

Country Name	<b>Community-Based Basic Education Improvement Project</b>
Federal Democratic Republic of Ethiopia	

**I. Project Outline**

Background	In Ethiopia, although there had been a significant increase in the primary education enrollment, further approaches needed to be explored in order to provide education for all the children regardless of their gender, localities, economic conditions of their families, etc. Under Education Sector Development Program II (ESDP II) in 2002, new modalities and mechanisms involving both communities and the government were strongly expected to be established in order to expand access to primary education as well as to improve the quality and internal efficiency such as improvement of the enrollment rate in remote rural areas, utilization and expansion of alternative basic education, and strengthening of educational planning and management capacities of Woreda Education Offices (WEOs) in accordance with the promotion of decentralization.												
Objectives of the Project	<p>1. Overall Goal: 1) The school-aged population of the selected woredas has better access to basic education. 2) The ManaBU model is applied in the selected woredas.</p> <p>2. Project Purpose: The ManaBU model is developed in the selected woredas.</p> <p>Note 1: The “ManaBU (Mana Barnoota Ummataa (Community School)) model” refers to the combination of the three parts of planning, construction and management and model should have the following two features: 1) collaboration between the government and community; and 2) good-quality and cost-effective school construction that meets the MOE’s standard. The project explored for the ManaBU model based on the actual experiences and practices.</p> <p>Note 2: Woredas (districts) are parts of zones which form the region. Woredas consist of kebles.</p>												
Activities of the project	<p>1. Project site: Oromia Region (in total 9 woredas in Arsi, West Harerge and North Shoa zones)</p> <p>2. Main Activities: 1) training personnel of WEOs in planning and management related to the construction and operation of ManaBU schools in the selected 9 woredas, 2) constructing ManaBU schools which are managed and maintained in partnership with WEOs and communities, 3) training teaching staff in order to provide quality-ensured basic education to students enrolled in the ManaBU schools.</p> <p>3. Inputs (to carry out above activities)</p> <table border="0"> <tr> <td>Japanese Side</td> <td>Ethiopian Side</td> </tr> <tr> <td>1) Experts: 9 persons</td> <td>1) Staff allocated: 39 persons</td> </tr> <tr> <td>2) Trainees received: 12 persons</td> <td>2) Land and facilities: provision of offices for the project</td> </tr> <tr> <td>3) Equipment: school furniture, stationeries, etc.</td> <td></td> </tr> </table>					Japanese Side	Ethiopian Side	1) Experts: 9 persons	1) Staff allocated: 39 persons	2) Trainees received: 12 persons	2) Land and facilities: provision of offices for the project	3) Equipment: school furniture, stationeries, etc.	
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Ex-Ante Evaluation	2003	Project Period	November 2003 – March 2008 (Extension period: November 2007 – March 2008)	Project Cost	(ex-ante) 300 million yen (actual) 391million yen								
Implementing Agency	Oromia Education Bureau (OEB)												
Cooperation Agency in Japan	-												

**II. Result of the Evaluation**

1 Relevance
<p>&lt;Consistency with the Development Policy of Ethiopia at the time of ex-ante evaluation and project completion&gt;</p> <p>The project was consistent with development policy of Ethiopia both at the time of ex-ante evaluation and project completion. At the time of ex-ante evaluation, ESDP II (2002/03-2004/05) set new challenges for the next three year period and two of its four major goals were: 1) To realize the goal of achieving universal primary education through expanding access and coverage of primary education with equity and improved quality; and 2) To build the capacity within education system for sustainable development of the system through organizational capacity building for program implementation, continuous innovation, and quality leadership at various levels. At the time of project completion, ESDP III (2005/06-2009/10) stated that “provision of access to primary education for all school-aged children will entail a heavy burden for the government and the community over the coming years, but the reward will be great. The community will contribute labor, local materials and cash, based on its own capacity, for the construction of schools.”</p> <p>&lt;Consistency with the Development Needs of Ethiopia at the time of ex-ante evaluation and project completion &gt;</p> <p>The project was consistent with the needs for education for all in Ethiopia both at the time of ex-ante evaluation and project completion. At the time of ex-ante evaluation, in order to follow ESDP II, WEOs were required to construct new schools and expand existing ones by encouraging community participation. At the time of project completion, local governments were required to encourage communities to actively participate in constructing new schools, expanding and renovating existing ones and in providing other inputs.</p> <p>&lt;Consistency with Japan’s ODA Policy at the time of ex-ante evaluation&gt;</p> <p>The project was consistent with Japan’s ODA policy. The Ministry of Foreign Affairs set out education as one of the five priority sectors in its foreign aid policy towards Ethiopia, according to ODA Databook 2003. It attached special importance to the improvement</p>

of access to basic education in remote areas and the construction and management of primary schools through community participation.

<Evaluation Result>

In light of the above, the relevance of the project is high.

## 2 Effectiveness/Impact

<Status of Achievement for the Project Purpose at the time of Project Completion>

The project purpose was partially achieved by the time of project completion. After constructing 20 schools, indicator 1 “Validity and relevance of the developed model” was deemed to be achieved as the ManaBU model was developed and demonstrated in the selected woredas, though the management part was not fully developed. Although some kebeles, local level administration, made requests to WEOs for school construction, no data on the number of requests was obtained (Indicator 2).

<Continuation Status of Project Effects at the time of Ex-post Evaluation>

Data and information collected through interviews and observations in the targeted woredas showed that the school environment has been improved by utilizing the ManaBU model. It showed that the ManaBU model introduced self-help attitude in the community. The ManaBU model also helped solve the problem of inaccessibility of primary schools and the model showed the possibility of having schools nearby by one’s own capacity and effort. 20 schools constructed under the project are continuously under operation at the time of ex-post evaluation.

<Status of Achievement for Overall Goal at the time of Ex-post Evaluation>

The overall goal was partially achieved. As to the overall goal 1, there is significant increase in gross enrollment rate (GER) of the target woredas between 2005/06 and 2014/15 because of the construction of schools under the project that enabled significant number of children to get access to the nearby school for their primary education. The overall goal 2 is somewhat achieved. Although the precise data is not obtained, existing schools in some woredas have applied the ManaBU model for constructing additional classrooms. Also, schools which utilize the ManaBU model have been newly constructed every year.

<Other Impacts at the time of Ex-post Evaluation>

No land acquisition and resettlement occurred under this project, and no negative impacts on natural environment were observed.

<Evaluation Result>

In light of the above, the project purpose was partially achieved as the ManaBU model was developed and has been recognized as effective. Overall goal was partially achieved as schools in the target woredas have applied the model. Therefore, the effectiveness/impact of the project is fair.

### Achievement of project purpose and overall goal

Aim	Indicators	Results																																																									
(Project Purpose) The ManaBU model is developed in the selected woredas.	Indicator1: Validity and relevance of the developed model	<p><u>Status of the Achievement: partially achieved (partially continued)</u> (Project Completion) Active community participation as well as active involvement of WEOs were observed, and the ManaBU model was one of the effective ways for WEOs to collaborate with communities for planning, construction and management of a school. By and large, the ManaBU model was developed and demonstrated in the selected woredas. However, due to the delay in the development of planning and construction process, the management part was not fully developed as a guideline. (Ex-post Evaluation) At all 9 target woredas, the governments observed that the school environment has improved by utilizing ManaBU model. For example, the model has led to growth of enrollment and reduction of drop-out rate according to interviews to government officials.</p>																																																									
	Indicator 2: Number of requests for guidelines in OEB and the selected woreda	<p><u>Status of the achievement: partially achieved (not continued)</u> (Project Completion) Some kebeles, which were near or next to the kebeles where the ManaBU schools were built, have witnessed the ManaBU project’s approach, and made requests to WEOs for school construction. However, no data on the number of requests was collected in the project. (Ex-post Evaluation) The guidelines are not referred/utilized.</p>																																																									
(Overall Goal) 1. The school-aged population of the selected woredas has better access to basic education	Indicator 1: GER and NER of primary education in the selected woredas *GER: Gross Enrollment Rate, NER: Net Enrollment Rate	<p><u>Status of the Achievement: partially achieved</u> (Ex-post Evaluation) <b>GER for Grade 1-8:</b></p> <table border="1"> <thead> <tr> <th rowspan="2">Zone</th> <th rowspan="2">Woreda</th> <th rowspan="2">2005/06 GER (%)</th> <th colspan="3">2014/15 GER (%)</th> </tr> <tr> <th>Male</th> <th>Female</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Arsi</td> <td>Dodota</td> <td>47.7</td> <td>94.1</td> <td>88.3</td> <td>91.2</td> </tr> <tr> <td>Sire</td> <td>58.7</td> <td>93.7</td> <td>86.7</td> <td>90.2</td> </tr> <tr> <td>Diksis</td> <td>72.4</td> <td>98.4</td> <td>95.2</td> <td>96.8</td> </tr> <tr> <td rowspan="3">West Harerge</td> <td>Kunni</td> <td>63.4</td> <td>98.1</td> <td>92.7</td> <td>95.4</td> </tr> <tr> <td>Chiro</td> <td>77.6</td> <td>101.3</td> <td>95.3</td> <td>98.3</td> </tr> <tr> <td>Gemachis</td> <td>56.2</td> <td>94.2</td> <td>88.4</td> <td>91.3</td> </tr> <tr> <td rowspan="3">North Shoa</td> <td>Degem</td> <td>57.8</td> <td>90.1</td> <td>84.5</td> <td>87.3</td> </tr> <tr> <td>Wuchale</td> <td>58.7</td> <td>91.8</td> <td>84.4</td> <td>88.1</td> </tr> <tr> <td>Jida</td> <td>11.4</td> <td>93.5</td> <td>87.3</td> <td>90.4</td> </tr> </tbody> </table> <p>*NER data could not be collected.</p>	Zone	Woreda	2005/06 GER (%)	2014/15 GER (%)			Male	Female	Total	Arsi	Dodota	47.7	94.1	88.3	91.2	Sire	58.7	93.7	86.7	90.2	Diksis	72.4	98.4	95.2	96.8	West Harerge	Kunni	63.4	98.1	92.7	95.4	Chiro	77.6	101.3	95.3	98.3	Gemachis	56.2	94.2	88.4	91.3	North Shoa	Degem	57.8	90.1	84.5	87.3	Wuchale	58.7	91.8	84.4	88.1	Jida	11.4	93.5	87.3	90.4
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in the selected woredas.	ManaBU model	understood the new initiatives are taken as construction of additional class rooms besides existing class rooms in the schools with community participation. Although the data may not be conclusive, significant number of schools have constructed additional one or two class rooms including teachers house with community participation.																																																																																					
	Indicator 2-2: Number of newly built schools that apply ManaBU model	<p><b>Status of the Achievement: partially achieved*</b> (Ex-post Evaluation)</p> <p><b>Number of schools that were newly built by utilizing the ManaBU model</b></p> <table border="1"> <thead> <tr> <th>Woreda</th> <th>2008/09</th> <th>2009/10</th> <th>2010/11</th> <th>2011/12</th> <th>2012/13</th> <th>2013/14</th> <th>2014/15</th> </tr> </thead> <tbody> <tr> <td>Dodota</td> <td>1</td> <td>1</td> <td>2</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>Sire</td> <td>1</td> <td>1</td> <td>2</td> <td>0</td> <td>1</td> <td>0</td> <td>1</td> </tr> <tr> <td>Diksis</td> <td>5</td> <td>2</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>2</td> </tr> <tr> <td>Kunni</td> <td>9</td> <td>1</td> <td>3</td> <td>4</td> <td>9</td> <td>0</td> <td>7</td> </tr> <tr> <td>Chiro</td> <td>N/A</td> <td>N/A</td> <td>1</td> <td>0</td> <td>1</td> <td>1</td> <td>4</td> </tr> <tr> <td>Gemachis</td> <td>3</td> <td>1</td> <td>3</td> <td>10</td> <td>0</td> <td>6</td> <td>1</td> </tr> <tr> <td>Degem</td> <td>0</td> <td>0</td> <td>2</td> <td>1</td> <td>0</td> <td>1</td> <td>0</td> </tr> <tr> <td>Wuchale</td> <td>N/A</td> <td>N/A</td> <td>2</td> <td>1</td> <td>1</td> <td>1</td> <td>2</td> </tr> <tr> <td>Jida</td> <td>5</td> <td>4</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p><b>*As no target was set, the actual results cannot be judged as “achieved”.</b></p>							Woreda	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	Dodota	1	1	2	1	1	0	0	Sire	1	1	2	0	1	0	1	Diksis	5	2	1	0	0	0	2	Kunni	9	1	3	4	9	0	7	Chiro	N/A	N/A	1	0	1	1	4	Gemachis	3	1	3	10	0	6	1	Degem	0	0	2	1	0	1	0	Wuchale	N/A	N/A	2	1	1	1	2	Jida	5	4	1	0	0	0
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Source : JICA internal documents, questionnaires and interviews with Zonal and Woreda Education Offices, school visit and interview with school directors<sup>1</sup>

### 3 Efficiency

Both the cost and the project period exceeded the plan (ratio against the plan: 130%, 108%). Therefore, efficiency of the project is fair.

### 4 Sustainability

#### <Policy Aspect>

Currently ESDP V (2016-2019) is under implementation, and the program reinforces and encourages access to the basic education and the community participation. Percentage of schools with active Parent Student Teacher Association (PSTA) is expected to reach 90% in the end of ESDP V in 2019.

#### <Institutional Aspect>

OEB has developed its own local ESDP V and has SIP (School Improvement Program) directorate which coordinates with PSTA in the region. However, it is under staffed to provide support across the region. SIP directorate is not directly in a position to sustain the effects of the project, but some elements of the project like girls' education drop out measures are treated by SIP directorate of OEB.

At each WEO, generally, one person from planning section is engaged in following up school construction at community level.

In coordination with OEB, Zonal Education Offices organize Educational Conference at the beginning of every academic year to mobilize the community to apply the ManaBU model. Similar Educational Conferences are also held at woreda level and kebele level as well as at specific school level. Communities in the target areas keep contributing lands for schools or contributing labor to school construction except Degem where involvement of WEO is limited according to schools.

#### <Technical Aspect>

Although some activities for applying the ManaBU model are conducted as mentioned above, technical capacity both of OEB and woredas is not sufficient to sustain the effects of ManaBU model at a larger scale (woreda level and beyond) in an organized manner because of high staff turnover with limited knowledge and skill of ManaBU model, lack of attention and budget to implement the training. Most schools and communities do not refer to the guideline, or even they are not well aware of the existence of the guideline.

#### <Financial Aspect>

No specific budget is allocated at woreda level for disseminating the ManaBU model. Although the overall budget allocated to each Woreda is showing an increasing trend, the budget goes for teachers' salary, and the remaining money goes to administration costs for existing schools. However, the ManaBU model has been somewhat continuously applied with the financial, material and labor contribution from communities.

#### <Evaluation Result>

In light of the above, challenges have been observed in terms of the institutional, technical and financial aspects. Therefore, the sustainability of the effectiveness through the project is fair.

### 5 Summary of the Evaluation

The project purpose was partially achieved as the ManaBU model was developed and has been recognized as effective. Overall goal was partially achieved as schools in the target woredas have applied the model. As for sustainability, there are some challenges in institutional, technical and financial aspects. For efficiency, both the project cost and the project period exceeded the plan.

Considering all of the above points, this project is evaluated to be partially satisfactory.

## III. Recommendations & Lessons Learned

### Recommendations for Implementing Agency:

Though OEB has adopted the ManaBU model and took part in the planning and managing and constructing schools during the project implementation period, it is further recommended to institutionalize the model to the lower level within its system so as to follow-up and support the community in constructing schools at grass root level.

OEB need to officially delegate one of its directorates to be responsible to sustain the project effects at a wider scale in the region.

<sup>1</sup> In Ethiopia, most of the officials and directors are male at local level and out of 20 interviewees, six were women.

OEB should facilitate experts, who acquired exposure/training (either in Japan or with Japanese counterparts) during project implementation, to provide training on ManaBu for other new staffs so as to sustain the project effects.

**Lessons Learned for JICA:**

All 20 schools constructed under the project are providing service for basic education, however, some of the project outputs, or guidelines for planning, constructing and managing schools, are not properly kept or being utilized from the view of sustainability of the project effects. The major reason found out to be for lesser sustainability is a lack of measures for ensuring it during the project, such as obtaining commitment by OEB to approve the guideline and putting a system of training on the guidelines on cascading to lower level and assigning a responsible person in place within OEB structure.



(Partial view of ManaBU School)



(Students learning at ManabBU School)