

# African Continental Qualifications Framework MAPPING STUDY

## Country Report Working Paper



## CABO VERDE

SIFA

Skills for Youth Employability Programme

Author: Eduarda Castel-Branco  
European Training Foundation - ETF  
July 2020

This project is co-funded by the European Union and the Federal Ministry for Economic Cooperation and Development



This working paper on the National Qualifications Framework of Cabo Verde is part of the Mapping Study of qualifications frameworks in Africa, elaborated in 2020 in the context of the project *Developing the African Continental Qualifications Framework (ACQF)*.

The reports of this collection are:

- **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)

Authors of the reports:

- Eduarda Castel-Branco (ETF): reports Angola, Cabo Verde, Cameroon, Morocco, Mozambique
- James Keevy (JET Education Services): report Ethiopia
- Jean Adotevi (JET Education Services): reports Senegal, Togo and ECOWAS
- Lee Sutherland (JET Education Services): report Egypt
- Lomthie Mavimbela (JET Education Services): report SADC
- Maria Overeem (JET Education Services): report Kenya and EAC
- Raymond Matlala (JET Education Services): report South Africa
- Teboho Makhoabenyane (JET Education Services): report South Africa
- Tolika Sibiyi (JET Education Services): report South Africa
- Zaahedah Vally (JET Education Services): report South Africa

Reviewers of the reports: Andrea Bateman and Eduarda Castel-Branco

The contents of this paper are the sole responsibility of the author / authors and do not necessarily reflect the views of the project and / or ETF. While every effort was made to verify the contents of the working papers, we encourage the reader to provide us supplementary information where any unintended omissions are identified: [ecb@etf.europa.eu](mailto:ecb@etf.europa.eu)

Reproduction is authorised provided the source is acknowledged.

July 2020

# Contents

Acronyms.....	5
Introduction to the ACQF Mapping Study .....	6
1. Snapshot of the NQF of Cabo Verde .....	8
2. Introduction and country context .....	11
3. Mapping of education and training system .....	13
4. Scope and structure of the NQF .....	16
4.1 Scope .....	16
4.2 NQF structure, levels.....	17
4.3 Level descriptors .....	19
4.4 Use of learning outcomes .....	19
4.5 Definition of “qualifications” .....	19
4.6 Development of qualifications.....	20
4.7 Access to qualifications, progression, credits .....	23
4.8 NQF’s relationship with other instruments .....	25
5. Legislation.....	26
5.1 Legal Acts directly applying to the NQF and its implementation .....	26
5.2 Relation with other related legal Acts/regulations .....	27
6. Organising systems: governance, institutions, stakeholders.....	27
6.1 Governance, roles, functions – policy, coordination, implementation, monitoring .....	27
6.2 Key actors and stakeholders: sector councils, world of work, and education and training institutions	29
7. Quality assurance of qualifications .....	29
7.1 Legal base of the quality assurance framework .....	29
7.2 Quality assurance processes.....	30
7.3 Quality assurance bodies and regulators in NQF implementation.....	31
7.4 Participation in international bodies (for example, AQVN).....	32
8. NQF implementation .....	33
8.1 Inclusion of qualifications in register .....	33
8.2 Funding.....	35
8.3 Monitoring, evaluation and development.....	35
9. Validation of prior learning, non-formal and informal learning .....	36
9.1 Relation of RVCC with the NQF.....	36
9.2 Stage of development of RPL (RVCC).....	37
10. Recognition of foreign qualifications.....	38
11. Interrelationships with other countries and regions.....	39
12. Implications for the ACQF Mapping Study .....	39
13. Conclusions and future plans .....	40
13.1 SNQ – further developments .....	40
13.2 SNQ – better contribution to integration and convergence?.....	40

13.3	Education and the coronavirus pandemic .....	41
13.4	A strong digital agenda .....	41
14.	References/Sources .....	41
15.	Annexures .....	45

# Acronyms

ACQF	African Continental Qualifications Framework
ARES	Regulatory Agency of Higher Education
AU	African Union
AUC	African Union Commission
CESP	Courses Higher Professional Studies
CNEP	National Commission of Professional Equivalences
CNQ	National Catalogue of Qualifications
CTIP	Interministerial Technical Qualification Committee
CTS	Sectoral Technical Committees
DESP	Diploma of Higher Professional Study
ECTS	European Credit and Transfer System
EAC	East African Community
ECOWAS	Economic Community of Western African States
EU	European Union
ETF	European Training Foundation
EQF	European Qualifications Framework
HAQAA	Harmonisation of African Higher Education Quality Assurance and Accreditation
HEI	Higher Education Institution
IEFP	Institute of Employment and Professional Training
ME	Ministry of Education
REC	Regional Economic Community
NQF	National Qualifications Framework
PEDS	Strategic Plan of Sustainable Development
RVCC	Recognition Validation and Certification of Competences
SADC	Southern African Development Community
SNQ	National Qualifications System
STC-EST	Specialised Technical Committee-on Education, Science and Technology
UC-SNQ	Coordination Unit of the National Qualifications System

# Introduction to the ACQF Mapping Study

## 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 with the qualifications framework in Cabo Verde.

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 two and a half years (2019-2022). The ACQF's 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.

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

## 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 in respect of qualifications frameworks 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

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 frameworks 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 frameworks encompassing all AU member states (AU MS) and RECs.
- Report of analysis of qualifications.
- Country reports (11 countries) and REC reports (3 RECs).

#### **Acknowledgements**

*The ACQF project expresses sincere gratitude to the authorities of the Republic of Cabo Verde for the generous sharing of documentation, information and views essential for the elaboration of this report.*

*In the circumstances of the Covid-19 pandemic in March to May 2020, it was not possible to organise a country visit to Cabo Verde to lay the groundwork for this analysis. Instead, this report is based on (remote) discussions with national experts and the analysis of an extensive set of sources and web resources. This provided a rich picture of the substantial experience of the National Qualifications System and Framework in Cabo Verde.*

*Special appreciation is expressed to the leadership of the Coordination Unit of the National Qualifications System (UC-SNQ), and to Mr Amilcar Mendes for his dedication and sharing of information. His contribution at the peer-learning session of the AQCF Webinar of 8 May 2020 highlighted the major characteristics of Cabo Verde's experience in implementing the National Qualifications Framework (NQF), in articulation with the other key components and instruments of the UC-SNQ.*

*This report would not have been possible without the contribution of the expert Mr Olavo Delgado Correia, who shared with us the preliminary information on the SNQ and NQF in Cabo Verde and encouraged us to undertake this analysis. The information emerging from Cabo Verde's experience with its NQF provides an insightful contribution and great added value to the overall mapping study of NQFs in Africa.*

# 1. Snapshot of the NQF of Cabo Verde

Main milestones of the history of the SNQ-NQF in Cabo Verde:

- 2009: Legislation regulating the UC-SNQ
- 2010: Legal Acts establishing: the SNQ, the NQF and the National Catalogue of Qualifications (CNQ)
- 2013: Legal regime on accreditation of training institutions
- 2014: Regulated the system of recognition, validation, and certification of competences
- 2018: Adopted new legal Act on SNQ; new regulation on the organisation of the UC-SNQ
- 2020: Adopted new legal Acts on CNQ and on NQF

The **National Qualifications Framework (NQF) of Cabo Verde has 10 years of experience** and has been operationalised as an instrument of the National Qualifications System (SNQ). This is a fundamental characteristic that marks the nature and functions of the NQF and its interconnection with the other instruments of the SNQ.

The SNQ comprises the instruments necessary for the promotion, development and integration of training offer and qualifications, and the evaluation and certification of competences enabling professional, human, and social development of the individuals and responding to the needs of the economic system. The SNQ is operationalised by the combined action of the following instruments:

- **The NQF (in Portuguese: QNQ)**
- The CNQ
- The credit system
- The individual register of qualifications and competences
- The system of monitoring, evaluation and quality improvement of the SNQ
- The system of recognition, validation and certification of competences (RVCC)

The **legal basis of the SNQ and NQF** is extensive and comprises specific legal Acts, listed in Chapter 5 of this report. The **first NQF legal Act** was the [Decree-Law Nr 65/2010 of 27 December](#), regulating the nature, structure and effects of the NQF. The history of the SNQ and the NQF in Cabo Verde took its initial steps with the first [Decree-Law Nr 20/2010](#) of 14 June 2010, establishing the legal regime of the SNQ and its components, including the NQF. In 2018, as a result of evaluation, the country adopted new legislation on the SNQ ([Decree-Law 4/2018](#)), expanding its structural components, reinforcing its role in information and orientation for employment and in a more effective integration of the subsystems of education and training. In the same line of reform, in February 2020, two legal Acts regulating the CNQ ([Joint Portaria 9/2020 of 20/02](#)) and the NQF ([The joint Portaria Nr 10/2020, of 20/02](#)) were developed and adopted by the Ministry of Education and the Ministry of Finance.

The **objectives of the NQF** defined in 2010 have been reinforced in the Joint Portaria Nr 10/2020, by adding emphasis on readability, transparency, and comparability of qualifications – in the education and training system and in the labour market. The other objectives of the NQF comprise integration and articulation of qualifications from the various subsystems, improvement of transparency of qualifications, promotion of access, evaluation and quality of qualifications, application of the learning outcomes approach to describe qualifications and promote validation of non-formal and informal learning and thereby support the integration of low qualified and unemployed citizens in the labour market and in lifelong learning, promotion of close cooperation and links with the European

Qualifications Framework (EQF) and with other NQFs, notably ECOWAS states. Finally, the NQF assures that all qualifications and certificates issued by the competent entities contain a clear reference to the relevant NQF level.

The **level structure** of NQF has been unwavering over the decade: eight levels have been defined by descriptors combining three domains of learning, namely, knowledge, skills and responsibility and autonomy. The NQF is inclusive and comprehensive, its scope covers qualifications from basic, secondary and higher education as well processes of validation, recognition and certification of competences obtained via non-formal and informal learning.

The application of the **learning outcomes approach** in the design and description of qualifications is one of the key objectives of the NQF, as defined in the NQF legal Act ([Joint Portaria Nr 10/2020](#)). Learning outcomes appear to play a manifold role, namely, in conceptual and technical design of units of competence and training modules that structure qualifications and in making access to qualifications more socially-minded and inclusive for citizens with a limited schooling history but tangible life and work experience.

The **governance of the NQF**, in the frame of the SNQ, is assured by the UC-SNQ, established via Decree-Law Nr 62/2009 (14/12/2009). A decade later the UC-SNQ remains the core governing structure and its leading and coordinating role was reinforced ([Decree-Law Nr 7/2018](#)). The UC-SNQ is led by the Unit Coordinator and comprises a) the Inter-ministerial Technical Committee for Qualification (CTIQ), b) the Executive Secretariat, c) the National Commission of Professional Equivalences (CNEP), a specialised body of the SNQ. The social partners contribute to the coordination of the SNQ through statutory participation in CTIQ and in CNEP. Other entities that integrate the governance and implementation of the SNQ include the Institute of Employment and Professional Training (IEFP), Sectoral Technical Committees (CTS), and higher education institutions (HEIs).

The operated changes reinforce the role and action of the UC-SNQ in integrating and aligning the offer of education and training through the CNQ, harmonising the development of professional profiles and training modules and in working for efficient articulation of the subsystems of education and convergence between academic and professional qualifications.

The activities of the SNQ, including the NQF, are firstly **funded by the state budget**, and by other sources. By legislation, the relevant public and private institutions, that is, IEFP and the Professional Orders (associations), have the duty to support the UC-SNQ in implementing the SNQ.

By legislation ([Decree-Law 4/2018](#)), the NQF is **monitored**, as part of the system of monitoring, evaluation and quality improvement of the SNQ. Monitoring and evaluation of the SNQ and NQF is a competence of the public institutions in charge of education and training policies. The social partners, in articulation with the public organs, shall participate in monitoring and evaluation of the NQF/SNQ.

The online **CNQ** is available on the [home page of UC-SNQ](#). Currently, it includes 63 professional qualifications of four NQF levels (2, 3, 4, and 5), distributed in 15 professional families. The webpage of each professional family contains extensive information on the respective qualifications, in particular the professional profile by units of competence and the training plan by modules: [example](#). Moreover, the [CNQ webpage](#) includes comprehensive information on the legal and methodological aspects guiding development of qualifications, on the professional families and the related sector studies ([example of study of IT sector](#)).

The updated **register of accredited programmes in higher education leading to qualifications** is managed by the Higher Education Regulatory Agency (ARES) and the summary list is published at [Agencia Reguladora do Ensino Superior](#). Currently, this register includes 205 accredited programmes of NQF levels 6, 7, and 8 (licenciatura, master and doctorate).

The **perspective developments of the SNQ** are planned in that the UC-SNQ was entrusted with the development of a wide range of policies and instruments the coming years. This portfolio of developments comprises the framework of key competences, the credit system for professional education and training, modular training, model of dual professional training, distance learning model and the model of “training checks”.

## 2. Introduction and country context

### Demographics

The Republic of Cabo Verde is an island country in the central Atlantic Ocean. The 10 volcanic islands have a combined land area of 4 033 km<sup>2</sup>, and the capital – Praia – is located approximately 650 km west from Dakar (Senegal). According to the [World Population Review](#), the total population was 549 935 in 2019, and the growth rate was 1,1 per cent. The [National Institute of Statistics](#) (INE) of Cabo Verde projects the population to grow to 556 857 persons in 2020. According to INE, the share of population below 15 years of age is approximately 28 per cent, and that of age group 15-34 years is approximately 36 per cent.

### Economic context

Politics in Cabo Verde have been largely consensus-oriented, and since its independence from Portugal in 1975, Cabo Verde has not experienced a single coup d'état. Elections are considered free and fair, and parties in power alternate regularly.

Cabo Verde is a member of Economic Community of West African States ([ECOWAS](#)).

According to the [Africa Regional Integration Index Report 2019](#), Cabo Verde is classified among the average performers as far as overall regional integration is concerned. The country ranks among the high performers in three of the five dimensions of the African Regional Integration Index (ARII) 2019: macro-economic integration, infrastructure integration and free movement of people.

The [African Economic Outlook 2020](#) (AFDB, 2020) classifies Cabo Verde as a non-resource exporter and non-fragile country in Africa. The report points to the good growth momentum with Gross domestic product (GDP) growth estimated at 5 per cent in 2019, thanks to robust activity in tourism, industry, fisheries, and commerce. Tourism accounts for 21 per cent of GDP, and tourist arrivals were expected to reach 1 million in 2020. However, the effects of the coronavirus pandemic will adversely affect this positive outlook – and the effects in terms of growth of the unemployed and contraction of GDP are yet to be estimated. Fiscal consolidation measures contributed to reduce public debt. Poverty declined from 58 per cent in 2001 to 35 per cent in 2015, but unemployment rates are high, especially among youth and women, which can undermine social cohesion.

The [World Bank](#) reports that despite the challenges associated with being a small island economy, Cabo Verde witnessed spectacular social and economic progress between 1990 and 2008, driven mainly by the rapid development of inclusive tourist resorts. During the period of 2009 to 2015, economic growth decelerated significantly, a result of the protracted impact of the global financial crisis. GDP growth recovery started in 2016 and is estimated to have reached 4,5 per cent in 2018, driven primarily by exports and investments. Agriculture, which employs 15 per cent of the population, continues to be adversely affected by the impact of the year-long drought in 2017.

Cabo Verde's [Human Development Index for 2018](#) is 0,651, putting the country in the medium human development category and positioning it at 126 out of 189 countries and territories. Cabo Verde's 2018 HDI of 0,651 is above the average of 0,634 for countries in the medium human development group and above the average of 0,541 for countries in Sub-Saharan Africa. The country's HDI has registered visible progress in the last two decades. Between 2000 and 2018, Cabo Verde's HDI value

increased from 0,564 to 0,651, an increase of 15,4 per cent. Between 1990 and 2018, Cabo Verde's life expectancy at birth increased by 8,1 years (72,8 years in 2018), mean years of schooling increased by 2,7 years (to reach 6,2 years) and expected years of schooling increased by 0,4 years. Cabo Verde's GNI per capita increased by about 285,8 percent between 1990 and 2018, reaching 6 513 PPP\$).

According to INE data, the unemployment rate has been stable around 12,2 per cent (2017 and 2018), after a surge to 15 per cent in 2016. The highest point in the unemployment rate was registered in 2012 (16,8 per cent). The unemployment rate figure needs to be viewed against the employment rate figures, which show a large decline in two consecutive years. It was 54,2 per cent in 2016 but fell by 5,4 percentage points (48,8 per cent in 2018). In the period 2011 to 2013, the employment rate varied between 51,9 per cent and 50,3 per cent, and in 2014, it recorded a low point at 48,8 per cent.

Government spending on education as a percentage of GDP (over 5 per cent) is well above the developing country average (4,1 per cent). Nonetheless, skills shortages and gaps remain a challenge for economic development.

### National development priorities

The Strategic Plan for Sustainable Development 2017-2021 ([Plano Estratégico de Desenvolvimento Sustentável – PEDS](#)) defines 35 programmes articulated around three pillars and four objectives, which jointly contribute to *Cabo Verde's sustainable development with full employment*. Pillar 1 is centred on the economy (new growth model); Pillar 2, on social development (welfare state, including human capital, quality of life and inequalities); and Pillar 3, on sovereignty (a new state model).

Pillar 2 includes the two main programmes contributing to education and training and human resources development:

- *Education of excellence*: Organise high quality and universal preschool education; achieve universal and free access to basic education, equitable access and improved quality of secondary education oriented to continuation of education and to active life; strengthen higher education, as an inclusive system, which stimulates entrepreneurship and citizenship for sustainable development.

Measures to guarantee access to education are part of another programme of this pillar delivering on access to revenues, education and healthcare for all vulnerable groups.

- *Promotion of dignified and qualified employment*: Train and qualify the labour force in line with the strategic areas of the economy, contributing to increase employment of youth and women via the dynamisation of the labour market.

Measures to promote an inclusive and flexible labour market are comprised in a specific programme under Pillar 3.

PEDS's indicators of relevance for this ACQF mapping report include:

**Table 1:** PEDS – indicators 2021 related to education and employment

Indicator	Baseline 2015	Target 2021
Unemployment rate	15%	9.7%
Net enrolment rate upper-secondary education (9 <sup>th</sup> -12 <sup>th</sup> class)	52.1%	60%
Youth unemployment rate	42,9%	21,5%

Source: [PEDS](#), pg 153-155

### 3. Mapping of education and training system

#### Education strategy

The Education Strategic Plan 2017-2021 ([Plano Estratégico da Educação de Cabo Verde – PES](#)) reflects the education objectives set in the PEDS 2017-2021 and is aligned with the Government Programme 2016-2021. The Education Strategic Plan explicitly mentions (page 36) the AU's [Agenda 2063](#) as a key reference.

The plan specifies a framework of priorities and the investment programmes and actions, which jointly contribute to the country's vision for development of human resources aligned with the national macro-economic perspectives. The plan provides a detailed diagnostic of the situation, challenges and performance of all subsystems of education.

The priorities are articulated around access to education and efficiency of education management. They are a) universalised access to preschool education, basic and secondary education; b) improved and relevant education services; and c) reinforced efficiency and management of education.

These priorities of education policy are unpacked in five investment programmes, representing the shared vision between the Ministry of Education and the Ministry of Finance:

- Preschool education: Universalisation of access
- Obligatory basic education: Bases for life
- Reinforcement and consolidation of secondary education
- Higher education, science and innovation
- Education management: The pillar of change.

#### Education context

Cabo Verde has an ample legal basis regulating the education system as a whole and the particular domains of each of the subsystems. The fundamental legal act is the Legislative [Decree Nr 13/2018 of 7 December](#), amending the Legislative Decree Nr 2/2010 of 7 May, which defined the bases of the education system.

The Legislative Decree Nr 13/2018 stipulates (Article 4) that education is a right and an obligation of every citizen. The general objectives and principles of education (Article 5) are a) integral (whole) development and training of the individuals; b) adequate linkage with the world of work aimed to provide knowledge, qualifications, values and behaviour directed to integration in the community and continuous progress; c) eradication of illiteracy; and d) safeguard cultural identity. The state guarantees obligatory and universal education until the 10<sup>th</sup> class and promotes the creation of conditions to expand the scope of obligatory education until the 12<sup>th</sup> class (Article 13). Basic education (eight years of education) is obligatory, universal and tuition free.

The scope of Legislative Decree Nr 13/2018 is complemented by a range of legal Acts related with higher education, secondary education, professional training, recognition, validation and certification of professional competences acquired throughout life, the SNQ and the CNQ. Texts of methodological nature (handbooks, manuals, procedures) guide users and practitioners in matters related with, for example, quality assurance, development of professional qualifications and procedures of the SNQ.

## Structure of the education system

The Legislative Decree Nr 13/2018 defines in detail the structure of the education system (Table 2).

**Table 2:** Structure of the education system

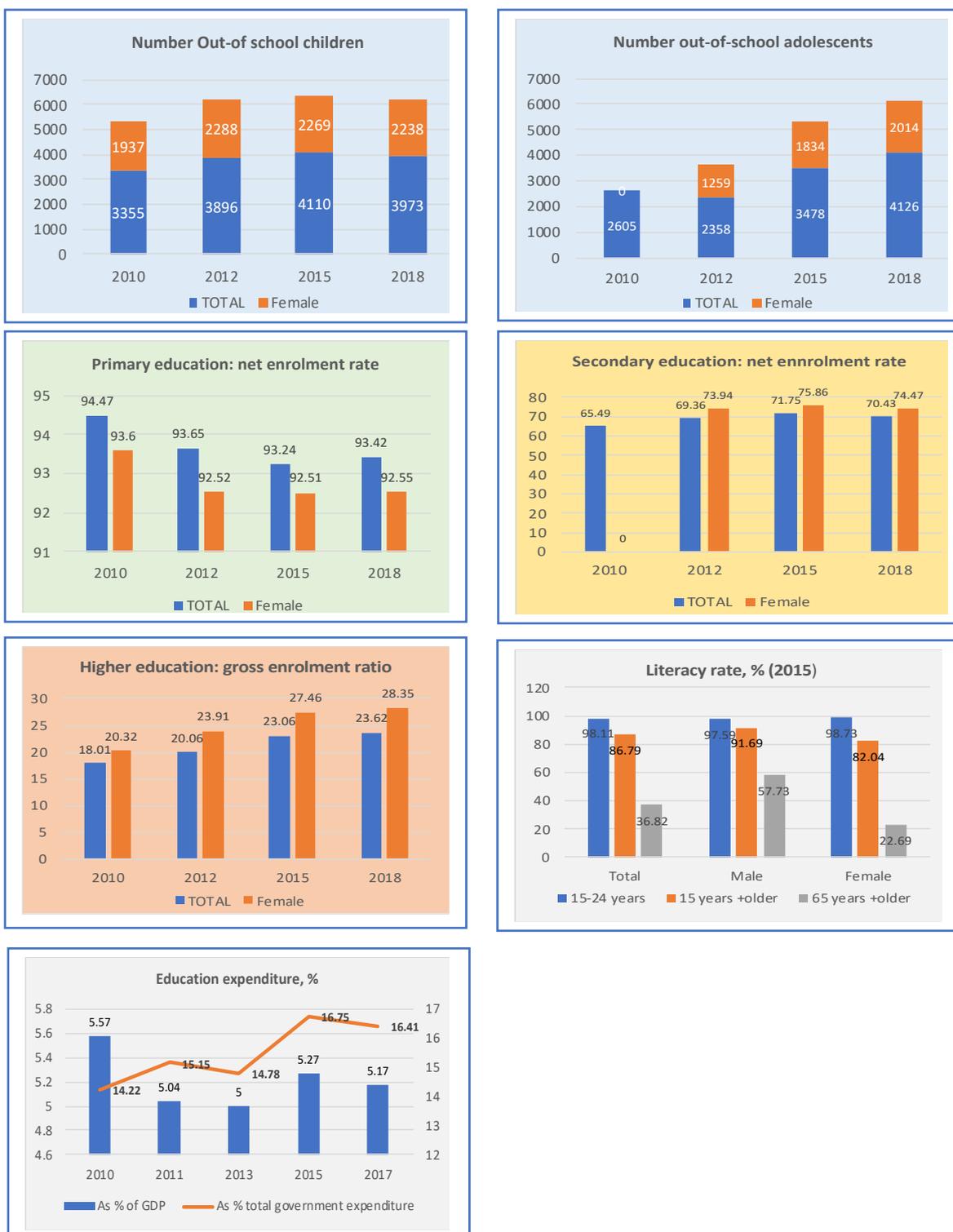
Section of the law	Subsystem	Cycles	Qualifications	Observations: age, progression
Section II	Preschool education			From four years of age
Section III	Basic education eight years	- first cycle: four years (1 <sup>st</sup> -4 <sup>th</sup> ) - second cycle: four years (5 <sup>th</sup> -8 <sup>th</sup> )		From six years of age
Section IV	Secondary education four years	- 9 <sup>th</sup> to 12 <sup>th</sup> years - Two optional pathways: general and technical. Permeability between general and technical is guaranteed - Artistic education: Via technical pathway or via complementary year of secondary education	Diploma and certificate  For the technical pathway: Double certification (academic and professional) For artistic education: Diploma	Progression upon conclusion of secondary education: - To higher education - Professional training (initial and continuous)
Section V	Higher education - University education - Polytechnic education	<u>Three cycles of study:</u> 1. Licenziatura: Credits correspondent to six to eight semesters. Some areas of study require higher number of credits 2. Master: Credits corresponding to three to four semesters. In some cases: Integrated cycle after secondary education of ten to twelve semesters 3. Doctorate  <u>Postsecondary education:</u> courses of professional nature, not leading to academic degree (CESP – Courses Higher Professional Studies)	<u>Academic degrees:</u> - Licenziatura (certificate) - Mestrado (Master): certified by a magister letter - Doctorate: doctoral letter  Non-academic postsecondary courses (CESP) lead to Diploma of Higher Professional Study (DESP)	Licenziatura degree: Can be awarded in university and polytechnic education  Master and doctorate degrees: Only in university education  DESP: Credits transferable to continue education to obtain licenziatura degree in the same area of study
Section VI	Extra-school education	<u>Adult Education</u> - Alphabetisation - Continuing education: cultural, scientific and technological upskilling  <u>Basic education of youth and adults</u> articulates general and professional training (age: 15+, with or without schooling)  <u>Component of technical-professional training</u> - Skill development for the exercise of a profession and integration in the world of work - Lifelong learning	<u>Basic education and youth and adults</u> - <u>First cycle (two years):</u> certificate - <u>Second cycle (two years):</u> diploma (equivalent to diploma of basic education)  <u>Technical-professional training</u> is closely articulated with the national system of professional training and apprenticeship	In both modalities: Learning is organised in units (accumulation and transfer), flexible and adaptable to different individual needs and competences

## Key figures

Based on data of the [Unesco Institute of Statistics](https://www.unesco.org/en/unesco-institute-of-statistics), the overview of main indicators on education and literacy shows progress across subsystems, notably quick growth in higher education enrolment. Some

challenging situations for education policy can be identified, notably a) growing number of out-of-school adolescents and b) lower net enrolment rate of girls compared with boys in primary education.

Figure 1: Education indicators of Cabo Verde



Source: UIS. Graphs: author of the report.

Data in Table 3 shows that girls perform better than boys across the three mentioned indicators of progress and completion in education.

**Table 3:** Progress and completion in education

Indicator	Total	Male	Female	Year
Survival to the last grade of primary (%)	90,06	89,19	91.19	2015
Gross intake ratio into the last grade of primary (%)	87.29	85.27	89.34	2018
Primary to secondary transition rate (%)	94.41	94.19	94.63	2017

Source: UIS

## 4. Scope and structure of the NQF

### 4.1 Scope

The NQF of Cabo Verde has 10 years of experience and is operationalised as a pillar of the SNQ.

In Cabo Verde, the NQF was conceived as a structural component of the SNQ, not as a separate policy instrument. This is a fundamental characteristic that marks the nature and functions of the NQF, and its interconnection with the components of the SNQ, as defined in the legislation (refer to Chapter 4.8).

**Figure 2:** NQF – A structural component of the ecosystem of the SNQ



Source: Joint Portaria Nr 9/2020. Articles 1 and 6. Figure: Author of report

Despite this organic integration with the SNQ, the NQF is regulated by specific legislation, notably two key legal Acts:

- [The Decree-Law Nr 65/2010 of 27/12](#): The initial legislation of the NQF
- [The joint Portaria Nr 10/2020, of 20/02](#), adopted jointly by the Ministry of Finance and the Ministry of Education. This Portaria responds to the terms of Article 8 of the new Decree-Law

Nr 4/2018 of 10 January, which established the new legal regime of the SNQ and revoked the SNQ legislation of 2010.

The NQF has a comprehensive and inclusive scope, comprising qualifications from basic education to doctorate degree, as well as qualifications obtained via validation of non-formal and informal learning. Article 3 of the new NQF legal Act of 2020 (Portaria Nr 10/2020) states:

*“Scope – The National Qualifications Framework covers basic, secondary and higher education, professional training and the processes of recognition, validation and certification of competences acquired through non-formal and informal ways, in accordance with the legislation.”*

It is worth underlining that the place and role of validation on non-formal and informal learning is consistently supported by the legislation regulating the SNQ, the NQF and by the Law on the Bases of the Education System (Decree-Law Nr 13/2018).

## 4.2 NQF structure, levels

The NQF is structured in eight levels, from basic education (Level 1) to doctorate degree (Level 8). Annexure 1 of the new NQF legal Act of 2020 (Portaria Nr 10/2020) presents the alignment of accredited qualifications with NQF levels (Table 4). This architecture has been stable since the first NQF legal Act of 2010.

**Table 4:** Structure of the NQF – accredited qualifications

NQF level	Qualification
1	Diploma of basic obligatory education
2	Diploma of basic adult education with double certification pathway corresponding to professional qualification of Level 2 Certificate of professional qualification of Level 2
3	Certificate of Secondary Education (10 <sup>th</sup> class) Certificate of professional qualification of Level 3
4	Diploma of secondary education (12 <sup>th</sup> class general strand) Diploma of secondary education (12 <sup>th</sup> class of technical strand corresponding to professional qualification of Level 4) with double certification Certificate of professional qualification of Level 4 with double certification Certificate of professional qualification of Level 4
5	Diploma of higher professional studies (DESP) with training of professional qualifications of Level 5 (CESP – Courses Higher Professional Studies). Certificate of the complementary professionalising class (ACP) with training of professional qualification of Level 5

	Certificate of professional qualification of Level 5 with double certification Certificate of professional qualification of Level 5
6	Academic degree licenciatura
7	Academic degree master
8	Academic degree doctorate

Source: [Portaria conjunta 10/2020. Annexure 1.](#)

Higher education diplomas (DESP, Carta de Curso, Carta Magistral e Carta Doutoral) are accompanied by the Diploma Supplement, regulated by Portaria Nr 18/2014. The Diploma Supplement does not replace the diploma but complements the information on the programme and its level, for purposes of transparency and comparison. The adopted structure is aligned with international practice.

#### Level 5: An attractive choice

Level 5 qualifications are provided by HEIs, by professional training centres and technical schools. The CNQ contains detailed information on qualifications of Levels 2 to 5 offered by professional training system.

The University of Cabo Verde advertises courses of higher professional studies ([CESP](#)), in the fields primary animal healthcare, hydrology and wells, childhood education, food processing, integrated horticulture.

The [University of Santiago](#) encourages youth to enrol in CESP and emphasises the *ten advantages* of this option:

#### **Why choose the higher professional studies courses (CESP) of the University of Santiago?**

01. CESP have qualified teachers, selected through analysis of academic training and professional experience;
02. CESP has excellent curricula to prepare the technical future for the challenges of the labour market;
03. CESP have a practical component, focused on professional technique and direct insertion in the labour market;
04. CESP are provided partially in enterprise-based context, which makes it possible for the future technician to adapt adequately to the labour market;
05. Classes are given in pleasant spaces, equipped and prepared to meet the requirements of each course;
06. CESP lasts less than a classical university education;
07. CESP is less expensive, with lower monthly fees;
08. Guarantees credits of some curricular units in the undergraduate (licenciatura) programmes in the same area of study;
09. With CESP it is easier to enter the world of work and continue your studies; and
10. With CESP, the future will indeed be within your reach.

Source: [University of Santiago](#)

This university offers CESP in the fields of development of multimedia products, electromechanics and systems of solar energy, and rural and ecological tourism.

### **4.3 Level descriptors**

Article 5 of the NQF legal Act of 2020 ([Joint Portaria Nr 10/2020](#)) and its Annexure II define the structure of the NQF and the level descriptors. The NQF level descriptors are presented in Annexure 1 to this report.

Qualification levels represent learning outcomes and are defined by descriptors in three domains of learning.

- Knowledge
- Skills
- Responsibility and autonomy

The domains of level descriptors are defined as follows:

- Knowledge – The body of facts, principles, theories and practices related with a field of study, work or professional training, and is the outcome of assimilation of information through learning.
- Skills - The ability to apply knowledge and use acquired resources to complete tasks and solve problems and are described as cognitive, including the application of logical intuitive and creative thinking, and practical, implying manual dexterity and use of methods, materials, tools and instruments.
- Responsibility and autonomy - The proven ability to apply knowledge, skills and personal, social and methodological skills in professional situations, in study and training contexts for purposes of professional and personal development.

### **4.4 Use of learning outcomes**

The application of the learning outcomes approach in the design and description of qualifications is one of the key objectives of the NQF, as defined in Article 4 of the NQF legal Act ([Joint Portaria Nr 10/2020](#)). Further, Article 4 specifies that the application of the learning outcomes approach is necessary to promote validation of non-formal and informal learning, thereby offering citizens in situation of vulnerability possibilities to access lifelong learning and to enter the labour market.

Learning outcomes appear to play a manifold role, namely, in conceptual and technical design of units of competence of professional profiles and in training modules, which together structure qualifications; and in making the access to qualifications socially-minded, and inclusive for citizens with a limited schooling history but tangible life and work experience.

The application of the learning outcomes approach is well-rooted and established in qualifications design and management the subsystem of professional training, as presented in Chapter 4.5.

### **4.5 Definition of “qualifications”**

The NQF legislation defines qualification as “the formal outcome of an assessment and validation process, which is obtained when a competent authority determines that an individual has achieved learning outcomes to given standards.”

[UC-SNQ](#) clarifies further: “A qualification is obtained through a formal process of evaluation and validation of professional competences – knowledge and skills that allow the exercise of professional activity according to the requirements of the labour market.”

## 4.6 Development of qualifications

### Conceptual basis

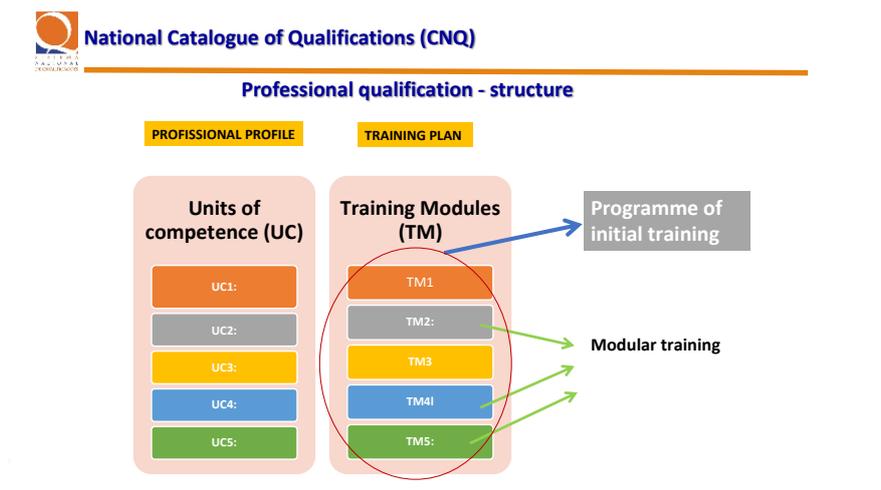
The conceptual and methodological underpinnings for the design and management of professional qualifications have been developed and adopted through legal Acts and explained and disseminated through handbooks. UC-SNQ assures the coordination, oversight and dissemination of this knowledge and methodological base.

The [“Qualifications Regime” of UC-SNQ](#) defines the wider principles of professional qualifications:

- Wide scope and based on competencies, with value and meaning for the labour market;
- Adaptable to the evolution of production modes and occupations;
- Based on concepts of professional skills that ensure workers’ ability to work in different contexts and production situations;
- Compliance with the requirements and formats of professional profiles structured in competence units, and training Programmes organised in modules associated with competence units;
- Supported by learning programmes that are the basis of the training offer in technical education and the vocational training system, and enable the implementation of the modular training system; and
- Designed and formulated to support validation of individuals’ learning outcomes acquired in all types of learning contexts.

The established structure of a professional qualification included in the CNC is depicted in Figure 3.

Figure 3: Structure of professional qualifications (Portaria Nr 9/2020)



Source: UC-SNQ – Presentation at ACQF webinar on 8 May 2020

### Legal Acts regulating classification, development and components of professional qualifications

The CNQ is the most prominent instrument of the SNQ, and has been regulated by specific legislation since its inception: in the [Decree-Law Nr 66/2010](#), in the new SNQ legal Act ([Decree-Law Nr 4/2018](#))

and the newly adopted CNQ legal Act of February 2020 [Joint Portaria Nr 9/2020](#). For more information on the CNQ, refer to Chapter 8.1 of this report.

The key elements of qualifications development process regulated in the above-mentioned legal Acts comprise:

1. Structure of professional qualifications – composed of:
  - Professional profile and training plan (overview in Figure 2)
2. Classification of professional qualifications: a) by professional families and b) by level of qualification in accordance with the NQF
3. Components of the professional qualification
  - Name of professional profile. reference to professional family, NQF level, alphanumeric code.
  - General competence of the professional profile.
  - Competence referential (standard) describing the set of competences required to obtain the qualification, organised in units of competence.
  - Professional context for the qualification.
  - Training referential associated with a qualification and structured in training modules.
4. Units of competence
  - Identification data: name, level and code
  - Statement of competence: Describing the actions/behaviour to be demonstrated in work situations
  - Performance criteria
  - Professional context
5. Training modules
  - The training programme of the professional qualification is composed by the relevant modules of the modular catalogue of technical-professional training.
  - Training modules are the smallest units of training credible for the conduction of training leading to diplomas and/or certificates of professional qualification.
  - Each training module follows a standardised model comprising the following elements, namely, identification of the module (name, level of qualification, professional family, associated unit of competence); learning outcomes and related performance criteria; conceptual, procedural, behavioural contents; methodological orientations for the different training modalities (including distance learning).
  - The training programme is based on a system of learning credits, with reference to the principle recognising the value of acquired competences.
  - The training programme includes a training module to be implemented in real work conditions (enterprise, work-based context), which is essential to complete the targeted professional competences. Access to the module in real work context is possible upon successful assessment of the modules by the training provider.

The process of development of professional qualifications defined in the Manual of Procedures of the UC-SNQ and is structured along the following processes:

- **Process A:** Characterisation of the professional family
- **Process B:** Establishment and organisation of the sector council (COS) and technical sectoral committee (CTS)

- **Process C:** Elaboration of the professional profile (functional map, units of competence, performance criteria, general competence of the qualification)
- **Process D:** Validation of the professional profile
- **Process E:** Design of the training plan (training modules)
- **Process F:** Validation of the training programme and the professional qualification

Source: UC-SNQ, *Manual of Procedures*, page 4

The common structure of learning outcomes of a professional qualification is illustrated in Table 5.

**Table 5 :** Learning outcomes of a professional qualification

Qualification	Main features	Learning outcomes
Reception in accommodation (Professional family: Hotels, restaurants and tourism)	<p>Reference of qualification: HRT006_4</p> <p><u>NQF level:</u> 4</p> <p><u>Duration:</u> 930 h</p> <p><u>Professional family:</u> Hotels restaurants and tourism</p> <p><u>Structure:</u> three main Units of competence</p> <p><u>Occupations:</u></p> <p>422205 – Hotel receptionist</p> <p>422290 – Other receptionists and similar</p>	<p><b>Unit 1:</b> Execute and control the development of commercial actions and reservations in accommodation.</p> <ol style="list-style-type: none"> <li>1. Manage room reservations and other hotel services in order to obtain the best possible occupancy and production rates.</li> <li>2. Collect and analyse information that is useful to participate in the commercial planning of the establishment.</li> <li>3. Participate in the definition of certain commercial actions, executing them in accordance with the planning carried out.</li> <li>4. Meet customer requests and complaints to ensure maximum satisfaction, comfort and safety.</li> </ol> <p><b>Unit 2:</b> Carry out the specific activities of the reception in accommodations.</p> <ol style="list-style-type: none"> <li>5. Arrange the provision of reception service by determining the appropriate and reliable processes.</li> <li>6. Carry out the activities proper to the counter, from the arrival to exit of the client, processing and managing the necessary documentation, according to the rules of the company or establishment.</li> <li>7. Use external and internal communication techniques and means appropriate to the needs of each type of client, meeting them in order to meet their expectations and ensuring the transfer of interdepartmental information.</li> <li>8. Supervise the billing processes, processing the necessary documentation, and manage the information arising from the provision of accommodation service and other services of the hotel, allowing an adequate economic and administrative control of the hotel.</li> </ol> <p><b>Unit 3:</b> Communicate in English, with an independent level of performance, in hotel services</p> <ol style="list-style-type: none"> <li>1. Interpret oral messages of medium complexity in English, expressed by customers and suppliers, at a normal speed in the context of hospitality, with the aim of providing an adequate service and satisfying the requests of customers and suppliers.</li> <li>2. Interpret, without needing a dictionary, documents of medium complexity written in English, in the context of hospitality, to obtain information, process it and carry out the appropriate actions.</li> <li>3. Express to customers and suppliers in English, fluent oral messages, of medium complexity, in the context of hospitality, in situations of face-to-face communication or distance, with the aim of providing an adequate service, achieving customer satisfaction and exchanging information with other professionals.</li> <li>4. Produce and read English written documents of medium complexity, grammatically and orthographically correct, necessary for the</li> </ol>

		<p>effective fulfilment of their responsibility and to ensure the procedures of accommodation services, using a broad vocabulary specific to their professional area.</p> <p>5. Communicate orally with spontaneity, with one or more customers or suppliers in English, in the provision of the accommodation service.</p>
--	--	---

## 4.7 Access to qualifications, progression, credits

### Access and progression

Access and progression to different qualifications levels and progression are regulated by the legal Acts listed below. Relevant explanatory information is provided in Tables 2 and 4 and in Figure 3 of this report.

- **Law on the Bases of the Education System:** Legislative Decree Nr 13/2018 of 7 December – Articles 26, 35, 36, 38, 39, 40, 41
- **SNQ:** Joint Portaria Nr 9/2020 of 20 February: Articles 14 and 15
- **National Catalogue of Qualifications (CNQ):** Joint Portaria Nr 9/2020 of 20 February – Articles 13 and 14
- **Degrees and Diplomas of Higher Education:** Decree-Law Nr 22/2012 of 7 August

The Law on Bases of the Education System (Article 35) specifies that the state aims to create access conditions to higher education, which contribute to neutralise the discriminatory effects of regional asymmetries and of socio-economic disadvantage. Among the key principles of access to higher education, the same law mentions the following: democratic and equal opportunity; objective criteria; appreciation (validation) of the competences of the candidate, independent of the context and pathway of their development.

The same Article defines a range of access conditions and modalities covering different situations:

- Candidates upon successful completion of secondary education or equivalent.
- Candidates over 25 years of age without a diploma of secondary education – upon completion of aptitude tests organised by the HEIs.
- Candidates holding a postsecondary qualification (DESP) in the field of study matching the targeted higher education programme.

The SNQ legal Act, in Article 14, defines the modality of *double certification* (school and professional), which is recognised as a qualification of NQF Level 4 and gives access to further education and training (professional, higher) and to employment.

The CNQ legislation defines the access conditions to training programmes leading to *professional* qualifications of NQF Levels 2, 3, 4 and 5. Figure 4 synthesises the progression routes:

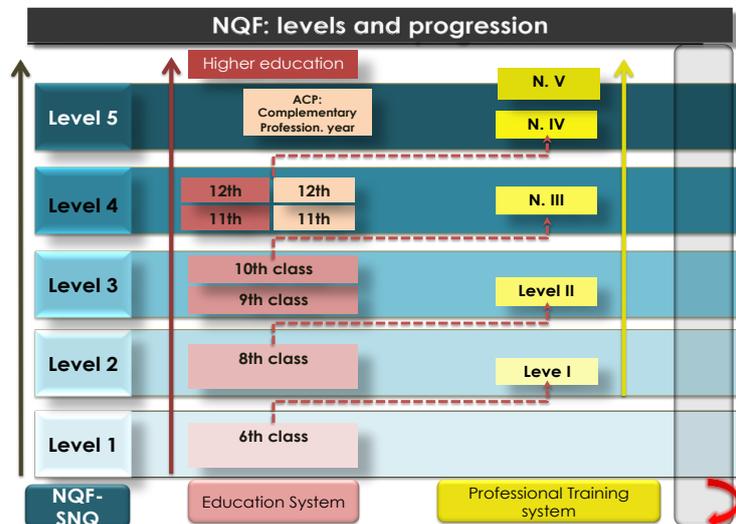
- **Level 2:** No prerequisites of academic and professional nature, as this is the lowest level of professional qualification.
- **Level 3:** Access on the basis of Basic Education Diploma, Diploma of Adult Basic Education or Certificate of Professional Qualification of Level 2.

- **Level 4:** Access with certificate of secondary education (10<sup>th</sup> class) or certificate of professional qualification of Level 3 in the same professional family.
- **Level 5:** Diploma of Secondary Education (12<sup>th</sup> class of general strand); Diploma of Secondary Education (12<sup>th</sup> class of technical strand with training corresponding to professional qualification of Level 4); Certificate of Professional Qualification of Level 4, in the same professional family.

Workers-students and individuals over 25 years of age benefit from specific conditions of access and participation, in line with principles of lifelong learning and flexibility of training pathways.

The same CNQ legislation (Article 14) defines key principles of the access tests to training courses leading to professional qualifications. Such tests should comprise a) a general section to assess thinking and writing skills, and the maturity and aptitude of the candidates to pursue professional training; b) a specific section to assess the key competences related with the professional profile.

Figure 4: NQF levels and progression



Source: UC-SNQ – Presentation at AQCF webinar on 8 May 2020

### Credit system

#### *In professional training*

- Legal basis: SNQ, Decree-Law Nr 4/2018 of 10 January: Article 11

The System of Credits of Professional-Technical Education is based on the attribution of credit points to qualifications of double certification in the NQF, which are integrated in the CNQ. The specific regulatory text is in development. Credit accumulation and transfer is permitted to enable mobility, notably in the space of ECOWAS and the EQF. Moreover, the credit system will apply to other certified training not integrated in the CNQ but based on valid quality assurance criteria.

#### *In higher education*

- Legal basis: Legislative Decree Nr 13/2018 (Article 36) on the Bases of the Education System
- Decree-Law Nr 22/2012 of 7 August. Establishes the legal regime of academic degrees and diplomas in higher education. At: <https://www.dgesc.gov.cv/index.php/ensino-superior-de-cv/legislacao/send/9-legislacao/175-regime-juridico-das-instituicoes-do-ensino-superior-cabo-verde>

The Legislative Decree Nr 13/2018 determines that organisation of education provided by HEIs is based on the credit system, and defines:

- Credits are the measure of the number of hours of student workload.
- The number of hours of student workload to that is be considered in the definition of the number of credits includes all forms of academic work, namely contact hours, hours for practical learning (internships), field work, individual and group study and evaluation.

The credit system in higher education contributes to students' mobility and to recognition of prior learning.

- Students' mobility between national education institutions of the same or different subsystems, national and foreign institutions is ensured through the credit system, on the basis of the principle of mutual recognition of the value of learning and the acquired competences
- Recognition of prior learning: Education institutions recognise, through the credit system, the professional competences, and the postsecondary training of candidates and enrolled students, through the special access modalities, which are to be defined in a specific legal Act.

Besides, the Decree-Law Nr 22/2012 in Article 52 stipulates that the number of credits allocated by curricular unit is defined in accordance with a set of principles, amongst the others the following: "The number of credits corresponding to the workload of one curricular year in full time is 60". This definition is aligned with ECTS.

The credit system is applied in HEIs as follows:

- |   |
|---|
| <ul style="list-style-type: none"><li>- One credit corresponds to 25 to 30 hours of workload (all forms of learning – contact hours, autonomous study, project work, laboratory work, evaluation).</li><li>- One curricular year (full time) corresponds to 60 credits. One semester (full time) corresponds to 30 credits.</li></ul> |
|---|

*Source: [University of Cabo Verde, Deliberation Nr 005/CONSU/2013 of 19/03/2012](#). Establishes the norms of curricular organisation and credit system in the courses of licenciatura of the University of Cabo Verde.*

#### **4.8 NQF's relationship with other instruments**

The NQF is closely articulated with the SNQ and its instruments, as highlighted in Chapter 4.1. The most prominent instruments in this context are:

- National Catalogue of Qualifications
- System of RVCC
- Procedures of the SNQ on development and validation of professional qualifications
- Classification of professional families – for professional qualifications
- Credit system
- Quality assurance system

## 5. Legislation

### 5.1 Legal Acts directly applying to the NQF and its implementation

The SNQ and its structural components, notably the NQF, have been object of extensive legislation, listed hereafter, by periods of development:

The first phase of NQF-related legislation was published in 2009 and 2010:

- Decree-Law Nr 62/2009 of 14 December, Approves the organisational structure of the Ministry of Labour, Professional Training and Social Solidarity (including the specific Coordination Unit of the SNQ).
- Decree-Law Nr 20/2010 of 14 June, Regulates the legal regime of the SNQ. At: <https://kiosk.incv.cv/V/2010/6/14/1.1.22.171/>
- Decree-Law Nr 65/2010 of 27 December, Regulates the nature, structure and effects of the NQF. At: <https://kiosk.incv.cv/1.1.50.85/>
- Decree-Law Nr 66/2010 of 27 December, Regulates the structure and development of the National Catalogue of Professional Qualifications (CNQP). At: <https://kiosk.incv.cv/1.1.50.85/>

In 2014, the first legislation was enacted regulating the system of RVCC, which is closely articulated with the NQF:

- Decree-Law Nr 54/2014 of 22 September, regulating RVCC. At: <https://kiosk.incv.cv/1.1.56.1903/>

In 2018, a new phase of development and consolidation of the NQF, in the frame of the SNQ, led to new legislative initiative and to approval of the following legal acts:

- Decree-Law Nr 4/2018 of 10 January, Establishes the new legal regime of the SNQ. At: <https://kiosk.incv.cv/V/2018/1/10/1.1.4.2461/>
- Decree-Law Nr 7/2018 of 7 February, Regulates the organisation and functioning of the UC-SNQ. At: <http://iefp.cv/wp-content/uploads/2018/08/Regula-o-Funcionamento-UC-SNQ.pdf>

In the same line of reforms, in 2020, Cabo Verde approved the new implementation Acts specifically regulating the CNQ and the NQF, in two separate texts:

- Joint Portaria Nr 9/2020 of 20 February, Ministry of Finance and Ministry of Education, Establishes the structure and organisation of the CNQ. At: [http://iefp.cv/wp-content/uploads/2020/02/bo\\_20-02-2020\\_20-CNQ-e-QNQ.pdf](http://iefp.cv/wp-content/uploads/2020/02/bo_20-02-2020_20-CNQ-e-QNQ.pdf)
- Joint Portaria Nr 10/2020 of 20 February, Ministry of Finance and Ministry of Education, Regulates the NQF (QNQ). At: [http://iefp.cv/wp-content/uploads/2020/02/bo\\_20-02-2020\\_20-CNQ-e-QNQ.pdf](http://iefp.cv/wp-content/uploads/2020/02/bo_20-02-2020_20-CNQ-e-QNQ.pdf)

The vision and wider objectives of the SNQ and the NQF as expressed by the legislative texts enacted in 2010 and those of a decade later (2018 and 2020) are fundamentally analogous. But the new legislation enacted in 2018 and 2020 introduced a number of novelties especially: new instruments of the SNQ, and a revised and reinforced governance of the SNQ.

- New instruments: A credit system for training and the individual register of qualifications and competences are established (Decree-Law Nr 4/2018).
- The CNQ acquired a more prominent and systemic role (Decree-Law Nr 4/2018 and Portaria Nr 9/2020).
- Revised governance of the SNQ-NQF: Based on a network of councils and institutions with specific roles and coordinated by the UC-SNQ.

## 5.2 Relation with other related legal Acts/regulations

The NQF-SNQ legislation is closely articulated with legislation on professional training (2009) and with the Law on the Education System (2018):

- Decree-Law Nr 62/2009 of 14/12/2009. Approving the structural organisation of the Ministry of Labour, Professional Training and Social Solidarity.
- Decree-Law Nr 6/2013 of 11 February. Establishes the legal regime for accreditation of training institutions in relation with provision of courses and programmes of professional training. At: [http://snq.cv/wp-content/uploads/2019/07/Regime\\_Acreditacao\\_Entidades-Formadoras\\_DL-n%C2%BA6-2013.pdf](http://snq.cv/wp-content/uploads/2019/07/Regime_Acreditacao_Entidades-Formadoras_DL-n%C2%BA6-2013.pdf)
- Decree-Law Nr 53/2014 of 22 September. Establishing the Legal Bases of Professional Training. At: <http://municipiodomaio.cv/wp-content/uploads/2015/05/RegimeJuridico-geral-da-Forma%C3%A7%C3%A3o-Profissional.pdf>
- Legislative Decree Nr 13/2018 of 7 December, revises the Bases of the Education System. At: [https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/bo\\_lei\\_de\\_base\\_sistema\\_educativo\\_2018.pdf](https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/bo_lei_de_base_sistema_educativo_2018.pdf)

# 6. Organising systems: governance, institutions, stakeholders

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

### Policy institutions

The Ministry of Education leads education system policy, from preschool to higher education. The Secretary of State of Education is responsible for higher education policy.

The recently established [ARES](#) implements and supervises the system of quality assurance in the subsystem.

Professional education policy is conducted by the Deputy Secretary of State for Professional Training and Innovation, at the Ministry of Finance.

### Governance of the NQF in the context of the SNQ

The **governance of the NQF**, in the frame of the SNQ, is assured by the UC-SNQ, established via Decree-Law Nr 62/2019 (14 December 2009). A decade later, the UC-SNQ remains the core governing structure, and its leading and coordinating role was reinforced. Throughout the first decade of experience, the UC-SNQ operated under the organisational structure of the ministry, but the new

[Decree-Law Nr 7/2018](#) defines the organisation and functioning of UC-SNQ as a central service entrusted with the coordination, integration, conceptualisation, implementation and technical support in the domain of professional qualification policy.

The UC-SNQ is led by the Unit Coordinator and comprises the following organs, namely, a) the CTIQ, b) the Executive Secretariat, c) the CNEP, a specialised body of the SNQ.

The new Decree-Law Nr 7/2018 establishes the creation of CTS and Sector Councils to provide technical support to the UC-SNQ in the elaboration of and validation of professional profiles and training modules, which jointly constitute the professional qualifications included in the CNQ.

UC-SNQ's mission is to ensure the development of the SNQ, to promote and strengthen the integration of the offer of training, through the CNQ and the NQF and the evaluation and recognition of professional competences. The UC-SNQ is responsible for:

- Coordination of the organisation and functioning of the system of recognition validation and certification of professional competences, including methodological aspects, accreditation of certification entities and support and monitoring.
- Elaboration of professional profiles, as base elements for the design of training modules.
- Establish harmonised format and methodology for the development of the professional profiles.
- Identify, in collaboration with the social partners, the professional profiles demanded by enterprises and propose the definition of professional qualifications with specific characteristics.
- Match the curricular organisation of training with the competences defined in the professional profiles.
- Carry out studies on the transformation of qualifications as a result of technological, economic and social change.
- Study and analyse the relationship between professional training and employment and the most adequate methods to develop professional competences aligned with labour market demands.
- Promote mechanisms for efficient articulation between the different subsystems.
- Contribute to the convergence between academic and professional qualifications.
- Coordinate, in cooperation with CNEP, the recognition of professional qualifications obtained abroad.
- Analyse, coordinate and support requests from the private sector to develop new qualifications.
- Keep the NQF updated and cooperate with other NQFs in the region and beyond.
- Propose and support the development of the monitoring system and of the quality assurance system.

The Decree-Law Nr 7/2018 entrusts the UC-SNQ with the competence to develop and submit proposals and support the development of new instruments, in particular:

- Framework of key competences
- Credit system for professional education and training
- Modular training
- Dual model of professional training

- Distance learning model
- Model of “training checks”

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

The social partners contribute to the coordination of the SNQ through statutory participation in CTIQ and in CNEP. Other entities that integrate the governance and implementation of the SNQ include IEFP, CTS, HEIs, and enterprises and economic agents.

# 7. Quality assurance of qualifications

## 7.1 Legal base of the quality assurance framework

### In professional education

#### *Accreditation of institutions*

- [Decree-Law Nr 6/2013 of 11 February](#). Establishes the legal regime for accreditation of training institutions in relation with provision of courses and programmes of professional training.

Other legal Acts defining elements of quality assurance of programmes and qualifications in professional education:

- Joint Portaria Nr 9/2020 (CNQ) and 10/2020 (NQF) of 20 February on the principles and related regulations: Components of professional qualifications, format and structure of units of competence and of training modules.

In higher education, the relevance for quality assurance of the set of legislative and regulatory Acts and methodological guides is appropriate. The fundamental legal Act is the Law Nr 121/VIII/2016 of 24 March, which creates ARES and approves its statute, accessible at: <https://kiosk.incv.cv/V/2016/3/24/1.1.21.2165/>. This Law (Article 8) has assigned to the newly established ARES a large number of competences previously defined in the Decree-Laws Nr 20/2012 and Nr 22/2012, mentioned hereafter. The Law abolished the previous Council for Academic Quality and ascribed its functions to the Consultative Council of ARES.

Other legal Acts on quality assurance of higher education:

- Decree-Law Nr 20/2012 of 19 June. Establishes the legal regime of HEIs. At: <https://www.dgesc.gov.cv/index.php/ensino-superior-de-cv/legislacao/send/9-legislacao/182-regime-juridico-das-instituicoes-do-ensino>
- Decree-Law Nr 22/2012 of 7 August. Establishes the legal regime of academic degrees and diplomas in higher education. At: <https://www.dgesc.gov.cv/index.php/ensino-superior-de-cv/legislacao/send/9-legislacao/175-regime-juridico-das-instituicoes-do-ensino-superior-cabo-verde>
- Despacho 05/2014 of 28 May 2014. Defines the general parameters of the process of selection of professionals for the Bank of Evaluators of HEIs. At:

<https://www.dgesc.gov.cv/index.php/ensino-superior-de-cv/legislacao/send/9-legislacao/838-diretrizes-do-sistema-nacional-de-garantias-da-qualidade-do-ensino-superior>

- General Directorate of Higher Education – National System of Evaluation of Higher Education Directives of the National Quality Assurance System-SNAQES, of 7 October 2014. At: <https://www.dgesc.gov.cv/index.php/ensino-superior-de-cv/legislacao/send/9-legislacao/677-directivas-do-sistema-nacional-de-garantia-da-qualidade-do-ensino-superior-snages>
- General Directorate of Higher Education – National System of Evaluation of Higher Education, 07 October 2014, Guide for external institutional evaluation of HEIs. At: <https://www.dgesc.gov.cv/index.php/ensino-superior-de-cv/legislacao/send/9-legislacao/680-guiao-para-avaliacao-institucional-externa-das-ies-de-cabo-verde>

## 7.2 Quality assurance processes

In professional training, quality assurance processes comprise:

- Harmonised development and validation of qualifications (professional profiles and training plan and modules) and their inclusion in the CNQ.
- Accreditation of institutions providing training.

Only those institutions holding a valid accreditation licence (“*Alvará*”) can operate as training providers in the field of professional training. The accreditation system for professional training entities applies to all public or private entities, national or foreign, regularly constituted or registered in Cape Verde, with legal personality, which meet all the requirements established in the accreditation regime of entities for the development of initial and/or continuing vocational training courses.

### Schools

The Ministry of Education is responsible for quality assurance of secondary schools, notably for their licencing.

Moreover, those secondary schools (technical) providing training programmes included in the Catalogue of Professional Qualifications shall be accredited by UC-SNQ. This outreach of the UC-SNQ’s system of accreditation is fundamental to ascertain coherence and supervision over the performance of providers and the final trustworthiness of the achieved professional qualifications of the CNQ.

### Higher education

By legislation, the national quality assurance system comprises the processes:

- Evaluation – twofold: a) internal (self-evaluation) of HEIs and b) external evaluation
- Accreditation and registration: a) creation of HEI; b) creation of study cycles (programmes) leading to degrees and diplomas.

All HEIs are obliged to establish internal systems of evaluation and a guarantee of quality and carry out regular self-evaluation of performance (Article 73 of Decree-Law Nr 20/2012).

External evaluation covers the following institutional dimensions of the HEIs, namely, institutional development, institutional management, infrastructure, academic policy, human resources policy.

The supervision of HEIs and their study programmes is a competence of ARES.

Currently there are 10 accredited HEIs (Table 6), listed in [ARES](#). Information on the respective legal acts of accreditation are published in the same webpage.

Table 6: Accredited HEIs ([ARES](#))

Higher education institution	Legal Act and date	Website
UniPiaget de Cabo Verde	Decree-Law Nr 11/2001	<a href="https://www.ares.cv/accredited-higher-education-institutions.html">https://www.ares.cv/accredited-higher-education-institutions.html</a>
University of Mindelo	Resolution Nr 12/2003	<a href="https://uni-mindelo.edu.cv/pt/index.php">https://uni-mindelo.edu.cv/pt/index.php</a>
University of Cabo Verde	Decree-Law Nr 53/2006	<a href="https://unicv.edu.cv/">https://unicv.edu.cv/</a>
Instituto Superior de Ciências Jurídicas e Sociais	Regulatory Decree Nr 15/2009	<a href="http://www.iscjs.edu.cv/index.php/pt/">http://www.iscjs.edu.cv/index.php/pt/</a>
Instituto Universitário de Arte, Tecnologia e Cultura	Regulatory Decree Nr 16/2009	<a href="http://meia.edu.cv/">http://meia.edu.cv/</a>
Lusophone University	Regulatory Decree Nr 17/2009	<a href="https://www.unilusofonacv.com/">https://www.unilusofonacv.com/</a>
ÚNICA – Universidade Intercontinental de Cabo Verde	Regulatory Decree Nr 18/2009	<a href="https://www.facebook.com/Unica-Universidade-Intercontinental-de-Cabo-Verde-369674459758882">https://www.facebook.com/Unica-Universidade-Intercontinental-de-Cabo-Verde-369674459758882</a>
University of Santiago	Regulatory Decree Nr 19/2009	<a href="https://us.edu.cv/usSITE/">https://us.edu.cv/usSITE/</a>
ISCEE: Instituto Superior de Ciências Económicas e Empresariais	Regulatory Decree Nr 20/2009	<a href="http://iscee.edu.cv/">http://iscee.edu.cv/</a>
UTA: Technical University of Atlântico	Decree-Law Nr 53/2019	<a href="http://uta.cv/">http://uta.cv/</a>

Source: [ARES](#)

### 7.3 Quality assurance bodies and regulators in NQF implementation

#### UC-SNQ's role

UC-SNQ is responsible for the processes of accreditation of institutions providing training courses in the subsystem of Professional Training (with links to secondary education of the technical strand).

#### ARES's mission and functions

In higher education, the only quality assurance body is the [ARES](#), created by Law Nr 121/VIII/2016 of 24 March. Article 5 states that ARES is independent in the exercise of its functions and is not submitted to superintendence nor guardianship by the government in respect to regulatory functions, without prejudice to the supervisory powers conferred on the National Assembly. All governmental organs and institutions working in the sector of higher education have the duty to collaborate with ARES and provide information related with the quality assurance system.

ARES has the following competences: regulatory, supervisory, sanction and consultative.

The purpose of ARES is to guarantee the quality of higher education through:

- Evaluation, accreditation and registration of HEIs and their study cycles (programmes).
- Accreditation of the internal systems of quality assurance of HEIs.
- Recognition of degrees and diplomas awarded by foreign HEIs.
- Organisation and maintenance of an information system on higher education.

- Performance of the functions of supervision and control of the functioning of public and private HEIs.

Moreover, ARES can also:

- Participate in other evaluations of a scientific nature.
- Cooperate with international partners and organisations in the domain of evaluation and accreditation.
- Carry out evaluation of foreign HEIs.
- Advise the government in matters related with quality assurance of higher education.

Specific functions of quality assurance:

- Defining quality standards;
- Promoting the accreditation of study cycles and institutions to ensure compliance with the legal requirements;
- Implementing evaluation criteria in order to obtain the translation of their results into qualitative assessments;
- Defining follow-up measures of the evaluation of the institutions and their study cycles;
- Promoting reasoned disclosure to society on the quality of the performance of HEIs;
- Supervising and controlling of the performance of the HEI;
- Publicly disclosing the results of the evaluation and accreditation;
- Giving advice and support on quality assurance of higher education;
- Studying and surveying the quality assurance system of higher education in Cape Verde;
- Participating in international networks and systems for quality assurance of higher education;
- Coordinating evaluation and accreditation activities in Cape Verde with institutions and mechanisms of international evaluation; and
- Providing the state, the HEI, students, the business community of Cape Verde and society in general, information, statistical data and studies essential to support the definition of measures and strategies for higher education and research policies.

ARES is governed by:

- Administration council: The main collegial executive organ
- The Fiscal: In charge of legal and economic-financial control
- Consultative council: Contributes to the efficient, effective and balanced exercise of the regulatory activity and provides advice to the administration council.

#### **7.4 Participation in international bodies (for example, AQVN)**

Cabo Verde participates in the project HAQAA of the Africa-EU Partnership. HAQAA focuses on harmonisation of quality assurance and accreditation in higher education.

## 8. NQF implementation

### 8.1 Inclusion of qualifications in register

The online **CNQ** is available in the [home page of UC-SNQ](#). Currently, it includes 63 professional qualifications of four NQF levels (2, 3, 4 and 5), distributed in 15 professional families. The initial legal of the CNQ (Decree-Law Nr 66/2010) defined twenty-two professional families. However, the current CNQ comprises only 15 families (Table 7).

The webpage of each professional family contains extensive information on the respective qualifications (professional profile by units of competence, training plan by modules): [example](#) from the professional family Hotels, restaurants and tourism.

Moreover, the [CNQ webpage](#) includes comprehensive information on the legal and methodological aspects guiding the development of qualifications, on the professional families and the related sector studies: [example of study of IT sector](#).

Figure 5: Home page of the [CNQ](#)



Table 7 summarises the content of the CNQ. The distribution of NQF levels by professional family can be seen as a proxy of the pattern of technological and organisational complexity of the sector's (family) occupations. Some professional families in Table 7, for example HTR and AGE, show a clear predominance of qualifications of higher levels (4 and 5), others have a mix tilting to lower levels of qualifications (example: IMA and MET).

**Table 7:** Professional families and professional qualifications in the CNQ. *Click the links to each professional family and navigate in all qualifications.*

Professional family	Professional qualifications and NQF levels	NQF level
<a href="#">HRT – Hotels, restaurants and tourism</a>	<a href="#">Services – floor and laundry</a>	2

	Cooking	4
	Service of food and drinks (Level 3)	3
	Tourism guide (Level 5)	5
	Development and sales of tourism products and services	5
	Hotel reception	4
	Tourism animation	4
<u>AGA – Professional agrarian</u>	Management of agro-animal production	5
	Horticulture	4
	Semi-intensive ruminant production	3
	Basic farming activities	2
<u>IMA – Installation and maintenance</u>	Assembling and maintenance of electrical installations of low tension	4
	Assembling and maintenance of industrial mechanical equipment	3
	Assembling and maintenance of installations of air conditioning and refrigeration	4
	Assembling and maintenance of automatic programmable systems	5
	Electric installations and telecom infrastructure in buildings	3
	Plumbing and installations in buildings	3
	Installation, assembling and maintenance of water and sanitation	3
<u>PTE – Production, transportation and distribution of electrical energy</u>	Installation and maintenance of Eolic systems of production of electric energy of low power	4
	Installation and maintenance of solar thermal systems for water heating in houses	3
	Installation and maintenance of photovoltaic systems for production of electric energy	4
	Installation, maintenance and operation of distribution networks of electric energy	4
<u>COC – Civil construction and works</u>	Development of civil construction projects and works	5
	Control of projects of civil construction and works	4
	Control of execution of works of civil construction	5
	Works of structures and masonry	4
	Works of finishing of civil construction and works	3
<u>COM – Commerce, transport and logistics</u>	Local and itinerant sales	2
	Marketing and commercialisation	5
	Import	4
	Transport and logistics	5
	Export	4
<u>TIC – Information and communication technologies</u>	Development of computer applications	5
	Management of information systems and databases	4
	Installation and maintenance of computer and telecom equipment	3
<u>MAP – Maritime and fisheries</u>	Coastal navigation and fishery	3
<u>MET – Metal-mechanics</u>	Welding	5
	Locksmith metallic structures	4
	Machining	3
<u>MAV – Vehicle maintenance</u>	Basic operations of bodywork and painting	2

	Maintenance of engines and auxiliary systems	3
	Maintenance of electric and electronic systems of vehicles	4
<a href="#"><u>INP – Processing industry</u></a>	Analyses and control of industrial quality	5
	Water desalination and wastewater treatment	4
	Industrial food processing	3
<a href="#"><u>AGE – Administration and management</u></a>	Accounting management	5
	Administrative services and customer and user services	4
	Secretariat and management assistance	5
	Management of small enterprises	4
	Real estate administration and intermediation	4
<a href="#"><u>ART – Plastic arts, handicrafts, music and theatre</u></a>	Artistic stonework	4
	Ceramic	4
	Textile arts	3
<a href="#"><u>SSC – Social, cultural and community services</u></a>	Early childhood caretaker (0-3 years)	2
	Caretaker of dependent persons (seniors, disabled)	3
<a href="#"><u>MES – Environment and security</u></a>	Basic private security guard	3
	APA (A)– Access control	5
	APA (A) – Screener	5

Source: Website UC-SNQ.

### Higher education

The updated **register of accredited programmes in higher education** is managed by the Higher Education Regulatory Agency and the summary list is published at [Training Offers ARES](#). Currently, this register includes 205 accredited programmes of NQF Levels 6, 7 and 8 (licenciatura, master and doctorate). The websites of each HEI displays information of the respective study cycles and qualifications.

## **8.2 Funding**

The [Decree-Law Nr 7/2018](#) specifies in Article 30 that the functioning and activities of the SNQ, including the NQF, are funded by the state budget. In addition, other sources, including from international cooperation, can be mobilised for specific projects. By legislation, the relevant public and private institutions, that is, IEFP and the Professional Orders (associations), have the duty to support the UC-SNQ in implementing the SNQ.

## **8.3 Monitoring, evaluation and development**

By legislation ([Decree-Law 4/2018](#)), the NQF is **monitored** as part of the system of monitoring, evaluation and quality improvement of the SNQ. Monitoring and evaluation of the SNQ and NQF is a competence of the public institutions in charge of education and training policies. The social partners, in articulation with the public organs, shall participate in monitoring and evaluation of the NQF/SNQ.

## 9. Validation of prior learning, non-formal and informal learning

### 9.1 Relation of RVCC with the NQF

#### Legal basis

##### *Main legal Act:*

- Decree-Law Nr 54/2014 of 22 September. Regulates the system of recognition, validation and certification of professional competences acquired and developed throughout life, namely in the context of work. At: <https://kiosk.incv.cv/1.1.56.1903/>

##### *Other relevant legislation:*

- Decree-Law Nr 13/2018 of 7 December. Revises the Bases of the Education System. At: [https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/bo\\_lei\\_de\\_base\\_sistema\\_educativo\\_2018.pdf](https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/bo_lei_de_base_sistema_educativo_2018.pdf)
- Decree-Law Nr 4/2018 of 10 January, Establishes the new legal regime of the SNQ. At: <https://kiosk.incv.cv/V/2018/1/10/1.1.4.2461/>
- Decree-Law Nr 7/2018 of 7 February, Regulates the organisation and functioning of the UC-SNQ. At: <http://iefp.cv/wp-content/uploads/2018/08/Regula-o-Funcionamento-UC-SNQ.pdf>
- Portaria conjunta Nr 9/2020 of 17 February, Ministry of Finance and Ministry of Education, Establishes the structure and organisation of the CNQ. At: [http://iefp.cv/wp-content/uploads/2020/02/bo\\_20-02-2020\\_20-CNQ-e-QNQ.pdf](http://iefp.cv/wp-content/uploads/2020/02/bo_20-02-2020_20-CNQ-e-QNQ.pdf)
- Portaria conjunta Nr 10/2020 of 17 February, Ministry of Finance and Ministry of Education, Regulates the NQF. At: [http://iefp.cv/wp-content/uploads/2020/02/bo\\_20-02-2020\\_20-CNQ-e-QNQ.pdf](http://iefp.cv/wp-content/uploads/2020/02/bo_20-02-2020_20-CNQ-e-QNQ.pdf)
- UC-SNQ, SNQ, Procedures Guide – Methodology for Elaboration of Professional Qualifications. Unpublished.

#### Methodological guidance

- UC-SNQ, Guide supporting the operationalisation of processes of professional RVCC, March 2016. At: <http://docplayer.com.br/65626641-Operacionalizacao-de-processos-de-rvcc-profissional.html>
- UC-SNQ, Process of Recognition, Validation and Certification of Professional Competences, March 2013. At: <http://docplayer.com.br/49553365-Processo-de-reconhecimento-validacao-e-certificacao-de-competencias-profissionais.html>

#### Link of RVCC with the NQF

As presented and discussed in Chapter 3 of this report, the system of RVCC acquired in different contexts of life and work is one of the statutory components of the SNQ and is organically linked with:

- **NQF:** Through the application of the learning outcomes approach. The primacy of learning outcomes in designing and assessing qualifications enable the access to qualifications by validation and certification of acquired competences.

- **CNQ:** Through the right to acquire any of the registered qualifications via processes of recognition, validation and certification of acquired competences, in accordance with the legislative-regulatory framework.
- **Individual register of qualifications and competences:** Registers individual acquired competences and qualifications, and identifies the competences missing to the completion of a certain qualification, thereby contributes to build individual trajectories of adequate training. Currently in the process of legislative regulation.

The Decree-Law Nr 54/2014 of 22 September, on RVCC, pronounces the policy and conceptual underpinnings of this promotion of validation of competences acquired in all contexts of learning. Social and labour market inclusion, economic productivity, valorisation of all types of learning and reinforcement of flexible lifelong learning paths of citizens are the benefits expected from effective implementation of this policy.

“People acquire, with their life experience, namely in professional activities, knowledge and competences relevant for the exercise of many activities. Those competences can and shall be formally certified, and, if necessary, complemented with training adjusted to individual needs, thereby promoting access to higher levels of qualification.”

*Source: Decree-Law Nr 54/2014*

## 9.2 Stage of development of RPL (RVCC)

In Cabo Verde, RVCC is in the implementation stage. In 2020, the UC-SNQ is developing additional instruments to be pilot-tested in the context of RVCC.

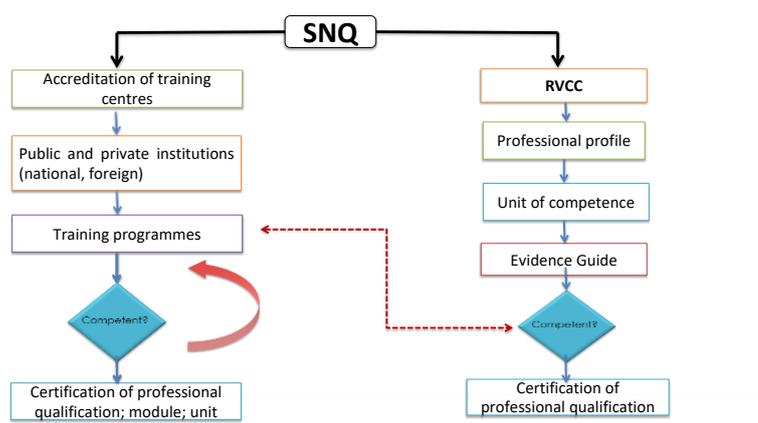
RVCC is defined in Article 3 of the Decree-Law Nr 54/2014, as the formal process enabling individuals to obtain the recognition, validation and certification of his/her competences, independently of the ways and contexts in which these competences developed.

### Main features of RVCC as a system:

- Target group: Individuals over 25 years of age with at least 5 years of professional/employment experience.
- Governance of the system: UC-SNQ coordinates the organisation, functioning and elaboration of referential for professional certification and assessment standards. UC-SNQ accredits the certifying entities, monitors and supervises them and provides technical and methodological support.
- Accreditation: Only accredited certifying entities can provide services of the RVCC system, in accordance with the legal requirements. Substantive experience in professional training and in the targeted professional families are among the key criteria of accreditation of certifying entities. The accreditation can be revoked under circumstances of breach of the legal requirements and obligations, low performance or at request of the entity.

Figure 6: Different paths to a common goal – certification of competences within the SNQ.

## TWO PATHS / PROCESSES OF CERTIFICATION



Source: UC-SNQ: Presentation at ACQF webinar of 8 May 2020

The RVCC process integrates the following phases:

- **Phase 1:** Information and guidance – first orientation for candidates on the process and viability in each case.
- **Phase 2:** Recognition of competences – candidates identify the knowledge and competences acquired throughout life, applying a methodology of *Bilan de competences* (Skills Audit). Main outputs: Individual professional portfolio, assessor's report identifying the candidates' competences by units of competence and the professional activities to be validated from the provided evidence.
- **Phase 3:** Validation of competences – evaluation of the competences in correspondence with the professional profiles of the CNQ. Based on evaluation instruments adapted to the nature of the competence, for example, technical interview, practical examination. The jury comprises an assessor, an evaluator, and a representative of the enterprise sector (independent evaluator). Output: Deliberation of the jury on the validation process.
- **Phase 4:** Certification of competences – the jury certifies that the assessed and validated competences have a formal value in relation to a predefined referential. In case of partial certification, the assessor and the evaluator propose a personal qualification plan, encompassing the units of competence, which were not certified. With this personal plan, the candidate has access to an adequate modality of training or of self-training in the frame of the SNQ. At the conclusion of the training programme, the candidate resumes the RVCC process.

## 10. Recognition of foreign qualifications

In professional training

Decree-Law Nr 7/2018 of 7 February is the main legal basis regulating professional equivalence. The CNEP is a specialised organ with technical and scientific autonomy to evaluate and issue opinions and recommendations on professional equivalence of courses and other training activities carried out abroad or in foreign schools established in Cabo Verde. CNEP operates in close cooperation with UC-SNQ, which homologates the opinions on equivalence issued by CNEP.

In higher education

[ARES](#) is the institution in charge of the recognition of academic degrees and diplomas.

In Cape Verde, the recognition of academic degrees and higher education diplomas awarded by foreign HEIs is regulated by [Portaria No. 49/2013](#), of 15 October, and by the Decree-Law no. 22/2012, of 7 August, which approves the Legal Regime of Degrees and Diplomas of Higher Education (RJGDES).

The Portaria Nr 49/2013 standardises the procedures for the recognition of foreign qualifications, making them more transparent, equitable and simple, and introduces changes to previous regimes. This broadens the recognition of foreign qualifications to diplomas of higher education courses not leading to academic degrees, of a level and nature identical to higher technical-professional courses. It introduces simplified procedures, establishing in the recognition of a system of precedence, which ensures a more automatic process on the decision, avoiding repetition, reducing costs and response times on the decision of recognitions.

The recognition of foreign degrees and diplomas is the act that allows to generically recognise a degree or diploma of foreign higher education, whose level, objectives and nature are considered equal in Cape Verde to bachelor, master and doctor or diploma. The recognition process lasts approximately 30 days upon submission of the full file, conditional on the timely response of the concerned foreign HEI.

## 11. Interrelationships with other countries and regions

Cabo Verde participates in international cooperation and networks in the domain of education and training, notably:

- African Union: HAQAA project, ACQF project
- ECOWAS
- Community of Portuguese-speaking Countries (CPLP)

## 12. Implications for the ACQF Mapping Study

The report on the NQF of Cabo Verde was not part of the original plan of country in-depth analyses for the ACQF Mapping Study, and the decision to add it came later, justified by the fact that this is one of the few cases of a NQF in full implementation in Western Africa.

For the ACQF development process and its capacity development and peer-learning ambition, this country case offers a range of perspectives and learnings, in particular:

- The NQF is conceived and enabled as a structural component of the ecosystem of the SNQ, rather than a stand-alone instrument. The NQF deploys its potential in close articulation with the CNQ, and the system of RVCC.
- The NQF is explicitly based on the learning outcomes approach – the building block of units of competence in professional profiles and in training modules. Learning outcomes have both a technical and a social significance and enable the access of skilled but not schooled individuals to validation and certification pathways.

- The CNQ as user-friendly online database of professional qualifications is an example of transparent information on the learning outcomes of qualifications.
- The NQF is open in terms of poles of comparison and reference, by considering both the European experience (EQF) and the regional (ECOWAS).

The dialogue across boundaries of regions and continents will be a crucial field of work in the ACQF development process. The NQF experience of Cabo Verde illustrates the political will to build bridges beyond formal regional blocks. On the one hand, the NQF nurtures the ambition to be compatible with the EQF and with the European Higher Education Area. On the other hand, it has the ambition to cooperate with relevant initiatives in the context of regional integration in ECOWAS.

## 13. Conclusions and future plans

### 13.1 SNQ – further developments

The **perspective developments of the SNQ** are planned. The UC-SNQ was entrusted with the development of a wide range of policies and instruments the coming years. This portfolio of developments contributes to complete the set of instruments of the SNQ established in the new legal act ([Decree-Law Nr 4/2018](#)), and comprises:

- the framework of key competences;
- credit system for professional education and training;
- modular training;
- model of dual professional training;
- distance learning model; and
- the model of “training checks”.

### 13.2 SNQ – better contribution to integration and convergence?

Can the NQF contribute more effectively to its objective of integration of the subsystems of education and training and promotion of lifelong learning?

- The NQF aims to promote better integration of education and training subsystems and convergence between academic and professional education and training. While evidence of such convergence is visible in NQF Level 5 – attractive and provided by both professional training institutions and schools, but also by HEI – the analysed sources and websites show that the CNQ has been limited to qualifications of professional training (Levels 2 to 5). This path has been justified by factors of policy and institutional nature, but there are enablers of a refreshed dialogue across the subsystems.
- The dialogue between the leading agencies – ARES for higher education and UC-SNQ for professional training – can reinvigorate the development of a common path and joint milestones in implementing the NQF. At least four opportunities can be identified to stimulate this dialogue:
  - A common understanding and benchmarks for Level 5 qualifications.
  - The place of secondary technical education with double certification – a starting point to professional training and/or to higher education.

- Shared concepts on outcomes of modular training for purposes of lifelong learning.
- The shared use of the CNQ for qualifications of all subsystems.

### 13.3 Education and the coronavirus pandemic

In March 2020, Cabo Verde took measures across all policy sectors to cope, manage and fight the coronavirus pandemic. Virtually all subsystems of education and training have reacted, enacted information campaigns and adjusted the modalities of learning and teaching:

- The Ministry of Education has entirely oriented its main website – [E-ME](#) to e-learning: “New Learning Horizons”.
- The IEPF has [resumed training programmes](#) on 2 June 2020 after a period of confinement of over three months. IEPF’s new pool of e-trainers – recently certified – prove strategically important to pursue the key activities with equitable access across the islands.

### 13.4 A strong digital agenda

Conscious of its centuries of history, struggle for freedom and culture recognised worldwide, Cabo Verde shapes its strength from the challenging unity of its diverse island territory. Islands challenge critical mass and imply specific solutions. The national sustainable development and education strategy and the SNQ contribute to convergence, especially if allied with a strong promotion of a *digital agenda* in transforming learning and in managing qualifications. In this context, the government announced in June 2020 the establishment of two [digital technological parks](#).

## 14. References/Sources

### A. Sources: institutions, policy framework and legislation

#### a) Institutional websites:

Agência Reguladora do Ensino Superior de Cabo Verde: <https://www.ares.cv>

DGES: <https://www.dgesc.gov.cv/index.php/ensino-superior-de-cv/legislacao/category/9-legislacao>

e-ME: <http://portal.minedu.gov.cv/>

Instituto do Emprego e Formação Profissional (IEFP): <http://iefp.cv/2020/06/03/comunicado2-2-2/>

Instituto Nacional de Estatística. At: <http://ine.cv/estatisticas-por-tema/>

UC-SNQ website: <http://snq.cv/>

#### b) Development plans

Plano Estratégico de Desenvolvimento Sustentável 2017-2021. At: <http://peds.gov.cv/sites/default/files/2018-10/PEDS%202017-2021%20-%20Vers%C3%A3o%20Final.pdf>

Plano Estratégico da Educação Cabo Verde 2017-2021. At: [https://www.globalpartnership.org/sites/default/files/plano\\_estrategico\\_da\\_educacao\\_cv-vfinal.pdf](https://www.globalpartnership.org/sites/default/files/plano_estrategico_da_educacao_cv-vfinal.pdf)  
<https://planipolis.iiep.unesco.org/en/2017/plano-estrat%C3%A9gico-da-educac%C3%A7%C3%A3o-2017-2021-cabo-verde-6507>

c) Legislative-regulatory framework in education and training

**Education system**

Decree-Law N 13/2018 of 7 December. Revises the Bases of the Education System. At: [https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/bo\\_lei\\_de\\_base\\_sistema\\_educativo\\_2018.pdf](https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/bo_lei_de_base_sistema_educativo_2018.pdf)

**National Qualifications Framework**

Decree-Law Nr 62/2009 of 14 December 2009, Approves the organic of the Ministry of Labour, Professional Training and Social Solidarity. In Official Bulletin Nr 47 I series, Supplement. Subsection I (Articles 9-11).

Decree-Law Nr 20/2010 of 14 June, Regulates the legal regime of the National Qualifications System (SNQ) (in Portuguese: Regula o Regime Jurídico Geral do Sistema Nacional de Qualificações (SNQ). At: <https://kiosk.incv.cv/V/2010/6/14/1.1.22.171/>

Decree-Law Nr 65/2010 of 27 December, Regulates the nature, structure and effects of the National Qualifications Framework (in Portuguese: Regula a natureza, a estrutura e os efeitos do Quadro Nacional de Qualificações – QNQ. Boletim Oficial Nr 50 – I serie, 27/12/2010. At: <https://kiosk.incv.cv/1.1.50.85/>

Decree-Law Nr 66/2010 of 27 December, Regulates the structure and development of the National Catalogue of Professional Qualifications (in Portuguese: Regula a estrutura e o desenvolvimento do Catálogo Nacional de Qualificações Profissionais (CNQP). At: <https://kiosk.incv.cv/1.1.50.85/>

Decree-Law Nr 6/2013 of 11 February. Establishes the legal regime for accreditation of training institutions in relation with provision of courses and programmes of professional training. At: [http://snq.cv/wp-content/uploads/2019/07/Regime\\_Acreditacao\\_Entidades-Formadoras\\_DL-n%C2%BA6-2013.pdf](http://snq.cv/wp-content/uploads/2019/07/Regime_Acreditacao_Entidades-Formadoras_DL-n%C2%BA6-2013.pdf)

Decree-Law Nr 4/2018 of 10 January, Establishes the new legal regime of the National Qualifications System (SNQ) (in Portuguese: Estabelece novo regime jurídico do Sistema Nacional de Qualificações (SNQ). At: <https://kiosk.incv.cv/V/2018/1/10/1.1.4.2461/>

Decree-Law Nr 7/2018 of 7 February, Regulates the organisation and functioning of the Coordination Unit of the National Qualifications System (in Portuguese: Regula a organização e o funcionamento da Unidade de Coordenação do Sistema Nacional de Qualificações - UC-SNQ). At: <http://iefp.cv/wp-content/uploads/2018/08/Regula-o-Funcionamento-UC-SNQ.pdf>

Portaria Nr 49/2013 of 15 October. Establishes the Regulation of the Process of Recognition and Registration of Foreign Degree and Diplomas. At: <https://portondinosilhas.gov.cv/images/igrp-portal/img/documentos/1AD97C9EB7221E20E053E600040A6AAF.pdf>

Portaria conjunta Nr 9/2020 of 17 February, Ministry of Finance and Ministry of Education, Estabelece a estrutura e organização do Catálogo Nacional de Qualificações (CNQ). At: [http://iefp.cv/wp-content/uploads/2020/02/bo\\_20-02-2020\\_20-CNQ-e-QNQ.pdf](http://iefp.cv/wp-content/uploads/2020/02/bo_20-02-2020_20-CNQ-e-QNQ.pdf)

Portaria conjunta Nr 10/2020 of 17 February, Ministry of Finance and Ministry of Education, Regula o Quadro Nacional de Qualificações (QNQ). At: [http://iefp.cv/wp-content/uploads/2020/02/bo\\_20-02-2020\\_20-CNQ-e-QNQ.pdf](http://iefp.cv/wp-content/uploads/2020/02/bo_20-02-2020_20-CNQ-e-QNQ.pdf)

UC-SNQ, National Qualifications System (SNQ), Procedures Guide Methodology for Elaboration of Professional Qualifications. Unpublished.

**Recognition, validation and certification of competences (RVCC)**

Decree-Law Nr 54/2014 of 22 September. Regulates the system of recognition, validation and certification of professional competences acquired and developed throughout life, namely in the context of work. At: <https://kiosk.incv.cv/1.1.56.1903/>

UC-SNQ, Guide supporting the operationalisation of processes of professional recognition, validation and certification of competences (in Portuguese: Guia de Apoio a Operacionalização de Processos de RVCC Profissional), 03/2016. At: <http://docplayer.com.br/65626641-Operacionalizacao-de-processos-de-rvcc-profissional.html>

UC-SNQ, Process of Recognition Validation and Certification of Professional Competences (in Portuguese: Processo de Reconhecimento Validação e Certificação de Competências Profissionais), 03/2013. At: <http://docplayer.com.br/49553365-Processo-de-reconhecimento-validacao-e-certificacao-de-competencias-profissionais.html>

### **Higher education**

Decree-Law Nr 20/2012 of 19 June. Establishes the legal regime of higher education institutions (in Portuguese: Estabelece o regime jurídico das instituições de ensino superior). At: <https://www.dgesc.gov.cv/index.php/ensino-superior-de-cv/legislacao/send/9-legislacao/182-regime-juridico-das-instituicoes-do-ensino>

Decree-Law Nr 22/2012 of 7 August. Establishes the legal regime of academic degrees and diplomas in higher education (in Portuguese: Estabelece o regime jurídico dos Graus e Diplomas do Ensino Superior). At: <https://www.dgesc.gov.cv/index.php/ensino-superior-de-cv/legislacao/send/9-legislacao/175-regime-juridico-das-instituicoes-do-ensino-superior-cabo-verde>

Despacho 05/2014 of 28 May 2014. Defines the general parameters of the process of selection of professionals for the Bank of Evaluators of Higher Education Institutions (in Portuguese: Define os parâmetros gerais do processo de seleção de profissionais que deverão integrar o Banco de Avaliadores de Instituições do Ensino Superior). At: <https://www.dgesc.gov.cv/index.php/ensino-superior-de-cv/legislacao/send/9-legislacao/838-diretrizes-do-sistema-nacional-de-garantias-da-qualidade-do-ensino-superior>

Portaria 18/2014 of 18 March 2014. Establishes the model of diploma supplement (in Portuguese: estabelece o modelo do suplemento ao diploma Suplemento de Diploma. At: <https://www.dgesc.gov.cv/index.php/ensino-superior-de-cv/legislacao/send/9-legislacao/206-portaria-que-estabelece-o-modelo-do-suplemento-ao-diploma>

Direção-geral do Ensino Superior – Sistema Nacional de Avaliação do Ensino Superior, 07/10/2014, Directives of the National Quality Assurance System (in Portuguese: Diretivas do Sistema Nacional de Garantia de Qualidade - SNAQES). At: <https://www.dgesc.gov.cv/index.php/ensino-superior-de-cv/legislacao/send/9-legislacao/677-directivas-do-sistema-nacional-de-garantia-da-qualidade-do-ensino-superior-snaqes>

Direção-geral do Ensino Superior – Sistema Nacional de Avaliação do Ensino Superior, 07/10/2014, Guide for external institutional evaluation of higher education institutions (in Portuguese: *Guião para avaliação institucional externa das IES de Cabo Verde*), At: <https://www.dgesc.gov.cv/index.php/ensino-superior-de-cv/legislacao/send/9-legislacao/680-guiao-para-avaliacao-institucional-externa-das-ies-de-cabo-verde>

Universidade de Cabo Verde, Deliberação Nr 005/CONSU/2013, 19/03/2013. Estabelece as normas da organização curricular e do sistema de créditos nos cursos de graduação da Universidade de Cabo Verde. At: <https://unicv.edu.cv/itemid-artigos-estaticos/172-normativos/ano-2013/3536-deliberacao-n-005-consu-2013-estabelece-as-normas-de-organizacao-curricular-e-do-sistema-de-creditos-nos-cursos-de-graduacao-da-universidade-de-cabo-verde?highlight=WyJjclx1MDBlOWRpG9zll0=>

### **Professional training**

Decreto-Lei Nr 53/2014 of 22 September, Establishing the Legal Bases of Professional Training. At: <http://municipiodomaio.cv/wp-content/uploads/2015/05/RegimeJuridico-geral-da-Forma%C3%A7%C3%A3o-Profissional.pdf>

### **B. Studies, reports**

AFDB (2020), *African Economic Outlook 2020*. At: <https://www.afdb.org/en/knowledge/publications/african-economic-outlook>

Banco Africano de Desenvolvimento Grupo (BAD 2020), *Perspetivas Económicas em África 2020*. At: <https://www.afdb.org/en/documents/perspetivas-economicas-em-africa-2020>

African Union, AFDB, UN ECA, *Africa Regional Integration Index Report 2019*. 2020. At: <https://www.integrate-africa.org/reports-data/download-the-reports/>

UNDP, Human Development Report (HDI) 2019, Briefing notes for countries on the 2019 HDI Report - Cabo Verde. At: [http://hdr.undp.org/sites/all/themes/hdr\\_theme/country-notes/CPV.pdf](http://hdr.undp.org/sites/all/themes/hdr_theme/country-notes/CPV.pdf)

Lux-Development and IEPF, *Sistema nacional de qualificações famílias profissionais – Critérios de seleção*, 2018. At: [http://iefp.isone.cv/wp-content/uploads/2018/07/Critrios\\_para\\_seleco\\_das\\_familias\\_profissionais\\_prioritrias\\_vf.pdf](http://iefp.isone.cv/wp-content/uploads/2018/07/Critrios_para_seleco_das_familias_profissionais_prioritrias_vf.pdf)

Lux-Development and IEPF, *Estudo setorial família profissional manutenção de veículos*, 2012. At: <http://snq.cv/wp-content/uploads/2019/08/Estudo-Sectorial-MAV.pdf>

Sector study, *Professional Family Information and Communication Technology (in Portuguese)*, Project CVE/071, 07/2012. At: <http://snq.cv/wp-content/uploads/2019/08/Estudo-Sectorial-TIC.pdf>

World Bank, *Constructing the future: How can higher education contribute to the agenda of social and economic transformation of Cabo Verde (in Portuguese: Construindo o futuro: como e que o ensino superior pode contribuir para a agenda de transformação económica e social de Cabo Verde)*. 05/2012. At: <https://www.dgesc.gov.cv/index.php/ensino-superior-de-cv/estudos-sobre-es-de-cv/send/10-estudos-sobre-es-em-cv/1-estudo-sobre-ensino-superior-cabo-verdiano>

## 15. Annexures

### Annexure 1: Levels and descriptors of the NQF

	Knowledge	Skills	Responsibility and autonomy
Level 1	Basic general knowledge applied to a limited and defined set of activities.	Basic operational skills required to carry out simple and routine tasks.	Work or study under direct supervision in a structured context, with responsibility for his/her own performance.
Level 2	Basic operational knowledge of a field of work or study. Expresses ideas and concepts through verbal communication and effective writing.	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools.	Work or study under supervision with some degree of autonomy. Demonstrate capacity to perform certain independent tasks in certain structured opportunities with intermediate levels of support and direction.
Level 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study, and with understanding of certain theoretical and technical elements of processes, materials and basic terminology.	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information. Provides technical support to solve specific problems.	Take responsibility for executing tasks independently in an area of work or study when simple decisions or initiatives are required. Work effectively with others, as a member of a group and take limited responsibility for others in small teams and working groups. Requires support, direction and supervision in unknown situations. Adapt own behaviour to circumstances in solving problems.
Level 4	Factual and theoretical knowledge in broad contexts within a field of work or study, relevant for the function.	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study. Manage own activity in the framework of established orientations in contexts of study or work, generally predictable, but susceptible to change.	Supervise the routine activities of third parties, assuming certain responsibilities in terms of evaluation and improvement of activities in contexts of study and work. Take responsibility for own outputs/results in work and semistructured learning situations. Work independently when immediate decisions are required with certain initiative. Define own objectives and targets in accordance with the goals of the organisation and effectively manage time.
Level 5	Comprehensive, specialised, factual and theoretical knowledge within a field of	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract	Manage and supervise in contexts of study and work susceptible to unpredictable change. Revise and develop

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