



# Impact and Scaling-Up Potential of Nhapupwe's Approach to Early Childhood Education in Mozambique



## List of Abbreviations

ADPP .....	Associação de Desenvolvimento de Povo para o Povo	GoM .....	Government of Mozambique
BMZ .....	German Ministry for Economic Cooperation and Development	IFP .....	Teacher Training Institutes
CAP .....	Commission for Pedagogical Support	INE .....	National Institute of Statistics
CC-IE .....	Child-Centred and Inclusive Education	MIJUS .....	Ministry of Justice
CD .....	Capacity Development	MINAG .....	Ministry of Agriculture
CIDA .....	Canadian International Development Agency	MINED .....	Ministry of Education
CIM .....	Centre for International Migration	MINT .....	Ministry of Internal Affairs
DANIDA ..	Danish International Development Agency	MISAU .....	Ministry of Health
DFID .....	UK Department for International Development	MMAS .....	Ministry of Women and Social Affairs
DICIPE ....	Integrated Development of the Child in Pre-school Age	MOPH .....	Ministry of Public Works and Housing
DPMAS ....	Provincial Directorate of Ministry for Women and Social Affairs	OVC .....	Orphans and vulnerable children
ECD .....	early childhood development	PE .....	Pro-Education Program of GIZ
ECE .....	early childhood education	SNE .....	National Education System
EFA .....	Education for All	ToE .....	Training of educators, similar to ToT
ESSOR .....	Association de Solidarité Internationale (Danish NOG)	UNICEF ...	United Nations Children's Fund
GIZ .....	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH	USAID .....	United States Agency for International Development
		WB .....	World Bank



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# 1 Introduction



Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) supports the German Ministry for Economic Cooperation and Development (BMZ) in the implementation of the education strategy of 2010 to 2014 which focuses on lifelong learning, the promotion of education on a holistic basis and on strengthening education systems. This explicitly includes pre-schooling and early childhood education (ECE).

ECE is defined as part of basic education. Within the frame of this paper, the focus is laid on the age of 4 to 7 years, the so-called pre-school age; on aspects of school readiness as well as on the transition into primary school. As proven in various studies, pre-school education facilitates the transition into school; leads to better learning achievements; reduces the number of school drop-outs; and thus, significantly contributes to the internal efficiency of education systems. Nonetheless, according to the recent EFA Global Monitoring Report, there is still massive shortage of ECE in most developing countries, especially in Sub-Saharan Africa.

In order to learn from experiences how to effectively facilitate ECE, GIZ Sector Project Education commissioned a

study to establish the impact and potentials for scaling-up of a project in Mozambique (Nhapupwe) that promotes high-quality pre-school education through cost-effective and adapted approaches. The study was conducted in co-operation with Zzile, a local Mozambican NGO.

The paper at hand documents the direct and indirect effects or impacts of Nhapupwe project on various levels. It can be the basis for discussions and stimulation for education or other relevant ministries, experts of ECE and for representatives of German or other donor organisations on how such an approach can be replicated or scaled up in Mozambique or elsewhere.

This document was presented at a workshop in Tanzania 'Affordable Quality Pre-Primary Education in Challenging Environments' that was held between 24th and 27th November, 2014, in Zanzibar. GIZ – commissioned by BMZ – together with UNICEF and Global Partnership for Education (GPE) invited African education ministries to discuss relevant issues with regard to ECE.



## 2 Background of the study



### 2.1 Relevance of Early Childhood Education

Early childhood is the most rapid and crucial period of development in human life. The period understood as early childhood can vary from 0-6; 0-5 or even 0-8 years. During this stage, the children's physical, social, emotional and cognitive development advances at an amazing pace, with very rapid brain development as prerequisite for learning during the initial 5 to 6 years of life.

International studies provide evidence on the importance of ECE and on the relevance of development programmes targeting ECE<sup>1</sup>. These programmes produce positive effects on children's learning and development. However, their effects vary in size and persistence depending on the type of program.

Support to early childhood development (ECD) or ECE initiatives can contribute to meet the objectives of Education for All (EFA) and achieve Universal Primary Education (UPE) by reinforcing the child's learning in multi-risk environments. On a more specific level, it can contribute to age-appropriate enrolment in grade 1; lower repetition and reduction of drop-out rates; higher completion rates and educational attainments; better learning achievements and positive influence on behavioural characteristics of students such as attention, self-esteem, and social relations. Evidence also shows that well-designed pre-school education programs can increase participation of

girls in school; later in life, foster greater adult productivity and higher levels of social and emotional functioning. Altogether, it can benefit children, their families as well as communities, and concurrently strengthen society as a whole by ensuring that each member can live up to his/her full potential. The effect that children with a socio-economically disadvantaged background benefit most from ECE interventions has been proven by numerous studies.

### 2.2 Early Childhood Education in Mozambique

Mozambique has an estimated population of 22 million people. About 4.5 million are between the age of 0 and 5 years that corresponds to about 20% of the total population (2007 Instituto Nacional de Estatística (INE) – National Institute of Statistics). Out of these, only 4% benefit from day-care or other formal pre-school education, including pre-primary education: around 17,000 children attend 195 kindergartens, and 51,000 are in 663 'escolinhas'. Most of the institutions providing ECE are private or community based (DICIPE, 2012).

In Mozambique, pre-school education is provided by four types of institutions, namely: (i) Day nursery school, offering services for children between 2 months up to 2 years of age; (ii) Kindergarten, for children from 2 to 5 years of age; (iii) Childhood Centres, caring for children between 2 months and 5 years of age; and (iv) 'escolinhas' (these are mostly community based in rural areas) for children from 2 to 5 years of age.

The Government of Mozambique (GoM) has issued the following policies and legislation with regard to ECE:

<sup>1</sup> E.g. GTZ, 'Getting the basics right. Contribution of Early Childhood Development to quality, equity and efficiency in education', 2009; W. Steven Barnett, Ph.D., National Institute for Early Education Research Rutgers, Education Policy Research Unit, The State University of New Jersey (USA), 'Preschool Education and Its Lasting Effects: Research and Policy Implications', September 2008; UNICEF 'Early Childhood Development: The key to a full and productive life', around 2001/2002





- Article N° 47 of the Constitution of the Republic of Mozambique, 1990, revision in 2004;
- National Education Policy, Government of Mozambique, resolution n° 8/95 of August 22nd, 1995;
- National Social Action Policy, Government of Mozambique, resolution n° 12/98 of April 9th, 1998;
- National Policy for neo-natal and child health in Mozambique;
- Law N°6/92, National Education System, of May 6th, 1992;
- Presidential Decree N°7/: National holistic Strategy for Integrated Early Childhood Development, of May 9th, 2010;
- Law N°7/2008, Promotion and Protection of Children Rights, of July 9th, 2008;

With the approval of Law No. 4/83 (year 1983) establishing the National System of Education (SNE), pre-school education, which even then was optional, was no longer the responsibility of Ministry of Education (MINED). From that time on, this service was provided in nurseries and kindergartens within the portfolio of Ministry of Women and Social Affairs (MMAS) (or entities with similar responsibilities before the establishment of the ministry).

Law 6/92 of May 6th, 1992 of the National Education System (SNE) stated that it is a joint responsibility of MINED and the Ministry of Health (MISAU) – through the State Department of Social Welfare (now Ministry of Women and Social Affairs) – to regulate ECE and pre-school education. In this law, the sector of social welfare had the jurisdiction to (a) establish the policies of the state for children and to coordinate the implementation of actions of civil society actors, organizations and institutions working for children's holistic and harmonious development; (b) guide, manage, plan and promote the creation of social units of protection and support for children and (c) develop and produce the program for ECE in Mozambique.

In 2010, through Presidential Decree No. 7/2010 of March 19th, the Government of Mozambique indicated the need to develop a holistic strategy for pre-school education. The task was assigned to MINED, i.e. to define – together with other ministries that oversee the areas of health and social welfare – general rules of pre-school education; to provide support and to monitor compliance; to define criteria and standards for the opening, operation and closure of establishments of pre-school education. Consequently, pre-school education was identified as one of the priorities of the strategic plan of the education sector (2012/2016). In the following, the national strategy aiming at the 'Integrated Development of the Child in Pre-school Age' (DICIPE) was developed. It ensures the coordination of all initiatives in this area, and mobilizes resources that are necessary to achieve the objectives of this national strategy. The implementation of the DICIPE will be headed by the Ministry of Education and will be carried out in cross-sectorial manner and in accordance with the roles and responsibilities of individual ministries, namely:

- Maternal and child health: Ministry of Health (MISAU) and Ministry of Public Works and Housing (MOPH),
- Nutrition: MISAU, MOPH and Ministry of Agriculture (MINAG),
- HIV/AIDS: MISAU and Ministry of Women and Social Affairs (MMAS),
- Pre-school education: MMAS and MINED,
- Primary school education: MINED,
- Protection: Ministry of Justice (MIJUS), Ministry of Internal Affairs (MINT) and MMAS,
- Social Services: MMA

The strategy will be implemented in steps to ensure its success and sustainability. In the beginning, attention will be given to the improvement of existing initiatives of pre-school education, focusing on the quality of pre-schools and of the 'animadores' (educators from *escolinhas*), on



the curriculum or teaching program, on training, infrastructure, water and sanitation, health, nutrition, etc. This strategy that targets existing initiatives at community level and has got funding from the World Bank and other donors will start (in 2014) in 3 regions of the country, in the five provinces: Maputo, Gaza, Nampula, Tete and Cabo Delgado. In each province, 120 communities will be selected and in each community about 70 children will be served to reach the total of 42,000 children.

With regard to coordination, there is still much to do. Although, the political will is expressed, there is no real national policy on ECE or ECD and, as a result, the current system for ECD in Mozambique is not yet consistent, adequate and holistic. The ministries in the social area (Health, Education, Social Welfare, and Justice) pursue their own policies on ECD and implement different services for different age groups. On macro level, an integrated and holistic policy or approach to ECD is still needed and should be reflected in the Five-Year Plans of the Government or PARP.

Since a couple of years, there are more and more educational institutions that provide training on medium and higher level education for ECD and ECE. Important training providers are:

- Instituto Superior Maria Mãe de África (ISMMA),
- Universidade Eduardo Mondlane (UEM),
- Universidade Pedagógica (UP),
- Universidade Politécnica (A Politécnica)/ Instituto Médio Politécnico (IMEP).

There is also a number of NGOs active in ECE in Mozambique. The main actors supporting ECE are:

- Aga Khan Foundation (AKF),
- Care International,
- PATH Mozambique,

- Plan International<sup>2</sup>
- Save the Children Alliance Mozambique (SCIMOZ),
- Wona Sanana,
- Zizile – Institute for Child Development (Zizile-IDC).
- Support from the donor community is provided by several bilateral and multilateral partners. The main donors are:

- The **World Bank** (WB) is currently the leading foreign entity in terms of ECD investment in the country. It supports the Government in its efforts to extend ECD services in 600 rural communities through funding of the first implementation phase of the DICIPE strategy. This support comes under the existing Education Sector Support Project, which is also funded by 12 other donors: Ireland, Finland, Germany, DFID (UK Department for International Development), Portugal, Spain, UNICEF, CIDA (Canadian International Development Agency), the Netherlands, DANIDA (Danish International Development Agency), Italy, and Flanders Cooperation. The purpose of this financing support is to increase the quality and efficiency of the overall education system by helping to increase school readiness among children of low-income families, and by reducing primary-level repetition and dropout rates.
- In 2012, **UNICEF** has initiated a program in the area of ECD to ensure that the rights of children of the age group of 2–5 years are met through the implementation of an integrated community-led learning, care and support program. UNICEF's support to ECD is funded by a Finnish Grant of 8.5 Million EURO for a period of four years. Through this program, UNICEF will provide financial and technical assistance to key Government counterparts of the Ministries of Social Action and Edu-

<sup>2</sup> Plan International has received technical assistance from Nhapupwe. Please refer to chapter 4.4.3.



cation at national and decentralized levels in order to support the implementation of ECD in 5 provinces.

- The overarching objective of the **United States Agency for International Development's** (USAID) education intervention for the period 2010–2014 is to improve the quality of basic education. This aim should be reached by improving the quality of pre-service and in-service training for teachers and education administrators and by providing essential teaching and learning materials. USAID's education program in Mozambique focuses on improving early reading outcomes in second and third grades; increasing effective teaching and reading materials; enhancing parent's participation; and ensuring transparency and accountability for administrators. The program supports the GoM's National Education Strategy by addressing key priorities that are related to enhancing students' learning outcomes; ensuring good governance in order to deliver quality education services; and promoting inclusiveness and access to education for girls, orphans, and other vulnerable children (OVC). Some form of ECE can be provided through the window of opportunity provided by USAID's programs in OVC support and care in the context of its synergetic and integrated response to HIV and AIDS for children. From time to time, USAID through its different agencies asks for requests for project proposals and is open to any entity in Mozambique to participate.

In Mozambique, hardly any research studies related to this sub-sector of education can be found, apart from the evaluation of the community-based pre-school program implemented by Save the Children in Gaza Province<sup>3</sup>. This evaluation financed by World Bank provided some evidence that corroborates the international findings:

- a. Participation in the pre-school program resulted in significant improvements on a number of child development outcomes, e.g. on cognitive and problem-solving abilities, on fine-motor skills and on socio-emotional and behavioural outcomes.
- b. Children who attended pre-school are 26 % more likely to be enrolled in primary school and are more likely to enrol at the appropriate age compared to the control group.
- c. Primary school enrolment rates increase significantly in study communities. However, according to this study, communication and language development are not significantly different between the study and control groups. In some cases, these results continue to be low for both groups. Although Portuguese is the official language in Mozambique and as such the language of instruction used in school and education, it is nevertheless a foreign language for most of the rural people.

## 2.3 Overview of Nhapupwe

### 2.3.1 Brief history of Nhapupwe

In 2006, the 'Associação Nhapupwe' was initiated in Inhambane, Mozambique. Finding good ECE service providers in town was a serious challenge at that time. Most children did not visit pre-schools at all and most expatriate children were home schooled and not exposed to local people and their culture. Willing to break the divide and provide quality pre-school education to the children of Inhambane, parents and educators, national and expatriates, joined efforts and the initiative was founded. The director of the initiative showed not just engagement and conviction about the approach, but also built credibility by working motivated with limited resources and remuneration. So the confidence and support from the populations

<sup>3</sup> World Bank Group: 'The Promise of Pre-school in Africa: A Randomized Impact Evaluation of Early Childhood Development in Rural Mozambique', February 2012





was growing and resulting in an expanding recognition of Nhapupwe's work. The motto 'diversity enriches' that was chosen for the association, implies 'diversity' as the mosaic of cultures, social and economic backgrounds; stages and levels of personal development; and advancement of specific needs brought forth by each and every child enrolled in the 'escolinha'. This understanding expanded the concept of 'inclusive education', which had to include not only children with different educational needs, but also those with economic shortcomings. As a result, a 'differentiated' fee principle was devised and used since the onset of the initiative: one third of the children pay twice the 'average' tuition fee; another third pays the average, and the remaining third does not pay at all or only pays a low fee. This scale is based on the family income of the children.

Nhapupwe's team noted that nearly all of the few pre-schools in the area saw themselves unable to provide quality education to their children because of lack of financial resources and stimulating didactic materials. This encouraged Nhapupwe to offer capacity development training for educators and community-workers from other ECE providers in child-centred and inclusive education. From the beginning, the production of didactic material using locally available resources was part of the training courses as well as intensive pre-school practice. Hence, Nhapupwe designed its identity as a Pre-school Training and Innovation Centre. Daily activities with trainees in the pre-school comprised of demonstration of high quality child-centred and inclusive education and the implementation of innovations such as teaching with new didactic materials and introducing special pedagogic activities. An additional motivation for Nhapupwe was the increased interest by Provincial Directorate of Ministry for Women and Social Affairs (DPMAS) and other institutions, and the demand for sharing its experience in providing ECE. Since very few agents working in the pre-school context in Mozambique

have experience with child-centred inclusive education, it was important to demonstrate this pedagogy in practice.

### 2.3.2 Pedagogical approach of Nhapupwe

The pedagogical concept of Nhapupwe's pre-school is based on a child-centred, holistic approach and inclusive education, focusing primarily on active learning. The space for individual discovery and development is combined with group interaction. Discipline and respect are stimulated through an established routine and rules regarding mutuality and 'do no harm'. These principles and the related code of conduct are followed by every educator and are transmitted to the children in a natural way. These methods are combined with aspects of Mozambican culture. Activities are implemented by using local resources. Materials are normally produced in the school itself, using recycled or natural materials.

Nhapupwe's pre-school accepts up to 40 children aged between 3 and 6 years, with and without disabilities, and with different social and cultural backgrounds. The 4.5 hours daily activities open the possibility to connect the training of educators and community-workers and the development of pedagogical innovations with the practice of pre-school education in the Mozambican context.

Nhapupwe's special approach for capacity development initiatives is focused on the following aspects:

- **Intensive practice:** Theoretical content follows practice, and is always associated with observations from the field. Like this, it becomes more tangible and easier to remember and recall. By participating in the educational activities of Nhapupwe's pre-school course, participants receive important educational advice and suggestions for implementation in their own pre-schools.

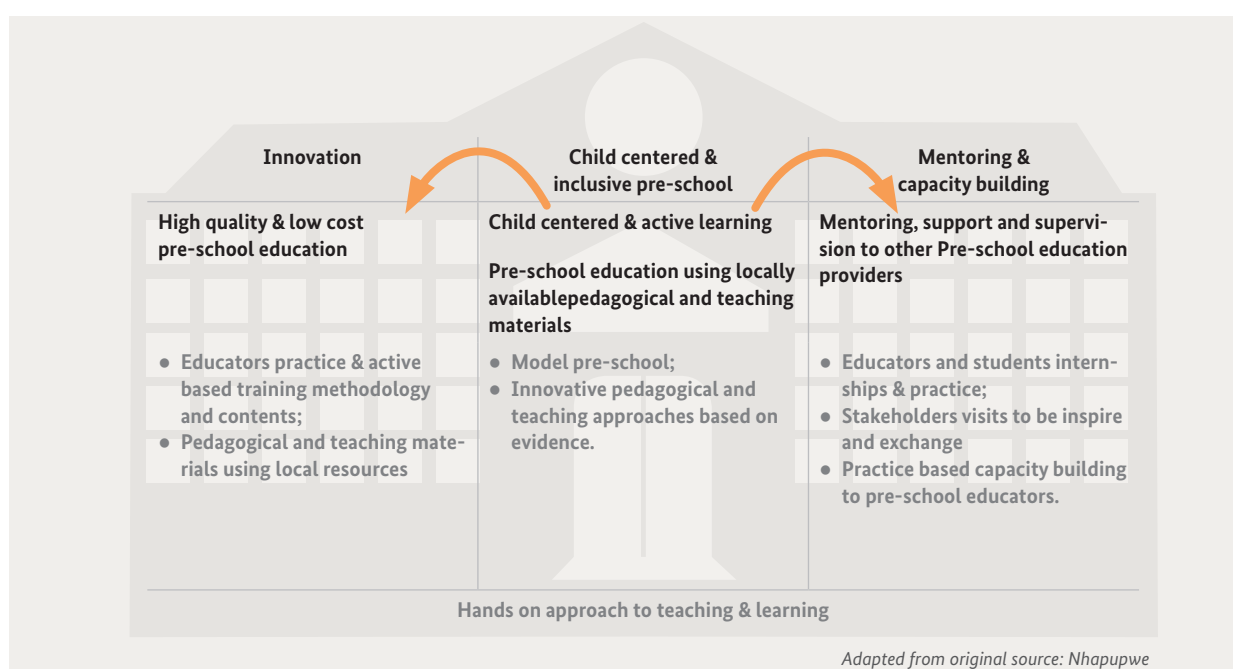


They can take home the materials they have produced and also some other material that Nhakupwe is willing to donate.

- **Production of didactic materials:** During the course, the participating educators produce teaching materials for use in their own pre-schools. Only locally available materials are used. Hence, the creativity of the participants is stimulated and the implementation of the acquired knowledge enhanced. Since the materials are produced by the educators themselves, they tend to take better care of them and use them with full understanding of their functionality.
- **Participatory and culturally based teaching methods:** Active participation is encouraged through a variety of exercises, role plays, reflection rounds and simulations. The course content is illustrated with examples from the experiences of the participants. Thus, the contents

are easy to understand and the motivation of participating educators is high.

Pedagogical innovations are developed and distributed by Nhakupwe. The driving question of innovation development is: 'How can quality pre-school education be implemented with limited financial resources?' Nhakupwe has developed a variety of innovative instructional materials, new educational activities and motivating teaching methods. They are all based on the use of local resources, natural or recycled materials, and aimed at stimulating several intelligences. Through training, advice, mentoring and internships offered in the pre-school, Nhakupwe's innovations are passed on directly to local authorities and partners. In addition, workshops to develop and produce educational materials are carried out with local partners.





Nhapupwe cooperates with different partners to promote sustainable high quality pre-school education in Mozambique. The key partner is the relevant state authority for pre-school education, the Ministry for Women and Social Affairs (MMAS). Therefore, since the beginning, Nhapupwe has been working in close cooperation with this ministry's Provincial Directorate (DPMAS). Nhapupwe also collaborates with the Pedagogical University Maputo. It is also engaged in a wide range of partnerships, which include development agencies such as GIZ and USAID; local and international NGOs that are members of the 'ECDE group of interest' since 2006/07, such as: Wona Sanana, Plan International, Essor, Amdec, and many others.

### 2.3.3 Management and administration of Nhapupwe

#### Organizational structure

The organisational structure of Nhapupwe includes an Executive Director; a Pedagogical Director; one educator, who takes the responsibility for the production of pre-school materials; one educator, who supports administrative work; and one educator, who is responsible for the supervision of the children. The structure also includes one support staff.

#### Human Resources Sustainability

In order to keep its staff and build up their capacity, on-the-job training has been a long standing practice in Nhapupwe. Its educators are given opportunities to participate in various courses on ECE in and outside the country as well as in internships. Some of the internal routines and approaches also contribute to capacity development, like:

- Establishing individual goals with each educator for his/her capacity growth;
- Increasing, step by step, the responsibility of the educator in his/her field of interest, and monitoring his/her process and progress;
- Reflecting in groups the work done, with emphasis on new activities such as workshops, presentations, etc. (feedback on how the event went, what can be done to improve it, etc.);
- Weekly meetings to reflect pre-school activities and children's development, exchange of experiences and opinions (in an intercultural group), including the elaboration of new activities / methods and material to achieve better learning.

#### Demand vs. Sustainability of Staff

Considering the expected growth of Inhambane's population and the high quality of services provided by Nhapupwe, one can expect a rising demand for ECE services. Nhapupwe should therefore be ready for a rapid expansion in terms of the number of classrooms as well as teachers, whilst maintaining its quality standards. The pre-school grew from 4 children to 15 to currently 40.

Nevertheless, rapid growth can be a challenge: for instance, there are currently two schools operating in Nhapupwe, the pre-school and the primary school, each with its own demands. Interviewed parents of pre-school children pointed out that as a result of the opening of the primary school there was a slight drop in the quality of the services that affected not only the primary school, but also the pre-school. This might have happened due to the split of efforts and attention that is now given to both types of school.

Although there was no negative impact in terms of education, this example illustrates the concern: some educators





raised the fact that it was difficult for them to develop new materials and tools for pre-school, due to scarcity of time. This also might have been the reason for two educators to take sick and maternity leave at the beginning of the year.

Based on this, it is imperative that the pre-school has its own complete structure in terms of human resources, and the same premise applies to the primary school. However, this can pose additional challenges in terms of costs and efforts required to prepare new team members for their jobs.

Table 1 shows an overview of allocation of working time for different pre-school activities at Nhapupwe (pre-school with 40 children who stay from 7.15h to 12h; and the innovation and training center).

### Financial structure: Costs

Monthly costs for implementing Nhapupwe's activities consist mainly of salaries of all professionals who develop pedagogical innovations as well as of study-visits for those ECE professionals. However, the additional contribution to the remuneration of the Executive Director is provided by CIM/ GIZ and is not part of the calculation in table 2. At the moment, there is pressure from the educators to have their salaries increased. There is evidence, that some of them are being invited by other institutions to work for them in recognition of their high quality and strong ethical professionalism.

The cost calculation also includes recurrent costs like food for the children or usage of water and electricity. With the construction of Nhapupwe's own infra-structure (the new

**Table 1 Allocation of Working Time of Nhapupwe Staff<sup>4</sup>**

Position / Function	Status Quo: Allocation of Working Time in %				Desirable Time Allocation to Guarantee Good Quality in %			
	Child	Admin	Pla.In.	Train.	Child	Admin	Pla.In.	Train.
Executive Director	10	25	40	25	10	10	40	40
Pedagogical Director	30	25	30	15	30		40	30
Educator 1	55	15	20	10	55		30	15
Educator 2	55	10	25	10	55		30	15
Educator 3	55	5	30	10	55		30	15
Administrator (part-time)						70		

**Child:** Activities with children

**Admin:** Administration work

**Pla. In.:** Pedagogical planning and innovation-process, production of didactic materials

**Train.:** Conducting training activities, preparation and realization of workshops and advice, reflection about study visits, participation in conferences and seminars

**Table 2 Monthly costs**

Description of monthly costs	Amount
Executive Director	12,000 Mts
Pedagogical Director	10,000 Mts
Educator 1	6,000 Mts
Educator 2	6,000 Mts
Educator 3	4,840 Mts
Support staff	4,200 Mts
Support for study costs (2 people)	1,000 Mts
<b>Total Salary (incl. study support)</b>	<b>44,040 Mts</b>
Social Insurance (INNS)	3,000 Mts
Food (breakfast for children)	3,500 Mts
Stationary	1,800 Mts
Water, Electricity and Telephone/Internet	2,300 Mts
Transport	400 Mts
Other (ex: special events, excursions, functions)	1,000 Mts
<b>Total of all costs</b>	<b>56,040 Mts</b>

<sup>4</sup> The ratio children: educator remains at 11.5 : 1.



pre-school), the rental costs were reduced. Yet, this calculation does not include the depreciation of the investments or maintenance costs.

The no longer existent rental fees contributed to lower costs per child. Currently, the cost per capita in Nhakupwe's pre-school amounts to about 1,400 MT (about US\$ 45)<sup>5</sup> per month, and is composed as in table 2.

Table 3 shows differences in the salaries of Nhakupwe and of other institutions.

### Financial structure: Revenues

Apart from investments and the contribution to the remuneration of the Executive Director, which is currently

provided by CIM/GIZ, all activities and related expenses, including human resources, are financed by direct revenues, coming from two main sources: parents' contributions and incomes from training and advisory services. A third source of income is donations.

The pre-school is mainly funded by monthly payments made by the parents. A concept of solidarity contribution enables families with better financial conditions to support children from low-income families, which grants them free attendance of pre-school.

Even if parent's contribution would increase three fold, it would not be enough to sustain costs incurred by human resources at the moment, which includes the remuneration of an expatriate who is not only a founding member, but is the backbone of the project. Therefore, if one keeps

**Table 3** Monthly salaries and educational background at Nhakupwe compared with public institutions

Function and educational background	Salary at Nhakupwe	Salary at public institutions
Educator (≤ 10th class + 3 month capacity-building at Nhakupwe)	4,500 Mts – 6,000 Mts (160 US\$ – 214 US\$)	(other profiles)
Early Childhood Education Agent (7th class + 3 years training course in ECE) 'Tecnico profissional de infância'	–	3,890 Mts (139 US\$)
(12th class + 2 years training course)	–	6,439 Mts – 8,370 Mts (230 US\$ – 300 US\$)
Primary Teacher (10th classe + 1 year training at governmental teacher training institute) (+3 month training at Nhakupwe)	6,785 Mts (242 US\$)	5,367 Mts to 8,929 Mts (192 US\$ – 319 US\$) (depending on years of experience)

Note: Nhakupwe orientates the salary on responsibilities taken by the staff-member and years of experience at Nhakupwe. As the Primary School area is new for Nhakupwe, teacher's salaries were not raised yet.

<sup>5</sup> 100 Metical = approx. 3.2 US\$ (as of October 2014)



in mind the concept of social inclusion that enables less privileged children to access good quality education, it is crucial to sustain the current funding from CIM/GIZ until such a time, when the primary school can contribute enough income for Nhapupwe to become completely self-reliant.

As mentioned before, Nhapupwe provides training and advisory services to other institutions, some of which are paid by the receiving organizations themselves or their donors. It is important that these services continue, not only because of their financial aspect. They also provide an opportunity to increase the educators' knowledge and skills, e.g. in designing and delivering of training modules. They are also an opportunity to exchange views with other institutions and to contribute significantly to the quality of services provided by other pre-schools. Nhapupwe has already been recognized as a significant contributor to capacity development and introducing innovations in ECE, in Inhambane and other provinces.

Donations from private sources are very important for Nhapupwe as well, especially with regard to constructing its infrastructure. Most of the buildings of Nhapupwe Center were financed by external donations. These donations allowed Nhapupwe to cut the rental costs and use all regular incomes for activities and team remuneration as well as for capacity development. It made Nhapupwe more sustainable. The main donor is 'Sparhandy.de', a distributor of mobile-phone contracts from Cologne, Germany. Nhapupwe is very grateful for their essential support. The German Embassy in Maputo contributed (as a micro-project) to the construction of the first classrooms of Nhapupwe Center.

The funds for these investments came from donations, GIZ/CIM support and fees for capacity-building services.

**Table 4 Investments for the ECE-Centre**

Investments	Amount
Pre-school building (70 m <sup>2</sup> )	33,000 Euro <sup>6</sup>
Administration block (teacher-room, workshop for production of didactic material, kitchen) and toilets	36,000 Euro
Open round house for pre-school activities and meetings/seminaries	5,200 Euro
Furniture and work equipment (books, tools)	6,500 Euro
Electronic equipment (computer, copy-machine, etc.)	5,500 Euro
<b>Total of investments</b>	<b>86,200 Euro</b>

<sup>6</sup> 1 Euro = approx. 1.78 US\$ (as of October 2014)



## 3 Methodology



### 3.1 Data Collection

For this study, information was collected from two types of sources:

**From Nhapupwe,** data was collected with regard to (a) children's development through psychometric tests measuring motor skills, language skills, hand-eye coordination, visual and spatial skills and logic; (b) the pedagogic approach (detailed description in chapter 2.3.1.); (i) principles and learning philosophy; (ii) pedagogic methods and (iii) didactic materials. This was done through direct observation of all learning processes. (c) educators' training for other institutions, which includes (i) lists of courses and modules prepared and facilitated; (ii) copies of attendance certificates, if any; (iii) contributions to ECE at national level that include samples of documents produced with regard to policies, guidelines and training qualifications in ECE. Additionally, the directors and all staff of Nhapupwe were interviewed. The results of those interviews are reflected mainly in the recommendations of the report.

**From external sources,** information was gathered regarding (a) parents / caregivers; (b) partners for capacity and skills development ; and (c) ECD Stakeholders at national level.

To gather information about Nhapupwe's role in and contribution to ECE, interviews were conducted with MMAS, which is the government entity responsible for all pre-school activities and which leads the process of revising and developing the national curriculum and program for ECE. Another entity interviewed was Wona Sanana, a Mozambican NGO that has the role to give technical advice to the ministry on ECDE issues, and in particular with regard to the revision process of the national curriculum. Parti-

cipants of training in ECE provided by Nhapupwe also were interviewed.

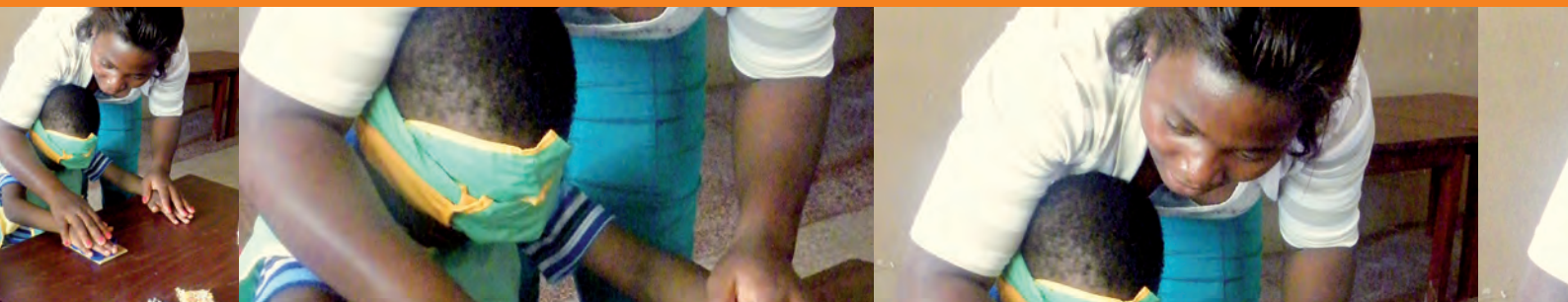
The data collection with key stakeholders included questionnaires and face-to-face interviews or focus group discussions. The consultants interviewed all organizations that are based in Inhambane and Maputo and were listed as Nhapupwe's strategic partners or capacity development partners. With regard to information from parents, two focus groups were formed in Inhambane. The participants also filled in a questionnaire during the meetings.

### 3.2 Research Instruments used

At Nhapupwe, instruments were prepared to analyse the children's development in five dimensions: (a) motor skills; (b) language; (c) eye-hand coordination; (d) visual-spatial capabilities; and (e) logic reasoning. These instruments were an adaptation of Griffiths Mental Development Scales. The tests were carried out with children in six groups out under the same conditions of time and space. The children were randomly selected, though, by chance, the socio-economic background of the children in the control groups was similar to the one of those children, who visited Nhapupwe's pre-school, namely a mixture of children having high and middle socio-economic status as well as vulnerable children. So the influence of other aspects on the test results was minimized.

The groups of children were arranged in the following way:

1. Children attending Nhapupwe pre-school: one group of 15 children in grade 1 and a second group of 5 children in grade 2 were evaluated. It just happened that the number in 2<sup>nd</sup> grade was much lower than in 1<sup>st</sup> grade.



2. Children attending OTHER pre-schools: one group of 15 children in grade 1 and a second group of 5 children in grade 2 were evaluated.
3. Children NOT being enrolled in any pre-school: one group of 15 children in grade 1 and a second group of 5 children in grade 2 were evaluated.
4. With regard to parents, a questionnaire was prepared to analyse their satisfaction in three dimensions: (a) quality of the contact and relation with Nhapupwe educators; (b) impact on the relationship between parents and their children; (c) educational programme, pedagogy and impact on the children's learning and development. A free space for recommendations was provided to cover issues that parents would deem important.

In the same session, where parents filled in the questionnaire, a focus group discussion took place about issues parents considered relevant in relation to their children and the pre-school. They also gave recommendations for Nhapupwe's improvement.

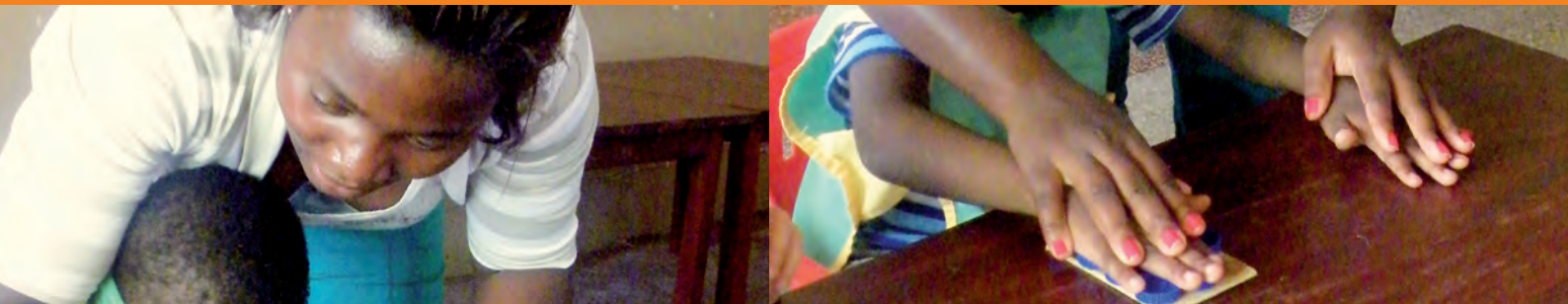
### 3.3 Challenges of the Study

Nhapupwe provided sufficient information on its relations with the majority of its partners (e.g. Wona Sanana, Universidade Pedagógica, Plan International, USAID and GIZ). However, the collection of data based on documents that were needed to give evidence and should have been provided by Nhapupwe's partners, proved to be a challenge.

This can be explained by the fact that Nhapupwe's working relation with some partners is loose and open, and does not require formalisation. In addition, some of those partners find it difficult to develop and keep records that provide evidence of training courses, visits, joint activities, etc. However, memorandums of understanding or even contracts exist with larger organisations, especially, if they receive and pay for training.

With the exception of Inhambane DPMAS, no other entity could provide written statements on their working relations with Nhapupwe. Though, this does not mean that collaboration does not take place: lists of training participants could be traced; diplomas of participation were shown by some trainees; training plans were presented. However, the documentation was neither thorough nor consistent. Even though there was enough evidence of the excellent work carried out by Nhapupwe with its partners, a more formal working relation would help the organization in terms of visibility. Visibility would be important, in particular, if Nhapupwe wants to apply for funding or for offering its consultancy services for capacity building in ECE. Visibility on national level would also help parents and partners to understand why Nhapupwe is an excellent school and an excellent partner in capacity development in ECE.

## 4 Results of the Analysis



### 4.1 Results from Development Tests of the Children

Figure 1 presents the results of the three different groups of 1st grade (■: children enrolled in Nhapupwe; ■: children enrolled in other pre-schools; ■: children who entered 1st grade without passing through any pre-school program) in the five dimensions of the test. The percentage expresses the value of a composed indicator of all the test results regarding e.g. gross motor skills, language, etc. This first graphic clearly shows that there are significant differences in terms of the children’s development. In four of the five dimensions, children of Nhapupwe pre-school achieved better performances, i.e. stronger development, compared to children who passed through other pre-schools or children that didn’t pass through any pre-school program.

Differences between children who attended pre-school in Nhapupwe and children of the other two control groups are significant. In dimensions like language (72 % against 45 %), eye-hand coordination (71 % against 51 %), spatial skills (68 % against 54 %), and logic/practical reasoning (92 % against 70 %), the differences clearly show that Nhapupwe has raised the children’s development significantly higher. It is also remarkable to see that, in some dimensions, children who entered the 1st grade without passing any pre-school have demonstrated better development compared to children who attended other pre-schools, though not Nhapupwe. This result could be interpreted that it might be better for children’s development to be at home than to be exposed to a pre-school where the educational model is not prone to develop children’s capabilities, and instead, constrains creativity and normal progression by forcing the children to a mental pattern of memorization and repetition.







The same trend continues when investigating the performance of children who were in 2nd grade (see figure 2). This can lead to the conclusion that the impact of a good educational program in pre-school can lead to a long term impact in other grades. These tests should continue to be used at Nhakupwe to monitor the progress of the children, who are enrolled in its pre-school and primary school programs, at least until the 2nd grade. It is also a good way to give to parent's feedback about their children's development.

Whenever possible, and if the other schools agree, the tests could also be used to monitor the progress of children in other schools. This can be an appropriate way to advocate for the educational model of Nhakupwe.

## 4.2 Results from the Questionnaire for Parents

The results from the parent's questionnaires are presented below. The questionnaires were filled in during the focus group sessions, and all the questions that needed clarification were clarified during the meeting.

The first dimension of the questionnaire referred to the quality of the contact and the relation with Nhakupwe's educators. The results (36% were highly satisfied and 43% satisfied) show that parents were happy with the quality of interaction and with the respect given by Nhakupwe's educators to them and their children. The last question of this part is an area that could be improved, because 7 out of 21 parents were neither happy nor unhappy with the support they get from Nhakupwe in terms of accessing further support, guidance and other educational materials.

	Strongly agree	Agree	Do not agree or disagree	Disagree	Strongly disagree	Doesn't know or didn't answer	Total of responses
<b>Quality of Relationship and contact with Nhakupwe's team</b>	<b>53</b>	<b>62</b>	<b>25</b>	<b>3</b>	<b>0</b>	<b>4</b>	<b>147</b>
a. I am treated with respect and dignity	15	5	1	0	0	0	21
b. I am given valuable information for my decisionmaking process regarding my children's education and wellbeing	5	13	3	0	0	0	21
c. The team provides positive reinforcement on my parenting	5	11	3	2	0	0	21
d. The team provides answers to my concerns	9	7	4	0	0	1	21
e. The team respects my culture and values	10	7	3	0	0	1	21
f. The team highlight my children's positive actions and behavior	6	8	4	1	0	2	21
g. The team provides referral and references for support and help I might need for my children	3	11	7	0	0	0	21

Please note: squares that are highlighted in green means 'good', highlighted in yellow 'pay attention'.



Some of the additional comments from parents highlighted why they are happy with the quality of the relationship with the centre. The strongest feature was that inviting parents and guardians for talks about the child/children in their home demonstrates, how much Nhapupwe cares about how the children fare.

The results of the second dimension regarded the impact that Nhapupwe can have on the relationship between parents and their children through their educational programme and by serving as role models. 39% responded to be highly satisfied and 42% satisfied.

The results show clearly that parents are satisfied with Nhapupwe's work and its impact on their relationships with their children. Some of the parent's additional com-

ments were, for example, statements about how their children have improved their competences in relationships (have reduced their shyness, engage in conversation) or the organization and care of their belongings.

In the third dimension regarding the educational programme, teaching methods and their impact on children's learning and development, the parents also expressed their happiness with the work of Nhapupwe (46% were highly satisfied and 38% satisfied). Some of the questions were difficult to answer, because they required a basis for comparison between children enrolled in Nhapupwe and other children, so some answers had blanks. The most frequent additional comments were, 'my child loves to go to the centre and is always eager to go there'.

	Strongly agree	Agree	Do not agree or disagree	Disagree	Strongly disagree	Doesn't know or didn't answer	Total of responses
<b>Nhapupwé's perceived impact on parenting</b>	<b>58</b>	<b>62</b>	<b>16</b>	<b>9</b>	<b>1</b>	<b>1</b>	<b>147</b>
a. The program and activities of the Center have positive influence on my parenting and relationship with my children	10	9	2	0	0	0	21
b. I do organize activities that contribute towards my children's learning process improvement	7	13	1	0	0	0	21
c. The Center engages parents and caregivers in the development of materials and activities	2	7	4	6	1	1	21
d. I do spend regularly quality time with my children	11	9	1	0	0	0	21
e. Due to the program and activity of the Center, I feel comfortable to provide counsel and information on parenting to other parents and caregivers	10	7	3	1	0	0	21
f. The Center regularly organizes events targetting parents and caregivers to talk about topics related to parenting	7	9	3	2	0	0	21
g. I do engage in play and leisurly activities with my children	11	8	2	0	0	0	21



In conclusion, children who attended Nhapupwe's programme in general showed better developments than children who were enrolled in other programmes or not at all. An educational program can only positively influence children's development, if it is well designed and thoroughly implemented. This needs to be considered when developing a national strategy for ECE.

Likewise, parents in general were satisfied with the work of Nhapupwe. Their main concern was related to logistics. Children's transportation has become a problem, following Nhapupwe's move to its own premises, which are away from the city centre. Transportation to and from school is provided by private companies that do not comply with timelines and security conditions of Nhapupwe. Parents suggested Nhapupwe to get its own vehicle. They would be ready to contribute to transport costs for their children.

	Strongly agree	Agree	Do not agree or disagree	Disagree	Strongly disagree	Doesn't know or didn't answer	Total of responses
<b>Program, Teaching methods and Impact on Children's Education and Development</b>	<b>77</b>	<b>64</b>	<b>15</b>	<b>4</b>	<b>0</b>	<b>8</b>	<b>168</b>
a. The program, toys and teaching materials available are adequate for the strengthening of the children's development.	13	6	1	1	0	0	21
b. The child educators at the Center are very well trained.	5	13	3	0	0	0	21
c. Children feel happy and eager to go to the Center.	15	5	1	0	0	0	21
d. My child/children are better equipped to interact with their peers and adults in comparison to other children of the same age who have not been at the Center.	9	9	2	0	0	1	21
e. The Children who are enrolled at the Nhapupwe Center are better prepared for primary school.	9	6	0	0	0	6	21
f. My child/children express feelings and needs more openly and positively than other children of the same age.	12	8	1	0	0	0	21
g. The children who are enrolled at the Center know their numbers, alphabet and arithmetics well. Even better than other children who have not gone to the Center.	6	10	3	2	0	0	21
h. The children who are enrolled at the Center know their alphabet and read well. Even better than other children who have not gone to the Center.	8	7	4	1	0	1	21





### 4.3 Advocacy and policy development

In December 2010, Zizile-IDC and Wona Sanana jointly organized a first national meeting on ECDE with participation of national and international organizations working in ECDE in Mozambique. There were participants from every province, and guests from South Africa, Swaziland and Malawi. Nhapupwe also participated in this meeting, contributing its wealth of knowledge and lessons learnt, and displayed its teaching resources and materials used in education of children in their first infancy. Nhapupwe contributed in the same way to the subsequent second and third national conferences organized by Zizile-IDC in 2012 and 2013. All these conferences wanted to reach three objectives: (1) share lessons learnt and good practices; (2) create synergies and cooperation; (3) advocate for clear leadership from the Government on ECE.

The World Bank (WB) led an evaluation of the efforts towards ECDE in Mozambique, in particular of a project implemented by the Save the Children Alliance. An interesting report was produced 'The Promise of Preschool in Africa: A Randomized Impact Evaluation of Early Childhood Development in Rural Mozambique', February 2012. The central conclusion of this report was that only well skilled pre-school educators can provide an enabling learning environment and properly steer the learning process. This report also referred to Nhapupwe's activities. Members of the national informal interest group that is convened by the MINED and of which Nhapupwe is a member, discussed the results of the study and continued their exchange about ECE issues.

Nhapupwe also takes part in two provincial groups founded by the Ministries of Education and of Women and Social Affairs: (1) The Commission for Pedagogical

Support (CAP) discusses planning and monitoring instruments, and elaborates and provides new formats of pedagogical support for Primary School Education. Recently, study visits to Nhapupwe were conducted to promote child-centered teaching methods in the first grades of primary schools. (2) Nhapupwe is also member of the multi-sectoral coordination group for ECD and child protection led by DPMAS, Inhambane. During the founding process, Nhapupwe shared its experiences in ECE and contributed to the elaboration of the ToR for the group.

### 4.4 Nhapupwe's Role in Capacity Development for ECE and Pre-school Education

The contribution of Nhapupwe to ECE in Mozambique was quite substantial. The organization gave support to

1. the development of the national curriculum and program for children aged 1 to 5 years;
2. the development of the curriculum of a 3-years medium level course for ECE educators;
3. the training and capacity development of ECE educators / administrators and ToT including offering work placements

#### 4.4.1 Contributing to the Development of the National Curriculum

Nhapupwe was a pivotal contributor to the process and development of the national curriculum and program for 1–5 years old children. The organization has substantially contributed to the chapters on education of children with special needs; to the development of the activity planning process; and, to the production of didactic materials with



locally available materials. Nhapupwe's contribution to the development of the national curriculum improved the understanding of:

- **Child-centred education:** This means planning of teaching activities and lessons is in response to the learning needs of the child and not only to meet a given schedule or program.
- **Inclusive education:** The philosophy and implementation of inclusive education of children refers to solutions, actions and practical know-how in response to children with special needs.
- **Active learning:** Theoretical knowledge about this teaching approach in fact existed amongst Government officials. During a visit to Nhapupwe as part of the search for good practices and lessons learnt, visitors saw in loco HOW it is done: from theory to practice. Educators would transcend theory and come about to DO active learning, both, for the children and ECE educators during their training. Witnessing this process was really eye opening, as until then, all visitors were certain to practice active education, whereas the children were treated as recipients and not as determining actors of their learning activities.
- **Producing didactic materials with locally available resources:** This makes it possible to implement a high quality education process in low budget pre-schools and communities. A fundamental fact is that children learn best when they can actually touch, see, smell, taste, hear, and manipulate the materials themselves. Wona Sanana's team that was interviewed for this study stated: 'Whenever we had meetings on ECD and we were invited to bring teaching materials, we would have with us our manuals and sketches and drawings of toys, pedagogical resources... Some downloaded from numerous sites in the internet. Nhapupwe brought actual, physical, touchable materials. Nhapupwe is the example of those who know how to jump from paper and theory

to activity and reality. They presented a paradigm shift in the way of doing ECD in Mozambique.'

All these and the following elements that were developed in Nhapupwe and acquired through exposure to Nhapupwe's work are reflected in the new national curriculum and program for children between 1 to 5 years:

- **The daily routines:** The daily routines of how to start and end the day as well as several other specific learning activities undertaken by Nhapupwe were incorporated into the national curriculum and program.
- **Process of planning daily activities:** Nhapupwe's process of planning of daily activities was included into the national curriculum. The planning is done during a weekly meeting with the whole team, and aims at revising the children's progress and at lessons learnt by the educators during the previous week. This contribution from Nhapupwe has, therefore, two elements: self-evaluation of the educator's performance and challenges; and analysis of each child's learning needs and possible activities to address those needs.
- **The planning instrument – The work plan:** The template for developing individual weekly work plans for educators, which is included into the national curriculum and program, is based on the model of Nhapupwe. It reflects the process described above, i.e. practice-oriented planning addressing the learning needs of children.
- **Didactic materials:** Also adopted by the curriculum developers was Nhapupwe's idea of 'mobile equipment' (e.g. boards, boxes, tires, nets and ropes, etc.). Those materials can be used by the children individually in designated play areas and in playful manners. Children can organize and arrange materials according to their ideas, will and readiness. Additionally, these materials can stimulate the imagination and creativity of the children. This approach of open use of materials by



children is based on the promotion of psychomotor and many other skills. It is also considered important to develop social and negotiation skills and to enhance problem solving and empathy.

- Children with special needs: Nhapupwe also contributed samples of practical and easy to implement activities for children with special needs to the national program. Although these activities can be realised with all children, they are particularly designed to meet the specific educational needs of children with disabilities and to consider different age-groups. In conclusion, the application of active learning methods and the use of the described didactic materials form the methodological basis for the implementation of inclusive education.

#### 4.4.2 Contributing to Curriculum Development of a Course for ECE Educators

With the support from USAID, MMAS hired a group of consultants to develop a medium-level qualification course for ECE educators. The modularised course is designed for three years. Gesine Grosse Ruse, Nhapupwe's Executive Director, and her colleague, Judith Mapanzene, specifically worked on the special education component; on child centred pre-school education; teaching of numeracy and mathematics; the activity planning process; the production of didactic materials with locally available resources; and how to collaborate with the parents / caregivers.

Apart from the modules covering the above mentioned topics, Nhapupwe also developed educators' guides on how to teach those modules. This should support the aim of achieving a deeper understanding of and applying new methods of child-centred inclusive education.

This educators' qualification course is the only official course in Mozambique. It is an important step towards holistic, child-centred and inclusive education in pre-school for the country. The course is not only attended by educators, but also by future administrators like directors of kindergarten and *escolinhas*, or supervisors from the state department for women and social affair (DPMAS).

#### 4.4.3 Training and Capacity Development for ECE Educators / Administrators

Nhapupwe offers capacity building to educators and trainers of educators (ToE) in two ways: by providing training courses and by allowing them to observe or participate in the daily activities of the pre-school. This practical training or exposure is realised by visits and / or training follow-ups or even as longer lasting internships. Nhapupwe has received ECE professionals from various entities and has exposed them to their best practices in the area of inclusive and participatory education.

In addition to training, Nhapupwe offers mentoring and supervision services to educators from other pre-schools. Pre-school educators and directors are invited to witness and experience child-centred, inclusive methods and the use of didactical material. Like this, the innovative methods and materials developed by Nhapupwe are disseminated to other pre-school actors. On the other hand, Nhapupwe's innovation process can also be enriched by visitors' ideas and opinions when reflecting the innovations presented to them. This practice also reveals what kind of prejudices or doubts educators in the cultural context of Mozambique may have in view of new educational methods.

DPMAS started to organize study-visits to Nhapupwe's pre-school as a part of their capacity-building courses.





Even for very big groups (more than 40 educators) a two-hour visit can serve as eye-opener and creates a lot of ideas on how to implement the new methods in their own pre-school.

Since 2007, Nhapupwe provides training courses, having served more than 190 professionals from around 30 entities from Government, civil society or the private sector. Among them were trainers of educators, supervisors, directors of pre-schools and educators. Main topics were child-centred inclusive education, child development, production of didactical materials and planning and monitoring routines.

The following examples show the diversity of outreaches and the high potential of the ECE-Centre's capacity development aspects.

- **Public Pre-school and Orphanage 'Infantário Estrela do Mar'**

Skills development and capacity development for the staff of 'Infantário Estrela do Mar' was implemented between 2007 and 2012. This institution is an orphanage managed by Government (DPMAS) and at the same time a pre-school for the general public. A formal agreement with DPMAS was signed in 2009 to get Nhapupwe's support for the pre-school, also with regard to children with special needs.

At the beginning of the partnership, only 2 educators of the pre-school received a basic training on ECE. They had no knowledge about children with special needs or how to respond to emotional needs of abandoned children. The pedagogical coordinator of the pre-school gave the following statement: *'Our intentions were good. But we thought that segregating the children with special needs, by locking them in their own world, we were, in*

*fact, protecting them. We know now and see how wrong we were. Nhapupwe helped us understand that.'*

From 2009 onwards, Nhapupwe delivered training and capacity development to 8 educators of the pre-school. One result was that they learnt how to produce their own didactic material using local resources. A second outcome was with regard to how to care for children with special needs. Applying new methods when working with children with special needs clearly improved their status. The educators also noticed progress in some physical conditions. Before, mentally challenged children were never involved in tasks and activities. After the training, they participated in basic tasks in the pre-school and, as a result, increased their social skills. So the learning outcome can be summarised to the fact that every child, when given the opportunity, can develop skills and abilities, regardless of the degree of his/her disability. Unfortunately, at present, 'Estrela do Mar' does not run its pre-school anymore and, thus, no longer is officially partner of Nhapupwe.

- **Community-based ECE providers in Inhambane**

Nhapupwe provided capacity development services to local community-based organizations without charging them. Below are two samples that reflect this type of partnership and the impact it had on the recipients.

- **Escolinha Nhassanana**

In 2011, the Associação Positivo, a local community based organization opened a pre-school. They requested support from Nhapupwe in terms of training of two of its members, who didn't have any training in ECE before. The biggest impact of this partnership was the possibility to open the pre-school that is now fully operational. In fact, the both educators who received the training stated, that without this partnership, it would not have been possible, or



at least extremely difficult, to start the pre-school. Apart from training, Nhapupwe provided material for start-up activities; gave instruments and provided supervision and mentoring necessary to overcome the difficulties they encountered.

The mentorship continues; however, meagre resources make it difficult for the educators to visit Nhapupwe as often as they would like.

- **Escolinha Dona Graça**

The partnership with Nhapupwe started in March 2012, with a two weeks intensive free of charge training to the pre-school educator. This pre-school almost closed, because support from ADPP (a NGO registered in Mozambique; a member of the Federation Humana People to People) stopped and nobody had sufficient management skills or knowledge on community / parents' mobilization. Nhapupwe provided training and, in addition, assisted with stationery, such as paper, pens, as well as resources to produce learning materials.

According to Dona Graça, one of the most precious lessons learnt from Nhapupwe is the power of parent and community mobilization: one of the biggest advantages of 'their' pre-school is that it can place all children after their 5<sup>th</sup> year of age in the local primary school, while others may have to walk long distances due to overcrowding. In this pre-school, roofing and other construction materials for improvements of the pre-school was donated by Nhapupwe, which mobilized and engaged people of good will who contributed building materials.

- **Other ECE providers from the Civil Society**

Nhapupwe also provides capacity development to organisations that can cover the costs of their training. As

a sample for this, the collaboration with Plan International is described here.

When Plan International decided to start activities in Inhambane, the organization found it important to strengthen its skills in the area of ECE. They contracted Nhapupwe to train 4 people: 3 community development facilitators (CDFs) and one project coordinator. The subjects of the training covered (a) child-centred and inclusive education; and (b) producing didactic materials using locally available resources. The largest impact of this training referred to making low cost didactic materials from local materials. This allowed Plan International to expand quality ECE services to more remote communities without having to spend a lot of resources on industrially manufactured materials. In fact, the knowledge acquired from this training was instrumental in the process of establishing community pre-schools.

Also other organisations like 'Centro Orfanato Carolyn Beshe' from Cambine (it belongs to the United Methodist Church); LeMuSiCa (an Association in the province of Manica); or ESSOR received training paid by the organisations themselves.

- **Primary School Teachers' Institute of Inhambane ('Institutos de Formação de Professores')**

During the first inter-provincial meeting of Teacher Training Institutes (IFP) in Inhambane supported by GIZ Pro-Education Program (PE), a visit was paid to Nhapupwe Centre. Directors and pedagogical directors of the participating IFP were very interested in the didactic materials and active methods of education.

As a result, in December 2013, GIZ PE supported a 'Workshop on Production of Didactic Materials for the early teaching of Mathematics and Portuguese Reading



and Writing'. It was held in cooperation with the provincial directorate for education, targeting 37 teacher trainers of the IFPs of Inhambane Province and teachers from the annexed schools of the IFP. Nhapupwe prepared and distributed a simple format catalogue of the produced didactic materials. The participants also took the materials they produced during the workshop to their IFPs to facilitate the reproduction and dissemination of those materials. Participants were inspired to create new materials and variations of their use in the classroom were simulated.

In April 2014, GIZ supported two more workshops with the IFPs in the provinces of Manica and Sofala. Again, the motivation and feed-back from the 64 participants was very good, and follow up activities (like exhibitions of the produced didactic materials and their use in teacher training) have already been done by the IFPs.

- **Internship of Students from Universidade Pedagógica (UP)**

The UP signed a memorandum of understanding with Nhapupwe with regard to internships of their students. Nhapupwe also contributed to the development and improvement of UP's curriculum, in particular to the ECE course. Through this cooperation, the students can learn how to implement child-centred and inclusive pedagogy that is practiced in Nhapupwe's pre-school and they are also involved in the development of pedagogical innovations.

These internships between 2009 and 2011 allowed 10 Students to spend four weeks each on a hands-on experience in early childhood inclusive and child-centred education. Besides the theoretical knowledge, it was of utmost value for them to be exposed to the concept, attitude and practice of 'education of solidarity' of Nhapupwe. According to the UP, Nhapupwe, through

the support from GIZ, covered all costs related to the internships, from transportation, to lodging and meals. Financial constraints caused these valuable internships to come to a halt; however the UP is seeking to reinstate them.

- **Internship of Students from Germany**

German students and volunteers (and one student from Canada) began their visits to Nhapupwe in 2007, counting to a total of 15 people up to now. Almost half of them came from the University of Cologne, Faculty of Humanities / Special Education and from the University of Heidelberg. Depending on the objective of each student, they stayed between 6 weeks to 6 months. Some would come for exposure to the challenges and reality of ECE in a developing country, others to gather evidence and knowledge about that same reality. Most students included their experiences at Nhapupwe in their final thesis or other works for the University. The other half came for a whole year within the program 'Weltwärts' (Volunteers of the World); so their costs (travel, lodging and sustenance) were covered by this organisation.

- **Visits of Delegations**

There are a lot of visits paid to Nhapupwe every year. The following should be highlighted:

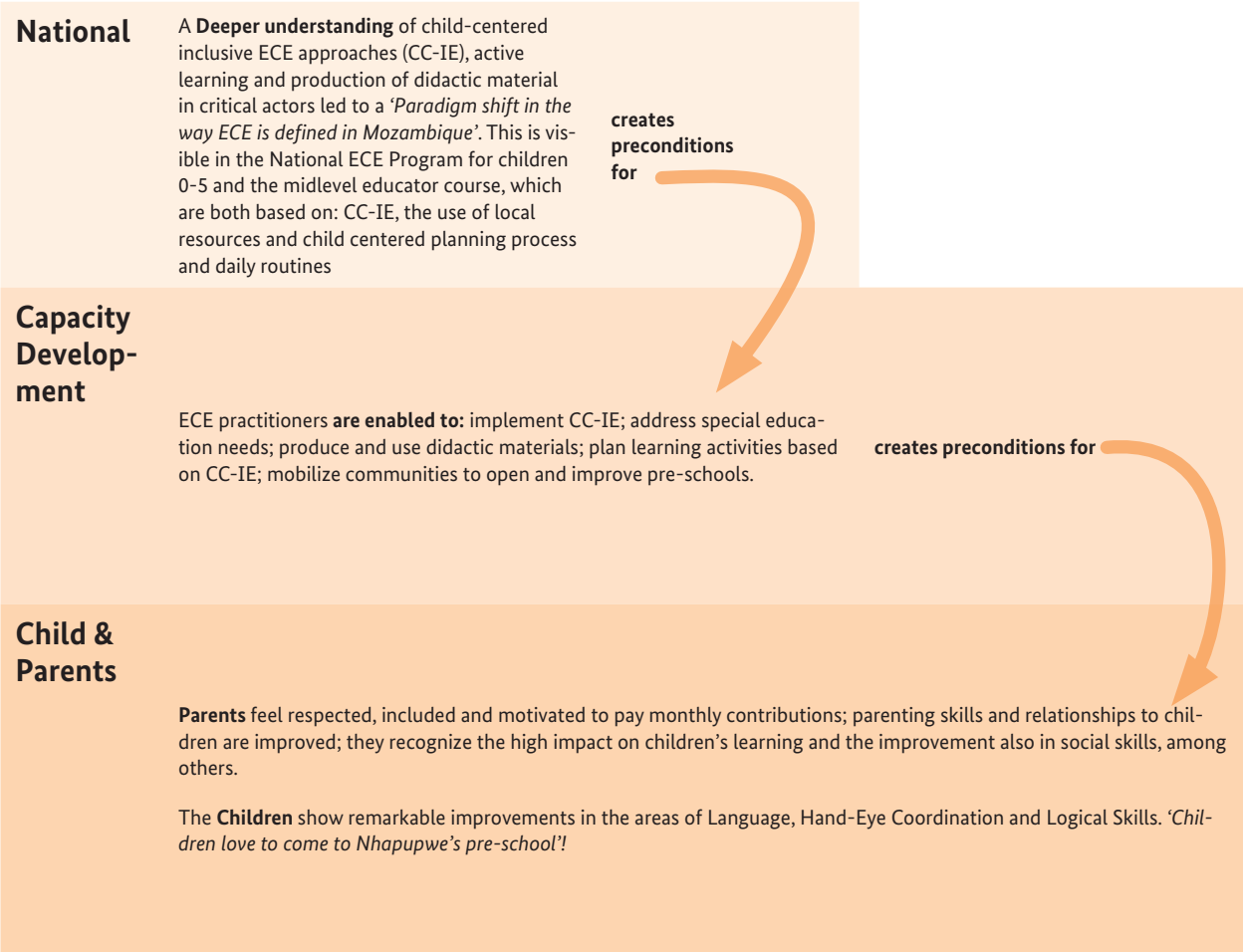
- Since 2009: DPMAS with colleagues from other provinces,
- September 2010: MMAS during the elaboration process of the national program,
- August 2011: Interministerial committee during the development of the DICIPE strategy,
- August 2012: 'Círculo de aprendizagem' (learning circle, a group of 9 people from AMDEC (Associação Moçambicana para o Desenvolvimento Concertado), a Mozambican NGO, ESSOR (a French NGO), Child





Fund, Wona Sanana and Zizile-IDC, organized by Zizile-IDC.

Examples of Nhapupwe’s impact on different levels



## 5 Recommendations and Outlook



### 5.1 Lessons Learnt

This chapter presents the lessons learnt of Nhapupwe in different areas:

1. The valuable contributions of Nhapupwe to the national scenario of ECDE, which are reflected in the national curriculum and program for children between 1 and 5 years, and also in the national qualification course for ECE Educators, are described above. Additionally, in the training of educators and of ToE that is provided by Nhapupwe, strengthening the understanding of the national ECE program and its implementation is an important issue. The philosophy behind all interventions is based on child-centered inclusive education principles and practices. However, contributions to the process of further strengthening ECE are limited by the fact that Nhapupwe has only a small team that does not allow the organization to be more present and more active in this crucial process.
2. Nhapupwe has demonstrated that it can effectively implement child-centered and inclusive education and, thus, contributed to a paradigm shift in ECDE in Mozambique. The following activities may help to get more stakeholders involved: (a) organizing specific ECE debates and discussion events; (b) offering well designed and funded internships; (c) mentoring and supervising of trainees; (d) expanding the number of contracts with partner organizations.
3. Pedagogic Approach
4. Nhapupwe has demonstrated that an active engagement of parents contributes to a well-balanced development of their children and to a better quality of the education provided by the school. At Nhapupwe, the parents' involvement in the school combined with the fact that they can discuss educational issues with the institution has also the potential to be the basis for a good relationship model.
5. Parents made some recommendations to improve the quality of the education provided by Nhapupwe: (a) the team should improve its pedagogical skills, in particular that for primary school; (b) the meetings with parents should be more frequent; (c) each child should have a bulletin where the educators would convey regular messages and information to parents. (d) activities for children could include to strengthen English teaching and 'cultural activities' (e) after school activities such as music, dance, sports, readings, etc. should be offered.
6. Although in general, parents are happy with their involvement in the centre's work, some parents complained about their involvement in the production of materials and the design of activities. This is a possible area of improvement.
7. The combination of pre-school with primary school activities poses some risks to Nhapupwe. Although strategically, it creates a good complement and synergies in terms of the child-centered approach and the active learning methods. On the other hand, in order to ensure that the national curriculum has to be implemented in primary school, teachers need additional and probably more specific preparation. Addressing pre-school and primary school at the same time means to manage a more complex organizational set-up.
8. Human Resources
9. Identifying and employing the right people and to build a functioning team with them was crucial for the success of Nhapupwe. Educators should have the right values, where the love for children and the openness and interest in learning new methods are certainly the most important. Once such a team is identified, a 2 to 3 year practical training, complemented with other skills as referred above, is probably one of the most critical activities for the success. Once the 'right spirit' is cre-



ated, the rest will follow. However, during the starting period, the efforts of the educators were bigger than at a later stage, because the new school needed to prove from the beginning it's qualitative and inclusive approach and which added value it brings into the community. The start was successful, so the word spread and more children came.

10. The strategy to retain educators is critical for the sustainability of Nhapupwe, because becoming a good educator takes years. Taken that the workload in Nhapupwe is more than in other schools, particularly as a consequence of the planning and monitoring routines and also of the preparation of classes and relevant materials, educators expect to earn more than what they would earn in other schools. Other schools are interested in recruiting Nhapupwe's educators, so, perhaps, a retention strategy should be put in place. This strategy could possibly address increment of salaries; contributions to study costs; financial help in acquiring books and photocopies; mentoring schemes; and additional paid time off.
11. A new structure of the organigram of Nhapupwe was developed recently and will be implemented in phases. The planning of succession for the posts of the Executive Director, the Director for the pre-school, and the Director for the primary school needs thorough consideration. It should at least take two years, and preparatory training for staff to take over should include pedagogical dimensions; leadership, coaching and team development; and managerial skills development. This might need specialized coaching interventions from an external coach.
12. Finances
13. In terms of finances, Nhapupwé provides a model that is fair and inclusive for all segments of the population (either with high, medium or low income). The financial model, where each family contributes what it can and is willing to pay, provides a basis for inclusiveness, non-discrimination and, for the children, the opportunity to engage with other children from different cultural and social backgrounds. Due to the quality education and inclusiveness that it provides, this model very likely could compete even with models that only address just the upper segment of the population. However, this statement could not yet be proved, mainly because there are not so many providers of ECE in Inhambane.
14. It also might be worth to pilot and test a similar model in rural areas, where the levels of income are considerably lower and finding parents that can compensate the lower contributions of some others might be difficult. However, the valuable contribution of Nhapupwé shows one way of how social disparities in covering costs for education can be overcome in urban settings. It might give food for thought how this can be achieved in rural areas (e.g. contributions in kind, through work, etc.).
15. Nhapupwe has shown that inclusive ECE in a wider sense of 'children who have serious disadvantages and disabilities' can deal with social disadvantages and still can be economically viable, as long as the fundamental framework (values, beliefs, principles) is expanded and 'sold' to the parents and the community. The Nhapupwe model is financially viable, as it combines good quality education with minimum standards and low costs.
16. For Nhapupwe it was also instrumental, that the pre-school received personnel and financial support by the German Government through CIM / GIZ, which allowed the school to have an international expert in education. Through her expertise in providing capacity development for the staff of Nhapupwe, but also for other institutions, the organisation could create own income for running the centre and become financially more independent. Nhapupwe now has a pool of ex-





perts that can support the creation or advancement of similar schools

17. Visibility of the organisation would be important, in particular, if Nhapupwe wants to apply for funding or to offer its consultancy services for capacity development in ECE. Visibility on a national level would also help parents and partners to understand why Nhapupwe is an excellent school and an excellent partner in capacity development in ECE.
18. With regard to transportation, parents suggested the acquisition of a bus for the school, in order to receive a transportation service with the same quality and safety standards as the rest of Nhapupwe's services. Parents would be ready for additional contributions. Even if Nhapupwe does not have enough capital to cover the full cost for buying a bus, leasing could be a possible solution, using parent's contributions.

## 5.2 Recommendations and Potentials for Replication

From the lessons learnt, recommendations and potentials for replication could be derived and ideas for scaling up activities were created.

In Mozambique, Nhapupwe may be considered a pioneer of ECE, fully respecting the principles of equity and inclusiveness. In the socio-cultural and economic context, this child-centred, active learning approach is very appropriate. Nhapupwe is definitely an example that has a high potential for replication within the country. The same would be true for other countries with a similar context.

It might be difficult and time-consuming to replicate the whole approach, but definitely the following areas could be considered:

### a. The Pedagogic Approach

- Nhapupwe has demonstrated that **child-centered, active learning** methods contribute to a better development of cognitive and emotional dimensions of children, compared to children who were not exposed to these approaches and methodologies. Nhapupwe's model, which includes low-cost, high-quality educational materials, has the potential to be used as a model for large-scale implementation in the country and in the region, if some preconditions are respected.
- The production of didactic materials out of recyclable or natural, but in any case locally available resources by the educators provides a wide range of instructional materials that can address the specific learning needs of children and, at the same time, reduces costs to a minimum. Also parents can participate in this process, if (e.g. quarterly) workshop on material production would be organised. So the parents would be engaged in the production of educational material while, at the same time, they learn how to produce materials. This could also contribute to a better interaction with the educators and their children at home and have a positive contribution to enhance the children's development.
- With regard to culture and inclusiveness, this model is interesting and encouraging as it involves the parents in many school activities and, thus, uses their knowledge and advise to design activities that are cultural adequate and relevant to the development needs of each child. The fact that children come from different backgrounds adds a plus to the diversity of children's communication skills in terms of active vocabulary, verbal skills and languages.

### b. ECE Resource and Innovation Centre

- (Nhapupwe's model as an **ECE Resource and Innovation** Centre very well supports the expansion of



quality ECE services in its area. If the Government would replicate this and build ECE Resource and Innovation Centres (including a library and a workshop for the production of didactic materials) in each province, such centres could be used as (a) a source of innovations of activities, didactic materials and learning methods; (b) a place for capacity development of ECE actors; and (c) an advice and consultation centre that can give support to challenges of ECE actors.

- Not too long ago, Government has selected ECE as one of its priorities in education. Thus, child-centred, integrative pre-school methods are relatively new issues. Some ECE professionals as well as decision makers may have unconscious reservations against such methods and the respective concept of human kind behind. The ECE Resource and Innovation Centre can serve as a platform for reflection where such reservations, doubts or questions can be made aware and are discussed. Visits by and exchange with Governmental delegations deepened the understanding of child-centred inclusive ECE education by observing children in action.
- Child-centred, inclusive preschool methods are rather new in the context of Mozambique, especially as ECE has only recently been given a higher priority on the political agenda. Both educators and politicians may hold (unconscious) reservations towards the methods or the underlying values. The ECE-Centres can serve as 'reflection platform', where these reservations, doubts and questions can be addressed and discussed, openly. For example, observing the impact new degrees of freedom have on the child, compared to traditional education-approaches. (Staff members of the Ministry, MMAS, seemed scared at first, the children could fall, hurt themselves, with the psychomotor materials. But then also realized that it is important to give children the confidence

and freedom to strengthen their own abilities. These materials (and attitudes) are now included in the national educators training.

Following the arguments above, the highest potential for replication lays in the strategy to use Nhakupwe as a model for training / innovation / advocacy hubs. It is important to note, that although ECE Resource and Innovation Centre and Capacity Development are presented here as separated approaches, they naturally should go together.

#### c. Capacity Development (CD) Package

- ECE capacity development (CD) activities and consultancy services of Nhakupwe can be seen in two ways: (1) they have a potential to contribute to the financial viability of the innovation center; (2) the CD services have the potential for replication, as there is high demand for these services from other schools.
- However, if an organization in need of such services cannot pay for them, medium or long-term financial support from outside Nhakupwe would be needed.
- Nhakupwe emphasizes that only people who really understand children with all their different needs and who are dedicated open and eager to learn new things (like teaching/learning methods) can become good pre-school educators. Having selected the right people is one key to Nhakupwe's success. Nhakupwe managed to prepare people with the above mentioned characteristics from scratch and provides continuous further training, so that those educators now master child-centered and innovative methods. Additionally, as part of CD activities, Nhakupwe also succeeded in imparting the child-centered active learning approach into teachers from public schools.
- Currently, Nhakupwe provides demand-driven training to its educators as routine of the pre-school activities (e.g. topics 'like children with special needs').



This is an excellent approach that is cost efficient as it only addresses the actual deficiencies of the educators and does not provide generalised training to all. However, thinking in terms of replication, it might be necessary to develop more structured training plans for continuous development of the educators' competencies. Such formalised training needs additional resources (human and financial) and might be a logistical challenge.

- The capacity to provide training to other institutions is an important factor of income generation for an organisation.

The following recommendations might have to be considered when starting replicating parts of the Nhapupwe approach:

The first key factor for a successful replication is to study and learn from Nhapupwe's experiences of how to start an initiative like this and to assume risks involved. Nhapupwe as a champion could give support to any organisation that wants to start a similar pre-school in terms of providing training in various areas and capacity development, advisory services and possibly linking the new initiative to funding organisations.

A second key factor is related to the selections process of staff. A lot of efforts should be put into this process in order to find the right people.

Nhapupwe's financial model was described above. This model cannot be replicated in all contexts. However, it is crucial to plan and agree with parents from the beginning what their contributions to the pre-school could be, pos-

sibly graded according to the family's income. For the financial calculation, a minimum number of 20 children in the first year might allow a school to start and not to get into financial problems from the beginning.

Another key factor relates to the availability of affordable premises. The cost of renting can be as enormous burden for a new initiative; the rent should be on a level that can be sustained over a longer period of time.

Other factors are: (1) a good financial model; (2) didactic materials that are sufficient to cover the first six months of the operation; (3) basic routines, in particular planning and monitoring activities and the continuous production of didactic materials.

Last, but not least, it is important to ensure Government's participation from the start and create a close cooperation with the responsible Governmental entities. Like this, key actors and stakeholders can understand the approach and use the centre as an important resource to build further capacity in ECE.

In conclusion, large parts of the model of Nhapupwé can be replicated and implemented in many places, as it builds on the principles of inclusiveness and parents' participation along with a child-centred, active learning approach. However, resulting from the principles applied, it needs to be adapted to the respective socio-cultural dimension of any community or country.





### 5.3 Outlook

In order to support the process of replication of Nhapupwe's model in other contexts, the following steps should be taken into consideration:

First of all, the Nhapupwe model should be documented in detail with all its philosophy, pedagogic approach, strategies, plans and materials, both, in Portuguese and English. This documentation could serve as a framework of reference for ECE in the country, and possibly beyond.

These documents should be disseminated amongst ECE stakeholders in order to create visibility and, even more important, understanding of this model of high-quality, low cost, and inclusive education.

Within Mozambique, an advocacy campaign for this model should be implemented targeting Government official as well as donors and other funding agencies. It is also important to show how this approach contributes to the implementation of the national policy and plan of action for ECE.

For starting a new pre-school, it would be important to identify a 'champion' like Nhapupwe as an organisation has been for smaller rural ECD centres and like the CIM

expert has been within Nhapupwe. The role of the champion is to take the initiative to prepare the educators and form a team and to introduce basic routines, in particular on planning and monitoring, as well as the production of relevant materials. This champion should be responsible for running the new school for a period of at least two years. In Nhapupwe, the current Executive and the Pedagogic Director played this role and both were instrumental for the success of the school.

For replication on a wider scale, support should be mobilised from Government, donors, NGOs or the private sector, in terms of human resources as well as in terms of finances.

As it is still not proven that Nhapupwe's financial model is sustainable in poor rural areas, a similar pilot project could be started and later evaluated. Once the evaluation brings positive results, the model can be expanded to any place in the country.

We believe in Nhapupwe's potential to expand its Capacity Building and Consultancy services, especially to smaller rural ECD centres. With the support of GIZ and other partners, Nhapupwe could continue to significantly contribute to quality improvements of rural ECD-services by supporting the creation or advancement of similar but smaller rural ECD centres.

## 6 Annexes



### Annex 1

#### Terms of Reference for a Study on Impact and up-scaling potential of Nhapupwe's approach to promote Early Childhood Education

##### 1. Background

On behalf of the Federal Ministry of Economic Cooperation and Development, GIZ implements the 'Sector program Education.' One of the sector project's foci is the promotion of strategies and approaches to further enhance the quality of ECD in developing countries. In the context of international efforts to achieve EFA and MDG goals, the project places particular attention on quality improvements in pre-school education as part of basic education.

Pre-school education facilitates transition into school, leads to better learning achievements, reduces drop-out and increases retention-rates, thus enhancing internal efficiency of the education system and reducing wastage of resources. Investing in the earliest years produces high benefits and savings to society – more so than at any other stage of life. Yet, there is still a wide spread and massive under-supply of Early Childhood Education globally, but particularly in South Asia, the Arabic countries, and Sub-Saharan Africa.

GIZ/CIM supports the Association Nhapupwe in Mozambique with an integrated expert since 2008. Nhapupwe promotes the quality of pre-school education in Mozambique through a cost-effective and experience-based approach. Nhapupwe's work serves as example of how capacities and decision-making on local, provincial and

national level can be enhanced sustainably through an efficient intervention.

A study will be commissioned in order to gain a structured documentation of the approach, its success factors and most importantly the impact and possible multiplier-effect Nhapupwe's work has on micro-, meso and macro levels in Mozambique. This study will serve as a base for reflection and scaling-up both within BMZ (German Ministry for Cooperation and Development) and GIZ, with international partners and with partners at country level.

##### 2. Objective

The objective of the study is to provide:

- A well-structured documentation of the direct and indirect impact of Nhapupwe's work on micro-, meso- and macro-level. This includes child-, family and community development, capacity development of pedagogical staff, institutional development of relevant intuitions involved and the national ECD-system in Mozambique.
- Secondly the study will analyse how the (pilot) project Nhapupwe could be replicated or scaled up both in Mozambique and in other partner countries of the German development cooperation in education.
- Lastly the study will underline and propose 'critical quality promoting aspects' of a possible upscaling-process.

##### 3. Tasks

The study will include:



- i. Initial overview of Nhapupwe's pedagogical and working approach and brief description of the history of Nhapupwe.
- ii. Documentation of the project's direct and indirect impact on micro-, meso- and macro-level, regarding the following aspects:
  - a. Direct impact on the development of children who participated in Nhapupwe's pre-school education in terms of their school readiness, enrolment and learning achievements in primary-school. (especially Literacy and Numeracy).
  - b. Impact of Nhapupwe's engagement in capacity-development regarding pedagogical and didactical skills of educators and educator-trainers (Are child-centred approaches being used?), including number, initial and current position of participants.
  - c. Documentation of delegations who visited Nhapupwe and the input they received (including functions and position of visits received and showing indirect impact on national level).
  - d. Documentation of recent discussions and developments in ECD and pre-school education in Mozambique, and processes in this context which were initiated, promoted or stimulated by Nhapupwe (including contributions to Ministries and Provincial Departments).
- iii. Main part of the study is the documentation and analyses of possibilities of **replication** and **up-scaling** of Nhapupwe's approach on national and international level, including the following contents:
  - a. Description of Nhapupwe's organizational structure and financial structure (including cost per child in ECD-Center, cost per participant in capacity-building courses).
  - b. Analytical summary of the strengths and weaknesses of the project's approach and organizational and financial structure.
  - c. Brief recommendations of how the project could further promote the integration of its experiences into local and national structures.
  - d. Analyses of key factors for a successful replication of the project's model.
  - e. Analyses of the potential for replication of the project's model inside Mozambique and in other countries.
- iv. Brief overview of the actors in the area of ECD in Mozambique and description of **Nhapupwe's role** in this ECD-landscape:
  - a. Very brief description of the work of relevant actors in the ECD-landscape in Mozambique (MMAS; MINED; Universidade Pedagogica, Banco Mundial, Save the Children, Wona Sanana, Essor, Zizile, Aga Khan, ...)
  - b. Recommendations for future cooperation, also for the possible replication of the project's model, based on an brief analyses of Nhapupwe's experiences with existing cooperations.
  - c. Documentation of Nhapupwe's role in the ECD-landscape in Mozambique, including an analysis on how the project promotes the dialogue between different actors and their respective development.

#### 4. Resources and information available for the study

As a base for this study are available the following documents and resources:

- GIZ Capacity Works manual
- Guidelines on the Project Progress Review
- 'Os princípios Corporativos da GIZ'
- Collection of Nhapupwe's plans, programmes and minutes (Pedagogical Plans, Programmes of Capacity building, Minutes of team-meetings, List of children frequented the preschool, etc)





- Programmes or Minutes of meetings with relevant actors
- Children frequenting Nhapupwe's preschool – for Observation and testing

## 5. Result

A final document in English (maximum 30 pages excluding annex) for the use inside BMZ and GIZ as well as for

relevant government agencies from Mozambique and from other interested partner-countries of GIZ.

The product should include a lot of good visualisation and graphics and be ready for publishing. The product is intended to be a useful instrument to promote ECD and serve as a base for possible replication of the project's approach. The study should be understandable for politicians in Germany and Mozambican government. The study will be the property with all copyrights of the GIZ.

## Annex 2 List of courses and workshops prepared and facilitated by Nhapupwe

Dates of training	No. of part.	Organization	Topics	Functions of participants
16.04. – 27.04.2007, 08.02. – 19.02.2010	9	• Centro Infantil Estatal Estrela do Mar (MMAS Inhambane)	• Basics of child centred and inclusive education for children in early childhood	Pedagogical Director, Educators
18.10. – 29.10.2010	3	• Arca de Chicupe	• Basics of child centred and inclusive education for children in early childhood	Educators
03.11. – 14.11.2008	2	• Associação LeMuSiCa, Chimoio	• Basics of child centred and inclusive education for children in early childhood • Production of teaching materials • Planning of pedagogical activities	Pedagogical Director, Educators
10.05. – 14.05.2010	5	• Associação LeMuSiCa, Chimoio	• Basics of child centred and inclusive education for children in early childhood • Production of teaching materials • Planning of pedagogical activities	Pedagogical Director, Educators
13.08. – 17.08.2012	5	• + Escolinha Dona Graça	• Basics of child centred and inclusive education for children in early childhood • Production of teaching materials • Planning of pedagogical activities	Pedagogical Director, Educators
14.03. – 25.03.2011	3	• Escolinha Nhassanana – Inhambane, Bairro Josina Machel	• Basics of child centred and inclusive education for children in early childhood • Production of teaching materials • Planning of pedagogical activities	Pedagogical Director, Educator
03.09. – 07.09.2012	4	• Plan International	• Basics of child centred and inclusive education for children in early childhood • Production of teaching materials • Planning of pedagogical activities	Coordinator, Project Officers



21.01. – 25.01.2013	26	<ul style="list-style-type: none"> <li>• Essor, from the following Escolinhas in Maputo:</li> <li>• Bonga Bilu, Maxaquene A, Maxaquene B, AcadEC, Centro Infantil Amizade, Mães de Mavalane e Hulene B, Samora Machel, Hixicamwe</li> </ul>	<ul style="list-style-type: none"> <li>• Basics of child centred and inclusive education for children in early childhood</li> <li>• Production of teaching materials</li> <li>• Planning of pedagogical activities</li> </ul>	Directors, Pedagogical Directors, Educators, Project Officers
15.06. – 26.06.2013	4	<ul style="list-style-type: none"> <li>• Centro Infantil e Orfanato de Cambine</li> </ul>	<ul style="list-style-type: none"> <li>• Basics of child centred and inclusive Education for children in early childhood</li> <li>• Production of teaching materials</li> </ul>	Pedagogical Director, Educators
01.07. – 05.07.2013	25	<ul style="list-style-type: none"> <li>• Organized by MMAS and Wona Sanana, participants from: DPMAS Gaza, SDSMAS Chokwe, AWS Maputo, Escolinha Mwana, Jardim infantil Joanhina, Escolinha São Gabriel</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of the National Early Childhood Education Program (MMAS)</li> </ul>	Pedagogical Directors, Educators, Governmental ECD-worker of DPMAS, Gaza
02.10. – 03.10.2013	41	<ul style="list-style-type: none"> <li>• IFPs Inhambane</li> <li>• IFP de Vilankulos</li> <li>• IFP de Chicunque</li> <li>• Escola Anexa de Homoine</li> <li>• GIZ</li> <li>• DPEC</li> </ul>	<ul style="list-style-type: none"> <li>• Workshop on production of teaching materials for Primary schools</li> </ul>	Teachers from the Teachers' Training Institute (IFP), (Deputy) Directors from schools attached to IFP, focal point for teachers training from the DPEC
21.04. – 22.04.2014	37	<ul style="list-style-type: none"> <li>• IFPs Sofala</li> <li>• IFP de Inhamizua</li> <li>• IFP de Inhaminga</li> <li>• GIZ</li> <li>• Escola anexa do IFP Inhaminga</li> <li>• Escola anexa do IFP Inhamizua</li> <li>• DEPC</li> </ul>	<ul style="list-style-type: none"> <li>• Workshop on production of teaching materials for Primary schools</li> </ul>	Teachers from the Teachers' Training Institute (IFP), (Deputy) Directors from schools attached to IFP, focal point for teachers training from the DPEC
24.04. – 25.04.2014	27	<ul style="list-style-type: none"> <li>• IFPs Manica</li> <li>• GIZ</li> <li>• Escola anexa do IFP</li> <li>• IFP Chibata</li> <li>• ADPP</li> </ul>	<ul style="list-style-type: none"> <li>• Workshop on production of teaching materials for Primary schools</li> </ul>	Teachers from the Teachers' Training Institute (IFP), (Deputy) Directors from schools attached to IFP, focal point for teachers training from the DPEC

## About GIZ

The services delivered by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH draw on a wealth of regional and technical expertise and tried and tested management know-how. As a federal enterprise, we support the German Government in achieving its objectives in the field of international cooperation for sustainable development. We are also engaged in international education work around the globe.

We offer demand-driven, tailor-made and effective services for sustainable development. To ensure the participation of all stakeholders, we apply a holistic approach based on the values and principles upheld in German society. This is how we facilitate change and empower people to take ownership of their own sustainable development processes. In doing this, we are always guided by the concept of sustainable development, and take account of political, economic, social and ecological factors. We support our partners at local, regional, national and international level in designing strategies and meeting their policy goals.

This study was commissioned by the GIZ Education Section on behalf of the BMZ. The views expressed are those of the authors and do not necessarily reflect the position of the GIZ and BMZ.



# The GIZ sector programme Education ...

... provides advisory services to respective BMZ divisions. These services cover all areas within the education sector except vocational education:

- Core issues (gender equality, quality of education, inclusion, strengthening the education system, new approaches to education finance, and the use of information and communication technologies)
- Multilateral thematic areas
- Regional and country group-specific thematic areas, in particular education in fragile contexts
- Wider basic education including early childhood-, primary- and secondary education, non-formal education, and literacy training
- Higher education and research.

## Policy and strategy development

- Support for BMZ in revising and coordinating its education strategy
- Advice regarding education in the Post-2015 Development Agenda

## Technical advice

- Provision and updating of background papers on current education topics
- Expert technical advice on BMZ position papers
- Commissioning and supervising research

## National and international coordination and events

- Support regarding the design and implementation of national and international events
- Involvement in national and international coordination- and working groups on behalf of BMZ

## Cooperation with multilateral actors

- Advising BMZ on its engagement in the Global Partnership for Education
- Support for cooperation with the Association for Development of Education in Africa
- Support for the International Task Force on Teachers for EFA
- Cooperation with the Learning Metrics Task Force (LMTF) and the Organisation for Economic Co-operation and Development (OECD) on measuring learning outcomes in developing countries

## Regional analyses and cooperation with donors

- Support in creating a database on key educational data of partner countries and individual country profiles
- Advice to BMZ on potential cooperation agreements with other donors

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