

# WORLD EDUCATION IN MOZAMBIQUE



World Education has worked to improve development outcomes for Mozambican families since 2012. Many of our efforts support the national education system, improving policy implementation at the country-level down to the individual classroom level. However, international and local evidence show that learning outcomes are heavily influenced by factors extending beyond schools. To this end, we use an integrated approach to support communities holistically for improved health, economic development, and resilience in the face of natural disasters and conflict.

In 2012, World Education was selected as the prime implementing partner for USAID Mozambique's first education-sector initiative in the country. Since that time, we have expanded our programming throughout the country, strengthening support for improved early grade learning outcomes, developing early childhood development education (ECDE) services, building capacity of provincial and district level partners, promoting data for decision-making among government stakeholders, conducting policy research, and working with communities to support education and health services.

World Education has built trusted relationships over the years with governmental and NGO leaders across the country. With a focus on building capacity and using data to measure effectiveness and refine approaches, we continue to learn and share evidence-based best practices from our collaborations.



WORLD EDUCATION

# 5,150

## SCHOOL DIRECTORS

trained on effective  
school management.



## STRENGTHENING SYSTEMS TO IMPROVE LEARNING OUTCOMES

**World Education draws on decades of experience from across the globe to promote accountability, conduct research for policy advocacy, data for decision-making and improved learning outcomes.**

Through the USAID Learn to Read (ApaL), or Aprender a Ler program, World Education worked with the Mozambique Ministry of Education (MINEDH) to improve early-grade reading outcomes of more than 320,400 children by training 5,000 teachers and 1,150 school directors in 1,213 schools. The program's approach centered on building institutional capacity at the National (MINEDH), Provincial (DPE), District (SDEJT), and school levels. An external randomized control trial found student reading performance gains were significantly higher in target ApaL schools that received support for improved reading instruction and improved school management. A cost-effectiveness evaluation concluded the added learning gains from this approach outweighed the added cost of school management support, leading USAID to support a scale-up of the intervention. Aprender a Ler's impact was equivalent to an extra year of schooling (i.e. Grade 2 children in intervention schools had similar average reading performance to Grade 3 children in control schools).

World Education also supported the roll out of mother-tongue (L1) curricula in almost 2,000 schools through the USAID-funded Let's Read! (Vamos Ler!) activity. We strengthened the capacity of the Ministry of Education to collect and analyze school-level data for improved decision-making, including support for improved annual school census data, development of a national online platform for evidence-based district supervision, and implementation of large-scale evaluations. The program reached over 740,000 children, 11,000 teachers, 4,000 directors, with more than 11 million teaching & learning materials distributed.

Since 2015, World Education's Bantwana Initiative has also worked in Mozambique to strengthen the case management system developed by the Ministry of Gender, Child and Social Action (MGCAS). The USAID Community & Child Strengthening (Força à Comunidade e Crianças, or FCC) worked in 4 provinces (Manica, Zambezia, Gaza and Sofala) and 15 districts to implement a community-based case management system to strengthen multi-sectoral coordination and ensured over 250,000 vulnerable children and households were linked to government child and social protection, health and education services. Bantwana's ECDE strategies facilitated access to school, and equipped children to learn and stay in school by providing wrap-around services to meet the complex needs of orphans and vulnerable children (OVC).

*“Teacher absenteeism is not a problem in our school, because there is now participatory management that motivates them. Teachers and directors enjoy all the same rights and duties in this school.”*

**- SCHOOL DIRECTOR FROM  
VAMOS LER! SCHOOL**

Over  
**1 MILLION**  
**STUDENTS**

reached through Aprender a Ler and Vamos ler! across the Nampula and Zambezia provinces.



## TRAINING TO IMPROVE CAPACITY

Bolstering the capacity of administrators, teachers, and community leaders has been a driving force in World Education initiatives. Our practical, participatory approaches to capacity building have been proven to have a lasting effect over the years.

**School Administrators:** Good governance depends on fostering leaders able to effectively supervise and mentor teams, receiving timely and accurate information about performance, and building supportive pathways for impactful responses. Through USAID | ApaL and USAID | Vamos Ler!, school directors received training and coaching on effective school management leadership practices focused on improved attendance and improved pedagogical support to teachers.

**Teachers:** Building more effective teaching skills is critical for student success. Through USAID | ApaL and Vamos Ler!, we have trained more than 16,000 teachers in

Mozambique in evidence-based, context-appropriate approaches, strengthening the quality of teaching and increasing the quantity of reading instruction to get students learning at the appropriate level. Teacher training focused on effective literacy instruction that aligned with program-developed materials: scripted lesson plans, supplementary reading material, school-based coaching, formative assessments, and integrated remedial approaches.

**Community Leaders:** Positive changes in behavior and innovative ideas are more likely to succeed when they have the weight of a community behind them. Our community mobilization strategy places community leaders at the forefront of the early childhood development (ECD) programs, addressing both caregivers' lack of information on the importance of ECD and the lack of available services. From 2016-2020, our Bantwana Initiative and our local partners established and/or improved 97 community-managed ECD centers,

and trained 319 ECD educators to lead interactive and learner-centered ECDE activities. This led to equipping nearly 16,000 vulnerable 3-5 year olds with foundational skills for school readiness, and successfully transitioning 71% of eligible children from ECDE to primary school by age 6.

**Local Organizations:** We have developed participatory tools to enable organizations to assess their own skills along a continuum in collaboration with trained facilitators. Our proven approach combines technical support and organizational and system strengthening through targeted mentoring, supervision, and application of evidence-based tools, assessments, and training. Since 2020, we have been a capacity development partner for two local organizations who are lead recipients of US Government funding for the first time, strengthening their capacity to provide services to reduce HIV among vulnerable children, youth and families in high burden areas in central Mozambique.

*"At the [ECD] Center, we have developed several learning activities, including physical exercises, language practice, mathematics and art, and in accordance with the national ECD curriculum. Through advocacy, and with the support of community and school leaders, all children have been guaranteed space in our community's primary school. I am so proud to be a part of this community-driven Center."*

– ECD FACILITATOR, FCC PROGRAM



Força à Comunidade e  
à Crianças reached

**37,586**

**YOUTH**

through

**734**

**PEER-LED GIRL**

**EMPOWERMENT CLUBS**

for at-risk 15-24 year olds.



## FOSTERING GIRLS' RESILIENCE AND WOMEN'S AGENCY

In Mozambique, we have taken a holistic approach to addressing the barriers adolescent girls and young women (AGYW) face which lead to low education attainment and early drop out. By layering economic strengthening support alongside education interventions, girls become empowered to take charge of their futures.

Since 2015, World Education's Bantwana Initiative has supported AGYW through a comprehensive

package of mentoring, life skills, health, education and economic strengthening support to reduce the impact of HIV and promote household resiliency. Initially designed and tested in Zimbabwe, our Siyakha Girls Model is a holistic approach to economic empowerment which prepares AGYW who lack professional experience and/or drop out of formal education for employment by combining foundational, soft, and technical skills-building with practical internships and mentorship.

We have also been providing technical assistance to local DREAMS funding recipients who have successfully piloted Siyakha Girls with 230 AGYW in one district in Manica—launching climate-smart agricultural enterprises, among others. Based on this success, USAID is now supporting the expansion of Siyakha Girls to an additional 14 districts in two new provinces.



## OFFERING CONTEXT-APPROPRIATE EDTECH SOLUTIONS

With support from World Education's groundbreaking EdTech Center, we engage local institutions in the design and testing of tech solutions ranging from teacher professional development to data collection approaches.

As part of our role as M&E lead on the USAID I Vamos Ler! program, we led the development and institutionalization of an online

supervision platform to gather data from school supervision visits by district education officers to provide government partners with timely access to information about the conditions and performance of local schools. The online platform was further adapted to monitor distribution of over 7.1 million books in real time, verifying correct quantities reached all schools. MINEDH continues to use this platform, adopting it nationally in 2022

as a 'track and trace' tool to monitor school textbook distribution.

Responding to COVID-19 school closures, World Education supported remote continuous teacher professional development packages for teachers. This engagement used the social media platform WhatsApp allowed program staff and teachers to share content, challenges and best practices.



**WORLD EDUCATION**

[www.worlded.org](http://www.worlded.org)