



<b>1. Project Data:</b>		<b>Date Posted :</b> 06/17/2002	
<b>PROJ ID:</b> P001797		<b>Appraisal</b>	<b>Actual</b>
<b>Project Name:</b> Capacity Building Human Dev. Project	<b>Project Costs (US\$M)</b>	60.28	54.6
<b>Country:</b> Mozambique	<b>Loan/Credit (US\$M)</b>	48.10	44.23
<b>Sector(s):</b> Board: ED - Tertiary education (77%), Secondary education (23%)	<b>Cofinancing (US\$M)</b>	0.0	0.0
<b>L/C Number:</b> C2436			
	<b>Board Approval (FY)</b>		92
<b>Partners involved :</b>	<b>Closing Date</b>	06/30/1999	09/30/2001
<b>Prepared by :</b>	<b>Reviewed by :</b>	<b>Group Manager :</b>	<b>Group:</b>
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**2. Project Objectives and Components**

**a. Objectives**  
The objectives were to: (a) expand the quantity and improve the quality of university graduates, by stabilizing and motivating the Mozambican teaching faculty, enriching the learning environment, upgrading and maintaining the Eduardo Mondlane University (UEM) physical facilities, and improving organization and managerial practices; and (b) enhance significantly the quality of upper secondary education by taking important positive steps in the areas of teacher training, provision of books and other teaching/learning materials, school management and community involvement, and school rehabilitation.

**b. Components**  
The two major components were: (a) university stabilization which consisted of improving education quality through textbook/study materials, acquisitions, local textbook publishing, linkages with other academic institutionals, additional library space, curriculum studies and a university-wide computer training program; reducing staff losses by aiming at the completion of 92 partially constructed apartments and renovation of 108 existing housing units, training academic and administrative staff through graduate training abroad, ensuring adequate regional and gender representation through the construction of two additional student residences, establishment of a regular maintenance program, increasing accountability and strengthening management training by providing technical assistance and planning studies; and (b) quality improvements in pre-university education through the development of a new curriculum and examination system, increasing the availability of textbooks and other learning materials, supporting teachers with teaching materials and supervisory visits, improving in-service teacher training; stabilizing the upper secondary education network by rehabilitating the existing schools, constructing dormitories and staff housing; decentralizing the materials budget and maintenance activities; strengthening management and maintenance capacities at the school level by in-service training for school directors and administrators; and raising girls' enrollment rates by providing scholarships for girls, supporting community awareness programs, and increasing the number of female teachers.

**c. Comments on Project Cost, Financing and Dates**  
The IDA credit of US\$ 48.6 million financed 81 % of the estimated project costs of US\$ 60.3 million. Approximately US\$2 million was lost due to the appreciation of the US dollar against the SDR. At the close of the project US\$2.6 million was undisbursed. Due to floods and high material costs, rehabilitation works exceeded estimated costs by 21%. Of the estimated allocation for the improvement of enrollment of female students only 33% was utilized. The target of 280 scholarships was quadrupled.

**3. Achievement of Relevant Objectives:**  
The key objectives were achieved. As a result of UEM's enhanced capacity and efficiency, the number of graduates rose from 148 in 1994 to 695 in 2000, and the percentage of graduates who completed degree

requirements during the prescribed time increased from 5% in 1997 to 53% in 2000. Examination pass rates have improved from 39% in 1994 to 53% in 2000. Full-time Mozambican teaching staff with doctoral and masters degrees increased from 17% in 1992 to 46% in 1999. Student/full time teacher ratios increased from 6.9 in 1992 to 9.3 in 1999. Student facilities were renovated, leading to a 53% increase in the live-in student population, from 696 in 1994 to 1,063 in 2001. Female live-in students increased from 107 to 141. The university physical facilities were rehabilitated and equipped, new curricula and textbooks were provided as well as staff development, linkage with overseas training, distance education programs, and staff housing. Similarly, objectives for upper secondary education were achieved. Between 1994 and 2000, average examination pass rates improved from 58% to 66%, graduation rates increased from 40% to 54%, repetition rates declined from 17% to 10%, attrition rates declined from 7% to 3%, and student enrollment increased from 3,654 to 12,000. Girls' enrollment in upper secondary education during the period increased from 1,271 to 4,301, but they constituted only 26% of the student population in 2001. Project outputs included a new curriculum, increase of qualified teachers from 140 in 1994 to 368 in 2001, school construction, equipping and rehabilitation, and construction of 43 new staff houses.

**4. Significant Outcomes/Impacts:**

The staff development target to increase the percentage of Mozambican staff with graduate degrees from 17% to 32% by training 19 Ph. D. and 25 Masters, and short-term training was exceeded. By 1999, 46% of Mozambican teaching staff had graduate degrees. The project financed 128 undergraduate and graduate-level fellowships. Of the recipients, 97 completed their training and returned to UEM, and the others are completing their studies. Books distributed to UEM students ranged from 7-10 per student exceeding the original target of 5. Enhanced management capacity at UEM has resulted in greater accountability and facilitated the preparation of annual and semestral activity reports and the development of a national strategy for higher education.

The enrollment attained at upper secondary schools was 50% greater than the target of 8,300 students. The number of female students and graduates tripled by 2000. The new upper secondary curriculum has been implemented, and the process of preparing examination questions has improved, resulting in more relevant questions. A total of 8,140 textbooks, and 130 encyclopedias were provided to schools.

**5. Significant Shortcomings (including non-compliance with safeguard policies):**

The project suffered from setbacks due to natural disasters, slow implementation, lack of coordination among various directorates in the Ministry of Education, shortages of qualified staff, lack of procurement expertise, and limited counterpart funding. The sustainability of educational quality at the upper secondary level is uncertain, given the rapid expansion of the system. Although the absolute number of qualified teachers increased from 140 in 1996 to 368 in 2001, the percentage of qualified teachers declined from 90% to 76%. There was difficulty recruiting qualified staff in the numbers required because of limited incentives. The project provided pedagogical training; however, this was ad hoc and did not have much impact. Despite the provision of textbooks, book utilization has been described as poor in most schools. Not all planned civil works for upper secondary schools were carried out; construction of two dormitories was cancelled due to insufficient funds. Quality of some civil works was poor. Some staff houses were occupied by technical or university teaching staff rather than teachers. Yet, lack of housing has made it difficult to recruit secondary school teachers. The preparation and dissemination of materials of financial management, school regulations and planning were only partially accomplished. While enrollment targets for female students were exceeded, the program did not include interventions to increase the supply of female teachers. The percentage of female teachers declined from 16% in 1994 to 6% in 2001.

<b>6. Ratings :</b>	<b>ICR</b>	<b>OED Review</b>	<b>Reason for Disagreement /Comments</b>
<b>Outcome :</b>	Satisfactory	Satisfactory	
<b>Institutional Dev .:</b>	Substantial	Substantial	
<b>Sustainability :</b>	Likely	Likely	
<b>Bank Performance :</b>	Satisfactory	Satisfactory	
<b>Borrower Perf .:</b>	Satisfactory	Satisfactory	
<b>Quality of ICR :</b>		Satisfactory	

**NOTE:** ICR rating values flagged with '\*' don't comply with OP/BP 13.55, but are listed for completeness.

**7. Lessons of Broad Applicability:**

-Implementation delays may be reduced by more focused attention to project implementation

management during the preparation stage. If possible, projects should be managed through permanent internal structures, rather than external units, and coordination ought to be carefully planned given the difficulty in managing these. Particularly where capacity is limited, there is need for sustained support and training with respect to procurement, financial management, and general Bank procedures.

-Projects which aim at increasing access must give detailed attention to ensuring the adequacy, enhancement and sustainability of qualitative inputs. Availability of qualified staff, continued professional development, training in the use of instructional materials provided are among the factors to be included.

-Rehabilitation works is complex and the scope of works may vary considerably after commencement. There is a need to conduct detailed surveys in order that designs may more accurately reflect needs, and cost estimates are more accurate. Furthermore, the Bank and borrowers need to determine the cost effectiveness of rehabilitation, particularly when buildings have been poorly maintained over a long period.

-Capacity building components need to include effective strategies which address recruitment and retention issues. Staff housing and home ownership schemes are those to be considered.

-Strategies aimed at increasing girls' enrollment ought to include specific mechanisms for increasing the percentage of female teachers commensurate with the rate of increased enrollment.

**8. Assessment Recommended?**  Yes  No

**9. Comments on Quality of ICR:**

The ICR provides a good overview and useful insights into factors affecting implementation; however there are areas which required further clarification. For example, book utilization has been described as poor but there is uncertainty with respect to the reasons, since the project provided textbooks, and teachers' guides for all subjects at the secondary level were prepared. Also according to the ICR despite the conversion of the Colmeia Hostel to a girls hostel to accommodate 176 there was still insufficient space for girls; however, it is also reported that there are no female students on the waiting list. A factor not considered the percentage of girls eligible for admission - those completing the primary and lower secondary grades.