


## Evaluation of Japan's ODA to Education Sector in Mozambique (Partner Country-led Evaluation)

<b>1. Theme:</b> Evaluation of Japan's ODA to Education Sector	
<b>2. Country:</b> Mozambique	
<b>3. Evaluators:</b> (1) Lurdes Nakala, Senior Educational Specialist, National Distance Education Institute, Ministry of Education (2) Consultants for the Education Sector: Doelmaconsult Lda.	
<b>4. Period of Evaluation Survey:</b> October 2011 – March 2012	
<b>5. Descriptions of Evaluation:</b>	
<u>(1) Objective</u> The principal objectives are; to ensure accountability of Japan's ODA to the citizens of Japan and Mozambique; to contribute the capacity development of evaluation skills of Mozambique; and to extract recommendations for more effective and efficient implementation of ODA.	
<u>(2) Target</u> The target is Japan's ODA policy to the education sector in Mozambique, focusing on the following five projects conducted from 2004 to 2011: ①Reconstruction of a Primary Teacher Training Centre in Xai-Xai; ②Construction of a Teacher Training Centre in Chimoio; ③Strengthening of Primary Education in Gaza Province; ④Construction of a Teacher Training Centre in Cuamba; ⑤Construction of Secondary Schools in Gaza and Maputo Provinces.	
<u>(3) Methodology</u> The evaluation was conducted by (i) analysis of relevant documentations, such as development policy and educational policy of the both governments as well as global policies, (ii) interviews with stakeholders, such as national, provincial and district government, local communities and beneficiaries of Japan's ODA, and (iii) field survey at Gaza and Manica. Based on these information collected, Japan's ODA was evaluated by three viewpoints of "Relevance of Policies", "Effectiveness of Results" and "Appropriateness of Processes".	
<b>6. Evaluation Results:</b>	
<u>(1) Outline</u> Evaluation of Japan's ODA to the education sector overall has been rated "good". From the viewpoint of relevance of policies, Japan's ODA has a high level of relevancy with Mozambican government policies, Japan's ODA policy and global policies. On the viewpoint of effectiveness of results, the detailed planning and precise implementation achieved high effectiveness of the results, and the approach of community involvement in the implementation phase assured local ownership. However, there are some challenges for sustainability of hardware maintenance by the local community. On the viewpoint of process, there are some challenges remaining as to	

the length of the planning phase as well as to transparency and accountability to the government of Mozambique. Meanwhile the implementation phase is highly praised for its speedy and precise process.

#### (2) Relevance of Policies

The relevance of Japan's ODA for the educational sector in Mozambique is excellent in responding to the needs and priorities of the Mozambican government's development policy such as the Action Plans for Absolute Poverty Reduction (PARPA 1 and 2) and the Government Five Years Plan as well as the Education Sector Strategic Plans (ESSP1 and SPEC). Historically the priority of the Mozambican government in the educational sector has been shifting from access to primary school stated in PARPA 1 and the First Education Strategic Plan (ESSP1) to the quality of primary education stated in PARPA 2, and more recently to access to secondary education stated in the Second Education Strategic Plan (SPEC), and the objective of Japan's projects aligned with these priorities accordingly.

Japan's assistance to education sector is also consistent with Japan's educational policy, mainly the BEGIN policy in focusing on basic education, and is also aligned with Japan's highest policies of the ODA Charter and the Mid-Term Policy on ODA. It is also confirmed that Japan's ODA has high consistency with global policies and commitments for educational sector, such as the Millennium Development Goals and the Fast Track Initiative on Education for All.

#### (3) Effectiveness of Results

Japan's planning approach through precise preparation study enables firm achievement of the project objectives and a time-cost efficiency, through rare delays and a fair execution of the proposed budgets. The impact of the Japan's assistance is positive on increasing the access to primary and secondary education and improving the quality of primary education, which contributed to an improved pupil-teacher ratio and to the quality of teacher training.

Japan's ODA has a satisfactory level of sustainability, whereby the community involvement approach in the implementation phase increases the responsibility of the community for maintenance and an efficient management of the schools. Some challenges for the sustainability of maintenance of schools have come up in keeping up the same quality as provided due to the low technical capacity of the local community and construction company, as well as the lack of appropriate technical support for maintenance of the schools.

#### (4) Appropriateness of Processes

The planning processes of Japan's ODA strategy have a good level of appropriateness through the annual political dialogue between the two governments, prior consultation with government counterparts, monthly meetings within the ODA Task Force, and periodical information sharing at the donor working group. However, there is a challenge in the length of the planning process, which sometimes takes up to three years. Furthermore, there is not enough transparency about project selection criteria, and the accountability to the Mozambican government needs to be improved by making more efforts in communicating with the counterparts about the (non-) approval of projects. The implementation process after the approval of the projects, on the other hand, is highly valued, and the time schedules are followed stringently and project costs are mostly kept within budget limits.

## **7. Recommendations**

### (1) Develop a strategic country assistance plan

In order to achieve clear and strategic policy choices for educational sector, a strategic country assistance plan is crucial for Japan's ODA including sector priorities, geographical targets and resource allocations. It could create more comprehensive and long-term strategy and projects so as to achieve more effective aid.

### (2) Develop a joint monitoring and evaluation system for education sector

In order to increase the effectiveness of Japan's ODA effort and to improve the visibility of Japan's ODA, a joint monitoring and evaluation system with Japanese and Mozambican participation is recommended. Such a participative monitoring and evaluation system enables Japan to review the progress of its aid periodically, thus obtaining mid-term input from Mozambican stakeholders for the latest local needs and possible changes, which may occur during the implementation of the projects. This will ultimately facilitate the adjustments in the projects. Through this process, the ownership on Mozambique side could be increased.

### (3) Develop communication tools

In order to improve the transparency of Japan's ODA, it is recommended to develop new communication tools, in addition to the annual policy dialogue between the two governments, with more frequent occasions and on a different level of stakeholders. Regular communication should be made on different levels of stakeholders including not only the central government level but also local communities, NGOs, beneficiaries and local construction companies, sharing the Japan's assistance strategies and priorities on ODA policy as well as the process of project planning and implementation, which make Japan's policy more visible and transparent to all stakeholders. And even this tool would create new partnerships with different groups.

### (4) Promote aid coordination with other donors

Regular consultation on aid policies and harmonization with other donors will strengthen the policy dialogue with the Mozambican government, and increase the aid effectiveness.

As one of the top donors with many years of experience, Japan could take a leadership role for promoting aid coordination among donors in Mozambique.

### (5) Promote collaboration with local resources (human resources and private sectors)

For the projects of constructions of schools and support of educational infrastructure, it is suggested to utilize local resources of construction companies and local human resources more often. Through the local resources involvement with the Japanese projects, Japan's know-how of project planning and management as well as Japan's advanced technique and skills will be transferred to the Mozambique. From the perspective of sustainability, particularly in the construction projects, the improvement of local capacity should be considered in the planning phase and the soft component of technical transfer of maintenance should be added in order to achieve the sustainability of the projects.

(Note: The opinions expressed in this summary do not reflect the views and positions of the Government of Japan or any other institutions.)