



Gender Disability - Inclusive Education

Mozambique's Map



ADPP Mozambique is a Non-Governmental Organization that operates in the areas of Quality Education, Health and Wellbeing, and Sustainable Agriculture and Environment.

ADPP currently implements over 60 projects across all provinces of the country and benefits approximately 6 million Mozambicans each year in a people-centered development approach. Established in 1982, ADPP has grown steadily and currently employs about 3,000 people.

In the field of Education, ADPP manages:

11 Teachers Training Colleges; 2 Vocational Schools; 1 Secondary School; 2 Primary Schools and 1 High Institute of Education and Technology (ISET - One World)

ADPP, in partnership with its development partners, implements different Education projects in Mozambique, contributing to the protection and promotion of vulnerable women, girls/boys and people with disability as part of its inclusive education strategy.

Actions towards inclusive education

- From 1999 to 2010, ADPP began providing inclusive education action programs in partnership with ACAMO - Association of the Blind and Visually Impaired of Mozambique, through scholarships for 27 young people with visually disabilities graduated as teachers for primary education and the training of trainers in braille script;
- 2017 – 2022, ADPP implements Inclusive Education programs in Sofala and Tete Province, funded by Light For World: Trained 1,400 teachers in inclusive education, including the use of Braille in 47 schools;
- 52,700 children with information on inclusive education, reducing discrimination and increasing the rights of children with disabilities; Integrated 17 children with disabilities into primary education.

Action Name

Improving inclusive education for children and adults with disabilities – particularly Women and Girls in Sofala and Manica Provinces, Mozambique

ASSOCIATED PARTNER: OREBACOM

2022-2025

Funded by the European Commission



EUROPEAN UNION

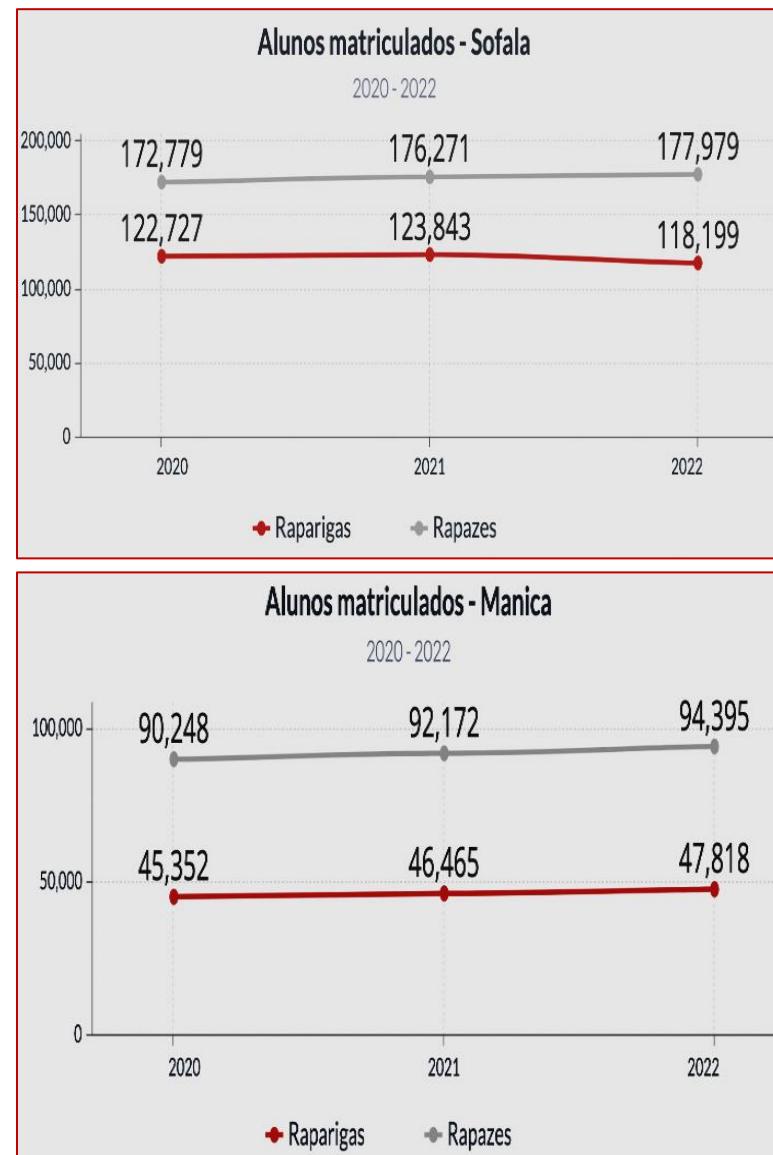


Challenges of implementing inclusive education in the school and society

- **From the Project baseline studies**, the following are considered weaknesses in the sector: high number 64.4% of people with disabilities out of school; lack of an incentive program; 9% girls stay pregnant and out of school; 17% teachers without training in inclusive education; 19% lack of information from parents and guardians; 18% damaged infrastructure; 7.3% no ramps; 2% children, girls without school uniform; 12.5% children bullied;
- Prevailing cultural norms and taboos that influence the neglect of rights, stigma and discrimination for people with disabilities at the level of families and communities.
- Lack of financial conditions and means of compensation for transporting children with disabilities to school are based as factors for many children with disabilities not enroll in school by their parents.
- From the 2 prov. currently less than 2% of teachers (41% female and 59% male) trained and skilled in inclusive education methodology at the public school.

Regarding gender

- Mozambique is ranked 127th out of 162 countries in the Gender Inequality Index
- 49.4% of women vs 27.2% of men are illiterate
- Regarding to primary school enrolment, the national gender parity index at primary school entry is 0.97, indicating that gender equality has almost been achieved in access to education. However, female dropout/repetition rates are slightly higher than those
- Based on the project baseline study results, gender disparities is significant in these 2 provinces.
- From the last 3 years, 899,694 children have been enrolled in primary school, 41% girls. In Manica province (Chimoio district), 417,029 children were enrolled, 33% girls.
- The trend in the data shows that girls enrolled disproportionately less compared to boys. This is a clear demonstration of gender inequality in primary education enrollment in the project focal districts.
- The percentage of girls enrolled in these districts in 3 years 2020, 2021 and 2022 present 41.5%, 41.2% and 39.9% respectively.



Project Goal and Expected results

Contribute to protect and promotion of the rights of children, youth and people with disabilities, **specially women and girls with disabilities** through improved access to quality of inclusive basic education and the project cover older people who have been left behind, enabling them to access quality education through the actions of the teacher as a community catalyst.

The Project started in February 2022, and aims to contribute to the reduction of educational disparities in Mozambique.

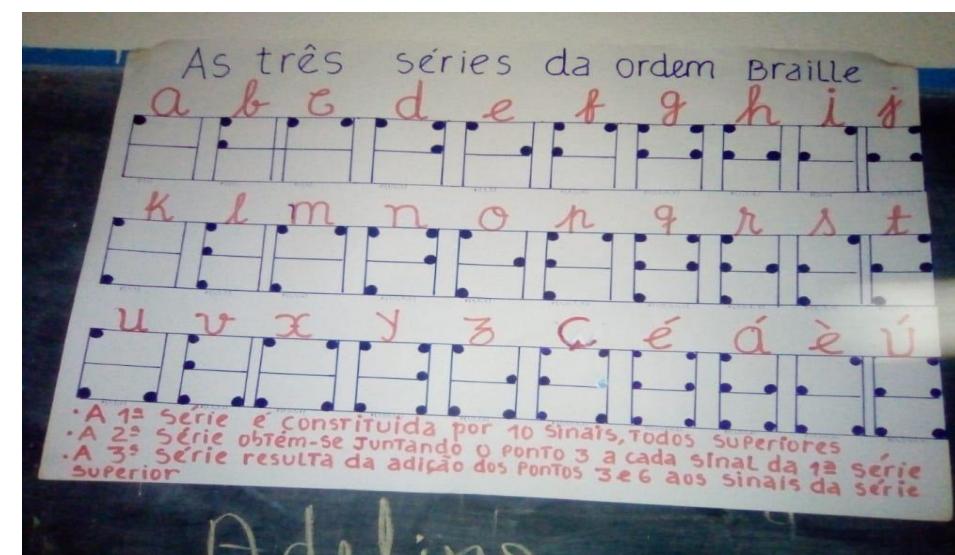
The project expects to achieve the following results:

Out.1. Created an enabling environment for inclusive primary and adults education for Children and adults with disabilities;

Out.2. Capacity to teach children with disability strengthened;

Out.3. Improve literacy skills among adults with disabilities;

Out. 4. Improve accessibility of primary teachers training.



Didactic material presenting the alphabet in Braille.



Adult Women in Literacy Classes - Inclusive Education.

The Action

Gender-transformative specific measures will be put in place to increase the participation of women and girls with disabilities in the education and labour market system. The Action also aims to reach women in the teacher training industry.

- 50 rural primary school - 27 in Sofala and 23 in Manica Province;
- 4 Trainers from the Teachers Training;
- 4 Community Mobilizers being trained to carry out the field mobilization work in I. Education;
- 200 Primary school teachers working with inclusive Education;
- 2 scholarships allocated to students with disabilities to attend higher education in distance learning modality.
- 10 adult literacy centers established in the target schools - where disabled people will have priority access to classes, of which 13 will be women and 7 men
- 10 professionals in deaf education recruited to work in literacy centers with disabled people.
- 20 adults with disabilities integrated into the literacy program;
- 41 Local leaders trained in inclusive;



THANK YOU