

Selected 2011 GPS Key Results: MOZAMBIQUE Ministry of Education



UN Region: Sub-Saharan Africa

HIV Prevalence (2009): 11.5%

Date completed 2011 GPS: 17.04.2012

STRUCTURE OF EDUCATION SYSTEM

Age	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Level							Lower Primary				Upper Prim		Lower Secondary			Upper Sec			
Grades/Forms							1	2	3	4	5	6	7	8	9		10	11	12

LEARNER NUMBERS BY LEVEL -2010

	Pre Primary	Primary	Secondary	Total
Pupils		5277868	671902	5949770

TEACHER NUMBERS BY LEVEL -2010

	Pre Primary	Primary	Secondary	Total
Teachers		90236	19222	109458

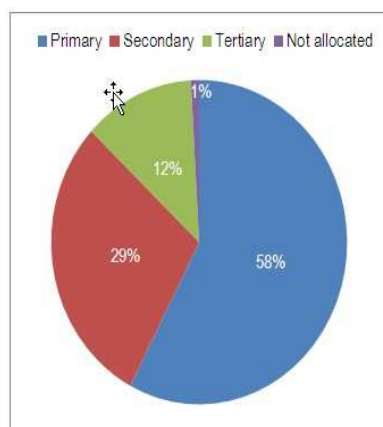
PERCENTAGE CHILDREN OUT OF SCHOOL -2010

	Primary	Lower Secondary	Adult literacy rate (estimate): 55.1 -2009
	8	34	

PERCENTAGE TRAINED TEACHERS BY LEVEL -2010

Percentage trained	Pre Primary		Primary	Secondary
	Male	Female	72	75
			81	80

PUBLIC EXPENDITURE BY LEVEL (2006)



% Public Expenditure spent on Education: 21 -2006
 % Expenditure on Teacher & Support staff salaries: 59.2 -2006

CHILDREN ORPHANED

Children (0-17yrs) orphaned by AIDS ('000): 670 (UNICEF 2009)	Learners in the basic education system who have been orphaned ('000): 776.75
Children (0-17yrs) orphaned due to all causes ('000): 2100 (UNICEF 2009)	

1. EDUCATION SYSTEM

• Is total enrolment in your schools, over the last 10 years; growing, shrinking or remaining stable?	Pre Primary	Male	Shrinking
		Female	Growing
	Primary	Male	Growing
		Female	Growing
Secondary	Male	Growing	
	Female	Growing	
• Total public expenditure (in local currency) on education	23502000000 Metical		
• Estimate % of teachers employed who permanently left the system in the last academic year for any reason (e.g. retirement, resignation, promotion, illness, death etc.)?	0.95		
• Number of learners in the basic education system who have been orphaned	Male	407495	
	Female	369260	
	Total	776755	

2. MINISTRY OF EDUCATION HIV&AIDS STRUCTURES

National Level

• At the national level, do you have a dedicated committee or management unit that is responsible for coordinating the response to the HIV&AIDS epidemic?	Committee	Yes
	Unit	Yes
○ If there is a management unit, how many permanent staff members does it have?	Unit	7
○ If there is a committee or management unit, does it include senior staff?	Committee	Yes
	Unit	Yes
○ If there is a committee or management unit, does it have a dedicated budget?	Committee	No
	Unit	Yes
○ If there is a committee or management unit, have members received orientation training?	Committee	No
	Unit	Yes
○ If there is no management unit, are there staff at the national Ministry level who only deal with HIV&AIDS issues?		Yes
		Yes
▪ If Yes, are they at a senior level?		Yes
		n/a
• Is the Ministry involved in any current application for funding to any donor or development partner?	HIV&AIDS	Yes
	Tuberculosis	No
	Malaria	No

• Confirm the number of funding applications submitted in last 10 years (estimate % that have been successful)?		
• Estimate the % of financial resources available (total HIV&AIDS budget) in the last financial year, which came from the following sources: ¹	Internal/ Government	0
	External/ Donor	100

Representation on HIV&AIDS coordinating structures			Funds allocated and percentage utilized by the National HIV&AIDS coordinating structures by focus area				Areas of training provided to HIV&AIDS coordinating structures		
	National Committee	National management unit		Funds allocated	How funds are shared	% Funds utilised		National Committee	National management unit
Planning	✓	✓	Prevention (including awareness & behaviour change)	✓		75	HIV&AIDS Impact	✓	✓
Finance Management	✗	✓	Access/Referral to Care and Support	NR			Response Management	✓	✓
Curriculum Development	✓	✗	Curriculum Development	NR			Mainstreaming	✓	✓
Human Resources Management	✓	✗	Mainstreaming	NR			Programme Budgeting	✓	✓
EMIS/Statistics & Research	✓	✗	Planning	NR			Monitoring and Evaluation	✗	✓
Monitoring, Evaluation & Reporting	NR	✗	Monitoring & Evaluation	NR			Reporting	✗	✓
External partners – e.g. teacher unions, PLHIV, NGOs, etc.	✗			NR			Gender Equality and Sensitivity	✗	✓
							Healthy lifestyle, the art of communicating		

Regional and District Level		
• Do you have decentralized structures responsible for managing a response to the HIV&AIDS epidemic?		Yes
○ If Yes, do they include senior staff		Yes
○ If Yes, do they have sufficient dedicated resources (budgets) for the task? ²		Yes
• What % of schools have working groups or committees that address HIV&AIDS-related matters? ³	Pre Primary	
	Primary	60
	Secondary	90
• Rank the HIV&AIDS roles and functions of decentralized structures in order of importance	Planning	1
	Program Implementation	1
	Monitoring ⁴	1
	Evaluation	4
	Reporting	4
	Other:	1 Capacity building, training

3. ENABLING ENVIRONMENT				
• How often have you heard your Education Minister speak publicly about the impact of HIV&AIDS on the education sector?				Often
• Are HIV&AIDS response plans and implementation reports regularly reviewed at senior education management meetings?				Yes
• Does HIV&AIDS feature in the annual work plans of Teacher Unions and/or the Teacher Service Commission?				Yes
• Does the Ministry provide school-fee waivers and exemptions for the poor, orphaned, vulnerable or HIV&AIDS-affected? ⁵				Yes
• Levels of education that receive free education	Pre Primary	No	Lower Primary ⁶	Yes
	Upper Primary	Yes	Lower Secondary	No
	Upper Secondary	No	Tertiary	No
• Does the Ministry of Education have a specific education sector HIV&AIDS policy?				Yes
○ If Yes, estimate how well this has been implemented?				26 - 50%
○ If Yes, provide date of original adoption and publication?				13.06.2006
○ If Yes, has it been revised since its adoption				Yes
○ If Yes, when has it been revised since its adoption				
○ If No, are HIV&AIDS issues mainstreamed in the national Education Sector Policy?				n/a
• Does the Ministry of Education have a workplace policy addressing HIV&AIDS impact?				Yes
○ If Yes, estimate how effective this workplace policy is in addressing HIV&AIDS impact?				51 - 75%
○ If Yes, provide date of original adoption and publication?				
○ If Yes, has it been revised since its adoption and if so, when?				No
○ If Yes, when has it been revised since its adoption				n/a
• Have Education Sector HIV&AIDS-related policies been regularly reviewed since their introduction?				Yes
○ If "Yes", indicate how often these policies are reviewed?				Every 2 - 5 years
• Have other Ministry rules and regulations been reviewed to address the impact and implications of HIV&AIDS?				Yes
• Is Education included in the National HIV&AIDS Strategy?				Yes

¹ The common fund FASE of money to the Ministry. Teaching Primary on and priority of PHASE. PHASE suggestion on the percentage of programs for HIV& AIDS.

² Part of the common fund FASE for Education.

³ The theme of HIV&AIDS is integrated in principle in all schools. The pre-primary education is with the Ministry of Women and Social Action. In the Technical Education and Formation of Teachers and the level of 90%.

⁴ Monitoring and evaluation still a weakness but in reports of Provincial Education Departments there is a component on HIV&AIDS.

⁵ Basic education until the seventh grade and is free for all.

⁶ The ages are related, especially in the field because there are many children who start late at school.

4. HIV&AIDS MAINSTREAMING AND IMPLEMENTATION		
• How seriously does the education sector regard the impact of HIV&AIDS on the sector? ⁷		Major problem
• Is there an Education Sector HIV&AIDS strategic plan in place?		Yes
o If Yes, in what year was this plan developed?		2005
o If Yes, in what year was this plan introduced?		2006
o If Yes, is there an action plan for the implementation of this strategic plan?		Yes
o If Yes, to what extent is this plan funded?		51 - 75%
o Estimate the % implementation of this strategic plan?		26 - 50%
• Is HIV&AIDS response mainstreamed in the education management and planning process at the National level?		Yes
o If Yes, estimate the effectiveness of mainstreaming HIV&AIDS response?		26 - 50%
• Does the education sector have an Education Information Management System (EMIS)?		Yes
o If Yes, has the EMIS system been reviewed and amended to include HIV&AIDS-sensitive indicators?		Yes
o What was the most recent year for which EMIS captured and reported on these indicators?		2009
o Has EMIS undertaken any HIV&AIDS trend or impact analysis?		Yes
• Is HIV&AIDS considered (e.g. as a line item) when making and budgeting district level plans?		NR
• Has the Ministry decentralized any of its data collection and processing (EMIS) systems?		NR
• Is HIV&AIDS-relevant data (e.g. teacher absenteeism/attrition, incidence of orphaning, etc.) being collected at decentralized levels of the system?		NR
• Has an assessment of the impact of HIV&AIDS on the education sector been conducted?		Yes
o If Yes, in what year did this assessment take place?		
o If Yes, how much of the country did this assessment cover?		26 - 50%
o Have the key findings of this assessment been published		NR
o When were the key findings of this assessment published		In process
o If no assessment has taken place, is one planned		
o When is an assessment planned		
• Identify and rank 5 key barriers to implementation	1	
	2	
	3	
	4	
	5	

5. HUMAN RESOURCES		
• Has an analysis of the impact of HIV&AIDS on demand and supply of human resources in the education sector has been conducted?		Yes
• Is there evidence of increased teacher attrition (e.g. permanent loss) in the system?		Yes
o If Yes, are there plans to increase teacher recruitment and training?		Yes
• Have human resource policies been reviewed and amended to minimize vulnerability and susceptibility to HIV&AIDS (e.g. attention to safety in the workplace, avoidance of teacher deployment away from their families, etc.)		Yes
o If Yes, indicate how often these policies are reviewed?		Every 5 - 10 years
• Are human resource issues possibly related to HIV&AIDS impact being monitored and reported on (e.g. absenteeism, sick leave, compassionate leave, attrition, increasing pension costs)?		Yes

6. EDUCATION SECTOR WORKPLACE HIV&AIDS PROGRAMS		
• Does the Ministry have a gender-sensitive HIV&AIDS awareness program for all its employees?	National	Yes
	District	Yes
	Education institution	In process
• Does the Ministry have a program aimed at preventing HIV infections among staff?		Yes
o If Yes, are these prevention programs gender sensitive?		Yes
• Have gender-sensitive guidelines for implementing universal precautions and ensuring safety in the workplace been developed for use by all staff?		Yes
• Do Education Ministry teachers and staff have access to HIV voluntary counseling and testing (VCT) facilities?		Yes
o Estimate % teachers and staff who have such access?		51 - 75%
o Estimate % teachers and staff who use these facilities?		51 - 75%
• Has a referral system for access to HIV&AIDS treatment been established for Education Ministry teachers and staff?		Yes
o If Yes, estimate % effectiveness of this referral system?		26 - 50%
• Does the Ministry have a policy of non-discrimination with regard to recruitment, advancement, continued employment and benefits for personnel affected by HIV&AIDS?		Yes
• Does the Ministry of Education enforce confidentiality of information about Ministry employees affected by HIV&AIDS?		Yes
• Are there accessible outlet points within or in the vicinity of all education sector workplaces (e.g. offices, schools or educational institutions) for the distribution of condoms?		No

⁷ Part of Strategic Plan

7. HIV&AIDS AND THE CURRICULUM

Topics included in the core curriculum; support materials developed; and confirmation of adaptation of tertiary curriculum by level of education

	Inclusion in core curriculum ⁸				Support materials developed				Tertiary curriculum adapted ⁹
	Lower Primary	Upper Primary	Lower Secondary	Upper Secondary	Lower Primary	Upper Primary	Lower Secondary	Upper Secondary	
Generic life skills	✓	✓	✓	✓	✗	✗	✗	✗	✗
Adolescent and reproductive health	✓	✓	✓	✓	✗	✗	✗	✗	✗
Sexuality education	✓	✓	✓	✓	✗	✗	✗	✗	✗
Gender equality and empowerment	✓	✓	✓	✓	✗	✗	✗	✗	✗
HIV&AIDS and other STIs	✓	✓	✓	✓	✗	✗	✗	✗	✗
Stigma and discrimination, including homophobia	✓	✓	✓	✓	✗	✗	✗	✗	✗
Family life and inter-personal relationships	✓	✓	✓	✓	✗	✗	✗	✗	✗

• Estimate the % of schools in which these issues are covered in the curriculum and taught, by school level: ¹⁰	Lower Primary		Upper Primary		
	Lower Secondary		Upper Secondary		
• Is HIV&AIDS and related life skills issues a compulsory part of the curriculum?					No
• Is the HIV&AIDS subject area examinable?					No
• Has there been an orientation process for parents regarding life skills-related programs in schools?					No
o If Yes, indicate frequency of orientation sessions?					n/a
o If Yes, indicate whether this orientation process is ad hoc (e.g. limited to informal local initiatives) or formally structured across the system?					n/a
• Have efforts been made to ensure that religious, community and/or traditional leaders support the HIV prevention approach adopted by the education sector, the messages it communicates and the materials it uses?					No
o If Yes, estimate % effectiveness of these efforts?					n/a
o If Yes, indicate whether these efforts are ad hoc (e.g. limited to local initiatives) or systematic?					n/a
• Estimate the % of students in the tertiary sector who have open or regular access to HIV&AIDS information, awareness and prevention materials through their educational institutions?					

Is there professional preparation of teachers through orientation and training in the following subject areas, by level?

	Primary Training		Secondary Training	
	Pre Service	In Service	Pre Service	In Service
Orientation Generic life skills	✓	✓	✓	✓
Orientation Adolescent and reproductive health	✓	✓	✓	✓
Orientation Sexuality education	✓	✓	✓	✓
Orientation Gender equality and empowerment	✓	✓	✓	✓
Orientation HIV&AIDS and other STIs	✓	✓	✓	✓
Orientation Stigma and discrimination, including homophobia	✓	✓	✓	✓
Orientation Family life and inter-personal relationships	✓	✓	✓	✓

Where orientation sessions for parents are conducted, they include the following topics

Sexuality education	
Life Skills	
Adolescent and reproductive health	
Gender	
STIs	
HIV&AIDS	
Homophobia and discrimination	

• Have systems to monitor the success of HIV&AIDS prevention messages throughout the education system been established?	No
o If Yes, how often are the results of this monitoring reported?	n/a
• Have efforts been made to include out-of-school youths in life skills and HIV&AIDS awareness efforts? ¹¹	Yes
o If Yes, estimate % the success of these efforts?	26 - 50%

8. ORPHANS AND VULNERABLE CHILDREN

• Does the Ministry have a system for identifying and categorizing orphans and vulnerable children? ¹²	No
• Does the Ministry have a gender-sensitive program to address the needs of orphaned and vulnerable children in the education system?	No

⁸ They are not given as individual disciplines, but enter the curriculum as interdisciplinary themes. This has to do with cultural taboos, and it is not easy to call things by their names because they would be rejected so instead are integrated into the regular curriculum in related areas. There is a risk that nothing will be taught and it depends on each teacher to address the issues. Therefore attention to this issue should be the important business of teacher training institutes.

⁹ Universities focus on the sciences, and it is not part of other subjects in school.

¹⁰ In principle in all schools (but not as transversal or separate disciplines).

¹¹ It is not in the Ministry of Education, but is the responsibility of the Ministry of Youth and Sport, working with Youth Associations.

¹² This is done by the Ministry of Women and Social Action, which seeks to provide free education for these children, to help integrate them into school and receive support (such as school supplies).

11. SELF-ASSESSMENT AND PRIORITIZATION

How would you rate your Ministry, in terms of the implementation of response in each of the following areas?	Rank order	Low					High
		1	2	3	4	5	
Ministry of Education HIV&AIDS structures	4						
Enabling environment for an effective response to HIV&AIDS	4						
HIV&AIDS mainstreaming and implementation	3						
Human resources adaptation to the impacts of HIV&AIDS	3						
Workplace HIV&AIDS programmes	4						
HIV&AIDS and the curriculum	3						
Orphans and Vulnerable Children	3						
Partnership development in response to HIV&AIDS	4						
Research guiding the response to HIV&AIDS in the education sector	2						

Rank the following priority areas in order of importance for funding	Rank order	Most important					Least important			
		1	2	3	4	5	6	7	8	9
Ministry of Education HIV&AIDS structures	5									
Enabling environment for an effective response to HIV&AIDS	9									
HIV&AIDS mainstreaming and implementation	2									
Human resources adaptation to the impacts of HIV&AIDS	4									
Workplace HIV&AIDS programmes	6									
HIV&AIDS and the curriculum	1									
Orphans and Vulnerable Children	7									
Partnership development in response to HIV&AIDS	8									
Research guiding the response to HIV&AIDS in the education sector	3									

Rank the following priority areas in order of importance for Technical assistance	Rank order	Most important					Least important			
		1	2	3	4	5	6	7	8	9
Ministry of Education HIV&AIDS structures	5									
Enabling environment for an effective response to HIV&AIDS	8									
HIV&AIDS mainstreaming and implementation	1									
Human resources adaptation to the impacts of HIV&AIDS	4									
Workplace HIV&AIDS programmes	7									
HIV&AIDS and the curriculum	3									
Orphans and Vulnerable Children	6									
Partnership development in response to HIV&AIDS	9									
Research guiding the response to HIV&AIDS in the education sector	2									

Rank the following challenges to HIV&AIDS response implementation	Rank order	Most challenging					Least challenging				
		1	2	3	4	5	6	7	8	9	10
Lack of leadership	3										
Funding/budget constraints	6										
Human Resource capacity and skills limitations	4										
Stigma and discrimination	10										
Lack of HIV&AIDS mainstreaming	2										
Lack of data and management information	9										
Little or no research	7										
Lack of training and orientation	5										
Ineffective monitoring, evaluation and reporting	8										
Lack of mandatory HIV&AIDS subject coverage in the curriculum	10										