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Skills Development in Technical and Vocational Education and Training

The Challenge of TVET Reform in MOZAMBIQUE: Goals, Options and Constraints

Ministry of Education and Culture, Mozambique

Working Document
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Introduction

1, Background and development context

Mozambique provides an example of steady economic recovery and social reconstruction after a prolonged period of war. Since 1992, the country has sustained a period of rapid economic growth and marked poverty reduction. Between 1997 and 2004, GDP growth averaged 9.4 percent, one of the highest growth rates in sub-Saharan Africa. Substantial economic growth was registered in construction, tourism, certain manufacturing sub-sectors (especially in food/beverages and base metals), transport, services, and certain agricultural sub-sectors. Key factors in the recovery include a combination of external aid and large foreign investment projects, commonly referred to as the mega-projects[1]. Economic forecasts indicate buoyant growth prospects for most sectors, but particularly in mining, transport, tourism, construction and services.

Over the same period, equally important achievements were recorded in human development indicators and poverty reduction. From 1996 to 2003, the proportion of people living in poverty declined from 69 percent to 54 percent and inequality, measured in real consumption, diminished across provinces and regions. The key elements of the Government's strategy for overcoming poverty –PARPA- are economic growth achieved through public investment in human capital and productive infrastructure and institutional reform to improve the climate for a private investment.

However, notwithstanding the gains in poverty reduction, more than half of the country's population of 18 million still lives in poverty. Moreover, broad statistics on human development and poverty prevalence often conceal the complexity and diversity in the way in which poverty affects different groups in society and in the disparities that persist in terms of education opportunities, gender and geographic equity. Poverty in Mozambique remains predominantly a rural phenomenon being more widespread in the central and northern regions than in the southern part of the country.

The impact of HIV/AIDS on economic growth and social development adds to this complexity and poses an additional development challenge. Broadening economic opportunities and social development, reducing poverty and responding decisively to the HIV/AIDS epidemic remain of paramount importance in Mozambique and the focus of the Government's development agenda for the foreseeable future.

It is estimated that Mozambique has a total work force of 9.6 million of which the vast majority (70%) are engaged in the ***agricultural*** sector, primarily working as subsistence farmers in the informal sector, followed by the ***trade and services*** sector which account for another 18 per cent. The ***manufacturing, mining and construction*** sectors, account for only about 5% of the total workforce.

[1]Mozambique has currently three mega-projects – the Mozal aluminum smelter, the Cahora Bassa hydroelectric plant, Sasol gas and telecommunications. Mozal, the biggest one, represents the single largest investment (about US$ 1.34 billion) ever made in Mozambique. This investment is a consortium owned by London based Billiton (47%), Mitsubishi of Japan (25%), South Africa's Industrial Development Corporation (24%) and Government of Mozambique (4%). It has recently doubled its capacity by constructing a second phase of the smelter and now expects to produce 506.000 tons of aluminum per year for export.

Overall, only 5-6 percent (520,000 people) are actively engaged in the ***formal sector***. According to the data captured by two national household surveys (of 1996 and 2002), the formal business (private) sector provides employment for 301,000 people of which about two thirds (200,000) –if semi-skilled occupational categories are included - are defined as "qualified" employees with some technical training background. The data further indicates that while there are almost 29,000 formal sector registered enterprises, only 400 large companies, which provide employment for 57% of the total private sector workforce (approx 171,000), essentially represent the basis for the market that is demanding more skilled labor. Moreover, about 80% of the total formal sector employment is made up of trade and services (including public administration, education, health and social services) and with more than half geographically concentrated in Maputo city and Maputo province.

The shift in the skill profile demanded in the formal sector labor market has triggered a sharp increase in the return to post-basic education, particularly with respect to workers with little or no education and skills. A sizable proportion of the new jobs created by the mega-projects in the metal, gas and telecommunication industries[2] (between 10,000-20,000 jobs) are for medium to high skill positions.

However, the technical education and vocational training system, which is responsible for shaping the skills profile demanded in the labor market, has been slow to respond to changing labor market demands in the formal sector. Employer surveys and labour market studies in formal sector enterprises point to a mismatch between the labour supply and the evolving needs of labour market, which require more skilled workers.

Overall, the Mozambican workforce is poorly educated and lacks technical skills, which acts as a constraint to further economic growth and investment. Half of the population either has no education at all or, merely, basic literacy skills. Although access to primary education has increased substantially in the last decade, reaching near universal levels, still less than one-third of an age group reach Grade 7, less than 10 percent progress to Grade 10 and less than 3 percent of an age group completes 12 years of education. Hence, more than 75% of the population have 5 years or less of school attendance and only 8.5% have achieved secondary or tertiary education of which a mere 1% (of the total school enrolment) pass through the technical school system. In 2003 approximately 12 percent of the Grade 7 leavers continued their education within the formal technical vocational education (TVE) stream[3]. Girls have a significantly lower participation and completion rate than boys.

[2] These include MOZAL I and II (aluminum smelter), the Sasol gas pipeline, new coal and sand mining projects and infrastructure upgrading projects in Maputo and Beira industrial development corridors. The contribution of the mega-projects to GDP rose from zero in 1997 to about 7% in 2002 and is expected to rise to approximately 10% by the end of the decade. They will add about 0.5 percentage points annually to GDP growth, on average, until 2010. By 2010 they will probably account for some 2% of private sector employment, though it is expected that upstream and downstream linkages will increase in the future.

[3] In this document the term *Technical and Vocational Education (TVE)* refers to formal education based on curricula approved by DINET, *Vocational Training (VT)* refers to formal and non-formal training on curricula approved by INEFP or training courses provided by NGOs, churches and other enterprises using their own curricula. Finally, *Technical and Vocational Education and Training (TVET)* is used as an overarching term to describe the entire landscape of formal, non-formal and informal training and technical education.

More recently, there has been significant improvement in primary school enrolment and completion rates due to the government's commitments under the Millenium Development Goals and Education for All targets which have been generously supported and resourced by more than 20 Cooperating Partners over the past 5-10 years. However, the fruits of these improved conditions at primary level are now giving rise to unforeseen (and unplanned for) problems at the post-primary level where it is now estimated that, each year, more than 160,000 primary school graduates can not find places in the country's secondary schools due to a lack of schools and qualified teachers. In turn, this is now placing increased pressure on the technical education system to accommodate the increasingly large numbers of un-placed primary school graduates into vocational training programmes.

The likelihood of being under the poverty line is closely linked with educational attainment; particularly post-lower secondary education or training equivalent (Grade 10). More than ever, workers who lack education and skills remain trapped under the poverty line.

With this assessment, at this juncture in the development of Mozambique, it is imperative to maintain current growth rates in the formal sector to further stimulate and broaden economic opportunities which will continue to increase the growing demand for skills in the modern (formal sector) economy thus making it essential that the state must continue to support policies and programmes that can provide an adequate supply of skilled workers for new investment projects. Failure to do so will either constrain the country's rapid growth or it will lead to circumstances where the (employment and income) benefits of this growth are transferred to foreign skilled migrant workers who are imported in large numbers to run these new projects. It is critical, therefore, to ease the institutional constraints in the training system to ensure it responds effectively and efficiently to the demand for medium to high level skilled workers.

At the same time, given the limited size of the formal sector, it is also critical to foster economic and education opportunities for the 90 percent of the labour force, who depends on the informal sector and who, with limited basic education and skills, require access to basic level skills training programmes to improve productivity (primarily in agriculture) and to help them define and start their own small micro businesses

It is in this context that the reforms for the TVET system have been planned.

2. Provision of TVET in Mozambique

Technical and vocational education and training in Mozambique is primarily offered through government schools and training centres managed by a diverse number of different Ministries. More recently, some private training providers have entered the market and offer specialized training programs for their private sector clients (mostly new foreign investors), but these programs still only accommodate a minority of students in the TVET system. Accordingly, unlike other education sub-sectors which are managed and supervised under a single Ministry the TVET system involves a number of government Ministries and private sector partners that need to be drawn together under a single planning framework to give the system coherence and uniformity.

However, a major problem of the current TVET environment is its fragmentation and the uncoordinated manner in which each sub-system is managed and administered. There is a lack of an institutional framework to organize, articulate, integrate, regulate and ensure the quality of training interventions and programs. This often leads to unnecessary duplication of efforts and suboptimal use of scarce training resources. Although the TVET institutions offer equivalency to academic qualifications, the pathways to cross from one system to another are not always straightforward and there are no mechanisms in place to recognize previously-acquired learning.

The system also offers little flexibility to stimulate a continuous upgrading of skills to respond to changing labour market needs or production innovation opportunities. The centralized decision-making structure in the formal TVET system, coupled with a generally weak management capacity at school and training institution level, contribute to the inefficient use of resources and limit public training providers from responding to the specific requirements of target groups and the needs of the local economic environment.

Historically, the governance and management of the public training system has not involved employers, industry representatives or civil society to any significant extent, with the consequence that training programs and the curricula remain disconnected from the labour market context.

The TVET system which is almost entirely dependent on government resources is also hugely under-resourced whether compared to the general education system or the training systems in neighbouring countries. In 2003, the Government spent 0.2 percent of GDP or 2.3 percent of the education budget on TVE training institutions. Unit spending in public schools, both formal and non-formal, is among the lowest in sub-Saharan Africa, negatively affecting the quality of training and capacity utilization (on average the Government spent US$ 95 per student in 2002 and US$ 164 per student in 2003 compared to US$ 130 in 2002 and US$ 125 in 2003 in the general secondary education system).

Available information indicates public expenditure in Mozambique is less than that of Ethiopia (between US$ 200 and US$ 280 per student in 2002), Tanzania (US$ 575 to US$ 1,292 per student in 2002), Malawi (between US$ 238 and US$ 622 per student in 1998) and Botswana (between US$ 1,109 and US$ 1,842 per student in 1996).

With the exception of some large, well resourced enterprises, industry's preparedness to embark on employee training is also constrained by a lack of resources. There is a lack of data and information about the unit cost of training in different segments of the TVET system, at different qualification levels and for different occupational specializations. As a matter of priority, there is an immediate to obtain accurate data to improve planning and the cost effectiveness of training interventions and to broaden the sources of revenue to finance a more effective the training system.

The TVET system can be broadly described and summarized in four categories.

2.1 Technical education

The largest single provider of TVET courses is the Ministry of Education and Culture (MEC) which offers full time pre-employment technical education course programs to children of school-going age through a network of forty three technical schools in which enrolment was about 45,000

students in 2005. This amounts to about one per cent of total enrolment in primary, secondary and technical education combined although, more significantly, it is about 15 per cent of the total secondary level student population.

These programs are offered at three institutional levels ranging from higher primary to higher secondary school level with the greater majority of the learners (about 75%) concentrated in the middle level Escolas Básicas, equivalent to lower secondary level (Grade 10). At basic and mid-level, students can choose between industry, commerce and agriculture as their main discipline. About half of the students opt for industry, some 40 per cent for commerce and the remainder for agriculture. Females constitute 29 per cent of all technical students although they tend to concentrate in commercial studies especially at the basic level while their representation in other disciplines is significantly lower.

> Level 1 provides a two-year program of ***elementary*** technical education offered in specialized schools (E*scolas de Artes e Ofícios*) corresponding with the last two years of primary school. In recent years, there has been a programme to review and upgrade these schools so that nowadays most of these schools have been re-classified as Escolas Profissionais offering a new parallel curriculum to the Escolas Básicas at the second level. The MEC strategy calls for a rapid expansion in these schools to accommodate the increasing numbers of primary school graduates providing these students with important vehicle for obtaining practical skills training before entering the labour market. Although expanding rapidly, the student population in these schools is relatively insignificant (about 3 per cent of the total of all students in technical education) and moreover the absorption of students from this level into formal sector employment is, unsurprisingly, much lower than for other levels.
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> Level 2 is a ***basic level*** technical education program of three years offered in E*scolas Básicas*) technical schools, corresponding with junior secondary high school (Grades 8-10) in which about 75% of the technical student population is based. Due its relative size any reform of the system has to address the curriculum and organisation of the schools at this level for it to have any significant impact on the student population. However, graduates from this school emerge, nominally, at the age of 15 and are still too young to find work in the labour market. Opportunities for advancement to the next level – Institute Médios - are constrained by MEC selection policies which favour academic merit of generally secondary students over technical students.
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> Level 3 is a medium-level technical education program of 2- 3 years duration offered in a limited number (I*nstitutos Médios*), corresponding with senior secondary high school, which account for about 20 per cent of the technical student population. However, 80 per cent of the students enrolled in these institutions are in fact graduates from general secondary (ESG 1) level schools who have had no prior technical education, unlike their colleagues from Escolas Básicas. Graduates from this level usually have been absorbed into the labour market easily due to the short supply of skills although some will progress to higher level polytechnic courses.

All three levels offer qualifications at an equivalent level to the general education system. However, while student enrolments have increased significantly over the past 15 years there has

not been any corresponding improvement in the internal efficiency indicators of these schools over the same period with (50%) failure rates and (30%) drop out rates remaining consistently high. Many of these inefficiencies result directly from policy and Ministry planning arrangements, namely:

(i) The technical schools are clogged up with repeat learners who have failed the previous year, usually a multiple number of times, and who are given priority over successful candidates being promoted from lower years. The result is that a large proportion of students in the schools are much older than the age cohort for that level. It is not uncommon, for example, to find a disproportionate number of 14-15 year olds enrolled at Level 1 schools where the age cohort is 11-12 years, and 18-19 year olds enrolled at Level 2 schools.

(ii) Due to selection criteria that give a higher preference to academic merit, the majority of students at the higher Institute level courses are graduates from the general secondary education (ESG 1) level schools who have no prior technical skills training. This selection policy has two consequences; firstly, many Escolas Básicas graduates are forced to discontinue their studies because they are disqualified by the academic selection criteria which favours general education students, and secondly, the content of the first year course at Institute level has to largely repeat the learning that has already been offered to technical students in the Escolas Básicas. The combined effect of this policy has contributed to the low internal efficiency levels of these institutions.

(iii) The technical education courses at all institutional levels are located within a broader general education curriculum which is dominated by general education subjects, many of which have no bearing on the attainment of competencies in a chosen professional area. A student failing history or biology, for example, will have to repeat the year even where they are demonstrating good performance in the vocational/technical subjects.

(iv) Teacher/student ratios in TVET schools are much higher than normally accepted international practice with the result that students do not get enough time for practical skills training even in an environment where the equipment is functioning properly. In one school, it has been noted that 70 students were enrolled in a mechanical course that could accommodate only 16 learners for practical lessons. In many schools however, the training equipment is usually old and in disrepair.

The MEC's own technical education strategy also point to other factors which undermine the effectiveness of the technical education system. These are:

(a) **Relevance**:

The scattered information available on skills and qualification needs suggests there is a severe shortage of appropriately skilled and qualified workers. Although the graduates from the public technical education schools seem to be rather easily absorbed into the formal sector of the labor market (particularly at medium level, or Grade 12 equivalent), enterprise surveys indicate a general dissatisfaction, and outline a number of complaints related to the lack of relevant, especially practical, supervisory and foreign language skills of graduates. This often translates into retraining costs for

employers, adding to their immediate operational costs and, more broadly, to the overall cost of doing business in Mozambique.

One of the principal reasons for the poor relevance is the lack of involvement from employers and industry representatives in defining occupational standards and learning contents for the courses offered in the public training system. The current supply-led approach to planning and training delivery - which is completely disconnected from industry needs, - has dominated government policy and planning practices since the establishment of the TVET system.

An additional cause of concern is the acute shortage of relevant training earmarked for employment and self-employment in the informal sector, particularly for school leavers who may have only attained primary education. This situation is further compromised by the lack of recognition of informal training.

(b) **Quality**

Quality levels are perceived to be very low in the general public training systems offered by DINET schools, a situation caused by a number of contributing factors

- under-qualified and insufficiently skilled teachers/instructors
- a shortage of learning materials and teaching aids;
- partly or wholly dilapidated workshop facilities, equipment and tools for practical skills training;
- an outdated curricula, which is overloaded with academic subjects (almost 50 percent in some instances;) and
- few linkages with industry to strengthen the quality of student practices.

(c) **Access** and **equity**:

Generally, there is an acute shortage of places in secondary and technical schools for graduates from the expanding primary school system with many learners choosing to enter the technical schools as a second best option, even though the returns to technical education tend to be higher at the medium level, at Grade 12, compared to the same level in the general secondary academic stream.

Access to technical schools is further restricted by:

- the limited availability of relevant training opportunities for school-leavers and other groups in need of training;
- cultural and social barriers which discourage female participation in the TVET system;
- an urban bias in that nearly all the (formal) technical schools are located in the major towns and cities; and
- financial and social barriers resulting from poverty.
- the HIV/AIDS epidemic which is resulting in higher levels of teacher/instructor absenteeism and premature death which exacerbates these inequities, especially among vulnerable students who are directly or indirectly affected by HIV/AIDS and are unable to afford tuition and/or other direct costs associated with attending training courses.

2.2 Vocational Training

In addition to the technical education courses provided by the MEC, there are also other providers of vocational training courses the employed and unemployed that are offered by various other Ministries and the private sector.

(i) INEFP

The largest provider of vocational training is the Institute of Employment and Training (INEFP). This agency, under the responsibility of the Minister of Labour, is responsible for the management of a national network of schools and employment centres. However, due to severe budget restraints, there are only 9 vocational training centres (Centros de Formacão Profisional or CFPs) which are actually functioning providing training for a national total of about 2,300 learners in 2005. These centres offer practically-oriented vocational courses for unemployed or out-of-school youth, usually of a short duration (ranging from 1-6 months), and mainly targeted at core industrial trades, such as mechanical, auto mechanical, electrical, and building construction occupations although some centres offer new courses in computer skills training and bookkeeping.

Overall, many of the CFPs are hugely under-utilised due mainly to the shortage of public funds to pay for materials and subsidies for out-of-work learners. Like the DINET schools, the centres are poorly resourced and badly managed with the result that the facilities and equipment are neglected and in disrepair. The problems are further compounded because the budget can only support the appointment of a small number of permanent trainers with the majority having part time /casual contracts.

In April 2006, INEFP launched its Employment and Vocational Training Strategy with ambitious targets to train 500,000 people in the next ten years. As it can be seen, its existing capacity is currently less than 5% of the expected annual target so that the achievement of these targets will depend on a massive expansion of its existing training capacity and a commitment of government funds to employ more trainers.

INEFP's other main function is to manage a network of employment centres throughout the country where job seekers and vacancies are registered. In theory, unemployed people registering for work at an employment centre are referred to a CFP for skills training courses but in practice very few actually benefit from this arrangement due to the shortage of funds to finance this training.

(ii) Other Ministries

Other Ministries also provide vocational training. For example, the Ministry of Agriculture maintains a network of its own training centres that nominally offer practical skills training courses in basic farming techniques. However, these centres also suffer from the same handicaps experienced by the CFPs and consequently are heavily under-utilized. Similarly, the Ministries of State Administration, Tourism, Transport, and Public Works each have their own training facilities that offer basic skills training in a limited number of course programs for a small number of learners. Most of this training is targeted at employees of their own Ministries but occasionally are extended to job seekers in the broader labour market.

These Ministries plan their training interventions in isolation from each other with the result that it is difficult to obtain a complete overview of the extent of the public TVET system and to give it some coherence. No figures are available on the number of trainees that benefit from this training offered by these Ministries but it is believed to not be every large.

Moreover, most of the training offered by all these other Ministries (with the exception of the Health Ministry) is not recognised by the Ministry of Education and Culture.

(ii) Private Sector.

There are a number of private training providers that offer specialised skills training for niche markets. One of the most successful is a company that provides skills training on a fee-for-service basis for some of the largest multinational firms in the country, based in one of INEFP's training centres in Maputo, which it leases. This centre is in fact the only viable fully functional TVET institution in the country offering mechanical/electrical skills training of a quality standard recognised by industry. Many of its trainees are in fact graduates from the public sector Industrial Institutes. There are also other initiatives such as a private company which specialises in hospital and office equipment and systems training, a new private hotel training school and a number of individuals who offer provide short course training, especially in the tourism sector.

Details on the numbers of people who are trained by private TVET providers are difficult to obtain as the market is widely dispersed and not organised (there is no representative body of private training providers). Even though all private providers are required to be formally registered and licensed to operate by INEFP, it does not collect training statistics from these providers making any accurate estimates difficult to ascertain. However, it is not considered to be very large.

This quick overview summarises the status of TVET service provision and supply capacity in the country. From this assessment, it can be estimated that there about 50,000 -55,000 learners participating in TVET courses of one type or another each year of which about 90% are based in the MEC/DINET schools – a figure which falls far short of the annual targets set in the Ministry of Labour's Vocational Training strategy – and which represents only 0.5% of the labour market, thereby leaving large numbers of people, especially out-of-school youth, without any access to skills.

3. The Government's *TVET Strategy* Response

In recent years, the Government has reacted to the sector issues and challenges outlined above with substantial efforts to align training policies and transform the training system by creating a consultative institutional framework for TVET development.

The policy framework comprises

- the MEC *Estratégia do Ensino Técnico Profissional em Moçambique 2002-2011* approved by the Council of Ministers in December 2001,

- the MINTRAB *Employment and Vocational Training Strategy 2004-2010*, the Education Sector Strategic Program 2005-09 (ESSPII), approved in April 2006.

- the Policy Proposal on Polytechnics prepared by the Ministry of Higher Education, Science and Technology (MESCT) before its amalgamation with MEC; and, most recently,

- the *Proposta de Programa do Governo 2005-09* (PPG). In the latter, the Government confirms its commitment to transform the TVET system and improve the quality and relevance of training in close cooperation with industry and social partners. The PPG also underlines the Government's desire to expand the TVE sub-system as part of the overall effort to increase access to post-primary education and, most importantly, respond effectively and efficiently to the needs of the labor market

Further, in a *Memorando de Entendimento* of July 2004, the Ministers of Education, Labor and Higher Education and the *Confederação das Associações Económicas de Moçambique* (CTA) agreed to incorporate current and/or future interventions in the sector into an ***integrated TVET reform*** program. This partnership laid the foundation for the establishment of an Inter-ministerial Commission for TVET Reform or *Comissão Interministerial para a Reforma da Educação Profissional* (CIREP) and a National Public-Private Commission for TVET Reform or *Comissão Executiva de Reforma da Educação Profissional* (COREP) which was created by a government decree, in August 2005.

COREP (which is a policy advisory and regulatory body) has been given the responsibility to develop an integrated TVET program with a longer term vision and discrete phases with milestones (known as the REP). It presently, serves as an interim body until a more permanent structure can be established. The Board is supported by a full-time secretariat which is responsible for preparing policy advice, plans, guidelines and proposals for reforming the TVET system and for implementing its decisions. The Secretariat also acts as the project management unit for the first implementation phase of the TVET reform process (known as PIREP) during the period 2006-2011, which is financed by the World Bank and the Netherlands Cooperation with supplementary technical and financial support provided by GTZ, Spanish Cooperation and a number of other Cooperating Partners.

The REP's long-term vision is divided into three phases. The objective of the longer-term reform program is to improve the quality and responsiveness of the TVET system to labor market needs by providing training that is delivered in a ***sustainable, integrated, effective, and equitable*** manner. The results of the pilot phase (PIREP) will guide the subsequent phases of the envisaged long-term vision, namely the scaling up to other occupations and sectors of the economy and to other private and public training institutions in the (second phase) period 2011-15 and the subsequent third phase period, 2016-2020 during which the reforms will be consolidated and extended to all TVET institutions.

PIREP's Project Development Objective (PDO) is ***to facilitate the transition to a demand-led training system and provide the beneficiaries with more market relevant skills and improved economic opportunities***. Key mechanisms to accomplish the objective include

- the establishment of a TVET governance framework with representation from Government, industry, and civil society;
- the etsbalishment of a new TVET qualifications framework underpinned by occupational standards for sectors experiencing employment growth and skill shortages; and
- facilitating the re-alignment of the TVET system (based on occupational standards) in up to 16 pilot training institutions.
- developing arrangements to diversify the funding sources of TVET to ensure it has a stable platform of income that can sustain its operational effectiveness in the future.

There is also a competitive grants component of PIREP which will increase access to training for under-served groups, stimulate innovative approaches to TVET, and improve quality and relevance of training provided by public and private institutions not among the pilot training institutions. Critical issues of gender inequity and the impact of HIV/AIDS are incorporated in all relevant aspects of program design and implementation.

The performance of PIREP will be measured by means of the following indicators:

(i) the percentage of employers surveyed which indicate that those of their employees, who are recent graduates of targeted institutions, have market relevant skills;
(ii) the labor market earnings of graduates of targeted programs compared to a control group;
(iii) the average time (in days) to find a job or become self-employed after graduating from a targeted program compared to a control group graduating from institutions not targeted for PIREP assistance; and
(iv) the percentage of graduates of targeted programs who find jobs or create jobs that are directly linked to their field of study.
(v) The percentage of schools that have formed partnerships with the private sector.

Data from these indicators will help to confirm whether the PDO is on track to being achieved. To measure these achievements, a baseline has recently been completed with data from schools and graduates of 2005.

PIREP has four components:

A – Development of an Institutional Framework
B – Standards-based Qualifications and Training System
C – Quality Improvements in TVET Institutions
D – Skills Development Fund (FUNDEC).

Component A – Development of an Institutional Framework responds to the diagnosed weaknesses of the current institutional set-up of the TVET system, including problems of governance, e.g. a lack of stakeholder involvement and ambiguity about the role of DINET and INEFP vis-à-vis COREP; resource constraints as indicated by the severe under-funding of the TVET system; excessive centralization; and the absence of a comprehensive transition plan.

The objective of this component is to reform the governance and management structures for the training system and develop options for the reform of a system of financing in collaboration with the relevant industry representatives and social partners.

Component A comprises four sub-components, addressing:

(A1) the institutional framework for the governance of the TVET system, including capacity building of DINET and INEFP and the establishment of labor market monitoring mechanisms,

It is envisaged that legislation on establishment of the *Autoridade Nacional da Educação Professional* (ANEP) will be submitted to the National Assembly in Year 4 (on or before December 31, 2009) of PIREP.

(A2) the mechanisms for providing a sustainable financing basis for the TVET system, It is envisaged that a draft proposal with a strategy to ensure the technical , institutional and financial sustainability of the project activities at the end of the pilot phase in 2001 will be prepared and submitted by the end of June 2009.

(A3) the arrangements for decentralized management of TVET institutions, It is envisaged that a draft proposal with a strategy to align DINET and INEFP's roles, responsibilities and institutional arrangements, both at national, provincial and institutional levels, to the envisaged decentralization context will be prepared and submitted by the end of June 2009.; and

(A4) studies and other research related activities to facilitate the transition to a demand-led TVET system, the pedagogical strategies to articulate the academic and technical modules in the context of a competency-based scheme, the incorporation of the informal sector into PIREP and the impact and mitigation of HIV/AIDS on training institutions and workplace issues.

A major thrust of the component is to encourage the involvement and active participation of industry and enterprises in the management of TVET institutions and to move towards the coordination and articulation of the different skills development programs, offered by different providers. Major inputs will be technical assistance (consultancy inputs) for problem diagnosis and conceptual work, capacity building of stakeholders and administrator/managers as well institutional development support (system procedures and equipment).

Component A has a dual function. Firstly, through analytical work and consultations, it will provide the institutional, funding and management framework for the reformed national TVET system; and secondly, it provides for the establishment of an Executive Secretariat (ES) of COREP which will coordinate the implementation of PIREP.[4]

Component B – Establishment of a Standards-based Qualification and Assessment System is the principal objective of this component and one of the fundamental elements of the TVET reform process. The Government is committed to transforming its current curriculum-based TVET system

[4] The COREP Decree No., 29/2005 dated August 23, 2005 calls for the establishment of an Executive Secretariat (Article 7) to coordinate the PIREP program (See Annex 17 Decree No. 29). A set of internal regulations for COREP and for the Executive Secretariat were approved by COREP on January 27, 2006 and February 6, 2006, respectively, to establish rules, regulations, competencies for the array of stakeholders expected to be involved in the implementation of PIREP (See Operational Manual Chapter 2).

into a system based on occupational standards to ensure that enterprises and experts in the world of work have a strong influence on the definition of competencies and training content; that a transparent and legitimate assessment system can be established; and that target groups with different training and learning backgrounds will be able to access the TVET learning system and get recognition for their skills regardless of where the learning/skills acquisition takes place.

The component is divided into three sub-components addressing

(B1) the development of occupational competency standards,
(B2) the development of modularized training course programs based on these occupational standards, and
(B3) the development of a standards-based assessment and certification system.

The component includes support for developing and adopting methods and procedures for standards-setting, curriculum planning and development, and assessment/certification arrangements, including the testing of the system that will target a minimum of 20 occupational areas spread across four economic sectors, viz. tourism and hospitality, management & administration, industrial maintenance, and agro-industry.

Critical issues related to gender and HIV/AIDS will be mainstreamed in the curricula for the pilot sectors. In addition, a core module on HIV/AIDS prevention will be developed for all pilot sectors to address workplace policy issues, prevention and information related to availability and support services for HIV/AIDS. At the end of the project, training and assessment based on occupational standards will have been fully implemented in four pilot sectors, industrial maintenance, agro-processing, tourism and hospitality, and management and administration.

Component C - Quality Improvement in Training Institutions is designed to address the quality problems affecting DINET and the INEFP institutions. It comprises five sub-components:

(C1) the development and piloting of courses for teachers and management staff;
(C2) the supply of relevant furniture, equipment, tools, and consumables;
(C3) planning and implementation of the necessary rehabilitation of the physical infrastructure;
(C4) the acquisition, development and piloting of new learning materials; and
(C5) the development and piloting of student counselling and career path guidance methods, including assistance in facilitating internship arrangements with industry.

Critical issues of gender and HIV/AIDS are to be mainstreamed in the development of teacher/trainer programs and acquisition of learning materials, in the rehabilitation of infrastructure to ensure proper water and sanitation facilities for students, and counselling services to provide information or referrals to young students seeking social and emotional support or information on career prospects.

For the four selected pilot sectors, the project will fund the development and piloting of new learning materials, teacher in-service and pre-service training, improvement of management capacity, and relevant upgrading of teaching facilities, e.g. class rooms and workshops to respond to the new modularized training course programs based on occupational standards. Sixteen different DINET and INEFP institutions have been chosen as pilot sites for testing of the new Competency-based Training (CBT) courses, mentioned above. These schools are supposed to

specialize in skills development within target industries or occupational areas, e.g. agro-processing or tourism. Priority will be given to activities that support teacher training, materials development rehabilitation of the educational infrastructure and investment in equipment targeted at the occupational areas selected for piloting.

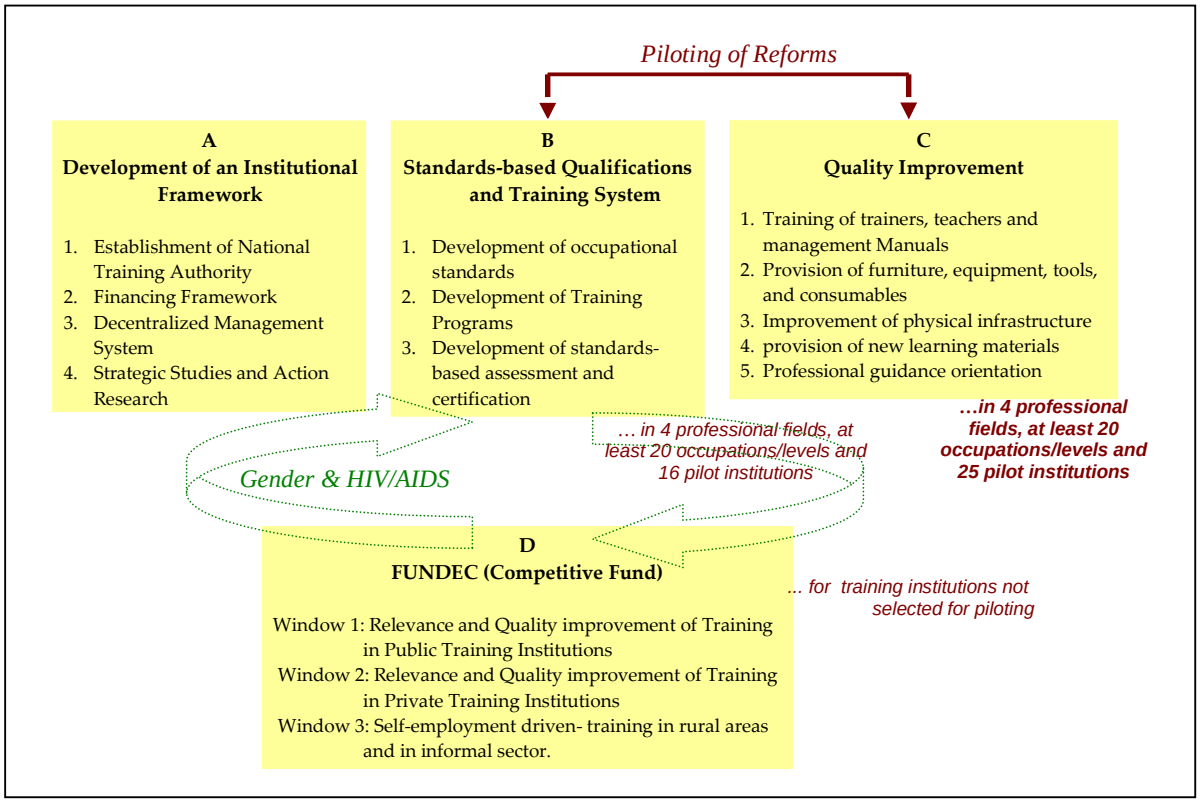
Component D - Skills Development Fund or *Fundo para o Desenvolvimento de Competências Profissionais* (FUNDEC) is designed to promote innovation and initiatives for the improvement of quality and relevance of training and to increase access to employment-oriented TVET for underserved population groups. The component will finance small grants that can be accessed, on a competitive basis, through FUNDEC. Unlike Components B and C where re-alignment is envisaged in selected sectors and institutions, activities financed by FUNDEC are not limited to selected target sectors. Instead, the intention is to promote innovation and initiatives for the improvement of quality and relevance of training and at increasing access to employment-oriented TVET courses for the out-of-school (children and adults) population in rural areas.

FUNDEC consists of three funding windows. The first window is earmarked to fund capacity building and training activities offered by public providers (formal or non-formal training) who are not taking part in the pilot projects. The second window is earmarked to fund capacity building and training activities (formal and non formal training) offered by non-public providers. The third window is earmarked to fund targeted training courses to respond to the needs of underserved groups who are located primarily in rural areas to tap or improve livelihood opportunities in the immediate economic context.

Each window has a different upper ceiling for project costs (between US$ 50,000 and US$ 250,000 per proposal depending on the window and type of provider). FUNDEC will be managed by a small department within the PIREP Executive Secretariat. In addition to evaluating grant applications and monitoring projects financed by FUNDEC, the unit will also support potential beneficiary training institutions to develop good quality proposals – this will be in the form of consultancy services and training.

For all components, steps have been taken to ensure **that transversal issues of gender equity and HIV/AIDS** are appropriately taken into consideration through establishing a HIV/AIDS and gender coordination desk in the ES of COREP; developing gender and HIV/AIDS specific standards, modules and training materials; ensuring that HIV/AIDS awareness training courses are made accessible to all learners and teachers in the pilot schools and where possible, more widely in the larger network of TVET institutions; and making it a condition that FUNDEC will only provide financial support to those training providers that have developed and implemented institutional HIV/AIDS prevention and workplace plans and gender policies.

Figure 1 – PIREP Components



The general vision, investment principles, lines of intervention, timetable and expected milestones to be attained under the integrated investment program are summarized in a **Letter of Sector Policy (LSP)** signed by the Minister of Planning and Development in October 2005 . Key elements highlighted in the LSP include:

(i) the creation of a consultative governance and institutional framework with equal representation from Government, industry, organized labor and civil society organizations to lead the transformation of the TVET training system;

(ii) (ii) the adoption of a demand-led paradigm to ensure planning and delivery of training fully coincides with requirements of a growing economy and changing labor market requirements;

(iii) (iii) a commitment to addressing and mainstreaming transversal issues of gender and HIV/AIDS in the selection of programs for investment, learning content and delivery of training in all training institutions and in the workplace;

(iv) (iv) the introduction of occupational standards set and validated by industry and a modularized curricula;

(v) (v) the establishment of an independent national system for assessment and certification of learners;

(vi) (vi) the introduction of an accreditation system for public and private providers offering Competency Based Training (CBT) courses and qualifications;

(vii) (vii) the establishment of a new system for technical teacher training; and (viii) the introduction of a decentralized system for TVET management. Furthermore, the Government has expressed its commitment to diversify the funding sources for TVET in order to maintain long-term sustainability.

Nominally, the PIREP project phase provides the first opportunity to bring the planning processes of different Ministries under a single planning framework. An important reason for doing this is to build an understanding and consensus around having a consistent approach to the development of TVET courses and qualifications and to enable these courses to be recognized - as either qualifications or credits towards a recognised qualification - on a proposed new TVET qualification framework, However, two years further on, the status of pre-existing GoM Ministry strategies, referred to above, vis-à-vis the REP and PIREP has still not been clarified at a higher government level. Ministries still continue to independently develop and plan their own activities in isolation from the main REP project even though these previous policy and strategy documents are generally broad in scope and fiscally unattainable. This problem is further compounded by the actions of some CPs which continue to plan and implement their own (parallel) bilateral projects in direct counterpart relationship to the Ministries and without reference to the guidelines being adopted for the PIREP project. Coordination and information exchange remain as significant problems undermining the ability and effectiveness of the COREP to exercise its role as the overall coordinating (and regulatory) body for the TVET sector.

Notwithstanding these early teething problems, some notable progress is being made. The COREP Board continues to meet on a regular basis and is slowly giving its approval to certain measures – regulations, guidelines, discussion papers - which are starting to elaborate and construct the "architecture" for a new TVET governance system. As an example, four new Sector Training Advisory Committees, comprised of representatives of the private sector and civil society have been created to manage and supervise the development of occupational skills standards and CBT-based TVET qualifications in their respective sectors. These bodies also provide advice and information to the COREP governing body on their skills development needs which is then being used to define the priority occupations that will be targeted for the development of new curriculum in the first phase of the pilot. In addition, ad hoc working committees have been formed which involve the participation of Ministry officials in the planning of the reform process.

A permanent Secretariat has been established that provides the COREP Board with policy advice, develops the regulatory framework for its approval and prepares the plans for the implementation of the new CBT-based curriculum in 25 pilot institutions. The first of these pilots are planned to commence in mid 2008. However, the implementation timetable is critically dependant on a number of conditions being in place at each pilot school, including the availability of well resourced and functional training facilities; the development a new CBT curriculum framework and the elaboration of learning materials; the availability of a qualified and competent workforce of technical teachers and trainers; the existence of reasonably effective school planning and management systems which can support the hosting of a complex pilot project, and a supportive political and administrative environment at school, provincial and national level enabling and facilitating the introduction of these reforms and their rapid diffusion to other institutions throughout the network. Unfortunately these conditions do not exist

4. Problems and Constraints

The scope of the TVET reform process in Mozambique should not be underestimated. While there is an undisputed urgency to implement these reforms, many many physical, financial, human and

policy factors mitigate against the early implementation of the reforms, some of which are discussed briefly below.

4.1 The Provision of Adequate Functioning TVET Facilities

The after effects of a long civil war, low levels of state spending, poor management and in some cases theft have left many TVET facilities in Mozambique in a desperately bad condition. Training workshops in schools and training centres are full of old and disused equipment where there is little or no budget for maintenance , repair and/or replacement. Workshop managers complain there are no funds to buy consumable materials making effective practical skills learning impossible. Without exception, all 16 pilot schools in the PIREP project (and many of the other parallel projects) require extensive rehabilitation and re-equipping in order to provide adequate facilities under which the new CBT curriculum can be taught. The lead time for achieving this is, however, quite long, involving the development of architectural plans, the construction/renovation of new/upgraded facilities, the appointment of supervision services, the procurement of equipment, tools and materials , all of which must be conducted and managed through fairly lengthy tendering procedures in accordance with the Bank's guidelines. On current plans, it is anticipated that only six schools will be ready to host new pilot projects by the middle of 2008 with the remaining schools coming available in mid-late 2009.
Moreover, on current design estimates, there are insufficient funds set aside in the PIREP budget to finance the rehabilitation and re-equipment costs at the 25 pilot schools making it necessary for the COREP Secretariat planners to identify and obtain funding from other alternative sources.

4.2 A new Competency Based Curriculum

Presently, the teaching of technical education subjects in government technical education schools at all three institutional levels is located within a broader curriculum framework which is dominated by academic subjects. While the range of courses offered is restricted mainly to the "traditional" subject areas (of mechanics, auto mechanics, electrical carpentry, brick laying, plumbing, agriculture and book-keeping), even within these subjects, there is actually limited scope for learners to acquire intensive and dedicated skills for a specific profession. For example, a student currently enrolled in a mechanics course in Mozambique can expect to participate in a course where the learning contact time is about 30 hours per week spread over a 32-week teaching year (approx 1,000 hours per year) of which about 60-70% of the curriculum is devoted to general education and only about 30% (300 hours) is technical of which only 10% (100 hours) is practical – assuming that practical functioning workshops are available. This needs to be compared against internationally accepted practise where mechanical students presently engage in courses of about 1600 hours per year of which 85-90% (1400 hours) is technical/vocational, and significantly, of which the greater part is practical. In other words, these students should expect, under the new regime, to spend a minimum of 1000 hours per year in a practical skills training workshop environment – which represents a ten fold increase in the time that is presently offered. .

This very significant shift in the curriculum has a number of important consequences for the current technical school system.

Firstly, because each class/group of learners will now spend more time in a practical skills training environment, these schools need more training workshops and fewer classrooms to accommodate them. Plans for the re-design of these schools has to take this into account otherwise the new facilities will be inappropriate for the learning needs of the new curriculum giving rise to justifiable criticism that the Bank' (relatively scare) project funds have been wasted and mis-used.

Secondly, if it is not possible to finance the conversion/construction of new workshop facilities to adequately accommodate the current student population enrolled in these schools, then inevitably, these schools will have to reduce their student enrolments. This is likely to be both politically unpopular as well as difficult to manage which means it will have to be phased in over a number of years. During this phasing in period, the schools will be hosting both the old and new curriculum students which will present many challenges.

Thirdly, the necessary increase in teaching time of about 600 hours (10-15 weeks per year) will give rise to justifiable pressure from teachers for additional compensation, or alternatively for a larger number of teachers in the workforce with a significant increase in costs for the technical schools budget. As these recurrent costs have to be financed from by the Mozambican government from its limited budget resources there may be resistance. Moreover, no provision for additional resources has been planned for in 2008 fiscal year.

Fourthly, the jettisoning of general education subjects from the new curriculum may give rise to concerns – from parents, educators and even some CPs - that the technical student is not acquiring a fully rounded education, a point that would be well taken if the new curriculum was applied across all three existing levels of the system. It is for this reason that the COREP Secretariat planners have sought to apply the new curriculum only at the higher institutional level after the completion of ten years of general education.

Finally, related to the previous point, is that the shift in the curriculum emphasis from general to technical subjects also implies that the general subject teachers in the technical schools (which comprise more than 50% of the total) will either need to be made redundant or re-deployed to other (general education) schools. Again this will need to be managed and phased out over a number of years to avoid huge disruptions. In this regard, the COREP planners believe that this shift should go hand in hand with the conversion of some middle level technical schools to become general education schools.

One underlying reason that there has not been better progress made so far in the introduction of a new CBT curriculum is that, despite these fairly compelling arguments, there is still no consensus within the TVET community – Ministries, employers, providers , CPs - on how the new CBT curriculum regime is to be applied. Some have questioned the appropriateness of introducing CBT-based learning into all levels of the TVET system – for reasons of costs, relevance, need/demand and institutional capacity to support the process – whereas others have argued that it should be applied at all levels of the system and in conjunction with the existing "general education" curriculum framework. How this would actually work in practise has not been made clear but it implies that either all (general and technical) subjects in the curriculum would be assessed against competency standards or that there would be two separate assessment

procedures for the different components. In the former case, it does not make sense to justify that subjects such as languages and the social sciences need to be assessed against occupational standards whereas in the latter case it becomes untenable to assess the performance of the learner's ability to perform in a professional context (auto mechanic, waiter, secretary, book keeper), by assessing their understanding of general education subjects.

For example, a person's capacity to diagnose, maintain and repair an air conditioner, car engine or plumbing system to a specified industry standard is not dependent on their general knowledge of history, geography or science. While there will be a certain amount of generic knowledge (in terms of problem solving, planning, communication and calculation) embedded in the vocational/technical skills training programme and reflected in the underpinning competency standard against which the assessment will be carried out, it makes no sense to include general education subjects in the curriculum or assessment framework.

Beyond this unresolved pot-holed discourse there is also another parallel ongoing discussion about the appropriateness of the technical schools to offer practical skills-based learning in certain fields of learning. Tourism and hospitality skills' training is a topical case. Until now, the DINET technical school system has not offered courses in tourism and hospitality studies (whereas the INEFP system only offers short courses through one under-resourced mobile unit) despite the fact that the tourism sector is seen as a significant growth sector which could provide employment especially in some of the poorer northern provinces.

The ability to introduce new courses in this field presents one of many challenges for TVET planners in the country. Apart from the obvious challenges of developing a new curriculum from scratch and also building and equipping these schools with new (costly facilities), the schools also need an adequate supply of appropriately qualified teachers. Ideally, these teachers should be recruited from the private sector where they can demonstrate prior (and relevant) work experience. However, due to the low level of government salaries it is unlikely that many experienced people will migrate from the private sector with the result that the public TVET system may have to increasingly rely on new inexperienced teachers, coming directly out of the public schooling system notwithstanding the fact that there will be some significant lead times in developing/training these teachers before these new courses can be offered. An alternative approach , under consideration, is to locate this training in specialised hotel schools where there are existing facilities and a private sector management to oversee and supervise its implementation. Such an approach implies that there would be no new capital investment in creating hospitality skill training facilities in the DINET pilot schools.

4.3 A critical shortage of competent teacher/trainers

Reference has already been made to this problem earlier in this paper. On a conservative estimate, it is estimated that about 60 per cent of the technical teachers currently employed in the technical education schools in Mozambique are either not qualified or under-qualified to offer technical course programs for which they have been employed and about 90 per cent have no practical experience or prior working experience in industry or commerce. A recent formal skills assessment of 103 technical teachers in the field of industrial maintenance (electrical, mechanical, welding, auto mechanic) confirms this. None of the teachers managed to meet the minimum threshold level

deemed by the assessor as meeting a standard of competency for employment in industry whereas about 40% of them were rated as being unsuitable for teaching at all.

This situation has arisen primarily because there has been, until this year, no technical teacher training institution in the country since 1991.. Since then, many of the best qualified teachers have left for better paid jobs in private sector and there is no financial incentive for them to return to the education system. As a result, the majority of teachers presently employed by MEC have entered the profession without acquiring appropriate pedagogical-based qualifications and practical skills. (Some are infact graduates from poorly resourced technical schools populated by teachers who themselves were poorly trained). Moreover, due to low levels of recruitment since the early 1990s, the average age of technical teachers is about 47 and approaching retirement within the next 5-10 years.

A first priority for Mozambique, therefore, is to rebuild its institutional capacity for technical teacher training. However, on the most optimistic assessments, it will be another 5-7 years before the first graduates from these institutions will emerge and possibly another 15 years before the majority of the technical teachers working in the system will have benefited from these new restructured entry-level programs. An interim initiative to re-skill many of the existing teachers is being pursued by the Rede Salesiana who have recently completed a new teacher training facility in Maputo. At present, there is no agreed strategy and plan for how to re-build the capacity of the Mozambicans to produce the next generation of technical teachers although it is foreseen that a new proposed study will present options and recommendations that will be discussed in the early part of 2008. Among some of the many competing ideas circulating, one option is to locate this capacity within a new curriculum for new polytechnic colleges (presently there are three government polytechnic colleges in the country that offer diploma level qualifications).

In the meantime, more immediate attention is being given to targeting an in-service skills up-grading training programme for a limited number of teachers in the pilot schools that will be directly involved in the testing of the new CBT curriculum. This programme will start to be rolled out over an 18 month period commencing in March 2008 .

The development of teacher training capacity in the TVET institutions is also severely hampered by the widespread problem of HIV-Aids which is already contributing to lengthy absences from work and death. In one training institution employing 14 trainers in 2004, six trainers have already died and three others are absent from work with the sickness. While this case represents an extreme example, it nevertheless serves to illustrate the extreme impact that this problem is having in the education system as well as in the general community.
Given the alarmingly high levels of infection in the population and especially among the youth, HIV/AIDS has been receiving serious attention from both the government and donor organisations through the organization of various awareness raising activities and events in the schools, including the TVE schools, while a minority of TVE schools also address gender issues in a more structured manner as part of the curriculum of civic education (GTZ/GFA Management, 2005).

Building on this modest platform of existing activities, gender equality and HIV/Aids awareness have been taken directly into account in the PIREP reform program, by making it a requirement to include gender and HIV/AIDS related activities in all new components of the program. This means that HIV awareness and gender awareness training will be embedded in the curriculum at all the

pilot schools and will form a component of the teacher training courses that will be developed. Provision has also been made for the appointment of a HIV/Gender Equality resource person in the secretariat of COREP to coordinate these activities.

4.4 Institutional Capacity and Readiness to support the Reforms

There is a chronically poor level of management capacity at most TVET institutions which undermines their ability to host and support the introduction of the new curriculum and which, if left unaddressed, has the capacity to undermine the effectiveness of the TVET reform process.

This problem, while implicitly acknowledged for a long time, was explicitly revealed by a World Bank-financed study carried out earlier this year. The Mapping study assessed each pilot school in terms of seven key areas of functionality with a number of indicators represented in each area. The aggregate outcome of the assessment rated each school on a scale of 0-4 points where a zero value reflects no existing capacity within a functional area and a rating of 4 reflects good capacity. Overall, the highest rating of any school was 2.3 while the average score for 15 institutions was 1.2.

The analysis from the results of the survey shows that capacity building for school management is required in all seven functional areas measured in the study but it is especially critical in the following four areas of workshop management, financial management, school administration and management and information management
Following the study, the Secretariat has developed a plan for building the education management capacity at these institutions which is built on a number of different elements which include the development and implementation of a quality management system at each school; education management training and development; improvement in administrative capacity by the provision of computers and equipment; the appointment of school-based technical advisers, and; the establishment of three regional support centres. Elements of the plan will start to be implemented in early 2008

Conclusions

Like many developing countries, especially in Africa, the Government of Mozambique faces a policy dilemma in how it responds to the problem of developing the skills of its people for two different labour markets. On the one hand, it must modernise and upgrade its physical and human resources capacity to provide better quality and more labour market relevant courses for students seeking employment in a small (but growing) formal sector economy where employers are demanding better qualified and competent graduates from the public and private TVET system. The failure to provide an adequate supply of well-trained graduates for this labour market may either act as a constraint to future growth or, alternatively, may pass the benefits of this growth to foreign-skilled workers. On the other hand, there is also a huge political pressure to respond to a massive need for providing short skills training programmes for the great majority of the population in order to enhance their opportunities for starting their own micro businesses.

At present, the TVET system in Mozambique, characterized by poor quality provision, outdated curricula, dilapidated facilities and an under-resourced budget is presently far removed from meeting the minimum conditions for providing quality TVET delivery for the modern economy.

Yet the first steps towards transforming this system have now been taken, manifested by the announcement of the Government's raft of new policy measures and strategic plans, its initiative to establish a new TVET coordinating body with the inclusion of the private sector and civil society, and also with the financial credit provided by the World Bank and other CPs. The PIREP project plan contains the vision, goals, objectives and detailed implementation activities for creating a new modern TVET system over the next 15 years. However, questions still remain on whether the new arrangements are financially sustainable in the longer run after the financial support from the Bank and the others CPs are withdrawn.

In regard to the larger problem of providing skills for the vast majority in the informal sector, the Government still needs to develop a viable plan in cooperation with the donor community. Like the initiatives taken by REP, there is an urgent need to bring together disparate and uncoordinated activities under a single institutional umbrella and to reach agreement on the development of a national strategy and plan. The foundation of this plan partly exists in the INEFP Vocational and Training strategy but needs further elaboration to set more realistic targets for differentiated sub sectors of the labour market and to provide more detailed financial, physical and human resource planning that will give effect to reaching these targets

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