

Country Name	The Project for Construction of the Second Girls Secondary School in Male'
Maldives	

**I. Project Outline**

Project Cost	E/N Grant Limit: 674 million yen	Contract Amount: 673 million yen
E/N Date	June, 2007	
Completion Date	March, 2009	
Implementing Agency	Ministry of Education	
Related Studies	Basic Design Study: October, 2006 – March, 2007	
Contracted Agencies	Consultant(s)	Mohri, Architect & Associates, Inc.
	Contractor(s)	Wakachiku Co., Ltd.
	Supplier(s)	-
Related Projects (if any)	None	
Background	<p>“Vision 2020,” long-term national development plan of Maldives envisaged “10 years of formal schooling”, and “the Seventh National Development Plan (2006-2010)” addressed an issue of universal secondary education and has set to “ensure all children in having access to quality basic education” besides to “expand and improve the quality of vocational and technical education” as its major policies.</p> <p>Out of three government secondary schools on Male' island, two were for boys and one was for girls. The number of students at the government girls' secondary school was approximately 2,600, which exceeds the 1,500 figure for school enrolment capacity set by the Ministry of Education from the administrative viewpoint. As a consequence of classroom shortages, temporary classrooms were observed to be used in addition to regular classrooms. Furthermore, by reason of facilities been built nearly 60 years back, it is noticeable that many of them have decayed. In this backdrop, the Government of Maldives requested the Government of Japan to provide financial assistance through the Grant Aid program for the construction of school facilities and procurement of equipment/furniture, in order to establish a new government girls secondary school on Male' island.</p>	
Project Objectives	<p>Outcome</p> <p>To increase facility capacity at government girls secondary school on Male' island by building school facilities consisting of classrooms, special classrooms, and administrative and staff rooms, and by providing furniture and equipment</p>	
	<p>Outputs(s)</p> <p>Japanese Side</p> <ul style="list-style-type: none"> <li>• Building school facilities consisting of 25 classrooms, special classrooms, school hall and administrative and staff rooms</li> <li>• Procuring furniture and equipment including student's desks/chairs, blackboards, science principle experiment kits, and audio visual equipment</li> </ul> <p>Maldivian Side</p> <ul style="list-style-type: none"> <li>• Land filling &amp; cleaning work, Transplantation of trees</li> <li>• Exterior work (gates, fences etc.), walls</li> <li>• Well Drilling, Connection of infrastructure lines</li> </ul>	

**II. Result of the Evaluation**

Summary of the Evaluation
<p>In Maldives even with much importance had been given to secondary education system improvements, the conditions of most of the school facilities in main Island of Maldives i.e. Male' was observed as decayed while certain facilities were constructed 60 years back. Also, due to recent intensification in student enrollments, a demand has arisen in increasing class room capacities, especially at Aminiya school, the only girls secondary school in Male'.</p> <p>This project has largely achieved the objectives in terms of accommodating student enrolment per government girls secondary school on Male' island, in addition to increasing the number of sound classrooms at government girls secondary schools on Male' island, and has led to creating a better school environment for girls students in Male. As for sustainability, although the facilities and equipment were maintained and cleaned well, water pumps were observed as broken. In terms of institutional aspect, the number of technical staff is found as not sufficient.</p> <p>For relevance, the project has been highly relevant with Government of Maldives development policy, development needs as well as Japan's ODA policy at the time of both ex-ante and ex-post evaluation. For efficiency, the project period slightly exceeded the plan.</p> <p>In light of the above, the project is evaluated to be satisfactory.</p>

**1 Relevance**

This project has been highly consistent with Maldives development policy “Ensuring equitable access to quality education as set in the Seventh National Development Plan (2006-2010) and The STRATEGIC ACTION PLAN, National Framework for Development 2009 – 2012”, development needs (shortage of classrooms in Male’), as well as Japan’s ODA policy at the time of both ex-ante and ex-post evaluation

Therefore, relevance of this project is high.

**2 Effectiveness/Impact**

After the completion of the project, some of the education policies have been changed. (1) In October 2010, the government changed the shift system from “a double shift” to “a single shift”. (2) Since January 2011, primary school and secondary school have been amalgamated (Grade one to ten: grade one to seven is primary level, and grade eight to ten is secondary level). (3) Primary education has become coeducational. The project school follows these policy changes, and thereby the maximum number of students the project school can enroll has become 750, and has added Grade 1 and 2 students (boys and girls) hitherto. In terms of vocational training, it has been conducted in the school premises throughout the past years, except for the previous year (2012) due to unavoidable circumstances i.e.; syllabus not being accredited by Maldives Qualification Authority (MQA).

Under this situation, the project can be said to have achieved the objective of increasing facility capacity at government girls secondary school on Male’ by considering the following facts. Firstly, 25 sound classrooms constructed by the project have been fully utilized, although it deviates from the original plan where in, the current intake of the project school (Hiriya School) is 719 students in total: 446 girls at secondary level, and 278 students (girls and boys) at primary level. Among the 25 classrooms plus one multipurpose room, 17 are used by the girls at secondary level, and 9 are used by the students at primary level. Secondly, the project school offers good educational environment especially for 446 girls at secondary level. The current student per classroom ratio at the school is better than the target value of 30, which is recommended by Ministry of Education. Thirdly, as a result of the construction of the project school, the environment for the girls at secondary level studying at other government schools has also improved. The student ratio per classroom is found as better than that of 30 set by the Ministry of Education, or else the student ratio of the project school in prior to the project, including that of Amniya school, a former girls secondary school( solitary) in Male’. Following the change of education policies, such as single shift, amalgamation of primary and secondary schools, including coeducation, the enrolment ratio in all schools in Male’ including project school is controlled in terms of its balance and condition, but is still in the transition stage. In addition, the students and school management at the project school are quite satisfied with the facility quality. With respect to impact, benefits are found to be gained by the local community via school facility usage including school hall and audio visual room.

Therefore, the effectiveness/ impact of this project is high.

**Quantitative effect**

Indicator	baseline value (2006) (actual value)	target value (2010)	actual value (2010)	actual value (2012 at ex-post evaluation)
Indicator 1: The number of girl student enrollment at secondary level in government school on Male’ island *1	2,600 (at Aminiya School)	n.a.	(1)In the Project School: 675 (2)In Aminiya School: 1,493 (3) In other schools: 198  TOTAL: 2,366	(1)In the Project School: 446 *2 (2)In Aminiya School: 987*3 (3)In other schools: 1,039  TOTAL: 2,472
Indicator 2: The number of sound classrooms used by girls at government secondary schools on Male’ island	30 (at Aminiya School)	55	(1)In the Project School: 24 (2)In Aminiya School: 57 (3) In other schools: 9  TOTAL: 90	(1)In the Project School: 17 (2)In Aminiya School: 37 (3) In other schools: 28  TOTAL: 82 *5
Indicator 3 (supplementary indicator) Students per classroom	46 *4 (at Aminiya School)	30	(1)In the Project School: 28 (2)In Aminiya School: 26 (3) In other schools: 22	(1)In the Project School: 26 (2)In Aminiya School: 26 (3) In other schools: 39

\*1 Considering the current situation, using the “the number of girl student enrolment at secondary level in government school on Male’ island” as an indicator is more appropriate. (Before the project, the girls at the secondary level only enroll at Aminiya, however, the girls enroll at various schools after the policy change.)

\*2 The project school has enrolled primary level students since 2011.

\*3 Aminiya School has become a single shift school and has enrolled primary level students since 2011.

\*4 Based on the actual number of classrooms (57 classrooms including deteriorated classrooms and temporary classrooms).

\*5 In secondary level, the number of students per classroom varies based on the options of streams which the students select, which is the reason why the number of students per classroom and total number of classrooms differ from 2010 to 2012.

(Source: Hiriya School, Ministry of Education)

### 3 Efficiency

The outputs of the project were produced as planned, although the transplant of trees, which were to be implemented by the Maldivian side, were not implemented due to soil impurity (corals and sand) which is not suitable to grow trees. Although the project cost was as planned, (ratio against the plan: 100%), the project period slightly exceeded the plan (ratio against the plan: 116%) because of the failure of the first bidding, but the delay was minimized owing to the effort of the people concerned.

Therefore, efficiency of this project is fair.

### 4 Sustainability

The facilities / equipment provided by the project are maintained relatively well by the project school. And the implementing agency, Ministry of Education oversees the operation of the project school. Problems have been observed in terms of institutional and financial aspects as well as the current status of operation and maintenance. Institutionally, there are 11 janitors; however the school does not have maintenance staff, while office staff conducts minor maintenance works. In terms of technical capabilities, the staff does not have sufficient capacity for major maintenance, but can respond to daily cleaning and minor maintenance works. With respect to current status of operation and maintenance, facilities and equipment were kept cleaned and maintained, except for the water pumps broken down, which were installed by the project. Currently only one pump is working after having it cleaned many times by local experts. As to financial aspect, no serious problem is found and the budget for the replacement of pumps is already allocated by the government. Pumps need repair but the spare parts which are needed are not available in Maldives. Also, there is a problem of water leakages.

Therefore sustainability of this project is fair.

## III. Recommendations & Lessons Learned

### Recommendations

To establish an adequate maintenance system within the project school, by assigning of qualified maintenance staff and allocating sufficient maintenance budgets as per the original plan.

(Photo, chart, or graphics)



Main Gate

(Photo, chart, or graphics)



Inside of Hall