



Save the Children UK

Education Material Fairs

2005 / 2006

Presentation 09 March 2006

Save The Children UK in
Mozambique



Save the Children UK

**Education Material Fairs is
an example of a cash
transfer project, one way of
supporting vulnerable
children in the community**

Save The Children UK in
Mozambique

Education Material Fair Model

- key principles

- Providing a choice to families, thereby giving them ownership and showing them respect and dignity in regards to their choices in life.
- Stimulation of local economy, by including local vendors
- Expected cost benefit over large scale distribution of materials
- Developing a model that can be replicated in other (social welfare) sectors

Education materials fair

Zambezia, Mozambique

2005 and 2006

- Zambezia is one of the provinces most affected by HIV/AIDS, with prevalence rising to 20% along transport corridors and border areas
- Caia Bridge Construction will cause additional risks to children in Chimuara (Mopeia District)
- Vulnerability assessments indicate high vulnerability in Morrumbala, despite relatively high agricultural production

Education materials fair

Zambezia, Mozambique

2005 and 2006

- SCUK in collaboration with community committees for orphans and vulnerable children, and local authorities, organised commercial fairs in 2005 and 2006, benefiting 934 and 3,432 children respectively.

Education materials fair

Zambezia, Mozambique
2005 and 2006



- SCUK programme staff met with Orphans and Vulnerable Children committee members to discuss the process, select community teams and agree what preparations were needed
- In each community, a team of 4 people (including 2 committee members) were selected to select the beneficiaries
- SC UK staff member verified the final beneficiary list of each community

Education materials fair

Zambezia, Mozambique

2005 and 2006

We looked for a targeting mechanism that

- Is community based
- Does not have fixed eligibility criteria, but adapted to local circumstances
- Does not require applicants to have identity documents
- Is potentially applicable within and beyond education sector
- Can be used for similar interventions in other sectors

Education materials fair

Zambezia, Mozambique

2005 and 2006

- The team contacted every eligible family to ensure that all eligible families understood the date, location and purpose of the fair. They reported back to SC UK any changes in family circumstances.
- SCUK agreed small daily payments to the OVC committee members working full time in preparation for the fair.

Education materials fair

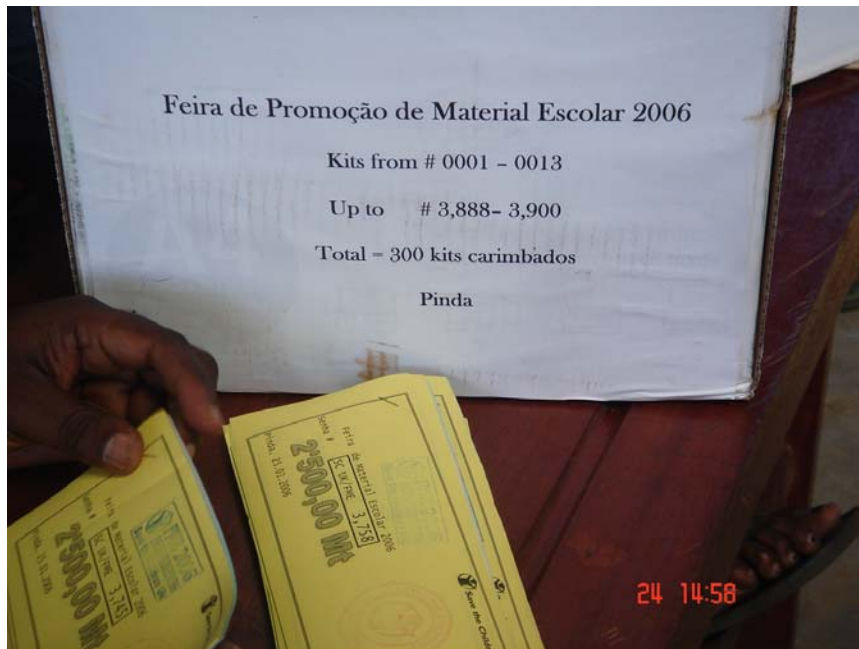
Zambezia, Mozambique

2005 and 2006

- SCUK staff, community leaders and the OVC committee members setting up the fair met with local traders. Estimates of likely purchases and volume of trade were discussed. Traders understood that SCUK played a facilitating role – the fair being commercial with each trader deciding their own stock and prices.

Education materials fair

Zambezia, Mozambique
2005 and 2006



- Voucher booklets were prepared by SCUK, each of a value of 130,000 MZM in 2005 and 150,000 MZM in 2006.
- Each set comprised different coupons, ensuring small change as well as higher face values. Each coupon was numbered electronically and printed at the office on coloured card.
- The value of the voucher booklet for each child was calculated based on household budget survey of 2004

Education materials fair

Zambezia, Mozambique

2005 and 2006

- On the day before the fair, SCUK staff distributed the vouchers and explained one more time the coupon system.

Education materials fair

Zambezia, Mozambique

2005 and 2006

- In 2005, one fair was held in Mephinha and Chivungure, Morrumbala District. In 2006, a total of 5 fairs were organised in Mepinha/Chivungure, Pinda, and Megaza in Morrumbala District and Chimuarara and Mopeia Sede in Mopeia District.

Education materials fair

Zambezia, Mozambique

2005 and 2006

At each fair there was a wide range of local goods for sale – focused on children and with a clear emphasis on school.

Based on experience from 2005, in 2006 this included a large selection of foot wear and clothes.

However, some traders brought goods we had not forecast – such as rice and oil

Education materials fair

Zambezia, Mozambique

2005 and 2006

During the fair in 2006, a sample of beneficiaries were asked about their purchases before leaving the fair. Based on this, the following listing has been made:

1. Exercise books
2. Pens
3. Pencils
4. Soap
5. Flip-flops

Education materials fair

Zambezia, Mozambique
2005 and 2006

- Children made many of the purchases for themselves – usually accompanied by a parent or guardian.
- In general, the coupon system proved relatively easy to understand – with traders explaining to customers and giving change in coupons when needed.

Education materials fair

Zambezia, Mozambique

2005 and 2006

- On the same day of the fair, the vouchers were counted by SCUUK with the traders.
- Some traders said their takings were similar to their best days of trade in the year, others said it would take several weeks to make the same amount. However, a few were left with unsold stock that they had bought especially for the fair.
- All traders were paid within two weeks following the fairs

What key information will be monitored this year?

- Reactions to targeting – at community level
- Impact on assisted children's enrolment and retention / drop out during school year
- Cost effectiveness analyses

Report will be finalised by December 2006 and available for interested parties

Key Benefits to date

- Initiative has been received with great enthusiasm in the community.
- Festive event for the community
- Advocacy opportunity for education and child rights
- Direct support to the needs of vulnerable children
- Increase in enrolment in all communities the fairs were held
- Well received by vendors

Key Challenges/Lessons Learnt

- New model so there is a need to discuss and explain at community level the targeting mechanism and build in checks and balances;
- Vendors: take time to discuss and explain the model, the type of items to sell etc.;
- The absorption capacity of schools in the area where fairs have been held is limited and therefore access to a quality education remains an issue and will have impact on retention figures.