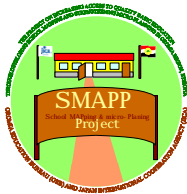




# "The Project on Increasing Access to Quality Basic Education in Oromia Region"

Oromia Education Bureau - OEB

Japan International Cooperation Agency - JICA SMAPP Project Team



## SMAPP NEWSLETTER

Special Issue, December 25<sup>th</sup>, 2006



### SMAPP Conducted counterpart training in Japan

#### Outline of the programme

From 22<sup>nd</sup> August to 22<sup>nd</sup> September, 2006, two officers from Oromia Education Bureau(OEB) visited Japan as a counterpart training programme, supported by JICA. Mr. Teshome Lemma, Deputy Head of OEB and Temesgen Addisu, Planning expert in the OEB were the trainees. The programme consisted of mainly three components, understanding of Japanese education system and administrations, study and information exchange for school mapping and micro-planning, and discussion on Ethiopian development strategies.



First programme was concerned with workshop organized by the SMAPP Project Team. Mr. Teshome made a presentation on Ethiopian current situation, history, culture, education, and the SMAPP and the ManaBU Project. Vigorous discussions were made how to achieve Universal Primary Education by community based approaches, measures for developing education in pastoral area, and so on.

In Tokyo, trainees visited several institutions, for overviewing education system and statistics system, studying advanced GIS system and for studying micro-planning in Tanzania.

After a week stay in Tokyo, they visited Shimane prefecture to understand prefectural and municipal education system. They visited Board of education and various types of schools from kindergarten to special school. Their visit to one elementary school visit was broadcast in news on TV.

Through these visits, trainees understood comprehensive Japanese education system. Their comments are quite impressive. "Japanese education system stands for not only education, but also Japanese society. We deeply understood relationship with education, and Shimane's history and culture. Besides, we found one advantage of Japanese education:



Japanese never introduce technology or curriculum without modification. When introducing something, they carefully examine and modify it into Japanese style for fitting to their society. This way is also important for Ethiopian. This is what JICA intends to do."

They moved to Hiroshima to grasp situation of peace education by visiting the Atomic bomb museum. On way back to Tokyo they stopped at Kyoto. They discussed development strategy for Ethiopia with Asst. Professor Shigeta in Kyoto University. Then, they learned situation on science education at the Kyoto Youth Science Centre. After coming back to Tokyo, they visited Prof. Muta to study project monitoring and evaluation system.

#### Experience and learning from training in Japan

Our brief understanding on education system in Japan remain fresh in our memory, being revitalized in our mind with a dream for possible application to Ethiopian education system.

An issue of transparency becomes increasingly important these days in development administration.

Our first memory touches upon practices of transparency in Japans' education system. It surprised us that each level of education administration from the ministry down to school level has common language and understandings on educational principle and policy. Everyone use common language of education policy. For this the presence of education law can be found to be a driving force to implement this policy.

Japans' education stands on social trust which contributes much to its maintenance of higher quality. Regulations adopted in organizing the Board of Education provide public opportunity concerned with layman control. Based on such social trust, responsibility of financing education among different levels of administrations is found to be fairly shared for common goal of



education with reliable commitment. Under this, requirements for teacher's training and strategy can be considered as one of the continued step to improve and enforce education.

Japanese local initiatives for national building through education are not easily forgettable, especially thanks to Matsue city and all the people whom we met. We found various forms of local involvements including provision of agricultural education to strengthen local socio-economic condition; voluntary-based involvement of local senior citizens in education, the presence of school having their own logo and school song; effort to promote indigenous community culture; home town education; maintaining human relation with culture through school lunch programme; variety of teachings for all school-age children encouraging them to live life in the future independently thinking globally but acting locally; use of historical places to support classroom teaching; use of local museums to teach the significance of peace. Listing up examples never ends.

Authorities and professionals we met were highly informative, knowledgeable, committed and cooperative. All the visits and discussions we made enable us to widen our knowledge and views through experience sharing, which we hope help us to improve our performance. We find that the lesson we learnt are valuable and can be adapted to our local context to improve our educational system. It is said that people without visions shall perish. Certainly our experiences in Japan help us to have more concretized visions for application to Ethiopia in general as well as to Oromia in particular.





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## Scenes from training in Japan



Presentation on Ethiopia in the class at Matsue Girls Senior High School



Experience on school lunch at Matsue City Nakashima Elementary School



Briefing on Education administration System by ex-member of the board of education



Visit of sunroom at prefectural Matsue Agricultural High School



Observation on multi grade class at Matsue City Nakashima Elementary School



Observation on science teaching in the laboratory at Kyoto Youth Science Centre

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## SMAPP NEWSLETTER

6<sup>th</sup> Issue, April 2<sup>nd</sup>, 2007



### 2<sup>nd</sup> year of the SMAPP Project completed

#### Message from Obbo Dereje, Head of OEB

The two and half a year-long SMAPP Project conducted by OEB in cooperation with JICA is now entering into the last corner to be ended in August, 2007. Before the completion of the project, I would like to summarize the activities of the SMAPP Project conducted during the second year between May 2006 and March 2007. In essence, the core output of the SMAPP Project is the Woreda Primary Education Development Plans (WPEDP). Enhancement of EMIS as well as development of school mapping are invaluable ingredients to produce the WPEDP. The second year operation of the SMAPP Project focused on the formulation of the WPEDP, and thus this year was the highlighted year of the SMAPP Project.

Thanking to active participation of officers from woredas, and zones, I am pleased to inform you that the second year operation ended with our great fruit. All the one hundred seventeen (117) WPEDP were produced and approved by each Woreda Administration Office by the end of March 2007. These woredas are distributed in seven (7) zones of East Showa, North Showa, West Showa, South West Showa, East Arsi, West Arsi, and West Harerge.

Let me give my few words about OEdMap (school mapping database with GIS). OEdMap was witnessed to bear its own fruits; that are a school coverage map, school information matrix and school information matrix. The use of these fruits in micro-planning exercise helped woreda officers to formulate WPEDP, especially distribution plan for schools and classrooms for the four years to come. Furthermore this tangible fruits of OEdMap motivated OEB to make our own efforts to expand four more woredas in West Arsi zone. School location survey by GPS and preparation of school maps and information become OEB's own work.

Let me also mention about micro-planning exercise. I am also pleased to inform that all the participants of the 3<sup>rd</sup> and 4<sup>th</sup> workshops, which were held in May-June 2006 and October-November 2006 respectively, successfully acquired

knowledge and developed skills required for educational planning in order to expand quality basic education. WPEDPs could not have been developed successfully and approved without continued participation of all the officers, in spite of their tight schedule and frequent changes of administrative boundaries. It is worth announcing that the officers now can prospect fifteen-year long-term plans and four-year mid-term plans of WPEDP.

I deeply thank all the officers who have been participated in the project for their constant efforts and JICA for their technical assistance to give us this opportunity to improve quality primary education in Oromia region.

I am looking forward to seeing all of you at the Marketing Fair in 18 and 19 June 2007 where I am expecting to hear effects of the fruit 'WPEDP' as a result from plan implementation.

#### Message from Mr. Ninomiya, leader of SMAPP

First of all please allow me to express my sincere gratitude towards the generosity of your cordial assistance and cooperation extended to the SMAPP Project.

In fact after the successful production of WPEDP, the SMAPP Project is still concentrating on transfer of technology. OEdMap is certainly a new technical devise to OEB. Sustainability in operation and management is central concern of OEB as well as the Team. The SMAPP Project has been holding a series of training on GIS in combination with lectures and on-the-job training for OEB. The training started in June 2006 and will be completed by May 2007. These trainings are now on the final stage; the stage of developing OEdMap in lately-added areas in West Arsi zone. Two officers officially assigned by OEB are busy in OJT in order to acquire all the necessary techniques and skills required for the OEdMap system so that they can operate OEdMap system effectively and efficiently with their colleagues in the future.

It is witnessed that the taskforce members of OEB played essential roles in holding the workshops. They held sessions and enthusiastically and assist the officers from all the woredas and zones in developing WPEDP. OEB's acquired knowledge and skills for micro-planning integrated by knowledge on

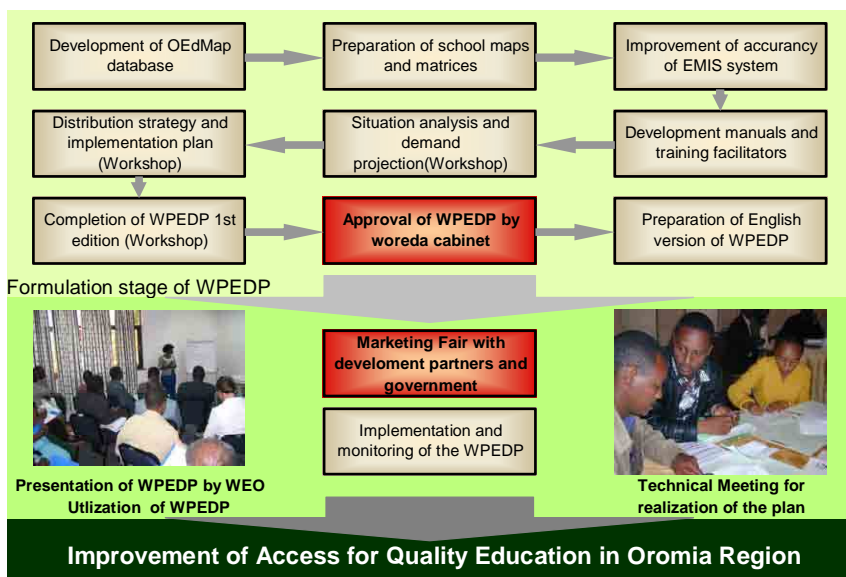
OEdMap were effectively transferred into zone and woreda officers, resulted in the products of WPEDP.

It is our pleasure to share with you a fact that the SMAPP Project Team is receiving requests for the provision of trainings from various organizations.

For instance, the SMAPP Project Team held the basic GIS training for officers of Oromia Irrigation Development Authority (OIDA) where another JICA Project Team provides technical assistance for irrigation development. People from other organizations and NGOs visited the project office more frequently. Sharing the products of SMAPP Project is expected to bring about the betterment of primary education in Oromia in partnership relations among stakeholders.

I really hope this partnership shall be strengthened in the future.

#### Flow of the SMAPP Project





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

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### WPEDP approved by WAO



**Approved WPEDP**

By the end of March 2007, one hundred seventeen (117) WPEDP were officially approved by the Woreda Administration Office.

These WPEDPs are the products of efforts made by officers from Woreda Education Office, Woreda Administration Office, and Woreda Office of Finance

and Economic Development during the 4<sup>th</sup> SMAPP Training Workshop in October and November 2006. After the workshop, officers brought their drafts back to their offices and improved them by carefully discussing and checking the contents with their colleagues.

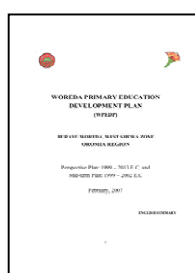
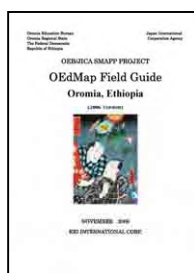
Moreover, the approved WPEDPs are already translated into English and summarized to introduce to both internal and external funding agencies at the Marketing Fair.

### Development of reports

In the 2<sup>nd</sup> year of the SMAPP Project, following are the list of all the reports published.

- GIS User Manual (June, 2006)
- OEdMap Field guide (November, 2006)
- Micro-planning guideline English (November, 2006)
- Progress Report 2 (December, 2006)
- Micro-planning guideline Afan-Oromo (March, 2007)
- WPEDP Afan-Oromo (March, 2007)
- WPEDP English summary \* PDF file available (March, 2007)
- Progress Report 3 in Japanese (March, 2007)

Copies of the draft version of Micro-planning guideline in Afan-Oromo were distributed at the 4<sup>th</sup> SMAPP Training Workshop. Final version was supervised by OEB and printed in the booklet style. Besides the final version of the Micro-planning guideline Afan-Oromo, WPEDP Afan-Oromo, and WPEDP summary written in English will be distributed to all the SMAPP target woredas and zones at the Marketing Fair.



**Cover page of reports**

### Preparation of Marketing Fair

The Marketing Fair is the final and one of the major activities of the SMAPP Project. The Fair has four purposes; 1) to introduce and promote the WPEDP among various donors, such as NGOs, international organizations, and private companies; 2) to introduce SMAPP Project by the OEB, 3) To provide a forum to discuss education development in Oromia; and 4) to strengthen linkage of organizations concerned. The Marketing Fair will be a good opportunity for those officers to meet various donors, to promote their WPEDP and seize a chance to officially implement their plans in order to improve the access to primary education. In addition, it will also be a good opportunity for various donors to exchange opinions with officers from woredas and zones and realize what kind of approaches and projects will be more effective in order to improve the current situation.

The Marketing Fair is now under preparation. Following is a tentative schedule and its contents.

<b>Date:</b>	18-19 June, 2007
<b>Venue:</b>	Ethiopian Management Institute
<b>Participants:</b>	Officers from WEO and ZEO
<b>Guest:</b>	Donors, NGOs, international organisations, private companies
<b>Contents:</b>	- Utilisation of WPEDP - Presentation of SMAPP Project - Presentation of WPEDP - Exchange opinion on WPEDP

### What come next?

#### Terminal evaluation:

A baseline survey was conducted in May-June 2005, and midterm evaluation in February-March 2006. In the final year of the project, a terminal evaluation will be conducted in the quarterly review meeting of Oromia region. Questionnaires will be distributed to all the participants of the meeting.

#### Handover of OEdMap:

The system of the OEdMap will be handed over to the OEB after all the training programs have been completed in June 2007.

#### Preparation of Final Report:

All the activities, lessons learned, and recommendations of the SMAPP Project conducted from May 2005 to August 2007 will be compiled in a final report, which will be published by August 2007.

#### Marketing Fair:

As mentioned above, the Marketing Fair will be held on 18-19 June 2007. All the people who are interested are definitely welcomed!

**We are looking forward to seeing you at Marketing Fair in June, 2007!!  
We also need your support for terminal evaluation.**



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

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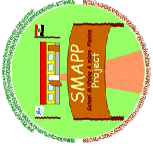
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## SMAPP Project

= The Project on Increasing Access to Quality Basic Education through Developing School Mapping and Strengthening Micro-Planning (May 2005 - May 2007)



**SMAPP** Project aims to prepare **woreda education development plans** and to develop **school mapping database** with GIS; working with education officers of the region and the selected zones and woredas in Oromia Region.

**SMAPP** is the nickname of the OEB/JICA technical cooperation project, named:

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

**SMAPP** Project has four major activity components as below:

- (1) to enhance education data collection and management system (EMIS);
- (2) to develop a school mapping database (=tool for education planning) with GIS (=geographic information system);
- (3) to strengthen a micro-planning system and assist in production of woreda-level education development plans; and
- (4) to develop capacity of the regional, zone and woreda education officers in data management, planning and monitoring.

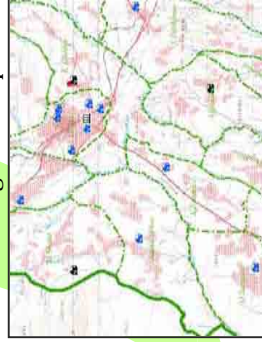
## To Increase Access to Quality Primary Education in Oromia Region

Woreda Education Development Scenario Produced by **SMAPP**

Model of Community-Based School Approach Developed by **ManaBU**



**SMAPP** micro-planning training workshop



School location maps (school-mapping database) prepared by **SMAPP**



Classroom environment of the **ManaBU** school



A community-based school constructed by **ManaBU**

## ManaBU Project

= Community-Based Basic Education Improvement Project (November 2003 - November 2007)



**ManaBU** Project aims to prepare **a model and guidelines to plan, construct and manage community-based schools**; working with the education officers and the communities of the selected woredas in Oromia Region.

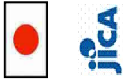
**ManaBU** is the nickname of the OEB/JICA technical cooperation project, named:

"Community-based Basic Education Improvement Project," nicknamed after Mana Barnoota Ummataa (an Oromo expression of "community-based school") and manabu (a Japanese word "to learn")

**ManaBU** Project has five major activity components as below:

- (1) to construct and furnish community-based schools in the selected woredas;
- (2) to improve school management and to assist in provision of quality primary education at the newly constructed schools in the selected woredas;
- (3) to develop guidelines to plan, construct and manage community-based schools;
- (4) to develop capacity of woreda education officers in planning and monitoring; and
- (5) to empower communities in construction and management of schools.





Oromia Education Bureau (OEB)  
Japan International Cooperation  
Agency (JICA)

## More about ManaBU and SMAPP:

ManaBU and SMAPP Projects have been operated by OEB in collaboration with the JICA Project Teams. Both projects are working together, hand in hand, to achieve the regional goal of "Universal Primary Education."

### Coordination and Leadership of Oromia Education Bureau (OEB)

OEB organizes a Steering Committee for ManaBU and for SMAPP, including supervisors and professionals of OEB and the pilot zones. They conduct a meeting regularly to monitor and discuss the progress of the projects.

OEB, also, organizes a group of counterparts, who are the professionals of OEB, for ManaBU and SMAPP. They play a key role of project planning, implementation, monitoring and evaluation. They completed and will complete the counterpart training courses in Japan.

### Achievement of ManaBU

Five ManaBU schools were constructed and opened in five kebeles in the four woredas in September 2005, benefiting 2,000 children. Introductory training was provided for newly assigned teachers in November and December 2005. Another thirteen ManaBU schools are under construction and will be open in September 2006. Additionally, two more ManaBU schools will be constructed through the OEB initiatives.

Guidelines were drafted for community-based school planning, school construction and management by the education officers, NGOs and other individuals/organizations concerned in collaboration with the ManaBU Project Team.



### Achievement of SMAPP

SMAPP conducted EMIS/education census and micro-planning training workshops in September 2005 and February 2006, instructed by OEB counterparts, with the zones and woredas education officers, which is a part of the training programs to prepare a woreda education development plan, a tool to achieve the regional goals. SMAPP collected location data of about 3,200 schools by GPS so far. SMAPP is to finalize the school mapping database in March 2006.

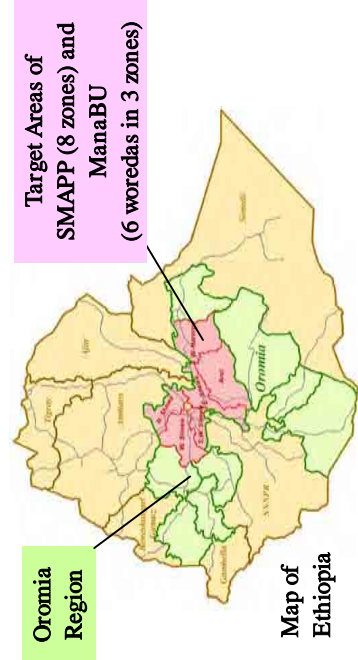


### Participatory Approach and Target Groups of ManaBU and SMAPP

Both of ManaBU and SMAPP introduce participatory approach into their project process. ManaBU has been working directly with the community members. SMAPP will organize a woreda-level workshop with stakeholders to reflect their needs to the woreda plans.

### Target Areas of ManaBU and SMAPP

ManaBU covers six woredas in three zones of Oromia Region; Arsi, West Hararge and North Shoa zones. SMAPP covers 115 woredas of eight zones of Oromia Region; Arsi, North Shoa, South West Shoa, West Shoa, East Shoa, West Harerge zones and Adama Special zone. (\*Oromia Region was divided into 14 zones and 1 special zone; one zone had around 15-20 woredas, as of January 2006)



## Quick View on OEB and JICA Collaborative Programme Progress in Oromia Region, Ethiopia (February 2006)



ManaBU & SMAPP

*Oromia Education Bureau (OEB) implements  
ManaBU and SMAPP Projects, in collaboration  
with Japan International Cooperation Agency  
(JICA) to increase access to quality primary  
education in Oromia Region.*



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