



United Nations  
Educational, Scientific and  
Cultural Organization

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

# UNESCO

## Mozambique

# 2017

## Annual Report





# UNESCO

Mozambique



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**ALUNO EDUCADO = ALUNO SAU**





# Summary



**This Annual Report** summarizes the work and achievements accomplished by the UNESCO Office<sup>1</sup> in Mozambique in the year 2017, in response to the country's main development issues and challenges. UNESCO supports the implementation of national priorities and strategies, as spelled out in the Government of Mozambique Five-Year Plan (2015-2019) and in the United Nations Development Assistance Framework (UNDAF) for Mozambique 2017-2020.

The Annual Report highlights UNESCO's contribution in supporting and reinforcing policies, systems, programmes and capacities necessary for the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, sciences, culture, communication and information.

The report also summarises UNESCO Maputo Office's contribution to the implementation of priority and flagship projects as defined in the UNESCO strategic document "Operational Strategy for Priority Africa (2014-2021)", namely:

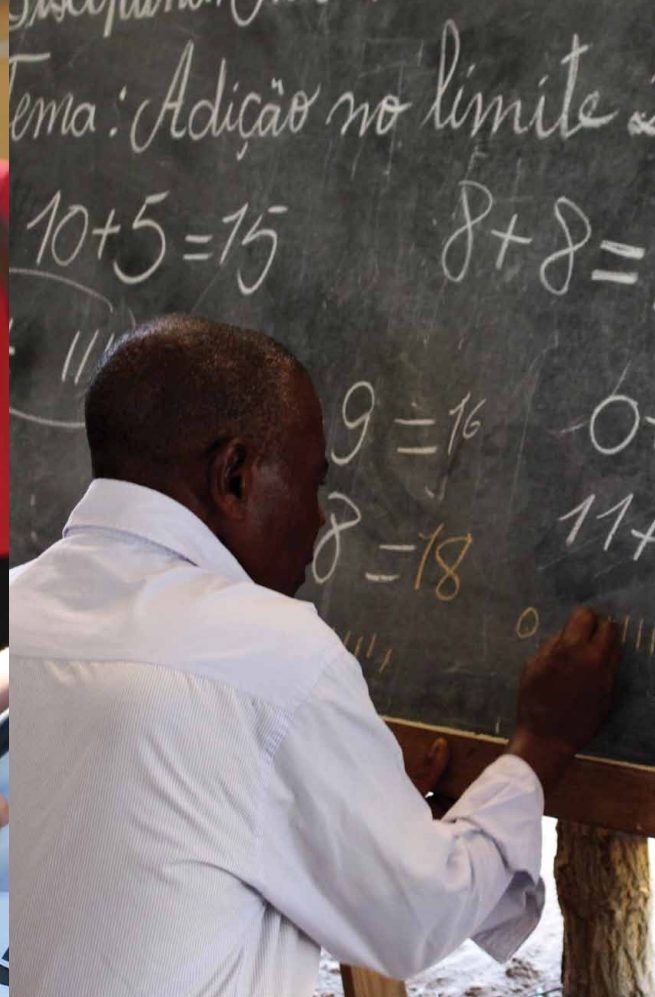
- Promoting a culture of peace and non-violence
- Strengthening education systems for sustainable development in Africa: improving equity, quality and relevance
- Harnessing Science, technology and Innovation (STI) and knowledge for the sustainable socio-economic development of Africa
- Fostering science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

The UNESCO interventions delivered the expected results, in line with the strategy and timeframe prescribed in the UNESCO Approved 37 C/5 Programme and Budget (2014-2017) and the Regional Support Strategy (2017-2021) of the Regional Office for Southern Africa. Its interdisciplinary activities focus on gender equality and vulnerable groups, working towards achieving the Sustainable Development Goals (SDGs) of the 2030 Agenda for Sustainable Development.

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<sup>1</sup>) The report does not integrate interventions implemented directly through UNESCO Headquarter Divisions, Regional Offices or Institutes

# Main Achievements



- Public awareness on culture of dialogue and peace raised
- Action on Rights of persons with albinism in Africa pursued
- Report on Education Policies produced including a Policy Gap analysis vs SDG-4 targets
- National capacities to align and strengthen national data and education management information systems developed
- Holistic Study on the Teachers' Issues in Mozambique published
- Inclusive Curriculum of Primary Education for Youth and Adult approved
- Learning assessment tools for Adult Literacy and Education developed and tested
- Capacity building provided to deliver quality Comprehensive Sexuality Education



- E-school model adopted and supported with ICT equipment
- Capacities for Open Distance Learning reinforced
- The nomination of the Quirimbas Biosphere Reserve completed and submitted
- Technical capacities of professionals from PALOP Countries reinforced on Ocean Data management

- Proposal for the ratification of the UNESCO Convention on the Protection of the Underwater Cultural Heritage (2001) recommended
- Freedom of expression and media development advocated
- Media editors and journalists trained on gender sensitive reporting

# 1. Context



## 1.1 Country profile

Throughout 2017, the priority of the Government of the Republic of Mozambique has been the consolidation of national unity and sovereignty, as well as the leveraging of peace to foster sustainable development.

This translated into a reinforcement of high-level peace dialogue between the Head of State and the Leader of the Renamo, the main opposition party. Over the year, direct meetings took place between the two leaders who discussed the progress made in the peace process, resulting in the building of mutual consensus and the finalisation of documents to be agreed upon. These documents are proposals on the decentralisation of governance, and on the disarmament, demobilisation and reintegration of the Renamo militia.

At the time of this report's publishing, the country mourned the death of the Leader of the Renamo, Afonso Dhlakama. Under the leadership of the Head of State, the whole country succeeded to build a peaceful and promising political transition. The Government organized a national gathering to pay tribute to the fight and contribution of Afonso Dhlakama to the building of democracy in Mozambique. The Renamo President received an official national funeral. The Head of State cancelled a planned mission abroad to lead the national funeral. Furthermore, the Assembly of the Republic concluded its ordinary session by approving unanimously the constitutional amendments on decentralization.

This unanimous vote on the agreements reached between the Head of State and the late Leader of Renamo confirmed the commitment of the Government and the political parties to unequivocally engage and commit the people of Mozambique towards long-lasting peace and stability.

Positive political developments in 2017 have not been strongly mirrored in the economic sector, as Mozambique struggles to recover from the economic downturn that started in 2015. GDP growth in 2017 stands at 3.7%, down from 3.8% in 2016 and annual averages of around 7% in the period 2010 to 2015. Nevertheless, some economic indicators have improved: the currency is more stable, high inflation is beginning to ease, and international reserves are recovering.

However, prospects for growth and export earnings are increasingly concentrated in the extractive sector, meaning Mozambique's economy is increasingly exposed to commodity price shocks. The large and unsustainable debt burden, alongside the country's poor credit rating, limit access to external financing and donor support. Foreign direct investment is falling, and consumer demand is weakening. Commercial bank lending rates are prohibitively high, limiting the development of enterprises, especially small and medium size enterprises. The agricultural sector, which represents a large proportion of economic activity, suffered from a drought in 2016, and remains vulnerable to climatic shocks. Taken together, these factors negatively affect economic health and translate into poor socio-economic outcomes.



Extreme poverty is widespread. In 2014, around two-thirds of the population lived below the USD1.90 per day poverty line according to the UNDP HDI report. Life expectancy at birth is 58 years, and approximately 7 out of 100 children born will die before they reach the age of 5. UNAIDS data indicate that about one in eight adults have HIV/AIDS, with infection rates higher among women (14.2%) than men (10.2%). High levels of child malnutrition, low access to water and sanitation, and significant food security issues further threaten the social development of the country. This challenging environment is reflected in Mozambique's HDI rankings. The Human Development Report (UNDP, 2016) ranked Mozambique among the countries with the lowest HDI (181 out of 188 countries), and the lowest among SADC countries.

These conditions have a gender dimension. Poverty is heavily skewed against women, who are on average poorer, have lower education levels, and have worse health outcomes than males. Additionally, Mozambique ranks poorly on gender equality indexes, the incidence of child marriage is among the highest in the world, and early pregnancy is common.

In August 2017, Mozambique organized its Fourth General Census of Population and Housing. The provisional results revealed that Mozambique has a population of 28.9 million inhabitants, 3.3% higher than initial projections for 2017 and around double the population in the early 1990s. The final results of the census are expected in October 2018. Rapid population growth is likely to continue.

## COUNTRY FACTSHEET

<b>Total population</b>	<b>28,861,863</b> (2017)
<b>Annual Population Growth (%)</b>	<b>2.6%</b> (2017)
<b>Population aged 14 years and younger (% of total)</b>	<b>44.51%</b> (2017) <sup>2</sup>
<b>Rural population (% of total)</b>	<b>67.7%</b> (2017) <sup>2</sup>
<b>Fertility rate (births per woman)</b>	<b>5.1</b> (2017) <sup>3</sup>
<b>Infant mortality rate (per 1,000 live births)</b>	<b>75.9</b> (2017) <sup>2</sup>
<b>Life expectancy at birth (Total/Females, years)</b>	<b>54.4/56.5</b> (2017) <sup>2</sup>
<b>Prevalence of HIV (% of population aged 15-49 years)</b>	<b>12.3%</b> (2016)
<b>GDP per capita - PPP\$ (constant 2011 international \$)</b>	<b>1128.3</b> (2016)
<b>Gross National Income per capita (PPP\$)</b>	<b>1190</b> (2016) <sup>4</sup>
<b>Annual GDP growth (%)</b>	<b>3.7%</b> (2017)
<b>Annual Inflation Rate (%)</b>	<b>5.65%</b> (2017) <sup>5</sup>
<b>Adult Literacy Rate (Total/Female, %)</b>	<b>55.1 / 42.2</b> (2015) <sup>2</sup>
<b>Expected years of schooling</b>	<b>9.1</b> (2015)
<b>Total external debt (% of GDP)</b>	<b>89.4%</b> (2016)
<b>Urban population growth rate (average annual %)</b>	<b>3.5%</b> (2017) <sup>3</sup>
<b>Seats held by women in national parliaments (%)</b>	<b>39.6%</b> (2017) <sup>4</sup>
<b>Education: Government expenditure (% of GDP)</b>	<b>5.7%</b> (2016) <sup>4</sup>
<b>Education: Primary gross enrolment ratio</b>	<b>106</b> (2016) <sup>4</sup>
<b>Education: Secondary gross enrolment ratio</b>	<b>32</b> (2016) <sup>4</sup>
<b>Education: Tertiary gross enrolment ratio (f/m per 100 pop.)</b>	<b>5.4/7.4</b> (2015) <sup>4</sup>

### Sources:

- INE, Population Housing Census
- INE: Projection of population 2007-2040
- INE: Annual Statistical Yearbook, 2016
- Word Development Indicator - Word Bank: <https://data.worldbank.org/products/wdi>
- INE: [www.ine.gov.mz](http://www.ine.gov.mz)
- UNDP: Global Human Development Report, 2016
- MEF: <http://www.mef.gov.mz/index.php/documentos>

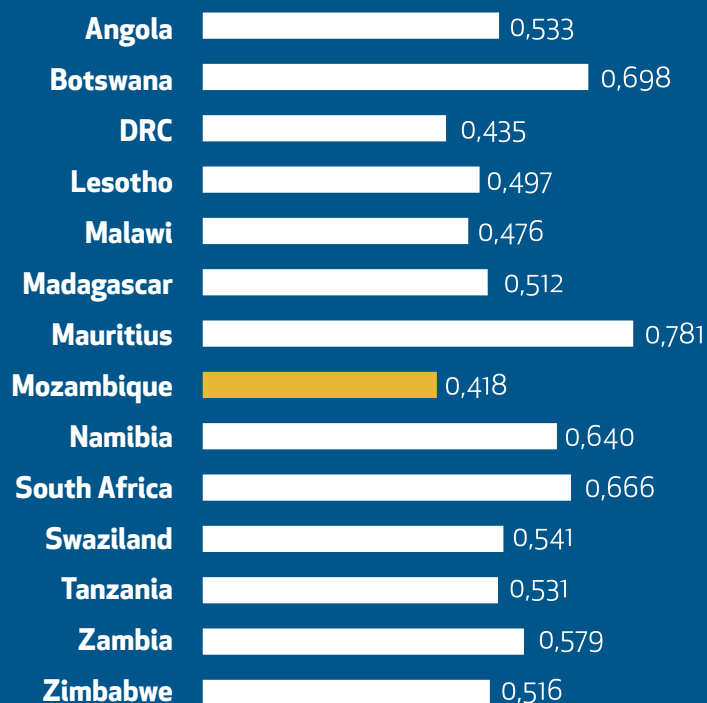
The average fertility rate is estimated at 5.1 live births per women, which is among the highest in the world. Decades of such high fertility rate has created a youth bulge - more than 45% of the population is now aged between 0-14. Like much of sub-Saharan Africa, about two-thirds of the population live in rural areas.

Despite a large share of the government budget invested in education, progress remains slow. Available data (Household Survey 2014-15) shows that around 44.9% of the adult population – particularly women (57.8%) – are unable to read or write. Only one-third the children enrolled in primary education complete primary education (UIS, 2014). Furthermore, according to a government learning assessment conducted in 2016, only 4.9% of students have acquired basic reading and writing competencies in Portuguese by grade 3. Social data collection and reporting systems are weak, which limits accountability and impedes strategic policy formulation.

Nevertheless, sustained investments in the education sector over the years have borne some fruit. Almost four times more children attend primary school today than that of 10 years ago, and a large majority of primary school-aged children enter lower primary education. Access to secondary education has progressed also, with gross enrolment in secondary education having risen from 6% in 2000 to 33% in 2016. Primary school teacher pupil ratios have fallen from 67:1 in 2006 to 55:1 in 2016, according to UIS statistics.

Mozambique is well endowed with non-energy natural resources. Agricultural land is abundant, and water, forestry and fisheries resources are plentiful. Although law enforcement is often inconsistent, Mozambique has enacted extensive legislation to protect its natural resources and biodiversity.

### Human Development Index in SADC Countries, 2015



## 1.2 UNESCO priorities in Mozambique

UNESCO's intervention aims at strengthening education systems, fostering science for the sustainable management of natural resources and disaster risk reduction and harnessing STI and knowledge as crucial tools to advance sustainable socio-economic development. These actions promote a culture of peace, an environment conducive to freedom of expression and media development, and harness the power of culture for sustainable development and peace in a context of regional integration. They contribute to the implementation of the Regional Support Strategy (2017-2021) of the Regional Office for Southern Africa.

UNESCO activities are implemented in line with the African Union Agenda 2063, Agenda 2030 and the Six Flagships of the Operational Strategy for the Global Priority Africa (2014-2021), taking into account the programme focus for Mozambique described in the following Priority Areas:

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

***UNESCO contributes significantly to nine SDGs through an integrated approach, drawing on all of its areas of specialized expertise and in close partnership with UN entities and partners from the public and private sector***

4 QUALITY EDUCATION



5 GENDER EQUALITY



6 CLEAN WATER AND SANITATION



9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



11 SUSTAINABLE CITIES AND COMMUNITIES



13 CLIMATE ACTION



14 LIFE BELOW WATER



15 LIFE ON LAND



16 PEACE, JUSTICE AND STRONG INSTITUTIONS



# 2. Achievements and Progress



## 2.1 Promoting a culture of peace and non-violence especially among youth

### Action on Rights of persons with albinism in Africa pursued: Time for Implementation

UNESCO continues to coordinate the support provided by the United Nations Country Team (UNCT) in the implementation of the Regional Action Plan on Albinism in Africa 2017-2021, a “5-year plan to address attacks and related violations against persons with albinism in Sub Saharan Africa”. The Regional Action Plan is a 5-year plan that resulted from a wide consultation spearheaded by the UN Independent expert on the enjoyment of human rights by persons with Albinism, in collaboration with African Union institutions and various partners including UNESCO. The African Commission on Human and Peoples’ Rights (ACHPR) subsequently endorsed the Regional Action Plan in May 2017.

A Coordination Platform was established by the UN Independent Expert to serve as a tool for mobilizing resources and unifying efforts from various organizations with a commitment to implement the Regional Action Plan. The Representative of UNESCO to Mozambique is a full member – *in his personal capacity*.

### INTERNATIONAL ALBINISM AWARENESS DAY- 13 JUNE

UNESCO leads the coordination of the UNCT response to albinism in Mozambique. The Office provided support and represented the UN at the celebrations of the International Albinism Awareness Day 2017 organized by Albimoz - a civil society organization- working on the protection of persons with albinism in Mozambique. The Government and various partners sponsored the celebrations. A march was organized, gathering people and schoolchildren, with good representation of persons with albinism.





### INTERNATIONAL JAZZ DAY – 30 APRIL

For the third consecutive year, the International Jazz Day was celebrated in Mozambique under UNESCO Patronage. This is also the second consecutive year in which the well-known Mozambican saxophonist and jazzman Moreira Chonguiça produced and organized the celebrations of the International Jazz Day.

The celebrations took place during the whole month of April 2017 through various activities in Matola in order to initiate with the City Council a new concept of promoting and expanding cultural tourism through musical events while continuing the involvement of youth in understanding the history of Jazz and the essence of the International Jazz Day.

More Jazz Big Band (Moreira Chonguiça Orchestra) composed of young students held a public rehearsal at the Matola Monument and Interpretation Center to pay tribute to the sacrifices and contributions of Mozambicans to a free, non-racial and democratic South Africa. Two workshops were held by Moreira Chonguiça at the Secondary School of Matola and at Mahlampsene High School (Matola) with students, focused on the role and impact of Jazz in promoting dialogue between cultures and diversity and human dignity.

The main celebration was hosted by the Municipality of Matola at the garden of the Poets Park (Jardim dos Poetas) in Matola City from 11am to 5pm, and enabled parents and families to attend and learn about Jazz.

## Public awareness on culture of dialogue and peace raised

For the second consecutive year, UNESCO's contribution was provided to a national debate on the promotion of the culture of peace organized by the Peace Islands Association (Associação Ilhas da Paz) in partnership with the Religious Leaders Association of Mozambique (COREM). The debate recognised the peace dialogue and negotiation between the Head of State and the Leader of the Renamo. The annual conference serves as a platform to advocate for the strengthening and maintenance of a culture of peace and tolerance in the country involving government officials and civil society organizations.



## Summary

- **Public awareness on culture of dialogue and peace raised**
- **Action on Rights of persons with albinism in Africa pursued**
- **Public awareness on the role and impact of Jazz in promoting dialogue between cultures and diversity and human dignity raised**

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

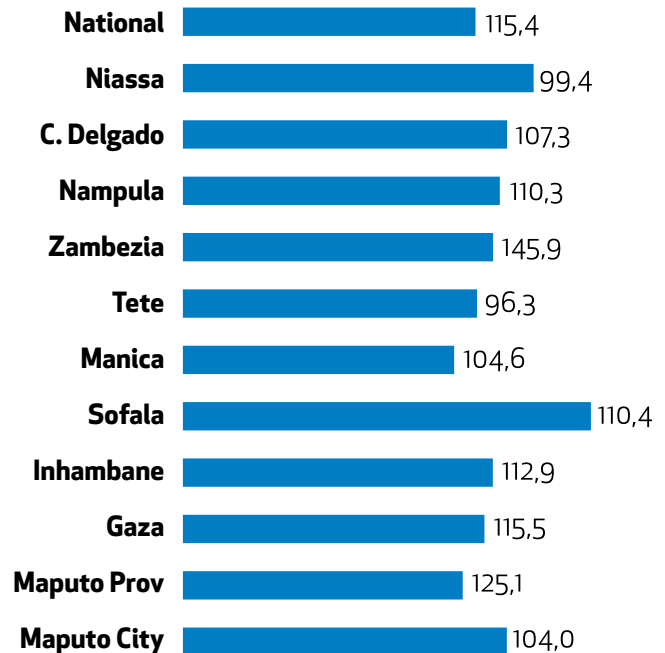
### Report on Education Policies produced including a Policy Gap analysis vs SDG-4 targets

Through an inclusive process involving key stakeholders, a diagnosis of the education sector in Mozambique – a Country Background Report – was produced. The document analyses the strengths and weaknesses of policies and processes used in selected key education areas, including system-wide policy and planning, teacher training and management, ICT in education, education quality, and learning assessment practices. It was used to inform the policy dialogue with key stakeholders, including the National Technical Team (NTT), education authorities, cooperation partners and civil society organizations.

#### WORLD TEACHERS' DAY - 5 OCTOBER

The national celebration of the World Teachers' Day took place at Escola Primária Completa de Ka Lhamanculo (Maputo City) under the theme "Teaching in freedom, empowering teachers". It was led by the National Commission for UNESCO and the National Organization of Teachers and gathered about 100 teachers and students.

### Gross enrolment rate, primary education, by province, 2017



The NTT - National Technical Team



## Quality education data for SDG 4 monitoring - “Learning by doing” approach

***“Good quality data are vital if the world is to deliver on its promise of a good quality education for each and every child,” says the Director of the UIS.***

UNESCO and UIS developed tools and strategies that enable countries to produce their own high-quality data, and help donors channel resources to strategic approaches that are effective.

In Mozambique, 16 members (of which 5 women) of the National Technical Team (NTT) and 13 provincial staff from Ministry of Education and Human Development (MINEDH) and National Institute of Statistics (INE) were trained through a “learning by doing” approach to assess and recommend required improvements for quality education data.



## The following concrete results were achieved through trainings:

- 1. National indicator framework formulated** - which responds to national policies aligned with SDG 4 targets. The national indicator framework is composed of 52 indicators, including 11 indicators for global monitoring and 30 thematic indicators, plus an additional 12 national indicators for monitoring achievement of national policies.
- 2. Data mapping and quality assessment conducted** - identified through the UIS data mapping tools and the SDG 4 indicator's framework and required data sources (administrative data, household based-surveys and education and finance data).
- 3. Recommendations for improvement identified** - which include capacity development needs (organizational, financial and human) relevant to monitor the objectives of the Education 2030 Agenda. These will be used as the basis for formulating the National Strategy for the Development of Education Statistics (NSDES) - a sector wide vision of education statistics development.

The National Institute of Statistics and MINEDH co-chair the Steering Committee. The Committee, which includes key SDG 4 national stakeholders, oversees the work of the NTT and provides guidance and advice.

**The Capacity Development for Education 2030 (CapED) Programme** supports Mozambique, a CapED Pilot country, to strengthen Adult Literacy and Education. Progress towards achieving the Education 2030 Agenda is facilitated through capacity building, the strengthening of curricula and learning assessment tools, and the development of advocacy tools for CSOs active in the sector.

In addition, the CapED programme expects to roll out two interlinked components in order to achieve two related outcomes. Component 1 relates to the strengthening of national capacities to review existing policies and strategies in light of SDG4 and to formulate policy recommendations, while Component 2 aims to develop national capacities to align and strengthen the production and use of quality national data and education management information systems for monitoring progress towards SDG 4 and the African Regional Education Agenda.



## The Global Education Monitoring Report 2017/8 launched in Maputo

The Global Education Monitoring (GEM) Report 2017/8 - Accountability in education: Meeting our commitments was launched in Maputo. The launch was integrated into the High-level African Ministerial Summit - Innovation Africa 2017, held in Maputo.

The Deputy-Director General of UNESCO officially launched the 2017/8 GEM Report with the Deputy Prime Minister of Ethiopia and the Minister of Education and Human Development of Mozambique. Ministers of Education across the continent attended the event alongside with a crowd of over two hundred civil society representatives, teachers, policy makers, academics and donors from across Africa.

The Report aimed to:

- inform policy makers of various approaches to accountability being used in different contexts, their benefits and disadvantages;
- share key evidence-based recommendations from the Report relevant to national, regional and global policymakers;

- expand the GEM Report's profile amongst key education stakeholders and reaffirm the Report as the core evidence based advocacy tool for monitoring progress towards the education related targets in the SDGs.

The event solicited extensive coverage by national and international media and received positive feedback from many participants.

## Holistic Study on Teachers' Issues in Mozambique published

The Holistic Study on the status and issues concerning teachers in Mozambique was published. The study provides education planners, managers, and other stakeholders with a valuable resource to conduct evidence-based strategy development. The report is a collaborative initiative of UNESCO, the Association for the Development of Education in Africa (ADEA), the International Task Force on Teachers for Education 2030 and UNICEF.



## Summary

- **Report on Education Policies produced including a Policy Gap analysis vs SDG-4 targets**
- **National capacities to align and strengthen production and use of quality national data and education management information systems developed**
- **Holistic Study on Teachers' Issues in Mozambique published**



### **Primary Education Curriculum for Youth and Adults approved**

UNESCO supported the elaboration of the primary education curriculum for the education of youth and adult learners. The curriculum is based on a bilingual approach and contributes to the implementation of the Adult Literacy and Education Strategy 2016-2019. The curriculum was approved by the MINEDH. It comprised six subjects: Portuguese, Mozambican language, mathematics, natural sciences, social sciences and life skills. This activity was led by the National Institute for Education Development (INDE) and the National Directorate of Literacy and Adult Education (DINAEA).

### **Learning assessment tools for Adult Literacy and Education developed and tested**

UNESCO supported the development of assessment tools to measure literacy and numeracy competencies achieved by adult learners enrolled in nation-wide adult literacy programmes. These tools consist of guidelines for training adult educators, exercise books for adult educators and for learners, and a learning assessment sheet on literacy and numeracy. The tools were tested in five districts in the Provinces of Nampula, Zambézia, Tete, Gaza and Maputo, involving 87 classes and 1297 learners (65% women).



### **Operational Plan for Adult Literacy and Education disseminated**

A capacity-building workshop was organized for 20 literacy managers (7 women) to disseminate the Operational Plan for Adult Literacy and Education for 2016-2019. The beneficiaries were education managers from national and sub-national levels. The workshop provided participants with knowledge and tools to foster collaborative planning, monitoring, and evaluation of the Education Strategic Plan.

### **Capacity of key stakeholders strengthened on issues of advocacy and resource mobilization for Adult Literacy and Education**

The Action Plan for 2016-2019 for the Movement for Advocacy, Awareness and resource Mobilization for Literacy (MASMA) – a civil society group focusing on literacy issues in Mozambique – was approved and disseminated among key stakeholders. The MASMA aims to accelerate literacy efforts in Mozambique towards the achievement of the SDG 4. UNESCO provided financial and technical support to update the Action Plan, focusing on advocacy, awareness and resource mobilization for literacy in line with the Education 2030 Agenda.

## UNESCO Malala Fund for Girls' Right to Education in Mozambique

The UNESCO Malala Fund for Girls' Right to Education was established in 2012 to expand girls' access to quality and gender-responsive education and to ensure safe learning environments, especially in countries affected by conflict and disaster.

In Mozambique, the program complemented the planned interventions of the CapED Programme providing support to strengthen the Adult Literacy and Education. It has improved the literacy and numeracy skills of selected communities, has enhanced awareness and competencies related to gender equality, and has provided vocational skills development to vulnerable groups. This has equipped participants, predominantly women, with the skills and knowledge necessary to empower themselves, their families, and their communities, and has encouraged families to enroll and keep their children in school.

Tellingly, participants reported their happiness and satisfaction in being able to carry out things such as writing the dates of children's birthdays, recognizing and reading the names of public buses, reading SMS messages, and signing ID cards. These seem to be simple acts of little significance, but they are of paramount importance in people's lives.



*"What motivated me to engage in Malala funded project, was definitely the opportunity to learn how to read, write and calculate, as well as the vocational component, especially that of running a small business. I am eager to learn how to raise chicken to better support my family. Because I have also another dream: to raise seven kids!"*

**Learner, 22 years,  
Napito, distrito Eráti**

## Family learning programmes implemented

Following the validation of the Family Learning Manual, a training for 114 education staff (80% women) was conducted on the family learning approach. Attendees included government technicians, literacy teachers and various education partners. The training sessions included issues such as the coordination mechanisms, roles and responsibilities, and monitoring and evaluation of the implementation of the family learning programmes.

Building upon the skills gained by participants in family learning programs, UNESCO supported the further enrolment of 219 participants in national adult education programmes focusing on practical steps related to entrepreneurship skills. The courses were carried out in selected districts of Nampula and Maputo provinces and were conducted by the Instituto de Formação Profissional e Estudos Laborais Alberto Cassimo (IFPELAC).

## Media editors and journalists trained on gender sensitive reporting

A two-day training on Gender Sensitive Reporting was organized within the implementation of the project funded by the UNESCO-Malala Fund for Girls and Women Education. The training involved 24 media editors and journalists from different sectors (private and public) in Mozambique.

The purpose of the training was to strengthen the knowledge of media professionals on gender-sensitive reporting so that they can contribute to better portray gender issues and women's rights through community radio, newspapers, online media, radio and TV. This training was led by the Government Information Office (GABINFO).

## INTERNATIONAL LITERACY DAY - 8 SEPTEMBER

Various events at provincial and district levels were organized to celebrate the International Literacy Day, under the global theme *Literacy in a digital world*. The celebration reflected on the kind of literacy skills people need to acquire to navigate in increasingly digitally mediated societies. It also explored effective literacy policies and programmes that can leverage the opportunities that the digital world provides. Various activities were organized to strengthen advocacy on applying digital technology to education and literacy programmes.



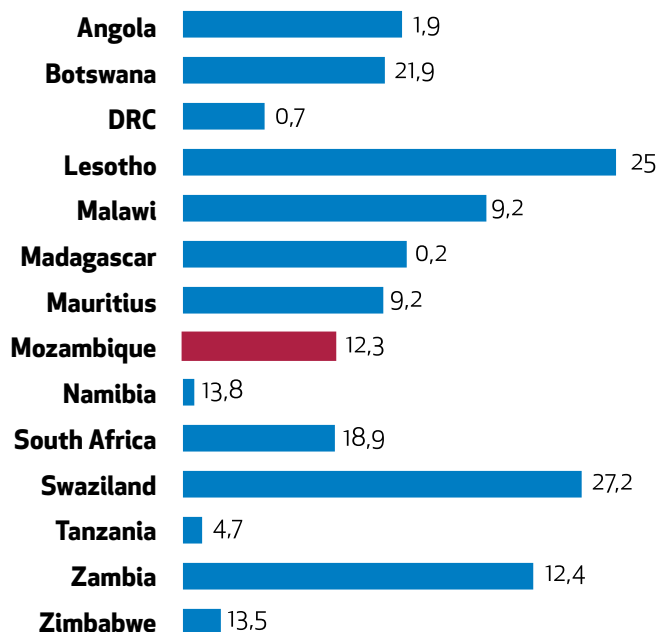
## Summary

- **Inclusive Curriculum of Primary Education for Youth and Adult approved**
- **Learning assessment tools for Adult Literacy and Education developed and tested**
- **Operational Plan for Adult Literacy and Education disseminated**
- **Capacity of key stakeholders strengthened on issues of advocacy and resource mobilization for Adult Literacy and Education**
- **Family Learning Programmes implemented**
- **Media editors and journalists trained on gender sensitive reporting**

## Capacity building provided to deliver quality Comprehensive Sexuality Education

Technical courses were provided for 75 teacher trainers (24 females) at the Teacher Training Institutes (IFPs) of Nampula Province, while 81 teacher trainers (26 females) were trained in the IFPs of Zambezia Province. The training courses were part of the on-going UNESCO support to MINEDH on scaling up Comprehensive Sexuality Education (CSE) in order to increase children and young people's knowledge on sexual and reproductive health and rights through access to quality CSE. The training also addressed issues related to prevention of child marriage and gender-based violence.

## Prevalence of HIV, total (% of population ages 15-49) SADC Countries, 2016



Further trainings were organized for 389 in-service and pre-service teachers on CSE. The training included role-play, group-based problem-solving exercises, critical analysis, and guided group activities. In addition, the programme succeeded in enrolling 97 teachers, trainers and education technicians at provincial level in an Online CSE platform.

## Community-led workshops organized to increase access to comprehensive sexuality education

Two Civil Society organizations – the Youth Parliament and the Religious Leaders Association of Mozambique (COREM) – organized trainings to boost community engagement to advocate for the implementation of comprehensive sexuality education.

The Youth Parliament held a training on comprehensive sexuality education and reproductive rights for 46 girls in Maputo Province, while the COREM held an awareness workshop aimed at reducing HIV infection and improving sexual and reproductive health outcomes for 101 religious leaders from the provinces of Gaza, Inhambane and Maputo.

The activities are the full part of the UNESCO-Swedish International Development Agency (SIDA) Regional project on “Strengthening sexual and reproductive health and HIV prevention amongst children and young people”.



## Summary

- **Capacity building provided to deliver quality Comprehensive Sexuality Education**
- **Community-led workshops organized to increase access to comprehensive sexuality education**

## **E-school model adopted and supported with ICT equipment**

Within the framework of the UNESCO-Korean Funds in Trust project “ICT Transforming Education in Africa”, the E-school model was designed and adopted during a workshop organized with technical staff of the Ministry of Education and Human Development, UNESCO experts, and key national stakeholders.

Twenty-two public schools from eleven provinces - one primary and one secondary in each province - were selected as pilot E-schools to be supported with equipment and pedagogy on the use of ICTs. These schools will become Digital Content Production Centers.

## **Policy-makers trained on developing national ICT policy in education**

A technical training prepared 25 policy-makers on developing national ICT Policy in education, as well as on updating the national Technological Plan for education. The participants successfully identified priority areas for the formulation of the new national Policy on ICT in education and related plans.

## **Capacities for Open Distance Learning reinforced**

To establish an environment for Open Distance Learning, UNESCO equipped the Institute for Open and Distance Education (IEDA), in order to develop and deliver multi-media content. In addition, 30 technicians from IEDA were trained to develop teacher institutions’ capacities on combining the paper-based learning model with a computer-

### **WORLD YOUTH SKILLS DAY – 15 JULY**

The World Youth Skills Day was celebrated at the Maputo Industrial Institute. The event highlighted the importance of Professional Technical Education Training for young people, raised concerns about unemployment and underemployment among the youth, sought to promote dialogue between practitioners in Technical and Vocational Education, and raised awareness of existing initiatives in the area.

The celebration was organized in partnership with the National Directorate of Technical Education (DINET), the Colleges and Institutes Canada (CICan), and the National Commission for UNESCO (NatCom).

based model. These trainings were steered by experts from the Open University (Republic of Korea) which included instructional design, content application, learners’ assessment and quality assurance.



## **Summary**

- **E-school model adopted and supported with ICT equipment**
- **Policy-makers trained on developing national ICT policy in education**
- **Capacities for Open Distance Learning reinforced**





## ICT Transforming Education in Mozambique 2016 – 2019

Mozambique is one of three countries benefiting from the UNESCO-Korean Funds in Trust project “ICT Transforming Education in Africa”. The other countries are Rwanda and Zimbabwe. As part of the global effort to implement the Education 2030 agenda, the project intends to leverage information and communication technologies in primary, secondary and tertiary education in order to identify innovative solutions for achieving quality, equity and inclusion in Mozambique’s education system.

*“The shift from paper based methodology to blended learning model is a great achievement. I am really happy to be relieved from travelling long distance to the IFPs with a bag of lecture notes”.*

**ICT Teacher, 35 years  
Open Distance Learning Institute**

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

### **The nomination of the Quirimbas Biosphere Reserve completed and submitted**

Following-up on the recommendations of the first Mozambique International Workshop on the Man and Biosphere Programme (MAB) held in 2015, the nomination dossier of the Quirimbas Biosphere Reserve was formulated and submitted to the MAB Secretariat for examination and further designation.

The nomination was successfully completed by a National Task Force established under the guidance of the newly established MAB National Committee. UNESCO mobilized partners and resources to support the nomination process, organising technical workshops for the preparation of the nomination and carrying out numerous consultations at local and national levels.

The MAB International Advisory Committee for Biosphere Reserves praised the quality of this first nomination and participative process adopted, and recommended the designation. At the time of the publication of this report, the MAB International Co-ordinating Council (MAB-ICC) has designated the site as the First UNESCO Biosphere Reserve in Mozambique at its 30th session of July 2018.

UNESCO also sponsored a young woman scientist, member of the national Task Force to participate in the 2017 MAB Youth Forum. This first MAB Youth Forum was organized by the MAB Programme Secretariat and its partners to offer an opportunity for young people who care about the special territories in which they live in to become active in the MAB Programme and to contribute to the sustainable development of their communities, in line with the Lima Action Plan.

### **National Capacities in School Safety Assessment enhanced**

UNESCO led trainings on VISUS (Visual Inspection for identification of Suitable Upgrading Strategies) methodology, which permitted national teams, comprising of decision makers as well as teachers and university students, to conduct assessments on 100 schools in Maputo province. The VISUS methodology assesses the vulnerabilities of existing school facilities to natural hazards, and suggests key areas for improvement in order to reduce hazard related health and safety risk in schools.

The validated data were made available as individual school reports for each participating school, and as a collective report submitted to the decision-makers of the MINEDH of Mozambique. The conclusions of the surveys conducted during the pilot phase will be presented to the Government in the beginning of 2018. They will provide ready-to-use science-based information on school safety, to enable Mozambican decision-makers to make informed decisions about school safety and upgrading, allowing them to improve budgeting and to prioritize interventions and expenditures.

The implementation of the UNESCO-VISUS methodology for multi-hazard school safety assessment in Mozambique was supported by UNESCO, the Global Facility for Disaster Reduction and Recovery (GFDRR) and the Belgian Development Cooperation Agency.

### **Technical capacities of professionals from PALOP Countries reinforced on Ocean Data management**

The School of Marine and Coastal Sciences (Eduardo Mondlane University) organized a training course for professionals from Portuguese-speaking African Countries (PALOP) on ocean data management under the UNESCO-IOC (Intergovernmental Oceanographic Commission) Ocean Teacher Global Academy. Using a videoconference platform, the course provided a comprehensive introduction to oceanographic data management and oceanographic data manipulation methods using a common database and data format, covering a variety of ocean environments, from the high seas, coastal shelf, to estuaries.

### **WORLD OCEANS DAY – 8 JUNE**

UNESCO coordinated the celebration of the World Oceans Day in collaboration with the Ministry of Ministry of Sea, Inland Waters and Fisheries, the Fisheries Museum and various partners.

A conference on marine innovation was organized under the title "Our oceans, our future: at the edge of marine innovation in Mozambique". The conference aimed to enhance the visibility of existing initiatives in this field and to inspire collaboration between marine innovators from different fields. Eleven speakers from nine organizations involved in marine sciences, conservation and innovation presented scientific papers for an audience of 120 participants.

A total of 28 candidates were students, teachers, researchers and technicians from the fisheries, transport, hydrography, meteorology and marine sciences sectors of the following countries: Angola, Brazil, Cape Verde, Spain, Mozambique and Sao Tome and Principe.



## **Summary**

- **The nomination of the Quirimbas Biosphere Reserve completed and submitted**
- **National Capacities in School Safety Assessment enhanced**
- **Technical capacities of professionals from PALOP Countries reinforced on Ocean Data management**

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

### **Training on conservation and preservation of historical urban landscapes provided to heritage professionals and local communities**

Following the implementation of the previous Management and Conservation Plan (2010-2014) for the island of Mozambique, UNESCO launched a programme to support the Government to complete the Management and Conservation Plan for the period of 2018-2022, through stakeholders meetings and public consultations.

In this context, heritage professionals from conservation management institutions of the Island of Mozambique received training on tools for management and conservation of cultural heritage using the Recommendations on the Historic Urban Landscape (HUL).

The training was to take stock of the evaluation of the implementation of the previous Management and Conservation Plan, and formulate recommendations to be considered during the process of the formulation of the new Management and Conservation plan for the site.

### **The Conservation and Management Plan of the Island of Mozambique drafted**

A second stakeholders' consultation meeting on the formulation of the Management

and Conservation Plan of the Island of Mozambique (2018-2022), took place on the Island of Mozambique. The meeting discussed the recommendations of the previous community consultations, the evaluation of the implementation of the previous management and conservation plan and the conclusions of the studies conducted by national consultants on:

- state of conservation of the built heritage in core and buffer zone areas
- sustainable use of natural resources including coastal management, marine environment and conservation
- state of underwater heritage conservation and management

It also discussed the main priority areas to be included in the new Management and Conservation plan. The overall objective of the Plan is to improve the management, conservation and socio-economic development of the Island of Mozambique as a city and a heritage. This is to ensure that the new plan addresses the issues raised by the World Heritage Committee in its Decision 40 COM7B.15 (2016) which is requesting the Government of Mozambique to reinforce the management and conservation of the Island of Mozambique as a World Heritage site.



*“Each State Party to this Convention recognizes that the duty of ensuring the identification, protection, conservation, presentation and transmission to future generations of the cultural and natural heritage referred to in Articles 1 and 2 and situated on its territory, belongs primarily to that State. It will do all it can to this end, to the utmost of its own resources and, where appropriate, with any international assistance and co-operation, in particular, financial, artistic, scientific and technical, which it may be able to obtain.”*

**Convention Concerning the Protection of the World Cultural and Natural Heritage (1972) – Article 4**

### **Proposal for the ratification of the UNESCO Convention on the Protection of the Underwater Cultural Heritage (2001) recommended**

The Council of Ministers examined the principles of ratification of the UNESCO Convention on the Protection of the Underwater Cultural Heritage (2001) and requested the submission of the proposal to the Assembly of the Republic for further consideration and final processing.

### **Awareness on access to the UNESCO International Fund for Cultural Diversity raised**

A two-day training course on accessing funding from the International Fund for Cultural Diversity (IFCD) was organized for 35 promoters and projects managers, including members of public institutions. The training included sharing areas of priority and

writing proposals to the IFCD fund, to support increasing the number of proposals from Mozambique to the IFCD.



### **Summary**

- **Training on conservation and preservation of historical urban landscapes provided to heritage professionals and local communities**
- **The Conservation and Management Plan of the Island of Mozambique drafted**
- **Proposal for the ratification of the UNESCO Convention on the Protection of the Underwater Cultural Heritage (2001) recommended**
- **Awareness on access to the UNESCO International Fund for Cultural Diversity raised**

## 2.5. Promoting an environment conducive to freedom of expression and media development

### Freedom of expression and media development advocated

*"Critical minds for critical times: the role of the media in advancing peaceful, just and inclusive societies"* was the theme of the World Press Freedom Day in 2017. With the support of various partners including UNESCO, MISA-Mozambique (Media Institute of Southern Africa) celebrated the World Press Freedom Day by addressing a series of questions for debate and reflection for all media stakeholders at national level. This was also the occasion to launch the MISA report on the State of

Participants included Albie Sachs, retired South African Supreme Court Judge, the Minister of Foreign Affairs and Cooperation, the Chairperson of MISA-Mozambique, the Representative of UNESCO to Mozambique, Head of Cooperation at the Swedish Embassy in Mozambique, and Chairperson of the Higher Mass Media Council (CSCS).

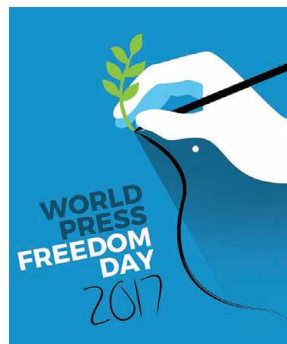
Freedom of Press and Expression in Mozambique (2010-2015).

Similar celebrations were organized in other provinces by the Association of Journalists. The central ceremony took place in Maputo city, and was headed by the Minister of Foreign Affairs and Cooperation in representation of the Prime Minister, who reaffirmed the government's commitment to work towards guaranteeing an environment in which journalists can work with freedom and independence.



### Summary

- Freedom of expression and media development advocated







# 3. Main Challenges

The strategic debates held in Mozambique on the “domestication” of the African Union Agenda 2063 and the 2030 Agenda for Sustainable Development and its Sustainable Development Goals (SDGs) recognize the fundamental role of education for sustainable development, and its catalytic effect in transformative changes. Various recent reports underlined the imperative and urgent need in Mozambique for a sustained investment in education to ensure and make the most of the country’s dynamic demography.

The 2030 Agenda for Sustainable Development, and its SDGs, seeks to incorporate and balance the three dimensions of sustainable development (economic, social and environmental). The Agenda represents a fundamental shift in development thinking by recognising the underlying and dynamic interlinkages between these three dimensions, and by driving universal and integrated development across all countries. The alignment of national development policies to the SDGs requires that due consideration and appropriate measures are taken to address the root causes of poverty, and how different drivers of change influence and relate to one another to achieve transformation for sustainable development.

The above underlines the relevance of the work of UNESCO in Mozambique, because of its mandate, which is interdisciplinary by nature and its capacity to mobilize and provide multi-disciplinary technical support.



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

The Education Policy Review Report and its policy recommendations constitute a valuable contribution to the formulation of the new National Strategic Plan for Education (2020-2029). This new strategy will also benefit from the results of the assessment and recommendations produced during the formulation of National Indicator Framework (NIF) for education. The latter was adopted by the Steering Committee and constitutes the central instrument for the country to monitor progress in Mozambique towards the SDG 4 "ensuring quality education inclusive and equitable learning and to promote lifelong learning opportunities for all".

The reinforcement of the statistical capacity of the country to generate sound evidence for policy formulation and the management of education system remains crucial. The data mapping and data quality assessment undertaken by the National Technical Team underscored gaps to be filled as they relate to critical data sources that affect the ability of the country to monitor the

progress towards its national education targets and those under SDG4. This also represents a central component of the National Strategy for the Development of Education Statistics (NSDES) to be completed and adopted in 2018. This strategy will be the sector-wide vision of education statistics development in Mozambique.

Quality improvements have been made in Literacy and Adult Education programmes with the support of UNESCO in the design and development of new and revised strategies, plans, curricula and management, and evaluation tools. However, the results achieved remain weak due to, inter alia, the limited financial resources injected by the Government in this sub-sector and low qualification level of literacy teachers. A concern is raised on the dropout of learners from the system and the reduction of learners enrolled in literacy and adult programmes, the low amount of subsidies and delays in payment of literacy teachers, as well as the lack of regular monitoring of the literacy and adult education programmes. The community mobilization for their active participation in literacy programmes, and the involvement of qualified teachers in the provision of accelerated literacy and adult education, including the expansion of functional literacy curricula, are possible avenues to improve the learning outcomes and quality of the literacy programmes. The role of the Movement for Advocacy, Awareness and Resource Mobilization for Literacy (MASMA) and the implementation of its action plan will be essential.

In the area of HIV-AIDS, efforts will be made to consolidate the results achieved during the past years in the integration of the comprehensive sexuality education (CSE) into school curricula. However, an evaluation would be required to assess the degree of success of the integration approach used in view of possible adjustments. High-level engagement and advocacy of all Ministries concerned is required and will be sought, especially engaging the Ministry of Education and Human Development, the Ministry of Health, and the Ministry of Youth and Sport in support and advocacy of the Eastern and Southern Africa (ESA) Ministerial Commitment on Comprehensive Sexuality Education. Possible expansion of the programme to higher education institutions will become a necessity. South-south cooperation with the HEAIDS (Higher Education AIDS) programme in South Africa will be a target.

UNESCO will pursue its interventions to address critical threats to biodiversity, to enhance the response to natural disasters and to improve the management of ocean and coastal zones. The successful support provided for the formulation of the nomination document for the Quirimbas National Park as the first UNESCO biosphere reserve of Mozambique and the created momentum will be sustained to support the Government programme to support the sound management of natural resources and the protection of biodiversity. This includes the mobilization of partners to support the management of this first Biosphere Reserve in the country and advocacy for the formulation of nominations of other sites.

In collaboration with the Regional Office, efforts will be made to strengthen the contribution of the sciences to sustainable development, including in the areas of research, technology and innovation, water security, oceans, energy, ecosystems and biodiversity, natural resources, disaster risk reduction, and science education.

In the area of Culture and Development, a sustained effort is needed to support the translation of political statements into concrete actions in harnessing the power of culture for sustainable development and peace. The consolidation of the results achieved during the past biennium is imperative. This is required especially in developing advocacy, partnership and resource mobilisation strategies, and activities to support the updating and formulation of legal and policy instruments to ensure a proper and recognised integration of culture into national development programmes and the involvement of ordinary people in the promotion of cultural expression activities and in safeguarding cultural heritage.

The momentum gained in the mobilization of national support towards the ratification of the 2001 Convention on the Protection of the Underwater Cultural Heritage should be maintained until the effective conclusion of this ratification. Moreover, the celebrations of the 200 Years of the Island of Mozambique (World

Heritage) As a City constitute an opportunity for UNESCO to mobilize partners and resource to support the Government in the completion of the new Management and Conservation Plan by applying the UNESCO Recommendations on Historical and Urban Landscape (HUL). The HUL approach proved to be of critical importance in the Island of Mozambique as a management framework. Its use will not only broaden the concept of heritage conservation, including various aspects of conservation into an integrated framework, but will also facilitate through its six-step approach, a deeper assessment of the various needs regarding the conservation, management and socio-economic development of the Island of Mozambique as a city and heritage.

Media development in Mozambique also constitutes a challenge. While the sector has experienced over the past years a significant growth with a mix of state, public sector, private and community media, the emergence of a new and still unregulated social media constitutes a major challenge especially within the context of the economic fragility of the sector as a whole. The community radio network needs support as enablers of the free flow of information for development at community level. One other key concern is related to the observed increasing violence against journalists in the country. UNESCO will pursue with relevant national institutions the goal of the United Nations-wide Plan of Action on Safety of Journalists and the issue of impunity.

Freedom of expression is a fundamental human right underpinning all other civil liberties and is vital for open societies, the rule of law and democratic governance. The digital age has radically transformed the environment and boundaries in which these rights should be freely expressed. Freedom of expression in digital age is a key ingredient for development, for innovation and creativity to support and sustain multilingualism in society; ethical dimensions of information; information accessibility; right to information. In this context, UNESCO will support the implementation of the Information for All Programme (IFAP) and the establishment of the IFAP national Committee and the formulation of its Action Plan. The safeguarding of the national historical archives remains a critical challenge that will be addressed through support in capacity reinforcement through a provision of training and adequate equipment.

# in Mozambique

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# Acronyms

ACHPR	African Commission on Human and Peoples' Rights	INDE	National Institute for Education Development
ADEA	Association for the Development of Education in Africa	INE	National Institute of Statistics
CapED	Capacity Development for Education 2030	LAE	Literacy and Adult Education
CICan	Colleges and Institutes Canada	MAB	Man and the Biosphere Programme
COREM	Religious Leaders Association of Mozambique	MASMA	Movement for Advocacy, Awareness and resource Mobilization for Literacy
CSCS	Higher Mass Media Council	MINEDH	Ministry of Education and Human Development
CSE	Comprehensive Sexuality Education	MISA	Media Institute of Southern Africa
DINAEA	National Directorate of Literacy and Adult Education	MEF	Ministry of Economy and Finance
DINET	National Directorate of Technical Education	NatCom	National Commission for UNESCO
ESA	Eastern and Southern Africa	NSDES	National Strategy for the Development of Education Statistics
ESD	Education for Sustainable Development	NIF	National Indicator Framework
GABINFO	Government Information Office	NTT	National Technical Team
GACIM	Conservation Office of Island of Mozambique	ODL	Open and Distance Learning
GAR	Gross Admission Rate	PALOP	Portuguese-speaking African countries
GDP	Gross Domestic Product	PGB	Programa Geração Biz
GEM	The Global Education Monitoring Report	RENAMO	Mozambican National Resistance
GER	Gross Enrolment Ratio	SADC	Southern Africa Development Community
GFDRR	Global Facility for Disaster Reduction and Recovery	SDGs	Sustainable Development Goals
GMR	Global Monitoring Report	SIDA	Swedish International Development Agency
HDI	Human Development Index	SRH	Sexual and Reproductive Health
HIV/AIDS	Human immunodeficiency virus infection and acquired immune deficiency syndrome	STI	Science, Technology and Innovation
HUL	Historic Urban Landscapes	TVET	Technical Vocational Education and Training
ICC	International Co-ordinating Council	UEM	Eduardo Mondlane University
ICTs	Information Communication Technologies	UIL	UNESCO Institute for Life Long Learning
IOC	Intergovernmental Oceanographic Commission	UIS	UNESCO Institute for Statistics
IEDA	Institute for Open and Distance Education	UNCT	United Nations Country Team
IFAP	Information for All Programme	UNDAF	United Nations Development Assistance Framework
IFCD	International Fund for Cultural Diversity	UNESCO	United Nations Educational, Scientific and Cultural Organization
IFCM	International Fund for Cultural Diversity	UNFPA	United Nations Population Fund
IFPs	Teacher Training Institutes	UNICEF	United Nations Children's Fund
IFPELAC	Alberto Cassimo Institute of Professional Training and Labor Studies	UNV	United Nations Volunteer
IIOE-II	Second International Indian Ocean Expedition	VISUS	Visual Inspection for identification of Suitable Upgrading Strategies in schools
INAC	National Institute for Cinema and Audio Visual Arts		



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