



## Improving Learning and Empowering Girls in Mozambique (P172657)

Eastern and Southern Africa | Mozambique | Education Global Practice |  
IBRD/IDA | Investment Project Financing | FY 2021 | Seq No: 3 | ARCHIVED on 25-May-2022 | ISR51224 |

Implementing Agencies: Ministry of Education and Human Development, Republic of Mozambique

### Key Dates

#### Key Project Dates

Bank Approval Date: 26-Mar-2021

Effectiveness Date: 30-Jun-2021

Planned Mid Term Review Date: 18-Sep-2023

Actual Mid-Term Review Date:

Original Closing Date: 31-Dec-2025

Revised Closing Date: 31-Dec-2025

### Project Development Objectives

Project Development Objective (from Project Appraisal Document)

Increase learning readiness and girls' retention in upper grades of basic education prioritizing underserved areas of Mozambique.

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

No

### Components Table

Name

Improving learning in primary education:(Cost \$90.00 M)

Increasing access and retention of girls in upper primary and lower secondary education:(Cost \$150.00 M)

Strengthening governance to improve efficiency and monitoring of education outcomes progress:(Cost \$55.50 M)

Project management, monitoring and evaluation:(Cost \$3.50 M)

Contingent Emergency Response

### Overall Ratings

Name	Previous Rating	Current Rating
Progress towards achievement of PDO	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Satisfactory
Overall Implementation Progress (IP)	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Moderately Satisfactory
Overall Risk Rating	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial

### Implementation Status and Key Decisions

The project became effective on June 30, 2021. At this early stage of implementation, the sector is undergoing multiple procurement processes and key project activities have been in the Plan of Activity and Procurement Plan for year 2022 an important step for implementation of activities. Furthermore, there is ongoing work to advance implementation of key project activities, which contributes to a high probability of achieving the PDO.



**Risks**

**Systematic Operations Risk-rating Tool**

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

**Results**

**PDO Indicators by Objectives / Outcomes**

Learning				
▶ Retention up to grade 3 among children benefiting from ECD interventions and literacy package in communities with low educational attainment (disaggregated by gender) (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	75.00	75.00	75.00	88.00
Date	26-Mar-2021	15-Oct-2021	16-May-2022	30-Dec-2025
Comments:	This indicator monitors students retention up to grade 3 in communities with low education attainments and benefiting from the literacy program and ECD interventions. Results will be disaggregated by gender.			
☐ Retention up to grade 3 among girls benefiting from ECD interventions and literacy package in communities with low educational attainment (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	74.00	74.00	74.00	88.00
▶ Literacy proficiency at grade 3 in schools implementing the literacy package in communities with low educational attainment (disaggregated by gender) (Percentage, Custom)				



	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	5.00	5.00	5.00	80.00
Date	26-Mar-2021	15-Oct-2021	16-May-2022	30-Dec-2025
Comments:	The proposed program will be implemented in selected in schools with low educational attainment. This indicator will monitor literacy proficiency at grade 3 in schools benefiting from the literacy package in communities with low educational attainment (percentage disaggregated by gender).			
<input type="checkbox"/> Literacy proficiency among girls at grade 3 in schools implementing the literacy package in communities with low educational attainment (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	5.00	5.00	5.00	80.00
<b>► Girls' retention in upper grades of basic education in upgraded schools (Percentage, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	64.40	64.40	64.40	74.00
Date	26-Mar-2021	15-Oct-2021	16-May-2022	30-Dec-2025
Comments:	This indicator monitors the transition of girls from primary to lower secondary education in upgraded schools.			

### Overall Comments

While there is no data yet on the PDO indicators, there has been progress in the implementation of key activities contributing to the PDO. For example for PDO 1, there has been progress in the implementation of the literacy package under the Coach pilot project Aprender+ in Niassa province. Pedagogical and monitoring instruments have been tested in October 2021, and the pilot will be launched in June, 2022. The learning materials and protocols developed under the pilot will be expanded through MozLearning. On pre-primary, MGCAS and MINEDH have started to collect data on the conditions of the pre-primary centers to assess their readiness for a safe reopening following 2 years closure due to COVID-19. Pre-primary centers are expected to reopen in the beginning of the second semester of 2022.

On PDO2, there has been progress in the selection of consultancy services to undertake a technical assessment of the primary schools to be upgraded to offer lower secondary and prepare executive projects for the upgrading works. Also, the development of the sexual and reproductive health education package is advanced and will be ready for launch in the second semester of 2022.

### Intermediate Results Indicators by Components

Improving learning in primary education				
<b>► Additional functional ECD Centers (cumulative) (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	100.00
Date	26-Mar-2021	15-Oct-2021	16-May-2022	30-Dec-2025



Comments:	This indicator monitors the introduction of new ECD centers as result of the Project.			
<b>► Proportion of community based pre-school facilitators receiving in-service training on the new curriculum (Percentage, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	50.00
Date	26-Mar-2021	15-Oct-2021	16-May-2022	30-Dec-2025
Comments:	This indicators monitors the training of ECD facilitators in public and private institutions on the National Curriculum.			
<b>► Primary schools using lessons plans and with support of structured pedagogy (Percentage, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	60.00
Date	26-Mar-2021	15-Oct-2021	16-May-2022	30-Dec-2025
Comments:	This indicator monitors the implementation of an integrated literacy program aiming at improving reading in early grades. The program includes the use of structured lesson plans and pedagogy for teachers working with grades 1-3 students.			
<b>► Students with all subjects' textbooks in grades 1-3 (disaggregated by gender) (Percentage, Custom, PBC)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	76.00	76.00	76.00	95.00
Date	26-Mar-2021	15-Oct-2021	16-May-2022	30-Dec-2025
Comments:	This indicator monitors the actual access to textbooks by students in grades 1 to 3.			
<b>☐ Girls with all subjects' textbooks in grades 1-3 (Percentage, Custom Supplement)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	76.00	76.00	76.00	95.00
<b>► Students benefiting from direct interventions to enhance learning (Number, Corporate)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	3,835,000.00
Date	26-Mar-2021	15-Oct-2021	16-May-2022	31-Dec-2025
<b>☐ Students benefiting from direct interventions to enhance learning - Female (Number, Corporate Supplement)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	1,950,000.00



► Teachers recruited or trained (Number, Corporate)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	4,000.00
Date	26-Mar-2021	15-Oct-2021	16-May-2022	31-Dec-2025
□ Number of teachers recruited (Number, Corporate Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	0.00
Date	26-Mar-2021	15-Oct-2021	16-May-2022	31-Dec-2025
□ Teachers recruited or trained - Female (RMS requirement) (Number, Corporate Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	2,400.00
□ Number of teachers trained (Number, Corporate Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	4,000.00
Date	26-Mar-2021	15-Oct-2021	16-May-2022	31-Dec-2025
Increasing access and retention of girls in upper primary and lower secondary education				
► Basic Education teachers trained in GBV prevention (disaggregated by gender) (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	30.00
Date	26-Mar-2021	15-Oct-2021	16-May-2022	30-Dec-2025
Comments:	This Indicators measures the progress in training of primary and lower secondary teachers on GBV prevention as part of their on the job training.			
□ of which are female teachers (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	50.00
► DL centers with equipment and technology (cumulative) (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target



Value	0.00	0.00	0.00	480.00
Date	26-Mar-2021	15-Oct-2021	16-May-2022	30-Dec-2025
Comments:	This indicator monitors the expansion of DL centers with technology for teaching and learning.			
<b>► Additional primary schools upgraded to offer lower secondary with gender friendly WASH facilities (Cumulative) (Number, Custom, PBC)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	335.00
Date	26-Mar-2021	15-Oct-2021	16-May-2022	30-Dec-2025
Comments:	This indicator monitors the progression in the upgrading of primary schools into basic schools (grades 1-9).			
<b>► Secondary schools with GBV addressing mechanism (Percentage, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	90.00
Date	26-Mar-2021	15-Oct-2021	16-May-2022	30-Dec-2025
Comments:	This indicator monitors progress in the implementation of mechanisms to address GBV in primary and secondary schools. The targets are defined as the number of primary and secondary schools with implementing mechanism to address GVB divided by the number of schools in these two levels.			
<b>► Knowledge and information on sexual and reproductive health education among girls and boys in schools participating in the SRH education program (Text, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Not available.	Not available.	Terms of Reference for the baseline study are being developed and MINEDH is preparing the final list of sampled schools to facilitate the procurement process. It is expected that the procurement process will be launched by end of May.	Reduction in 50% (cumulative) of students without knowledge and information on SRH.
Date	26-Mar-2021	15-Oct-2021	16-May-2022	31-Dec-2025
Comments:	This indicator monitors the effectiveness of the Sexual and Reproduction Health education program in beneficiary schools. The indicator will track the proportion of girls and boys with knowledge and information on SRH through the project duration.			
<b>► Gender Based Violence risk factors identified and monitored (Text, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Not available.	Not available.	The assessment of GBV risk factors in schools will be done	Action plan for combating risk of GBV and SEA in schools



			together with the assessment of the level of knowledge on SRH among students. The ToRs are being develop and MINEDH is finalizing the list of the sample schools to facilitate the procurement process.	implemented in at least 90 percent of the schools.
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Date	26-Mar-2021	15-Oct-2021	16-May-2022	31-Dec-2025
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Comments: This indicator monitors the consolidation of mechanism to monitor and mitigate GBV at school, including the identification of risk factors, monitoring of risks, and implementation of activities aiming for prevention and mitigation of GBV risks.

► Percentage of primary female teachers in upgraded schools who comply with the requisites to teach in lower secondary provided with training (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
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Value	Not available.	Not available.	MINEDH identified 4,803 female teachers out of the 10,262 primary education teachers who qualify to teach in lower secondary education and is planning to train these teachers gradually and prioritizing those already working in the 335 schools to be upgraded.	100 percent (cumulative) of primary female teachers in upgraded schools who comply with the requisites to teach in secondary provided with training.
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Date	26-Mar-2021	15-Oct-2021	16-May-2022	31-Dec-2025
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Comments: This indicator monitors progress in training of female teachers working in primary schools benefiting from the upgrading who qualify to teach in lower secondary.

Strengthening governance to improve efficiency and monitoring of education outcomes progress

► National Learning Assessment conducted every three years for basic education and results disseminated at all levels (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
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Value	NLA implemented in Primary Education (2013 and 2016); NLA in Lower Secondary Education to be established.	NLA implemented in Primary Education (2013 and 2016); NLA in Lower Secondary Education to be established.	NLA covering grade 3 students in both for monolingual and bilingual education is under preparation for implementation in the last quarter of 2022 ; NLA in Lower Secondary Education to be established.	Report documenting usage of the NLAs results in informing education policies, and providing lesson learned approved and disseminated at Provincial and District levels.
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Date	26-Mar-2021	15-Oct-2021	16-May-2022	30-Dec-2025
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► Share of teachers who reported receiving pedagogical guidance based on students' performance on the NLA and annual (Percentage, Custom)



	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	60.00
Date	26-Mar-2021	15-Oct-2021	16-May-2022	30-Dec-2025
Comments:	This indicator monitors the dissemination of NLAs results to improvements in teaching practices among teachers. The targets include both primary and secondary education teachers.			
<b>► Share of schools using report cards to inform parents and teachers on students' performance on the NLA and Annual School Census. (Percentage, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	90.00
Date	26-Mar-2021	15-Oct-2021	16-May-2022	30-Dec-2025
Comments:	This indicator monitors the dissemination and use of statistics and NLA results within the school communities, including with parents and schools councils.			
<b>► Share of eligible districts implementing Result-based financing scheme. (Percentage, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	75.00
Date	26-Mar-2021	15-Oct-2021	16-May-2022	30-Dec-2025
Comments:	This indicator monitors the implementation of a results based financing mechanism at district level to improve teachers allocation within the districts.			
<b>► Reduced Teachers' absenteeism (Text, Custom, PBC)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Absenteeism is monitored through district supervision to schools and there is no system to assess absenteeism on an annual basis.	Absenteeism is monitored through district supervision to schools and there is no system to assess absenteeism on an annual basis.	Absenteeism is monitored through district supervision to schools and MINEDH is currently developing a system to assess absenteeism on an annual basis.	Teachers' absenteeism reduced at least 10 Percentage points.
Date	26-Mar-2021	15-Oct-2021	16-May-2022	30-Dec-2025
Comments:	This PBC monitors the consolidation of the monitoring mechanism of teachers' presence at school. This will include the implementation of a system to monitor absenteeism on annual basis and targets on reducing it.			
<b>► MINEDH staff at all administrative levels trained on statistics collection, processing, and use for management (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	200.00
Date	26-Mar-2021	15-Oct-2021	16-May-2022	30-Dec-2025





Comments:	This indicator monitors the capacity building on the use of statistics in the education sector from the central ministry up to schools. Due to high turn over of staff, particularly at decentralized level, the project will aim at training 200 staff every year.
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Project Management, Monitoring and Evaluation				
► Project Monitoring Report, including lesson learned produced (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	Yes	Yes
Date	26-Mar-2021	15-Oct-2021	16-May-2022	31-Dec-2025
Comments:	This indicator monitors the documentation of the projects results and lesson learned throughout the implementation. Lessons learned are key to inform adjustments to the project as needed.			
► Level of satisfaction of upper primary and lower secondary female students with reporting mechanism (Citizen Engagement indicator and part of Grievance Redress Mechanism) (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	26-Mar-2021	15-Oct-2021	16-May-2022	31-Dec-2025
Comments:	Phone based/on-line satisfaction survey designed and implemented to assess the overall satisfaction of upper primary and lower secondary female students. The survey will measure student's opinions towards the safety, ethics and referral pathways available to them through the GRM. Survey results will be disseminated to the school-councils and parents to raise awareness about the issue and mechanisms available. The referral pathways and GRM will be assessed annually and changes introduced based on feedback received from the female students.			

### Overall Comments

While most of the indicators cannot be measured as the project activities just started implementation, overall there has been progress towards the achievement of the annual targets. In component 1, MGCAS and MINEDH identified the communities where the new 100 pre-primary centers will be established and 50 centers have been included in the 2022 procurement plan to be built. The existing community base pre-primary centers are planned to reopen in the second semester of 2022 and preparatory work for a safe return is being undertaken jointly by MGCAS and MINEDH.

The literacy package being developed under the pilot project Aprender+ is now ready for launch in Niassa province in June and Manica will be the next province to start using the literacy package and the training is scheduled for September 2022.

On component 2, the selection of consultancy firms to prepare executive projects for the upgrading of primary schools to teach lower secondary level is well advanced and will allow for the launching of the tenders for the actual works still in 2022. In parallel, MINIEDH's Human Resource Department has worked with the provinces to confirm the number of teachers to be upgraded to teach lower secondary. The ToRs for the baseline study on the level of knowledge and information on Sexual and Reproductive Health among students, and GBV risk factors is being finalized and the study will follow suit.

On component 3, the instruments for the NLA in primary education have been tested and INDE with the support of WB consultants is finalizing the items for the assessment, which is planned for September/October 2022. The Results Based Financing Program for the schools and districts is well advanced and will be implemented in the second semester of 2022.

On component 4, MINEDH is finalizing the selection of the implementation support team.

### Performance-Based Conditions



►PBC 1 Students with all subjects' textbooks in grades 1-3 (disaggregated by gender) (Percentage, Outcome, 10,000,000.00, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	2024
Value	76.00	0.00	76.00	--
Date	--	15-Oct-2021	16-May-2022	--

►PBC 2 Additional primary schools upgraded to offer lower secondary with gender friendly WASH facilities (Cumulative) (Number, Outcome, 23,000,000.00, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	2024
Value	0.00	0.00	0.00	--
Date	--	15-Oct-2021	16-May-2022	--

►PBC 3 Reduced Teachers' absenteeism (Text, Outcome, 9,000,000.00, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	2024
Value	Absenteeism is monitored though district supervision to schools and there is no system to assess absenteeism on an annual basis.	Absenteeism is monitored though district supervision to schools and there is no system to assess absenteeism on an annual basis.	Absenteeism is monitored though district supervision to schools and there is no system to assess absenteeism on an annual basis.	--
Date	--	15-Oct-2021	16-May-2022	--

### Data on Financial Performance

#### Disbursements (by loan)

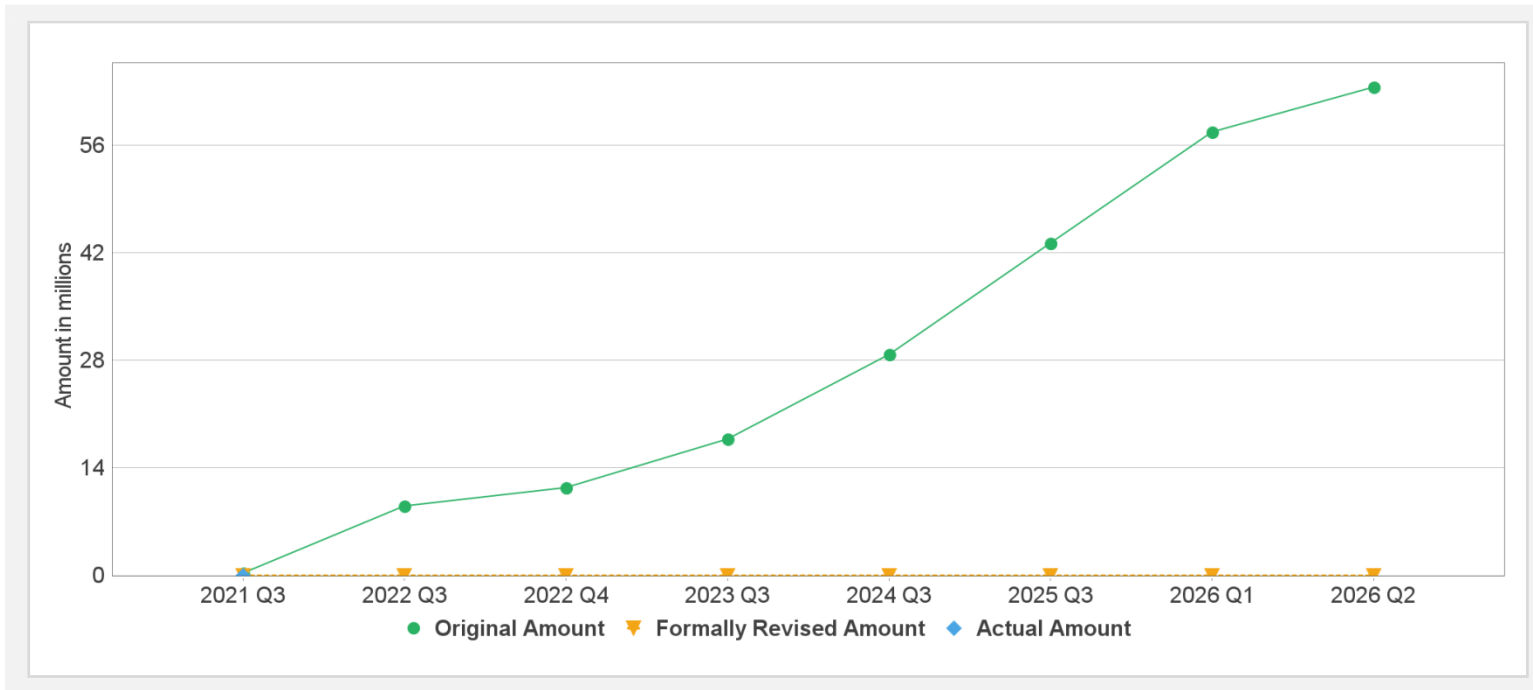
Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P172657	IDA-D7930	Effective	USD	160.00	160.00	0.00	18.08	137.44	12%
P172657	TF-B5326	Effective	USD	139.00	139.00	0.00	15.00	124.00	11%

#### Key Dates (by loan)



Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P172657	IDA-D7930	Effective	26-Mar-2021	07-Jun-2021	30-Jun-2021	31-Dec-2025	31-Dec-2025
P172657	TF-B5326	Effective	26-Mar-2021	07-Jun-2021	30-Jun-2021	31-Dec-2025	31-Dec-2025

**Cumulative Disbursements**



**Restructuring History**

There has been no restructuring to date.

**Related Project(s)**

There are no related projects.