

Mozambique

Education Thematic Report



January - December 2016

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Contents

I. EXECUTIVE SUMMARY4

II. STRATEGIC CONTEXT OF 20165

II. RESULTS IN THE OUTCOME AREA6

IV. FINANCIAL ANALYSIS7

VI. FUTURE WORK PLAN10

VI. EXPRESSION OF THANKS10

VIII. HUMAN INTEREST STORY11

IX. DONOR REPORT FEEDBACK FORM13

Acronyms

CFS	Child Friendly School
CREI	Resource Center for Inclusive Education
DEE	Department of Special Education
ECD	Early Childhood Development
E-MIS	Education Management Information System
GDP	Gross Domestic Product
GER	Gross Enrollment Rate
GNI	Gross National Income
GTO	National Community Theatre Network
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency
ICS	Institute for Social Communication (<i>Instituto de Comunicação Social</i>)
IEC	Information, Education and Communication
MDGs	Millennium Development Goals
MINED	Ministry of Education
M&E	Monitoring and Evaluation
MTSP	Medium-Term Strategic Plan
NGO	Non-Governmental Organisation
OVC	Orphaned and Vulnerable Children
PARP	National Poverty Reduction Strategy
PBA	Programme Budget Allotment
PEE	Education Sector Strategic Plan
UNDAF	United Nations Development Assistance Framework
WASH	Water, Sanitation and Hygiene Programme
ZIP	Zones of Pedagogical Influence

Glossary

Learner's kit: Contains a bag, a mini atlas, a booklet on basic mathematical tables and stationery set comprising pencils, pen, eraser, sharpener and notebooks.

Teacher's kit: Comprises two teacher guides/handbooks, one on practical methods of teaching and learning and another on special education needs in the classroom.

Sport kit: Contains footballs, volleyballs, air pump, net, sunshades, chronometer, skipping ropes, cones and hula-hoops.

Didactic materials: Teaching/learning materials.

ZIP: Zones of pedagogical influence responsible for providing advisory support to the schools under their jurisdiction and supportive supervision and monitoring.

Water points: Ground water drawn up through hand pumps.

I. EXECUTIVE SUMMARY

2016 was a challenging year for Mozambique following news that approximately US\$2billion of undisclosed public debt had been taken out by the previous government leading to the suspension of the IMF programme and of budget support by bilateral donors.

While significant progress has been made by the Government of Mozambique in raising primary school enrolment over the past decade, primary school completion is less than 50%. Dropout is highest in the early grades and before children reach the end of grade 5. An estimated number of 1.2 million children are out of school, with more girls than boys especially in the secondary age group, and this is linked to poverty as well as social norms, with early marriage and pregnancy acknowledged a major factor affecting retention of adolescent girls. Over 50% of students in the centre and north regions are absent on any given day. The Government of Mozambique remains committed to education as key to development and poverty reduction and UNICEF is been a long-standing partner in education in Mozambique.

2016 saw the foundations of quality primary becoming more firmly established in Mozambique through the approval and implementation of key policies, such as the national in-service teacher training strategy as well as continued investment and commitment in national learning assessment systems. In parallel, UNICEF continued to support studies, conducted with local university partners that aim to generate up-to-date evidence related to quality education and learning to inform policy development and reform. UNICEF's quality and learning programming in 2016 has contributed to important in-service training initiatives for early grade primary teachers and school directors and related research to inform national advocacy. It has supported the second national learning assessment as well as the development of an accelerated, low cost school readiness pilot.

The table below illustrates the thematic contributions received in 2016 for Strategic Plan Outcome 5. The Country Office is grateful to all contributors of thematic funds. These are a critical source of funding and allow the Country Office to respond to priorities and demands in a more flexible way than many other sources of funding.

Donors	Income
UNICEF-China	\$169,690
UNICEF-Croatia	\$38,712
UNICEF-Indonesia	\$12,143
UNICEF-Kuwait	\$18,238
UNICEF-Malaysia	\$90,028
UNICEF-QATAR	\$32,927
UNICEF-Romania	\$27,645
UNICEF-Saudi Arabia	\$125,525
UNICEF-THAILAND	\$43,053
UNICEF-United Arab Emirates	\$63,313
Norwegian Committee for UNICEF	\$17,564
Total	\$638,840

II. STRATEGIC CONTEXT OF 2016

2016 was a difficult year for Mozambique as it faced a significant economic and financial crisis. In April it was revealed that the previous government had taken out approximately US\$2billion of undisclosed debt. This led to a suspension of IMF support while bilateral donors put on hold the General Budget Support and Common Funds given their lack of confidence and trust in sound financial governance. The situation was compounded by a fall in commodity prices, a decline in foreign exchange inflows and significant currency depreciation and, as a result, the national budgets for 2016 and 2017 were reduced. UNICEF has remained very engaged and has continued to advocate that critical social services for children should not be affected and, when requested, has stepped in to ensure resources remain available

Mozambique also faced the worst “El Niño” drought in 35 years, with an estimated humanitarian impact of 1.5 million people and a projected scenario of 2.3 million by March 2017. In addition, the continuing political-military tensions have resulted in population displacement and disruption of basic social services in health and education in various districts of Zambézia, Manica, Sofala and Tete provinces. UNICEF is co-chairing the HCT and leading clusters providing humanitarian assistance in the areas of WASH, Nutrition, Education and Protection.

While significant progress has been made by the Government of Mozambique in raising primary school enrolment over the past decade, primary school completion is less than 50%. Dropout is highest in the early grades and before children reach the end of grade 5. An estimated number of 1.2 million children are out of school, with more girls than boys especially in the secondary age group, and this is linked to poverty as well as social norms, with early marriage and pregnancy acknowledged a major factor affecting retention of adolescent girls. Over 50% of students in the centre and north regions are absent on any given day.

Recent evidence confirms enormous challenges in quality and learning. Only 6.3% of children in third grade have basic reading competencies. Only 1% of primary school teachers have the minimum knowledge expected from them. A recent study reveals high levels of teacher and director absenteeism: 45% and 44% respectively.

Major bottlenecks include, on the supply side: limited access to quality early learning and pre-primary opportunities, inadequate development and management of teachers and school directors, a lack of accountability and institutional capacity constraints, and on the demand side: poverty and socio-cultural norms. To make changes in what is currently an inefficient education system will require substantial efforts in terms of improved teacher capacity and motivation, increased access to quality early learning opportunities, increased attention to vulnerable children, girls in particular, and increased capacity at national, sub-national and school levels to plan, manage, monitor and apply standards, policies and regulations.

The Government of Mozambique is committed to education as key to development and poverty reduction. The sector receives the highest share of the state budget, over 15 per cent. The enrolment success put huge pressure on the system however. Fiscal constraints leave little room for system expansion or quality improvement. The bulk of domestic funds is paid into salaries, whilst the education common fund has been paying for classrooms, textbooks, and grants for per capita student funding. A 2013 assessment of costs for providing universal access to basic social services showed that even if spending on social sectors were to be increased up to 40% of the domestic budget, Mozambique would still remain far from achieving universal primary completion by 2023, achieving a gross completion rate of only about 60%.

UNICEF is been a long-standing partner in education in Mozambique. Mid-term in the previous programme period 2012-2016, the education programme of the UNICEF Mozambique Country Office made a programmatic shift away from its supplies-driven Child-Friendly Schools (CFS) project in 7 districts,

integrating best practices from this project in two new programme pillars: quality and learning on the one hand, and access and retention on the other hand. The revised programme considerably increased its engagement in the upstream agenda of dialogue and coordination, which had been small in proportion to the sub-national intervention. The programme maintained a sub-national presence in Zambézia and Tete, which were the two provinces proposed by the office for targeting and convergence at the mid-term review at the end 2013. Rather than working only in the two districts of those provinces that had been targeted by the CFS project, the programme engaged in designing and developing a more systemic and better aligned intervention to help improve quality of education and learning outcomes in those two provinces. The education component in the new country programme will build on this re-orientation and ensure continuity of the sub-national intervention, implementation of which will be launched in 2016.

II. RESULTS IN THE OUTCOME AREA

For over a decade, Mozambique, in keeping with many other developing countries, has made strides in expanding access to primary school. Increasingly, the importance of the quality of education services, which ultimately is reflected in children successfully completing a full course of basic schooling and in so doing acquiring foundational skills, such as reading, writing and basic math, has been recognized by government. UNICEF has contributed to this shift that acknowledges that access and quality are inexorably linked. Primary schooling cannot be said to be of quality if it fails to reach all children. At the same time, mere physical access to education services of a quality that fails to guarantee learning cannot be the aim either. UNICEF's quality and learning programming in 2016 has contributed to important in-service training initiatives for early grade primary teachers and school directors and related research to inform national advocacy. It has supported the second national learning assessment as well as the development of an accelerated, low cost school readiness pilot.

2016 saw the foundations of quality primary becoming more firmly established in Mozambique through the approval and implementation of key policies, such as the national in-service teacher training strategy as well as continued investment and commitment in national learning assessment systems. In parallel, UNICEF continued to support studies, conducted with local university partners that aim to generate up-to-date evidence related to quality education and learning to inform policy development and reform.

Concrete achievements from 2016 that UNICEF has contributed in the area of improving the quality of primary education and student learning include:

- Approval and launch of the implementation of a national in-service training strategy for primary teachers in Grades 1-5. Results surpassed the 2016 annual target –and the GPE's disbursement linked indicator- in the Government's Primary Education Operational Plan, making Mozambique eligible for an additional US \$3,000,000 in funding from GPE.
- Training of all teacher trainers in all publicly funded teacher training institutions in the two UNICEF target provinces in Tete and Zambézia on participatory teaching and learning methods.
- Completion of research on the functioning of primary school clusters (ZIPs), an essential mechanism to roll out in-service teacher training initiatives in the country, which has opened debate on key policy issues and potential bottlenecks.
- Completion of a baseline study in relation to decentralized education programming in Tete and Zambézia, Improving the Quality of Education and Learning Outcomes in Tete and Zambézia.
- Development of self-study materials for primary school directors as well as Terms of Reference for an external evaluation of an existing government pilot for training this target audience, to be carried out in 2017.

- Conclusion of the second round of the national learning assessment of the Grade 3 that, with UNICEF support, including an extended sample in the two target provinces of Tete and Zambézia the results of which are expected in the first quarter of 2017.
- Design development and validation of an accelerated, low-cost school readiness pilot as well as launch of its initial test phase in the district of Milange in Zambézia. Context given a decline in commodity prices and devaluation of the currency.

Added value of thematic contributions

Earmarking of funds by donors not only restricts the use of funds, but also increases transaction costs and reporting burdens. Given the flexibility of thematic funding, the Country Office was able to allocate resources to underfunded areas, ensuring that all elements of the programme in 2016 could be implemented to achieve maximum results.

IV. FINANCIAL ANALYSIS

Table 1 illustrates the planned budget for 2016 and the funding received for SPO5. The information, in USD, is disaggregated by Output and funding type.

Programme Area	Funding Type ¹	Planned Budget ²
05-02 Equity # focus on girls# and inclusive education	RR	
	ORR	
	ORE	
05-03 Learning and child-friendly schools	RR	
	ORR	
05-04 Education in emergencies	RR	
	ORR	
05-05 Education # General	RR	7,032,000
	ORR	2,900,000
Total Budget		9,932,000

Table 1: Planned Budget for education and available funding (2016)

Table 2 illustrates the thematic contributions received in 2016 for Strategic Plan Outcome 5.

Donors	Income
UNICEF-China	\$169,690
UNICEF-Croatia	\$38,712
UNICEF-Indonesia	\$12,143
UNICEF-Kuwait	\$18,238
UNICEF-Malaysia	\$90,028
UNICEF-QATAR	\$32,927
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UNICEF-THAILAND	\$43,053
UNICEF-United Arab Emirates	\$63,313
Norwegian Committee for UNICEF	\$17,564
Total	\$638,840

Table 2: Country-level thematic contributions received in 2016 (in USD\$)

The Country Office is grateful to all contributors of thematic funds. These are a critical source of funding and allow the Country Office to respond to priorities and demands in a more flexible way than many other sources of funding. The programme areas and specific interventions listed below were delivered with the use of thematic funds.

Table 3 provides details of expenditure in 2016, disaggregated by programme area and resource type. All figures are on US Dollars.

Programme Areas	Expenditure Amount*			
	Other Resources - Emergency	Other Resources - Regular	Regular Resources	All Programme Accounts
05-01 Early learning	2	72,330	86,496	158,828
05-02 Equity # focus on girls# and inclusive education	2,060	739,095	620,804	1,361,959
05-03 Learning and child-friendly schools	11	522,961	309,828	832,800
05-04 Education in emergencies	37,979	1,467	370,419	409,865
05-05 Education # General	31	723,091	1,853,908	2,577,030
Total	40,083	2,058,943	3,241,456	5,340,482

Table 3: Expenditure by programme areas

In 2016 the following results were achieved specifically **with thematic funds**:

Programme Areas	Expenditure Amount*			
	Other Resources - Emergency	Other Resources - Regular	Regular Resources	All Programme Accounts
05-01 Early learning		71,681		71,681
05-02 Equity # focus on girls# and inclusive education	2,044	367,182		369,226
05-03 Learning and child-friendly schools		366,171		366,171
05-04 Education in emergencies	37,974			37974
05-05 Education # General		685,791		685,791
Total	40,018	1,490,825		1,530,843

Table 4: Summary of Financial Implementation in 2016 (in US Dollars)

Table 5 below illustrates the total funds utilized to deliver education programming in 2016.

Specific Intervention Codes	Total Utilized (USD)
05-01-01 National policies on early learning and school readiness	131,430
05-02-01 Out of School Children Initiative (OOSCI)	287,114
05-02-02 Non-formal education (including adult literacy)	125,091
05-02-03 Girls# primary and pre-primary education (excluding UNGEI)	169,812
05-02-05 UN Girls# Education Initiative	150,742
05-02-06 Education for children with disabilities	157,369

05-02-07 Violence in schools including gender-based violence	221,635
05-03-01 Education materials for learning and teaching including classroom technology	40,265
05-03-02 Child Friendly Schools # Education	605,982
05-03-04 Learning assessment systems	58,203
05-04-04 Education # cluster coordination in humanitarian action	296,987
05-05-01 Education -Systems	1,745,134
05-05-02 Teacher development and deployment	65,748
05-05-03 School health, nutrition, food and other non-education interventions	38,443
05-05-04 School management committee	39,001
05-05-05 Education sector plans (incl. coordinating role)	47,065
05-05-07 Adolescent development # building assets and skills	145,874
08-01-01 Country programme process	24,721
08-01-06 Planning # General	815
08-02-01 Situation Analysis or Update on women and children	1,529
08-02-05 Other multi-sectoral household surveys and data collection activities	-752
08-02-06 Secondary analysis of data	179
08-02-07 Data dissemination	4,709
08-02-08 Monitoring # General	15,074
08-03-01 Cross-sectoral Communication for Development	484,320
08-03-02 Communication for Development at sub-national level	68,954
08-03-03 C4D # training and curriculum development	6,617
08-05-01 Supply # General	96,060
08-06-02 Building global/regional/national stakeholder evaluation capacity	1,405
08-09-01 Innovation activities	998
08-09-06 Other # non-classifiable cross-sectoral activities	251,511
08-09-07 Public Advocacy	13,009
08-09-08 Engagement through media and campaigns	15,916
08-09-11 Emergency preparedness and response (General)	4,988
10-04-01 Human resources management capacity at HQ	18,452
10-07-11 Country office leadership and direction	-2
10-07-12 Management and Operations support at CO	3,891
10-07-13 ICT capacity in CO	110
2071 Child-friendly Schools including Safety in schools	-3
3903 Support to C4D interventions for multiple OTs within FA3	-1
7921 Operations # financial and administration	2,087
TOTAL	5,340,482

Table 5: Major interventions using by specific intervention codes (2016)

VI. FUTURE WORK PLAN

For 2017-2020, UNICEF will maintain the two relatively new pillars of quality and access that it had introduced mid-term, but at the same time expanding on these by including an early learning component and by putting more emphasis on systems strengthening and dialogue in selected key areas (early learning, teacher policy, out of school children). The focus is deliberately on pre-primary and primary education to help Mozambique get its foundations right, upon which all future learning builds, and to keep children, adolescent girls in particular, to the end of primary school. Within its quality and learning pillar, the programme focuses on teachers and foundational skills: getting teachers into the classroom, with adequate competencies and skills to teach reading and writing, is what Mozambique must aim for over the short- to medium-term, especially within the current context of fiscal constraints. This focus does not imply that secondary education, life skills or any other agendas are less important, but with the modest portfolio of the education programme (between 6-8 million US\$ annually), the focus is believed justified.

For 2017, the Country Office will continue to focus on supporting an accelerated school readiness Programme for 5-6 year olds which promotes play-based learning of fundamental skills through interaction with children, their parents and the primary school has been scaled up in a partnership with government and Save the Children.

Table 6 provides details of the 2017 planned budget for and the financial resources available, along with the any financial shortfall or surplus.

Programme Area	Funding Type	Planned Budget	Funded budget	Shortfall
05-01 Early learning	RR	365,407		
	ORR	837,399		
05-02 Equity # focus on girls# and inclusive education	RR	288,061		
	ORR	918,607		
05-04 Education in emergencies	RR	145,000		
	ORR	214,649		
05-05 Education # General	RR	2,200,492		
	ORR	3,737,547		
TOTAL	RR	2,998,960		
	ORR	5,708,202		

Table 6: Planned budget and available resources for 2017

VI. EXPRESSION OF THANKS

There can be no significant or sustainable transformation in societies - and no lasting reduction in global poverty—until all children receive the basic services they deserve. UNICEF's Natcoms by replenishing the pool of thematic funds, which provide continuous support, make it possible for Country Offices, like Mozambique, to programme effectively for results. Furthermore, because thematic funds are not tightly earmarked they can be used where they are most urgently needed. The Education Programme is supported in large part by resources that are mobilised by National Committees; these funds are critical for continuing to achieve results in Mozambique.

VIII. HUMAN INTEREST STORY

Handwashing campaign encourages students to wash their hands

Magude, Maputo - "I used to clean the fruit with my hands or clothes before eating. Sometimes I picked and ate mangos from the trees without washing my hands or the fruit. Thanks to this campaign in my school, I now understand the importance of clean food and washing my hands with soap to prevent disease," says 12 year old Nilza Chongo.

Nilza is currently attending grade 7 at Magude Primary School, in Magude district, located in the southern region of Mozambique, Maputo province. It was a sunny day when Nilza and thousands of her colleagues met in the school's yard to learn about handwashing. Nilza's school hosted the launch of the campaign "Health is in your hands", organized by the Ministry of Health, with the support of UNICEF. This campaign was launched during the celebration of World Handwashing Day, marked on October 15, with a special puppet show by Rafo Diaz on hygiene and sanitation.

UNICEF National Ambassador Neyma, a famous singer in Mozambique who is loved and followed by many children like Nilza, also participated in the event. "It's important that you wash your hands before eating and after using the toilet. Also you must tell your parents to wash properly all the food before you eat them," said Neyma to the thousands of children at the school.

On hearing this, Nilza reflected and promised herself to change her behavior that exposed her to the risk of infection from diarrheal diseases and others. "Now I realize that flies can land on faeces left outdoors by people and animals, and bring diseases onto our food. I will follow Neyma's advice and always wash my hands with water and soap before any meal," concluded Nilza.

The Government chose to launch the campaign in primary schools because children are the most vulnerable group to water and sanitation related diseases like diarrhea and cholera. According to the joint statement of the Ministry of Health and UNICEF, handwashing with soap or ash is one of the most important public health interventions in the world, and is one of the most effective and inexpensive ways to prevent diarrhea and pneumonia.

Ussene Junior, an 11 year old boy who is also participating in the event, used to always wash his hands with just water and didn't use soap. "I always wash my hands with water only. Today I learnt that I must wash my hands with soap and water or ash, only water is not enough. It is dangerous for my health," said Junior.

Thanks to the support from partners like the European Union, Netherlands Government, Iceland, DFID, Football for WASH and UK National Committee, UNICEF has been able to provide 110,810 students with water from 2012 to 2015, 80 sanitation facility blocks constructed in 28 schools, benefiting 15 641 students, and 56,970 students equipped with basic hygiene education.



12 year old Nilza Chongo proudly showing her clean hands after properly washing them with water and soap. © UNICEF Mozambique/2015/Cremildo Assane.

IX. DONOR REPORT FEEDBACK FORM

Name of Report:

Reference number:

SCORING: 5 indicates "highest level of satisfaction" while
0 indicates "complete dissatisfaction".

1. To what extent did the narrative content of the report conform to your reporting expectations?

5	4	3	2	1	0

If you have not been fully satisfied, could you tell us what we could improve on next time?

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2. To what extent did the fund utilization part of the report conform to your reporting expectations?

5	4	3	2	1	0

If you have not been fully satisfied, could you tell us what we could improve on next time?

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3. What suggestions do you have for future reports?

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4. Any other comments you would like to share with us?