

# Summary of the Final Evaluation Study Report

Created Date: 18<sup>th</sup> June 2016

Division in charge: Human Development Department Basic Education Group Basic Education Team 1

<b>1.Outline of the Project</b>		
Country: Republic of Paraguay		Project Title: The Project for Strengthening School Management and Local Context Curriculum
Division in Charge: Human Development Department		Total Cost: 143million yen (Disbursements at the end of the evaluation)
Period of Cooperation	(R/D): 7 <sup>th</sup> September, 2013 - 6 <sup>th</sup> September 2016 (3 years)	Partner Country's Implementation Organization: Ministry of Education and Culture of the Government of Paraguay (MEC) Directorate General of Higher Education (DGHE) Directorate General of Pre-school Education and Primary Education (DGPE) Directorate General of Education Process Improvement (DGEPI) Directorate General of Curriculum, Evaluation and Orientation (DGCEO)
		Supporting Organization in Japan: None
<b>1-1 Back Ground of the Project</b>		
<p>The Government of the Republic of Paraguay (hereinafter "Paraguay") began the educational reform with the implementation of the Educational Challenge "Paraguay 2020", also from 2009 "National Education Plan 2024" is driven to achieve an effective educational reform.</p> <p>The Paraguay Government requested a technical cooperation, and in response to that request, Japan implemented the project for the improvement of school management (2006 - 2009) focused on the primary education (approximately. 100 schools) of the two Prefectures (Cordillera and Central) with the objective of establishing the training model directed to the principals for the improvement of the school management.</p> <p>In the framework of the aforementioned project it has been achieved as results (i) the development of a training model of principals, the implementation of the training and the development of a monitoring system; (ii) the formulation of the procedure for making of School Education Plan (PEI in Spanish abbreviation) and the School Annual Plan (POA in Spanish abbreviation); (iii) making a set of materials for the principals training approved by the MEC. According to "the survey on the current situation of school management in Paraguay" carried out by JICA Paraguay in the year 2011, 91 % of the central schools of primary education in the 2 departments have the PEI developed and applied it in the school management, so it could also display the increase of the school days in the center schools of the targeted departments, from 86.9% to 95.4%.</p> <p>However, there is still a huge difference in the quality of education between urban and rural areas. In the "National Education Plan 2024" set to "Strategic 2: Quality of education at all levels and modalities" which in some way contributes to revert this situation and improve the quality of rural education.</p>		

In recent years, the Government of Paraguay adopts and drives the "territorial approach" to achieve the development according to the characteristics of the region/local, and in that sense, the education sector has encouraged schools to adapt the local context curriculum.

In the framework of the educational process of the Ministry of Education and Culture, the primary education school must develop and include the "Institutional Curriculum Project (PCI)" in the PEI to achieve a "the local context curriculum".

With the implementation of the "territorial approach", the Ministry also works hard to its implementation. Despite the PCI was implemented in the decade of the 90, it is not still very well-known and by the lack of specific examples in the conceptual, several schools still have led to the practice.

On the basis of the results of the aforementioned project, the Government of Paraguay has requested the Government of Japan the "Project for strengthening of school management and local context curriculum" with the aim of boosting the school management appropriate to the local context in the rural areas of the 4 departments of the Eastern Region.

In response to this request, the JICA carried out the detailed planning survey in March 2013, in which together with the Government of Paraguay produced the Record of Discussion (R/D) which defined such as the basic plan of the project implementation structure, the responsibilities of both sides; and was signed on 25 April 2013 between the both sides (period of the project: September 2013 - September 2016).

### **1-2 Objective of the Project**

The period of implementation of the project is for 3 years from September 2013 to September 2016. On the basis of the results of the "Project for Improvement of school management" (July 2006 - January 2009), the project aimed to implement and improve school management adapted to the local context in the 4 prefectures of the country, through the clarification of the roles and responsibilities of the respective directorates involved with the theme of the principals' training, improvement of the content of the manual for the development of the schools plan, practice of principal training in the Teacher Training Institute/ Regional Center of Education (IFD/CRE) applying the aforementioned manual, putting into practical school management on the part of the principals (principal and vice principal) of primary schools that receive the appropriate training and the support and guidance from the educational supervisors through monitoring activities.

#### **(1) Overall Goal**

PEI is utilized at central and associate primary schools of the target prefecture, reflecting local contexts in educational activities in PCI.

#### **(2) Project Purpose**

PEI is utilized at central primary schools of the target prefecture, reflecting local contexts in educational activities in PCI.

#### **(3) Outputs / Activities**

Activities 0: Conduct base-line and end-line survey

Outputs 1: Preparation manual of PEI including PCI is developed and preparation manual of PEI is revised

Activities 1-1: Identify requirements in revision of existing PEI/POA manual and development of PCI preparation manual

Activities 1-2: Develop and revise format and preparation manual of PEI including PCI

Outputs 2: The capacity of the target prefectures to conduct principal training on PEI including PCI is improved

Activities 2-1: Organize the kick-off meeting of implementation of principal training at each target prefecture

Activities 2-2: Support formulation of implementation plan of principal training (incl. training of trainers and supervisors) and monitoring

Activities 2-3: Support implementation of principal training provided by IFD/CRE

Activities 2-4: Evaluate the principal training (incl. training of trainers and supervisors) to feedback possible improvement

Outputs 3: Capacity to monitor IFD/CRE lecturers' and supervisors' work at prefectural and central level is improved

Activities 3-1: Analyze the school monitoring method of PEI including PCI

Activities 3-2: Provide training for IFD/CRE lectures and supervisors on school monitoring of PEI including PCI

Activities 3-3: Follow-up school monitoring provided by IFD/CRE lectures and supervisors

Activities 3-4: Hold an evaluation seminar to share information on 3-3

Activities 3-5: Hold an annual gathering at the end of school year to share good practice

Outputs 4: Roles and responsibilities regarding school management with PEI including PCI are legitimated by official document

Activities 4-1: Identify roles and responsibilities of related organization to disseminate PEI including PCI

Activities 4-2: Arrange official documentation on 4-1

**(4)Inputs**

Japanese side:	
Experts	Leader/School management (x1) expert, Local education contents evaluation (x1)
Employee	Local staff (x1)
Provision of Equipment	Laptop PC (x1), Projector (x1), Project car (x1)
Cost	Expenses of instructor and principal trainings
Project Consultation	10 <sup>th</sup> - 18 <sup>th</sup> November, 2013 (Leader: Mr Shinichiro Tanaka, Education planning: Mr Yoshihiko Chujo)
	Confirmation of the impact of the government change, Share of the direction of this project, Confirmation of the plan and the progress of this project

11 <sup>th</sup> - 22 <sup>th</sup> November, 2014 (Leader: Mr Shinichiro Tanaka, Education planning: Mr. Takuya Hakota)
<ul style="list-style-type: none"> <li>• Confirmation of the results of Activities and the Outputs</li> <li>• Discussed and concluded an Agreement about the issues in the project, "Change of implementation system related to the organizational restructuring of MEC", and the project direction</li> <li>• Evaluation report of the performance of the project and the outputs (Evaluation Grid, Review report)</li> </ul>

Training in Japan			
	Schedule	Theme	Number of people
1	11 <sup>th</sup> - 31 <sup>th</sup> May, 2014	School Management for Improving Quality of Teaching Learning Practice	3
2	25 <sup>th</sup> January - 7 <sup>th</sup> February, 2015	Improvement of Education in Remote Areas	4
3	11 <sup>th</sup> - 30 <sup>th</sup> May, 2015	School Management for Improving Quality of Teaching Learning Practice	6
4	7 <sup>th</sup> - 27 <sup>th</sup> February, 2016	Improvement of Education in Remote Areas	3
5	15 <sup>th</sup> June - 9 <sup>th</sup> July, 2016	Improvement of Education in Remote Areas - For the Achievement of MDGs and EFA	2

Paraguay side:	
Counterpart	Project Unit: 8 (2 persons from 4 related departments in MEC: DTT, DGPE, DGEPI, DGCEO, secretary: 1)
Office and Utilities	Office room (x1), Internet connection, Utility Costs
Equipments	Copy machine (x1), Desktop PC (x12) Office supplies (Desk, Refrigerator, Microwave)
Expenses of training	Transportation and daily allowance, Printings

#### (5) Target areas and Beneficiaries

Target areas: 4 prefectures in the eastern part (ITAPUA, ALTO PARANA, CAAZAPA, CAAGUAZU)

Target schools: Whole Basic education school (Central: Total 357 and Associate: Total 2,083) in the target region

Beneficiaries: Technical officers in MEC and the prefectural government offices  
IFD/CRE lecturers (Total 12 schools)  
Principals and vice in the central schools

2.Overview of the Evaluation Team		
Member of the team	(Assigned Area, Name, Company)	
	Leader	Shinichiro Tanaka Visiting Senior Advisor (Education) in Human Development Department, JICA Education Planning
	Cooperation Planning	Ken Furukawa Special Advisor in Basic Education Team 1, JICA
	Evaluation and Analysis	Asuka Suzuki Pegasus Engineering Corporation
Period of Evaluation	5 <sup>th</sup> -24 <sup>th</sup> June, 2016	Type of Evaluation: Final Evaluation

3.Evaluation Results
<p>3-1 Project Performance</p> <p>(1)Outputs</p> <p><b><u>Output 1: Preparation manual of PEI including PCI is developed and preparation manual of PEI is revised</u></b></p> <p>→Achieved</p> <p><u>Indicator 1-1: Developed preparation manual of PEI including PCI and revised preparation manual of PEI</u></p> <p>Revised PEI including PCI has been reviewed and approved as an official document of the MEC by Curriculum Evaluation and Orientation in April 2016. Final editing works are ongoing. It is planned to publish total 1,500 copies until July 2016 and distribute by three parts to the central primary schools (Total 357), SATP (Total 56), IFD/CRE (Total 12) and related departments and agencies.</p> <p><b><u>Output 2: The capacity of the target prefectures to conduct principal training on PEI including PCI is improved</u></b></p> <p>→Generally achieved but there are few districts that remains issues in the field of planning and implementation of the principal training.</p> <p>Current indicator is not enough for the evaluation of the improvement of the implementation capacity of the principal training of each province. As a result of the interview to the IFD/CRE lecturers and supervisors etc, there are some positive evidences are founded such as the team work between IFD/CRE lecturers and supervisors are enhanced, PEI manual including PCI is utilized, and it can be said that the implementation capacity of the principal training has been improved. However implementation time of principal training in the target four prefectures are insufficient.</p> <p><u>Indicator 2-1: Number of IFD/CRE lecturers/supervisors trained with revised format and manual</u></p> <p>→Achieved</p> <p>The number of students of the lecturers' training graduates is 119. It was determined to conduct the training without hindrance.</p>

Number of students of lecturers' training in each prefecture

Prefecture	IFD/CRE Lecturers	Supervisor	SATP Technical officer	CDSE <sup>1</sup> Technical officer	Total
Caaguazú	5	14	15	3	37
Caazapá	3	4	9	0	16
Itapúa	8	8	16	1	33
Alto Paraná	2	13	16	2	21
Grand Total	18	39	56	6	119

Source: Endline survey report

**Indicator 2-2: Number of training provided**

→Most IFD/CRE have conducted sufficient number of lectures' training. In some IFD/CRE, the training hours are lower than the levels specified by the ordinance.

**【Lecturers' training, Additional training】**

Lecturers' trainings were provided five times as planned. In addition to, supplementary trainings were conducted and it is available to conclude the numbers of trainings are enough. Details are shown in the table below.

Outline of Lecturers' training and Supplementary training

Title	Period	Theme
Lecturers' training, 1 <sup>st</sup>	May - April, 2014 (3days)	<ul style="list-style-type: none"> <li>• Baseline survey report</li> <li>• Formation and role of the prefectural school management unit</li> <li>• Reviewing the development procedure of PEI and POA</li> <li>• Way to utilize the monitoring tool</li> <li>• Planning for principal training</li> </ul>
Supplementary training for IFD/CRE lecturer and supervisor	May - April, 2014 (2days)	<ul style="list-style-type: none"> <li>• Baseline survey report</li> <li>• School management</li> <li>• Reviewing the development procedure of PEI</li> </ul>
Lecturers' training, 2 <sup>nd</sup>	October, 2014 (4days)	<ul style="list-style-type: none"> <li>• Administrative regulations, obligations and ordinances of Public primary education school</li> <li>• Educational curriculum in Paraguay</li> <li>• Concept and elements of PCI</li> <li>• Positioning of PCI under the PEI</li> </ul>
Lecturers' training, 3 <sup>rd</sup>	March, 2015 (3days)	<ul style="list-style-type: none"> <li>• Development of PCI</li> <li>• Development of PA</li> </ul>
Lecturers' training, 4 <sup>th</sup>	June, 2015 (4days)	<ul style="list-style-type: none"> <li>• Analysis of PCI</li> <li>• Shareing experiences on the development of PCI and resolve issues</li> </ul>
Supplementary training for IFD lecturer	October, 2015 (2days)	<ul style="list-style-type: none"> <li>• Importance of development of PEI/PCI</li> <li>• Implementation of national achievement test and school evaluation</li> <li>• Development of the participatory model of PEI</li> <li>• Relationship between PEI, PCI and PA</li> <li>• Sharing the current progress of the PEI manual revise work</li> <li>• Pedagogical technique that should be described in the PCI</li> <li>• Presentation of the pedagogical technique in the areas of math and communication, and practical exercise</li> </ul>

<sup>1</sup> Prefectural Coordination of Educational Supervision: CDSE

Lecturers' training, 5 <sup>th</sup>	April, 2016 (2days)	<ul style="list-style-type: none"> <li>• Evaluation of PEI/ PCI</li> <li>• Budget planning</li> <li>• Regionally oriented education and development of PC<sup>2</sup></li> </ul>
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### 【Principal Training】

Principal training has been jointly conducted by the IFD/CRE lecturers and supervisors to the school principal and vice in the Jurisdictional area. According to the Ministerial resolution No. 239/15 was enacted in May 2015, it states that participants who have completed 300 hours of training directors be certified. These 300 hours consist of lectures (100 hours) and practical trainings in their each school. Each IFD/CRE has independent responsibility for the time allocation and the evaluation of the practical training. Based on the endline survey (conducted in April, 2016), implementation time of the principal training is as shown in the following table. In the 8 out of 12 IFD/CRE, training time has exceeded 200 hours and it is expected to achieve 300 hours up to the end of the project. On the other hand, in the rest of other four IFC/CRE, it is difficult to meet the goal. Especially for IFD San Juan Nepomuceno (20 hours executed) and IFD Maria Auxiliadora (80 hours executed), significant improvement is required.

Implementation time of the principal training in each IFD/CRE

Prefecture	IFD/CRE	Plan			Actual
		Lectures	Practical Training	Total	
Caaguazú	IFD de Caaguazú	136	164	300	150
	IFD de Coronel Oviedo	100	200	300	228
	IFD de San José de los Arroyos	180	120	300	250
Caazapá	IFD de Caazapá	120	180	300	210
	IFD de Yuty	180	120	300	200
	IFD de San Juan Nepomuceno	NA	NA	NA	20
Itapúa	CRE de Encarnación	100	200	300	200
	IFD de Coronel Bogado	100	200	300	300
	IFD de Capitán Miranda	100	200	300	120
	IFD de Yatytay	NA	NA	300	270
	IFD de María Auxiliadora	100	200	300	80
Alto Paraná	CRE de Ciudad del Este	180	120	300	250

Indicator 2-3: Satisfaction level of trainees (principals, teachers, etc.)

→High

According to the endline survey, 77.8% of the trainees satisfied with the principal training and it can be said that the trainees' satisfaction is generally high.

Indicator 2-4: Number of trainees (principals, teachers, etc.)

→Generally achieved

<sup>2</sup> Community project

Although the numerical indicator does not set, it is originally expected to participate two persons (Principal / Vice) from each school. According to the endline survey, average number of trainees from each school is more than two persons and it can be said that the indicator is achieved. Initially, it had expected to provide the training for central school principal and vice. In actually, most of the IFD/CRE has provided the training including associate schools.

Number of participants of IFD/CRE principal training

	IFD/CRE	Central	Central (Principal )	Central (Vice/Teacher)	Associate (Principal)	Associate (Vice/Teacher)	Total
Caaguazú	IFD de Caaguazú	72	57	209	293	221	780
	IFD de Coronel Oviedo	38	31	26	8	10	75
	IFD de San José de los Arroyos	6	6	5	21	0	32
Caazapá	IFD de Caazapá	14	15	30	0	0	45
	IFD de Yuty	12	12	8	12	8	40
	IFD de San Juan Nepomuceno	32	15	43	50	56	164
Itapúa	CRE de Encarnación	9	34	12	21	12	79
	IFD de Coronel Bogado	25	12	14	61	0	87
	IFD de Capitán Miranda	28	23	18	118	1	160
	IFD de Yatytay	29	22	28	182	13	245
	IFD de María Auxiliadora	10	9	4	36	3	52
Alto Paraná	CRE de Ciudad del Este	82	68	30	100	30	228
Total		357	304	427	902	354	1987

**Output 3: Capacity to monitor IFD/CRE lecturers' and supervisors' work at prefectural and central level is improved**

→It can be said the monitoring and consultation to the school by the supervisor is generally well and it is improved the supervisor s' monitoring capacity. On the other hand it has become clear that the advices and feedback from CDSE, DTT and DGEPI are insufficient.

**Indicator 3-1-1: Number of training reports submitted by IFD/CRE to DTT**

→Submitted reports were not unified and impossible to evaluate the case

According to the endline survey, there is a large difference in number of submitted reports around zero to eighteen from each IFD/CRE. The project unit has advised to IFD/CRE to submit the principal training report as soon as the training is conducted. Practically the report is often compiled with other reports and submitted to the DTT. There are request from IFD/CRE principals and lecturers to feedback for the submitted reports to the DTT. According to the DTT, if there is a problem, appropriate feedback has carried out in personally or at the monthly meeting with DTT and IFE principals.

**Indicator 3-1-2: Number of monitoring report submitted by Supervisors to DGEPI**

→Generally achieved



Supervisors conduct monitoring of schools after the principal training and SATP submit the report to CDSE. As of November 2014, 25 (42%) of SATP (Total 59 SATP in the project target area) submitted the report. The project unite conducted a training for the purpose of strengthening the monitoring capacity of supervisors, pedagogic technical officer and IFD/CRE lecturers in August 2015 in the four prefectures of the project target area. Each supervisor conducted school monitoring to every central school in August and November 2015 and every SATP (Total 56) submitted report. In addition, there was a consistent concern that no proper advice from CDSE and DGEPI and it can be said that problem remains to be solved regarding the use of reports.

Indicator 3-2: Satisfaction level of principals upon the monitoring by supervisors

→Generally favorable

According to the endline survey, total 36 out of 40 central schools received school monitoring and all of monitored school principals answered the monitoring is helpful in their work.

The final evaluation research revealed that most of school principals of central and associate schools have relatively high degree of satisfaction for the monitoring by supervisors. With this, most of supervisors of all the target prefectures mentioned the difficulty of monitoring in schools that are geographically distant and lack of budgets for transportation. It has also been confirmed that in many cases are to compensate for this situation using cell phone, text message etc.

Output 4: Roles and responsibilities regarding school management with PEI including PCI are legitimated by official document

→Achieved (partially concerned about the effectiveness)

Indicator 4-1: Clarified roles and responsibilities regarding school management with PEI including PCI

Division of duties of central government and municipal government related to the clarified roles and responsibilities regarding school management with PEI including PCI was proposed to the Joint Coordinating Committee and agreed in February 2016. They also agreed that the roles and responsibilities are formalized by inserting in the manual preparation of PEI revised and adjusted. The manual has received approval from DGCEO.

Also from the 2016 fiscal year, those items of PEI including PCI have been described in a school calendar (MEC official document to be issued in each year of inception) and SATP management obligation has become clearer.

On the other hand, especially for the specific date of the realization of the division of duties of the central government have not been made consensus between the parties and it seems lacking the effectiveness of duty.

(2)Progress of Project Purpose

**Project Purpose: PEI is utilized at central primary schools of the target prefectures, reflecting local contexts in educational activities in PCI**

→ Achieved

The target value of Indicators 1 and 2 have been achieved. Some of confusion about the definition and meaning of PEI, PCI and PC have been occurred in schools because the various projects for PEI were conducted same time with the support of various donors such as JICA, Plan International and IDB etc. Corporation with this project, a PEI manual have been unified and inserted a PCI manual, confusion in the schools has been eliminated and increase the number of creation of PEI or PCI. Furthermore the manual has been increasingly utilized in the project target schools.

In the process of the development of PEI and PCI, many people such as principal and vice president of school, teachers, parents and school representatives, work collaboratively. Also supervisors and pedagogical technical officers have been conducting regular monitoring and support of the school. It was confirmed that the strategies adopted by the project promoted the strengthening of the organization and cooperation of stakeholders to improve the quality of education.

Indicator 1: 70% of primary school have PEI including PCI

→Achieved

According to the result of the Endline survey, 94.6% (334 out of 353 schools) of central schools have PEI. Therefore, the indicator "70% of primary school has PEI including PCI" has been achieved.

Indicator 2: 70% of activities planned in PCI are implemented

→Achieved

70.5% (249 out of 353 schools) of central schools have been conducting the PCI activities in PEI. In the project target four prefectures, the result exceeded the indicator "70% of activities planned in PCI are implemented" and it can be said this indicator has been achieved.

(3)Progress of Overall Goal

**Overall Goal: PEI is utilized at central and associate primary schools of the target prefectures, reflecting local contexts in educational activities in PCI**

→Achieved

As stated previously in Output 2, Indicator 2-2, amount of trainees of principal training is expected to rise above the initial plan. Owing to this reason the indicator has been achieved. Monthly regular study circles are held regularly and to exchange central and associate schools and pedagogical coordinators.

1. 50% of primary schools have the PEI included PCI

→Achieved

In the project target four prefectures, 86.7% (1,805 out of 2,083 schools) of associate schools have PEI and 65.1% (1,355 out of 2,083 schools) have PCI and indicator "50% of primary schools have the PEI included PCI" has been achieved.

## 2. 70% of activities planned in PCI are implemented

→Achieved

76.7% (1,039 out of 1,355 schools) of schools have PCI and have been conducting at least one activity in PCI. Therefore, the indicator "70% of activities planned in PCI are implemented" has been achieved.

### 3-2 Summary of the Evaluation Results

#### (1) Relevance **【High】**

This project adopts as methodology "Training + Follow-up in the field" has been confirmed to be effective in the previous phase. The adoption of the methodology that has been proved its effectiveness is considered adequate and high relevance. Moreover the issue addressed in this project is consistent with the "National Education Plan 2024" of Paraguay and the Japan's ODA policy and has a high political relevance.

#### (2) Effectiveness **【Slightly High】**

As stated previously Project Purpose has been achieved. The revised manual by this project (revise and distribute by the end of 2016) has been used by IFD/CRE for the principal training in the target prefectures. In addition, each School Management Unit has developed a PEI including PCI and PC with school officials, parents and students.

Some schools show greater interest by promoting parental involvement with PC, and also they become aware of contributing to the motivation of children towards learning and improving academic performance. On the other hand, monitoring the central and prefectural level of government is difficult to analyze or measure with the achievement of the project objectives because their monitoring activities are limited such as administrative management.

#### (3) Efficiency **【Moderate】**

It has been confirmed that project inputs have contributed to the achievement of the Outputs. The Japanese side inputs, the budget and the allocation of experts, were generally met in a timely manner. Delay was observed in the budget execution from the Paraguay side. When the project began, allocation of the counterpart members was adequate. These members have been decreased gradually and at the time of the final evaluation survey, originally planned regime has not been maintained. For this reason, the accumulation of knowledge is limited and it is difficult to say that the input by the project has been fully utilized for technical transfer. From the above, efficiency is evaluated moderate.

#### (4) Impact **【High】**

As we have seen, Overall Goal has been achieved on the whole target prefectures. On the other hand, it is necessary to continue to support until completion of the project, because one prefecture has not achieved the indicator. The manual is used in the principal training conducted by IFD/CRE and also utilized in all fifteen schools in this survey (9 central schools and 6 associate schools). PEI/PCI is incorporated in the teacher training curriculum of CRE Este.

### (5) Sustainability 【Moderate】

In the four target prefectures, except for some regions, it can expect sufficient sustainability in organizational and technical aspects and human resources. As a result of the final evaluation survey it seems that the entire related person involved in designing PEI/PCI voluntarily and positively rather than a sense of duty. It is also expected to utilize effective and useful.

Sustainability is highly related to government funding or other donors' cooperation such as FONACIDE (Fondo Nacional de Inversión Pública y Desarrollo) and IDB (Inter-American Development Bank). With regards to political aspect, improving school management is one of the most important issues of educational policy for the central level, and some supporting actions on this issue are expected. In addition, it is not clear how and who is responsible for taking over the function of the project in the central government. Formulating an organization for the post project unit is an urgent task. The manual includes the clarification, duties and responsibilities of the each central department for expansion of PEI/PCI and the official recognition of this manual will be highly expected.

#### 3-3 Factors promoting the production of effects

##### IFD/CRE lecturers and Supervisors

IFD/CRE lecturers, supervisors and pedagogic technical officers cooperated and conducted the principal training and continuous support in school management. Some principal training has been held at neighboring place of central schools by IFD/CRE allowed to reduce transportation costs of participants. There were some cases in which participants collaborated to cover relocation costs of lecturers. School calendar of which included PEI/PCI allows IFD/CRE lecturers and principals to keep pace with their activities.

#### 3-4 Factors inhibiting the production of effects

##### Transportation cost

IFD/CRE, SATP and other organizations have budgetary constraints. For monitoring, in many cases, supervisors travel by their own cost. Endline survey reveals the low frequency of monitoring by the supervisors to distant schools. Each monitoring is often conducted under a burden on supervisors. In the interview of this final evaluation survey, IFD/CRE and supervisors request to reduce the personal burden they are now facing.

##### Delay of budget execution

Due to the frequent delay of the budget execution by Paraguay side, lecturers' training had been postponed frequently.

#### 3-5 Conclusion

This project provided support in spreading "PEI including PCI". Despite the delay in the development of some materials (PC) and disadvantages in the use of monitoring information at level of central government, it can be said this project was successful from the achievement of the expected results and

the five evaluation criteria. In this process, the practice of joint work cooperating with IFD/CRE and supervisors led to improve confidence compared with the first phase, and generate impact such as providing principal training to the associate schools.

This evaluation survey visiting to schools makes aware of the education activities practiced in the PCI could generate the impacts on students (mainly improving literacy), and verified that PEI can be a useful tool to promote activities with focus on "learning children".

The biggest task for the future is to organize the structure of the MEC to establish responsibility for the measurements and actions expansion "the PEI including PCI." It is expected to start planning work expansion as soon as possible; allocating the necessary human resources according to document roles and responsibilities is being executed before the end of the project (issue of Ministerial ordinance).

### 3-6 Recommendation

#### (1) Widely spread the developed PEI/PCI manual and format

It is recommended to distribute the manual not only the target prefecture but also other prefectures with a PC examples booklet.

#### (2) Promoting several school activities into PEI

In particular, the Guideline of PEI (2008) of the previous version does not integrate the various projects / existing activities in school, and there are some activities managed separately from PEI. In this regard, it is recommended that the supervisors shall advice through the annual review based on the school calendar and unify the activities in PEI. With this, schools should allow to recognize the comprehensive view of activities and comprehensive and integrated design of school activities

#### (3) Creating flexible and appropriate framework for schools supported by IFD/CRE

It is recommended that IFD/CRE lecturers and supervisors need to make effort to deliver their direction and support to geographically distant schools with the benefits of PEI/PCI and thereby effectively manage limited resources.

It is also recommended to build and strengthen their relationships between IFD/CRE lecturers, supervisors and each school principles that enable to communicate more easily.

#### (4) Continuous support to enhance the possession of PEI/PCI

It is recommended that DGPE implements organizational and personnel changes as soon as possible according to the document "roles and responsibilities". Allocation of the resources is the most important measures to promote the utilization of PEI/PCI. It is recommended to define the annual activities for information gathering and using and appointed a representative before the end of the project.

- ① The CDSE should include possession rate of PEI/PCI in the annual report.
- ② Based on the information, DGEPI conducts the annual survey of possession rate of PEI/PCI, and submit the results to DGPE.

③ Based on these information, DGPE shall:

- (a) Specify the prefecture and IFD/CRE that have been delayed in implementing PEI/PCI
- (b) Request for DTT to foster the IFD/CRE lecturers responsible for PEI/PCI and continuous training for teachers in regions with low possession rate of PEI.
- (c) In accordance with the instruction of DGEPI, strengthen supervisors' guidance and support with IFE/CRE for the area of low possession rate of PEI/PCI

(5) Maintain the cooperative relationship between IFD/CRE and supervisors of the 4 target prefectures  
It is recommended not only continuous principal training for newly assigned principal and vice but also to widen the target of the training of PEI/PCI such as curriculum coordinator and associate schools. In doing so, it would be useful to combine the circle or group of organizational learning and with some flexibility. It is necessary to continue the additional support for IFD/CRE which controls some areas of low possession rate of PEI/PCI. The IFD/CRE is recommended to widen the target of the training for teacher training course and improving the lecture, training and practice of PEI including PCI and PC.

(6) Building asset for other prefectures in addition to the 4 target prefectures by FONACIDE and IDB  
It is recommended establishing the system of coordination and linkage with IFD/CRE and supervisors adopting the same scheme of this project for "the project to support multi-grade class and teacher training BSE (with FONACIDE financing)" and the project of "resolving schools operated on the two-shift system (financed by IDB)".

As a result, not only the achievement of the project purposes, it can be expected to improve the rate of the possession of PEI including PCI and PC after the completion of the project. In addition, it is expected that more effective and practical training will conduct attending with dedicated IFD/CRE lecturers, supervisors and principals as a lecturer of the training.

### 3-7 Lessons Learned

(1) Spreading the project concept based on the "Training + Follow-up in the field" method is valid.  
As in the first phase, it is effective to conduct the project based on the method. It can be said the calendar including PEI and PCI is obviously effective to enhance the cooperative work with IFD/CRE and prefectural government offices.

(2) Mutual utilization of resources may be occurred impact.  
The materials, tools and knowledge and ability of the trained lecturers for the in-service teachers can be transferred to the teaching courses and one of IFE/CRE has already introduced PEI/PCI in their school management course. It is important to create the mutual utilization of resources between in-service teachers and teaching courses.

(3) Difference in the level of interest among IFD/CRE on PEI.  
There is a difference in the interest and ability of IFD/CRE and it is apparent the delay of the training in

the 2 out of 12 IFD/CRE.

When expanding the concept of PEI/PCI for other prefectures, it is required to assume and plan to prevent the reasonable risk such as about 10 to 20 % of training takes time longer than as usual.

(4) Effectiveness of communication and coordination system taking advantage of the SNS (short message service)

Using the communication systems such as group chat function between IFD/CRE and school principals and the communication is tend to majority for one-to-many relationship.

(5) Impact on the activities due to the delay in budget implementation.

As in the first phase, there was a delay in the approval and implementation of the budget by MEC to cover the costs of training. In order to achieve timely, it is important to make plans and implement the budget as planned, make activity plan with some flexibility considering delays that could occur in the process.