



## MZ-Education Sector Support Program (P125127)

AFRICA | Mozambique | Education Global Practice |  
IBRD/IDA | Investment Project Financing | FY 2011 | Seq No: 17 | ARCHIVED on 12-Apr-2019 | ISR36484 |

Implementing Agencies: Ministry of Economy and Finance, MIN OF EDUCAT.(TF99811-MOZ), Government of Mozambique, Ministry of Science and Technology, Higher, Technical and Professional Education, Ministry of Education and Human Development (MINEDH), Ministry of Education and Development

### Key Dates

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Bank Approval Date: 28-Apr-2011	Effectiveness Date: 06-Feb-2012
Planned Mid Term Review Date: 14-Oct-2013	Actual Mid-Term Review Date: 30-Sep-2013
Original Closing Date: 31-Jul-2015	Revised Closing Date: 30-Jun-2019

### Project Development Objectives

Project Development Objective (from Project Appraisal Document)

The original PDO is to improve access to and, quality and equity of education. No changes to the PDO are proposed in the restructuring.

Has the Project Development Objective been changed since Board Approval of the Project Objective?

No

### Components

Name

Improving the quality of education:(Cost \$167.80 M)  
Strengthening Local Governance and School-Based Management:(Cost \$93.00 M)  
Supporting community-based Early Childhood Development activities:(Cost \$47.00 M)  
Improving Access to Education:(Cost \$52.40 M)  
HIV/AIDS Prevention and Mitigation:(Cost \$3.70 M)  
Institutional Strengthening and Support of monitoring and policy development:(Cost \$4.00 M)

### Overall Ratings

Name	Previous Rating	Current Rating
Progress towards achievement of PDO	● Satisfactory	● Moderately Satisfactory
Overall Implementation Progress (IP)	● Satisfactory	● Moderately Satisfactory
Overall Risk Rating	● Substantial	● Substantial

### Implementation Status and Key Decisions

**Component 1: Improving the Quality of Education:** This component supports MINEDH's efforts to improve learning outcomes through strengthening content knowledge among teachers, promoting effective classroom instruction, and providing relevant instructional materials. Implementation progress in this component is satisfactory. On [teacher training](#), MINEDH continued to prepare the new model of initial training (12+3) - which is expected to begin in August 2019. Implementation will be gradually implemented, starting with 19 of the 38 Teacher Training Institutes (IFPs). The new model is expected to coexist with the two existing models (10 + 1 and 10 + 3) until they are fully replaced in the year 2021. Gradual



implementation seeks to ensure the number of trained teachers needed in the transition. The new model will require updating the training and profile of the IFP lecturers. The Bank is providing technical assistance on teachers' policies, including teacher training, with the ASA P168765 (*Strengthening Dialogue on Teachers' Policies in Mozambique*). MINEDH recognizes the need to reform the recruitment process of IFP lecturers and directors and is discussing the medium-term introduction of regulation, especially in the context of the decentralization process initiated by the Government. The strategy of in-service training is being implemented, although in a heterogeneous way throughout the country. The Manual has been distributed in some schools. The Bank is supporting the pilot design of the in-service training strategy (with a coaching model) and an impact evaluation. The details will be agreed upon with DNFP on a mission planned for late April of Bank experts working on this initiative.

On textbook development, the production and acquisition of school books continued to progress as planned. The gradual introduction of new primary school books (monolingual) is ongoing, and bilingual education books is also running at the expected pace. After the introduction of the new Grade 1 (2017) and Grade 2 (2018) textbooks, this year MINEDH introduced new Grade 3 textbooks. The process of selecting the new Grade 4 textbooks is currently underway and books will be introduced in the 2020 academic year, as originally planned. For bilingual education, a selection process was initiated to hire consulting services to support MINEDH in the elaboration of Grade 1 textbooks in 19 Mozambican languages. The process has been delayed due to poor market response, but it is expected to be successfully completed. Lessons will be learnt to inform the next call for technical assistance in the preparation of Grade 2 bilingual textbooks. Licenses of the bilingual education textbooks will be owned by the Ministry and, once produced, books will be printed through competitive processes. The Bank notices progress in the development of the bilingual education program, allowing the production of learning material. However, MINEDH's strategy to expand bilingual education is still in draft. It is important that the Ministry finalizes the strategy, including an analysis of risks, trade-offs and costs, as well as an impact evaluation at an initial stage that may indicate possible needs for adjustments before scaling up at national level. Finally, this year MINEDH began a gradual expansion of the system for the tracking and inventory of textbooks. This system will help improve the planning of new textbooks' acquisitions and, at the same time, improve accountability at the school level.

Curriculum development supports MINEDH's efforts to update primary education curriculum and related learning materials. The revised primary education curriculum for Grade 1 was introduced in schools in 2017, while Grades 2 and 3 had revised curriculums introduced in 2018 and 2019, respectively. MINEDH is currently working on the revision of Grade 4 curriculum, which will be introduced in schools in 2020, as planned. The review of Grades 5 to 6 curriculum is expected to be finalized by November 2019. The new curriculums are being developed consistent with the changes introduced by the Education System Law.

**Component 2: Strengthening Local Governance and School-Based Management:** The implementation of this component is satisfactory. ADE School Grants: Despite the Mozambique education-health PFM4R operation has ended and, consequently, there is no disbursement conditioned on the DLI on timing of the allocation of the ADE, all primary schools received the transfer of the first tranche timely. This indicates that mechanisms were maintained and that improvements were sustainable. MINEDH is planning to do an assessment of the ADE implementation and uses at the school level, which complements the information collected on this issue in the last round of SDI (2018). The assessment will inform the new GPE operation on the school-grant scheme. For the longer term, the Bank encourages MINEDH to consider gradually including school grants in the education public budget. MINEDH continued with the implementation of the pilot project for the performance-based ADE pilot in three provinces (520 schools in 15 districts – 12 treatment and 3 controls). The pilot baseline in 2017 generated data of poor quality, unveiling low capacity at the district level to collect reliable information and to conduct students' literacy assessments. Based on this information the Bank shared two technical notes with MINEDH to review alternatives. In June, MINEDH implemented a new monitoring baseline, with instruments based on the best performing model in 2017 and including some of the recommendations made by the Bank after the first data collection (in 2017). The data collection for the endline is ongoing and the report of the results is expected to be completed by MINEDH in May 2019. The Bank expressed concerns about technical aspects of the pilot design, both in terms the performance indicators chosen as well as in terms of the verification mechanisms. The report should fully reflect the challenges and lessons learned during pilot implementation, as these could be useful when designing a stronger result-based focus in the next GPE-IDA operation.

District supervision visits to schools went as planned and MINEDH accomplished the PFM4R operation target for 2018 (85% of schools received a first visit and, of those, 67% received a second visit). However, MINEDH indicated that the greatest challenge relates to the quality of supervision and reporting, which highlights the need for training of district supervisors and school principals. The reduction of teachers' absenteeism, documented by the latest results SDI 2018, could have been helped by progress in the systematization of district school supervision visits, among others.

**Component 3: Early Childhood Development (ECD) Support in the Community:** The implementation of this component is moderately satisfactory. In 2019, the ECD pilot project (DICIPE) started the last phase, in which the third-party providers train MINEDH officials in competencies for preschool management and the administration of the schools is gradually transferred to Government. The transfer of schools will take place in two lots to facilitate MINEDH to take full responsibility for the management of the schools and to allow providers to complete the activities required before the school transfer. The first group of schools will be transferred at the end of April and the second group scheduled for late May. MINEDH is developing instruments to evaluate each school based on the indicators of operation and Quality Standards and Indicators of DICIPE (PIQDICIPE). In schools that do not meet the pre-defined criteria, corrective actions should be implemented by the providers by the end of May. The hiring of the firm that will collect the endline data of the impact evaluation is delayed and MINEDH expects to complete it by mid-April. Still, the contract needs to have the non-objection of the Administrative Tribunal before the field work can begin. The Bank urged MINEDH to accelerate this process, as the impact evaluation is a critical input for decisions about the continuity of the DICIPE project. The field work for the process evaluation was completed and the analysis of the results is being finalized. Looking ahead, the Bank emphasized the need to define an urgent short-term mechanism for the management of the DICIPE program after the project closes and a longer-term strategy of the ECD-preschool subsystem in Mozambique in the context of the preparation of the next 10-year Education Strategic Plan. The short-term mechanism should consider strategies to maintain the human resources necessary for the operation of the program (central, provincial, district and community), as well as funding for the maintenance and management of schools, and monitoring and supervision mechanisms. The Bank and UNICEF are supporting MINEDH in the identification and discussion of critical issues that should be considered in the 10-year strategy for the preschool years.

**Component 4: Institutional Strengthening.** As part of the revision of the Secondary Education Curriculum, MINEDH is conducting several studies funded under component IV of the project, including (i) a diagnosis of secondary education in Mozambique; (ii) profile of secondary school teachers; (iii) the evaluation of the competences of secondary school science teachers. The implementation of this component is satisfactory. With the Bank's

agreement, MINEDH included in this component a pilot for in-service training for secondary school teachers, with an initial diagnosis of the skills of these teachers and a later analysis of the effectiveness of the training. MINEDH reported that these activities are progressing well and will share intermediate products of the studies shortly. The Bank emphasized the importance of maintaining a fluid dialogue on these activities with the Ministry of Science, Technology, Higher Education and TVET, and the universities that provide pre-service training to secondary school teachers to ensure coordination, especially in the context of the preparation of the World Bank's new higher education and TVET project, that will include a component on secondary school teachers and lecturers' training.

## Risks

### Systematic Operations Risk-rating Tool

Risk Category	Rating at Approval	Previous Rating	Current Rating
Political and Governance	--	● Substantial	● Substantial
Macroeconomic	--	● High	● High
Sector Strategies and Policies	--	● Moderate	● Moderate
Technical Design of Project or Program	--	● Moderate	● Moderate
Institutional Capacity for Implementation and Sustainability	--	● Moderate	● Moderate
Fiduciary	--	● Moderate	● Moderate
Environment and Social	--	● Moderate	● Substantial
Stakeholders	--	● High	● High
Other	--	--	--
Overall	--	● Substantial	● Substantial

## Results

### PDO Indicators by Objectives / Outcomes

Improve the quality of education				
▶ Net enrolment rate of 6 years olds in Grade 1 (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	70.00	93.10	93.10	88.00
Date	28-Apr-2011	01-Aug-2018	01-Aug-2018	30-Jun-2019
Comments:	Will be updated in June once data from the annual school census (3/3) are available			
▶ Retention Rate until 3rd Grade (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target



Value	69.80	66.00	66.00	75.00
Date	31-Dec-2014	01-Aug-2018	01-Aug-2018	30-Jun-2019
Comments:	Will be updated in June when data from the school census is available			
<b>►Parity Index of the Retention Rate until Grade 3 between the highest and lowest provinces (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.61	0.56	0.56	0.62
Date	31-Dec-2014	01-Aug-2018	01-Aug-2018	30-Jun-2019
Comments:	Will be updated in June			
<b>►Direct project beneficiaries (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	6,117,794.00	6,407,692.00	6,407,692.00	6,265,000.00
Date	28-Apr-2011	01-Aug-2018	01-Aug-2018	30-Jun-2019
Comments:	Will be updated in June when data from the annual school census is available			
<b>▲Female beneficiaries (Percentage, Custom Supplement)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	47.20	48.08	48.08	48.10

### Strengthening Local Governance and School-Based Management

#### ►Number of additional qualified primary teachers resulting from project interventions. (Number, Corporate)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	37,836.00	44,734.00	44,000.00
Date	28-Apr-2011	01-Mar-2018	01-Mar-2018	30-Jun-2019
Comments:	In 2018 there 7,006.00 graduates from the IFPs and EPFs, which adds to the cumulative number of teachers trained until 2017 (37,728).			

#### ►Percentage of students (of Grade 1 and 2) with Portuguese and Mathematics textbooks (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	82.60	78.70	78.70	92.00
Date	31-Dec-2014	01-Aug-2018	01-Aug-2018	30-Jun-2019
Comments:	Will be updated in June when data from the annual school census is available			

►Proportion of complete primary schools that comply with standards for transparency and accountability (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	76.00	76.00	80.00
Date	01-Jan-2015	01-Aug-2018	01-Aug-2018	30-Jun-2019
Comments:	Information based on MIENDH's supervision reports indicate that 76% have functioning school councils and comply with transparency and accountability standards.			

### Intermediate Results Indicators by Components

Improving the quality of education				
►Numbers of teachers (1st cycle ? grade 1 and 2) with in-service training (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	17,038.00	32,812.00	27,500.00
Date	31-Dec-2014	01-Aug-2018	01-Mar-2019	30-Jun-2019
Comments:	32,812 is a cumulative figure that includes the 4,247 teachers trained in 2016 (confirmed by the IVA) + 12,791 trained in 2017 (verified by the IVA) and 15,774 trained in 2018			
►System for learning assessment at the primary level (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes
Date	28-Apr-2011	01-Aug-2018	01-Mar-2019	30-Jun-2019
▲Utility of the learning assessment system (Number, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	4.00	4.00	4.00
►Percentage of Complete Primary Schools supervised by the SDEJTs (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	74.60	80.00	80.00
Date	01-Jan-2015	01-Aug-2018	31-Dec-2018	30-Jun-2019
Comments:	As reported by MINEDH (no longer verified by IVA as the PFR project closed)			
►Number of primary school directors having participated in management training (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target



Value	0.00	1,970.00	4,871.00	3,500.00
Date	01-Jan-2015	01-Aug-2018	01-Mar-2019	30-Jun-2019
Comments:	The current figure is cumulative and includes 939 directors trained in 2016 (validated by the IVA) and 1360 trained in 2017 (validated by the IVA) and 2901 trained in 2018.			
<b>►Percentage of Complete Primary Schools with ADE funds available before February 28th of each year (Percentage, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	100.00	100.00	95.00
Date	31-Dec-2014	01-Aug-2018	01-Mar-2019	30-Jun-2019
Comments:	According to MINEDH 100% of complete primary schools received ADE before February 28th.			
<b>►GPI upon 1st grade entry in ECD participating districts (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.92	0.95	0.95	0.96
Date	28-Apr-2011	30-Jun-2018	30-Jun-2018	30-Jun-2019
<b>►Number of direct beneficiaries of ECD program (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	31,512.00	31,512.00	49,000.00
Date	30-Mar-2015	01-Mar-2017	01-Mar-2017	30-Jun-2019
<b>►Percentage of ECD centers that are completely functional (Percentage, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	95.00	89.00	100.00
Date	28-Apr-2011	30-Jun-2018	30-Jun-2018	30-Jun-2019
Comments:	Although 94% of the centers are currently open and having classes, the centers are considered fully operational after functioning for at least 4 months (definition used for this indicator). Under this criterion, 89% of the centers are currently operational.			
<b>►Evaluation of the Education Sector Strategic Plan (2012-2016/19) (Text, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	None	--	Firm selected and inception report presented	Dissemination of results at central and Provincial level
Date	30-Mar-2017	01-Aug-2018	01-Mar-2019	30-Jun-2019
<b>►Implementation of Service Delivery Indicators Survey (SDI) (Text, Custom)</b>				



	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	1.00	--	Preliminary results presented	Dissemination at District level
Date	15-Oct-2014	01-Aug-2018	01-Mar-2019	30-Jun-2019

### Strengthening Local Governance and School-Based Management

#### ► Implementation of new textbooks operational plan (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	NA	--	New grade 1, 2 and 3 books introduced successfully	New books introduced in grades 1-3
Date	28-Apr-2011	01-Aug-2018	01-Mar-2019	30-Jun-2019

### Supporting community-based Early Childhood Development activities

#### ► Percentage of direct beneficiaries that are female (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	51.00	51.00	50.00
Date	28-Apr-2011	30-Jun-2018	30-Jun-2018	30-Jun-2019
Comments:	Will be updated in June when we have data form 3/3			

### Institutional Strengthening and Support of monitoring and policy development

#### ► Number of parents/caregivers enrolled in the parenting information sessions (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	24,133.00	24,133.00	24,500.00
Date	28-Apr-2011	30-Jun-2018	30-Jun-2018	30-Jun-2019
Comments:	The Ministry reported that this indicator has increased, however the existing data is being adjusted for precision and comparability with previous measurements.			

#### ◄ Percentage of which male (Percentage, Custom Supplement)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	20.00	20.00	30.00

### Improving Access to Education

#### ► Percentage of the newly trained primary school directors having their performance evaluated the following year (Percentage, Custom)



	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	23.11	23.11	35.00
Date	31-Dec-2014	01-Aug-2018	01-Mar-2019	30-Jun-2019
Comments:	Verified by the IVA			

## Data on Financial Performance

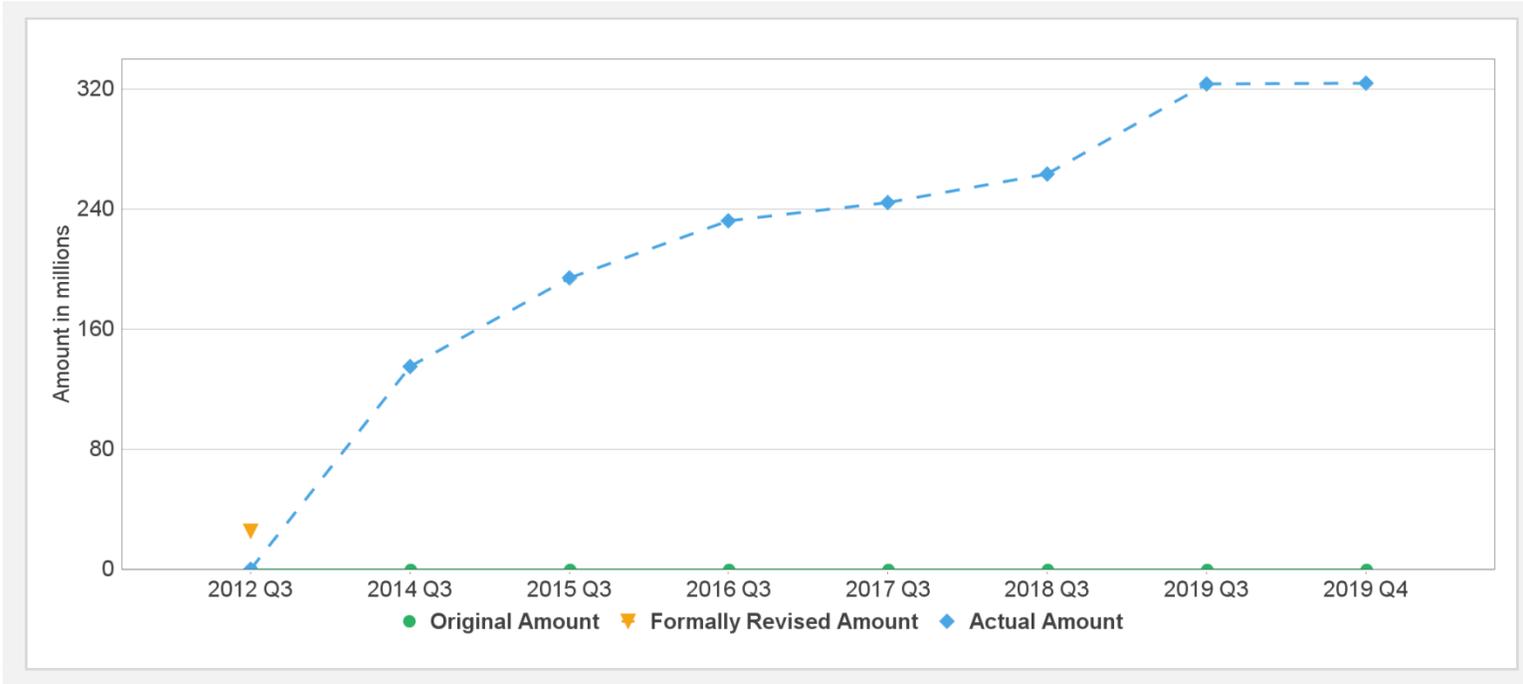
### Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P125127	IDA-49300	Closed	USD	71.00	71.00	0.00	68.95	0.00	100%
P125127	IDA-51000	Closed	USD	40.00	40.00	0.00	37.82	0.00	100%
P125127	IDA-60750	Effective	USD	59.00	59.00	0.00	26.82	33.88	44%
P125127	IDA-D0840	Closed	USD	50.00	50.00	0.00	50.24	0.02	100%
P125127	TF-99811	Closed	USD	90.00	90.00	0.00	90.00	0.00	100%
P125127	TF-A0429	Effective	USD	57.90	57.90	0.00	50.00	7.90	86%

### Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P125127	IDA-49300	Closed	28-Apr-2011	18-Jul-2011	06-Feb-2012	31-Jul-2015	31-Jul-2015
P125127	IDA-51000	Closed	01-May-2012	29-Aug-2012	26-Feb-2013	31-Jul-2015	31-Dec-2018
P125127	IDA-60750	Effective	02-Jun-2017	13-Jul-2017	20-Sep-2017	30-Jun-2019	30-Jun-2019
P125127	IDA-D0840	Closed	24-Jul-2015	16-Sep-2015	01-Dec-2015	31-Dec-2018	31-Dec-2018
P125127	TF-99811	Closed	18-Jul-2011	18-Jul-2011	11-Jun-2012	31-Jul-2014	31-Mar-2015
P125127	TF-A0429	Effective	24-Jul-2015	16-Sep-2015	01-Dec-2015	31-Dec-2018	30-Jun-2019

### Cumulative Disbursements



### Restructuring History

Level Approved on 06-Aug-2013 ,Level 2 Approved on 20-Jan-2014

### Related Project(s)

P124729-MZ- AF to Education Sector Support Project ,P151185-Mozambique Additional Financing to Education Sector Support Project ,P160959-Additional Financing for the Education Sector Support Project