

Ex-post Evaluation of Strengthening of Technical/Vocational Education Project in Mozambique

– Executive Summary –

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1. Project Overview

- This project aims to educate and train human resources in the industry by strengthening the capacity of vocational education by building and repairing new or existing buildings, as well as improving equipment and facilities of the vocational training schools in the three northern regions of Mozambique (Nampula, Niassa, Zambezia), where education conditions are comparatively underdeveloped.

- The borrower of the project was Mozambique's Ministry of Economy and Finance, the organization implementing the project was Mozambique's Ministry of Education and Human Development, and the implementation agency of this project was Mozambique's Ministry of Science and Technology Higher Education and Technical/Vocational Education. The project implementation agency selected the Korea University of Technology and Education (KOREATECH) as a consultant and KT Co., Ltd. as a procurement contractor. Consulting services, constructing and renovating school buildings, supplying education equipment and facilities, inviting staff to Korea for training and and dispatching experts were carried out through this project.

2. Evaluation Method and Results

- **Purpose of the Ex-post Evaluation**
 - The evaluation objective is to conduct the ex-post evaluation of the evaluation target project's performance using an objective and scientific analysis methodology. Accordingly, based on the OECD DAC evaluation criteria and EDCF ex-post evaluation report guideline, the evaluation target project's relevance, coherence, effectiveness/impact, efficiency, sustainability, and cross-cutting issues were evaluated.

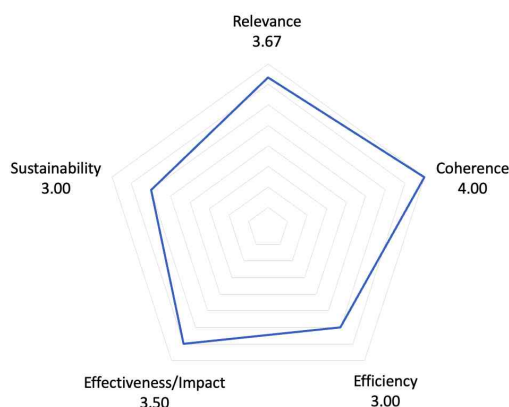
□ Evaluation Method

- The ex-post evaluation was conducted comprehensively, taking into account the OECD DAC evaluation criteria and EDCF ex-post evaluation report guidelines, as well as cross-cutting issues, including the environment and gender.
- The ex-post evaluation was conducted based on collected data from literature reviews, surveys, in-depth interviews, and field surveys.

□ Comprehensive Performance Grade

- A comprehensive evaluation grade was determined based on the scores of the five evaluation criteria (relevance, coherence, efficiency, effectiveness/impact, and sustainability). The project is evaluated as 'Successful (3.43 points).'

Evaluation Criteria	Value	Evaluation Score	Evaluation Grade
Relevance	20%	3.67	Relevant
Coherence	20%	4.00	Highly Coherent
Efficiency	20%	3.00	Efficient
Effectiveness /Impact	20%	3.50	Effective
Sustainability	20%	3.00	Sustainable
Comprehensive Performance Score and Grade		3.43	Successful



□ Evaluation Results as per Evaluation Criteria

- **(Relevance)** The project showed strong concordance with the Mozambique policy and Korea support strategy, so its policy feasibility was very high. Particularly, it was highly congruent with Mozambique's national development strategy priorities, as well as with the EDCF support strategy and Korea's ODA policy. In terms of development demand, the project appears to have proactively addressed the stakeholder needs of the Mozambique.

- **(Coherence)** This project is one of the vocational education sector development projects. These projects fall under the major support sector targeted at Mozambique by Korea and a few other donor countries. In terms of the project's internal coherence, the focus was placed on its coherence and synergy effect with other EDCF projects. As for external coherence, it was confirmed that synergy effects occurred between the EDCF support and Mozambique support projects of other donor country organizations.
- **(Efficiency)** In spite of the well-managed financial efficiency of the project, performance management and operational efficiency were weak. There was delay in project implement period, and it was difficult to find a monitoring system for the overall performance management.
- **(Effectiveness/Impact)** The project achieved the logical framework output and outcome target based on the analysis of the project's output and outcome that comprehensively considered factors such as whether or not the project's objective was achieved, the factors that affected the performance, and its impact.
- **(Sustainability)** As a result of evaluating the sustainability of the project based on the human, institutional, technical, and financial standards of the organization implementing the project and evaluating its capability in managing the teachers and local workers in the ex-post evaluation, it was determined that the local workers were capable of managing buildings and maintaining educational tools and materials even after the project had been completed. However, there was weakness in budget and operation planning.
- **(Cross-Cutting Issues)** Considering cross-cutting issues, including whether to consider the environment and disadvantaged groups, there is room for some improvement with regards to gender and disadvantaged groups; however, the project has been evaluated as being mindful of cross-cutting issues as a whole.

3. Lessons and Recommendations

A. Lessons Learned

Success Factors

- **(Close cooperation with the government of the Mozambique)** The project's planning and implementation were successfully achieved through feasibility tests based on demands appertaining to the understanding of the local needs of the Mozambique. In particular, it was evaluated that the project was not only successful but complied with the Mozambique own current state and needs through a mutual connection so that Korea's vocational education experience and expertise could be appropriately passed on to meet these local needs.
- **(Modernization of school facilities and equipment)** During the project period, high-tech facilities and equipment were provided to modernize the school's facilities which enhanced students' vocational ability leading to a smooth transition into employment. The project enhanced the competence of teachers and students experiencing difficulties in employment and in the field by actively improving facilities and equipment.
- **(Strengthening teacher's capacity)** In order to strengthen the capacity of teachers, which has a significant impact on the outcome of vocational education and technical training, the project provided various teaching materials as well as invitational training in Korea and enhanced the professional competency of local teachers while passing on the expertise of Korea's vocational education teaching methods and curriculum development.
- **(Interest and support of the Mozambique government)** A key factor in the success of the project was the interest and support of the government of Mozambique. Before the school opened, a cooperative relationship with EDCF

was built. After the school opened, it was found that the government had prepared a management plan and maintained a certain level of interest in the school's operation. To facilitate the diffusion of this project model, support was provided to teachers in the nearby schools so that they could study it.

- **(Active business networking)** Another success factor is that the project established additional partnerships between schools and the regional industry by continuously discovering not only demands in the field but business demands through exchange with businesses near the school and promoting networking to improve the education curriculum.

Limitations

- **(Lack of discussion in purchasing equipment and materials)** It appears that there was inadequate discussion between the Mozambique technical school teachers and local experts in the purchasing process of equipment and materials. Even though the equipment and materials were not the best options when considering the social and economic conditions of the consumers and the Mozambique, Korea's experts selected and purchased the equipment and materials according to standards that did not meet local requirements.
- **(Maintenance of equipment and facilities)** Although the deterioration of facilities and equipment has started in the current school, maintenance has not been sufficiently provided. This has led to limitations in using the equipment and facilities. Moreover, it is expected that the equipment use rate will decrease since the procurement of consumable supplies for the equipment itself is not occurring efficiently.
- **(Deterioration of equipment and facilities)** The satisfaction level of students regarding the deterioration of equipment and facilities is decreasing. Further, if functional strengthening related to the school's operation does not take place, the registration rate of students is likely to fall, and it will be more difficult for students to find employment.

- **(Insufficient post-management system)** A post-management system that can enhance the sustainability of the project is somewhat lacking. Although EDCF can be proud of providing a great deal of support to partner countries, due to inadequate post-management, it was found that direct beneficiaries, such as teachers and students at local schools, gave relatively low evaluations compared to high-ranking officials within the Mozambique, including officials in the education department and school principals.

B. Recommendations

- (Tracking data record for project performance management)** In order to properly manage the overall performance of the project, it is necessary to prepare a foundation for collecting and managing data related to the prepared performance indicators.
- (Promoting effective maintenance by purchasing equipment and supplies available locally)** It seems appropriate to use local products and supplies procured through local goods and services procurement in order to ensure that the Mozambique's government can manage them effectively.
- (Establishing and tuning a logical framework and performance indicators to maintain project effectiveness)** It is necessary to check the appropriateness of the logical framework and performance indicators at the completion of the evaluation. In the future, there may be performance indicators that involve data measurement during ex-post evaluation or project management, so it is necessary to consider this when establishing a logical framework and performance indicators. Furthermore, if guidelines guiding the main performance indicators are prepared, the appropriateness of the performance indicators will be improved.

- **(Securing communication channels and personnel for continuous cooperation and effective post-management)** In order to enhance the effectiveness and sustainability of the project, it is necessary to build a continuous cooperation system between the Mozambique's government and EDCF, and it is suggested to strengthen cooperation, such as increasing local ODA experts at the EDCF office.

- **(Planning projects considering local system and demand, and education policy)** Projects such as the establishment and operation of local schools have been carried out at the request of the Mozambique, but the regional education demand in the Mozambique and the decentralized local education policy may vary, so it is necessary to conduct a preliminary feasibility study on this first and promote education improvement projects corresponding to the survey results.

- **(Providing education and training to strengthen the operational capacity of teachers and project implementing agencies)** Considering the many requests for capacity enhancement for local teachers during the ex-post evaluation process, it is recommended to include such teacher capacity enhancement training in the project content to create project performance.