

TERMS OF REFERENCE – PART A

Vocational Education and Training sector analysis and formulation of EU support to the sector in Mozambique

1 BACKGROUND INFORMATION

Skills development and lifelong learning are fundamental enablers of decent work, productivity and sustainability that can raise the value and output of labour, empower the lives of workers and enrich societies. For individuals, they provide the key to pursue their interests and aspirations, access the labour market, escape from poverty and social exclusion and adapt to the changing world of work. For enterprises, they provide a strategic competitive advantage for productivity and innovation. For societies, they create opportunities for economic transformation, job creation, inclusiveness, democracy, active citizenship and sustainable growth.

However, skills mismatches are a growing challenge in today’s labour market, with many consequences for workers, businesses and the future of work. The reinvigorated momentum for investing in people’s capacities reflects a heightened sense of urgency and shared responsibility, especially in the post-pandemic recovery process, which calls for placing greater priority on skills development and empowering people from a lifelong learning perspective. Skilling, reskilling and upskilling throughout all stages of life is the precondition and an accelerator for people to access decent work opportunities and enable smooth transitions into labour markets and within labour markets.

A new generation of skills and a lifelong learning ecosystem need to be jointly developed and implemented by governments and social partners to ensure a just and inclusive transition to a future of work that contributes to sustainable development in its economic, social and environmental dimensions. Such an ecosystem should be part of an integrated approach to the creation of decent jobs for all, reinforcing the supply-side pillar of functioning labour markets to complement the demand-side pillar and matching interventions. Finally, in order to ensure that, no one is left behind, the system should be accessible to all, with a specific focus on women, girls, people with disabilities, and those living the most vulnerable situations.

The EU Policy on Skills and vocational training

Relevant and quality vocational education and training (VET) can provide people, and especially youth, with the knowledge, skills and competencies required for the jobs of today or tomorrow. Providing relevant job skills can therefore be a robust means of empowering people to seize employment opportunities or equip them for self-employment. Better skills training can help support decent work, more equitable and inclusive growth and be the bridge between education and the labour market, supporting the transition from youth into adulthood. The world’s population is younger than ever, with 1.2 billion people aged 16-24. Therefore, providing pathways into the world of work for young people is one of the greatest development challenges of our era.

Recognising the pivotal role of skills training, especially for young people, to increase their chances for employment, the EU policy is aligned with the 2030 Agenda for Sustainable Development, which sets a number of ambitious targets under Sustainable Development Goal (SDG) 4 on quality education and SDG 8 on decent work and economic growth.

In many countries, VET is undervalued and the integration of effective VET strategies into wider employment policies is still a work in progress. The EU is currently supporting the reform of VET systems in many partner countries worldwide, providing knowledge, technical capacity and financial support. As VET does not create employment, the close-involvement of the private sector is necessary to ensure that training is in line with labour market needs and opportunities.

Investing in education is an investment in the world's future. With 1.6 billion children out of school at the peak of the COVID-19 pandemic, an unprecedented learning disruption has been created, which we collectively need to address. The EU is committed to supporting its African partners in providing modern, quality education and training for all children and youth, it is also committed to providing training that corresponds to the opportunities available on the labour market, facilitating youth mobility, and fostering innovative solutions to enhance teachers' competences and skills. **Ambition by 2030:** Expanded skills development opportunities, to meet emerging needs for Africa's economic and social transformation

Mozambican context

Mozambique has a remarkably young age structure. Youth (aged 10–35) accounts for almost half of the total population, but its potential is far from being reached. In order to unleash the full potential of the Mozambican youth, the EU will support efforts that ensure more and better investment in inclusive quality education, the creation of more employment opportunities by integrating green and digital skills into training in a thriving trade and business climate to ensure the consolidation of the country on the path of sustainable growth.

More and better investment in education is needed so that children and youth acquire the right skills for life and work, starting with the most foundational literacy and numeracy skills. Investments are also needed to tackle the skills mismatch, which is a barrier for young people entering the labour market. Almost 500,000 young people enter the labour market every year in Mozambique, however youth unemployment continues to rise (women 24%, men 20%) resulting in fewer opportunities for young men and women. Vocational education and training (VET) should be more market-oriented and deliver skill-sets, which enhance employability of young people. In this regard, understanding the needs of the private sector, and the dialogue and coordination between the private and public sectors are crucial. Making the transition from school to employment easier is only one side of the coin. There is also a need to create more opportunities for youth to enter the labour market by promoting job creation and solving the skills mismatch, which will require greater partnership among government, private sector and education providers.

Employment is a key factor for development and inclusive growth, connecting economic opportunities and poverty reduction. With the private sector creating 90% of jobs in developing countries, closer links between VET with formal and informal business are critical to enhance employment. Yet often the linkage between VET and labour markets is weak with insufficient trust and dialogue between public and private stakeholders, contributing to skills mismatches between supply and demand. Other factors averting VET to champion employability of its beneficiaries include system weaknesses as a result of limited evidence-based policy making and often scattered responsibilities at country level. Furthermore, disadvantaged groups, including from the poorest quintile, are challenged to increase their chances of a decent job by unequal access to VET.

The Government of Mozambique is undertaking a significant Technical and Vocational Education Reform (2006 – 2025), whose objectives are:

- Create, with the involvement of Social Partners, an integrated, coherent, flexible and oriented Vocational Education System based on the Labour Market demand;
- Provide students/trainees with technical skills that are relevant to the Labour Market;
- Involve the Productive Sector in the Management and Financing of Vocational Education;
- Contribute to the increase in production, productivity and competitiveness of the Economy.

There have been many changes in terms of governance structure of VET system¹. The Presidential Decree no. 36/2020, of 17 November, extinguished the Ministry of Science and Technology, Higher

¹ Previously, Technical Vocational Education was under the responsibility of the Ministry of Education and benefited from FASE (a multi-donor pool fund that supports Ministry of Education priorities towards access to quality education and achieving learning outcomes) and benefited from FASE funds.

Education and Technical Vocational Education and created the Secretary of State for Technical Vocational Education, a very recent body. Presidential Decree no. ° 38/2020 22 December directs, plans, implements, coordinates and controls activities within the scope of Vocational Technical Education and Training. This can be an opportunity to lay the foundations of a VET system that is adequate to the country.

Many cooperation partners have become more active in the VET sector, so good coordination between all is crucial to achieve greater impact and avoid duplication of efforts and funding. A VET technical working group is in place and since the creation of the Secretary of State is being developing. The Italian Cooperation is the leader of the Technical Working group.

Support to TVET in Mozambique

European Union

In the past, the EU has been active in VET through some projects that resulted from call for proposals with focus on vocational training call for proposals, particularly in the region of Sofala. Various lessons learned can be drawn from these projects in relation to relevant skills, involvement of private sector, and support to graduates, scholarships, life skills trainings and inclusion.

Currently, the EU Delegation in Mozambique is implementing the following initiatives:

Project +EMPREGO (EU contribution of 4 000 000 EUR) implemented by Instituto Camões which overall objective is to increase the economic opportunities of the population from Cabo Delgado, in particular of its young people, contributing to the improvement of access to decent work and income in the value chain activities directly or indirectly related to the natural gas industry.

Project YOPIPILA (EU contribution of 382 266 72 EUR) implemented by a consortium of CSOs and a private Consultancy Company which overall objective is to contribute to sustainable and inclusive growth in Cabo Delgado province by empowering vulnerable youth through life and vocational skills training, sport and creative activities to find employment.

VET Tool Box II Project Capacitar para Transportar (EU contribution of 500 000 EUR) implemented by GIZ which overall objective is to contribute to the economic development and investment climate in Beira and Maputo by promoting demand-driven skills development in the Transport & Logistics (T&L) sector. Project will bring 200 people into decent jobs (35% women and 40% young people) and improve the employment situation of 100 people.

VET Tool Box I Project Promotion of the employability of vulnerable young people in VET and inclusion of innovative services within the vocational training centres (EU contribution of 350 000 EUR) implemented by ONG ESSOR Mozambique. The overall objective of this action is to foster the employability of vulnerable young people in VET by developing their social skills (soft skills) and by facilitating opportunities for access to the labour market via orientation and integration schemes established in neighbourhoods and in vocational training centres.

Innovative work empowerment of young people in the field of culture and tourism (EU contribution of 617 541 58 EUR) implemented by CIES Onlus with overall objective is to increase opportunities for sustainable and inclusive growth in Maputo and Vilankulo by empowering young people for an active participation in working life in the field of culture and tourism.

For the future, the **Multiannual Indicative Programme (MIP) for Mozambique 2021-2027** identifies three priorities for EU cooperation for the 2021-2027 period: ‘Green Deal’, ‘Youth’ (including nutrition, education, job creation, private sector development and digital transformation) and ‘Governance and Just and Peaceful society’. Youth will be at the centre-stage of our partnership, with the EU action seeking to have a demonstrable positive impact on the life of young Mozambicans. Vocational and Educational training has been identified as a priority area to reach the youth objectives, **expected Result (in line with MIP):** Boosted inclusive employability of youth by equipping them with labour relevant skills and accompanying their transition from school to work.

A specific **e-Youth Team Europe Initiative (TEI)** has also been defined together with Member States to support Mozambican youth to reach their full potential to lead the socio-economic transformation of the country. Unlocking their potential will require bold action across the public, social and private sectors. With a Team Europe approach, the TEI aims to solve the “Triple-E” challenge: Education, Employment and Empowerment. While each is important in its own right, the cumulative impact of all three will offer Mozambique the chance to achieve sustainable and inclusive growth by involving their youth.

First, there is a need to lay a sound foundation by improving and scaling education for youth. Quality education is a human right and an essential prerequisite to sustainable growth as part of a broader investment in people. It enables everyone to learn and to acquire the knowledge, skills, values and attitudes essential for active and successful lives, as well as an environment that promotes pluralism, knowledge and cultural diversity. Secondly, there is a need to give youth the opportunity to develop 21st century skills that improve their transition from the world of education to the world of employment. Solving the skills mismatch will require greater partnership among government, private sector and education providers. Digital solutions and awareness-raising of climate change need to be present in all levels of education and approached from different perspectives across the curriculum.

Finally, more opportunities also need to be created for youth to enter the labour market by promoting job creation. As micro, small and medium sized enterprises play a crucial role being the main employers, building greater entrepreneurship among youth is critical.

Under the **Annual Action Plan (AAP) 2022**, the EU has developed two new programmes linked to skills development:

- **VaMoz Digital! (EU contribution of 10 000 000 EUR)** Overall Objective: contribute to Mozambique’s inclusive growth by facilitating digital transformation. Specific Objectives: Contribute to an enabling environment for an inclusive digital transformation; enhance opportunities for youth (women and men) for decent employment, innovation and digital entrepreneurship. Expected Results: enhanced capacity of training institutions and employment-support services; enhanced digital literacy, digital skills and business skills for youth; increased number and of new innovative businesses and jobs.
- **SER –Supporting Education Reform (EU contribution of 60 000 000 EUR)** to contribute to a stronger, more equitable, efficient and resilient education system in Mozambique, which can ensure the quality of teaching and learning for all. The Specific Objectives of this action are to promote a more inclusive and equitable access to quality basic education; to improve effectiveness of teaching and learning, including learning outcomes for girls and boys; and to improve resilience of education system and school level governance.

Other donors and coordination

Some Member States present in the country are very active in the sector, being Italy, Germany, Sweden and Belgium among them. There is a VET Technical Working group, led by Italy and by the State Secretary of VET. Other donors active in the sector are the World Bank, with a 104 million USD grant from the International Development Association (IDA) in support of skills development programs for Mozambican youth – project invests in VET and Higher Education subsystems to improve access and quality of educational curriculums and skills development training in response to the country’s priorities and economic sectors.

Some multinationals and big companies present in the country are also investing in skills development projects (TOTAL, ENI, GALP, MOZAL, Pesca Nova, etc.).

2 OBJECTIVE, PURPOSE & EXPECTED RESULTS

- Global objective

The global objective of this assignment is to elaborate a strategy for a stronger engagement of the EU in the VET sector in Mozambique with a focus on skills enhancement, employability, match with needs and, eventually, employment creation.

➤ Specific objectives²

The specific objectives of the assignment is to provide a VET sector analysis and formulate an EU project in support to the sector in Mozambique:

1. Analysis of the VET and the employment sectors in Mozambique. This should include brief analysis of current context and of the umbrella institutions, sector reforms, curricula and the most active development partners in the field (Member States and other international partners, international NGOs and CSOs, private sector partners and others);
2. Take stock of the main lessons learned from EU and other donors' previous actions in support to VET and employment creation in Mozambique and provide a brief identification of ongoing projects – avoid overlapping of efforts and investment;
3. Identification and formulation of an EU project in support to skills development, employability and employment in Mozambique:
 - a. Including identification of potential partners and implementing modalities;
 - b. Linking to other actions under the national e-Youth Team Europe Initiative and Regional TEIs on skills development and employment;
 - c. In line with the Global Gateway strategy, explore ways to mobilise EFSD+ instruments, to work closer with private sector.

➤ Requested services, including suggested methodology³

Provision of technical expertise in the fields of: VET and employment.

The objective of this report is **to conduct a state of play of the VET and employment sectors in Mozambique**, in order to identify its strengths and weaknesses and lessons learnt, **and elaborate an intervention on skills development for employment in line with EUDEL Mozambique's MIP**. Vocational education and training should be more market-oriented and deliver skill-sets, which enhance employability of young people. In this regard, understanding the needs of the private sector, and the dialogue and coordination between the private and public sectors are crucial.

This mission will require a coordinated process led by the FWC contractor with inputs from the EUD. The contractor should present in its offer a methodology of maximum 5 pages (+ 1 calendar of activities) that presents an operational/implementation proposal for the following results:

- (i) **Analysis of the VET and employment sector including:** (a) main challenges, strengths and needs assessment; (b) Political and institutional framework and capacities in the sectors; (c) brief analysis of skills development and employment ecosystem in Mozambique and the extent of private sector involvement; (d) analysis of the main lessons learned (taking into account not only development cooperation projects financed by the EU but also other initiatives).

² The global and specific objectives shall clarify that all EU funded actions must promote the cross-cutting objectives of the EC: environment and climate change, rights based approach, persons with disability, indigenous peoples and gender equality.

³ Contractors should describe how the action will contribute to the all cross cutting issues mentioned above and notably to the gender equality and the empowerment of women. This will include the communication action messages, materials and management structures.

- (ii) **Formulation of an EU project in support to Skills development and employment (including drafting an Action Document):** identify sectors of focus; suggest areas of support that can be linked up in programmes related to youth skills development, employment, digital, etc.; reinforcing the institutional capacities of public institutions related to this sector; propose strategies for greater engagement between training institutions, civil society stakeholders and private sector.

Following the elaboration of the VET and employment sectors analysis, and in agreement with the EU Delegation, the experts will formulate a new project in support of Skills development in Mozambique.

It is important to also analyse and take into account what EU Member states and other donors are doing and planning for the next period, to not overlap or duplicate actions. Work in parallel with other actions will be essential in order to maximise the impact of the EU intervention, also within the logic and spirit of the “Team Europe Initiatives”.

The contractor should present a draft Action Document outlining the proposed project and it should reflect on what would be the best implementation modality, based on EU rules. More than one implementation modality can be suggested, as well as suggestion of partners.

- Required outputs

Draft report with key findings: a draft report should be shared with the EUDEL for inputs and revision before the final report is submitted (in English and Portuguese).

Stakeholder’s workshop: consultancy team should organize and conduct the stakeholder workshop, together with EUDEL consider whether other stakeholders, such as government counterparts, private sector, etc., should be involved. Objectives of this workshop are to present key finds of the draft report (including methodology used to collect data), validate results and discuss recommendations. Workshop to be conducted in Portuguese.

Final report: Final report with lessons learned and recommendations to be submitted in English and Portuguese.

Action Document of an EU project in support to Skills development for employment: the AD should be based on the identified added value of the EU involvement in vocational education, specific components for support, potential partners and implementation modalities (to be submitted in English).

- Language of the Specific Contract

The language of the assignment will be English and Portuguese. The reports and documentation will be prepared in English and Portuguese, consultations in country will be in English and Portuguese. Some documents necessary for consultations may be in Portuguese. If one of the experts does not speak Portuguese, interpretation and translation must be included in the contract.

- Management team member presence required or not for briefing and/or debriefing

Yes.

3 LOGISTICS AND TIMING

Please refer to Part B of the Terms of Reference.

4 REQUIREMENTS

Please refer to Part B of the Terms of Reference.

5 REPORTS

All reports will be submitted in electronic form in English and Portuguese. No paper copies are required.

For all other matters relating to reports/deliverables, please refer to Part B of the Terms of Reference.

6 MONITORING AND EVALUATION

➤ Definition of indicators

Some specific performance measures are chosen to provide valid, useful, practical and comparable measures of progress towards achieving expected results of this RfS:

- Availability of the experts as required;
- Structured presentation of the reports/required outputs;
- Quality of the reports (all the information requested included);
- Timely delivery of all required outputs.

7 PRACTICAL INFORMATION

Please address any request for clarification and other communication to the following address(es):

- Requests for clarification have to be sent to Deborah.CAPELA@eeas.europa.eu

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TERMS OF REFERENCE – PART B

BACKGROUND INFORMATION

1. Benefitting Zone

Mozambique

2. Contracting authority

The European Union, represented by the European Commission, B-1049 Brussels, Belgium.

3. Contract language

English

LOCATION AND DURATION

4. Location

- **Team Leader:**
 - Normal place of posting of the specific assignment: Maputo, Mozambique
 - Mission(s) outside the normal place of posting and duration(s): 2 Provinces in Mozambique (1 in the Centre and 1 in the North)
- **Local Expert:**
 - Normal place of posting of the specific assignment: Maputo, Mozambique
 - Mission(s) outside the normal place of posting and duration(s): 2 Provinces in Mozambique (1 in the Centre and 1 in the North)

5. Start date and period of implementation

The indicative start date is 05/09/2022 and the period of implementation of the contract will be 45 days from this date (indicative end date: 20/10/2022).

REQUIREMENTS

6. Expertise

For this assignment, one individual expert must be proposed for each position.

The expertise required for the implementation of the specific contract is detailed below.

- **Team Leader:**
 - General description of the position: VET and employment specialist
 - Expert category: Cat. I (>12 years of experience)

- Qualifications and skills required: At least Master's degree in the field of education, employment or social sciences, or equivalent professional experience. Excellent oral and writing communication skills, adaptability and social awareness. Computer literacy and proficiency, especially with Word, Excel and Outlook.
- General professional experience: At least 6 years of experience in the skills development and employment sector.
- Specific professional experience: At least 3 years of experience in the VET and employment sector in Mozambique. Good knowledge of the Mozambique VET system. Experience in VET and employment policy, sectors analysis, financing, planning and/or programme development.
- Language skills: Fluency in both written and spoken Portuguese and English
- Minimum number of working days: **45** days
- **Local Expert:**
 - General description of the position: VET and employment specialist
 - Expert category: Cat. II (>6 years of experience)
 - Qualifications and skills required: At least Master's degree in the field of education, employment or social sciences, or equivalent professional experience. Excellent oral and writing communication skills, adaptability and social awareness. Computer literacy and proficiency, especially with Word, Excel and Outlook.
 - General professional experience: At least 6 years of experience in the skills development and employment sector.
 - Specific professional experience: At least 3 years of experience in the VET and employment sector in Mozambique. Good knowledge of the Mozambique VET system. Experience in VET and employment policy, sectors analysis, financing, planning and/or programme development.
 - Language skills: Fluency in both written and spoken Portuguese and English
 - Minimum number of working days: **45** days

7. Incidental expenditure

No incidental expenditure provided for in this contract.

8. Lump sums

No lump sums provided for in this contract.

9. Expenditure verification

No expenditure verification report is required.

10. Other details

No other details provided for in this contract.

REPORTS AND DELIVERABLES

11. Reports and deliverables requirements

Title	Content	Language	Submission timing or deadline
Draft final report	Draft final report with key findings should be shared with the EUDEL for inputs and revision before the final report is submitted. Report must be submitted in English and Portuguese.	English	Within 1 Month(s) After the project start
Stakeholder's workshop	Objectives of this workshop are to present key finds of the draft report (including methodology used to collect data), validate results and discuss recommendations among stakeholders (workshop should be conducted in Portuguese)	Portuguese	Within 1 Month(s) After the project start
Final report	Final report with lessons learned and recommendations to be submitted in English and Portuguese	English	Within 1 Month(s) After the project end
Action Document	AD should be based on the identified added value of the EU involvement in vocational education, specific components for support, potential partners and implementation modalities	English	Within 1 Month(s) After the project end