d'emploi et de chômage



CATALOGUE NACIONAL DE CERTIFICATIONS-CNQ

CNQ- Famílias Profissionais

| Família | Código QP | Qualificação Profissional | Nível |
|---------|-----------|---|-------|
| HRT | HRT001 | Serviços de Andares e Lavandaria | 2 |
| | HRT002 | Cozinha | 4 |
| | HRT003 | Serviço de Alimentos & Bebidas | 3 |
| | HRT004 | Guia de turistas | 5 |
| | HRT005 | Criação e Venda de Produtos e Serviços turísticos | 5 |
| | HRT006 | Recepção em Alojamentos | 4 |
| | HRT007 | Animação Turística | 4 |
| IMA | IMA001 | Montagem e Manutenção de Instalações Eléctricas Industriais de Baixa Tensão | 4 |
| | IMA002 | Montagem e Manutenção de Equipamentos Mecânicos Industriais | 3 |
| | IMA003 | Montagem e Manutenção de Instalações de Climatização e Refrigeração | 4 |
| | IMA004 | Montagem e Manutenção de Sistemas Automáticos Programáveis | 5 |
| | IMA005 | Instalações Eléctricas e Infra-estruturas de Telecomunicação em Edifícios | 3 |
| | IMA006 | Canalização e Instalação Predial | 3 |
| | IMA007 | Instalação, Montagem e Manutenção de Redes de Água e saneamento | 3 |
| COM | COM001 | Importação | 4 |
| | COM002 | Marketing e comercialização | 5 |
| | COM003 | Transporte e logística | 5 |
| | COM004 | Actividades básicas de venda no local e ambulante | 2 |
| | COM005 | Exportação | 4 |
| AGE | AGE001 | Gestão Contábil e Financeiro | 5 |
| | AGE002 | Serviços Administrativos e atendimento aos clientes e usuários | 3 |
| | AGE003 | Secretariado e apoio à direcção | 5 |
| | AGE004 | Promoção e gestão de pequenas empresas | 3 |
| | AGE005 | Administração e Intermediação Imobiliária | 4 |



CATALOGUE NACIONAL DE CERTIFICATIONS-CNQ

CNQ- Famílias Profissionais

| Família | Código QP | Qualificação Profissional | Nível |
|---------|-----------|--|-------|
| COC | COC001 | Desenvolvimento de Projectos de Construção e Obra Civil | 5 |
| | COC002 | Controlo de Projectos de Construção e Obra Civil | 4 |
| | COC003 | Controlo da Execução de Trabalhos de Construção e Obra Civil | 5 |
| | COC004 | Trabalhos de Estruturas e Alvenaria | 4 |
| | COC005 | Trabalhos de Acabamentos da Construção e Obra Civil | 3 |
| TIC | TIC001 | Desenvolvimento de aplicações informáticas | 5 |
| | TIC002 | Administração de Sistemas e base de dados | 4 |
| | TIC003 | Instalação e Manutenção de equipamentos informáticos e de comunicações | 3 |
| MAV | MAV001 | Operações básicas em bate chapa e pintura | 2 |
| | MAV002 | Manutenção de Motores e os seus sistemas auxiliares | 3 |
| | MAV003 | Manutenção de sistemas eléctricos e electrónicos de veículos | 4 |
| AGA | AGA001 | Gestão da produção agropecuária | 5 |
| | AGA002 | Horticultura | 4 |
| | AGA003 | Produção semi-intensiva de ruminantes | 3 |
| | AGA004 | Actividades básicas da agricultura | 2 |



CATALOGUE NACIONAL DE CERTIFICATIONS-CNQ

Structure d'une Qualification Professionnelle

Qualification
professionnelle



Profil
professionnel



Programme
de
formation

Référence des
compétences
requis

Referentiel de
formation (Façon
pour acquérir les
compétences requises)



CATALOGUE NACIONAL DE CERTIFICATIONS-CNQ

Processo de certificação- QP

PERFIL PROFISSIONAL

PLANO DE FORMAÇÃO

Unidades de Competência

UC1:

UC2:

UC3:

UC4:

UC5:

Módulos

MF1

MF2:

MF3

MF4I

MF5:

Certificação total

Certificação parcial





PROCESSUS RECONNAISSANCE VALIDATION ET CERTIFICATION DE COMPETENCES (RVCC)

Il s'agit d'un processus officiel qui permet la RVCC (compétences antérieures), y compris les expériences de travail et de vie compte tenu des divers contextes d'apprentissage.

Condition d'accès

- 5 ans d'expérience professionnelle
- 25 ans

Decreto-Lei n° 54/2014 de 22 de setembro





PROCESSUS RVCC

Législation de base

Decreto-Lei n.º 20/2010,
de 14 de junho que regula
o SNQ

Decreto-Lei n.º 65/2010,
de 27 de dezembro
(QNQ)

Decreto-Lei n.º 66/2010,
de 27 de dezembro (CNQ)

Decreto-Lei n.º 53/2014,
de 22 de setembro
(Formação Profissional)

Decreto-Lei n.º 54/2014, de 22
de setembro (Sistema de
RVCC)

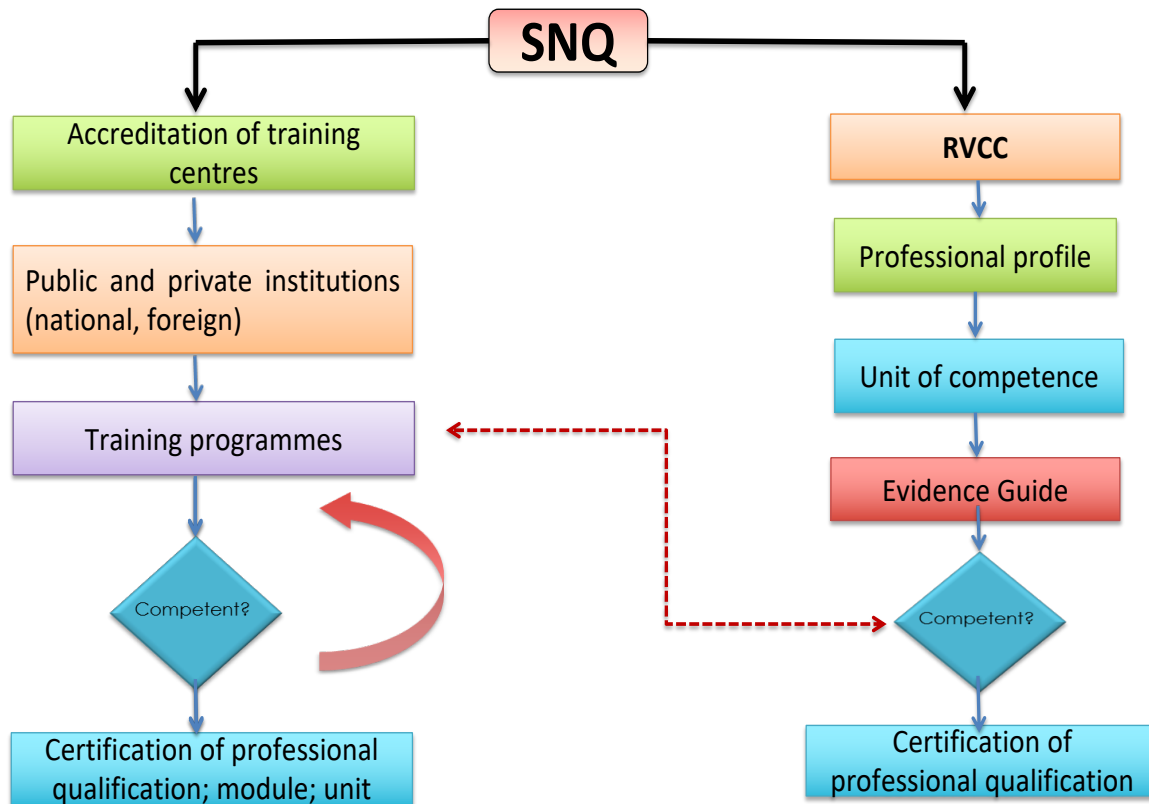
Métodologie de conception
d'instruments de certification
des compétences
professionnelles (juillet 2013)



PROCESSUS RVCC

Processus de certification

TWO PATHS / PROCESSES OF CERTIFICATION





CADRE NATIONAL DE CERTIFICATIONS-CNC

Défis

- Structuration scolaire de tous les sous-systèmes d'éducation et de formation par résultats d'apprentissage;
- Ajustement des descripteurs utilisés dans les différents sous-systèmes avec le cadre national des certifications;
- Définition d'un système de crédit qui permet vraiment la mobilité entre les différents sous-systèmes;
- Définition et mise en œuvre d'un système d'assurance de la qualité;
- L'élaboration d'un pacte national impliquant les différents sous-systèmes (enseignement primaire, secondaire, technique et professionnel et supérieur) sur le FNQ et son lien avec le EQF (CEC), les cadres des pays de la Cedeao, entre autres.



CADRE NATIONAL DE CERTIFICATIONS-CNC

**OBRIGADO!
MERCÍ!
THANK YOU!**

