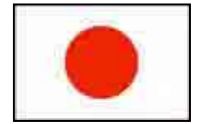


Appendix-10
Newsletters and Brochures



“The Project on Increasing Access to Quality Basic Education in Oromia Region”

Oromia Education and Capacity Building Bureau - OECBB
Japan International Cooperation Agency - JICA SMAPP Project Team



SMAPP NEWSLETTER

1st Issue, September 1st, 2005



Let's work together with ManaBU and SMAPP to increase access to quality basic education in Oromia

- Message from Obbo Dereje Asfaw, Head of Education Division, OECBB -

I am very pleased, as a Head of Education Division of Oromia Education and Capacity Building Bureau (OECBB), to inform you that OECBB started “The Project for Increasing Access to Quality Basic Education through Developing School Mapping and Strengthening Micro-Planning in Oromia Region, Ethiopia (SMAPP)” in collaboration with Japan International Cooperation Agency (JICA) in May 2005.

Our new project, the SMAPP Project, aims to enhance the education improvement capacity at the regional and woreda levels; to increase access to quality basic education in the Oromia region; and to contribute to the achievement of the education-related Millennium Development Goal (MDG) of “universal primary education.”

OECBB has been working with the ManaBU Project (Community-Based Basic Education Project) since 2003, also, in collaboration with JICA.

We are now quite sure that, with these two projects of ManaBU and SMAPP, we will strengthen our existing education administration system to address our challenges and achieve our goal of increase in access to quality basic education in the very near future.

Obbo Dereje Asfaw and Mr. Masanobu Ninomiya



at the signing ceremony of the minutes of meeting for SMAPP Inception Report

Importance of basic education to create a local basis for sustainable Development activities

- Message from Mr. Masanobu Ninomiya, Team Leader of JICA SMAPP Project Team -

On behalf of the JICA SMAPP Project Team, I feel honoured to give a message to our colleagues in Oromia. Based on my experience in Ethiopia for more than 20 years, please let me start with the brief introduction of my involvement in rural development in Ethiopia that dates back to the mid 1980s.

During the difficult period, after the outbreak of the famine in 1984 in Ethiopia, a small scale rural afforestation project was implemented in remote rural communities in Ethiopia. The project was an integral part of rural development to mitigate vulnerability of these communities to repeated drought.

I still remember that some village elders expressed their need on how to publicly convey their local skills and experiences in afforestation to the next generation. The elders felt that illiteracy prevalent in their communities was an obstacle and that illiteracy was a key issue that needed to be tackled at that time.

Ten years after this, I was given another opportunity to work in the area of rural water supply in Ethiopia. A unit called “water committee” was established to guide the villagers to organize themselves for the operation and management of the water supply. Sustainable management by the water committees is essential to maintain water supply to villagers and to ensure cost recovery. During this programme, we encountered villagers who often expressed their views saying as “we are farmers, not office workers.” Only limited number of villagers, who could access to basic education, played a key role to hinder the development process of a local organization in a sustainable manner.

I found it difficult to resist the fact that access to basic education provides a basis for sustainability of innovative local programmes to improve the livelihood of the people.

I believe that the implementation of the SMAPP Project shall address the issue raised by village elders described above by producing a tool for developing local education plans to ensure harmonious interactions among stakeholders.

“The Project on Increasing Access to Quality Basic Education in Oromia Region”

Oromia Education and Capacity Building Bureau - OECBB
Japan International Cooperation Agency - JICA SMAPP Project Team

Six questions to know more about SMAPP

Q1: What is SMAPP?

SMAPP is a sister project of the ManaBU Project and both projects aim to increase access to quality basic education in Oromia Region.

The official name of the SMAPP Project is “The Project on Increasing Access to Quality Basic Education through Developing School Mapping and Strengthening Micro-Planning in Oromia Region, Ethiopia,” which is a new collaborative project conducted by OECBB and the JICA Project Team.

SMAPP is an abbreviation for “School MAPping and micro-Planning,” which means main component of SMAPP.

Q2: What are the major components of SMAPP?

The major components of the SMAPP Project are to:

- (1) enhance EMIS (Education Management Information System) at the regional and woreda level;
- (2) develop a School Mapping System (tool for education planning) with GIS (Geographic Information System); and
- (3) strengthen a micro-planning system and to assist in production of woreda-level education improvement plans.

Q3: When is SMAPP being implemented?

The SMAPP Project is a two-year project. It started in May 2005 and will be over in May 2007.

Q4: Where is SMAPP implemented?

The target zones of SMAPP are 7 zones of Oromia: Arsi, North Shewa, South West Shewa, West Shewa, East Shewa, and West Harerge Zones and Adama Special Zone.

Q5: Who are the key players of SMAPP?

OECBB is the leading agency of SMAPP. Education officers at the regional, zone and woreda levels are the key players and targets of SMAPP.

Q6: How is SMAPP operated?

Obbo Dereje Asfaw is the leader of the counterparts of the JICA SMAPP Project Team. The JICA Team provides technical assistance. SMAPP has a Steering Committee as its decision making unit. Obbo Dereje Asfaw is a chairperson and Obbo Teshome Lemma, Obbo Tasew Bekele and Obbo Lissanu Lejissa from OECBB are the members of the Steering Committee. SMAPP has two task forces for school mapping and for micro-planning to conduct various activities.

Major activities of SMAPP in May-August 2005

SMAPP conducted following activities in May-August 2005:

- (1) Meeting to discuss Inception Report on May 12th;
- (2) Official opening of the SMAPP Office on May 20th;
- (3) First GIS training workshop on June 9th;
- (4) Preparation of Overview Report in June;
- (5) Base map preparation and school location data collection by GPS for developing school mapping from June;
- (6) ManaBU-SMAPP Joint Steering Committee on June 28th; and
- (7) SMAPP Counterparts’ visit to the JICA-assisted Education Project in Malawi, NIPDEP (National Implementation Program for District Education Plans) from August 4th to 12th.



First GIS training workshop with the SMAPP counterparts



SMAPP Counterparts’ visit to Malawi NIPDEP

What comes next?

SMAPP will conduct following activities in September 2005 and your cooperation will be highly appreciated:

- (1) First EMIS and school mapping training in Adama Ras Hotel, Adama: 1st batch – September 14th and 15th and 2nd batch – September 20th and 21st;
- (2) Data collection for school mapping; and
- (3) Preparation of Progress Report 1.

For more information and inquiries, please contact address and/or e-mail below;

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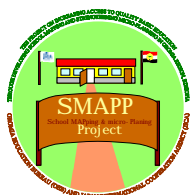
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"The Project on Increasing Access to Quality Basic Education in Oromia Region"

Oromia Education Bureau - OEB

Japan International Cooperation Agency - JICA SMAPP Project Team



SMAPP NEWSLETTER

2nd Issue, October 30th, 2005



Major Activities in September and October

SMAPP conducted several activities from August to October to contribute to the achievement of increasing access to quality basic education in Oromia region.

Base map preparation: Base map for GIS school mapping database is being finalized.

School location survey: 1,381 schools have been visited to collect school location data by using a GPS receiver as of late October 2005.

EMIS/Micro-planning Training Workshop: The two batches of the EMIS/micro-planning workshop were held to introduce SMAPP project and to understand importance of national education census and EMIS.

Malawi Study Tour: The SMAPP counterpart members visited Malawi to exchange experience and information with the JICA-assisted National Implementation Program for District Education Plans (NIPDEP) from 4th to 14th of August 2005.

Map Preparation and Data Collection for School mapping

SMAPP has prepared base maps for school mapping, which are to be used as a tool for developing education plan at the woreda level. School mapping needs various types of data, such as school location, demographic data, and educational data, which will be included in the school mapping database. SMAPP Team has made time-consuming efforts to get accurate data and to adjust data, since they found a lot of data were out-of-dated or not accurate. For example, some administrative boundaries have contradictions between neighbouring woreda and/or kebeles. However, the Team has been trying to address these difficulties by conducting complementary questionnaire survey with woreda officers to get latest data.

SMAPP Team and OEB formulated a Task Force to prepare and to make optimum use of the school mapping database. The Task Force has regular meeting to report progress and problems. The Task Force has functioned effectively to share information and experience and to discuss and find best solutions. The Task Force members are expected to be the main staff at the operation stage of the OEB school mapping.



Woreda Administrative boundaries

1st GIS and School Mapping Training

On 9th of June, 10 staff members from OEB participated in the SMAPP training course of school mapping including demonstration and basic exercises using GIS software.

The training included lectures and discussions on how to use school mapping for micro-planning, with introducing other countries' experiences and the concept of GIS. The OEB Task Force members were most interested in GIS software exercise using a sample woreda case. They have already shown technical potentials and a sense of strong ownership to operate the SMAPP Project. All participants were eager to have a next workshop for further steps, and the SMAPP will have the next workshop.



GIS Software Exercises.

GPS Data Collection at the School Level

SMAPP Team started school location survey with the Ethiopian local consulting firm from the middle of August. The survey team formulated 11-13 groups to cover all target schools: about 3,000 schools in 7 zones. They bring GPS (Global Positioning System) receivers and survey sheets to each target school with woreda education officers. At the schools they collect location data from the satellites by using GPS receiver with 15m accuracy and conduct training of GPS to WEO.

Although the survey teams sometimes find a school is not accessible by a 4WD vehicle, they do their best to reach on foot or by riding a donkey. The survey will be completed by the end of November, 2005.



Muddy road conditions

School location survey by GPS

"The Project on Increasing Access to Quality Basic Education in Oromia Region"

Oromia Education Bureau - OEB

Japan International Cooperation Agency - JICA SMAPP Project Team

SMAPP Counterpart Visit to NIPDEP in Malawi

Four counterpart members of SMAPP visited Malawi from August 4, to exchange information and to learn from NIPDEP which has experience of school mapping and micro-planning. The four members, Obbo Dereje Asfaw, Obbo Teshome Lemma, Obbo Lessanu Lejissa, and Obbo Tasew Bekele, visited the NIPDEP pilot project sites planned by micro-planning, to see how each project, such as classroom block construction, fish pond, and gender awareness campaign, has been conducted under the community participatory approach. The NIPDEP Marketing Fair showed them know-how of offering their own District Education Plan to donors. At the end of the visit, the Ethiopian and Malawian officers discuss and agreed on the future collaboration in achieving a common goal, universal basic education, which is one of MDGs, at the views-exchange workshop on August 10.



NIPDEP school income generation pilot project

Greeting between Malawi and Ethiopian Counterpart

1st SMAPP EMIS/Micro-Planning Training Workshop

The 1st training for education officers from woredas and zones took place on September 14-15 and September 20-21, 2005, at Adama Ras Hotel. The two days workshops covered 1) introduction of the SMAPP; 2) presentation on "why is EMIS important?"; 3) improving accuracy of data collection (terminology of data, school records settlement, and community roles in information system); 4) data collection schedule; and 5) roles and responsibilities of OEB, ZEO, and WEO. All sessions were facilitated by OEB (EMIS Panel and Planning Team) and the SMAPP members. The participants from 92 woredas including 7 zones participated actively in both lectures and group discussions. The participants also participated in an exercise to learn how to use a GPS receiver for the school location survey. Most of the participants rated the 1st training as "very good" and noted that it should be followed up by the training in advanced education data management course and planning.



Group work assisted by OEB

Participants from WEO

- Message from OEB - Obbo Lesanu "Introduction of EMIS"

The Education Management Information System (EMIS) is a sub system of an education system which mission is to collect, store, process, analyze and disseminate educational information for the purpose of planning the future, decision making, monitoring and evaluating the education system. It also generates information for sector research and thematic studies.

Within the framework of educational planning the information generated by EMIS is particularly useful for the establishment of the school mapping, which in turn will help in the collection and production of information. As a result of this, SMAPP project is formulated.

In Oromia Regional Education Bureau, EMIS has organizational structure at four levels.

First is at the level of educational establishment or schools at which the largest part of basic information to be fit into EMIS is gathered. The second level above the school is woredas which supervise schools. It is the first level of data collection and verification of data for use. The third level, the zonal one is the intermediate level having the function of data entry into the data base, verifying information before their transmission to the regional level. The fourth level is region where primary mission of EMIS to design appropriate tools for the information system, questionnaires etc. Data processing, analyzing & synthesizing take place at this regional level.

One of the major problems is that it takes too much time for verification of data at regional level because of insufficient understanding on basic terminologies of the questionnaires, which is expected to be addressed by the efforts of OEB and SMAPP.



Obbo Lesanu from EMIS Panel in OEB

What comes next?

SMAPP will conduct following activities from October 2005 and your cooperation will be highly appreciated:

- The training of trainers and discussion with OEB for basic operation and maintenance training of school-mapping (October 2005/February 2006)
- Introductory micro-planning workshop will be held in February 20-25, 2006 (tentative schedule) in Addis Ababa.

For more information and inquiries, please contact address and/or e-mail below;

SMAPP Project Office in OEB

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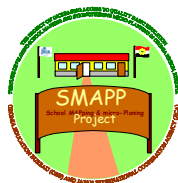
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“The Project on Increasing Access to Quality Basic Education in Oromia Region”

Oromia Education Bureau (OEB), Oromia Regional State, Ethiopia
Japan International Cooperation Agency - JICA SMAPP Project Team



SMAPP NEWSLETTER

3rd Issue, March 13th, 2006



1st year activities of SMAPP completed!

The SMAPP Project team members are very pleased to inform you that we completed the activities of the 1st project year (May 2005 – March 2006).

Since May 2005, when the SMAPP Project officially started, the OEB task forces and the SMAPP Project Team members have worked together to conduct various activities related to the five components: i) preparation of Overview Report; ii) enhancement of EMIS (education management information system); iii) development of the school mapping database; iv) strengthening of micro-planning; and v) capacity development of the education officers at the regional, zonal and woreda levels.

The major outputs during the 1st project year included:

- (1) development of the 1st version of OEd Map (school mapping database with GIS);
- (2) implementation of 1st and 2nd training workshops to enhance annual school census and EMIS and to introduce school mapping and micro-planning; and
- (3) production of school records to distribute to all of the primary schools in the pilot zones.

The progress and the achievements of the 1st project year were reported in the Interim Report, prepared by the SMAPP Project Team and submitted to the OEB Steering Committee in March 2006.

The SMAPP Project team will continue to work with the OEB task forces to develop the capacity of the education officers in data management, planning and monitoring to achieve the Universal Education Goal (UPE). The SMAPP Project team plans to conduct the following activities after April 2006:

- (1) 3rd training workshop with the woreda education officers in May and June 2006;
- (2) On the job training in strengthening of updating, operation and maintenance of the OEdMap from May to December 2006;
- (3) Main training workshop to produce woreda education development plans; and
- (4) Conducting of a marketing fair of the woreda education development plans.

We really appreciate your continuous understanding and cooperation for our future activities to achieve the goals of the SMAPP Project.

Photo: First Meeting between OEB and SMAPP Team to discuss Inception Report in May 2005



School mapping: OEdMap developed

SMAPP, the OEB task force and an Ethiopian consulting firm, in collaboration with zone and woreda education officers and all of the schools of the 7 SMAPP pilot zones, developed the 1st version of the school mapping database with geographical information system (GIS).

The school mapping database was named “OEd Map,” which is the abbreviation of the Oromia Education Map. At the same time, “Oed” reminds the Japanese of the previous name of Tokyo, which was called “Edo” until around 150 years ago. The name of “OEd Map” was intended to represent the two cultures of Oromia and Tokyo.

These maps show the school locations and some of the key education and socio-economic indicators. They are to be utilized as a tool for developing a woreda education development plan during the next micro-planning workshop exercise of the SMAPP Project.



Photo: Illustration based on Japanese traditional pictures on the cover page of OEd Map Report

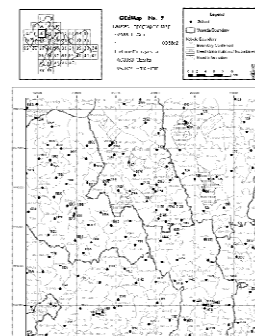


Figure: a sample page of a woreda school map from the OEd Map report

EMIS: School records prepared for primary schools

SMAPP and OEB EMIS/school mapping task force conducted training workshops on EMIS data management for woreda education officers, based on their review of the present EMIS. The training was focused on importance of EMIS, definition of terminology and indicators, education census forms and school records and school data management.

The output of EMIS enhancement was negatively affected by the newly introduced UNESCO annual education census questionnaire and database; the 1998 E.C. annual education census has not been started as of March 2006.

SMAPP and the task force, also, discussed the formats of possible school records to facilitate the accurate data collection from the schools. They developed a school record forms for all of the primary schools of the SMAPP pilot zones and will deliver the forms to the schools after the orientation training to the woreda education officers in May/June 2006.

“The Project on Increasing Access to Quality Basic Education in Oromia Region”

Oromia Education Bureau (OEB), Oromia Regional State, Ethiopia
Japan International Cooperation Agency - JICA SMAPP Project Team

Micro-planning: 2nd SMAPP training workshop for EMIS and micro-planning conducted

Micro planning is a methodology that addresses local level development planning based on local situation, local needs and resources within the frame of national/regional policies and strategies. Education is one of the development sectors mostly expanded down to the local level in Oromia Region. To make the regional education system efficient, development of education plans at micro level (woreda level) is paramount. SMAPP, in collaboration with OEB, conducted the 2nd training workshop: three rounds of two-day training course on micro-planning from February 20 to 26, 2006. Totally, around 135 trainees were participated from 115 woreda education offices and town administrative education offices in the 7 pilot zones, in which SMAPP is functioning. In addition 6 facilitators from zones participated in facilitating group work. The main purpose of this workshop was to aware participants how to develop five-year education plan of their respective woreda/administrative town. They were familiarized with education policies and strategies developed by OEB in 15 years perspective plan to achieve UPE and how to communicate it to their woreda education development plan. The participants exercised projecting targets, inputs and costs supported by facilitators and consultants.

Finally the participants were informed that they would go through the draft training document after return to their woreda and should conduct discussion with woreda councils and different stake holders and come with comments and suggestion for the next 3rd training workshop.

Generally in this workshop the participants reviewed important skills in developing woreda education plan in order to improve their Education system and exchange experience through discussion and group work.

What comes next?

SMAPP will conduct following activities after April 2006:

- 3rd training workshop for woreda education officers for EMIS & micro-planning will be held in May/June 2006.
- School record forms will be distributed to all of the primary schools for grade1 in Oromia Region in June/July 2006
- Training in updating, operation and maintenance of OED Map will be carried out from May to December 2006.

SMAPP members greatly appreciate your understanding and support to our project. We are very happy to work with you and to contribute to the achievement of UPE in collaboration with OEB. We expect your active participation in our next step, also.



Message from ManaBU Project: OEB/JICA Project in Basic Education in Oromia

ManaBU schools opened

As of today, there are more than two thousand children learning at five ManaBU Schools in Arsi and West Hararge Zones. Most villages, where the ManaBU Schools were established, are very remote and isolated from various social services. Most ManaBU Schools, therefore, are the first schools in the villages and are regarded as a very positive change.

For example, Obbo Aman, an elder in Magacha *Kebele*, Arsi Zone expressed in a community meeting that having a school in his village is like “finding a light in darkness”. And a teen-age girl in the same meeting said “we girls and our mothers did not have any choices except getting married, but now we have more options, education, and we choose learning and the mothers let their daughters learn.”

“Working in partnership”, one of the most important ManaBU’s principles, also contributed to developing sense of ownership among *woreda* education officials and rural communities. Obbo Aman blessed WEO, ManaBU Project Team, and community leaders for “OUR school”, but not Japan’s or foreign.

ManaBU Project is now supporting woreda education offices in nine *woreda* in Arsi, West Hararge and North Shoa zones, and preparation of thirteen new ManaBU Schools is underway, which are expected to be open for the next academic year.

ManaBU Project, or Community-based Basic Education Improvement Project, a joint project of JICA and OEB, has been in operation since November 2003, aiming at contributing to better access to basic education by developing a model of planning, construction and management of community-based schools. ManaBU was named after an Oromo expression *Mana Barnoota Ummataa*, community school, and a Japanese word “learning”.



Photo: a ManaBU school



Photo: Classroom activities of ManaBU school

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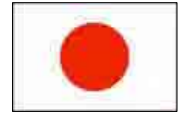
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“The Project on Increasing Access to Quality Basic Education in Oromia Region”

Oromia Education Bureau - OEB

Japan International Cooperation Agency - JICA SMAPP Project Team



SMAPP NEWSLETTER

Special Issue, March 15th, 2006



Malawi NIPDEP Visit from Ethiopia (Oromia)

Four officers from the Federal Democratic Republic of Ethiopia, counterparts to JICA SMAPP Project visited Malawi as a counterpart visit, supported by JICA. Mr. Dereje Asfaw, Head of Education Bureau, Mr. Teshome Lemma, Head of Planning and Resource Mobilization Department, Mr. Lessanu Lejissa, Head of EMIS Team and Mr. Tasew Bekele, Head of Planning and Project Study Team visited Ministry of Education of Malawi, Machinga and Mchinji NIPDEP Pilot Districts, and the NIPDEP Project.

The study tour to Malawi was undertaken for the period from 4 to 12 August 2005 with three main objectives of (1) To understand NIPDEP objectives, strategies, and activities;



and to make comparative study to discuss the similarities and differences between NIPDEP and SMAPP; (2) To exchange views with NIPDEP Team, local educational officers, local consultants, and school managers in order to further search for ideal ways of project planning, implementation, and monitoring and evaluation; and, (3) To have a forum to discuss with the central and local government of Malawi concerning issues, constraints and solving mechanisms on implementation process and administration of decentralization policy for understanding roles of schools and other education institutions.



The officers visited selected primary and secondary schools both in Machinga and Mchinji districts. Here, they visited newly constructed classrooms, pit latrines, teachers' houses, water points, and income generation schemes like fishpond site and chicken production.

Besides, they made thorough discussions with school principals, teachers, community representatives and students on matters of school management, community participation, and the role of students in the management of income generation schemes. Another areas of discussion were issues related to decentralization education system, the involvement of stakeholders in school affairs, teachers' in-service training and their qualification, community contribution, district education planning (DEP) and the role of the Ministry and schools in the development of DEP.



In Lilongwe (Capital of Malawi), Malawi-Ethiopia views and experience exchange workshop in basic education was conducted on October 10, 2005 by NIPDEP Study Team. Mr Dereje briefly explained about SMAPP Project and the role of Regional Education Bureau in its management and implementation. Furthermore, the history of Ethiopian education was presented in brief by Mr. Teshome.



Discussions were made between two countries on issues of decentralization policy, achievements and challenges during its implementation. Differences and similarities were clearly identified in this regard. On the other hand, the SMAPP Project counterparts were highly impressed by cooperation and generous hospitality of Ministry of Education of Malawi, Machinga and Mchinji Districts Education Managers, school principals and others and the NIPDEP Team for making their visit not only meaningful but interesting through providing experience, knowledge and appropriate information on NIPDEP and other related issues.

Finally, they strongly underlined that the visit made to NIPDEP was successful and the experiences gained would be helpful to utilize in implementing SMAPP Project and further in improving education system in Ethiopia (Oromia).

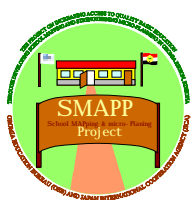




"The Project on Increasing Access to Quality Basic Education in Oromia Region"

Oromia Education Bureau - OEB

Japan International Cooperation Agency - JICA SMAPP Project Team



SMAPP NEWSLETTER

4th Issue, August 20th, 2006



Outline of 2nd Year SMAPP Project

The SMAPP Project members are pleased to inform you that we lunched our 2nd year activities (May 2006 – Mach, 2007). This year activities are to develop and deepen the 1st year activities. Following is the 1st year outputs:

- (1) the 1st draft of OEdMap (school mapping database with GIS) developed;
- (2) the 1st and 2nd training workshops, to enhance annual school census and EMIS, and to introduce school mapping and micro-planning, held; and
- (3) school records to distribute to all of the primary schools in Oromia Region produced.

This year, the SMAPP Project team will strengthen partnership with the OEB counterpart and the taskforces, and to implement the activities below:

- (1) 3rd SMAPP workshop for preparation of micro-planning in May and June 2006;
- (2) on-the job training in strengthening data update, operation and maintenance of the OEdMap from May to December 2006;
- (3) series of main micro-planning workshops to produce 117 Woreda Primary Education Development Plans in October and November 2006;
- (4) preparation of Progress Reports II and III in November 2006 and February 2007, respectively;
- (5) preparation of Marketing Fair to promote Woreda Primary Education Development Plans; and
- (6) final evaluation of the SMAPP Project outputs and impacts.

The SMAPP Project Team greatly appreciates your cooperation to achieve the Project's goal:

'Enhancement of a sustainable education development system at regional and woreda levels'.

SMAPP 3rd Workshop Held in Addis Ababa

The SMAPP Project conducted 3rd training workshop to prepare the micro planning on 29 – 30 May 2006 as 1st batch, 31 May – 1 June as 2nd batch, and 2-3 June as 3rd batch at Global Hotel, Addis Ababa. The two-day workshops covered (1) review of the projections of key educational indicators, (2) how to use school mapping for education plan, (3) development of woreda mission statement, (4) how to use school records, (5) outline of the Woreda Primary Education Development Plan, (6) review of situation analysis and gap analysis, and (7) data preparation for the main micro-planning workshop in October and November 2006. 318 participants from 114 woreda and 8 zones actively participated in lecture, discussion and exercise using computers for projection. Average continuity ratio of the SMAPP workshop participation increased from 25 %

between 1st and 2nd workshops from 67 % between 2nd and 3rd workshops. This improvement was made by efforts of the taskforce led by Obbo Teshome, who explained, in the 3rd workshop, how continuous participation on the workshops helped capacity building at each office. Furthermore, Obbo Dereje requested to ZEO officers at the 4th Steering Committee, to actively and continuously participate in main micro-planning workshop in October and November 2006.



Participants from WEO and ZEO Exercise of data analyses

Motorbike Handover Ceremony

JICA Ethiopia Office handed over 78 motorbikes to the OEB on June 9th 2006. To ensure the proper use of the motorbikes, the woredas were entered into the agreement with the OEB on the operation and management of the motorbikes. These motorbikes were distributed to woredas based on the OEB criteria, as follows (as of August 20th).

Zone	No. of Eligible Woredas	No. of Woredas received
East Arsi	19	13
West Arsi	6	0
East Shewa	8	8
West Shewa	16	10
North Shewa	12	12
South West Shewa	10	11
West Hararge	7	5
Total	78	59

These 78 motorbikes were donated to be used mainly in the two of the SMAPP activities, which are; (1) to operate school location survey for this year; and (2) to monitor the progress of the review of Woreda Primary Education Development Plan. The remaining 19 woredas are requested to collect motorbikes.



Above: Handover ceremony

Right: Mr Saito, resident representative of JICA Ethiopia office and Mr. Dereje, head of OEB at the ceremony

"The Project on Increasing Access to Quality Basic Education in Oromia Region"

Oromia Education Bureau - OEB

Japan International Cooperation Agency - JICA SMAPP Project Team

School mapping GIS User Manual completed

The SMAPP Project developed a set of four GIS user manuals which consist of all the essential topics to enhance skills on operation of ArcGIS software for capturing, editing, analysing, and preparing maps. The manual also explains operation and maintenance issues of the project and how to use GPS device for collecting school location data.



1. Arc GIS: an introductory GIS and school mapping course for OEB
2. ArcGIS: an intermediate GIS utilisation and school mapping course for OEB
3. ArcGIS: OEdMap operation, management and updating manual
4. GPS: using a Global Positioning System for school mapping

With this manual, the SMAPP Project started preparation of technology and knowledge transfer of OEdMap operation and maintenance through on-the-job training to the OEB. The SMAPP Project Team strongly believes this training is crucial and keen to build the capacity in the OEB. Cooperation in the OEB is strongly required for smooth implementation of the training.

The Project and the OEB have been working on preparation of the maps for each woreda, which are the basic data for micro-planning and applicable for the main micro-planning workshop.

Linkage with other sectors

The SMAPP Project has channels to other organisations and sectors to share the knowledge of GIS operation skill and project data management. Oromia Irrigation Development Authority (OIDA) and the SMAPP Project had a one-day training at SMAPP office. Eight Irrigation experts participated in the introductory course of ArcGIS, application of GIS in irrigation sector, and GIS based project experience in other countries. They also presented the background and objectives of GIS operation, the role of GIS, and the stakeholders and operations in irrigation projects at the end of the training. The training closed after OIDA project and SMAPP project shared common understanding for further partnership.

SMAPP members greatly appreciate your understanding and support to our project.

Main micro-planning Workshop will be held at Adama Teacher Training College. SMAPP members expect all of your participation!!



ESDP seventh Annual Review Meeting (MoE, May, 2006) refers SMAPP Project as 'JICA in Oromia is doing a big task – school mapping and micro-planning'. There is encouragement to meet country development needs through SMAPP Project implementation and strong leadership with the OEB and linkage with other sectors.



GIS Training on partnership with OIDA and OEB

4th Steering Committee held

The SMAPP Project held 4th meeting of the Steering Committee to report work progress on June 13th, 2006. In this steering committee, the report on the progress of the project implementation, achievements and issues indicated in the Interim Report were accepted in principle. Following points were confirmed by JICA Ethiopia office, OEB and SMAPP Project.

- (1) General objectives of the 1st year were achieved.
- (2) OEB strongly recommended to implement Marketing Fair, based on the experience of Malawi Study Tour, in 2005.
- (3) Obbo Dereje requested ZEO officers to continuously participate in SMAPP workshops for effective and sustainable capacity building

What comes next?

SMAPP Project will conduct the following activities from July to December, 2006.

- On-the-job training for the use of OEdMap will be conducted to OEB
- Main micro-planning workshop will be held in October and November.
- School records will be soon distributed to schools through ZEO and WEO before school new term starts.
- Preparation of Marketing Fair will be launched.



Minutes of Meeting exchanged

Obbo Dereje, head of OEB and Ms. Yokozeki, leader of Advisory Study Team for SMAPP from JICA made an agreement on several matters relevant to the implementation of SMAPP project, on 18 August

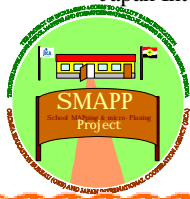
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“The Project on Increasing Access to Quality Basic Education in Oromia Region”

Oromia Education Bureau - OEB

Japan International Cooperation Agency - JICA SMAPP Project Team



SMAPP NEWSLETTER

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4th SMAPP Training Workshop in Micro-Planning conducted

4th SMAPP Training Workshop conducted

The SMAPP team conducted the 4th training workshop in October and November, 2006. This was the final and most important of the four SMAPP workshops held over the past two years to formulate Woreda Primary Education Development Plans (WPEDP). The 4th workshop was conducted at Adama Teachers Training College in four separate sessions: (1) 9-14 Oct.; (2) 23-28 Oct.; (3) 6-11 Nov.; and (4) 20-25 Nov. 2006.



Scene from 4th workshop

Bearing Witnesses

Micro-planning is a methodology to address local development considering local situations and needs and utilizing local resources within the framework of national policies and strategies. In Ethiopia, the decentralization process has been taking place to address local development issues close to the community. The education sector, especially primary education, has been decentralized to woreda level for planning, management, and implementation of primary education development and management. In this context, the methodology of micro-planning was applied to the selected 117 Woreda Education offices (WEOs) in Oromia so that each WEO could equip itself with a WPEDP. The actual application of methodology was the first witness through the 4th SMAPP training workshop.

The second witness was the strong commitment of the OEB, ZEO, WEOs, Woreda Office of Finance and Economic Development, and the Woreda Administration Office that resulted in the full participation of the Woreda offices in the training workshop as well as the formulation of 117 draft WPEDPs. It should be noted that the administrators showed interest in providing political support for the implementation of the WPEDP.

The participants from the ZEO, who facilitated WPEDP formulation with the woreda planning teams, displayed great technical competence and willingness. In addition, it was great support that they reviewed and made comments on all the WPEDP. The fourth witness, but not least, was the presence of the OEB who encouraged all the participants from the zones and the woredas.



Appreciation from Mr. Dereje, Head of OEB

They not only gave presentations and facilitated the workshop, but also prepared and translated the micro-planning manual that was distributed to the WEOs. Bearing those witnesses, the efforts of all the participants to formulate WPEDP shall lead OEB, selected ZEOs and WEOs to further steps towards improved access of better primary education in the near future. (Masanobu Ninomiya, Team Leader)

Contents of the draft WPEDP

- (1) Vision and mission
- (2) Development context
- (3) Brief overview
- (4) Situation analysis
- (5) Goals and targets
- (6) Enrolment projections for 15 yrs
- (7) Estimation of demand
- (8) Estimation of the cost
- (9) Distribution strategy for 4 yrs
- (10) Overall strategies
- (11) Cost of 4-yr plan
- (12) Monitoring plan
- (13) Implementation modalities
- (14) Conclusion

Facilitation by OEB-ZEOs

A significant factor was that all 117 project target woredas and 600 officers in total participated and produced the WPEDP. Furthermore, 16 officers in total from 13 ZEOs played their own role as a facilitator throughout the 4th training workshop. ZEO officers from outside the target zones of the SMAPP Project also participated in the four sessions. These outside zones included Bale, Jimma and Guji. The following are some comments made by the facilitators.



Facilitator guides WEO

We have realised that achieving primary education for all by 2015 was difficult, but the SMAPP Project played a great role towards the achievement in Oromia region. In this workshop, we facilitators learned the importance of use of maps for planning with education data, developing the plan at a local level, and the view from macro and micro level.

The experience of being a facilitator gave me the capacity to develop a micro-plan. This capacity can be applied even to other sectors, and I'm willing to try to help other sectors to develop the micro-plan.

Products of OEdMap helped

The fourth day of the workshop was scheduled to utilize all the output of OEdMap (school mapping database with GIS). This day was one of the highlighted occasions where school mapping and micro-planning met together. Three different types of maps with data were provided; 1) Woreda school map (A0 size); 2) School coverage map (A4 size); 3) Information Map (A4 size), and 4)



Discussion on map



School distribution map

School information matrix. The participants discussed how school and classroom construction could be strategically planned and implemented. As a result, discussions produced candidate locations for schools and developed a time-frame and types of school development (new school construction, upgrading from 1st cycle to complete, and expansion of classrooms), and these products formulated the school and classroom distribution plan.

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ManaBU Project in SMAPP Training Workshop

The ManaBU Project, the sister project of SMAPP, was introduced during the 4th training workshop. Obbo Gezu from OEB presented an outline of the ManaBU project, and woreda education officers from ManaBU target woredas presented community based school guidelines. A series of photos was presented to show the process of how the community school-based school was planned and constructed by the community. Each participant received; 1) Guideline Part I. Planning Community-Based Schools; 2) Guideline Part II. Constructing Community-Base Schools; 3) Brochure of the project; and 4) ManaBU quarterly newsletter.

Progress of GIS training

Sustainability is a highlighted issue in the SMAPP Project. To attain sustainable operation and management of OEdMap by OEB, training is being conducted in four fields using GIS manuals developed by the SMAPP Project.

One OEB expert was officially assigned to the OEdMap system. He is now undergoing on-the-job training (OJT) and is developing the necessary technical skills by conducting actual tasks to operate the OEdMap system.

Other planning and EMIS experts who attended the successive trainings started to apply what they learned into their daily activities. One of the main applications is visualization of school distribution based on various parameters at the woreda and zone level of the SMAPP Project target areas.

GPS Training on Progress



GPS training

Updating OEdMap requires new school information from statistics and new school location data. The former can be collected from school censuses, while the latter through a school location survey by GPS.

Officers from OEB conducted

GPS training for officers of WEOs with the technical assistance of the SMAPP team. The training was scheduled as an integral part of the 4th SMAPP training workshop. Two officers, the woreda planning expert and statistician, attended the GPS training in the workshop.

The SMAPP GIS team provided comprehensive manual and quick start guideline in Afan Oromo. After classroom lectures, the participants practiced using GPS in the field. The SMAPP team appreciated the high interest in the training shown by the participants.

SMAPP members really appreciate all the participants from WEO, WoFED, WAO, and ZEO. We all expect to see you at Marketing Fair around May-June, 2007!!



School location Survey

After the GPS training, the OEB and the SMAPP Project lent GPS units to the WEO to conduct a school location survey of new schools and schools not surveyed. Consequently, 193 schools were surveyed by the WEOs and 97 woredas submitted survey data by the 20th November. Almost all the survey data were quickly assessed and verified to be correct. It is believed this OJT in GPS operation and management produced tangible results.

Preparation for Marketing Fair

The marketing fair is scheduled to be held around May-June, 2007 to provide WEOs with an opportunity to present their WPEDPs to other government agencies, private investors, and the donor community to help materialize their plans.

In relation to the planned marketing fair, the JICA Ethiopia office conducted a seminar titled ‘Presentation session on JICA’s activity in Education Sector’ on the 27th November. This seminar focused on 1) an overall picture of JICA’s assistance in the education sector in Ethiopia, 2) an introduction to the ManaBU Project, and 3) an introduction to SMAPP. There were 20 participants from bilateral donors, multilateral donors, the Ministry of Education, and embassies. Discussion was very meaningful regarding the quality of education, the potential for collaboration with vocational training, the importance of planning, and so on. Further cooperation and collaboration among donors would be sought for the betterment of programmes and projects in the education sector in the near future.



Visitors from NGO

In parallel with this, the number of visitors to OEB-JICA SMAPP office has been increasing. Visitors from governmental organisations from other sectors and donors often shared their interest with the components of school-mapping and micro-planning. It is expected that such sharing information would provide a basis for facilitating a process of improved access to quality primary education in Oromia.

We will make further effort towards the Marketing Fair being conducted around May-June, 2007.

What comes next?

Micro-planning: During the 4th training workshop, the participants received an English version of the Micro-planning Guideline. In addition to this, each woreda will receive an Afan-Oromo version at the Marketing Fair in mid-2007. The contents are currently being finalised. The WPEDP developed by the workshop participants will also be distributed to all the WEOs in Afan-Oromo and English versions around the same timing as the guideline. Translation into English started after the 4th workshop.

OEdMap: The school location survey has started in four woredas of West Arsi zone. The information collected will be confirmed with EMIS data. GIS training to the OEB will be continued.

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