

Simplified Ex-Post Evaluation for Grant Aid and
Technical Cooperation Project in FY 2009

Result of Ex-Post Evaluation

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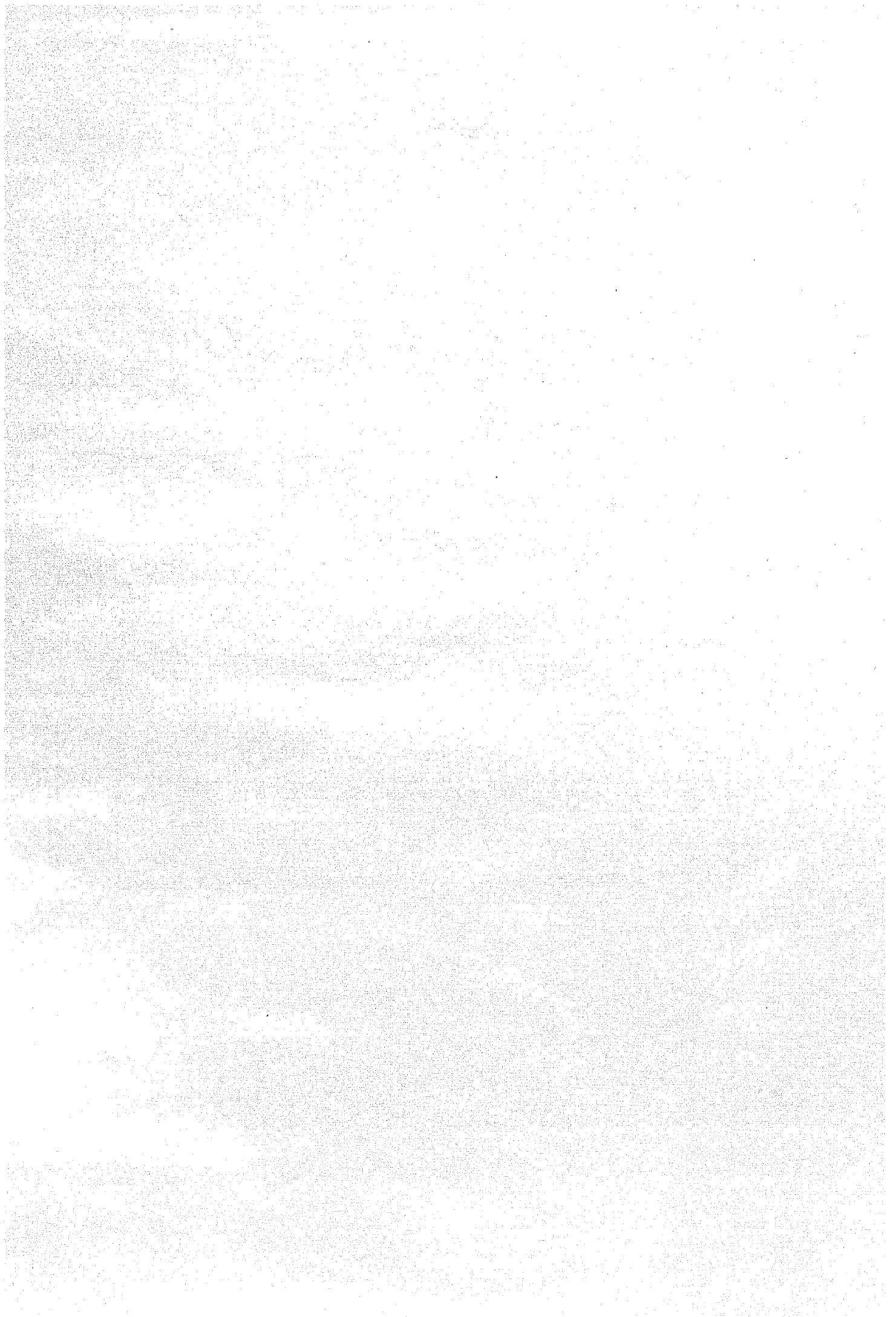
April 2011

Japan International Cooperation Agency (JICA)

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Technical Cooperation Project in FY 2009**

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Technical Cooperation Project in FY 2003

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Preface

Ex-post evaluation of ODA projects has been in place since 1975 and since then the coverage of evaluation has expanded. Japan's ODA charter revised in 2003 shows Japan's commitment to ODA evaluation, clearly stating under the section "Enhancement of Evaluation" that in order to measure, analyze and objectively evaluate the outcome of ODA, third-party evaluations conducted by experts will be enhanced.

This volume shows the results of the ex-post evaluation of Technical Cooperation projects and Grant Aid projects that were mainly completed in fiscal year 2005 and 2006. The simplified ex-post evaluation was applied to the projects which input as actual cost from two hundred million yen to less than one billion yen. The evaluation was entrusted to external evaluators to ensure objective analysis of the projects' effects and to draw recommendations to be utilized in similar projects.

The recommendations drawn from these evaluations will be shared with JICA's stakeholders in order to improve the quality of ODA projects.

Lastly, deep appreciation is given to those who have cooperated and supported the creation of this volume of evaluations.

April 2011

Nobuhito HOBO

Vice President

Japan International Cooperation Agency (JICA)

Disclaimer

This volume of evaluations, the English translation of the original Japanese version, shows the result of objective ex-post evaluations made by external evaluators. The views and recommendations herein do not necessarily reflect the official views and opinions of JICA. JICA is not responsible for the accuracy of English translation, and the Japanese version shall prevail in the event of any inconsistency with the English version. Minor amendments may be made when the contents of this volume is posted on JICA's website. No part of this report may be copied or reprinted without the consent of JICA.

Projects List :

No.	Country	Project Name	Cooperation Scheme
Ex-post Evaluation (90 projects)			
Asia			
1	Afghanistan	Strengthening of Non-Formal Education Project	Technical Cooperation Project
2	India	The Project for Strengthening Extension System for Bivoltine Sericulture in India	Technical Cooperation Project
3	Indonesia	The Project for the Establishment and Capacity Building of Regional Export Training and Promotion Centers	Technical Cooperation Project
4	Indonesia	Community Empowerment Program with Civil Society in the Republic of Indonesia	Technical Cooperation Project
5	Indonesia	Human Resource Development for Local Governance Phase II	Technical Cooperation Project
6	Indonesia	The Project for Training of Agricultural Extension Officers on Improvement of Farm Management	Technical Cooperation Project
7	Sri Lanka	Human Resource Development in Information Technology through Capacity Building of the University of Colombo School of Computing (USCS)	Technical Cooperation Project
8	Thailand	The Project on the Practical Energy Management Training Center	Technical Cooperation Project
9	Thailand	The Project on the Asian Center of International Parasite Control	Technical Cooperation Project
10	Thailand	The Project on the Assistance of Public Health Insurance Information System Development	Technical Cooperation Project
11	Thailand	The Project on the Development of the Method of Urban Development	Technical Cooperation Project
12	China	Expanded Program on Immunization Strengthening Project	Technical Cooperation Project
13	China	Water Environment Restoration Pilot Project in Taihu Lake	Technical Cooperation Project
14	China	Model Planning Project for Water-Saving Measures on Large-Scale Irrigation Scheme	Technical Cooperation Project
15	China	The Technology Center of Environmental Protection and Energy Saving of Metallurgical Combustion	Technical Cooperation Project
16	Nepal	Disaster Mitigation Support Program Project (DMSP)	Technical Cooperation Project
17	Pakistan	The Project for Improvement of Public Administration for Local Governments in Punjab	Technical Cooperation Project
18	Pakistan	The Project on Balancing and Modernization of Workshop Facilities at the Pakistan Industrial Technical Assistance Centre (PITAC)	Technical Cooperation Project
19	Philippines	The Modernization of Industrial Property Administration Project and the Follow-up Project	Technical Cooperation Project
20	Philippines	The Project for the Quality Tuberculosis Control Programme	Technical Cooperation Project
21	Viet Nam	The Project for Improvement of Cattle Artificial Insemination Technology	Technical Cooperation Project
22	Viet Nam	The Project of Strengthening the National Institute of Veterinary Research	Technical Cooperation Project
23	Viet Nam	The Cooperation in the Legal and Judicial Field (Phase III)	Technical Cooperation Project
24	Myanmar	Community Forestry Training and Extension Project in Dry Zone in the Union of Myanmar	Technical Cooperation Project
25	Afghanistan	The Project for Improvement of TV Broadcasting Facilities in Kabul	Japanese ODA Grant Aid
26	Afghanistan	The Project for Improvement of Equipment of the Universities in Kabul	Japanese ODA Grant Aid
27	Armenia	The Project for the Implementation of Obstetrical Service in the Republic of Armenia	Japanese ODA Grant Aid
28	India	Project for Improvement of Medical Equipment for Sir. J.J. Hospital and Cama & Alibless Hospital in India	Japanese ODA Grant Aid
29	Indonesia	The Project for Enhancement of the Civilian Police	Japanese ODA Grant Aid
30	Uzbekistan	The Project for Supply of Road Construction and Maintenance Equipment (Phase II)	Japanese ODA Grant Aid
31	Cambodia	The Project for Construction of Primary Schools in Phnom Penh in the Kingdom of Cambodia	Japanese ODA Grant Aid
32	Cambodia	The Project for Construction of the Cambodia-Japan Cooperation Center in the Kingdom of Cambodia	Japanese ODA Grant Aid
33	Cambodia	The Project for Renovation of Technical School for Medical Care in the Kingdom of Cambodia	Japanese ODA Grant Aid
34	Sri Lanka	The Project for the Upgrading of the Sewer Cleaning Equipment in Colombo City	Japanese ODA Grant Aid
35	Tajikistan	The Project for Improvement of Medical Equipment in Dlakov Hospital in Tajikistan	Japanese ODA Grant Aid
36	China	The Project for Improvement of Equipments for Reproductive Health/Family Health Training Center	Japanese ODA Grant Aid
37	China	The Project for Construction of the China-Japan Friendship Dalian Center for Human Resources Development	Japanese ODA Grant Aid
38	Pakistan	The Project for Expansion of Immunization against Neonatal Tetanus	Japanese ODA Grant Aid
39	Pakistan	The Project for Up-gradation of Plastic Technology Centre	Japanese ODA Grant Aid
40	Pakistan	The Project for Enhancement of Educational Facilities at Allama Iqbal Open University in the Islamic Republic of Pakistan	Japanese ODA Grant Aid
41	Bangladesh	The Project for Construction of Multipurpose Cyclone Shelters (Phase V)	Japanese ODA Grant Aid
42	Bangladesh	The Project on Strengthening of Water Examination System in the People's Republic of Bangladesh	Japanese ODA Grant Aid
43	Timor-Leste	The Project for Construction of Primary Schools and Junior High Schools	Japanese ODA Grant Aid
44	Timor-Leste	The Project for Rehabilitation of Power Supply in Dili	Japanese ODA Grant Aid
45	Bhutan	The Project for Improvement of Machinery and Equipment for Construction of Rural Agricultural Road	Japanese ODA Grant Aid
46	Viet Nam	The Project for Improvement of Medical Equipment of Da Nang Hospital in the Socialist Republic of Viet Nam	Japanese ODA Grant Aid
47	Laos	The Project for Construction of Primary Schools in Lao People's Democratic Republic	Japanese ODA Grant Aid
48	Laos	The Project for Strengthening Regional Education and Training Institutions for Nurses and Primary Health Care Workers in the Lao People's Democratic Republic	Japanese ODA Grant Aid
49	Laos	The Project for Establishment of Disastrous Weather Monitoring System in Vientiane in Lao People's Democratic Republic	Japanese ODA Grant Aid

Oceania			
50	Palau	Palau International Coral Reef Center Strengthening Project	Technical Cooperation Project
51	Kiribati	The Project for Upgrading of Electric Power Supply in Tarawa Atoll (Phase II)	Japanese ODA Grant Aid
52	Solomon	The Project for Restoration of International Airport in the Solomon Islands	Japanese ODA Grant Aid
53	Solomon	The Project for Rehabilitation of the Domestic Tuna Fishery in the Solomon Islands	Japanese ODA Grant Aid
54	Marshall	The project for improvement of the Majuro Hospital	Japanese ODA Grant Aid
55	Micronesia	The Project for the Improvement of the Circumferential Road around Pohnpei Island in the Federated States of Micronesia	Japanese ODA Grant Aid
Middle East			
56	Iran	Project on Energy Management Promotion in the Islamic Republic of Iran	Technical Cooperation Project
57	Iran	The Project on the Improvement of Audio-Visual Aids and Instruction Methods in Vocational Training at the Instructor Training Center	Technical Cooperation Project
58	Turkey	The Geologic Remote Sensing Project	Technical Cooperation Project
59	Turkey	The Project on Improvement of Maritime Education in the Republic of Turkey	Technical Cooperation Project
60	Jordan	The Project for Improving the Quality of Products and Increasing the Competitiveness of the Industrial Sector in the Hashemite Kingdom of Jordan	Japanese ODA Grant Aid
61	Jordan	The Project for the Improvement of Solid Waste Management in the Greater Amman (Phase II)	Japanese ODA Grant Aid
62	Jordan	The Project for Developing Jordan Civil Defence Appliances in the South and North Regions in the Hashemite Kingdom of Jordan	Japanese ODA Grant Aid
Africa			
63	Ghana	The Project for Improvement of Educational Achievement in Science, Technology and Mathematics in Basic Education	Technical Cooperation Project
64	Zambia	The Lusaka District Primary Healthcare Project (Phase II)	Technical Cooperation Project
65	Senegal	The Project for the Development of Human Resources in Health	Technical Cooperation Project
66	Tanzania	The Project for Strengthening of National Bureau of Statistics In Data Providing Service	Technical Cooperation Project
67	Uganda	The Project for Rural Water Supply Phase II	Japanese ODA Grant Aid
68	Cameroon	The Project for the Improvement of Small-scale Fishery Center	Japanese ODA Grant Aid
69	Zambia	The Living Environment Improvement Project for Unplanned Urban Settlements in Lusaka	Japanese ODA Grant Aid
70	Zambia	The Project for Infectious Disease Control Phase II	Japanese ODA Grant Aid
71	Senegal	The Project for the Improvement of Small-scale Fishery Center	Japanese ODA Grant Aid
72	Tanzania	The Project for Infectious Disease Control Phase II	Japanese ODA Grant Aid
73	Burkina Faso	The Project for the Rehabilitation and Reinforcement of the Capacity of National Center of Forest Seed and Four Regional Forest Seed Departments	Japanese ODA Grant Aid
74	Benin	The Project of the Improvement of Fishery Port in Cotonou	Japanese ODA Grant Aid
75	Malawi	The Project for Improvement of Domasi College of Education	Japanese ODA Grant Aid
76	Mozambique	Project for Reconstruction of the Xai-Xai Primary Teacher Training Center in the Republic of Mozambique	Japanese ODA Grant Aid
77	Morocco	The Project for the Improvement of equipment of IFEER	Japanese ODA Grant Aid
Latin America			
78	Ecuador	The Project for Improvement of Vocational Training in Ecuador	Technical Cooperation Project
79	Chile	The Project for Strengthening Institutional Capacity of Mining Environmental Management	Technical Cooperation Project
80	Chile	The Project on Conservation of the Environment and Rural Development with Farmers' Participation for the Mediterranean Dryland Zone of Chile in the Republic of Chile	Technical Cooperation Project
81	Trinidad and Tobago	The Project for Promotion of Sustainable Marine Fisheries Resource Utilisation in the Republic of Trinidad and Tobago	Technical Cooperation Project
82	Panama	The Sustainable Agricultural Training and Extension Project in Rural Areas in the Republic of Panama	Technical Cooperation Project
83	Mexico	The Project for the Improvement of Regional Veterinary Diagnostic Services in Jalisco State	Technical Cooperation Project
84	Antigua and Barbuda	The Project for Construction of Fisheries Center	Japanese ODA Grant Aid
85	Ecuador	The Project for Improvement of Vocational Training in Ecuador	Japanese ODA Grant Aid
86	Nicaragua	The Project for Strengthening Health Service and Reference System in the Departments of Chinandega and Granada	Japanese ODA Grant Aid
87	Nicaragua	The Project for Complementation and Amplification of Construction Equipment for the Rehabilitation and Maintenance of the Rural Roads	Japanese ODA Grant Aid
88	Nicaragua	The Project for the Improvement of Educational Equipment of Nursing	Japanese ODA Grant Aid
89	Honduras	The Project for Equipment of the Public Health Laboratories for Surveillance, Investigation and Control of Infectious Diseases	Japanese ODA Grant Aid
Europe			
90	Albania	The Project for Improvement of Medical Equipment on South Regional and District Hospital of Albania in the Republic of Albania	Japanese ODA Grant Aid

Simplified Ex-Post Evaluation for Technical Cooperation Project

Evaluator, Affiliation	Keiko Watanabe Foundation for Advanced Studies on International Development	Duration of Evaluation Study
Project Name	Strengthening of Non-Formal Education Project	January 2010 – December 2010

I Project Outline

Country Name	Islamic Republic of Afghanistan		
Project Period	26 March 2004-31 March 2007 (3 years)		
Executing Agency	Deputy Minister of Functional Literacy (DMFL)		
Cooperation Agency in Japan	National Federation of UNESCO Associations in Japan		
Total Cost	293.3 million yen		
Related Projects (if any)	Technical Cooperation: Support for Expansion and Improvement of Literacy Education in Afghanistan (LEAF)		
Overall Goal	To reinforce Non-Formal Education in Kabul.		
Project Objective(s)	To develop model-Community Learning Centers (CLCs) for Non-Formal Education.		
Output[s]	<ol style="list-style-type: none"> 1. To develop learning materials for Non-Formal Education (literacy, life-skills, and occupational training) programs. 2. To increase the capacity of teachers engaged in Non-Formal Education. 3. To enable each CLC management committee to run its CLC and to enable local people to receive Non-Formal Education at CLCs. 		
	Inputs (Japanese Side)	Inputs (Afghan Side)	
Experts	12 Experts (76 M/M)	Staff allocated	5 C/Ps
Equipments	9.5 million yen	Equipments	N.A.
Local Cost	120 million yen (including CLC construction: 18 million yen)	Local Cost	N.A.
Trainees Received	21 C/Ps 7M/M	Land etc provided	Land for CLC (3 locations)
Others	N.A.	Others	N.A.

II Result of the Evaluation

Summary of the evaluation

The Project aimed to develop "model Community Learning Centers" (hereinafter referred to as CLCs) at three locations in Kabul City (Districts 5, 8 and 12). In Afghanistan, long domestic conflicts have reduced opportunities for education resulting in very low adult literacy rates for men: 49 %, as well as for women: 19.6 % (2003). Therefore, there was a remarkably high level of needs for this Project, which established non-formal education (herein after referred to as NFE) at the community level in order to improve literacy rates and life skills among both adults who were not previously afforded educational opportunities, and people who are not in reach of public education. This Project established Model CLCs with such functions as operational structures shared with the local communities, provision of classes for life skills and techniques in addition to literacy, and promotion of local coherence among tribes through activities such as sports events, private schooling, and administration of female gymnastics by female groups. In addition, a notable impact was created when the CLCs were broadcasted in NFE programs on local TV. The Government of Afghanistan, in its major education policies, indicated NFE through the CLCs as a strategy to reduce illiteracy and also made plans to establish CLCs in each district. Afghanistan established a CLC Secretariat under the Literacy Department, assuring the Project's political sustainability. The three CLCs established in the Project are running continuously on a self-supporting accounting system while effectively reflecting locals' intention, however, the numbers of learners have declined.

Owing to the fact that the concept of the CLC is new for Afghanistan, the following issues remain: CLCs are not yet very well understood by the Afghan citizens and coordination among different relevant agencies for CLC operations (government offices, NGOs, international organizations, and citizens) needs improved. Although the Project developed a model for CLC; no CLC has been added yet. Efforts need to be made as described under the recommendation section in order to allow structural flexibility to adapt to the situation of literacy education and also in order that, in the future, the project can maintain a high degree of sustainability. Although an evacuation of Japanese experts during the Presidential election temporarily suspended the Project during the implementation period, originally expected outputs were achieved, and the duration and cost of the project were operated efficiently.

In light of the above, this project is evaluated to be satisfactory.

<Recommendation for Literacy Department>

Current operations of the three CLCs in Kabul City show that there is an increasingly greater demand for technical training than for literacy training. Considering that these Kabul City CLCs are located in an urban environment, it is necessary to establish an organizational structure capable of adjusting the subjects it provides to meet the needs of the local citizens. The Literacy Department itself mentions the following areas as being necessary to popularize and expand future CLC operations: raising awareness of CLC activities among Afghan citizens, securing classrooms and teachers for technical training, and coordinating with related agencies such

as international organizations, NGOs, the Literacy Department, and the local citizens.

<Constraints of this evaluation study>

Not all the CLCs established by this Project responded to the questionnaire, and therefore this evaluation study was conducted by: analyzing questionnaire answers from the Literacy Department, which supervises the CLCs; by reviewing records and interview of implementing agency of Japan's side (National Federation of UNESCO Associations in JAPAN); and by reviewing related documents. Taking domestic circumstances in Afghanistan into consideration, information could only be obtained to a limited extent and obtaining further questions and/or clarifications was challenging.

1 Relevance

(1) Relevance with the Development Plan of Afghanistan

The "Revival and Development of Education in Afghanistan (2002)" and the new Constitution enforced in January 2004 both mention reducing illiteracy. In addition, the importance of literacy education is repeatedly mentioned in documents published during the implementation period of the Project including both the "Interim Afghanistan National Development Strategy (2005)" and the "National Education Strategic Plan for Afghanistan (2006-2010)". Among other reasons, the importance of literacy education derives from its possible impact on promoting employment and economic activities.

(2) Relevance with the Development Needs of Afghanistan

According to a survey study by UNICEF in 2003, adult literacy rates were 49 % for males and 19.6 % for females, less than half of male's rate. Statistically, as illiterate persons are more densely distributed among the poor, this Project's aims match the developmental needs of the country: promoting economic activities and reducing poverty through literacy education.

(3) Relevance with Japan's ODA Policy

Japan announced the "Basic Education for Growth Initiative (BEGIN)" in 2002, which mentioned support for NFE as one of the significant issues. One of five development issues mentioned in JICA's assistance strategy for Afghanistan is the education sector, including NFE.

This project has been highly relevant with the country's development plan, development needs, as well as Japan's ODA policy; therefore, its relevance is high.

2 Effectiveness / Impact

(1) Achievement of Project Outputs and Project Objective(s)

In this Project, teaching materials for NFE staff members and 6 learning materials related to literacy on life skills and technical training were produced as planned, and most of these materials have been translated into Dali, Pashto or both. Planned training sessions for staff members of the Literacy Department, the CLC personnel (260 trainees planned) and ones for teachers and holders of teaching certificates (440 trainees planned) ended in more trainees in each kind of training than had been planned: five training times for literacy teachers (178 trainees), 20 training times for staff members of the Literacy Department (473 trainees), two training times for teaching material development (92 trainees) and six seminar times for NFE personnel and university students (1,160 trainees). The Project incorporated supplement teaching materials' development for high need topics from the local communities such as; environmental preservation; calculation drills and income generating activities; and teaching methodologies with locally available materials. Such use of teaching materials based on people's needs and development of supplementary teaching materials promoted teachers' teaching abilities and the monitoring results by the implementing agency demonstrated increased student satisfaction for their classes. For administration of a CLC, local community and government officers participated in establishing a CLC Management Committee (CLCMC) that helped reflect people's needs into the operation of the CLCs. The CLC also recruited skilled locals as volunteer technical instructors. This approach laid the groundwork for participatory administration of CLC. Meanwhile, the number of the locals that received literacy education at the three-targeted CLCs amounted to 750, which was short of the original goal (1500). The main reasons for the shortfall included: changing residency, transferring to other literacy classes run by NGOs (which pay extraordinary amounts of allowance), and marriage. The shortfall in the number of the locals receiving literacy education at CLCs did not negatively impact the project goal; however, because the goal of this Project was to establish the CLC model: not to increase literacy rates. Additionally, 37 % of the literacy course graduates (279 in total) passed the literacy certificate examination administered by the Literacy Department (equivalent to a fourth year primary school literacy level), which exceeded the targeted rate of 35 %. In addition to literacy classes, targeted CLCs were also used for local activities such as marriage ceremonies and sports events.

These outputs indicate that the CLCs established by the Project served as a model in the following areas: 1) joint-administration by the government and the locals, 2) providing not only literacy classes but also life skills and technical classes based on local needs, and 3) functioning as bases for local communities.

(2) Achievement of Overall Goal, Intended and Unintended Impacts

At the CLCs in district 8, the youth committees operated private schools, and in district 5, women's groups operated gymnastics classes for females. Both examples indicate the promotion of community formation and mutual understanding in the multi-ethnic city. Approximately 80 % of learners at the CLCs are females, indicating that the Project had a greater impact on females who suffered from lower literacy rate. Another example of positive impacts includes broadcasting of the CLCs in a literacy documentary program produced by the private TV company on the International Literacy Day. Nevertheless, no new CLC has been established in the Kabul City yet. The causes, according to the Literacy Department include: insufficient public promotion of the relatively new concept of CLCs in the community and insufficient coordination among the agencies related to CLC operation (government bureaus, NGOs, and international organizations). This was reported as an issue for expansion of the CLCs in future. Also, the number of literacy education learners is currently declining at the three CLCs. A post-project evaluation by a Japanese implementing agency reported that this was because of a major shift in the environment that surrounds literacy education: the expansion of literacy activities by other institutions and formal education in the Kabul City (where the three CLCs are located) have caused a decline in the demand for literacy education.

In light of the above, this project has somewhat achieved its objectives; therefore, its effectiveness is fair.

3 Efficiency

(1) Outputs

As described in 1) Effectiveness·Impact, this Project produced outputs as had been initially planned.

(2) Elements of Inputs

In relation to the construction sites for the CLCs, the processing for transfer from Kabul City to Ministry of Education took nine months, causing a delay in CLC construction. In addition, as a security precaution during the Presidential election, the Japanese experts were evacuated for three months from September to December 2004. This resulted in input lags, causing delays to such planned activities as training, and this reduced the project efficiency. This, however, had no influence on the achievement of the project goal.

(3) Project Cost, Period of Cooperation

The Project lasted 36 months as planned (100 %). The cooperation cost was 293.28 million yen, 92.8 % of the 315.78 million yen planned cost, and therefore, was within the budget.

In light of the above, the inputs are appropriate for producing outputs and achieving the project objective; therefore, efficiency of the project is high.

4 Sustainability

(1) Related Policy towards the Project

"The National Education Strategic Plan for Afghanistan (2006-2010)" states the importance of NFE for increasing literacy rates and mentions the construction of a CLC in each district (398 in total) as an effective means. In the "National Education Strategic Plan for Afghanistan (2008-2013)", the CLC is pointed out as a literacy program that facilitates locals' participation. Additionally, the position of CLC Secretariat was founded within the Literacy Department of the Ministry of Education assuring its political sustainability.

(2) Institutional and Operational Aspects of the Executive Agency

Along with the reform of the Ministry of Education, establishment of the CLC Secretariat strengthened the administration of CLCs and enhanced structural aspects within the government. At the same time, the CLC Secretariat and the CLCMCs (founded by the Project) handle CLC's administration but some CLCMCs have become inactive and may only exist nominally. However, locals are still voluntarily participating in the administration of CLCs even that are mainly run by the CLC Secretariat on the government side. By this kind of local participation in CLC operation, the local interest and needs are reflected to the CLC operation. At each CLC, the Literacy Department dispatches a CLC Director, eight literacy teachers, and one security guard. On the other hand, in regards to technical training (the other function of CLC) there are currently 7 - 8 specialized instructor positions. However, there have been reports of difficulties in securing classrooms for technical training and in securing enough specialized instructors resulting in a situation in which subject selection for classes is dependent on the availability of instructors rather than the needs of the locals.

Positions for one head supervisor and two supervisors have been established within the provincial Literacy Departments to handle supervision of literacy teachers at CLCs.

(3) Technical Aspects of the Executive Agency

Teaching materials and instruction manuals developed in the Project are still in use, and teaching methods employing locally available teaching materials is still conducted, as was done during the Project. Specifically, teachers use familiar materials such as sand, beans, leaves, and flowers as teaching materials, and also improve their teaching methodologies by incorporating poems and flip charts to promote students' interests. As for CLC operation and maintenance, the Literacy Department provides workshop sessions and seminars to its staff members. For CLC teachers, experienced staff members from the Literacy Department of the Ministry of Education provide training sessions.

(4) Financial Aspects of the Executive Agency

The Literacy Department budgets the salary of officers at provincial offices and literacy teachers. Costs for literacy textbooks, and heating are an operational cost for CLC. The Ministry of Education earmarked one million Afs (approximately 22,000 USD) in 2009 to procure equipment for the nine CLCs throughout the country, and also distributed 195,600 Afs for the cost of teaching materials from the development budget of the Ministry of Education. Each CLC has its own marginal income from class fees applied to income-generating-activity classes and from the sales of products from classes such as dressmaking.

(5) Continuity of Effectiveness and Impact

According to the ex-post evaluation by the Japanese implementing agency, the number of open classes in 2008 has not changed, but the contents of the classes show modifications that reflect the locals' needs. The number of training sessions differs from one CLC to another (the number of classes in district 5 decreased), and the number of yearly graduates has declined to one third of that of 2006. At the other two CLCs (district 8 and 12), with financial and procurement assistance from the Turkish Army at the Civil-Military Cooperation Center of the International Security Assistance Force, the number of class sessions has been maintained. The number of graduates of both districts, however, has been declining by 100 annually. Total decline in numbers was influenced by the decrease in the number of literacy learners; however, some technical training subjects have increased their students, suggesting an influence caused by the changing learning needs in each area.

Some problems have been observed in the structural aspects of the executing agency, and therefore, sustainability of the project effects is fair.