Appraisal of Mozambique’s Education Sector Strategic Plan III (2012-2016)

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First report
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Foreword

The purpose of the first report of the appraisal is to provide comments and recommendations for further development of the second draft version of the ESSP III document (henceforth referred to as ESSP III), to be accomplished in the coming few weeks. Thus, the content of the first report is focused more on what might be improved than on listing the many strengths of the already existing draft of the Plan. The second report will provide the comprehensive appraisal of the final version of ESSP III.

Delimitations of the appraisal that need to be mentioned are that analysis of the preparation process of ESSP III is not part of the ToR and that the appraisal has been conducted as a desk study.

A note on terminology: the document referred to as the ESSP III in this report, and in the ToR of the appraisal, is the third successive Education Sector Strategic Plan of the Government of Mozambique. The first one was simply known as the ESSP (PEE in Portuguese), whereas the second one was called the Strategic Plan for Education and Culture = SPEC/ PEEC.
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<tr>
<td>CPs</td>
<td>Cooperating Partners</td>
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<td>ECD</td>
<td>Early Childhood Development</td>
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<td>EP</td>
<td>Primary Education</td>
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<td>ESG</td>
<td>General Secondary Education</td>
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<td>ESSP</td>
<td>Education Sector Strategic Plan</td>
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<td>FTI</td>
<td>Fast Track Initiative</td>
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<td>GoM</td>
<td>Government of Mozambique</td>
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<td>INDE</td>
<td>National Institute for Educational Development</td>
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<td>MDG</td>
<td>Millennium Development Goal</td>
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<td>MINED</td>
<td>Ministry of Education</td>
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<td>ODL</td>
<td>Open and Distance Learning</td>
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<td>PARP</td>
<td>Poverty Reduction Action Plan</td>
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<td>PCR</td>
<td>Primary Completion Rate</td>
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<td>SACMEQ</td>
<td>Southern Africa Consortium for the Monitoring of Education Quality</td>
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<td>SDEJT</td>
<td>District Services for Education, Youth and Technology</td>
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<td>SPEC</td>
<td>Strategic Plan for Education and Culture</td>
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<td>ZIP</td>
<td>Zone of Pedagogical Influence</td>
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Executive summary

The purpose of the first report of the appraisal is to provide comments and recommendations for further development of the second draft version of the ESSP III document. The content of the first report is focused more on what might be improved than on listing the many strengths of the already existing draft of the Plan. The second report will provide the comprehensive appraisal of the final version of ESSP III, including issues of implementation and monitoring.

Achievement of MDG 2 by 2015 in Mozambique has become more elusive after the recently observed stagnation and slight reversal of progress in the growth of the primary school completion rate. ESSP III is adjusted to the realities and sets the PCR target for 2016 at 86 per cent. In general, ESSP III is well in line with the major development approaches formulated in the PARP and GoM Five-year Plan. Some discrepancies between the guiding policy documents and ESSP III in specific issues are noted in this report.

ESSP III encompasses the entire education sector and is balanced in the analysis of intra-sectoral linkages. Further deliberation and amendment of the draft is recommended on specific policy issues in the areas of Early Childhood Development/ Pre-primary education, Inclusive education, Quality of education and Technical-professional education. Among these issues, some discrepancies are observed between ESSP III and the strategies presented in the Funding Request to the FTI.

In terms of feasibility, the strength of ESSP III is that it is not based on aspirational planning, where the content of the plan is derived from fixed targets, without due consideration of the resource and capacity constraints. Instead, ESSP III projects the foreseeable resources realistically and presents a plan for further improving implementation capacity. The financial scenarios are based on a robust simulation model, including alternative assumptions/targets of the growth and efficiency of the education system and of cost items that influence the quality of education. The plan already indicates financial deficits for both scenarios, providing benchmarks for additional resources required for its implementation.

Overall, the structure and presentation in the ESSP III document represent improvement over its predecessor SPEC and in this respect also stand out as one of the exemplary documents in international comparison with similar plans of other FTI countries. Some recommendations on improvement of the structure are presented in the report.

The major identifiable risks are further expansion of secondary education at the cost of quality and the repercussions of the imminent financial crisis in European countries on their development cooperation budgets in the coming years.
Policy framework

1. Consistency with the MDGs, PARP and the GoM 5-year Plan

1.1. Of the MDGs, ESSP III is directly relevant for MDG 2 (universal primary school completion) and MDG 3 (gender equality in education), and, given the importance of education for socio-economic development, is indirectly relevant for the other goals. As underlined later in this report, the contribution of education to broader socio-economic development is not a straightforward effect of educational expansion as such, but is crucially dependent on the quality of education.

1.2. Achievement of MDG 2 by 2015 in Mozambique has become more elusive after the recently observed stagnation and slight reversal of progress in the growth of the primary school completion rate. UNESCO’s Education for All Global Monitoring Report 2011 projects that the number of out-of-school children in Mozambique could in 2015 still be above 500,000. The PARP 2011-2014 document retains the international MDG 2 target, whereas ESSP III is adjusted to the realities and sets the PCR target for 2016 at 86 per cent. As regards gender equality, the education system has reached a situation of near-parity in enrolments at both primary and secondary level and of equal (albeit low) pass rates for boys and girls from EP1 to ESG 2. At the same time, the differences between provinces and districts in the gender-wise composition of primary school pupils have narrowed.

1.3. In general, ESSP III is well in line with the major development approaches formulated in the PARP and GoM Five-year Plan. Expansion of primary education with quality is common to all of them, as well as increasing provision of learning opportunities at post-primary levels. ESSP III translates the vision of the Government of Mozambique for the development of the education sector into priorities and strategies for the period 2012-2016. Some discrepancies between the guiding policy documents and ESSP III in specific issues are noted below in paragraphs 3.16 – 3.18.

2. Analytical basis

2.1. ESSP III is built on a frank analysis of previous achievements and weaknesses in educational development efforts in Mozambique.

2.2. Many of the findings of the comprehensive SPEC evaluation were, not unexpectedly, confirmation of what was already known to MINED and the CPs. ESSP III contains few explicit references to results of this evaluation, and these are more to highlight problem areas than to present
possible ways of action. In the protracted evaluation process part of the evaluation team’s conclusions (particularly as regards technical-professional and higher education) were contested by MINED or the SPEC working groups, as evidenced in documentation made available for this appraisal. Comprehensive judgment of the merits of the different arguments and counterarguments in the exchange of views is beyond the scope of the appraisal. A large portion of the recommendations found in the voluminous evaluation reports, e.g. concerning teacher education and in-service training, are at such a level of detail that they could not be expected to influence the ESSP document, but are worth revisiting in the preparation of the ESSP Operational Plan.

2.3. A paragraph, or table, might be added to Chapter 3, describing the reception by MINED of the major conclusions of the SPEC evaluation and their possible influence on the preparation of ESSP III.

2.4. ESSP III hardly makes reference to regional or wider international experience in tackling the critical issues discussed and presented, and thus creates a picture of a self-contained system where the linkage to the outside world is mainly through financing from partners. There is a rich variety of different initiatives in other countries, with a diversity of results of course, to approach issues such as achievement of basic competencies, creation of child-friendly schools, or use of ICT and ODL in education. Greater recognition of relevance experience gained elsewhere would add to the substance of ESSP III.

3. Specific policy issues

3.1. ESSP III encompasses the entire education sector and is balanced in the analysis of intra-sectoral linkages, which is notable as the document is partly built on the funding request submitted to the FTI in 2010 that focuses on the primary education sub-sector. The experience of recent years has made it increasingly obvious to policy-makers and planners that growth of the PCR boosts expectations of expanding provision at secondary level and that the quality of primary education has powerful repercussions on the quality of the post-primary part of the education system.

3.2. ESSP III presents a strategy of controlled expansion, whereby in the decisions of admission to ESG1 and ESG2 increasing weight would be given to appropriate age of the students and their performance in the EP2/ESG1 examinations. Quality concerns would also be more decisive in the screening of initiatives to open new secondary schools. The projected changes during 2010-2016 in the percentage shares of the total education sector budget are an increase of approximately 3 per
cent for secondary education and a corresponding decrease for the primary level. Observation of the above-mentioned safeguard measures in the future years is crucially important in order to prevent further expansion with diluted quality at the secondary level and also for retaining a realistic perspective towards the longer term vision of providing 9-10 years of basic education for all children.

The following comments and recommendations concern specific issues where further deliberation and amendment of the draft appears warranted.

*Early Childhood Development*

3.3. A new priority within ESSP III will be Early Childhood Development. The weight of this priority is underlined by its inclusion as a priority in the PARP 2011-14 and the GoM 5-year Plan 2010-2014. The Minister of Education has established a Task Team for further elaboration for Mozambique’s ECD strategy in more detail than will be included in ESSP III. MINED has also established an ECD unit within its structure to be in charge of the development and operationalization of the area.

3.4. International research shows that extreme deprivation has a significant detrimental effect on the subsequent learning capacity of small children. Hence, interventions that stimulate the senses and thinking, together with better nutrition, have potential to improve the cognitive, senso-motoric and socio-emotional development of children. This, in turn, will facilitate transition into primary school and contribute to better learning and retention in school-age, and consequently will improve the efficiency of the school system, as well as average learning outcomes and equality in learning experiences between children from different socio-economic backgrounds. Adding the equality-related argument for ECD into section 6.1.3. would further strengthen the argument for ECD.

3.5. The above-mentioned justification for support to ECD entails that these should particularly be targeted at disadvantaged population groups. The first EFA goal adopted in Dakar in 2000 is formulated as ”Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children”. Furthermore, ECD activities should consist of playful learning in a culturally familiar environment, including use of the mother tongue - not of putting children under 6 years of age into a school-like environment. Innovative activities in this respect have been initiated in Mozambique with support from some NGOs.
Inclusive Education

3.6. This policy was already part of ESSP II and experience has been gathered.... As policies in this area are mandated and guided by existing international agreements (UNESCO’s Salamanca Statement, 1994, and the UN Convention on the Rights of Persons with Disabilities, 2006), reference to this broader context might be added.

3.7. Conceptually, a distinction is often made between "integration" of children with disabilities/special learning needs into the regular provision of schooling and their "inclusion" through modified provision in order to accommodate diversity of learners. In the respective section of ESSP III (5.1.2.) these two terms are apparently used as synonyms, but the content of the section does make it clear that the policy is about inclusion in the proper sense. Nevertheless, it is advisable to avoid use of the term “integration” in this context. Sensitization of teachers, communities, parents and school-age children to understand and accept the proper meaning of educational inclusion is a formidable challenge.

Measures to safeguard/ improve the quality of education

3.8. There is among Mozambican educationists and parents a growing concern over perceived deterioration of the quality of primary and secondary education. This perception is substantiated by the recently observed reduction of pass rates in the Grade 5, 7, 10 and 12 examinations, the elevated repetition rates at secondary level and the sharp decline in the performance of Mozambican grade 6 pupils in the SACMEQ tests of reading and mathematics skills from 2000 to 2007. These alarm signals contrast with the statement found on p. 15 of ESSP III, according to which one of the features that distinguished ESSP II (SPEC) from ESSP I was that the former “gave more emphasis to the quality of education”. This may well be correct as a statement concerning the content of the two plan documents, but disregards the factual record of ESSP II implementation. In the subsequent section of ESSP III on Challenges/ Quality of education (3.4.2.) the above-mentioned concerns are given appropriate recognition.

3.9. Deterioration of education quality is not uncommon among national education systems that have undergone rapid quantitative expansion, and in Mozambique it was acknowledged as a risk at the very outset of the first ESSP (pp. 21, 31-32) in 1998. In view of the fact that a rapidly growing proportion of the school-age cohorts have become enrolled in school and hence the range of learning ability has widened, even maintaining the previous level of average learning achievement
might be considered a challenge. But as the sector programs aim at improving the quality of education, the factors that are amenable within the education sector must be considered. Over time a downward trend in the quality of education will also backfire on the targets of quantitative expansion, through rising failure rates in primary school completion and high proportion of repeaters at secondary level. Furthermore, it will jeopardize the contribution of education to attainment of broad objectives of socio-economic development.

3.10. Improved and free-of-charge provision of textbooks, effective implementation of the Direct Support to Schools program, and training in school management are measures that would during SPEC expectedly have contributed to improving the quality of education. Beyond these, the well-known confusion over, or misinterpretation of, the principle of learning cycles/semi-automatic promotion has been an unintended, but not entirely surprising effect of the curriculum reform of 2003 – it was underlined as a foreseeable risk in the evaluation of the first ESSP in 2003 and as a finding in the Poverty and Social Impact Analysis of 2007 and in the SPEC evaluation. This problem is mentioned in ESSP III in passing and attributed to insufficient preparation of teachers and more general communication on this aspect of the curriculum reform (p. 43). Yet no further mention is made of how this problem is being/will be alleviated through in-service training and other pedagogical support to teachers and a communication program aimed at the general public, as is promised in Mozambique’s Funding Request Document to the EFA FTI (p. 39).

3.11. The studies already conducted by INDE during the lifetime of ESSP I and SPEC, as well as the evaluation of SPEC and other less systematic observations provide a good diagnostic of the problems in the quality of primary education. In order to tackle these problems ESSP III reiterates the commitment made in the Funding Request to the FTI to establish a system of monitoring the quality of education. The text of ESSP III (pp. 28, 49, 86) could be clearer on whether it refers to defining standards for quality-related inputs, or developing an instrument for evaluation of the pupils’ basic skills in reading, writing and mathematics, or both. Neither does ESSP III does say how to proceed in this area - e.g. what will be the role of the MINED Directorates viz. INDE (which is mentioned nowhere in the text of ESSP III) in the design of the new monitoring tools, and how inspectors, school directors, teachers and school councils will be familiarized with these.

3.12. In additional to the above-mentioned monitoring system, the need to conduct practically relevant research that would contribute to better understanding of aspects of the quality of education
(evaluation of existing strategies and identification of possible new strategies), would merit mention in ESSP III. Here, the potential of partnerships with national and international universities, research institutions and other organizations, is to date largely untapped.

3.13. The recent reform of the curriculum of teacher education for the primary level represents a shift away from theoretical exposition and towards more emphasis on the acquisition of pedagogical skills. In the latter domain, less teacher-centredness and more flexibility in the classroom is expected. School-level evaluation of the pupils’ learning and identification of difficulties has been given detailed consideration in the design of the new teacher education curriculum. The fruitful long-term partnership between MINED and ADPP would merit mention.

3.14. The planned reform of the secondary education curriculum towards less academic content (overall and through elective pre-vocational subjects) and less driven by the traditional examinations will to some extent redefine the criteria of quality under conditions of expanded provision and in response to the needs of the labour market and entrepreneurship.

3.15. One dimension which seems to be left out of ESSP III, apart from a generic mention, is the role of pedagogical supervision (including ZIPs), which has received significant amounts of funds during SPEC.

3.16. The goals established in the Government’s Five Year Plan, to increase the school year from 36 to 40 weeks, and the annual teaching time from 500 to 900 hours, by 2014 are not contemplated for the primary level in ESSP III (for secondary schools the ESSP states that the school year will be lengthened from 33 to 38 weeks, p. 65). In finalizing the ESSP it should be made clear, whether MINED has dropped this goal or it has been missed. In this respect, it is notable that in the 2010 Funding Request to FTI (pp. 44, 47-48) increasing the annual number of teaching hours is mentioned as one of the “main strategies” to be included in ESSP III – at the same time, the managerial and financial consequences of this change are acknowledged.

3.17. Another factor that has a bearing on pupil performance is nutrition, which is recognized in the situation analysis in ESSP III. According to PARP studies should be conducted and nutritional support programs implemented, but ESSP III considers such programs not viable on a large scale due to their financial implications – instead these should be targeted at children in the most vulnerable districts. Another commitment in PARP is to introduce nutritional education at the various levels of education, which is perhaps taken into account in the different curricular reforms.
Technical-Professional Education

3.18. The content of ESSP III concerning technical-professional education is mostly aligned with the major GoM development plans. However, a strategy to flexibly respond to the needs of emerging industries, such as established in PARP, is missing in ESSP III. Although it is formulated in general terms, this alignment comes out as an emphasis in PARP and therefore it seems to be important, given the current economic trends of the country and needs in trained person-power.

3.19. The creation of a National System of Certification in technical-professional education is not mentioned in ESSP III as strategy to allow for different operators to provide recognized courses.

Feasibility, cost-effectiveness and sustainability of the proposed strategies

4.1. In terms of feasibility, the strength of ESSP III is that it is not based on aspirational planning, where the content of the plan is derived from fixed targets, without due consideration of the resource and capacity constraints. Instead, ESSP III projects the foreseeable resources realistically and presents a plan for further improving implementation capacity. This said, the plan can aptly be characterized as being "ambitious, but realistic" (quotation from p. 108). The remaining risks are described in the plan, and are part of the ToR of this appraisal (see below and the final report of the appraisal).

The more specific comments and recommendations of the appraisal team as are follows:

4.2. As regards ECD, ESSP III prudently plans to coordinate and facilitate such activities without placing an additional burden on Government funds. In the financial projections (p. 106) the per-pupil cost of pre-primary education is estimated at 5-10 % of the unit cost of EP1. The modalities and resulting costs of taking ECD activities to scale can be further analyzed on the basis of experience to be gained from the small-scale pilots.

4.3. The unit cost of classroom construction has been increased from the SPEC norm of 10 000 USD, to a more realistic level, 20 000 USD. The severe capacity constraints and in this area and possible measures to alleviate them, which were already well explicated in Mozambique’s Funding Request to the FTI (pp. 28-32), are not given sufficient attention in ESSP III. The unfinished and unusable classroom constructions that have been a counterproductive effect of the Accelerated
Classroom Construction Programme, as implemented hitherto, represent outright wastage of resources.

4.4. The cost of implementing inclusive education is an elusive concept. Apart from discrete measures, such as building schools that are easily accessible to physically impaired pupils and production of Braille materials, inclusion is about immaterial change intertwined with the broad objective of improving the quality of education at school level.

4.5. The planned future model of pre-service teacher education is a realistic compromise between considerations of pedagogical payoff and cost.

4.6. ESSP III plans for open and distance learning as the principal mode of expanding general secondary education and for increased reliance on ODL in the future provision of medium-level technical-professional education, upgrading of teachers’ qualifications and higher education. This is in ESSP III dealt with in a minimalistic manner, giving no description of even the current modes of ODL. The need for further studies and development work in this area is appropriately recognized in the draft. It will be important to analyze the cost of ODL not only per participant, but also per completer.

4.7. The financial scenarios are based on a robust simulation model, including alternative assumptions/targets of the growth and efficiency of the education system and of cost items that influence the quality of education. The plan already indicates financial deficits for both scenarios, providing benchmarks for additional resources required for its implementation. Given the current international financial situation, mobilizing additional funds from the CPs will require significant efforts. In a possible scenario of fewer resources, strategies and targets will need be reviewed over time to ensure that the critical targets are achieved.

4.8. One (new) source of funding for specific costs, such as infrastructures or literacy and adult education activities, could be through the social responsibility programs of the large corporations now operating in the country. These corporations could also be attracted to finance larger national/regional programs, including the introduction of innovations in the education system and possibly to meet part of the costs of textbooks or Direct Support to Schools.
4.9. ESSP III is in line with the major reform programs in public sector management, particularly regarding Public Finance Management and Decentralization. MINED has been in the forefront of some of these reforms. However, ESSP III does not tackle a critical dimension of the reforms and of political discourse – the issue of corruption – in which education is seen as one of the sectors mostly affected and is reported to affect a significant number of households.

4.11. ESSP III refers to decentralization of the management of schools to municipalities (so far implemented in Maputo City) but does not present a strategy to further this process to the other 43 municipalities of the country.

4.12. Although ESSP III includes financing of teaching staff, it does not indicate the development and recruitment costs for managerial staff at the various levels. While most of SDEJT staff come from a teaching background, a gradual professionalization of educational planning and management is necessary, either through training or through recruitment of professionals for those functions. This is even more necessary if decentralization proceeds as expected.

4.13. During the implementation of SPEC only a small amount of the resources available for Technical Assistance were used. Within ESSP III, rational use of TA would be helpful in the context of bringing in international experience into the major challenges, such as quality issues. An additional dimension for TA can be the use of ICT for holistic education system management – not only for statistics and financial/administrative management. A number of software applications are available for school management and with the increased availability of ICT infrastructures at district level a comprehensive plan could be developed, building on the work already undertaken under the POEMA program (planning, budgeting, monitoring and evaluation model).

**Clarity of the document**

5.1. Overall, the structure and presentation in the ESSP III document represent improvement over its predecessor SPEC and in this respect also stand out as one of the exemplary documents in international comparison with similar plans of other FTI countries. Chapter 1-3 provide a concise description of the broad socio-economic and political context of the ESSP, the vision, mission and general principles underpinning the Plan and an account of the record of implementation of its predecessor, SPEC. Chapter 4 gives a clear overview of the planned development of the sector as a
whole and priorities for the next five years. The treatment of cross-cutting issues (Chapter 5) before going into the sub-sectoral programs, is an improvement from the SPEC document.

Each of the Chapters on sub-sectoral programs follows a clear, uniform structure (in the table of contents of ESSP III, sub-section 2.1.6. - Indicadores e metas principais - is missing from the chapter on primary education).

The following comments and recommendations for improved clarity arise from the appraisal:

5.2. There are strong reasons for dealing with early childhood development/ pre-primary education in a separate chapter, not in parenthesis as a mere downward extension of primary education. This would better allow highlighting the specific justifications and features of ECD.

5.3. Issues of teacher education (for primary and secondary schools) would better be presented as a separate chapter – in the 2nd draft these are dealt with sporadically in the other sections of the text.

5.4. Table 5 on p. 25 contains information on two trends that are unrelated to each other: the evolution of the percentages of female teachers and of untrained teachers – it would be more reader-friendly to present these in two separate tables.

5.5. Instead of only stating the planned number of students in basic and medium level technical-professional education, the baseline and target figures for enrolment ratios per age groups would be more informative and also comparable with the respective figures for ESG1 and ESG2.

**Risks**

6.1. The two previous ESSPs have been based on a de facto paradigm of educational development, which has resulted in an enormous increase in access and coverage, but with the price of poor quality and high inefficiencies. This situation is not exceptional among countries that, starting from a relatively low level of enrolment and completion at primary level, have strived at accelerated progress towards the EFA goal. ESSP III recognizes the risk of further expansion with diluted quality at the secondary level. In order to minimize this risk, the Government and civil society
actors should be determined and consistent in sending to communities, parents and pupils the message that safeguarding and improving the quality of education is fundamental to personally meaningful learning and to the contribution of education to attainment of broad objectives of socio-economic development. This message would also entail a realistic perspective towards the longer term vision of providing 9-10 years of basic education for all children and its implications for school infrastructure and teacher education.

6.2. There are signals that the imminent financial crisis in Europe will necessitate severe austerity measures in the public sector budgets of European countries. This could have a major negative impact on the volume of funds allocated to development cooperation. Countries outside Europe may be in a position to somewhat counteract such a scenario through the project mode of support, but not in the short term nor via FASE. It is also likely that a contraction of development cooperation budgets would strengthen demands for greater selectivity in funding decisions, on the basis of demonstrated performance of the partner countries and beneficiary sectors.

Recommendations for implementation and monitoring of ESSP III

7.1. In a situation of increasingly strained resources, the importance of effective implementation and monitoring of the ESSP becomes pronounced. The use of the provincial and district staff in a comprehensive approach to monitor and improve performance is essential. In line with this, ESSP III could give more emphasis to the dimension of responsibility in the trend of decentralizing resources.

7.2. Additionally, a procedure in local planning could be introduced, which will set performance targets in addition to the present access and coverage targets. This would expectedly result in more responsibility at local levels – particularly SDEJT and ZIPs – in ensuring improvement in the quality of services provided, and in the end an increased efficiency of the education system. Performance targets and achievement could be tied with financial incentives. The role of School Councils could also be further developed in ensuring that both quantitative and qualitative targets are achieved.

7.3. Another aspect that is not specified in ESSP III is the need to have a differentiated approach in its implementation to different situations in the country. Some provinces present better results – i.e.
Maputo City and Maputo Province – whilst other present greater challenges, requiring a more in-depth analysis and search for more adequate solutions for each situation. This will inevitably bring more pressure on institutional arrangements and management and should also be reflected in the allocation of resources. The use of some studies, such as the Budget Briefs prepared by UNICEF, can help devise such a strategy.

7.4. The issues of implementation and monitoring will be given more attention in the final report of the appraisal.

Documents consulted

Education Sector Strategic Plan 1998-2003
Evaluation of the Implementation of the Education Sector Strategic Plan, 2003
Plano Estratégico da Educação e Cultura 2006-2011
Mid-Term Evaluation of the EFA Fast Track Initiative, Mozambique Country Case Study, 2010
Guia de Avaliação do PEEC
Relatório de Avaliação do Ensino Primário e Ensino Secundário
Relatório de Avaliação do Currículo do Ensino Primário
Relatório de Formação de Professores
Plano Curricular do Curso de Formação de Professores Primários
Relatório de Avaliação de Alfabetização e Educação de Adultos
Relatório de Avaliação do Ensino Técnico Profissional
Relatório de Avaliação do Ensino Superior
Relatório de Avaliação dos Programas Especiais
Relatório de Avaliação da Capacidade Institucional
Comentários dos Grupos sobre a Avaliação do PEEC
Plano Quinquenal do Governo, 2010-2014
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Matrices from the WG/IG with comments to the PEE Versão 2.

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