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RESEARCH BRIEF

FEBRUARY 2020

TOWARDS GENDER TRANSFORMATIVE EDUCATION - RESEARCH AND ACTION TO IMPROVE GENDER IN MOZAMBIQUE

INTRODUCTION

Effective and engaged teachers are the key to high quality education and play a crucial role in a country's ability to provide improved learning outcomes for children and to contribute to the realization of gender equality. Teachers' beliefs about girls' abilities and their awareness of how to support and engage both girls and boys can change attitudes towards girls' education and make a difference in lives of all children. This research brief examines the everyday reality of pre-service teachers while in training for their future profession, in order to understand how to increase gender awareness and eliminate sexual harassment and gender based violence at teacher training colleges in Mozambique. In particular, this paper will focus on the results of a Gender Study undertaken by CODE and Associação Progresso Mozambique as part of the BETTER project. The study aimed to shed light on pre-service teachers' experiences in teacher training colleges, in particular how sexual harassment, emphasis on traditional gender roles, and attitudes towards female pre-service teachers' abilities shape their education and may create barriers to their success. This brief will then outline CODE's response to this study, with a series of recommendations and an action plan for how to address some of these challenges in order to create a truly engaging, high quality and gender transformative education system at the levels of both policy and practice.

By conducting in-depth studies and sharing our analysis, learning, and recommendations to a wider audience, CODE seeks to expand the impact of our programs. We aim to support a climate of sharing good practices that align with Sustainable Development Goals (SDGs) 4 and 5, in order to improve girls' and boys' education through high quality, gender responsive pedagogy and advocacy to challenge and transform gender inequality in education systems.

TRANSFORMING TEACHER TRAINING IN MOZAMBIQUE - THE BETTER PROJECT

The Better Education through Teacher Training and Empowerment for Results (BETTER) is a seven year, Global Affairs Canada and CODE co-funded project to support pre-service teacher training in Mozambique. Implemented by CODE and its Mozambican partner Associação Progresso from 2015 to 2022, the ultimate goal of BETTER is to improve the quality of education for primary students by improving the quality of teacher education at four teacher training colleges in Cabo Delgado, Tête, Niassa, and Maputo provinces. Working in close coordination with the Mozambican Ministry of Education (MINEDH), BETTER aims to reinforce the use of student-centered and gender transformative pedagogy in the project teacher training colleges and primary schools, strengthen teachers' skills to teach language and literacy, improve supervision and coaching for aspiring teachers during their practica, strengthen school management in placement schools, and improve the quality and quantity of materials to support language and literacy instruction. The BETTER project advocates for educational policies that support gender equality, and challenges social norms regarding gender in classrooms and in the education system as a whole.

Mozambique, whose colonial past and post-independence civil war has made it one of the world's poorest countries¹, has made great gains in educating its citizens. Between 2009 and 2014, the net enrollment of 6 year-olds rose from 67% to 82%, the pupil-teacher ratio shrunk from 69 to 62, and gender parity in Grade 1 stabilized at 0.94² Mozambique's Education Strategic Plan for 2012-16³ aspired to build on the momentum of these gains to promote equity and improve the quality of education. However, by 2015, it was clear that 'most of the Strategic Plan's targets [would] not be met.'⁴ While virtually 100% of 6-10-year-olds matriculated in grade 1, only 70% reached grade 3. The 2013 National Assessment showed that the children who did make it to grade 3 were not necessarily receiving quality education, with less than 7 percent of them demonstrating basic literacy skills.⁵

The low quality of teacher education is a key challenge faced by the education sector in Mozambique. According to the World Bank⁶, there was a high level of absenteeism amongst teachers, with 45% not at school during monitoring visits, and low results in teacher assessment in mathematics, language and pedagogy (29%), which, according to the study, are the two most important determinants of pupil learning outcomes.⁷ Results shared during the Annual Review Meeting of the Education Strategic Plan (ESSP) in March 2017 confirmed the continued decline in the quality of education. MINEDH reported that while admission rates surpassed the goals for 2016, the retention rate of primary students continued to decline. In 2016, only 62.8% of the students (62.4% among girls) enrolled in grade 1 reached grade 3. Furthermore, only 4.9% of the pupils assessed as participants in the National Reading Evaluation in 2016 could read fluently and comprehend what they read, compared to 6.2% of pupils in 2013. This means that although most Mozambican children presently enroll in primary school, the vast majority of them leave primary school without gaining basic literacy and life skills that could benefit their socio-economic wellbeing.

GENDER TRANSFORMATIVE PEDAGOGY

Aligned with the goals and priority actions of Mozambique's Education Sector Plan and with the Government of Canada's Feminist International Assistance Policy, BETTER mainstreams gender into all aspects of the program. Gender transformative education is a foundation for gender equality, with research consistently showing that women's educational levels strongly correlate to other beneficial behaviours and outcomes, including better health, economic development, and higher schooling rates for their own children, including girls.⁸ UNESCO (2014)⁹ defines gender transformative as:

"Policies and initiatives that challenge existing and biased/discriminatory policies, practices, programmes and affect change for the betterment of life for all (p. 61)." CODE recognizes the complexity of initiating change and the key role that teachers play in increasing awareness on gender equality and the success of a gender transformative educational system. At the UNESCO 2011 General Conference:

..an overwhelming number of UNESCO Member States – both from developed and developing countries – underlined 'teachers' as the key area of focus in addressing education quality, gender equality and the equitable provision of education for all... One important step towards achieving gender equality is to mainstream gender in the education process through curricula and teacher training (UNESCO, 2015, p. 13).

The foundation of the BETTER project is to challenge the discriminatory gender norms of existing policies and practices in classrooms and in the education system through gender transformative pedagogies in classrooms, extracurricular activities that challenge and change attitudes, and advocacy for gender transformative policies. Developing and delivering high quality gender transformative education allows countries to move towards achieving SDGs 4 and 5.

¹ UNDP, *Human Development Report 2015*, lists Mozambique as number 180 of 188 countries indexed.

² <https://www.globalpartnership.org/blog/more-children-learn-mozambique>

³ <https://www.globalpartnership.org/content/mozambique-education-strategic-plan-2012-2016>

⁴ MINEDH (2015), *A Escola É Nossa! Plano Operacional 2015-2018*, 28 Feb 2015.

⁵ <http://documents.worldbank.org/curated/en/281791495480151135/pdf/MOZAMBIQUE-PAD-05152017.pdf>

⁶ <https://openknowledge.worldbank.org/bitstream/handle/10986/21917/Mozambique0service0delivery0indicators.pdf?sequence=1&isAllowed=y>

⁷ *ibid.*

⁸ <http://www.ungei.org/GRESP-policy-note-LNGB-Sep-2019-SPREADS.pdf>

<http://www.ungei.org/resources/files/Missed-opportunities-high-cost-of-not-educating-girls-World-Bank-July-2018.pdf>

<https://www.globalpartnership.org/sites/default/files/2019-06-gpe-gender-brief.pdf>

⁹ UNESCO Priority Gender Equality Action Plan: 2014-2021

As part of their initiative to train teachers and head teachers on gender awareness and equality in early years classrooms, the Forum for African Women Educationalists (FAWE) notes that “the role of school management in creating a gender-sensitive and conducive physical environment was a critical component in the intervention (p. 4).”¹⁰ BETTER trains pre-service teachers and their educators in teacher training colleges, and crucially also provides training to education officials. The involvement of these officials can have a significant lasting impact on the continued mainstreaming of gender transformative approaches, which may flounder without their institutional support. BETTER also influences curriculum and educational policy, which ensures sustainability as gender transformative pedagogy and gender equality are embedded into these areas. As noted by Wanjama and Njuguna (2015) in their study on FAWE’s gender initiatives in schools, “[a]ccording to case study research, the best option of replicating and scaling up GRP (gender responsive pedagogy) is through pre-service training (p. 8)”¹¹. The focus of BETTER is to strengthen pre-service teacher training to equip these future teachers and leaders to engage their students with gender transformative, participatory, and child-centred pedagogy.

THE GENDER STUDY

CODE recognizes that girls face many barriers to accessing and completing quality education based on beliefs about the role of women at home, at school, and in their communities. Girls that make it to school and as far as post-secondary education, like the female pre-service teachers participating in the BETTER project, have already surpassed what the vast majority of other women in their country achieve. They can be role models for girls that they will teach in their classrooms. However, the barriers they have overcome continue during their teacher education. In order for them to fully succeed and to create truly equitable education, these barriers must be made visible and addressed. In addition, this important work of changing attitudes towards girls and women must not only include female teacher educators, pre-service teachers, and officials - engaging men in the conversation is crucial, as true transformation must come from all of those involved in the education system.

At the beginning of the BETTER project in 2015, CODE and Associação Progresso conducted a baseline assessment on attitudes towards gender and experiences of sexual harassment in the project teacher training colleges. Results showed that only 25% of female pre-service teachers and none of female teacher educators indicated knowledge of policies at the colleges that promoted a safe environment and equal opportunities for pre-service teachers. Significantly more male respondents indicated that they knew of these policies. Female pre-service teachers reported not having adequate female leaders and role models to whom they could turn when they had issues with harassment, abuse, violence, or even the need for female hygiene products.

While analyzing the results, the team identified that some responses appeared to minimize the frequency and severity of sexual harassment and negative attitudes towards women’s abilities and equality. For example, 98% of pre-service teachers reported no experience with harassment or gender-based violence. This contrasts sharply with other research on the pervasiveness of sexual harassment and gender-based violence (GBV)¹² and these responses were flagged in the assessment as needing further investigation. The researchers noted that data gathered through self-reporting on sensitive topics was a major limitation of the assessment.

A lesson learned from this initial data collection is that with the short deadlines often required to conduct and submit a baseline assessment at the beginning of a project, there is rarely a strong relationship between project staff and participants to gather accurate data on extremely sensitive subjects such as sexual harassment. This is a consideration for all projects dealing with sensitive topics including gender as people will tend to open up and share as they feel trust and confidence in the project and greater comfort with project staff to support them in disclosing their true experiences and beliefs in a safe manner.

Not only do teacher educators have power over the pre-service teachers in classrooms, the structure of the education system means that the everyday lives of pre-service teachers are strongly dependent on and controlled by the teacher training colleges. For example, pre-service teachers, who live at the college, must obtain permission to leave the campus. This power dynamic and lack of safe spaces to disclose sensitive information is further compounded by the resistance of some teacher educators and others in leadership positions at the colleges to participate in the project.

¹⁰ https://issuu.com/fawe/docs/grp_in_ece_toolkit_english

¹¹ Wanjama, L. and Njuguna, F. (2015) *Documentation of Gender Responsive Pedagogy as a Best Practice*. Kilimani, Kenya: Forum for African Women Educationalists.

¹² Gennari, Floriza, Harris-Sapp, Simmons, and Messner (2016) ; Parkes & Heslop, 2013

In order to dig deeper into the everyday reality of gender equality in the teacher training colleges and to address the concerns raised about some of the self-reported data in the baseline assessment, the BETTER team conducted an in-depth Gender Study in late 2018. The results of this study, presented below, will inform the priorities for the remainder of the project as well as providing valuable learning for the Mozambican government and other stakeholders advocating for increased gender equality in education.

The BETTER team worked with gender and education experts from McGill University to develop the aims and protocol of the BETTER Gender Study, which was implemented by two Mozambican consultants at the four teacher training colleges participating in the project. BETTER's Gender Study included focus groups with 93 pre-service teachers (47 female, 46 male), written narratives, interviews with key informants, a survey given to 671 pre-service teachers and 25 teacher educators, and an analysis of project documents. Data collected through the survey was shared and discussed with the gender focal team from each teacher training college and an end of data collection workshop was held at each college to discuss and confirm the initial findings.

FINDINGS

In general, there was a lack of awareness from the male pre-service teachers on the structural inequalities that exist at the colleges. For example, many responded to the question of how life would be different if they were of the opposite sex by stating there would be little or no difference or that they would not have to do such difficult chores at the colleges. Some male pre-service teachers did recognize that their female counterparts faced systemic barriers and harassment due to their gender, but these were the minority. Female pre-service teachers often did speak positively about their experience of gender equality in broad terms, however in their individual statements regarding life at the colleges, there were many examples of inequality and harassment. While many respondents seemed to be aware of gender equality as an idea and many could speak to what it might be like in the abstract, their responses about their experiences in everyday life showed that attitudes had not shifted greatly away from stereotypical views of women. All four colleges have gender focal points and pre-service teachers and teacher educators have been involved in activities on gender equality through the BETTER project. While these activities have raised awareness and increased understanding, as evidenced in the responses from participants on the idea of gender equality, changes in deeply embedded societal attitudes towards the role of women will take time. The BETTER project has started this process of change and the learning from the Gender Study will assist the team in finding effective ways to expand this work.

An extensive amount of data was generated during the Gender Study, the highlights of which are presented in this results section, grouped into four major themes that stood out in the data analysis – leadership, social life, academic life, and sexual harassment and GBV.

LEADERSHIP

The belief that men are natural leaders was consistently echoed in responses, exemplified by one male pre-service teacher who said, “men are better, smarter and stronger”. Because of these beliefs, it is difficult for women to assume leadership. Based on the reported experiences and attitudes of respondents, it appears that the teacher training colleges have not been able to significantly challenge socio-cultural norms and have not been successful in promoting women as leaders and decision makers. Some female pre-service teachers shared their thoughts on this situation:

- ‘My life would be different within the teacher training college (if I were male) because men hold leadership positions. There are more possibilities for men to lead and thus I could change some thoughts that exist on male supremacy.
- I was appointed chief of hygiene... I asked a given class to clean a certain classroom; the whole class disobeyed me... the director was angry with me saying I was not doing my work well.

Females were less likely to be in student leadership positions, with 66% of the leadership positions in the four project colleges held by male pre-service teachers. As noted by the female pre-service teacher above, when women are in these positions, many have found that they are not listened to or respected in the role. The college administration does not appear to provide support for women taking on these roles and does not challenge these disrespectful and patriarchal behaviours and attitudes.

SOCIAL LIFE

Pre-service teachers reported that gendered divisions were the norm in social life at the colleges, with men participating more in sports and women participating more in cultural activities, such as dancing. Male pre-service teachers were also noted to have more time for sports activities than was given to their female counterparts in some colleges. Despite more women's participation in cultural activities, leadership roles in this area were still dominated by male colleagues.

The chores that pre-service teachers must do, sometimes given as forms of punishment, were a focus of many discussions. There appears to be concerns around the amount of time that pre-service teachers are engaged in these chores at the colleges and how these chores may take time away from their studies. The tasks are often assigned along gender lines, with male pre-service teachers doing what is considered the harder work of digging pits or slashing grass, while female pre-service teachers were given tasks such as grinding peanuts or taking out trash. In many cases, the male pre-service teachers felt that they were being treated unfairly as they felt that their female colleagues were given lighter and easier tasks.

However, there are times at the colleges when the chores are not assigned based on traditional gender roles and some pre-service teachers had positive attitudes about the transformative potential of these experiences during their time at the college. One male pre-service teacher shared that he believed, "We are going to make our women very proud and we are going to help them with home chores". While a female pre-service teacher stated, "I am going to teach my children to do the same things and they will all have the same rights".

ACADEMIC LIFE

Details about academic life did not generate as much discussion as the social life in the colleges. The deeply ingrained social norms of gender that occur in classroom interactions, such as the idea that women naturally do not participate as much as men, may not be as obvious to the pre-service teachers as their experiences of inequality in their social lives. Therefore, it is possible that this lack of discussion is because they do not yet recognize or analyze these interactions through a gender lens. The study showed that male pre-service teachers participated more in the class and received better marks. Female pre-service teachers reported participating less because they were afraid to make mistakes and be ridiculed. Some also reported hostility from some educators towards them and felt less valued academically than their male peers.

SEXUAL HARRASSMENT AND GENDER BASED VIOLENCE

The study found that sexual harassment is a relatively common experience at the teacher training colleges. 40% of the 671 participants, 35% of men and 45% of women, reported experiencing sexual harassment, with 29% of these women reporting that their educator harassed them. This stands in stark contrast to the original baseline assessment results with 98% reporting no experience of harassment. These reporting differences may be a result of the gender awareness activities that pre-service teachers have participated in as part of the BETTER project. Through these activities, which challenge societal norms that dictate that it is normal for women to satisfy and be subservient to men, pre-service teachers have gained awareness about sexual harassment and may now recognize and identify the unacceptable behaviours they have experienced.

In total, 49 pre-service teachers reported harassment by educators. Pre-service teachers who have low academic performance or low economic status are more vulnerable to harassment. This is compounded by the lack of mechanisms for denouncing harassment and a lack of trust in people and institutions. Many respondents, both male and female, also continued to place responsibility on the female pre-service teachers, making comments that their manner of dress or behaviour may have tempted and encouraged their harassers.

DISCUSSION

Gender transformative education is not a simple or linear process. True transformation does not happen on an easily mapped journey, it is complex and iterative, building on awareness and equity initiatives. The Gender Study results show this reality. While one would hope that a study done several years into a project would show gains in gender awareness over the baseline assessment, in fact the opposite has occurred and for good reasons. It takes time to build relationships and trust that provide the space for people to open up about sensitive topics such as sexual harassment and GBV. In patriarchal societies, it also takes time for people to even recognize that these beliefs and behaviours are not acceptable and even longer for people to feel comfortable to report instances of harassment or GBV.

While it may not initially appear that way, the study results may actually be a move forward in that conversations that were kept hidden and harassment that was not recognized or reported is now being discussed, perhaps tentatively and not always without controversy. True transformation is messy.

While these results may paint a stark reality of life for female pre-service teachers in colleges, they can also be a call to action. They show a deeply ingrained culture of inequality and pervasive harassment. After three years of discussions and activities to promote gender equality implemented by the BETTER project, including the presence of a trained gender focal point and peer support team in each project college, it appears that pre-service teachers are recognizing and naming inappropriate behaviour and attitudes that they either did not recognize or did not feel comfortable reporting during the baseline assessment. These results now require action at both the local and national levels from the BETTER project, the teacher training colleges and local educational leadership, and MINEDH. The pre-service teachers have shared their realities and if all stakeholders wish to truly transform education in Mozambique, making it equitable for girls and others who have been marginalized within the traditional power structures and system, these actions must be taken seriously and implemented.

STUDY RECOMMENDATIONS

The following is a summary of the recommendations for actions to address the results of this study:

- Each teacher training college needs a clear harassment policy including reporting mechanisms and assurances of appropriate action.
- Conduct further in-depth gender training for pre-service teachers and teacher educators.
- Adopt a collaborative model of leadership that promotes open dialogue between pre-service teachers and teacher educators.
- Implement follow-up activities at each of the participating teacher training colleges so that various stakeholders (administrators, pre-service teachers, and teacher educators) have a chance to engage in their own participatory data analysis and action plans.
- Increase the number of female teacher educators and leaders to achieve parity in the delivery of educational programs in the teacher training colleges.
- Promote greater participation of women in sports and men in cultural activities; and have both female and male pre-service teachers stand in the same line-ups and do the same chores.
- Empower female pre-service teachers to occupy more leadership positions and roles.

LESSONS FROM THE BETTER GENDER STUDY - TOWARDS A GENDER TRANSFORMATIVE EDUCATION

CODE and Associação Progresso recognize that true transformative change takes time, that the steps that need to be taken are context dependent, and that action must happen at all levels, from local to national. The results of the Gender Study are not just important for the BETTER team to inform the final years of the project. This study also contributes to understanding of gender awareness and sexual harassment that is crucial for all stakeholders in the educational sector in Mozambique, in particular for MINEDH, who can use this data to acknowledge the realities of young women in teacher training colleges and to make a commitment to develop and implement policies that address these experiences.

Change is needed at all levels. By integrating gender into all aspects of the project, CODE and Associação Progresso aspire to create true, sustainable, and substantive change in Mozambique's education system. While not all of the recommendations from the Gender Study are within the scope or control of the project, the transformative potential of BETTER lies in its close collaboration with MINEDH and the opportunity to influence curriculum and educational policies at the national level while also implementing training and activities that mainstream gender at the project teacher training colleges and their associated primary schools.

In response to the results, learning, and the recommendations from the Gender Study, CODE has developed an action plan, outlined below, that takes key learning points from this study along with the current research on gender and education. These actions, while specific to the BETTER project and to CODE's wider commitment to implementing gender transformative programming, are also actions that we hope will be taken up by other educational programs in many countries.

ACTIONS AT THE LOCAL LEVEL

The following actions, implemented at the local level in teacher training colleges and their associated primary schools, can make an extraordinary difference in classrooms and be a catalyst towards gender transformative education in Mozambique.

GENDER AWARENESS TRAINING

In the final years of the project, BETTER will continue to mainstream gender into all training and will provide concrete examples from the Gender Study as a method to engage participants and challenge them to recognize and tackle gender inequality found in their colleges and communities. In these training sessions, the BETTER team can respond to several recommendations from this study that are within the scope of the project including: further in-depth training for pre-service teachers and their educators; encouraging collaborative models of leadership and open dialogue between pre-service teachers and their educators; and implementing follow-up activities at each teacher training college to encourage participatory data analysis and planning. Responding to the study's recommendation for more training on gender awareness, a new Gender Based Violence Toolkit, created by McGill University specialists for the project, informs all project training and is being shared with project participants and stakeholders. In addition, future training may also include extra support for female pre-service teachers on communication and leadership skills.

BETTER has trained pre-service teachers, teacher educators, and education officials to create cellfilms during several participatory visual methodologies workshops. Cellfilms are short videos created with cell phone cameras that allow participants to document important issues to generate discussion. Gender focal points, peer educators, and other pre-service teachers who attended the workshops then present the cellfilms at their colleges, encouraging discussion on critical issues raised in the videos.

Female pre-service teachers participating in the project shared that they felt empowered by their engagement in making cellfilms, as it allowed them to feel more confident in raising issues such as sexual harassment. Teacher educators noted that pre-service teachers use cell phones every day, which makes this a powerful medium for social change. They also recognized that it was important for these future teachers to be trained in techniques to raise awareness of gender issues among members of the school and wider communities.

GENDER FOCAL POINT AND GENDER AWARENESS ACTIVITIES

Through the BETTER project, each of the four teacher training colleges has a pre-service teacher who is a trained gender focal point and a group of peer educators who have been trained by the focal point. This group leads ongoing gender awareness activities at their colleges and the associated primary schools and communities with the support of the BETTER Gender Officer. Activities at the colleges include: cellfilm screenings, presentations on the college's code of conduct and on sexual health and reproductive rights, poetry, and theatre. Pre-service teachers and teacher educators also received notebooks published by BETTER with information on gender equality and sexual health and reproductive rights.

ENCOURAGING GENDER PARITY IN SCHOOL ACTIVITIES

Encouraging pre-service teachers to engage in non-traditional gender activities, such as women playing soccer, chopping wood, and heading up student activities and men doing tasks such as cooking and cleaning, and participating in dance and other cultural activities, will begin to instill the norms that move beyond stereotypical roles. Female pre-service teachers may feel more confident to engage in activities as more of them participate and they then can become role models for their future students. As the 2019 UNESCO Global Education Monitoring Gender report, *Building bridges for gender equality*,¹³ noted:

Sport is increasingly seen as a tool to influence gender norms because it can bring together disadvantaged communities, promoting individual sporting abilities while strengthening skills needed to deal effectively with the demands and challenges of everyday life, such as cooperation, respect, problem-solving, empowerment and communication (p. 36).

Through the activities and the influence of gender focal points and peer educators, awareness raised in training, and the project's influence with college leadership teams and teacher educators, BETTER will advocate for gender parity in the colleges' student leadership positions and for pre-service teachers to engage in non-traditional gender roles in

13 <https://en.unesco.org/gem-report/2019genderreport>

recreational and cultural activities. The goal of this advocacy is to change the perceptions of both pre-service teachers and teacher educators on the abilities of female students and teachers.

POLICY AND ACTIONS AT THE NATIONAL LEVEL

Actions at the local level can create significant change for those involved in the project and those that they interact with such as their future students and communities. However, to move towards a gender transformative education system, change must happen at the national level, through curriculum and policy.

BETTER aims to influence the curriculum of teacher training to mainstream gender equality, by promoting student-centered, gender transformative, participatory pedagogy and with the development of textbooks used in the teacher training colleges. Each of these revised textbooks mainstream gender equality, with instructions on how to teach in a gender transformative manner, illustrated with inclusive images of girls and boys, women and men, of various abilities, in classrooms and other settings, and texts that feature both girls and boys equally. Developed by education and gender experts, these textbooks were tested extensively in project colleges and will be distributed for use in classrooms at all teacher training colleges throughout the country. An online platform with hypermedia versions of these textbooks has also been developed with a gender transformative lens.

The study was officially presented to MINEDH, providing evidence to gain national level political support for recommendations, with a focus on increasing the number of women in leadership positions and the need for policies and mechanisms at the teacher training colleges to combat sexual harassment and GBV. In order to strongly advocate for needed changes recommended by the study, CODE and Associação Progresso worked closely with MINEDH to conduct further analysis, which resulted in a draft policy and recommended mechanisms to denounce sexual harassment and violence, which has been submitted for official approval.

CONCLUSION

CODE understands that transformation does not happen overnight and the process will look different in each country based on the context and capacity of each education system. Understanding how best to initiate, integrate, and advance gender transformative approaches to education requires a deep commitment and knowledge of local settings. In Mozambique, as in all of CODE's country programs, CODE has built a strong relationship with local educational NGOs, based on decades of work together, in some cases over 50 years of partnership. Along with these strong partnerships with local NGOs, CODE's focused work on literacy and teacher training, based on student-centered and participatory models that mainstream gender equity, provides a solid foundation from which to work with local and national stakeholders to develop effective and relevant programs. These programs provide educators with the tools, confidence, and inspiration to move towards gender transformative pedagogical practices that will advance progress towards the achievement of SDGs 4 and 5, which will allow girls and boys to thrive, empowering them to achieve their own goals and dreams.



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