

Internal Ex-Post Evaluation for Grant Aid Project

conducted by Mozambique Office: October 2011

Country	The Project for the Construction of the Chimoio Primary Teacher Training Center
Mozambique	

I. Project Outline

Project Cost	E/N Grant Limit: 945 million yen	Contract Amount: 945 million yen
E/N Date	June,2005	
Completion Date	March,2007	
Implementing Agency	Ministry of Education and Culture	
Related Studies	Basic Design Study: August, 2004 - March, 2005 Detailed Design Study: August, 2005 - March, 2007	
Contract Agencies	Consultant(s)	Matsuda Consultants International Co.,Ltd.
	Contractor(s)	Dai Nippon Construction
	Supplier(s)	Included in Contractor as one package
Related Projects (if any)	<p>Japanese cooperaions: Grant Aid Restoration Project for Sibtwotowini Teacher training center (FY1999), Reconstruction Project for Xai-Xai Teacher training center (FY2004),Construction Project for primary and secondary school in Maputo-City (FY2001) Construction of primary schools by Grassroots Grant Aid (Total 10 schools) Other donors' cooperations: (Manica Province) Integrated assistance for basic education (GTZ), Teacher Training (ADPP) (Nationwide) Financial support for education sector (13 donors), Education Sector Fund (FASE, Common Basket Fund /10donors)</p>	
Background	<p>Mozambique remained as one of the LLDCs (as of 2002) although its economy had been moderately growing through external assistance after the end of civil war. Its budget condition was considerably severe and the living standard of its people stayed low as shown in low health/education indices compared with neighboring countries. Life expectancy at birth, infant mortality rate, adult literacy rate and school attendance rate were below the average among Sub-Saharan countries. Thus, poverty alleviation among its population was challenge. In this situation, the government of Mozambique prepared the absolute poverty alleviation plan that held education sector as one of the priorities. In the strategic education plan, which was prepared according to the above mentioned poverty alleviation plan, "Quality Improvement of Education" was one of the challenges. Based on them, construction of primary teacher training center in all provinces was promoted as one of the measures to improve teachers both in quantity and quality.</p>	
Project Objectives	Outcome	To increase the number of certified primary teacher in Manica Province by construction of primary teacher training center in Chibata in Gondola District of the province.
	Outputs	<p>Japanese Side</p> <ul style="list-style-type: none"> - Construction of facilities (the floor area of 9,058.2 m²), including administration building, class rooms, special class rooms, music hall, workshop, gymnasium, cafeteria, toilets, dormitories, affiliated primary schools, service rooms, guard's room, and water tower. - Procurement of equipment, including office equipment and supplies, desks and chairs, teaching materials, equipment for workshop, gymnastic equipment, equipment for cafeteria, equipment for dormitories, equipment for affiliated primary schools, and mini-bus, pick-up truck. <p>Mozambique Side</p> <ul style="list-style-type: none"> - Construction site, construction of fence and gate, necessary water supply, electricity in site, etc. - Development of ditches and landscape, procurement of furniture, fixtures and consumable goods, etc.

II. Result of the Evaluation

Summary of the Evaluation

In Mozambique, improvement of quantity and quality of teachers was an urgent issue toward equal opportunity of education, as the number of teachers could not suffice the increasing students in primary education, while the percentage of uncertified teacher was increasing. This grant aid project targeted Manica Province, where approx. 60% - the highest percentage in the country - of teachers were uncertified because there was no teacher training center.

This project has achieved the outcome "to increase the number of certified primary teacher in Manica Province" due to the fact that achievement is considerably more than planned in target year (for example, the number of newly certified teachers trained by the teacher training center constructed in this project was 410 against planed value 200 in 2008). As for sustainability, some problems have been observed in terms of technical, financial, and current status of operation and management aspects due to the fact that there are some uncertainty in necessary technical level, operational mechanism for technical assistance and in guarantee of financial resources. For relevance, the project has been highly relevant with Mozambique's development policy (National Five Year Plan, Strategic Plan for Education Sector), development needs (teacher training strategy) as well as Japan's ODA policy at the time of both ex-ante and ex-post evaluation. For efficiency, the project period slightly exceeded the plan.

In the light of above, this project is evaluated to be satisfactory.

1 Relevance

This project has been highly relevant with the Mozambique development plan (National Five Year Plan, Strategic Plan for Education Sector, Teacher Training Strategy), development needs (teacher training for primary education), as well as Japan's ODA policy at the time of both ex-ante and ex-post evaluation. Therefore, its relevance is high.

2 Efficiency

Although project cost was as planned (ratio against plan: 100%), project period slightly exceeded the plan (ratio against plan: 111%). Therefore, efficiency of this project is fair.

3 Effectiveness/Impact

The project has largely achieved its objective, to increase the number of certified primary teachers in the Manica Province. The number of newly certified teachers in all curricula of EP who were trained by IFP de Chibata (the teacher training center constructed by this project) considerably exceeded the target level in both the target year and the nearest year to the ex-post evaluation (which is also the year that data was available) (410 in 2008, 420 in 2010 against 200 as planned), though the data on the number of non-certified teachers retrained by IFP de Chibata was not available. Moreover, the number of uncertified teachers who were trained by distance education of IFP de Chibata and now work at primary schools in remote area, as well as the number of female teachers who were newly trained for all EP curricula by IFP de Chibata have been in increasing trend. Therefore, the effectiveness/impact of the project is high.



Well maintained administration building, mini-bus, official vehicle

Quantitative Effects

	2004 (Basic Design)	2007 (Actual Value)	2008 (Target Year)		2009 (Actual Value)	2010 (Actual Value)
Number of newly certified teachers in all EP curricula trained by IFP de Chibata	0	319	(Target Value) 200	(Actual Value) 410	349	420
Number of non-certified teachers retrained by IFP de Chibata	0	(Actual Value)	(Target Value) 200	(Actual Value)	-	-
Number of uncertified teachers trained by distance education of IFP de Chibata and work at primary schools in remote area	0	0	N.A.	120	229	200
Number of female teachers who were newly trained for all EP curricula by IFP de Chibata	0	129	N.A.	205	152	194
Percentage of certified teachers to all teachers in primary education in Manica Province	35.1%	41.3%	N.A.	46.9%	46.0%	53.1%

IFP de Chibata: Primary Teacher Training Center constructed by this Grant Aid project

(Source: Result of Interview and questionnaire to Ministry of Education, Education Department of Manica Province, and IFP de Chibata)

4 Sustainability

The structure of implementing agency and related agencies for O&M of this project is generally good. It has been, based on the information obtained from Ministry of Education and Culture, Manica Provincial Education Office and IFP de Chibata, partially changed from the plan at the ex-ante evaluation as IFP established four new sections (In-service Training, Distance Education, School Administration Training, Research) under the supervision of Vice Principal in charge of in-service teacher training in order to meet the needs of trainees, while it is considered enough for continuity of project effectiveness. However, IFP has some problems in the technical aspect due to insufficient technical level of technical staffs. Also it has some problems in financial aspect due to uncertainty in financial resource for O&M without budget allocation from Ministry of Education and Culture. In addition, the site visit revealed that while the facilities developed by this project were generally in good condition, the maintenance of some facilities such as dry toilet was not sufficient.



Well organized library

Therefore, sustainability of the project is fair.

III. Recommendations & Lessons Learned

Recommendations for Implementing agency:

- From the viewpoint of importance on primary teacher training, continuous budget allocation on IFP de Chibata is necessary although no budget was allocated from Ministry of Education and Culture in 2010 and 2011.