

Summary of Evaluation Result

1. Outline of the Project	
Country: Pluri-national State of Bolivia	Project Title: The quality improvement of primary school education (PROMECA in Spanish)
Sector: Basic Education	Cooperation Scheme: Technical Cooperation Project
Division in Charge: JICA Bolivia Office	Total Cost (including that of the pilot phase) <ul style="list-style-type: none"> • Original Budget : approximately JPY 260 millions. • Total Budget (as of October 2007): approximately JPY 570 millions. • Total Budget (as of March 2010): approximately JPY 710 millions.
Period of Cooperation: July 2003 to July 2005 (Preliminary Implementation) July 2005 to July 2010 (Plenary Implementation)	Partner Country's Implementation Organization: Ministry of Education (ME)
	Supporting Organization in Japan: Osaka University, Kansai University, Kyoto City Board of Education
	Related Cooperation: Country Focused Training Course for Peru and Bolivia: Educational Administration; Technical Cooperation Project in Peru "Strengthening the Educational Management for the Rural Network of Education in Canas and Suyu"; Technical Cooperation Program in Honduras "Strengthening Basic Education", Grant Aid (school construction), Grant Aid for Grass-Roots Groups (school rehabilitation), Japan Overseas Cooperation Volunteers (dispatch of primary school teachers)
1-1. Background to the Project	
<p>Bolivia initiated an educational reform in 1994. Since this reform, for ten years, education had been one of the most important political issues, e.g., the Poverty Reduction Strategy Paper (PRSP). The accessibility to school education was improved by the 10 year reform, but, there were still many issues such as; curriculum development, making an efficient educational administration and training human resources.</p> <p>Considering these issues, the ME determined a new policy of educational reform "Strategy for Education 2004-2008" and its concrete plan "Pluri-annual Plan of Action". In this plan, seven purposes were defined in order to shift the policy from quantitative expansion (universal education) to qualitative improvement of education, that is, making education respond to socioeconomic needs. Corresponding to this policy, most of donor countries and institutions have been trying to carry out effective and efficient international cooperation to Bolivia, applying an aid harmonization based on Sector Wide Approaches (SWAs).</p> <p>The Japanese Government has been assisting Bolivia by means of grant aid (primary school construction, 1998-2001) and dispatch of long-term experts (supporting and promoting the educational reform). In 2002, the Japanese Government dispatched two missions for project formulation and elaborated a project draft. In January 2003, the ME applied to the Japanese Government for a technical cooperation project based on this draft. Thus, in July 2003, the "Project of Improving School Education (here after denominated as the Project)" started as a 7 year project: 2 years for the pilot phase and 5 years for the plenary implementation. During the pilot phase, the Project assisted eight schools in La Paz and Cochabamba, through the dispatch of short-term experts and the Country Focused Training Course "Elaborating a Lesson Plan, through Student Centered Learning", in order to test if the Japanese methodologies such as</p>	

educational techniques, classroom management, school management could be feasible and applicable to the Bolivian context. At the moment of the Interim Evaluation in the pilot phase (October 2004), it was confirmed that educational experience and expertise in Japan could contribute to improving the teaching quality in Bolivia. Thus, the Project started in July 2005, the phase of plenary implementation. The numbers of target prefectures and schools increased up to 6 and 400 respectively, and the name of the Project was transformed to the “Project for the quality improvement of primary school Education (PROMECA)”. Afterward, taking into account the results of the Interim Evaluation (October 2007), it was agreed at the Joint Committee of Coordination (JCC) that the numbers of target prefectures and schools would increase up to 9 and 500 respectively.

1-2. Project Overview (here after based on Project Design Matrix (PDM) 5, which was revised in October 2007)

(1) Overall Goal : Improvement on education quality, based on the concept of “Student Centered Learning”, promoted at the classroom level in Bolivia.

(2) Project Purpose : To improve the teaching ability of the Project’s school teachers by promoting the realization of “Student Centered Learning”

(3) Output

① Materials for the training of teachers are elaborated.

② Human resources necessary to implement the Project are fostered.

③ Lesson study and Internal Pedagogic Study (EPI in Spanish) are performed in the Project’s schools.

④ Exchange of pedagogic experiences is strengthened among teachers.

⑤ Materials for training, developed by the Project, are utilized by the Superior Normal Institute (INS in Spanish)

(4) Input (including the pilot phase)

< Japanese Side >

Dispatch of long-term experts In total 4 experts (131 M/M)

 Teacher training 1 expert (55 M/M)

 Coordinator 1 expert (29 M/M)

 Administrative Coordination/
 Training Planning 2 experts (47 M/M)

Dispatch of short-term experts In total 20 experts (17.5 M/M)

(Teaching method for primary school/Planning, etc.)

Dispatch of third country experts In total 4 experts (2 M/M)

(Teaching method for mathematics and natural science)

Country Focused Training Course In total 66 trainees

 Bolivia: “Elaborating a Lesson Plan, through Student Centered Learning” 52 trainees

 Peru and Bolivia: “Educational Administration” 14 trainees

Regional Training Course In total 34 trainees

 Regional Project “I Love Mathematics!” in Honduras
 34 trainees

Equipment cost 1,132,411 US\$ (photocopiers, PCs, video cameras, etc.)

Local cost 2,551,915 US\$ (materials, training course, local consultants, etc.)

< Bolivian Side >		
Allocation of Counterparts (at the central level): 3 officers (JCC members) Allocation of Counterparts (at the local level): allocated non-permanent counterparts. approximately 215 M/M Facilities: Project offices, training lecture rooms Operational Cost: training cost at prefecture level (traveling expenses, etc.)		
2. Evaluation Team		
Members of the Team	Team Leader: Toshio Murata, Senior Advisor, Human Development Department, JICA Headquarters Chief Advisor, Project for the Improvement of Teaching Method in Mathematics (PROMETAM in Spanish) Phase 2 Evaluation/Analysis: Hiroki Ishizaka, Associate Professor, Hiroshima Kokusai Gakuin University Research/Planning: Kenta Sasaki, Representative Assistant, JICA Bolivia Office Evaluation on Education: Ken Furukawa, Associate Expert, Basic Education Group, Human Development Department, JICA Headquarters	
Period	16 February to 22 March, 2010	Type of Evaluation: Final Evaluation
3. Summary of Evaluation		
3-1. Result of Cooperation		
(1) Achievement of the Output		
Output ①: Materials for the training of teachers are elaborated. Training modules were completed in spite of delay. These modules were published and distributed through the ME's approval (February 2009). Moreover, other materials such as the EPI guidebook, booklet "How to write on a blackboard", etc., are also effectively utilized in training and school lessons. Therefore, it is determined that the Output ① has been achieved.		
Output ②: Human resources necessary to implement the Project are fostered. 33 of the 66 trainees of the Country Focused Training Courses kept working at offices of educational administration or schools, playing the lead in the Project activities. It is verified that the rest of them, the other 33 trainees were transferred due to political reasons, but, approximately 80% of these continue working at an institution related to education, performing the Project activities and contributing to promote the concept of "Student Centered Learning". A prefectural average of 8 technical officers per Prefectural Office of the ME (SEDUCA in Spanish) and Special Unit for In-service Training (UNEFCO, previously INFOPER in Spanish) are trained as members of Prefectural Team of Implementation (EDI in Spanish) through training courses in Japan and Bolivia. They have been evolving training for teachers at the prefectural level. At the time of the Final Evaluation (February 2010), 74.1% of technical officers of the EDI have been annually implementing two or more training sessions. For the moment, the actual performance shows less than 80%, which is the Project's target. This is because the performance of prefectures lacking in Project practice, e.g., Pando is relatively lower than that of the others. In eight prefectures except Pando, the technical officer of the SEDUCAs, directors and teachers of the Project schools have been organizing a District Team of Technical Support (ETAD in Spanish), performing technical support and monitoring on school activities, in cooperation with the EDI. Therefore, except some prefectures lacking in Project practice, the human resources to carry		

out training necessary to continue the Project activities and technical support in the field have been well fostered, thus, it is concluded that the Output ② has been achieved. However, there remains a concern about the scarcity of certain human resources, those who can plan and coordinate the activities.

Output ③: Lesson study and Internal Pedagogic Study (EPI in Spanish) implemented in the Project's schools.

The actual implementation rate of the lesson study and open class are 89% and 86% respectively. Both of them are more than 80%, which is the Project's target. The prefectural rate of the EPI shows an average of 79%, and that of elaborating the "EPI Report" and the "EPI Summary" among the schools of one-or-more-year experience is 53%. These results are less than 80%, which is the Project's target. This is mainly due to scarcity of time and labor focused on advising about the elaboration of reports. It is expected to strengthen technical assistance for elaborating not only lesson plans but also the EPI Reports and the EPI Summaries.

Lesson study groups were set up by teachers (volunteers) in three subjects: Spanish, Social Studies and Mathematics. In particular, the lesson study group of Spanish was organized on a national scale and its activities were animated. EPI activities including Lesson Study and the activities of the lesson study group of subjects were introduced in most of the Project schools. The EPI Summaries are supposed to be published in every prefecture by June 2010. Therefore, the Output ③ is likely to be achieved before completion of the Project.

Output ④: Exchange of pedagogic experiences is strengthened among teachers.

As an opportunity to share experiences, since 2006, meetings to exchange ideas have been held annually among teachers at national and prefectural levels. In 2009, the prefectural meetings were held in every prefecture. There were 969 participants. The national congress, which was denominated as the "International Congress of Teachers", was held four times from 2006 to 2009. There were 747 Bolivian participants and 48 from 6 Latin-American countries. The Congress consisted of presentations and open classes prepared by the prefectural and national representatives in order to create an incentive opportunity to share useful information for lesson planning. The Project has been carrying out technical exchanges with other JICA projects, e.g., a project in Peru "Strengthening the Educational Management for the Rural Network of Education in Canas and Suyo" (9 times) and a regional project in Central America and Caribbean Sea "I Love Mathematics!" (8 times).

In addition, as an opportunity for every applicant to share their experiences, three contests: "Lesson Planning Contest"; "EPI Summary Contest"; "Pupils Creativity Contest" have taken place.

Every aspect of the Output mentioned above has accomplished the previously set targets. It is also confirmed that these activities could stimulate the teachers to actively tackle the EPI or other pedagogic activities.

Output ⑤ : Materials of training developed by the Project are utilized by the Superior Normal Institute (INS in Spanish)

Introductory seminars for the Teacher Training Schools (ESFM in Spanish, previously INS) had been implemented in the 11 ESFMs of 7 prefectures prior to 2008. These schools represent 44% of all the ESFMs, which is more than the target indicator (25%). Among these schools, 8 schools were selected and their 280 teachers and 642 students benefited from the Project's training

in 2009. These numbers represent respectively 97% of all the teachers and 83% of all the students belonging to the latest semester, which are more than 80% (the target indicator). This training contains 66% of all the contents of the Project's training.

Besides, appreciating these results, the ME requested to the Project technical assistance for developing a curriculum of the pre-service training. Responding to the request, the Project's expert elaborated and proposed syllabus drafts for 4 courses. In the same way, it is expected that many contents of the Project will be included into this curriculum, and the fruits obtained by the Project will be continuously employed in the ESFMs in future.

(2) Achievement of the Project Purpose

Project Purpose : Teaching ability of the Project's school teachers is improved by promoting the realization of "Student Centered Learning"

Target Indicator: Lessons of the Project's schools with 4 or more years of experience will have been improved up to the level determined by the ME and the JICA Team in terms of; the elaboration of lesson plans, implementation of lesson plans and enthusiasm of pupils to Student Centered Learning before June 2010.

The Project carried out a detailed self-evaluation of 20 schools (15 schools with 4 or more years of experience and 5 schools without it (with about 2 years of experience)), analyzing the lesson plans and observing classes in order to verify the achievability of the 4 criteria defined by the target indicator. The point system employed by the Project is that less than 1.0 represents "insufficient", from 1.0 to less than 2.0 is "confirmed some improvement", from 2.0 to less than 3.0 signifies "fulfilled the expectation", and 3.0 or more means "achieved more than the expectation". The results of the 4 point criterion evaluation of the schools with 4 or more years of experience show that the overall average is 2.13 (the elaboration of lesson plan 2.14, the implementation of lesson plan 2.11, the enthusiasm of pupils 2.23, pupils as the lead in their learning 2.04). The average point of each criterion completes the expected level and exceeds that of the schools with about 2 years of experience.

The Evaluation Team performed an independent survey of 8 Project's schools and 6 schools not related to the Project, verifying the achievability of 4 criteria. As a result, the average point of the Project's schools greatly exceeds that of the schools not related to the Project. Moreover, it was confirmed that in the Project's schools the Team visited without appointment, lesson plans of high quality were elaborated, and classes based on under the concept of "Student Centered Learning", were observed. Thus, it is concluded that the Project Purpose has been achieved.

(3) Possibility of achieving the Overall Goal

Overall Goal : Improvement on education quality, based on the concept "Student Centered Learning", is promoted at the classroom level in Bolivia.

Target Indicator ①: 70% of the Project's schools are going to implement the activities introduced by the Project in 2015.

Target Indicator ②: In-service training system based on the concept "Student Centered Learning" is going to be carried out by 2015.

Target Indicator ③: National congress of teachers is going to be held by 2015.

The Indicator ① aims at continuing the Project's activities at the field level. It was

determined at the JCC meeting January 2010 that the schools with less than 4 years of experience would enjoy continuous training sessions offered mainly by the EDIs after the completion of the Project. Moreover, the ETADs, which technically assist the schools in cooperation with the EDIs, have been organized in every district where the Project's schools exist. The Indicator ① is expected to be achieved, since the EDIs and ETADs are supposed to continue their technical support to the schools after the completion of the Project, a large number of teachers are eager to keep lesson studies, and moreover, they have been performing the activities without any reward in return or financial aid.

The Indicator ② aims at establishing an in-service training system, which would be indispensable to universalize the Project's fruits at national level. Although the establishment of the in-service training system is prescribed as a duty of the Bolivian Government in the new Constitution (taken effect February 2009), the bill of the new Law of Education has not passed yet, then, Bolivia is in the midst of institutional reform of in-service and pre-service trainings. It is difficult to determine the achievability of the Indicator.

Concerning the Indicator ③, it would be difficult for the ME to continue implementing the national congress of teachers on the same scale as before, since the Project itself has covered the cost of holding all the four national congresses. Nevertheless, the ME desires to hold its own national congress on a reduced scale. The possibility of continuing the national congress is relatively high if finances are secured, since SEDUCAs and EDIs could lead the prefectural congresses.

Therefore, if the new Law of Education bill is approved in the National Assembly, and the in-service training system is established, it is possible to achieve the Overall Goal.

3-2. Summary of Evaluation Results

(1) Relevance: High

In Bolivia, improving the quality of education was raised as an important issue in the National Development Plan (2006-2010). Besides, the Constitution was amended in 2008 and the necessity of an in-service training system was stipulated in Article 98. In the new Law of Education bill (the Article 4), which is under the deliberations of the National Assembly, promoting the in-service training is prescribed as one of the principal issues of educational policy. It is strongly perceived as necessary to improve the teaching ability of teachers in the Project's schools. However, the Project effectively responds to the country's educational policy and teachers' needs, since the Project is a first full-dress technical cooperation focused on improving the teaching ability of teachers.

The Japanese Government has been implementing international cooperation in the field of basic education. In particular, knowledge and experience on teacher training through lesson study have been accumulated in Japan. Thus, it was possible to effectively utilize the educational experience of Japan when carrying out the Project.

(2) Effectiveness: High

It is expected to achieve almost all the outputs before the completion of the Project in June 2010, since most of the activities have been performed as programmed by the Project. Based on the results of class observation (carried out by the Project and the Evaluation Team) and interviews, it is confirmed that the Project Purpose has been achieved. It is also concluded that there is a strong causality between the results of output and the Project Purpose, since the 4 criteria raised to evaluate the Project Purpose: elaboration of lesson plans, implementation of lesson plans,

enthusiasm of pupils in Student Centered Learning are introduced by the Project itself as totally unique standards.

(3) Efficiency: Intermediate

Despite the small input of Japanese experts, training sessions and activities were appropriately offered, responding to the requests of the ME and the Project's schools. These training sessions and activities have been highly valued at the inside and outside, raising the number of beneficiaries (teachers) by 11,768. Therefore, in spite of its large amount of the local cost including the training cost, the Project is not categorized as inefficient, since the cost per teacher has been held down due to the large number of beneficiaries.

By means of interview and visiting schools, it is verified that the equipment such as PCs, video cameras, etc., which were donated to the SEDUCAs or schools have been effectively utilized. However, the total amount of the equipment in the Project is relatively higher than in other technical cooperation projects. The percentage of personnel transfer and retirement reached almost 50%. Therefore, it is determined that the efficiency on human resource is relatively low, especially on the training of administrative officers, due to the change of governments and ministers.

(4) Impact: High

It is verified that there were a large number of voluntary activities, e.g., the Project's schools invite directors, teachers, representatives of community, parents, etc., to open classes, the teachers hold voluntarily introductory seminars about the Project's activities for other schools and community. Thus, demand from other schools and NGOs to join the Project emerged and as a result, 83 schools become associate Project's schools and perform the same activities as the Project's schools. This impact is expected to expand henceforth.

In addition, the Project's training guidelines were officially employed in 2009 for the in-service training courses of UNEFCO. 8240 teachers, who belong to the Program of Profesionalizing Associate Teachers (PPMI in Spanish), now utilize materials based on the Project's training contents. With respect to the ESFM's curriculum, which is now under elaboration, responding to the request of the ME, the Project's expert gave technical advice and a lecture to the Team of Curriculum Elaboration three times.

(5) Sustainability: Intermediate

Since in Bolivia the new Law of Education bill is under the deliberation of the National Assembly over the long term, Presidential Ordinance No.156, in which the framework of pre-service and in-service training system was stipulated, was issued June 2009. In this ordinance, it is prescribed that ESFM is going to be in charge of the pre-service training, and Pedagogic University and UNEFCO are going to be in charge of in-service training. However, concrete figures and contents still need to be clarified through legislation or the issue of ordinances. Therefore, henceforth it is necessary to devote attention to how the Project's fruits are going to be employed at the central level. There still remains a possibility that core human resources and key persons could be transferred or retired due to the change of governments or ministers.

On the other hand, as explained previously, the Project's knowledge and training contents have already been introduced to the activities of the UNEFCO, PPMI and ESFM. Thus, it is confirmed that the practical institutionalization of the pre-service and in-service training systems have advanced. It is verified through the interview survey that many SEDUCAs, District

Education Office and schools tried to internalize the Project's activities as their proper activities, in spite of financial constraint. Therefore, it is concluded that sustainability at a practical level can be secured.

3-3. Promoting Factors

(1) Steady training and enlightening campaign organized by the Project teams

Since the activities introduced by the Project such as lesson study, open class are new and unique in Bolivia, there was a certain amount of opposition from teachers of prefectures and communities where the Project was newly implemented. Not only in the plenary implementation, but also in the pilot phase. In addition, some criticism about teachers' absence in class caused by participating in the Project's trainings or activities happened to emerge from the parents side. In order to resolve these problems, the Project teams of implementation quite steadily have been appealing the effectiveness of the Project's activities to the opposing teachers, and holding introductory seminars of the Project for the skeptical parents and inviting them to the open classes. As a result of the enlightening campaign, a large number of the teachers and parents could understand the Project's effectiveness and actively get involved in the Project's activities.

(2) Flexible coordination between the Project teams and schools

The Project is characterized by its activities coordinated between the Project teams of implementation and schools at prefecture and district levels. According to the interview results, depending on the situation of each prefecture or district, the form of coordination varies; top-down, bottom-up, or parallel, etc. Every case is made most effective by flexibly adjusting the activities to the situation. This implies that it was possible to achieve the maximum result from activities of a project, by means of flexibly choosing the form of coordination among counterparts.

(3) Technical support focused on schools and teachers

The Project teams, from the beginning, have been performing activities concentrated on establishing in schools an internal in-service training system, i.e., the EPI. Defining that large scale training course is intended to transmit pedagogic methodology of the Project, the teams steadily visit each school and support it technically in order for the trained teachers to employ the methodology learned in the training to their field work (lessons). This seemed to cause, even though it could be indirect, the achievement of the Project Purpose.

In addition, it was confirmed from the interview results that the national or prefectural congress of teachers, the contests, the training courses in Japan or their countries, etc., which aimed at offering opportunities to let teachers have access to a wide spectrum of knowledge and experiences, also greatly raised the teachers' creativity.

3-4. Hampering Factors

(1) Transfer and retirement of core human resources.

A large number of the returnees from the training courses in Japan or third countries as core human resources and the key persons for coordination have been transferred and retired, which greatly affects the smooth progress of the Project implementation.

(2) Relationship with the teachers' union

During the pilot phase of the Project, there were cases, in which it was difficult to carry out training sessions due to criticism from teachers' unions. The Project teams resolved every case by

steadily performing activities to make the unions realize real effects of the Project. For example, the Teachers' Union of La Paz Rural Area, which at the beginning strongly opposed the Project's activities, began to actively support the Project.

(3) Delay of educational reform

At the central level, the approval of the new Law of Education bill, a new school curriculum, and a new pre-service and in-service training system were delayed, which significantly affected penetration of the Project's activities at this level.

3-5. Conclusions

Even though there were some regions, which received huge socio-political change, the Project could make the schools achieve a pedagogic methodology that employed the concept of "Student Centered Learning", as a result of the Project teams' performing necessary activities flexibly and energetically and taking into account regional situations. As an impact of the Project, in many prefectures, it was verified that the trained teachers transmitted the knowledge and technology learnt from the training courses to non-trained teachers of other schools. Moreover, UNEFCO and PPMI results in introducing the contents of the Project's modules of training into their own training courses. Therefore, it is expected that institutions and organizations related to educational sectors such as; the ME, SEDUCAs, Pedagogic University, UNEFCO, schools, etc., continue performing collectively and cooperatively, so that these impacts and positive results can be more widely transmitted to the whole country and the sustainability of the activities can be secured.

3-6. Recommendation

(1) Strengthening training sessions for EDIs (SEDUCAs)' technical officers

While the completion of the Project is approaching, EDIs, ETADs, UNEFCO and schools are elaborating their own action plan and preparing for its implementation to continue the Project's activities. Thus, it is required to conduct an assistance corresponding to their needs during the rest of the implementation period of the Project.

(2) Clarification of sharing the burden among training institutions and organizations

At the prefectural level, the implementation of training courses has been achieving large success in that various institutions and organizations have been joining the EDIs. However, unevenness in planning of training sessions occurred and training sessions themselves become inconsistent for teachers, since there remains unclear burden sharing among training institutions and organizations. In particular, for SEDUCAs and UNEFCO, it is indispensable to make clear to which organization and to whom roles and burdens belong and to implement training sessions and technical support based on one action plan, since both of them are most likely to be in charge of future training sessions.

(3) Prompt development of school curriculum and textbooks

The Project's principal components are educational techniques, classroom management and school management. Lesson performance has been drastically improved by teachers combining effectively these components. In addition, the Project has been trying to conduct trainings focused on main subjects, such as Spanish, mathematics, natural science, social studies, etc. Nevertheless, there is a limitation on its effects, since the Project's activities could not depend on a school curriculum and textbooks, which were supposed to be established by the ME. Thus, their prompt development is highly expected.

(4) Elaboration of prefectural projects and the establishment of a central committee to supervise its implementation

Through the present survey, it is confirmed that the EDIs have been flexibly implementing their own activities corresponding to the local needs, making the most of local resources, and moreover are going to continue the activities based on a unique action plan prepared by themselves. Therefore, it is expected that a central committee, organized by the representative officers of the ME and directors of the SEDUCAs, is needed in order to supervise the activities and share their experiences.

(5) Necessity of a follow-up

As a result of the Final Evaluation, it is verified that there are some technical officers and teachers who lack experience in the Project's activities, and can not take advantage of the Project's techniques, even though most of them are highly motivated. Thus, it seems to be necessary to dispatch short-term experts for a while after the completion of the Project in order to assist complementarily and intensively train the technical officers of short experience on specific topics. To do this, it is indispensable to elaborate a complementary plan of training in coordination with stakeholders and officially apply for the JICA's technical cooperation scheme, in deliberating, until the completion of the Project, which group of technical officers is going to be trained, what is going to be contents of training for them and to what extent the training is going to be performed.

3-7. Lessons learnt

(1) The importance of a pilot phase in this project

The penetration of the Project's activities, such as the introduction of educational techniques, classroom management and school management requires long-term training sessions and voluntary and continuous activities. In this sense, the pilot phase of localization of Japanese techniques and adjustment of the introductory strategy were likely to cause the teachers to widely accept the technical support of the Project, which presupposes endeavors from themselves.

It is considered that a technical cooperation based on techniques and experience of a country for another demands a certain period of trial, as a result, it has more impact, although there are difficulties of applying a pilot phase to a project due to contemporary trends of pursuing efficiency of project.

(2) Ex ante analysis on a strategy of the Project familiarization

When the progress of the Project's expansion was reviewed, it was verified that the familiarization strategy for some prefectural levels and dozens of schools was well planned, but in the process of the Project's penetrating all 9 prefectures, the operation tasks for the Project teams somehow became extremely large. Even though the Project's expansion was initiated after analyzing the actuality and feasibility when the ME asked to do it, it was necessary to elaborate from the beginning of the plenary implementation a detailed familiarization strategy and stipulate clearly the ME's responsibility before expanding the number of beneficiary prefectures and schools.

When beginning a technical cooperation project, it is important to elaborate in advance, from the point of long term view, a gradual familiarization strategy as a part of the action plan of the project, taking into account the actuality and capability of the partner country.

(3) Importance of the involvement of the ME itself

Although the Project tried various measures to involve the ME's departments related to the Project in holding the national congresses of teachers, except the elaboration of plans, it is not confirmed that the ME voluntarily and actively exerts its influence on the Project's activities. As a result, SEDUCAs and UNEFCO, which have a function of operation, as practical counterparts, have been performing the activities. Therefore, in order to apply the Project's results to the educational system, it is necessary to conduct a new coordination campaign and more activities.

As background, it should be noted that the ME's functions was reduced by the educational reform initiated in 1994, which included decentralization, and many officers, who had a lot of experience in public administration but were not from former inhabitant groups, were dismissed due to the change of government in 2006.

However, it is indispensable to positively make the ME's departments involved in the activities in order to raise efficiency and sustainability of the Project. In addition, it is necessary to widely deliberate in JICA how to deal with such a situation, by analyzing other cases of cooperation.

(4) Effectiveness of a cooperation strategy focused on field work (lessons and classes)

As mentioned above, in the ME there were no technical officers who were in charge of developing nor familiarizing educational techniques and methods, but, supervising the Project's planning and implementation and evaluating the Project itself, since there was a reduction of human resources in the ME when the Project was elaborated. Then, the Project proceeded to develop and introduce educational techniques and methods corresponding to the situation and needs of the technical officers of the EDIs and teachers, defining them as counterparts and targets of the Project. Moreover, as a system for it, the Project has established and expanded a stratified structure such as EDIs at prefectural level, ETADs at district level, EPI at school level. This attempt succeeded not only to raise the ability of each teacher, but also to create a school culture or teachers' culture in which "collaboration" is defined as a fundamental concept for every school and community.

In this way, in countries where the ministries' function is limited or weak, a strategy focused on the lesson and class works efficaciously, under this strategy, a great impact can emerge at school level.

(5) Efficaciousness of self evaluation in projects evaluation

In the present Final Evaluation, in particular, when the Survey for Supervising the Management of the Project was conducted June 2009, the Project National Team of Implementation (ENI in Spanish) was asked to perform a self evaluation, including an analysis on monitoring results of the Project and results of questionnaire survey. As a result, the ENI, above all, local consultants carried out these surveys and submitted a report on the self evaluation to the Evaluation Team. Therefore, the Evaluation Team could proceed quite smoothly and efficiently evaluate activities, making the Evaluation Grid reflect results on the report and conducting on-the-spot investigations.

For an evaluation of a project, which demands a comprehensive analysis in the short term, there is the difficulty of collecting necessary information to evaluate the impact and sustainability of the project. However, by counting on the results of self-evaluation, a wider and more profound survey is possible. Even though such a self evaluation demands certain endeavors from project teams of implementation and assurance of high objectivity, this method is useful to carry out an efficient evaluation.

