

# Terminal Evaluation

## Africa

### 1. Outline of the Project

**Country:**

Benin

**Project title:**

Project for Primary School Construction

**Issue/Sector:**

Education

**Cooperation scheme:**

Grant Aid

**Division in charge:**

Project Monitoring and Coordination Division, Grant Aid Management Department

**Total cost:**

628 million yen (Fiscal Year 1996)  
1,618 million yen (Fiscal Year 1997 - 1999)

**Period of Cooperation**

(E/N) Fiscal Year 1996  
Fiscal Year 1997 - 1999

**Partner Country's Implementing Organization:**

The Ministry of National education and Scientific Research (The ministry of Primary and Secondary Education)

**Supporting Organization in Japan:****Related Cooperation:****1-1 Background of the Project**

The primary education school enrollment in Benin was as low as 52% (1993 - 1994). Therefore, the government of Benin has tried to expand and develop its education with the aim to increase the school enrollment to 70% by the year 2000. To accomplish the aim, 2000 additional classrooms were necessary. Meanwhile, to cope with the increasing number of children, tentative classrooms have been constructed by their parents; most of those were made of adobe brick and straw. Given the situation, it was an urgent need to rebuild those classrooms and improve the learning environment because they were weak in structure and in dangerous status and easily affected by weather.

Under the circumstances, the government of Benin formulated the "Project for Primary School Construction" and made a request to the Japanese government for a cooperation of Grant Aid for the reconstruction of the classrooms that were in dangerous condition and could not be coped with by repair or tentative classrooms.

**1-2 Project Overview****(1) Overall Goal**

The project contributes to accomplish the enrollment rate to 70% set in "Educational Policy Charter ."

**(2) Project Purpose**

To improve the educational environment in Benin by rebuilding 89 educational facilities in 6 provinces and to provide equipment necessary for education.

**(3) Outputs**

To construct or reconstruct 354 classrooms under the project targeting 89 schools and their incidental facilities and provide them with furniture for the classrooms.

**(4) Inputs**

Japanese side:

628 million yen in FY 1996, 1,618 million yen in FYs 1997 - 1999 (Total: 2,246 million yen)

Benin's Side:

Land for schools

**Members of Evaluation Team** Team leader: Tomoyuki ONO, Grand Aid Management Division, Economic Cooperation Bureau, The Ministry of Foreign Affairs of Japan  
Management Situation Survey: Jun YOSHIMIZU, JICA Cote d'Ivoire Office  
Procurement Situation Survey : Toru TAKAGI, Japan International Cooperation System  
Interpreter: Gentaro SUZUKI, Japan International Cooperation Center

**Period of Evaluation** 19 May 2002 - 6 June 2002 **Type of Evaluation:**  
Terminal Evaluation

### 3. Results of Evaluation

#### 3-1 Summary of Evaluation Results

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##### (1) Relevance

It was a top-priority issue in Benin to improve the primary educational environment, and the government of Benin aimed "to increase the school enrollment rate to 70% by 2000" in "the Policy of Basic Health National Plan (1998 - 2005)" issued in 1997. To accomplish the aim, it was necessary to construct 2000 classrooms additionally. Therefore, the relevance of the project deemed to be high since it aimed to construct classrooms in Benin, which contributed to accomplish the objective.

##### (2) Effectiveness

The newly built classrooms by Japan's cooperation contributed to the improvement of the educational environment in Benin. The existing classrooms have been suffering from much temperature rise during daytime, leaks in the roof and noisy sounds of water drumming on the roof when it rained. The newly-built ones are with better educational equipment with sound insulation and temperature control which lead to much improved efficiency of school lessons. School enrollment is on the rise in many schools.

##### (3) Efficiency

Facilities were constructed with precision and quality on schedule, and necessary materials for construction were delivered without any problems.

##### (4) Impact

There were some positive impacts other than the increase of the number of students and the school enrollment rate such as that the contents of lessons were improved and the commuting time to school was shortened. In addition, many schoolrooms have been used for community activities after school hours.

##### (5) Sustainability

In recent years, the budget of the Ministry of Primary and Secondary Education has been about 15% of the national budget, and 47% of educational budget has been for primary education. The management fees of schools are covered by the support from the Ministry of Primary and Secondary Education, provincial educational budget and reserve fund at the community level. The number of qualified teachers has not been changed; however, the increase in students has been coped with by recruiting temporary teachers.

The maintenance and management fees for classrooms were assured constantly to a certain level, and at least one maintenance and management staff was assured at provincial level. Classrooms were designed to require nothing but cleaning and to be utilized effectively without any major problems. While there were some schools where some classrooms were not maintained properly even though it required only easy repair of the facilities and equipment owing to the lack of knowledge and skills of those schools and their communities.

### **3-2 Factors that promoted realization of effects**

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#### (1) Factors Concerning the Planning

There were no major problems with classrooms, because the project selected necessary materials for repair procurable locally and designed classrooms that would need minimum maintenance and management efforts. Hence, an educational environment at solid and safe facilities was assured.

#### (2) Factors concerning the Implementation Process

N/A.

### **3-3 Factors that impeded realization of effects**

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#### (1) Factors Concerning the Planning

There was a comment that the specification for windows made the classrooms dark (precast reinforced fixed louver window: fixed louver board windows made of concrete. Turning handles, levers or so, windows were opened and closed with boards turning.). However, as it had a major merit in its strength and easiness of maintenance, classrooms were built with the same specification by other donors.

#### (2) Factors concerning the Implementation Process

N/A

### **3-4 Conclusion**

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Constructed facilities basically had no structural or functional problems, and the classrooms were utilized well. The educational environment was improved.

### **3-5 Recommendations**

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There is no need to make huge repairs now as it has been a short time since the completion of the construction of the schoolrooms. However, the implementing organization of the Benin side will require organizational support provided by the Ministry of Primary and Secondary Education and provincial educational divisions on necessary material procurement, periodical inspection and upgrading skills for repair work, in addition to maintenance and management by each school. Hence, a necessary supporting system should be prepared to cope with those issues. The study mission recommended to the implementing organization to cope with these issues as well as to prepare a repair manual, and gain understanding of the implementing organization.

### **3-6 Lessons Learned**

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(1) Classrooms were designed to require nothing but cleaning. As for easy maintenance and management required, the "maintenance and management manual" organized by a consultant as a reference covered all the necessary daily cares. In case schools and communities do not have enough repair skills and knowledge, it is necessary to consider including easier repair methods in the manual when implementing a project of school construction

(2) As for the window specification, the following alternative could be proposed, referring to the budget for maintenance work accumulated and the distributed materials on the market of the country. Glass louver; see-through roof materials; glass blocks on the roof; sliding doors like shutters.

### **3-7 Follow-up Situation**

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N/A