**Bijlage 1**

**Format for Information Collection - Results Report 2009-2010 (bilateral aid program)**

**Embassy (for delegated aid):** Maputo

**Country:** Mozambique

**Strategic Goal**: Contribute to poverty reduction in Mozambique in an aligned and effective way

**Sub-goal/ programme selected for this form**: Education: The Embassy aims to phase out of the sector, ultimately by 2011. Adequate and sustained sector funding should be guaranteed through the MTFF process, also reflecting increased GBS Netherlands’ contribution.

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**1. CONTEXT**

**a. Country or regional context**

Although the Mozambican economy has nearly doubled in the past 10 years with a sustained average Gross Domestic Growth of 6,24% , Mozambique is still one of the poorest countries of the world. More than half of the population live below the poverty line (Household Budget Survey - IOF 2008/9). Mozambique ranks 165 out of 169 countries in the UN Human Development Index (HDI – UNDP, 2010[[1]](#footnote-1)). Yet Mozambique’s HDI value has improved notably since the end of the war and the country is among the top 10 improvers since 2000. Of the 20.2 million people more than half (54%) are younger than 18 years. For anyone born in 2007, life expectancy was 49.4 years. (Population Census 2007). In the rural areas one third and in the urban areas two thirds of the people have access to safe, clean water (World Development Indicators, 2006). 50.4% of the population cannot read or write. Illiteracy is strongly gender structured: 34.6% of men are illiterate, whereas for women the figure rises to 64.2% (Pop. Census 2007).

**b. Education Sector context**

Mozambique’s current Five Year Government Plan (PQG) 2010 – 2014 emphasizes the crucial role of education and training to create the necessary human capital for sustained social and economic development. Priority is given to ensuring opportunities for all children to complete a primary education of seven years.

The current education sector strategic plan , prioritises primary education through three main areas of interventions:

* Increasing access, with a special focus on reaching gender parity,
* Improving quality of education
* Strengthening institutional capacity throughout the education system.

Resulting from the progress made in access to primary schooling, secondary education is expanding rapidly, while the call for a more technical-oriented work force is increasing. In the coming years, focus will be on the consolidation of the reforms initiated over the last years in the area of secondary, technical and vocational education, as well as higher education with the aim to make this level of education more responsive to the needs of society for sustainable economic and social development.

Gender parity has practically been reached with regard to 6 year old children entering Grade 1[[2]](#footnote-2). However, the longer children stay in school, the higher the chance for girls to drop out. The percentage of female students in higher education is much lower than for male students (female students occupy approximately 30% of the available places in higher education)

Until 2009, the education sector programme was supported by increased internal and external funding. Government has consistently allocated around 20% of its resources to the education sector. However, the portion of bilateral donor funding through the common education sector support fund has diminished from 2010 onwards. Through contributions of FTI and a World Bank loan (total 161 million USD for 3 years), contributions are now again at the level of 2009. This poses a serious problem, however, because there is not sufficient funding to accommodate maintenance, let alone the dramatic growth of the system.

**c. Description of the problem**

As access to primary education has grown dramatically, the system has not been able to ensure sufficient quality of outcomes in terms of pupils’ performance. A comparative education quality monitoring study for Southern and Eastern Africa, SACMEQ III, (<http://www.sacmeq.org/sacmeq3.htm>) showed that performance in reading and mathematics skills for Grade 6 pupils have deteriorated significantly in Mozambique, whereas in all but one (Uganda) other participating countries, performance remained the same or improved. In order to improve learning outcomes, government is advised to address the design and implementation of an Early Childhood Development policy as well as in addressing the implementation of a mother tongue language instruction policy throughout the country.

There are also challenges in addressing gender and geographical equity, quality and relevance issues in the secondary and post secondary education subsectors.

Another serious challenge is that the system has not succeeded to accommodate primary school leavers in post primary levels of education. Not only is there lack of physical space in post primary education, there is by far not enough budget available to ensure adequate good quality post primary schooling system. Strategies for post primary education are in place, but the adequately trained human resources and financial resources are lacking. The number of out of school and unemployed youth is growing which in turn may have a negative impact on social stability, especially in urban areas.

**d. Intervention logic**

A number of donors participate in the education sector pooled fund (FASE) which supports the implementation of the education sector strategic plan (ESSP). The Netherlands has been one of the major FASE donors for the past few years both in terms of financial contribution to FASE (19 million € in 2009, 7 million € in 2010) as well as in terms of participation in policy development dialogue.

However, in 2007, the Embassy decided that it could withdraw from participating in FASE in 2011, because it was expected that the Netherlands contribution to the national budget( via the direct budget support mechanism) would grow substantially and that the education sector support fund FASE would cease to exist as the sector was expected to become fully funded through the overall budget.

**2. RESULTS AND LESSONS LEARNED**

1. **What was achieved and why? What made it happen?**

Between 2003 and 2010,the number of children in primary schools increased from 3,3 million to 5,3 million. The number of qualified primary school teachers has grown as well. In 2009 the government recruited 9.400 new teachers and in 2010 again 9.800 new teachers were recruited. In 2011 yet another 12.000 new teachers were employed. The ministry has also managed to ensure the availability of free textbooks for all the children in primary schools. Increased funding from internal sources and external sources has made this substantial growth possible.

1. **What went less well and why?**

Improving educational quality and a sufficient expansion and strengthening of the post primary levels did not go well. An important reason for this is the fact that attention of policy makers has been too much focused on performance related to Millennium Development Goal 2 (reaching universal primary education by 2015) which resulted in less attention to quality in primary education and to planning for establishing an adequate post primary system.

1. **What has been learned?**

The policy dialogue should have focused seriously on overall educational quality and post-primary education long ago. Long term inclusive planning would have indicated that problems which we are facing today, would occur and could then have been dealt with in a more timely manner.

Also, discussions on education sector financing should have been done more openly amongst all donors and with involvement of the line Ministry and the Ministries of Planning and Finance in order to identify the financing gaps in an early stage.

Last but not least, the Netherlands Embassy should have discussed her plan to withdraw from sector financing in a dialogue with other donors and the government, before taking the decision. This was now done in isolation and compensation for our withdrawal did not occur in a properly designed way. Apart from the Netherlands, Denmark decided in 2010 to withdraw from the education sector. This decision was communicated to other donors without prior consultation or discussion.

**3. RESOURCES SPENT (ODA and FTEs)**

|  |  |
| --- | --- |
| Dutch ODA disbursed during 2009-2010 as contribution to this strategic goal (approximately) | € 27.000.000 |
| Average amount of Embassy FTEs allocated during 2009 and 2010 to this goal (for delegated aid) | 0,75 FTE |
|  |  |
| Piramide numbers of relevant Activities | 14419 |

**4. OVERALL TRAFFIC LIGHT SCORE**

The overall achievement of results is:

(Please tick **√**)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Off-track | 1 | v |
|  | In danger to be off track | 2 |  |
|  | On track | 3 |  |

1. http://hdr.undp.org/en/statistics/ [↑](#footnote-ref-1)
2. Entrance rate at 6 years of age was 69.9% in total, the rate for girls was 68.8%, indicating that gender parity at this level was almost reached. [↑](#footnote-ref-2)