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para a Educação,
a Ciência e a Cultura

UNESCO

Mozambique



Annual Report

2015







UNESCO



Mozambique

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Summary



This report summarizes the work and achievements accomplished by UNESCO in Mozambique in 2015, in response to the main development issues and challenges of the country. UNESCO supports the implementation of national priorities and strategies, as spelled out in the Government of Mozambique five-year plan (2015-2019) and in the United Nations Development Assistance Framework for Mozambique (UNDAF) for 2012-2016.

The report provides also a summary of the contributions of UNESCO Maputo Office towards the implementation of the priority and flagship projects defined in the UNESCO strategy document "Operational Strategy for Priority Africa (2014-2021)":

- » Promoting a culture of peace and non-violence
- » Strengthening education systems for sustainable development in Africa: improving equity, quality and relevance
- » Harnessing STI and knowledge for the sustainable socio-economic development of Africa
- » Fostering science for the sustainable management of Africa's natural resources and disaster risk reduction
- » Harnessing the power of culture for sustainable development and peace in a context of regional integration
- » Promoting an environment conducive to freedom of expression and media development

According to the strategy, each flagship is composed of specific expected results, which guide the focus of the Programme in Mozambique. The Flagship projects define UNESCO's main strategic lines of intervention under its Major Programmes and are translated into specific action plans. The activities were implemented in line with the expected results, strategies and timeframes of the UNESCO Approved 37 C/5 Programme and Budget (2014-2017), while highlighting interdisciplinary perspectives and with a focus on gender and vulnerable groups.

Main Achievements



UNESCO MAIN ACHIEVEMENTS IN 2015:

- » Good practices on **teacher policies** in Southern African countries disseminated through a Regional Conference on Teachers;
- » National priority areas on **education for sustainable development**, literacy and adult education in Mozambique identified;
- » Achievements on **Comprehensive Sexuality Education** across Eastern and Southern Africa assessed and good practices shared through a Regional Workshop;
- » **Comprehensive Sexuality Education contents for 1st and 2nd Cycles of primary school** included in national curriculum;
- » **60 teachers trained** to deliver quality Comprehensive Sexuality Education;
- » Awareness raised on the importance of the **code of conduct of teachers**;
- » **45 trainers** from 9 Teachers Training Institutes (IFPs) developed their capacities to use



- training manuals to train literacy teachers;
- » **Capacities on family literacy** approach of 31 technicians (12 women) from MINEDH at central provincial and district level enhanced;
- » **STI Policy** gaps analysis in Mozambique completed and published;
- » **Mozambique MAB** National Committee established;
- » National priority areas in **ocean, marine and coastal research** in Mozambique identified;
- » **Water education** manual for schools in African Portuguese-speaking countries (PALOP) finalized;
- » Capacities of the cultural managers from PALOP in the implementation of the Convention on **Safeguarding the Intangible Heritage** strengthened;





Context

Country profile

In Mozambique, the year 2015 started with the presidency of His Excellency Filipe Jacinto Nyusi as the 4th President of the Republic of Mozambique on 15 January, following the October 2014 general elections. A restructured and downsized government was formed to implement the Five Year Government Programme – Programa Quinquenal do Governo - PQG (2015-2019). The PQG aims at “improving the living conditions of the Mozambican people by increasing employment, productivity and competitiveness, creating wealth, and generating balanced and inclusive development in a peaceful, secure, harmonious, solidary, just and cohesive environment”.

The PQG came in a period during which the Mozambican economy registered a slight decrease of the Gross Domestic Product (GDP) growth rate to 5.9% (2015) after a rapid and continuous GDP growth of over 7% during the past five years. This decrease was accompanied by local currency depreciation, inflation of primary goods prices and a general fall in the price of minerals and raw materials in international markets. Despite this deceleration, during the past five-years the Mozambican economy was characterized by sound macroeconomic management, large-scale foreign investment projects and significant donor support. Still, this rapid growth has not always translated into significant poverty reduction as poverty fell by only 4% between 2003 and 2009, leaving many challenges to be addressed. At the time of publication of this report, the country was facing a serious financial crisis due to its public debt. This situation will definitely affect various national development and economic indexes.

Socio-economic conditions in Mozambique still challenge development efforts as poverty continues to be severe, widespread and mainly concentrated in the rural areas (mostly in the Centre, North and coastlines of the country). An estimated 52% of the population lives below the poverty line (2009), and Mozambique’s level of illiterate young and adult population aged 15-60 years and above (44.9% in 2014-2015-IOF-Inquérito do Orçamento Familiar) remains amongst the World’s highest. In the same period, female literacy rate was still lower, being calculated at 45.37%, while compared to a 73.26% for males.

The HIV/AIDS prevalence is in an estimate of 10.6% (2014) among people aged 15 to 49 years. According to a UNICEF situation analysis of children in Mozambique (2014), although the prevalence of chronic under-nutrition continues to be a major concern for the Government of Mozambique, little progress has been made for its reduction, remaining at one of the highest levels in the world and the ninth highest in Africa.

Malaria, one of the major diseases harming public health, remains the most common cause of death and is responsible for 35% of child mortality. Limited progress has been achieved in improving water conditions and sanitation and alleviating hunger and malnutrition. Child marriage remains also one of Mozambique's development challenges, as data from the Demographic Health Survey (2011) indicate that Mozambique has one of the world's highest rates of child marriage. In 2011, 14% of adolescent girls got married before the age of 15 and 48% before the age of 18 while 8% of adolescent girls had their first baby before the age of 15 and 40% before the age of 18.

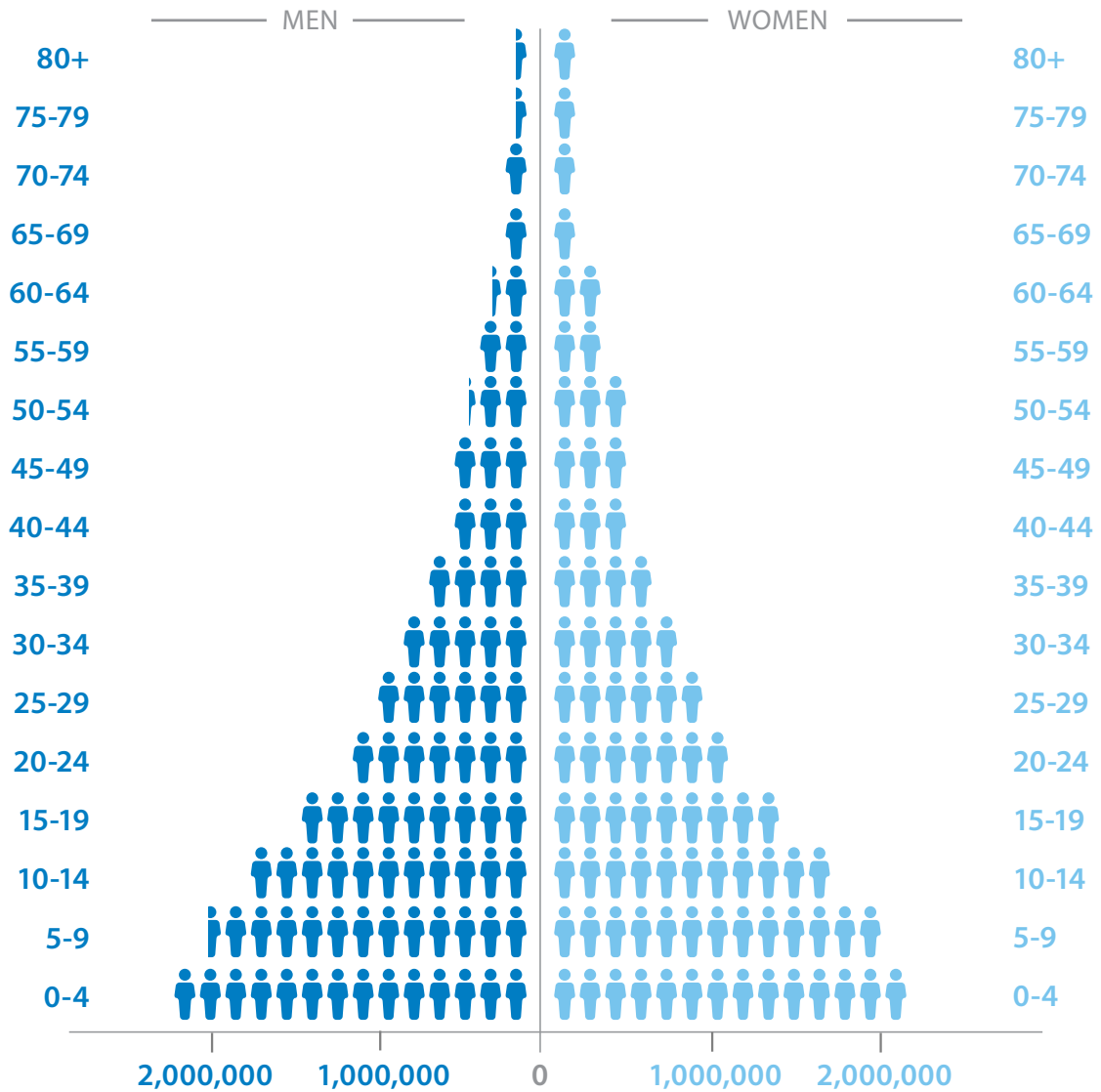
Nevertheless, Mozambique has made important progress in some areas during the last years. The number of children enrolled in primary school has increased substantially: according to MINED (2014), nearly 96% of the primary age children are enrolled in schools. Gender parity is improving with 47.4% of all students being female and a gender parity index upon Grade 1 entry has stabilized at a relatively high level of 0.94 (0.97 for the 6 years-old). However, the challenge of children retention continues: annually, around 350,000 children drop-out from schools and another 400,000 fail, putting them at risk of dropping out. The low quality education is also a concern as showed in a recent study carried out by INDE (2013), where only 6.4% of students (with 2nd grade completed) were found to be able to read and write in Portuguese language.

Key Figures

Total Population (Thousands) (2015)	26,467
Annual Population Growth (%) (2015)	2.45%
Population aged 14 years and younger (in thousands) (2013)	11,723
Rural population (% of total) (2013)	69%
Fertility rate (births per woman) (2013)	5.3
Infant mortality rate (per 1,000 live births) (2015)	70.21
Life expectancy at birth (years) (2014)	53.5
Prevalence of HIV (% of pop. 15-49 years) (2014)	10.6%
Poverty headcount ratio at 2 PPP\$ a day (of pop.) (2013)	81.8%
GDP per capita - PPP\$ (2013)	1,007
Annual GDP growth (2013)	7.4%
Total debt service (of GNI) (2013)	0.6%
GDP in billions - PPP\$ (2013)	25
Life expectancy at birth (2015)	52.94
Contraceptive prevalence rate (2011)	11.6%
People living with HIV/AIDS (million) (2014 est.)	1.543
School life expectancy (primary to tertiary edu.) (2013)	9 years
Public debt of GDP (2014 est.)	47.2%

Source: United Nations Statistics Division

POPULATION DISTRIBUTION BY AGE AND SEX (2014)



Source: INE (2014), Annual Projection of Total Population Urban & Rural 2007 – 2040

Relevant improvements have been made in terms of access and retention of young people and adults in literacy programmes, resulting in the reduction of the youth and adult illiteracy rate from 93% in 1975 to 44.9% in 2014 (IOF-2014-2015). Still, non-literate adult population (mainly women) have limited chances to access the available education and training opportunities.

In the environmental area, despite the rampant poverty, Mozambique is richly endowed with natural resources, widely distributed through its territory. Some of the world's largest unexploited coal reserves are found in Mozambique, significant on- and off-shore gas deposits have been found, and oil exploration is on-going. Mineral deposits include heavy-sands, gold, copper, and titanium, among others. Agricultural land is abundant, as well as forestry and fisheries resources. This endowment has prompted a boom in extractive industry development and, therefore, foreign capital investment, being one of the main drivers of the country's recent fast economic growth.

Due to its geographical location, Mozambique is prone to natural disasters and is being regularly hit by floods and droughts, a scenario expected to worsen under climate change projections. Land degradation and desertification, inland and coastal water pollution, and biodiversity loss are as well pressing environmental issues, aggravated by the lack of human resources, capacity to protect and sustainable manage natural resources and enforce existing regulations. Appropriate natural resource management is therefore key to guarantee a sustainable development path for the country in this key moment of its history.





Social indicators

Population growth rate (average annual %) 2010-2015	2.5
Urban population growth rate (average annual %) 2010-2015	3.3
Rural population growth rate (average annual %) 2010-2015	2.1
Urban population (%) 2014	31.9
Population aged 0-14 years (%) 2014	45.3
Population aged 60+ years (females and males, % of total) 2014	5.6/4.5
Sex ratio (males per 100 females) 2014	95.9
Life expectancy at birth (females and males, years) 2014	51.1/49.2
Infant mortality rate (per 1 000 live births) 2010-2015	74.3
Fertility rate, total (live births per woman) 2010-2015	5.2
Contraceptive prevalence (ages 15-49, %) 2010-2015	11.6
International migrant stock (000 and % of total population) mid-2013	218.8/0.9
Education: Government expenditure (% of GDP) 2007-2013	5.0
Education: Primary-secondary gross enrolment ratio (f/m per 100) 2007-2013	73.3/80.7
Education: Female third-level students (% of total) 2007-2013	41.0
Seats held by women in national parliaments (%) 2015	39.6

Source: United Nations Statistics Division

in Mozambique

UNESCO's intervention aim to strengthen education systems, foster science for the sustainable management of natural resources and disaster risk reduction and harness STI and knowledge as crucial tools to reach a sustainable socio-economic development. Furthermore, UNESCO's actions at country level focused on the promotion of a culture of peace, of an environment conducive to freedom of expression and media development and on the harnessing the power of culture for sustainable development and peace in a context of regional integration.

The activities were implemented in line with the AU Agenda 2063 and with the six Flagships of the Operational Strategy for the Global Priority Africa (2014-2021), taking into account the programme focus for Mozambique described in the following table:

PRIORITY AREA 1: PROMOTING A CULTURE OF PEACE AND NON-VIOLENCE

- 1.1. Education to peace, citizenship, democracy and human rights is integrated into formal and non-formal teaching and learning systems and reinforce mutual understanding and social cohesion
- 1.2. Youth awareness raised in furtherance of dialogue and peace by the social media and mobile phone networks
- 1.3. The African Union "Make peace happen" campaign strengthened for raising public awareness – and in particular youth
- 1.4. General History of Africa is introduced and taught from primary to university levels and knowledge on Africa, the slave trade and slavery and on the cultural interactions generated, as well as the contribution, and knowledge of Africa and its Diaspora to modern societies improved through heritage and contemporary creativity as transformative tools to enhance dialogue and peace
- 1.5. UNESCO-supported community radios transformed into spaces promoting intercultural, intergenerational dialogue and social cohesion. Young Africans' awareness raised in furtherance of dialogue and peace by the social media and mobile telephone networks

PRIORITY AREA 2: STRENGTHENING EDUCATION SYSTEMS FOR SUSTAINABLE DEVELOPMENT: IMPROVING EQUITY, QUALITY AND RELEVANCE

- 2.1. Member State has up to date education sector diagnosis and capacities to develop, implement and monitor strategies and plans in education policies, with particular attention to teachers at all levels, including teaching and learning environments
- 2.2. Teacher recruitment, preparation and professional development programmes fully aligned to education and curriculum reforms
- 2.3. National capacities strengthened to scale up inclusive and gender-responsive quality literacy programmes
- 2.4. National capacities strengthened to design and implement policies aiming at transforming TVET towards supporting youth transitions and building skills for work and life

- 2.5. National capacities strengthened to develop and implement ICT technology policies in education, particularly in teacher training and professional development
- 2.6. National Capacities strengthened to deliver good quality health education, HIV and comprehensive sexuality education that contribute to healthy lifestyles and gender equality

PRIORITY AREA 3: HARNESSING STI AND KNOWLEDGE FOR THE SUSTAINABLE SOCIO-ECONOMIC DEVELOPMENT

- 3.1. Capacity of stakeholders in STI Policy design, implementation, monitoring and evaluation enhanced
- 3.2. Synergy among university, research and private sector member institutions in emerging issues in SE&TI facilitated and enhanced
- 3.3. Facilitate training and research in science, engineering and technology with emphasis on emerging Oil and Gas national potential, energy and food security
- 3.5. Promote Gender Equity in research and innovation in emerging areas of science, engineering and technology
- 3.6. Develop and disseminate scientific and technical information to address major socio-economic problems

PRIORITY AREA 4: FOSTERING SCIENCE FOR THE SUSTAINABLE MANAGEMENT OF NATURAL RESOURCES AND DISASTER RISK REDUCTION

- 4.1. UNESCO Biosphere reserve concept as learning places for equitable and sustainable development and for climate change mitigation and adaptation promoted, used and strengthened
- 4.2. National needs for scientific knowledge and capacity development in ocean science, ocean observation, ocean hazard mitigation and data management addressed
- 4.3. National management of fresh water improved and made more secure with specific attention to water-related challenges including droughts, floods, infrastructure design and management, and urbanization

PRIORITY AREA 5: HARNESSING THE POWER OF CULTURE FOR SUSTAINABLE DEVELOPMENT AND PEACE IN A CONTEXT OF REGIONAL INTEGRATION

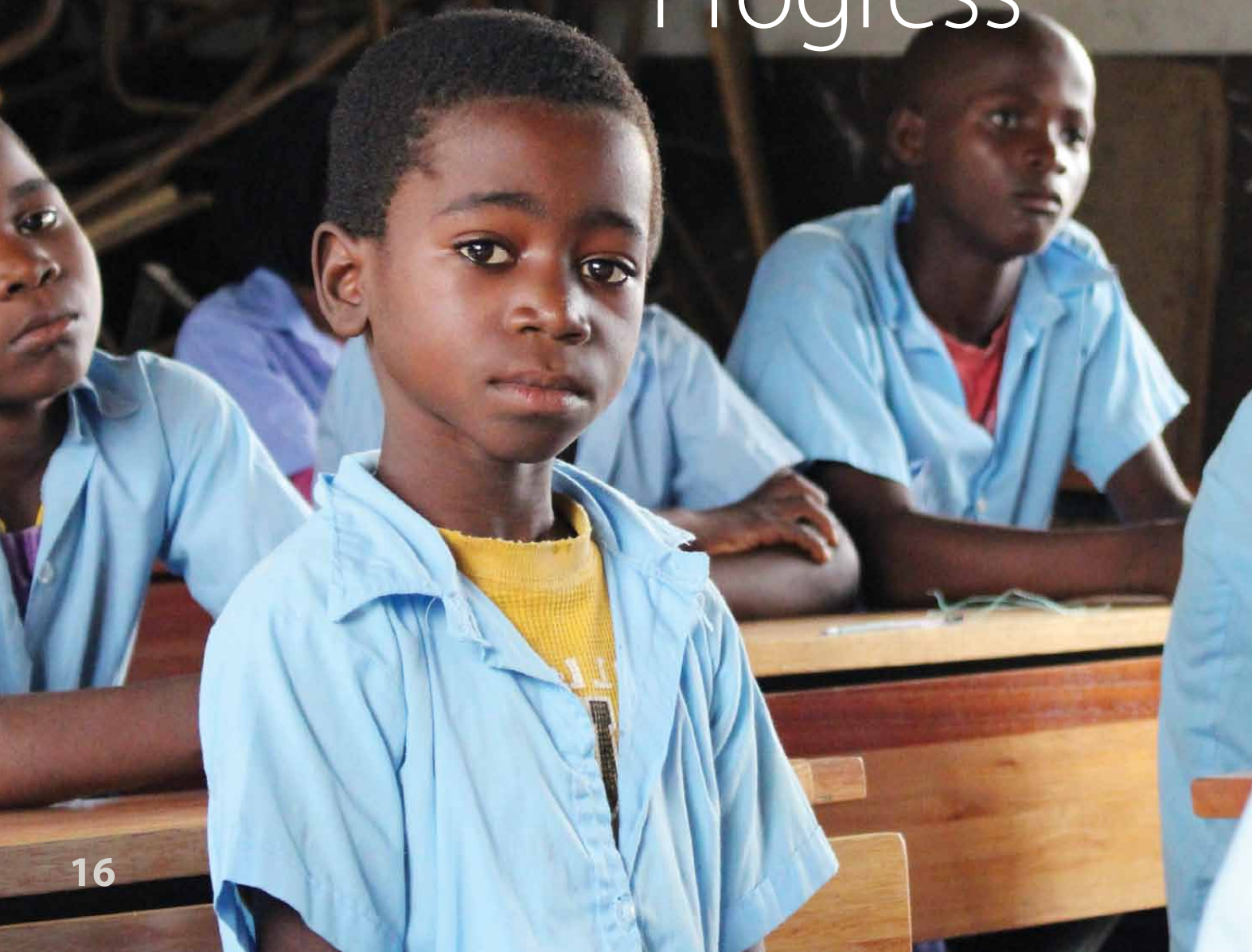
- 5.1. Cultural-policy frameworks and strategies in cultural matters developed and/or strengthened to improve the protection and safeguarding of the heritage and emergence of a more dynamic cultural sector
- 5.2. Enhancement, protection and safeguarding of the heritage improved
- 5.3. The general public, in particular young people made aware of the values of the heritage and mobilized to protect and safeguard it through formal, non-formal and informal education, the media and ICTs

PRIORITY AREA 6: PROMOTING AN ENVIRONMENT CONDUCIVE TO FREEDOM OF EXPRESSION AND MEDIA DEVELOPMENT

- 6.1. The environment for freedom of expression, press freedom, journalistic safety and self-regulation strengthened, for both online and offline media platforms, through favourable policies and practices
- 6.2. Preservation of documentary heritage for enhanced access to knowledge through Memory of the World



Achievements & Progress



Promoting a culture of peace and non-violence

Advocacy and awareness raising activities carried-out on culture of dialogue and peace

A television debate involving civil society, religious organizations and UNESCO was organized in order to celebrate the International Day of Peace. This debate was an opportunity to discuss the main challenges to create a peaceful society in Mozambique and identify best practices to build a culture of dialogue and social cohesion through formal and non-formal education.

Advocacy activities on children's rights carried-out

In Mozambique, the International Street Children Day was celebrated in a joint partnership between UNESCO, the Mozambique National Commission for UNESCO and the private corporation COGEF. As result, the rights of the child were disseminated in a radio programme during the week. Moreover, a drawing contest for 1000 children from 3 schools (including street children) was organized. The winners were awarded prizes, and the best paintings were published in a booklet.

Awareness raising activities on slave trade and slavery completed

Following several years of investigation, the Slave Wrecks Project confirmed the discovery of the São José-Paquete de Africa, a Portuguese slave ship that sank-off Cape Town in 1794 while carrying on board more than 500 slaves on its way from Mozambique to Brazil.

To celebrate this discovery and establish partnerships for research on slave trade and slavery, the Director of the Smithsonian's National Museum of African American History and Culture visited Ilha de Moçambique on his way to Cape Town to receive artifacts from the Iziko Museums of South Africa for the new African American History Museum. The Director also collected soil from Mozambique Island to be deposited on the wreck site during a remembrance ceremony organized in memorial of the wreck's victims and at last enable the slave to symbolically "sleep on their mother land". In Ilha de Moçambique, the celebrations were jointly organized by the Ministry of Culture and Tourism with UNESCO for the remembrance of the suffering endured by all slaves including those taken from Mozambique to the islands of the Western Indian Ocean for whom a memorial site (Jardin de la memoire) was built in Ilha de Moçambique, largely funded by donations from la Reunion Island. During this visit, a full documentary was produced by the museum partners for television viewers.

Strengthening Education Systems for Sustainable Development: *Improving equality, quality and relevance*

Priority areas for implementation of Education for Sustainable Development identified

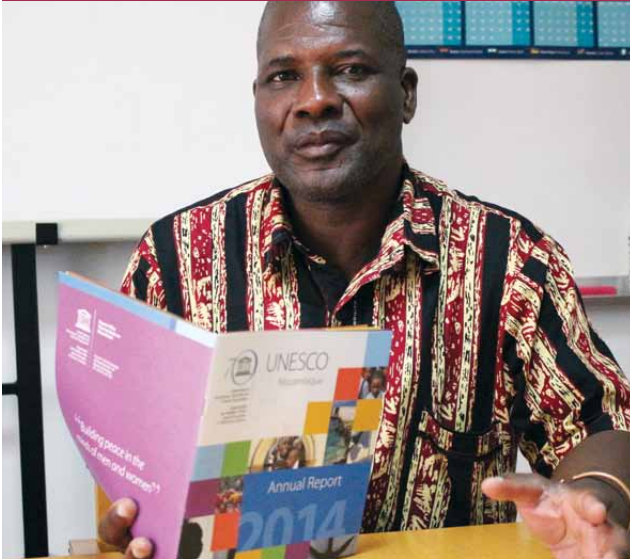
As a follow-up to the 2014 UNESCO World Conference on Education for Sustainable Development (ESD 2014) co-organized by UNESCO and the Government of Japan, UNESCO and the Mozambique National Commission for UNESCO co-organized a national consultation on ESD. The event brought together key stakeholders in ESD in Mozambique and provided a platform to map existing policies, strategies and programmes on ESD at national level; identify gaps and priority areas for implementing ESD, and make recommendations for a coordinated implementation of the ESD roadmap in Mozambique. Reflections were made on the achievements, lessons learnt, challenges and how to advance the ESD agenda in Education 2030 - Framework of Action. Proposals for future interventions were made and will serve as a basis for the development of a National Strategy and Action Plan.

Global Education Monitoring Report (GMR) launched in Mozambique and country achievements disseminated

The GMR was launched by the Minister of Education and Human Development and UNESCO in an event attended by many education partners including representatives from bilateral partners, civil society organizations and other major stakeholders. The report provided a comprehensive assessment of progress accomplished towards the six EFA goals set in Dakar at the World Education Forum. The report analysed also the factors that influenced the pace of progress and identified key lessons for shaping the post-2015 global education agenda. While Mozambique has not achieved all the EFA goals, the progress made was highlighted in the report, notably the Gross Enrolment Rate at primary education that increased from 7% in 1999 to 34% in 2012.

SUMMARY

- » **Priority areas for implementation of Education for Sustainable Development in Mozambique identified**
- » **Global Education Monitoring Report (GMR) launched in Mozambique and country achievements disseminated**
- » **Good practices on teacher policies in Southern African countries disseminated through a Regional Conference on Teachers**



“The elaboration of instruction materials for teachers and students is of the great results of the partnership between UNESCO and INDE.”

— **Dr. Salvador Raimundo Matavele**
National Institute for Education
Development. Educational and
Technical Coordinator of the Natural
Sciences Group. Maputo

Awareness raising activities carried-out on teacher’s status

In close collaboration with the National Teachers Union, Mozambique celebrated the World Teachers’ Day. During the ceremony UNESCO highlighted the rationale and importance of the improvement of the teachers’ status based on the UNESCO/ILO Recommendation concerning the Status of Teachers. The results of the holistic study on teachers in Mozambique were shared to serve as a basis for the development of policies to improve teachers’ conditions.

Good practices on teacher policies in Southern African countries disseminated through a Regional Conference on Teachers

In partnership with the Government of Mozambique and in cooperation with the Southern Africa Development Community (SADC), UNESCO organized its first Southern African Regional Conference on Teachers with the theme “Improving Quality of Education through Quality Teachers: Sharing effective practices towards the Post 2015 Agenda”.

The conference provided a platform for the participants to share and reflect on experiences and good practices to strengthen teachers’ capacities and pedagogies in key elements of quality education, to develop recommendations to improve the professional status of the teaching profession in the region and to build synergies across the region in policy issues for quality teachers.

This conference constituted a major contribution to the education reform process launched by the Ministry of Education and Human Development which has a large focus on improving the quality of teachers in Mozambique.

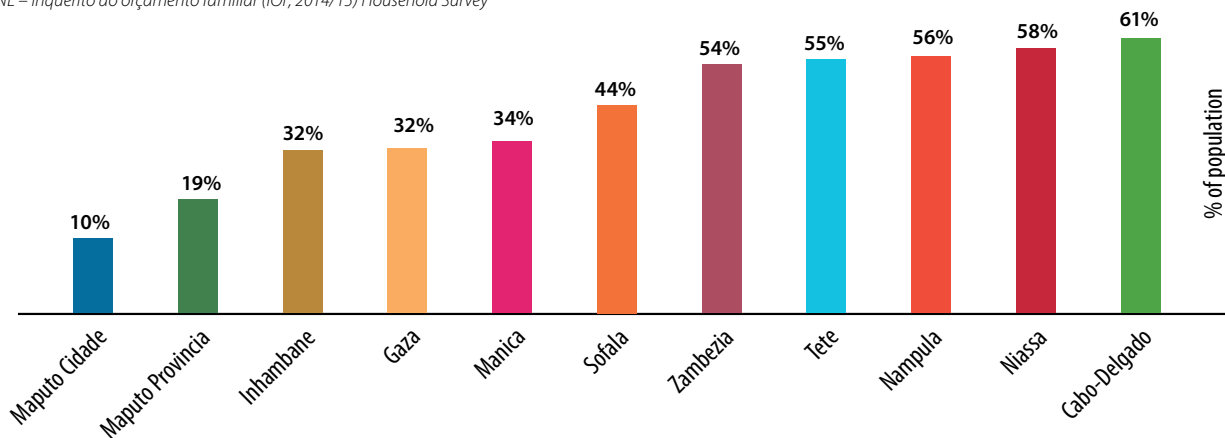


Literacy and Adult Education Strategy 2010-2015 evaluated and priorities for the next four years identified

The evaluation of the Literacy and Adult Education Strategy 2010-2015 (co-funded by Icelandic International Development Agency, Dvv International and UNESCO) was completed. The external evaluation team recommended, inter alia, (i) to decentralize at provincial and district levels the management of the Literacy Programme and (ii) to improve the Monitoring and Evaluation process. Also, it was recommended to update the Literacy and Adult Education Strategy 2010-2015 and its Operational Plan and extend their validity until 2019, in order to align with the Five Year Government Programme (Programa Quinquenal do Governo) 2015-2019 and the Education Strategic Plan timeframe. The government decided to prioritise the development of literacy programmes in Mozambican languages as a fundamental tool to improve the quality, relevance and learning outcomes.

ILLITERACY RATE BY PROVINCE (2014/2015)

INE – Inquérito ao orçamento familiar (IOF, 2014/15) Household Survey



45 trainers (13 women) from 9 Teachers Training Institutes (IFPs) developed their capacity to use the training manual for literacy teachers

A total of 45 trainers (13 women) from 9 Teacher Training Institutes (IfPs) from Cabo Delgado, Niassa, Zambézia, Tete, Sofala and Manica provinces were trained on the use of the manual for literacy teachers to enable the subsequent training of the literacy teachers. The manual aims to support the literacy teachers in their responsibilities with the aim to standardize the procedures and methodologies in the training of literacy teachers. This is the last phase of the training of trainers of which a total number of 110 trainers (38 women) were trained.

Capacities of 31 technicians (12 women) from MINEDH at central, provincial and district level on pedagogical aspects of the Family Literacy Approach enhanced

Within the implementation framework of the project entitled “Integrated Approach to Literacy and Adult Education to empower young women and their families through learning in rural and peri-urban communities in Mozambique” (funded by UNESCO-Malala Fund), 31 technicians (from which 12 were women) from MINEDH at central, provincial and district levels enhanced their capacities on Family Literacy Approach with technical support of the UNESCO Institute for Life Long Learning (UIL). The project was officially launched by the Minister of Education and Human Development and the UNESCO Representative to Mozambique in a ceremony carried out on April 2015 in Boane, a peri-urban community, with the presence of government representatives from provincial and districts levels. The project aims to empower mothers, fathers, grandparents and other caregivers in supporting their children with the development of reading and writing activities and the prevention of school failure and drop out. The project enrolled 555 beneficiaries in Boane, Memba and Eráti districts (from which 95% were women).

"Thanks to CapEFA we highlighted the importance and benefits of combating illiteracy. Through this programme UNESCO has developed capacities of teachers training institutions to deliver quality and professional literacy programmes."

— Dr. Carlos Ramos

*Training Institutes for Adult Educators,
Principal, Nampula*





"My name is Maria Vicente, I entered the Literacy School without knowing how to write and read, but now, I'm the best student in my class. Now I can read and write and I am able to help my children at home."

— Malala Fund Programme
Beneficiarie in Boane
(Maputo Province)



Awareness raising activities on linkage between literacy and sustainable development carried-out

A workshop on Literacy and Sustainable development was held in Lichinga City, Niassa Province, on September 9, 2015. The workshop was organized by UNESCO in collaboration with the DINAEA and Associação Progresso (a Mozambican NGO winner of the 2015 UNESCO King Sejong Literacy Prize) in the context of the celebration of International Literacy Day. It was an opportunity to discuss about the positive linkages between Literacy and Sustainable development, to further discuss about the challenges and opportunities to implement literacy programmes in mother tongues in Mozambique, and to share the results of the project entitled “Literacy in Local Languages, Springboard for Gender Equality” implemented by Associação Progresso winner of the 2015 UNESCO King Sejong Literacy Prize. The 45 participants included 18 women, and Senior Staff from the MINEDH at central, provincial and district levels, literacy teachers, learners, Coordinators of Núcleos Pedagógicos de Base, and Associação Progresso staff from central and district levels.

Qualitative and quantitative data on Literacy and Adult Education in Boane, Memba and Eráti districts collected analysed and published

A baseline study and needs assessment in the communities from three selected districts (Boane, Memba and Eráti) was conducted by a team from Eduardo Mondlane University, in order to provide relevant qualitative and quantitative information on the situation of the family literacy and the technical and vocational educational competencies of the communities. The study involved families from 12 rural communities in the in the three pilot districts covered by the project funded by the Malala Fund. The results of this study will serve to design the pedagogical model of the pilot Family Literacy Project in these districts.

SUMMARY



- » **Literacy and Adult Education Strategy 2010-2015 evaluated and priorities for the next 4 years identified**
- » **45 trainers (13 women) from 9 Institutes For Teachers Training (IFPs) developed their capacities to use the training manual for literacy teachers;**
- » **Capacities of 31 technicians (12 women) from MINEDH at central, provincial and district level on pedagogical aspects of the Family Literacy Approach enhanced;**
- » **Qualitative and quantitative data on Literacy and Adult Education in Boane, Memba and Eráti districts collected analysed and published;**
- » **Awareness raising activities on linkage between literacy and sustainable development carried-out .**

Achievements on Comprehensive Sexuality Education across Eastern and Southern Africa assessed and good practices shared through a Regional Workshop

In partnership with the Government of Mozambique, UNESCO organized a Regional Workshop in Maputo to review the second year progress of a project seeking to strengthen sexual and reproductive health and HIV prevention in eight countries: Lesotho, Malawi, Mozambique, Tanzania, Uganda, Zambia, South Sudan and Namibia. This regional project is funded by the Swedish International Development Cooperation Agency (Sida).

The Workshop gathered UNESCO specialists and regional Programme Officers in HIV and Health Education, representatives from Sida, Mozambique government officials and other key stakeholders to review the progress achieved and discuss critical next steps in ensuring that all young people across Eastern and Southern Africa have access to critical information and sexual and reproductive health services.

Focusing on building the capacity of education and health sectors, the three-year project helped build political commitment, strengthened the quality and implementation of sexuality education curricula and improved community engagement in young people's access to sexuality education and health services. Expected to reach 35,000 schools, 74,000 teachers and 15 million learners across the region by end December 2015, the project has achieved positive results, having trained over 90,000 teachers in sexuality education, 197 teacher-training colleges and reaching almost 2.4 million learners across the region.

Due to its success, Namibia and South Sudan have been added to the initial six countries that started the project. Ten additional countries within the region will also benefit from capacity building and lessons sharing.

Comprehensive Sexuality Education (CSE) contents for 1st and 2nd Cycle of Primary Schools developed

The National Institute for Education Development (INDE) led the development and harmonization of CSE contents that comprised the teachers' manual for the 1st and 2nd cycle of Primary School. This harmonisation will strengthen the quality and effectiveness of CSE curricula by the means of ensuring that curricula are evidence-based, gender transformative, and age and culturally appropriate. The compilation of the manual was completed in collaboration with UNFPA, the Ministry of Education and Human Development (MINEDH), the Ministry of Health (MISAU), the Ministry of Gender, Children and Social Action (MGCAS), and the Ministry of Youth and Sports (MJD).

60 teachers trained to deliver high quality Comprehensive Sexuality Education

Capacity building courses were conducted for in-service teachers at the IFPs of Inhamizua (Sofala) and Chibutuúine (Maputo). The training courses were part of the on-going UNESCO support to the Ministry of Education and Human Development (MINEDH) on scaling up Comprehensive Sexuality Education at the country level and in order to increase children and young people's knowledge on sexual and reproductive health and rights through access to high quality Comprehensive Sexuality Education.

These capacity building activities were implemented within the framework of the UBRF project 2014-2015 “improving community Sexual Reproductive Health Education through a culturally appropriate, gender-responsive and rights-based approach” and focused on contents of life skills. The training was delivered through a variety of participatory teaching and learning approaches aimed at exploring participant beliefs, perceptions and attitudes.

Evaluation of the implementation of the “Life Skills Education Program” conducted

As part of the scaling up of CSE at country level, UNESCO and UNICEF jointly supported the Ministry of Education and Human development (MINEDH) in the evaluation of the implementation of a capacity building on “Life Skills Education Program” (Basic Package Program) at the Institutes of Teacher Trainers and selected Primary Schools in the Provinces of Tete, Niassa, Cabo Delgado, Inhambane, Manica, Nampula, and Gaza.

UNESCO provided support to the simultaneous evaluations carried out in the Provinces of Manica, Nampula and Gaza, and it was led by the MINEDH National Directorate of Teacher Trainers (DNFP – Direcção Nacional de Formação de Professores) in coordination with the Department of Special Programmes (DIPE – Direcção de Programas Especiais).

The intervention was a follow-up of the joint support of UNICEF and UNESCO that enabled MINEDH to provide a capacity building training for a total of 24 IFPs on Sexual Reproductive Health and also provide HIV prevention content for parental education and school council in Tete province, which was part of the community engagement component of the Sida funded project.



“With UNESCO support in Comprehensive Sexuality Education (CSE), we developed abilities and values to share and educate our peers with relevant and accurate information. For youth to be empowered, take good decisions and acquire life skills, it is necessary for them to be healthy.”

**— Abneusa Stefania Manuel,
Momade Afonso Sarajabo Júnior
Shelzia Alfeu Cossa, Umar Danilo Ali Teixeira**
Youth Parliament



Awareness raised on the importance of the Code of Conduct for Teachers

UNESCO provided support to ONP, (National Teachers Organization), in the context of the UBRAF project 2014-2015 “Improving community sexual reproductive health education through a culturally appropriate, gender-responsive and rights based approach”, to organize consultation meetings gathering teachers. It took place in three provinces (Inhambane, Gaza and Maputo). The consultations allowed an assessment of the degree in which the “Code of Conduct for Teachers” is applied and raise awareness on the importance of the strict application of the code.

A total of 35 participants in Inhambane (21 men and 14 women), 34 in Gaza (19 men and 15 women) and 30 participants from Maputo Province attended the consultation meetings.

SUMMARY

- » Achievements on Comprehensive Sexuality Education across Eastern and Southern Africa assessed and good practices shared through a Regional Workshop
- » Comprehensive Sexuality Education (CSE) contents for 1st and 2nd Cycle of Primary Schools developed
- » 60 teachers trained on sexual and reproductive health and rights for children and young people
- » Implementation of capacity building on “Life skills Education Program” evaluated
- » Awareness raised on the importance of the code of conduct for teachers

"The UNESCO support enabled ONP to disseminate and interpret the code in a more in-depth and expanded manner. The code of conduct is a comprehensive and clear set of standards of professional knowledge, skill, competence and conduct which are expected of teachers as key players in the education of mozambicans."

— Dr Narciso Waciquete Maholele
ONP





Harnessing STI and knowledge for the sustainable socio-economic development

STI Policy gaps analysis in Mozambique completed and published

UNESCO provided the Ministry of Science, Technology, Higher and Technical Education of Mozambique (MCTESTP) with technical and financial support for capacity building in mapping STI Policy system and governance strategy. A SWOT analysis using UNESCO GO-SPIN (Global Observatory of Science, Technology and Innovation Policy Instruments) methodology was conducted.

At the end of the data collation and analysis, a national workshop was organized to present the GO-SPIN country profile. Based on discussions and national consultative meeting, the Mozambique STI profile has been revised and validated during a stakeholders' workshop.

Two researchers from Eduardo Mondlane University supported to attended a Research Camp on “Modelling and data analysis for the Healthy Human Global project”

Two researchers (1 woman) from Eduardo Mondlane University (UEM) received a travel grant from UNESCO to attend a Research Camp on “Modelling and data analysis for the Healthy Human Global project” organized by the Institute Pasteur of Montevideo, Montevideo, Uruguay. The research camp brought together experts in immunology and modelling to model the immune system and its interaction with infectious diseases (pathogens). The research camp included lectures by leading experts in their respective fields, as well as hands-on targeted collaborative modelling sessions building on open access data from large initiatives.

SUMMARY



- » STI Policy gaps analysis in Mozambique completed and published
- » Two researchers from Universidade Eduardo Mondlane supported to attended a Research Camp on “Modelling and data analysis for the Healthy Human Global project”

Fostering science for the sustainable management of natural resources and disaster risk reduction

Mozambique MAB National committee established

The first Mozambique International Workshop on the Man and the Biosphere Programme (MAB) was held in Maputo. Its objective was to share experiences and develop a common understanding of the Biosphere Reserve concept, the benefit of Biosphere Reserves in conservation science, and the MAB nomination process, with a focus on its implications in the Mozambique context. The event, entitled "Biosphere Reserves as a mean to conserve biodiversity and to foster the Sustainable Development Agenda in Mozambique", was organized jointly by UNESCO, the National

Administration for Protected Areas (ANAC), and the Mozambique National Commission for UNESCO.

During this knowledge-sharing exercise, an assessment of potential Biosphere Reserve nominations was conducted, a priority list for nomination was established and the "Maputo MAB Declaration" was formulated and approved. This text establishes the roadmap for the nomination of potential Biosphere Reserves in Mozambique and Quirimbas National Park was identified as the first priority site for nomination as a Biosphere Reserve. A temporary MAB National committee was established and a request for joining the AfriMAB network made.

ENVIRONMENT STATISTICS

Threatened species	2014	261
Forested area (% of land area)	2012	49.1
Proportion of terrestrial and marine areas protected (%)	2014	10.9
Population using improved drinking water sources (%)	2012	49.0
Population using improved sanitation facilities (%)	2012	21.0
CO2 emission estimates (000 metric tons and metric tons per capita)	2011	3282/0.2
Energy supply per capita (Gigajoules)	2012	18.0

Source: United Nations Statistics Division - <http://data.un.org>

National priority areas for ocean, marine, and coastal research in Mozambique identified

National priority areas for ocean, marine, and coastal research in Mozambique were identified in a workshop organized in Maputo in conjunction with the Third Western Indian Ocean Planning meeting for the Second International Indian Ocean Expedition (IIOE-2). The meeting was organized in coordination with the Ministry of Sea, Inland Waters, and Fisheries and in partnership with the University Eduardo Mondlane, and enabled the

review of the capacities of the Mozambican institutions responsible for ocean, marine, and coastal research and the identification of key priority areas which include, among others:

- Ocean acidification
- Upwelling in the continental shelf at Angoche, Banco de Sofala, and Delagoa Bight
- Blue economy
- Climate change
- Physical alteration of the coastline and options for ecosystem restoration
- Ecosystem structure and functioning
- Integrated coastal zone management
- Marine pollution

Water Education Manual for African Portuguese-speaking countries (PALOP) finalized

A draft water education manual for schools was finalized at the third Technical Meeting for Water Education in Schools of African Portuguese-speaking countries, hosted in Maputo.

The event was co-organized by UNESCO-IHP and the Government of Mozambique through the Institute of Water Research (IIA), and brought together an interdisciplinary team of 57 professionals including teachers, researchers, technicians from the water and education sectors, and representatives from partner institutions and organizations from Mozambique, Cabo Verde, São Tomé e Príncipe, and Portugal.

This project, initiated by the Cabo Verde National Commission for UNESCO, aims at strengthening water education for sustainable development in the PALOP by the means of promoting discussion and experience-sharing amongst teachers, which will translate into enhanced awareness. The objective of the meeting was to review the draft manual for the training of trainers on water education and provide comments for its finalization. The main conclusions were reflected in the "Maputo Declaration", which expressed the agreement of all the participants, stating the commitment of the different stakeholders towards strengthening cooperation on water education.

SUMMARY

- » **Mozambique MAB National committee established**
- » **National priority areas for ocean, marine and coastal research in Mozambique identified**
- » **A draft Water Education Manual for African Portuguese-speaking countries (PALOP) finalized**

Harnessing the power of culture for sustainable development and peace in a context of regional integration

Capacities of the cultural managers from PALOP in the implementation of the Convention on Safeguarding the Intangible Heritage strengthened

Under the Global Capacity Building Strategy for implementing the 2003 Convention on Safeguarding the Intangible Cultural Heritage, PALOP countries' culture officials strengthened their capacities on the implementation of this Convention. Three officials from ARPAC (National Social Cultural Institute) in charge of implementing the Convention in Mozambique delivered trainings in Angola, Cabo Verde and São-Tomé e Príncipe, building capacities on the implementation of the Convention.

Timbila Center in Zabala operationalized

UNESCO, with Japanese funds-in-trust, supported the project "Safeguarding Timbila Chopi Traditions", which included the construction of the Timbila School-Centre in 2009. With additional funding from UNESCO, the school was rehabilitated and is now operational. The main goal of the School-Centre is to transmit and safeguard the Timbila (training, playing and manufacturing) involving children of schools surrounding the school-centre, while fostering educational, cultural and economic activities. The school

will also serve as a cultural centre for development and promotion of cultural activities, cultural tourism and intercultural dialogue and will foment the planting of Mwendje, the tree used to build the Timbila.

The local committee for the coordination mechanism of safeguarding timbila was re-established. The School Centre will be managed by the local authorities, with the involvement of women and local communities through civil society organizations.

A number of young mozambicans trained on preservation and conservation of the World Heritage

In the Island of Mozambique, the capacities of youth and children on preserving and conserving the World Heritage Site and on entrepreneurship were strengthened through two trainings organized within the framework of the regular programme "Sub-regional capacities for implementation of the 1972 Convention enhanced". The trainings aimed to enable youth of the locality to benefit from the economic opportunities given by the cultural heritage site through cultural heritage tourism of the Lumbo Centre, a centre for development of cultural heritage activities, teaching and cultural heritage tourism.

Draft National Creative and Cultural Industries Policy produced

Within the framework of the implementation of the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions, a number of capacity building activities were completed to manage and stimulate creative and cultural industries. Technical and financial support was provided to the Ministry of Culture and Tourism to initiate the design of National Creative and Cultural Industries Policies. The draft policy was produced and reviewed for approval.

Advocacy activities on Cultural Diversity for Dialogue and Development carried out

Under the theme "Tribuna Cultural", the Ministry of Culture and Tourism in partnership with UNESCO Maputo, celebrated the "World Day for Cultural Diversity for Dialogue and Development". The event was also held within the context of the celebrations of the 40 years of Independence of the country and was meant to debate on the contribution of culture to development in Mozambique during that last 40 years. This open

debate gathered government authorities, public and private sector, NGO's, artists and culture practitioners to exchange on the importance of cultural diversity for dialogue, culture of peace, tolerance, non-violence and national unity; and the importance of cultural diversity for social inclusion, economic development and environment sustainability.

Awareness raising activities conducted on Intercultural Dialogue

Under the Patronage of UNESCO, the "Phiane Associação Cultural" has organized the celebration of the International Jazz Day (4th Edition) in Mozambique for the first time under the motto "Jazz: Beyond Music". The celebration promoted the strong positive values and messages inherent in the International Jazz Day, including peace, intercultural dialogue, and cooperation between nations. The main ceremony was a Jazz performance held in Maputo with the presence of the Minister of Culture and Tourism. The message of the UNESCO Director General focussing on the contribution of Jazz for creativity, dialogue, respect of human rights, dignity, and peace was disseminated.

SUMMARY



- » Capacities of the cultural managers from PALOP countries in the implementation of the Convention on Safeguarding the Intangible Heritage strengthened
- » Timbila Center in Zavala operationalized
- » A number of young mozambicans trained on preserving and conserving the World Heritage
- » Draft National Creative and Cultural Industries Policy produced
- » Advocacy activities on Cultural Diversity for Dialogue and Development carried out



Main Challenges

The year 2016 will mark the effective implementation of the UNESCO Country Programming Document (UCPD) which was developed in a participative manner with the key national institutions. This gains increase relevance to support the implementation of the Government Five-Year Programme (2014-2019) within the 2030 Agenda. In partnership with the Government, other national and international partners, UNESCO will undertake strategic initiatives in its areas of expertise to create, reinforce the necessary policies, systems, programmes and capacities to reach targets identified in the Five-Year Government Programme (Programa Quinquenal do Governo) 2015–2019. These programme interventions should be anchored to the objectives and expected results of the Operational Strategy for Priority Africa (2014-2021) and be aligned with the African Union Agenda 2063 to ensure that they are developed for people, planet and prosperity and they strengthen peace in larger freedom.

To this end, UNESCO will need to mobilize its broad range of partners to ensure that relevant normative and policy support are provided to deliver capacity development and to advocate and monitor trends in its areas of programme. This includes the advocacy for the ratification and effective implementation of a number of International Conventions of which UNESCO holds specific accountability and responsibility.

While contributing to the building of a culture of peace, the alleviation of poverty sustainable development and intercultural dialogue, the UNESCO support framework will specifically aim at creating, reinforcing the necessary policies, systems, programmes and building institutional capacities to tackle the key identified development issues, as for instance the quality of education, literacy and adult learning and education especially for girls and women, HIV AIDS prevalence among the youth, their active social inclusion and further challenges related to the management and safeguarding of heritage, promotion of creativity and freedom of expression and media development.

UNESCO interventions will also contribute to address critical threats to biodiversity, to enhance the response to natural disasters and to improve the management of ocean and coastal zone.

In the field of education, UNESCO interventions will address the main issues and challenges retained for the education policy review which are: sector wide policy and planning, teachers training and policies, quality of education and ICT in education. These interventions will support the reform of the National Education System launched by the Ministry of Education and Human Development.

The consolidation of results achieved in the area of HIV/AIDS will require high level active engagement and advocacy of all Ministries concerned, namely the Ministry of Education and Human Development, the Ministry of Health, the Ministry of Youth and Sport especially in support and advocacy of the Eastern and Southern Africa (ESA) Ministerial Commitment on Comprehensive Sexuality Education.

The revision and update of the national strategy of literacy and adult education emphasized the needs to enhance the institutional and organizational capacities of DINAEA to scale up effective national literacy programmes. This highlights the necessity to assess and address in an integrated approach the challenges of the quality of the programme especially the drop-out of learners from the literacy programme, mainly women in rural areas and the weak monitoring and evaluation of LAE programmes at provincial and district levels.

In the environmental area, although the country benefits from extensive legislation on environment and natural resources, the regulatory framework for natural resources management is considered as inadequately enforced and there is a lack of coordination between different stakeholders. Climate change impact remains a major

challenge to Mozambique, due to its geographical location.

Hence climate change adaptation is hence a national priority in the years to come. Meanwhile, other environmental issues, such as ecosystem degradation, biodiversity loss, marine and terrestrial pollution, overfishing, and deforestation are challenges to be addressed.

In the area of Culture and Development, the sector still requires technical expertise, legal and policy instruments to ensure its proper and recognised integration into national development programmes and the involvement of ordinary people in the promotion of cultural expressions activities and safeguarding of cultural heritage. This refers specifically to issues related to the updated cultural policies, strategies and sectorial instruments to promote the creative and cultural industries and enabling Culture to contribute to poverty alleviation and to the building of national identity, consolidation of peace and social cohesion.

Media development in Mozambique, constitutes also a challenge and has experienced over the past 10 years a significant growth with a mix of state, public sector, private and community media. The public and community radio broadcasting sectors have the most extensive coverage. However, challenges still persist in certain aspects of the communication and media sector along with the emergence of a new and still unregulated social media, moreover, the economic fragility of the sector as a whole is obvious, in particular the community sub-sector as enablers of the free flow of information for development. Strengthening of capacities of media institutions and professionals and the safety of journalists have been identified as necessary for the promotion of an environment conducive to freedom of expression and media development.



UNESCO Mozambique



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Acronyms

AEA	Adult Literacy and Education
ANAC	National Administration for Protected Areas
ARPAC	Institute for Socio Cultural Research
CapEFA	Capacity development for Education for All
CSE	Comprehensive Sexuality Education
DINAEA	Directorate of Literacy and Adult Education
DNFP	Directorate of Teacher Training
DQAF	Quality Data Assessment Framework
EFA	Education For All
ESD	Education for Sustainable Development
GACIM	Office of Conservation of Mozambique Island
GDP	Gross Domestic Product
GMR	Global Monitoring Report
GO-SPIN	Global Observatory of Science, Technology and Innovation Policy Instruments
HDI	Human Development Index
HIV/AIDS	Human immunodeficiency virus infection and acquired immune deficiency syndrome
IADT	Institute of Arts Design and Technology
ICEIDA	Icelandic International Development Agency
ICTs	Information Communication Technologies
IFEAs	Training Institutes for Adult Educators
IFPs	Teacher Training Institutes
IIA	Institute of Water Research
IICBA	International Institute for Capacity Building in Africa
IIOE-2	Second International Indian Ocean Expedition
IPE	International Institute for Education Planning
ILD	International Literacy Day
ILO	International Labour Organization
INDE	National Institute for Education Development
INE	National Institute of Statistics
IOF	Household family Budget Survey (Inquérito do orçamento familiar)
LAE	Literacy and Adult Education
MAB	Man and Biosphere Programme
MCTESTP	Ministry of Science, Technology, Higher and Technical Education of Mozambique
MDG	Millennium Development Goals
MGCAS	Ministry of Gender, Children and Social Action
MICS	Multiple Indicator Cluster Surveys
MINED	Ministry of Education
MINEDH	Ministry of Education and Human Development
MISAU	Ministry of Health
MJD	Ministry of Youth and Sports
MOU	Memorandum of understanding
ONP	Mozambique National Teachers Organization
PALOP	Portuguese-speaking African countries
PQG	Programa Quinquenal do Governo (Government Five-Year Programme)
RENAMO	Mozambican National Resistance
SADC	Southern Africa Development Community
SDGs	Sustainable Development Goals
SIDA	Swedish International Development Agency
SPIN	Science Policy Information Network
SRH	Sexual and Reproductive Health
STI	Science, Technology and Innovation
TVET	Technical Vocational Education and Training
UBRAF	Unified Budget Results Accountability Framework
UEM	Eduardo Mondlane University
UIL	UNESCO Institute for Life Long Learning
UNDAF	United Nations Development Assistance Framework
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund



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