

## Summary of 2<sup>nd</sup> Evaluation Results

<b>1. Outline of Project</b>		
<b>Country:</b> Islamic Republic of Afghanistan		<b>Project Title:</b> Project on Improvement of Literacy Education Management in Afghanistan (LEAF 2)
<b>Issue/ Sector:</b> Basic Education		<b>Cooperation Scheme:</b> Technical Cooperation Project
<b>Division in Charge:</b> Human Development Department		<b>Total Cost:</b> 990 million yen (as of Terminal evaluation)
<b>Period of Cooperation</b>	April 26, 2010 – January 31, 2016 (5 years 10 months) ※According to this evaluation results, the project period was extended by January 2018	<b>Partner Country's Implementation</b> <b>Organization:</b> Ministry of Education, Literacy Department
		<b>Cooperation Organization (Japanese side):</b> nil
<b>1-1 Background of the Project</b>		
<p>The adult literacy rate of Afghanistan is estimated as low as 34% with a huge gap between male (50%) and female (18%). Such a gap can be observed between rural and urban areas. To address this inequity, a number of projects/programs on literacy education have been implemented by the Literacy Department (LD) of the Ministry of Education (MoE), development partners, Non-Governmental Organizations (NGO), and other stakeholders. Currently, the Literacy Initiative for Empowerment (LIFE) has been led by LD and the United Nations Educational, Scientific and Cultural Organization (UNESCO) to orchestrate the activities among all the organizations working on literacy education for the achievement of the national goal mentioned in the National Education Strategic Plan (NESP). In 2011, a total of 574,433 learners (278,801 males and 295,632 females) were taught by 15,450 facilitators (7,663males and 7,787females) in 22,660 courses run by various stakeholders around the nation.</p> <p>The Project on Support for Expansion and Improvement of Literacy Education in Afghanistan (LEAF1) was implemented from March 2006 to July 2008 under the cooperation between LD and the Japan International Cooperation Agency (JICA). Through the LEAF 1, knowledge and management skills of LD on data, literacy courses, relevant materials, and training for supervisors (currently called as “monitors”) were enhanced. Also, 10,347 learners received literacy education provided by LEAF1 in Kabul, Balkh and Bamiyan Provinces. LEAF1 was evaluated that it achieved its Project Purpose with positive outcomes but had weaknesses in its sustainability. Therefore, continuous support was necessary to strengthen LD’s capacity of literacy education management.</p> <p>The Government of Afghanistan (GOA) then requested technical cooperation for the Government of Japan (GOJ) on capacity development of supervisors who play a central role in implementing literacy courses. In response to the request, the Project on Improvement of Literacy Education Management in Afghanistan Phase 2 (LEAF2, hereinafter referred to as “the Project”) was designed, and the Record of Discussions (R/D) was signed on February 18, 2010 accordingly.</p> <p>The Project was originally planned from April 2010 to March 2014. Due to external factors such as security deterioration, the activities of the Project were not completed by the end of the initial project period. The</p>		

duration of the Project was extended twice to January 2016 based on the the first terminal evaluation in January 2014 and the series of discussion between the Afghanistan side and JICA. As the Project will be completed in January 2016, the Terminal Evaluation Study has been conducted.

## 1-2 Project Overview

### (1) Overall Goal

Management and quality of literacy education in Afghanistan will be improved.

### (2) Project Purpose

Monitoring and technical support capacity of literacy administration is enhanced for quality improvement of literacy education.

### (3) Outputs

- Output 1 Framework of monitoring and technical support covering all literacy courses is developed
- Output 2 Measures for assessing learning achievement of learners after completion of course are developed.
- Output 3 Measures for reporting and information sharing are developed and implemented.
- Output 4 Measures for technical support are developed.

### (4) Inputs (As of the second Terminal Evaluation)

#### 【Japanese Side】

- Personnel : A total of 20 Japanese experts in 10 areas 166.23 166.23MM (66.56MM in Afghanistan, 35.88 MM in third country, 63.80MM in Japan)
- Equipment: Computers, printer, projector, copy machine, video camera, air conditioner and generator
- Local cost: Cost of training, material production and pilot activities. Contract for implementation of the nationwide training
- Training in Japan : Training on audio-visual technique in 2015
- Training in Third Country: A total of three trainings in Bangladesh in 2011, India in 2012 and Pakistan in 2014

#### 【Afghanistan Side】

- Personnel: A total of 59 officials were assigned as main C/P personnel of the Project.
- Local cost: Office space in Kabul and Balkh and all utility charges.

## 2. Evaluation Team

Role in the Team	Name	Position/ Organization
Team Leader	Mr. Shinichi Ishihara	Team Leader, Basic Education Group , Human Development Department, JICA HQ
Education Planning	Mr. Junpei Yoshida	Human Development Department, JICA HQ
Evaluation and Analysis	Ms. Maki Hamaoka	Consultant/ FASID

<b>Period of Evaluation</b>	July, 2015 to November, 2015	<b>Type of Evaluation:</b> Terminal Evaluation
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### 3. Results of Evaluation

#### 3-1 Achievement of Outputs

##### 3-1-1 Output 1: Framework of monitoring and technical support covering all literacy courses is developed

**Achievement Status: In progress (almost achieved)**

Indicator 1-1: Monitoring manual is developed with the consensus of stakeholders.

Achievement Status : Achieved

The Project developed Monitoring Manual, Assessment Tools and Guidelines (hereinafter called “ATG”), Data Collection Guideline (hereinafter called “DCG”), Monitoring Training Manual, and technical support tools (including Teaching Method Manual) in 2012. The Project tested these manuals and guidelines in pilot areas and revised them reflecting feedback verified in the nationwide monitoring training (hereinafter called “nationwide training) and discussion with relevant organizations.

At the time of the first terminal evaluation, the Monitoring Manual was not finalized. It was recommended to the Project that the Manual should be finalized and approved by LD as early as possible so that new monitoring system developed by the Project is used extensively in real setting without delay.

Afterwards, having been approved by LD in February 2014, new monitoring system (three manual and guidelines) developed by LEAF2 was officially announced in LIFE meeting in May 18, 2014. The manuals and guideline have been distributed to all PLC and DLC through the nationwide training. The number of distribution is as follows; 1) Monitoring Manual and ATG are 1600 copies (900 copies in Dari version and 700 copies in Pashto version) and 2) Assessment Tools are 4700 copies (2700 copies in Dari version and 2000 copies in Pashto version).

Indicator 1-2: Trainings for DLCs are conducted by PLC trainers at least twice during the project period with 60% of DLC monitors in attendance.

Achievement Status: Almost achieved

The attendance rate of the nationwide training implemented so far is shown in the Table 1. Although the third round of the nationwide training which is being implemented in the 4th year delayed due to the deterioration of security, it is expected to be completed by the end of September 2015. If the targeted monitors attend the training as planned, the attendance rate is expected to achieve the target value.

Table 1 : Attendance rate of the nationwide training

	First round (2012)	Second round (2013-2014)	Third round (2015)
Number of target monitors	880	476	386
Number of monitors who attended	670	409	In progress
Attendance rate (%)	76.1	85.9	

Source: Documents provided by the Project

**3-1-2 Measures for assessing learning achievement of learners after completion of course are developed.**

**Achievement Status: Achieved**

Indicator 2-1: Assessment tools are approved by LD by the end of the project.

Achievement Status: Achieved.

The Assessment Tools and Guidelines (ATG) were developed by the Assessment TWG. The tools consist of Pre-assessment (before starting a literacy class), the First Assessment (Level One: after three months of learning basic literacy), the Second Assessment (Level Two and Three: after six months), and the Third Assessment (after nine months: at the completion of post-literacy courses). The Dari version of ATG was approved by the former Deputy Minister of MoE in November 2013. Since the Pashto version was not approved at the time of the first terminal evaluation, it was recommended to the Project to make the Pashto version approved as early as possible. The Pashto version was officially approved by the LD in February 2014, officially announced in LIFE meeting in May 2015. The ATG is being distributed through the third round of nationwide training.

**3-1-3 Output 3: Measures for reporting and information sharing are developed and implemented.**

**Achievement Status: Once achieved, however, needs to be re-strengthened.**

Indicator 3-1: At least 65% of PLCs report data on all literacy courses of all districts to LD quarterly.

Achievement Status: The first terminal evaluation team judged this indicator as achieved; however, it needs to be re-strengthened.

In 2010, before the commencement of the Project, only 2 out of 35PLCs (5.7%) submitted data on all literacy courses of all districts to LD quarterly. The submission rate improved from 51.4% (18 out of 35PLCs) in 2011 to 82.9% (29 out of 35PLCs) in 2012. Significant improvement in reporting was made through the efforts of officers at PLCs/DLCs. Based on achievement in 2012, the first terminal evaluation judged this indicator as achieved.

However, the second terminal evaluation found that the number of PLC who submitted data on literacy courses in all four quarters decreased (See Table 3). The following are main reasons for the decrease in data submission; (1) Some of PLCs does not submit the data if there is not updated information since the previous submission<sup>1</sup>, (2) In the course of the fiscal year 2013, registration form which was included in Data Collection Guideline was newly added for NFE-MIS. Since this registration form is to be submitted at the beginning and end of the literacy courses, it is assumed that this frequency is applied to data submission which was expected to be quarterly initially<sup>2</sup>. In fact, among four times per year, the number of PLCs submitting data in the first and the fourth quarter reach 26 (74 % ). In 2014, the submission rate much

<sup>1</sup> Source : Questionnaire survey

<sup>2</sup> In general, literacy courses starts in March or September in Afghanistan. The period of literacy course is nine months in total, composed of Basic Literacy Course (six months) and Post Literacy Course (three months). The registration form is submitted at the commencement of the course and the closing of the course.

improved compared to the previous year for the reasons; 1) LD emphasized on all PLC to send their reports on time and completely; 2) it follows up to receive the report and 3) the planning and statistical officer position wasn't recruited in 2013 but was assigned in 2014. It is desirable for LD to promote submission continuously in order to increase the number of PLCs which submit the data in all four quarters, insisting data submission even though information is same as the previous submission.

Table 2 : Quarterly data submission rate on literacy courses by PLC

	Before the Project commencement	Project implementation period			
	2010	2011	2012	2013	2014
Number of PLC	35	35	35	35	35
Number of PLC which submit the data	2	18	29	9	16
Submission rate (%)	5.7	51.4	82.9	25.7	45.7

Source: Documents provided by the Project

Indicator 3-2: 85% of DLCs report data on all literacy courses to PLCs quarterly.

Achievement Status: The first terminal evaluation team judged this indicator as achieved; however, it needs to be re-strengthened.

In 2010, before the commencement of the Project, LD was not collecting data from DLC. In 2011, the submission rate of all literacy courses from DLCs to PLCs was 64.8% (267 out of 412 DLCs). In 2012, it reached 90.9% (351 out of 386 DLCs) through the efforts of officers at PLCs/DLCs. Based on achievement in 2012, the first terminal evaluation judged this indicator as achieved. Since then, the Project focused project inputs on activities which were relatively delayed.

However, the second terminal evaluation team found that the number of DLC who submitted data on literacy courses to PLC in all four quarters also decreased. The reasons for the decrease in the data submission are assumed as same as those for the decrease in the data submission from PLC to LD. In 2014, the submission rate improved compared to the previous year for the reasons 1) LD emphasized on all DLC to send their reports on time and completely; 2) it follows up to receive the report and 3) the planning and statistical officer position wasn't recruited in 2013 but was assigned in 2014. It is desirable for LD to promote submission continuously in order to increase the number of DLCs which submit the data in all four quarters, insisting data submission even though information is same as the previous submission.

Table 3: Quarterly data submission rate on literacy courses by DLC

	Before the Project commencement	Project implementation period			
	2010	2011	2012	2013	2014
Number of DLC	n.a.	412	386	416	416
Number of DLC which submit the data	0	267	351	157	274
Submission rate (%)	0	64.8	90.9	37.7	65.9

Source: Documents provided by the Project

Indicator 3-3: Annual status reports on literacy activities with analysis and recommendation are developed and published at least twice during the project period.

Achievement Status: The first terminal evaluation team judged this indicator as achieved; however, it needs to be re-strengthened.

The annual literacy status report titled “The Statistic Report of Literacy Activities” was developed by the Status Report TWG in 2010 and 2011. Therefore, the first terminal evaluation judged this indicator was achieved. However, having verified the current status, the second terminal evaluation found that although the report was developed in 2012 and 2013, survey item for the report, namely, content of the report was modified due to the intention of LD each time when new Deputy Minister assigned. Therefore, items which the Project initially intended such as transition of participants of the literacy training courses, changes brought by the three project outputs, namely, Monitoring, Learning assessment and Technical Support, have not been collected. The Project requested LD to include items related to the Project in the format of NFE-MIS. Since this request was accepted, it is expected to verify outputs of LEAF2 activities through data of NFE-MIS. The Project intends to strengthen activities of LD on collection, entry and analysis of data on literacy education during the remaining project period

**3-1-4 Output 4: Measures for technical support are developed.**

**Achievement Status: Achieved**

Indicator 4-1: At least three technical support tools are experimented in the pilot areas.

Achievement Status: Achieved and in progress.

A total of seven technical support tools were developed and experimented by the Technical Support Tools TWG at the time of the first terminal evaluation. After that, one technical support tools was developed and experimented. A total of eight technical tools were developed and experimented at the time of the second terminal evaluation (see Table 5). In addition, the Technical Support Manual on outline of learner centered literacy education, teaching method on literacy education and Q & A session on various issues on literary education is expected to be completed by the end of September 2015.

Indicator 4-2: At least two measures of technical support are included in monitoring manual.

Achievement Status: Achieved

Among eight technical support tools mentioned above, the first terminal evaluation verified that the Guideline for Lesson Plan developed in Kabul was included in Chapter 5 of the Monitoring Manual as first measures of technical support. Since then, training agenda and session plan which include part of the Teaching Method Manual was included in the final Monitoring Manual.

### **3-1-5 Achievement of the Project Purpose**

**Project Purpose: Monitoring and technical support capacity of literacy administration is enhanced for quality improvement of literacy education.**

**Achievement Status: Effects have been verified in terms of utilization of Monitoring manual and improvement of technical support by PLC/DLC to facilitators in pilot areas to some extent. However, capacity to put together activities on literacy education in a systematic manner as annual status report has not been sufficiently improved.**

Indicator1: Utilization of Monitoring manual by PLC/DLC and other stakeholders is increased.

Achievement Status: Utilization of Monitoring manual has been increased nationwide.

The first terminal evaluation evaluated this indicator as “achieved in the Pilot areas, but not confirmed at the national level”. According to the logic of the PCM method, if the target area of the project is nationwide, it is desirable to set indicators of the project purpose which indicate nationwide effects. Accordingly, the achievement of the Project Purpose is evaluated at national level in the second terminal evaluation.

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With regard to the utilization of the Monitoring Manual, the result of the interview conducted during the second nationwide training confirmed that 96.6 % (751 PLC/DLC staff of 777 PLC/ DLC) interviewed.

The first terminal evaluation confirmed the Monitoring Manual was distributed to major stakeholders working in the literacy sector such as UNESCO, ANAF AE and NFUAJ. Major stakeholders are actually utilizing the various forms in the Monitoring Manual of other stakeholders. Furthermore, the Project is taking measures to make the Monitoring Manual widely used nationwide, inviting staff of other stakeholders working on the literacy education in Afghanistan in the third nationwide training which is being implemented at the time of the second terminal evaluation. The second terminal evaluation judged that the utilisation of the Monitoring Manual has been increased according to the current status mentioned above and the result of the questionnaire survey.

Indicator2: Facilitators’ satisfaction with technical support is improved. (ex. Increment of technical supports)

Achievement Status: Improved in Pilot areas to some extent, but not confirmed in other areas.

The average of facilitators’ satisfaction rate in the Pilot areas decreased from 70.3% at the time of the Baseline Survey to 64.3% at the time of the End-line Survey (2013). It decreased from 90.0% to 47.0% in Balkh. While experienced facilitators with more than 10 years’ experience were 40% of facilitators interviewed, many of monitors are relatively young and less experienced as shown in the background of the respondents; 60% of monitors interviewed had worked for less than three years and 40% of them for three to five years. Since it is culturally difficult for young monitors to give advice to the elderly in Afghanistan, it was assumed that technical support from DLC officers to facilitators was not conducted as expected in some areas of Balkh. On the other hand, the facilitators’ satisfaction increased from 47.0% to 85.0% in Nangarhar.

The case suggested that technical support from DLC officers to facilitators was properly conducted. The interview with facilitators in Pilot provinces conducted in the second terminal evaluation showed that technical support from PLC/DLC officers to facilitators had much improved since last one year compared to three years before.

Indicator3: 70% of stakeholders are aware of the status report and their satisfaction with the report is more than 60%.

Achievement Status: In progress to some extent, but status of this indicator has not been confirmed nationwide.

The End-line Survey revealed that 82.4% of stakeholders are aware of the annual literacy status report as the status report. It increased from 23.3% at the time of the Baseline Survey. In this regard, the first terminal evaluation judged that this indicator was achieved. Since then, a similar survey was not conducted.

As stated below, with regard to the awareness of the annual literacy status report, the effects of the relevant output, which is development and implementation of measures for reporting and information sharing has been limitedly achieved, since reporting items have been often modified and it takes time to make NFE-MIS functioning. Due to the modification of the reporting items, continuous data collection on transition of participants of literacy courses, changes of other three inputs, namely, development of framework of monitoring and technical support, development of measures for assessing learning achievement and development of supplementary materials has not been implemented as initially intended. It is more important to implement reporting and information sharing as expected before discussing awareness and satisfaction of the annual literacy status report.

In addition, the result of End-line Survey showed only awareness and satisfaction with annual literacy status report of LD, PLC/DLC of Pilot area, and a part of stakeholders and does not show the project effect nationwide. It is desirable to conduct a survey to verify awareness and satisfaction on the annual literacy status report in other areas than Pilot areas to see the causal relationship among the outputs, the project purpose and the overall goal.

### **3-1-6 Achievement of Overall Goal**

**Overall Goal: Management and quality of literacy education in Afghanistan will be improved.**

**Prospect for Achievement: Improvement is expected to some extent. However, it is necessary to revise the indicator in order to measure the contribution of the Project effects to the achievement of Overall Goal.**

Indicator1: Completion rates are improved. (NESP: at least 70% of learners complete one round of literacy training)

Achievement Status: In progress since the commencement of the Project

The completion rates of the literacy training in each year are shown in the Table 4.



Table 4 : Completion rates of the literacy training in each year

Year	2010	2011	2012	2013	2014
Participants	611,461	574,433	590,215	567,913	537,439
Those who completed the first round	169,025	227,539	252,317	310,919	238,455
Completion rate	27.64%	39.61%	42.75%	54.75%	44.37%

Source: Documents provided by the Project

The Overall Goal is considered to be attained in three to five years after completion of the Project. The second terminal evaluation planned to predict the future prospect based on the result verified at the evaluation. However, reliable data on completion rates of the literacy training were not verified for the following reasons; Participants and those who completed the literacy training are both those who started the training (those who are registered) in the current fiscal year and those who completed the training course in the same current fiscal year. As a result, the target is different. When NFE-MIS being developed by LD gets functioning, it is possible to follow if participants who are registered complete the literacy training or not through database and to calculate more reliable completion rates. With regard to the NFE-MIS, it is difficult to get a clear view of the timing when NFE-MIS starts, since organizational arrangement including assignment of the officer in charge of programming under being recruited and assignment of staff to process huge amount of data after its collection has not been completed.

Although the data on completion rates lack accuracy, it indicates progress up to 2013 from the commencement of the Project. However, the rate dropped in 2014, which indicate that the completion rates do not increase constantly. In the Project fourth year, literacy needs survey is being experimented to analyze reasons why many participant have not completed. Since improvement of completion rates relate closely with capacity building of facilitators, training of trainers for facilitators' training, revision of current curriculum, which are not covered by the Project. It is required to clarify issues related to the completion of literacy training and to consider actions necessary to solve such issues.

It is better to expect future completion rates based on the result of literacy needs survey first. Then, if the Project keep the completion rates as indicator of the Overall Goal, it is necessary to consider necessary inputs to achieve the Overall Goal based on the result of the literacy needs survey. Or, it is recommended to consider achievable target or to replace the current indicator by another indicator.

Indicator2: Learning achievement of learners is improved.

Achievement Status: Difficult to foresee due to the lack of information on the result

There is no system to aggregate data on learning achievement in LD. Therefore, the current status on this indicator was not verified both in the first and second terminal evaluations. Currently, the Project is conducting the third assessment (final assessment at the end of 9 month literacy training) in 24 classes in six province implemented under UNESCO-ELA3 so that LD will be able to collect data on this indicator through experience of aggregation of data on the third assessment.

When NFE-MIS starts its operation and information is collected in accordance with data collection form, it

is possible to aggregate grades of learners granted according to the score of the all three assessment. The grades are classed into four grades (Grade 4 means repeater, therefore, it is not considered as one who complete the literacy course). It is expected to verify data on this indicator on database of NFE-MIS; however, there seems to be no clear prospect on concrete timing of commencement of NFE-MIS including staff assignment is not clear as sated above.

### **3-2 Evaluation Results by Five Perspectives**

#### **(1) Relevance (High)**

The Project is addressing the issue of strengthening its management capacity that is prioritized by MoE. The Project Purpose and Overall Goal remain relevant to the development policy and education policies of Afghanistan and Japan's ODA policy to Afghanistan and needs of Afghanistan society. The project approach has been appropriate in terms of appropriateness of project strategy, appropriateness of selection of the target group and possibility of expansion of project effects to groups other than the target group. In light of the above, the relevance of the Project is high.

#### **(2) Effectiveness (Moderately High)**

Effectiveness of the Project is moderately high. Monitoring Manual developed by the Project has been widely used nationwide and technical support from PLC/DLC to facilitators has been improved in Pilot areas. However, development of annual literacy status report in a systematic manner has been limitedly achieved.

#### **(3) Efficiency (Moderately High)**

Efficiency of the Project is moderately high. The Project implementation has been affected by several external factors such as security deterioration and delay of operation of NFE-MIS which development is expected to have been completed by LD and UNESCO in earlier stage. Limited inputs have been effectively used to produce intended outputs, in particular, assignment of competent national staff. However, the achievement of the output regarding reporting and information sharing has been limited if it is evaluated for the achievement of the total project period.

#### **(4) Impact (Emerging)**

Positive impact is expected to some extent by the implementation of the Project in the future and improvement of the management and quality of literacy education in Afghanistan, which is the Overall Goal of the Project. Positive impact was verified such as improvement of literacy courses by facilitators and improvement of reading and writing ability of learners were verified as positive impacts in the Pilot area. There is a learner who can now fill the forms for others' ID card and other things. Another learner sends her child to market to buy some grocery, writing a list to her child.

With regard to the prospect for the Overall Goal, although the first indicator which is improvement of completion rates of the 9 month literacy training, completion rates increased to some extent, however, it does not indicate constant increase. In the Project 4<sup>th</sup> year, literacy needs survey is being implemented to identify reasons for non-completion. It is better to foresee what extent the completion rates are expected to

increase by referring the result of the needs survey. Furthermore, it is difficult to foresee the prospect for the achievement of the second indicator which is improvement of learning achievement of learners due to the lack data aggregation system in LD. In addition, both of improvement of completion rates learning achievement of learners requires capacity building of facilitators, human resources development for capacity building of facilitators at the national scale and curriculum revision. However, since assistance of donors for Afghanistan has been shrinking, it is difficult to predict whether these inputs necessary to achieve the Overall Goal will be provided.

#### **(5) Sustainability (Moderate)**

Sustainability of Project effects is high in terms of policy, institutional and organizational aspects. However, financial sustainability remains a challenge and there remain issues to be continuously tackled. Overall, sustainability is moderate. The budgets of LD vary largely depending on years, and besides, other donors' assistance is shrinking. Therefore, it is impossible to consider that financial resources are continuously secured. TWG developed Monitoring Manual and Assessment Tools and Guideline in collaboration with Japanese experts, TWG members participated in the different trainings as trainer and they joined in the End-line survey and needs assessment survey. Through their active involvement in these activities, TWG members gained knowledge and skills sufficiently. However, there remains other issues to be improved in terms of insufficiency of LIFE meetings, decrease in submission rates of monitoring data by PLC and DLC and limited data management which is closely related with quality literacy annual status report. Technical sustainability is judged to be moderate as a whole.

#### **3-3 Conclusion**

The Project aims to strengthen literacy education management through the use of standardized materials such as Monitoring Manual, Monitoring Training Manual, ATG, Statistic Reports, and various technical support tools by enhancing the capacity of LD and PLC/DLC officers. In this process, four TWGs established under the Project were actively involved in all the stages of developing, piloting, revising materials and conducting training/workshops.

The security situation affected the implementation of the Project. Despite the difficulties, a strong team spirit and trust were nurtured among Afghan C/Ps, Japanese experts and national staff to work toward a common goal, and each and every member implemented his/her task collaboratively and systematically. Monitoring Manual, one of major products developed by the Project has been widely and effectively used not only by PLC/DLC officers but also major partners in literacy education such as UNESCO (ELA 3), ANAF AE and NFUAJ. The policy document on the education sector articulated the utilization of Monitoring Manual, which supported such nationwide utilization of Manual.

Furthermore, improvement of literacy courses by facilitators and improvement of reading and writing ability of learners were verified as positive impacts in the Pilot area. There is a learner who can now fill the forms for others' ID card and other things. Another learner sends her child to market to buy some grocery, writing a list to her child.

On the other hand, effect with respect to data management and development of systematic literacy annual status report has been still limited, since target data for report is not fixed and NFE-MIS has not start its

operation due to absence of officer in charge of NFE-MIS. Data management is one of important factors to achieve improvement of quality and management of literacy education which is Overall Goal of the Project. It is desirable to focus project inputs in this area.

Five evaluation perspectives are summarized below.

<b>Perceptive</b>	<b>Evaluation</b>	<b>Note</b>
Relevance	High	The Project is consistent with policies and needs of Afghanistan as well as Japan's ODA policy for Afghanistan. Project approach has been appropriate.
Effectiveness	Moderately High	With respect to achievement of Outputs and Project Purpose, utilization of Monitoring Manual and technical support from administration to facilitators has much improved. However, achievement of reporting and information sharing including development of annual literacy status report has been limited.
Efficiency	Moderately High	Despite of difficulties, the Project produced various materials. However, the achievement of the output regarding reporting and information sharing has been limited
Impact	Emerging	Some positive impacts are expected in the future.
Sustainability	Moderate	Sustainability from policy, organizational aspects is secured while financial and technical sustainability seems challenging.

### **3-4 Recommendations**

It is recommended to extend a two year extension of the Project period. Specific recommendations have been made during the two years extended period as follows:

It should be noted that priority should be given to the following activities.

#### **(1) Analysis of non-completion of literacy training**

Among the indicators of the Overall Goal which is improvement of the management and quality of literacy education in Afghanistan, the first indicator with respect to the completion rates of first round of the literacy training has not reached 70% which is target value of 2014 in NESP-2.

It is necessary to identify factors affecting large number of non-completion to consider necessary measures to increase the completion rates.

#### **(2) Public Awareness**

It is significant to take measures to increase the understanding of demand side (illiterate and community) on literacy education in response to socio-cultural situation in Afghanistan. It is recommended that public awareness be promoted through media and events in a multiple way.

#### **(3) Re-strengthening Monitoring System**

The following area should be strengthened for effective monitoring:

- Strengthen LD capacity to analyze the monitoring results including PLCs/DLCs report data, and get feedback to the contents of the literacy program, capacity building of facilitators, NFE-MIS etc.

- In order to effective monitoring on the ground level, community participation in monitoring activities should be explored.
- Since integrating the assessment data through the format which is developed by the Project into NFE-MIS is crucial, the adjustment of NFE-MIS should be technically supported.

#### **(4) Develop learning materials & delivery methods for learners as a pilot activity**

To make the literacy program more attractive for learners, it is recommended that learning materials and delivery methods (e.g. distance learning through mobile in a flexible way) should be developed as a pilot activity in a small scale scale (e.g. one district in near Kabul).

#### **(5) Develop capacity building program in teaching skills of facilitators for master trainers & Trainers of Training of Trainers(TOT) for master trainers**

For strengthening the capacity of facilitators in sustainable way, the continuous supporting mechanism for facilitators is important. It is recommended that the development of capacity building program in teaching skills of facilitators for master trainers, and TOT for master trainers be implemented in the pilot district.

#### **(6) Mutual Learning**

Since learning other countries' experience of literacy program such as innovative delivery method is very useful, mutual learning through the study visit is encouraged.

### **3-5 Lessons Learned**

#### **(1) Strategic Human Resource Development with respect to National Staff**

The Project owed much competent national staff to continue project activities at national level, while Japanese experts have not been allowed to travel in Afghanistan due to security deterioration. When implementing a project in a country where security is not stable such as Afghanistan, it is possible to decrease influence of absence of Japanese experts if the Project team developed capacity of national staff strategically and to build trustful relation between Japanese experts and national staff in preparation for a case that Japanese experts are not allowed to travel due to security deterioration. Also, it is important to involve national staff together with C/Ps in decision making process intentionally to ensure staff that is able to play leading role during absence of Japanese experts and to maintain communication between the implementing agency and Japanese experts.

#### **(2) Revision of PDM in accordance with Extension of Project Period**

The project period was initially expected for four years from April 2010 to March 2014. The project period extended twice since the implementation of project activities delayed due to the security deterioration. Eventually the project period has become 5 years 10 months up to January 2016. However, it seems that the indicators stated in the PDM have not been sufficiently monitored for reasons that most of the indicators achieved according to the initial project period of four years. For instance, it was necessary to monitor continuously indicators of outputs contributing to the achievement of the Project Purpose and the Overall Goal, even though they reached once the target value. When the project period is extended, it is desirable to

review PDM to see if it is necessary to revise indicators of outputs and project purpose to be achieved in the extended project period.