PROJECT DOCUMENT

COMMUNITY-BASED

BASIC EDUCATION IMPROVEMENT

PROJECT IN ETHIOPIA

November 2003

Oromia Education Bureau
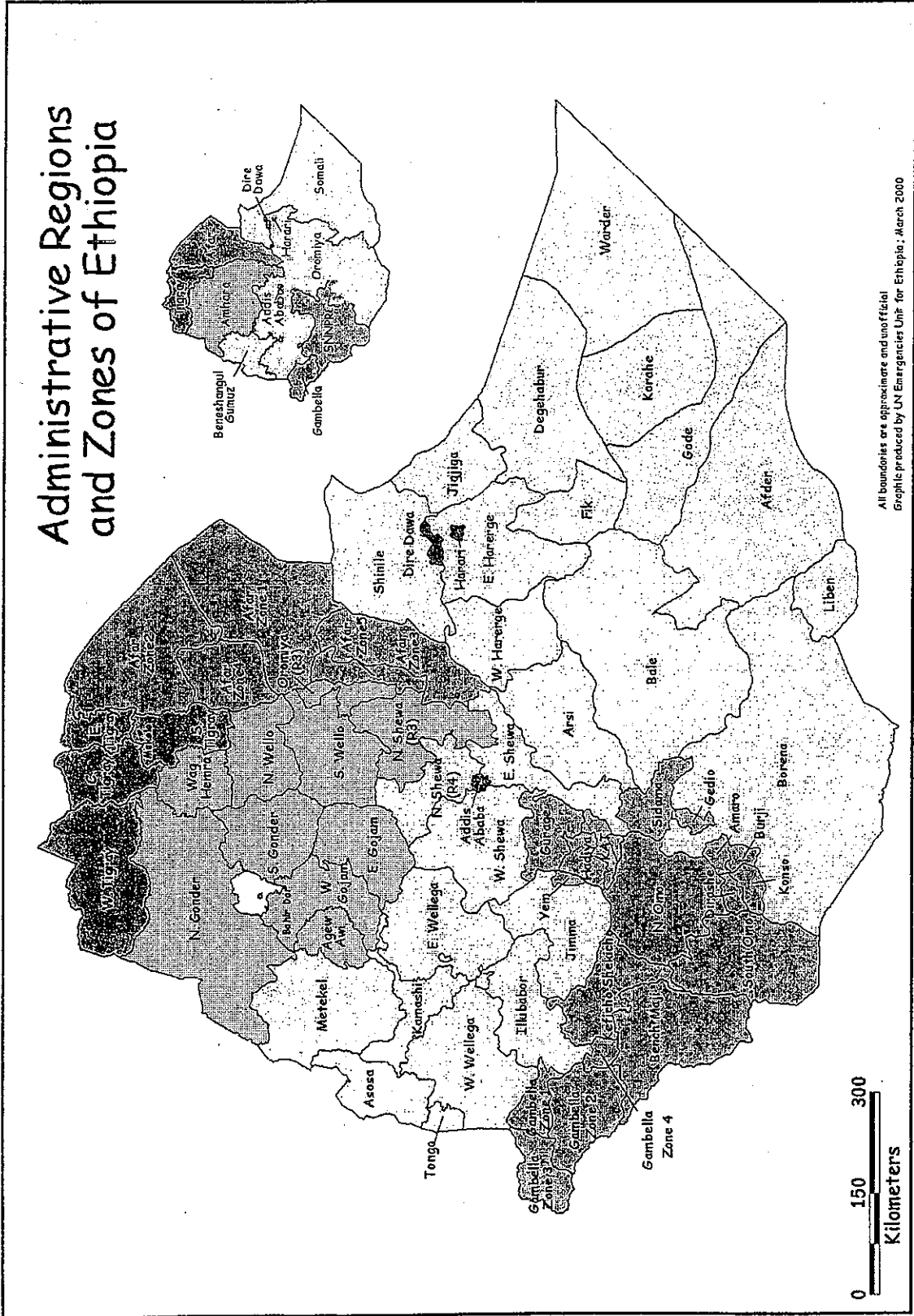
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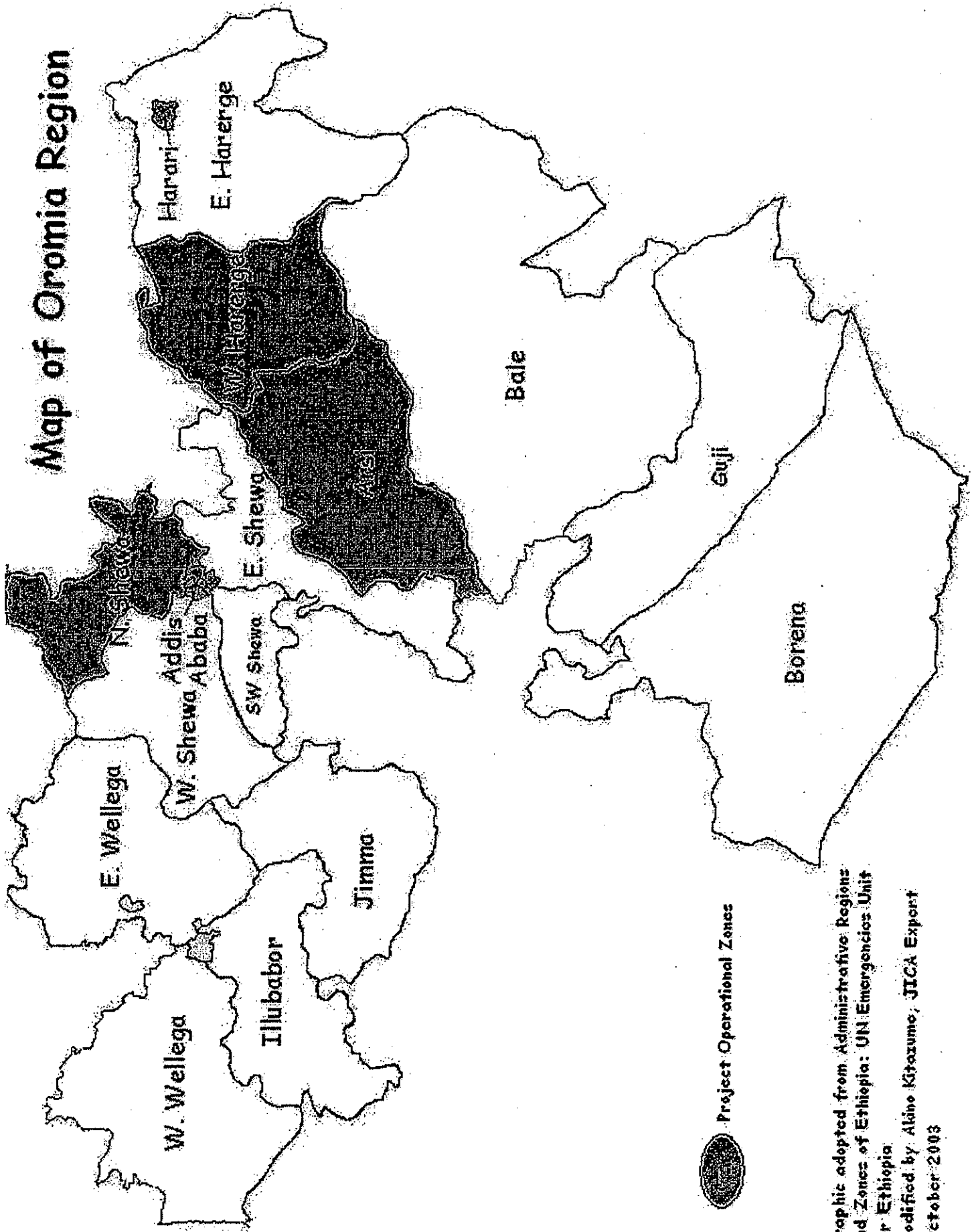Japan International Cooperation Agency

(JICA)

Map

Administrative Regions and Zones of Ethiopia

All boundaries are approximate and unofficial
Graphic produced by UN Emergencies Unit for Ethiopia; March 2000

Kilometers
0   150   300

Map of Oromia Region

W. Wellega

E. Wellega

Illubabor

Jimma

W. Shewa

N. Shewa

Addis Ababa

Harari

E. Harerge

W. Harerge

Arsi

E. Shewa

SW Shewa

Bale

Guji

Borena

Project Operational Zone

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Map of Administrative Regions and Zones of Ethiopia

Map of Oromia Region

List of Acronyms

ANNEX

List of Acronyms

AED	Academy for Educational Development
BEGIN	Basic Education for Growth Initiative
BESO I	Basic Education System Overhaul
BESO II	Basic Education Strategic Objective
CAS	Country Assistance Strategy
CEI	Complementary Education Initiative
CMC	Center Management Committee
CRDA	Christian Relief and Development Association
ECD	Early Childhood Development
EFA	Education for All
EMA	Educational Media Agency
ESDP I	Education Sector Development Program
ESDP II	Second Education Sector Development Program
ESRDF	Ethiopia Social Rehabilitation and Development Fund
ETP	Education and Training Policy
GDP	Gross Domestic Production
GER	Gross Enrollment Rate
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
IDA	International Development Association
IICBA	International Institute for Capacity Building in Africa
IPBCS	Integrated Planning, Budgeting, and Control System
JICA	Japan International Cooperation Agency
KCYDS	Kangaroo Child and Youth Development Society
MDGs	Millennium Development Goals
MOE	Ministry of Education
MOFED	Ministry of Finance and Economic Development
NER	Net Enrollment Rate
NGO	Non Governmental Organization
NISPED	National Initiative to Support Primary Education Development
ODA	Official Development Assistance
OEB	Oromia Education Bureau
PA	Peasant Association

PCM	Project Cycle Management
PDM	Project Design Matrix
PEI	Primary Education Improvement
PRSC	Poverty Reduction Support Credit
PRSP	Poverty Reduction Strategy Paper
RCWDA	Rift Valley Children and Women Development Association
REB	*Regional Education Bureau*
SDPRP	Sustainable Development and Poverty Reduction Program
SMC	*School Management Committee*
SNNPR	Southern Nations Nationality Peoples Region
TAA	Tokyo Agenda for Action
TICAD	Tokyo International Conference on African Development
TOR	Terms of Reference
TTC	Teacher Training College
TTI	Teacher Training Institute
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Education, Science and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WEO	Woreda Education Office
ZED	Zonal Education Desk

1. INTRODUCTION

Ethiopia made the five-year Education Sector Development Program (ESDP I) in 1997/98 and have made tireless efforts to enhance education at all levels. Among other things, they focused primary education in order to achieve universal primary education by the year 2015. There has been remarkable improvement since then, but further approaches need to be explored in order to provide education for all the children regardless of their gender, localities, economic conditions of their families, etc.

In June 2002 Ministry of Education (MOE) elaborated the Second Education Sector Development Program (ESDP II), which repeatedly stresses the necessity and importance of non-formal basic education as an alternate route to formal education. On the other hand, ESDP II points out that non-formal education cannot be promoted by the government alone, so the community participation is essential. New modalities and mechanisms involving both communities and the government are strongly expected to be established.

Oromia Education Bureau (OEB) submitted the original proposal that served as the template for the Community-Based Basic Education Improvement Project in 2002. [1] In response to this request, the Japan International Cooperation Agency (JICA) dispatched the Preparatory Study Team twice to Ethiopia in January and July 2003. This Project Document is made based on the research done by the Teams and discussions held between the Ethiopian and Japanese sides.

2. BACKGROUND

2.1 Socio-economic Context

Ethiopia, whose surface area is 1,251,888 million square km[2], is the second most populous country after Nigeria in Sub-Saharan Africa.[2] Its population is about 67 million in July 2002 and is projected to grow at 2.3 percent per annum over the next five years.[3] According to the human development index of the United Nations Development Program (UNDP), Ethiopia is placed as the 169th country out of 175 countries listed.[4] Table 2-1 shows the basic indicators of Ethiopia and neighboring countries. As it evidently shows, Ethiopia has vast room for social and economic development, and in particular, the proportion of the population below the income poverty line ($1 a day) is staggering.

Table 2-1 Basic Indicators of Ethiopia and Neighboring Countries

Indicators \ Country	Ethiopia	Eritrea	Sudan	Sub-Saharan Africa
Life expectancy at birth (years) 2001	45.7	52.5	55.4	46.5
Adult literacy rate (% age 15 and above) 2001	40.3	56.7	58.8	62.4
GDP per capita (PPP US$) 2001	810	1,030	1,970	1,831
Population below income poverty line (%) $1 a day 1990-2001	81.9	n/a	n/a	n/a
Annual population growth rate 1975-2001	2.7	2.3	2.5	2.8
Urban population (as % of total) 2001	15.9	19.1	37.0	34.8
Infant mortality rate (per 1,000 live births) 2001	116	72	65	107
Primary school gross enrollment ratio (%) 1995-99*	85 (M) 57 (F)	67 (M) 55 (F)	107 (M) 104 (F)	85 (M) 74 (F)
Primary school net enrollment ratio (%) 1995-99*	34 (M) 28 (F)	43 (M) 37 (F)	97 (M) 97 (F)	54 (M) 49 (F)
Primary school entrants reaching grade 5 (%) 1995-99*	51	95	87	61
Secondary school enrollment ratio (%) 1995-99*	4	23	36	22

Source: UNDP. 2003. Human Development Report 2003

    *UNICEF. 2003. The State of the World's Children 2003

Note: M stands for male and F stands for female.

Also, there is a significant gap between females and males, and the former has lagged far behind. The disparity between urban and rural areas is obvious. The trends in literacy rate by gender and area are shown in Table 2-2, which illustrates that women in rural areas tend to be the most marginalized and deprived due to less understanding of text-based information. For instance, the literate population of urban males is 82.1% whereas that of rural females is only 11.0% in 1999/2000.

Table 2-2 Trends in Literacy Rate (%)

	1996			1997			1998			1999/2000		
	Urban	Rural	All	Urban	Rural	All	Urban	Rural	All	Urban	Rural	All
Male	82.3	29.2	36.5	81.0	25.1	33.4	81.0	28.8	36.3	82.1	33.0	40.0
Female	60.4	9.2	18.1	60.8	7.3	16.5	59.0	8.8	17.1	61.2	11.0	19.5
Total	70.0	19.4	27.3	70.0	16.2	24.8	69.0	18.8	26.6	70.4	21.8	29.4

Source. MOFED. 2002. SDPRP

With some 80 languages spoken throughout the nation, Ethiopia consists of 9 regions and 2 administrative city states. The population and area of those are shown in Table 2-3. The official language of the country is Amharic, and English is the language of instruction for post-primary education. Oromia Region has the largest population, which accounts for 35.26%, and the official language in the region is Afaan Oromo.

Agriculture is the mainstay of the Ethiopian economy. It provides a livelihood for some *90% of the population and accounts for about 45% of the gross domestic production (GDP).*[5] While the service sector represents some 40% of GDP, it only contributes 7% of employment. Manufacturing forms only a minor part of GDP and employment. Given this economic structure, Ethiopia is particularly vulnerable to the drought and adverse effects of the fluctuations of commodities (especially coffee). To address these weaknesses, the Ethiopian Government has been promoting agriculture-development-led-industrialization as the strategy for the long-term development plan.[6]

Table 2-3   Population and Area by Region

	Region	Area (Sq. km^2)	Percent (%)	Population (thou.)	Percent (%)
1	Tigray	50,078	4.00	3,901	5.80
2	Afar	N/A	—	1,272	1.89
3	Amhara	159,173	12.71	17,205	25.59
4	Oromia	353,006	28.20	23,704	35.26
5	Somali	N/A	—	3,898	5.80
6	Benishangul-Gumuz	49,289	3.94	565	0.84
7	SNNPR	112,343	8.97	13,293	19.78
8	Gambella	25,802	2.06	222	0.33
9	Harari	311	0.02	172	0.26
1	Addis Ababa	530	0.04	2,646	3.94
2	Dire Dawa	1,213	0.10	342	0.51
	Total	1,251,888	100.00	67,220	100.00

Source: Central Statistical Authority. 2002. Statistical Abstract 2001; Ministry of Education. 2002. ESDP-II

2.2 Description of the Sector/Sub-sector

Education plays a vital role in reducing poverty and enhancing the national development. Being aware of this, the Ethiopian Government adopted a new Education and Training Policy (ETP) in 1994. ETP outlined the objectives and overall strategy of education and training to achieve the social and economic development of the nation. ETP became the basis for ESDP I that was launched in 1997/98 with the immediate goals toward the year 2001/02.

As for access and coverage of primary education, ESDP I says, "more children will attend school with enrollment expanding from 3.1 million to 7 million, and the primary enrollment ratio increasing from 30 percent to 50 percent." In fact, the enrollment increased from 4,468,294 in 1996/97 to 7,401,473 in 2000/01, so the goal was achieved one year ahead of schedule. In 2001/02, totally 7,982,760 students were enrolled from Grade 1 to 8 in primary schools. The primary enrollment rate also shows good results. The gross enrollment rate (GER) was 61.6% in 2001/02, and the net enrollment rate (NER) was 52.2% in the same year.[7]

The number of primary schools grew from 10,394 in 1996/97 to 11,780 in 2000/01. In 2001/02, there were 12,089 schools across the country. This figure has fallen short of the target of 2,423 new schools to be constructed by the year 2001/02. Consequently, this has resulted in overcrowdedness of students in a classroom. The ever-increasing enrollment has caused another problem. The student section ratio went up from 52 in 1996/97 to 70 in 2000/01. The student teacher ratio increased at an even faster pace, that is, from 42 to 60 for the same period. It reached 63 in 2001/02. The more students a teacher has, the less attention he/she can pay to them in limited class hours.

As for efficiency, there has been no significant improvement (see Figure 2-1). From 1996/97 to 2000/01 the repetition rate stayed between 8.2% and 12.0%, and the dropout rate also stayed between 12.1% and 19.0%.[8] Above all, the dropout rate has remained especially high for grade 1, and it was 27.9% in 2000/01. The average number of years students stayed in primary schools before they dropout was 3.3.[9] To make matters worse, the survival rate to Grade 5 decreased from 45% in 1996/97 to 38% in 2000/01.[10]

Thus, while much has been done for the improvement in access and coverage of primary education, much has to be done to enhance efficiency for the sake of achieving good quality universal primary education by the year 2015.

Figure 2-1   Repetition and Dropout Rate at Primary School(1-8)
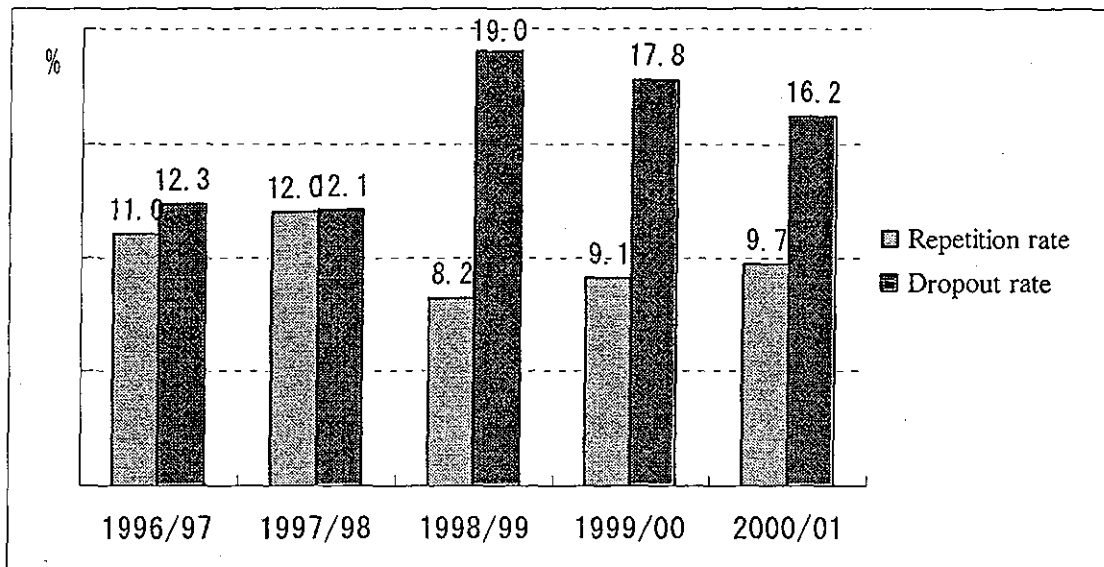
Source: MOE. 2002. Education Statistics Annual Abstract 1994 E.C./2001-02/

2.3 Host Country Strategy

The overall goals of ESDP II are consistent with Ethiopia's Poverty Reduction Strategy Paper (PRSP) and the Millennium Development Goals (MDGs).   PRSP was prepared as the Sustainable Development and Poverty Reduction Program (SDPRP) by Ministry of Finance and Economic Development (MOFED) in July 2002.   It enumerated seven key sectors, that is, 1) rural and agricultural development, 2) food security, 3) pastoral development, 4) road, 5) water resource development, 6) education, and 7) health.[11] MDGs had been adopted in the United Nations General Assembly in September 2000, and it sets eight goals among which is to achieve universal primary education by 2015.[12]

Based also on ESDP I experience, ESDP II sets new challenges for the next three-year period (2002/03-2004/05).   Its four major goals are:

(1) To produce good citizens who understand, respect and defend the constitution.

(2) To realize the goal of achieving universal primary education through expanding access and coverage of primary education with equity and improved quality.

(3) To meet the quantitative and qualitative demand for trained manpower al all levels in order to respond to the socio-economic development needs.

(4) To build the capacity within the education system for sustainable development of the system through organizational capacity building for program implementation, continuous innovation, and quality leadership at various levels.

In addition, the summary of its overall strategy is:

(1) To construct primary schools, especially for the first cycle, at a possible lower

cost, involving the community and non-governmental organizations (NGOs).

(2) To expect non-formal education to play a stronger and wider role and implement other alternatives for expansion of primary education.

(3) To empower the community and collaborate with the NGOs and private sector.

(4) To give priority to capacity building through organizational development, provision of training to managers, development and implementation of logistics support systems.

(5) To encourage woredas to be closer to the communities, strengthening their role in governance and management of education through the decentralization process.

(6) To improve both academic qualifications and ethical values of teachers in order to enhance the quality of education.

(7) To revitalize the education system so that it will foster responsible citizens who participate actively in and also knowledgeable about public affairs.

All in all, ESDP II pays special attention to the question of equity and access. The gender gap should be narrowed, and the regional disparities should be reduced through the provision of educational access to the children, especially girls, in rural and marginalized communities. In this sense, ESDP II places greater importance on non-formal education (NFE) and regards NFE as an integral part of the strategies for achieving universal primary education and education for all.

2.4 Prior and Ongoing Assistance
(1) World Bank

Based on SDPRP, the World Bank finalized the new Country Assistance Strategy (CAS) in March 2003, focusing on 1) enhancing pro-poor growth, 2) enhancing human development outcomes by improving governance, and 3) reducing vulnerability.[13] In the field of education, the World Bank, through International Development Association (IDA), committed US$100 million in 1998 to support the sector-wide program (ESDP I). To date, the World Bank has disbursed US$86 million, and approximately 52% has been spent for improving primary education (except non-formal education).[14] The rest of the amount is schedule to be disbursed by 2004.

In this operation, the World Bank has found that there is a lack of capacity at the regional and further decentralized administrative units in Ethiopia. More importantly, it has found that the sector-wide approach has led to inter-sectoral and intra-sectoral imbalances so that the integration of other sectors (e.g. water) is essential. To promote a multi-sector approach and optimize the limited capacity available in Ethiopia, the World Bank, through a richer policy dialogue, will augment the use of the Poverty Reduction Support Credit (PRSC) as a choice of instruments.

(2) UESCO International Institute for Capacity Building in Africa (IICBA)

Since its inception in 1999, IICBA has focused on the following five areas.[15]

1) Teacher education
2) How information and communication technologies can be utilized in African educational institutions
3) How to achieve quality basic education for all in Africa
4) Leadership of education in Africa
5) Publication

Those areas above have a number of components such as the establishment of teacher education network, distance education program, electronic library services, nomadic education program, multigrade program, curriculum development, educational planning, and senior executive seminars for ministers of education. As the country where IICBA is based, Ethiopia has been actively involved in those activities. IICBA estimates that the budget necessary to implement four major programs except publication is about US$5.6 million in 2002-2003.

(3) United Nations Children's Fund (UNICEF)

UNICEF's goals and objectives in education are in line with ESDP II. While UNICEF concentrates on 1) increasing access to primary education, 2) improving quality, and 3) ensuring equity, it places specific focus on quality improvement and girls' education. The cooperation program consists of three projects.[16]

1) Project 1: Primary Education Improvement (PEI)
   The objective is to promote the development of context specific, gender sensitive approaches, increasing primary enrollment rate by 20%, reducing gender gap in enrollment rate, and repetition and dropout rates to half of the 1999/2000 level.
2) Project 2: Complementary Education Initiative (CEI)
   The objective is to enhance access to non-formal education, that is, alternate routs to formal education in Ethiopia, for disadvantaged children and out-of-school-youths.
3) Project 3: National Initiative to Support Primary Education Development (NISPED)
   The objective is to support certain key interventions, which will have potential for nationwide reach and impact.

In the Project 2 (CEI), UNICEF provided a part of construction materials for non-formal education centers across the country and supports the training of facilitators, who teach children at the centers as paraprofessionals. The duration of the cooperation program is five years (2002-2006), and the budget is about US$ 16.1 million with the possibility that additional US$7.4 million may be budgeted.

(4) United States Agency for International Development (USAID)

USAID/Ethiopia has five strategic objectives and one special objective as below.[17]

1) Improved family health
2) Quality and equity in primary education system enhanced
3) Rural household production and productivity increased
4) Mitigate the effects of disaster
5) More effective governance and civil society developed
6) Improved livelihoods for pastoralists and agro-pastoralists in southern Ethiopia (special objective)

The second objective is called the Basic Education Strategic Objective (BESO II) as opposed to the previous program of the Basic Education System Overhaul (BESO I), targeting the regions of Tigray and SNNPR. BESO II covers the period from 2002 to 2007 with the budget (grant) of approximately US$25.5 million.[18] BESO II is designed to yield four intermediate results as follows.[19]

1) Quality of professional education personnel enhanced
2) Teacher-learner support systems strengthened
3) Community-government partnerships in education enhanced
4) Educational planning and management strengthened

Under the contract with USAID, NGOs such as the Save the Children USA and World Learning Ethiopia have been in charge of the third result, and the Academy for International Development (AED) has been in charge of the rest of them. The BESO II priority regions are in alphabetical order: Afar, Amhara, Oromia, SNNPR, Somali, and Tigray. There has been a wide variety of activities undertaken such as pre- and in-service teacher training, distance education for teacher upgrading, interactive radio instruction, strengthening of school committees, capacity building of woreda officials in educational planning and management.

(5) Save the Children USA

As mentioned above, Save the Children USA has been trying to enhance the community-government partnerships in formal primary education in Afar, Gambella, Oromia, and Somali regions. Its focus is primarily on the strengthening of the school management committee (SMC). The target number of SMCs is around 1,500 in those four regions. Along with this, Save the Children USA organizes training seminars and workshops for facilitators and education officers at the woreda level.

In the field of non-formal education, Save the Children USA has implemented the Pastoralist Education Project (2000-2003), funded by USAID, to develop an flexible delivery system of basic education that fits the mobility and socio-cultural realities of pastoralists, localizing curricula to meet the peculiar needs of them.[20]

Incidentally, Save the Children Alliance member organizations (Save the Children Norway, Save the Children Denmark, Save the Children Sweden, Save the Children United Kingdom, and Save the Children USA), had advocated the necessity of the linkage between non-formal and formal education. Due to their longstanding efforts in collaboration with other NGOs, the former was authorized as an alternative to the latter by MOE, and now they are complementary to each other.

(6) Christian Relief and Development Association (CRDA)

CRDA is an indigenous non-profit organization of 212 NGOs and religion-based agencies engaged in relief, rehabilitation and development activities.[21] Its members represent 46% of all officially registered NGOs in Ethiopia.[22] Since its inception in 1973, it has served as the umbrella organization by strengthening the capacity of its member agencies. CRDA provides training, technical and financial support, opportunities of networking and information exchange to its member NGOs and other partners. In recent five years, over 1,000 staff from its members and governmental partners participated annually in CRDA's short-term training courses in themes such as organizational development and management, project management and methodological skills, advocacy skills and ethical practices.[23]

(7) Kangaroo Child and Youth Development Society (KCYDS)

Since its foundation in1997, KCYDS has conducted its development activities as below in Oromia region.[24]
1) Provision of alternative basic education for out of school children
2) Youth awareness raising program on HIV/AIDS

As for 1), KCYDS has implemented the cost-effective, efficient, flexible, replicable, child-centered and community-based project known as "Life Glow Schools." This is particularly designed for the rural poor with special emphasis on girls' education linking early childhood development (ECD) to primary education and adult functional literacy.[25] The alternative learning program of the Life Glow School projects showed the potential benefits of the alternative approaches and untapped areas of partnerships and exploitable resources at the grassroots level. The study of MOE shows that Life Glow Schools have an exceptionally high level of internal efficiency and their students' academic perform is excellent compared to the government schools and even other NGOs' schools.[26]

Implementing partners are local communities, woreda education offices (WEOs), zonal education desks (ZEDs), regional education bureaus (REBs), CRDA, Save the Children USA, JICA, PACT-Ethiopia, Oromia HIV/AIDS Prevention, etc.

(8) Rift Valley Children and Women Development Association (RCWDA)

RCWDA was established in 1993 and it has implemented the programs and projects in Oromia region in the areas of education, food security, health, water, and gender and development. Although RCWDA supports formal education, its main focus is placed on non-formal education. RCWDA's first non-formal education projected was initiated in 1995 by opening two learning centers in Anano Shisho Peasant Association.[27] These centers have been used for providing basic education services both for children and adults. At that time, there was no non-formal basic education curriculum or textbooks for children, so RCWDA used OEB's non-formal education curriculum for adults alone to teach both children and adults. In 2000, RCWDA assisted OEB in developing non-formal basic education curriculum and textbooks while PACT Ethiopia gave the financial assistance for printing. At present, these textbooks are recognized as the official textbooks for non-formal basic education in Oromia region.

Now RCWDA runs 46 non-formal basic education centers with the communities in Oromia region. From the opening, RCWDA has always kept in mind the issue of sustainability. There is no specific time limit for RCWDA to take fade-outs from the centers, but it will continuously consider the timing of handover according to the following criteria.

1) Capacity of the community to manage a non-formal basic education center
2) Economic strength of the community to make an honorary payment to facilitators
3) Teaching ability of facilitators

(9) Summary

The assistance from other donors and NGOs can be summarized into Table 2-4. Roughly speaking, the international or public organizations concentrate more on formal education whereas many NGOs focus more on non-formal education. Moreover, although they strengthen the capacity of government officials, teaching staff, and communities, the trainings are organized individually in real settings. In this sense, there is a lot for Japan to make contributions to strengthening their linkage and partnership through a participatory and process-oriented approach.

Table 2-4 Summary of Assistance from Donors and NGOs in Education

		Type of Education		Target Group of Capacity Building			Strengthening Linkage and Partnership among Target Groups
		FE	NFE	Government Officials	Teaching Staff (Teachers or Facilitators)	Communities (School or Center Management Committee)	
1	World Bank	○	×	△	△	×	×
2	UNESCO	○	×	○	○	×	×
3	UNICEF	○	○	○	○	△	×
4	USAID	○	△	○	○	○	△
5	Save the Children	○	△	×	○	○	△
6	CRDA	×	△	○	△	△	△
7	KCYDS	×	○	○	○	○	△
8	RCWDA	×	○	○	○	○	△
9	JICA	×	○	○	○	○	○

Note: The abbreviations and marks above have the following meanings.

FE: formal education, NFE: non-formal education,

○: much emphasis, △: some emphasis, ×: little or no emphasis

2.5 Community-initiated Provision of Basic Education

There are a number of community-initiated basic education centers in Oromia Region with or without external assistances. Rural communities in many cases contribute their communal land, locally available construction materials, labour for the establishment of basic education centers. The community people also organize their own school management committee to maintain their educational activities at the centers. The community people often select facilitators (teaching staff) from their own villages to teach at the respective center. There are also some instances, like in Arsi Zone, an individual contributes his/her house as a basic education center and the facilitators selected by the community teach both the children and the adults without payment. There are also some cases, for example in West Hararge zone, where the religious schools started providing their facilities for the basic education programmes, and upgraded as a basic education center.

Educational offices of the government support these kinds of community-initiated activities. WEOs annually update the list of non-formal education centers based on the registration submitted from PAs and forward the summarized data to OEB. OEB provides non-formal education textbooks as well as Facilitators' Guide to the registered

non-formal education centers.

Community's efforts towards expanding the opportunities of basic education have been increasingly recognized its importance both by the local communities as well as the government institutions. However, the mechanism within the government to support these kinds of activities has not been well-established and, therefore, in many cases WEOs cannot allocate enough resources to them. Besides, due to the limited economic capacity of the rural communities, many basic education centers face problems like lack of classrooms, textbooks or teaching materials. Lack of resources also contributes to the poor quality of teaching performances which may also result in the unsatisfactory academic performances of the students.

It can be generally said that the community-initiated educational services shall be more encouraged in a way that the activities at the basic education centers are maintained in a sustainable way. The problems that the rural communities are not able to solve alone, such as incentives to the facilitators, upgrading their knowledge and skills in teaching, and financial sustainability of the basic education centers shall be well studied and solved with the combination of the community's own efforts and the services provided by the government in partnership.

3. PROBLEM TO BE ADDRESSED, THE CURRENT SITUATION
3.1 Institutional Framework for the Sub-sector
(1) Formal Education
The education system in Ethiopia is shown in Figure 3-1. Prior to primary education, there is pre-primary or early childhood education. Primary education consists of two cycles. The first cycle contains Grade 1 to 4, and the second cycle contains Grade 5-8. Students who successfully complete Grade 8 go on to attend secondary schools that have Grade 9 and 10. Students who seek to attend universities receive preparatory education, and others who seek to acquire specialized or professional skills receive technical and vocational education and training (TVET).

It is necessary for a person who wants to be a teacher for grade 1 to 4 to earn a certificate by completing one-year program at a teacher training institute (TTI). Also, it is necessary for a person who wants to be a teacher for grade 5 to 8 to earn a diploma by completing three-year program at a teacher training college (TTC). Both TTI and TTC requires the entrants to have completed Grade 10 and above education.

Figure 3-1 Education System in Ethiopia
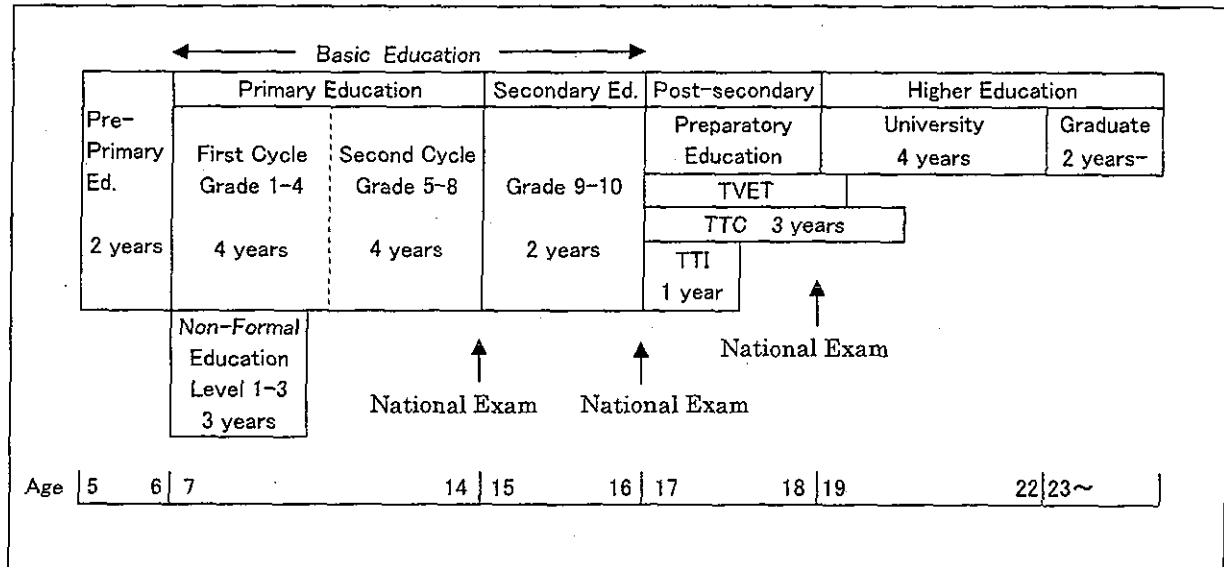
Source: ESDP II, Interview results

(2) Non-Formal Basic Education

Non-formal basic education is provided for children who have not had or do not have the opportunity to attend formal schooling. Its three-year program is equivalent to the four-year first cycle of formal primary education. Four grades of the first cycle of primary education are condensed into three levels, and both are intended to be the same in content and concepts they impart to students. [28] The relationship between non-formal and formal education is shown in Figure 3-2. In Oromia region, the Curriculum Development and Research Department of OEB details the minimum learning competencies of each subject taught in formal[29]education[30] by grade and level. The minimum competencies in non-formal basic education, which was designed to cover all the subject and contents of the formal basic education curriculum, has been developed and adopted by Adult and Non-Formal Education Panel of OEB. The subjects taught and period given to them are shown in Table 4.

Student transfer between two systems is completely ensured. For example, the student with a valid certificate for the completion of Level 1 in non-formal education can join Grade 2, semester 2 in formal education. The student with a valid certificate for the completion of Level 2 in non-formal education can join Grade 3, semester 2 in formal education. Likewise, the student with a valid certificate for the completion of Level 3 in non-formal education can join Grade 5 in formal education. Transfer from formal to non-formal education is also possible, and it is transacted exactly in the opposite way in accordance with the regulations.

Figure 3-2   Relationship between Formal and Non-Formal education

Formal Education	Non- Formal Education
Grade 4	Level 3
Grade 3	Level 2
Grade 2	
Grade 1	Level 1

Source: OEB. 2002. Directive for Non-Formal Basic Education

Since non-formal education is virtually the same as formal education in Ethiopia, OEB prepared the textbooks called "Learner's Books" and teacher's guides called "Facilitator's Guides" in 2000.   They are fully available for all three levels and all four subjects, that are, Afaan Oromo, English, Mathematics and Environmental Science. Other subjects that are taught in formal education but not in non-formal education are woven into these four subjects in essence.

In non-formal education, a person who teaches students is called a facilitator.   He or she is not necessarily a professional but a paraprofessional teacher.   In other words, a person does not have to be a qualified teacher with a certificate or diploma.   Rather than such nominal qualification, a facilitator is required to be selected from the community and to have interest to serve the community to which he or she belongs.

Table 4 Provision of Subjects in Formal Education and Non-Formal Education

＜Formal Primary Education＞

Weekly Distribution of Lessons by Subject in Formal Primary Education

Field of knowledge	Subject	First cycle (Grade1-4)				Second cycle (Grade5-8)			
		1	2	3	4	5	6	7	8
Language	Mother Tongue	5	5	4	4	3	3	3	3
	English	5	5	5	5	5	5	6	6
	Amharic	—	—	6	6	4	4	5	5
Mathematics	Mathematics	5	5	5	5	5	5	5	5
Environmental Science	Sciences combined and varied education	9	9	9	9	9	9	4	4
	Physics	—	—	—	—	—	—	3	3
	Chemistry	—	—	—	—	—	—	3	3
	Biology	—	—	—	—	—	—	3	3
Esthetics and Physical Training	Music	2	2	2	2	3	3	3	3
	Drawing	2	2	2	2	3	3	—	—
	Physical Training	2	2	2	2	3	3	—	—
Total period per week		30	30	35	35	35	35	35	35

Source: MOE. 1996. Minimum Quality Standard of the Elementary School

＜Non-Formal Basic Education＞

Type of Subjects Taught in Non-Formal Basic Education in Oromia region
1) Afaan Oromo
2) English
3) Mathematics
4) Environmental Science

Length of Learning Period in Non-Formal Basic Education in Oromia region
1) Non-formal basic education for children is delivered in three levels: Level 1, Level 2 and Level 3.
2) It takes 3 years to complete 4 subjects given in the three years.
3) One level is to be covered in 1 year (12 months) which is supposed to have 254 working days. Out of these days, 230 days can be used for non-formal basic education for children.
4) In non-formal basic education for children, 4 subjects are taught each day. Each subject is taught for 50 minutes. This means, children spend 200 minutes or 3 hours and 20 minutes a day in learning.
5) To cover the program for the year, it is possible to teach for 766 hours, and this is sufficient to complete the subjects of the program in the existing situations.

Source: OEB. 2002. Directive for Non=formal Basic Education

3.2 Problem to be Addressed, the Current Situation

The social demand for primary education is strong throughout the country, and this ever-increasing demand is neither met in coverage nor in the provision of adequate school facilities. In this regard, there is a recognition of the fact that the limited resources of the Government alone are insufficient to cope with the expansion of primary education to which Ethiopia aspires in order to attain universal primary education by 2015.[31] When a primary school is built according to the current government standard, the high costs make it unlikely that a sufficient number of classrooms can be constructed. Therefore, as a realistic problem- solving measure, some WEOs have already approved the construction of a primary school that does not meet the expensive government construction standard. As another example, all the 255 government primary schools in North Shewa Zone in Oromia region provide not only formal education in the day time but also provide non-formal education in the early morning and late afternoon.[32] There is another arrangement. The Life Glow Schools of KCYDS have had qualified teachers officially assigned by OEB. As such, the demarcation between formal and non-formal schooling is becoming blurred in practice.

Now it is evident and commonly accepted that non-formal education should be strengthened and delivered as an alternative route to formal education. In fact, ESDP II repeatedly stresses the necessity and paramount importance of non-formal education. In contrast to formal education, non-formal education can be provided in a more responsive, flexible, student-friendly and cost-effective way so that it can reach the out-of-school children in sparsely populated and remote communities where their parents need them as labor forces for agricultural activities and family chores. The general comparison between non-formal education and formal education is described in Table 3-2.

According the document, Alternate Route to Basic Primary Education, issued by MOE in 2000, non-formal education seems to have a promising future, but there are many problems in reality, especially in the case that a non-formal education center is not supported by NGOs but managed only by the community. The recruitment of good facilitators, especially females, is difficult. Even if they are recruited, they may receive very little or no honorary payment from the community due to its economic weakness. The lack of incentives makes facilitators even less motivated in teaching. In addition, no training is conducted or organized for facilitators. In fact, because the quality of facilitators is quite low, most of the parents hope to send or transfer their children to formal schools where good qualified teachers are assigned and their salaries are paid by the government.[33]

Table 3-2　General Comparison between Non-Formal Education and Formal Education

		Advantage	Disadvantage
Non-Formal Education (NFE)	NFE without NGO Support	**Common Advantages** - Construction cost of a NFE center is not very expensive. - A NFE center is located close to students' homes. - Curriculum, such as a school calendar and learning period a day and a week, is flexible. - Facilitators are recruited from communities. - Duration of schooling is short (3 years). - There are fewer students in one classroom.	**Disadvantages without NGO Support** - Communities have to make an honorary payment to facilitators. - Facilitators, who receive little or no honorary payment, tend to be less motivated in teaching. - No training of facilitators is organized and the quality of teaching is low. **Common Disadvantages** - Linkage or partnership between WEO officials and communities is weak.
	NFE with NGO Support	**Advantages with NGO Support** - Communities do not have to make an honorary payment to facilitators. - The training of facilitators is organized and the quality of teaching is high.	**Disadvantages with NGO Support** - Timing of handover of a NFE center is uncertain. There is always a concern about sustainability of a center.
Formal Education		- Communities do not have to make an honorary payment to facilitators. - Linkage or partnership between WEO officials and communities is strong due to the nature of formal education. - The quality of teaching is higher than that of a NFE center without NGO support because teachers are qualified and trained.	- Construction of a formal school is expensive and takes time to be completed. - A school is located far from students' homes. - Curriculum, such as a school calendar and learning period a day and a week, is inflexible. - Assigned teachers are not always familiar with the localities of a school. - The quality of teaching is lower than that of a NFE center with NGO support. - Duration of schooling is long (4 years) for some students and parents. - A classroom is overcrowded by students. - There is a disparity of gender. - There is a lack of textbooks.

Source: Interview results

ESDP II also points out the lack of planning and management capacity of the government officials, especially at the woreda level. Skills to interpret policies, collect and analyze relevant data, and take appropriate action to meet the need of each locality are critically lacking. In addition, ESDP II reiterates that community participation in education remains inadequate so further voluntary involvement of the community is strongly expected and encouraged. ESDP II states, "Communities can influence the educational process in their surroundings especially in the construction of new school buildings through provision of supervision, direct labor contribution, construction of additional classrooms, supporting school maintenance, and mobilization of parents to increase enrollment especially that of girls." It goes on to state, "Consequently, the communities are expected to commit themselves in supporting a certain percentage (5-10%) of the government expenditure on construction and running costs of schools." With regard to this, MOE prepared in 2002 the Guideline for Organization of Educational Management, Community Participation and Educational Finance that stipulates the detailed concepts and procedures including the cost sharing between the Government and community.

In sum, the new modality and mechanism of organizational capacity building, facilitator training and community participation should be explored and developed so that all the stakeholders can improve themselves in a collaborative and sustainable manner.

3.3 Relations with Japan's Aid Policy

In June 1997 both the Governments of Japan and Ethiopia held a policy dialogue concerning the grant aid and technical cooperation and affirmed the priority areas; education, health and food security.[34] In October 1998, Japan hosted the Second Tokyo International Conference on African Development (TICAD II)[35] which was attended by a total of 80 countries including Ethiopia and 40 international organizations. TICAD II adopted the Tokyo Agenda for Action (TAA), which sets out the following priority areas.

(1) Social Development and Poverty Reduction
 (Education, Health and Population, Other Measures to Assist the Poor)
(2.) Economic Development
 (Private Sector Development, Industrial and Agricultural Development, External Debt)
(3) Basic Foundations for Development:
 (Good Governance, Conflict Prevention and Post-conflict Development)

Concerning education, one of the goals is to ensure that by 2005 at least 80 percent of children complete primary education and universal primary education is attained by 2015. TAA also says that countries facing low enrollments and low literacy should

accelerate participation. In June 2002 Ministry of Foreign Affairs in Japan prepared the Basic Education for Growth Initiative (BEGIN). BEGIN clearly refers to the basic philosophy, priority areas and new efforts by Japan, and it also mentions that Japan will provide assistance for 1) ensuring access to education, 2) improving quality of education, and 3) improving management of education. Thus, what is stipulated in TAA and BEGIN is completely in line with ESDP II.

In August 2002 Minister for Foreign Affairs of Japan, Ms. Yoriko Kawaguchi visited Addis Ababa and delivered a policy speech at the conference of the United Nations Economic Commission for Africa. In her speech, she expresses that Japan attaches great importance to human-centered development. In October 2003 TICAD III is scheduled to be held in Tokyo where Japan would like to give priority to the areas of 1) Asia-Africa cooperation, 2) human-centered development, and 3) efforts to consolidate peace as a precondition of development.

4. PROJECT STRATEGY
4.1 Project Strategy
#### (1) Assistance in Non-Formal Basic Education
This Project targets the field of non-formal basic education. Non-formal basic education is often called an alternative route to formal education in Ethiopia, and the former is virtually the same as the latter. In other words, despite some differences, the transferability for students and equivalency in content between the two types of education are ensured by the Government. Clause 3.2.5 of ETP stipulates, "Non-formal education will be provided beginning and integrated with basic education and at all levels of formal education." On the other hand, the attempt to expand non-formal education on a large scale has just made a modest start, and there is no guarantee that it will succeed. Because of that, it is worth providing assistance in non-formal basic education for Ethiopia that is eager to attain the lofty goal of universal primary education by the year of 2015.

(2) Assistance in Oromia Region
ESDP II says that 710 new basic education centers will be constructed in Ethiopia by 2004/05 and 500,000 out-of-school children will attend them. In fact, 600 centers are scheduled to be constructed in Oromia region alone, and this number accounts for 84.5% of the total. However, OEB is not able to construct the centers by itself due to the budget and staffing constraints, and therefore it is strongly expecting NGOs, donors and the Ethiopian Social Rehabilitation and Development Fund (ESRDF) to assist communities in constructing the centers.[36]

In 2001/02 GER of Oromia region is 62.4%.[37]   This figure is the fourth worst out of 9 regions and 2 special administrative districts, that is, better than only that of Afar, Somali, and Amhara as shown in Figure 4-1.   However, since Oromia region is the most populous and largest region in Ethiopia, the positive impact of the Project is expected to prevail throughout the region and may greatly improve the national GER, which is 61.6% in the same year

Figure 4-1   Gross Enrollment Rate for Primary Education in 2001/2002

Source: MOE. 2002. Education Statistics Annual Abstract 1994 E.C./2001-02/

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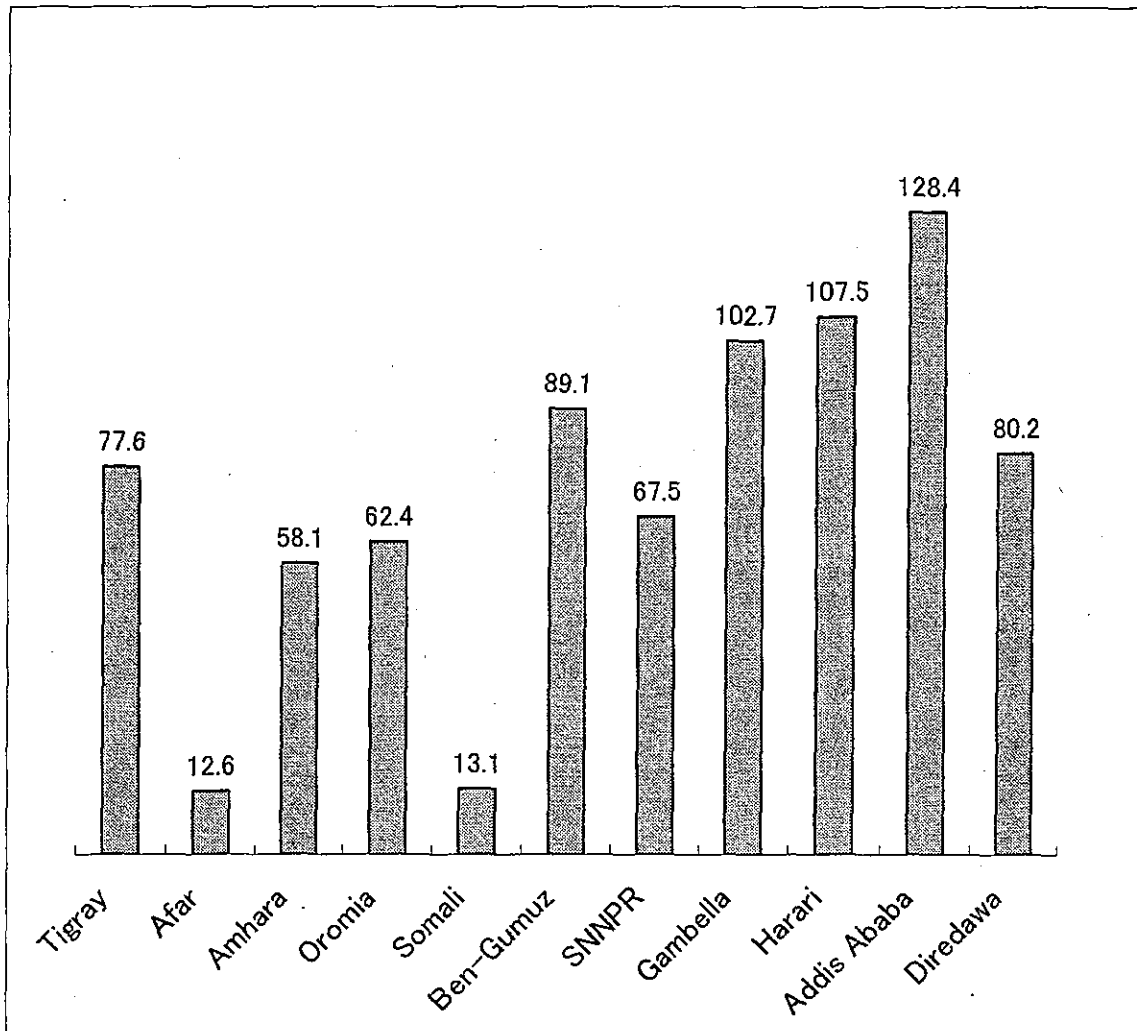
(3) Selection Criteria of Target Woredas

Oromia region has 14 zones and 197 woredas. Three target zones of the Project, that is, 1) Arsi, 2) North Shewa, and 3) West Hararge, were selected in consultation between OEB and JICA when the Japanese Preparatory Study Team visited Addis Ababa in July 2003. They were selected based on the following three criteria.

1) Strong demand for education opportunities
2) Relatively low enrolment
3) Better access for monitoring

Given the inputs described in **5.4** and the limited time framework, the Project aims at constructing at least twenty the Community-Based Basic Education Centers (CBBECs) in total. Although the target woredas are supposed to be selected after the Project starts, the selection criteria of the target woredas or WEOs would be as follows.

1) Strong interest in and commitment to non-formal education
2) Potential for increasing access to education for out-of-school children, especially girls
3) Potential capacity of sustaining the operations of CBBEC
4) Diversity and variety of characteristics of the target woredas

(4) Community Participation

As ESDP II frequently and strongly insists, community participation is indispensable for promoting non-formal education. The Project team will not hastily or forcibly mobilize communities for the Project activities, but will sit down and talk with people until they sincerely seek the CBBEC, which will provide invaluable education for their children. On the other hand, the Project team should work closely with WEOs because in most cases communities alone cannot construct the CBBEC. Herein lies the necessity of coordination by the Project team. The Project team, as a facilitator, will involve both WEOs and communities and strengthen the partnership between them because each group needs to share the other's knowledge and resources in order to make education available and sustainable in their localities. In this sense, the Project is quite process-oriented, but this does not mean that the results are of less importance. On the contrary, the objectively verifiable indicators placed in the Project Design Matrix (PDM) in Annex II will be strictly traced and examined through the monitoring and evaluation activities.

(5) Use of Local Resources

This Project covers capacity building of woreda officials, facilitators and communities, and it also aims at strengthening the partnership between WEOs and communities. Not only that, is the Project will assist them in physical construction of CBBECs and

develop the three kinds of guideline in planning, construction and management by the end of the Project. To conduct all the activities concurrently, the Project team will need to make the strategic use of local resources or individuals that are familiar with these activities and geography of Oromia region where the activities take place. They may be attached to private consultants or NGOs, or may be just private individuals. That is not important as long as they are capable, experienced and committed enough to complete their tasks. The local resources will have a key role to play in the implementation structure of the Project as shown in Figure 4-2.

As stated in the Minutes of Meeting signed in July 2003, their major tasks would be as follows.
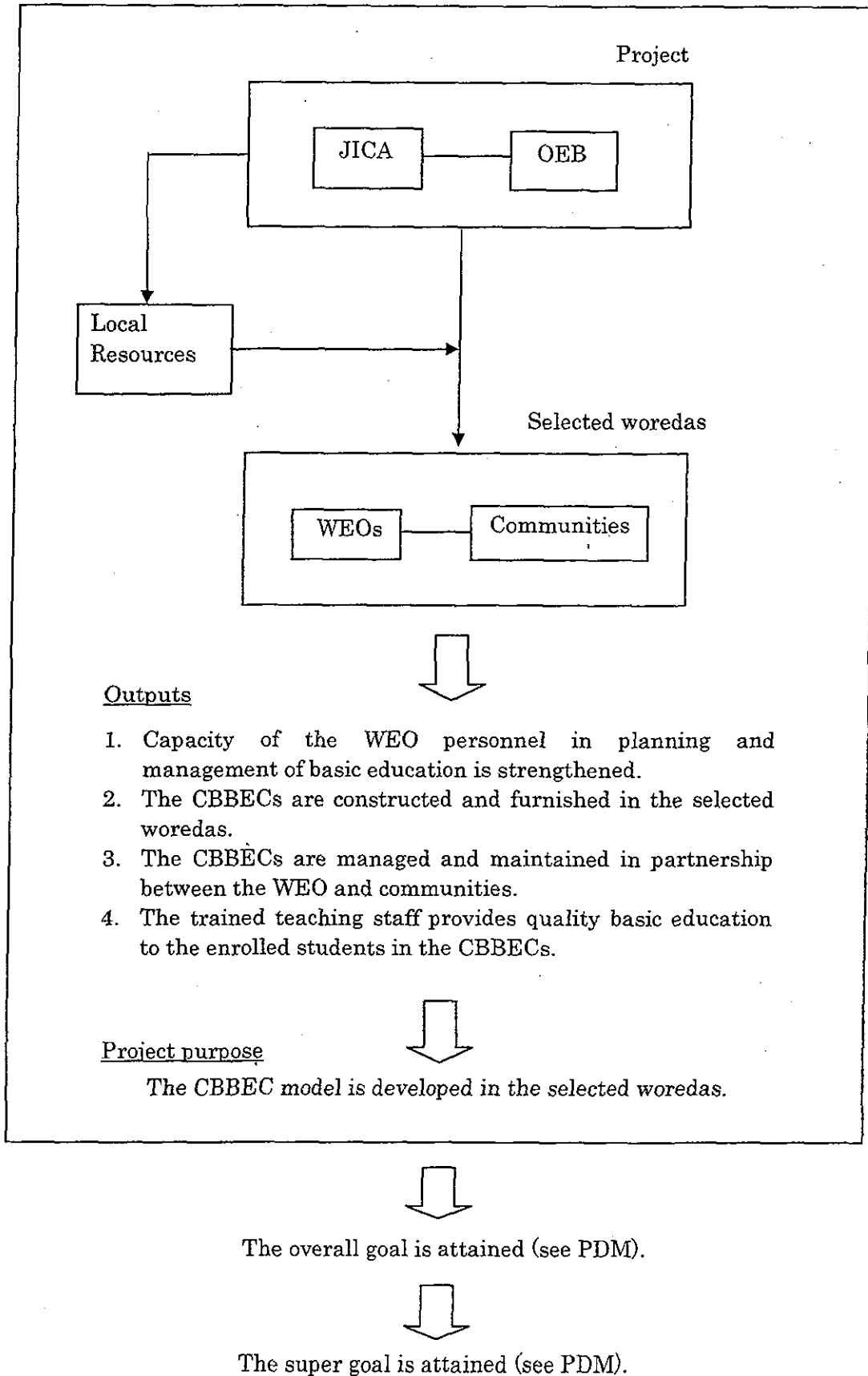
1) To conduct rapid school mapping in the target woredas
2) To coordinate training of target woredas' staff
3) To coordinate training of teaching staff
4) To give advice to develop guidelines
5) To provide assistance to communities to mobilize for CBBECs

(6) Other Japan's Assistance

Japan granted US$2 million aid of the radio and television studio equipment to the Educational Media Agency (EMA) and some regional studios in 2002. The recipient organizations provide distance education primarily for 1) children who attend formal primary and secondary schools, 2) out-of-school youths who want to complete formal secondary education, and 3) unqualified second-cycle primary teachers who need to be qualified. It is desirable that OEB, in collaboration with EMA, will develop the radio educational programs for children learning.at CBBECs. As a example, if the program of English as a subject is broadcasted, that would be a great help to both facilitators and students living in disadvantaged areas, with almost no chance to be exposed to the good accent and pronunciation of English.

OEB, in collaboration with EMA and TTIs, may also develop the radio programs for facilitators, who in most cases have neither completed Grade 10 nor attended TTIs. Now OEB is trying hard to make a special arrangement for facilitators. If this bill is passed by the Council of Oromia region, facilitators who have one-year teaching experience at non-formal education centers will become qualified to enter one-year program of TTIs without even completing Grade 10. However, as this possible case still requires facilitators to physically attend TTIs, they have to leave the centers. If the distance education program is created for facilitators, it will enable them to study while they teach students at the centers.

Figure 4-2   Implementation Structure of the Project

Outputs

1. Capacity of the WEO personnel in planning and management of basic education is strengthened.
2. The CBBECs are constructed and furnished in the selected woredas.
3. The CBBECs are managed and maintained in partnership between the WEO and communities.
4. The trained teaching staff provides quality basic education to the enrolled students in the CBBECs.

Project purpose

The CBBEC model is developed in the selected woredas.

The overall goal is attained (see PDM).

The super goal is attained (see PDM).

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4.2 Implementation Arrangement

(1) Capacity of Counterpart Organization

As explained in **3.1 (2)**, Oromia region prepared all the necessary textbooks and facilitator's guides for all four subjects taught in non-formal education in 2000. Then the region submitted the original project proposal that served as the template for this Project in 2002. Thus, OEB is one of the most serious regional education bureaus (REBs) that are acutely aware of the importance of non-formal education.

Every year OEB issues the regional Education Statistics Annual Abstract, which is full of precise, important and detailed information.[38] In addition, it also prepared its own regional ESDP II in December 2001.[39] Concerning non-formal education, the Adult and Non-formal Education Panel of OEB developed several important documents including;

1) Minimal Learning Competencies for Non-Formal Basic Child Education in Oromia (June 2002),

2) Implementation Strategy of Children's Non-Formal Basic Education (December 2002), and

3) Directive for Non-Formal Basic Education (December 2002).

Thus, OEB is a capable and solid organization and is appropriate as a counterpart organization of the Project. Its organization chart is shown as Figure 4-3. The Head of OEB will bear overall responsibility for the administration and implementation of the Project as Project Director.

(2) Budget Allocation

During three-year ESDP II, OEB has secured the capital cost of US$47.3 million (Birr 407,086.3) and recurrent cost of US$207.3 million (Birr 1,782,739.9) as shown in Table 4-1.[40] This table shows that the capital cost in adult and non-formal education is none while the recurrent cost is Birr 8.5 million (slightly less than US$1 million), which represents only 0.47% of the total recurrent cost. These striking figures reveal the harsh realities that non-formal basic education cannot be promoted or expanded without active community participation and contributions. During the Project, OEB is strongly encouraged to make the effective and efficient use of the limited budget an even increase it whenever the necessity arises.

Figure 4-3   Organization Structure of Oromia Education Bureau

Oromia Regional Council

Oromia Education Bureau
Bureau Head

Women's Affairs

Legal Service

Public Relations

Audit & Inspection

Planning and Project Dept.

Deputy Head

Dept. of Curriculum and Instructional Materials Development

Adult and Non-formal Education Panel

Dept. of Formal Education Programs

Dept. of Training

Dept. of Administration and Logistics
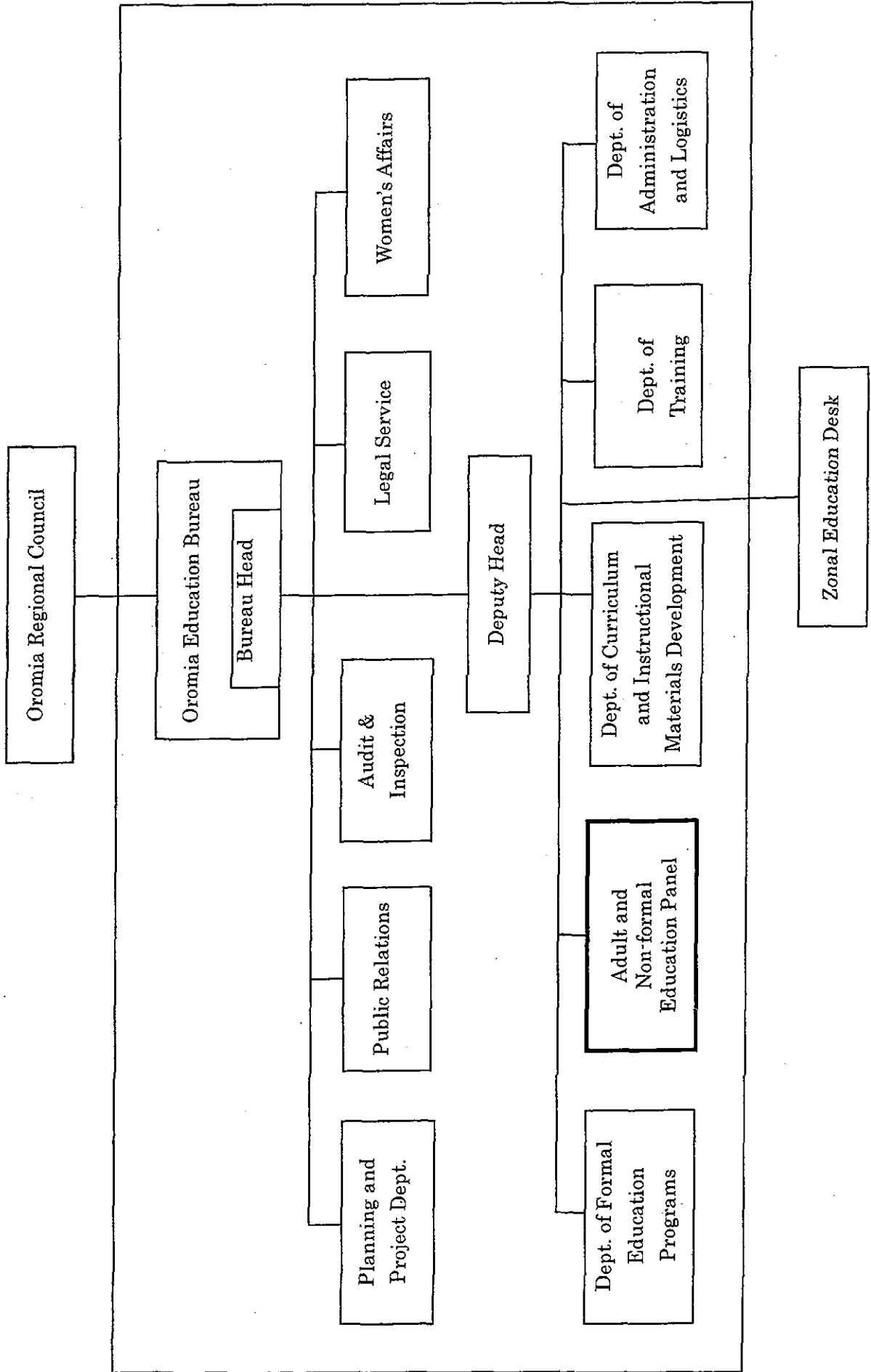
Zonal Education Desk

Table 4-1   Financial Plan for ESDP II

Regional Capital Cost (Birr in 000)

Component	2001/-2 Allocated	Amount of budget forecasted per year Birr in 000			
		2002/03	2003/04	2004/05	Total
Primary Education	89,418.6	93,889.5	98,584.0	103,513.2	295,986.7
Secondary Education	28,945.4	30,392.7	31,912.3	33,507.9	95,812.0
TVET	1,625.6	1,706.9	0.0	0.0	1,706.9
Teacher Training	1,467.8	733.5	0.0	0.0	733.5
Adult and Non-formal Education	0.0	0.0	0.0	0.0	0.0
Special Education	0.0	0.0	0.0	0.0	0.0
Distance Education	0.0	1,202.0	2,603.0	200.2	4,005.2
Capacity Building	2,658.1	2,923.9	1,587.0	1,980.0	6,490.9
Administration (For Hostel Construction)	0.0	446.5	1,116.3	787.4	2,350.2
Total Regional Capital Cost	124,115.5	131,295.0	135,802.0	139,988.7	407,086.3

Regional Recurrent Cost (Birr in 000)

Component	2001/-2 Allocated	Amount of budget forecasted per year Birr in 000			
		2002/03	2003/04	2004/05	Total
Primary Education	353,068.33	370,721.7	389,257.8	408,720.7	1,168,700.3
Secondary Education	61,991.26	65,090.8	68,345.4	71,762.6	205,198.8
TVET	42,938.75	45,085.7	47,340.0	49,707.0	142,132.6
Teacher Training	14,865.60	15,608.9	16,389.3	17,208.8	49,207.0
Adult and Non-formal Education	1,776.52	2,220.7	2,775.8	3,469.8	8,466.2
Special Education	1,757.59	1,845.5	1,937.7	2,034.6	5,817.8
Distance Education	1,424.57	1,495.8	1,570.6	1,649.1	4,715.5
Capacity Building	0.0	0.0	0.0	0.0	0.0
Administration (For Hostel Construction)	59,968.01	62,996.4	66,114.7	69,420.5	198,501.6
Total Regional Recurrent Cost	537,790.63	565,035.5	593,731.4	623,973.1	1,782,739.9
Total (Capital & Recurrent)	661,906.13	696,330.5	729,534.0	763,961.8	2,189,826.3
Contingency (10%)	0.0	69,633.0	72,953.4	76,396.2	218,982.6
Grand Total Cost	661,906.13	765,963.5	802,487.4	840,358.0	2,408,808.9

Source: OEB. 2001. Oromia Regional State ESDP2 Draft: Three Year Plan 1995-1997 E.C

(3) Counterpart Allocation

OEB and WEOs will assign counterpart personnel for knowledge and expertise transfer to ensure the effective operation of the Project. The counterpart personnel will be in charge of following tasks. The details of the counterpart personnel tasks and the job titles are shown in ANNEX I.

- Planning (OEB and WEOs)
- Community participation promotion (OEB and WEOs)
- CBBEC construction (OEB and WEOs)
- CBBEC management (OEB and WEOs)
- Pedagogy / Education (OEB)
- Girls' Education (OEB)

The personnel of the Adult and Non-formal Education Panel of OEB will work with Japanese experts on a daily basis. At the moment, there are four staff members in charge of non-formal basic education. The Team Leader of the Panel will be responsible for the managerial and technical matters of the Project as Project manager.

4.3 Coordination Arrangement

OEB will assign at least one qualified or professional teacher to each CBBEC to be constructed. Given the sustainability of each CBBEC, this arrangement is particularly important.

The target woredas of the Project may have received or may receive assistance from other donors and NGOs. Their focal areas of assistance may include non-formal basic education. In such a case, the Project should clarify the demarcation and coordinate each other's activities. No coordination may impose the heavy burden on the communities in the target woredas.

The Project team will submit a quarterly report to OEB and a biannual report to MOE about the progress and achievements of the Project. Although the Project is exclusively done in Oromia region, its impact may go beyond the regional border and affect the national policy in Ethiopia. In this sense, it is quite important to keep contact with MOE.

The training of facilitators is one of the components of the Project activities. Since the distinction between formal education and non-formal education is becoming blurred, each side of teaching staff can learn from the other's experience and practice. In this sense, the training of facilitators can be organized by involving teachers from formal schools. Such opportunities may enable both facilitators and teachers to discover each

other's strengths and weaknesses.

5. PROJECT DESIGN

The whole picture of the project design is described in PDM as attached in Annex II.

5.1 Super Goal

The super goal, which will have been achieved in some years after the end of the Project, is as follows.

(1) The school-aged population of Oromia region has better access to quality basic education.

(2) The CBBEC model is applied in other woredas in Oromia region.

5.2 Overall Goal

The overall goal, which will have been achieved in a certain period of time after the end of the Project, is as follows. Compared to the super goal, this goal will have been achieved is expected to be achieved in the nearer future.

(1) The school-aged population of the selected woredas has better access to quality basic education.

(2) The CBBEC model is applied in the selected woredas.

5.3 Project Purpose, Outputs and Activities
(1) Project Purpose

The Project purpose, which is to be achieved by the end of the Project, is that the CBBEC model is developed in the selected woredas.

(2) Outputs

Outputs are tangible and intangible products to be yielded by the Project in order to achieve the Project purpose. Following are the major outputs of the Project.

1) Capacity of the WEO personnel in planning and management of basic education is strengthened.
2) The CBBECs are constructed and furnished in the selected woredas.
3) The CBBECs are managed in partnership between the WEO and communities.
4) The trained teaching staff provides quality basic education to the enrolled students in the CBBECs.

Each output above is an integral part of the whole Project. Even a lack of one component may undermine the base of the Project. The Project purpose can be

achieved only when the outputs are realized and synthesized.

(3) Activities

Activities are specific actions intended to produce the outputs of the Project by effective utilization of inputs by both Ethiopian and Japanese sides. The project will conduct the activities in the following four areas.

1) WEO Capacity Building

1.1 To select operational woredas

1.2 To develop CBBEC planning guidelines for the WEO

1.3 To conduct planning workshop for woreda personnel

1.4 To conduct the rapid school mapping in the selected woredas

1.5 To make a feasible plan in non-formal basic education

1.6 To conduct regular monitoring and evaluation activities for the above 1.5

2) CBBEC Construction

2.1 To select the CBBEC sites in each woreda

2.2 To develop CBBEC construction process guidelines

2.3 To conduct CBBEC construction process workshops for the Woreda Education Training and Management Board

2.4 To assist WEO to facilitate the process of CBBEC construction

2.5 To provide the required quality and quantity of furniture to each CBBEC

2.6 To provide the required quality and quantity of textbooks and teaching materials to each CBBEC

3) CBBEC Management

3.1 To develop CBBEC management guidelines

3.2 To conduct training on CBBEC management for respective communities

3.3 To formulate Center Management Committee (CMC) for each CBBEC

3.4 To assist each CMC to develop the CBBEC programs (including annual plans and time schedule) and rules and regulations

3.5 To assist each CMC to manage the CBBEC in collaboration with the WEO

3.6 To assist the CMC to conduct regular monitoring and evaluation of the CBBEC management in collaboration with the WEO

4) Provision of Quality Basic Education

4.1 To assist the CMC to assign teaching staff (facilitators) at each CBBEC

4.2 To provide induction training for teaching staff at each CBBEC

4.3 To assist each CMC to provide in-service training for teaching staff in collaboration with the WEO

4.4 To provide good examples of in-service training for the teaching staff

4.5 To plan regular and systematic in-service training for the teaching staff

5.4 Inputs

(1) Inputs from the Japanese Side

1) Dispatch of Experts

Two long-term experts are to be dispatched during the period of the Project. Their fields of specialization are as follows. These experts are officially sent to the executing and responsible organization, OEB, where the experts will work together with Ethiopian counterparts. The details in their tasks, duties and structure are shown in ANNEX I.

- Chief Advisor / Participatory Development
- Project Coordinator/ School Management

Short-term experts will be dispatched in accordance with necessity for the effective implementation of the Project.

2) Provision of Equipment

The Japanese side will provide the equipment and materials that facilitate the transfer of expertise and smooth implementation of the Project. It is rigidly examined in terms of necessity, urgency, rationality and durability.

3) Training of counterpart personnel in Japan

Some Ethiopian counterpart personnel involved in the Project will be invited annually for training courses in Japan. The number of personnel and the periods of training will be determined annually be discussion between the two sides. This training is quite useful in that trainees can directly see how education is planned and managed in real situations. After joining training courses in Japan, participants are strongly expected to practice and disseminate the knowledge, skills, and expertise acquired to their colleagues and people in Ethiopia.

(2) Inputs from the Ethiopian Side

1) Staff Allocation

The Ethiopian staff as counterparts of the Project will be duly assigned as described in **4.2 (3)**.

2) Space and Facilities

OEB and WEOs will prepare enough space and facilities necessary for the Project activities. These are preconditions to start the cooperation between the two countries. Such physical inputs, in synergy with the equipment provided by the Japanese side, will contribute to bearing fruits of the Project.

5.5 Important Assumptions and Risk Analysis

The important assumptions are mentioned in PDM as follows.

> ➢ The Government of Ethiopia will not change the policy that places importance on non-formal basic education.
>
> ➢ A large number of government school and CBBECs are not closed in Oromia region.
>
> ➢ OEB, Zonal Education Desk (ZED), and WEO will not change the policy that places importance on capacity building of WEO personnel.
>
> ➢ WEO personnel in the selected woredas continue to work at WEOs.
>
> ➢ Communities at the CBBEC sites are actively involved in the process of construction and management.
>
> ➢ Teaching staff assigned to CBBEC continues to teach in the same CBBEC.
>
> ➢ Ethiopia and Oromia region will not face the major climate change or natural disaster, or fall into any conflict.
>
> ➢ Land for CBBEC construction is duly provided by communities.

The pre-conditions of the Project are also mentioned in PDM as follows.
> ➢ OEB and selected WEOs accept the implementation of the Project.

5.6 Monitoring and Evaluation

Monitoring and evaluation are two of the most important management and control tools. Proper and routine monitoring makes it possible to keep track of the progress of the Project and identify problems that hinder its development, thus allowing corrective actions to be taken responsively, whenever necessary. Evaluation, on the other hand, is done twice or so during the Project in a more in-depth way. Much data is collected and analyzed to decide a modification, completion or extension of the Project.

(1) Monitoring

Monitoring is an ongoing process designed to check if the project is being duly implemented according to a plan with expected results, and to modify the plan if necessary. Without regular monitoring, it is impossible to evaluate the Project at the intermediate and final stages. The monitoring should be conducted by both the Ethiopian and Japanese sides.

(2) Evaluation

In evaluation both the Ethiopian and Japanese sides compare a plan with its outcomes using specific criteria and draw conclusions. The midterm evaluation is conducted in the course of the Project period. Usually a JICA mission composed of specialists is dispatched from Japan. PDM may be modified as a result of the evaluation. The

final evaluation is normally conducted half a year prior to the end of the Project. An evaluation mission is recommended to include the outside specialists in order to make the process and results of evaluation fair, objective and transparent. The evaluation criteria consist of five perspectives, that is, relevance, effectiveness, efficiency, impact, and sustainability.

1) Relevance
Relevance is clarified by examining whether the outputs, project purpose and overall goal are in line with the priority needs and concerns of the Ethiopian Government.
2) Effectiveness
Effectiveness is assessed by analyzing the extent to which the outputs and purpose of the Project have been achieved and/or can be expected to be achieved at the time of evaluation. The verifiable indicator of the Project purpose is described in PDM.
3) Efficiency
Efficiency is measured by analyzing productivity of the implementation process. More practically, it is assessed by evaluating the relationship between outputs and inputs in terms of timing, quality, and quantity, and to reconsider the alternate strategies to produce the outputs more efficiently.
4) Impact
Impact is measured by focusing mainly of positive and negative influences of the Project. The verifiable indicators of the super goal and overall goal of the Project should be continuously examined.
5) Sustainability
Sustainability is clarified by examining whether the Project activities and benefits are likely to continue after the Japanese cooperation is completed. It can be forecasted by examining the institutional and management capacity, financial condition, technical ability, etc.

6. PROJECT JUSTIFICATION
Overall, the project can be justified from the following five perspectives of pre-evaluation.

6.1 Relevance
One of the eight MDGs, adopted at the United Nations Millennium Summit in September 2000, is to achieve universal primary education by 2015. ESDP II sets the intermediate target of GER at primary (1-8) level as 65.0% by 2004/05 as opposed to 57.4% in 2000/01. Ethiopia unflinchingly sticks to the goal of education for all, but given the high population growth rate, growing needs of primary education, budgetary constraints of the Government, etc., the goal seems to be far from its reach. Having

been in distress, Ethiopia devised the innovative approach to promote primary education, by strengthening non-formal education. In fact, *no document says that universal primary education cannot or should not be achieved by expanding non-formal education that goes along with formal education.* This means that quality primary education *should not be confined to formal education alone, but it should also be available and accessible through non-formal education.*

Non-formal education is treated within ESDP II as an alternate route to formal basic education and an integral part of the strategies for achieving universal primary education. Therefore, this Project completely meets the international and national current of the times and is worth implementing. It is also meaningful that the Project targets Oromia region, which is the most populous and largest region in Ethiopia, given the impact that will prevail in the future.

6.2 Effectiveness

As stated **6.1**, *non-formal education is an important and urgent matter.* Yet, the Government alone cannot promote it, so the community participation is crucial, especially when constructing and managing a non-formal education center. This Project aims at involving both communities and WEOs and enhancing their partnership while raising the awareness of the former and building the capacity of the latter as well. The Project also aims at fostering facilitators. So far, such activities have not conducted in a regular or structured manner in Ethiopia, as described in **2.4. (9)** and shown in Table 2-4.

Therefore, it is quite meaningful that the Project will develop a model or mechanism that shows how to organize every component and stakeholder together. This issue is pointed out as important in ESDP II. Both in this process and through this approach, the community participation is ensured to be more effective, sustainable and applicable in the true sense of the word.

6.3 Efficiency

As stated **6.2**, this Project has a lot of components, and the main role of the Project is to facilitate various types of activities. It is vital to make the strategic use of local resources, that is, consulting firms, NGOs and capable individuals that are conversant with, for instance; the sites of CBBECs, community involvement, training of WEO officials and facilitators, and development of guidelines in planning, construction and management of non-formal education centers. Their experienced performance is expected to ensure the efficiency of the Project.

On the other hand, a pipeline expert was dispatched from JICA to OEB in April 2003

and has been laying the groundwork behind the scenes for the smooth initiation and efficient implementation of the Project. She will continue working as a long-term expert even after the Project starts.

6.4 Impact

Although the Project is exclusively done in Oromia region, its impact may go beyond the regional border and affect the national policy in Ethiopia. The beneficiaries of the Project and the expected numbers are shown in Table 6-1.

Table 6-1 Category and Number of Beneficiaries of the Project

	Beneficiaries	Estimated Number
Direct Beneficiaries	1) Target groups of capacity building	
	a. OEB and WEO officials	a. 37 officials (7 officials at OEB and 30 at WEOs)
	b. Facilitators at CBBECs	b. 40 facilitators (2 x 20 CBBECs)
	c. Communities	c. 100-120 people in the CBBEC committees (5-6 people x 20 CBBECs)
	2) Children who can access non-formal education at newly built CBBECs	2) 2000-4000 children (100 children x 20 centers)
Indirect Beneficiaries (Those in the Selected Woredas in Oromia region)	a-1. Facilitators at other CBBECs a-2. Children at other CBBECs	a-1. 400 facilitators (2 facilitators x 10 CBBECS x 20 woredas) a-2. 20000 children (100 students x 10 CBBECS x 20 woredas)
	b-1. Teachers at formal schools b-2. Students at formal schools	b-1. 420 teachers (3 teachers x 7 schools x 20 woredas) b-2. 21000 students (150 students x 7 schools x 20 woredas)
	c. Representatives of communities where CBBECs are not constructed	c. 1000-1500 representatives of communities

(1) Direct Beneficiaries

The direct beneficiaries of capacity building are as follows.

1) Target Groups of Capacity Building in the selected woredas in Oromia region
  a. OEB and WEO officials
  b. Facilitators at CBBECs
  c. Representatives of the communities where CBBECs are constructed and managed
2) Children who can Access Non-Formal Education at Newly Built CBBECs

(2) Indirect Beneficiaries

The indirect beneficiaries of the Project are as follows. They may happen to be the direct beneficiaries and that depends on how the Project will involve those people.

1) Indirect Beneficiaries in the Selected Woredas in Oromia region
  a. Facilitators and children at other non-formal basic education centers
  b. Teachers and students at formal schools
  c. Communities where CBBECs are not constructed
2) Indirect Beneficiaries in Other Woredas in Oromia region
  a. WEO officials
  b. Facilitators and children at non-formal basic education centers
  c. Teachers and students at formal schools
  d. Communities that may follow the guidelines the Project will have developed

(3) Other Beneficiaries

1) Other Developing Countries

Non-formal education in Ethiopia is partly integrated and will be more integrated with formal education. The success of the Project will have no small effect on other developing countries, especially in Africa, which have been struggled to promote universal primary education solely or mostly by formal education.

2) Other Donors and NGOs

As the Project holds seminars that inform its progress and achievements by inviting other donors and NGOs as well as the Ethiopian government officials, it may also have tremendous impacts on the donor community. Some of the manuals, guidelines, and teacher's guides that JICA created with counterpart organizations in other countries are actually utilized by other donors as practical and useful materials for their training courses and other activities.

3) Japan

Needless to say, Japan's ODA should stay neither self-contained nor self-contended within itself. There should be benefits returned to Japanese people as well. Alternate routes to formal basic education have been also explored and experimented in Japan

since late 1990s. This movement derived from the impending problems of formal education such as bullying in school, refusal to go to school, lost control of classes by rebellious children, etc. Most of teachers, parents and communities are trying to learn from the experience of the United States that is strongly promoting alternate routes to formal education through charter schools.[41] Yet, they can also turn their eyes to Ethiopia, which promotes the voluntary community involvement and then seeks quality basic education through a participatory approach.

6.5 Sustainability

As this Project facilitates the community participation and heavily depends on the sense of ownership of communities and contributions from them, it does not expect OEB or WEOs to bear much of the costs from the beginning. In this sense, the sustainability is built in the participatory approach through which the project activities are conducted. However, although the financial commitment of OEB and WEOs may be low, they should actively commit themselves at each stage of the Project activities. After the Project is over, they are strongly encouraged to disseminate the CBBEC model to other communities, along with guidelines in planning, construction and management so that the impacts of the Project will reach further and last longer.

Even after the Project ends, each CBBEC can either stay as a CBBEC or transform itself into a formal school. This decision is all up to the communities. Since each CBBEC is supposed to accept at least one qualified or professional teacher officially assigned by OEB as described in **4.3**, this arrangement will ensure the long-lasting functionality of CBBECs regardless of which path the communities will decide to take in the future.

Notes

[1] OEB. 2002. Project Proposal Prepared on the Community Participatory Primary School Development of Oromia Education

[2] MOE. 2002. ESDP II

[3] Central Statistical Authority. 2002. Statistical Abstract 2001; World Bank. Ethiopia Country Brief. <http://www.worldbank.org/afr/et/et_ctry_brief.htm>

[4] UNDP. 2003. Human Development Report 2003

[5] UNDP. About Ethiopia. <http://www.et.undp.org/ethiopia/intro.htm>

[6] MOE. 2002. ESDP II

[7] MOE. 2002. Education Statistics Annual Abstract 1994 E.C. /2001-02/

[8] *ditto*

[9] *ditto*

[10] *ditto*

[11] MOFED. 2002. Sustainable Development and Poverty Reduction Program

[12] World Bank. Millennium Development Goals. <http://www.developmentgoals.org/>

[13] World Bank. 2003. Memorandum of the President of the International Development Association to the Executive Directors on a Country Assistance Strategy for the Federal Democratic of Ethiopia

[14] The figures here are based on the information collected through the interview with Dr. Getahum Gebru on 29 July 2003.

[15] UNESCO IICBA. 2002. IICBA Report (1999-2001) and Work Plan, 2002-2003

[16] UNICEF. 2003. Brief on the Basic Education Programme of Cooperation with the Government of Ethiopia

[17] USAID/Ethiopia. 2000. Integrated Strategic Plan FY 2001-2006

[18] US Embassy, Addis Ababa. 2002. News Release. <http://usembassy.state.gov/ethiopia/wwwhp3102.html>

[19] AED. 2003. USAID-AED/BESO II Project Annual Report

[20] Save the Children USA. 2003. Overview of Save the Children Education Projects

[21] CRDA. 2003. Christian Relief and Development Organization (pamphlet)

[22] CRDA. 2003. 30 Years of Services to the Ethiopian People (pamphlet)

[23] CRDA. Scheduled Trainings for 2003 July - December <http://www.crdaethiopia.org/Activities/ForthcomingTraining.htm>

[24] CRDA. 2003. CRDA Members' Profile

[25] KCYDS.2003. KCYDS in Focus (Vol.1 No.1)

[26] MOE. 2003. Alternate Routes to Basic Primary Education

[27] RCWDA. 2002. Anano Integrated Community Development Programme ACCESS Education Experience 1996-2002/03

[28] OEB. 2002. Directive for Non-Formal Basic Education

[29] OEB. 2001. Minimum Learning Competencies in Afaan Oromo Set for Oromia Formal Basic Primary Education, Minimum Learning Competencies in English for the First Cycle Formal Primary Education, Minimum Learning Levels (Mathematics), and Aesthetics and Health & Physical Education (HPE) Minimum Learning Competencies for the First Cycle Primary Education

[30] OEB. 2000. Minimum Learning Competencies for Non-Formal Basic Education in Oromia

[31] MOE. 2003. Alternate Routes to Basic Primary Education

[32] In North Shewa Zone there are 515 non-formal education centers and 255 formal schools. All of the 255 formal schools provide both formal education and non-formal education, so virtually there are 770 non-formal education centers in this zone.

[33] The description in this paragraph is based on the interviews with the ZED officials in North Shewa Zone on 18 July 2003.

[34] Japan's Ministry of Foreign Affairs. 2000. ODA White Paper <http://www.mofa.go.jp/mofaj/gaiko/oda/siryo/siryo_2/siryo_2f.html>

[35] TICAD is a regional initiative for Africa started in 1993 through the joint support by the Government of Japan, the United Nations (UN) and the Global Coalition for Africa (GCA). It

involves a variety of stakeholders including all African countries, Asian and donor countries as Africa's development partners, international agencies and the civil society. <http://www.undp.org/ticad/process.html>

[36] ESRDF was established in 1996 by the Government of Ethiopia with a contribution from communities, the World Bank, UNDP and other donors.   It is a primarily a funding entity and provides increased focus and assistance in regions with weaker institutional capacity such as, Afar, Somali, Benishangul-Gumuz and Gambella.

[37] MOE. 2002. Education Statistics Annual Abstract 1994 E.C. /2001-02/

[38] OEB. 2002. 2002. Education Statistics Annual Abstract 1994 (2001/02)

[39] OEB. 2001. Oromia Regional State ESDP2 Draft: Three Year Plan 1995-1997 E.C

[40] The conversion rate is US$1 equals Birr8.60.

[41] The U.S. Department of Education defines that charter schools are nonsectarian public schools of choice that operate with freedom from many of the regulations that apply to traditional public schools on its web site.   < http://www.uscharterschools.org/pub/uscs_docs/home.htm >
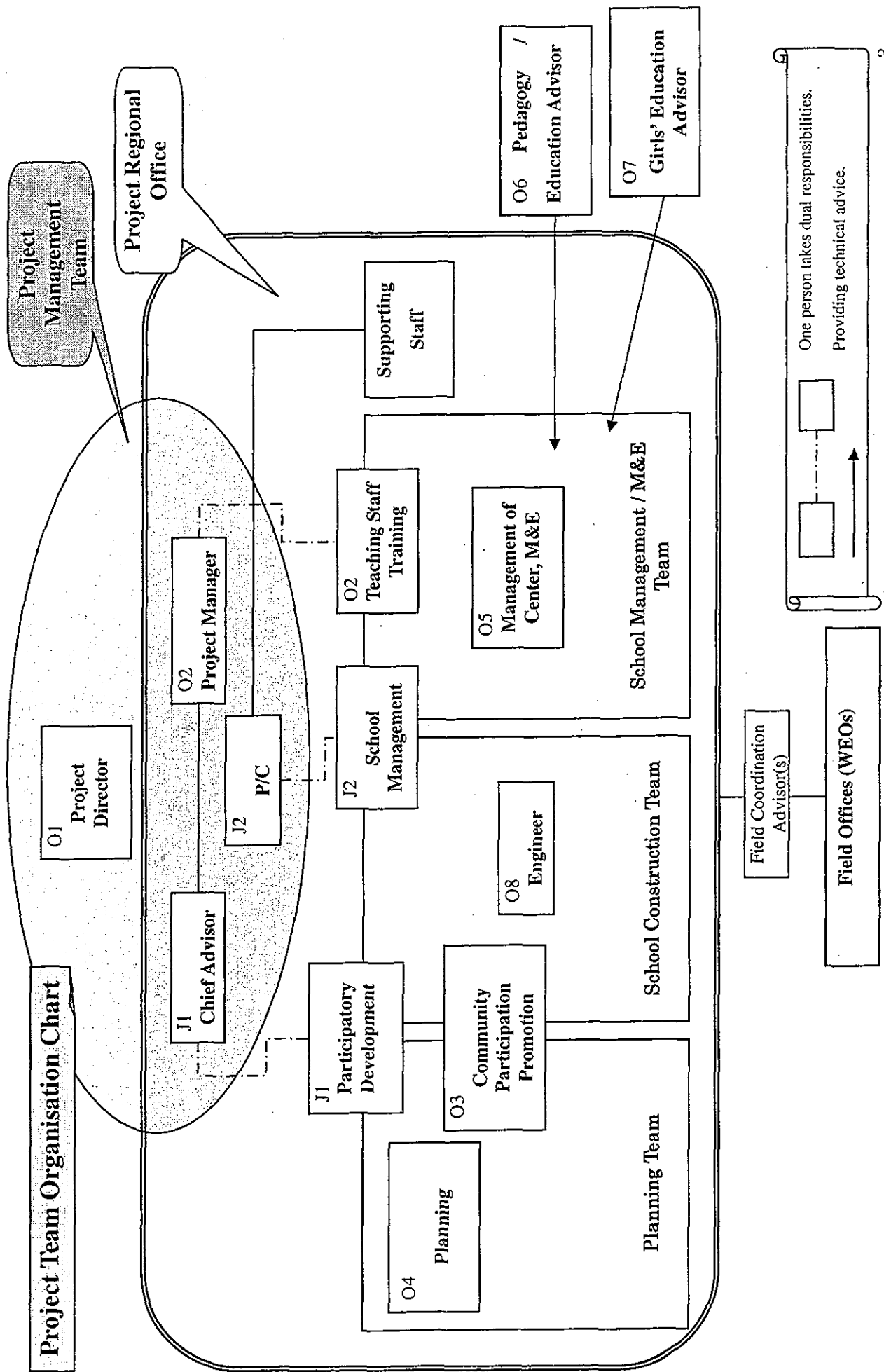
The Project Team Composition, Tasks and Duties

Oromia Side

NO.	Title for the Project	Present Title	In charge
Administration			
O1	Project Director	Head of Bureau	Overall directing of the project
O2	Project Manager / Expert for Teaching Staff Training	Team Leader, ANFE Team	Overall management of the project, dealing with day-to-day management matters / Training of teaching staff
Technical Staff			
O3	Expert for Community Participation Promotion	Expert, ANFE Team	Capacity building of woreda staff in the aspect of community participation promotion, development of Center construction process guideline, supervising quality of education, curriculum, monitoring and evaluation of center management.
O4	Expert for Planning Support	Expert, Planning & Project	Capacity building of the woreda personnel in the aspects of planning and management. Development of planning guidelines, BE Center construction process guideline, distribution of school furniture, textbooks & teaching materials, etc.
O5	Expert for BE Center Management, Monitoring and Evaluation	Expert, ANFE Team	Community participation promotion in management of BE Centers, monitoring and evaluation.
O6	Pedagogy/ Education Advisor	Team Leader, Language Panel Curriculum Department	Advising all aspects of pedagogic/educational matters.
O7	Girls' Education Advisor	Dept. Head, Women's Affairs	Giving advice related to girls' education, gender issues etc.
O8	Center Construction Engineer	Engineer Planning and Project Dept.	Approval of the plant design, supervision of the construction process, advising WEO in the aspect of engineering
Supporting Staff			
O9	Financial Officer	Accountant Project Finance Team	Financial management of the project
O10	Driver/Drivers		Driving, provision of daily and regular maintenance of the vehicles.
O11	Secretary		Provision of secretarial services.
O12	Cleaner		Cleaning of the Project office.
O13	Logistic Officer		Provision of logistic supports.

Woreda Field Offices			
O14	Field Coordinator	WEO Head	Overall coordination of the project activities in the respective woreda.
O15	Non-formal Education Coordinator	WEO ANFE Coordinator	Coordination of CBBEC construction and management in the respective woreda. Community participation promotion. Conducting regular monitoring of the CBBEC management.
O16	Planning	WEO Planning Expert	Formulation of non-formal education plans of the respective woreda, including setting selection criteria for the CBBEC sites, setting a three-year targets in non-formal education, and constructing case reports of the CBBECs.
O17	CBBEC Construction Engineer	WEO Engineer	Provision of technical advices for the CBBEC construction design and construction plans (work scheduling) to Woreda Education Board and WEO.
O18	Pedagogy / Education Officer	WEO Expert for Non-formal Basic Education	Provision of technical advices and supports in the aspect of pedagogy, provision and use of teaching aids and materials, and facilitator training. Conducting regular monitoring of the CBBECs.
O19	Girls' Education Officer	WEO Women's Affairs Officer	Provision of technical advices and supports in the aspect of girls' education. Conducting regular monitoring of the CBBEC.

Input from Japanese Side

NO.	Title for the Project	Present Title	In charge
Administration / Technical Staff			
J1	Chief Advisor / Participatory Development	JICA Expert	Advisor to Project Director & Project Manager, provision of technical advice in the overall direction and management of the project. Capacity building of woreda personnel in the aspect of planning and management and community participation promotion, development of guidelines in planning.
J2	Project Coordinator / School management	JICA Expert	Project coordination, financial management, logistics and public relations. Provision of technical advice in the aspects of school management, teaching staff training, monitoring and evaluation.
Short-term Staff			
J3	To be decided		
Field Offices			
J4	Field Coordination Advisor	Local Consultant to be hired	Assisting Field Coordinators in facilitating the process of BE Center construction, financial management of Construction Committees, etc.

Project Team Organisation Chart

Project Management Team

Project Regional Office

O1 Project Director

J1 Chief Advisor

O2 Project Manager

J2 P/C

O2 Teaching Staff Training

J2 School Management

Supporting Staff

O5 Management of Center, M&E

School Management / M&E Team

O6 Pedagogy / Education Advisor

O7 Girls' Education Advisor

J1 Participatory Development

O3 Community Participation Promotion

O8 Engineer

School Construction Team

O4 Planning

Planning Team

Field Coordination Advisor(s)

Field Offices (WEOs)

One person takes dual responsibilities.

Providing technical advice.

3

ANNEX II   Project Design Matrix

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
[Super Goal] 1. The school-aged population of Oromia region has better access to quality basic education. 2. CBBEC model is applied in other woredas in Oromia region.	1. GER and NER of primary education in Oromia region 2.1 Number of existing schools that apply CBBEC model 2.2 Number of newly built schools that apply CBBEC model	1. OEB's Education Statistics Annual Abstract 2. Survey results (responses to questionnaires), OEB documents	The government of Ethiopia will not change the policy that places importance on non-formal basic education.
[Overall Goal] 1. The school-aged population of the selected woredas has better access to quality basic education. 2. The CBBEC model is applied in the selected woredas.	1. GER and NER of primary education in the selected woredas 2.1 Number of existing schools that apply CBBEC model 2.2 Number of newly built schools that apply CBBEC model	1. Statistics documents at ZED (Zonal Education Desk) and WEO 2. Survey results (responses to questionnaires), WEO documents	A large number of government schools and CBBECs are not closed in Oromia region.
[Project Purpose] The CBBEC model is developed in the selected woredas.	1. Validity and relevance of the developed model 2. Number of requests for guidelines in the selected woredas 3. Number of visitors to CBBEC	1. Case studies 2. Record of distribution at WEO 3. Visitors book at CBBEC	A large number of government schools and CBBECs are not closed in the selected woredas.
[Outputs] 1. Capacity of the WEO personnel in planning and management of basic education is strengthened.	1.1 Number of personnel in planning and management of basic education 1.2 Validity and utility of CBBEC planning guidelines 1.3 Validity and utility of rapid school mapping 1.4 Validity and appropriateness of the plan elaborated by each woreda 1.5 Frequency and appropriateness of the method of monitoring and evaluation (including the research on the community	1.1 Staff documents 1.2 CBBEC planning guidelines 1.3 Results of rapid school mapping 1.4 WEO planning documents 1.5 Records of monitoring and evaluation	OEB, ZED, and WEO will not change the policy that places importance on capacity building of WEO personnel.
2. The CBBECs are constructed and furnished in the selected woreda.	2.1 Validity and utility of CBBEC construction process guidelines 2.2 Degree of community participation for CBBEC construction - Number of participants - Rate of participated households - Type and time of labor provided by communities - Type and amount of materials prepared by communities - rate and amount of fund provided by the community, etc. 2.3 Number and physical condition of established CBBECs 2.4 Quality and quantity of furniture 2.5 Quality and quantity of textbooks and teaching materials (ex. student textbook ratio)	2.1 CBBEC construction process guidelines 2.2 Construction process documents 2.3 Inspection reports 2.4 Inventory of furniture 2.5 Inventory of textbooks and teaching materials	
3. The CBBECs are managed and maintained in partnership between the WEO and communities.	3.1 Validity and utility of CBBEC management guidelines 3.2 Number of trainings held and participants from communities 3.3 Structure and functionality of CMC 3.4 Validity and appropriateness of CBBEC programs 3.5 Balance of income and expenditure of CBBECs 3.6 Physical condition of CBBEC 3.7 Frequency and appropriateness of the method of monitoring and evaluation	3.1 CBBEC management guidelines 3.2 Records of training 3.3 Directive of CMC 3.4 CBBEC program 3.5 Account books 3.6 Maintenance report 3.7 Records of monitoring and evaluation	
4. The trained teaching staff provides quality basic education to the enrolled students in the CBBECs.	4.1 Number of assigned teaching staff 4.2 Validity and content of training provided 4.3 Number of trained teaching staff 4.4 Frequency and appropriateness of in-service training for teaching staff at each CBBEC 4.5 Teacher's motivation and commitment 4.6 Student attitude, satisfaction, academic performance, dropout rate, etc. 4.7 Number and type of good examples of in-service training 4.8 Validity and appropriateness of the regular and systematic in-service training plan	4.1 Teaching staff documents 4.2 Training program 4.3 Interview with teaching staff 4.4 Results of lesson observation 4.5 Interview with students 4.6 Student report card 4.7 Records of monitoring and evaluation	

[Activities]	Inputs		
	Japanese side	Ethiopian side	
1. WEO Capacity Building	Dispatch of long-term experts	Assignment of personnel	1. WEO personnel in the selected woredas continues to work at WEOs.
1.1 To select operational woredas	- Chief Advisor/Participatory Developement	- Project Director	
1.2 To develop CBBEC planning guidelines for WEO	- *Project Coordinator/School Management*	- Project Manager	2. Communities at the CBBEC sites are actively involved in the process of construction and management.
1.3 To conduct planning workshop for woreda personnel		- Counterpart personnel	
1.4 To conduct the rapid school mapping in the selected woredas	Dispatch of short-term experts	Space and facilities	3. Teaching staff assigned to CBBEC continues to teach in the same CBBEC.
1.5 To make a feasible plan in non-formal basic education	Provision of local consultancy services		
1.6 To conduct regular monitoring and evaluation activities for the above 1.5	Provision of equipment and materials	Budget allocation	4. Ethiopia and Oromia region will not face the major climate change or natural disaster, or fall into any conflict.
2. CBBEC Construction			
2.1 To select CBBEC sites in each woreda	Counterpart training in Japan		5. Land for CBBEC construction is duly provided by communities.
2.2 To develop CBBEC construction process guidelines			
2.3 To conduct CBBEC construction process workshops for the Woreda Education Training and Management Board			
2.4 To assist WEO to facilitate the process of CBBEC construction			
2.5 To provide required quality and quantity of furniture to each CBBEC			
2.6 To provide required quality and quantity of textbooks and teaching materials to each CBBEC			
3. CBBEC Management			
3.1 To develop CBBEC management guidelines			
3.2 To conduct training on CBBEC management for respective communities			
3.3 To formulate CMC for each CBBEC			
3.4 To assist CMC to develop CBBEC programs (including annual plans and *time schedule) and rules and regulations*			
3.5 To assist each CMC to manage CBBEC in collaboration with WEO			
3.6 To assist each CMC to conduct regular monitoring and evaluation of the *CBBEC management in collaboration with WEO*			
4. Provision of Quality Basic Education			**Pre-conditions**
4.1 To assist the CMC to assign teaching staff (facilitators) at CBBEC			OEB and selected WEOs accept the *implementation of the Project.*
4.2 To provide induction training for teaching staff at each CBBEC			
4.3 To assist each CMC to provide in-service training for teaching staff in collaboration with WEO			
4.4 To provide good examples of in-service training for teaching staff			
4.5 To plan regular and systematic in-service training for teaching staff			

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