

ANNEX 2. Project Design Matrix (PDM)

Support to the Improvement of School Management through Community Participation (School for All) Phase II			
Support to the Improvement of School Management through Community Participation (School for All) Phase II			
Target Area: all the regions (Niamey, Tillaberi, Dosso, Tahoua, Maradi, Zinder, Agadez, Diffa)			
Target Group: Parents/community residents, principals, teachers, and local education administrators			
Duration: 1, August 2007 ~ 31, July 2010 (3 years)			
NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>Overall goal Quality and Access of basic education is improved by school management through community participation.</p> <p>Project Purpose Structure to establish and sustain COGES is reinforced to make COGES effective nationwide</p> <p>Outputs 1 Capacity of actors related to COGES is developed at all levels</p> <p>2 COGES monitoring system is established</p> <p>3 A model of school improvement activities conducted by COGES is established</p>	<p>Changes in enrolment rate Changes in repetition rate Changes in dropout rate Changes in completion rate</p> <p>1. Number of schools that establishes COGES through democratic election 2. Number of COGES that develops school action plans and percentage of the plans that are implemented</p> <p>1-1 Level of understanding and awareness of local administrators on the COGES strategy 1-2 Number of related actors participated in the introductory workshop 1-3 Number of COGES supervisors and COGES officers who were trained 1-4 Training plan developed for each region 1-5 Number of principals who received training on COGES establishment and number of COGES members who received training on school action plan 1-6 Improvement made in COGES strategy</p> <p>2-1 Revision made in the manuals 2-2 Endorsement of the model of COGES commune 2-3 Number of COGES communes established 2-4 Monthly meetings are held regularly 2-5 Report of COGES supervisors are submitted regularly 2-6 Information on school action plans compiled through the reporting system</p> <p>3-1 Collection of good practices and manuals of model activities</p>	<p>MNE statistics</p> <p>1. Report from the C.P.COGES 2. COGES monitoring report</p> <p>1-1 Survey in sample region 1-2 Report of the introductory workshop 1-3 Report of the trainers training 1-4 Developed training plan 1-5 Report of the C.P.COGES 1-6 Revised COGES strategy paper</p> <p>2-1 Revised manuals 2-2 Report to national workshop on COGES commune 2-3 Report from the C.P.COGES 2-4 Report from C.P.COGES 2-5 Report from C.P.COGES 2-6 Report from C.P.COGES</p> <p>3-1 Documents prepared by the Project</p>	<p>The Niger education policy which places importance on COGES is unchanged</p> <p>Schools are not closed for a long period due to principals and teachers' strike</p> <p>The poverty situation of households with school aged children does not worsen</p>

ACTIVITIES	INPUTS	
	JAPAN	NIGER
<p>Output 1: Capacity of actors related to COGES is developed at all levels</p> <p>1-1 to hold introductory workshop for the local administrators related to COGES(ex. DREN, Inspectors etc)</p> <p>1-2 to support trainers training to COGES supervisors and COGES officers on democratic election, planning and implementation of school action plans, and financial management</p> <p>1-3 to support C.P.COGES, COGES supervisors, and NGO personnel on developing training plan</p> <p>1-4 to support COGES supervisors, COGES officers, NGO personnel on conducting training to establish COGES and planning and implementation of school action plans</p> <p>1-5 to support C.P.COGES to refine COGES and COGES commune strategy</p> <p>Output 2: COGES monitoring system is established</p> <p>2-1 to revise manuals on establishment and monitoring COGES commune</p> <p>2-2 to support C.P.COGES in holding national workshop to endorse the model of COGES commune</p> <p>2-3 to conduct training for COGES members on establishment of COGES communes</p> <p>2-4 to support COGES supervisors and COGES officers on holding monthly meetings at the regional level</p> <p>2-5 to support the development of COGES reporting system from school to national level</p> <p>2-6 to hold workshop to share experience</p> <p>Output 3: A model of school improvement activities conducted by COGES is established</p> <p>3-1 to conduct needs survey on school improvement activities in Tahoua and Zinder</p> <p>3-2 to support school improvement activities in pilot schools in Tahoua and Zinder</p> <p>3-3 to compile documents on the model of school improvement activities</p> <p>3-4 to hold seminar to mutually share the experience of school improvement activities</p>	<p>(a) Dispatch of Japanese experts</p> <p>1) Long-term experts</p> <p>-Chief Advisor / Education Advisor</p> <p>-COGES monitoring</p> <p>-Development of COGES initiatives (School Action Plans)</p> <p>-Capacity Development / Coordinator</p> <p>2) Short-term experts if necessary</p> <p>(b) Provision of equipment: vehicle for monitoring, motorcycles, etc. (as necessary)</p> <p>(c) Allocation of project implementation cost</p> <p>(d) Others</p>	<p>(a) Assignment of the counterparts</p> <p>-Director-General of Basic Education, Ministry of National Education(MNE)</p> <p>-National Coordinator of C.P.COGES,</p> <p>-Director, Department of Studies and Programming, MNE</p> <p>-Regional Directors of National Education, Regional Department of National Education (DREN)</p> <p>(b) Provision of office</p> <p>(c) Allocation of project implementation cost</p> <p>Precondition</p> <p>The COGES policy exists</p>

ANNEX 3. Evaluation on Community Pre-school by the Five Criteria

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

Criteria	Evaluation Result	Description
Relevance	Very High	<p data-bbox="560 423 863 454"><Needs of the target group></p> <ul style="list-style-type: none"> <li data-bbox="560 468 1418 775">● The establishment of community pre-school is a COGES activity based on the school plan developed and approved by the community. The number of community pre-school has shown a rapid increase (started from 3 in Tahoua in 2006→14 in 2006/07→50 including Zinder in 2007/08→111 in February 2009). Community mobilized 147,165CFA on average for the community pre-school in 2007/08. These all show the strong needs of community toward pre-school education. <li data-bbox="560 788 1418 1003">● It was reported that community pre-schools constantly receives more applications than their capacity. One community pre-school in Illela, Tahoua region received more than 200 applications though the pre-school has only one class. It was reported that COGES wish to increase the number of teachers and classes. <hr/> <p data-bbox="560 1016 671 1048"><Priority></p> <ul style="list-style-type: none"> <li data-bbox="560 1061 1418 1232">● “Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children” is set to be Goal 1 among the 6 targets which was adopted at the World Education Forum in Dakar in 2000. <li data-bbox="560 1245 1418 1415">● Nigerien pre-school education policy under the framework of PDDE aims to pull up the pre-school education enrolment rate to 5% by 2013 (2007: 1.6%, 2008: 2%) and to improve the situation especially in rural areas. <li data-bbox="560 1429 1418 1509">● The model of community pre-school managed by functional COGES was adopted as an official model at the national workshop in August, 2008. <li data-bbox="560 1523 1418 1827">● Niger government adopted the Integrated National Development Policy of Babies and Infants in 2005. The policy emphasizes the importance of pre-school education to have strong possibility to contribute to the improvement in child health situation as Niger suffers from high death rate and chronic malnutrition rate of babies and infants (death rate of under 5 years old: 280/1000 (293 in rural areas), chronic malnutrition rate of under 5 years old: 50%). <li data-bbox="560 1841 1418 1957">● Pre-school Education Development Program is positioned as a component of JICA’s cooperation with MNE in the field of basic education development. <hr/> <p data-bbox="560 1971 863 2002"><Appropriateness of means></p>

		<ul style="list-style-type: none"> ● The managing bodies of community pre-schools are “functional” COGES with the capacity to develop and implement school action plans, capacity to mobilize necessary resources, transparency and initiative. Resources necessary to establish and manage community pre-schools are mobilized within the communities based on their own school action plans. Teachers of community pre-schools are selected among community residents. It should be noted that establishment and management of community pre-school have not been realized without COGES. Thus, this model is very appropriate and relevant especially in rural areas where the government with limited budget has difficulties to provide enough financial support. ● Community pre-school model have been expanded in Tahoua and Zinder in cooperation with UNICEF based on the agreement signed between UNICEF and the Project on April 2007 and May 2008. The partnership has worked effectively as UNICEF supporting the pedagogical aspects including supply of educational materials while the Project providing technical support for the establishment and management of pre-schools. 																																													
Effectiveness	High	<ul style="list-style-type: none"> ● The number of community pre-school has shown a rapid increase (started from 3 in Tahoua in 2006→14 in 2006/07→50 including Zinder in 2007/08→111 in February 2009). ● Tahoua, where the Project started establishing community pre-school, marked the highest pre-school education enrolment rate in rural areas in 2007/08. <div data-bbox="576 1290 1393 1697" data-label="Figure"> <p style="text-align: center;">Enrolment in Pre-primary Education in Rural Areas</p> <table border="1"> <caption>Estimated Enrolment Data from Graph</caption> <thead> <tr> <th>Region</th> <th>2004-2005</th> <th>2005-2006</th> <th>2006-2007</th> <th>2007-2008</th> </tr> </thead> <tbody> <tr> <td>AGADEZ</td> <td>~1000</td> <td>~800</td> <td>~1400</td> <td>~3100</td> </tr> <tr> <td>DIFFA</td> <td>~200</td> <td>~200</td> <td>~300</td> <td>~500</td> </tr> <tr> <td>DOSSO</td> <td>~100</td> <td>~100</td> <td>~150</td> <td>~250</td> </tr> <tr> <td>MARADI</td> <td>~100</td> <td>~100</td> <td>~100</td> <td>~100</td> </tr> <tr> <td>NIAMEY</td> <td>~100</td> <td>~100</td> <td>~100</td> <td>~100</td> </tr> <tr> <td>TAHOUA</td> <td>~1000</td> <td>~800</td> <td>~1400</td> <td>~3100</td> </tr> <tr> <td>TILLABERI</td> <td>~100</td> <td>~100</td> <td>~100</td> <td>~100</td> </tr> <tr> <td>ZINDER</td> <td>~100</td> <td>~100</td> <td>~100</td> <td>~100</td> </tr> </tbody> </table> </div>	Region	2004-2005	2005-2006	2006-2007	2007-2008	AGADEZ	~1000	~800	~1400	~3100	DIFFA	~200	~200	~300	~500	DOSSO	~100	~100	~150	~250	MARADI	~100	~100	~100	~100	NIAMEY	~100	~100	~100	~100	TAHOUA	~1000	~800	~1400	~3100	TILLABERI	~100	~100	~100	~100	ZINDER	~100	~100	~100	~100
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Efficiency	High	<ul style="list-style-type: none"> ● Community pre-school is a very efficient model as resources necessary to establish and manage pre-school including the running cost and human resources are raised within the community based on the school action plan. This model enables the government to improve the access to pre-school education with limited national budget. ● Community pre-schools are set inside the primary school grounds, which 																																													

		enables monitoring and support by the principal and other teachers of the school.
Impact	Positive impact observed	<ul style="list-style-type: none"> ● The model of community pre-school managed by functional COGES was adopted as an official model at the national workshop in August, 2008. ● Gender disparity of primary education entrants in Illera prefecture, which has 24 community pre-schools, has dramatically improved (F/M 0.77(2007/08) → 0.95 (2008/09). ● The following impacts were mentioned in the interview and questionnaire survey; <ul style="list-style-type: none"> <Impact on the development of children> <ul style="list-style-type: none"> ▪ Knowledge of children expanded. ▪ Children has formed the habit of sanitation. ▪ Children became to be able to greet people, respect elders, sing songs, take off shoes inside home and tell their parents time to pray. ▪ The attitude of children has improved at home. ▪ The frequency of children to cry and shout became low. ▪ Children with pre-school education are more motivated to learn and less absent from school than those without pre-school education. <Impact on primary education> <ul style="list-style-type: none"> ▪ New entrants recruitment has become easier. ▪ Enrolment situation, especially of girls, has improved. ▪ Gender disparity has improved. ▪ Class management has become easier. <Impact on community> <ul style="list-style-type: none"> ▪ Especially for women, housework has become easier. Mothers feel safe and relaxed during sending children to pre-school because they do not need to take care of them. ▪ People have become to take more interest in education, especially primary education. ▪ Good relationship between community and school has been built. ▪ Interaction and cooperation among parents have been enhanced. ▪ The capacity of human resources in the community (COGES members, teacher, volunteers) has been developed through participating in the community pre-school activities. ▪ A generation with literacy will benefit the community in long-term. ▪ Fathers have more time for farming, and mothers have more time for housework.
Sustainability	High	<Political and institutional aspect> <ul style="list-style-type: none"> ● The improvement in access and quality of pre-school education,

		<p>especially in rural areas, is stipulated in PDDE. The importance of pre-school education as a part of the comprehensive approach to the development of infants is also mentioned in the Integrated National Development Policy of Babies and Infants adopted in 2005. Encouraging community participation is incorporated in these policies as a concrete approach to improve the situation especially in rural areas.</p> <ul style="list-style-type: none"> ● The model of community pre-school managed by functional COGES was adopted as an official model at the national workshop in August, 2008. <p><Organizational and financial aspect></p> <ul style="list-style-type: none"> ● The unit responsible for pre-school education in MNE was promoted from a section to a department in 2008. ● In each state, Pre-school Education Inspector's Office has been established (2 in Niamey) and 1 or 2 pedagogical advisors responsible for pre-school education have been disposed at local level. Tahoua has a pre-school education inspector and a pedagogical advisor in Tahoua City. ● The national budget for each Pre-school Education Inspector's Office is 690,000 CFA per quarters (including 172,500 for petrol). Each pedagogical advisor also receives 50,000 CFA par months. ● The current pre-school education policy allows that one pedagogical advisor can be deployed for every 45 teachers. ● Each Pre-school Education Inspector's Office has a four-wheel drive vehicle. However, pedagogical advisors don't have any transportation (bikes or vehicles) except borrowing the vehicle from the inspector. Thus, monitoring is difficult especially in the rural areas. According to the cooperation agreement between UNICEF and the Project, fuel charge for monitoring was to be supported by UNICEF based on the requests from inspectors. However, in such situation with not enough staff and no transportation, it is difficult to carry out monitoring activities. ● Niger government is in lack of financial and human resources for pre-school education. Thus, without the support of development partners such as UNICEF and local administrators such as inspectors in primary level, it is difficult to continue monitoring the existing community pre-schools and to spread the model widely. ● Recurrent cost of community pre-school such as teachers salary and materials are born by COGES, which depends on contribution from community residents. Thus, the community's trust on COGES is the key for financial sustainability. <p><technical aspect></p> <ul style="list-style-type: none"> ● Functional COGES model has been introduced nationwide. Thus, it is
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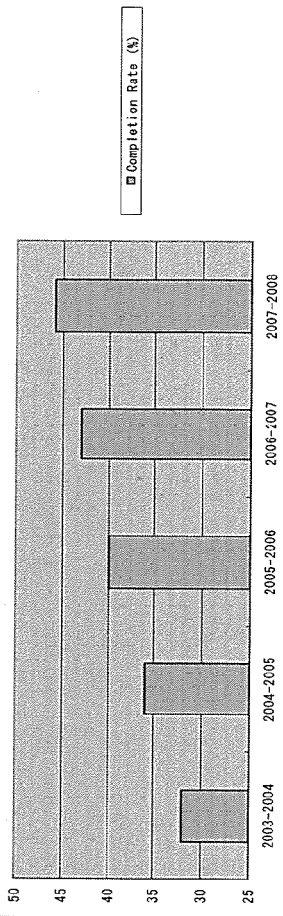
		<p>possible for all COGES to establish and manage community pre-schools.</p> <ul style="list-style-type: none"> ● In Tahoua and Zinder, the capacity of local administrators related to pre-school education (COGES supervisors, COGES officers, pre-school education inspectors) has been developed through training. However, pre-school education pedagogical advisors need more capacity development especially on the management of pre-schools. ● Pedagogical training for teachers of community pre-schools managed by functional COGES is conducted by the Regional Pre-school Education Inspector's Office with the budget support from UNICEF. UNICEF positions community pre-school as an important strategy to promote pre-school education and the integrated development of infants, and is willing to continue the support. ● Training on establishment and management of community pre-schools is conducted by the support from the Project. ● Activities to share the experiences of community pre-school have been taken place in collaboration with UNICEF. In January 2009, an experience sharing seminar was held by the support of UNICEF. UNICEF has also supported visit trips from other states to Tahoua in order to promote experience sharing. ● Monitoring is particularly important and effective right after the establishment of community pre-school because teachers and COGES members are not confident with their services and management yet. ● Management aspect of community pre-school is monitored by COGES member (mostly school principals and teachers) and FCC whereas technical aspect is monitored by inspectors and pedagogical advisors at Pre-school Education Inspector's Office. However, it is difficult for inspectors and pedagogical advisors to monitor and supervise all community schools due to lack of human resources and transportation means.
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ANNEX 5. Evaluation Grid

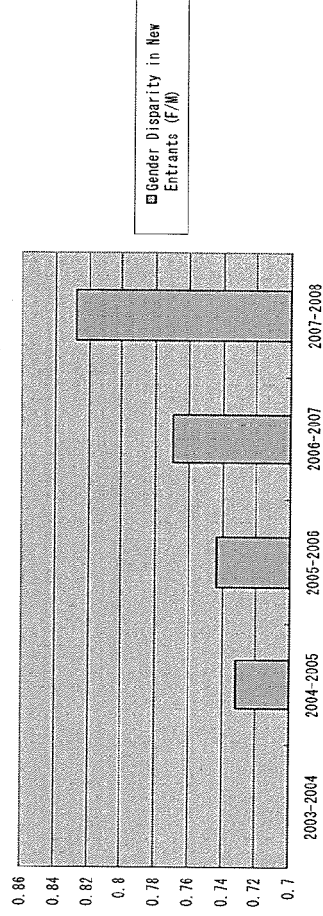
ANNEX 5-1: Achievements of the Project

Evaluation Items	Necessary Information and Data (Indicators)	Findings of Study																								
<p>Achievement of Overall Goal</p> <p>Quality and access of basic education is improved by school management through community participation.</p>	<ul style="list-style-type: none"> • [PDM indicator] Changes in Enrollment rate • [PDM indicator] Changes in Completion rate • Changes in Gross Registration Ratio of New Entrants • Changes in Gender Disparity in New Entrants 	<ul style="list-style-type: none"> • Since Phase I of the Project started in 2004, indexes of primary education in Niger have shown improvement as in the charts below because of enormous efforts made by Niger government and people, and partners including Japan. Interviewed education officials argued that improved school management through COGES has contributed to this progress. In addition, it is observed that community pre-schools managed by COGES, campaign for girls enrollment promotion and education quality improvement launched by FCC, and inspectors' meeting introduced by the Project have contributed to improve both access and quality of primary education in Tahoua and Zinder. <div style="display: flex; justify-content: space-around;"> <div data-bbox="587 248 970 1173"> <table border="1"> <caption>Gross Enrollment Ratio (%)</caption> <thead> <tr> <th>Year</th> <th>Gross Enrollment Ratio (%)</th> </tr> </thead> <tbody> <tr><td>2003-2004</td><td>47</td></tr> <tr><td>2004-2005</td><td>49</td></tr> <tr><td>2005-2006</td><td>51</td></tr> <tr><td>2006-2007</td><td>53</td></tr> <tr><td>2007-2008</td><td>55</td></tr> </tbody> </table> </div> <div data-bbox="979 248 1339 1173"> <table border="1"> <caption>Gross Registration Ratio of New Entrants (%)</caption> <thead> <tr> <th>Year</th> <th>Gross Registration Ratio of New Entrants (%)</th> </tr> </thead> <tbody> <tr><td>2003-2004</td><td>50</td></tr> <tr><td>2004-2005</td><td>55</td></tr> <tr><td>2005-2006</td><td>60</td></tr> <tr><td>2006-2007</td><td>65</td></tr> <tr><td>2007-2008</td><td>70</td></tr> </tbody> </table> </div> </div>	Year	Gross Enrollment Ratio (%)	2003-2004	47	2004-2005	49	2005-2006	51	2006-2007	53	2007-2008	55	Year	Gross Registration Ratio of New Entrants (%)	2003-2004	50	2004-2005	55	2005-2006	60	2006-2007	65	2007-2008	70
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Completion Rate (%)



Gender Disparity in New Entrants (F/M)



Source: Annual Statistics, MEN

Achievement of Project Purpose

Structure to establish and sustain COGES is reinforced to make COGES effective nationwide.

- **[PDM indicator 1]** Number of schools that established COGES through democratic election

- COGES have been democratically established in most of the schools nationwide by 2008 February. In Agadez, Diffa, Dosso, Maradi, Niamey, and Tillaberi¹, 6,577 schools which is 97% of the expected number² of total schools in these six regions established COGES democratically and submitted the minutes on the establishment to COGES officers after the training conducted by MEN with resources from PADEP financed by the World Bank.

Number of COGES established COGES and its rate as of February 2008.

	Total number of primary schools	Number of schools which submitted minutes on establishment of COGES ³	Submission Rate
Agadez	364	237	65.11%
Diffa	425	425	100.00%
Dosso	1,795	1,795	100.00%
Maradi	1,868	1,868	100.00%
Niamey	1,870	360	101.18%
Tillaberi	453	1,892	79.47%
計	6,775	6,577	97.08%

Source: EPT Project Team

- Regarding the level of function of COGES, there are still rooms for improvement. 6,632 schools have submitted school action plans to their respective inspectors' offices in 2007-08 which is 66.41% of the schools nationwide.

- **[PDM indicator 2]** Number of COGES that develops school action plans and percentage of COGES that are implemented (capacity of COGES for planning and implementation)

	Number of schools	School Action Plans submitted	Submission Rate	Updated
Tahoua	1,435	1,264	88.08%	February 2008
Zinder	1,824	1,652	90.57%	February 2008
Agadcz	311	264	84.89%	March 2008
Diffa	425	330	77.65%	March 2008

¹ In Tahoua and Zinder, democratic establishment of COGES had been done in the Phase I.

² The expected number of total schools means the number of total schools which is expected to operate at the time of provision of training when trainings are planned. The number of schools always increases in Niger. This is the reason why the number of schools which submitted minutes on establishment of COGES exceeds the total number of primary schools.

³ Number of schools which submitted minutes on establishment of COGES is used as an indicator for the number of COGES established through democratic election because the minutes of the general assembly for establishment of COGES describe the election results.

Dosso	1,802	1,147	63.65%	March 2008
Maradi	1,902	1,093	57.47%	March 2008
Niamey	453	159	35.10%	March 2008
Tillaberi	1,834	723	60.58%	March 2008
Total	9,986	6,632	66.41%	

Source: EPT Project Team

- Other indicators related to the function of COGES from the interview survey conducted in Dosso⁴, which joined the Project from the Phase II, are shown in the table below. Compared to the indicators of Tahoua and Zinder⁵ surveyed by the Evaluation Team and those of Tahoua at the end of Phase I, there seems to be room for improvement in function of COGES in new target six regions, particularly in terms of resource mobilization.

	Average No of activities planned	Average No of activities implemented	Average No of secretariat meetings conducted	Average No of general meetings conducted	Average amount of mobilized resources (Fcfa)
Survey in Dosso	5.78	4.22	3.67	2.11	85,256
Survey in Tahoua and Zinder	5.67	5.17	10.3	3.17	198,279
Tahoua in 2005-06 ⁶	6.67	5.93	N/A	N/A	208,586

Source: EPT Project Team

Achievement of Outputs

1. Capacity of actors related to COGES is developed at all levels.

- [PDM indicator 1] Level of understanding and awareness of local administrators on the COGES strategy

- DREN, COGES supervisors, inspectors and COGES officers understand the COGES strategy well and are capable to plan and conduct training for COGES members, monitor COGES activities and provide technical support to COGES. COGES officers' monthly meeting and inspectors' meeting, which had started in Tahoua and Zinder, have also contributed to develop their capacity. Now the practice of these meetings has been expanded to other regions.
- Regarding Tahoua and Zinder, the Evaluation Team observed the monthly Inspector's meeting in Zinder

⁴ The interview survey was in February 2009. The number of sample is 9.

⁵ Sample size is 6.

⁶ The data are from the final evaluation report of the Phase I of the Project.

<p>chaired by DREN. They showed strong commitment and sufficient knowledge on COGES strategy implementation. Interviewed DREN and Inspectors in Tahoua also showed strong commitment and sufficient knowledge on COGES strategy.</p> <ul style="list-style-type: none"> • The Inspector in Tahoua Commune 1 in Tahoua region allows FCC to use his vehicle for COGES monitoring indicating his commitment to promote COGES. • Interviewed DREN and inspectors in Tillaberi and Dosso have sufficient understanding of COGES policy and eager to promote COGES in their regions. • The capacity of local administrators related to COGES has been developed through training and seminars as shown in the table below. 	<table border="1"> <thead> <tr> <th data-bbox="383 210 446 291">Time</th> <th data-bbox="383 291 446 515">Title of Training or Seminar</th> <th data-bbox="383 515 446 1075">Main Contents</th> <th data-bbox="383 1075 446 1209">Participants</th> </tr> </thead> <tbody> <tr> <td data-bbox="446 210 526 291">Jun 2007</td> <td data-bbox="446 291 526 515">Introductory Workshop</td> <td data-bbox="446 515 526 1075">COGES policy, democratic election</td> <td data-bbox="446 1075 526 1209">DREN(8), COGES supervisors(8)</td> </tr> <tr> <td data-bbox="526 210 606 291">Sep 2007</td> <td data-bbox="526 291 606 515">Experience Sharing Seminar</td> <td data-bbox="526 515 606 1075">Report on the result of training on democratic election</td> <td data-bbox="526 1075 606 1209">DREN(8), COGES supervisors(8), COGES officers(51)</td> </tr> <tr> <td data-bbox="606 210 686 291">Sep 2007</td> <td data-bbox="606 291 686 515">Introductory Workshop</td> <td data-bbox="606 515 686 1075">School action plan, financial management</td> <td data-bbox="606 1075 686 1209">COGES supervisors (8), COGES officers(51)</td> </tr> <tr> <td data-bbox="686 210 766 291">Mar 2008</td> <td data-bbox="686 291 766 515">Experience Sharing Seminar</td> <td data-bbox="686 515 766 1075">Report on the result of training on democratic election and school action plan</td> <td data-bbox="686 1075 766 1209">DREN(8), COGES supervisors(8), COGES officers(51)</td> </tr> <tr> <td data-bbox="766 210 845 291">Oct 2008</td> <td data-bbox="766 291 845 515">Experience Sharing Seminar</td> <td data-bbox="766 515 845 1075">Planning of training on FCC establishment, report on the result of campaigns based on forum approach</td> <td data-bbox="766 1075 845 1209">DREN(8), COGES supervisors(8), COGES officers(51)</td> </tr> </tbody> </table>	Time	Title of Training or Seminar	Main Contents	Participants	Jun 2007	Introductory Workshop	COGES policy, democratic election	DREN(8), COGES supervisors(8)	Sep 2007	Experience Sharing Seminar	Report on the result of training on democratic election	DREN(8), COGES supervisors(8), COGES officers(51)	Sep 2007	Introductory Workshop	School action plan, financial management	COGES supervisors (8), COGES officers(51)	Mar 2008	Experience Sharing Seminar	Report on the result of training on democratic election and school action plan	DREN(8), COGES supervisors(8), COGES officers(51)	Oct 2008	Experience Sharing Seminar	Planning of training on FCC establishment, report on the result of campaigns based on forum approach	DREN(8), COGES supervisors(8), COGES officers(51)	<ul style="list-style-type: none"> • As shown in data on indicator 2 above, 8 COGES supervisors and 51 COGES officers in all regions received the trainings. • Regarding the level of understanding and awareness of COGES supervisors and officers, interviews results shows that their understanding and awareness are high in both phase 1 and phase 2 target regions.
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<ul style="list-style-type: none"> • [PDM Indicator 2] Number of related actors participated in the introductory workshop 		<ul style="list-style-type: none"> • [PDM indicator 3] Number of COGES supervisors and COGES officers who were trained • Level of understanding and awareness of COGES supervisors and officers 																								
		<ul style="list-style-type: none"> • [PDM indicator 4] Training plan developed for each region 																								
<ul style="list-style-type: none"> • The plan to establish COGES and to formulate school activity plan and implementation were formulated in all six new target regions. 																										

- [PDM indicator 5] Number of principals who received training on COGES establishment and number of COGES members who received training on school action plan

	Expected No of Participants	No of Participants (Principals)	Participation rate
Agadez	364	364	100.00%
Diffa	425	425	100.00%
Dosso	1802	1795	99.61%
Maradi	1868	1868	100.00%
Niamey	493	453	91.89%
Tillaberi	1860	1870	100.54%
Total	6,812	6,579	99.46%

Source: EPT Project Team

- 13,267 COGES members (over 98% of the expected number⁹) have participated in the training on the development of school action plans in Agadez, Diffa, Dosso, Maradi, Niamey and Tillaberi¹⁰ as shown in the table below. World Bank supported the training financially.

	Expected No of Participants	No of Participants	Participation rate
Agadez	728	622	85.44%
Diffa	850	769	90.47%
Dosso	3608	3604	99.89%
Maradi	3736	3748	100.32%
Niamey	984	916	93.09%
Tillaberi	3558	3608	101.41%
計	13,464	13,267	98.54%

Source: EPT Project Team

- The results of interviews to COGES members in Doss and Tillaberi show that the trainings were effective and useful to establish COGES.

- Two major improvements are observed. First, FCC model had been adopted at the national work shop hosted by MEN in July 2008. In October 2009, the ministerial ordinance of the establishment, duty,

- [PDM indicator 6] Improvement made in COGES strategy

⁷ Expected number in the planning stage.

⁸ Training in Tahoua and Zinder had been conducted during the Phase I of the Project.

⁹ Expected number in the planning stage.

¹⁰ Training in Tahoua and Zinder had been conducted during the Phase I of the Project.

<p>2. COGES monitoring system is established.</p>	<ul style="list-style-type: none"> • [PDM indicator 1] Revision made in the manuals on establishment of COGES commune and monitoring • Level of usage of revised manuals 	<p>structure and function of FCC had been published. In the ordinance, COGES communes have been given a clear function and duty on monitoring the activities of COGES.</p> <ul style="list-style-type: none"> • Second, the model of community pre-school managed by functional COGES was adopted as an official model at the national workshop in August, 2008, organized by MEN. • Manuals and guidelines on the establishment of communal federations of COGES (FCC) establishment and monitoring of COGES have been developed and revised as planned. The following manuals and guidelines are revised and developed in the Phase II so far. <ol style="list-style-type: none"> 1. Training manual for FCC establishment (revised in October, 2008) 2. Trainers guide for FCC establishment (developed in October, 2008) 3. Monitoring guide for COGES activities (developed in October, 2008) 4. Guide for convening COGES Officers monthly meeting (developed in October, 2008) 5. Guide for organizing election meeting for FCC establishment (developed in December, 2008) • Regarding the level of usage of these manuals, the results of interviews to COGES supervisors and officers in Tahoua, Zinder and Dosso show that they are useful and effective. • FCC model had been adopted at the national work shop hosted by MEN in July 2008. In October 2008, the ministerial ordinance of the establishment, duty, structure and function of FCC had been published. In the ordinance, COGES communes have been given a clear function and duty on monitoring the activities of COGES. 	<p>structure and function of FCC had been published. In the ordinance, COGES communes have been given a clear function and duty on monitoring the activities of COGES.</p> <ul style="list-style-type: none"> • Second, the model of community pre-school managed by functional COGES was adopted as an official model at the national workshop in August, 2008, organized by MEN. • Manuals and guidelines on the establishment of communal federations of COGES (FCC) establishment and monitoring of COGES have been developed and revised as planned. The following manuals and guidelines are revised and developed in the Phase II so far. <ol style="list-style-type: none"> 1. Training manual for FCC establishment (revised in October, 2008) 2. Trainers guide for FCC establishment (developed in October, 2008) 3. Monitoring guide for COGES activities (developed in October, 2008) 4. Guide for convening COGES Officers monthly meeting (developed in October, 2008) 5. Guide for organizing election meeting for FCC establishment (developed in December, 2008) • Regarding the level of usage of these manuals, the results of interviews to COGES supervisors and officers in Tahoua, Zinder and Dosso show that they are useful and effective. • FCC model had been adopted at the national work shop hosted by MEN in July 2008. In October 2008, the ministerial ordinance of the establishment, duty, structure and function of FCC had been published. In the ordinance, COGES communes have been given a clear function and duty on monitoring the activities of COGES. 																									
<ul style="list-style-type: none"> • [PDM indicator 2] Endorsement of the model of COGES commune 	<ul style="list-style-type: none"> • [PDM indicator 3] Number of COGES communes established • Degree of function of FCC 	<p>1) Tahoua and Zinder</p> <ul style="list-style-type: none"> • 99 COGES communes (later transformed into FCC) had been established during the Phase I of the Project. Although COGES communes were well functioning in 2007-08, the performance has gone down in 2008-09 as shown in the table below¹¹. One reason for this may be the interruption of monitoring by COGES officers due to the delay of disbursement in the Counterpart Funds. 	<table border="1"> <thead> <tr> <th></th> <th>Average No of secretariat meetings conducted</th> <th>Average No of general meetings conducted</th> <th>Collection rate of the school action plan</th> <th>Collection rate of the summary of the previous year's school action plan implementation</th> </tr> </thead> <tbody> <tr> <td>Tahoua</td> <td>07-08 7.0</td> <td>2.8</td> <td>88.1%</td> <td>N/A</td> </tr> <tr> <td></td> <td>08-09 1.2</td> <td>0.5</td> <td>33.5%</td> <td>43.7%</td> </tr> <tr> <td>Zinder</td> <td>07-08 7.3</td> <td>3.8</td> <td>90.6%</td> <td>N/A</td> </tr> <tr> <td></td> <td>08-09 N/A</td> <td>0.6</td> <td>50.4%</td> <td>N/A</td> </tr> </tbody> </table>		Average No of secretariat meetings conducted	Average No of general meetings conducted	Collection rate of the school action plan	Collection rate of the summary of the previous year's school action plan implementation	Tahoua	07-08 7.0	2.8	88.1%	N/A		08-09 1.2	0.5	33.5%	43.7%	Zinder	07-08 7.3	3.8	90.6%	N/A		08-09 N/A	0.6	50.4%	N/A
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	<p>2nd action plan development rate</p>	<p>Average No of activities planned</p>	<p>Average No of activities implemented</p>	<p>Average amount of mobilized resources</p>																								
<p>Tahoua</p>	<p>07/08 100%</p>	<p>2.8</p>	<p>2.5</p>	<p>500,202 Fcfa</p>																								

	08/09	25.0%	N/A	N/A	N/A
Zinder	07/08	100%	2.3	2.3	201.712 Fcfa
	08/09	9.1%	N/A	N/A	N/A

Source: EPT Project Team

- The interview survey to four FCC in Zinder and Tahoua found that FCC functions well with making following achievements.
 - ✓ Succeeding in campaign for awareness on girls enrollment
 - ✓ Reconciliating the disputes between parents and COGES and schools
 - ✓ Succeeding in improvement in learning achievement campaign
 - ✓ Monitoring and supervision of COGES
- The survey also found that FCC members are highly motivated and committed. One major reason for their motivation is the fact that they are elected by COGES members, indicating that election is necessary not only for ensuring democracy but also for encouraging FCC members.

2) The other 6 regions

- Training on FCC establishment has been conducted from October 2008 to January 2009 in the 149 communes in Diffa, Dosso, Maradi, Niamey and Tillaberi¹². 6,423 COGES (99.4% of the expected number¹³) have participated in the training. After the training, 67 FCC have been established in the 5 regions so far (as of 15 February 2009).

- Monitoring by local administrators

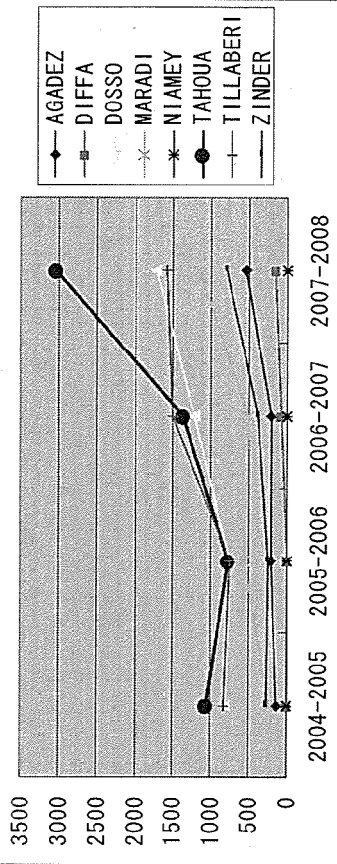
- 1) Tahoua and Zinder
 - COGES officers have been visiting FCC regularly in order to monitor the activities of COGES and give them technical support if necessary. Interview results show that COGES officers have enough capacity to monitor COGES, intervene and solve problems faced by FCC and COGES when needed. See the section of Relevance for the details of interview results
 - COGES officers' meeting has been held monthly. COGES supervisors are supporting the COGES officers, and have been attending the meetings and reporting the results to DREN and C.P. COGES.

2) The other 6 regions

- COGES officers have been visiting COGES in order to monitor the activities of COGES and give them technical support if necessary. However, most of the COGES officers are having difficulties in conducting monitoring activities because of the lack of transportation. Monthly meetings of COGES officers have just begun after the FCC establishment training.

	<ul style="list-style-type: none"> • [PDM indicator 4] Monthly meetings are held regularly. 	<ul style="list-style-type: none"> • Monthly COGES officers meetings have not been held until December 2008 in the phase 2 target regions and have been suspended from October to November in Tahoua and Zinder due to the delay in disbursement of the Counterpart Funds, which was originally planned to be disbursed in February 2008. It should be noted that October and November are important for COGES officers because these months are starting time of the new school year. 																																				
	<ul style="list-style-type: none"> • [PDM indicator 5] Report of COGES supervisors are submitted regularly. 	<ul style="list-style-type: none"> • In Tahoua and Zinder, COGES supervisors submit the report to DREN who submit it to S.G. of MEN. • In other six regions, it is not certain whether reports have been prepared and submitted. 																																				
	<ul style="list-style-type: none"> • [PDM indicator 6] Information on school action plans compiled through the reporting system 	<ul style="list-style-type: none"> • In Tahoua and Zinder, FCC is supposed to collect school activities plans as well as their assessment by COGES. As described in the section of PDM indicator 3 earlier, collection rate declined in 2008 because of the interruption of monitoring by COGES officers due to the delay of disbursement in the Counterpart Funds. 																																				
<p>3. A model of school improvement activities conducted by COGES is established in pilot regions (Tahoua and Zinder).</p>	<ul style="list-style-type: none"> • [PDM indicator] Collection of good practices and manuals of model activities • Community pre-school managed by functional COGES 	<ul style="list-style-type: none"> • Good practices observed are community pre-schools by COGES, forum approach by FCC and education administration and inspectors' meeting. Their replicability as a model is described in the section below. 																																				
		<ul style="list-style-type: none"> • The project introduced the model of community pre-school managed by functional COGES to 3 COGES in Tahoua in 2006 during the Phase I. As it emerged that the community had strong needs of pre-school and the model showed high effectiveness and efficiency, the model rapidly expanded with the cooperation of UNICEF. In August 2008, the model was adopted officially at the national workshop hosted by MEN. The latest number of community pre-schools managed by functional COGES is shown in the table below. <table border="1" data-bbox="869 235 1141 1209"> <thead> <tr> <th></th> <th>No of community pre-schools</th> <th>No of pre-schoolers</th> <th>F/M of pre-schoolers</th> </tr> </thead> <tbody> <tr> <td>2007/08</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Tahoua</td> <td>27</td> <td>2,131</td> <td>50.4%</td> </tr> <tr> <td>Zinder</td> <td>23</td> <td>1,299</td> <td>50.7%</td> </tr> <tr> <td>Total</td> <td>50</td> <td>3,430</td> <td>50.5%</td> </tr> <tr> <td>2008/09</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Tahoua</td> <td>55</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Zinder</td> <td>55</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Total</td> <td>110</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table> <p>Source: EPT Project Team</p> <ul style="list-style-type: none"> • In 2007/08, Tahoua marked the highest enrolment of pre-primary education in rural areas as shown in the figure below. 		No of community pre-schools	No of pre-schoolers	F/M of pre-schoolers	2007/08				Tahoua	27	2,131	50.4%	Zinder	23	1,299	50.7%	Total	50	3,430	50.5%	2008/09				Tahoua	55	N/A	N/A	Zinder	55	N/A	N/A	Total	110	N/A	N/A
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Enrolment in Pre-primary Education in Rural Areas



Source: Annual Statistics, MEN

- In Illéla Department which has 23 community kindergartens managed by functional COGES, the gender disparity (F/M) in new entrants for primary education improved from 0.77 in 2007-08 to 0.95 in 2008-09. These show the strong impact of the model on the improvement in education. The model also shows generally high relevance, effectiveness, efficiency and sustainability as summarized in ANNEX 3. Considering sustainability, however, there is need to establish a effective and efficient monitoring system.
- The model of community pre-school managed by functional COGES was adopted as an official model at the national workshop in August, 2008, organized by MEN, indicating political and institutional sustainability of the model.
- The results of interviews to COGES which established and manage COGES in Tahoua and Zinder confirms the followings. The interviews results are shown in the table.
 - ✓ Need of community pre-school is very high.
 - ✓ Community pre-schools by COGES meets the needs of children and parents.
 - ✓ Recurrent expenditures of community pre-school are born by community, indicating community pre-school by COGES are self-reliant and efficient. Inputs from outside only consists of provision of technical training by Pre-school Inspection Office and minimum materials package by Unicef, and management training by the Project.
 - ✓ Community pre-schools give huge positive impacts on children, parents and communities.

Name of school	Dogo	Koutchika	Lingi	Mai Ram	Kossori
Region/D	Zinder, Milia	Zinder, Milia	Zinder, Milia	Zinder, Gure	Zinder, Illela

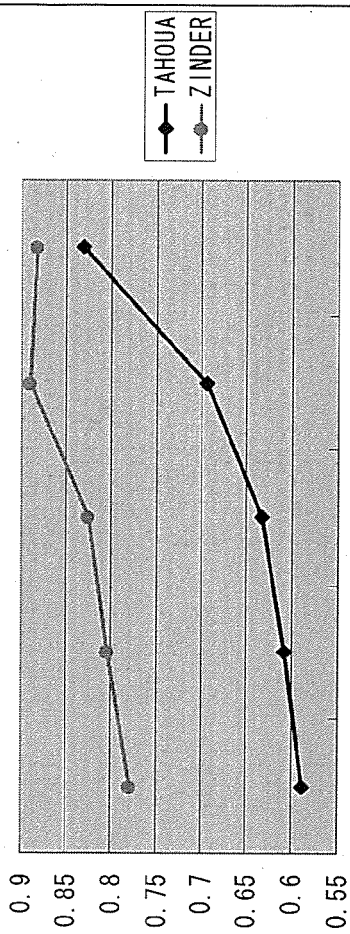
Department										
Year of establishment	Feb. 2008	2007	February, 2008	January, 2009	March, 2007					
Number of children/girls	46/24	37	52/27	70/38	43/13					
Target age	4 to 6	3 to 5	3 to 5	3 to 5	4 to 6					
Opening hours	8:00 to 11:30 5 days a week November to April	8:30-11:00 4 days a week October to June	8:00-11:15 plus 13:00-15:00 on Mon. and Thu. 5 days a week January-May	9:00-11:00 5 days a week January to May	8:00-11:30 and 15:00-17:00 5 days a week January to May					
Teacher's profile and training received	> 1 female from community > Primary 3rd graduate > study tour to Tahoua	> 1 female from community > Primary graduate > EPT training and study tour	> 1 female from community > Junior high school 3rd grade > In-service training from Inspector	> 1 female from community > Primary graduate > Training on pre-school establishment by EPT	> 1 female from community > Junior high school graduate > 3 days pre-service training and 4 times of in-service training					
Monitored by	School Principal	School Principal	Teacher	School Principal	School Principal					

	<p>Impact on children</p> <p>>Children with pre-school education are more motivated to learn than one without.</p> <p>>Improved attitudes including greeting to parents.</p> <p>>More calm</p>	<p>>Short cut to primary school</p> <p>>Increased knowledge</p> <p>>Became good character</p>	<p>>Automatic promotion to primary school</p> <p>>Behavior change: greeting, washing hands</p> <p>>Children talk about what they learned to parents.</p>	<p>>Better enrollment in primary school</p> <p>>More knowledge, singing</p> <p>>Behavior improvement: better hygiene practice</p> <p>>Telling prayer time to parents</p>	<p>>Improved hygiene practice</p> <p>>Developed mentally</p> <p>>Took off shoes at home</p> <p>>Improved attitude to others: greeting and respect to the older</p> <p>>Teachers feel easier to teach</p> <p>>Long term benefit to community by literate generation</p>
	<p>Impact on parents</p>	<p>>Reduced mothers' burden, increased free time</p>	<p>>Fathers have more time for farming. Mothers have more time for housework.</p> <p>>Mothers can be relaxed by sending children to pre-school.</p>	<p>>Easier life, less troubles at home, children do not shout</p>	<p>>More chance to talk among parents</p> <p>>Feel safe in doing homework and other works</p> <p>>Less frustration</p>
	<p>Constraining factor in pre-school</p>	<p>>Lack of materials</p>		<p>>A large number of children in a class (70), wishing 2 teachers and classes</p>	<p>>Bad harvest made contribution difficult</p> <p>>More awareness is needed since some parents do not send children to pre-school.</p> <p>>Shortage of materials</p>

• The Evaluation Team conducted the evaluation by the five criteria on community pre-school with the

<ul style="list-style-type: none"> • Forum approach 	<p>positive results, which is shown in ANNEX 3.</p> <ul style="list-style-type: none"> • In Tahoua and Zinder, campaigns based on the forum approach which integrates the capacity of FCC and COGES at the regional level have been conducted and remarkable outcomes have been produced as follows which will contribute to promote the PDDE process. <ul style="list-style-type: none"> (1) Girls' enrolment promotion campaign <p>Girls' enrolment promotion campaigns have been conducted in Zinder from May 2007 and in Tahoua from April 2008. As a result, number of registration of new entrants, especially girls, have dramatically increased as shown in the figure below.</p> <div data-bbox="491 246 981 1187"> <table border="1"> <caption>Number of Girls' Registration of New Entrants</caption> <thead> <tr> <th>Year</th> <th>Tahoua</th> <th>Zinder</th> </tr> </thead> <tbody> <tr> <td>2004-2005</td> <td>18,000</td> <td>18,000</td> </tr> <tr> <td>2005-2006</td> <td>20,000</td> <td>20,000</td> </tr> <tr> <td>2006-2007</td> <td>25,000</td> <td>25,000</td> </tr> <tr> <td>2007-2008</td> <td>30,000</td> <td>30,000</td> </tr> <tr> <td>2008-2009</td> <td>40,000</td> <td>22,000</td> </tr> </tbody> </table> </div>	Year	Tahoua	Zinder	2004-2005	18,000	18,000	2005-2006	20,000	20,000	2006-2007	25,000	25,000	2007-2008	30,000	30,000	2008-2009	40,000	22,000
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Gender Disparity in Registration of New Entrants (F/M)



2004-2005 2005-2006 2006-2007 2007-2008 2008-2009

Source: Annual Statistics, MEN

(2) Improvement in quality of education campaign
 Improvement in quality of education campaign has been conducted in Zinder from January 2008. As a result, Zinder marked the best passing rate of 67.7%¹⁴ in 2007-08 which had improved 13.2 points from the year before as shown in the table below.

	(a) 2006-2007				(b) 2007-2008 (*PROVISIONAL)				(b) - (a)	
	Present	Pass	%	Rank	Present	Pass	%	Rank	Pont	Rank
Agadez	4,676	2,608	55.8%	1	5,088	2,916	57.3%	2	+1.5	6
Diffa	2,768	1,404	50.7%	3	3,156	1,725	54.7%	4	+4.0	5
Dosso	23,720	11,791	49.7%	4	25,567	12,552	49.1%	7	-0.6	7
Maradi	29,279	11,895	40.6%	7	35,134	13,847	39.4%	8	-1.2	8
Niamey	16,673	8,088	48.5%	5	18,107	10,351	57.2%	3	+8.7	4
Tahoua	23,720	6,495	27.4%	8	26,054	12,946	49.7%	6	+21.3	1
Tillabéri	22,790	10,010	43.9%	6	22,242	11,948	53.7%	5	+9.8	3
Zinder	19,471	10,608	54.5%	2	24,471	16,569	67.7%	1	+13.2	2
TOTAL	143,097	62,899	44.0%		159,819	82,854	51.8%			

Source: Annual Statistics 2008, MEN for the data of 2006-2007.

	<ul style="list-style-type: none"> • Results of interviews to education administrators regarding forum approach shows that the forum approach is established as a model to be expanded nationwide as follows: <ul style="list-style-type: none"> ✓ “One of the contributions of the Project is the forum. COGES has developed enough to draw the strong commitment from community, education administrations and communes. I am convinced that forum model can be ard must be expanded to other regions. The key to success in the forum is to mobilize all stakeholders and to draw commitment from them, and results-oriented, which suggests that the forum will not end until the objective is achieved.” (DREN of Zinder) ✓ “The forum for campaigning girls enrollment has been successful because of the joint commitments by FCC, COGES and education administration. I believe that the forum model has been established and is ready for expansion. I also think that involving communes and showing the results to them will lead to increase in support from communes to FCC.” (COGES supervisor, Zinder) ✓ “The forum made achievements in increase in enrollment rate and improvement in quality of education. However, it should be noted that communities face striking poverty, and FCC depends on COGES which depends on community. Therefore, increased mobilization by continuous outreach efforts is the key to effectiveness of the Forum. I believe that this will lead to mayors’ commitment.” (COGES officer, Gure, Zinder) ✓ “The forum must be absolutely expanded to other regions. The key to effective forum is that decisions made by the forum are informed to community residents by COGES through FCC. I think that there is room for improvement in involving communes, mayors, members of commune councils and traditional leaders.” (COGES supervisor, Tahoua)
<ul style="list-style-type: none"> • Inspector’s meeting 	<ul style="list-style-type: none"> • The project introduced the inspector’s meeting to Zinder in January 2008 and to Tahoua in April 2008 for the purpose of facilitating the PDDE process of improvement in education by involving inspectors in the COGES strategy. Since September 2008, the inspector’s meeting became a monthly regular meeting in the 2 regions. As the effectiveness of this meeting had been demonstrated in the 2 pilot regions, MEN institutionalized the inspectors’ meeting nationwide by sending official letters to DREN in January 2009. • The Evaluation Team had a chance to observe the monthly Inspector’s meeting in Zinder chaired by DREN. The observation found that the Inspector’s meeting functions very well to exchange the views on status of PDDE progress including COGES and to discuss solutions to challenges. • It should be noted that Inspector’s meeting is not financed by the Project, indicating its financial sustainability.

Inputs Provided

Inputs

Japan Side
 A. Dispatch of Japanese experts
 1) Long-term experts (4 persons)
 2) Short-term experts (if necessary)
 B. Provision of equipment: vehicle for monitoring, motorcycles, etc. (as necessary)
 C. Allocation of project implementation cost

The following inputs were provided.

A. Dispatch of Japanese experts

1) Long-term experts (4 persons)

No	Field	From	To
1	Chief Advisor/Education Advisor	1 Aug 2007	1 Aug 2008
2	Chief Advisor/Education Advisor	25 Jun 2008	present
3	COGES Monitoring	1 Aug 2007	29 Mar 2008
4	Development of COGES Initiatives (School Action Plans)	27 Sep 2007	present
5	Capacity Development/Coordinator	1 Aug 2007	present
6	COGES Monitoring	10 Mar 2008	present

2) Short-term experts

No	Field	From	To
1	Local Education Administration	2 Jan 2008	26 Feb 2008

For the details, please refer to ANNEX 1-1

B. Provision of equipment:

Necessary equipment and machinery equivalent to 1,7599,000 Japanese Yen have been provided. (as of February 2009, provisional). For the details, please refer to ANNEX 1-2.

C. Allocation of project implementation cost
 102,064,000 Japanese Yen (as of February 2009, provisional)

D. Counterpart training in Japan

Two persons participated in the "Study on Education Improvement of Teacher Training Courses for French Speaking African Countries" in Japan. For the details, please refer to ANNEX 1-3.

A. Assignment of the counterparts

Please refer to ANNEX 1-4

B. Provision of office at MEN compound

The Project has rented the own Office.

C. Allocation of project implementation cost

The cost for trainings for establishment of COGES is provided as planned by MEN, financed by PADEB/the World Bank. However, the recurrent cost for monitoring by COGES officers have not been provided yet due to the delay in disbursement of the Counterpart Funds. In order to address this, the

Niger Side

A. Assignment of the counterparts:
 Secretary General, Director-General of Basic Education, National Coordinator of C.P. COGES, Director of Department of Studies and Programming at MEN, Regional Directors of National Education, Inspectors
 B. Provision of office at MEN compound

	C. Allocation of project implementation cost: cost associated with training for election and school activity plan, and monitoring COGES	Project has born the cost for monitoring and monthly COGES officers meetings in Tahoua and Zinder, December 2008 and January 2009.
Precondition The COGES policy exists.		
	Any changes in COGES policy	<ul style="list-style-type: none"> • COGES policy is strengthened by the ministerial ordinance on FCC issued by MEN in October 2008.

ANNEX 5-2: Process of the Project Implementation

Evaluation Items	Necessary Information and Data (Indicators)	Findings of Study
Implementation of planned activities	<ul style="list-style-type: none"> Were planned activities implemented as planned? 	<ul style="list-style-type: none"> Most of activities in the PDM have been implemented appropriately as planned except two activities. The one is the activity 2-3 in the PDM, to conduct training for COGES members on establishment of COGES communes. This activity required the approval of COGES commune model before starting, and was planned to be started in May 2008. However, the evaluation study on COGES commune conducted by MEN was delayed, causing the delay of COGES commune model approval by MEN in July 2008. The other one is the activity 2-4 in the PDM, "to support COGES supervisors and COGES officers on holding monthly meetings at the regional level". This activity is planned to be started in February 2008 in the new target regions. However, monthly COGES officers meetings have not been held until January 2009 due to the delay in disbursement of the Counterpart Funds. Furthermore, the delay in disbursement of the Counterpart Funds also interrupted the monthly meetings in Tahoua and Zindere in October and November. See Annex 4 for plan of operation and implemented activities.
Project management and implementation system	<ul style="list-style-type: none"> Are project staff enough? Are their roles and responsibilities appropriate? Is communication among the Project team members (experts, local staff/NGO) sufficient? Is decision making process is appropriate? Is communication between the Project team and the counterparts sufficient? Have they built mutual trust? Is the Joint Coordination Committee (JCC) effective? 	<ul style="list-style-type: none"> It is observed that activity 2-3 "to conduct training for COGES members on establishment of COGES communes" implemented from October 2008 to January 2009 increased the workloads of both Japanese experts and Nigerian staff because this activity required frequent travels to respective regions. This hindered the communication among the Project team members. Considering that monitoring COGES monthly meetings in respective regions will be the main activities in the rest of cooperation period, it might be appropriate to deploy national staff for necessary duration. As described in the previous section, communication among staff members has been hindered due to the frequent travels for trainings for FCC establishment. To address this, the Project team has started the weekly meetings since January 2009, which is expected to solve the problem. The results of interviews to the Director, COGES C.P. and DREN in Tahoua, Zinder and Dosso show there is no problems with communication between the Project team and the counterparts and they have built mutual trust. JCC has been held four times, which is one time over than planned. JCC is effective for reviewing the progress of the Project and sharing information. Experience exchange seminars, which are held back to back of JCC provide opportunities to share good and bad practices. Interview results show that counterparts are involved in the Project activities. DREN in Dosso who used to be an Inspector in Zinder is highly motivated to promote COGES in Dosso.
Ownership of the counterparts	<ul style="list-style-type: none"> Are counterparts actively involved in the project activities? Do COGES communes, COGES members and community residents activity implement the project activities? 	<ul style="list-style-type: none"> Most of interviewed COGES and FCC members are highly motivated and activity involved in the Project activities. The woman treasurer of Kossori COGES, Illea, Zinder said that "COGES is like bringing heavy woods on top of head. It is appreciated if someone does it. But if not, I will do it because someone will definitely help me". The president of this COGES also said that "COGES can do anything if the harvest is good." See section of Efficiency below.
Relation with other donors	<ul style="list-style-type: none"> Has collaboration with the World Bank been implemented as planned? Is necessary information shared? 	<ul style="list-style-type: none"> See section of Efficiency below.

	<ul style="list-style-type: none"> • Has collaboration with Unicef for community pre-school been implemented as planned? Is necessary information shared? • Is necessary information shared with other donors? 	<ul style="list-style-type: none"> • Monthly meetings with Unicef and Pre-school Department of MEN have been organized regarding cooperation for community pre-school based on the MOU signed in May 2008. See section of Efficiency below.
Relation between the Project and JOCV	Does the project cooperate effectively with the activities of JOCV?	<ul style="list-style-type: none"> • Periodical donors meetings about education and COGES have not been held. The Project has consulted with other donors when needed. For example, In Maladi, collaboration with SNV, a Dutch NGO for establishment and functionalization of FCC is in the process. • The Project has provided trainers to the training on APP clubs organized by JOCV in Tahoua in November and December 2007 and in October and November 2008. JOCV members who organized APP clubs trainings are specialists for rural extension and based at Inspector's Offices, which facilitated the cooperation between the Project and JOCV. One interviewed JOCV member who organized the trainings said "Thanks to APP clubs which COGES has promoted, we were able to do this activity. We feel lucky and grateful to the Project and COGES."

ANNEX 5-3. Evaluation by the Five Criteria

Relevance : Very High

Evaluation Items	Necessary Information and Data (Indicators)	Findings of Study
Necessity		
Does Project Purpose correspond with the needs of target group?	<ul style="list-style-type: none"> Do activities of COGES correspond with the needs of community residents and school children? 	<ul style="list-style-type: none"> The Project Purpose of establishing and functionalizing COGES nationwide corresponds to the needs of children and community for better school management based on the local demand. Community pre-school is one of the activities of COGES to which the strong need of community has been identified especially in rural areas.
Priority		
Does the Project purpose correspond with the Niger government national development plan?	<ul style="list-style-type: none"> Has the PDDE, which stipulates COGES as one of the priorities, not changed? Has the decentralization policy, which delegates power to commune, not changed? 	<ul style="list-style-type: none"> No change is made to the PDDE indicating that COGES is one of the priorities of PDDE.
Is the Project consistent with the cooperation policy of Japan and the JICA country program?	<ul style="list-style-type: none"> Is there any important change concerning the cooperation policy of Japan and the JICA country program after the Project started? 	<ul style="list-style-type: none"> No change is made to the decentralization policy. Furthermore, the MEN announced the ordinance regarding establishment of FCC in October 2008, which stipulates that FCC is under jurisdiction of communes, suggesting that communes have power to control and support FCC. After the Project started, Japanese cooperation policy has put more emphasis on school based management through community participation. Japan announced in January 2008 at TICAD IV that it would assist promoting school based management through community participation targeting 10,000 schools in West Africa with contributing US\$ 10 million to Japan Social Development Fund administered by the World Bank.
Appropriateness as a Means		
Is the approach appropriate?	<ul style="list-style-type: none"> Is establishment of functional COGES appropriate strategy to address the educational issues of Niger? Is COGES minimum package appropriate strategy to make COGES effective? Is monitoring by COGES officers and COGES commune effective? 	<ul style="list-style-type: none"> Interviewed education administration officials expressed the views that functional COGES is appropriate strategy to address the educational issues of Niger, low enrollment, gender disparities and quality of education with the fact that COGES mobilizes resources available in the community to improve educational environment at the school level where government is not able to provide sufficient support due to resources constraints. They also expressed that the Project also enhanced the capacities of COGES officers and supervisors, which is one of the issues regarding educational management, through training and monthly COGES officers meetings. COGES minimum package consists of three components: (1) democratic election of COGES members, (2) formation and implementation of school activity plan, and (3) monitoring of COGES by FCC and educational administration. Regarding the first component, the evaluation study team found from interview to COGES members that those who are selected by democratic election were highly motivated to make COGES functional, and committed to be transparent to community through general assemblies. In terms of the second component, the team observed that whole processes of formation and implementation of school activity plans requires community participation in school management. This process starts from identification of the problems faced by school children and the resources available in the community, which leads to formation of activity plans to be approved by general assemblies of community residents. The strategy that the decision regarding the plan is made by the community and not by the outsiders is the

<p>Does Japan have advantage in technical cooperation in this field?</p>		<p>critical factor which enables the implementation of the plan as planned, indicating that formation and implementation of school activity plan is an appropriate strategy to make COGES functional.</p> <ul style="list-style-type: none"> Regarding the third component, the study team found from interviews to COGES members that monitoring, supervision and support by FCC and COGES officers contributed to solve the challenges faced by COGES members.
<p>Does Japan have advantage in technical cooperation in this field?</p>	<ul style="list-style-type: none"> Has Japan accumulated knowledge and skills in the field? Has the experience from similar projects been utilized in the Project? 	<ul style="list-style-type: none"> The knowledge and skills associated with functional COGES model which was accumulated in the phase I of the Project have been utilized in the phase II to expand COGES in new targeting regions. Examples include training methodology, modules and manuals for establishment and management of COGES and FCC, and monitoring of COGES through monthly COGES officers meetings.

Effectiveness: High

Evaluation Items	Necessary Information and Data (Indicators)	Findings of Study
<p>Prospect of Achieving the Project Purpose</p> <p>Is the Project Goal appropriate?</p>	<p>Is the Project Purpose likely to be achieved?</p> <p>Is the level of Indicators of the Project Purpose appropriate?</p>	<ul style="list-style-type: none"> • COGES have been democratically established in 97% of the schools nationwide. Regarding the function of COGES, 66% of COGES have submitted school action plans. Taking the present situation into account, the Project Purpose of 'establishment' and 'functionalization' of COGES is likely to be achieved to a certain extent by the end of the Project. • Since there is no concrete target figure for the indicators of the Project Purpose in the PDM, it is difficult to evaluate the level of achievement. • Data collection and analysis for the second indicator 'percentage of the plans that were implemented' seems to cause difficulty because of the huge number of the target group. Availability of the data should be taken into consideration and if necessary, an alternative indicator should be set.

Cause and Effect Relations

Does the Project Output contribute to the achievement of Project Purpose?

• Does capacity development of COGES related actors contribute to nationwide COGES establishment?

• Data suggests that training for School principals on democratic election resulted in Establishment of COGES with democratic election, and that training for COGES members on school action plan resulted in formation of school action plan even though there is a disparity in correlation between training and provision of training (output 1) and number of functioning COGES. The low rate of establishment of COGES and formation of school action plan in Niamey can be attributed to relatively weak bonds and sense of solidarity among community residents due to urbanization. However, this suggests that special efforts need to be made in Niamey for improvement in the remaining period of cooperation. The low rate of establishment of COGES in Agades can be attributed to the fact that the Project has not been able to visit there due to security reasons.

	School principals receiving training on democratic election/Total schools	Established COGES with democratic election/Total schools	COGES receiving training on school action plan/Total schools	COGES submitting school action plans/Total schools
Agadez	100.0%	65.11%	85.4%	84.9%
Diffa	100.0%	100.00%	90.5%	77.7%
Dosso	99.6%	100.00%	99.9%	63.7%
Maradi	100.0%	100.00%	100.3%	57.47%
Niamey	91.9%	101.18%	93.1%	35.1%
Tillaberi	100.5%	79.47%	101.4%	60.6%
Tahoua				88.1%
Zinder				90.6%
Average	99.5%	97.08%	98.5%	66.4%

Source: EPT Project Team

• Does establishment of COGES monitoring system (COGES officers and COGES commune) contribute to strengthening COGES?

• The results of interviews to FCC and COGES members suggest that establishment of COGES monitoring system (Output 2) by FCC and COGES officers have contributed to the strengthening of the function of COGES in Tahoua and Zinder as shown in the examples below.

✓ Case 1: In one COGES in Zander, it was 90 days before the reelection of COGES members when the pilot grant from AGEPA was provided, which might have caused the misuse of the grant. Requested assistance by COGES members, the COGES officers explained the rules and procedures of the grant to those concerned, which resulted in appropriate usage of the grant. (Interview from COGES officers in Millia, Zinder)

✓ Case 2: There was a case that democratic process in the election was not observed by community leaders. Then, COGES officers met them individually explaining the significance of democratic election, which resulted in successful election. (Interview from COGES officers in Millia, Zinder)

		<ul style="list-style-type: none"> ✓ Case 3: One FCC member is so grateful to the COGES officer that FCC members presented the certificate of award to him since he meets FCC 5 to 6 times a month, come to see them immediately when they ask him for help. (FCC members of Guidiguir commune, Gure, Zinder) ✓ Case 4: One father is against sending his children to schools in spite of efforts by COGES members. COGES organized the general assembly on this issue with the presence of a COGES officer. He advocated the significance of education for children in the general assembly. Two days later, the father came to school with children with saying to the school principal, "I changed my mind." (FCC members of Guidiguir commune, Gure, Zinder) ✓ Case 5: During the establishment process of FCC, some teachers want the treasurer's position to be assigned to a teacher. Then, COGE officer came and explained the ministerial ordinance on FCC, and teachers agreed to obey the rule. (FCC members of Zinder Commune II, Zinder) ✓ Case 6: When FCC members were preparing the general assembly and reviewing the previous years' activities, they found that the previous years' minutes of general assembly for the review has been lost. They asked the COGES officer for help, and he immediately brought the document. (FCC members of DOGO commune, Millia, Zinder) <ul style="list-style-type: none"> • The evaluation survey results show that monthly meeting of COGES officers is working as an opportunity of capacity development as well as a COGES monitoring mechanism. COGES officers gather and share experiences, learn from good practices and discuss each other how to solve problems they have. This process enables them to develop and strengthen their capacity to monitor and provide technical support to COGES. Here are some good examples showing the effectiveness of monthly COGES officers meeting. <ul style="list-style-type: none"> ✓ After the announcement of ministerial ordinance on establishment of FCC, some teacher members of FCC were against the rule that teachers are not able to take the position of the secretary. This issue was raised and discussed to seek the solution at the monthly meeting. The COGES officer explained the reasons for this rule to the teachers and succeeded in persuading them. ✓ The mayor in one commune was negative to support FCC, which was discussed in the monthly COGES officers meeting. The COGES officer guided the FCC to explain the mayor that FCC is under jurisdiction of commune, and mayors are responsible for supporting FCC. Then, the mayor's attitude was changed to be positive.
<p>Is there any preventing for the Project Purpose?</p>	<ul style="list-style-type: none"> • Does establishment of the model on education improvement activities through COGES contribute to strengthening and sustaining COGES? • [Important Assumption] Were schools closed for a long period due to principals and teachers' strike? 	<ul style="list-style-type: none"> • Establishment of education improvement activity models (Output 3) such as community pre-school, forum approach and inspectors' meeting have contributed to strengthen the function of COGES and the supporting system of COGES as described in the section for Output 3. • In Tahoua, there was a teachers strike from the beginning of October to the end of November, 2008 by not only contract teachers but also formal teachers, which resulted in the less teaching hours than the expected hours. Furthermore, strikes for one to two weeks by contract teachers have been frequently implemented due to late payment of teachers' salary. One interviewed expert expressed the concern that teachers' strikes might affect forums and campaigns for improvement in access and quality of education supported by the Project because absence of teachers by strikes lead to less teaching hours causing lowering education quality, and less student attendance causing increasing drop out of students. Furthermore, frequent teachers' strikes and long closure of schools affect negatively community members' trust on schools and COGES. As a counter measure, the expert also argued that inspector's meeting and inspection of schools by inspectors are effective to reduce teacher's absenteeism and strikes. The expert also observed that COGES efforts to

<p>support teachers by providing food and houses to them reduced teachers' participation in strikes in rural areas.</p>	<ul style="list-style-type: none"> • Striking poverty prevails nationwide in Niger. However, the poverty has not been dramatically deteriorated after the Project started. • Some interviewed education administrators expressed the concern that provision of pilot grants to COGES has made negative impact on functioning of COGES. They argue that pilot grant itself is fine and needed by COGES, however, modality of provision should be demand driven based on school activity plan prepared by COGES rather than instructing the usage of grant from supply side, and functioning COGES should be pre-condition of grant provision.
<ul style="list-style-type: none"> • (Important Assumption) Did the poverty situation of households with school age children worsen? • Any other preventing factors in effectiveness? 	

Efficiency: Medium

Evaluation Items	Necessary Information and Data (Indicators)	Findings of Study								
<p>Degree of Outputs Achievement</p>										
<p>Are Outputs achieved as planned?</p>		<ul style="list-style-type: none"> • Most of the planned activities have been implemented successfully and outputs are being produced, which is expected to contribute to the attainment of the Project Purpose. However, some activities related to the establishment of the COGES monitoring system is behind the original schedule because of the delay in disbursement of the Counterpart Funds. 								
<p>Cause and Effect Relationship</p>										
<p>Are activities effective to generate Outputs?</p>	<ul style="list-style-type: none"> • Are activities effective to produce Output? 	<ul style="list-style-type: none"> • Activities have generally been implemented based on the plan and inputs to the Project are well utilized to produce the expected Outputs. 								
<p>Are quality, quantity, and timing of inputs suitable from the attained Outputs?</p>	<ul style="list-style-type: none"> • Are the number, speciality and dispatch timing of experts appropriate? • Are the specification, quantity, and installation timing of equipment appropriate? • Are the field, contents, timing of the training in Japan appropriate? 	<ul style="list-style-type: none"> • Considering nationwide establishment of COGES has been realized in one year with only three experts in charge of it, the number, speciality and dispatch timing of experts have been appropriate. • Purchased equipment and machinery have been necessary and properly used. 								
	<ul style="list-style-type: none"> • Is the local activity budget of both Japanese side and Nigerian side appropriate? 	<ul style="list-style-type: none"> • The interview results to DREN in Zinder, who participated in the training in Japan, show that the training was appropriate to learn school management system and community participation in Japan. 								
		<ul style="list-style-type: none"> • Some activities related to establishment of COGES monitoring system is behind the schedule described in the plan of operation because of the delay in disbursement of the Counterpart Funds. Instead, Japan has made additional financial inputs to bear cost for monitoring and monthly COGES officers meetings in Tahoua and Zinder from December 2008 to January 2009. 								
<p>Factors which have affected the efficiency of the implementation process of the Project</p>										
<p>Does the collaboration with other donors result in improving efficiency?</p>	<ul style="list-style-type: none"> • Is collaboration with the PADEB financed by the World Bank for establishing and monitoring COGES nation wide efficient? 	<ul style="list-style-type: none"> • Inputs and activities in collaboration with the PADEB financed by the World Bank for establishing and monitoring COGES nationwide have shown mixed results. The necessary resources for training were provided as planned utilizing resources of PADEP. However, motorbikes for COGES officers have not been supplied yet, causing serious difficulties for COGES officers to conduct monitoring activities. Most COGES officers are using motorbikes of their own or motorbikes borrowed from inspectors, which is limiting their performance. The situation in Dosso is shown in the table below. 								
		<table border="1"> <thead> <tr> <th data-bbox="654 918 697 1008"></th> <th data-bbox="654 1008 697 1097">Using one's personal motorbike</th> <th data-bbox="654 1097 697 1187">Using the motorbike borrowed from the inspector</th> <th data-bbox="654 1187 697 1276">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="654 918 697 1008">No of COGES officers</td> <td data-bbox="654 1008 697 1097">3</td> <td data-bbox="654 1097 697 1187">4</td> <td data-bbox="654 1187 697 1276">7</td> </tr> </tbody> </table>		Using one's personal motorbike	Using the motorbike borrowed from the inspector	Total	No of COGES officers	3	4	7
	Using one's personal motorbike	Using the motorbike borrowed from the inspector	Total							
No of COGES officers	3	4	7							

	<ul style="list-style-type: none"> • Is collaboration with Unicef for establishing community pre-school efficient? 	<ul style="list-style-type: none"> • Collaboration with Unicef for community pre-school established and supported by COGES has made the Project efficient. Unicef has provided pre-service and in-service training to pre-school teachers in cooperation with Pre-school Inspection Offices, and minimum materials package to community pre-schools whereas JICA has provided technical support to COGES for establishment, management and monitoring of community pre-schools. These complementary efforts have lead to establishing 112 pre-schools in Tahoua and Zinder only in two years.
<p>Are local resource used effectively?</p>	<ul style="list-style-type: none"> • Are local resources used effectively? • Are experiences of the phase I of the Project used effectively? 	<ul style="list-style-type: none"> • Financial inputs to COGES were not provided to schools and COGES in order to maximize initiatives and potential of communities, which was proved to be a right strategy. • Two of the current experts have experienced phase I, and the chief advisor has a experience in West Africa, and other expert has a experience in school management in Ethiopia. • The strategies, approaches, techniques, skills, knowledge, human resources, networks and logistics developed in phase I have been fully utilized.
<p>Is there any factors affected efficiency?</p>		<ul style="list-style-type: none"> • Support from communes enabled FCC to effectively carry out their action plans. The ministerial ordinance regarding FCC published in October 2008 promoted the cooperation between FCC and communes.

Impact: High

Evaluation Items	Necessary Information and Data (Indicators)	Findings of Study												
Prospect of Achieving the Overall Goal														
Is achievement of Overall Goal expected from the present situation of the Project? Any gap between Overall Goal and Project Purpose?		<ul style="list-style-type: none"> • Since the Phase I of the Project started in 2004, indexes of primary education in Niger such as enrolment ratio, registration ratio of new entrants, completion ratio and gender disparity have shown improvement considerably. Campaigns based on forum approach have directly made remarkable impact on the registration ratio of girls and passing rate in Tahoua and Zinder. • The relation between the Overall Goal and the Project Purpose is logical. Interviewed education officials argued that improved school management through COGES has contributed to this progress. In addition, it is observed that community pre-schools managed by COGES, campaign for girls enrollment promotion and education quality improvement launched by FCC, and inspectors' meeting introduced by the Project have contributed to improve both access and quality of primary education in Tahoua and Zinder. • COGES policy is strengthened by the ministerial ordinance on FCC issued by MEN in October 2008. 												
Is Important Assumption to achieve overall goal likely to be secured?	【Important assumption】The Niger education policy which places importance on COGES is unchanged.													
Any preventing factors to achieve overall goal?		<ul style="list-style-type: none"> • Not observed. 												
Extended Effect														
Is there any extended effects?		<ul style="list-style-type: none"> • As the effectiveness of the Inspectors' meeting which the Project introduced to Zinder and Tahoua had been demonstrated, MEN institutionalized the meeting nationwide by sending official letters to DREN in January 2009. • The Project has supported the promotion of community-based school management in Senegal, Mali and Burkina Faso through hosting experience sharing seminars and sending project staff to the respective country to provide technical assistance as shown in the table below. 												
		<table border="1"> <thead> <tr> <th data-bbox="954 1218 1011 1447">Country sent a project staff to</th> <th data-bbox="954 864 1011 1218">Name of the project</th> <th data-bbox="954 591 1011 864">Contents of technical support provided</th> <th data-bbox="954 210 1011 591">Date</th> </tr> </thead> <tbody> <tr> <td data-bbox="1011 1218 1086 1447">Mali</td> <td data-bbox="1011 864 1086 1218">Project for Support to School Committee</td> <td data-bbox="1011 591 1086 864">Technical support for training of trainers</td> <td data-bbox="1011 210 1086 591">22 August – 2 September, 2008</td> </tr> <tr> <td data-bbox="1086 1218 1171 1447">Burkina Faso</td> <td data-bbox="1086 864 1171 1218">Pilot Project for Support to School Committee</td> <td data-bbox="1086 591 1171 864">Training of trainers</td> <td data-bbox="1086 210 1171 591">25 November – 2 December, 2008</td> </tr> </tbody> </table>	Country sent a project staff to	Name of the project	Contents of technical support provided	Date	Mali	Project for Support to School Committee	Technical support for training of trainers	22 August – 2 September, 2008	Burkina Faso	Pilot Project for Support to School Committee	Training of trainers	25 November – 2 December, 2008
Country sent a project staff to	Name of the project	Contents of technical support provided	Date											
Mali	Project for Support to School Committee	Technical support for training of trainers	22 August – 2 September, 2008											
Burkina Faso	Pilot Project for Support to School Committee	Training of trainers	25 November – 2 December, 2008											
Other Impacts														
Are there any other positive or negative impacts produced?	<ul style="list-style-type: none"> • Positive impacts 	<ul style="list-style-type: none"> • Some COGES have addressed community issues such as establishment and management of community pre-schools, boardinghouses for secondary school students and health posts. These cases show the potential of COGES to contribute to the improvement of the community environment beyond the scope of primary education. 												
	<ul style="list-style-type: none"> • Negative impacts 	<ul style="list-style-type: none"> • Not observed. 												

Sustainability : Medium

Evaluation Items	Necessary Information and Data (Indicators)	Findings of Study
<p>Policy and System Aspects</p> <p>Is there high possibility for continuation of the policy support after the cooperation period?</p>	<ul style="list-style-type: none"> Does MEN have strategy to maintain COGES after the cooperation period? 	<ul style="list-style-type: none"> Enhancement of community-based school management as a part of decentralization in education is stipulated in PDDE. The functional COGES model and the FCC model have both been adopted as official models in the national workshop and related ministerial ordinance have been published. MEN has hosted experiment sharing seminars biannually for the purpose of enhancing the implementation of COGES strategy.
<p>Institutional, Organizational and Financial Aspects</p> <p>Is the implementation system of COGES policy sustainable?</p>	<ul style="list-style-type: none"> Does C.P. COGES have sufficient power, staff members and recurrent budget to formulate, control and implement COGES policy at national level? Does regional office of MEN have sufficient power, staff members and recurrent budget to formulate, control and implement COGES policy at regional level? Does inspector's office have sufficient power, staff members and recurrent budget to formulate, control and implement COGES policy at department level? 	<ul style="list-style-type: none"> C.P. COGES is under Director-General of Basic Education and responsible for COGES policy formulation. C.P. had a difficulty in disbursement process of the Counterpart Funds. C.P. COGES organizes experience sharing seminar to share good and bad practices of COGES policy implementation. COGES supervisor has been posted to each DREN. The main role of COGES supervisor is to supervise COGES officers. Monthly meeting of COGES officers has been held regularly in Tahoua and Zinder. Other regions have also started to hold the monthly meeting. Monthly meeting of inspectors has been held regularly in Tahoua and Zinder. As the meeting had been institutionalized by MEN, other regions have also started to hold the meeting. It should be noted that Inspector's meeting is not financed by the Project, indicating its financial sustainability. Most of the DREN understands the importance of COGES in education development and strongly support the implementation of the policy at the regional level. COGES officer has been posted to each inspector's office. The main role of COGES officer is to monitor and supervise FCC and COGES. Although the role of COGES officers is monitoring which is similar to pedagogic advisors, there is no official qualification for them. Most of the COGES officers don't have official means of transportation. Some borrow the inspector's motorbike while others use their private ones for monitoring activities. Since MEN depends on the Counterpart Fund for the cost of fuel for COGES officers, the monitoring activities were interrupted during the delay of disbursement of the Fund. For pre-primary education, the numbers of inspectors and pedagogical advisors are not enough to carry out effective monitoring and supervision on the management and pedagogic aspects of pre-schools. For the details, please refer to ANNEX 3.

	<ul style="list-style-type: none"> Does FCC have sufficient power and resources to sustain and develop their activities? 	<ul style="list-style-type: none"> FCC is established at the communal level based on the ministerial ordinance. The main function of FCC is the monitoring of COGES. Secretariat members of FCC are elected democratically. In Tahoua and Zinder, FCC has been established in all communes during the Phase I of the Project. In other regions (except Agadez), the process of establishing FCC has just begun. A functional FCC is expected to be a self-sufficient body capable of mobilizing financial resources by their own to carry out their activities. The main financial source is the contribution from COGES. FCC in Tahoua and Zinder mobilized 334,375 Fcfa on average in 2007-08. As the ministerial ordinance regarding FCC encourages the cooperation between commune and FCC, some communes are supporting FCC financially. In the interview with Mayors, it was mentioned that securing annual budget for FCC is possible by integrating the FCC action plan into the Communal Development Plan.
	<ul style="list-style-type: none"> Does COGES have sufficient power and resources to sustain and develop their activities? 	<ul style="list-style-type: none"> COGES is established at the community level based on the ministerial ordinance. Secretariat members of COGES from Parents' Association are elected democratically. A functional COGES is expected to be a self-sufficient body capable of mobilizing financial resources by their own to carry out their activities. The main financial source is the contribution from community residents. Although the present condition of mobilization is not certain in general, the result of an interview survey with a small number of COGES in Dosso shows that the mobilized amount was 60,881 Fcfa on average for 2007-08. This indicates room for improvement compared to the mobilized amount of 208,856 Fcfa of Tahoua in 2005-06 at the end of the Phase I of the Project.
<p>Is necessary budget for sustaining COGES commune and COGES likely to be secured?</p>	<ul style="list-style-type: none"> Is it necessary to continue activities funded by Japan side and counterpart fund after cooperation period? If necessary, will the fund be likely to be secured? 	<ul style="list-style-type: none"> It is observed that monitoring by COGES officers and monthly COGES officers meetings are essential and need to be continued to ensure functionalizing FCC and COGES. The Counterpart Funds have just started to finance these activities. However, the Counterpart Funds will be spent in two years and six month around June 2010.
	<ul style="list-style-type: none"> Does MEN plan to institutionalize provision of grant to COGES? Will COGES support fund be likely to be established? 	<ul style="list-style-type: none"> AGEPA has provided pilot grant to 500 COGES in Tahoua and Zinder. It is uncertain whether grant scheme will be expanded. However, it is obvious that MEN need to rely on external financing for introducing grant scheme. The Education Minister argued that ensuring COGES to be functional should be pre-condition for grant provision.
Technical Aspects		
<p>Are actors related to COGES equipped with sufficient capacity?</p>	<ul style="list-style-type: none"> Do COGES supervisors have sufficient technical capacity to implement COGES policy? Do COGES officers have sufficient technical capacity to implement COGES policy? 	<ul style="list-style-type: none"> COGES supervisors understand the COGES strategy well and are well trained. They have successfully carried out training related to the establishment of COGES and FCC nationwide. Some already have enough capacity while others are on their way to developing their capacity to supervise COGES officers and report the circumstances to their supervisors. Most of the COGES Officers understand the COGES strategy well and are well motivated. They have successfully carried out training related to the establishment of COGES and FCC nationwide. Some already have enough capacity while others are on their way to developing their capacity to monitor FCC and COGES and report the circumstances to their supervisors. In Tahoua and Zinder, monthly meetings of COGES officers and inspectors have been held regularly which has contributed to the capacity development of COGES officers and inspectors.

	<ul style="list-style-type: none"> In other regions, monthly meetings of COGES officers and inspectors have just started. These meetings are expected to contribute to the capacity development of COGES officers and inspectors nationwide. 	
<ul style="list-style-type: none"> Does FCC have sufficient technical capacity for functionalization? 	<ul style="list-style-type: none"> In Tahoua and Zinder, most of the FCC members are well trained and motivated. However, as a result of the interruption of monitoring by COGES officers in 2008, decline in performance had been observed. This fact suggests that monitoring and supervision by COGES officers is essential at this point for the functionalization of FCC. Some FCC required for training on financial management, advocacy and proposal development as they plan to request the commune for financial support. 	
<ul style="list-style-type: none"> Does COGES have sufficient technical capacity for functionalization? 	<ul style="list-style-type: none"> Most of the COGES members are well trained and motivated. In Tahoua and Zinder, the school action plan submission rate is 89.5% which suggest a certain level of function of the COGES as shown in the table in the section for output achievement. In other regions, the school action plan submission rate is 55.2% which shows room for improvement as shown in the section for output achievement. 	
Social/Aspect		
<ul style="list-style-type: none"> Does COGES policy increase inequality? 	<ul style="list-style-type: none"> It is observed that vulnerability of community associated with bad harvest due to shortfall of rain affects affordability of community residents to contribute to COGES continuously in spite of their will to do so. For example, one observed COGES in Illela, Tahoua region which established pre-school in 2007 have to mobilize 650F from parents of school children in 2008 because of bad harvest (only 30% compared to the last year), which is agreed by community residents at the general assembly of COGES considering that it would be impossible for all households to contribute to COGES as done in past years. Their total COGES budget in 2008 decreased to 210,250F from 323,600F in 2007 with reducing opening months of pre-school from ten month to six month. This agreement resulted in only 43 enrollment applications of pre-school this year while there were more than 200 enrollment applications in past two years. The COGES members feel very sorry for parents who can not afford to contribute the amount and can not send their children to pre-school due to poverty. This case suggests that safety net measures such as conditional targeting grant are necessary in order to respond to affected vulnerable communities. 	
<ul style="list-style-type: none"> Are there large geographical gap in revenue of COGES and COGES commune? 	<ul style="list-style-type: none"> The evaluation survey found that there is a huge urban-rural gap in the support from commune to FCC. The Guidiguir FCC in Zander located in rural area receive only 10,000F from commune or 192F per COGES whereas Dogo FCC also in Zander, located in urban area receive 300,000F from commune or 5,263F per COGES, showing 27 times difference as shown in the table below. Interviewed FCC members argues that contribution from commune to FCC depends on revenue collection of commune, meaning that communes in urban area are better off than ones in rural area which cause difference in financial support to FCC. 	

