

TECHNICAL EDUCATION IN MOZAMBIQUE

At peace for the past eleven years after a devastating civil war, Mozambique is now cited as a model of good governance in Africa. Unfortunately, the situation is threatened by widespread poverty that could hinder the country's development. Indeed, quality of life is very low, the GDP per inhabitant is only 210 \$US, human resources are under-skilled, the literacy rate of the population is 45% and only 7% of young people attend high school. Moreover, HIV/AIDS affects approximately 13% of the adult population. However, significant progress has been made and favourable development trends are emerging, namely the country's economy has shifted from controlled to market-based, with an average GNP growth of 7.7% and access to elementary school education has increased 40% for grades primary to 3 and 79% for grades 4-7. These encouraging results are due, among other things, to measures set forth in Mozambique's 2001 plan to fight poverty entitled the « Plano de Acção para a Redução da Pobreza Absoluta (PARPA) ». Key aspects of the plan include developing institutions, human resources and entrepreneurial endeavour. Incidentally, this favourable context has earned Canadian recognition for Mozambique as an APD core-country, which will translate into additional funding within the new 2003-2008 Policy Statement, particularly for basic education.

The purpose of the complementary project "School, Society, Employment" is to support the ongoing reform of technical and professional training programs in Mozambique, which should enable institutions and young graduates to effectively participate in developing their country's private sector. Indeed, the strategic plan of the Department of Education (2002-2011) acknowledges the shortcomings of its current technical and professional training system, as well as the fact it is poorly-adapted to both qualitative and quantitative needs of the labour force. Narrowing the gap between professional training and the labour force in order to improve employment and self-employment prospects for youth is, therefore, a determining factor for attaining the objectives of the fight against poverty action plan, to which our project will contribute. Direcção Nacional do Ensino técnico profissional (National Administration for Technical Instruction) (DINET) is heading up this reform launched in 2002. Their role is to coordinate actions towards developing programs adapted to the labour force and to provide the corresponding personnel training. DINET has asked college François-Xavier-Garneau to help them with human resource skill-building related to developing skill-based programs. As a pilot project, DINET has chosen to develop a business administration/management program, to be implemented in four institutions located in the province of Maputo. This initiative will enable students to acquire training that corresponds to labour force requirements, and to find employment in an economic growth sector.



The proposed methodology for this project has already been tested by Garneau-International in Brazil, Benin, Cap Vert, Guinea-Bissau, Laos and Niger. It is based on four pillars of sustainable outcomes: 1) change management awareness; 2) developing skill-based programs; 3) developing an entrepreneurial culture; 4) using a top-down approach to training. A team comprised of teachers, managers and professionals will carry out a competency-based approach by developing a business administration/management program – from work situation analysis to the development of teaching material (years 2, 3 and 4). They will share their expertise with other DINET instructors and four institutions (years 2, 3 and 4) and develop an entrepreneurial training module that will be offered in several other professional and technical programs (year 5). This know-how can potentially be transferred to all programs targeted by the reform process.



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