



The Challenge



The Solutions



The Lessons

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Secondary Education Expansion Project

Boosting Access to Secondary Education in Mozambique

THE CHALLENGE

Prior to the project, access to education beyond the primary level was extremely limited. Only 6.5% of the primary students made it to the secondary schools (2002) and only about half of them would actually reach the upper secondary schools in Mozambique. The teachers and the school administrators also needed to upgrade their skills to impart quality education.



A NEWLY CONSTRUCTED SCHOOL AT CHIURE

PROPOSED SOLUTION

- Undertake a project to upgrade three secondary schools and construct two new secondary schools, for US\$ 11.4 million, of which US\$ 10.3 million was to be contributed by IDB as a loan.
- Have the five secondary schools furnished and equipped with modern educational facilities and furniture.
- Train the teachers and the schools administrators to enhance their skills.
- The project was to be completed in 36 months (by May 2010).



STUDENTS LEARNING IN A NEW CLASSROOM

FINDINGS

- Three secondary schools at Dondo, Maxixe and Nacala have been upgraded and two new secondary schools have been constructed at Chiure and Marrupa provinces to enhance access to secondary education for communities living in remote areas. These five schools have been properly furnished and equipped with modern teaching facilities, and provided with pedagogical materials (textbooks and notebooks) to improve the learning environment.
- 145 teachers and fifteen school administrators have been trained in pedagogy and school management.
- On average, 8,000 students have been enrolled in the five schools every year between 2012-2016, 43% of whom are females. Overall, students' performance increased from an average pass rate of 55% in 2010 to 80% in 2015.
- However, the schools are using two-shift system, thus students have less contact learning hours. Besides, teachers have extended teaching hours (16 hours instead of 8 hours).

LESSONS

- *A robust monitoring system is necessary to track progress in achieving the desired outcomes.* This project could not properly document outcomes with respect to effectiveness in teaching and learning as well as school completion and pass rates due to absence of an education information monitoring system.
- *Continuous running of the two-shift system affects quality of teaching and learning.* The shift system is used in the beneficiary schools despite the boost in infrastructure and learning materials. In as much as access is important, it must not be at the expense of quality of learning outcomes. More investment is required to expand the facilities to accommodate the growing demand while ensuring higher quality of secondary education.