

support schools. Engagement in schools from parents, carers and the wider community is varied, largely reflected in the varying degrees to which school councils function effectively.

- **Political economy elements impact the implementation of reforms.** There is broad recognition that various processes in the education system are affected by political interests, and certain roles are far more linked to political affiliation than to merit or competency. This has an impact on attendance and absenteeism, particularly of teachers, as they are periodically required to undertake political tasks which take them out of the classroom. Recruitment of teachers in training institutes is also affected by the political economy, as teachers are often recruited based on political party affiliation. Nomination of school directors tends in some cases to be on a political basis as is the attribution of some contracts for construction. The lack of transparency and politicisation of education jeopardises the quality of education provision, which in turn leads to poor learning outcomes. This requires strong strategic policy dialogue skills for the relations with Ministry of Education as well as other key line Ministries in order to implement high priority reforms.
- **Decreasing budget allocation to the education sector and fragile Public Finance Management system.** While domestic finance is mostly allocated to pay teachers' salaries, external funding is crucial to enable quality investments in education, to cater for the growing number of students and to deliver on the ambitious reforms. The situation became even more crucial for Government with the COVID-19 pandemic needs coupled with ensuring the continuation of services, while facing a deteriorating security situation in the North. Yet, there is a severe economic crisis to address all the needs. The Education sector's share of government spending had dropped in 2020 and 2021 in favour of spending in the Health and Social Protection sectors to respond to the COVID-19 pandemic. The proposed sector's share of state budget is not back at pre-pandemic levels but it is even lower than that in 2020 and 2021: 15.6 % of the entire proposed budget³⁵.
- **Vulnerability to climate and natural disasters in the educational sector.** Mozambique is highly vulnerable to natural disasters and severe weather events linked to climate change. These have had dramatic impact on the education sector affecting significantly school attendance but also classroom damage and destruction. Considering the type of school construction materials (local and mixed materials) in many cases these are too fragile to resist to strong winds, floods and cyclones³⁶. To ensure continuation of teaching and learning, significant investments such as temporary learning spaces, teaching and learning materials, school equipment and logistics are needed as the long-term impacts are quite significant.

Identification of main stakeholders and corresponding institutional and/or organisational issues (mandates, potential roles, and capacities) to be covered by the action:

Ministry of Education and Human Development (MINEDH)³⁷: primary implementer of the action and main duty-bearer of basic education services in Mozambique. Directorates are responsible for the key functions of education provision: Directorate of Planning and Cooperation, playing a central role in the sector strategic planning and dialogue process with partners; Directorate of Administration and Finance responsible for budgeting, financial execution and monitoring of FASE funds; Teacher Training Directorate responsible for planning and control of the teacher training system, which is provided largely by teacher training institutes; Directorate of Cross Cutting issues deals with important issues such as gender mainstreaming, equity, education in emergencies and climate change; Directorate of Infrastructures dealing with school construction and rehabilitation amongst others.

At the sub-national level, planning and budgeting are overseen by the Ministry's **provincial directorates and district services (SDEJT)**. The majority of spending (65 %) is at district level, with SDEJTs responsible for teacher recruitment, salaries and school supervision. A system of School Clusters is in place for in-service training and support to school management.

At school level, stakeholders include **the school directors, the school councils and teachers**; school directors are accountable to the district administrator, who reports to the provincial governor. Every school should have a school

³⁵ Budget Memo, Mozambique Analysis of the Social Sectors in the 2022 State Budget Proposal, UNICEF November 2021.

³⁶ Education and Emergencies Strategy: Preparedness, response and recovery of education sector in situations of emergency (2020-2029), MINEDH 2020.

³⁷ The education system is composed of six sub-systems, namely pre-school education, general education (covering primary and secondary), adult education, professional education, teacher training, and higher education. Higher education is under Ministry of Science, Technology and Higher Education. Vocational training has recently become part of a separate Secretary of State.