

## Simplified Ex-Post Evaluation for Grant Aid Project

Evaluator, Affiliation	Yukiko Sueyoshi Global Link Management, Inc.	Duration of Evaluation Study
Project Name	Project for Reconstruction of the Xai-Xai Primary Teacher Training Center in the Republic of Mozambique	March 2010—December 2010

### I Project Outline

Country Name	Republic of Mozambique	
Project Period	September 2004 (detail design)-March 2006 (hand-over date)	
Implementing Agency	Ministry of Education	
Project Cost	Grant Limit: 709 million yen	Actual Grant Amount: 708 million yen
Main Contractors	Dai Nippon Construction	
Main Consultants	Yamashita Sekkei Inc.	
Basic Design	“Basic design study report on the project for the reconstruction of the Xai-Xai Primary Teacher Training Center in the Republic of Mozambique,” Yamashita Sekkei Inc.; Mohri, Architect & Associates, Inc., 2003	
Related Projects (if any)	JICA, Strengthening of Primary Education in Gaza Province in Mozambique (2006-2009, technical assistance to enhance in-service training system in Gaza province) JICA, Japan Overseas Cooperation Volunteers (dispatch teachers to the Xai-Xai Primary Teacher Training Center and other junior high schools in Gaza province)	
Project Background	In Mozambique, the primary education system consists of five years of first level education (EP1) and two years of second level education (EP2). Net enrollment for primary school was low at 62.6% in 2002, and only 46.2% of enrolled schoolchildren moved up to the final grade of EP1 (first to fifth grades) between 1998 and 1999. Thus, many problems have to be solved so that all children may have the opportunity to get a primary education. It should be noted that the country’s annual population growth rate was 2.2% in 2000. In view of the increase in enrollment at primary schools (average for the period from 1998 to 2002), with nearly 190,000 children reaching school age every year, 3,800 primary teachers must be added every year. In actuality, however, the annual number of graduates from teacher training institutions was less than 1,800. Therefore, it is urgently necessary to enhance the country’s primary education system in terms of both quantity and quality.	
Project Objective	To construct new educational facilities and provide necessary equipment in order to improve quality of teacher training at the Xai-Xai Primary Teacher Training Center.	
Output[s] (Japanese Side)	Administration building, classrooms, laboratory, workshops, library, kitchen, canteen, laundry, hall, female accommodations, male accommodations, teacher accommodations, room for teacher support and resource center, educational equipment, etc	

### II Result of the Evaluation

Summary of the evaluation
<p>This project has been highly relevant with the country’s development policy and development needs, as well as Japan’s ODA policy; therefore, its relevance is high. The planned objectives of the project have been achieved, and therefore its effectiveness is also high. Although the project period was slightly longer than planned, the reasons were delays in custom procedures for some materials. Project costs were within the plan, and therefore the efficiency of the project is high. Some problems have been observed in terms of structural and financial aspects of operation and maintenance, so sustainability of the project’s effect is fair. In light of the above, this project is evaluated as highly satisfactory.</p> <p>&lt;Recommendations &gt;</p> <ul style="list-style-type: none"> <li>• In order to improve operation and maintenance management, it is recommended that Xai-Xai Primary Teacher Training Center issue a report on problems and failures of facilities and equipment, and to submit it to the Gaza Directorate of Education. In addition, it is desirable to secure more technicians necessary for the proper operation and maintenance of the facilities.</li> <li>• It is recommended that the Gaza Directorate of Education take countermeasures based on the report from the center (requesting further support from Ministry of Education, if necessary), and to continuously monitor the operation and maintenance of facilities and equipment.</li> <li>• It is recommended that JICA address this issue when the Ministry requests follow-up support for the repair of facilities of the center.</li> </ul> <p>&lt;Constraints of this evaluation study&gt;</p> <p>This evaluation is a simplified version without a field survey; therefore, the evaluation was performed under some constraints as follows.</p> <ol style="list-style-type: none"> <li>1) It does not include data that could be confirmed by direct observation, since the evaluation was based solely on data obtained through document review, questionnaires given to the implementing agency and Japanese consultant.</li> <li>2) When using data on indicators in the questionnaire responses, we requested the raw data as a evidence, but were not able to obtain it.</li> <li>3) Due to the lack of a field survey, there was no opportunity to hold discussions with the executing agency regarding the recommendations.</li> </ol>

1 Relevance
<p>(1) Relevance with the Development Plan of Mozambique  At the time of planning, the Education Sector Strategic Program 1999-2003 identified expansion of access and improvement of quality as one of the priority areas in the education sector. Particularly in teacher training issues, it set targets to construct more teacher training centers in the country and to train about 2,200 teachers per year. At the time of the ex-post evaluation, the Education Sector Strategic Program 2006-2010 also affirmed the need to improve the ratio of students per qualified teacher through a teacher training program. Therefore, this project was relevant with the development plan of Mozambique from the planning to the end of the project.</p> <p>(2) Relevance with the Development Needs of Mozambique  At the time of planning, the number of primary school pupils per teacher was 59.2 (2002) in Gaza province, while the target ratio set by the Ministry of Education is 50. Moreover, the percentage of unqualified primary teachers in the province was also high at 52.2% (2002). This meant a serious shortage of teachers and a low quality of education. At the time of the ex-post evaluation, the percentage of unqualified primary teachers in the province was high at 44.1% (2009). Especially in Gaza province, the percentage climbed to 57.1% (2009), which was well beyond the national average. Therefore, the relevance of the project is high, considering the development needs of Mozambique and Gaza province.</p> <p>(3) Relevance with Japan's ODA Policy  In 1994, both governments agreed that the three priority areas for Japan's ODA policy for Mozambique were agriculture, the social sector and human resource development. This project was implemented with social sector assistance, and therefore it was relevant with the Japan's ODA policy.</p> <p>This project has been highly relevant with the country's development plan and development needs, as well as Japan's ODA policy; therefore, its relevance is high.</p>
2 Efficiency
<p>(1) Project Outputs  Some Japanese outputs were changed due to lack of project funding resulting from sharp exchange rate fluctuations and rising steel prices. Those changes were as follows: 1) the construction of ceilings for the administration building and the teachers building was canceled, 2) the steel supplier was changed from a Mozambique company to a Japanese company to reduce material costs, 3) all floors of existing and new construction buildings were changed from tiling to cement plastering.</p> <p>(2) Project Period (Project Inputs)  The planned project period was 17 months (5 months for designing and 12 months for construction), whereas the actual project period was 20 months (7 months for designing and 13 months for construction). The project period was slightly longer than planned (118% of the planned period). The reason for this delay—import clearance procedures that required much more time than expected—was unavoidable.</p> <p>(3) Project Cost (Project Inputs)  The Japanese grant ceiling amount was 709 million yen, and disbursement was 708 million yen (99.8% of the planned cost); therefore, the project cost was almost as planned.</p> <p>Although the project period was slightly longer than planned, this was due to a delay in the customs procedure for some materials, and project costs were within the plan. Therefore, the efficiency of the project is high.</p>
3 Effectiveness / Impact
<p>(1) Quantitative Effects  At the time of planning, the following four indicators were selected in order to verify the project effectiveness. "Indicator 1: Number of qualified teachers graduated from CFPP<sup>1</sup> and IMAP<sup>2</sup> in Gaza province" was 203 persons/year in 2008 (101% of the planned target) and 515 persons/year in 2009, which exceeded the target set for 2008 (200 person/year). "Indicator 2: Number of qualified teachers graduated from IMAP in Gaza province" in 2008 was unknown, but it climbed to 519 person/year in 2009, which exceeded the target set for 2008 (200 person/year). "Indicator 3: Number of students per qualified teacher in Gaza province" was 94 persons in 2008 (91% of the target) and 87 persons in 2009, which almost met the target set for 2008 (85.5 persons). Moreover, "Indicator 4: Unqualified teacher ratio in Gaza province" improved 41.6% in 2008 (to 80% of the target) and 39% in 2009, which almost achieved the target set for 2008 (33.4%).</p> <p>At the time of planning, it was pointed out that there were two external factors which might inhibit the project implementation. The first factor, "transition process from CFPP to IMAP should be implemented in accordance with the Japanese construction period," was addressed by having the Xai-Xai Primary Teacher Training Center apply the new teachers training policy at the time of project completion. The second factor, "sufficient number of qualified teachers in IMAP should be allocated for proper operation," was overcome since it was confirmed the enough qualified teachers were secured after the project completion.</p> <p>According to Xai-Xai Primary Teacher Training Center, all the equipment and facilities provided under the project have been fully utilized under the planned objectives.</p> <p>(2) Impacts (Impacts on the natural environment, Land Acquisition and Resettlement, Unintended Positive/Negative Impact)  The intended impact at the time of planning, such as a decrease in the repetition rate and drop-out rate and utilization as an evacuation</p>

<sup>1</sup> Centro de Formacao de Professores de Primarios :First level (first to fifth grade) teacher training center

<sup>2</sup> Instituto de Magisterio Primarios:Secondary level (first to seventh grade)teacher training center

center by the community, could not be confirmed. On the other hand, according to Xai-Xai Primary Teacher Training Center, after the improvements made to the facility in this project, the center was utilized as a community meeting facility by the local government and community. The center also reported an increase in revenue as one of the unintended positive impact from the project. No negative impact has been reported so far.

This project has largely achieved its objectives; therefore, its effectiveness is high.

#### 4 Sustainability

##### (1) Structural Aspects of Operation Maintenance

The operation and maintenance system has not been changed since the project was implemented, and thus the new facilities constructed under the project have been operated and maintained by the Xai-Xai Primary Teacher Training Center. Although two technicians in charge of electricity and plumbing were allocated upon project completion, there was only one plumbing technician at the time of the ex-post evaluation because the contract with the electrical technician was canceled in 2007. According to Xai-Xai Primary Teacher Training Center, it is sometime difficult to take quick action to make repairs when electrical appliances malfunction because they have to outsource to a local company. This means that it is necessary to hire an additional support person to improve operations and maintenance. For the school management, upon the transmission to IMAP, the number of personnel necessary for education activities was increased by 45 for teachers (20 at the time of planning) and 38 for staff (22 at the time of planning), which exceeded the planned 30 for each.

##### (2) Technical Aspects of Operation Maintenance

For the technical support for the operation and maintenance of facilities and equipment, an engineer from the Gaza Directorate of Education has been conducting monitoring and providing technical guidance as required from the center. For the teachers and staff, seminar, supplementary class, and technical guidance from the educational university have been provided in order to enhance educational knowledge and skill. Accordingly, it is judged that the technical sustainability is also high.

##### (3) Financial Aspects of Operation Maintenance

The annual revenue of Xai-Xai Primary Teacher Training Center is composed of the ordinary budget from the Gaza Directorate of Education and the tuition from students. Compared to the revenue at the time of planning and the time of ex-post evaluation, revenue has been doubled because of an increase in tuition resulting from an increase in the number of students since the project completion; on the other hand, expenses have also increased four-fold due to the expansion of facilities and operation and maintenance costs. Although there have been deficits since the project was completed, it turned a profit in 2009. According to the Xai-Xai Primary Teacher Training Center, the ordinary budget from the province has been continuing; however, the amount is not sufficient for regular maintenance and prompt repair.

##### (4) Current Status of Operation Maintenance

According to the Xai-Xai Primary Teacher Training Center and JICA Mozambique office, although almost all facilities and equipment have been fully utilized, there are some facilities in need of repair. The following problems have been reported so far: 1) leaking of rain mist in the facilities through gable openings, 2) defect of chairs in the class room due to missing crews to fix the seat surface, and 3) soil erosion due to un-surfaced road because of lack of bricks.

Some problems have been observed in terms of structural and financial aspects of operation and maintenance; therefore, sustainability of the project effect is fair.