

PROJECT INFORMATION DOCUMENT (PID)
ADDITIONAL FINANCING

Report No.: PIDA18337

Project Name	Mozambique Additional Financing to Education Sector Support Project (P151185)
Parent Project Name	MZ-Education Sector Support Program (P125127)
Region	AFRICA
Country	Mozambique
Sector(s)	Public administration- Education (20%), Primary education (80%)
Theme(s)	Education for all (100%)
Lending Instrument	Investment Project Financing
Project ID	P151185
Parent Project ID	P125127
Borrower(s)	Ministry of Education and Development
Implementing Agency	Ministry of Education and Development
Environmental Category	B-Partial Assessment
Date PID Prepared/Updated	07-May-2015
Date PID Approved/Disclosed	08-May-2015
Estimated Date of Appraisal Completion	22-May-2015
Estimated Date of Board Approval	04-Aug-2015
Appraisal Review Decision (from Decision Note)	The review did authorize the team to appraise and negotiate

I. Project Context

Country Context

Since the end of the civil war in 1992, Mozambique recorded a sustained and impressive rate of growth. Average real GDP growth rate soared from zero percent during the 1981-92 period to 8 percent between 1993 and 2010 and is expected to remain at this level in the coming years; real GDP per capita almost doubled after 1992, making Mozambique one of the best performing countries over the past two decades among African oil importers. More recent growth (since 1998) has been driven by policies to entice foreign investments, particularly in isolated mega-projects in mining and energy production, and strong donor support. In 2010, foreign direct investment totaled US\$1 billion.

Improved public financial management and massive investment in priority areas have helped to improve service delivery in education, health, transport, and infrastructure, resulting in progress across a range of non-monetary poverty indicators. However, Mozambique's rapid economic growth has not translated into significant poverty reduction in recent years and inequality continues

to be high, with the geographical distribution of poverty concentrated in the rural areas, and in the center and northern part of the country.

Sectoral and institutional Context

The Mozambique Education Strategic Plan (Plano Estratégico da Educação -PEE) 2012-2016 was approved by the Cabinet and endorsed by the Local Education Group, which includes Education Sector Cooperating Partners and representatives of Civil Society Organizations, in 2012. The design of the PEE was based on a 2010/2011 Education Sector Analysis, an external evaluation of the implementation of the previous sector plan (PEEC 2006-2010/11,) as well as the program document for additional funding from Global Partnership for Education that was prepared by the Ministry of Education and Human Development (MINEDH) in 2010. The PEE formed the basis for the existing project. The overall objective of the PEE is to improve learning outcomes through strengthening the quality of education by improving school management, developing pre- and in-service teacher training, expanding bilingual education, supporting teacher motivation, and allocating sufficient resources and materials for primary education.

The recent assessment of the implementation of the PEE shows that Mozambique has made significant progress in improving equitable access to primary education. Between 2009 and 2014, net enrollment of 6 year old children increased from 67% to 82% and every year more children are in the education system overall. Gender parity is improving, with 47.4% of all students being female and a gender parity index upon Grade 1 entry that has stabilized at a relatively high level of 0.94. Socio-economic equity is also improving, with a progressive reduction in gaps between the richest provinces of the South and the poorest provinces of the North in terms of schooling access, particularly in primary education.

There remain however significant and mutually reinforcing challenges facing the primary education level, particularly in terms of: (i) low retention; (ii) sub-optimal learning environment; and (iii) poor management at school level. In addition to some children entering late, progress through the system is slow and characterized by high numbers of dropouts, resulting in delays in completion and low completion rates. Recent data showed, for example, that only approximately 70% of all students who attended 1st grade in 2012 entered 3rd grade in 2014. Moreover, despite recent progress, the learning environment is not optimal, with major concerns specifically in terms of teachers' ability. Finally, while weaknesses in school management manifest themselves in different ways, one illustration can be found in the high levels of absenteeism for both students and teachers, as evidenced in the results from the recent Service Delivery Indicators survey. These three factors- low retention, sub-optimal learning environment, and deficiencies in school management- are mutually reinforcing to produce weak learning outcomes.

Participation and learning outcomes in primary school show signs of inequality related to areas of residence and income. Unfortunately, no recent data is available that would enable comparison across various dimensions, but a 2008 Household Survey showed that primary attendance for poorest households on a national level was 64% (as compared to 91% in the wealthiest households). At the time, the gap between urban and rural areas was 12% (as high as 17% in more rural provinces). Although it is likely that this situation has improved over the past years, substantial inequity remains as evidenced by large different in retention rates across regions. Similar disparity can be found in the results of the 2013 national assessment which showed the Northern regions lagging behind. For example, 19% of grade 3 students met the required level of learning in Maputo

City, which is already very low, but still significantly higher than in Cabo Delgado, where only 1.5% of Grade 3 students meet the requirements. Different studies and supervision missions suggest that regional differences result from poverty, cultural factors, job opportunities, and other elements that contribute to how local communities value education.

The Ministry of Education and Human Development (MINEDH) is in the process of extending the PEE until 2019, bringing a stronger focus on further improving education quality especially during the first few years of primary. Although the original objectives of the PEE remain valid, the MINEDH is emphasizing the need for rapid changes in areas that currently hamper improvement in learning outcomes, especially during the first years, as key to developing better results at all educational levels. More specifically, MINEDH has identified four priority areas in primary education, namely: (i) improving school readiness; (ii) ensuring classroom dynamics that focus on key learning outcomes (basic literacy); (iii) strengthening local governance and responsibility; and (iv) enhancing effective and efficient utilization of existing financial and human resources.

II. Proposed Development Objectives

A. Current Project Development Objectives – Parent

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

III. Project Description

Component Name

Component 1: Improving the Quality of Education

Comments (optional)

Component 1 aims at raising the quality of education, with focused interventions to improve teacher and student performance during the critical initial years of primary schooling. Specifically, new activities would be introduced while other activities successfully begun in the project's initial phase would be continued in the areas of curriculum development and assessment, provision of educational materials supporting the curriculum, and training teachers in effective instruction. This component includes the following subcomponents:

- 1.1 Curriculum Reform and Monitoring learning outcomes and promote action-oriented research
- 1.2 Teacher Training for Primary Education
- 1.3 Production of revised Primary School Books and learning materials to support the curriculum reform

Component Name

Component 2: Strengthening Local Governance and School-based Management

Comments (optional)

Component 2 would contribute to enhancing the functioning of the schools, building on synergies and complementarity with existing operations. Enhancing the performance and accountability of school councils is expected to contribute to improved learning outcomes through increased participation and oversight of communities in the preparation and implementation of school development plans and use of human and financial resources. In addition, improved supervision by

district officers as well as enhanced capacity of school directors would further contribute to improving school functioning. This component includes the following subcomponents:

2.1 Strengthening School-Based councils and the provision of ADE

2.2 Enhancing the support and supervision provided at the district and school level

Component Name

Component 3: Supporting Community-based Early Childhood Development (ECD) activities

Comments (optional)

In order to support the MINEDH's focus on the acquisition of basic learning skills in the first cycle of primary education, the Additional Financing will include an extension of the existing ECD component from the parent project to allow the completion of ongoing activities. Component 3 includes the following subcomponents:

3.1 Provision of Community-based ECD services in rural areas of selected provinces and districts through the delivery of an ECD Basic Service Package

3.2 Technical and Institutional Capacity Building

3.3 Knowledge Building

IV. Financing (in USD Million)

Total Project Cost:	127.90	Total Bank Financing:	70.00
Financing Gap:	0.00		
For Loans/Credits/Others			Amount
BORROWER/RECIPIENT			0.00
IDA Grant			70.00
Education for All - Fast Track Initiative			57.90
Total			127.90

V. Implementation

Project implementation remains the same. The Ministry of Education and Human Development is fully responsible for project implementation.

VI. Safeguard Policies (including public consultation)

Safeguard Policies Triggered by the Project	Yes	No
Environmental Assessment OP/BP 4.01	x	
Natural Habitats OP/BP 4.04		x
Forests OP/BP 4.36		x
Pest Management OP 4.09	x	
Physical Cultural Resources OP/BP 4.11		x
Indigenous Peoples OP/BP 4.10		x
Involuntary Resettlement OP/BP 4.12	x	
Safety of Dams OP/BP 4.37		x
Projects on International Waterways OP/BP 7.50		x
Projects in Disputed Areas OP/BP 7.60		x

Comments (optional)

VII. Contact point

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