



Evaluation of Zambézia Education Programme in Mozambique

Full Report

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Executive Summary

Introduction

Oxfam-GB has been supporting education in the Gurúe district of Zambézia province, since 1996. The support initially focussed on supporting the development of both government education staff through training initiatives and the establishment of Parent Teacher Committees. In 2002, Oxfam GB began the implementation of an expanded programme, called the Zambézia Education Programme (ZEP) which ran through to April 2006.

Zambézia is a province with among the worst poverty indicators for the country. The overall goal of ZEP was therefore to contribute to long-term reduction in family poverty and long-term improvements in community self-development capacity through support to educationally underprivileged groups, in five of the poorest districts in the province, with particular emphasis on girls and illiterate women.

The Final Evaluation was to compliment the Mid-Term Evaluation carried out in 2005. The objective of the final evaluation was to assess, the effectiveness of the programme, in terms of improving access to basic quality education to educationally underprivileged groups, and suggest improvements, and recommendations for the second phase of the programme. The evaluation was conducted by COWI A/S from October to November 2006.

This Executive Summary of the Evaluation Report presents the main observations, conclusions and recommendations of the evaluation in brief; these are elaborated further in the body of the report. They have been discussed with the program management team in Zambézia and a whole range of other key stake holders in Zambézia, including representatives of civil society organisations and the district government but they are, of course entirely the responsibility of the evaluation team.

1.1 OBSERVATIONS

Implementation Process

- An integrated, participatory and rights based approach was adopted with a focus on strengthening communities, local partners and district education authorities. The approaches, and strategies used allowed interaction and communication between programmes and between various stakeholders. The following briefly outlines observations of the strategies implemented. Please refer to chapters 3, 4, 5 and 6 of the report for details.
 - Consultation or dialogue with relevant stakeholders before, during and after each intervention.
 - The empowerment of communities to actively participate in the education process, through membership in school councils, served as a strategy to ensure transparency and participation in education management in the province.
 - Establishment of partnerships for direct implementation of initiatives and capacity building of partners to plan, manage and account for activities/intervention.
 - The programme placed emphasis on the development of project management abilities and institutional capacity building in its broad form.
 - Accompaniment and direct support of partners in their various activities, by the ZEP programme.
 - Institutional capacity building of the provincial district of education, to allow for adequate and lasting response to the provincial's education needs.
 - Support to Coalitions of NGOs working in advocacy in the area of education and child protection in the province.
 - Regular Consultation and coordination with education sector stakeholders, through "Steering Committees", with the provincial and district departments of education.
 - Deficient communication was observed between the programme and the provincial department of education, which can compromise programme development at a

time when implementation of the second Education Sector Strategic Plan (ESSP II 2005-2009) is beginning.

Programme Relevance

- The ZEP programme design based itself on relevant sector plans: the government plan for the period 2000-2004, placed education as the fundamental strategic line in the fight against poverty and indicated the expansion of access to education and improvement of quality education, including strengthening the national education system and improving gender equality in education. The programme equally placed itself within the context of the ESSP II 1999-2003, which was formulated on the basis of the government plan.
- The programme was in line with Oxfam GB's strategic Objective 2. (SCO2), which advocates for the right to basic social services, this is further elaborated in section 1.3.3 of the report. The programme therefore took into account the priority of target groups, including access to potable water and adequate sanitation, among other aspects that contribute to improving their conditions of life. It further based itself on the organisation's strategic objective 5; "The right to Equity: Gender and Diversity".

Salient Outputs

- In the four years of its existence, the programme benefited an estimated 260,000 children of school going age directly and indirectly across the province, which means that the programme supported an estimated 90,000 more children than the 110,000 initially envisioned in 2001.
- Access to school was improved in the five districts of implementation in a number of ways, including an increase in number of schools, and a reduction of some significant barriers in access to education. There has been a steady reduction in the disparities between boys and girls enrolled at school in programme areas, over the years, due to various factors presented in more detail in the report.
- Teacher-pupil ratio has not decreased over the four years in the areas of programme implementation, instead the reverse has happened. This was an unexpected effect of initiatives to improve access to school. The response given to the demand for education in the districts continues far, from adequate.

- National level education policies and strategies have been influenced by research and advocacy on the provision of basic education in the country, in the context of the programme. For example; the campaign against the sexual abuse of girls at schools, that the programme participates in as member and supporter of the Movement for Education for All (MEPT) and JOAP, influenced the formulation of the Decrees 38/2003 and 39/2003, which stipulate the punishment/ sanction of teachers who abuse school children and sanctions sexual abusers of children in education, respectively, amongst other examples.

1.2 CONCLUSION

- In a short period of time, ZEP managed to successfully support a large number of children (girls and boys), women and men to access quality basic education and/or benefit from the advantages of literacy and adequate education. A considerable number of local NGOs have received support from ZEP and ZEP has maintained an optimum level of synergy with education sector stakeholders. It is recognised that Oxfam GB in Zambézia and ZEP has become a vanguard partner in education, in Zambézia province.

1.3 RECOMMENDATIONS

- ZEP should continue and improve efforts to disseminate its experience in the area of school construction and receive feedback from partners. This could help to guide the sort of support that ZEP could give to school construction in the province, in view of the fact that construction activities are not being envisaged for the next phase of the programme.
- School construction in the province should be based on more strategic identification of priority locations for school construction. It is therefore recommended that the next phase of the programme assists government to formulate a plan of expansion of the school network guided by a provincial school map.
- ZEP, in coordination with other sector stakeholders should consider ways to revitalise FEDUZA as organ of dialogue and coordination between education partners in the province.
- It is recommended that discussions on cost-efficiency are incorporated into seminars on programme management for part-

ners or in the dialogue between Oxfam GB and partners, to maximise cost-efficiency across all programme work.

- The ZEP management team should develop a reliable and flexible system of statistical and financial data collection and recording that is open for objective and independent verification, and consistent with current practices of aggregate and unit cost analysis in education.
- ZEP should coordinate further with NGOs based in the programme districts to divide the areas of implementation and to avoid an overlap of activities in similar locations within districts. Ibis in Alto Molocue expressed interest in coordinating in this regard.
- The next phase of ZEP should pay more attention to curriculum relevance. If education is to make a significant and lasting contribution to fighting against poverty in Zambézia, then children should be given an opportunity to learn and practice the skills that they will need in order to survive and prosper in their own social environment and beyond.

1 Introduction and Background

Oxfam-GB has been supporting education in the Gurúe district of Zambézia province, since 1996. The support initially focussed on supporting the development of both government education staff through training initiatives and the formation of Parent Teacher Committees. In 2000, Oxfam GB carried out a review of her strategic approach towards supporting education in Zambézia, which resulted in a joint reformulation of the programme by Oxfam GB and partners including the Provincial and District Departments of Education. Implementation of an expanded programme, named Zambézia Education Programme (ZEP) began in 2002 and continued until April 2006.

1.1 Introduction to ZEP

The overall goal of ZEP was to contribute to long-term reduction in family poverty and long-term improvements in community self-development capacity through support to educationally underprivileged groups, in five of the poorest districts in Mozambique, with particular emphasis on girls and illiterate women. ZEP was implemented in five northern districts of Zambézia province, namely: Gurué, Alto Molocué, Gilé, Ilé and Namarrói, from a programme office based in Gurué district. ZEP was budgeted at approximately GBP 2,700,000 for the programme period 2002-2006.

ZEP had as specific objectives and key components;

- Improving access to education
- Improving quality and accountability of education services
- Increasing Awareness of the HIV/AIDS pandemic
- Improving adult literacy
- Campaigning on national and international policies for provision of improved primary education.

The Programme's Business Plan (Programme Document) of December 2001 envisioned that the programme would enable over 110,000 poor children in one of the most deprived regions of Mozambique to benefit from improved school-

ing, and their parents to benefit from the social organisation of forming committees. It was further envisioned that the programme would play a role in spreading messages about the HIV/AIDS pandemic and mitigating its effects. ZEP aimed to work with all actors (government, non-government and CBOs) involved in basic education in Zambézia province, to develop models that can be applied nationally to provide improved access to and quality of basic primary education in Mozambique. Lessons learnt from this programme were also to be shared through Oxfam networks in other parts of the world.

1.2 Education and socio/economic factors in Zambézia

This section considers the context in which the ZEP is operating in terms of the socio-economic situation of Zambézia. It outlines the state of education in the province, including an analysis of gender related issues, and national, international and Oxfam GB policies on education.

1.2.1 Zambézia Province

Zambézia province is recognised as the province that suffered most during the civil war. The rebel strategy of targeting and destroying basic services left the province with extremely limited basic services and a huge need for reconstruction. A nutrition survey conducted for UNICEF in October 2005¹, for example, indicated pockets of high malnutrition among children, particularly in Zambézia province, with a wasting prevalence of seven percent among children aged 6-59 months. The lack of safe water, due to a shortage of rain, the drying up of water sources and the breakdown of water facilities, was identified as a critical issue, which was reflected in high levels of cholera in the most drought-affected districts. Zambézia is the most densely populated province in the country and also a province with among the worst poverty indicators for the country.

1.2.2 Education Figures in Zambézia

The demands for education in the post civil war period in Mozambique are vast in comparison to the period when access was extremely limited and attendance risky for children. Efforts made by education actors in the country and the province to improve access to education have had significant results and Zambézia province has therefore had a rapid increase in the number of children, even girls, enrolled in primary schools, since 1992. However, although improvements have been made in this dimension, major challenges still remain including;

- Insufficient access to schools especially in the most remote locations of the province
- Discrepancy between demand and supply; large classes and insufficient number of teachers

¹ UNICEF, 2005, **Consolidated Donor Report 2005, Mozambique**, UNICEF, Maputo

- Lack of qualified and trained teachers- number of female teachers continues to be very low
- Weak institutional capacity at province, district and school level
- High drop-out rates, especially among girls.

The following table presents some key education figures in the province.

Table 1: Education Figures in Zambézia Province²

Distribution of Pupils EP1, 2003:					
Grades	1st	2nd	3rd	4th	5th
Number of pupils (EP1)	219.770	145.770	103.378	62.829	39.987
% of pupils/grade (2003)	38.4	25.5	18	11	7
% of pupils/grade (2000)	40	25	18	11	7
National level (2003)	32	24	19	14	11
Zambézia (2003)	30	23	20	15	12
Efficiency Indicators, 2002 (%):					
EP1			EP2		
% of repeaters	27.7	25.1			
Approval-rate (beginning of the year)	56.0	55.9			
Drop-out rate	12.8	11.7			
End of year drop-out & repeaters	44.0	44.1			
Annual Increase of EP1-Pupils, Zambézia (Public Schools):					

² ADPESE and Provincial Directorate of Education (DPE) Zambézia, 2005, **Multi-faceted Challenges: A Study on the Barrier's to Girl's Education Zambézia Province**

	EP1 Pupils	Real Increase	% Increase
2000	442,369		
2001	491,371	137,639	11%
2002	525,123	151,912	7%
2003	569,629	145,607	8%

The table shows, an increase in EP1 pupils over the years. It is also worth pointing out that there has been an increase in the number of schools in Zambézia province since the end of the war; however the expansion of schools has not kept pace with the number of pupils in the province. There is also, an insufficient number of teachers to meet the increased enrolment of pupils in schools over the past years. In order to address the challenges posed by increasing number of pupils, the Provincial Directorate of Education (DPE) and the District Education Services, previously District Departments of Education (DDECs), opted, as in other provinces, for contracting unqualified teachers to fill the gaps. The teachers typically have a pre-university qualification but no or very little pedagogic training. The table also illustrates low efficiency indicators in basic education up to 2003. Zambézia province had an increase in failure rates between 1999 and 2003, and drop-rates remained more or less the same. The distribution of pupils in primary school level is also unbalanced, in that, the majority of pupils are found in the first two grades, with number of pupils decreasing continuously, so that in 2003 only 7% of pupils were in grade 5.

1.2.3 Girls and Women's Education in Zambézia

There are significant gender discrepancies in education and literacy levels in Mozambique; 62 % of males and 31% of females in the country are literate, the net primary school enrolment ratio is 58% for boys and 53% for girls³. Similarly in Zambézia province, net enrolment among girls was 63% compared to 74% amongst boys and the gender gap widens throughout primary education as shown in the table below:

Table 2: Percentage girls in Primary school (2003)

Grade	1st	2nd	3rd	4th	5th	1-5th	6th	7th	6-7th
National	48	46	45	43	41	45	40	40	40
Zambézia	47	44	41	37	32	43	31	30	31

³ http://www.unicef.org/infobycountry/mozambique_statistics.html, 10/31/2006

There are also smaller number of female teachers compared to male teachers in the country and province, and even fewer in the most remote areas. In 2003, female teachers made up only 17 % of teachers in the country. Numbers of female teachers is considered a contributing factor to girl's enrolment and retention in schools, as female teachers are important role models for the value of girls and women's education and also because harassment and violence of school children is less commonly practised by female teachers. A number of factors act as barriers to girls education in the province,⁴ including; distance, behaviour of teachers, direct and indirect educational costs, HIV/AIDS, poverty, cultural perceptions, domestic work, premature marriage and pregnancy.

1.3 Policy Context

1.3.1 International Policy Context

The Universal Declaration of Human Rights proclaimed free and compulsory education as a basic human right in 1948. The convention on the Rights of the Child, signed by almost all of the world's governments, reaffirmed this right as a legally binding obligation. At the World Conference on Education for All (EFA), in Thailand in 1990, the international community affirmed the right to basic education and promised Universal Education for All (EFA) by the year 2000. Towards the end of the 1990s, quality was added to the education discourse; thus changing the focus on access to a combined emphasis on access and quality. Targets were not met in 2000, but the Dakar Framework for Action, endorsed by the international community in 2000, gave new life to the goal for achieving universal primary education. The UN Millennium Summit, held the same year, similarly adopted declarations on education, emphasising two of the EFA goals, namely completion of primary education and elimination of gender disparities in education. ZEP's objectives of improving access and placing emphasis on quality of basic education are in line with the international goals.

1.3.2 Evolving National Policy Context

In 1995, within its overall development strategy, the GOM adopted the National Education Policy, which established the policy framework for the national education system. The policy identified the many urgent educational needs for the country, for the period, but also recognised the scarcity of financial and human resources that would allow for these needs to be adequately addressed at once. The government therefore prioritised, basic education and adult literacy as "the topmost priority of the government".

The Government of Mozambique's (GOM) efforts to reduce poverty are outlined in the Action Plan for the Reduction of Absolute Poverty (PARPA) I and

⁴ ADPESE and Provincial Directorate of Education (DPE) Zambézia, 2005, **Multi-faceted Challenges: A Study on the Barrier's to Girl's Education Zambézia Province**

II. The PARPA indicates education as one of the central pillars in the efforts to reduce the country's poverty.⁵ The PARPA constitutes the Government's overall action framework to reduce poverty, which all sector plans adhere to. In 1998, the Ministry of Education designed its first Education sector strategic plan (ESSP I 1998-2003), which defines the government's priorities within the education sector, affirming the priorities identified in the national education policy as well as the PARPA. ESSP I emphasised the central priority of basic education, the improvement of quality of education services and the strengthening of institutions and the administrative framework for effective and sustainable delivery of education. Currently, the ESSP II (2005- 2009) is under implementation. The objectives of ESSPI remain valid for ESSPII, albeit with strengthened emphasis on improving the quality of education and retention of students through grade 7⁶.

1.3.3 Oxfam GB Policies and Values

Oxfam is guided by a rights based approach, bearing in mind the basic rights enshrined in international instruments. Oxfam GB has a number of aims or strategic change objectives (SCOs), to build up to the organisation's overall goal of finding lasting solutions to overcome global poverty.

Aim 2 is the Right to Basic Social Services. Access to basic quality social services is recognised as a crucial component of the UN Human Rights Declarations mentioned earlier. "Oxfam believes that health and education in particular are indispensable elements of poverty reduction strategies, empowerment of women and men and the struggle for dignity, justice and equity."⁷ SCO 2.1 and SCO2.2 state that "People living in poverty will achieve tangible improvements in their health through increased access to basic health services, clean water and sanitation", "Children living in poverty will achieve their right to a good quality basic education, and adults will have access to sufficient educational opportunities to help them overcome their poverty" respectively. The ZEP programme fits within aim 2.

Oxfam GB's aim 5 is "The right to equity, gender and diversity". SCO 5.1 and states that Women and men will enjoy equal rights. SCO 5.2. Ethnic, cultural and other groups oppressed or marginalized by reasons of their identity will enjoy equal rights and status with other people. In trying to reduce gender disparities in education, the programme also contributes to these strategic aims.

⁵ Government of Mozambique, 2001, **Action Plan for the Reduction of Poverty (2001-2005)**, Maputo

⁶ Government of Mozambique, 2005, **Education Sector Strategic Plan (ESSP II) 2005-2009**, Ministry of Education, Maputo

⁷ Oxfam, 2004, **Basic Social Services Strategic Framework**, Oxfam House, Oxford

2 Evaluation objectives and methods

COWI was contracted to undertake the evaluation of the Zambézia Education programme, during October of 2006. The following sections present the objectives of the evaluation, its approach and methodology as well as the report structure.

2.1 Objectives and Terms of Reference

The Evaluation of ZEP aimed to deliver an assessment of the effectiveness of the programme, in terms of improving access to basic quality education to educationally underprivileged groups in Zambézia. The evaluation is essential to outline lessons learnt and recommendations for future education strategies by Oxfam GB and horizontal learning between partners.

The Terms of Reference which are included in this report as Appendix 1, point to the following key objectives of the evaluation:

- A. Assess the appropriateness and relevance of the ZEP
- B. Assess the extent to which results were achieved, and direct and indirect impacts of the programme on the five districts of implementation.
- C. Assess the extent to which the programme was cost effective and cost efficient.
- D. Document best practises and lessons learnt during the programme.
- E. Provide recommendations for the second phase of the programme, as well as similar strategies for community self-improvement.

2.2 Evaluation Approach and Methodology

The Evaluation has adopted a participatory approach, in relation to the ZEP team in Gurúe, but also in relation to the partners, ZIPs⁸ and school councils, in order to maximise learning from the evaluation itself and ensure that observations, conclusions and recommendations were well understood by key stakeholders.

⁸ ZIPs- Zones of Pedagogical Influence

Participatory observation, guided focus group discussions, in-depth interviews and exploratory conversations were methods widely used to collect and start analysing the information, which forms the backbone of the evaluation. The list of "Documents Reviewed" is included as Appendix 2, and the Evaluation Instruments are included in Appendix 4.

Time and financial constraints, coupled with long distances between districts and poor condition of roads did not allow the evaluators to visit all the districts and schools where the ZEP operates. Consequently, a decision was made to select a purposeful sample of 3 districts for this study. In summary the Evaluation Team visited Gurúe, Alto Molocue and Namarrói. Sample selection was influenced, *inter alia*, by the following considerations; Firstly, the districts selected should offer a contrast in terms of key educational indicators, such as gross enrolment rates, drop-out and completion rates during the ZEP life period. So for instance, while in 2003 Alto Molocué had the highest gross enrolment rate (134.7%), Namarrói had the lowest (58.6%) of all the 5 districts. On the other hand, while, Namarrói had the highest drop-out rate (16.1%), Gurúe had the second lowest rate (12.0%). Secondly, the geographical location and accessibility of programme sites (schools and communities) should not affect the outcome of the evaluation exercise. Therefore the choice of the three districts was a conscious effort to ensure that our observations and findings had not been affected by the difficulty of access to and communication with participating schools and communities in the programme.

The team conducted interviews with the Provincial Department of Education in Quelimane and other NGO partners. 12 NGOs were visited and approximately 26 men (and 18 women) participated in discussions with the evaluation team. 10 ZEP-staff members were interviewed and conversations were held with an additional more 9 key informants, including representatives of the Government and NGOs. The account of "Persons and Organisations Met" is provided in Appendix 3.

A workshop was used for joint analysis of information and for presentation and discussion of preliminary results of the evaluation. The workshop was held in Gurúe on the 27th of October 2006, where observations, conclusions and recommendations were presented in Portuguese and discussed with Zambézia based stakeholders. It was not possible to discuss preliminary results with the Oxfam GB country office staff based in Maputo. The list of participants in the workshop is included in Appendix 6.

2.3 Evaluation Team and Report Structure

The evaluation was undertaken by a COWI-team, comprised of Mouzinho Mario (team-leader) and Fernanda Mause. A total of 20 working days were allocated to the team members to undertake the task, including travel days, workshop and report writing.

A fairly simple report structure has been applied. Chapter 1 introduces the ZEP programme; in Chapter 2 the Evaluation objectives and methods are discussed.

In chapter 3, we look at the intervention strategy adopted. In chapter 4, we discuss the outputs and chapter 5, provides a more in-depth and analytical discussion of the observations and conclusions presented in the Executive Summary. Chapter 6 provides a discussion of the recommendations which may be relevant for the second phase.

3 The ZEP Strategy

In this section, the evaluation intends to identify key features of the intervention strategy adopted by ZEP to pursue the overall programme objective of contributing to long-term reduction in family poverty and improve community self-development, through support to educationally underprivileged groups, especially girls and women. It was observed that an integrated, participatory and rights based approach was adopted with a focus on strengthening communities, local partners and district education authorities.

3.1 An Integrated and Participatory Approach

ZEP used a number of strategies to improve access to quality education by educationally under-privileged groups in the five districts of programme implementation, and also in the rest of the province through partnerships. The strategies were tailored to the different levels of support given by ZEP, namely District Education Services, partners and communities. ZEP was designed in consultation with the provincial department of education, the then district departments of education (DDECs) and with international and national NGOs working in the area of education in Zambézia. Therefore provincial education partners were already relatively familiar with the programme before programme implementation. These consultations helped to define the five main components of the programme mentioned earlier in the report.

The main focus of the programme with communities was to encourage the involvement of communities in transparent management of schools and therefore their active participation in the education of their children and community self-development through the benefits of improved literacy and education. The programme objective was therefore disseminated to communities directly and indirectly through partners, after consultation with community leaders.

An important strategy to improve access to education and to begin the process of community participation was school construction, with emphasis on community participation during the course of the construction cycle. The programme envisioned constructing at least 16 schools in areas jointly prioritised by the District department of education and adhering to Oxfam's selection criteria, which included factors such as distance of communities to the next school and community organisation, among others. Communities were therefore encouraged to organise themselves to participate in school construction and also

to become more involved in the education processes by forming school councils.

Partners and DDECs were financially and institutionally supported to carry out various activities aimed at improving access to quality education by children, promote adult self-improvement as well as assure the sustainability of these initiatives. Institutional support included capacity building or training activities, which were indicated as having been highly important by the DDECs and partners met.

Another important strategy was a rights based approach to community self-improvement. In this context partners were supported in their activities with communities to encourage the protection of children in the education system and also to monitor government progress in achieving EFA targets.

A major barrier to girl's access to education in Zambézia province is the reported widespread sexual abuse of girls by teachers at schools. The programme had a number of initiatives to encourage communities to involve themselves in the protection of their children and their children's rights. A number of partner NGOs, such as AMME, carried out awareness raising about the rights of children and the violation of children's rights, with communities. Coalitions of NGOs working in advocacy in the area of education and child protection in the province, and individual local NGOs implementing advocacy activities, were supported in their quest for reducing the barriers to children's education in the province and improving the quality of education, by advocating for policies that are responsive to the realities of the province and the country in general.

3.1.1 Support to Local NGOs/ Partners

ZEP implemented a number of initiatives through local NGOs operating in the area of education or education related areas, concretely speaking gender and education, advocacy, child-development and HIV/AIDS. Implementing activities through partners is in part a strategy of building capacity of partners to implement various activities and to ensure the sustainability of projects after the end of Oxfam support. Partners were further supported with accompaniment of their activities by Oxfam GB Gurúe staff, and technical support was given in gender and HIV/AIDS, school construction and quality of education.

The programme further provided financial support to partners to implement activities, including support with salaries. An important aspect of the programme was building institutional capacity of partners, by providing material support in the form of office furniture, office equipment such as computers, as well as furniture for boarding houses an orphanage and a children's day centre. Institutional capacity was largely built through technical and financial training of partners; areas included were financial management, project design, participatory research, HIV/AIDS awareness and gender awareness amongst other short-term training courses.

3.1.2 Support to Provincial and District Education Services

Districts education services interviewed stated that they lacked financial and human capacity to meet the objectives set out in the national Education Sector Strategic Plans and therefore they had welcomed the support provided by ZEP in strengthening the sector. This allowed them to work better to fulfil objectives set out in sector orienting documents. It is worth pointing out however, that at the time of the interviews the districts education services visited did not have laid out or written district education sector strategies or plans. They relied instead on the national plan, as even the provincial district education plan was outdated.

ZEP has strategically supported its key programme partner, the provincial department of education, in increasing the number of qualified teachers by supporting distance learning and upgrading of teacher's levels of qualifications and also by delivering in-service training courses to teachers in order for them to implement the 2004 "new" curriculum for primary education. District services were further supported with the development of a local school curriculum amongst other activities included under the in-service training of the provincial education sector. The education services in the five districts of ZEP implementation have been institutionally capacitated through training in the areas of project and financial management, and in specific technical areas such as gender and HIV/AIDS awareness to teachers and gender units in district education services. Institutional capacity also included material support in the form of office material, replication of training modules, school material and other teaching aids.

The sector was further supported in sharing and disseminating of experiences as well as an increase in the number of schools in the programme through school construction. Sector support also including teacher resource centres, school materials to ZIPs and other teaching aids. The support provided to the provincial education sector was in the perspective of improving the education sector capacity, in order to have adequate education sector response to guarantee the desired changes in the education of Zambézia province.

4 Achieving the Outputs

It was observed that during the period of implementation of ZEP, the programme was successful in achieving or progressing towards achieving the outputs defined in the Programme Business Plan of 2001, this is discussed in greater detail in the following sub-sections

4.1 Improving Access to school

Improving access to school was a core objective of ZEP which took in consideration Oxfam's strategic objective of assisting achievement of the right to education and the local reality during the elaboration of the programme; when 68% of rural children in Zambézia had access to an EP1, and only 17% had access to a complete primary school⁹. Strategies implemented to achieve this objective included increasing the number of school places available by building or reconstructing schools in the five districts. It was hoped that at least 45% of the new places would be taken up by girls, in consideration of the fact that significantly more boys than girls went to school in Zambézia, as in the rest of the country. The programme envisioned constructing 16 schools over the four years, the school model includes five classrooms, one teacher's house, a library, a water cistern and six latrines, the classrooms and library are equipped with furniture and books.

At the end of the programme in April 2006, 13 schools had been built, three were in final stages of construction, and one had been rehabilitated. The reasons given for the delay in termination of school construction included delayed signing of contracts, late disbursement of funds and slow construction during the rainy season. Nevertheless, it can be said that the expected output of building 16 schools by the end of the programme was achieved in mathematical calculations by 87.5 percent. Two of the schools were built through Conselho Cristão de Moçambique (CCM) a local partner with OGB funds. This remains a valid experience that CCM has acquired from OGB and can replicate as well as share with other local partners. The programme further constructed two boarding hostels for boys and girls in Lioma and a community dormitory for girls in Tetete.

⁹ Oxfam GB, 2001, "Basic Education Capacity Building programme in Zambézia Province, Mozambique": **Business Plan for the Application to the National Lottery Charities Board**, Oxfam GB, Oxford

To meet the objective of addressing gender disparities in access to education, the programme adopted a number of strategies, including supporting the gender units in the DDECs and local NGOs such as AMME that raise awareness amongst communities on the importance of sending girls to schools, negotiating more suitable times for initiation rites, creating a gender nucleus in each district. Other strategies included supporting campaigns against sexual abuse in schools, awarding bursaries to vulnerable girls, improving water and sanitation conditions at school, by including cisterns and latrines in school design to help girls feel hygienic even during school times and motivating the increase of female teachers by including a teacher's house in the school model to be occupied by a female teacher, currently most houses built house the school headmaster which are all women.

Namarroi district for example has seen a remarkable increase in the number of female teachers in the district over five years; the district had only three female teachers in 2000, in 2001 there were five female teachers and seven in 2002. By 2004 the number of female teachers had increased to 16 and then doubled to 32 in 2005. In 2006 there were 79 female teachers out of 300 teachers in the district¹⁰.

At the end of the programme, there had been significant improvements in gender based disparities in school enrolment, especially at lower primary school level. While at the start of the programme only 40 % of girls occupied school places in primary school, the percentage reported at the end of the programme for the five districts was about 50%, meaning that the goal for the end of the programme had been fully achieved in this regard. The majority of these girl pupils continue however to be concentrated in lower primary school levels, and a significant progressive reduction in the number of girls in higher primary levels still persists. .

4.2 Improving Quality and Accountability of Education Services

In accordance with more recent global and national education sector policies recognising the importance of quality education, and also in consideration of the lesson learnt from Oxfam's earlier experience in Zambézia that "school construction alone does not necessarily guarantee improvements in quality of education delivered¹¹", an important component of ZEP was to improve the quality and accountability of education services. Strategies undertaken to achieve this aim included improving teacher quality and classroom practise through capacity building of teachers, providing basic school and learning material to pilot ZIPs and capacitating communities and education authorities in effective and transparent school management.

School directors, their deputies and ZIP coordinators (166 in total) were trained in school management under the programme as a further strategy to improve

¹⁰ Servicos Distritais de Educacao Namarroi, Jubentude e Cultura, **Dados Escolares: Terceiro Trimestre de 2006**, Namarroi

¹¹ IBID

the quality of education. The school management course included modules on Human Resource Management, Curriculum Finance and Resource Management and Supervision of School efficiency. More than 800 teachers were reached under continued in-service training of teachers, including distance learning for teachers to receive basic teaching qualifications and workshops with teachers in technical areas, such as gender training, as trained teachers share experience with other teacher's in neighbouring schools. The programme also equipped resource centres and trained five resource centre managers; resource centres are used for distance learning, pedagogical support and to hold school workshops. Libraries were equipped and workshops were facilitated among teacher librarians. The new libraries have meant that pupils and teachers, in schools constructed or rehabilitated in the OGB model have access to reading resources to improve their teaching and/ or learning. Consequently school efficiency in programme areas has been on the increase as detailed under point 5.2.3 on cost-efficiency.

There have been improvements in pass rates for classes without automatic promotion, and notable improvements in girls' performance. Teacher student ratios in the five districts have however not diminished to the prescribed ratio of 1:50; this has instead been on the increase with the current average ratio being 1:75. This is related to various factors including the high demand posed in the education system that resulted from the waiver of school fees, awareness raised amongst communities in the context of the programme and the relative safety in accessing schools by children in post war times.

The programme has also extended its support to communities by training more than 3000 teachers with the knowledge and skills to teach basic literacy and support basic literacy programmes in communities. Communities are also more involved in school management through participation in functioning school councils trained and supported by the programme. This has improved adult participation in school related activities, such as construction and rehabilitation of schools, school maintenance and monitoring of school progress. An important and related output has been the progressive reduction in school drop-out rates reported by school councils and district education services. Parents stated during interviews that, because there are better classrooms available in new or rehabilitated schools, there are less breaks in learning during the rainy season. School councils now participate in enrolment processes at the beginning of the school year in the five districts.

The involvement of parents in schooling activities and building management capacity amongst heads of schools has improved transparency in school management. District Education services were also trained in administrative skills including computer literacy, and participatory leadership, school councils were also included in this training. Incidences of corruption in admission of pupils to school, such as illicit payment for places or sexual abuse of girls for a place, are reported to be on the decrease.

There is however, room for significant improvement of monitoring of education sector activities, including classroom practise monitoring. Currently neither Oxfam nor the district education services or other partners met, seemed to have

a systematic methods or “tools” for monitoring of education sector activities. Monitoring activities are mostly implemented by Oxfam staff and manifested in periodic visits to different projects, but with no systematic process for recording findings.

4.3 Increasing Awareness on the HIV/AIDS Pandemic

The programme aimed to mitigate the effects of the HIV/AIDS pandemic on the education system and quality of life of communities by increasing awareness of the pandemic at all levels of the education system; teachers, pupils, communities and the ministry’s policy framework. Sector strategies equally approach HIV/AIDS as a cross-cutting issue to be addressed at all levels of the system.

ZEP’s strategy for mainstreaming HIV/AIDS into on-going education components involved interventions geared towards prevention, voluntary testing, counselling support, support to orphans with access to school and mitigating the impact of HIV/AIDS in schools. This was carried out through ongoing support to partners in their varied interventions. The programme has an HIV/AIDS and gender officer who coordinates HIV/AIDS activities, and other programme staff was trained in HIV/AIDS awareness, to raise their capacity to oversee HIV/AIDS initiatives under the different components that they undertake.

AMME’s Initiatives in the area of Gender and HIV/AIDS

AMME is a national NGO working in the area of gender and education implementing activities in the area across the Zambézia province, and in the five districts of the programme with OGB support. AMME uses participatory methodologies to raise awareness on HIV/AIDS and motivate behaviour change. AMME’s work integrates gender awareness with HIV/AIDS awareness. A number of workshops have been carried out by AMME in gender, participatory methodologies and counselling for education sector stakeholders. An example of an intervention carried out by AMME, with OGB financial support, is addressing harmful cultural practises, through dialogue with all parties involved. For example, AMME worked directly with community counsellors of initiation rites, to avoid the use of un-sterilised cutting objects during initiations and also negotiate strategic times to carry out initiation rites, so as not to coincide with the school calendar. AMME worked directly with community counsellors’ who are key community educators, to obtain positive and lasting change. This has worked, and in areas where AMME and other partners have intervened, initiation rites are carried out during school holidays for instance. They have further been encouraging the integration of HIV/AIDS awareness in the discussions that counsellors have with children during initiation rites.

ZEP funding also supported the functioning of the voluntary testing and counselling unit (GATV) in Gurúe district and the establishment of a new GATV in Alto Molocue district. The GATVs are now linking with the Gurúe day hospital for access to ARVs by patients testing positive. World vision and CCM, two NGOs working in the area of HIV/AIDS are also linking up to the programme

and integrating people for testing in the GATVs and providing access to treatment at the Gurúe day hospital.

Partners were also supported in their capacity to access other sources of funding, principally from the provincial nucleon for the fight against HIV/AIDS (NPCS) and where possible to develop HIV/AIDS workplace policies based on OGB's own internal policy.

4.4 Campaigning on National and International Policies

The programme endeavoured to influence national and international level policy and practise changes for provision of improved primary education in order to compliment and encourage the sustainability of the results of education efforts being made on the ground. Lobbying on policy was done on the basis of evidence collected through research and practise on the ground, and through strategic alliances for advocacy work at provincial and national level.

The advocacy strategy specifically took into consideration the issue of appropriate budgetary allocation to the education sector and improved planning, and child protection issues. The ESSPI and II were used as instruments to make government deliver on its promises and meet its targets. At national level work was carried out in partnership and by offering relevant support to education forums at provincial and national level. The main education forum supported is the Movement for Education for All (MEPT), the programme's key strategic partner in campaigning for the achievement of EFA at national level, created after the Dakar conference on EFA. OGB supports MEPT's national, provincial and district level programmes. MEPT integrates civil society organisations working in the area of education and therefore addresses a varied number of issues.

The issues identified and contested upon in terms of budgetary allocation in the last years of the programme, at national and provincial level, included the late arrival of annual funds for education for the province, and then the very slow disbursement of funds within the province, the late arrival of teacher's salaries and very low salaries for teachers and also the high demand placed on the education sector by the abolishment of school fees, which has not been met with adequate planning and consequently response.

An activity implemented in order to inform campaigning on budget allocation, was budgetary tracking implemented by MEPT, in partnership with the Mozambican Debt Group, National Teacher's Union, Intermon Oxfam, FDC and Action Aid at national level and IBIS, the Children's Parliament, Forum for the rights of children, AMME and other NGOS at provincial level. This activity was co-financed by Oxfam GB and Commonwealth education Fund (CEF). This is an ongoing activity that is yet to produce significant results, by the programme, given the fact that it was begun towards the end of the programme. The lack of significant results may also be partially attributed to the shortage of full-time staff at MEPT; however this is worth further analysis.

In terms of child protection, ZEP supports campaigns against the abuse of school children, particularly the sexual abuse of girls. Similarly, activities in this component are implemented through partners, with AMME having taken the lead in raising awareness on the issue and partnering with government to influence policy. AMME signed a Memorandum of Understanding with the Ministry of Education's gender unit during the current year, for collaborating in the fight against the sexual abuse of children in education. In 2004, the Ministry of Education released decrees, 38/2003 and 39/2003 which orient the punishment and penalty for teachers who abuse children at school and sexually abuse girls in education. The release of these laws can be seen as an influence of the high level of discussion about these cases in the country and in Zambézia province, brought forward by civil society.

It is argued by programme staff however that, although decree 38/2003 protects girls against abuse by teachers at school, there is currently no legal document that clearly defines penalties to outsiders, of the school system, who abuse school children. This is also a common practise in communities, and the consequences include premature pregnancies and school drop-out. A future programme could benefit from further debates, by ZEP and partners to advocate for a policy that would include penalties for child abusers outside the school system.

ZEP also supported the Joint Oxfam Advocacy Programme (JOAP), managed by Oxfam Australia (CAA) with financing by all Oxfam International (OI) affiliates. Under this programme partners such as MEPT and AMME received institutional support and strengthening of their capacities as independent civil society organisations and to carry out advocacy activities.

As indicated by the results discussed above, a lot has been achieved by ZEP's campaigns for improved primary education in Mozambique. ZEP's research in Mozambique is shared across Oxfam globally to influence global advocacy at international level. There however remains room for enlarged efforts at national level, such as; paying more attention to addressing the abuse of children in communities as a whole and not just abuse of children at schools by teachers.

5 Observations and Conclusions

5.1 Lasting Results

It has been observed that in less than five years of programme implementation, ZEP has achieved potentially lasting results, as detailed further in the sections below.

5.1.1 Improving Access to Quality Education

It can be concluded that access to basic education by children in the five districts of programme implementation was improved, through providing an extra number of schools for children to frequent. This is a huge support to the growing demand for education in the province, which is the reality of the current period across the country and particularly in a highly populated province such as Zambézia with the majority of the population being children.

Strategic school construction also brought a number of schools closer to children who may otherwise have faced longer distances to get to a school. Quality schools have been built and adequately equipped under the Oxfam GB model, ensuring a better learning environment for children in the zones that benefited from new or improved schools; children are protected from rain and shaded from sun, children can also read and write better with school desks and therefore learn better. Access was also improved by the construction of two boarding hostels, mainly for girls, who are vulnerable and came from areas without upper level primary schools nearby. The boarding hostels have allowed approximately 120 girls to access upper primary school level.

The quality of education in programme areas can be said to be improving as pupils are now taught by teachers with improved capacity. Teacher's self esteem has also been raised; a number of teachers interviewed stated that they felt better trained. Pupils and teachers also have improved basic schooling and learning materials such as books to aid teaching and improve understanding. Communities are also participating more in school matters and management, and education authorities are being supported in effective school management. School efficiency and pass rates have therefore improved in the districts and it is hoped that these pilot experiences are replicated in the rest of the province. It should be noted however, that quality of education even in the programme's areas of implementation could further be improved, by more action to raise

teacher morale and efficiency with better compensation and to reduce classroom sizes. Also district education services have not yet achieved optimum level of planning and management. This could be achieved through further advocacy work by ZEP and partners aimed at the country's education authorities.

5.1.2 Reducing Gender Based disparities in Education

Although the education system in Zambia continues to be characterised by gender based disparities manifested in less numbers of girls attending schools than boys, and also less numbers of female than male teachers in the system, it is notable that there has been a reduction in these disparities in programme areas.

In the five districts, the percentage of girls enrolled at lower primary school level was almost at par with number of boys enrolled; the percentage of girls enrolled at lower primary level in the five districts accounted for roughly 49 percent in 2006, compared to the previous 45 percent in 2001. The number of girls in higher primary school had also improved; participation in the five districts was 37.9 percent at the end of 2005, compared to 33 percent in the rest of the province. These results can be partially related to ZEP's strategies of supporting awareness activities in communities in consideration of the barriers to girls' education, and of supporting vulnerable girls with schooling making it possible for a number of vulnerable girls to be accommodated in boarding hostels near schools, and supporting these boarding hostels.

In addressing existing disparities in schooling between girls and boys, the programme also addressed disparities amongst teachers. The districts currently have far more female teachers than before, even though the numbers remain largely inferior to that of male teachers, considering the very low base that was started with, with some districts previously having only had one female teacher in the entire district. A very positive development has been an increase in the number of headmistresses in the districts, who have strategically benefited from school houses. The districts would benefit from similar strategies amongst other areas of the districts, not only by ZEP but by partners with involvement of district education authorities.

5.1.3 Strengthening District Level Education Management

There have been notable achievements by the programme in strengthening district level management of education. Former DDECs or current district education services in the five districts were strengthened with better resources to implement programmes in the form of computers for example, and also with skills to make use of acquired resources. Financial management and planning seminars have been instrumental in the capacity of DDECs to better manage activities and budgets. There remains the problem with appropriate planning experienced by the entire system, resulting in under and delayed financing for district services, which undermines the output of capacity building efforts.

Attempts were made by ZEP to improve monitoring of education services and efficiency by the DDECs, but this was not very successful because ZEP itself lacked appropriate capacity or effective monitoring tools to use with partners or to recommend for partners. The programme does not possess an in-house monitoring officer; neither does it receive vigorous backstopping support from the country programme office.

At school level, there have been significant improvements in management. The programme has enabled better management capacity amongst school headmasters through various trainings in school management, making headmasters better able to manage school resources and supervise school efficiency. Teachers' capacity has also been improved as stated earlier and school councils are functioning in at least 400 ZIPs, to fulfil the goal of guaranteeing a transparent, responsible and committed school management by being better able to participate in school activities. Headmasters having undergone training in school management become more receptive to participation by school councils, notwithstanding the conflicts that may still persist¹².

5.1.4 Estimated number of children benefiting

Over the four years the programme directly benefited an estimated 260,000 children enrolled in EP1 and benefited approximately 50,000 in EP2 in the five districts of implementation in 2006 alone. The 17 schools built and rehabilitated (16+1 rehabilitated) have meant a contribution of 85 classrooms in total. Considering the usual practise in Zambézia of having 75 children per classroom and also an average of three shifts being taught a day per classroom, the total number of children who benefit from the new schools per year amounts to an estimated 19,000 pupils. Oxfam also strategically provided new and/or rehabilitated schools with electricity. The electricity did not only benefit the children, but also the adults that take lessons in the evening. The programme has reached an estimated 90,000 more children than the 110,000 initially envisioned.

5.2 Strengths and Weaknesses of the Programme

5.2.1 Relevance of the strategy adopted

ZEP's strategy to improve access to quality basic education by educationally underprivileged groups in Zambézia province, focused on three areas: participation of communities in education management, capacity building of partners and campaigning for structural changes in the education sector.

The strength of the approach was that ownership of the programme was achieved at community and institutional level. Community participation in school construction and awareness raising of communities and school councils brought a sense of community ownership of schools. DDECs interviewed felt

¹² Open sharing of ideas and discussion with parents and teachers on school issues is still new and therefore resistances by headmasters have occurred at times.

that Oxfam GB had been a leading partner in implementing education sector strategies in Zambézia province.

The programme correctly combined a diversity of activities around the construction of school infrastructures, in recognition of the diversity of factors that influence access to education and improvements in the quality of education. Furthermore, the programme approach was based on community needs assessments and the reality lived by communities in the supported districts. It can therefore be concluded that the programme was consistent with the priorities of target groups.

Campaigning and advocacy has been based on research and experiences lived on the ground and have thus far achieved a number of results. Nonetheless the achievements of the ZEP programme so far, point to further needs of the system and perhaps extra focus on certain areas of support to education services in order to achieve the desired long-term impacts of the programme.

5.2.2 Impact and sustainability

While it is early to accurately assess the overall impact and sustainability of the programme in the province, it is clear that the strategy that ZEP adopted has supported a large number of educationally underprivileged groups, in Zambézia province, to access basic education and continues to prop up improvements in the quality of this education. In so doing, this has and will continue to contribute to improvements in community self-development capacity as well as reduced family poverty in the long run.

The programme has resulted in more schools, albeit a modest number, with potential to reach very large numbers of children and with the added benefit of being a replicable experience. Girls' access to school has been significantly improved in the programme areas and the lessons learnt from programme's activities in this regard, are likely to remain amongst communities and therefore influencing girls education for many years to come. For example, a former scholarship holder residing in one of the boarding hostels supported by ZEP, was enrolled at a teacher's college and will soon be graduating to become a teacher in a community. She stands to become an additional role model for girl children in her surroundings.

ZEP's strategies to improve the quality of education are potentially lasting, bearing in mind the ownership of the process that has been created among relevant partners as well as the capacity building of stakeholders in the process. This capacity building of partners is an important factor, which enables local level stakeholders to give continuance to the outputs of the programme. ZEP (in this regard) placed emphasis on the capacity building of local NGOs to develop project design and management capacity, as well as more broad institutional development to carry out activities independently of external assistance or access other sources of funding. Similar capacity building with district education services has provided education authorities with some ability to sustain activities and also to improve management and planning of sector activities. The

empowerment of communities to participate in the education process, through representation in school councils and in other manners, was an initiative that will potentially guarantee continuity of efforts to improve basic education, literacy and community self-improvements with communities own efforts and monitoring of education services.

In addition, research and campaigning facilitated in the context of the programme, has contributed and has the prospective to contribute further to a more conducive environment to improving basic education in the country.

5.2.3 Cost-efficiency

In this evaluation efficiency is taken to mean how inputs (buildings, teachers, textbooks, instructional materials, time, etc.) were converted into outputs within the programme. Educational inputs may be aggregated financially in terms of expenditures per pupil-year. In educational planning and management discourse a distinction is often made between internal efficiency and external efficiency. Internal efficiency refers to the relationship between the inputs into a programme and the outputs from that programme (i.e. the direct and immediate effects of the education process, such as student achievement, attitudes and skills) regardless of the long-term effects of the education process. External efficiency is concerned with the interaction of education outputs with the larger social environment – e.g. success in finding a job, lifetime earnings, good citizenship, etc.

This evaluation is concerned mainly with internal efficiency. It is assumed that an educational programme cannot be efficient unless it is effective. Improving the internal efficiency of a programme requires not only considering how costs can be lowered, but also how its quality and effectiveness can be raised. Therefore, quality or cost, or both, are part and parcel of the efficiency equation.

In order to assess the internal efficiency of the ZEP we have examined pupils' enrolments rates, pass rates, repetition rates, drop-out rates, and pupil-teacher ratios. At this point, it should be mentioned that the programme had anticipated a 50% increase in school efficiency as measured by pass rates, as well as a 30% increase in number of students completing literacy programmes. It also had predicted that retention rates for girls would increase by 30% over the life of the programme.

As shown on Table3, below, in all districts, except Gurué and Ile, pass rates at EP1 level have increased by more than 30% between 2001 and 2005. In two cases (Alto Mulocué and Gilé) in 2005 pass rates went well beyond the provincial average (80% for girls, and 80.4 % for boys and girls).

A similar trend has occurred at EP2 level, although at a slightly slower pace, as none of the 5 districts managed to improve its pass rate above 26%. Nonetheless, in 2005 2 of the districts (Gilé and Gurué) scored above the provincial average for both boys and girls combined.

Table 3 – Pass rates in the 5 districts, 2001-2005 (EP1 and EP2)

District	EP1 (Grade 1-5)					EP 2 (Grade 6-7)				
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
Alto Mulocué										
MF	57.3	59.7	65.7	72.8	86.2	57.4	63.1	65.1	58.9	73.8
F	55.9	59.0	63.5	72.7	86.6	52.6	62.5	65.3	53.3	72.9
Gilé										
MF	50.0	50.8	54.8	64.0	87.0	57.7	46.4	39.7	75.2	84.5
F	45.9	48.6	53.0	62.4	86.6	58.9	50.7	36.6	76.9	82.0
Gurué										
MF	48.6	51.8	53.7	59.3	71.3	60.0	55.5	42.4	74.8	80.8
F	46.0	50.1	51.8	56.0	71.4	53.1	51.7	41.4	89.6	79.3
Ile										
MF	56.6	57.8	61.8	66.6	70.2	67.1	67.6	66.0	79.3	72.1
F	52.9	56.0	59.1	65.3	68.8	62.3	62.0	70.3	75.9	71.9
Namarrói										
MF	50.2	54.2	61.1	67.0	78.6	56.3	62.3	76.2	78.9	73.7
F	43.0	50.9	57.8	65.5	79.0	44.1	55.2	68.5	78.3	72.4
Tot Zambézia										
MF	55.1	56.0	60.3	71.9	80.4	54.2	57.0	58.8	74.8	79.7
F	51.4	53.2	57.7	67.4	80.0	51.7	56.4	57.6	73.7	78.1

Source: MEC – *EducStat*, Annual Statistical Survey, 2001 to 2006**Table 4 Repetition and drop-out rates in the 5 districts, 2001-2005 (EP1 and EP2)**

District	EP1 (Grades 1-5)						EP2 (Grades 6-7)					
	2001		2003		2005		2001		2003		2005	
	F	MF	F	MF	F	MF	F	MF	F	MF	F	MF
Alto Mu- locué	27.3	27.5	28.0	27.8	19.5	19.9	17.1	16.5	15.9	17.7	4.7	5.7
Repetition	6.7	8.1	7.7	8.1	10.1	10.5	13.0	13.0	15.6		22.7	22.2
Drop-out									13.3			
Gilé	33.8	32.4	33.3		23.9	23.6	30.4	26.1			9.6	10.6
Repetition	6.3	6.4	32.2		4.8	4.4	1.5	1.3	18.0	23.7	8.9	5.7
Drop-out			8.6	8.8					3.8	36.1		
Gurué	26.8	26.5			23.8	23.7	18.5				12.8	12.0
Repetition	14.4	14.8	27.8	27.5	12.0	12.9	19.8		22.4	24.6	9.0	9.5
Drop-out			13.0	13.0			6.0	8.4	25.2	23.7		
Ile	27.9	27.5			23.2	23.0					7.4	6.9
Repetition	15.5	15.3	27.4		10.7		17.0	14.4	19.1	16.0	9.7	10.5
			27.1			11.0	9.6	9.3	1.2	5.6		

Drop-out	26.9	25.7	10.0	10.3	19.1	18.3					9.9	7.3
Namarrói	13.8	14.7			8.0	9.0	33.3	19.2	19.6	19.0	1.6	13.8
Repetition			26.5	27.0			18.9	7.2	1.2	-7.9		
Drop-out			10.9	12.3								
Total												
Zambézia												
Repetition												
Drop-out												

Source: MEC – *EducStat*, Annual Statistical Survey, 2001 to 2006

As Table 4 above indicates, at EP1 level, despite some improvements in Alto Mulocué and Gilé, completion rates were generally lower than expected. In fact, in three districts (Gurué, Ile, and Namarrói) they were consistently lower than the provincial average over the programme period. On the other hand, although reduced in magnitude, figures from the same table indicate that completion rates for girls in four of the five districts were generally above the provincial average. At EP2 level progress has been much slower than at EP1 and, as far as girls are concerned, apart from Alto Mulocué, the above figures suggest no progress at all in terms of completion rates.

Taken together, the figures presented in the preceding tables raise serious concerns about quality, efficiency and cost of the education process in Zambézia, in general, and in the five districts covered by the ZEP programme, in particular. Indeed, although, as we have noted on Table 4 above, that pass rates have improved over the years, they are still far from satisfactory. This feeling is worsened by realizations that, despite the new policy of automatic promotion, large numbers of children, particularly girls, still drop out of school. Consequently, the combined effect of high drop out rates, relatively low pass rates and low completion produces an unusually high cost of schooling in the five districts.

In terms of maximising cost-efficiency of projects, by partner organisations, it was noted during conversations with partners that most are not aware about how to maximise cost-efficiency in their projects, and they reported not having had discussions on the matter with ZEP programme staff.

6 Lessons Learned and the Way Forward

6.1 Best Practises

ZEP's approach has been advantageous in providing a number of valuable initiatives and practises that have worked and are worth pointing out for documentation and replication. The following expected and/or unexpected practises or results were identified as striking by the evaluation:

ZEP's participatory approach to improve access to school was seen to have been beneficial in terms of encouraging ownership and replication of initiatives by stakeholders. A specific example is school construction with community participation. Communities were encouraged to organise themselves and become involved in a process which would benefit their community and children by having a very good school closer to home. Some neighbouring communities organised themselves after witnessing the experience of others and began to gather material to build their own school and approached district authorities and Oxfam to present their plan and ask for assistance. A concrete example is of the Gaffaria community in Alto Molocue district, which after having witnessed a neighbouring community's experience in school construction and observed their new school, organised themselves and began to construct their own school. They later approached the DDEC and Oxfam for technical and extra material support.

Prior to 2002, Oxfam GB was directly involved in *school construction activities* (activities implemented by Oxfam staff), but ZEP outsourced school construction to local construction companies. This was made possible with the emergence of a few construction companies in the province, after the end of the war. Many of the companies were still quite lacking in appropriate capacity. Therefore, school construction under the programme and Oxfam GB's work with the private sector helped the further development of construction firms. Constructing companies obtained third level constructor's licence during the four year period that they worked with Oxfam GB in Zambézia. Additional companies also emerged in the province owing to the work that was available. Examples of new construction companies include: Manfred construcoes, ConGurúe, Concisela Construcoes, Intramal and Piloto constucoes, a total number of five construction companies based in different districts of the province. They are encouraged to employ local semi-skilled people and at least one of the construction companies has grown and expanded to Niassa province.

Many of these companies will take part in the MEC's "Fast Track Initiative (FTI)". This has been an unexpected programme result, i.e. contributing to the development of the private sector in the area of public infrastructure in Northern Mozambique. Oxfam GB shared its experience of school construction with education sector stakeholders at national level during a school construction workshop, and is planning on continuing to disseminate the experiences with provincial level partners, in the next phase of the programme

The many *strategies undertaken by ZEP to improve access of girls to schools* are also noteworthy. As stated, the programme in coordination with AMME and the gender units in the DDECs saw placing female teachers in rural schools as a way to provide role models for girls in the communities, and therefore encouraged more incentives for female teachers in rural areas. The programme also reconciled cultural practises with children's education needs, especially girl children by working with initiation rites counsellors and therefore achieved results that work in this perspective. The programme reduced the barrier that distance posed to girls' education for a large number of girls by supporting boarding hostels for girls and providing vulnerable girls with scholarships; which made it possible for these girls to access school. The number of girls in the boarding hostels has been on the increase and successful examples of girls that have been hosted by these hostels are now beginning to be seen.

In integrating HIV/AIDS in its activities, a number of partners were supported with prevention activities in communities. ZEP was pragmatic in supporting voluntary testing for recipients of awareness raising activities implemented by partners in communities by supporting the voluntary testing unit (GATV) at Gurúe rural hospital and helping to establish another in Alto Molocue. People testing positive with the HIV/AIDS virus are now able to be sent directly to the Gurúe rural hospital for treatment, in the context of programme activities. The programme supports an orphanage and a day care centre which hosts orphaned and vulnerable children, awareness raising at these centres has motivated care-takers at the centres to take children for testing at the voluntary testing unit in Gurúe.

6.2 Ongoing Challenges

Despite the many positive practises and outcomes of ZEP support, there is room for improvement of a few aspects of programme implementation in future strategies. Two aspects, in terms of programme approach were identified as needing improvement: capacitating of partners to maximise cost-efficiency and more systematic monitoring and evaluation of activities.

When the issue of maximising cost-efficiency was raised with partners interviewed, it was established that the issue had not been raised with them by the programme. Partners had received support in project management but more in terms of managing the fund received under the programme and less in terms of strategic consideration of cost-efficiency of different activities. As such, activities were being implemented on a more routine basis in consideration of what

had been done before or what others were doing, but not thinking strategically about what would produce the best results relative to financial and time costs.

As stated earlier, monitoring and evaluation of activities was seen to be the more challenging aspect of the programme. Monitoring and Evaluation (M&E) was being conducted by ZEP staff in their different area of programme activity. Information is mostly presented in quarterly reports of activities but there will be a need to systematise M&E tools in order to appropriately combine quantitative and qualitative data to better link immediate results to the overall impact of the programme, in the next phase of the programme.

6.3 Recommendations for the second phase

6.3.1 Priorities and program focus

When considering programme focus and priorities, two adjustments are seen as important for the second phase: more systematic monitoring and evaluation (M&E) of activities should be a priority programme support area as well as campaigning for improved conditions for teachers.

In terms of M&E It would be beneficial to either contract a permanent M&E officer to effectively support the programme by producing a strong and coherent M&E framework and keep systematic progress records of outcomes. Alternatively programme staff should receive adequate training in participatory M&E as well as more regular external support in this area.

There have been radical increases in the number of children in need of basic education in the province over the years, which are currently overstressing the education systems capacity to respond. Numbers of teachers continues unbalanced in relation to the numbers of pupils and the recommended Mozambique ratio of 1:50 is practically inapplicable. In addition, to the danger of some children not being able to be enrolled in schools under the circumstance, teachers work large numbers of shifts to support the large numbers of pupils, which affects the quality of their teaching. The programme had a number of strategic means to improve access as well as quality which also included improving teacher quality, but in a second phase of the programme focussing more on campaigning, efforts should be augmented to increase the number of teachers in consideration of extra resources and additional measures that may be needed to meet this requirement. The programme should also pay more attention, to the impact that the HIV/AIDS pandemic is having on the education sector and teachers in particular. Research should be conducted to inform programme development and focus in this regard.

6.3.2 Specific Recommendations

It is recommended that *ZEP coordinates its areas of support with NGOs working in the same districts:*

ZEP has supported targeted localities in the districts where it works due to relevant limitations in supporting entire districts. Other international NGOs work in some of the districts where ZEP operates, which makes it important to avoid an overlap of activities with other NGOs, in order for external assistance to reach more localities. In an interview with the IBIS programme officer in Alto Molocue district, the programme officer stated that only eight ZIPs in the district had any external support and suggested coordinating with Oxfam GB on supporting different ZIPs in the areas implemented by the different organisations, namely adult literacy, teacher training, HIV/AIDS awareness and support to orphans and vulnerable children. This would be a valuable approach to pursue, where possible.

It is recommended that ZEP puts added focus on curriculum relevance:

ZEP has placed much effort on the revitalization and capacity building at school and community levels. Reconstruction and construction of new schools, training of ZIP and school council members, in-service training of teachers, provision of books and other instructional materials, mainstreaming of gender in education and building awareness of the HIV/AIDS pandemic, fighting against girls sexual abuse in schools, are amongst the examples of how life and hope have been brought back to the schools by this program. However, in our view, it is not enough to revitalize and make schools more accountable for their work; schools also should be brought back to real life. In other words, we suggest that in the next phase of ZEP implementation more attention be paid to curriculum relevance.

If education has to make a significant and lasting contribution to fighting against poverty in Zambézia, then children should be given an opportunity to learn and practice those skills they will need in order to survive and prosper in their own social environment and beyond. “Paying more attention to curriculum relevance would entail, inter alia, (a) a serious consideration of the responsiveness of the curriculum taught in schools to current and future needs and priorities of pupils and communities. This can be done in different ways. One way is through the “local curriculum” component of the national curriculum. Another way is through renewed efforts to help schools and district directorates’ improve their plans, organize and manage school production, taking into account existing and/or locally perceived opportunities. In addition, attention to relevance will require the ZEP programme to work closely with relevant national, provincial, district and local education authorities towards effective use of mother tongues in primary schools, within the framework of transitional bilingual education as defined in the new Curriculum Plan for Basic Education “*Plano Curricular do Ensino Básico.*”

ZEP should continue and improve efforts to disseminate its experience in the area of school construction and receive feedback from partners which could help to guide the sort of support that ZEP could give to school construction in

the province, in view of the fact of construction activities not being envisaged for the next phase of the programme.

ZEP should support government to formulate a plan of expansion: School construction in the province should be based on more strategic identification of priority locations for school construction. In this manner, it is recommended that the next phase of the programme assists government to formulate a plan of expansion of the school network guided by a provincial school map.

ZEP in coordination with other education sector stakeholders should revitalise FEDUZA: FEDUZA the main provincial organ of dialogue and coordination between education stakeholders in the province has reportedly been dormant and inactive in the province, in the past year. There have been serious communication flaws between ZEP and The Provincial Department of Education in the past year, which could compromise programme development, in a period marking the beginning of the implementation of the second Education Sector Strategic Plan (ESSP II) in the country and province. It is therefore recommended that, ZEP in coordination with other sector stakeholders, consider ways to revitalise FEDUZA as organ of dialogue and coordination between education partners in the province.

It is recommended that discussions on cost-efficiency are incorporated into seminars on programme management for partners or in the dialogue between Oxfam GB and partners, to maximise cost-efficiency across all programme work.

The ZEP management team should *develop a reliable and flexible system of statistical and financial data collection* and recording that is open for objective and independent verification, and consistent with current practices of aggregate and unit cost analysis in education.

Appendix 1: Terms of Reference

Terms of Reference for the Final Evaluation of the

Zambézia Education Programme (ZEP)

1. Background information

Since 1996, Oxfam has been involved in supporting educational services in the Gurúe district of Zambézia Province via the construction of schools and by supporting the development of both government education staff in training initiatives and the formation of parent teacher committees. Zambézia is recognized as the province that suffered most during the war. The rebel strategy of targeting and destroying basic services left this most densely populated province with extremely limited basic services and a huge need for reconstruction. Zambézia is the second most densely populated in Mozambique and also the least developed province in the country. Its poverty indicators are among the worst for the whole of Mozambique with adult life expectancy of 36.12 and infant mortality of 200 per 1000 in the 5 districts, Gurue, Namarroi, Ile, Alto Molocue and Gile, where Oxfam works (1997 census). According to 1997 census the level of illiteracy of women in the whole of Zambezia province is 76,7, at rural areas the level of illiteracy goes up to 85% among women in these 5 districts you have not mentioned districts apart from Gurue.

In 2000, Oxfam carried out a review of her strategic approach towards supporting educational services in Zambézia. This review resulted in an elaboration of a new funding proposal for a programme whose implementation started in May 2004 running through April 2006. For more background information, refer to the Programme Business Plan of December 2001. In line with the programme monitoring needs and donor requirements, a mid-term evaluation of the programme was carried out during the first quarter of 2005. The recommendations from this evaluation have been used not only to improve programme delivery but also in the development of a proposal for the second phase of the Zambezia Education Programme (ZEP II) which is currently in implementation. The final evaluation will be looking at whether all programme objectives were achieved and if not why not. It will also evaluate the impact of the programme (both positive and negative), towards achieving the stated goal

The final evaluation will be carried out at two levels:

Self-evaluation (also referred to as an internal evaluation): This will be carried out by the programme team and implementing partners prior to the External Evaluation

External Evaluation: To be carried out by the external consultants

2. The Programme Objective (Goal)

Contribute to a long-term reduction in family poverty and long-term improvements in community self-development capacity through support to educationally underprivileged groups, in 5 of the poorest districts in Mozambique, with particular emphasis on girls and illiterate women.

3. Geographic coverage of ZEP

The programme is operating in 5 northern districts of the Zambézia province namely Gurúe, Ile, Gilé, Namarroi and Alto Molócue. The programme office is in Gurúe with the head office for Oxfam in Mozambique being based in Maputo. Distances are best estimated by time rather than kilometers. In the rainy season for example, Gurúe town to Gilé town is something between 5 and 8 hours, depending on the weather and the state of the road

4. Components of the programme

The programme aims at:

Improving access to school: through increasing the number of school places available in at least 16 newly constructed or rehabilitated schools or boarding hostels and encouraging increased participation of girls. This will provide 6000 boarding places in new or rehabilitated buildings, 2500 of which are providing new capacity in selected areas of four districts (construction activities in Gurúe having already been completed). The programme aims for at least 45% of these places to be taken by girls.

Improving quality and accountability of education services: through improving teacher quality and classroom practice, providing basic classroom materials and increasing capacity within the community and the education authorities to manage schools more effectively and transparently. Local people will benefit from an improved education service as a result of better classroom practice and more accountable school management. This will benefit an estimated 110,000 children in Zambézia, as better teaching will improve academic levels and help to reduce levels of children who drop out of school because of non-attainment of standards.

Increasing awareness on the HIV/AIDS pandemic at all levels of the education systems, including among teachers, pupils, the community (through Parent Teacher Committees) and the policy framework of the ministry of education.

Improving functional adult literacy for adults, starting primarily with parents in the parent teacher committees and extending to the wider community. The main purpose will be to ensure functional adult literacy, particularly for women. It is anticipated that this will translate into indirect benefits around

improved livelihood activities as well as better health and well being at household level.

Campaigning on national and international policies for provision of improved primary education. The programme will seek firstly to set up models of good practice on the ground from which to legitimately lobby on specific policy and practice changes. Lobbying and campaigning work will be done through building alliances with other actors in basic education in Mozambique, with a primary view to among other issues influence government and donor resource allocation to education. Local NGOs will be involved in campaigning. The programme will also contribute to the Oxfam International “*Education Now – Break the cycle of poverty*” campaign, a lobby involving Oxfam’s affiliates worldwide for increased education opportunities in the Third World.

Note that officially the Education now campaign has ended but work continues under the guise of the OI (Oxfam International) MDG campaign (Millennium Development Goals) and with the GCE (Global Campaign for Education).

Purpose and specific Objectives of the final evaluation

The final evaluation on one hand is in fulfilment of donor requirements while on the other hand will serve as an exercise that will support the team to assess results towards meeting the desired goal.

The evaluation will also contribute to strategy development of Oxfam’s support and more programmatic approach to basic education in general. In these sense, the exercise can contribute to a better definition of Oxfam’s particular contribution to the achievement of MDGs in partnership with government, NGOs, civil society, the private sector as well as the international financing institutions. The evaluation will contribute to strategy development at the global, regional and country levels.

The evaluation report is intended as a management tool for senior and middle managers at global, national and local levels. It is intended to facilitate decision making by senior managers as to the strategic direction and action for future programming in education. The evaluation results and recommendations will also contribute to the ongoing global Oxfam work on Aim 2 (Basic Social Services).

Evaluation objectives:

The final evaluation will be complimentary to the mid-term evaluation carried out last year, but instead of being board and covering all aspects of the programme, it will focus on themes that were not adequately covered by the mid-term evaluation. The final evaluation will look into the issue of programme impact and will assess the coast of our approach and activities, and compare with other organizations that are doing similar work.

The objectives of the evaluation of the ZEPI are the assessment and analysis of the following aspects:

Efficiency of the ZEPI, will focus particularly in two aspects: the cost effectiveness of the programme, as well as the outcomes versus cost. These means that the evaluation should look into the all process, since the involvement of the communities in the construction process, capacity building of teachers, until the results of having the children in the schools. i.e. the degree to which the least costly approaches were used to achieve the objectives, or, if the relevant information is incomplete or absent, the degree to which attempts were made to give adequate attention to factors required for the cost-benefit analysis.

Documentation of the ZEPI activities, the overall purpose is to identify the processes, strategies, actors, and means used for each of the activities areas, and also identifies and document positive lessons, which can be disseminated and replicated by OGB and other actors. There is a need to assess to what extent documentation for the programme was done. The consultant should come up with recommendations around strategies on documentation

Efficiency

Key Evaluation Questions

To the extent that relevant information is available, were Oxfam GB activities implemented in an efficient manner, i.e. generating the best possible outputs, outcomes, and impact of the least possible cost?

If the relevant information is not available, to what extent were attempts made to collect and analyse data would allow for adequate cost benefit analysis?

Assess the appropriateness and relevance of the ZEP

Have the goals, objectives & plans been relevant and appropriate throughout the programme period?

Do they remain relevant today?

Efficiency and Sustainability

Did the programme maximize the use of financial and human resources?

How effectively the programme used the resources?

Cost/benefits

Do the partners have any capacity to select/combine factor and inputs that enable to acquire output at the lowest possible cost?

Do the outputs/outcomes of the programme justify the amount of the money spent?

How the programme has monitored and worked towards being cost efficient?

What ways could the programme has improved its cost/benefit analysis and ways of working to be aware of cost its effectiveness?

Ownership: at Government, partner and community levels

What was the process to get the communities, partners and government to own the programme?

To what extent was this process successful?

What was the involvement of the communities, partners and government in the whole process?

How could this have been more effective?

Do the outcomes of the project activities (which can include ways of doing things) are sustainable?

Documentation

Key Evaluation Question

What good lessons we learnt that could be documented? For what purpose? (i.e. where lessons learnt can be applied, for what target group?)

6. Process and methods

The consultant should ensure that participatory methods are used, involving all stakeholders and especially those people impacted by the programme activities. In addition the consultant will be free to choose whatever methods deemed appropriate for the task.

The following stages are anticipated in carrying out the evaluation:

Consultation of existing programme documents and other relevant documents such as the government's education policy and strategy. The self-evaluation report will also be a contributing document to the evaluation process.

Interviews and/or Meetings with partners and beneficiaries. These will include government partners at the provincial, District and local levels; NGO partners; networks involved in education activities; CBOs; Members of School Councils in pilot schools; teachers and the teachers union; parents and pupils.

A workshop to present findings

7. External Evaluation Consultant

The external evaluation consultant will look into the efficiency or adequate use of the resources during the implementation of ZEPI programme and also on the documentation and dissemination process.

The consultant, who, in combination should possess the following skills:

Comprehensive knowledge and experience on carrying out an evaluation that assesses programme efficiency and the processes around documentation

Good knowledge and experience on evaluation methods, in particular those required for the review of the documents and field data, participatory site visits and validation of the information.

Excellent written English and an ability to speak and read in Portuguese are essential

The consultant must submit an application suggestion on how they plan to carry out this evaluation, including the tools that they will use to collect data

8. Output

A workshop at which the most important findings from the evaluation are presented to Oxfam and partners. This will present the evaluation consultant with another opportunity to gain some feedback on their results from the evaluation and the recommendations for the future. The findings and recommendations to be presented in the final report should reflect the comments and ideas that will be generated during this workshop

A draft report should be submitted within a week after the workshop. A final report should be presented to the PM/CPM within two weeks after receiving comments on the draft report.

The report should provide an executive summary, introduction (purpose, methodology) background history, objectives, activities, achievements, analysis and emerging issues, recommendations, conclusions, annexes (TOR, itinerary, meetings reports/list of persons met, workshop participants, list of reference documents). It should review the programme's Logical Framework to determine what progress has been made in achieving the project activities and targets.

The report should make recommendations concerning the implementation of the programme for a second phase of the programme. This should take into account changing needs from both the target communities and capacity of partner organizations. The report should provide an assessment of the impact of the programme on gender and make recommendations on how current interventions could be improved. Recommendations should also highlight best practice and make suggestions on how such models of success can be used at the programme level as well as at policy development/dialogue level

9. Timescale

The consultancy will be carried out in 20 paid days. 15 days will be dedicated in working with the team, partners and beneficiaries for information gathering. Five days will be used for reporting.

10. Resources

A budget will be negotiated and finalized with the identified consultants

The Programme team will provide all relevant documents

The programme will provide accommodation and transport to Zambezia and to the districts and communities.

The programme, where necessary, will provide translation services

Appendix 2: List of Documents reviewed

ADPESE and Provincial Directorate of Education (DPE) Zambézia, 2005, **Multi-faceted Challenges: a Study on the Barrier's to Girl's Education Zambézia Province**

Banco Mundial, 2005, Moçambique: **Análise de Pobreza e Impacto Social, Admissão e Retenção no Ensino Primário-o Impacto das Propinas Escolares**, Maputo

Diretório Commercial de Moçambique, Zambézia, Divisão Administrativa Government of Mozambique, 2001, **Action Plan for the Reduction of Poverty (2001-2005)**, Maputo

Government of Mozambique, 2005, **Education Sector Strategic Plan (ESSP II) 2005-2009**, Ministry of Education, Maputo

Government of Mozambique, 2003, Education Sector Strategic Plan 1999-2003- **Reviving Schools and Expanding Opportunities-** Mozambique

Lino Maria, 2005, Mozambique Gender Profile

INTRAC, 2004, **Capacity Building in the Zambézia Education Programme**, Oxfam Gurúe

MINED, UNAIDS, 2004, **Accelerating the Education Sector Response to HIV/AIDS in Mozambique**, Maputo, Mozambique

Ministério de Educação e Cultura, Agosto de 2006, Plano **Estrategico de Educação e Cultura**, *draft, Fazer Da Escola um Polo de Desenvolvimento Consolidando a Moçambicanidade*, Maputo

Ministério de Educação e Cultura – *EducStat*, **Annual Statistical Survey**, 2001 to 2006

Oxfam GB, 2001, “Basic Education Capacity Building programme in Zambézia Province, Mozambique”: **Business Plan for the Application to the National Lottery Charities Board**, Oxfam GB, Oxford

Oxfam, 2004, **Basic Social Services Strategic Framework**, Oxfam House, Oxford

Oxfam GB, 2005, **ZEP Midterm Report**

Oxfam GB, 2006, **End of Year Narrative Report**

Servicos Distritais de Educação Namarroi, Juventude e Cultura, **Dados Escolares**

Somoz consultores, and VA consultores, 2005, **Mid.term Evaluation**, Zambézia Education Programme, Oxfam GB

UNICEF, 2005, **Consolidated Donor Report 2005, Mozambique**, UNICEF, Maputo
: **Terceiro Trimestre de 2006**, Namarroi

Web-based

http://www.unicef.org/infobycountry/mozambique_statistics.html, 10/31/2006

Appendix 3: List of Persons Met

Maputo

Oxfam GB

Ruth Bechtel – Interim Country Programme Manager
 Deizi Sitoi- Monitoring, Evaluation and Learning Manager
 Viriato Chevane- Advocacy Coordinator
 Jeanne Ndamage-Finance Manager
 Helen Wanyika-Grants and compliance officer

Zambezia

Quelimane

Direcção Provincial de Educação e Cultura

Lina Portugal- Directora Provincial

AMME

Maria Xavier Ligonha -Coordenadora
 Ana Maria Antonio – Official de Projectos

MEPT

Ana Libelela- LDC
 Adelia Raúl- CCM/Z
 Felizardo Semente- ONP
 Carlos Vitorino Abdula-GPDD
 Gover... Oz- LDE

Concern

Americo Mbanze- Gestor de Programa

Gurúe

Oxfam GB

Carlos Candeado- Interim Programme Manager/Programme officer
 Nzaramba Mathias-Programme Accountant
 Carlos Sulemane- HIV/AIDS Project officer
 Rafael Loforte- Community Development Project Officer
 Acacio Ajuda- Construction Officer
 Mateus Sikuizi- Assistant Accountant
 Domingos Zubair-Assistant Logistician
 Paula Francisco Coana- Administrative Secretary

Serviços Distritais de Educação, Cultura e Juventude (SDETJ)

José Saize- Director

MEPT

Luis Fagemo- Coordinator
Benjamin Moiane- MEPT Administrator

CCM

Balbina Veloso- “Vidas Positivas” Project Coodenator

Lioma School Council

Jordão Sevene-President- ZIP NO. 5
Agosto Mesa- Social Issues
Luciano Moha- member of supervisory committee
Carlos Selheiro- School Council Member – Wilson Orphanage

Lioma Counselling Centre

Albino Vanhimo- President
Antonio Lampião- Office Manager
Maria Samuel
Baptista vaheque
Cristina Tadeú
Pedro Adão

Orfanato Irma Wilson

Argentina Augusto- Coordinator
Lina Masorõa
Anabela Singua

Centro Arco Iris

Acucena Zitha- Coordinator
Eugenia Fabião- Administrator

Namarroi :

Lidia - Gender Coordinator

SDETJ

Martins Alige- Director
Nelson Januario-Chefe SAP
Coordinator of the Gender Unit

CCM

Orlando Fumane-Project Manager

Alto Molocue*SDETJ*

Erlita Ramos- Coordinator- Gender Unit
Inancio Martins- Sport and health and academic officer
Maria de Bom Jesus- Boarding hostel matron

Ibis

Tomas Samuel Liomba- Programme Officer

Vacha School Council

João da Costa- President

Daniel Mario- Secretary

Alberto Juqueo- Teacher and Academic Assistant

SDETJ others who took part

Tirano A. Tirano – Chefe da SAP

Natalia Jose – Gender Coordinator Unity

Zeca Mariano – SAR department - Official

Appendix 4: Evaluation Instruments

Interview Questions for Oxfam GB (ZEP)

Ownership at Government, Partner and Community levels

1. (What was the process to get communities, partners and government to own the programme?)
 - 1.1 What has been the selection process for communities participating in ZEP?
 - 1.2 What are the community selection criteria for different initiatives under ZEP?
 - 1.3 How does ZEP work with partners?
 - 1.4 What is the government involvement in the process?
 - 1.5 What is the involvement of partners?
 - 1.6 What is the involvement of communities?
2. To what extent was this process successful?
 - 2.1 How do you regard the way that communities, partners and government perceive the programme/ different initiatives?
3. How is support tailored to the various partner organisations and communities?
 - 3.1 Is there any capacity building of partners/ communities?
 - 3.2 if yes in what areas? How is this support given?
 - 3.3 If no, do you envision any capacity building in the future?
4. Is there a way in which this support could have been more effective?

Appropriateness and Relevance of the Programme

7. What is the goal of ZEP?
8. What are the main objectives?
9. How do they relate to the reality and needs of different districts of the programme?
10. *(Have the goals, objectives and plans been relevant and appropriate throughout the programme period?)*

11. *Do they remain relevant today?*
12. Does the programme relate to different development initiatives in the province? (i.e. development programmes in fields not covered by the programme?) If yes, how? If not, why not?
13. Do similar programmes exist that are funded by other bilateral agencies? Which ones?
14. Does the programme work with any of those? How?

Sustainability

9. How do you secure sustainability of your results, so that the positive effects of your project / initiatives will persist for an extended period after the external assistance ends?
10. How do you envision securing sustainability of results in the future, so that the positive effects of initiatives will persist for an extended period after the external assistance ends?
11. Is the manner in which things are done, sustainable?
12. Are the outcomes of the project activities sustainable?

Cross Cutting Themes and Issues (Advocacy/Gender/ HIV/AIDS)

10. Are there issues that are integrated across all projects/initiatives under the programme?
11. What are these issues?
12. How are each of those issues integrated into the programme's work?
13. How can of these issues be integrated into all your work?
14. Is extra support given in specific areas?
15. What sort of support?

Results Achieved

16. What are ZEP's targets?
17. What are targets under different components?
18. What are ZEP's objectives?
19. What are some different objectives, under different components?
20. Have different components reached their targets so far? If yes how? If no, why not?
21. Have different ZEP components attained their objectives? If yes, how, if no, why not?
22. Do the different components of ZEP contribute to different ZEP objectives? If yes, how, if no, why not?
23. To what extent have targets been achieved?
24. What are some education targets for the province?
25. What changes have come about as a result of ZEP's work at provincial/district level?

Cost-Efficiency

26. How does the programme maximise the use of financial and human resources?
27. How effectively has the programme used the resources?
28. Do partners have any capacity to select or combine factor and inputs that enables them to acquire outputs at the lowest possible cost?
29. Do the outputs/outcomes of the programme justify the amount of the money spent?
30. How has the programme worked towards being cost efficient?
31. How has the programme monitored cost-efficiency?
32. In what ways could the programme have improved its cost/benefits?
33. What has been the cost of x,y projects, implemented by n,o organisations?

Lessons Learned (workshop) (ZEP)

Explain the reason for this exercise and re-state our learning oriented approach. Set out what the discussion will seek to accomplish, in terms of objectives that may include:

What the group needs to know, understand or decide upon and also what common experience or issue needs to be considered in depth by the group.

Invite group participation and discuss the workshop process i.e, how they shall be expected to participate and our role as facilitators.

What has been successful in your approach and programme implementation? What made this possible? What made it a success?

What have been the constraining factors? How have some of the constraints been overcome? How could they be overcome in the future?

What would you do similar in the future?

Interview Questions for Department of Education

Ownership at Government, Partner and Community levels

Are you familiar with the ZEP programme?

How do you regard the programme in relation to your work at provincial/district level?

What has been the involvement of government in relation to the ZEP programme?

Is there any way in which this could have been more effective?

Has government had any capacity building support from ZEP?

How would you describe your relationship with ZEP?

Appropriateness and Relevance of the Programme

What are the national policies processes affecting education at District level? (PEE, PES, PARPA)

How do these relate to your district?

How is the process being implemented in your district?

How is ZEP supporting these processes?

What do you think ZEP should be doing more of?

Consider the goal and objectives of ZEP.... Have these goals, objectives and plans been relevant and appropriate to Zambézia province, in the context of the current education strategies as well as provincial needs?

Do they remain relevant today?

Does the programme relate with different development initiatives in the province? (i.e development programmes in fields not covered by the programme?) if yes, how? If not, why not?

Sustainability

In terms of securing sustainability of results, how likely is it that the positive effects of the programme will persist for an extended period after the external assistance ends?

Cross Cutting Themes and Issues (Advocacy/Gender/ HIV/AIDS)

Are there issues that are integrated across all projects/ initiatives under MEC's work? Under ZEP?

What are these issues?

How are each of those issues integrated into the programme's work?

How better could ZEP integrate these issues?

Results Achieved

What are some education targets for the province?

What changes have come about as a result of ZEP's work at provincial/district level?

Interview Questions for Partners

Ownership at Government, Partner and Community levels

Please could you describe your education programme in the province/*district* and state the districts where you work?

What was the involvement of the communities, partners and government in the whole process?

(If ownership is mentioned) What was the process to get communities, partners and government to own the programme?

To what extent was this process successful?

What are the selection criteria and how is support tailored to the various community groups?

How could this have been more effective?

Capacity Building

Has your project received any capacity building from or through OGB?

In what form?

Would you like to receive any *or additional* training from OGB?

In what areas?

Sustainability

How do you secure and envision securing sustainability of your results, so that the positive effects of your project / initiatives will persist for an extended period after the external assistance ends?

Cross Cutting Themes and Issues (Advocacy/Gender/ HIV/AIDS)

Are there issues that are integrated across all projects under your programme?

What are these issues?

How are each of those issues integrated into the programme's work?

Is extra support given in specific areas?

What sort of support?

How has OGB offered capacity building in the context of these issues?

Results Achieved

What are some education targets for the province?

What changes have come about as a result of ZEP's work at provincial/district level?

What are ZEP's objectives?

To what extent have these targets been achieved by ZEP?

What are your project's objectives?

To what extent have your objectives been met?

What changes have come about as a result of your project in the district/ *province*?

Cost-Efficiency

How does your project maximise the use of financial and human resources?

How does your project work towards being cost efficient?

Does ZEP monitor cost-efficiency?

Interview Questions for INGOs

Ownership at Government, Partner and Community levels

Please could you describe your education programme in the province and state the districts where you work?

What was the involvement of the communities, partners and government in the whole process?

(If ownership is mentioned) What was the process to get communities, partners and government to own the programme?

To what extent was this process successful?

Do you work through partners?

What are the selection criteria and how is support tailored to the various partner organisations?

How could this have been more effective?

Appropriateness and Relevance of the Programme

Does the programme relate with different development initiatives in the province? (i.e development programmes in fields not covered by the programme?) if yes, how? If not, why not?

Do similar programmes exist that are funded by other bilateral agencies? Which ones?

How would you describe your relationship with OGB? Is there frequent communication etc...?

Sustainability

How do you secure and envision securing sustainability of your results, so that the positive effects of your project / initiatives will persist for an extended period after the external assistance ends?

Cross Cutting Themes and Issues (Advocacy/Gender/ HIV/AIDS)

Are there issues that are integrated across all projects under your programme?

What are these issues?

How are each of those issues integrated into the programme's work?

Results Achieved

What are some education targets for the province?

What changes have come about as a result of ZEP's work at provincial/district level?

What are ZEP's objectives?

To what extent have these targets been achieved by ZEP?

Cost-Efficiency

How does your programme maximise the use of financial and human resources?

How does your programme work towards being cost efficient?

Does the programme monitor cost-efficiency?

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