

Country Name	School-Based Disaster Education Project
Republic of Turkey	

I. Project Outline

Background	<p>Turkey is one of the most earthquake-prone countries and the government of Turkey regarded Disaster Risk Management as an urgent issue, having made remarkable efforts to build up a resilient nation focusing on structural measures with the assistance of foreign donors including Japan. However, in terms of non-structural measures, the government of Turkey has realized that further efforts should be made, especially to promote the education in disaster preparedness at schools. The National Earthquake Strategy and Action Plan (NESAP) (2012-2023) includes the promotion of disaster education as the responsibility of the Ministry of National Education (MoNE), and requires that each school has to prepare the Civil Defense Plan. However, classroom lessons on disaster preparedness at school had not been carried out systematically, which had made it difficult to expand them over the nation.</p>												
Objectives of the Project	<p>The Project aimed at improving the school-based Disaster Education in the Pilot Basic and Secondary Schools⁽¹⁾ of the project area by enhancing the capacity of Master Teachers⁽²⁾ and administrators, improving supportive educational materials for teachers and the establishment of disaster management system, thereby enhancing Disaster Education capacity in the project area of selected ten provinces.</p> <p>(1) Pilot Basic and Secondary Schools: Basic and Secondary Schools where the project activities were done. Mater teachers were selected from those pilot schools.</p> <p>(2) Master Teachers : They were selected from each pilot school and Provincial Education Office in pilot provinces. They took master teacher training in order to disseminate the knowledge about disaster education by giving trainings for other teachers of their own schools or neighbouring schools.</p> <p>1. Overall Goal: To enhance Disaster Education capacity for fostering awareness of school administrators and teachers in Basic schools and of school administrators in Secondary Schools in the project area.</p> <p>2. Project Purpose: To improve school-based Disaster Education to enhance knowledge and to strengthen school disaster management capacity of school administrators and teachers in the Pilot Basic and Secondary Schools in the project area.</p>												
Activities of the Project	<p>1. Project Site: Eight provinces of Marmara region (Balikesir, Bursa, Canakkale, Istanbul, Kocaeli, Sakarya, Tekirdag, Yalova) and neighboring two provinces (Bolu, Duzce)</p> <p>2. Main Activities:</p> <p>1) To enhance capacity of Master Teachers and administrators to be able to disseminate the knowledge to their colleagues regarding Disaster Education.</p> <p>2) To improve supportive educational materials for teachers related with Disaster Education for basic education.</p> <p>3) To establish disaster management system of Pilot Basic and Secondary Schools which are suitable to their environment.</p> <p>3. Inputs (to carry out above activities)</p> <table border="0"> <tr> <td>Japanese Side</td> <td>Turkey Side</td> </tr> <tr> <td>1) Experts: 8 persons</td> <td>1) Staff allocated: 21 persons</td> </tr> <tr> <td>2) Trainees received: 41 persons</td> <td>2) Provision of Facilities and Equipment</td> </tr> <tr> <td>3) Equipment: None</td> <td>3) Operating expenses</td> </tr> <tr> <td>4) Operational Expenses</td> <td></td> </tr> </table>			Japanese Side	Turkey Side	1) Experts: 8 persons	1) Staff allocated: 21 persons	2) Trainees received: 41 persons	2) Provision of Facilities and Equipment	3) Equipment: None	3) Operating expenses	4) Operational Expenses	
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Project Period	January 2011- July 2014 (Extension period: January 2014 – July 2014)	Project Cost	(ex-ante) 230 million yen (actual) 219 million yen										
Implementing Agency	General Directorate of Teacher Training and Development (GDTTD), Ministry of National Education (MoNE) (The implementing agency was called as “In-service training Department”, MoNE before the organizational reform.)												
Cooperation Agency in Japan	Crisis Management Office, Kobe City Government Guidance Division of the Guidance Department, Board of Education Secretariat, Kobe City Government												

II. Result of the Evaluation

<Constraints on Evaluation>

• Effects of subsequent technical assistance under the technical cooperation project: It should be well noted that the outcome of the project studied under this ex-post evaluation is the combined effects with the subsequent JICA project, “Project of Earthquake and Tsunami Disaster Mitigation in the Marmara Region and Disaster Education in Turkey” (2013-2018) under which some assistance in the field of disaster education has been continued after the project completion.

• Evaluation judgment with limited information on project activities during the extension period : During the extension period, some activities were carried out. However, no documents on those activities are available except the Management Guidance Survey Report prepared by Japanese experts. The evaluation judgment under this ex-post evaluation, therefore, is made based on this existing document and results of field survey.

< Special Perspectives Considered in the Ex-Post Evaluation >

• Change of number of pilot schools due to the Education reform: In September, 2012, the national educational system was reformed from “8 years of basic schools (5 years of elementary schools+3 years of junior high schools) + 4 years of secondary schools” to “4 years of elementary schools +4 years of junior high schools +4 years of secondary schools” and basic schools were classified into two categories, elementary schools (4 years) and junior high schools (4 years). This change resulted in the increase of Pilot Basic School number from 80 to 145. This report uses the most updated data, but presents the result by applying it into the original number of Pilot Schools.

• Clarification of measurement to examine the achievement level of Overall Goal: In order to examine the achievement level of Overall Goal, (“To enhance Disaster Education capacity for fostering awareness of school administrators and teachers in Basic schools and of school administrators in Secondary Schools in the Project area”), it is important to review whether the sustainable system of promoting disaster education has been in place,

especially in provincial level. However, no indicator to verify this aspect is set in the project design matrix (PDM). Therefore, supplementary information 1, (“Has the Provincial Education Office promoted the Disaster Education in the province and has the Master Teacher Circles promoted the disaster education in the province?”) is used. For the judgmental standard to examine the improvement level stated in indicators of Overall Goal, no information is available in the existing document. And the Overall Goal is expected to be achieved by three to five years after the project completion, as stated in the Terminal Evaluation Report. Taking those into account, for the ex-post evaluation, it is important to examine how many contents and methods of school-based disaster education introduced by the Project have contributed to the current education system. Therefore, in order to examine this aspect, the supplementary information 2 related to the question, “Has the implementing agency (MoNE/GDTTD) confirmed the improvement of disaster education quantitatively and qualitatively?” is used.

• How to deal with Super Goal: According to the Terminal Evaluation Report, the Super Goal of this Project “To expand the effect of Disaster Education to school administrators, teachers, students and their parents for fostering disaster knowledge, awareness and management through school education to all over the nation.” is expected to be achieved by five to ten years after the project completion. Under this ex-post evaluation study, which is conducted four years after the project completion, the achievement level of the Super Goal is not examined.

1 Relevance

<Consistency with the Development Policy of Turkey at the Time of Ex-Ante Evaluation and Project Completion>

At the time of ex-ante evaluation, this project was relevant to the 9th National Development Plan (2007-2013) which stressed the need for quality improvement in teacher’s skills for Disaster Education. At the time of project completion, it was found that the National Earthquake Strategy and Action Plan (2012-2023), prepared by the Prime Ministry Disaster and Emergency Management Presidency in August 2011, states the action to be undertaken by MoNE, such as “A number of topical units on disaster and emergency management shall be incorporated into primary and secondary education programs” and “Teachers shall be educated in disaster and emergency topics on continuous basis”.

<Consistency with the Development Needs of Turkey at the Time of Ex-Ante Evaluation and Project Completion >

This project has been consistent with Turkey’s development needs of disaster and emergency management in primary and secondary education at the time of ex-ante evaluation as described in “Background” above. The earthquake that occurred in Van in October 2011 during the Project term caused extensive damage, but increased interests to disseminate the disaster education in Marmara Region. At the time of project completion, the GDTTD regarded the disaster education as important and placed a high expectation on the role of Master Teachers at schools as well as on the institutional arrangement to promote the disaster education.

<Consistency with Japan’s ODA Policy at the Time of Ex-Ante Evaluation>

It was agreed in the policy consultation on economic cooperation held in 2008 that the disaster prevention was set as one of the priority issues.¹

<Appropriateness of Project Design/Approach>

As described below, it is judged that the effectiveness/impact of the project is low. The project design was considered as appropriate as described in the Ex-ante Evaluation Summary Sheet in that the project was planned to enhance the capacity development of school teachers and administrators by using the existing system for Training of Trainers (TOT) as well as to improve the institutional capacity by introducing the School Disaster and Emergency Management Plan (SDEMP). However, the project activities were adversely affected by two external factors. In the middle of the project period, the education reform (April 2012) was implemented, which made many C/Ps transferred. JICA Turkey Office made some efforts to maintain the system work for the project by requesting the director of GDTTD /MoNE to keep their C/Ps working in the project sites. However, it was not successful due to the personnel changes in management of Turkey side. As a results, the project failed to maintain the human resources gained throughout the project period. In September 2012, “Law of Occupational Health and Safety” was enacted. As a result, the government-made “Risk Assessment and Emergency Plan (RAEP)” replaced the project-made SDEMP right after the project completion in August 2014.

These external factors were beyond the control of MoNE and beyond the scope of the assumption for the project to cope with.

<Evaluation Result>

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

2 Effectiveness/Impact

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

By the project completion, the Project Purpose, “To improve school-based Disaster Education to enhance knowledge and to strengthen school disaster management capacity of school administrators and teachers in the Pilot Basic and Secondary Schools in the Project area” was partially achieved.

Three teachers at each of 80 pilot schools in 10 targeted provinces and two administrators at each 10 Provincial Education Offices were selected as Master Teachers and received fundamental training on disaster education under STEP training² system as planned. (Indicator 1). Education materials for the model class were developed and 50 draft teaching guides were revised and added to the existing version. Cards, experiment equipment, and related materials were developed by teachers and students (Indicator 2). Approximately 50% of all Master Teachers taught the knowledge acquired at the Master Teacher Training to at least 3 colleagues in their schools (Indicator 3). Through the training on school disaster and emergency management planning, 45 pilot schools (56% of what was targeted) prepared SDEMP. (Indicator 4). Forty-five (45) Pilot Schools participated in the Disaster Management Activity Contest, achieving 93% of what was targeted (Indicator 5). As for the Administrators of Secondary Schools, no information was found on the achievement level at the time of project completion. (Indicator 6) Considering the situation examined retrospectively, it was unlikely that they could acquire the knowledge related to the SDEMP by the project completion because only limited numbers of those administrators had been informed about the trainings during the project period. During the extension period from January to July 2014, the training activity to disseminate SDEMP to all Pilot Basic Schools was conducted but it could not cover all ten provinces.

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

After the project completion, most of the project activities have not continued. As explained above, after the education reform, many C/Ps (many of them were administrators) were transferred and the enactment of new law and related regulations issued by the

¹ MOFA, ODA Data book 2010

² A STEP Training is the Framework for countrywide dissemination of disaster education constructed in four steps (Framework of Trainings of Trainers)

government made all schools prepare RAEP instead of SDEMP since August of 2014. Neither Provincial Directorates, nor MoNE took necessary precaution or promotion to keep the system alive and usable. Without any instructions or orders by MoNE and/or the Provincial Directorates of National Education, Core Master Teachers³ and Master Teachers could not officially continue any regular training programs. Therefore, STEP trainings and other project activities have been discontinued except campaigns and related activities of awareness raising for disaster preparedness conducted individually or voluntarily in some provinces.

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

It is observed that the Overall Goal, “To enhance Disaster Education capacity for fostering awareness of school administrators and teachers in Basic schools and of school administrators in Secondary Schools in the Project area” has not been achieved. The MoNE has not improved education materials for disaster education. It was decided that those materials developed by the project would not be used for formal education, but they were to be used as reference materials for the in-service trainings for teachers, after being updated through the subsequent project, namely “School Based Disaster Education Project Phase-II (2017-2019)”, which has executed in the form of trainings in Japan known as “Knowledge Co-Creation Program”. The MoNE has continued the in-service trainings in 2016 and 2017 on their own and intended to continue it in 2018 (Indicator 1). More than 3,000 Master Teachers are available for conducting regular disaster education in the classes, however, only the limited number of teachers have dealt with disaster education because of no instructions from the MoNE. This means that they have not had many opportunities to acquire capability to conduct classes for systematic Disaster Education based on the materials through TOT training (Indicator 2). The Guideline of SDEMP has not been improved by the MoNE since it was determined that the SDEMP would no longer be used under the new law and most of project related personnel were transferred after the project completion (Indicator 3). Consequently, school administrators who received Disaster Education in the Project Area of Basic and Secondary Schools have not implemented awareness-raising activities for disaster management and have neither prepared nor implemented their own SDEMP (Indicator 4).

It was found by the study that the Provincial Education Office as well as the Master Teacher Circle in the province have failed to promote the Disaster Education under no guidance of MoNE/GDTTD after the project completion (Supplemental information 1). There is no monitoring or follow-up system functioned by MoNE or the Provincial Directorates after the project completion, however, according to the questionnaire, the MoNE has confirmed some improvement of disaster education in elementary, junior high and secondary schools, in that the limited number of schools have been practicing the disaster education introduced by the project in the special day/week, such as in the Civil Defense Day and Earthquake Week (Supplemental information 2).

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

Some ripple effects have been identified during the study. Some disaster education activities have been carried out voluntarily by Core Master Teachers in collaboration with Turkish Japanese Foundation and JICA Alumni Association, such as at a shopping mall in Ankara, in a preschool and elementary school. Some teachers of pilot schools who were once trained by the project have also got involved in those activities. Interviews with Master Teachers revealed that adults in neighboring communities of pilot schools participated in some disaster training activities held in the pilot schools of Sakarya and Balikesir.

<Evaluation Result>

In light of the above, the project partially achieved the Project Purpose at the time of project completion. Having been affected by two major external factors; the education reform and the enactment of new law, the effect of the project has not continued after the project completion, and thus, the Overall Goal has not been achieved. Therefore, the effectiveness/impact of the project is low.

It should be well noted that there are some noticeable ripple effects identified, such that the disaster education activities have voluntarily been carried out by some teachers trained by the project in collaboration with the third party organizations.

Achievement of Project Purpose and Overall Goal

Aim	Indicators	Results
(Project Purpose) To improve school-based Disaster Education to enhance knowledge and to strengthen school disaster management capacity of school administrators and teachers in the Pilot Basic and Secondary Schools in the Project area.	Indicator 1: 260 Master Teachers (1 school administrator, 1 class teacher, 1 subject teacher from each pilot school, and 1 supervisor, 1 civil defense expert from each provincial education office in the Project Area) who receive training from selected Master Teachers will be trained via new School-based Disaster Education.	Status of the Achievement: achieved (not continued) (Project Completion) From 80 pilot schools in 10 targeted provinces, 3 teachers (1 administrator, 2 general teachers) at each pilot school, total of 240 teachers were selected as Master Teachers. Two administrators (1 school inspector and 1 civil defense specialist) at each 10 Provincial Education Office were selected as provincial Master Teachers. These 260 Master Teachers all told took fundamental trainings three times on disaster education. (Ex-post Evaluation) After the project completion, neither STEP trainings nor other project activities have been continued except campaigns and related activities of awareness raising for disaster preparedness conducted individually in some provinces. This is due to lack of instruction and coordination from the MoNE or Provincial Directorate of Education that works under the guidance and authorization of the central government.
	Indicator 2: Education materials for the model class of Disaster Education will be improved.	Status of the Achievement: achieved (Project Completion) Education materials for the model class were developed and 50 draft teaching guides were revised and included in the existing version. Cards, experiment equipment, and related materials were developed by teachers and students. According to the project completion report, the model classes of disaster education served to further encourage teachers. *This indicator is intended to examine the situation only up to the project completion.
	Indicator 3: More than 80% of the Master Teachers teach the knowledge trained at the Master Teacher Training	Status of the Achievement: partially achieved (not continued) (Project Completion) According to the End Line Survey, 104 Master Teachers taught knowledge to at least

³ Core Master Teachers mean teacher who instruct and promote disaster education in each province and who has volunteer spirit and high motivation towards disaster education. They are selected by Provincial Education Office or MoNE to be trained in the Training Program in Japan. They are lecturers for STEP training.

	to at least 3 colleagues in their schools.	<p>3 colleagues in their schools. The achievement ratio was 61%. (48.9% out of 80%).</p> <table border="1"> <thead> <tr> <th>items</th> <th>Target value</th> <th>End Line Survey 2013</th> <th>Ex-post evaluation 2017</th> </tr> </thead> <tbody> <tr> <td>Number of Master Teachers targeted</td> <td>260</td> <td>214</td> <td>NA</td> </tr> <tr> <td>Number of Master Teachers who trained at least 3 colleagues</td> <td>208</td> <td>104</td> <td>NA</td> </tr> <tr> <td>Ratio (%)</td> <td>80%</td> <td>48.9%</td> <td>NA</td> </tr> </tbody> </table> <p>(Ex-post Evaluation) Master Teachers stopped teaching because Core & Master Teachers could not continue any regular training programs under no guidance of MoNE and/or the Provincial Directorates of National Education.</p>	items	Target value	End Line Survey 2013	Ex-post evaluation 2017	Number of Master Teachers targeted	260	214	NA	Number of Master Teachers who trained at least 3 colleagues	208	104	NA	Ratio (%)	80%	48.9%	NA
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Number of Master Teachers targeted	260	214	NA															
Number of Master Teachers who trained at least 3 colleagues	208	104	NA															
Ratio (%)	80%	48.9%	NA															
	Indicator 4: 80 Pilot Schools will prepare their own School Disaster Management and Emergency Plan (SDEMP) by referring to the Teacher's Handbook and implement activities based on the plan.	<p>Status of the Achievement: partially achieved (not continued) (Project Completion) Through the training on school disaster and emergency management planning, 45 pilot schools prepared SDEMPs. The achievement ratio was 56% (45 out of 80). (Ex-post Evaluation) Activities were not continued. Having affected by a new law, "Law of Occupational Health and Safety" enacted in June 2012, and about 60 regulations issued between 2012 and 2014 by the Government, all schools had to prepare the government-made RAEP instead of SDEMP since 2014. SDEMP became invalid even for the pilot schools.</p>																
	Indicator 5: More than 60% of the Pilot Schools participate in the Disaster Management Activity (School Project) Contest.	<p>Status of the Achievement: achieved (Project Completion) Forty-five (45) Pilot Schools, which constituted 56% of total pilot schools, participated in the Disaster Management Activity Contest. The achievement ratio was 93% (56% out of 60%). *This indicator is intended to examine the situation only up to the project completion.</p>																
	Indicator 6: Throughout this Project, Administrators of Secondary Schools in the Project Area will acquire knowledge about School Disaster Management and Emergency Plan.	<p>Status of the Achievement: not verifiable (not continued) (Project Completion) No information given in the existing document. (Ex-post Evaluation) During the project period, very limited number of administrators of secondary schools received information about SDEMP because MoNE mainly focused on primary schools. After the project completion, due to the education reform (April 2012), activities were not done because almost all administrators were transferred to other schools and newcomers were not informed about the SDEMP.</p>																
(Overall Goal) To enhance Disaster Education capacity for fostering awareness of school administrators and teachers in Basic schools and of school administrators in Secondary Schools in the Project area.	Indicator 1: (For teachers) MoNE improves education materials for disaster education.	<p>(Ex-post Evaluation) not achieved Review and revisions of education materials for disaster education required by MoNE have not been done. And those materials (four guidelines /books) have not been used for formal education. It is planned, however, that they are to be updated in the "Knowledge Co-Creation Program" Training in Japan, so called "School Based Disaster Education Project Phase-II" and are planned to be used as reference materials for the in-service trainings for teachers.</p>																
	Indicator 2: (For teachers) Basic school teachers in the project area who's been taught Disaster Education will acquire capability to conduct class for systematic Disaster Education based on the education materials through TOT training.	<p>(Ex-post Evaluation) not achieved Currently, 3,296 Master Teachers raised by the project are available for conducting regular disaster education in the classes. According to the questionnaire survey, they have sufficient capacity as being well trained. However, very little number of teachers can deal with disaster education because of no instruction from MoNE. Therefore, it is difficult to say that they have acquired capability to conduct class for systematic Disaster Education based on the materials through TOT training. No STEP trainings have been conducted after the project completion.</p>																
	Indicator 3: (For administrators) MoNE improves the Guideline of School Disaster Management and Emergency Plan (SDEMP).	<p>(Ex-post Evaluation) not achieved MoNE has not improved the Guidelines. No promotional study or action or inspection to schools (even in the pilot schools) have been made by MoNE. The reason of such negligence might be attributed to low level of ownership after it was determined that the SDEMP was no longer used under the new law and most of project related personnel were transferred after the project completion.</p>																
	Indicator 4: (For administrators) School administrators who have been taught Disaster Education in the Project Area of Basic and Secondary schools will raise disaster management awareness and prepare and implement their own School Disaster and Emergency Plans.	<p>(Ex-post Evaluation) not achieved After the project completion, all schools in Turkey prepared the Government-made RAEP instead of SDEMP as part of the Law and Regulation of Occupational Health and Safety. Furthermore, after the project completion, neither Provincial Directorates nor MoNE took necessary precaution, improvement or promotion to keep the system as alive and usable. Therefore, school administrators have not raised disaster management awareness and have not prepared/implemented SDEMP to their schools.</p>																

Source : Project Completion Report and interviews with and response to the questionnaires by the implementing agency and related organizations.

3 Efficiency

While the project cost was within the plan, the project period exceeded the plan (ratio against plan: 95%, 119%). It was considered as necessary to extend the project period in order for the Disaster Education Advisory Group (DEAG), which was newly established in June 2013 for sustainable improvement of the project outcome, to be firmly expedited, and to carry out the training activity of Step 3 in ten Pilot Provinces. Therefore, the efficiency of the project is fair.

4 Sustainability

<Policy Aspect>

The 10th National Development Plan (2014-2018) has a chapter of Disaster Management which states that the implementation mechanism to reduce disaster risks should be strengthened and retrofitting the public buildings including schools and dormitories to increase disaster preparedness should be prioritized. Under the National Earthquake Strategy and Action Plan (2012-2023), the MoNE and JICA agreed that, through the aforementioned project for “School Based Disaster Education Phase II”, the MoNE formulates the Vision and Action Plan for Disaster Education, and applies it in all levels of schools in the entire country. It is judged that the support from government's policy has been firmly established and it is expected to be maintained after ex-post evaluation.

<Institutional Aspect>

The responsible agencies for disaster education have remained unchanged as MoNE/GDTTD being responsible in the central level and Provincial Education Offices in the provincial levels. However, education reform brought some changes into the education system itself, such that the compulsory education became 12 years instead of 8 years. In addition, many C/Ps of both at GDTTD, other general directorates and Provincial Directorates were transferred, thus there were not enough number of trained personnel to manage the activities in entire country. Furthermore, some coordination problems within related general directorates and with provinces were identified. On this, the DEAG was established by the Undersecretary's circular note dated June 2013 and the first meeting was held in October 2013 to keep activities going, but it only served as the transient option. After the project completion, the DEAG ceased its function because the Undersecretary who used to be a responsible person in charge got transferred to other position. As countermeasures, the MoNE has recently established the core team under the direct supervision of the Director General to manage and coordinate the activities of disaster education. The core team includes some teachers trained by the project at pilot schools and they are expected to play the leading roles to expand the disaster education over the country. It is judged that the implementing agency has been in the process to reconstruct the institution to sustain the project effects by utilizing human resources developed by the project.

<Technical Aspect>

After the completion of the project, it has become difficult for MoNE to maintain the knowledge and skills developed by the project as many C/Ps left their positions or provinces, those newly assigned personnel are not well trained in terms of disaster education and thus STEP trainings have been discontinued. Under such circumstances, the MoNE has made some attempts to sustain techniques acquired through the project by conducting the limited number of in-service training programs to train teachers who did not have any disaster education training background. Furthermore, in order to respond to the current needs under the new law and new education system, the MoNE has started working to reshape the framework of disaster education based on what was established by the project. Practically, educational administrators and teachers have participated together in the aforementioned project (training programs in Japan) with the purpose to prepare action plans for disaster education, to redefine the roles of teacher trainers who lead the systematic training programs and to update the disaster training guidebooks, etc. It is judged that several attempts made by the implementing agency to cope with the adverse effects of education reform have started to work.

<Financial Aspect>

According to the questionnaire to those of MoNE, there is no budgetary problem to conduct in-service training programs at provincial level. The total budget for MoNE has been steadily increasing since the project completion in 2014. It is judged that the implementing agency's financial source (the status of funding) has been firmly established and it is likely to be maintained after ex-post evaluation.

(CCY Unit: '000 Turkish Lira)

items	2014	2015	2016	2017
Budget for MoNE	55,704,817	62,000,248	76,354,306	85,048,584
Budget for GDTTD	17,898,048	14,695,428	16,440,600	17,489,492
Budget of In-Service trainings	2,400,000	1,960,000	2,366,500	2,166,500

Source: MoNE

<Evaluation Result>

In light of the above, some problems have been observed in terms of institutional and technical aspects of the implementing agency. Therefore, the sustainability of the effectiveness through the project is fair.

5 Summary of the Evaluation

The project partially achieved the Project Purpose for knowledge enhancement to improve school-based Disaster Education and for strengthening school disaster management capacity of school administrators and teachers in the Pilot Basic and Secondary Schools in the Project area. Due to the consequences of the education reform that had made many C/Ps transferred and the enactment of new law that had led the project-made SDEMP being invalid, the effect of the project has not continued after the project completion and the Overall Goal has not been achieved.

But it should be well noted that there are some noticeable ripple effects identified, such that the disaster education activities have voluntarily been carried out by some teachers trained by the project in collaboration with the third party organizations. As for sustainability, some problems have been observed in terms of institutional and technical aspects. As for efficiency, the project period exceeded the plan.

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

III. Recommendations & Lessons Learned

Recommendations for Implementing Agency:

To: The Ministry of National Education

The evaluation study revealed that the effect of the project has not continued after the project completion. This is mainly due to that the MoNE/GDTTD could not timely cope with the consequences of education reform and the enactment of new law by effectively

utilizing the well-trained personnel under the project. It was also identified by the study that the MoNE has started working to utilize the effect of the project under the new education system and to further expand it over the country. It is recommended, therefore, that the MoNE/GDTTD should continue their efforts through on-going project, “School Based Disaster Education Phase II” by

- 1) Effectively utilizing the core team to manage activities and to coordinate the related general directorates and provinces, and by
- 2) Re-establishment of the systematic training mechanism to enhance the capacity of Master Teachers as well as to raise the new Master Teachers.

Lessons Learned for JICA:

1. Possible measures to sustain the effect generated by the project should be discussed with implementing agency before the end of the project. It might be worthwhile to involve higher level of management in such discussions.

The evaluation study identified that the coordination system by setting the DEAG to sustain the project effect, could not be activated in the MoNE, and though JICA made some efforts to maintain the system work for the project as explained above. It was not successful due to the personnel changes in management of Turkey side. As a results, the project has failed to maintain the human resources gained throughout the project. It should be well considered to involve higher level of management when JICA discusses with the implementing agency for the alternative ways in order not to lose human assets created by the project about how the implementing agency should cope with the external changes such as sector reform and personal movements.

2. Encouragement of voluntary initiatives could serve as one option to keep up activities

As explained above, having affected by external factors, the project faced some difficulties to continue activities after the project completion. However, some noticeable ripple effects have been made, such that the disaster education activities have voluntarily been carried out by some teachers in collaboration with Turkish Japanese Foundation (TJF) under the support of Hyogo Turkey Friendship Fund, JICA Alumni Association and JICA Turkey Office. In this collaboration, some teachers who used to work as C/Ps were invited to activities jointly held by these organizations and were encouraged to continue their training activities either in their schools for students and teachers from out of the region or in other provinces. A good relationship maintained by JICA Turkey Office with TJF and JICA Alumni Association have made these joint activities realized.

In case that the responsible institution faces difficulties to officially sustain activities after the project completion, it is worth considering to encourage the voluntary initiatives by obtaining the collaborations with the third party organizations.



Reference Materials developed by the project are not used for the formal education as expected, but are planned to be used as reference materials in the In-service Training Programs for teachers.

Disaster Training Activity in Bursa was conducted with the voluntary initiative of some teachers in collaboration with Turkish Japanese Foundation and JICA Alumni Association.