



REPÚBLICA DE MOÇAMBIQUE

NATIONAL STATEMENT OF COMMITMENT

TO TRANSFORM EDUCATION TO ACHIEVE SDG 4

- MOZAMBIQUE -

Maputo, 30 July 2022¹

¹ This note has been compiled as a result of the national and provincial consultation processes that took place from May to July 2022, led by MINEDH and MEPT, with the participation of the cooperation partners, teachers', parents' associations, academia, and the private sector.



A. Ensure the total recovery from COVID-19 disruption

COVID-19 disrupted the education sector with in-person classes being interrupted and/or restricted for one year for 8.5 million Mozambican students, consequently causing the deterioration of not only learning outcomes, but also children's nutrition and health, the protection of girls, and the well-being of both students and teachers.

Thus, some measures have been taken and are still underway to recover educational losses related to the pandemic which **include: readjusting the contents of teaching programs to focus on the essential competences of a discipline; readjusting the school calendar; resizing classes/organizing the pedagogical process; providing extra classes including distance learning (Telescola, Radio escola, Community Radios and digitalization);reinforcing life skills taking into account of physical and mental health; investing in teacher training and their motivation; investing in and expanding school meals to address malnutrition; and strengthening the relationship between the school and the community.**

B. Transforming education

The path to strong primary education for all Mozambicans – so that each child can read, write and do basic math by age 10 requires well-planned and concerted efforts. **The country can benefit from maximizing the use of in-country evidence-based interventions supported by international experience. Evidence shows that well-designed, monitored and well-implemented programs that consider accelerated learning can generate concrete results and impact on improving student-learning outcomes.** In the long term, innovative evidence-based approaches must be scaled up in a well-planned manner. Such efforts must be accompanied by investing in teacher training and motivation including a change in the model of teacher training, improving accountability at the school level, distribution of quality and usable teaching and learning materials, improving school-based support and assessment, as well as the improvement of school infrastructure including WASH facilities.

The pandemic brought a unique opportunity to enhancing the quality and the investment in Information and Communication Technologies in the education sector, consequently digital literacy and resources have grown, although there remains some deficit due to the lack of funding and partnerships for the digitalization of the sector and the country.

At the same time, TVET is one of the most challenging education sub-sectors to boost in the transformation of education due to lack of enough electronic



resources. In a context where the link between this sub-sector and employment is critical for the future development of the country, **the capacity building of trainers and consequently the need for development of this sub-sector is urgent.**

C. Review of national education targets and benchmarks

The Government of Mozambique has set benchmarks for SDG 4 and SDG 5 on gender equity. However, these national benchmarks do not yet reflect the maximum level of ambition, given the urgent need to accelerate progress towards SDG 4 commitments and opportunities for progress against the major setback caused by the COVID-19 school closures. For example, girls have been greatly affected, so **there is an urgent need to mobilise more financial resources for girls' education, as part of the promotion of girls' rights and gender balance in education, with a vision to eliminate all economic and sociocultural barriers to girls' access to, retention in and completion of education. Furthermore,** the invisibility of persons with disabilities increased during the pandemic. It is necessary to improve accessibility for people with disabilities at all levels, through the effective implementation of assistive technologies, such as the construction of ramps, handrails and appropriate toilets in educational institutions to facilitate the movement of people with disabilities in school premises. **Therefore, national education targets and benchmarks need to be revised taking into account of the objective to recover from the COVID-19 crisis, transforming and accelerating education in order to achieve SDG 4.**

D. Ensure increased and more sustainable public financing

Education needs significant and effective investment, and it is recommended that the budget directed to this sector be above 20% of public finance, in alignment with other countries with excellent educational systems and outcomes.

It is also imperative to consider that the country has enormous natural resources, such as wood, gas, and rich water, and the **gains from these resources should be reverted to benefit Mozambicans, students in particular, either through the foreign investment , or through partnerships leading to the employability of personnel who come out of the National Education System.**

The private sector is of enormous importance and has greatly supported investment in private schools, an investment that forced the government to rethink best practices. It is also suggested that taxing of the population and the private sector should incorporate a percentage obligated to invest back into education.