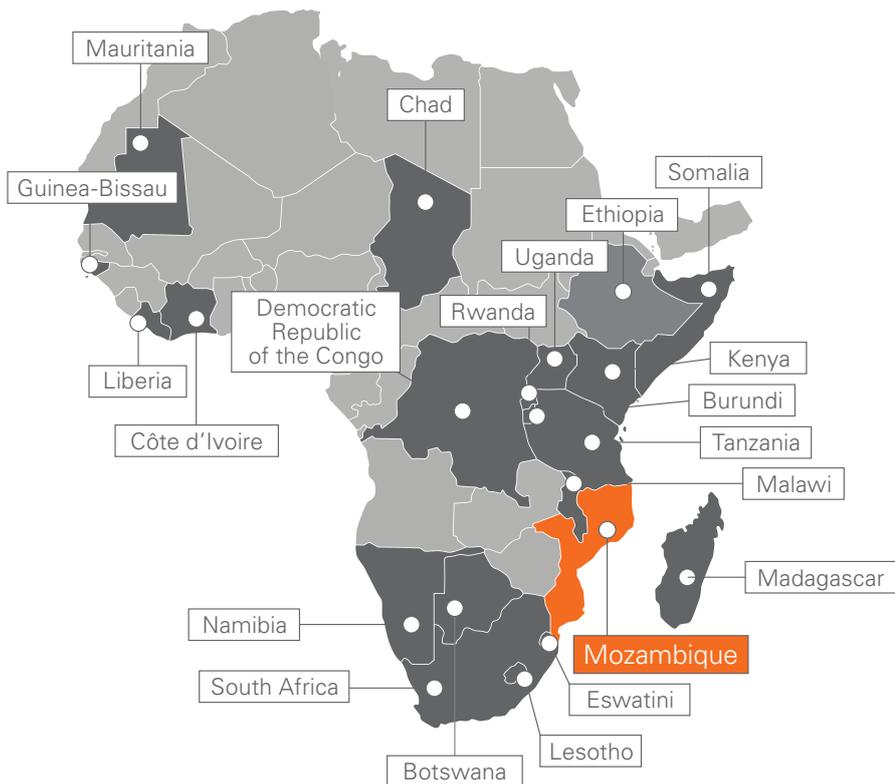




MOZAMBIQUE



The opportunity

Africa is on the move: the continent has some of the fastest-growing economies and rapidly growing young populations. As an example, Mozambique recently saw an average annual growth of 7 per cent, significant direct foreign investment, and the discovery of natural gas deposits with the potential for further resource expansion.¹ With a predominantly young population (over half of the 25 million people living in Mozambique are under the age of 18)² there is a unique opportunity to capitalize on the economic boom, harnessing the skills, resources and capacities of millions of children and adolescents. With the right government policies, investment and strong technical support, Mozambique's children and adolescents can yield a 'demographic dividend' and contribute to a national vision.

Schools for Africa (SFA) is a global initiative which aims to achieve quality education across sub-Saharan Africa, ensuring that all children, including the most remote and marginalized, are learning and gaining the skills for succeeding in life and work. SFA convenes with businesses, governments and individuals, and has a proven track record in partnering with the private sector to achieve education results for children.

The challenges

Mozambique is rich in natural resources and industrial potential that provides opportunity for the country; however, there are also challenges:

- **Access to education** – Disparities continue, limiting the opportunity of many children to access education;
- **Quality of teachers** – A 2014 World Bank survey revealed that only 1 per cent of primary school teachers have the minimum expected knowledge;
- **Out of school children** – An estimated 1.2 million children are out of school (predominantly girls),³ especially in the secondary age group, owing mainly to poverty and socio-cultural norms, such as early marriage and pregnancy.

UNICEF's response in Mozambique

In 2003–2004,⁴ the country abolished school fees and began providing financing to primary schools, as well as free textbooks. This significantly increased children's access to primary school. UNICEF has worked with the government to develop national strategies on gender and inclusive education, while supporting a regional pre-primary education process in 2017 to assess gaps in the education of young children. This key work has kept the focus on access to education at the centre of education policy and programme

debates. As Mozambique is prone to environmental disasters, UNICEF has helped the Ministry of Education to provide education in emergencies, and to improve preparedness as well as the response. This has been critical to protecting children's access to education even in times of heightened vulnerability. UNICEF's close work with the Ministry of Education has contributed to an increase in the primary school net enrolment rate from 57 per cent in 2003 to over 97 per cent in 2017.

With UNICEF's advocacy on learning, the focus has now broadened in the country's strategic and operational education plans from access to education to the *quality of learning*. This has translated into sustained investment in the capacity-building of key actors, including the in-service training of early grade primary teachers and primary school directors. In-service teacher training is a performance-based indicator for the Global Partnership for Education, and the achievement of annual targets has triggered millions of dollars of additional funding for the country.

Based on UNICEF's education budget briefs, 20 per cent of the national budget needs to be invested in education to improve access and quality. This is serving as an important advocacy tool in sustaining that investment, despite the country's worsening economic outlook.

UNICEF has made a significant programmatic shift away from the service-delivery-focused child-friendly schools approach, transitioning towards a more concerted upstream engagement in evidence-based advocacy to inform policies and strategies. This new focus aims at empowering key actors to deliver quality education and to facilitate effective learning of basic literacy and numeracy skills in primary schools.

A sustainable approach

UNICEF follows children along their entire educational pathway, identifying three critical junctures, or opportunities, for partner investment. This holistic approach to education begins at **early learning**, the critical preparatory period before primary school begins, then moves to **quality primary education** – the first few grades where children begin accumulating significant skills – and then continues through **adolescence for success**,⁵ where the goal is to adequately equip adolescents for adulthood. Schools for Africa also spotlights adolescent girls and children with disabilities, who experience significant barriers to attending and staying in school.

The following outlines some sustainable interventions in three priority areas: promoting early learning, supporting quality primary education, and gearing adolescents for success.

1
Early
learning

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Children who receive *early learning* through pre-primary education have a foundation that sets them up for greater academic achievements and a lifetime of gains. From infancy onwards, children should be supported in a holistic way that meets all their learning and developmental needs.

Mozambique currently faces an almost total gap in early learning and pre-primary coverage, which is estimated at 4 per cent and heavily skewed in favour of urban children from families with sufficient income to pay for private services.⁶ UNICEF Mozambique will continue to collaborate with the government

to ensure more children have equitable access to quality early learning opportunities by advocating for and supporting innovative models and approaches, including the scale-up of low-cost accelerated school readiness programmes to help children aged 5–6 years to acquire pre-literacy, pre-numeracy, socialization and basic hygiene skills through play-based learning, to prepare them adequately to start school. Support to parents and caregivers will be strengthened through the design and implementation of simple and effective parenting education programmes.

2 Quality primary



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Investing in *quality* education for children and adolescents is one of the most effective investments today as the returns will have multiplier effects in economic growth and social welfare for generations.⁷

A 2012 study by UNESCO estimates that about 1.2 million (or 23 per cent) of primary- and secondary-school-aged children in Mozambique are out of school. Of these, 775,000 are primary-school-aged children, and over half are girls.⁸ Factors such as early marriage and pregnancy, as well as long distances from home to schools, lack of safe school spaces, overcrowded

classrooms, and a lack of quality teachers keep children from finishing school. For the well-being of children and future economic growth of the country, it is important to address these issues. The government is committed to education and has dedicated the highest proportion of the state budget (over 15 per cent), supported by the partner common fund FASE, in which UNICEF is a key actor. The current education strategic plan, 2012–2019, the sector's third, emphasizes access, retention, quality and learning – targeting teacher capacity and absenteeism, governance and institutional development.

This is intended to improve the basic literacy and numeracy skills in primary schools and improve the teacher to pupil ratio, which is currently 63 children to 1 teacher in the lower grades of primary.

UNICEF is committed to supporting training to improve the capacity and use of administrative data, improve planning, budgeting and implementation

at the levels closest to schools to improve student learning and education outcomes, as well as supporting research to inform policy recommendations on key issues related to quality, such as teacher absenteeism and teacher trainer competencies. To this end, UNICEF in conjunction with the Service Delivery Indicators (SDI) of the World Bank, is conducting a study on teacher absenteeism. Mozambique was featured in the SDI study of 2014 as one of the countries with the highest teacher absenteeism in the region, with almost 50 per cent of teachers absent on any given day. The teacher absenteeism study is aiming to complement the quantitative findings of the SDI to explore and find solutions to the causes of teacher absenteeism.

3 Adolescence for success



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Investing in adolescents and young people is critical. Prospects for further education and employment are proven to increase greatly when children receive a strong educational base. This base is also key for creating social cohesion and reducing conflict. Achieving numeracy and literacy is no longer enough to ensure children and young people are successful in life. Transferable skills are now a requirement to ensure that children, adolescents and young people are equipped for success.

Adolescents are the fastest-growing segment of the population in Mozambique; it is estimated that 45 per cent of the population is under 15 and 52 per cent under 18.⁹ Adolescents, if engaged, educated, healthy and productive, can break the generational cycles of poverty and contribute to bettering the economy. Investing in adolescent girls and their education is one of the most transformative strategies for economic growth and development. Educating a girl dramatically increases lifetime earnings and national growth rates and positively impacts future generations.

To better understand the reasons why children stop attending school, a national dropout study is being conducted, with a focus on girls. It aims to determine the causes of dropouts at various levels in primary education, with a special focus on gender barriers and bottlenecks for girls, of whom most are adolescents but still in primary education. UNICEF will continue to lend its support to strengthen the functioning of school councils by building the capacities of members on their traditional roles within the councils (track and follow up on children who miss school) but also supporting a social agenda to prevent school-based violence, early marriage and pregnancies, and dropouts.



Spotlight on adolescent girls

While 94 per cent of girls in Mozambique enrol in primary school, more than half drop out by the fifth grade, primarily due to early marriage, pregnancy and school-related gender-based violence. Forty-eight per cent of girls are married before they reach 18, which negatively affects the health of families, prevents girls from reaching their potential, and inhibits the overall economic growth of the country. UNICEF seeks to operationalize the revised national gender strategy and support the Ministry of Education to step up efforts to address gender-based violence, particularly in schools.



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Impact and results

UNICEF is a national leader in children’s rights and educational development in the country. Working in partnership with the government, UNICEF continues to support and improve the quality of education in Mozambique. Investments in Schools for Africa in Mozambique will provide:

- Increased access for children aged 5–6 years to early learning and school readiness programmes;
- Primary teachers with pedagogical competencies and motivation to produce effective learning of literacy and numeracy for quality learning;
- Safe and conducive school environments for adolescent girls and vulnerable children to complete primary education.

How you can invest

UNICEF believes that the private sector isn’t a postscript; it must be part of solutions to the world’s gravest challenges. A broad range of partners – philanthropists, foundations, business and individuals – can make investments at the global, regional and country level, catalysing sustainable solutions and systemic change that will create a more equitable planet for all. More specifically, private sector partners can work with UNICEF Mozambique to achieve results for children and adolescents through:

CATEGORY	HOW CAN PARTNERS HELP?
<i>Innovation and technology</i>	<p>UNICEF has a strong track record for investing in innovation and technology. Technology helps to accelerate the achievement of results, and UNICEF is looking for innovative solutions to achieve more.</p> <p><i>Key areas for partnership:</i></p> <ul style="list-style-type: none"> • Support the improvement of assessment to detect disabilities early and provide adequate support for children.
<i>Financing</i>	<p>UNICEF needs financial contributions to ensure that programmes can be implemented. UNICEF will leverage existing resources to catalyse significant learnings and results.</p> <p><i>Key areas for partnership:</i></p> <ul style="list-style-type: none"> • Provide financial support to pilot, test, validate and scale up teacher training and innovative assessment learning programmes that improve the capacity of teachers to deliver quality learning for children and education programmes for adolescents. • Promote and train teachers on inclusive education. • Provide small cash grants to parents to incentivize sending children to school. • Rehabilitate school buildings and provide materials to cater for children affected by emergencies.
<i>Advocacy, communication and Influence</i>	<p>UNICEF looks at the reach of partners, whether through their products and services or communication and advocacy platforms, to influence, reinforce and advance key messages and priorities with a joint voice.</p> <p><i>Key areas for partnership:</i></p> <ul style="list-style-type: none"> • Propose new and engaging ways of connecting with young people to increase access to information and feedback mechanisms. • Develop community campaigns to highlight the importance of an early childhood education and education overall, especially for girls, and keeping children in school. • Provide alternative community-based early learning programmes that support flexible learning.

Why partner with UNICEF?

UNICEF has more than 70 years of experience ensuring the health, nutrition, education and protection of more of the world's children than any other organization UNICEF works in the most challenging and least accessible places, reaching children, including adolescents, in both emergency and development contexts. UNICEF's unique qualifications – strong presence in over 190 countries, close working relationships with local and national governments, a child participation model, and firm commitment to community engagement and buy-in – enable the organization to develop sustainable

systems at scale. The sustainable systems continuously reach all children, especially those most in need and those that are excluded in other development models.

Building on UNICEF's successful four-decade history in Mozambique, Schools for Africa will elevate UNICEF's education outcomes for all children. Together with partners, UNICEF will scale successful education programmes, mobilizing partnerships at the country level, to ensure all children and adolescents have equal access to inclusive, quality education.



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¹ Mozambique Economic Outlook – African Development Bank, 2018

² UNICEF Mozambique Country Programme Document (2017-2020), August 2016

³ UNICEF Mozambique Country Programme Document (2017-2020), August 2016

⁴ The World Bank and UNICEF, Development Practice in Education: Abolishing School Fees in Africa: Lessons from Ethiopia, Ghana, Kenya, Malawi, and Mozambique (2009) at p. 207. See also: MINEDH, Manual de Procedimentos 2015 – Apoio Directo As Escolas, Ensino Primario, online: <http://www.mined.gov.mz/PROGS/ADE2015_Paginas/DocsPDFs/ADE2015-EP-ManualProcedimentos.pdf>

⁵ Note: Most adolescents are in primary and not in secondary schools.

⁶ <<http://www.unicef.org/mz/en/our-work/what-we-do/education>>

⁷ May 2018, Data summary on adolescents

⁸ <<http://www.unicef.org/mz/en/our-work/what-we-do/education>>

⁹ UNICEF Country Programme Document 2017–2020

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