

Tanzania: Joint Social Services Programme (Education II)

Ex-post Evaluation Report

OECD sector	11320 - Secondary education	
BMZ project ID	1997 65 348	
Programme executing agency	Christian Social Services Commission (CSSC)	
Consultant	-	
Year of ex-post evaluation report	2008	
	Project appraisal (planned)	Ex-post evaluation (ac- tual)
Start of implementation	1st quarter 1998	1st quarter 1998
Period of implementation	40 months	60 months
Investment cost	EUR 2.76 million	EUR 2.76 million
Counterpart contribution	-	-
Financing, of which FC funds	EUR 2.76 million	EUR 2.76 million
Other institutions/donors involved	GTZ, EED, short-term expert	GTZ, EED, short-term expert
Performance rating	2	
• Relevance	2	
• Effectiveness	2	
• Efficiency	2	
• Overarching developmental impact	2	
• Sustainability	3	

Brief Description, Overall Objective and Programme Objectives with Indicators

The programme under review was the second phase of the multilateral cooperation among the German (EED, Misereor) and Tanzanian Christian churches (represented by the programme executing agency, the Christian Social Services Commission - CSSC) and KfW and GTZ in the field of education. The overall objective of the programme was the quantitative and qualitative improvement of education at Tanzanian secondary schools. The programme objective was the improvement of science teaching in church secondary schools. The target groups were a) the male and particularly female pupils at church secondary schools and 2) the teachers benefiting from improved equipment and training. In Phase II, the measures of Phase I (BMZ ID 1993 65 750) were extended to include additional secondary church schools. These comprised staff qualification in subject and organisational skills (GTZ), the procurement of scientific schoolbooks and textbooks (FC) and repairing and equipping school laboratories (FC). Repair work and the construction of personnel accommodation were also carried out at selected schools (FC).

Programme Design/Major Deviations from the Original Planning and their Main Causes

The programme made up the second of altogether three phases of the overall programme to improve science lessons in Tanzania and aimed at expanding measures successfully implemented in the first phase to include additional church schools. As envisaged, the programme was closely coordinated with the GTZ programme which had started in 1996 (“Support of Science Teaching in Government Secondary Schools”). Until 2003, Misereor financed a parallel project to improve science lessons in schools for young church members. As planned, with FC funding, infrastructure measures were carried out in personnel accommodation and schools for science teaching, books and scientific teaching equipment and materials were supplied and four zonal coordination offices were fitted out. Specifically, the measures comprised:

- Procurement and distribution of scientific and schoolbooks and textbooks
- Procurement and distribution of equipment and consumables for scientific laboratories
- Preparation and distribution of practical manuals on laboratory use and maintenance
- Repair or completion of science teaching rooms and/or laboratories
- Rehabilitation of church secondary schools
- Construction of about 25 accommodation units for science teachers.

The FC measures, particularly the laboratory component, were closely linked with the GTZ-assisted activities for practical in-service training of teachers for science subjects. Besides teacher training in new teaching methods, the focus was placed on qualifying headmasters and other management staff.

Key Results of the Impact Analysis and Performance Rating

Altogether, by providing teaching material and equipment, the programme contributed to a marked improvement in science teaching at church schools and with that to improving secondary school education. The ratio of successful lower secondary school leavers has increased by a large margin. This is especially the case for girls, whose numerical ratio to total secondary school pupils has risen from 25% at project start to over 40% today, much improving their future prospects. Better access to science subjects also enables pupils to gain access to new occupational and knowledge fields that afford opportunities for their personal development, but also for economic progress in Tanzania.

We assess the developmental performance as follows:

Relevance: At the beginning of the three-phase programme, only 5% of a pupil cohort took part in lower secondary lessons. The outcomes of the science lessons, which, with few exceptions only, had to be carried out without practical experiments and sufficient teaching material, were far worse than in the arts. At programme start, the church schools taught about 25% of lower secondary school pupils, which is why they needed to be included in the national programmes for improving secondary education. Thanks to the institutional link between church schools and established church institutions and coordination by the programme executing agency, CSSC, the provision of laboratory

equipment and material laid the foundation for a rapid improvement in teaching and with that for keener interest and higher quality in science education. Promoting secondary school education is in keeping with national development plans and donor community priorities. Tanzania is a partner country of German Development Cooperation. The overall objective of the programme (improving education) conforms with BMZ priorities (promotion of education). We therefore assess project relevance as good (sub-rating 2).

Effectiveness: The programme objective of Phase II was to improve science lessons at secondary church schools and expand the measures from Phase I to other lower secondary schools. In contrast to state schools, every school of a CSSC authority now has a laboratory and related basic equipment at its disposal. Since delivery, the schools use the facilities and materials provided and are reportedly able to carry out scientific experiments in lessons and in national standardised final examinations, while most state schools are only able to conduct lessons and examination questions in theory for lack of material and equipment. As might be expected from the large increase in the numbers of pupils, however, too few adequately trained subject teachers are available for state and non-state secondary schools. So far the church schools have for the most part been able to meet the need for subject teachers through better pay, the provision of accommodation in rural regions and the assignment of graduates from church teacher seminars. However, with improved financial incentives in the state school system, this can only be assured in the long term after a considerable rise in the number of trained subject teachers (i.e. 5-10 years at the earliest). Altogether, effectiveness is assessed as good (sub-rating 2).

Efficiency: The costs for textbooks, material and laboratory facilities and equipment and teacher housing were reportedly comparable to those in the state school sector and would therefore seem appropriate. Most of the facilities installed and the teaching materials and books provided are still in good working order. To finance ongoing operations (including science lessons), the individual schools depend almost solely on fees. Despite scarce resources, the respective headmasters usually seem to be able to ensure qualified teaching activities, as evident in the predominantly good results in national secondary school examinations. In some cases, the responsible churches bear part of the maintenance costs. Some of the Roman Catholic schools can save on staff costs, where nuns and sometimes also priests take on teaching and administrative duties. Efficiency is therefore considered good (sub-rating 2).

Overarching developmental impact: The programme was intended to make a contribution to a quantitative and qualitative improvement in education at Tanzanian secondary schools. The data provided and the grade rankings in the individual subjects indicated that the science examination results in all schools sponsored by CSSC and visited during the final inspection have in part improved considerably and have with that contributed to raising the rate of successful school leavers. Stepping up experimental teaching methods and raising the motivation of pupils in science subjects have also set clear benchmarks for secondary education in state schools and this has made a distinct contribution to attaining the overall objective. Altogether, the programme's developmental impact is assessed as good (sub-rating 2).

Sustainability: Due to the adverse economic climate, it is difficult to make a definite statement on sustainability. So far, the intended support for the executing agency, CSSC, has not eased the very critical financial position. The schools involved in the

programme have, however, been able to successfully maintain regular operations despite the difficult conditions to date. This also includes the annual replacement of used laboratory materials and in part also equipment as well as the maintenance of laboratory rooms and teacher housing. It was impossible to come to a conclusive assessment of the effects of the ongoing national programmes for improving the education system on the church schools, especially the minimal financial support for the courses. Project sustainability is rated as satisfactory (sub-rating 3).

Altogether, the project outcome is good and fully in keeping with expectations, it applied appropriate methods with no major deficits and its developmental impact is adequate; it therefore merits a performance assessment of good (rating 2).

General Conclusions and Recommendations

In view of the very clear allocation of tasks among German Development Cooperation institutions in the measures in the education sector as part of project design, a joint monitoring facility would have been a useful instrument to detect CSSC shortcomings as a supportive coordinator and lobbyist for the school operators and schools and to remedy these at an early stage.

Notes on the methods used to evaluate project success

Assessment criteria

Projects are evaluated on a six-point scale, the criteria being relevance, effectiveness, overarching developmental impact and sustainability. The ratings are also used to arrive at a final assessment of a project's overall developmental efficacy. The scale is as follows:

Developmentally successful: ratings 1 to 3	
Rating 1	Very good result that clearly exceeds expectations
Rating 2	Good result, fully in line with expectations and without any significant shortcomings
Rating 3	Satisfactory result – project falls short of expectations but the positive results dominate
Developmental failures: Ratings 4 to 6	
Rating 4	Unsatisfactory result – significantly below expectations, with negative results dominating despite discernible positive results
Rating 5	Clearly inadequate result - despite some positive partial results, the negative results clearly dominate
Rating 6	The project has no impact or the situation has actually deteriorated

Sustainability is evaluated according to the following four-point scale:

Rating 1	Very good sustainability	The developmental efficacy of the project (positive to date) is very likely to continue undiminished or even increase.
Rating 2	Good sustainability	The developmental efficacy of the project (positive to date) is very likely to decline only minimally but remain positive overall. (This is what can normally be expected.)
Rating 3	Satisfactory sustainability	The developmental efficacy of the project (positive to date) is very likely to decline significantly but remain positive overall.

		This rating is also assigned if the sustainability of a project is considered inadequate up to the time of the ex post evaluation but is very likely to evolve positively so that the project will ultimately achieve positive developmental efficacy.
Rating 4	Inadequate sustainability	<p>The developmental efficacy of the project is inadequate up to the time of the ex post evaluation and an improvement that would be strong enough to allow the achievement of positive developmental efficacy is very unlikely to occur.</p> <p>This rating is also assigned if the developmental efficacy that has been positively evaluated to date is very likely to deteriorate severely and no longer meet the level 3 criteria.</p>

Criteria for the evaluation of project success

The evaluation of the developmental effectiveness of a project and its classification during the ex-post evaluation into one of the various levels of success described in more detail above focus on the following fundamental questions:

Relevance	Was the development measure applied in accordance with the concept (developmental priority, impact mechanism, coherence, coordination)?
Effectiveness	Is the extent of the achievement of the project objective to date by the development measures – also in accordance with current criteria and state of knowledge – appropriate?
Efficiency	To what extent was the input, measured in terms of the impact achieved, generally justified?
Overarching developmental impacts	What outcomes were observed at the time of the ex post evaluation in the political, institutional, socio-economic, socio-cultural and ecological field? What side-effects, which had no direct relation to the achievement of the project objective, can be observed?
Sustainability	To what extent can the positive and negative changes and impacts by the development measure be assessed as durable?