

## 添付資料

- 1 . 調査日程
- 2 . 主要面接者リスト
- 3 . 評価グリッドによる評価結果
- 4 . ミニッツ

## 調査日程

	月日	曜日	業務行程
1	6月24日	日	(高橋団員) 成田発
2	6月25日	月	(高橋団員) アディスアベに着 14:00 JICA 事務所 (山川企画調査員)との打ち合わせ 16:00 プロジェクト専門家協議・聞き取り (野邊専門家、東谷専門家)
3	6月26日	火	9:00 オロミア州教育局表敬、OEB 側評価チームとの打ち合わせ オロミア州教育局 CP からの聞き取り調査 データ収集 (アジスアベ、オロミア州教育局)
4	6月27日	水	(6:00 西ハラルゲゾーンへ移動) データ収集 (西ハラルゲゾーン チロ郡) ① Chiro Kala 村 Waltaa Jelala 学校(第1期)
5	6月28日	木	データ収集 (西ハラルゲゾーン クンニ郡) ② Mekanisa 村 Mekanisa 学校 (第2期) ③ Oda Roba 村 Wereketa 学校 (第2期)
6	6月29日	金	(アルシゾーンへ移動) データ収集 (アルシゾーン ドドタ郡) ④ Awach Bishola 村 Fechiso 学校 (第2期)
7	6月30日	土	データ収集 (アルシゾーン スレ郡、ディクシス郡) ⑤ Alelu Gesela 村 Gesela Kachile 学校(第2期) ⑥ Kacha Koshimo 村 Kacha Koshimo 学校 (第2期)
8	7月1日	日	(アディスアベへ移動) 収集した情報・データの取り纏め、資料整理、官ベース調査団受け入れ準備
9	7月2日	月	(又地団長・森下団員) アディスアベに着 14:00 JICA エチオピア事務所との協議
10	7月3日	火	プロジェクト専門家協議・聞き取り
11	7月4日	水	9:00 オロミア州教育局表敬及び協議 (Mr. Dereje Asfaw, Head of OEB) 14:00 連邦教育省 計画局表敬 (Mr. Tizazu) 15:00 連邦関係務済開発省 (Ms. Asnakech Tefera, Team Leader, Asisa, Australia & Middle East Countries, Department of Bilateral Cooperation) 表敬
12	7月5日	木	地方視察・調査 (北シヨア県、ジダ郡教育事務所訪問および ManaBU 学校視察、住民への聞き取り) ⑦ Wanya Kore 村 Wagna Kore 学校 (第2期) ⑧ OEB イニシアティブ校 (Gogle 村)
13	7月6日	金	A.M.オロミア州教育局との協議 P.M.郡教育行政官との協議(対象9郡の郡行政官)
14	7月7日	土	JICA エチオピア事務所およびプロジェクト専門家との協議、ミニッツ案検討 評価調査結果要約表準備
15	7月8日	日	評価調査結果要約表準備 ミニッツ案検討
16	7月9日	月	A.M. オロミア州教育局との協議 P.M. ミニッツ案完成
17	7月10日	火	A.M.ミニッツ署名 P.M. JICA エチオピア事務所報告 (高橋団員) アディスアベ発 19:30 (EK 724 )
18	7月11日	水	基礎情報収集、OEB との協議
19	7月12日	木	基礎情報収集、OEB との協議 15:00：日本大使館報告 (又地団長、森下団員) アディスアベ発
20	7月13日	金	(又地団長、森下団員) 成田着

## 主要面談者リスト

### 連邦教育省 (Ministry of Education)

Mr. Tizazu Asare                      Head, Education Sector Development Planning and Policy Analysis  
Department

### オロミア州教育局 (Oromia Education Bureau)

Mr. Dereje Asfaw                      Head  
Mr. Tasew Bekele                      Head of Planning, Research and Project Department  
Mr. Gazu Urgesa                      Expert, Planning, Research and Project Department  
Mr. Lussanu Lejissa                      Team Leader of Planning and EMIS Team

### 連邦財務経済開発省 (Ministry of Finance and Economic Development)

Ms. Asnakech Teferra                      Team Leader of Asia, Australia & Middle East Countries, Department  
of Bilateral Cooperation

### 在エチオピア日本大使館

駒野 欽一                              特命全権大使  
竹中 一行                              二等書記官

### プロジェクト専門家

野邊 節                                  チーフアドバイザー/教育行政  
東谷 あかね                              学校運営/参加型手法  
杉山 恭一                                  学校建設 (短期専門家)  
廣瀬 悠子                                  業務調整 (短期専門家)

### JICA エチオピア事務所

佐々木 克弘                              所長  
安藤 直樹                                  次長

評価グリッド：プロジェクトの達成状況

評価項目	指標	調査結果																																																																																					
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1. オロミア州において学齢児童の基礎教育へのアクセスが改善される。	1. オロミア州の初等教育の総就学率 (GER) と純就学率 (NER)	表 1 オロミア州における初等教育の総就学率 (NER 及び 1-4 年生 GER : n/a)																																																																																					
2. オロミア州の他の郡において ManaBU モデルが適用される。	2-1. ManaBU モデルを適用した既存校の数 2-2. ManaBU モデルを適用した新設校の数	<table border="1" data-bbox="424 322 915 1349"> <thead> <tr> <th>県 (ゾーン)</th> <th>2002/03</th> <th>2005/06</th> <th>2002/03</th> <th>2005/06</th> </tr> </thead> <tbody> <tr> <td>1 Arsi</td> <td>86.3</td> <td>99.0</td> <td>534</td> <td>338</td> </tr> <tr> <td>2 West Harerge</td> <td>54.7</td> <td>119.6</td> <td>293</td> <td>344</td> </tr> <tr> <td>3 North Shoa</td> <td>49.5</td> <td>58.7</td> <td>267</td> <td>261</td> </tr> <tr> <td>4 Bale</td> <td>68.5</td> <td>111.8</td> <td>466</td> <td>420</td> </tr> <tr> <td>5 Borena</td> <td>46.6</td> <td>53.5</td> <td>166</td> <td>252</td> </tr> <tr> <td>6 East Harerge</td> <td>56.1</td> <td>98.4</td> <td>473</td> <td>401</td> </tr> <tr> <td>7 Ilubador</td> <td>86.2</td> <td>91.4</td> <td>381</td> <td>228</td> </tr> <tr> <td>8 Jimma</td> <td>58.7</td> <td>73.3</td> <td>419</td> <td>441</td> </tr> <tr> <td>9 East Shoa</td> <td>69.1</td> <td>78.2</td> <td>347</td> <td>273</td> </tr> <tr> <td>10 West Shoa</td> <td>64.7</td> <td>84.5</td> <td>307</td> <td>287</td> </tr> <tr> <td>11 Welega East</td> <td>73.2</td> <td>101.1</td> <td>369</td> <td>366</td> </tr> <tr> <td>12 Welega West</td> <td>80.8</td> <td>114.1</td> <td>503</td> <td>331</td> </tr> <tr> <td>13 Shoa South West</td> <td>58.5</td> <td>79.0</td> <td>191</td> <td>230</td> </tr> <tr> <td>14 Guji</td> <td>61.0</td> <td>119.6</td> <td>193</td> <td>598</td> </tr> <tr> <td>14 県小計</td> <td>66.7</td> <td>85.4</td> <td>4,909</td> <td>4,770</td> </tr> <tr> <td>全オロミア州 (24 県)</td> <td></td> <td>87.8</td> <td></td> <td>7,350</td> </tr> </tbody> </table> <p data-bbox="915 422 962 1349">注：2006 年に 14 県が 27 県に分割された。それゆえ学校数が減少しているように見えるゾーンがある。 出所：OEB 資料</p>	県 (ゾーン)	2002/03	2005/06	2002/03	2005/06	1 Arsi	86.3	99.0	534	338	2 West Harerge	54.7	119.6	293	344	3 North Shoa	49.5	58.7	267	261	4 Bale	68.5	111.8	466	420	5 Borena	46.6	53.5	166	252	6 East Harerge	56.1	98.4	473	401	7 Ilubador	86.2	91.4	381	228	8 Jimma	58.7	73.3	419	441	9 East Shoa	69.1	78.2	347	273	10 West Shoa	64.7	84.5	307	287	11 Welega East	73.2	101.1	369	366	12 Welega West	80.8	114.1	503	331	13 Shoa South West	58.5	79.0	191	230	14 Guji	61.0	119.6	193	598	14 県小計	66.7	85.4	4,909	4,770	全オロミア州 (24 県)		87.8		7,350
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<p>1. 選定された郡において学 齢児童の基礎教育へのア クセスが改善される。</p> <p>2. 選定された郡において ManaBU モデルが適用さ れる。</p>	<p>1. 選定された郡の初等教育の GER と NER</p> <p>2-1. ManaBU モデルを適用した 既存校の数</p> <p>2-2. ManaBU モデルを適用した 新設校の数</p>	<p>1. 表 2 選定された郡における初等教育の総就学率（NER 及び 1-4 年生 GER：n/a）</p> <table border="1" data-bbox="255 443 555 1344"> <thead> <tr> <th rowspan="2">県</th> <th rowspan="2">郡（フレダ）</th> <th colspan="2">1-8 年生 GER (%)</th> <th colspan="2">学校数 (1-8 年生)</th> </tr> <tr> <th>2002/03</th> <th>2005/06</th> <th>2002/03</th> <th>2005/06</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Arisi</td> <td>Dodota</td> <td>84.8</td> <td>47.7</td> <td>25</td> <td>19</td> </tr> <tr> <td>Sire</td> <td></td> <td>58.7</td> <td></td> <td>19</td> </tr> <tr> <td rowspan="4">West Harerge</td> <td>Diksis</td> <td>59.1</td> <td>72.4</td> <td>11</td> <td>15</td> </tr> <tr> <td>Chiro</td> <td>42.7</td> <td>77.6</td> <td>51</td> <td>33</td> </tr> <tr> <td>Gemechis</td> <td></td> <td>56.2</td> <td></td> <td>34</td> </tr> <tr> <td>Kunni</td> <td>56.5</td> <td>63.4</td> <td>23</td> <td>24</td> </tr> <tr> <td rowspan="2">North Shoa</td> <td>Degem</td> <td>51.4</td> <td>57.8</td> <td>16</td> <td>30</td> </tr> <tr> <td>Wuchale</td> <td>42.0</td> <td>58.7</td> <td>27</td> <td>25</td> </tr> <tr> <td></td> <td>Jida</td> <td></td> <td>11.4</td> <td></td> <td>10</td> </tr> </tbody> </table> <p>注：Dodota Sire 郡、Chiro 郡及び Wuchale Jida 郡はそれぞれ 2 つの郡に分割された。 出所：OEB 資料</p> <ul style="list-style-type: none"> <li>上表のとおり教育へのアクセスは改善されている。しかしこの改善は本プロジェクトの実施だけによるものではなく他の要因にも依拠している。</li> </ul> <p>1. 既存の ManaBU 学校 3 校において、行政と住民が（本プロジェクトの支援を受けずに）ManaBU アプローチを適用して教室を増設した。</p> <p>1. 西ハラルゲ県 Chiro 郡において少なくとも 2 校の新設小学校が（本プロジェクトの支援を受けずに）ManaBU アプローチを適用して建設中である。</p>	県	郡（フレダ）	1-8 年生 GER (%)		学校数 (1-8 年生)		2002/03	2005/06	2002/03	2005/06	Arisi	Dodota	84.8	47.7	25	19	Sire		58.7		19	West Harerge	Diksis	59.1	72.4	11	15	Chiro	42.7	77.6	51	33	Gemechis		56.2		34	Kunni	56.5	63.4	23	24	North Shoa	Degem	51.4	57.8	16	30	Wuchale	42.0	58.7	27	25		Jida		11.4		10
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<p>選定された郡において住民参加型小学校（ManaBU 学校）のモデルが開発される。</p>	<p>1. 開発されたモデルの有効性と妥当性</p> <p>2. 選定されたフレダにおけるガイドラインに対する要望数</p>	<p>1. ManaBU モデルは WEO（郡教育事務所）が住民とともに学校の計画・建設・運営を行うための効果的な方法の一つである。同モデルはおおむね開発され、提示されたといえる。しかし、より正確に言えば、ManaBU モデルの計画と建設の部分は開発されたが、運営の部分は十分に開発されたとはいえない。計画・建設過程に多大な時間を要したことにより、運営部分を開発する時間が短縮され、本プロジェクト期間中にこの部分を十分に開発することは困難な見通しである。</p> <ul style="list-style-type: none"> <li>ManaBU モデルの建設部分に関しては、以下の表 3 に示すとおり 2 つの重要な要素がある。一つは行政が支援する住民参加型のアプローチ（方法）である。もう一つは学校の建築基準であり、これは連邦教育省（MOE）の廉価型の建築基準と同一である。</li> </ul> <table border="1" data-bbox="1125 241 1340 1332"> <thead> <tr> <th rowspan="2">アプローチ（方法） 建築基準</th> <th>ManaBU モデル 特徴</th> <th>ManaBU モデルの適用 （実際の活用パターン）</th> </tr> </thead> <tbody> <tr> <td></td> <td>行政と住民の協働</td> <td>行政と住民による緊密なパートナーシップがあるが、両者の費用負担の割合は状況によって異なる。 - MOE の廉価型建築基準に沿って建設された学校の品質は良い。 - より耐久性を高めるには修正が必要である。 - WEO と住民にとっては高価で手が届かないため、両者だけで建設を推し進めることはむずかしい模様である。</td> </tr> </tbody> </table>	アプローチ（方法） 建築基準	ManaBU モデル 特徴	ManaBU モデルの適用 （実際の活用パターン）		行政と住民の協働	行政と住民による緊密なパートナーシップがあるが、両者の費用負担の割合は状況によって異なる。 - MOE の廉価型建築基準に沿って建設された学校の品質は良い。 - より耐久性を高めるには修正が必要である。 - WEO と住民にとっては高価で手が届かないため、両者だけで建設を推し進めることはむずかしい模様である。																																																					
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<特徴> ManaBU モデルは次のような特徴を有している。

(1) 行政と住民の協働

ManaBU モデルは、行政が支援する住民参加型のアプローチであり、学校の計画・建設・運営の3段階にわたるものである。同モデルでは全段階を通じて行政と住民の積極的な関与と協働が求められる。行政と住民の負担割合は異なることはあるが、両者のうちどちらかが欠けてもこのアプローチは機能しない。同モデルは基本的に、1) サイト選定、2) 建築資材の調達、3) 熟練労働と非熟練労働の調整、4) 校舎建設、5) 学校運営、6) 学校維持管理、7) モニタリングと評価、から成り立っている。

(2) MOE の建築基準を満たした良質で費用対効果の高い学校建設

ManaBU モデルの建築基準は、MOE の廉価型（初等教育第1サイクルの）学校建築基準と同じである。その点において、建築業者と住民が ManaBU の建設ガイドラインに正確に従えば、適切かつ最低限の校舎の質は保証される。住民だけで次々と建設される質の低い学校と異なり、ManaBU 学校は周到にデザインされ、長期的には維持費を節約できる耐久性に優れたものである。ManaBU モデルは良質で適正価格の学校建設の新しい選択肢を提示した。またワーク・シェアリング及びコスト削減のアプローチを通じて新しい学校建設の方法を例証したといえる。

• ManaBU 学校と他校との比較（表4）

	行政が建設した学校 ほぼ行政のみ	ManaBU 学校 行政と住民	住民が建設した学校 ほぼ住民のみ
ステイクホルダー	ほぼ行政のみ	行政と住民	ほぼ住民のみ
校舎の品質	良質で耐久性あり (MOE 基準)	良質で耐久性あり (MOE 基準)	一般的に低品質
コスト	高価	適正	廉価

• 上述のとおり ManaBU モデルはどうか開発されたといえる。それは業者一括契約に比べて経費を削減できるモデルである。しかし MOE の（廉価型）建築基準を遵守し続ける限り、その汎用性は低いと言わざるを得ない。以下に本終了時評価調査団が現場で実際に確認した状況を記述する。

- 1) 西ハラルゲ県 Chiro 郡では本プロジェクトによって3校の ManaBU 学校が建設された。WEO 行政官は本プロジェクトに謝意を表し、ManaBU モデルの有効性を高く評価している。本プロジェクトとは別に、2006（「工国会計」年度に同郡 WEO は Waacha Ifabas 村と Beke 村に各1校（計2校）の初等教育第1サイクルの学校を建設するための予算（8万ブル）を確保した。すでに建設は着工されており、WEO は工業資機材を調達し建設業者（熟練労働）を手配するために1当たり4万ブルを割り当てた計画を立て、他方住民は現地で入手できる資材と非熟練労働を提供している。WEO と住民は ManaBU アプローチを採用し、協力して学校建設を進めている。しかし、WEO が割り当てた4万ブルでは MOE の建築基準を満たす学校を建設することは不可能である。このように予算の制約上、建築基準に満たない学校を建設するしか選択肢がないのが現状である。
- 2) 西ハラルゲ県 Chiro 郡の Wajjala 校は本プロジェクトによって建設され、2005年に開校した。その後、増大する児童を受け入れるため、住民は WEO から資金的支援を得、ある程度の基礎工事を施して1棟（4教室）の校舎を増設した。基礎部分の質は住民だけで建設された学校に比べるとはるかに良いが、MOE の基準には及ばないものである。WEO と住民は校舎の品質の重要性を痛切に認識しているものの、現実にはこれが

		<p>彼らによって増設できる唯一の方法であった。</p> <p>3) 西ハラルゲ県 Kunni 郡 Laga Lafto 校は本プロジェクトによって建設され、2005年に開校した。その後、住民はほとんど基礎部分のない1棟(3教室)の校舎を増設した。WEOは2500ブル相当の波型鉄板シートだけを提供し、その他一切の工事は ManaBU 学校の建設を通じて得られた教訓と経験を存分に活かしてすべて住民側が手配して行ったが、増設した1棟の質は低いものにならざるを得なかった。同校においてもこれがコミュニティの差し迫ったニーズに応えるための唯一の方法であった。</p> <ul style="list-style-type: none"> <li>以上3つの事例が示すとおり、WEOと住民の乏しい資金事情に鑑みて、十分な予算なしにMOEの建築基準を満たす学校を建設することは困難な模様である。</li> </ul> <p>&lt;完了すべき業務&gt;</p> <ul style="list-style-type: none"> <li>ManaBU モデルは下の表5に示すとおり3つの主要な段階がある。各段階のガイドラインはプロジェクト終了時まで修正・最終化され、OEBによって正式に承認される見通しである。</li> </ul> <table border="1" data-bbox="619 257 730 1344"> <thead> <tr> <th>段階</th> <th>計画</th> <th>建設</th> <th>運営</th> </tr> </thead> <tbody> <tr> <td>進捗状況</td> <td>第3稿が作成され、現在改訂中である。</td> <td>18校が開校し、2校が未開校である。第3稿が作成され、現在改訂中である。</td> <td>第1稿が作成され、現在良い実践事例に関する情報を集めながらレファレンスブックとして改訂中である。</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>これらガイドラインをより使いやすいものにするために(編集、フォーマット化、写真や表の挿入などにより)より見やすく明瞭なものにする作業が求められる。ガイドラインは各手続きや具体的な方法をより明確に説明し、初めての読者でも内容を理解しそれを実践できるようにすることが重要である。現在文書は改訂中であり、最終化するには今しばらく時間がかかる見込みである。さらに、これらはOEBの承認を得て最終的にオロミア州の正式文書となることが望ましい。</li> </ul> <p>2. ManaBU 学校が建設されたカバレの近隣のいくつかのカバレの住民は、ManaBU プロジェクトのアプローチを間近に見ており、WEOに対して学校建設を要請している。ガイドラインの配布状況は下の表6のとおりである。</p> <table border="1" data-bbox="1008 257 1244 1344"> <thead> <tr> <th></th> <th>計画</th> <th>建設</th> <th>運営</th> </tr> </thead> <tbody> <tr> <td>第1稿</td> <td>150部(2006年6月OEBとWEOへ)</td> <td>150部(2006年6月OEBとWEOへ)</td> <td>150部(2006年6月OEBとWEOへ)</td> </tr> <tr> <td>第2稿</td> <td>650部(2006年10月マイクロプランニング・ワークショップで使用)100部(2007年1月日本大使館へ)</td> <td>650部(2006年10月マイクロプランニング・ワークショップで使用)100部(2007年1月日本大使館へ)</td> <td rowspan="2">改訂中</td> </tr> <tr> <td>第3稿</td> <td>100部(2007年1月OEBとWEOへ)40部(2007年5月日本大使館へ)100部(要請に応じて配布)</td> <td>100部(2007年1月OEBとWEOへ)40部(2007年5月日本大使館へ)100部(要請に応じて配布)</td> </tr> </tbody> </table>	段階	計画	建設	運営	進捗状況	第3稿が作成され、現在改訂中である。	18校が開校し、2校が未開校である。第3稿が作成され、現在改訂中である。	第1稿が作成され、現在良い実践事例に関する情報を集めながらレファレンスブックとして改訂中である。		計画	建設	運営	第1稿	150部(2006年6月OEBとWEOへ)	150部(2006年6月OEBとWEOへ)	150部(2006年6月OEBとWEOへ)	第2稿	650部(2006年10月マイクロプランニング・ワークショップで使用)100部(2007年1月日本大使館へ)	650部(2006年10月マイクロプランニング・ワークショップで使用)100部(2007年1月日本大使館へ)	改訂中	第3稿	100部(2007年1月OEBとWEOへ)40部(2007年5月日本大使館へ)100部(要請に応じて配布)	100部(2007年1月OEBとWEOへ)40部(2007年5月日本大使館へ)100部(要請に応じて配布)
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<p>成果の達成状況</p> <p>1. 郡教育事務所(WEO)の行政官の住民参加型学校</p>	<p>1. 基礎教育の計画・運営に従事する行政官の数</p>	<p>1. OEBはManaBUモデルと計画・建設・運営ガイドラインを公表し普及するうえで重要な役割を担っている。OEBの組織図は評価グリッド(英文)Appendix 1に示されている。OEBには局長を含む10人のカウンタ-</p>																							

<p>建設・運営に係る計画策定・運営能力が向上する。</p>	<p>2. ManaBU 学校に係る計画ガイドラインの有効性と妥当性</p> <p>3. 簡易スクールマッチングの有効性と有用性</p> <p>4. モニタリングと評価方法の頻度と適切さ</p>	<p>パートが配置されている。同リスト及び各県（ZEO）各郡（WEO）のカウンターパートのリストは評価ガイド（英文）Appendix 2 のとおりである。カウンターパートの能力とやる気は人によってばらつきがあるものの、日本人専門家と密に連絡を取って自発的に活動した OEB と WEO の行政官は本プロジェクトのプロセス重視の性格をよく理解していることから、プロジェクト終了後も基礎教育向上のために ManaBU モデルを活用していくことが期待される。</p> <p>2. 計画ガイドラインの第 3 稿は作成された。今後改訂され、公式に承認される必要がある。</p> <p>3. 2004 年に行われた簡易スクールマッチングは、選定された郡（フレダ）内の村（カバレ）の人口分布や地理的・社会的状況についての詳細なデータを収集できたことにおいて非常に有効かつ有用であった。</p> <p>4. モニタリングと評価は定期的に WEO（時々 OEB）によって適切に行われている。これは OEB と日本人専門家の日常的な運営活動の一部である。</p>
<p>2. 選定された郡において ManaBU 学校が建設され、教育環境が整備される。</p>	<p>1. ManaBU 学校建設ガイドラインの有効性と有用性</p> <p>2. ManaBU 学校建設に際しての住民参加の度合い</p> <ul style="list-style-type: none"> <li>・ 参加世帯の割合</li> <li>・ 住民が提供した役務の種類と時間</li> <li>・ 住民が用意した資材の種類と量</li> <li>・ 住民が提供した資金の割合と金額</li> </ul> <p>3. 建設された ManaBU 学校の数と状況</p> <p>4. 机・椅子の質と量</p>	<p>1. 建設ガイドラインの第 3 稿は作成された。今後改訂され、公式に承認される必要がある</p> <ul style="list-style-type: none"> <li>・ 本プロジェクトは、WEO が 9～13 万プルの予算を配布し、住民が 4～6 万プル相当（現金、現地調達資材、未熟練労働の提供）の貢献をすれば、コンクリートの基礎と土壁で出来た 4 教室の学校 1 校（1 棟 2 教室×2 棟＝4 教室）すなわち MOE の廉価型基準を満たす学校を建設できることを示した。ManaBU 学校の場合、郡庁の建設技官が建設過程をモニタリングするため、建物の質は適切に保証される。もし WEO が業者一括契約で学校を建設した場合、その費用は 30～40 万プルに跳ね上がる。したがって、ManaBU モデルは WEO の学校建設コストを半減し、オロミア州内の選定された郡だけでなく他の郡においても学校建設を加速させる可能性を秘めている。なお、これらの金額には家具（主に机・椅子）の購入代金は含まれていない。</li> <li>・ このように本プロジェクトは作業を分担して費用対効果の高い方法で良質の学校建設する一つ方途を例証したといえる。「エ」国の ESPDP III には、第 1 サイクル（1～4 年生）の小学校の平均建設費用は 50 万プル強であり、各州は廉価な代替モデルを開発することが強く期待されているとの記述がある。</li> </ul> <p>2. WEO の積極的な関与と同様に住民の積極的な参加が見受けられた。</p> <ul style="list-style-type: none"> <li>・ 学校建設が決定したカバレでは住民が建設運営委員会（CMC）を設置した。基本的にカバレの全世帯が学校建設を支援し、積極的に参加した。彼らは土地を確保して平らにし、資材を調達するとともに掘削から始まる一連の未熟練作業に従事した。その過程において、現地資材と言われるものが必ずしも現地で調達できないことが明らかになった。例えば、あるカバレで調達できる資材が別のカバレでは調達できず、結果的に購入しなければならぬケースがあった。また現地調達可能な資材もカバレによって異なり、より高度は技術を要する作業がある一方でそうでないものもあった。また現地調達可能な資材もカバレごとに異なった。このことは、建設の計画段階において住民と建設業者の間で行うべき作業を明確に区別しておく必要があることを示している。つまり、ManaBU モデルは各地域の多様性に応じて柔軟に活用されることが求められる。こうし教訓を取り入れながら建設ガイドラインの改訂が進められている。</li> <li>・ 住民は様々な形で学校建設に貢献した</li> </ul> <p>1) Chiro 郡の Wachu Waltane 村では、住民が 12,300 プルの現金を用意し、資材を集め、未熟練作業に携わった。こうして Ifa Biyo 校が建設され 2005 年に開校した。</p>

		<p>2) 同じChiro 郡のChiro Kala 村では、住民が少なくとも4,300ブルの現金を集め、3,055ブルに相当する資材を調達し、30,510ブル(3,051人/日 x 10ブル)に相当する未熟練作業に協力した。他方、本プロジェクトは建設資材の購入と、交通費と熟練工賃の支払いにおいてWEOを支援した。このように本プロジェクトの支援(10万ブル弱相当)を得て、住民参加による学校建設が具現化した。こうしてWachu Waltane 校が建設され2005年に開校した。</p> <ul style="list-style-type: none"> <li>下の表7は、2005年と2006年に開校したManaBU 学校について、本プロジェクトによる資金的支援と金額換算した住民の負担分の大体の金額とその割合を示している。</li> </ul> <table border="1" data-bbox="472 264 544 1339"> <tr> <td>2005</td> <td>本プロジェクトによる資金的支援(9~11万ブル)</td> <td>住民負担(貢献)(6万ブル)</td> </tr> <tr> <td>2006</td> <td>本プロジェクトによる資金的支援(10~13万ブル)</td> <td>住民負担(貢献)(4万ブル)</td> </tr> </table> <p>注：本プロジェクトによる資金的支援の中には家具(主に机・椅子)の購入費(3.5~5.5万ブル)は含まれていない。</p> <p>3. 2005年に5校が開校し、2006年に13校が開校した。学校建設の進捗状況は評価グリッド(英文)Appendix 3に示してある。これらに加えて2校が開校をめぐってOEBのイニシアチブで建設中である。建設済み及び建設中の学校が所在するカバレの特徴は評価グリッド(英文)Appendix 4のとおりである。</p> <p>4. 本プロジェクトは州政府の製造工場と民間企業から机・椅子などを購入した。それらの購入費は3.5~5.5万ブルである。文具やタイプライター、複写機といった事務機器も各学校に供与された。品質は良好で量も十分であった。校舎建設だけでなく、これらを得たことにWEOと住民は非常に感謝している。購入品目のリストは評価グリッド(英文)Appendix 5のとおりである。</p>	2005	本プロジェクトによる資金的支援(9~11万ブル)	住民負担(貢献)(6万ブル)	2006	本プロジェクトによる資金的支援(10~13万ブル)	住民負担(貢献)(4万ブル)
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2006	本プロジェクトによる資金的支援(10~13万ブル)	住民負担(貢献)(4万ブル)						
<p>3. ManaBU 学校が住民とWEOの協力で運営され、維持される。</p>	<ol style="list-style-type: none"> <li>1. ManaBU 学校運営ガイドラインの有効性と有用性</li> <li>2. 開催された研修回数と参加者数</li> <li>3. PTA の構成と機能</li> <li>4. ManaBU 学校の収支バランス</li> <li>5. ManaBU 学校の物理的状态</li> <li>6. モニタリングと評価方法の頻度と適切さ</li> </ol>	<ol style="list-style-type: none"> <li>1. 学校運営に関して、MOE は Blue Book (正式名称は Guideline for Organization of Educational Management, Community Participation and Educational Finance) と呼ばれるガイドラインを作成しており、OEB も Green Book と呼ばれる独自のガイドラインを作成している。本プロジェクトも運営ガイドラインの第 1 稿を作成したものの、ManaBU モデルの運営部分は十分に開発されたとは言いがたい。こうした状況を踏まえ、エチオピア側と日本側双方はガイドラインに代えてレファレンスブックを作成することで合意した。現在本プロジェクトはレファレンスブックを完成させるため優れた実践についての情報を収集している。このレファレンスブックは実用的な事例や提言を盛り込んで Green Book を補完することが期待されている。レファレンスブックを完成させるにはワークショップをあと数回開催する必要がある。さらにそれをよりユーザーフレンドリーなものにするために、学校が所在するコミュニティから追加情報を収集する必要がある。レファレンスブックを改訂、最終化、正式承認するには今しばらく時間をかける必要がある。</li> <li>2. 計画・建設プロセスを通じて、住民は帳簿の付け方、資金の集め方などを学んだ。さらに本プロジェクトはサイト選定と事前入学登録について研修ワークショップを実施した。その結果、オロミア州全体の初等教育第 1 サイクル(1-4 年生)の男女比が 6 対 5 であるのに対して、ManaBU 学校では評価グリッド(英文)Appendix 6 に示すとおり男子と女子の生徒数がほぼ均衡するに至っている。本プロジェクトが開催したセミナーやワークショップは評価グリッド(英文)Appendix 7 に示してある。</li> <li>3. 学校建設が終了すると CMC は解散される。しかし、CMC メンバーの多くは PTA の中心メンバーとして留まる。PTA の役割は MOE のガイドラインに規定されており、学校運営に関する会議は定期的に開催されている。</li> </ol>						

		<p>参加者は様々なことを議論する。さらに問題を解決し本欄の「6.」に記載されているような学校環境を改善するために具体的な行動をとる。</p> <p>4. 毎年各家計から5~10ブルを徴収するPTAもあれば、必要が生じた時のみ現金を徴収するPTAもある。実際の徴収額の合計はカバレ内の児童数と世帯数によって変動する。徴収されたお金は住民が雇用する教員や夜警の給与、施設の維持管理などに充当される。</p> <p>5. ManaBU 学校の物理的な状態は全般的に良好であるが、維持管理は不可欠である。実際、維持管理は建設と同等かそれ以上に重要である。軽微でも常に改修を施すことが強く期待される。長い目で見ればそれが建て替えを行う時間や費用を大幅に節約してくれるからである。</p> <p>6. プロジェクトは学校運営に対する住民貢献の良い事例について情報を収集し、それを運営のレファレンスブックに取り入れようとしている。これまでに好ましい活動がいくつか報告されている。例えば、住民が教室を増築したり教員の宿舎を建設したりしている。また遊び場、花壇、菜園なども整備している。このように、住民が自分たちの学校をより魅力的でより快適な学習環境にするために自発的に動いている事例が確認されている。さらに、具体例を挙げると、ローカルNGOと協働して、Fechiso 校のPTAは水タンクを設置し、Gesela Kachile 校のPTAは近くの水源から導管を延長することによって学校の敷地内に水供給設備を整えた。</p>																																																
<p>4. 研修を受けた教員が良質な教育を ManaBU 学校の児童に提供する。</p>	<p>1. 教科書・教材の質と量(例: 生徒一人当たりの教科書数)</p> <p>2. 配属された教員数と研修を受けた教員数</p> <p>3. 導入研修の参加者数</p>	<p>1. 2005年に開校した学校には本プロジェクトが教科書を購入したが、2006年に開校した学校に対してはOEBが提供した。児童1人当たり1教科1冊の割合で教科書は提供されており、これはOEBの掲げる政策目標の一つでもある。ManaBU 学校の教員は学校周辺で手に入る原材料を使って様々な教材・教具を作っている。これらは「Pedagogical Center」と呼ばれる部屋に保管されている。</p> <p>2. ManaBU 学校に配属された教員数は評価グリッド(英文)Appendix 8のとおりである。</p> <p>3. 導入研修、現職教員研修及び校長研修の参加者数は評価グリッド(英文)Appendix 9のとおりである。ManaBU 学校で提供される教育の質に関しては、中途退学率において下の表8のとおり良好な数値が表れている。</p> <table border="1" data-bbox="922 293 1161 1323"> <thead> <tr> <th rowspan="2">県</th> <th rowspan="2">郡</th> <th rowspan="2">村(カバレ)</th> <th rowspan="2">学校</th> <th colspan="2">中途退学率(1年生)</th> <th rowspan="2">合計</th> </tr> <tr> <th>男子</th> <th>女子</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Arsi</td> <td>Sire</td> <td>Magacha</td> <td>Koloba Hawas</td> <td>1.6</td> <td>3.66</td> <td>2.56</td> </tr> <tr> <td>Diksis</td> <td>Tana Bamo</td> <td>Bamo</td> <td>20.83</td> <td>21.5</td> <td>21.24</td> </tr> <tr> <td>Chiro</td> <td>Wachu Waltane</td> <td>Ifa Biyo</td> <td>10.81</td> <td>4.81</td> <td>7.91</td> </tr> <tr> <td rowspan="2">West Harege</td> <td>Chiro Kala</td> <td>Waltaa Jelala</td> <td></td> <td>4.88</td> <td>7.04</td> <td>5.98</td> </tr> <tr> <td>Kunni</td> <td>Laga Lafto</td> <td>Laga Lafto</td> <td>1.42</td> <td>6.58</td> <td>4.10</td> </tr> <tr> <td colspan="4">オロミア州平均(2004/05)</td> <td>21.86</td> <td>23.05</td> <td>22.81</td> </tr> </tbody> </table> <p>注: Bamo 校では1年間に校長が3回交替した。</p> <p>• OEBとWEOの行政官、教員、住民は、ManaBU 学校の中途退学率がオロミア州の平均よりも良好である理由として次の点を挙げている。</p> <ul style="list-style-type: none"> <li>✓ ManaBU 学校は組織的に教員研修を実施している。</li> <li>✓ ManaBU 学校は物理的に快適であるため児童が勉強に集中できる。</li> <li>✓ 他の学校と異なり、ManaBU 学校には机・椅子が備えられている。</li> </ul>	県	郡	村(カバレ)	学校	中途退学率(1年生)		合計	男子	女子	Arsi	Sire	Magacha	Koloba Hawas	1.6	3.66	2.56	Diksis	Tana Bamo	Bamo	20.83	21.5	21.24	Chiro	Wachu Waltane	Ifa Biyo	10.81	4.81	7.91	West Harege	Chiro Kala	Waltaa Jelala		4.88	7.04	5.98	Kunni	Laga Lafto	Laga Lafto	1.42	6.58	4.10	オロミア州平均(2004/05)				21.86	23.05	22.81
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	<p>✓ 計画・建設過程を通じて住民と保護者は教育の重要性を深く認識し、学校運営に積極的に関与している。</p>
<p>外部条件</p>	<p>1. 選定されたフレダにおいて WEO 行政官が継続して勤務する。</p> <p>2. ManaBU 学校の建設サイトの住民が学校建設・運営プロセスに積極的に参加する。</p> <p>3. ManaBU 学校に配属された教員が同じ学校に継続して勤務する。</p> <p>4. 「エ」国とオロミア州が大規模な気候変動や自然災害に見舞われず、紛争などに陥らない。</p> <p>5. 学校建設用の土地がコミュニティから然るべく提供される。</p> <p>6. OEB、ZEO 及び WEO が WEO 行政官の能力向上を重視する政策を変更しない。</p> <p>7. 選定されたフレダにおいて多数の学校が閉鎖されない。</p> <p>8. オロミア州において多数の学校が閉鎖されない。</p> <p>9. 「エ」国政府が基礎教育へのアクセス向上のために住民参加を重視する政策を変更しない。</p>
	<p>1. 同じ部署、組織に勤務し続ける行政官はわずかである。WEO だけでなく、ZEO と OEB においても常に人事異動と離職が起こっている。これらは技術移転のスピードを上回っており、プロジェクト活動の実施に負の影響を与えている。</p> <p>2. 総じて住民は計画・建設・運営プロセスに積極的に関与している。しかし最初は熱心に取り組んでいるものの、時間がかかるにつれて関心が薄れて消極的になるコミュニケーションもあった。また住民が一致団結していればいるほどサイト選定と学校建設の時間が短くなることも確認された。住民の取り組み姿勢は村長及び WEO のリーダーシップに依るところが大きい。</p> <p>3. 新任教員は真摯に勤務している。開校後に他校に異動した教員はいるが、離職した者はいない。</p> <p>4. 雨期が長引き、プロジェクト活動を遅延させた。さらに 2005 年春の選挙活動と 2007 年 4 月から 6 月にかけての国勢調査によって WEO 行政官は忙しくなり、本プロジェクトにあまり関わることができなくなった。</p> <p>5. 学校建設サイトはコミュニティから然るべく提供された。しかし砂糖きびプランテーションの拡張計画が浮上してサイト選定の中止を余儀なくされたケースがあった（アルシ県 Dodota Sire 郡の Awash Bishor 村）。</p> <p>6. OEB、ZEO 及び OEB において、WEO 行政官の能力向上を重視する政策は変更されていない。</p> <p>7. 選定されたフレダにおいて学校数は着実に増加している。</p> <p>8. オロミア州において学校数は着実に増加している。</p> <p>9. 「エ」国政府は、基礎教育へのアクセス向上のために住民参加を重視する政策を変更していない。</p>
<p>投入結果</p>	<p>1. カウンターパートの配置</p>
<p>エチオピア側投入</p>	<p>1. カウンターパートの配置</p>

	<ul style="list-style-type: none"> <li>- Project Director</li> <li>- Project Manager</li> <li>- 一般カウンタートパート</li> </ul> <p>2. スペースと施設</p> <p>3. 予算措置</p>	<p>Dereje Asfaw (OEB 局長) : Project Director</p> <p>Merga Feyisa (OEB 副局長) : Project Manager</p> <p>一般カウンタートパート (OEB 職員)</p> <ul style="list-style-type: none"> <li>- Tasaw Bekele (Head, Planning and Research Dept.)</li> <li>- Lissanu Legissa (Team Leader, EMIS, Planning and Research Dept.)</li> <li>- Yali Mergio (Construction Engineer, Planning and Research Dept.)</li> <li>- Alemayehu Etea (Head, Quality Assurance Dept.)</li> <li>- Getachew Asefa (Head, Education Supervision and Program Dept.)</li> <li>- Temesgen Adisu (Team Leader, Project Preparation and Monitoring, Planning and Research Dept.)</li> <li>- Nuria Ibrahim (Expert, Education Supervision and Program Dept.)</li> <li>- Kidane Tolcha (Expert, Education Supervision and Program Dept.)</li> <li>- Gazu Urgesa (Expert, Planning and Research Dept) (Manabu モデルを活用し、OEB イニシアチブによる 2 校の学校建設を担当)</li> </ul> <p>2. OEB は日本人専門家執務室に係るすべての光熱費を負担した。しかし、提供されたスペースと施設が手狭であったため、JICA は OEB 敷地内に会議用の家屋を建設した。</p> <p>3. 予算措置はなるべく取られている。OEB は、行政官がワールドに向く際にそれを OEB の本来業務として捉え、本プロジェクトから日当を支払わないことに対し、深い理解を示している。</p>
<p>日本側投入</p>	<ul style="list-style-type: none"> <li>1. 長期専門家派遣</li> <li>2. 短期専門家派遣</li> <li>3. 資機材供与</li> <li>4. カウンタートパート本邦研修</li> </ul>	<p>1. これまでに派遣された長期専門家は以下のとおりである。</p> <p>北詰秋乃 : チーフアドバイザー / 参加型開発 (2003 年 3 月 30 日 ~ 2006 年 11 月 18 日)</p> <p>山口直子 : 業務調整 / 学校運営 (2004 年 1 月 18 日 ~ 2006 年 1 月 17 日)</p> <p>國枝信宏 : 参加型学校建設支援 (2004 年 6 月 22 日 ~ 2006 年 8 月 21 日)</p> <p>野邊節 : 業務調整 / 学校運営 (2006 年 2 月 23 日 ~ 2006 年 10 月 31 日)</p> <p>チーフアドバイザー / 教育行政 (2006 年 11 月 1 日 ~ 2007 年 11 月 18 日)</p> <p>東谷あかね : 業務調整 / 学校運営 (2006 年 11 月 3 日 ~ 2007 年 7 月 2 日)</p> <p>学校運営 / 参加型手法 (2007 年 7 月 3 日 ~ 2007 年 11 月 18 日)</p> <p>2. これまでに派遣された短期専門家は以下のとおりである。</p> <p>國枝信宏 : 住民参加型学校建設支援 (2004 年 1 月 18 日 ~ 2006 年 3 月 7 日)</p> <p>シユルツ由美 : 普及・啓発 (IEC) (2006 年 11 月 28 日 ~ 2007 年 1 月 26 日)</p> <p>杉山恭一 : 学校建設 (2007 年 5 月 16 日 ~ 2007 年 9 月 21 日)</p> <p>廣瀬悠子 : 業務調整 (2007 年 7 月 3 日 ~ 2007 年 11 月 18 日)</p> <p>3. JICA は交通手段としてステーションワゴン 2 台、小型トラック 2 台、オートバイ 6 台を供与した。事務機器とコンピュータ・ソフトウェアも購入した。これらの供与と機材のリストは評価グリッド (英文) Appendix 10 を参照。さらに学校建設のための資機材、椅子・机、教科書・教材の購入を支援した。</p> <p>4. C/P 本邦研修参加者のリストは評価グリッド (英文) Appendix 11 のとおりである。</p>

## 評価グリッド：プロジェクトの実施プロセス

評価項目	小項目	調査結果
プロジェクト運営体制	プロジェクトの運営体制は適切に機能しているか。	<ul style="list-style-type: none"> <li>本プロジェクトはエチオピア側と日本側双方の多大な努力によって良く運営されてきた。2006年1月に署名されたミニッツによれば、プロジェクト・ディレクターは OEB 局長であり、プロジェクト・マネージャーは OEB 副局長である。本プロジェクトの実施体制は評価グリッド（英文）Appendix 12 のとおりである。本プロジェクトの比重が代替的基礎教育（ABE）センターから政府校へと移ったことにより、OEB のカウンターパートも再配置された（ANNEX2-1 の「投入結果」の「エチオピア側投入」を参照）</li> <li>計画立案を担う先見性のある組織として OEB はカウンターパート機関として適切である。OEB は本プロジェクトが達成したものをオロミア州全体に普及することが期待される。また ManaBU モデルの有効性を分かち合うために他ドナーや NGO などの開発パートナーを招いて一連のワークショップやセミナーを開催し、外部資金を獲得するような主導的役割を果たすことが期待される。さらに学校の計画・建設・運営を取り巻く状況は常に変化を遂げていることから、ガイドラインの改訂を率先して行う組織としても OEB は適切である。</li> <li>学校の計画・建設・運営に責任を持つ実施機関として WEO はカウンターパート機関として適切である。WEO 行政官は郡庁建設技官、建設業者、住民及び日本人専門家と緊密には協働した。コミュニティに最も近い行政組織として、WEO は今後も資金的・技術的にコミュニティを支援していくことが期待される。</li> </ul>
活動の実施	活動は計画どおりに行われているか。	<ul style="list-style-type: none"> <li>ANNEX 2-3 に記載された阻害要因によって本プロジェクトの活動は遅延した。例えばアルシ県と西ハララゲ県ではすべての学校は 2005 年 5 月までに、北シヨア県では 2006 年 4 月までに建設される予定であった。しかし、本プロジェクトなりに努力して建設を進め、未完成の学校を含めてこれまでに 18 校が開校した。また OEB も 2007 年 10 月開校をめざして 2 校の建設を独自に進めている。学校建設の実績と計画は評価グリッド（英文）Appendix 13 のとおりである。</li> <li>試行錯誤により、当初予期していたよりも多くの時間がガイドラインの作成に費やされてきた。ガイドラインは現在改訂中であり、プロジェクト終了時までには最終化され、オロミア州の公式文書として承認される見込みである。修正された活動計画（2006 年 1 月以降）は評価グリッド（英文）Appendix 14 のとおりである。</li> </ul>
プロジェクト関係者間のコミュニケーション	コミュニケーションはどうか。関係者内のコミュニケーションはどの程度円滑であったか。	<ul style="list-style-type: none"> <li>OEB と日本人専門家とのコミュニケーションはプロジェクト活動が展開されるにしたがって良好になった。現在、コミュニケーション、プリーフィング及び報告は日常的に行われており、さらに定期的な運営会議を通じて行われている。これにより OEB と WEO の行政官はプロジェクトの進捗状況をよく把握している。</li> </ul>
モニタリングと評価プロセス	本プロジェクトの進捗はどのようにモニタリング・評価されたか。	<ul style="list-style-type: none"> <li>本プロジェクトの進捗状況は OEB と JICA によって定期的にモニタリング・評価されている。</li> <li>プロジェクト開始からこれまでに合同運営委員会（JSC）が 5 回開催された。</li> <li>JICA は 2006 年 1 月に中間評価調査団を派遣し、2007 年 7 月に終了時評価調査団を派遣した。</li> </ul>

<p>当事者意識</p>	<p>OEB、WEO と住民の本プロジェクトに対する当事者意識は高いか。</p>	<ul style="list-style-type: none"> <li>• 現在 OEB、WEO 及び住民の当事者意識は高い。OEB は計画策定機関ということもあって当事者意識が低い時期もあった。また WEO も住民参加について不慣れであったため当事者意識が低い時期があった。しかし、活動を行うにつれて OEB も WEO も本プロジェクトの意義を認識するようになった。</li> <li>• 例えば、OEB は 2006 年に開校した ManaBU 学校 13 校に教科書を供与した。また本プロジェクトで購入した建設資材と家具の運送を自ら手配した。WEO 行政官も ManaBU 学校の新任教員に対する導入研修の講師を務めた。彼らは ManaBU 学校へ教員を配置し、事前入学手続きの方法を住民に指導した。</li> <li>• すべての関係者は学校の計画・建設・運営の重要性を強く認識している。OEB と WEO は現在改訂中のガイドラインに愛着を感じている。また住民は何物にも代え難い価値ある自身の貢献の産物である ManaBU 学校にひとかたならぬ愛情を抱いている。</li> </ul>
<p>技術協力の方法</p>	<p>技術協力の方法やスキームほどの程度適切であったか。ドナーや他の JICA プロジェクトとの連携はあったか。</p>	<ul style="list-style-type: none"> <li>• 本プロジェクトは WEO が住民とともに学校の計画・建設・運営を行うための効果的な方法を模索してきた。これはプロセスマネジメントであり、多くの時間を要する。それゆえ、日本人専門家はカウンタートパートと緊密かつ常に行動を共にし、経験を積み、考えを共有することが求められる。また本プロジェクトでは建設、IEC（情報、コミュニケーション及び教育）といった特殊な分野における専門性が必要である。このように長期専門家と短期専門家を組み合わせさせた技術協力の形態は特殊な分野のニーズに柔軟に対応できるという点で適切といえる。</li> <li>• 本プロジェクトは 2003 年 11 月から 4 年の協力期間で開始された。また本プロジェクトに引き続き、スクールマッピング及びマイクロプランニング・プロジェクト（SMAPP）が 2005 年 7 月から 2 年の協力期間で開始された。その結果、2 つの異なる JICA プロジェクトが 2 年間同時に進行することになった。OEB のカウンタートパートの一人は、学校建設を主に行う ManaBU プロジェクトよりも、計画部分を主に行う SMAPP のほうが先に実施されるべきだったとコメントしている。</li> <li>• さらに、2 つの異なるプロジェクトは OEB の同じカウンタートパートを共有したが、この兼務体制は本プロジェクトの円滑な実施に少なからず影響を与えた。</li> </ul>

評価グリッド：5 項目評価

妥当性：高い

評価項目	小項目	調査結果
エチオピア政府の開発計画・政策との整合性	スーパーゴール、上位目標は国家目標・開発ニーズに合致していたか。	<ul style="list-style-type: none"> <li>• 2006年9月に財務経済開発省は、同国の第2次貧困削減ペーパー（PRSP）となる「貧困削減のための加速的かつ持続可能な開発計画（PASDEP）」を作成した。同計画は17の重点分野を掲げており、教育分野もそのうちのひとつである。</li> <li>• これに先立ち2002年6月に作成された教育セクタープログラム（ESDP II）は向こう3年間（2002/03-2004/05）に4つの課題を掲げており、そのうち2つは以下のとおりである。             <ul style="list-style-type: none"> <li>(1) 公平さと質を確保しつつ初等教育のアクセスとカバレッジを拡大し、初等教育の完全普及という目標を達成する。</li> <li>(2) プログラム実施、絶えざるイノベーション、強いリーダーシップのために組織の能力向上を様々なレベルで図り、持続的な制度開発を可能にする教育システムのキャパシティ・ビルディングを行う。</li> </ul> </li> <li>• ESDP IIは「住民は、学校建設と運営費用にかかる政府支出の数パーセント（5～10%）を自ら支援することが期待される。住民参加の新しい様式が導入され振興されることが肝要であり、そのために戦略文書と運営マニュアルが作成され実施される必要がある」と述べている。</li> <li>• 2005年8月に作成された ESDP III においても「すべての学齢児童に初等教育へのアクセスを提供することは（中略）向こう数年間、政府と住民双方にとって大きな負担となるだろうが、その報いは大きい。（中略）住民は学校と代替的基礎教育（ABE）センターの建設のために自身の能力に見合った役割、現地資材及び資金を提供することが期待される」と明記されている。</li> <li>• 2005年10月に発行されたオロミア州の ESDP III は、教育へのアクセスを拡大することで公平性を保つために次のように述べている。             <ul style="list-style-type: none"> <li>➢ 多くの児童がいるにもかかわらず教育の行き届いていない地域を最優先し、収容能力を上げるため、新しく学校を建設し、既存校を拡大し、必要な施設を提供する。</li> <li>➢ 住民に働きかけ現地で手に入る資材を使って新たに学校を建設し、既存校を改修・拡大するよう奨励するとともに、工業資材と技術支援を提供する。</li> </ul> </li> <li>• このように、本プロジェクトは「エ」国政府が目指しているものをまさに支援しているといえる。</li> </ul>
ターゲットグループのニーズとの整合性	プロジェクトはターゲットグループのニーズに合致しているか。プロジェクトのデザイン、特に技術協力の方法とアプローチは適切であったか。	<ul style="list-style-type: none"> <li>• 連邦教育省（MOE）は2002年8月に「Guideline for Organization of Educational Management, Community Participation and Educational Finance」（通称 Blue Book）を作成している。この中で WEO 行政官は以下の義務と責任を負うと述べられている。             <ul style="list-style-type: none"> <li>➢ 郡内に教育、特に初等教育を広めるための仕組みを開発し実施する。</li> <li>➢ 教育へのアクセスがそれまで奪われていた地域において教育を公正に普及することを確保する。</li> <li>➢ 政府が新しい学校を建設する場合、必要事項を示し、建設が行われるカバレッジを決定する。</li> </ul> </li> </ul>

<p>日本の ODA 政策との整合性</p>		<ul style="list-style-type: none"> <li>➢ 教育の質がしっかりと保たれているかを確認するために郡と学校レベルにおいて監督を強化する。</li> <li>➢ 同ガイドラインは次のようにも述べている。 <ul style="list-style-type: none"> <li>➢ 政府（行政）は、住民が新規学校建設、既存校舎の増築や建て替え、その他の投入に積極的に関わることができるよう促すべきである。過去においては、新しい学校の建設はよく吟味された手続きなしに無計画に行われてきた。その意味で、住民参加を促進する適切な仕組みを作る必要性が生じている。</li> <li>➢ また ESDP III は次のように述べている。 <ul style="list-style-type: none"> <li>➢ WEO は小学校（中略）を建設し運営すべきである。計画を策定し実施すべきである。（中略）教育を広め、教育分野で住民参加を鼓舞し支援するための仕組みを作らなければならない。</li> <li>➢ 初等教育の普及を阻んでいる要因のひとつは、第 1 サイクルの学校 1 校あたり平均 50 万ブル強の学校建設コストである。</li> <li>➢ 各州は自らの状況に応じた廉価な学校建設の代替モデルを開発すべきである。もちろんそれは基礎教育学校の設計パラメータを考慮したものでなければならぬ。</li> <li>➢ 廉価な学校建設においては大量の現地資材と役務が求められる。これは住民が役務・資材提供において貢献できるより良い機会を与えることになるであろう。</li> </ul> </li> </ul> </li> <li>➢ このように、本プロジェクトは「エ」国政府が目指しているものをまさに支援しているといえる。本プロジェクトはターゲットグループである WEO と住民が上記の点について取り組むことを後押ししている。すなわち WEO と住民が、それまで基礎教育へアクセスできなかった僻地において、先を見越して計画を立て、学校を建設・運営することができるよう支援している。</li> </ul>
	<p>プロジェクトは我が国の援助政策及び JICA の国別事業実施計画と合致しているか。</p>	<ul style="list-style-type: none"> <li>➢ 日本政府は外務省が 2002 年に発表した「成長のための基礎教育イニシアティブ（BEGIN）」において開発途上国の教育へのアクセス向上支援を重点事項として位置づけている。</li> <li>➢ 外務省は対エチオピア支援の重点セクターとして、1) 農業・農村開発、2) 水資源開発、3) 教育、4) 社会経済インフラ、の 5 つを挙げており、教育セクターについては、農村部僻地における教育へのアクセスの改善、地方教育行政の能力強化と住民参加による学校建設・運営促進を通じた基礎教育の質の改善、を目的として協力を進めていくとしている。</li> <li>➢ JICA の国別事業実施計画の重点セクターは外務省のそれと同じであるが、同計画の中で、JICA は農村部僻地における教育へのアクセス向上、質の向上を引き続き支援していくと述べている。</li> <li>➢ このようにプロジェクトは日本の ODA 政策及び JICA の国別事業実施計画と整合している。</li> </ul>

**有効性：やや高い**

評価項目	小項目	調査結果
<p>プロジェクト目標に対する成果の貢献</p>	<p>プロジェクト目標は達成されたか。プロジェクト目標は、プロジェクトのアウトプットの結果もたらされたか。</p>	<ul style="list-style-type: none"> <li>➢ プロジェクト目標は部分的に達成された。より正確に言うと、ManaBU モデルにおける運営部分は十分に開発されておらず、計画・建設部分もさらに精緻化される必要がある。</li> <li>➢ ManaBU モデル（建設部分）は ANNEX2-1 の「プロジェクト目標の達成状況」に記載されているように 2 つの重要な要素があり、次のような特徴を有している。</li> </ul>

		<p>(1) 行政と住民との協働</p> <p>(2) MOEの廉価型建築基準を満たす良質で費用対効果の高い学校建設プロジェクト目標を十分に達成するためには、以下の文書が改訂され、最終化され、OEBによって正式に承認される必要がある。</p> <p>(1) 計画・建設ガイドライン及び運営事例集（Reference Book）</p> <p>(2) ManaBU 学校ハンドブック</p> <ul style="list-style-type: none"> <li>本プロジェクトは効果的にも以下の影響と便益をもたらした。 <ul style="list-style-type: none"> <li>OEB、ZEO と WEO の行政官は、住民と協力して学校の計画・建設・運営を行う方法を習得した。初めは本プロジェクトに対して懐疑的、批判的な者もいた。しかし、両者が連携するアプローチと建物の質の重要性を理解してからは、彼らは完全に考え方を変えた。このプロセス重視のアプローチを通じて彼らは多くの知識とスキルを身につけた。</li> <li>住民もまた WEO と協力して学校の計画・建設・運営を行う方法を習得した。彼らは維持・再建コストを結局は最小限に抑えられる校舎の耐久性の重要性を深く理解するに至った。この労働分担のアプローチを通じて彼らは多くの知識とスキルを身につけた。</li> <li>遠距離のため子どもを学校に通わせることをためらう保護者がいたが、本プロジェクトはその心配を取り払った。現在 5,109 人の児童が ManaBU 学校に通い、快適な環境の中で嬉々として学んでいる。ManaBU 学校がなければ、彼らの多く（特に女子）は教育へアクセスすることはできなかった。本プロジェクトは他ドナーや NGO がこれまで手を差し伸べなかった未踏の地域にまで手を差し伸べたといえる。</li> </ul> </li> <li>貢献要因は以下のとおりである。 <ol style="list-style-type: none"> <li>政府（行政）のニーズに応えたこと。政府は住民と協力して耐久性のある学校を適正価格で建設することにより教育へのアクセスを改善することを望んでいた。</li> <li>住民のニーズに応えたこと。住民は、教育へのアクセスを切望していたが、近隣に学校がなく資金もないう状態であった。</li> <li>政府（行政）と住民を学校計画・建設・運営の初期段階から関与させ、責任分界を明確にする新しいアプローチを開発し、両者を結びつけて協働させたこと。</li> </ol> </li> </ul>
<p>プロジェクト目標及び成果の達成のための促進・阻害要因</p>	<p>目標及び成果達成にかかる貢献要因は何か。</p>	<ul style="list-style-type: none"> <li>阻害要因は以下のとおりである。 <ol style="list-style-type: none"> <li>OEB、ZEO 及び WEO の行政官の頻繁な人事異動と離職</li> <li>日本人短期専門家の派遣の遅れ</li> <li>2 つの異なる JICA プロジェクト（ManaBU と SMAPP）への同じカウンタートパートの配置</li> <li>郡庁建設技官による学校建設に対する不十分で時宜を得ないモニタリングと監視</li> <li>住民による貢献（現地調達資材と非熟練労働の提供）の遅れ</li> <li>運営ガイドライン作成への意識不足</li> <li>選定された郡の分割（6 郡から 9 郡へ増加）</li> <li>雨期が長引いたこと</li> </ol> </li> </ul>
	<p>目標及び成果達成にかかる阻害要因は何か。</p>	

## 効率性：中位

評価項目	小項目	調査結果
成果を達成するための投入と活動の適切さ	成果を達成するための投入と活動は適切であったか。	<ul style="list-style-type: none"> <li>基本的にすべての投入と活動は成果を生み出すことに寄与している。</li> <li>2007年7月現在、18校が（うち数校は未完成ながら）開校し児童を受け入れている。さらに、OEBのイニシアティブで2校が建設中であり、2007年9月までに完成する見込みである。学校建設の進捗状況は評価グリップ（英文）のAppendix 2とおりである。</li> <li>上表に列挙した障害要因は本プロジェクトの円滑な実施に影響を及ぼした。計画・建設プロセスの遅延はManaBUモデルの運営部分を開発する時間を短縮した。このように本プロジェクト終了時までには当該部分を十分に開発することは困難な見通しである。</li> <li>エチオピア側はカウンタートパートを配置したが、同じ部署や組織に勤務し続ける者はごくわずかである。WEOだけでなく、ZEOとOEBにおいても常に人事異動と離職が起こっている。これは本プロジェクトの円滑な実施にマイナスの影響を与えた。</li> <li>OEBは日本人専門家執務室に係るすべての光熱費を負担している。他方、提供されたスペースと施設が手狭であったため、日本側はOEB敷地内に会議用の家屋を建設した。</li> <li>適切な専門性を備えた長期及び短期専門家が派遣された。しかし、プロジェクト後半期間よりも前半期間に より多くの短期専門家が派遣されるべきであった。</li> <li>適切かつ最小限の資機材が購入され、日常業務にフルに活用されている。</li> <li>日本側は12人のエチオピア人カウンタートパートに対して本邦研修を行った。彼らにとっても日本の教育の制度や現状を目の当たりにする格好の機会となった。</li> <li>投入は成果を生み出すために適切かつ効率的に管理された。</li> <li>本プロジェクトはローカル人材をフルに活用した。各県に配置されたフィールド・コーディネーター（3名）はすべてエチオピア人であり、現場で活動を推進するにあたって重要な役割を果たした。</li> </ul>
エチオピア側投入の適切さ	エチオピア側投入は適切であったか。	
日本側投入の適切さ	日本側投入は適切であったか。	
運営管理の効率性	成果達成に向けて、投入は適切に運営管理されたか。	

## インパクト：高い

評価項目	小項目	調査結果
上位目標達成の見込み	上位目標がプロジェクト終了後5-10年後に達成される見込みはあるか。	<ul style="list-style-type: none"> <li>上位目標の一部は既に達成されている。上位目標は通例プロジェクト終了後5-10年後に達成されると予測されるものであるが、選定された郡における総就学率と学校数は2002/03年から2005/06年にかけて明らかに増加している（ANNEX2-1の「上位目標の達成状況」内の表2を参照）。言うまでもなく、この改善は本プロジェクトの実施だけによるものではなく他の要因にも依拠している。しかし、基礎教育へのアクセスは近年確実に向上してきている。</li> <li>ManaBUアプローチは、学校の計画・建設・運営につき行政が支援する住民参加型のアプローチである。以下に示すとおり増築された校舎はMOEの廉価型建築基準に満たない品質ではあったが、このアプローチ自体は選定された郡において適用された。</li> </ul>

<p>プロジェクト実施によるインパクトと波及効果</p>	<p>プロジェクト実施による正負の影響や波及効果は何か。</p>	<p>➢ Chiro 郡 WEO から多少の資金的支援を得て、住民は ManaBU アプローチに沿って Waltha Jelata 校で校舎 1 棟を増築した。</p> <p>➢ Kunni 郡 WEO からわずかな資金的支援を得て、住民は ManaBU アプローチに沿って Laga Laffo 校で校舎 1 棟を増築した。</p> <ul style="list-style-type: none"> <li>多様な関係者に対して良好な影響が確認された。マイナスの影響は現在のところ報告されていない。</li> <li>児童に対して &gt;</li> <li>他の学校と異なり、ManaBU 学校では男子と女子の児童数はほぼ同数である。本プロジェクトは農村部僻地において教育へのアクセスを向上させただけでなく、特に女子に対して教育の機会を提供した。</li> <li>ManaBU 学校の中退学率はオロミア州の平均値よりも低い (ANNEX2-1 の成果 4 の表 8 を参照)。</li> </ul> <p>&lt;住民に対して &gt;</p> <ul style="list-style-type: none"> <li>住民は教育の重要性を認識し、強い当事者意識を持つようになった。いくつかのコミュニティは、たとえ WEO から支援がなくても近い将来教室を増築するつもりであるとの意思を表明した。</li> <li>いくつかのコミュニティは ManaBU 学校建設後に扉、教員宿舎、遊び場、花壇、菜園などを整備し、学校環境を改善した。また NGO から支援を得て水タンクや水道管の設置に成功したコミュニティもある。</li> <li>ManaBU 学校はコミュニティの会議場としても活用されている。または成人・ノンフォーマル教育 (ANFE) プログラム用に教室を活用している学校もある。</li> <li>住民は学校の計画・建設・運営の全プロセスを通じて力をつけたと実感している。彼らは大きな可能性が自身に内在していることを覚知した。彼らは以前よりも団結し自信を持つようになった。</li> <li>いくつかのコミュニティは、ManaBU アプローチは灌漑や農道の整備といった他のコミュニティ事業にも適用できると述べている。</li> </ul> <p>&lt;WEO と ZEO に対して &gt;</p> <ul style="list-style-type: none"> <li>WEO と ZEO は ManaBU モデルの有効性を理解している。いくつかの WEO は、既存の ManaBU 学校での増築や他の郡における新しい学校建設に同モデルを既に適用している。彼らは、厳しい財政事情の中、これが自分たちに残された実用的で費用対効果の高い唯一の方法であると捉えている。</li> <li>Kunni 郡では ManaBU 学校 4 校の女子と男子の児童数はほぼ半々であり、女子の割合は同郡の他の学校と比べて格段に高いと報告されている。この良好な結果を招いた要因として、各校における事前入学登録の実施と女性教員の優先的配置が挙げられる。同郡 WEO は、女子児童の通学を奨励するには女性教員の役割が重要であると考え、女子になじみやすい環境を整備し、模範となる学校を作ろうと考えた。この女性教員を重視する考えのもと、同郡の WEO は OEB と本プロジェクトに対して、女子教育に関する教員 (ManaBU 学校及び他校の教員) 向けに 1 日ワークショップの開催を要請した。</li> </ul> <p>&lt;OEB に対して &gt;</p> <ul style="list-style-type: none"> <li>OEB は本プロジェクトの有効性を理解しており、オロミア州 ESDP III の中で住民参加による学校建設の重要性を訴え、本プロジェクトについて言及している。</li> </ul>
<p>その他のインパクト</p>	<p>他にどのようなインパクトがあったか、ありそうか。</p>	<ul style="list-style-type: none"> <li>人間の安全保障・草の根無償資金協力で、日本大使館がアルシ県の 4 郡 (対象外郡) で ManaBU モデルを適用した小学校 4 校の建設を支援している。既存の ManaBU 学校から得られた教訓を踏まえ、計画・建設活動</li> </ul>

		<p>は円滑に行われている。</p> <ul style="list-style-type: none"> <li>本プロジェクトに関心を寄せ、ManaBU 学校を訪問する日本人は増えている。その意味で本プロジェクトは行政と住民の協働の意義をエチオピア人と日本人の両方に理解してもらった機会を与えている。日本人の訪問者リストは評価グリッド（英文）Appendix 15 のとおりである。</li> </ul>
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## 自立発展性：中位

評価項目	小項目	調査結果
制度的側面	ManaBU モデルは OEB と WEO によって今後どのように、どの程度活用されるか。	<ul style="list-style-type: none"> <li>既述のとおり、OEB は住民参加による学校建設の重要性を訴え、オロミア州 ESDP III の中で本プロジェクトについて言及している。</li> <li>ManaB アプローチの汎用性（再現可能性）は高いといえる。しかし ManaBU の建築基準（MOE の廉価基準と同じ）については、厳しい財政状況の中、これに厳格に従って適用しようとする限り、その汎用性は低く留まると考えられる。同基準は MOE 基準と同一であり、行政と住民の両者から一定期間膨大な貢献（負担）と関与が要求される。</li> <li>現在改訂中のガイドラインは、本プロジェクト終了時まで正式承認されることによって今後幅広く活用されることを期待される。行政官がそれらを読んでやり方を理解し、ニーズのある地域で学校建設に着手することが望まれる。</li> </ul>
組織的側面	ManaBU モデルを適用するため OEB と WEO の組織的能力は開発されたか。	<p>&lt;OEB &gt;</p> <ul style="list-style-type: none"> <li>OEB のカウンターパート数名は本プロジェクトの活動を通じて知識、スキルを身に付け、経験を積んだ。彼ら個々人は本プロジェクトの意義を深く理解している。しかし、頻繁な人事異動と離職を助長すると組織的能力は脆弱である。OEB、ZEO 及び WEO のカウンターパート数を増やすため、OEB は知識、スキル及び経験を分かち合うための研修を開催することが期待される。そのようにして優秀な人材を続々と育てることが ManaBU モデルの自立発展性を確かなものにするために不可欠である。</li> <li>OEB は意思決定及び計画策定機関であり、学校建設には間接的な責任を負っているだけであるが、基礎教育の向上を唱導する役割を担い続けることが強く期待される。OEB は豊富な手段で地方自治体、コミュニティ、さらには開発パートナー（他ドナー、NGO 等）の意識さえも高める力を持っている。より具体的に言えば、OEB は ManaBU モデルの有効性を分かち合い外部資金を獲得するために、開発パートナーを招いて一連のワークショップやセミナーを率先して開催することが可能である。さらに教育を取り巻く状況は常に変化していることから、OEB は自らガイドラインを公表し改訂していくことが期待される。</li> </ul> <p>&lt;WEO &gt;</p> <ul style="list-style-type: none"> <li>学校建設の責任機関として、頻繁な人事異動と離職に関わらず WEO は重要な役割を担っている。WEO 行政官は本プロジェクトの活動を通じて知識、スキルを身に付け、経験を積んだ。彼らは住民と協力して学校を計画・建設・運営することに精通するに至った。彼らは郡庁建設技官及び地元職工とも協働した。今後彼らは学校建設・維持管理の予算を確保しつつ、これら関係者とともに活動していくことが期待される。</li> </ul>
技術的・財政的側面	ManaBU モデルは WEO と住民	<ul style="list-style-type: none"> <li>MOE の廉価型学校建築基準は多大な熟練労働を必要とする。また建設工程は郡庁建設技官によって定期的</li> </ul>

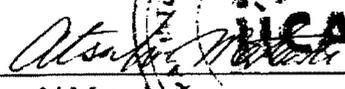
	<p>によって今後どのように、どの程度活用されるか。</p>	<p>にモニタリング・監視される必要がある。しかし、同技官は郡庁に所属しており様々な分野のあらゆる施設建設に責任を負っている。したがって同技官は多忙で、学校建設だけに時間を割くことはできない状況にある。その点で良質の学校を建設することは実際には容易ではない。</p> <ul style="list-style-type: none"> <li>• まさにここに魅力的でユーザーフレンドリーなガイドライン（現在改訂中）を作成する必要がある。ガイドラインを携えて行政と住民（CMCメンバー）はその方法とノウハウを理解し、学校の計画・建設・運営へ向けて行動を開始することが期待される。</li> </ul>
<p>文化的・社会的側面</p>	<p>ManaBU モデルは住民によって今後どのように、どの程度受け入れられ、活用されるか。</p>	<ul style="list-style-type: none"> <li>• 本プロジェクトは学校建設を支援しただけでなく、サイトを有するコミュニティ全体に力をつけた。一緒に働くことで住民は一体感・達成感、当事者意識を持つようになった。彼らは ManaBU 学校に感謝し、高く評価しており、今後も愛情を込めて既存教室を維持管理し、増築していくものと考えられる。さらに塀、教員宿舎、遊び場、花壇、菜園などを整備し、学校環境をより良くしていくことも期待される。</li> <li>• いくつかのコミュニティは、ManaBU アプローチは灌漑や農道の整備といった他のコミュニティ事業にも適用できるとコメントしている。</li> </ul>

**MINUTES OF MEETING  
BETWEEN  
THE JAPANESE EVALUATION TEAM  
AND  
THE OROMIA EDUCATION BUREAU  
ON  
THE JAPANESE TECHNICAL COOPERATION  
FOR  
COMMUNITY-BASED BASIC EDUCATION  
IMPROVEMENT PROJECT  
(ManaBU PROJECT)**

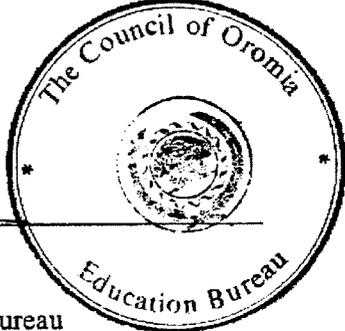
The Japanese Terminal Evaluation Team (hereinafter referred to as “the Japanese Team”), organized by the Japan International Cooperation Agency (hereinafter referred to as “JICA”) headed by Mr. Atsushi MATACHI, visited the Federal Democratic Republic of Ethiopia from 25 June to 12 July 2007 for the purpose of conducting terminal evaluation of the Project on “Community-based Basic Education Improvement Project (ManaBU Project)” (hereinafter referred to as “the Project”).

This evaluation was conducted by the Joint Evaluation Team, which consists of the Ethiopian evaluation team and the Japanese Team (hereinafter referred to as “JET”). As a result of a series of surveys and discussions, JET agreed to forward respective Governments an Evaluation Report, which is referred to in the attached hereto.

Addis Ababa, 11 July 2007


Mr. Atsushi Matachi  
Leader  
Japanese Terminal Evaluation Team  
Japan International Cooperation Agency  
Japan

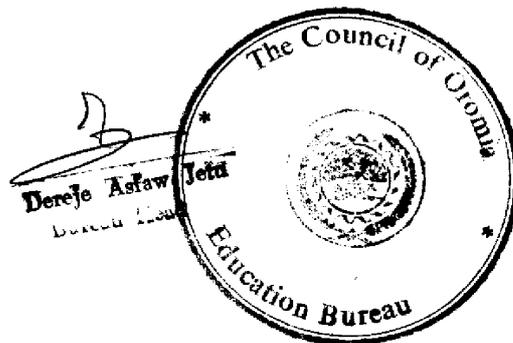
  


Mr. Dereje Asfaw  
Head  
Oromia Education Bureau  
Oromia Regional State  
The Federal Democratic Republic of Ethiopia

ATTACHED DOCUMENT

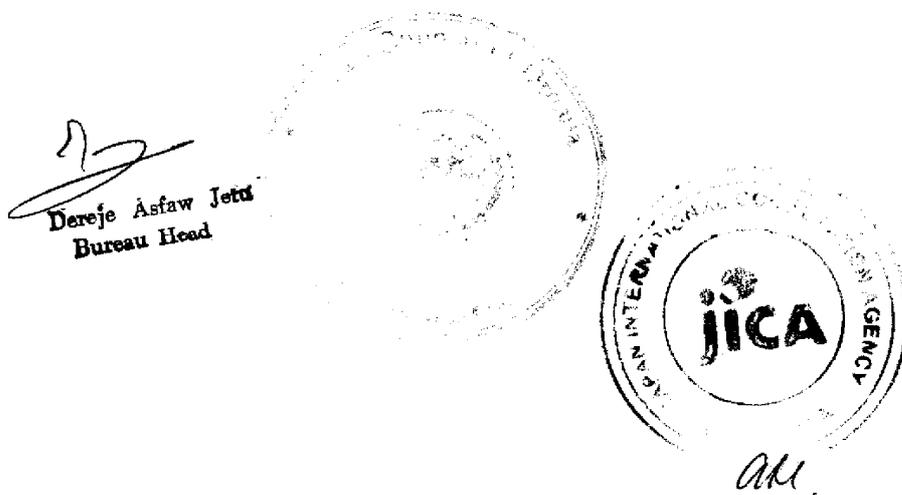
**JOINT TERMINAL EVALUATION REPORT**  
**ON**  
**COMMUNITY-BASED BASIC EDUCATION**  
**IMPROVEMENT PROJECT**  
**(ManaBU PROJECT)**

Addis Ababa, 11 July, 2007



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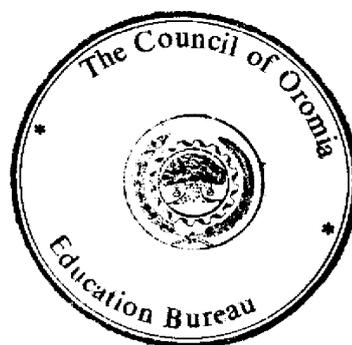
## ANNEXES

1. Project Design Matrix
2. Evaluation Grid with Findings
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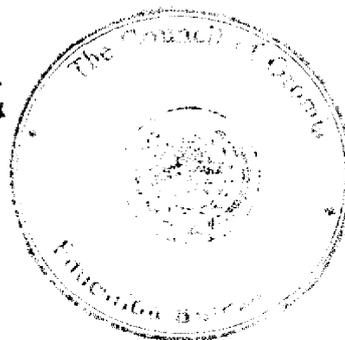
  
Dereje Asfaw Jotzi  
Bureau Head



## List of Abbreviations and Acronyms

ABE	Alternative Basic Education
ANFE	Adult and Non-Formal Education
BEGIN	Basic Education for Growth Initiative
CMC	Construction Management Committee
ESDP	Education Sector Development Programme
ETB	Ethiopian Birr
GER	Gross Enrollment Rate
JICA	Japan International Cooperation Agency
JSC	Joint Steering Committee
ManaBU	Mana Barnoota Ummataa (Community School)
ManaBU Project	Community-Based Basic Education Improvement Project
MOE	Ministry of Education
NER	Net Enrollment Rate
NGO	Non-Governmental Organization
ODA	Official Development Assistance
OEB	Oromia Education Bureau
PASDEP	Plan for Accelerated and Sustained Development to End Poverty
PDM	Project Design Matrix
PO	Plan of Operation
PTA	Parent-Teacher Association
R/D	Record of Discussions
SMAPP	Project on Increasing Access to Quality Basic Education through Developing School Mapping and Strengthening Microplanning in Oromia Region
WEO	Woreda Education Office
ZEO	Zonal Education Office

*Dereje Asfaw Jeta*  
Bureau Head



## 1. Introduction

### 1-1 Preface

The Project was launched on 19 November 2003 and will be completed on 18 November 2007. With the remaining Project period of approximately four months, the Japanese Team visited the Federal Democratic Republic of Ethiopia from 25 June to 12 July 2007 for the purpose of evaluating the achievements of the Project. The terminal evaluation has been undertaken jointly by the Japanese Team and the members from Oromia Education Bureau (OEB), Ethiopia.

### 1-2 Objectives of Evaluation

Objectives of the terminal evaluation are as follows:

- (1) to verify the achievements of the Project and the implementation as per project plan;
- (2) to evaluate the Project based on the five evaluation criteria (Relevance, Effectiveness, Efficiency, Impact and Sustainability); and
- (3) to make recommendations to the authorities of both Governments concerned with regard to activities for the remaining period of the Project and after termination of the Project.

### 1-3 Schedule of the Evaluation Team

See attached ANNEX 3.

### 1-4 Joint Evaluation Team

#### Ethiopian Side

- Mr. Tasew Bakele, Head of Planning, Research and Project Department, OEB
- Mr. Gazu Urgesa, Expert, Planning, Research and Project Department, OEB
- Mr. Ofgaa Djirata, Senior expert, Planning, Research and Project Department, OEB

#### Japanese Side

- Mr. Atsushi MATACHI, Team Leader
- Mr. Hiromichi MORISHITA, Education Planning
- Mr. Satoru TAKAHASHI, Evaluation Analysis
- Ms. Yumiko YAMAKAWA, Cooperation Planning

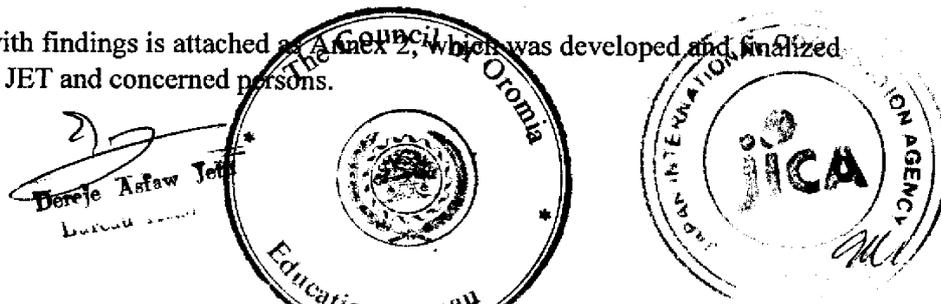
### 1-5 Methodology of Evaluation

In the first step of evaluation, the Team assessed the degree and prospects of achievement of the project purpose and outputs based on the revised Project Design Matrix (PDM) attached as Annex 1 by utilizing the progress reports, other reports, interviews, etc.

In the second step, the Team analyzed and evaluated the Project from the viewpoints of "Relevance", "Effectiveness", "Efficiency", "Impact", and "Sustainability".

Finally, the team made a conclusion and recommendations of the Project, and identified the lessons learned from the evaluation.

The evaluation grid with findings is attached as Annex 2, which was developed and finalized through discussions by JET and concerned persons.



### Items of analysis

#### (1) Project performance

Progress of each project activity was identified through the study. Based on the results, achievement of the outputs and the project purpose was measured in terms of the objectively verifiable indicators of the PDM.

#### (2) Implementation process

Implementation process of the Project was reviewed to see if the activities have been implemented according to the schedule, and the Project has been managed properly; and to identify promoting and/or impeding factors that have affected the implementation process.

#### (3) Evaluation based on the five evaluation criteria

##### (a) Relevance

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

##### (b) Effectiveness

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

##### (c) Efficiency

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

##### (d) Impact

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

##### (e) Sustainability

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

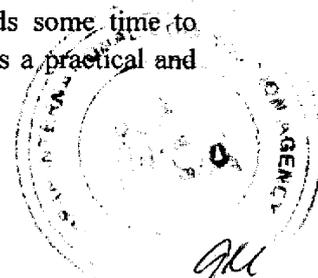
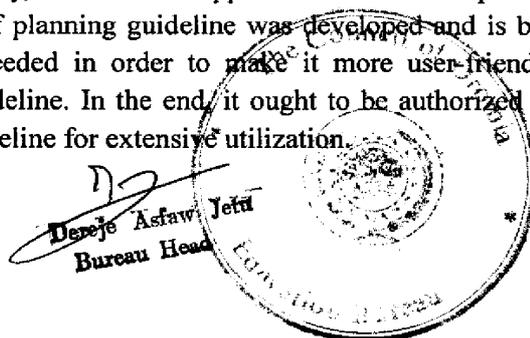
## 2. Evaluation

### 2-1 Achievements of the Project

#### 2-1-1 Outputs

##### (1) Capacity of the WEO personnel in planning and management of basic education is strengthened.

- WEO personnel gained tremendous knowledge, skills and experiences through the project activities. They became versed with school planning and management in collaboration with the community, and the same applies to some counterparts in OEB.
- The 3<sup>rd</sup> edition of planning guideline was developed and is being revised. As additional information is needed in order to make it more user-friendly, it needs some time to complete the guideline. In the end, it ought to be authorized by OEB as a practical and user-friendly guideline for extensive utilization.



**(2) The ManaBU schools are constructed and furnished in the selected woredas.**

- The Project demonstrated a model with the MOE's low-cost standard that enable the government to build a school with around 90,000-130,000 ETBs, excluding the cost of furniture. In addition, there is community contribution (provision of locally available materials and unskilled labor) to supplement government expenditure.

2005	Financial assistance by the govt. (90,000-110,000 ETBs)	Community contribution (60,000 ETBs)
2006	Financial assistance by the govt. (100,000-130,000 ETBs)	Community contribution (40,000 ETBs)

Note: The financial assistance funded by the Project excludes the cost of furniture (35,000-55,000 ETBs).

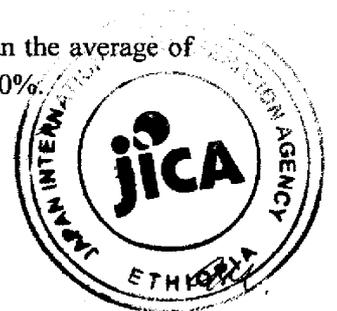
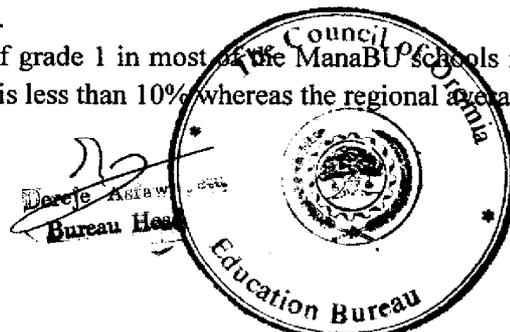
- As of July 2007, 18 schools are open in the selected woredas while the construction work is unfinished in some of them. Besides, 2 schools are under construction with the OEB's initiative and expected to be completed before September 2007.
- The 3<sup>rd</sup> edition of construction guideline was developed and is being revised. As additional information is needed in order to make it more user-friendly, it needs some time to complete the guideline. In the end, it ought to be authorized by OEB as a practical and user-friendly guideline for extensive utilization.

**(3) The ManaBU schools are managed and maintained in partnership between the WEOs and communities.**

- Through training workshops, community people gained some skills and knowledge necessary for school management including how to select a site and how to register incoming students. As a result of this, the ratio of boy and girl students is well balanced in the ManaBU schools whereas the average ratio of boys to girls is about 6:5 in the first cycle of primary education in Oromia Region.
- The physical condition of the ManaBU schools is good in general.
- The management guideline was drafted but not fully developed and also OEB has developed its own guideline on the management ("Green Book"). Therefore, the compilation policy on the management guideline has been changed so that the guideline focuses on compiling actual good practices which complements the Green Book, and thus it should be called "Reference Book". A few more workshops need to be organized to complete the reference book. In addition, in order to make the reference book more user-friendly, additional information needs to be collected from the communities of the school sites. As it is difficult to visit some of the sites during the rainy season, the activity can start only after that. Because of the time constrains, it seems to be difficult for the ManaBU Project Team to complete the reference book by the end of the project period.

**(4) The trained teaching staff provides quality basic education to the enrolled students in the ManaBU schools.**

- The induction training, in-service training, and principal training were implemented. Also, textbooks were purchased by the Project for 5 schools in 2005 and provided by OEB for 13 schools in 2006.
- The dropout rate of grade 1 in most of the ManaBU schools is better than the average of Oromia Region. It is less than 10% whereas the regional average is over 20%.



## 2-1-2 Project Purpose (The ManaBU model is developed in the selected woredas.)

The ManaBU model is one of the effective ways for WEOs to collaborate with communities for planning, construction and management of a school. By and large, the ManaBU model has been developed and demonstrated in the selected woredas. However, more precisely, the management part has not been fully developed, while the planning and construction parts need to be elaborated. This is because of the delay in the planning and construction process, which shortened the time to develop management part. Moreover, little attention was paid to the development of management guideline. Thus, it seems to be difficult to fully develop this part as a guideline but be possible to develop as a reference book by the end of the project period.

< Elements > The construction part of the ManaBU model consists of the two major elements.

Elements	ManaBU model	Real application of the ManaBU model (Actual utilization pattern)
	Features	
Approach (Method)	Collaboration between the government and community	There is close partnership, but the amount and proportion of contribution of the two stakeholders vary, depending on the situation.
Construction Standard	MOE's low-cost standard	<ul style="list-style-type: none"> <li>The quality of schools that follow the MOE's low-cost standard is fair.</li> <li>It still needs amendment to make it more durable.</li> <li>It seems unaffordable for WEOs and communities to scale up by themselves.</li> </ul>

< Features >

### (1) Collaboration between the government and community

The ManaBU model is a government-supported and community-based approach, covering the stages of planning, construction and management of a school. It requires active involvement and contribution of the government and the community throughout the stages. While the proportion of contributions from both sides varies, this approach cannot work if it lacks the involvement from either of them.

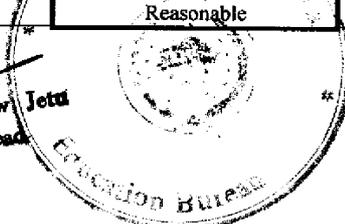
### (2) Good-quality and cost-effective school construction that meets the MOE's standard

The ManaBU construction standard is identical to MOE's low-cost standard. In this sense, minimum quality of buildings is ensured as long as the contractors and communities accurately follow the ManaBU construction guideline. Unlike many poor-quality schools built solely by communities, the ManaBU schools are carefully designed and durable enough to minimize maintenance costs in the long run. Yet, given the financial scarcity of WEOs and communities, it seems difficult to build a school that meets MOE's low-cost standard by themselves.

< Comparison between the ManaBU Schools and Others >

	School built by Government	ManaBU School	School built by Community
Stakeholder	Dominantly government	Government & Community	Dominantly community
Quality of building	Good & durable (MOE's standard)	Good & durable (MOE's standard)	Generally poor
Cost	Expensive	Reasonable	Low

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<Tasks to be completed by the end of the project period>

Stage (Part)	Planning	Construction	Management
Progress	The third draft was developed and being revised.	18 schools are opened, while 2 schools are not opened. The third draft was developed and being revised.	The draft was developed and being revised as a reference book by collecting information on good practices.

**2-1-3 Overall Goal**

**(1) The school-aged population in the selected woredas has better access to quality basic education.**

The access to education has been improved. This improvement is attributable not only to the intervention by the Project, but also to other external factors.

**(2) The ManaBU model is applied in the selected woredas.**

Additional classrooms were constructed in the compound of three of the ManaBU schools by applying the ManaBU approach (collaboration between WEOs and communities). Apart from the Project, at least two schools in Chiro Woreda are being constructed by adopting this approach.

**2-1-4 Super Goal**

**(1) The school-aged population of Oromia Region has better access to basic education.**

The access to education has been improved. This improvement is attributable not only to the intervention by the Project, but also to other factors.

**(2) The ManaBU model is applied in other woredas in Oromia Region.**

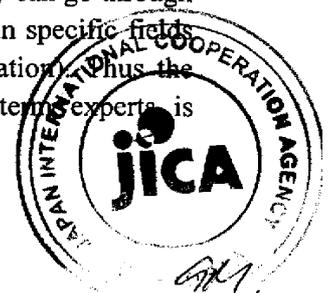
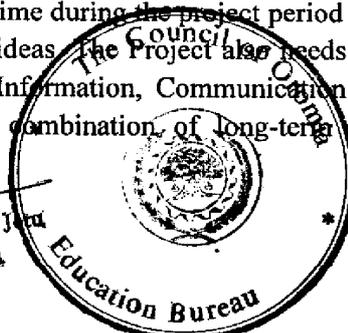
Under the scheme of grassroots grant aid, the Embassy of Japan assisted the construction of four schools in other woredas in Arsi Zone by adopting the ManaBU model (approach and construction standard). Based on lessons learned from the existing ManaBU schools, planning and construction activities are being smoothly conducted.

**2-2 Results of the Evaluation**

**2-2-1 Implementation Process**

- The communication between OEB and Japanese experts has been improved as the project activities proceeded. Currently the communication, briefing and reporting have been done on a daily basis and through management meetings. OEB and WEO personnel are well informed of the progress of the Project. Now all the stakeholders have a strong sense of ownership.
- The project was aimed at exploring effective ways for WEOs to collaborate with the community for planning, construction and management of a school. This is a process-oriented and time-taking approach. It requires Japanese experts to work closely with their counterparts at all the time during the project period so that they can go through the same experiences and share ideas. The Project also needs expertise in specific fields such as construction and IEC (Information, Communication and Education). Thus the technical cooperation with the combination of long-term and short-term experts is

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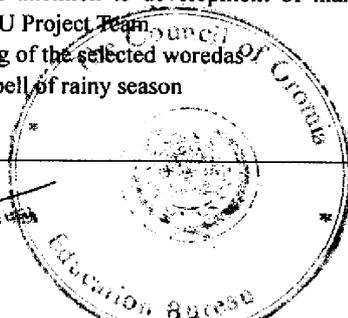
considered appropriate as it can be flexible and also address the needs in specific fields.

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

Results of the evaluation by the five criteria are summarized below.

Criteria	Evaluation Result	Description
Relevance	High	<p>Relevance is high for the following reasons.</p> <ul style="list-style-type: none"> <li>• National ESDP II &amp; III and Oromia Region's ESDP III repeatedly stress the importance of constructing new schools and expanding existing ones by encouraging community participation. It also emphasizes the necessity to develop new modalities that communities bear a certain percentage of the government expenditure on school construction and running costs. Communities also desperately aspired to have access to education.</li> <li>• The Japanese Government places value on assistance for ensuring access to education in developing countries as addressed in the Basic Education for Growth Initiative (BEGIN) issued in 2002. JICA is also committed to supporting the improvement of learning environment through the betterment of primary education in rural areas.</li> </ul>
Effectiveness	Moderately High	<p>Effectiveness is moderately high for the following reasons.</p> <ul style="list-style-type: none"> <li>• By and large, the ManaBU model has been developed and demonstrated in the selected woredas. However, more precisely, the 3<sup>rd</sup> edition of planning and construction parts has been almost developed, while the management part has not been fully developed. The model has the features of: 1) collaboration between the government and community; and 2) good-quality and cost-effective school construction that meets MOE's low-cost standard.</li> <li>• The Project has been effective for the following stakeholders. <ul style="list-style-type: none"> <li>➢ OEB, ZEO and WEO officials learned how to plan, construct and manage a school in collaboration with the community through this process-oriented approach.</li> <li>➢ Community people also learned how to involve themselves in planning, constructing and managing a school in collaboration with WEOs. They gained tremendous knowledge and skills through this work-sharing approach.</li> </ul> </li> <li>• On the other hand, this model has limitations. Given the financial constraints of WEOs and communities, it seems difficult to build a school that meets MOE's low-cost standard.</li> </ul>
Efficiency	Medium	<p>Efficiency is lowered by the following factors.</p> <ul style="list-style-type: none"> <li>• High rate of turnover of the Ethiopian counterparts</li> <li>• Delay of dispatch of Japanese short-term experts</li> <li>• Assignment of the same counterparts to the two different JICA projects (ManaBU and SMAPP)</li> <li>• Insufficient and untimely monitoring and supervision on construction by woreda engineers</li> <li>• Delay of contributions (materials and labor) made by the community</li> <li>• Lack of attention to development of management guideline by the ManaBU Project Team</li> <li>• Splitting of the selected woredas</li> <li>• Long spell of rainy season</li> </ul>

  
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 Bureau Head



Criteria	Evaluation Result	Description
Impact	High	<p>Impact is high as there have been positive influences on various stakeholders.</p> <p>&lt; On children &gt; Currently 5,109 students are enrolled in the ManaBU schools and enjoy learning. Boy's and girl's enrolment at ManaBU schools are almost same. The dropout rate is much lower than the average of Oromia Region.</p> <p>&lt; On communities &gt; Communities have a strong sense of ownership. Some communities built a fence, teacher's houses, playgrounds, flowerbeds, vegetable gardens, etc. to improve the school environment. They also feel empowered through the entire process of the Project. They have noticed that they have great potentials within themselves. They came to feel more cohesion and self-confident compared to before.</p> <p>&lt; On WEOs and ZEOs &gt; Some WEOs constructed additional classrooms in the ManaBU schools and started building new schools in other kebeles in collaboration with the community.</p> <p>&lt; On OEB &gt; OEB came to understand the effectiveness of the ManaBU Project and refers to it in Oromia Region's ESDP III, stressing the importance of school construction with community participation.</p> <p>&lt; On Donors &gt; With grassroots grant aid, the Embassy of Japan assisted the construction of four schools in other woredas in Arsi Zone.</p>
Sustainability	Medium	<p>Sustainability depends on the following factors.</p> <ul style="list-style-type: none"> <li>• In institutional terms, the authorization of the ManaBU guidelines will promote the extensive utilization.</li> <li>• In organizational terms, the capacity of related organizations (OEB, ZEOs and WEOs) needs to be strengthened. In order to address the problems such as the high rate of turnover, training workshops need to be continuously organized to share the knowledge, skills and experiences.</li> <li>• In technical terms, the shortage of woreda engineers and lack of willingness prevent them from monitoring and supervising school construction.</li> <li>• In financial terms, given the limited resources of WEOs and communities, it seems difficult to apply the ManaBU model without adequate budget.</li> <li>• In social and cultural terms, as community people appreciate and value the ManaBU schools, they feel a strong sense of ownership to maintain the existing classrooms and build additional ones. They will even continue to improve the school environment by building a fence, teacher's houses, playgrounds, flowerbeds, vegetable gardens, etc.</li> </ul>

**Note: Regarding the evaluation results of "Effectiveness" and "ManaBU Model"**

The "ManaBU model", which is originally named as "Community-Based Basic Education Center Model (CBBEC Model)", refers to the combination of the three parts: "planning part", "construction part", and "management part." The Project explored for the ManaBU model based on the actual experiences and practices. While the planning and construction parts of the ManaBU model have been developed, the management part is still being developed. One of the reasons for the delay is that it has taken much longer than originally expected to develop the planning and construction parts of the ManaBU model. In addition, little attention was paid to the development of management guideline.

Given the facts above, when the SMAPP Advisory Mission visited OEB in June 2007, it was discussed that the management guideline should be a kind of reference book with good practices that complements the Green Book. Considering the facts above, JET evaluated the effectiveness of the Project relatively lower because the management of the ManaBU model has not been fully developed as planned, although the ManaBU Project has shown a great deal of effectiveness regarding the school planning and construction parts.

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### 2-2-3 Conclusion

The Ethiopian and Japanese sides have made great efforts to implement activities, produce outputs and achieve the Project Purpose. By and large, the ManaBU model has been developed and demonstrated in the selected woredas. Moreover, positive impacts have been observed where community people found themselves capable and confident enough to improve their environment with a school in its center. The model has a potential to tackle the challenges that the rural communities in Ethiopia are facing.

However, the construction part of the model has limitations. Under the circumstance that most of WEOs and communities have limited financial resources, the model seems to be difficult to be applied without adequate budget as long as it follows MOE's low cost standard as planned. In this respect, OEB as a policy-making and planning body is expected to play an advocacy role and take the initiative in holding a series of workshops or seminars by inviting WEOs, ZEOs and development partners to share the effectiveness of the ManaBU model and even win the external resources.

There are also some issues to be addressed. In terms of the planning and construction guidelines, analytical work and reorganization of the contents are needed as explained in 2-1-1 (1) and (2). Regarding the management part, as the reference book complements the Green Book, it needs to include good practices on the ground by collecting additional information from the school sites as stated 2-1-1 (3).

It is suggested that extension of the project period be considered in order to accomplish the actions recommended, in particular, completion of the guidelines, the reference book and the Handbook.

OEB is responsible to authorize and disseminate the planning and construction guidelines and the management reference book. Such efforts are essential to expand the outputs of the Project in a sustainable manner.

## 3 Recommendations and Lessons Learned

### 3-1 Recommendations

#### 3-1-1 Actions to be taken in the short-term

##### (1) To complete the planned activities

##### a) Completion of construction of the unfinished schools (6 schools)

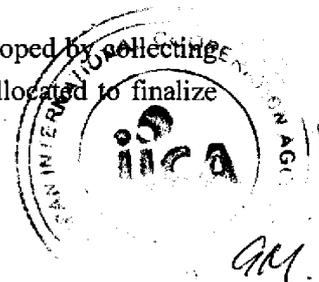
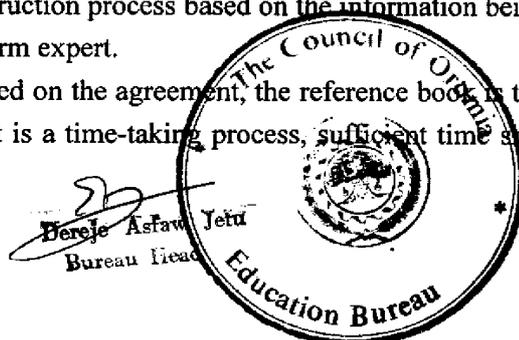
JET recommends the ManaBU Project Team and WEOs to continue monitoring the construction process so that the unfinished schools will be completed before September 2007.

##### b) Completion of the Guidelines and authorization by OEB

- **Planning:** JET recommends to include the analysis of experiences in the Project and to reorganize the contents to make it more user-friendly.

- **Construction:** The guideline needs to include more technical tips and actual examples for monitoring the construction process based on the information being collected and analyzed by the Japanese short-term expert.

- **Management:** Based on the agreement, the reference book is to be developed by collecting good practices. As it is a time-taking process, sufficient time should be allocated to finalize



the reference book. JET recommends OEB to make every effort to support the Project Team.

- **Authorization:** The completed guidelines and the reference book should be authorized by OEB and printed and distributed to all the woredas in the region and related stakeholders including Federal Ministry of Education, Development Partners and NGOs.

## **(2) Development of Handbook**

During the process of revising the guidelines, it was revealed that the guidelines might not be easy to understand for those who had not been involved in the writing process. Hence, the ManaBU Project Team decided to make a “Handbook” in order to make the key information in the guidelines more understandable for those who are not involved in the writing process.

The Handbook has a totally different structure from the guidelines in that the elements of “planning”, “Preparation” and “implementation” are combined for better overall understanding. It also helped the ManaBU Project Team to identify information which should have been included in the guidelines. It is considered that the Handbook is a useful tool to scale up the outputs of ManaBU Project, which leads to achieving the overall and super goal. Thus, it is recommended to finalize the Handbook.

## **(3) Organizing a workshop to share the outcomes of ManaBU Project**

It is important and necessary to share the outputs of the ManaBU Project with relevant organizations as they have a great potential to be used in other woredas in Oromia Region and other regions in Ethiopia. Therefore, JET recommends the ManaBU Team to organize such a workshop before the project is terminated, inviting other Regional Education Bureaus, NGOs and development partners.

## **(4) Clarification about the cost sharing for ManaBU model**

The guideline on construction includes ample information on: the demarcation of the work and responsibilities; good practices of collaboration between communities and WEOs; and tips for school planning, construction and management. However, it does not provide information on cost sharing between the government and the community. Therefore, it is recommended to include analysis of the cost sharing between the stakeholders, which will provide useful information for those who will utilize the guidelines.

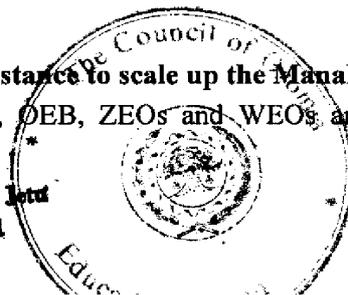
## **(5) Translation, printing and distribution of the guidelines (Afan Oromo version)**

For the extensive and effective use of the guidelines and the reference book, they need to be translated into Afan Oromo with the responsibility of OEB. It is expected that OEB will print and distribute them to all the woredas as well as related stakeholders.

## **(6) Obtaining external financial assistance to scale up the ManaBU model**

After the termination of the Project, OEB, ZEOs and WEOs are expected to utilize

  
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planning and construction guidelines and management reference book. In order to scale up the ManaBU model, it is necessary to obtain external financial assistance such as Counter Part Fund (CPF). Scaling up the ManaBU model will also provide OEB with the opportunity to elaborate the guidelines by including more actual examples on the ground which will be collected from the schools to be constructed.

### **3-1-2 Actions to be taken in the mid- to long-term**

#### **(1) Regular update of the guidelines**

The guidelines and reference book to be completed by the Project are developed through participatory process by the stakeholders who are actually involved in the Project. Hence, it will be important and essential to update the guidelines and the reference book regularly, in particular, in the next few years by incorporating good practices and actual examples on the ground to be collected. Updating the contents of the guidelines will make them more user-friendly and more useful.

#### **(2) Modification of the guidelines for school construction solely by the communities**

The construction part of the ManaBU model is required to meet the low-cost standard of school construction set by the Federal Ministry of Education. According to the ManaBU guidelines, the total cost for constructing a ManaBU school is 90,000-130,000 ETB excluding the cost of furniture. Experiences in the Project show that the contributions from the communities can only cover 20-40 percent of the total cost. These facts reveal that it seems to be difficult to construct a ManaBU school solely by communities. In addition, the reality shows that the capital budget at the woreda level will not be allocated to primary school construction, in particular, for the 1<sup>st</sup> cycle.

Therefore, in order to utilize the outcomes of the Project effectively, it is recommended to modify the guidelines and the reference book so that they can be also utilized when communities have to construct schools without adequate budget, responding to the impending needs.

### **3-2 Lessons learned**

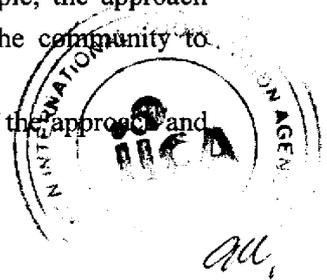
#### **(1) Key role of the government in the implementation of participatory approach**

On the one hand, “participatory approach”, in general, involves risks. For example, in the case of school construction, it is difficult to implement activities as planned because it depends on voluntary labor from the community. It is also difficult to ensure the quality of the construction work because it has to depend on unskilled labor.

On the other hand, the participatory approach has advantages. For example, the approach contributes to promoting ownership and to developing the capacity of the community to tackle various problems.

What is important is to understand the advantages and the disadvantages of the approach and

  
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to take measures to minimize the disadvantages. For instance, in the case of ManaBU school construction, one of the WEOs facilitated a discussion inviting not only community people but also contractors in order to make all the stakeholders understand the ManaBU approach. Such an attempt is required for the government to make this approach successful.

In this way, the role of the government is critical. In the case of the ManaBU model, OEB, ZEOs and WEOs need to play a key role to coordinate the collaboration with the communities for the approach to be successful.

## **(2) Change in the project focus from non-formal to formal schools**

The focus of the project was originally on planning, construction and management of non-formal education centers. However, the focus was changed to formal schools based on demands from the community, the results of the baseline survey and the discussions made in the planning workshop in June 2004 that brought together zone and woreda officials. This issue should have been discussed officially from various angles, for instance, in the Joint Steering Committee, so that the original project plan and PDM should have been modified according to the change of the focus. In particular, the following issues are critical to the project implementation:

- 1) **Assignment of teachers:** In the case of non-formal schools, facilitators need to be recruited and paid by the communities and/or NGOs, while, in the case of formal schools, teachers are to be assigned and trained by the government. Accordingly, the activities regarding teachers were modified when the mid-term Evaluation Mission visited OEB in January 2006;
- 2) **Necessity and contents of guidelines on management:** As MOE developed a guideline for formal schools in 2002 including school management issues and later on OEB developed its own version, the necessity of the guideline on management for formal schools became relatively less compared to that of the guideline for non-formal schools. As there are some differences in the ways of management between formal and non-formal schools, the contents of the guideline also needed to be changed. Therefore, according to the change of the focus of the Project from non-formal to formal schools, the policy on the compilation should have been also changed; and
- 3) **Necessity of following the low-cost standard set by MOE:** While non-formal schools do not have to follow the school construction standard set by MOE, formal schools have to do so. The change of the focus required ManaBU schools to follow the standard, which lowered the applicability of the construction part of the ManaBU model without adequate budget.

Hence, it is important to organize a meeting and discuss the change and its implications from various angles whenever a change is made in the plan of the Project.

  
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**(3) Implementing different JICA projects concurrently**

During the period of the ManaBU Project, another JICA scheme, SMAPP, was also implemented with OEB. Although a certain degree of the synergetic effect was observed, some difficulties were also observed. For example, as the two projects shared the key counterparts, either of the projects could not get the involvement of them when they are required to join the project activities concurrently implemented. In this way, implementing two projects in parallel has both advantages and disadvantages. Thus, these two projects required to carefully plan their activities in well advance, not to affect each other. It might be also more effective if different projects are implemented in sequence so that the limited resource of OEB, especially, key personnel can concentrate on one project.

  
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# ANNEX 1: Revised Project Design Matrix

## Revised Project Design Matrix (from Jan. 2006)

**Project Title:** Community-Based Basic Education Improvement Project  
**Project Period:** Nov. 2003 to Nov. 2007  
**Project Sites:** Oromia Region (North Shewa zone, Arsi zone and West Harerge zone)

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p><b>[Super Goal]</b>                      1. The school-aged population of Oromia region has better access to basic education.                      2. Manabu model is applied in other woredas in Oromia region.</p>	<p>1. GER and NER of primary education in Oromia region                      2.1 Number of existing schools that apply Manabu model                      2.2 Number of newly built schools that apply Manabu model</p>	<p>1. OEB's Education Statistics Annual Abstract                      2. Survey results (responses to questionnaires), OEB documents</p>	<p>The government of Ethiopia will not change the policy that places importance on community participation for the improvement of access to basic education</p>
<p><b>[Overall Goal]</b>                      1. The school-aged population of the selected woredas has better access to basic education.                      2. The Manabu model is applied in the selected woredas.</p>	<p>1. GER and NER of primary education in the selected woredas                      2.1 Number of existing schools that apply Manabu model                      2.2 Number of newly built schools that apply Manabu model</p>	<p>1. Statistics documents at ZEO (Zonal Education Office) and WEO                      2. Survey results (responses to questionnaires), WEO documents</p>	<p>A large number of government schools and ABE centres are not closed in Oromia region.</p>
<p><b>[Project Purpose]</b>                      The Manabu model is developed in the selected woredas.</p>	<p>1. Validity and relevance of the developed model                      2. Number of requests for guidelines in OEB and the selected woredas</p>	<p>1. Case studies                      2. Record of distribution at OEB and WEO</p>	<p>A large number of government schools and ABE centres are not closed in the selected woredas.</p>
<p><b>[Outputs]</b>                      1. Capacity of the WEO personnel in planning and management of basic education is strengthened.</p>	<p>1.1 Number of personnel in planning and management of basic education                      1.2 Validity and utility of Manabu planning guidelines                      1.3 Validity and utility of rapid school mapping                      1.4 Frequency and appropriateness of the method of monitoring and evaluation</p>	<p>1.1 Staff documents                      1.2 Manabu planning guidelines                      1.3 Results of rapid school mapping                      1.4 Records of monitoring and evaluation</p>	<p>OEB, ZEO, and WEO will not change the policy that places importance on capacity building of WEO personnel.</p>
<p>2. The Manabu schools are constructed and furnished in the selected woreda.</p>	<p>2.1 Validity and utility of Manabu construction process guidelines                      2.2 Degree of community participation for school construction                      - Number of participants                      - Rate of participated households                      - Type and time of labor provided by communities                      - Type and amount of materials prepared by communities                      2.3 Number and physical condition of established schools                      2.4 Quality and quantity of furniture</p>	<p>2.1 Manabu-construction process guidelines                      2.2 Construction process documents                      2.3 Inspection reports                      2.4 Inventory of furniture</p>	
<p>3. The Manabu schools are managed and maintained in partnership between the WEO and communities.</p>	<p>3.1 Validity and utility of Manabu management guidelines                      3.2 Number of trainings held and participants from communities                      3.3 Structure and functionality of PTA                      3.4 Balance of income and expenditure of schools                      3.5 Physical condition of schools                      3.6 Number and types of good examples of community contribution for school management</p>	<p>3.1 Manabu management guidelines                      3.2 Records of training                      3.3 Directives of PTA                      3.4 Account books                      3.5 Maintenance report                      3.6 PTA records</p>	
<p>4. The trained teaching staff provides quality basic education to the enrolled students in the Manabu schools.</p>	<p>4.1 Quantity of textbooks and quality and quantity of teaching materials (ex. student textbook ratio)                      4.2 Number of assigned teaching staff and trained teaching staff                      4.3 Number of participants of induction training provided</p>	<p>4.1 Inventory of textbooks and teaching materials                      4.2 School record                      4.3 Report of induction training provided</p>	

## ANNEX 1: Revised Project Design Matrix

[Activities]	Inputs		
<b>1. WEO Capacity Building</b> 1.1 To select operational woredas 1.2 To develop ManaBU planning guidelines for WEO 1.3 To conduct planning workshop and OJT for woreda personnel 1.4 To conduct the rapid school mapping in the selected woredas 1.5 To conduct regular monitoring and evaluation activities	Japanese side Dispatch of long-term experts - Chief Advisor/Participatory development - Project Coordinator/School management - Community-based school construction Dispatch of short-term experts Provision of local consultancy services	Ethiopian side Assignment of personnel - Project Director - Project Manager - Assistant Project Manager - Counterpart personnel Space and facilities Budget allocation	1. WEO personnel in the selected woredas continues to work at WEOs. 2. Communities at the school construction sites are actively involved in the process of construction and management. 3. Teaching staff assigned to ManaBU schools continues to teach in the same school.
<b>2. School Construction</b> 2.1 To develop ManaBU construction process guidelines 2.2 To conduct school construction process workshops for the woreda 2.3 To select school construction sites in the selected kebele 2.4 To assist WEO to facilitate the process of school construction 2.5 To provide required quality and quantity of furniture to each school	Provision of equipment and materials Counterpart training in Japan		4. Ethiopia and Oromia region will not face the major climate change or natural disaster, or fall into any conflict. 5. Land for ManaBU school construction is duly provided by communities.
<b>3. School Management</b> 3.1 To develop ManaBU management guidelines 3.2 To conduct training on school management for respective communities 3.3 To formulate PTA for each ManaBU school 3.4 To assist PTA in supporting school activities in collaboration with WEO			
<b>4. Provision of Quality Basic Education</b> 4.1 To provide required quantity of textbooks and quality and quantity of teaching materials to each school 4.2 To provide technical assistance to PTA in assigning teaching staff (facilitators) at Manabu schools, if necessary 4.3 To provide induction training for teaching staff at each Manabu schools			<b>Pre-conditions</b> OEB and selected WEOs accept the implementation of the Project.

ANNEX 2-1

**Evaluation Grid: Achievements of the Project**

Evaluation Items	Indicators	Findings of the Study																																																																																																											
<p>1. The school-aged population of Oromia Region has better access to basic education.</p> <p>2. The ManaBU model is applied in other woredas in Oromia Region.</p>	<p>1. GER and NER of primary education in Oromia region</p> <p>2-1. Number of existing schools that apply the ManaBU model</p> <p>2-2. Number of newly built schools that apply the ManaBU model</p>	<p>1. <b>Table 1</b> GER of primary education in Oromia Region (NER: n/a)</p> <table border="1" data-bbox="419 353 911 1346"> <thead> <tr> <th rowspan="2">Region/Zone</th> <th colspan="3">Grade 1-8 GER (%)</th> <th colspan="2">Number of Schools (1-8)</th> </tr> <tr> <th>2002/03</th> <th>2005/06</th> <th>2005/06</th> <th>2002/03</th> <th>2005/06</th> </tr> </thead> <tbody> <tr> <td>1 Arsi</td> <td>86.3</td> <td>99.0</td> <td>99.0</td> <td>534</td> <td>338</td> </tr> <tr> <td>2 West Harerge</td> <td>54.7</td> <td>119.6</td> <td>119.6</td> <td>293</td> <td>344</td> </tr> <tr> <td>3 North Shoa</td> <td>49.5</td> <td>58.7</td> <td>58.7</td> <td>267</td> <td>261</td> </tr> <tr> <td>4 Bale</td> <td>68.5</td> <td>111.8</td> <td>111.8</td> <td>466</td> <td>420</td> </tr> <tr> <td>5 Borena</td> <td>46.6</td> <td>53.5</td> <td>53.5</td> <td>166</td> <td>252</td> </tr> <tr> <td>6 East Harerge</td> <td>56.1</td> <td>98.4</td> <td>98.4</td> <td>473</td> <td>401</td> </tr> <tr> <td>7 Ilubador</td> <td>86.2</td> <td>91.4</td> <td>91.4</td> <td>381</td> <td>228</td> </tr> <tr> <td>8 Jimma</td> <td>58.7</td> <td>73.3</td> <td>73.3</td> <td>419</td> <td>441</td> </tr> <tr> <td>9 East Shoa</td> <td>69.1</td> <td>78.2</td> <td>78.2</td> <td>347</td> <td>273</td> </tr> <tr> <td>10 West Shoa</td> <td>64.7</td> <td>84.5</td> <td>84.5</td> <td>307</td> <td>287</td> </tr> <tr> <td>11 Welega East</td> <td>73.2</td> <td>101.1</td> <td>101.1</td> <td>369</td> <td>366</td> </tr> <tr> <td>12 Welega West</td> <td>80.8</td> <td>114.1</td> <td>114.1</td> <td>503</td> <td>331</td> </tr> <tr> <td>13 Shoa South West</td> <td>58.5</td> <td>79.0</td> <td>79.0</td> <td>191</td> <td>230</td> </tr> <tr> <td>14 Guji</td> <td>61.0</td> <td>119.6</td> <td>119.6</td> <td>193</td> <td>598</td> </tr> <tr> <td>Sub-total of 14 zones</td> <td>66.7</td> <td>85.4</td> <td>85.4</td> <td>4,909</td> <td>4,770</td> </tr> <tr> <td>All over Oromia (24 zones)</td> <td></td> <td>87.8</td> <td>87.8</td> <td></td> <td>7,350</td> </tr> </tbody> </table> <p>Note: 14 zones split into 27 zones in 2006. Therefore the number of schools in each zone seemingly reduced. Source: OEB data</p> <ul style="list-style-type: none"> <li>• As the table above shows, the access to education has been improved. This improvement is attributable not only to the Project, but also to other factors.</li> </ul> <p>2-1. No report has been made that existing schools in other woredas applied the ManaBU model to the expansion of classrooms or replacement of old buildings. However, a local NGO submitted a request of the grassroots grant aid, will apply the ManaBU model, to the Embassy of Japan.</p> <p>2-2. Under the scheme of grassroots grant aid, the Embassy of Japan assisted the construction of four schools in other woredas in Arsi Zone by adopting the ManaBU model. Based on lessons learned from the existing ManaBU schools, planning and construction activities are being smoothly conducted. Moreover, the information on the ManaBU model is disseminated through some occasions such as a microplanning workshop, marketing fair, OEB's annual meeting, etc.</p>	Region/Zone	Grade 1-8 GER (%)			Number of Schools (1-8)		2002/03	2005/06	2005/06	2002/03	2005/06	1 Arsi	86.3	99.0	99.0	534	338	2 West Harerge	54.7	119.6	119.6	293	344	3 North Shoa	49.5	58.7	58.7	267	261	4 Bale	68.5	111.8	111.8	466	420	5 Borena	46.6	53.5	53.5	166	252	6 East Harerge	56.1	98.4	98.4	473	401	7 Ilubador	86.2	91.4	91.4	381	228	8 Jimma	58.7	73.3	73.3	419	441	9 East Shoa	69.1	78.2	78.2	347	273	10 West Shoa	64.7	84.5	84.5	307	287	11 Welega East	73.2	101.1	101.1	369	366	12 Welega West	80.8	114.1	114.1	503	331	13 Shoa South West	58.5	79.0	79.0	191	230	14 Guji	61.0	119.6	119.6	193	598	Sub-total of 14 zones	66.7	85.4	85.4	4,909	4,770	All over Oromia (24 zones)		87.8	87.8		7,350
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<p>Achievement of Project Purpose</p>		<ul style="list-style-type: none"> <li>The ManaBU model is developed in the selected woredas.</li> <li>Validity and relevance of the developed model</li> <li>Number of requests for guidelines in OEB and the selected woredas</li> </ul> <p>1. The ManaBU model is one of the effective ways for WEOs to collaborate with communities for planning, construction and management of a school. By and large, the ManaBU model has been developed and demonstrated in the selected woredas. However, more precisely, the management part has not been fully developed, while the planning and construction parts need to be elaborated. Due to the delay in the planning and construction process, the time to develop the management part was shortened, and thus, it seems to be difficult to fully develop this part as a guideline by the end of the project period.</p> <ul style="list-style-type: none"> <li>In terms of the construction part of the ManaBU model, the two elements are critical as shown in <b>Table 3</b> below. One is a government-supported approach (method) with active community participation, and the other is a construction standard that is identical to that of the Ministry of Education (MOE).</li> </ul> <table border="1" data-bbox="1166 286 1388 1339"> <thead> <tr> <th></th> <th>ManaBU model</th> <th>Real application of the ManaBU model (Actual utilization pattern)</th> </tr> </thead> <tbody> <tr> <td>Approach (Method)</td> <td>Collaboration between the government and community</td> <td>There is close partnership, but the amount and proportion of contribution of the two stakeholders vary, depending on the situation.</td> </tr> <tr> <td>Construction standard</td> <td>MOE's low-cost standard</td> <td>- The quality of schools that follow the MOE's low-cost standard is fair. - It still needs amendment to make it more durable. - It seems unaffordable for WEOs and communities to scale up by themselves.</td> </tr> </tbody> </table>		ManaBU model	Real application of the ManaBU model (Actual utilization pattern)	Approach (Method)	Collaboration between the government and community	There is close partnership, but the amount and proportion of contribution of the two stakeholders vary, depending on the situation.	Construction standard	MOE's low-cost standard	- The quality of schools that follow the MOE's low-cost standard is fair. - It still needs amendment to make it more durable. - It seems unaffordable for WEOs and communities to scale up by themselves.																																																		
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< Features > The ManaBU model has the following features.

**(1) Collaboration between the government and community**

The ManaBU model is a government-supported and community-based approach, covering the stages of planning, construction and management of a school. It requires active involvement and combination of the government and community throughout the stages. While its proportion varies, this approach cannot work if it lacks either of them. It consists of basically seven steps; 1) site selection, 2) procurement of building materials, 3) coordination of skilled and unskilled labor, 4) construction of buildings, 5) school management, 6) school maintenance, and 7) monitoring and evaluation.

**(2) Good-quality and cost-effective school construction that meets the MOE's standard**

The ManaBU construction standard is identical to MOE's low-cost standard of school construction. In this sense, appropriate and minimum quality of buildings is ensured if the construction contractors accurately follow the ManaBU construction guideline. Unlike low-quality schools increasingly built solely by communities, the ManaBU school is carefully designed and durable enough to save maintenance costs in the long run. The ManaBU model has shown a new option of school construction with good quality and reasonable costs. It has exemplified a new way of school construction through a work-sharing and cost-saving approach.

The comparison of the ManaBU school and others is given in Table 4 below.

	School built by Government	ManaBU School	School built by Community
Stakeholder	Dominantly government	Government & Community	Dominantly community
Quality of building	Good & durable (MOE's standard)	Good & durable (MOE's standard)	Generally poor
Cost	Expensive	Reasonable	Low

As mentioned above the ManaBU model has been somehow developed, but its replicability remains low as long as it strictly follows the MOE's (low-cost) construction standard. It is a cost-effective model compared to full-contract construction. Below is the description of the realities observed by the JICA Final Evaluation Team.

1) Chiro Woreda has three schools constructed by the ManaBU Project. WEO officials appreciate the Project and value the effectiveness of the ManaBU model. In the fiscal year of 2006, they ensured the budget (80,000 ETBs) for construction of two primary (G1-4) schools in Waacha Ifabas Kebele and Baka Kebele. The construction work has already started. WEO is planning to allocate 40,000 ETBs for each school to procure industrial materials and arrange contractors (skilled labor) while the community is contributing locally available materials and unskilled labor. Both stakeholders have taken the ManaBU approach and there is close collaboration between them. Yet, such an insufficient budget (40,000 ETBs) ensured by WEO cannot build a school that meets the MOE's standard. Due to the budget limitation, the non-standard school construction was the only practical option available to them.

2) Waltaa Jelala School in Chiro Woreda was constructed by the Project, and it opened in 2005. To accommodate an increasing number of students, the community additionally constructed a four-classroom building with some financial assistance from WEO. The additional building has some foundation. It is much better than a school built

solely by communities, but far from the MOE's standard. Both WEO and the community are keenly aware of the importance of the physical quality, but practically it is the only way to construct an additional building.

3) Laga Lafto School in Kunni Woreda was constructed by the ManaBU Project, and it opened in 2005. The community additionally constructed a three-classroom building with very little foundation. WEO provided only corrugated iron sheet, which is equivalent to 2,500 ETBs. The rest of all the construction works was coordinated and conducted solely by the community, making full use of the lessons learned and experiences gained through the construction of the ManaBU school. However, the quality of a new building is forced to be very low. Again, this was the only way to respond to impending needs of the community.

- As shown in the three cases above, it is difficult to follow the MOE's standard. Given the financial scarcity of WEOs and communities, it seems to be difficult to build a school that meets the MOE's standard without adequate budget.

**< Tasks to be completed >**

- The ManaBU model has the three major stages as show in **Table 5**. A guideline per stage is planned to be revised, finalized and authorized by OEB by the end of the Project.

Stage	Planning	Construction	Management
Progress	The third draft was developed and being revised.	18 schools are opened, while 2 schools are not opened. The third draft was developed and being revised.	The draft was developed and being revised as a form of a reference book by collecting information on good practices.

- For making those guidelines more user-friendly, necessary measures are expected to be taken to improve the visibility (through editing, formatting, inserting pictures and tables, etc.) and explicitness of the contents. It is important that the those documents provide clearer explanation of each procedure and specific methods so that even a first reader can understand and put them in practice. The documents are being revised, and it needs some time to be finalized. In addition, it is expected that those documents will be the official guidelines of Oromia Region upon the authorization of OEB.

2. Some kebeles, which are near or next to the kebeles where the ManaBU schools were built, have witnessed the ManaBU Project's approach, and made requests to WEO for school construction. The distribution of guidelines is shown in **Table 6** below.

	Planning	Construction	Management
1st draft	150 (Jun. 2006 for OEB & WEO)	150 (Jun. 2006 for OEB & WEO)	150 (Jun. 2006 for OEB & WEO)
2nd draft	650 (Oct. 2006 for Micro Planning Workshop) 100 (Jan. 2007 for J.Embassy)	100 (Aug. 2006 for OEB & WEO) 650 (Oct. 2006 for Micro Planning Workshop) 100 (Jan. 2007 for J.Embassy)	
3rd draft	100 (Jan. 2007 for OEB & WEO) 40 (May 2007 for J.Embassy) 100 (given upon request)	100 (Jan. 2007 for OEB & WEO) 40 (May 2007 for J.Embassy) 100 (given upon request)	Being revised

Achievement of Outputs		
<p>1. Capacity of the WEO personnel in planning and management of basic education is strengthened.</p>	<p>1. Number of personnel in planning and management of basic education</p> <p>2. Validity and utility of the ManaBU school planning guideline</p> <p>3. Validity and utility of rapid school mapping</p> <p>4. Frequency and appropriateness of the method of monitoring and evaluation</p>	<p>1. OEB has a key role to play in publicizing and disseminating the ManaBU model and distributing the guidelines of planning, construction and management. The organization chart of OEB is given in Appendix 1. In OEB there are ten counterpart personnel including Head of OEB. The list of them is given in Appendix 2. The list of counterparts in each zone and woreda is also shown in Appendix 2. The capacity and commitment vary from counterpart to counterpart. However, the OEN and WEO personnel, who have worked closely and willingly with JICA experts, surely internalized this process-oriented approach and are expected to apply it for the improvement of basic education even after the project period.</p> <p>2. The third draft of the planning guideline was developed, which needs to be revised, finalized and authorized.</p> <p>3. The rapid school mapping done in 2004 was valid and useful in that it collected the detailed data on population distribution and geographical and social features in kebeles in the selected woredas.</p> <p>4. Monitoring and evaluation have been conducted properly on a regular basis by the WEOs, sometimes with OEB experts. This is a part of day-to-day management activities of OEB and JICA experts.</p>
<p>2. The ManaBU schools are constructed and furnished in the selected woredas.</p>	<p>1. Validity and utility of the ManaBU construction process guideline</p> <p>2. Degree of community participation for school construction</p> <ul style="list-style-type: none"> <li>• Number of participants</li> <li>• Rate of participated households</li> <li>• Type and time of labor provided by communities</li> <li>• Type and amount of materials prepared by communities</li> </ul> <p>3. Number and physical condition of the established schools</p> <p>4. Quality and quantity of furniture</p>	<p>1. The third draft of the construction guideline was developed, which needs to be revised, finalized and authorized.</p> <ul style="list-style-type: none"> <li>• The Project shows that one four-classroom school with concrete foundation and mud wall, which is identical to the MOE's low-cost standard, can be built with around 90,000-130,000 ETBs in cash from WEO and community's contribution (provision of cash, locally available materials and unskilled labor) equivalent to 40,000-60,000 ETBs. In the case of the ManaBU school, a construction engineer of the woreda administration monitors the construction process so that the quality of facilities is properly assured. If WEO makes a contract with a company for the whole school construction, the cost would amount up to be 300,000-400,000 ETBs. The ManaBU model can halve the cost of school construction and has a potential of accelerating school construction not only in the selected woredas but also in other woredas in Oromia Region. Incidentally, the figures above do not include the cost of furniture.</li> <li>• Thus, the Project has demonstrated one of the work-sharing and cost-effective ways of constructing a good-quality school. National ESDP III mentions that the average cost of constructing a first cycle primary school is over 500,000 ETBs, and each region is encouraged to develop alternative low-cost models.</li> </ul> <p>2. Active community participation has been observed as well as active involvement of WEOs.</p> <ul style="list-style-type: none"> <li>• In the kebeles where a school was decided to be built, the Construction Management Committee (CMC) was formed by the community people. Basically all the households in the kebele supported the ManaBU school construction process, and they were actively involved in the process. They prepared and leveled the land, collected locally available materials and engaged themselves in excavation and earth work, masonry work, concrete work, wall work, roofing, carpentry and joinery, plastering and painting, paving and doing the floor and painting. It became clear that raw materials are not always locally available. For instance, one kebele had to purchase certain types of materials from other kebeles. The locally available materials vary from kebele to kebele. Also, some types of work require higher skills while others do not. The volume of work also varies from kebele to kebele. This means</li> </ul>

		<p>that there needs clear demarcation of the division of labor between community people and construction contractors at the planning stage of construction. In sum, the ManaBU model needs to be flexibly applied according to the diversity of the localities. The construction guideline is being revised, incorporating these lessons learned.</p> <ul style="list-style-type: none"> <li>• Communities contributed in various ways.       <ol style="list-style-type: none"> <li>1) In Wachu Waltane Kebele in Chiro woreda, people raised 12,300 ETBs in cash, collected local materials, and provided unskilled labor. Then Ifa Biyo School was constructed and opened in 2005.</li> <li>2) In Chiro Kala Kebele in Chiro Woreda, people raised at least 4,300 ETBs in cash, collected local materials equivalent to at least 3,055 ETBs, and provided unskilled labor equivalent to 30,510 ETBs (3,051 Man/Day x 10 ETBs as labor cost). On the other hand, the ManaBU project assisted WEOs and communities in the purchase of industrial materials and payment of transportation and skilled labor. Thus, the community contribution, with the assistance of the Project (equivalent to slightly less than 100,000 ETBs), resulted in the completion of school construction. Finally Wachu Waltane School was constructed and opened in 2005.</li> </ol> </li> <li>• <b>Table 7</b> below shows the rough amount and proportion of the financial assistance provided by the Project and the price-converted contribution from the community regarding the ManaBU schools that opened in 2005 and 2006.       <table border="1" data-bbox="687 282 767 1330"> <tr> <td>2005</td> <td>Financial assistance by the Project (90,000-110,000 ETBs)</td> <td>Community contribution (60,000 ETBs)</td> </tr> <tr> <td>2006</td> <td>Financial assistance by the Project (100,000-130,000 ETBs)</td> <td>Community contribution (40,000 ETBs)</td> </tr> </table> <p>Note: The financial assistance funded by the Project excludes the cost of furniture (35,000-55,000 ETBs).</p> </li> </ul> <ol style="list-style-type: none"> <li>3. Five schools opened in 2005, and 13 schools opened in 2006. The progress of school construction is shown in Appendix 3. In addition, two schools are under construction with the OEB's initiative and will open in October 2007. The characteristic of kebeles where these schools were and are being constructed is given in Appendix 4.</li> <li>4. The Project purchased school furniture from the regional government production unit and private manufacturers. The cost of furniture per school is 35,000-55,000 ETBs. Stationery and some office equipment such as a typewriter and duplicating machine are also equipped in schools. The quality is good and the quantity is sufficient. Much appreciation was expressed by WEOs and communities. The quantity of each item per school is shown in Appendix 5.</li> </ol>	2005	Financial assistance by the Project (90,000-110,000 ETBs)	Community contribution (60,000 ETBs)	2006	Financial assistance by the Project (100,000-130,000 ETBs)	Community contribution (40,000 ETBs)
2005	Financial assistance by the Project (90,000-110,000 ETBs)	Community contribution (60,000 ETBs)						
2006	Financial assistance by the Project (100,000-130,000 ETBs)	Community contribution (40,000 ETBs)						
<p>3. The ManaBU schools are managed and maintained in partnership between the WEO and communities.</p>	<ol style="list-style-type: none"> <li>1. Validity and utility of the ManaBU school management guideline</li> <li>2. Number of trainings held and participants from communities</li> <li>3. Structure and functionality of PTA</li> <li>4. Balance of income and expenditure of schools</li> </ol>	<ol style="list-style-type: none"> <li>1. Concerning school management, MOE developed the Guideline for Organization of Educational Management, Community Participation and Educational Finance (Blue Book) and OEB developed its own guideline (Green Book). The Project developed the draft of the management guideline, but the management part of the ManaBU model has not been fully developed. Both Ethiopian and Japanese sides agreed to develop a reference book instead of the guideline. In order to complete the reference book, the Project is now collecting information on good practices. This reference book is full of practical practices and suggestions, which is expected to complement the Green Book. A few more workshops need to be organized to complete the reference book. In addition, in order to make it more user-friendly, additional information needs to be collected from the communities of the school sites. It takes some time to revise, finalize and authorize the reference book.</li> </ol>						

	<p>5. Physical condition of schools</p> <p>6. Number and types of good examples of community contribution for school management</p>	<p>2. Through the planning and construction process, community people learned how to keep accounts, how to raise the fund, etc. Besides, the Project conducted training workshops on site selection and pre-registration. As a result of this, the ratio of boy and girl students is well balanced in the ManaBU schools as given Appendix 6 whereas the average ratio of boys to girls is about 6:5 in the first cycle of primary education in Oromia Region. The seminars and workshops organized by the Project are given in Appendix 7.</p> <p>3. Once a school is constructed, CMC is dissolved. Yet, most of CMC members stay as core members of a parent-teacher association (PTA). The role of PTA is stipulated in the MOE's guideline. The meeting concerning school management is held periodically. The participants discuss various issues. They take some actions to solve problems and improve the school environment as described in "6" in this column.</p> <p>4. Some PTAs collect 5-10 ETBs yearly per household while others collect similar amount of money only when the necessity arises. A total amount depends on the number of students and households in a kebele. The fund collected is paid for the salary of community-hired teachers and guards, maintenance of the facilities, etc.</p> <p>5. The physical condition of the ManaBU schools is good in general, but maintenance is essential. In fact, maintenance is as important as or more important than construction. Minor but constant refurbishment is strongly encouraged because it can save enormous time and cost of rebuilding in the long run.</p> <p>6. The Project has been collecting information concerning good examples of community contribution for school management to incorporate them into the reference book on management. Positive activities have been reported so far. For instance, communities constructed additional classrooms and teachers' houses, and they also made playgrounds, flowerbeds, vegetable gardens, etc. Thus, communities are voluntarily working to make their school a more attractive and comfortable learning environment. Moreover, in collaboration with local NOGs, the PTA of Fechiso School has installed the water tank, and the PTA of Gesela Kachile School has installed water supply at the school compound through extension of water pipe from the nearest water source.</p>
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<p>4. The trained teaching staff provides quality basic education to the enrolled students in the ManaBU schools.</p>	<p>1. Quantity of textbooks and quality and quantity of teaching materials (ex. Student textbook ratio)</p> <p>2. Number of assigned teaching staff and trained teaching staff</p> <p>3. Number of participants of induction training provided</p>	<p>1. The Project purchased textbooks for the schools that opened in 2005, but OEB provided textbooks for the schools that opened in 2006. A student textbook ratio of 1:1 is one of the policy targets of OEB. All the ManaBU schools have this ratio. Teachers in the ManaBU schools make teaching and learning materials from locally available raw materials. These materials are kept in a room entitled “Pedagogical Center” of a school.</p> <p>2. The number of teachers assigned to the ManaBU schools is given in Appendix 8.</p> <p>3. The number of participants in induction training, in-service training, and principal training is given in Appendix 9. Regarding the quality of education provided in the ManaBU schools, positive figures are observed in the dropout rate as shown in <b>Table 8</b> below.</p> <table border="1" data-bbox="523 295 762 1321"> <thead> <tr> <th rowspan="2">Zone</th> <th rowspan="2">Woreda</th> <th rowspan="2">Kebele</th> <th rowspan="2">School</th> <th colspan="3">Dropout Rate (Grade 1)</th> <th rowspan="2">Total</th> </tr> <tr> <th>Male</th> <th>Female</th> <th>(%)</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Arsi</td> <td>Sire</td> <td>Magacha</td> <td>Koloba Hawas</td> <td>1.6</td> <td>3.66</td> <td></td> <td>2.56</td> </tr> <tr> <td>Diksis</td> <td>Tana Bamo</td> <td>Bamo</td> <td>20.83</td> <td>21.5</td> <td></td> <td>21.24</td> </tr> <tr> <td>Chiro</td> <td>Wachu Waltane</td> <td>Ifa Biyo</td> <td>10.81</td> <td>4.81</td> <td></td> <td>7.91</td> </tr> <tr> <td rowspan="2">West Harerge</td> <td></td> <td>Chiro Kala</td> <td>Waltaa Jelala</td> <td>4.88</td> <td>7.04</td> <td></td> <td>5.98</td> </tr> <tr> <td>Kunni</td> <td>Laga Lafto</td> <td>Laga Lafto</td> <td>1.42</td> <td>6.58</td> <td></td> <td>4.10</td> </tr> <tr> <td colspan="4" style="text-align: center;">Oromia Region (2004/05)</td> <td>21.86</td> <td>23.05</td> <td></td> <td>22.81</td> </tr> </tbody> </table> <p>Note: A principal was replaced three times within a year in Bamo School.</p> <ul style="list-style-type: none"> <li>• OEB and WEO officials, teachers, and community people mentioned the following reasons why dropout rate of the ManaBU schools is better than the average of Oromia Region. <ul style="list-style-type: none"> <li>✓ The ManaBU schools conduct teacher training in a well-organized manner.</li> <li>✓ The ManaBU schools are physically comfortable so that students can concentrate on learning.</li> <li>✓ Unlike other schools, the ManaBU schools are fully furnished.</li> <li>✓ Through the planning and construction process, community people and parents became profoundly aware of the importance of education so that they are actively involved in school management.</li> </ul> </li> </ul>	Zone	Woreda	Kebele	School	Dropout Rate (Grade 1)			Total	Male	Female	(%)	Arsi	Sire	Magacha	Koloba Hawas	1.6	3.66		2.56	Diksis	Tana Bamo	Bamo	20.83	21.5		21.24	Chiro	Wachu Waltane	Ifa Biyo	10.81	4.81		7.91	West Harerge		Chiro Kala	Waltaa Jelala	4.88	7.04		5.98	Kunni	Laga Lafto	Laga Lafto	1.42	6.58		4.10	Oromia Region (2004/05)				21.86	23.05		22.81
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<p><b>Important Assumptions</b></p> <p>1. WEO personnel in the selected woredas continue to work at WEOs.</p> <p>2. Communities at the sites of the ManaBU schools are actively involved in the process of construction and management.</p> <p>3. Teaching staff assigned to</p>		<p>1. Few officials stay in the same positions or organizations. There is incessant transfer and turnover of the staff not only in WEOs but also ZEOs and OEB. The transfer of expertise is outpaced by the transfer of personnel. This has had negative consequences on the implementation of the Project activities.</p> <p>2. All in all, communities are actively involved in the process of planning, construction and management. However, it was observed that some communities were highly motivated in the very beginning, but they become less interested and less active in case of it takes time. Also, it is found that the more united community people are for school construction, the shorter the time of site selection and school construction. After all, community people's attitude heavily depends on the leadership of a kebele leader as well as that of WEO officials.</p> <p>3. The newly assigned teachers are working hard. Some teachers transfer to another school after opening, but none of</p>																																																								

<p>the ManaBU schools continues to teach in the same school.</p> <p>4. Ethiopia and Oromia region will not face the major climate changes or natural disaster, or fall into any conflict.</p> <p>5. Land for school construction is duly provided by communities.</p> <p>6. OEB, ZEO and WEO will not change any policy that places importance on capacity building of WEO personnel.</p> <p>7. A large number of government schools and ABE centers are not closed in the selected woredas.</p> <p>8. A large number of government schools and ABE centers are not closed in Oromia region.</p> <p>9. The Government of Ethiopia will not change the policy that places importance on community participation for the improvement of access to basic education.</p>		<p>them has quit teaching profession. .</p> <p>4. The long spell of the rainy season delayed the progress of the Project activities. In addition, WEO officials became too busy to join the Project activities in the electoral campaign in the spring of 2005 and the national census taken between April and June 2007.</p> <p>5. The land for school construction has been duly provided by communities, but there was the case that the expansion plan of sugarcane plantation suspended the site selection in Awash Bishora Kebele in Dodota Sire Woreda in Arsi Zone.</p> <p>6. There has no change that OEB, ZEO and WEO place importance on capacity building of WEO personnel.</p> <p>7. The number of schools is steadily increasing in the selected woredas.</p> <p>8. The number of schools is steadily increasing in Oromia region.</p> <p>9. The Government of Ethiopia has not changed the policy that places importance on community participation for the improvement of access to basic education.</p>
<p>Results of Inputs</p> <p>Inputs by the Ethiopian Side</p>	<p>1. Assignment of personnel</p> <p>- Project Director</p> <p>- Project Manager</p>	<p>1. The assignment of counterpart personnel is as below.</p> <p>Dereje Asfaw (Head of OEB): Project Director</p> <p>Merga Feyisa (Deputy Head of OEB): Project Manager</p>

	<ul style="list-style-type: none"> <li>- Counterpart personnel</li> <li>2. Space and facilities</li> <li>3. Budget Allocation</li> </ul>	<p>Counterpart personnel (OEB Staff)</p> <ul style="list-style-type: none"> <li>- Tasaw Bekele (Head, Planning and Research Dept.)</li> <li>- Lissanu Legissa (Team Leader, EMIS, Planning and Research Dept.)</li> <li>- Yali Mergio (Construction Engineer, Planning and Research Dept.)</li> <li>- Alemayehu Etea (Head, Quality Assurance Dept.)</li> <li>- Getachew Asefa (Head, Education Supervision and Program Dept.)</li> <li>- Temesgen Adisu (Team Leader, Project Preparation and Monitoring, Planning and Research Dept.)</li> <li>- Nuria Ibrahim (Expert, Education Supervision and Program Dept.)</li> <li>- Kidane Tolcha (Expert, Education Supervision and Program Dept.)</li> <li>- Gazu Urgesa (Expert, Planning and Research Dept) is assigned to the OEB's initiative in constructing two schools applying the ManaBU model.</li> </ul> <p>2. All the utility charges are paid by OEB, but due to the shortage of space and facilities, one meeting building was built in the compound of OEB by JICA.</p> <p>3. Budget allocation has been duly done. OEB has shown the deepest understanding of the policy that JICA will not pay the daily allowance to OEB counterparts when they go on a field trip because it is their intrinsic work.</p>
<p>Inputs by the Japanese Side</p>	<ol style="list-style-type: none"> <li>1. Dispatch of long-term experts <ul style="list-style-type: none"> <li>- Chief Advisor/Participatory Development</li> <li>- Project Coordinator/School Management</li> </ul> </li> <li>2. Dispatch of short-term experts</li> <li>3. Provision of equipment and materials</li> <li>4. Counterpart training in Japan</li> </ol>	<ol style="list-style-type: none"> <li>1. Five long-term experts have been dispatched so far. <ul style="list-style-type: none"> <li>Akino Kitazume: Chief Adviser/ Participatory Development (Mar. 30, 2003 - Nov. 18, 2006)</li> <li>Naoko Yamaguchi: School Management/Project Coordinator (Jan. 18, 2004 - Jan. 17, 2006)</li> <li>Nobuhiro Kumieda: Community-based School Construction (Jun. 22, 2004 - Aug. 21, 2006)</li> <li>Takashi Nobe: School Management/Project Coordination (Feb. 23, 2006 - Oct. 31, 2006)</li> <li>Chief Advisor/Education Administration (Nov. 1, 2006 - Nov. 18, 2007)</li> <li>Akane Totani: School Management/Project Coordination (Nov. 3, 2006 - Jul. 02, 2007)</li> <li>School Management/Participatory Approach (Jul. 3, 2007 - Nov. 18, 2007)</li> </ul> </li> <li>2. Four short-term expert have been dispatched so far. <ul style="list-style-type: none"> <li>Nobuhiro Kumieda: Community-based School Construction (Jan. 18, 2004 - Mar. 7, 2004)</li> <li>Yumi Schultz: Information, Education and Communication (Nov. 28, 2006 - Jan. 26, 2007)</li> <li>Kyoichi Sugiyama: School Construction (May 16, 2007 - Sep. 21, 2007)</li> <li>Yuko Hirose: Project Coordination (Jul. 3, 2007 - Nov. 18, 2007)</li> </ul> </li> <li>3. As means of transportation, two station wagons, two pickups, and six motorcycles were provided. Office equipment and computer software were also purchased. The list of machinery and equipment provide by JICA is given in Appendix 10. In addition, the Project bought some industrial construction for school construction as well as furniture and textbooks.</li> <li>4. The list of the participants is given in Appendix 11.</li> </ol>

**Evaluation Grid : Process of Project Implementation**

Evaluation Item	Sub-questions	Findings of the Study
Project management structure	Was the project management structure appropriate and functional?	<ul style="list-style-type: none"> <li>• The Project has been well managed with a lot of efforts made by both Ethiopian and Japanese sides. The Project Director is the Head of OEB, and the Project Manager is the Deputy Head of OEB according to the Minutes of Meeting signed on 28 January 2006. The chart of project implementation structure is given in Appendix 12. As the Project priorities have been shifted from Alternative Basic Education (ABE) centers to formal schools, the counterpart personnel at OEB were reassigned (see the Inputs by the Ethiopian Side in ANNEX 2-1.</li> <li>• Being a planning and proactive organization, OEB is appropriate as a counterpart organization. OEB is expected to disseminate what the Project has achieved throughout the Oromia Region. OEB can take the initiative in holding a series of workshops or seminars by inviting development partners to share the effectiveness of the ManaBU model and even win the external resources. Since things are constantly changing, OEB is also an appropriate organization to take the lead in revising the guidelines.</li> <li>• Being an executing body which is responsible for school planning, construction and management, WEO is appropriate as a counterpart organization. WEO officials have worked closely with a woreda construction engineer, contractors, community people and the Japanese experts. As the nearest governmental organization to communities, WEO is expected to continue to support them in financial and technical terms.</li> </ul>
Implementation of activities	Have the activities been conducted along with the plan?	<ul style="list-style-type: none"> <li>• Due to the impeding factors described in ANNEX 2-3, there has been a delay of the Project activities. For instance all the school were planned to be constructed by May 2005 in Arsi and West Harerge Zones and by April 2006 in East Shoa Zone. However, the Project is trying hard to finish construction concerning 18 schools that have already opened so far. Also, OEB is trying to finish construction concerning 2 schools to make them open in September 2007. The achievement and plan of school construction is given in Appendix 13.</li> <li>• By trial and error more time has been spent for the development of guidelines than expected before. They are being revised and will be finalized and authorized as Oromia Region's official documents by the end of the Project. The revised plan of operation (from Jan. 2006) is given in Appendix 14.</li> </ul>
Communication among the stakeholders	How has the communication been done? To what extent has the communication among the stakeholders been smooth?	<ul style="list-style-type: none"> <li>• The communication between OEB and Japanese experts has been improved as the project activities proceeded. Currently the communication, briefing and reporting have been done on a daily basis and through management meetings.</li> <li>• Currently the communication, briefing and reporting have been done on a daily basis. In addition, a management meeting is on a regular basis. Consequently, OEB and WEO personnel are well informed of the progress of the Project.</li> </ul>

Monitoring and evaluation process	How has been the progress of the Project monitored and evaluated?	<ul style="list-style-type: none"> <li>• The progress of the Project has been regularly monitored and shared by OEB and JICA.</li> <li>• A Joint Steering Committee (JSC) has been held five times since the initiation of the Project.</li> <li>• JICA dispatched the mid-term evaluation team in January 2006 and final evaluation team in July 2007.</li> </ul>
Sense of ownership	To what extent do OEB, WEO and communities have a sense of ownership toward the Project?	<ul style="list-style-type: none"> <li>• Now OEB, WEOs and communities have a strong sense of ownership. In the past, OEB used to have a weak sense of ownership because they had limited experience with community participation. However, OEB and WEOs became aware of the significance of the Project as activities went on.</li> <li>• For instance, OEB provided textbooks for the three ManaBU schools that opened in n 2006 and also made an arrangement of transportation of construction materials and furniture to those schools. Woreda officials also worked as lectures for induction teacher training, in-service teacher training. They also assigned teachers to the ManaBU schools and instructed community people how to conduct pre-registration</li> <li>• All the stakeholders are keenly aware of the importance of planning, construction and management of a school. OEB and WEOs have an attachment for the guidelines that are being revised. Also, communities have a special attachment for the ManaBU School as a fruit of their priceless contributions.</li> </ul>
Method of technical cooperation	To what extent is the method or scheme of technical cooperation appropriate? Is there any collaboration with other JICA's or donor's projects?	<ul style="list-style-type: none"> <li>• The project was aimed at exploring effective ways for WEOs to collaborate with the community for planning, construction and management of a school. This is a process-oriented and time-taking approach. It requires Japanese experts to work closely with their counterparts at all the time during the project period so that they can go through the same experiences and share ideas. The Project also needs expertise in specific fields such as construction and IEC (Information, Communication and Education). Thus the technical cooperation with the combination of long-term and short-term experts is considered appropriate as it can be flexible and also address the needs in specific fields.</li> <li>• The ManaBU Project started in November 2003 for four years. SMAPP successively started in July 2005 for two years. Consequently, two JICA's projects were running at the same time. An official of OEB commented that SMAPP should have started earlier than the ManaBU Project.</li> <li>• Besides, two different projects share the same counterparts in OEB. This dual assignment has affected the smooth implementation of the ManaBU Project.</li> </ul>

### Evaluation Grid: Evaluation by Five criteria

#### Relevance: High

Evaluation Items	Sub-questions	Findings of the Study
<p>Relevance to the government policies</p>	<p>Are the super goal and overall goal of the Project consistent with the development policy and needs of the target country?</p>	<ul style="list-style-type: none"> <li>• Ethiopia's second Poverty Reduction and Strategy Paper (PRSP) was prepared as a Plan for Accelerated and Sustained Development to End Poverty (PASDEP) by the Ministry of Finance and Economic Development in September 2006. It places importance on education as one of the 17 key sectors.</li> <li>• The Educational Development Sector Program (ESDP) II elaborated in June 2002 sets new challenges for the next three year period (2002/03-2004/05). Two of its four major goals are:             <ol style="list-style-type: none"> <li>(1) To realize the goal of achieving universal primary education through expanding access and coverage of primary education with equity and improved quality.</li> <li>(2) To build the capacity within education system for sustainable development of the system through organizational capacity building for program implementation, continuous innovation, and quality leadership at various levels.</li> </ol> </li> <li>• National ESDP II states that, "the communities are expected to commit themselves in supporting a certain percentage (5-10%) of the government expenditure on construction and running costs of schools. New modalities of community participation will be introduced and promoted, and for this a strategy document and an operational manual will be prepared and implemented."</li> <li>• National ESDP III elaborated in August 2005 also clearly states that, "provision of access to primary education for all school-aged children ... will entail a heavy burden for the Government and the community over the coming years, but the reward will be great. ... The community will contribute labor, local materials and cash, based on its own capacity, for the construction of schools and ABE Centers."</li> <li>• Oromia Region's ESDP III issued in October 2005 states as follows to ensure equity by expanding access to education.             <ul style="list-style-type: none"> <li>➢ Construct new schools, expanding the exiting ones and providing necessary facilities by giving priority to unserved areas and schools with large student population and then by increasing the intake capacity.</li> <li>➢ Encourage the community to build new schools, rehabilitate and expand the existing ones using local materials and provide industrial materials and technical assistance.</li> </ul> </li> <li>• Thus, the ManaBU Project is supporting what the Government of Ethiopia is aiming at.</li> </ul>
<p>Relevance to the needs of target groups</p>	<p>Is the Project consistent with the needs of the target groups? Is the design of the Project, especially the cooperation method and its</p>	<ul style="list-style-type: none"> <li>• The Guideline for Organization of Educational Management, Community Participation and Educational Finance prepared by MOE in August 2002, stipulates that WEO shall have the duties and responsibilities to:             <ul style="list-style-type: none"> <li>➢ Devise and implement mechanism helpful to expand education, particularly primary education, all over the woreda.</li> <li>➢ Ensure equitable distribution of education in areas which were previously deprived of access to educational</li> </ul> </li> </ul>

	<p>approach, appropriate?</p>	<p>opportunities.</p> <ul style="list-style-type: none"> <li>➤ In the case of new schools to be constructed by the government, issue requirements and decide the kebele where the schools are going to be built.</li> <li>➤ Strengthen educational supervision at woreda and school level to make sure that quality of education is maintained.</li> <li>• The Guideline also says as follows: <ul style="list-style-type: none"> <li>➤ The government should encourage the community to actively participate in constructing new schools, expanding and renovating existing ones and in providing other inputs. In the past, the construction of new schools was carried out haphazardly without well-studied procedure. Thus, it has become necessary to formulate an appropriate mechanism instrumental in promoting the community participation in this regard.</li> </ul> </li> <li>• National ESDP III states as follows: <ul style="list-style-type: none"> <li>➤ The WEO should establish and administer primary ... schools; devise and implement plans ... formulate and implement mechanisms to expand education and encourage and support community involvement in the educational sector.</li> <li>➤ One of the factors that hinder the expansion of primary education is the cost of constructing schools and classrooms, which is on the average over Birr 500,000 per first cycle primary school.</li> <li>➤ Region will be encouraged further to develop alternative low-cost models of school construction suitable to their respective situation, which of course will consider basic school design parameters.</li> <li>➤ The low cost construction will make substantial use of local materials and labor. This in turn will create better opportunity to communities to contribute more in terms of labor and materials.</li> </ul> </li> <li>• Thus, the ManaBU Project is supporting what the Government of Ethiopia is aiming at. The Project is giving opportunities for the target groups, that is, WEOs and communities to tackle the issues above. The Project has been trying to enable WEOs and communities to proactively plan, construct and manage schools in remote areas which were previously deprived of access to basic education.</li> </ul>
<p>Relevance to the Japan's ODA policies</p>	<p>Is the Project consistent with Japan's foreign aid policy and JICA's implementation plan for country-specific programs?</p>	<ul style="list-style-type: none"> <li>• The Japanese Government places value on assistance for ensuring access to education in developing countries as addressed in the Basic Education for Growth Initiative (BEGIN) prepared by the Ministry of Foreign Affairs in 2002.</li> <li>• The Ministry of Foreign Affairs sets out five priority sectors in its foreign aid policy towards Ethiopia; 1) agricultural and rural development, 2) water resources development, 3) education, 4) health, and 5) socio-economic infrastructure. Regarding the education sector, it attaches special importance to the improvement of access to basic education in remote areas and the construction and management of primary schools through community participation.</li> <li>• The priority sectors in JICA's implementation plan for country-specific programs are identical to those of the Ministry of Foreign Affairs. JICA is committed to continuously supporting the improvement of learning environment through the betterment of primary education in rural areas.</li> <li>• Thus, the Project coincides with Japan's ODA policy and JICA's implementation plan for country-specific programs.</li> </ul>

**Effectiveness: Moderately High**

Evaluation Items	Sub-question	Findings of the Study
Contribution of Outputs for Project Purpose	How has the Project Purpose been achieved? Has the Project Purpose been achieved as the effect of the outputs?	<ul style="list-style-type: none"> <li>• By and large, the Project Purpose has been partially achieved. More precisely, the management part has not been fully developed, while the planning and construction parts need to be elaborated.</li> <li>• The ManaBU model has the two major elements as described in detail in the Achievement of Project Purpose in ANNEX 2-1. It also has the following features.               <ol style="list-style-type: none"> <li>(1) Collaboration between the government and community</li> <li>(2) Good-quality and cost-effective school construction that meets the MOE's standard</li> </ol> </li> <li>• To fully achieve the Project Purpose, the following documents need to be revised, finalized and authorized by OEB.               <ol style="list-style-type: none"> <li>(1) Guidelines of Planning, Construction and the reference book on Management</li> <li>(2) ManaBU School Handbook</li> </ol> </li> </ul>
	Has the implementation of the Project brought the target group some benefits?	<ul style="list-style-type: none"> <li>• The ManaBU Project has been effective enough to bring about the following influences and benefits.               <ul style="list-style-type: none"> <li>➢ OEB, ZEO and WEO officials learned how to plan, construct and manage a school in close collaboration with the community. Some of them were a little skeptical about and critical to the Project at the early stage. However, after understanding the importance of the approach and quality of the building, they totally changed their views. They gained tremendous knowledge and skills through this process-oriented approach.</li> <li>➢ Community people also learned how to involve themselves in planning, constructing and managing a school in close collaboration with WEO. They really understand the importance of durability of school buildings, which will eventually minimize the cost of maintenance and rebuilding. They gained tremendous knowledge and skills through this work-sharing approach.</li> <li>➢ Due to the distance, parents were hesitant to send their children to school. The Project eliminated their concern. Currently more 5,109 students are enrolled in the ManaBU schools and enjoy learning in a comfortable environment. Most of them, especially girls might have had no access to education if it were not for the ManaBU schools. The Project reached the unreached where other donors or even NGOs had never challenged before.</li> </ul> </li> </ul>
Contributing and impeding factors in achieving the Project purpose and outputs.	What are the contributing factors?	<ul style="list-style-type: none"> <li>• The contributing factors are enumerated as follows.               <ol style="list-style-type: none"> <li>(1) Corresponding to the needs of the government, which strongly aspired to expand access to education by constructing durable schools with reasonable costs in collaboration with the community</li> <li>(2) Corresponding to the needs of the community, which strongly aspired to have access to education but there was neither school nearby nor financial resources.</li> <li>(3) Linking the government and community for them to work in collaboration with a newly-developed approach that involves both of them from the very beginning and sets the clear demarcation of responsibilities</li> </ol> </li> </ul>
	What are the impeding factors?	<ul style="list-style-type: none"> <li>• The impeding factors are enumerated as follows.               <ol style="list-style-type: none"> <li>(1) High rate of turnover and change in personnel at OEB, ZEOs and WEOs</li> <li>(2) Delay of dispatch of Japanese short-term experts</li> <li>(3) Assignment of the same counterparts to the two different JICA projects (ManaBU and SMAPP)</li> </ol> </li> </ul>

		<p>(4) Insufficient and untimely monitoring and supervision on school construction by woreda engineers</p> <p>(5) Delay of contributions (locally available materials and unskilled labor provided) made by the community</p> <p>(6) Lack of attention to development of management guideline</p> <p>(7) Splitting of the selected woredas</p> <p>(8) Long spell of the rainy season</p>
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**Efficiency: Medium**

Evaluation Items	Sub-question	Findings of the Study
Appropriateness of inputs and activities for producing outputs	Have the inputs and activities been sufficient and timely to produce the outputs?	<ul style="list-style-type: none"> <li>• Basically the inputs and activities are all contributing towards producing the outputs.</li> <li>• As of July 2007, 18 schools are open and full of students although the construction is unfinished in some of them. Besides, 2 schools are under construction with OEB's initiative and expected to be completed by September 2007. The progress of school construction is shown in Appendix 2.</li> <li>• The above-mentioned impeding factors have affected the smooth implementation of the Project. The delay in the planning and construction process shortened the time to develop the management part of the ManaBU model. Thus, it seems to be difficult to fully develop this part by the end of the project period.</li> </ul>
Appropriateness of the inputs by the Ethiopian side	Have the inputs by the Ethiopian side been appropriate?	<ul style="list-style-type: none"> <li>• The Ethiopian side assigned the counterparts, but few of them stay in the same positions or organizations. There is incessant transfer and turnover of the staff not only in WEOs but also ZEOs and OEB. This has affected the smooth implementation of the Project activities.</li> <li>• All the utility charges are paid by OEB. Three separate rooms are provided for the JICA expert team. Due to the shortage of space and facilities, one meeting building was built by JICA in the OEB's compound.</li> </ul>
Appropriateness of the inputs by the Japanese side	Have the inputs by the Japanese side been appropriate?	<ul style="list-style-type: none"> <li>• Long-term and short-term experts with relevant expertise have been dispatched. Rather than in the late stage, more short-term experts should have been dispatched in the earlier stage of the Project.</li> <li>• Proper and minimal amount of equipment has been procured by the Japanese side and fully utilized for the daily activities.</li> <li>• JICA accepted 12 counterparts for the training in Japan. It was quite a precious opportunity for them to see the system and situation of education in Japan.</li> </ul>
Efficiency of management	Have the inputs been managed appropriately to produce the outputs?	<ul style="list-style-type: none"> <li>• The inputs have been managed appropriately to produce the outputs so far.</li> <li>• The Project has made full use of local human resources. A field coordinators (Ethiopian national) assigned in each zone has been playing a vital role to press ahead with the Project activities.</li> </ul>

## Impacts: High

Evaluation Items	Sub-question	Findings of the Study
<p>Prospect for achieving the overall goal</p>	<ul style="list-style-type: none"> <li>Will the overall goal be achieved in 5-10 years after the completion of the Project?</li> </ul>	<ul style="list-style-type: none"> <li>Part of the overall goal has been achieved. The overall goal is usually considered as a goal which will be achieved in 5-10 years after the completion of the Project. However, the GER and number of schools in the selected woredas increased obviously from 2002/03 to 2005/06 (<i>see</i> the table in the Achievement of the Overall Goal in ANNEX 2-1). Needless to say, this enhancement is attributable not only to the Project, but also to other factors. Yet, the access to basic education has been surely enhanced in recent years.</li> <li>The ManaBU approach, which is a government-supported and community-based approach for school planning, construction and management, was applied in the selected woredas, although the quality of the building does not meet the MOE's standard. <ul style="list-style-type: none"> <li>With some financial assistance from Chiro WEO, the community constructed an additional building at Waltaa Jelala School in line with the ManaBU approach.</li> <li>With little financial assistance from Kunni WEO, the community constructed an additional building at Laga Lafto School in line with the ManaBU approach.</li> </ul> </li> </ul>
<p>Impacts and ripple effects by implementing the Project</p>	<ul style="list-style-type: none"> <li>What have been the positive and negative influences?</li> </ul>	<ul style="list-style-type: none"> <li>There have been positive influences for various stakeholders. No negative influences have been reported so far. <ul style="list-style-type: none"> <li>For children &gt; <ul style="list-style-type: none"> <li>Unlike other schools, the ManaBU schools have almost an even ratio of male and female students. The Project not only enhanced the access to education in rural areas, but also gave the opportunity for education especially for girls.</li> <li>The dropout rate of the ManaBU schools is lower than the average of Oromia Region (<i>see</i> the table in the Achievement of Output 4 of the Overall Goal in ANNEX 2-1).</li> </ul> </li> <li>For communities &gt; <ul style="list-style-type: none"> <li>Community people became aware of the importance of education. They have a strong sense of ownership. Some communities expressed their commitment that they will construct additional classrooms in the foreseeable future even without assistance from WEO.</li> <li>Some communities built a fence, teacher's houses, playgrounds, flowerbeds, vegetable gardens, etc. to improve the school environment. Also some communities were tactical and successful enough to receive a water tank or water line installed by NGOs.</li> <li>The ManaBU schools serve as a meeting place for the community. The classrooms are also used for ANPE program in some schools.</li> <li>Community people feel empowered through the entire process of the Project. They recognized that they have great potentials within themselves. They became more united and self-confident compared to before.</li> <li>Some communities commented that the ManaBU approach can be applied to other community works such as irrigation and agricultural road construction.</li> </ul> </li> </ul> </li> <li>For WEOs and ZEOs &gt; <ul style="list-style-type: none"> <li>WEOs and ZEOs understand the effectiveness of the ManaBU model. Some WEOs have already applied its approach</li> </ul> </li> </ul>

		<p>to build additional classrooms at the ManaBU schools and to build new schools in other kebeles. They see it as a practical and cost-effective approach only available to them under a severe capital budget constraint.</p> <ul style="list-style-type: none"> <li>In Kuni Woreda, it is reported that primary enrollment of girls and boys at the four ManaBU schools are almost the same or even much higher than other non-target schools in the same woreda. Possible factors for this positive result could be the implementation of the pre-registration at each school and priority allocation of female teachers for those schools. Also, Kunni WEO recognizes that the role of female teachers are crucial especially for encouraging girls to attend school, making school environment more girl-friendly and as a role model for girls. Based on this understanding of the importance of female teachers, Kunni WEO requested OEB and the ManaBU Project to hold a one-day workshop for teachers (in both of the ManaBU and other schools) on girls' education.</li> </ul> <p>&lt; For OEB &gt;</p> <ul style="list-style-type: none"> <li>OEB understands the effectiveness of the ManaBU Project and refers to it in Oromia Region's ESDP III, stressing the importance of school construction with community participation.</li> </ul>
Other impacts	<ul style="list-style-type: none"> <li>What kinds of other impacts have been or will be brought about?</li> </ul>	<ul style="list-style-type: none"> <li>Under the scheme of grassroots grant aid, the Embassy of Japan assisted the construction of four schools in other woredas in Arsi Zone. Based on the lessons learned from the existing ManaBU schools, planning and construction activities are being smoothly conducted.</li> <li>More and more Japanese people became interested in the ManaBU Project and visited the ManaBU schools. In this sense, the Project is giving an opportunity for both Ethiopians and Japanese to understand the significance of collaboration between the government and community. The list of Japanese visitors is given in Appendix 1.5.</li> </ul>

### Sustainability: Medium

Evaluation Items	Sub-question	Findings of the Study
Institutional aspects	<ul style="list-style-type: none"> <li>How and to what extent will the ManaBU model be applied by OEB and WEOs?</li> </ul>	<ul style="list-style-type: none"> <li>As mentioned above, OEB stresses the importance of school construction with community participation and refers to the ManaBU Project in its ESDP III.</li> <li>The replicability of the ManaBU approach is high, but that of the ManaBU construction standard, which is identical to the MOE's low-cost standard, seems to remain low as long as it is rigidly applied under a severe capital budget constraint. As it is the MOE's standard, enormous contributions and commitments are required from both the government and community over a certain period of time.</li> <li>As a task to be completed by the end of the Project, the authorization of the ManaBU guidelines will promote the extensive utilization of them. It is expected that government officials (and community people) read them, understand its method and know-how, and initiate school construction where the needs exist.</li> </ul>
Organizational aspects	<ul style="list-style-type: none"> <li>Has the organizational capacity been developed within OEB and WEOs to apply the ManaBU model?</li> </ul>	<p>&lt; OEB &gt;</p> <ul style="list-style-type: none"> <li>Some individuals of OEB gained knowledge, skills and experiences through the Project activities. They well understand the significance of the Project. Yet, given the high rate turnover and change in personnel organizational capacity is still vulnerable. To increase the number of those individuals at OEB, ZEOs and WEOs, OEB is expected to</li> </ul>

		<p>hold trainings to share their knowledge, skills and experiences. This kind of reproduction of capable personnel is indispensable to ensure the sustainability of the ManaBU model</p> <ul style="list-style-type: none"> <li>OEB is a policy-making and planning body and is indirectly responsible for school construction, but it is strongly expected to continue to have an advocacy role for the improvement of basic education. OEB can raise the awareness of the local government, community and even developing partners through a variety of means. More specifically, OEB can take the initiative in holding a series of workshops or seminars by inviting developing partners to share the effectiveness of the ManaBU model and even win the external resources. Also, since things are constantly changing, OEB is also expected to take the lead in publicizing and revising the guidelines.</li> </ul> <p>&lt; WEOs &gt;</p> <ul style="list-style-type: none"> <li>As responsible organizations of school construction, WEOs have played a crucial role regardless of the high rate turnover and change in personnel. They gained tremendous knowledge, skills and experiences through the Project activities. They became versed with school planning, construction and management in collaboration with the community. They also worked with woreda construction engineers and local artisans. They are expected to continue to work with those stakeholders, ensuring the budget for school construction and maintenance.</li> </ul>
<p>Technical and financial aspects</p>	<ul style="list-style-type: none"> <li>How and to what extent will be technically and financially applied by WEOs and communities?</li> </ul>	<ul style="list-style-type: none"> <li>The MOE's low-cost standard requires a lot of skilled labor. Also, the construction process needs to be regularly monitored and supervised by a woreda construction engineer. Yet, he/she belongs to the woreda administration and is in charge of any kinds of construction in different fields. Consequently, he/she is too busy to allocate time for school construction alone. In this sense, it is not an easy task to construct a good-quality school.</li> <li>Herein lies the necessity of the development of attractive and user-friendly guidelines, which are being edited now.</li> <li>With this in hand, the government and community people (CMC members) are expected to understand its method and know-how, and then initiate to plan, construct, manage a good school.</li> </ul>
<p>Social and cultural aspects</p>	<ul style="list-style-type: none"> <li>How and to what extent will the ManaBU model be accepted and applied by communities?</li> </ul>	<ul style="list-style-type: none"> <li>The ManaBU Project not only supported the school construction but also empowered the community as a whole. Having worked together, people feel a strong sense of oneness, accomplishment and ownership. As they appreciate and value the ManaBU school, they will affectionately maintain the existing classrooms and build additional ones. Besides, it is expected that they will also improve the surrounding environment by building a fence, teacher's houses, playgrounds, flowerbeds, vegetable gardens, etc.</li> <li>Some communities commented that the ManaBU approach can be applied to other community works such as irrigation and agricultural road construction.</li> </ul>

### ANNEX 3: Schedule of the Joint Evaluation

#### Community-based Basic Education Improvement Project Final evaluation mission schedule

	Date	Day	Consultant (Mr. Takahashi)	Evaluation team (Mr. Matachi, Mr. Morishita, Ms. Yamakawa)
	24	Sun	Dep. Tokyo	
1	25	Mon	Arr. Japanese Consultant at Addis Ababa (EK 723) 14:00 Meeting with JICA Meeting JICA ManaBU experts	
2	26	Tue	9:00 Courtesy call to OEB Interview to Project Director PM Interview to Chief Advisor	
3	27	Wed	(Move to West Hararge zone) Visit to <u>Chiro woreda</u> , West Hararge zone Chiro kala, Waltaa Jelala school	
4	28	Thu	Visit to <u>Kunni woreda</u> , West Hararge zone Mekanisa, Mekanisa School Oda Roba, Wereketa school Laga Lafto School	
5	29	Fri	(Move to Arsi zone) Visit to <u>Dodota woreda</u> , Arsi zone Awach Bishola, Fechiso school	
6	30	Sat	Visit to <u>Sire woreda</u> , Arsi zone Alelu Gesela, Gesela Kachile school Kacha Koshimo, Kacha koshimo school	
7	1, July	Sun	(Back to Addis Ababa) Preparation of report	
8	2	Mon	Preparation of report Meeting with JICA Ethiopia office	Arr. Evaluation Team (Mr. Matachi & Mr. Morishita) (EK 723 )
9	3	Tue	Interview to ManaBU experts	
10	4	Wed	Preparation of report Courtesy call to Ministry of Education Courtesy call to Ministry of Finance and Economic Development Discussion with Head of Oromia Education Bureau	
11	5	Thu	<b>Field Visit (Jida woreda, North Shewa zone)</b> Visit to WEO, Interview to ManaBU school director, teachers Interview to community members	
12	6	Fri	Discussion on the Evaluation report with OEB Discussion with Woreda education officials (9 targeted woredas)	
13	7	Sat	Meeting with ManaBU experts and JICA Ethiopia office Document preparation for the Evaluation report	
14	8	Sun	Document preparation for the Evaluation report	
15	9	Mon	Discussion on the Evaluation report with OEB	
16	10	Tue	Preparation of the Evaluation report and M/M Dep. Addis Ababa (EK)	
17	11	Wed		Signing of M/M Report to JICA
18	12	Thu		Discussion on Next Project with OEB Report to Embassy of Japan Dep. Addis Ababa (EK)

## **ANNEX 4: List of the Person Consulted**

### **【Oromia Education Bureau】**

Dereje Asfaw	Project Director (Head, Oromia Education Bureau)
Tasew Bekele	Head of planning, Research and Project Department
Gazu Urgesa	Expert of Project Preparation and Monitoring Team
Lissanu Lejissa	Team Leader of Planning and EMIS Team

### **【Ministry of Education】**

Tizazu Asare	Head, Education Sector Development Program and Policy Analysis Department
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### **【Ministry of Finance and Economic Development】**

Asnakech Teferra	Team Leader, Asia, Australia & Middle East Countries Department of Bilateral Cooperation
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### **【Woreda Education Offices】**

Minda Tassew	Head, Dodota Woreda Education Office
Siraj Abdalla	Head, Sire Woreda Education Office
Solomon Getachaw	Expert, Chiro Woreda Education Office
Gaarldisaa Mulataa	Expert, Kunni Woreda Education Office
Taju Aliye	Expert, Diksis Woreda Education Office

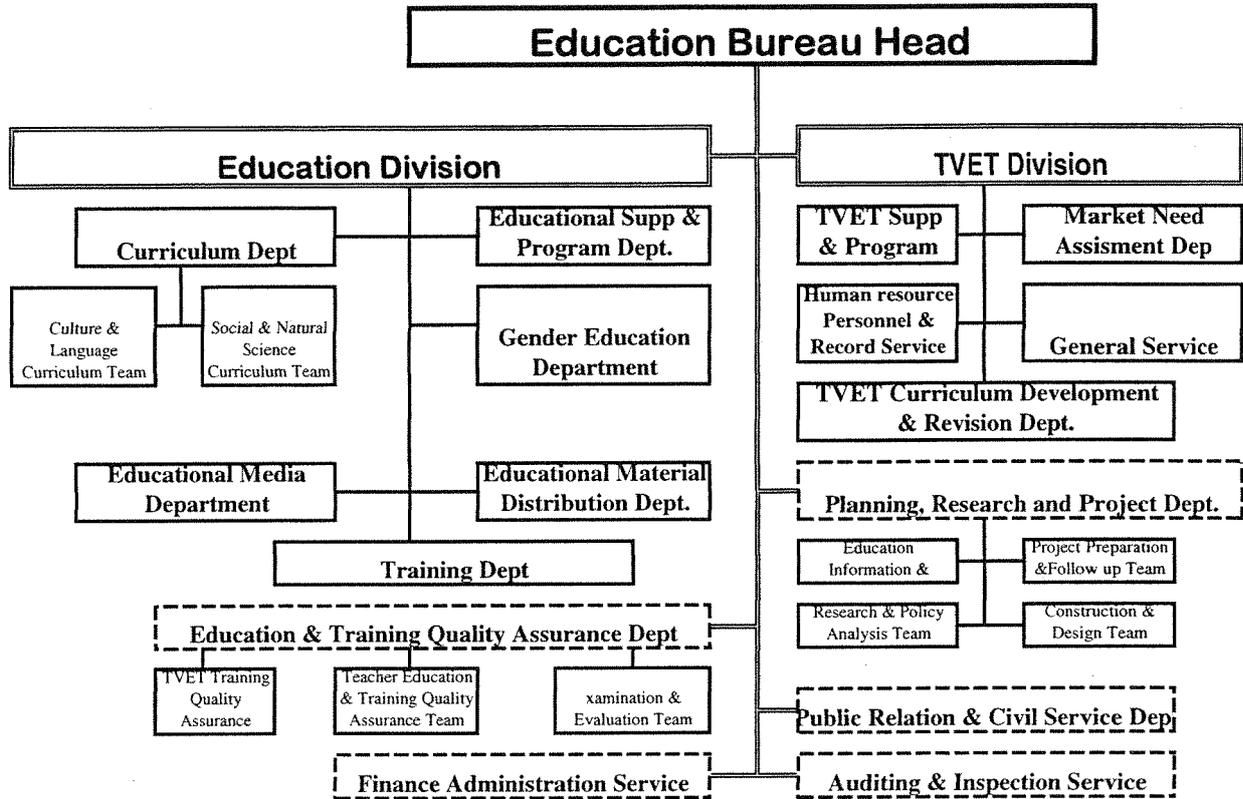
### **【ManaBU Project experts and staff】**

Takashi Nobe	Chief Advisor/Education Administration
Akane Totani	School Management/Project Coordinator
Kyoichi Sugiyama	School Construction (Short-term Expert)
Techome Fite	Project Officer
Binyam Shimalis	Field Coordinator

### **【JICA Ethiopia Office】**

Katsuhiro Sasaki	Resident Representative
Naoki Ando	Deputy Resident Representative

Organization Chart Of Oromia Education Bureau



## Appendix 2 : List of Counterpart Assigned

### ■ List of Counterpart Personnel of OEB

Name	Department	Title	Training in Japan
Dereje Asfaw	—	Head	Aug-Sep 2004
Merga Feyisa	Education Division	Deputy Head	-
Tasew Bekele	Planning & Research Dept.	Department Head	Nov-Dec 2003
Lissanu Lejisa	ditto	Team Leader, EMIS	Aug-Sep 2004
Temesgen Adisu	ditto	Team Leader, Project Preparation and Monitoring	Aug-Sep 2006
Yali Merga	ditto	Engineer	
Alemayehu Etea	Quality Assurance Dept.	Department Head	Jan-Feb 2006
Getachew Asefa	Education Supervision & Program Dept.	Department Head	-
Nuria Ibrahim	ditto	Expert	-
Kidane Tolcha	ditto	Expert	-

### ■ List of Counterpart Personnel of ZEO

#### < Arsi Zone >

Name	Department	Title	Training in Japan
Aman	—	Head	
Kasim	Education	ANFE Expert	
Teshome Merga	Education	Planning expert	

Asegedech Awoke's title changed from ANFE Expert to Education Media Expert after she received training in Japan. Currently she assumed the position of women's affair expert and no more working for ManaBU.

#### < West Harerge >

Name	Department	Title	Training in Japan
Mulugeta	—	Head	
Birbirsa Adugna	Education	Basic Education Expert	Aug-Sep 2004
Kedir Lugo	Education	ANFE Expert	

Birbirsa Adugna worked for one year in the Capacity Building Division after he received training in Japan. He recently moved back to Education Division and became a Basic Education Expert who works with JICA experts.

#### < North Shoa >

Name	Department	Title	Training in Japan
Kuyu	—	Head	
Ayalew Adamu	Education	Primary Education Expert	Aug-Sep 2004

■ **List of Counterpart Personnel of WEO**

• **Arsi Zone**

< **Dodota woreda** >

Name	Title	Remarks
Minda Tasew	Head, Woreda Education. office	Has worked with JICA experts since the beginning.

Minda was a focal person working with JICA experts since the beginning of the ManaBU Project.

< **Sire woreda** >

Name	Title	Remarks
Siraj Abdalla	Head, Woreda Education. office	

< **Diksis woreda** >

Name	Title	Remarks
Musa Chora	Head	Started working with JICA experts since March 2006
Taju Aliyi	ANFE	Served as a focal person since July 2006

• **West Hareerge Zone**

< **Chiro woreda** >

Name	Title	Remarks
Shiferaw Beshaa	Head	Very recently appointed to this position
Belachew	Deputy Head	
Solomon Getachew	ANFE Expert	He was newly appointed in this position. His antecessor (Workiye) worked with JICA experts for more than two years.
Teferi	Expert	He was recently appointed in this position.

< **Gemachis woreda** >

Name	Title	Remarks
Petros	Training expert	He started working in the WEO when the two woredas were separated a year ago.

< **Kunni woreda** >

Name	Title	Remarks
Melaku Gancuu	Head, Wereda Ed. Office	Recently transferred to this position
Gadisa	Supervisor	Worked with JICA experts since the start of the project in the Woreda
Bedry Munnewer	Expert	

- **North Shoa Zone**

**< Degem woreda >**

Name	Title	Remarks
Alemayehu	Head	There were two predecessors of Alemayehu.
Teshome	Team Leader	Used to work as a focal person since the start of the project in the Woreda

**< Wuchale woreda >**

Name	Title	Remarks
Asmara Adere	Head	Very recently appointed to this position
Bedilu	Supervisor	Focal Person
Teshome	Project Supervisor	Served as a focal person since the project started operating in the Woreda

**< Jida woreda >**

Name	Title	Remarks
Sisay	Head	Very recently appointed to this position
Birhanu	Supervisor	Assigned as a focal person since the last February

The shadowed counterpart personnel have stayed in the same position since the inception of the Project. They deeply understand the underlying concept of process-oriented participatory approach, and are well versed in planning and building a school in collaboration with the community.



Appendix 4: Characteristics of kebeles

Zone	Woreda	Kebele	Characteristics of Kebele											Notes				
			Agro-climatic zone			Settlement pattern			Livelihood			Religion			Language			
			Lowland	Semi-highland	Highland	Scattered	In-between	Dense	Agriculture	Agriculture & Livestock	Petty trade	Muslim	Muslim & Christian		Christian	Oromo	Oromo & Amharic	
Arsi	Dodota	Awash Bishola	X			X						X				X		Recently 4 kebeles merged as one large kebele. The 1st-round site selection was canceled due to the expansion of the adjacent sugar factory's plantation.
		Magacha	X			X						X				X		Two rivers separate the area from the neighboring areas. ManaBU school has been constructed and in operation since Sep. 2005.
	Sire	Ufura	X			X										X		
		Agemsa	X			X										X		
		Alelu Gesela	X			X										X		
Diksis	Tana Bamo			X			X								X			Recently 3 kebeles merged as one large kebele. The existing PS can't cover most of the school-aged children. ManaBU school has been opened since Sep. 2005.
	Kecha			X			X								X			The construction started in April 2005. However, it has been suspended since the beginning due to both social and technical reasons.
	Koshimo			X			X								X			The kebele had no school and planned to construct one by its own efforts. The population is large (7000+). ManaBU school has been opened since Sep. 2005.
Chiro	Wachu Waltane		X				X								X			Like others in Chiro, the kebele is very hilly. Two towns (Chiro & Kunni) are within 5-10 km. ManaBU school has been opened since Sep. 2005.
	Chiro Kala		X				X								X			This kebele is next to Wachu Waltane kebele.
	Wachu Eltoke		X				X								X			This is a town, which is adjacent to Chiro Kala kebele and on the way from Asebe Teferi to Bedesa.
West Hareрге	Gamachis	Kunni			X										X			The kebele started a school at the kebele meeting hall in Sep. 2004. ManaBU school has been opened since Sep. 2005 next to the hall.
		Laga Lafto		X				X								X		The WECBO Head has promised to work on repairing the rocky, hilly road to the kebele (currently inaccessible by car).
	Kuni	Dida Dalo		X			X									X		On the way to the town Gelmso from Bedesa.
Mekanisa			X				X								X			
North Shewa	Degem	Oda Roba		X			X									X		
		Bonya Aframe	X					X								X		This lowland kebele is vulnerable to termite attacks on timber but endowed well with stone. The kebele and WEO therefore have proposed for a stone-walled school.
	Wuchale	Anna Jirru Gedem		X				X								X		All weather road and on the way to Ejere woreda.
		Massi	X					X								X		Next to Ana Jiru Gedem and on the way to Bonyia Aframe.
		Akako Deyu Katta			X											X		The Kebele is physical separated by other kebele so that it is difficult to mobilize the community.
Jida	Gogle			X			X								X		Near to the Wanya Kore.	
	Wanya Kore			X			X								X		Near to the woreda capital.	

indicates a kebele which has opened a ManaBU school in Sep/Oct 2005.

indicates a kebele which has opened a ManaBU school in 2006.

indicates a kebele which intends to construct a ManaBU school in 2006/07 GC under the OEB-initiative.

## Appendix 5: List of Equipment Provided by JICA

### 1. Physical condition of ManaBU schools

Physical conditions of all ManaBU schools are almost the same.

#### 1) School Furniture provided by the Project

Type of Furniture	Quantity/School 18schools*	Quantity/School OEB-initiated
Student double desk	60 (small size)	60 (small size)
	40 (big size)	40 (big size)
Teacher's table	4	4
Teacher's chair	4	14
Black board	4	5
Notice board	5	1
Office Table	1	1
Guest Table	2	3
Arm Chair	1	1
Regular Chair	4	0
Filling Cabinet	2	2
Shelf	4	7
Cup Board	2	2
Store Shelf	2	2

\*18schools of the first round and the second round

#### 2) Textbooks provided by the Project

Subject	Quantity/school
Mathematics Grade1	900
Environmental Science Grade1	900
Oromigna Grade1	900
English Grade1	900
Mathematics Grade2	375
Environmental Science Grade2	375
Oromigna Grade2	375
English Grade2	375
Mathematics Grade3	375
Environmental Science Grade3	375
Oromigna Grade3	375
English Grade3	375
<b>Total</b>	<b>6,600</b>

3) Teachers' guide and syllabus provided by the project

	Quantity/school
Teachers' Guide	
Mathematics Grade1	Based on No. of teachers and grades
Environmental Science Grade1	
Oromigna Grade1	
English Grade1	
Mathematics Grade2	
Environmental Science Grade2	
Oromigna Grade2	
English Grade2	
Syllabus	
Mathematics Grade1-4	2
Environmental Science Grade1-4	2
Oromigna Grade1-4	2
English Grade1-4	2

**Textbooks and teachers' guide of the second round 13 schools were prepared and distributed by OEB.**

4) Stationeries, sports materials and other supplemental materials

Duster, register book, scissors, duplicating paper, staples, valley ball, jumping rope, radio tape recorder, etc

### Appendix 6: Students enrolled in ManaBU Schools (2006-07 )

Zone	Worda	Kebele	Name of school	Open	No of Students						
					Grade	Female	Male	Total			
Arsi	Doddota	Awash Bishola	Fechiso	2006	1	50	53	103			
	Sire	Magacha	Koloba Hawas	2005	1	32	49	81			
					2	56	84	140			
					3	24	29	53			
					Total	112	162	274			
	Sire	Ufura Agemsa	Ifa Moltole	2006	1	63	63	126			
					2	12	38	50			
					Total	75	101	176			
	Sire	Alelu Gesela	Gesela Kachile	2006	1	79	57	136			
					2	12	20	32			
Total					91	77	168				
Diksis	Tana Bamo	Bamo	2005	1	62	54	116				
				2	234	82	316				
				Total	296	136	432				
Diksis	Kacha Koshimo	Kacha Koshimo	2006	1	64	46	110				
West Harerge	Chiro	Wachu Waltane	Ifa Biyo	2005	1	160	138	298			
					2	120	135	255			
					Total	280	273	553			
	Chiro	Chiro Kala	Waltaa Jelala	2005	1	141	156	297			
					2	156	141	297			
					Total	297	297	594			
	Chiro	Wachu Eltoke	Tokuma	2006	1	210	210	420			
	Gemmachis	Kunni	Medda Jalalla	2006	1	202	168	370			
kuni	Laga Lafto	Lega Lafto	2005	1	102	95	197				
				2	68	93	161				
				3	87	93	180				
				Total	257	281	538				
kuni	Dida Dalo	Dida Dalo	2006	1	111	116	227				
kuni	Mekanisa	Mekanisa	2006	1	117	123	240				
kuni	Oda Roba	Wereketa	2006	1	56	48	104				
North Shoa	Degem	Boneya Aframe	Ejersa Gema	2006	1	101	135	236			
					Ana Jiru Gedem	Boneya Laga	2006	1	73	58	131
								2	19	17	36
	Total	92	75	167							
	Wuchale	Akako	Akako Deyu Keta	2006	1	33	38	71			
					2	10	19	29			
					3	15	20	35			
					Total	58	77	135			
	Jidda	Wanya Kore	Wagna Kore	2006	1	77	123	200			
					2	30	32	62			
Total					107	155	262				

## Appendix 7: List of Seminars and Workshops

### (1) Joint Steering Committee

1 <sup>st</sup>	June 28, 2004
2 <sup>nd</sup>	June 28, 2005
3 <sup>rd</sup>	January 28, 2006
4 <sup>th</sup>	September 8, 2006
5 <sup>th</sup>	April 27, 2007

### (2) Guideline preparation workshop

Date	Title	Number of Participants	Purposes
February 14-25 2005	Guideline development workshop (Writeshop)	40	To develop draft guidelines by OEB, WEO, NGO staff and JICA experts
September 29-30 2005	Guideline editing workshop	15	To edit and proofread the developed guidelines during the writeshop by JICA experts, project field coordinators and IIRR (NGO).
July 15-16, 2006	Guideline revision workshop (Construction)	48	To gather feedbacks and suggestions from education personnel working from Woreda to OEB and revise the Construction Guideline.
August 4, 2006	Guideline presentation workshop (Construction)	38	To share the information and to present the revised guideline to stakeholders.
September 18-19, 2006	Guideline revision workshop (Planning)	22	To gather feedbacks and suggestions from education personnel working from Woreda to OEB and revise the Planning Guideline.
January 16, 20 2007	Guideline revision workshop with IEC expert	27	Gather comments and suggestions from WEO personnel in order to revise the planning, construction and management guidelines.

### (3) Seminars and Workshops

Date	Seminars/Workshop Title	Number of Participants	Purposes
November 26, 2004	Experience sharing seminar	15	To share the lesson learned and experience gained during Counterpart training in Japan by the participants
April 9, 2005	Zonal leader meeting	20	To strengthen the leadership of Zonal education officers and OEB in planning and implementation of the project
March 25-26, 2006	Training on “Education in Japan”	25	To share the lesson learned and experience acquired by OEB experts dispatched to Japan with ManaBU and neighboring schools’ teachers and WEO experts.
May 17-19, 26-27, June 8-9, 13, 2006	Training for Construction Management Committee members	24 63 37	To enable CMC members know their duties and responsibilities, and contribute to the smooth progress of school construction.
July 29-30, 2006	Preparation for the opening of ManaBU Schools	60	To share views and opinions on how ManaBU Schools should be inaugurated and go operational using the date of pre-registration.
December 25, 2007	Consultative workshop	25	To discuss with school directors and WEO personnel on the status of ManaBU School construction.
December 28, 2006 February 16-17 March 6, 2007	Training for Construction Management Committee members	24 31 27	To enable CMC members know their duties and responsibilities, and contribute to the smooth progress of school construction.
March 17-18, 2007	Consultative workshop	26	To gather and collate dependable and first hand information from ManaBU Schools’ Directors and use it as an input to enrich the school Management Guidelines.

#### (4) Study tour

<b>Date</b>	<b>Seminars/Workshop Title</b>	<b>Number of Participants</b>	<b>Purposes</b>
June 23, 2006	Study-tour of ManaBU schools in Arsi zone	50	To share the actual implementation of ManaBU Project with stakeholders.
March 12, 2007	Study-tour to Chiro Kela and Lega Lafto schools on classroom expansion	70	To create a platform from which community representatives convened from all ManaBU Project sites can acquire a good lesson and experience from communities, which have already started the expansion of schools at their own expense.

## Appendix 8: Number of Teachers in ManaBU schools

Zone	Woreda	Kebele	Name of School	No. of teachers (2005/06)			
				Govt. hired	Community hired	Free Service Teacher	Total
Arsi	Sire	Magacha	Koloba Hawas	1	4	1	5
		Ufura Agemsa	Ifa Moltole	2	2	2	4
		Alelu Gesela	Gesela Kachile	2	2	2	4
	Dodota	Awash Bishola	Fechiso	2	3	1	4
	Diksis	Tana Bamo	Bamo	1	8		8
		Kacha Koshimo	Kacha Koshimo	2	3	1	4
West Harerge	Chiro	Wachu Waltane	Ifa Biyo	1	3	1	5
		Chiro Kala	Waltaa Jelala	1	7		7
		Wachu Eltoke	Tokuma	2	1	1	2
	Kunni	Laga Lafto	Laga Lafto	1	5	2	7
		Dida Dalo	Dida Dalo	2	3		3
		Mekanisa	Mekanisa	2	3		3
		Oda Roba	Wereketa	2	2	1	3
	Gamachis	Kunni	Meda Jalela	2	5		5
North Shoa	Degam	Ana Jiru Gedem	Boneya Lega	2	5	2	7
		Boneya Aframe	Ejersa Gema	2	2		2
	Wuchale	Akako Deyu Ketta	Akako Deyu Keta	2	5		5
	Jida	Wanya Kore	Wagna Kore	2	2		2

## Appendix 9: Teacher Training

### < Achievements >

#### 1. Training of Trainers for the first round schools

Date: October 28-30, 2005 (3 days)

Venue: Adama Mekonnen Hotel in Nazareth

Trainer: Local consultant employed by the project (Team from the Department of Teacher Education and Curriculum Studies, Addis Ababa University)

Trainees: 5 staffs from each WEO (totally 20)

Other participants: 2 staffs from OEB, and project members

Contents:

- ✓ Brief instruction on training manual
- ✓ School management
- ✓ Classroom management
- ✓ Preparation of lesson plan
- ✓ Peer teaching practice

#### 2. Induction Training conducted in each school for the first round schools

■ North Shoa Zone: Not conducted

■ West Hararge Zone

Ifabiyo Primary School (Wachu Waltane Kebele)

Contents of the training	Date	Venue	Trainees	Trainers	Teaching materials
Instruction on manual	Nov 16, 2005	Ifabiyo P.S	4 teachers of Ifabiyo Primary School and 3 teachers from one neighboring school	WEO staff (1)	Manual, textbooks, and teachers guide
School management	Nov 17, 2005			WEO staff (1)	
Lesson planning	Dec 01, 2005			WEO staff (1)	
Peer teaching practice	Dec 02, 2005			WEO staff (1)	
ABE program	Dec 03, 2005			WEO staff (1)	

Walta'a Jalela Primary School (Chiro Kela Kebele)

Contents of the training	Date	Venue	Trainees	Trainers	Teaching materials
Instruction on manual	Nov 16, 2005	Walta'a Jalela P.S	9 teachers of Walta'a Jalela Primary School and 2 teachers from one neighboring school	WEO staff (1)	Manual, textbooks, and teachers guide
School management	Nov 17, 2005			WEO staff (1)	
Lesson planning	Dec 01, 2005			WEO staff (1)	
Peer teaching practice	Dec 02, 2005			WEO staff (1)	
ABE program	Dec 03, 2005			WEO staff (1)	

Laga Lafto Primary School (Kunni Kebele)

Contents of the training	Date	Venue	Trainees	Trainers	Teaching materials
Instruction on manual	Nov 05, 2005	Laga Lafto P.S	4 teachers of Laga Lafto P.S and 6 teachers from two neighboring schools	WEO staff (3)	Manual, textbooks, and teachers guide
School management	Nov 06, 2005			WEO staff (1)	
Lesson planning	Nov 18, 2005			WEO staff (2)	
ABE program	Nov 19, 2005			WEO staff (2)	
Peer teaching practice	Nov 25, 2005			WEO staff (3)	

■ Arsi Zone

Koloba Hawas Primary School (Magacha Kebele)

Contents of the training	Date	Venue	Trainees	Trainers	Teaching materials
Instruction on manual	Dec 01, 2005	Koloba Hawas P.S	4 teachers of Koloba Hawas P.C and 5 teachers from one neighboring school	WEO staff (2)	Manual, textbooks, and teachers guide
School management and continuous assessment	Dec 02, 2005			WEO staff (2)	
Lesson planning	Dec 03, 2005			WEO staff (2)	
Peer teaching practice	Dec 04, 2005			WEO staff (2)	
ABE program	Dec 05, 2005			WEO staff (2)	

Bamo Primary School (Tana Bamo Kebele)

Contents of the training	Date	Venue	Trainees	Trainers	Teaching materials
Instruction on manual	Nov 18, 2005	Bamo P.S	4 teachers of Bamo P.C and 4 teachers from two neighboring schools	WEO staff (2)	Manual, textbooks, and teachers guide
School management and continuous assessment	Nov 19, 2005			WEO staff (2)	
Lesson planning	Nov 20, 2005			WEO staff (2)	
Peer teaching practice	Nov 21, 2005			WEO staff (2)	

**3. In-service Training conducted for the first round schools**

Date: March 18-19, 2006 (2 days)

Venue: West Hararge and Arsi zone

Trainer: Local consultant employed by the project (Team from the Department of Teacher Education and Curriculum Studies, Addis Ababa University)

Trainees: 71 teachers of ManaBU and neighboring schools

Contents:

- ✓ Instructional planning
- ✓ Teaching methods
- ✓ Instructional materials utilization
- ✓ Continuous assessment and record keeping

**4. Training of Trainers for the second round schools**

Date: December 23-24, 2005 (2 days)

Venue: Adama Mekonnen Hotel in Nazareth

Trainer: Local consultant employed by the project (Team from the Department of Teacher Education and Curriculum Studies, Addis Ababa University)

Trainees: 42 staffs from nine WEOs

Other participants: 2 staffs from OEB, and project members

Contents:

- ✓ Brief instruction on training manual
- ✓ School management
- ✓ Classroom management

- ✓ Preparation of lesson plan
- ✓ Peer teaching practice

**5. Induction Training conducted in each school for the second round schools**

Date: January 4-5, 2007 in Arsi and West Hararge Zones

January 22-23, 2007 in North Shoa Zone

Contents:

- ✓ Teaching methods and techniques
- ✓ Teaching materials
- ✓ Continuous assessment
- ✓ Classroom management
- ✓ Co-curricular activities and the role of community in education
- ✓ Continuous professional development

Zone	Woreda	Training center	Trainees	Trainers	Training materials
Arsi	Dodota	Dera	16	WEO staff (4)	Manual and teacher's guide
	Sire	Sire	24	WEO staff (4)	
	Diksis	Bulbula	22	WEO staff (4)	
West Hararge	Kuni	Bedesa	30	WEO staff (4)	
	Chiro	Chiro	22	WEO staff (3)	
	Gemechis	Kuni	15	WEO staff (3)	
North Shoa	Degem	Hambiso	25	WEO staff (4)	
	Wuchale	Muke Turi	20	WEO staff (3)	
	Jida	Sirti	18	WEO staff (3)	

Appendix 10: List of Machinery and Equipment by JICA

<JFY 2003: Before 19 November 2003>

No.	Item (Name, Model)	Qty	Unit Cost (EB)	Total Cost (EB)	Unit Cost (1,000Y)	Total Cost (1,000Y)	Place of Utility / Condition	Remarks
2003-B1	Cash Box	1		565.00		7.7	Project office	
2003-B2	USB Flash Disk (128MB)	1		700.00		9.6	Project office	
2003-B3	White Board	1		1,365.00		18.7	Project office	
2003-B4	Flip Chart Board	1		1,865.00		25.6	Project office	
2003-B5	Notice Board	1		865.00		11.9	Project office	
2003-B6	Stabilizer (1000VA)	1		550.00		7.5	Project office	
2003-B7	Safety Box	1		3,300.00		45.2	Project office	
2003-B8	Mobile Phone	1		1,600.00		21.9	Project office	
2003-B9	Binding Machine	1		5,980.00		81.9	Project office	
2003-B10	Shelf (SOA)	3	699.00	2,097.01	9.6	28.7	Project office	
2003-B11	Computer Desk (TCS4IF)	1		650.00		8.9	Project office	
2003-B12	Coat Hanger (HCP)	3	262.40	787.19	3.6	10.8	Project office	
2003-B13	Fax Machine (Canon B160)	1		3,800.00		52.1	Project office	
2003-B14	Vacuum Cleaner (Phillips FC-9018)	1		1,395.00		19.1	Project office	
2003-B15	Office Desk (TMTW)	1		2,496.40		34.2	Project office	
2003-B16	Chair (CMMF2)	1		1,287.51		17.6	Project office	
2003-B17	File Cabinet (FC42IF)	1		1,312.00		18.0	Project office	
2003-B18	Storage Cabinet (SMCS)	1		979.00		13.4	Project office	
2003-B19	Chair	6	713.00	4,278.00	9.8	58.6	Project office	
2003-B20	Wall Clock	2	345.00	690.00	4.7	9.5	Project office	
2003-B21	Desk Lamp	2	552.00	1,104.00	7.6	15.1	Project office	
2003-B22	Camera Stand	1		1,000.00		13.7	Project office	
2003-B23	Laser Pointer	1		250.00		3.4	Project office	
2003-B24	Stabilizer (2000VA)	1		1,500.00		20.6	Project office	
2003-B25	White Board	1		1,365.00		18.7	Meeting Room	
2003-B26	Notice Board	1		1,125.00		15.4	Project office	

**Appendix 10: List of Machinery and Equipment by JICA**

<JFY 2003: After 19 November 2003>

No.	Item (Name, Model)	Qty	Unit Cost (EB)	Total Cost (EB)	Unit Cost (J,000JY)	Total Cost (J,000JY)	Place of Utility / Condition	Remarks
2003-A1	White Board	1		585.00		8.0	Project office	
2003-A2	Stabilizer (500VA)	1		250.00		3.4	Project office	
2003-A3	Office Table (ST1600, MP503)	1		2,123.25		29.1	Project office	
2003-A4	Computer Table (MP503)	1		820.00		11.2	Project office	
2003-A5	Chair (ABT03HF)	1		1,191.40		16.3	Project office	
2003-A6	Notice Board	1		1,125.00		15.4	Project office	
2003-A7	Canon Inkjet Printer (BTC-55)	1		3,220.00		44.1	Project office	
2003-A8	Over Head Projector (7-6089-3)	1		6,440.00		88.2	Project office	
2003-A9	HP Laserjet 2500 Printer	2	10,336.20	20,672.40	141.6	283.2	Project office	
2003-A10	APC Smart 1500VA UPS	3	4,945.00	14,835.00	67.7	203.2	Project office	
2003-A11	Stabilizer (2000VA)	3	850.00	2,550.00	11.6	34.9	Project office	
2003-A12	DELL Desk-top Computer (Optiplex GX270 Intel Pentium 4 Processor)	3	15,617.00	46,851.00	214.0	641.9	Project office	
2003-A13	DELL Lap-top Computer (Inspiron S150)	1		21,505.00		294.6	Project office	
2003-A14	SONY 29"TV (KV-XJ20m80)	1		7,985.00		109.4	Meeting room	
2003-A15	SONY DVD Player (DVP-NS530)	1		2,395.00		32.8	Meeting room	
2003-A16	SONY Video Cassette Recorder (SLV-ED333)	1		1,995.00		27.3	Project office	
2003-A17	Meeting Table (M/I/TCOIIIF)	1		1,126.00		15.4	Meeting room	
2003-A18	Camera (Zoommate 80DT)	3	1,384.22	4,152.66	19.0	56.9	Broken (3)	
2003-A19	Iridium Portable Satellite Phone (Motorolla S9505)	3	18,882.00	56,646.00	258.7	776.1	Project office	
2003-A20	Flip Chart Board	2	1,865.00	3,730.00	25.6	51.1	Project office	
2003-A21	SONY TV Stand (P116)	1		1,225.00		16.8	Meeting room	
2003-A22	Chair (UT-105A)	6	1,116.19	6,697.14	15.3	91.8	Meeting room	
2003-A23	Computer Table (2155)	3	943.00	2,829.00	12.9	38.8	Project office	
2003-A24	Chair (UT-105A)	3	1,116.19	3,348.57	15.3	45.9	Project office	
2003-A25	Office Table Lamp	3	552.00	1,656.00	7.6	22.7	Project office	
2003-A26	Canon Copier (FC-224S)	1		4,140.00		56.7	Project office	
2003-A27	Rexel Shredder (V90)	1		1,265.00		17.3	Broken	
2003-A28	Double Paper Cutter (561)	1		2,242.50		30.7	Project office	
2003-A29	Scanner (HP Scanjet 8200)	2	6,600.00	13,200.00		180.8	Project office	
2003-A30	Generator (Yammer Diesel TF-5E)	1		30,900.00		423.3	Project office	
2003-A31	RISO Stand (S-3055)	1		4,427.50		60.7	Project office	
2003-A32	Land Cruiser St.Wagon LWB, 4WD Diesel MZJ105L-GNMNS(P2)	2	19,378.55 US\$	38,757.10 US\$	3,956.5	7,913.0	Project office	
2003-A33	Hi-Lux Pickup Double Cabin LWB 4WD Diesel Model LN166L-PRMDS(P2)	2	11,804.95 US\$	23,609.89 US\$	1,289.1	2,578.2	Project office	
2003-A34	Photocopy Machine (Canon 7161)	1		54,510.00		681.0	Project office	
2003-A35	RISO RP3505EP	1		197,415.00		2,468.0	Project office	

**Appendix 10: List of Machinery and Equipment by JICA**

<JFY 2004>

No.	Item (Name, Model)	Qty	Unit Cost (EB)	Total Cost (EB)	Unit Cost (J.000JY)	Total Cost (J.000JY)	Place of Utility / Condition	Remarks
2004-1	Stabilizer (500VA)	1		270.00		3.7	Project office	
2004-2	Telephone (RX-TZ011)	2	250.00	500.00	3.4	6.9	Project office	
2004-3	Shelf (DIXCA1)	1		742.00		10.2	Project office	
2004-4	Shelf (DIXCA)	2	647.00	1,294.00	8.9	17.7	Project office	
2004-5	Chair (CMHF1)	1		1,214.00		16.6	Project office	
2004-6	Office Table (TCMSIR)	1		375.99		5.2	Project office	
2004-7	Chair (CG1F)	2	268.20	536.41	3.7	7.3	Project office	
2004-8	Cabinet (WxDxH)	1		1,099.00		15.1	Project office	
2004-9	DELL Lap-top Computer (Latitude X300)	1		22,879.00		313.4	Project office	
2004-10	HP 3500 Colour Laserjet Printer	1		13,915.00		190.6	Project office	
2004-11	APC Smart 1500VA UPS	1		5,152.00		70.6	Project office	
2004-12	HP External DVD-Writer	1		3,565.00		48.8	Project office	
2004-13	Office Table (TS2IF)	1		630.00		8.6	Project office	
2004-14	Full Face Helmet Ultra	12		4,800.00		65.8	6 Woreda Education Offices	
2004-15	Car Security System (Alarm)	4	1,100.00	4,400.00	15.1	60.3	Project office	
2004-16	School Furniture	-	40,666.17	325,329.36		4,457.0	5 Project schools and neighboring schools	
2004-17	School Board (100cmx100cm)	20	1,186.00	23,720.00		325.0	20 Project schools	
2004-18	School Panel (65cmx35cm)	20	297.00	5,940.00		81.4	20 Project schools	
2004-19	Door Panel (25cmx10cm)	80	38.15	3,815.00		52.3	20 Project schools	
2004-20	Typewriter (Olympia Manual Typewriter)	6	5,520.00	33,120.00	75.6	453.7	6 Woreda Education Offices	
2004-21	Duplicating Machine (Model 4130, 220V-50HZ)	6	13,685.00	82,110.00	187.5	1,124.9	6 Woreda Education Offices	

**Appendix 10: List of Machinery and Equipment by JICA**

<JFY 2005>

No.	Item (Name, Model)	Qty	Unit Cost (EB)	Total Cost (EB)	Unit Cost (1,000Y)	Total Cost (1,000Y)	Place of Utility / Condition	Remarks
2005-1	Shelf (SOA)	1		804.51		11.0	Project office	
2005-2	File Cabinet (FC42IF)	1		1,494.00		20.5	Project office	
2005-3	Multi Drawer (MD7)	1		1,483.01		20.3	Project office	
2005-4	AC Adapter (for Video Camera)	1		1,100.00		15.1	Project office	
2005-5	Table Lamp (NS-323)	1		185.00		2.5	Project office	
2005-6	Mobile Phone (Nokia 1100)	1		680.00		9.3	Project office	
2005-7	School Stationaries	-		22,281.25		305.3	5 Project schools	
2005-8	Sports Equipment	-		4,950.00		67.8	5 Project schools	
2005-9	SONY Radio Cassette Player (Large)	5	530.00	2,650.00	7.3	36.3	5 Project schools	
2005-10	SONY Radio Cassette Player (Small)	5	400.00	2,000.02	5.5	27.4	5 Project schools	
2005-11	Telephone (Aifron, AFTP0700)	1		130.00		1.8	Project office	
2005-12	Mobile Phone (Nokia 1100)	1		610.00		8.4	Project office	
2005-13	Meeting Room (Construction)	1		34,300.00		469.9	-	
2005-14	USB Flash Disk (256MB)	1		380.00		5.2	Project office	
2005-15	Office Desk	1		700.00		9.6	Project office	
2005-16	Chair	1		150.00		2.1	Project office	
2005-17	USB Flash Disk (256MB)	1		440.00		6.0	Project office	
2005-18	File Cabinet	1		980.00		13.4	Project office	
2005-19	Shelf	3	700.00	2,100.00	9.6	28.8	Strage	
2005-20	Intel Desk-top Computer (Celeron IV)	1		6,657.70		91.2	Project office	
2005-21	HP Laserjet 1320 Printer	1		5,331.40		73.0	Project office	
2005-22	Fax Machine (Canon L220)	1		5,407.88		74.1	Project office	
2005-23	APC 650VA UPS	1		1,322.50		18.1	Arsi field office	
2005-24	USB Flash Disk (256MB)	1		370.00		5.1	Field coordinator	
2005-25	File Cabinet	1		980.00		13.4	Project office	
2005-26	Office Desk	2	1,100.00	2,200.00		30.1	Project office	
2005-27	Small Desk	1		600.00		8.2	Project office	
2005-28	USB Flash Disk (256MB)	1		330.00		4.5	Project office	
2005-29	USB Flash Disk (256MB)	1		270.00		3.7	Project office	

Appendix 10: List of Machinery and Equipment by JICA

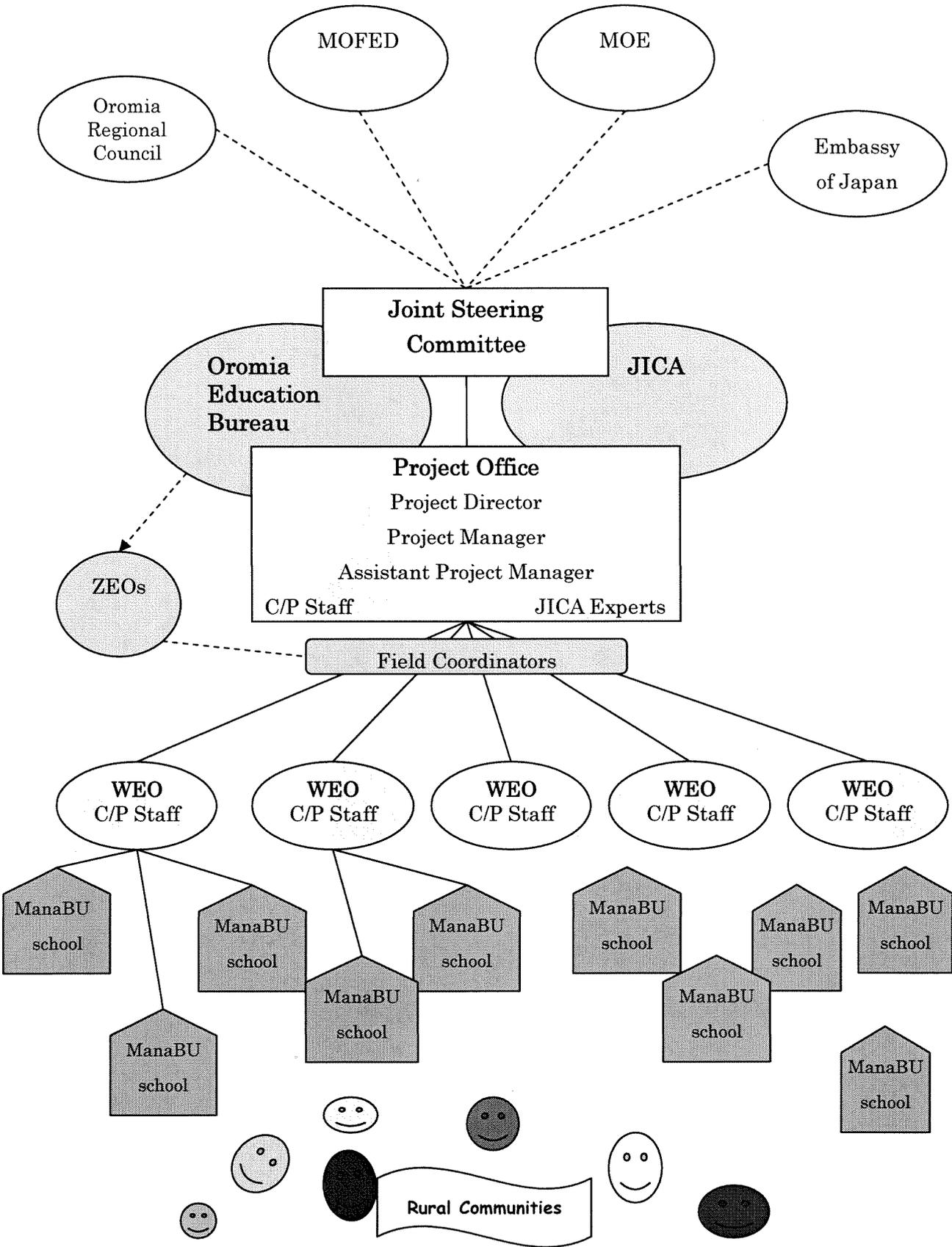
<JFY 2006>

No.	Item (Name, Model)	Qty	Unit Cost (EB)	Total Cost (EB)	Unit Cost (1,000BY)	Total Cost (1,000BY)	Place of Utility / Condition	Remarks
2006-1	Mobile Phone (C113)	1		400.00		5.5	Field coordinator	
2006-2	School Furniture	-		673,304.00		9,224.3	15 Project schools	
2006-3	Duplicating Machine (Model 4130, 220V-50HZ)	16	12,644.25	202,308.00	173.2	2,771.6	16 Project schools	
2006-4	Typewriter (Olympia Manual Typewriter)	16	4,945.00	79,120.00	67.7	1,083.9	16 Project schools	
2006-5	USB Flash Disk (2 GB)	2	1,380.00	2,760.00	18.9	37.8	Project office	
2006-6	School Stationaries	-		43,017.00		589.3	15 Project schools	
2006-7	Sports Equipment	-		13,200.00		180.8	15 Project schools	
2006-8	USB Flash Disk (1 GB)	4		2,070.00		28.4	Project office	
2006-9	A4 Laminator (Rexel LV250 H5)	1		1,600.00		21.9	Project office	
2006-10	Cabinet (0.8x0.4x0.8)	1		1,600.00		21.9	Project office	
2006-11	Cabinet (SCH)	3	1,103.00	3,309.00	15.1	45.3	Project office	
2006-12	Pin Board	3	900.00	2,700.00	12.3	37.0	Project office	
2006-13	White Board	1	350.00	350.00	4.8	4.8	Project office	
2006-14	Book Shelf	3	2,950.00	8,850.00	40.4	121.2	Project office	
2006-15	External Hard Disk (80GB)	1		2,400.00		32.9	Project office	
2006-16	Digital Camera (Canon A420)	1		4,900.00		67.1	Project office	
2006-17	Digital Camera (Canon A540)	1		6,900.00		94.5	Project office	
2006-18	Multi-media Card (1GB)	2	1,580.00	3,160.00	21.6	43.3	Project office	
2006-19	Lap-top Computer (Toshiba Satellite)	1		18,900.00		258.9	Project office	
2006-20	Supplementary Book	-		135,110.00		1,851.0	20 Project schools	
2006-21	Megaphone	20	784.25	15,685.00	10.7	214.9	20 Project schools	
2006-22	Science Kit	20	1,591.50	31,829.93	21.8	436.1	20 Project schools	
2006-23	School Furniture	-		86,777.00		1,188.8	3 Project schools (for expanded)	
2006-24	Generator (Diesel 2.8kw)	1		8,200.00		112.3	Project office	
2006-25	Water Tank	6		43,635.00		597.8	6 Project schools	
2006-26	Radio	20	42 US\$	840 US\$			20 Project schools	

## Appendix 11: Counterpart Training

Name	Organization	Subject	Period	Recipient University
April 2003 – March 2004 (FY 2003)				
Mr. Harun Hussein	Head of OEB	School Management	2003.11.21 -12.8	Hiroshima University CICE
Mr. Merga Debelo	Panel Head of ANFE, OEB	School Management	2003.11.21 -12.15	Hiroshima University CICE
Mr. Tasaw Bekele	Head of Planning Department, OEB	School Management	2003.11.21 -12.15	Hiroshima University CICE
April 2004 – March 2005 (FY 2004)				
Mr. Dereje Asfaw	Deputy Head, OEB	School Management	2004.8.27 -9.14	Hiroshima University CICE
Mr. Lissanu Legissa	ANFE Panel Head, OEB	School Management	2004.8.27 -9.21	Hiroshima University CICE
Mr. Ayalew Adamu	ANFE expert, N. Shewa ZEO	School Management	2004. 8.27-9.21	Hiroshima University CICE
Ms. Asegedech Aweke	ANFE expert, Arsi ZEO	School Management	2004.8.27 -9.21	Hiroshima University CICE
Mr. Birbirso Adugna	ANFE expert, W. Hararge ZEO	School Management	2004.8.27 -9.21	Hiroshima University CICE
April 2005 – March 2006 (FY 2005)				
Mr. Dunkana Negussa	OEB Deputy Head	Teacher Training	2006.1.29 -2.19	Naruto University of Education
Mr. Mengistu Haile	Head of Education Programme and Supervision Department, OEB	Teacher Training	2006.1.29 -2.19	Naruto University of Education
Mr. Alemayehu Etea	Head of Training Department, OEB	Teacher Training	2006.1.29 -2.19	Naruto University of Education
August 2006- September 2006 (FY 2006)				
Mr. Temesgen Adisu	Senior expert	School-based Management	2006.8.23 -9.22	KRI International Corp.

**Appendix 12 : Chart of Project Implementation Structure**





APPENDIX 13: Achievement and Plan of School Construction

	Kebele profiling	W/S Site selection	Kebele selection	Preparation Stage	Started	Kebele profiling	W/S Site selection	Kebele selection	Preparation Stage	Started	Completed
West Harege	Laga Lallo	Kebele profiling	Kebele selection	Preparation Stage	Started	Kebele profiling	W/S Site selection	Kebele selection	Preparation Stage	Started	Completed
Kunmi	Dida Dalu	Kebele profiling	Kebele selection	Preparation Stage	Started	Kebele profiling	W/S Site selection	Kebele selection	Preparation Stage	Started	Completed
	Mekansisa	Kebele profiling	Kebele selection	Preparation Stage	Started	Kebele profiling	W/S Site selection	Kebele selection	Preparation Stage	Started	Completed
Dagem	Oda Roba	Kebele profiling	Kebele selection	Preparation Stage	Started	Kebele profiling	W/S Site selection	Kebele selection	Preparation Stage	Started	Completed
	Anna firru Gudem	Kebele profiling	Kebele selection	Preparation Stage	Started	Kebele profiling	W/S Site selection	Kebele selection	Preparation Stage	Started	Completed
North Shewa	Masi	Kebele profiling	Kebele selection	Preparation Stage	Started	Kebele profiling	W/S Site selection	Kebele selection	Preparation Stage	Started	Completed
Wuchale	Akako D/Kana	Kebele profiling	Kebele selection	Preparation Stage	Started	Kebele profiling	W/S Site selection	Kebele selection	Preparation Stage	Started	Completed
Jida	Goyle	Kebele profiling	Kebele selection	Preparation Stage	Started	Kebele profiling	W/S Site selection	Kebele selection	Preparation Stage	Started	Completed
	Wanya Kore	Kebele profiling	Kebele selection	Preparation Stage	Started	Kebele profiling	W/S Site selection	Kebele selection	Preparation Stage	Started	Completed

Appendix 14: Revised Plan of Operation (from Jan. 2006)

Activity	2006												2007											
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	
	O	W	C	E	A								O	W	C	E	A							
<b>0 Project Management</b>																								
0.1 Case study report	C	S																						
0.2 Monitoring & Evaluation of the project																								
0.2.1 Monitoring (Progress report)	C																							
0.2.2 Evaluation of the Project	C	S	S																					
<b>1 Woreda Capacity Building</b>																								
1.1 Selection of woreda																								
1.2 Planning guidelines	C	C																						
1.2.1 Revising guidelines	C	C																						
1.2.2 Draft review workshop	C	C																						
1.2.3 Dissemination of guidelines	C	S																						
1.2.4 Translation of guidelines	C	S																						
1.2.5 Guideline sharing workshop																								
1.3 ManaBU School Planning workshop and OJT																								
1.3.1 ManaBU School planning workshop	C	C																						
1.3.2 Woreda microplanning workshop with SMAPP	C	C																						
1.3.3 Kebele selection	S	C	S																					
1.3.4 Project planning for each site	S	C	S																					
1.4 Rapid school mapping																								
1.5 Monitoring and Evaluation	C	C	S																					
<b>2 ManaBU School Construction</b>																								
2.1 Developing Construction Guideline																								
2.1.1 Draft review workshop	C	S																						
2.1.2 Revising guideline	C	S																						
2.1.3 Dissemination of guidelines	C	S																						
2.1.4 Translation of guidelines	C	S																						
2.1.5 Guideline sharing workshop	C	S																						
2.2 Seminar on construction process	C	C	S																					
2.3 Selection of construction site in the selected kebele	C	S	C	S																				
2.4 Facilitation of construction process																								
2.4.1 Formation of Construction Management Committee	S	C																						
2.4.2 Approval of construction design & specifications	C	C	C	S																				
2.4.3 Collection of locally available materials	S	C	S																					
2.4.4 Procurement of industrial materials	S	C	S																					
2.4.5 Selection of local artisans	S	C	S																					
2.4.6 Construction work	S	C	C	S																				
2.4.7 Monitoring & supervision of construction work	S	C	C	S																				
2.4.8 Handing over of ManaBU schools	S	C	C	C																				
2.5 Procure furniture	S	C																						
<b>3 ManaBU School Management</b>																								
3.1 ManaBU School guidelines	C	C																						
3.1.1 Revising guidelines	C	C																						
3.1.2 Draft review workshop	C	C																						
3.1.3 Dissemination of guidelines	C	S																						
3.1.4 Translation of guidelines	C	S																						
3.1.5 Guideline sharing workshop	C	S																						
3.2 Community training (OJT)	C	C																						
3.3 Formation of PTA	S	C	C																					
3.4 Facilitation of school support	S	C	C																					
3.4.1 Community Planning Meeting	S	C	C																					
3.4.2 Registration of students	S	C	C																					
3.4.3 PTA Workshop	S	C	C																					
3.4.4 Supporting of school activities	S	C	C																					
<b>4 Provision of Quality Basic Education</b>																								
4.1 Distribution of textbooks & materials	C	C																						
4.2 Technical assistance for PTA	C	C																						
4.3 Induction training	C	C																						

(1) Keys for "Responsible body": O = Oromia Education Bureau; W = Woreda Education Office; C = Community; E = Woreda Engineer; A = Local artisans

(2) C = Core/Chief implementing body; S = Supporting body/Advisor

## Appendix 15: List of Japanese Visitors

4 August 2004	12 teachers visited as a part of JICA overseas training for teachers.
12-21 October 2004	Japan NGO Network for Education (JNNE) conducted a research on non-formal education in Ethiopia as a part of cooperation bases system by the Ministry of Education, Culture, Sports, Science and Technology (MEXT).
7-14 November 2004	An education advisor visited from JICA Zambia office.
10 November 2004	Country assistance evaluation team of the Ministry of Foreign Affairs (MOFA) visited.
3-12 December 2004	Ms. Mariko Sato (associate professor of Tsukuba University) and Mr. Ryoichi Kamata (researcher) conducted an evaluation study on the learning materials for Japanese education as a part of cooperation bases system by MEXT.
3-16 January 2005	Mr. Kazuki Shimizu (visiting researcher of JICA) visited for the study on primary school construction project with community participation.
7 April 2005	Mr. Jun Yamada (assistant officer, Aid Policy and Management Division, International Social Cooperation Bureau, the Minister's secretariat) visited Dodota Woreda, Arsi Zone.
19-28 October 2005	Professor Katsunori Hattori and Associate Professor Taisei Ozawa from Naruto University of Education conducted a study on educational environment in the project target areas.
28 January – 8 February 2006	JICA's Basic Research team for "The school construction projects utilizing local design and specifications in Africa" visited ManaBU school.
4 March 2006	Associate Professor Dr. Takeshi Kozai (Naruto University of Education) visited ManaBU schools in Arsi zone.
22 May 2006	Professor Motoki TAKAHASHI, Task Force Chief for Country Assistance Strategy, Ministry of Foreign Affairs, visited ManaBU schools.
6 June, 2006	An Project Formulation Advisor in Education Sector from JICA Tanzania Office visited ManaBU schools.
25 October 2006	Associate Professor Dr. Kozai (Naruto University of Education) visited ManaBU schools in Arsi zone.
7 November 2006	Professor Kazuko Otsu (Hokkaido University of Education) visited ManaBU schools in Arsi zone.

24 November 2006	Ms. Yoshikawa (Tsukuba University) and Ms. Nanba (Waseda University) visited ManaBU schools in Arsi zone.
29 November 2006	Mr. Mehadi (Head of Department of Asia and Pacific, Ministry of Foreign Affairs) and Mr. Nakatsugawa (Counselor for Embassy of Japan in Ethiopia) visited ManaBU schools in North Shewa zone.
13-14 February 2007	Follow-up mission of Country Focused Training in “Improvement of School Management in Sub-Saharan Africa” visited ManaBU schools in North Shewa and Arsi zones.
22 February 2007	9 students of SRID ( Society of Researchers for International Development) Student Club visited ManaBU schools in Arsi zone.
6-7 March 2007	Associate Proffesor Dr. Kozai (Naruto University of Education visited ManaBU schools in Arsi zone.
23 March 2007	Professor Takehiko Ochiai (Ryukoku University ) and Associate Professor Tomoko Kaneda (Kobe College) visited ManaBU schools in Arsi zone.
30 March 2007	Mr. Hishiyama (Ministry of Finance, Japan), Mr. Kitamura (Ministry of Foreign Affairs, Japan) and Mr. Konishi (JICA HQ) visited ManaBU schools in Arsi zone.
30 March 2007	Professor Otsu (Hokkaido University of Education), Ms. Keiko Okada (Japan Committee for UNICED Hokkaido Area Committee), Ms. Yoko Konishi (Hokkaido Chitose High School) visited ManaBU schools in Arsi zone.
3 May 2007	Ms. Junko Yamamoto and Ms. Hiromi Takahashi (Mocha Ethiopia Dance Group) conducted a culture exchange program at Dera primary school and a ManaBU school in Arsi zone.
19 May 2007	Children, students, teachers and parents of supplementary tuition school for Japanese in Addis Ababa, Ethiopia visited a ManaBU school in Arsi zone.