In recent years, Mozambique has enjoyed impressive growth rates, albeit with an over-reliance on coal and aluminum exports. Still, the domestic small and medium-sized enterprises are lagging far behind, especially in rural areas where 62% of the population live. To address this situation, the Government of Mozambique embarked on an ambitious education plan to better prepare young people for entrepreneurial activities and trigger a nationwide bottom-up economic growth process to reduce poverty.

In 2007, with the support of UNIDO and funding from the Government of Norway, the Ministry of Education and Culture introduced the Entrepreneurship Curriculum Programme (ECP) in secondary and vocational schools throughout the country. The programme aims at encouraging the development of entrepreneurial attitudes and skills.

UNIDO assisted the Government in developing an entrepreneurship curriculum with syllabus, teacher’s guides, textbooks, monitoring and evaluation tools, as well as assessment guidelines. Once in school, the students learn to identify businesses opportunities with growth potential in their community, assess resources that can be mobilized within their environments. Students also learn in theory and practice how to set-up a business, steer it and make savings. UNIDO further conducted a training of pre-service and in-service teachers to facilitate the nationwide rollout of the curriculum.

Current results
- 160 schools implementing the programme
- 1,048 teachers trained
- 136,000 students taking the course, 47% of them female
- 85% acquired entrepreneurial skills in the school-year of 2010
- 225 instructors trained to train pre-service teachers

Impact/Outlook
Entrepreneurship education plays an important role in developing attitudes, skills and knowledge that will enable young boys and girls to generate their own income, create jobs for others, as well as contribute to the economic growth of the country. Due to ECP’s very positive impact, the Ministry of Education and Culture has integrated the programme into the formal national education strategy.

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