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|-------------------|--|
| Country Name      | <b>“School for All”: The Project on support to educational development through community participation</b> |
| Republic of Niger |  |

**I. Project Outline**

|  |  |              |   |               |               |                       |                                |                                 |  |  |  |   |  |
|--|--|--------------|---|---------------|---------------|-----------------------|--------------------------------|---------------------------------|--|--|--|---|--|
| Background   | <p>The government of Niger made efforts to attain “Education for All”. However, educational indicators of the country remained quite low. For example, in primary education, the net enrollment rate was limited to 76% (2011), and the completion rate was 49% (2010). In response to the situation, the government promoted the establishment and institutionalization of school management committees for primary school (Comités de Gestion Décentralisée des Établissements Scolaires: CGDES), and JICA supported to make CGDES function through a technical cooperation project “The Project on Support to the Improvement of School Management through Community Participation (School for All)” (2004-2007) and to disseminate the model across the country through a successive project “Support to the improvement of school management through Community Participation in Niger (School for all) Phase 2” (2007-2012). As a result, CGDES was introduced to all primary schools in the country, and educational indicators such as the exit examination pass rate were improving. On the other hand, it was necessary to maximize CGDES’s resources at a school level and set up a system including the capacity enhancement of CGDES for appropriate use of the resources in order to further improve the quality of and access to basic education.</p>                                |              |   |               |               |                       |                                |                                 |  |  |  |   |  |
| Objectives of the Project  | <p>Through establishment and evaluation of CGDES monitoring system, strengthening of capacity of CGDES Coordination Unit on information collection and analysis for CGDES federations, provision of trainings for teachers on CGDES at teacher training schools, establishment of the sustainable forum approach<sup>1</sup>, development and dissemination of the minimum quality package<sup>2</sup>, development of a model on resource management<sup>3</sup> and provision of its training to CGDES and development and introduction of school management committee for secondary education (Comités de Gestion des Établissements Scolaires: COGES<sup>4</sup>), the project aimed at strengthening the function and capacity of COGES’s school management, thereby contributing to the improvement of the quality of and access to basic education.</p> <ol style="list-style-type: none"> <li>Overall Goal: The quality of and access to basic education are improved by decentralized school management.</li> <li>Project Purpose: The function and capacity of school management committees (called CGDES in Niger) is strengthened to contribute to educational development (access and quality) in Niger through community participation.</li> </ol>   |              |   |               |               |                       |                                |                                 |  |  |  |   |  |
| Activities of the Project  | <ol style="list-style-type: none"> <li>Project Site: All regions of Niger (eight regions)</li> <li>Main Activities: 1) Establishment and evaluation of CGDES monitoring system, 2) Strengthening of CGDES Coordination Unit’s capacity on information collection and analysis for CGDES federations, 3) Provision of trainings on CGDES to teachers at teacher training schools, 4) Establishment of the sustainable forum approach, 5) Development and dissemination of the minimum quality package, 6) Development of a model on resource management and provision of its training to CGDES, 7) Development and introduction of COGES, etc.</li> <li>Inputs (to carry out above activities) <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Japanese Side</td> <td style="width: 50%;">Nigerien Side</td> </tr> <tr> <td>1) Experts: 8 persons</td> <td>1) Staff allocated: 26 persons</td> </tr> <tr> <td>2) Trainees received: 5 persons</td> <td>2) Land and facilities: a project office in Ministry of Primary Education, Literacy, Promotion of National Languages and Civic Education</td> </tr> <tr> <td>3) Equipment: vehicles for monitoring, a generator, PC, printer, projector, etc.</td> <td>3) Local expense: costs for trainings and monitoring</td> </tr> <tr> <td>4) Local expense: cost for project activities</td> <td></td> </tr> </table> </li> </ol> |              |   | Japanese Side | Nigerien Side | 1) Experts: 8 persons | 1) Staff allocated: 26 persons | 2) Trainees received: 5 persons | 2) Land and facilities: a project office in Ministry of Primary Education, Literacy, Promotion of National Languages and Civic Education | 3) Equipment: vehicles for monitoring, a generator, PC, printer, projector, etc. | 3) Local expense: costs for trainings and monitoring | 4) Local expense: cost for project activities |  |
| Japanese Side  | Nigerien Side  |              |   |               |               |                       |                                |                                 |  |  |  |   |  |
| 1) Experts: 8 persons  | 1) Staff allocated: 26 persons   |              |   |               |               |                       |                                |                                 |  |  |  |   |  |
| 2) Trainees received: 5 persons  | 2) Land and facilities: a project office in Ministry of Primary Education, Literacy, Promotion of National Languages and Civic Education   |              |   |               |               |                       |                                |                                 |  |  |  |   |  |
| 3) Equipment: vehicles for monitoring, a generator, PC, printer, projector, etc. | 3) Local expense: costs for trainings and monitoring   |              |   |               |               |                       |                                |                                 |  |  |  |   |  |
| 4) Local expense: cost for project activities                                    |  |              |   |               |               |                       |                                |                                 |  |  |  |   |  |
| Project Period   | May 2012 - May 2016  | Project Cost | (ex-ante) 400 million yen, (actual) 436 million yen |               |               |                       |                                |                                 |  |  |  |   |  |
| Implementing Agency  | Ministry of Primary Education, Literacy, Promotion of National Languages and Civic Education (MEP/A/PLN/EC)<br>Ministry of Secondary Education   |              |   |               |               |                       |                                |                                 |  |  |  |   |  |
| Cooperation Agency in Japan  | -  |              |   |               |               |                       |                                |                                 |  |  |  |   |  |

**II. Result of the Evaluation**

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| <b>1 Relevance</b>   |
| <Consistency with the Development Policy of Niger at the Time of Ex-Ante Evaluation><br>The project was consistent with Niger’s development policy of “a sector program” (2012-2020) which was being under formulation and |

<sup>1</sup> The sustainable forum approach is a system that various stakeholders engaging in educational development in certain areas hold a forum to decide feasible solutions to educational challenges common within the region and input their procurable resources at most whereby they significantly improve educational environments not only at a school level but also at a regional level.

<sup>2</sup> The minimum quality package is a model that aims to improve learning quality at minimal inputs. The package is made up of three elements: 1) scholastic ability tests and results sharing (information sharing on learning quality), 2) extracurricular study supported by local communities (increased learning time), 3) math exercise books and facilitators for supplementary study (improvement of learning environment and teaching quality).

<sup>3</sup> A model on resource management is to assist CGDESs in appropriately managing funds, such as subsidies provided by the project, with transparency and using them for the improvement of quality of education.

<sup>4</sup> It should be noted that CGDES is a school management committee for primary school while COGES is for secondary school.

going to raise the improvement of an educational system through decentralization as a challenge at the time of ex-ante evaluation.

<Consistency with the Development Needs of Niger at the Time of Ex-Ante Evaluation>

The project was consistent with Niger’s development needs for the maximization of CGDES’s resources at a school level and the establishment of a system including the capacity enhancement of CGDES for appropriate use of the resources in order to further improve the quality of and access to basic education in the country at the time of ex-ante evaluation.

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

The project was consistent with “The Country Assistance Policy for Niger” (2012) setting primary education as one of the prioritized support areas.

<Evaluation Result>

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

2 Effectiveness/Impact

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

The project purpose was achieved by the time of project completion. Through the project, more school hatched classrooms were constructed according to the number of students, whereby the average number of school aged children per a school classroom had become 41 by 2013/14 and remained at the same level since then (Indicator 1). The average hour of extracurricular study (supplementary teaching and night study) from 2012/13 to 2015/16 was approximately 180 hours, exceeding the target value of 150 hours (Indicator 2). As for financial support from communes to their CGDES federations, the rate of CGDES federations receiving the support to all CGDES federations was 71.0% in 2012/13 and went up to 77.4% in 2015/16 (Indicator 3).

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

The project effects have been continued since the project completion. The average number of school aged children per a school classroom has remained at around 40 since 2016/17, which indicates that the adequate number of school classrooms has continuously been secured since the project completion. With regard to CGDES’s extracurricular study time, CGDESs have delivered on its target of 150 hours even after the project completion with 183 hours in 2016/17, 205 hours in 2017/18 and 198 hours in 2018/19. Furthermore, it was confirmed that more than 80% of CGDES federations on average for the last three years from 2016 to 2019 have continued to receive financial support from their respective communes.

Also, more than 80% of CGDESs have continuously submitted their annual activity summaries to CGDES federations every year. The minimum quality package, which was introduced into Tillaberi region as a pilot during the project, has been disseminated to other regions after the project such as Maradi region as it is perceived as practical, participatory and realistic. Additionally, more than 90% of CGDESs in almost all regions have continued to adopt the resource management model. This is because the model is considered to significantly improve the quality of teaching and learning and to enable CGDESs to have educational inputs, for instance, textbooks, exercise books and pens, in sufficient quantity and quality as well as transparency and trust between CGDES members and their communities. Furthermore, “Order No. 001147/MES/SG/DL/CNP/COGES of June 16, 2016 – Regarding the Creating, Composition, Mission, Attribution and Functioning of COGES” (2016), a law related to COGES established by the project, was officially approved in June 2016, contributing to making COGES functional. On the other hand, the sustainable forum approach promoted by the project is expected to be more ensured. The forum was held three times in Tahoua region, a pilot region for the approach, in 2016/17 and one time in all regions in 2018/19 and 2019/20, but it was not held at all in 2017/18. The obstacles were lack of budget in the central government, the regional government and CGDES federations, initiatives by some of CGDES federations and monitoring of the forum. UNICEF has shown their interest in the approach and co-organized the forum so that the obstacles will be overcome.

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

The Overall Goal has been partially achieved at the time of ex-post evaluation. All the educational indicators set by the project such as the net enrollment rate and the completion rate have worsened since the project completion (Indicator 1). According to MEP/A/PLN/EC, there are many factors which influence the educational indicators, so the reasons for the worsening are unclear. Modifications in the data in 2017, especially the population data regarding school aged children, could contribute to the adverse changes in the indicators, and some of the reasons why the indicators have not been improved could be that the sustainable forum approach has not been well-promoted and that the minimum quality package has yet to be disseminated to all regions. The average score of final exams held in 2016 was 47.6, improved to 59.2 in 2017 and dropped to 51.1 in 2018, which can be said that its overall trend is an upward trend (Indicator 2).

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

Several positive impacts were confirmed at the time of ex-post evaluation. With the passage of “Order No. 001147/MES/SG/DL/CNP/COGES of June 16, 2016 – Regarding the Creating, Composition, Mission, Attribution and Functioning of COGES” (2016) suggested by the project, at least two women have come to be among seven members of COGES board. In addition, as one out of three delegates for COGES federation, women have come to be selected. These enable women to be involved in decentralized school management, which was also confirmed in decentralized school management at a primary level. Other than these, the following positive impacts were confirmed: 1) the building of trusts between pupils and teachers and teachers and communities, 2) the revolutionizing of teachers’ teaching methods and 3) the dissemination of the school management model introduced by the project to other sectors such as a health sector, a hydraulic sector and an agricultural sector.

<Evaluation Result>

Therefore, the effectiveness/impact of the project is high.

Achievement of Project Purpose and Overall Goal

| Aim  | Indicators   | Results   |
|--|--|---|
| (Project Purpose)<br>The function and capacity of school management committees (called CGDES in Niger) is strengthened to contribute | 1. An adequate number of school classrooms across the nation, which meets the needs of school aged children, is endured. | Status of the Achievement: Achieved (Continued)<br>(Project Completion)<br>• The average number of school aged children per a school classroom had remained at around 40 across the country since 2013, and it was considered that the adequate number of school classrooms had been endured.<br>[Average no. of school aged children per a school classroom] |

| to educational development (access and quality) in Niger through community participation.  |  | <table border="1"> <thead> <tr> <th>Item / Year</th> <th>2013/14</th> <th>2014/15</th> <th>2015/16</th> </tr> </thead> <tbody> <tr> <td>No. of school classrooms</td> <td>55,388</td> <td>58,635</td> <td>70,056</td> </tr> <tr> <td>No. of school aged children</td> <td>2,270,908</td> <td>2,444,979</td> <td>2,611,352</td> </tr> <tr> <td>Average no. of the children per a school classroom</td> <td>41.0</td> <td>41.7</td> <td>37.3</td> </tr> </tbody> </table> <p>(Ex-post Evaluation)</p> <ul style="list-style-type: none"> <li>The average number of school aged children per a school classroom has increased to around 40 since 2016/17, which indicates that the adequate number of school classrooms have continuously been secured.</li> </ul> <p>[Rate of school classrooms to school aged children]</p> <table border="1"> <thead> <tr> <th>Item / Year</th> <th>2016/17</th> <th>2017/18</th> <th>2018/19</th> </tr> </thead> <tbody> <tr> <td>No. of school classrooms</td> <td>73,000</td> <td>61,844</td> <td>62,276</td> </tr> <tr> <td>No. of school aged children</td> <td>2,648,569</td> <td>2,599,390</td> <td>2,666,748</td> </tr> <tr> <td>Average no. of the children per a school classroom</td> <td>36.3</td> <td>42.0</td> <td>42.8</td> </tr> </tbody> </table> | Item / Year                | 2013/14                    | 2014/15                    | 2015/16                 | No. of school classrooms | 55,388  | 58,635 | 70,056 | No. of school aged children | 2,270,908  | 2,444,979 | 2,611,352 | Average no. of the children per a school classroom | 41.0    | 41.7  | 37.3  | Item / Year | 2016/17 | 2017/18 | 2018/19     | No. of school classrooms | 73,000         | 61,844      | 62,276                   | No. of school aged children | 2,648,569   | 2,599,390              | 2,666,748                | Average no. of the children per a school classroom | 36.3                    | 42.0                    | 42.8    |    |    |     |         |     |    |     |         |    |    |     |
|--|--|--|----------------------------|----------------------------|----------------------------|-------------------------|--------------------------|---------|--------|--------|-----------------------------|--|-----------|-----------|--|---------|---|-------|-------------|---------|---------|-------------|--------------------------|----------------|-------------|--------------------------|-----------------------------|-------------|------------------------|--------------------------|--|-------------------------|-------------------------|---------|----|----|-----|---------|-----|----|-----|---------|----|----|-----|
|  | Item / Year  | 2013/14  | 2014/15                    | 2015/16                    |                            |                         |                          |         |        |        |                             |  |           |           |  |         |   |       |             |         |         |             |                          |                |             |                          |                             |             |                        |                          |  |                         |                         |         |    |    |     |         |     |    |     |         |    |    |     |
| No. of school classrooms   | 55,388   | 58,635   | 70,056                     |                            |                            |                         |                          |         |        |        |                             |  |           |           |  |         |   |       |             |         |         |             |                          |                |             |                          |                             |             |                        |                          |  |                         |                         |         |    |    |     |         |     |    |     |         |    |    |     |
| No. of school aged children  | 2,270,908  | 2,444,979  | 2,611,352                  |                            |                            |                         |                          |         |        |        |                             |  |           |           |  |         |   |       |             |         |         |             |                          |                |             |                          |                             |             |                        |                          |  |                         |                         |         |    |    |     |         |     |    |     |         |    |    |     |
| Average no. of the children per a school classroom   | 41.0   | 41.7   | 37.3                       |                            |                            |                         |                          |         |        |        |                             |  |           |           |  |         |   |       |             |         |         |             |                          |                |             |                          |                             |             |                        |                          |  |                         |                         |         |    |    |     |         |     |    |     |         |    |    |     |
| Item / Year  | 2016/17  | 2017/18  | 2018/19                    |                            |                            |                         |                          |         |        |        |                             |  |           |           |  |         |   |       |             |         |         |             |                          |                |             |                          |                             |             |                        |                          |  |                         |                         |         |    |    |     |         |     |    |     |         |    |    |     |
| No. of school classrooms   | 73,000   | 61,844   | 62,276                     |                            |                            |                         |                          |         |        |        |                             |  |           |           |  |         |   |       |             |         |         |             |                          |                |             |                          |                             |             |                        |                          |  |                         |                         |         |    |    |     |         |     |    |     |         |    |    |     |
| No. of school aged children  | 2,648,569  | 2,599,390  | 2,666,748                  |                            |                            |                         |                          |         |        |        |                             |  |           |           |  |         |   |       |             |         |         |             |                          |                |             |                          |                             |             |                        |                          |  |                         |                         |         |    |    |     |         |     |    |     |         |    |    |     |
| Average no. of the children per a school classroom   | 36.3   | 42.0   | 42.8                       |                            |                            |                         |                          |         |        |        |                             |  |           |           |  |         |   |       |             |         |         |             |                          |                |             |                          |                             |             |                        |                          |  |                         |                         |         |    |    |     |         |     |    |     |         |    |    |     |
| 2 A minimum 150 hours (per CGDES) of extracurricular study time (supplementary teaching and night study time) in a school year is maintained through CGDES activities. | <p>Status of the Achievement: Achieved (Continued)<br/>(Project Completion)</p> <ul style="list-style-type: none"> <li>The average hour of extracurricular study (supplementary teaching and night study) from 2012/13 to 2015/16 was approximately 180 hours.</li> </ul> <p>[Extracurricular study time by CGDES (Unit: hours)]</p> <table border="1"> <thead> <tr> <th rowspan="2">Year / Item</th> <th>Supplementary teaching</th> <th>Night study</th> <th rowspan="2">Extracurricular study time</th> </tr> <tr> <th>Average hours per CGDES</th> <th>Average hours per CGDES</th> </tr> </thead> <tbody> <tr> <td>2012/13</td> <td>77.0</td> <td>90.0</td> <td>167.0</td> </tr> <tr> <td>2013/14</td> <td>91.4</td> <td>96.4</td> <td>187.8</td> </tr> <tr> <td>2014/15</td> <td>78.2</td> <td>88.3</td> <td>166.5</td> </tr> <tr> <td>2015/16</td> <td>114.0</td> <td>81.0</td> <td>195.0</td> </tr> <tr> <td><b>Average</b></td> <td><b>90.2</b></td> <td><b>88.9</b></td> <td><b>179.1</b></td> </tr> </tbody> </table> <p>(Ex-post Evaluation)</p> <ul style="list-style-type: none"> <li>CGDES has had more than 150 hours of extracurricular study time even after the project completion.</li> </ul> <p>[Extracurricular study time by CGDES (Unit: hours)]</p> <table border="1"> <thead> <tr> <th rowspan="2">Year / Item</th> <th>Supplementary teaching</th> <th>Night study</th> <th rowspan="2">Extracurricular study time</th> </tr> <tr> <th>Average hours per CGDES</th> <th>Average hours per CGDES</th> </tr> </thead> <tbody> <tr> <td>2016/17</td> <td>92</td> <td>91</td> <td>183</td> </tr> <tr> <td>2017/18</td> <td>106</td> <td>99</td> <td>205</td> </tr> <tr> <td>2018/19</td> <td>99</td> <td>99</td> <td>198</td> </tr> </tbody> </table> | Year / Item  | Supplementary teaching     | Night study                | Extracurricular study time | Average hours per CGDES | Average hours per CGDES  | 2012/13 | 77.0   | 90.0   | 167.0                       | 2013/14  | 91.4      | 96.4      | 187.8  | 2014/15 | 78.2  | 88.3  | 166.5       | 2015/16 | 114.0   | 81.0        | 195.0                    | <b>Average</b> | <b>90.2</b> | <b>88.9</b>              | <b>179.1</b>                | Year / Item | Supplementary teaching | Night study              | Extracurricular study time                         | Average hours per CGDES | Average hours per CGDES | 2016/17 | 92 | 91 | 183 | 2017/18 | 106 | 99 | 205 | 2018/19 | 99 | 99 | 198 |
| Year / Item  | Supplementary teaching   |  | Night study                | Extracurricular study time |                            |                         |                          |         |        |        |                             |  |           |           |  |         |   |       |             |         |         |             |                          |                |             |                          |                             |             |                        |                          |  |                         |                         |         |    |    |     |         |     |    |     |         |    |    |     |
|  | Average hours per CGDES  | Average hours per CGDES  |                            |                            |                            |                         |                          |         |        |        |                             |  |           |           |  |         |   |       |             |         |         |             |                          |                |             |                          |                             |             |                        |                          |  |                         |                         |         |    |    |     |         |     |    |     |         |    |    |     |
| 2012/13  | 77.0   | 90.0   | 167.0                      |                            |                            |                         |                          |         |        |        |                             |  |           |           |  |         |   |       |             |         |         |             |                          |                |             |                          |                             |             |                        |                          |  |                         |                         |         |    |    |     |         |     |    |     |         |    |    |     |
| 2013/14  | 91.4   | 96.4   | 187.8                      |                            |                            |                         |                          |         |        |        |                             |  |           |           |  |         |   |       |             |         |         |             |                          |                |             |                          |                             |             |                        |                          |  |                         |                         |         |    |    |     |         |     |    |     |         |    |    |     |
| 2014/15  | 78.2   | 88.3   | 166.5                      |                            |                            |                         |                          |         |        |        |                             |  |           |           |  |         |   |       |             |         |         |             |                          |                |             |                          |                             |             |                        |                          |  |                         |                         |         |    |    |     |         |     |    |     |         |    |    |     |
| 2015/16  | 114.0  | 81.0   | 195.0                      |                            |                            |                         |                          |         |        |        |                             |  |           |           |  |         |   |       |             |         |         |             |                          |                |             |                          |                             |             |                        |                          |  |                         |                         |         |    |    |     |         |     |    |     |         |    |    |     |
| <b>Average</b>   | <b>90.2</b>  | <b>88.9</b>  | <b>179.1</b>               |                            |                            |                         |                          |         |        |        |                             |  |           |           |  |         |   |       |             |         |         |             |                          |                |             |                          |                             |             |                        |                          |  |                         |                         |         |    |    |     |         |     |    |     |         |    |    |     |
| Year / Item  | Supplementary teaching   | Night study  | Extracurricular study time |                            |                            |                         |                          |         |        |        |                             |  |           |           |  |         |   |       |             |         |         |             |                          |                |             |                          |                             |             |                        |                          |  |                         |                         |         |    |    |     |         |     |    |     |         |    |    |     |
|  | Average hours per CGDES  | Average hours per CGDES  |                            |                            |                            |                         |                          |         |        |        |                             |  |           |           |  |         |   |       |             |         |         |             |                          |                |             |                          |                             |             |                        |                          |  |                         |                         |         |    |    |     |         |     |    |     |         |    |    |     |
| 2016/17  | 92   | 91   | 183                        |                            |                            |                         |                          |         |        |        |                             |  |           |           |  |         |   |       |             |         |         |             |                          |                |             |                          |                             |             |                        |                          |  |                         |                         |         |    |    |     |         |     |    |     |         |    |    |     |
| 2017/18  | 106  | 99   | 205                        |                            |                            |                         |                          |         |        |        |                             |  |           |           |  |         |   |       |             |         |         |             |                          |                |             |                          |                             |             |                        |                          |  |                         |                         |         |    |    |     |         |     |    |     |         |    |    |     |
| 2018/19  | 99   | 99   | 198                        |                            |                            |                         |                          |         |        |        |                             |  |           |           |  |         |   |       |             |         |         |             |                          |                |             |                          |                             |             |                        |                          |  |                         |                         |         |    |    |     |         |     |    |     |         |    |    |     |
| 3. 80% of CGDES federations receive financial support from their respective communes.  | <p>Status of the Achievement: Achieved (Continued)<br/>(Project Completion)</p> <ul style="list-style-type: none"> <li>The rate of CGDES federations which receive financial support from their respective communes to all CGDES federations was 71% in 2012/13 and became 77.4% in 2015/16 after reaching its peak at 95.9% in 2014/15.</li> </ul> <p>[Rate of CGDES federations receiving financial support from their respective communes]</p> <table border="1"> <thead> <tr> <th>Item / Year</th> <th>2012/13</th> <th>2013/14</th> <th>2014/15</th> <th>2015/16</th> </tr> </thead> <tbody> <tr> <td>No. of CGDES federations</td> <td>266</td> <td>266</td> <td>266</td> <td>266</td> </tr> <tr> <td>No. of CGDES federations receiving financial support</td> <td>189</td> <td>205</td> <td>255</td> <td>206</td> </tr> <tr> <td>Rate of CGDES federations receiving financial support</td> <td>71.0%</td> <td>78.2%</td> <td>95.9%</td> <td>77.4%</td> </tr> </tbody> </table> <p>(Ex-post Evaluation)</p> <ul style="list-style-type: none"> <li>More than 80% of CGDES federations on average for the last three years from 2016 to 2019 have received financial support from their respective communes even after the project completion.</li> </ul> <p>[Rate of CGDES federations receiving financial support from their respective communes]</p> <table border="1"> <thead> <tr> <th>Item / Year</th> <th>2016/17</th> <th>2017/18</th> <th>2018/19</th> </tr> </thead> <tbody> <tr> <td>No. of CGDES federations</td> <td>266</td> <td>266</td> <td>266</td> </tr> <tr> <td>No. of CGDES federations</td> <td>259</td> <td>226</td> <td>239</td> </tr> </tbody> </table>  | Item / Year  | 2012/13                    | 2013/14                    | 2014/15                    | 2015/16                 | No. of CGDES federations | 266     | 266    | 266    | 266                         | No. of CGDES federations receiving financial support | 189       | 205       | 255  | 206     | Rate of CGDES federations receiving financial support | 71.0% | 78.2%       | 95.9%   | 77.4%   | Item / Year | 2016/17                  | 2017/18        | 2018/19     | No. of CGDES federations | 266                         | 266         | 266                    | No. of CGDES federations | 259  | 226                     | 239                     |         |    |    |     |         |     |    |     |         |    |    |     |
| Item / Year  | 2012/13  | 2013/14  | 2014/15                    | 2015/16                    |                            |                         |                          |         |        |        |                             |  |           |           |  |         |   |       |             |         |         |             |                          |                |             |                          |                             |             |                        |                          |  |                         |                         |         |    |    |     |         |     |    |     |         |    |    |     |
| No. of CGDES federations   | 266  | 266  | 266                        | 266                        |                            |                         |                          |         |        |        |                             |  |           |           |  |         |   |       |             |         |         |             |                          |                |             |                          |                             |             |                        |                          |  |                         |                         |         |    |    |     |         |     |    |     |         |    |    |     |
| No. of CGDES federations receiving financial support   | 189  | 205  | 255                        | 206                        |                            |                         |                          |         |        |        |                             |  |           |           |  |         |   |       |             |         |         |             |                          |                |             |                          |                             |             |                        |                          |  |                         |                         |         |    |    |     |         |     |    |     |         |    |    |     |
| Rate of CGDES federations receiving financial support  | 71.0%  | 78.2%  | 95.9%                      | 77.4%                      |                            |                         |                          |         |        |        |                             |  |           |           |  |         |   |       |             |         |         |             |                          |                |             |                          |                             |             |                        |                          |  |                         |                         |         |    |    |     |         |     |    |     |         |    |    |     |
| Item / Year  | 2016/17  | 2017/18  | 2018/19                    |                            |                            |                         |                          |         |        |        |                             |  |           |           |  |         |   |       |             |         |         |             |                          |                |             |                          |                             |             |                        |                          |  |                         |                         |         |    |    |     |         |     |    |     |         |    |    |     |
| No. of CGDES federations   | 266  | 266  | 266                        |                            |                            |                         |                          |         |        |        |                             |  |           |           |  |         |   |       |             |         |         |             |                          |                |             |                          |                             |             |                        |                          |  |                         |                         |         |    |    |     |         |     |    |     |         |    |    |     |
| No. of CGDES federations   | 259  | 226  | 239                        |                            |                            |                         |                          |         |        |        |                             |  |           |           |  |         |   |       |             |         |         |             |                          |                |             |                          |                             |             |                        |                          |  |                         |                         |         |    |    |     |         |     |    |     |         |    |    |     |

|  |   |  |       |         |         |         |
|--|---|--|-------|---------|---------|---------|
|  |   | receiving financial support  |       |         |         |         |
|  |   | Rate of CGDES federations receiving financial support  | 97.3% | 85.0%   | 89.8%   |         |
| (Overall Goal)<br>The quality of and access to basic education are improved by decentralized school management.  | 1. Improvement of educational indicators (enrollment rate, repetition rate, dropout rate, completion rate, etc.)  | (Ex-post Evaluation) Unverified  |       |         |         |         |
|  |   | <ul style="list-style-type: none"> <li>All of the educational indicators have worsened since the project completion. However, according to MEP/A/PLN/EC, in 2017, the population data regarding school aged children was modified so that the data shown below is not comparable.</li> </ul> |       |         |         |         |
|  |   | [The status of the educational indicators]   |       |         |         |         |
|  |   | Indicators / Year  |       | 2015/16 | 2016/17 | 2017/18 |
|  |   | Net Enrollment Rate  | Boy   | 71.2    | 70.0    | 66.0    |
|  |   |  | Girl  | 60.8    | 59.8    | 56.9    |
|  |   |  | Total | 66.1    | 65.0    | 61.5    |
|  |   | Gross Enrollment Rate  | Boy   | 82.6    | 80.4    | 75.5    |
|  |   |  | Girl  | 70.5    | 69.0    | 65.4    |
|  |   |  | Total | 76.7    | 74.8    | 70.6    |
|  |   | Repetition rate  | Boy   | -       | 1.5     | 2.6     |
|  |   |  | Girl  | -       | 1.5     | 2.5     |
|  |   |  | Total | -       | 1.5     | 2.6     |
|  |   | Dropout rate   | Boy   | 11      | 10      | 18.1    |
|  |   |  | Girl  | 10.9    | 11.2    | 21.1    |
| Total  | 13.4  |  | 10.6  | 19.5    |         |         |
| Completion rate  | Boy   | 81.4   | 70.5  | 66.7    |         |         |
|  | Girl  | 67.9   | 60.9  | 57.2    |         |         |
|  | Total   | 74.8   | 65.8  | 62.0    |         |         |
| 2. Proportion of children who have completed primary education   | (Ex-post Evaluation) Achieved   |  |       |         |         |         |
|  | <ul style="list-style-type: none"> <li>The average score of final exams held three times per a year seems to have been in an upward trend overall.</li> </ul> |  |       |         |         |         |
|  | [The average score of final exams held three times per a year]  |  |       |         |         |         |
| Note: With the abolition of the graduation exam in 2014 during the project, the indicator became verified with the average score of final exams held three times per a year. | 2016  | 2017   | 2018  |         |         |         |
|  | 47.6  | 59.2   | 51.1  |         |         |         |

Source : Terminal Evaluation Report, Project Completion Report, Interview and questionnaire to MEP/A/PLN/EC, CGDES Coordination, regional and department education offices of MEP/A/PLN/EC, teacher training schools and CGDES federations, communes

### 3 Efficiency

Although the project period was within the plan (ratio against the plan: 100%), the project cost slightly exceeded the plan (ratio against the plan: 109%). The outputs were produced as planned. Therefore, the efficiency of the project is fair.

### 4 Sustainability

#### <Policy Aspect>

“The Education and Training Sector Program” (2014-2024) and “The Transition Plan for Education and Training Sector” (2019-2021) aim to improve the quality of and the access to primary education through more rigorous management of resources and community mobilization in school management. As the project aimed to contribute to educational development (access and quality), it has been endorsed by such national policies.

#### <Institutional/Organizational Aspect>

##### [MEP/A/PLN/EC]

CGDES Coordination Unit of MEP/A/PLN/EC, a central organization for the project, was reorganized to a Direction in charge of Community Participation, School Health and Environmental Education. The Direction takes responsibilities for preparing national education policies regarding CGDES’s activities, enacting laws and orders related to CGDES, monitoring the implementation status of the education policies nationwide, training CGDES officers and members and publishing data on CGDES activities. According to MEP/A/PLN/EC, 12 officers are allocated to the Direction, and the number has been sufficient.

At regional and department levels, education offices of MEP/A/PLN/EC are respectively in place. Their responsibilities are to implement the national education policies prepared by MEP/A/PLN/EC headquarter and monitor the implementation status at their lower levels. According to the organizations, one officer is allocated to each regional or department education office, thereby securing the sufficient number of the staff.

##### [MSE]

Similarly with MEP/A/PLN/EC, MSE headquarter takes responsibilities for preparing national education policies regarding COGES’s activities, enacting laws and orders related to COGES, monitoring the implementation status of the education policies nationwide, training COGES officers and members and publishing data on COGES activities. According to MSE, four officers are distributed to its headquarter, and the number has been enough.

Education offices in regions and departments have been in charge of implementing the national education policies prepared by MSE headquarter and monitoring the implementation status at their lower levels. According to the organizations, one officer is allocated to each regional or department, and the number of the staff has been sufficient.

##### [The monitoring system of CGDES or COGES]

The monitoring system of CGDES or COGES introduced by the project has been sustained even at the time of ex-post evaluation. This is because the system makes it possible to smoothly carry out local activities and is not so costly that CGDES or COGES can bear the cost.

However, there are some cases that the sustainable forum approach has not been monitored as the system has not sufficiently functioned due to the shortage of national budget.

<Technical Aspect>

The staff of the above-mentioned organizations have sustained their knowledge and skills necessary to fulfill their responsibilities. In the background, internal trainings, workshops and seminars are held on a regular basis with national budget and donor's financial support. What is more, trainings were organized and provided by a successive project, "School for All": The project on support to educational development through community participation Phase 2" (2016-2020), for counterparts in order for them to learn from an Indian NGO on how to ameliorate the minimum quality package.

[Manuals]

All the manuals prepared by the project, for instance Manual on the Setting-up of the Communal Consultation Framework, Manual of implementation process of the Minimum Quality-Based Package and CGDES activity planning process manual for better utilization of resources, have been used even at the time of ex-post evaluation. According to MEP/A/PLN/EC and MSE, their contents are still relevant for their activities.

<Financial Aspect>

[National level]

As the table below shows, MEP/A/PLN/EC's whole budget for CGDES had been in an upward trend with 248 million Fcfa in 2016, 1,249 million Fcfa in 2017 and 1,541 million Fcfa in 2019. Also, the planned national budget in 2020 is expected to significantly increase to around 4,394 million Fcfa. The budget is composed of national budget, financial support from such donors as the World Bank and the Global Partnership for Education and tax from communes. According to MEP/A/PLN/EC, the budget has not been sufficient and been unstable so that there have been some cases that budget is sometimes revised in the middle of the year and budget is not appropriately executed. However, even though these challenges have existed, it can be concluded that a certain amount of budget has been secured, taking into consideration that a certain number of staff has been allocated and the knowledge and skills of staff have been sustained through trainings and others.

MEP/A/PLN/EC's budget for CGDES

(Unit: Million Fcfa)

| Item / Year     | 2016         | 2017           | 2018           | 2019           | 2020 (Plan)    |
|-----------------|--------------|----------------|----------------|----------------|----------------|
| National Budget | 178.5        | 56.8           | 92.9           | 127.1          | 967.0          |
| Donor           | 42.0         | 1,150.0        | 1,220.0        | 1,400.0        | 3,418.0        |
| Commune         | 27.3         | 42.0           | 16.7           | 13.5           | 8.8            |
| <b>Total</b>    | <b>247.8</b> | <b>1,248.8</b> | <b>1,329.6</b> | <b>1,540.6</b> | <b>4,393.8</b> |

As the table below shows, MSE's whole budgets for COGES have been quite fluctuating at 87.8 million Fcfa in 2016, 111 million Fcfa in 2017, 25 million Fcfa in 2018 and 39.2 million Fcfa in 2019. Also, the planned national budget in 2020 is expected to be zero Fcfa, and it can be seen from the situation that securing budget faces difficulties. According to MSE, similarly with the MEP/A/PLN/EC's situation, the budget has not been enough. However, even though these challenges have existed, it can be concluded that a certain amount of budget has been secured with financial support from donors, taking into consideration that a certain number of staff has been allocated and the knowledge and skills of staff have been sustained through trainings and others.

MSE's budget for COGES

(Unit: Million Fcfa)

| Item / Year     | 2016        | 2017         | 2018        | 2019        | 2020 (Plan)  |
|-----------------|-------------|--------------|-------------|-------------|--------------|
| National Budget | 65.8        | 78.2         | 0           | 34.7        | 0            |
| Donor           | 22.0        | 32.8         | 25.0        | 4.5         | 257.3        |
| <b>Total</b>    | <b>87.8</b> | <b>111.0</b> | <b>25.0</b> | <b>39.2</b> | <b>257.3</b> |

[Regional and department levels]

The data on the budget of regional and department education offices of MEP/A/PLN/EC and MSE was not available due to administrative issues. Although the shortage of the national budget has prevented the CGDES or COGES monitoring system from being functional at a sufficient level, considering that a certain number of staff has been allocated to each office and the project effects have been sustained, it is considered that a certain amount of the budget has been secured.

[Commune level: CGDES]

CGDES federations have secured around 200 Million Fcfa every year, and its sources are communes and CGDES. According to them, the amount has not reached a sufficient level because the financial supports from communes and CGDES are inconstant and irregular. Yet, taking into account that the forum among CGDES federations was held in all regions in 2018/19 and other project effects have also been sustained, it can be said that a certain amount of budget has been secured.

According to CGDES, its budget was 2,585 million Fcfa in 2016 and increased to 3,397 Million Fcfa by 2019. According to the organization, they basically plan their activities based on their available budget so that the budget has been sufficient since the project completion.

[Commune level: COGES]

The budge for COGES federations was 328 million Fcfa in 2017 and decreased to 53 million Fcfa by 2019. In 2020, the budget of 47 million Fcfa is planned to be secured, but in comparison to the one in 2017, the budget is still at a low level. Its sources are commune and COGES. According to COGES federations, the budget has been insufficient, and its reasons are 1) local authorities and donors have not provided sufficient financial support and 2) there are some COGESs which do not pay membership fee for their COGES federations.

According to COGES, its budget was 72 million Fcfa in 2016 and increased to 1,148 million Fcfa by 2019 along with the increase in the number of COGESs. According to the organization, they basically plan their activities based on their available budget so that the budget has been sufficient since the project completion. It also should be noted that some activities are not implemented because some parents do not pay membership fee.

<Evaluation Result>

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

5 Summary of the Evaluation

The project achieved the Project Purpose aiming at strengthening the function and capacity of CGDES's school management and partially achieved the Overall Goal aiming at improving the quality of and access to basic education by decentralized school management. As for the sustainability, some problems have arisen due to the budget shortage at all administrative levels, such as the monitoring system of CGDES and COGES has not sufficiently worked. Even so, as the sufficient number of staff has been drafted in to each organization and the staff have had the skills and knowledge to sustain the project effects, it is considered that the budget for their activities has been secured to some extent. As for the efficiency, the project cost slightly exceeded the plan.

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

**III. Recommendations & Lessons Learned**

Recommendations for Implementing Agency:

- Considering that the sustainable forum approach has been a success in all the ways (increase in access to education, improvement in quality education, among others) in all the regions where it has been held, the support from the government is recommended for its institutionalization to become as a key element of its educational policy.

Lessons learnt for JICA:

- 3 activities (the minimum quality package, the resource management model and preparation of COGES related laws) implemented by the project have been continued even at the time of ex-post evaluation and considered as effective activities for stakeholders. Therefore, the 3 activities should be considered to be introduced into similar projects on school management committee taking into account the contexts of target countries at the planning stage.



Pupils studying under "Thatched classrooms" constructed by CGDES in Pays Bas 1 & 2 Primary Schools



"15 Thatched Classrooms" constructed by CGDES in Pays Bas 1 & 2 Primary Schools