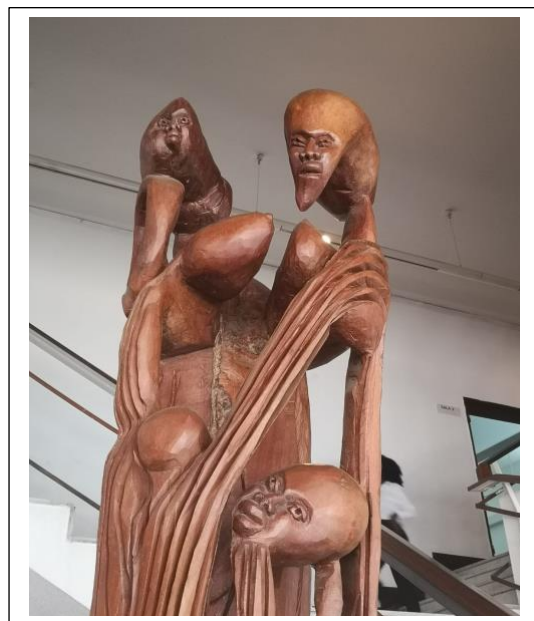


# African Continental Qualifications Framework MAPPING STUDY

## Country Report Working Paper



## MOZAMBIQUE

### SIFA

### Skills for Youth Employability Programme

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- **Reports on countries' qualifications frameworks:** Angola, Cabo Verde, Cameroon, Egypt, Ethiopia, Kenya, Morocco, Mozambique, Senegal, South Africa and Togo
- **Reports on qualifications frameworks of Regional Economic Communities:** East African Community (EAC), Economic Community of West African States (ECOWAS), Southern African Development Community (SADC)

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## Acronyms

ACQF	African Continental Qualifications Framework
ANEP	Autoridade Nacional de Educação Profissional (National Authority of Professional Education)
AQVN	African Qualifications Verification Framework
ASG-QA	African Standards and Guidelines for Quality Assurance
A3ES	Agência de Avaliação e Acreditação do Ensino Superior (Agency for Evaluation and Accreditation of Higher Education)
AU	African Union
AUC	African Union Commission
CNAQ	Conselho Nacional de Avaliação de Qualidade do Ensino Superior (National Council for Evaluation of Quality of Higher Education)
CPLP	Comunidade dos Países de Língua Portuguesa (Community of Portuguese Speaking Countries)
ETF	European Training Foundation
EU	European Union
HAQAA	Harmonisation of African Higher Education Quality Assurance and Accreditation
IFPELAC	Instituto de Formação Profissional e Estudos Laborais Alberto Cassimo
OMT	Observatório do Mercado de Trabalho
QNQP	National Professional Qualifications Framework
QUANQES	National Qualifications Framework for Higher Education
SADCQF	Southern African Development Community Qualifications Framework
SAQA	South African Qualification Authority
STC-EST	Specialised Technical Committee on Education, Science and Technology

# 1 Introduction

## 1.1 Policy context of this mapping study

This country report forms an integral part of the *Mapping Study on the state of play and dynamics of qualifications frameworks in Africa*, which lays the updated evidence foundation for development of the African Continental Qualifications Framework (ACQF). The purpose of this report is to provide an updated overview – not an evaluation – of policies, practices and instruments related to qualifications frameworks in Africa.

The African Union Commission (AUC) initiated the ACQF development process in September 2019 and is working in partnership with the European Union (EU), Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) and the European Training Foundation (ETF) over a period of three years (2019-2022). The ACQF development activities are part of the African Union (AU)-EU project “Skills for Youth Employability”, which supports a holistic process building on evidence and analysis, AUC political leadership and consultation of African stakeholders (national, regional and continental), awareness raising and capacity development of African stakeholders.

The main planned output of the project by mid-2022 is the ACQF policy and technical document and action plan technically validated for decision-making by the relevant organs of the AU.

The intermediate project outputs planned for 2019 to 2022 are:

- ACQF Mapping Study (by mid-2020)
- ACQF Feasibility Study (by mid-2021)

Other key activities:

- Stakeholder consultation workshops throughout the process (2019-2022)
- Awareness raising and capacity development actions (2020-2022)
- Website to support ACQF development and information sharing
- ACQF-related policy and technical information for STC-EST meetings

## 1.2 ACQF Mapping Study: brief overview of the scope and methodology

The ACQF Mapping Study aims to chart a comprehensive, specific and updated analysis of where Africa stands with respect to qualifications framework development, establishment, operationalisation and revision. The scope of the study is wide in terms of explored thematic domains and inclusive, as it considers the broad range of countries’ dynamics and progression stages in developing and establishing qualifications frameworks.

The mapping study builds on a combination of sources of information and data:

- a) Desk research: collection and analysis of sources, including policy-legislative framework; methodology sources; qualifications websites, registers and catalogues; statistical data; analyses and studies.
- b) Online survey: conducted between beginning of November 2019 and mid-January 2020; a second round was conducted in May 2020. Responses were received from 33 countries.
- c) Technical visits to a group of ten countries and three Regional Economic Communities (RECs): carried out by a team of experts, in the period from mid-December 2019 to mid-March 2020.

Countries included in the technical visits: Angola, Cameroon, Egypt, Ethiopia, Kenya, Morocco, Mozambique, Senegal, Togo and South Africa. Cabo Verde was included in March 2020, but due to the Coronavirus Pandemic the research did not include a country visit, and was based on online meetings,

a presentation of the NQF and extensive desk research. Three Regional Economic Communities (RECs) contacted: EAC, ECOWAS and SADC.

#### Main reports of the mapping study

- Final comprehensive report, encompassing the full set of findings from the continental stocktaking and the thematic analyses on qualifications framework developments in Africa. Finalisation: September 2020.
- Synthetic report and infographics focused on key findings. Period: September 2020.

#### Thematic analyses contributing to the comprehensive mapping study

- Report of continent-wide survey of developments of qualifications framework encompassing all AU member states (AU MS) and RECs.
- Report of comparison of key characteristics of qualifications frameworks (11 countries, three RECs).
- Report of analysis of qualifications (one technical-vocational at secondary level, one higher education).
- Country reports (11 countries) and REC reports (three RECs).

### 1.3 Mozambique: technical country visit

In Mozambique, the technical visit took place from 20 to 24 January 2020 and was led and coordinated by the National Council for Evaluation of Quality in Higher Education (CNAQ), which is the institution mandated by legislation to implement the National Quality Assurance System of Higher Education.

Moreover, since 2018, CNAQ coordinates the development of the new unified National Qualifications Framework (NQF), working in close interaction with a consultative multi-institutional working group. This participative approach gathers representatives from departments and institutes of the Ministry of Education and Human Development (MEDH), of the Ministry of Science, Technology, Higher Education and Professional Education (MCTESTP), the National Authority of Professional Education (ANEP) and the Institute of Professional Training and Labour Studies Alberto Cassimo (IFPELAC).

The preparation for the visit started after the inaugural workshop of the ACQF project (2-3 September 2019, at the headquarters of the AUC), thanks to the gracious cooperation and facilitation by the President of CNAQ, Prof. Ana Maria Nhampule. The agenda of the technical visit and the specific thematic questions were discussed and agreed in December 2019, based on the approach and topics outlined in the technical note of the ACQF project “ACQF Mapping Study – brief methodology”.

The agenda of the technical visit combined one workshop (23 January 2020) and bilateral meetings with key institutions. The list of organisations interviewed is available in Annexure 6.

CNAQ accepted our proposal to organise a workshop (23 January 2020) with the key stakeholders to discuss the state of play of the consultation on the new unified NQF and the way forward on the specific issues, notably NQF governance, the National Qualifications Catalogue and common principles for design and management of qualifications. CNAQ drafted the workshop concept and agenda, invited the approximately 30 workshop participants and scheduled the bilateral meetings. The UNESCO country representative actively participated in the workshop and presented the state of play of the Global Recognition Convention.

During and after the technical visit CNAQ and ANEP graciously clarified a number of policy and technical questions, and shared a rich set of documents of policy, technical and methodological nature for this report.

*The ACQF project acknowledges and expresses sincere gratitude to the authorities of the Republic of Mozambique for the efficient organisation of the technical visit from 20 to 24 January 2020, for the generous sharing of documentation and views during and after the country visit and for the gracious assistance and cooperation.*

*Our special appreciation goes to the President and experts of the Conselho Nacional de Avaliação de Qualidade do Ensino Superior (CNAQ) and to the Autoridade Nacional da Educação Profissional (ANEP).*



## 2 Snapshot of the National Qualifications Framework

### 2.1 Stage of development of the NQF

The qualifications framework experience in Mozambique started in 2010, with the adoption of the qualifications framework for higher education (QUANQES). Currently, the country has two sectoral qualifications frameworks in implementation. In addition, the new unified NQF is in an advanced stage of development and consultation. This report refers to the three frameworks:

- National Qualifications Framework for Higher Education (QUANQES, adopted by decree in 2010). To prepare for harmonisation with the new unified NQF (in consultation), a revised version of QUANQES is in an advanced stage of development and consultation.
- National Professional Qualifications Framework (QNQP, adopted by law in 2014, amended in 2016).
- The proposal of the new unified/comprehensive NQF is in an advanced stage of development and consultation with all subsystems and relevant institutions. It is expected that adoption of the relevant legal Act will take place in 2020.

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

### 2.2 Legal basis of the NQF

#### A. Approved and valid legal Acts:

- QUANQES: Decree Nr 30/2010: Regulation on the NQF for higher education
- QNQP: 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).

#### B. Draft legal Acts (in consultation or adoption process)

- Decree on the unified NQF, of October 2019
- Decree on revised QUANQES, of March 2019

### 2.3 Governance

**Functions:** a) Policy-making; b) Implementation of NQF

#### A) Policy-making:

- Ministry of Education and Human Development (MEHD)
- Ministry of Science, Technology, Higher Education and Technical-professional education (MCTESTP)

#### B) Implementation of NQF:

Currently two subsystem's qualifications co-exist: a) QUANQES (higher education) and b) QNQP (professional education). The institutions with the lead role in implementation are CNAQ and ANEP.

- a) QUANQES: CNAQ has the leading role in implementing the framework.

- b) QNQP – ANEP is mandated by Law Nr 6/2016 to manage the QNQP and supervise the implementation of all corresponding mechanisms, define and register the competence standards and qualifications, to administer the QNQP in the prescribed manner, to certify the graduates of professional education and to implement the quality assurance system of professional education.

Governance of the new unified NQF, in an advanced stage of consultation, is defined as follows:

- c) Since 2018, CNAQ coordinates and steers the development and consultation of the new unified NQF, by instruction of the MSTESTP.
- d) National Qualifications Authority (NQA): To be established, in accordance with the draft decree on the regulation of the new unified NQF. The NQA will integrate all bodies governing the subsystems of the SNE and the systems of verification and recognition of qualifications and academic degrees:
- CNAQ, ANEP, National Institute for Distance Learning (INED), National Institute for Development of Education (INDE), National Institute of Examinations, Certifications and Recognition (INECE), National Directorate of Quality Assurance, National Directorate of Higher Education, National Directorate of Technical-Professional Education, National Directorate of Teacher Training, National Directorate of Secondary Education, National Directorate of Primary Education, National Directorate of Adult Education.
  - Students' and teachers' representatives of the subsystems of education and training; professional associations and bodies; employers; civil society.

## 2.4 Objectives of the qualifications frameworks

**a) QUANQES:** The qualifications framework for higher education was established as an instrument to classify qualifications and courses of higher education. QUANQES 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.

Main objectives:

- Establish parameters and common criteria for design of qualifications and to facilitate their comparability in the higher education subsystem;
- Establish coherence and transparency in the higher education subsystem, helping with understanding and articulation of different qualifications in a uniform and harmonised system;
- Facilitate harmonisation with the higher education systems of the region with a view to improve mobility, employability and competitiveness.

Main principles: Equality, equity, transparency and flexibility

**b) QNQP:** The qualifications framework of professional education aims to structure the programmes, curriculum content and final outcomes of professional education in terms of qualifications and competencies of the workforce, combining them with level descriptors with the aim to improve the quality and relevance of professional education and contribute to employability of graduates and competitiveness of the national economy.

- Objectives of the QNQP:
  - 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, active participation and articulation among employers, workers and civil society with the institutions of the system of professional education – in the definition of the competence standards.

- Establish a framework for equivalence between professional training acquired in the institutions and outside – with the aim to recognise and valorise training in the labour market.
- Provide qualified human resources and expand the supply of workforce for development;
- Operationalise the principle of LLL, facilitating recognition of short-term courses and competencies acquired outside of training institutions.
- Encourage flexible learning pathways, permanent apprenticeship and continuous training of the workforce.
- Provide a framework for equivalence between professional and general qualifications.
- Establish the framework for evaluation and certification, in terms of professional outcomes
- Provide a base for the accumulation and transfer of credits in and between qualifications.
- Align the national system of professional education with international and regional requirements, especially SADC.

**c) New unified NQF (draft in consultation):**

The draft Act of the new unified NQF defines seven objectives, briefly summarised as follows:

- 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 through processes of recognition of acquired competencies.

## 2.5 Conceptual-technical design of the qualifications frameworks: scope, levels and descriptors

### Scope and levels of the qualifications frameworks

QUANQES and QNQP together partially encompass the existing qualifications of the SNE:

- QUANQES: Three cycles and the respective degrees:
  - First cycle: Licenciatura (180-240 credits);
  - Second cycle – Master (90-120 credits);
  - Third cycle – Doctorate (180 credits minimum).
  - Other qualifications: a) Short term: certificate A (50-60 credits); certificate B (25-30 credits); b) specialisation diploma: 50-60 credits
- QNQP: Five levels qualifications of two types: a) vocational certificates (CV) Levels 1 to 5; b) occupational certificates (CO) Levels 1 to 5.
- The draft unified NQF will encompass all qualifications of the SNE, in a 10-level structure.

The principles, norms and levels defined in QUANQES (higher education), in QNQP (professional education) and in the draft unified NQF apply at national level to all institutions of education and training (public and private), within the adequate (sub)system.

## Level descriptors

Despite their specificities, the two subsystems' frameworks share some similarities as regards the domains of level descriptors.

- QUANCES: Knowledge; skills; competence
- QNQP: Knowledge; skills; degree of autonomy and attitudes

Level descriptors in the proposed integrated NQF: knowledge; skills; autonomy and responsibility

## 2.6 Use of learning outcomes

The learning outcomes approach is well rooted in QUANCES and in QNQP.

The legal basis of both QUANCES and QNQP define learning outcomes as a principal component of the respective conceptual-technical design and implementation.

The methodological underpinnings of qualifications and curriculum design, delivery and assessment are competency-based (units of learning outcomes, modules). Both subsystems developed and use a methodological framework and guidance materials to support providers and quality assurance experts in developing programmes and qualifications, and in evaluating them.

## 2.7 Credit systems

QUANCES and QNQP operate in close articulation with the respective systems of credit accumulation and transfer, which are mandatory for all programmes and qualifications.

Legal base:

- Higher education (SNATCA): Decree 32/2010
- Professional education: Law 6/2016

SNATCA defines one credit unit = 25 to 30 hours of learning workload, which is defined as including not only hours of direct contact with teachers in theoretical, practical and laboratory classes, but also the hours necessary for individual study, elaboration of assignments, preparation for exams (Art 14, Decree 32/2010).

The credit system of professional education defines one credit unit = 10 hours of learning workload.

## 2.8 Qualifications in the registers of qualifications frameworks and NQF

QUANCES has no register of qualifications open for public use and available online. The existing register is for institutional use.

QNQP operates the online National Catalogue of Professional Qualifications, managed by ANEP, the authority in charge of implementing QNQP. As of May 2020, the catalogue contains 139 professional qualifications of Levels III, IV and V, distributed in 14 sectors, and 19 independent modules. A Catalogue "B" is foreseen for qualifications from private companies and international sectoral organisations, but it is not yet populated.

The draft conceptual-technical document of the unified NQF mentions the register of qualifications, which shall include all qualifications offered in the frame of the SNE by the subsystems of general education, professional education and higher education. The future NQA will be mandated to establish the general technical for rules and procedures for development and registration of qualifications offered within the framework of the SNE.

## 2.9 Quality assurance

QUANCES operates in close articulation with the National System of Evaluation, Accreditation and Quality Assurance (SINAQES). Decree 63/2007 laid down the legal base of SINAQES. The system is based on a

sequence of processes: a) self-evaluation of higher education institutions, b) external evaluation, c) accreditation.

In professional education, Law 6/2016 defines the System of Registration, Evaluation, Accreditation and Quality Assurance of Professional Education (SNACEP) as a multidimensional framework of which QNQP is a component. Quality assurance is based on governance, rules and standards at macro- and microlevels.

## 2.10 Validation of non-formal and informal learning / RPL

Among the four modalities of professional training, Law Nr 18/2018 on the SNE, acknowledges the modality of extra-institutional training, that is, learning acquired outside of training institutions and schools. In complement, Law 6/2016 (Art 15 and 16) acknowledges the possibility of recognising and attributing value to learning acquired outside of formal training settings (institutions), under the condition that such learning is aligned with the competence standards of the QNQP.

QNQP validates and certifies learning obtained outside of training institutions and enables the access to regular courses offered by the formal training system. The conceptual and regulatory framework of recognition of acquired competences / RPL is in advanced development and consultation stage.

## 2.11 Relation to regional frameworks

Different ministries and institutions participate in international cooperation initiatives related to qualifications frameworks, such as:

- UNESCO: Addis and Global Recognition Conventions
- Southern African Development Community Qualifications Framework (SADCQF)
- African Qualifications Verification Framework (AQVN)
- African Continental Qualifications Framework (ACQF)
- African Union Commission – Specialised Technical Committee on Education, Science and Technology (STC-EST)
- Cooperation on education and quality assurance within the frame of Community of Portuguese Speaking Countries (CPLP)
- Harmonisation of African Higher Education Quality Assurance and Accreditation (HAQAA)
- Bilateral cooperation with quality assurance and qualifications agencies, such as with Portugal's Agency of Evaluation and Accreditation of Higher Education (A3ES), with the South African Qualification Authority (SAQA)

## 2.12 Recognition of foreign qualifications

INECE is responsible for the organisation and delivery of qualifications' recognition services for all levels of education. The webpage of [INECE](#) contains information and official templates for homologation and equivalence of diplomas and certificates.

## 2.13 Next steps, plans

Since 2018, Mozambique has taken steps to develop a unified NQF, comprehensive of all levels of qualifications. The draft proposal for the unified NQF conceptual-technical design has been analysed and discussed among members of the working group, but some differences of views persist on levelling, especially regarding the middle zone of the proposed 10-level framework.

Some of the key pillars for a functioning NQF are in place, or in development in the subsystems. These are particularly a) the learning outcomes approach is well rooted in professional education and improving in

the higher education system; b) credit accumulation and transfer system is supporting learners mobility; and c) a system of evaluation, accreditation and quality assurance. The National Catalogue of Professional Qualifications is available online and provides ample information on the existing registered qualifications and independent modules, but also on the training programmes.

As a next step, CNAQ and the working group could agree and commit to a roadmap and milestones for the establishment of the new unified NQF, with its stable and operational governance set-up. Currently, the key is to compromise on the open questions, which assures the integrity of the NQF vis-à-vis the SNE, but keeps open possibilities, so that all types of qualifications of proven social and economic value for the National Development Strategy 2015-2035 remain open. The final consensus on the common and integrated architecture of the proposed unified NQF is expected towards mid-2020.

The country and the world are facing the effects of the coronavirus pandemic, and the recovery effort will be of a very large scale for all countries. The President of Mozambique enacted 30 days of containment measures on 27 March 2020. The Ministry of Education and Human Development started [broadcasting classes](#) of primary, secondary, adult and professional-technical education on TV and radio.

### **3 Country context and introduction to the National Education System**

#### **3.1 Country context**

Mozambique obtained its independence 45 years ago, on 25 June 1975, after a war of liberation against Portuguese colonialism. However, peace was established only in 1992, after a destructive civil war. In 2019, the government signed the third peace agreement, paving the way for the demobilisation and social reintegration of armed forces. The first two decades after independence were marked by accentuated economic decline. Recovery started at a fast pace by the end of the decade of the nineties, with an average growth rate of seven per cent annually for a period of a decade and half.

##### **3.1.1 Economic outlook**

Mozambique has made significant progress in restoring macroeconomic stability, but challenges remain ([IMF, 2019b](#)), related to governance, business environment and rule of law. Mozambique's economic situation was improving until Tropical Cyclones Idai and Kenneth hit the country in March and April 2019, respectively. Economic growth had been recovering gradually and was becoming broader based and inflation reached low single digits. Economic activity decelerated sharply in 2019 due to the supply shock to productive capacity, but it should rebound to pre-cyclone levels by 2020. Whereas, in 2017 and 2018, real GDP growth was 3,7 and 3,3 per cent, respectively, it declined to 1,8 per cent in 2019 (IMF 2019a, 2019b).

The GDP growth of IMF projects in 2020 are to reach approximately six per cent. After decelerating sharply in 2019, growth is projected to rebound strongly in 2020 in response to a recovery in agricultural production to normal levels as well as reconstruction, and to reach four per cent annually in 2021-22. The very sharp acceleration in growth projected for 2023-24 reflects the start of liquified natural gas (LNG) production. Other economic activity (non-LNG) is conservatively assumed to continue to grow at a steady rate of four per cent per year (IMF, 2019b).

On the economic front, as substantial investments to explore Mozambique's vast natural gas reserves begin in earnest in 2021, the country is poised to become a major exporter of LNG. LNG can be a game changer for economic transformation, development and inclusive growth, potentially lifting millions out of poverty if the right policies are put in place.

Analysing tailwinds and headwinds for Mozambique, in its [African Economic Outlook 2020](#), the African Development Bank (2020) indicates that with offshore gas discoveries estimated at 180 trillion cubic feet, the country has the opportunity to diversify the economy while enhancing its resilience and competitiveness. This tailwind translates into upgrading subsistence agriculture into agribusiness, supporting the country's electrification through different energy solutions, and foster other businesses such as fertilisers, fuels and metal-mechanic. In addition, the opportunities linked with gas exploration could enhance macroeconomic stability, with higher revenues contributing to fiscal surpluses and a sovereign wealth fund buffering external shocks. Infrastructure needs for natural resource-related projects could also trigger a cycle of private and public-private investments. However, on the short term, gas exploration projects can add further vulnerability to the current account, as they increase the volume of imports substantially to run the new fields.

The [World Bank](#) considers that country's main challenges to include maintaining the macroeconomic stability, considering exposure to commodity price fluctuations and re-establishing confidence through improved economic governance and increased transparency, including the transparent handling of the hidden debt investigation. Moreover, structural reforms are needed in support of the currently struggling private sector. Another major challenge for the economy is to diversify away from the current focus on capital-intensive projects and low-productivity subsistence agriculture toward a more diverse and competitive economy, while strengthening the key drivers of inclusion, such as improved quality education and health service delivery, which could in turn improve social indicators.

### 3.1.2 Human Development Indicators (HDI) 2019

The HDI is a summary measure for assessing long-term progress in three basic dimensions of human development, namely, a long and healthy life, access to knowledge and a decent standard of living. The indicators used to measure these dimensions are life expectancy, mean years of schooling among the adult population, expected years of schooling and Gross National Income (GNI) per capita.

Mozambique's HDI value for 2018 is 0.446. With this value, the country is positioned in the low human development category, at 180 out of 189 countries and territories in the HDI 2019. Between 1990 and 2018, the HDI value increased from 0,217 to 0,446, an increase of 106 per cent. The education indicators improved are mean years of schooling grew by 2,7 years and expected years of schooling increased by six years.

**Table 1: HDI trends based on constant time series and new goalposts**

Year	Life expectancy at birth	Expected years of schooling	Mean years of schooling	GNI per capita (2011 PPP\$)	HDI value
2000	48,9	5,8	2,2	554	0,301
2010	52,3	9,6	3,2	913	0,396
2018	60,2	9,7	3,5	1,154	0,446

Source: [UNDP, 2019](#)

## 3.2 The SNE in a nutshell

The diagram of the SNE is based on the [Law 18/2018 on SNE](#), [Law 06/2016](#), and Decree 30/2010 (Table 2).

The SNE is composed of six subsystems:

- Preschool education
- General education
- Adult education

- Professional education
- Education and training of teachers
- Higher education

**Table 2: Diagram of education – SNE**

Higher education - 3rd cycle: Doctorate	Minumim 180 credits				
Higher education - 2nd cycle: Master	Academic Master: minimum 120 credits. Provided by: Universities,	Professional Master: minimum 90 credits.	Specialisation diploma- NON-DEGREE. Minimum 50-60 credits		
Higher education - 1st cycle: Licenciatura	Credits: 180-240				
2nd cycle secondary education	General education: 10th, 11th, 12th class	Middle Technical-professional education (10th, 11th, 12th class)	Adult education	Distance education	
1st cycle secondary education	Basic general education: 7th, 8th, 9th class	Basic Professional Education (7th, 8th, 9th class)	Adult Education	Distance education	
Primary education	2nd cycle: 4rd-6th class	Adult education	Distance education		
	1st cycle: 1st-3rd class				
Pre-school	Pre-school: kindergarden, creche				

Source: Law 18/2018; Law 6/2016; Decree 30/2010

### 3.2.1 Overview of main education indicators

For this overview of main education indicators (Table 3), the report refers to data published by UNESCO's Institute of Statistics (UIS). The data shows progress in enrolment rates at all levels of education. However, the country faces an important challenge to achieve a sustained increase of enrolment in secondary education and in higher education to levels commensurate with the national strategic objectives.

**Table 3: Selected education indicators: enrolment rate and literacy rate**

#### ENROLMENT RATE

Years	2010	2015	2017	2018
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#### Primary (Net enrolment rate %)

Total	89,83	91,51	89,87	93,93
Female	86,69	88,77	88,23	92,48
Male	93	94,27	91,52	95,38

#### Secondary (Gross enrolment ratio %)

Total	25,23	33,57	35,41	...
Female	22,51	31,95	33,45	...
Male	27,99	35,22	37,39	...

#### Secondary (Net enrolment rate %)

Total	15,97	19,28	...	...
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Female	14,97	19,32	...	...
Male	16,99	19,23	...	...

### Tertiary (Gross enrolment ratio %)

Total	4,66	6,66	7,12	7,31
Female	3,67	5,58	6,34	6,53
Male	5,68	7,76	7,92	8,11

### Literacy rate (%) – 2017

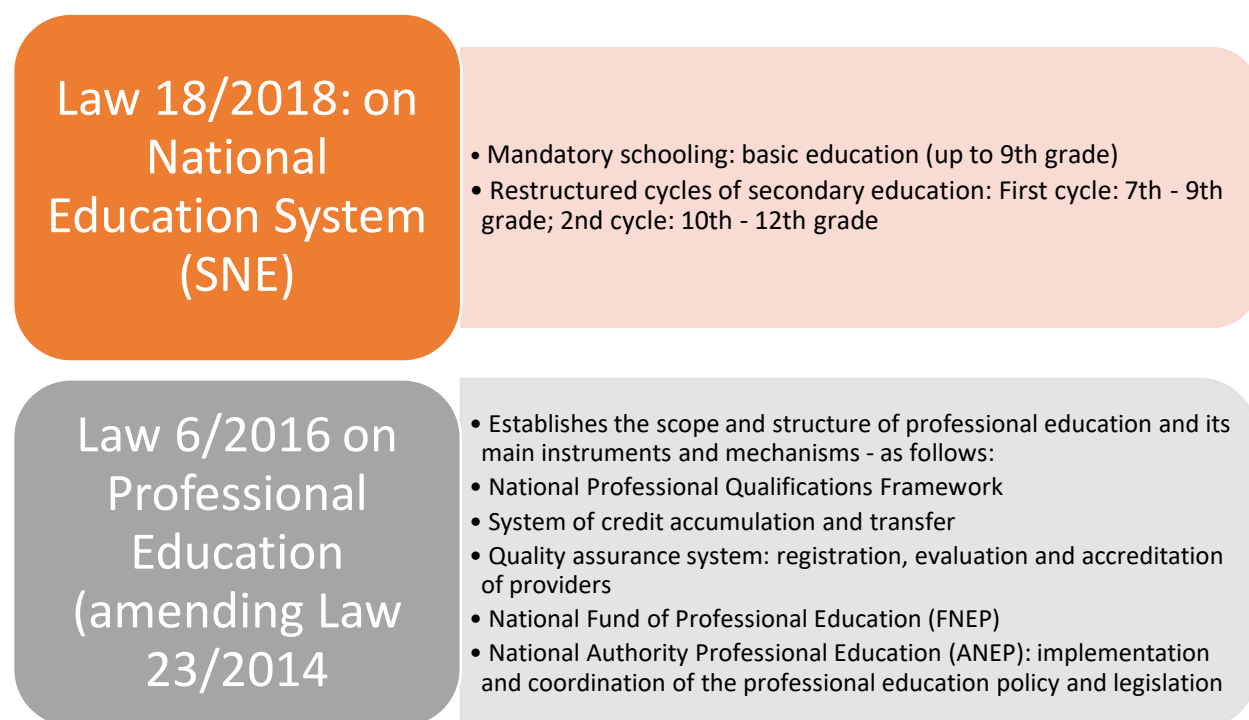
	Total	Male	Female
15-24 years	70,91	77,26	65,49
15 years and older	60,66	72,6	50,3
65 years and older	31,12	49,97	15,76

Source: [UNESCO, UIS](#)

### 3.3 Reforms in education and training

In the period 2014-2018, Mozambique adopted two fundamental laws underpinning reforms of the structure of education and training and introducing new policy instruments geared to transparency, articulation and quality of qualifications.

**Figure 1: Major education reforms**



#### Primary education

Since 2018, [INDE](#), the lead institution in curriculum planning and development under the Ministry of Education and Human Development, has carried out the reform of curriculum of primary education and of teacher training.

- Primary education: The organisation of primary education has been harmonised with Law 18/2018 (SNE). In addition, curriculum content is streamlined by reducing the number of subjects via integration in key subjects, emphasis on numeracy and literacy as fundamental outcomes of learning, polyvalent teacher (mono teacher).
- Teacher training: The curriculum organisation in the two main existing courses of teacher training is different and is costly for the Ministry. Therefore, they have been phased out. The new teacher training course, started in 2019, is structured as follows, namely, three years of learning after complete secondary education (12<sup>th</sup> grade), learning focused on three subjects, Mathematics, Portuguese, Physical Education, organised in spiral. The outcome of the new training of teachers programme has been polyvalent teachers of primary education.

### Higher education

In the period 2016-2018, CNAQ, the council in charge of quality assurance of higher education, continued the consolidation of SINAQES, defined by decree 63/2007. In particular through the measures briefly summarised below:

- Approved CNAQ's [Strategic Plan 2016-2025](#).
- Implemented three rounds of evaluation of programmes between 2016-2018: 120 courses evaluated, of which 115 were accredited.
- Elaborated and published online the [set of manuals and guidelines](#) supporting implementation the SINAQES: self-evaluation, external evaluation and accreditation.
- Elaborated the first [self-evaluation report \(CNAQ, 2018\)](#), including alignment with the African Standards and Guidelines for Quality Assurance ([ASG-QA](#)).
- CNAQ participated in HAQAA's [external evaluation carried out to pilot the ASG-QA](#) (2019).
- Establishment of Reference Centres in Quality and Qualifications: Expansion of outreach of SINAQES through agreements with higher education institutions selected via transparent procedure. The first memorandum of understanding was signed with University Eduardo Mondlane on 7 October 2019.
- Organisation of meetings, debates and events to disseminate information on SINAQES for different stakeholders and target groups, including the media.

For more information on SINAQES, refer to Section 7 of this report.

### Distance education

One of the contributors to increase the access to education is the modality of distance education. The number of courses and learners in distance education has grown to reach around 70 000 persons in 43 different courses.

Distance education is transversal – it is available in all subsystems of the SNE: general education, adult education, adult education, professional education, higher education and teacher education (Law 18/2018, Article 20). Distance education awards the same official type of certificate and diploma upon successful assessment.

[INED](#) is the institution in charge of regulation, evaluation and accreditation of providers' quality assurance; elaboration of instruments such as "Quality Referential" and Manuals to support providers. INED executes studies and analyses of external efficiency of adult education. To strengthen the performance and quality of distance education, INED is working on:

- Improving the quality referential, expanding its scope.
- Introduction of indicators focused on monitoring in the quality procedures at providers' level.

- Supporting providers and building their capacity to improve didactic materials and adjust them to the specificities of distance learning.
- Organisation of tracer studies of graduates from distance education.

### 3.4 National Development Strategy 2015-2035

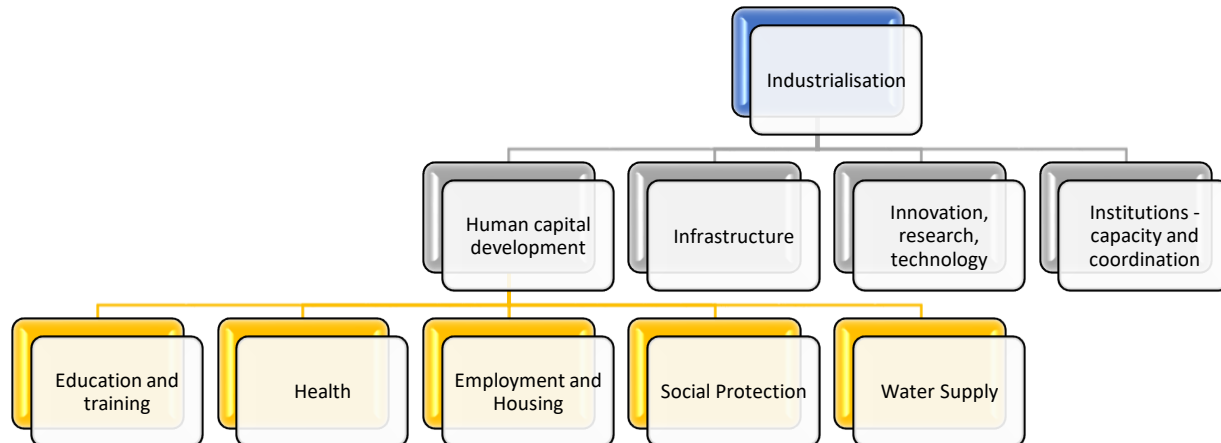
The Republic of Mozambique (2014) adopted an holistic [National Development Strategy](#), whose vision for Mozambique is of a prosperous, competitive, sustainable, secure and inclusive country. The development model is based on integrated policies and geared towards generation of wealth to assure improved living conditions of the population and fair income distribution.

The strategy is oriented to transform, expand and diversify the economy, by promoting industrialisation. This process is seen as the result of the interaction of policies in four pillars: a) human capital development; b) organisation and construction of physical infrastructure of productive nature; c) research, innovation and technological development in the areas of agriculture, animal production and fishery, energy, mineral resources, management of water resources and information technologies; and d) institutional capacity, articulation and coordination.

In the definition of the pillars of industrialisation, the strategy gives high priority to the role of education and training and calls for massive investment in training for middle- and higher-level qualifications in areas of current and prospective demand of the economy. Investment in training should go hand in hand with measures to retain specialised and trained human resources, minimising brain drain.

The education and training section of the National Development Strategy 2015-2035 is briefly unpacked in Section 3.4.1 of this report.

**Figure 2: Pillars of industrialisation according to National Development Strategy 2015-2035**



Source: [National Development Strategy 2015-2035](#), page vi. Figure: author of the report.

#### 3.4.1 Education and training objectives in the National Development Strategy 2015-2035

The chapter on education and training of the National Development Strategy (pages 23-24) recognises that Mozambique faces severe shortages of human resources in the technical-professional domain and requires the education and training system to continue the reforms to rapidly respond to demand. This call for reform implies closer collaboration with the private sector and employers in defining the set of needed competencies and in designing curricula.

The specific orientations of the National Development Strategy 2015-2035 include:

- Increase training provisions relevant for the priority sectors: agriculture and animal production; mining and hydrocarbons; hydroelectric energy; construction.
- Associate education in higher education institutions with processes of validation of competencies to increase the competitiveness of graduates.
- Promote access, equity and expansion of technical-professional education
- Expand the project of higher education, science and technology and increase the number of graduates with scientific and technological qualifications.
- Develop a policy of public technical education with strong emphasis on science, information technology and systems and commercial activities.
- Develop strategic partnerships with the private sector to improve technical-professional education, in particular by strengthening internships in enterprises, work-based learning and co-funding of training.
- Develop a public system of labour market information, oriented to the wider public and providing learners and graduates timely information on employment opportunities.
- Strengthen and disseminate information on public employment training and active labour market measures, developed in cooperation with the world of work.

The National Development Strategy defines a comprehensive table of target indicators. Table 4 focuses on the education related indicators.

**Table 4: Target indicators of the National Development Strategy (education)**

Indicator	Baseline	Target 2035
Completion rate of primary education	47%	90-95%
Illiteracy rate	46%	27-30%
Net enrolment rate in basic education	45%	75%
Ratio higher education students /1000 population	3/1000	7/1000

Source: [National Development Strategy](#), page 50.

The [Strategic Plan of Education 2013-2016](#) is concluded. The Ministry of Education and Human Development with UNESCO's support carried out the [review of education policies](#), published in 2019. The report presents recommendations to the identified policy issues and challenges of the system, categorised in three domains:

- Policy and general planning of the system
- Policies for teacher training and professional development
- Quality of education

## 4 Scope and structure of the National Qualifications Framework

### 4.1 Scope and objectives

#### 4.1.1 Scope of the subsector qualifications frameworks and proposed unified NQF

The qualifications framework experience of Mozambique started in 2010, when the qualifications framework for higher education (QUANQES) started being enforced.

Currently, two qualifications frameworks co-exist, each covering a different zone of the qualifications panorama: **QUANQES**, which has been designed for higher education, and **QNQP**, which has been designed for professional education (non-tertiary).

1. **QUANQES:** The NQF for higher education was adopted by Decree 30/2010 of 30 August. This framework is specific for qualifications of higher education, classified in three main cycles and two complementary levels of qualifications intended for upgrading knowledge and skills, as well as for specialisation.

QUANQES is intrinsically connected with two structuring components of the higher education system:

- National System of Credit Accumulation and Transfer (SNATCA): Since all qualifications must be structured and measured in academic credits and based on learning outcomes (knowledge, skills and competencies).
- National System of Evaluation, Accreditation and Quality Assurance in Higher Education (SINAQES).

QUANQES is undergoing a revision in preparation of the upcoming adoption of the unified NQF of 10 levels and to reinforce mechanisms supporting more effective implementation by all higher education institutions. The new draft decree underpinning the revised QUANQES, is in consultation. The draft revised QUANQES introduces important novelties and adjustments:

- Term “qualification” – It introduces a consistent use of the term “qualification” in the definition of levels and degrees.
  - Level structure – The level structure is referenced to the 10-level structure of the proposed unified NQF. Level structure: six levels (fifth to tenth).
  - Volume of qualifications – Revises the volume of qualifications (see Section 4.2.1 of this report).
  - Fields of education – It defines the fields of education in which qualifications are awarded.
  - Introduces the notion of “types” of certificates and diplomas.
  - Use of level of qualification – Mandatory indication of the level of qualification in diplomas and certificates, for example: academic degrees and completion of non-degree professional qualifications and specialisation.
  - Methodology and tools to design qualifications – a) Higher education institutions have academic autonomy to design qualifications and courses submitted to appreciation and approval by the institution implementing QUANQES; b) The procedures and tools used in the design and registration of qualifications are established by QUANQES implementing institution.
  - Renewal of qualifications – Every five years to assure their validity, relevance and competitiveness.
  - Registration of qualifications – Mandatory before accreditation of the related courses.
2. **QNQP:** The National Professional Qualifications Framework, adopted by Law 6/2016 of 16 June regulating professional education. QNQP includes only qualifications from non-tertiary professional education, in a structure of five levels.

QNAP operates in close interdependence with the system’s main mechanisms:

- System of Credit Accumulation and Transfer (SATCEP)
- System of Quality Assurance of Professional Education (SGQEP)

It is worth noticing that the objectives and scope of application of the QNQP have been defined in Law 6/2016 (Articles 27, 28 and 29), representing the main legal base of the framework.

But the definition of QNQP’s levels and level descriptors, its main five qualifications and their vertical progression has been agreed in 2011 by the Executive Commission of the Reform of Professional Education (COREP). Two documents present the QNQP:

- COREP (2011a), Manual de Desenvolvimento de qualificações e módulos curriculares (Manual for Development of Qualifications and Curricular Modules)
- COREP (2011b), Orientações Metodológicas e Instrumentos para a Elaboração de Qualificações (Methodological Orientations and Tools for the Development of Qualifications).

Although most of key building blocks of the QNQP exist and are operational, the complete and consolidated QNQP implementation regulation, foreseen in Article 29 of Law 6/2026, is yet to be adopted by the government, according to the clarification received from ANEP in February 2020 for this report.

The principles, norms and levels defined in QUANQES and QNQP apply and are mandatory at national level for all institutions of education and training (public and private).

### 3. Unified NQF

The **new unified NQF** is in an advanced stage of development and consultation at the time of writing.

- The complete proposal of the unified NQF of 2019 comprehensively defines the inclusive scope of the framework, which encompasses all levels of qualifications in a 10-level structure.
- It is worth mentioning that the new NQF aims to coherently align the two frameworks (QUANCES and QNQP) under the new common structure of levels and descriptors, but the two currently existing frameworks will continue to be applied within the respective subsystems. In this perspective, QUANQES is being reviewed, and the draft revised decree is in consultation at moment of writing this report.

The principles, objectives and norms of the new unified NQF will be binding for all providers of education and training legally established and providing training leading to qualifications of all subsystems of the SNE.

#### 4.1.2 Objectives

The objectives of the two co-existing sectoral frameworks are defined in the respective legal base and share some common features.

##### a) QUANQES (Decree 30/2010) has the following objectives:

- Instrument to classify qualifications and courses of higher education.
- 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.
- Main Objectives:
  - Establish parameters and common criteria for design of qualifications and to ease their comparability in the higher education subsystem;
  - Establish coherence and transparency in the higher education subsystem, easing understanding and articulation of different qualifications in a uniform and harmonised system;
  - Facilitate harmonisation with the higher education subsystems of the region, in view of better mobility, employability and competitiveness.
- Principles: Equality, equity, transparency and flexibility.

##### b) QNQP

- Structures the programmes, curriculum content and final outcomes of professional education in terms of qualifications and competencies of the workforce, combining them with level descriptors with the aim to improve the quality and relevance of professional education and contribute to employability of graduates and competitiveness of the national economy.
- 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, active participation and articulation among employers, workers and civil society with the institutions of the system of professional education in the definition of the competence standards.
- Establish a framework for equivalence between professional training acquired in the institutions and outside with the aim to recognise and valorise training in the labour market.
- Provide qualified human resources and expand the supply of workforce for development.
- Operationalise the principle of LLL, facilitating recognition of short-term courses and competencies acquired outside of training institutions.
- Encourage flexible learning pathways, permanent apprenticeship and continuous training of the workforce.
- Provide a framework for equivalence between professional and general qualifications.
- Establish the framework for evaluation and certification, in terms of professional outcomes.
- Provide a base for the accumulation and transfer of credits in and between qualifications.
- Align the national system of professional education with international and regional requirements, especially SADC.

The description of the scope of the qualifications frameworks given in this version of the report can evolve and change rapidly depending on the pace of the above-mentioned process of co-creation of a new unified framework and on the further interplay of both co-existing sector frameworks with the new unified NQF.

The proposed unified NQF (draft of 2019) will pursue objectives related with integration and articulation of qualifications from all subsystems of the SNE, transparency, comparability, mobility, portability, lifelong learning, employability and, finally, access to qualifications of the SNE via validation and recognition of acquired competencies.

With the future adoption of the unified NQF, three not two (if general education framework is considered) sectoral qualifications frameworks will co-exist and interact with the NQF. The current draft legal Act of the unified NQF indicates that:

- The new NQF will operate as a comprehensive national framework, defining *common* principles and descriptors, and the *general* procedures, standards and tools for the design, registration and revision of qualifications within the context of the SNE.
- At the same time, the sectoral frameworks will remain responsible for the definition of the *specific* procedures, technical standards and tools for the design, registration and revision of qualifications within the respective sectoral frameworks. These specific procedures and standards are to be compatible with those established by the unified NQF.

The translation into practice of this interplay between unified NQF and sectoral frameworks will need further discussion between the concerned entities. This discussion will be part of process of operationalisation of the unified NQF and will include aspects of governance and cooperation between subsystems and the NQF, besides technical-methodological dimensions.

This co-construction, from the one side, reflects the current dynamics towards the agreement on a unified comprehensive framework and, from the other side, the interplay between two operational frameworks of partial coverage (QUANQES and QNQP) to engineer a coherent and common language under the umbrella of the unified framework.

This negotiation is visible in the discussion on positioning of qualifications in NQF levels, especially on the classification in the middle zone of the framework, where the higher levels of non-tertiary professional education interact with higher education. This discussion is addressed in Section 4.2. of the report.

## 4.2 Levels of the subqualifications frameworks and the proposed NQF

### 4.2.1 QUANQES

[QUANQES](#), the qualifications framework for higher education, created by Decree 30/2010, has its structure indicated in Table 5.

**Table 5: QUANQES – qualifications, cycles, degrees, credits**

#### 1. Cycles and academic degrees

Programme	Cycle	Degree	Academic credits (minimum)	Semesters
Postgraduation	Third	Doctorate	180	6
Postgraduation	Second	Master - Master academic - Master professional	75-120 120 90	3-4
Graduation	First	Licenciatura	180-240	6-8

#### 2. Short-term programmes

Programme	Cycle	Degree	Academic credits (minimum)	Semesters
Postgraduation	Specialisation	Diploma of specialisation  At the level of second cycle. Not a degree	50-60	Credit accumulation and transfer to courses leading to academic degrees
Graduation and postgraduation	Short duration	Certificate "A" Certificate "B"	50-60 25-30	Credit accumulation and transfer for courses leading to academic degrees

Source: QUANQES

As mentioned above, QUANQES is undergoing revision, and the new draft decree (2019) is in consultation. The core changes to be introduced in the level structure comprise:

- Alignment with the 10-level structure of the proposed unified NQF: QUANQES' levels would span 6 to 10.
- Revised volume of learning in qualifications:
  - o First cycle: Licenciatura - 240 credits in eight semesters. Some qualifications, such as in the fields of engineering, industry and health and well-being can have more than 240 credits (five years).
  - o Second cycle: Master – 120 credits
- Introduced new types of qualifications referenced in the professional pillar of the proposed unified NQF: a) Certificate 1 at Level 6; b) Certificate 2 at Level 7; c) Certificate 3 at Level 8.
- Fields of education:
  - o Education
  - o Humanities and arts
  - o Social sciences, business and law
  - o Natural sciences and technology
  - o Engineering, industry and construction
  - o Agriculture
  - o Health and well-being

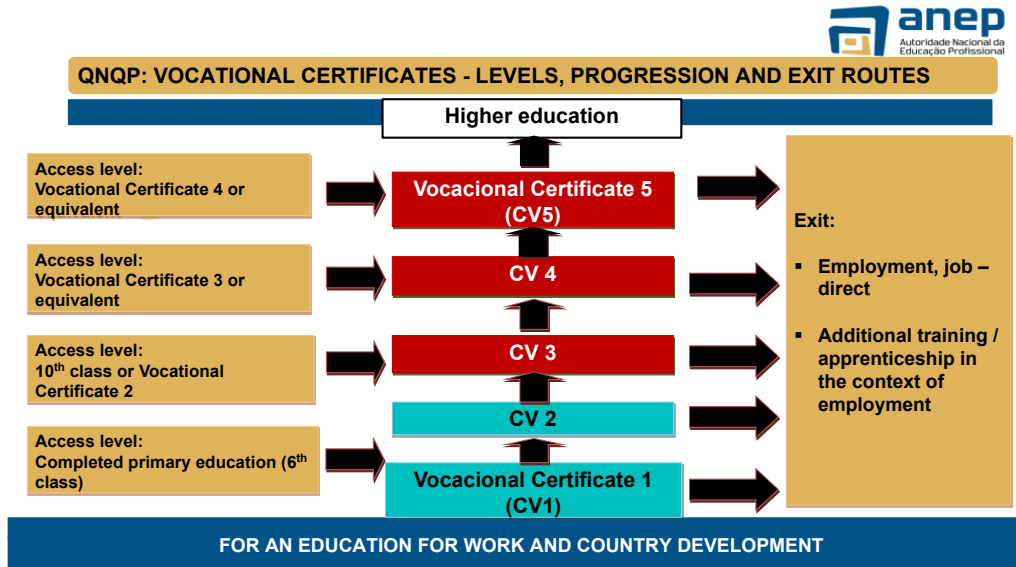


- Services.

#### 4.2.2 QNQP

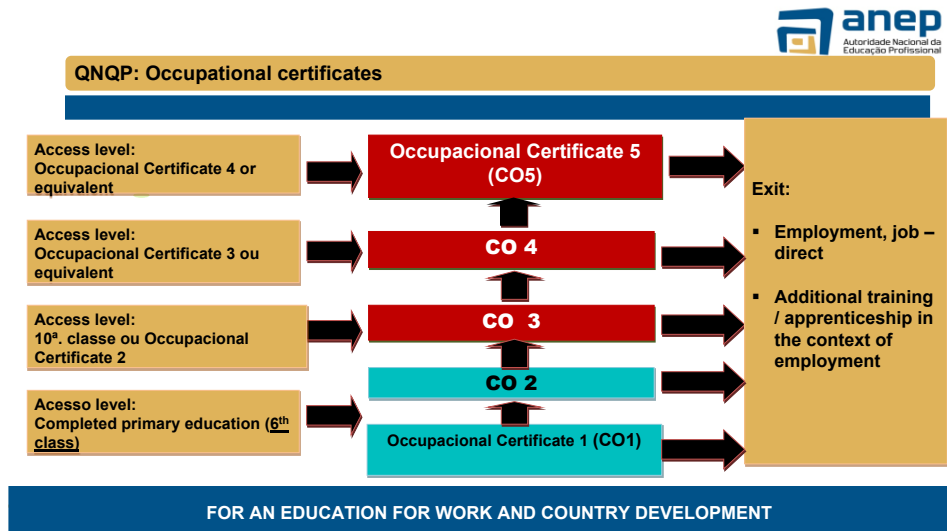
QNQP, the qualifications framework for non-tertiary professional education classifies and links its qualifications as presented in Figures 3 and 4. Figure 3 portrays the structure of qualifications of the type “CV”, whereas Figure 4 presents the levels of qualifications of the type “CO”. CVs of the highest level (5) give access to higher education, unlike COs. The levelling of both types in the draft unified NQF is a question still open and is discussed in Section 4.2.3 of this report.

Figure 3: QNQP – Vocational certificates



Source: ANEP – Presentation for ACQF workshop in Maputo, on 23 January 2020

Figure 4: QNQP – Occupational certificates




Source: ANEP – Presentation for ACQF workshop in Maputo, on 23 January 2020

COs span Levels 1 to 5, as do CVs. However, the COs certify learning outcomes of a predominantly practical nature, shaped through training and assessment with a lower proportion of theoretical learning, and a larger share of work-experience-related learning. The comparison between COs and CVs in respect to weighting of types of competencies is schematised in Figure 5.

In discussing the rationale for levelling of CVs and COs in the proposed unified NQF, ANEP bases its argument on the comparison of the different types of competencies encapsulated in the two types of certificates (Figure 5). ANEP argues that the intrinsic value of the outcomes of COs is equivalent to the outcomes of CVs, justifying similar levelling for both types of qualifications in the unified NQF.

**Figure 5: Comparing competencies and volume of learning – CV and CO**

**Levels I e II – Credits of CV and CO by types of competences**



Type de competences	CO 1		CO 2		CV 1		CV 2	
	Nº of credits	%	Nº of credits	%	Nº of credits	%	Nº of credits	%
General (key)	10	17%	8	10%	16	20%	16	16%
Vocacional	14	23%	24	30%	56	70%	74	74%
Work experience	36	60%	48	60%	8	10%	10	10%
<b>Total credits</b>	<b>60</b>	<b>100%</b>	<b>80</b>	<b>100%</b>	<b>80</b>	<b>100%</b>	<b>100</b>	<b>100%</b>

*POR UMA EDUCAÇÃO PARA O TRABALHO E DESENVOLVIMENTO DO PAÍS*

#### 4.2.3 Unified NQF (proposed)

The motivation behind working towards a unified NQF is rooted on national objectives, such as the promotion of an integrated vision of all qualifications from all subsystems and facilitation of lifelong learning based on competencies. It also has links with the SADC regional integration agenda and commitments to harmonise qualifications systems. Dynamics of mobility of Mozambican workers and learners in the SADC space, especially to South Africa, require well-functioning mechanisms assuring portability and recognition of qualifications.

The proposed unified NQF has a 10-level structure, based on the articulation of three subframeworks: general education and adult education (in the area of Ministry of Education); professional education (in the area of ANEP), and higher education (under the mandate of CNAQ). Table 5 presents an overview of the proposed NQF grid.

The draft legal text of the unified NQF defines the comprehensive structure of levels, integrating the qualifications of the three sub-frameworks. Articles 16, 17 and 18 define the levels and qualifications integrated in each of the sub-frameworks, namely, a) general education, b) professional education and c) higher education. Table 6 schematises the structure of the NQF – articulating the three sub-frameworks.

The discussion of the NQF level structure is advanced, but some aspects remain open. Some of the central points of discussion are:

- One of the debated issues is whether or not COs of the professional education system should be placed and levelled in the unified NQF. ANEP backs the proposal to include these qualifications, aligning them with the levels of CVs.
- Another difference of views concerns the levelling of the CV 5 (and its equivalent diploma of second cycle of secondary education). ANEP recommends placing these qualifications at NQF Level 5 - and not at Level 4.

**Table 6: Unified NQF (proposal of October 2019, under discussion)**

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	

Source: Proposal of decree approving the NQF (2019) – version discussed in January 2020

These questions are not of a technical nature only. The involved institutions may decide to weight the technical arguments and the arguments of social and political nature, such as:

- How relevant for the National Development Strategy are COs?
- Is social demand for COs growing?
- What kind of feedback comes from employers hiring workers with COs?

As the stakeholders and experts from CNAQ and ANEP carry on the reflection, gradual adjustments and fine-tuning of the NQF structure will emerge.

It is worth emphasising that qualifications on Levels 6, 7 and 8 of the type certificate 1, 2 and 3 are regulated by the revised QUANQES (draft decree of 2019 in consultation).

#### 4.3 Level descriptors of the qualifications frameworks and the proposed NQF

The three frameworks have defined the respective level descriptors using similar categories, as summarised in Table 7.

**Table 7: Categories of level descriptors and their use in the three qualifications frameworks**

Category of level descriptors	Used in qualifications framework
Knowledge	QUANQES, QNQP, unified NQF
Skills	QUANQES, proposal of unified NQF
Application of skills	QNQP
Competencies	QUANQES
Autonomy and responsibility	Proposal of unified NQF

Degree of autonomy and attitudes	QNQP
----------------------------------	------

The level descriptors of QUANQES and of the proposed unified NQF are included in Annexure 1 of this report.

The proposed unified NQF adopted a double layer of level descriptors:

1. Level descriptors of qualifications: Characterise the learning outcomes of each level in general terms as a summary of knowledge, skills and competencies.  
The level descriptors act as references for the definition of the exit profile and the learning outcomes specific of each education and training programme leading to qualifications of the SNE. The level descriptors of the proposed unified NQF are presented in Annexure 1.2 of this report.
2. Level descriptors by category of competence: The summary of competence developed at each level comprises ten categories:
  - a. Knowledge
  - b. Application of knowledge
  - c. Methods and procedures
  - d. Problem-solving
  - e. Ethics and professional practice
  - f. Access, processing and management of information
  - g. Production and communication of information
  - h. Context and systems
  - i. Capacity to learn independently
  - j. Responsibility and accountability.

The level descriptors by category of competence have a purpose distinct from level descriptors of qualifications. They act as references for the definition of performance standards expected as learning outcomes in each education and training programme leading to a qualification of the SNE.

The revised QUANQES (draft decree of 2019 in consultation) applies the same approach proposed for the unified NQF, combining level descriptors of qualifications and level descriptors by category of competence.

#### 4.4 Use of learning outcomes

##### 4.4.1 Place of learning outcomes in the legal framework

Analysis of the substantive legal base and methodological orientations of higher education and professional education provides ample evidence that learning outcomes as a notion of policy, methodological and practical nature is rooted as a core pillar in:

- Design of qualifications and related courses
- Application of credit accumulation and transfer system
- Application of quality assurance of programmes
- Assessment of acquired learning.

#### **QUANQES**

In Article 6, Decree 30/2010 defines the four basic components for implementation of QUANQES:

- Learning outcomes
- Knowledge
- Skills
- Competencies.

The decree establishing QUANCES defines levels and level descriptors comprehensively.

The basic elements of the credit accumulation and transfer system include a) Learning outcomes, expressed in terms of competencies to be acquired, and b) Workload (Article 9 of decree 32/2010).

### QNQP

The QNQP's levels and level descriptors, as well as progression routes between levels are published at [ANEP](#).

The Law 6/2016 on Professional Education defines that programmes and curricula of all levels and volume (duration, workload) are based on competence standards, in accordance with the QNQP, and are structured in a manner allowing the accumulation and transfer of credit. This rule applies to all types of professional education: technical-professional, professional training, and validation of competencies acquired out of education and training institutions.

### Unified NQF (proposed)

In Article 1, the draft legal Act of the new NQF states that promotion of competency-based education is one of the objectives of the NQF. The NQF's level descriptors characterise the learning outcomes of a qualification at defined levels, in terms of knowledge, skills, and autonomy and responsibility.

#### 4.4.2 Practical application

Guidance on practical application in the proposed unified NQF has not yet been elaborated, as the adoption process of the main legal Act is underway. For the purposes of this report and bearing in mind the available information, the overview on practical application of the learning outcomes approach is centred on qualifications of professional education, in which the approach is well rooted and qualifications registered in the [ANEP's National Qualifications Catalogue](#):

- ANEP, the Sectoral Technical Committees and the System of Quality Assurance (SNAQEP) guarantee that all qualifications and related programmes are based on the competence-based approach.
- The applied methodological framework for design of qualifications and curricular modules is centred on units of competence (COREP, 2011a and 2011b).

The National Catalogue of Qualifications gives access to full information on the programmes of all registered qualifications. Table 7 summarises the learning outcomes of two qualifications of level CV5, as defined in the respective qualification's documentation. All qualifications (CV) combine a) mandatory technical learning outcomes and b) general/transversal learning outcomes.

**Table 7: Learning outcomes in professional qualifications – two examples**

Qualification	Main features	Main learning outcomes (LO) (Units of LO)
- <a href="#">Mecanica de Maquinagem</a>	<ul style="list-style-type: none"> <li>- Level: CV5 of QNQP</li> <li>- Approved: Oct 2011</li> <li>- Sector: Engineering and manufacturing</li> <li>- Total nr credits: 120</li> <li>- Occupations: mechanical turner, mechanical milling machine, mechanical rectifier, flattener, stipender, drilling machine operator, trimor, mechanical construction</li> </ul>	<p><u>Technical LO, mandatory (13 items)</u></p> <ol style="list-style-type: none"> <li>1. Document assemblies for machine installations</li> <li>2. Run simple three-dimensional drawings and models through computer</li> <li>3. Control the quality of pieces using metrology elements</li> <li>4. Plan and organise industrial equipment maintenance work</li> <li>5. Guide the maintenance and installation of industrial equipment</li> <li>6. Use lathes and milling machines for complex maintenance and repair activities of machinery and equipment</li> <li>7. Use rectifiers, planers and boring machines for maintenance and repair activities of machinery and equipment</li> <li>8. Turn simple pieces using lathes with computer numerical command (CNC)</li> </ol>

	<p>assembler, tool machine operator with numerical control. Can supervise teams in manufacturing activities and maintenance of workshop and industrial equipment</p>	<p>9. Simple milling parts using CNC milling machines  10. Machine complex pieces using CNC and CAD/CAM machines  11. Supervise workshops, human resources and production processes  12. Run the integrative project  13. Gain work experience from industrial companies</p> <p><u>General/Transversal LO (seven items)</u></p> <ol style="list-style-type: none"> <li>1. Use English for social, personal and professional purposes</li> <li>2. Communicate information related to the profession</li> <li>3. Read and respond to written materials</li> <li>4. Produce written materials</li> <li>5. Interpret physical space in 3D</li> <li>6. Participate in a debate as keynote speaker and as a key player</li> <li>7. Interpret information contained in informative and explanatory texts, and produce explanatory, informative and informative texts</li> </ol>
<p>- <a href="#">Operações hoteleiras</a></p>	<p>- Level: CV5 QNQP  - Approved: date not indicated  - Sector: Hotels and tourism  - Total nr credits: 120  - Occupation: chef</p>	<p><u>Technical LO, mandatory (14 items)</u></p> <ol style="list-style-type: none"> <li>1. Demonstrate supervisory skills</li> <li>2. Demonstrate skills for training</li> <li>3. Establish financial control procedures</li> <li>4. Control of hygiene and safety practices</li> <li>5. Identify human resources management practices</li> <li>6. Establish marketing procedures for hospitality and tourism</li> <li>7. Conduct customer satisfaction surveys</li> <li>8. Promote and manage a hotel event</li> <li>9. Supervise reception operations</li> <li>10. Supervise floor management operations</li> <li>11. Monitor operations for beverage services</li> <li>12. Monitor operations for food services</li> <li>13. Control storage levels in the workplace</li> <li>14. Explore business opportunities at the local level</li> </ol> <p><u>General/Transversal LO (eight items)</u></p> <ol style="list-style-type: none"> <li>1. Use English for social, personal and professional purposes</li> <li>2. Communicate information related to the profession</li> <li>3. Read and respond to written materials</li> <li>4. Produce written materials</li> <li>5. Solve logarithmic growth problems</li> <li>6. Solve optimisation issues using bounds and derivatives</li> <li>7. Participate in a debate as keynote speaker and as a key player</li> <li>8. Interpret information contained in informative and explanatory texts, and produce explanatory, informative and informative texts</li> </ol>

Source: [ANEP](#). Table: author of report

#### 4.5 Definition of “qualifications”

QUANQES (Decree 30/2010) established the main definitions related to the notion “qualifications”:

- **Qualification** - The formal result of an evaluation and validation process obtained when the learning results are achieved according to previously defined requirements.
- **Certification** – The formal recognition of the successful realisation of a defined set of results.
- **Certificate** – A qualification conferred and relating to the successful completion of a course or study programme, distinct from a degree.
- **Diploma** – The qualification awarded in higher education after the successful completion of a postgraduate course or programme.

- **Degree** - The qualification conferred by higher education institutions after the successful completion of a cycle or program of studies.
- **Competence** – The ability to perform tasks and fulfil obligations within the standard of performance expected in any activity or profession and is defined in terms of responsibility and autonomy.
- **Level of training** – The stage of progression of a student during his/her training, generally corresponding to one year of training.
- **Learning outcome** – The set of knowledge, level of understanding and skills of the student at the conclusion of the learning process, described in terms of knowledge, skills and competencies.
- **Knowledge** – The results of the assimilation of information through the learning process that can be defined in theoretical and/or factual terms.
- **Skills** – The skills to apply knowledge and use the resources acquired to complete tasks and solve problems.
- **Academic credit** – The unit of measurement of the work successfully carried out by the student in all its forms to achieve the learning results provided in a discipline or module

The **proposed NQF** uses the following definitions (Article 14):

- **Qualification** – The formal result of an evaluation and validation process obtained when the learning results are achieved according to previously defined requirements.
- **Competence** – A set of capabilities, skills and attitudes that enable the performance of tasks and fulfilment of obligations within the standard of performance expected in any activity or profession, using knowledge and applying adequate methodologies, with responsibility and autonomy, in professional, social situations and/or study contexts.
- **Learning outcomes** are obtained through knowledge, level of understanding, skills, autonomy and responsibility acquired by the learner during the learning process.

#### 4.6 Development of qualifications in the sub-qualifications frameworks

The subsystems of higher education and professional education defined principles, norms and procedures underpinning the processes of design, validation and renewal of qualifications and related programmes. Both subsystems developed methodological guidance and technical orientations for developers of programmes and for accreditation of qualifications aligned with the quality assurance frameworks and the systems of credit accumulation and transfer.

A fundamental difference between the two subsystems relates to autonomy versus centralisation:

- In higher education: The higher education institutions have the academic autonomy to design their programmes and submit them in the quality assurance process as defined by legislation.
- In professional education: ANEP is responsible for the design of programmes and qualifications of the QNQP, working in close cooperation with the sectoral technical committees.  
The adopted methodological base underpinning the development of qualifications is competence-based and its use is aligned with the QNQP level descriptors. These key elements of QNQP are in implementation as demonstrated by qualifications included in the [ANEP Catalogue of Qualifications](#).
- CNAQ evaluates and accredits programmes and the related qualifications in higher education.

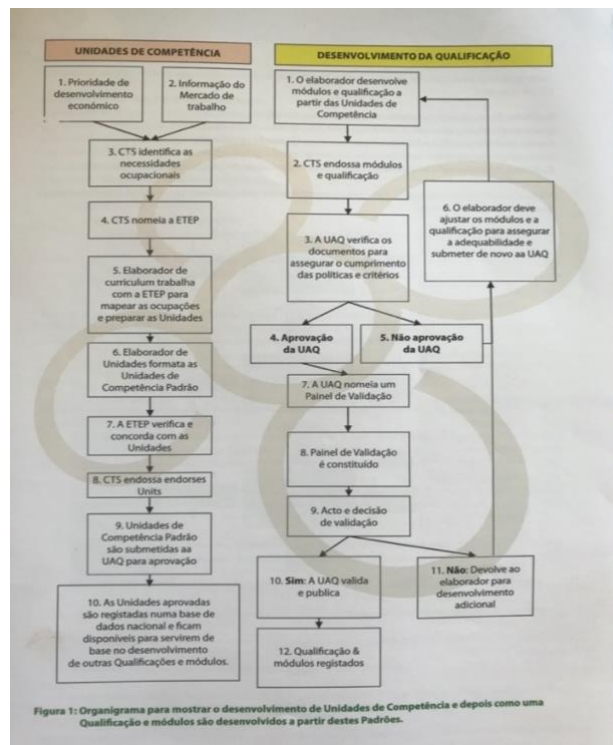
Table 8 presents the guiding elements of the qualifications development cycle in both subsystems.

#### **Table 8: Development of programmes and qualifications**

Element	Higher education	Professional education
Legal base	<ul style="list-style-type: none"> <li>- <a href="#">Law 27/2009</a>, Art 7</li> <li>- <a href="#">QUANQES, Decree 30/2010</a></li> <li>- <a href="#">System Credit Accumulation and Transfer, Decree 32/2010</a></li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">Law 6/2016 on Professional Education</a></li> <li>- <a href="#">Statute of ANEP</a></li> </ul>
Responsibility for development, renewal of programmes and qualifications	Higher education institutions <ul style="list-style-type: none"> <li>- <a href="#">Law 27/2009</a>, Art 7</li> </ul>	ANEP working in close cooperation with sectoral technical committees
Methodological guidance (manuals, guides)	<ul style="list-style-type: none"> <li>- <a href="#">CNAQ (2018), Guião para elaboração do relatório de auto avaliação – acreditação previa</a></li> </ul>	<ul style="list-style-type: none"> <li>- COREP (2011a), Manual for development of qualifications and curricular modules</li> <li>- COREP (2011b), Methodological Orientations and Tools for the Development of Qualifications</li> <li>- COREP, Manual de Validação e Registo de Qualificações</li> </ul>

The recommended qualifications development process in professional education is presented in Figure 6.

**Figure 6: Flow chart – Development of units of competence as starting point to design qualifications and modules**



Source: COREP (2011a), page 7

To document the process, all qualifications describe the used methodology and workflow. For example, the [CV5 of Auto mechanics](#) was developed as follows:

- A study of the automotive sector in Mozambique, with the aim of identifying the needs of technicians in this sector in the country;
- Approval by the STAC of the priority qualifications to be developed;
- Elaboration of competence units and detailed modules, according to the methodology approved by ANEP, by a group of specialists in the area of engineering and industrial production;



d) Consultation with the productive sector through the technical standards team in relation to the competence units.

#### 4.7 Access to qualifications, progression, credits in the subqualifications frameworks

Access to and progression in higher education and in professional education are defined in the two main Laws: [18/2018 \(on SNE\)](#) and 6/2016 (Professional Education).

The visual overview of progression in higher education is provided in Section 4.2 (NQF levels) of this report.

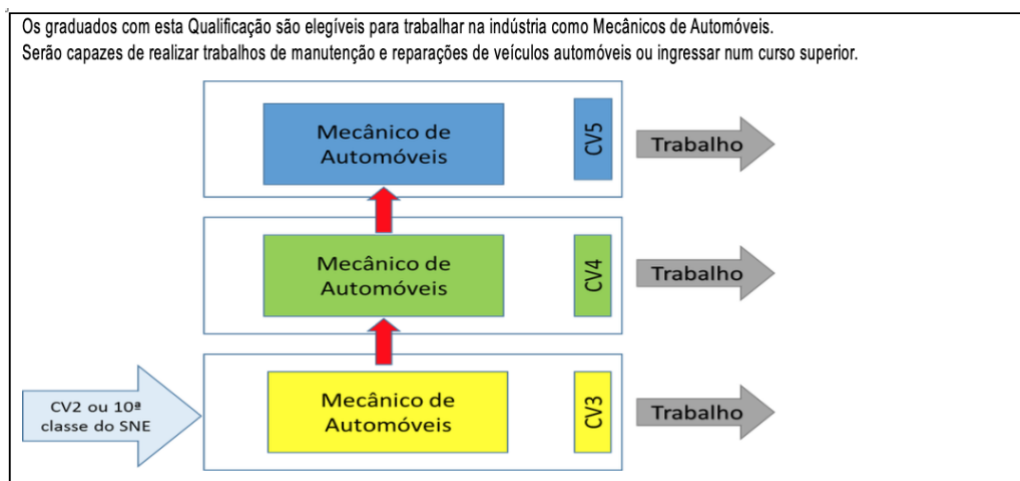
##### Higher education

- Table 2 shows the articulation between levels in vertical progression.
- The credit accumulation and transfer system (SNATCA) is regulated by Decree 32/2010.
- To determine the number of credits by subject or module, SNATCA defines one credit unit as 25-30 hours of workload, including all activities (contact hours in theoretical and practical classes, individual study, preparation for examinations, sitting examinations). One year of learning workload corresponds to 50-60 credit units.

##### Professional education

- Figures 3 and 4 specify the articulation and vertical progression of the two main types of professional qualifications: CVs and OCs. Figure 7 illustrates vertical progression within one field of qualification.

**Figure 7: Example of progression flow in QNQP – qualification of auto-mechanics**



Source: [ANEP: CV5 auto mechanics](#)

In professional education the volume of qualifications is expressed in credits:

- 1 credit corresponds to 10 normative hours of learning workload
- CVs (five levels) correspond to 120 credits each (one year of learning). The continuum of CV3-CV4-CV5 represents three years of learning (360 credits QNQP).
- Learners may exit at each level (CV3, CV4, CV5) to labour market or other activities. Learners may progress vertically. Horizontal mobility to other programmes is eased by the system of credit accumulation and transfer.

#### 4.8 Relationship of the sub-qualifications frameworks and proposed NQF with other instruments

QUANQES is closely interconnected with:

- The credit accumulation and transfer system (SNATCA, decree 32/2010)

- National System of Evaluation, Accreditation and Quality Assurance of Higher Education (SINAQES, decree 63/2007).

Likewise, the QNQP is bound by Law 6/2016 with the following instruments:

- System of professional internships
- System of Credit Accumulation and Transfer of Professional Education (SATCEP)
- National System of Registration, Evaluation, Accreditation and Quality Assurance of Professional Education (SNACEP)
- System of evaluation and certification of learners
- System of evaluation and certification of trainers, evaluators and verifiers.

According to the draft legal Act of 10/2019, the proposed unified NQF will have a close link with the three sub-frameworks (general education, professional education and higher education), and with the register of qualifications, which will be operationalised with the contribution of the sub-frameworks.

## 5 Legislation

### 5.1 Legal Acts directly applying to the NQF and sub-qualifications frameworks and implementation

The legal base of QUANCES and QNQP is in place, in both cases it is articulated with the key mechanisms of the respective subsystems: credit accumulation and transfer systems and quality assurance. Table 9 lists the main legal Acts.

**Table 9: Main legal Acts applying directly to the NQFs**

QUANCES	QNQP	New unified NQF (draft)
<b>Decree 30/2010 – the specific legal Act</b> The substantially revised decree on QUANCES (2019) is in consultation	Law 6/2016	Draft decree of unified NQF (2019) in consultation
<b>Decree 32/2010</b> Credit accumulation and transfer		
<b>Decree 63/2007</b> National System of Evaluation, Accreditation and Quality Assurance		
<b>Resolution 23/2009:</b> Professional qualifiers of specific functions of CNAQ		
<b>Decree 48/2010:</b> Regulation and functioning of higher education institutions		

### 5.2 Relation with other related legal Acts/regulations

QUANCES (Decree 30/2010), QNQP and the proposed unified NQF are related with the legal Acts listed below.

- Law 27/2009 on Higher Education
- Law 18/2018 on SNE: Regulates the structure of the SNE, including the higher education subsystem
- [Law 23/2007 on Law](#): Article 54 on “Workers’ rights” determines that workers have the right to employment matched with his/her skills and capacities and to technical-professional training.

## 6 Organising systems: governance, institutions, stakeholders

### 6.1 Governance, roles, functions – policy, coordination, implementation, monitoring

Higher education and professional education have defined governance frameworks.

Table 10 outlines the main features of the governance set-up in higher education and professional education, indicating the lead institutions and partners, as adequate.

**Table 10: Governance: higher education and professional education subsystems**

Lead functions	Higher education	Professional education
Sector policy: making, coordination, implementation, articulation	Ministry of Science Technology Higher, and Professional Education <ul style="list-style-type: none"> <li>National Directorate of Higher Education</li> <li>Council of Higher Education (articulation and advice to Minister)</li> </ul>	<ul style="list-style-type: none"> <li>National Directorate of Technical-Professional Education</li> <li>ANEP: Implementation, regulation</li> </ul>
Qualifications framework	<b>QUANQES:</b> <ul style="list-style-type: none"> <li>CNAQ: Implementing body.</li> <li>Partners: Higher education institutions</li> </ul>	<b>QNQP:</b> <ul style="list-style-type: none"> <li>ANEP: Coordination, management; defines qualifications standards</li> <li>20 sectoral technical commissions (CTS)</li> </ul>
System of Evaluation, Accreditation, Quality Assurance	<ul style="list-style-type: none"> <li><b>CNAQ:</b> Tasked with implementation of SINAQES</li> <li>Commissions of external evaluation (CAE)</li> </ul>	<b>ANEP:</b> <ul style="list-style-type: none"> <li>Implementation, coordination</li> <li>Evaluation, registration of training providers and evaluators</li> </ul>

The coordination functions related with the qualifications frameworks involve a plurality of actors, as illustrated by the ongoing consultation process on the unified NQF or in the management of the qualifications development and registration process of QNQP.

#### Proposal for the unified NQF

- The analytical and consultative process of the new unified NQF is coordinated and animated by CNAQ, in partnership with the working group.
- The working group is composed of representatives from public institutions. Apart from CNAQ, it includes:
  - o National Authority of Professional Education (ANEP)
  - o National Institute of Distance Education (INED)
  - o National Institute for the Development of Education (INDE)
  - o National Institute of Examinations, Certifications and Recognition (INECE)
  - o National Directorate of Quality Assurance (DNGQ)
  - o National Directorate of Higher Education (DNES)
  - o National Directorate of Technical-Professional Education (DNET)
  - o National Directorate of Teacher Training (DNFP)
  - o National Directorate of Secondary Education (DNESG)
  - o National Directorate of Primary Education (DNEP)
  - o National Directorate of Adult Education (DNEAE).

- The draft decree of the unified NQF proposes the establishment of the lead coordination and management body of the unified NQF, namely, the NQA. Apart from the institutions listed above, the NQA will work with:
  - Students from the three subsystems of education;
  - Teachers from the three subsystems of education;
  - Professional orders and associations;
  - Employers;
  - Civil society.

### **CNAQ – coordinates QUANQES**

The mandate, organisation and governance of CNAQ are defined in the [statute](#). More information on CNAQ's mandate, functions and organisation is available in Chapter 7.3 of this report.

### **ANEP – implements and coordinates QNQP**

The statute of ANEP is defined by [Decree 52/2016 of 7 November 2016](#).

ANEP has wide prerogatives as the authority mandated to regulate the system of professional education and implement the government policy in this domain.

ANEP is the Regulatory and Quality Assurance body of professional education in Mozambique. ANEP was created by Law No. 23/2014 of 23 September, which was subsequently amended and replaced by Law No. 6/2016 of 16 June, in the framework of the vocational education reform underway in the country.

With this reform, the government promotes a relevant and quality professional education to provide young people and adults with professional skills demanded by the economy and society.

The establishment of ANEP is the result of a broad national consultation process carried out by the Executive COREP, a body now replaced by ANEP.

By creating and establishing ANEP, the government of Mozambique aimed to:

- On the one hand, provide the vocational education system with a new governance framework that promotes the active participation of the private sector and other social partners in the management and decision-making processes on vocational education.
- On the other hand, separate the role of regulation or implementation previously played, either by the National Directorate of Professional-Technical Education (DINET), or by the then Institute of Employment and Professional Training (INEFP), today called the Institute of Professional Training and Labour Studies Alberto Cassimo (IFPELAC)

### Competencies of ANEP

- Regulation: The management of the National Framework of Professional Qualifications, including the approval of professional qualifications and their registration in the respective national catalogue.
- Quality assurance: Certification of trainers, evaluators and graduates of professional education; accreditation of training providers and training programmes developed in the context of professional education.
- Management of the National Fund for Professional Education (FNEP).

### Other functions of ANEP

- Supervise the implementation of all mechanisms of the National Framework of Professional Qualifications;
- Administer the National Fund for professional education (FNEP);
- Establish and register standards of competence and qualifications;
- Administer the QNQP in the prescribed form;
- Ensure that new investments in the area of professional education are compatible with the policy and strategy of professional education;
- Implement the quality assurance system of professional education;
- Accredite training institutions on the provision of defined programmes;
- Certify professional education graduates;
- Share relevant information for the labour market with the Labour Market Observatory;
- Process and give an opinion on the requests for the creation of professional education institutions.

The Council of Administration is the highest non-executive management body of ANEP, is mandated to propose the strategic plan for the subsystem of professional education, approve the professional qualifications developed in the frame of QNQP, among other functions.

The ANEP Council of Administration is composed of representatives from the Ministry in charge of professional education, the Ministry of Labour, the Ministry of Finance, two representatives from the private sector proposed by the Confederation of the Economic Associations of Mozambique (CTA), two representatives from trade unions and one representative from civil society proposed by the National Youth Council.

## 6.2 Key actors and stakeholders: sector councils, world of work, education and training institutions

### Labour market actors

#### **A) IFPELAC: Institute for Vocational Training and Labour Studies Alberto Cassimo, under the umbrella of the Ministry of Labour, Employment and Social Security**

IFPELAC is a public institution dedicated to vocational training, created in 2016, decree 47/2016 and results from the merger between the professional training component of INEFP and the Alberto Cassimo Institute of Labour Studies. IFPELAC carries out its activities throughout the country through:

- 11 provincial delegations
- 18 vocational training centres
- 20 mobile vocational training units

Main target groups of IFPELAC are a) new entrants in the labour market, seeking a first job, b) self-employed and c) employed persons.

#### **Vocational training – main domains of activity**

- Initial and continuing training, reconversion and professional improvement, in accordance with the needs of the labour market;
- Psycho-pedagogical training of trainers;
- Validation of competence acquired throughout life;
- Participate in the regulation of vocational education, proposing legislative and regulatory measures.

#### **Training-production – types of activities carried out in the frame of training**

- Produce goods for the benefit of communities.
- Provide services to organisations and communities.
- Promote technological innovation for the benefit of the productive sector and communities.
- Sales of products and publications.

## **B) Labour Market Observatory**

Another partner of ANEP, working under the umbrella of the Ministry of Labour, Employment and Social Security is the [National Directorate for Labour Market Observation](#) (OMT). This directorate, created in 2016, is tasked with the analysis and systematisation of processed data on supply and demand and labour market dynamics. The objective of OMT is to inform and communicate better on the labour market.

OMT issues a quarterly Information Bulletin on the Labour Market, highlighting dynamics and useful statistics on professional training provided under the umbrella of the Ministry of Labour, Employment and Social Security. Another type of publication of the OMT is the annual Bulletin of Labour Statistics. A series of quarterly [Information Bulletins on the Labour Market](#) are available on the website of the Ministry of Labour, Employment and Social Security.

## **Sector technical committees**

Managing professional qualifications is a component of the quality assurance system of the **subsystem of professional education** and ensures that qualifications are

- Relevant and meet the needs of the labour market
- Have credibility among actors and users of the vocational education system
- Are aligned with the QNQP and registered in the National Catalogue of Qualifications.

Sector technical committees (CTS) play a key role in assuring relevance and quality of the design of qualifications, by providing advice to ANEP on occupational groups and subgroups in the various sectors of economic activity and their occupational profiles.

Currently, 20 CTSs are created for various professional areas/fields. The [ANEP website](#) publishes information on CTSs and their composition. CTSs include representatives of the public and private sectors, NGOs, training institutions, companies and industry associations, employers' organisations and trade unions. IFPELAC and the National Directorate of Technical Education (DINET) participate in all CTSs (Table 11).

**Table 11: CTS – composition**

<b>Sector</b>	<b>Composition</b>
Industrial maintenance	Large enterprises, sector federation
Civil construction	Large enterprises, sector federation, order of engineers, order of architects
Hotels and tourism	Sector associations: Hotels of South Mozambique, travel agencies, tourist guides; confederation of hotels, trade union hotels and tourism, National Tourism Institute, Ministry of Culture and Tourism, Protected Maritime Region Ponta do Ouro, talent academy
ITC	Enterprises
Mining	Enterprises; training organisations
Hydrocarbons	Large enterprises (national, foreign)

Labour administration	Trade Union Central; Telecommunications; Ministry of Public Administration
Territorial management and environment	Municipalities, NGOs, ministerial departments
Administration and management	Commercial association, Association of Secretaries, Association of Internal Auditors, Banking Association, Organisation of Workers, engineering IT systems
Childhood education and social assistance	Association Child Family Development; NGOs; ministries; childhood centres; education institutes
Statistics	National Statistical Institute; ministry
Public administration	Municipalities; education institutes; Association of Secretaries; airports
Topography	Ministry of Agriculture, Association Sugar Producers, Association of Consulting in Agriculture, organisation of workers, enterprises
Agriculture and agro-industry	Ministry of Agriculture; Association Sugar Producers; Association of Consulting in Agriculture; enterprises
Laboratories	Engineering laboratory. water laboratory, water treatment, cements; Ministry of Sea, Water and Fisheries

## 7 Quality assurance of qualifications

### 7.1 Legal base of the quality assurance framework linked with the sub-qualifications frameworks

#### Higher education – SINAQES

In higher education, the legal base and methodological guidance underpinning SINAQES is laid down in:

- a) Decree 63/2007: SINAQES
- b) Manual and guide on self-evaluation
  - CNAQ (2016), Guião de Auto Avaliação de Cursos e ou Programas e Instituições. At: <https://mail.cnaq.ac.mz/index.php/estudante/manuais-e-regulamentos>
  - CNAQ (2018), Guião para elaboração do relatório de auto avaliação – acreditação previa. At: <https://mail.cnaq.ac.mz/index.php/estudante/manuais-e-regulamentos>
- c) Manuals on external evaluation
  - CNAQ (2016a), Manual de Avaliação Externa de Cursos e Programas. At: <https://mail.cnaq.ac.mz/index.php/estudante/manuais-e-regulamentos>
  - CNAQ (2016b), Manual de Avaliação Externa de Instituições. At: <https://mail.cnaq.ac.mz/index.php/estudante/manuais-e-regulamentos>
- d) Manuals on accreditation
  - CNAQ (2016c), Manual de Procedimentos de Acreditação. At: <https://mail.cnaq.ac.mz/index.php/estudante/manuais-e-regulamentos>
  - CNAQ (2016d), Regulamento de Acreditação e Deliberação-CNAQ Revisão de 18 de Abril 2016. At: <https://mail.cnaq.ac.mz/index.php/estudante/manuais-e-regulamentos>

#### Professional education - SNAQEP

Law 6/2016 defines SNAQEP as the overarching framework for quality assurance with multiple interconnected dimensions, spanning from implementation of the QNQP (levels, descriptors, qualifications standards, units of learning outcomes, registration in Catalogue of Qualifications) to accreditation of professional education institutions. Figure 9 depicts the multidimensionality of SNAQEP.

## 7.2 Scope of the quality assurance framework

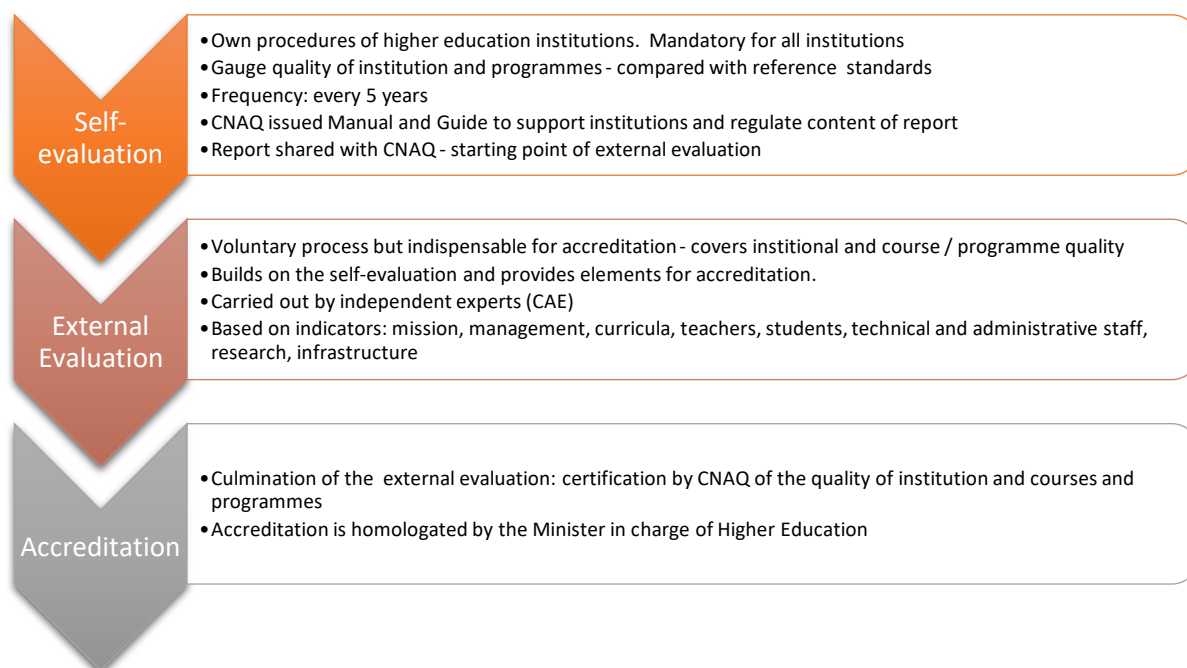
### SINAQES

Aims at developing and promoting a culture of continuous improvement of quality of services of higher education institutions, implementing norms and indicators of quality, informing the society, contributing to identify issues and conceive adequate solutions and supporting the integration of the country's higher education in the region and in the world.

The general principles of SINAQES are its educative nature, not punitive; integration and inclusiveness; holistic approach; participatory approach; continuity; objectivity; legitimacy; adequacy to national context; adequacy to international standards; technical scrutiny; and authority.

SINAQES is the sum-up of three interconnected subsystems: self-evaluation, external evaluation and accreditation (Figure 8).

**Figure 8: Key features of the three subsystems of SINAQES**



#### 1. Self-evaluation

Self-evaluation is the process developed by higher education institutes and is based on the systematic collection and analysis of data on their operations, in consultation with teachers and other members of the technical and administrative staff, as well as the auscultation to students and graduates, with the main objective of promoting an internal collective reflection on the institution and its activities. The self-assessment process necessarily precedes the external evaluation of the educational institution or its courses or study programmes and should act as an opportunity to improve the quality of its performance.

#### 2. External evaluation



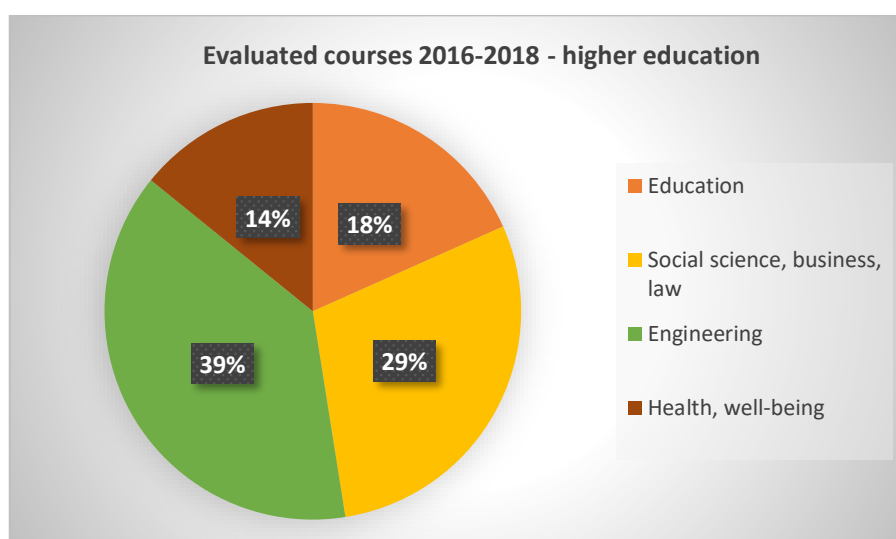
External evaluation is carried out by external evaluation committees (CAE) composed of independent experts, without any connection in the last five years to the higher education institution in question. The CAE analyses the self-assessment report and conducts visits to the institution, collecting and analysing for data and information necessary for the evaluation of the institution or one of its main activities, with a view to issuing a statement on its quality. The visits include the higher education institution and auscultation of their stakeholders (teacher, student and administrative technician) as well as external entities, such as alumni and employers.

### 3. Accreditation

Accreditation is the procedure to formally verify and certify that a course, study programme or higher education institution meets the organisational requirements and quality standards for accreditation.

In 2016 to 2018, CNAQ conducted three rounds of evaluation of programmes. A total of 120 courses were evaluated, of which 115 were accredited. The results by field of education are presented in Figure 9. Refer to Annexure 4 of this report for the overview of the aggregated results.

**Figure 9: Evaluated higher education courses – by fields of education**



Source: [CNAQ](#). Graph: author of the report

CNAQ submitted its first [self-evaluation report](#) in 2018, which laid down the reference points for the pilot external evaluation in the context of HAQAA to test the [African Standards and Guidelines for Quality Assurance](#). CNAQ self-evaluation report aligned CNAQ with the ASG-QA.

The report of external evaluation of CNAQ (HAQAA Initiative, 2018) was elaborated upon a mission to Mozambique and presents recommendations on compliance with [African Standards and Guidelines \(AG-QA\) – Part B](#). A brief overview of these recommendations follows:

- i) ASG Standard 2 – Recommended the differentiation of protocols to reflect and encourage diversity in the higher education system;
- ii) ASG Standard 3 – The report recommended improvements to the review and quality control of the external quality assurance reports and their publication by CNAQ and the higher education institutions to improve dissemination of results and acceptance of the accreditation process;
- iii) ASG Standard 4 – Recommendation to strengthen training of the external reviewers on content of quality assurance, rather than solely on preparation and organisation;

- iv) ASG Standard 5 – Recommended measures to improve the consistency of the external evaluation reports and to assure their publication.

### SNAQEP

The conceptualisation of quality assurance system of professional education is holistic, multidimensional, and incorporates the QNQP.

ANEP conceives the system of quality assurance as a combination of measures and instruments in two major levels, namely, a) macro and b) micro (Table 11).

**Table 11: SNAQEP – system combination of macro and micro levels**

Macro level: ANEP	Micro level (training institutions)
1. QNQP 2. Regulation on the design and validation of qualifications and skills standards 3. Accreditation of professional education providers 4. Registration and certification of trainers, evaluators and verifiers (internal and external) 5. Quality assurance in the evaluation process 6. Certification system	<b>System of self-evaluation and external accreditation:</b>  Promotes bottom-up change, participation, transparency of management is sustainable  <b>Based on key areas:</b>  Leadership, student school success, personnel management, programmes/curricula, teaching and learning, resource management, learning environment community involvement, school buy-in

Source: ANEP presentation on 21 January 2020 for this report. Table: author of the report

### 7.3 QA bodies and regulators in quality assurance implementation

#### CNAQ

CNAQ is an institution of public law, with legal personality and technical and administrative autonomy. CNAQ was created by Decree 63/2007 to implement SINAQES, and this is the focus of CNAQ's action and responsibility. In addition, CNAQ was mandated to implement and coordinate QUANQES.

CNAQ ensures the harmony, cohesion and credibility of the system of evaluation, accreditation and monitoring of quality in higher education, through:

- Carrying out external assessments of external institutions to higher education institutions;
- Accreditation of higher education institutions;
- Participation in the promotion and guarantee of the quality of education in Mozambique, in particular higher education;
- Establishment of partnerships with other peer entities.

CNAQ is managed by the president, appointed by the prime minister upon proposal of the minister. The management council is a consultative body supporting the president of CNAQ for managerial and administrative questions. Functional departments of CNAQ:

- Directorate of External Evaluation
- Directorate of Accreditation, Standardisation and Statistics
- SINAQES Promotion Directorate (self-evaluation)
- Administrative and Financial Department

**ANEP:** The governance setting of ANEP is detailed in Section 6.1 of this report.

### **Quality assurance of general education (primary, secondary) and teacher training**

The Ministry of Education and Human Development is responsible for the overall education policy and quality of education. Its specialised departments and institutes execute the policies and processes contributing to quality of education:

- **DNGQ:** National Direction of Quality Assurance is a department of the Ministry of Education and Human Development.
- **INDE:** National Institute for Development of Education – curriculum development and planning, research on education.
- **INECE:** National Institute of Examinations, Certification and Recognition – in charge of final exams (primary, first cycle and second cycle of secondary education).

According to the draft legal Act (10/2019), an NQA will be established to implement the **proposed NQF**, with coordination, management and regulatory functions.

## **7.4 Participation in international bodies**

Mozambique participates in the activities of a number of international bodies and contributes to debate and decision-making of international initiatives related with qualifications and qualifications frameworks. Different ministries and institutions participate in initiatives, such as:

- UNESCO: Addis and Global Recognition Conventions
- Southern African Development Community Qualifications Framework (SADCQF)
- African Qualifications Verification Framework (AQVN)
- African Continental Qualifications Framework (ACQF)
- African Union Commission – Specialised Technical Committee on Education, Science and Technology (STC-EST)
- Cooperation on education and quality assurance within the frame of CPLP
- Harmonisation of African HAQAA
- Bilateral cooperation with quality assurance agencies, such as with Portugal’s Agency for Evaluation and Accreditation of Higher Education (A3ES), with SAQA and others.

## **8 NQF implementation**

As outlined in the report, the qualifications frameworks in Mozambique are in a transition period. The country has two operational sector qualifications frameworks (QUANCES and QNQP) and one draft unified NQF.

### **8.1 Inclusion of qualifications in register**

Both CNAQ and ANEP developed and apply guidance and procedures for the registration of qualifications, closely related with the respective systems of evaluation, accreditation and quality assurance of programmes and institutions.

The register (information system) of higher education qualifications managed by CNQA is not available online. The list of higher education institutions and their websites is included in Annexure 4.

#### **QNQP**

The [National Catalogue of Professional Qualifications](#) is the instrument for public use and information on all registered professional qualifications. The main Catalogue A includes 139 qualifications, and 19

independent modules. Catalogue B, foreseen for qualifications from private corporations, has not yet registered qualifications.

Figure 10: View of the National Qualifications Catalogue

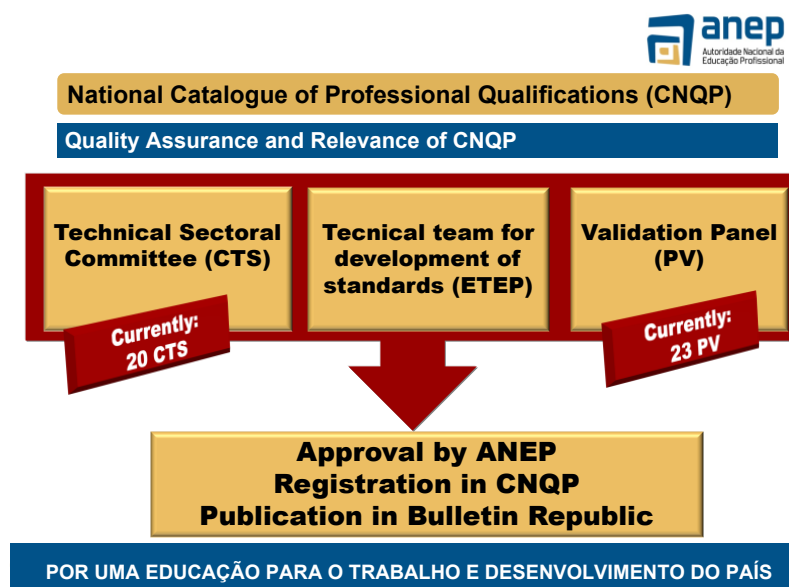


Source: [ANEP](http://www.anep.gov.mz)

The online catalogue is an instrument with indisputable value-added for QNAQ and the SNE as a whole. It is user-friendly and provides access to the complete information on the qualifications documentation (competencies, credits, units, modules and assessment criteria). A view of the catalogue webpage is reproduced in Figure 10. The list of qualifications and independent modules registered in the QNQP are copied in Annexure 2 of this report.

The registration of qualifications in the catalogue is linked with the qualifications approval process in which are involved the CTSs, the technical team for standards development and the validation panels (Figure 11).

Figure 11: Process of registration of qualifications in the National Catalogue of Professional Qualifications



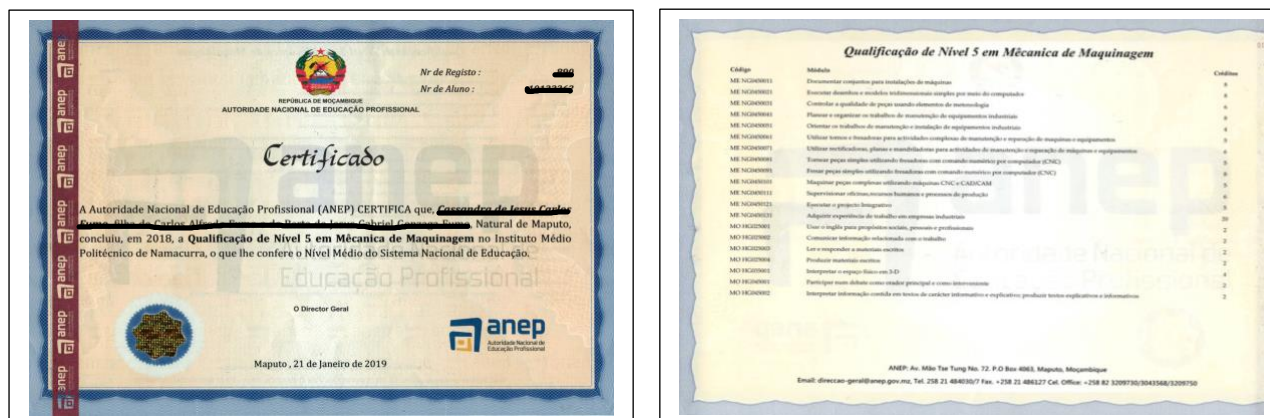
Source: ANEP: presentation at ACQF webinar of 8 March 2020

ANEP awards the certificates registered in QNQP. Figure 12 shows a concrete example of a CV of Level 5 QNQP (Machinery Mechanics), which includes elements of transparency of the qualification document:

- The QNQP level of the qualification is clearly indicated.

- The transcript of all units learning outcomes composing the qualification is attached to the certificate.
- The document contains security marks (antifraud). ANEP uses three security marks.

**Figure 12: Model of CV awarded by ANEP**



Source: ANEP – Information shared for this report.

## 8.2 Funding

ANEP and CNAQ, the lead institutions of the two sector qualifications frameworks are financed by the state budget.

Development of important technical and policy instruments are often co-funded by international partners, within their cooperation programmes coordinated by the government. Professional education has benefited from a range of projects contributing to the reforms in the last decade.

## 8.3 Monitoring, evaluation and development

The interplay between the two sub-qualifications frameworks with the respective systems of evaluation, accreditation and quality assurance systems (higher education and professional education) is an enabling premise for the establishment of a monitoring and evaluation system addressing the specific objectives of the qualifications frameworks. The qualifications frameworks' contribution to better qualifications and to improve individuals' paths in lifelong learning and transitions to employment should be considered in these specific objectives.

The QNQP has the advantage of gathering all registered qualifications and their detailed documentation. Law 6/2016 (Article 24) establishes that ANEP shall share relevant data and information with the OMT.

The data and analyses on labour market dynamics elaborated by the [Observatory of Labour Market](#) (OMT) provides information on employment, but most importantly on dynamics of professional training provided under the umbrella of the Ministry of Labour, Employment and Social Security. To contribute meaningfully to a future monitoring mechanism of the unified NQF, the OMT could expand the area of analysis to include all subsystems and levels of qualifications. In addition, the labour market information system should include prospective analysis of labour market dynamics, job creation, demand for skills and qualifications. Prospective analysis of skills demand is essential for planning and monitoring the qualifications system.

The elaboration of the unified NQF is the right moment to agree and commit to a monitoring and evaluation approach that is affordable and pertinent for the SNE from the one side, but also for the employment and economic diversification and growth priorities established by the National Development Policy 2015-2015 from the other.

## 9 Validation of prior learning, non-formal and informal learning (RPL)

### 9.1 Relation of RPL and NQF

Law 6/2016 and the conversations with all stakeholders for this mapping study show that the value of competencies acquired in non-formal and informal contexts is considered in the policy agenda.

One of the stated objectives of QNQP (Article 28 of Law 6/2016) is to implement the principle of lifelong learning, easing the recognition of short-term training and of competencies acquired outside of training institutions.

Law 6/2016 recognises and defines “Extra-institutional professional training” (Articles 14 and 15) as the component that recognises and gives value to learning acquired outside of the institutions of professional education. The integration of extra-institutional learning and recognition of competencies in the QNQP shall be done via the “system of recognition of acquired competencies”.

### 9.2 Stage of development of RPL

The legal base of the “system of recognition of acquired competencies” has been drafted under the leadership of ANEP and should be approved by the Council of Ministers in 2020. This draft document could not yet be shared for this report.

IFPELAC conducts processes of validation of competencies in the frame of its portfolio of training for employment and inclusion. Detailed information on these validation activities was not shared for this report.

The set-up of professional education includes enabling building blocks for the functioning of a “system of recognition of acquired competencies”, linked with the QNQP, in particular:

- Concept and structure of all qualifications registered in the QNQP: Based on units of learning outcomes and measured in credit units.
- Assessment of learners – Based on units of learning outcomes composing the qualifications.

## 10 Recognition of foreign qualifications

INECE is responsible for the organisation and delivery of qualifications’ recognition services for all levels of education.

The webpage of [INECE](#) contains information and the official forms for users’ applications for homologation and equivalence of diplomas and certificates.

## 11 Conclusions and future plans

The qualifications frameworks in Mozambique are in a transition period. The dynamics of this process are important for this report, as they confirm lessons from developments in other contexts, eventually unveil country specific aspects worth considering for the ACQF.

In this transition period, Mozambique has three qualifications frameworks: a) two operational sector qualifications frameworks (QUANCES and QNQP) and b) a complete proposal for the unified NQF. QUANCES is likewise undergoing a substantial revision to align it with the draft unified NQF.

Since 2018, Mozambique undertook steps to develop a unified NQF, comprehensive of all levels of qualifications. This analytical and consultative process is coordinated by CNAQ and involves a multi-institutional working group. The draft proposal for the unified NQF conceptual-technical design has been analysed and discussed among members of the working group, but some differences of views persist on levelling of qualifications of professional education.

This report identified strengths related with the vision, organisation and operationalisation of the subsystems and the respective qualifications frameworks:

- Lead institutions with recognised capacity and achievements – CNAQ and ANEP and their partner organisations, such as STCs for professional qualifications.
- Interconnection between components: a) qualifications frameworks, b) systems of evaluation accreditation and quality assurance of programmes and institutions, and c) credit accumulation and transfer systems.
- Existence of a tangible base of legislation (laws and implementation decrees and resolutions) and methodological guidance (manuals, guides, orientations) aiming to assure coherent common approaches in each subsystem.
- The online National Qualifications Catalogue of ANEP is purposeful, user-friendly and informative on the qualifications and independent modules registered in the QNQP.
- CNAQ is open to cooperation with national and international organisations and programmes, participates in several projects (SADC and AUC), promotes the national higher education system, and engages and communicates with the national media.
- CNAQ submitted its first [self-evaluation report](#) in 2018, which laid down the reference points for the pilot external evaluation in the context of HAQAA to test the [African Standards and Guidelines for Quality Assurance](#). CNAQ's self-evaluation report aligned CNAQ with the ASG-QA. The report of external evaluation of CNAQ (HAQAA Initiative, 2018) was elaborated upon a mission to Mozambique and presents recommendations on compliance with ASGs – Part B. These recommendations are constructive and provided orientation for further strengthening of the transparency of the external evaluation system in higher education.

This report takes note of some suggestions for the proposed unified NQF, which can be factored into the plans for the short and medium term.

- **Completeness of regulatory framework:** In certain key components of Law 6/2016 on professional education, the complete regulations are yet to be developed or approved and published. According to information shared for this report, the regulation on QNQP has not yet been approved, although the Law 6/2016 required it to be done within 180 days after entry into force of law. Uncertainties related with the final version of the new unified NQF and have partly contributed to this slow progress with the QNQP regulation.
- **Governance:** The new unified NQF will only take off if the governance set-up is co-constructed between the key institutions, inclusive of other stakeholders and based on shared expectations and competencies. The institutional authority for the integrity of the sub-frameworks and the new prerogatives of the overarching unified NQF work more effectively in a context of common understanding.
- **Coordination and collaboration in the development, review and harmonisation of legal base and guidance materials once the unified NQF is adopted:** The process of harmonisation of the legal base and related methodological guidance in the sectoral frameworks might require a coordinated approach supporting both QUANQES and QNQP. A consensual roadmap between CNAQ and QNEP, with milestones and common principles to undertake this review and harmonisation of specific legislation, regulations and guidance materials is necessary to streamline the process, minimise discrepancies and inefficiencies and keep up with agreed milestones.
- **Resources:** On the one hand, the lead institutions have valuable experience in developing and implementing the respective qualifications frameworks and the lessons learned can help minimise risks and inefficiencies. On the other hand, complementary resources, human and financial, need to be mobilised to operationalise the unified NQF, to put in place qualifications registration and information

tools, advance with digital innovation of some processes, raise public awareness and establish a monitoring mechanism.

As a next step, CNAQ and the working group could agree and commit to a roadmap and milestones for the establishment of the new unified NQF, with its stable and operational governance set-up. Currently, the key is in shaping a compromise on the open questions, which assures the integrity of the NQF vis-à-vis the SNE, but keeps open possibilities to be inclusive of all types of qualifications of proven social and economic value for the National Development Strategy 2015-2035. The final consensus on the common and integrated architecture of the proposed unified NQF is expected towards mid-2020.

At this stage, the debate on the unified NQF could expand in the direction of a **National Qualifications System**, based on a well-contextualised vision of articulated pillars, instruments and governance.

Active cooperation with SADCQF and the AU has potential benefits in this transition period towards a common integrated and inclusive framework of all qualifications of Mozambique. Peer learning and review and participation in common (regional and continental) platforms related with qualifications are valuable resources to be explored.

The country and the world are facing the effects of the coronavirus pandemic, and the recovery effort will be of a very large scale for all countries. The president of Mozambique enacted 30 days of containment measures on 27 March 2020. The Ministry of Education and Human Development started [broadcasting classes](#) of primary, secondary, adult and professional-technical education on TV and radio. These are now the immediate existential priorities for the country and the world.



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## 13 Annexures

### 13.1 Annexure 1 QNQP – level descriptors



#### Level descriptors of the National Professional Qualifications Framework (QNQP)

	Levels	Level descriptors
MIDDLE	Level 5	<p><b>Knowledge:</b> Demonstrates a level of theoretical and technical knowledge that includes an abstract technical understanding. Provides technical advice for solving problems in routine and non-routine situations. It presents some evidence that knowledge of its own area of work is being applied in a limited set of new contexts and activities.</p> <p><b>Skills application:</b> Uses, in some new environments and activities, a wide and well developed range of skills, which can be considered an extension of learning and prior training. The tasks are incrementally based on the application of a wide set of methods and procedures in routine and non-routine activities.</p> <p><b>Degree of autonomy and attitudes:</b> Assumes responsibility for its own results in learning and work situations characterised by an increasing degree of non-structuring. Ensures the management of other people in teamwork or group work. Operates independently where intermediate-level (and non-critical) decisions or initiatives are required.</p>
LEVEL	Level 4	<p><b>Knowledge:</b> Demonstrates a relevant level of theoretical and technical knowledge, where theoretical, abstract and/or technical and factual understanding is balanced. Carries out problem-solving activities in essentially routine situations.</p> <p><b>Skills Application:</b> Uses a large number of skills in predictable situations and in some new situations related to the area of training. Tasks include a large number of activities involving both routine methods and procedures, as well as some non-routine ones. Tasks include a certain degree of discernment and judgement in the selection of appropriate equipment or <b>methods</b>.</p> <p><b>Degree of autonomy and attitudes:</b> Works independently in different family contexts, provided that within a known operating environment. It takes responsibility for its results in semistructured work and learning situations. It ensures, with some support, the supervision of other people in small teamwork or group work. It works independently when immediate decision-making and some initiative is required.</p>

	<b>Level 3</b>	<p><b>Knowledge:</b> Demonstrates a limited level of relevant theoretical and technical knowledge. Knowledge is essentially concrete or factual and limited to the area of training, with an understanding of certain theoretical and technical elements. It interprets information literally, making use of a limited capacity for discernment and judgement. Demonstrates knowledge of processes, materials and basic terminology.</p> <p><b>Skill application:</b> Applies a small, but well developed, skill set in situations configured to your training area. It evidences some transfer of knowledge and skills to new contexts and activities, with minimal support. The tasks involve the application of a certain discernment and judgement in the selection of equipment and methods. Provides technical advice to solve specific problems in known routines.</p> <p><b>Degree of autonomy and attitudes:</b> Assumes responsibility for its own results, in structured situations of work and learning. Assumes limited responsibilities by others in small teams or group work. It works independently when simple decisions or initiatives are required. It requires support, direction and supervision in little-known situations.</p>
<b>BASIC</b>	<b>Level 2</b>	<p><b>Knowledge:</b> Presents ideas and concepts through effective oral communication and writing. Finds and obtains information from a limited and defined set of sources and applies it in familiar and structured situations.</p> <p><b>Skills application:</b> Demonstrates prevocational skills performance in a specific occupational area, at an early stage. Performs simple work processes with support and applies a limited set of skills in predictable situations.</p> <p><b>Degree of autonomy and attitudes:</b> Demonstrates the ability to perform some independent tasks in certain structured opportunities with intermediate levels of support, direction and supervision. Contributes to the work and results of group and team as a participant, without taking great responsibility for the results of the team.</p>
<b>LEVEL</b>	<b>Level 1</b>	<p><b>Knowledge:</b> Scarce or limited understanding of basic reading, writing and calculation concepts/skills. It requires a high degree of support in activities that require the use of written communication or calculation skills. It demonstrates basic operational knowledge and applies it to a limited set of activities.</p> <p><b>Skill application:</b> Applies familiar solutions to a limited set of predictable problems. Demonstrates basic operational skills and applies them to a limited and defined set of activities. Tasks include a limited set of activities, mainly involving routines and known functions.</p> <p><b>Degree of autonomy and attitudes:</b> Requires a high level of support, direction and supervision. Demonstrates limited responsibility for your work and quality of results, including team results. The tasks it carries out involve decision-making and actions of limited complexity.</p>

### 13.2 Annexure 2: Proposal of unified NQF – level descriptors



**MCTES**

**NQF Level descriptors  
Mozambique**



**MINED**

Qualifications level	Knowledge	Skills	Autonomy and responsibility
10	He/She is capable of promoting in an original manner academic and/or professional context, technological progress, academic work, scientific, social or cultural research.	He/She is capable of designing, projecting, adapting and conducting scientific research respecting the requirements imposed by academic quality and integrity standards to solve critical problems in the area of specialisation and/or in various fields.	He/She has full responsibility in all advanced and/or professional scientific research work.
9	He/She has a wide range of knowledge with depth in his/her area of expertise and substantial in some areas.	He/She applies knowledge in new situations, demonstrating independent thinking as well as problem-solving capacity and critical evaluation of research work findings.	He/She demonstrates autonomy, creativity and originality in the management of the work results of the group and individual in non-family and complex situations.
8	He/She knows how to critically discern the principles, theories, methodologies of investigation and the current literature of the discipline.	He/She collects, selects and interprets relevant information, particularly in his/her area of training, to base the solutions he/she advocates and the judgements he/she issues, including the analysis of social, scientific and ethical aspects.	He/She supervises and performs tasks under his/her responsibility and others of a similar nature and complexity that are determined for him/her by a superior.
7	He/She has knowledge of a recognised discipline and mastery of ideas, principles, concepts and methods of technical-scientific research in problem-solving.	He/She demonstrates capacity for independent reasoning and effective communication in solving concrete problems.	He/She designs and manages processes and works. Sets goals and ensures its achievement at individual and group level.
6	He/She has theoretical knowledge in a specific area of work and ability to understand, analyse and synthesise information in a varied context.	He/She applies theoretical, practical knowledge and skills in specific and varied contexts.	He/She ensures the management and supervision of processes with responsibility in study and work contexts. Reviews the performance of your work and others.
5	He/She demonstrates a level of theoretical and technical knowledge that includes an abstract technical understanding. Provides technical advice for solving problems in routine and non-routine situations. Presents some evidence that knowledge of his/her own area of work is being applied	He/She uses, in new environments and activities, a wide and well developed range of skills, which can be considered an extension of learning and prior training. The tasks are incrementally based on the application of a wide set of methods and procedures in routine and non-routine activities.	He/She assumes responsibility for its own results in learning and work situations characterised by an increasing degree of non-structuring. Ensures the management of other people in teamwork or group work. Operates independently where intermediate-level (and non-critical) decisions or initiatives are required.

	in a limited set of new context activities.		
4	He/She demonstrates a relevant level of theoretical and technical knowledge. Balances theoretical, abstract and/or technical and factual understanding in a work or study area. Carries out problem-solving activities in essentially routine situations.	He/She demonstrates a number of skills in predictable situations and in some new situations, related to the area of training and/or work. Tasks include a large number of activities involving both routine methods and procedures, as well as some non-routine ones. Tasks include a certain degree of discernment and judgement in the selection of appropriate equipment or methods.	He/she demonstrates a number of skills in predictable situations and in some new situations, related to the area of training and/or work. Tasks include a large number of activities involving both routine methods and procedures, as well as some non-routine ones. Tasks include a certain degree of discernment and judgement in the selection of appropriate equipment or methods.
3	He/She demonstrates a limited level of relevant theoretical and technical knowledge. Knowledge is essentially concrete or factual and limited to the area of training, with an understanding of certain theoretical and technical elements. He/She interprets information literally, making use of a limited capacity for discernment and judgement. Demonstrates knowledge of processes, materials and basic terminology.	He/She applies a small, but well developed, skill set in configured situations to his/her training area. He/She evidences some transfer of knowledge and skills to new contexts and activities, with minimal support. The tasks involve the application of a certain discernment and judgement in the selection of equipment and methods. Provides technical advice to solve specific problems in known routines.	He/She takes responsibility for his/her own results in structured work and learning situations. Assumes limited responsibilities by others in small teams or group work. He/She works independently when simple decisions or initiatives are required. He/She requires support, direction and supervision in unknown situations.
2	He/She presents ideas and concepts through effective oral communication and writing. Finds and obtains information from a limited and defined set of sources and applies it in familiar and structured situations.	He/She demonstrates performance of prevocational skills in a specific occupational area at an early stage. Performs simple work processes with support and applies a limited set of skills in predictable situations.	He/She demonstrates the ability to perform some independent tasks on certain structured opportunities with intermediate levels of support, direction and supervision. Contributes to the work and results of group and team as a participant, without taking great responsibility for the results of the team.
1	He/she has scant or limited understanding of basic reading, writing and calculation concepts/skills. He/She requires a high degree of support in activities that require the use of written communication or calculation skills. Demonstrates basic operational knowledge and applies it to a limited set of activities.	He//She applies known solutions to a limited set of predictable problems. Demonstrates basic operational skills and applies them to a limited and defined set of activities. Tasks include a limited set of activities, mainly involving routines and known functions.	He/She requires a high level of support, direction and supervision. Demonstrates limited responsibility for your work and quality of results, including team results. The tasks he/she carries out involve decision-making and actions of limited complexity.

### 13.3 Annexure 3: Professional education: QNQP National Catalogue of Qualifications

#### ANEP: National Catalogue of Qualifications

Registered qualifications and independent modules (as of 20. December 2019)		Sector
1	<a href="#">Certificado Vocacional III em Recepção e Andares</a>	Hotels and Tourism
2	<a href="#">Certificado Vocacional IV em Recepção e Andares</a>	
3	<a href="#">Certificado Vocacional III em Restaurante e Bar</a>	
4	<a href="#">Certificado Vocacional IV em Restaurante e Bar</a>	
5	<a href="#">Certificado Vocacional V em Operações Hoteleiras</a>	
6	<a href="#">Certificado Vocacional III em Guias de Turismo</a>	
7	<a href="#">Certificado Vocacional IV em Guias de Turismo</a>	
8	<a href="#">Certificado Vocacional V em Guias de Turismo</a>	
9	<a href="#">Certificado Vocacional III em Gastronomia e Artes Culinárias</a>	
10	<a href="#">Certificado Vocacional IV em Gastronomia e Artes Culinárias</a>	
11	<a href="#">Certificado Vocacional V em Gastronomia e Artes Culinárias</a>	
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	
16	<a href="#">Certificado B em Educação Profissional - Formador da EP para níveis III, IV e V</a>	Education
17	<a href="#">Certificado A em Educação Profissional - Gestor da EP</a>	
18	<a href="#">Certificado C em Educação Profissional - Formador da EP para níveis I e II</a>	
19	Certificado Vocacional II em Educação da Infância	
20	<a href="#">Certificado Vocacional III em Educação da Infância</a>	
21	<a href="#">Certificado Vocacional IV em Educação da Infância</a>	
22	<a href="#">Certificado Vocacional V em Educação da Infância</a>	
23	<a href="#">Certificado Vocacional V em Acção Social</a>	Health and Social Security
24	<a href="#">Certificado Vocacional IV em Acção Social</a>	

25	<a href="#">Certificado Vocacional III em Acção Social</a>	
26	<a href="#">Certificado Vocacional II em Acção Social</a>	
27	<a href="#">Certificado Vocacional III em Contabilidade (versão de 24.10.2019)</a>	Administration and Management
28	<a href="#">Certificado Vocacional IV em Contabilidade (versão de 24.10.2019)</a>	
29	<a href="#">Certificado Vocacional V em Contabilidade (versão de 24.10.2019)</a>	
30	<a href="#">Certificado Vocacional III em Secretariado</a>	
31	<a href="#">Certificado Vocacional IV em Secretariado</a>	
32	<a href="#">Certificado Vocacional V em Secretariado</a>	
33	<a href="#">Certificado Vocacional III em Gestão (versão de 24.10.2019)</a>	
34	<a href="#">Certificado Vocacional IV em Gestão (versão de 24.10.2019)</a>	
35	<a href="#">Certificado Vocacional V em Gestão (versão de 24.10.2019)</a>	
36	<a href="#">Certificado Vocacional III em Gestão de Logística</a>	
37	<a href="#">Certificado Vocacional IV em Gestão de Logística</a>	
38	<a href="#">Certificado Vocacional V em Gestão de Logística</a>	
39	<a href="#">Certificado Vocacional IV em Gestão Autárquica</a>	
40	<a href="#">Certificado Vocacional V em Gestão Autárquica</a>	
41	<a href="#">Certificado Vocacional IV em Gestão Financeira e Patrimonial</a>	
42	<a href="#">Certificado Vocacional V em Gestão Financeira e Patrimonial</a>	
43	<a href="#">Certificado Vocacional IV em Gestão de Recursos Humanos</a>	
44	<a href="#">Certificado Vocacional V em Gestão de Recursos Humanos</a>	
45	<a href="#">Certificado Vocacional III em Gestão de Recursos Territoriais e Ambientais</a>	
46	<a href="#">Certificado Vocacional IV em Gestão de Recursos Territoriais e Ambientais</a>	
47	<a href="#">Certificado Vocacional V em Gestão de Recursos Territoriais e Ambientais</a>	
48	<a href="#">Certificado Vocacional III em Administração do Trabalho</a>	
49	<a href="#">Certificado Vocacional IV em Administração do Trabalho</a>	
50	<a href="#">Certificado Vocacional V em Relações Laborais</a>	
51	<a href="#">Certificado Vocacional V em Gestão Fabril</a>	



52	<a href="#">Certificado Vocacional III em Técnicas Aduaneiras</a>	
53	<a href="#">Certificado Vocacional IV em Técnicas Aduaneiras</a>	
54	<a href="#">Certificado Vocacional V em Técnicas Aduaneiras</a>	
55	<a href="#">Certificado Vocacional III em Operações Portuárias</a>	
56	<a href="#">Certificado Vocacional II em Agenciamento de Navios e Cargas</a>	
57	<a href="#">Certificado Vocacional III em Agropecuária</a>	Agriculture and Preservation of Nature
58	<a href="#">Certificado Vocacional IV em Agropecuária</a>	
59	<a href="#">Certificado Vocacional V em Agricultura</a>	
60	<a href="#">Certificado Vocacional V em Pecuária</a>	
61	<a href="#">Certificado Vocacional V em Extensão e Fomento Agrário</a>	
62	<a href="#">Certificado Vocacional V em Cadastro e Administração de Terras</a>	
63	<a href="#">Certificado Vocacional III em Florestas e Fauna Bravia</a>	
64	Certificado Vocacional IV em Florestas e Fauna Bravia	
65	<a href="#">Certificado Vocacional V em Fauna Bravia</a>	
66	<a href="#">Certificado Vocacional V em Exploração de Florestas e Processamento de Madeiras</a>	
67	<a href="#">Certificado Vocacional V em Silvicultura e Maneio Florestal</a>	
68	<a href="#">Certificado Vocacional IV em Operação de Máquinas Agrícolas</a>	
69	<a href="#">Certificado Vocacional V em Gestão de Máquinas Agrícolas</a>	
70	<a href="#">Certificado Vocacional III em Topografia</a>	Physical Planning
71	<a href="#">Certificado Vocacional IV em Topografia</a>	
72	<a href="#">Certificado Vocacional V em Topografia</a>	
73	<a href="#">Certificado Vocacional IV em Cartografia e Informação Geográfica</a>	
74	<a href="#">Certificado Vocacional V em Cartografia e Informação Geográfica</a>	
75	<a href="#">Certificado Vocacional III em Electricidade Industrial</a>	Industrial Maintenance
76	<a href="#">Certificado Vocacional IV em Electricidade Industrial</a>	
77	<a href="#">Certificado Vocacional V em Electricidade Industrial</a>	
78	<a href="#">Certificado Vocacional V em Electricidade de Edifícios</a>	
79	<a href="#">Certificado Vocacional III em Mecânica Industrial</a>	

80	<a href="#">Certificado Vocacional IV em Mecânica de Construções Metálicas</a>	
81	<a href="#">Certificado Vocacional IV em Mecânica Geral</a>	
82	<a href="#">Certificado Vocacional V em Mecânica de Construções Metálicas</a>	
83	<a href="#">Certificado Vocacional III em Mecânica de Manutenção Industrial</a>	
84	<a href="#">Certificado Vocacional IV em Mecânica de Manutenção Industrial</a>	
85	<a href="#">Certificado Vocacional V em Mecânica de Manutenção Industrial</a>	
86	<a href="#">Certificado Vocacional V em Mecânica de Maquinagem</a>	
87	<a href="#">Certificado Vocacional III em Electricidade de Manutenção Industrial</a>	
88	<a href="#">Certificado Vocacional IV em Electricidade de Manutenção Industrial</a>	
89	<a href="#">Certificado Vocacional V em Electricidade de Manutenção Industrial</a>	
90	<a href="#">Certificado Vocacional IV em Electricidade e Electrónica das TIC's</a>	
91	<a href="#">Certificado Vocacional V em Energias Renováveis</a>	
92	<a href="#">Certificado Vocacional III em Mecânica-Auto</a>	
93	<a href="#">Certificado Vocacional IV em Mecânica-Auto</a>	
94	<a href="#">Certificado Vocacional V em Mecânica-Auto</a>	
95	Certificado Vocacional III em Mecânica de Máquinas de Elevação e Transporte	
96	<a href="#">Certificado Vocacional V em Instrumentação e Automatização</a>	
97	<a href="#">Certificado Vocacional III em Técnicas de Laboratório</a>	
98	<a href="#">Certificado Vocacional IV em Técnicas de Laboratório</a>	
99	<a href="#">Certificado Vocacional V em Técnicas de Laboratório - Água e Alimentos</a>	
100	<a href="#">Certificado Vocacional IV em Suporte Informático</a>	ITC
101	<a href="#">Certificado Vocacional V em Administração de Sistemas e Redes Informáticas</a>	
102	<a href="#">Certificado Vocacional V em Programação WEB</a>	
103	<a href="#">Certificado Vocacional III em Operador de Processamento de Gás</a>	Hydrocarbons
104	<a href="#">Certificado Vocacional IV em Operador de Planta de Processamento de Gás Natural</a>	
105	<a href="#">Certificado Vocacional V em Operador de Planta de Processamento de Gás Natural</a>	

106	<a href="#">Certificado Vocacional III em Indústria Extractiva - Mineração</a>	Mining
107	<a href="#">Certificado Vocacional IV em Indústria Extractiva - Mineração</a>	
108	<a href="#">Certificado Vocacional V em Geologia</a>	
109	<a href="#">Certificado Vocacional V em Processamento de Minerais</a>	
110	<a href="#">Certificado Vocacional V em Exploração de Minas</a>	
111	<a href="#">Certificado Vocacional V em Topografia de Minas</a>	Civil construction
112	<a href="#">Certificado Vocacional III em Pedreiro</a>	
113	<a href="#">Certificado Vocacional II em Canalização</a>	
114	<a href="#">Certificado Vocacional III em Canalização</a>	
115	<a href="#">Certificado Vocacional IV em Canalização</a>	
116	<a href="#">Certificado Vocacional IV em Hidromecânico</a>	
117	<a href="#">Certificado Vocacional IV em Hidráulica - Operador Polivalente</a>	
118	<a href="#">Certificado Vocacional III em Construção Civil</a>	
119	<a href="#">Certificado Vocacional IV em Construção Civil</a>	
120	<a href="#">Certificado Vocacional V em Construção Civil</a>	
121	<a href="#">Certificado Ocupacional II em Canalização</a>	
122	<a href="#">Certificado Ocupacional III em Canalização</a>	
123	<a href="#">Certificado Ocupacional II em Pedreiro</a>	Aquaculture, Fisheries and Navigation
124	<a href="#">Certificado Ocupacional III em Pedreiro</a>	
125	<a href="#">Certificado Vocacional IV em Estatísticas Oficiais</a>	Sector
126	<a href="#">Certificado Vocacional V em Estatísticas Oficiais</a>	
127	<a href="#">Certificado Vocacional III em Aquacultura</a>	Administration and Management
Independent registered Modules		
1	Demonstrar conhecimento e desenvolver um plano de negócios, pesquisa de mercado e planos de negócio	
2	Demonstrar compreensão das técnicas de Marketing	
3	Elaborar um Plano de Produção e Serviços	
4	Estimar custos e preços	

5	Efectuar cálculos duma Pequena Empresa		
6	Elaborar orçamento de uma empresa		
7	Identificar correctamente as necessidades do cliente		
8	Descrever os princípios de ética Empresarial		
9	Planear os recursos humanos para pequenas empresas		
10	Utilizar a tecnologia em benefício do seu Negócio		
11	Demonstrar compreensão sobre nutrientes básicos dos alimentos e cuidados a ter no processamento		Agriculture and Preservation of Nature / Field of Agro-food
12	Analisar os riscos de contaminação e gerir a qualidade dos alimentos		
13	Produzir óleo alimentar		
14	Processar e conservar frutas, vegetais, plantas aromáticas e medicinais		
15	Prestar serviços de farinhação e descasque de cereais, tubérculos e grãos		
16	Produzir derivados do leite		
17	Processar e conservar peixe e carne		
18	Elaborar um plano de produção para um produto a transformar		
19	Levar a cabo uma experiência de trabalho em agroprocessamento numa unidade de produção		

13.4 Annexure 4: CNAQ: overview of results of three rounds of evaluation of programmes (2016-2018).

Source: <http://cnaq.ac.mz/index.php/estatisticas>

Nº	IES	Nº de Cursos Avaliados	Acreditados	Não Acreditados
1	Universidade Eduardo Mondlane	14	14	0
2	Universidade Pedagógica	19	19	0
3	Universidade Zambeze	20	20	0
4	Universidade Lúrio	9	8	1
5	Universidade Técnica de Moçambique	6	6	0
6	Universidade Jean Piaget de Moçambique	3	3	0
7	Universidade Católica de Moçambique	3	3	0
8	Universidade A Politécnica	6	6	0
9	Universidade São Tomás de Moçambique	2	0	2
10	Instituto Superior Politécnico de Tete	5	5	0
11	Universidade Wutivi	9	9	0
12	Instituto Superior Politécnico de Gaza	4	4	0
13	Instituto Superior Politécnico de Manica	5	5	0
14	Instituto Superior. Ciências e Técnico. de Moçambique	1	1	0
15	Instituto Superior de Transportes e Comunicações	5	5	0
16	Instituto Superior de Ciências de Saúde	3	3	0
17	Instituto Superior de Educação e Tecnologia	2	2	0
18	Instituto Superior Maria Mãe de África	2	2	0
19	Escola Superior de Ciências Náuticas	2	0	2
<b>Total</b>		<b>120</b>	<b>115</b>	<b>5</b>

### 13.5 Annexure 5: Higher education institutions

<http://cnaq.ac.mz/index.php/ies>

Acronym	Name HEI	Category	Website
UniRovuma	Universidade Rovuma	Publica	<a href="http://www.unirovuma.ac.mz">www.unirovuma.ac.mz</a>
UDM	Universidade Técnica de Moçambique	Privada	<a href="http://www.udm.ac.mz">www.udm.ac.mz</a>
ISFIC	Instituto Superior de Formação, Investigação e Ciencia	Privada	<a href="http://www.isfic.co.mz">www.isfic.co.mz</a>
UJC	Universidade Joaquim Chissano	Publica	<a href="http://www.isri.ac.mz">www.isri.ac.mz</a>
ISGEGM	INSTITUTO SUPERIOR DE GESTAO E EMPREENDEDORISMO GWAZA MUTHINI	Privada	<a href="http://www.isgegm.ac.mz">www.isgegm.ac.mz</a>
ACIPOL	Academia de Ciencias Policiais	Publica	<a href="http://www.acipol.ac.mz">www.acipol.ac.mz</a>
ISET	Instituto Superior de Educação e Tecnologia - One World	Privada	<a href="http://www.iset-oneworld.ac.mz">www.iset-oneworld.ac.mz</a>
UAM	Universidade Adventista de Moçambique	Privada	
ISM	Instituto Superior Monitor	Privada	<a href="http://www.ismonitor.ac.mz">www.ismonitor.ac.mz</a>
A POLITÉCNICA	Universidade Politécnica	Privada	<a href="http://www.apolitecnica.ac.mz">www.apolitecnica.ac.mz</a>
UJPM	Universidade Jean Piaget de Moçambique	Privada	<a href="http://www.unipiaget.ac.mz">www.unipiaget.ac.mz</a>
USTM	Universidade São Tomás de Moçambique	Privada	<a href="http://www.ustm.ac.mz">www.ustm.ac.mz</a>
ISCAM	Instituto Superior de Contabilidade e Auditoria de Moçambique	Publica	<a href="http://www.iscam.ac.mz">www.iscam.ac.mz</a>
ISPT	Instituto Superior Politécnico de Tete	Publica	<a href="http://www.ispt.ac.mz">www.ispt.ac.mz</a>
ISPM	Instituto Superior Politécnico de Manica	Publica	<a href="http://www.ispm.ac.mz">www.ispm.ac.mz</a>
ISEAD	Instituto Superior de Ensino Aberto e a Distância (ISEAD)	Privada	<a href="http://www.isead.ac.mz">www.isead.ac.mz</a>
ISG	Instituto Superior de Gestão Administração e Educação	Privada	<a href="http://www.isg.ac.mz">www.isg.ac.mz</a>
HEFSIBA	Instituto Superior Cristão	Privada	<a href="http://www.hefsiba.org">www.hefsiba.org</a>
UniLURIO	Universidade do Lúrio	Publica	<a href="http://www.unilurio.ac.mz">www.unilurio.ac.mz</a>
ESEG	Escola Superior de Economia e Gestão	Privada	<a href="http://www.eseg.ac.mz">www.eseg.ac.mz</a>
AMMSM	Academia Militar Marechal Samora Machel	Publica	<a href="http://www.academiamilitar.ac.mz">www.academiamilitar.ac.mz</a>
ISMMA	Instituto Superior Maria Mãe de África	Privada	
ISCTAC	Instituto Superior de Ciencia e Tecnologia Alberto Chipande	Privada	<a href="http://www.isctac.ac.mz">www.isctac.ac.mz</a>
UnTiva	Universidade Wutivi	Privada	<a href="http://www.unitiva.ac.mz">www.unitiva.ac.mz</a>
ISArC	Instituto Superior de Artes e Cultura	Publica	<a href="http://www.isarc.edu.mz">www.isarc.edu.mz</a>
ISDB	Instituto Superior Dom Bosco	Privada	<a href="http://www.isdb.ac.mz">www.isdb.ac.mz</a>
ISGN	Instituto Superior de Gestão de Negócios	Privada	<a href="http://www.isgn.ac.mz">www.isgn.ac.mz</a>
ISCED	Instituto Superior de Ciências de Educação a Distancia	Privada	

ISUTC	Instituto Superior dos Transportes e Comunicações	Privada	www.transcom.co.mz/isuttc
ISPG	Instituto Superior Politécnico de Gaza	Publica	www.ispg.ac.mz
INSCIG	Instituto Superior de Ciencia e Gestão	Privada	
ESGCS	Escola Superior de Gestão Corporativa e Social	Privada	www.cbs-school.com
ISCIM	Instituto Superior de Comunicação e Imagem de Moçambique	Privada	www.iscim.ac.mz
UniZambeze	Universidade Zambeze	Publica	www.unizambeze.ac.mz
ISGECOF	Instituto Superior de Gestão, Comércio e Finanças	Privada	www.isgecof.ac.mz
ISEDEF	Instituto Superior de Estudos de Defesa "Tenente-General Armando Emílio Guebuza"	Publica	www.isedef.ac.mz
ESCN	Escola Superior de Ciências Náuticas	Publica	www.enautica.ac.mz
UEM	Universidade Eduardo Mondlane	Publica	www.uem.mz
ISPS	Instituto Superior Politécnico de Songo	Publica	www.ispsongo.ac.mz
UMUM	Universidade Metodista Unida de Moçambique	Privada	www.umum.education
UCM	Universidade Católica de Moçambique	Privada	www.ucm.ac.mz
UNA	Universidade Nachingwea	Privada	www.una.ac.mz
ESJ	Escola Superior de Jornalismo	Publica	www.esj.ac.mz
ISCTEM	Instituto Superior de Ciências e Tecnologia de Moçambique	Privada	www.isctem.ac.mz
ISCISA	Instituto Superior de Ciências de Saúde	Publica	www.iscisa.ac.mz
UP	Universidade Pedagógica	Publica	www.up.ac.mz
ISMU	Instituto Superior Mutassa	Privada	www.ismu-mz.org
UNIPUNGUE	Universidade Púnguè	Publica	
ISEDEL	Instituto Superior de Estudos de Desenvolvimento Local	Privada	www.isedel.edu.mz

### 13.6 Annexure 6: List of organisations interviewed for this report

The bilateral meetings were very informative and took place with following institutions:

- CNAQ: two meetings
- Ministry of Education and Human Development:
  - o National Direction of Primary Education
  - o INECE: National Institute of Examinations, Certification and Recognition
  - o INDE: National Institute of Education Development
  - o INED: National Institute of Distance Education
- ANEP and IFPELAC
- EU Delegation to Mozambique