Islamic Republic of Afghanistan

FY 2016 Ex-Post Evaluation of Technical Cooperation Project
"Strengthening of Teacher Education Program"
"Strengthening of Teacher Education Program Phase 2"

External Evaluator: Masumi Shimamura,
Mitsubishi UFJ Research and Consulting Co., Ltd.

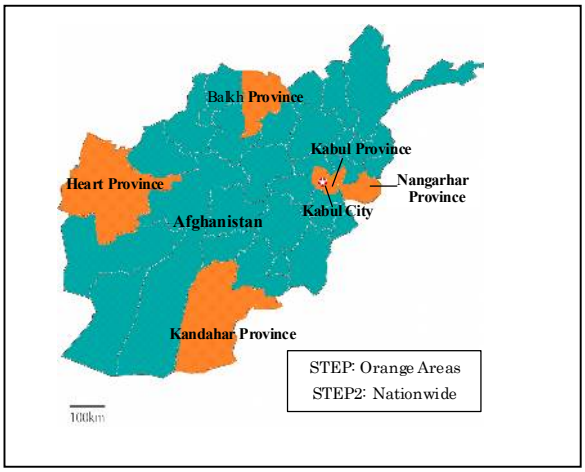
0. Summary

The project, Strengthening of Teacher Education Program (hereinafter referred to as "STEP"), was implemented aiming to improve teaching and learning in classroom for grade 1-3 (hereinafter referred to as "G1-3") in-service teachers by utilizing practical Teacher's Guides (hereinafter referred to as "TGs") in target areas in Afghanistan – Kabul City and Provinces of Kabul, Nangarhar, Balkh, Kandahar and Heart. The succeeding phase of the project, STEP2, was implemented nationwide in the country aiming to utilize developed TGs at primary schools and to conduct lessons of teaching methodology using the concept of TGs at Teacher Training Collage (hereinafter referred to as "TTC"). The project is consistent with Afghanistan's development policy and development needs from the perspective of the importance of basic education and improvement of quality of education. In addition, the assistance policy of Japan to Afghanistan stipulated the post-conflict support for reconstruction and rehabilitation as the priority issue, and education sector is included in the area of priority assistance. Furthermore, education sector is regarded as one of priority areas of JICA assistance to Afghanistan and thus, the project is consistent with Japan's assistance policy. The timing of the project was also appropriate in terms of reliable implementation of pledges made by Japan after the International Conference on Reconstruction Assistance to Afghanistan in February 2003. Therefore the relevance of the project is high. The project purposes were basically achieved or considered as achieved to a certain degree at the time of project completion. However, clear grounds for judgment for STEP2 project purpose, "developed TGs are utilized at primary schools and lessons of teaching methodology using the concept of TGs are conducted at TTC", cannot be demonstrated due to lack of data on indicators regarding improvement of lessons by the teachers at sample primary schools, improvement of average points of exam results for the students who have received lessons from teachers utilizing the TGs, utilization of lesson plans by the lecturers of Sayeed Jamaluddin Teacher Training Collage (hereinafter referred to as "STTC") and TTCs other than monitored provinces, and improvement of lessons by the lecturers of STTC and TTCs in monitored provinces. At the time of ex-post evaluation, positive indication of achievement of overall goals, "skills and abilities of Afghan in-service teachers are upgraded" and "primary school teachers are able to teach using TGs" can be observed, however, there is no means to verify the achievement objectively. Therefore, appropriate evaluation judgment cannot be made as regards to effectiveness and impact. Although the project period for STEP was

within the plan, the project cost exceeded the plan; thus, efficiency is fair. For STEP2, project cost exceeded the plan and project period was longer than planned; thus efficiency is fair. Therefore, judging STEP and STEP2 from an integrated perspective, efficiency of the project is fair. Some minor problems have been observed in terms of the institutional aspect and financial aspect after project completion. Therefore sustainability of the project effects is fair.

In light of the above, the overall rating of this project cannot be derived since one of the evaluation items – effectiveness and impact – which is necessary to come up with the overall rating of the project cannot be judged.

1. Project Description



Project Location

1.1. Background

Education sector was considered as priority issues for the government of Afghanistan toward reconstruction of the country as well as Japan's priority area of assistance to Afghanistan in its "Reconstruction and Humanitarian Assistance" under the "Vision for Consolidation of Peace Concept", which the Japanese government had announced in May 2002. At the same time, as the reconstruction of the country progressed, explosive numbers of children have enrolled in schools, and the number of teachers having insufficient experience and quality of teaching skills have drastically increased. Thus, improvement of quality of teachers was an urgent issue for improving quality of education in Afghanistan. Under such circumstances, a new curriculum was being introduced at the primary school level and revision of curriculum for grade 1-6 (G1-6) was taken place. As to the enforcement of the new curriculum, development of TGs which is in accordance with the new curriculum and their dissemination, implementation of In-Service Training (hereinafter referred to as "INSET"), and formulation of continuous improvement measures of teachers' quality were urgent challenges. Based on such background,

the government of Afghanistan has requested to the Japanese government for technical cooperation project regarding development of TGs in compliance with the new curriculum and implementation of teacher training, and therefore, STEP was conducted.

The Ministry of Education of Afghanistan valued the achievements of STEP highly, and the government has requested to the Japanese government to implement the phase 2 project (STEP2) for continuous assistance to education sector including development of TGs targeting G4 and above level. In STEP2, development of TGs for grade 4-6 (G4-6) and training manuals etc. has taken place. Improvement of teaching method courses by-subject in TTCs and activities to strengthen capacity of TTC lectures were also implemented.

1.2 Project Outline

		STEP	STEP2
Overall Goal		Skills and abilities of Afghan in-service teachers are upgraded	Primary school teachers are able to teach in compliance with the new primary school curriculum using TGs
Project Purpose		To disseminate knowledge and skills to improve teaching and learning in classroom with by-subject, grade-specific TGs for grade 1-3 (G1-3) teachers in targeted areas	Developed TGs are utilized at primary schools and lessons of teaching methodology using the concept of TGs are conducted at TTC
Output(s)	Output 1	To develop practical TGs and trainers' manual, which is in accordance with new curriculum of G1-3	G4-6 TGs for 7 subjects (Mathematics, Science, Social Studies, Islamic Studies, Dari, Pashto, and English) and G3 TGs for Islamic Studies are developed and distributed nationwide
	Output 2	To implement short-term INSET utilizing TGs for teachers assigned to G1-3 in the targeted areas	Concerning the subjects of Joint Teaching Science (teaching method of physics, chemistry and biology), teaching method of Mathematics, and Solving Math Problems for G1-9 teacher education curriculum, the syllabi are completed and the teaching resources, lesson plans and student

			resource books utilizing the TGs are developed and shared among TTCs
	Output 3	To make policy suggestion for the improvement of Pre-Service Training (PRESET) and long-term INSET for primary school teachers	
Total cost (Japanese Side)		456 million yen	684 million yen
Period of Cooperation		June 2005 – August 2007	September 2007 – December 2010 (Extension period: September 2010 – December 2010)
Implementing Agency		Teacher Education Department (TED) and Compilation and Translation Department (CTD), Ministry of Education (MOE), Afghanistan	Teacher Education Department (TED) and Compilation and Translation Department (CTD), Ministry of Education (MOE), Afghanistan, STTC
Supporting Agency/Organization in Japan		System Science Consultants Inc., Naruto University of Education	
Related Projects		Japanese Grant Aid Project ・The Project for Construction of Basic Education Facilities in Afghanistan (September 2004 – March 2007) Other Development Partners ・Teacher Education Program (TEP)[1] supported by the World Bank, United Nations Children's Fund (UNICEF), United States Agency for International Development (USAID) (USA), Danish International Development Assistance (DANIDA) (Denmark) etc.	

Note) Slight modifications from the original Project Design Matrix are made to the outputs for clarification purpose, and there is no substantial change in their meaning.

[1] Teacher Education Program (TEP): A coordination mechanism among development partners in teacher education sector. In addition to undertaking preparation and coordination of the entire planning of teacher education/training in Afghanistan, it has become a forum for coordination among development partners providing financial support and individual technical cooperation projects. The basic strategy of this project was to promote activities within the TEP mechanism.

1.3 Outline of the Terminal Evaluation

1.3.1 Achievement Status of Project Purpose at the Terminal Evaluation

1.3.1.1 STEP

The TGs for G1-2 were developed and the TGs for G3 were to be developed before completion of the project. Furthermore, the INSET targeting about 10,000 G1-3 teachers was implemented. In light of this, it was judged that steady progress of activities was seen toward achieving the project purpose.

1.3.1.2 STEP2

It was judged that achieving the project purpose within the remaining project period was difficult given the fact that the TGs were still at the printing stage, not being able to distribute at the time of terminal evaluation. As regards TTC materials, it was in the stage of approval at the time of terminal evaluation, and was expected to be shared afterwards. It was judged that the project purpose was to be achieved when TTC materials were approved and shared as scheduled.

1.3.2 Achievement Status of Overall Goal at the Terminal Evaluation

1.3.2.1 STEP

At the time of terminal evaluation, part of the overall goal was already achieved and in-service teachers who received INSET improved their teaching. Furthermore, it was pointed out that positive changes were seen in teaching after utilization of the TGs. As such, impact level was judged to be very high.

1.3.2.2 STEP2

It was judged that time was still necessary to achieve the overall goal since the TGs were not distributed nationwide at the time of terminal evaluation.

1.3.3 Recommendations from the Terminal Evaluation

1.3.3.1 STEP

What to be done by the end of the project by the project implementation team was identified and recommended as follows.

(1) Implement workshops to share information regarding the TGs and training manuals

It was suggested that the project hold a workshop to share and disseminate information of the TGs and training manuals to other development partners and NGOs.

(2) Review the methodology of impact assessment of the TGs

It was suggested that the project review problems and improvements on the methodology of impact assessment undertaken in STEP, and utilize them to measure

effectiveness more appropriately in the future.

Furthermore, following recommendations were made to be undertaken in the medium to long term after completion of STEP.

(3) Coordinate with the existing INSET program

It was suggested that the project coordinate with the existing INSET program implemented by other development partners including the World Bank and the United States Agency for International Development (hereinafter referred to as "USAID"), and let the program utilize the TGs developed by this project.

(4) Strengthen relations between Provincial Education Department and District Education Department regarding utilization of the TGs

It was suggested that relations between Provincial Education Department and District Education Department be strengthened and to facilitate their proactive participation since continuous monitoring and support to teachers is indispensable to secure utilization of the TGs in schools.

(5) Necessity to continue technical support

It was suggested that provision of comprehensive and continuous support was necessary from the Japanese side given that support needs by the Afghanistan government side in this area was very high.

1.3.3.2 STEP2

Following recommendations were made to be undertaken during and after the project period.

(1) Ensured distribution of the TGs (during the project period)

At the time of terminal evaluation, it was suggested that the TGs to be packed and distributed promptly after printing and to make sure they are sent to schools.

(2) Effective utilization of the TGs (during and after the project period)

It was suggested that the Ministry of Education, in collaboration with various stakeholders, incorporate the TGs into teacher education. In addition, it was suggested that the Ministry of Education monitor the utilization of the TGs even after project completion and make instructions for more effective methodology to utilize them.

(3) Prompt approval of TTC materials and necessity for workshop and monitoring for its utilization (during the project period)

It was suggested that workshop to be conducted promptly after approval of TTC materials by the Ministry of Education. It was also suggested that monitoring of utilization methodology of TTC materials to be undertaken and shared with the Ministry of Education.

(4) Clarification of revision standard for developed materials (after the project period)

It was suggested that the Ministry of Education set out a clear standard for revision of developed materials to be widely and promptly benefit the teachers in the future.

2. Outline of the Evaluation Study

2.1 External Evaluator

Masumi Shimamura, Mitsubishi UFJ Research and Consulting Co., Ltd.

2.2 Duration of Evaluation Study

This ex-post evaluation study was conducted with the following schedule.

Duration of the Study: September 2015 - September 2017

Duration of the Field Study: 12 May - 29 June 2016 (Conducted by the local consultants)

2.3 Constraints during the Evaluation Study

The following points became constraints during the evaluation study.

(1) Due to security reasons, this ex-post evaluation was conducted remotely utilizing local consultants. Therefore, the actual field survey including observation of outputs and conducting interviews and beneficiary survey could not be implemented by the external evaluator. Accordingly, limitations existed on the amount and quality of information and data compared to the standard ex-post evaluation where the external evaluator would conduct field visits.

(2) The ex-post evaluation was carried out about ten years after project completion for STEP and about six years after project completion for STEP2 due to security reasons. Therefore, there were only limited persons left who have knowledge about the project, and the information which was collected and confirmed were at the minimum level. In addition, with regard to beneficiary survey, identification of beneficiaries was extremely difficult and the number of valid answers remained to 37. Furthermore, because of unclear memory of respondents, it was difficult to collect concrete information at the time of project implementation as well as most of information regarding comparison before and after the project.

(3) Moreover, answers to the questionnaires could not be obtained from the Ministry of Education, the Implementing Agency, and hearing survey with the Ministry of Education by local consultants did not realize, either[2]. Therefore, main information source from the field was the result of beneficiary survey undertaken by local consultants, and the evaluator made analysis without getting information from the Ministry of Education.

[2] Local consultants carried out kick-off meeting with the Ministry of Education and sought further assistance from the Ministry to obtain official authorization to interview related departments within the Ministry. However, requests were not responded.

3. Results of the Evaluation (Overall Rating: N.A.[3])

3.1 Relevance (Rating: ③[4])

3.1.1 Consistency with the Development Plan of Afghanistan

Both at the time of planning as well as project completion for each phase, the project is highly consistent with the development policy of Afghanistan. At the time of planning of STEP, the importance of basic education and teacher training (especially rapid improvement of abilities and skills of in-service teachers) was stipulated in Development Plan of Ministry of Education (2004-2015) prepared by the Ministry of Education. At the time of project completion of STEP and at the time of planning of STEP2, "Improvement of Teacher's Curriculum and Quality" in education sector was stipulated under one of the three pillars, "Economic and Social Development", in Interim-Afghanistan National Development Strategy prepared by the Afghan government in 2006. Furthermore, within eight priority programs in National Education Strategic Plan (2006-2010) prepared by the Ministry of Education, two programs were closely related with this project ("Teacher Education and Working Conditions" and "Curriculum Development and Learning Materials"), and curriculum development for teacher training and TG development were regarded as important issues in the Plan. At the time of project completion of STEP2, Afghanistan National Development Strategy stipulated "Improvement of Education and Learning Quality" in education sector under one of the three pillars, "Economic and Social Development".

3.1.2 Consistency with the Development Needs of Afghanistan

Both at the time of planning as well as project completion for each phase, the project is highly consistent with the development needs. Both at the time of planning of STEP and STEP2, most of the teachers became teachers without going through pre-service teacher training in Afghanistan. In addition, as the reconstruction effort progresses, the number of young children enrolled in school has shown explosive growth. Therefore, teacher education for securing teachers and improving education quality has become an important issue. Under such circumstances, Afghanistan has introduced a new curriculum for primary education and has developed new textbooks (for G1-6). However, in introducing and utilizing the new curriculum, development of TGs in line with the new textbooks, implementation of INSET, and construction of a system to constantly improve teaching quality were the urgent issues. At the time of project completion of STEP2, the number of teachers increased to 158 thousand – about twice compared with the number in 2002. However, about 69% of them

[3] A: Highly satisfactory, B: Satisfactory, C: Partially satisfactory, D: Unsatisfactory

[4] ③:High, ②:Fair, ①:Low

were engaged in education without going through appropriate pre-service teacher training, and teacher education for improvement of education quality continued to be an important issue.

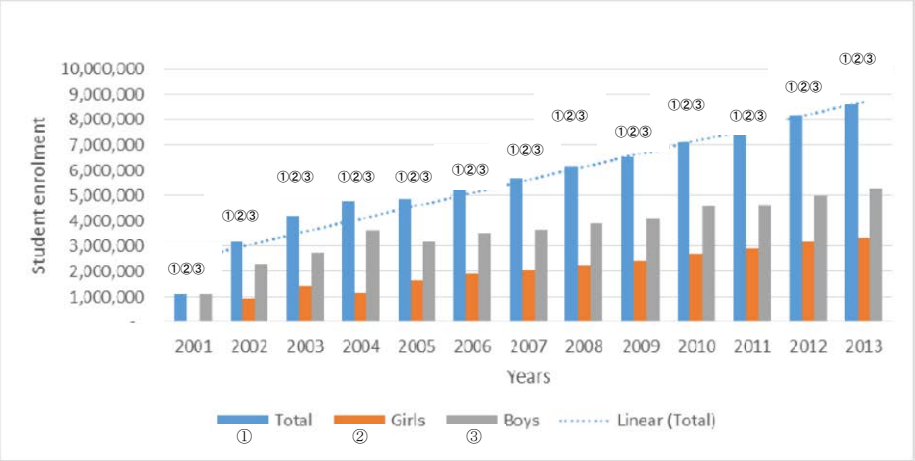


Figure 1: Trend of Education Enrollment in Primary and Secondary Education in Afghanistan

Source: United Nations Educational, Scientific and Cultural Organization (UNESCO), Education for All Report, 2015

3.1.3 Consistency with Japan's ODA Policy

"Peace-building" is one of basic policies of Japan's ODA Charter (2003). At the time of planning, Japan has been contributing to Afghanistan's peace and stability under the "Vision for Consolidation of Peace Concept" which the Minister for Foreign Affairs Kawaguchi (at the time) announced when she paid a visit to Afghanistan in May 2002. Under this Concept, Japan put priority of its support on three components[5] – peace process, domestic security, and reconstruction and humanitarian assistance. Among these, assistance in "education sector" is included under reconstruction and humanitarian assistance.

At the International Conference on Reconstruction Assistance to Afghanistan held in February 2003 in Tokyo, Japan pledged up to USD 500 million for assistance in reconstruction and recovery which would be delivered over the next two years and six months. Accordingly, the project became one of the evidences to show reliable fulfillment of Japan's pledge. Thus, the timing to start the project was judged as appropriate.

Furthermore, education sector is one of JICA's priority areas of assistance for Afghanistan and according to ex-ante evaluation, the project was considered as the project to support capacity building of government officers and strengthening of public education under the

[5] Japanese government considers Consolidation of Peace consists of three components, "peace process", "domestic security", and "reconstruction and humanitarian assistance", and as the three legs of a tripod, any one of these should not be missing.

assistance program “education sector support” in JICA’s implementation plan for each country. Moreover, Japanese government set out its priority areas of assistance – (1) assistance to secure education “opportunity”, (2) assistance to improve education “quality”, and (3) assistance to improve education “management” – in the “Basic Education for Growth Initiative (BEGIN)”, which the government announced during Kananaskis Summit in June 2002.

Thus, the project purpose is in line with the Japan’s assistance policy.

This project was highly relevant to the country’s development plan and development needs, as well as Japan’s ODA policy. Therefore its relevance is high.

3.2 Effectiveness and Impact[6] (Rating: N.A.)

3.2.1 Effectiveness[7]

3.2.1.1 Achievement of Project Purpose for STEP

STEP aimed to improve teaching and learning in classroom with by-subject, grade-specific TGs for G1-3 teachers in targeted areas through implementing short-term INSET utilizing the practical TGs developed by the project in one city and five provinces in Afghanistan (Kabul City and Provinces of Kabul, Nangarhar, Balkh, Kandahar and Heart).

In order to confirm the achievement, outputs – to develop practical TGs and trainers’ manual, which is in accordance with new curriculum of G1-3 (output 1), to implement short-term INSET utilizing TGs for in-service teachers assigned to G1-3 (output 2), and to make policy suggestion for the improvement of teacher education/teacher training for primary teachers (output 3) – were planned, and it can be judged that all these outputs were achieved. Specifically, all TGs for G1-3 were developed, printed and distributed to each District Education Department nationwide, INSET was implemented to about 10,000 in-service teachers (G1-3), and policy suggestion was prepared and received by the Ministry of Education.

Although the achievement of project purpose for STEP, “to disseminate knowledge and skills to improve teaching and learning in classroom with by-subject, grade-specific TGs for G1-3 teachers in targeted areas” could not be confirmed since answers to the questionnaires from the Ministry of Education, the Implementing Agency, were not provided, it can be judged that the project purpose has been largely achieved at the time of completion, based on comprehensive judgment from the information provided by JICA,

[6] Sub-rating for Effectiveness is to be put with consideration of Impact.
[7] Refer to the attachment, “Production of Outputs at the Time of Project Completion” in the last page of this report for the achievement status of individual indicators.

the results of beneficiary survey, and the hearing survey to Japanese experts who had undertaken the project. Table 1 shows the achievement of indicators of project purpose.

Table 1: Achievement of Project Purpose for STEP

Project Purpose	Indicator	Achievement
Project Purpose for STEP "To disseminate knowledge and skills to improve teaching and learning in classroom with by-subject, grade-specific TGs for teachers in targeted areas"	① User satisfaction regarding developed TGs (more than 60% of teachers positively reply in questionnaire)	Achieved. At the time of terminal evaluation, according to the questionnaire survey for INSET participants (teachers), 90% or more of teachers answered that they have acquired knowledge and skills through following sessions: 1) explanation of the new curriculum, 2) composition and explanation of the new textbooks, 3) intention of TGs and their composition, 4) practicing how to write lesson plans utilizing the TGs, and 5) demonstration lessons and improvement of lessons based on lesson plans. In addition, the result of the beneficiary survey summarized in Table 2 can be regarded as a supportive content regarding the achievement of this indicator.
	② Willingness to utilize TGs (more than 60% of teachers positively reply in questionnaire)	Achieved. According to the hearing survey in Kabul City conducted by the study team at the time of terminal evaluation, many teachers were satisfied with the TGs and were willing to utilize or already utilizing them. In addition, some teachers have come to read aloud and to introduce group work and role playing after utilizing the TGs. As a result, they answered that they have been able to conduct classes more bright and pleasantly with students in center. Although the achievement cannot be verified quantitatively at the time of project completion, the achievement of this indicator can be inferred as a result of the beneficiary survey summarized in Table 3.
	③ Number of distributed TGs[8]	Achieved. At the time of terminal evaluation, the final number of distribution was expected to be 326,348. According to the Japanese experts who implemented this project, all TGs for G1-3 were finally distributed to each District Education Department nationwide. In this regard, it can be judged that this indicator was achieved.

Source: Prepared by the evaluator based on the information provided by JICA, the results of beneficiary survey as well as the hearing survey to Japanese experts who implemented the project.

[8] Additions were made to this indicator along the way. Due to a strong request from the Afghan government side, TGs were (reprinted utilizing other budget of JICA and) distributed not only to targeted five provinces which had been planned in the first place, but nationwide. From this, it is judged relevant that the final number of TGs delivered was added to the indicator.

According to the beneficiary survey[9] conducted at the time of ex-post evaluation, among 37 teachers who have utilized TGs and manuals, 73% (27 teachers) answered that they are "useful to a great extent" and "very useful" for learning effective and practical lessons of teaching methodology and actually conducting classes as shown in Table 2. Table 3 summarizes the answers from the beneficiaries who responded "useful to a great extent", "very useful", and "some topics are useful" regarding how useful TGs and manuals are.

Table 2: Usefulness of the TGs and Manuals

How useful are the TGs and manuals for your teaching?	Frequency	Percent
Useful to a great extent	6	16%
Very useful	21	57%
Some topics are useful	6	16%
Need more workshop	1	3%
I do not know	1	3%
No response	2	5%
Total	37	100%

Source: Beneficiary survey

Note) Answers were gathered from the responses to an open question.

Table 3: How are the TGs and manuals useful?

- New lessons of teaching methodology are reflected, enabling to undertake effective classes.
- New lessons of teaching methodology are reflected and useful for both teachers and students.
- Practical lessons of teaching methodology are reflected, leading to improvement of teacher quality.
- They are useful for practical lessons of teaching methodology for science and mathematics.
- TGs are very easy to understand and useful for conducting classes.
- They are useful to improve students' learning skills.

Source: Beneficiary survey

Furthermore, about a little less than 40% of respondents (14 respondents) answered that TGs and manuals have been updated (see Table 4) and several comments were raised regarding the necessity of their revision even they have not been updated. When making

[9] Beneficiary survey was carried out to 37 teachers in total through direct interview method. They were confirmed as beneficiaries of STEP and STEP2 (those teachers who had received training at TTC under this project), among those 128 teachers who respond to the prior hearing at the TTCs in Kabul City and Provinces of Kabul, Nangarhar, Balkh, Kandahar and Heart, the target areas of the project. Among 37 respondents, 20 (54%) were men and 17 (46%) were women.

synthetic judgment by inferring the above, it can be considered that the TGs and manuals have been recognized as “useful” in actual sense from many teachers.

Table 4: The Update Situation of TGs and Manuals

Have the TGs and manuals been updated?	Frequency	Percent
Yes	14	38%
No	18	49%
I do not know	4	11%
No response	1	3%
Total	37	100%

Source: Beneficiary survey

Note) Total is not 100% due to rounding off.

From the above, the project purpose for STEP has been largely achieved.

3.2.1.2 Achievement of Project Purpose for STEP2

For STEP2, while setting a project base in Kabul City, the project targeted Afghanistan nationwide, aiming to develop practical TGs, utilize the developed TGs at primary schools as well as to conduct lessons of teaching methodology using the concept of TGs at TTCs.

In order to confirm the achievement, outputs – to develop the TGs for G4-6 (output 1) and to support the completion of syllabi, development of materials utilizing the TGs and sharing them among TTCs for G1-9 teacher education curriculum (output 2) – were planned, however, the state of their achievement could not be confirmed for some activities. Specifically, it was confirmed that all the TGs were developed, printed and distributed nationwide, quality and usability of the developed TGs were encouraging, and that TTC materials were developed based on established syllabi and these materials have been distributed to TTC lecturers nationwide. However, state of utilization of materials (70% of lecturers of STTC and TTCs in monitored provinces utilize the developed teaching resources and lesson plans) and quality (average score in questionnaire regarding the quality of teaching resources, lesson plans and student resource books responded by lectures of STTC and TTCs in monitored provinces becomes more than 3) could not be confirmed due to lack of evidence and supporting data which would clearly indicate their achievement status.

The project purpose for STEP2, “developed TGs are utilized at primary schools and lessons of teaching methodology using the concept of TGs are conducted at TTC”, could not be confirmed since answers to the questionnaires could not be obtained from the Ministry of Education, the Implementing Agency, it could not be confirmed from the

information provided by JICA and the results of beneficiary survey, either. According to the Japanese experts who have engaged in this project, they had restrictions on travel and thus had no choice but to monitor only the achievements of STEP due to the security reasons. In light of this, it can be inferred that the project purpose for STEP2 has been achieved to some extent, however, appropriate judgment is difficult since clear evidence is lacking for all the indicators. (Refer to Table 5)

Table 5: Achievement of Project Purpose for STEP2

Project Purpose	Indicator	Achievement
Project Purpose for STEP2 "Developed TGs are utilized at primary schools and lessons of teaching methodology using the concept of TGs are conducted at TTC"	① 70% of teachers of sample primary schools utilize the TGs by August 2010.	Achieved. At the time of terminal evaluation, more than 70% of teachers, the target figure, were confirmed to have utilized the TGs in five sample primary schools in Kabul City, Nangarhar Province and Balkh Province.
	② In rubric [10] towards G4-6 teachers at sample primary schools, the score of the group of teachers who consistently utilize the TGs improves 1 point in each evaluation criterion.	N.A. The state of achievement at the time of project completion could not be verified objectively with quantitative figures. The results of observation of classes during project implementation by the local staffs hired by the project have shown that the assessment of the teachers who could utilize the TGs in classes was high. On the other hand, there were teachers who had difficulty in carrying out what was stipulated in the TGs.
	③The average scores in mathematics and science tests of G4-6 students who are taught by teachers utilizing the TGs in sample primary schools improve by 20% compared with the average scores before distribution of the TGs.	N.A. The state of achievement at the time of project completion could not be verified objectively with quantitative figures. According to the results of the beneficiary survey, about 95% of the teachers answered that the utilization of the TGs and manuals have provided positive effects on students' learning (students improved learning and were more motivated to learn). However, it is unknown to what extent the average scores in mathematics and science tests have increased from the results of the survey.
	④50% of TTC lecturers besides Sayeed Jamaluddin Teacher Training Collage (STTC) and monitored provinces [11] utilize	N.A. At the time of terminal evaluation, syllabus and TTC materials were in the stage of approval, and TTC materials have not been shard. The state of achievement at the time of project completion could not be verified objectively with quantitative figures.

[10] Rubric is the evaluation standard for evaluating the improvement situation of teachers' classes. For STEP2, class evaluation was carried out using the developed rubric to evaluate classes.

[11] Monitored provinces were: Provinces of Balkh, Bamiyan, Panjshir, Kabul, Heart, and Nangarhar. Sample primary

	developed lesson plans.	According to the results of the beneficiary survey, it can be inferred that utilization rates of TTC materials were very high at least in monitored provinces, however, the state of their utilization besides monitored provinces is unknown.
	⑤ In rubric towards lecturers of STTC and TTCs in monitored provinces, 1 point increases in each evaluation criterion after utilization of the lesson plans by August 2010.	N.A. The state of achievement at the time of project completion could not be verified objectively with quantitative figures. According to the results of the beneficiary survey, all 36 teachers who have utilized TTC materials answered that their utilization has led to strengthen their capacity. However, data that show teachers' increased capacity objectively could not be obtained.

Source: Prepared by the evaluator based on the information provided by JICA, the results of beneficiary survey as well as the hearing survey to Japanese experts who implemented the project.

Besides, while areas where the Japanese experts could visit were limited due to deteriorating security situation, such project implementation approach was introduced to utilize local staffs hired by the project as alternative to the Japanese experts as the second best way. Local staffs who were employed continuously from STEP have acquired necessary management capacity for project implementation, and these local staffs have carried out class observation and survey on utilization of textbooks etc. with the instructions from the Japanese experts as alternative to the Japanese experts in areas they could not visit. While repeating failures due to the unfamiliarity with the implementation methodology of JICA projects, local staffs have come to understand the project in a sincere manner through OJT and piled up management ability for project implementation. As a result, this has lead to capacity development of their own.

In relation to indicator ③, question was asked in the beneficiary survey conducted during the ex-post evaluation regarding effects on students' learning as a result of utilization of the TGs and manuals. Table 6 summarizes the answers – other than two respondents who answered "I do not know", all respondents (35 teachers) replied that they had effects on students' learning. In addition, question on what effects were observed was asked, and the result of which is shown in Table 7. All the answers pointed out positive effects.

schools were located in these provinces and the TGs were distributed to the model primary schools for monitoring.

Table 6: Effects on Students' Learning as a Result of Utilization of TGs and Manuals

Do you think the use of TGs and manuals had effects on students' learning?	Frequency	Percent
Yes	35	95%
No	0	0%
I do not know	2	5%
Total	37	100%

Source: Beneficiary survey

Table 7: What Effects were Observed from the Use of TGs and Manuals (some respondents did not answer)

- Improved students' learning was observed (20 respondents)
- Students were more interested and motivated to learn and became confident (8 respondents)
- Students became more ethical (one respondent)

Source: Beneficiary survey

As regards indicator ④, question was asked in the beneficiary survey about the state of utilization of TTC materials. As shown in Table 8, other than one respondent, all teachers replied that they have utilized them. It can be inferred that utilization rates of TTC materials were very high at least in monitored provinces.

Table 8: State of Utilization of TTC Materials

Have you previously used teaching resources, lesson plans or student resource books?	Frequency	Percent
Yes	36	97%
No	1	3%
Total	37	100%

Source: Beneficiary survey

From the above, it is difficult to make judgment regarding the achievement of the project purpose for STEP2.

3.2.2 Impact

Regarding the achievement of outputs and project purposes after completion of the project to the time of ex-post evaluation, conducting evaluation judgment was difficult since hearing survey to the Ministry of Education did not realize and additional information and data could not be obtained.

3.2.2.1 Achievement of Overall Goal

Overall goal for STEP was “skills and abilities of Afghan in-service teachers are upgraded.” At the time of ex-post evaluation, achievement of indicators (Table 9) cannot be confirmed clearly, however, positive signs can be inferred. For example, based on the beneficiary survey results (Table 2-Table 4), it can be regarded that the TGs were actually considered “useful” for many teachers, and it can also be confirmed that the TGs have been actually updated or several comments were raised regarding the necessity of their revision. Furthermore, according to the Japanese experts who have undertaken the project, all TGs for G1-3 were distributed to each District Education Department nationwide, and according the result of monitoring of classes by the local staffs, their assessment of the teachers who could utilize the TGs in classes was reported to be high.

Overall goal for STEP2 was “primary school teachers are able to teach in compliance with the new primary school curriculum using the TGs”. Also for STEP2, achievement of indicators (Table 9) cannot be confirmed clearly at the time of ex-post evaluation, however, positive signs can be inferred. According to the “Education for All Review Report 2015” by UNESCO, 66% of teachers nationwide, equivalent to more than 90,000 teachers, have received INSET implemented by other development partners including the World Bank and USAID between 2009 and 2013. Taking all things together including the fact that the Ministry of Education has officially approved the developed TGs to be utilized for TTC training and INSET, and additional printing of the TGs was carried out with the aim of creating further impacts, envisioning the utilization of the TGs in projects[12] implemented by other development partners, it can be considered that the TGs developed by this project have been utilized in INSET undertaken by other development partners. As is the case with STEP as mentioned above, it can be regarded that the TGs were actually considered “useful” for many teachers, and it can also be confirmed that the TGs have been actually updated or several comments were raised regarding the necessity of their revision.

[12] The TGs (8,000 sets) were planned to be distributed for master trainer training of TGs (note 1) and the 14th year TTC in-service training, supported by other development partners through the World Bank’s EQUIP II (Education Quality Improvement Programme) and USAID’s BESST (Building Education Support Systems for Teachers) etc. In fact, master trainer trainings have been carried out utilizing the TGs developed by STEP2 during the INSET2 (note 2) (conducted in September 2010) which is the in-service teacher training program provided by the World Bank’s EQUIP II and USAID’s BESST. Furthermore, training for core trainers regarding the TG utilization has been conducted in synchronization with teacher training conducted by UNICEF (implemented on October 2010).

(Note 1) Training using cascade method was introduced. Implementation of training was divided into several times in order to spread out training from the center to the district and to conduct large-scale, extensive teacher training. First, the core trainers as the nucleus were trained and second, these core trainers trained master trainers, and then these master trainers trained teachers.

(Note 2) While the in-service teacher training program within the scope of this project is called INSET, the in-service teacher training program implemented by other development partners including the World Bank and USAID are called INSET1 and INSET2. Target provinces of both trainings were different and the INSET implemented by other development partners were utilized with the aim of expanding target provinces of INSET, which has been carried out within the scope of this project.

Table 9: Achievement of Overall Goals for STEP and STEP2

Overall Goal	Indicator	Achievement
Overall Goal for STEP "Skills and abilities of Afghan in-service teachers are upgraded"	Improvement of conducting class, evaluated from five dimensions below: 1) How to communicate lesson objectives 2) How to introduce new concepts and terms 3) How to structure (organize) lesson 4) How to conduct activities and practices in classes 5) How to assess/evaluate learning	N.A. Although achievement of indicators on overall goal is not clearly confirmed at the time of ex-post evaluation, positive signs can be inferred.
Overall Goal for STEP2 "Primary school teachers are able to teach in compliance with the new primary school curriculum using the TGs."	① In rebric towards G4-6 primary school teachers, the evaluation score which is equivalent to that of project purpose is improved. (Note) ② 50% of primary school teachers utilize the TGs by 2014.	N.A. Although achievement of indicators on overall goal is not clearly confirmed at the time of ex-post evaluation, positive signs can be inferred.

Source: Prepared by the evaluator based on the information provided by JICA, the results of beneficiary survey as well as the hearing survey to Japanese experts who implemented the project.

Note) Modification was made in line with the Japanese expression.

In light of the above, although positive signs can be inferred for both STEP and STEP2, their achievements cannot be confirmed since clear evidence is lacking. Therefore, it is difficult to make evaluation judgment regarding the achievement of overall goals.

3.2.2.2 Other Impacts

(1) Synergy Effects with Projects Implemented by Other Development Partners

The Japanese experts who have been engaged in this project approached the staffs of Japan International Volunteer Center (hereinafter referred to as "JVC"), a Japanese NGO operating in Jalalabad[13], for collaboration. The TGs and training manuals have been shared and the NGO staffs participated in the training as observers from JVC. In addition, the project's TTC lecturer who participated in the training conducted training to primary school teachers within JVC's area of activity as a facilitator. Hereby, the

[13] A city in Nangarhar Province in the eastern Afghanistan.

TGs and training manuals were disseminated to other areas, and the project also contributed to the improvement of quality of the JVC's activities. On the other hand, as regards collaboration with Teacher Education Program, a coordination mechanism among development partners in education sector (refer to footnote 1), according to the Japanese experts who engaged in the project, it was difficult to establish collaboration system since the management structure of the program itself was unclear.

(2) Impacts on Female Students

In regard to impacts on female students, it can be considered that female students were motivated to learn as much as male students. According to the beneficiary survey, 33 out of 37 teachers, about 90% of teachers, responded that the utilization of TGs and manuals encouraged female students to learn and participate more in education (Table 10). About half of the teachers pointed out female students were more motivated to learn. On the other hand, as shown in Table 6, given the fact about 95% of teachers responded that the use of TGs and manuals had positive effects on students' learning (for both male and female) – students improved learning and increased motivation to learn – it can be regarded that there is no difference between female and male students on their impacts (it is not that impacts on female students are particularly big).

Table 10: Impacts on Female Students

Do you think that TGs and manuals encouraged female students to learn and participate more in education?	Frequency	Percent
Yes	33	89%
No	0	0%
I do not know	4	11%
Total	37	100%

Source: Beneficiary survey

(3) Impacts on Instability Factor

For delivery of the TGs, the Ministry of Education was careful about the proportion of the number of TGs using different languages (Dari and Pashto) and where to distribute them. It made sure to allocate the number of TGs based on the ratio of population using them and to avoid excessive bias among different ethnic groups for distribution (care was necessary both for destination and the number of distribution since there are areas where specific ethnic groups are concentrated). In addition, the project paid consideration on gender issues when selecting participants of training in Japan. It made sure to that gender balance is secured. As a result, no particular negative impact is seen.

(4) Impacts on TG Development etc. for G7 and above

The Ministry of Education, taking advantage of STEP and STEP2 experiences, has acquired skills to develop TGs for secondary education and to update TGs after changes in curriculum have taken place. In fact, the Ministry has actually developed and updated the TGs on its own. According to the Japanese experts who have been engaged in this project, other development partner provided support to the Ministry of Education to develop TGs for G7 and above after project implementation. However, the Ministry of Education was not satisfied with the TGs and developed all the TGs on its own. This can be regarded as impacts beyond what was intended in the first place.

In light of the above, project purpose for STEP regarding improvement of lesson practice has largely achieved, however, making appropriate evaluation judgment is difficult for STEP2 due to limited monitoring by the project implementation team for the security reasons, and as a consequence, they could not obtain clear evidence regarding the achievements. As regards overall goals, although positive signs toward achievement can be inferred for both STEP and STEP2, degree of attainment is unknown since information and data necessary to make evaluation judgment are not sufficient. Besides, it can be considered that synergy effects with other development partners existed. In addition, concrete impact on the development of TGs for secondary schools, for grades G7 and above, was confirmed.

Therefore, it is difficult to make appropriate evaluation judgment as regards to effectiveness and impact.

3.3 Efficiency (Rating: ②)

3.3.1 Inputs

Table 11: Plan and Actual Inputs of the Project

Inputs	Plan	Actual (At the time of Project Completion)
(1) Experts	STEP: Not stated STEP2：8 short-term experts	Total: 173.3 MM STEP: 13 short-term experts (58 MM) STEP2：13 short-term experts (115.3 MM)
(2) Trainees received	STEP: 2-3 persons each year STEP2: 2-3 persons each year	STEP: Total of 5 persons STEP2: Total of 9 persons
(3) Equipment	STEP: Equipment and materials for training, office automation equipment (about 50 million yen) STEP2: Not stated	STEP: 3.86 million yen STEP2: Not stated

Japanese Side Total Project Cost	Total: About 890 million yen STEP: About 450 million yen STEP2: About 440 million yen	Total: 1,140 million yen STEP: 456 million yen STEP2: 684 million yen
Afghanistan Side Operational Expenses	STEP: Counterpart personnel, project office space STEP2: Counterpart personnel, project office space	STEP: Counterpart personnel (30 persons), project office space STEP2: Counterpart personnel (164 persons), project office space

Source: Ex-ante evaluation report, JICA documents

3.3.1.1 Elements of Inputs

(1) Experts

Following experts have been engaged in the project. Experts for STEP: Project Manager/Teacher Training, Deputy Project Manager, Project Administration, Material Development, Training Planning, Mathematics Education, Life Skills Education, Teaching Methods, Publicity, and Project Coordinator – total of 13 experts (58 MM). Experts for STEP2: Project Manager/Teacher Training, TG Development, Teaching Methods, Mathematics Education, Teaching Method of Mathematics, Solving Problems of Mathematics, Science Education, Teaching Method of Physics, Teaching Method of Chemistry, Teaching Method of Biology, Training Management, TG Distribution Management, and Project Coordinator – total of 13 experts (115.3 MM).

(2) Trainees Received

Training in Japan was conducted every year targeting the officers of the Ministry of Education and the lecturers of TTCs. The aim of the training was to acquire knowledge and skills on the development of TGs and training manuals by the Ministry of Education officers (STEP), and on the teaching methods of science and mathematics by the lecturers of TTCs.

(3) Equipment

Equipment and materials for training, and office automation equipment were provided for STEP. The actual cost of equipment was much lower than planned but its reason is unknown.

(4) Additional Printing of TGs

Additional printing of the TGs was conducted for STEP2 with the aim of creating further impacts, envisioning the utilization of the TGs in projects implemented by other development partners. (Refer to “3.2.2.1 Achievement of Overall Goal”)

3.3.1.2 Project Cost

Project cost for STEP was initially planned to be about 450 million yen. In actuality, the project cost was 456 million yen, which is higher than planned (101% of the planned amount). Project cost for STEP2 was initially about 494 million yen[14], adding 54 million yen, the cost of reprinting the TGs as mentioned above, to the planned cost at the time of ex-ante evaluation. In actuality, the project cost was 684 million yen, which is higher than planned (138% of the planned amount). The assumed reason for the increased cost is the increased expenses for security measures due to the deterioration of security situation, especially for STEP2. When making synthetic judgment from the information provided by JICA, the results of beneficiary survey, and the hearing survey to Japanese experts who had undertaken the project, it can be considered that the inputs for STEP and STEP2 are connected to achieving results and their additional cost is appropriate to produce outputs.

3.3.1.3 Project Period

The actual project period for STEP was as planned as 27 months. The project period for STEP2 was planned as about 36 months (September 2007–August 2010), in actuality, the project period was 40 months (September 2007–December 2010) (111% of the initial plan). The reasons the actual project period exceeded the plan for STEP2 were due to limitation of travel areas by the Japanese experts which physically restricted the opportunities for them to work together with the Afghan counterparts as the security situation deteriorated. The fact that the Japanese experts could not enter the field in a timely manner due to adjustments for security measures was also the reason. As the second best way, activities were conducted remotely, utilizing JICA-NET[15] as well as local staffs instead of the Japanese experts. As mentioned above, although there were restrictions as to the inputs by the Japanese experts, local staffs have carried out the project with the instructions by the Japanese experts. As a result, this has lead to capacity development of local staffs' project management. In this way, the project was implemented utilizing the available resources as much as possible, and these inputs have lead to generate results.

[14] As mentioned in " 3.2.2.1 Achievement of Overall Goal" and " 3.3.1.1 Elements of Inputs", additional printing of the TGs was conducted for STEP2 with the aim of creating further impacts. These TGs were considered to be utilized in INSET implemented by other development partners such as the World Bank and USAID. Additional printing of the TGs serves to increase the outcome, " Primary school teachers are able to teach in compliance with the new primary school curriculum using TGs" and the increase of inputs is considered appropriate commensurate with the increased outcome.

[15] JICA Net is a remote technical cooperation project that JICA promotes. It consists of three tools utilizing various information and communication technology multiply (TV conference system, multimedia materials and JICA-Net library).

Although the project period for STEP was within the plan, the project cost exceeded the plan; thus, efficiency is fair. For STEP2, project cost exceeded the plan and project period was longer than planned; thus efficiency is fair. Therefore, judging STEP and STEP2 from an integrated perspective, efficiency of the project is fair.

3.4 Sustainability (Rating: ②)

3.4.1 Related Policy and Institutional Aspects for the Sustainability of Project Effects

What is necessary regarding policy and institutional aspects of the sustainability of project effects is that the Afghan policy puts emphasis on strengthening teachers' capacity. At the time of ex-post evaluation, the successor strategy of "Afghanistan National Development Strategy" was still being drafted, however, the government considers strengthening teachers' capacity as an urgent issue. Therefore, improvement of teacher quality/strengthening of teacher education sector is considered as continued priority issue. In addition, "National Education Strategic Plan III" (2015-2020) draft[16] sets out "Improvement of the Quality of Education (curriculum development, teacher education etc.)" as one of priority issues. Furthermore, according to the "Education for All Review Report 2015", improving the quality of education is stipulated as Goal 6, and the importance of strengthening teachers' capacity is pointed out under this goal.

Therefore, conditions of institutional aspects for the sustainability of project effects are secured.

3.4.2 Organizational Aspects for the Sustainability of Project Effects

Because answers to the questionnaires could not be obtained from the Ministry of Education, the Implementing Agency, and interviews by local consultants did not realize, information on the administrative side could not be confirmed as regards necessary structures for sustainability of project effects. However, according to the terminal evaluation report (draft) for STEP3, which is a successive project after STEP and STEP2, the importance is pointed out that the Ministry of Education provides continuous support and engagement in following three issues in order to sustain series of past achievements of STEP.

(1) The number of TGs cannot keep up with the number of primary school teachers which is increasing every year. (Reason: The TGs cannot be printed and delivered due to lack of budget of the Ministry of Education/Education Departments in the region. In addition, because of security issues, undeveloped infrastructures including roads and shortage of transportation means such as trucks, physical delivery cannot be made.)

(2) The gap is seen in the teachers' utilization skills of the TGs between those who

[16] National Education Strategic Plan III has not been approved at the time of ex-post evaluation.

participated in the TTC workshops and those who did not. (Reason for not participating in the workshop: Due to lack of budget, the number of teachers who can participate in workshops is limited and thus opportunity for participation is restricted.)

(3) For several provinces, monitoring has not been carried out periodically due to problems of budget and transpiration means. Therefore, it is difficult to make an improvement based on the actual situation at the field.

Furthermore, the issue is related with "3.4.4 Financial Aspects of the Implementing Agency for the Sustainability of Project Effects" below, allocation for ordinary budget from the center to the local (provinces and districts) takes time and it is a problem that timely allocation of budget is not realized when funding is necessary. These issues are also related with sustainability of STEP and STEP2, and therefore, continuous leadership of the Ministry of Education is expected.

Thus, there are some problems in terms of organizational aspects for sustainability of the project effects.

3.4.3 Technical Aspects for the Sustainability of Project Effects

Because answers to the questionnaires could not be obtained from the Ministry of Education, the Implementing Agency, and interviews by local consultants did not realize, information on the administrative side could not be confirmed as regards necessary skills for sustainability of project effects. However, when making synthetic judgment from the information provided by JICA and the hearing survey to those concerned with JICA and the Japanese experts who had undertaken the project, it can be considered that the Ministry of Education has acquired enough knowledge to develop and upgrade the TGs through the project. The performance of the Ministry of Education that it developed TGs for secondary schools and updated them after change of curriculum on their own shows that the Ministry of Education has the ability to utilize skills and knowledge acquired from this project even after project completion. Furthermore, results of the beneficiary survey shows that overall teaching capacity of teachers has increased through development of TGs and development of teaching resources, lesson plans and student resource books, as well as through INSET at TTCs etc. As such, 36 teachers out of 37, which is 97% of the teachers, responded that the developed TGs and materials are also useful for future capacity development. In this regard, it can be considered that technical aspects of teachers have been strengthened though the project and the enhanced skills of teachers continue to sustain even after the project.

Thus, sustainability of technical aspects to more than a certain degree is recognized.

3.4.4 Financial Aspects for the Sustainability of Project Effects

Because answers to the questionnaires could not be obtained from the Ministry of

Education, the Implementing Agency, and interviews by local consultants did not realize, information on the administrative side could not be confirmed as regards necessary finance for sustainability of project effects. However, according to the information provided by JICA and "National Education Strategic Plan III" (2015-2020) draft by the Ministry of Education, financial situation of the Ministry of Education is tight. As shown in Table 12, development budget execution rate remains to be 62% even at the highest rate in 2011. In addition, the situation of ordinary budget is as previously described ("3.4.2 Organizational Aspects of the Implementing Agency for the Sustainability of Project Effects").

Thus, there are problems in terms of sustainability of financial aspects.

Table 12: Budget of the Ministry of Education and Development Budget Execution Percentage

Unit: million USD

	2008	2009	2010	2011	2012	2013
Ordinary Budget	265.9	265.9	265.9	265.9	391.5	512.7
Development Budget	140.7	198.6	162.9	153.6	169.3	186.1
Total	406.6	464.5	428.8	419.6	560.8	698.9
Development Budget Execution percentage	37%	23%	54%	62%	32%	37%

Source: National Education Strategic Plan III (2015-2020) draft

Note) Total is not consistent due to rounding off.

In light of the above, some minor problems have been observed in terms of the institutional aspect and financial aspect of the project. Therefore sustainability of the project effects is fair.

4. Conclusion, Lessons Learned and Recommendations

4.1 Conclusion

The project, STEP, was implemented aiming to improve teaching and learning in classroom for G1-3 in-service teachers by utilizing practical TGs in target areas in Afghanistan – Kabul City and Provinces of Kabul, Nangarhar, Balkh, Kandahar and Heart. The succeeding phase of the project, STEP2, was implemented nationwide in the country aiming to utilize developed TGs at primary schools and to conduct lessons of teaching methodology using the concept of TGs at TTC. The project is consistent with Afghanistan's development policy and development needs from the perspective of the importance of basic education and improvement of quality of education. In addition, the assistance policy of Japan to Afghanistan stipulated the post-conflict support for reconstruction and rehabilitation as the priority issue, and education sector is

included in the area of priority assistance. Furthermore, education sector is regarded as one of priority areas of JICA assistance to Afghanistan and thus, the project is consistent with Japan's assistance policy. The timing of the project was also appropriate in terms of reliable implementation of pledges made by Japan after the International Conference on Reconstruction Assistance to Afghanistan in February 2003. Therefore the relevance of the project is high. The project purposes were basically achieved or considered as achieved to a certain degree at the time of project completion. However, clear grounds for judgment for STEP2 project purpose, "developed TGs are utilized at primary schools and lessons of teaching methodology using the concept of TGs are conducted at TTC", cannot be demonstrated due to lack of data on indicators regarding improvement of lessons by the teachers at sample primary schools, improvement of average points of exam results for the students who have received lessons from teachers utilizing the TGs, utilization of lesson plans by the lecturers of STTC and TTCs other than monitored provinces, and improvement of lessons by the lecturers of STTC and TTCs in monitored provinces. At the time of ex-post evaluation, positive indication of achievement of overall goals, "skills and abilities of Afghan in-service teachers are upgraded" and "primary school teachers are able to teach using TGs" can be observed, however, there is no means to verify the achievement objectively. Therefore, appropriate evaluation judgment cannot be made as regards to effectiveness and impact. Although the project period for STEP was within the plan, the project cost exceeded the plan; thus, efficiency is fair. For STEP2, project cost exceeded the plan and project period was longer than planned; thus efficiency is fair. Therefore, judging STEP and STEP2 from an integrated perspective, efficiency of the project is fair. Some minor problems have been observed in terms of the institutional aspect and financial aspect after project completion. Therefore sustainability of the project effects is fair.

In light of the above, the overall rating of this project cannot be derived since one of the evaluation items – effectiveness and impact – which is necessary to come up with the overall rating of the project cannot be judged.

4.2 Recommendations

4.2.1 Recommendations to the Implementing Agency

None.

4.2.2 Recommendations to JICA

None.

4.3 Lessons Learned

None.

End

Attachment

Production of Outputs at the Time of Project Completion

Outputs (achievement status in parentheses)	Indicators	Achievement status of individual indicators at completion of respective phases
STEP		
1. To develop practical TGs and trainers' manual, which is in accordance with the new curriculum of G1-3 (Achieved)	Development of G1-3 TGs (Islamic Studies, National Language (Dari and Pashto), Math and Life Skills) and trainers' manual	Achieved. The TGs and training manuals for G1-3 were developed.
2. To implement short-term INSET utilizing TGs for teachers assigned to G1-3 in the targeted areas (Achieved)	Number of teachers who participated in short-term INSET	Achieved. Although the target areas to implement INSET were changed from the original areas, "all G1-3 teachers in five provinces and one city" to "all G1-3 teachers in five cities and one province" (the change was due to the rapid increase of the number of teachers), about 10,000 teachers as originally planned participated in INSET.
3. To make policy suggestion for the improvement of PRESET and long-term INSET for primary school teachers (Achieved)	Policy suggestion is submitted and accepted	Achieved. Policy suggestion was submitted and accepted by the Ministry of Education within the project period.
STEP2		
1. G4-6 TGs for 7 subjects (Islamic Studies, Dari, Pashto, English, Mathematics, Science, and Social Studies) and G3 TGs for Islamic Studies are developed and distributed nationwide (Achieved) ※ Output was changed:	30,000 sets of TGs (7 major subjects for G4-6 and G3 Islamic Studies) are printed, and for about 10,250 schools nationwide, 3 sets of TGs are distributed per school in each provincial capital and 2 sets of TGs per school to other areas ※ The initial indicator was "number of printed and distributed TGs", however, it was concretized as mentioned above.	Achieved. The TGs of 7 major subjects for G4-6 and G3 Islamic Studies were all developed, printed and distributed nationwide.

Since changes took place for G3 TG for Islamic Studies, "G3 TG for Islamic Studies are developed, printed and distributed nationwide" was added to the output. Considering the above reason, it is considered relevant that the output was changed.	Revision of this indicator was relevant in terms of clarifying the attainment criterion	
	Average score in questionnaire regarding the quality of TGs responded by sample primary school teachers becomes more than 3 (evaluation scale of 1-4) ※ The initial indicator was "quality of TGs", however, it was concretized as mentioned above. Revision of this indicator was relevant in terms of clarifying the attainment criterion	Achieved. Average score in questionnaire regarding the quality of the TGs responded by the sample primary school teachers became more than 3.
	Average score in questionnaire regarding the usability of TGs responded by sample primary school teachers becomes more than 3 (evaluation scale of 1-4) ※ The initial indicators were "usability of TGs" and "utilization of TGs in sample primary schools", however, it was integrated and concretized as mentioned above. Revision of this indicator was relevant in terms of clarifying the attainment criterion	Achieved. Average score in questionnaire regarding the usability of TGs responded by sample primary school teachers became more than 3.
2. Concerning the subjects of Joint Teaching Science (teaching method of physics, chemistry and biology), teaching method of Mathematics, and Solving Math Problems for G1-9 teacher education curriculum, the syllabi are completed and the teaching resources, lesson plans and student resource books	Lesson plans for Joint Teaching Science (16 hours×3 subjects), Teaching Method of Math and Solving Math Problems (32 hours each) are developed ※ The initial indicator was "number of teaching periods developed", however, it was concretized as mentioned above. Revision of this indicator was relevant in terms of clarifying the attainment criterion	Achieved. Regarding syllabi, the Japanese experts have reviewed and consolidated them for TTC teacher education curriculum which had already been developed in India (*). TTC materials were developed based on the consolidated syllabi. * Syllabi were prepared in India through the support from GTZ.
	70% of lecturers of STTC and TTCs in monitored provinces utilize the	N.A. According to the beneficiary survey conducted at the time of

utilizing the TGs are developed and shared among TTCs (Status of achievement is unclear) ※ Output was changed: The initial output was "for primary school teacher education curriculum (G4-6), syllabi (entire structure) for lessons of teaching methodology and lesson plans (contents for each class) are developed and shared among TTCs". However, TTC curriculum was revised after the project and lessons of teaching methodology for G4-6 have not become any special. As such, the same lessons of teaching methodology were applied for G1-9, and the output was changed. Considering the above reason, it is considered relevant that the output was changed.	developed teaching resources and lesson plans ※ The initial indicator was "number of lecturers that utilizes developed teaching resources and lesson plans", however, it was concretized as mentioned above. Revision of this indicator was relevant in terms of clarifying the attainment criterion	ex-post evaluation, among 37 teachers, 36 teachers answered that they have utilized the developed teaching resources and lesson plans. However, because the number of samples is too little, reliable supporting data whether "70%" of lecturers of STTC and TTCs in monitored provinces utilized them, as shown in the indicator, is lacking.
	Average score in questionnaire regarding the quality of teaching resources, lesson plans and student resource books responded by lecturers of STTC and TTCs in monitored provinces becomes more than 3 ※ The initial indicator was "quality of teaching resources, lesson plans and student resource books", however, it was concretized as mentioned above. Revision of this indicator was relevant in terms of clarifying the attainment criterion	N.A. Although the achievement status is unclear due to lack of evidence to confirm it clearly, according to the beneficiary survey conducted at the time of ex-post evaluation, among 36 teachers who have utilized teaching resources, lesson plans or student resource books, 75% (27 teachers) pointed out their high quality. Thus, substantial achievement of the indicator can be inferred.
	More than 1 lecturer per school from 42 TTCs participates in workshops / training at STTC ※ The initial indicator was "number of TTCs and lecturers that participated in workshops / training at STTC", however, it was concretized as mentioned above. Revision of this indicator was relevant in terms of clarifying the attainment criterion	Achieved. Workshop was conducted for two days on August 1 and 2, 2010 at STTC in Kabul City for the purpose of sharing TTC materials with lecturers of 42 TTCs nationwide, and total of 144 lecturers attended the workshop.

Sources: Terminal evaluation report of STEP and STEP2; project completion reports; results of beneficiary survey.

Note) Slight modifications from the original Project Design Matrix are made to the outputs for clarification purpose, and there is no substantial change in their meaning.