

Country Name	The Project for Construction of the Cuamba Teacher Training Center
Mozambique	

I. Project Outline

Project Cost	E/N Grant Limit: 998 million yen	Contract Amount: 997 million yen
E/N Date	June, 2007	
Completion Date	March, 2009	
Implementing Agency	The Ministry of Education and Culture	
Related Studies	Basic Design Study: August, 2006-March, 2007	
Contracted Agencies	Consultant(s)	Matsuda Consultants International Co., Ltd.
	Contractor(s)	Dai Nippon Construction
	Supplier(s)	Dai Nippon Construction
Related Projects (if any)	<u>Cooperation by Japan</u> <ul style="list-style-type: none"> The Project for the Construction of the Chimoio Primary Teacher Training Center (Grant Aid, 2005-07) Dispatch of Teacher Training Advisor (Technical Cooperation, March, 2010-March, 2012) <u>Cooperation by Other Donors</u> <ul style="list-style-type: none"> Fund of Support for Education Sector (FASE: Fundo de Apoio Sectorial à Educação) (Training for in-service teachers, 4.36 million meticals [1 metical = 4.56 JPY as of October, 2006]) Intermon Oxfam: Support for distance training program for unqualified in-service teachers in Niassa Province (Provision of equipment and technical transfer) 	
Background	<p>In Mozambique, while the number of primary enrollments had been increasing by the expansion of access to primary education, the number of qualified teachers could not overtake the demand. Since the insufficient number of qualified teachers led to continuous employment of unqualified teachers, the proportion of the unqualified teachers in the total number of teachers had been expanding. As a result, the Government of Mozambique started to promote development of the Institutes of Primary Teacher Training (IMAP: Instituto de Magistério Primário) with dormitories for trainings of primary teachers in order to improve the number and quality of teachers, which is the urgent issue for equalization of education opportunities. However, the IMAP course in Niassa Province had been temporarily operated in the Center of Primary Teacher Training (CFPP: Centro de Formação de Professores de Primários), which is a lower teacher training school, without necessary specialized classroom and training materials for the IMAP program. Therefore, the Government of Mozambique planned construction of IMAP in the City of Cuamba in Niassa Province and requested the Japanese Government grant aid for construction of facilities and provision of necessary equipment.</p>	
Project Objectives	Outcome To contribute to increase in the number of qualified primary school teachers in Niassa Province y establishment of the Cuamba Teacher Training Institute	
	Outputs Japanese Side <ul style="list-style-type: none"> Construction of facilities: 7,475.98 m² of total areas, including administrative building, instruction and supervision building, class room building, library, gymnasium, dormitories, and so on.) Provision of equipment: Teaching materials for training programs (laboratory instruments, music instruments, gymnastic instruments, and so on) and general equipment (office equipment, audio visual equipment and so on) Mozambique Side <ul style="list-style-type: none"> Procurement and development of sites, construction of fences, exteriors and lines of electricity, telephone and water pipe. Procurement of office furniture, fixture, other equipment and consumables except items provided by the Japanese side 	

II. Result of the Evaluation

Summary of the Evaluation
<p>In Mozambique, provision of high quality primary education for all has been one of the priority agenda with the goal to give primary education to all the school age children (age of 6-13) by 2015. The net primary enrollment rate at 2005 was 83.4%. However, the supply of primary teachers was not able to overtake the rapid growth of demand for primary education. While the number of pupils per teacher deteriorated to 67.7, the ratio of qualified teachers remained at only 60%. In Niassa Province, the target area of the Project, the growth of the number of primary students was 11.5% which was higher than the national average (9.3%). Although the number of pupils per teachers (56.2) was better than the national average, the ratio of qualified teachers (54.4%) was worse than the national average.</p> <p>The project has achieved the objectives of the increase in the number of qualified primary teachers in Niassa Province</p>

by preparation of facilities and equipment for IMAP which are compliant with the IMAP curriculum due to the increase in the number of newly qualified teacher trained at the Cuamba IMAP and the unqualified in-service teachers retrained by the distance learning program. Also, the Project contributed to the improvement of ratio of the qualified teachers as well as the number of pupils per teacher in the province as expected. As for sustainability, problems have been observed in terms of financial aspects and current status of operation and maintenance, due to the unclear future budget for maintenance of the facilities and the insufficient maintenance for a part of the facilities, despite of the good organizational arrangement and technical levels for operation and maintenance of the facilities.

For relevance, the project has been highly relevant with Mozambique's development policy, development needs, 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 Mozambique's development policies of the Action Plan for Reduction of Poverty (PARPA 2001-2005 [Plano Acção para Redução da Pobreza Absoluta] and PARP 2011-2014 [Plano Acção para Redução da Pobreza]) and the Strategic Plan for the Education Sector (PEE: Plano Estratégico de Educação) ("universal access to primary education"), development needs ("improvement of quality of education through the increase in the number of qualified teachers), as well as Japan's country assistance policy to Mozambique for supporting education at the time of both ex-ante and ex-post evaluation. Therefore, its relevance is high.

2 Effectiveness/Impact

This project has achieved its objectives of the increase in the number of qualified primary teachers as planned. Under the shortened program for the period between 2009 and 2011, the actual number of newly qualified teachers trained at the Cuamba IMAP reached 444 in 2009. It exceeded the target value. Although the number of qualified teachers trained at the Cuamba IMAP decreased to 174 in 2011, it is a temporary measure to limit the number of enrollments of IMAPs nationwide because many graduates of IMAPs could not be recruited as teacher just after the completion of IMAP program, due to the fiscal problems of the government. The trainings to produce qualified teachers at the Cuamba IMAP have contributed to improvement of the ratio of qualified teachers in the total number of teachers in Niassa Province: it substantially increased from 62.9% in 2006 to 88.1% in 2011. Also the number of pupils per qualified teacher has improved from 88 in 2006 to 64 in 2011. In addition, the number of female teachers trained at the Cuamba IMAP achieved 188 against the annual plan of 160 persons. In 2011, the number of female teachers trained at the Cuamba IMAP decreased to 24 due to the limit in the total number of enrollments of IMAPs and the full competition for the entrance examination of IMAPs without any affirmative actions. However, in 2012, the actual number of female enrollment of the Cuamba IMAP is 60 which is the target of the government. In Niassa Province, since the ratio of the female teachers in the total number of qualified primary teachers improved to 37.9% in 2011 from 25.3% in 2006, the Project contributed to the increase in the female teachers in the province. Furthermore, the distance learning program at the Cuamba IMAP retrained the unqualified in-service teachers and enhanced their capacity: 308 teachers in 2009 and 407 in 2011.



Students of the Cuamba IMAP and school building constructed by the Project

According to the results of the questionnaire survey for the teachers and students of the Cuamba IMAP, the facilities and equipment provided by the Project have been utilized for high quality training sessions. They appreciated that the training environment improved by the Project contributed to production of highly qualified graduates from the Cuamba IMAP. In addition, the Project brought about beautification of training environment through the planting in the site of the Cuamba IMAP and its spillover effect of community building since some local people seeking better living environment moved to the surrounding areas of the Cuamba IMAP.

Therefore, effectiveness/impact of this project is high.

Quantitative Effects

	Actual (2006, BD)	Target (2009)	Actual (2009)	Actual 2010	Actual (2011)
Indicator 1: The number of newly qualified teachers trained at the Cuamba IMAP	(Actual) N.A. since the Cuamba IMAP was newly established.	(Plan) 308 persons/year for the period 2009-2011* 154 persons/year since 2012	(Actual) 444 persons/year	(Actual) 317 persons/year	(Actual) 174 persons/year
Indicator 2: The number of unqualified in-service teachers retrained by the distance learning program at the Cuamba IMAP	(Actual) N.A. since the Cuamba IMAP was newly established.	(Plan) N.A.	(Actual) 308 persons/year	(Actual) 426 persons/year	(Actual) 417 persons/year

Indicator 3: The number of female teachers newly trained at the Cuamba IMAP	(Actual) N.A. since the Cuamba IMAP was newly established.	(Plan) 160 persons/year (enrollment limit)	(Actual) 188 persons/year	(Actual) 155 persons/year	(Actual) 24 persons/year
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(Source) The Provincial Directorate of Education and Culture of Niassa

(Note 1) *For the period between 2007 and 2011, the shortened program with one year training was provisionally implemented despite of the two year training program defined in the Strategic Plan for Education and Culture 2006-2010/11 (PEEC: Plano Estratégico de Educação e Cultura).

3 Efficiency

Although the project cost was mostly as planned (100% against plan), the project period slightly exceeded the plan (104% against plan) because of the uncompleted site development by the Mozambique side and the delay of redevelopment of the site by heavy rain. Therefore, efficiency of this project is fair.

4 Sustainability

At the time of ex-post evaluation, while the Directorate of Human Resource of the Ministry of Education is responsible for the content of trainings at IMAPs, the Division of Construction and Equipment, the Directorate of Planning and Cooperation is responsible for technical issues for facilities and equipment of IMAPs. For the Cuamba IMAP, 50 staff are assigned: 5 management staff, including the director and the vice-director, 32 teaching staff, and 13 administrative and maintenance staff. While the Provincial Directorate of Education and Culture of Niassa is responsible for deployment of teaching staff and monitoring and evaluation of training courses, the city of Cuamba dispatches technicians for maintenance of the facilities of the Cuamba IMAP, because the Provincial Directorate does not have any technicians and the Cuamba IMAP is located far from the provincial capital of Niassa where the Provincial Directorate is located. All the teaching staff of the Cuamba IMAP are university graduates with teaching experience.



Cafeteria cleanly maintained

The budget for the Cuamba IMAP has been allocated from FASE, the common fund for the education sector since 2010. The budget in 2011 was 4.7 million meticaís. The actual expenditure for maintenance was 82,000 meticaís. According to the Cuamba IMAP, there is no financial problem so far. However, there is a certain concern about securement of budget for the projected incremental maintenance cost in future.

In terms of the current status of the facilities and equipment provided by the Project, there is no major problem and no severe damage. These facilities and equipment have been fully utilized for the intended purpose of trainings of primary teachers. However, some toilets cannot be used in rainy season because the septic tank can be full by rain water.

The Project has some problems in financial aspects as well as the current status of operation and maintenance due to the issues mentioned above. Therefore, sustainability of this project is fair.

III. Recommendations & Lessons Learned

Recommendations for Implementing agency

- The Cuamba IMAP needs to take measures to improve maintenance of the septic tank in order to avoid unserviceable toilets due to the rain water.
- It is inevitable for the Cuamba IMAP to request the Ministry of Education continuously allocate sufficient budget to them since it is projected that the necessity of budget for maintenance of the facilities will increase in future.

Lessons learned for JICA (for the projects in Mozambique)

- Not only this project but also other projects in Mozambique have similar problem of unserviceable toilet in rainy season due to the inflow of rain water to septic tank. Therefore, it is necessary to carefully consider a place of installation of septic tank.