

EVALUATION REPORT

**On The Education
Including health Projects
Under MFS 1
In Northern Ghana**

Supported by

AGREDS Ghana and World Servants Netherlands



Prepared by

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May 2011

Acronyms

AGREDS	Assemblies of God Relief and Development Services
BECE	Basic Education Certificate Examination
D/A	District Assembly
DPO	District Planning Officer
EP	Education Programme
FMP	Facilities Management Plan
GES	Ghana Education Service
GHS	Ghana Health Service
GoG	Government of Ghana
GPRS	Ghana Poverty Reduction Strategy
GSFP	Ghana school Feeding Programme
IEC	Information Education and Communication
JHS	Junior High School
MOH	Ministry of Health
MCH	Maternal and Child Health
MDGs	Millennium Development Goals
MoU	Memorandum of Understanding
MTDP	Medium Term Development Plan
PLA	Participatory Learning Approaches
PTA	Parent Teacher Association
PCU	Regional Planning and Coordinating Unit
SMC	School Management committees
SSI	Semi-Structured Interviews
SPIP	School Performance Improvement Plan
ToR	Terms of Reference
WATSAN	Water and Sanitation Team
WSN	World Servants Netherland

Executive Summary

This report summarizes the findings and recommendations of the evaluation of the Education Programme supported by WSN and AGREDS 1 in Northern Ghana from 2007 to 2010. The evaluation was conducted by a three member evaluation team: (1) a WSN project officer (volunteer), who was not involved in the program of that was evaluated, (2) a WSN board member, who acted as an observer, but did not contribute to this report. and (3) a local consultant. The evaluation was carried out from the 25th February to 4th of March 2011.

Background and Context of the Evaluation

The education programme of WSN and AGREDS is situated within the global context of the MDG 2 goal, which is aimed at strengthening the quality in basic education; improve quality and efficiency in the delivery of education service and bridging the gender gap in access to education. Indeed the EP equally responds to the 'Education for All' component in GPRS, which is aimed at ensuring;

- ❑ Access to basic education for children especially bridging the gender gap in poor and deprived communities in northern Ghana.
- ❑ improved quality and efficiency in the delivery of education

This notwithstanding, the EP also has a basic health program as a cross cutting component in the programme.

Since 2007, the education programmes (EP) designated as MFS 1, and supported by WSN and AGREDS (as part of the alliance education programme) has been working in partnership with communities through D/A GHS, GES in four(4) districts namely; Talensi/Nabdam, Bunkprugu/Yunyoo, East Mamprusi, and, Saboaba/Cheripone in the Upper East and Northern regions of Ghana. Most of the projects that were implemented under the MFS I are, social and public infrastructure, including schools, health clinics and capacity building efforts. To this end the MFS 1 education came to a close in 2010, consequently World Servant and AGREDS initiated this end of term evaluation.

Objectives of the Evaluation

The overarching goal of the evaluation was to assess the extent to which the Education Programme (EP) including the health dimensions; have contributed to the overall goals of the ICCO alliance education programmes. Whilst the specific objectives of the evaluation were:

- ❑ To quantify and analyse the output and outcome of the AGREDS education programme (including HIV/AIDs and Innovation program) against the set objectives and result agreements.
- ❑ To give recommendations for improvements in the education programme.

Methodology of the Evaluation

The evaluation was undertaken by a three (3) member team, two members from WSN with one as an observer, and a local consultant. The team also included the programme officer on the EP of AGREDS who facilitated and supported the evaluation efforts. Aiming to be results-oriented and participatory, the evaluation methodology that was applied included data collection and analysis components: extensive document review, key-person interviews, focus groups, site visits, and detailed case studies of two (2) beneficiary Districts of the EP.

For each case-study District, the team held meetings with and interviewed leadership of GES, and the two District Assemblies; the team also conducted beneficiary community assessments by engaging with PTAs, SMCs, and a cross section of community members, teachers and community health nurses at Langbensi, Nangodi and Gorogo, using focus groups and community.

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In total, evaluation team consulted with more than 75 stakeholders involved in EP including health at the community, District, and national levels.

Overall Assessments

Overall, the evaluation found that MFS I have contributed significantly to poverty reduction efforts in northern Ghana through AGREDS and WSN education and health programmes in the two case study districts. Indeed it has helped to improve enrolment and retention in Langbensi Assemblies of God Primary School and Nangodi JHS. Additionally the programme has contributed significantly to gender parity index in the two (2) basic schools. As one SMC member in Nangodi said AGREDS has brought new meaning to education in our community *“today girl children outnumber the boys in our school which hitherto was not the case”*. The project has achieved important outcomes at the micro, meso and macro levels. That, among other things, could help to improve the design and implementation of MFS II. At the same time, it is important to note that the evaluation realised that EP’s result on quality of education, water and sanitation programmes has been mixed. And its achievements in the area of HIV/AIDs have been weak.

Development Results

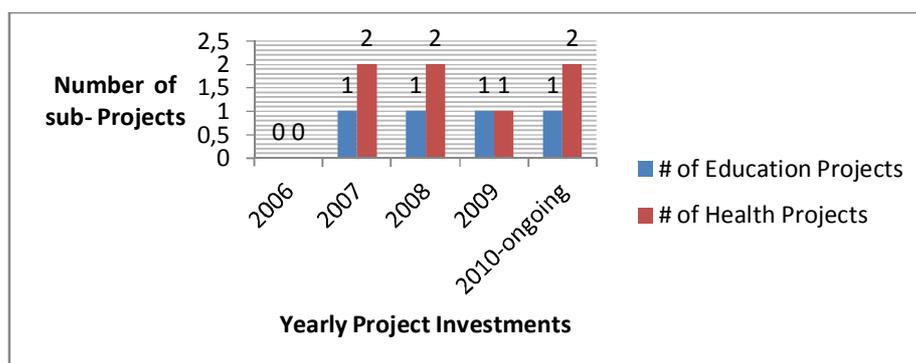
The success AGREDS/WSN EP has gained at the outcome-level rests on the project’s impressive set of outputs. Between 2007 and 2010, the programme/projects funded 11 sub-projects across 4 participating Districts. Four (4) of these sub-projects, representing 36.4% of the portfolio, were in the education sector which involved the construction of Junior high schools as well as living quarters for teachers at , Langbensi and Tongo Beo. Incrementally an estimated 3,330 students (including about 1’640 girls) who hitherto could not have accessed education are now enrolled into basic schools, under the AGRDES/WSN Education Programme (EP).

During the same period; 2007-2010, the health component of MFS I funds also supported seven (7) sub-projects in the health sector at Nakpanduri Saboba, Gorogo and Datuko, representing 63.6%. The projects focused on the construction/expansion of clinics and hospital MCH, plus living quarters for nurses. Consequently this has contributed significantly to an increased access to health services and care in those communities. For example at the Gorogo community health nurses indicated that because provision of clinic coupled with accommodation provided by AGREDS and WSN for the nurses it has improved access to health care to outlying communities around Gorogo who hitherto had to travel between 5-15 kilometres to the nearest health facility. Indeed they also indicated that because of the on-site ante-natal post-natal services that they provide infant and maternal mortality had reduced considerable

Table 1: Summary of MFS I Sub-Projects (2007-10)

Programme Component	Number	Percentage	Status
Education	3	27.3%	<ul style="list-style-type: none"> ❑ The 3 unit classrooms blocks including head teacher office and store at Langbensi JHS has been completed ❑ Another three 3 unit classrooms blocks including head teacher office and store at Nangodi JHS projects has also been completed ❑ Living quarters for teachers at Tongo Beo
	1	9.1%	<ul style="list-style-type: none"> ❑ The Langbensi teachers living quarters is at the lentil level, and still on-going.
Health	6	54.5%	<ol style="list-style-type: none"> 1. The MCH Unit of the at Nakpanduri clinic has been completed 2. The nurses living quarters at the Nakpanduri clinic has been completed. 3. The Maternity block at the Nakpanduri clinic has been completed. 4. The nurses living quarters at Saboba clinic has been completed. 5. The Gorogo community clinic has been completed. 6. The nurses living quarters at Datuko clinic has been completed.
	1	9.1%	<ol style="list-style-type: none"> 7. The expansion work on the Nakpanduri health centre is still on-going the
Total number of planned projects from (2007-2010)	11	100%	

Figure 1: Pattern of sub-project Investments by AGREDS/WSN



Source: AGREDS baseline data & field Assessments, 2011.

Micro-Level Findings: At the community level, MFS I sub-projects in the education sector generated important outcomes, including:

- Increased enrolment and retention in case study schools, in the 2 Districts. Indeed in Nangodi JHS the enrolments efforts had exceeded gender parity index. (there are more girls than boys in the school)
- Initiating an Improved School Performance Improvement Plan (SPIP)
- Increased participation of PTAs and SMC in school governance and management
- The establishment of HIV/AIDS, sanitation and girl child clubs in the schools.
- An increased infrastructure base through the volunteer support programme, which had an overwhelming districts and community approval. As indicated by the community members the programme provided a platform for cross cultural learning and experience. Above all programmes has also built bridges of friendship and solidarity between the volunteers and the communities.
- Increased access to health services by communities who hitherto had to travel journeys to access health care services.
- Additionally, as result of the provision of clinics at Gorogo there has been an improved health delivery through a considerable reduction in maternal and child deaths at Gorogo and the catchment communities of the clinic.

These are the most visible and tangible benefits of MFS I; the evaluation data and the field assessment demonstrates a direct link between the MFS I intervention and these results. These outcomes have advanced the United Nation's Millennium Development Goals including the GPRS I & II.

At the same time, these very significant gains were found to be accompanied by further challenges which are:

- The inadequate teaching and learning materials, furniture, including text books for students in the schools.
- The inadequate posting of qualified teachers to the schools.
- The dormancy of the of HIV/AIDS , sanitation clubs for lack of HIV/AIDS IEC materials and tools carryout outreach with respect to HIV/AIDS education and sanitation campaigns
- The non-provision of the rain harvesting water facilities in the schools
- Notwithstanding the overwhelming applaud and support for the volunteer programme the timing of the volunteer intervention is not optimal as 2 of the groups arrive at the peak of the farming season.

These challenges arise from factors and conditions in the broader programming environment. To this end AGREDS and the D/A are the taking steps to address the former.

Meso-Level Findings: MFS I also achieved important outcomes at the District level.

- First, through these partnerships AGREDS has contributed to deepening the decentralization efforts by GoG through the concept of district/community owned and managed development initiatives.

- MFS I also contributed to the poverty reduction efforts in the districts and by extension in the communities. As indicated by the RPCU of Upper East region and the DPO of the Talensi/Nabdam Districts “AGREDS/WSN support is complimenting the GoG efforts since they do not have all the resources to respond to overwhelming community needs”
- MFS I have enhanced and consolidated the partnership relationships between AGREDS/WSN and its stakeholders (The D/As GES, teachers, GHS and community health nurses. The partnership also promoted stakeholders participation in the Projects/programmes of MFS I
- This notwithstanding, these positive outcomes it is important to note that the D/As, GES have paid lip services to the complimentary support services. For instance like the provision of text books, teaching and learning materials provision of furniture and posting of qualified teachers to the schools continues to be a challenge. This situation calls for a concerted advocacy and lobbying efforts to achieve quality of education for poor communities.
- Another major challenge which could affect MFS II implementation is the inability of AGREDS to get D/As to include MFS II into the MTDPs of the D/As. This notwithstanding since the D/A are in the process of finalizing their MTDPs AGREDS through an MOU could get the D/As to include MFS II into the current MTDP.

Macro-Level Findings: Chief among the macro-level, policy administrative and programmes outcomes has been:

1. A fruitful Cooperation between AGREDES and WSN as impacted in the lives of the poor and vulnerable in the operational districts and communities.
2. The dedicated, committed, and results oriented leadership of AGREDES provided for the successful outputs and outcomes of MFS I
3. The monitoring and accountability culture initiated by AGREDES leader contributes significantly to the achievements chalked in MFS I.
4. The migration from project based funding and support to a programme based funding and support has improved MFS I programme implementation. This significantly also contributed to the partnership relationship between AGREDES and WSN.
5. Important lessons were learned in implementing MFS I which have strengthened the partnership, which will benefit the implementation of MFS II

Despite these significant gains the evaluation also identified some challenges which are:

1. The non-existence of a programme before inception of MFS I coupled with limitation in agreeing to some indicators in MFS I posed a challenge to the project implementation efforts.
2. The inability of AGREDES to maintain programmes operational staff at the Tamale office has put extra burden on the MFS I programme staff in Accra. By extension this has put extra burden on the budget. The reason form this situation is the poor remuneration package provided by AGREDES as against better remunerations that are provided by other NGOs. This accounts for the high turnover of staff for AGREDES.

3. Despite the unquestionable commitment and dedication of programme officers of WSN AGREDS, the evaluation noted that should any of the programme officers decide to leave it could adversely affect the programme.
4. The evaluation also noted there are inadequate consultations between AGREDS and WSN on programming with respect to the communication, structures and systems of partnership organizations. For example communicating through officer in AGREDS without passing through the executive director could undermine the leadership structure and systems.
5. Inadequate capacity building for local staff (AGREDS) to respond to emergent implementation issues. For example AGREDS staff needs special training either in Netherlands or Ghana to cope with new challenges that may emerge as result of MFS II. 6. Some existing roles and responsibilities in the partnership need to be redefined, e.g. AGREDS should be given the mandate to undertake the set- up mission

Introduction

This report summarizes the findings and recommendations of the evaluation of MFS1 educational and health programmes. These projects were implemented by AGREDS in partnership with 4 Districts in the northern Ghana and supported by WSN. The evaluation was carried out by a three member evaluation team; (two member team from WSN with one as an observer, and a local consultant). The evaluation exercise was facilitated and supported by the AGREDS programme officer responsible for the implementation of MFS 1. The evaluation was conducted from 25th February to 4th of March 2011.

Scope of Report

This evaluation report contains:

- A background and context to the evaluation
- Purpose and Objectives evaluation
- Strategy/ methodology for implementation
- Limitations of the evaluation
- Findings of the evaluation
- Major strengths and Limitations
- Lesson Learnt from the evaluation
- Conclusions and;
- Recommendations

Background and Context of the Evaluation

MFS 1 which covered the period 2007 - 2010 had an overarching goal of contributing to 'Education for All' within the context of basic education in northern Ghana. Additionally the objectives of MFS 1 were to ensure, access to quality basic education for at least 10-20% of children having no access at all, and a reduction of high drop-out, especially of girls with HIV/AIDs, water and sanitation as cross cutting issue. In fulfilment of this goal, World Servants Netherlands (in ICCO- alliance), Assemblies of God Relief and Development Services AGREDS in partnership with three(3) districts in the northern region, and one district in the Upper East and communities had implemented a number of educational and health programmes/ projects. As part of the concluding effort to bring MFS 1 to a close, the AGREDS and WSN constituted a three members evaluation team to assess performance and impact of MFS 1.

Purpose

The ToR set out the following purposes for the evaluation:

- To improve the management and delivery of the programmes/ projects;
- To contribute to improving poverty reduction programs through the education and health programme/project model;
- To assess impact of the project to contribute to improving people's livelihoods and reduce vulnerabilities at the household and community levels;
- To provide recommendation for remedial actions and;
- To prepare lessons learned that could fed into MFS II and also shared with AGREDS and its partners

Objectives

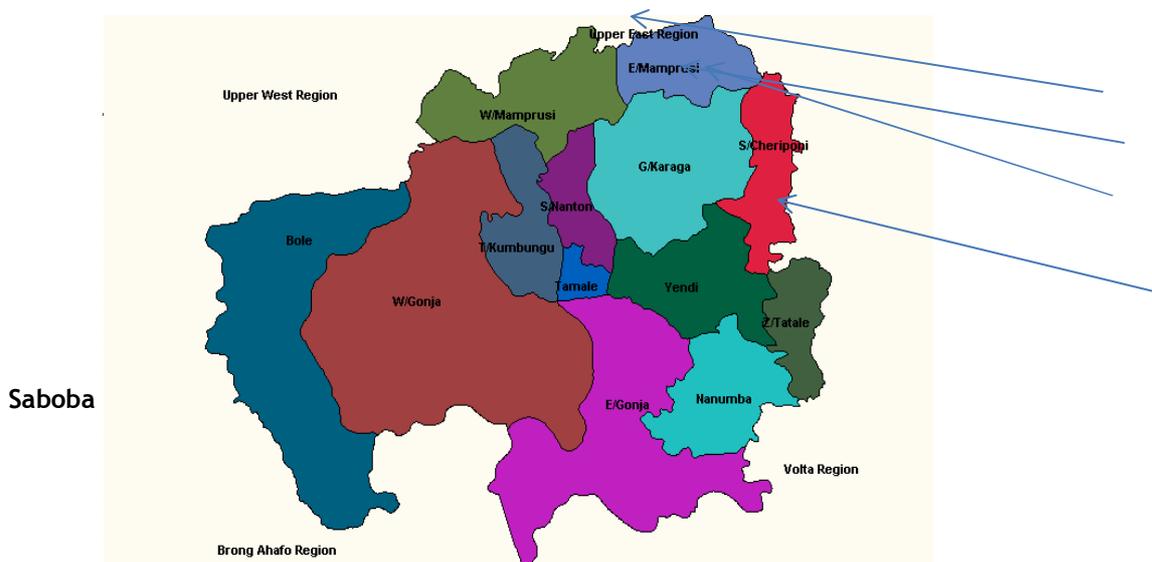
The objectives of the evaluation are as follows:

- To ascertain results (based on the project logical framework analysis) and assess the effectiveness, efficiency, relevance and sustainability of the education and health programme;
- To provide findings, conclusions and recommendations with respect to management and delivery of the education and health programmes/projects;

- To develop lessons learned, particularly on how implementation of activities could be improved upon;
- Lessons learned will also be shared with the team implementing the projects/programmes to improve on the partners capacity and performance;
- To ascertain if capacity has been developed within the implementing partners;
- To ascertain impact of education and health activities at the District, community level on improving peoples' livelihoods and reducing vulnerabilities.

The figure below is a visual illustration of the operational Districts of MFS I.

Fig 2: Map of Project Operational Areas in the Northern and Uppers East Regions Supported by AGREDS and World Servants Netherlands



Source: Ghana Maps

Strategy

The evaluation effort was categorized into three (3) levels of engagements which are namely: the **macro, meso and micro** level stakeholder engagements:

- ❑ At the national level evaluation team engaged with leadership of AGREDS, and the set up team from the Netherlands to assess the organisation of the EP by AGREDS
- ❑ Whilst at District level the team engaged with Staff of the D/A, GES and GHS assess the concrete output and outcome of the AGREDS education programme (including HIV/AIDs) against the set objectives and result agreements.
- ❑ Finally the team at the community level the team engaged with PTAs and SMC, a cross section of community members' teachers and circuit supervisors to cross validate the outputs and impact of the EP intervention on the community.

Additionally, the team decided on a sample size two case study districts of Talensi/Nabdum and East Mamprusi in the northern and upper east regions. The team also visited Langbensi, Nangodi and Gorogo

communities. The evaluation focused on a mix of education and health projects/ programmes in both districts. Because health projects will stop under MFSII the main focus was on educational projects.

Methodology

The evaluation used a *mixed-methods* approach to data collection and analysis, in order to foster *triangulation*. These methods included source document (baseline data, reports on MFS I,) review provided by WSN/AGREDS, site visits, and District case studies. Additionally the evaluation also applied some of the PLA tools like Semi-structured interviews, focus groups, and key informants discussions to compliment the afore mentioned methods

Inception Meeting of Evaluation Team

The evaluation team held an inception meeting in Accra on the 26th - 27th March 2011. The rationale for this meeting was:

- ❑ To establish team rapport since first encounter of the members.
- ❑ Review with draft evaluation work plan and methodology that was presented by the local consultant prior to the arrival of the external evaluators.

To this end the team reviewed and refined the work plan and the methodology, including a determination of the sample size for the evaluation exercise. *(Attached as appendix 2 is the revised work plan and methodology that was used to conduct the evaluation)*

Limitation of the Evaluation

This study had a number of limitations. First, the evaluation focused primarily on the experiences and perspectives of stakeholders who have been involved in MFS I, at the level of the leadership AGREDS, leadership of D/A GES, GHS, school governance committees (PTAs, SMCs) teachers, and nurses. Indeed if there was enough time the evaluation should have engaged with the wider community students using the community score card tool to ascertain assessments of MFS I.

Secondly, the sample of Districts used to conduct detailed analysis of on-the-ground results—the 2 case study Districts assessed here—has some limitations, as well. It is somewhat biased toward the 2 Districts that time allowed the evaluation team to visit.

The third limitation of this assessment is; the evaluation team carried out on-site inspections of a relatively small number; three (3) MFS I sub-project.

Findings

Under MFS 1 AGREDS facilitated the programme/project delivery efforts. The assemblies and decentralized departments like GES and MOH played a pivotal in project implementation efforts. Beneficiary communities monitored and supported the project implementation efforts.

Indeed the evaluation engagements and interactions occurred at the micro, meso, and macro levels. Consequently the findings from the MFS I evaluation exercise is equally presented as, **micro, meso, macro** levels findings

Micro level Findings(beneficiary level)

The micro level assessments of the EP focused on the dimensions of:

- ❑ Access to education
- ❑ Quality of Education and;
- ❑ The Health component of MFS I

Access to Education

On access to education the evaluation focused on the status of infrastructure provided under the programme, enrolment and retention including gender parity, provision of text books, teaching and learning materials provision of furniture and availability of qualified teachers in schools.

Provision of Educational Infrastructure support

At the end of 2010, 81.8% of the projects had been completed in the 4 operational districts, whilst 18.2 % are still ongoing. AGREDS/WSN has provided 3 classroom blocks with an office and a store room each for the JHS at Langensi and Nangodi. In case of Nangodi they were provided with a 4 unit KVIP latrine, urinals, for boys and girls. The provision of these facilities will enable the schools to cope with the increasing numbers of enrolments. In the case of Langbensi it will provide an avenue for continuation from primary to JHS which hitherto did not exist. The construction of the teachers' quarters at Langbensi was still on-going as at the time of the evaluation.



Picture 2: JHS built by AGREDS & WSN at Langbensi



Picture 3: JHS built by AGREDS & WSN at Nangodi



Picture 4: The KVIP latrine provided for Nangodi JHS



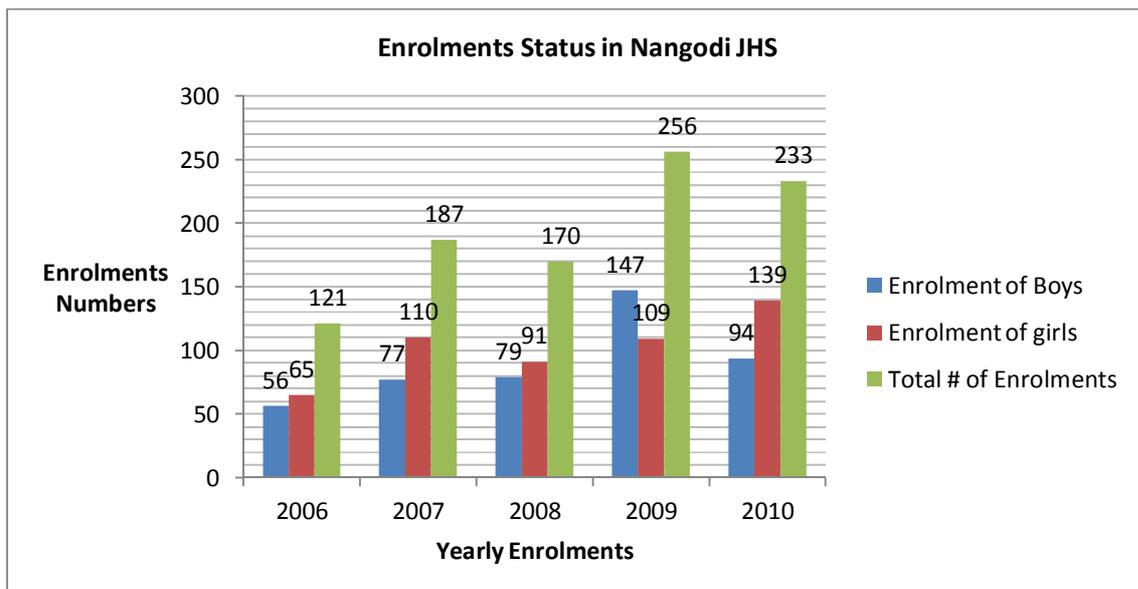
Picture 5: The Urinals provided for Nangodi JHS

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Enrolment and Retention Including Gender Parity Index

Overall there has been a significant improvement on enrolment and retention under MFS I. Additionally the programme has contributed to a significant improvement of the gender parity index in the two (2) basic schools. The graphical analysis of figures 1 and 2, below, clearly demonstrates that there has been a considerable increase in the enrolments efforts. More strikingly the girl child enrolments at Nangodi JHS have exceeded the gender parity index, which is a high commendable achievement under MFS I. This notwithstanding, in the case of Nangodi JHS there trends rather shows a decrease in the enrolment of boys. The explanation to this phenomenon is that the boys leave school to undertake (“galamsey”) illegal mining.

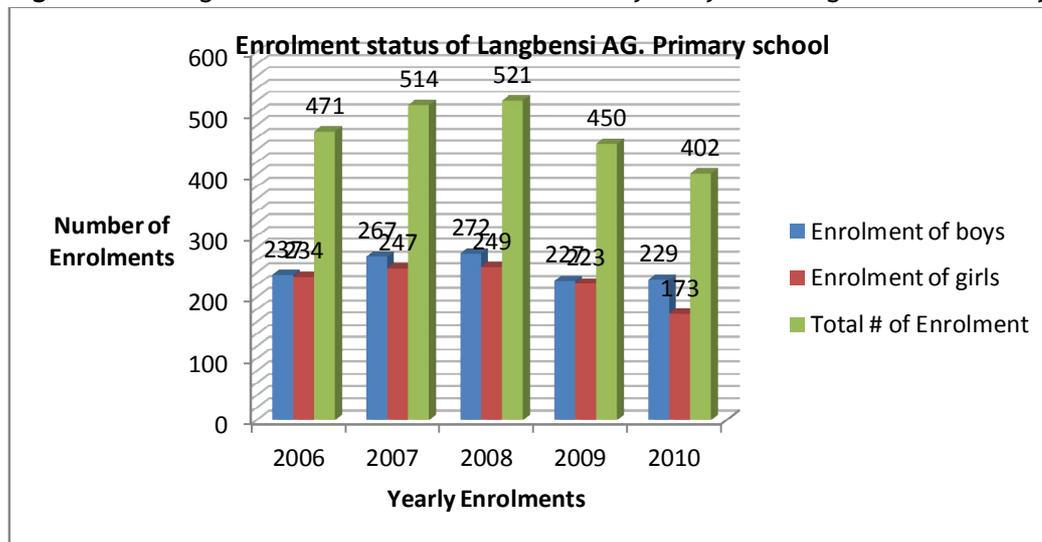
Figure 3: Findings from Enrolments and Gender Parity Analysis of Nangodi JHS



Source: AGREdS baseline data & field Assessments, 2011.

At Langbensi Assemblies of God primary school, the enrolment efforts have been fluctuating. For instance it peaked in 2007 and 2008 and started decreasing in 2009 and 2010. This calls for a further interrogation to identify the causes and find solutions to the situation.

Figure 4: Findings from Enrolments and Gender Parity Analysis of Langbensi AG. Primary School

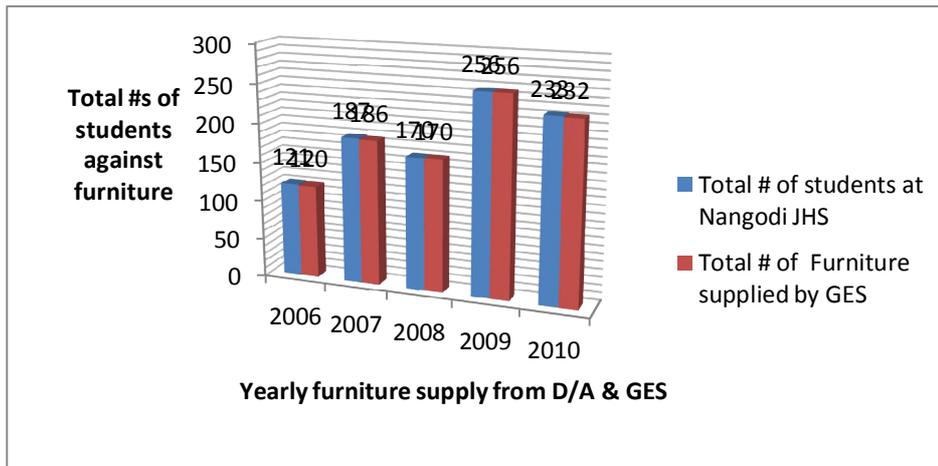


Source: AGREdS baseline data & field Assessments, 2011.

Students' furniture Ratio at Nangodi JHS

The analysis on furniture supply by the D/A and GES to Nangodi JHS points to the fact that almost every student should have access to basic furniture (table and a chair). Unfortunately at the evaluation revealed there is no adequate furniture for most of the students. This is because most of the furniture supplied are broken down. The evaluation also revealed that D/A GES the school leadership and school governance committees have not put in place mechanisms for maintenance of the furniture. This brings to the fore the issue of sustainability.

Fig 5: Comparative Analysis of student furniture ratio at Nangodi

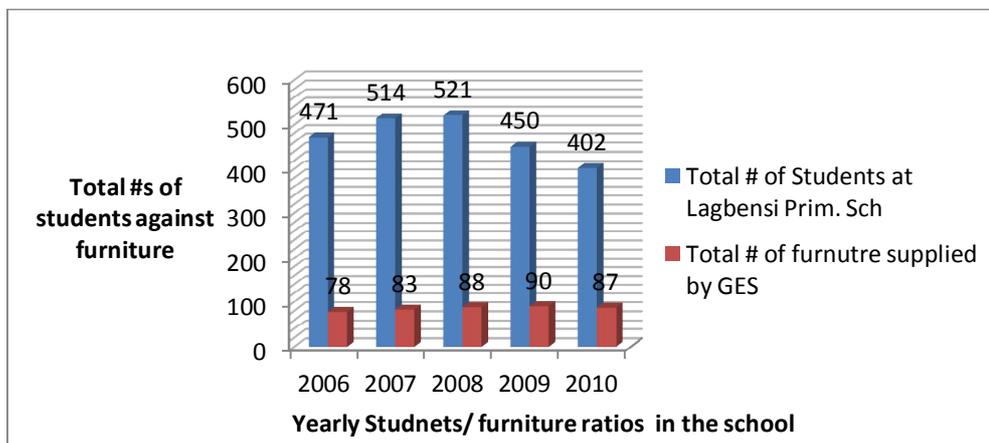


Source: AGREDS baseline data & field Assessments, 2011

Student furniture Ratio at Langbensi AG. Primary School

On the contrary the furniture supply and support to the Langbensi AG. Primary school is woefully inadequate to the extent that the teachers, PTA and the SMC of the school expressed worry about the situation. Indeed most of the students in the lower primary school lie on the bellies to do write. Both the PTA have made follow-up visits to the D/A to request for the supply of furniture. Unfortunately as at the time of the evaluation they had not yet received any positive response from the assembly. However at the evaluation engagement with the leadership of the D/A, they indicated that the assembly was in the process of assembling the furniture and Langbensi AG Primary will be catered for.

Fig 6: Comparative Analysis of student furniture ratio at Langbensi AG. Primary School

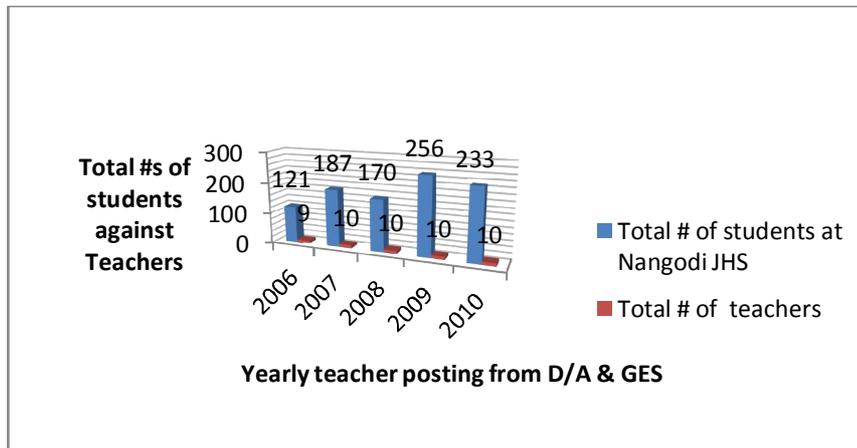


Source: AGREDS baseline data & field Assessments, 2011

Teacher students Ratio at Nangodi JHS

Although from 2006 there has been a significant increase in the teacher population it has not correspondingly translated into the performance of students in the school. Indeed the teacher student ratio could put in the range of 1: 18. The table below presents an analysis of teacher students’ ratio.

Figure 7: Comparative Analysis of student teacher ratio at Nangodi JHS

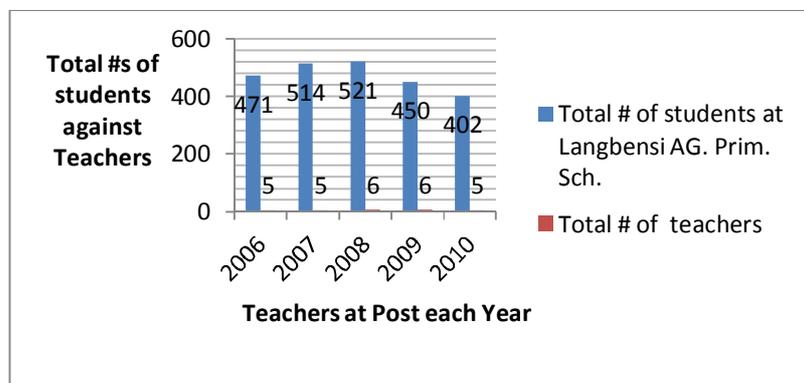


Source: AGREDs baseline data & field Assessments, 2011.

Teacher students Ratio at Langbensi AG. Primary School

Contrary to the findings at Nangodi JHS, the teacher student ratio in at Langbensi AG primary school presents a dire situation. In 2006 2007 and 2010 the school had a total of 5 trained and untrained. Whilst in 2008 and 2009 the school had 6 teachers representing a marginal increase of 1 teacher in. At the same the highest enrolment figure for the school was in 2008 with a student population 521. Assuming you divide that by 5 teachers by this population, each teacher will be handling 104 students. Indeed this situation could affect the quality of teaching. This problem was worsened by the fact that at the time of visit only the headmaster was qualified, but his performance was questionable. This inadequacy of teachers was raised by the School’s PTA and SMC during the evaluation exercise. They indicated all efforts to get the GES to post more teachers to the school have been to no avail. Furthermore the GES district office had not yet posted teachers to the new JHS. Consequently the new JHS is still not functional.

Figure 8: Comparative Analysis of student teacher ratio at Langbensi AG. Prim. School

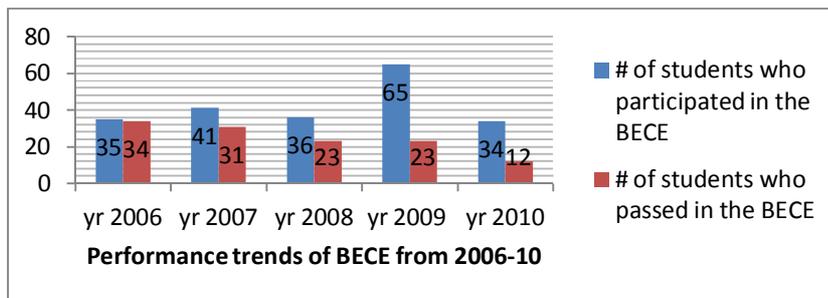


Source: AGREDs baseline data & field Assessments, 2011.

Nangodi JHS Students Performance at BECE

Despite significant achievements made with respect to enrolments and retention the same assertion could not be made in respect of the quality of education. Indeed results of the evaluation generated a mix of achievements and challenges. At Nangodi JHS the figures below presents and analysis of the performance of students at the BECE.

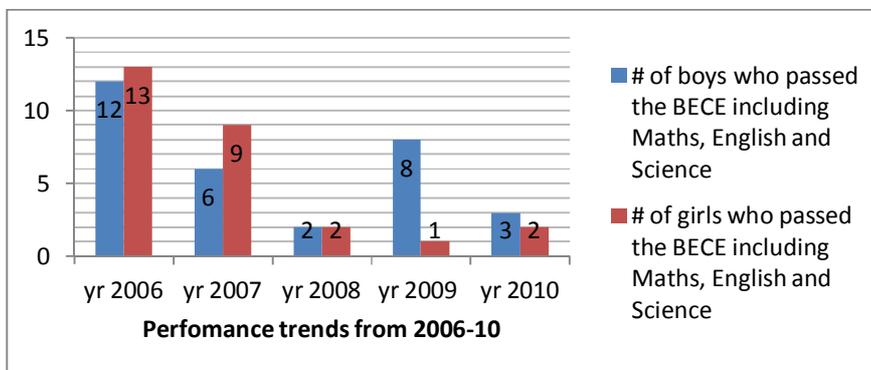
Figure 9: Nangodi BECE Candidates Performance Analysis



Source: AGREDs baseline data & field Assessments, 2011.

Apart from the 2006 where out of 35 students presented for the BECE 34 passed representing 97% success rate, whilst in 2010 out of the 34 candidates presented only 12 passed which is less than 50%. The rest of the year's witnessed consistent a gradual decline in this achievements. The performance situation at the BECE is even worse with respect to students whose passes included to core subjects of English and Maths. The analysis in figure 10 is a manifestation this fact.

Figure 10: Nangodi BECE Candidates Performance Analysis by Gender in the Core Subject



Source: AGREDs baseline data & field Assessments, 2011.

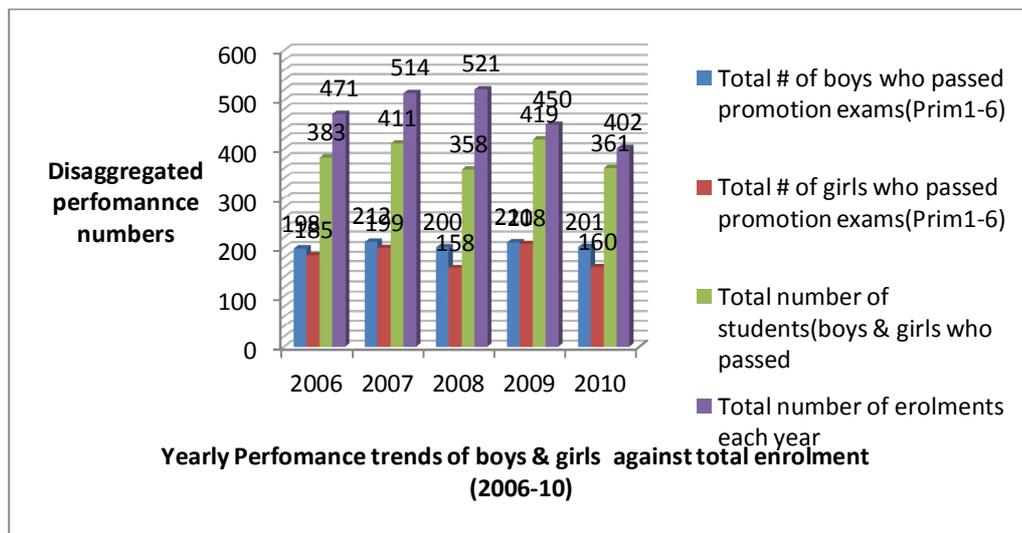
In 2006 out of the 69 students presented only 25 students had passes which included the core subjects (English and Maths) the situation was even worse in the ensuing years. Worried by this situation the evaluation team probed further to find the underlying causes and some of the factors that accounted for this situation are as follows:

- ❑ The lack of accommodation for teachers in community has compelled teachers to commute long distances daily. The resultant effect is that they have less contact hours with the students (the BECE candidates)
- ❑ This situation is further exacerbated by the fact there are inadequate text books for the students. For example 4 - 5 students have to share a text book. Additionally the inadequate teaching and learning material further compounds the problem.

Langbensi AG Primary Students Promotion exams Performance

The analysis of figure 11, points to the fact that the students at Langbensi AG primary school are doing well in their promotion exams. This notwithstanding the evaluation team was of the view that these findings could be deceptive since exams had no external oversight to authenticate the results.

Figure 11: Performance Analysis of Langbensi AG Primary Promotion exams (Primary 1-6)



Source: AGREDS baseline data & field Assessments, 2011.

School Governance and Management

School governance and management has direct correlation with the quality of education. To this end positive finding of the evaluation is the establishment of functional PTAs and SMCs in all the schools. Indeed the PTA is providing an oversight management and governance of the schools. Furthermore it is worth noting that the level involvement of the Nangodi PTAs and SMCs is higher than that of the Langbensi AG primary school PTAs and SMCs



Pic: 6: Interactions with PTA, SMC at Langbensi Prim.Sch
SMC at Nangodi JHS



Pic: 7: Interactions with PTA,

Whereas there was an evidential proof of an elaborate school improvement plan that was being implemented by Nangodi JHS, Langbenshi AG primary could not proof with an evidence of a plan they had developed for the school.



Pic: 8: Interactions with GES officials at Gambaga



Pic: 9: Interactions with Teachers at Nangodi JHS

Findings of the health component including HIV/AIDs

The provision of clinics and living quarters by AGREDS and WSN in the operational communities has significantly contributed to improve the health care delivery services to the communities. One such example is the improved ante natal and post natal care at the Gorogo clinic. As indicated by the community health nurse the team interacted with; “there have been able to reduce the maternal and infant mortality to the barest minimum. She also stated authoritatively that last year the clinic did not record a single maternal death”



Pic 10: Clinic provided by AGREDS/WSN at Gorogo in the Talensi/Nabdam District



Pics: 11& 12: Interactions with health workers of the Gorogo Community.

With respect to the HIV/AIDs programme in the schools the MFS I programme was able to establish HIV/AIDs, water and sanitation and girl child education clubs, in the schools. Beyond the establishment of the clubs, they had initiated very limited or no programmes, in the schools. The HIV/AIDs component was fraught with challenges:

- A major challenge to the programme was the absence of the programme officer responsible for HIV/AIDs who was abroad perusing further studies. His absence was compounded by family problems (he lost his wife). Consequently the programme suffered some implementation setbacks. Which are presented in the ensuing bullets:
 1. The schools indicated that due to unavailability of information, education and communication materials on HIV/AIDs, they have not been able to carry out any activity in this direction
 2. Additionally they also said, they could not also undertake the periodic clean -up activities because of the lack of tools that they were to be supported by AGREDS

To this end the programme officer of AGREDS indicated that they were in the process of finalizing the IEC materials. Furthermore they schools were assured that AGREDS was also making efforts to procure tools for sanitation programme. This notwithstanding he also indicated that the plans that the schools were supposed to submit to AGREDS had not been done by the schools.

He also admonished the schools that the releases of resources to undertake their activities were incumbent on their schools plans.

Sustainability Dimensions of Programme/Project support

In all the case study districts and facilities that the evaluation team visited none of the districts communities had put in place a Facilities Management Plan (FMPS). Indeed they did not have mechanism to mobilize and put aside some resources for periodic maintenance of the facilities provided by AGREDS and WSN. This calls to question the sustainability of the project interventions.

Meso Level Findings (D/A, GES and GHS)

First, through these partnerships AGREDS has contributed to deepening the decentralization effort by GoG through the concept of community owned and managed development initiatives.

The District Assemblies judged MFS I as successful and very useful complimentary support to their development efforts. They will want to see this partnership with AGREDS taken to higher level by establishing an MOU not only as documentary and corporate evidence, but rather to enable them to use the MOU to legitimize the incorporation of AGRED/WSN support into their MTDP. Additionally it

provides an impetus for them to set aside a counterpart budgetary support for the partnership programmes¹.

The partnership relationship between AGREDS and stakeholders at the district was strengthened through the implementation of MFS I was through the implementation of MFS I. This is particularly so, in respect of the Talensi/Nabdam District.



Pic 13: Interactions with East Mamprusi DCD of Talensi/Nabdam D/A



Pic 14 : Interactions with the leadership

This partnership also engendered a high level of participation by the GHS GES in the implementation efforts of MFS I. This notwithstanding, it is important to note that East Mamprusi Districts Assembly have often been very minimalist in the ways they have engaged AGREDS in the implementation of MFS I.

Macro Level Findings(AGREDS/WSN- Policy Administrative and Programming)

Overall the evaluation noted that the partnership efforts by AGREDES and WSN the leadership have contributed to the poverty reduction efforts in their operation districts thereby impacting positively to the lives of the poor communities in their operational areas.

- ❑ The results oriented leadership that AGREDS provided for contributed to the significant achievements chalked in MFS I.
- ❑ The monitoring and accountability culture initiated by AGREDS leader contributes significantly to the achievements chalked in MFS I.
- ❑ Hands on learning lessons learnt by AGREDS and WSN staff, during the design and development of MFS I contributed to improve the design and development of MFS II.
- ❑ The migration from project based funding and support to a programme based funding and support has improved MFS I programme implementation. This also has contributed significantly to the partnership relationship between AGREDS and WSN.

¹ The new additional funding mechanism designated as the District Development Facility (DDF), which contingent on districts to pass the Functional Organization Assessment (FOAT) one of the conditionality stipulates that no district can support any project or programme if the partnership is not captured in MTDP and by extension their Annual Action Plans (AAPs). To this end it is the MOU that will allow D/As migrating and legitimising the Partner NGOs plans and programming into the MTDP for counterpart funding support to the programme.

Challenges

Despite these significant gains the evaluation also identified some challenges:

- ❑ The non-existence of a programme before inception of MFS I coupled with limited consensus in agreeing to some indicators in MFS I posed a challenge to the project implementation efforts.
- ❑ The inability of AGREDS to maintain programmes operational staff at the Tamale office has put extra burden on the MFS I programme staff in Accra. By extension this has put extra burden on the budget due additional travel cost. The reason for this situation is the poor remunerations which accounts for high turnover of staff. In general NGO's pay significant higher salaries.
- ❑ The budget for country coordination was insufficient for general office support/expenses and travelling/accommodation cost, putting a burden on the AGREDS organisation to find coverage for these costs.
- ❑ The evaluation realised that the 2 officers working in both AGREDS and WSN were the only ones carrying the programme on their shoulders. Dedicated and committed as they have demonstrated the unforeseen exit could adversely affect the programme.
- ❑ The inadequate consultations between AGREDS and WSN on programming including respect this was manifested during the design and implementation of MFS I. Additionally WSN office communicating through programme officers without recourse to the Executive Director of AGREDS.
- ❑ Inadequate capacity building for local staff (AGREDS) to respond to emergent implementation issues. *For example AGREDS staff needs special training either in Netherlands or Ghana to cope with new challenges that may emerge as result of MFS II.*
- ❑ Based on the experiences gained during MFS I AGREDS is ready to take greater responsibility for the execution of the projects, including the preparations for the WSN groups coming over. In this context the added value of the set-up trips as currently taking place needs to be reviewed.
- ❑ AGREDS (and WSN) need to enhance their knowledge on other programmes in Ghana, such as the UNICEF supported I-WASH project which provides water and sanitation facilities to basic schools, governments free school uniforms and the school feeding programme to poor and needy schools both from government and NGO's. This information will empower communities to intensify their lobby and advocate efforts to benefit from for such projects in their schools. By and large this will be helping to compliment AGREDS WSN programmes to make these known to benefit the communities where projects are being executed.

Major strengths and Limitations

Strengths

The major strengths that were identified in the evaluation of MFS 1 were as follows:

- ❑ 81.8 % of the planned projects of schools, clinics, teachers and nurses living quarters were completed by 2010.
- ❑ The increased enrolments, of children who would hitherto have not been school. Indeed the most striking strength of the enrolment efforts is the achievement of gender parity index.
- ❑ The active involvements of the school governance structures in the oversight managements of the schools.
- ❑ The increased access and improved health care delivery services for the communities.

- ❑ The deepening and strengthening of the decentralized governance system through the partnership efforts between AGREDS and the D/As.
- ❑ The complimentary support provided by the districts, for instance in the Talensi/Nabdam District the assembly supported the provision of a borehole to the Gorogo Clinic, they are also supporting the extension of lights to the clinic.
- ❑ The overwhelming support for the volunteer programme by AGREDS, D/As and the community.
- ❑ The strong and effective leadership provided AGREDS contributed to the achievements of MFS 1.
- ❑ The effective monitoring efforts by the MFS I programme officers ensured value for money on the projects.

Limitations

Although MFS I has made significant impacted positively in beneficiary districts and communities' the programme had some limitations some of which are:

- ❑ The inability to fully and timely implement the HIV/AIDs and water programmes as rendered that component of the programme dormant.
- ❑ The inability of GES to post teachers to Langbensi JHS has rendered the facility non- functional
- ❑ Inability of AGREDS to incorporate MFS II into the current D/As MTDPs.
- ❑ The inability of D/A and GES support the schools with of adequate furniture has ramifications for the quality of education.
- ❑ The inability the GES to post adequate trained teacher to the schools is affecting the school performance for instance in Nangodi JHS while there is an increased enrolment students' performance is going down.
- ❑ Inability of AGREDS to complete the teachers quarters stills make teachers to commute long districts to school there by limiting teachers contact period with students. Additionally it has contributed to teacher absenteeism in schools.
- ❑ The evaluation realised that the 2 officers working in both AGREDS and WSN were the only ones carrying the programme on their shoulders. Dedicated and committed as they have demonstrated the unforeseen exit could adversely affect the programme.

Lessons learned

The evaluation findings highlights a number of important lessons for MFS II:

- ❑ The provision of infrastructure increased enrolment without corresponding support by the D/A and GES in posting adequate professional teachers, the provision of furniture, teaching and learning materials, and improved teaching methods will not improve the performance of students. This has some ramifications for the implementation for MFS II
- ❑ The provision of infrastructure and other logistical support such as furniture, without corresponding mechanism to maintain them will lead to non-sustainability of project/programmes.
- ❑ District Assemblies and GES have generally only paid lip service, to posting adequate qualified teachers supply of adequate text book and provision of adequate teaching and learning materials to schools.
- ❑ AGREDS Partnership with D/As needs a formal commitment; MOU are necessary for the D/As to legitimize their partnership counterpart budgetary support.

Recommendations

The findings of the evaluation of MFS I give rise to the following recommendations intended to strengthen MFS II. It is recommended that:

- ❑ MFS II should streamline and adhere to laid down the communication channels between WSN and AGREDS.
- ❑ AGREDS and WSN should make efforts to recruit a cadre of qualified staff to support the 2 programme officers to forestall continuity and sustainability of their programme.
- ❑ AGREDS should accelerate the processes of reviewing and improving their remuneration package to attract qualified staff to the Tamale office. This will contribute to reducing not only the overhead cost but also reduce the fatigue on the Accra staff.
- ❑ AGREDS in MFS II should engage with beneficiary Districts to put place an agreed signed MOU to delineate partnership commitments.
- ❑ AGREDS should also engage D/A and beneficiary through a participatory planning efforts to in place mechanisms a Facilities Management Plans(FMPs) for the facilities being provided with the support of AGREDS and WSN.
- ❑ AGREDS/WSN in MFS II should facilitate stronger functional linkages between the projects to take advantage of other interventions like the UNICEF I-WASH project, the government's GSFP, free school uniforms.
- ❑ WSN should review the role and responsibilities of the Set-ups team from the Netherlands. Indeed the AGREDS Leadership thinks with capacities acquired over the years they could take over this role and responsibility with support from WSN.
- ❑ AGREDS should vigorously pursue the lobby and advocacy agenda and go beyond the engagement with GES at the district level to the national level. By this initiative AGREDS should establish an interface fora with the line ministries, including parliamentary select committees on education, health poverty reduction, and the women and children, to advocate and lobby on issues of health and education.
- ❑ Additionally MFS II should vigorous use the window of media advocacy/lobby tool to draw policy makers' attention to quality issues of the education and health.

Appendix 1: List of Persons Involved in the Evaluation

Organization: AGREDS, Accra

#	Stakeholder Group	Name	Designation
1	Leadership and Programme staff of AGREDS and the set-up Team	Mr. Joseph Wumbee	Director
		Mr Steven Abarika	Prog. Officer Responsible for MFS I
		Mr. Eric	Prog. Officer Responsible for HIV/AIDS
		Set -up team Netherlands	Set-up team

District: East Mamprusi

#	Stakeholder Group	Name	Designation
2	PTA /SMC, Community Teachers of Langbensi AG primary school	Tika Mwanga	Chief of Langbensi community (Achiri)
		Apuba Frank Badag	Youth leaders of Langbensi community (Nachinaba)
		Alfred Tibila	Elder of Langbensi community
		Frank Wusah	Elder of Langbensi community
		Badongweh Kores	Rep of Chief of kassenas Langbensi community
		Baba Osman	Elder of Langbensi community
		Aserber Tatiya	Community member/parent of Langbensi
		Kunamsi Gumah	PTA members of Langbensi AG primary school
		Isaiah Basigi	SMC members of Langbensi AG primary school
		Ibrahim Abudulai	PTA members of Langbensi AG primary school
		Ageh Agulu	PTA members of Langbensi AG primary school
		Peter Nsobila	Assembly person for Langbensi community/Volunterr teacher of Langbensi AG primary school
		Mary Agulu	Community member/parent of Langbensi
		Martha Hamidu	Community member/parent of Langbensi
		Memunatu Razak	PTA members of Langbensi AG primary school
		Bawa Yakubu Gumah	Teacher Langbensi AG primary school
		Bawa Imoro	Teacher Langbensi AG primary school
		Mahama Adams	Head teacher Langbensi AG primary school
		Bapeawuni Moses A	Circuit supervisor Langbensi Circuit
Mary Alhassan	Teacher Langbensi AG primary school		
Korese Wantewe	Teacher Langbensi AG primary school		
Labon K David	Assistant head teacher Langbensi AG primary school		
3	District Directorate of Education	Konlan Comfort Laadi	D.G E.O
		Koligu S Musah	Deputy Director of Education

		Ben Bukari W	A/D (Supervision Unit)
4	East Mamprusi Dist. Assembly	Ivan Gam	DCD

District: Talensi/Nabdam District

#	Stakeholder Group	Name	Designation
5	PTA /SMC, Community and teachers of Nangodi JHS.	Hon. Maxwell Kparib	Assembly man
		Helen Kusso	PTA treasurer
		Amoore Rex	SMC chief Rep
		Cosmas Fapale	PTA assistant Secretary
		Oliver O. Sebire	Community member
		Samuel Dok	Unit committee member
		Nicholas Naam	PTA vice chairman
		Juliana T. Sibire	Member of committee
		Martin Lamisi Sebire	Opinion leader
		Isaiah Kuunab	Unit committee member
		Tibil Martin Gabriel	Opinion leader
		Tobire Patrick	SMC chairman
		Panaya Mpusie	SMC rep. women
		Daa Song	SMC member
		Kunab Geusina	Community member
		Tule Kplemdiit	Community member
		Anaam Nwenbo	Community member
		Anua morpoka	Community member
		Balumma Kpeldol	Community member
		Lore Pogyangbil	Community member
		Kuurok Bakalbahuk	Community member
		Ndana Fadeng	Community member
		Helen Kusso	PTA treasurer
		Amoore Rex	Nangodi chief's Representative
		Cosmas Fapale	PTA assistant Secretary
		Oliver O. Sebire	Community member
		Samuel Dok	Unit committee member
		Nicholas Naam	PTA vice chairman
		Juliana T. Sibire	Member of committee
		Francis Sapaat	Headmaster
Yiran Linda	Assistant headmistress		
Adongo Diana	Class teacher		
Asukuga George	Class teacher		
Atolpaa Charles	Class teacher		
Ayeebo Benjamin	Class teacher		
6	Leadership of D/A	Hon Vivian Anafo	DCE
		Fuseini Alhassan	DCD
		Mukassah	DPO
	Leadership of Gorogo Clinic	4 Community Health nurses	

Appendix 2: Detailed Schedule of the Evaluation

Day & Date	Activity	Time	Project to be visited	Focus of the Evaluation	Persons/Agencies to Engage with in the Evaluation Efforts	Methodology	Person(s) Responsible
Sat. 26 th Feb. 2011	Introductory & Inception meeting of Evaluation team	Morning	-	To reach agreements on the evaluation programme and approaches		<ul style="list-style-type: none"> discussions 	Evaluation Team
	Meeting with AGREDS team	Afternoon		Assess the project/ programme Implementation approaches to ascertain the achievements, challenges, and the way forward	Leadership of AGREDS	<ul style="list-style-type: none"> Discussions Inputs and; Validation of programme 	Evaluation Team & AGREDS Prog. Staff
Monday 28 th Feb 2011	Meeting with AGREDS Programme staff	Morning		-Do-	Leadership and Programme staff of AGREDS	-Do-	-Do-
	Travel to the North(with possible overnight in kumasi/Techiman)	Afternoon					AGREDS
Tues 1 st March'11	Travel to Tamale & Rest	-	-	-		-	AGREDS
Tues. 2 nd March'11	Travel to Langbensi community to Evaluate Education Support project	Morning	School building	Assess the role of the stakeholders, challenges/constraints of the implementation processes and usefulness of the project to the community Solicit views from stakeholder how future projects implementation could be improved upon	<ul style="list-style-type: none"> Teachers PTA, SMC Girl Child clubs, HIV AIDs clubs and; the community leaders 	<ul style="list-style-type: none"> Questionnaires SSI focus groups discussions Key informants discussions Observations 	AGREDS /Evaluation Team
	Travel to Gambaga to meet District leadership			To assess the role of the D/A leadership and the impact of the projects. The relevance & importance of the Dutch volunteers core in the project	<ul style="list-style-type: none"> Dist. Director of Education, Girl Child education Desk officer of GES, officer in charge of the GSFP DCD, DPO, DWST at the 	<ul style="list-style-type: none"> SSI focus groups discussions Key informants discussions 	AGREDS /Evaluation Team

	Travel to Bolga & Rest	-	-	-	D/A	-	AGREDS
Wed. 3 rd March'11	Evaluation of Educational and Support project (infrastructure and capacity building Support)	Morning	Classrooms built for Nangodi JHS including HIV/AIDs programme in the Talensi/Nabdam District	Assess the role of the stakeholders, challenges/constraints of the implementation processes and usefulness of the project to the community Solicit views from stakeholder how future projects implementation could be improved upon	teachers PTA, SMC Girl Child clubs, HIV AIDs clubs and the community	<ul style="list-style-type: none"> • Questionnaires • SSI • focus groups discussions • Key informants discussions • Observations 	AGREDS Evaluation Team
	Evaluate Health Programme at Gorogo & Datuko	Afternoon	Clinics	-do-		-Do-	Evaluation Team
Thurs 4 th March' 11	Travel to Tongo to meet District leadership	Morning		To assess the role of the D/A leadership and the impact of the projects. The relevance & importance of the Dutch volunteers core in the project	<ul style="list-style-type: none"> • Dist. Director of Education, • Girl Child education Desk officer of GES, • officer in charge of the GSFP • DCD, DPO • ,DWST at the D/A 	<ul style="list-style-type: none"> • SSI • focus groups discussions • Key informants discussions 	Evaluation Team
	Travel to Tamale						
	Evaluation exit conference to share preliminary findings with programme staff in Tamale	Late afternoon	-	-	AGREDS programme staff in Tamale	<ul style="list-style-type: none"> • Presentation of findings, • discussions conclusions on the way forward 	Evaluation Team

Appendix 3: Terms of Reference for the Evaluation

Terms of Reference for Evaluation of MFS 1 Education Programme Ghana

Objectives

With this evaluation WSN wants to achieve two objectives: (1) To assess the degree to which the implemented Education Programme has contributed to the overall goals of the ICCO alliance education programme during the period 2007 - 2010, and (2) to examine the design, implementation and results of the programme with the aim of determining its efficiency, effectiveness, and sustainability.

Use of the evaluation

The evaluation is expected to identify strong points and challenges of the education programme and to give recommendations for improvement. This will help WSN, the alliance partners² and local partners to determine the results of the ICCO alliance programme, and provide input for the design of the education programme 2011- 2015.

Description of the context of the education programme

Per country, an education programme plan (EPP) is the guiding document for programme implementation. The EPP - a joint document of the partners, and the alliance members (including World Servant) - states the overall aim and objectives of the programme. The approach in the programmes is multi-actor, multi-stakeholder and multi-level. The programmatic approach³ is the dominant strategy to realise the objectives of the education programme.

Since 2007, the education programmes (EP) supported by World Servants Netherlands (as part of the alliance education programme) are implemented by a local partner organisation. With each partner World Servants Netherlands has a MoU (Memorandum of Understanding).

WSN supports the program of AGREDS (Assemblies of God Relief and Development Services). WSN provides short-term mission teams consisting of Dutch volunteers (mainly young people) to assist the partner and support the communities during the implementation of the program. The World Servants teams are doing construction work and activities for children, girls and women, a hiv/aids program is part of this.

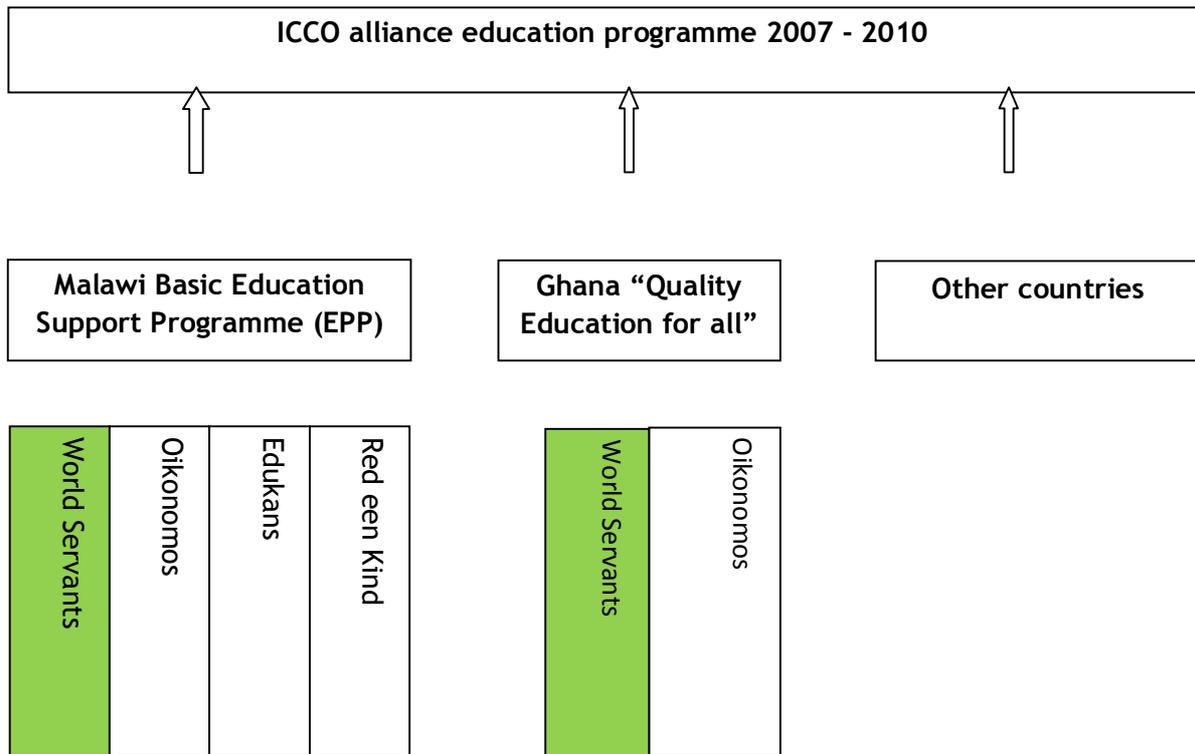
The overall objective of the EPP is to contribute to 'Education For All' Goals, especially objectives 2 and 3. Emphasis is on basic education, more specifically:

1. access to quality basic education for the last 10-20% of children having no access at all;
2. reduction of high drop-out, especially of girls
3. improvement of relevance and quality of basic education, including TVET.

Structure of the ICCO alliance education programme

² WSN is member Prisma and of the ICCO Alliance. Together with Oikonomos the education programme has been implemented in Ghana. During the implementation Wycliffe and Salvation Army stepped in. Oikonomos is the lead agency for this programme.

³ Document in separate annex.



Strategies

The expected results are described on three intervention strategies - Direct Poverty Alleviation, Strengthening Civil Society and Lobby/ Advocacy - in a shared monitoring protocol. The results are reported in trimester reports, the last one being the yearly report as input for the ICCO-alliance reporting to the Ministry of Foreign Affairs.

There are five major themes: Local Solutions, Quality of Education, Education and HIV/aids, Education and Work and Education and Marginalised Peoples.

In Ghana as well in Malawi the main focus is on Local Solutions.

Main objectives of the Ghana education programme “Quality education for all”

1. Improved access and quality of basic education in Northern Ghana.
2. Reduced illiteracy rates among adults; especially among women.
3. Improved livelihoods through vocational training.
4. Reduction of HIV/Aids prevalence among the youth.
5. Strengthen communities and Civil Society participation in good governance and development.
6. Enhance Partner organizations’ capacity for effective partnerships, alliance building and programme delivery

The programme of AGREDS supported by WSN contributed mainly to the above listed points 1, 4, 5 and 6.

Scope of the evaluation

This evaluation looks at the content and organisation of the AGREDS Basic Education and Health Care programs in Ghana 2007 - 2010 and the Community Innovation and Hiv/aids support project 2007-2010 (together they form the EP) supported by World Servants Netherlands in a quantitative way - mostly looking at the results that are achieved.

Education programme evaluation objectives and key questions

Overall goal:

1. To analyse how the achieved results of the AGREDS education programme (EP) have contributed to the overall goals of the ICCO alliance education programme. To identify strong points and challenges related to these goals and to give recommendations for improvement.

Objectives for the evaluation of the AGREDS education programme (EP):

1. To quantify and analyse the output and outcome of the AGREDS education programme (including Hiv/aids and Innovation program) against the set objectives and result agreements.
2. To give recommendations for improvements in the education programme.

Key Questions

A. Content of the AGREDS education programme

1. Will the objectives of the programme be achieved, taking into account the indicators?
2. Is continuation of the programme an option?
3. What are (unexpected) negative outcomes or fall-outs of the programme?

B. Organisation of the AGREDS education programme

1. Does the organisational structure of the programme (responsibilities, task division, procedures, communication, etc.) enable effective and efficient implementation of the programme?
2. How is participation of the communities in the programme ensured? What is the value of the program to the communities ?
3. How does the monitoring and evaluation system function?
4. Are lobby and advocacy part of the programme? In what way? Were they effectively?
5. What has been/is the added value of the World Servants teams and the set-up volunteers?

C. Strategies

Poverty Reduction

- 1 Increase access to, quality and equity of education through supporting learner friendly primary schools.
- 2 Improve quality and relevance of education to reduce dropout (especially among girls).

Strengthening Civil Society

- 3 Strengthen the organisation and management skills (including claim making power) of PTAs, SMCs, and other local community groups to improve access to equitable, relevant and quality education.

Lobby and Advocacy

- 4 Promote and facilitate the participation of children, community groups, NGOs and CSOs in platforms for lobby and advocacy, to influence government policy and resource allocation to secure access to equitable, relevant and quality education.

Questions for each of the strategies:

1. What are the differences between planned results and the achievements?
2. What do we learn from them?
3. What measures are taken or will be taken?

D. Cross cutting issues

HIV/AIDS

For questions see annex 2 - Evaluation of Basic Health projects.

A good number of the targeted communities have been benefited from both, the education and the health projects with activities that focus on hiv/aids awareness, girl child education and sanitation.

Methodology

The evaluation team shall ensure adequate involvement of all concerned parties in the education programme evaluation and is expected to use appropriate methods and tools to capture the required information. The evaluation team shall explain how data will be collected (e.g. through Focus Group Discussion, Key Informants Interviews and Review of documents), analyzed and reported.

Expected products

1. A compiled analytical report, in which the elements that are described above are dealt with. (Maximum 10 pages, excluding annexes),
Including:
 - I. An executive summary
 - II. Introduction
 - III. Objectives and methodology of the evaluation
 - IV. Findings of the evaluation
 - a. Performance of partner organisation
 - b. Customer satisfaction
 - c. Organisation, management and resource utilization
 - V. Major strengths and limitations
 - VI. Lessons learned
 - VII. Conclusions and recommendations

The local consultant is responsible for the compiling and writing the report with assistance of the World Servants project officer. He or she will sent the final version of the report to the World Servants projectmanagement department before March 21, 2011. The projectmanagement department can ask

for clarification if needed. After that the findings of the education programme evaluation will be presented to AGREDS not later than March 28, 2011.

Composition, skills and experience of the education programme evaluation team

The evaluation team will consist of:

- Local consultant;
- World Servants project officer (volunteer) not involved in program of the country that is evaluated;
- World Servants board member, will act as an observer. This person does not contribute to the above mentioned report. He will report separately in a memo his observations to the WSN management team.

For the local consultant the following qualifications/ competencies with proven experience in conducting such or similar exercises are required.

- A masters degree in a relevant field, such as Social Research Methods, Social Sciences, Development studies, Education.
- Demonstrated skills and experience in Project planning, implementation, impact monitoring and evaluation.
- Good knowledge and understanding of development cooperation, with a focus on the beneficiaries.
- Good knowledge and understanding of basic education.
- Good knowledge of civil society strengthening (capacity building/ organisational strengthening).
- Good knowledge of working with local communities.
- Good knowledge of right based approach and gender.
- Good report writing skills.
- Good communication skills (English).

Plan for implementation of education programme evaluation

The evaluation should take place in February / March 2011 based on the proposed program:

Ghana: 25 February - March 6, 2011		
Friday	25/2	Departure from Amsterdam and arrival of the Dutch member of the evaluation team in Accra Mr. Bram van Mannekes and Mr. Timen Eilander
Saturday	26/2	Morning: meeting with local consultant to finalize program Afternoon: meeting with WSN set-up volunteers and program coordinator AGREDS
Sunday	27/2	
Monday	28/2	Meeting with AGREDS program staff and management
Tuesday	1/3	Travel to the North
Wednesday	2/3	Field visits
Thursday	3/3	Field visits
Friday	4/3	Travel to Accra
Saturday	5/3	Closing meetings and in the evening departure Dutch members

Budget and payment conditions

A specified budget is enclosed. 50% of the total amount of € 1.550,-- will be paid to the Ghanaian consultant after this TOR has been signed. The remaining amount will be paid after the consultant has submitted the final report. Total cost shall not exceed the budgeted amount.

Appendix 1: EEP Ghana Education Program Plan “Quality Education for all”

Appendix 2: Result agreement

Appendix 3: MFS 1 Report related to result agreement

Appendix 4: MFS 1 Monitoring report per project

Appendix 5: AGREDS Basic Education and Health Care programs in Ghana 2007 - 2010

Appendix 6: AGREDS Community Innovation and Hiv/aids support project 2007-2010