

Report

EVALUATION OF

NETWORK FOR PRESCHOOL TEACHERS TRAINING

And

PRESCHOOL DEVELOPMENT IN SOUTHERN AFRICA

APRIL 22ND – 28TH 2006

MANZINI - SWAZILAND

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Abbreviations and Acronyms

ECE – Early Childhood Education

FEA PTTC – Free Evangelical Assemblies Preschool Teacher Training College

The NETWORK – Network for Preschool Teachers Training and Preschool
Development in Southern Africa

NORAD – Norwegian Agency for Development Cooperation

QMC – Queen Maud's College of Early Childhood Education

PYM – The Pentecostal Foreign Mission of Norway

RSA – Republic of South Africa

ToR – Terms of Reference

0. Executive Summary

The Network for Preschool Teachers Training and Preschool Development in Southern Africa, henceforth referred to as 'The Network', a project under Queen Maud's College in Trondheim, has been supported by this institution both professionally and financially and by PYM and NORAD financially since it got started in 1999.

The Network is an informal institution that results from the free association of organizations in 7 countries – Norway, Namibia, Zambia, Swaziland, Botswana, Mozambique and Tanzania. The partner members in Southern African are denominational or lay institutions registered according to their status or informally accepted by the national authorities. At regional level the Network is not registered yet that seems not to be an issue as to its performance and acceptance.

The Network's present external evaluation, the first since its establishment, was requested aiming at seeing whether it reaches its goal of capacity building within ECE in Southern Africa, analyze and make a balance of activities and how they contribute to the main goal, whether they can be increased, reduced or changed in order to be more effective, and eventually suggest possible steps as to the future of the project. It partially covers the period corresponding to the second phase of the time frame established for the project that is 2003-7.

The major aspects of the TOR were:

- Assess efficiency and operational cluster
- Assess effectiveness
- Sustainability and total frame of the project

The evaluation took place during the Network's annual conference, this year in Manzini, Swaziland, from the 22nd to the 28th of April by a team constituted by two external consultants - Pedro Mendes (team leader) and Santana Momade, both International Child Development Programmes - and two internal consultants - Anne Mari Larsen (Queen Maud College and Network coordinating committee) and Selma Shejavali (Namibia).

The following activities were implemented since the beginning of this project as stated in its proposal:

1. Annual conference on Early Childhood Education to take place on a rota basis in each of the member countries;
2. Staff exchange
3. Students exchange
4. Staff development initiatives
5. Website
6. Consultations on curriculum development, exams etc.

Section 2 gives a sum up of the above mentioned activities as implemented by the Network. Globally the activities were carried out as established in the proposal and went

farther by producing unforeseen results, e.g., production of research papers and manuals/books on specific subjects.

The budget of the Network has increased since the first year of operation 1999 from NOK 133.500 when there were four countries associated – Norway, Namibia, Zambia and Swaziland - to NOK 400.124 in 2005, also corresponding to an increase in the number of associated countries to 7, the previous four plus Botswana, Tanzania and Mozambique.

1. Introduction

1.1 Background

Queen Mauds College of Early Childhood Education has about 60 years of experience in preschool teacher training. It now offers bachelor and master degrees in Early Childhood Education. With about 750 students it is one of the leading Colleges in the field of ECE in Norway.

The idea of a Network for Preschool Teacher Training and Preschool Development in Southern Africa came when one of the QMC staff, assoc. prof. Arve Gunnestad had been involved in preschool teacher training in more countries in the region: First coordinating a Preschool Teachers and Trainers Course in Kitwe, Zambia (1987-89), then as a consultant for starting a preschool teacher training in Windhoek, Namibia (1992-95) and as the first principal of FEA Preschool Teacher Training College in Manzini, Swaziland (1996-97) Upon returning after a year in Swaziland he realized that FEA PTTC needed assistance from more professionals in the different subject areas of ECE in order to be established as a high quality college. At the same time he realized that the two other trainings in Zambia and Namibia also could benefit from interaction with specialists within the field of ECE. QMC 'leadership found the idea professionally interesting and was willing to make their staff available, PYM and NORAD was willing to support the project financially, and the Network was born.

The first network meeting took place in Manzini in 1999 with representatives from the trainings in Zambia, Namibia, Swaziland and Norway. Since then institutions in Tanzania, Botswana, Mozambique and Zanzibar have joined in. The main aim of the network is

To collect, share, further develop and spread knowledge, experience and skills in Early Childhood Education in order to create a solid foundation for Preschool Teacher Training in the region.

At first the Network meeting rotating between members on a yearly basis was the main activity. Some of the colleges were then were having consultations with QMC on matters like curriculum development, exams, special education etc. Then staff exchange and student exchange as well as other activities developed gradually.

Since the tradition of Early Childhood Education is short in Southern Africa, and the preschool teacher training institutions are small, the opportunities to meet from different

countries in the region and link up with QMC seem very relevant and important. The Network is financed by NORAD through PYM (85%) and QMC (15%). Ass. Prof. Arve Gunnestad has been the Director of the Network until today and he belongs and is assisted by a Network Committee constituted by 4 QMC staff and QMC's Director, all based in Norway

1.2 The Objectives

The main purpose of the Network is *to collect, develop further and spread knowledge and experience in the field of ECE in order to build a solid foundation for Preschool Teacher Training in the region* (see 1999 Annual Meeting report).

In order to achieve this, the Network implements, beyond the Network as a coalition of institutions, five main activities, which are:

1. The Annual conference on Early Childhood Education
2. Staff exchange
3. Students exchange
4. Staff development initiatives
5. Website
6. Consultations on curriculum development, exams, special education etc.

1.3 The target group

The direct target group of the network is the cooperating institutions represented first and foremost with its leadership and teaching staff. Secondly students of these colleges and preschool teachers in demonstration preschools who cooperate with our institutions by taking students from the network for teaching practice is also our target group. Additionally staff from Ministry of Education, teacher organizations, preschool supervisors etc. in the host country is always invited to our Annual Conferences. They constitute an important indirect target that may influence policies and decisions regarding ECE.

2. The Network

2.1 Overview of the implementation process

2.1.1 Introduction

The different activities, with the exception of the Annual Conference, have naturally evolved in line with the dynamic and consolidation of the Network itself, i.e., the awareness of belonging and initiative by all the stakeholders. The latest new development is the exchange of students from Africa to Norway which was started in 2005. (See Table below).

The Annual Conference, its venue, date and main theme are planned at the end of the previous conference. Information about staff and student exchange is often also shared in the meeting. Otherwise these scholarships are advertised through e-mail for the

participating institutions to apply. The Network committee at QMC handles the applications for staff and student exchange.

2.1.2 The Annual Conference

The annual conference is the main and most important event of the Network because it is when all institutional reps – in principle 2 per country or, in case there is more than 1 institution, one per institution – come together to exchange ideas, discuss problems, present communications, share didactics and experiences about specific domains. Every conference unfolds around a theme proposed and agreed upon by all participants in the previous conference and considered relevant as to children situation in the region, e.g., this year's theme was 'The Child – Vulnerable and Resourceful'. Last years theme was "Early Education for All" Papers on the theme are requested from participants. The conference has been carried out regularly and according to the common decision as to the country where it is supposed to take place the year next. The exception occurred in this year of 2006, since the institution and country elected to host it, Mozambique, could not undertake that task due to an evaluation the institution would be submitted to at the date set to the Network's conference, so Swaziland volunteered to host the conference. Every annual conference produces a report which includes all presentations and resolutions made, list with name and addresses of participants etc. The report is distributed to all member institutions, participants in the conference. Each institution is given more copies to send to relevant Ministries and stakeholders within ECD in their home country. Reports are also available in the Network's website.

2.1.3 Staff exchange

A period of exchange usually lasts 2 to 3 weeks per staff selected. The objective of this activity is to improve and upgrade all professionals involved as to different approaches to ECE by putting them in contact with other educational realities. It also aims at creating a common understanding and view, within cultural and national diversity, in relation to childrens' needs and particularly to ECE. There has been a quite balanced exchange of personnel between North and South with clear benefit both for individuals and institutions, at theoretical and practical level, since pedagogics, methodologies and didactics have been shared. This has pervaded institutions because those involved in this action share with their fellow staff members, what they have experienced and learned, in workshops or seminars. An important outcome is that regional staff became more confident and daring at producing papers where they present their thoughts, views and practices based on their experience and field analysis.

This is considered to be a quite relevant activity by all parties involved because it enhances individual resources and new knowledge and practices are shared and acquired. To note that in 2006 the number of south –north staff exchange increased to 4.

2.1.4 Students exchange

This activity has followed a clear North-South trend so far. About 16-20 students from QMC have every year gone for fieldwork to Network partners in the south. The fieldwork period has been from 5 weeks to 3 months. Expenses for this exchange have not been carried by the Network, but by the students themselves and QMC. This program has been very popular and relevant since students get used to work with different cultural

references, an important issue when considering that Norway is a host country for emigrants from many different cultures. It is only from 2005 that the Network applied for and got money for student exchange from South to North.

2.1.5 Staff development initiatives

Since it is impossible to get higher education in ECD in most of our cooperating countries the Network applied to the Norwegian government for scholarships for teachers from the Network to study for Masters Degree in Norway. Its main aim is to encourage Network professionals to continue their studies into a higher level and in the end eventually create a panel of experts in ECE in the region. This is an important matter when considering the development of preschool education in the region. So far 2 teachers – Zambia and Swaziland - have taken a master degree in special education with ECE emphasis and 2 from Tanzania have started their course this year. To add that one teacher from Swaziland decided to continue her studies and was accepted in a PhD long distance course in South Africa.

2.1.6 The Website

The Website was proposed in 2002 and got started in 2003. It provides institutional information, access to the Network Yearly reports, papers produced, teaching materials and other info of professional interest.

2.1.7 Consultations

Some of the institutions in the Network have made use of the staff exchange for consultations. E.g. Tanzania College of Early Education has got assistance in curriculum development. They also applied for cooperation on examinations, i.e. that QMC take responsibility for setting and marking exams. On this basis certificates from Tanzania College were recognized by the Ministry of Education in Tanzania. – Swaziland has had an affiliation agreement with QMC comprising curriculum development, exams supervision and institutional development.

Table of activities 2002 - 5

Activity	2002	2003	2004	2005
Annual Conference	x	x	x	X
Staff exchange	0	2	2	2
North – South				
South - North	0	2	2	2
Students exchange	16	16	20	23
North - South				
South - North	0	0	0	2
Papers / Books Research Produced	Copies of presentations given	Network report	Network report Textbook on storytelling	Network report. Research report on sexual abuse in Swaziland.
Nr. of Member Organizations	7	7	8	9 (incl.Zanzibar)
Nr. Of Participants in Yearly Conference Network / Guests	15 Network 20 Guests Total - 35	15 Network 11 Guests Total – 26	16 Network 30 Guests Total - 46	18 Network 35 Guests Total – 53
Website		x	x	x

3. The Evaluation

3.1 Guidelines

According to the TOR the evaluation should be centered mainly in the period 2002-2006 which would cover the 2 last years from the *first phase*- 1999-2003 - and the 3 first years of the *second phase* – 2004-2007. However for a question of consistency it was agreed that the year 2006 would be considered only to a very limited extent since it is still running.

The major aspects of the TOR were:

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- Assess effectiveness
- Sustainability and total frame of the project

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Development Programmes - and two internal consultants - Anne Mari Larsen (Queen Maud College and Network coordinating committee) and Selma Shejvali (Namibia).

3.2 Methodology

The methodology used for the evaluation was empirical and based on document review; interviews with: individuals representing national institutions, the Network Director, QMC Director, students involved in the exchange, preschool teachers; participation in some of the Conference sessions; informal talks with Conference participants.

To refer that the written material provided was quite extensive in number and scope and that some of the documents were not accessible to the team because they were in Norwegian. However it is our view that oral information gathered crossed with documents analysis provided a quite reliable reading of the present state and possible future developments and paths of the Network.

Findings, recommendations and suggestions were presented and explained in the Conference closing session.

The report has the following enclosures: 1. TOR; 2. People interviewed; 3. List of documents made available to the team; 4. The Evaluation Team

3.3 Acknowledgements

The team would like to forward their thanks to all participants in the Conference for their sympathy good spirit and particularly to those we interviewed for their objectivity and sincerity. Special thanks to Ass. Prof. Arve Gunnestad for his patience in providing thorough explanations about the involvement of the Network and to Anne-Mari Larsen and Selma Shejvali for their insights, support and contribution to our work. They all made our task easier.

4. Findings

4.1 General

The Network in its dynamic seems to have come to a turning point in the organization's history, which will require strategic decisions to be taken if it is assumed the organization is to continue. This results from the fact that the Network, having reached a significant momentum both of coherence, awareness and production, as it were, has to decide to stay where it is at present, though even this demands some significant adjustments particularly in organizational terms or decides to give a step forward thus assuming its full potential and role in the the field of ECE in the region. This can be better understood through the following key points.

- The network fulfils its main purpose that is to promote Preschool education amongst the affiliate member countries in the southern region of Africa, in general, achieving its main goal, which is to collect, develop and spread

- knowledge and experience in Early Childhood Education through a set of actions, as stated in the project's proposal – see activities referred under point 2.;
- It is highly relevant because it gives an answer to existing needs in the affiliate country institutions, namely, upgrading professional expertise in the field of preschool education and recognized by countries' authorities – see p.ex. opening speech by Mr. Mduduzi Nkambule, rep. of Minister of Education Swaziland – 2006 Network Conference;
 - It has produced side effects that enhance the impact of the network, such as:
 - a. the setting of new educational institutions, p.ex, in Tanzania;
 - b. the promotion both of the understanding of the need of preschool education in society at large – amongst parents and communities - and led to a increased interest and commitment by the authorities in some countries;
 - c. it has also led to a readjustment and reframing of educational concepts, methods and use of materials and concept about the child as a human being;
 - d. it has brought about and highlighted the education of children with special needs and the particular problems of vulnerable children;
 - It is culturally acceptable and relevant because it reactivates and gives a practical use to traditional cultural models in child education;
 - It has had a significant and positive influence in people involved in the different activities, e.g., more self-confidence and esteem, more flexibility of mind;
 - The Network is considered an important means of understanding other countries's people and culture and as such an important personal and collective challenge. This was clearly stated by all present at the annual conference and seems to have produced a significant impact, particularly, amongst the Norwegian staff and students in terms of life experience and feelings;
 - The Network is a participatory forum shared by all stakeholders, since the themes for the following year are proposed, discussed and agreed upon in the conference and the participating organizations propose staff and students to the North South exchange; discussions are open and in equal grounds;
 - An increase in the number both of Network country members and organizations in the region from 1999 to 2006 – 3 countries and organizations to 6 countries and 8 organizations – shows the regional interest in the Network; also activities increased, namely staff and student exchange; opportunities of Master studies, Web-site, research initiatives;

However the Network has a quite clear divide between the organization systems and structure and the activities implemented to reach the goals set. In other words the organization systems and structure need to be strengthened in order to give stability to the current actions and enhance its full potential. This will be better understood in the following explanations.

4.2 Efficiency issues

- The Network is efficient in the use of its human, financial and physical resources;

- Staff members are used by the Network through ‘borrowing’, in other words, professionals from an institution assigned to the Network purposes do not get extra payment for that, this includes research or papers to be presented;
- Financial resources are used parsimoniously;
- Physical means: QMC facilitates the equipment, communication, administrative services, whereas the host organization of the conference also facilitates logistics at low cost;
- Network resources are used appropriately, however there is a need to focus more on the regional level;
- Administrative system needs to be clarified, eventually improved and made more accessible to members;
- The structure of the organization, decision making lines and sharing of responsibility of member organizations are not clear;
- Roles, tasks and duties of institutions and participants are not written;
- There is no written link between each organization member and the Network

4.2.1 Indicators of Efficiency

- Cost per activity and per client served is relatively low. There is a concern of using modest facilities;
- Cost-benefit of the project is quite reasonable;
- Output per member organization should be increased in terms of papers, research or survey produced;
- Member absenteeism in Annual meeting is nil according to Network director;
- Overhead – total project cost for the period is approx. NOK 433,156.00 per year
- In general expenses made with activities are in accordance with the budget;

4.2.2 Balancing different needs

The Network requires a balance to the different beneficiaries’ needs:

- There has been an increasing demand for staff and student exchange also at regional level, and the network needs to put more financial resources into this type of service.
- As much as the main target group is preschool teachers and preschool teacher trainers, one should also keep in mind that the ultimate target group is children. More attention should be vested in how the different network activities can benefit children. It should be made a point in every network meeting and in every year’s report to also reflect how the learning and sharing directly can improve children’s lives.

It is a challenge to the Network to keep the different target groups and their needs in mind all the time.

4.2.3 Leadership issues

To what extent does strategic leadership affect the Network performance?

- Duties and responsibilities for leadership and decision-making are not written, so they are not clearly established and known to all stakeholders and distributed appropriately.
- The leaders in the organization, and by this we assume the Network Committee and the Director, are concerned to get significant tasks done and in useful time.
- The leaders in the organization are respected.
- The leadership is flexible and open to changes.

It is apparent there is a situation at this level that makes the present leadership slightly diffuse as to definition and apprehension by all stakeholders.

4.3 Effectiveness issues

The Network mission is known and agreed upon by member organizations and the mission is operationalised through project goals, objectives and activities.

- The entire cluster that is the Network – member organizations, training staff, preschool teachers, staff and students exchange, website, papers and studies - has increased and improved both in numbers and output of activities. Documents and research produced because mainly related to regional realities and needs are relevant and culturally appropriate to the region. These papers are included in the Annual conference report, printed as separate reports and/or made available at the Web-site..
- There is upgrading in professional skills and knowledge generation in the teachers.
- The output of activities is in line with set goals and represents an important asset to all stakeholders (see Table above).

However the potential of the Network is not fully explored in what concerns some activities, e.g., studies, research and a more structured system would bring considerable benefits.

4.3.1 Indicators of relevance

As referred above services provided by the Network are relevant in the regional context because there is a need expressed in the number of institutions that became members, statements from official educational departments and ECE is a field still new and weak. Member organizations, staff and preschool teachers are rather satisfied and feel encouraged with the existence of the Network.

Initiatives and new activities, e.g., continue to higher studies, internal workshops.

There are changes in staff -leaders, teachers and students- attitudes towards children's image and needs.

4.4 Sustainability

The Network constitutes an organizational frame that gives shape to an institutional project of North-South co-operation that aims at transferring knowledge and experience.

It is assumed that one of the sides, in this case the South, lacks means of all kinds to promote a particular professional activity. On the other hand and because it is a transnational initiative involving several countries the issue of sustainability is rather complex and would require considerable reflexion because the Network is not an institution as such but a project.

Yet the issue was approached and discussed during the Annual Conference and for reasons of method we will separate professional from financial sustainability.

- Considering the professional sustainability as to Preschool Teachers Training one can say that the Network has already some years of existence, however it has barely tackled the different degrees of needs from member organizations. Some institutions are new and with limited staff, experience and expertise. This means that there is already some sustainability- more in some countries than in others – but still demanding considerable input. This was also apparent when participants proposed regional staff exchange to fulfil one another gaps in particular domains. In order to have a clearer view there would be a need to carry out a survey at regional level to assess curricula, emerging needs, professional expertise;
- As to financial sustainability it is to say that the Network manages to meet some of the expenses particularly by not paying professionals who are already paid by their own institutions, publications, lecturing during the conference or in internal seminars or workshops, master courses or the website. However it is totally dependant from external funding sources when considering the big expenses resulting from critical activities – conference logistics and travel, staff and students' travels. To mention that this was an issue plainly raised by the regional partners' initiative but it was not conclusive because it does not depend on goodwill but on local institutional resources and these are rather limited. Dependency became apparent and had a somehow cooling effect in the enthusiasm of the participants though they assumed to try to find some kind of solution.

5. Recommendations

In light of the documents made available and results from interviews to participants in the 2006 Network Conference, the following recommendations are proposed

5.1 General

- The network should continue its work in the Southern African region, because ECE is a new field with great need for capacity building and also because there are more and more children requiring educational attention due to the HIV/AIDS pandemic;
- Actions should be taken to give more visibility to the Network in the region in order to help advocate and promote the understanding, acceptance and support of authorities as to ECE and hence also Children's rights and make it a mainstream issue; aiming at this the network should function as a united body and provide indicator measures of the impact and outcome;
- The Network needs to put more resources at regional level;

5.2 Organizational

Steps should be taken to strengthen the Network's structure and functionality:

- There is a need for an 'Organizational Chart' with clear lines of communication;
- There should be a clarification of connection between Q. Maud's college and The Preschool Network to be reflected in the Network organizational chart;
- Job descriptions need to be made for each job in the Network;
- A strategy document for the Network and a clear action plan should be drawn to structure and facilitate reaching the objectives agreed upon between Conferences; An action plan produced with contributions from all countries would help to create responsibility and participation;
- Each institution should set up a strategy to contribute to the network; action lines should not come mainly from Norway;
- The profile and role of the Network 'Project's committee' needs to be clarified, as well as of its members; this should include both project management and scientific issues;
- A Chart of Intentions or something similar about the philosophy and purposes of the Network needs to be drawn and participant organizations contribute and undersign it;
- That a protocol of co-operation is written down and undersigned by all members of the Network;
- Criteria of eligibility/admission should be established for future network members;
- To make the region members more functional and participatory a regional focal person should be appointed to promote further involvement and coordinate actions in the region and link up with the Network director;
- Create a Deputy Director and develop a job description;
- Aiming at more participation, sustainability and responsibility as to the network members, a kind of membership fee should be agreed upon to the network member organizations:
- Some consideration should be put on how to accommodate stakeholders demands, if that is possible (see 4.2.2);
- Institutional activities particularly those involving some kind of training or facilitation as to ECE should be reported to the network;
- Participation of Network members should be encouraged by agreeing on actions to be taken and by setting goals and deadlines;
- The Website should be improved in terms of both relevant documents made available (data base) and its use promoted, lists of contacts and professional expertise made accessible;

5.3 Programatic

- Staff assigned to carry out courses or seminars should be appointed according to specific needs made clear beforehand by recipients or found as crucial to the overall objective of staff training;
- Staff exchange should be promoted within the region as a means to strengthen the network, create a feeling of belonging and resourcefulness and make experience circulate in a participatory way;
- Staff who receive scholarships should assume a commitment of in-service retribution towards both provider and his/her own institution
- Procedures and profiles should be established as to staff and students exchange;
- Participants in any network activity should assume to spread it in a structured way in their institutions;
- Monitoring and follow up of activities, namely the training of teachers should be implemented to enhance the quality;
- Considering that children are the final recipient of this project it would be important to include preschools and the pupils in the entire process;
- Qualitative and quantitative instruments should be systematically used to assess both successes and needs;
- It would be important to provide higher education for people to get further – a special design would be needed for this, eventually also using distant learning;

5.4 Sustainability

- Though there is already some support coming from member organization institution members should look for other means of contributing economically to the network, specially in cash;
- Develop a plan to identify funding sources and potential donors; interviews showed willingness to play a more consistent role in this matter;
- The cohesion and visibility of the Network would help in finding financial alternatives particularly for regional member organizations;

5.5 Suggestions

The evaluators, though recognizing that the following point goes beyond the scope of the evaluation requested, considered it would be relevant to add some notes that might contribute to the Network mission and outreach action in the future.

- To promote training seminars for people working as preschool teachers without proper training, in addition to students exchange;
- Virtual learning might be a relevant contribution to capacity building and quality;
- To create a virtual assistance desk and a documentation centre in Trondheim;

- To promote seminars/workshops with preschool teachers would bring them closer to the ethos of the Network; this would confirm them in their work and give them a sense of belonging and would upgrade their skills and knowledge;
- Some research could be carried out to assess the efficiency of the intervention, i.e., track children who continue to primary school, how successful they were when compared with children who did not attend pre-school or preschools with teachers without proper training; this would help in getting funds from other sources (Ministries, agencies and foundations); this would require some knowledge on how to make an application;
- As a result of concerns expressed during interviews and conference sessions, particular attention should be paid to PSS issues as most, if not all, institutions are dealing with children at high risk (vulnerable children); this means a need to acquire knowledge and experience about this issues;
- To set as a common goal to make parents change their view about preschool education;

6. Final Remarks

The Network answers an existing need in all the countries of associate members where there is a clear deficit in answering to the educational needs of countless children, many of them made vulnerable by HIV/AIDS. It has a considerable potential of contributing to help these countries reach one of the Millenium goals and one of the articles of the Declaration of Children's Rights that is education for all children. However in order to reach its full potential the Network needs, in addition to the committment, dedication and considerable professional expertise in Early Child Education that it certainly has, a strengthening of its institutional frame and operational systems. If the Network manages to overcome this challenge that will make the Network speak as one voice in the associate countries, advocating, supporting and influencing educational authorities as to children's education and developmental needs, thus becoming a relevant partner in this field in the region.

The Network is an example of North South co-operation where those who detain more means, both professional and financial, in the present case QMC and Norway, start an extensive and long process of professional upgrading and sensitization in a specific yet important field, ECE, in a region where this is undervalued so far, that potentially will contribute to the capacity building and development of a specific target group (preschool teachers and teachers trainers) and target countries.

In this project – the Network - the ultimate result will be the improvement of conditions and likely the future of vulnerable children and redefine views and ideas about preschool education and children themselves.

Annex 1

**Terms of Reference
for Evaluation of
Network for Preschool Teacher Training and
Preschool Development in Southern Africa**

**Prepared by
PYM Norway**

**Oslo
April 2006**

Terms of Reference for Evaluation of “Network for Preschool Teacher Training and Preschool Development in Southern Africa”.

Background information of the project

Purpose of the Terms of Reference

The purpose of the 'terms of reference' is to clarify expectations and responsibilities for the evaluation of the activities at project “Network for Preschool Teacher Training and Preschool Development in Southern Africa”.

Abbreviations and Definitions

Norwegian applicant organization: Norway (PYM) QMC	The Pentecostal Foreign Mission of Queen Maud’s College of Early Childhood Education, Trondheim, Norway. GLO-1/451-22
NORAD's project number: BN's project number: Project title in English: Area/country of implementation: Bistandsnemda (Norwegian Mission Council)	BN - The Norwegian Interdenominational office, an umbrella organization for Norwegian Missions relating to NORAD Norwegian Aid & Development Agency Development cooperation
NORAD for	

Background for the Project

Short about why and how the Network was started, and the development of the project.

Financial contributors

Norwegian Development Assistance Authorities (NORAD)
The Pentecostal Foreign Mission (PYM)
Queen Maud’s College (QMC)

Project area and Partners

Project period

The project is from 2002 and to the end of 2006.

Brief description of project focus

The aims of the project, the main activities in the Network and how this is related to capacity building.

Current status of project

Target group

The main target group are people involved in Preschool Teacher Training: Administrators and teachers of Preschool Teacher Trainings, preschool teachers who receive students for fieldwork. In addition preschool teacher organisations, preschool inspectors and others who are involved in developing the area of Early Childhood Education (ECE) in their country.

Reason for evaluation

The main reason for the evaluation is to see if the network is reaching its goal of capacity building within ECE. It is also to understand how each component contributes to the development and how the different activities can be increased, reduced or changed in order to be more effective in relation to the main objective.

The evaluation will also be an important tool in the decision making of the future development of the project: should it continue and if so: in what way.

Efficiency and operational concerns (implementation, technical, administrative, financial):

1. Evaluate the activities and structure of the organization (the Project Board), the local organisation structure and role, decision making lines and sharing of responsibility of the participating partners.
2. Analyze current stakeholders (including target group) and recommend steps to improve local participation and ownership.
3. Evaluate the activities (meetings, website etc.) and the methods in the project. Evaluate the adjustments the project has done since the beginning and the implementation of these leading to recommendation on the project development and further sustainability.
4. Evaluate the relevance and impact of the activities for the Preschool Teacher Training and development of the field of Early Childhood Education in the institutions/organisations involved. Give recommendations for improving these and for further learning for new and running projects in Africa.

Effectiveness (output of activities in relation to set goals and objectives):

5. Review the need for the project and project outputs in relation to its activities based on the plans made for the period from 2002 -2006 and provide recommendations at

output and activity level to make the project effective in reaching its main objectives.

6. Analyze the effectiveness of the different activities, especially in relation to staff development, and make suggestions for how to make these activities more useful for the target groups.

Outcome, impact and effects (are goals and objectives being met?):

7. Assess the future impact of the project for the society, and for new projects in Africa.

Sustainability and total time frame of the project:

8. Assess the cost/benefit.
9. In light of the efficiency, effectiveness and outcome, analyze the degree of sustainability for the project activities.
10. Analyze the input of economic resources into the project from the participating institutions. Give recommendations for further development of financial sustainability. In what ways can PYM/QMC/NORADs part be reduced and local contribution increased?
11. Analyze the professional and administrative (competence) sustainability for further recommendation.

PLAN OF ACTION WITH MAIN ACTIVITIES

Preparasjons:

Drafting of Terms of reference (ToR) 1st – 6th of April

Nominating members of the evaluation team. 13th of March – 6th of April

Revision of Terms of Reference with PYM and BN. 6th- 10th of April

Work:

Field visit and draft of preliminary report with recommendation, presented for the Network Director and International members of the Network for comments and discussion: 29.April to 6. May.

Finishing the report writing (3 days)

Sending the Report to other members of the evaluation team, PYM and Network Director for comments.

Final edit and sending the Report to PYM and Network Director. (2 days). Before end of May.

Follow up:

The Network Committee at Queen Maud's College will discuss the report and how to follow up recommendations and insights from the report.

PYM, BN and Network Director to discuss concerning how to follow up and implement the evaluation. (June 2006?)

Network Director sends the report to network partners for them to discuss the report and give their views on how to follow up the recommendations. (June 2006)

On the next network meeting spring 2007 the evaluation report will be discussed to find the most important learnings and the way forward for the network.

Key questions

In light of the outcome of this project evaluation:

- what are the recommendations for further planning of the project in a new 5 year project period
- how can the network increase sustainability within the next 5 years period
- How can the network operate after the end of the project supporting period (cost-benefit, organisation/administrative and professional)?
- How is the professional exchange for the beneficiaries?

Methodology for data collection

The methods that are thought to be most useful are visits to a network meeting, interview with beneficiaries (leaders of schools, lecturers who have participated in staff exchange both ways, student exchange, conference participants from the host country) interview with the Network Director. Since the results and recommendations from the evaluations are planned to be used as a tool for later decision-making it is important that the report is detailed on the main areas like the need, efficiency, effectiveness, impact, sustainability etc.

- Visit areas where the project has been working and make survey about the efficiency of the project. The information will be analyzed and presented to all participants of the evaluation.
- Make a survey among beneficiaries and their communities to screen the effects and the impact of that activity.
- Interview Network Reference Group and international participants.

Efficiency and operational concerns

The evaluation under this heading has to be done with the project management and the Project Board. If efficiency is to be assessed, detailed input data for the different outputs needs to be available.

Effectiveness

The activities should be separated according to the ones described in the project document:

- The Network meetings
- Staff exchange from Africa to Norway
- Consultancy visits
- Students exchange
- Home Page on internet
- Reports and publications
- Assistance with examinations (Tanzania, Swaziland)
- Master Program in Norway

Outcome, impact and effects

The evaluation team needs to have a clear definition of the target group and needs to have all the information and possible data from the start of the project to correlate with the new data.

Clients of evaluation

The PYM/BN/QMC and the Network Director are interested in the results of such an evaluation to make a more effective work for the best of preschool teacher education and through that children of preschool age in Southern Africa. The evaluation will be of help for further development of the project and for establishing similar projects in other countries.

Budget

The detailed budget for the evaluation expenses is not worked out yet, but there will be funds available for a reasonable reimbursement for used working time and other expenses. The cost of each team member needs to be clarified before contracts are signed.

Proposed budget – to be finalized by PYM:

Food during field visit: 3 persons x 8 days x 110	R2640
Accommodation R 150x 3x8	R3600
Payment	
*Preparation 1 day x 3 x usd250 = usd 750	
*Field visit & preliminary report 8 days x 250 x 3 = usd 6000	
*Final report writing and adjustments 3 days x 2 people x 250 = usd 1500	
Travel expenses from Mozambique	kr. 600
Travel expenses from Norway	kr. 10.000

*Satsene for lønn må muligens heves noe.

Evaluation team

The evaluation will be conducted in a participatory way. The composition of the evaluation team is explained below.

<i>Evaluation Team</i>		
Team Leader	Mozambique (external)	Pedro Mendes
Member 1	Mozambique (external)	Santana Momade
Member 2	(external)	Selma Shejavali, Windhoek, Namibia
Member 3	Norway (internal)	Anne-Mari Larsen, Network reference group, Queen Maud's College

Control

The team-members must agree on the main conclusions in the report before they leave each other. The team leader is responsible for the final version of the report.

Products (Work plan, preliminary & final report, # copies)

The final evaluation report is to be given to the Network Director and PYM as soft copy.

Documents Available

1. Evaluation policy for Bistandsnemda (BN)
2. Project document from 2003 when we applied for a new period
3. Annual Report 1999
4. Annual Plan 2004
5. Annual Report 2004
6. Årsrapport Juni 05
7. Årsplan 2006
8. Professional report 1999 (Netrep99 Holistic and Creative Approach to Preschool...)
9. Professional report 2003: Children's Rights in Early Childhood Education, Norway.
10. Professional report 2004: Culture in Early Childhood Education, Botswana.
11. Prof. report 2005: Early Education for all, Zanzibar, Tanzania
12. Mrs. Winile Tsabedze: Child Sexual Abuse ...in Swaziland. Network Research Report
13. Mrs. Anne-Mari Larsen: Kwesuka Sukela – once upon a time. Network Research Report.

Annex 2

People Interviewed

- Mr. Sylvester Mgoma** – Director Tanzania College of E. Education, **Tanzania**
- Mrs. Stella Nguluka** – Co-ordinator Bokamoso Educational Trust, **Botswana**
- Mr. Justin Ngulube** – E. Childhood Teachers Training Association, under the staff exchange took a Master's degree at QMC, **Zambia**
- Ms. Sharon Muchangwe** – Mindolo Ecumenical Foundation, **Zambia**
- Mr. Tony Cheio** – **Tanzania** – Preschool Teacher, **Tanzania**
- Mr. Manuel Chipura** – Prov. Director 'Little Seeds' Project, **Mozambique**
- Mrs. S'lungila Twala** – FEA Preschool Teacher Training College, **Swaziland**
- Mr. Arve Gunnestad** – Ass. Prof. QMC and Network Director, **Norway**
- Mrs. Dlamini Nonhlanhla** – Preschool Teacher at FEA P.T.T. Demonst. Preschool, **Swaziland**
- Mrs. Mavimbela Hobsile** – Preschool Teacher trained at FEA P.T.T., **Swaziland**
- Miss Marta Gjerde** – Preschool Teacher trained at QMC; under the student exchange went to Zambia, where she is at present working as a volunteer, **Norway**
- Mrs. Kwani Huaraka** – Head of Preschool Teacher Training, **Namibia**
- Mrs. Elin Alvestrand** – Director QMC, **Norway**

Annex 3

List of documents made available

Søknad om støtte til nytt prosjekt. År 1999.	NETSOK98.RTF
A Holistic and Creative Approach to Preschool Education for the coming Century	NETREP99.DOC
Budsjettforslag for nettverksmøtet år 2002.	netbud02tall.doc
Budsjettforslag for nettverk for førskolelærerutdanning 2003	Budnet2003.xls
Regnskap Nettverk for førskolelærerutdanning og barnehageutvikling i Afrika 2003	regn03.xls
Annual Plan for 2004	Annual plan for 2004.doc
Annual Report Year 2004	annual report 04.doc
Project document for Network for Preschool Teacher Training and Preschool Development in Africa. June 2003	Project document 04.doc
Budsjettforslag for Nettverk for førskolelærerutdanning 2004	Budnet2004.xls
Regnskap Nettverk for førskolelærerutdanning og barnehageutvikling i Africa 2004	net-regnsk2004.xls
Proposed expences for Network in Zanzibar 2005	Budnett05.xls
Årsrapport 2005 (Halvårsrapport nettverket)	Årsrapport Juni 05.doc
Regnskap Nettverk for førskolelærerutdanning og barnehageutvikling i Afrika 2005	net-regnskap05.xls
Årsplan for løpende prosjekt. År 2006 (Nettverket)	Årsplan 06.doc
Budsjettforslag for Nettverk for barnehageutvikling/Afrika 2006	Budnett06.xls

Annex 4

The Evaluation Team

Pedro Paes Mendes, graduated in Humanistics by the Classic University of Lisbon, and short term courses on ‘Children with Special Needs’ and ‘Child Abuse’ at the Cerebral Palsy Center, Wallingford, England.

7 years as High School teacher, founding member and co-ordinator of a Community Oriented Preschool Project for 13 years (educare for children from the ex-Portuguese colonies). ICDP – International Child Development Programmes - founding member and international consultant, has worked closely with Prof. Karsten Hundeide (Oslo University and ICDP Chairman) and carried out training seminars in a number of countries, namely Portugal, Spain, Guinea-Bissau, D.R. of Congo, Zimbabwe. WHO eventual consultant with Prof. Hundeide in Brasil, in seminars to the mental health staff S.Paulo Medical College, on the ICDP Psychosocial sensitization Programme. 10 years in an ICDP project for children at risk in Angola, also involving UNICEF. In the last 3 years has been working in Mozambique in a project aiming at the psychosocial care of OVCs within the HIV/AIDS context.

Santana Momade studies in law, sociology, sports for children and youngsters, community intervention and trainer of community activists. Member of the educational board of a Community oriented pre-school in Portugal for 6 years. Co-ordinator in an EU project for intervention with disadvantaged groups namely emigrants in Portugal. Joined ICDP in 1998 and was ICDP rep and administrator in Angola. In the last three years has been ICDP rep and administrator in a project for OVCs in the HIV/AIDS context in Mozambique.

Anne-Mari Larsen is an Assoc. Professor in Drama at QMCollege, one year course in African studies at NTNU (Norwegian University of Science and Technology), has been involved in the Network since the beginning. As a result of her work with the Network she wrote a textbook on Drama for Preschool Teacher Training in Africa- “Kwesuka sukela – once upon a time”.

Selma Shejvali a long experienced teacher and organizer of various projects related to women and children, e.g., as initiator and first principal of “Peoples Primary School” in Windhoek (which integrated refugees after apartheid), also first principal of the first preschool teacher training for all races also in Windhoek/Namibia. Co-ordinator of HIV/AIDS testing and counselling centre in the same town.