

**Oromia Education Bureau (OEB)
Oromia Regional State
The Federal Democratic
Republic of Ethiopia**

OEB/JICA SMAPP PROJECT

**THE PROJECT ON INCREASING ACCESS
TO QUALITY BASIC EDUCATION
THROUGH DEVELOPING SCHOOL MAPPING
AND STRENGTHENING MICRO-PLANNING
IN OROMIA REGION, ETHIOPIA**

FINAL REPORT

SUMMARY

AUGUST 2007

JAPAN INTERNATIONAL COOPERATION AGENCY

KRI INTERNATIONAL CORP.

HM
JR
07-31

OEB/JICA SMAPP PROJECT

THE PROJECT ON INCREASING ACCESS TO QUALITY BASIC EDUCATION THROUGH DEVELOPING SCHOOL MAPPING AND STRENGTHENING MICRO-PLANNING IN OROMIA REGION (SMAPP)

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AUGUST 2007

Currency Equivalents

USD 1= Birr 8.911 = JPY = 123

as of July 2007

PREFACE

In response to a request from the Government of the Federal Democratic Republic of Ethiopia, the Government of Japan decided to conduct the Project on Increasing Access to Quality Basic Education through Developing School Mapping and Strengthening Micro-Planning in Oromia Region (SMAPP)” and entrusted it to the Japan International Cooperation Agency (JICA).

JICA selected and dispatched a study team headed by Mr. Masanobu Ninomiya of the KRI International Corp., to Ethiopia between April 2005 and September 2007.

The team held discussions with the officials concerned of the Government of the Federal Democratic Republic of Ethiopia, the Oromia National Regional State, stakeholders at the zone and woreda levels and implemented the project activities in the target areas. Upon returning to Japan, the team conducted further analyses and prepared this final report.

I hope this report will contribute towards the promotion of the quality primary education in Ethiopia and towards the enhancement of friendly relations between our two countries.

Finally, I wish to express my sincere appreciation to the officials concerned of the Government of the Federal Democratic Republic of Ethiopia for their close cooperation extended to the project.

August 2007

Atsushi Hatakenaka,
Vice-President
Japan International Cooperation Agenc

Mr. Yoshihisa Ueda
Vice-President
Japan International Cooperation Agency

Dear Mr. Ueda

Letter of Transmittal

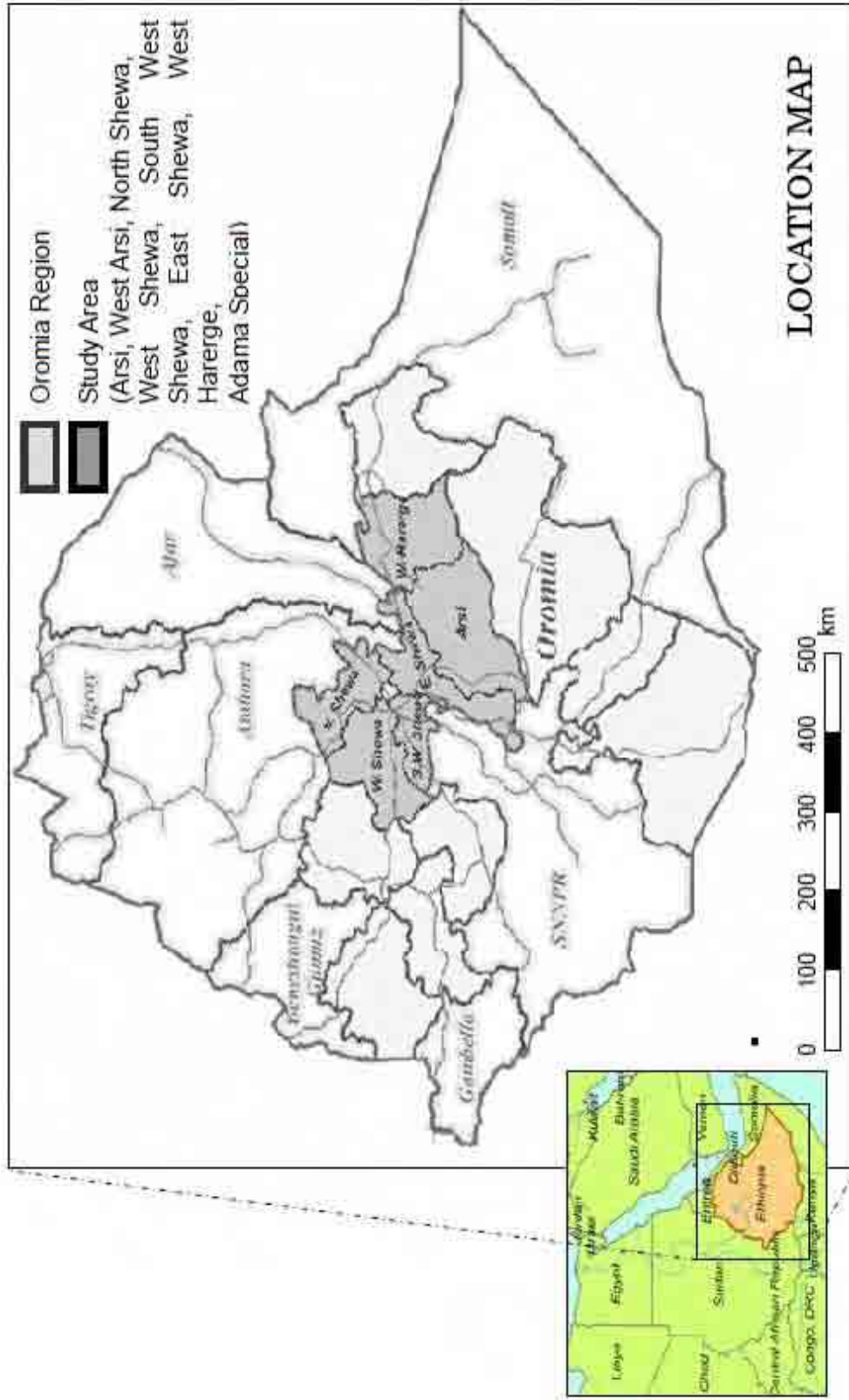
We are pleased to submit to you the Final Report on “The Project on Increasing Access to Quality Basic Education through Developing School Mapping and Strengthening Micro-planning in Oromia Region (SMAPP)”. Under the contract with you esteemed organization, the subject study was carried out for the 30-month period from April 2005 to September 2007.

The study team 1) provided technical support to enhance Education Management Information System (EMIS), thereby preparing and distributing school record formats to all the primary schools in the Region; 2) developed the OEdMap that is the school mapping database with Geographic Information System (GIS) and utilized it for planning and monitoring; 3) provided training in micro-planning, thereby formulating Woreda Primary Education Development Plan for all the 117 pilot woredas (districts), in order to build capacity of education officers at the region, zone and woreda levels in areas of data management, planning and marketing through strengthening the decentralization policy of the Government of the Federal Democratic Republic of Ethiopia.

We wish to take this opportunity to allow us to express our sincere gratitude towards the generosity of JICA, Ministry of Foreign Affairs, Ministry of Education, Culture, Sports, Science and Technology, Tokyo Institute of Technology, Kyoto University, Urayasu City and Matsue City. We also wish to express our deepest gratitude towards the Oromia Education Bureau, zone and woreda education offices, Oromia Bureau of Finance and Economic Development, Ministry of Education, Ministry of Finance and Economic Development as well as community leaders and school directors and teachers of the Federal Democratic Republic of Ethiopia for the courtesies and cooperation extended to the team during the course of the project.

Very truly yours,

Masanobu Ninomiya
SMAPP Team Leader



1. PROJECT MANAGEMENT



Steering committee



Taskforce meeting



OEB workshop (Midterm evaluation)



Focus group interview (Terminal evaluation)

2. EMIS ENHANCEMENT



Attendance sheet used in the primary school

BAAYINA BARA TOOTAA JALGABA WAGGAA									
GALMAAAN			BARA 1997			BARA 1997			
MAGAALAA	BAADIIYAA	MASA. 1	BAADI.	WAL.	DH.	DH.	DH.	WAL.	WAL.
1- KUTMA									
1	771	256	3726	3724	3734	17480	1117	1642	1639
2	566	594	1160	2123	2094	4317	2688	2688	5377
3	433	522	1015	1576	1173	2749	2049	1856	3764
4	470	489	929	1180	804	1984	1660	1263	2443
1-4	2500	2495	4795	8505	7823	16430	10605	10318	21725
5	633	815	1248	1804	649	7783	7777	1244	76
6	697	579	1276	325	380	1205	1521	917	76
7	895	691	1576	387	213	600	122	904	2936
8	648	274	892	123	68	190	761	539	1082
5-8	2633	2159	4482	2421	1307	3728	5294	3168	8720
9	839	921	1260				307	421	1260
10	444	203	647				484	203	647
9-10	1283	624	1907				1288	624	1907
11	76	20	96				76	20	96
12	67	15	80				67	15	80
11+12	143	35	176				143	35	176
11-12	6599	5309	11868	11026	9132	20158	17580	14441	32626

Records of student attendance displayed at WEO



School records developed by the SMAPP Project



Sample survey for school records

3. DEVELOPMENT OF OEDMAP



GIS Training for OEB



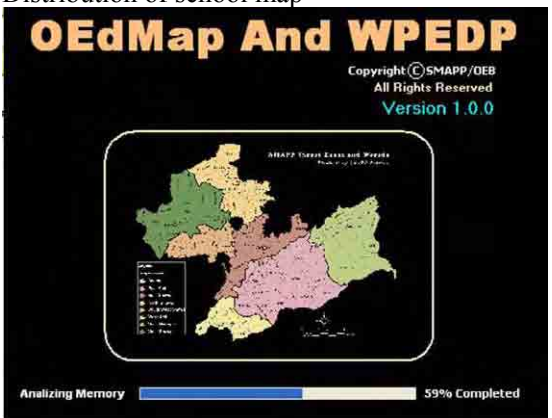
School location survey



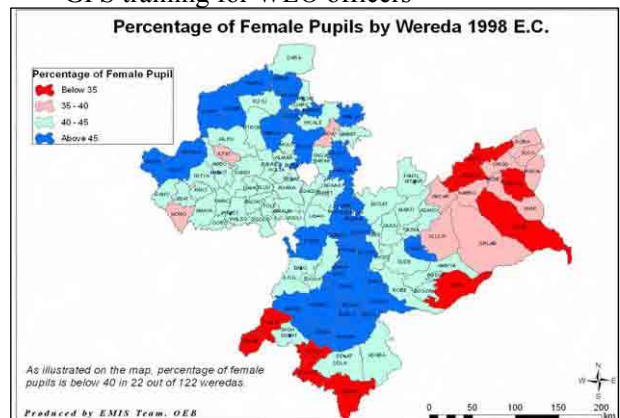
Distribution of school map



GPS training for WEO officers



OEdMap and WPEDP viewer



Thematic map prepared by OEB

4. DEVELOPMENT OF WPEDP



Presentation by OEB Staff



Group work by Woreda Planning Team



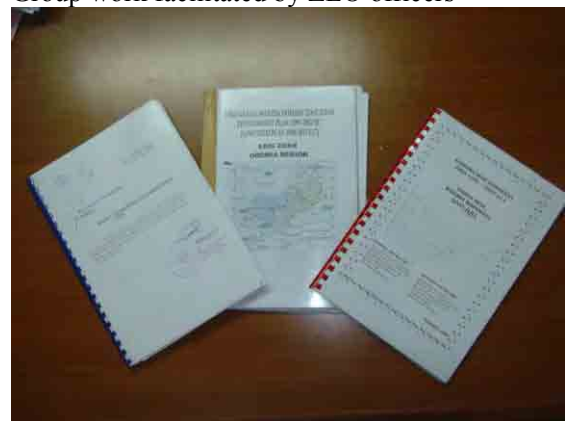
Projection of educational indicators



Group work facilitated by ZEO officers



Discussion on a school map



WPEDP approved by Woreda Cabinet

5. TRAINING IN OTHER COUNTRIES

~ in Malawi~



Discussion for educational development



Site visit to primary school



Site inspection of income generation activity



Observation on EMIS data input

~ in Japan ~



Observations of multi-grade class (Matsue)



Visit to science education institute (Kyoto)



View exchange for development of Ethiopia (Kyoto)



Knowledge exchange on education administration with Shimane Prefectural Education Board (Matsue)

6. MARKETING FAIR



Concept sharing on marketing Fair



Marketing card



Opinion exchange among officers and donors



Presentation to development partners

OEB/JICA SMAPP PROJECT

The Project on Increasing Access to Quality Basic Education through Developing School Mapping and Strengthening Micro-Planning in Oromia Region

DRAFT FINAL REPORT: SUMMARY (ENGLISH)

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ABBREVIATIONS

ABE	Alternative Basic Education
ABEC	Alternative Basic Education Centre
AIR	apparent intake rate
ADF	African Development Fund
AEC	Annual Education Census
AfDB	African Development Bank
BESO I	Basic Education System Overhaul Project
BESO II	Basic Education Strategic Objective Project
BoFED	Oromia Bureau of Finance and Economic Development
CEI	Complementary Education Initiatives
CRC	Cluster Resource Center
CSA	Central Statistic Authority
DAG	Development Assistance Group
E.C.	Ethiopian Calendar
EFA	Education for All
EMA	Ethiopian Mapping Authority
EMIS	Education Management Information System
ETP	Education and Training Policy
ESDP	Education Sector Development Programme
ESDSP	Education Sector Development Strategic Plan
EU	European Union
GIS	Geographic Information System
GEQIP	General Education Quality Improvement Program
GER	Gross Enrolment Rate
GoE	The Government of Ethiopia
GPS	Global Positioning System
HDD	Hard Disc Drive
ID	Identification (Number)
IDA	International Development Assistance
JICA	Japan International Cooperation Agency
ManaBU	Community-Based Basic Education Improvement Project
MDG	Millennium Development Goal
MoE	Ministry of Education
MoFED	Ministry of Finance and Economic Development
NER	Net Enrolment Rate
NGO	Non Governmental Organisation
NIPDEP	The National Implementation Programme for District Education Plans
NIR	Net Intake Rate
NISPED	primary education development
OEB	Oromia Education Bureau
OECBB	Oromia Education Capacity Building Bureau
OEdMap	Oromia Education Map
PEI	Primary Education Improvement
PRPD	Planning Research and Project Department
SMAPP	Increasing Access to Quality Basic Education through Developing School Mapping and Strengthening Micro-Planning
SNNPR	Southern Nations, Nationalities and People's Regional (State)
ToT	Training of Trainers
TVET	Technical and Vocational Education and Training
UIS	UNESCO Institute of Statistics

UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education
UPS	Uninterruptible Power Supply
USAID	US Agency for International Development
WPEDP	Woreda Primary Education Development Plan
WEO	Woreda Education Office
WCBP	woreda capacity building programme
WoFED	Woreda Finance and Economic Development
WPT	Woreda Planning Team
ZEO	Zone Education Office

PART I:
BACKGROUND

CHAPTER 1: OVERVIEW OF THE SMAPP PROJECT

1.1 BACKGROUND

The government of Ethiopia (GoE) adopted a new Education and Training Policy (ETP) in 1994 proclaiming a new education system with a focus on the increase in access to educational opportunities with enhanced equity, quality and relevance. The ETP was promulgated as a national response to the global agenda on “Education for All (EFA)” and to the needs of Ethiopia’s socio-economic development goals and poverty reduction strategy. The ETP provided a basis for formulating the multi-year Education Sector Development Programme (ESDP) with a long-term goal of achieving universal primary education (UPE) by the year 2015.

The implementation of the four-year ESDP I, which started in 1990 E.C.¹ (1997/98), brought about a rapid improvement in enrolment. Gross Enrolment Rate (GER) for primary education (grade 1 to 8) in Ethiopia increased from 30.1 %, the baseline rate in 1988 E.C. (1995/96) to 64.4 % in 1995 E.C. (2002/03). Yet this GER was still much lower by comparison with the average rate of Sub-Saharan countries of 84.9 % in 2001. Also, gender and geographic disparities still remained critical. The ESDP II covered three years from 1995 E.C. (2002/03) to 1998 E.C. (2005/06) and the ESDP III for four years from 1998 E.C. (2005/06) to 2002 E.C. (2009/10).

The process of a community participation approach to the first cycle of primary education was promoted by ESDP II. The Oromia Education Bureau (OEB; former Oromia Education and Capacity-Building Bureau (OECBB)) launched a project entitled ‘Community-Based Basic Education Improvement Project (ManaBU Project)’ in November 2003 with the technical cooperation of the Japan International Cooperation Agency (JICA). The ManaBU Project aimed to develop a model for community-based basic education school construction and management.

The OEB recognized, in its Education Sector Development Strategic Plan (ESDSP), the urgent needs on enhancement of Education Management Information System (EMIS) and sector development planning capacity at the regional and woreda (district) levels. This enhancement was believed to accelerate the process of increasing access to primary education in the Oromia Region with promoting the decentralization policy.

For capacity development in the above areas, the OEB made an official request to the Government of Japan for technical assistance. In response to this, JICA dispatched a preparatory study team in October 2004 to discuss detailed outline of the assistance. A series of official deliberations resulted in a form of bilateral agreement of the Scope of Work on 17 December 2004 to implement “The Project on Increasing Access to Quality Basic Education through Developing School Mapping and Strengthening Micro-Planning (hereinafter, refer to as the SMAPP Project).” The SMAPP Project was launched in April 2005. Both the ManaBU Project and SMAPP Project aimed to contribute to the achievement of UPE in the Oromia Region through comprehensive approaches under “The OEB/JICA Programme to Improve Access to the Quality Primary Education in the Oromia Region.”

Six months after the commencement of the SMAPP Project, the regional ESDP III was prepared to guide the Oromia Region to further accelerate the process of increasing access to quality, equitable primary education. The ESDP III stated that to ‘strengthen

¹ E.C. = Ethiopian Calendar

micro-planning through establishing school mapping system,' is one of the priority strategies. This was the exact key component of the SMAPP Project. The SMAPP Project was officially recognized and placed as an instrument to achieve the goals of the ESDP III.

1.2 OBJECTIVES AND STRATEGIES

The main purpose of the SMAPP Project was:

To develop the capacity of woreda education officers in the areas of data management and planning in the seven pilot zones in the Oromia Region with enhanced technical support of the OEB.

The accomplishment of the project purpose was expected to contribute to the achievement of the overall goals of UPE and the millennium development goals (MDG). To accomplish the project purpose and overall goals, the SMAPP Project were to:

- 1) provide an overview of the educational development status in the Oromia Region;
- 2) strengthen the EMIS;
- 3) develop the school mapping database using the Geographic Information System (GIS), the OEdMap (Oromia Education Map) database, for better planning of education development;
- 4) formulate the Woreda Primary Education Development Plans (WPEDPs); and,
- 5) improve the institutional capacity and human resources of Woreda Education Offices (WEOs), Zone Education Offices (ZEOs), and the OEB through knowledge and skill transfer.

1.3 PILOT AREAS AND PROJECT PARTNERS

The SMAPP Project targeted the 7 zones composed of 117 woredas when conducting School Mapping and Micro-planning, while it covered the entire region by Overview and in EMIS Strengthening. The 7 target zones included East Arsi, West Arsi, North Shewa, West Shewa, South West Shewa, East Shewa, and West Harerge zones. The pilot areas and main partners for each component are presented in Table 1-1.

Table 1-1: Pilot Areas and Main Partners of the SMAPP Project (as of June 2007)

Activities	Pilot Areas	Main Partner
1) Overview	whole Oromia Region ²	OEB, ZEO
2) EMIS Strengthening	whole Oromia Region	OEB, WEO, Primary Schools
3) School Mapping	117 woredas in 7 zones ³	OEB, ZEO, WEO
4) Micro-planning	117 woredas in 7 zones	OEB, ZEO, WEO
5) Capacity-building	118 woredas in 7 zones	OEB, ZEO, WEO

² As of June 2007, the Oromia Region had 288 woredas (including 7 special town woredas) in 17 zones.

³ The changes in the number of administrative units of the SMAPP pilot areas are outlined as follows;

- 1) December 2004 (at the time of the S/W): 82 woredas in 7 zones.
- 2) May 2005 (at the time of the Inception Report): 92 woredas in 7 zones
- 3) March 2006 (at the time of the Interim Report): 115 woredas in 7 zones
- 4) September 2006 (just before the micro-planning workshop): 117 woredas in 7 zones
- 5) June 2007: 118 woredas (including 5 special town woredas) in 7 zones. Special town woredas included Adama, Bishofuto, Asela, Sheshemane, and Burayu.

1.4 OPERATION STRUCTURE

The decision-making body of the SMAPP Project was a Steering Committee chaired by the OEB. The Committee consisted of respective representatives from the Ministry of Finance and Economic Development (MoFED), Ministry of Education (MoE), Oromia Bureau of Finance and Economic Development (BoFED), JICA Ethiopia Office, ManaBU Project, and Embassy of Japan. Under the Steering Committee, the Project Management Unit was formed within the OEB to manage the SMAPP Project (Figure 1-1). The list of the SMAPP Project members is shown in Appendix-1.

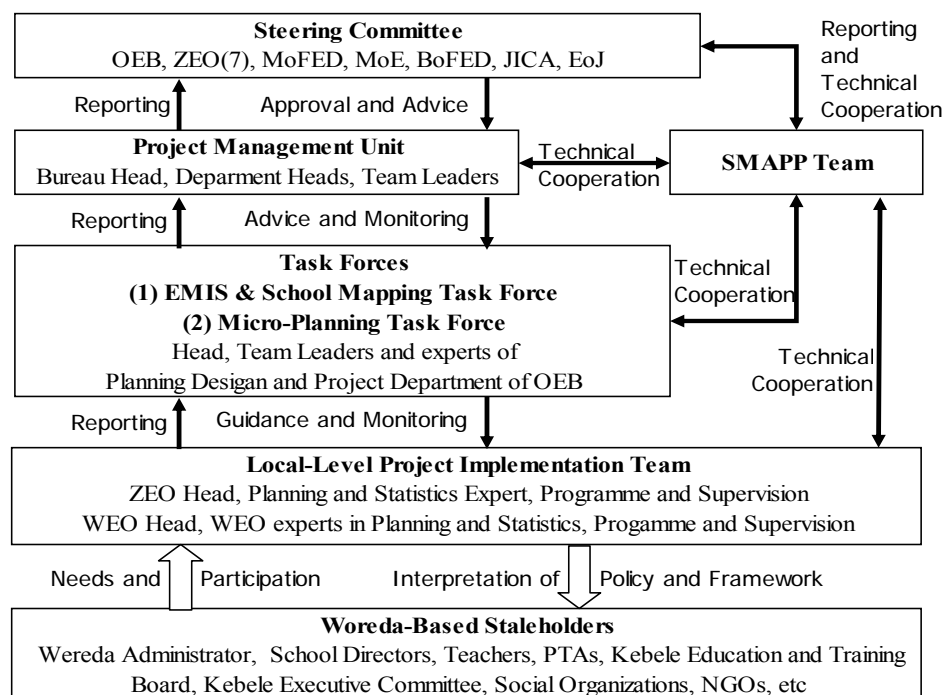


Figure 1-1: Project Operation Structure

1.5 KNOWLEDGE AND TECHNOLOGY EXCHANGE

Two major opportunities to exchange views and experience with education specialists in other countries were provided for the OEB: a study tour to one of the JICA-assisted projects in Malawi, entitled ‘The National Implementation Programme for District Education Plans (NIPDEP)’, and a counterpart training in Japan.

The study tour to Malawi was undertaken from 4 to 12 August 2005 which aimed to exchange views with the local educational officers and school managers and to discuss constraints and mechanisms for the implementation process of education improvement activities with the central and local governments of Malawi.

The counterpart training in Japan was conducted from 22 August to 22 September 2006 with 4 objectives: 1) to understand central and local educational administration systems; 2) to understand significance and relevance of EMIS, school mapping, and micro-planning through exchanging views and experiences; 3) to understand the school management through visiting education institutes at the various levels, and 4) to have consultative meetings for promoting the cooperative relationship between Ethiopia and Japan. The lessons learnt from the training in Japan was shared during the 4th SMAPP Training Workshop and presented in the 5th Steering Committee in

December 2006.

1.6 COORDINATION WITH OTHER PROJECTS OR DONORS

The SMAPP Project built substantial relationships with two of the related projects in order to effectively achieve common goals for improvement of access to quality basic education in the Oromia Region. These two projects were the ManaBU Project and Basic Education Strategic Objective Project (BESO II) supported by the US Agency for International Development (USAID), and two donors of United Nations Educational, Scientific and Cultural Organization (UNESCO) and United Nations Children's Fund (UNICEF).

1.7 PUBLIC RELATIONS

The SMAPP Project needed to introduce its project activities and report progress to the stakeholders involved in education sector development in Ethiopia. To promote public relations, the SMAPP Project employed the approaches of: i) having a nickname of "SMAPP" and a logo; ii) issuing a periodical SMAPP newsletter; and iii) publishing brochures.

1.8 MAIN SMAPP DOCUMENTS

The SMAPP Project produced various documents as shown in Table 1-2.

Table 1-2: List of the Main Outputs of the SMAPP Project

Categories	Main Products
(1) In the area of the EMIS	School Records forms for all primary schools Registry of new students or intake into Grade 1 Registry of transfer, Class Registry
(2) In the area of the OEdMap	OEdMap (database system) "OEdMap Manual" ** "An Introductory GIS and School Mapping" ** "An Intermediate GIS and Utilisation and School Mapping" ** "OEdMap Operation Management and Updating" ** "Using a GPS for School Mapping" ** "OEdMap Supplemental Manual" ** "Data Transfer from EMIS to OEd" Map** Booklet "Quick Start Guide" for GPS operation** "OEdMap Field Guide" ** OEdMap products used for micro-planning exercise 117 sets of school coverage maps, school information maps and school information matrix
(3) In the area of the WPEDP	"Micro-Planning Training Manual" (English version)** "Micro-Planning Training Manual" (Afan-Oromo version) "117 WPEDP" (Afan-Oromo version) "117 WPEDP" (English summary version) **
(4) Report	1) Inception Report (May 2005) 2) Overview Report (June 2005) 3) Progress Report (1) (October 2005) 4) Interim Report (March 2006) 5) Progress Report (2) (December 2006) 6) Draft Final Report (May 2007)

Note) * = A copy of the documents or the sample is included in the Appendix of the Main Report

** = A copy of the documents is included in the Reference Documents.

CHAPTER 2: EDUCATION ADMINISTRATION AND FINANCIAL MANAGEMENT

2.1 EDUCATION AND DEVELOPMENT POLICY FRAMEWORK

The ESDP I started in the Ethiopian fiscal year⁴ of 1997/98 and ended in 2001/02. The ESDP II was developed as a three-year project from 2003/04 to 2005/06 to synchronize the ESDP implementation period and the national development plan implementation period. Implementation of the ESDP III was started in 2005/06 and will end in 2009/10. The ESDP brought many benefits to the planning of the education system in the country. In order to sustain the pace of development of primary education, the ESDP I, II, and III have continued to make a focus on primary education.

The targets by the end of the ESDP III programme period (2009/10) were set; such as GER of 112.6%; student/section ratio 50/1; and student/teacher ratio 50/1 for first cycle. The programme focuses on reaching not only children at the official admission age (age 7) but also 4 million out-of-school children, those who did not get the opportunity to complete primary education at their appropriate age. A target of over 100% GER is set due to the inclusion of overage children in the total enrolment.

The overall federal EDSP policy framework was translated into the regional policy framework. As a result, the Oromia Region issued the Oromia ESDP III.

The overarching strategic goal of primary education for the Oromia region is the achievement of UPE by 2015. Based on the operational definition of UPE developed for Ethiopia⁵, a fifteen-year perspective plan for primary education was developed in July 2004 by the OEB. Based on this fifteen-year perspective plan, key policy-issues and strategies, developed by the OEB with active participation by the zones and the woredas, are:

- 1) focusing on increasing Net Intake Rate (NIR);
- 2) promoting alternative basic education (ABE) to improve access to school;
- 3) reducing dropout rate, especially for grade 1;
- 4) improving repetition rate through continuous assessment;
- 5) achieving gender and geographical equity;
- 6) improving access to school;
- 7) promoting low cost construction of schools;
- 8) promoting decentralization, community participation, and financing of education;
- 9) changing from double shift to single shift;
- 10) strengthening teacher training in collaboration with the private sector; and
- 11) reducing student-section, student-teacher and student-textbook ratios.

In line with the above, the OEB formulated the policy directive, by which, at least, one formal first cycle primary school and one ABE centre (ABEC) shall be built per kebele.

⁴ The fiscal year of the GoE starts on July 1. The figure without the acronym of 'E.C.', meaning Ethiopian Calendar, shall be read as Gregorian (western) calendar in this report. In other words the figure of the year with 'E.C.' connotes the Ethiopian fiscal year.

⁵ See, Bastian, Joseph M (2004). Universal Primary Education: An Operational Definition for Ethiopia, USAID/BESO II Project, Ministry of Education, Addis Ababa, Ethiopia.

2.2 DECENTRALIZATION POLICY IN EDUCATION

The Education and Training Policy (ETP) identified decentralization of administration as a key strategy. The MoE developed new guidelines specifying functions and responsibilities at the different levels of the education systems. The MoE has been initiating the reorganization of governance in Ethiopia. The initiative gave the woredas power for managing and administering primary and lower secondary education. These include improvement of educational access, equity, and quality. The objectives of decentralizing educational governance to the woreda level include: (1) bringing the decision making closer to communities and their needs; (2) promoting ownership of the education system by communities; (3) increasing accountability and efficiency at the local level; (4) increasing availability of additional resources for education.

At the federal level, the MoE is responsible for the governance of education. The MoE is a member of the Federal Cabinet. The Capacity Building Ministry has a limited oversight function over the MoE. The overall functions of the MoE within the decentralized governance system remain policy coordination, standard setting, and assurance of the equitable distribution of educational resources to all the population.

The OEB, at the regional level, consists of several departments: planning, educational programmes and supervision, curriculum development, non-formal education, and gender. The functions of education at the level of the OEB are to:

- 1) develop curriculum for primary education;
- 2) establish and manage Teacher Training Institutes and Colleges, and Technical and Vocational schools;
- 3) provide the necessary support to woredas;
- 4) organize training for primary school teachers;
- 5) assess whether the education given in the region is in accordance with the standard set at the national level;
- 6) coordinate different state institutions to attain the goals of education;
- 7) assign newly trained teachers to woredas; and
- 8) develop programmes to strengthen the capacity of school principals.

Under the new decentralized governance system, ZEOs play a role as branches of the OEB. The budget for ZEOs comes from the OEB. ZEOs function as an agent of the OEB to communicate and coordinate the activities of woredas in each ZEO. In the Oromia Region, each ZEO has specialists for educational programmes and supervision, planning, statistics, non-formal education, and gender.

WEOs report directly to the head of the respective Woreda Cabinets. The major functions of WEOs include to:

- 1) establish and manage primary and secondary schools;
- 2) develop short and medium-term educational plans;
- 3) assess whether the education given in the woreda is in line with the standards of education set at national or regional level;
- 4) plan and implement primary education for all in the woreda;
- 5) identify people who lack access to education and plan to provide education;
- 6) select and decide areas where new schools shall be constructed;
- 7) establish a supervision scheme at the woreda and school levels;
- 8) mobilize the communities to take part in committees at woreda and school levels;
- 9) prepare symposiums and seminars on educational problems;

- 10) arrange for experience-sharing programmes among the kebele education committees and Parent Teacher Associations;
- 11) provide encouragement to public associations, organizations, educational experts, individuals, and schools;
- 12) recruit primary school teacher;
- 13) manage the academic and support staff;
- 14) promote community participation;
- 15) develop plans to mobilize resources; and
- 16) decide on disciplinary cases of directors with the woreda education and training Board and follow-up the implementation.

2.3 EDUCATION PLANNING AND BUDGETING UNDER THE DECENTRALIZED GOVERNANCE

Under the present decentralized governance system, establishing the linkage between the national, regional, and woreda strategic goals and objectives through the annual plan development is an ad-hoc process. At the national level, the ESDP development process provides an opportunity to link the national goals and the regional goals (Figure 2-1).

However, such a forum does not exist at the regional level to link the planning process between a region and its woredas. An annual education conference at the regional level, in which all the woredas in a region participate, might play the closest function

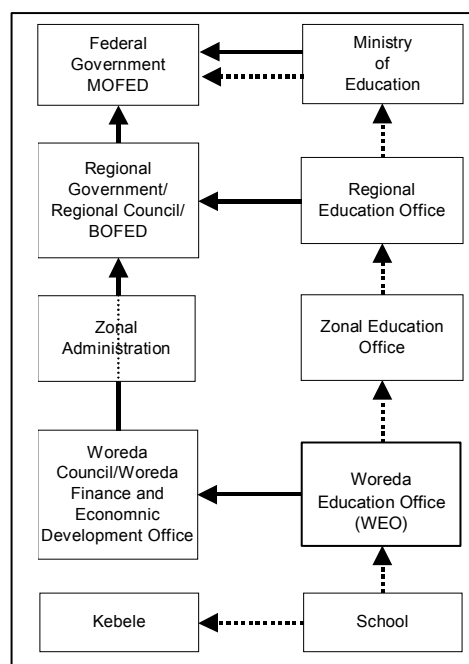
to such a forum. However, the agenda for the conference is too general to be an annual planning exercise.

The woreda capacity building programme (WCBP), implemented nation-wide by the MoE, was designed to fill this planning gap and to link the woreda-level planning process and contents with those of regional education planning. But the sustainability of the WCBP, was not assured yet.

2.4 FINANCIAL FLOW UNDER THE DECENTRALIZED GOVERNANCE

Figures 2-2 and 2-3 show the financial flow from external sources and internal sources to the various governance levels in the education sector. Figure 2-2 represents three different modalities of fund flow from donor agencies: both grants and loans.

Channel-1 corresponds to the intergovernmental fiscal transfer mechanism used by the federal government. An aid agency transfers the funds to the MoFED in the form of general budgetary support. The aid funds coming into the country through direct budgetary support will flow to the lower levels of governance through regular inter-governmental transfer.



(Source: Prepared by the SMAPP Project)

Figure 2-1: Financial Reporting under Decentralized Governance

Channel-2 is employed by several bi-lateral and multi-lateral agencies that provide funds through the MOE. Education institutions at each governance level are responsible for managing the funds and for reporting.

Channel-3 is direct disbursement by donors to any level of governance. Either donors or their agents hold the funds and undertake activities agreed upon and outlined in project documents, and pay for these activities directly. Bi-lateral donors and Non Governmental Organisations (NGOs) prefer this channel as the donors have more control over their fund utilization. Since these funds are allocated to specific activities, it is easier to see the project’s impact and to report to their respective governments.

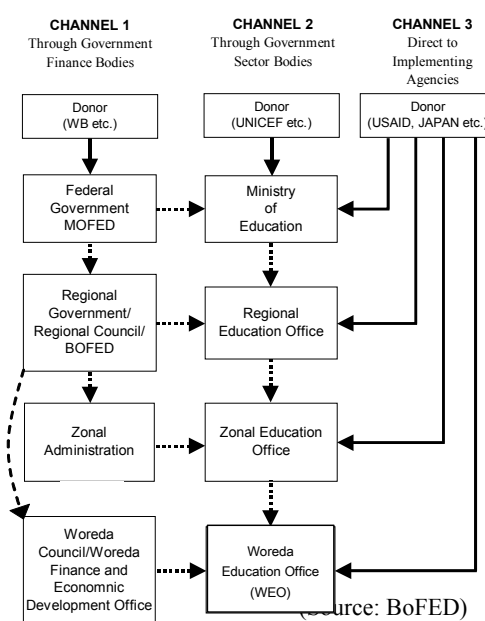


Figure 2-2: Types of Donor Disbursement Channels

Figure 2-3 outlines inter-governmental transfers among various levels of decentralized governance. Federal revenue along with donor budgetary support is divided into two parts, one part allocated to the MOE for its annual budget development and the other part channelled to REBs through the BoFEDs.

The BoFEDs combine the federal allocation of block grants with regional revenue. This total financial resource at the regional level is divided into two parts, also: one part for the budgetary support of REBs and their activities and the other part transferred to WEOs directly in the form of a block grant. The Oromia Region uses criteria to decide the size of the block grant. The criteria include woreda population, its level of development, and its revenue generation.

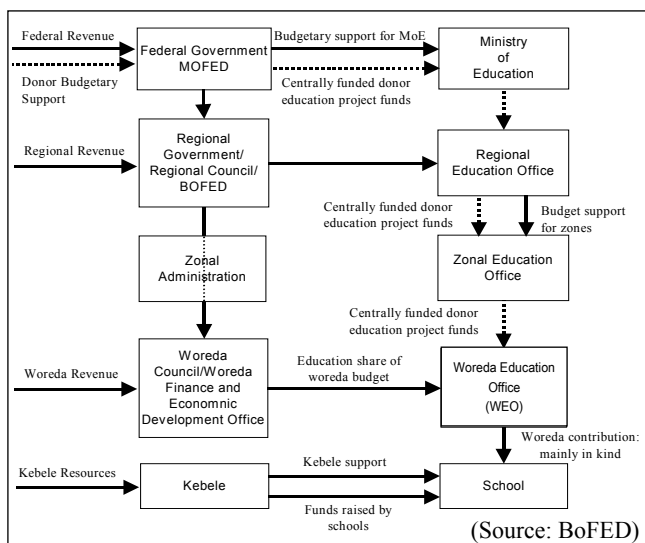


Figure 2-3: Inter-governmental Transfer of Funds in Oromia Region

WEOs are to provide block grants to schools based on cost estimates of non-salary expenditures. This is not yet implemented in the Oromia region. Instead, the WEOs in the Oromia Region provide in-kind support to schools. The MOE, REBs, and WEOs receive donor funds given to the federal government through Channel-2. These funds are eventually reflected in the annual budget for the governance level receiving the funds.

CHAPTER 3: PRIMARY EDUCATION IN OROMIA REGION

3.1 PRIMARY EDUCATION PROFILE IN THE OROMIA REGION

3.1.1 Educational Provision

Formal primary education that is provided from Grade 1 to 8 is divided into two cycles. The first cycle covers Grades 1 to 4 for children aged 7 to 10. The second cycle covers Grades 5 to 8 for children aged 11 to 14.

Besides formal primary education, the Oromia Region has an Alternative Basic Education (ABE) programme to increase access to formal primary education. Alternative Basic Education Centers (ABECs) usually have lower-quality facilities and services compared with formal primary schools. The centres are mainly managed by communities with technical support from WEOs and/or NGOs. The ABE programme is recognized by the OEB as one of the strategies to achieve UPE by the year 2015. The ABE curriculum is systematically linked to the first cycle primary school curriculum to enable children who want to continue their study in the second cycle.

3.1.2 Achievements in the Primary Education

As of October 2004, there were 6,463 formal primary schools in the entire Oromia Region. In the SMAPP pilot zones, there were 2,701 formal primary schools. There were, on average, 20-40 formal primary schools in each woreda.

The apparent intake rate (AIR) of Grade 1 of formal primary schools in the Oromia Region was 168.4% in 1997 E.C. (2004/05), while the net intake rate (NIR) was 49.8%. The AIR was increasing annually since ESDP started in 1997; however, the NIR still remained below 50%. When looking at the pilot zones, West Harerge and South West Shewa zones had the AIR of more than 200%, while East Shewa, West Shewa, and North Shewa zones had the lower AIR than the regional average. North Shewa zone had the second lowest AIR of 140.0% after Borena zone.

The gross enrolment rate (GER) in the Oromia Region in 1997 E.C. (2004/05) was 85.4% and the net enrolment rate (NER) was 73.8%. Considering that the GER of the region in 1995 E.C. (2002/03) was 66.7%, it was a substantial increase. Both of the GER and NER showed the stable growth under ESDP I and ESDP II. This increase in the GERs in the Oromia Region indicates that the accessibility to formal primary schools had been increasing successfully; however, the NER need to be further improved.

The student to teacher ratio in the Oromia Region was 78 /1 in 1997 E.C. (2004/05), while the student to section ratio was 74/1. The OEB tried to improve the classroom environment to decrease the student to section ratio to 60/1 and to stop the double- and triple-shift classes in 1998 E.C. (2005/06) through increasing classrooms with the low cost construction scheme being implemented all over the region. Grade 1 had the highest student to section ratio of 84/1 among the eight (8) grades. Among the SMAPP pilot zones, West Harerge zone had the largest numbers in the student to teacher ratio of 95/1, the student to section ratio of 97/1 and the student to section ratio of Grade 1 of 116/1 .

In the 1st cycle primary education, most of the zones had a good percentage of qualified teachers, which was more than 90% in the Oromia Region in 1997 E.C.

(2004/05). All of the seven SMAPP pilot zones had percentages of more than 90%; East Shewa zone had the lowest figure of 93.0%, which was lower than the regional average of 96.8%. However, the percentage of qualified teachers in the 2nd cycle primary schools and the secondary and preparatory schools were quite low. While 43.1% and 31.4% were the regional average, respectively, the SMAPP pilot zones had a percentage between 38.4% (Arsi zone) to 52.4% (East Shewa zone) for 2nd cycle primary schools.

When looking at the AIR, NIR, GER and NER data by gender, the figures for female were still much lower than the ones for male. The regional GER for male was 97.9% in 1997 E.C. (2004/05), while the one for females was 72.6%. The gender gap was 25.3%. Among the SMAPP pilot zones, West Harerge zone had the largest GER gender gap of 42.9%. The percentage of female teachers in the Oromia Region was 33%. Among the SMAPP pilot zones, Arsi zone had the lowest percentage of 27% and East Shewa and North Shewa zones had the largest percentage, 39%. The low percentage of female teachers has negatively affected the girls' enrolment ratio in the Oromia Region.

Based on the officially undisclosed EMIS 1998 E.C. (2005/06) data, the performance and trends analysis for regional primary education are presented in Appendix-4 of the Main Report.

3.1.3 Intervention by the International Development Partners

A donor coordination forum, known as the Development Assistance Group (DAG), has been in operation for several years. All the major donor countries and international agencies, including Japan, European Union (EU), World Bank, and United Nations (UN) organizations are members of this forum. In addition, the donors and other development partners contribute to the development of ESDP.

The master operations plan, the 5th country programme 2002-2006, emphasized education and capacity building as the two priority areas for UNICEF support for Ethiopia. During the 5th country programme, UNICEF implemented three regular projects in education. These were: national initiatives to support primary education development (NISPED); primary education improvement (PEI); and complementary education initiatives (CEI).

Italian support for the education sector was provided through a bi-lateral programme entitled "Italian Contribution to ESDP" for the period from 2002 to 2005 with three projects. The main purpose of the Italian support was to improve the educational status of Ethiopian population through supporting the ESDP at both the federal and regional levels in the four selected regions, which were Afar, Oromia, Somali and Tigray.

The Basic Education System Overhaul Project (BESO I) funded by USAID started in 1995. The BESO I was implemented in collaboration with the two focused regional bureaus in Tigray and Southern Nations, Nationalities and People's Regional (SNNPR) State and the Ministry of Education. The BESO I focused on strengthening the EMIS and developing a decentralized planning processes and tools, and management tools for personnel and materials management. The BESO II started in September 2002. The main objective of the BESO II was to implement country-wide planning and management models developed and tested during the BESO I. Activities were implemented in all 11 regional bureaus and in the federal government during the BESO II. The Oromia Region was one of the beneficiaries.

The implementation of the "Community-Based Basic Education Improvement Project

(ManaBU Project)” was launched in November 2003. This is four-year project to provide technical assistance from JICA to develop a model for community-based schools in the six selected woredas in the Oromia Region. The six woredas are from Arsi, West Harerge and North Shewa zones, which are included in the pilot zones of the SMAPP Project.

The expected outputs of the ManaBU Project are to: 1) strengthen the capacity of WEOs in the planning and management of basic education in the nine selected woredas; 2) provide direct benefits through constructing and furnishing the community-based schools in the nine selected woredas; 3) develop guidelines for construction and management of community-based schools; and 4) assign teaching staff trained in community-based school management in the nine selected woredas.

3.2 TEACHER TRAINING

The OEB provides training for primary school teachers. In 1997 E.C. (2004/05) academic year, the OEB used the Metu teacher training institute to train 550 first cycle primary school teachers in a regular day-time programme and more than 1,000 teachers in its evening programme. The region used five teacher training colleges to train second cycle primary school teachers. Those five colleges were Adama, Asela, Jima, Nekemt and Robe teacher training colleges.

In 1997 E.C. (2004/05) academic year, among the first cycle primary school teachers, 96.8% of them met the proper qualification for the level, while only 43% of the second cycle primary school teachers met the proper qualification. In 1997 E.C. (2004/05), there were 28 private teacher training institutes and colleges that trained about 23,000 primary school teachers in the Oromia Region. The involvement of the private sector helped the region to solve shortages of trained teachers in primary schools. However, there were still shortages of qualified teachers; particularly for the second cycle primary and secondary schools. Thus, the government left the most responsibility for first cycle primary school teacher training to the private teacher training institutes/colleges and instead focused on second cycle primary school teacher training from the 1998 E.C. (2005/06) academic year.

3.3 SCHOOL AND CLASSROOM CONSTRUCTION

One of the key policies of the OEB was to increase access to primary education as fast as possible to reach the goal of UPE. This required a rapid construction of both formal schools and the ABECs in the Oromia Region. Among major international partners, the International Development Assistance (IDA) and African Development Fund (ADF) supported school block construction directly. UNICEF was one of the major international partners supporting construction of the ABECs by providing construction materials and funds to cover the cost of skilled labour and cement. Although some of the Ethiopian and international NGOs directly supported school block construction, the number of schools constructed was still limited.

While those donor agencies and NGOs are helping with school construction by providing construction materials, funds, and techniques, the WEOs are generally responsible for the selection of locations for school construction. It is evident that the selection of school sites was not made based on scientific evidence and adequate justifications for their choices. A mid-term or long-term plan for classroom construction at the woreda level did not exist when the SMAPP Project was started in May 2005. It was commonly understood that a local community submitted its petition

for new schools to the WEO in order to obtain government assistance for classroom construction. Although the WEO officers would consider several aspects related to education needs at the woreda level, they most often chose petitions based mainly on community-expressed needs without sufficient documentation related to scientific and objective criteria and long-term perspectives.

In this context, the MoE and OEB introduced a low cost design standard (mud-wall), which included community participation at every stage of school block construction to minimize the costs. However, most of the school buildings following the low cost design standard were constructed with limited technical advice and supervision.

Both standard and low cost classrooms for the formal schools were funded by the government with some community contribution, while community classrooms for the formal schools and classrooms for the ABECs were always constructed with community contribution. Selection of standard or low-cost classrooms for formal schools was decided based on the expected amount of the community contribution.

Although construction materials and the budget size were different, most of the primary schools had quite similar design. A standard design for the primary schools included four classrooms, one pedagogical centre, one staff room, one library and one pit latrine set. It was observed, by the SMAPP Project Team, that there were some ABECs which did not have these basic facilities in the rural areas. Some ABECs had only one classroom without any other facilities. These schools were not constructed based on proper projections of enrolment or a thorough needs assessment.

The Latrine to student ratio was estimated to be more than 1 to 100 based on the EMIS data of 2004/05 (1997 E.C.); i.e., more than 100 students needed to share one latrine. This ratio was apparently a critical influence on girls' enrolment and dropout rate. Small improvements, such as the introduction of a ventilation pipe, washing facilities, and better flooring finishing, would make current hygiene conditions much better. Additionally, good sanitary conditions at schools might lead to a good sanitary environment in the community.

Classroom blocks with mud walls require frequent maintenance due to structural weaknesses compared to classrooms built with other materials such as bricks or cement. The life span of the mud wall block is short in general. On the other hand, mud wall block construction is more advantageous for the community, as it can find and obtain materials easily. The community can, as well, find skilled personnel to construct mud wall classrooms locally.

A maintenance and operation plan for the classrooms should be properly prepared for the post construction stage. If it is properly built, classrooms constructed with concrete hollow blocks have a longer life span and need less maintenance. But, it is difficult and costly to get materials in rural areas. Also, proper technical supervision is crucial in this case and difficult to find in rural areas. Almost all classroom block construction introduced a community participation approach. Types of community participation varied from stage to stage and according to community conditions.

PART II:
PROJECT IMPLEMENTATION

CHAPTER 4: ENHANCEMENT OF EMIS

4.1 OBJECTIVES AND APPROACHES

The Education and Information Team (hereinafter referred to as the EMIS Team) of the Planning Research and Project Department (PRPD) of the OEB is responsible for collection, analysis, and dissemination of education data and statistics for planning and management for education administration in the Oromia Region.

The first objective of the EMIS enhancement was to improve the accuracy of the data collected. Through the articulation of definitions and explanations for these terminologies during the SMAPP Training Workshops, further clarification was given to the participants from the woredas and zones on the nature of the data provided in the Annual Education Census (AEC) formats. Strengthening and distribution of school records to improve the accuracy of the data collected at the school level was another major activity of the SMAPP Project.

The second objective was to improve the timeliness of AEC data collection and analysis. To improve the timeliness, the functions and responsibilities at various organizational levels within the Oromia education system were clarified and a timeline was created to complete the AEC process on time.

After discussions about these functions and responsibilities at the 3rd SMAPP Training Workshop with the WEOs and ZEOs, the final recommendations were made to the OEB for appropriate action to collect and manage data. In parallel with the above activities, the computer facilities of the EMIS Team were assessed and the necessary peripherals were provided by the SMAPP Project.

The third objective was to make the EMIS data ready for application in the OEdMap and for micro-planning. Results from actual application of the EMIS data for the OEdMap and for the planning projection models in micro-planning are described in Chapters 5 and 6 of this Report.

The fourth objective was to prepare recommendations for further enhancement of the EMIS based on lessons learnt from the OEB's performance and the SMAPP Project experiences.

4.2 IMPROVEMENTS BY SMAPP

4.2.1 Training Workshop on Data Collection and Management

The 1st SMAPP Training Workshop was conducted in two batches on 14 and 15 September and 20 and 21 September 2005 in Adama. In total, 177 participants from 92 woredas participated in the workshops. All except two pilot woredas were present⁶. In addition, 14 participants from the seven (7) pilot zones participated in the workshops.

The objective of the workshops was to develop the necessary conditions to enhance the EMIS at the OEB (at that time, OECBB). At the same time, the workshop aimed at stronger institutionalization and better management of the EMIS in the Oromia Region.

The outputs for the workshops are summarized as follows;

⁶ As of September 2005, the total number of the SMAPP target woredas was 94.

(1) Clarification of the definitions of the key terminologies

Explanations for the definitions for the terminologies, using case studies employed successfully, made the participants understand the importance of standardized definitions for all of the education system data elements.

(2) EMIS and the responsibilities

The deliberations during the workshops produced a better understanding of the EMIS functions and responsibilities at the various governance levels. Many recommendations were made by the participants from the woredas.

(3) Strengthening of school records

Five types of school records were reviewed by the participants during the workshop. With recommendations to make the records more practical, the participants agreed to use these improved school records at the school level.

(4) Preparation of the AEC implementation timetable

The WEOs produced an implementation timetable using the model gant chart provided by the SMAPP Project. Along with this timetable, each woreda prepared specific plans to improve the AEC activities at the school and woreda levels.

4.2.2 Strengthening of School Records

During the 1st SMAPP Training Workshops, the absence of standardized forms for school records was pointed out as one of the critical issues which caused poor data management at the school level. To assist proper management of the school information, the OEB produced and delivered new school record forms with the financial and technical assistance of the SMAPP Project.

79,000 copies of the class registry and 8,000 copies of four sets of other school record forms were printed and distributed to all zones in the Oromia Region for the use of all first cycle (Grade 1-4) primary schools. The printed school records were stored at the OEB, using model 19 (an official Government document to record Government property). The OEB distributed the school record forms, using government procedures, to WEOs through their ZEOs. The WEOs distributed them to the schools.

4.2.3 Coordination with the OEdMap

The OEdMap was developed, covering 117 SMAPP pilot woredas in the Oromia Region as explained in Chapter 5 of this report. The OEdMap included map data, school location data and school data, which was designed to be collected from the EMIS. In a process to link the OEdMap with the UNESCO Institute of Statistics (UIS)-EMIS, the SMAPP Project Team found technical difficulties in the querying or reporting system in its interface with the UIS-EMIS.

The SMAPP Project Team exchanged views with the UIS consultant to find any possibility for further improvement of the UIS software and to develop more appropriate linkage between the OEdMap and the UIS-EMIS. The 1998 E.C. (2005/06) EMIS data was eventually linked with the OEdMap.

4.2.4 Database Preparation for Micro-planning

To conduct projections for enrolment and estimate inputs and costs for micro-planning required that there be established education baseline data for a variety of performance variables and unit costs for the woredas. The database for the school data necessary for the projections. The database, prepared by the EMIS Task Force, included AIR, NIR, dropout rates, repetition rates, student section ratio, student teacher ratio and unit cost information..

4.2.5 Impact of the UIS-EMIS

The introduction of the UIS-EMIS produced several challenging impacts on the EMIS and AEC system in the Oromia Region. The impacts were identified by the EMIS Task Force and the SMAPP Project Team in March 2007 as follows:

- (1) The UIS-EMIS was equipped with user friendly front-end system using internet browser. The view of the front-end system was designed to make the data input into the EMIS easier even for beginners of the EMIS. The user manual for the UIS-EMIS was prepared, which was simple enough for an untrained user to understand how to use the UIS-EMIS. It was expected that most regions and the MoE would enjoy these positive impacts by realising more efficient data entry and data search.
- (2) The size of the new questionnaire was reduced in comparison with the previous questionnaire by editing and in some cases eliminating many of the previous questionnaire items, which contributed to the reduction of the copying and transportation costs; the time for filling out the questionnaire; and the questionnaire's storage space at all of the organizational levels.
- (3) The delay of donor fund delivery negatively affected the training on how to fill out the new questionnaire of the ZEOs, WEOs, and school personnel.. It was found by the SMAPP Project Team that the filling-in of incorrect figures related to the questionnaire increased from the previous year due to this delay.
- (4) The introduction of the UIS-EMIS delayed the schedule of the AEC in 1998 E.C. (2005/06) by almost six (6) months. Main reason for the delay was that the OEB could not cope with the changes caused by the UIS-EMIS and the new questionnaire. The schedule for the AEC in 1999 E.C. was further tightened by the implementation of the national census from April to June 2007. The OEB and MoE had to exert strong leadership to re-establish the regular implementation of the AEC in the year of 2000 E.C. (2007/08)
- (5) The previous school identification number (ID) (named administrative school code in UIS-EMIS) was not entirely replaced by the newly introduced school ID (named 'code school' in UIS-EMIS). In order to have a more careful handling of data for code school, an administrative code and school name was required to keep the data accurate. Handling these three data elements was negatively affected by the introduction of the UIS-EMIS, which resulted in an increase in mismatches between school names and the previous school IDs.

4.2.6 Physical Improvement in Computer Facilities

Based on the assessment, the SMAPP Project Team, it assisted the EMIS Team in installing i) three sets of additional 1,024 MB RAMs for three personal computers and

a server computer; ii) a 160GB external hard disc drive (HDD) for data backup; iii) one uninterruptible power supply (UPS) unit; and iv) three stabilizers for the sake of sustainable operation of the OEdMap linked with the UIS-EMIS.

4.3 LESSONS LEARNT

4.3.1 Accuracy of the AEC

- (1) School records keeping should contribute to the improvement of day-to-day management of educational data and lead to improvement data accuracy of the AEC.
- (2) Improper data entry was still observed in 1998 E.C. (2005/06), which was primarily caused by the introduction of a new questionnaires; a lack of instruction on how to complete the questionnaire; a high turn-over rate of the WEO officers; and the insufficient checking of questionnaires collected at the woreda level.
- (3) Reduction in the size of the AEC questionnaire may minimize careless mistakes in data entry and calculation. More simplified tasks, including data entry and cross-check in a systematic manner may improve data accuracy.

4.3.2 Timeliness of the AEC

- (1) If sufficient preparatory training and instruction had been provided before implementation of the UIS-EMIS, the situation might have been better. Careful coordination among the OEB, SMAPP Project Team, and donor agencies, including JICA and UNESCO, is required highly when some changes are made in any in the data collected, in data formats and databases: especially the EMIS and the AEC.

4.3.3 Management of the AEC and the EMIS Database by the OEB

- (1) After entering all the data submitted without sufficient checking at the woreda or zone levels, the OEB found that some of the questionnaires from schools were not collected. A systematic monitoring mechanism for data management should be established with a clear demarcation of roles, responsibilities and functions among the OEB, ZEOs and WEOs.
- (2) The misreporting by school directors was checked and identified by the OEB. It was not realistic for the OEB to confirm the school information by themselves. Systematic and simplified monitoring mechanisms are necessary from this aspect as well.
- (3) Currently office work is handled by a limited number of officers on the EMIS Team. If a mechanism were established, the procedures should be shared by other staff as routine work.
- (4) There were some inconsistencies in the school ID and school names. One of the reasons might be the fact that the OEB did not pay enough attention to the importance of trend analysis on school data.

4.3.4 Data Analysis for Planning and Monitoring of the Education Development

- (1) The EMIS Team had mandates not only to collect, enter, and summarize education data in the form of a report, but also to analyze the data for planning

purposes. Analytical work needed to be improved to meet regional data management needs.

- (2) The monitoring of the implementation of the new school records provided encouraging results. Teachers and headmasters saw the benefit of using the school record form for improving day-to-day management. There are many additional areas of school management that require adequate record keeping. School infrastructure, school finances, school furniture, etc require adequate school records for improving day-to-day and longer range management, for better planning at the woreda and school levels, and for easier reporting to higher levels.

CHAPTER 5: DEVELOPMENT OF SCHOOL MAPPING

5.1 OBJECTIVES AND APPROACHES

The SMAPP Project developed a school mapping database by using GIS, which was named the “OEdMap” (Oromia Education Map).

The EMIS/School Mapping Task Force was formulated by the OEB. They were responsible for preparing a framework, designing the database, inputting the data, maintaining the facilities, conducting training seminars, and setting up the system effectively and efficiently. They held regular meetings to monitor progress. The objectives of the development of school maps were twofold in accordance with the different levels of administration as below.

The objectives at the regional level are to: 1) provide school locations and thematic maps to formulate education development strategies; 2) monitor and evaluate micro-planning activities implemented by the WEO; 3) formulate goals and objectives oriented toward education development strategies and resource allocation plans at the region and zone levels; and 4) mobilize techniques on the utilization and integration of GIS for education planning.

The objectives at the woreda level are to: 1) understand the education development status in their own woreda within the regional sector development framework; and 2) formulate a woreda education development plan through micro-planning with school maps provided by the OEB.

5.2 FRAMEWORK OF OEDMAP DEVELOPMENT

The GIS database structure of the OEdMap is illustrated in Figure5-1.

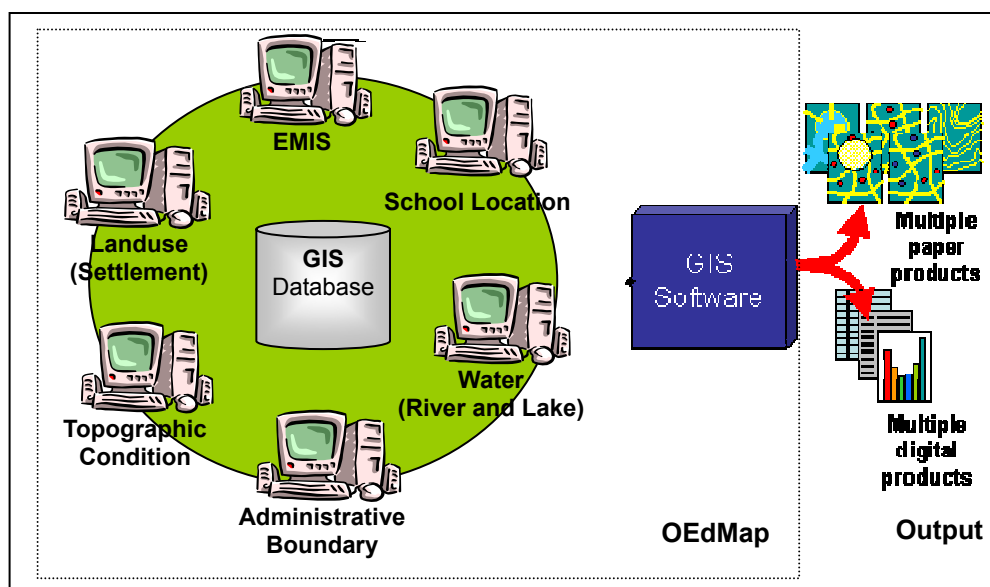


Figure 5-1: GIS Database Structure for the OEdMap

The OEdMap database was designed as a useful tool for micro-planning at the woreda level as well as for planning and monitoring for educational planners and decision makers at the region and zone levels.

The OEdMap database included information on school location, school profile information, administrative boundaries, topographic information, and settlement patterns.

5.3 DEVELOPMENT OF AN OEDMAP DATABASE

5.3.1 Preparatory Work for Designing the OEdMap Database

The SMAPP Project Team conducted an exercise to create a sample school map for Lume Woreda in the East Shewa Zone. The exercise assessed the accuracy of existing topographic and administrative maps and the data available at the WEO; to define and verify data content for the OEdMap. It assessed, as well, the capacity of the WEO officers to conduct rapid assessments of the volume of work, including the number of schools to be surveyed in a day; and to estimate the time and the cost for the school location survey.

5.3.2 Base Map Preparation

All of the 161 topographic maps collected were scanned by the Ethiopian Mapping Authority (EMA), the only institute in Ethiopia that had a scanner to scan the large size maps. The base map was designed and prepared to include the data for a topographic map; administrative boundaries of zones, woredas and kebeles; roads and foot paths; rivers and lakes, settlements and the location of formal primary schools, ABECs and formal secondary schools.

The 1994 administrative boundary maps, prepared for the 1994 National Census, were the latest authorized maps with kebele boundaries. The SMAPP Project Team conducted a survey of the pilot WEOs to obtain a list of the current kebeles, from which the changing patterns of the kebele administrative boundaries from 1994 to 2005 were studied and reviewed. The 1994 administrative boundary maps were updated by reflecting the changes in the administrative units. Scanning, geometric correction and digitizing of all of the former 77 woreda maps was required.

5.3.3 School Location Survey

School location data and school information were collected through the school location survey with Global Positioning System (GPS) receivers. The Ethiopian consultants, on a contract basis, conducted a school location survey from August 2005 to February 2006. The OEB, the SMAPP Project Team, and the Ethiopian consulting team agreed that the educational institutions covered by the OEdMap would include: 1) formal primary schools (government and non-government); 2) formal secondary schools (government and non-government); and 3) ABECs which were planned to be upgraded to government schools in the next one or two years.

The survey teams collected the information by: 1) school information (school code, name, type); 2) school location (east by north elevation); 3) land coverage and land use around the school; and 4) other related information (access roads, their conditions, names of woredas and kebeles, persons who accompanied the survey team)

5.3.4 Selection of the EMIS Data

The following EMIS data was chosen and integrated into the OEdMap:

- General: Name of school, school ID, covered grade
- Quality: Student-section ratio, student-teachers ration, student-textbook ratio
- Equity: Number of male/female teacher and student
- Efficiency: Dropout rate, repetition rate

5.3.5 Verifying the OEdMap Data

The school location survey covered the 3,243 primary and secondary schools out of the 3,397 schools in the SMAPP Pilot Zones. The school location data was reviewed and sorted out from the viewpoint of its consistency with the EMIS database.

The input of the 1998 E.C. (2005/06) AEC data into the EMIS was delayed because of the introduction of the UIS EMIS as mentioned in Chapter 4 of this report. After the data input, data verification was conducted by OEB and the SMAPP Project Team for its use in the EMIS database and in the OEdMap for micro-planning exercises.

5.3.6 Preparation of the Maps and Tables for the Micro-planning Workshop

The SMAPP Project Team and OEB agreed to prepare three types of maps and one matrix for each woreda for micro-planning exercises; namely, i) a school coverage map (A4 size), ii) a school information map (A4 size), and iii) a school map (A0 size), and a school information matrix as a summary table of the AEC 1998E.C. (2005/06). Sample maps and the matrix are included in Appendix-3 of this Report.

5.3.7 Demonstration of the Thematic Maps

Thematic maps for education indicators were prepared and presented as another output from the OEdMap. These maps visualized the development level of each woreda with respect to access, quality, equity and efficiency in primary education. These maps were helpful for analysis, planning and decision making and for resource allocation at the region level. Figure 5-2 shows samples of thematic maps.

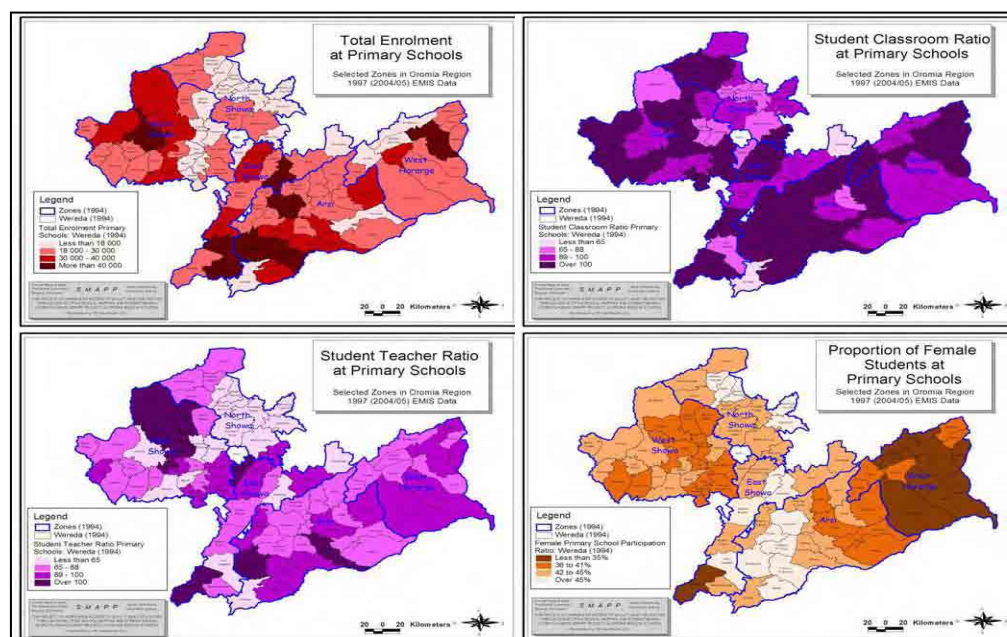


Figure 5-2: Sample Thematic Maps Created from the OEdMap

5.4 CAPACITY DEVELOPMENT

The training programme was designed based on the training needs of the EMIS/School Mapping Task Force; which consisted of the members of the PRPD of the OEB. The training was started in June 2006 for the six members of the EMIS Task Force.

5.4.1 Development of the OEdMap Manuals

The SMAPP Project Team developed the training manuals as follows:

- Manual 1: ArcGIS: An Introductory GIS and School Mapping Course for OEB
- Manual 2: ArcGIS: An Intermediate GIS Utilization and School Mapping Course for OEB
- Manual 3: ArcGIS: OEdMap Operation, Management and Updating
- Manual 4: GPS: Using a Global Positioning System for School Mapping

5.4.2 Training in OEdMap Operation and Management

A series of training courses designed specially for OEdMap development, operations, and management were provided for the six members of the EMIS/School Mapping Task Force, which included:

- (1) GPS utilization training to acquire basic concepts of GPS, GPS surveys, and the formulation of a school location database
- (2) Introductory GIS training to provide basic knowledge and skills for GIS and ArcGIS 9.0 software and to produce a sample woreda school map as an output of the training
- (3) Intermediate training in GIS to compile and analyze the GIS information and to generate the materials for the micro-planning exercises
- (4) On-the-job training in the OEdMap operation, management, and updating by i) conducting school location surveys; ii) preparing the school map for the additional woredas in West Arsi zone; iii) developing presentation materials using the OEdMap data; a sample output is shown in Figure 5-3.

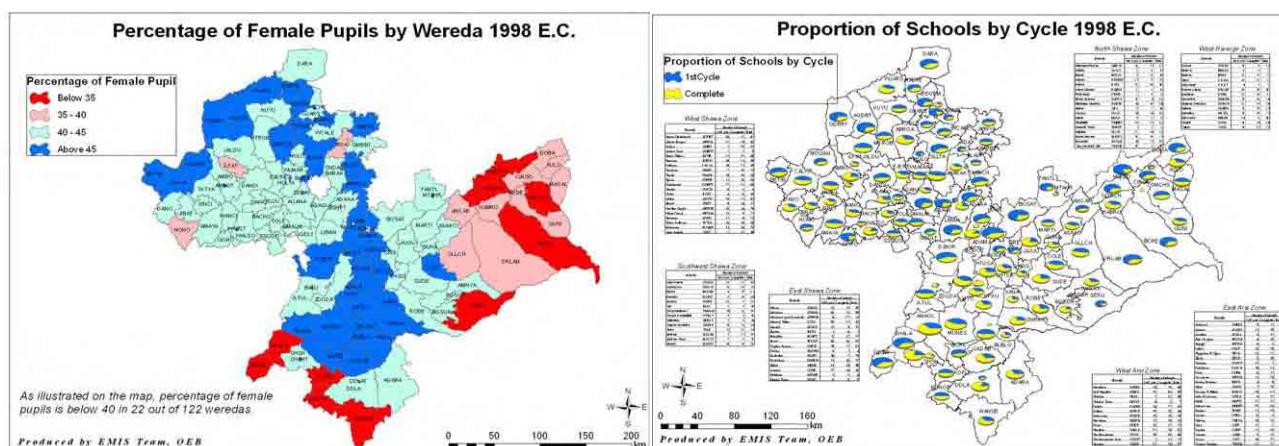


Figure 5-3: Sample Thematic Maps Prepared in the On-the-Job Training

5.5 OPERATION AND MANAGEMENT OF OEDMAP

5.5.1 Updating of the OEdMap Database

The tasks to update the OEdMap include (1) a school location survey; (2) data sharing with the relevant organizations; and (3) an update of the data on the OEdMap database.

The school location survey shall be conducted by the WEO officers to collect school location data of newly constructed and registered schools using a GPS receiver and submit survey data to the OEB through the ZEO officers. The OEB needs to organize and support the continuous training on GPS receivers, management of data, data maintenance and handling at the woreda, zone and regional levels.

Updated information on the administration boundaries was crucial for the production of OEdMap. Demographic data and enrolment projections are also important for micro-planning. The BoFED and the woreda offices are responsible for these data. The data sharing with relevant organizations should be systematized. The National Census was conducted from May to June 2007 in order to collect demographic data and GIS data for administrative boundaries and for the location of public facilities. It needs to be considered how the National Census results are to be incorporated into the OEdMap.

The OEdMap database will be updated based on school location data, administrative boundaries and demographic data. Additionally, the EMIS data updated through the latest AEC should be imported to and linked with the OEdMap. Data encoding should be accompanied with careful data verification.

5.5.2 Use of the OEdMap in Education Administration

The OEB decided to deliver the maps produced from the OEdMap to the WEOs and the ZEOs annually for monitoring and micro-planning. The thematic maps from the OEdMap on the several education indexes are to be used by the OEB for monitoring ESDP progress in the Oromia Region.

5.5.3 Action Plan of Operation and Management of the OEdMap

The tasks to operate and manage the OEdMap should be incorporated into the routine work of the OEB. Steps, respective organs, responsible section, resources, expected outcomes, monitoring and quality control are summarized in Table 5-1.

The schedule for the activities of the OEdMap operation and management needs to be synchronized with the AEC schedule. It may contribute to the reduction in administrative costs. It also assists the WEOs in cross-checking the school location data with the AEC data.

The school location survey might provide the WEOs with an opportunity to instruct and supervise new school directors how to fill out the AEC questionnaire properly. Systematic linkage between the EMIS and the OEdMap would build a foundation to improve all data accuracy and data management.

5.5.4 Financial Plan

The cost estimate for the OEdMap operation is shown in Table 5-2. The OEB and BoFED agreed to secure government budget for the OEdMap, For example, the cost

for the school location survey might be covered by the funds from UNICEF and/or African Development Bank (AfDB).

Table 5-1: Action Plan of the OEdMap Operation and Management

No	Activities	Implemented by	Responsible Section in OEB	Resources needed	Expected output	Method of monitoring for quality control
1	Training for ZEOs and WEOs	OEB/	EMIS Team	Manuals Financial Resources	WEOs and ZEOs Trained	Questionnaire to confirm their understanding
2	Survey for newly opened school	ZEOs/OEB	EMIS Team	Information on Newly Opened School from WEOs	List for newly opened School	Monitoring by phone
3	Preparing plan for school Location Survey	OEB	EMIS Team	Survey sheet with extent of northing and easting for each worda	Survey plan (Time schedule, of delivery and returning GPS and survey sheet) formulated	Plan shall be checked from logistic, quality control and resource allocation
4	Notice to ZEOs for preparation of school location survey	OEB	EMIS Team	Letters	Letters sent(survey plan), ZEOs	Monitoring by phone
5	Distribution of school location sheets with GPS to ZEOs	OEB/ ZEOs	EMIS Team	Number of GPS with battery, Survey sheets for each worda. Transport for Distribution	GPSs, ledger and survey sheets delivered	Monitoring by phone
6	Filling worda name and borrower's information in GPS ledger	ZEOs	EMIS Team		GPS and survey sheet delivered to WEOs	Monitoring by phone
7	Receiving GPS receiver and survey sheet from ZEOs	ZEOs/ WEOs	EMIS Team	Transport for Distribution	WEOs received GPSs and survey sheets	Signing on ledger sheet
8	Surveying location of New schools	WEOs	EMIS Team	Cost for transport Cost for Batteries	Filled survey sheet	Monitoring by phone
9	Returning GPS and submitting the survey sheets to ZEO and initial assessment	WEOs/ZEOs	EMIS Team	Transport Ledger	Filled survey sheet(Proper northing and easting)	Initial screening or checking by ZEOs
10	Submission of survey sheet and GPS to OEB	ZEOs	EMIS Team	Transport	A certain number of survey sheet	Ledger, GPS and survey sheet
11	School data verification with AEC data(Confirming primary key)	OEB	EMIS Team	Personnel to verify data	Surveyed school list with primary key(code_school)	Comparison with the EMIS data
12	Data entry of school location Data into the OEdMap GIS database	OEB	EMIS Team	Personnel to input data	Updated school coverage maps Updated school info maps Updated school info matrices	Confirming School Location on the OEdMap
13	Data collection on changed administrative boundaries	OEB/WEOs	EMIS Team	Regular reporting	Map on changes in administrative boundaries	Regular monitoring
14	Data collection from BoFED (population data, public facilities, administrative boundary)	OEB/CSA	EMIS Team	Regular reporting	Data for OEdMap	Monitoring by phone
15	Data updating on GIS	OEB	EMIS Team	Specialist of ArcGIS	Updated OEdMap	Checking by the Expert
16	Printing map and Distribution	OEB	EMIS Team	Specialist of ArcGIS, Cost of Printing Cost for delivery	School maps, school coverage maps, school information maps, school info matrices for each worda	Monitoring by phone

Table 5-2: Cost Estimate for the OEdMap Operation and Management

1 Direct Cost							Unit Birr
Activity	Item	Unit Rate	Unit	Price	Remarks/Specification	Fund Source	
School Location Survey							
	Paper	40	1	40	Survey Sheest,500Papers(A4)	OEB	
	Fuel	6	1,170	7,020	10lit/Woreda(5schools)	OEB,Woreda	
	Training Cost (Accomodation Cost)	70	250	17,500	70Birr*1days, 117*2Person+8Zone*2Person Conducted with EMIS Training	OEB	
	Training Cost(ManualGPS)	2,000	1	2,000	Printing+Other Cost	Zone	
	Battery for GPS	10	57	570	1time per year per Machine	Zone	
	Contingency			2,713	10%		
	SubTotal			29,843			
Updating School Information on OEd Map							
	No Direct Cost can be envisaged			0			
	SubTotal			0			
Preparation on School Map(Once in a year, Need to Link with Microplanning Workshop, when it is held)							
A0 Map	Roles	200	12	2,400	150m(1Map for 1Woreda 1 Woreda=1m)	OEB	
	Ink Sets	1630	4	6,520	Black430*1Set Color400*3Set	OEB	
	Distribution		0	0	Synchronizing Distribution of Other Docur	OEB	
A4Map	Cartridge	1,200	3	3,600	Printer 400*3Colors*3Times		
	Paper	40	5	200	A4Size, 5Ream, 1Woreda=7Paper		
	Distribution		0		Done at Meeting with Zone Le vel		
	Contingency			1,272	10%		
	SubTotal			13,992			
SubTotal				43,835			
2 Recurrent Cost							
	Item	Unit Rate	Unit	Price	Remarks/Specification	Fund Source	
	GIS Specialist	3,500	12	42,000	TF Members salary is exclusive Salaries for Woreda, Zone Officials for School Location Survey is exclusive	Woreda,Zone	
	Assistant	3,500	6	21,000	3Month*2Person	OEB	
SubTotal				63,000			
3 Depreciation							
	Item	Unit Rate	Unit	Price	Remarks/Specification	Fund Source	
	Computer	5,000		0	5 Years 25,000/5Year	OEB	
	Plotter	3,000		0	10 Years 30,000/10 Year	OEB	
	ArcView	3,000		0	Upgrade Once in a three Year	OEB	
	Printer (BW)	800		0	5Years 4,000/5Years	OEB	
	Printer(Color)	1,500		0	5Years 7,500/5Years	OEB	
	Stabilizer	1,000		0	1Year, 3Machine/Year	OEB	
	UPS	750		0	2Year 1,500/2Year	OEB	
	GPS	350		0	5Years(Average)	OEB	
	Projecter	3,000		0	10Years 30,000/10Years	OEB	
	VideoCamera	1,200		0	10Years 12,000/10Years	OEB	
	MotorCycle	2,000		0	5Years.78 Bikes	Woreda Budget	
	Contingency			0	10%		
SubTotal				0			
Total				106,835			

*Micro Planning Operation Cost is not included
 **Electricity Fee and Communication Cost are not included

5.5.5 Institutional Plan

The OEB appointed the EMIS Team as a responsible organ for the operation and management of the OEdMap. Considering the volume of routine work for each expert on the EMIS Team, at least two experts should be engaged in the OEdMap operation, so that those two could cooperate with each other and share information. Two assistants need to be hired as data encoders to cope with the huge work volume. The operation structure for the OEdMap in the EMIS Team, proposed by the SMAPP Team, is shown in Figure 5-4.

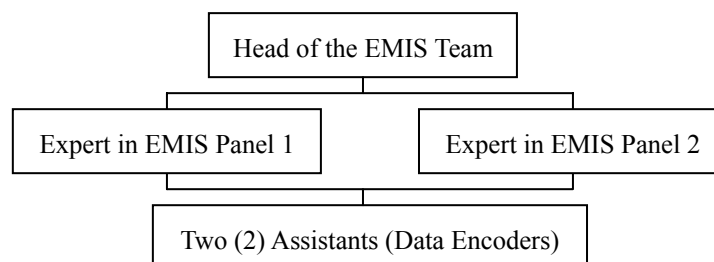


Figure 5-4: Proposed OEdMap Operation Structure for the EMIS Team

5.6 OEDMAP EXPANSION TO THE NON-PILOT WOREDAS

To make the OEdMap more effective for education planning and monitoring in the Oromia Region, the system needed to cover the whole Oromia Region by extending its database for the 170 non-pilot woredas in 10 zones. All the intended work shall be implemented and/or supervised by the OEB, which has already experienced similar expansion work. However, it might be more realistic for the OEB to sublet the school location survey in the non-pilot woredas to a local consultant firm.

In accordance with access conditions in the non-pilot woredas, the areas shall be broadly categorized into two groups. The first area categorized was in agriculture sedentary settlements in the western part of the Oromia Region, while the other group of woredas were in pastoralist patterned areas of settlement in the eastern and southern parts.

For these areas, a feasibility study should be conducted to estimate staff work volume and the time required to complete the work and to identify constraints and potentials. It is suggested that the expansion of areas shall be conducted in the first group prior to the second group, which will be covered after the feasibility study in some selected woredas.

The cost that covers the non-pilot woredas was estimated as a total of Birr 3,228,300 (approximately equivalent to USD 365,000). The breakdown of the cost estimation is shown in Table 5-3. The supervision of an international consultant is vitally necessary for maintaining and managing the quality of the OEdMap. The expenditure for the consultant is, however, not included in the cost estimate.

Table 5-3: Cost Estimate for Expansion of the OEdMap to the Non-pilot Woredas in the Oromia Region

(Unit: Ethiopian Birr)

Item	Unit Cost	No.	Amount	Remarks
Quality Control of OEdMap in non-pilot woredas				
- Local GIS expert	8,000	46 person*months	368,000	2 experts * 23 months
Base Map Preparation				
- Purchase of topographic maps	15	400 sheets	6,000	
- Purchase of administrative maps	40	170 sheets	6,800	170 woredas remaining as of June, 2007
- Computer	15,000	2 units	30,000	
- Scanner	80,000	1 unit	80,000	The above maps are required to be scanned by OEB.
School Location Survey (OEB portion)				
- GPS receivers	2,500	57 units	142,500	1 GPS receive / 3 woredas
School Location Survey (Contractors portion)				
- 4WD car rent	1,000	1,700 car*days	1,700,000	170 woredas*10 days
- Per diem for WEOs' officer	70	1,700 person*days	119,000	170 woredas*10 days
- GPS survey manager	8,000	12 person*months	96,000	Quality control GPS survey during 12 months
- Surveyor	5,000	85 person*months	425,000	Survey team 1 surveyor + 1 assistant surveyor
- Assistant surveyor	3,000	85 person*months	255,000	
Total Cost			Birr3,228,300	(USD365,192)

(Source: prepared by the SMAPP Team)

5.7 LESSONS LEARNT

5.7.1 Development of the OEdMap

- (1) The size of data handling for the OEdMap was designed to be minimal but sufficient enough for micro-planning to make the OEdMap functional and sustainable for the OEB. This decision was verified through map preparation and micro-planning activities by the OEB and the WEOs.
- (2) Under the situation where access to school and the equal delivery of education services were prioritized, the school location survey with GPS was effective for WEO officers to understand their roles in educational development.
- (3) The school coverage map had its own limitations when new school locations in the urban woredas is being planned, because those schools were generally congested and the issues of size and/or quality of the schools were more serious problems than access.

5.7.2 Operation and Management of the OEdMap

- (1) The formation of the EMIS Task Force facilitated the OEB's active involvement in the process that was required for OEdMap development. It also facilitated the OEB's discussions with other organizations and institutions for database operation and management. These activities strengthened the organizational capacity of the EMIS Team.
- (2) To cope with the high turn-over rate of government officers, the manuals for the OEdMap were designed to be easy and useful for the Task Force and the WEO officers to deepen their understanding of the OEdMap.
- (3) The results of the GPS training indicated the WEO officers were competent enough to conduct the school location survey; so the WEO officers would be responsible for conduct school location survey by using GPS.
- (4) The OEB needs to strengthen the new UIS-EMIS system and systematize the information collection process for the changes in administrative boundaries.

5.7.3 Potential Use of the OEdMap

- (1) The products of the OEdMap were useful tools not only for WEO officers but also for WAO and WoFED officers to formulate mid-term and long term perspectives of sector development and to build consensus by sharing graphic map information.
- (2) To make the EMIS more effective, the OEdMap helps the OEB monitor education services and provide WEOs with advisory services. Additionally, the OEB may create visual presentations of the EMIS data with various maps.
- (3) Since the OEdMap visualizes the EMIS data into the form of maps, the data missing in the EMIS was fairly easily found by an examination of the OEdMap, which shows the usefulness of the OEdMap for EMIS data verification and improvement.
- (4) The priority for educational development policy in the Oromia has been shifted from access to quality. The OEdMap was designed not only for planning for access improvement, but also for planning quality aspects. In addition, primary

education access and quality need not be improved separately. It is expected that the OEB will use the OEdMap for planning to challenge and address important issues with professional flexibility.

CHAPTER 6: MICRO-PLANNING

6.1 BACKGROUND

The ultimate objective of micro-planning at the woreda level in the SMAPP Project was to help the OEB, ZEOs and WEOs to develop a WPEDP and to identify and practice strategies to generate the necessary support and participation within the relevant government agencies, the community and the key stakeholders. The following purposes were identified for the micro-planning exercise of the SMAPP Project to:

- (1) Create greater awareness among the woreda leadership and officers about the education and development policies of the federal and regional governments.
- (2) Strengthen the link between the woreda, regional, and federal education policies.
- (3) Identify the key features for a participatory planning-budgeting process to build a teamwork style of education planning/management among the members of the woreda education team.
- (4) Identify and strengthen the role of the community and stakeholders in the planning of the education system.
- (5) Develop the necessary skills among the woreda officers to conduct the annual planning and budgeting process.
- (6) Develop appropriate modalities for generating the necessary support among the key stakeholders in the woredas, zones and regional levels and the woreda government institutions for successful implementation of the WPEDP.

6.2 BASIC PHILOSOPHY OF MICRO-PLANNING

In the SMAPP Project, the basic philosophy that guided the development of the structure, process, and content of the micro-planning exercise emanated from many sources, involving the nature of: 1) decentralized governance and the role of planning and management in support of achieving the goals of decentralization; 2) the participants in micro-planning workshops and their needs; 3) the woreda education system and its level of development; and 4) the infrastructure that existed in the woredas.

The major elements of the basic micro-planning philosophy were summarized as follows:

- (1) **Realism and pragmatism:** The overarching philosophy that guided the development of the methodology and process of the SMAPP micro-planning exercise was one of bringing realism and pragmatism to the WPEDPs.
- (2) **Integration of national, regional and woreda education policies:** The micro-planning exercise of the SMAPP Project identified the national and regional education development policies and integrated them with those of the woredas.
- (3) **Empowerment of the woredas to make decisions:** The micro-planning exercise through its content and processes provided techniques to develop the necessary skills for decision making so that it can bring educational benefits to the respective communities through this empowerment.

- (4) **Need for congruence between a decentralized governance process and micro-planning:** The content and style of micro-planning reflected the style of decentralized governance and emphasized the participatory nature of planning through the content and the processes employed.
- (5) **Governance is not an exercise in theory:** The micro-planning exercise was designed to help the woreda officers set realistic goals, develop improvement strategies grounded in reality, and design programmes to address the problems based on a realistic assessment of the resource capabilities of the woreda.
- (6) **The woreda micro-planning exercise should be grounded on the realities of the education system in the woredas:** Micro-planning in the SMAPP Project used real and up-to-date data from each woreda as much as possible so that each woreda was able to develop woreda specific plans, improvement strategies, and programmes.
- (7) **Organizational, human and technical capacities of the woredas:** The woreda micro-planning exercise was to be based on the organizational, human, technical, and financial capabilities of the woredas. The technologies and tools used were designed to fit what is available in the woredas.

6.3 STRUCTURE OF THE MICRO-PLANNING EXERCISE

In selecting the participants for the micro-planning workshops, the dual needs of decentralized planning and governance were considered. At least three or four professionals from each woreda education office lead by the woreda education head were invited to attend the workshops. Given the needs for identification and allocation of resources a representative from the WoFED was also invited to attend. In addition, the heads of the woreda councils were encouraged to attend on the last day of the workshop.

Each Woreda Planning Team (WPT) consisted of:

- (1) Professionals (three or four persons) from the woreda education office;
- (2) An officer from the WoFED; and
- (3) A head of the Woreda Council.

Participatory and consultative process was emphasized at the two different levels of planning: 1) participation by all professionals and the leadership at every stage of the planning process in a meaningful way to share their experience and knowledge of the education system; and 2) need for incorporating the participation of the beneficiaries and the key stakeholders at appropriate stages of the planning process.

The content of the micro-planning workshops was designed to develop the necessary skills in conducting planning. Various steps in planning; such as the situation analysis, target setting, enrolment projections, estimation of key inputs and their costs, development of a monitoring plan, etc. were designed to impart the necessary technical skills to the participants in conducting education planning.

6.4 PRODUCTION OF THE MICRO-PLANNING TRAINING MANUAL

The modules were designed to be output-oriented. Each module was designed to produce one or more outputs by the members of each WPT and these outputs together were designed to become the final output, namely the fifteen-year perspective plan for

the woreda primary education development.

The training manual includes:

- Module 1: An overview of the micro-planning workshop
- Module 2: The context of micro-planning in the Oromia Region: micro-planning as governance of the woreda education system in action
- Module 3: Education and development in Ethiopia and the Oromia Region: strategic goals, policies and programmes
- Module 4: Key educational indicators: definitions, calculations and interpretations
- Module 5: UPE: an operational definition
- Module 6: Planning and management control: a brief overview
- Module 7: Outline of the woreda primary education development plan
- Module 8: Planning step 1: developing a mission statement for the woreda education office and the woreda primary education system
- Module 9: Planning step 2: development of the profile of your woreda
- Module 10: Planning step 3: situation analysis of the woreda primary education system
- Module 11: Planning step 4: target setting for conducting enrolment projection
- Module 12: Planning step 5: conducting enrolment projections
- Module 13: Planning step 6: estimation of key inputs required to meet the enrolment projections
- Module 14: Planning step 7: estimation of the cost of key inputs
- Module 15: Planning step 8: planning Step 8 – distribution of the four key inputs within the woreda primary education system: classrooms, teachers, textbooks, and student furniture
- Module 16: Planning step 9 – development of overall strategies to achieve the goals: access, coverage, equity, quality, organizational capacity, and financing of education
- Module 17: Planning step 10 – programming to achieve the goals and targets
- Module 18: Planning step 11 – estimation of the investment costs for the medium-term five-year plan period 1999-2003 E.C.
- Module 19: Planning step 12 – developing a monitoring plan
- Module 20: Planning step 13 – implementation of modalities and follow-up actions by the woreda education office
- Module 21: Planning step 14 – finalization of the woreda mission statement
- Module 22: Compiling the draft woreda primary education development plan
- Module 23: Presentation of the draft woreda primary education development plans in the plenary session.

6.5 PREPARATION OF DATA AND TOOLS

- (1) **Preparation of OEB EMIS Data:** Intake, enrolment, and internal efficiency data obtained through the analysis of the 1998 E.C AEC data formed the baseline data for conducting planning projections for the fifteen-year planning period, 1999 E.C to 2013 E.C. This baseline data for 1998 E.C was required for every woreda training participant.
- (2) **School age population projections:** The OEB obtained the base-year total population estimation by gender for 1998 E.C for the new woreda boundaries from the BoFED. Through the collaborative effort with Management Informatics Africa PLC, one of the local consulting firms, school age population projections for all the woredas were available for the 30-year period between 2001 and 2030.

- (3) **Unit cost data:** Unit cost data were necessary for estimating the size of investments required for the planning period.
- (4) **OEdMap database:** Using the OEdMap database several thematic maps and data matrices were distributed to every woreda to perform planning exercise for distributing classrooms based on the OEB's policy guidelines. Examples of maps and matrices developed and distributed included: i) a school coverage map; ii) a school information map; and iii) a woreda school information matrix.
- (5) **Woreda primary education planning projection model for micro-planning:** The computerized planning projection model was designed, considering the needs of the decentralized nature of the micro-planning exercise. A total of 35 reports are generated for each woreda by the projection model to be integrated into the WPEDP document.
- (6) **First, second, and third SMAPP training workshops:** The SMAPP Project conducted three training workshops during the course of the implementation of the Project. Through these workshops several concepts and tools for the micro-planning were tested prior to their final development.
- (7) **Training of facilitators:** Training of Trainers (ToT) training workshop was organized for the zonal planning officers from both of the SMAPP pilot and non-pilot zones to acquire necessary training skills as facilitators. They developed detailed functions and responsibilities for the facilitators during the micro-planning workshops.

6.6 IMPLEMENTATION OF THE MICRO-PLANNING EXERCISE

The fourth micro-planning workshop was implemented during October-November 2006. The 117 woredas in the seven pilot zones participated in one of the four batches. Each micro-planning workshop was six days long. After the end of the micro-planning workshops, the participants were given a one-day training in the use of GPS machines. There was a six-day gap between workshops in each batch. A sample training programme is shown in Appendix-2 of this report.

The venue for the workshops was the auditorium of the Adama Teachers College. It provided ample space for accommodating approximately 150 participants in each workshop. The Teachers College provided the services of its computer room and typists to input the woreda plan documents produced by the WPTs. All 117 woredas in the seven project zones participated in the workshop. A total of 600 participants represented these woredas. A team of two facilitators supported approximately three WPTs during the workshop in various functions described in section above.

Each woreda was provided with a computer projection model supported by its own baseline and other database. A total of six computers were available for each workshop. On the average, five woredas were assigned to a computer to conduct enrolment projections, estimation of the volume of four key inputs based on the regional policy guidelines for preparing the five-year mid-term plan and for projecting the investment costs for the 15-year plan period.

The outputs produced by the WPTs corresponded to the objectives of the workshops. The three major objectives of the micro-planning workshops were stated clearly in Module 1: an overview of the workshop.

- (1) Output 1: Fifteen-year perspective plan to achieve the strategic goal of UPE

- (2) Output 2: Four-year medium-term plan for the woreda primary education system
- (3) Output 3: Identification of the key features

6.7 RAPID ASSESSMENT OF THE WPEDP

It was expected that the quality of the structure, content, and presentation of the WPEDP document might vary considerably from woreda to woreda. Not all WPTs brought the same level of experience and expertise to planning.

Some of the woredas were established only recently and many of them were not fully staffed at the time of the micro-planning exercise. Even in woredas that existed for a long time, there was considerable turnover of professional staff. From a rough estimate, only little more than 50% of the participants in the 4th Training Workshop had attended previous workshops conducted by the SMAPP Project. For these and other reasons it would be unrealistic to expect the plan document produced by the WPTs to be of uniform quality.

While the technical quality of the plan and details of the information given in the plan will play a significant role in the quality of the implementation of the plan, one of the immediate additional concerns was saleability of the woreda plans in the upcoming marketing fair.

For these reasons, an immediate rapid assessment of the WPEDPs was instituted. The zonal planning officers were assigned the responsibility for reviewing the WPEDPs during the six-day gap between the micro-planning workshops. The results of the assessment is provided in Chapter 10.

The facilitators used a list of criteria specifically developed for this purpose along with details of Module 7 that described the outline and content of the WPEDP. Based on this review, technical comments were made to each WPEDP. These technical comments were shared with the WPTs after their return to the woredas. Wherever necessary, direct follow-up with WPTs were held and necessary modifications were made to the WPEDP based on the technical comments of the rapid assessment.

6.8 SUMMARY ENGLISH TRANSLATION OF WPEDPS

The WPEDPs had multiple purposes to fulfil prior to and during the implementation of the plan. First, the WPEDPs had to be presented to the woreda cabinets for approval. After their approval, these documents became official for implementation by the WEOs with annual adjustments. It was expected that the allocation of annual budgets to the woredas by MoFED would also be influenced by the investment scenario projected in the WPEDPs.

In addition to the above, the WEOs were expected to use the WPEDPs to generate sufficient financial and technical support for the implementation of the plans among the international donor communities, NGOs, and other stakeholders.

The WPTs, during the workshop, drafted the WPEDPs in Afan Oromo language, the official language of the Oromia Region. Although this should be adequate for all the official purposes and communication of the details of the plan with all the key stakeholders within the respective woredas and in the region, the Oromo language limits access and exposure to the plan by members of the international NGOs, and donor community, and other relevant groups within Ethiopia.

To meet these needs, the SMAPP Project, with the support of the members of the OEB

planning department, made summary translations in English of all the WPEDPs. Copies of these translations were made available to the OEB, zonal education offices, and to the woreda education offices.

6.9 GENERAL OBSERVATIONS OF MICRO-PLANNING EXERCISE IN OPERATION

- (1) **Commitment and participation:** Overall, members of the WPTs exhibited great commitment to the provision of education to the children of their woredas. They exhibited a high level of participation in the workshops to analyze the woreda situation, find solutions to the problems facing the woreda education system, develop improvement strategies and programmes, and identify practical implementation modalities. These observations augur well for the future of the decentralization and the development and improvement of the woreda primary education system.
- (2) **Absence of sufficiently high level leadership in some WPTs:** Unless the top decision makers were present during the planning exercise to lead the exercise, conveying the details that went into the development of the plans, and consequently into decisions requiring additional effort and time. Several WPTs were not lead by the top leadership of the woreda education office and this might have placed some constraints on making appropriate decisions during the micro-planning exercise.
- (3) **The length of the micro-planning workshop:** The WPTs had to produce a draft plan at the end of a six-day period. For lack of time, often the members of the WPTs had to rush through some of the important and complex tasks; thus diminishing the quality of the outputs. Design of the micro-planning exercise should take this factor into consideration to come up with alternative strategies and processes to accomplish all tasks with careful deliberations and quality without adding much to the cost of conducting the micro-planning exercise.
- (4) **Need for adequate financial data:** Good historical information about financing of education at the woreda level was a necessity to plan the financial scenarios for the future. During the micro-planning exercise, model formats for recording budgetary information were provided to the woredas. Woredas should be encouraged to maintain these formats for the future use by woredas for their planning and budgeting purposes.
- (5) **Continuity of personnel:** On the average, only about 50% of the participants had attended the previous preparatory workshop (3rd Training Workshop) conducted by the SMAPP Project. This meant that some of the planning and analytical techniques that were covered during the previous workshops had to be re-introduced for the benefit of the new comers. Continuity of attendance of personnel in the micro-planning workshop could improve the efficient time utilization by the WPTs
- (6) **Development of a core group of planning professionals at the zonal level:** The zonal planning officers acquired very critical technical, analytical, organizational, planning process, and policy development skills for promoting education improvement and development. This exercise brought the woreda officers in closer professional contact with the zonal planning officers. The OEB should reassess and expand the functions and responsibilities of the zonal planning

officers in supporting the woredas based on the experience gained through the micro-planning workshops.

- (7) **Output oriented:** Throughout the six-day workshop, the WPTs were given clear time-bound outputs to be produced at the end of each module or session. This was one of the major strengths of the micro-planning workshop in the SMAPP Project. Production of outputs on a regular basis developed a sense of tangible accomplishment among the participants.

CHAPTER 7: WPEDP

7.1 INTRODUCTION

This chapter described, in detail, the structure and content of the WPEDP. While there were variations within each WPEDP, as explained, there was a certain consistency in the sequence of the planning steps that was followed by the WPTs when developing the plans.

A WPEDP contained 12 chapters. The sequence of these 12 chapters followed the logical sequence of the outputs required for the development of the perspective plan. The sequence of the chapters in WPEDP was as follows:

Chapter 1:	Vision and Mission of the Woreda Primary Education System
Chapter 2:	Development Context of the woreda
Chapter 3:	A Brief Overview of the woreda
Chapter 4:	Situation Analysis of the Woreda Primary Education System
Chapter 5:	Goals and Targets for the Fifteen-Year Perspective Plan.
Chapter 6:	Enrollment Projections
Chapter 7:	Estimation of the Demand for Four Key Inputs
Chapter 8:	Distribution Strategy for Schools and Classrooms for the Medium-Term Plan
Chapter 9:	Overall Strategies and Programs for Achieving the Goals and Targets
Chapter 10:	Cost of Implementing the Plan
Chapter 11:	Monitoring Plan
Chapter 12:	Implementation Modalities.

7.2 CONTENT AND OUTPUTS OF WPEDP

In preparation for the development of the WPEDP with the major strategic objective of achieving UPE, the members of the WPTs jointly reviewed the Ethiopian National development goals, the MDGs, operational definitions for UPE for Ethiopia and the Oromia Region and the major elements of the poverty reduction strategy for Ethiopia. The purpose was to raise the woreda planners' awareness of the national and regional development goals and to link the WPEDPs to these goals. A sample WPEDP is attached as Appendix-4 of this report.

7.2.1 Chapter 1: Vision and Mission

The first Chapter of the WPEDP starts with a serious examination of the vision and mission for the woreda primary education system by the members of the WPTs. Through the vision and mission statements, the woreda education system conveys the unique purpose to the stakeholders. The members of the WPTs were provided with two matrices to help them assemble the purpose of the mission statement and the beliefs that needed to be conveyed.

7.2.2 Chapter 2: Development Context of the Woreda

The members of the WPTs analyzed the present development context of the woreda based on background materials including decentralization of governance, MDGs, the ESDP, the Oromia Regional education policies, and the goals of the UPE. The purpose was to link the woreda's development goals with the national and regional ones and to

identify any specific woreda situation that required special attention during the development of the WPEDP.

7.2.3 Chapter 3: Profile of the Woreda

The WPTs were encouraged to develop a profile of the woreda identifying the key characteristics that could influence the performance of the woreda education system. To help the WPTs, twelve woreda characteristics were identified beforehand. The WPTs had the freedom to add additional elements if necessary. The twelve elements of the characteristics of the woreda identified for the development of the woreda profile included: 1) geography and topography of the woreda; 2) history of the woreda; 3) climatic conditions; 4) population characteristics; 5) languages spoken; 6) governance of the woreda; 7) the economy of the woreda; 8) health conditions; 9) the social conditions and commitments affecting the education system; 10) infrastructure; 11) social services; and 12) community and civil service organizations

7.2.4 Chapter 4: Situation Analysis

After the development of the woreda profile, the WPTs devoted their attention to a comprehensive situation analysis of past and present performance of the woreda's primary education using key educational indicators relating to access, coverage, internal efficiency, etc. The situation analysis covered the following dimensions of the woreda education system: school age population and potential demand for education; access to primary education; coverage of primary education; internal efficiency, equity, quality: teachers; textbooks; education infrastructure; ABE; community support and participation; role of NGOs and other key stakeholders; educational finance; and organizational structure; and capacity of the woreda education office.

7.2.5 Chapter 5: Goals and Targets for the Fifteen-Year Perspective Plan Period

The results of the situation analysis provided the necessary information to the WPTs to set targets for conducting enrolment projections. Comparison of the performance of woreda primary education with that of the UPE targets and the performance of regional education, provided a clear indication to the WPTs of the pace at which the given woreda should move forward in the future to achieve UPE by year 2015 or soon thereafter. While setting targets for the future, the WPTs considered not only the quantitative aspects of the future targets to be achieved in key indicators, but also the organizational capacity, the commitment of the community and parents to the primary education system, availability of resources, in setting targets.

7.2.6 Chapter 6: Enrolment Projections

The purpose of setting targets for the four indicators mentioned in the previous chapter was to project the annual student enrolment by gender and grade for the fifteen-year period so that the woreda education office could estimate the size of the education service necessary in terms of student enrolment. Gross enrolment would determine the number of classrooms to be constructed, the number of teachers to be employed, the number textbooks to be purchased, and the volume of student furniture required.

7.2.7 Chapter 7: Estimation of Demand for the Four Key Inputs

The demand for these four inputs depended primarily on student enrolment. This was

described in the previous chapter. In addition, regional policy guidelines for the quality of these inputs also determined the size of these inputs required. Applying the above policy assumptions in the planning projection model, the WPTs derived the extent of inputs required annually for each of the four key inputs.

7.2.8 Chapter 8: Distribution Strategy for Schools and Classrooms

A medium term strategy for the next four years was devised for the distribution of these key inputs. Several criteria were employed by the WPTs in allocating the estimated demand for classrooms within the woreda communities. These included: 1) student-section ratio; 2) double shift or single shift; 3) distance from school to community (a maximum of three kilometres from community to school); 4) population size of the community (and the location of the settlements); 5) school size; and 6) one school in every kebele, at least

To apply these criteria and to distribute the classrooms, the WPTs used three major tools: 1) a woreda school coverage map; 2) a school information map; and 3) a woreda school information matrix. These tools were produced by the OEdMap database developed by the SMAPP Project.

7.2.9 Chapter 9: Overall Strategies and Programs

The chapter dealt with the development of detailed strategies and programmes to achieve the goals and targets. The development of overall strategies and programmes were devoted mainly to the achievement of three goals: increasing access, improving quality, and achieving equity. The two tools were used by the WPTs to develop the details of the strategies and programmes (Strategy Development Working Matrix and Programming Matrix).

7.2.10 Chapter 10: Cost of Implementing the WPEDP

The WPTs considered six items in estimating the cost of implementing the fifteen-year perspective plan. The six cost items are of : (1) construction of classrooms; (2) teacher salary; (3) provision of textbooks; (4) provision of student furniture; (5) provision student services; and (6) administration salary at all levels of the woreda education system. Unit cost methodology was used for estimating the cost of these items.

For the construction of classrooms the woredas had the freedom to decide whether to construct classrooms using low cost construction norms or standard construction norms. For low cost construction norms, it was left up to the woredas to decide the unit cost as these costs varied from woreda to woreda depending on availability of construction materials locally. Standard unit costs were employed for all other items including textbooks, furniture, and teachers and administrators salary.

7.2.11 Chapter 11: Monitoring Plan

Chapter 11 of the WPEDP was devoted to developing a monitoring plan for the implementation of the perspective plan. The WPTs developed a monitoring plan that followed seven key steps. These steps are identified below:

- (1) Identification of key inputs and outputs for monitoring
- (2) Identification of financial information for monitoring
- (3) Identification of data to be collected
- (4) Development of formats for data collection

- (5) Development of a data collection plan
- (6) Participation in the monitoring
- (7) Requirements of reporting the results of evaluation

7.2.12 Chapter 12: Implementation Modalities

The WPEDP was concluded with a chapter on implementation modalities. A plan no matter how good it is technically does not assure that the plan will be implemented successfully. In developing the implementation modalities, the WPTs recognized that woreda leaders would need to prepare the woreda education office to develop the necessary conditions for the successful communication about the details of the plan with various stakeholders, such as governmental agencies, teachers, communities, supporters for identification, and sponsors of the necessary resources.

It is not enough that these supports are generated at the beginning of the plan period, but it must be sustained throughout the plan period. Without this sustained support, the implementation of the plan will falter. In addition, the woreda education office, with the support of the woreda council, needs to design activities for assuring the timely implementation of the key components of the plan and to raise the necessary resources.

7.3 LESSONS LEARNT

- (1) **Need for further strengthening the institutionalization of micro-planning and WPEDP:** First, the Oromia Regional Government and the woreda governments (woreda councils) should recognize the WPEDPs as the official plan. Second, when the BoFED decides the annual allocation of block grants to the woredas, targets and WPEDP implementation performance should be considered. The BoFED may request the woreda governments send a copy of the approved plan document based on the WPEDPs. In addition, the OEB should provide the BoFED with a simple monitoring plan for each woreda, containing key targets, inputs, and programmes. In addition, the Oromia Regional Government through the OEB needs to develop an annual planning calendar at different levels of governance, so that timing of the various activities in the annual planning cycle can be synchronized.
- (2) **Need for expanding the coverage of micro-planning and WPEDP:** The present micro-planning and school mapping exercises of the SMAPP Project covers 117 woredas in the 7 project zones. Ten zones remain outside of the SMAPP Project activities. If micro-planning is to be accepted as a central act of governance, it must be put into practice in all woredas. If micro-planning is practiced only by a limited number of woredas as a part of the decentralized governance of the education system, it will remain only as an experiment and may lose its validity and importance..
- (3) **Need for deepening the level of micro-planning and WPEDP:** As important as the planning at woreda level may be, actions to achieve the MDGs and the UPE cannot just remain at the woreda level. The goals; such as increase in net intake rate, reductions in dropout rates, reducing gender equity etc., cannot be achieved by action at the woreda levels alone. The dropout takes place in the schools and communities. Resistance to sending girls to school occurs in homes and communities. Actions to improve quality need to occur in the classrooms and schools. Unless micro-planning penetrates below the woreda level to the

community and school levels, rapid improvement in equity, quality and access cannot be achieved.

- (4) **Need for expanding the scope of micro-planning and WPEDP:** It is not enough to deepen the levels of planning to levels below the woreda, but areas of planning need to be enlarged. The focal issues of planning will differ at the school level. Deepening the levels of planning and enlarging the scope of planning will require development of new concepts and frameworks for micro-planning, which has to be supported by appropriate methodologies and planning tools. These methodologies and tools do not exist at the moment in a usable form. These need to be developed and tested.
- (5) **Additional emphasis on implementation and monitoring:** No matter how good a plan the woredas develop, if the plan is not implemented, it is not a good plan. Therefore, in the next step of the SMAPP Project, added emphasis should be placed on identifying the factors that inhibit proper implementation of the woreda plans and on creating the necessary conditions that will enhance their implementation. Monitoring the implementation of the plans should be another area of emphasis. Bringing the added emphasis to the micro-planning exercise will have consequences for staffing within the Project as well as in the OEB.
- (6) **Strengthening the technical capabilities and functions of the OEB, planning and EMIS department:** The organization and implementation of the micro-planning exercise should become one of the primary responsibilities of the PRPD. The functions and responsibilities of the PRPD and EMIS need to be expanded and refined. Fulfilling the existing and additional functions of PRPD and EMIS may require strengthening the infrastructure and increasing access to information and communication technologies at the OEB, ZEO, and WEO levels.
- (7) **Role of the WEO, WPEDP and the woreda council:** The WEOs need to sit with the woreda council and other relevant agencies to develop a detailed annual plan and budget for the upcoming year. Similarly, based on the results of the monitoring, availability of resources for implementation in the past years, and the progress achieved in reaching the key targets, the perspective plan will need to be revised. The Plan is not a static but a dynamic instrument for development.

CHAPTER 8: MARKETING OF WPEDP

8.1 INTRODUCTION

Under the present level of decentralization, the woreda government receives a block grant from the regional government. It is the responsibility of the woreda government to divide the resources received from the regional government through the block grant process among the various social and economic sectors under the woredas, including education. Until recently, in the Oromia Region, the woredas did not have the discretion to allocate the resources raised directly by the woreda government through taxes and other means for meeting the special needs of the woreda budget. Woredas were required to transfer this money to the regional government. This situation is changing. Woredas are more and more encouraged to raise their own resources directly in addition to the block grants that they receive for their annual budget expenditures.

Many WEOs in the country face several difficulties in making the necessary case for allocation of adequate funds from the woreda resources to education.

First, allocation of adequate resources to the education sector from the woreda budgetary sources requires a common agreement between the woreda decision makers and the WEO on the long-term woreda education goals and immediate programme priorities to achieve those goals.

Second, making a case for adequate financial resources for education requires an estimate of long-term woreda educational system financial requirements to achieve the goals. In the absence of a long-term scenario for the education system financial needs, it would be difficult to assess the adequacy of the funds allocated to the education system through the annual budgetary process.

Finally, raising funds from community, individuals and organizations within the woreda to support education will require strong political support from within the woreda. Unless the decision makers within the woreda are convinced of the importance and the needs of the woreda education system for additional funds, this support will be difficult to raise.

8.2 NEED FOR MARKETING THE WPEDP

As the development process accelerates, as is happening in Ethiopia, the competition for financial resources by different sectors at the woreda level will increase. Education, health, water, and sanitation, etc. will compete for a bigger share of the scarce governmental resources. The same thing will be true of non-governmental resources as well. The education sector will have to compete with other sectors for resources. Moreover, even within the education sector, there will be competing demands for resources among various components of the education system.

To get a fair share for education from both governmental and non-governmental sources, the WEO will need to educate the public and key stakeholders about the potential contributions the education sector makes to national development.

At the woreda level, WEOs have a powerful tool in their hands to market the needs of the primary education sector to obtain the necessary financial support from both governmental and non-governmental sources. This tool is WPEDP.

Marketing, by definition, involves an exchange. Commercial marketing usually

involves an exchange of money for goods or services. In the context of the marketing of woreda education programmes as embodied in the WPEDP, WEOs provide copies of their WPEDP to NGOs and donor agencies in order to obtain technical and financial support from them. In this sense, how to market the WPEDP may change the choice of NGOs and donor agencies depending on the quality of WPEDP and WEO's marketing skills and strategies.

8.3 MARKETING FAIR

The OEB and the SMAPP Project jointly designed and implemented a Marketing Fair on June 18 and 19, 2007. The venue for the Marketing Fair was the facilities of the Ethiopian Management Institute.

The Marketing Fair was organized as a two-day event. The first day was devoted to sharing the concepts and strategies of the Marketing Fair with the participating woreda representatives and to let the WPTs undertake the necessary preparations to market their respective WPEDPs. The second day was devoted to activities directly related to marketing of the WPEDPs by the woredas to the NGOs and other donor agencies.

The Marketing Fair was conceived and designed as one of the tools for marketing the WPEDP to raise the necessary financial, material, and technical support for the successful implementation of the WPEDP. Different tools to fit the circumstances of these different groups of organizations will be required to market the WPEDP effectively, given the multiplicity of the target audiences, their role and modus operandi for financing the woreda education system, and the different styles in decision making process,

The approach that may be effective to persuade the woreda council to allocate more budgetary resources to the WEO may not be appropriate to persuade an NGO to commit its support for a programme in the WPEDP either fully or in part. Therefore, the Marketing Fair was seen as only one of many tools for marketing the WPEDP.

8.3.1 Preparation of the Marketing Fair

The detailed planning of the Marketing Fair was the joint responsibility of the members of the Micro-planning Task Force of the OEB and the SMAPP Project. The initial formal planning meeting of the Task Force took place in February 2007.

Extensive preparations went into the design and implementation of the Marketing Fair. Five copies each of the English Summary of the WPEDPs and the original WPEDP in Afan Oromo (Oromo language) prepared by the WPT were printed and distributed to every woreda during the Marketing Fair. These plans were already approved by the respective woredas councils.

The EMIS Team of the OEB with the technical support of the SMAPP Project developed and produced woreda school location maps, several regional and woreda thematic maps, a woreda school information matrix, etc using OEdMap. In addition, a CD-ROM called SMAPP CD Reference containing important maps was produced using the OEdMap and all the English summaries of the 117 WPEDPs. These were seen as additional tools for marketing the WPEDPs and distributed for future use by the WEOs and the NGOs participating in the Marketing Fair.

8.3.2 Participants in the Marketing Fair

The participants in the Marketing Fair included the following groups:

- Of the 117 woredas in the seven (7) pilot zones, 109 woredas attended the Marketing Fair. The WEOs were represented mostly by the respective planning and statistics specialist.
- In addition to the zone planning officers from the seven (7) pilot zones, planning officers from six (6) non project zones attended the Marketing Fair.
- MoFED, BoFED, and MoE sent one representative each to participate in the Marketing Fair.
- Representatives of 14 local and international NGOs and donor organizations participated.

All the key members of the PRPD and EMIS Team along with the SMAPP Project team provided the technical support for the Marketing Fair.

A complete list of participants representing the NGOs, donor organizations, and the federal and regional government agencies is provided in Appendix-6 of the Main Report.

8.3.3 Marketing Fair: The First-day- Preparations by the Woredas

Two sets of preparatory activities were implemented during the first day. The first set of activities included several informative presentations by the members of the Micro-planning Task Force and the SMAPP Project to give the woredas some general concepts for marketing and the details about the process that would be followed during the Marketing Fair. A second set of activities identified the details of the preparations each woreda was expected to undertake to implement the Marketing Fair.

Presentations included:

- Role of the WPEDP in woreda education development
- Descriptions of a sample case of the promotion and use of WPEDP by a woreda
- What is marketing? (Descriptions of the concepts and strategies for marketing)
- Guidance for group work by the woredas to prepare for the Marketing Fair

Based on these presentations, each woredas prepared a Marketing Card to project the educational problems facing the woreda, conditions that caused these problems and actions the woreda proposed to undertake to alleviate the problems. The Marketing Cards were intended as a quick communication media to promote the woreda's between woredas the NGOs and donor agencies in the Marketing Fair.

8.3.4 Marketing Fair: The Second-day -Interaction between the Woredas and the Target Audience

The second day was designed to bring the NGOs, donor agencies, and the woreda representatives into direct contact with each other to initiate the discussions for future support for the WEOs.

The process started with an opening address by the head of the OEB, Obbo Dereje Asfaw. In his address he emphasized the commitment of the Oromia Region to bring education to all eligible children and the willingness of the OEB to work with all

partners in development to achieve this goal. This was followed by a welcome speech by Mr. Katsuhiko Sasaki, head of JICA, Ethiopia. He emphasized JICA's appreciation for the commitment of the OEB to expand primary education and the commitment of JICA to support primary education to achieve the development goals of the Oromia Region.

Subsequently, three presentations were made to provide the NGOs and donor agencies with an overview of the SMAPP project and the processes that were expected to be followed during the actual Marketing Fair.

A total of four presentations were made:

- Overall objective and outline of the Marketing Fair
- Present status and future goals of the Oromia primary education system as planned during the five-year ESDP III period
- How the OEdMap was developed and its outputs for use in planning woreda education?
- A detailed chapter by chapter presentation on the details of the WPEDP as a guide to promote interaction between the woredas and the members of the target audience

8.3.5 Interaction during the Marketing Fair

Following the above presentations, the members of the target audience and the woreda representatives were given an opportunity for direct interaction with the NGOs and donor agencies on a one-on-one basis.

The woredas within a zone were grouped together and were provided with sufficient space around the conference area to set up their marketing space. The woredas exhibited the Marketing Card they had prepared the previous day with woreda school location maps, copies of the WPEDPs etc. Each zonal woreda marketing team was lead by the zone planning officer. In addition, another facilitator from the OEB or the SMAPP Project was assigned to each zone team to support the woredas in their marketing effort.

The representatives of the NGOs and donor agencies were requested to distribute themselves among the seven zonal woreda teams to find out each woreda's problems and needs.

The woredas were provided with a Marketing Fair Summary Information Matrix, a tool to summarize their discussions with representatives of the NGOs, for future follow-up action.

The distribution of the woredas in zone clusters along the corridors created an atmosphere for intense interaction.

Following the market interaction, the NGOs, donor agencies, and woreda representatives assembled together to exchange views on their shared experiences and to discuss future courses of action that can be initiated for carrying forward the contacts initiated during the Marketing Fair.

8.3.6 Outputs from the Marketing Fair

No tangible outputs were expected from the Marketing Fair. The Marketing Fair was

intended as a venue for initiating interaction between the members of the target audience and the woredas. The Marketing Fair was designed as a first step in a series of activities to identify potential needs of the woredas to start a dialogue which could eventually lead to a more sustained relationship between the WEOs and the members of the NGO and donor agencies. From the observations made by the representatives of the NGOs and donor agencies and the participants from the woredas, one can confidently conclude that this objective was achieved successfully.

8.4 FOLLOW-UP TO THE MARKETING FAIR

8.4.1 Actions to Carry forward the Contacts and Discussions Started during this Marketing Fair

This Marketing Fair was only a beginning. Both the WEOs and the members of the NGOs and donor agencies will need to sustain this initial contact made, with several systematic follow-up actions to convert the contacts into tangible support for education in the woreda. As the woreda's relationship with NGOs and donor agencies is not a one time event, it would be more practical to consider these follow-up actions as part of an annual cycle of actions to obtain and maintain support for education in a sustained manner. The following actions are proposed as a guideline to the WEOs. These actions could form a part of the annual planning and budgeting process of the WEO:

- (1) Prioritize woreda activities or needs for education based on the major goals of education identified in the WPEDP. This may come from the strategies and programmes proposed in the WPEDP.
- (2) Identify activities or needs from the priority list that may not be financed through regular annual budgetary support from the woreda council.
- (3) Match the activities identified in step 2 above with NGOs or other donor agencies that are likely to provide support to meet the needs of the woreda education system.
- (4) Prepare a brief project proposal for presentation to potential supporting organization(s).
- (5) Get clearance through the proper channels both within and outside the woreda government, as required.
- (6) Present the proposal to the organization. Take follow-up action to meet the requirements of the development partner.

8.4.2 Actions by the WEO for Expanding the Scope of the Marketing Fair

This Marketing Fair was considered to target only a small group of the potential NGOs and donor agencies for marketing the WPEDP. There are many other groups, such as private sector, community organizations, wealthy individuals, etc. who are presently within each woreda itself. WEOs are encouraged to design and implement marketing fairs to reach these groups using the experience gained through this Marketing Fair.

8.5 OBSERVATIONS

8.5.1 Woreda Participants

Woreda participants showed enormous commitment to the development of the woreda education system during their participation in the micro-planning exercise to develop the WPEDPs. This Marketing Fair strengthened their commitment further by providing ideas and a venue for raising additional resources to realize the programmes and projects they developed in the WPEDP. Seeing the results of the plans developed through implementation of the programmes brings a sense of achievement and commitment. Marketing Fair provided a new idea to make this happen.

8.5.2 The OEB and the ZEO

Sustaining the ideas and actions generated through the micro-planning exercise and the Marketing Fair requires continued organizational and professional support from the OEB. Without OEB's support, sustaining the innovations initiated during the SMAPP Project will be difficult. The pronouncements by the leadership of the OEB during the critical events during the Marketing Fair, instils confidence that this organizational and professional support will be forthcoming. Equally important is the commitment and enthusiasm shown by the professionals from the OEB and the zone offices on their individual capacity to the concept of marketing the WPEDP.

8.5.3 Regional and Federal Agencies

The MoFED and BoFED play key roles at the federal and regional levels for identifying and allocating resources to the education development. MoE as the key federal agency for education plays a significant role in negotiating resources and communicating the needs for education development with a wide group of agencies. Therefore, the presence of the representatives from these regional and federal agencies augurs well for the experiment that was started through this Marketing Fair.

8.5.4 Intensity of Participation

Overall, the Marketing Fair was characterized by its intensity of participation. The interaction was made among the woreda representatives, the members of the NGOs, and donor agencies during the Marketing Fair. The Marketing Fair was characterized by an intensity of purpose.

8.5.5 NGO Representatives

On the whole, the response from the representatives of NGOs and donor agencies that attended the Marketing Fair was very positive. They put forward very valuable suggestions to carry the contacts initiated during the Marketing Fair for more tangible actions. They found the Marketing Fair and the documents and information provided during the occasion very useful in understanding the needs of the woredas.

8.5.6 Over Expectation

Perhaps one of the potential negative consequences could be over expectations generated among the woredas through the Marketing Fair. This was the first experience for many of the woredas participating in the Marketing Fair to come in

direct contact with NGOs and donor agencies. The process of potential-funding activities generally is a time consuming activity and could take a long time to produce any tangible results. Some of the woredas may get discouraged by a lack of quick results.

8.5.7 Need to Provide Follow-up Support to the Woredas

Marketing is a new concept for the WEOs. Planning and executing the follow-up actions proposed in Section 8.4 will require technical support to the woredas. Similarly, the woredas will require conceptual support to expand the scope of the marketing fair to other target audiences in the woreda. This support will have to come from the OEB.

CHAPTER 9: PROPOSED ACTION PLAN FOR WPEDP MANAGEMENT

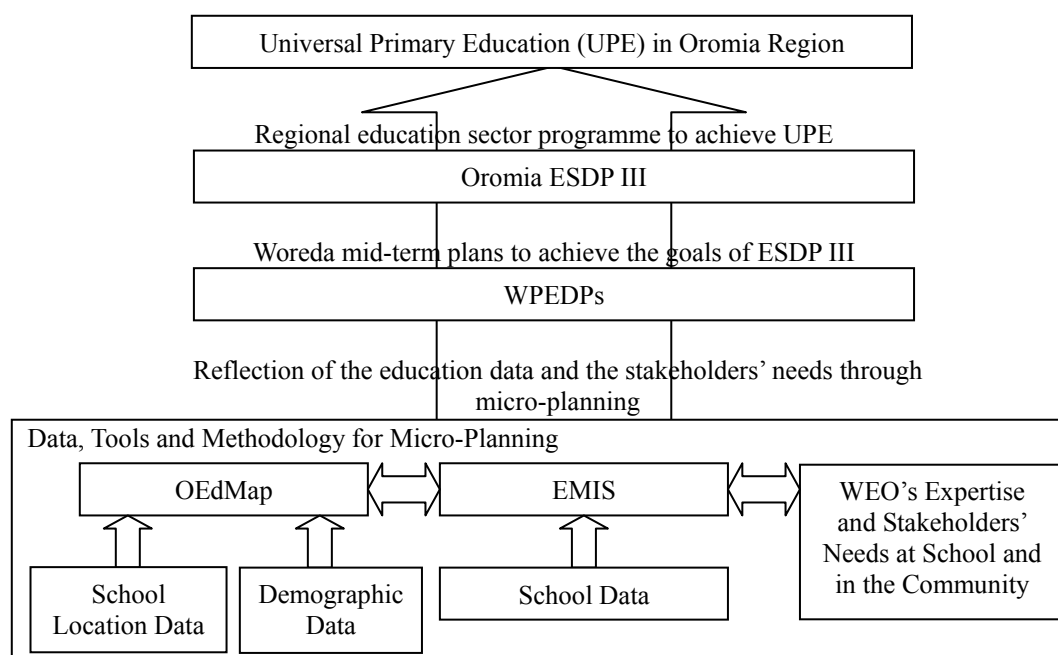
9.1 INTRODUCTION

The WEOs are the key to lead and implement primary education improvement in the woreda.

The main responsibilities of the WEOs are: (1) operation of the AEC exercises and data management at the woreda level; (2) nomination and record keeping of the primary schools and the ABECs; (3) technical guidance and supervision of cluster resource centres (CRCs), primary schools and ABECs; (4) planning, resource mobilization, implementation and M&E of school and classroom constructions for the government primary schools; (5) planning and recruiting teachers and provision of in-service training for teachers of the government primary schools; (6) reporting of the needs of textbooks of the woreda to the OEB and distribution to the government primary schools; (7) planning and implementation of community awareness improvement and community mobilization projects; (8) preparation of the annual financial plan to cover the recurrent cost and the development expenses; and (9) preparation, updating, implementation, monitoring and evaluation of the WPEDP as mid-term plan.

In addition to the financial plan, which the WEOs had prepared annually, the WEOs were requested to prepare and implement the WPEDP. The WPEDPs enables the WEOs to have the wider scope of the improvement plan for better mobilization and distribution of the resources.

The role and position of the WPEDPs in education improvement in the Oromia Region is illustrated as in Figure 9-1.



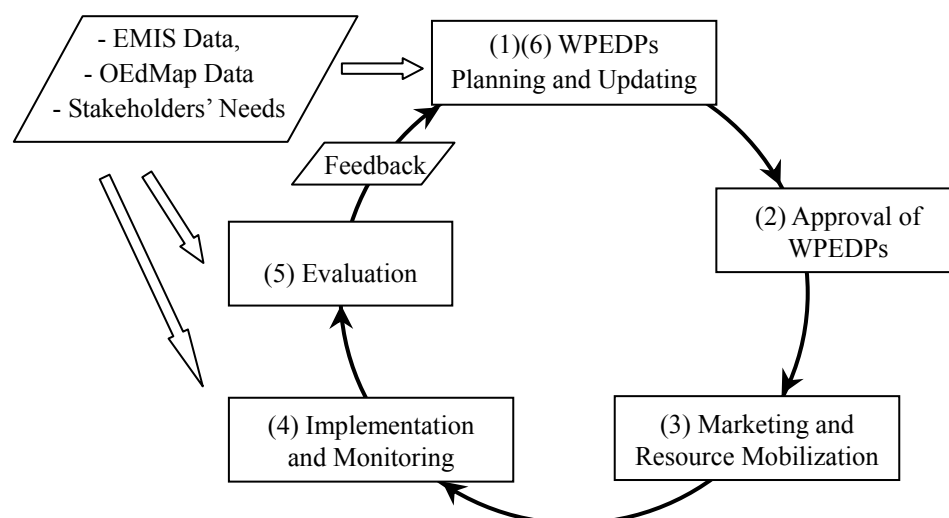
(Source: prepared by the SMAPP Team)

Figure 9-1: Position of the WPEDP in Education Improvement in the Oromia Region

9.2 WPEDP MANAGEMENT

The process to prepare, update, implement, monitor and evaluate the WPEDPs is not a one-way process. Based on the feedback from the evaluation of the previous WPEDPs and the data from the EMIS, the OEdMap and the stakeholders, the WPEDPs need to be updated regularly.

A whole process of the WPEDPs management is in a cycle as shown in Figure 9-2.



(Source: prepared by the SMAPP Team)

Figure 9-2: WPEDPs Management Cycle

A head of each WEO is responsible for monitoring and evaluation (M&E) of the WPEDPs at the woreda level and reporting the M&E results to the OEB. The PRPD of the OEB is responsible to support and supervise these WEO activities, while the EMIS Team of the OEB will assist the WEOs by providing an OEdMap package of M&E data and tools. The OEdMap package of the M&E data and tools includes: 1) a school map (A1-size map); 2) a school coverage map (A4-size map); 3) a school information map (A4-size map); and 4) a school information matrix. The OEdMap package will be prepared by the EMIS Team from the updated EMIS and OEdMap and provided for each WEO annually.

The M&E of the WPEDPs, at the woreda and region levels, consists of 1) regular monitoring (conducted daily basis and reporting at the Quarterly Review Meeting), 2) mid-term evaluation (in the midst of the ESDP and the WPEDP implementation); and 3) terminal evaluation (at the end of the ESDP and the WPEDP implementation period). The PRPD of the OEB will provide technical advice for the WEOs in how to conduct the M&E with using the WPEDPs and the OEdMap package. Based on the M&E results prepared by the WEOs, the PRPD is to grasp an overall view of the progress of the education improvements in the region.

The WPEDPs will be updated every five years, which correspond to the updating cycle of the ESDP. Therefore, the first updating of the WPEDPs, prepared during the SMAPP Project, will be done in 2003 E.C. (2010/11). A WPT for updating the WPEDP will be formed by each WEO. The WPT may include four members including a WEO head as a leader of the WPT, a planner or a statistician, and primary education officers, as was formed during the SMAPP Project.

A workshop to update the WPEDP will be held for five to six days in a zone capital by the ZEO, where all of the WTPs in the zone will be invited. Main players of the micro-planning and updating workshop will be the WTPs, who are facilitated by the ZEO officers. The OEB will provide the technical and financial assistance for all of the workshops conducted at the zone level. The latest version of the OEdMap package will be provided for the WTPs by the EMIS Team as data and tools for updating of the WPEDPs.

The workshop activities will include: 1) review of the results and lessons learnt from the monitoring and evaluation reports; 2) revision of the vision and mission statement based on the new ESDP; 3) updating of the education and socio-economic and demographic profiles of the woreda; 4) revision of the goals and targets; 5) re-calculation of the demand and cost estimates for the next five years; 6) revision of the distribution strategy of the mid-term (five year) plan; and 7) updating of the implementation and monitoring plan

These activities will be guided following the SMAPP Micro-planning Training Manual prepared by the OEB and the SMAPP Project Team.

9.3 OPERATION STRUCTURE OF WPEDPS MANAGEMENT

The WEOs are to be the main players of the WPEDPs management, while the PRPD of the OEB is to be the key department which guides and supervises the WEOs' planning and M&E activities. The key sections/agencies and their responsibilities for each step and task included in the WPEDPs management are proposed in Table 9-1.

Table 9-1: Proposed Key Sections/Agencies and their Main Responsibilities in the WPEDPs Management

Steps	Sections/Agencies	Main Responsibilities
(1)(6) Planning and Updating	WEOs	Formulation of a WPT Planning and updating of the WPEDPs by the WPT in the micro-planning workshop
	ZEOs	Facilitation of the WTPs' preparation of the WPEDPs
	PRPD	Supervision of the WPT activities
	EMIS Team	Provision of the data and tools for updating
(2) Approval	WEOs	Submission and explanation of the WPEDP drafts to the Woreda Cabinet Reporting of the approval status to the OEB
	Woreda Cabinet	Review and approval of the WPEDPs
	PRPD	Monitoring of the progress of the approvals
(3) Marketing and Resource Mobilization	WEOs	Marketing and resource mobilization
	ZEOs	Technical support for the WEOs
	PRPD	Supervision of the WEOs' activities
(4)(5) Implementation and M&E	WEOs	Implementation and M&E
	ZEOs	Technical support for the WEOs
	PRPD	Supervision of the WEOs' activities
	EMIS Team	Provision of the OEdMap package

(Source: prepared by the SMAPP Team)

9.5 COST ESTIMATE FOR PREPARATION AND UPDATING OF WPEDPS

The cost for updating of the 117 WPEDPs is estimated at Birr 485,710 (approximately USD 55,000), which will be necessary for conducting the micro-planning and

updating workshops in 2003 E.C (2010/11). The detailed information of the cost estimate is shown in the Main Report of the Final Report.

For approximately 170 non-pilot woredas in the Oromia Region, five (5) training batches for the micro-planning workshop to prepare the WPEDPs shall be proposed to be conducted six (6) days in Adama, inviting the WPTs from the non-pilot woredas, but only after the OEdMap cover these woredas. These five (5) batches of workshops will not necessarily be conducted in the same year.

The cost for preparing of the WPEDPs for the non-pilot woredas, for six (6) days in five (5) batches in Adama, is estimated at Birr1,057,500 (approximately USD120,000).

9.6 ISSUES TO BE CONSIDERED

The following points need to be considered and improved by the OEB for updating and preparation of the WPEDPs in the next step. They are to:

- (1) Improve the current version of the WPEDPs, covering both aspects of strategies to improve access and quality in the primary education in the woreda;
- (2) Establish a simpler structure for a WPEDP and reduce its size (the number of pages);
- (3) Clarify the OEB's role to monitor the process of updating and preparation;
- (4) Enhance the ZEOs' capacity to facilitate the WEOs activities;
- (5) Prepare the overall regional and zonal mid-term plan based on the WPEDPs to obtain the wider view of education improvement and to monitor the ESDP progress;
- (6) Improve how to increase the inclusion of stakeholders' needs and those of the community in the micro-planning process;
- (7) Strengthen the WEOs' understanding of the importance of data management through the micro-planning process; and
- (8) Providing feedback from the micro-planning process for the EMIS and the OEdMap process to improve these systems.

CHAPTER 10: TERMINAL EVALUATION

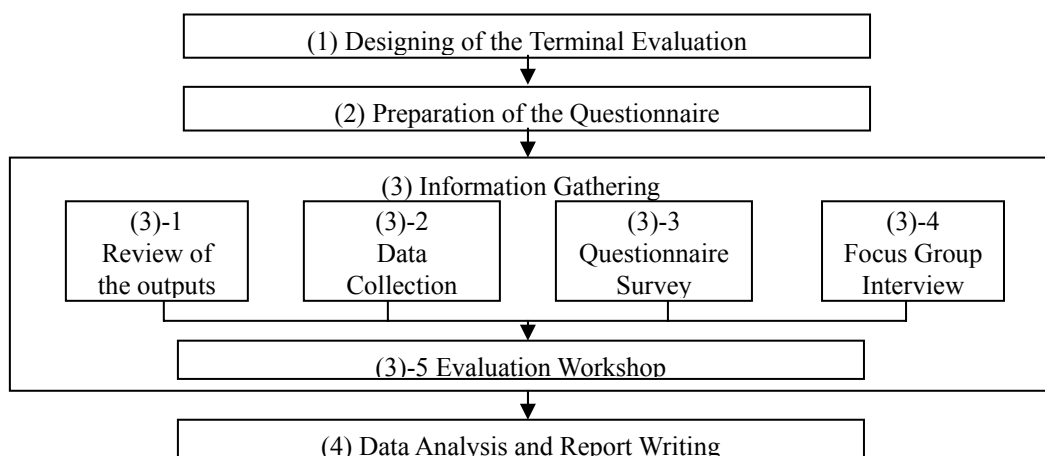
10.1 OBJECTIVES

The objectives of the terminal evaluation were to: 1) assess the relevance, efficiency, achievements, impacts and sustainability of the SMAPP Project; 2) identify and collect the anecdotes and/cases which may indicate the impact among the education officers at the woreda, zone and region levels; 3) analyze the factors which promoted and/or inhibited its progress and achievements of the SMAPP Project; 4) obtain lessons learnt from the SMAPP Project to improve education development policies, programmes and projects; and 5) produce recommendations to strengthen the operation and maintenance system of the EMIS, the OEdMap and the WPEDPs.

10.2 DESIGN OF TERMINAL EVALUATION

The information gathering for the terminal evaluation consisted of the five main activities: namely, 1) a review of the outputs including the OEdMap, the WPEDPs, school registers etc.; 2) data collection from the existing statistics and documents; 3) e survey of WEO and ZEO officers; 4) focus group interviews with WEO and ZEO officers; and 5) an evaluation workshop with the OEB Task Force members.

The steps for the terminal evaluation were shown in Figure 10-1.



(Source: Prepared by the SMAPP Project Team)

Figure 10-1: Steps of the Terminal Evaluation

10.3 CONSTRAINTS IN CONDUCTING OF TERMINAL EVALUATION

In the terminal evaluation, the SMAPP Project Team faced the following constraints:

- (1) Because of the high turn-over rate of WEO officers, the respondents to the questionnaire surveys for the baseline survey, mid-term and terminal evaluations were not the same.
- (2) Due to the sudden introduction of the UIS-EMIS, the EAEC was totally delayed. It was impossible to measure the effectiveness of the efforts made by the SMAPP Project for the EMIS enhancement.

- (3) The changes in the administrative boundaries of zones and woredas made it difficult to compare the baseline data with the education data collected in 1998 E.C. (2005/06) to see the changes during the SMAPP Project.
- (4) To measure the impact in the capacity development of the education officers, the timing of the terminal evaluation was too early to see the changes in their routine work in providing education services at the region, zone and woreda levels.

10.4 FINDINGS ON ACHIEVEMENT OF THE PROJECT OUTPUTS

The SMAPP Project was expected to produce four main outputs: 1) an Overview Report; 2) an improved EMIS; 3) OEdMap and 4) WPEDPs.

10.4.1 Overview Report

An Overview Report was prepared to understand the conditions of primary education in the Oromia Region. Based on the request of the OEB, additional copies of the Overview Reports were provided by the SMAPP Project to the OEB.

10.4.2 Enhanced AEC and EMIS

The outputs of the AEC and EMIS enhancement by the SMAPP Project were:

- (1) A total of around 500 WEO and ZEO officers were trained in data management
- (2) Four (4) officers of the OEB EMIS Team were trained in data management
- (3) 79,000 copies of Grade 1 class registry and 8,000 sets of school records produced and distributed to all of the primary schools in the Oromia Region.
- (4) Data from the SMAPP pilot woredas collected by the 1998 E.C. (2005/06) AEC was checked, cleaned, and processed for the OEdMap database.
- (5) A school information matrix for each woreda was prepared for the micro-planning
- (6) A survey was conducted to understand the influence of the UIS-EMIS introduction and countermeasures were discussed.

In spite of these activities of the SMAPP Project mentioned above, the timeliness and the data accuracy for the AEC and EMIS of the OEB could not be improved during the SMAPP Project period. This was because of the unexpected introduction of the UIS-EMIS which changed the AEC forms and the EMIS database in the midst of the 1998 E.C. (2005/06) AEC preparation. To prepare the latest data for the micro-planning exercise of the SMAPP Project, the EMIS Team was forced to input the AEC data urgently, which also caused some negative impacts on updating the EMIS.

10.4.3 OEdMap (School Mapping Database) Developed at the OEB

The OEdMap was developed at the OEB level. The outputs were:

- (1) The OEdMap database was developed to cover the 117 SMAPP pilot woredas of the seven (7) zones and was operated at the SMAPP Project Office in the OEB.
- (2) Six (6) officers of the EMIS Team of the OEB were trained in updating, operation and maintenance of the OEdMap through Task Force activities, the operation and

management training courses, and the on-the-job training during the two year project period.

- (3) A total of around 230 WEO officers were trained in measuring school locations with GPS receivers.
- (4) Four (4) manuals for updating and operating the OEdMap system were produced: namely: i) An Introductory GIS and School Mapping; ii) An Intermediate GIS and Utilization of School Mapping; iii) OEdMap Operation, Management and Updating; and iv) Using a GPS for School Mapping.
- (5) Two (2) supplemental manuals were developed including i) Data Transfer from EMIS to OEdMap and ii) a Quick Start Guide for GPS.
- (6) 40 copies of the OEdMap Manual and a Collection of the six (6) manuals were provided to the OEB.
- (7) A set of the OEdMap package of the data and tools for micro-planning, monitoring and evaluation was given to each of the 117 SMAPP pilot WEOs during the 4th SMAPP Training Workshop of the micro-planning.

10.4.4 WPEDPs prepared by the WEOs

The first version of the WPEDPs was produced by the WEO officers in the SMAPP Project. The outputs of the WPEDPs preparation were:

- (1) A process and methodology for micro-planning to prepare the WPEDPs was developed by the SMAPP Project and was practiced by the WEOs.
- (2) 117 WPEDP drafts were produced by the WEO officers in Afan-Oromo (Oromo language) at the 4th SMAPP Training Workshop.
- (3) 117 WPEDPs were approved by the Woreda Cabinets.
- (4) An English summary version was prepared for each of the 117 WPEDPs.
- (5) A SMAPP Micro-Planning Training Manual was developed in English and in Afan-Oromo language.
- (6) A total of around 800 WEO officers were trained in micro-planning and projection at the 1st, 2nd and 3rd SMAPP Workshop.
- (7) Around 430 WEO officers were trained in micro-planning, enrolment projection, data analysis with the OEdMap package, and the preparation of the mid-term plan.
- (8) A total of around 120 ZEO and WEO officers were trained in marketing and resource mobilization of the WPEDPs at the Marketing Fair.
- (9) 13 ZEO officers were trained in micro-planning and facilitating the WEOs' activities for preparing the WPEDPs at the 3rd and 4th SMAPP Workshop.
- (10) Five (5) officers of the PRPD of the OEB were trained in data management, micro-planning, enrolment projection, data analysis with the OEdMap package, preparation of the WPEDPs, and marketing of the WPEDPs through the Task Force activities, four (4) SMAPP Training Workshops, and knowledge and skills exchanges during the two year project period.

Based on the achievement levels listed above, the SMAPP Project accomplished the expected outputs of the WPEDPs preparation at the OEB, ZEO and WEO levels. The

OEB was to provide continuous guidance and support for the ZEOs and WEOs in their marketing, implementation, monitoring and updating of the WPEDPs.

10.5 FINDINGS ON ACHIEVEMENT OF PROJECT PURPOSE

The purpose of the SMAPP Project was; “The capacity of the WEO officers is to be developed in data management, planning and marketing of the WPEDPs in the seven (7) pilot zones of the Oromia Region with the enhanced technical support of the OEB.”

The capacity of the WEO, ZEO, and OEB officers were improved in general, although there was a high turn-over rate observed during the SMAPP Project. The capacity of the WEO officers were developed in data analysis and in the preparation of the WPEDPs; the capacity of the ZEO officers in facilitation; and the OEB officers in operation and updating of the OEdMap and in micro-planning, preparation and marketing of the WPEDPs. The capacity of the WEO, ZEO and OEB officers in data collection and reporting of the AEC and the EMIS were not effectively enhanced as scheduled.

10.5.1 Quality of WPEDPs

The quality of the WPEDPs prepared by the SMAPP Project was assessed as follows:

- (1) Based on the assessment results done by the ZEO officers, the first version WPEDPs were well prepared by the WPTs, considering it was their first experience in preparing a mid-term plan and they were requested to create the plans during the limited time of six days in the SMAPP Training Workshop.
- (2) The narrative sections of the WPEDPs, such as the vision and mission statement and the mid-term strategies, were relatively better formulated than the sections prepared based on the education indicators and school maps.
- (3) According to the observation of the SMAPP Project Team, the first version WPEDPs needed the following improvements:
 - 1) Contents and structure of the WPEDPs can be more simplified.
 - 2) Education and socio-economic indicators need to be improved based on the EMIS and the National Census.
 - 2) Volume of the WPEDPs can be reduced.
 - 3) They need more time to prepare the WPEDPs.
 - 4) A key person from the schools or the community may be included in WPT.
- (4) All of the 117 WPEDP drafts were approved by the woreda cabinet and regarded as the official documents of the woreda, which represented the interests engendered a strong sense of ownership of the WPEDPs among the WEO officers.
- (5) The Marketing Fair provided the WEO officers with a good opportunity to review their WPEDPs and market them to development partners.

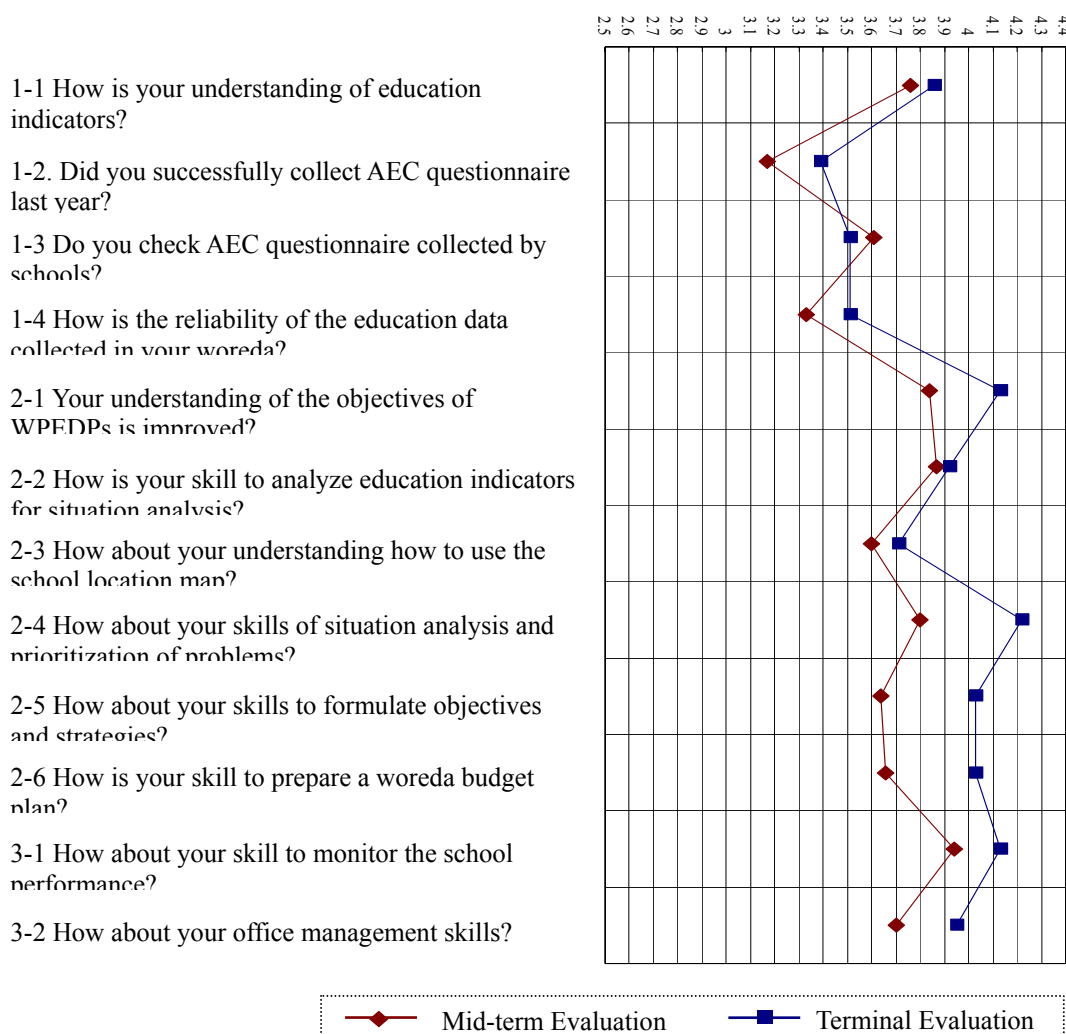
10.5.2 WEO Officers' Capacity

To assess how the capacity of the WEOs was developed by the SMAPP Project, a self-assessment survey done by the WEOs were conducted at the mid-term and

terminal evaluations. In addition, a focus group interview with the WEO officers was carried out by the OEB members and the SMAPP Project Team as part of the data collection of the terminal evaluation.

Based on the results of the self-assessment survey, the WEOs' using a rating from 5 (very much improved) to 1 (no change), more WEOs were confident in their skills for situation analysis and in their understanding of the objectives of the WPEDPs, while they needed to be improved in AEC data collections and in understanding school location maps. Figure 10-2 showed the change in the mean rating between the self-assessment at the mid-term evaluation and the one at the terminal evaluation.

The capacity for understanding the objectives of the WPEDPs, situation analysis, formulating objectives and strategies, and preparing budget plans had been developed, while the capacity for checking the AEC questionnaire has decreased a rating point. The means for the rating of the capacity for the AEC questionnaire collection and the reliability of the AEC data remained low. The capacity for understanding how to use the school location maps showed low rating means, also.



(Source: Prepared by the SMAPP Project Team)

Figure 10-2: Comparison of the Mean of Rating of the WEOs' Self-Assessment between the Mid-term and the Terminal Evaluations

The achievement of capacity development of the WEO officers by the SMAPP Project can be summarized as follows:

- (1) The capacity of the WEO officers in understanding educational indicators, situation analysis, planning and marketing was improved to a certain extent by the SMAPP Project. However, the high turnover of the WEO officers needs to be considered by the OEB and the ZEOs which will negatively affect the sustainability of all achievements.
- (2) In order to improve the quality of the WPEDPs, the WEOs' capacity in analysing education indicators and school maps and planning with the SMAPP data and tools needs to be enhanced.
- (3) A sense of leadership and ownership for the school maps and the WPEDPs was developed among the WEO officers, which needs to be followed up and supported by the ZEOs and the OEB.

10.5.3 ZEO Officers' Capacity

The ZEOs played a role as training facilitators during the micro-planning training. They guided and assisted the WPTs in situation analysis and preparing the WPEDPs. The self-assessment survey by the ZEOs and the focus group interviews with the ZEOs were conducted at the terminal evaluation.

There were only four (4) ZEO officers covered by the self-assessment survey to see if any changes were experienced in SMAPP in the ZEO officers' capacity in the terminal evaluation. They showed good scores in their understanding of educational indicators and the objectives of the WPEDPs, situation analysis and formulating objectives and strategies. They were not good at checking the AEC questionnaire, as was the case with the WEOs.

The achievement of capacity development of the ZEO officers by the SMAPP Project can be summarized as follows:

- (1) The capacity of the ZEO officers in facilitating and guiding the WEO officers in data management, situation analysis and preparation of the WPEDPs were improved by the SMAPP Project in general.
- (2) The roles and responsibilities of the ZEOs in supporting the WEOs and monitoring the progress of the AEC data collection and the WPEDPs implementation should be clarified and enhanced.

10.5.4 OEB Officers' Capacity

The achievement of capacity development of the OEB officers by the SMAPP Project can be summarized as follows:

- (1) The capacity of the EMIS Team in the operation and maintenance of the EMIS and the OEdMap was developed and enhanced, although there were still some challenges remaining due to the introduction of the UIS-EMIS and the high turn-over rate of the OEB officers.
- (2) The capacity of the PRPD members was improved in micro-planning, supervising and motivating the ZEOs and WEOs in preparing the WPEDPs and marketing them.

- (3) The OEB's sense of ownership of the OEdMap and their leadership of the WPEDPs were enhanced through the micro-planning and the marketing fair, which should be enhanced to strengthen the support of the WEOs' activities to make education improvements based on their Plans.

10.6 CONTRIBUTION TO OVERALL GOALS

The overall goal of the SMAPP Project was "Educational improvements in primary education" should be efficiently promoted following the development and approval of WPEDPs in the Oromia Region." As mentioned above, there were constraints in the terminal evaluation, caused by the lack of education data or data not available in order to see the changes before and after the SMAPP Project began..

Table 10-1 shows the GER of the SMAPP pilot zones, non-pilot zones and the Oromia Region from the EMIS 1997 E.C. (2004/05), before-the-project began, and from the 1998 E.C. EMIS (2006/07), ND at middle-of-the-project. The 1998 E.C. EMIS data was the latest data available as of the late June 2007.

Table 10-1: GER of the SMAPP Pilot Zones, Non-Pilot Zones and the Oromia Region (1997 E.C. and 1998 E.C.)

	1997 E.C. (2004/05)			1998 E.C. (2005/06)		
	SMAPP Pilot Zones	Non-pilot Zones	Total of Oromia Region	SMAPP Pilot Zones	Non-pilot Zones	Total of Oromia Region
1. Total GER	87.3%	83.6%	85.4%	89.0%	90.3%	89.6%
2-1 GER of 1 st Cycle	NA	NA	NA	106.3%	115.3%	110.7%
2-2 GER of 2 nd Cycle	NA	NA	NA	65.5%	58.3%	61.8%
3-1 GER of Boys	99.2%	96.7%	97.9%	100.4%	101.4%	100.9%
3-2 GER of Girls	75.1%	70.4%	72.6%	77.6%	78.8%	78.2%

(Source: EMIS Database and the EMIS Team of the OEB)

When looking at the data from the EMIS 1998 E.C. (2005/06), the SMAPP pilot zones had lower GER in the 1st Cycle than the non-pilot zones and the Oromia Regions, while it had higher GERs for the 2nd Cycle than for the non-pilot zones and the Oromia Region.

The GER of the SMAPP pilot zones increased from 1997 E.C. to 1998 E.C., while the ones for the non-pilot zones and the Oromia Region increased. The SMAPP pilot zones had higher GERs for boys and girls and for the total than the non-pilot zones and the Oromia Region in 1997 E.C.; however, it had lower GERs for boys and girls and for the total than the non-pilot zones and the Oromia Region in 1998 E.C.

It was impossible to assess, whether the SMAPP Project contributed to the achievement of the overall goal of the project based on the EMIS data, heretofore mentioned. It was possible to say that there are still a lot of needs for improvement in access to primary education as well as in the timely preparation of the EMIS database and the EMIS abstract in the Oromia Region.

Based on the findings of the terminal evaluation survey, "The Conclusion," including impacts, sustainability and lessons learnt from the SMAPP Project, is provided in Chapter 11 and "The Recommendations" is in Chapter 12 of this report.

PART III:
CONCLUSION AND RECOMMENDATIONS

CHAPTER 11: CONCLUSION

11.1 ACHIEVEMENTS OF THE SMAPP PROJECT

The achievements made by the SMAPP Project are summarized in Table 11-1 based on the findings of the Terminal Evaluation.

Table 11-1: Achievements of the SMAPP Project

Component	Results
General Overview	<ul style="list-style-type: none"> - The expected outputs of the SMAPP Project were achieved as per planned in the Scope of Work signed by OEB and JICA in December 2004, with the four (4)-month extension, except the capacity development in data collection, management and reporting in the enhancement of the EMIS.
EMIS Enhancement	<ul style="list-style-type: none"> - Understanding on the importance of data accuracy and timely data collection and management was deepened at all the levels of the education administration offices. - The OEB's competence on reporting of the EMIS was not improved during the SMAPP Project period, due to external changes caused by the introduction of the UIS-EMIS.
School Mapping (OEdMap)	<ul style="list-style-type: none"> - The expected outputs through developing school mapping were accomplished at the OEB level. - The institutional arrangements to sustain operation and management of the OEdMap were made at all the levels of the OEB, ZEOs and WEOs, with notion that proper personnel and financial resources allocation to the EMIS Team should be continued to be secured.
Micro-Planning	<ul style="list-style-type: none"> - The SMAPP Project accomplished the expected outputs of the WPEDPs preparation at the OEB, ZEO and WEO levels. - A process and methodology of micro-planning exercise to prepare the WPEDPs, with the data and tools of the OEdMap and the EMIS, was developed by the SMAPP Project and practiced by the OEB, ZEO and WEOs. The 117 WPEDPs were produced by the SMAPP pilot WEOs and approved by the respective Woreda Cabinets. - The OEB, ZEOs and the SMAPP pilot WEOs experienced the marketing of the WPEDPs for fund raising at the Marketing Fair.
Capacity Development	<ul style="list-style-type: none"> - The capacity of the WEO, ZEO and OEB officers were well improved in general. - The capacity of the WEO officers was developed in data analysis using the OEdMap package and in preparation of the WPEDPs. - The capacity of the ZEO officers in facilitation and leadership were enhanced. - The OEB officers in operation and updating of the OEdMap and in micro-planning, projection, preparation of the WPEDPs and marketing of the WPEDPs were strengthened. - Yet the capacity of the WEO, ZEO and OEB officers in data collection, management and reporting, which were related to the EMIS, were not effectively enhanced through the SMAPP Project.

11.2 IMPACT OF THE SMAPP PROJECT

The main impacts of the SMAPP Project are outlined as below:

- (1) **Improved understanding of importance of education data:** The OEB, ZEOs and WEOs' understanding of the importance of accuracy of education data and timely data collection and management was deepened through the entire process of school mapping and micro-planning exercises. This motivated the OEB's to take initiatives to provide WEOs with training in proper use and entry of developed school record formats.
- (2) **Introduction of the concept of planning and monitoring with visualized school maps:** The OEdMap school coverage maps were identified as a practical, visual planning tool for the WEOs to formulate distribution strategies and plans of schools and classrooms. Those materials could be also used for monitoring. The OEdMap thematic maps were also recognized as useful planning and monitoring tools for the OEB and ZEOs to use and discuss education quality improvement.
- (3) **Use of the WPEDPs as woreda official document:** The importance of the micro-planning exercises in the decentralized governance was recognized by the OEB, ZEOs and WEOs of the SMAPP pilot area. The WPEDPs were subject to appraisal by each Woreda Cabinet. This official recognition of the WPEDPs as their woreda plans motivated the WEOs to use as key reference materials for fund-raising and implementation of the plan.
- (4) **Enhanced confidence and leadership of the WEOs:** The impact of the WPEDP began to be observed. Each WEO was mandated to prepare annual operation plan without any mid-term development scenario or long-term perspective. The WEOs are confident in presenting their WPEDPs to the government organizations, NGOs, local private investors and other external supporting agencies. Additionally, the WEOs' leadership and initiatives were promoted.
- (5) **Strengthened leadership of the OEB:** The OEB's leadership in education development was strengthened through the activities of the Task Forces, which increased the OEB's self-devoted efforts for 1) expansion of the OEdMap coverage with five additional woredas, 2) organizational arrangements for operation and management of the OEdMap, 3) budgetary arrangements for printing school records and operating and managing the OEdMap, 4) mobilization of a quarterly review meeting to prepare the marketing fair and the terminal evaluation.
- (6) **Enhanced unity of the education administrations in the Oromia Region:** The approaches employed by the SMAPP Project to combine the region, zones and woredas into a unit to work together under the SMAPP Project functioned effectively to strengthen decentralized governance.
- (7) **Increased interest in the analytical tools with GIS:** The OEdMap caught other sectors' interest as well as the MoE, in the use of the GIS in development planning and management in the SMAPP Project.

11.3 ANECDOTES OF THE SMAPP PROJECT IMPACTS

There were several cases, reported by the OEB, ZEOs and WEOs, that the SMAPP products were used expectedly or unexpectedly with their leadership. The followings

are some of the sample anecdotes of the SMAPP Project impacts collected by the SMAPP Project Team before the end of June 2007.

- (1) **Use of the OEdMap at the PRPD of the OEB:** The PRPD of the OEB already used the OEdMap school coverage maps in order to identify needy woredas and kebeles and discuss school construction projects with NGOs.
- (2) **OEB's guidance of the use of the OEdMap and the WPEDPs to the WEOs:** The Director of the OEB officially instructed the WEOs about the use of the OEdMap school coverage map and school information map and the WPEDP for fund raising and monitoring purposes at the Quarterly Review Meeting in April 2007.
- (3) **Exhibition of the WPEDPs at the zone level:** Both of the Arsi and North Shewa zones held "Exhibitions" with their respective WEOs in March 2007 to present their WPEDPs to the stakeholders, including the private sector, and to show the identified kebeles which did not have any schools to the stakeholders.
- (4) **WEOs' use of the WPEDPs for negotiating with NGOs:** Some WEOs already used their WPEDPs for negotiating, with NGOs, for the site selection of their school and classroom construction projects by prioritizing the needy kebeles
- (5) **World Vision's decision to support the Digeluna Tijo Woreda WPEDP:** World Vision decided to provide funds for Digeluna Tijo Woreda to implement some of the prioritized projects in their WPEDP in June 2007.
- (6) **Revitalizing a "NGO-Government-Community Forum":** The OEB planned to revitalize a "NGO-Government-Community Forum," which would be organized by the OEB and the NGOs, as a venue for presenting the WPEDPs for the public consultation.

11.4 SUSTAINABILITY OF THE SMAPP PROJECT OUTPUTS AND IMPACTS

11.4.1 Technical Sustainability

- (1) **Technical competence of the OEB and ZEOs:** The results of the terminal evaluation indicated the competency improvement of the OEB officers in the operation and management of the OEdMap. It is expected that the OEB will develop new forms of the OEdMap products that would help decision making at the OEB and higher organs after the trainings for developing thematic maps described in the chapter 5. Through the assessment made by the SMAPP Project Team, it can be said that the OEB staff reached to the minimum basic technical level to operate and manage the present form of the OEdMap. When we look at the micro-planning exercise in terms of its operationalization, the technical competence of the Task Force members were verified to produce manuals act as resource persons, and control quality of the WPEDP. The facilitation team of the ZEO officers is another promising output to discuss technical sustainability for continuing the micro-planning exercises.
- (2) **Technical competence of the WEOs:** Updating the OEdMap depends on the capability of the WEO officers to conduct the school location survey. The competence was enhanced during the SMAPP Project by collecting nearly 430 data of newly constructed schools and previously un-surveyed schools. The WEO officers need to receive training in GPS each time before the school location survey. Some of the WEOs were reported to use the WPEDP and the OEdMap

products for their own fund-raising campaigns and showed their capability to explore these products. Experience sharing of these kinds among the WEOs shall bring about the systematic use of the WPEDP and the OEdMap for monitoring.

- (3) **Verifying the values of using the OEdMap and the WPEDP:** Usefulness of the school coverage map was verified in formulating physical development plans including construction plans of new primary schools. The school coverage map would be meaningful for improvement of access to primary education; while the school information map would be effective for improvement of the quality and equity. The values of using the WPEDP depend on the scope of the WPEDP. The presently developed 117 WPEDP focused on increasing access to primary education through physical improvements. The scope of the WPEDPs should be extended flexibly to discuss various educational improvement issues of quality, internal efficiency, and/or equity.

11.4.2 Institutional and Organizational Sustainability

- (1) **Designating unit of operation:** The PRPD has been identified and officially designated as a unit that have duties and responsibilities for continuing activities carried out by the SMAPP Project, especially EMIS enhancement and operation and management of the OEdMap. The EMIS Team has rich experiences to conduct the AEC that can be mobilized into operation and management of the OEdMap as their routine work, With regards to the micro-planning, the PRPD has been officially designated for continuing similar exercises of micro-planning. The PRPD's experiences in revising the Oromia ESDP can be mobilized into micro-planning exercises and monitoring the WPEDP. In this regard, the existing mechanisms can be mobilized to improve the sustainability. Mobilization of the organizational experiences into any innovative programmes would contribute to institutional sustainability.
- (2) **Placing the OEdMap and the WPEDP in the governance mechanism:** 117 WPEDPs were officially approved by the respective Woreda Cabinets. This was an essential step to place the WPEDP in the governance mechanism. Practical and continued use of the WPEDP as a key official reference for funding by either internal budget or external support is required. The OEdMap products may also require such official recognition in the governance mechanism, as EMIS data have an official report of annual education statistics abstract. The current discrepancy of the coverage between the EMIS and the OEdMap should be resolved by expanding the coverage of OEdMap.
- (3) **Inter-organizational arrangement:** It was found that basic information of administrative and demographic data, including woreda and kebele boundaries, population, and other demographic data, is not systematically shared by the OEB and BoFED or any other authorities concerned. Updating the WPEDP by using the OEdMap data requires systematic information flow and sharing among the organizations. Inter-organizational arrangement to share these data regularly between the BoFED and OEB will improve the quality and efficiency of the OEB's updating of the WPEDP and the OEdMap.

11.4.3 Financial Sustainability

- (1) **Sustainability on WPEDP:** The education sector is receiving the largest share of the budget at the region level in general, and at the woreda level in particular. This

is consistent with the first priority given to the education sector by both the regional and woreda administrations on public expenditure. Therefore, there should be enough room for WEO to secure the budget by utilizing the WPEDP.

- (2) **Sustainability on OEdMap Operation:** For the preparation of 2000 E.C. (2007/08) budget, the OEB submitted the budget proposal to the BoFED in March 2007. The OEB received an official notice from the BoFED on approved allocation of the OEB budget; the budget amount was reduced in comparison with their proposal. The budget for printing and distribution of school records and for conducting the school location survey was obtained by the PRPD, while the budget for updating of the WPEDPs was not secured yet.

11.5 CONTRIBUTION TO THE OEB/JICA PROGRAMME

The SMAPP Project was undertaken in a complementary relation with its sister project of the ManaBU Project, in order to contribute to the achievement of UPE in the Oromia Region under “The OEB/JICA Programme to Improve Access to the Quality Primary Education in the Oromia Region.”

In order to achieve the goals of the Programme, “to improve access to the quality primary education in the Oromia Region,” the SMAPP Project dealt with the enhancement of the planning capacity at the region and woreda levels, while the ManaBU Project focused on the planning at the woreda and the school levels. Both of the Projects contributed to the enhancement of the WEO capacity, which was the focal point of the education improvement under the decentralization governance, from the different viewpoints.

The SMAPP Project, considering the WEOs as a leader and coordinator dealing with the OEB, ZEOs, Woreda Cabinet, and other stakeholders including NGOs and donors, covered the capacity development in data management of the AEC, planning, and marketing and fund raising for the project implementation. On the other hand, the ManaBU Project, regarding the WEOs as a leader and coordinator dealing with schools and the community members in their woredas, developed their capacity in planning by community participation and in school construction and management by community mobilization.

Additionally, the SMAPP Project outputs were utilized by the preparatory study of the Grant Aid Scheme for Community Empowerment of the Government of Japan. The OEB prepared a long-list of the prioritized requirements of school and classroom construction in the SMAPP pilot woredas based on the WPEDPs. It might have been difficult to prepare such a long-list by reflecting the needs in the woredas without the WPEDPs.

11.6 CONCLUSION

The SMAPP Project, as summarized, has achieved the project purpose and outputs except for the OEB’s capacity development of the EMIS data management and reporting. Insufficient information sharing existed between regions and respective woredas after duty and responsibility for the development of primary education was devolved to the woreda level. This made it difficult for the OEB to supervise whether primary education services have been equally delivered to its population. In addition, due to the lack of the mechanism of accumulating woreda plans in the region, it was also difficult for the OEB to obtain a budget for woredas based on those woreda plans.

Thus, having a clear grasp of the spatial information of present education services and sharing woreda mid-term plans between the OEB and respective woredas were the two of the most important elements in order to breaking this situation. The OEB recognized, through the implementation of the SMAPP Project that micro-planning methods with the OEdMap and participatory approach covered those two elements and helped effectively break the situation. In a broader sense, the OEdMap and participatory approach were the two effective methods to support the decentralization of the education sector. According to the result of terminal evaluation, although there is no statistical evidence of achieving the overall goal, improving access to primary education, at this point, the post-project evaluation is expected to prove the project contribution to the overall goal.

Recommendations of continuity of the SMAPP activities in order to achieve UPE in the Oromia Region would be discussed in the Chapter 12 based on the lessons learnt discussed below.

11.7 LESSONS LEARNT

- (1) **Consistency with the government policies and needs:** It was recognized during the period of the SMAPP Project that capacity development of the WEO officers in data management and planning was urgently necessary and consistent with the Oromia regional needs as well as policy emphasises. The presence of such consistency led the OEB, ZEO and WEO to make strong and self-organized commitment to implement the SMAPP Project.
- (2) **Effectiveness of the output-oriented approach and usefulness of the tangible outputs:** The school records, the OEdMap, and the WPEDP were the highlighted products of the SMAPP Project. These tangible products motivated the OEB, ZEOs and WEOs to make actual use of the products. The results of the sample monitoring on the use of the school records indicated several useful points related to basic data handling of school directors and teachers at the school and the classroom levels.
- (3) **Importance of the understanding of the existing mechanisms:** Before introducing the new mechanisms of the OEdMap and the micro-planning, the existing mechanisms of the OEB's routine work were not well studied by the SMAPP Project Team. If the SMAPP Project Team and the OEB had had considered carefully how and why the new mechanisms needed to be introduced, some problems during the SMAPP Project, such as poor school registration system, inconsistency of school names and IDs, lack of the historical school record keeping, and heavy duties of the education officers, might have been addressed in some ways by the SMAPP Project.
- (4) **Collective leadership:** The two Task Forces formed within the OEB helped the OEB members socialize all the necessary knowledge and skills in participatory manner, which resulted in producing practical products including school records, and various guidelines of the OEdMap and the WPEDPs. The formation of the Task Forces provided a basis for delineating their roles among the Task Force members and in the OEB.
- (5) **Process of learning by doing:** The entire process of implementation of the SMAPP Project was understood as a process of learning by doing. The formation of the Task Forces was arranged for mutual learning. The mutual learning process provided the OEB, ZEOs and WEOs with the opportunities not only to learn and

improve by themselves, but also to formulate and exchange useful lessons and suggestions with each other. These lessons, which were not monitored or collected yet, would be required for making the SMAPP products more practical and useful.

- (6) **Systematic coordination and networking of different projects:** The introduction of the UIS-EMIS caused the delay in data entry and verification process of the EMIS and OEdMap. The SMAPP Project and the UIS-EMIS Project had their own frames of time and objectives, which were not linked with each other. The outputs and reports of these projects were not shared by the relevant departments within the OEB. which might reduce possible synergy effects among them.
- (7) **Multi-level approach to primary education development:** A single woreda could not ensure the equal distribution of education services in the Oromia Region, although primary education development and planning were decentralized at the woreda level. The OEB and the SMAPP Project Team learned the importance of the systematic data sharing between the region and the woredas. One of the tools to minimize the information gap was visualization of the EMIS data into the OEdMap, while another method was the micro-planning exercise to standardize the planning process and contents of the WPEDP.

CHAPTER 12: RECOMMENDATIONS

12.1 TECHNICAL RECOMMENDATIONS

12.1.1 For the Improvement of the EMIS

(1) Improvement of school records for standardization

There was a request to improve the format of the attendance sheet at the monitoring. Continued process to improve school records for standardization is recommended not only for enhancement of data accuracy but only for school management. It is suggested that comments on the school records from the school directors and teachers should be collected by the OEB and the ZEOs for updating the format of the school records. After careful examination by the OEB, the format of school records shall be revised when ESDP is revised. Revision shall be done within the financial capacity of the OEB.

(2) Introduction of school registration system

Consistency among school IDs and school names should be improved. This is one of the fundamental issues for the improvement in data management of the EMIS the OEdMap. In this regard, the school registration system is recommended to be established in standardized forms and procedures under the OEB's directive and supervision. The establishment of school registration system is also related to the improvement of school management. For instance, the OEB should know the number of existing schools with their names and ID's accurately before the OEB distributes the AEC questionnaire. By careful controlling reliable school data, the OEB can control the minimum required number of AEC questionnaires to each WEO. In return, each WEO can properly manage distribution and collection of the AEC questionnaire to and from each school.

(3) Development of a guideline on the AEC

The office routine work should be simplified and shared among the officers concerned. Currently most of all AEC process is managed by only one person. This is a very risky situation in terms of the sustainability in a country like Ethiopia where a very high turn-over rate prevails. One of the solutions is to develop a guideline for the AEC procedures. If the process of the AEC is clearly documented with easy instruction, anybody could follow the process only with the guideline. Moreover, it would contribute to the improvement of data accuracy and management.

(4) Development and dissemination of the AEC check list

Training in the AEC has been conducted to the ZEOs and WEOs by the OEB. However, data accuracy is not improved to the satisfactory level. One of the reasons may be insufficient data checking at the woreda level. To enhance the capacity at the woreda level, the check list which shows the know-how on the AEC questionnaire booklet might be useful. For example, the check list will guide the WEOs to 1) count the number of the AEC questionnaires to be collected with school names; 2) confirm the presence of the mark '✓' to the columns like sex of teacher, either male or female; and 3) check the figures written in a certain columns such as the numbers of students, sections and classrooms.

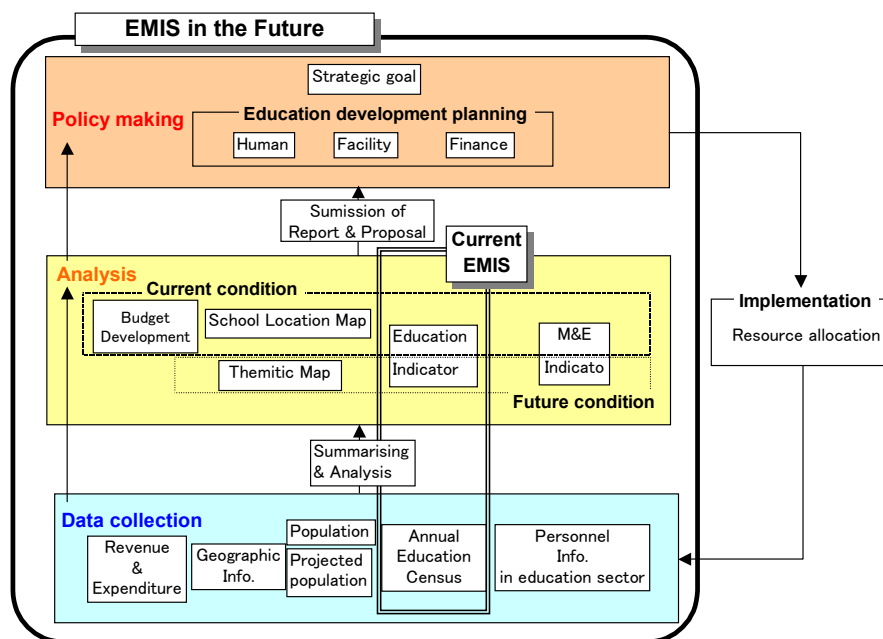
It is also suggested that the check list booklet should contain a case of how to fill in the columns with some common errors, so that the WEO can easily check submitted questionnaires.

(5) Improvement of the office efficiency

The PRPD are heavily loaded by routine works and frequent attendance of a variety of training workshops. In this circumstance, the EMIS Team of the PRPD is, however, requested to take more responsibilities for operation and management of the OEdMap and for the supervision of the continued exercise of the micro-planning and monitoring and advisory service of the WPEDPs. To ensure the sustainability of the operations, it is recommended that the work efficiency should be improved by reducing the work volume or simplifying the work procedures. This shall be done through conducting a series of workshops, where the current practices and performance of the tasks of the PRPD and the EMIS Team are reviewed for their effectiveness and efficiency improvement.

(6) Enhancement of the data analysis and reporting capacity

The capacity development in data analysis and reporting is necessary for better planning of education development as well as monitoring and supervision of the schools. One of the recommendations is to integrate the different data management systems related to education management into the EMIS as shown in the Figure 12-1.



Note: Only primary interactions between different data sets are shown here.

Figure 12-1: Integrated Data Management Systems for Education Management

In consideration on the wider scope of EMIS framework, enhancement of analytical capability of statisticians, planners, monitoring and evaluation experts of the OEB is recommended through the on-the-job trainings.

12.1.2 For Operationalization of the OEdMap

(1) Strengthening of the Institutionalization of the OEdMap

Based on a common recognition of the usefulness of the OEdMap for education data management and planning, it is recommended that the tasks necessary for the operation and management of the OEdMap should be institutionalized as part of the routine work performed by the OEB, ZEO and WEO. At least, the four main activities, which are distinct but interrelated, should be carried out within the routine works: 1) data updating through annual school location survey; 2) training in GPS for the WEOs; 3) utilizing the OEdMap products; and 4) exploring potential uses of the OEdMap products as mentioned in Chapter 5.

(2) Expanding the OEdMap Coverage

Although the OEB is operating the OEdMap developed by the SMAPP Project Team, it seems difficult for the OEB to develop the OEdMap for the rest of 170 woredas in the Oromia Region only with their own available resources. The experiences on development and use of the OEdMap for micro-planning exercises helps the OEB expand the OEdMap coverage by including the rest of 170 woredas. The expansion of the OEdMap is, however, a considerably challenging task. The rest of 170 woredas include areas where pastoralism is pre-dominant pattern of livelihood. Their settlement patterns are not well studied for planning purpose. Due to a lack of planning data, the OEB currently faces difficulties to make distribution plans of schools or classrooms. Besides pastoralist areas, the rest of 170 woredas include areas with similar conditions of the SMAPP pilot area. Hence, expansion of the OEdMap to such areas, although it is challenging, is suggested in order to reach the goals set in the UPE. The expansion of the OEdMap coverage to the entire Oromia Region shall make the OEB possible to include selective thematic maps of all the woredas in annual Education Statistics Annual Report and renewed ESDP in the future.

In the national context, the MoE is under a process of formulating a nation-wide programme to intensify development interventions for the improvement of education quality. One of the highlighted strategies is to strengthen planning and management capacity of all the education administration offices. The MoE already expressed its interests in the Oromia experiences of the SMAPP Project. Some of donor agencies like UNICEF also expressed their concerns in the outputs of the SMAPP Project with their assumptions that preparation of spatial and education data with the mid-term plan shall facilitate a process of promoting their interventions including girl's education programme, school feeding programme, etc.

It is suggested that the OEB should introduce stepwise development for expansion of the OEdMap coverage through the appropriate approaches to the remaining zones, which may be divided into the following two groups: 1) the zones with characteristics of sedentary settlement pattern; and 2) the zones with characteristics of pastoralist settlement pattern

(3) Establishing inter-organization information sharing mechanism

1) Strengthening technical monitoring on the UIS-EMIS modification process

The OEB should take initiative to monitor a process of UIS-EMIS modification that is planned to be made in assistance of UIS through the MoE. This is because

modification of the UIS-EMIS might affect the OEdMap. The EMIS Team shall be responsible for technical consultation with the MoE and UNESCO in order to keep both database systems with good system linkage for fully functioning.

2) Strengthening inter-sector information sharing

The updating of the OEdMap requires not only new survey results of school location but also the latest information of administrative units of zone, special town woreda, and woreda together with their socio-economic data. The BoFED is the responsible organ to update these data periodically.

For effective and efficient updating of the OEdMap data, it is recommended that the OEB, especially EMIS Team of the PRPD, shall consult with the BoFED on regular basis, preferably on quarterly basis, to collect the basic administrative information. It is also suggested that the OEB shall have regular contact with CSA to collect and update demographic information, since CSA conducted the National Census periodically. Data through the National Census should be utilized for updating of the OEdMap.

3) Building multi-sector data linkage

During the SMAPP Project, three sector organizations showed their interests in the products of the OEdMap, which were Oromia Bureau of Health, Oromia Irrigation Development Authority and the BoFED. This is an indication of possibility to build multi-sector information database with GIS. In response to this phenomenon, the OEB in consultation with SMAPP Project Team came up with an idea that multi-stage development approach to GIS based administrative function can be introduced and established in the Oromia Region. Figure 12-2 shows an image on sharing spatial data among relevant institutions. Advanced stage on GIS development shows that data centre, which is called in this report, shall be established in order to manage and distribute data efficiently, while several sector agencies like OEB develop GIS database. This data centre may be able to function to export common spatial data like administrative boundaries, demographic data, socio economic data to different sector agencies and in return to import sector-specific data from each sector agency. Each sector handles specialized data required specifically for sector development.

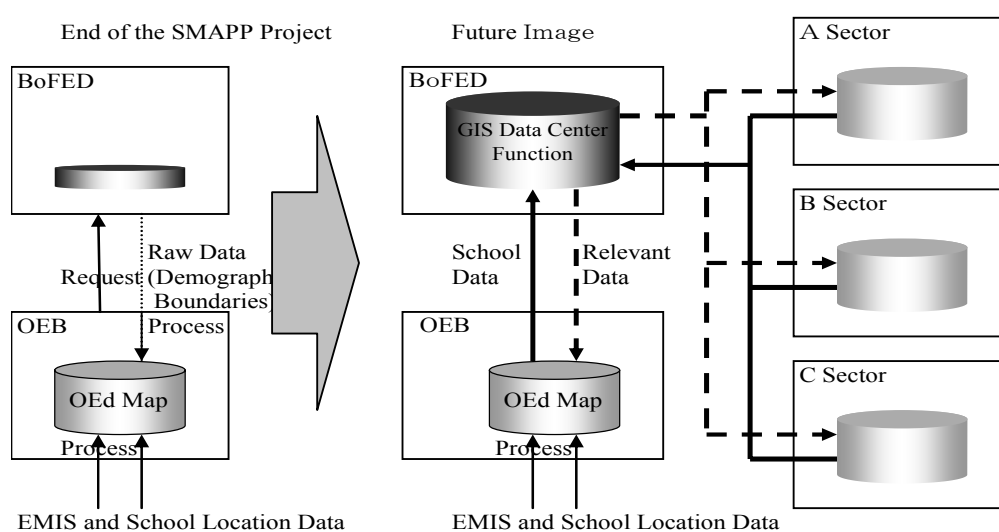


Figure 12-2: Future Image for Multi-sector Data Linkage

12.1.3 For Enhancement of the Micro-Planning

(1) Institutionalization of the micro-planning.

1) Continual use and materialization of the WPEDP

It is recommended that routine work of the OEB, ZEO, and WEO should correspond to the WPEDP. The presentation and use of the WPEDP shall build public awareness on a woreda's official plan and create transparency of its progress. In addition, the WEOs shall use the WPEDPs for technical consultation with various stakeholders including woreda cabinet, local community, private investors, NGOs, donor agencies and the like for materialization of the plan.

2) Placing the WPEDPs in the process of the annual budget and planning cycle

It is important for development administration to place a mid-term development plan with a long-term perspective in the planning and budgeting cycle every year. It is suggested that the WEO shall use the WPEDP as basic and official reference to prepare annual plan and budget for the next fiscal year. This shall result in producing a more technical and sounder annual plan for implementation. This annual plan and budget development exercise should follow the consultative and participatory processes that most WEO enjoyed practising during the micro-planning exercise in the SMAPP Project. The similar consultative process through participatory consensus building should take place within the woreda administrative boundary.

3) Strengthening monitoring and evaluation of the WPEDPs

It is recommended that the monitoring and evaluation of the WPEDP should be strengthened. Proposed activities of the monitoring and evaluation of the WPEDP are presented in Chapter 9. It is also suggested that the OEB shall compile the results from the mid-term evaluation and the terminal evaluation to report to the Oromia Presidential Office and the Cabinet so that the summarized information shall be shared with the MoFED.

4) Continuous capacity development of the woreda education officers

It is recommended that the OEB shall provide the ZEO officers, especially planning and statistics professionals, with technical and professional supports so that they could help the WEO prepare the annual plan and budget to achieve the goals and targets set in the WPEDP.

5) Review of the functions and responsibilities of the PRPD and EMIS Team

Institutionalisation of the micro-planning at the region level will not be possible without the existence of a pro-active planning experts and EMIS Team within the OEB who are technically and organizationally capable. Reviewing the functions and responsibilities of the PRPD is suggested considering the present and future needs of sustaining region-wide micro-planning. Also, necessary training and technical support should be provided in order to enhance the capacity of the PRDP and EMIS Team.

(2) Expand the coverage of the micro-planning to the non- pilot zones.

It is recommended that the OEB should expand the woreda-level micro-planning exercise to cover the remaining 10 zones. This will assure uniformity of planning processes in all the woredas in the region and build up their capacities to promote equitable development of the primary education system across the region. It is

suggested that the OEB shall organize training workshop in using zone facilitators on zone basis.

The expansion of the coverage of the micro-planning needs a strategy for its implementation. Since the OEdMap products are one of critical planning data to conduct micro-planning exercises, it is suggested that the coverage of micro-planning shall follow the same step of the OEdMap Expansion which was described in the Section 12.12.

(3) Deepen the level of the micro-planning by expanding the scope of planning

As explained in the Section 7.3, micro-planning not only at the woreda level but also at the school level is necessary in order to solve the problems occurring within school settings. However, micro-planning at the school level is realistically very difficult since the number of the targets, namely schools, which have to be involved would increase dramatically. The GoE expressed their willingness to support CRCs, centre schools in the areas, in order to improve the quality of education provided. Although it is planned that one woreda education officer will be assigned to reside in every CRC, the OEB's support plan, budget, and regular administrative services are not yet set. It is recommended that activities to improve the quality and quantity of education provided will be undertaken not at the woreda level but at the school level by setting the CRCs as a center of the activities. Below are concerning points while undertaking school-level activities and micro-planning.

1) Conducting rapid assessment on best practices of school management

It is recommended that the OEB should collect and analyze empirical knowledge on best practices of school management in a few schools from selected woredas. It is suggested that the OEB shall have operational idea on how to integrate the findings into micro-planning exercises in order to define government delivery services on school management in an operational term.

2) Identifying needs of capacity development

Accurate data are necessary to improve school management. Those data include school finance, school facility management, etc. as well as data that have been already adopted to the school record developed by the SMAPP Project. The actual information and data related to school management are accumulated by continuously recording the pilot school data. These pieces of information can be used meaningfully when new activities are considered for further school improvement.

3) Preparation of field guideline for the improvement of school management

Based on the findings of the assessment, it is recommended that the OEB shall develop a field guide with examples of best practices for dissemination and use by other schools and communities for initiating local planning and improving implementation and management of these plans. The contents of field guidelines for school data management and planning shall be incorporated into the WPEDP in micro-planning exercises.

12.2 INSTITUTIONAL RECOMMENDATIONS

12.2.1 Continuous Capacity Development in Data Management and Planning

In May 2007, the MoE disclosed a position paper entitled 'Concept Note on Ethiopia

General Education Quality Improvement Programme (GEQIP)' emphasising that the improvement of the education quality that should accompany with increase in access. The paper proposed a package programme in the six core areas: 1) teacher development; 2) curriculum improvement; 3) improvement of management and administration; 4) school improvement; 5) civic and ethical education; and 6) information communication technology (ICT). The improvement of management and administration capacity was recognized as a key factor to achieve the EDSP goals. The paper focused on the importance of the capacity development in sector planning and management, monitoring and evaluation, financial planning and management, information management, and other related managerial areas.

It is recommended that the capacity development in education data management and planning should be strengthened at all the levels of the region, zone and woreda. Since data accuracy heavily depends on the reliability of the data management at the school level, it would be suggested that the scope of capacity development would be deepened into the level of the CRC, which also has function to guide non cluster schools. The CRC would serve as a leading school for improvement in school management and education quality. It is also suggested that the scope of the capacity development shall be widened to discuss the issues related to the improvement of education quality in response to the policy emphasis of ESDP III. The enhanced and coordinated data management system could provide the OEB and WEOs with more useful information base to expand the scope of the WPEDP, so that the WEOs could make more holistic approach to primary education development.

12.2.2 Continuous Use of the Products of the SMAPP Project for Institutionalization

GEQIP's policy line describing that increasing access to educational opportunities has to come in line with improving the quality of education agrees with the basic principal of the SMAPP Project. Therefore, the OEdMap and WPEDP, as mentioned in the Section 12.2 and 12. 13, will play important role in this new policy line if they are used and referred to in the OEB's routine work.

Moreover, the OEdMap and WPEDP are expected to function as a monitoring data in order to make a policy recommendation in the future. Utilizing these data as spatial information for reviewing the Minimum Standard of Services (MSDS) is especially recommended.

12.2.3 Building Institutional Memory at All the Levels

Some recommendations are to be made in order to ease the negative impact of discontinuance of the government services due to the high turn-over rate so that the positive impact of the SMAPP project can be maintained within the OEB. It is recommended that all the offices of education administration, i.e., the OEB, ZEO, and WEO, consciously establish an office work mechanism to maintain and improve office work efficiency and effectiveness through collective working relationship and leadership. Sharing information among officers is the first thing to be strengthened. Duties, detailed tasks to complete a duty, items of activities with work flow and schedule should be clearly known by each officer engaged in data management and planning. Whenever any officer shall participate in any training workshops for education data management and planning, the trained officer should at least make the presentation on the outline of training with lessons learnt to his/her colleagues. Guidelines and manuals used in the trainings shall be kept and used in the office.

Learning-by-doing practice conducted through team work is also suggested to be maintained and strengthened since this is one of the key elements for effectively and efficiently conducting complex tasks of data management and planning. The OEB shall utilize the quarterly review meeting as a venue for planning and monitoring purpose. In a similar way that the SMAPP Training Workshop was conducted, the quarterly review meetings can be organized in sequential processes through which discussions in the previous meeting could produce some outputs to be used for the next quarterly meeting.

12.2.4 Improving Coordination for Development and Planning Network

The OEB should play a leading role to coordinate activities for individual systems of the EMIS and the OEdMap. Annual activities of the EMIS and the OEdMap should be systematically arranged into one work calendar. In this regard, the OEB intends to use the timeframe of the previous AEC procedure from the academic year of 2000 E.C. (2007/08). This OEB's intension shall be strongly supported by the stakeholders.

It is also suggested that the OEB should establish a network in collaboration with the governmental agencies and external supporting agencies to implement the WPEDP. The networking among development partners shall facilitate a participatory process to revise the ESDP with more realistic planning information.

12.2.5 Strengthening Inter-linkage of Multi-levels of Data Management and Planning

To address the education development issues, a multi-level approach is of vital importance to improve the awareness of education improvement at the school, community and household levels. Data collection and maintenance shall start at the school level, while continual attendance of children should be maintained at the class level. Daily attendance should be effectively controlled and daily record should be kept properly. Without management of accurate data at the school level, quality of education data would be in question at the time of planning at the woreda and/or region levels.

It is recommended that the scope of data management and micro-planning shall be deepened into a level where woreda education officer can directly contact with school directors or teachers. The WPEDP may need to expand its scope of planning into the CRC that shall take leading role to improve data management at the school level.

12.2.6 Improvement in Institutional Understanding of the Computer Security

The SMAPP Project made efforts to improve the data management and planning capacity of the OEB by enhancing the EMIS and introducing the OEdMap, which were well accepted, during the SMAPP Project, in the context of the education development in the Oromia Region. It should be noted that the computerized systems, such as the EMIS and the OEdMap, are very convenient, but, at the same time, they require various types of activities for data and computer security to make them function properly. Regular virus check, updating of computer software, proper maintenance of the computer equipment under the unstable electric supply and the dusty room environment are necessary and should be strengthened.

For example, viruses were sometimes found in the files which were transferred from the OEB computers to the SMAPP Project computers. The number of the viruses increased after the introduction of the local area network in the OEB office to operate

the network for the UIS-EMIS. It is recommended that OEB take measures for prevention of the viruses and security updating for the OEB operation system.

Another important issue is about the copyrights of the computer software. The SMAPP Team bought the GIS software from the outside of Ethiopia, because it was difficult to purchase one with authorized copyright in Ethiopia. It should be considered, by the government and donor agencies, the difficulties of purchasing special types of the computer software like GIS with authorized copyright in some of the countries when continuing and conducting the same type of projects.

12.3 GENERAL RECOMMENDATIONS

12.3.1 Information Sharing among the Development Projects

At this moment, as mentioned in the Section 11.6, there is little adjustment of project activities among several projects implemented in the Oromia Region. It seems difficult for the OEB to make an adjustment of project activities in order to have more effective and efficient outputs by discussing with various donor organizations since those donors have different backgrounds and philosophy of assistance. However, it may be possible to, at least, share the information among donors facilitated by the OEB.

In this context, it is suggested that the OEB shall establish a mechanism to share information of different projects regularly and publicly to avoid overlaps. Secondly, it is also suggested that the OEB shall have a collective consultation meeting periodically, so that each project office shall know invaluable outputs from each project implementation. This may lead each project office to complement each other to maximize effects of project outputs.

12.3.2 Integration of the SMAPP and the ManaBU projects

The OEB took challenging initiatives to improve three levels of planning, i.e., regional planning, woreda planning and community planning through implementation of the two JICA-assisted Projects, i.e., the ManaBU and the SMAPP Projects simultaneously. Under decentralized governance, it is well recognized that woreda planning plays a central role. It is suggested that the OEB shall gradually adopt micro-planning exercise to school management planning in accordance with intended policy directives disclosed in the GEQIP.

In this line, it is recommended that all the products of the ManaBU Project shall be integrated, through internal assessment of the OEB, into micro-planning exercises in order to strengthen and enhance primary education and planning system at the regional, Woreda and CRC levels in the Oromia Region.