

Internal Ex-Post Evaluation for Grant Aid Project

conducted by Senegal office: October, 2011

Country	The Project of Construction and Equipment of the Training School for Primary School Teachers
Senegal	

I. Project Outline

Project Cost	E/N Grant Limit: 642 million yen	Contract Amount: 587 million yen
E/N Date	September, 2005	
Completion Date	January, 2007	
Implementing Agency	Directorate of Planning and Reform of Education (DPRE), Ministry of Education (MOE)	
Related Studies	Basic Design Study: January, 2005 - August, 2005	
Contracted Agencies	Consultant(s)	Sekkei Keikaku Inc.
	Contractor(s)	Toda Corporation
	Supplier(s)	N/A
Related Projects (if any)	<p>Japanese cooperations: Grant Aid: Project of Construction of Class Rooms for Primary School (Phase I-IV, 1991, 1993, 1997, and 2001) Other donors' cooperations: World Bank (PDEF loan), UNICEF (Development of teaching method for EFI), AFD (projects for quality improvement of teachers, construction and renovation of class rooms for elementary schools in Dakar Province, improvement of educational opportunities, and Budget Support for PDEF)</p>	
Background	<p>Senegal aimed at attaining the goal of 100% of primary enrollment rate by 2010 through the Program of Education and Training Development (PDEF: Programme de Développement de l'Éducation et de la Formation). Due to the efforts, the number of primary schools and the pupils rapidly increased. As of the year of 2003/04, the total number of pupils reached 1.4 million while the number of primary schools exceeded 6,000 in the country. PDEF also addressed the increase in the number of teachers by the newly recruited teachers of 20,000 for the following decade. In the light of this policy, the Ministry of Education implemented trainings for volunteer teachers in order to cope with the rapid growing number of pupils. However, enhancement of trainings for volunteer teachers was an urgent need because of the limited number and quality of the existing training program.</p>	
Project Objectives	Outcome	To improve the number of volunteer teachers trained and the quality of training by the construction of facilities and the installation of educational equipment for the Training School of Primary School Teachers (EFI: l'École de Formation de Instituteurs) of Dakar
	Outputs	<p>Japanese Side</p> <ul style="list-style-type: none"> - Construction of pedagogical building and auditorium (total floor space of 2,621.78m²) - Installation of equipment: pedagogical materials and teaching materials - Soft component: development of manuals for maintenance of the facilities and equipment, trainings for maintenance staff, trainings for staff who will be in charge of hygiene education for students of EFI <p>Senegal Side</p> <ul style="list-style-type: none"> - Land preparation, laying of electricity, water pipes, phone lines, and construction of exterior and fence

II. Result of the Evaluation

Summary of the Evaluation
<p>In Senegal, the number of pupils rapidly expanded since the primary enrollment rate reached about 80% in 2003/04 under the national goal of 100%. In order to cope with the growth of the number of pupils, EFIs aiming at promotion of the volunteer teacher system were established in each province. However, the training program with 6 month period had not been sufficient for newly recruited volunteer teachers to develop their capacity enough. In particular, the reinforcement of training for volunteer teachers at EFI Dakar was the key issue in Dakar Province with the growing needs for additional teachers due to the concentration of population.</p> <p>This project has mostly achieved its objectives of the increase in the number of volunteer teachers trained and the improvement of its quality. EFI has annually trained 275 newly recruited volunteer teachers with utilizing the facilities and pedagogical materials installed by the Project. As for sustainability, the training facilities and equipment have been mostly well operated and maintained despite of some problems in terms of institutional and technical aspect, because of the replacement of school director and a staff in charge of general affairs, who are responsible for management of the facilities and equipment. Also there has been no problem in financial aspect. For relevance, the project has been highly relevant with Senegal's development policies, development needs, as well as Japan's ODA policy. For efficiency, both the project period and the project cost were within the plan. In the light of above, this project is evaluated to be highly satisfactory.</p>

1 Relevance
<p>This project has been highly relevant with the Senegal's development policies including the Poverty Reduction Strategy Paper (PRSP) and PDEF, the development needs of training volunteer teachers for primary schools in the target area and the entire country, as well as Japan's ODA policy. Therefore, its relevance is high.</p>

2 Effectiveness/Impact

This project has mostly achieved the expected outcomes as planned. In 2007, the annual number of trainees at EFI Dakar increased to 498 which exceeded the target value of 324 as well as the capacity of EFI Dakar, because of the policy of MOE to accept all the applicants without entrance examination until 2008/09. Since 2009/10, the enrollment of EFI Dakar reduced to 275 due to the policy change to accommodate the trainees within its capacity which is reasonable to ensure favorable conditions for the trainings. EFI Dakar produced the certified volunteer teachers of 1,158 in total since 2007/08, and contributed to the improvement of training volunteer teachers in Senegal. The number of teachers in Senegal increased from 22,301 in 2000 to 50,369 in 2010. There was no change in the annual course hours of 768 hours before and after the project despite of the target value of 960 hours. In future, it is expected to be increased with the planned extension of training period at EFIs.

As qualitative effect, due to the newly installed facilities and equipment by the Project, the training environment of EFI Dakar has been largely improved after the project. Since it was used to be located at a space within the building of the National Personnel Authority before the project, the new facilities and equipment installed by the project have been highly appreciated by the trainees. In addition, the project contributed to the capacity improvement of in-service teachers through the trainings for them at EFI Dakar. The design of the facilities constructed by the project is compatible to implement the trainings for in-service teachers in order to fill the insufficient training period of the existing course for newly recruited volunteer teachers. MOE adopted the design of EFI Dakar as a model of integration of trainings for newly recruited and in-service teachers. Therefore, its effectiveness/impact is high.

Quantitative Effects

	2004 (Base Year)	2007 (Target Year)		2011 (Ex-Post Evaluation)
Indicator 1 : The increase in the annual number of volunteer teachers to be trained at EFI Dakar	(Actual) 282	(Plan) 324	(Actual) 498	(Actual) 275
Indicator 2 : The Increase in the annual course hours at EFI Dakar	(Actual) 768 hours	(Plan) 960 hours	(Actual) 768 hours	(Plan) 768 hours

(Source : EFI Dakar)

3 Efficiency

Both project period and project costs were within the plan (ratio against the plan: 91% and 94%). Therefore, efficiency of this project is high.

4 Sustainability

According to the site visit and the interview with EFI Dakar, it was confirmed that the facilities and equipment installed by the Project have been properly utilized. Based on the manuals and guidance for the proper maintenance by the soft component of the project, the teaching and administrative staff of EFI Dakar carry out daily maintenance of them. However, there is a certain concern in the institutional and technical aspects due to the replacement of the school director and the staff of general affairs. Although it was planned that the school management committee of the affiliate primary school for teaching practice by EFI Dakar was going to be responsible for the maintenance of EFI Dakar as well, the local government (Commune) under the supervision of the Inspection Bureau of Academy (IA: Inspection d'Académie) has been employing a cleaner for EFI Dakar in the actual situation. In terms of the financial aspect, EFI Dakar has been making efforts to compensate for the lack of budget by the rental of the auditorium to the local communities while MOE has increased the budget allocation to EFI Dakar since 2008/09. Therefore, sustainability of the project is fair.

III. Recommendations & Lessons Learned

Recommendations for Implementing agency:

It is strongly recommended that MOE should continuously allocate the budget for operation and maintenance of EFI Dakar in order to sustain the adequate environment of high quality training of volunteer teachers. On the other hand, EDF Dakar is required to assign necessary staff and to continue the proper maintenance of the facilities and equipment.



Appearance of EFI Dakar



Class Room of EFI Dakar and Equipment provided by the Project
(The equipment are protected from sand dust)