

GIZ GENDER COMPETITION 2022

GG1 Projects

Entry Name: Gender for Basic Education and Professional Training in Mozambique

Pro - Education Program Mozambique

1. Promoting gender equality

Gender in Mozambique and in Education Sector

According to the 2015 Human Development Index, Mozambique is ranked 181 out of a total of 188 countries and is ranked 139 out of a total of 155 countries in the UNDP's Gender Inequality Index (United Nations Development Program). UNDP summarizes that "gender inequality remains a major barrier to human development (...) girls and women (...) have not yet achieved gender equality/equity, which is why they are often subject to discrimination in the labor market ". Mozambique in 2010, highlighted inequality in 3 dimensions: a) reproductive health, b) empowerment and c) economic activities. Data on economic activities also show that, in Mozambique, structural inequality affects relations between men and women, as women work more than men and earn less than they produce (2016, Ministry of Gender, Children and Social Action - MGCAS). According to State Officials and Agents Statistics, women represent 39% of the workforce. 28% of Ministers are Women. The possibility of accessing education and training often means moving away from their place of residence, or staying away from home for an excessive time, which for women can be difficult due to their responsibility in caring for the family. This aspect often leads to women graduating much later or giving up their professional training for the family. Women who manage to complete the training in the recommended time do so with a lot of emotional and physical wear and tear due to overlapping responsibilities. On the other hand, situations of gender-based violence are visible in all forms in primary education, together with lack of knowledge about gender, lack of focal points in vocational training institutions and permanence of cultural stereotypes about gender in general, etc.

Gender in GIZ Pro-Education program

The Program, Basic Education and Vocational Education in Mozambique "aims to improve the quality of education, which is mainly reflected in insufficient learning outcomes for students, and the lack of professional orientation towards labor market entry. The program's objective is: „To improve the implementation of quality education in basic and professional training“.

Based on the conclusions of the gender analysis in the education sector in Mozambique, carried out in 2018, measures were designed to support institutions, for mainstreaming gender issues in the training environment. Thus, all officials, state agents, and future teachers, are trained and sensitized on gender issues, such as: gender equality and equity, gender stereotypes, gender-sensitive pedagogy, etc. The focal points at national, provincial, district and institutional levels coordinate and implement gender activities in their institutions, for example (debate sessions, radio debates, lectures, health and gender fairs, exhibitions on specific themes, etc). Gradually, institutions incorporate gender into their operating structure and policies. Please, see an example: [MP4 File viewer | Microsoft Teams](#)

Innovations and program results

- The Program developed, in partnership with the Ministry of Education and Human Development (MINEDH), a digital platform named “play and learn”, which includes content on gender, quizzes and methodologies for implementing different gender activities, in addition to spaces for users’ interaction. The focal points covered by the program use the tool. The platform was inserted in MINEDH's Distance Learning / Online page. MINEDH will expand the platform to focal points across the country. The platform’s management and updating of its contents will be ensured by MINEDH. To access the platform, see: <http://ead.mined.gov.mz/jogar/?pageid=4170#>
- Introduced for 289 trainers, 198 being men and 91 women (from the Teacher Training and TVET Institutes), teaching and learning methodologies that emphasize gender-sensitive communication and language, as well as the introduction of cross-cutting themes in day-to-day classes (trainer assessment will be carried out in 2022);
- Introduced for the first time, GBV theme for provincial inspectors. Inspectors will incorporate GBV aspects into inspection sheets for schools;
- Incorporated gender aspects in the pedagogical-administrative supervision instrument used in basic education institutions (instrument in use in 2021);
- Strengthened multi-sectoral GBV response mechanisms for dissemination and enforcement of laws at the school level (eg complaints boxes, complaints flow, dissemination of decrees, regulations, laws, etc. Through these mechanisms, girls are recovered from premature unions, go back to school if they drop out due to pregnancy);
- Target groups and communities reached through radio debates on the issue of vulnerability of women and girls in Covid's time19;

What to expect from the Program

In the **long term**, institutions are expected to regularly implement gender actions and promote gender equality and equity. On the other hand, training institutions incorporate the topic across their plans and budgets, as well as in their policies and other instruments.

In the **medium term**, institutions are expected to follow-up on gender actions and cases at institutional level or through other competent authorities, for example cases of sexual harassment and GBV in schools. It is expected to reduce gender stereotypes that contribute to gender inequalities in education, reduce premature unions and promote safer educational institutions for all.

2. Gender as a quality feature of our work

The recognition of our quality training and technical assistance on gender issues, is positively demonstrated by our partner institutions in basic and professional education, through replications and initiatives implemented by the same institutions, among which:

- Leadership: district directors, institutions directors, pedagogical directors and officials, all recognize the importance of the gender issue and provide more time and resources for gender focal points to implement activities in the institutions. In basic education, heads of general education and human resources departments work together for the first time on gender issues;
- The gender mainstreaming approach is being institutionalized in teacher training institutes and in professional training (creation of gender units);
- The institutions of the Salesian Network, for the first time, have implemented health and gender fairs, including awareness raising on gender stereotypes, and gender poetry contests;
- Focal Points recognize the importance of using digital tools for training and knowledge centralization (including the `play and learn` platform, online debates, etc.).

3. Gender and result-based monitoring

Processes, approaches and measures implemented in gender area have all been documented. Good practices and experiences are also shared among the actors in the process (focal points, gender coordinators from the provincial directorates, MINEDH technicians, cooperation partners in program-led national Gender Group sector in 2021: UNICEF, Embassy of Canada, UNESCO, Pathfinder, etc). A result-based monitoring system was developed for the whole program, including the definition and follow-up of gender-specific observation areas, to complete indicators:

Indicator 3 - 80% (40) of the 50 basic and vocational education institutions supported by the Project implemented 10 measures in the HIV/health and gender sectors, respectively.

Indicator 3.1 - 70% of HIV/Health and Gender Focal Points trained (97) and teaching staff (IFP trainers, VET trainers) (713) of the 50 supported education institutions have skills to deliver HIV measures, health and gender.

Finally, other instruments for our partner institutions' gender monitoring were developed: *district annual report on gender, data collection form on the mainstreaming approach to gender in teacher training, annual report on mainstreaming issues in technical and professional education institutions, gender-sensitive pedagogical supervision form.*

4. Cooperation

The Program developed a knowledge transmission approach, based on the Focal Points cascade (national, provincial, district, school level), who work with the employees within the institutions to which they belong (ministry. On the other hand, the Program promotes the knowledge transmission from trainers to trainees, who are future teachers. Within the team, it created synergies with other components (specialized in teacher training, professional technical education, general education). For counterparts at national and provincial level, it contributes to strengthen the collaboration of State institutions (Education, Youth and Sports, Gender and Social Action, Health), with other organizations (partners in education and health sectors); and promotes interaction with officials at all levels (provincial directors, institute directors, district directors, provincial department heads, district department heads, school directors, community leaders).

Due to the mainstreaming nature of gender equality, and the high number of institutions supported throughout the country, the program focused, right from the start, on developing stakeholder maps (Capacity Works tool) at national and provincial levels, to guide actions and partnerships. It also found inspiration in gender tools previously designed by other GIZ programs in Mozambique and other parts of the world.

The main challenges are:

- Mobility of sector officials and agents, including focal points: due to the programme's success, trained focal points often end up moving up in their careers, towards higher responsibility positions at school, district or provincial level;
- Permanence of entrenched cultural gender stereotypes, despite so many debates and awareness;
- Decentralization: the creation of a second education authority at provincial level, made the work of advocacy and technical advice on gender and cross-cutting issues more complex;
- Lack of financial resources in the education sector to implement activities, and weak prioritization of cross-cutting themes by the sector;
- COVID19: the closure of schools for long periods of time, has led to unprecedented situations of violence against women and girls in the community, including premature unions, especially in distant areas.

The main factors for success are:

- Leadership engagement at all levels
- The existence of national mechanisms and institutional frameworks: *Law 19/2019 on Preventing and Combating underage marriages in Mozambique, Law 29/2009 on Domestic Violence Against Women, Law 6/2008 on Trafficking in Human Beings, Ministerial Diploma 36/2019 of April 17 on Combating Corruption and Sexual Harassment TVET*
- Training of Focal Points and constant exchange of experiences, including constant and consistent use of ICTs