

**UNICEF Mozambique Country Programme 2017 – 2020**

**EDUCATION IN THE  
NEW COUNTRY PROGRAMME  
2017-2020**



**Strategy Note**  
**UNICEF Mozambique**

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## 1. Introduction

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

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

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

The Government of Mozambique is committed to education as key to development and poverty reduction. The sector receives the highest share of the state budget, over 15 per cent. The enrolment success put huge pressure on the system however. Fiscal constraints leave little room for system expansion or quality improvement. The bulk of domestic funds is paid into salaries, whilst FASE, i.e. the education common fund<sup>1</sup>, has been paying for classrooms, textbooks, and grants for per capita student funding. A 2013 assessment of costs<sup>2</sup> for providing universal access to basic social services showed that even if spending on social sectors were to be increased up to 40% of the domestic budget, Mozambique would still remain far from achieving universal primary completion by 2023, achieving a gross completion rate of only about 60%.

UNICEF is been a long-standing partner in education in Mozambique. Mid-term in the previous programme period 2012-2016, the education programme of the UNICEF Mozambique Country Office made a programmatic shift away from its supplies-driven Child-Friendly Schools (CFS) project in 7 districts, integrating best practices from this project in two new programme pillars: quality and learning on the one hand, and access and retention on the other hand. The revised programme considerably increased its engagement in the upstream agenda of dialogue and coordination, which had been small in proportion to the sub-national intervention. The programme maintained a sub-national presence in Zambezia and Tete, which were the two provinces proposed by the office for targeting and convergence at the mid-term review at the end 2013. Rather than working only in the two districts of those provinces that had been targeted by the CFS project, the programme engaged in designing and developing a more systemic and better aligned

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<sup>1</sup> The education sector basket fund (FASE) is a pooled fund with World Bank and GPE as major contributors. UNICEF has been making a comparatively "modest" contribution of 1 million US\$ a year up to 2016. As of 2016, as a result of a management decision, the contribution will be halved.

<sup>2</sup> Invest more and better in children, Perspectives for Improved Financing of the Social Sectors in Mozambique, UNICEF, 2014.

intervention to help improve quality of education and learning outcomes in those two provinces. The education component in the new country programme must build on this re-orientation and ensure continuity of the sub-national intervention, implementation of which will be launched in 2016.

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

Below is an overview of what the new programme intends to do:

- promote increased access to early learning and school readiness;
- improve quality of primary education and learning outcomes through more competent and better motivated teachers;
- promote increased access for vulnerable children and retention of adolescent girls in primary schools;
- build capacities for better planning, management and monitoring at national, sub-national and school levels

The programme balances between engagement upstream (through evidence generation, advocacy and technical advice to policy, planning, and capacity development) and engagement at a subnational level, in the provinces of Zambezia and Tete<sup>3</sup>. At the subnational level, the different outputs which have been represented separately in the list above, come together under the umbrella of an intervention designed over the course of 2015 and 2016 with a view of fundraising, and which is named “ Improving quality of primary education and learning in Zambezia and Tete”. It is important to clarify that this intervention comprises pilots for scale-up on the one hand (such as the programme for encouraging the social impact of school councils), and support to roll-out of national programmes on the other hand – national programmes that have resulted from earlier advocacy work (such as the in-service teacher training on early literacy and numeracy, which resulted from engagement in the GPE application) or pilots (such as the capacity development of school councils, manuals for which were produced under the CFS project). The accelerated school readiness pilot has been designed separately from this intervention, but synergies are being pursued.

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<sup>3</sup> These provinces were proposed for programme targeting upon phase-out of the CFS project mid-term in the 2012-2016 country programme. The education programme has been designing and developing an intervention for these 2 provinces, implementation of which will start in 2016, the last year of the country programme. This explains why these two provinces will be taken along into the new country programming period.

The new programme is aligned with the SDG4, the UNDAF 2017-2020 education outcomes<sup>4</sup> and in particular with the national priorities outlined in Mozambique's 5-year government plan (2015-2019), the Education Strategic Plan (2012-2016 now extended to 2019), and the Primary Education Operational Plan (2015-2018)<sup>5</sup>, which is a rolling medium-term plan for the sub-sector that was thoroughly reviewed in 2014 in view of the ministry's application for funding from the Global Partnership for Education (57.9 million US\$, granted in 2015). The programme respects division of labour with other UN agencies, and thereby leaves secondary education, HIV-AIDS prevention and comprehensive sexuality education for adolescents, and health and nutrition to its partners UNESCO, WFP, WHO, FAO and UNFPA.

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<sup>4</sup> Mozambique is a one UN country and UN agencies recently engaged in the development of a joint development assistance framework (UNDAF) for 2017-2020. The Education Outcome of the UNDAF aligns with the SDG4 and reflects the government's 3 priorities on access, quality and governance and institutional development.

<sup>5</sup> "A escola e nossa!" Plano Operacional 2015-2018 do plano estratégica da Educacao 2012-2019. Republica de Mocambique, Ministerio da Educacao e desenvolvimento humano, 2015.

## 2. Prioritizing Issues and Areas

### System and supply side constraints

- Limited *access* to quality early learning services: 95% of children between 3 and 5 in Mozambique do not have access;
- Limited *capacity for implementation*: in terms of numbers, competences/knowledge, and resources for basic functioning:
  - . pre-and in-service teacher training: primary school teachers do not receive adequate training to be able to teach reading/writing and math, pedagogical support is inadequate,
  - . training of school directors: teacher training colleges (now charged with piloting training of directors) already overburdened and not having enough capacity to train directors,
  - . education managers at the subnational and school level not sufficiently familiar with instruments and regulations to manage processes;
- *Absenteeism* of teachers and school directors<sup>6</sup>
- *Pupil : teacher ratio remains high* as the system is still expanding;
- *Availability and utilization of data* overall and on teachers absenteeism in particular. The use of data declines as one moves down the various decentralized levels;
- *Political will and commitment* to tackle absenteeism, whilst improved greatly under current Minister as evidence by the World Bank study, yet monitoring and response are slow and there is little reporting

**Demand side constraints:** high levels of learner absenteeism and dropout attributed to overall poor quality of provision, but also:

- household poverty
- social norms and cultural practices such as initiation rites and early marriage affecting retention of adolescent girls;
- inadequate social protection
- lack of sensitivity to vulnerable children including children with disabilities;

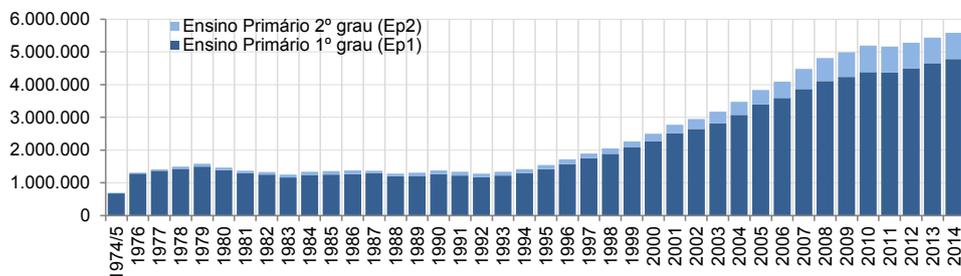
### A snapshot of the state of the education sector in Mozambique

Over the past decade, good progress was made in primary school enrolment, right-age enrolment and primary school completion. This was made possible by the abolition of school fees, provision of direct support to schools and free textbooks at the primary level, along with investments in classroom construction. Today, Mozambique has almost 7 million children of school-going age. However, after the rapid expansion in enrolment, progress has stagnated in spite of increases in provision, and primary school completion has reversed<sup>7</sup>. The graphs (Fig. 1,2) on the next pages illustrate the impressive increase in primary school enrolment and the reverse in primary school completion after an initial dramatic increase.

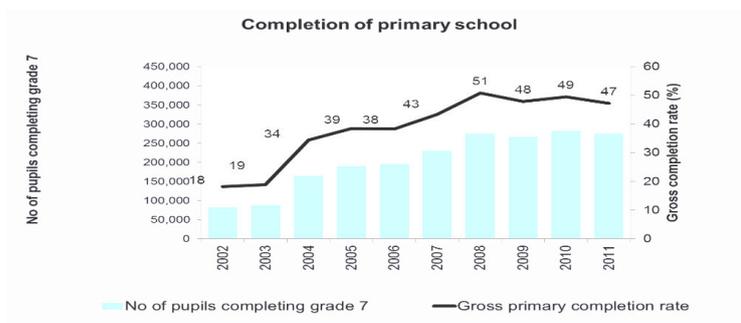
<sup>6</sup> The 2015 World Bank's Service Delivery Indicators analysis found that on average 44% of school directors were absent on any given day. Teachers were absent from school at a rate of 45% on any given day, another 11% were at school but not in their classrooms. Average student absenteeism in the centre region, where the two target provinces are located, was 62% (65% in the north and 24% in the south).

<sup>7</sup> Source: Situation of children in Mozambique 2014, UNICEF.

*Fig 1: Trends in primary school enrolment 1974/5 – 2014*



*Fig 2: Trend in completion 2002-*



*primary school 2011*

Declining trends in pass rates initiated concerns over low learning achievement over recent years. New data from a national reading achievement test released in 2014 confirmed that children are learning very little: only 6.3% of children in grade 3 demonstrated basic reading competencies. The graph below shows the breakdown per province, indicative of geographical disparities. Figures demonstrate the learning crisis in primary schools.

*Fig.3: % of G3 students with basic reading competences per province*

Province	% of G3 students with basic reading competences
Maputo City	17.3
Maputo Province	7.2
Gaza	2.2
Inhambane	5.7
Sofala	2.7
Manica	2.0
Tete	12.3
Zambezia	5.7
Nampula	9.9
Cabo Delgado	1.7
Niassa	4.8

National average	6.3
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### *The Learning Crisis: a teaching crisis*

While the country increased access to primary school, quality lagged, with the end result that more and more boys and girls enter primary school, but few master basic skills, such as reading/writing and basic math. Bottlenecks include primary teachers who lack sufficient academic training and pedagogical support to be able to teach these core subjects successfully. High rates of absenteeism among students, teachers and school directors contribute to poor quality and low student learning outcomes.

In keeping with MDG 2, Mozambique expanded access to primary school over the past decade. However, rapid expansion meant acute teacher shortages, which led the Ministry of Education to turn to untrained teachers or teachers with only short-term pre-service training. Over time, the Ministry has been trying to improve the quality of its primary teachers by: 1) offering distance learning for those without any training, and 2) gradually raising the admission requirements and pre-service training period in teacher training colleges. Despite these efforts to standardize and improve the qualifications of primary teachers, there are still many primary teachers within the current workforce with a range of different professional qualifications. Furthermore, the current model of pre-service teacher training of 10+1 (10 years of previous basic education and one year of pre-service teacher training) has proven insufficient to provide primary teachers with the competencies to be able to teach the core areas of the primary curriculum (e.g. reading/writing or math) or prepare them adequately to face the challenges of large classes, few supplemental teaching and learning resources, and in-coming children with different mother tongues, that are not the language of instruction. In addition, continuous professional development activities for in-service primary teachers had not been systemic or coordinated, which led UNICEF to support the Ministry to develop a national in-service teacher training strategy in late 2015. The strategy has subsequently been approved in March 2016 and implementation has been planned to start this year.

Another potential pedagogical support for primary teachers are school clusters or zonas de influencia pedagógica (ZIPs), which were established in the 1970s to facilitate peer-to-peer planning and pedagogical exchange among primary teachers. However, they have become overburdened with administrative tasks and lack the necessary resources to fulfill their initial pedagogical function. This combination of insufficient pre-service and in-service training, high absenteeism, and lack of other ongoing pedagogical support structures creates a situation of low levels of teacher competencies.

The recent World Bank's Service Delivery Indicators (SDI) survey released in 2015 (see figures 4 and 5) found that only 1% of Grade 4 teachers from Mozambique examined in the study had the requisite minimum knowledge of primary-level Portuguese or Math,<sup>8</sup> defined as the teacher scoring at least 80% on tests in these areas. Only two-thirds of the Mozambican teachers could do double-digit subtraction, and when correcting a Portuguese text prepared by Grade 4 students, teachers identified only 2 of the possible 20 language errors. The weakest area of all, however, was general pedagogy, with teachers, scoring only 15 out of a possible 100 points (World Bank, 2015).

The World Bank study also revealed high levels of teacher absenteeism: 45% of teachers were absent on any given day and a further 11% were at school but not teaching. The result is that Mozambican students end up with less than two hours of instruction per day. Teacher absenteeism is highly correlated to director

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<sup>8</sup>This indicator measures the teachers' knowledge based on tests of math and Portuguese that cover the primary Education curriculum that are administered to all math and Portuguese teachers who have taught 3rd grade in the previous year or 4th grade in the year of the survey. Minimum knowledge is defined as having attained a score of at least 80% on the math and Portuguese tests.

absenteeism, which is equally high at 44%, suggesting that leadership and accountability matter in teacher performance. Preliminary results from a 2015 holistic teacher study by UNESCO identified poor conditions and low incentives as possible factors contributing to teacher absenteeism, and reforms of teacher careers are under consideration.



Indicators, 2015

Fig. 4 and 5: key-data from the World Bank Survey on Service Delivery

Variables	Mozam	Tanzania	Kenia	Uganda	Nigeria	Togo
Teacher absenteeism	45%	15%	15%	27%	14%	18%
Director absenteeism	44%					
Teaching time per day	1hr 41	2hr 04	3hr 40	2hr 55	3hr 44	2hr 52
Students with books	69%	25%	71%	5%	38%	69%
Basic materials (blackboard, pens)	74%	89%	72%	81%	56%	28%
Teacher knowledge (maths, language, pedagogy) (0-100) – average	29	48	57	45	34	36
Learner knowledge (0-100) – average (4ª classe)	23	37	80	53	46	45

Not surprisingly, student learning outcomes are low. According to the last national reading assessment from 2013, only 6.3% of children in third grade can read at grade level. The more recent World Bank SDI survey found that of the 7 African countries studied, Mozambican student outcomes ranked last with an average score of 26 points on the math test and 23 on the Portuguese test, in contrast to the highest scores from Kenya, which were 62 and 80 respectively (World Bank, 2015).

As will be discussed in further detail in the next section on the Theory of Change, improving the quality of teaching is a critically important factor in improving the quality of primary education overall. However, improving teaching capacity must be considered alongside the issue of absenteeism to yield any significant change. For this reason, key areas under the quality and learning component are **strengthening competencies to enable the teaching of reading, writing and math in Grades 1 and 2 on the one hand, and addressing teacher policy on the other hand**. Other programme components, such as equitable access and retention and strengthened systems, detailed below will also promote accountability of schools and teachers to deliver quality education.

*The Learning Crisis: aggravated by constrained development in pre-school years*

Mozambique made little progress in addressing chronic malnutrition (43% of children under 5 are stunted). This is likely to affect cognitive development during the early years, and thus contributing to low learning outcomes in later years. There is yet little evidence on parenting practices on early nurturing, care and stimulation, but a study is underway. Whilst nutrition and parenting have been dealt with in strategy notes for nutrition, child protection and adolescence, this note will focus on early learning. Only about 5% of

children between 3 and 5 years old in Mozambique currently have access to early learning services, and the vast majority of services still located in urban areas catering for better off families and children<sup>9</sup>, thereby contributing to geographic and socio-economic disparities in learning outcomes.

Mozambique has increasingly been recognizing that access to quality early learning opportunities contributes to better prepared children who will be more likely to succeed in education. Following proof of positive impact on a Save the Children model, the World Bank funded a government pilot (DICIPE) of community-based pre-schools which was recently expanded from 30 to 120 schools. Notwithstanding this successful mobilization of resources based on evidence generated within the country, implementation has been slow, and the cost for infrastructure too high to be scalable.

**To help increase access for vulnerable children more quickly**, UNICEF Mozambique has already engaged in designing a temporary accelerated school readiness model, inspired by the Ethiopian model, piloting of which is to start in 2017. In addition to this pilot, UNICEF will engage upstream to **advise government on how to best expand access to quality early learning and pre-primary services in Mozambique over the medium-to-longer term**.

#### *Exclusion of vulnerable children and adolescent girls*

The primary school enrolment success is counteracted by persistent low completion and significantly high learner absenteeism. Primary completion rates, even though they initially increased rapidly from a low base, have been stagnating at around 47% over the past few years, due to persistent high rates of primary school drop-out (about 15% on average, with highest dropout rates in the early grades and then again in Grade 5). The year-to-year dropout at primary level more than doubled from 8% in 2003 to 17% in 2011, contributing directly to the stagnation, and even reversal, in the primary completion rate observed since 2008. Dropout rate in the first three grades of primary is over 10% per year, and less than half of students who start primary school complete it (MINEDH 2015). This high dropout contributes to numbers of children out of school. The 2015 World Bank study revealed that more than half of primary students enrolled in school in the target provinces in the north and centre of the country are absent from school on any given day. There are insufficient reliable data available to understand why or for how many days these students are absent.

Following estimates from a 2012 study on Out of School Children by UNICEF-UIS, approximately 1.2 million (or 23%) of primary and secondary school aged children are out of school; of these, 775,000 are primary school aged children, and nearly 55% are girls. The study highlights factors related to poverty and socio-cultural norms including early marriage and pregnancy<sup>10</sup>, as well as distance from home to schools, lack of safe school spaces, overcrowded classrooms, and a lack of adequate number and quality teachers. Based on older studies<sup>11</sup> as well as more recent evidence from MINEDH 2015, sexual abuse and violence in schools remain barriers for girls' participation in education and sexual harassment is a common.

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<sup>9</sup> Source: MINEDH, DICIPE, 2012

<sup>10</sup> 1 out of 2 girls is married before she turns 18 years old; 1 out of 10 is married before she reaches 15 years old.

<sup>11</sup> In a study by MINED (2007), parents and children reported abuse and violence in schools. 70 per cent of the respondents and 65 per cent of the district gender coordinators recognized sexual abuse against girls and early pregnancy as a constraint in providing an enabling learning environment. They observed that some teachers use their authority to harass and sexually abuse girl students. In the same study, 70 per cent of the girls interviewed stated that some teachers use sexual favours for promotion to next class. Another study (Action Aid, 2011) reported that 66 per cent girls

Despite improvements in coverage and the expansion of the school network, access to education is still elusive for vulnerable groups. Children with disabilities face greater challenges including physical and infrastructural barriers which result in lower school enrolment. Government is increasingly committed to including children with disabilities, but the response is short-term and ad hoc rather than strategic. Another vulnerable group are children affected by emergencies caused by cyclical extreme weather conditions including floods, drought and cyclones. The infrastructure of many classrooms is precarious, making them particularly vulnerable to bad weather conditions. The most recent floods in 2015, destroyed an estimated 2,204 of these classrooms affecting more than 150,000 children. According to MINEDH figures, the drought of 2016 has so far affected an estimated 225,000 children who are at risk of being forced to interrupt their studies.

The current policy of free primary education, translating in direct financial support to schools and provision of free textbooks at primary level, has proven insufficient to offset barriers to education. Mozambique has been doing well in introducing a range of special strategies and programmes to get vulnerable children to school and keep them longer. Examples (supported by UNICEF) include the national gender strategy, the zero tolerance on violence and abuse in schools, the school clubs for empowerment of adolescents. However, a huge challenge lies in capacity for implementation and systemic monitoring and support to these programmes, and in identifying the mix of multi-sectoral strategies and programmes including education, social protection and other sectors.

The access and retention output will **focus on improving access for children in emergencies and children with disabilities, as well as retention of adolescent girls in schools.**

#### *System and governance issues*

The Education Sector received 18,6% of the State budget in 2015. Despite a decline and more recently a stagnation of the percentage that the Education sector receives from the state budget, in absolute terms, the sector has more than doubled the internal investment over the past five years. Nevertheless, the fiscal space is still limited and the resources available are scarce compared to the needs that the sector faces. It becomes of paramount importance that resources are used in the best way possible. For instance, according to UNICEF's Education budget brief, 80% of the Education budget is allocated to recurrent expenses, largely driven by increasing number of teachers' salaries aiming to reduce the pupil per teacher ratios. Bearing in mind the findings of the World Bank SDI study mentioned elsewhere in this document, the figures on teacher and directors absenteeism represent a significant inefficiency in the system in a situation where resources are tremendously scarce.

At the system level, policies and strategies are in general well developed. Unfortunately, the capacity to implement them is hindered by a number of factors. These include continuous changing reforms which lack enough evidence to support them, limited communication and coordination between departments and directorates combined with partners driving conflicting agendas which translate into an overall lack of focus.

MINEDH has started the decentralization of some key functions in education in order to increase efficiency, accountability and participation. The process is in line with reforms in the public sector that started in 2001, whereby resources and duties have been increasingly deconcentrated from the central to provincial and

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in their Mozambican sample had reported experiencing some kind of violence in the preceding 12 months. Obura (2010) points out that there is still a need for awareness on the issue of violence and abuse despite the zero tolerance policy of the government.

district levels. However, there is a discrepancy between the funds decentralized, which are increasing, and the volume of decisions actually made at the district level which remains limited. Moreover, the capacities at the decentralized level to use data for planning and advocacy purposes is still limited. The Ministry has been providing short-term training to education managers at the national and sub-national level, particularly at the district level, to be able to meet the challenges accruing from the harmonization of the functions, and the resulting progressive transfer of resources, responsibilities and duties from the central level (MINEDH, 2010). However, owing to resource constraints and issues of turnover, not all officers have systematically received this targeted training and there is as yet limited evidence on the impact of these.

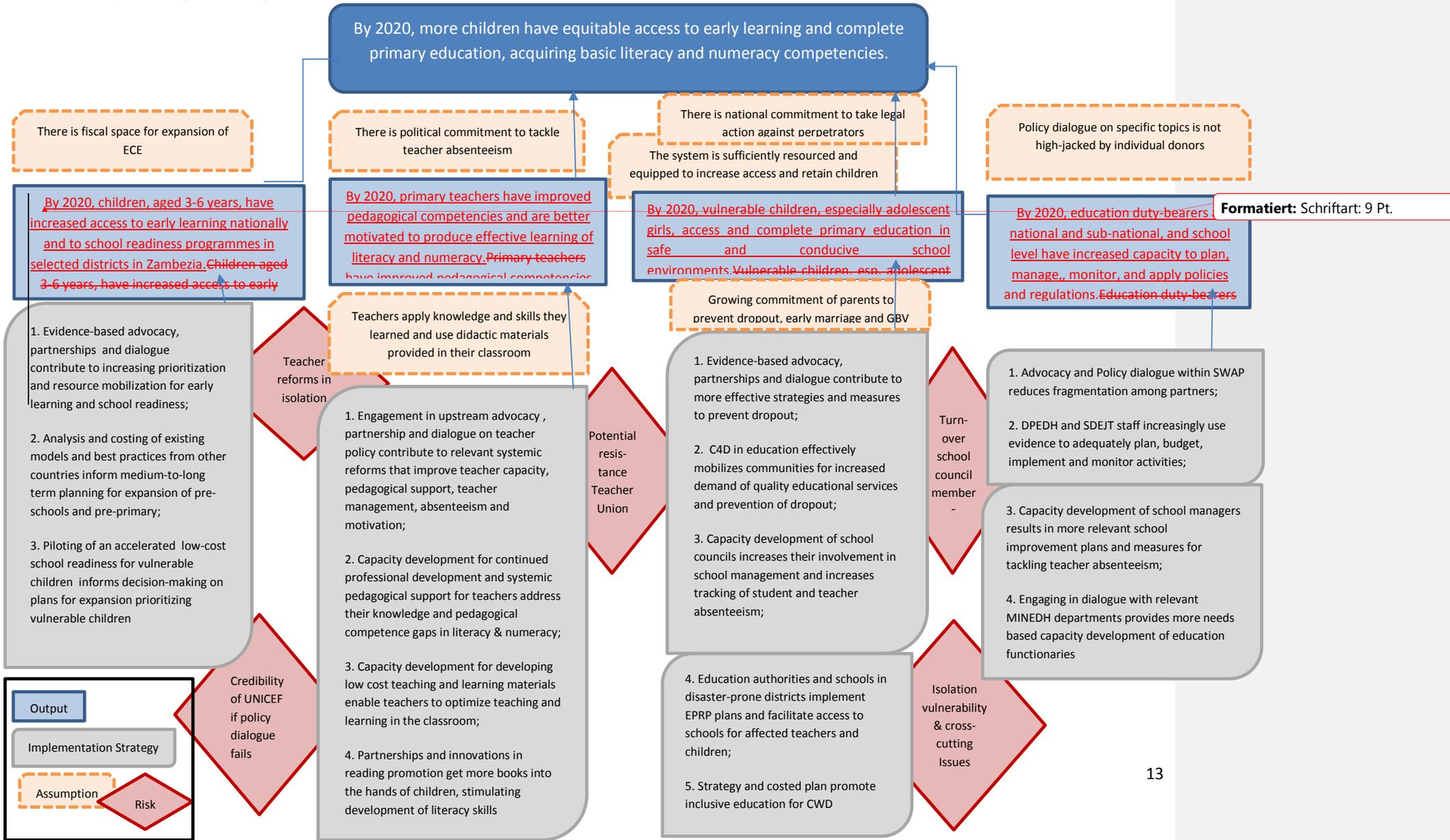
The focus of the education reforms is placed on the district education authorities (SDEJTs) and so education monitoring and evaluation is bound to be done at this level, however capacity and orientation is still limited. MINEDH tasks SDEJTs to focus its monitoring and subsequent actions on fulfilment of education priority objectives<sup>12</sup>. Administrative reforms in the public sector were conducted in an effort to harmonize managerial and financial functions and procedures. However, the variety and multitude of processes involved, in spite of being justified and necessary, have contributed to inefficient and too generic planning and budgeting, resulting in limited ownership and irrelevant application of guiding principles.

The systems and governance output will therefore **focus on supporting education duty-bearers at national, sub-national, and school level to increase their capacity to plan, manage, monitor, and apply policies and regulations.**

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<sup>12</sup> These include access and retention, qualified teachers, provision of textbooks for students and teaching materials for teachers, provision and use of ADE funds (the per-capita funding schools receive based on student enrolment), classroom construction, rehabilitation and maintenance, healthy and safe learning environments, active school councils, and quality school management (MINED 2010)

### 3. Theory of Change and Programme Components



The ultimate goal of UNICEF Mozambique Education programme is that by 2020, more children have equitable access to early learning and complete primary education, acquiring basic literacy and numeracy competencies.

### Early Learning & school readiness

The **early learning** component targets young children between 3 and 6 years of age, focussing mostly on children in disadvantaged areas that do not yet have any access to early learning opportunities of good quality. The component will target upstream work to help plan for an expansion of access to affordable and quality early learning opportunities nationwide, and pilot and evaluate an accelerated school readiness programme in one of the target provinces to help inform upstream planning. The Theory of Change is that if more children access early learning and school readiness programmes of good enough quality, they will perform better at school. This will help reinforce the expected impact on learning as a result of the investment in more competent and better motivated primary school teachers (infra).

Acknowledging that learning outcomes build on cognitive development that starts in the early years even before children enter pre-school or pre-primary services, and which require safe, stimulating and nurturing environments, the education programme will also contribute to the pursuit of the UNICEF CO programme to more strategically position itself towards the more holistic early childhood development agenda for 0-6 years old. This aims to inform the country programme by its mid-term review. The contribution will consist of knowledge management, coordination and advice, but not result in programming and budgeting for holistic activities under the education portfolio, as neither financial nor human resources allow for such scope.

The table below clarifies objectives, strategies and deliverables, the level and duration of engagement, and key-partners:

Why	What	Where	When	With Whom
To help Mozambique have a solid and affordable medium-to long term plan in place for increasing access to early learning and school readiness opportunities for children between 3 and 6 year old	Advocacy, dialogue and technical assistance to costed planning scenario's for expansion of access to pre-school and pre-primary based on the existing models of the community-based pre-school (escolinhas), the yet-to-be piloted accelerated school readiness model, and other existing and/or alternative models	Maputo	throughout the new CPD	<ul style="list-style-type: none"> <li>MINEDH (Primary education Directorate)</li> <li>MGCAS</li> <li>MEF</li> <li>Development Partners &amp; civil society (through ECD taskforce and NGO forum, and through bilateral engagement with the World Bank)</li> </ul>
To generate evidence on a complementary accelerated school readiness model for potential scale-up	Partnership with concerned ministries and an NGO to pilot and evaluate impact (through RCT and longitudinal study) of a low cost accelerated school readiness programme inspired by the Ethiopian model	Selected districts in Zambezia	2017-2021	<ul style="list-style-type: none"> <li>MINEDH (Primary education Directorate) and MGCAS at national and subnational levels</li> <li>NGO</li> </ul>
To increase awareness and disseminate knowledge on holistic Early Childhood Development and optimize synergies in strategies and programming	External: initiate and facilitate awareness-raising and knowledge dissemination events; Internal (UNICEF): revamp ECD Taskforce and development of an internal ECD Strategic Positioning paper that may inform the CPD mid-term review	Maputo	Up to mid-term of the new CPD	<ul style="list-style-type: none"> <li>MINEDH (Primary education Directorate) and MGCAS</li> <li>UNICEF CO Mozambique ECD Taskforce (all outcome teams)</li> </ul>

### *Quality and Learning, focus on teachers*

The theory of change with respect to learning is that student learning in the core areas of basic reading/writing and math will increase if primary teachers are better prepared to be able to teach these subjects, if the learning environment is enriched with complementary teaching and learning materials (TLMs) and teachers are supported to know how to develop and use TLMs, and if absenteeism among the key educational actors is reduced.

UNICEF programming within the cooperation cycle 2017-2020 will therefore:

- Engage in advocacy and policy dialogue on teacher development and management issues through participation in the relevant SwAP fora, in particular the technical working groups linked to the common education fund, but also in collaboration with UNESCO, which has been supporting the teacher policy review, including on critical issues such as reforms to strengthen pre-service training for primary teachers and responses to absenteeism;
- Support the implementation of the national in-service teacher training strategy that it had helped MINEDH to develop previously in selected districts in the two target provinces of Tete and Zambezia, which will contribute towards the Government's national in-service teacher training targets and will provide valuable lessons learned along the way;
- Ensure that the in-service teacher training implemented in the two target provinces covers practical training on how to develop and use low- or no-cost complementary teaching and learning materials as well as reading promotion activities and injects some basic inputs, such as resource kits for teachers to be able to develop such complementary materials as well as boxes of books to facilitate children's access to the written word. In conjunction, support the piloting of community-supported libraries in selected districts;

UNICEF programming support to teacher training is two-fold. In the target provinces, the focus is support for the implementation of the larger national in-service teacher training strategy in order to address the competency gaps of teachers already within the system. The proposed activity here is a teacher training cascade run through the existing government system and led by the relevant government actors, but with additional supports that include: 1) a partnership with a national pedagogical university active in the two target provinces whose staff will strengthen the initial step of the cascade by preparing the masters trainers from the government-funded teacher training colleges (IFPs) who will then train two experienced primary teachers per school cluster who, in turn, will share their knowledge with other teachers in follow-up sessions in the school clusters; 2) partnerships with local NGOs to support the line of teacher training on the development and use of no- or low-cost teaching and learning materials (TLMs) and 3) some initial inputs, such as resource kits to develop TLMs and boxes of books to enable reading promotion activities. A fourth additional element is support for the piloting of community-supported libraries in selected districts. Over the longer-term, it also implies engaging in policy dialogue on pre-service teacher training models to ensure that future teachers entering the primary system do so with the requisite competencies, as well as over a more coordinated system and planning for in-service teacher training, continued professional development, and pedagogical support.

UNICEF's upstream policy work will go beyond teacher training issues since improved training and materials will only be effective provided that absenteeism among teachers and directors is reduced. Part of the

explanation for these elevated rates is demotivation in the face of the difficult circumstances found in primary schools. Other reasons detailed in the 2015 SDI study include: meetings, field trips, retrieving salaries in town, and sick leave. Many of these reasons can be tackled with the use and implementation of existing instruments and regulations. Consequently, UNICEF will join partners and engage in policy discussions in these areas as well as support efforts to generate the evidence that could influence political will. Strengthened policy responses to the issue of teacher and school director absenteeism will involve sensitively-managed discussions with the National Teacher’s Union, a task for Government, but which UNICEF can support with technical advice to ensure that education professionals, provided with appropriate supports, are perceived as an integral part of the solution to improving the quality of primary education in Mozambique. These upstream policy advocacy efforts will be complemented by downstream work with school councils in the target provinces (see Access and Retention below) that aims to increase the pressure exerted by parents and community members on issues of absenteeism as well as efforts to strengthen school management capacity (see System and Governance).

The following table summarizes the strategies linked to improving the quality and learning outcomes in primary in the upcoming country programme:

Why	What	Where	When	With Whom
To strengthen the capacities of primary teachers already in the education system so they are better able to impart to students in the early grades of primary the basic skills of reading/writing and basic math	Implementation of the previously developed national in-service teacher training strategy	5 target districts in Tete and 6 target districts in Zambezia	Annually over the period of the CPD	<ul style="list-style-type: none"> <li>University of Pedagogy</li> <li>MINEDH (Teacher Training Directorate) at national and subnational level, IFP teacher trainers, school cluster coordinators, primary teachers</li> <li>NGOs with expertise in teacher training, TLMs and reading promotion</li> </ul>
To complement and reinforce in-service teacher training, ensure injection of basic inputs, including resource kits for school clusters to enable teachers to make and use low-cost TLMs to support reaching of reading/writing and math.	<ul style="list-style-type: none"> <li>Resources kits to each school cluster to facilitate TLMs (includes paper, scissors, glue, paint, etc.)</li> <li>Boxes of books available to each school cluster to support reading promotion</li> <li>Boxes of books to support community library pilot</li> </ul>	<ul style="list-style-type: none"> <li>Each school clusters in the 5 selected districts in Tete and the 6 selected districts in Zambezia will have access to a TLM resource kit and a box of books</li> <li>Boxes of books will also be provided to the communities where the community-supported library will take place.</li> </ul>	<ul style="list-style-type: none"> <li>Resource kits will be provided in the first year of implementation of the Tete and Zambezia intervention and will need to be replenished annually</li> <li>Boxes of books will be provided in the first year of implementation of the Tete and Zambezia intervention</li> </ul>	<ul style="list-style-type: none"> <li>The materials will be resourced locally and sent to district education authorities in the selected districts</li> <li>They will be linked to in-service teacher training to be provided by master trainers in the teacher training colleges with support from the local NGOs</li> </ul>

To continue to influence national policy on critical issues related to quality of primary, including pre-service teacher training, teacher and director absenteeism, drawing upon lessons learned from downstream programming	<ul style="list-style-type: none"> <li>Upstream policy dialogue and advocacy in relevant technical working groups related to teacher policy and quality of primary education</li> </ul>	<ul style="list-style-type: none"> <li>Maputo</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the next cycle of cooperation</li> </ul>	<ul style="list-style-type: none"> <li>MINEDH directorates, including teacher training, human resources, primary education as well as development partners, including UNESCO and the Teachers' Union</li> </ul>
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### *Access for vulnerable children and retention of adolescent girls*

The **access and retention** component aligns with the regional out of school children agenda and addresses inequities through targeting those children most likely to be excluded, including children with disabilities, children affected by emergencies (and more recently also by conflict), and adolescent girls.

In order to address barriers at a national level, UNICEF will build on evidence<sup>13</sup>, to engage in advocacy and dialogue for more effective strategies and measures to prevent dropout nationwide and overall, with special attention to adolescent girls, children with disabilities, and children in areas affected by disasters or military conflicts. UNICEF will also help finalize and operationalize the national C4D-in-education strategy that aims at mobilizing communities as key-actors for improving equitable access and retention as well as increasing demand for accountability from schools and teachers, thereby reinforcing the impact of the investment in teacher capacity.

The adolescent girls' agenda under the education programme contributes to the new adolescence outcome in the country programme. To promote the retention of adolescent girls at a national level, UNICEF will continue its support to the operationalization of the national gender strategy<sup>14</sup>, and in particular the development and operationalization of sub-national gender plans. UNICEF will also step up its advocacy for action against perpetrators of violence, GBV in particular, and WASH in schools (access to clean water and separate sanitation facilities).

As of 2016, UNICEF is preparing for the recruitment of consultancy support to undertaking a situation analysis of access for CWD to education services, which is to be the basis for strategic medium-to-long term planning, which is to provide a more solid and sustainable alternative for the current short-term plans and ad hoc initiatives.

At a subnational level, the programme will:

- mobilize communities in Zambezia and Tete both through C4D (based on the national strategy, infra) and capacity development of school councils to encourage demand for quality education (including effective and accountable teachers who respect rules, regulations and the code of conduct) on the one hand, and to help prevent drop-out of adolescent girls in particular, through tracking of and responding to learner

<sup>13</sup> This evidence will include: the 2012 OOSCI study, a national study on factors affecting dropout that UNICEF will launch in partnership with MINEDH in 2016, and the formative research that is at the basis for a national C4D strategy that UNICEF will help develop also in 2016.

<sup>14</sup> The Gender Strategy for education was developed with UNICEF support under the CFS programme and again revised with UNICEF support in 2015-2016. The 2015-2016 review resulted in a stronger focus on adolescent girls, promoting their completion and transition from primary to secondary and on prevention of child marriages. The implementation of the Gender Strategy has been ensured through the development of provincial Operational Plans, equally supported by UNICEF.

absenteeism, and to contribute to safe and gender-sensitive environments for adolescent girls, including access to reporting mechanisms on GBV and separate water and sanitation facilities. Lessons learned from this sub-national engagement will feed into upstream dialogue;

- promote and support the implementation of provincial gender in education plans;
- support schools in areas affected by disasters or military conflicts to optimize an adequate response to emergencies on the one hand but also to build their resilience through the development of school-based emergency-preparedness plans (EPRP) on the other hand.

The table below provides an overview of major deliverables:

Why?	What?	Where?	When?	With whom?
To increasingly prioritize and to promote more effective evidence-based planning and programming for improved access for vulnerable children and prevention of dropout of adolescent girls	engage in advocacy towards increased prioritization and in dialogue towards more effective medium-term and annual planning	National level	Over the period of the CPD	<ul style="list-style-type: none"> <li>• MINEDH (Planning and Cross-cutting issues Directorates);</li> <li>• Development Partners and CSO (through SwAP forums)</li> </ul>
To increasingly engage communities in daily school management, monitoring of teachers, and prevention of student absenteeism and dropout	Support to development of evidence-based national strategy for C4D in education and support to roll-out of this strategy in the targeted provinces; Capacity development of school councils to engage in school management, and to improve their social role in ensuring children's access and completion of the primary education; Involvement of the community and school in the zero tolerance on VAC and child marriages;	Zambezia & Tete	2017 - 2021	<ul style="list-style-type: none"> <li>• MINEDH/Cross-cutting Issues directorate;</li> <li>• DPEPH and SDEJTs;</li> <li>• Local NGOs;</li> </ul>
To ensure resilience of schools and continuity of access to education during and/or in the immediate wake of natural disasters and conflicts	Support MINEDH in scaling the school based EPRP to all disaster-prone areas; along with annual response	Zambezia & Tete and other affected areas	Annual	<ul style="list-style-type: none"> <li>• MINEDH (Planning and Cross-cutting issues Directorates);</li> <li>• Provincial and districts education authorities;</li> <li>• School Councils</li> </ul>
To help Mozambique have a solid medium-to long term plan in place for increasing access to school for children with special educational needs	Provide technical support to the department of special education in the Ministry of Education & conduct a rapid situation analysis on access of CWD to quality education services, and develop a mid-term costed strategic plan for inclusive education in Mozambique	National	2017 -2018	<ul style="list-style-type: none"> <li>• MINEDH (Planning Directorate and Department for Special Education);</li> <li>• Development Partners and Civil society</li> </ul>

Synergies in this component have been identified with the Communications section which will support the implementation of a national medium term strategy for C4D in education to mobilize communities to demand quality education services and help prevent dropout of vulnerable children. Particular focus will be given to the retention of adolescent girls up to the end of the primary cycle, and synergies with the Child Protection Section are already in preparation to engage with school communities to address early marriage and pregnancy, and reduce violence against children in schools.

## System and governance

UNICEF will continue its contribution to the common education fund ensuring a place at the negotiation table within the SWAp, aiming to reduce fragmentation, build consensus and promote dialogue on priority issues, especially within the teacher training sub-group, the early childhood education taskforce, the human resource development working group and the cross-cutting working group. Closer engagement with the National Directorate of Teacher Training (MINEDH) as co-chair of the working group provides an opportunity to engage with one of the key partners playing a crucial role in achieving the expected results within the teacher development and management output. UNICEF is among the few FASE donors involved in the Sector-Wide Approach (SWAp) with a heavy subnational programme component. UNICEF's decentralized work in Tete and Zambezia will be instrumental to provide evidence and information, not only linked to early learning, teachers, and dropout but generating evidence on issues such as leakages in terms of student dropout and teacher absenteeism. The Education Budget Brief will be used for policy dialogue especially as means to advocating for a more equitable allocation of funds at the decentralized level.

In order to properly address issues of quality, equitable access and retention elaborated above, it is crucial to have a well-coordinated system and well-functioning institutions that have the capacity to effectively and efficiently implement relevant policies, plans and regulations. Improvements in internal efficiency of education institutions, improvements in school management and better overall governance of the system are expected to lead to professionalization of the administrative system, in an increasingly decentralized fashion, down to the school level, with the understanding that education is a shared responsibility involving not only the government, but also parents and families. The Education Section will be working with provincial and district officers by supporting them on the use of instruments to plan, budget, implement and monitor activities better based on evidence and previous knowledge. Better equipped officers will be able to provide higher quality pedagogical support and mentoring to school directors rather than purely administrative, inspectional supervision.

UNICEF will also work closely with the Directorate of Teacher Training and Directorate of Primary Education to support School Managers Training under this component. A responsible and trained School Director is able to ensure that the staff under his or her supervision is delivering time on task according to what is stipulated by law, that teachers abide by the code of conduct, and also ensuring teachers apply what they have learned in pre-service and in-service training activities. This would contribute to better performance of schools, both in terms of quality standards but also in terms of increased learning taking place in the classroom.

The table below gives an overview of key interventions under this component:

Why	What	Where	When	With Whom
To steer and influence policy decisions based on UNICEF's experience on the ground.	Upstream policy dialogue in the education SwAp to influence national policy on critical issues related to school management, district supervision, and increased use of data, drawing upon lessons learned from downstream programming	Maputo	Constantly over the period of the CPD	SwAP: Human Resources Working Group, Institutional and Administrative Development group
To improve school performance in terms of day-to-day functioning and meeting quality standards ultimately contributing to	Support to development, revision and systematic roll-out of School Management trainings for school directors.	Material Development, revision at National level and roll-out in 5 target districts in Tete and 6	Material development/revision during 2016. Roll-out beginning in 2017 and for the duration of the	<ul style="list-style-type: none"> <li>Directorate of Teacher Training, Directorate of Primary Education, Directorate of</li> </ul>

more learning happening in the classrooms		target districts in Zambezia		Human Resources and IFPs
To improve planning processes using data and available evidence resulting in better management cycles and maximization of resources.	Implementation of Planning, budgeting, implementation, monitoring and evaluation trainings of Education managers at Provincial and district level	5 target districts in and 6 target districts in the provinces of Tete and Zambezia	Annually over the period of the CPD	<ul style="list-style-type: none"> <li>Provincial Directorates, District Secretariats, and Directorate of Human Resources.</li> </ul>
To Provide additional (and often qualitative) evidence that compliments the statistical data produces by the EMIS	Generating evidence and relevant research to inform policy dialogue	<ul style="list-style-type: none"> <li>Research and evidence will be tailored to the advocacy needs but will be largely conducted in the target provinces. National level research will be contemplate as required.</li> </ul>	<ul style="list-style-type: none"> <li>As required</li> </ul>	<ul style="list-style-type: none"> <li>Directorate of Planning and relevant stakeholders based on selected topics.</li> </ul>
	<ul style="list-style-type: none"> <li>Policy dialogue and advocacy in technical working groups related to Institutional and Administrative Development.</li> </ul>	<ul style="list-style-type: none"> <li>Maputo</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the next cycle of cooperation</li> </ul>	<ul style="list-style-type: none"> <li>MINEDH directorates, including Human Resource management (DRH), Directorate of Quality Assurance (DGGQ) and Planning Directorate (DIPLAC)</li> </ul>

## 4. Results and Resources

### Alignment with global, regional and national priorities

The diagram below highlights the alignment of the new UNICEF education programme 2017-2020 with existing global, regional and national priorities.

**SDG 2030 – goal 4** – Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

**UNICEF Global Strategic Plan 2014-2017** – contribute to a future vision for education that is more focused on equity – so that all children, regardless of their circumstances, have equal opportunities in education; and learning – helping children to secure basic skills such as literacy and numeracy, and a wider range of social, emotional, and cognitive skills necessary to equip them not only to survive but to thrive in an increasingly complex and interconnected world. Equity & Learning will be pursued simultaneously

**UNICEF Regional** - work with governments & other partners to increase commitment, social accountability & national investment in early learning, quality education, and the integration of conflict sensitivity & peacebuilding into education service delivery

**UNDAF Mozambique 2017-2020 - OUTCOME 3:** Children, youth and adults benefit from an inclusive and equitable quality education system

**Plano Quinquennal do Governo 2015-2019** – Promote inclusive, effective and efficient Education System that guarantees acquisition of required competencies in terms of knowledge, skills and attitude that respond to the needs of human development

**Education Strategic Plan 2012-2019** – Create fair & inclusive education system, effective & efficient in management, where students gain required competencies in terms of knowledge, skills & attitudes

**Primary Education Operational Plan 2015-2018** –All children enter grade 1 at the right age and complete grade 7 equipped with basic competencies.

### UNICEF Mozambique 2017-2020 EDU OUTCOME:

By 2020, more children have equitable access to early learning and complete primary education, acquiring basic literacy and numeracy competencies.

By 2020, children, aged 3-6 years, have increased access to early learning nationally and to school readiness programmes in selected districts in Zambezia

By 2020, primary teachers have improved pedagogical competencies and are better motivated to produce effective learning of literacy and numeracy

By 2020, vulnerable children, especially adolescent girls, access and complete primary education in safe and conducive school environments.

By 2020, education duty-bearers at national and sub-national, and school level have increased capacity to plan, manage, monitor, and apply policies and regulations.

### Results structure

Key results	Progress indicators	Baseline	Target	Means of verification	Key Partners
<b>Sustainable development goal 4:</b> Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all					
<b>National Development Plan Priority - PQG:</b> Promote an inclusive, effective and efficient Education System that guarantees the acquisition of required competencies in terms of knowledge, skills and attitude that respond to the needs of human development					
<b>UNDAF Outcome 3:</b> Children, Youth and Adults benefit from an inclusive and equitable quality education system					
<b>UNICEF Education Programme Outcome</b>					
By 2020, more children have equitable access to early learning and complete primary education, acquiring basic literacy and numeracy competencies.	Gross Completion rates for EP2	44% (2014)	60%	EMIS	DAT
	% of 3rd grade students achieving the basic literacy and numeracy targets of the first cycle of Primary Education {G: countries with increasing learning outcomes}	6.3% (2013) for literacy. Baseline for numeracy in 2016.	12% for literacy and numeracy	INDE – National Learning Assessment	INDE, DIPLAC
<b>UNICEF Education Programme Outputs</b>					
1. By 2020, children, aged 3-6 years, have increased access to early learning nationally and to school readiness programmes in selected districts in Zambezia.	1.1 Number of children enrolled in ECE by sex in selected districts	National: 9,000 (2015) Girls Boys		EMIS	DINEP, Save The Children
	1.2 Availability of an effective Early Learning Policy and quality Early Learning Programme {R} {G}	Partially [score 1,5]	Score at least 2.5		DINEP
	1.3: Net enrolment ratio in grade 1 of EP1 (by sex in selected districts)	80% (2015) Girls Boys	92%	EMIS	
2. By 2020, primary teachers have improved pedagogical competencies and are better motivated to produce effective learning of literacy and numeracy.	2.1 Number of primary teachers in targeted districts trained in basic literacy and numeracy.	TBD (2016 baseline study)	TBD	IFP Output data	DNFP
	2.2 % of children that passed the provincial-based 2 <sup>nd</sup> grade examination for Portuguese and math (by sex in selected districts)	TBD (Mid-Late 2016) Girls Boys	TBD	Prov. Examination database	DPEDH,
	2.3 % of primary teachers with at least 3-year pre-service training	TBD (Baseline Study)	TBD	EMIS	DNFP
3. By 2020, vulnerable children, especially adolescent girls, access and complete primary education in safe and conducive school environments.	3.1 Retention rates (by sex in selected districts)	TBD Girls Boys	TBD	EMIS	DAT
	3.2 % of functional school management committees (School councils) at primary level {R} {G}	0% Score 2	70% Score 3	Education Annual Sector report	DINEP
	3.3 Availability of an education policy/plan that specifies prevention and response to GBV in schools {G}	Score 2	Score 3		DAT
	3.4 Availability of policy on inclusive education covering children with disabilities {R} {G}	Score 2	Score 3		DEE
	3.5 % of schools with an Emergency Preparedness and Response Plan (in disaster-prone provinces)	TBD	TBD	DAT – UNICEF Reports	

4. By 2020, education duty-bearers at national and sub-national, and school level have increased capacity to plan, manage, monitor, and apply policies and regulations.	4.1 % of monitored primary schools meeting the country-specific quality standards (in selected districts) {R} {G}	0.02% (2013) Score 2.5	20% Score 3.5	Education Sector Annual report	
	4.2 Availability of functional education management information system {R} {G}	Score 2	Score 3		
	4.3 Number of Primary School Directors trained on school management (by sex in selected districts)	National: 517 TBD for districts	TBD		
	4.4 Number of education managers (provincial and district) trained on planning, budgeting, execution, monitoring and evaluation.in Tete and Zambezia.	TBD	TBD		

## **5. Monitoring Outputs and demonstrating UNICEF's contribution to Outcomes**

Given the alignment of UNICEF's Education Section Programme structure to the National Education Sector strategic documents, the selection of indicators has responded to the use of national indicators measured by the government with a given regularity in order to measure progress against outputs. Alignment has also been made with regional and global indicators wherever these match the needs of the country office. For indicators which are not regularly collected, a baseline study is underway which will provide clear benchmarks for the programme allowing for realistic targets to be set and ensure that impact can be measured at the end of the programme against all outputs and outcomes.

The Education Sector will use the database from the Ministry of Education which collects data twice a year on a variety of indicators. The National Institute for Educational Development (INDE by its Portuguese acronym) will be conducting a National Learning Assessment during 2016. UNICEF has engaged with INDE to ensure that a representative sample of this assessment is conducted in the districts where the Education Programme will be implemented. This assessment will provide a baseline for the learning outcomes for literacy and numeracy. The exercise is conducted by INDE every 3 years.

The next round of census is expected to be conducted in 2017 for which updated population data should be available soon after, allowing to calculate more accurate rates.

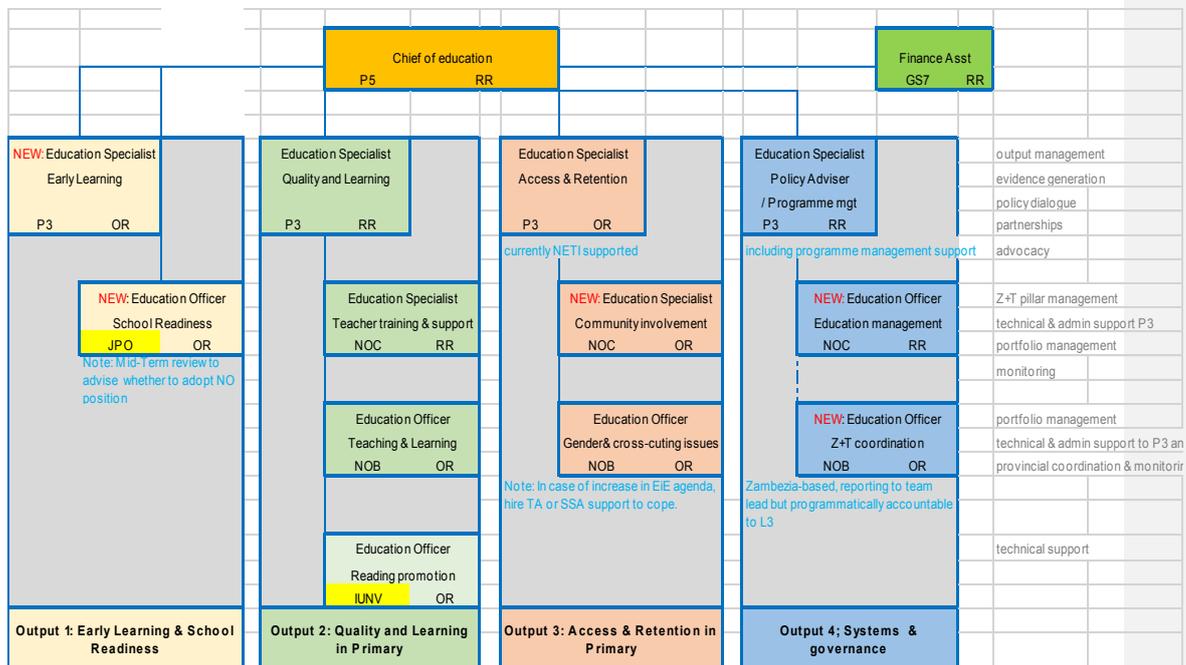
Finally, a mid-term evaluation will be conducted in 2019 to measure the impact of the programme in those indicators for which data is not produced regularly. Similarly, INDE will be conducting another round of National Learning Assessment in 2019 which will provide data to measure learning outcomes in Tete and Zambezia.

## 6. Resources

### Financial resources

		2017	2018	2019	2020	Total
Output 1	RR	257,932	256,114	254,253	252,346	1,020,646
	OR	659,768.70	663,291	666,828	464,826	2,454,715
	<b>Total</b>	<b>917,701</b>	<b>919,405</b>	<b>921,081</b>	<b>717,173</b>	<b>3,475,360</b>
Output 2	RR	1,380,130	1,383,045	1,385,990	1,388,963	5,538,128
	OR	1,784,340	1,781,280	1,778,192	1,866,433	7,210,244
	<b>Total</b>	<b>3,164,470</b>	<b>3,164,325</b>	<b>3,164,182</b>	<b>3,255,395</b>	<b>12,748,372</b>
Output 3	RR	645,023	547,009	541,424	535,705	2,269,162
	OR	1,617,441.10	1,712,921	1,715,941	1,787,584	6,833,888
	<b>Total</b>	<b>2,262,464</b>	<b>2,259,930</b>	<b>2,257,366</b>	<b>2,323,289</b>	<b>9,103,049</b>
Output 4	RR	716,915	717,568	718,219	718,867	2,871,568
	OR	938,450	938,772	939,153	985,276	3,801,651
	<b>Total</b>	<b>1,655,365</b>	<b>1,656,340</b>	<b>1,657,371</b>	<b>1,704,143</b>	<b>6,673,219</b>
<b>Total Programme</b>		<b>8,000,000</b>	<b>8,000,000</b>	<b>8,000,000</b>	<b>8,000,000</b>	<b>32,000,000</b>

### Human resources



## 7. External Risks and Planned Responses

Continuous reforms made in a piecemeal way have been a common feature of the Education Sector, particularly regarding teacher training. Changes in curriculum, training duration, practices and teacher selection criteria have been in constant adjustment without allowing for consolidation, stability and a minimum of evidence to understand what works and what doesn't. In order to mitigate this risk, UNICEF will engage more in evidence generation and policy dialogue in key areas of early learning, teacher policy and cross-cutting issues. Provided the coordination mechanism continues functioning under its current format, UNICEF is to take the lead on dialogue on teacher development and early learning, whilst it will also contribute considerably to the dialogue on cross-cutting issues and management of teachers.

Tackling teacher absenteeism will require strong political will and sound technical support, which UNICEF wants to address through policy dialogue and engaging with the Human Resources sub-group in close coordination with UNESCO, which is currently working with government to review the education policy and the teacher policy in particular. It is a sensitive discussion, and UNICEF is to engage diplomatically and constructively with the Teachers' Union (TU), particularly if issue risks being framed solely in a punitive way rather than as an opportunity to build adequate systems of support. In order to mitigate this risk, UNICEF will build on the existing relationship with the TU and reinforce its communication products that promote positive deviants. TU will be engaged from the beginning in monitoring visits and on developing specific actions that could help address the absence of teachers from schools.

One of the lessons learned over the past years has been that in relatively short periods of time, there is a very high turn-over of officers at national and sub-national level. An officer training data base is currently being piloted; UNICEF will use and strengthen this database to support the monitoring and track turn-over in order to recycle trainings whenever crucial gaps are identified.

Similarly, school council members have a tenure which lasts for two years, for which school council member turn over, more than a risk, is a certainty. This turn-over is a healthy practice to ensure that new people come on board every two years limiting vicious practices. To mitigate this turn-over, the C4D activities will create awareness among the community on key topics and trainings will be recycled every couple of years while school council institutional memory grows and consolidates.

Some of the key issues which need to be tackled in order to ensure that adolescent girls stay in school have their institutional anchorage under the Directorate of Cross Cutting issues, which rather than being mainstreamed into the activities within the ministry, tends to be sitting in isolation with limited leverage to engage with other key departments. UNICEF's participation in at least 3 of the key working sub-groups will allow for these cross-cutting issues to be brought to the table and discussed upon.