

# WORLD DEVELOPMENT REPORT (2007)

16 January 2006

## Introduction

Within the framework of the preparation of the World Development Report (2007), the **World Bank** in collaboration with the **Open Society**, held on December, 14, 2006 during approximately 4 hours a public consultation in Maputo that brought together 90 people in representation of various civil society organizations, the district **G-20**<sup>1</sup> and the academic institutions.

The agenda for the discussion comprised the following four themes:

- 1- *Transition from school: learning challenges beyond the school*
- 2- *Healthy life Vs risky behaviors*
- 3- *Transition to active life*
- 4- *The youth and citizenship.*

The participants had the opportunity to react to each of the themes presented. The discussion involved a power point presentation that served to set the tone for the themes and sub-themes and to guide the comments and inputs. The themes were discussed as per the order they appear above.

## THEME I

### Transition from school; learning challenges beyond the school

- *Is the education system in position to respond to those who drop out of school (primary level) in huge numbers?*
  - *What are the implications of mass access to secondary and university levels?*
  - *What should be the focus of the curricula – more vocational or more academic?*
  - *And what if we thought of programs for those who drop out of school early?*
- It was felt that the mandatory use of uniform in public schools should be revisited in view of the economic condition of some households. The use of uniform constitutes today a barrier for the access to education by many poor families.
  - Such barrier could be eased if the informal education system had the capacity to absorb those outside the formal system.
  - The National Education System (NES) is not adequate to the new and growing demands related to science and technology. It remains outpaced and does not provide opportunities to those wanting to invest their time in technology. The NES is outdated in relation to advances in science and technology, preventing and inhibiting them from, *ipso facto*, trying out their skills both at learning institutions and in the labor market.

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<sup>1</sup> G20 refers to a group of civil society organizations involved in the monitoring of the PARPA/PRSP.

- There is an imperative need to reinstate the role of the family in education. To this end, it will be required better linkages between the school and the family. This endeavor may reintroduce the role of parents in the provision of education. Families should take a passive stand in the education process but they should reconcile the cultural values in view of its diversity in regional terms, a fact that has contributed greatly to the inefficiency of the system.
- With regard to the implications of the massive access to education in general, there is a need to ensure it is matched with quality so that tomorrow we will not have an army of trained unemployed (due to poor quality).
- In addition, the massive enrollment at the secondary and university levels should occur concurrently with the drop of the legal and financial barriers to the materialization of self-employment, so as not to inhibit *ipso facto*, the creative and private initiative of entrepreneurial students.
- The obstacles related to self-employment are linked to the issue granting of bank loans to ensure the financial sustainability of the project. Any investment requires funding, and the banks and potential financier requires reimbursement guarantees. However, students lack such guarantees and this constitutes a major barrier for the start-up of income generation undertakings.
- The massive enrollment at the secondary and university levels brings about problems related to social and professional integration and to the deviation of the application of the professional skills. Theory is detached from practice. There are professionals working in areas for which they were not trained.
- However, some consider that it is questionable to state that our education system is a massive one. What probably exists is a concentration of trained people without jobs in the major cities, particularly in Maputo.

## **THEME II**

### **Healthy Life Vs Risky Behaviors**

- *What can be done to help the youth to avoid the dramatic consequences of risky behaviors like:*
  - *HIV/AIDS, particularly girls (proportionally they are more affected);*
  - *Intake of drugs and alcohol etc.*
  - *Violent behaviors and crime, etc.*
- Morality has to be restored within the families and civic and moral education should be introduced in schools and in the workplace. Such measures should be accompanied by communications campaigns based on the use of traditional and non-traditional media with focus on the rural and peri-urban areas.

- The rise in the rate of incidence and/or prevalence of STI and HIV/AIDS does not result only from the lack of knowledge (information), for the problem is also compounded by poverty and by the absence of social conscientiousness about these ills.
- The limited agricultural production and productivity leads to instability in food security and the consequent poor nutrition of the populations, which linked to the poor economic power of the people affected and infected by HIV/AIDS and STIs renders it difficult to wage an effective struggle against drugs, alcohol, crime and prostitution.
- The households should play their role in the promotion and dissemination of information about healthcare issues with respect to endemic diseases, and also with regard to the problem of social disintegration aggravated by discrimination and stigmatization, and the high crime rates compounded by the huge consumption of alcohol and drugs. . *“We should not just be reactive, but rather we have to be proactive”*.
- The consumption of alcohol, which is on the rise in our country, is linked to the spread of STIs and, to a large extent, this is due to the aggressive advertising campaigns conveyed through the official media (both public and private). The liberalization of communication on alcohol renders ineffective any attempt to contain this problem. There is a need to rethink the strategy in terms of public health with this regard.
- The problem of lack of occupation by the youth and the non-existence of leisure sites also contribute to make the youth more vulnerable to risky behaviors.
- The use of condoms continues to be the safest way to prevent HIV/AIDS infection in the event of unsafe sex being practiced. However, its use is still very limited amongst the youth. Perhaps one of the reasons for the limited use is related to the inadequate social campaigns: the campaigns sideline the positive effects (pleasure- i.e. longer time before ejaculation etc.) focusing only on the useful purpose (prevent infection), hence the rejection.

### **THEME III**

#### **Transition to active life**

- *Many youth look for jobs on the basis of the geographical location (either close or far from the place of origin) – what prompts such decisions?*
- *What kind of job is a recently graduated student, an untrained youth with or without experience looking for?*
- *What are the main challenges faced by the youth looking for jobs or other means of livelihood?*
- We need a radical change of attitude in relation to the youth. Our society looks at the youth as a dependent, inexperienced, who does not comply fully with the

social rules and norms and not as dynamic, creative and innovative people. We need to invest in a communication campaign to restore the image and prestige of being a youth so that the youth can break away from the trap of pessimism they find themselves today.

- The fact that many young people look for jobs based on the geographical location may be the result of access roads (transport and communication) and also it may be a way to secure basic living conditions.
- Other reasons can be of a family nature and related to financial resources. Many young people remain close to their families due to lack of resources to venture into areas that are distant from their places of origin. Other once they leave their places or origin (scholarships etc.) remain far from such areas for fearing that they will not offer opportunities, that is, minimum working conditions in their places of origin.
- Today, in the context of financial and administrative decentralization contained in the Overall Strategy for Public Sector Reform (EGRSP), the district became the government focus in the fight against poverty. However, the infrastructures that could attract and retain the youth in rural areas such as housing, banks etc do not abound.
- Moreover, it seems opportune to think about fiscal incentives and other incentives such access to funding, etc. for those willing to return to the countryside.
- There is a need to promote the concept of junior enterprise, of a non profit nature and targeted at helping the communities by assisting in the areas of self-employment and gender equality. Ties should be forged with both public and private employers, NGOs and others to enable students to gain professional experience and to transform their creative energy into income generation productive activities.
- The recently graduated student with a diploma on his/her hand is confronted with the problem of “know-how”: for the very NES trains people to seek employment and not to be employers.

## **THEME IV**

### **Youth and citizenship**

- *The youth are engaged in various civic activities from participating in associations, voting, participation in the affairs of the communities to which they belong to studying and working, etc.*
- *In what way the creative energy of the youth can be directed to objectives targeted at the development and at the fight against?*
- *What better ways are there to encourage the youth involvement in the community?*
- *What are the obstacles for the participation of the youth in the active civic life?*

- In the declared fight against poverty, there should be better articulation between the initiatives of youth associations with the political and/or governance system in order to engage further more the citizen in the decision-making process with respect to the problems affecting society, thus consolidating the participatory democracy, national unity and the exercise of the citizenship.
- In the same token, the university student youth should as part of their training learn about community development.
- Multi-sector programs for post-school follow-up should be designed to reconcile theory and practice.
- Focus should be given to vocational training.
- The family should be involved in informal education and where possible in the formal education.
- Involvement of the youth in the structures of governance;
- Prioritize community related projects.
- Intensify collective education, particularly in the peri-urban and rural areas.
- Promote gender equality in all sectors and at all levels in the social, technical and professional arena, and pay attention to vulnerable and orphan children due to HIV/AIDS, as well as to other predicaments that afflict the Mozambican society.