

CHANGE, IMPACT, SUSTAINABLE DEVELOPMENT

HOW THE ISLAMIC DEVELOPMENT
BANK GROUP IS IMPROVING
PEOPLE'S LIVES

EDUCATION

ENHANCING UNIVERSAL
SECONDARY EDUCATION
IN MOZAMBIQUE



2020

INTRODUCTION

The Government of Mozambique is committed to providing universal primary and secondary education to all children. IsDB has supported these efforts through the provision of more classrooms and improved laboratories and equipment. Through training, the Bank has also helped to improve the quality of teaching. The main focus has been on supporting schools in rural areas for inclusiveness, increasing access for girls in particular, and on reducing class sizes and improving learning outcomes/pass rates. On all fronts, the secondary education expansion project can be judged as a complete success.

THE CHALLENGE

"A key challenge for secondary education in Mozambique was the inability to attract girls into the sciences," explains Pedro Joao Chale, Project Coordinator. This is just one of the many challenges Mozambique has when it comes to secondary education. In particular, a historically low gross enrolment of only 8% and 2% of girls for lower and upper secondary levels, respectively (2002 data). Its educational infrastructure is also generally in very poor condition and there are low levels of teacher and student motivation, with large class sizes and minimal equipment for teaching and learning.



THE PROJECT

This project provided support to the Government of Mozambique through increasing access to, and improving the quality of, secondary education facilities for children in rural areas of northern Mozambique. The project involved expanding and upgrading infrastructure, and improving the teaching and learning conditions, in five rural locations. Two entirely new secondary schools were built, in Chiúre and Marrupa, and three secondary schools were fully refurbished and their capacity expanded, in Dondo, Maxixe and Nacala.

The project supports the goals of the national Education and Culture Strategic Plan, which affirms the Government's commitment to improving education through various means and ensuring that education contributes to the key national objectives of reducing absolute poverty and promoting social and economic justice.

The project design had all the necessary elements for delivering improved learning outcomes, particularly developing the educational infrastructure to enhance the learning environment and providing the learning materials and equipment needed; as well as capacity building for teachers and school managers to improve the learning process. All the necessary furniture and furnishings, laboratory equipment, textbooks and stationery were provided for all five schools. Pedagogic training was given to 145 teachers, to enhance the education they provided. Management training was also provided to 15 school administrators. Finally, on-site accommodation was built for teaching staff, and hostels constructed for boarding students, rounding off the delivery of all the key needs for a good education in rural communities.

This was IsDB's eighth investment in education in Mozambique, and was immediately followed by another, to develop a further five schools. This is a clear indication of replicability, which means that this and similar IsDB-supported projects will produce a wider impact. Replication will also mean that gains can be consolidated for the individual interventions.

RESULTS

This project increased access to secondary education and provided a conducive teaching and learning environment. It also supported IsDB's strategy of developing human capital in Member Countries to reduce poverty and enhance well-being. On average, 8,000 students were enrolled in the new schools every year between 2012 and 2016, with a total of 40,250 students benefiting from improved education. Of these, 17,109 students were girls (43% – up from 40%). Class sizes were reduced from 75 to 50 students per class. Crucially, there was a significant improvement in the average pass rate – reaching 80% in 2015, up from 55% in 2010. This was thanks to the remedial classes in mathematics and sciences. Pedro Joao Chale expands on this: "The deliberate focus on providing remedial classes in the sciences and Portuguese language for girls, and providing them with school kits to motivate them, succeeded in increasing the number of girls opting to do sciences and their performance."

WITH REMEDIAL CLASSES IN MATH AND SCIENCES, THE PASS RATE IN THE IMPROVED LEARNING ENVIRONMENT ROSE FROM

55% TO 80%

CLASS SIZES REDUCED FROM

75 TO 50

STUDENTS PER CLASS





LESSONS LEARNED

While the project's replicability has wider impact, the sustainability of the results will depend on effective Government campaigns to sustain school attendance, especially of girls. It will also depend on adequate facility maintenance. The Government indicates its commitment in these regards by continuing to allocate between a fifth and a quarter of its annual budget to education.

The shift system for teaching staff continues to be used in the schools. This demonstrates the high demand for school places in secondary education, as a knock-on effect of the progress made toward universal primary education. The double shift, although an effective means of addressing the high demand, continues to place strain on teachers, and means less contact time for the students' learning.

Finally, in the opinion of the local executing agency, the project could have considered making better use of the available space through multistory buildings. The project could also have benefited from a robust monitoring and evaluation system to track progress.

EDUCATION, ESPECIALLY OF GIRLS, IS ESSENTIAL FOR SUSTAINABLE DEVELOPMENT. THIS PROJECT SUPPORTED THREE SDGs BY HELPING MORE THAN

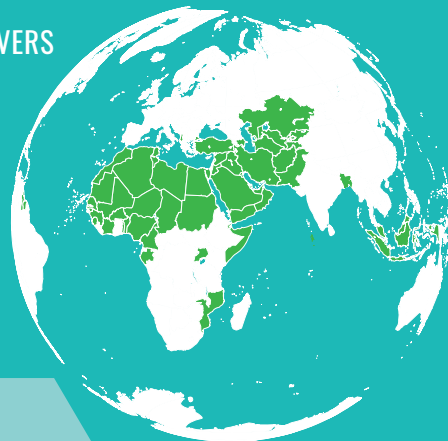
40,000

STUDENTS BY PROVIDING NEW AND IMPROVED FACILITIES

ISDB MEMBERSHIP COVERS

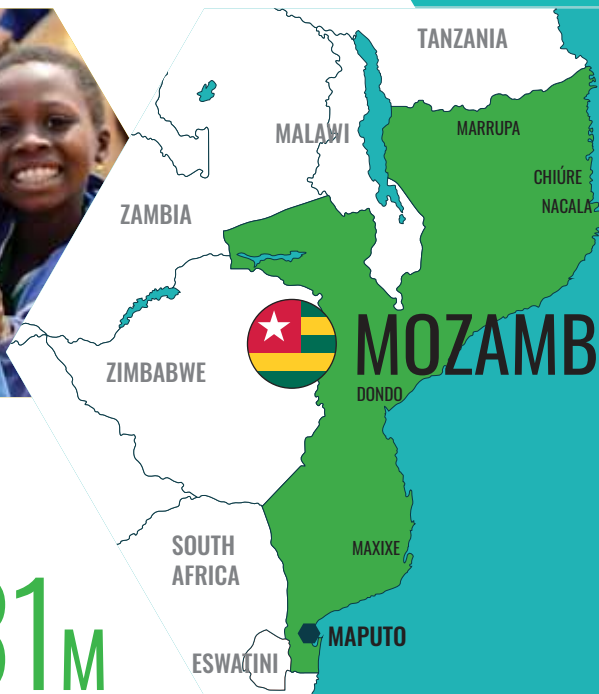
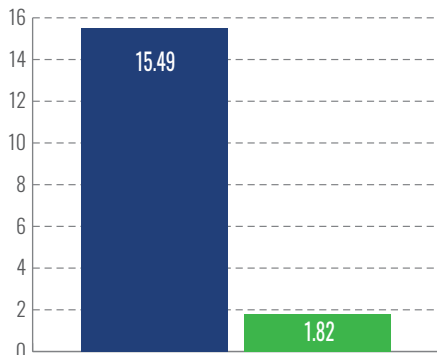
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COUNTRIES SPREAD OVER 4 CONTINENTS



TOTAL PROJECT COST

US\$17.31M



CONTRIBUTIONS

● ISLAMIC DEVELOPMENT BANK

US\$15.49M

● GOVERNMENT OF MOZAMBIQUE

US\$1.82M



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“The construction, rehabilitation and expansion of schools certainly added value to the teaching process, including improved laboratory equipment and furniture provided by the project. In the case of Chiúre and Marrupa, where new secondary schools were built, the impact was much greater because students started to study close to their families, and the risk of dropping out decreased substantially.”

Gaspar Baptista Maiquita, project engineer, Directorate of Planning and Cooperation, Ministry of Education and Culture (now Education and Human Development).

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NEW SCHOOLS

ON AVERAGE

8,000

NEW STUDENTS ENROLLED
EACH YEAR



THE PROPORTION OF GIRLS ENROLLED IN
THE SECONDARY SCHOOLS INCREASED FROM

40% TO 43%

CONTACT US

Islamic Development Bank
8111 King Khalid St.
Al Nuzlah Al Yamania Dist.
Unit No. 1
Jeddah 22332-2444
Kingdom of Saudi Arabia

✉ info@isdb.org

☎ +966 12 6361400

🌐 www.isdb.org