

**LITERACY INITIATIVE FOR  
EMPOWERMENT  
(LIFE)**

**EVALUATION REPORT**

**MOZAMBIQUE**

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**TO UNESCO**

**MAPUTO  
DECEMBER, 2009**

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# **1. Introduction**

## **1.1 Description of LIFE**

### ***1.1.1 Background***

The Literacy Initiative for Empowerment (LIFE) is designed as a [global strategic framework](#) through which national governments, NGOs, civil society, the private sector, UN agencies, and bilateral and multilateral agencies collectively revitalize and accelerate literacy efforts in countries where illiteracy poses critical challenges. LIFE is a key strategic framework for the implementation of the United Nations Literacy decade (UNLD), which is led and coordinated by UNESCO. LIFE is an initiative to facilitate and promote the achievement of the Education for All (EFA) and UNLD goals. LIFE focuses on countries with the highest level of illiteracy and proven commitment to tackle it. The LIFE framework will therefore, support national literacy policies that aim to empower women and girls, in particular, who have inadequate literacy competencies.

Through the LIFE framework the intended contribution is made towards achieving the Dakar goals, in particular (meeting the learning needs of all young people and adults), Goal 4 (a 50 per cent improvement in adult literacy rates), and Goal 5 (achieving gender equality in education). LIVES will also be a vehicle to support the achievement of the Millennium Development Goals (MDGs) on poverty reduction, women's empowerment, HIV/AIDS and environmental opportunities.

### ***1.1.2 Project Objectives***

As a strategic framework and support mechanism, the development objective (goal) is “[to empower people, especially rural women and girls, who have inadequate literacy skills and competencies](#)” and the immediate objectives of LIFE are: (1): To reinforce the national and international commitment to literacy through advocacy and communication, (2) To support the articulation of policies for sustainable literacy within sector wide and national development framework, (3) To strengthen national capacities for programme design, management and implementation, and (4) To enhance countries innovative initiatives and practices in providing literacy learning opportunities.

### ***1.1.3 Target Group***

Within the framework of lifelong learning, the country-led national literacy policies and strategies supported through the LIFE framework should respond to the learning needs of [out of schools children](#) and [adolescents](#), [youth](#) and [adults](#) with insufficient literacy skills

or none. The focus will be on [girls](#), [women](#), and families living below the poverty line, particularly in rural areas.

### ***1.1.4 Implementation leadership***

With the support of UNESCO, LIFE is under the leadership of the Ministry of Education and Culture (MEC) and the First Lady of the Republic of Mozambique Cabinet (GEPR). The implementation in “thesis” also counts with support of cooperation agencies, civil society organizations (CSO), and individuals with an interest in the sector of education.

## **1.2 Evaluation Objectives**

According to the Terms of Reference this evaluation has following purposes:

- a. To evaluate the process on how LIFE has contributed to change national literacy efforts and effects and UNESCO (UIL, BRENDA, MAPUTO) action as support.
- b. To assess the effectiveness, efficiency, relevance and impact of LIFE initiative in Mozambique giving the evidences of progress towards higher literacy levels, especially among rural women and girls, the evidence of empowerment and its contribution to strengthening capacities in countries to meet LIFE’s overarching development goals;
- c. To document lessons learnt and good practices in Mozambique focusing on the strategic Areas for Action of LIFE (Advocacy and communication (1), Policy for sustainable Literacy (2), Strong National Capacity (3) and Innovation (4)
- d. To make recommendations for strengthening future actions that meet LIFE initiative.

## **1.3 Structure of the Report**

The report of evaluation is structured as follows: (a) the initial chapter on INTRODUCTION is dedicated to provide basic information about the LIFE initiative and to clarify the scope and objectives of the evaluation, as well as structure of the report, (b) the second chapter on METHODOLOGY is reserved for explanation of conceptual and practical approach of how the assessment was prepared and carried out. The third chapter is reserved for FINDINGS AND RECOMMENDATIONS, where examine the context, the implementation and impacts, following of end chapter on CONCLUSIONS where is made the final judgment in four major evaluation indicators, for instance, the relevance, efficiency, effectiveness, impact and sustainability.

## 2. Methodology

### 2.1 Evaluation Approach

This evaluation combine following three components of evaluation developed by leading practitioners and advocated by many evaluation experts — [context evaluation](#), [implementation evaluation](#), and [outcome evaluation](#) — within this framework, project staff and other relevant stakeholders had the opportunity to discuss and give opinions on broader array of important questions about the project. In our view, this approach helps to:

- Examine how the [initiative functions](#) within the [economic](#), [social](#), and [political](#) environment of its community and initiative setting ([context evaluation](#));
- Help with the planning, setting up, and carrying out of an initiative, as well as the documentation of the evolution of the initiative ([implementation evaluation](#)); and assess the short- and long-term results of the project ([outcome evaluation](#)).

Each of the evaluation components focuses on a different aspect of the project. [Used together, these three components can improve project effectiveness and promote future sustainability and growth.](#)

#### 2.1.1 Context Evaluation

Context evaluation focuses on:

- assessing the [needs](#), [assets](#), and [resources](#) of the country and specifically of target groups (MEC, GPRE, beneficiaries, and others) in order to plan relevant and effective interventions within the context; and
- Identifying the [political atmosphere](#) to increase the likelihood that chosen interventions will be supported by different stakeholders. These types of early evaluation activities often increase stakeholders's participation, provide motivation for networking, and, at times, promote new coalitions. We do suggest that in later phases of project maturity, context evaluation may focus on:
  - gathering [contextual information](#) to modify project plans and/or explain past problems (e.g., slower than anticipated growth);
  - identifying the [political](#), [social](#), and [environmental strengths](#) and [weaknesses](#) of both the community and the project; and

Without such information, it will be difficult to make informed decisions about how to improve the initiative. Furthermore, if environmental barriers to project implementation

are understood, seemingly troubled projects might be deemed successful based on the barriers they overcame.

### ***2.1.2 Implementation Evaluation:***

Aims to improve understanding how the Initiative was implemented *by providing indications of what happened and why*. Implementation evaluations focus on examining the core activities undertaken to achieve project goals and intended outcomes. Questions asked as part of an implementation evaluation include: *What are the critical components/activities of this project (both explicit and implicit)? How do these components connect to the goals and intended outcomes for this project? What aspects of the implementation process are facilitating success or acting as stumbling blocks for the project?*

### ***2.1.3 Outcome Evaluation:***

Outcome evaluation is another important feature of any comprehensive evaluation plan. It assesses the short- and long-term results of a project and seeks to measure the changes brought about by the project. Outcome evaluation questions ask: *What are the critical outcomes the initiative is trying to achieve? What impact is the project having on its impact groups, its staff, its umbrella organization, and its community? What unexpected impact has the project had?*

## **2.2 Evaluation Process**

### ***2.2.1 The evaluation team***

The evaluation team was composed of two experienced independent consultants, Mr. Artur Furtado, specialist in Monitoring and Evaluation, which was the team leader, and Ms. Olga Augusto with experience in adult education programmes. The consultants work started by the revision of selected documents, developing proper assessment tools for data collection and developing a work plan. At this stage the concentration was given to understanding of the initiative and the monitoring and evaluation framework for LIFE initiative by reading project document and monitoring and evaluation framework

### ***2.2.2 Data collection and analysis***

Data collection was done essentially by [interviews with key informants](#), using a participatory approach to encourage the contribution of project management staff and beneficiaries in the assessment. THE gender issues deserved special attention from the

evaluation team, taking into account the multi-impacts of illiteracy in girls and women. Additionally, the following methods were used:

- [Questionnaires](#) for the collection of information on partners and beneficiaries, as interviews face-to face not were possible.
- [Reviewing documents](#) - to complement the information of interviews and questionnaires.

The analysis of data and information was done using common criteria and steps for qualitative data analysis:

- One) [Description of the facts and perceptions](#) – from the testimony of the program participants,
- Two) [Interpretation](#) – through confrontation and different crossing testimonials, with documented information and existing statistical data and from that were prepared findings,
- Three) [Implications analysis](#) – from the findings, analyses were made of possible implications of the findings to the objectives of the initiative, and from that were constructed the evaluation recommendations.

### **2.3 Limitations of the evaluation**

This evaluation had some constraints during its implementation which needs to be shared, especially for the implementers may correctly assess the results of this evaluation:

- [Data collection period](#) – interviews with key informants in its majority carried out in month of November. During this period several institutions are closing the year of activities and financial and planning the following year, from that considerable number of people initially pre-selected to be interviewed could not participate in interviews by overlapping schedules, as well as there were many changes of dates and hours of the interview that complicated on the initial plan of interviews.
- [Unavailability of Activity Plans and Progress reports](#) – the evaluation could not find any activity plan or consolidated progress/financial reports on LIFE initiative in Mozambique, this fact made very difficult to make a coherent and comprehensive assessment.
- [Understanding and involvement of people interviewed](#) – most people interviewed said not to have a reasonable knowledge about LIFE, their contributions have been limited for LIFE initiative, but most of them could talk about the situation of literacy and adult education so general in the country.

### 3. Results and Discussion

#### 3.1 Context Evaluation

*Evaluation Questions:*

- i) The project design is understood and fits on local context?*
- ii) There are any major changes in the political, economic or social context that affects the relevance of the initial design?*

##### 3.1.1 Project Design Issues

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*"There is evident lack of clarity among the implementation partners and not only, on how LIFE is and could be financed. This lack of clarity is due to following reasons: (1) the design concept is not sufficiently clear about this regards, (2) the lack of clarity has led to different interpretations, (3) the concept of auto-mobilization of resources proposed in the communication and advocacy strategy of LIFE is not common in Mozambique and consequently is difficult its understanding and implementation, (4) the function of coordination and communication of UNESCO is being ineffective.*

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The LIFE as a concept was designed to be a "strategic" framework through which Governments, NGOs, civil society, private sector, and cooperation agencies will revitalize and accelerate literacy efforts. In its design in "thesis" does not exist a budget allocated specifically for its implementation, in accordance with information available does exist resources for coordination and for some specific activities and not itself to implement. In this sense, It is unclear how this initiative can be implemented and this lack of clarity was evident in all interviews made during the evaluation.

In the first LIFE's strategy on advocacy and communication referred to mobilizing resources to finance the LIFE from their own actions of advocacy and communication. However it is not clear who will do the actions of advocacy or how this mobilization of resources will be done. This situation leads to different interpretations about how LIFE should be financed. For example some the opinion is that each institution member of LIFE should mobilize resources for implement their own activities within the framework of LIFE. While others are the opinion that the Cabinet of the first lady and the agencies of cooperation has the role on mobilize resources for LIFE. And others believe that UNESCO must have a budget line for financing of LIFE.

Indeed the lack clarity on the funding mechanism of LIFE is influencing the implementation of the initiative, which has been reproduced in unaccountable institutions

and people who are "supposed" involved in the implementation of the initiative. In this sense the UNESCO as the entity that designed the initiative should have a greater role in communication about the initiative that should go to only to disclose the concept, but give technical assistance on implementation.

### ***3.1.2 Major changes in the context***

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*“Despite significant improvements in literacy rate and other indicators of schooling, the situation is still worrying, that is why the LIFE initiative continues to be relevant to the current context. However, the challenges of insufficient infrastructure for the literacy lessons and the fragility on supervisory mechanisms continue to pose limitations for the improvement of the quality of literacy”.*

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Mozambique was one of the selected countries by UNESCO to benefit from support of LIFE initiative, due to these reasons, among others:

- i) [High level of illiteracy rate in the country](#) - at the end of 2005 was 51,9% of the adult population, where 66.7% were women,
- ii) [Rate schooling indicated that](#) approximately 17% of school-age children not hinder annually at school,
- iii) [Desire policy expresses](#) of reduce these indices of illiteracy expressed in poverty reduction strategic plan (PARPA II 2006-2009), Five Years Plan of the elected Government in 2004, among other evidence,
- iv) [Insufficiency financial resources](#) to finance efforts of literacy and adult education and
- v) [Demonstration interest](#) on the part of the Ministry of Education and Culture as supervisory institutions.

From there to here there has been significant progress in the area of general education, including Literacy and Adults Education. The illiteracy rate reduced of 51.9% at the end of 2005 to 48% 2009<sup>1</sup>, the percentage of school-age children not in school decreased from 17% (2005) for about 10% (2009) and the political will and the Government's commitment to reduce levels of illiteracy was strengthened during the 2005-2009 governance embodied in most leaders speeches at all levels (Central, provincial and district), as well as constitute priorities in all social and economic plans<sup>2</sup>. In relation to financial resources available for the sub sector of literacy and adult education, this has been growing year after year, although still far below the needs. In 2005 the annual budget for this sub sector was approximately 155,000.00 meticaís, comparing with 355,000.00 meticaís in 2009.

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<sup>1</sup> Illiteracy rate estimate based in 2008

<sup>2</sup> Operacionalização instrument of the plan Quinquenal Government

Despite the progress made in main indicators that on the one hand led the MEC as in charged of education sector request in 2005, the introduction of LIFE in the country and on the other hand the UNESCO agreed with the selection. The deep challenges remains, because:

- i) Illiteracy inequality between men and women still critical. Despite having reduced the difference between the numbers of women in relation men without literacy skills, remain largely women with less access to basic education. And if you consider that the education of the child (boy or girl) relies heavily on the educational level of mother, this is, an educated mother has most likely to influence especially her daughter to the enhancement of education compared with a mother illiterate; then this is critical .
- ii) Still limitations in literacy policy, which was clear in the testimony of the Several participants of interviews of evaluation. This led to MEC with UNESCO and other partners initiating a process of review of sub sector strategy.
- iii) In relation to capacity for design, implement and manage literacy programmes, there were strengthening capacity of MEC. However, the lack of resources, especially transport to the supervisory visits, literacy materials and training of trainers on literacy constitute bottlenecks for quality improvement in literacy.

For the reasons cited in paragraphs above all of the respondents believed that the [LIFE as a "concept" or strategic framework has been and continues to be relevant for the country, as in "thesis"](#) it aims to support some of the key areas such as: (1) strengthening the commitment to literacy, (2) "articulating literacy policies on sustainable way , (3)" improve national capacity on design, management and implementation of literacy programs, and (4) improve the new initiatives and literacy practices, encouraging innovation.

The growing mobilization, either by the initiatives within the framework of LIFE or by other initiatives on the importance of literacy for the lives of people and communities; among other factors, has result in a demand growth of literacy services. However, the issue of physical infrastructure, material for literacy remains a challenge. Although the strategy of MEC be make a use of regular schools classrooms to teach lessons on literacy has been limited by the long distances that learners has to walk and the fact that many of the schools in the districts level has no light in the night and the fact that these school having two class sessions (morning and afternoon).

## 3.2 Implementation Evaluation:



### *Evaluation Questions:*

- i) What are the critical components/activities of this project (both explicit and implicit)?*
- ii) How do these components connect to the goals and intended outcomes for this project?*
- iii) What aspects of the implementation process are facilitating success or acting as stumbling blocks for the project?*

### **3.2.1 Project Management Issues**

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*In the management of LIFE, there was strong coordination role of UNESCO at the beginning, but gradually went down. This is probably due to its own internal restructuring and also may be associated with the expectation that the agreements understanding with the GEPR and MEC could demand less coordination role from UNESCO and from that the ownership could relax. In the meantime UNESCO must have a role of technical assistance and strong coordination to the success of LIFE.*

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UNESCO support “Movimento Alfa” providing financial support and technical assistance to MEC and GEPR as leading implementing partners. However for the implementation of “Movimento Alfa, was signed a memorandum of understanding between the MEC and GEPR.. This was an important step towards the success of initiative. However, UNESCO also could give some additional steps such as: (1) assist in the design of consolidated action plans, (2) support in developing a framework and mechanisms for coordination of the implementation among the institutions involved, (3) develop a monitoring platform, providing technical assistance on reporting of activities and budgets of LIFE. To responding these needs, UNESCO has proposed CAPEFA Project, but there are mechanisms of regulatory structure still to be done amongst MEC and Cabinet in order for UNESCO to be able to assist the movement alpha

UNESCO involved the MEC the GEPR and other institutions in their various levels of management during the design-time and dissemination of the initiative. However, during the implementation UNESCO relaxed engagement and communication concentrating the focus mainly on the people of top management. The assessment had information that the internal level of UNESCO staff changes may have influenced negatively to the management of LIFE, because the person who was responsible for coordinating the LIFE also assume new responsibilities. However, recently were hired two new people to the

area of literacy and adult education of UNESCO and with this measure expected LIFE management will improve in the near future.

### **3.2.2 Activities, Results and Constraints**

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*"LIFE performance in terms of activities undertaken and results achieved can be considered unsatisfactory compared with expectations of different stakeholders. At the heart of this poor performance are following reasons: (1) the weak explanation or dissemination strategy at central level of LIFE initiative, (2) the insufficient coordination and assistance from UNESCO and (3) the insufficient ownership LIFE by MEC initiative. However the "alfa-Movement" was the main achievement during the period under assessment"*

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The design of LIFE initiative in Mozambique provides activities and results in four strategic areas of intervention of the initiative, in particular:

- i) Advocacy and communication,
- ii) Sustainable, literacy policies
- iii) Strong national capacity, and
- iv) Innovation.

Due to the difficulty of understanding the concept of LIFE on its own and the inexistence of consolidated progress reports of LIFE, is difficult to distinguish clearly – which activities were implemented in the context of LIFE and which have been implemented within the framework of other literacy initiatives. However, for the purposes of the assessment LIFE's activities were considered: (1) those implemented under the Alfa movement (led by the Cabinet of first lady), (2) materials and publications directly financed with funding from UNESCO and (3) joint activities between UNESCO and the MEC.

The Cabinet of the first lady was that had major actions on the ground with a focus at the level of provinces and districts. The activities of advocacy and communication was that had greater expression, in which working groups were created, sensitized the provincial Governors and their wives, encouraged the involvement of Consultative Council, among other activities (table 2). While in innovation area were not found any structured activity in the scope of LIFE.

According to the testimony of several respondents LIFE initiative performance in terms of activities made and results achieved is considered unsatisfactory compared with different stakeholders' expectations. Among the possible reasons of this inadequate performance are: (1) the weak explanation or communication strategy of LIFE initiative

at the central level, (2) inadequate coordination and UNESCO's assistance, and (3) the insufficient ownership initiative LIFE by the MEC.

Table 1: Activities, results and constraints

| <b><i>Strategic area</i></b>  | <b><i>Activities carried out</i></b>  | <b><i>Results achieved</i></b>  | <b><i>Constraints</i></b>  |
|---|---|---|--|
| <p><i>Advocacy and communication,</i></p> <p><u>Purpose: Strengthen the commitment with literacy</u></p>        | <ul style="list-style-type: none"> <li>• Production and distribution of disclosure of LIFE material.</li> <li>• Meetings at the national and provincial level to disseminate the initiative,</li> <li>• Mobilizing organizations partners and people who identify with the cause of literacy,</li> <li>• Awareness for importance of Literacy and adult Education, for example during visits to districts first lady has recommended that the Advisory Councils to be involved in response to reduce illiteracy, as an powerful instrument in combating poverty,</li> <li>• Mobilizing resources actions for implementation of LIFE.</li> </ul> | <ul style="list-style-type: none"> <li>• Promoted the initiative LIFE at MEC central institutions, bilateral and multilateral cooperation agencies, national and foreign civil society organizations and other institutions and persons concerned by education,</li> <li>• Involved the provincial Governors and their wives, district administrators and technical teams at the district in awareness about the importance of literacy and adult education</li> <li>• Mobilized some resources for literacy and adult education, despite to be insufficient to demand</li> </ul> | <ul style="list-style-type: none"> <li>• The involvement of UNESCO and partners at central level has been strong in the design of the initiative, However was insufficient in clarifying the structure and implementation details. From that most of partners were not satisfactorily engaged in support of the initiative.</li> <li>• Advocacy objectives were clear, but the implementation strategy was not sufficiently clear.</li> <li>• To Some participants also funding mechanisms were not clear enough, or at least can be improved</li> </ul> |
| <p>SUSTAINABLE LITERACY POLICIES</p> <p><u>Purpose: Strengthening the articulation of literacy policies</u></p> | <ul style="list-style-type: none"> <li>• Reflection meetings on specific aspects of the implementation of the current sub sector strategy on literacy and adult education.</li> <li>• UNESCO commissioned a Situational diagnosis on literacy and adult education support the review of the current sub sector strategy</li> </ul>  | <ul style="list-style-type: none"> <li>• Review of the strategy on literacy and adult education, now underway,</li> </ul>   | <ul style="list-style-type: none"> <li>• The ability to monitoring of the implementation of policies of literacy and adults education, by MEC is limited, due to the scarcity of resources (transports) for monitoring and supervision activities.</li> <li>• Also technical assistance from the central authorities for local structures is also weak due to the scarcity of resources.</li> </ul>  |

|   |   |  |  |
|---|---|--|--|
| <p><b>STRONG NATIONAL CAPACITY</b></p> <p><u>Purpose: Improve the ability to design, management and implementation of literacy policies</u></p> | <ul style="list-style-type: none"> <li>• Trained : (1) provincial governors, (2) wives of provincial Governors (3) Consultative Councils , (4) the directors of educational institutions and (5) responsible of education sector</li> </ul> | <ul style="list-style-type: none"> <li>• Have national staff at the provinces and districts, trained in both decision-makers, management and implementation of adult education and literacy programmes.</li> </ul> | <ul style="list-style-type: none"> <li>• The materials used in courses are often of low quality and the content is not yet satisfactory. In the design of these materials there are lack of involvement of community and adult literacy experts to framework of these materials for local context,</li> <li>• Do not has done assessments of training sessions to know satisfaction levels of learners</li> <li>• Lack of incentives to literacy teachers</li> </ul> |
| <p>Innovation.</p> <p><u>Purpose: Encourage innovation and make better use of new initiatives</u></p>   | <ul style="list-style-type: none"> <li>• In this area of activity There is no registration of structured activities carried out under LIFE</li> </ul>   |   | <ul style="list-style-type: none"> <li>• In despite of not registered any activities in this strategic area, on the fields thee are innovative initiatives happening.</li> </ul>   |

### 3.3 Outcome Evaluation:

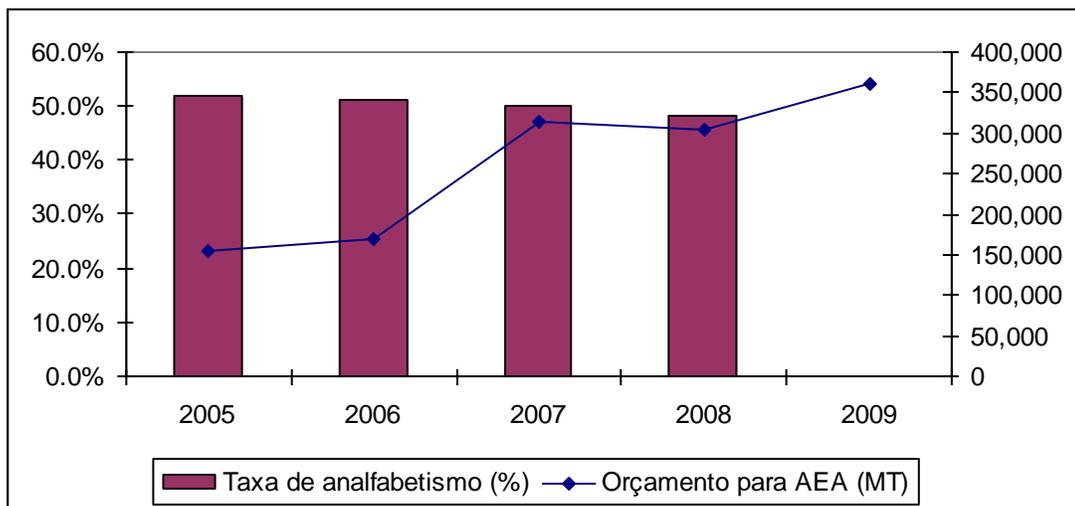
*Evaluation Question:*

- i) What are the critical outcomes the initiative are trying to achieve?*
- ii) What impact is the project having on its impact groups, its staff, its umbrella organization, and its community?*
- iii) What unexpected impact has the project had?*

Normally it is difficult to assign impacts to a given intervention, because it is the result of a set of interventions and response of impact groups themselves. It is even more difficult to assess the impact of LIFE because it is a strategic framework and not exactly a programme or project. Despite these limitations is important to assess the progress in those objectives of LIFE.

#### 3.3.1 Commitment with literacy

- i) The illiteracy rate has reduced gradually year by year while public resources invested in the sub-sector of literacy and adult education has gradually increased. These indicators may be somewhat used as an approximation of national commitment level with literacy, if it is we can say that there is expressed and practical commitment undertaking by the Government with the literacy.



- ii) Training and involvement of Governors and their district administrators and Consultative Councils by the Alfa Movement, as well as the personal commitment of first lady on the spreading of LIFE and awareness of the importance of literacy for people and communities, has the resulted in the inclusion of literacy among the priorities of districts and not only

### ***3.3.2 Policy articulation on literacy***

- i) Is ongoing review the strategy for the sub sector of literacy led by MEC and its partners; UNESCO through LIFE commissioned a study on situational analysis for literacy and adult education. This study should support review of the strategy.
- ii) Outside of the situational study mentioned above, today the MEC has more information on the situation of literacy and adult education due to in part of the support from LIFE.

### ***3.3.3 National capacity for design, management and implementation***

- Today all the districts has at minimal two trainers of trainers literacy

### ***3.3.4 Innovation***

Despite not having concrete and specific activities in this strategic area of the LIFE intervention in the fields there are innovation happening under LIFE initiative or others initiative, for example:

- During the visits to the districts first lady has also used this space to make the disclosure of the importance of literacy and adult education in general to improve the quality of life. This approach has been effective in creating a commitment to the cause of the reduction of illiteracy and help districts commitment.
- On the programme “family without illiterate” initiated by UNESCO Maputo students in regular schools receive capacity building on how to deal with adults education and are encouraged to identify in its family members with inadequate literacy skills and the student itself teaches the families members encountered and earn some Underpins from school, in addition to teach someone from his own family. This methodology has been shown sustainable and cheap.

## 4. Conclusions and Recommendation

### 4.1 General Findings

#### *Relevance*

- i) The concept of LIFE, in terms of strategic objectives and areas of intervention were and continue to be relevant to the Mozambican context. However, there are specific design aspects that need to be enhanced to improve relevance the initiative and facilitate its implementation. Among these are the following aspects: (1) how and who will be responsible for resource mobilization for the implementation of LIFE? (2) how and who will be responsible for coordination of LIFE? (3) how will be dealt with question literacy infrastructure, taking into account that the strategy of use the normal schools for literacy lesson materials in many sites is not working?
- ii) Communication strategy of LIFE is not working well in terms of communicating the life partners on financing mechanism

#### *Efficiency and effectiveness*

- i) Under view of efficiency, that is if the resources are being used in adequate manners, the evaluation has not conditions make an appropriate and fair judgment, because was not available any financial report. However, even if they had would be difficulty assessing efficiency because the activities are not being documented effectively, for example is known that training sessions were carried out but there has no how many participants have been trained. With regard to effectiveness meaning if the objectives of LIFE are being carried out or are expected to be achieved; it can be said that the objectives of advocacy and communication to strengthen the commitment to literacy, are to be performed. Meanwhile, the concern is that it focuses mainly on Government, not involving effectively the cooperation agencies and the civil society organizations, which have undermined the mobilizing resources for literacy which is another objective advocacy.

#### *Impact and sustainability*

- ii) In terms of short and medium term impacts, we can say that LIFE has contributed to some short-term changes, such as the strengthening of the capacity of MEC in design, management and implementation of policies, as well as increase the commitment of the district and provincial governments with the cause of literacy. However the problem of limited infrastructure for literacy, low quality of materials used for the literacy lessons and also limited investments for the sub sector of literacy and adult education still remains embarrassment to extend in quantity and quality literacy in the country.

- iii) Despite being difficult associate any specific intervention with the reduction of illiteracy, we can say that this objective of LIFE has being reached

## **4.2 Key recommendation**

To respond the key-findings presented above are suggesting the following recommendations:

### *Relevance*

- i) Recommends the review of LIFE's strategy, involving the MEC, Cabinet of the first lady and other relevant Stakeholders (cooperation agencies, CSOs, private sector), to:
- ii) Encompass LIFE's vision within the national policy and strategy of literacy and adult education,
- iii) Develop/revise the strategy LIFE's of financing and clarify the roles in this activity
- iv) Develop/clarify the structure and mechanisms for coordination and responsibilities in this process,
- v) Set up the issue of infrastructure in LIFE, considering alternatives to coordinate with other initiatives, if not appropriate to put this component in LIFE,

### *Efficiency and efficacy*

- i) The MEC and GEPR through the Movement Alpha should meet, plan and perform joint planning sessions. To have a consolidated plan. Not meaning that funding should be channeled necessarily to MEC. Just ensure that the Annual development Plan (PDA) of MEC reflect the activities of LIFE
- ii) To the province levels GEPR should support the provinces in planning and budgeting activities of LIFE, since now the responsibilities of planning and budgeting is decentralized ,
- iii) UNESCO should strengthen its capacity and provide regular technical assistance, as well as the monitor for consolidated reports and plans of the initiative.
- iv) Improve financial accountability to the stakeholders

### *Impact and sustainability*

- v) Rethink of infrastructure and literacy materials, at the time of the review of strategy,
- vi) Conceive advocacy strategy with clear actions and taking in consideration the characteristics of the country,
- vii) Take advantage of 20% of local curriculum to encourage innovation,
- viii) Advocate and empower government district services to have the capacity and play a role ensures that the NGO knowledge is not lost when these finish implementing.

## Annexes

- **List of institutions and individuals consulted**

| <b>Nº</b> | <b>Name</b>         | <b>Position</b>                               | <b>Institution</b>                      |
|-----------|---------------------|---|---|
| 1         | Suzana Duarte       | Oficial de Projectos de Educação de Adultos   | UNESCO                                  |
| 2         | Filipe Couto        | Reitor  | UEM                                     |
| 3         | Afonso Vassoa       | Director do Gabinete do Reitor                | UEM                                     |
| 4         | Bacar Amido         | Director do Centro de Comunicação e Marketing | UEM                                     |
| 5         | António Bernardo    | Director do Gabinete das Relações Publicas    | UEM                                     |
| 6         | Laurindo Nhamcule   | Chefe do Departamento da DINAEA               | MEC                                     |
| 7         | David Uamusse       | Chefe da Repartição da DINAEA                 | MEC                                     |
| 8         | Ana Cambaza         | Chefe da Repartição da DINAEA                 | MEC                                     |
| 9         | Jeannete Voogelar   | Assessora da DIPLAC                           | MEC                                     |
| 10        | Etelvina Gonsalves  | Esposa de Sua Excia Governador de Sofala      | Governo de Sofala/Movimento Alfa        |
| 11        | Maria Madeira       | Directora                                     | DDP/DPEC Sofala                         |
| 12        | Carlos Ramos        | Director                                      | Centro de Formação de quadros Mutauanha |
| 13        | Manuel Roberto      | Oficial de Programas                          | GTZ                                     |
| 14        | Maria Teresa Veloso | Oficial de programas                          | PROGRESSO                               |
| 15        | Zaida Cabral        | Consultora                                    |   |
| 16        | Adelaide Murano     |   | GEPR                                    |
| 17        | Maria José Pereira  | Ponto focal para o Movimento Alfa             | GEPR                                    |

- **Terms of Reference**

## **Evaluation LIFE in Mozambique**

### **Summary**

UNESCO BREDA is conducting an EVALUATION on LIFE initiative to understand its contribution to enhance literacy within the country. Mozambique, one of the chosen regional countries, has benefited from this initiative, for instance when the First Lady of Mozambique was invited by the First Lady of USA to launch the Movement Alpha (2006).

UNESCO created LIFE as a ten-year framework of collaborative action for enhancing and advancing national literacy efforts. In other words, LIFE was conceived as a key operational mechanism for achieving the ambitious goals of the UNLD and as a contribution to the achievement of EFA (in particular Goal 33, Goal 4 and Goal 54) and the Millennium Development Goals (MDGs).

In that sense Mozambique was chosen to become one of the countries to benefit from the project CAPEFA (April 2009-April 2011).

### **Background**

1. The Literacy Initiative for Empowerment (LIFE) was launched in 2005 as one of three major activities of UNESCO to contribute to the realization of the Education for All (EFA) agenda. The UNESCO Institute of Lifelong Learning (UIL) has been mandated to coordinate the implementation of LIFE, in close cooperation with the UNESCO offices and institutes that operate in or for the 35 countries that participate. Mozambique has been selected for its high proportion of adult illiterates (48%).

2. In Mozambique, UNESCO facilitated the launch of a Literacy Movement in September 2006, headed by the country's First Lady and the Ministry of Education and Culture. Also, a Situation Analysis on Literacy and Adult Education was held by UNESCO Map (Sept 08) together with DVV which has been the base for the following achieved tasks like (1) the initiation of the strategic plan revision, (2) the ministerial diploma for the regulatory framework for the Adult Education facilitators training centre and (3) the curriculum elaboration for ToT and facilitators for the training centres.

3. In that sense, UNESCO BREDA has requested an evaluation in the countries in the region (attached please find the standart evaluation framework) to understand LIFE's impact in Mozambique.

### **Purpose**

3. LIFE Evaluation will serve the following main purposes:

a). To evaluate the process on how LIFE has contributed to change national literacy efforts and effects and UNESCO (UIL, BREDA, MAPUTO) action as support.

b)To assess the effectiveness, efficiency, relevance and impact of LIFE initiative in Mozambique giving the evidences of progress towards higher literacy levels, especially among rural women and girls, the evidence of empowerment and its contribution to strengthening capacities in countries to meet LIFE's overarching development goals;

c). To document lessons learnt and good practices in Mozambique focusing on the strategic Areas for Action of LIFE(Advocacy and communication (1), Policy for sustainable Literacy (2), Strong National Capacity (3) and Innovation (4)

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<sup>3</sup> Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.

<sup>4</sup> Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

d). To make recommendations for strengthening future actions that meet LIFE initiative.

4. The evaluation should consider the Monitoring and Evaluation tool has a reference to produce the required document. The evaluation will be consultative and engage the participation of stakeholders (e.g. UNESCO Maputo as, their counterparts in the government (DINAEA, 1<sup>st</sup> Lady Cabinet, training centres Mutauanha and INEA), NGOs – eg. RAEJA , MEPT, PROGRESSO, international actors, bilateral donors – DVV, ICEIDA, GTZ).

### **Scope**

5. The evaluation report will cover the following:

A. Findings on the effectiveness, efficiency, relevance and impact of LIFE in Mozambique;

B. Lessons learned from LIFE focusing on the country level and covering aspects of data coverage, capacity development, LIFE coordination, financing, support from LIFE partners, public information, etc.;

C. Documentation of good practices in the country;

D. Recommendations for strengthening LIFE initiative in the country.

### **Roles and Responsibilities**

7. The UNESCO Map will give the relevant documents to facilitate the evaluation of LIFE to be sent the latest on the 20<sup>th</sup> November 2009 to UNESCO BRED A.

8. The consultant will conduct the evaluation, using the monitoring and evaluation of LIFE at country level tool and provide comments on the draft evaluation report and provide any other relevant inputs as required. The draft report will be shared with stakeholders in a half day validation workshop at UNESCO MAP premises so that inputs can be used to finalize the required document.

### **Logistics**

9. The Consultant will be expected to work independently on the evaluation although organizational support (including obtaining documents, arranging interviews, etc.) will be available from the UNESCO MAP for in-Maputo arrangements.

10. The consultant will commonly be responsible for his/her own logistics: office space, administrative and secretarial support, telecommunications, printing of documentation, etc.

### **Deliverables and Schedule**

11. The consultant will be required to deliver following in English:

A. Draft LIFE Evaluation Report – 16 November 2009

B. Present the Report on a Half-day validation workshop to the main stakeholders of literacy (government officials, donors, ONGs) – 16 November 2009

C. Final LIFE evaluation report and recommendations –20 November 2009

### **Consultant Qualifications**

12. The National consultant should have proven track record in conducting evaluations of UN programmes and projects, with experience working in the area of education an advantage. The consultant shall possess the following experience/qualifications/skills:

A. The consultant shall possess at least 5 years of professional experience in programme and project evaluation. He/she will also have a strong record in leading and/or conducting evaluations. An extensive evaluation experience with UN donor-funded programmes is considered to be an asset;

B. The consultant shall possess an university degree in international development or education, or any other related field;

C. Working knowledge of the UN system;

D. Experience working in the country is considered to be an asset;

E. Demonstrated strong analytical, communication and report writing skills;

F. An understanding and ability to abide by the values of the United Nations;

- G. Excellent command of written and spoken English.
- H. Immediate availability

#### **Evaluation Document to be used**

13 The monitoring and Evaluation of LIFE at the country level

#### **Reference Documents**

14. The following is a preliminary listing of relevant hyperlinked documents:

Situation analysis in Mozambique (Lind, Agneta 2008)

Documents related to Movement Alpha in Mozambique (2008/2009)

[Literacy Initiative \(LIFE\) | EDUCATION | UNESCO](#)

UNESCO's *Literacy Initiative for Empowerment (LIFE)* is a global strategic framework for the implementation of the United Nations Literacy Decade (2003-2012)

<http://www.unesco.org/en/literacy/un-literacy-decade/literacy-initiative-life/>

[UNESCO | Education - Global Monitoring Report 2006 - Literacy for Life](#)

Global Monitoring Report 2006 - Literacy for *Life* The EFA Global Monitoring Report 2006 aims to shine a stronger policy spotlight on the more neglected goal

<http://portal.unesco.org/education/en/ev.php->

[URL\\_ID=43283&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/education/en/ev.php-URL_ID=43283&URL_DO=DO_TOPIC&URL_SECTION=201.html)

[Education for all: literacy for life; EFA global monitoring report ...](#)

File Format: PDF/Adobe Acrobat quality basic education equips pupils with literacy skills for *life* and further ... Literacy Initiative for Empowerment (*LIFE*) launched in October 2005

<http://unesdoc.unesco.org/images/0014/001416/141639e.pdf>

[Literacy | EDUCATION | UNESCO](#)

Literacy Initiative (*LIFE*) · Resources · Key publications · Toolkits · Papers and Reports · Standards and Norms · Databases · Conferences ...

<http://www.unesco.org/en/literacy/>