

## 2-2-4 Implementation Plan

### 2-2-4-1 Implementation by the Procurement Management Agent

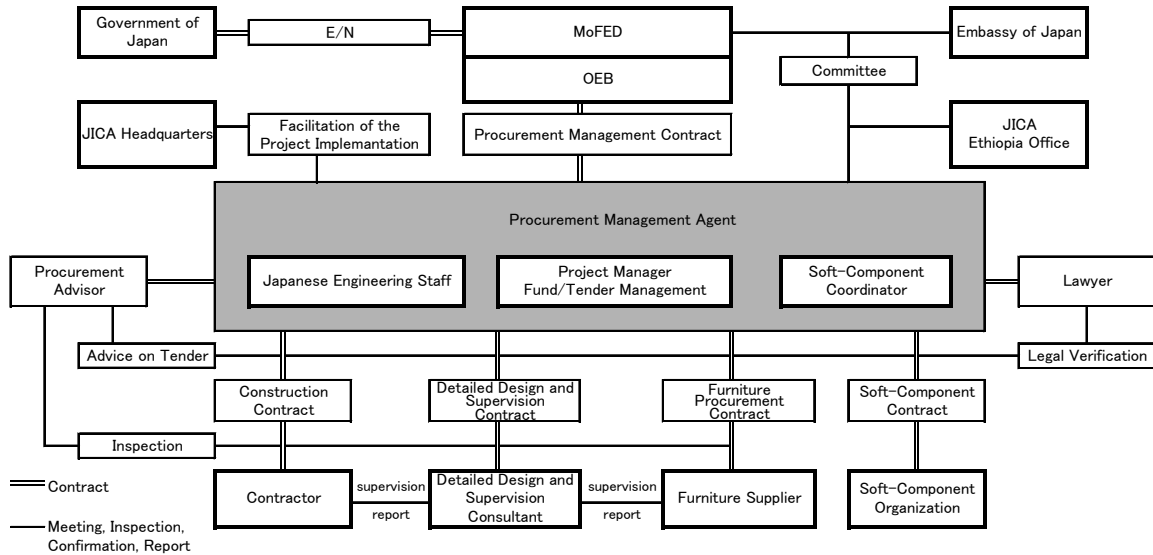


Figure 2-2 Implementation Organization

#### (1) Project Implementation by the Procurement Management Method

The Project is carried out in accordance with the Outline Design. After the review of the Outline Design by Japanese agencies related to the Project, an approval by the Cabinet of the Government of Japan is required for the Project implementation. After the approval, both countries sign the Exchange of Notes for the Project. Oromia Education Bureau (OEB), as the Client of the Project, signs the Procurement Management Contract with a Japanese Procurement Management Agent in accordance with the Agreed Minutes on Procedural Details (A/M), which is attached to the E/N. The Procurement Management Agent, as an agent for OEB, carries out the procurement of the local resources such as the Lawyer, the Procurement Advisor, the Detailed Design and Construction Supervision Consultants, the Contractors, the Furniture Suppliers and the Soft-Component Organization.

#### (2) Committee

After the signing of the E/N, a Committee is organized. The Committee consists of the related agencies of both the Japanese and Ethiopian Governments, and the chairman shall be the representative from OEB. In this Project, the members of the Committee will be from the Embassy of Japan, OEB, and, if necessary, MoFED and BoFED. In addition, the representatives from JICA Ethiopian office and the Procurement Management Agent will take part in the Committee as observers. Various problems that may occur during the implementation of the Project will be discussed in the Committee.

### (3) Procurement Management Agent

To implement the Project in accordance with the Procurement Management Contract, the organization of the Procurement Management Agent shall be as follows;

< Japanese Staff >

#### a) Project Manager

The Project Manager, as the Japanese person in charge who stays in Ethiopia, carries out the overall supervision of the Project such as the management of the Grant Aid fund, the tender, contract, payment for the local resources, report to the Committee and so on. And he/she instructs and supervises the Soft-Component Organization while the Soft-Component Coordinator is absent.

#### b) Engineering Staff 2 (during the tender and the construction stage)

During tender stage, the Engineering Staff 2 gives the instructions and the advice to the local consultants regarding answering to the questionnaires and evaluating the tender submittals. During the construction stage, he/she gives the instructions and the advice to the local consultants regarding the supervision of the construction, and also conducts the final inspection and the warranty inspection.

#### c) Assistant Project Manager (periodical)

The Assistant Project Manager is dispatched to assist the Project Manager for a limited duration at the beginning of the Project when a lot of tasks are concentrated.

#### d) Soft-Component Coordinator (periodical)

The Soft-Component Coordinator selects the local Soft-Component Organization, and instructs them during the initial activities.

< Local staff >

#### a) Architectural Engineer

The Architectural Engineer supports the Engineering Staff 2 during the tender and construction stages.

#### b) Others

Clerk, Secretary, Office boy, Driver and etc,

### (4) Engineering Staff 1 (during the Detailed Design stage)

The Engineering Staff 1 evaluates the proposals from the local consultants, makes the final Project schools and the components list, and instructs the local consultants in how to provide the tender documents.

(5) Procurement Advisor

The Procurement Advisor supports the Engineering Staff as an outsider in order to ensure transparency in the series of works. He/she introduces the local method of tendering, checks the tender documents and contracts, evaluates the tender results, conducts surprise site inspections, etc.

(6) Lawyer

The Lawyer gives the advice to the Procurement Management Agent on various contracts, and he/she handles the disputes or arbitration when needed. A lawyer is selected from a law office with experience in other donors' Projects.

(7) Detailed Design and Construction Supervision Consultants

Detailed Design and Construction Supervision Consultants are selected by utilizing the TOR made in this Outline Design Study, and carry out following works under the instruction and advice of the Engineering Staff 1 and 2.

Conducting the site survey, finalizing the list of Project schools, making the tender documents for the selection of the contractors (tender information, detailed design drawings, BOQ, technical specifications) assisting the tender procedure, evaluating the tender results, construction supervision, various inspection such as material inspection, midterm inspection, final inspection, warranty inspection, etc., and making the monthly report and progress report to the Procurement Management Agent.

(8) Contractor

The Contractors construct the school facilities according to the contract documents with the Procurement Management Agent.

(9) Furniture Supplier

The Furniture Suppliers procure and deliver the furniture to the school sites in accordance with the contract documents.

(10) Soft- Component Organization

An NGO or a consultant support OEB to implement the Soft-Component in accordance with the Soft-Component plan drawn up in this Outline Design Study.

## 2-2-4-2 Implementation Conditions

### (1) Problems anticipated during implementation of the Project.

As projects under the Grant Aid for Community Empowerment scheme are implemented mainly using local resources, various problems are expected during implementation stage. The problems expected at this moment and how to deal with them are listed below.

**Table2-14 The Problems anticipated during Implementation and their Solutions**

Matter	Details	Solution, etc.
Money matter	Embezzlement, running away with or illegal use of the advance payment	Secure the advance payment bond
	Bankruptcy	Utilizing the procurement advisor Thorough check of the financial statements and work capacity of the contractor Secure the performance bond
Contract matter	Dispute on the contract	Utilizing the lawyer's advice
	Forgery of the documents, leakage of the information, false application for the tender	Utilizing the procurement advisor Thorough check of the financial statements and work capacity of the contractor
Construction matter	Delay of the construction/ low quality	Thorough assessment of the progress Frequent site inspections and reports Establish a checking system by the school and the community
	Collusion between the supervisor and the contractor	Establish a checking system by the school and the community

### (2) Tax exemption

Regarding the tax exemption associated with the Project, it was agreed by both Governments that the VAT and other taxes imposed on the Project are to be paid by the Ethiopian side. In order for the Ethiopian side to bear the VAT and other taxes, the following two procedures are proposed. OEB and BoFED take necessary procedures to implement Procedure A, however, in case that Procedure A does not work as intended, Procedure B will be adopted.

#### Procedure A

OEB receives the VAT exempt certificate from the Federal Inland Revenue Authority, and presents it to contractors. It enables each contractor to purchase materials without VAT. In order to implement this procedure, OEB budgets the VAT amount and deposits it with the Federal Inland Revenue Authority. In actual fact, however, there will not be any cash transfer and there will be only documented procedures.

#### Procedure B

OEB, in advance, budgets the VAT amount, receives cash from BoFED, enters into an agreement with contractors at the VAT-inclusive amount, and pays the VAT amount to the contractors. Each contractor purchases goods with this VAT.

#### 2-2-4-3 Work Schedule Plan / Tender Plan

##### (1) Grouping of the Project Schools and Division of the Construction Lots

The construction period is estimated to be about 7 months including the period for preparation and final inspection. Considering the Project size and school sites distribution area, it is the most effective to divide the sites into 3 groups Zone wise, and start construction with time lags. The order of commencement of 3 groups will be Shawa North, Harerge West and Arsi East as the proposed priority order by the OEB. If the number of priority schools is tentatively set as 57, the number of schools in each zone is 25, 18 and 14 respectively.

As for the consultant, basically one consultant covers one Zone. But it is possible that one consultant could cover 2 or 3 Zones. The first Consultant (Shawa North) makes the detailed design drawings and technical specifications and passes them to the second and the third Consultants in order to save the time and the cost.

As for the lots of the Contractors, one lot shall consist of more or less 4 sites, after considering the lot size and the distance of the schools from each other. If the number of Project sites is 57, the number of the lots will be 14 or 15. All the tenders in one Zone should be conducted within a short period in order to make the Construction Supervision effective.

Table 2-15 57 priority schools and their construction lots

Zone	Lot	Type	School No.	Wareda	Kebele	School Name	
Shawa North	LNS-1	1	NS1-2	Giraar Jaarso	Selmii	Silmi	
		1	NS1-3	Darraa	Iluu Godaa Chafee	Daallee Tigil Firee	
		2	NS2-2	Fiichee Town	Fichee	Abiyoot Firee	
		2	NS2-5	Fiichee Town	Fichee	Fiichee Lakk. tokkoffaa	
	LNS-2	3	NS3-5	Hidhabuu Abotee	Nya'aa Machaaraa		
		1	NS1-1	Wara Jaarsoo	Bobie Liban	Qacamme Liban	
		2	NS2-3	Wara Jaarsoo	Tulu Milky	Tullu Milki	
		2	NS2-7	Kuyyuu	Dero Chengi	Daroo Daanisaa	
	LNS-3	3	NS3-6	Warra Jaarsoo	Fajjii Ejersaa		
		1	NS1-4	Kuyyuu	Bondee Gidaabo	Laaftoo Gulantaa	
		1	NS1-6	Kuyyuu	Wuye Gose	Gosee	
		3	NS3-2	Kuyyuu	Goraa		
	LNS-4	3	NS3-3	Kuyyuu	Qiltuu Hinka		
		3	NS3-4	Kuyyuu	Cilaaloo		
		1	NS1-8	Wuchale	Adaree Gordema	Adaree Gordoma	
		1	NS1-10	Wuchale	Hirkiso	Aarchoo	
	LNS-5	2	NS2-4	Wuchale	Muketury	Mukaxurrii Sad.iffaa	
		2	NS2-8	Debre Libanos	Innaagotam Aanqii	Dahanaa	
		1	NS1-9	Mulo	Mulo-Siree	Muuloo Fallee	
		2	NS2-6	Mulo	Sengo Gebeya	Sanyoo Gabaayaa	
	LNS-6	3	NS3-1	Mulo	Muloo Fallee		
		1	NS1-5	Aleltuu	Warra	Warra Cholle	
		1	NS1-7	Aleltuu	Goraa	Lizzib Dingaayi	
		1	NS1-11	Sulultaa	Wale-Lube Akaken	Walee Lube Akaako	
Herarge West	LWH-1	2	NS2-1	Sulultaa	Sululta	Sulultaa	
		1	WH1-1	Gammachis	Hula Kuni	Hulaa Qunnii	
		1	WH1-7	Chiro Town	Araddaa 02	Ifaa Islaamaa	
		2	WH2-5	Chiro	Wachu Gile	Waaccuu Giilleeyi	
	LWH-2	3	WH3-1	Chiro Town	Ganda 01		
		1	WH1-2	Chiro	Ligo Baches	Luugoo Baccеessaa	
		1	WH1-5	Chiro	Medicho No2	Sheek Adam	
		2	WH2-2	Kuni	Sebaalee	Saabaallee	
	LWH-3	2	WH2-3	Chiro	Negabas	Gannoo	
		1	WH1-4	Gammachis	Ela Oda	Hijjaa Kukuriftuu	
		2	WH2-1	Gammachis	Kunnii Sagarii	Qunnii	
		2	WH2-6	Kuni	Gabiibaa	Gabiibaa	
	LWH-4	1	WH1-3	Habro	Malkaa Bal'oo	Malkaa Bal'oo	
		1	WH1-6	Kuni	Goda Hora	Deenfoo	
		1	WH1-8	Kuni	Gooroo Meetti	Gubbaa Guutuu	
		2	WH2-4	Baddeessaa	Baddeessaa 02	Baddeessaa Primary School	
	LWH-5	1	WH1-9	Habro	Saxaan	Odaa Ananii	
		2	WH2-7	Daroo Labuu	Michataa No. 1	Michataa No. 1	
		3	WH3-2	Anchar	Waaccuu		
		1	EA1-2	Guna	Ree Amba	Naannoo Heechaa	
	Arsi East	LEA-1	1	EA1-3	Gololcha	Tibbii Sabbataa	Waraaguu Sabbataa
			1	EA1-4	Martii	Mollame Kersa	Mollamee Kersa
			1	EA1-6	Gololcha	Daro Bonjaa	Daaroo Bonjaa
			1	EA1-7	Gololcha	Chululie Ejersa	Culul Cirriqsaa
2			EA2-6	Guna	Andele Abajema	Andalee Baaduu	
LEA-2		2	EA2-1	Lode Hitosa	Huruta	Hurrutaa	
		2	EA2-5	Zuway Dugda	Ubbo Barichaa	Ubboo Weennii	
		3	EA3-1	Tena	Koroptaa		
LEA-3		1	EA1-1	Digalu Tiijo	Sagure Molie	Moollee	
		1	EA1-5	Digalu Tiijo	Tullu Kite	Tulluu Qixxee	
	2	EA2-2	Muneessaa	Diddibee Yaadolaa	Eegoo Lagadana (J/G)		
	2	EA2-3	Digalu Tiijo	Mankula Nega	Xijjoo Sad. Iffaa		
2	EA2-4	Digalu Tiijo	Saaguree Town	Alaltuu Saguree			

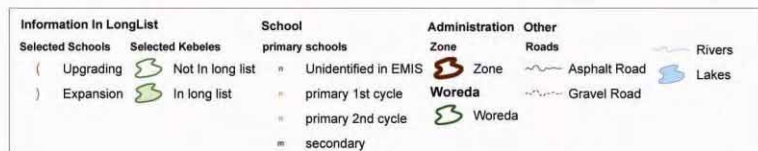
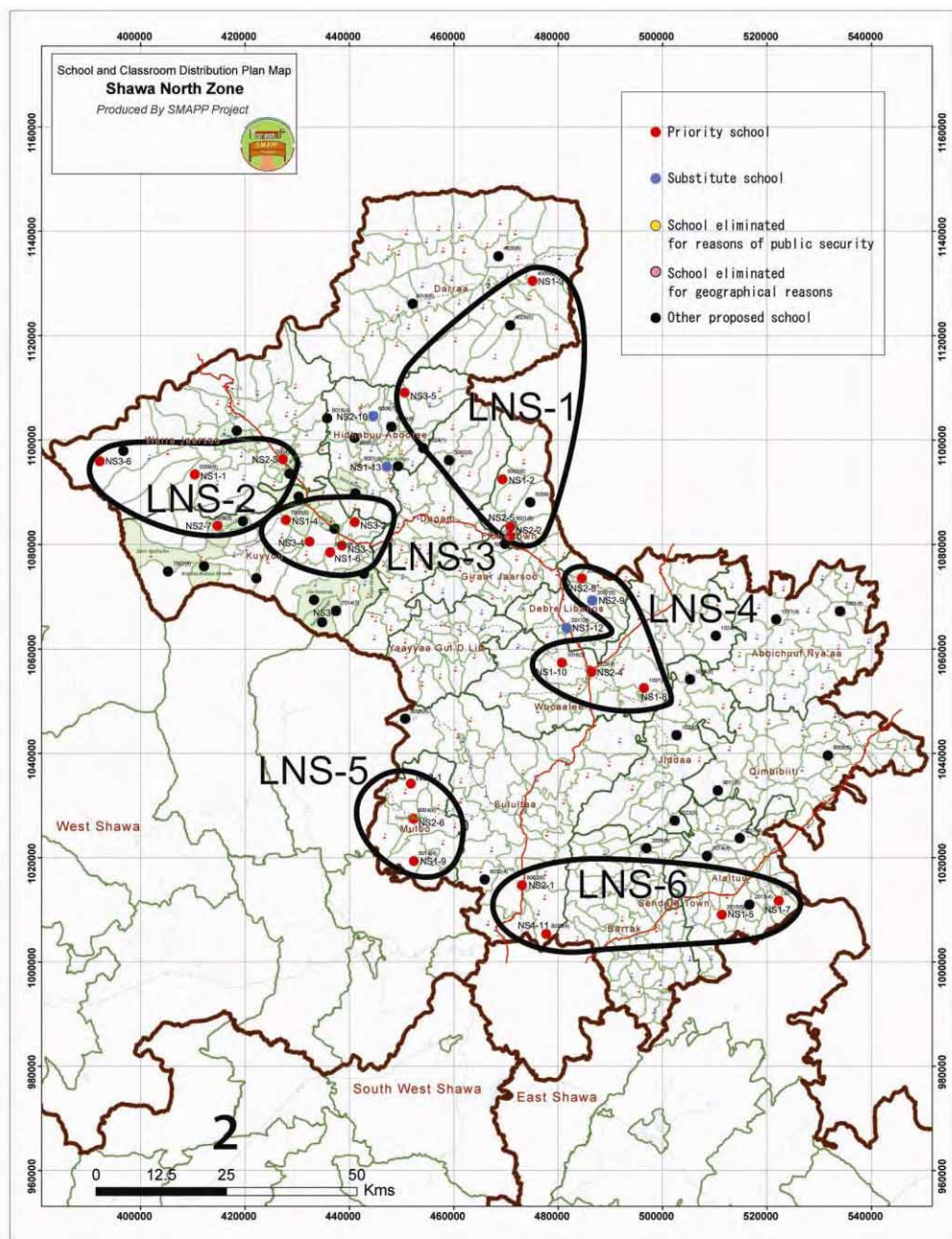
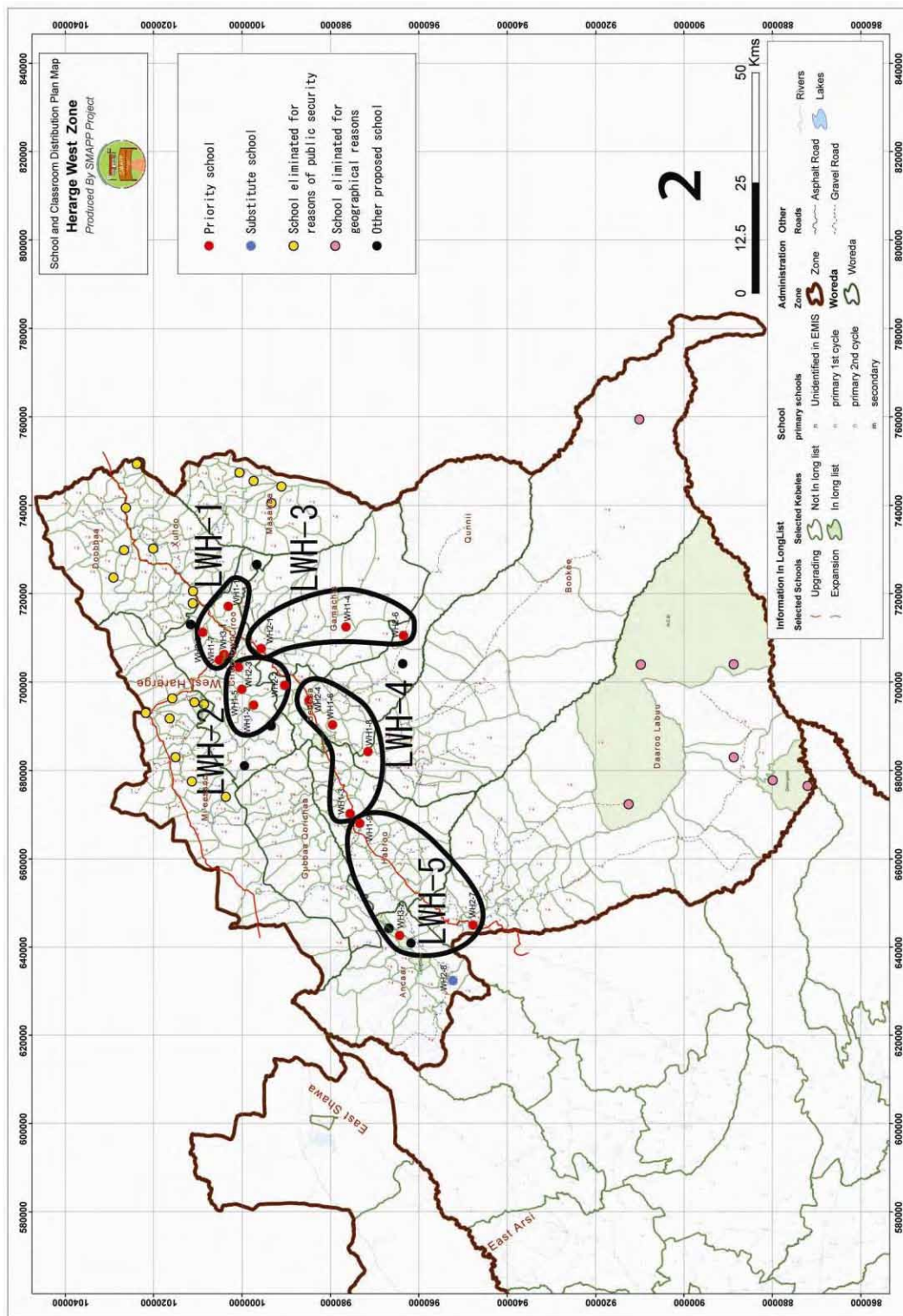
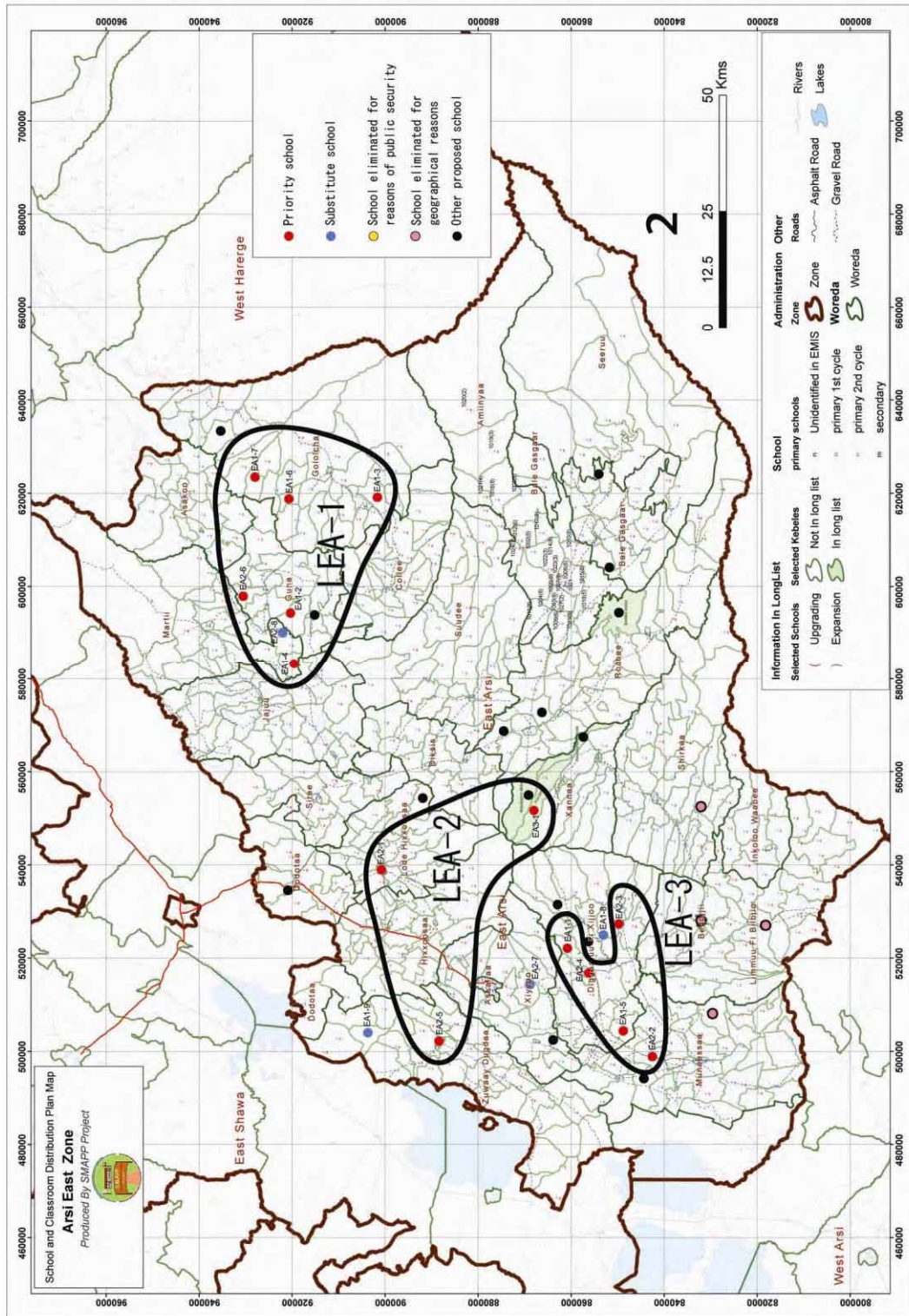


Figure 2-3 Location of construction lots (Shawa North)



(Herarge West)





(Arsi East)

## (2) Selection of the Detailed Design and Construction Supervision Consultants

The Consultants are selected at different times by Zone. In Ethiopia, it is not common to use consultants for primary school construction. But since the consultants are employed for the projects for construction of the higher education facilities, this Project can apply the selection system used for construction projects of the higher education facilities.

The selection is an international tender with a 2-envelope (technical and financial) proposal system. The procedure is as below:

- a) Public announcement in a local English newspaper and submission of the letter of intent  
(Re-announcement after one week of announcement according to the local custom.)
- b) Distribution of TOR and forms to the candidates
- c) Submission of the proposal after 30 days from the announcement
- d) Judgment and evaluation (Technical proposal 80%, Financial proposal 20%)
- e) Negotiation and signing of the contract

## (3) Selection of the Soft-Component Organization

Selection is divided into 2 stages: the 1st stage covers the 1st group and 2nd group because construction periods are close to each other; the 2nd stage covers the 3rd group. The selection is a national tender with a 2-envelope (technical and financial) proposal system.

The NGO/consultant for the 1st and 2nd stage is the same one so as to make the best use of the experience of the 1st stage. But the contracts shall be separated. If the 1<sup>st</sup>-stage activities finish satisfactorily, the 2nd stage can be the single tendering. But the technical and financial proposals are also required and the contract is to be made after the evaluation of those.

- a) Public announcement in a local English newspaper and submission of the letter of intent  
(Re-announcement after one week of announcement according to the local custom.)
- b) Distribution of TOR and forms to the candidates
- c) Submission of the proposal after 30 days from the announcement
- d) Judgment and evaluation (Technical proposal 80%, Financial proposal 20%)
- e) Negotiation and signing of the contract

## (4) Selection of the Contractors

The Contractor for the each construction lot is to be selected by international tender with participation by qualification.

- a) Public announcement in a local English newspaper and submission of the letter of intent  
(Re-announcement after one week of announcement according to the local custom.)
- b) Distribution of tender documents (qualification to participate, drawings, technical specifications, BOQ and etc.)
- c) Opening of the tender after 60 days from the announcement

- d) Judgment and evaluation
- e) Negotiation and signing of the contract

(5) Selection of the Furniture Suppliers

The Furniture Suppliers are selected at different times by zone. It is possible that a supplier may cover 2 or 3 Zones.

- a) Public announcement in a local English newspaper and submission of the letter of intent  
(Re-announcement after one week of announcement according to the local custom.)
- b) Distribution of tender documents (drawings, specifications, BOQ and etc.)
- c) Opening of the tender after 30 days after the announcement
- d) Judgment and evaluation
- e) Negotiation and signing of the contract

2-2-4-4 Detailed Design and Construction Supervision

(1) Detailed Design

Detailed Design and Construction Supervision Consultants conduct the following works under the instruction and the advice by the Japanese Engineering Staff.

1) School Site Survey

Though 57 schools are tentatively listed as the priority schools in this Outline Design Study, the change of some schools may be necessary after the site survey during the Detailed Design stage. Therefore some schools in each Zone are listed as the substitute schools and the site surveys for those schools are also to be conducted at the same time. The contents of the site survey are shown in TOR for the consultants.

Table 2-16 Number of School Sites to be Surveyed

	Shawa North	Harerge West	Arsi East	total
Priority schools	25	18	14	57
Substitute schools	4	1	4	9
total	29	19	18	66

**Table 2-17 List of substitute schools**

Zone	Type	School No.	Wareda	Kebele	School
Shawa North	1	NS1-12	Debre Libanos	Debre Sige Town	Shararo
		NS1-13	Hidhabuu Abotee	Ejere Town	Ejere
	2	NS2-9	Debre Libanos	Dirree Jibboo	Dirree Jibboo
		NS2-10	Hidhabuu Abotee	Gidaaboo Giorgese	Gidaaboo Kiro
Herarge West	2	WH2-8	Anchar		Saka
Arsi East	1	EA1-8	Digalu Tiijo	Mankula Nega	Dargo Yaguugaa
		EA1-9	Zuway Dugda	Boka	Booka
	2	EA2-7	Tiyyoo	Haro Bilaaloo	Waajii Baaduu
		EA2-8	Martii	Mollame Arjao	Mollamee Arjao

The major items to be conducted within the site survey are as follows:

- a) To confirm the vehicle accessibility
- b) To make the site plans
- c) To investigate the existing facilities
- d) To check the proposed location for the school construction
- e) To survey the soil condition
- f) To select the foundation type out of 2 types according to the soil condition. In case neither of these 2 types can be employed because of poor soil condition, such a school site shall be eliminated from the final Project schools list.
- g) To confirm the local infrastructure condition (electric power supply, city water, public sewage system and telephone line)
- h) To collect basic educational data (enrollment per grade, number of sections, shift system and number of staff)

## 2) Preparing Tender Documents

### «Common Documents»

The consultant who takes charge in Shawa North Zone makes the common tender documents such as detailed design drawings, BOQ, technical specifications, furniture specifications and etc.

### «Individual Documents»

The consultant who covers each Zone makes the final list of Project schools list with the Japanese Engineering Staff. The consultant makes the site plans of Project schools. Further, the consultant sets the final construction lots plan, and provides tender documents for each lot that consists of tender information, technical specifications, BOQ and drawings.

## 3) Tender Assistance

The consultant evaluates the application documents submitted by the candidates from the technical and the financial points of view, during the tender for the contractors and furniture suppliers held by the Procurement Management Agent.

## (2) Construction Supervision

The Consultant carries out following works under the instruction and advice by the Japanese Engineering Staff.

### 1) Scope of Works

Checking whether the construction performance meets the drawings, quality control, inspection of the progress, dealing with alteration of the design, technical instruction to the contractors, report to the Japanese Engineering Staff, midterm inspection, final inspection, warranty inspection, making the monthly report, etc.

### 2) Supervision Organization

Each Consultant sets up a supervision Headquarters at the respective Zone capital town and dispatches a Chief Supervisor. The Consultant also sets up the Supervision Bases and dispatches the Supervisors. The number of Supervisors and the Bases are shown in the table below. One Supervisor covers one lot. Further, one Quantity Surveyor is placed in each Zone Capital Headquarters to evaluate the payments to the Contractors.

Table 2-18 Number of the Supervisors and the Bases

	Shawa North	Herarge West	Arsi East
Zone Capital Headquarters	Fichee Town	Chiro Town	Asela Town
Rural Supervision Base	3 Base	2 Base	1 Base
Chief Supervisor	1	1	1
Supervisor	5	4	2
Quantity Surveyor	1	1	1

### 2-2-4-5 Quality Control Plan

It is necessary to have Japanese Engineering Staff in order to secure the construction quality level required of the Project under the Grant Aid for Community Empowerment scheme. However an Engineering Staff can hardly visit all the sites frequently because the number of the sites and the Project area is quite huge. Therefore the achieved construction quality depends on how efficiently and effectively the Engineering Staff instructs and advises the local Consultants. It seems effective to introduce the 'check sheets' for major works in order to minimize the difference of quality control skill among the Supervisors.

Further, to increase the quality, it is necessary to instill a sense of quality control in local Supervisors. Therefore it is recommended that the Japanese Engineering Staff hold 'Quality Control Courses' for the local Supervisors before and/or during construction. All the Supervisors should have the same check sheets for Re-bar arrangement, form work and concrete pouring to make the quality

level of all the sites uniform. The proposed contents of the Quality Control Course are as shown in the table below.

**Table 2-19 A Sample of the Quality Control Course**

Time	Items
Before Construction	<ul style="list-style-type: none"> <li>• Items to be inspected (Explanation of table 2-20)</li> <li>• Appropriate frequency of the site inspection</li> <li>• Quality control for re-bar arrangement, forms and concrete pouring with the check sheets</li> <li>• Safety measures</li> <li>• Confirmation of the quality of the re-bar product</li> <li>• Trial mix of the concrete</li> <li>• Compression test of the concrete test piece</li> </ul>
During Construction (On the job site course is also available)	<ul style="list-style-type: none"> <li>• To improve the accuracy of the plastering work</li> <li>• Curing of the plastering to prevent cracks</li> <li>• Curing of the painting to prevent peeling off</li> <li>• Inspection of the furniture factory</li> <li>• Inspection of the electricity and plumbing works</li> </ul>

One of the most important items of the quality control is the compression test of the concrete test piece. However, it is not practical to have the compression tests as a manner being conducted in Japan when we consider the fact that in Ethiopia public testing laboratories are located only in Addis Ababa, and the accessibility from the sites to the capital city is not very good.

We suggest that the compression test be conducted only once upon the trial mix so that the burden for the local contractors could be minimized. On the other hand, it is important to establish the supervising organization which ensures the proper mixing ratio and checking of the concrete pouring.

The table below shows the major quality control items during structural works stage.

**Table2-20 Major Quality Control Items during Structural Works Stage**

Works	Items	Method	Frequency
Excavation	Check the excavated bottom	Observation	On completion of the excavation
Re-bar and Forms	Re-bar material	Check the mil sheets or Tensile test result	Every diameter
	Re-bar arrangement	Inspection of the re-bar arrangement	Before concrete pouring
	Forms	Inspection of the forms	Before concrete pouring
Concrete	Strength	Compression test	Upon trial mix
Concrete Hollow Blocks	Strength	Compression test	Upon making the sample

#### 2-2-4-6 Procurement Plan

All the construction materials used in the Project can be procured in Ethiopia. Most of the materials including re-bar are produced in Ethiopia, but re-bar products in the local market are mostly imported from Italy, Turkey, Egypt and others because the re-bar produced in Ethiopia is in short supply. As for the cement, in addition to Ethiopian product, Egyptian cement is also widely available in the local market because the local cement supply cannot meet the demand due to the construction rush in Addis Ababa.

Aggregates, concrete hollow blocks, eucalyptus timber can be purchased in each Zone, but most other materials must be procured in Addis Ababa. Therefore the more remote the site is from Addis Ababa the greater the added transportation cost.

Other than Addis Ababa, the furniture factories exist in Chiro Town and Asela Town, and their capacity and quality are sufficient. But tenders to select furniture suppliers are commonly held in Addis Ababa.

#### 2-2-4-7 Soft Component Plan

##### (1) Background

This Project aims at improving access to primary education in Oromia Region through construction of school facilities in three zones (Shawa North, Herarge West, and Arsi East).

After the attitude and situation survey regarding maintenance of existing facilities in order to identify whether newly constructed facilities would be maintained or not, the problems below were found.

##### 1) Regarding attitude about facility maintenance

Each school has a Parent-Teacher Association (PTA) according to the Guideline for Organization of Education Management Community Participation and Education Finance, issued by the Ministry of Education (MoE) in August 2002. The PTA tackles problems related to school management and maintenance together with the Kebele Education and Training Management Board (KETMB). Thus, a structure for school management and maintenance is in place and functioning. However, damaged furniture is left in disrepair as are parts of peeling walls.

Under the tight Ethiopian education budget, communities usually contribute to schools' construction and management by income-generation activities and donations. It may be a burden to communities and is considered to be one of the reasons for neglecting repair.

But lack of financial resources may not be the only reason for this neglect. In the interviews, persons concerned with school management replied that they "renew furniture or cover walls again" to questions about repair. It can be said that insufficient know-how and little awareness also cause this circumstance.

[Solutions]

To solve this problem, it is essential to convey know-how about maintenance and to enlighten concerned parties on the importance of maintenance. In addition to that, it is necessary to prevent breakage before it happens and to minimize repair cost through instruction about preventive maintenance.

2) Regarding situation of facility cleanliness

In rural areas, students clean facilities by turns in some schools, and in town, some schools hire cleaners. Some schools clean facilities regularly and others clean only when necessary. But waste paper is scattered on the floor, muddy floors remain unswept in classrooms, and floors inside latrines are full of used papers and stools. On the whole it can be said that cleaning is not enough.

[Solutions]

To solve this issue, it is essential to raise awareness of cleaning.

3) Regarding usage of latrines

As there are no latrines in houses in rural areas, some students do not know how to use latrines. This has led to misuse of school latrines as students relieve themselves outside the latrines. Consequently, hygienic statuses of school latrines are not proper. In addition to that, students have little hygienic knowledge such as hand-washing after using latrines.

[Solutions]

To solve this issue, it is essential to raise awareness of hygiene and proper use of latrines.

As stated above, to ensure proper use and maintenance of facilities, it is necessary to do awareness raising activities for (1) Understanding about the importance of facility maintenance, (2) Implementing proper cleaning, and (3) learning how to use latrines while practicing fundamental hygiene. It is thus desirable to implement awareness raising activities under the soft component of this Project.

In many schools, pictures and slogans for educational and awareness-raising purposes are drawn on the classroom walls<sup>1</sup> of the schools. As wall pictures are catchy, highly communicative, and long lasting, this soft component will adopt wall pictures as the means of raising awareness.

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<sup>1</sup> For example, Maps of Africa, Structure of the Heart, Life of a fly, Periodic table of elements, and Slogans for preventing HIV



## (2) Objective of the Soft Component

The objectives of this soft component are set as follows:

Overall Goal	Facilities constructed in the Project will be kept in good condition.
Project Objective	Facilities constructed in the Project will be maintained.

## (3) Outputs of the Soft Component

To realize the above-mentioned objectives, this soft component aims to achieve the following outputs.

Output 1	Importance of maintenance and basic hygiene is understood by persons concerned.
Output 2	Basic knowledge about maintenance and hygiene is acquired by persons concerned.
Output 3	Wall pictures and school slogans about maintenance and basic hygiene are designed and drawn.

## (4) Means of Verification of Achievement of Outputs

Activities and means of verification of achievement of each output are as follows:

Output and activity	Means of verification
<p><b>Output 1: Importance of maintenance and basic hygiene is understood by persons concerned.</b></p> <ul style="list-style-type: none"> <li>• Implementing situation analysis and problem analysis</li> <li>• Finding solution for each problem</li> </ul>	<ul style="list-style-type: none"> <li>• Agenda of real implementation of school workshops</li> <li>• Lists of participants for school workshops</li> <li>• Result of question-and-answer after the seminar</li> </ul>
<p><b>Output 2: Basic knowledge about maintenance and hygiene is acquired by persons concerned.</b></p> <ul style="list-style-type: none"> <li>• Implementing seminar for maintenance and basic hygiene</li> </ul>	
<p><b>Output 3: Wall pictures and school slogans about maintenance and basic hygiene are designed and drawn.</b></p> <ul style="list-style-type: none"> <li>• Designing wall pictures and school slogans</li> <li>• Drawing wall pictures and school slogans</li> </ul>	Wall pictures and school slogans drawn in each school

## (5) Activities of Soft Component

### 1) Target of the activities

This soft component targets persons concerned at project schools that are directors, teachers, PTA members and KETMB members in target schools (24 schools in Shawa North, 19 schools in Herarge West, and 14 schools in Arsi East).

### 2) Division of the activities

This soft component consists of 2 periods: the 1<sup>st</sup> period is for 43 schools in Shawa North and Herarge West; the 2<sup>nd</sup> period is for 14 schools in Arsi East.

### 3) Time frame of the activities

Time frame of each period, from proposal selection until completion of activity, is as follows:

1 <sup>st</sup> period	Middle of March 2009 ~ Middle of July 2009
2 <sup>nd</sup> period	Beginning of April 2010 ~ End of May 2010

### 4) Implementation Structure

The main implementation body of the Soft Component is Oromia Education Bureau (OEB). OEB gives instructions to Zonal Education Office (ZEO) or Wareda Education Office (WEO) depending on its circumstances. In order to implement activities smoothly an NGO or Consultant is expected to be assigned. The NGO or Consultant will assist the OEB on matters such as logistics arrangement, document preparation, and assistance in each activity, report preparation, coordination and so on. A Soft Component Coordinator who belongs to procurement management agent (Japan International Cooperation System: JICS) shall take a close look at the activities at the beginning of the Soft Component, and A Project Manager who belongs to JICS shall monitor overall activities.

In addition, as the Project strives to improve access to primary education in Oromia Region with other Japan International Cooperation Agency (JICA) projects which are under the program approach, the implementation body shall share information with other projects when necessary.

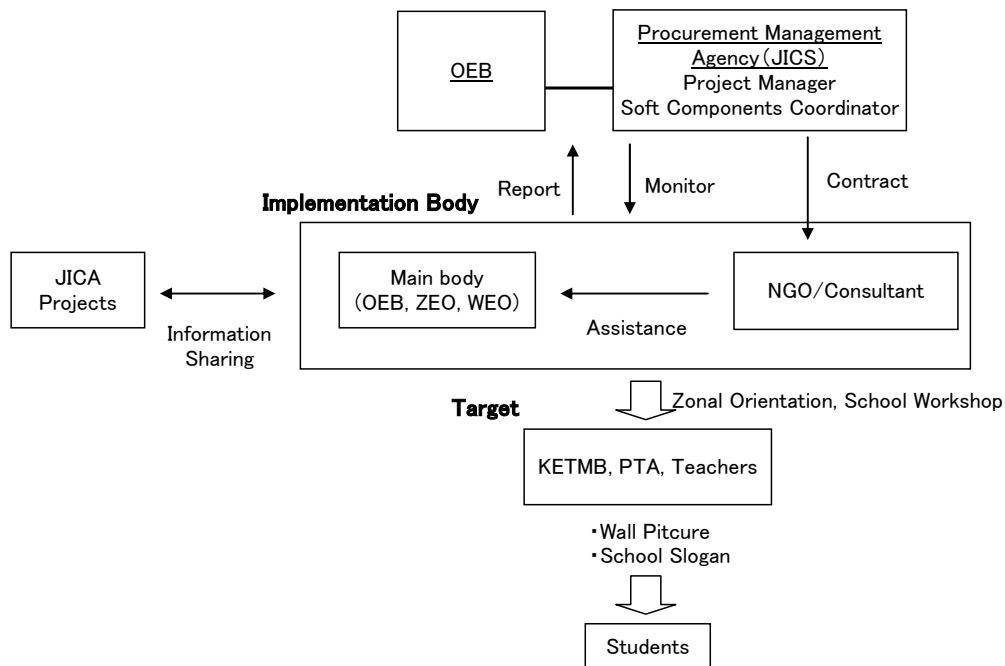


Figure 2-4 Implementation Structure of Soft Component

#### 5) Contents of the activity

There are four stages in the Soft Component.

##### a) Preparation Stage

OEB, NGO/Consultant and a Japanese Soft Component Coordinator (from JICS) confirm the objective, contents of the soft component, demarcation of works in each of the activities, and prepare necessary documents for the following activities. The NGO/Consultant drafts the documents.

##### b) Slogan and Wall Picture Selection Stage

OEB, ZEO, NGO/Consultant and Soft Component Coordinator design slogans about (1) facility maintenance, (2) cleaning, and (3) latrine use and hygiene. An illustrator joins this soft component as a member of NGO/Consultant to design draft pictures which can convey the slogans effectively. After that OEB, ZEO, NGO/Consultant and the Soft Component Coordinator select wall pictures from these drafts.

##### c) Zonal Orientation Stage

One-day Zonal Orientation will be arranged in order to instruct the soft component to persons concerned (WEO, Director, PTA, and KETMB). A person from the ZEO plays a central role at the Zonal Orientation.

Together with the Zonal Orientation, the NGO/Consultant will have a separate meeting with WEOs, as WEO staff facilitates a meeting at each School Workshop.

d) School Workshop Stage

After the completion of the construction, a two-day School Workshop is held at each of the schools. On the first day, participants do present situation analysis, problem analysis, finding solutions against problems under the instruction of a WEO facilitator. In addition, the NGO/Consultant gives a seminar about facility maintenance and basic hygiene. After that, WEO facilitates the workshop to make a maintenance plan. On the second day, participants paint wall pictures and slogans on the walls under the instruction of an assistant painter.

Number of Times of Zonal Orientation and School Workshop are as follows:

	Zonal Orientation	School Workshop	Remarks
1 <sup>st</sup> period	2 times	43 times	25 schools in Shawa North 18 school in Herarge West
2 <sup>nd</sup> period	1 time	14 times	14 schools in Arsi East

6) Roles of each stakeholder

Stakeholder		Role
Procurement Management Agent	Project Manager	<ol style="list-style-type: none"> <li>1. Monitoring               <ol style="list-style-type: none"> <li>1-1 Checking progress of activities</li> <li>1-2 Checking reports</li> <li>1-3 Feedback to activities</li> <li>1-4 Confirmation of activities closeout</li> </ol> </li> <li>2. Contract (2<sup>nd</sup> period)               <ol style="list-style-type: none"> <li>2-1 Checking the proposal</li> <li>2-2 Negotiation of the contract</li> <li>2-3 Contract signing</li> <li>2-4 Arrangement the approval from OEB</li> </ol> </li> <li>3. Reporting</li> </ol>
	Soft Components Coordinator	<ol style="list-style-type: none"> <li>1. Selection of NGO/Consultant (1<sup>st</sup> period)               <ol style="list-style-type: none"> <li>1-1 Screening proposals</li> <li>1-2 Negotiation of the contract</li> <li>1-3 Assistance with the contract signing</li> <li>1-4 Arrangement of the approval from OEB</li> </ol> </li> <li>2. Backup for starting activities               <ol style="list-style-type: none"> <li>2-1 Joining meetings in Preparation Stage</li> <li>2-2 Joining meetings in Slogan and Wall Picture Selection Stage</li> <li>2-3 Joining the Zonal Orientation in Shawa North</li> <li>2-4 Joining School Workshops</li> <li>2-5 Feedback to following activities</li> </ol> </li> <li>3. Reporting</li> </ol>

Stakeholder		Role
Main Implementation Body	OEB	<ol style="list-style-type: none"> <li>1. Selection of NGO/Consultant               <ol style="list-style-type: none"> <li>1-1 Giving approval to the contract</li> </ol> </li> <li>2. Supervision of activities               <ol style="list-style-type: none"> <li>2-1 Holding meetings in Preparation Stage</li> <li>2-2 Holding meetings in Slogan and Wall Picture Selection Stage</li> <li>2-3 Holding pre-meeting for each activity</li> <li>2-4 Supervision of each activity</li> <li>2-5 Direction to ZEO and WEO to join activities</li> <li>2-6 Checking reports</li> </ol> </li> </ol>
	ZEO	Under the direction of OEB, ZEO play roles below: <ul style="list-style-type: none"> <li>• Direction to WEO to join activities</li> <li>• Joining a meeting in Preparation Stage</li> <li>• Joining pre-meeting for Zonal Orientation</li> <li>• Giving orientation in Zonal Orientation</li> <li>• Joining school workshops</li> </ul>
	WEO	Under the direction of ZEO, WEO play roles below: <ul style="list-style-type: none"> <li>• Direction to schools, PTA and KETMB to join activities</li> <li>• Joining pre-meeting for School Workshops</li> <li>• Facilitation of School Workshops</li> </ul>
NGO/Consultant	Leader/Asst. Facilitator 1 Asst. Facilitator 2 Asst. Facilitator 3 Asst. Painter 3 Illustrator 1  In School Workshops, an asst. facilitator and an asst. painter shall make up a team, and 3 teams shall implement workshops	<ol style="list-style-type: none"> <li>1. Preparation Stage               <ol style="list-style-type: none"> <li>1-1 Joining meetings in Preparation Stage</li> <li>1-2 Document preparation for each activity</li> </ol> </li> <li>2. Slogan and Wall Picture Selection Stage               <ol style="list-style-type: none"> <li>2-1 Assistance with logistics arrangement</li> <li>2-2 Assistance with summarizing slogans to be disseminated</li> <li>2-3 Making designs based on the slogans</li> </ol> </li> <li>3. Zonal Orientation Stage               <ol style="list-style-type: none"> <li>3-1 Assistance with logistics arrangement</li> <li>3-2 Assistance with orientation</li> <li>3-3 Presenting questionnaire to participants</li> </ol> </li> <li>4. School Workshop Stage               <ol style="list-style-type: none"> <li>4-1 Assistance with logistics arrangement</li> <li>4-2 Assistance with facilitation</li> <li>4-3 Holding seminar about preventive maintenance and basic hygiene</li> <li>4-4 Assistance with making maintenance plan</li> <li>4-5 Assistance with drawing wall pictures</li> <li>4-6 Presenting questionnaire to participants</li> </ol> </li> <li>5. Report preparation               <ol style="list-style-type: none"> <li>5-1 Preparation of various reports</li> </ol> </li> </ol>

Stakeholder		Role
Target	KETMB PTA Directors Teachers	<ul style="list-style-type: none"> <li>• Joining Zonal Orientation</li> <li>• Doing assignment</li> <li>• Joining School Workshop</li> <li>• Drawing wall pictures and school slogans</li> </ul>

7) Input Plan

Input in each period is as follows:

Unit: person · day

Personnel	1 <sup>st</sup> period	2 <sup>nd</sup> period	Total
Soft Component Coordinator	45	-	45 (1.50 M/M)
NGO/Consultant	249	89	338 (11.27 M/M)
Total	294	89	383 (12.77M/M)

(6) Implementation Schedule of the Soft Component

The implementation schedule is shown in the table below:

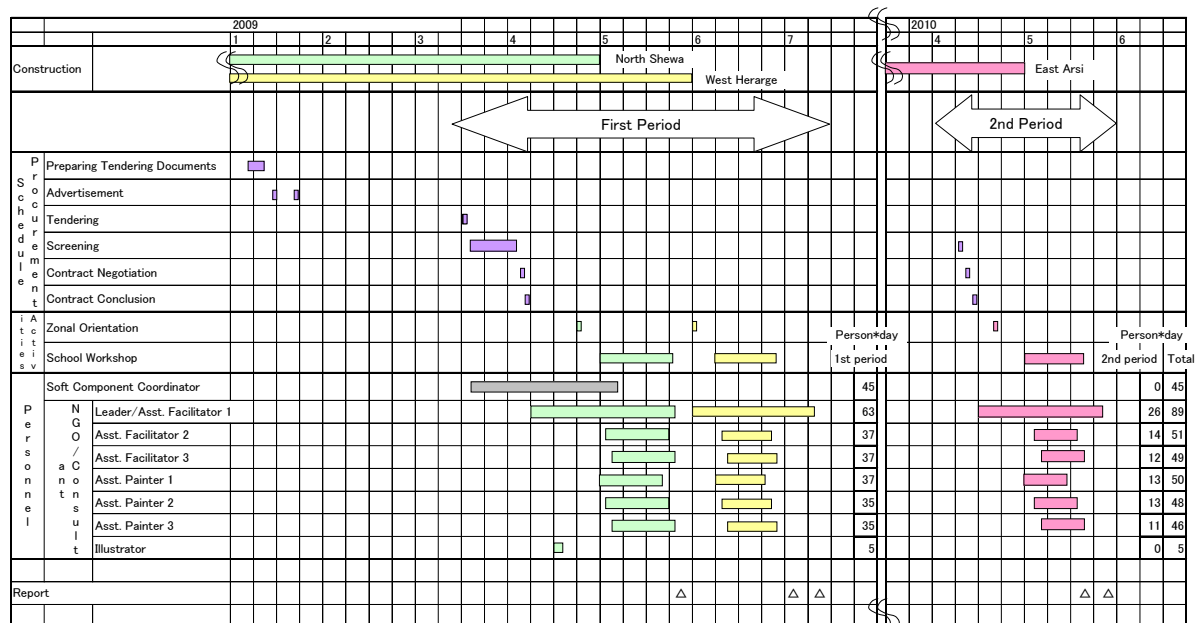


Figure 2-5 Work schedule of the soft component

(7) Items of Documents as the part of Outputs

1) Documents

- Documents for explanation about the Soft Component (Used in Zonal Orientation)
- Wall pictures chosen to be disseminated
- Agenda of School Workshops
- Documents for seminars about maintenance and basic hygiene
- Questionnaires (Used in Zonal Orientation and School Workshop)

2) Reports

Report to be submitted in each period and its draft contents are as follows:

	Report	Draft contents
1 <sup>st</sup> period	Activity report in Shawa North Activity report in Herarge West	<ol style="list-style-type: none"> <li>1. Zonal Orientation               <ol style="list-style-type: none"> <li>1-1 Schedule</li> <li>1-2 List of the participants</li> <li>1-3 Results of the Pre-Activity questionnaire</li> </ol> </li> <li>2. School Workshop               <ol style="list-style-type: none"> <li>2-1 Schedule</li> <li>2-2 List of the participants</li> <li>2-3 Results of problem analysis</li> <li>2-4 Solutions to the problems</li> <li>2-5 Facility Maintenance plan</li> <li>2-6 Photos of wall pictures and slogans</li> <li>2-7 Results of the Post-Activity questionnaire</li> </ol> </li> <li>3. Summary of activity in each Zone               <ol style="list-style-type: none"> <li>3-1 Results of the questionnaires</li> <li>3-2 Lessons learned and ideas for improvement</li> </ol> </li> </ol>
	1 <sup>st</sup> period report	<ol style="list-style-type: none"> <li>1. Selection Meeting for Wall Pictures and Slogans</li> <li>2. Result               <ol style="list-style-type: none"> <li>2-1 Schedule Summary</li> <li>2-2 Summary of questionnaire</li> <li>2-3 Good practices in the 1<sup>st</sup> period</li> </ol> </li> <li>3. Ideas for improvement in the 2<sup>nd</sup> period               <ol style="list-style-type: none"> <li>3-1 Lessons learned in the 1<sup>st</sup> period</li> <li>3-2 Ideas for improvement in the 2<sup>nd</sup> period</li> </ol> </li> </ol>
2 <sup>nd</sup> period	Activity report in Arsi East	Same as 1 <sup>st</sup> period activity report
	Final Report	<ol style="list-style-type: none"> <li>1. Result               <ol style="list-style-type: none"> <li>1-1 Schedule Summary</li> <li>1-2 Summary of questionnaire results in the 3 Zones</li> <li>1-3 Good practice among the 3 Zones</li> </ol> </li> <li>2. Ideas for future activities               <ol style="list-style-type: none"> <li>2-1 Ideas for future activities at each school</li> <li>2-2 Ideas to disseminate the Soft Component activities into non-Project schools</li> </ol> </li> </ol>

(8) Tasks to be undertaken by Ethiopia government

1) Responsibilities within the Soft Component

a) Implementation of and participation in each activity

OEB plays a main role in implementing the Soft Component. Thus, it is requested that OEB give instructions to ZEO and WEO to encourage stakeholders to join activities. The role of each stakeholder is as follows:

	Preparation Stage	Slogan and Wall Picture Selection Stage	Zonal Orientation Stage	School Workshop Stage
OEB	Supervision Presence	Supervision Contact to ZEO Presence	Supervision Contact to ZEO Presence	Supervision Contact to ZEO Presence
ZEO	-	Presence	Contact to WEO Give orientation	Contact to WEO Presence
WEO	-	-	Contact to school, KETMB, PTA Presence	Contact to school, KETMB, PTA Facilitation
School KETMB PTA	-	-	Presence	Presence Draw wall pictures and school slogans

b) Cost securing for each activity

It is requested that OEB secure a budget for stakeholders to join the above-mentioned activities. Items of cost assumed to be necessary are as follows:

	Preparation Stage (Held in Addis Ababa)	Slogan and Wall Picture Selection Stage (Held in Addis Ababa)	Zonal Orientation (Held in Zonal Capital)	School Workshop (Held in each school)
OEB	Not necessary	Not necessary	Per-diem to travel to Zonal Capital (*)	Per-diem to travel to each school (*)
ZEO	-	Per-diem and transportation to travel to Addis Ababa	Not necessary	Per-diem to travel to each school (*)
WEO	-	-	Per-diem and transportation to travel to Zonal Capital	Not necessary (*)
School KETMB PTA	-	-	Per-diem and transportation to travel to Zonal Capital	Not necessary

(\*) Vehicle is arranged by NGO/Consultant



## 2) Responsibilities after the Soft Component

### a) Monitoring

It is requested that OEB give advice and suggestions to persons concerned and monitor activities to help them work toward the Overall goal of the soft component.

### b) Dissemination

It is requested that OEB introduce activities of the Soft Component to schools other than target schools, other Waredas, and Zones.

### c) Cost securing for school management

At present, as the governmental educational budget is very tight, communities contribute school construction and management a lot by income generating activities and donations, so that it is difficult to come up with facility maintenance.

Thus it is requested that OEB increase the educational budget so that communities are able to spend their local revenue on facility maintenance.

### 2-2-4-8 Implementation Schedule

The order of the implementation of 3 groups is Shawa North → Harerge West → Arsi East. The 1st group starts in October when the rainy season ends and after one month the 2nd group commences so that the structural works can be completed before the beginning of the next small rainy season. However, the 3rd group has to wait to start until the end of the next rainy season.

The site survey by the Consultant during the small rainy season is deemed possible if enough time for the survey can be arranged. As a result, the time period from the signing of the Procurement Management Contract to the completion of the construction is estimated at 30 months excluding the 12-month warranty period. The work schedule is shown in the Figure 2-6 below;

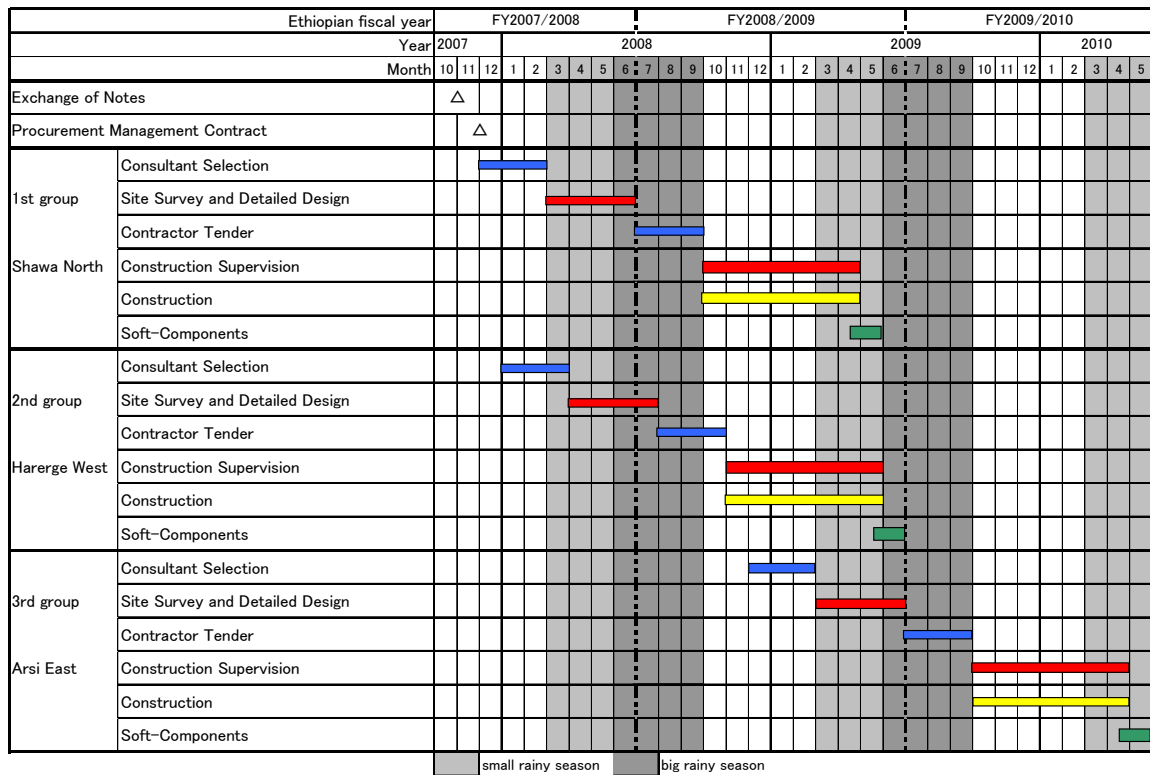


Figure 2-6 Work Schedule

## 2-3 Outline of Undertakings to be Borne by the Ethiopian Side

The purpose of the Japanese Grant Aid for Community Empowerment Scheme is to assist development projects in conjunction with the “self-help” spirit of the recipient countries. Based on such a spirit, the Government of Japan demands that the recipient countries bear a certain level of the burden involved. This rule is applied equally to all recipient countries. Thus, if the Government of Japan decides to implement the Project, the Ethiopian side shall be responsible for completion of the following tasks:

- (1) To provide the Japanese side with information and data related to the Project;
- (2) To obtain the necessary land to implement the Project and secure the rights for the Oromia Education Bureau to construct school facilities;
- (3) To fill and clear the land prior to the Project construction;
- (4) To provide the necessary landscaping work, fence construction and other incidental exterior work;
- (5) To lead and connect power supplies, water supplies and other incidental facilities to the completed Project facilities;
- (6) To procure additional furniture and equipment necessary for the completed Project facilities except for the basic furniture included in the Project;
- (7) To secure sufficient staff and budget necessary for the adequate operation, repair and maintenance of the Project facilities constructed within the Project;
- (8) To bear commissions, handling charges and other necessary fees related to the banking arrangement with a bank in Japan for receiving the Grant Aid for the Project;
- (9) To ensure prompt unloading and customs clearance of products purchased under the Project at ports of disembarkation in the country, and internal transportation therein;
- (10) To exempt all companies, organizations and individuals from any customs duties, internal taxes and levies with respect to the supplies, products and services under the contracts of the Project, i.e. the procurement management contract and contracts with the procurement management agent;
- (11) To accord all individuals entry into the country and the staying therein, along with such facilities as may be necessary for the performance of their work and whose services may be required in connection with the Project, including the supply of products and services under the procurement management contract and contracts with procurement management agent;
- (12) To ensure that all facilities and products constructed and purchased under the Project will be effectively used and properly maintained under the jurisdiction of the Oromia Education Bureau;
- (13) To provide free of charge, for the duration of the construction period and in a vicinity close to the Project site, adequate land space for the storage of supplies and materials and for a site construction office to be used by contractors;
- (14) To grant all the required permits and approvals needed for implementation of the Project;

- (15) To bear all the necessary expenses for the Project not covered by the Grant Aid for Community Empowerment Scheme (including land filling and clearance, lead and connection of infrastructure lines, etc.);
- (16) To obtain, in cooperation with and under the guidance of the procurement management agent, all the various necessary permits including those needed prior to construction, and those needed for the use of Project facilities after construction completion;
- (17) To respond promptly to the procurement management agent's requests for decisions and judgments regarding implementation of the Project.
- (18) To provide free of charge, for the duration of the implementation of the Project, appropriate size of office space for the Procurement Management Agent with the electricity and water bills also free of charge.

## 2-4 Operation and Maintenance Plans of the Project

### 2-4-1 Operation Plan

It is necessary to newly recruit staff (teaching and non-teaching) due to the expansion of classrooms and new construction of schools under this Project.

#### (1) Teaching staff

As table 2-21 below shows, there are expectations to hire<sup>2</sup> an additional 348 teaching staff (120 for G1 to G4 and 228 for G5 to G8).

As a consequence of the privatization of TTI, which produces teachers for G1 to G4, the number of graduates is greater than the number of teaching posts from the year 2003/04. Thus with regard to teachers in 1<sup>st</sup> cycle primary schools (G1 to G4), there are many qualified potential teachers who cannot get teaching jobs. With regard to teachers in 2<sup>nd</sup> cycle primary schools (G5 to G8), it is hard to say that there are plenty of qualified teachers because certificate holders, who are qualified as 1<sup>st</sup> cycle teachers, sometimes teach in 2<sup>nd</sup> cycle primary schools.

To tackle this issue, OEB upgrades TTI to TTC and conduct an upgrade training program for certificate holders. In 2007/08 the number of graduates from TTC is expected to be approximately 6,000 and number of trainees in the upgrade training program is anticipated to be about 1,800. This policy is expected to continue so no problem is anticipated in securing new teachers.

Moreover, the OEB is committed to securing a sufficient budget to recruit teachers. Thus there are no problems anticipated in increasing teaching staff either from the manpower aspect or the budget aspect.

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<sup>2</sup> Condition of assumption: Teacher/Section ratio is 1:1 (the target of ESDP 3) and applies to single shift

Table 2-21 The number of additional teaching staff to recruit

	Number of teaching staff necessary to recruit / school		Number of planned schools	Number of teaching staff to recruit	Remark
Type 1	G5~G8	4	27	108	Construct 4 classrooms. 4 teachers for G5 to G8 are necessary
Type 2	G1~G4	4	21	84	Construct 8 classrooms. It is assumed that 4 teachers for G1 to G4 and 4 teachers for G5 to G8 are necessary
	G5~G8	4		84	
Type 3	G1~G4	4	9	36	Construct 8 classrooms. Teachers who teach G1 to G8 are necessary
	G5~G8	4		36	
Total	G1~G4		57	120	
	G5~G8			228	

(2) Non-teaching staff

As table 2-22 below shows, it is calculated that an additional 279 non-teaching staff need to be hired. In many cases, TTI graduates work as non-teaching staff, yet necessary qualifications for non-teaching staff are not defined. As mentioned above (1), it is not so difficult to recruit TTI graduates.

Moreover, the OEB is committed to securing a sufficient budget to increase staff. Thus there are no problems anticipated in increasing non-teaching staff either from the manpower aspect or from the budget aspect.

Table 2-22 The number of new non-teaching staff needed to recruit

	Number of non-teaching staff necessary to recruit / school	Number of planned schools	Number of non-teaching staff necessary to recruit	Remark <sup>3</sup>
Type 1	7	27	189	Staff to be allocated in a 2 <sup>nd</sup> cycle primary school but not in a 1 <sup>st</sup> cycle primary school (Deputy director, property section head, laboratory technician, students' archives head, library head, accountant and typist)
Type 2	—	21	—	No increase
Type 3	10	9	90	Staff to be allocated in a complete primary school (Director, deputy director, property section head, laboratory technician, students' archives head, library head, accountant and typist, janitor, guard)
Total		57	279	

### (3) Staff recruiting process

Usually, each school submits staff requests for the next academic year in July to the Wareda Education Office (WEO). The WEO sums up a plan based on requests from schools and submits that to the Wareda Administration Office. After the budget allocated by the Wareda Administration Office, the WEO decides the number of new staff and announces that to the public for recruitment.

If a sufficient budget is not secured, the WEO recruits volunteer teachers. It is relatively easy to find volunteer teachers because it is an advantage for qualified applicants to get teaching posts in the following year by dedicating themselves for a time as volunteer teachers.

In this way the WEO allocates staff to schools primarily. But in case some volunteer posts are vacant, the PTA, KETMB and WETMB jointly discuss measures and the communities are asked to compensate teachers' salary by income generation activities and donations.

### 2-4-2 Maintenance Plan

The "Blue Book" says that non-salary recurrent expenditure (books other than textbooks, chalk, stationery, maintenance, laboratory chemicals, furniture, water, telephone, electric bills, etc.) is allocated to schools by the WEO based on the total number of students in the school. In Oromia region, non-salary recurrent expenditure is allocated not in cash, but in kind. And the value of the allocated material is often less than the defined value because of the budget shortage.

<sup>3</sup> Guideline for Organization of Education Management, Community Participation and Education Finance, "Blue Book", MOE 2002.8

Communities try to cover these costs by income generation activities and donations, yet communities tend to give priorities to constructing classrooms, latrines, teachers' residences and etc. Accordingly the fund allocated for maintenance purposes is quite limited.

In consideration of the above-mentioned circumstances, this Project aims to construct facilities for which repair is not necessary for a period of time. Moreover the Project prevents big failure or damage by carrying out daily maintenance (cleaning and preventive maintenance activity) through awareness-raising activities (Soft Component).

## 2-5 Project Cost Estimation

### 2-5-1 Initial Cost Estimation

If the Project is implemented under the Japanese Grant Aid for Community Empowerment Scheme, the total estimated cost shall be JPY 1,238 million. Based upon the demarcation of responsibilities stated in the previous chapter, the following costs are estimated for the Japanese side and the Ethiopian side. For reference sake, the cost estimated is provisional and would be further examined by the Government of Japan for the approval of the Grant.

(1) Total Cost to Be Borne by the Ethiopian Side **ETB 14,159.0 Thousand (JPY189 mil)**

Table 2-23 Total Cost to be Borne by the Ethiopian Side

	Item	Estimated Cost (Thousand ETB)
Recurrent	Electricity and water bill for office of the Procurement Management Agent	449.2
	Soft Component	40.2
Capital	Electricity Connection	1,092.6
	Water Connection (for 21 schools)	833.1
Special	VAT imposed on the contracts	11,743.9
	Total	14,159.0

ETB stands for Ethiopian Birr.

JPY stands for Japanese Yen.

(2) Conditions

- (i) Time of Estimation: April 2007
- (ii) Currency Exchange Rate: 1US\$ = JPY 119.64 (US dollars-Japanese Yen)

1ETB=JPY13.41 (Ethiopian Birr-Japanese Yen)

- (iii) Construction Period: Detailed design and construction period are stated in the previous chapter.
- (iv) Other Remarks: Cost estimation shall be conducted based on the Government of Japan's Grant Aid for Community Empowerment principles.

## 2-5-2 Operation and Maintenance Cost

### 2-5-2-1 Operation Cost

#### (1) Salary for teaching staff

Increase of salary for additional teaching staff mentioned in the chapter 4 is calculated as 2,858,400 Birr per year as shown in table 2-24.

Table 2-24 Estimated amount of teaching staff salary

	Number of necessary teaching staff		Average salary per teaching staff (Birr/Year) <sup>4</sup>	Increase of salary (Birr/Year)
Type 1	G5~G8	108	9,000	972,000
Type 2	G1~G4	84	6,720	564,480
	G5~G8	84	9,000	756,000
Type 3	G1~G4	36	6,720	241,920
	G5~G8	36	9,000	324,000
Total	348		—	2,858,400

#### (2) Salary for non-teaching staff

The OEB usually estimates the cost of non-teaching staff based on the number of students in the school, 10 Birr per student in 1<sup>st</sup> cycle and 15 Birr per student in 2<sup>nd</sup> cycle.

By applying this method, 231,000 Birr per year as shown in table 2-25 is estimated as the salary for non-teaching staff.

<sup>4</sup> Oromia Regional State Perspective Plan for Universal Primary Education 2005/06-2017/18, 2005.8



**Table 2-25 Estimated amount of non-teaching staff salary**

	Number of student increase per school <sup>5</sup>		Salary for non-teaching staff per student (Birr/Year)	Additional salary per school (Birr/Year)	Number of planned schools	Increase of salary (Birr/Year)
Type 1	G5~8	200	15	3,000	27	81,000
Type 2	G1~4	200	10	2,000	21	42,000
	G5~8	200	15	3,000		63,000
Type 3	G1~4	200	10	2,000	9	18,000
	G5~8	200	15	3,000		27,000
Total					57	231,000

**(3) Recurrent expenditure**

The “Blue Book” states that the unit (per student) non-salary recurrent expenditure (books other than textbooks, chalk, stationery, maintenance, laboratory chemicals, furniture, water, telephone, electric bills, etc.) is 10 Birr per year in 1<sup>st</sup> cycle and 15 Birr per year in 2<sup>nd</sup> cycle.

By applying this method, 231,000 Birr per year as shown in table 2-26 is estimated as the recurrent cost.

**Table 2-26 Estimated amount of non-salary recurrent cost**

	Number of student increase per school <sup>6</sup>		Recurrent cost per student (Birr/Year)	Additional recurrent cost per school (Birr/Year)	Number of planned schools	Increase in the recurrent cost (Birr/Year)
Type 1	G5~8	200	15	3,000	27	81,000
Type 2	G1~4	200	10	2,000	21	42,000
	G5~8	200	15	3,000		63,000
Type 3	G1~4	200	10	2,000	9	18,000
	G5~8	200	15	3,000		27,000
Total					57	231,000

**(4) Cost of textbooks**

As the OEB distributes textbooks through the WEO, cost of textbooks is not included in the non-salary recurrent cost stated above (3).

Necessary cost to be prepared is calculated as 1,012,800 Birr as shown in table 2-27.

As textbooks are replaced every 5 years, the necessary cost for 1 year is 202,560 Birr.

<sup>5</sup> Number of student in one classroom is assumed to be 50 based on ESDP3 target

<sup>6</sup> Number of student in one classroom is assumed to be 50 based on ESDP3 target

Table 2-27 Estimated amount of textbook cost

	Number of sets of textbooks <sup>7</sup>		Cost of one set textbooks (Birr) <sup>8</sup>	Necessary cost for textbook per school (Birr)	Number of planned schools	Necessary cost for textbooks (Birr)
Type 1	G5~8	200	72	14,400	27	388,800
Type 2	G1~4	200	32	6,400	21	134,400
	G5~8	200	72	14,400		302,400
Type 3	G1~4	200	32	6,400	9	57,600
	G5~8	200	72	14,400		129,600
Total					57	1,012,800

### 2-5-2-2 Maintenance Cost

Repair is not necessary for a few years after the completion of the Project because the Project aims to construct facilities for which repair is not necessary for a period of time as stated in chapter 4.

Only the cost for repainting and sludge removal from latrines is expected to be necessary for maintenance.

Necessary items for maintenance, frequencies of implementation and their costs are shown in table 2-28.

Table 2-28 Estimated amount of maintenance cost

Item		Frequency	Cost necessary for 1 year
Re-painting	Interior wall and ceiling	Once per ten years	96,500
	Steel sash	Once per five years	19,900
	Blackboard	Once per five years	2,800
Sludge removal		Once per five years	800
Total			120,000

### 2-5-2-3 Total of Operation and Maintenance Cost

Based upon the above calculation, by implementing the Project, the total additional cost per year is Birr. 3,642,960.

Out of the total cost, the operational cost is born either by OEB or WEO, and the maintenance cost is mainly covered by community residents' income generation activities and donations. The operational cost, borne by OEB or WEO, is Birr. 3,522,960, accounting for only 0.3% of the total recurrent cost budget (Birr. 1,123.85 million) of OEB in 2005/06. Hence, it is considered payable by OEB.

Additionally, the maintenance cost amounting Birr.120,000 can be covered by community

<sup>7</sup> Student/textbook ratio is 1:1 as ESDP3 target.

<sup>8</sup> Oromia Regional State Perspective Plan for Universal Primary Education 2005/06-2017/18

residents without much difficulty, as per-student dues are only Birr. 1.6, assuming that the total number of students at the 57 schools is 73,510.

Table-2-29 Operation and Maintenance Cost

Item	Amount (Birr)	Remarks
Operational Cost	3,522,960	Paid by OEB or WEO
Maintenance Cost	120,000	Mainly paid by community residents
Total	3,642,960	—

## 2-6 Other Relevant Issues

The following issue is likely to negatively affect smooth implementation of the Project.

### (1) Tax Exemption

Concrete tax exemption procedures are presented by the Ethiopian side as mentioned in 2-2-4-2 (P.2-38). Nevertheless, at the implementation stage, if there are any delays in issuing tax exemption certificates and allocating budget, smooth procurements are not likely. This means that the work schedule, which takes the rainy seasons into account, will not be kept and thereby there will be considerable negative impact on the Project.

## Chapter 3 Project Evaluation and Recommendations

## Chapter 3 Project Evaluation and Recommendations

### 3-1 Project Effect

The Project tentatively targets 57 schools in 3 zones in Oromia Region, namely Shawa North, Herarge West, and Arsi East. The Project schools consist of the following 3 types.

TYPE 1: 27 1<sup>st</sup> cycle schools (G. 1-4) to be upgraded to complete schools (G. 1-8)

TYPE 2: 21 complete schools to have their school facilities expanded

TYPE 3: 9 schools to be established

In order that facilities of the Project schools are used and maintained properly, the Project also includes a Soft Component. The Project is expected to bring about the following direct and indirect effects.

#### (1) Direct Effects

Issues and Problems	Project Interventions to Address the Issues and Problems	Project Effects and Degree of Improvement
1) Students living in areas with only 1 <sup>st</sup> cycle schools have to travel a long distance for further study after completing the 1 <sup>st</sup> cycle. Some students give up schooling due to the distance.	A total of 108 classrooms for G.5-8 students are constructed at 27 schools as an upgrade.	By 2010, the year when the Project ends, an additional 5,400 students can enroll at schools.
2) Some students must travel a long distance, as schools nearby are short of classrooms. Some students give up schooling due to the distance.	168 classrooms are constructed at 21 schools as an expansion.	By 2010, the year when the Project ends, an additional 8,400 students can enroll at schools.
3) Some students must travel a long distance, as there is no school in the area they live in. Some students give up schooling due to the distance.	72 classrooms are constructed at 9 new schools.	By 2010, the year when the Project ends, an additional 3,600 students can enroll at schools.
4) School members do not have much awareness and know-how regarding school facility maintenance.	Awareness regarding facility maintenance is raised by the Soft Component, and preventative-maintenance workshops are held.	Facilities provided in the Project are used and maintained properly.
5) Students in rural areas do not know how to use a latrine and school latrines are not hygienic.	How to use a latrine and basic hygienic knowledge are taught at workshops in the Soft Component.	Latrines are used properly and basic hygienic knowledge is acquired.

Remarks) The number of beneficiaries is calculated based upon single-shift and 50 students per

class.

(2) Indirect Effects

Issues and Problems	Project Interventions to Address the Issues and Problems	Project Effects and Degree of Improvement
1) Many of the existing school facilities are of mud-brick and not durable, as they were built by community participation. Damage is often left in disrepair.	By raising awareness on school facility maintenance and the importance of daily maintenance (cleaning, preventative maintenance, etc.) in the Soft Component, big defects and damage are prevented.	Repair and maintenance costs are kept low for the existing facilities.
2) Many students are not aware of the importance of washing hands after using latrines and thereby often suffer from sicknesses such as stomachaches.	Basic hygienic awareness is raised in the Soft Component.	Sickness among the students decreases.
3) (Especially in areas where new schools are constructed,) There are few public spaces for the community to get together.	Rooms for directors and staff are constructed so that the community can get together.	Community activities gain vigor to increase income-generation activities and donations, resulting in an increase of operation and maintenance budgets, as the community has a place to get together.

3-2 Recommendations

3-2-1 Issues to be addressed by Ethiopian Side

The following issues must be addressed by OEB in order that the facilities constructed by the Project will be used continuously and effectively.

- 1) Assign the necessary number of teachers and staff at the Project schools
- 2) Accept the appropriate number of students and divide them into classes appropriately at the Project schools
- 3) Allocate the Project schools with the necessary amount of operation and maintenance costs

3-2-2 Coordination with Technical Assistance and Program Approach

In Oromia Region, where the Project is planned, a Technical Assistance Project “ManaBU: 2003.11~2008.3” and a Development Study “SMAPP: 2005.4~2007.9” are being implemented. It is agreed between the Japanese and Ethiopian sides that the Project is implemented as a part of a

program approach, aiming at an “increase of access to quality basic education in Oromia Region.”

“ManaBU” aims to establish a school model in which local community stakeholders participate to construct low-standard specification schools using mud-brick and timber frames and to run the schools in remote rural areas. Along with that, local educational officers’ capacities are built in to the planning and management. In contrast to ManaBU, in this Project, schools are to be constructed to high-standard specifications featuring reinforced concrete and concrete hollow blocks in Woreda towns. Therefore, there is a clear demarcation between ManaBU and the Project. In addition, ManaBU’s capacity building among the educational officers contributes to the Project during its implementation stage.

“SMAPP” develops school-mappings by streamlining educational data and gives education officers micro-planning training. In doing so, SMAPP aims to build capacity of education officers at regional and Woreda levels in collecting and managing data and making education plans to increase quality primary education access. OEB submitted the priority schools list using the micro-planning, the output of SMAPP, for the Project. In addition, in selecting the priority schools, the school-mappings were fully utilized.

By the time the Project is implemented, the above two projects will have ended. However, in order to facilitate an effective program in tandem with the Project, it is important that OEB construct many ManaBU-style schools all over the Oromia Region, using know-how of planning/implementation, and data collection/data administration acquired through ManaBU and SMAPP.

By the time the Project is implemented, the above two projects will have ended. However, currently, a new technical assistance project has been formed. Both the Project and the new technical assistance project are confirmed parts of the program approach.

## Appendices



## 1. Member List of the Study Team

### (1) Outline Design Study Team

Name	Position	Home Institute
Mr. Hideya KOBAYASHI	Leader	Chief, Education and Vocational Training Team, Project Management Group II, Grant Aid Management Department, JICA
Mr. Toru TAKAGI	Procurement Management	Program Manager, Project Management Department, JICS
Mr. Hisafumi MICHIKAWA	Chief Consultant / Architectural Planning	Mohri, Architect & Associates, Inc.
Mr. Shinji KUMEKAWA	Architectural Design/ Construction Management	Mohri, Architect & Associates, Inc.
Mr. Akira SUGIURA	Equipment Planning/ Procurement Planning/ Cost Estimate	Mohri, Architect & Associates, Inc.
Ms. Maki TANAKA	Education, Technical Assistance Planning (Software Components)	Mohri, Architect & Associates, Inc.
Ms. Minako TAKAHASHI	Coordinator/ Technical Assistance Planning II	Mohri, Architect & Associates, Inc.

### (2) Draft Report Explanation Team

Name	Position	Home Institute
Mr. Hideya KOBAYASHI	Leader	Chief, Education and Vocational Training Team, Project Management Group II, Grant Aid Management Department, JICA
Mr. Toru TAKAGI	Procurement Management	Program Manager, Project Management Department, JICS
Mr. Hisafumi MICHIKAWA	Chief Consultant / Architectural Planning	Mohri, Architect & Associates, Inc.
Mr. Shinji KUMEKAWA	Architectural Design/ Construction Management	Mohri, Architect & Associates, Inc.
Ms. Maki TANAKA	Education, Technical Assistance Planning (Software Components)	Mohri, Architect & Associates, Inc.

## 2. Study Schedule

### (1) Outline Design Study Team

Date			JICA (Leader)	JICS (Procurement Management)	Chief Consultant/ Architectural Planning	Equipment Planning/ Procurement Planning/Cost Estimate	Education Technical Assistance (Software Component)	Coordinator/ Education Technical Assistance II	Architectural Design/ Construction Management		
			Hideya KOBAYASHI	Toru TAKAGI	Hisafumi MICHIKAWA	Akira SUGIURA	Maki TANAKA	Minako TAKAHASHI	Shinji KUMEKAWA		
1	7-Apr	Sa	/		Narita → Bangkok						
2	8-Apr	Su			Bangkok → Addis Ababa						
3	9-Apr	Mo			JICA Ethiopia Office Meeting w/OEB move to W.Hararge Zone						
4	10-Apr	Tu			Site Inspection W.Hararge						
5	11-Apr	We			Site Inspection, Local Contractor W.Hararge						
6	12-Apr	Th			W.Hararge→Arsi, Site Inspection Arsi						
7	13-Apr	Fr			Site Inspection, Local Contractor Arsi						
8	14-Apr	Sa			Site Inspection Arsi, Arsi→Addis Ababa						
9	15-Apr	Su			Haneda→Kansai→		Data Analysis				
10	16-Apr	Mo	Dubai→Addis Ababa		Meeting w/JICA, ManaBU project						
					Meeting w/JICA						
					Embassy of Japan			Survey			
11	17-Apr	Tu			Meeting w/OEB						
					Meeting w/BoFED		Survey				
12	18-Apr	We			Meeting w/MoFED		Survey				
					Minutes Meeting		Survey				
13	19-Apr	Th			Site Inspection North Shawa						
14	20-Apr	Fr			Minutes Meeting		Site Inspection N. S		Survey		
15	21-Apr	Sa			Data Analysis						
16	22-Apr	Su			Data Analysis						
17	23-Apr	Mo			Minutes Signing, Report to JICA Report to Embassy of Japan		Survey				
					Addis Ababa→		Survey				
18	24-Apr	Tu	Dubai→Kansai→Haneda		OEB						
19	25-Apr	We	/		OEB						
20	26-Apr	Th			OEB						
21	27-Apr	Fr			OEB						
22	28-Apr	Sa			Survey						
23	29-Apr	Su			Data Analysis						
24	30-Apr	Mo			OEB						
25	1-May	Tu					Local Contractor survey		Data Analysis		Procurement
26	2-May	We							NGO Survey		survey
27	3-May	Th					OEB				
28	4-May	Fr			OEB, Report to JICA						
29	5-May	Sa			Addis Ababa→Bangkok→						
30	6-May	Su			→Narita						

### (2) Draft Report Explanation Team

Date			JICA (Leader)	JICS (Procurement Management)	Chief Consultant/ Architectural Planning	Architectural Design/ Construction Management	Education Technical Assistance (Software Component)
			Hideya KOBAYASHI	Toru TAKAGI	Hisafumi MICHIKAWA	Shinji KUMEKAWA	Maki TANAKA
1	18-Aug	Sa	/		Narita → Bangkok		
2	19-Aug	Su			Haneda→Kansai→ → Addis Ababa		
3	20-Aug	Mo			Dubai→Addis Ababa Meeting w/OEB		
					Meeting w/JICA, OEB		
4	21-Aug	Tu			Meeting w/MoFED		
					Meeting w/OEB, BoFED		
					Meeting w/OEB		
5	22-Aug	We			Minutes preparation		
					Minutes preparation		
6	23-Aug	Th	Minutes Signing				
			Meeting w/MoFED				
7	24-Aug	Fr	Report to JICA, Embassy of Japan				
			Addis→				
8	25-Aug	Sa	Addis Ababa→Bangkok→				
9	26-Aug	Su	→Narita				

### 3. List of Parties Concerned in the Recipient Country

#### **Ministry of Education**

Mr. Alewdres Kebede Acting Engineering Panel Head

#### **Ministry of Finance and Economic Development: MoFED**

Mr. Heilemicheal Kinfu Head of Bilateral Cooperation Department

#### **Federal Inland Revenue Authority**

Mr. Fukadu Taddesse Acting Head of Taxpay, Education & Registration

#### **Oromia Education Bureau: OEB**

Mr. Darajjee Asfawuu Jaxuu Head  
Mr. Merga Feyissa Deputy Head  
Mr. Tasew Bekele Head of Planning, Research and Project  
Mr. Gezu Urgesa Planning Expert  
Mr. Yali Merga Site Supervisor  
Mr. Lessanu Lejissa Planning & EMIS Team Leader  
Mr. Yosef Ayele EMIS Expert  
Mr. Adugna Wondimu EMIS Expert  
Mr. Abraham Nigussie Engineering Panel Head  
Mr. Hunduma Lemun Education Materials Organization & Distribution  
Department Head  
Mr. Fikru Meko Expert Educational Material  
Mr. Befekadu Zaryihun Expert Educational Material  
Mr. Dagne Belachew Head of Training Department  
Mr. Berta Filalie Training Expert (pre-service), Training Department  
Mr. Abraham Tesema Curriculum Expert, Curriculum Department  
Mr. Boro Wolde Financial Head

#### **Bureau of Finance and Economic Development: BoFED**

Mr. Berhanu Dirirsa Vice Bureau Head

#### **Oromia Rural Road Authority**

Mr. Berhanu Bekele Manager

**Italian Contribution to the ESDP, PMU Office**

Mr. Assefa Mekonnen Procurement Consultant  
Mr. Getachew Solomon Capacity Building and Primary Education (CBPE) Expert

**West Hararge Zonal Education Office (ZEO)**

Mr. Mulugeta Chala Zonal Education Head

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Mr. Totik Mohammed Chiro Town Education Office Head  
Mr. Legesse Bekansa Chiro Town Education Expert

**Kampi, Chiro Town Wareda, Herarge West Zone (Non-formal School)**

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**Chiro WEO, Herarge West Zone**

Mr. Balaacho Ballezaa Education Expert

**Modicho No.3, Chiro Wareda, Herarge West Zone**

Mr. Afeework Alamayehu Teacher

**Kunni WEO, Herarge West Zone**

Mr. Bedru Munewet WEO Head  
Mr. Girma Devele Head of Education Division

**Saballe, Kuni Wareda, Herarge West Zone**

Mr. Dndale Ayele Director

**Bedesa WEO, Herarge West Zone**

Mr. Andualet Bejene Education Expert

**Beddeessaa Primary School, Baddeessaa Wareda, Herarge West Zone**

Mr. Tefera Tesgera Director

**Gamachis WEO, Herarge West Zone**

Mr. Shewangizawd Alemayehu WEO Head

**Qunnii, Gamachis Wareda, Herarge West Zone**

Mr. Kebede Bahiru Director

**Arsi Zone Municipality Office**

Mr. Jewal Aliyi Head of Work & Urban Development

Mr. Abraham Gizow Supervisor

Mr. Atsecle G/Giyorgis Drafts Man

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Mr. Teshome Megra Planning Expert

Mr. Asegedech Aweke Expert

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Mr. Tadese Bedada Education Expert

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**Ciqilfataa, Tiyo Wareda, Arsi East Zone**

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**Uboo Weennii, Zuway Dugda Wareda, Arsi East Zone**

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**Biiftuu Korbeeyyii, Zuway Dugda Wareda, Arsi East Zone**

Mr. Kumbi Duga Director

**Furutaa, Lode Hitosa Wareda, Arsi East Zone**

Mr. Tesfaye Jima Director  
Mr. Abera Deba Vice Director

**Fitche Town WEO, Shawa North Zone**

Mr. Getachew Abera Head Officer

**Abiyoot Firee, Fichie Town Wareda, Shawa North Zone**

Mr. Girmaa Haimete Vice Director  
Mr. Seyoum Abebe Kassa, Director, Board Secretary, Abiyoot Firee  
Mr. Girmaa Haimete Vice Director, PTA Member, Abiyoot Firee  
Mr. Gezimu Gadisa Debele Board Chairman, Abiyoot Firee  
Mr. Dechasa Mulato Jiru PTA Chairman, Abiyoot Firee  
Mr. Janber Aseffa G/Kidan Board Member, Abiyoot Firee  
Ms. Birtukan Dinku W/Medhin PTA Member, Abiyoot Firee

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Mr. Girma Tadele Education Team Leader

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Mr. Yilma Yifru Zawude Board Chairman, Adaree Gordomaa  
Ms. Atsede Gemeda Tullu PTA Member, Adaree Gordomaa  
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Mr. Getu Gudisa Miko Board Secretary, Director, Adaree Gordomaa

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Mr. Jileshi Assefa Member  
Mr. Getaneh Retta Secretary

Mr. Balcha Harleyesus                      Treasurer  
Mr. Amslalu Kebede                         Administrator

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Mr. Solomon Tekle                             Health Officer

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Mr. Abebe Kiros                                Deputy General Manager  
Mr. Megersa Negera                         Hydro geologist  
Mr. Takele Migusse                         Construction Engineer

**Save the Children Denmark (NGO)**

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**World Vision Ethiopia (NGO)**

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**International Institute of Rural Reconstruction: IIRR (NGO)**

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Mr. Firew Kefyalew                            Country Director

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Ms. Safia Ahmed Sadik                      Assistant researcher  
Ms. Genet Gessese                            Secretary

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**GAT MeTS International Pvt Ltd. Co. (Consultant)**

Mr. Marsha Medemdemia              Managing Director

Mr. Girma Teklu                          Technical Director

**Hager Consult**

Mr. Balcha Haileyeus                  Director

**OTT Consulting Architects & Engineers PLC (Consultant)**

Mr. Mesfin Bereded                      Director

Mr. Girmo Kebede                        -

**National Consultants**

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**Sileshi Consult**

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Mr. Debebe Sileshi                      Senior Architect

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Mr. Girma Mekonnen                    Laboratory Division, Head

Ms. Rahel Kore                          Foundation Investigation Division, Foundation Engineer

Mr. Eshetu Dadi                         Water Works Design Studio, Head

Ms. Ayenalem Demissie                Building Design Studio I, Head

Mr. Alem Jesfahinegn                  Engineer

**Amikaza Contractor**

Mr. Afendi Ahmed                        -

**Tashoomee Dinbaw (Contractor)**

Mr. Tashoomee Dinbaw                 -



**Mugher Cement Ent. (Contractor)**

Mr. Samuel Mulaf Senior Accountant

Mr. Getachew Tolcha Accountant

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Mr. Solomon Girma Sales Division Head

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**BERHE HAGOS GENERAL CONTRACTOR**

Mr. Mogos Fre General Manager

**ATEM General Contractor**

Mr. Ayelew Meshesha General Manager

Mr. Salomon Kebede -

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Mr. Ketema Yilma Manager

**Timex Trading (Equipment supplier)**

Mr. Tibebeselassio Awethahegn Managing Director

**BZ DURRI TRADING PLC (Equipment supplier)**

Mr. Restem Abdi Manager

**Home Depot (Equipment supplier)**

Mr. Bedrin Durri General Manager

**Walansa Zegeue Mesereate & Metal Materials (School furniture supplier, Herarge West)**

Mr. Sowodros Augicnew -

**National General Wood & Metal Workshop (School furniture supplier, Herarge West)**

Mr. Abiy Gasnaw -

**Asella Unit Production (School furniture supplier, Arsi East)**

Mr. Oninos Phawloss -

**Warka Wood Work (School furniture supplier, Arsi East)**

Mr. Tadsse Kebede -

**Educational Materials Production & Distribution Enterprise (School furniture supplier, Addis Ababa)**

Mr. Yanas Shewaye Sales Division Head

**Belka Prluste Limited Company (Transport company)**

Mr. Reta Hailemariam -

Ms. Mestawot Demeke -

**BEKELCHA TRANSPORT SHARE COMPANY (Transport company)**

Mr. Wondimu -

**Technostyle Plc (Office furniture supplier)**

Ms. Hylina -

**WARYT Quality Furniture Center (Office furniture supplier)**

Ms. Betty -

**GLORIOUS PVT LTD. CO (Electrical appliances supplier)**

Ms. Genet

Ms. Mujib Muhajir Deputy Store Manager

**ECAS TRADING PLC (Electrical appliances supplier)**

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**Gladdev (Office equipment supplier)**

Ms. Nebel -

**UPITER TRADING DISTRIBUTOR OF OFFICE EQUIPMENT, PARTS AND SUPPLIES (Office equipment supplier)**

Mr. Melaku -

**OMEDAD (Educational equipment supplier)**

Mr. Gobena Kuma -

**Obit Techno Commercial Agents & Import (Educational equipment supplier)**

Mr. Tadasse Gutema -

Mr. Tibebe Tewodroa -

**Vision Ethiopia Business Group PLC (Educational equipment supplier)**

Mr. Mohammed Adem -

**Ethiopian Telecommunications Corporation**

Mr. Birara Service Delivery Deputy Manager

**The Motor & Engineering Company of Ethiopia Limited MOENCO SC (Car dealer)**

Mr. Teshome Ambelu -

**Ethio Nippon Tech Co. LTD (S.C.) Mitsubishi Motor Vehicles in Ethiopia (Car dealer)**

Mr. Ambachew Derberw -

**Safety Car Rent**

Mr. Seifu Lemma General Manager

**Sol Car Rent Service**

Mr. Solomon Ayele General Manager

**Galaxy Express Service P.I.Co. (Car rent)**

Ms. Nessiba Yassin Ticket Supervisor

**General Marcantlle (Motorbike dealer)**

Mr. Grim Kebede -

**SACE (Motorbike dealer)**

Ms. Tiblets -

**Melak Teferrea (Legal lawyer)**

Mr. Melak Teferrea -

**Bizuneh Beyene (Legal lawyer)**

Mr. Bizuneh Beyene -

**African Insurance Company (S.C.)**

Mr. Mulugeta Bekele -

**Embassy of Japan in Ethiopia**

Mr. Kinichi Komano Ambassador of Japan

Mr. Kazuyuki Takenaka Second Secretary

Mr. Hiroshi Ishizuka Secretary

**JICA Ethiopia Office**

Mr. Katsuhiro Sasaki Resident Representative

Mr. Naoki Ando Deputy Resident Representative

Ms. Yumiko Yamakawa Education Advisor

Mr. Abebawork Abebe Program Officer

**ManaBU Project**

Mr. Takashi Nobe Expert, Chief Advisor/Education Administration

Ms. Akane Totani Expert, School Management/Participatory Method

Mr. Kyoichi Sugiyama Expert, School Construction

Ms. Yuko Hirose Expert, Project Coordination

**SMAPP**

Mr. Holie Folie Education Specialist and Local Staff Leader

Mr. Girma Urgeacha GIS-Remote Sensing Expert

Mr. Belay Kebede Statistics and GIS Expert

Ms. Grumeshet Mergia Office Assessment

Ms. Hirut Trahun Secretary

4. Minutes of Discussions

Minutes of Discussions

(1) Outline Design Study

on the Outline Design Study

on the Project for Construction of Primary Schools in Oromia Region  
in the Federal Democratic Republic of Ethiopia

Based on the results of the Preliminary Study, the Government of Japan decided to conduct an Outline Design Study on the Project for Construction of Primary Schools in Oromia Region (hereinafter referred to as "the Project") and entrusted the study to the Japan International Cooperation Agency (hereinafter referred to as "JICA").

JICA sent to Federal Democratic Republic of Ethiopia (hereinafter referred to as "the Ethiopia") the Outline Design Study Team (hereinafter referred to as "the Team"), which is headed by Mr. Hideya Kobayashi, Chief, Education and Vocational Training Team, Project Management Grope II, Grant Aid Management Department and is scheduled to stay in the country from April 8 to May 5.

The Team held discussions with the officials concerned of the Government of Ethiopia and conducted a field survey at the study area.

In the course of discussions and field survey, both parties confirmed the main items described on the attached sheets. The Team will proceed to further works and prepare the Outline Design Study Report.

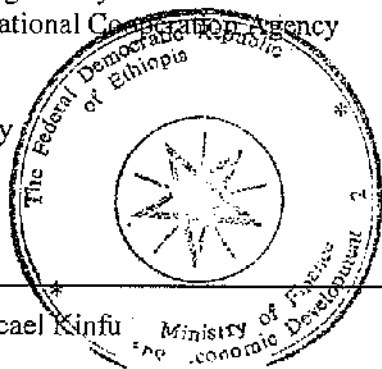
Addis Ababa, April 23, 2007

*小林秀弥*

Mr. Hideya Kobayashi  
Leader  
Outline Design Study Team  
Japan International Cooperation Agency

Witnessed by

*HL*  
Mr. Hailemichael Kinfu  
Head  
Bilateral Cooperation Department  
Ministry of Finance and Economic Development  
The Federal Democratic Republic of Ethiopia

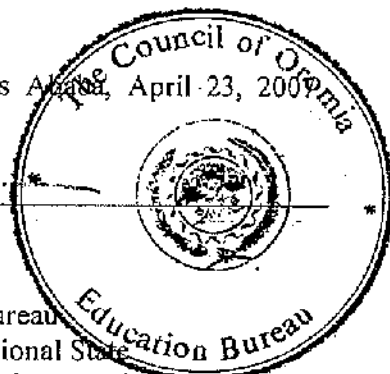


*Handwritten mark*

Mr. Dereje Asfaw  
Head  
Oromia Education Bureau  
Oromia National Regional State  
The Federal Democratic Republic of Ethiopia

Witnessed by

*Handwritten signature*  
Mr. Berhanu Dirirsa  
Deputy Head  
Oromia Bureau of Finance and Economic  
Development  
The Federal Democratic Republic of Ethiopia



## ATTACHMENT

### 1. Objective of the Project

The objective of the Project is to improve access and educational environment to primary education through construction of 2<sup>nd</sup> cycle classrooms (G5-8), complete primary schools (G1-8) and expansion of complete primary schools in Oromia Region.

### 2. Project site (s)

The sites of the Project are the following 3 zones, which are the same target for the Community-Based Education Improvement Project (hereinafter referred to as "ManaBU").

- Arsi zone
- West Hararge zone
- North Shoa zone

### 3. Responsible and Implementing Organization

The responsible and implementing organization is Oromia Education Bureau (hereinafter referred to as "OEB"). The organization chart of OEB is shown in Annex 1.

### 4. Items Requested by the Government of Ethiopia

After discussions with the Team, the items described in Annex 2 were requested by the Ethiopian side with their priorities.

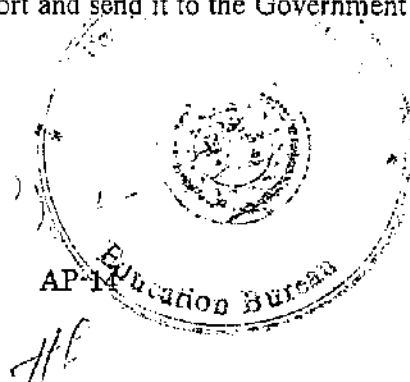
JICA will assess the appropriateness of the request and will report the findings to the Government of Japan.

### 5. Japan's Grant Aid Scheme

- 5-1. The Ethiopian side understands the concept of Japan's Grant Aid scheme for Community Empowerment described in Annex 3 explained by the Team.
- 5-2. Detailed conditions applied to the project will be discussed with Draft explanation team on the end of August, 2007.
- 5-3. The Ethiopian side will take the necessary measures, as described in Annex 4, for smooth implementation of the Project, as a condition for the Japanese Grant Aid to be implemented.

### 6. Schedule of the Study

- 6-1. The consultants will proceed to further studies in Ethiopia until May 5, 2007.
- 6-2. JICA will prepare the draft report in English and dispatch a mission in order to explain its contents around the end of August, 2007.
- 6-3. In the case that the contents of the report is accepted in principle by the Government of Ethiopia, JICA will complete the final report and send it to the Government of Ethiopia by the end



## 7. Other Relevant Issues

- 7-1. Both sides confirmed that the Japan's Grant Aid scheme for Community Empowerment would be applied for the Project to aim for the cost-effectiveness by utilizing local consultants, contractors and materials.
- 7-2. Both sides confirmed that the Project would be implemented in the Programme for Improving Access to Primary Education in Oromia Region shown in Annex 5.
- 7-3. The team requested that the offsetting of budget should not cause negative impact on the education sector in the selected woredas for the Project.
- 7-4. Both sides confirmed that schools to be constructed under the Project would be selected based on the criteria described in Annex 6.
- 7-5. Both sides confirmed that the following items requested on the application, which had been submitted in August, 2005, would not be covered by the Japan's Grant Aid.
  - Construction of Science Laboratory for each school
  - Renovation of the existing primary schools
  - Construction of teachers' residence
  - Provision of science kits for primary schools
- 7-6. The Ethiopian side shall revise the list of candidate schools in consideration of the criteria described in Annex 6
- 7-7. The Ethiopian side shall submit the revised list of candidate schools to the Team by April 30, 2007.
- 7-8. The Ethiopian side shall submit the land secured documents for the construction of new complete primary schools to JICA Ethiopia Office by the end of June, 2007.
- 7-9. The Ethiopian side requested the technical assistance (Soft Component) in the Project for better management and maintenance of the schools under the Project.
- 7-10. The Ethiopian side shall indicate a concrete procedure to exempt the supply of the products and services under the Contacts from customs duties, internal taxes and fiscal levies imposed in Ethiopia by April 30, 2007.
- 7-11. Ethiopian side requested that the role of JICS and OEB in the implementation stage shall be explained more concretely based on the result of the study.

Annex 1: The organization chart of OEB

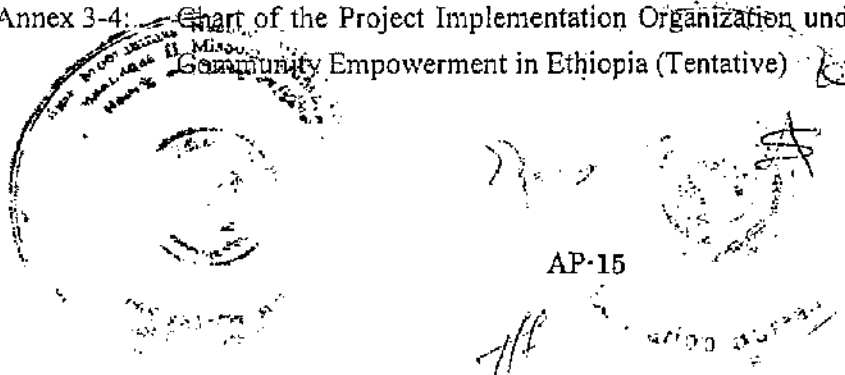
Annex 2: Items requested by the Government of Ethiopia

Annex 3-1: Japan's Grant Aid Scheme for Community Empowerment (Tentative)

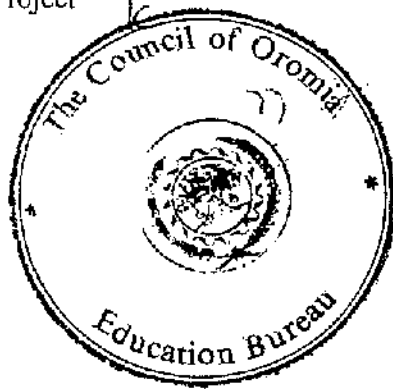
Annex 3-2: Flow Chart of Japan's Grant Aid Procedures for Community Empowerment (Tentative)

Annex 3-3: Flow of Funds for implementation under the Japan's Grant Aid for Community Empowerment

Annex 3-4: Chart of the Project Implementation Organization under the Japan's Grant Aid for Community Empowerment in Ethiopia (Tentative)



- Annex 4: Major Undertakings to be taken by Each Government
- Annex 5: Programme for Improving Access to Primary Education in Oromia Region
- Annex 6: Criteria for the selection of the Zones/Woredas and of the School Sites for the Project



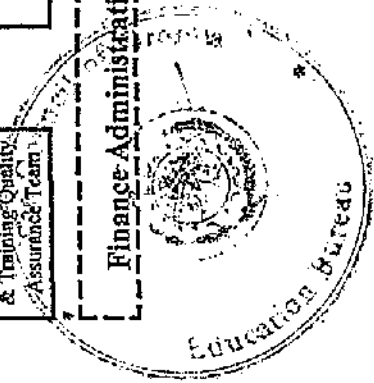
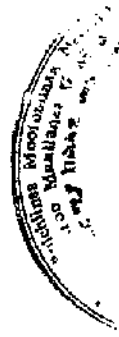
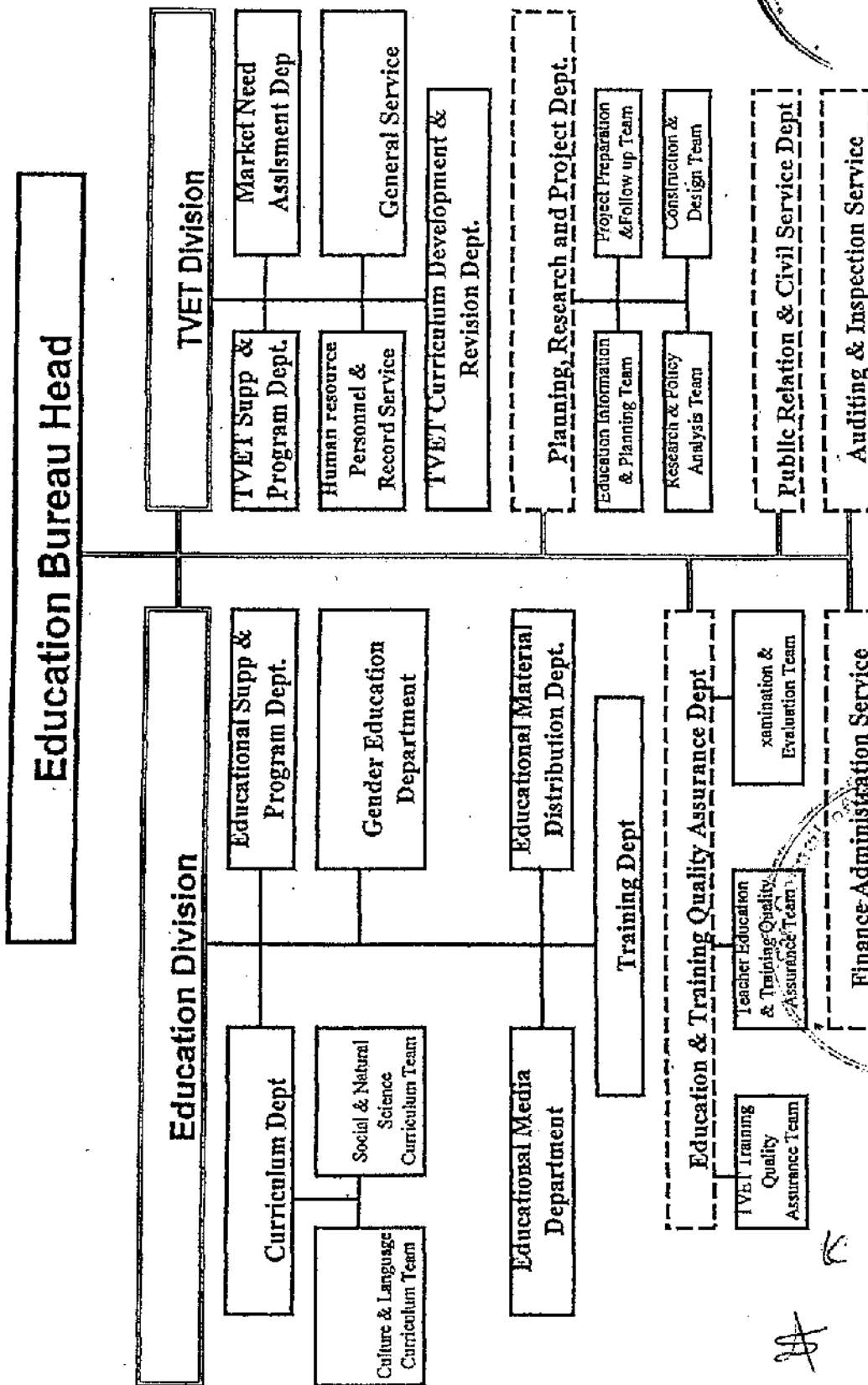
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Annex 1: The organization chart of OEB

Organizational Structure Of Oromia Education Bureau



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Annex 2

Items requested by the Government of Ethiopia

(1) The Category of Schools to be covered by the Project

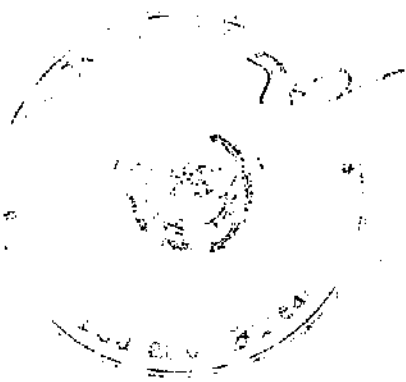
- 1) Existing Schools
  1. Upgrading the 1<sup>st</sup> cycle schools to the complete primary schools
  2. Expansion of the complete primary schools
- 2) Newly Established Schools
  1. Establishment of the complete primary schools

(2) Description of School Facilities

- 1) Structure of School Building  
Reinforced Concrete Structure with Hollow Concrete Block wall
- 2) Water Supply System
  1. Provision of the Cistern at the sites with the piped water supply system
  2. Provision of the Rainwater collection system is recommended at the sites without any water supply
- 3) Electricity Supply System  
Provision of the electrical equipment in case of the Electrical Power supply prepared at the sites

(3) Priority of the Components of the Requested Facilities and Equipment

- 1) Priority of the Components of the Requested Facilities
  1. Classroom
  2. Director Room with storage room
  3. Staff Room
  4. Toilet
  5. Library
  6. Pedagogical Center
- 2) Priority of the Components of the Requested Equipment
  1. School furniture
  2. Basic Educational Materials



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Japan's Grant Aid Scheme for Community Empowerment  
(Tentative)

<Gist of the scheme>

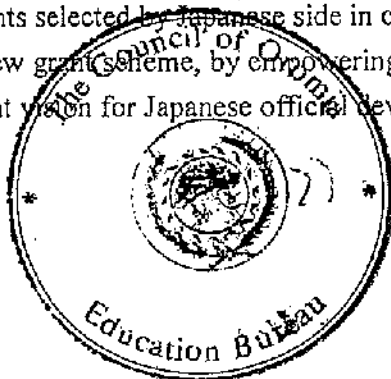
As from FY2006, Japanese Government has introduced a new grant aid scheme called, "Grant Aid for Community Empowerment". It aims toward development of certain communities or regions in recipient country by empowering capability of the community as a whole to overcome various threats such as hunger, poverty, epidemics, etc. Multiple different components (construction of schools, roads, wells, or training etc) can be combined effectively to formulate one project. Single component project, for example, constructions of school classrooms in certain region by utilizing local resources are also possible. Contractors, suppliers or consultants are not confined to Japanese companies only, and construction can be done in line with local specification, which leads to cost reduction.

The new scheme has a number of important features which are different from those of Grant Aid for General Projects. Main features of the new scheme are as follows:

- (1) Contractors, suppliers or consultants are not tied to Japanese companies only, and construction can be done in line with local specification,
- (2) Multiple different components can be combined to formulate one projects,
- (3) Procurement Management Agent (Japan International Cooperation System (JICS)) is assigned to undertake overall management of the grant (including fund management) on behalf of the recipient countries,
- (4) A project has simpler procedures and is commenced earlier than in the case of General Grant Aid type,
- (5) Local resources, such as suppliers, contractors, consultants, materials, work force, etc., may be utilized where necessary,
- (6) Local specifications will be applied to construction,
- (7) Japan International Cooperation Agency (JICA) is assigned to undertake outline design studies and project implementation promotion.

One important feature and principle of the scheme is adoption cost effectiveness. If contractors with reasonable technical standard available in the recipient or nearby countries, they can participate bidding for construction. (Standard of quality will be supervised by technical advice of consultants selected by Japanese side in consultation with recipient country).

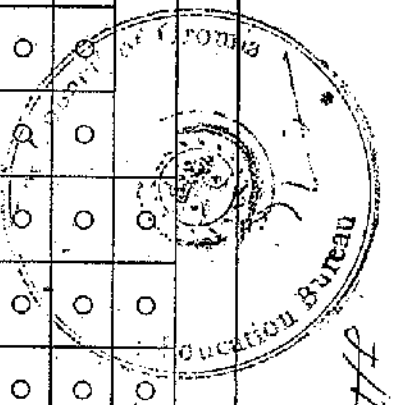
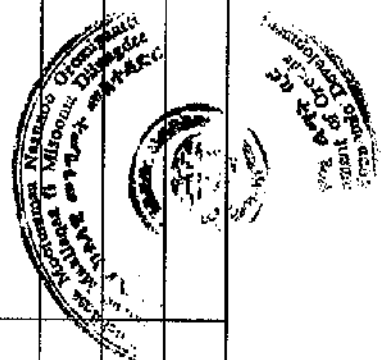
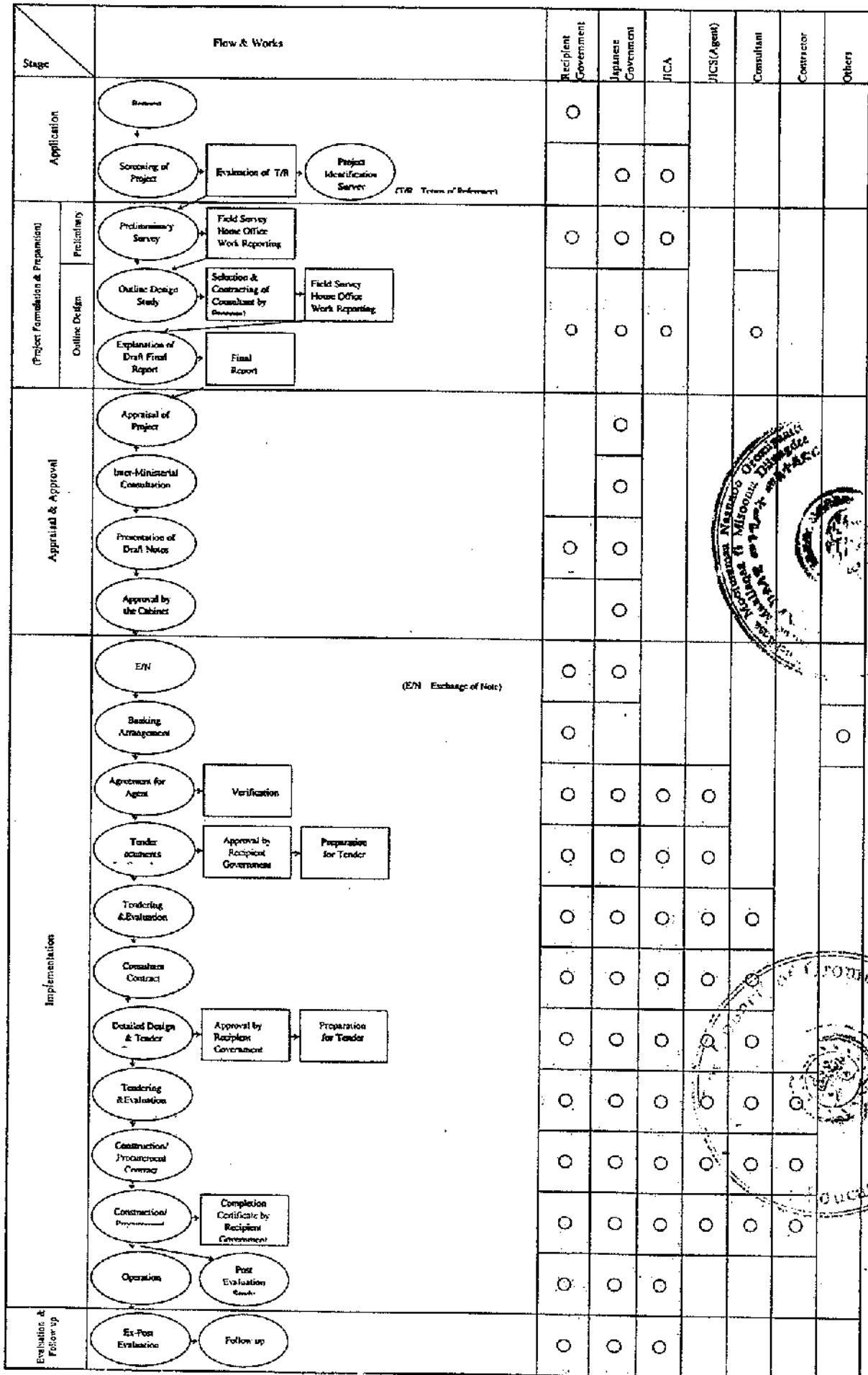
The new grant scheme, by empowering the community, thus seeks to enhance human security, an important vision for Japanese official development assistance.



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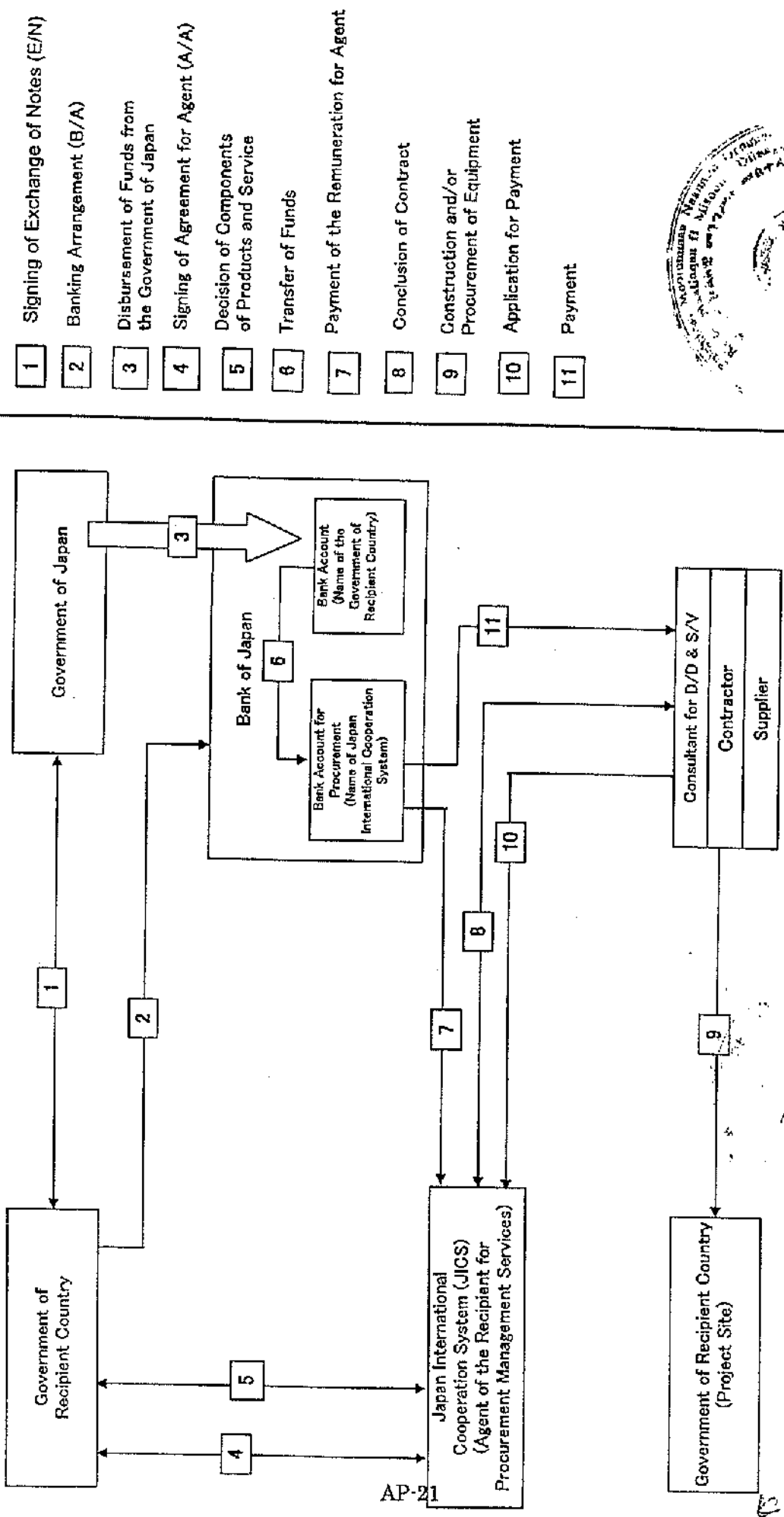


FLOW CHART OF JAPAN'S GRANT AID PROCEDURES FOR COMMUNITY EMPOWERMENT (Tentative)



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**ANNEX 3-3 Flow of Funds for Implementation under the Japan's Grant Aid for Community Empowerment**



- 1 Signing of Exchange of Notes (E/N)
- 2 Banking Arrangement (B/A)
- 3 Disbursement of Funds from the Government of Japan
- 4 Signing of Agreement for Agent (A/A)
- 5 Decision of Components of Products and Service
- 6 Transfer of Funds
- 7 Payment of the Remuneration for Agent
- 8 Conclusion of Contract
- 9 Construction and/or Procurement of Equipment
- 10 Application for Payment
- 11 Payment

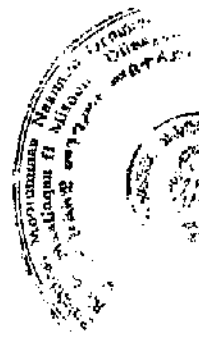
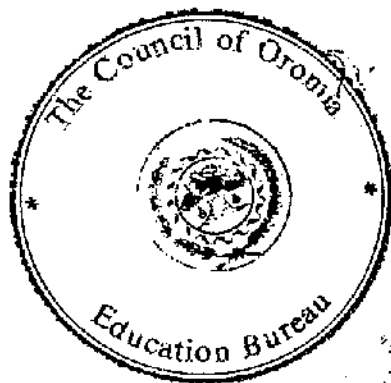
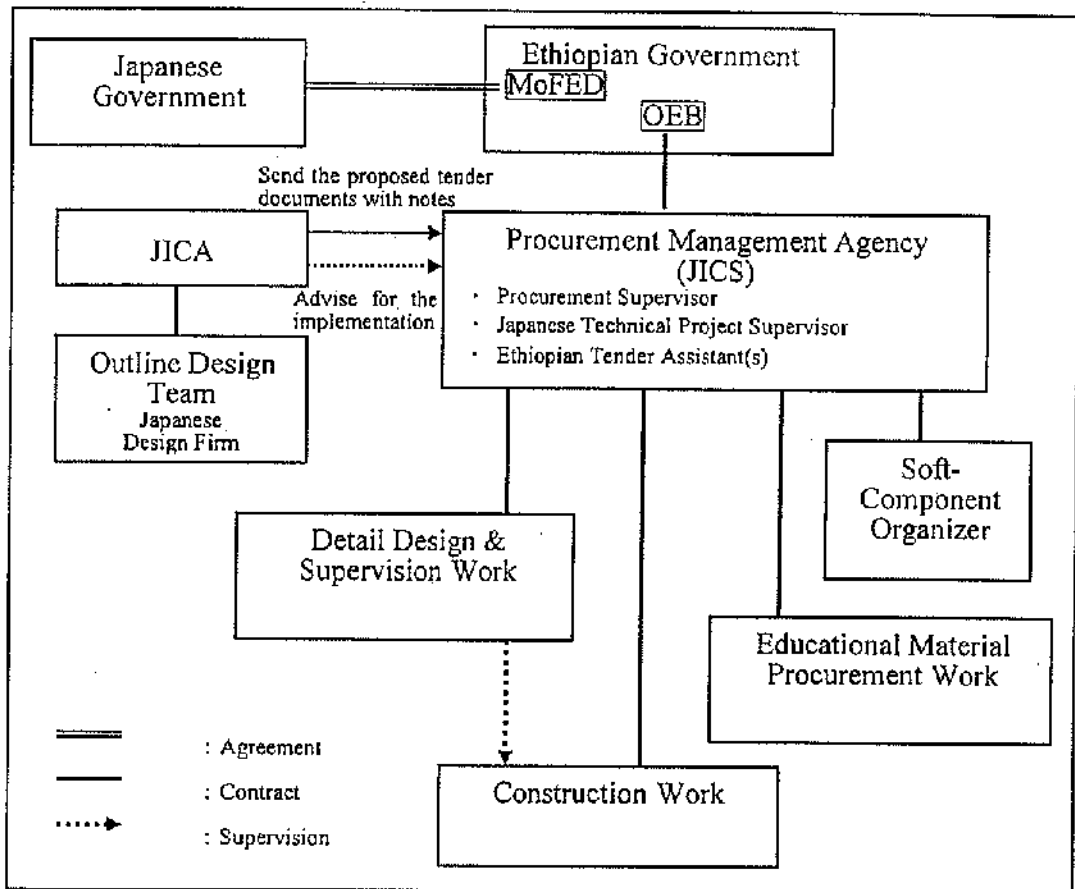
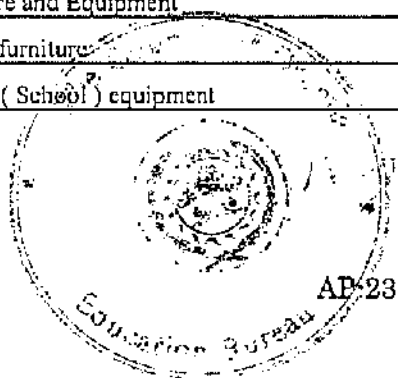


Chart of the Project Implementation Organization  
under the Japan's Grant Aid Scheme for Community Empowerment in Ethiopia  
 (Tentative)



Major Undertaking to be taken by Each Government

No	Items	To be covered by Grant Aid	To be covered by Recipient Side
1	To secure land		●
2	To clear, level and reclaim the site when needed		●
3	To construct gates and fences in and around the site		●
4	To construct the parking lot		●
5	To construct roads		
	1) Within the Site	●	
	2) Outside the site		●
6	To construct the buildings	●	
7	To provide facilities for the distribution of electricity, water supply, drainage and other incidental facilities		
	1) Electricity		
	a. The distributing line to the site		●
	b. The drop wiring and internal wiring within the site	●	
	c. The main circuit breaker and transformer	●	
	2) Water Supply		
	a. The city water distribution main to the site		●
	b. The supply system within the site (receiving and elevated tanks)	●	
	3) Drainage		
	a. The city drainage main (for storm, sewer and others) to the site		●
	b. The drainage system (for toilet sewer, ordinary waste, storm drainage and others) within the site	●	
	4) Gas Supply		
	a. The city gas main to the site		●
	b. The gas supply system within the site	●	
	5) Telephone System		
	a. The telephone trunk line to the main distribution frame/panel (MDF) of the building		●
	b. The MDF and the extension after the frame/panel	●	
	6) Furniture and Equipment		
	a. School furniture	●	●
	b. Project ( School ) equipment	●	



HIF

8	To bear the following commissions to the Japanese bank for the banking services based upon the B/A		
1)	Advising commission of A/P		●
2)	Payment commission		●
9	To ensure unloading and customs clearance at port of disembarkation in recipient country		
1)	Marine (Air) transportation of the products from Japan to the recipient country	●	
2)	Tax exemption and custom clearance of the products at the port of disembarkation		●
3)	Internal transportation from the port of disembarkation to the project site	●	●
10	To accord Japanese nationals whose services may be required in connection with the supply of the products and the services under the verified contract such facilities as may be necessary for their entry into the recipient country and stay therein for the performance of their work.		●
11	To exempt the supply of the products and services under the Contacts from customs duties, internal taxes and other fiscal levies which may be imposed in the recipient country with respect to the supply of the products and services under the verified contracts.		●
12	To maintain and use properly and effectively the facilities constructed and equipment provided under the Grant.		●
13	To bear all the expenses, other than those to be borne by the Grant, necessary for construction of the facilities as well as for the transportation and installation of the equipment.		●

(B/A: Banking Arrangement, A/P: Authorization to Pay)

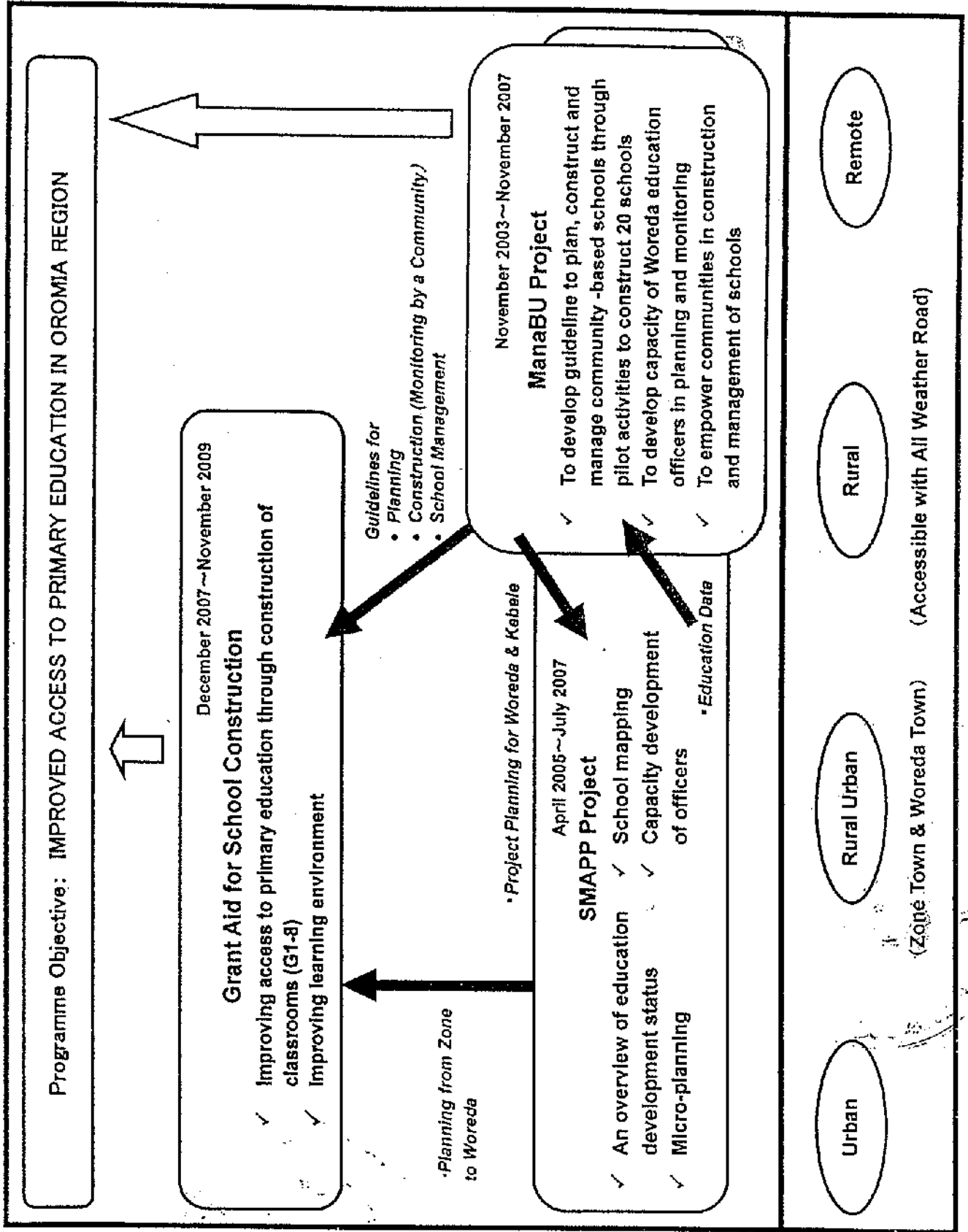
*AB*

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Annex 5: Programme for Improving Access to Primary Education in Oromia Region



Criteria for the selection of the School Sites for the Project

Criteria for the Selection of the School Sites for the Project

1. The school sites which face all weather road shall be prioritized.
2. The school sites where classrooms are more in shortage and where there are more school-aged children shall be prioritized.
3. The school sites where the complete primary schools were or will be constructed according to the High Standard shall be eliminated from the Project.
4. The school sites without any natural calamities such as landslides and flooding etc. shall be prioritized
5. The school sites with available space of the construction for the additional classrooms will be prioritized.
6. The school sites where additional teachers are secured to be assigned shall be prioritized.
7. The school sites where Kebele Education and Training Management Boards are established with adequate operating and maintenance budgets shall be prioritized.

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(2) Draft Report Explanation  
Note: Annex-3 is removed

Minutes of Discussions  
on the Outline Design Study

on the Project for Construction of Primary Schools in Oromia Region  
in the Federal Democratic Republic of Ethiopia  
(Explanation on Draft Report)

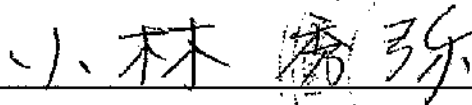
In April 2007, Japan International Cooperation Agency (hereinafter referred to as "JICA") dispatched a Outline Design Study on the Project for Construction of Primary Schools in Oromia Region (hereinafter referred to as "the Project") to the Federal Democratic Republic of Ethiopia (hereinafter referred to as "Ethiopia"), and through discussion, field survey, and technical examination of the results in Japan, JICA prepared a draft report of the study.

In order to explain and to consult the Ethiopia on the components of the draft report, JICA sent to Ethiopia the Draft Report Explanation Team (hereinafter referred to as "the Team" ), which is headed by Mr. Hideya Kobayashi, Chief, Education and Vocational Training Team, Project Management Grope II, Grant Aid Management Department, from August 20 to 25, 2007.


The Team held discussions with the officials concerned of the Government of Ethiopia and conducted a field survey at the study area.

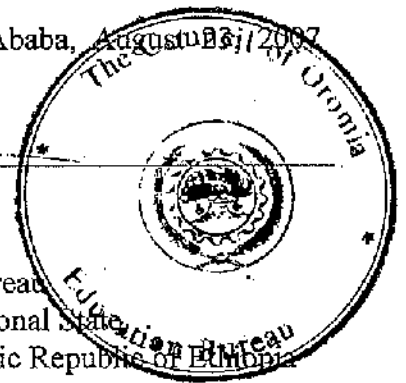
As a result of discussions, both parties confirmed the main items described on the attached sheets.

Addis Ababa, August 23, 2007

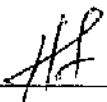


Mr. Hideya Kobayashi  
Leader  
Outline Design Study Team  
Japan International Cooperation Agency

  
Mr. Dereje Asfaw  
Head  
Oromia Education Bureau  
Oromia National Regional State  
The Federal Democratic Republic of Ethiopia



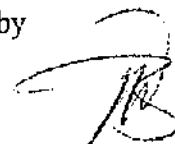
Witnessed by



Mr. Hailemichael Kinfu  
Head  
Bilateral Cooperation Department  
Ministry of Finance and Economic Development  
The Federal Democratic Republic of Ethiopia



Witnessed by



Mr. Berhanu Dirirsa  
Deputy Head  
Oromia Bureau of Finance and Economic  
Development  
The Federal Democratic Republic of Ethiopia

## ATTACHMENT

### 1. Components of the Draft Report

The Government of Ethiopia agreed upon and accepted in principle the components of the draft report and the soft component plan explained by the Team.

### 2. Japan's Grant Aid Scheme

The Government of Ethiopia understood the Japan's Grant Aid Scheme and the necessary measures to be taken by the Government of Ethiopia as explained by the Team and described in Annex-3 and Annex-4 of the Minutes of Discussions on the Outline Study signed by both parties on April 23, 2007.

### 3. Schedule of the Study

JICA will complete the final report in accordance with the confirmed items and send the report to the Government of Ethiopia by November 2007.

### 4. Other relevant issues

#### 4-1. Priority schools

Both sides agreed on the Priority school list attached in Annex-1. Detailed Design Studies shall be carried out based on the list.

#### 4-2. Schedule of the Project

Both sides confirmed that the Project will be implemented in accordance with the work schedule and staff allocation plan attached in Annex-2.

#### 4-3. Confidentiality of the Project Cost Estimation

The Team explained the cost estimation of the Project as described in Annex-3. Both sides agreed that the Project Cost Estimation should never be duplicated or released to any outside parties before signing of all the Contract(s) for the Project. Ethiopian side understood that the Project Cost Estimation attached as Annex-3 is not final and is subject to change.

#### 4-4. Tax exemption

Oromia bureau of Finance and Economic Development (hereinafter referred to as "BoFED") shall allocate the budget to Oromia Education Bureau (hereinafter referred to as "OEB") in order to cover the customs duties, internal taxes and fiscal levies imposed in Ethiopia.

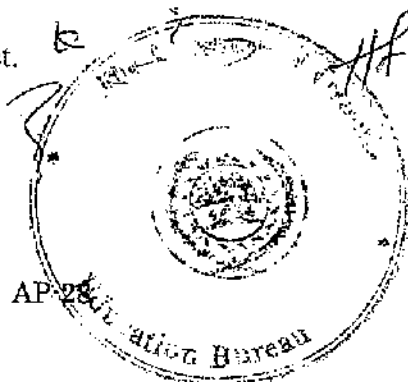
OEB shall disburse the budget timely to cover the customs duties, internal taxes and fiscal levies imposed in Ethiopia for the smooth execution of the Project

#### 4-5. Procurement Plan

Both sides confirmed that selection of the Consultants, the Soft Component Organization, the Contractors and the Furniture Suppliers of the Project will be done in accordance with Procurement Plan attached in Annex-4.

#### 4-6. Project office

OEB shall provide office space for the Project.



## List of Priority Schools

Zone	Type	Priority	Wareda	Kebele	School Name	
Shawa North	1	1	Wara Jaarsoo	Bobie Liban	Qacammee Liban	
		2	Giraar Jaarso	Selmii	Silmi	
		3	Darraa	Iluu Godaa Chafee	Daallee Tigil Firee	
		4	Kuyyuu	Bondee Gidaabo	Laaftoo Gulantaa	
		5	Aleltuu	Warra	Warra Cholle	
		6	Kuyyuu	Wuye Gose	Gosee	
		7	Aleltuu	Goraa	Lizzib Dingaayi	
		8	Wuchale	Adaree Gordema	Adaree Gordoma	
		9	Mulo	Mulo-Siree	Muuloo Fallee	
		10	Wuchale	Hirkiso	Aarcco	
		11	Sulultaa	Wale-Lube Akaken	Walee Lubeo Akaako	
		12	Debre Libanos	Debre Sige Town	Shararo	
		13	Hidhabuu Abotee	Ejere Town	Ejere	
	2	1	Sulultaa	Sululta	Sulultaa	
		2	Fiichee Town	Fichee	Abiyoot Firee	
		3	Wara Jaarsoo	Tulu Milky	Tullu Milki	
		4	Wuchale	Muketury	Mukaxurrii Sad. Iffaa	
		5	Fiichee Town	Fichee	Fiichee Lakk. tokkoffaa	
		6	Mulo	Sengo Gebeya	Sanyoo Gabaayaa	
		7	Kuyyuu	Dero Chengi	Darroc Daanisaa	
		8	Debre Libanos	Innaagotam Aanqii	Dahanaa	
		9	Debre Libanos	Dirree Jibboo	Dirras Jibboo	
		10	Hidhabuu Abotee	Gidaaboo Giorgese	Gidaaboo Kiro	
	3	1	Mulo	Muloo Fallee'		
		2	Kuyyuu	Goraa		
		3	Kuyyuu	Qiltuu Hinka		
		4	Kuyyuu	Cilaaloo		
		5	Hidhabuu Abotee	Nya'aa Machaaraa		
		6	Warra Jaarsoo	Fajjii Ejersaa		
	Herarge West	1	1	Gammachis	Hula Kuni	Hulaa Qunnii
			2	Chiro	Ligo Baches	Luugoo Baccenessaa
			3	Habro	Malkaa Bal'oo	Malkaa Bal'oo
			4	Gammachis	Ela Oda	Hijjaa Kukuriftuu
5			Chiro	Medicho No2	Sheek Adam	
6			Kuni	Goda Hora	Deenfoo	
7			Chiro Town	Araddaa 02	Iffaa Islaamaa	
8			Kuni	Goaroo Meetti	Gubbaa Guutuu	
9			Habro	Saxsaan	Odaa Ananii	
2		1	Gammachis	Kunnii Sagarii	Qunnii	
		2	Kuni	Sebaalee	Sebaalee	
		3	Chiro	Negabas	Gannoo	
		4	Baddeessaa	Baddeessaa 02	Baddeessaa Primary School	
		5	Chiro	Wachu Gile	Waaccuu Giilleeyi	
		6	Kuni	Gabiibaa	Gabiibaa	
		7	Deroo Labuu	Michataa No.1	Michataa No.1	
		8	Anchar		Saka	
3		1	Chiro Town	Ganda 01		
		2	Anchar	Waaccuu		
Arsi East		1	1	Digalu Tiijo	Sagure Molie	Moollee
			2	Guna	Ree Amba	Naannoo Heechaa
			3	Gololcha	Tibbii Sabbataa	Waraagu Sabbataa
			4	Martii	Mollame Kersa	Mollamee Kersa
			5	Digalu Tiijo	Tullu Kite	Tulluu Qixxee
	6		Gololcha	Daro Bonjaa	Daaroo Bonjaa	
	7		Gololcha	Chululie Ejersa	Culul Cirriqsaa	
	8		Digalu Tiijo	Mankula Nega	Dargo Yaguugaa	
	9		Zuway Dugda	Boka	Booka	
	2	1	Lode Hitosa	Iluruta	Hurrutaa	
		2	Muneessaa	Diddibee Yaadola	Eegoo Lagadana (J/G)	
		3	Digalu Tiijo	Mankula Nega	Xijjoo Sad. Iffaa	
		4	Digalu Tiijo	Saaguree Town	Aalattu Saaguree	
		5	Zuway Dugda	Ubbo Barichaa	Ubboo Weennii	
		6	Guna	Andale Abajema	Andale Baaduu	
		7	Tiyyoo	Ilaro Bilaaloo	Wajjii Baaduu	
		8	Martii	Mollame Arjao	Mollamee Arjao	
	3	1	Tena	Koroptaa		

\* In addition to 57-priority schools, 9 schools are listed as the substitute schools in blue color. If a priority school is canceled as a result of Detailed Design Survey, such a school shall be replaced by a substitute school.

### WORK SCHEDULE

Ethiopian Fiscal Year		FY2007/2008					FY2008/2009					FY2009/2010					M/M																										
Year		2007					2008					2009						2010																									
Month		10	11	12	1	2	3	4	5	6	7	8	9	10	11	12		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5									
Work Schedule of Each Construction Group	E/N	△																																									
	Procurement Management Contract		△																																								
	1st Group	Consultant Selection	█																																								
		Site Survey and Detailed Design	█			█																																					
		Tender	█			█																																					
	Shawa North	Construction/Supervision	█																																								
		Soft Component	▬																																								
	2nd Group	Consultant Selection	█																																								
		Site Survey and Detailed Design	█			█																																					
		Tender	█			█																																					
	Herarge West	Construction/Supervision	█																																								
		Soft Component	▬																																								
	3rd Group	Consultant Selection																																									
		Site Survey and Detailed Design																																									
		Tender																																									
Arsi East	Construction/Supervision	█																																									
	Soft Component	▬																																									

### STAFF ALLOCATION PLAN

Staff Category	Staff Role	Allocation Period (Months)																																			Total Months							
		10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5											
Procurement Management Agent	Japanese Staff	Project Manager	█																																			30.00						
		Engineering Staff 1 (Detailed Design)	█			█																																						11.00
		Engineering Staff 1 (Supervision)	█																																			19.23						
		Assistant Project Manager	█																																						4.00			
		Soft Component Coordinator	▬																																			1.50						
	Ethiopian Staff	Cost Manager	█																																			29.00						
		Architectural Engineer	█																																			19.00						
		Clerk 1	█																																			29.00						
		Clerk 2	█																																			29.00						
		Office Boy	█																																			30.00						
Other	Consultation	Procurement Advisor	█																																			4.93						
		Lawyer	█																																			29.75						

Small Rainy Season      Big Rainy Season

2

6 HR

## Procurement Plan

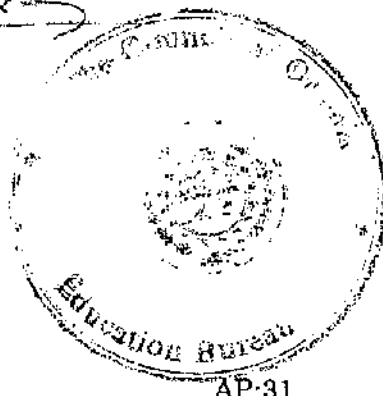
### 1. Selection of the Consultant

- 1) Lots: 3 lots (1 lot in 1 Zone)
- 2) Scope: International
- 3) Type of Proposal: General Proposal with 2 envelopes (Technical & Financial Proposal)
- 4) Qualification: Ministry of Works or Addis Ababa City Registration Category 3 or higher (Capital :over 200,000Birr) Qualifications for the Technical staff are stated in TOR.
- 5) Selection Procedure:
  - Announcement on the local English newspaper and re-announcement after one week
  - Submission of the letter of intent
  - Distribution of the Proposal Documents (Instructions, TOR, forms)
  - Submission of the Proposal after 30 days of the announcement
  - Examination and Evaluation (Technical Proposal 80%, Financial Proposal 20%)
  - Negotiation and signing the Contract

### 2. Selection of the Soft Component Organization

- 1) Lots: 1st stage Shawa North and Herage West Zones, 2nd stage Arsi East Zone
- 2) Scope: National
- 3) Type of Proposal: General Proposal with 2envelopes (Technical & Financial Proposal)
- 4) Selection Procedure:
  - Announcement on the local English and Amharic newspaper and re-announcement after one week
  - Submission of the letter of intent
  - Distribution of the Proposal Documents (Instructions, TOR, forms)
  - Submission of the Proposal after 30 days of the announcement
  - Examination and Evaluation (Technical Proposal 80%, Financial Proposal 20%)
  - Negotiation and signing the Contract
- 5) Other

The NGO/consultant for the 1st and 2nd stage is the same one. But the contracts shall be separated. If the 1st-stage activities finish satisfactorily, the 2nd stage can be the single tendering. But the technical and financial proposals are also required and the contract is to be made after the evaluation of those.



### 3. Selection of the Contractor

- 1) Lots: 6 lots in Shawa North, 5 lots in Herarge West and 3 lots in Arsi East
- 2) Scope: International
- 3) Type of Proposal : General Tender
- 4) Qualification (tentative): Ministry of Works Registration Category 5 or higher,  
Other detailed qualifications are under study.
- 5) Selection Procedure:
  - Announcement on the local English newspaper and re-announcement after one week
  - Submission of the letter of intent
  - Distribution of the Tender Documents (Instructions, qualifications, drawings, specifications, BOQ and forms)
  - Tender opening after 60 days of the announcement
  - Examination and Evaluation
  - Negotiation and signing the Contract

### 4. Selection of the Furniture Supplier

- 1) Lots: 3 lots (1 lot in 1 Zone)
- 2) Scope: National
- 3) Type of Proposal : General Tender
- 4) Selection Procedure:
  - Announcement on the local English or Amharic newspaper and re-announcement after one week
  - Submission of the letter of intent
  - Distribution of the Tender Documents (Instructions, drawings, specifications, BOQ and forms)
  - Tender opening after 30 days of the announcement
  - Examination and Evaluation
  - Negotiation and signing the Contract





(Tax arrangement  
and Technical Matters)

Minutes of Discussions  
on the Outline Design Study

on the Project for Construction of Primary Schools in Oromia Region  
in the Federal Democratic Republic of Ethiopia  
(Tax arrangement and Technical Matters)

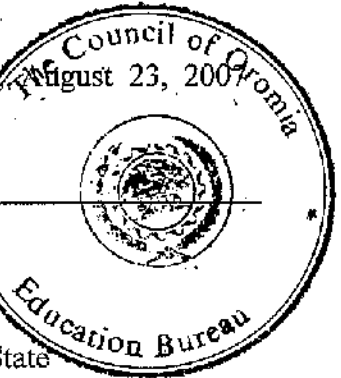
In April 2007, Japan International Cooperation Agency (hereinafter referred to as "JICA") dispatched a Outline Design Study on the Project for Construction of Primary Schools in Oromia Region (hereinafter referred to as "the Project") to the Federal Democratic Republic of Ethiopia (hereinafter referred to as "Ethiopia"), and through discussion, field survey, and technical examination of the results in Japan, JICA prepared a draft report of the study.

In order to explain and to consult the Ethiopia on the components of the draft report, JICA sent to Ethiopia the Draft Report Explanation Team (hereinafter referred to as "the Team" ), which is headed by Mr. Hideya Kobayashi, Chief, Education and Vocational Training Team, Project Management Grope II, Grant Aid Management Department, from August 20 to 25, 2007.

The Team held discussions with the officials concerned of the Government of Ethiopia and conducted a field survey at the study area.

As a result of discussions, both parties confirmed the Tax arrangement and Technical matters of the Project described on the attached sheets.

Addis Ababa,



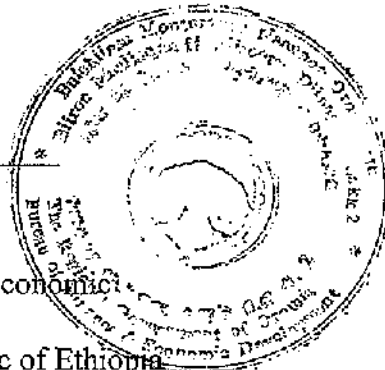
小林 啓弥

Mr. Hideya Kobayashi  
Leader  
Outline Design Study Team  
Japan International Cooperation Agency

Mr. Dereje Asfaw  
Head  
Oromia Education Bureau  
Oromia National Regional State  
The Federal Democratic Republic of Ethiopia

Witnessed by

Mr. Berhanu Dirirsa  
Deputy Head  
Oromia Bureau of Finance and Economic  
Development  
The Federal Democratic Republic of Ethiopia



## ATTACHMENT

### 1. Tax arrangement

Both sides confirmed that timely allocation and disbursement of the budget to cover taxes imposed to the Project is indispensable for the smooth execution of the Project.

The Team explained the budget estimation for VAT imposed to the Project as described in Annex- 1 .

The Government of Ethiopia explained two procedures as described in Annex-2 to exempt the all contracts under the Project from customs duties, internal taxes and fiscal levies imposed in Ethiopia.

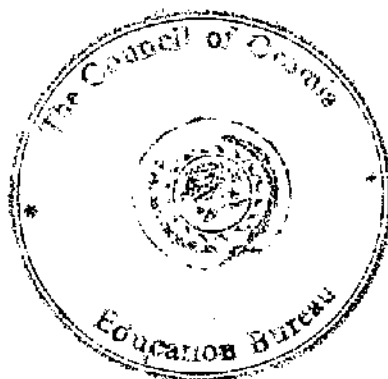
Both sides agreed that Oromia Education Bureau (hereinafter referred to as "OEB") and Oromia Bureau of Finance and Economic Development (hereinafter referred to as "BoFED") shall take necessary measure to implement the procedure A.

Both sides agreed that OEB and BoFED shall take necessary measure to implement the procedure B as the alternative to the Procedure A.

### 2. Alterations in the prototype plan

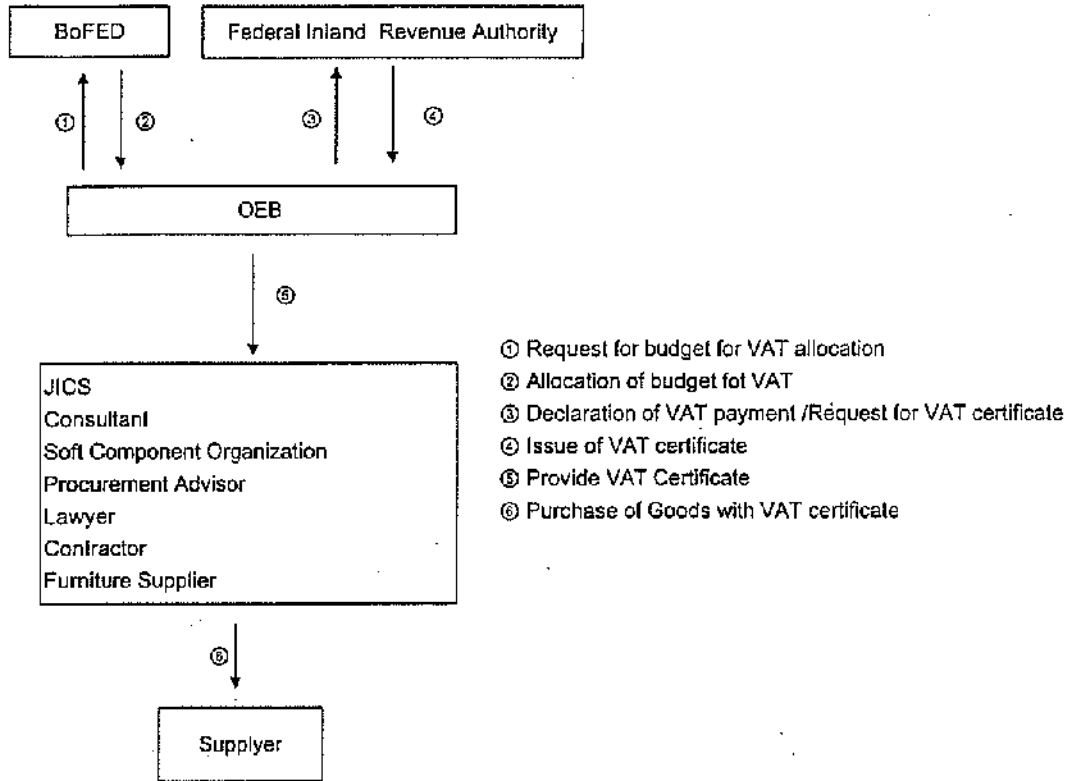
OEB requested the Team the following minor alterations in the prototype plan and the Team accepted them.

- 1) To separate the library and the pedagogical center into 2 independent buildings so that the noise from the pedagogical center may not affect the activities in the library
- 2) To add 2 booths for the staff to the boy's latrine block of the Type 1 school prototype

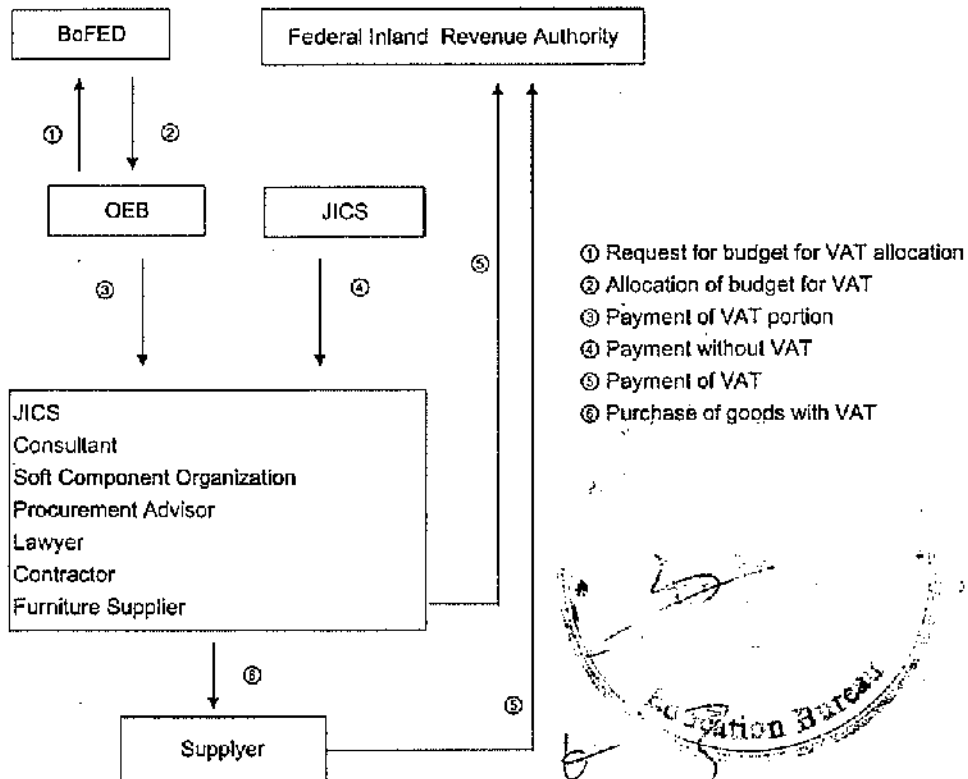




Procedure A (VAT Exclusive Flow)



Procedure B (VAT Inclusive Flow)



## Soft Component Plan

### 1. Background

This Project aims at improving access to primary education in Oromia Region through construction of school facilities in three zones (Shawa North, Herarge West, and Arsi East).

After the attitude and situation survey regarding maintenance of existing facilities in order to identify whether newly constructed facilities would be maintained or not, the problems below were found.

#### (1) Regarding attitude about facility maintenance

Each school has a Parent-Teacher Association (PTA) according to the Guideline for Organization of Education Management Community Participation and Education Finance, issued by the Ministry of Education (MoE) in August 2002. The PTA tackles problems related to school management and maintenance together with the Kebele Education and Training Management Board (KETMB). Thus, a structure for school management and maintenance is in place and functioning. However, damaged furniture is left in disrepair as are parts of peeling walls.

Under the tight Ethiopian education budget, communities usually contribute to schools' construction and management by income-generation activities and donations. It may be a burden to communities and is considered to be one of the reasons for neglecting repair.

But lack of financial resources may not be the only reason for this neglect. In the interviews, persons concerned with school management replied that they “renew furniture or cover walls again” to questions about repair. It can be said that insufficient know-how and little awareness also cause this circumstance.

#### [Solutions]

To solve this problem, it is essential to convey know-how about maintenance and to enlighten concerned parties on the importance of maintenance. In addition to that, it is necessary to prevent breakage before it happens and to minimize repair cost through instruction about preventive maintenance.

#### (2) Regarding situation of facility cleanliness

In rural areas, students clean facilities by turns in some schools, and in town, some schools hire cleaners. Some schools clean facilities regularly and others clean only when necessary. But waste paper is scattered on the floor, muddy floors remain unswept in classrooms, and floors inside latrines are full of used papers and stools. On the whole it can be said that cleaning is not enough.

#### [Solutions]

To solve this issue, it is essential to raise awareness of cleaning.

### (3) Regarding usage of latrines

As there are no latrines in houses in rural areas, some students do not know how to use latrines. This has led to misuse of school latrines as students relieve themselves outside the latrines. Consequently, hygienic statuses of school latrines are not proper. In addition to that, students have little hygienic knowledge such as hand-washing after using latrines.

#### [Solutions]

To solve this issue, it is essential to raise awareness of hygiene and proper use of latrines.

As stated above, to ensure proper use and maintenance of facilities, it is necessary to do awareness raising activities for (1) Understanding about the importance of facility maintenance, (2) Implementing proper cleaning, and (3) learning how to use latrines while practicing fundamental hygiene. It is thus desirable to implement awareness raising activities under the soft component of this Project.

In many schools, pictures and slogans for educational and awareness-raising purposes are drawn on the classroom walls<sup>1</sup> of the schools. As wall pictures are catchy, highly communicative, and long lasting, this soft component will adopt wall pictures as the means of raising awareness.

## 2. Objective of the Soft Component

The objectives of this soft component are set as follows:

Overall Goal	Facilities constructed in the Project will be kept in good condition.
Project Objective	Facilities constructed in the Project will be maintained.

## 3. Outputs of the Soft Component

To realize the above-mentioned objectives, this soft component aims to achieve the following outputs.

Output 1	Importance of maintenance and basic hygiene is understood by persons concerned.
Output 2	Basic knowledge about maintenance and hygiene is acquired by persons concerned.
Output 3	Wall pictures and school slogans about maintenance and basic hygiene are designed and drawn.

<sup>1</sup> For example, Maps of Africa, Structure of the Heart, Life of a fly, Periodic table of elements, and Slogans for preventing HIV

#### 4. Means of Verification of Achievement of Outputs

Activities and means of verification of achievement of each output are as follows:

Output and activity	Means of verification
<b>Output 1: Importance of maintenance and basic hygiene is understood by persons concerned.</b> <ul style="list-style-type: none"> <li>• Implementing situation analysis and problem analysis</li> <li>• Finding solution for each problem</li> </ul>	<ul style="list-style-type: none"> <li>• Agenda of real implementation of school workshops</li> <li>• Lists of participants for school workshops</li> <li>• Result of question-and-answer after the seminar</li> </ul>
<b>Output 2: Basic knowledge about maintenance and hygiene is acquired by persons concerned.</b> <ul style="list-style-type: none"> <li>• Implementing seminar for maintenance and basic hygiene</li> </ul>	
<b>Output 3: Wall pictures and school slogans about maintenance and basic hygiene are designed and drawn.</b> <ul style="list-style-type: none"> <li>• Designing wall pictures and school slogans</li> <li>• Drawing wall pictures and school slogans</li> </ul>	Wall pictures and school slogans drawn in each school

#### 5. Activities of Soft Component

##### (1) Target of the activities

This soft component targets persons concerned at project schools that are directors, teachers, PTA members and KETMB members in target schools (25 schools in Shawa North, 18 schools in Herarge West, and 14 schools in Arsi East).

##### (2) Division of the activities

This soft component consists of 2 periods: the 1<sup>st</sup> period is for 43 schools in Shawa North and Herarge West; the 2<sup>nd</sup> period is for 14 schools in Arsi East.

##### (3) Time frame of the activities

Time frame of each period, from proposal selection until completion of activity, is as follows:

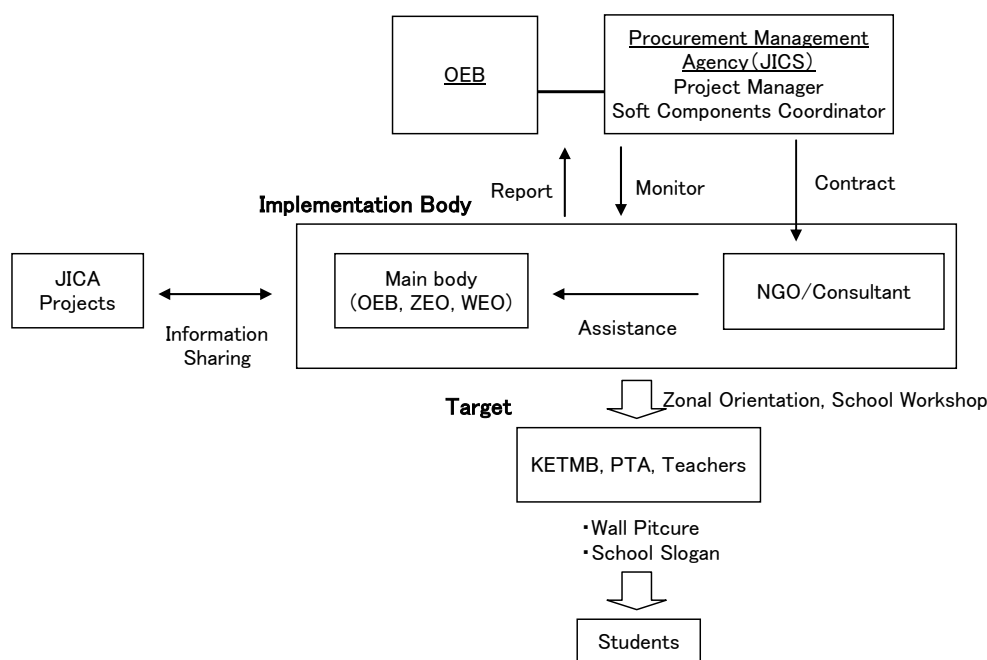
1 <sup>st</sup> period	Middle of March 2009 ~ Middle of July 2009
2 <sup>nd</sup> period	Beginning of April 2010 ~ End of May 2010

##### (4) Implementation Structure

The main implementation body of the Soft Component is Oromia Education Bureau (OEB). OEB gives instructions to Zonal Education Office (ZEO) or Wareda Education Office (WEO) depending on its circumstances. In order to implement activities smoothly an NGO or Consultant is expected to be assigned. The NGO or Consultant will assist the OEB on matters such as logistics arrangement, document preparation, and assistance in each activity, report preparation, coordination and so on. A Soft Component Coordinator who belongs to

procurement management agent (Japan International Cooperation System: JICS) shall take a close look at the activities at the beginning of the Soft Component, and A Project Manager who belongs to JICS shall monitor overall activities.

In addition, as the Project strives to improve access to primary education in Oromia Region with other Japan International Cooperation Agency (JICA) projects which are under the program approach, the implementation body shall share information with other projects when necessary.



Implementation Structure of the Soft Component Plan

#### (5) Contents of the activity

There are four stages in the Soft Component.

##### 1) Preparation Stage

OEB, NGO/Consultant and a Japanese Soft Component Coordinator (from JICS) confirm the objective, contents of the soft component, demarcation of works in each of the activities, and prepare necessary documents for the following activities. The NGO/Consultant drafts the documents.

##### 2) Slogan and Wall Picture Selection Stage

OEB, ZEO, NGO/Consultant and Soft Component Coordinator design slogans about (1) facility maintenance, (2) cleaning, and (3) latrine use and hygiene. An illustrator joins this soft component as a member of NGO/Consultant to design draft pictures which can convey the slogans effectively. After that OEB, ZEO, NGO/Consultant and the Soft Component Coordinator select wall pictures from these drafts.



### 3) Zonal Orientation Stage

One-day Zonal Orientation will be arranged in order to instruct the soft component to persons concerned (WEO, Director, PTA, and KETMB). A person from the ZEO plays a central role at the Zonal Orientation.

Together with the Zonal Orientation, the NGO/Consultant will have a separate meeting with WEOs, as WEO staff facilitates a meeting at each School Workshop.

### 4) School Workshop Stage

After the completion of the construction, a two-day School Workshop is held at each of the schools. On the first day, participants do present situation analysis, problem analysis, finding solutions against problems under the instruction of a WEO facilitator. In addition, the NGO/Consultant gives a seminar about facility maintenance and basic hygiene. After that, WEO facilitates the workshop to make a maintenance plan. On the second day, participants paint wall pictures and slogans on the walls under the instruction of an assistant painter.

Outline of each stage is as follows:

#### 1) Preparation Stage

Timing	Beginning of the Soft Component in each period
Time length	1 <sup>st</sup> Period: 1day (kick off meeting), 5 days (document preparation), 1 day (meeting) 2 <sup>nd</sup> Period: 1day (kick off meeting), 2 days (document preparation), 1 day (meeting)
Place	Addis Ababa
Objective	In order to understand overall Soft Component
Participants	OEB, NGO/Consultant, Soft Component Coordinator
Contents	1 <sup>st</sup> Period <ul style="list-style-type: none"> <li>• Understanding about the objective, contents of the soft component, stakeholder's responsibility in each activity</li> <li>• Preparation of necessary documents for following activities</li> </ul> 2 <sup>nd</sup> Period <ul style="list-style-type: none"> <li>• Identification of lesson learned in 1<sup>st</sup> period</li> <li>• Improvement of documents used in 1<sup>st</sup> period</li> </ul>

#### 2) Slogan and Wall Picture Selection Stage

Timing	Upon conclusion of the above stage
Time length	1 day (meeting), 3 days (preparation of draft Wall Pictures), 1 day (selection of wall pictures)
Place	Addis Ababa
Objective	In order to decide slogans to be disseminated in the Soft Component
Participants	OEB, ZEO, NGO/Consultant, Soft Component Coordinator
Contents	<ul style="list-style-type: none"> <li>• Understanding the objective of the soft component</li> <li>• Discussion of slogans to be disseminated</li> <li>• Preparation of draft Wall Pictures</li> <li>• Selection of Wall Pictures</li> </ul>

## 3) Zonal Orientation Stage

Timing	When construction work is nearly finished
Time length	1 day / Zone (Pre-meeting), 1day / Zone (Orientation)
Place	Zonal Center
Objective	In order to instruct the soft component to persons concerned
Participants	2 persons concerned to target schools (Director and KETMB member or PTA member) A person in charge in WEO
Contents	<ul style="list-style-type: none"> <li>• Explanation about the Objective and activities of the Soft Component</li> <li>• Information about School Workshop Schedule</li> <li>• Implementation of questionnaire</li> <li>• Explanation to WEO</li> </ul>

## 4) School Workshop Stage

Timing	After construction work finished
Time length	2 days / school (including pre-meeting and traveling inside Zones)
Place	Each school
Objective	In order to raise awareness on maintenance, cleaning, and basic hygiene
Participants	Director, PTA member and KETMB member
Contents	<p>1<sup>st</sup> day</p> <ul style="list-style-type: none"> <li>• Situation analysis and problem analysis about maintenance and toilet usage</li> <li>• Set up solutions against problems</li> <li>• Implementation of a seminar about preventive maintenance and basic hygiene</li> <li>• Devisal of maintenance plan</li> </ul> <p>2<sup>nd</sup> day</p> <ul style="list-style-type: none"> <li>• Drawing wall pictures and school slogans</li> <li>• Implementation of questionnaire</li> </ul>

Number of Times of Zonal Orientation and School Workshop are as follows:

	Zonal Orientation	School Workshop	Remarks
1 <sup>st</sup> period	2 times	43 times	25 schools in Shawa North 18 school in Herarge West
2 <sup>nd</sup> period	1 time	14 times	14 schools in Arsi East

## (6) Roles of each stakeholder

Stakeholder		Role
Procurement Management Agent	Project Manager	<ol style="list-style-type: none"> <li>1. Monitoring               <ol style="list-style-type: none"> <li>1-1 Checking progress of activities</li> <li>1-2 Checking reports</li> <li>1-3 Feedback to activities</li> <li>1-4 Confirmation of activities closeout</li> </ol> </li> <li>2. Contract (2<sup>nd</sup> period)               <ol style="list-style-type: none"> <li>2-1 Checking the proposal</li> <li>2-2 Negotiation of the contract</li> <li>2-3 Contract signing</li> <li>2-4 Arrangement the approval from OEB</li> </ol> </li> <li>3. Reporting</li> </ol>
	Soft Components Coordinator	<ol style="list-style-type: none"> <li>1. Selection of NGO/Consultant (1<sup>st</sup> period)               <ol style="list-style-type: none"> <li>1-1 Screening proposals</li> <li>1-2 Negotiation of the contract</li> <li>1-3 Assistance with the contract signing</li> <li>1-4 Arrangement of the approval from OEB</li> </ol> </li> <li>2. Backup for starting activities               <ol style="list-style-type: none"> <li>2-1 Joining meetings in Preparation Stage</li> <li>2-2 Joining meetings in Slogan and Wall Picture Selection Stage</li> <li>2-3 Joining the Zonal Orientation in Shawa North</li> <li>2-4 Joining School Workshops</li> <li>2-5 Feedback to following activities</li> </ol> </li> <li>3. Reporting</li> </ol>
Main Implementation Body	OEB	<ol style="list-style-type: none"> <li>1. Selection of NGO/Consultant               <ol style="list-style-type: none"> <li>1-1 Giving approval to the contract</li> </ol> </li> <li>2. Supervision of activities               <ol style="list-style-type: none"> <li>2-1 Holding meetings in Preparation Stage</li> <li>2-2 Holding meetings in Slogan and Wall Picture Selection Stage</li> <li>2-3 Holding pre-meeting for each activity</li> <li>2-4 Supervision of each activity</li> <li>2-5 Direction to ZEO and WEO to join activities</li> <li>2-6 Checking reports</li> </ol> </li> </ol>
	ZEO	Under the direction of OEB, ZEO play roles below: <ul style="list-style-type: none"> <li>• Direction to WEO to join activities</li> <li>• Joining a meeting in Preparation Stage</li> <li>• Joining pre-meeting for Zonal Orientation</li> <li>• Giving orientation in Zonal Orientation</li> <li>• Joining school workshops</li> </ul>
	WEO	Under the direction of ZEO, WEO play roles below: <ul style="list-style-type: none"> <li>• Direction to schools, PTA and KETMB to join activities</li> <li>• Joining pre-meeting for School Workshops</li> <li>• Facilitation of School Workshops</li> </ul>

Stakeholder		Role
NGO/ Consultant	Leader/Asst. Facilitator 1 Asst. Facilitator 2 Asst. Facilitator 3 Asst. Painter 3 Illustrator 1  In School Workshops, an asst. facilitator and an asst. painter shall make up a team, and 3 teams shall implement workshops	<ol style="list-style-type: none"> <li>1. Preparation Stage               <ol style="list-style-type: none"> <li>1-1 Joining meetings in Preparation Stage</li> <li>1-2 Document preparation for each activity</li> </ol> </li> <li>2. Slogan and Wall Picture Selection Stage               <ol style="list-style-type: none"> <li>2-1 Assistance with logistics arrangement</li> <li>2-2 Assistance with summarizing slogans to be disseminated</li> <li>2-3 Making designs based on the slogans</li> </ol> </li> <li>3. Zonal Orientation Stage               <ol style="list-style-type: none"> <li>3-1 Assistance with logistics arrangement</li> <li>3-2 Assistance with orientation</li> <li>3-3 Presenting questionnaire to participants</li> </ol> </li> <li>4. School Workshop Stage               <ol style="list-style-type: none"> <li>4-1 Assistance with logistics arrangement</li> <li>4-2 Assistance with facilitation</li> <li>4-3 Holding seminar about preventive maintenance and basic hygiene</li> <li>4-4 Assistance with making maintenance plan</li> <li>4-5 Assistance with drawing wall pictures</li> <li>4-6 Presenting questionnaire to participants</li> </ol> </li> <li>5. Report preparation               <ol style="list-style-type: none"> <li>5-1 Preparation of various reports</li> </ol> </li> </ol>
Target	KETMB PTA Directors Teachers	<ul style="list-style-type: none"> <li>• Joining Zonal Orientation</li> <li>• Doing assignment</li> <li>• Joining School Workshop</li> <li>• Drawing wall pictures and school slogans</li> </ul>

## (7) Input Plan

Input in each period is as follows:

Unit: person • day

Personnel	1 <sup>st</sup> period	2 <sup>nd</sup> period	Total
Soft Component Coordinator	45	-	45 (1.50M/M)
NGO/Consultant	249	89	338 (11.27M/M)
Total	294	89	383 (12.77M/M)

Allocation of the Soft Component Coordinator and his/her activities are as follows:

1) 1<sup>st</sup> period

	Activity	Day
Activities in Ethiopia	Round trip (Tokyo – Addis Ababa)	4
	1. Selection of NGO/Consultant	
	1-1 Screening proposals	9
	Screening (5)	
	Discussion with OEB (3)	
	Preparing reports (1)	
	1-2 Negotiation for the contract	1
	1-3 Assistance with the contract signing	1
	1-4 Arrangement approval from OEB	1
	2. Backup for starting activities	
	2-1 Joining meetings in Preparation Stage	4
	2-2 Joining meetings in Slogan and Wall Picture Selection Stage	4
	2-3 Joining the Zonal Orientation in Shawa North	2
	2-4 Joining several School Workshops in Shawa North	4
	2-5 Feedback to activities	4
	3. Report	
	3-1 Data Analysis, Report writing	4
	3-2 Report to OEB	1
	3-3 Courtesy call and discussion with JICA, Report to JICA	2
	3-4 Internal report	4
	Report of the activity (1)	
	Take over the job about report and output checking (2)	
	Take over the screening job for the 2 <sup>nd</sup> period (1)	
Total in 1st period		45

2) 2<sup>nd</sup> period

No activities in the 2<sup>nd</sup> period.

6. Procurement of Local Resources for the Implementation of Soft Component

(1) Regarding Local Resources

There are a number of NGOs working in the Education field in Ethiopia. They are also operating in Oromia Region, as NGOs do soft component activities, hygiene instruction and other activities together with OEB or Donor agencies. Thus, they have a lot of experience. In addition, there are many consultants in this region. They have experience with carrying out surveys, doing research under the supervision of governmental organizations and donor agencies. Thus, this Soft Component shall be contracted out to an NGO/Consultant. The NGO/Consultant shall assist OEB in doing various works.

## (2) Regarding Selection Method

Recruitment for a post shall be advertised in newspapers and the selection shall be made using the proposal method. NGO/Consultants shall be asked to submit 2 proposals (Technical and Financial). NGO/Consultants who pass the screening of the technical proposal shall be candidates for the final screening. In the final screening, technical proposal and financial proposal shall be weighted in 80% and 20% respectively. The first-ranked NGO/Consultants will be invited for contract negotiations.

## (3) Regarding Criteria for Selection

Draft criteria for screening of technical proposal are as follows:

1. Information about the organization
  - 1-1 Registration of the organization
  - 1-2 Tax statement
  - 1-3 Past projects done by the organization
2. Experience
  - 2-1 Experience with related projects
  - 2-2 Experience working with governmental organizations (attach reference letters)
3. Implementation structure
  - 3-1 Work experience and qualification(s) of proposed personnel
  - 3-2 Plan of schedule and personnel positioning
4. Method of implementation
  - 4-1 Idea of slogans to be disseminated in this soft component
  - 4-2 Strategy for Zonal Orientations
  - 4-3 Strategy for School Workshops
  - 4-4 Strategy for the maintenance and basic hygiene seminar
  - 4-5 Strategy for making maintenance plan
  - 4-6 Strategy for evaluating this soft component

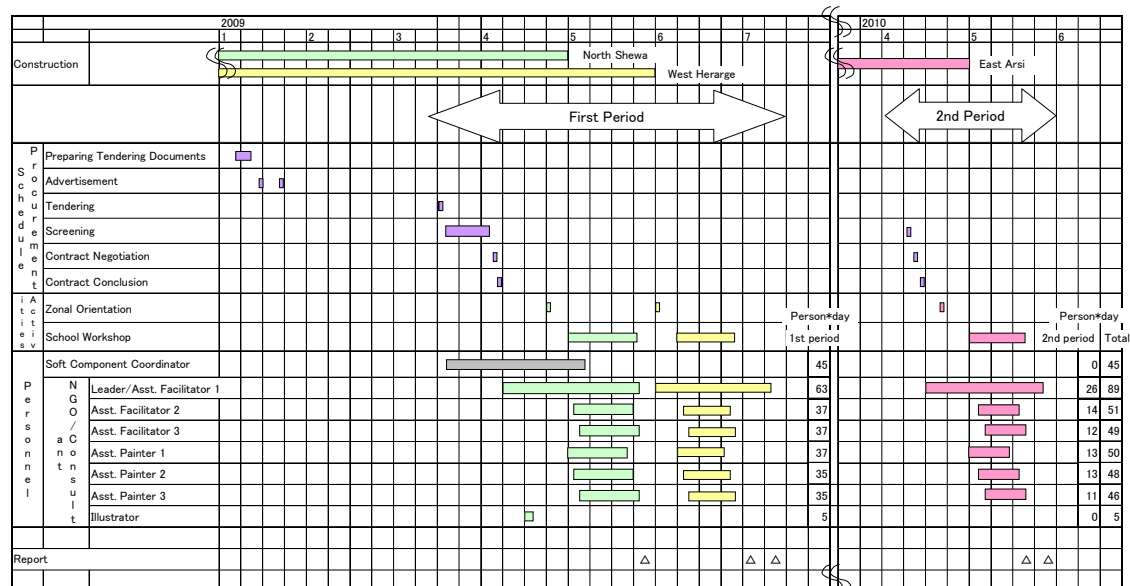
## (4) Regarding contract style

A contract is signed in each period even though one NGO/Consultant is anticipated to sign up throughout two periods in order to utilize experience gained in 1<sup>st</sup> period effectively in 2<sup>nd</sup> period.

The selection in the 2<sup>nd</sup> period shall be single tender if there are no troubles in the 1<sup>st</sup> period. Even though it is single tender, the NGO/Consultant will be asked to submit technical and financial proposals.

### 7. Implementation Schedule of the Soft Component

The implementation schedule is shown in the table below:



### 8. Items of Documents as the part of Outputs

#### (1) Documents

- Documents for explanation about the Soft Component (Used in Zonal Orientation)
- Wall pictures chosen to be disseminated
- Agenda of School Workshops
- Documents for seminars about maintenance and basic hygiene
- Questionnaires (Used in Zonal Orientation and School Workshop)

## (2) Reports

Report to be submitted in each period and its draft contents are as follows:

	Report	Draft contents
1 <sup>st</sup> period	Activity report in Shawa North Activity report in Herarge West	<ol style="list-style-type: none"> <li>1. Zonal Orientation               <ol style="list-style-type: none"> <li>1-1 Schedule</li> <li>1-2 List of the participants</li> <li>1-3 Results of the Pre-Activity questionnaire</li> </ol> </li> <li>2. School Workshop               <ol style="list-style-type: none"> <li>2-1 Schedule</li> <li>2-2 List of the participants</li> <li>2-3 Results of problem analysis</li> <li>2-4 Solutions to the problems</li> <li>2-5 Facility Maintenance plan</li> <li>2-6 Photos of wall pictures and slogans</li> <li>2-7 Results of the Post-Activity questionnaire</li> </ol> </li> <li>3. Summary of activity in each Zone               <ol style="list-style-type: none"> <li>3-1 Results of the questionnaires</li> <li>3-2 Lessons learned and ideas for improvement</li> </ol> </li> </ol>
	1 <sup>st</sup> period report	<ol style="list-style-type: none"> <li>1. Selection Meeting for Wall Pictures and Slogans</li> <li>2. Result               <ol style="list-style-type: none"> <li>2-1 Schedule Summary</li> <li>2-2 Summary of questionnaire</li> <li>2-3 Good practices in the 1<sup>st</sup> period</li> </ol> </li> <li>3. Ideas for improvement in the 2<sup>nd</sup> period               <ol style="list-style-type: none"> <li>3-1 Lessons learned in the 1<sup>st</sup> period</li> <li>3-2 Ideas for improvement in the 2<sup>nd</sup> period</li> </ol> </li> </ol>
2 <sup>nd</sup> period	Activity report in Arsi East	Same as 1 <sup>st</sup> period activity report
	Final Report	<ol style="list-style-type: none"> <li>1. Result               <ol style="list-style-type: none"> <li>1-1 Schedule Summary</li> <li>1-2 Summary of questionnaire results in the 3 Zones</li> <li>1-3 Good practice among the 3 Zones</li> </ol> </li> <li>2. Ideas for future activities               <ol style="list-style-type: none"> <li>2-1 Ideas for future activities at each school</li> <li>2-2 Ideas to disseminate the Soft Component activities into non-Project schools</li> </ol> </li> </ol>

## 9. Tasks to be Undertaken by Ethiopia government

## (1) Responsibilities within the Soft Component

## 1) Implementation of and participation in each activity

OEB plays a main role in implementing the Soft Component. Thus, it is requested that OEB give instructions to ZEO and WEO to encourage stakeholders to join activities. The role of each stakeholder is as follows:



	Preparation Stage	Slogan and Wall Picture Selection Stage	Zonal Orientation Stage	School Workshop Stage
OEB	Supervision Presence	Supervision Contact to ZEO Presence	Supervision Contact to ZEO Presence	Supervision Contact to ZEO Presence
ZEO	-	Presence	Contact to WEO Give orientation	Contact to WEO Presence
WEO	-	-	Contact to school, KETMB, PTA Presence	Contact to school, KETMB, PTA Facilitation
School KETMB PTA	-	-	Presence	Presence Draw wall pictures and school slogans

## 2) Cost securing for each activity

It is requested that OEB secure a budget for stakeholders to join the above-mentioned activities. Items of cost assumed to be necessary are as follows:

	Preparation Stage (Held in Addis Ababa)	Slogan and Wall Picture Selection Stage (Held in Addis Ababa)	Zonal Orientation (Held in Zonal Capital)	School Workshop (Held in each school)
OEB	Not necessary	Not necessary	Per-diem to travel to Zonal Capital (*)	Per-diem to travel to each school (*)
ZEO	-	Per-diem and transportation to travel to Addis Ababa	Not necessary	Per-diem to travel to each school (*)
WEO	-	-	Per-diem and transportation to travel to Zonal Capital	Not necessary (*)
School KETMB PTA	-	-	Per-diem and transportation to travel to Zonal Capital	Not necessary

(\*) Vehicle is arranged by NGO/Consultant

## (2) Responsibilities after the Soft Component

### 1) Monitoring

It is requested that OEB give advice and suggestions to persons concerned and monitor activities to help them work toward the Overall goal of the soft component.

### 2) Dissemination

It is requested that OEB introduce activities of the Soft Component to schools other than target schools, other Waredas, and Zones.

3) Cost securing for school management

At present, as the governmental educational budget is very tight, communities contribute school construction and management a lot by income generating activities and donations, so that it is difficult to come up with facility maintenance.

Thus it is requested that OEB increase the educational budget so that communities are able to spend their local revenue on facility maintenance.

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3	Education Statistics Annual Abstract 2002/3	Book	Copy	Oromia Education Bureau	2003
4	Education Statistics Annual Abstract 2003/4	Book	Copy	Oromia Education Bureau	2004
5	Excellence in Ethiopian Schools (Improving Performance through Self-Assessment)	Book	Copy	Ministry of Education	2006
6	School Improvement (School Assessment Form)	Book	Copy	Ministry of Education	2006
7	School Improvement (Tentative)	Book	Copy	N.A	N.A
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9	ESDP-III Program Action Plan	Book	Copy	Ministry of Education	2005
10	FY 1997 E.C. Approved Budget (Arsi Zone Anas)	Book	Copy	Bureau of Finance & Economic Development	2004
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45	Furniture Design	Book	Copy	Oromia Education Bureau	N.A
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