



CONTEXT, CHALLENGES AND POTENTIAL FOR CHANGE (part 1)

By Armando Ali – Senior Advisor
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1. Country Context



- Populations estimated in 25 millions (69% of them living in rural areas);
- Official language is Portuguese. It's the only mean of instruction.
- Agriculture is the main economic activity employing about 79% of the population;
- NBS (2011) estimates that 57% of the population is lining below the poverty line. (80% for UNDP)
- HDI is increasing 2.2% per year (one of the best 5) but... is at position 184 of a total of 187 countries in the HDI.

2. Education Context

- Less than 1% children under 6 years of age attend pre-school (world data on education 10/11);
- Enrolment rate in primary school is 97% (MINED).
- Primary education is mainly public (private schools account for less than 2% of children).
- Primary education is free of fees and students receive free books



2. Education context (2)



- From 2004 to 2011 the number of children enrolled in the primary schools increased by 48% (UNICEF 2014).
- In 2014, the country had 11.992 level one primary schools (EP1), an increase in 9% compared with 2011 (UNICEF 2014).
- The ratio of pupils per teacher decreased from 75:1 in 2006 to 63:1 in 2011 (MINED 2012). Official estimates indicate that this ratio would be 56:1 in 2016 (MINED 2012).

3. The main challenges in education



1. School dropout:

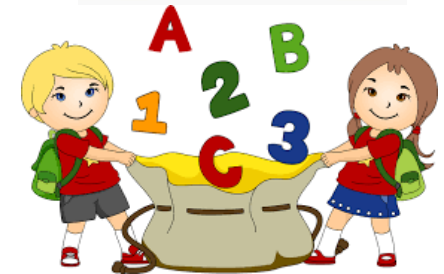
- nearly half the children who begin primary school do not finish. 55% of them are girls (unicef 2011).

2. Quality of education

- among children who finish primary school, two-thirds leave the system without basic reading, writing and maths skills (USAID, 2014).

3. Teachers Absentism

- 45% of the teachers are not present when you perform unexpected visit (WB, 2015)
- 54% of teaches with delays between 10 to 40 minutes (APAL: 2015)





CONTEXT, CHALLENGES AND POTENTIAL FOR CHANGE (part II)

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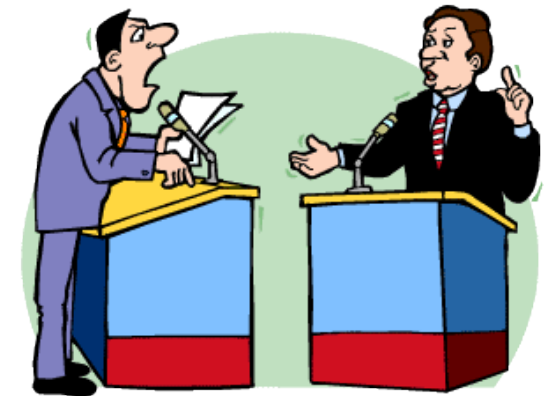
4. The Pilot in 2016



- The first pilot covered 23 districts of Nampula province
- About 7.135 households visited.
- 10.040 children assessed by
- 844 volunteers

3. Background (1)

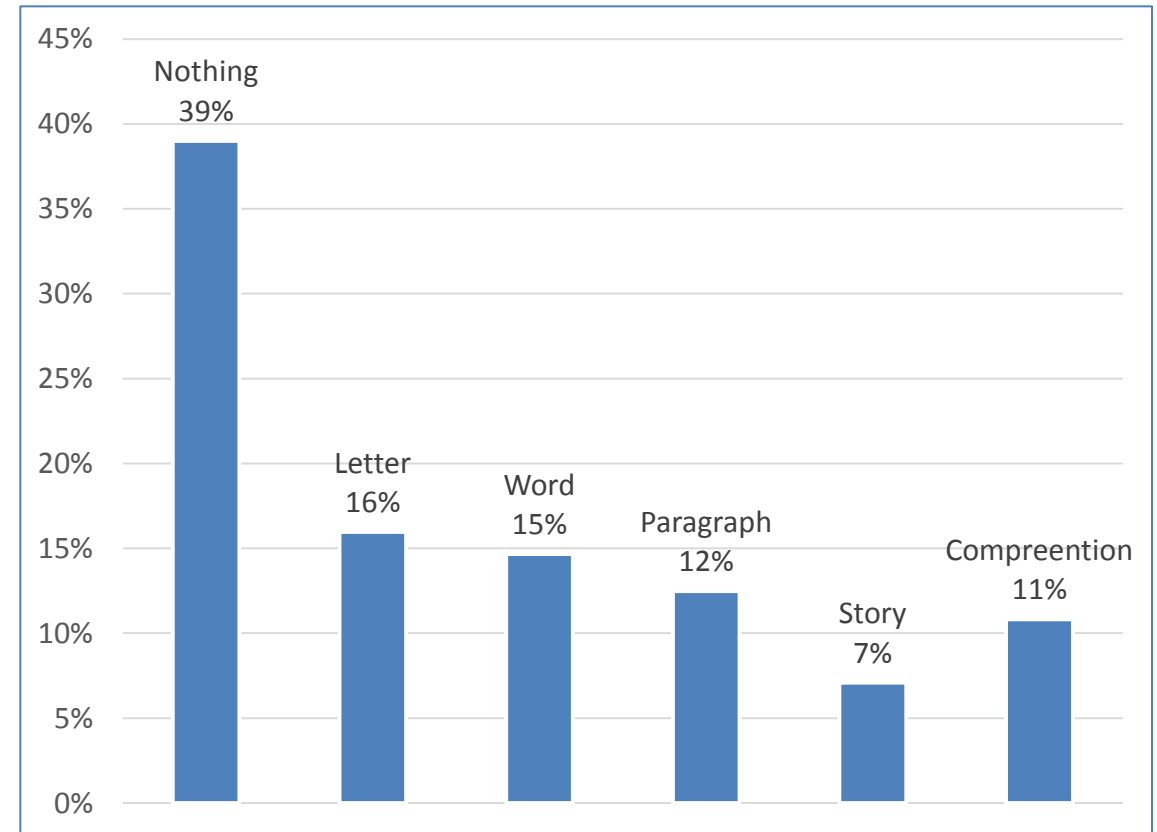
- The concept and the approach of this program gives a real Home Work for all stakeholders:
- Assessment of children is meant to produce evidences for action.



4. The Pilot in 2016 - Results

Grade 5 children - Reading

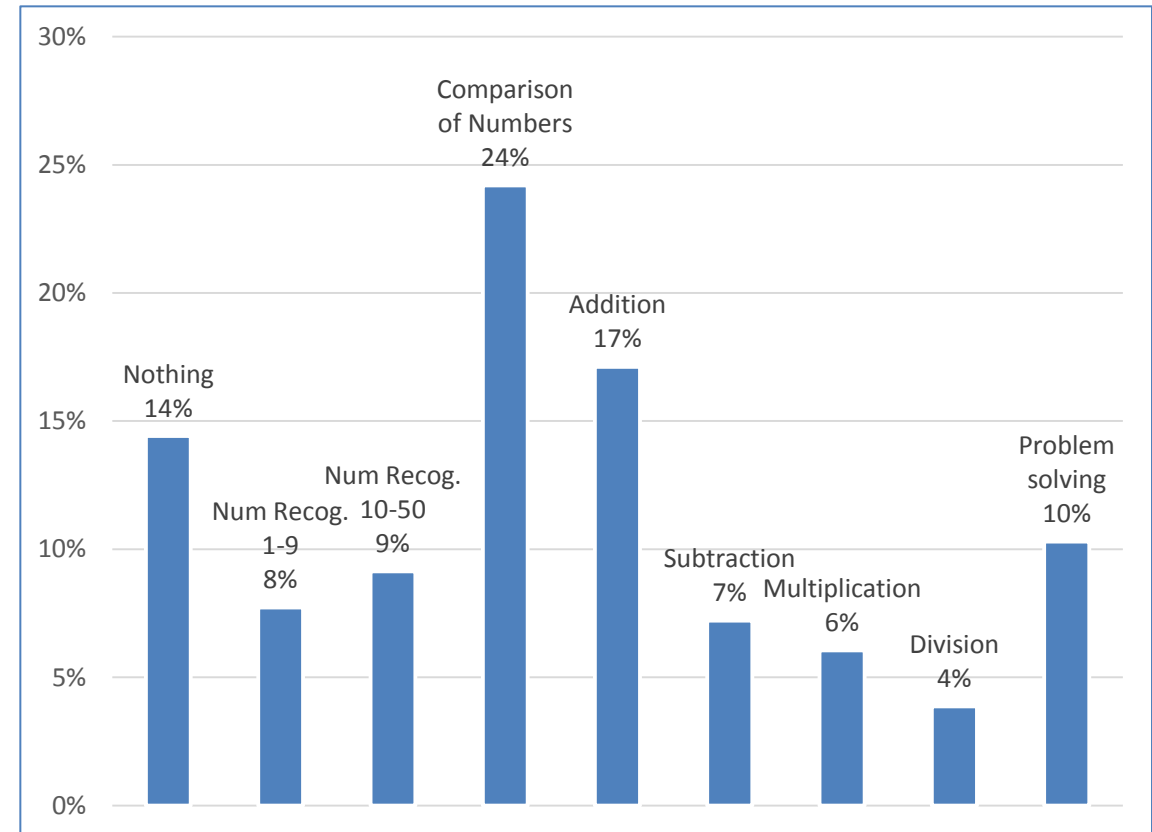
- Only 11% children of grade 5 were able to reach at the highest level of simple reading test of grade 2



4. The Pilot in 2016 - Results

Grade 5 children - Arithmetic

- Only 10% children of grade 5 were able to reach at the highest level of simple arithmetic test of grade 2



5. Three stories emerging from the pilot



Feedback to the parents is the turning point.

How you set the conversation can influence changes.

It can be (or not be) the “aham moment”.

The role of volunteers is crucial at this point.

5.1. The story of Amina



- Amina is 43 years old. She finished grade 7 and is domestic.
- Her 3 children assessed reached the highest levels of literacy and numeracy.
- She is proud of that and her unmistakable smile of joy says everything.

Question 1. Will she relax under this results or will she increase her oversight role to ensure that her children keep the “good scores”? What to do with people like Amina?

5.2. The story of Francisco

- Francisco is 41 and lives in Maquela. He is illiterate.
- His 12 years old daughter is grade 4 and can only read basic words. She can't even do any calculations.
- He can't recognize that there is a problem.

Question 2: how can we increase Francisco's awareness regarding importance of learning?



5.3. The story of Amade and Buana

Amade and Buana have children who are not performing well. Amade is illiterate but he knows the basics of calculation. He is desperate when he notices that his grade 6 daughter can not do addition. Buana finished grade 7 and is running his own business. He is furious with his small boy and is asking what he does when he goes to school every day?

Question 3: How to build a constructive conversation that can increase their role in supporting children learning at the household?





CONTEXT, CHALLENGES AND POTENTIAL FOR CHANGE (part 3)

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1. The volunteers



- More than 850 young boys and girls (40% are girls and woman);
- Completed minimum grade 10;
- Recruited locally, at each district;
- Go through 3 days training (both theory and practice);
- In pairs, walking long distances, regardless of the weather, they assess children in 18 households in two or three days.

1. The volunteers (2)

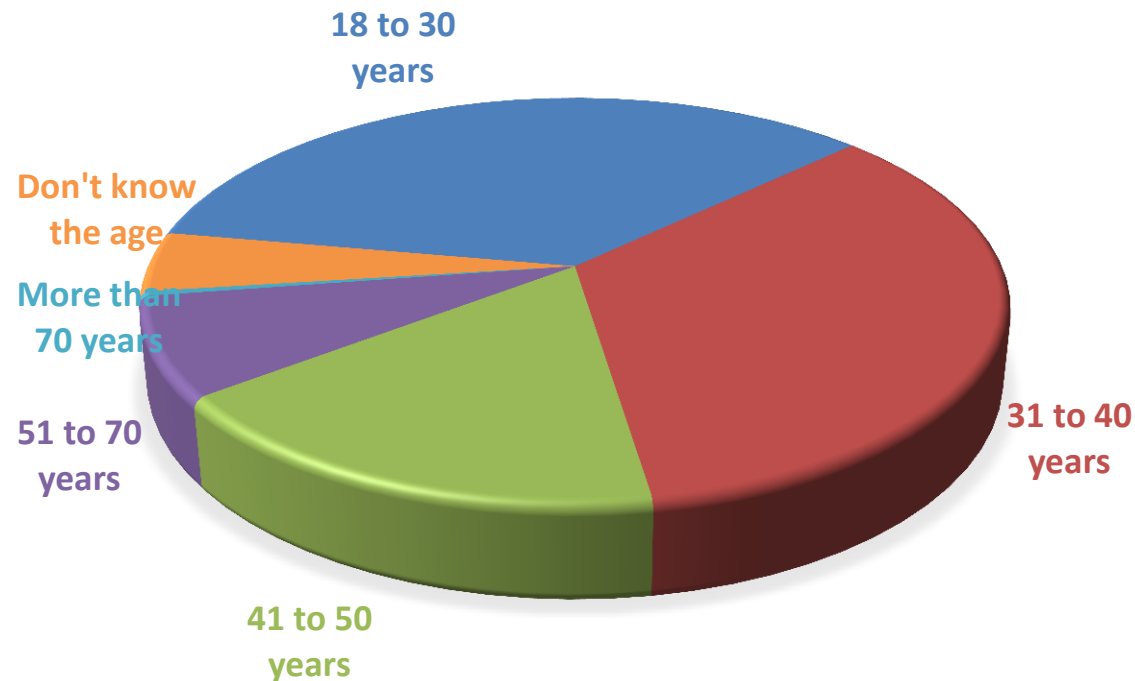


- After the assessment, they provide instant feedback to the parents regarding the performance of their children;
- They ask if parents participate in the school management and;
- They ask if parents check if the children are going to school and what they learned.

2. The parents

This presentation focus on how this process engage parents and how their react after knowing the literacy and numeracy competences of their children.

PARENTS AND GUARDIANS BY AGE



3. Challenges



- 24% of the candidates for volunteers did not pass the grade 2 test despite they are at least grade 10 students.
- In general, citizens in Mozambique assume that teaching children is a government responsibility... will they be engaged in post assessment action plans?
- Are ordinary citizens willing to challenge local power (public servants and traditional authorities) to influence changes in education policy and practices?



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