

# Mozambique

## Education Thematic Report January – December 2018



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## Acronyms

ASR	Accelerated School Readiness
C4D	Communication for Development
CESC	Centro de Aprendizagem e Capacitação da Sociedade Civil
CPD	Country Programme Document
CSO	Civil Society Organisation
ECD	Early Childhood Development
ECE	Early Childhood Education
EMIS	Education Management Information System
ESARO	Eastern & Southern Africa Regional Office
GPE	Global Partnership on Education
IMF	International Monetary Fund
MINEDH	Ministry of Education and Human Development
SDG	Sustainable Development Programme
UNICEF	United Nations Children's fund
UP	Universidade Pedagógica
VAC	Violence Against Children

## I: EXECUTIVE SUMMARY

In 2018, UNICEF Mozambique continued to support Ministry of Education and Human Development (MINEDH) on: (1) early learning; (2) quality of education; (3) equity in education; and (4) system strengthening in keeping with the Country Programme Document (CPD) 2017-2020. In all areas, it contributed to increase the evidence base to leverage advocacy and scale up. Highlights include: (1) **early learning** - the implementation of school readiness pilot programme and the development of ECD programme strategy; (2) **quality of primary education** – support for the revision of the distance training curriculum for in-service primary teachers and completion of the data collection phase for qualitative research on teacher absenteeism; (3) **equity in education** - support to Ministry of Education (MINEDH) to develop a national strategy on inclusive education; and (4) **system strengthening** -support to enhance MINEDH's programme management capacity and national learning assessment.

In **early learning**, an additional 2,700 children aged 5-6 years (1,368 girls and 1,332 boys) completed the 120 hour Accelerated School Readiness (ASR) programme on top of the 2,700 reached in 2017. Of the 2,700 who benefitted from the programme in 2018, 27 (17 girls and 10 boys) were children with some form of visual, hearing or physical disability. The findings of the mid-line evaluation of the ASR pilot demonstrated positive impacts on school readiness outcomes and school enrolment. The program caused a 14 percentage-point increase in first-grade enrolment (84% for those that participated versus 70% that did not). Other positive findings were that children who had participated in the programme were more prepared to enter the first grade than their peers who did not participate. The educational aspirations of participating parents and caregivers also increased. In addition to the support to MINEDH, UNICEF has further strengthened its partnership with the National Network of Early Childhood Development (ECD) in building their capacity as a strong advocate on the issues around ECD, particularly for the most marginalized children. UNICEF also developed an internal ECD programme strategy which will guide the office on the way forward.

With regards to **quality of primary education**, Global Thematic funds supported the implementation of both the national in-service teacher training programme for primary teachers as well as a supplementary in-service teacher training on early grade reading through implementing partner Livro Aberto. Support for the national programme was aimed at a preparatory workshop for 89 teacher trainers and district education officials. Support for the supplementary in-service teacher training programme meant to reinforce the results of the national initiative paid for the training sessions for both teacher trainers and primary teachers, that reached 264 primary teachers (87 female) and, by extension, primary students who number approximately 16,000. These funds were used to transport mobile libraries linked to these teacher training sessions for 130 school clusters and 20 community libraries in the five target districts in Tete Province. They also financed studies on teacher trainer competencies conducted by UP and data collection in a regional study on teacher absenteeism led by UNICEF Innocenti in collaboration with MINEDH, Genuine Services, UNICEF Mozambique and UNICEF Regional Office for Eastern and Southern Africa (ESARO).

Regarding **equity in education**, 2018 marked some positive advances for girls' education. The Ministry of Education and Human Development finalized the process of dissemination of the gender strategy and embarked in analytical efforts to produce data about the gender response in the education sector. Violence against children (VAC) was an area tackled together with UNICEF Child Protection section through the review of the current referral and response mechanism in schools. In support of the right of children with disabilities, UNICEF contributed to the development of a national inclusive education strategy. To

support access and retention during emergencies, UNICEF financed the pre-positioning of emergency supplies – learners' kits – in Beira and Maputo.

Regarding **Community participation in prevention of drop out and absenteeism**, in 2018, UNICEF advocated with MINEDH for the design of national tools to be implemented national-wide to improve school council functionality.

Two tools were developed by MINEDH namely: the training of trainers' guide to be used to train the school council members and the school development plan which will orient the school council committees in the design their workplans.

The focus was given also to the capacity building of school council focal points from provincial and district levels in the use of MINEDH monitoring tools to monitor the school council functionality.

Regarding **systems strengthening**, UNICEF Mozambique also continued to support MINEDH to improve the planning and monitoring at the decentralized levels. Global thematic funds were used to train 21 district officials (9 female) in Tete Province on documentation and management of school infrastructure. They were also used offer training to 31 school directors of primary schools (15 female) in Tete to improve planning and management as well as a subsequent evaluation of the performance of previously trained school directors to check the efficiency and effectiveness of the training sessions. UNICEF used thematic resources to support research on dropout, the findings from which will be critical to planning staff at all levels. The dropout study is a collaboration involving UNICEF Education and Social Policy, Evaluation and Research Teams, Universidade Pedagogica, and MINEDH.

Below is a summary of thematic funds received for education in Mozambique in 2018:

<b>Donors</b>	<b>Grant Number*</b>	<b>Contribution Amount (USD)</b>	<b>Programmable Amount (USD)</b>
Finnish Committee for UNICEF	SC1499050521	140,076	129,699
US Fund for UNICEF	SC1499050519	115,188	109,703
<b>Total</b>		<b>295,264</b>	<b>239,402</b>

## II: STRATEGIC CONTEXT OF 2018

The passage of a new education law in late 2018 changed the overall framework governing the education sector. The law re-organized education in Mozambique by introducing pre-primary as a sub-sector, changing primary education from Grades 1-6 instead of Grades 1-7. Each grade of primary will now be taught by a single teacher. Secondary will be divided into three years of lower secondary (Grades 7-9) and three years of upper secondary (Grades 10-12). The law increases mandatory schooling by two years, up to Grade 9, but only primary education or Grades 1-6 will remain free of charge. The increase in mandatory schooling sought to harmonize entry into technical and vocational education may exacerbate challenges in the current system. It is expected that low learning outcomes and existing bottlenecks that impede the transition from primary to secondary education will continue.

The reform of the education law also changed the minimum pre-service teacher training requirements for primary teachers, increasing them from Grade 10 + 1 year of training to Grade 12 + 3 years of training. As academic qualifications are linked to salaries, the change will have budgetary implications, which is of concern, given the limited fiscal space that Mozambique faces and the pressure from the IMF to cut teachers' wage bill. At the same time, it is not certain that the changes will result in better teaching. As a result, it is expected that learning outcomes will remain a significant challenge and, thus, front and centre of public and sector debates.

Other notable changes to the legal framework in Mozambique include the repeal of Decree 39, which posed barriers for pregnant girls by requiring them to attend night classes. Milestones at the policy level aimed at improving equity in education include the development of a national strategy on inclusive education, to which UNICEF contributed, as well as implementation support for the national strategy on gender, the revision of which UNICEF supported in 2016.

This legislative and policy reforms are important as they will affect the next 10-year strategy sector plan (2020-2029) and the related implementation plan, which will be developed with financing from the Global Partnership for Education (GPE) in 2019. Preparations for the new sector plan and related GPE grant application processes were an important aspect of the work in the sector in 2018 and will intensify in 2019.

National census results were not released in 2018 but are expected in 2019. These will allow updated population-based projections vital to sector planning. Initial indications are that population growth will continue to be strong. The demographic boom has particular implications for the gap in pre-primary, which currently reaches only 4-6 per cent of children.

## III: RESULTS IN THE OUTCOME AREA

### Early Learning and school readiness

In 2018, an additional 2,700 children aged 5-6 years (1,368 girls and 1,332 boys) in the target districts of Milange, Derre, and Morrumbala in the Province of Zambezia completed the 120 hour Accelerated School Readiness (ASR) programme on top of the 2,700 reached in 2017. Of the 2,700 who benefitted from the programme in 2018, 27 (17 girls and 10 boys) were children with some form of visual, hearing or physical disability. The findings of the mid-line evaluation of the ASR pilot demonstrated positive impacts on school readiness outcomes and school enrolment. The programme caused a 14 percentage-point increase in first-grade enrolment. Whereas the control group had an average enrolment rate of 70 per cent, the rate for the treatment group was 84 per cent. Other positive findings were that children who had



participated in the programme were more prepared to enter the first grade than their peers who did not participate. They demonstrated new knowledge and skills, including greeting others, knowledge of numbers and letters, singing, telling stories, drawing, and painting. For a three-month programme, these results are promising.

The mid-line evaluation of ASR showed increase in caregivers' educational aspirations for their children, and it also revealed that caregivers who participated in the programme were more likely to tell stories to their children; sing songs to or with their child; take children outside the home; show or teach their children new things; and show affection to the child. The results of the mid-line evaluation were presented at the international conference, 'Evidence for Child and Adolescent Well-Being in Mozambique: Evidence, Policy and Practice' organized by UNICEF and Universidade Pedagógica in Quelimane, Zambezia. The findings were also presented at a meeting of ECE partners convened by the World Bank in November.

The end-line evaluation of the ASR pilot is being conducted currently for robust evidence of cost effectiveness, impact and up-scaling feasibility. The findings of the end-line evaluation will be used to further strengthen the ASR intervention and for evidence-based advocacy for increased investment/allocation of resources for early childhood education.



UNICEF Mozambique has further strengthened its partnership and support to the National Network of Early Childhood Development (ECD) through the Global Thematic contribution. This collaboration aims at building the capacity of this umbrella civil society organisation (known as Rede in Portuguese), as individual members and as a whole, to advocate for ECD and act as a voice for most marginalized children in the country.

The country office has developed an internal ECD Programme Strategy to guide country office actions and investments in the coming years in a holistic manner. This strategy was developed through extensive engagement with UNICEF staff, government decision-makers and development partners active in

supporting initiatives for young children (0 to 5 years of age). Global Thematic funds were used to fund the consultancy that delivered this important internal strategy document.

### **Quality of primary education: Improved competencies of primary teachers**

UNICEF-supported programming on quality continued to focus on training of primary teachers in 2018. Global thematic funds were used to support both national and sub-national in-service teacher training programmes. At the national level, they were used to support a preparatory workshop for teacher trainers responsible for delivering the national in-service teacher training. This reached 89 teacher trainers drawn from all teacher training institutes across the country and district education officials. They were used to print related manuals (7,600 copies) for all teacher training institutes and for every primary school in the target provinces of Tete and Zambezia. They were also used to help MINEDH monitor this important national programme.

At the same time, UNICEF, in partnership with local non-profits, Livro Aberto and Nhakupwe and MINEDH, supported supplementary in-service teacher training on the production and use of low-cost teaching and learning materials as well as early grade reading in the target provinces of Tete and Zambezia. Global thematic funds were used to support the in-service training on early grade reading offered in five districts in Tete Province, which benefitted 264



primary teachers (87 female) and their estimated 16,000 students and for the transport of mobile libraries with student reading materials related to the training. However, the study on supplementary teacher training by Universidade Pedagogica (UP) found the weakness of this training in terms of scalability, particularly the rollout at the school cluster (ZIP) level. UNICEF will revise its teacher training activities in 2019 accordingly.

To further bolster reading in the country, UNICEF used global thematic funding to partially finance the printing of MINEDH's National Reading and Writing Action Plan (PNALE in Portuguese) in the target provinces of Tete and Zambezia. This activity was the first step in MINEDH's dissemination strategy for this key document in these UNICEF-supported areas.

Other research related to quality of primary education included a study conducted by UP on the competencies of teacher trainers as well as a regional study on teacher absenteeism as part of ongoing work to better understand low learning outcomes in collaboration with MINEDH, Genuine Services, UNICEF ESARO and UNICEF Innocenti Research Office. The first study was completed and submitted. The second completed the data collection phase. The data from the regional study, Time to Teach, is qualitative in nature and is meant to complement the 2018 round of the World Bank's Service Delivery Indicators survey.

### **Equity in primary education: Prevent drop out and absenteeism**



Girls are more likely than boys to drop out. UNICEF-supported programming on girls' education thus aims to reduce barriers negatively affecting girls enrolling and completing primary education, which is why it helped MINEDH to revise its national gender strategy. In 2018, UNICEF used global thematic funds to support the implementation phase. Activities include dissemination and training. A total of 90 gender focal points, planners and members of school councils based in 3 districts of Nampula province (Nacala Velha, Monapo and Rapale) were trained on issues of gender mainstreaming, violence against children and child marriage. One of the outcomes of these training was the development of operational plans aligned with the context and needs of each district. A national gender review meeting was also organized. This platform offered an opportunity for gender coordinators from all provinces to share information on ongoing initiatives and challenges and to identify innovative ways to keep girls in school. The meeting was also a platform for discussions on advocacy strategies for mainstreaming of gender in the new education sector plan (2020-2029).

With respect to gender-based violence in schools, a report was completed in conjunction with the Child Protection Section, the recommendations from which will be presented to stakeholders in 2019. Results from monitoring visits informed technical advice to MINEDH advocating for a stronger reporting mechanism as the current system of wooden complaint boxes has not been effective. Work on strengthening reporting and referrals will continue into 2019 with the development of a new referral and reporting mechanism, one linked to the existing national multisectoral mechanism that involve four key sectors, namely: Justice, Social Action, Police and Health.

Efforts to improve retention and safety in schools also informed programming on school councils. Previously, UNICEF had developed an enhanced school council kit aimed at empowering school council members to play a role in the prevention of dropout as well as prevention and reporting of early marriage, pregnancy and gender-based violence.

### **Community Participation in Preventing Drop-out and Absenteeism**

UNICEF have advocating with the Ministry of Education and Human Development (MINEDH) in development of national tool and guidelines to improve the school council functionality national-wide. UNICEF have established partnerships with NGOs Oxfam IBIS and Centro de Aprendizagem e Capacitação da Sociedade Civil (CESC) to support MINEDH to roll out the school council toolkit in Zambézia and Tete through capacity building of school council members to full fill their social role at school and community level as well as in improving their participation in school management.

One of the lessons learned shared in 2018 by Oxfam IBIS and CESC to UNICEF and MINEDH is that the schools need to have a harmonized guide to help them to design a school development plan which will be used as a resource by school council members to define their annual working plans. As a result, with funds received, MINEDH organized a national workshop to design a national school development plan the tool that will guide the schools council members to design school council work plans. The participants were from MINEDH primary education directorate national, provincial and district levels, trainers from teachers training institutes as well as partners from Oxfam IBIS and CESC. The workshop had a total of 33 participants from which 11 were women.



Participants from MINEDH national-wide providing inputs to finalize the School Development Plan during the workshop in Vilanculos district.

Children with disabilities are also disproportionately excluded from basic education. Building on work from 2017 in which UNICEF supported MINEDH to develop an inclusive education strategy, UNICEF in 2018 supported its official launch. It also used thematic funds for consultation meetings with government sectors and partners at the national level and to establish a technical working group on inclusive education to advise MINEDH on the implementation of the strategy.

A final prong of access and retention-related UNICEF-supported programming relates to education in emergencies. Thematic funds were used to pre-position emergency supplies (learners' kits) in Beira and Maputo in preparation for the next emergency season.

### **Systems strengthening: Increased capacity for educational planning**

Sound data generation and analysis is the basis of solid planning. UNICEF used thematic funds to provide training to 21 district education officials (9 female) on education planning, budgeting and monitoring materials (known in Portuguese as POEMA) in five target districts in Tete Province (Changara, Chifunde, Moatize, Marara, and Tsangano). The specific topics were on documentation and management of school infrastructure.

In a related activity, it used thematic funds to support the training of managers at the school level. This school directors' training was offered by trainers in all teacher training institutes in the country using a manual UNICEF and GIZ (German cooperation agency) had previously helped MINEDH to develop in 2017. UNICEF used thematic funds to support the trainers to rollout the training to school directors in Tete Province. During the reporting period, 31 (15 female) school directors were trained in Tete, benefiting approximately 14,570 children attending primary schools that the newly trained directors oversee. It is expected that improved school management will tackle crucial issues, such as teacher absenteeism, financial management, and pedagogical oversight of teachers. Global thematic funds were also used to support a subsequent evaluation by the Quality Assurance Department of MINEDH of previously trained school directors, which is expected to be made available in the first quarter of 2019.

One of the many challenges facing planners and policy makers is better understanding patterns and causes of student dropout in primary education and links, if any, to high rates of student absenteeism to assist policy-makers and planners in MINEDH. This work involves a collaboration among the Education and Social Policy, Evaluation and Research Teams in UNICEF, Universidade Pedagogica, and MINEDH. In 2018,

the tools and methodology to be used were applied in Zambezia province, an area in the centre-north of the country that experiences higher than average rates of dropout and absenteeism. Preliminary results revealed that boys tended to come in and of primary - their drop out was cyclical – but girls’ dropout was permanent. The full national study planned for 2019 is expected to help identify some of the key underlying causes of the internal inefficiencies that plague the Mozambican education system and is expected to feed into the development of the new 10-year education sector plan (2020-2029).

The photo below shows the data collection team of the dropout study after having received training in Zambezia Province.



#### IV: FINANCIAL ANALYSIS

Table 1 illustrates the planned budget for 2018 for the thematic area. The information, in USD, is disaggregated by programme area and funding type.

**Table 1: Planned Budget for 2018**

Programme Area	Funding Type	Planned Budget
05-01 Early learning and school readiness	RR	870,805
	ORR	1,261,951
05-02 Primary teachers have improved competencies	RR	842,173
	ORR	1,344,347
05-03 Prevent drop out and absenteeism	RR	506,264
	ORR	2,916,245
05-04 Education in emergencies	RR	1,889,395
	ORR	756,124

<b>Total Budget</b>		<b>10,387,304</b>
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UNICEF Mozambique received education thematic funds amounting to USD 239,402. Table 2 below shows amounts received by donor for the UNICEF Strategic Plan Outcome.

**Table 2: Thematic contributions received by UNICEF Mozambique for Thematic Pool 5 in 2018**

<b>Donors</b>	<b>Grant Number*</b>	<b>Contribution Amount</b>	<b>Programmable Amount</b>
Finnish Committee for UNICEF	SC1499050521	140,076	129,699
US Fund for UNICEF	SC1499050519	115,188	109,703
<b>Total</b>		<b>295,264</b>	<b>239,402</b>

In 2018, UNICEF Mozambique utilized approximately \$8.2 million for programme activities and interventions related to Education interventions. Table 3 provides details of expenditure disaggregated by programme area and resource type. All figures are on US Dollars.

**Table 3: Expenditures in the thematic sector in 2018**

<b>Programme Areas</b>	<b>Expenditure Amount*</b>			
	<b>Other Resources - Emergency</b>	<b>Other Resources - Regular</b>	<b>Regular Resources</b>	<b>All programme Accounts</b>
22-01 Equitable access to quality	661,747	884,056	1,246,181	2,791,984
22-02 Learning outcomes	716	2,344,966	3,089,112	5,434,794
<b>Total</b>	<b>662,463</b>	<b>3,229,022</b>	<b>4,335,293</b>	<b>8,226,778</b>

**Table 4: Breakdown of expenditures for the thematic area in 2018 (in US Dollars)**

<b>Programme Areas</b>	<b>Expenditure Amount*</b>		
	<b>Other Resources - Emergency</b>	<b>Other Resources – Regular</b>	<b>Regular Resources</b>
22-01 Equitable access to quality	335,305	713,194	1,048,499
22-02 Learning outcomes	0	928,407	928,407
<b>Total</b>	<b>335,305</b>	<b>1,641,601</b>	<b>1,976,906</b>

Table 5 below illustrates the programme areas and specific interventions delivered in the Education outcome in 2018.

**Table 5: Major interventions using by specific intervention codes (2018)**

<b>Specific Intervention Codes</b>	<b>Total Utilized (USD)</b>
22-01-01 Provision of (formal and non-formal) early learning / pre-primary education (including in temporary learning spaces)	649,723
22-01-06 System strengthening - inclusive education for children with disabilities	77,372

22-01-08 System strengthening - risk informed programming, including climate, resilience, disaster, conflict, and emergency preparedness	484,769
22-01-10 System strengthening - gender-responsive access (excluding SRGBV)	141,384
22-01-13 Education humanitarian cluster/humanitarian sector coordination	573,452
22-01-15 Education sector planning including coordinating role, SDG 4, etc.	44,604
22-01-17 School Related Gender-based Violence (SRGBV)	855
22-01-99 Technical assistance - Equitable access to quality education	331,201
22-02-01 Provision or procurement of early learning / pre-primary education learning materials	441
22-02-02 Provision or procurement of primary education learning materials	100,346
22-02-05 Provision or procurement of accessible learning materials for children with disabilities	74,937
22-02-06 Digital learning materials and ICT in education	48,051
22-02-08 Provision of primary education teacher training	1,180,219
22-02-10 Provision of multiple-levels (or alternative pathways of education) teacher training	22,152
22-02-12 Provision of training of school communities e.g. parent teacher associations, school management committees	515,443
22-02-13 Provision of training of other education staff excluding teachers (e.g. inspectors, district, ministry staff, etc.)	106,714
22-02-14 System strengthening - early learning / pre-primary policy, leadership, and budget	207,514
22-02-18 System strengthening - learning assessment systems	38,394
22-02-20 System strengthening - teacher development, management, and support	218,664
22-02-21 System strengthening - community participation and social accountability, e.g. school management committees	27,985
22-02-23 Education analyses including OOSCI, Education Sector Analyses, etc.	248,857
22-02-25 Education Management Information System (EMIS) (excluding learning assessment systems)	48,411
22-02-26 Education sector planning including coordinating role, SDG 4, etc.	690
22-02-27 Public finance management for education	500,000
22-02-99 Technical assistance - Learning outcomes	884,194
26-01-01 Country programme process (including UNDAF planning and CCA)	81,583
26-01-02 Programme reviews (Annual, UNDAF, MTR, etc.)	172,463
26-02-02 MICS - General	590
26-02-08 Programme monitoring	57,678
26-02-09 Field monitoring	922
26-03-03 Children, adolescent and youth engagement and participation	67,706
26-03-04 Community engagement, participation and accountability	86,248
26-03-05 Innovation, multi-media content production and dissemination	174,987
26-03-06 Research, monitoring and evaluation and knowledge management for C4D	4,910
26-03-07 Strengthening C4D in Government systems including preparedness for humanitarian action	35,822
26-03-99 Technical assistance - Cross - sectoral communication for development	123,479



26-05-01 Building evaluation capacity in UNICEF and the UN system	42
26-05-07 Building research capacity in UNICEF and the UN system	7,086
26-05-09 Humanitarian research	8,393
26-05-10 Research innovation learning, uptake and partnerships for research	6,366
26-05-11 Building global / regional / national stakeholder research capacity	17,469
26-06-01 Parliamentary engagement for policy advocacy	23,288
26-06-02 Innovation activities	1,553
26-06-04 Leading advocate	127,209
26-06-05 Leading voice	24,315
26-06-06 Supporter engagement	11,366
26-06-07 Leading brand	17,124
26-06-08 Emergency preparedness (cross-sectoral)	6,997
26-07-01 Operations support to programme delivery	603,883
27-01-06 HQ and RO technical support to multiple Goal Areas	2,828
28-07-04 Management and Operations support at CO	34,465
30-03-02 Private sector advocacy	46
Unknown	1,591
<b>Grand Total</b>	<b>8,226,778</b>

#### V: FUTURE WORK PLAN

For 2019, the Country Office will continue to build on its successes in the Education outcome and Table 6 provides details of the 2019 planned budget and the financial resources available, along with the financial shortfall or surplus.

**Table 6: Planned budget and available resources for 2019**

Programme Area	Funding Type	Planned Budget	Funded budget	Shortfall
05-01 Early learning and school readiness	RR	737,114	865,228	-128,114
	ORR	223,061	395,531	-172,470
05-02 Primary teachers' increased competence	RR	1,042,869	1,244,482	-201,613
	ORR	946,074	1,532,403	-586,329
05-03 Prevent drop out and absenteeism	RR	957,968	752,511	205,457
	ORR	1,749,732	1,623,212	126,520
05-04 Increased capacity to plan	RR	1,409,634	1,425,736	-16,102
	ORR	822,219	795,909	26,310
<b>Total</b>	RR	<b>4,147,585</b>	<b>4,287,957</b>	<b>-140,372</b>
	ORR	<b>3,741,086</b>	<b>4,347,055</b>	<b>-605,969</b>

## VI: EXPRESSION OF THANKS

Global thematic funds are extremely valuable resources used to support the realization of educational rights in Mozambique, which are transformational to trajectory to individuals' development as well as that of the human capital of the country as a whole. Because they are flexible, they can be used where they are most needed. UNICEF Mozambique is deeply grateful to all contributors of these key resources.

## VII: HUMAN INTEREST STORY

### *The right to education extended to disabled children through inclusive education*

**MACIA, March 2019:** Percila is 18 years old and in 9<sup>th</sup> grade studying at the Inclusive Education Resource Centre (Portuguese acronym CREI) of Macia. This is one of three centres, each covering a region in Mozambique, focusing on developing methods for teaching all children. The centre includes a school where students from 6 to 18 years with and without disabilities are studying together using inclusive and diverse teaching methodologies. Inclusive education ensures the right of every child to education.



"Before I started school here I was living in Maputo and only learning Braille. When they opened this school, I could properly start school and I really learned how to read here" says Percila.

Percila's teacher, Miss Mariamo, explains that Percila was doing a course on Braille before she enrolled at school at 9 years but that she was still struggling with the use of it and that she put in much time and energy in learning it when she was younger.

"My favourite topic is Portuguese because with languages I can communicate more with everybody. I actually also speak English as well, or, I mean, I am learning English in school now. I use braille a lot at school in all my classes and it helps me learn new things".

Percila stays at the centre's dormitory but her mother chose to move from Maputo and is now living close by in the same province. Children staying at the centre mostly only go home for holidays, but parents can visit at any time. In the girls' dormitory there are 45 girls staying where the youngest ones are 6 years old. In both the girls' and boys' dormitories, two students share a room and a warden is in charge of assisting them and teaching them responsibilities and to take care of their own things and clothes. The warden, Sister Angelica is responsible for the girls' wellbeing and normally walks around the ground with a ring of children around her.

Percila has her best friend at school, Yara who is in 6<sup>th</sup> grade. The two girls are both studying braille but Percila tells us that when they are not doing their homework together, their favourite thing to do is to sing. "One of my favourite songs is a Japanese song that my old teacher taught me before he went back to Japan. And now my teacher taught me to sing Guajira Guantanamera. Do you know the song? I can sing it for you". She adds with a smile.

Percila is one of many children with disabilities attending CREIs who are beneficiaries of the Inclusive Education Strategy for Children with Disabilities developed by the Ministry of Education and Human Development (Portuguese acronym MINEDH) with the support of UNICEF Mozambique. The strategy was approved in May 2018. Inclusive education means including all children in school and teaching them in the same environment such as the one in Macia. UNICEF has previously supported the MINEDH in developing a tool kit in Portuguese on how to define disability, collect data on children with disabilities, how to ensure access to schools and how teachers can use inclusive education methodologies. UNICEF is now supporting the government to build capacity in the CREIs and National Teacher Training Institutions on inclusive education methodology. These are efforts to ensure that education rights are extended to ALL children including the disabled. And as the Sustainable Development Goal 4 states, ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. /END.

## VIII: DONOR REPORT FEEDBACK FORM

In order to improve the quality of our reports, we kindly request you to spare a few minutes to give us feedback on the report through the attached link: [donor feedback form](#)

Thank you.