

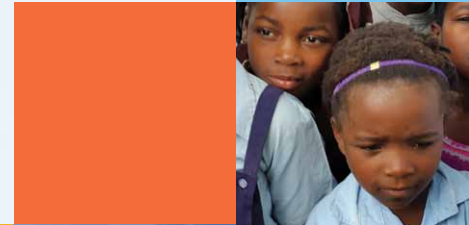


United Nations
Educational, Scientific and
Cultural Organization

Organização
das Nações Unidas
para a Educação,
a Ciência e a Cultura

UNESCO

Mozambique



Annual Report

2014





UNESCO

Mozambique

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Executive

Summary



In this new format of the Annual report of the Office, we decided to use several images of *Ilha de Moçambique*, the unique World Cultural Heritage site in Mozambique. This is to symbolically share with all the readers some of the universal values of this extraordinary site.

This Annual Report summarizes the work and achievements accomplished by UNESCO in Mozambique in 2014 in response to the main development issues and challenges and in support to the implementation of the national priorities and strategies spelled out in the National Action Plan for Poverty Reduction (PARP 2011-2014) and in the United Nations Development Assistance Framework for Mozambique/UNDAF (2012-2015). It also provides a summary of the contributions of the Office in the implementation of the flagships and related projects defined in the document **Priority Africa at UNESCO: An Operational Strategy for its implementation (2014-2021)**.

The Annual Report is focused on progress and achievements related to the following flagships from Global Priority Africa:

1. Promoting a culture of peace and non-violence;
2. Strengthening education systems for sustainable development in Africa: improving equity, quality and relevance;

3. Harnessing STI and knowledge for the sustainable socio-economic development of Africa;
4. Fostering science for the sustainable management of Africa's natural resources and disaster risk reduction;
5. Harnessing the power of culture for sustainable development and peace in a context of regional integration;
6. Promoting an environment conducive to freedom of expression and media development.

Each flagship is composed of specific expected results which will be further developed in the report. They define the main strategic lines of intervention of UNESCO under the Major Programmes and are translated into specific action plans. The activities were implemented in line with the strategies and timeframes of the UNESCO Approved 37 C/5 Programme and Budget (2014-2017) while highlighting sectoral, intersectoral, and interdisciplinary perspectives with a focus on gender and vulnerable groups.

Main achievements

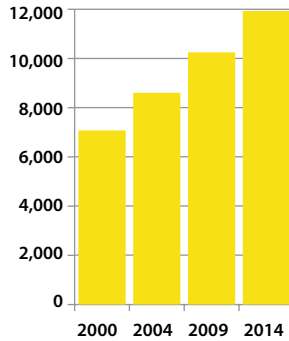
The main achievements in 2014 were the following:

- Public awareness-raised through Make Peace Happen campaign;
- Holistic study on teacher issues in Mozambique completed;
- Teachers' trainers competences in monitoring learning achievements in classroom strengthened;
- EMIS methodology guide for Mozambique developed;
- Literacy teacher's training manual and Natural and Social science syllabi for Lower Secondary Education produced;
- Education technicians at central and provincial level trained on POEMA (Planning, budgeting, execution, monitoring & evaluation);
- Teacher trainers and curriculum developers trained using the Sexual Reproductive Health Curriculum including Comprehensive Sexuality Education;
- Professionals of Culture Officials from PALOP countries trained on Risk Preparedness on World Heritage Sites;
- Culture Officials from national ARPAC (Institute for Socio-Cultural Research) trained on the implementation of the 2003 Convention and on community-based inventories.

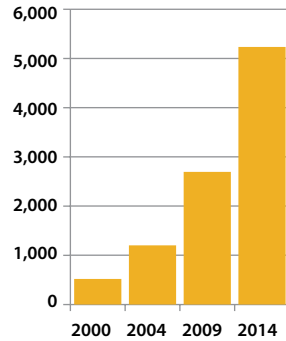


Evolution of the number of schools

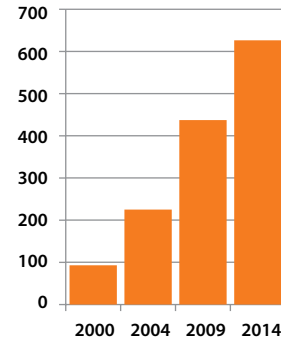
EP1 - PRIMARY SCHOOL 1



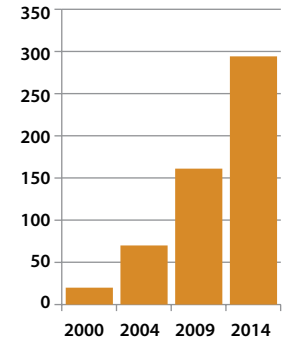
EP2 - PRIMARY SCHOOL 2



ESG1 - SECONDARY SCHOOL 1

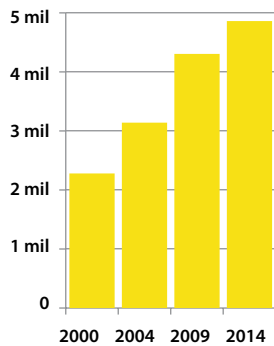


ESG2 - SECONDARY SCHOOL 2

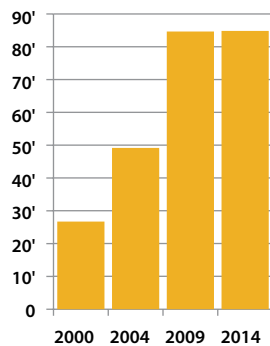


Evolution of the number of students

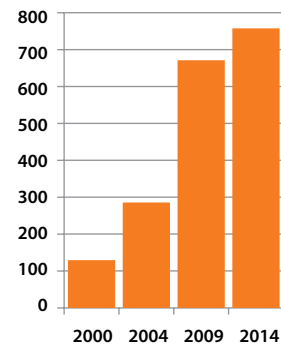
EP1 - PRIMARY SCHOOL 1



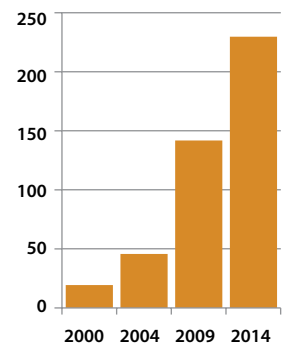
EP2 - PRIMARY SCHOOL 2



ESG1 - SECONDARY SCHOOL 1



ESG2 - SECONDARY SCHOOL 2





Country profile

KEY INDICATORS

UNESCO Institute for Statistics, 2013

Total population (in thousands)	25,834
Annual population growth (%)	2.5
Population aged 14 years and younger (in thousands)	11,723
Rural population (% of total)	69
Fertility rate (births per woman)	5.3
Infant mortality rate (per 1,000 live births)	63
Life expectancy at birth (years)	49
Prevalence of HIV (% of population aged 15-49 years)	11.1
Poverty headcount ratio at 2 PPP\$ a day (% of population)	81.8
GDP per capita - PPP\$	1,007
Annual GDP growth (%)	7.4
Total debt service (% of GNI)	0.6
GDP in billions - PPP\$	25

In Mozambique, the year 2014 was marked by intense political tensions and the campaign for the general elections. The 2014 general elections was marked by a change in State leadership as the outgoing President had completed his two mandates thus the ruling party nominated a new candidate to run for the function of President. The peace agreement signed on September 5, 2014 between the Government and Renamo the largest opposition and former rebel group enable a peaceful implementation of the elections.

A new President was elected, Filipe Nyusi from Frelimo the winning ruling party of the general elections. His party also secured a strong majority in the parliament (144 seats out of 250 in total), though in sharp decline compared to the previous election in 2009 when it garnered 75% of the vote. Renamo, the largest opposition and former rebel group, more than doubled its seats to 89 seats, and MDM, a third political party with parliament representation, obtained 17 seats, also doubling its presence.

Mozambique remains among the countries in the world with highest levels of non-literate young and adult population (50.4% in 2007) and HIV/AIDS prevalence (11.5% in 2009) among people aged 15 to 49 years old.

Malnutrition significantly worsened between mid-1990s to 2003, and it took almost a decade for malnutrition to return to the mid-1990s levels. Malaria remains the most common cause of death, responsible for 35 percent of child mortality. Limited progress has been achieved in improving water and sanitation and alleviating hunger and malnutrition. Child marriage is one of Mozambique's development challenges. 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 15.48% before the age of 18.8% of adolescent girls had their first baby before the age of 15 and 40% before the age of 18.

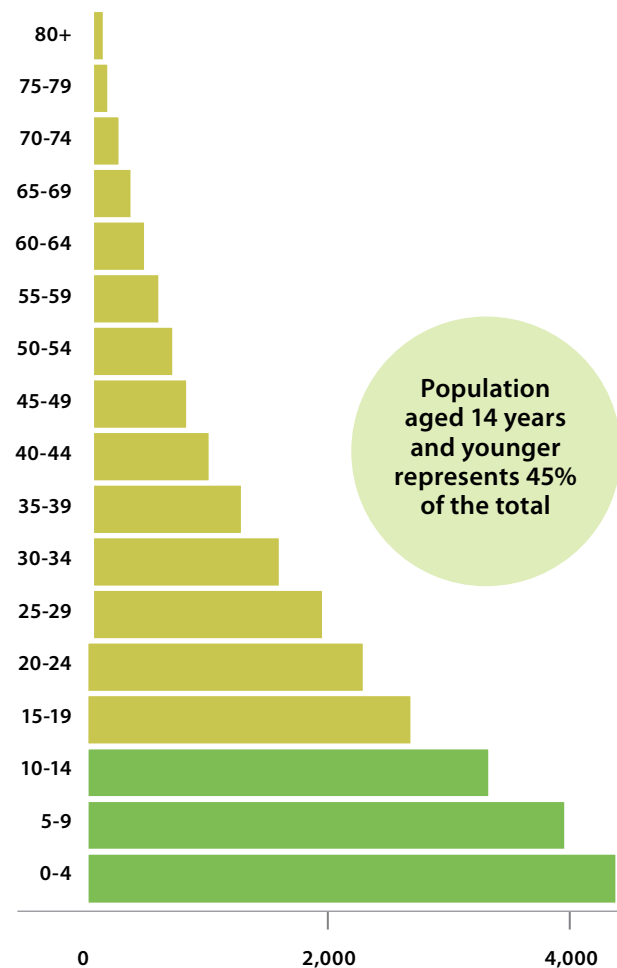
Nevertheless, in the last years, Mozambique has made important progress in some areas. The number of children enrolled in primary school has increased substantially. According to MINED (2014), currently, nearly 96% of the primary age children are enrolled in schools. Gender parity is improving with 47.4% of all students being female and a gender parity index upon Grade 1 entry that has stabilized at a relatively high level of 0.94 (0.97 for the 6 year old).

However, the challenge of retention of children 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.

Relevant improvements have been made in terms of access and retention of young people and adults in the literacy programmes, resulting in the reduction of the adult illiteracy rate from 93% in 1975 to 48.1% in 2008 according to the National Institute of Statistics (INE)-UNICEF's Multiple Indicator Cluster Surveys (MICS). Nevertheless, non-literate adult population, mainly women, has still limited chances to access many of the education and training opportunities. According to INE, in 2007, the illiteracy rate was considerably higher among women (64.25%) compared to men (34.6%).

The economy of the country is characterized by a rapid and continuous Gross Domestic Product (GDP) growth of over 7% in the past five years, making Mozambique one of the ten fastest growing economies in the world. This strong GDP growth is attributed in large part to the expansion of extractive industries, the financial sectors, transportation and construction. Despite the impressive economic growth rates and progress made in recent years, poverty continues to be severe and widespread. The poverty is more concentrated in the rural areas, mainly in the Centre and North of the country and the coastlines. Currently only 9% of poor and vulnerable households are benefitting from social protection programmes. While advances have been made by the Government to improve the lives of the poor and vulnerable, in 2014 Mozambique ranks 178th out of 187 countries and territories on the Human Development Index (HDI).

TOTAL POPULATION BY AGE GROUP, 2013 (IN THOUSANDS)





in Mozambique

UNESCO intervention aimed 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 action at the 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 promotion of culture to achieve sustainable development and peace in a context of regional integration.

PRIORITY AREAS PROGRAMME FOCUS

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

2. Strengthening education systems for sustainable development: improving equity, quality and relevance

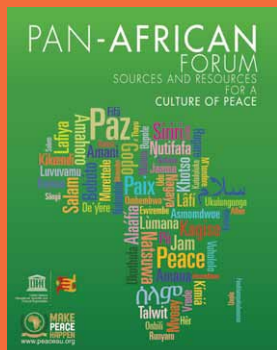
- 2.1. Member State has up to date education sector diagnosis and capacities to develop, implement and monitor strategies and plans in education policies, with particular attention to teachers at all levels, including teaching and learning environments
 - 2.2. Teacher recruitment, preparation and professional 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
-

PRIORITY AREAS	PROGRAMME FOCUS
	<p>2.5. National capacities strengthened to develop and implement ICT technology policies in education, particularly in teacher training and professional development</p> <p>2.6. National Capacities strengthened to deliver good quality health education, HIV and comprehensive sexuality education that contribute to healthy lifestyles and gender equality</p>
3. Harnessing STI and knowledge for the sustainable socio-economic development	<p>3.1. Capacity of stakeholders in STI Policy design, implementation, monitoring and evaluation enhanced</p> <p>3.2. Synergy among university, research and private sector member institutions in emerging issues in SE&TI facilitated and enhanced</p> <p>3.3. Facilitate training and research in science, engineering and technology with emphasis on emerging Oil and Gas national potential, energy and food security</p> <p>3.4. Promote curriculum development in petroleum and petrochemical science and engineering to enhance teaching learning and research in oil and gas technologies</p> <p>3.5. Promote Gender Equity in research and innovation in emerging areas of science, engineering and technology</p> <p>3.6. Develop and disseminate scientific and technical information to address major socio-economic problems</p>
4. Fostering science for the sustainable management of natural resources and disaster risk reduction	<p>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</p> <p>4.2. National needs for scientific knowledge and capacity development in ocean science, ocean observation, ocean hazard mitigation and data management addressed</p> <p>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</p>
5. Harnessing the power of culture for sustainable development and peace in a context of regional integration	<p>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</p> <p>5.2. Enhancement, protection and safeguarding of the heritage improved</p> <p>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</p>
6. Promoting an environment conducive to freedom of expression and media development	<p>6.1. The environment for freedom of expression, press freedom, journalistic safety and self-regulation strengthened, for both online and offline media platforms, through favorable policies and practices</p> <p>6.2. Preservation of documentary heritage for enhanced access to knowledge through Memory of the World</p>

Progress Assessment



& Achievements



90 young African men and women, whereof two Mozambiquan, came together in Libreville, Gabon in December 2014 for the Libreville Pan African Forum “African youth and the challenge of promoting a culture of peace”

Promoting a culture of peace and non-violence

Under this Flagship, the activities in 2014 were focused on one of the five expected results: **The Africa Union “Make peace happen” campaign strengthened for raising public awareness and in particular youth.**

Under this expected result, UNESCO supported the participation of women leaders to the Forum for African Women towards the creation of a network of women for a culture of peace in Africa.

Two young Mozambican women from the National Youth Council and Youth Organization were sponsored and have actively attended the **Libreville Pan African Forum - “African youth and the challenge of promoting a culture of peace”**. This Forum was organized by the Gabon National Commission for UNESCO in partnership with the Omar Bongo Ondimba Foundation for Peace, Science, Culture and the Environment and UNESCO. The Forum was attended by 90 young African men and women, coming from forty countries and has achieved the following results:

- The establishment of a dynamic and sustainable network of youth organizations of the African continent as well as of its governing bodies;
- The Youth Network for a culture of peace in Africa;
- The sharing of best practices relating to culture of peace;
- The Launch of the "Youth and Culture of Peace" International Award to support the existence of the network;
- The renewal of the bodies of the African Confederation of UNESCO Clubs (SRAC) and recovery activities.

Furthermore, in collaboration with the Mozambique National Commission for UNESCO and the UN Country Team, the UNESCO Office in Maputo celebrated the International Day of Peace 2014, as part of the “**Make Peace Happen**” campaign initiated by the African Union and UNESCO in 2010.

The theme “The right of peoples to peace”, chosen by the United Nations to mark the day in 2014, was also taken into account and Mozambique has been involved with a national action

campaign around the slogan "*O que fazes pela paz?*" (What are you doing for Peace?). The main activities included awareness-raising and sensitizing campaigns for the promotion of a culture of peace and non-violence through interviews of eminent personalities from civil society, religious leaders and scholars on topics related to peace. The dissemination of the information was carried out through the network of UNESCO's community radios and by free SMS messages on mobile phones.

Activities in this campaign were developed to also support the celebration of the commitment of Mozambique to lasting peace, following the signing on 5 September 2014 of a cease-fire between the GOM and the RENAMO, which has then been converted into a national law.

WITH SUPPORT FROM UNESCO:

- » **Public awareness-raised through Make Peace Happen campaign, under the theme "*O que fazes pela paz?*" [What are you doing for Peace?];**
- » **Two young Mozambican women participated in the Libreville Pan African Forum for the creation of the Youth Network for a culture of Peace in Africa.**

Strengthening education systems for sustainable development in Africa: Improving equality, quality and relevance.

The activities implemented under this flagship covered the majority of the expected results. Under expected result **Teacher recruitment preparation and professional development programmes fully aligned with quality education and curriculum reforms, the following was achieved:**

- **Teachers' competences enhanced**
UNESCO contributed to strengthen teachers' trainers competences in monitoring learning achievements in classroom: 30 teachers' trainers coming from the teachers' training Institution of Chitima, Tete, were trained.
- **Awareness raised on teacher's status**
In close collaboration with the Mozambique National Teachers Union, Mozambique celebrated the World teachers' day and UNESCO intervened advocating for an improvement in teachers' status based on the UNESCO/ILO convention. The event took place on 5 October 2014 in Maputo, Catembe neighbourhood and was attended by teachers from the schools of the capital, the City Director of education, the National Director for teachers' training and several local authorities.

■ **Institutional capacity building on EMIS provided**

Based on the Quality Data Assessment Framework (DQAF) report and on the plan of Action of the Ministry of Education to address the issues raised on the EMIS, UNESCO supported the Directorate of Planning and Cooperation in building institutional capacities for planning at provincial and district level and in the production of an EMIS methodology guide for Mozambique, which was used to improve training planners' work at the country level.

■ **Quality of education improved**

A UN joint project based on UNESCO quality of education framework was implemented in Changara district, Tete province, with the participation of six UN agencies (UNHCR, WFP, UNFPA, FAO, UNICEF and UNESCO). The intervention was focused on teachers' training, on capacity building for planning and monitoring at school level, on monitoring learning achievements and on the development of a life skills package for training teachers.

A holistic study on teacher issues in Mozambique to identify key issues related to recruitment, training, deployment, management and in-service professional development was completed with the support of UNESCO in collaboration with Teachers Task Force on Teachers for EFA, UNICEF.

The International Institute for Capacity Building in Africa (IICBA) and the International Institute for Education Plan (IIEP) Buenos Aires, provided technical support. The results of the holistic diagnosis will inform the formulation of teacher policy and capacity building in different areas of teacher development and management planned in 2015.

Through a project funded by the Islamic Development Bank (IDB), UNESCO supported the Ministry of Education in the production of the natural and social science syllabi for Lower Secondary Education and of an integrated manual for students and teachers. The Syllabi was printed and distributed for testing in lower secondary schools.

WITH SUPPORT FROM UNESCO:

- » **30 teachers' trainers strengthened their competences in monitoring learning achievements in classroom;**
- » **EMIS methodology guide for Mozambique produced;**
- » **Natural and social science syllabi for Lower Secondary Education and of an integrated manual for students and teachers produced.**

Under expected result **National capacities strengthened to scale up inclusive and gender responsive quality literacy programmes**, the CapEFA programme which is being implemented in 28 priority countries has been providing since 2009 capacity development support to MINED through the Directorate of Literacy and Adult Education (DINAEA). The support is aligned with the National Strategy for Literacy and Adult Education (2010-2015) built on three pillars: Access and Retention, Quality and Institutional Development.

Major achievements of the CapEFA programme 2014:

■ **Pre-service training manual and supporting material for literacy teachers provided**

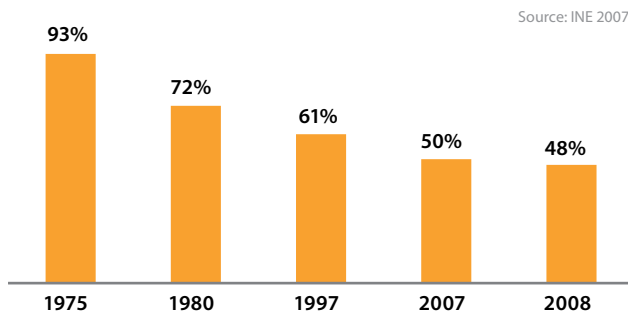
The content of the manual is based on teaching-learning principles and on the development of literacy and numeracy competences in adults using dynamic and interactive methods. In order to ensure the adoption of a gender-sensitive perspective the manual requires literacy teachers to take into account special characteristics and needs of learners according to gender, age etc. Special attention is given to the retention of girls and women in the literacy programmes.

■ **78 LAE technicians (38 women) trained on the practical use of the manual**

Follow-up activities of CapEFA work plan included training of DINAEA staff and the roll-out of 9-day trainings for trainers coming from the IFEAs of Quelimane, Nampula, Beira and Chonguene and from the IFPs of Quelimane (Zambézia Province), Inhামizua (Sofala Province) and Chibutituine (Gaza Province) in order to ensure that a sufficient pool of trainers capable of using the manual is available in each institute. The main objective of the workshop was to guarantee the subsequent replication for literacy teachers as they work directly with learners.

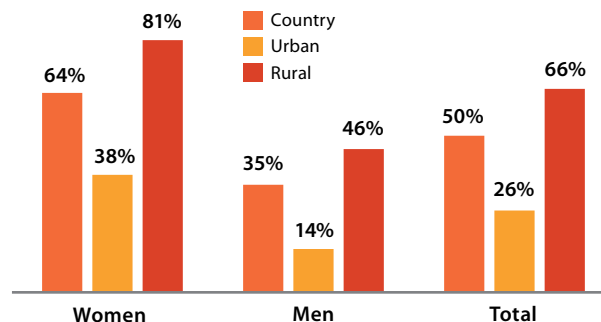
■ **41 technicians (13 women) from DINAEA, Provincial Directorates of Education and Culture (DPEC) and IFEAs trained on POEMA (Planning, Budgeting, Execution, Monitoring and Evaluation) module developed by the Ministry of Education (MINED). The training aimed to improve officials' management capacities in the planning and monitoring process, specifically in the LAE sub-sector.**

ILLITERACY RATE TREND 1975-2008



ILLITERACY RATES BY AREA & GENDER

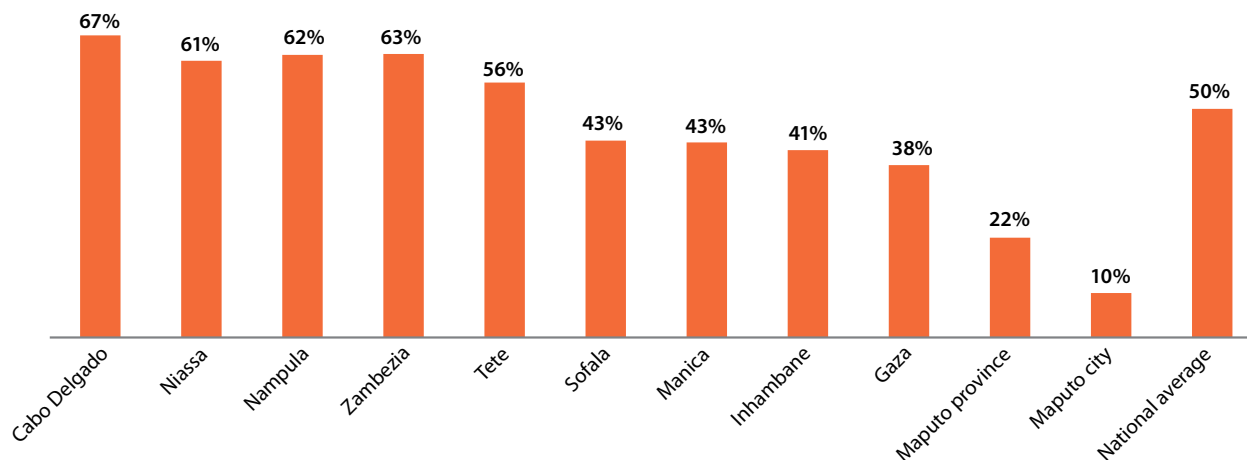
Source: INE 2007





ILLITERACY RATE BY PROVINCE - AGE 15+

Source: INE 2007



■ **Support for the Evaluation of the Mozambican Strategy of Literacy and Adult Education 2010-2015 provided**

to MINED in partnership with the Icelandic International Development Agency (ICEIDA) and DVV International. The evaluation goal was to assess the impact of the strategy and provide recommendations for post-2015 interventions in the field of LAE sub-sector in Mozambique.

■ **Awareness about Literacy and Adult Education raised through the celebration of the International Literacy Day (ILD)**

Under the EFA thematic priority UNESCO Maputo, together with the United Nations and the GOM, celebrated the International Literacy Day under the International theme "Literacy and Sustainable Development". The National Central Ceremony took place on September 8 in the Vandúzi Distric, located in Manica Province.

The ceremony aimed to sensitize both stakeholders and the community to participate in the Literacy Program and included cultural and sport activities. A prize was also given to community leaders, literacy teachers, coordinators and learners who showed good dedication for the success of literacy.

WITH SUPPORT FROM UNESCO:

- » Literacy teacher's training manual produced and 78 LAE technicians (38 women) trained on its practical use;
- » 41 technicians (13 women) from DINAEA, Provincial Directorates of Education and Culture (DPEC) and IFEAs, trained on POEMA.

Under the expected result **National Capacities strengthened to design and implement policies aiming at transforming TVET** a capacity building training was delivered.

- UNESCO, in collaboration with the *Gabinete de Conservação da Ilha de Moçambique (GACIM)* / Office for the conservation of Mozambique Island, organized a capacity building workshop to promote employment in the field of tourism in Mozambique Island, **30 young people were trained (word missing) on four main components: Cultural tours planning, Entrepreneurship, Customer service and Teamwork.**

Under the expected result **National Capacities strengthened to develop and implement ICT technology policies in education**, particularly in teacher training and professional development, **6 Schools in a Box (SIAB) were deployed in Maputo Province.**

- Through a partnership with the Institute of Arts Design and Technology (IADT) from Ireland, within the context of the implementation of the pilot School in a Box (SIAB) project and in synergy with the CapEFA Programme, six Schools in a Box were deployed in early 2014: one in IFEA Matola and five literacy centres in Matola and Matutuine districts (Maputo Province) benefiting 96 learners (75 women). Literacy teachers, trainers and DINAEA staff were trained on School in a Box technology and on the development of local content using the tablet, one of the key components of the SIAB. A baseline study collection was carried out in two selected centres to define the interventions' priorities and enhance the collection of information to evaluate the impact the SIAB initiative.

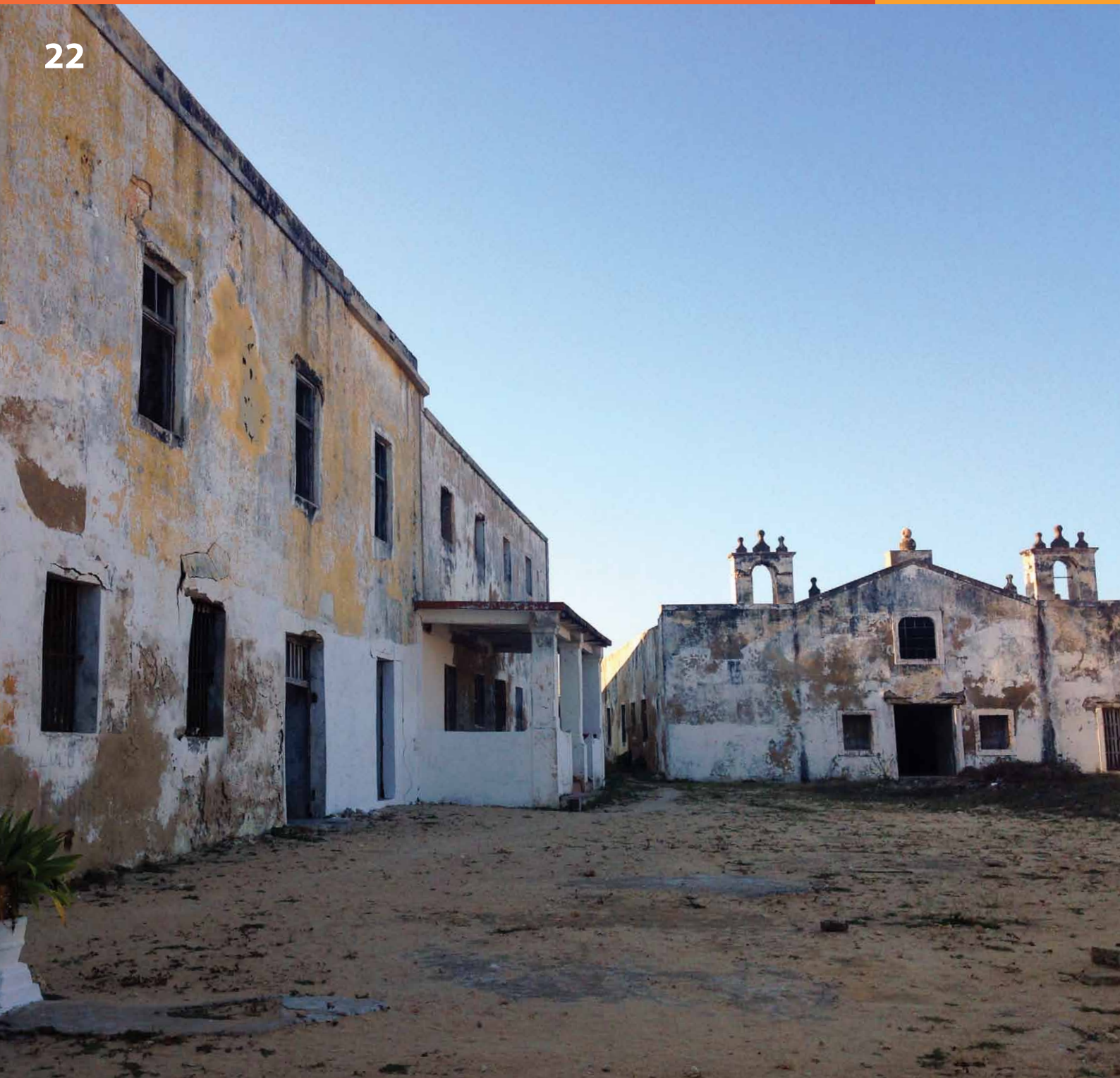
Under the expected result **National Capacities strengthened to deliver good quality health education, HIV and comprehensive sexuality education that contribute to healthy lifestyles and gender equality**, the achievements are the following:

- **HIV prevention mechanisms in the region enhanced**

Within the framework of the project "Combined Prevention along the Southern transport corridors" funded by the Delivering as One Programme, a workshop was organized to support activists in the establishment of HIV prevention mechanisms and approaches to support victims of sexual abuse in schools. The workshop was carried out in Maputo, it was organized by UNESCO with the collaboration of UNFPA and of the *Associação Coalizão da Juventude Moçambicana* and 20 peer educators were trained on comprehensive sexuality education.

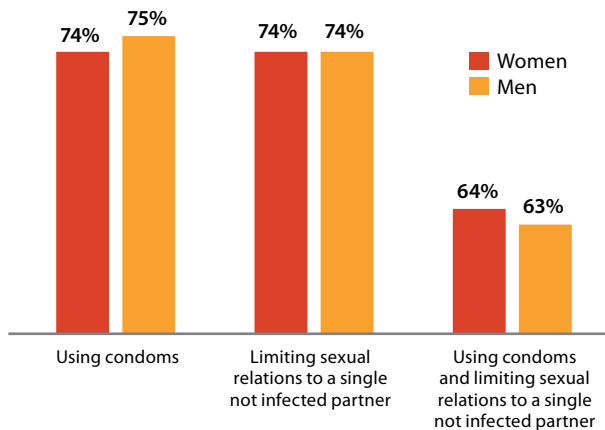
- **Sexual and Reproductive Health (SRH) & HIV prevention promoted among the youth**
MINED was supported throughout the Swedish International Development Agency (SIDA) funded project "Strengthening Sexual and Reproductive Health and HIV prevention amongst children and young people" in the revision and incorporation of SRH into Teacher Training Curriculum for pre-service teachers.

Ten institutes incorporated SRH in the teacher training curriculum and 259 teacher trainers were trained using the SRH comprehensive curriculum. Trained teachers subsequently trained pre-service and in-service teachers from primary schools.



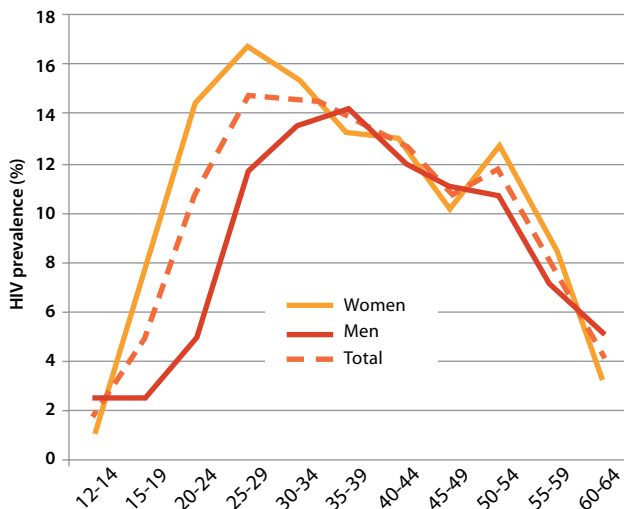
AWARENESS ABOUT HIV PREVENTION METHODS (2009)

Source: INSIDA 2009



ESTIMATED HIV PREVALENCE (%) BY AGE AND GENDER

Source: INSIDA 2009



Under the expected result **National Capacities strengthened to design and implement policies aiming at transforming TVET** a capacity building training was delivered.

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WITH SUPPORT FROM UNESCO:

- » **259 teacher trainers trained using the SRH comprehensive curriculum;**
- » **36 curriculum developers (Education and Health technicians) trained in Comprehensive Sexuality Education (CSE).**

Harnessing STI and knowledge for the sustainable socio-economic development of Africa.

The activities for this flagship were focused on one of the three expected results: **Capacity of stakeholders in STI Policy design, implementation, monitoring and evaluation enhanced.**

Under this expected result, UNESCO provided technical and financial support for capacity building in mapping STI Policy system and governance strategy. UNESCO's intervention under this programme consisted in the strengthening of STI policies through the training of STI stakeholders, comprising research institutions, Academy, Parliament, industry and civil society in evidence-based data collection and profiling to inform policy, SWOT analysis and STI Policy design and implementation strategies for sustainable socio-economic development using UNESCO GO-SPIN methodology. The main achievement was the production and dissemination of Mozambique STI country profile highlighting gaps which has been validated by stakeholders.

The report will inform the production of an STI Action Plan and recommendations being supported by UNESCO.

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

Under expected result **Enhancement, protection and safeguarding of the heritage improved**, the main achievements were:

- **16 Culture Officials from PALOP countries trained on Risk Preparedness on World Heritage Sites** in order to develop programmes to mitigate risks and replicate the training to enhance the capacities of the local communities.
- **35 Culture Officials from national ARPAC (Institute for Socio-Cultural Research) trained on the implementation of the 2003 Convention and 43, amongst officials and community members, trained on community-based inventories.** This training resulted in retaining a number of elements of intangible cultural heritage of Chihambuzi community (Manica Province) in the inventories. These inventories were developed in a participatory process by all the stakeholders involved in the training including the community members as the bearers of these heritage elements.
- **Mozambique has awarded the Highest National Medal for Culture “Bagamoyo” to Chopi Timbila and Gule Wamkulu**, both inscribed in the Representative List of Intangible Heritage elements of the Humanity and to Ilha de Mozambique, a World Heritage Property.

Special award ceremonies were organized and headed by the President of the Republic of Mozambique in May 2014 for Timbila (in Inhambane Province), in June 2014 for Nyau (in Tete Province) and in August 2014 for Ilha de Mozambique. **The National Company of Song and Dance** (35 years old) has also been awarded the same medal by the Head of State.

The granting of these medals by the President of the Republic of Mozambique demonstrates the pride of the Government and people of Mozambique to have the three cultural elements and property been inscribed on the UNESCO World Heritage Lists. The award ceremonies demonstrate also the commitment of the Government of Mozambique in the safeguarding, promotion and conservation of the Universal Outstanding Cultural Values of those expressions.

The award ceremonies were documented in three brochures published by the Ministry of Culture.

WITH SUPPORT FROM UNESCO:

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Main Challenges

Mozambique faces challenges with low level of education and skills development to respond to its rapid economic growth and sustainable development. Although the education system has expanded in the last decade, quality remains a key challenge.

The most critical challenges in the education system include: low capacity to formulate and implement policies; poor management of schools; inadequate curricula; mismatch between competencies acquired in schools and job market needs; inadequate learning environment; low qualified and unmotivated teachers; low retention rate; high pupil teacher ration; high learner and teacher absenteeism; high numbers of out-of school in particular girls and low literacy, numeracy and life-skills among children, youth and adults.

The main challenges of the literacy and adult education subsector are related to the retention of learners within the LAE programme. As a matter of fact, for most of them the agricultural activity is the main economic activity and during the harvest season they prefer to work instead of attending the LAE classes. A further concern is the limitation in monitoring and pedagogical support

to the literacy teachers. Due to the lack of funds allocated to the IFEAS there are few possibilities for future replications in the use of the literacy training manual at district level. The limited educational background and pedagogical experience of the literacy teachers have a negative impact on the quality of the LAE programmes. Moreover, another aspect affecting the quality is related to the high turnover of LAE teachers, mainly due to the very small subsidy paid. In addition to that, insufficient resources allocated to the subsector (less than 2%) further limit the capacity of DINAEA to deliver and achieve the targets set (1 million of literate people per year).

Despite a strong management commitment at the governmental level, the implementation of the SIDA project also faced a few minor challenges, i.e. the integration of HIV/AIDS indicators into the Education Management Information System (EMIS) database of the Ministry of Education and the limitations in terms of advocacy of the Eastern and Southern Africa (ESA) Ministerial Commitment on comprehensive sexuality education. The advocacy impact could have been stronger in the country with a timely high level commitment from all Ministries involved, namely the Ministry of Education and the Ministry of Health.

During the implementation it was observed that most-at-risk adolescents' needs can be met through the support of youth friendly services, Community Based Organizations (CBOs) and local schools. Community members have a unique perspective and an intimate knowledge of their community and can contribute with their recommendations to processes and practices benefiting the adolescents of their communities. Thanks to their efforts the project spread within the community and local schools and this resulted in relevant behavioural changes (e.g. young male adolescents feeling free to ask questions about contraceptives' use).

Although Mozambique benefits from extensive legislation on environment and natural resources, the regulatory framework for natural resources management is inadequately enforced and there is a lack of coordination between different stakeholders. In addition existing legislation will need to be reviewed according to the new institutional and organizational structure of the Government and in light of the post 2015 development agenda. Mozambique remains the only country in the Southern Africa region who has not yet adopted the Biosphere Reserve concept as a way of promoting and managing conservation areas for sustainable development.

Mozambique is more frequently and severely affected by natural disasters (flooding, cyclones and dry periods) than virtually any other country in Africa. This is a natural hazards prone country being hit repeatedly by cyclones and flood. Changes to the climate in the future years may also worsen the intensity and frequency of natural disasters.



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Acronyms

ARPAC	Institute for Socio Cultural Research
CapEFA	Capacity development for Education for All
CSE	Comprehensive Sexuality Education
DINAEA	Directorate of Literacy and Adult Education
DQAF	Quality Data Assessment Framework
EFA	Education For All
GACIM	Office of Conservation of Mozambique Island
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
IFP	Institute of Teacher Training
ICTs	Information Communication Technologies
IPE	International Institute for Education Plan
IICBA	International Institute for Capacity Building in Africa
IDB	Islamic Development Bank
ILD	International Literacy Day
INDE	National Institute for Education Development
ILO	International Labour Organization
IFEA	Training of Adult Educators Institutes
INE	National Statistics Institute
LAE	Literacy and Adult Education
MDG	Millennium Development Goals
MICS	Multiple Indicator Cluster Surveys
MINED	Ministry of Education
MOU	Memorandum of understanding
ONP	Mozambique National Teachers Union
PALOP	Portuguese-speaking African countries
RENAMO	Mozambican National Resistance
SADC	Southern African Development Community
SIDA	Swedish International Development Agency
SRH	Sexual and Reproductive Health
STI	Science, Technology and Innovation
SWOT	Strengths, weaknesses, opportunities and threats
TVET	Technical Vocational Education and Training
UBRAF	Unified Budget Results Accountability Framework
UNDAF	United Nations Development Assistance Framework
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNITWIN	University Twinning and Networking



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Educational, Scientific and
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