

**PCTFI HIV/AIDS AND EDUCATION PILOT PROJECT:
KU KULA KUATSI PROJECT MOZAMBIQUE**

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ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
ART	anti retrovirals
ARV	anti retroviral treatment
BGE	Basic and Girls Education Unit CARE
BLS	Baseline Study
CBO	community based organisation
CCS	Svilueppo Onlus Cooperation Center
CDCS	District AIDS Committe
CPCS	Provincial Aids Committee
CSO	Civil society organisation
DDP	Provincial Pedagogical Director
DEPC	Provincial Directorate of Education and Culture
DPECI	Provincial Directorate of Education and Culture of Inhambane
ECD	Early childhood development
EFA	Education for all
FDC	Community Development Foundation
FG	focus group
HIV	Human Immunodeficiency Virus
IATT	inter-agency task team
IGA	income generating activity
INGO	international non- government organisation
JAM	Joint Aid Management
KKK	Ku Kula Kuatsi Project
M&E	Monitoring and evaluation
MDG	Millennium Development Goals
MINED	Ministry of Education
MoH	Ministry of Health
NGO	non government organisation
OVC	orphans and vulnerable children
PARP	Plan for the Reduction of Poverty
PB	Pacote Básico
PCTFI	Patsy Collins Trust Fund Initiative
PE	Peer educator
PGB	Pacote Geração Biz
PLWHA	people living with HIV/AIDS
PSS	psycho social support
SAAJ	Services Friendly to Adolescents and Youth
SDEJT	District Education, Youth and Technology Directorate
SEED	Sustainable Effective Economic Development
SGBV	sexual and gender based violence
SSDF	School Statistical Data Form
SSI	semi structured interview
STD	Sexually transmitted disease
ZIP	Zone of Pedagogical Influence

EXECUTIVE SUMMARY

The Ku Kula Kuatsi Education and HIV/AIDS project, which was implemented by CARE Mozambique in Vilankulos District of Inhambane Province, was funded by the Patsy Collins Trust Fund Initiative (PCTFI) as one of two pilot projects, the second being in Gitega province in Burundi. The project worked within the Young and Adolescent Girls programme.

The final evaluation was carried out after project end, during January and February 2012 through desk study and field work, which involved visits to six of the twelve project schools, and other key stakeholders, including district and provincial education authority personnel. A closed questionnaire was completed by 80 teachers, and use was made of the results of the KAP survey (adapted from that completed during the baseline study) administered in October 2011.

The project applied adapted versions of the two government resources Pacote Geração Biz (Busy Generation Pack – developed for secondary schools) and the Pacote Básico (Basic Package – with a focus on primary schools). Counselling corners (*cantos de aconselhamento*) were built in nine (75%) of the project schools, having been selected on the basis of accessibility and/or responsiveness to project initiatives.

Along with the building of counselling corners, the key activities of the project included development of girls' clubs and training of girl club members and peer educators, each supported by model teachers (who managed the girls' club) and teacher friends (who supported the peer educators in counseling others and in developing activities) respectively.

There were various external and internal constraints on the project, namely that after negotiation with the education authorities there was a change in focus away from working with School Councils; the lack of access to the SAAJ health facility for youth in Vilankulo town; the lack of a monitoring and evaluation coordinator in CARE Mozambique, and the later removal of the national health and HIV/AIDS coordinator.

OBJECTIVE 1 Girls have increased self-esteem, capacity and knowledge and make safer decisions about issues related to their reproductive and sexual health and education

Results of the statistical analysis can be taken only as provisional, since the sample size was insufficient to conclude general trends, but with this caveat, they show that there was a slight improvement (6.9% in knowledge of HIV/AIDS, and that attitudes and behaviours, which were not disaggregated, had if anything slightly worsened (by 0.14% only).

Pregnancy rates in schools is reported to have reduced, and data available regarding project schools (though not the remaining district 'control' schools) shows that overall there was a 19% drop in pregnancy between 2008 and 2011. Notably, it is concluded that pregnancies have not been stopped, but *unwanted* pregnancies (those caused by ignorance of the consequences of sexual intercourse) have been significantly reduced; it is also clear that the reason for pregnancies was more around ignorance than around wilful misbehaviour; put simply, children did not know that sexual intercourse caused pregnancy. Significantly also, it is clear that both pupils and adults had been ignorant of the HIV/AIDS risks around behaviours not related to sex; use of sharp instruments

had not been recognised as a risk in the past, and improved knowledge of this was an important outcome to the training provided. However, although pupils could recite the risks, not all had yet assimilated the information in such a way as to explain in their own words what these risks meant for daily life.

All schools had both girls' clubs and peer educators (PE's) supported by Friendly Teachers (also called teacher friends, as they are referred to throughout this report), although numbers were largely (except in one school) depleted by the graduation of the previous year's grade 7. There was a tendency to assume that the numbers suggested by the project were fixed, since replacement too early in the year of those graduating '*would mean we have too many*', raising the question of how much ownership of project practice had been transferred to the schools. On the other hand some schools were prepared to take PE's of 11years old, a year younger than the age range suggested by the project, indicating that there are signs of ownership.

The role of the peer educator has been largely successful; with support from teacher friends, events have been organised that have involved both schools and the wider community, and have been well received and informative. Theatre and competitions in particular have been very successful in raising awareness and encouraging participation. The role of the 'teacher friend' is crucial in ensuring that the peer educators are supported in their work, and this in turn requires that the teacher friends are well trained.

Girls clubs have been very successful in raising awareness and giving girls their voice to defend their rights. Exchanges between schools (which also involved peer educators) were particularly valued as widening perceptions and bringing new ideas to activities. There was evidence that activities had already been installed to improve equality of opportunity and raise the profile of girl education, such as a female football team in Faiquete. These activities were enhanced and expanded by the project; as with peer educators, in most schools activities had yet to be started, or new members selected.

Project contributions to improved performance and reduced dropout are by their nature difficult to measure; 8 of the 12 project schools were already in the top ten schools in 2008 in terms of pass rates, with an average pass rate of those 8 schools being 96.36%, 4.36% higher than the average.

Unlike the statistics for pass rates, dropout rates were only available for the project schools, making comparison to the norm impossible; neither do they disaggregate by grade or OVC, which limits the scope for identifying the trends in the project target grades and target group. There is also no indication of whether they take account of the observation made in the baseline study that much of the dropout is not captured since the official definition does not include non-matriculation, casual attendance or early dropout prior to the government's March statistical exercise.

Dropout appears to be sometimes erratic, which can only be explained by local circumstances, for example where an otherwise clear downward trend is broken in one year, as in Caxane.

OBJECTIVE 2 The school system (teachers, directors, school councils/PTA) have policies and practices that secure children's rights, reduce the risk and incidence of sexual abuse, violence, stigma and discrimination, and begin to be more gender and OVC sensitive

Training for teachers was attended by more than half of the teachers (according to the questionnaire administered during the evaluation) and was judged good or excellent by over 75% of respondents.

Teachers were generally reticent in declaring that there had been discrimination or stigmatization of girls who became pregnant or of OVC, although there was anecdotal evidence that this was the case, such as laughing that a pregnant pupil '*had eaten too many beans*'.

OVC were seen as a highly sensitive issue across schools and education authority at both district and provincial levels, with well intentioned support creating more problems than those it solved. Involvement of OVC in girls clubs and as peer educators proved difficult, since some of those most requiring support did not have the confidence to take on such a role. A small number of exceptions were made in some schools to avoid further undermining the self esteem of children already selected but proven to be unsuited to the task. Outreach to OVC was mostly achieved through events such as theatre and sports and culture days, although analysis of such events was not sufficient to build evidence for identifying effectiveness of activities in supporting the target group. The government designed Code of Conduct for teachers had a mixed reception by teachers; where it was embraced it was seen as a positive tool to improve teacher performance and professionalism, however in many schools there was disquiet as to its purpose and usefulness. The same applied to the HIV/AIDS Workplace Policy, which, although it promised confidentiality, was suspected to make unattainable claims in that it was impossible for others not to know the details of a submission for support. This reticence was confirmed at the evaluation workshop to be due to a lack of adherence and not in any way to a lack of knowledge or establishment of procedures in the schools. Children welcomed the training on child rights, which taught them respect of others, as well as their right to education and freedom from abuse, and which opened their voices in notable and sometimes remarkable instances of denouncement of abuse by teachers and others. A range of examples support the children's view that they were more confident to speak out in support of their rights to freedom from abuse. Annex 05 takes extracts from half yearly reports outlining some of the successes reported involving children finding their voice to defend themselves and their colleagues.

Manuals for peer educators were adapted from the Geração Biz package (PGB). The complete Pacote Básico (PB) was not actually available in most cases (being rolled out to Inhambane only in August 2011), therefore it was not possible to use the materials supporting the manual, which was made available to teachers in schools. This undermined the project purpose somewhat and required flexibility on the part of the project and the participating schools to achieve the objectives, mainly by focusing more closely on the adapted PGB in extra-curricular activities.

Alongside the manuals, materials adapted and made available were well used and much appreciated by both pupils and adults within and beyond the schools. However there was no manual as such for the process of creating clubs and managing the peer education programme for directors, teacher friends or for the girls' club teachers (as well as for school councils), which would have supported consistency and helped further build confidence for the teachers taking over the role to substitute for a transferred teacher, thus facilitating sustainability, as well as later scale up.

Activities were generally applied in extra curricular time, rather than in class where the PB is designed to be implemented; work remains to be done here, although teachers appeared to be very close to being confident enough to use the PB and PGB methodologies and materials in their teaching. Although lack of provision of materials made it difficult to apply fully, the spirit of the PB could have been applied in class, and this did occasionally happen, the main message was that the

activities were for outside the classroom, and there was not yet a culture of teaching about HIV/AIDS within the school subject disciplines.

Although the government approach is for the PGB to be used in secondary school and the PB in primary, the project and the schools involved all agreed that an adapted PGB is highly appropriate for higher grade children in primary school, many of whom are after all the same age as many secondary school pupils. Advocacy is required to ensure the scope for continued use and roll out of the PGB in primary schools.

OBJECTIVE 3 Recommendations are made to the GoM on emerging promising/best practices for the implementation of the Busy generation package for the 6 & 7th grades in rural areas

Relations with district and provincial education directorates were very strong, and the project was complemented on its approach by all government officers consulted, as demonstrated in the diplomas of honour awarded to CARE in 2010 and 2011. Regular meetings at district and provincial levels involving teacher friends and school directors were especially useful, and could be usefully adapted across other projects. At national level the CARE national coordinator linked with MINED.

CONCLUSIONS AND RECOMMENDATIONS

The project has helped to break the silence over HIV/AIDS for many teachers, giving them the knowledge around HIV and AIDS to support pupils, specifically the peer educators, and the confidence to put that into practice. However, attitude change is less clear from the KAP surveys, although anecdotal evidence shows pockets of strong action and assertiveness on the part of pupils – particularly girls – teachers and other stakeholders.

The use of the PGB and PB packages varied across schools, with little consistent use in the classroom, and this could be worked on to begin to apply them in the classroom as they were meant to be used.

The project focus on girls has largely been achieved, however the focus on OVC is hidden; it has been addressed intuitively rather than in a measurable and measured way, which makes appraisal of achievement for a given proportion of OVC difficult. Likewise reduced dropout and improved school performance is difficult to attribute to the project in a measured way, since analysis can only be done with considerable disaggregation and consistent data collection, which was not sufficiently available. Many teachers operated a gender-sensitive approach in the past without labeling it as such, and without apparent awareness that this is what they were doing. Lack of self awareness (*'I know that I know'*), and the consequent sense of accountability, is still an issue for many schools, reducing the scope for assertive prevention of stereotyping. Increased ownership of the issues around gender and equality is needed in order to be able to argue that the drive to fight for children's rights has been institutionalised in schools.

The project approaches were highly relevant, and included basic sex education as a foundation to HIV/AIDS awareness raising. Methodologies, such as theatre, competitions and other large scale activities, encouraged a more serious and consistent response to the HIV threat, which established a foundation for changed attitudes, which although reported in focus groups, were not evident in the KAP feedback. The focus on OVC however, though highly relevant, was neglected; underplaying the public focus should not have reduced focus on outcomes and impacts.

The potential for scale up of the project is considerable, however care needs to be taken not to dilute intervention effectiveness; careful consideration of options is required to widen reach without reducing impact. Use of manuals, outlining the process of creation of girls clubs, peer educators and teacher friends, as well as the role and scope of the counseling corners within and beyond school, would go a long way to supporting short term and future sustainability and scale up. The early introduction of a withdrawal strategy would also support sustainability by, for example, ensuring from the start that equipment was locally available, monitoring methods were transferable and was continuity protected by adaptation of the norms to the local school environment.

The clear focus on girls has very successfully highlighted the importance of gender, but care needs to be taken to avoid that focus leading to discrimination by omitting to attend to the needs of boys to understand the importance of girl education.

Participation in the project has been very strong at all levels and the project staff achieved links in some schools with the school council, despite earlier removal of this key element from the target groups. Where school council members were involved, the project was clearly stronger, and school councils need to be at the centre of future projects to ensure accountability and facilitate action. The director too needs to be completely committed to the project; without this commitment, progress in an individual school is in doubtful.

Partnerships beyond schools were mainly with other CARE projects (where synergies were found with the CARE Mais Vida project and, for the income generation skills development, with AC and SEED) and with the district and provincial education directorates. Partnership is important at local political levels also, especially in rural areas, where local leaders can make or break an initiative. The lack of partnership with SAAJ was a considerable loss to the project's scope for changing behaviours.

The report recommends that advocacy is increased to include building evidence to show that access to (distance) secondary education is required to honour the rights of children to fulfil their education potential; building evidence that both the adapted PGB and the PB are suitable for use in primary schools; building evidence for the open inclusion of some elements of sex education at primary school level; production of a manual as a tool for replication and rollout of the methodology.

It is recommended that future education and HIV/AIDS projects devise tools that involve the children themselves more, and enable measurement of impact and effectiveness on the lives and behaviours of OVC in particular; raise the profile of teacher training in the Code of Conduct and HIV/AIDS Workplace Policy as foundations to behaviour change; include income generation skills development as a tool for retention as an integral project pillar.

Monitoring and evaluation systems and support should be in place to enable responsive and relevant tools to work towards project objectives, including prioritizing the parameters and access to data around issues and the reasons behind trends such as dropout; ensure access to data for non-project and project schools alike to facilitate comparison and disaggregation by key target groups as well as across districts and province.

The school council should be a key target group at the centre of the project to ensure ownership and local accountability; and the director should be targeted as a crucial element upon which work by the project in the school in question is contingent.

An exit strategy should be in place and consistently operational from the start of the project, including mechanisms adapted as soon as possible for the local school context, such as replacement programme for grade 7 graduate peer educators, and creation of a role for peer educators in the community; establish criteria for continual measurement of potential for sustainability in each intervention school, to enable timely project adjustment against reduced impact by non-responsiveness of schools.

1 BACKGROUND AND INTRODUCTION

The Patsy Collins Trust Fund Initiative (PCTFI) Ku Kula Kuatsi project implemented by CARE Mozambique was one of two pilot projects focusing on education and HIV/AIDS. The other project was Izere, implemented by CARE Burundi. The Ku Kula Kuatsi (KKK) project, which means growing well in the local language, ran from 2008 to the beginning of 2012. The situational analysis and baseline study prior to project implementation confirmed that the school network was inadequate, providing only limited primary school access, especially in rural areas, and minimal secondary school access for the majority of grade 7 graduates. This de-motivated students and teachers, inhibiting the teaching and learning process, and contributing to poor quality of education. The barriers to education access and retention are expressed through dropout and non-enrolment into EP2, especially by girls; the reasons for dropout varied between boys and girls, with a key difference being that boys tended to choose to leave school for economic reasons, whereas girls left because of “systematic human rights violations (pregnancies, overburdening of domestic chores, sexual harassment and abuse, as well as other forms of abuse)”¹. The level of community involvement in conflict resolution to defend the rights of girls also varied.

The Situational Analysis concluded that there were significant barriers to access and retention; that vulnerability of girls to HIV/AIDS was due in part to limited information access, and low level of general knowledge around HIV and AIDS; that levels of absenteeism and knowledge of HIV/AIDS among teachers was relatively high. From these observations, the situational analysis concluded that the Ku Kula Kuatsi integrated and multifaceted intervention was highly appropriate.

In the school year of 2008, the District of Vilanculos had 68 primary schools, of which 17 were complete primary schools (EPCs, which cover primary education to grade 7). The 68 primary schools had a total of 33,531 students of which 16,824 were girls, and 559 teachers, of which 271 were women.

At project end there were 41 EPCs, in a total of 18 ZIPs (Zones of Pedagogical Influence) in the district. The ZIP is the school cluster mechanism. The strategy for ZIP organisation at national level is for the number of schools, and distances between schools, to be reduced. This has resulted in the number of ZIPs almost doubling nationally over recent years, and distances reducing, however the problem locally has not been resolved, since in the district of Vilankulo, there can still be 25km between schools in a ZIP.

In reflecting that the objectives and reach of the project were broader and further than resources could stretch, and the focus required drawing further into education, the project was restructured during the first half of 2009. The new KKK global objective was ***To contribute to the retention, learning and prevention of HIV/AIDS within girls in 12 Comprehensive Primary Schools of Vilankulo District by 2012.***

¹ Situational Analysis 2008

The specific objectives and the expected results related to them are outlined in Table 01 below. There are two versions of the specific objectives; the first (*) are taken from the half yearly reports, and do not completely match the overall objective which focuses on girls, whereas the specific objectives, nº 1, for example, specifies both girls and boys. The second (**) specific objectives are taken from the redrafted logframe, and reflect more accurately the overall objective. It is with these therefore that the report works, rather than those to which the half yearly reporting worked.

The disconnect between the logframe and the reporting is unexplained and has undermined the reporting process.

OBJECTIVE	EXPECTED RESULTS
<p><i>Reduce boys and girls' vulnerability in schools particularly to HIV infection*</i> (Girls have increased self-esteem, capacity and knowledge and make safer decisions about issues related to their reproductive and sexual health and education**.)</p>	R1.1: Girls and OVC have acquired knowledge on sexual and reproductive health and HIV prevention (based on the basic package and Biz Generation curriculum)
	R1.2: Peer Educators (PE's) and Friendly Teachers support peer learning and support, girl clubs, dialogues across schools [and other school and community initiatives in line with the GoM Peer Education strategy (Basic Package and/or Busy Generation)].
	R1.3: Girls clubs are established and functional [at 12 schools].
	R1.4 OVC and especially girls demonstrate increased retention and educational performance
<p><i>Strengthen teachers to promote the establishment of a friendly school environment for vulnerable children *</i> (The school system (teachers, directors, school councils/PTA) have policies and practices that secure children's rights, reduce the risk and incidence of sexual abuse, violence, stigma and discrimination, and begin to be more gender and OVC sensitive**)</p>	R2.1: Teachers, school directors, school council members are knowledgeable about HIV & Aids, school workplace HIV/Aids policies and children's rights.
	R2.2-A Busy Generation Peer Education package + workplace policy implemented in 10 intervention schools
	R.2.2-B Busy Generation Peer Education package + Basic Package + Workplace Policy implemented in 2 intervention schools.
	R2.3 - A code of conduct for teachers and student, specifically safeguarding against sexual abuse and supporting non-discrimination in the schools, is adhered to in the 12 intervention schools.
<p><i>Strengthen girls and boys protections at school, especially the most vulnerable*.</i> (Recommendations are made to the GoM on emerging promising/best practices for the implementation of the Busy generation package for the 6 & 7th grades in rural areas (ref. also to R2.2A and R2.2B)**)</p>	REF R2.2A and R2.2B

Table 01: Project objectives and expected results

Whereas the baseline study reported that the Pacote Básico was being introduced in all schools in Vilankulo district in the 2010 academic year, it was reported by the provincial education directorate that the roll-out to schools actually took place only in 2011, in the year the project closed. The project therefore was working with tools not yet in schools as a whole; liaison and partnership with the SDEJT on introducing the Basic Package was also therefore outside the district's implementation plan to some degree. This gave the project the opportunity to build evidence to advocate for good practice in HIV/AIDS education in and outside the classroom prior to the local authority including the Pacote Básico on its formal agenda.

2 EVALUATION OBJECTIVES

The evaluation of the Ku Kula Kuatsi Education and HIV/AIDS project is one pillar of this PCTFI pilot project evaluation. The evaluation objectives related to the Ku Kula Kuatsi project are

- To document the extent to which the project's intended results were achieved.
- To assess the extent to which the project contributed to the CO's long-term program strategy/program approach
- To assess the project's impacts and outcomes.
- To assess and document effective practices exhibited through the PCTFI pilot, and identify opportunities for future interventions within the same domain, in Mozambique.

Within the global evaluation objectives, the objective of the specific evaluation of the Mozambique Ku Kula Kuatsi/HIV/AIDS and Education project is to report key recommendations that include findings around:

- To what extent have the project goals and specific objectives been met, comparing actual results with the original, and revised, intentions of the project.
- To what extent do key stakeholders understand the situation of vulnerable adolescent girls.
- To what extent were project objectives and strategies relevant and appropriate to address the root causes of girls' marginalization and vulnerability?
- Opportunities for scale-up and greater impact for future programming
- To what extent have the results of the situational analysis been addressed
- How the initiative has helped to advance the program approach within the country
- To what extent are the project activities and the project impacts sustainable? Additionally, what recommendations can be made to enhance these two levels of sustainability?
- To what extent have the projects applied a gender sensitive approach, and how may impacts be different based on gender?
- To what extent were the project activities inclusive of, and created opportunities for meaningful participation throughout implementation
- To what extent has each project worked with partners (formal and non-formal) for implementation and advocacy purposes?

3 REPORT STRUCTURE

The findings are reported in terms of each of the three objectives, and in terms of each of the results for the objective in question. For objective 3, the results coincide with some of those for objective 2, and therefore this section focuses specifically on the relationship and progress in relation to government at all levels. There is a general section under each objective because project activity does not always fit naturally into one single objective or target one single result. The conclusions are presented in sections based on the criteria laid out in the evaluation objectives.

Since, unlike the 2011 KAP questionnaire, it is not clear which respondents were pupils and which were not from the 2008 KAP questionnaire data spreadsheet, analysis of change in knowledge and awareness of HIV/AIDS over the period of the project cannot be disaggregated by stakeholders and pupils. The information is therefore outlined below under general observations.

4 EVALUATION METHODOLOGY

Schools visited were selected as a cross section of the twelve project schools. The table 02 below shows the schools visited. Each of the six schools belonged to a different ZIP, and consideration was taken of the percentage of OVC, the proximity to Vilakulo the number of other partners the school has, and the general characteristics of the school, such as size and whether in the interior or along the road.

No	P. Administrativo	Localidade	Nome da ZIP	Nome da Escola	Caracterização												
					Nível Escolar	Outras ONG's	Distância (Km)	ALUNOS					PROFESSORES				
								COVs	Club Rap.	Meninos	Meninas	T	H	M	T		
01	M A P I N H A N E	BELANE	Chipanela	Chipanela	EPC	JAM	138	113	20	456	455	911	15	7	22		
02			Machaniça	Machaniça	EPC	CCS/JAM	90	138	20	286	277	563	8	4	12		
				Cheline	EPC	JAM	80	103	20	352	299	651	5	6	11		
03			M A P I N H A N E	BELANE	Chitetemane	Chitetemane	EPC	JAM	60	193	20	401	372	773	9	7	16
04					Magubul	Murrure	EPC	JAM	70	173	20	435	410	845	11	6	17
05						Chimite	EPC	JAM	68	69	20	205	171	376	5	2	7
06					Mulungo	Mulungo	EPC	JAM	44	72	20	360	316	676	4	3	7
07	Muábsa	Muábsa			EPC	JAM	92	11	20	114	96	210	13	2	15		
08	VILANKULO - SEDE	Vilankulo	Massungue	Massungue	EPC	JAM	20	55	20	204	198	402	2	5	7		
09			Chigamane	Chigamane	EPC	CCS, JAM	16	72	20	416	381	797	11	6	17		
10			Aeroporto	Caxane	EPC	CCS, JAM	8	23	20	219	239	458	5	7	12		
11			Vlk Sede	Faiquete	EPC	JAM	10	42	20	270	300	570	3	11	14		
12																	
Totais								1064	240	3718	3514	7232	91	66	157		

Table 02: Profile of project Ku Kula Kuatsi schools

Semi-structured interviews were also held with the Provincial Pedagogical Director and the health education, gender and HIV/AIDS Coordinator, and at the SDEJT, the district director and the gender and HIV/AIDS focal point. As well as education, it was important to gain feedback from other related units, and therefore it was intended to interview a representative of SAAJ (part of Health Services) however this proved not possible.

Since the project had already ended, only the project coordinator could be guaranteed to be available for interview, since he was retained for the purposes of the evaluation. At national level the Assistant Country Director, Programs was interviewed prior to the field visit.

A project end short KAP survey was undertaken in October 2011 with teachers and pupils. This brought a total of 25 teacher (of which 9 were women) and 27 pupil responses (of which 17 were girls), compared to 62 individual responses for the baseline study KAP survey². Whereas the original BLS KAP contained 48 questions of which 42 were closed questions, the October KAP consisted of 26 and 30 closed questions for pupils and teachers respectively, along with an additional three open questions for pupils and one for teachers. The closed questions can be divided into those eliciting knowledge and those focused on attitudes and behaviours. Not all questions for pupils and teachers were the same. The KAP questionnaires are at Annex O2 Comparison has therefore been limited to those questions common to both surveys, and where possible is disaggregated. Where possible comparison has been made across the period of the project, however, the coding of the data on the original baseline study database is not always clear, and it is not possible to disaggregate by teacher/pupil, and any comparison is by necessity general, although disaggregation by gender is possible, having deciphered the coding system for gender, if not for category of respondent. Since the evaluation was undertaken after project closure, and the database was available only at the end of the field visit, when the project manager position ended, clarifications on the raw data entries were not possible.

There were constraints on the evaluation methodology, namely that:

- The project had already closed; only one member of the project team was available to participate in the evaluation process; this created a lot of pressure on the process, and on that one member of staff (the program manager);
- The field visit was curtailed by cyclone Giovanni which was headed towards Vilankulo to hit over the planned first two days of the field visit; the original plan was to use the first two days reviewing KAP survey data, the baseline data being available in semi-processed form, and the later surveys only in raw data form. This was resolved by transferring the data analysis to the end of the field visit, which although it meant that the workshop could not take account of the quantitative data in detail, the curtailed field trip did not compromise the quality of work, though it required a short extension for submission of the draft report;
- There were no means to undertake a final KAP, partly because the project had closed, and partly because the human resources available locally to undertake such a survey required considerable training, and would not have been practicable in the

² The data from the baseline KAP was available mostly in raw data format, and the coding was not available. It has not therefore been possible to disaggregate by gender or by teacher/pupil for comparison of the October survey with the original KAP

time scale available. This was mitigated somewhat by using the results from the mini KAP survey undertaken in October 2011 across six of the twelve project schools to make comparisons with baseline results. The numbers surveyed in the last months of the project are not sufficient to draw firm conclusions although they can be used in supporting other findings, and in raising questions for further investigation.

- The Provincial Education Directorate was unable to be represented at the workshop held at the end of the evaluation field visit, due to changes in top personnel which prevented any member of the directorate being released to attend.

The evaluation field visit took place in the new academic year after the project had closed. Usually, a final evaluation would take place in the last months of the project implementation, in which case beneficiaries and stakeholders would still be undertaking supported activities. In this evaluation, any activities being undertaken would have been from within the school's own resources and initiative. This was therefore a good opportunity to begin to measure (short term) sustainability and ownership of practices installed through the project.

The evaluation also benefited, as did the project, from the strong awareness of the project at DPEC level because the DDP had been the District Director of Education prior to the current incumbent.

5 PROJECT IN PRACTICE

The Ku Kula Kuatsi project targeted the Young and Adolescent Girls impact group established by CARE Mozambique, the other two programmes being female heads of households and under 5 year olds. KKK worked in synergy with other CARE projects in relation to income generation and support to school production activities, however it was the only project working in the young and adolescent girl programme, and once it was closed there were no other current activities working for this impact group through which the project's learning and knowledge could be captured and used.

The main activities of the project were based within the EPC schools, in the training of peer educators (PE's), the support to them through training teachers as teacher friends (to support PE's in their activities and with knowledge around HIV and AIDS and Sexual and reproductive health), the creation of girls' clubs and the building of counseling corners. These four project pillars provided the foundation for events such as debates, theatre, sport and culture, exchanges and income generation activities for girls.

The original plan to cover 16 schools, representing the range of urban, rural and along the road schools, was adjusted in negotiation with the provincial and district education authorities. Schools were selected by the number of dropouts and on the condition that they had not already had other partnerships, such as with FDC, which was working on HIV/AIDS in schools in the area up to the time the Ku Kula Kuatsi project started.

The original plan to work closely with School Councils (CEs), as the principle governing body of the school, was also changed on the instruction of the DPEC at project start-up. This meant that it was not possible to harness the potential of a key stakeholder body, undermining the project's scope for influence and change.

The CARE health and HIV coordinator at national level supported the work of the project until the post was dissolved in 2010; this left the project with no sectoral support other than from other projects, such as Mais Vida, which worked concurrently on HIV/AIDS prevention and mitigation in Inhambane. There was also no Monitoring and Evaluation specialist to support the project. M&E was developed internally in the light of the support provided from CARE USA in project redesign. Indicators were set, but targets were not established based on the baseline data. The original project document was in Portuguese, but the redesigned project remained in English until the project manager translated it.

The Geração Biz Package (PGB) was applied in the project schools through girls' clubs and through peer education activities; the model, which covers all aspects of PGB also involves activities with the SAAJ; however this was not practical for the primary schools in the project, since the SAAJ is only present in Vilankulo and not in the health centres as originally expected; since the nearest school is 10km away from the town of Vilankulo, and the furthest is 150km away, the strategy to direct pupils to the SAAJ proved impractical.

Vilankulo has a beautiful new hospital, recently opened and staffed, but there is often limited or no medication available. Local health centres also lack medication and are sometimes distant from the school, depriving the pupils and their families of the means to respond to illness or take preventative action. The lack of available medication and access means that the project's strategy for PE's to refer individuals to these services was further undermined.

The project also had work in the context of the limited opportunities faced by children completing their primary education; the distance to a secondary school from many of the EPCs is prohibitive – distances of 10+km from a school that the pupil has already travelled 7km to reach, makes the prospect of education beyond 7th grade well nigh impossible for many. Distance education has been introduced in Mozambique, but selected secondary schools are designated as centres of support, and therefore there is no automatic access to this as an option for the children graduating to 8th grade; this would widen the scope for access beyond primary education however, and would give opportunities to those children who currently avoid the dangers of inactivity by returning to primary school to repeat grade 7.

Although the DPEC selected schools not already receiving support to be part of the project, other NGOs working in education coincided at times with the KKK project – the Italian CCS NGO for example, worked in two of the KKK project schools, Machanisse and Massungue, but with younger children; JAM also works in some of the project schools. The activities of these NGOs are different though complementary. CCS for example has built school rooms and latrines, and works with younger children to generate their participation and confidence. It was not possible to identify whether, in the light of this earlier intervention by CCS, the children are quicker to take on the role of PE, and it would have been useful to make an analysis of whether complementary interventions do indeed create synergies that pay dividends for the children who participate in them. This should have informed the strategies used by the project in schools where pupils have benefited from earlier support that could influence the impact of project activities.

I was so impressed with the courage and openness of the sixteen year old girl who reported to the gathering that the teacher had made her pregnant. And with the response from the children and parents, who took this forward and ensured that the teacher was suspended and could no longer practise the profession of teacher.

Representative of CCS

The GoM (Government of Mozambique) planning cycle does not sit comfortably with the planning and funding cycle for INGOs, which are approved and implemented at relatively short notice. GoM on the other hand, works almost a year in advance³; ensuring that there is sufficient collaboration in planning activities to support education is therefore challenging. Both provincial and district education authorities reported that the project worked as well as possible in maximising the partnership with education, by working together in defining activities and calendars. In particular, the KKK project was contrasted with previous interventions in school, which were deemed to be weak on partnership with district and province. However, there were still instances of forward planning that could have been negotiated more thoroughly, the current evaluation being a case in point, where the period of notice given meant that not all those who could usefully have been interviewed were available.

6 GENERAL OBSERVATIONS

KNOWLEDGE DEVELOPMENT

Results of the KAP survey undertaken in October 2011 – which, unlike the 2008 questionnaires, could be disaggregated, since original returns were available – are presented in tables 03 and 04 below.

Direct comparison between the initial and the final KAP surveys is not possible, since the questions are not exactly the same, and the data analysis is not set out to allow comparison of results for the different groups. Comparison has been made wherever possible. There was no explanation as to how the questionnaire came to be modified.

Table 03 focuses on the questions eliciting knowledge around HIV and AIDS. There were 58 (7.8%) incorrect answers of a possible 744 (12 questions, each answered by 52 respondents). The most frequent incorrect responses were on two questions, namely “If you only have one sexual partner you cannot catch AIDS” and “If a pregnant mother is infected with HIV, the baby is born infected with HIV”, with 16 (30.77%) and 26 (50%) wrong answers respectively. The original 2008 KAP produced 46.77% incorrect answers for the second question, however there is no record that the first question was asked, therefore comparison is not possible. The percentage of wrong answers on the specific question has actually increased in the later KAP, though overall in 2008 there were 85 wrong answers of a possible 620 correct answers (ten questions each answered by 62 respondents), giving an rate of 13.7% incorrect responses. This shows that overall knowledge had increased by

³ Government annual plans are in place and confirmed in May for the following calendar year.

6.9%, although it must again be stressed that the numbers interviewed were limited and therefore cannot be assumed to be properly representative the whole population.

In contrast to the 2008 survey, in which no knowledge questions were answered 100% correctly by any group, in the later survey, 4 questions were answered 100% correctly, and eight questions with no incorrect response from girl pupils.

2011 KAP SURVEY	girl pupils			boy pupils			female teachers			male teachers		
	agree	disagree	don't know	agree	disagree	don't know	agree	disagree	don't know	agree	disagree	don't know
AIDS was caused by the polio vaccine	0	16	1	0	10	0	0	8	1	0	15	1
condoms are infected with the AIDS virus	0	15	2	0	10	0	0	7	2	0	15	1
If you only have one sexual partner you cannot catch AIDS	8	9	0	3	7	0	1	7	1	4	11	1
You can catch AIDS by simply sharing a plate with someone infected with the virus	1	16	0	1	9	0	1	8	0	0	16	0
If a pregnant mother is infected with HIV, the baby is born infected with HIV	9	5	3	6	3	1	3	4	2	8	7	1
You can catch HIV through a mosquito bite	2	14	1	0	10	0	0	9	0	2	14	0
You can become infected by eating food prepared by someone infected by HIV	0	16	1	0	10	0	0	9	0	0	16	0
Children who are infected with HIV can transmit the virus to other children in school if they share the same latrine and don't wash their hands	0	17	0	2	8	0	0	9	0	0	16	0
if you kiss someone on the mouth who is infected with HIV, you also can become infected with HIV	0	17	0	2	8	0	1	6	2	0	16	0
If someone is infected with HIV they can be cured by the curandeiro	0	17	0	0	10	0	0	9	0	0	15	1
If you practise sports or socialise with someone who is infected with HIV, you can become infected with HIV	0	16	1	0	10	0	1	7	1	0	16	0
If you care for someone in your family who is infected with HIV, it is likely that you will become infected	0	16	1	0	10	0	0	9	0	3	13	0

Table 03: Responses around knowledge questions on 2011 KAP survey, disaggregated by gender and pupil/teacher

Table 04 covers the questions eliciting attitudes and behaviours. Of the total number of 416 possible correct responses for the attitude questions in 2011 (52 respondents by 8 questions), 336, or 80.77% responded correctly (that is with openness to people living with HIV/AIDS and understanding of primary schoolgirls who had become pregnant). The 2008 survey, which asked all bar two of the same attitude questions produced a 80.91% (301 correct answers of a possible total of 372 correct answers). The level of change therefore has not changed significantly, at least with regard to the attitude/practice questions of the KAP survey.

KAP SURVEY 2011													KAP SURVEY 2008					
ATTITUDE QUESTIONS	girl pupils			boy pupils			female teachers			male teachers			female			male		
	agree	disagree	don't know	agree	disagree	don't know	agree	disagree	don't know	agree	disagree	don't know	agree	disagree	don't know	agree	disagree	don't know
A pregnant girl can go to school	6	10	1	2	8	0	8	0	1	7	7	2						
A pregnant girl can go back to school after the baby is born	15	2	0	8	2	0	7	1	1	16	0	0	31	2	0	29	0	0
It's ok for teachers to have sexual relations with students	0	17	0	0	10	0												
People infected with HIV should be allowed to go to church / the mosque	16	1	0	10	0	0	7	2	0	16	0	0	20	7	6	26	1	2
A teacher who has AIDS should be allowed to continue to teach	15	1	1	8	2	0	8	1	0	14	2	0	21	7	5	22	3	4
If a teacher has sex with a pupil (Teacher q'naireonly: in primary school), the teacher should always be denounced and punished	16	1	0	9	1	0	7	0	1	13	3	0	30	3	0	21	3	5
children living with HIV have the right to go to school	17	0	0	9	0	1	9	0	0	16	0	0	23	7	3	26	1	2
students living with people infected with HIV should be allowed to sit with other students in the school	17	0	0	9	1	0	9	0	0	15	1	0	26	4	3	26	2	1

Table 04: Responses around attitude/behaviour questions on 2011 KAP survey, disaggregated by gender and pupil/teacher

The collated data shows a degree of change in knowledge, but little change – in fact a slightly negative change – in behaviours and attitudes. Again, these data have to be taken as possible indicators only, since the numbers are not sufficient to be able to extrapolate tendencies across stakeholder and beneficiary groups.

STAKEHOLDER RESPONSIVENESS

As with many projects in Mozambique, there is a tendency for stakeholders to become anxious at the project end, lacking the confidence, or possibly the will, to continue without external support. This disguises the real potential for sustainability; whereas some activities clearly require external support, with adequate preparation and a little imagination, others can be continued.

While some schools have equipment, provided by the project, there is doubt for many stakeholders as to the possibility of a continuation of activities after the project end, raising the common expectation of remuneration for those who support educational activity: ***“there is always a question of how to pay the person who helps”***. The constraint of expectation of payment for activities on the part of school council members was debated at the evaluation workshop, with eventual consensus that this problem had been largely overcome. As with many projects also, there is a hope for something tangible – the KKK project has been seen as a success by DPEC not least because there is the tangible evidence of counseling corners, which are physical spaces built and equipped by the project, which can continue to be used after CARE has withdrawn.

There is a significant challenge to continuing the practice established during the project. In all schools, the numbers of teacher friends and peer educators had diminished with the graduation of grade 7 pupils and teacher transfers. With the exception of Chimite EPC, the school year was felt to be still too new to have trained and installed new PEs, although all schools reported that they would be trained ‘soon’. The pressures of the new academic year had already delayed training of new PEs, and five weeks into the school year the need to maintain the interest of the children in both peer education and girls’ club activities through early action to regenerate the programme had still not been met⁴.

Progress in schools varied – it was both reported by the project coordinator, and it was observed, that Chigamane school showed the weakest progress. The difficulties faced (lack of activity and events, lack of consistency of information) had been reported to the local education authority (SDEJT). Other organisations also reported experiencing difficulties, and activities generally appeared to be at a minimum in the school. Teacher Friends had been replaced but improvements were not evident. In visiting the school, the apparent lack of consistency and action was confirmed by the conflicting information available from different groups – pupils, teachers and director. For example, the children reported two pregnancies in the previous year; the director reported that there were none; and the teachers reported that one girl in 7th grade had become pregnant. However, all reported that the girl(s) stayed in school and completed the year. That the project was not able to work with the CE as a key change agent worked against addressing the issues in the school and ensuring accurate information collection.

⁴ The school year in 2012 started on 16th January, although in many schools across Mozambique the launch of the academic year is hampered by logistics; for example in one school one of the girls’ club teachers had not yet returned to school.

While the project activities were not always taken on board wholeheartedly, on the other hand, other schools outside the project requested intervention when they saw the activities being undertaken. Greater return on investment might have been achieved if these schools had had the opportunity to learn and apply the techniques used in the project.

Aside from the general concern as to possible continuation of activities, most of the teachers responding to the closed questionnaire rated the project as excellent or good in terms of support to girls. The chart 01 below shows the distribution by percentage and by number of the rating given by teachers.

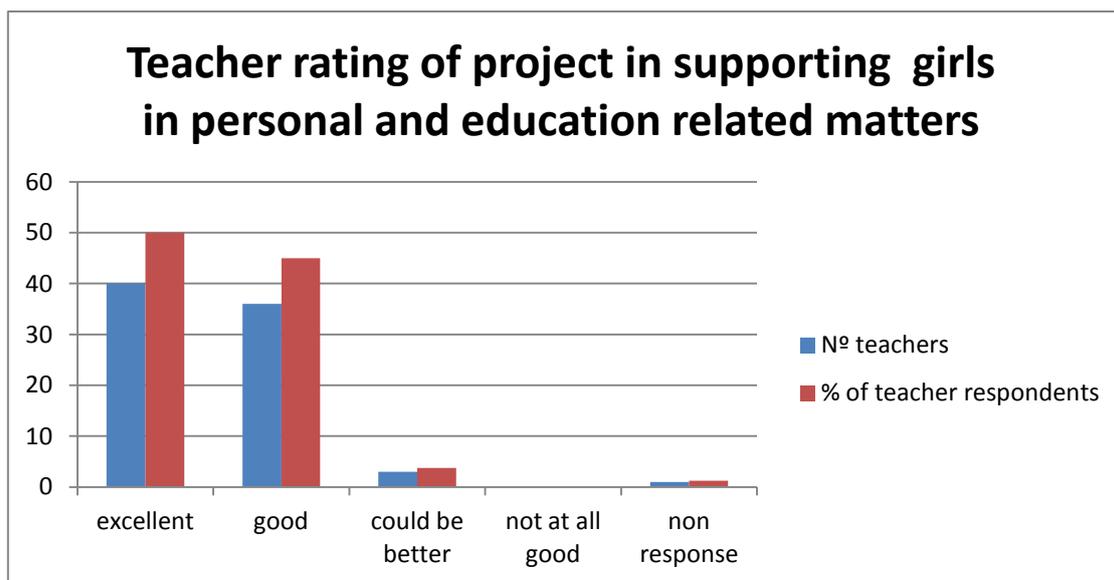


Chart 01: teacher rating of project Ku Kula Kuatsi in terms of supporting girls

7 OBJECTIVE 1: Girls have increased self-esteem, capacity and knowledge and make safer decisions about issues related to their reproductive and sexual health and education

In line with the project redesign, analysis focuses on the objective as outlined in the revised logframe, and not according to the half yearly reports.

GENERAL OBSERVATIONS: PROVISION OF COUNSELLING CORNERS

Counselling corners (*cantos de aconselhamento*) were built in 9 of the 12 schools; finance dictated that not all schools could have the corners built, and the criteria for which of the schools would have these included the logistics – construction in the interior was more expensive – and the level of participation and responsiveness to project activities. According to teachers and directors, having the physical space for storage of materials, and for peer educators and girls’ clubs to operate meant that the subject was kept at the front of people’s minds, providing a focus for continued raising of awareness around HIV and AIDS. In some schools, the corner was timetabled, so that at given times of the week, the PEs were allocated time there, or the girls club used the corner for their meetings; at other times the corner was used for children to study. Common to all schools with a built counseling corner was that the PEs and girls clubs used the space for spreading information and

supporting other children with information around sexuality and life challenges, and they were also used for community consultation. The physical space, far from adding to vulnerability, a concern expressed by the donor, lent authority to the children's roles. Peer educators and girl club members enjoyed the kudos of having a space to work, and valued the responsibility they had been given.

A stock of condoms made available by the project was kept securely somewhere in the counseling corner for distribution to members of the community, or in exceptional cases to individual adolescents on the basis that **'to talk about abstinence to an 18 year old is to hit against stone'** (KKK programme manager). The thinking behind the decision of whether to distribute condoms is confused; concern raised by the donor at the project redesign led to the apparent removal of this as a strategy, but the 2011 funding provided for income generation skills development and IEC distribution once again indicated condom distribution as a strategy. The project was therefore working with internal contradiction, which undermined the consistency of messaging to stakeholders and pupils.

Teachers and directors were concerned at the lack of a counseling corner in the three schools. Arguments in favour of the need for such a building in all schools included that **'when someone is talking confidentially, it needs to be clear, and having the space for this makes this clear'** (school director); and **'a designated space is needed to keep the materials and to keep the subject open and talked about'** (KKK project school teacher).

"The children like the counseling corners; they like a special place to go, and when they go there, then they start to learn about HIV and AIDS. They come because they like the place, and then they get interested in the information! Very few go to the canto because they need help. We teachers tend to identify the children who need help – we can see that not all is well with them – and gently direct them towards the canto."
Teacher Friend Chipanela EPC

All the schools visited except for Chigamane, had a built counselling corner, and the IEC materials in all except Faiquete – where the shelves were full of an obviously complete and unused collection – were clearly already being used.

GENERAL OBSERVATIONS: PERCEPTIONS INFLUENCING GIRLS' SELF-ESTEEM AND LEARNING

The perception of others about girls' educational capacity and opportunity influences their self-perception. The October KAP survey included questions of views of pupils and teachers around girl and boy educational opportunity and self perception. The charts 02 and 03 show the response rates for pupils and teachers respectively. While for most of the questions response rates are similar, for example both pupils and teachers believe that girls have a greater work load at home that interferes with school work, of those teachers who felt that there was more participation by one sex than the other, more (28% against 20%) felt that more boys participate in lessons than girls, whereas the pupils thought the opposite (29.6% girls compared to 18.5% boys). The majority of both teachers and pupils however thought that both boys and girls participated equally in lessons. More teachers (52%) thought that both boys and girls were interested in school, with 40% thinking that boys had more interest in school, whereas more pupils (51.9%) thought that it was the girls who showed more interest in school, compared with 29.6% who thought it was the boys who showed more interest.

More pupils (40.7%) responded that girls were more intelligent, followed by 37% who said both boys and girls were equally intelligent in comparison 56% of teachers said both boys and girls were equally intelligent, and 28% that boys were more intelligent. 72% of teachers believed that both boys and girls could expect financial support from their family for their future, compared to 63% of pupils who believed that boys who could have this greater expectation.

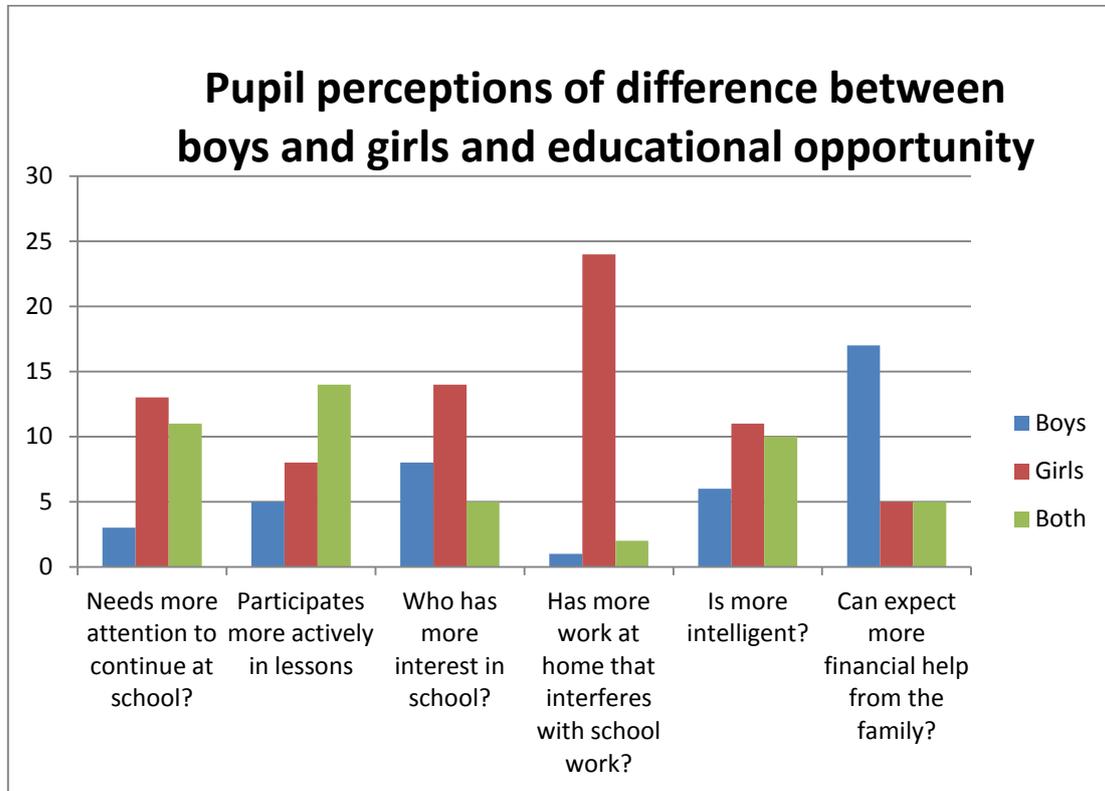


Chart 02: Pupil perceptions of difference between educational opportunity for girls and boys

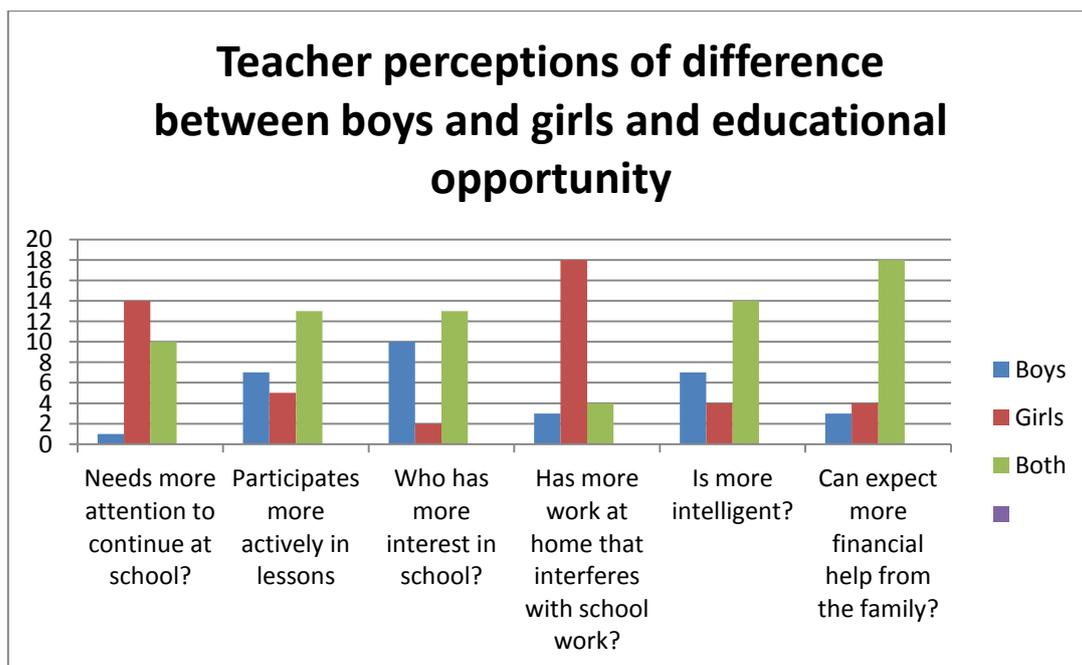


Chart 03: Teacher perceptions of difference between educational opportunity for girls and boys

In comparison to the original KAP, which cannot be disaggregated between teachers and pupils responses, the more common perception that girls are burdened with more work at home than boys did not change. Similarly, slightly fewer respondents felt that girls were more interested in school than boys in both the original and later surveys (29% in 2008, compared to 30.8% in 2011). In both 2008 and 2011, the survey showed that most respondents felt that both boys and girls participated in lessons (48.4% and 5.9% respectively), but the earlier survey showed that more respondents (32.3%) thought that boys participated more, in comparison to 19.4% who thought that girls took more part in lessons. In comparison, in 2011, a slightly higher percentage (25%) thought that girls participated more, compared to 23.1% who thought boys took more part in lessons.

7.1 RESULT 1.1: Girls and OVC have acquired knowledge on sexual and reproductive health and HIV prevention (based on the basic package and Biz Generation curriculum)

In most schools the girls did not know about their bodily development from the home, and only learned about puberty once their first menstruation had begun, when they were often kept away from school for the initiation rites undertaken at the onset of menstruation. Parents were generally happy for their children to be taught about HIV and AIDS and in most schools there was no issue around the sex education being taught either, because it was not labeled sex education as such but was all related to HIV and AIDS. There was no evidence that the project had addressed initiation rites as an issue. It was understood by the project manager that initiation rites in the Vilankulo area were not particularly designed for sexual debut, but more a celebration of a girl's reaching puberty *per se*. This view was supported by the teachers interviewed, although more investigation is required to confirm this perspective.

“In the past, the mother would come to the school to tell the teachers that their daughter would be off school for a week, because she had started her periods. There would be an initiation rite, which is mostly about celebrating their daughter's arrival at womanhood. There would be no problem with the girl returning to school afterwards, just a week away and then back to school. But for the girl, it could be a strange experience as she would have no ideas about what was happening to her body. Now we teach the girls beforehand, and they are prepared.”

Teacher friend Chipanela EPC

In all the schools visited, the children and stakeholders reported increased knowledge around HIV prevention, and sexual and reproductive health. This supports the findings of the latest KAP survey, which although it did not reach numbers equal to that of the baseline study, nevertheless indicates increased knowledge around HIV and AIDS.

In all cases, pupils reported that unwanted pregnancy was not due to careless or knowingly risky behaviour but to lack of knowledge. Children simply did not know that sexual intercourse led to pregnancy. This very basic gap in their knowledge means that basic sex education could make a profound difference to the child's attitude to their physical and emotional development. Children and teachers interviewed argued strongly that unwanted pregnancies had diminished, giving the main reason that the lack of knowledge that sexual intercourse led to pregnancy had been addressed in the training; availability of contraceptives/condoms was not given as a reason for reduced pregnancy. The statistics collected by the project over the four years support this view. Table 04, taken from the project final report, shows the rate of decrease over the four years. It does not however show comparison with other schools not taking part in the project, and it would be

useful to see in what way any change in pregnancy rate in project schools differed, or not, from other schools in the district.

Other sexual and reproduction health (SRH) education was not evident, except in the context of HIV and AIDS. There was no evidence that the foundation blocks for SRH education had been introduced in any formal or consistent way, the focus being almost entirely on HIV and AIDS aside from the focus on reducing schoolgirl pregnancy.

N°	School	Number of pregnancies per year											
		2008			2009			2010			2011		
		N° Girl	Pregnan- cy	%	N° Girl	Pregnan- cy	%	N° Girl	Pregnan- cy	%	N° Girl	Pregnan- cy	%
1	Caxane	36	0	0,0	72	2	2.8	92	1	1.1	80	1	1.3
2	Chigamane	76	1	1.3	82	0	0,0	83	0	0,0	55	0	0,0
3	Massungue	32	1	3.1	36	0	0,0	42	0	0,0	15	1	6.7
4	Faiquete	35	0	0	36	2	5.6	59	0	0,0	51	0	0,0
5	Mulungo	31	3	9.7	39	2	5.1	39	0	0,0	45	0	0,0
6	Cheline	21	0	0,0	23	0	0,0	39	2	5.1	49	0	0,0
7	Muabsa	23	1	4.3	22	0	0,0	28	0	0	24	0	0,0
8	Chitetemane	95	0	0,0	124	3	2.4	148	0	0	110	0	0,0
9	Murrure	72	2	2.8	67	1	1.5	72	2	2.8	76	1	1.3
10	Chimite	39	0	0,0	76	0	0,0	74	0	0,0	90	1	1.1
11	Machaniça	66	3	4.5	89	0	0,0	95	0	0,0	97	0	0,0
12	Chipanela	93	3	3.2	118	0	0,0	135	1	0.7	89	0	0,0
	Total	619	13	2.1	784	10	1.3	906	06	0.7	851	04	0.4

Table 04: Pregnancy rates in project schools over the life of the project

In all schools both teachers and pupils reported that parents did not know about other HIV/AIDS risks, such as the dangers of re-using razors and cutting tools, only about risks around sexual behaviours. While all children readily reported that they and their parents had learned this, many of them found it more difficult to explain what their mothers (usually mothers rather than fathers) now did for example with used razors; many reported that they threw them away rather than using them again, some that they buried them. On enquiring further and with encouragement, pupils then reported that cutting tools had to be boiled to sterilise them. Some of the PEs and girl club members clearly recalled verbatim some of the teaching they had received, rather than putting it into their own words. In two of the schools in contrast (Chimite and Mulungo), the children explained readily that cutting tools had to be sterilised by boiling and this was what their mothers now did as a matter of course. It appears from this, that for some, while some of the learning has been assimilated, it is not thoroughly absorbed into daily application, or that the children could not readily verbalise what they knew.

7.2 RESULT 1.2: Peer Educators and Friendly Teachers support peer learning and support, girl clubs, dialogues across schools [and other school and community initiatives in line with the GoM Peer Education strategy (Basic Package and/or Busy Generation)].

“As a [peer educator] other pupils have talked to me and asked advice; one girl came and asked about what she should do – her mother had got angry and told her she had to leave the home. She wanted to know what she should do; should she leave to what she could do. We always recommend that if someone’s mother is angry and says something like that, and it happens sometimes, the girls should sit down and try to open a conversation with her mother. Usually the problem can be solved and the girl doesn’t have to leave home.”

Peer educator Chipanela EPC

All the schools visited had a selection of PEs who were still active, although numbers were generally depleted because grade 7 pupils had graduated at the end of the previous academic year, and replacements had not yet been selected. Discussion with directors and teachers at the evaluation workshop confirmed that the schools felt that the criteria laid down by the project – that is, the number of PEs operating, the timing of training, number of girl club members, number of teacher friends, - were set and there was to be no departure from these criteria: ***“If we train the peer educators in the middle of the year, that will mean we have too many”*** (teacher friend, at the evaluation workshop). In most schools PEs were confined to grades 6 and 7, leaving numbers reduced at the end of the academic year.

Peer educator is identified in the project as a pupil aged between 12 and 18. . However, in two of the six schools visited, there was an 11 year-old working as a PE, or ‘activista’ as they are often called in the school. In both

“The methods used with the peer educators are good – by participating, and following up the talk with activities like song and dance and discussion and games, the message sticks.”

SDEJT Director Vilankulo

these cases the children had already been working as PEs the year before. They were however well equipped to undertake the role of PE, within the confines of their own social and emotional development, and on verification, were selected because of their extraordinary ability to articulate and inspire their schoolmates, in addition to the criteria for selection as a PE, to be active and dynamic, with good communication skills. They were however, the exception.

72 teachers (90% of respondents on the teacher questionnaires) indicated that they knew what the PEs did. Chart 04 below shows the ratings given by these teachers with regard to the fulfilment of the role of peer educator.

“We are all teacher friends, it is our job. Once the teacher friends were trained, they came back to the school and taught all the other teachers. So now there are many teacher friends in the school. The special role of the teacher friends who have been chosen, is to monitor the activistas [peer educators], and to work on the action plan for the year. Our action plan is already done. We have trained up 8 activistas to replace the three who left at the end of 2011, and we have to select the three who will replace those.”

Teacher Friend, Chimite EPC

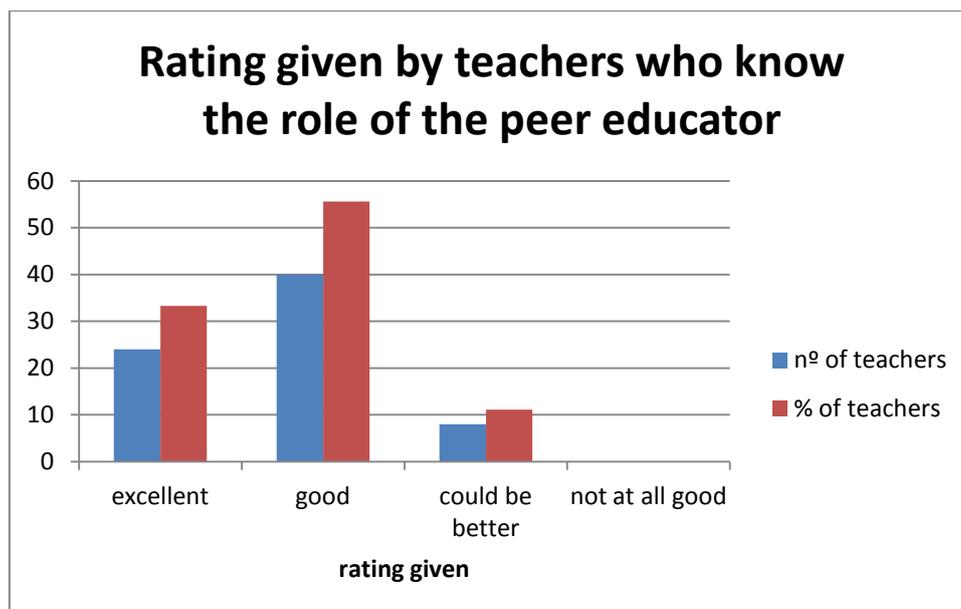


Chart 04: Ratings given by teachers with knowledge of the role of peer educator

The teacher friends used the Geração Biz manuals that were also used by the PEs to follow for both consistency and ideas for activities. There was no manual as such for the teacher friend, nor for the teacher modelo in managing the girls' clubs. While the information around HIV/AIDS and the activities of the PB and the PGB were available in the training notes, there was no package as such that could guide a school through the process of creating clubs and managing the peer education programme. This would be useful for providing provincial and district education authorities with a model to work to in programme extension to other schools in support of the roll out of the PB across district and province.

In both Chimite and Chitetemane, teachers reported that the role of teacher friend belonged in practice to all teachers, as they were all expected to put practice that role by virtue of their position as teacher, and not just in relation to the project. In Chitetemane in particular, teacher friends (supporting PEs) – teacher models (supporting girl clubs) – shared their role in practice **“the teacher friends and the model teachers work together as they all work as facilitators”**. The peer educators and club members reported without exception that the teacher friends and model teachers were very helpful, that they were confident, and their knowledge was enough to enable the children to fulfill their role competently.

Contrasted to this perspective of teacher friend as generic to the role of teacher, the teachers at three of the schools regarded the role of the teacher friend as mainly monitoring the completion of the 'ficha' (monitoring forms) which recorded the number of pupils and others consulting the PE or involved in project activities.

7.3 RESULT 1.3: Girls clubs are established and functional [at 12 schools].

Girls' increased knowledge and awareness was largely achieved through clubs, which were designed to be specifically for girls as well as the peer education process, which targeted both boys and girls.

Girls' clubs were established in all project schools, and girls regarded themselves as active members. In all except one school, Chipanela, where two 16 year old boys were members, the girls' club consisted of only girls. This departure from the assumed norm was related partly to the poultry rearing income generation project designed with the girls' club, but it prompts the question of how the need to raise awareness of boys is achieved when the focus is exclusively on creating clubs for girls in the other schools. In all schools visited except Chimite, the clubs had not yet been activated, and all discussion was around events and activities of previous years. In Chimite in contrast, both the girls' club and the PEs had been selected for the year. It was notable that in this school the children were vocal and confident, in contrast to most of the other schools, where they were less forthcoming in discussion. Chimite was characterized by a very strong, longstanding director and the unanimous understanding that *ALL* teachers were teacher friends, by virtue of facilitating children's education (only one other school, Chitetemane, held this view); and that an active school council was central to ensuring successful implementation of any innovation in the school.

Teachers' knowledge, as reported in the closed questionnaire, was strong with 76 (95%) aware that there was a club in the school, of whom 51 (67%) reported that they were involved in the club.

The teachers rated the clubs for the degree to which they responded to the needs of girls, how effective they were in raising awareness around HIV/AIDS and around girls' right to education. Chart 05 below indicates the distribution of responses around the effectiveness of the girls clubs across all teacher questionnaire respondents.

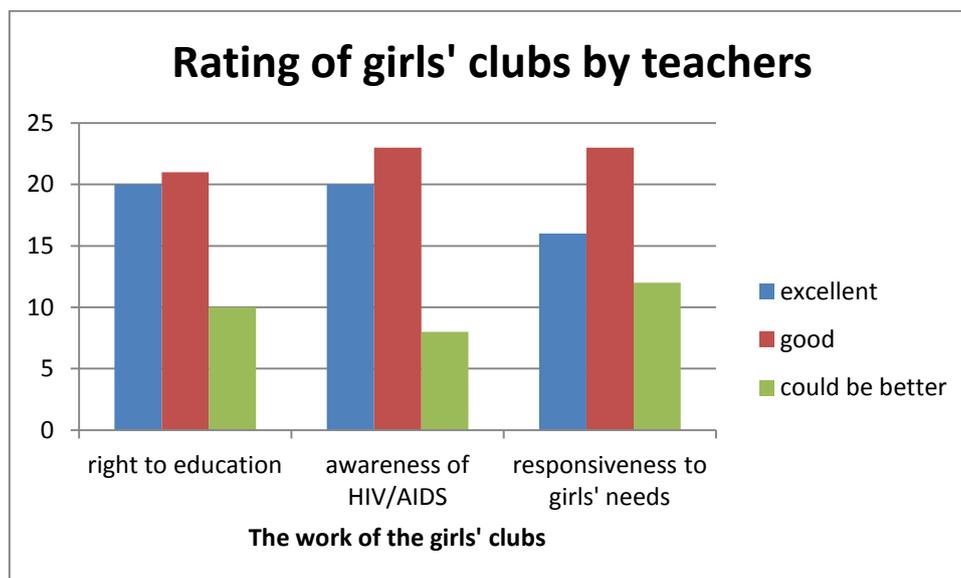


Chart 05: Ratings given by teachers to girls clubs

The project provided opportunities for exchanges between schools, especially designed to widen the perspective and create dialogue. Visits by girls to Vilankulo town also aimed to provide them with insights into the possibilities for the future. This was welcomed by pupils, teachers and parents alike, since the children were exposed to positive realities beyond their local experience, and gave them opportunities to express themselves outside their usual context. There was a concern expressed that the exchanges, being one of the richest sources of raising awareness and increased knowledge, were also most difficult to maintain without external support.

“Exchange visits are really important. They show us things that we could never know about if we stayed in our own place. When we visited Mulungo school, we found out that they are particularly worried about drugs, and then we looked into it, and found that there are drugs here too, so we want to tell people about the dangers of drugs; we have started to talk about this in the community.”

Peer educator, Chimite EPC

Some schools appear to have already installed girls’ activities prior to the development of the girls’ club. In Faiquete EPC for example, the girls already played football as a team, demonstrating that prior to the project, there was at least some awareness of equality of opportunity and gender equity. The project built upon this by providing football kits (shorts and shirts), ***“which made the girls so proud and even more keen to show off their football skills”*** (teacher model, Faiquete EPC). However, it has to be noted that there is evidence that earlier interventions by other actors, such as the already established girls’ football team, might have contributed at least equally to the apparent achievement of increased girl involvement and encouragement to continue education.

The director and the teachers had realised that focusing on grade 7 and even grade 6 meant that each year there was a problem with continuation since the experienced members graduated to secondary school. In all schools focus groups with girls club members included at least one or two grade 6 pupils, and some case more, and since there had not yet been a reconvening of the club, these pupils would have been members in grade 5. Mulungo actually included members from 3rd grade, since the focus group included grades 4 to 7.

Teachers reported that they knew their role as teacher friend / teacher model, and when a teacher had been transferred, another had been substituted. In some schools, new girls’ clubs teachers (called model teachers – professora modelo – in project terms) had been appointed. However, it was reported that the training of these new teachers could have been helped if there were a manual of the role for that teacher, to give support to the current teachers in ensuring that they were thorough in passing on the information needed to be a good model teacher.

Members of the girls’ clubs knew their role well, and generally saw it as similar but not the same as the PEs. In most cases *activistas* (peer educators) were not members of girls clubs, although there were exceptions, such as in Chitetemane where a new member (who joined in 2011) was both a member of the girls’ club and a PE. Girls’ clubs members had the role of raising awareness around HIV and AIDS and supporting safe behaviours.

In Cheline school, there were some workmen working on the installation of solar panels near to the school, and it was only with the report from girls in the Girls’ Club that it was discovered that the workmen had been sexually exploiting the older girls. This was taken up with both the company and the education authority, and the workmen and the company were taken to task. The two girls who had left the school to follow the workmen were reintegrated into the school, and the teachers and the Girls’ Club provided support to the two girls.

(project report, June 2011, and verified in Cheline EPC)

In the last year of the project, the girl club members also received training and support in income generating skills development, developed in partnership with the Thune Foundation grant. In all the schools visited, skills had been developed sufficiently to produce usable or saleable items.

In Chigamane the CARE AC project had recently (post project end) provided seedlings for the garden, and had trained the staff in their transplanting and care.

7.4 RESULT 1.4 OVC and especially girls demonstrate increased retention and educational performance

“Our girls, they don’t give up school now. We have lots of girls in school now; they reach the end of the year now. Before, they went to the 3rd or 4th grade and then left, and got married. Now they finish!”
Teacher modela Chimite EPC

Directors in particular felt that the project had produced visible results, not only in the form of the counseling corner building, but in the reduction of dropout and pregnancy. It was felt that all the elements had been installed at district level to facilitate a continuation, except for the logistical issues of transport and materials; knowledge however was no longer an issue.

In all the schools visited, there was a clear understanding that dropout had reduced and performance increased, with reduced schoolgirl pregnancy especially. The report at Chitetemane that there had been one pregnancy the year before and that it was a peer educator who had become pregnant, appears to beg the question of the adequacy of the programme there. However, on further investigation, the girl, who had been a very active and successful *activista*, had waited until after the exams, and had left only when the school year was over. While it is possible that this is a disappointment that undermines the success of the project, the implication is that she had made a considered decision, the pregnancy was a wanted one, and she had taken steps to ensure that she had completed her primary education first. This view was supported by the other members of the girls’ club, who felt that the *activista* had been very successful in her work, and had convinced others of the importance of planning and self-protection.

Much school dropout is not captured, since the official definition of dropout does not include non-matriculation, casual attendance or early dropout prior to the March statistical exercise (Kendall: Baseline Study, p24-25). There is no indication of whether the dropout statistics, which cover only the project schools, take account of this. The figures also do not disaggregate by grade or OVC, which limits the scope for identifying trends in the project target grades. All the above qualifications to the achievement of the project in influencing dropout serve to demonstrate just how difficult it is to measure a project’s contribution to reducing dropout. There is no evidence that the project undertook the baseline study recommendation to map the relationship between absence and dropout. Within the narrow definition of dropout, table 05 below shows that the level of dropout in 2011 compared to 2008, before project activities began, stood at 14%, a reduction of 13.4%, with each successive year of the project showing a decrease. Dropout by gender also decreased year on year for girls, but for boys, the percentage dropout increased very slightly (0.17%) in 2010. Analysis of the dropout rates for individual schools shows that for 5 of the 12 schools, the dropout rate actually increased in 2011 compared to 2010. In 2008 two schools, Mulungo and Chitetemane, had more girls than boys on roll, and three other schools registered a higher percentage of girls dropping out than boys. In 2011, three schools (including Mulungo, but not Chitetemane) had more girls than boys on roll, all of which, plus three others, had a greater percentage of girl dropouts than boys. Three of the twelve schools (Machanissa, Chigamane and Murrure) showed a progressive decrease over the four year between 2008 and 2011, compared to four schools (Cheline, Massungue, Faiquete and Caxane) where the dropout in 2011 was higher than in 2008. Such comparisons however do not take account of local context and circumstance, which further study of the figures shows to be required; there are years for certain schools that are particularly poor for retention, for example,

Caxane showed a consistent reduction in dropout for three years, but in 2011 the rate had shot up to 25% from a previous highest rate in 2008 of 14.9%; Massungue rate in 2011 was the highest of all schools in all project years at 61.3%. Further investigation is required to analyse the reasons for such exceptions. This could go some way then to supporting strategies to address these.

School	2008							2009							2010							2011						
	N° of Students			Drop out				N° of Students			Drop out				N° of Students			Drop out				N° of Students			Drop out			
	F	M	T	F	M	T	%	F	M	T	F	M	T	%	F	M	T	F	M	T	%	F	M	T	F	M	T	%
Cheline	21	26	47	5	2	7	14.9	23	24	47	4	2	6	12.8	39	47	86	3	1	4	4.7	49	51	100	5	18	23	23
Massungue	32	39	71	3	2	5	7	36	29	65	4	7	11	16.9	42	45	87	3	4	7	8	15	29	44	11	16	27	61.3
Faiquete	35	38	73	2	2	4	5.4	36	30	66	7	7	14	21.2	59	71	130	6	8	14	10.8	51	79	130	12	16	28	21.5
Machanissa	66	70	136	21	27	48	35.3	89	74	163	14	18	32	19.6	95	92	187	3	10	13	6.9	97	104	201	8	5	13	6.5
Muabsa	23	30	53	4	13	17	32.0	22	26	48	18	20	38	79	28	22	50	2	4	6	12	24	32	56	6	8	14	25
Chimite	39	55	94	8	16	24	25.5	76	104	180	7	4	11	6.1	74	109	183	5	11	16	8.7	90	132	222	5	6	11	4.9
Mulungo	31	18	49	12	14	26	53	39	31	70	10	17	27	38.5	39	31	70	16	20	36	51.4	45	32	77	25	14	39	50.6
Caxane	36	38	74	9	2	11	14.9	72	85	157	7	6	13	8.3	92	83	175	5	8	13	7.4	80	80	160	21	19	40	25
Chitetemane	95	89	184	25	37	62	33.7	124	106	230	15	15	30	13	148	144	292	21	19	40	13.6	110	131	241	13	10	23	9.5
Chigamane	76	95	171	29	37	66	38.6	82	83	165	21	22	43	26	83	86	169	16	12	28	16	55	77	132	2	4	6	4.5
Murrure	72	75	147	24	39	63	42.9	67	91	158	25	25	50	31.6	72	83	155	16	28	44	28.4	76	63	139	7	6	13	9.4
Chipanela	93	94	187	7	13	20	10.7	118	111	229	9	18	27	11.8	135	142	277	29	17	46	16.6	89	77	166	10	6	16	9.6
TOTAL			1286	1494	2043	3574	27.4	784	794	1578	141	161	302	19.1	1906	1955	3861	125	142	267	14.4	917	851	1798	125	128	256	14.0

Table 05: dropout rates in the District of Vilankulos 2008 - 2011

The argument that school performance (outlined in table 06 below) is improved is not necessarily in doubt, but it is not possible to disaggregate the specific contribution of the project to that improvement being one among possibly many influences external to the school. According to table 06 below, statistics indicate that over 50% (seven) of the project schools are in the top 10 performing primary schools in the Vilanculos District, but there is no comparison with pre-project statistics to demonstrate whether there has been change over the period of the project. The figures are disaggregated by gender, but the focus on OVC is not reflected in these statistics. This would help to support the claim that the project has been instrumental in improvement. The figures include data for 16 of the 23 EPC schools (9 project schools and 7 non-project schools), pre-project.

These figures indicate that 8 of the top ten schools were project schools, being 50% of those schools with data, the average pass rate in that year being 92%, compared with the average for the project schools of 96.36%. It can be seen therefore that although the pass rate is indeed better for the project schools, this was also the case before the project began implementation. The selection of improved retention as a measurable result is fraught with difficulty; it is impossible to isolate the specific contribution of the project from other external factors beyond the control of project and school. Selection of indicators therefore needs careful consideration for future projects.

N°	ESCOLA	2008			2009			2010			2011		
		M	H	MH	M	H	MH	M	H	HM	M	H	MH
1	Cheline				100	100	100	42.2	51.1	93.3	98.0	84.7	98.0
2	Massungue				100	100	100	44.2	44.2	88.4	86.7	86.2	86.4
3	Machuquela	92.2		96.2	91.5	69.2	94.3	32.2	47.9	80.1	82.3	86.6	84.7
4	Faiquete				100	100	100	35.4	43.8	79.2	74.5	74.6	74.6
5	Mapinhane				83.1	79.2	81.2	38.8	37.6	76.4	58.2	63.9	68.4
6	Machanissa	92.4		87.5	60	72.9	65.6	35.0	38.5	73.5	91.6	71.1	81.1
7	Muabsa	91.3		92.5	77.3	84.6	81.3	41.1	32.1	73.2	76	96.8	87.9
8	Chimite	100		100	93.4	94.2	93.4	28.6	43.3	71.9	80	81	80.6
9	Macunhe				100	100	100	26.3	45.6	71.9	89.3	87.0	87.8
10	Vilankulo Sede	78.6		78.9	78	76.6	77.3	38.7	32.9	71.6	N/a	N/a	N/a
11	Mulungo	100		100	76.9	80.6	78.6	29.2	41.9	71.1	84.4	78.0	81.8
12	Caxane	100		100	100	65.8	82.2	36.3	34.3	70.6	76.3	85.0	80.6
13	Chitetemane	97.9		98.9	91.9	90.5	91.3	34.3	35.6	69.9	83.6	79.3	81.3
14	Chigamane	94.7		95.3	80.5	85.5	83.0	32.5	37	69.5	45.5	67.5	58.3
15	Mavanza	85.9		87.0	71.7	76.4	73.9	42.9	25.5	68.4	84.3	89.2	86.7
16	Pambara	89.6		88.7	77.2	74.4	79.4	30.8	37.4	68.2	82.9	90.2	86.5
17	Chirruala							30.2	37.7	67.9	80.9	87.3	84.2
18	Murrure	97.2		97.3	85.1	94.5	88.6	33.3	33.9	67.2	68.4	73.0	70.5
19	Chipanela	95.7		95.7	90.7	84.6	87.8	34.1	32.5	66.6	80.9	74.0	77.7
20	Chenguane							33.0	32.4	65.4	81.4	86.6	83.8
21	Gamela	93.4		94.7	51.8	71.8	69.6	36.3	27	63.3	65.7	72.4	68.9
22	Belane	73.9		77.5	64.6	76	70.2	33.8	24.9	58.7	55.1	60.8	57.6
23	Aeroporto	84		82.7	67.8	67.6	67.7	30.5	24.6	55,1	60	58.3	59.2

Table 06: Pass rates in the District of Vilankulos 2008 – 2011

8 OBJECTIVE 2: The school system (teachers, directors, school councils/PTA) have policies and practices that secure children’s rights, reduce the risk and incidence of sexual abuse, violence, stigma and discrimination, and begin to be more gender and OVC sensitive

GENERAL OBSERVATIONS

The project trained teachers in policy and practice to support children’s rights to a risk free education environment. Of the 80 respondents to the teacher questionnaire, 15 reported that they had participated in all training activities provided by the project. Chart 06 below shows the training of teacher questionnaire respondents. In line with the project’s objectives, two of the trainings most attended were around HIV/AIDS and gender (both with 81.25% of teachers attending). A higher percentage of teachers (85%) reported that they attended training on sexually transmitted diseases however, and the fewest teachers reported training as teachers friends.

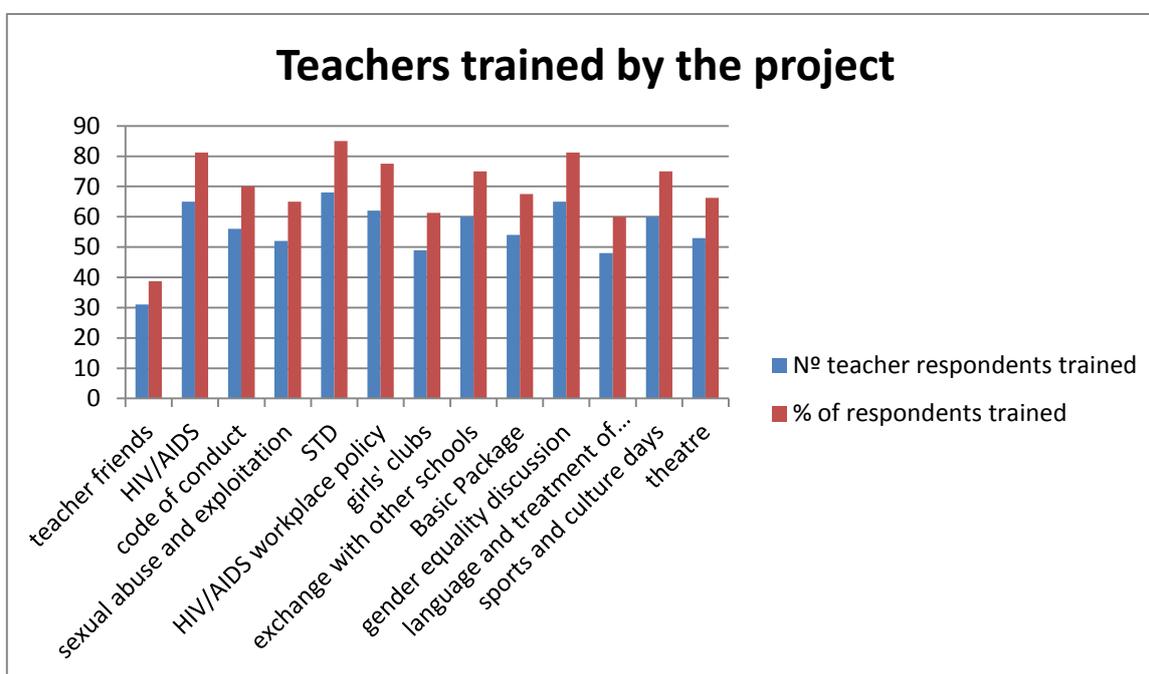


Chart 06: Number and percentage of teachers trained in different topics by the project

Training was rated as excellent or good by 63 (78.75%) of respondents.

Very few of teachers interviewed acknowledged that there had been discrimination in the past, or that this remained at all. However, in Chipanela EPC, teachers recognised that the lack of knowledge around HIV/AIDS had led in the past to stigmatisation: **“Because people thought that the only way to catch AIDS was to have had sex, they would blame people they thought were ill with the disease for misbehaving”** (teacher friend, Chipanela EPC). One teacher also reported that children would laugh at a girl if she became pregnant saying *“that girl has eaten too many beans”* as a way of indicating that she was ‘different’. Very little other information around stigmatisation was forthcoming, and although the continuity and long service of some teachers meant that changes in behaviour and perception over time should have been identifiable by those interviewed, interviews with more parents might have revealed greater insights into changes in discrimination and stigmatisation.

Children reported that teachers were fair, and did not discriminate against children who did not have equipment or proper uniforms. There was little material help for these children, but in most schools, girls clubs included children who had difficult home lives.

“This question of OVC’s, it’s a hot potato! There is a problem with trying to help, because we could end up doing the opposite, and harming children. I have been caring for my niece, whose father had died. She came to be one day with a very short skirt. I asked her where she got it; she started to cry. I asked why she was crying; she said the school gave it to her because her father had died. My niece is well cared for. There are other children who are not orphans, but have far greater need for support. We can do more harm than good sometimes.”

Provincial Coordinator for School Health, HIV/AIDS and Gender

All those interviewed for the evaluation asserted that helping OVC was a sensitive issue; selecting only those children who were orphaned and/or vulnerable would often mean going against the criteria of selecting strong confident children who could communicate the message effectively, since many orphans and vulnerable children were timid and unsure of themselves. In some schools therefore, a small number of children were included in the girls club to provide a support network of friends and the boost of a special role, but this was the exception rather than the rule. The project objective to target OVC therefore was difficult to implement or measure. The target outlined in the last half yearly report to create a strategy for OVC was not reached, because of the doubtful assertion that *‘there is a problem of discrimination in having a strategy’* (project manager).

8.1 RESULT 2.1: Teachers, school directors, school council members are knowledgeable about HIV & AIDS, school workplace HIV/AIDS policies and children’s rights.

The level of knowledge of the teachers and directors in the schools visited was reported to have increased as a result of the project; teachers felt confident in their knowledge to support the PEs as activists. As with the children’s report of their parents, in all schools the teachers reported that the training had widened their knowledge of how one could be infected by the HIV virus; in all schools, the knowledge before the training was reported to be that infection was simply through sexual relations; every group interviewed reported that parents, teachers and children had not known that HIV could be spread through the reuse of unsterilised cutting tools.

Before becoming a Teacher Friend, I knew various things, but I didn’t have the confidence to approach older people; just like the children, I didn’t know how to talk about these things with someone older than myself. With the project I have the freedom to approach others. I have to be the first person to eliminate embarrassment. And I now have the confidence to speak.

Teacher Faiquete EPC

Teachers reported that the methodologies used by the project were relevant and useful; it was not that the information was new, but the way it was presented was more practical, than previous abstract information. Demonstration and interaction meant that the information was taken seriously for the first time by teachers and parents, and whereas previous information would be intermittent and incomplete, the PEs and the school had given a consistent and complete message that helped them to understand the implications of behaviour and the actions they had to take to protect themselves; ***“Parents didn’t believe in AIDS before, they believed it was an imagined thing. But***

with the debates and theatre and other activities done in the school holidays, they believe now, and realise it is real. Pupil Chipanela EPC. Even where schools had access to community radio, and the information was not new, ***“it became more relevant when shared by the pupils in school and community events”.*** (teacher friend, Faiquete EPC)

Teachers were reticent in talking about the HIV/AIDS workplace policy. It was clear from interviews with teachers and directors that the assimilation and application of the HIV/AIDS workplace policy was inconsistent across schools. This inconsistency was crystallised at the evaluation workshop, where concern was expressed by teachers that the regulations around confidentiality outlined in the HIV/AIDS workplace policy proved that the promise of confidentiality could not be fulfilled. Lack of planned school council involvement in training activities on the code of conduct and workplace policies reduced the influence that could be brought to bear on teachers to adhere to them.

“Since someone has to fill in the details using the form the teacher has filled in, someone must know about their HIV status, so of course there is concern that that person has information about the teacher, and can use that information. So of course there is disbelief in the idea that the information is confidential.”
School Director, evaluation workshop

School councils were less involved in the project than originally planned, but some schools recognized and demonstrated the involvement and commitment of the school council; Mulungo and Chimite EPCs ensured that the school council president was available for interview, and in each case, the president reported that the CE had participated in the building of the counselling corner and approved of the role that the children were taking in educating their parents and the wider community. In rural areas in particular, where there was not radio access, and health centres were distant, the information provided by the events was the only information available, and was therefore very much appreciated. The president of Mulungo CE in particular was highly impressed with the way the pupils ***“have no fear of speaking out because the project has taught them the knowledge and the confidence to express it.”*** While children reported that they have the confidence to talk about previously taboo issues such as HIV and AIDS and sex education, this was generally confined to in-school situations. Where the school council is actively involved in the school, there appears to be a greater unity of purpose behind the activities and the teachers involvement in the project.

8.2 RESULT 2.2A/B Busy Generation Peer Education package + workplace policy implemented in 10 intervention schools AND Result 2.2-B Busy Generation Peer Education package + Basic Package + Workplace Policy implemented in 2 intervention schools.

According to the district education director and the district Gender and HIV/AIDS focal point, the methodology of the project, using the PB and adapting the PGB, brought new approaches into the classroom; the design of the PB being to apply a variety of teaching strategies in lessons. This was seen as quite new in terms of child participation and the use of play in learning. In most cases however, the Pacote Básico was taught only in extra curricular time, rather than in the lessons; in Faiquete for example, the PB was taught in relation to the local curriculum ***“because it is interdisciplinary in the same way as the local curriculum is”*** (girls’ club teacher). The children reported in many schools that specific teachers had taught about HIV and AIDS in the classroom, but

that when they left, the teaching stopped, indicating that the practice of integrating HIV and AIDS awareness into the curriculum is still very dependent on the individual teachers, rather than being a school wide pro active AIDS aware culture as such. The design of the Pacote Básico provides for school wide implementation, with tools for the director to measure the effectiveness and methodology used by the teacher in HIV/AIDS focused activities. There is no evidence that this is being used in depth in any of the schools visited, and in the majority of the six schools, the focus has been on using the tools in extra curricular activities and project led events.

“Teachers will be trained to use the Pacote Básico in the classroom, integrating it into the lessons, using a few minutes here and there to sensitise the children to issues around HIV/AIDS. The Ku Kula Kuatsi programme gave us a head start with this, with its trainings.”

Director Chitetemane EPC

Rather than being used in the classroom, the methodologies were seen more as a project specific approach than as a generally tool available to teachers to raise awareness as such around HIV/AIDS from within the formal curriculum. The use of the packages in the 20% local curriculum⁵ was also reported by some schools not to be applied, because “the local curriculum is for all children, and therefore cannot target OVC or girls or specific age groups”. This is a doubtful stance, since it is possible to focus on a target group within a larger class group, however this is how the teachers reported the situation.

Implementation of the PB by teachers and directors was therefore almost entirely through extra-curricular activities. The package is however designed for short and longer inputs in regular lessons. Training in Inhambane was still being rolled out, and the understanding – and availability – of the materials was sporadic at best. The project itself struggled to obtain the full Pacote Básico, and in most cases schools had only the documentation, rather than the games and equipment to work with. This undermined the scope to rigorously apply and monitor the use of the PB in and out of the classroom.

“The teachers need the knowledge; they have the manuals. That is important. The Geração Biz works because it is used with the pupils who need it. It is used appropriately. We explained to the parents that the children should be taught, and through the activities the parents learned, and they can now teach the children, because they see how important it is, and they can talk more about it.”

Teacher Friend Chimite EPC

Teachers showed enthusiasm for the methodologies of the PB and the PGB, and although they were not always using them in the classroom, they were very close to being confident enough to apply them in their teaching; there was certainly consensus that learning through doing and playing was highly successful. The incentive of recognition built into the PB through classroom observation by the school director did not appear to be in use in the schools, and this would have created a further incentive for teachers to use the PB increasingly frequently in their lessons.

⁵ Primary schools in Mozambique have freedom to use 20% of teaching time adapted to the local context.;

The original plan for the redesigned project in 2009 was for 10 of the 12 schools to work with Geração Biz (Busy Generation package - PGB) which was originally aimed at secondary school children; and the remaining two schools to work with both the PGB and the Pacote Básico (PB), which was designed for primary schools. Rather than the two models of intervention outlined in the logframe, both the Basic Package and the Busy Generation were implemented in all twelve schools. This maximised the scope for exchange of experience and mixed activities, especially training across schools. It also made sense since the age ranges in each school are similar, with some primary school grade 6 and 7 classes including 17 or even 18 year olds. In two schools visited, 17 year olds were part of the girls' clubs focus group.

The PB was finally rolled out to all provinces by the end of August 2011, the final province being Inhambane, therefore the work done by the Ku Kula Kuatsi project brought the methodology to those schools prior to institutionalisation. Those interviewed at District and Provincial education levels reported that the work done in the twelve schools provided early understanding of the methodologies which informed the formal introduction at provincial level.

The project held various meetings to attempt to obtain the P materials, without success. It therefore focused on acquiring IEC materials that provided similar practical support to awareness raising activities. These IEC materials were reported by SDEJT and DPEC as being useful and well suited to the age group at which they are targeted. The children themselves as well as the teachers, felt that the materials gave useful insights and ideas for activities.

Although the ministry policy is for the PB to be used in the primary school and the PGB in the secondary school, directors felt it most appropriate to continue to apply both programmes as most suitable to the needs of the children. Pupils also were very happy with the materials provided, although of course they did not know the alternatives that the full PB could offer.

The activities such as debates and events, including sports and culture that were developed from the PGB and PB proved very popular, and were especially enjoyed by the pupils when they involved some sort of competition, since they could demonstrate their knowledge. The sustainability of such activities was raised as a concern by all schools visited on the evaluation. The means are simply not there to cover such activities, and the school loses out from lack of opportunity to continue to visit other schools once the project has ended.

Monitoring of activity was undertaken by PEs, monitored and supported by the teacher friends, using the CARE produced printed '*ficha*' recording the number and topic of interactions with pupils. These *fichas* were of special interest to both children and teachers, because they summarised the level of activity achieved in the school, and a concern that they could not produce forms of the same quality, and also that they were not sure what would be done with the forms once completed, since they would usually go to the project, and what was done with them was not clear to those who

"We have the children fill in the ficha in pencil, then we teacher friends check it before it is written over in pen. I don't know what happens to the ficha once it is given in. I don't think the ficha is that important really."

Teacher friend, Mulungo EPC

"I think that the ficha is very important, because it can tell us how to compare the past with the present"

Director, Mulungo EPC

completed and monitored their completion.

8.3 RESULT 2.3 - A code of conduct for teachers and students, specifically safeguarding against sexual abuse and supporting non-discrimination in the schools, is adhered to in the 12 intervention schools.

The teachers have changed; they know how to support the children more. With the project we had meetings about the Code of Conduct. We already knew about it, and we followed the words but now we follow it more widely, in our heart.

Teacher Friend Faiquete EPC

The Code of Conduct and the HIV/AIDS workplace policy can be seen as the instruments for ensuring fulfilment of duty and safeguarding of rights respectively. However, in most cases this is not how these tools were seen. Training in both the Code of Conduct and the HIV/AIDS workplace policy had been undertaken, but teachers and directors at the evaluation workshop clarified that the reluctance to embrace them was due not to lack of training, or understanding, but to the contrary, the only steps lacking were the whole-hearted adherence to the policies and monitoring of social assistants, indicating that the issue is one of ownership rather than information; adherence was externally imposed rather than internally adopted.

As with the workplace policy, there was some reticence on the part of many teachers to talk about the Code of Conduct. In the most active schools in contrast, there was an open recognition of the importance of the training given by the project to open the dialogue and accept the Code as a positive support to children and to the teacher in setting clear parameters of expectation on their professional life. In Chimite for example, the teachers were vehement to support the Code of Conduct as being part of the whole life skills learning process: ***“We use the Code of Conduct because we were trained in it; before it was there but it didn’t mean anything, it was just words.”*** In contrast, in the other schools where teachers were interviewed, the general understanding appeared to be limited to the obligations and constraints imposed by the Code of Conduct.

From the KAP surveys of 2008 and 2011, there appears to be little change in attitudes around teacher behaviour: of the 33 female respondents, 3 disagreed that a teacher who had sex with a pupil should always be denounced and punished, and of the 29 male respondents, 3 disagreed and 5 did not know. In 2011, 1 of 17 girl and 1 of 10 boy pupils disagreed, while 8 female and 13 male teachers agreed, with 3 male teachers disagreeing, and one female teacher not sure. On aggregate 9.62% disagreed in 2011 compared to 9.68% in 2008, the main difference being that more respondents did not know (being 8.06%) in 2008. There is still therefore some doubt as to what the constraints are on teachers’ behaviour.

“We know much more than we knew before. We had the knowledge but we ignored it. it’s the use of the knowledge. With the project we had the information and the retraining and we had the opportunity, like in class- before the project, the teacher would not include HIV/AIDS in the lessons.

With the code of conduct and with the knowledge, we can demand that a teacher teaches this. Before the project, the children and the parents and the community did not know the information around the rights of the child; teachers didn’t do much because the priorities didn’t include this. We didn’t take account of the child outside the school. The duty to make sure girls came to school was something that we took no account of; now the teachers have taken this on and we call the parents if their child stays away from school and help the child to come back if they have problems” *Teacher Friend, Chimite EPC*

Peer educators and girl club members who had received training around child rights reported that it had helped them to respect their parents, and older people, as well as respecting their own colleagues. Indirectly, it had taught them to not judge each other, and had had an effect on the way they viewed girls who had fallen pregnant, or wanted to leave to get married. While they were aware of their rights as children, they were not aware of any code of conduct, or set of rules that they could refer to as such that teachers were required to adhere to. However, there was a clear understanding that teachers did not have the right to abuse the students in any way, and there were various examples given and available in project documentation around children denouncing sexual abuse.

Teachers were generally reticent in talking about children's rights as such, although the fact that children had the right to education and fair and equitable treatment was not in doubt. In general there was a sense that gender issues in school were not an issue; however overt behaviours to ensure equality were largely not evident. In contrast, a minority of teachers, mostly at Faiquete EPC, declared that they were now aware of the issues around gender, and now acted consciously to ensure boys and girls equal rights to activities and opportunities, giving the example of encouraging girls to express their wishes for the future even if they do not conform to gender stereotyping. In contrast to the statistics around the KAP survey, there are various stories of children whistle-blowing on teachers, and others, who have abused their positions, including a girl in Machanissa who had the courage to stand up to report that she had become pregnant by her teacher, who after her testimony was expelled from teaching; and the girls who reported the sexual harassment of older girls at Cheline school. In this and other cases, what is achieved is the openness to talk about the situation, upon which the education authorities take action. Without the reporting of such cases, there can be no action taken. It is clear that many girls, and pupils and teachers in general, have gained confidence and courage to speak out against wrongful behaviours.

9 OBJECTIVE 3: Recommendations are made to the GoM on emerging promising/best practices for the implementation of the Busy generation package for the 6 & 7th grades in rural areas

At both district and provincial levels, the project was reported to have been successful, and in particular had presented a unified and collaborative approach, through consistent implementation in line with the MoU signed at both levels. The Project won a diploma prize in 2010 at overall district level as a recognition of its contribution to development by the district government; in 2011, the project was awarded a prize by the district education authority specifically related to its contribution to education. The focus was in large part on the counseling corners, but recognition included the development of the adapted PB and PGB packages in schools, especially the peer education and teacher friends programme. The awarding of '*diplomas de honra*' is a strong indication that the collaboration developed by the project with the education authorities provided a sound basis to build for change. This was confirmed by the various education officials interviewed, all of whom complemented the project manager on the open approach with which he ensured communications and partnership at all stages of the project.

The project built a coordination structure at project level with the district and provincial education offices, that brought together the project and the 3-member technical team at provincial level, and the 2-member team at district level, including the district director and the focal point for gender and HIV/AIDS. Originally the coordination was through half yearly meetings, but this was later reduced

to annually, and included teacher friends and directors. The clear structure supported positive communications and was highly appreciated by both district director and provincial pedagogical director. At national level, the CARE national coordinator has contact with the ministry, and information is cascaded to project level.

The six-monthly project reports also provided consistent and regular information on the way in which the project worked with the district and provincial education offices to report on and respond to issues raised at school level.

Feedback from government personnel was consistently in praise of this model, which appears to have been new in the experience of both project staff and education officials, who requested that other CARE projects also worked in this way to maximise the collaboration between the INGO and the government. ***“The strong and open communications were very welcome; this was a positive development in working with education projects (DPEC gender and OVC focal point)***

Although strong at local level, there is no evidence that this was reflected at national level with the ministry; communication procedures within the organisation were cited as the reason for limited access to ministerial education structures. Stronger project management was required to ensure intranet communications and press for increased links with MINED, which would have been further supported by a monitoring and evaluation specialist who could have drawn together evidence for national level advocacy for change on basic education SRH policy.

CARE project manager was elected as chair of the local education forum, but this was not taken up, as project funding did not allow for the expenditure required in the role. Instead CARE became vice chair of the group.

10 CONCLUSIONS

10.1 ACHIEVEMENT

The project has helped to break the silence over HIV/AIDS for many teachers, giving them the knowledge to support the children, specifically the PEs, and the confidence to put that into practice. Increased knowledge of HIV and AIDS has clearly been achieved on the part of pupils, parents and school personnel. Attitude change is not so clear however, since practice is inevitably anecdotal, however it is unanimously asserted by children, teachers and education authority personnel that drop out and unwanted pregnancies have reduced. The increased capacity of children to speak out against abuse as demonstrated by the various success stories reported throughout the project needs further clarification, and measurement over a longer period to appraise to what degree these represent a trend or are the exception.

There remains work to be done in the area of HIV/AIDS workplace policy and code of conduct; while there is a general recognition of the policy and code, there is still reticence in talking about them, and a tendency to doubt their positive implications for teachers.

The degree to which the PB and PGB were used in the classroom varied, with the methodologies being regarded as designed more for extra-curricular and local curriculum activities, which is not how they were designed. If teachers had the incentive that expertise in using the Packages brought

recognition in some form, such as contributing towards a qualification, for example the distance learning pedagogical courses now in place, this would both raise the profile of the packages, and influence the teaching methodologies in use towards greater child-centred approaches.

The project design to focus girls has been largely achieved. On the other hand, the consistent anxiety to avoid stigmatisation of OVC by drawing attention to their circumstances, as well as running the risk of targeting those who in fact do not need extra support, has led to an overcompensation which runs the serious risk that some children will not receive the support they need. In some schools this has been overcome by quiet support by teachers that has avoided discriminating in terms of drawing attention to the child's situation. The project on the other hand has tended to reach the OVC through blanket coverage of all children, rather than targeting specific groups, and then failed to measure the impact on those children. It is possible to both work with the overall population while measuring impact on a specific target group without raising their profile publicly, and the project could have demonstrated this by careful modeling of targeted support.

The objective to improve school performance and reduce dropout and schoolgirl pregnancy are more difficult to attribute to the project; factors external to the project, such as earlier measures that are already in place, could influence dropout and performance. Comparison between project and non-project schools and over time is required to be able to begin to make such claims, along with building on the baseline study to define more thoroughly what is covered by drop out, and to analyse the local context that prompts dropout trends and exceptions to them. What can be concluded however, is that the project activities have supported the improvement of girls' academic performance by encouraging girls' participation in school activities, and dropout has been discouraged by the project's activities. While this appears to be a lukewarm accolade, it nevertheless is a realistic assessment of what is a very difficult measure to attribute to any single intervention, and its value as such should not be discounted.

10.2 AWARENESS AND UNDERSTANDING

It is clear across all schools that knowledge has been improved around HIV/AIDS and sensitivity to needs of those affected. The level of self-awareness however is not always clear: teachers reported that before the project, children knew it was alright to sit boys and girls together, but were not aware that by doing so they were supporting their rights. Awareness and understanding of the often subtle issues around gender is still nascent. Although the project schools have evidence of equal treatment of boys and girls, the '*I know that I know*', and the consequent sense of accountability, is still an issue, reducing the scope for assertive prevention of stereotyping. Increased ownership of the issues around gender and equality is needed in order to be able to argue that the drive to fight for children's rights has been institutionalised in schools.

Not all teachers appreciate the importance and value of the code of conduct, but still see it as a threat to their autonomy, or to their professional standing. More investigation is needed to ascertain where the blockage in understanding really lies, and more focused effort in addressing this; as seen in Chimite and Chitetemane in particular, the investment in such effort will pay dividends in all other areas of the project, since the teachers will be working from a different foundation once the code of conduct is embraced as a useful and supportive mechanism.

10.3 RELEVANCE

The project has shown responsiveness to local needs, for example in building the counseling corners in response to pupil, teacher and director demand for safe place (see half yearly report June 2010)

The training by both girls clubs and PEs focused on HIV and AIDS, but it also includes sexual and reproductive health as a foundation to that training. This is highly relevant, since sexual and reproductive health education is crucial to the success of the intervention, although it remains unformalised. The taboos that are recognised to prevent any formalisation of sex education remain, and have not been tackled overtly by the project, leaving doubt as to the mechanisms possible to attempt to overcome such taboos. The strength gained by girls responding as a group to abuse and attacks on their rights makes the creation of girls clubs highly relevant.

Processes such as the completion of records of numbers using the PEs, and those attending events, while relevant to measure impact and reach, were not always relevant to those completing them; that they were printed removed them from the scope of the school to reproduce, and that the data they contained was taken away and appeared not to have been fed back to those using them reduced their relevance outside project management. The purpose of the forms themselves was clear, but the information was not shared in a way that PEs and teachers could relate to. Creation of forms that can be reproduced in school, with home-grown targets and comparison over time would increase the impetus for action as well as providing useful data for the director and school council in measuring progress against targets such as reduced drop out, HIV/AIDS awareness.

The methodology used by the project is highly relevant, and encouraged stakeholders to take the warnings around HIV/AIDS more seriously. This in turn supports the consistency of the message for children. The focus on OVC however was not consistently maintained, as a response to the need to avoid discrimination and stigmatisation. However, it is perfectly possible to have a strategy to support a specific target group without raising their profile publicly. This needs to be investigated and integrated into intervention to ensure that this key target group is indeed being especially supported.

The work undertaken on child rights was highly relevant, however, there is little evidence of investment in raising awareness of the accompanying duties – for teachers, the Code of Conduct can be seen as covering the duties that befall the teacher, and the HIV/AIDS workplace policy as covering the teachers' rights. There appears to be little or no corresponding balance between rights and duties from the child's perspective, beyond the component in training to respect others. The tendency to focus on rights can lead to undue expectations if there is no balancing focus on duties and obligations. While this might have been undertaken as part of the project, no evidence emerged in the evaluation process.

Events that take the pupils and teachers to other schools are relevant for widening horizons, especially for rural schools which have little access to information or external ideas, including radio. Schools and the local education authority simply do not have the means to cover the costs of such events, but the impact is high. While highly relevant therefore, the transferability of such activities needs to be considered from project start to try to address the question of sustainability of such activities.

The project has enabled girls to make informed decisions; the focus on avoiding unwanted pregnancy does not preclude pregnancy in itself, but rather opens the options for girls to take control of their own future, as illustrated by the activist who fell pregnant after she completed her grade 7 and had taken the exams ; as such it is highly relevant and appropriate, empowering girls to make informed decisions.

10.4 SCALE-UP AND IMPACT

The potential for scale up of the project is considerable; at project start up, coverage was to 12 of a total of 25 EPCs in the district; by project end, the number of EPCs had risen to 41⁶, with a target of all EP1s in the district being extended to EPCs by 2013, ie within a year. The project also covered only half of the 18 ZIPs. While there is scope for scale up therefore, there is also the problem of constantly changing numbers in the target group of schools. The danger of scaling up to cover more schools is that unless increased resources were made available the effort in each school would be diluted, and therefore impact reduced. There are various options in response to this issue: one solution is to work with the DPEC and SDEJT to identify the key target schools, and develop criteria by which their effort is measured, so that a minimum achievement is required in those schools for continued project intervention, and where this is not achieved, transfer to other schools is made, thus reaching more of those schools which demonstrate commitment to change, and maximising investment. A second option is to work with 'model schools' which then cascade training to other schools in the ZIP and elsewhere⁷.

There are manuals for the children to follow as PEs, and training notes on business skills for the girls clubs; however there is no package as such for schools to use as a guide to installing and monitoring the whole process of HIV/AIDS and SRH education in the school. This would be highly relevant and useful for scale up and replication in new schools, as well as for advocating with the local and provincial education authorities to apply good practice from the project in roll out of the PB and possible future sex education programme in all primary schools.

10.5 SITUATIONAL ANALYSIS RESPONSE

The conclusion from the situational analysis is that girls are especially vulnerable to HIV/AIDS due to lack of information. This has been tackled by the project in the IEC approach used. The consistent reports that awareness was increased by the various project activities, especially social events such as theatre and competitions indicate that the project responded appropriately to the situational analysis.

There is considerable anecdotal evidence that the project has succeeded in breaking the barriers to retention and completion and tackling the drivers to dropout outlined in the situational analysis; there are examples throughout the project of girls returning to school having dropped out, and others who now stay in school despite pressures from family or elsewhere to leave. As with school performance, it is not possible to attribute all changes to the project, however, the specific stories of significant change indicate that the project has definitely had some influence in this regard.

In terms of teacher education and training, while it is not possible from the limited KAP survey undertaken in October 2011 to say that teachers in general have improved in their knowledge of

⁶ According to the District Director of Education

⁷ This model was seen in the project team's visit to the IBIS 'Happy School' programme in Zambézia

HIV/AIDS, it can be said that there is consistent anecdotal evidence that teachers have more confidence in their knowledge and understanding of issues around HIV and AIDS, and that there is an increased willingness to learn more. Most teachers received training in HIV/AIDS, and report that it increased their knowledge. More investigation is required to establish just what gaps need to be addressed in teachers' knowledge around HIV and AIDS

Teacher absenteeism appears not to have been addressed in any overt way, and this would require further investigation to establish if any change had occurred in the light of the project.

While opportunities for synergies with other CARE projects appear to have been mainly taken with regard to income generation skills development, there have been useful links made with Mais Vida, in relation to HIV testing.

Social communications are a challenge in many of the school areas, since even local community radio does not reach them. The use of theatre and other live social events went some way to addressing the issue, although there remains a gap in coverage for consistent and continuous awareness raising locally, which would serve to maintain momentum for the schools and the peer educators in particular.

The situational analysis recommendation for inter-institutional dialogue for integrated application of legislation and protective measures for individual rights, especially of children and girls has been partially addressed, and very powerfully so, by working with the province and the district education authorities but more importantly by giving girls their voice to report incidents of sexual abuse by teachers and other sexual harassments. However much inter-institutional dialogue exists, nothing can change without abuse coming to light through its being reported by the victims, along with knowledge of the law.

10.6 THE PROJECT WITHIN THE PROGRAM

In terms of synergies, the skills of other CARE projects were successfully harnessed in terms of Mais Vida and for the income generation skills training.

The project found synergies with other CARE projects, including SEED, COCISO and AC, in income generating training, and in general support to schools, such as the AC support to Chigamane in providing plants in response to demonstrated aptitude and space availability. The availability of a health and HIV coordinator in the first years of the project enabled a unified approach across the CARE operation, however, with the post being dissolved in 2010, links across projects was more difficult.

The lack of a Monitoring and Evaluation specialist was a major challenge to rigorous implementation, and explains to some degree the lack of targets and monitoring tools to measure progress in identifying and addressing the causes of marginalization of girls. The opportunities presented by the project in informing new interventions to support the young and adolescent girls impact group were not harnessed sufficiently to take forward the P-shift process from a project to a programme approach to catalyse societal change, in this case specifically for marginalized girls. Also the redesign of the project was not immediately translated into Portuguese, from which it can be concluded that it was difficult for the team to cross reference with the logframe, and relate to the programme focus.

The placement of CARE as one of a number of actors working towards fundamental change in education was partially answered by the involvement in the provincial education forum, however, the main collaboration was with government, rather than other key civil society actors working in the sector, which would have positioned the project to contribute to the debate at local and national levels. Greater action research built into the project would have facilitated the spiral learning that a programme approach requires on which to continue to work with a dynamic theory of change that can be taken forward into future interventions.

10.7 SUSTAINABILITY

As with many projects, the closure of KKK has been a trial for many stakeholders. The installation and constant use of a withdrawal strategy from the initial stages of the project and throughout its implementation is required to maximise potential for ownership of the tools and strategies to take root.

Mechanisms for sustainability have been introduced, but were not always fully established by project end to minimise the risk to continuation of activities. For example, the new year sees a dearth of PEs, and where teacher friends have been transferred, reduced numbers of these as well. Whereas teacher transfers cannot always be anticipated, the loss of experienced PEs can always be prepared for, by training the younger children; instead of this being left to the new year, training could be undertaken with children when they are experienced in the grade from which they are graduating, thus safeguarding the peer education support in place, and maximising the peer learning from those graduating. The time after exams is often a dead time for these children, so as trainers their expertise would be both harnessed and recognised. Each school could devise their own programme for training of new PEs to minimise inactivity and maximise continuity.

There are opportunities to introduce techniques for sustainability, which could be built into the programme. For example, the expressed need for materials to help identify peer educators (such as t-shirts or badges) can be created in school without external support, using the skills developed in the girls' clubs.

There are positive signs of sustainability in some schools, notably where teachers are saying that it makes more sense to continue than not to carry on. The refrain that things cannot continue because there is no external support is diminishing in some schools, where there is a greater sense of initiative and impetus for identifying and grasping opportunities rather than waiting for others to provide the means. This is very encouraging in the face of the tendency to declare that activities cannot continue without further external intervention.

In contrast to the weaker school(s), others were already planning the way forward after the project had finished, including identification of new PEs, sale of goods and support to children in need, indicating that there had been at least some degree of transfer of ownership.

The project provided manuals for peer educators, which are used as manuals by teacher friends. Provision of a manual bringing together the overall project process of peer education (including teacher friends), training and girls clubs, would help safeguard the continuation of teacher friends and teacher models as well as ensuring that information and roles remained consistent.

10.8 GENDER

The project has focused clearly on gender, through the creation of girls clubs to raise the profile of girls in school, and to encourage retention and learning around the threats of HIV and AIDS, and this has been successful. Not all girls activities are attributable to the project, but Ku Kula Kuatsi has certainly successfully built upon and harnessed earlier success, such as the girls' football team in Faiquete. The regular assumption that gender is equivalent to the female gender has been overcome in some schools, where the purpose of the girls' club has been consistent with the project's aim to improve retention of girls in school, but by including boys in the club (see section 7.3 above), on the understanding that both boys and girls need this sensitisation. Focus only on girls can in itself lead to a form of discrimination, and care is needed to avoid raising the understanding and expectations of girls without sensitising men and boys to girls' rights. As a means to increase girls' self-esteem and participation, the girls' clubs addressed a much needed imbalance, however, the design and focus of girls' clubs could be balanced with targeted activities raising awareness specifically of boys, either by club activities involving both boys and girls, or other activities specifically addressing gender issues.

10.9 PARTICIPATION

The importance of school council involvement in planning cannot be overestimated; its members need to be informed and to be part of the planning process of the project, so that for example messages between parents and children are consistent; there needs to be some control to make sure the message is as it should be. MINED have trained CEs so there should be a mechanism in place in the school for the CE to be at the centre of the project.

School council members, where they were involved in the project, were able to increase the unity of purpose in the project to generate results. Future projects would benefit from the centrality of the School Council in planning and implementation, which would give more authority to the activities, and ensure participation at all levels, starting with the director. The project's initial recognition of the importance of the school council and the subsequent requirement, in negotiation with the DPEC, to reduce its involvement, removed a key component for influence, and this could be rectified in future projects, with the evidence presented that the CE has a fundamental role in changing attitudes and promoting participation.

Project progress depends in particular on the director's ability and willingness to participate and take initiative in activities. The involvement of the CE as the main school management body would help to ensure that key individuals, starting with the director, undertake what they have been trained to do. In order to maximise return on investment, there could be a set of agreed criteria for continuation or withdrawal of the project, with the CE at the centre of the relevant management process.

In those schools where the sharing of the role of teacher friend and model teacher across most or all teaching staff raised the profile of the teacher's role as facilitator, there was a clear indication that the school as a whole was strongly committed to supporting children and avoiding discrimination; these schools could be regarded as models which other schools could emulate.

10.10 PARTNERSHIP

Partnership with provincial and district education was established in due order with the Memorandum of Understanding, opening doors to advocacy based on experience in schools. The diploma awards in 2010 from the district as a whole, and 2011 from SDDEJT, indicate that the project, and CARE in general have the confidence of the government, and can build on this to further advocate specifically for development of teaching around HIV/AIDS using child-centred teaching methodologies, and in general on the issues on which the organisation is working at any one time.

The partnership with SAAJ however proved impossible to implement; the set up of the PGB partnership with SAAJ – whereby pupils have to go to the SAAJ in Vilankulo, there being no presence in local health posts – precludes this as an option for primary schools; this is a loss to the project and to the methodology of the PGB and PB, as health support is key to project success. Other measures have to be found to address this gap.

Evidence of ownership can be seen where schools have taken the initiative to implement peer education and girls' club activities according to their own programme, for example in Chimite, where they are not awaiting the 3/3 statistical exercise⁸. Where teachers and children have embraced the activities that have made an impact so far, there is evidence of involvement also by the wider community. This is crucial if the methodology is to work, since – especially in rural areas – the community leaders as well as the school council can ensure that the school has the respect and the attention required to influence local practice. Partnership therefore is essential not only with the higher level political structures, but also at local community political levels. The involvement of the wider community, notably local leaders, as well as parents and the school council, is demonstrably stronger where schools are more active. Where key members of the community are involved, there is added kudos to the role of the pupils as peer educators, or club members; while important in itself for the community to be involved, this added respect and recognition in turn further increases the self-esteem of the peer educator, with success building on success.

The key position of vice chair of the provincial education forum (made up of non-government and government actors in education) supported CARE's role as global partner and knowledge resource. However the lack of resources to take up the invitation to be the chair lost an opportunity to be more significantly positioned.

11 RECOMMENDATIONS

ADVOCACY

Parents' stated support for continued education for their grade 7 graduate children, and for continued adaptation of the child-centred HIV and AIDS awareness raising packages gives the project the mandate to incorporate a key element that was missing from the project, that is national level advocacy, based on evidence gathered at local level about demand for improved education access and quality. The project is well placed to advocate for the extension of educational opportunities beyond grade 7, through widening the availability of distance secondary education; and by continuing to demonstrate and build evidence to support the development of child-centred

⁸ 3rd March is when the statistical information around registration of children is gathered. Many schools are awaiting this in order to start activities.

methodologies outside the classroom with the Geração Biz and Life Skills Basic Package, while encouraging their application within lessons as well.

Crucially, advocacy is required to support the inclusion of some elements of sexual and reproductive health education using evidence gathered around the successful practice of peer education and girls clubs which currently cover important elements of sex education in a non-formalised way. The creation of a manual capturing lessons learned, to use in replication and to advocate for roll out of the methodology would provide support to schools in sustaining successful activities as well as enabling the presentation of good practice to government at all levels.

The project was in a strong position from the results gathered from the baseline study, to advocate for improved data collection around school drop out, to disaggregate by age and OVC as well as gender. Future rigour in data collection would enable better analysis of the trends in drop out to better address where the need is greatest; it is therefore recommended that advocacy at both local and provincial level includes the need for improved data collection, if necessary modeled by the project to demonstrate the value of more rigorous information gathering.

PROJECT FOCUS

The groups targeted by the project and the tools with which to reach them and the stakeholders who can ultimately change their lives for the better, need to be clearly defined and parameters set for how they will be reached. Hoping that OVC will receive the necessary support by blanket coverage is not sufficient. Tools should be devised that enable targeted interventions that can be measured for impact and effectiveness on the lives and behaviours of the target group, specifically girl OVC.

Tools such as the Code of Conduct are foundations to changing adult behaviours and attitudes, and should be customized in partnership with the school council to achieve ownership by teachers.

The introduction of income generation skills development encouraged girls to stay in school and complete their primary education; such activities, and the development of the skills to capitalize on them, should be built into the project as early as possible to ensure that they are thoroughly embedded in the school practice to maximize the scope for future economic sustainability for girls.

PARTNERSHIP AND PARTICIPATION

The school council is the principle body managing the school; it cannot be neglected and must be at the centre of the project's focus. The school council members should be involved as a matter of course in all training, activities and events. The project can use its successful relations with school councils to demonstrate how partnerships can be developed that maximize participation and scope for ownership on the part of teachers and parents. Directors too are crucial to the success of the project; where there is strong leadership, the project will achieve greater impact. Partnership with the active school director should therefore be a condition of selection of schools to participate in the project.

MONITORING AND EVALUATION

Project monitoring is crucial to the ability of the project to track its progress and continued relevance to the local context. A monitoring and evaluation specialist is needed to ensure a responsive and relevant system that can manage the body of knowledge and experience built up by the project for future programming for social change. The tools should be designed to feed the

analysis of the reasons behind key trends, including disaggregation of issues, such as dropout rates, by target groups and age and grade, and to enable comparison of project and non-project schools. Definitions of key issues such as dropout need to be clarified to ensure capture of relevant information not covered by education authorities' data gathering protocols. Tools devised should be user friendly and simple, and be transferable to schools, to enable continued information gathering by school councils.

SUSTAINABILITY

However much a project is introduced as a time-bound intervention, there is a tendency for stakeholders to hope for its extension. Withdrawal needs to be planned for, and overtly managed to maximize the possibility of achieving sustainability. Stakeholders need to be aware from the start that the project is definitely finite, and plans for withdrawal should be consistently referred to maximize opportunities for transfer. Specifically, schools should devise a methodology and timetable for the training of new peer educators to replace those graduating from 7th grade to ensure that activities are continuous, that the grade 7 experience is both recognised and used for training, and that there are no gaps in peer education and girls' club activities, especially at the start of the new academic year. Project activities and techniques will be more successful if designed to be led in partnership with stakeholders from the start, for example recording tools such as the *'ficha'* used in the school should be designed locally rather than on the project computer, so that they can easily be continued without project intervention; equipment and materials that are locally produced will be more likely to be continued once the project has withdrawn. Skills developed during the project should be harnessed to increase participation and maintain activities, for example identification badges for peer educators could be made using the skills developed by the girls' club members. Minimizing externally sourced provisions will maximize ownership and the potential for continued and sustained activity.

The education authorities can also be encouraged to support continued teacher commitment to methodologies introduced by the project, by formally recognizing the role of teacher friends and teacher models, such as inclusion on the provincial *'quadro de honro'* (board of honour, displayed in the provincial education offices).

Continued monitoring of participation by each school in the project according to agreed criteria will enable more rigorous appraisal of the value added by the project and the change possible in the lives of the impact group. Where it becomes clear that the potential for change is minimal in a school, the project should be in a position to justify early withdrawal to safeguard the donor's investment by transferring to schools where partnership produces greater impact.

ANNEX 1: FIELD VISIT RECORD

DATE	ACTIVITY/LOCATION	DETAILS
Friday 10th February	CARE Mozambique office	SSI Assistant Country Director, Programs
Monday 20th February	Travel to Vilankulo Interview SDEJT CCS	District Director of Education Focal Point Gender and HIV/AIDS Interview Assistant Coordinator
Tuesday 21 st February	Travel to Maxixe DPEC Interviews	Provincial Coordinator for Gender, school health and HIV/AIDS Provincial Pedagogical Director Informal interview with peer education trainer (secondary school teacher)
Wednesday 22 nd February am	Chigamane EPC	Pupils (FG: 10 g; 4 gr 6; 6 gr 7; 3 PEs, 7 girls club members, age range 11-16) Director (SSI M) Teachers friends (3 M, 1 F)
Wednesday 22 nd February pm	Mulungo EPC	Teachers friends (FG 2 F 1 M) Director (SSI F) Pupils (FG: 4 f, 1 m; 3 gr 7; 1 gr 5; 1 gr 4; 2 GC; 2PEs; age range 11-17)
Thursday 23 rd February am	Chimite EPC	Pupils (FG: 11f, 2m; 2 gr 6, 11 gr 7; 3 PEs, 10 GC; age range 12 -16) Teachers (FG: 5m, 2f; 2 TFs, 1GC) Director (SSI M) President School Council (SSI, M)
Thursday 23 rd February pm	Chitetemane EPC	Pupils (FG: 10f; 1 PE, 11GC; 2 gr6, 8 gr7; age range 11-17) Teachers (FG: 2F, 1M; all TFs) Director (SSI M)
Friday 24 th February am	Chipanela EPC	Pupils (FG: 2M; 18F; 19 GC; 1 PE; 6 gr6, 14 gr7; age range 12-16) Teachers (FG: 3F; 3TF)
Friday 24 th February pm	Faiquete EPC	Pupils (FG: 10F, 1M; 2PEs, 10GC; age range 12-16; 2 gr6, 9 gr7) Teachers (FG: 6F, 1M; 2 TFs, 3 GC) Director (SSI M)
Saturday 25 th February	CARE	Project coordinator (SSI)

LIST OF ATTENDEES FOR EVALUATION WORKSHOP

N°	NOME COMPLETO	INSTITUICAO	ASSINATURA
1	Antônio Carlos Guimarães	EPC Chiparrela	Antônio C.
2	Antônio Carlos Guimarães	EPC de Chiparrela	Antônio C.
3	MARCOS GUILHERME	ii ii CHILINE	Marcos
4	Rodrigo Pedro Boneta	EPC de Murrumb	Rodrigo P.
5	Rafael Maciel	EPC de Murrumb	Rafael M.
6	Paulo José	EPC de Murrumb	Paulo J.
7	Maristela F. João	EPC de Murrumb	Maristela F.
8	Juliana Paula Torres	EPC de Murrumb	Juliana P.
9	Amilcar Augusto Vilanova	EPC de Murrumb	Amilcar A.
10	Paulo Sérgio U. G. G.	EPC de Murrumb	Paulo S.
11	Américo A. João	EPC de Murrumb	Américo A.
12	Simone A. Lima	EPC de Murrumb	Simone A.
13	Amiranda Júlio Hui	EPC de Murrumb	Amiranda J.
14	Cláudia F. A. Costa	EPC de Murrumb	Cláudia F.
15	Lauro Simão Milane	EPC de Murrumb	Lauro S.
16	Luiz Roberto Vilanova	EPC de Murrumb	Luiz R.
17	Amélia B. B. B.	EPC de Murrumb	Amélia B.
18	Lucimilda de Almeida	EPC de Murrumb	Lucimilda A.
19	Carla Silvana	EPC de Murrumb	Carla S.
20	Joaquim Roberto Vilanova	EPC de Murrumb	Joaquim R.
21	Passira Celeste Rafael	EPC de Murrumb	Passira C.
22	Zaida Hilária Vilanova	EPC de Murrumb	Zaida H.
23	Luiz Roberto Vilanova	EPC de Murrumb	Luiz R.
24	Hância Renato Malafaia	EPC de Murrumb	Hância R.
25	Luiz Roberto Vilanova	EPC de Murrumb	Luiz R.
26	Alexandre Vilanova	EPC de Murrumb	Alexandre V.
27	Luiz Roberto Vilanova	EPC de Murrumb	Luiz R.
28	Jonas André Vilanova	EPC de Murrumb	Jonas A.
29	Luiz Roberto Vilanova	EPC de Murrumb	Luiz R.
30	Luiz Roberto Vilanova	EPC de Murrumb	Luiz R.
31	Luiz Roberto Vilanova	EPC de Murrumb	Luiz R.
32	Luiz Roberto Vilanova	EPC de Murrumb	Luiz R.
33	Luiz Roberto Vilanova	EPC de Murrumb	Luiz R.
34	Francisco A. Nabunda	EPC de Murrumb	Francisco A.
35	Luiz Roberto Vilanova	EPC de Murrumb	Luiz R.
36	Miguel Madeira	EPC de Murrumb	Miguel M.
37	Miguel Madeira	EPC de Murrumb	Miguel M.
38	Luiz Roberto Vilanova	EPC de Murrumb	Luiz R.
39	Camila D. M. M.	EPC de Murrumb	Camila D.
40	Patrícia Alves	EPC de Murrumb	Patrícia A.
41	Luiz Roberto Vilanova	EPC de Murrumb	Luiz R.
42			
43			

ANNEX 2: KAP QUESTIONNAIRES

2008 – Summary of questions

1	1. Quem precisa de mais atenção para continuar na escola?
2	2. Quem tem mais iniciativa de participar activamente nas aulas?
3	3. Quem tem mais interesse nos estudos?
4	4. Quem tem mais trabalhos caseiros que interferem no trabalho da escola?
5	5. Quem é mais inteligente?
6	6. De quem a família poderá esperar apoio financeiro no futuro?
7	7. A quem deveria ser dada a preferéncia para sentar nas carteiras?
8	8. Quem recebe mais comentários negativos do professor?
9	9. A quem com mais frequência os professores escolhem para responder as questões?
10	10. Quem corre mais riscos de apanhar o HIV?
11	11. As raparigas gostam quanto os rapazes tocam ou agarram seus seios
12	12. Os rapazes gostam quando as raparigas tocam ou agarram seus órgãos genitais.
13	13. As raparigas sofrem assédio sexual nesta escola.
14	14. Nesta escola, acontecem relações sexuais entre os professores e alunas.
15	15. É culpa da rapariga se o estudante ou professor assedia sexualmente a ela.
16	16. Esta certo que os rapazes façam sexo por prazer.
17	17. Esta certo que as raparigas façam sexo por prazer
18	18. Está certo que um rapaz faça sexo porque está amando.
19	19. Está certo que uma rapariga faça sexo porque está amando
20	20. está certo que uma rapariga troque sexo por comida se sua família está faminta.
21	21. Se uma rapariga aceita um presente de um rapaz, ela todavia tem o direito de dizer não ao sexo
22	22. Se um homem quer fazer sexo com uma rapariga, ela tem o direito de recusar.
23	23. os preservativos estão infectados com HIV
24	24. Você pode apanhar HIV só por partilhar o prato com alguém infectado com o vírus.
25	25. se uma mulher grávida está infectada com HIV, o bebê sempre nasce infectado.
26	26. Você pode ficar infectado com HIV através da picada de mosquito.
27	27. Você pode ficar infectado se comer uma comida preparada por alguém infectado com HIV.
28	28. Crianças que estão infectadas com HIV podem transmitir o vírus para outras crianças na escola se elas partilharem a mesma latrina e não lavarem as mãos.
29	29. se voce beijar na boca alguém infectado com HIV, voce também pode ficar infectado.
30	30. Pessoas infectadas com HIV, devem ser permitidas a ir a igreja/mesquita.
31	31. Se alguém esta infectado com HIV, ele(a) pode ser curado(a) por um curandeiro.
32	32. Se você praticar desporto com alguém infectado com HIV, voce pode ficar infectado com HIV
33	33. Uma pessoa vivendo com HIV tem direito a ter relações sexuais
34	34. A mulher tem o direito a andar com preservativo
35	35. Um(a) professor(a) com SIDA deve ser permitido a continuar a dar aulas.
36	36. Se um professor fazer sexo com uma aluna na escola primária, o professor deve sempre ser condenado e punido
37	37. Eu conheço pessoalmente alguém com HIV
38	38. Crianças infectadas com HIV, têm o direito a ir a escola
39	39. Estudantes vivendo com pessoas infectadas pelo HIV devem ser permitidas a sentar com outros estudantes na escola.
40	40. Se você cuida de alguém vivendo com HIV na sua família, é provável que voce também fique infectado.
41	41. Qual voce pensa ser a idade certa para os rapazes começarem a fazer sexo?

41	
42	42. Qual voce pensa ser a idade certa para as raparigas começarem a fazer sexo?
42	
43	43. As raparigas devem voltar a escola depois de darem o parto?
43.a	43:a.porquê?
44	44. Se um rapaz engravida uma rapariga, deve deixar de frequentar a escola?
44.a	44.a. Porque
45	45. Que você entende por violação sexual?
46	46. O que voce entende por HIV?
47	47. Existe tratamento para HIV ou SIDA?
48	48.Existe cura para HIV ou SIDA?

OCTOBER 2011 - Summary of questions

1	AIDS was caused by the polio vaccine
2	condoms are infected with the AIDS virus
3	If you only have one sexual partner you cannot catch AIDS
4	You can catch AIDS by simply sharing a plate with someone infected with the virus
5	If a pregnant mother is infected with HIV the baby is born infected with HIV
6	You can catch HIV through a mosquito bite
7	You can become infected by eating food prepared by someone infected by HIV
8	Children who are infected with HIV can transmit the virus to other children in school if they share the same latrine and don't wash their hands
9	if you kiss someone on the mouth who is infected with HIV, you also can become infected with HIV
10	If someone is infected with HIV they can be cured by the curandeiro
11	if you practise sports or socialise with someone who is infected with HIV, you can become infected with HIV
12	If you care for someone in your family who is infected with HIV, it is likely that you will become infected
13	where do you feel most secure to talk about HIV and AIDS?
14	do you like the Canto?
15	where do you get information about sexuality and HIV/AIDS?
16	A pregnant girl can go to school
17	A pregnant girl can go back to school after the baby is born
18	It's ok for teachers to have sexual relations with students
19	People infected with HIV should be allowed to go to church / the mosque
20	if you practise sports or socialise with someone who is infected with HIV, you can become infected with HIV
21	If a teacher has sex with a pupil, the teacher should always be denounced and punished
22	children living with HIV have the right to go to school
23	students living with people infected with HIV should be allowed to sit with other students in the school

ANNEX 3: DOCUMENTS REVIEWED

CARE travel policy
CARE: Brief Nº5 Designing programs
CARE: Guidelines for interviewing children
CARE child labor policy English
Ku Kula Kuatsi: Education and HIV AIDS
Ku Kula Kuatsi: Final report Mozambique HIV and Education
PCTFI insights in innovation
PCTFI objectives paper
PCTFI strategy final
CARE Mozambique, Ku Kula Kuatsi: Final English Situational Analysis 12- 16
CARE Mozambique, Ku Kula Kuatsi: FINAL Mozambique Baseline Study 9.30.09
CARE Mozambique, Ku Kula Kuatsi: Relatorio semestral Fevereiro a Agosto 2008 revisto
CARE Mozambique, Ku Kula Kuatsi: Relatorio semestral Junho-Dezembro 09
CARE Mozambique, Ku Kula Kuatsi: Relatorio semestral de Janeiro a Junho English
CARE Mozambique, Semi ann Ku Kula Kuatsi: ual Report January-June 11
CARE Mozambique, Ku Kula Kuatsi: Semi annual Report 1 January-June 10
CARE Mozambique, Ku Kula Kuatsi: Semi annual Report July to December 2008 English
CARE Mozambique, Ku Kula Kuatsi: Semi annual Report June-December 09 English PCTFI (edited)
CARE Mozambique, Ku Kula Kuatsi: SemiAnnual Report June-December 2010
CARE Mozambique, Ku Kula Kuatsi: Field report Mozambique 07 08
CARE Mozambique, Ku Kula Kuatsi: Workplan Fy12
CARE Mozambique, Ku Kula Kuatsi: proposal
CARE Mozambique, Ku Kula Kuatsi: novo quadro logico FINAL
Government of Mozambique Ministry of Education: Pacote Básico

ANNEX 4: EVALUATION TERMS OF REFERENCE

(Extracted from the call for proposals)

Project Overview

This RFP has been developed to facilitate CARE's desire to evaluate PCTFI HIV/AIDS Education Pilot Program.

CARE will evaluate all vendors on their responses to this RFP from a technical and business perspective, service and support, and long-term financial stability to ensure the selected vendor's capability to provide consistent service and support.

Evaluation Objectives

Project Execution

2. To document the extent to which each project's intended results were achieved.
3. To assess the extent to which the project contributed to each CO's long-term program strategy/program approach
4. To assess each project's impacts and outcomes.
5. To assess and document effective practices exhibited through the PCTFI pilots, and identify opportunities for future interventions within the same domain, in Burundi and Mozambique, individually.

Project Documentation

1. To formulate recommendations, based on the impacts, and promising practices, that will inform or support long-term programming in each Country Office.
2. To lead CARE staff through a reflective process to strengthen program quality, uphold standards and CARE's program approach, and strengthen Country Office programs.

Contribution to PCTFI Objectives

1. To assess each country's progress against, and contributions to the five global PCTFI objectives.

Evaluation Details

Expected Activities

- Review of key documentation
- Email/phone/Skype and in-person interviews with Country Office staff, PCTFI HQ staff, and Regional Management Unit staff. The majority of country office staff interviews should be done in-person
- Creation of quantitative and qualitative reflective tools to document the PCTFI initiative through observations, focus group discussions, etc.
- One visit each to Burundi and Mozambique, of approximately one week to one and a half weeks, inclusive of travel, including application of observation tools in PCTFI supported activities (inside and/or outside of traditional learning environments, as appropriate based on the intervention), focus group discussions with key stakeholders, partners, appropriate Ministry officials, and facilitation of a reflective workshop with Country Office staff. This should include both direct

and indirect beneficiaries. These visits should be coordinated in a collaborative manner with Country Office calendars and staff.

- For Mozambique, the consultant will also be requested to participate in a separate contracted evaluation to evaluate how the funding of the Thune Foundation (a Danish-based Foundation) has been used. This funding was obtained to strengthen the Patsy Collins grant by giving access to livelihood opportunities. A separate TOR for the evaluation of the Thune funding component has been designed; please see attached (Annex B). The Thune evaluation will be contracted separately; however, consultants who are bidding on the PCTFI evaluation should also be available and willing to complete the Thune evaluation contract, too. It is CARE International's preference that the same consultant be contracted for both contracts.
- Documentation and presentation of findings

Deliverables/Outputs

1. An evaluation work plan, with detailed methodology notes and tools, including specific agendas for in-country work, based on the objectives, activities and deliverables in this TOR, agreed upon by Consultant, GE Unit, and COs, prior to any international travel.
2. A report with key recommendations for each Country Office to include findings around:
 - a. To what extent have the project goals and specific objectives been met, comparing actual results with the original, and revised, intentions of the project.
 - b. To what extent do key stakeholders understand the situation of vulnerable adolescent girls.
 - c. To what extent were project objectives and strategies relevant and appropriate to address the root causes of girls' marginalization and vulnerability?
 - d. Opportunities for scale-up and greater impact for future programming
 - e. To what extent have the results of the situational analysis has been addressed
 - f. How the initiative has helped to advance the program approach within the country
 - g. To what extent are the project activities, and the project impacts sustainable? Additionally, what recommendations can be made to enhance these two levels of sustainability?
 - h. To what extent have the projects applied a gender sensitive approach, and how may impacts be different based on gender?
 - i. To what extent were the project activities inclusive of, and created opportunities for meaningful participation throughout implementation
 - j. To what extent has each project worked with partners (formal and non-formal) for implementation and advocacy purposes?
3. A report detailing recommendations for PCTFI globally, including what has worked well and progress against the five global objectives of the initiative. The report may also document suggestions for additional investments and should include an executive summary that can be shared externally. Included in the report should be reflections on the following areas:
 - k. To what extent has each country's initiative contributed to the five global objectives of PCTFI
 - l. Impact assessment.
 - m. Opportunities for the use of best practices and lessons learned for the program approach in the country
4. A short paper to highlight program success(es). This would be an externally facing product primarily used for donor consumption

Timeline

The evaluation will be carried between December 15, 2011 and February 25, 2012. Travel will be arranged around school calendars.

Evaluation Personnel Structure

A single consultant, with experience working with development programming, will travel to each of the two countries, and liaise with all key stakeholders. In-country CARE staff will provide technical and logistical support and background information; in an effort to minimize bias, the CARE staff will not be primary data collectors, although they will be part of the evaluation processes. CARE CO staff will be involved at all stages of the evaluation support. If the chosen consultant does not have working knowledge of local languages, provisions may be made for translations. However, it is preferred that the consultant be proficient in English, French and Portuguese.

Other Information AND CONSIDERATIONS

Competencies and Qualifications

The proposed external evaluation team should bring expertise in following areas:

Essential

Knowledge of project management and design processes
Familiarity with international education and gender issues
Familiarity with education and HIV/AIDS programming
Previous experience with program evaluation
Familiarity with qualitative and quantitative research methodologies and the development of data collection systems
Proven experience working closely across a number of actors
Interpersonal and intercultural sensitive communication skills
Experience with facilitation and capacity building/ instructional design for workshops
Advanced language proficiency in English

Desirable

Language proficiency in French and Portuguese
Specialty in international development program management
Experience with Participatory Learning Appraisal Methodologies
Previous experience in cross-sectoral programming to address educational needs and rights of marginalized girls
Regionally based in proximity to Burundi and Mozambique

Reference Materials

The following documents will be made available, upon written contract:

- PCTFI strategy and global objectives paper
- PCTFI annual report
- PCTFI HIV/AIDS and Education Pilot documentation, including reports, results frameworks, situational analysis documents and original design documents
- Trip Reports
- Program Approach Brief #5 – Designing Programs
- Country-specific documents (e.g. LRSP, CO education sector strategies, program design documents, external evaluations)

ANNEX 05: CHILDREN FINDING THEIR VOICE - SUCCESS STORIES

Carménia Zaqueu Funzano, a girl of 15 years, undergoing the grade 6th in Primary School of Machaniça, came to peer educators to receive some advice.

During counseling the Peer educators discovered, through the symptoms and signs that she presented, that she was pregnant. Note that Carménia did not know she was pregnant, because she did not know the signs of a pregnancy.

The Peer Educators have discovered that one of the teachers of the school, approximately 35 years of age had made Carménia pregnant. A help was requested to the Friends teachers in order to carefully be aware of the issue. The Teachers Friends confirmed the pregnancy, but never took the issue forward. Nevertheless, this issue was communicated to the Project by the Educators in one of the monthly report.

The Project has reported the case to SDEJT Vilankulo and DPEC of Inhabane. After a cautious analysis done by a commission of inquiry established, in late January this year the Professor in question was dismissed from his function and expelled from the state apparatus. Carménia, through the advices of the Peer educators, she continued studying, having moved to the grade 7th. After childbirth in February 2010, she returned to school in March.

Half yearly report Jan – June 2010

At the Chitetemane Primary School, 2 Girls were participating of the debate promoted by the local Girls Club. During the debate, one girl explained that she had had the opportunity to go and work in a big City, the City of Maputo. The explanation by the Girl turned into main issue of the debate on that day. Divided in two groups, some girls argued that it is important to study in order to get a better employment. The other group argued that the most important is to know the promoters and the place where one goes for work. At the end, the issue was presented to the Teachers responsible for the Girls Club. With the help of the School Council, it was discovered that the parents of the 2 Girls above mentioned did not have the information about the journey of the 2 girls which was about to occur on the following day.

Due to the work of the Girls Club, the 2 girls did not travel and they returned to school. Known as promoters in trafficking girls to South Africa, 2 boys were associated to this case. The boys were reported to the Police and they are now under investigation.

Half yearly report July – December 2010

The provincial Government hired the company MOCYTALY Limited to install solar panels and electrify the Complete Primary Schools. Many schools in the province are already lit and soon may start evening classes in these communities, helping people who work during the day.

However, some employees of that company seduced and sexually exploited girls in these schools. The Girls Clubs promptly reported this situation during their meetings.

The Project contacted the company management, community leaders, Vilankulos District Offices of Education, Youth and Technology and the Education Provincial Headquarters.

The workers involved were identified. They acknowledge the mistake and the company management publicly vowed to take strong measures in order to punish their workers and do everything to avoid such cases. Two girls (Constância Maurício and Ginoca Cassimo Vilanculo), who had left school in order to follow some workers of that company, have been retrieved and presented to their parents and incorporated at Chiline Primary school.

Cassimo Vilanculo is the father of one of the girls involved in the case. He thanked the courage of the project in proceeding “to save the community from such awful cases”.

Girls clubs are now monitoring the school performance and the sexual reproductive health of these girls.

Half yearly report Jan – June 2011