

# Application Form for Multiplier Education Sector Program Implementation Grant – Multiplier ESPIG<sup>1</sup>

OVERVIEW	
Country:	Mozambique
Grant agent(s):	World Bank
Coordinating agency(ies):	Finland
Date of submission of the endorsed ESP/TEP:	5/28/2020
Period of the ESP/TEP:	2020-2029
Date of submission of the full application package:	8/17/2020
Program name (optional):	Improving Learning and Empowering Girls in Mozambique
Multiplier ESPIG amount requested:	US\$15 million
Multiplier ESPIG - Fixed Part <sup>2</sup> :	US\$10.5 million
Multiplier ESPIG - Variable Part <sup>3</sup> :	US\$4.5 million
Co-financing mobilized (list amount and donors):	World Bank (US\$100 million)
Agency fees (Multiplier) – additional to allocation:	US\$0.26 million
Regular ESPIG amount requested:	US\$125 million
Regular ESPIG - Fixed Part <sup>4</sup> :	US\$87.5 million
Regular ESPIG - Variable Part <sup>5</sup> :	US\$37.5 million
Agency fees (Regular ESPIG) - additional to the country allocation:	US\$2.19 million
Estimated starting date:	1/20/2021
Estimated closing date (last day of the month, e.g. May <u>30</u> , 2025):	12/31/2025
Expected submission date of completion report:	6/30/2026
Grant currency - please enter 'X' in the box to indicate the currency of the grant amount and fees	<input checked="" type="checkbox"/> US Dollar
	<input type="checkbox"/> Euro
Grant modality - (please enter 'X') <sup>6</sup>	<input checked="" type="checkbox"/> Sector Pooled or Budget Support
	<input type="checkbox"/> Project Pooled/ Co-financed
	<input type="checkbox"/> Project/ Stand-alone

<sup>1</sup> This application form was revised in June 2020.

<sup>2</sup> Including other grant agent costs such as supervision, country offices, etc. (See “supplemental program cost” section of this application).

<sup>3</sup> Including other grant agent costs such as supervision, country offices, etc. Please note that any grant agent costs which is allocated to the variable part can only be disbursed if indicators are reached.

<sup>4</sup> Including other grant agent costs. Grant agent costs allocated to the variable part can only be disbursed if indicators are reached.

<sup>5</sup> Including other grant agent costs. Grant agent costs allocated to the variable part can only be disbursed if indicators are reached.

<sup>6</sup> See Annex 1 for definitions.

## **NOTE TO THE USER**

### **Disclosure of ESPIG Documents:**

→ Following the final approval of this application, the final document will be published on GPE website. This is in line with GPE's transparency policy, requiring that all approved ESPIG applications and other related documents, including program documents and Joint Sector Review reports or aide memoirs, will be published on GPE website under the country pages of the developing country partner unless objected by the individual country. Please note that sensitive personal information, including phone numbers and email addresses, will be redacted/erased from documents prior to publishing on our website.

### **Notification to the Secretariat:**

→ Prior to any ESPIG application development process, the coordinating agency should always notify the Secretariat of the country's intent to apply. The Secretariat will engage with the government and coordinating agency to agree on a timeline for the preparation and submission of the application, based on the country's own education sector planning and GPE submission dates.

### **Application Guidelines:**

→ Applicants should read the [Multiplier ESPIG Guidelines](#) and/ or the regular [ESPIG Guidelines](#) (where relevant), which explain the application development process, including timeline, necessary steps and intermediary submissions for the quality assurance process of the application. Please also review the document "Guidance to the Grants and Performance Committee for Evaluating the Expression of Interest," available at: <https://www.globalpartnership.org/funding/gpe-multiplier>. In case additional information is needed, the applicant can contact the country lead at the Secretariat.

### **Application Package:**

→ The full ESPIG application package is considered an integral part of the approval. Changes to any of these documents after submission to the GPE should follow the [ESPIG Policy](#). This includes any changes to program documents during the internal approval process of the grant agent.

### **Data Sources:**

→ The financial, education sector, and any country data included in the application should be accompanied by the relevant sources in the corresponding sections of the form.

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# I. MULTIPLIER ESPIG

## II.1 Sources and types of co-financing

The GPE Multiplier mobilizes external funding alongside a contribution from GPE. Please list the funding mobilized from each partner, the name of the partner, and the instrument (for example grant, loan, etc.).

The Amount of funding should equal or exceed the value of co-financing included in the Expression of Interest. If it does not, please provide an explanation.

The Application may not be approved if the total value of all co-financing is lower than the US\$ 3 to US\$ 1 ratio required to access the Maximum Country Allocation from the Multiplier.

#	Partner	Amount (US\$)	Instrument (grant, loan, etc.)
1	World Bank	20 million	grant
2	Global Affairs Canada	5.65 million	grant
3	Agence Francaise de Developpement	11 million	grant
4	World Food Program	8 million	grant
5			
	Total in US\$:	44.6 million	

## II. FULFILLMENT OF FUNDING REQUIREMENTS – FIXED PART

### II.1 Requirement 1: An endorsed quality ESP/TEP<sup>7</sup>

Please explain why the endorsed ESP/TEP can be considered a quality plan by summarizing the main conclusions and recommendations of the Appraisal Report and how these were addressed in the Appraisal Memo, including any adjustments made to the ESP/TEP and/or any medium-long term follow-up actions decided upon, as a result of the independent assessment, as well as any other outstanding issues related to the ESP/TEP.

The Mozambique ESP Appraisal Report (May 12, 2020) found the PEE to be comprehensive, challenging and optimistic. It found that the Ministry of Education directorates and teams, as well as the development partners, had a strong engagement with the development and presentation of the PEE and an overall clear understanding and agreement of its priorities. The appraisal report identified the following five key recommendations, and these have been addressed accordingly as noted in the Appraisal Memo:

- 1) Strengthen the communication of the PEE to the grass roots by presenting key elements in easily digestible formats.
  - a. *Response from Appraisal Memo:* Small brochures will be produced in Portuguese and English with key messages from the PEE to facilitate communication with different target groups (school managers, teachers, students, parents, private sector, development partners, etc.) The MINEDH website with the PEE will also be shared. Means of sharing will include social media, tv and radio spots, WhatsApp groups, provincial-level bulletins, etc.
- 2) Make clearer the purposes and audiences for the various assessment at different levels of the school system. In particular, a timetable for national assessment should be developed to support planning decisions and there is a need for greater reflection on the requirements for national exams at the end of grade 6 as students are intended to continue in full-time schooling through grade 9.
  - a. *Response from Appraisal Memo:* These matters are addressed in the Assessment Regulation. The Assessment Regulation has been disclosed among school managers and teachers and planning is done based on this document. As 6th grade is the culmination of primary education, the MoE feels that it is important to have a national exam at this point to guarantee student certification at the end of primary.
- 3) Revisit the presentation of the proposed teacher training program to ensure there is a policy base to document the expected skills and competencies required from primary/secondary teachers as they complete their pre-service training. Reconstruct indicators and the first OP so that they reflect what teachers can be expected to know and to do.
  - a. *Response from Appraisal Memo:* The competencies and skills expected of teachers is covered within the scope of the Teacher Training Course. In addition, the National Framework for Professional Standards and Qualifications clarifies this issue by mapping out the current qualifications of teachers and how they actually meet the predefined standards. In terms of the indicators, this has already been revised in the OP: % of teachers who meet the national framework of professional standards and qualifications.
- 4) There is a need for stronger ideas and planning on how to ensure that supervision of schools (principals and teachers) provide meaningful, timely evidence for action for planning at the school/district/provincial levels.
  - a. *Response from Appraisal Memo:* The MoE plans to empower the SDEJTs (District-level offices) and the ZIPs (pedagogical influence zones) with the needed financial resources and means to develop a systematic and permanent supervision system. This includes: (i) ensuring that the ZIP coordinator is qualified with experience in management and teaching and that he/she exclusively acts in a supervisory and monitoring role for the schools in his/her jurisdiction; (ii) the PEE monitoring framework will ensure evidence-based schools planning and management processes; (iii) the POEMA cycle and feedback system between all levels in terms of M&E and supervision will be part of the monitoring system.

- 5) In order to generate a final version of the finance proposals, and to fully explore the likely financing gap, further technical work needs to be done, taking into account particularly the uncertainties of development partner contributions.
- a. *Response from Appraisal Memo:* In the most recent meeting with the HOCs, MINEDH asked for all partners to indicate their potential disbursements for the implementation of the PEE in the next 3 years. The partners signed a letter of endorsement for the PEE 2020-2029 in which they expressed their willingness to support implementation. The amounts to be disbursed annually will be confirmed based on the new MoU between MINEDH and FASE partners. Resource mobilization includes bilateral partners.

## II.2 Requirement 2: Commitment to finance the endorsed ESP/TEP

Please use the table below to provide information on external resource mobilization. Indicate if you are using fiscal or calendar year, and if the former please state when (the month) the fiscal year begins and ends. Also include, where applicable, the sources of all data.

Please provide the latest evidence of domestic resource mobilization using the template for Requirement Matrix Annex on Domestic Financing available on the GPE website via [this link](#).<sup>8</sup> Attach the completed template to this application.

**TABLE 1 | Evidence of external resource mobilization**

Actual value for three years			Target values for the period of the Program					
Data for the past three years (indicate years as relevant)			Data for the relevant duration of the program (indicate years as relevant)					
year	year	2020	2021	2022	2023	2024	2025	Total
<b>Education sector plan</b>								
Education sector plan cost ('000 MZN)								
		61,588,302	63,929,898	65,023,342	71,450,244	73,618,020	76,279,900	347,959,808.00
External funding – excluding GPE funds ('000 MZN)								
			3,301,200.00	3,301,200.00	3,301,200.00	3,301,200.00	3,301,200.00	16,506,000.00 <sup>9</sup>
Funding gap as recorded in the ESP ('000 MZN)								
		14,647,978	14,463,808	12,897,380	16,523,258	15,741,448	14,188,606	88,462,478.00
GPE support ('000 MZN) = 9,800,000.00 (2021-2025) <sup>10</sup>								

**TABLE 2 | Major interventions of development partners**

<sup>7</sup> Evidence of a credible ESP will primarily be drawn from the ESP documents submitted prior to the application itself. This section should therefore be limited to a brief summary of key issues highlighted in the appraisal process.

<sup>8</sup> This Excel template is the same as the domestic financing spreadsheet initially submitted during the Quality Assurance Review (QAR) process. It is also available on the GPE website at: <http://www.globalpartnership.org/content/funding-model-requirement-matrix-domestic-financing-annex>. Should you have any question about this section of the application form, please send an email to the GPE Secretariat at [gpe\\_grant\\_submission@globalpartnership.org](mailto:gpe_grant_submission@globalpartnership.org).

<sup>9</sup> This represents US\$ 235.8M contribution of FASE partners excluding GPE. Exchange rate MZN/US\$=70

<sup>10</sup> This is equivalent to US\$ 140M GPE contribution at an exchange rate of MZN/US\$=70

Donor name	Major interventions	Financial scale (US\$ million)	Years covered
Canada	Support to the implementation of the ESSP	36.65M	2021-2025
Finland	Support to the implementation of the ESSP	31.44M	2020-2022
France	Support to the implementation of the ESSP	11.23M	2020-2022
Germany	Support to the implementation of the ESSP	26.95M	2020-2021
Ireland	Support to the implementation of the ESSP	20.07M	2020-2024
UNICEF	Support to the implementation of the ESSP	1.50M	2021-2023
World Bank	Support to the implementation of the ESSP	100.00M	2021-2025

### II.3. Requirement 3: Availability of critical data, or a strategy to use and produce data

This requirement concerning the availability of data or alternatively a strategy to produce and use data is divided into three sub-components as indicated below

#### II.3.1 A recent education sector analysis

- Provide information and dates on the most recent education sector analysis, including a list of which analytic elements are included (e.g. demographic analysis, analysis of existing policies, costs and financing, system performance and system capacity).
- Indicate how vulnerability and equity, particularly the situation of education for marginalized groups, including girls and children with disabilities, have been addressed.<sup>11</sup>

The education sector analysis was completed in July 2019 and used as the basis for the ESP 2020-2029. It includes all the key analytic elements, including a demographic analysis, analysis of existing policies, costs and financing and system performance and system capacity. A full assessment was done of the ESP, including how it addresses vulnerability and equity, and is included in the GPE Funding Model Requirements Readiness Matrix submitted as part of the QAR1. The gaps identified in the ESA, particularly those associated with girl's education, are addressed within the ESP and the proposed project.

#### II.3.2 Basic financial and education data

- Provide date of last submission of data to UIS and highlight any areas where data was not provided;
- Highlight any gaps in national data (such as data quality issues, disaggregation by gender, availability of data on marginalized groups, financial data, etc.); and
- Provide summary of strategies to address these, including how the implementation of a data strategies will be financed and whether they are part of the endorsed ESP.<sup>12</sup>

Mozambique has an EMIS with school data a system for monitoring education indicators at the central, district and provincial levels. However, since 2015, Mozambique has yet to submit data to UIS.

The ESP identifies gaps in the national data collection, particularly in that the current data available is not enough to produce all disaggregated and comparable indicators required to monitor progress towards established national and international goals. Under section 3.7.4 of the ESP, the improved use of data and improved EMIS system is listed as one of the key objective strategies. The proposed GPE Grant and project will support the National Strategy for the Development of Education Statistics (ENDEE, 2020-2024)

<sup>11</sup> Reference can be made to the assessment made in the GPE Funding Model Requirements Readiness Matrix (Quality Assurance Review Phase I Matrix), with this paragraph limited to an update on progress vis-à-vis identified gaps; alternatively, if the analysis exists in another document, this section can simply reference that document, which should then be attached.

<sup>12</sup> If these strategies are included in the endorsed ESP, this paragraph should be limited to a list of the strategies and their financing source and a reference to the relevant section in the ESP.

in its goal to strengthen the National Education Management Information System (SIGE). The more reliable, timely and disaggregated data will enhance the system capacity to monitor girls' education progress, including learning conditions that disproportionately affect girls, such as GBV cases reported. More details can be found below under Section III.

### II.3.3 A system or mechanisms to monitor learning outcomes

- Indicate whether there is a system for measuring learning outcomes and if so, describe briefly;
- Highlight any gaps and provide summary of strategies to address these, including how the implementation of the strategies will be financed.<sup>13</sup>

Mozambique developed its first National Learning Assessment (NLA) in 2013 and a second assessment took place in 2016 with focus on Grade 3. A third assessment was planned for 2019 but due to limitation of manifestation of interest by qualified firms the assessment was conducted by INDE, which due to limited technical staff and short time to prepare, the assessment could only cover the South region. The next round of the NLA was planned to take place in 2020, but due to the current COVID-19 pandemic is likely to take place postponed to 2022, preceded by pilot phase in 2021a . These efforts largely financed by development partners through FASE, have enabled some capacity developed within INDE to manage the sample-based evaluation process, but there is a need to ensure continuity of these assessments – which will also integrate the evaluation of teaching proficiency in reading and Mathematics – and that the data analyses are used for education policy and practice. It should be noted at the secondary level, there is no national assessment. However, it's foreseen in the ESP and the program will support its implementation. Section 6.3 of the ESA goes into more detail on the work done so far in regards to measuring learning outcomes and Chapter 2 of the ESP outlines the key objectives and strategies for improving the system for measuring learning outcomes.

Component 3 of the proposed project and GPE funding (see more details below) aims to improve the efficiency of the system in monitoring education outcomes –access, progression and performance with a specific objective to help strengthen the Government's capacity to conduct regular and timely learning assessments. Specifically, funding will support the regular (every 3 years) implementation of an NLA for grade 4 and developing and implementing an assessment for the secondary level, which would allow the government to keep track of girls' performance in lower secondary. This activity would benefit the entire system, allowing to monitor students' progress, focusing on the provision of pedagogical feedback to schools for them to review their strategies and plans, and informing MINEDH at different levels to guide education policy, including specific actions related to girls, to increase their retention and learning.

## III. COUNTRY INFORMATION

**NOTE:** 1. Federal State applicants should duplicate this section as needed for States applying.  
2. Please include the sources of population and GDP data in footnotes.

Total population:	30.37(millions) (2019) <sup>14</sup>
GDP Per Capita (USD):	491.8 (current US\$) (2019) <sup>15</sup>
School year runs from (month to month):	February to December
Budget cycle runs from (month to month):	January to December

<sup>13</sup> If the system or strategy to develop one are included in the endorsed ESP, this section should be limited to a brief statement and a reference to the relevant section in the ESP.

<sup>14</sup> World Bank Data Indicators

<sup>15</sup> World Bank Data Indicators



## IV. PROGRAM

### IV.1 Program description (extracted from program document)

Provide below the location (page numbers) in the program document where a description of the program can be found. This includes information on program objectives, and related expected outcomes, and in the case of project modalities, the components and sub-components with financing amounts.

OR:

In 1,500 words or less (maximum 3 pages), please:

- Provide a narrative of the Program in summary form, describing overall program objectives and related expected outcomes, and the components and sub-components with financing amounts.
- Indicate as relevant GPE's anticipated share by components and sub-components if this is a co-financed project.

**NOTE 1:** In the case of sector-pooled funds and budget support programs, where the initial earmarking of resources by inputs, activities, components and sub-components (typical of project modalities) may not be relevant, the narrative will summarize the key elements from the Program document.

**NOTE 2:** it is highly encouraged that a summary of the program description is provided.

(The below text is summarized from "Section II- Project Description" of the Project Appraisal Document-PAD-starting on page 17. Further details, including information on the specific activities to be included under each sub-component can be found in this section in the PAD.)

The "Improving Learning and Empowering Girls in Mozambique" project is for a total of US\$240 million (US\$ 100 million IDA; US\$140 million GPE) and will focus on improving learning outcomes and boosting girls' education, contributing to reduce current gender gaps while aiming at having a longer-term impact on development of Mozambique. The Project Development Objective (PDO) is to improve learning readiness in primary and increase retention of girls in upper grades of basic education in Mozambique.

To achieve the PDO, interventions will be focused on the two main bottlenecks of the education cycle, as indicated by evidence. The first bottleneck occurs over the first three grades of primary schooling. Poor school readiness and weak learning outcomes lead to repetition, contribute to overcrowded classes and overage, and result in high dropout in Grades 2 and 3. Having learners well prepared and motivated is a key precondition for learning. There is ample evidence on showing that children who receive good quality stimulation during early years have substantially higher chances of better performance in primary education. Experiences also show that preschool attendance also impact the families of the children, increasing mothers' labor force participation and older siblings (mostly girls) attendance to school.<sup>1</sup> Preschool could also help expose students early on to Portuguese language, further facilitating the transition to primary school. To support learning in the early grades, the Project will also focus on developing reading skills in the first cycle of primary education. Although learning in other subjects also shows big deficiencies in Mozambique, there is a strong rationale for this project to focus on reading only. Firstly, reading is the foundation upon which other learning (numeracy, science, for example) is built. Reading is highly correlated with other academic skills and socioemotional skills (such as self-control). Secondly, experience shows that children who don't read by late primary find it hard to catch up and are at risk of lagging behind. Lastly, reading has strong linkages with quality jobs later in life.<sup>14</sup>

The second bottleneck of the education cycle addressed in this Project occurs in upper primary (after Grade 5) and the transition to lower secondary, affecting girls more than boys. Difficult access to school, poor infrastructure and lack of a "girl-friendly" environment at school, combined with high adolescent fertility and early marriage rates, contribute to girls quitting their education before graduating from primary and starting lower secondary.

Activities for this project will be divided into the following four components and corresponding sub-components:

**Component 1: Improving learning in primary education (US\$90M – of which US\$50M are IDA Financing and US\$40M GPE Financing)**

***Sub-component 1.1 – Strengthening preschool services (US\$25M GPE Financing)***

Through this sub-component, the project will support the consolidation of the subsystem, the reinforcement of the regulatory capacity of the Government, and the expansion of provision of preschool services, allowing more children to access quality early learning in Mozambique. It will build upon the achievements and lessons learned from the previous World Bank and GPE project (ESSP), which contributed to setting up the institutional structure for the ECD system in Mozambique and expanded the provision of ECD services to rural communities in five provinces through the Program for the Integral Development of Children of Preschool Age (DICIPE Desenvolvimento Integral da Criança em Idade Pré-escolar). The subcomponent will also include activities to improve governance and quality, and increase coverage of preschool services, community and parental engagement.

The preparation and implementation of the activities in this sub-component will be led by MINEDH in close collaboration with the Ministry of Gender, Children and Social Action (MIGCAS), since the national arrangements based on the new Education Law regulatory documents designate MIGCAS as responsible to define norms for opening, functioning and closing preschool facilities in Mozambique. This sub-component will also involve coordination with the Ministry of Health in the implementation of the nutrition interventions.

Key activities for this sub-component include:

- i. **Enabling the institutional framework and workforce:** Activities will be focused on strengthening the governance of the preschool subsystem and fostering coordination between relevant government entities at all levels. A national preschool curricula framework for teachers and children will be prepared and gradually implemented, ensuring that they are developmentally appropriate, play-based, and gender sensitive. This will include the establishment of national Early Learning and Development Standards (ELDS) and Teacher Training Program for this subsector, both under the leadership of MINEDH and with the involvement of the National Institute of Development of Education (INDE), Teacher Training Department (DNFP), and Education Quality Management Department (DGGQ). The teacher training curriculum will be gradually harmonized across higher education institutions offering preschool programs and extended to Teacher Training Institutions (IFPs).

This subcomponent will also include the definition of the national preschool policy and regulatory framework for preschool service delivery and management (for both public and private preschools) aligned with the ESP 2020-2029. This activity will be key as the institutional framework needs to be established as designated by the new Education Law. The framework will establish mechanisms to facilitate the collaboration with other sectors, such as health and social protection, and integrate complementary aspects of early learning, such as nutrition, parental and community engagement. It will also include the design and implementation of a national preschool subsystem personnel framework with profiles, qualification requirements, and a pay grade scheme for the public-sector workforce (including community-based professionals) commensurate with qualification and tenure. The institutional capacity at central, provincial and district levels will also be reinforced through the recruitment of specialized ECD professionals and capacity development. Evidence from the 2019 DICIPE Process Evaluation shows that one key factor for the sustainability of the community-based model is the payment scheme and training for facilitators (teachers) of ECD centers. The stipend for the local ECD facilitators will continue to be paid within the Government's annual budget to ensure institutionalization of this expense.

- ii. Consolidating existing service provision: Under the ESSP, the Government (with the support of third-party providers) constructed and established 350 escolinhas (ECD centers) throughout select districts in five provinces. In 2017/2018, 17 of the 350 escolinhas had to be discontinued and closed in the district of Macomia (Cabo Delgado) due to army attacks, which led to social instability and the displacement of the population. This project will ensure ongoing maintenance of the structures as well as continuity of service provision in the remaining 333 escolinhas. Building on lessons learned captured in the 2019 Process Evaluation of the DICIPE pilot, additional attention will be given to improving the quality of these escolinhas, with specific focus on the following: i) ensuring the provision of sufficient learning and teaching materials; ii) ongoing teacher training (as part of a new teacher training program to be developed); iii) implementation and use of the new ECD curriculum and Early Learning and Development Standards; iv) the development and use of a harmonized M&E plan with specific focus on training local actors in the use of the M&E tools; and v) ensuring the continuation of the Community Coordination Committees (CCC) at all communities with escolinhas, which was shown to have significant positive effects on the quality of the escolinhas. At the end of project implementation, a follow up of the impact and process evaluation initiated with DICIPE will be implemented in the same escolinhas to track improvements and changes in quality.
- iii. Expanding service provision: 200 new additional escolinhas will be constructed: 90% in rural areas and 10% as a pilot model for the provision of ECD in peri-urban areas. For the 180 new community-based facilities based in rural areas, construction and operationalization will be based on the DICIPE model, adjusted as needed based on lessons learned of the first stage, but including key elements such as linkages with the local primary school and the community management model. In order to ensure the continuity of early stimulation activities in rural areas, the expansion of the escolinhas will be closely articulated with the Nutrition Package (PIN) implemented under the Mozambique Primary Health Care Strengthening Program (P163541). The PIN is providing responsive feeding and early stimulation counseling for caregivers with children from 0-24 years old in eight provinces throughout Maputo. The location of the 180 rural escolinhas will overlap with the PIN implementation areas. The community health workers from the nutrition program will be involved in the escolinhas' CCCs in order to ensure the continuity of key nutrition components being delivered through the PIN, namely deworming and growth monitoring, to take place at the escolinhas.

The remaining 20 escolinhas will be constructed in peri-urban areas, particularly in Maputo city as a pilot initiative for the provision of early learning and care services for most vulnerable population in urban settings. This activity will articulate with the Harnessing the Demographic Dividend Project (P166100) - Component 2 - testing new alternative businesses, particularly for women, while providing quality early learning and security for children in these areas. This alternative model, using public and private partnership (PPP) will be designed during the second year of the project implementation, based on best international practices and the local context.

- iv. Parental engagement: One key aspect captured in the DICIPE 2019 Process Evaluation was that the parental education component of the DICIPE pilot was not developed or implemented as planned. Under this project, in all 533 escolinhas (the 333 from the original ESSP project and the additional 200) a parenting engagement model will be developed and implemented. This intervention will also coordinate with the above-mentioned nutrition program, which is already working to engage caregivers on nutrition and early stimulation practices. This project will develop specific counseling materials on ECD (radio contents, booklets, etc.) empowering parents and caregivers with appropriate tools to support early education.

***Sub-component 1.2 – Strengthening reading skills in primary education (US\$65M – of which US\$50M are IDA Financing and US\$15M GPE Financing, of which US\$10M are linked to PBC1)***

Under this sub-component, the project will support the strengthening of learning readiness by improving the reading skills in Portuguese in Grades 1 to 3 of primary education through a pilot and national program. The pilot, Aprender +, will develop and test a “package” of integrated interventions at the school level, including

materials' development, scripted pedagogy, teacher training and coaching, frequent assessment and monitoring of progress, and use of ICT to support implementation. The pilot will be done in parallel to the roll-out of this intervention at scale, providing the conditions for what works and what does not work. The pilot will be co-financed by a contribution from Finland, implemented by the World Bank (in close collaboration and active involvement of MINEDH) and will include a rigorous evaluation to assess its impact and cost-effectiveness, and to learn how to best scale it up. The pilot will be implemented in the provinces of Niassa and Manica (as defined by MINEDH), in 10 districts, and will reach between 200 to 400 schools (including participants and control group). The pilot will create high-quality teacher's guides that are aligned to the curriculum. Teachers will then be trained on how to implement language and literacy lessons using these materials. School cluster coordinators (Zonas de Influencia Pedagógica - ZIP) will monitor and support teachers, by checking whether these resources are being used by teachers and students, assessing students' literacy outcomes, and providing teachers with coaching and technical support if they are not following the teacher's guides with fidelity. Teachers' professional development mechanism will follow the current national in-service teacher training, adjusting and intensifying critical elements (detailed below) to help its implementation at the school level. Training will also be specifically focused on teaching early reading, as evidence shows that focusing on specific issues makes teacher training more effective.

The activities will, to the extent possible, use synergies with on-going experiences in Mozambique (such as the program Vamos Ler! with the support of USAID). They will also benefit from the recently launched initiative at the World Bank, Ending Learning Poverty, which will bring valuable international expertise.

Activities will include:

- i. **Structured pedagogy, students learning material and assessment:** This activity involves the development of detailed daily lesson plans for teachers (reading Grades 1, 2 and 3). These lesson plans will be easy to use and highlight instructional practices that have been shown to improve early grade reading. Attention will be given to gender aspects to ensure that girls and boys receive equal attention from teachers. Best international practices showed that structured (guided or scripted) pedagogy is an effective action to support teachers in a context of low skills and knowledge content. The project will provide textbooks and complementary materials for students (Grades 1 to 3, Portuguese) to support this component's objective. A student assessment mechanism will be implemented to monitor students' progress in reading.
- ii. **Train coaches and teachers:** Structured coaching methods will be implemented to train the teachers, where ZIP coordinators and selected pedagogical directors receive material and extensive training on how to observe a classroom and conduct feedback sessions with the teachers. The classroom observation tool included in the national in-service teacher training strategy will be adjusted and simplified. Observations and feedback (from coaches to teachers) will be conducted frequently, to ensure constant communication between the teacher and the coach. This will revitalize the current role of the ZIPs in providing pedagogic support to schools in their ZIP. To be effective, these activities will consider measures to reduce the teaching working load of ZIP directors. Finally, there will be support for ZIP coordinators to facilitate transport to schools (such as stipends, bicycles or motorcycles). Coaches will be provided with Tablets/smart phones that work offline and contain videos and content to support teachers. Technology will also be used to create virtual groups within each ZIP to share resources and updates among teachers, and answer questions. A digital platform will be developed to monitor implementation of support to schools. The platform will help capture the number of visits to each school, classroom observation and feedback to teachers.

This sub-component focus on learning Portuguese. After the reform of the Education Law recognized bilingual education as an alternative modality to instruction fully in Portuguese language, MINEDH introduced changes to the curriculum for grades 1 to 3 and adjusted the teacher training to include teaching in national languages. While the conditions to expand bilingual education are being created, especially in terms of training the teachers and monitoring results through learning assessments and evaluations, this project will support bilingual education with the extension of the national learning assessment to include both

monolingual and modalities. The main goal, however, is to consolidate a group of interventions at the school level focusing on Portuguese language at this stage, to be expanded in the future to bilingual education. In other words, the project will ensure that for students learning to read in Portuguese language: i) teachers are comfortable using the guided lesson plans; ii) coaches are well trained and have the means to effectively visit schools frequently, observe classrooms, provide feedback and training to teachers, using technology as needed to make training more effective; iii) learning materials are developed, reach the schools timely and are used by all children in the classroom; and iv) learning assessments are used as part of the teaching process. At a future stage, when these conditions are achieved, the model would be expanded to cover bilingual education.

The design and implementation of the national program will be done in parallel to the pilot that is currently being implemented in the North through USAID financing. Under this sub-component, the project will utilize the materials developed by the pilot, with inputs from international expertise in teacher professional development, curriculum development, and assessments. The proposed interventions are based on best international practices including, for example, the case of the municipality of Sobral (Ceará-Brazil), which managed to remarkably improve students' learning outcome since the early 2000s and became the highest performing municipality in the country. Other experiences considered were implemented in Kenya, Rwanda, South Africa and Chile, with notable results.

To incentivize the efficient distribution of textbooks to all students in grades 1 to 3 and ensure availability and use at the school level, part of the financing of this subcomponent (US\$10M) will be linked to the following PBC:

- PBC1. Increased proportion of Grades 1 to 3 students with individual textbooks

The activities of this component will be complementary to other FASE financed activities financing books and learning for upper grades, and teacher training (pre-service and in-service in other subjects and for teachers in upper grades). They will also complement support to bilingual education, both of FASE and of other bilateral partners, such as USAID through the Vamos Ler! program.

### **Component 2: Increasing access and retention of girls in upper primary and lower secondary education (US\$105M – of which US\$25M IDA and US\$80M GPE Financing)**

This component will support MINEDH in its efforts to increase retention in upper primary and lower secondary education especially for girls, improving the school environment and expanding the supply of lower secondary schools. As described in the ESP, one of the major challenges in the sector is the retention of girls in upper primary and secondary education, especially in the Northern region, where discriminatory social norms against girls are more predominant and access is more difficult. The demand side barriers are coupled with limited supply of secondary education services, mainly due to severe deficits of schools and teachers. The project will aim at making schools more accessible to girls, improving the retention and access of girls to education in these levels of schooling, complementing the Government and developing partners' efforts (including those related to COVID-19 response) and other Bank projects.

#### ***Sub-component 2.1– Facilitate access to upper primary and lower secondary for girls (US\$60M GPE Financing– of which US\$23M are linked to PBC2)***

This sub-component aims at expanding supply of schools offering lower education and improving the conditions of school infrastructure to help attract and retain girls. This will include the requalification (or revamping) of a number of primary education schools, expanding them to be able to provide lower secondary education, as planned by the National Education Law. Currently, MINEDH has identified approximately 235 primary schools considered as eligible for requalification to become basic schools (teaching from Grade 1 to 9) in this first stage. These schools include primary schools currently offering secondary education grades and primary schools that host secondary education groups, which depend on another distant secondary school.

MINEDH is currently doing an assessment to identify the main adjustments these schools' need to be adequate to offer lower secondary education according to the standards. Adjustments will be done both in infrastructure and human resources. Works on infrastructure will include as a central priority the rehabilitation or construction of WASH facilities in all requalified schools, ensuring access to water and adequate sanitation facilities. Sanitation facilities will be tailored to be gender friendly and support the management of menstrual hygiene, as well as to cater for the accessibility for children with physical disabilities.

This sub-component will also support the requalification of teachers, that is the training of teachers teaching in primary who are eligible to teach in secondary education (for example, having the adequate academic background) to teach in the requalified lower secondary schools. Adequate training will be provided to eligible primary education teachers who meet the basic requirements to teach in lower secondary. The reform implemented by the new education law, which reduces the duration of primary education and changes to a single-teacher model up to Grade 6, will release primary education teachers in the system. At the same time, the expansion of lower secondary will require the hire of a large number of new teachers. Thus, this sub-component aims at helping the requalification of teachers to facilitate this transition, helping ensure that requalified schools meet all the personnel requirements to teach the lower secondary curriculum. This type of activities is critical to ensure that expansion of lower secondary is done without having a negative impact on quality. Emphasis will be given to requalify female teachers, to the extent possible, aiming at increasing the share of female teachers in lower secondary. Distance learning programs will be used to support requalification of primary school teachers. All training efforts will include a focus on Gender-Based Violence (GBV) awareness and mitigation.

1. Activities include:

- i. Improvement of school infrastructure, including WASH facilities: MINEDH will conduct a detailed assessment of 94 of the 235 identified primary schools which can be equipped to teach lower secondary, identifying infrastructure and personnel needs. An upgrading plan will be prepared for each of those schools, including detailed budget needs. After a plan is developed for each school, infrastructure conditions will be improved and expanded as needed to meet the minimum standards required for a lower secondary school. Special attention will be given to ensure schools have access to water and sanitary facilities are adequate, separated by gender and accessible to students with disabilities.
- ii. Training and allocation: The Human Resources Department will work to identify the list of teachers whose profile fulfills the established minimum requirements to teach in lower secondary. An assessment will also be done to ensure that the requalification of teachers does not generate teachers' deficits in primary. When possible, female teachers will be prioritized. Eligible teachers will receive specially designed training provided by the Teacher Training Institutes. Lecturers of the IFPs will also be trained to be able to deliver this training to requalified teachers. Teachers' training will include content on GBV prevention in secondary schools.

To incentivize a stronger focus in the North and the Central regions of the country (where gender gaps are larger and school infrastructure conditions show greater deficits), US\$23M of the total financing of this component will be tied to the achievement of the target of the following PBC:

- PBC2. An additional 141 primary schools upgraded to teach lower secondary, including gender-friendly and inclusive WASH facilities, in the Centre and Northern Regions

The achievement of this PBC would imply that all schools identified for the upgrading would be supported, and that near 60 percent of the requalification of schools is done in the most needed regions, helping to reduce regional disparities.

The activities of this component will complement other efforts to improve school infrastructure and WASH facilities, especially as part of Mozambique's COVID-19 response plan. The Ministry of Public Works informed the Bank that US\$44 million will be allocated to improve WASH facilities in 667 secondary schools. Also, GPE approved a US\$15 million grant to support COVID-19 response in Mozambique, including funds to support hygiene supplies in schools among others (these activities will not include school infrastructure). GPE is also supporting the reconstruction efforts in the areas affected by cyclones Idai and Kenneth in March 2019. These grant (through the Accelerated Funds mechanism) amounts to US\$20 million and include US\$10 million for infrastructure and WASH facilities in selected districts. Finally, FASE has been allocating around 30 percent of its annual budget to school infrastructure, mainly focusing on building new schools and additional classrooms in existing primary and secondary schools.

***Sub-component 2.2– Strengthen the quality and expand the scale of Distance Learning (US\$30M, of which US\$10M are IDA Financing and US\$20M GPE Financing)***

There are currently 316 Distance Learning (DL) centers in Mozambique, usually established in secondary schools, providing services to 38,000 students (47 percent girls). MINEDH's target is to increase the number of centers to 420 to reach 47,331 students or 4.5 percent of total enrollment in secondary education. This target is ambitious considering that DL has not been expanding at the expected rates. The DL program is implemented through delivering printed material to students in lower secondary and through an online platform with academic contents for upper secondary students. Distance learning implemented in the context of COVID-19 response opens an opportunity to diversify and improve DL channels and materials and attract students that are out of the system to complete lower secondary. The activities in this component will support the expansion of DL in its different formats (TC, radio, online and printed materials), maximizing possible coverage.

Based on effective experiences in Mozambique and other countries (including Northern states of Brazil, with similar challenges than Mozambique in terms of connectivity and geographical dispersion of schools), this sub-component will equip the DL centers with ICTs to make the learning process synchronous and interactive. Pedagogic materials will be improved, and tutors will receive training, including larger practical components. DL centers will be selected based on access and retention rates of girls in the area. Actions will also include work with communities to attract more girls into DL, especially out-of-school girls or girls at risk of dropping out. Activities will be targeted, to the extent possible, to the same localities where the interventions implemented by the HDD project take place.

A fundamental component for the expansion of quality DL is adequate teacher training in their added role as facilitators of content in a hybrid learning strategy. Although the best teachers are expected to be recruited for distance education material, the success of the model relies on students adhering to the format and engaging at local level. Teachers are expected to be trained to teach using distance learning tools by 2022 to be ready to teach in secondary education in this new format by 2023.

The activities of this subcomponent include:

- i. **Strengthening and expanding DL supply:** The minimum requirements of equipment, materials and infrastructure for a DL will be revised. An assessment and diagnosis will be made on the current DL centers to identify main equipment and infrastructure deficits compared with the new standards. Technology and materials will be provided according to the needs identified in the diagnosis. To support the Government's target of increasing DL enrollment by near 25 percent, the project will include different actions. First, schools where new DL can be built will be identified, and the new DL centers will be built and equipped according to new standards. Second, complementary channels of DL will be implemented (radio and TV), using materials and programs developed during the COVID-19 response school closure and other relevant experiences. Third, the use of the online platform will be expanded to cover lower secondary contents. Recruiting and training effective teachers and tutors will be critical to ensure high quality DL. A special training program for DL will be designed by

MINEDH. IFPs and, potentially universities through partnerships for this purpose, will be involved in the training of tutors.

- ii. Support to dropout girls: The project will also support adolescent girls who dropped out school with laptops or tablets which allow for DL enrollment and graduation. Beneficiaries will be identified in coordination with the social protection projects (HDD).

All DL activities will prioritize implementation in the Northern and Central regions of the country, where supply of lower secondary schools is limited. Areas of escalating violent conflict in Cabo Delgado will also be considered in the scaling up of DL activities. This will be done in coordination with the preparation of the new HD project for the Northern Region and in close collaboration with agencies with expertise in fragile context and working in these areas of Mozambique.

### ***Sub-component 2.3– Promote a safe and inclusive school environment for girls (US\$15M IDA Financing)***

This subcomponent will support the implementation of SRH education program and GBV awareness and mitigation in upper primary and lower secondary education schools.

The activities of this subcomponent include:

- i. Implementation of a sexual and reproductive health education program in all upper primary and secondary schools. MINEDH is currently implementing an SRH program in collaboration with the Ministry of Health. This program aims at reaching 80 percent of secondary schools. The project will review the SRH program and strengthen its content and monitoring mechanisms and scale up to achieve all lower secondary schools and all upper primary schools.
- ii. Development of a GBV risk assessment, mitigation plan and monitoring. GBV activities will include the development of an assessment of the main risk factors, the design and implementation of a plan to mitigate those risks, and a mechanism to monitor the evolution of those risk factors during the implementation of the project. Evidence shows that addressing and monitoring GBV risk factors has a big impact in terms of prevention, thereby, complementing efforts to address mitigation.
- iii. Development and implementation of a referral mechanism. The project will support MINEDH's efforts to design and implement a referral mechanism identifying roles and responsibilities for teachers, school's authorities and school community, and including other referral channels that are independent from the school. The referral mechanism will be broadly communicated in upper primary and secondary schools.
- iv. Implementation of communication campaign addressing social norms in targeted communities. The project will finance a program targeted to specific communities with the aim of changing social norms who presently accept practices that allow gender violence. This program will be designed and implemented according to the most effective international practices, which indicate that communication efforts need to be frequent and sustained over a certain period (once every four months the communication campaign must be relaunched). A monitoring mechanism will also evaluate the effectiveness of this program.

### **Component 3: Strengthening governance to improve efficiency and monitoring of education outcomes progress (US\$ 40.5M – of which US\$ 25M are IDA Financing and US\$15.5M GPE financing)**

The third component aims at: (a) improving the efficiency of the system in monitoring education outcomes – access, progression and performance; and (b) introducing a result-based financing program at the district



level to improve efficiency in the allocation of teachers and reduce teachers' absenteeism, and to boost the objective of this project in terms of girls retention.

***Sub-component 3.1: Strengthening capacity to collect and analyze data, including disaggregation by gender (US\$6.5M GPE Financing).***

This sub-component aims at strengthening MINEDH Directorate of Planning capacity to collect and analyze education statistics, as well as consolidating the national assessment system, to help monitor girls' education progress. The capacity in MINEDH to analyze, monitor and evaluate indicators of education performance has significantly improved in the past decade with some improvement on assessing the connections between interventions, outputs and outcomes crucial for understanding ongoing policies and strategies impact. However, there is limited capacity development at the provincial, district and school levels. For the Government to progress on quality indicators such as learning and retention, it will be critical to develop the capacities for effective education policy analysis, planning, administration and monitoring at the provincial and sub-provincial levels.

Therefore, this subcomponent will support the following activities:

- i. Strengthening of the National Education Management Information System. The project will support the National Strategy for the Development of Education Statistics (ENDEE, 2020-2024) in its goal to strengthen the National Education Management Information System (SIGE). ENDEE identified that the current data available is not enough to produce all disaggregated and comparable indicators required to monitor progress towards established national and international goals. More reliable, timely and disaggregated data will enhance the system capacity to monitor girls' education progress, including learning conditions that disproportionately affect girls, such as GBV cases reported.
- ii. Consolidating the National Learning Assessment (NLA) system: This includes the implementation of regular national assessments at all levels of schooling. The NLA will be conducted every three years for basic education and results disseminated at all levels. The main objective of this activity is to help strengthen the Government's capacity to conduct learning assessments. The sector has encountered specific challenges to implement the current NLA on a regular and timely basis. Mozambique developed its first NLA in 2013 and a second assessment took place in 2016 with focus on Grade 3. A third assessment was planned for 2019 but due to procurement challenges in the process, the assessment was conducted by INDE, which due to limited technical staff and short time to prepare, could only cover the Southern region. The next round of the NLA was planned for 2020, but due to COVID19 it is likely to be postponed to 2021. These efforts, largely financed by development partners through FASE, have enabled some capacity developed within INDE to manage the sample-based evaluation process, but there is a need to ensure continuity of these assessments and that the results are used for education policy and practice. The NLA will be implemented in both monolingual and bilingual modalities for primary education.

In addition to the current NLA for Grade 3, this activity will also entail developing and implementing an assessment for the secondary level, which would allow to keep track of girls' performance in lower secondary. This activity will benefit the entire system, allowing the monitoring of students' progress, focusing on the provision of pedagogical feedback to schools for them to review their strategies and plans, and informing MINEDH at different levels to guide education policy, including specific actions related to girls' education.

***Sub-component 3.2: Implementing result-based financing to improve education outcomes (US\$ 34M – of which US\$ 25M are IDA Financing and US\$ 9M GPE Financing and linked to PBC3).***

This sub-component will finance a performance-based financing mechanism. Building on lessons from a 2018 pilot, the performance-based school-grants program will be scaled up and adjusted. The pilot Direct Support to Schools – Performance based (ADE-D for its name in Portuguese) was implemented in three

provinces (nine districts), where eligible schools received a financial incentive additional to the regular school-grant program (which is determined by enrollment). Performance was measured by teachers' absenteeism, transparency in the school-grant management, involvement of the school council and students' reading skills. The pilot showed that, in a context of low capacity, monitoring implementation and verifying performance progress is highly challenging. Thus, the program requires simplifying the verification means and performance indicators. In the scaling up introduced by this project, indicators on girls' attendance and retention in school will be included. These indicators can be measured by the administrative data collected every year in all schools through the school census conducted on March 3rd and at the end of the school year. Teachers' absenteeism will also be included as a measure of school performance. Although this information is not collected through the school census data, a mechanism will be designed to report and monitor (through random spot checks by an independent firm).

To incentivize the design and implementation of a mechanism to monitor teacher's absenteeism, this subcomponent will include a financing of US\$9M tied to the achievement of the target of the following indicator:

- PBC3. Reduced teachers' absenteeism at school (US\$9M)

Complementary to the implementation of the performance-based program, technical assistance will be provided to districts to support schools and to school councils to monitor girls' attendance. A well-evaluated program implemented in the province of Manica showed that providing regular information to parents about girls' attendance to school had a positive impact on attendance, and at a low cost.<sup>16</sup> That experience will be the basis of these subcomponent activities to work with school councils to inform parents about girls' attendance.

The results-based program will also introduce incentives at a pilot basis to districts to improve the allocation of teachers to improve pupils-teachers ratio within their schools and the presence of female teachers, especially in more isolated areas. While districts decide the allocation of teachers to schools, evidence show that this is not always done based on school enrollment and teachers' deficits at the school level. Students-to-teacher ratios show a large variance between schools within the same district, showing that reallocations could improve the system's efficiency. In addition, incentives could support districts that promote hires of female teachers (meeting needed requirements), especially for upper primary grades. Technical assistance will be provided to districts to improve allocation of teachers using available information on enrollment and gender composition of the teachers' workforce.

#### **Component 4: Project management, monitoring and evaluation (US\$ 3.5M – of which US\$ 3.5M GPE Financing)**

This subcomponent will finance overall management of the project, as well as the implementation of its monitoring and evaluation mechanisms. An Implementation Support Team (IST) will be established within MINEDH (described in section III below and Annex I of this document) to coordinate the project implementation supporting and coaching MINEDH's units, through which the different activities of the project will be implemented. The IST will also ensure the inter-ministerial coordination, where needed.

The main activities included in this component are establishment of the IST and overall project management, overall project monitoring and evaluation, verification of the PBCs targets by an independent verification agency (IVA) and project reporting and communication.

Does the program provide resources to support **private for-profit schools**?

No.

<sup>16</sup> D. de Walque and C. Valente, Incentivizing School Attendance in Presence of Parent-Child Information Frictions, World Bank Policy Research Working Paper No. 8476, 2018.

Does the program provide resources to support **not for profit non-state** providers of core education services? If supporting not for profit non-state providers of core education services – such as community-owned and faith-based schools – does the program also help establish a regulatory framework if one does not already exist (or if there is no prior financing to support the development of a regulatory framework)?

No.

Please define the event or activity that will mark the start of the program and which will take place by the expected start date:

Signing of grant and financing agreement. Expected approval date: Jan 20, 2021.

## IV.2 Expected Outputs<sup>17</sup> (extracted from program document)

Please complete the table below, extracting relevant information from the detailed program document. If the program plans to purchase and distribute textbooks, train teachers, or build or rehabilitate classrooms, please use the following indicators<sup>18</sup> (GPE Strategic Plan 2016-2020):

- Number of textbooks purchased and distributed
- Number of teachers trained
- Number of classrooms built or rehabilitated

**NOTE:** These indicators are NOT compulsory. They are therefore applicable only when the program plans to implement these activities. In case of sector-pooled funds and budget support programs, indicate numbers planned at sector level. Replace Year 1, Year 2, etc., with the actual year (for example, 2022, 2023, etc). Annual targets are non-cumulative.

**TABLE 3 | Target outputs per year**

Indicate if calendar year or implementation year <sup>19</sup> : Click here to enter text.	Baseline (Year 0)	2021	2022	2023	2024	End Target
<b>Retention up to grade 3 among children benefiting from ECD interventions and literacy package in communities with low educational attainment (percentage disaggregated by gender) (Percentage)</b>	75.00	78.00	81.00	84.00	87.00	90.00
<b>Literacy proficiency at grade 3 in schools implementing the literacy package in communities with low educational attainment (percentage disaggregated by gender) (Percentage)</b>	0.00	10.00	30.00	50.00	70.00	90.00
<b>Girls' transition to lower secondary (Percentage)</b>	64.40	66.00	68.00	70.00	72.00	74.00
Additional functional ECD Centers (cumulative) (Number)	0.00	0.00	50.00	100.00	150.00	200.00
Proportion of community-based pre-school facilitators receiving in-service training on the new curriculum (Percentage)	0.00	10.00	20.00	30.00	40.00	50.00

<sup>17</sup> For sector-wide financing (through budget support or pooled funds), a reference could be made to the ESP results framework.

<sup>18</sup> See Annex 1 for definitions of these indicators.

<sup>19</sup> Implementation year begins with grant effectiveness/ signing of grant agreement.

Primary schools using lessons plans and with support of structured pedagogy (Percentage)	0.00	15.00	25.00	35.00	40.00	60.00
Students with all subjects' textbooks in grades 1-3 (Percentage)	76.00	78.00	79.00	80.00	90.00	95.00
Proportion of grade 1-3 teachers benefiting from coaching support (Percentage)	0.00	10.00	20.00	30.00	40.00	50.00
Basic Education teachers trained in GBV prevention (Percentage)	0.00	5.00	10.00	15.00	20.00	30.00
DL centers in rural areas equipped with technology (Number)	0.00	10.00	25.00	35.00	40.00	110.00
Additional primary schools re-qualified to offer lower secondary with gender friendly WASH facilities (Number)	0.00	34.00	70.00	70.00	61.00	235.00
Secondary schools with GBV addressing mechanism (Percentage)	0.00	10.00	20.00	40.00	70.00	90.00
Knowledge and information on sexual and reproductive health education among girls in schools participating in the SRH education program (Text)	Not available.	Baseline study on knowledge and information about SRH among girls in schools mapped to implement the SRH program conducted.	Reduction in 5% of girls without knowledge and information on SRH.	Reduction in 20% (cumulative) of girls without knowledge and information on SRH.	Reduction in 35% (cumulative) of girls without knowledge and information on SRH.	Reduction in 50% (cumulative) of girls without knowledge and information on SRH.
Gender Based Violence risk factors identified and monitored (Text)	Not available.	Study on GBV and SEA risk factors in school completed.	Action plan for combating risk of GBV and SEA in schools developed, approved and funded.	Action plan for combating risk of GBV and SEA in schools implemented in at least 50 percent of the schools.	Action plan for combating risk of GBV and SEA in schools implemented in at least 70 percent of the schools.	Action plan for combating risk of GBV and SEA in schools implemented in at least 90 percent of the schools.
Percentage of primary female teachers in upgraded schools who comply with the requisites to teach in lower secondary provided with training (Text)	Not available.	Primary female teachers in schools to be upgraded who comply with the requirements to teach in secondary identified.	30 percent of primary female teachers in upgraded schools who comply with the requisites to teach	50 percent (cumulative) of primary female teachers in upgraded schools who comply with the requisites to teach in secondary	80 percent (cumulative) of primary female teachers in upgraded schools who comply with the requisites to teach in secondary	100 percent (cumulative) of primary female teachers in upgraded schools who comply with the requisites

			in secondary provided with training.	provided with training.	provided with training.	to teach in secondary provided with training.
National Learning Assessment conducted every three years for basic education and results disseminated at all levels (Text)	NLA implemented in Primary Education (2013 and 2016); NLA in Lower Secondary Education to be established.	Instruments for the NLA in Primary Education (monolingual and bilingual) developed and tested.	NLA assessment in Primary Education (monolingual and bilingual education) implemented, and framework for NLA in secondary education approved and piloted to inform its implementation in 2023.	Primary Education NLA results report disaggregated by Province and Districts approved and disseminated in schools. NLA in Lower Secondary Education Implemented.	Lower Secondary Education NLA results report disaggregated by Province and Districts approved and disseminated in schools.	Report documenting usage of the NLAs results in informing education policies, and providing lesson learned approved and disseminated at Provincial and District levels.
Share of teachers who reported receiving pedagogical guidance based on students' performance on the NLA and annual (Percentage)	0.00	10.00	20.00	40.00	50.00	60.00
Share of schools using report cards to inform parents and teachers on students' performance on the NLA and Annual School Census. (Percentage)	0.00	10.00	30.00	60.00	80.00	90.00
Share of districts implementing Result-based financing scheme to improve teacher's allocation (Percentage)	0.00	15.00	30.00	45.00	60.00	75.00
MINEDH staff at all administrative levels trained on statistics collection, processing, and use for management (Number)	0.00	200.00	200.00	200.00	200.00	200.00
Project Monitoring Report, including lesson learned produced (Yes/No)	No	Yes	Yes	Yes	Yes	Yes
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)	No	Yes	Yes	Yes	Yes	Yes

### IV.3 Financial overview

Please complete the table below, indicating program disbursement by year as applicable, based on information extracted from the program document. If it is a co-financed modality, indicate estimates for the expected disbursements of GPE funds by year.

**TABLE 4 | Program costs and expected disbursements by year**

Indicate years (e.g., 2023):	2021	2022	2023	2024	2025	Total
Total program disbursements per implementation year <sup>20</sup>	US\$ 35M of which US\$ 15M GPE financing	US\$ 60M of which US\$ 30M GPE financing	US\$ 60M, of which US\$ 35M GPE financing	US\$ 50M, of which US\$ 35M GPE financing	US\$ 35M, of which US\$ 25 M GPE financing	US\$ 240M, of which US\$ 140 M GPE financing
Total program disbursements per calendar year	US\$ 35M	US\$ 60M	US\$ 60M	US\$ 50M	US\$ 35M	US\$ 240

Please complete the table below, listing the proposed interventions/components, and indicating the expected disbursement by year (e.g., 2024) and total cost for each component, as well as their respective percentage of the total grant.

If it is a co-financed program indicate estimates for the expected disbursements of GPE funds by year.

→ *Extend and adapt the table to the number of components that fits the program, by copying/pasting or erasing rows as relevant.*

**TABLE 5 | Program costs and expected disbursement by component<sup>21</sup> – in USD**

Components	2021	2022	2023	2024	2025	Total	%
<b>1: Improving learning in primary education</b>	US\$ 8M	US\$ 19.3M	US\$ 19M	US\$23.7M	US\$ 20M	US\$ 90M (\$50M IDA; \$40M GPE)	38% of entire financing (GPE+IDA); 29% of GPE financing
<b>2: Increasing access and retention of girls in upper primary and lower secondary education</b>	US\$20M	US\$ 30M	US\$ 30M	US\$ 15M	US\$ 10M	US\$ 105M (\$25M IDA; \$80M GPE)	44% of entire financing (GPE+IDA); 57% of GPE financing
<b>3: Strengthening governance to improve efficiency and monitoring of education outcomes progress</b>	US\$ 6.3M	US\$ 10M	US\$ 10.3M	US\$ 10.6M	US\$ 3.3M	US\$ 40.5M (\$25M IDA; \$15.5M GPE)	17% of entire financing (GPE+IDA); 11% of GPE financing
<b>4: Project management, monitoring and evaluation</b>	US\$ 0.7M	US\$ 0.7M	US\$ 0.7M	US\$ 0.7M	US\$ 0.7M	US\$ 3.5M (\$3.5M GPE)	2% of entire financing (GPE+IDA);

<sup>20</sup> Implementation year runs by 12-month cycle beginning with grant effectiveness/ signing of grant agreement. For example, if the grant start date or grant signing is expected to occur in July 2020 then the implementation year is July 2020 to June 2021, and July 2020 should be entered as Year 1. The program costs per calendar year for 2020 should reflect the estimated costs for the July – December 2020 period.

<sup>21</sup> If not using budget support as grant modality.



Other grant agent costs (part of MCA), including for supervision, country office, etc.:	US\$ 0.2M	US\$ 0.2M	US\$0.2M	US\$0.2M	US\$0.2M	US\$1M
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#### **IV.5 Use of other grant agent costs, including for supervision, country office, etc.**

In 300 words, please indicate how *other grant agent costs*, including for supervision, country office, etc. will be utilized.

The World Bank allocates an internal budget for implementation support and supervision. The budget covers essentially for staff time, consultants, travelling and other operational costs in the Country Office. The core education team includes three education specialists located in Maputo and the support of two education specialists located in Headquarters. Other areas of support include procurement specialist, FM specialist, safeguards specialists and administrative support. All project supervision documents are reviewed by the Quality Assurance team. Other World Bank staff contribute to the project implementation in specific issues as needed (for example, for the impact evaluations, GBV interventions, components implemented with the health sector and with the social protection sector).

Two supervision missions are conducted per year. There will be a mid-term review of the project during the first year of implementation.



## IV.6 Aid effectiveness

Please complete the table below to illustrate how the proposed grant financing modality is evolving in comparison to the previous grant (where applicable) vis-à-vis alignment with national systems.

**Note:** Please provide brief explanations in your response.

**TABLE 7 | Evolvement of grant financing modality**

	Previous GPE grant	Current application
<b>In relation to the ESP/TEP</b>		
Is the GPE-funded program aligned with the Education Sector Plan?	Yes- the previous 2015 GPE grant (\$57.9 million) was aligned with the previous ESP 2012-2019. This ESP was initially expected to end in 2016, however was extended until 2019 to allow more time to focus on implementation issues, while at the same time ensuring a stronger alignment with the Government's Five-Year Plan for 2015-2019.	Yes- it is fully aligned with the ESP 2020-2029
Are the projected expenditures of the Program included in the multi-year forecast of the Minister of Finance (Medium Term Expenditure Framework)?	Yes, the previous grant was channeled through the education sector support fund, FASE in Portuguese. FASE expenditures are recorded in the MTEF and annual State Budget as per Mozambique's Public Financial Management procedures.	Yes, the new grant will be channeled through FASE and follow Mozambique's PFM system.
<b>In relation to the national budget and parliament</b>		
Is the GPE funded program clearly indicated in the national budget?	Yes, the grant is channeled through FASE and included in the State Budget.	Yes, as the previous grant, this is also going to be channeled through FASE and recorded in the State Budget.
Does the national annual budget show specific appropriations for the different planned expenditures (economic and/or functional classification)? Is the program funding reflected in the budget by area of allocation and planned utilization, using the existing national classification?	Yes.	Yes.
<b>In relation to treasury</b>		

<p>Is the majority of the financing disbursed into:</p> <p>(a) the main revenue account of government,</p> <p>(b) a specific account at treasury or</p> <p>(c) a specific account at a commercial bank?</p>	<p><b>B</b></p> <p>The previous GPE grant was disbursed using the Common/Pooled Fund arrangement, including the use of the Designated Account, at the Bank of Mozambique for receiving from IDA, GPE and other Partners after which funds were transferred to the government's single treasury account (CUT).</p>	<p><b>B</b></p> <p>As in the previous financing, the IDA and GPE Trust Fund funds will be deposited to a Pooled Designated Account, known as Forex Account, in US dollars opened at the Bank of Mozambique (Central Bank). From the Forex Account funds will be transferred to the Single Treasury Account (Conta Única do Tesouro [CUT]) based on the request from the Ministry.</p>
<p>Is the expenditure process (documents and signatures on commitment, payment orders, etc.) for the national budget used for the program expenditures? Are there any specific derogations or safeguards on the national execution procedures for the program expenditures (other documents and/or signatures)?</p>	<p>The program used the national planning, budgeting and management system as stipulated in the Memorandum of Understanding on FASE.</p>	<p>The program will use the national planning, budgeting and management system as stipulated in the Memorandum of Understanding on FASE.</p>
<p><b>In relation to procurement</b></p>		
<p>Are government procurement rules used?</p> <p>If so, are there any derogations/safeguards on the use of these rules introduced?</p>	<p>Procurement activities under the previous GPE grant were carried out in accordance with the World Bank's "Guidelines: Procurement of Goods, Works and Non-consulting Services under IBRD (International Bank for Reconstruction and Development) Loans and IDA (International Development Association) Credits and Grants by World Bank Borrowers" published by the Bank in January 2011 (revised July 2014) and the World Bank's "Guidelines: Selection and Employment of Consultants under IBRD Loans and IDA Credits and Grants by World Bank Borrowers," dated January 2011 (revised July 2014). Anti-</p>	<p>Procurement for the proposed GPE program will be carried out in accordance with the 'World Bank Procurement Regulations for IPF Borrowers', dated July 1, 2016, revised August 2018, and the provisions stipulated in the Financing Agreement. Furthermore, the 'Guidelines on Preventing and Combating Fraud and Corruption in Projects Financed by IBRD Loans and IDA Credits and Grants', dated October 15, 2006, and revised in January 2011 and July 2016, will apply. As in the previous GPE Grant the proposed procurement activities for the project will be managed by the Departamento de Aquisições (DAQUI) of MINEDH, which shall be</p>

	<p>corruption guidelines which applied to the previous grant were: “Guidelines on Preventing and Combating Fraud and Corruption in Projects Financed by IBRD Loans and IDA Credits and Grants, dated October 15, 2006 and revised in January 2011”.</p>	<p>resourced with the necessary capability for a day to day management of the project, including the availability of qualified capacity in procurement, satisfactory to the Bank.</p>
<p><b>In relation to accounting</b></p>		
<p>Is the financial accounting directly on government’s accounting systems used for the national budget? If not, are the accounting results afterwards integrated in government’s accounting systems?</p>	<p>The financial accounting is done directly in the Government Financial Management and Information System (e-Sistafe). In addition, MINEDH uses PRIMAVERA accounting system to generate detailed reports.</p>	<p>The new grant will use the same procedures as in the previous one.</p>
<p><b>In relation to audit</b></p>		
<p>Will the financial accounts be audited by the government’s external auditor?*</p> <p>*The government’s external auditor means court of auditors / national audit office that is external to the government’s general finance inspectorate of the ministry of finance</p>	<p>The previous GPS Grant was included under the FASE audit, which was done by a private sector audit firm recruited under World Bank Procurement Guidelines and whose respective Terms of Reference (ToRs) were cleared by the Bank. Each audit covered a period of one year and the respective audit reports were submitted to the Bank/Partners no later than six (6) months after the end of each period.</p>	<p>The Administrative Tribunal (the country’s supreme audit institution) is mandated to audit all government funds, including donors-financed projects. However, the memorandum of understanding signed between the government and cooperating partners, including the Bank, establish that the project financial statement shall be audited, by an independent audit private firm, in accordance with International Standards on Auditing as issued by the International Auditing and Assurance Standards Board (IAASB) within IFAC. The audit report together with management letter will be submitted to the World Bank within six months after the financial year-end, that is, June 30 of each following fiscal year. The audit firm will be also required to issue a specific note on the PBCs, these requirements will be included in the audit terms of reference.</p>

<b>In relation to reporting</b>		
Will the information on program execution be included in the Education Sector Plan Annual Implementation Report prepared by the Ministry of Education?	Yes, the program is part of the sector plan and sector implementation report.	Yes. This program will use the same procedure as the previous one.
Will separate / additional reports be required for the Program?	No. The Bank prepared aide memoires documenting the results of the implementation support missions	No. This program will follow the same procedures as the previous one.

#### **IV.6.1 Evolution of aligned assistance**

In 375 words or less, please:

- Describe how the proposed grant financing modality is evolving in comparison with the previous grant (if applicable) based on the table above.
- Explain what mechanisms are in place to mitigate fiduciary risks and why they seem appropriate.
- Detail how the proposed Program lays the foundation for more aligned assistance in the future.

This is the 4th round of GPE financing in Mozambique (GPE financing started in Mozambique in 2008) and as such, MINEDH has long experience in implementing GPE grants and projects, particularly at the central level.

However, the proposed program puts more focus on improving capacity and ownership at the lower layers of the Government, which increases implementation challenges. To mitigate these risks, and based on lessons learned of the previous project and GPE grant, this project includes some changes in the implementation arrangement, in particular the formation of the Implementation Support Team (IST) under Component 4 whose role will be to strengthen MINEDH's implementation capacity at both central and local levels, help in the daily management of the project, and support the coordination with the other sectors, key for the success of this project.

One of the main roles of the IST will be to help identify institutional capacity needs and implement measures to address them, including coaching or coordinating further Technical Assistance within the project or with FASE financed activities. At the central level, the IST will include a "coach" or project manager, a gender/GBV specialist, an infrastructure development specialist, a procurement officer and an FM specialist. The IST will also have representatives at the local level, one official per province, who will be responsible for coordinating, training and supporting the project focal point at the district level. Based on needs and requirements, other specific members with specific skill sets and expertise can be added after a joint agreement between the Bank and MINEDH.

In terms of fiduciary risks, although MINEDH has been implementing projects of similar complexity for many years through the previous World Bank and GPE projects and FASE, many interventions will be implemented at a decentralized manner. To mitigate this risk, MINEDH has hired and trained qualified staff to support procurement and FM at central level, who will provide needed support to their counterparts at the local level.

## **V. VARIABLE PART INFORMATION**

### **V.1 Proposed variable part strategies in equity, efficiency, learning outcomes**

For each specific dimension, please:

- Describe the proposed variable part strategies/actions from the Education Sector Plan for each dimension, including the results' chain (i.e., the link between activities and process, output and outcome indicators).
- For each dimension, explain how proposed strategy is transformational: how will it address a key challenge and lead to system level change over the medium term in basic education?
- For each dimension, provide a justification for how the strategy, inclusive of the proposed indicators and targets, constitutes a "stretch."

## 1. Equity

Under the "equity" dimension, there is one associated indicator:

### **PBC2. Additional 141 primary schools are upgraded to teach lower secondary, including with gender-friendly and inclusive WASH facilities, in the Centre and Northern Regions**

**Background and rationale.** Difficult access to school is one of the main obstacles for retaining girls longer in the education system, especially through adolescent years. Limited availability of lower secondary schools' results in long distances from communities to the closest school, making parents and girls concerned about safety conditions and resulting in high transportation costs (when available). In Mozambique, there is only one lower secondary school per primary school, creating a big bottleneck for girls (and boys) to continue their studies after primary. The lack of schools in the North and Center of the country is even more acute, with all districts having only 1 to 2 lower secondary classrooms per 1,000 children aged 10 to 14. This aggravates regional disparities in education outcomes for communities already living in fragile context, as these regions are affected by a violent conflict which has been escalating rapidly since 2019. Uneven provision of services and development outcomes is also a major factor of fragility, increasing social unrest.

Schools' lack of adequate WASH facilities in upper primary and secondary education schools is another big factor contributing to girl's dropout, increasing the gender gap in access and school dropout in the final years of primary education and in the transition to secondary. The SDI 2018 showed that although most schools have toilet facilities, less than 60 percent have access to drinking water and in only 20 water is available to wash hands. This situation is even more serious in the North and Center of the country, where water to wash hands is available to less than 10 percent (in the North) and 20 percent (in the Center), compared to near 40 percent in the South.

This PBC aims at contributing to reducing regional imbalances in access to education (especially for girls) by increasing the availability of basic schools (primary and lower secondary) in the North and Center of the country. The upgrading of 141 primary schools to teach lower secondary will considerably increase the supply of lower secondary in the North and Center of Mozambique, with a special benefit for girls for the reasons described. Upgrading schools will involve improving infrastructure, building classrooms and facilities, and improving or creating new WASH facilities which are girls-friendly and adequate for children with disabilities. It will also require training and hiring teachers, with a focus on female teachers whenever possible. While the PBC focus on an output, it represents a major behavioral change for MINEDH, since regional targeting in the allocation of resources is not yet a defined policy, despite the need. This PBC will allow the Government to allocate a large amount of resources in the areas with the largest gender gaps, poorest education outcomes and with increasing fragility. The existence of incentives associated with this action will support the Government to address the political challenges of this decision.

**Indicator description:** This indicator will focus on increasing the number of schools offering lower secondary and ensuring access to water and gender friendly sanitary facilities in lower secondary schools in the North and Center of the country. The schools to be upgraded under this PBC (141 schools in the North and Center) will be pre-identified, ensuring clear differentiation with schools upgraded under the fixed part.

**Support to ESP 2020-29 implementation:** This PBC contributes to MINEDH's ESP main overall strategic objective of ensuring inclusion and equity in access, participation and retention, helping to reduce large regional imbalances.

**Amount:** The disbursements linked to this indicator amount to US\$23 M. The eligible expenditures are detailed in Annex 4 below. The estimated cost for upgrading one schools is US\$160,000, including the construction or improvement of WASH facilities, developing the needed infrastructure and training teachers and school's personnel. Thus, the amount allocated to this PBC would cover the cost of upgrading these schools, which is required by the new PBCs guidelines of the World Bank.

## 2. Efficiency

Under the "efficiency" dimension, there is one associated indicator:

### PBC3. Reduced teachers' absenteeism at school

**Background and rationale.** The SDI 2014 indicated that 45 percent of teachers were not present in school in a given day and more than 60 percent were not in the classroom when they were supposed to be teaching. The SDI 2018 showed significant reduction in teachers' absenteeism, yet at around 30 percent. High level of teachers' absenteeism is associated with high students' absenteeism and a significant loss of time of instruction. If teachers are not at school other investments, such as teacher training, increased learning materials, better infrastructure are lost, resulting in huge inefficiencies for the education sector. The SDI 2018 showed that only the combination of better teachers' knowledge with reduced absenteeism were associated to better student learning. Therefore, reducing teachers' absenteeism becomes essential to ensure that all efforts in the sector can be effective. The SDI 2018 also indicated factors that could help increase the presence of teachers in schools, such as increased district supervisions and closer monitoring.

**Indicator description:** This indicator will focus on developing a mechanism to monitor teachers' absenteeism aiming at increasing the presence of teachers at school. The SDI 2018 results and a recent qualitative study by UNICEF of the reasons associated with teachers' absenteeism will help inform MINEDH's monitoring mechanism.

**Support to ESP 2020-29 implementation:** This PBC contributes to MINEDH's ESP main overall strategic objective of ensuring a transparent, participative, efficient and effective governance, as well as to the strategic objective of ensuring quality of learning. Reducing teachers' absenteeism will increase time of instruction, reduce the "effective" student-to-teacher ratio at schools, and improve the effectiveness of other resources and investments (such as teacher training or textbooks), contributing to greater efficiency in the sector.

**Amount:** The disbursements linked to this indicator amount to US\$9 M.

## 3. Learning outcomes

Under the “learning outcomes” or “quality” dimension, there is one associated indicator:

### **PBC1. Increased proportion of Grades 1 to 3 students with individual textbooks**

**Background and rationale.** Textbooks are a key input and basic condition for students learning. Evidence shows that the failure of learning materials to reach schools and classrooms is one of the factors associated to the worldwide learning crisis.<sup>23</sup> Textbooks also motivate students to learn and go to school. A recent study in Mozambique shows that the availability of textbooks and learning materials at schools is associated with higher students’ attendance.<sup>24</sup> Mozambique made significant progress in reducing the unit cost of textbooks and developing internal capacity to internally produce students and teachers’ materials. Although the number of textbooks produced and purchased result in a 1:1 textbook to student ratio, the SDI 2018 and data reported by MINEDH showed that textbooks are not reaching all schools and all students. One of the reasons identified for the lack of textbooks in all schools is a defective distribution and inventory mechanisms. This PBC creates incentives to increase the availability of textbooks for each student at school, which is associated with the use of learning materials as a key input of the learning process. Being part of the variable part, incentives will contribute to change the focus from buying inputs to ensure that those inputs reach the actual beneficiaries, which is the final purpose of the investment. While it is an intermediate result to contribute to learning, focusing of availability at the school level represents an important change to the way the effectiveness of this investment is tracked. Purchase and distribution of textbooks is one of the main budget allocations of external funds in Mozambique, accounting to near 20 percent of the external support each year. Ensuring textbooks reach all students is a basic condition to support learning.

**Indicator description:** This indicator will focus on ensuring availability of textbooks for students in grades 1 to 3 in all schools, by improving distribution and inventory mechanisms. While measuring use at the school level is difficult and costly, this will be monitored during the National Learning Assessment (NLA), which is conducted every three years and collects information on students with books inside the classroom the day of the NLA survey. The NLA information will be analyzed and associated with the information collected on availability of textbooks, collected at the school level annually.

**Support to ESP 2020-29 implementation:** This PBC contributes to the ESP main overall strategic objective of ensuring the quality of learning by increasing the availability of a critical input for students learning. This is linked to the priority action identified in the ESP of providing schools with more attractive means and facilitators of learning that complement the teachers work and motivate the learning.

**Amount:** The disbursements linked to this indicator amount to US\$10 M.

## **V.2 Variable Part indicators, targets and means of verification**

Please complete the boxes below to state indicators, targets and means of verification. Please add additional boxes as needed.

**The definition of targets under each dimension** should also include the baseline if applicable, exact target(s) with deadline(s) to achieve the target, and amount(s) to be disbursed. For example, if the target for learning outcomes indicator is to increase nationwide the proportion of students in grade 2 who are achieving proficiency in reading as measured by ability to read 40 words per minute; provide baseline if applicable (e.g., 50% of students in grade 2 can read an average of 40 words per minutes in November 2020), exact targets (e.g., increase to 70% the number of students in grade 2 that can read an average of 40 words per minute in grade 2 in November 2021 which triggers a disbursement of US\$XY million and 90% of students in grade 2 reading an average of 40 words per minute in November 2022 which triggers a disbursement of US\$XYZ million). Where applicable, indicate if there is a “grace” period for target attainment.

<sup>23</sup> World Development Report 2018: Learning to Realize the Education’s Promise, The World Bank

<sup>24</sup> Longitudinal Evaluation of School Dropout in Mozambique: Drivers of School Absenteeism and Educational Attainment, UNICEF, KOICA and Pedagogic University, 2019

**NOTE:** According to ESPIG policy, if the grant agent in consultation with the LEG concludes that indicators have been reached, the grant agent will disburse the variable part in accordance with the terms of the application package as approved by the Board. Therefore, it is important that the following information be completed accurately.

**Dimension:**

Use the drop down below to select a dimension

Learning Outcomes

**Indicator Name / Definition:**

**Increased proportion of Grades 1 to 3 students with individual textbooks:**

*This PBC monitors access to textbooks by students in early grades. In the first two years the focus will be in monitoring improvements in textbooks distribution, tracking, management and inventory at school level. Then, finally some improvements in textbooks/students ratio are expected and will be monitored in years 3 and 4 of the project.*

Total allocated amount: USD 10,000,000

**Definition of targets:**

PERIOD	VALUE	ALLOCATED AMOUNT (USD)	FORMULA
Baseline	70%		
2021	Textbooks Distribution, Tracking, management and Inventory System piloted and approved.	1,000,000.00	US\$ 1 million if results achieved and US\$ 0.5 million if system designed.
2022	Textbooks Distribution, Tracking, management and Inventory System implemented in all primary schools.	3,000,000.00	US\$ 3 million if results achieved and US\$ 1.5 million if implemented in at least 50% of schools.
2023	At least 80% of primary schools with 1:1 textbook to student ratio (grades 1 to 3).	3,000,000.00	US\$ 3 million if result achieved and 1.5 million if at least 75% of schools with a 1:1 textbooks/pupil ratio
2024	At least 90% of primary schools with 1:1 textbook to student ratio (grades 1 to 3).	3,000,000.00	US\$ 3 million if result achieved and US\$ 1.5 million if at least 85% of schools with a 1:1 textbooks/pupils ratios

**Disbursement Rule:**

State the conditions which must be met for funding to be disbursed against this target. Include whether the target is scalable. Scalable and rolled over- see last column "formula" in the section immediately above

**Verification Process:**

Describe the verification process for this indicator, including the responsible party, the data source, and the indicative timing of validation by the local education group.

Data source: MINEDH

Verification Agency: Independent Verification Agent (IVA) Hired by MINEDH in collaboration with partners

Procedure: MINEDH will present evidence on the achievement of the agreed results and the IVA will verify those on a sample basis as applicable.

Indicative Timing of Validation: January Y+1



**Summary of verification and Disbursement Timelines:**

For each indicator, specify indicative month & year for target achievement, verification, and disbursement. Extend and adapt the table to the number of indicators/years as needed.

Indicator		Target	Projected GPE allocation	Projected month & year of target achievement	Projected month & year of target achievement verification	Projected month & year of disbursement	Disbursement rule (see annex 1 for definition)
Increased proportion of Grades 1 to 3 students with individual textbooks	Baseline	70%					Scalable and rolled over
	2021	Textbooks Distribution, Tracking, management and Inventory System piloted and approved.	1,000,000	December, 2021	January, 2022	March, 2022	Scalable and rolled over
	2022	Textbooks Distribution, Tracking, management and Inventory System implemented in all primary schools.	3,000,000	December, 2022	January, 2023	March, 2023	Scalable and rolled over
	2023	At least 80% of primary schools with 1:1 textbook to student ratio (grades 1 to 3).	3,000,000	December, 2023	January, 2024	March, 2024	Scalable and rolled over
	2024	At least 90% of primary schools with 1:1 textbook to student ratio (grades 1 to 3).	3,000,000	December, 2024	January, 2025	March, 2025	Scalable and rolled over

**Dimension:**

Use the drop down below to select a dimension

Equity

**Indicator Name / Definition:**

Additional 141 primary schools are upgraded to teach lower secondary, including with gender-friendly and inclusive WASH facilities, in the Centre and Northern Regions.

This indicator will focus on increasing the number of schools offering lower secondary and ensuring access to water and gender friendly sanitary facilities in lower secondary schools in the North and Center of the country.

Total allocated amount: USD 23,000,000

**Definition of targets:**

PERIOD	VALUE	ALLOCATED AMOUNT (USD)	FORMULA
Baseline	0.00		

2021	at least 30 basic schools with new or upgraded WASH facilities in the Center and North	5,000,000.00	US\$ 5 million if result achieved or an amount proportional to the number of schools requalified (floor: 10 schools)
2022	40 additional basic schools with new or upgraded WASH facilities in the Center and North	6,500,000.00	US\$ 6.5 million if result achieved or an amount proportional to the number of schools requalified (floor: 15 schools)
2023	40 additional basic schools with new or upgraded WASH facilities in the Center and North	6,500,000.00	US\$ 6.5 million if result achieved or an amount proportional to the number of schools requalified (floor: 15 schools)
2024	31 additional basic schools with new or upgraded WASH facilities in the Center and North	5,000,000.00	US\$ 5 million if result achieved or an amount proportional to the number of schools requalified (floor: 10 schools)

**Disbursement Rule:**

State the conditions which must be met for funding to be disbursed against this target. Include whether the target is scalable.

Scalable- see last column "formula" in the section immediately above

**Verification Process:**

Describe the verification process for this indicator, including the responsible party, the data source, and the indicative timing of validation by the local education group.

Data source: MINEDH

Verification Agency: Independent Verification Agent (IVA) Hired by MINEDH in collaboration with partners

Procedure: MINEDH will provide the baseline of schools with water and sanitation (functional toilets or latrines) and show evidence of the increase in the number of schools with these conditions as per the proposed targets. The IVA will verify MINEDH's reports on a sample basis.

Indicative Timing of Validation: Y+1

**Summary of verification and Disbursement Timelines:**

For each indicator, specify indicative month & year for target achievement, verification, and disbursement. Extend and adapt the table to the number of indicators/years as needed.

Indicator		Target	Projected GPE allocation	Projected month & year of target achievement	Projected month & year of target achievement verification	Projected month & year of disbursement	Disbursement rule (see annex 1 for definitions)
Increased Number of Upper Primary and Lower Secondary Schools with WASH Facilities in the Centre and Northern Regions	Baseline	0					scalable
	2021	At least 30 basic schools with new or upgraded WASH facilities in the Center and North	5,000,000.00	December, 2021	January, 2022	March, 2022	Scalable and roll over
	2022	40 additional basic schools with new or upgraded WASH facilities in the	6,500,000.00	December, 2022	January, 2023	March, 2023	Scalable and roll over

		Center and North					
	2023	40 additional basic schools with new or upgraded WASH facilities in the Center and North	6,500,000.00	December, 2023	January, 2024	March, 2024	Scalable and roll over
	2024	31 additional basic schools with new or upgraded WASH facilities in the Center and North	5,000,000.00	December, 2024	January, 2025	March, 2025	Scalable and roll over

<b>Dimension:</b>			
<i>Use the drop down below to select a dimension</i>			
Efficiency			
<b>Indicator Name / Definition:</b>			
<b>Reduced Teacher Absenteism at School</b>			
<i>This PBC monitors the consolidation of the monitoring of teachers presence at school. This will include the implementation of a system to monitor absenteeism on annual basis and targets on reducing it.</i>			
<i>Total allocated amount: USD 9,000,000</i>			
<b>Definition of targets:</b>			
PERIOD	VALUE	ALLOCATED AMOUNT (USD)	FORMULA
Baseline	Not available		
2021	absenteeism is monitored through district supervision to schools and there is no system to assess absenteeism on an annual basis.	0.00	
2022	Teachers' absenteeism annual monitoring system implemented at national level and baseline defined	2,000,000.00	US\$ 2 million if result achieved and US\$ 0 million otherwise.
2023	Teachers' absenteeism reduced at least 10 Percentage points.	3,000,000.00	US\$ 3 million if result achieved US\$ 1.5 million if at least 5 percentage point reduction in teacher's absenteeism.
2024	Teachers' absenteeism reduced at least 10 Percentage points.	4,000,000.00	US\$ 4 million if result achieved US\$ 2 million if at least 5 percentage point reduction in teachers absenteeism.
<b>Disbursement Rule:</b>			
<i>State the conditions which must be met for funding to be disbursed against this target. Include whether the target is scalable.</i>			
Scalable and roll over- see last column "formula" in the section immediately above			
<b>Verification Process:</b>			
<i>Describe the verification process for this indicator, including the responsible party, the data source, and the indicative timing of validation by the local education group.</i>			
Data source: MINEDH			

Verification Agency: Independent Verification Agent (IVA) Hired by MINEDH in collaboration with partners

Procedure: MINEDH shall provide evidence on the achievements of the agreed results under this PBC, including the development of an annual assessment of teachers' absenteeism, which should be representative at national level, and be independent. Ensure the implementation of the annual assessment, and finally improvements in teachers' absenteeism should be observed. The IVA will verify the independent reports and evidences provided by MINEDH.

Indicative Timing of Validation: January Y+1

**Summary of verification and Disbursement Timelines:**

*For each indicator, specify indicative month & year for target achievement, verification, and disbursement. Extend and adapt the table to the number of indicators/years as needed.*

Indicator		Target	Projected GPE allocation	Projected month & year of target achievement	Projected month & year of target achievement verification	Projected month & year of disbursement	Disbursement rule (see annex 1 for definitions)
Improved teacher's presence and time on task	Baseline	Not available					Scalable and roll over
	2021		0.0				
	2022	Teachers' absenteeism annual assessment implemented at national level and baseline defined.	2,000,000.00	December, 2022	January, 2023	March, 2023	Scalable and roll over
	2023	Teachers' absenteeism reduced at least 10 Percentage points.	3,000,000.00	December, 2023	January, 2024	March, 2024	Scalable and roll over
	2024	Teachers' absenteeism reduced at least 10 Percentage points.	4,000,000.00	December, 2024	January, 2025	March, 2025	Scalable and roll over

**V.3 Disbursement Mechanism: Briefly state the disbursement mechanism.**

*Into what mechanism will variable part financing be disbursed?*

For the performance-based conditions (PBCs), disbursements under the Project to be made through advance to the Forex Account/Designated Account of funds for expenditures as they are incurred (typically 6 months of anticipated project expenditures), and reimbursement method, upon achievement of outputs and outcome, define as Performance-Based Conditions (PBC). Disbursement would be report-based, which would include Project Eligible Expenditure. Confirmation that a PBC is achieved will be based on agreed verification protocols by an independent verification agent (see paragraph below). Once the achievement of an indicator is verified, the Government can make a disbursement request.

**Independent verification protocols – PBCs** - Confirmation that a PBC is achieved will be based on agreed verification protocols. Once the achievement of an indicator is verified, the Government through the MINEDH can make a disbursement request. Concerning the verification of the protocol, an independent verification agent will be engaged and MINEDH will be responsible for compiling all data, information and evidence of achieving

the PBC. The documentation, including evidence of verification and the Project Eligible Expenditures should be submitted to the Bank to allow disbursement of agreed amounts. The contents and quality of verification will have to be satisfactory to the World Bank. The independent verification agent should be appointed four months after the project effective date. Detailed procedures for the verification protocol, accounting, reporting and documentation of eligible expenditures will be outlined in the Project Implementation Manual (PIM).

## VI. INCLUSIVE APPROACH

### VI.1 Development Partners

Please include as an annex to this application a list of the development partners in the local education group (LEG) that were consulted in the development of this application.

See file attached

### VI.2 Sign-off

#### Signature of applicant ministry representative

The below signatory endorses this application on behalf of the government.

(Please scan this page after signature and include it as an attached file to the submission.)

<b>Name of signatory:</b>	
Job title/ ministry:	
Email:	
Phone:	
Date:	
Signature:	

#### Signature of the grant agent representative (Country Director of agency)

The below signatory endorses this application on behalf of the grant agent agency or organization.

(Please scan this page after signature and include it as an attached file to the submission.)

<b>Name of signatory:</b>	
Job title/ agency:	
Email:	
Phone:	
Date:	
Signature:	

#### Signature of the coordinating agency representative

The below signatory endorses this application on behalf of the development partner group.

(Please scan this page after signature and include it as an attached file to the submission.)

<b>Name of signatory:</b>	
Job title/ agency:	
Email:	
Phone:	
Date:	
Signature:	

- ➔ **Submission:** The coordinating agency submits the full ESPIG application package (see ESPIG Guidelines for details) on behalf of the government and the local education group via email at [gpe\\_grant\\_submission@globalpartnership.org](mailto:gpe_grant_submission@globalpartnership.org), with copy to the grant agent, the ministry focal point and the country lead within the Secretariat.

## Annex I:

<b>DEFINITIONS</b>	
The definitions below explain how certain terms used in the template should be understood within the context of the ESPIG:	
<b>Relating to funding modalities</b>	
<b>Budget support</b>	This modality is fully aligned with country Public Financial Management Systems and the funding is indistinguishable from the domestic resources in the National Budget.
<b>Sector Pooled</b>	This refers to a scenario of diverse group of grant or credit modalities with varying instruments and mechanisms. The specificity for sector pooled funds is that multiple contributing partners deliver funds in a coordinated fashion to support implementation of the national education plan, or specific parts thereof. Under this modality, country systems are normally used for procurement, financial management, M&E and reporting.
<b>Project pooled / Co-financed</b>	This refers to a scenario where the funding mechanism is made up of different source agency funds to support a common project.
<b>Project/ Stand-alone</b>	This refers to a scenario where the funding mechanism is unilateral, or in other words, not pooled with any other sources of financing.
<b>Relating to key indicators</b>	
<b>Number of textbooks purchased and distributed</b>	This indicator tracks the number of school textbooks that were purchased and distributed through the Program during the reporting period. Textbooks are books designed for instructing pupils in specific subject areas. The requested data should include textbooks that have been distributed to schools and have either been distributed to pupils on loan or kept in schools for use in the classroom. The data on textbooks should exclude books in school libraries as well as novels and books for use by teachers (such as curriculum guides, syllabi and teacher guides). The data of textbooks can include textbooks in stock but not currently in use by pupils and should include all languages of instruction.
<b>Number of teachers trained</b>	This indicator tracks the number of teachers who received and completed formal training, according to national standards, through the Program during the reporting period. The requested data refers to formal teacher training (pre- or in-service) designed to equip teachers with the knowledge, attitude, behavior, and skills required for teaching at the relevant level and perform their tasks effectively. Teachers are comprised of professional teaching/instructional personnel who are directly involved in teaching students. They include classroom teachers; special education teachers; and other teachers who work with students as a class in a classroom, in small groups in a resource room, or in one-to-one teaching inside or outside a regular classroom. Teaching/ instructional staff excludes non-professional personnel who support teachers in providing instruction to students, such as teachers' aides and other paraprofessional personnel.
<b>Number of classrooms built or rehabilitated</b>	This indicator tracks the number of classrooms that were built and/or rehabilitated through the Program during this reporting period. Data on classrooms should be reported upon completion of the building or rehabilitation during the reporting period. Classrooms comprise rooms in which teaching or learning activities can take place. They are semi-permanent or permanent physical structures and may be located in a school.
<b>Relating to disbursement rules</b>	

<p><b>Binary</b></p>	<p>All or nothing (Yes or No).</p> <p>A country may propose the approval of Continuous Professional Development (CPD) policy on teachers. If it is approved as planned and on time, then, 100% payment will be paid, if not, there will be 0% payment.</p> <p>A country may propose training of 1,000 teachers – if 1,000 teachers are trained as planned and on time, 100% payment will be paid. If not (e.g. if 999 or less teachers are trained), there will be 0% payment</p>
<p><b>Scalable (or pro-rated)</b></p>	<p>The associated amounts for each level of achievement are clearly stated.</p> <p>A country may propose US\$200,000 for every 1 percentage point decrease in the primary school dropout rate, up to US\$1 million (a 5-percentage point decrease at maximum). For example, if the country decreased dropout rate by 4 percent, US\$800,000 will be disbursed.</p>
<p><b>Binary and roll over</b></p>	<p>Roll over unspent funds into future years of the program.</p> <p>Criteria for the allocation of teachers is developed – a country may use this as Year 1 target with US\$500,000 payment. If this target is not achieved in Year 1, the unspent funds (US\$500,000) can be carried over to Year 2. If the target is achieved in Year 2, then US\$500,000 will be paid.</p>
<p><b>Scalable and roll over</b></p>	<p>Scalable payment with roll-over provision.</p> <p>A country may propose integration of gender-focused activities in Local Government (LG) Annual Work Plan (AWP). Year 1 target is an integration in 100 LG's AWP. Planned payment amount is US\$100,000 per LG with minimum payment from 50 LG (US\$5,000,000) (Scalable).</p> <p>Year 2 target is an integration in another 100 LG's AWP (in total 200). If the target for Year1 is not fully met (e.g. 80 out of 100 LG), 20 can be rolled over to Year 3. If in total of 120 LG integrated gender-focused activities in Year 3, then US\$12,000,000 (US\$100,000*120 LG) can be paid.</p>