

## Summary of the Evaluation

<b>I. Outline of the Project</b>		
Country: Afghanistan		Project Title: Strengthening of Teacher Education Program
Sector: Basic Education		Cooperation Scheme: Technical Cooperation Project
Division in Charge:	Basic Education Team I, Group I (Basic Education), Human Development Department	Total cost (as of the time of evaluation): 483.806 million Japanese yen
		Implementing organization in Afghanistan: Teacher Education Department (TED) and Compilation and Translation Department (CTD), Ministry of Education (MOE), Afghanistan
Cooperation Period	(R/D) March 16, 2005	Organization in Japan: JICA
	Two years and two months (June 24, 2005 - August 31, 2007)	Related Cooperation: Individual Expert (Educational Cooperation Planning)
<p><b>1-1 Background of the Project</b></p> <p>Education is emphasized by the Afghan government as a priority issue for the reconstruction of Afghanistan. It is also a priority area for Japan's cooperation. In Afghanistan, not a few teachers are poorly qualified, and many of them are engaged in education without going through pre-service teacher training. As the reconstruction effort progresses, the number of young children enrolled in school has shown explosive growth, and the number of teachers with insufficient educational experience and skills is drastically increasing. Therefore, rapid improvement in teaching quality is urgently needed to improve the quality of education in Afghanistan. Under the circumstances, Afghanistan has introduced a new curriculum for primary education and has been revising curriculums for Grade 1 to 6. In implementing the new curriculum, the urgent issues were the creation and distribution of Teacher's Guides (TGs), the implementation of In-Service Teacher Training (INSET), and the construction of a system to constantly improve teaching quality. Based on this background, the Afghan government requested Japan's assistance on the creation of TGs based on the new curriculum and implementation of INSET, and it was decided to implement the Strengthening of Teacher Education Program (STEP) from June 2005.</p> <p>This project aims at improving teaching abilities by creating practical TGs and implementing short-term INSET using the guides. The major activities are: 1) creating TGs (for Grade 1 to Grade 3: G1-3) and a training manual for TGs, 2) conducting short-term INSET using the TGs, and 3) policy suggestion for improvement of Pre-Service Teacher Training (PRESET) for primary education and improvement of INSET. The counterpart (C/P) of this project is MOE (TED and CTD). So far, establishment of the system for development of TGs, and development of the TGs have been promoted. In addition, short-term INSETs have been implemented in the target areas (Kabul City, Kabul Province, Mazar-e-Sharif City, Herat City, Kandahar City, and Jalalabad City).</p>		

## 1-2 Project Overview

### (1) Overall Goal

Skills and abilities of Afghan in-service teachers are upgraded

### (2) Project Purpose

To disseminate knowledge and skills to improve teaching and learning in classroom with by-subject, grade-specific Teacher's Guides for grade 1-3 teachers in targeted areas

### (3) Outputs of the Project

#### Output 1

To develop INSET Training Package (Teacher's Guides and trainers' manual), which is in accordance with new curriculum of grade 1-3

#### Output 2

To implement short-term INSET for teachers assigned to grade 1-3 in the targeted areas

#### Output 3

To make policy suggestion for the improvement of PRESET and long-term INSET

### (4) Inputs (As of the time of evaluation, including some fixed plans)

#### Japanese side

Short-term experts:	12 people 58 M/M	Equipment provided:	3.86 million yen
Accepted trainees:	5 people 4 M/M	Operation cost:	192.614 million yen

#### Afghan Side

C/P staff:	30 people	Local cost:	Provision of project office
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## II. Evaluation Team

Members of the evaluation team	Leader: Prof. Seiji Utsumi,	Professor of Graduate School of Human Sciences, Osaka University
	Education Evaluation: Ms. Tomoko Masuda	Senior Advisor, Institute for International Cooperation, JICA
	Cooperation Planning: Ms. Yumi Tokuda	Program Officer, Basic Education Team I, Group I (Basic Education), Human Development Dep., JICA
	Evaluation Analysis: Mr. Satoru Takahashi	Consultant, Researcher, IMG Inc.
Evaluation Period	May 25, 2007 - June 13, 2007	Evaluation type: Terminal evaluation

## III. Overview of Evaluation Results

### 1. Current achievements of the Project

#### (1) Outputs

1) To develop INSET Training Package (Teacher's Guide and trainers' manual), which is in accordance with the new curriculum of grade 1-3

- G1-2 Teacher's Guides (TGs) of Islamic Studies, Dari, Pashto, Math and Life Skills were developed and printed already. The TGs for G3 are in trial use as of June 2007. DANIDA (Danish International Development Assistance) has agreed to include the TGs for G2 and G3 in the textbooks it distributes. All the TGs are expected to be finalized in June 2007, apart from the TGs for the Islamic studies as the content of the textbook has not yet been finalized.

- Two types of training manuals have been completed. The INSET manual for 11-day training (20 days if implemented by half day) has been made and distributed already. The manual for the intensive 2-day training is scheduled to be distributed at a later date.

2) To implement short-term INSET for teachers assigned to G1-3 in the targeted areas

- At first, the target teachers for the project were all the G1-3 teachers in five provinces and one city (estimated at 10,000 teachers). A later survey found the number to be 20,000, due to a rapid increase of teachers. Therefore, the target was changed to all the G1-3 teachers in five cities (Kabul, Kandahar, Jalalabad, Herat, Mazar-e-Sharif) and one province (Kabul), which totaled 10,000, and short-term INSET was implemented. According to the questionnaire survey after the training, more than 90% of the participants replied that they were able to gain knowledge and skills through the INSET.

- With this INSET, Japanese experts trained 15 Afghan core trainers (CTs—authors of TGs), the CTs trained 40 master trainers (MTs), the MTs trained 457 teacher educators (TEs), and the TEs trained 9,939 teachers (See the table below).

Site	CT		MT		TE		Teachers		Total	
	Result	Plan	Result	Plan	Result	Plan	Result	Plan	Result	Plan
Kabul City	15	15	21	21	171	171	5,227	4,717	5,434	4,924
Kabul Province			4	4	41	41	1,295	1,685	1,340	1,730
Kandahar City			3	3	48	48	627	650	678	701
Jalalabad City			3	3	33	33	452	452	488	488
Herat City			5	5	81	81	1,098	1,055	1,184	1,141
Mazar-e-Sharif City			4	4	83	83	1,240	1,240	1,327	1,327
<b>Total</b>	15	15	40	40	457	457	9,939	9,799	10,451	10,311

3) To make policy suggestion for the improvement of PRESET and long-term INSET.

- The draft policy suggestions on PRESET and INSET, submitted to the MOE in March 2007, concerned

the following: 1) Aims and principles of teacher education, 2) Policy on teacher education, 3) PRESET curriculum, 4) Teacher Training College (TTC), and 5) INSET. The suggestions are scheduled to be submitted by the end of the Project, after additions and revisions are made on clear definitions of the terms used and on political priority from short-, medium-, and long-term viewpoints.

### (2) Project Purpose

All in all, knowledge and skills to improve teaching and learning in classroom with TGs were disseminated in the targeted areas.

<Degree of teacher satisfaction with TGs and their intention to use them>

Many teachers are satisfied with TGs and intend to use them, while others are already using them. Some teachers said that, after using TGs, they began to conduct lessons in which students read materials aloud, work in groups, or participate in role-plays, and as a result, become able to provide enjoyable and encouraging learner-centered lessons.

<The number of distributed TGs>

The number of TGs that has been distributed or will be distributed is as shown in the table below. One set is for four subjects, and the final number of distribution will be 326,348.

Grade \ Area	Target area (5 provinces and 1 city)		29 provinces		Whole country	
	Dari	Pashto	Dari	Pashto	Dari	Pashto
G1 (Done)	13,744	3,365	13,000	7,000	26,744	10,365
G2 (Planned)	3,414	1,673	14,500	7,500	17,914	9,173
G3 (Planned)	2,276	1,115	9,227	4,773	11,503	5,888
Sub-total of each language	19,434	6,153	36,727	19,273	56,161	25,426
Total	25,587		56,000		81,587	

### (3) Overall Goal

There is some supportive evidence that skills and abilities of Afghan in-service teachers have been upgraded through gained pedagogical knowledge in the targeted and non-targeted areas.

<Impact of INSET>

- Before and after INSET lectures in five cities and one province, different teachers teaching G1 students in the same schools were filmed. The lessons were evaluated with a lesson assessment tool (Rubric), which had been developed beforehand, from the five viewpoints of: 1) Purpose of the lessons and the introduction of the purpose, 2) Content of the lessons, 3) Structure of the lessons, 4) Activities and drills, and 5) Evaluation. As a result, the improvement shown in the table below was observed (on a scale of 1 to 10).

Before/After lecture	Dari and Pashto	Islamic studies	Mathematics	Life skills
Before INSET (2005)	6.8 (5)	3.5 (11)	4.4 (5)	8.25 (4)
After INSET (2006)	8.0 (6)	8.0 (3)	8.5 (6)	8.50 (6)

Note: Figures show the simple average of scoring. Bracketed numbers show the number of lessons evaluated.

<Impact of TG>

- The lessons given by the teachers who had not been trained in INSET were filmed in Kabul City and at Bamiyan. Then TGs and a brief explanation were given to them, and several days later, the lessons of the same teachers were filmed again. As a result of assessment using the lesson assessment rubric with the five viewpoints mentioned above, improvements shown in the table below were observed (on a scale of 1 to 10).

Before/After using TG	Dari	Islamic studies	Mathematics	Life skills
Before using TG	3.3 (4)	5 (1)	3.2 (5)	1.3 (3)
After using TG	6.0 (4)	7 (1)	4.9 (5)	5.0 (3)

Note: Figures show the simple average of scoring. Bracketed numbers show the number of lessons evaluated.

2. Evaluation by Five Criteria

(1) Relevance: Very high

The National Education Strategic Plan (NESP) for Afghanistan emphasizes teacher education and curriculum development as its priority issues. Teachers themselves realized their own need for TGs, which show them concrete teaching methods, and INSET, by which they can improve their teaching abilities. The Japanese government also pointed out support for teacher education as one of its priority areas in the "Basic Education for Growth Initiative (BEGIN)," which the Ministry of Foreign Affairs announced in 2002. In addition, JICA also considers education to be one of the priority issues in its implementation plan for each country, and recognizes that education contributes to the reconstruction and development of a nation.

(2) Effectiveness: High

The TGs for G1-2 have been developed already. The TG for G3 is scheduled to be developed by the end of the Project. INSET has been provided to 10,000 G1-3 teachers. (The total number of G1-3 teachers in the target areas is 20,000.) The policy suggestion for PRESET and INSET needs some additions and revisions, but will be completed by the end of the Project. In addition to the teachers, the authors of the TGs (mainly the staff of CTD of MOE) have enhanced their abilities and learned lesson assessment methods with lesson assessment tools (rubrics).

(3) Efficiency: High

The inputs and activities are all contributing to producing the outputs. Also, the communication between the Afghanistan side and Japanese side has been smooth, and the Project activities have been carried out without serious problems as originally planned. On the other hand, due to security reasons, the Project was forced to cancel or postpone meetings frequently.

(4) Impact: Very high

School teachers said that the lessons became more enjoyable, interactive, activity-based and

student-centered compare to before. As an analysis with a lesson assessment rubric, positive influences were observed before and after joining the short-term INSET. Likewise, positive changes were observed in lessons with and without TGs. An NGO utilized TGs for teacher training in its operational area, and other NGOs have shown interest in TGs. Donors such as the World Bank and USAID are also positive for utilizing TGs for INSET 1 and INSET 2.

(5) Sustainability: Medium

In institutional, organizational, financial, social and cultural terms, the Project has laid the foundation for further development of TGs and teacher education. Still, additional internal efforts and closer coordination with development partners are necessary to consolidate its foundation and extend the effects and impacts broadly and deeply throughout the nation

### 3. Factors Contributing in the Production of Effect

#### (1) Planning

1) The focus was on the primary education (G1-3), in which the number of children enrolled in school has been dramatically increasing, 2) to satisfy the needs of many inexperienced and unqualified teachers in such schools, TGs for major 4 subjects have been developed and short-term training was given, in which the teachers could easily participate, and 3) the cascade training model was used for planning the implementation of training so that effective training was provided to a vast number of teachers (10,000 teachers).

#### (2) Implementation Process

1) Academic expertise (university) and knowledge on management and administration (consultant) were organically combined, 2) TGs at a level and with content appropriate for the ability of current teachers were developed without pursuing unnecessary theoretical or qualitative aspects, and 3) the local resource was used to the utmost extent for the development of TGs and the implementation of short-term INSET.

### 4. Problems and Factors that Raised Problems

#### (1) Planning

No factors that impeded the Project in particular could be found in the content of the planning.

#### (2) Implementation Process

1) Frequent changes in the personnel of MOE, 2) the newly established post of 'senior adviser' has great authority on the decision making. As a result, the demarcation of responsibility—who is in charge of what—became unclear, causing confusion in the Project, and 3) reexamination on the indicators for PDM was not conducted in the project consultation study carried-out in the middle of the Project (August 2006).

### 5. Conclusion

Due to the efforts made by the Afghan and Japanese sides, there have been outstanding outputs and impacts. Both sides were proactive and flexible enough to conduct a series of activities to achieve the

Project Purpose and even Overall Goal that must have seemed to be a lofty goal before initiation of the Project. Yet, positive changes in lessons were observed in the assessment workshops. Above all, teachers themselves feel that the lessons became more enjoyable, interactive, activity-based and student-centered compared to before. This is a sincere voice from them. As long as they value and utilize TGs, lessons are expected to be improved. In parallel, the government officials are required to swiftly respond to the opinions from teachers. In this respect, MOE is expected to consolidate the foundation for further development of TGs and teacher education so as to extend the effects and impacts of the Project throughout the nation in a sustainable manner.

#### **IV. Recommendations and Lessons Learned**

##### **1. Recommendations**

<What to be done by the end of the Project by the project implementation team>

(1) The Project provided 10,000 teachers with the training of TGs and other practical teaching skills. In order to increase training opportunities for the rest of the teachers, it is suggested that that the Project hold a workshop to present TGs and Training Manuals targeting various development partners who are dealing with teacher education. It will be also appealing to other partners if the workshop introduces the real teachers' voice telling how effective TGs are for their teaching.

(2) The Project conducted several surveys to assess the impacts of TGs and training on the quality of teaching. It is necessary that the Project review the methodology of impact assessment and document the suggestions for future impact survey on teachers and children.

<What should be done after the project completion in the medium and long term>

(3) Introduction of TGs needs to be included in the government's teacher training program, namely INSET1 and INSET2. INSET programs are scheduled with the support of the World Bank and other organizations, and both Afghanistan and Japan need to encourage the inclusion of the TG introduction in the programs.

(4) In order for teachers to use TGs at a school level, the work of Provincial Education Department (PED) and District Education Department (DED), which are in charge of local educational administration, is indispensable. So far the Project has made arrangements with individual organizations. From now on, however, CTD and TED need to take initiatives to have coordination with them.

(5) Writing Members of TGs have gained the basic skills and knowledge necessary to develop TGs. For the upper grades of primary schools, however, the development of TGs and teaching content that suits the level of children's development is necessary. For this purpose, external technical support is also required in the future. In addition, improvement of teacher quality requires improvement of curriculum of pre-service teacher training. Further technical support is needed for this as well.

##### **2. Lessons Learned**

(1) The development of TGs was in accord with teachers' real needs, reflecting the actual teacher's quality (lack of knowledge on teaching methods and on new textbooks) and the environment surrounding the teachers (lack of teaching materials and referential books). Along with the development

of textbooks, further development of TGs is necessary in the future.

(2) TGs do not state theory, but they describe practical methods that contribute to the improvement of actual teaching. It is written in an easy-to-follow manner and is also easy for current teachers to understand. The appropriate level of TGs is considered to be the reason why they were well used.

(3) TGs have been developed mainly by Afghan personnel with the support of the Japanese experts. In this way, new ideas introduced by the Japanese experts are suitably interpreted in TGs so that even inexperienced teachers are able to understand and utilize them in the classes.

(4) Due to security reasons, it became difficult for Japanese experts to monitor training and classroom, and Afghan monitors had to be appointed. In the future, it is necessary to consider, at the time of formulating a project, a monitoring method to coordinate with local resources, such as NGOs.

(5) During the emergency and reconstruction period, the policies and organization of the target country are quite uncertain. When implementing a project, it is necessary to be flexible with a quick response to the changes according to political and institutional environment. When a similar project is carried-out in the future, on-site operations must be emphasized.

End