

Promoting Digital Education in Mozambique

Job Description –Expert on Loan on Digital Education and Learning Innovation

Duration: 12–24 months

Duty Station: Maputo, UNICEF Country Office

Background

Mozambique's education system faces significant challenges. While most children now enrol in Grade 1, learning outcomes remain low and nearly half of all children drop out before completing primary education. Rapid population growth, particularly among children under 15, increases the number of learners by around 4% each year without corresponding growth in funding. As a result, the education system is under increasing pressure, highlighting the need for substantial investments in infrastructure, teacher development, and innovative approaches to learning.

Digitalisation offers an opportunity to address some of these challenges. Digital learning solutions can expand access to quality education, support the development of foundational and digital skills, and reach learners in disadvantaged and remote communities. They can also strengthen monitoring, accountability, and evidence-based planning across the education sector. Reflecting this potential, digital transformation has become a priority for Mozambique's new government, which has established a dedicated Ministry of Digital Transformation.

Finland is a long-standing and trusted partner in Mozambique's education sector and has identified digitalisation as a strategic priority in its cooperation with the country. Through the Embassy of Finland and a range of education initiatives, Finland supports reforms that strengthen education quality and promote digital innovation. The seconded expert will be hosted by UNICEF Mozambique, which plays a leading role in the digital transformation of the education sector. Working closely with the Ministry of Education and other stakeholders, the expert will support the development, implementation, monitoring, and scaling of digital learning solutions, while bringing Finnish expertise and innovation to support Mozambique's education reform efforts.

The Embassy has commissioned a consultancy study on how the education sector can be supported going forward. Finland's support currently continues through the EU-funded Regional Teachers' Initiative in Africa (RTIA), the Häme University of Applied Sciences (HAMK) VET programme, as well as other higher education and civil society education projects. EU RTIA support was preceded by the highly successful FinCEED support for the initial steps of implementing Mozambique's Teacher Policy at the Ministry of Education, which the Embassy successfully facilitated.

UNICEF has a strong position in Mozambique's education sector and close partnerships with the Ministry of Education and other key stakeholders through its broad education mandate and leadership roles. It also has unique expertise in the field of digital learning in Africa. Globally, UNICEF has a lot of experience with digital learning aimed at reaching the most vulnerable ones, gained in emergency settings as well as during COVID-19 pandemic, and hosts a Global Learning Innovation Hub with a Digital Learning team in Finland, funded by the Government of Finland, that can provide innovative solutions tailored to Mozambique's needs. Additionally, UNICEF's Global Learning Innovation Hub, which oversees UNICEF's digital education and learning innovation work, is funded by the Government of Finland. EDUFI also has an existing Memorandum of Understanding with the Hub to collaborate on digital education and innovation. This MoU has paved the way for the deployment of an expert on loan from Finland/EDUFI to the Hub, a similar approach that UNICEF Mozambique is exploring. UNICEF also acts, among others, as the coordinating agency for the Global Partnership for Education (GPE) and plays a leading role both in the troika of the large education sector programme FASE, and the Education Cluster. In addition, UNICEF works to protect children in the digital world

by supporting stronger child online protection laws and policies, promoting digital literacy and online safety education for children and caregivers, and engaging with the private sector to improve the safety of digital platforms.

For these reasons, the Expert on Loan will be placed at UNICEF Country Office, which leads the digital transformation of the education sector in Mozambique. The UNICEF programme is deploying multiple platforms for learning, competencies, and skills development, while building stakeholder capacity to support sustainability and scale-up. The assignment will therefore include supporting the management of the platforms, content creation and monitoring and evaluation, while providing direct support to the relevant departments and institutions of the Ministry of Education: basic education, adult education, teacher development, curriculum development (INDE), and distance education (IEDA).

Objectives of the Assignment

The Expert on Loan will support UNICEF Mozambique in developing and scaling digital education solutions that improve learning outcomes, strengthen teacher development, and enhance education system management. The role includes advising on digital learning platforms, capacity strengthening, development of standards, data usage, and evidence-based decision-making, while supporting the Ministry of Education in building sustainable national ownership. The expert will also contribute to pilot projects, promote innovative learning approaches, and strengthen cooperation with Finnish, European, and international partners in digital education.

Specific Areas of Work

Strategic support and advisory services

Aligned with **UNICEF's Digital Education and AI Strategy (2025 – 2030)**, the Expert will:

- Provide technical and strategic support to UNICEF in the design, implementation and evaluation of digital education and learning innovation programmes.
- Support and advise UNICEF in the management of digital learning platforms, such as assessment of the quality of learning content, pedagogical approach, cybersecurity principles, and learning analytics.
- Support building the capacity of the ministry to ensure smooth handover of platforms and content, to be nationally owned, operated, and developed.
- Support the preparation of standards, guidelines and procurement principles related to the digitalisation of schools and learning materials.
- Support to ensure that digital solutions are led by pedagogy, respond to real classroom needs, and empower teachers to improve learning outcomes rather than simply increase technology use.
- Promote improved data collection and reporting on learning outcomes.
- Support evidence-based assessments and research to inform decisions and further development.
- Provide technical expertise to help Mozambique define needs and technical requirements in a way that enables safe cooperation with education and ICT companies (e.g. learning platforms, digital pedagogy, AI solutions).

Provide technical guidance and support to the effective integration of digital technologies and innovation to teacher training programmes (hybrid models, distance training, micro-credentials).

Support non-formal and informal learning opportunities through digital solutions that help teachers, facilitators and community actors strengthen foundational learning and skills development.

Pilots and demonstrations

- Design and implement pilots as part of a larger team to test how digital approaches strengthen teaching practice, foundational literacy and numeracy, and skills development for adolescents and youth in scalable, low-resource contexts, as well as to test digital learning solutions that support flexibility in access, improve quality of teaching and learning and enhance accountability for results (for example digital learning in school, teacher support platforms, and digital tools for school administration).
- Document good practices and develop sustainable approach for nation-wide scale up.

Cooperation and coordination

- Engage with various stakeholders to explore the development of the Learning Passport, Maza, Pangolim and gamified approach through AI and innovative approaches.
- Promote Finnish and European cooperation opportunities in the area of digital education.

Competency Requirements

The selected candidate is expected to have the following qualifications (to be further specified):

Minimum eight years of relevant work experience, ideally some of it as a teacher and/or teacher trainer, learning content developer for foundational skills, learning assessment, evaluation of digital learning solutions, developer of research based digital learning solutions, digital school administration development or advancing digital education.

Proven work experience on designing and implementing digital education solutions at scale with demonstrated sustained impact.

Strong experience in education software development and learning platforms management, including AI development tools and digitization of learning content to interactive and visual material.

In addition to technical expertise, the candidate should demonstrate strong pedagogical understanding, including teacher professional development, curriculum-linked digital pedagogy, and the use of technology to support foundational learning and inclusive classroom practice.

Good understanding of the digitalisation of education management.

Previous work experience in Sub-Saharan African countries or other low or lower middle-income countries with politically fragile contexts.

Strong ability to work independently, build trust, and operate in multicultural environments.

Fluency in English language (written and spoken).

The following competences are considered an advantage:

Technical Background such as computer science, data science, electronic engineering, software engineering, and/or information technology.

Experience in negotiating and working with public administration and policy level decision makers.

Knowledge of Portuguese language.

Expected Results

Deployment and management of digital solutions to ensure access of quality learning and skills development for the children and young people of Mozambique has advanced.

With contribution of the Expert on Loan, digital transformation of the education sector in Mozambique has progressed.

Teachers, teacher educators and education stakeholders feel confident and skilled in using digital tools in pedagogically meaningful ways that strengthen classroom practice, foundational learning, and the skills and competencies of children and young people.

UNICEF has begun implementation of its Digital Education and AI Strategy in Mozambique.

Connections with the Finnish and European education and innovation ecosystems have been brokered to deepen cooperation with Mozambique, for example through collaborating in content generation, platforms enhancements, AI deployment, hardware, and solutions.

Finland is profiled as a key partner for education and digitalisation in Mozambique.