

Overview of Final Evaluation Survey Results

1. Outline of the Project	
Country: Federal Democratic Republic of Ethiopia	Project Title: Project on Improving Access to Quality Primary Education
Issue/Sector: Basic Education	Cooperation Scheme: Technical cooperation project
Division in Charge: Basic Education Division II, Group 1, Human Development Dept.	Total Cost (evaluation point) : 370 million yen
Period of Cooperation (R/D): 4 years from September 20, 2008 to September 19, 2012	Partner Country's Implementing Organization: Ministry of National Education
	Supporting Organization in Japan:

1-1 Background of the Project

The Federal Democratic Republic of Ethiopia (hereinafter referred to as “Ethiopia”) has implemented in succession the Education Sector Development Programme (ESDP) since 1997 and has achieved the significant progress over the last decade, especially in terms of access. Gross enrollment rate (GER) for primary education increased from 41.8% (1997/1998) to 93.4% (2009/2010). Challenges, however, remain to achieve the universal primary education (UPE). These include: disparities among regions and groups; low enrollment rates for second cycle primary education (G5-8) and for first cycle secondary education (G9-10). Furthermore, the issues of high repetition and drop-out rates, low completion rate, overcrowded classrooms, shortage of textbooks and qualified teachers have become more highlighted, particularly in rural areas, as a result of rapid expansion of primary education.

In order to address these issues mentioned above, especially to tackle the problem of quality of education, the Federal Ministry of Education has formulated the General Education Quality Improvement Programme (GEQIP) which has the following five components: (1) curriculum, textbooks and assessment; (2) teacher development program (TDP); (3) school improvement program (SIP); (4) management and administration; and (5) program coordination, monitoring and evaluation. The Programme also encourages community participation in school activities and aims to expand access to quality education through collaboration among communities, schools and local education offices.

Under these circumstances, the Government of Ethiopia requested a technical cooperation to the Government of Japan to improve the quality of education through the enhanced school management as well as through the capacity development of Cluster Resource Center (CRC). In response to this official request, JICA agreed to commence the four-year technical cooperation project, which is now commonly known as ‘Ho! ManaBU Project’, with Oromia Education Bureau (OEB), utilizing the outcomes of previous projects implemented in the Oromia Region.

1-2 Contents of Cooperation

(1) Overall Goal

Participatory school-based management is promoted in Oromia Region.

(2) Project Purpose

Participatory school-based management is promoted in the target area through collaboration between

school and community with support of educational administrative organizations.

(3) Outputs

Output 1: Planning and implementation process of school improvement activities is improved.

Output 2: Monitoring of school improvement activities by educational administrative organizations is enhanced.

Output 3: Foundation for utilization and dissemination of the trainings and approaches of the Project by OEB is strengthened.

(4) Input (up to the point of Final Evaluation)

Japanese Side

- Long Term Expert 4 times 107.9MM
- Short Term Expert 7 times 27.9MM
- Counterpart Training 6 persons
- Equipment 115,440USD (4WD vehicle) + 4,098,342Birr
- Operation Cost 124,074,000JPY (includes the plan for 2012)

Ethiopian Side

- Counterparts: Project Director, Project Manager and additional four officers from OEB
- One focal person from each target ZEO, TAEO, WEO
- Facilities: Office spaces at OEB and ZEOs in East Wellega and East Showa, Training venues at the Pilot CRCs
- Operation Cost 1,033,929Birr (estimate)

2. Outline of Evaluation Study Team

Members of Evaluation Team	Leader	Mr. Jun SAKUMA	Deputy Director General, Basic Education Group, Human Development Department, JICA
	Evaluation Planning	Ms. Haruko KAMEI	Advisor, Basic Education Division 2, Human Development Department, JICA
	Evaluation Analysis	Mr. Shimboku MIYAKAWA	Consultant, Koei Research Institute International Cooperation
Period of Evaluation	From May 20, 2012 to June 9, 2012		Type of Evaluation: Final Evaluation

3. Outline of Evaluation Result

3-1 Achievement of the Project

3-1-1 The Project purpose

Judging from the indicators set in the PDM, the Project purpose is likely to be achieved.

The number of drop-out students of the primary schools in the pilot CRCs reduced from 11,163 (Rate 8.4%, 2008/09) to 10,580 (Rate 8.1%, 2010/11). It is observed that the average drop-out rate of Pilot CRCs in 2010/2011 (8.1) is better than that of 81 non-Pilot CRCs nearest to Pilot CRCs. The number of Grade 1 students in the pilot CRCs also improved from 20,019 (2008/09) to 22,693 (2010/11) for males plus female and from 10,264 (2008/09) to 11,426 (2010/11) for female only.

About percentage of the pilot CRCs implemented activities utilizing the knowledge and skills acquired in HM training, the target (80%) was met by 91%. The total number of those activities since November 2009 reached 848.

3-1-2 Output of the Project

Judging from the indicators set in the PDM, the Outputs have mostly been produced as planned.

- 1) Output 1: Planning and implementation process of school improvement activities is improved.

The Project conducted TOT 3 times. The attendance rate of them was 95% (2009), 99% (2010) and 93% (2012). The self-assessment made by TOT participants showed that over 96% of them obtained confidence in their facilitation at the end of TOT according to the questionnaire survey. By December 2011, the total number of HM Training which was facilitated by them in the pilot CRCs reached 805 times and total number of the participants reached 50,481. The facilitators from WEO/TAEO and CRC believed the participants enjoyed the training and were aware of the issues according to the comprehensive monitoring survey. The evaluation team confirmed there was no dissatisfaction about the quality of HM Training from teachers or community members.

Meanwhile, an integrated package of HM training (ITP1-ITP5 or Awareness, Analysis and Planning) was developed.

- 2) Output 2: Monitoring of school improvement activities by educational administrative organizations is enhanced.

A format and a manual for monitoring and reporting were simplified and the handbook for monitoring was developed. In parallel, the training on monitoring and reporting for the focal persons of ZEO, WEO/STEO, CRC, key teachers and school directors was conducted 3 times and 964 participants were trained. The attendance rates were 90% or over for all the trainings. The handbook was distributed in the trainings.

On the other hand, the submission rate of Training and Progress report from the pilot CRCs to OBE was under 50% at the best.

- 3) Output 3: Foundation for utilization and dissemination of the trainings and approaches of the Project by OEB is strengthened.

OEB Initiative Plan for disseminating HM training and approaches was developed in cooperation with JICA project team in June 2011. The training of the regional trainers was conducted in December 2011 being supported by the project team. The training was organized in 4 places with 608 participants. The implementation at school level has already started.

Sharing information and experience of the project were promoted through ODA magazine and regular meetings. Four issues of ODA magazine were published between 2010 and 2012 for sending the messages from OEB and the Project and sharing the good practices of the project activities. While at a quarterly meeting of OEB in March 2012, the OEB Initiative Plan was discussed with ZEOs, at an annual conference where ZEO, TAEOs and WEOs were invited by OEB, information of the project was dispatched from the project's booth.

3-2 Summary of the evaluation

- (1) Relevance: High

On the Ethiopian side ESDP IV emphasizes importance of community participation and improvement of management capacities at the Woreda, CRC and school levels. SIP (School Improvement Program) under GEQIP focuses on participatory and accountable school

management. On the Japanese side Japan's aid policy for Ethiopia gives priority to improvement of access and quality of basic education through capacity development of local government and community in her assistance. Likewise JICA's aid policy also places provision of quality basic education as one of the focus areas. Therefore the consistency with the policies is high.

In the aspect of needs of the target group, needs for improving school management with community participation and capacities of CRC, WEO, TAE0, and ZEO are also high.

(2) Effectiveness: Fairly High

Project purpose is likely to be achieved as three indicators for the Project Purpose met their targets. Although the performance relating to the indicator 2.2 (Submission rate of Training and Progress reports) is far below the target, most of the other indicators for the outputs cleared their targets. Output 1 and 3 effectively contributed to the project purpose. Especially, achievement of Output 3 through "OEB initiative" contributed in great extent to the achievement of project purpose utilizing training materials and experiences of organizing TOTs gained from Output 1.

OEB has acquired sufficient knowledge and skills for organizing TOT. TOT participants from CRC have confidence as a facilitator of Ho! ManaBU training.

(3) Efficiency: Rather Low

While the resources of the Ethiopian side, like TOT facilitators, training facilitators and school as training venue, were effectively used, monitoring and reporting of the Project created additional burden for the officers in charge of monitoring as it was arranged in parallel to existing OEB's monitoring work.

Although most of the inputs from the Project like experts, counterpart training, materials and equipment were provided timely, due to insufficient communication, technical transfer from the short-term experts for material development to the counterparts was limited, which led to less feasibility of ITP 3 and 4 for the use in OEB Initiative.

In the course of project implementation, PDM was revised twice. It was appropriate for adjusting project framework, but affected efficiency of the project activities as it required change in inputs, schedule and activities accordingly.

(4) Impact: High

Overall goal is likely to be achieved based on the achievement and the experience of the project as OEB has implemented the 'OEB Initiative Plan' targeting all the Woredas and CRCs with full ownership of OBE.

The project contributed to the implementation of SIP showing good practices of raising community participation and strengthening school-based management. Activation of the satellite schools in participatory school management and introduction of lesson study on pilot basis are also the unexpected impact of the Project.

(5) Sustainability: High

Sustainability is high judging from the aspects of policy, budget, organization and skills.

ESDP IV puts 'Community Participation' as its priority in the policy. It is likely that the government of Ethiopia/Oromia will continue to support participatory school-based management. Cost for TOT can be managed by the budget of TDP and schools can use school grant of GEQIP for training purpose when necessary. The TOT and school level trainings can be effectively organized in a cascade from the regional level of OEB to ZEO, WEO/TAEO, CRCs and schools. Sufficient knowledge and skills for facilitation of the training were acquired by the facilitators of OEB, ZEO, TAEO, Woreda and CRCs.

3-3 Factors that Promoted the Realization of Effects

(1) Factors Concerning to Planning

OEB Initiative Plan, which had been an OEB's own idea apart from the Project, progressed remarkably and enhanced technical transfer in implementation of the training and sustainability of the Project. The support to OEB Initiative plan was rightly incorporated into the third version of the PDM based on the recommendation of the mid-term reviews.

(2) Factors Concerning to the Implementation Process

Uniqueness and good quality of the training materials, in particular ITP1 and 2 contributed a lot to the progress of the project. Familiar and serious theme like dropout or girls' education, adoption of enjoyable games, simple illustration and other good characteristics of the material attracted teachers and community members to the training and promoted their active participation. Then facilitation skills needed for Ho! Manabu Training was transferred from the JICA experts to the trainers at TOT and the trainers transferred those skills to the facilitators at CRC level. This worked well so that the third and last TOT was conducted by the Ethiopian senior trainers with a limited support of the JICA experts and Ho! ManaBU Training at CRC level was conducted nicely.

3-4 Factors that Impeded the Realization of Effects

(1) Factors Concerning to Planning

The original plan with a project purpose of enhancing function of CRCs was designed with insufficient organizational analysis of CRC, which required changes in the project design causing revisions of the PDM.

(2) Factors Concerning to Implementation Process

PDM was revised twice, which was appropriate for adjusting project framework, but affected efficiency of the project activities as it required change in inputs, schedule and activities accordingly. Insufficient communication between OEB and the project team at the beginning stage of the training material development constrained the feasibility of some modules of the training package for their wider dissemination and the material development process, which was occupied mainly by the JICA expert team with little involvement of the Ethiopian counterparts caused limited technical transfer in this area.

3-5 Conclusion

Based on the findings of the survey, the Team concludes that the Project has achieved its outputs and objective as expected. Especially, its contribution to raising awareness and encouraging school level activities to address the issues of girls' education and school drop-out thorough introduction of ITP 1 and ITP 2 are notable. As a whole, the Project also contributed to improve SIP process and SIP activities at the target CRCs and schools by conducting TOT for Ho! ManaBU training.

3-6 Recommendations (specific measures, suggestions and advice)

(1) Follow-up of OEB Initiatives at school level

Recognizing the issues of girl's education and drop-out from schools in the region, OEB with its initiative started to disseminate ITP1 and ITP2 to non-target zones. OEB conducted TOT for those non-target zones in December 2011 and trained 608 trainers. The training kits were distributed to CRCs, one for three CRCs to share. OEB, with the support from the Project, has started monitoring the activities by ZEO, WEO, CRC and schools after the TOT. It is recommended that OEB with support from the Project encourages educational institutions at zone and the below level to implement trainings at school level, and reflecting findings and feedback from the monitoring to OEB's future planning and activities.

(2) Further implementation of OEB Initiative

After TOT and distribution of training kits under "OEB initiative", OEB has a plan to include Ho! ManaBU ITP 1 and ITP 2 activities as a part of school level activities in SIP in next fiscal year 2012/2013 and onward. In order to achieve universal access to quality education by overcoming the issues of girls' education and drop-out from schools, continuous efforts will be required in coming years. Therefore it is highly recommended that OEB continues TOT in future too, enhancing capacity of educational administrators, school directors and other major stakeholders, so that effective use of ITP 1 and ITP 2 will be sustained. Based on the experience of the last TOT in December 2011, OEB may continue to arrange TOT for Ho! ManaBU by taking opportunities of other trainings organized by OEB to minimize its financial burden.

(3) Appointment of a focal person for the "OEB initiative"

In order to implement the recommended activities mentioned above, various department of OEB need to work closely. At the moment, the number of staff who has directly involved in the process of the "OEB initiative" is limited and not all the people concerned are familiar with the Ho! ManaBU training and its materials. Therefore it is recommended that OEB appoints at least two focal persons, one from TDP and another one from Supervision Department, who will be in charge of OEB Initiative related activities.

(4) Imparting experiences of Ho! ManaBU to SIP process

Interview to target WEO, CRC and schools revealed that ITP 3 and ITP4 enhanced analysis and planning process of SIP at schools, showing practical ways of community participation, which supplemented existing SIP guidelines and instructions. Although ITP 3 and ITP 4 may not be

feasible to be scaled up to non-target zones as they are, because the official guideline of SIP has been finalized and distributed. It is recommended that the knowledge and know-how obtained through the Project experiences shall be imparted to SIP implementation and instructions, and training for SIP in future.

Likewise ITP 5, which intends to strengthen understanding basic concept of planning and taking actions, may be used to enhance SIP process as a reference when OEB implement SIP and prepare related training materials.

3-7 Lessons Learned (reference cases derived from the project for finding, planning implementation and management of other similar projects)

(1) User friendly interface of training materials

User friendly and enjoyable interface of training materials obviously made Ho! ManaBU trainings attractive and draw active engagement of the participants, which was proved by the great success of ITP 1 and ITP 2. Especially when active participation of stakeholders at community and school level is expected, the approach to make the interface of training materials user friendly and enjoyable is effective.

(2) Capacity development and technical transfer thorough joint work

The Project jointly worked with OEB to implement TOT, the “OEB initiative” and monitoring activities. Especially for the “OEB initiative”, establishment of the committee within OEB and intensive work to plan TOT supported by the Project has capacitated all staff members of OEB involved in the process. The importance of capacity development of counterparts through joint work cannot be emphasized more.

On the other hand, in the process of developing training materials, OEB had not been involved effectively thus technical transfer in terms of designing, producing and modifying training materials was limited. For long-time use and continuous improvement of training materials, counterparts should have been fully involved in every step of development of those materials. Besides, the materials should be designed in a way that counterparts can easily duplicate for wider use.

(3) Partnership with other JICA supported projects

In Oromia region, SMASEE, National Pilot Project for Strengthening Mathematics and Science Education is on-going with assistance of JICA. In the later stage of the Project, good partnership between SMASEE and the Project has been observed. Frequent information exchange and joint discussion between OEB and two projects contributed promotion of lesson study in the region.

(4) Consideration of Frequent transfer of officers of the counterpart side

Frequent transfer among OEB, ZEO, WEO/TAEO, CRC and school directors are often observed in Ethiopia, which sometimes disturbs efficiency of project activities. In the case of the Project, “OEB initiative” covering the whole region will settle the issue by the end of the Project. When frequent transfer of counterparts or government staff is expected, it is advised that the project scope and activities will be designed in a way to mitigate negative impact of the transfers.

(5) Sufficient organizational analysis for project design

The PDM of the Project has been revised 2 times in the course of implementation of the Project, which was appropriate for adjusting project activities to educational needs and for effective monitoring. However, deeper analysis of functions and situation of CRC before the launch of Project could have set the Project framework more appropriate at earlier stage of the Project and made the project implementation more efficient.

(6) Careful needs assessment before provision of equipment

It has been confirmed that the equipment provided by the Project to CRCs, a PC and a printer are generally well utilized and contributed to enhancing the function of CRC. But there are cases where generators are not fully utilized either because CRCs have its sufficient power supply or fuel is not affordable. This is partly because the supply of electricity has far improved since the time of providing generators, thus the need for generator has been changed relatively quickly since then. When a project provides electrical equipment, actual needs and environment should be carefully examined.