

P

CLASSIFICATION
PROJECT EVALUATION SUMMARY (PES) – PART I

Report Control
Symbol U-447

1. PROJECT TITLE Adult Literacy Teacher Training abd Text Production Project Eval. Rpt. Rec'd by PEO/E SEP 05 1984 38	2. PROJECT NUMBER (613-0220)	3. MISSION/AID/W OFFICE USAID/Harare
	4. EVALUATION NUMBER (Enter the number maintained by the reporting unit e.g., Country or AID/W Administrative Code, Fiscal Year, Serial No. beginning with No. 1 each FY) <input checked="" type="checkbox"/> REGULAR EVALUATION <input type="checkbox"/> SPECIAL EVALUATION	

5. KEY PROJECT IMPLEMENTATION DATES	6. ESTIMATED PROJECT FUNDING	7. PERIOD COVERED BY EVALUATION
A. First PRO-AG or Equivalent FY <u>81</u>	A. Total \$ <u>450,000</u> B. U.S. \$ <u>450,000</u>	From (month/yr.) <u>Sept. 1981</u> To (month/yr.) <u>Sept. 1983</u> Date of Evaluation Review
B. Final Obligation Expected FY <u>1983</u>		
C. Final Input Delivery FY <u>1983</u>		

8. ACTION DECISIONS APPROVED BY MISSION OR AID/W OFFICE DIRECTOR

A. List decisions and/or unresolved issues; cite those items needing further study. (NOTE: Mission decisions which anticipate AID/W or regional office action should specify type of document, e.g., algram, SPAR, PIO, which will present detailed request.)	B. NAME OF OFFICER RESPONSIBLE FOR ACTION	C. DATE ACTION TO BE COMPLETED
Project ended September 1983 when grant was fully utilized.	USAID/ HRD Division	n/a

9. INVENTORY OF DOCUMENTS TO BE REVISED PER ABOVE DECISIONS	10. ALTERNATIVE DECISIONS ON FUTURE OF PROJECT
<input type="checkbox"/> Project Paper <input type="checkbox"/> Implementation Plan e.g., CPI Network <input type="checkbox"/> Other (Specify) _____ <input type="checkbox"/> Financial Plan <input type="checkbox"/> PIO/T <input type="checkbox"/> Logical Framework <input type="checkbox"/> PIO/C <input type="checkbox"/> Other (Specify) _____ <input type="checkbox"/> Project Agreement <input type="checkbox"/> PIO/P	A. <input type="checkbox"/> Continue Project Without Change B. <input type="checkbox"/> Change Project Design and/or <input type="checkbox"/> Change Implementation Plan C. <input type="checkbox"/> Discontinue Project

11. PROJECT OFFICER AND HOST COUNTRY OR OTHER RANKING PARTICIPANTS AS APPROPRIATE (Names and Titles)	12. Mission/AID/W Office Director Approval
<i>Richard L. Shortlidge Jr.</i> Richard L. Shortlidge Jr., HRDO	Signature Typed Name <i>Roy A. Stacy</i> Roy A. Stacy, Director Date

13. The Adult Literacy Teacher Training and Text Production Project grant was signed between ALOZ and USAID/Zimbabwe in September 1981. The grant was for two years and has now been fully utilized.

Specifically, the grant was aimed at expanding the absolute and relative numbers of functionally literate Zimbabweans, particularly women. During the two years of the project, 46,000 adults, mainly women were supposed to become functionally literate. ALOZ's functions were/are to train adult literacy teachers to develop and publish reading materials, to supervise literacy classes and to test literacy students for certificates of competence.

The grant was aimed at enabling ALOZ to train an additional 250 literacy teachers, offer refresher courses for 250 existing teachers, develop 5 new publications for new literates and publish 90,000 booklets for adults. Secondary beneficiaries of the grant were to be the families of these adults. If these are considered, the grant was to reach an estimated 262,000 men, women and children. As a measure of the functional aspect of the education received, it was anticipated that 150 development activities were to be undertaken by the literacy classes.

14 EVALUATION METHODOLOGY The evaluation methodology consisted

2

of using the following outcome verification measures: structured and unstructured interviews, document analysis, direct observation of literacy classes, assessment of ALOZ printed materials, and cost effective analysis. In addition, the USAID HRDO, GOZ MOE experts, and World Education consultants developed a dozen structured questionnaire instruments. These instruments were pilot tested in Harare and in six of the country's eight provinces. From the aforementioned, a data base was consolidated which served as the basis for project evaluation.

15. EXTERNAL FACTORS ALOZ has faced difficulties adjusting to the socio-political changes that have occurred since independence. Previously ALOZ was the major organisation involved in literacy work in the country. Since independence, the Government of Zimbabwe has launched a National Literacy Campaign and placed considerable emphasis on literacy and basic education. ALOZ needs to adjust its modus operandi to this new national concept thus complementing the efforts of the Government. In addition, the general economic conditions of Zimbabwe were more depressed than originally contemplated during the grant period. That difficulty, escalated by a continental drought of unprecedented severity, impeded ALOZ's full achievement of expected project output.

16. Over the period of the grant, 47,000 adults were supposed

to achieve functional literacy, and of these 70% were to be women. The rough estimate of functionally literate adults over the period of the grant is 32,236. The shortfall in numbers of students is attributed to the difficulty in obtaining precise data on the students who achieved literacy through ALOZ trained teachers during the life of the grant. This shortfall can also be attributed to the fact that although teachers were urged to submit enrollment reports to ALOZ, there was no mechanism to force them to comply. Also failure to achieve projected student enrollment was due to the number of teachers in operation during the grant period.

Of the 46,000 adults who were to achieve functional literacy, 70% of them were to be women. A 1982 study conducted by ALOZ showed 78% of the functionally literate to be women. It would seem from this evidence that the objective of having 70% of the functionally literate as women was realised.

During the life of the project, ALOZ had projected that 250 new literacy teachers would be trained for the two year period, and 250 teachers would attend refresher courses. Both projections were unrealistic. ALOZ reported that 189 teachers had completed training or were in training by the end of the grant period. Also only 176 teachers attended refresher courses during the grant period. The dropout rates among trained teachers was considerably higher than ALOZ had anticipated.

Aloz projected the number of activities that were to be developed by learning groups to be 150. However only 28 project activities were established during the life of the project.

The grant document specified that the ratio of supervisors to teachers would improve from 1:42 to 1:26 during the first year and 1:25 during the second year of the project. Five new supervisors were to be hired. Five new supervisors were hired. The supervisor teacher ratio for the northern ALOZ region as of November, 1983, was 1:18; while in the southern ALOZ region it was 1:40. The low supervisor to teacher ratio in the northern region was due to a large dropout ratio of teachers. The high supervisor to teacher ratio in the southern region was partly due to the fact that 5 new supervisors were assigned to the northern region. No new supervisors were hired for the southern region due to the security situation.

Also during the project period, 5 new publications were to be developed under the grant and 90,000 booklets were to be published.

When the grant period ended, 6 new publications had been developed although not all of them could be ~~re~~printed. In addition to the 6 new publications, a number of other books

were revised and even re-written in order to reflect developments since independence. Ten Shona and 13 Ndebele books revised during the grant period are now with the Ministry of Education awaiting approval.

The objective of printing and distributing 90,000 books for new literates was also more than fulfilled. During the grant agreement, 123,931 books were printed and 115,405 were distributed. In spite of this, the supply of books was not able to keep up with the demand. The establishment of the new Aloe Press as a result of the second grant from USAID (613-0224) will go a long way towards solving future problems of printing and timely distribution.

ALOZ has made considerable progress in the achievement of the literacy teacher training and textbook production as a result of the USAID grant. Also ALOZ has given and is giving increased attention to the linkage between literacy skills and community development projects particularly those of an income generating nature. In order to judge the successes of ALOZ, one has to look at both the impressive qualitative gains and also some of the quantitative gains, though the qualitative ones have been more noticeable. ALOZ has also developed a good working relationship with the Government of Zimbabwe.

17. PURPOSE Approved project purpose is to, " Expand the

absolute and relative numbers of functionally literate Zimbabweans, particularly women.

The following progress has been achieved for each of the EOP's:

- a) Number of functionally literate adults increased by...32,236.....
- b) ...78..... percent of the above were women.
- c) ...28..... development activities initiated groups were established

In view of the short duration of the grant period (2 years), the general economic situation of the country, the prolonged drought, and conditions during the post-independence period, the EOP's were unrealistic.

18. GOAL/SUBGOAL - Not Applicable

19 BENEFICIARIES The project's target group is 46,000 adults, mainly women, who will become functionally literate during the two years of the project. Although precise data on the number of students who have become literate through ALOZ trained teachers during the grant period is not available, it is estimated that approximately 32,236 students were enrolled during that period. In addition, it is estimated that 78% of these newly literates were women.

20. UNPLANNED EFFECTS - The evaluation noted that in addition

to making improvements in the level of literacy skills, that the project had the effect of strengthening family life skills. These skills improved relationships between spouses and bettered homemaking and childcare practices.

21. LESSON LEARNED - Careful attention must be paid to the political climate when projects are designed. The grant document for this project was signed at a time of great optimism in the country after the conclusion of the war of independence. However, shortly thereafter, the country fell into a financial recession which had the effect of greatly reducing the actual amount of support that could have been expected from sponsors to literacy teacher training.