



# **NATIONAL CONSULTATIONS REPORT – TRANSFORMING EDUCATION SUMMIT CAPE VERDE**

**AUGUST 2022**

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## ACRONYMS

CNU	National Commission of UNESCO
CTOCN	Technical and Organizing Commission for National Consultations
GPE	Education Partners Group.
IDJ	Institute of Sport and Youth
ME	Ministry of Education
MF	Finance Ministry
PEDS	Cabo Verde's Strategic Plan for Sustainable Development
PEE	Education Strategic Plan
SDGs	Sustainable Development Goals
SEN	Special educational needs
TES	Transformation Education Summit
UNICV	University of Cabo Verde
UTA	Atlantic Technical University

## FRAMEWORK

The COVID-19 pandemic has brought more challenges to access, inclusion and quality in education and has made the learning crisis more visible, so strategic changes will be needed to accelerate results, as well as the establishment of priorities to achieve SDG 4.

The Transforming Education Summit (TES) was proposed by the UN Secretary-General, for greater political and public mobilization on the new paths that education should take worldwide. The moment will also be opportune to capitalize on some innovative practices achieved during this crisis, which have made education more inclusive, resilient and responsive to the global challenges we face.

The Summit will take place in September 2022, on the sidelines of the 77th United Nations General Assembly, having been preceded by the Paris Pre-Summit organized between 28 and 30 June of the same year, as a preparatory stage. Thus, the following axes of work were identified:

1. National Consultations;
2. Identification of axes of action around specific themes;
3. Public involvement and mobilization.

The work carried out was monitored by the Offices of the Minister of Education and the Prime Minister, as well as by the National Planning Directorate, the Office of the UNICEF Representative and the Office of the Resident Coordinator of the United Nations System.

## PURPOSE OF NATIONAL CONSULTATIONS

The Ministry of Education, in partnership with UNICEF and the National Commission of UNESCO (CNU) in Cabo Verde, in close collaboration with the Office of the Resident Coordinator of the United Nations System in Cabo Verde, will organize national consultations for reflection and collection of subsidies on axes of action around relevant and comprehensive themes, ensuring the involvement of the general public. A collective and frank discussion between the Government and different stakeholders, namely: (i) civil society; (ii) private sector; (iii) development partners in education; (iv) group of adolescents, young people and Academia, should be carried out for a joint analysis of the situation. Based on existing evidence and its key trends, existing priorities will be reinforced and new ones identified.

### Specific objectives:

- Inspire specific actions to ensure full recovery from the multifaceted impacts of Covid-19 on Education;
- Identify levers of innovation at scale that can accelerate progress towards common education goals and commitments for 2030;
- Generate commitment to transform education, building on existing plans, programs and initiatives;

- Generate a commitment to strengthen and make public funding for education more sustainable.

## Guiding Questions

The consultations served to share knowledge and stimulate political, technical and public debate on key issues such as the following:

- What lessons and perspectives did Cabo Verde draw from educational responses and innovations during the pandemic?
- How do emerging trends and issues affect the learning of children and youth in Cabo Verde, today and by 2030?
- What strategic changes should the Cabo Verde government's priority programs and actions focus on by 2030 to transform education and accelerate results?
- What measures will need to be introduced in the PEE (2022-2026) and PEDS (2022-2026) to maximize progress by 2030?
- What are the concrete actions of the Academy, civil society, the business sector and other key actors that could help improve the learning outcomes of children and young people, particularly the most vulnerable in the short, medium and long term, to contribute to the ambition of the 2030 Agenda?

## METHODOLOGY

The Ministry of Education, in partnership with UNICEF and the Cabo Verde National Commission for UNESCO (CNU), organized national consultations for reflection and collection of subsidies on the axes of action around the themes chosen to be debated at the Summit, ensuring the involvement of the general public. Thus, working sessions were prepared between the Government and the different actors, namely: (i) civil society; (ii) private sector; (iii) development partners in education; (iv) group of teenagers, young people and academia. In each discussion session, the main trends in the Cabo Verdean educational sector were collected, for a better adjustment of strategies and priorities, taking into account the lessons learned in the current context.

The Technical Commission was composed of elements from the central services of the Ministry of Education (3), Unicef (1), the National Commission of Unesco (1), the Ministry of Finance (1) and 2 university students (public universities). The Commission worked closely with the Institute of Sport and Youth, the Ministry of Family, Development & Social Inclusion and other national partners.

**Table 1. Elements of the Technical Committee**

Nº	Nome Completo	Instituição	Função
1	Wilson Jose Silva Moreno	ME	SEPC Director and CTOCN Coordinator
2	Keila Silene Patricia	ME	SEPC Officer
3	Stephanie Brito Duarte Vicente	ME	Cooperation Advisor
4	Ana Cristina Pires Ferreira	CNU - UNICEF	Program Specialist of Education & ECD

5	Carla Alexandra Palavra Nascimento	CNU - UNESCO	Executive Secretary
6	Adilson Vieira Semedo	MF	Focal Point Education Excellence Program
7	Bruno Ruben da Cruz Leite Medina	UTA Student Association	President
8	Alector Andrade Timas	UNICV Student Association	President

The national consultations were conducted through six participatory meetings with different target groups, engaging key education stakeholders in the country to co-create a vision of priorities and frameworks for education transformation through informed, structured and context-adapted discussions. Each meeting ended with the systematization of inputs on priorities, strategies, responsibilities, barriers, and challenge.

During the workshops, the methodology of group work was adopted, between 4 to 6 groups of 4 to 8 people each, to analyze the following themes:

1. Equity and inclusive education in safe and healthy schools;
2. Early Childhood Education (Early Childhood);
3. Quality of learning and assessment of learning outcomes;
4. "For the future" skills: learning to live together, peace and social cohesion; learning and skills for life, work and sustainable development;
5. Learning and digital transformation;
6. Teachers, teaching and the teaching profession;
7. Education Financing.

Each workshop had a total duration of 3h30, with breaks of 15 to 20 minutes. A specific agenda was prepared by the Technical and Organizing Committee of the National Consultations, with each working group being responsible for approximately 2h00.

The group work was facilitated by a facilitator, a resource person, previously identified and invited by the CTOCN. The choice of facilitators took into account their knowledge of one or two of the themes, their interest in them and their availability to actively participate in the Workshops. Finally, the group work was organized based on the technical sheets and on guides previously prepared by the Technical Commission and later provided to the Facilitators for the organization of the work.

## DEVELOPMENT OF CONSULTATIONS

The first consultation took place during the Council of the Ministry of Education (12-15 of May), when the main objectives of the Summit were shared. During this work session, it was agreed on the creation of a Technical Commission and the organization of consultative workshops, involving, in addition to the Ministry of Education, other representatives of civil society in general (family, youth, planning, finance, health, etc. ), universities, civil society, private sector, development partners. A reflection was also developed on teacher training, particularly continuing education, which is expected to play a major role in the transformation of education.

**Table 1I. Consultations developed for Cabo Verde**

<b>Date</b>	<b>Target Audience</b>	<b>Place</b>
June 18th	Meetings with young people and adolescents (from Secondary School 8 to 12, university students, children's parliament and youth associations) (50 Participants SCST - 15 Male, 35 Female, São Vicente 15 and Praia 30, 10 male and 20 female )	Praia, Santa Catarina de Santiago and São Vicente
June 21th	Meeting with Delegates of the Ministry of Education, Head of the Central Services of the ME and some representatives of the Board of Grouping, Ministry of Health, Ministry of Family, Social Development and Inclusion, Ministry of Finance, Institute of Sports and Youth (35 Participants - 14 males, 21 females)	Hybrid Modality, ME Meeting Room
June 23th	Meeting with 22 children (10 boys and 12 girls) from Lém Dias School in Ribeira Grande de Santiago and 17 children (10 girls and 7 boys) from the Protection Centers of the Institute for Children and Adolescents in the city of Praia	United Nations House, Praia
June 24th	Meetings with Civil Society, National Association of Municipalities, Universities, Teachers' Unions and Representation of Parents and Guardians of School Groups (25 Participants - 10 Male, 15 Female)	ME meeting room
August 3rd	Extended Meeting of the Local Education Partners Group (23 Participants- 10 Male, 13 Female: teachers' unions, Education for All Network, Ptalataforma of NGOs and NGOs working in Education, National Association of Municipalities, Ministry of Finance, Ministries of Social Areas, NOSI, young university and community association members, private sector and international development partners)	ME meeting room
July 10th and August 9th	Online questionnaire for young people with IDJ collaboration through the YouthKonectCV program	Ribeira Grande de Santo Antão (for young people from Barlavento) Porto Inglês in Maio island (for young people from Sotavento)

The consultations were conducted face-to-face, given the short time between their start and the Paris Pre-Summit from June 28-30. They took place in three of the main urban centers of Cape Verde, Praia (capital), São Vicente (Mindelo) and Santa Catarina de Santiago (Assomada). They resulted in the production of an Aide-Mémoire containing essential ideas and a draft of commitments. Unfortunately, for justifiable reasons, the Minister of Education could not attend the event in person and make a statement for Cape Verde.

## **LESSONS LEARNED**

It was felt that everyone, including the children, had a clear view of what the current barriers and challenges in education are, and had valid input on what to change and how to do it in order for education to fulfill its role in both personal and social development.

The methodology used, group work, allowed for an uncomplicated reflection on education and was useful for collecting inputs.

The involvement of young people in the organization allowed a greater openness for collaboration and an active, interested participation from them, with innovative ideas.

The consultation through an online questionnaire standardized for young people was an innovation but proved to be somewhat out of touch with the context of the country and required additional effort to adapt.

## AUSCULTATION RESULTS

This section will present the main ideas of each theme discussed during the consultations held with the different stakeholders, around 190 people, including children, adolescents, young people, central and decentralized service managers, members of civil society, and the Local Education Partners Group.

## EQUITY AND INCLUSIVE EDUCATION IN SAFE AND HEALTHY SCHOOLS

The participants recognize that schools should welcome all children, regardless of their physical, intellectual, emotional, social, and linguistic conditions. They also understand that important gains are the policy of tuition exemption for all people who apply to the educational system from pre-school to higher education, the existing social protection mechanisms, and the creation and implementation of a system for signaling students with special education needs (SEN) in primary and secondary education, with a view to diagnosing and adapting educational responses to these children so that they remain in school and develop their potential. They also pointed out as gains the norms that protect the schooling of pregnant students, the program of canteens that provide at least one hot meal a day, in all Primary Compulsory Education schools.

However, the consultations also brought the diverse realities of schools that are challenges and barriers to be overcome, so that there is inclusion and health and safety standards are met, such as school without water, without psychological support for students and teachers; school without conditions for physical education and practice of sports, without ramps and other infrastructure for access for people with disabilities; schools without support teachers for the holders of classes with students with SEN; there is a great deficit of teacher training to meet NEE, adequate materials and equipment to facilitate the learning of students with NEE; schools in which there are strange people entering without authorization, bullying, the students themselves carry rivalries existing in the neighborhoods into them. Barriers to inclusion in higher education were also mentioned, such as the cost of higher education being considered high, insufficient funding and the non-existence of clear policies towards students with NEE.

### a) Solutions/strategies for change:

The following were identified as implementation strategies and solutions:

- Investing in the strengthening of the "Safe School" Program in partnership with the National Police and other partners, unifying procedures and norms aimed at the prevention of violence, with "zero tolerance for sexual abuse" and promotion of a culture of safety, particularly in physical education classes;
- Integrated work of the ME and multisectoral structures involving the family, health, social service and protection sectors, not only for students with SEN but also for their families;

- Create Centers for extracurricular free-time activities for children and adolescents, especially those in situations of social vulnerability and marginalization, from a Social Education perspective;
- Using young graduates in other areas to be support people in classrooms;
- Reinforcing the training and formation of teachers in the area of special education;
- It is necessary that in the competitions for teachers they take into account people with disabilities;
- Orientation work for children in vulnerable and marginalized situations, using youth volunteering;
- Elaboration of specific strategies for children and teenagers with indiscipline problems and reinforcement of psychosocial support (integrated multidisciplinary work and with a concrete program);
- Schools to develop the educational project focusing on the area of inclusion;
- It is necessary to have a school closer to the community, working with it, with local community associations being important partners, as well as associations of parents and guardians;
- Supervision of the implementation of the normative and sharing of good practices in the scope of the national plan for people with disabilities;
- Sensitization of the whole educational community to respect and difference;
- Strengthening the School Health Program in schools to better meet needs, including medical assistance;
- Strengthening the capacity of vocational guidance and citizenship promotion spaces, namely with psychologists, to effectively address issues such as non-violence and citizenship, sexuality education, gender equality, among others.

#### **b) Commitment recommendations**

What is expected of:

- Government: to continue to promote an inclusive school, where the quality of educational instruction is guaranteed for each of its students, elaborating and implementing norms for this and training human resources;
- Civil society: education for families about the rights of children and adolescents;
- Youth: Volunteering for Inclusive Education;
- Private and international partners: technical and financial partnership in priority areas such as training, equipment, and infrastructure.

## **EARLY CHILDHOOD EDUCATION**

Early Childhood Education, specifically for pre-school children, is a challenge because it requires an integrated and intersectoral approach, involving a multitude of actors in the management and provision of educational services. In Cape Verde, in 2021 about 76% of children will have access to pre-school education, but there are regional disparities, with 5 municipalities below this percentage.

Besides the issue of access, the barriers and challenges that were mentioned are: the low valuation of the Pre-school and its importance by the society in general; the inexistence of adequate norms for the Pre-school and that aim at universality and obligatoriness; the deficit of financing, being the part destined to the Pre-school in the State Budget infirm (approaching 3%); the professionals with low quality (only 30% with the adequate profile) and in the majority without being integrated in any career and professional development plan.

#### **a) Solutions/strategies for change:**

Specific measures aimed at early childhood education are needed to improve the coverage rate, access/universality, and quality of learning: a set of measures of a transversal nature with a global impact on the structuring of the preschool subsystem is needed to improve family practices and fulfill their educational function.

- Social protection and advocacy measures to combat asymmetries of socio-cultural and geographical origin and gender issues that prevent the accessibility and universality of early childhood education,
- Ensure the free public offer of Pre-School at a national level and in a balanced way among the counties;
- Need to improve the sanitary conditions of the spaces - Guidelines for hygiene and organization of the kindergartens;
- Preparation of professionals in the field of ICTs and the creation of operational conditions for the use of ICTs in kindergartens.
- More investment and valuing of Human Resources by providing them with a Career Plan;
- Policy of incentive to young people to take over pre-school services;
- More investment in social equipment from which children in early childhood can benefit;
- Creation of a national network for Early Childhood Development based on a multi-sectorial and inclusive approach, guaranteeing the articulation between the already existing networks (Education for All, Prevention of Sexual Abuse, etc.) and their coordination;

#### **b) Commitment recommendations**

The government must hold accountable and assume the following:

- Definition of a benchmark (indicators) of quality based on internationally comparable parameters;
- Definition of the profile of skills that children should demonstrate at the end of their Pre-School attendance;
- Training and retraining of education professionals in line with the quality benchmark approved by the ME;
- Encouraging families to participate in educational action;
- Definition of a national system for monitoring and evaluating pedagogical activities;

- Strengthening institutional and operational articulation between entities/stakeholders, with a view to maximizing human, material and physical resources;
- Revision and adaptation of legal frameworks, norms and mechanisms for the management of early childhood education(;
- Creation of a Regulatory and Normative Framework for early childhood (organization, management, operation, evaluation and funding);
- Effective assumption of free pre-school;
- Carrying out awareness campaigns for families, in partnership with Civil Society on the importance of early childhood education and inclusive education;
- Creation of conditions for municipalities to assume a leading role in promoting pre-school education through the transfer of material, human and financial resources to the Municipalities;
- Definition and implementation of municipal plans for early childhood education;
- Creation of a financing fund aimed at promoting the quality of early childhood education;

#### **What is expected from Civil Society:**

- Setup and operationalization of the National Network for Early Childhood Education, in partnership with the Government, to strengthen primary health care, education, nutrition and protection of children in an integrated perspective;
- Sensitize and raise the awareness of the community and families about the importance of early childhood education and inclusive education, as well as parental responsibility aimed at improving the quality of educational interaction with children;
- Develop a Family Education Program to improve family practices in fulfilling their educational role;

#### **What is expected of the Academy:**

- Development of action-research in the field of Early Childhood education with a view to creating new knowledge benchmarks to serve as a basis for improving the educational process;
- Training professionals for the Pre-School.

#### **What is expected of Young People:**

- Taking the initiative, in an entrepreneurial way to offer formal education (Pre-School) and play-pedagogical services for Early Childhood.

## **QUALITY OF LEARNING AND ASSESSMENT OF LEARNING OUTCOMES**

From the participants' point of view, Cape Verde has seen extraordinary advances in the access and permanence in the establishment of basic and secondary education and free attendance is already a reality. Also bringing gains are the introduction of the new curricular matrix and the entry of new subjects such as: information and communication technologies, French and English languages in the

2nd cycle of basic education as well as sciences and arts. The reconfiguration of the school network into school clusters and school clusters, allowing the creation of pedagogical zones of influence, enabling a better articulation of the teaching-learning process in the three cycles of 4 years each.

However, ensuring quality learning is one of the main challenges of education, the system is facing increasing failure rates, especially after the critical moment of the pandemic, and the deficit in student performance, particularly in mathematics, the core subject of the curriculum. In the view of adolescents and young people, teaching and learning is focused on assessment "studying for grades, not for knowledge" and "not to develop practical skills".

Assessment is centered on tests that ask for specific concepts and answers that teachers expect to be found, promoting memorization rather than real learning. Participants in the national consultations recognize that social, cultural inequalities lead to inequalities in achievement. They believe that even though regulations exist, there is a lack of ownership and full use of them (assessment of learning).

They also recognize the lack of conditions for the teaching of science and technology (laboratories without the necessary equipment, high cost internet, etc.) and a weak commitment to recruit social workers to monitor the academic life of students.

#### **a) Solutions/strategies for change:**

- Need for effective multi-disciplinary work both in schools and universities to develop skills for the "future";
- The curriculum should place Art and Sports at a higher level and enhance the existing talents of children and young people;
- Contextualization of the teaching process according to the local reality and taking into account creativity and cultural diversity and stimulating collaborative learning among peers, the construction of knowledge through discovery, through projects;
- The implementation of a supervision and monitoring system for the quality of teaching and learning, based on timely and reliable updated data/information;
- Development of a Teacher Training Program (initial and ongoing) focusing on appropriate use of materials and equipment, specific SEN areas, differentiation of teaching, evaluation of learning, measurement and analysis of results, and remediation;
- Need for teacher awareness in the use of formative evaluation, with reinforcement of self-evaluation and observation, in a permanent dialogue with parents and guardians;
- The quality of learning must go through the improvement of digital skills and strengthening of distance education for teachers as well as for primary and secondary students and students in higher education;
- Cape Verde's need for international, regional assessments that allow for a better understanding of trends and challenges in learning and how to address them in order to improve.

## COMPETENCIES "FOR THE FUTURE": LEARNING TO LIVE TOGETHER, PEACE AND SOCIAL COHESION; LEARNING AND SKILLS FOR LIFE, WORK AND SUSTAINABLE DEVELOPMENT

For the participants, transforming education means helping students to acquire knowledge, develop skills, demonstrate values and attitudes to be resilient, adaptable to an uncertain and complex future.

From the young people's perspective, the barriers and challenges are: the curriculum is closed, there is little flexibility in methods, and the burning issues of the day are not addressed; there are no laboratory experiences and practical activities in the quantity and quality expected. Classes have no connection with real life, school is like a "world apart", it is not possible to reinvest the knowledge acquired in life

In addition, there is little margin of freedom for adolescents to make autonomous choices, family influences are very strong with a focus on getting grades and "a secure job". Furthermore, the participants understand that since technical education is concentrated in 3 of the 22 existing counties, it forces many people to leave their islands to have access to it, which consequently increases the cost (lodging, food, materials) for their families.

Most of the groups consider that education in Cape Verde is not very much oriented towards education for sustainable development, because there is a deficit of interconnection of themes and activities between the health of the planet and the people. It approaches in a timid way issues such as climate change and sustainable use of energy for schools, pollution, locally grown food and social and emotional well-being, as well as education for sexuality.

### **a) Proposed solutions/strategies for change:**

- Investing in the teaching of foreign languages;
- Reinforcing the teaching of arts in schools (music, painting, theater, etc.); having more supervision of the quality of teaching;
- Reinforced citizenship education to break stereotypes, namely gender equality since pre-school, promotion of social peace, tolerance, environmental preservation, involving the local community, particularly the youth;
- Investing in the emotional intelligence of teachers and students;
- A curriculum more focused on competencies and with an effective vocational guidance system better adapted to the student's abilities;
- An incentive program for gender equality in the areas of Science, Technology, Engineering and Mathematics, with a focus on girls, both in secondary and higher education;
- The need to invest more in diversified technical education with more options, taking into account the priority development areas of the country and also in its financing to offset the costs for families;

## b) The engagement recommendations

### What is expected of Government:

- Strong focus and development of technical and vocational education in order to provide young people with a profession, focused on know how ;Development of a comprehensive Entrepreneurship Education program in both secondary and higher education;
- Creation of opportunities for students in technical education to enter the labor market and incentives for more innovative careers;
- Development of a Program for Sustainable Education in all the counties of the country, involving Civil Society and several other partners;
- Development of an Education for Citizenship Program that includes Education for Peace, Comprehensive Education for sexuality, Education for consumption and Environmental Education, from Pre-school to Higher Education;

### From Civil Society

- More participative parents and guardians in school life, encouraging their children to enjoy learning
- Strengthening the participation of young people in decision making and creating opportunities for the development of life skills;

### From the Youth

- Advocacy and active involvement, on a voluntary basis, in Sustainable Education in Schools, through projects such as waste treatment and recycling, health education and gender equality, etc.

## LEARNING AND DIGITAL TRANSFORMATION

The Ministry of Education (ME) has been investing in what can be considered a digital transformation to gain efficiency and effectiveness in the educational system in its management, since the COVID-19 pandemic, with more emphasis on continuous distance training of teachers and the introduction of ICT in the curriculum from elementary school. An innovative initiative is the weblab in 44 secondary schools, where students learn coding and robotics in a playful way.

In the view of teenagers and young people during the COVID-19 pandemic "staying at home was a very strange experience, because learning at home had never been part of reality" before.

Barriers and challenges persist and were presented as the participants in the consultations as: poor connectivity in schools, especially in primary education; poor access to digital technologies, especially when it comes to girls; low awareness and adherence of teachers, particularly women to the use of ICT, to digital teaching and learning; the almost total absence of learning in the classroom that is associated with demotivation and disinterest of students, as well as fractures in terms of digital

literacy between schools, between rural and urban that may increase social inequalities and access to employment in the future.

#### **a) Proposed solutions/strategies for change:**

- Need for connectivity in all schools to facilitate access to information, and complement the learning content in classrooms, ;facilitating the acquisition of computer equipment by families,
- Development of digital literacy programs and training for the use of alternative and interactive resources in the classroom for teachers, taking into account national and international partnerships;
- Teachers should continue to send students work on applications such as classroom and do online mini quizzes to prepare students if a new pandemic appears;
- Improve access conditions and cost of electricity, strengthen partnerships with foreign companies, make more funds available for the education sector from the Ministry of Education.
- The need to raise awareness about the importance of Digital Education. Investing in offline resources and tools is extremely important to fill the gap of lack of connectivity in several schools, so it is necessary to establish and foster partnerships with communication companies to offer free offline access services (e.g. academic content sites) as long as they can guarantee the safety of users by limiting access to inappropriate content such as pornography, violence, etc. and avoid cyberbullying.

#### **b) The recommendations for commitments**

As for the commitments to be assumed by Governments, families, civil society, young people in relation the participants pointed out:

##### **Government:**

- Commitment to digital inclusion (adequate tools for people with SEN);
- Commitment to improving the quality of the Internet by extending connectivity to all schools in the country, both primary and secondary:
- More measures for punishment and rehabilitation of cyber crimes;
- Reduction of electricity costs through a renewable energy program in schools to guarantee the use of equipment and encourage the use of renewable energy by families to reduce the cost of electricity;
- Strengthening the training of teachers in the fields of new technologies in order to reinforce 21st century skills

- Development of a multisectoral program to support the digital literacy of families;

### **Civil Society and Families**

- Betting on the acquisition of equipment and seeing it as a form of investment in the education of children;
- Guidance to children on the efficient use of the internet and have more parental control;
- Community-based associations and non-governmental entities should contribute to the creation of Internet access points in the communities;
- Active collaboration in the families' digital literacy program;

### **Academy**

- Development of action-investment to better understand innovations and improve practices as well as learning outcomes using digital;

Young people

- Making the best use of learning tools either for learning or to present digital solutions that help improve the follow-up and quality of teaching-learning;

## **TEACHERS, TEACHING AND THE TEACHING PROFESSION**

The teaching profession is important because teachers can guide the future based on their skills and be able to make their students capable, as they must guide and instruct, contributing to the development of the country.

In the perception of the students and the students, teachers seem to be unmotivated and this affects them; they recognize that the teachers' attitude is a determining factor for their interest and success in the educational process. Moreover, the predominant authoritarian teacher-student relationship, especially in primary and secondary education, is also an element that negatively affects this process.

The difficulty for teachers in dealing with the diversity of students (students with SEN, students from different neighborhoods in situations of social vulnerability/poverty) is increasingly notorious. The focus needs to be on teachers' professional competencies and not just on a "job".

### **a) Solutions/strategies for change:**

- Program to support the mental health of teachers that has been affected and degrading is an important element for the transformation of the educational relationship in the school;
- A better management (more efficient and effective in recruitment and distribution to schools) and supervision (mentoring and coaching programs) of teachers, so that they can teach in the field in which they were trained, is crucial;

- Investment in the training of teachers in a continuous and permanent way, accompanied by reinforcement of materials and equipment so that they have a favorable environment for the teaching process.

## EDUCATION FINANCING

The mobilization of resources is essential for the functioning of the educational system, because it integrates several factors, learning, security, infrastructure, human resources, and can be done with the mobilization of national and international partners, with the co-participation of families and private. In recent years, Cape Verde has invested heavily in financing education. Budget data from 2016 to 2020 indicate that approximately 57.7 billion escudos were invested, which corresponds to an average annual investment in the sector of 11.7 billion escudos/year and represents 17% of the State Budget and 5% of GDP. We still have the challenge of reaching 20% of the General State Budget and 6% of the GDP.

Financing in a sustainable way Education and its transformation is one of the biggest challenges, the participants recognize that the share of financing education within the State budget has oscillated in recent years, depending on the internal crises (droughts, pandemics) and external crises (health crises, conflicts affecting the supply chain of imported goods that make up the majority of domestic consumption) that the country is subject to. A reduced fiscal space with families reaching the limit of their ability to cofinance education are also major problems associated with some lack of rigor and efficiency in financial management.

### a) Solutions/strategies for change:

- It is important to continue to guarantee food and school transportation and to upgrade the infrastructure to be inclusive, as well as socializing the budgets of the school groupings with the entire educational community;
- Strengthening of awareness and transparency in the use of public goods and accountability mechanisms in a transparent way;
- Innovative and sustainable financing of youth training in higher education;
- Promotion of a culture of results-oriented monitoring and evaluation with the collection of data to produce information for both the Government and national and international funding partners;
- Conducting studies to better understand the financing of education and the contribution of different partners from families, NGOs.

### b) As for the commitments, it was recommended to the government:

- Guarantee budget to ensure equal opportunity and equity in early childhood education and strengthen funds for crisis management e.g. Covid, volcanic eruption, and others;
- Development of public-private partnerships and with international institutions for quality learning, improvements in educational infrastructure, technological innovation;
- Increased mobilization of funds and diversification of sources for the transformation of the quality of education in Cape Verde, capitalizing notably on the potential of the Cape Verdean diaspora.

## CONCLUDING REMARKS

The national consultations led by the Ministry of Education for reflection and collection of subsidies on the axes of action around the themes identified with strong involvement of the general public, has resulted in the drafting and making of commitments through the Cape Verde Declaration of Commitment to be presented at the Summit on Education Transformation, which will take place in September in New York.

It is important to note that the transformation of education implies investment/action in policies, in people and in practices. Regarding people, the perspective is to educate for another type of citizen, who has not only technical skills, capable of living in the digital world but also with socio-emotional skills and mental health and who is committed to the sustainable development of the country but with a posture of global citizenship.

**The consensus emerging from the national consultations on the importance of investing in and transforming education are the following:**

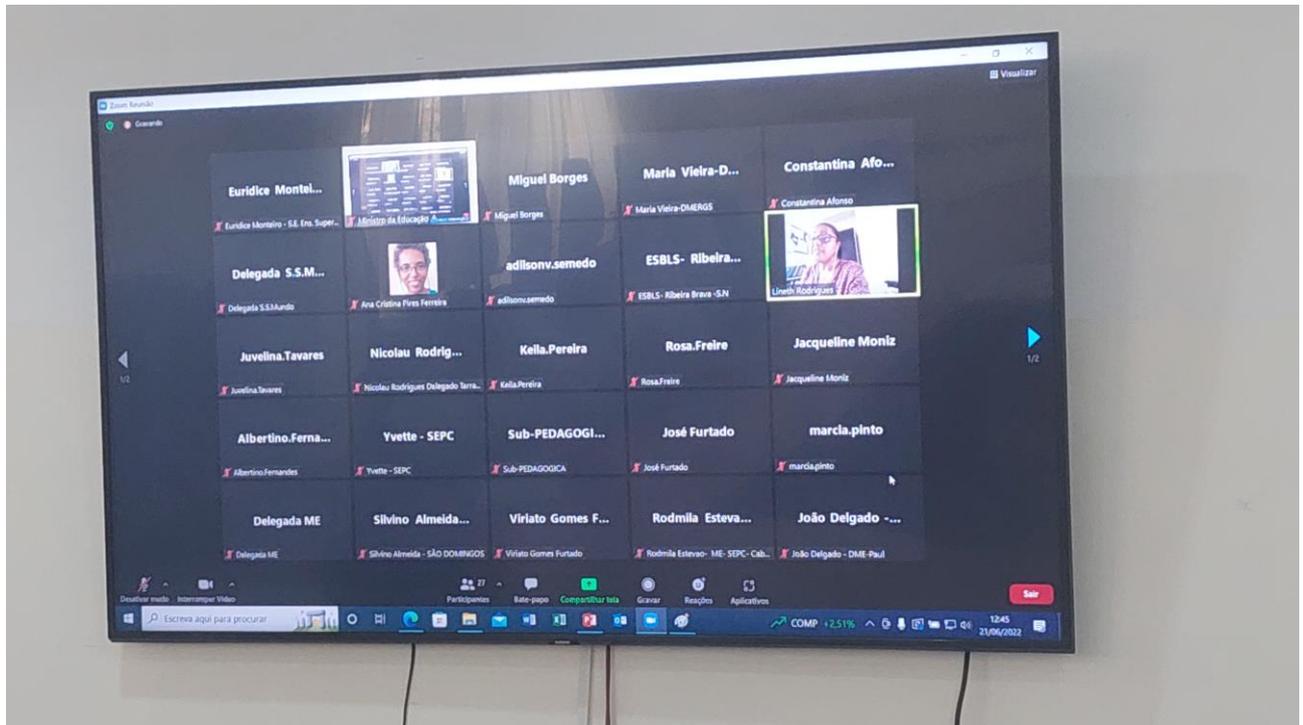
- Allow people to learn to be better in life, whether in personal, citizenship, and professional terms (concept of social mobility that education can enable);
- Contribute to cultural, social, and economic development with the reduction of social inequalities, crime, and the prevention and fight against discrimination in search of a better, inclusive world.

**In addition, the following strategies were noted as being essential:**

- Consistent advocacy and policies for Pre-School; educational inclusion, quality learning and skills development for the future;
- Strong Community involvement of Civil Society, with a focus on Social Education to bring about social and behavioral change;
- Strengthening of systems to reach the most disadvantaged;
- Digital transformation to make the educational system different and with higher quality;
- Production and use of evidence and data for knowledge production and management towards quality improvement;
- Strengthening Multi-sectoriality, partnerships and Public & Private engagement in the transformation of Education.

## ATTACHMENTS - PICTURES OF THE EVENT









## THEMATIC SHEETS

### NATIONAL CONSULTATIONS FOR THE WORLD EDUCATION SUMMIT TOPIC 1: INCLUSIVE, EQUITABLE, SAFE AND HEALTHY SCHOOLS

The Transforming Education Summit (TES) was proposed by the UN Secretary-General for greater political and public mobilization on the new paths that education should take worldwide. The moment will also be opportune to capitalize on some innovative practices achieved in a context of multiple crises, health, security, environmental, among others, which have made education more inclusive, resilient and responsive to the global challenges we face.

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It is expected to have subsidies for the elaboration of a document with the national vision on the transformation of education, capturing the national consensus on the priority actions to be adopted.

#### Important concepts

Facilitators should take an adolescent, youth-centered approach to identify possible solutions to ensure inclusion in education and the achievement of Sustainable Development Goal (SDG) 4. This advocates ensuring inclusive and equitable, quality education, and promote lifelong learning opportunities for all. The goals are:

- 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education that leads to relevant and effective learning outcomes;
- 4.2 By 2030, ensure equal access for all men and women to affordable, quality technical, vocational and higher education, including university;
- 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent work and entrepreneurship;
- 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the most vulnerable, including persons with disabilities, indigenous peoples and children in situations of vulnerability;
- 4.7 By 2030, ensure that all students acquire the knowledge and skills necessary to promote sustainable development.

**Special education:** individual student-centered approach; modality to meet the needs of students with disabilities, pervasive developmental disorders and high abilities/giftedness.

**Inclusive education** encompasses all (students with disabilities, pregnant adolescents/young people, migrants, boys and girls on an equal footing, among others). IT IS the right of all students to fully and effectively access and participate in the same educational contexts.

Both special education and inclusive education are needed.

**Equity:** ensuring that all children and students have access to the necessary support in order to fulfill their learning and development potential;

**Diversity:** pedagogical action must be developed with flexibility in order to ensure differentiation in teaching and learning processes, namely in methods, instruments, activities, times and assessment;

**Personalization:** educational planning must be student-centered, so that support is carefully decided according to their needs, interests and preferences;

**Flexibility:** the management of the curriculum, spaces and school times must be flexible, so that the educational action can adapt to the singularities of each one both are needed

**Healthy school:** gives information on health (sexual and reproductive health, nutrition, etc.), receives health interventions (vaccination, food supplements, dental checkups, etc.), has school meals, practices good hygiene and sanitation habits.

**Safe school:** prevents and protects from violence, has mechanisms for reporting and referencing what is happening (both in the case of teacher/student and among peers).

### Situation in Cabo Verde

The Ministry of Education (ME) has been investing in inclusion, focusing on students with disabilities. Thus, since 2019 a signaling system and the assessment of students with special educational needs (SEN) in Cabo Verde. It is a document that guides procedures and actions to be developed for children with permanent Special Educational Needs, with a view to improving the functionality of educational support and the adequacy of educational responses to be provided to these children so that they remain in school. and develop their potential.

If you are a child with temporary special educational needs, the answers have to be explained to schools in order to meet the need. The system is based on curricular flexibility, on the principles of personalization and pedagogical differentiation. In 2021 around 1600 students, mainly from basic education, had been flagged but it is estimated that many more children and adolescents with SEN are yet to be identified and adequately treated. There are 23 multidisciplinary teams that support schools, teachers, as well as students and supervisors, but which have reduced human resources and a little diversified profile.

The state-funded school canteen for all elementary school students, as well as the school health program focusing on aspects of nutrition and (oral) hygiene, as well as the “Escola Segura” program, the result of a partnership between the Ministry of Education and the National Police, which aims to prevent violence and protect students, are aspects worthy of emphasis in primary and secondary education. However, the COVI-19 pandemic exposed some “shadow areas”, for example with regard to the mental health of children, adolescents and young people, as there is a lack of services, programs, interventions in this field. The non-functioning of toilets in a good part of both elementary and secondary and higher education does not favor hygiene practices such as menstrual.

With regard to violence, according to a study carried out in 2018, just over 20% of Compulsory Basic Education students declared that they had been victims, especially girls and physical violence. Although he recommended a national plan for prevention and combat in schools, this instrument never came to light. What exists is the national plan to fight the abuse and sexual exploitation of children, which integrates actions in the education sector (information and prevention).

Addressing the challenges of inclusive, healthy and safe schools requires action in three main areas: (1) Enabling environment, (2) quality service, and (3) community awareness and acceptance and satisfaction with services.

## Questions

### 1. Enabling environment

Facilitator asks each participant to respond with keywords on cards (each participant can use multiple cards)

- a) Are students with SEN able to attend school (standards, funding)?
- b) The right of the students with SEN are respected in Cabo Verde?
- c) Should schools receive all children, regardless of physical, intellectual, emotional, social and linguistic conditions?
- d) Do you know if there is legislation on special education in Cabo Verde?
- e) Have you heard about the process of signaling children and young people with Special Educational Needs?
- f) Does your school have a healthy school or safe school program or project?
- g) Why is it important to have a healthy school and a safe school?

### 2. Quality service

The facilitator asks participants about and asks them to respond with keywords on cards (each participant can use multiple cards).

- a) Do you consider your school to be an Inclusive school? If yes, give examples. If not, what are the obstacles, constraints?
- b) Should schools receive all children, regardless of physical, intellectual, emotional, social and linguistic conditions?
- c) Do you think that there must be teachers with specific training to work with students with SEN?
- d) Are there educational actions aimed at the entire school community and materials for inclusive education, education for health and safety (including topics such as diversity, social life and peace, sex education)?
- e) Does your school have or has there been a psycho-social care service in the context of the pandemic? Do you think it's an important service? Because?
- f) Are there ways to keep students safe at school (facilities, safe equipment), prevent disasters, report protected and solve problems of violence?

### 3. Community knowledge and acceptance and satisfaction with services

The facilitator asks to respond with keywords on cards (each participant can use several cards).

- a) Is your school in the “Escola Segura” program of the National Police? Do you think it is an important Program and that it responds to the needs? Yes or no why?
- b) Are the educational actions and materials of inclusive education, health and safety education interesting, useful for you and your colleagues?
- c) Are families involved and participating in educational actions for inclusion, health and safety?

What commitments should governments, families, civil society and young people assume in relation to inclusive schools, safe and healthy schools?

## NATIONAL CONSULTATIONS FOR THE WORLD EDUCATION SUMMIT TOPIC 2: EARLY CHILDHOOD EDUCATION

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### important concepts

Facilitators should take an approach centered on adolescents, young people in order to identify possible solutions to guarantee education services consistent with the achievement of Sustainable Development Goal (SDG) 4. This advocates ensuring inclusive and equitable and quality education, and promote lifelong learning opportunities for all. The goals are:

4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education that leads to relevant and effective learning outcomes;

4.2 By 2030, ensure equal access for all men and women to affordable, quality technical, vocational and higher education, including university;

4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent work and entrepreneurship;

4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the most vulnerable, including persons with disabilities, indigenous peoples and children in situations of vulnerability;

4.7 By 2030, ensure that all students acquire the knowledge and skills necessary to promote sustainable development.

- **First 1000 days / Firstyears of life:** they are a critical window of opportunity to support development as well as to fight inequality;

- **Early Development/Early Child Development (ECD):** it is a holistic concept, multisectoral in nature, and relates to a variety of outcomes across the continuum of development in young children, from pre-birth through the transition to early grades. It encompasses a broader field that encompasses the development of children beyond education, including nutrition, disability, water and sanitation, protection, etc. and multi-sector service providers.)

- Early Learning: an integral component of the ECD and focuses on the aspects of a child's development that are most related to education, learning and the preparation of children for entry into primary education; encompasses a wide range of programs/services aimed at supporting learning and development in the years prior to school entry (0-8). Includes organized pre-primary education, various other types of alternative learning opportunities, programs and approaches (eg family day care programs, community kindergartens)

### Situation in Cabo Verde

Early Childhood Education, specifically for preschool children, is a challenge as it requires an integrated and intersectoral approach, involving a multitude of actors in the management and provision of educational services. In Cabo Verde, in 2019, about 80% of children had access to pre-school education, but there were regional disparities, with 8 municipalities below this percentage. With the advent of the COVID -19 pandemic, Preschool was one of the most affected subsystems. Access has dropped dramatically to 65%, revealing the extent of the social and economic crisis affecting families. The municipalities of Fogo, Santiago, Boavista, Sal, São Vicente and Maio were among the most affected, especially in urban areas. The access of children aged 0 to 3 years also decreases abruptly and more than in Preschool.

The issue of the quality of the preschool service also arises. Firstly, due to the disparity in the managing entities and the non-existence of a regulatory standard for management. The managing entities are: 46.7% public (municipalities), 31% NGOs and other associations and 21.9% private entities. The Ministry of Education (National Directorate of Education and General Inspection of Education) is responsible for the pedagogical supervision and compliance with the licensing regulations for gardens.

Another important quality issue concerns the human resources allocated to the subsystem (a little over 1000), in which only 30% have the appropriate profile to provide the educational service (educators and monitors). With the exception of kindergarten teachers, the professionals in this subsystem do not form part of a career and salary plan, and until the National Teacher Training Plan (which should come into effect in 2022) there was no prospect of career development. As a way of minimizing the quality deficit in the service provided, continuous training actions have been carried out to reinforce the skills of professionals (Portuguese language, among others) and public gardens have been equipped with various materials to stimulate children's learning.

Addressing the challenges of early childhood (preschool) education and achieving quality universalization requires action in three main areas: (1) Access (2) quality service (3) community acceptance and satisfaction with services.

### Questions

#### 1. Access

Facilitator asks each participant to respond with keywords on cards (each participant can use multiple cards)

- a) Why is preschool education important? (taking into account the family environment, social image of the child, early development and learning and positive parenting, among other aspects)
- b) What are the main barriers to preschool education?

- c) What concrete strategies to address existing costs and other barriers to accessing pre-school education?
- d) What approaches are needed for the universalization of preschool, taking into account the context of the pandemic? What lessons learned from the pandemic?
- e) What preschool-relevant data/evidence is needed to formulate policies towards universal preschool?
- f) Are budgets adequate and geared towards ensuring equity (access to children with disabilities, for example) in preschool?

## 2. Quality service

The facilitator asks participants about and asks them to respond with keywords on cards (each participant can use multiple cards).

- a) What quality standards to guarantee children's right to preschool education? What exists in Cabo Verde and what needs to be developed with the participation of all stakeholders (communities, parents, children and adults) according to national cultural standards and norms and international guidelines?
- b) What operationalization of the signaling system for children with SEN in Preschool? How to improve?
- c) What challenges for the provision of quality service? What priorities and investments are needed?

## 3. Community articulations and satisfaction with services

The facilitator asks to respond with keywords on cards (each participant can use several cards).

- a) Are there clear horizontal (between departments) and vertical (between different hierarchies) coordination mechanisms between public institutions to ensure institutionalized and coherent approaches to pre-school education issues? (based on concrete examples)
- b) How to achieve flexible, integrative and complete management in preschool?

What commitments should be assumed by Governments (Central and local), by families, by civil society, in relation to the universalization of quality and inclusive preschool?

## NATIONAL CONSULTATIONS FOR THE WORLD EDUCATION SUMMIT TOPIC 3: QUALITY OF LEARNING AND ASSESSMENT OF LEARNING OUTCOMES

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### **important concepts**

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- 4.7 By 2030, ensure that all students acquire the knowledge and skills necessary to promote sustainable development.

#### **Quality in learning**

- Cognitive development of students as the main objective (in numeracy and literacy) explicit of all educational systems;
- Role of education in promoting values and attitudes of responsible citizenship and in promoting creative and emotional development. The achievement of these goals is more difficult to assess

#### **quality learning:**

- At the student level: seek and recognize students' prior knowledge, recognize formal and informal methodologies, and ensure that the learning environment is non-discriminatory, safe and supportive.
- At the level of the learning system: a support structure is needed to enact legislation, implement policies, distribute resources equitably and with priorities to ensure quality learning as well as implement the best methods to measure learning outcomes, and use these results in order to have the best possible impact on learning for all.

### Situation in Cabo Verde

Ensuring quality learning is one of the main challenges of education in Cabo Verde. Indeed, despite the conditions under which the teaching-learning process is carried out in the basics (new programs and manuals within the framework of the reform, student-teacher ratio of 20 on average, more than 90% of teachers with adequate pedagogical training) the tests measured applied in 2019, to 2nd and 6th grade students, revealed that the majority of students (61.8%) showed good Reading ability and a reasonable performance in the field of Writing production (45.2%).

However, in relation to Explicit Knowledge of the Language, only 9.1% of the total number of students in the sample were able to achieve the objectives. Regarding Numbers and Operations, 19.4% of the students were able to answer as expected, and (46.7%) of the students did it with difficulty, (33, 4%) of the students failed. Regarding the Organization and Data Processing domain, (29.7%) of the students responded as expected and (23.8%) revealed difficulty. The percentage of students who failed to respond as expected in this domain was (45.2%). The worst results were in the Geometry and Measurement domain, only 12.6% of the students were able to answer as expected or with punctual failures and (33.1%) showed difficulty. When pedagogical plans were foreseen for the recovery of learning, the pandemic took place, which is estimated to have reinforced the crisis of foundational learning that emerged.

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foundational learning that emerged. In secondary education, although the pass rate has progressed from 69.2% in 2016/17 to 75% in 2020/21, the failure rate remained stable, on average, in the order of 23%, that is, 1 in 4 students is not successful in their trajectory.

In higher education, although there are no current analyses, there are bottlenecks in terms of learning in the 1st year of the course and in the 4th year due to retentions.

Addressing the challenges of inclusive, healthy and safe schools requires action in three main areas: (1) Enabling environment, (2) quality service, and (3) Measuring learning outcomes.

## Questions

### 1. Enabling environment

Facilitator asks each participant to respond with keywords on cards (each participant can use multiple cards)

- a) Why is quality education important? What factors are essential for quality education? Are there adequate, institutionalized and known regulations/policies to achieve maximum quality, also taking into account the assessment systems (training, summative and exams)?
- b) Is funding adequate to ensure the quality of learning?

### 2. Quality service

The facilitator asks participants about and asks them to respond with keywords on cards (each participant can use multiple cards).

- a) Do you think that teachers use innovative pedagogical practices? If yes, to what extent? If No, why?
- b) Do you think that teachers properly assess student learning? Why?
- c) Do parents, family, community influence the quality of learning? As? How could they influence more positively?
- d) Do teachers make pedagogical differentiation in their classrooms? Have results?
- e) Is there specific assessment work with students with special needs?

### 3. Measurement of learning outcomes

The facilitator asks to respond with keywords on cards (each participant can use several cards).

- a) Do learning assessments really measure quality (including life skills)? Why?
- b) There is reflection in the school with parents about an evaluation to understand the factors that lead a child, adolescent not to achieve satisfactory results in primary and secondary education?
- c) What should the measurement of quality learning outcomes focus on?
- d) Do you consider to be important for Cabo Verde to participate in international assessments and rankings at both elementary, secondary and higher levels? Why?

What commitments should governments, families, civil society and young people assume in relation to quality learning and its assessment?

**NATIONAL CONSULTATIONS FOR THE WORLD EDUCATION SUMMIT**  
**TOPIC 4: Skills "for the future": learning to live together, peace and social cohesion;**  
**learning and skills for life, work and sustainable development;**

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- 4.7 By 2030, ensure that all students acquire the knowledge and skills necessary to promote sustainable development.

**Life skills** are a group of skills that enable people to deal with life and its challenges and changes. Life skills support psychosocial well-being, promoting good communication, positive thinking, analytical skills and goal setting, cooperation and adaptability, decision-making. Strengthening life skills helps individuals and communities to manage challenges and risks, maximize opportunities and solve problems in a cooperative and non-violent way.

Life skills are psychosocial competencies and skills for adaptive and positive behavior that enable individuals to effectively deal with the demands and challenges of everyday life. They are vital for

psychosocial recovery after a crisis, a traumatic event and are closely linked to the concepts of behavior change, psychosocial well-being and resilience.

**Skills for employment and entrepreneurship:** ability to perform specific functions and to increase the chances of accomplishing something. Entrepreneurial skills are generalizable to different contexts, including the work environment

**Transformative education:** it is based on breaking the frontiers of knowledge, which is nothing more than bringing education closer to real life; is focused on the learner and the development of their talent.

**Education for sustainable development:** formation of future citizens of a complex world in the ecological and societal transition, to make decisions, to act in a lucid and responsible way, both in their personal lives and in the public sphere. EDS is transdisciplinary and aims to empower adolescents and young people.

### Situation in Cabo Verde

Education for Citizenship and the development of life skills constitute the best tool to face the global challenges that the world is going through and must be developed from the first years of schooling with the development of social skills for life.

Legislative Decree nº 13/2018 of 7 December, referring to the foundations of the education system, recommends that in the 1st cycle of basic education “the initiation and progressive mastery (...) of moral and civic education and in the 2nd cycle students can “ to experience values of citizenship, namely the defense and protection of the environment, solidarity, social responsibility, equality and respect for differences, in a transversal perspective.” Secondary education must allow “the development of knowledge, skills and intellectual and emotional capacities, along with a contemporary humanist training, necessary for creative intervention in society, essential in the construction of the life project.” (Article 24). After two decades of curricular integration, with advances and setbacks in citizenship education, personal and social training, the current curricular reform advocates a transversalization of the themes of Citizenship, Education for Sustainable Development (includes Environmental Education, Education for Consumption, Entrepreneurship, among others). This perspective poses challenges in the teaching-learning process and in school management.

With the reform of secondary education, the 9th year becomes a school orientation year for the pursuit of studies in general secondary education or vocational technical education, and there must be bridges between these two types of education. Technical and vocational education is a modality oriented towards the student's rapid integration into the labor market, with specific characteristics that may vary depending on the country and its educational system.

Over the last five years, there has been an increase in the number of students enrolled in Secondary Education, from 2016/17, for 2020/2021, there was a 15% increase in the number of staff. However,

Technical Education covers only 4% of the staff in secondary education, which is still below the established target (10%).

In higher education, Education for Citizenship appears in a diffuse way, and can be secondary. Vocational higher education courses for quick insertion into the job market are almost non-existent in the higher education panorama in Cabo Verde.

Meeting the challenges of transforming education requires action in key areas: (1) education for citizenship and for life, (2) education for employment and entrepreneurship, and (3) education for sustainable development.

### Questions

#### 1. Education for Citizenship and Life

Ask to respond with keywords on cards (each participant can use multiple cards).

- Do you agree that transforming education means helping students to acquire knowledge, develop skills, demonstrate values and attitudes to be resilient, adaptable to an uncertain and complex future? Why?
- Is education in Cabo Verde developing skills for the future, skills for life? If yes, are there good results? Explain why yes or no. If not what possible causes? How to solve them?
- Do parents, family, community influence 'for the future,' life skills learning? as? How could they influence more positively?

#### 2. Education for employment and entrepreneurship

The facilitator questions the participants and asks them to respond with keywords on cards (each participant can use multiple cards).

- Is technical and vocational education important for Cabo Verde?
- How to make it develop more?
- Both in secondary and higher education, there is a gender inequality in the areas of Science, Technology, Engineering and Mathematics. How to overcome and reach a balance?

#### 3. Education for sustainable development

The facilitator asks to respond with keywords on cards (each participant can use several cards).

- What is the importance of Education for sustainable development?
- Is education in Cabo Verde oriented towards Education for Sustainable Development?
- This is, promotes the linkages between the health of the planet and people, adequately addresses issues such as climate change and sustainable energy use for schools, pollution, locally grown food, and social and emotional well-being, as well as sex education?
- What obstacles to Education for Sustainable Development?

What commitments should governments, families, civil society and young people assume in relation to Education for Citizenship and Sustainable Development?

What strategies for implementation?

- Advocacy, Communication
- Gender equality
- Social and behavior change

## NATIONAL CONSULTATIONS FOR THE WORLD EDUCATION SUMMIT TOPIC 5: LEARNING AND DIGITAL TRANSFORMATION OF EDUCATION

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It is expected to have subsidies for the elaboration of a document with the national vision on the transformation of education, capturing the national consensus on the priority actions to be adopted.

### **important concepts**

Facilitators should take an adolescent, youth-centered approach to identify possible solutions to address the crisis in learning in education and in relation to achieving Sustainable Development Goal (SDG) 4. This advocates ensuring inclusive and equitable education and quality, and promote lifelong learning opportunities for all. The goals are:

- 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education that leads to relevant and effective learning outcomes;
- 4.2 By 2030, ensure equal access for all men and women to affordable, quality technical, vocational and higher education, including university;
- 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent work and entrepreneurship;
- 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the most vulnerable, including persons with disabilities, indigenous peoples and children in situations of vulnerability;
- 4.7 By 2030, ensure that all students acquire the knowledge and skills necessary to promote sustainable development.

**Digital Learning:** It is the use of digital tools and resources for the learning process;

**ICT, TE and Digital Learning** are different definitions. Education needs a look at the pedagogical and human aspect of technology and this is the proposal that Educational Technology and Digital Learning present. Information and Communication Technology, on the other hand, has the presupposition of guaranteeing the technical and digital needs for the use of these resources in any area of activity.

**Reimagine education (Unicef):** The most vulnerable children and youth to be prioritized in linking and accessing quality digital learning;

Digital learning must be relevant to every child and young person, including their level of education and language, and is accessible to children with disabilities;  
Education funding must be protected and priority must be given to the needs of the most vulnerable children and young people; and  
Decision-makers must maximize innovation, momentum and investment through cross-community collaborations involving governments, businesses, community groups, industry pioneers and more.

### Situation in Cabo Verde

The Ministry of Education (ME) has been investing in what can be considered a digital transformation to gain efficiency and effectiveness in the education system and its management. SIGE: Since 1999, the ME has given priority to the continuous integration of ICTs in a single and common system to manage and direct the sector within the framework of the school network model (SIGE system). This system, which began in secondary education, has been extended to primary and pre-school education.

**e-ME (Moodle):** Since 2015, the ME has made available a platform for the continuous training of teachers that, in the context of the pandemic crisis, has been used to strengthen the capacities that the education system needs. However, a considerable part of teachers still do not have the ICT mastery that allows them to take better and greater advantage of the potential of ICT tools for the teaching-learning process.

**Online resources:** Although all primary and secondary education programs are online and the mandatory basic education manuals are also online, as well as the classes of the “Learning and Studying at Home” Program developed at the time of closing schools due to COVID-19,

**Digital learning:** with the reform of basic education, ICT became part of the curriculum from the 5th grade onwards; weblabs where students can learn coding exist in the 44 school clusters and are some of their extracurricular activities.

Addressing the challenges of learning and the digital transformation of education requires action in three main areas: (1) Connectivity, (2) Digital Learning and Expenses, (3) Security.

### Questions

#### 2. Connectivity

Facilitator asks each participant to respond with keywords on cards (each participant can use multiple cards)

- a) Do you have free internet access at your school? In all parts of schools?
- b) How often do you use the internet and why?
- c) What actions or measures would you not suggest, so that the internet could become a reality in all schools in Cabo Verde?
- d) How do you think we could improve connectivity and access to digital tools in schools?
- e) How do you rate the school equipment? And how do you rate your school's internet capacity?

## 2. Digital Learning and Distance Education

The facilitator asks participants about digital learning and distance education, taking into account the context of the pandemic. Ask to respond with keywords on cards (each participant can use multiple cards).

- a) Tell us a little about your experience. What went well and what went less well? What do you think should have been done differently?
- b) Why is it important for teenagers and young people to have access to digital learning?
- c) What activities could teachers do to make better use of the internet at school with students?
- d) What should be done to encourage and guide students in the use of digital resources they have in the learning process?
- e) What would it be like if there were classes with access to digital resources, oriented towards learning and assessment with digital resources?
- f) Is digital learning and distance education something we are ready to keep? Are your teachers ready? And your colleagues?

## 3. Security

The facilitator asks to respond with keywords on cards (each participant can use several cards).

- a) Do you consider relevant the existence of mechanisms and rules of internet security in the school? Do you know any from your school?
- b) Is internet security a matter that concerns you? How do you keep yourself safe on the internet?

What commitments should governments, families, civil society and young people assume in relation to Learning and Digital Transformation?

## NATIONAL CONSULTATIONS FOR THE WORLD EDUCATION SUMMIT TOPIC 6: TEACHERS, TEACHING AND THE TEACHING PROFESSION

The Transforming Education Summit (TES) was proposed by the UN Secretary-General for greater political and public mobilization on the new paths that education should take worldwide. The moment will also be opportune to capitalize on some innovative practices achieved in a context of multiple crises, health, security, environmental, among others, which have made education more inclusive, resilient and responsive to the global challenges we face.

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It is expected to have subsidies for the elaboration of a document with the national vision on the transformation of education, capturing the national consensus on the priority actions to be adopted.

### Important concepts

Facilitators should take an approach centered on adolescents, young people in order to identify possible solutions to guarantee education services consistent with the achievement of Sustainable Development Goal (SDG) 4. This advocates ensuring inclusive and equitable and quality education, and promote lifelong learning opportunities for all. The goals are:

- 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education that leads to relevant and effective learning outcomes;
- 4.2 By 2030, ensure equal access for all men and women to affordable, quality technical, vocational and higher education, including university;
- 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent work and entrepreneurship;
- 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the most vulnerable, including persons with disabilities, indigenous peoples and children in situations of vulnerability;
- 4.7 By 2030, ensure that all students acquire the knowledge and skills necessary to promote sustainable development.

**teachers:**professionals with a higher education, licensure degree or pedagogical training can fit into the teaching career for different subsystems.

### Situation in Cabo Verde

According to data from the ME, in the academic year 2020/21, 69.7% of garden professionals were called supervisors, in general, without adequate pedagogical training, and only 10% were educators and 20% were monitors. However, it can be noted that the academic level of these professionals has increased (they have completed at least basic and compulsory education). Improving teaching has been a focus of

educational policy since, in 2019, the subsystem was endowed with new curricular and pedagogical guidelines and skills in the portuguese language have been reinforced so that professionals can better prepare children for entry into the school system. However, the lack of a Professional Statute and a professional development program for these human resources negatively affect their motivation and performance. With this situation, the country has a greater challenge to achieve goal 4.2 of SDG4, which refers to a quality service in preschool. The COVID-19 pandemic has reinforced the existing difficulty.

In the 2020/21 school year, most teachers both at Compulsory Basic Education (CBE) and in Secondary Education have adequate training for the exercise of pedagogical activity, with this indicator being above 90% in all municipalities. It is also worth noting in the CBE the stability of the professors in their careers, as the vast majority (+85%) have a definitive link with the ME. However, there is relatively high mobility, especially on islands such as Sal and Boavista, which negatively affects the teaching-learning process. Cabo Verde invested, in the 1990s, within the scope of reforms, in on-the-job training in basic and secondary education. However, neither in basic education nor in secondary education was a permanent training plan that was capitalized for professional and career development.

Now, Little and updated information on the elements that affect teaching (absenteeism, burnout, class management, among others) make it difficult to fully understand students' learning difficulties.

A new panorama could open up in teaching and in the teaching profession, with the implementation of the National Plan for Teacher Training and the regulations that regulate this and the career.

Meeting the challenges of quality education requires action in two main areas: (1) Enabling environment, (2) quality service

## Questions

### 1. Enabling environment

Facilitator asks each participant to respond with keywords on cards (each participant can use multiple cards)

- a) Why is the teaching profession important?
- b) Do you consider that your school has the conditions (materials, equipment, ...) for teachers to exercise their profession?
- c) With a medium term teacher training plan (3 to 5 years) what benefits can there be for teaching and learning?

### 2. Quality service

The facilitator questions the participants and asks them to respond with keywords on cards (each participant can use multiple cards).

- a) Do teachers have the skills (digital, pedagogical differentiation) to respond to the diversity of students in the classroom?
- b) Does the teaching that is carried out correspond to the expectations of students, families? Has it been transformed into lessons relevant to you?
- c) What are the marks/elements of a teacher for the future, for the 21st century?

What commitments should governments, families, civil society and young people assume in relation to inclusive schools, safe and healthy schools?

## NATIONAL CONSULTATIONS FOR THE WORLD EDUCATION SUMMIT TOPIC 7: FUNDING EDUCATION

The Transforming Education Summit (TES) was proposed by the UN Secretary-General for greater political and public mobilization on the new paths that education should take worldwide. The moment will also be opportune to capitalize on some innovative practices achieved in a context of multiple crises, health, security, environmental, among others, which have made education more inclusive, resilient and responsive to the global challenges we face.

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It is expected to have subsidies for the elaboration of a document with the national vision on the transformation of education, capturing the national consensus on the priority actions to be adopted.

### Important concepts

Facilitators should take an adolescent, youth-centered approach to identify possible solutions to address the crisis in education funding in relation to the achievement of Sustainable Development Goal (SDG) 4. This advocates ensuring inclusive and equitable education and quality, and promote lifelong learning opportunities for all. The goals are:

- 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education that leads to relevant and effective learning outcomes;
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- 4.7 By 2030, ensure that all students acquire the knowledge and skills necessary to promote sustainable development.

**Budget adequacy:** education-related plans/programs (in this case) fully budgeted;

**Efficiency:** budgeted funds released on time and spent with minimal waste;

**Efficiency:** funds spent on the types of services that are cost-effective to achieve the intended results;

Public investments in education: refer to recurrent and capital expenditures by governments on services, programs and institutions that are essential to achieving national targets for the education of children and adolescents/youth.

Public expenditure focused on education refers to budget allocations or expenditures on services and programs that aim to benefit education or at least partially consider the specific needs of education

### Situation in Cabo Verde

A large financial effort by the State has supported the development of the different subsystems of the education sector. Proof of this is the evolution in the proportion of the State budget allocated to education during the five-year period 2016 - 2020, being approximately 11.1 billion contos/year, which corresponds to an average of 17% of the General State Budget and an average of 5 % of GDP.

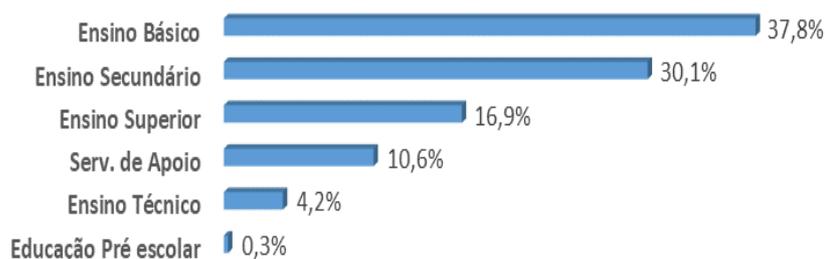
**Table 1.** Evolution of the ME Budget 2016 and 2020

Orçamento	Total	%	Funcionamento	%	Investimento	%
<b>Orçamento 2016</b>	10 185 516 356,00	100%	8 913 034 467,00	88%	1 272 481 889,00	12%
<b>Orçamento 2017</b>	10 475 454 301,00	100%	9 204 532 076,00	88%	1 270 922 225,00	12%
<b>Orçamento 2018</b>	10 098 085 153,00	100%	9 464 398 175,00	94%	633 686 978,00	6%
<b>Orçamento 2019</b>	12 647 063 420,00	100%	9 804 564 686,00	78%	2 842 498 734,00	22%
<b>Orçamento 2020</b>	12 328 186 692,00	100%	9 717 619 903,00	79%	2 610 566 789,00	21%
<b>Total OE 2016-20</b>	55 734 305 922,00	100%	47 104 149 307,00	85%	8 630 156 615,00	15%
<b>Média Orçamento</b>	11 146 861 184,40		9 420 829 861,40		1 726 031 323,00	

Source: DGPOG/2020

Basic Education and Secondary Education are the two levels of education that receive the largest share of the budget earmarked for the education sector, which is in harmony with the policy priorities for the sector and its alignment with the PDES, being the Basic Education with 37.5% followed by Secondary Education with 34.3%. Traditionally, these two levels of education have received the largest share of the budget, contributing to improving key performance indicators such as the net access and retention rate, as well as the completion rate.

**Graphic 1: Education Sector Budget by Level of Education**



Addressing education financing challenges requires policy action in three main areas: (1) mobilizing more resources, especially domestic ones, (2) increasing efficiency and equity in allocations and expenditures, (3) improving education financing data

### Questions

#### 1. Resource Mobilization

Facilitator asks each participant to respond with keywords on cards (each participant can use multiple cards)

- a) Why is domestic financing of education important?
- b) How to mobilize more resources to achieve the goals of SDG 4 Quality education?
- c) How to ensure sustainable funding for investment in education?
- d) Are high levels of household spending a way to finance education?

## 2. Increasing equity and efficiency of allocations and spending on education

The facilitator asks to respond with keywords on cards (each participant can use multiple cards).

- a) How can we increase the efficiency and equity of allocations and expenditures?
- b) What strategic actions for articulating sector planning and budget programming?
- c) What priority areas for strengthening education funding to ensure equity and efficiency?
- d) Should Government Budgets be reinforced for Education Financing in Cabo Verde?
- e) What would be more important/priority to have more resources or to manage existing resources more efficiently and effectively?
- f) How can young people contribute to the budgeting process and its execution effectively?
- g) What innovative solutions for sustainable financing of Education?

## 3. Education Financing and Data

The facilitator asks to respond with keywords on cards (each participant can use several cards).

- a) How to improve the quality of data on domestic and private expenditures, which are irregular in many countries?
- b) How to build resilience in the education budget as a special priority where countries are prone to crisis?
- c) Are/should data on education funding be collected frequently? Are they disaggregated by sex, sector, service or type of vulnerability?
- d) Is it important to collect more and better data on household spending on education?
- e) What context-sensitive strategies or accountability mechanisms promote trust between partners?

What commitments should governments, families, civil society and young people assume in relation to financing education?

## GUIDELINES FOR FACILITATORS.

The group work will be carried out based on a data sheet and a script that will be previously provided to the Facilitators by the Technical and Organizational Committee.

### Tasks and principles

- The facilitator will formulate each point as a question and should focus, according to the discussion guidelines for each topic, on the areas of: access, quality, human resources, equipment, and financial resources; data/evidence; policies and regulations, community engagement, and partnerships.
- The facilitator will invite all group members to write a response on a card (1/2 minutes for each item). Afterwards, all participants will show the cards with their individual responses and hang them on the wall. Based on the answers provided, the facilitator will start the discussion. The discussion should close with conclusions that will be recorded on a previously distributed form. Facilitators will take pictures of the cards on the wall that will be shared via email and are encouraged to record divergent perspectives as well.
- The facilitator will have topic sheets that will be shared with the group members. They will also have one/two pages of challenges and opportunities for the topic discussed; to help get the discussion flowing if needed).
- Facilitators should be clear about key concepts, examples: inclusion (gender, region, personal and social limitations), equity (providing various levels of support and assistance according to specific needs or abilities) and equality (providing the same level of opportunity and assistance to all sections of society), both are necessary; special education (individual student-centered approach) and Inclusive education (encouraging students with disabilities to be part of the larger group). Both are needed, both are necessary.

The facilitators will promote discussion about what are the strategies, the appropriate solutions to overcome the identified challenges by asking questions such as:

- Is the proposed solution likely to have an impact? Has it been proven effective?
- Is the proposed solution feasible? Are there supporting policies in place? Is there sufficient capacity to implement it?
- Is the proposed solution affordable? Is it cost effective? Is funding available or opportunities to mobilize it?
- Is the proposed solution acceptable to key stakeholders? To the community?
- Will the proposed solution help us reach the most vulnerable population groups at risk of being left behind?

Facilitators will help to agree on group rules: respect each other; respect times; focus on the topic of discussion never the person; work as a team, interact empathically, listen with an open mind, give everyone a chance, be brief and to the point, be committed to the exercise (mentally and physically), think critically and innovatively, take responsibility for the outcome and contribution, hold a single discussion (avoid parallel discussions).

- Facilitators will respect all points of view, including those that oppose their personal opinions.
- Facilitators will interrupt when the ideas that arise have already been discussed or when there is a disagreement that is not being resolved, let the dissent stand and move on. Facilitators with support from identified group members will fill out at the end of the session a powerpoint document (template to be distributed) with the main discussions.
- Facilitators can view the orientation videos here: