



## Mozambique

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Minister of Education and Culture



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*Strategic Development Plan of Niassa Province, 2000*

### **Inclusive Education: The Way of the Future**

Dear Director of the International Bureau of Education, Excellence,  
Ladies and gentlemen,

First of all I would like to thank you for the invitation formulated to me by BIE to say a few words about the experience of Mozambique in the domain of Inclusive Education.

The Constitution of Mozambique establishes that the Republic of Mozambique is an independent, sovereign and democratic state of social justice, settled in the principle of which all the citizens are equal before the law, with the same rights and same duties, independently of the colour, race, gender, ethnic origin, place of birth, religion, degree of education, social position, marital status, profession or political option.

In the materialization of these constitutional precepts and, in light of the Quinquennial Programme of the Government, the Ministry of Education and Culture has been implementing from 2007 the Strategic Plan of Education and Culture (2007-2011) that, aligned with the Millennium Development Goals, has as central objectives, the expansion of access, the improvement of quality of education and institutional capacity strengthening.

In partnership with UNESCO and other partners, the government has been implementing and expanding the Programme of Inclusive Schools that responds to the special education needs of all children, with particular attention to girls. This Programme includes all levels of education, with particular emphasis to Primary Education.

To consolidate the inclusive education, the Ministry of Education and Culture has been implementing several measures of the education policy such as the introduction of the school feeding programme since 2002, the abolition of the school fees from 2005, the introduction of a new curriculum in 2004, the free distribution of school books in the primary schools, the training of teachers and staff in Sign Language and Braille System, among others. These actions, besides the impact they have on the influence of attitude and behaviour of teachers and educational managers, parents and guardians, they contributed for the increase of attendance and school retention of girls, children and adolescents with educational needs.

The results that we have been achieving encourage us to proceed, highlighting as the main challenges, the pursuit of political dialogue, at national, regional, inter-regional and global levels, through the sensitization of parents and guardians, establishment of partnerships between key players, sharing and dissemination of good practices as well as training of competent professionals.