

## 付 属 資 料

1. ミニッツ
2. 評価グリッド（和文）
3. 評価グリッド（英文）
4. 質問票
5. 評価グリッド 調査結果（和文）
6. 評価グリッド 調査結果（英文）
7. 調査現地報告書
8. 授業観察記録と議事録

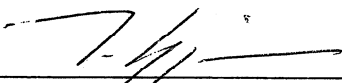
**MINUTES OF MEETING  
BETWEEN  
THE JAPANESE MID-TERM EVALUATION TEAM  
AND  
THE AUTHORITIES CONCERNED OF THE GOVERNMENT OF  
THE REPUBLIC OF UGANDA  
ON  
THE JAPANESE TECHNICAL COOPERATION  
FOR  
THE SECONDARY SCIENCE AND MATHEMATICS TEACHER'S PROJECT**

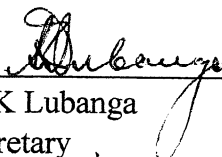
The Japanese Mid-term Evaluation Team (hereinafter referred to as “the Team”), organized by the Japan International Cooperation Agency (hereinafter referred to as “JICA”) headed by Mr. Takahiko Sugiyama, visited the Republic of Uganda from 11 to 24 February 2007 for the purpose of mid-term evaluation of the Secondary Science and Mathematics Teacher’s Project (SESEMAT) (hereinafter referred to as “the Project”).

During its stay in Uganda, the Team had a series of discussions with the Ugandan authorities concerned, jointly evaluated the achievements of the Project, and exchanged views for further improvement of the Project.

As a result of the discussions, both sides agreed upon the matters referred to in the document attached hereto.

Kampala, 23 February 2007

  
\_\_\_\_\_  
Mr. Takahiko Sugiyama  
Leader  
Japanese Mid-term Evaluation Team  
Japan International Cooperation Agency  
Japan

  
\_\_\_\_\_  
Mr. Francis X K Lubanga  
Permanent Secretary  
Ministry of Education and Sports  
The Republic of Uganda

## ATTACHED DOCUMENT

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## List of Abbreviations and Acronyms

ALEI	Activity/Experiments, Learner-centered, Encouragement, and
/PIEI	Improvisation / Plan, Implementation, Evaluation and Improvement
DAC	Development Assistance Committee
DMC	District Management Committee
DT	District Trainer
F/U	Follow Up
GOJ	Government of Japan
GOU	Government of Uganda
INSET	In-Service Education and Training
JICA	Japan International Cooperation Agency
MOES	Ministry of Education and Sports, Uganda
NC	National Coordinator
NT	National Trainer
NTC	National Teacher's College
ODA	Overseas Development Agency
OECD	Organization for Economic Co-operation and Development
PDM	Project Design Matrix
PS	Permanent Secretary
R/D	Records of Discussions
SMASSE	Strengthening of Mathematics and Science in Secondary Education
TPD	Teacher Professional Development
UPPE	Universal Post Primary Education

## 1. Introduction

### 1-1 Preface

The Project was launched on 3<sup>rd</sup> August 2005 and its duration is expected to be three (3) years. At the midst of the Project implementation, JICA dispatched the Team to the Republic of Uganda from 11<sup>th</sup> to 24<sup>th</sup> February 2007 for the purpose of evaluating the achievements of the Project. The mid-term evaluation has been undertaken jointly by the Team and members from Ministry of Education and Sports of Uganda.

### 1-2 Objectives of Evaluation

Objectives of the mid-term evaluation are as follows:

- (1) to review and evaluate the inputs, activities and achievements of the Project;
- (2) to clarify the problems and issues to be addressed for the successful implementation of the Project for the remaining period;
- (3) to assess the rationale for the continuation of the Project based on review and evaluation;
- (4) to make recommendations for activities in the remaining period; and
- (5) to review and amend Project Design Matrix (PDM) or Records of Discussions (R/D) if necessity arises.

### 1-3 Schedule of the Evaluation Team

	Date	Day	Activities
1	11 Feb	Sun	Arrival to Kampala
2	12 Feb	Mon	Meeting with Uganda Evaluation Members Interview with Japanese expert, National Trainers
3	13 Feb	Tue	Meeting with JICA Office Interview with Japanese expert, National Coordinator
4	14 Feb	Wed	Interview with DMC members, District Trainers in Project office
5	15 Feb	Thr	Interview with DMC members, District Center in Tororo district Interview with S & M Teachers, Students, Head Teacher Observations of S & M classes
6	16 Feb	Fri	Observations of S & M classes Interview with Japanese expert
7	17 Feb	Sat	Analysis of Data, Documentation
8	18 Feb	Sun	Analysis of Data, Documentation Meeting with the Mission
9	19 Feb	Mon	Interview with Japanese expert, National Coordinator, National Trainers, External evaluator
10	20 Feb	Tue	Interview with DMC members, District Centers in Masaka district Interview with S & M Teachers, Head Teacher
11	21 Feb	Wed	Preparation of M/M draft
12	22 Feb	Thr	Discussion about the results of evaluation
13	23 Feb	Fri	Sign in M/M
14	24 Feb	Sat	Departure from Kampala

## **1-4 Joint Evaluation Members / Attendants**

### **1-4-1 Ugandan Side**

#### **Ministry of Education and Sports,**

Mr. Francis X K Lubanga      Permanent Secretary

Mr. John M Agaba              National Coordinator

### **1-4-2 Japanese Side**

#### **Mid-term Evaluation Team**

Mr. Takahiko Sugiyama      Leader

Mr. Tatsuhiro Mitamura      Cooperation Planning

Mr. Takeshi Sekiya              Evaluation Analysis

#### **JICA Uganda Office**

Mr. Takehiro Susaki              Resident Representative

Ms. Aya Arakawa                Project Formulation Adviser

### **1-4-3 The Project Team**

Mr. Julius Kiprop                National Trainer, Physics

Mr. Leonard Sseruwo            National Trainer, Physics

Mr. Mwambu Masaba            National Trainer, Mathematics

Ms. Betty Nalukenge            National Trainer, Mathematics

Mr. Francis Mwesigye          National Trainer, Biology

Mr. Emmy Ssememba            National Trainer, Biology

Ms. Mary Ntete                  National Trainer, Chemistry

Mr. John Ssemmond            National Trainer, Chemistry

Mr. Tsuyoshi Okamoto        JICA Expert , INSET Management

### **1-4-4 The external evaluator**

Mr. Ben Enjiku                    Kyambogo University



### **1-5 Methodology of Evaluation**

Major items to be evaluated were the following aspects based on the initial PDM, Plan of Operations (hereinafter referred as "PO"):

- 1) Achievements of the Project based on the PDM indicators
- 2) Implementation process
- 3) Conceptual contents in the five DAC's evaluation criteria

#### Relevance

Relevance of the project plan was reviewed in terms of the validity of the project purpose and the overall goal in connection with the development policy of the Government of Uganda, aid policy of the Government of Japan, needs of beneficiaries, and by logical consistency of the project plan.

#### Effectiveness

Effectiveness was assessed by evaluating the extent to which the Project had achieved its purpose and by clarifying the relationship between the purpose and outputs.

#### Efficiency

Efficiency of the project implementation was analyzed with emphasis on the relationship between outputs and inputs in terms of timing, quality and quantity of inputs.

#### Impact

Impact of the Project was assessed on the basis of both positive and negative influences caused by the Project.

#### Sustainability

Sustainability of the Project was assessed in terms of political, institutional, financial and technical aspects by examining the extent to which the achievements of the Project would be sustained or expanded after the Project period.

Conclusions were drawn from the results of the study and recommendations were proposed by the Team.

## **2. Evaluation**

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

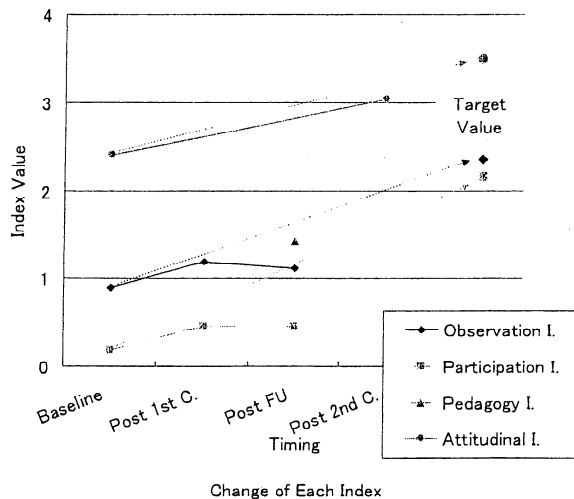
#### **2-1-1 Outputs**

- The numbers of trainees in national INSETs and district INSETs have not reached the target number of indices (especially in the district training : 1st cycle 240, FU 410, 2nd cycle 325, the target number 550).
- Planned activities are carried out mostly on schedule and a change in the attitudes of teachers has been observed. Participants' satisfaction with the training contents has been also achieved. However, some participants reply that the training period was too short to fully understand the contents. In terms of the monitoring activity, further training for National Trainers is required to get skills to be able to analyze and process the statistical data.

- A further understanding of ALEI lessons which emphasizes on the student-centered lessons with minds-on activities as well as hands-on activities.
- Although there was positive reaction about ALEI lessons, there are opinions from teachers saying that preparations for classes are too time-consuming and the progress of lessons hinders the schedule so that teachers could fail the syllabus coverage, however it is needed to sensitize teachers to appreciate the need to devote time for preparation of lessons.
- At the interview to DMC members, there are comments that District INSET Centers are managed well in general according to the Guideline for Utilization of Equipment and Materials at INSET Centers. However, it is still difficult to raise the rate of collection of training cost in the present condition. Ownership of the district INSET should be promoted further.
- There are many demands for materials and facilities even though the improvement of lessons can not be guaranteed by better physical environment.
- The Tororo district NTC Nagongera is not administrating INSET center property properly. and is hardly used except in the time of INSETs. In Masaka district also some materials haven't been used in the training. Efficient management of materials and facilities can avoid these abundant situations.
- Training cost, training environment, etc. greatly affect on the institutionalization of the INSET system and it is not yet fully institutionalized.
- The reputation of the Vocational Guides among students is good in general, but there are some comments that the content is too difficult to attract the interests of the junior high school students without teacher's assistance.

**2-1-2 Project Purpose**

○ The lesson observation index is about 1/4 of the target value and the student lesson participating index is about a half of the target at the moment. Themes of INSETs have developed through the enhancement of attitude change, ALEI introduction and currently ALEI actualization. Since the second INSET took place just before this mid term evaluation with its theme on the ALEI actualization, some indices are expected to be improved in the near future. Considering the gradual effect of the INSET on the learning process and student's academic achievement, the Project needs to put more efforts to achieve the target values of some indices within the remaining project period.



- According to the descriptive summary of the Project advancement reported by both the Project's external evaluator and Kenyan technical staff of SMASSE Project, positive changes of teacher's attitude and consciousness have been observed. Considering the nature of education projects in general, the achievement of the project purpose should be evaluated comprehensively by quantitative indices and descriptive assessments.
- The project has been introducing and establishing the INSET model and in this sense, so

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far the Project has achieved progress favorably. However, it is important to note that it is a long process to have visible impacts on the teacher's performance and the student's academic achievement as these are long term outputs.

### **2-1-3 Overall Goal**

- It is difficult to expect a positive change in a student's academic achievement in this mid term evaluation, because the achievement tests have not been carried out yet and the Project has been operational just for one and a half years. However, there are positive developments such as student's attitude and participation, and an improvement of student's interests has been noticed.

## **2-2 Results of the Evaluation**

### **2-2-1 Implementation Process**

- Almost all activities planned at the beginning or those added later were executed. However, the Teacher Education Department has not yet selected the trainee participants from NTC and PTC instructors, and those trainings for them are yet to be carried out. However, the necessary arrangements will be made soon and those trainings will take place by the coming May.
- What is the future of the NTCs? Is it possible for NTCs to remain to continue as INSET centers if one day they are to be turned into universities for example in case of Nacongera NTC.
- The OJT trainings for NTs were very effective. However, some NTs require additional training such as the analysis and interpretation of statistical data.
- It should be better that National Trainers themselves get practical capacities to carry out the demonstration class not only instructing theoretically. The concept of Science Clinic, which has been introduced during District INSETs, must be encouraged.
- About the issue of the daily allowance payments during national INSETs for District Trainers of Tororo district, it has been agreed not to pay any allowances among the related authorities. For the issue of the delayed payment of salaries to National Trainers, necessary measures have been taken to rectify this.
- The project counter part fund has been disbursed smoothly without any major trouble for the Project activity.
- Improvement of the rate of training fund collection, institutionalization of training and issuance of the training certificate are discussed and required early actions.
- The coordination capability of the NC of the Project is very high, and the motivation to reform the educational system is also high.
- The Japanese expert keeps his attitude to make NTs work actively in cooperation with NC. Thereby, it is thought that the Ugandan counterpart's capacity has been steadily improving.

### **2-2-2 Evaluation by the Five Criteria**

Results of the evaluation by the five criteria are summarized below. For details refer to ANNEX 1-2.



Criteria	Evaluation Result	Description
Relevance	Very high	<ul style="list-style-type: none"> <li>○ During the 2007 policy speech by the President at the end of the year, the priority was put on the strengthening of the secondary education, and the improvement of quality was also mentioned. And the SESEMAT Project was listed as a program for the quality improvement.</li> <li>○ Universal Post-Primary Education Program started in 2007, therefore the need for the quality improvement of the secondary education is paramount importance.</li> <li>○ Science and mathematics became compulsory for the national achievement test.</li> <li>○ Since the preliminary study mission, there have been no change in the cooperation policy of Japan and the JICA country program.</li> <li>○ The preceded experiences and results of Kenyan SMASSE Project, such as the monitoring and evaluation tool, well capacitated SMASSE Project technical staffs and a variety of expertise and technique have been utilized efficiently for this Project in terms of the timing and cost.</li> <li>○ The donors who are realizing cooperation in the field of the secondary education are African Development Bank (ADB) and JICA. Between two, roles are demarcated as hard component and soft component respectively.</li> <li>○ It is decided that soft component of ADB's Infrastructure project Education III is entrusted to SESEMAT as proposed by Ministry of Education and Sports and approved by ADB. (Ref. ADB Grant Loan Agreement)</li> </ul>
Effectiveness	Not High	<ul style="list-style-type: none"> <li>○ Outputs have been nearly achieved on schedule, and the administration and management of the INSET system have been very well established. However, it is not easy to improve the teacher's performance in the classroom and the student's academic achievement through the two-tiered cascade INSET system within the short term.</li> <li>○ There exists a gap in the degree of understanding of the ALEI approach at the National and District levels. It will take a longer time than expected to resolve this gap; those involved at both the National and District levels should share the same awareness of the ALEI approach.</li> <li>○ Regarding the class observation indicator, it is achieved the half of the target value, the class participation indicator get only 1/4 of the target. To achieve the target values during the remaining Project period, more efforts and commitments on the part of the NTs are required.</li> <li>○ The evaluation report by external evaluator Mr. Ben Enjiku of Kyambogo University and the report of CPs of Kenya SMASSE are positive.</li> </ul>

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Efficiency	High	<p>○ Training costs covered by JICA and Uganda sides is as follows;  JICA covers Operation Costs for Training. In the case of 1st N.T., 1st D.T., 1st N.F/U.T., and 1st D.F/U.T., the total cost were 129,287 US dollars. As there were 787 participants, the cost/person is US\$164.  The Ugandan side covers the Facility Allowance for DTs, Transport Refunds for Trainees, Accommodation for Trainers, and Utility Costs. In the case of 2nd D.T.s, the total cost in Masaka was US\$29,333. As there were 205 participants, the cost per person was US\$143. The total cost in Tororo was US\$21,041. As there were 120 participants, the cost per person was US\$175.  So the training cost unit price guessed from the information which the team has collected is roughly US\$300 - 340 per person in total.</p> <p>○ Effective use of existing facilities helps cost-cutting (Central training center repair (7.6 million yen) and local training center maintenance (4 places).</p> <p>○ The inputs were efficiently used in activities and the activities in general produced the outputs.</p>
Impact	Average	<p>○ It is difficult to estimate the degree of achievement of the overall goal at this moment. However, it is observed that the students' interest in science and mathematics is becoming higher.</p> <p>○ Uganda government is vigorously promoting the policy of science and mathematics education for the purpose of the nation's future industrial prosperity. If the overall goal is attained, then a positive impact on national development is expected.</p> <p>○ Through the expansion program, which is expected to be financed by the Counterpart Fund of Non-Project Aid and Debt Relief Fund supported by Embassy of Japan, 20% of teachers in the national level are covered. The benefits are 2000 trained teachers, 12 training centers, 100 DTs, to a total cost of 2,841,210,000 shillings.</p> <p>○ The ALEI lesson approach in the science and mathematics is expected to be introduced universally in pilot districts, although a stereotyping pre-conception that female student do not like the science and mathematics. There is a possibility that the ALEI lesson approach could get rid of this stereotyping pre-conception.</p>
Sustainability	Average	<p>○ In Uganda, promotion of science and mathematics education is a policy of governmental long-term development plans, and also on a mid- and long-term basis, science and a mathematics fields are considered priority fields.</p> <p>○ UPPE was introduced, and science and mathematics turned into compulsory subjects in the national achievement test.</p> <p>○ The expansion plan is also advancing, and it is certain that policy support will continue.</p> <p>○ As Ministry of Education and Sports will provide funds</p>

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		<p>necessary for the tuition and fee in schools under UPPE Program at the rate of 29,721 shillings per person (= 17 dollars) in addition to the five million threshold per term, The proposal that each school can reserve 3,000 shillings as a part for INSET funds will be examined by Ministry of Education and Sports.</p> <ul style="list-style-type: none"> <li>○The proposed budget of the Ministry of Education and Sports in the 2007 fiscal year increased by 10% from the 2006 budget. The budget for secondary education is 125 billion shilling, an increase of 35% from 93 billion shillings previously.</li> <li>○The consciousness on the ownership of the Project at the district level is found to be lower than the national level. However, the central government's plan is clear and the Ugandan side will manage to fill this gap.</li> <li>○There are eight national trainers under-exclusive-contract who make teaching-materials for the trainings and the implementation of trainings. They have been developing well. Organization and training implementation capabilities are being strengthened.</li> <li>○However with regard to monitoring and evaluation capabilities, management capabilities, etc., Japanese expert's support is still needed.</li> <li>○The attitudinal issues like daily allowance, participation allowance and etc., are still prevail, there is need to work on the attitudinal change.</li> </ul>
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### 2-2-3 Conclusion

Based on the above progress evaluation results, the Team concludes as follows:

- 1) According to the descriptive summary of the Project advancement reported by both the Project's external evaluator and Kenyan technical staff of the SMASSE Project, positive changes of teacher's attitude and consciousness have been observed. However, it is a paramount importance to ensure to put more efforts to achieve target values of some indices within the remaining project period.
- 2) With a commitment of the Ugandan side, for example the increase of National Trainers, NTs have been developing the process of internalization of the ALEI/PIEI Approach and organizing the National INSETs as planned, the further diffusion, harmonization and actualization of the ALEI/PIEI concept is required among National and District Trainers.
- 3) At the district level the management of DMC for District INSETs needs to be improved in the area of the INSET fund collection and preparation for INSETs.
- 4) To improve the quality of the activities at the district level, it is necessary to strengthen the monitoring system and the sensitization to raise the ownership in the Project of the stakeholders.

### 3. Recommendations

Based on a series of activities for mid-term evaluation on the Project, the evaluators recommend the following:

- 1) Since the inception of SESEMAT in 2005, compulsory science and mathematics as subjects started in 2006, and the UPPE was introduced in January, 2007. Those policy changes seem to have had a positive effect on the necessity and relevance of the SESEMAT Project. The project has been increasingly important to assure the quality of the secondary mathematics and science education along with the expansion of the access to it, in this sense the MOES is considering the establishment of Teacher's Professional Development (TPD) in general. In order to realize current MOES policy on mathematics and science at secondary education, it is strongly recommended to strengthen the INSET system further, and promote the ALEI/PIEI approach in classrooms regularly.
- 2) The Project has been making firm progress in the field of the establishment of the INSET system, in which teachers' attitude change has been confirmed as rapidly taking place in the pilot districts compared to the corresponding indicator. The hypothesis of educational process, which assumes that a change in teachers' attitudes can lead to a change in pedagogical skill in classrooms and improvement of the learning process, and finally

improvement in students' academic achievement, as a sequence, should be verified under the condition of continuous and regular interventions and monitoring on a long term basis. At the moment, these indicators of the Project Purpose ([Lesson Observation Index], [Student Participation Index], [Content/Pedagogy Index]) have achieved only minimal improvements in assessment figures. It should, therefore, be most likely that these indicators will not be improved showing the achievement of the Project purpose unsatisfactory at the end of the project.

Since the INSET system has been constructed as a basis for effective and efficient implementation of INSET in pilot districts, the team recommends putting emphasis on achievement of sustainable INSET system construction as one of the outputs in addition to the change of teachers' attitude.

The team, of course, recommends that the Project should continue to make its best efforts to improve those indicators under the Project Purpose through implementing high quality INSET in the rest of technical cooperation period. In order to achieve the class room level progress, comprehensive interventions in many levels and long term monitoring is indispensable.

As for M/E in general, the team recommends that effective and simple methods and tools for M/E should be developed and a capacity for M/E at NT level should be harmonized in order to improve the M/E activities,

- 3) It is highly expected that even if the INSET system is a two-level cascading, the impact of SESEMAT INSET must be seen at the class room level. For this purpose, it is recommended that some appropriate follow-ups of INSET, continuous monitoring of project activities and supports for classroom teachers to enable them to apply the ALEI/PIEI approach easily in their daily lessons are implemented.

The team further strongly recommends organizing such activities as sensitization workshops on meaningful INSET, improvement of INSET management, improvement of resource utilization, etc. in remaining project period. In order to enhance sensitization of stakeholders of the Project and strengthen the Project administration, the team also recommends that an officer from the MOES who can act for the national coordinator on the day to day work should be appointed.

- 4) After observation of districts, the team found some issues to be tabled to the MOES for consideration. One is low SESEMAT INSET fund collection. This causes number of negative effects at District Management Committee level such as unpaid bills to centre

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schools, delay of procurements of materials for INSET accommodation and meals, delay of communications etc. There may be two ways to solve these issues; one is from policy level and the other is through aggressive sensitization of stakeholders. The team recommends that the Project will continue to monitor the policy development of secondary education and make efforts to institutionalize INSET at policy level, and also the Project will continue to sensitize stakeholders on rationale of involvement in INSET activities. As a lubricant and liaison for the above, a ministry officer, who has gone for training in Japan, should be fully involved in the Project activities as an assistant to provide administrative supports..

5) The ALEI/PIEI Approach is a Ugandan conceptual framework of the improvement of the classroom pedagogical methodology. This concept does not imply to changing the classroom activities with “Hands-on” activities only, but to link “Hands-on” activities and “Mind-on” activities in classrooms. As an outcome of the ALEI/PIEI approach, students are expected to control their own learning process and motivate themselves to find new ideas and solutions. The team, therefore, strongly emphasizes that this pedagogical concept (ALEI/PIEI) must be fully understood and to be internalized among those involved in the Project, especially National Trainers, who are key persons for the Project implementation. As the team noticed that there was a gap of understanding the ALEI/PIEI concept between founder members of the project and newly joined staff, the team strongly recommends that the SESEMAT staff, both old and new, and national and district level, should make their best efforts to internalize carefully this concept so that they could be comfortably good practitioners of the ALEI/PIEI approach at national and district levels. The team wants to emphasize again that particular attention should be drawn on to DTs to make them understand the ALEI/PIEI concept.

6) Finally the team wants to raise some points to avoid unnecessary misunderstandings and misjudgments of the results of this Mid-Term Evaluation of the SESEMAT Project. As observed, the Project made a rapid progress implementing activities planned the Plan of Operation. The Project has been widely regarded as one of the most effectively performing project among JICA projects which are similar to the SESEMAT. However, as seen in the report of the team, some weakness and delay in fund collection and pedagogical achievement were found. The team felt that it was the team’s duty to clarify the difference between the descriptive and quantitative evaluation on the project.

Generally speaking, it is a time consuming process to see the improvement in process skill, lesson attainment, etc. as results of education project. However, people concerned rated the project as a good one on the basis of implementation of planned activities of the project. This team measured the progress of the Project on the basis verifiable indicators which are designed to measure changes in process skill, other pedagogical skill etc. It is

very obvious that pedagogical improvement can not be visible in 1.5 years. The explanation of this difference can be said that at the preparatory stage of the Project, there should be over-expectation on the Project among the people concerned. Unless this over-expectation is understood, the true picture of the Project may be lost.

- 7) The Team learnt that currently the Government of Uganda is preparing the expansion program of SESMAT in 12 more districts. Although the Team highly evaluates this Ugandan side's initiative for the expansion, the Team humbly requests the MOES to pay a careful attention on the expansion to avoid or mitigate any negative impacts on the on-going SESEMAT Project. For example, the expansion will definitely increase working load of the existing NTs and more DTs may cause an increased demand towards the National INSETs and the monitoring activities. Any extra activities arisen from the expansion must be carried out by NTs whose numbers still remain eight (8).

End






# ANNEXES

## ANNEXES

### 1. Evaluation Grid

- 1-1 Achievements of the Project and Implementation Process
- 1-2 Evaluation by Five Criteria

### 2. Inputs to the Project

- 2-1 List of Japanese Expert
  - 2-2 List of Equipment Provided by JICA
  - 2-3 (1) Counterpart Training in Japan
  - 2-3 (2) Third Country Training in Kenya
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  - 2-6 Building and other Facilities
  - 2-7 Financial Status of Ugandan Side
- 



ANNEX 1 Evaluation Grid

Evaluation Grid: SESEMAT Mid Term Evaluation

1-1 Achievements of the Project and Implementation Process

Evaluation Question	Judgment Standard & Method	Results
<b>Degree of Overall Goal Achievement</b>		
To improve secondary student performance in Mathematics and Science subjects (Physics, Chemistry, Biology) in the pilot districts	(a) Student performance on achievement tests set by the project improved in the pilot districts	<ul style="list-style-type: none"> <li>○ Although this has not been measured at the time of mid-term evaluation, according to the impact investigation by Kenya SMASSE, there was positive correlation between the index of lesson reconstruction and results in the national achievement test for the second-year students in the observed school (Kenya SMASSE phase 2 middle evaluation).</li> <li>○ NT and DT have been seeing positive developments, such as students' attitudes improving, participation increasing, and students showing more interest in math/science classes through the changes in lessons made by teachers.</li> </ul>
	(b) The UCE performance in Mathematics and Sciences improved in the pilot districts	N/1
	[Resume]	○ It is difficult to expect a positive change in a student's academic achievement in this mid term evaluation, because the achievement tests have not been carried out yet and the Project has been operational just for one and a half years. However, there are positive developments such as student's attitude and participation, and student's interest improving which have been noticed.
<b>Degree of Project Goal Achievement</b>		
To improve teaching ability of Mathematics and Science teachers at Secondary level in the pilot districts	By the end of the project phase 1, (a) The Lesson Observation Index obtained more than 2.3 on the 0-4 scale	<ul style="list-style-type: none"> <li>○ Although there is a significant difference before and after the first training, the average value after the training, 1.19, does not reach the target value 2.3 (the value before training was: 0.5356 -1.4729 and after the training it was: 0.7917 -1.6042).</li> <li>○ After follow-up training, it was 1.11.</li> </ul>
	(b) The Student Participation Index obtained more than 2.1 on the 0-4 scale	<ul style="list-style-type: none"> <li>○ Although there is a significant difference before and after the first training, the average value after the training, 0.46, does not reach the target value 2.1 (the value before training was: 0.1111-0.3541 and after the training it was: 0.2639-0.6979).</li> <li>○ After follow-up training, it was unchanged at 0.46.</li> </ul>
	(c) The Content/Pedagogy Index obtained more than 2 on the 0-4 scale	<ul style="list-style-type: none"> <li>○ The eight trainers were dispatched to SMASSE project in August, 2006 to carry out OJT, in order to develop this pedagogy contents method.</li> <li>○ The average value of the index in DT in the second central training was 1.42.</li> </ul>
	[Resume]	<ul style="list-style-type: none"> <li>○ The lesson observation index is about 1/4 of the target value and the student lesson participating index is about a half of the target at the moment. Themes of INSETs have developed through the enhancement of attitude change, ALEI introduction and currently ALEI actualization. Since the second INSET took place just before this mid term evaluation with its theme on the ALEI actualization, some indices are expected to be improved in the near future. Considering the gradual effect of the INSET on the learning process and student's academic achievement, the Project needs to put more efforts to achieve the target values of some indices within the remaining project period.</li> <li>○ According to the descriptive summary of the project advancement reported by both the project's external evaluator and Kenyan technical staff of SMASSE project, positive changes of teacher's attitude and consciousness have been observed. Considering the nature of education projects in general, the achievement of the project purpose should be evaluated comprehensively by quantitative indices and descriptive assessments.</li> <li>○ The project has been introducing and establishing the INSET model and in this sense, so far the Project has achieved a favourable progress. However, it is important to note that it is a long process to have visible impacts on the teacher's performance and the student's academic achievement as these are long term output.</li> </ul>
<b>Degree of Outputs Achievement</b>		
(1) A number of teachers trained through the INSET	(1) By the end of the project phase 1 (a) All the National Trainers completed training course in Japan or third countries	<ul style="list-style-type: none"> <li>• The training in Japan: One NC in 2005, two officers of MoEP and one headteacher in 2006</li> <li>• The 3rd country training in Kenya: 15 math/science teachers and DTs in 2005, eight persons in 2006</li> <li>• Technical support from Kenya: Eight persons in 2005, 13 persons in 2006</li> <li>• OJT in Kenya: Four NTs in 2005, eight NTs in 2006</li> <li>○ The trainings were very effective but the periods were short. Especially the evaluation training was too short, so it is difficult to analyze and interpret the data (NT).</li> </ul>
	(b) All the District Trainers (over 50) completed national training course developed by the project	<ul style="list-style-type: none"> <li>• The 1st central INSET implementation commencement in December, 05 : 49 people in attendance, 47 of them completed the course)</li> <li>• The Central FU training implementation (06 May : 44 people attended and completed the course)</li> <li>• The second central INSET implementation (06 December : 44 people attended and completed the course)</li> <li>○ Positive feedback has been given in the evaluation by Mr. Ben Enjiku of Kyambogo University, who is an external evaluator, and also from the report of CPs of Kenya SMASSE.</li> <li>○ Although DTs are satisfied with the contents of the training courses, they claim training attendance conditions (DT) are too expensive for them. There are many requests for equipment and facilities. Even though it can be understandable, is not the most important concept of this project to carry out hands-on teaching activities, rather than develop resources and facilities?</li> </ul>
	(c) All the Secondary Mathematics and Science Teachers (550) in the pilot districts completed the training course	<ul style="list-style-type: none"> <li>• The first district INSET implementation (enforcement in the four centres in January, 06, 286 people in attendance, 240 of them completed the course)</li> <li>• The District FU training implementation (06 May : 410 people in attendance)</li> <li>• The second district INSET implementation (07 January : 325 people completed the course)</li> </ul>

	(d) 20 Mathematics and Science lecturers at selected NTCs completed the training course	<input type="checkbox"/> Since the teacher Education Bureau which performs assignment of NTC and PTC lecturers has not selected participants, their training has not yet been carried out. However, they will be made to participate in training by May this year. <input type="checkbox"/> As the government NTCs finish their duty, NTCs upgraded to universities or are closed. As NTC Nacongera district centre is promoted to a university, it is not possible to carry out NTC lecturers training.
	(e) 20 Mathematics and Science tutors at selected PTCs including one private PTC completed the training course	
	(f) The INSET Evaluation Index (to measure attitudinal change) obtained more than "3.6" (on the 0-4 scale)	<input type="checkbox"/> The improvement from the baseline was recognized by the 2nd district INSET. The average value was 3.04. (Initial value : 2.28 - 2.46). <input type="checkbox"/> At the end of training, the desired change in attitude was confirmed, close to the target value.
	<b>[Resume]</b>	<input type="checkbox"/> The numbers of trainees in national INSETs and district INSETs have not reached the target number of indices (especially in the district training : 1st cycle 240, FU 410, 2nd cycle 325, the target number 550). <input type="checkbox"/> Planned activities have been carried out mostly on schedule and the attitude change of teachers is observed. Participants' satisfaction with the training contents is also obtained. However, some participants reply that the training period was too short to have full contents understandings. In terms of the monitoring activity, further training for National Trainers is required to get skills to be able to analyze and process the statistical data. <input type="checkbox"/> A further understanding of ALEI lessons which emphasizes on the student-centered lessons with minds-on activities as well as hands-on activities. <input type="checkbox"/> Although there was positive reaction about ALEI lessons, there are opinions from teachers saying that preparations for classes are too time-consuming and the progress of lessons hinders the schedule so that teachers could fail the syllabus coverage. It is needed to sensitize teachers to appreciate the need to devote time for preparation of lessons. <input type="checkbox"/> Considering the claims for training accommodation and materials, further workshops that seek to motivate teachers and increase enthusiasm will be necessary.
(2) School and parental support for teaching and learning Mathematics and Sciences enhanced	(2) By the end of the Project phase 1 (a) All the Head Teachers, chairpersons of BoG and PTA in the pilot districts completed school management training	<input type="checkbox"/> The first principal training (October, 05): the principle burden of training costs was fixed. <input type="checkbox"/> Department of Education: Provided the ordinary costs and subsidy of central and district training <input type="checkbox"/> District: Provided the ordinary costs of district training (accommodation, food expenses, and transportation expenses) <input type="checkbox"/> JICA: Provided training equipment, teaching materials expenses, and foreign training <input type="checkbox"/> The second principal training (April, 06): it was agreed on in the Guideline for Utilization of Equipment and Materials that INSET Centres would be required to self support the management of the District Training Centre. Moreover, it was agreed on that the costs of management, maintenance and training implementation in each district, paid for by each school, be transferred to a provision of 3000 shilling per student (about 190 yen) to the account of the District Management Committee from central government.
	(b) All chairpersons of local councils (LC5 and LC3) in the pilot districts undergone sensitization workshops	<input type="checkbox"/> Science Fair 2006 supported in Feb. 2006: The project sponsored the fair with trophies, certificates and facilities for the adjudicators <input type="checkbox"/> First colloquium organized in June 2006: 27 stakeholders participated
	<b>[Resume]</b>	<input type="checkbox"/> At the interview of DMC members, there were comments that District Centres are managed well in general, according to the Guideline for Utilization of Equipment and Materials at INSET Centres. However, it is still difficult to raise the rate of collection for training costs in the present state of affairs. Ownership of the district INSET should be promoted further. <input type="checkbox"/> There are many demands for materials and facilities even though the improvement of lessons can not be guaranteed by a better physical environment.
(3) INSET system institutionalized	(3) By the end of the Project phase 1, (a) National Centre and District Centres established in the districts	<input type="checkbox"/> Central Training Centre repair (7,600,000 yen) <input type="checkbox"/> District Training Centres maintenance (four places)
	(b) All District Centres passed Maintenance Inspection by the National Coordinator	<input type="checkbox"/> For the moment, maintenance management investigation about DC has not been executed independently. When NC goes to districts, each situation is checked one by one. Although they have managed well in general, the situation of NTC Nacongera is not good (NT).
	(c) The INSET course credited to Teacher Promotion Requirement set by the ESC	<input type="checkbox"/> A proposal that the promotion conditions are incorporated into the Scheme of Service has been made already, but since the budget has not been drafted, this has not yet been executed.
	Others	<input type="checkbox"/> Development of Teaching Guideline completed and launched in Oct. 2006. <input type="checkbox"/> In Tororo district, it has not been handed over to teachers? In the pilot schools it has been well received, but in non-pilot schools it has not been used, since the method of ALEI has not been introduced (NT, DT).
	<b>[Resume]</b>	<input type="checkbox"/> The Tororo district NTC Nacongera is not administrating INSET centre property properly, and is hardly used except in the time of INSETs. In Masaka district also some materials haven't been used in the training. Efficient management of materials and facilities can avoid these abundant situations. <input type="checkbox"/> Training cost, training environment, etc. greatly affect on the institutionalization of the INSET system and it is not yet fully institutionalized. <input type="checkbox"/> The reputation of the Vocational Guides among students is good in general, but there are some comments that the content is too difficult to attract the interests of the junior high school students without teacher's assistance.

Achievement of Input		
Japan side	The comparison between plan and progress in the timing, the amount, and the quality of Inputs	1. One long-term Japanese expert : Mr. Tsuyoshi Okamoto (04/07/05-08/04/08) 2. Nothing 3. • The training in Japan: One NC in 2005, two officers of MoEP and one headteacher in 2006 • The 3rd country training in Kenya: 15 math/science teachers and DTs in 2005, eight persons in 2006 • Technical support from Kenya: Eight persons in 2005, 13 persons in 2006 • OJT in Kenya: Four NTs in 2005, eight NTs in 2006 4. • Expense for training expenses abroad 57,237,000 yen • Equipments and training cost 52,928,000 yen • Central training centre repair (7,600,000 yen) • District training centre maintenance (four places)
Uganda side	The comparison between plan and progress in the timing, the amount, and the quality of Inputs	1. Salary and Allowances of NTs 2. Accommodation and Transport Refunds for DTs and trainees 3. Allowance for DTs implementing district training 4. Office space and facilities necessary for the project 5. Utility (Electricity, Water, Gas) Actual disburse of funds in 2005/6 : 153,032,936 + α shilling Budget in 2006/7 : 250,000,000 shilling Budget for the extension program : 2,841,210,000 shilling including 952,698,000 shilling from the counterpart fund of Non-project
Precondition		
GoU maintains the policy to promote Mathematics and Science Education.	Existence of change of national policy and Ministry of Education and Sports policy	<input type="checkbox"/> Into 2007 policy speeches of the President made at the end of the year, secondary education strengthening is mentioned as priority, and quality strengthening is counted as an important problem as well. SESEMAT is raised as a program to improve the quality. <input type="checkbox"/> From 2007, Universal Post-Primary Education and Training is executed. Thereby the needs for improvement in the quality of secondary education become higher still. <input type="checkbox"/> As the government NTCs finish their duty, NTCs upgrade to universities or are closed. As NTC Nacongera district centre is promoted to a university, it is not possible to carry out NTC instructor training.
Verification of Enforcement Process		
Progress Situation of Plan	How did project activities advance compared with the plan at the beginning (activity plan of PDM)?	<input type="checkbox"/> Almost all activities planned at the beginning and those added later were executed. However, the Teacher Education Department has not yet selected the trainee participants form NTC and PTC lecturers, and those trainings have not been carried out. Necessary arrangement will be done soon. Those trainings will take place by coming May. <input type="checkbox"/> What is the future of the NTCs? Is it possible for NTCs to remain to continue as INSET centres if one day they are to be turned into universities for example in case of Nacongera NTC.
Communication among the project persons concerned	Comparison between planned operating form and actual situation to advance activities Both degrees of satisfaction	<input type="checkbox"/> If the Japanese expert sees the need, he gives his opinion as appropriate, and discusses the matter with the CP. The relation with the NC is very good. Likewise with the NTs and others is also good in general.
Monitoring process	The monitoring training and monitoring implementation situation.	<input type="checkbox"/> The monitoring and evaluation reports by the NTs have only the description "The teacher is still doing the lesson based on theoretical teaching", and there is no mention of "Why?" or "What should we do?" How can we get the monitors to reflect on this in the trainings? <input type="checkbox"/> The OJT for NTs were very effective. However, some NTs require additional training such as the analysis and interpretation of statistical data. <input type="checkbox"/> It should be better that NTs themselves get practical capacities to carry out the demonstration class not only instructing theoretically. The concept of Science Clinic, which has been introduced during District INSETs, must be encouraged. <input type="checkbox"/> The external evaluation by the university instructor Mr. Ben Enjiku is taken on board.
Ownership of Partner Country Enforcement Organization	Isn't there any deviation in the decision-making? The degree of participation of C/P is enough? Are the problems of daily allowance and stay expense payment, and collection of system management cost in connection with training solved?	<input type="checkbox"/> About the issue of the daily allowance payment during national INSETs for District Trainers of Tororo district, it has been agreed not to pay any allowances among related authorities. For the issue on the delayed payment of salaries to NTs, necessary measures have been taken to rectify this. <input type="checkbox"/> The project counterpart fund has been disbursed smoothly without any major trouble for the project activity. <input type="checkbox"/> Improvement of the rate of training fund collection, institutionalization of training and issuance of the training certificate are discussed and required early actions. <input type="checkbox"/> The coordination capability of the NC of the Project is very high, and the motivation to reform the educational system is also high.
Method of technology transfer	Were technology-transfer approach and the strategy suitable?	<input type="checkbox"/> Japanese expert keeps his attitude to make NTs work actively in cooperation with NC. Thereby, it is thought that the Ugandan counterpart's capacity has been steadily improving.
Relation between expert and JOCV or SV	Are mutual information offer or mutual support, etc.?	<input type="checkbox"/> There is no concrete cooperation now. There have been cases where some JOCVs have participated in district training.
Prevention and Contribution Factor	Is there any factor which prevents or contributes to Activity progress, Output achievement, and Project Goal achievement?	<b>Prevention factor:</b> • The attitudinal issue like daily allowance, participation allowance and etc. • Shortage of enthusiasm and a volunteering spirit • The increase in workload for teachers because of the amounts of activities, such as lesson preparation without extra incentive However, these are also themes that this project seeks to address. <b>Contribution factor:</b> A series of national policies about math/science. The position at the top is clear.

1-2 Evaluation by the Five Criteria

Relevant Very high

Evaluation Question	Judgment Standard & Method	Results
<b>Necessity :</b> Does Project Goal correspond with the needs of Uganda target group?	Isn't there any change of needs after preliminary study?	<p>○ During the 2007 policy speech by the President at the end of the year, the priority was put on the strengthening of secondary education, and improving education quality was also mentioned. The SESEMAT Project is listed as a program for quality improvement.</p> <p>○ Universal Post-Primary Education Program started in 2007, therefore the need for the quality improvement of the secondary education is paramount importance.</p>
<b>Priority :</b> Adjustment of Overall Goal and the National Development Policy of Uganda	Isn't an important change on the policy of Uganda after preliminary study?	<p>○ UPPEP was executed in January 2007. For that reason, the project's relevance has increased (In fact, because of the financial shortages, UPPEP was not executed universally. It was selected to be put in place in about 600 public schools, in about 200 private schools in areas without public schools, in a total of about 900 school.</p> <p>○ Mathematics and science became compulsory for the national achievement test.</p>
Adjustment with the cooperation policy of Japan and the JICA country program	Isn't an important change on the cooperation policy of Japan and the JICA country program after the preliminary study?	<p>○ Since the preliminary study mission, there have been no change in the cooperation policy of Japan and the JICA country program.</p>
<b>Validity as a Means :</b> Is the project suitable as activity corresponding to the development subject of the mathematics and science education field in Uganda?	Comparison with other methods The view point of accumulation of experience of Japan, predominance, etc.	<p>○ The in-service teacher training and lecturer training in the pre-service teacher training, teachers' attitudes, didactics, and the content of the subjects are implemented continuously. Also the program on the importance of mathematics and science education is executed for the director of schools, people in district education, and parents etc. for making a better environment for mathematics and science education. Such an inclusive approach was adopted by Kenyan SMASSE project etc. and is expected to achieve a good output.</p>
Was selection of the pilot area appropriate (object, scale) ? Is there the spread of the effects to other areas (fairness)?	Logic verification of pilot area selection, the diffusion situation to other areas	<p>○ Logic verification of pilot areas: The Ministry of Education and Sports considered local district conditions, the weakness of mathematics and science, security, access, and geographic factors, etc. and decided the pilot areas.</p> <p>○ The poverty areas were chosen as pilot districts, and this project selected the private secondary schools in which a severe economic environment existed. The expansion program is progressing now.</p>
Is there predominance of technology of Japan?	In what form is Japan's experience utilized?	<p>○ The preceded experiences and results of Kenyan SMASSE project, such as the monitoring and evaluation tool, well capacitated SMASSE project technical staffs and a variety of expertise and technique have been utilized efficiently in terms of the timing and cost.</p>
Is there any cooperation relationship with other donors?	Is there any movement or cooperation relationship, etc. of the donors that affects execution or result of the project?	<p>○ The donors who are realizing cooperation in the field of the secondary education are African Development Bank (ADB) and JICA. Between two, roles are demarcated as hard component and soft component respectively.</p> <p>○ It was decided that soft component of ADB's Infrastructure project Education III is entrusted to SESEMAT as proposed by Ministry of Education and Sports and approved by ADB. (Ref. ADB Grant Loan Agreement)</p>
Change of policy, economy, society, etc. after prior evaluation.	Has been there any change of the policy, economy, society, etc. which affects execution or result of the project since the project started?	<p>○ This projects progress matches the current policy valuing of secondary education and developing education initiatives. If the quantity of the secondary education expands, then the quality may become questionable. In that sense, this project can specialize on the improvement of the quality.</p>

Effectiveness Not high

Evaluation Question	Judgment Standard & Method	Results
Project Goal is clear?	Are Verifiable Indicators and Means of Verification suitable?	<p>○ As for the purpose of the project is very clear, the monitor and evaluation tools of Kenya SMASSE are used as indicators.</p>
How is achievement situation of Project Goal?	Possibility to achieve Project Goal	<p>○ About the class observation indicator it is achieved a half of the target value, the class participation indicator get only 1/4. To achieve the target values during the remaining project period, the more efforts and commitments will be required on the part of the NTs.</p> <p>○ The evaluation report by external evaluator Mr. Ben Enjiku of Kyambogo University and the report of CPs of Kenya SMASSE were positive. Based on these reports, it is thought that the standard of the evaluation by NTs is too hard, or perhaps that the original target values were too high. There may be a need to reconsider them in the relation of the period of the project (only three years so far).</p>
Cause and Effect Relationship	Does Outputs contribute to achievement of Project Goal?	<p>○ Outputs are nearly achieved on schedule, and the administration and management of the INSET system is very well established. However, it is not easy to improve the teacher's performance in classroom and the student's academic achievement through a two-tiered cascade INSET system in a short term.</p> <p>○ There exists a gap in the degree of understanding of the ALEI approach between the National and District levels. It will take a longer time than expected to dissolve this gap and bring those involved at the National and District levels to share the same awareness of the ALEI approach.</p>
	What is prevention factor ? (Don't the external conditions change?)	<p>○ Social economy changes, that might influence class hours and students' attendance at school, have not been observed.</p>

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Efficiency		High
Evaluation Question	Judgment Standard & Method	Results
Degree of Outputs Achievement	Are Outputs as planned?	<input type="radio"/> There have been a few worries about the degree of the understanding of the training sessions contents, including the difference in motivation and enthusiasm, and the number of people in attendance at the trainings (especially in the district trainings) which has been lower than the target values. However the outputs that have been planned up until now have been nearly achieved, the outputs for activities added are being obtained.
Can the advantage of regional-based project be used effectively?	Are the network of existing knowledge and experience, the existing teaching materials, and existing monitoring & evaluation index used effectively?	<input type="radio"/> The preceded experiences and results of Kenyan SMASSE project, such as the monitoring and evaluation tool, well capacitated SMASSE project technical staffs and a variety of expertise and technique have been utilized efficiently in terms of the timing and cost. <input type="radio"/> Training cost covered by JICA and Uganda sides is as follows: JICA covers Operation Costs for Training. In the case of 1st N.T., 1st D.T., 1st N.F./U.T., and 1st D.F./U.T., the total cost were US\$129,287. As there were 787 participants, the cost/person is US\$164. The Ugandan side covers the Facility Allowance for DTs, Transport Refunds for Trainees, Accommodation for Trainers, and Utility Costs. In the case of 2nd D.T.s, the total cost in Masaka was US\$29,333. As there were 205 participants, the cost per person was US\$143. The total cost in Tororo was US\$21,041. As there were 120 participants were there, the cost per person was US\$175. So the training cost unit price guessed from the information which the team has collected is roughly US\$300 - 340 per person in total.
Are local resources used effectively?	Is the existing institution etc. used effectively?	<input type="radio"/> Effective use of existing facilities helps cost-cutting (Central Training Centre repair (7.6 million yen) and District Training Centre maintenance (4 places). However it is necessary to examine the needs of the core centre training facilities for the expansion program and phase 2.
Quality, quantity, and timing of input are suitable from the attained Outputs?	Are the number, special field, and dispatch timing of expert suitable?	<input type="radio"/> Japanese expert functions very well.
	Are the kind, quantity, and installation timing of supply equipments suitable?	<input type="radio"/> There is not any inconvenient to activities and it can be judged suitable. <input type="radio"/> Although CPs have mentioned quantitative shortage, even if it carries out an additional injection, a question about the utilization of it is raised.
	Is the local activity expense suitable?	<input type="radio"/> The procedures and volume are considered suitable.
	Are C/P assignment from Uganda and budget allotment suitable?	<input type="radio"/> There have been some problems such as delayed payment of wages for NTs, problem of daily allowance, training expenses, which have not been paid on time. However the remedial actions are being taken.
Cause and Effect Relationship	What is the factor which has affected the efficiency of the enforcement process of Project?	<input type="radio"/> There is dissatisfaction from problems of delayed payment of wages for NTs, accommodation, and problems of the attitudinal issue like daily allowance, participation allowance and etc..

Impact		Average
Evaluation Question	Judgment Standard & Method	Results
Achievement possibility of Overall Goal	Is achievement of Overall Goal expected from the actual achievement of Inputs and Outputs, and the situation of Activity?	<input type="radio"/> It is difficult to estimate the degree of achievement of the overall project goal at the moment. However, the inputs have been efficiently used in activities, and the activities in general have produced worthwhile outputs. <input type="radio"/> There have been observations that students' interest in mathematics and science is increasing.
	Can the impact to the development plan of Uganda be expected by achievement of Overall Goal?	<input type="radio"/> The Ugandan government is vigorously promoting the policy of mathematics and science education to further industrial prosperity in the future. If the overall goal is attained, a positive impact on national development is expected.
Extended Effect	Is there any expansion of effects?	<input type="radio"/> By the expansion program, which supposed to be financed by the Counterpart Fund of Non-Project Aid and Debt Relief Fund supported by Embassy of Japan, 20% of teachers in the national level are covered. The benefits are 2000 trained teachers, 12 training centres, 100 DTs, the total amount of 2,841,210,000 shilling.
	Are an effect or influence other than Overall Goal seen? Are the measures for mitigating negative influence taken?	<input type="radio"/> ALEI lesson approach in the mathematics and science is expected to be introduced universally in pilot districts, although there is a stereotyping pre-conception that mathematics and science does not appeal to female students. There is a possibility that the ALEI lesson approach may dispel this stereotyping pre-conception.

Sustainability		Average
Evaluation Question	Judgment Standard & Method	Results
Policy and System Aspects	Does policy support continue after Project end?	<input type="radio"/> In Uganda, the promotion policy of mathematics and science education is a part of governmental long-term development plan, and, also on a mid- and long-term basis, science and a mathematics field are priority fields. <input type="radio"/> UPPET was introduced, and mathematics and science turned into compulsory subjects in the national achievement test. <input type="radio"/> The expansion plan is also advancing and it is certain that policy support will continue. <input type="radio"/> Since the Teacher Education Bureau, which performs the assignment of NTC and PTC lecturers, has not selected participants, their training has yet to be carried out. However, they will be made to participate in training by May this year, when expansion training will start. <input type="radio"/> As the government NTCs finish their duty, NTCs upgrade to universities or are closed. NTC Nacongera is a district centre which will be promoted to a university. As a consequence of this it has not been possible to carry out NTC lecturers training.

	Correspondence to "expansion deployment" by the Ministry of Education and Sports	<p>○ The expansion program was planning to use the Counter-part Fund of Non-Project at the beginning. However, the combination with the Debt Relief Grant Fund will be utilized from the shortage of the amount of the Counter-part Fund of Non-Project. The procedure seems to be behind.</p> <p>○ About UPPE, since finances are insufficient, it is not set to universal but is carried out by narrowing down about a total of a little less than 900 schools (a little more than 600 public schools, and a little more than 200 private schools which were selected from the areas where there are no public school).</p>
Organization and Financial Aspects	Enforcement organization's management capability (budget, staff, decision-making process, incentive)	<p>○ The salary to NTs, the daily allowance, etc. were outlaid in the Mid-Term Expenditure Framework. However under the influence of the presidential election etc. this turned round from other sources of revenue. In order to prevent disorders, it was set as the object of the Poverty Action Fund. But delayed payment of wages has still taken place, and some better management still needs to be taken.</p> <p>○ As Ministry of Education and Sports will provide funds necessary for the tuition and fee in schools under UPPE Program at the rate of 29,721 shilling per person (= 17 dollars) in addition to the five million threshold per term, The proposal that each school can reserve 3,000 shilling as a part for INSET funds will be examined by Ministry of Education and Sports.</p>
	Enforcement organization's ownership	<p>○ The proposed budget of Ministry of Education and Sports in the 2007 fiscal year has 10% of increase from the 2006. On the other hand, the amount of the budget to secondary education is the 125 billion shilling an increase of 35% from 93 billion shilling.</p> <p>○ Although there is a difference in consciousness about sustainability between the Project office and the district organization can be felt, the central government's plan is clear, and as the project it aims for Ugandan side to manage all of the project.</p> <p>○ Dealing with the operational problems, such as the increase of NTs personnel, implementation of the expansion program, etc. are clear expressions of ownership.</p>
Technical Aspect	Possibility that the enforcement organization can maintain a training system and quality	<p>○ There are eight NTs under exclusive-contract to make teaching materials for the training and to implement training session. They have been developing well. Organization and training implementation capabilities are being strengthened.</p> <p>○ However, about monitoring and evaluation capability, management capability, etc., Japanese expert's support is still needed.</p>
Society, Culture, and Environmental Aspects	The factor which prevents a continuous effect	○ The attitudinal issue like daily allowance, participation allowance and etc. are still prevail, there is need to work on the attitudinal change.

#### Others

Evaluation Question	Judgment Standard & Method	Results
Necessity for Adjustment	Is it necessary to adjust the contents of Input, Activity, and Outputs?	<p>○ Although activity has been tending to increase, an additional injection is not necessary right now.</p> <p>○ It is necessary to revise downward a little the number of participants in the outputs.</p>
How does the subject pointed out at Preliminary Study or Monitoring Mission change?	How is the improvement of the rate of collection of district INSET cost made?	○ As Ministry of Education and Sports will provide funds necessary for the tuition and fee in schools under UPPE Program at the rate of 29,721 shilling per person (= 17 dollars) in addition to the five million threshold per term, The proposal that each school can reserve 3,000 shilling as a part for INSET funds will be examined by Ministry of Education and Sports.
	The necessity for reservation (preparing for national deployment) of the institution and organization for central training implementation is how.	<p>○ The project office is in Kololo Secondary School and trainings are performed in the classroom now, however there is no accommodation and in the general classrooms serve as a place to stay. This causes disreputable to participants and is a less than ideal situation. Moreover, it means training session cannot be given unless the school is taking holidays.</p> <p>○ When considering the future it is good to have a core training institution building, there is a question whether the Ugandan government can maintain the administrative expenses of a training institute or even personnel expenses (such ordinary costs are not paid by donors).</p>
	How are the concrete technical support (third power training, opinion exchange and advice between specialists) from Kenya SMASSE, the management support from an office, and adjustment / management situation from headquarters?	<p>○ The technical support from SMASSE has been very quick, flexible and effective. If there is ever any need in the everyday work for an expert, it is possible to contact and looking for technical support. Such backyard support is required when carrying out deployment within Africa from now on.</p> <p>○ Support is required also from the JICA office and headquarters. In the case of training in Southeast Asia (Malaysia), further support from headquarters would be recommended.</p>
External Conditions	Activity level: All positions of National Trainers are filled.	○ There have not been any retired employees, and the four people involved were reinforced by eight persons present.
	Outputs level: Most of the trained teachers remain in the district.	○ There is no information that trained people have moved.
	Project Goal level: The socio-economic situation of the districts does not rapidly decline.	○ No changes in particular have been observed.
	Are there any unexpected conditions which can affect Project?	○ None.

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*[Handwritten signature]*