REPÚBLICA DE MOÇAMBIQUE

REPORT ON THE PUBLIC HEARING PROCESS FOR THE EDUCATION TRANSFORMATION SUMMIT

Maputo, 24th June 2022

Index

1. INTRODUCTION

The pandemic of COVID-19, its effects and impacts on education both between and within countries were varied and the lessons from the experience of ensuring the right to education raised the need to rethink education in order to achieve the Sustainable Development Goals. It is in this context that the Secretary-General of the United Nations decided to convene an Education Transformation Summit for September 2022, to mobilise action, ambition, solidarity and find solutions with a vision of transforming education by 2030. As the background document states, the Summit will require a focused, intensive and inclusive preparatory process that is constructed in a way that responds to member states' priorities. The Summit preparatory process will advance in three intersecting and reinforcing work streams: a) National Consultations, b) Thematic Action Tracks and, c) Public engagement and mobilization.

The Government of Mozambique, led by the Ministry of Education and Human Development (MINEDH) and in coordination with the United Nations Children's Fund (UNICEF), the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the 'Education for All' Movement (MEPT), organised the national level consultation, where the current situation of education in the country was reflected upon in the light of the impacts of COVID-19 and discussed were the commitments and actions that can be taken to transform education and achieve SDG 4 by 2030.

Government at various levels (central and provincial), donors, policy makers, civil society groups, youth, National Organisation of Teachers (ONP), teachers, education advocates, academia, private sector and philanthropists developed, in the context of the national consultations, a shared vision, commitment and alignment of actions to recover learning losses, put SDG 4 back on track and reimagine education in the future.

The first national consultation meeting with civil society took place in Maputo on 25 May 2022, coordinated by the 'Education for All' Movement (MEPT) and under the facilitation of the Centre for Educational Studies and Research of the Faculty of Education, Eduardo Mondlane University (UEM). It was replicated in other provinces of the country under the facilitation of the MEPT focal points, from 30 May to 10 June 2022.

A second national consultation meeting was held on 22 June 2022, organised by the MINEDH in collaboration with UNESCO and UNICEF, also facilitated by the Centre for Educational Studies and Research of the Faculty of Education, UEM.

Both consultations were attended by representatives of the different stakeholders in Education, as described in the section on the Participants' Profile. The country's final document also has contributions from MINEDH, Ministry of Science and Technology and Higher Education, Ministry of Gender, Children and Social Action, Ministry of Labour and Social Security, the Secretariat of State for Technical and Vocational Education, the Cooperation Partners, the Provincial Directorates of Education, the National Teachers Organization (ONP), National Union of Students, individuals and Universities. The public consultations were therefore a space for national reflection on the priority actions

identified in the Declaration of the 2020 Global Education Meeting to accelerate progress towards SDG 4, in the context of COVID-19.

This document presents the report of the national consultations carried out in Mozambique, in preparation for the *Transforming Education Summit (TES)*,. In the first phase, contributions from institutions and individuals were solicited, which were compiled and summarised in a document that served as the basis for the national seminar for harmonisation and consolidation of the first draft submitted to the pre-Summit on the *Transformation of Education*, which took place between 28 and 30 June 2022, in Paris.

This report is structured in four sections. The first section summarises the objectives and methodology used for the consultation. The second presents the profile of the participants. The third section presents the participants' contributions with a focus on policy, planning and budget changes required. Finally, the fourth section presents the conclusions and recommendations for continuing and deepening the national reflection on transforming education.

2. OBJECTIVES AND METHODOLOGY

The last consultation sessions for the participation of Mozambique in the Transforming Education Summit (TES) took place in Maputo, at Hotel Avenida, on 25th of May and 22nd of June 2022, in addition to the provincial meetings coordinated by the *Education for All* Movement. The consultation session had objectives to: (i). Develop a shared vision, commitment and alignment of action to transform education by 2030 with a focus on the policy, planning and budget changes needed to recover learning losses; (ii) put SDG 4 back on track; and, (iii) reimagine education in the future by considering the impacts and lessons from the experience of education management in the context of COVID-19.

At the workshop on 22 June, after the introductory remarks by H.E. Ms. Carmelita Rita Namashulua, Minister of Education and Human Development and the Civil Society Representative (MEPT), the working session was conducted in two phases, each lasting 2-3 hours.

In the first phase, the participants held discussions in thematic groups, preceded by the completion of a survey made available through a created link, which aimed at the socio-demographic and political characterisation of the participants. Seven groups of 6 to 8 members each were formed, responsible for the 5 lines of action[1] notably:
    a) Inclusive, equitable, safe and healthy schools;
    b) Learning and Skills for Life, Work and Sustainable Development;
    c) Teachers, teaching and the teaching profession
    d) Digital learning and transformation; and
    e) Education financing.

---

[1] The first two lines were worked on by 2 groups.

In addition to these more general themes, each group worked on following specific topics, the contents of whose reflections made up the Mozambique commitment note:

a) Ensure the full recovery of the educational interruption of COVID-19;
b) Identification of the main transformations and strategic actions in education;
c) Ensure increased and sustainable public financing for education;
d) Increase the ambition of national education targets and benchmarks.

The working groups consisted of the discussions and analysis of key issues focused on policy, planning and budget changes need to transform Education by 2030 in order to achieve the action line for the A consultation matrix was presented for each action line to facilitate the collection of contributions among participants.

In the second phase, the participants under the moderation of the facilitator held a plenary session in which each group representative presented the group's written contributions followed by comments and additions of aspects deemed relevant. All participants' written contributions were collected, analysed and categorised with a focus on the policies, planning and budget changes needed to transform Education, taking into account the 5 lines of action that operationalise SDG 4 by 2030[2].

3. PROFILE OF PARTICIPANTS IN THE MEPT CONSULTATION WITH ORGANISED CIVIL SOCIETY

In this section, the profile of the participants in the national consultation organised by MEPT is presented, taking into account their percentage distribution by age group (point 3.1), by gender (point 3.2), the category of the main commitments of their organisation (point 3.3) and by type of organisation that each participant represents (point 3.4).

3.1 Percentage of participants per age group

The participants cover the various age groups. The majority of participants is young people in the 20 to 24 age group (27.1%) followed by the 25 to 29 age group (25%). The age groups with low participation are 15 to 19 years, 65 to 69 years, and 70 to 74 years, all with an average of 2.1%.
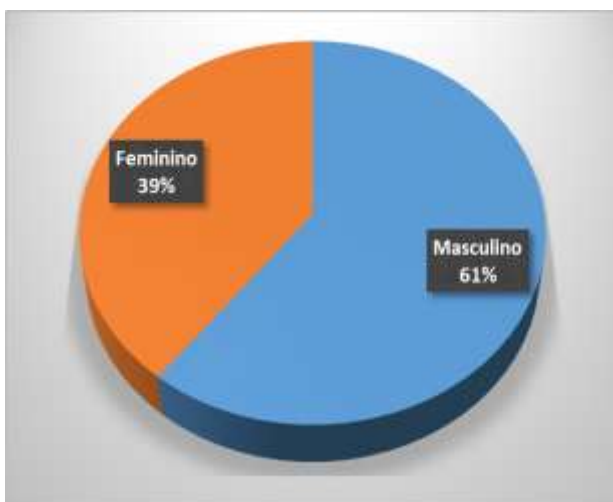
---

[2] This same methodology was used in the 25 May seminar and in the provincial consultations

Graph 1: Percentage of participants per age group

3.2. Percentage of participants by gender

In relation to gender, there is a more participation of men (61%) than there is of women (39%). These data show the disparity or gender imbalance among participants.

Graph 2: Percentage of participants by gender

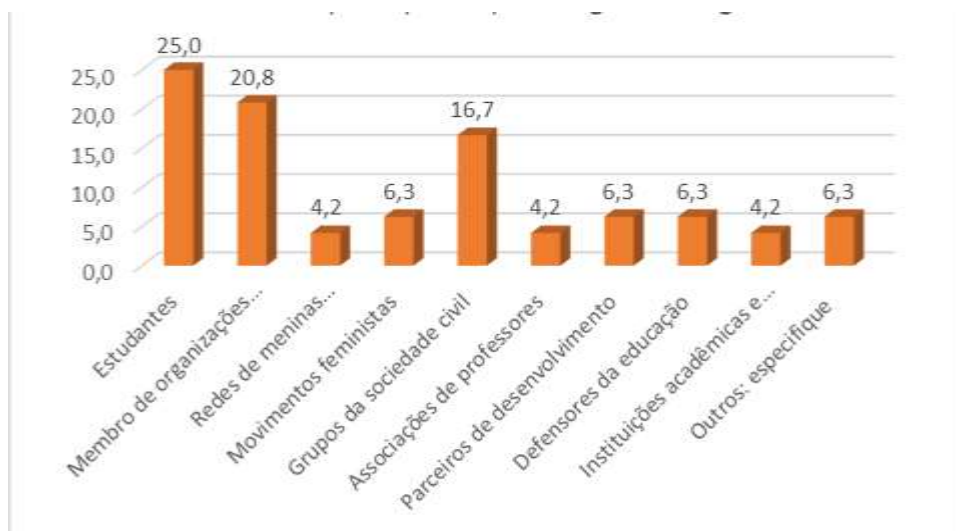## 3.3. Main commitments of the organisations represented

Considering the principles, values, mission and vision of the organisation they represent, the main commitments of the organisations represented include:

- Advocacy for psychosocial assistance;
- Valuing Early Childhood Education;
- Fight for the Inclusion of People with Disabilities;
- Fight for Girls and Gender Equality;
- Protection of Citizenship issues; and,
- Valuing Education.

3.4 Percentage of participants by type of organisation they represent

Regarding the nature of organizations represented by the participants, the data shows that there was significant student representation (25%), followed by representatives of

Members of Youth Organizations (20.8%) and representatives of Civil Society Groups (16.7%). The organizations with the lowest representation were Adolescent Girls' and Young Women's Networks, Teachers' Associations, Academic and Research Institutions with 4.2% of participants.
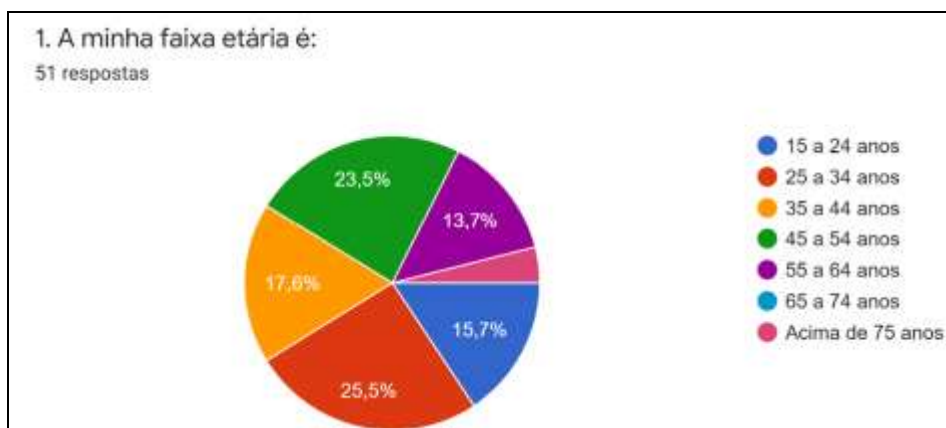

Graph 3: Percentage distribution of participants by type of organisation they represent

4.   PROFILE OF PARTICIPANTS IN THE CONSULTATION ORGANISED BY THE MINISTRY OF EDUCATION AND HUMAN DEVELOPMENT

In this section, the profile of the participants in the national consultation organised by MINEDH is presented, taking into account of age group (point 4.1), gender (point 4.2), the category of the main commitments of their organisation (point 4.3), and type of organisation that each participant represents (point 4.4).

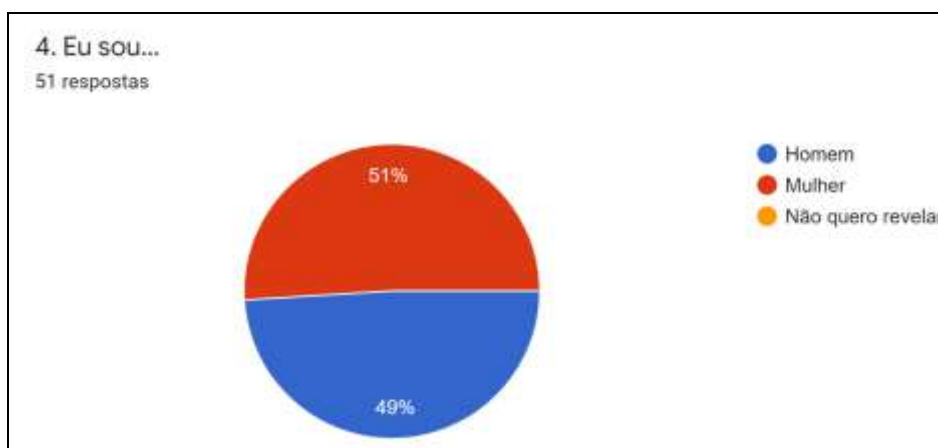### 4.1 Percentage of participants per age group

The participants cover various age groups. The majority of participants are young people in the age groups 25 to 34 years (25.5%), followed by the range 45 to 54 years (23.5%). The age groups with the lowest participation are those above 75 years, 55 to 64 years (13.7%), and 65 to 74 years (15.7%).

Graph 4: Percentage of participants per age group

4.2 Percentage of participants by gender

With regard to gender, the participation of women (51%) and men (49%) is almost equal as the graph 5 indicates.

Graph 5: Percentage of participants by gender

4.3. Main commitments of the organisations represented

Considering the principles, values, mission and vision of the organisation they represent, the main commitments of the organisations present include:

- Advocacy for psychosocial assistance;
- Valuing Early Childhood Education;
- Fight for the Inclusion of People with Disabilities;
- Fight for Girls and Gender Equality;
- Protection of Citizenship issues; and,
- Valuing Education.

4.4 Percentage of participants by type of organisation they represent

Regarding the nature of organizations represented by the participants, the data shows that there was a significant presence of representatives of Non-Governmental Organizations (25.5%), followed by representatives of Teachers and/or Educators

(23.5%) and representatives of Youth and Students (15.7%). The organisations with the lowest representation were Regional Financial Institutions, School Council Members, Media and Scientific, Academic and University Community with less than 4%.

Graph 6: Percentage of participants by type of organisation they represent

5. CONTRIBUTIONS OF THE PARTICIPANTS

This section harmonizes the contributions of participants from all the national consultations made for each action line focusing on the policies, planning and budgetary changes needed to transform Education in the face of the challenges imposed by COVID-19, their repercussions and impacts on education.

5.1 Inclusive, equitable, safe and healthy schools

COVID-19 deepened inequalities in education, increased educational exclusion for vulnerable groups, and highlighted the poor status of safe health conditions in schools. These facts compromise achievement towards SDG 4.

In this line of action, the participants reflected on the main transformations and strategic actions, and presented the following <u>diagnosis</u> of the educational situation:

- The number of girls attending schools in urban areas has improved, but in remote areas girls attendance and retention is still a challenge, due to situations of early pregnancies, premature and forced unions, distances for access to schools: the persistence of the tendency to exclude girls from schools;
- Poor sanitation and school infrastructure conditions are huge obstacles for access to education;
- Teacher absenteeism, forced movement of teachers and pupils due to emergencies aggravated by the lack of sufficient funding to respond fully to the real needs of the Sector; and
- Lack of an effective school health and nutrition policy.

In the light of the diagnosis, the <u>following commitments</u> were listed:

- Disseminate the civic component and human rights to students for life skills, taking into account their physical and mental abilities according to the WHO definition;
- Invest in teacher training and motivation;
- Change the current model of teacher training;
- Ensure that the new National Education system (SNE) offers the opportunity for girls to complete the education cycle and respond to the specific needs of girls;
- Improve the conditions of access and permanence of girls in schools;
- Expand the teaching-learning system so that remote areas have accessibility;
- Improve accessibility for people with disabilities at all levels;
- Protect the well-being of both pupils especially girls and teachers who have become vulnerable by the pandemic;
- Ensure quality, equitable and inclusive education even in times of emergency;
- Expand the National School Feeding Programme (PRONAE) to all schools in the country, in order to motivate the pupil and fight malnutrition levels, leading to a better development of the pupil's intellectual capacities;
- Improve safety and security conditions in schools;
- Ensure minimum health and hygiene conditions for schools;
- Ensure conditions of continuity of the teaching-learning process in the resettlement areas of the displaced and in times of emergency.

More specifically, and in order to make the commitments operational, the following strategic actions have been proposed:
- Raise awareness among the communities in their relationship with the school, with greater involvement of the School Councils, with a view to reducing the number of girls who drop out of school due to early pregnancies and early marriage unions;
- Mobilize more resources for the promotion of girls' and boys' education;
- Train and qualify teachers who are responsible for gender and for dealing with disabled students;
- Provide schools with adequate infrastructures for the teaching-learning process;
- Eliminate all barriers to access to education for girls at school and in the community;
- Requalify school facilities (construction of access ramps, adaptation of bathrooms and fitting of taps for people with disabilities);
- Build and refurbish school facilities resilient to calamities and natural disasters to enable the accessibility for all;
- Provide toilets and water supply system in schools;
- Socially support the actors in the National Education System;
- Empower all NSS actors in the use of ICTs;
- Create reception/resettlement conditions for the continuation of the teaching-learning process;
- Train teachers and enable them to respond to the inclusion component;
- Allocate all necessary means for access to education for people with disabilities;
- Finance the National School Feeding Programme (PRONAE) from the State Budget;

- Approve a school feeding law, establishing targets for the implementation of PRONAE;
- Promote the implementation of the Multisectoral Mechanism for the Prevention, Reporting, Referral and Response to Violence against Children in Schools, Including Assistance to Victims.

5.2 Learning and skills for life, work and sustainable development

Learning for life for all, is one of the imperatives of the 21st century. COVID-19 greatly affected the ability to reach national **objectives and benchmarks in education**. From the diagnosis made by the participants, the following aspects highlight the most pressing needs identified in the Mozambican education system:
- The SNE has made efforts in designing and implementing education policies aimed at the continuous acquisition of knowledge and improvement throughout life;
- The inclusion of vocational subjects remains a challenge;
- Despite these efforts, the challenge remains in the component of inclusive education for people with disabilities who still remain outside the school system;
- Need to increase non-formal education programmes;
- Need for greater coverage of environmental education in the curricula;
- Reinforcement of themes related to the culture of peace, citizenship and Human Rights in Education;
- Exigency of Technical and Vocational Education Schools, and respective courses are below the needs.

In view of this diagnosis, the following commitments were suggested for the transformation of education:
- Promote the commitment of the school and community to preserve environmental resources for future generations;
- Ensure the inclusion of environmental education at all levels of the SNE in light of the environmental problems that beset humanity in general;
- Establish as an indicator the green economy in the Teaching Programmes, given the need for knowledge, skills and values for the green transition;
- Ensure that students develop life skills and competencies;
- Implement non-formal education programmes;
- Include, in all education subsystems, themes linked to the culture of peace, citizenship and human rights.

To operationalize the commitments made, the following actions have been proposed:
- Create forums in schools for a better approach to lifelong learning;
- Ensure professionalizing teaching-learning in the Country;
- Create opportunities to access training and entrepreneurship programmes for people with disabilities and without work experience;
- Raise student awareness, from the early grades, on environmental conservation through the initiative one student, one tree;
- Strengthen the approach in teaching programmes to extra-curricular activities (e.g. creation of environmental protection interest circles);

- Include themes linked to the culture of peace, citizenship and Human Rights in the curricula of the entire National Education System.

5.3 Teachers, teaching and the teaching profession

The foreseeable key issues in this line of action include, *teacher shortages, Qualifications and emerging professional development needs, Status and working conditions of teachers and teaching staff, Educational leadership and innovation*. For countries like Mozambique, COVID-19 posed a complex challenge to teachers' working conditions, coupled with poor preparation to deal with the demands of education in the current scenery.

The <u>diagnosis</u> made by the participants of the consultation meetings in relation to this line of action points, resulted in the identification of the following issues:
- The availability of teachers at the country level is insufficient as it does not cover all the needs of the student population in the communities;
- Weak digital skills and poor mastery in the use of digital resources by the majority of teachers;
- Precarious working conditions and low motivation.

In the light of this diagnosis of the current situation, with the vision of transforming education, the following <u>commitments</u> were put forward:
- Increase the number of teachers in basic education according to real needs;
- Reinforce the representative participation of teachers in decisions regarding the National Education System;
- Make Information and Communication Technologies an indispensable pedagogical tool in teachers' activities, with a view to giving them digital literacy skills to deal with the demands of ICTs in education;
- Equip the physical spaces with didactic resources for the teacher's comfort.

To meet these commitments, the following <u>actions</u> were listed as priorities:
- Build more training centres and hire more teachers to improve the quality in the Teaching-Learning Process (PEA);
- Train teacher candidates and practicing teachers in methodologies for using digital technology in the teaching-learning process, with a view to proficiency in digital literacy;
- Review the teacher training curriculum plan, taking into account the need for digital education so that teachers acquire digital skills;
- Introduce methodological innovations that enable better teacher performance;
- Endow the teacher with technological skills and autonomy in the search for knowledge;
- Allocate teaching resources for pedagogical support technicians.

5.4 Digital learning and transformation

For this line of action, the identification of innovative approaches as levers for revolutionary transformations of educational policies and practices for the medium and

long-term phases of the country were reflected upon, considering the impacts of COVID-19, resulting in the following <u>diagnosis</u>:

- The country, in general, besides being in an embryonic phase, suffers from weak and low connectivity, which constitutes a challenge for digital learning;
- Investment in the digital domain is incipient, with an electric grid that still does not cover the entire country, which leads to the absence of a digital infrastructure in suburban, peri-urban and rural regions;
- There has been an attempt to expand the digital lessons, through digital media, where it is important to highlight the programmes transmitted by TVM (TELE-ESCOLA) and RM (Radio-School);
- There was a tendency to widen the use of lessons using social networks;
- There was a great collaboration of schools, School Councils, parents and guardians in the search for materials that the school had available (support sheets and exercises);
- In addition to the difficulties in the use of technological means by teachers and students, the so-called digital illiteracy, there is also a lack of knowledge in the use of software applications that facilitate learning for different types of disabilities (SEN).

In the light of this diagnosis, the following <u>commitments</u> were proposed

- To guarantee the expansion of the internet network, connectivity, through the increase of widespread policies and allocation of financial and human resources;
- To improve the skills and capacities of teachers and students in the use and management of ICTs;
- To develop systems that stimulate inclusive technologies and assist people with special educational needs;
- To invest in the digital transformation of educational systems, making them more inclusive, with social quality and sustainable;
- To promote inclusive access to Information and Communication Technologies for all students, particularly those with SEN.

To achieve these two main commitments, the following priority actions have been proposed:

- Establish public-private partnerships for the implementation of computer rooms in each school, equipped and operational, as set out in the National Policy on ICTs in Education;
- Advocate with mobile telephone companies and those that exploit natural resources to guarantee, as part of their social responsibility, free Internet access for students and teachers in schools;
- Implement ICTs as a teaching content and modality in the curricula of all SNE sub-systems, as a guarantee of digital literacy;
- Subsidize the cost of internet by teachers and students; and,
- To define quotas or subsidised prices for the purchase of digital equipment by teachers and students, as well as the cost of the Internet;
- Incorporate access to digital use in public education starting in primary school;
- Create parks with Internet access;
- Provide digital materials such as videos, articles, books, among others.

5.5 Financing education

In the last line of action, the key issues are focused on ensuring adequate and sustainable financing to meet the country's needs, including domestic financing, international aid, innovative financing and expansion of fiscal space; and increase the equity and efficiency of public and international spending on education.

The <u>diagnosis</u> in relation to these key issues, presents the following picture:
- Weak assumption by national private and public companies regarding their social responsibility to invest in the education sector.
- Despite the existence of funding for education, such funding is insufficient and therefore does not meet the country's needs;
- There is no equity in public expenditure, considering the ratio of number of schools and number of students per province or district;
- Weak effectiveness in the application of public expenditure in terms of results and expected actions.

In view of these findings, for the transformation of education, the following <u>commitments</u> were suggested:
- Reinforce the assumption that education is the basis for the development of society;
- Increase State Budget funds for Education;
- Conceive financing policies for Education that cover medium and large companies.

To operationalize these commitments, the following priority <u>actions</u> have been proposed:
- Create a fund for basic education, using the fees and taxes collected from companies that exploit the country's natural resources;
- Develop transparent and efficient mechanisms in the acquisition and distribution of goods and
- Develop transparent and efficient mechanisms in the acquisition and distribution of didactic and administrative goods and inputs for the school;
- Equitably and efficiently distribute public and international expenditure in education,
- Equitably and efficiently distribute public and international spending in education, reaching all districts of the country;
- Improve fiscal policies and innovate revenue collection so that they are more comprehensive;
- Build schools whose spaces are a source of income for the sustainability of the facilities;
- Increase partnerships with small and medium-sized companies for the equipping and patrimonial management of local schools.

6. FINAL CONSIDERATIONS

As can be gathered from both groups and plenary reflections, COVID-19 disrupted the Education sector and consequently precipitated the loss of planned learning across all sub-systems and levels of the National Education System.

The ability to strengthen issues such as school nutrition and health, the protection of girls, and the well-being of both students and teachers were weakened. Obstacles such as poor sanitation compounded these weaknesses and school infrastructure conditions, teacher absenteeism, forced movement of teachers and pupils due to emergencies compounded by the lack of sufficient funding have made it difficult to fully address the real needs of the sector. In-class lessons were interrupted and/or restricted, resulting in the adoption of mitigation and countermeasures to recover learning that, to some extent, were not inclusive, thus people with disabilities and even girls in vulnerable conditions were not able to enjoy the right to education.

Although there has been some adoption and design of teaching and learning platforms in the hybrid model, reproduction of worksheets, television and radio programmes, dissemination of pedagogical content on social networks, these measures have not been altogether inclusive or extended to the majority of students in the public education network.

To address the current situation of education and human development in Mozambique, there is a need to get SDG 4 back on track, using the strategic actions and commitments that were listed during the national consultation.

Briefly, these commitments and actions, in the form of recommendations, can be summarised in the following key points:
- Disseminate the topics of civic responsibility and human rights to students for building life skills, taking into account their physical and mental abilities according to the World Health Organisation (WHO) definition;
- Invest in school nutrition and health in order to motivate the student and fight malnutrition levels, leading to a better development of the student's intellectual capacities;
- To strengthen the relationship between the school and the community for the transfer of knowledge and solutions to local and global problems;
- Widening inclusion through the implementation of the Strategy of Inclusive Education and of Children with Disabilities;
- Professionalise teachers and raise their social status through the approval and implementation of the National Teacher Policy;
- Define education as the basis for the country's development by dedicating 20% or more of the State Budget;
- Invest in school infrastructures and in the national IT park to digitalise and globalise education;
- Invest in the fight against illiteracy and in investment in favour of digital literacy;
- Develop curricula that respond to the emerging needs of the extractive sector;

- Define a taxation model for national and foreign investors that favours education;
- Define a model for scientific and financial investment to early childhood as the guarantor of human development; and,
- To design education policies and legal instruments in favour of sustainability, environmental education, citizenship, gender equity, scientific freedom and patriotism.

Finally, there is a need for a recurrent cooperative and thorough investment in the initiatives of action going forward, especially the figure of the teacher, as the one that ensures the transformation of education.