

Final Report on the revised institutional frameworks for and the implementation of dual study programmes in Mozambique and South Africa.

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Abstract:	This report provides an overview on the revised institutional frameworks for and the implementation of dual study programmes in South Africa and Mozambique, incl. the development and adoption of new and modification of existing policy and legal frameworks.
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Section 1: Revised institutional frameworks for and the implementation of dual study programmes in South Africa. Author: Seamus Needham.

While South Africa continues with its stakeholder engagement for a new integrated Workplace Based Learning policy, DHET (<https://www.dhet.gov.za/>) has decided to award a university capacity building grant to the Cape Higher Education Consortium (CHEC) (<http://www.chec.ac.za/>) that specifically focuses on the introduction of a Dual Higher Education Programme (DHEP) (<https://estian1.wixsite.com/dhep>) within South Africa's four public universities (Cape Peninsula University of Technology, University of Cape Town, University of Stellenbosch and the University of the Western Cape). As three of the four public universities are represented within the LaTFURE project, it was only natural that progress made within the LaTFURE project was seen as informing the CHEC DHEP project. To this effect, Dr Seamus Needham was invited to represent UWC in Project and Core meetings of the CHEC DHEP project with a specific mandate to pass on and interpret the key findings of the LaTFURE project, particularly in relation to policy formation for dual higher education in South Africa. Dr Needham duly informed the LaTFURE project and received formal permission to share the learnings from the LaTFURE projects. The influence and guiding role of LaTFURE here is also explicitly stated in the publicly available official document "Dual Higher Education Project" (https://001041d6-c7f3-4f4a-9403-4585edb9a316.filesusr.com/ugd/9a731c_8b266cb7d26a474f917d936b442e58fd.pdf).

The policy formulation discussions between Mozambican and South African universities and government ministries, which attempted to contextualise European models of dual higher education into a Southern African context have been passed on and debated within CHEC's DHEP project structures. Similarly, learning on appropriate governance structures have been forwarded to CHEC and members of CHEC's Project Team attended the final training sessions and project learnings of the LaTFURE Project. The LaTFURE project has been formally thanked for its open approach and willingness to share their project learnings with the CHEC DHEP project and the LaTFURE project has been acknowledged as the original project to introduce dual higher education in South Africa.

Formal linkages between the Higher Education Qualification Qualifications Sub-Framework and the sub-qualification framework for workplace based learning, the Organising Framework for Occupations are weak. The Quality Council for Trades and Occupations who are responsible for the quality assurance of workplace learning in partnership with Sectoral Education and Training Authorities (SETAs) has proposed a series of occupational certificates

and diplomas from NQF Level 1 (equivalent to Grade 9 within formal schooling) to NQF Level 8 (equivalent to a Postgraduate Certificate of Honours Degree). However this set of qualifications has not yet been formally endorsed by the Ministry of Higher education and Training, although it is expected imminently. Equally reporting on workplace based learning is weak and fragmented across SETAs. To this effect please see the attached tracer study report on workplace based learning authored by Professor Mike Rogan from Rhodes University.

A more recent development has been the Council of Higher Education's review of South Africa's Higher Education Qualifications Sub-Framework (HEQSF) in November 2020. A concept document outlining the purpose and the rationale for this review is attached to this research report. The review process will take place over the next two years. Dr Seamus Needham was invited to present at a Council of Higher Education panel discussion on the implications of the possible implications for a review from a Vocational and Professional Education perspective. Dr Needham reflected on his involvement in the LaTFURE and CHEC DHEP dual higher education processes and recommended that the Council for Higher Education will need to formally recognise workplace based learning and occupational qualifications from Quality Council for Trades and Occupations if dual higher education is to succeed in South Africa. These recommendations are echoed in the attached concept document from the Council for Higher Education.

As can be seen from these developments, policy for dual higher education in South African is still emerging. The LaTFURE project has made a considerable impact on emerging policy for dual higher education in South Africa as it marks one of the first attempts to align definitions and scope of European dual higher education within a Southern African developmental context. This work has been absorbed into the ongoing CHEC Dual Higher Education Programme and will continue to be infused into the development of policies for dual higher education in South Africa.

Section 2: Revised institutional frameworks for and the implementation of dual study programmes in Mozambique. Authors: Flávia Colus and Nathália do Rosário.

1. Summary of findings

- While dual learning is established within European partner countries, national policies in Mozambique do not use this term and instead use “professional education” (Source: <https://www.che.de/download/report-on-benchmarking-of-institutional-frameworks-and-conditions-for-establishing-dual-study-programmes/>)
- There doesn't seem to be any national regulations or reforms regarding dual education. There are several governmental documents approaching professional education mainly at the secondary level, and also government diagnosis of the lack of qualified professionals and skills gap. Most references to dual education were found on institutional websites of the HEIs involved in LaTFURE project. Below, we list some important documents ranging from national legislations that can provide a background on the topic (even though they don't cite dual education) to press releases from involved HEIs.

2. Legislation in Mozambique

Law n. 18/2018, from December 28, 2018

- Link: https://www.ilo.org/dyn/natlex/docs/SERIAL/108938/134915/F1233978312/Lei%2018_2018%20MOZAMBIQUE.pdf
- Summary: Considering the need to revise the Law on the National Education System, it establishes the legal regime of the National Education System and applies to all public, community, cooperative and private educational institutions that comprises the National Education System.
 - Article 15 (p. 4) addresses the Subsystem of Professional Education, which comprises, among others, Professional Higher Education.
 - Article 17 (p. 5) addresses the subsystem of Higher Education

Professional Education Law

- It develops basic principles and rules in this area and creates the instruments for guaranteeing the quality of teaching and services provided by institutions linked to Professional Education.
- Law no. 23/2014, from September 23, 2014, which was subsequently amended and republished by Law no. 6/2016, from June 16, 2016. Both laws are available here: <https://www.tete.gov.mz/por/Documentos/Legislacao/Lei-da-Educacao-Profissional> (Alternative link: <http://www.anep.gov.mz/Portals/0/Lei%206-%202016%20-%20Republica%C3%A7%C3%A3o%20da%20Lei%2023-%202014pdf.pdf?ver=2017-08-21-150718-000>)

ANEP - National Professional Education Authority

- Website: <http://www.anep.gov.mz/SOBRE/ANEP>
- It is the Regulatory and Quality Assurance body for Professional Education in Mozambique. It was created by Law no. 23/2014, from September 23, 2014, which was subsequently amended and republished by Law no. 6/2016, from June 16, 2016, within the framework of the Professional Education Reform ongoing in the country. With this Reform, the Government promotes relevant and quality Professional Education to provide young people and adults with professional skills, necessary to ensure the implementation of Mozambique's development and progress policies and plans.

Strategic Plan for professional education (2018-2024)

- Source: Ministry of Science, Technology, Higher Education and Technical-Professional Education
- Link: <http://www.anep.gov.mz/Portals/0/PEETP-2018-2024%20VERSAO%20FINAL.PDF>
- Summary: The document focuses on quality assurance, increasing access and inclusion and better management of professional schools, and it is mainly focused on secondary level.

Education Strategic Plan (2012-2016)

- It defines the objectives, priorities and main strategies for the development of Mozambique's education sector in the period 2012-2016

- Available in English (http://www.mined.gov.mz/Legislacao/Documents/PEE_2012-2016_EN.pdf) and Portuguese (http://www.mined.gov.mz/Legislacao/Documents/PEE_2012-2016_PO.pdf)
- Section about professional education: pp. 85-91 (English version) and pp. 85-92 (Portuguese version)
- Section about higher education: pp. 93-99 (both versions)

Education Strategic Plan (2020-2029)

- Source: Ministry of Education and Human Development
- Link: <https://www.globalpartnership.org/sites/default/files/document/file/2020-22-Mozambique-ESP.pdf>
- [UNESCO's article about the approval of the plan \(in English\): https://en.unesco.org/news/mozambique-approves-its-strategic-education-plan-next-10-years-2020-2029](https://en.unesco.org/news/mozambique-approves-its-strategic-education-plan-next-10-years-2020-2029)
- Summary:
 - Page 139 - 3.8: Higher Education and Professional Education.
 - Higher education and professional education are treated separately and the term “dual education” is not mentioned. It simply states the mission, vision and objectives of higher education and professional education. In the higher education section there is no mention to employability.

Collection of Higher Education Laws (2012)

- Source: <https://www.mctestp.gov.mz/por/content/download/6532/45915/version/1/file/Collectanea-de-Legislacao-do-Ensino-Superior.pdf>
- Content: It brings together the main laws regarding the regulation of higher education in Mozambique, such as:
 - System for Evaluation, Accreditation and Quality Assurance of Higher Education (pp. 10-24)
 - Law of Higher Education (pp. 25-41)
 - National Framework of Higher Education Qualifications (pp. 42-55)
 - Credit Transfer and Accumulation National System (pp. 56-70)

3. Academic publications

Evolution and Characterization of Technical and Professional Education in Mozambique: Expectations and Perceptions (Pinto, 2015)

- Original title: “Evolução e Caracterização do Ensino Técnico e Profissional em Moçambique: Expectativas e Perceções”
- Link: <https://repositorio.iscte-iul.pt/bitstream/10071/13446/1/tese%20Final%202017.pdf>
- Chapter II (pp. 43-86) provides background information about the context and legislation of Technical and Professional Education in Mozambique. The research is based on the following research question: What are the expectations and perceptions of the various stakeholders about Technical and Professional Education in Mozambique? It consists of a case study of three institutes of Technical and Professional Education in Mozambique.

Policies and challenges of professional technical education in Mozambique. (Chicava, 2018)

- Original Title: “Políticas e desafios da educação técnico-profissional em Moçambique”
- Link: <https://www.metodista.br/revistas/revistas-unimep/index.php/impulso/article/view/3920>
- Summary: It seeks to answer the question: What are the policies and challenges of Mozambican vocational technical education? The article provides differentiation of the different types of professional education in the country, separating the secondary level education from tertiary education. It does not use the expression “dual education”.

4. News from the general media and HEIs

The Swiss system of dual vocational education is a model to the world

- Source: Swissinfo, June 4th, 2018
- Available in German: https://www.swissinfo.ch/ger/berufsbildung_schweiz-drei-tage-das-mekka-der-berufsbildung/44161290
- Summary: Small statement from Mzikazi Ntuli about the lack of trained professionals in Mozambique, and how they are reforming education to provide more professional and skills training.

Government modernizes technical education

- Source: Mozambique's government website (no date): <https://www.portaldogoverno.gov.mz/por/Imprensa/Noticias/Governo-moderniza-ensino-tecnico>
- Summary: The article talks about how the government is investing in the modernization of professional technical education institutions in the country, aiming to establish and consolidate a quality education system that responds to the demands of the labor market. It quotes Jorge Nhambiu, Minister of Science and Technology, Higher Education and Technical-Professional Education, who explains that the government has promoted the involvement of the productive sector and social partners at different levels of management and implementation of professional education and that the Reform of Professional Education aims to promote greater quality and relevance to the teaching and learning process.

UEM plans to introduce Dual Education System in Mozambique

- Source: Universidade Eduardo Mondlane's website: <https://www.uem.mz/index.php/noticias-recentes/905-uem-pretende-introduzir-sistema-de-ensino-dual-em-mocambique>
- Summary: The article talks about the LaTFURE seminar hosted by the Universidade Eduardo Mondlane (UEM) on September 11 (year wasn't informed) with specialists in dual education to reflect on the political and regulatory scenario for the introduction of this education system in Mozambique.
- Highlights from the article:
 - Prof. Doctor Orlando Quilambo, Rector of UEM, noted that the legal and normative framework for professional higher education is practically non-existent; perhaps because higher education is still a phenomenon that is emerging and the legislation regulating vocational education are mainly for the secondary, vocational and technical level of systems educational.
 - Prof^a. Dr. Amália Uamusse, the Academic Vice-Dean at UEM, explained that there are structural challenges and are related to the process of legislation and regulation of the higher education system, and it is important, in the institutional context, to reflect on the advantages that the introduction of the dual modality may represent in some courses.
 - Prof^a. Dr. Eugénia Cossa, National Director of Higher Education (on behalf of the Minister of Science and Technology, Higher Education and Technical-Professional Education), said that the project is a window of opportunity to

continue to rethink and reform the regulatory framework for higher education in the country.

- Additionally, a local newspaper covered the same event and demonstrated optimism with the implementation of the dual system in Mozambique. Link to the news: <https://www.magazineindependente.com/ensino-dual-proporciona-impacto-positivo-no-sistema-educacional/>

Tourism and Hotel Management programs from the Faculty of Social Sciences and Humanities (FCSH) are elected for the implementation of the dual education system at Universidade de Lúrio (UniLúrio) (pp. 7-8)

- Link: https://www.ilhademocambique.co.mz/sites/default/files/edicao_5.pdf
- Original title: CURSO DE TURISMO E HOTELARIA DA FCSH ELEITO PARA O SISTEMA DE ENSINO DUAL
- Date: August 2020
- Summary: Prof. Adriano Felix, dean for Graduate Studies and Outreach Activities and manager of the LaTFURE project at UniLúrio, talks about the choice for the Tourism and Hotel Management programs to host the Dual Education System at the university, thus being the first higher education course in the northern region of the country to benefit from this teaching model.

UniZambeze welcomes in September German trainers to train managers, academicians and industrial partners

- Source: Zambeze University, June 3rd, 2019
- Link: <https://uzambeze.ac.mz/Noticia/10114/UniZambeze-recebe-em-Setembro--formadores-Alemaes-para-capacitar-gestores-academicos-e-parceiras-industriais->
- Summary: It announces the final stage of the introduction to the LATFURE project, with training for professors that will be teaching dual education and industrial partners. This was scheduled for September 2019.