



**REPUBLIC OF MOZAMBIQUE**  
**MINISTRY OF EDUCATION AND CULTURE**

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**National Report**

**Inclusive Education: The path to the future**



# Introduction

The present National Report on Inclusive Education to be presented at the 48<sup>th</sup> Session of the International Conference in Education (ICE) over the theme “**Inclusive Education: The path to the future**” aims at giving the situation of inclusion in Mozambique particularly in the education sector.

The report is divided in three parts: The first part presents the main guiding documents that outline the principles, policies and the priorities of the country. The second part focuses on the conceptualisation of Inclusive Education in the country, successes achieved and the barriers that can be encountered in future. The challenges of Inclusive Education in Mozambique are summarised in the third and last part of the report.

## 1. Principles and educational policies

The National System of Education (NSE) was introduced in 1983 on the bases of Law 4/83 of 23<sup>rd</sup> May, integrated in the framework of social, political and economic changes initiated in 1975, the year of National independence. This constitutes a landmark in the history of education in Mozambique because it established the rupture with the colonial system, with the objective of eradicating illiteracy and the training of young Men with patriotic and professional conscience and technically capable and culturally free from the colonial domination.

Following the social and economic changes in the country, in 1992 the NSE was readjusted (Law nr 6/92 of 6<sup>th</sup> May) which is in force up to date. The NSE is based on the following general principles:

- a) *Education is the right and duty of all citizens;*
- b) *The State, in the framework of the law, allows the participation of other entities, including communitarian and cooperative entities and the private enterprises in the process of education;*
- c) *The public education is laic;*

The general objectives of the NSE aim at eradicating illiteracy, providing access to knowledge, Basic Education and professional training to all Mozambicans, and value national languages by, “*promoting their progressive introduction in the education of citizens.*”

The structure of NSE Integrates **Pre-Schooling Education** (children under the age of 6 in the kindergartens and infancy gardens), **Schooling Education** (general, technical-professional, higher education and special modalities), **Extra-Schooling Education** (literacy, upgrading and scientific updating )

The **Schooling Education**, on one hand includes general education (primary and secondary) that provides integral and polytechnic training of which its objectives include access to education based on the integral development of the individual; The technical-professional education provides professional training of the work force, and, Higher Education that ensures high level training of manpower and specialists of different areas of knowledge

The National System of Education also foresees other special modalities of education that include:

- a) *Special Education that aims at providing education to children and youth with physical, hearing and mental handicaps or of easy school integration, is undertaken in principle, through special classes within the regular schools; (...) and aims at providing training of all levels of education and vocational training that allow the integration of these children and youth in regular schools, in the society and work market.*
- b) **Vocational Education** targeted to youth with particular talent and aptitude in the domain of science, arts, physical education and others and is undertaken without prejudice to general basic education
- c) **Adult Education** that is organized for individuals outside the age limit established for each level.
- d) **Distance Education** as a complementary form and alternative to school education and it is done using Communication and Information Technology (CIT)
- e) **Teacher Training** that ensures integral and solid training (scientific pedagogic and technical) of teachers.

The implementation of the NSE law, reflected in the guiding documents such as the National Policy of Education (1995) that established the political framework of the NSE, identifies the main government targets and defines specific policies for each sector within the system; The Five-Year Plan of the Government that presents its vision and national priorities in the different areas of which one is education; **The Plan for the Reduction of Poverty (PARPA)** that presents the strategy of the Government and actions to be developed towards the reduction of poverty,

and; The Strategic Plan of Education and Culture (PEEC) that presents the main problems of education in Mozambique, political options and strategies to improved the services offered.

The National Plan of Action in the Area of Handicap 2006-2010 was also developed in 2006 with the objective of promoting the plain participation, equality and training of people with handicaps and ensure the principle of equal rights and opportunities in the domain of Government Institution, associations, NGOs and agencies and international partners.

The implementation of the National System of Education is taking place in a context characterized by social, political and economic changes of which the following are worth mentioning:

- The period of armed conflict that had serious consequences on the social tissue and that resulted in the reduction of the school network in about 50%
- The introduction of the Economic Rehabilitation Program (PRE)
- The end of the war with the signing of the General Peace Agreement in 1992, followed by free and democratic elections in 1994, 1999 and 2004.

Apart from the guiding instruments previously mentioned, Mozambique subscribed The World Declaration on Education for All and the Action Plan to Satisfy Basic Learning Needs (1990) and the Declaration of Salamanca and Integration of Action in the Area of Special Education Needs (1994)

## **2. Inclusive Education: The path to the future**

### **2.1 Conceptualisation of Inclusive Education**

“All citizens are equal before the law, enjoy the same rights and are subjected to the same duties, independently of colour, race, sex, ethnic origin, place of birth and religion,

academic level, social position, parents marital statuses, profession or political option”

Article 35 of the Constitution of the Republic of Mozambique.

In Mozambique education is the right of all citizens. The Constitution of the Republic, has as one of the fundamental objectives “the defence and promotion of human rights and equality of citizens before the law” (Article 11) and “handicapped citizens fully enjoy the rights(...) and are subjected to the same duties except the exercise and fulfilment of those of which because of the handicap, are incapable”(Article37).

In the scope of inclusion the National Policy of Education and its Strategy for Implementation focus on the education of people with special education needs, in a perspective of integration in regular schools, wherever possible, and specially in cases of severe handicaps

**The Policy for the Handicaps** recommends that “The National System must ensure the handicapped in general, and people with special education needs, in particular, access to integration in educational institutions or in special schools, in pedagogic, technical and appropriate human conditions”.

**The National Plan of Action in the Area of Handicap 2006-2010**, is a multi-sector instrument with the following objectives: Promote plain participation, equality and training of handicapped people, and; ensure the principle of equal rights and opportunities. The implementation of this plan includes areas such as: (i) Vocational orientation and professional training, basic education and literacy for youth and adults; (ii) work and support to the need in the scope of poverty alleviation; (iii) intervention in the area of HIV/AIDS; (iv) medical services, rehabilitation and

family support; (v) Issues of handicapped women, and; (vi) youth, sport and development of the child.

The Ministry of Education and Culture, in fulfillment of the Five-Years Government Plans 1999-2003 and 2004-2009 uses the Strategic Plan of Education and Culture (PEEC) as strategy and instrument of implementation of government policies in the Sector of Education. “Combat exclusion, Renew the School” and “Make the school the pole of development consolidating by mozambicanity” are the mottos of the sector strategy in the last years. In the framework of the millennium challenges the Strategic Plan of Education and Culture has as its main objectives as, the expansion of access to education, the improvement of the quality of education, and reinforcement of institutional capacity. According to the Strategic Plan of Education and Culture 2006-2011, the Ministry *promotes the right of all children to basic education*. This right is based on the principle of inclusion, from which the main challenge is to ensure access to quality education to all children, youth and adults including those with special education need, of which the strategy is to warrant their integration in regular schools and train teachers.

According to the Strategic Plan of Education and Culture no group is excluded from the educational process, that is, from the process of education inclusion in the network of all levels of regular education. In this way, all the students ( children, youth and adults), including those with special education needs namely: super talented, with mental handicap, with hearing or visual handicap, with motor problems, health, language and speaking; with emotional perturbation; with disturbing behavior; with learning difficulties and vulnerable (orphans, girls, traumatized), among others are integrated in regular schools.



At the level of curriculum, the principle of inclusion means the promotion of equality of opportunities for all and each child, through:

- Student centred education
- Integration of local content in education as a way of making the curriculum more relevant to the communities
- Definition of competences and strategies of learning that promote equality, gender equity and respect to the handicapped
- Integration of transversal focus of competences relevant for the promotion of inclusion such as the capacity to deal with diversity, adoption of positive attitudes in relation to the handicapped, elderly and children and the development of good manners and responsible citizenship, and
- Development of differentiated pedagogy that respects the differences, learning rhythms, fighting the stigmatisation subjected to the pupils that do no progress in the normal course.

The transversality includes the development of values such as solidarity, love to the next, love to oneself, among others.

The learning materials are evaluated according to pre-established criteria to ensure that the materials are free from stereotypes related to gender, race, religion, ethnic group, among others.

Thus, the illustrations, texts, exercises or problems presented should promote equity and diversity.

## 2.2 Success achieved

The implementation of the instruments previously mentioned produced encouraging results of which it is worth mentioning the following:

- Increase in enrolments (3.4 million in EP1), particularly in the first cycle of primary school and specially in girls (46% EP1) and 3.3 times more in secondary schools (42% in ESG1 and 39% in ESG2 are girls);
- The rehabilitation of special schools in Maputo city where there are 40 special classes of students with hearing handicaps in regular schools;
- Launching of the program “Inclusive Schools” Where all the children study together including the handicapped
- Inclusion of 62.357 children with education special needs, from a universe of 4.844.077 students distributed as follow:

Type of education needs	Number of students
Visual deficiency	9 874
Hearing deficiency	13 157
Physical-motor deficiency	6 440
Learning deficiency	11 859
Mental deficiency	6 007
Behavior problems	4 426
Speaking problem	7 421
Multiple problems	3 173

- Integration of strategies and focus on inclusive education in the new models of teacher training for primary and secondary schools in the subject of Psycho-pedagogy
- Introduction of curriculums oriented to the development of competences for life
- Reduction of rates of repetition and dropouts as a result of the curriculum reforms in Basic Education (2004) General Secondary Education, Technical-Professional Education and Adult Education, provision of school books and teacher's guides.
- Abolition of school fees (2005), eliminating cost barriers for access and conclusion;
- Gradual introduction of the school feeding program (2002), which contributes for the improvement of access and retention of orphan and vulnerable children and girls;
- Decentralization of funds to schools through the Direct Support Program (ADE) with the involvement of the School Councils (2003);
- Introduction of school health activities: Pilot program for desparasitation in schools
- Implementation of the programs (family without illiteracy, regular literacy in two years with focus on women and girls that reaches 70%, literacy via radio that involves 500 thousand people and television 50.000. These actions led to the reduction of the rate of illiteracy from 93% in 1979 to 51.9% in 2005.
- Implementation of a Program of Fast Construction of classrooms, a fact that contributes for reduction of the distance between school and home and the dropouts;
- Introduction of Mozambican languages in the curriculum as a means of learning that confers the children the right to learn and write in the language they are competent in;
- Focus on the gender and HIV/AIDS issues both the level of to the Strategic Plan of Education and Culture and curriculum reforms;

- Introduction of the distance learning program, a fact that increases the opportunities of access to education to those excluded from the system;
- Introduction to innovation in schools to facilitate access to the handicapped;
- Retention of children and youth with special education needs at post-primary education;
- Existence of 23 handicapped teachers working in basic, secondary and higher educational institutions distributed as follows:

Type of handicap	Number of teachers and workplace
Visual	18 Primary schools in Manica and Sofala province
Blind	2 (Pedagogic University, 1 Health Sciences Higher Institution)
Deaf	1 Special School number 1 and Josina Machel Secondary School 1 Primary School in Tete province
Hippoacusic	1 Primary School, in Nampula province

- Transcription of national exams in *Braille*

In general the reforms introduced allowed the improvement of the internal efficiency of the system, that is, the gross rate of schooling, increase in completion rate and reduction of repetitions and dropouts, gender balance in the initial classes and integration of children with special education needs in regular schools.

### **2.3 Barriers to an effective inclusive education**

The access to education services has been facing some constraints that may jeopardize the targets established, despite of the encouraging results already achieved. Among the constraints faced by the educational system in Mozambique we can highlight the following:

Poverty is a factor of exclusion because it is associated with other social and cultural factors in the Mozambican society. In fact, the poverty in which most children live is aggravated by hunger, low level of schooling of the parents, HIV/AIDS among others. The abolition of school fees, the free distribution of the school books, the school feeding program, the direct school support program as well as scholarships, are some of the measures to alleviate the costs in education

Although there have been considerable progress in the access to the expansion of learning opportunities this is still one of the challenges of the system. In fact, up to 2006 there was still a huge number of (660 thousand) children of the age range of 6-12 outside the schools. The change of this scenario can be achieved through the construction of about 4100 classrooms each year with the involvement of the communities.

The regional differences are of significance given the fact that there are still discrepancies between boys and girls in the conclusion and dropout rates and visible differences in indicators such as admissions, conclusion and qualification of teachers with lower levels on the northern and zones and central compared with the south.

The existence of schools teaching three shifts, particularly in the peri-urban zones results in the reduction of the time of presence in school with implications in the acquisition of competences, mainly, reading and writing. Although there are 12 contact hours for Portuguese per week in the first cycle, in schools with one or two cycles, this time is reduced to 10 contact hours in the schools with three shifts. This fact associated with the weaknesses in the domain of methodology affects the process of learning reading and writing in the first cycle.

The language of instruction is one of the main barriers in the process of learning. In fact, most of the Mozambican children reach school without knowing how to speak Portuguese, the official language of instruction. To change this situation, the new curriculum of basic education, introduced in 2004, presents as one of the major innovations of the system the use of Mozambican languages. They can be used as supporting vehicle to learning, as subject and as means of learning in the bilingual program. This program has been experimented at national level in schools located in zones linguistically homogeneous. Although there are difficulties in the provision of materials, the program presents very encouraging results from the political, cultural and psycho-pedagogic point of view.

The stereotypes related to gender result in the practices related to social division of labor based on gender and are associated with premature marriage that places the girls in a vulnerable situation. Thus, programs to promote gender equity, that ensure access and retention of girls in schools, such as increase in enrolments of female teachers in teacher training institutions which contributes for the creation of secure environment in schools and hostels, the integration of the

gender component in the curriculums and concession of scholarships for the best students from the Teacher Training Institutions, were introduced, among other actions.

The shortage of trained teachers to deal with special education needs including specialized staff for severe handicaps is equally one of the constraints. It is becoming more relevant the need for pedagogic training of teachers in order to adopt adequate strategies to teach deaf, blind and other vulnerable children such as orphans, the poor among others. Thus actions are been developed that resulted the training of professionals as illustrated in the table below:

<b>Professionals</b>	<b>Invited to participated</b>
Central and provincial staff	320
Teachers	3000
School directors	1781
School group coordinators	322
Activist	18
Teachers from special schools for the deaf	22
Teachers from secondary schools	20

Despite the efforts undertaken the learning conditions in regular schools still are not adapted for the visual handicapped such as didactic materials in *Braille* and others specific for hearing handicapped (development of sign language to facilitate

communication between teachers and deaf students and these with their colleagues).

However, it can be emphasized that despite the constraints, the Mozambican education system presents as facilitator elements of the inclusion process as follows:

- The environment of peace and stability in the country
- Existence of a legal framework that promotes equality of rights, of opportunities and training of all citizens including those with educational special needs;
- Focus on the multi-sector problem of the inclusion of excluded groups and/or vulnerable;
- Adoption of policies and action plans for the inclusion of excluded groups that involves different relevant sectors

### **3. Challenges for quality Inclusive Education**

The challenges of education in Mozambique gravitate around the three main objectives of the Strategic Plan of the Ministry of Education and Culture, namely: expansion of access to education, improvement of the quality of education and reinforcement of institutional capacity. The main challenges are placed on the



Mozambican system of education to ensure education for children, youth and adults with special education needs are related to the following aspects:

- Focus on inclusive education in educational development policies and programs, at all levels;
- Recruitment of blind and deaf teachers;
- Creation of favorable environment to teacher training for the blind and deaf in the teacher training institutions;
- Training of trainers in the teacher training institutions in inclusive education;
- Production, printing and acquisition of didactic materials in Braille and other specified;
- Vocational and professional orientation of students with special education needs;
- Involvement of handicap associations in the educational development programs and;
- Functioning of regional centres

To overcome the problems currently faced the implementation of the process of school inclusion, the Ministry of Education has been adopting the following strategies:

- Consolidation of the integration of strategies of inclusive education in the programs of initial and in-service training;
- Initial teacher training in content and methodology related to special educational needs;
- Upgrading in-service teachers
- Integration in strategies and educational regulations of aspects relating to access and learning of students with special educational needs;
- Development of partnerships with parents and education guardians and association of the handicapped;
- Prosecution of the process of decentralization aimed at strengthening management capacity at provincial, district and school level;
- Increase in the period of presence of the students in school by eliminating the 3<sup>rd</sup> shift.

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