

付 属 資 料

1. 「合同評価報告書」(中間レビューミニッツ)
2. 評価グリッド結果表 (和文)
3. PDM 改訂にかかるミニッツ

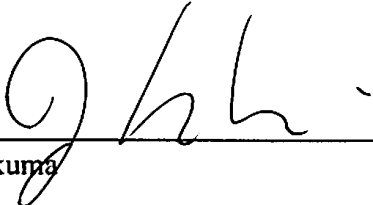
**MINUTES OF MEETINGS
BETWEEN
THE JAPANESE MID-TERM REVIEW TEAM
AND
THE AUTHORITIES CONCERNED OF THE GOVERNMENT OF
THE FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
ON
THE JAPANESE TECHNICAL COOPERATION
FOR
THE PROJECT ON IMPROVING ACCESS TO QUALITY PRIMARY EDUCATION
BY COMMUNITY PARTICIPATION
("Ho! ManaBU PROJECT")**

The Japanese Mid-term Review Team (hereinafter referred to as "the Team"), organized by the Japan International Cooperation Agency (hereinafter referred to as "JICA") and headed by Mr. Jun Sakuma, visited the Federal Democratic Republic of Ethiopia from 23 January to 13 February 2011 for the purpose of mid-term review of the Project on "Improving Access to Quality Primary Education by Community Participation ("Ho! ManaBU")" (hereinafter referred to as "the Project").


During its stay in Ethiopia, the Team had a series of discussions with the Ethiopian authorities concerned, jointly evaluated the achievements of the Project, and exchanged views for further improvement of the implementation of the Project.

As a result of the discussions, both sides agreed upon the matters referred to in the document attached hereto.

Addis Ababa, 10 February 2011



Mr. Jun Sakuma
Leader
Japanese Mid-term Review Team
Japan International Cooperation Agency
Japan



Mr. Eshetu Dessie
Bureau Head
Oromia Education Bureau
Oromia National Regional State
The Federal Democratic Republic of Ethiopia

**JOINT MID-TERM REVIEW REPORT
FOR
THE PROJECT ON IMPROVING ACCESS TO QUALITY PRIMARY EDUCATION
BY COMMUNITY PARTICIPATION**

TABLE OF CONTENTS

- 1 Introduction**
 - 1-1 Preface
 - 1-2 Objectives of the Review
 - 1-3 Schedule of the Review
 - 1-4 Members of the Joint Review Team
- 2 Outline of the Project**
 - 2-1 Background of the Project
 - 2-2 Summary of the Project
- 3 Methodology of the Review**
 - 3-1 Evaluation Questions and Indicators
 - 3-2 Data Collection Method and Analysis
- 4 Project Performance and Implementation Process**
 - 4-1 Achievement of the Project
 - 4-1-1 Project Purpose
 - 4-1-2 Overall Goal
 - 4-1-3 Outputs
 - 4-1-4 Activities
 - 4-1-5 Inputs
 - 4-2 Implementation Process of the Project
- 5 Evaluation Results**
 - 5-1 Relevance
 - 5-2 Effectiveness
 - 5-3 Efficiency
 - 5-4 Impact
 - 5-5 Sustainability
 - 5-6 Conclusion
- 6 Revision of Project Design Matrix (PDM)**
- 7 Recommendations**

SP

ANNEXES

1. Project Design Matrix (PDM: ver. 2.0)
2. Plan of Operations (for PDM ver. 2.0)
3. Evaluation Grid
 - 3-1 Achievement
 - 3-2 Process of Project Implementation
 - 3-3 Evaluation by Five Criteria
4. Implemented Activities
5. Inputs to the Project
6. Project Concept Diagram (for PDM ver. 2.0)
7. Draft of Revised PDM (ver.3.0)

SP

9/

SP

List of Abbreviations and Acronyms

BOFED	Bureau of Finance and Economic Development
C/P	Counterpart
CRC	Cluster Resource Center
EFA	Education for All
EMIS	Education Management Information System
ESDP	Education Sector Development Programme
FC	Field Coordinator
GEQIP	General Education Quality Improvement Programme
GER	Gross Enrollment Rate
HM Training	Ho! ManaBU Training
Ho! ManaBU	Hoggansa Mana Barnoota Ummataa
IT	Information and Technology
ITP	Interactive Training Package
JICA	Japan International Cooperation Agency
JSC	Joint Steering Committee
KETB	Kebele Education and Training Board
KT	Key Teacher
ManaBU Project	Community-Based Basic Education Improvement Project
MM	Man-Month
MOE	Ministry of Education
MOFED	Ministry of Finance and Economic Development
OEB	Oromia Education Bureau
PDM	Project Design Matrix
PO	Plan of Operations
PTA	Parents and Teachers Association
R/D	Record of Discussions
SD	School Director
SIP	School Improvement Program
SMAPP	Project on Increasing Access to Quality Basic Education through Developing School Mapping and Strengthening Micro-planning in Oromia Region
STEO	Special Town Education Office
TDP	Teacher Development Program
TELDCP	Teachers and Educational Leaders Development Core Process
TOT	Training of Trainers
UPE	Universal Primary Education
WEO	Woreda Education Office
ZEO	Zonal Education Office

1. Introduction

1-1 Preface

The Project was launched on 20 September 2008 and will be completed on 19 September 2012. With the remaining project period of approximately one year and eight months, JICA dispatched the Team to the Federal Democratic Republic of Ethiopia from 23 January to 13 February 2011 for the purpose of reviewing the achievements of the Project. The mid-term review has been undertaken jointly by the Team and the Ethiopian authorities concerned.

1-2 Objectives of the Review

Objectives of the mid-term review are as follows:

- (1) to review and evaluate the inputs, activities and achievements of the Project;
- (2) to clarify the problems and issues to be addressed for the successful implementation of the Project for the remaining period;
- (3) to make recommendations for activities in the remaining period; and
- (4) to review and amend Project Design Matrix (PDM) if necessity arises.

1-3 Schedule of the Review

Date		Activities
23 Jan	Sun	Arrival in Addis Ababa (Ms. Tsubone)
24 Jan	Mon	Meeting with JICA Ethiopia Office Meeting with Ho! ManaBU Project Team and Joint Review Team Members
25 Jan	Tue	Interview with Ho! ManaBU Project Team (Japanese Experts and Project Staff) Preparation of the field survey
26 Jan	Wed	Move to West Hararge Zone Field Survey in Tulo: Hidhano Tokuma School (satellite school of Ifa Hiyesa CRC) <ul style="list-style-type: none">- observation of HM Training, 'Discover Our School'- interview with training participants (PTA, teachers, KETB)- interview with ZEO and WEO focal persons, CRC supervisor, center school and satellite SDs, KT
27 Jan	Thu	Field Survey in Habro: [AM] Wachu CRC <ul style="list-style-type: none">- observation of HM Training, 'Raise Awareness of Drop-out'- interview with training participants (community members and teachers)- interview with WEO focal person, CRC supervisor, SD, and KT [PM] Gelemso CRC <ul style="list-style-type: none">- interview with CRC supervisor, SD, KT and PTA chairperson
28 Jan	Fri	Field Survey in Tulo: Metakesha Kekele CRC <ul style="list-style-type: none">- observation of HM Training, 'Raise Awareness of Girls' Education'- interview with CRC supervisor, SD, Deputy SD, KT, PTA chairperson, community members Back to Addis Ababa
29 Jan	Sat	Compilation of collected data and information
30 Jan	Sun	Compilation of collected data and information
31 Jan	Mon	Meeting/Interview with Italian Cooperation Meeting/Interview with TELDCP of MOE (SIP concerned department) Meeting/Interview with World Bank

1 Feb	Tue	Arrival in Addis Ababa (Mr. Sakuma) Group Discussion with project focal persons from ZEO and WEO/STEO Courtesy Call to Embassy of Japan Internal Meeting – sharing the information collected in the first week
2 Feb	Wed	Courtesy Call on State Minister of General Education (H.E. Mr. Fuad Ibrahim) Courtesy Call to and Meeting with OEB (Bureau Head, Mr. Eshetu Dessie) Courtesy Call to Oromia BOFED (Deputy Bureau Head, Mr. Tesfaye Abebe) Meeting/Interview with Ho! ManaBU Project Team (Japanese Experts)
3 Feb	Thu	Move to West Arsi Zone Field Survey in Arsi Negele: Weyo Derera CRC - observation of HM Training, 'Discover Our School' - interview with training participants (parents and teachers) - interview with ZEO and WEO focal persons, CRC supervisor, SD, and KT
4 Feb	Fri	Field Survey in Adami Tulu: Abosa CRC - observation of HM Training, 'Raise Awareness of Drop-out' - interview with training participants (parents and teachers) - interview with WEO focal person, CRC supervisors, SD, and KT Back to Addis Ababa Arrival in Addis Ababa (Dr. Mizuno)
5 Feb	Sat	Interview with Deputy Bureau Head of OEB (Mr. Merga Feysa) Internal Meeting and Report Writing
6 Feb	Sun	Internal Meeting and Report Writing
7 Feb	Mon	Field Survey in South West Showa: Goro CRC - observation of HM Training, 'Discover Our School' - interview with training participants (community members and teachers) - interview with WEO focal person, CRC supervisor, SD, Deputy SD, KT
8 Feb	Tue	Discussion with Ho! ManaBU Project Team on review results
9 Feb	Wed	Discussion with Ho! ManaBU Project Team on review results Discussion on Minutes of Meetings (M/M) with OEB
10 Feb	Thu	Joint Steering Committee (JSC) Meeting Signing M/M
11 Feb	Fri	Report to JICA Ethiopia Office Departure for Japan (Mr. Sakuma and Dr. Mizuno)
12 Feb	Sat	Compilation of the review results and documentation
13 Feb	Sun	Departure for Japan (Ms. Tsubone)

1-4 Members of the Joint Review Team

Ethiopian Side

Mr. Jemal Mufti School Supervision Implementer, Educational Support Provision and Quality Assurance Core Process, OEB

Mr. Adugna Buta Project Development Implementer, Resource Identification and Construction of Institutions Core Process, OEB

Japanese Side

Mr. Jun Sakuma Leader, JICA

Dr. Keiko Mizuno Education Planning, JICA

Ms. Chie Tsubone Evaluation Analysis, Global Link Management Ltd.

Ms. Satomi Ueno Evaluation Planning, JICA

N.

SP

2. Outline of the Project

2-1 Background of the Project

The Federal Democratic Republic of Ethiopia (hereinafter referred to as “Ethiopia”) has implemented in succession the Education Sector Development Programme (ESDP) since 1997 and has enjoyed the significant progress over the last decade, especially in terms of access. Gross enrollment rate (GER) for primary education increased from 41.8% (1997/98) to 94.2% (2008/09). Challenges, however, remain to achieve the universal primary education (UPE). These include: disparities among regions and groups; low enrollment rates for second cycle primary education (G5-8) and for first cycle secondary education (G9-10). Furthermore, the issues of high repetition and drop-out rates, low completion rate, overcrowded classrooms, shortage of textbooks and qualified teachers have become more highlighted, particularly in rural areas, as a result of rapid expansion of primary education.

In order to address these issues mentioned above, especially to tackle the problem of quality of education, the Federal Ministry of Education has formulated the General Education Quality Improvement Programme (GEQIP) which has the following five components: (1) curriculum, textbooks and assessment; (2) teacher development program (TDP); (3) school improvement program (SIP); (4) management and administration; and (5) program coordination, monitoring and evaluation. The Programme also encourages community participation in school activities and aims to expand access to quality education through collaboration among communities, schools and local education offices.

Under these circumstances, the Government of Ethiopia requested a technical cooperation to the Government of Japan to improve the quality of education through the enhanced school management as well as through the capacity development of Cluster Resource Center (CRC). In response to this official request, JICA agreed to commence the four-year technical cooperation project, which is now commonly known as ‘Ho! ManaBU Project’, with Oromia Education Bureau (OEB), utilizing the outcomes of previous projects implemented in the Oromia Region.

2-2 Summary of the Project

The Project has been conducted based on the PDM ver.2.0, which was revised in August 2009. Its main points are as follows.

- (1) Overall Goal
Access to quality primary education is improved in the target area.
- (2) Project Purpose
School management is improved in the target area through collaboration between educational administration (WEOs, CRCs, schools) and community.
- (3) Outputs of the Project
Output 1
The capacity in monitoring and reporting of school management is strengthened at the woreda and cluster levels.



Output 2

Community members, head teachers, teachers and CRC supervisors have a deeper understanding about “Making our school better” through cluster-based activities.

Output 3

The knowledge and experiences acquired from the activities and outputs 1 and 2 are widely shared and utilized among education administrators at the various levels.

3. Methodology of the Review

3-1 Evaluation Questions and Indicators

Following aspects were reviewed based on the PDM ver. 2.0, and the Plan of Operations (PO):

- 1) Achievements of the Project based on the PDM indicators
- 2) Implementation process
- 3) Evaluation by five evaluation criteria

The analysis was made using the evaluation grid that was prepared for the project review. This evaluation grid refers to the PDM ver. 2.0 which was revised and agreed in August 2009. Table-1 below shows the nine different components of a PDM logical framework.

Table 1: PDM Logical Framework

Overall Goal	The higher-order objectives to which a development intervention is intended to contribute
Project Purpose	The intended development results of a project
Outputs	The products, capital goods and services which result from development interventions which are relevant to the achievement of outcomes
Activities	Actions taken or work performed through which inputs, such as funds, technical assistance and other types of resources are mobilized to produce specific outputs
Important Assumption	Hypotheses about risk factors which could affect the progress or success of a development intervention
Objectively Verifiable Indicators	Quantitative or qualitative factor or variable that provides a simple and reliable means to measure achievement for the overall goal, project purpose and output of interventions
Means of Verification	Sources to verify the indicators
Inputs	Financial, human and material resources used for a development intervention
Pre-condition	Conditions that must be met before starting interventions

To perform the review, the performance/achievement and implementation process of the Project were assessed. Information on performance includes the results of Inputs, Outputs, the degree of achievement of Project Purpose and Overall Goal. Information on implementation process includes the progress of Activities, communication issues, monitoring and ownership of the partner country. After the data gathering, the achievement of the Project is reviewed by the following five criteria through discussions among the joint review team.

Table 2: Five Criteria

Relevance	Relevance of the project plan is reviewed in terms of the validity of the Project Purpose and the Overall Goal in connection with the development policy of the Government of Ethiopia/Oromia, Aid policy of the Government of Japan, needs of beneficiaries, and by logical consistency of the project design.
Effectiveness	Effectiveness is assessed by evaluating the extent to which the Project has achieved its purpose and by clarifying the relationship between the Project Purpose and Outputs.
Efficiency	Efficiency of the project implementation is analyzed with emphasis on the relationship between Outputs and Inputs in terms of timing, quality and quantity.
Impact	Impacts of the Project are assessed on the basis of both positive and negative influences caused by the Project.
Sustainability	Sustainability of the Project is assessed in terms of organizational, financial and technical aspects by examining the extent to which the achievement of the Project will be sustained and expanded after the Project's completion.

3-2 Data Collection Method and Analysis

In order to review the performance of the Project, the data is collected through following methods:

- (1) Questionnaire
- (2) Interview
- (3) Focus group discussion
- (4) Review of reports and documents
- (5) Field observation

4. Project Performance and Implementation Process

4-1 Achievement of the Project

4-1-1 Project Purpose

Project Purpose: School management is improved in the target area through collaboration between educational administration (WEOs, CRCs, schools) and community.

Indicator 1: The percentage of the school activities which are planned by school in collaboration with community members and are implemented as planned

The percentage of the implemented activities could not be obtained because the Project has not yet provided training focused on planning. However, the number of activities implemented at the school level after Ho! ManaBU (HM) Training is 158 according to the progress reports submitted by the pilot CRCs.

SP

92.

Indicator 2: Implementation rate of prioritized activities in connection with school management at woreda and cluster levels

The implementation rate of prioritized activities could not be obtained at the moment because of the same reason as Indicator 1. As indicated above, the number of activities implemented at the pilot CRCs after HM Training is 158.

Indicator 3: Reduction of drop-out rate (of grade 1 pupils in particular)

The drop-out rate at the pilot CRCs could not be obtained.

Meanwhile, it was reported by community members and CRC/WEO/STEO/ZEO that HM Training creates synergistic effects with other initiatives, contributing to decreasing drop-out. For example, the Project contributed to the establishment of the Drop-out Committee, which works on reducing drop-out at the school level by conducting close follow-up activities for drop-out students, or activated the existing Drop-out Committee.

The latest available data is the number of drop-out students collected by the Project in February 2010 on the pilot 104 CRCs. However, this data still does not reflect the impact of the Project because HM Training started in January 2010. This data shows the general trend that the number of drop-out students at the pilot CRCs are decreasing even before the Project has started; the total number of drop-out was 9,238 in 2005/2006 (data obtained from 81 pilot CRCs out of 104), and it was 2,712 in 2009/2010 (73 CRCs). This decrease results from the above-mentioned activities conducted by the Drop-out Committee and other various initiatives. It is important to monitor if the decreasing trend continues or accelerated during the latter half of the project period.

Indicator 4: Improvement of enrolment rate (of girls in particular)

The girls' enrolment rate of the pilot CRCs could not be obtained.

Meanwhile, it was reported by community members and CRC/WEO/STEO/ZEO that HM Training creates synergistic effects with other initiatives, contributing to increase of girls' enrolment rate. For example, the Project contributed to the establishment of Girls' Education Committee and/or Girls' Club or activated the existing Club. As a result, according to the schools visited by the Mid-term Review Team, it was found that the custom of early marriage is now less practiced, and girls' enrolment is increasing.

As indicated above, the latest available data still does not reflect the impact of the Project because HM Training started in January 2010. The data shows the general trend that the girls' enrolment of the pilot CRCs is increasing even before the Project started; the average ratio of girls' enrolment in Grade 1-8 in the total enrolment increased from 46.23% in 2005/2006 to 50.11% in 2009/2010. The total number of girls' enrolment increased from 59,203 (data obtained from 92 CRCs) to 61,835 (102 CRCs). This improvement results from the above-mentioned activities conducted by the Girls' Club and other various initiatives.



This data shows the trend that more girls are enrolling. However, it is true that girls' enrolment ratio in the total enrolment is less than 45% in 21 of the 102 schools, and 7 are less than 40%. Therefore, it is important to monitor if, on average, the gender parity remains, and the ratio of girls is improved in the schools which do not reach gender parity.

Summary of achievement toward Project Purpose

Due to the lack of data for the indicators, it is difficult to estimate the likelihood of achieving the Project Purpose. Because the Project will provide training session on planning this year, the data related to plan and implementation, which correspond to Indicator 1 and 2 are, expected to be obtained during the latter half of the project period. However, it is a good sign that 158 activities were started in 49 schools by their own initiative after HM Training was provided.

As for drop-out and enrolment rates, it is still too early to examine statistical data considering the year the Project started its training and the year the latest data was taken. However, it was reported that this Project and other initiatives implemented by the government or other development partners make synergy and contribute to improvement of those indicators.

In addition, it is important to reexamine if the four indicators are obtainable and relevant to measure the achievement level of the Project Purpose and necessity to set new indicators so that the Project can regularly monitor the progress toward the Project Purpose.

4-1-2 Overall Goal

Overall Goal: Access to quality primary education is improved in the target area.

Indicator 1: Improvement of teacher/pupils ratio

The latest available data collected by the Project in February 2010 on the pilot CRCs shows that the average teacher/pupil ratio is decreasing, which was 62:1 in 2005/2006, it was 47:1 in 2009/2010.

Indicator 2: Improvement of section/pupils ratio

According to the EMIS data of 2009/2010, the average section/pupil ratio of the pilot CRCs is 60:1, and the average of the same data 2007/2008 of the pilot CRCs is 69:1. Considering the year when the data was taken for the Indicator 1 and 2, the effects of the Project are not observed in the data.

Indicator 3: Improvement of completion rate at the first cycle level (Grade 1-4)

The data which is relevant to measure the impact of the Project was not obtained, considering the year the latest EMIS data was taken. This Indicator at each pilot CRC level should be followed during the latter half of the project period.



Summary of achievement toward Overall Goal

The first two indicators are not relevant to measure the impact of the Project because activities related to improvement of teacher/pupil ratio and section/pupil ratio are not in the scope of this Project. Therefore, it is necessary to set appropriate indicators for the Overall Goal.

From the irrelevance of the indicators as well as the fact that the latest available data for Indicator 3 does not reflect the effects of the Project considering the year the data was taken, it is difficult to estimate the likelihood of achievement of the Overall Goal.

4-1-3 Outputs

Output 1: The capacity in monitoring and reporting of school management is strengthened at the woreda and cluster levels.

Indicator 1-1: Development and regular update of training materials for reporting and monitoring

The Project conducted two workshops regarding monitoring; one was held in 2009 on monitoring and reporting, and the other was held in 2010 on data management and information sharing. In the first training, HM Training monitoring/report format, which is to be filled by CRC supervisors or school director/key teacher to report about HM Training, and semi-annual progress report format, which is to be filled by each school director and commented by CRC supervisor, were introduced, and how to fill in was instructed. Both formats were revised once by reflecting feedback obtained. Besides these formats, training materials such as PowerPoint presentations, current data book of each pilot CRC, and trial student enrolment recording format were prepared by the Project.

The Project plans to document these materials, and also finalize the formats based on the feedback obtained through these workshops during the latter half of the project period.

Indicator 1-2: The number of the training held and the participants (WEOs, CRC supervisors and related educators)

As explained above, the Project conducted two workshops related to monitoring. The number of participants is as follows.

Table 3: List of Training on Monitoring

	Workshop on monitoring 2009	Workshop on data management & information sharing 2010
No. of participants	259	391
Attendance rate	93.5%	98.9%

Source: Ho!ManaBU report

The participants were ZEO officers, WEO/STEO officers, CRC supervisors, school directors, vice directors and key teachers of the target areas.

Indicator 1-3: The implementation rate of monitoring and reporting of school management at the WEO and cluster levels

According to the information collected by the JICA project team, monitoring was conducted by WEO/STEO 108 times. The number of training reports submitted by CRCs via WEO/STEO and ZEO amounts to 323.

Indicator 1-4: The degree of quality improvement in monitoring and reporting

The degree of quality improvement in monitoring and reporting is not measured at the moment. The project plans to assess it in the latter half of the project period.

Summary of Output 1

The Project evaluates that WEO/STEO and CRC are now able to and accustomed to monitor and report HM Training utilizing the formats developed by the Project. This can be confirmed from the fact that 323 reports have been already submitted. During the latter half of the project period, it will be important to focus on the improvement of the quality of monitoring and reporting.

Regarding the flow of monitoring, it was found that reports submitted by CRCs sometimes do not reach to the Project. Therefore, it is critical to ensure the monitoring and reporting flow smoothly from school/CRC level to the Project via WEO/STEO and ZEO. Also, more feedback on the results of monitoring is to be expected from WEO and/or ZEO to CRCs/schools for improvement of school-level activities as well as quality of monitoring.

According to the interviews conducted to WEO focal persons and CRC supervisors, they acquired knowledge on monitoring methods, how to understand/analyze and compare the data, how to find inaccuracy in the data, how to take correct data, and how to file documents effectively and efficiently through the training. Meanwhile, although their knowledge is increased and they use the monitoring formats of the Project, the number of activities and training is still not sufficient to ensure tangible capacity development to conduct regular and quality monitoring. Since the activities/training under this Output is not strategically planned as expected, it is desirable that more strategic activities be implemented during the latter half of the Project period in order to ensure achievement of this Output.



Output 2: Community members, head teachers, teachers and CRC supervisors have a deeper understanding about “Making our school better” through cluster-based activities.

Indicator 2-1: Development and regular update of training materials for school management improvement

Four HM training courses, and one set of training material for each course were developed. These courses are "Raise Awareness of Drop-out", "Raise Awareness of Girls' Education", "Let's Make Our School Better", and "Discover Our School". The training materials for these courses are evaluated highly by OEB, ZEO, WEO/STEO, CRC supervisors, school directors/teachers and community members because they help participants to realize and learn about issues related to their school through game or quiz in a fun and participatory manner. Also, according to ZEO/WEO focal persons and CRC supervisors, because these training materials help to visualize problems, participants can understand the problems more realistically. In 2010, these training courses, except for newly developed "Discover Our School", including materials, procedure and formats, were revised based on the feedback obtained from WEO/STEO, and CRC.

"Quick Learning Video", which deals with daily school management issues, titled "What is the plan?", "What is the Student-centered Approach?", and "Roll book is useful" was also developed by the Project. It was distributed to each pilot CRC so that teachers can learn tips to improve their school by watching it.

Indicator 2-2: The numbers of the training workshop held and participants on school and community levels

In 2009, 463 people, who are ZEO and WEO focal persons, CRC supervisors, school directors, vice directors and key teachers, participated in the TOT for "Raise Awareness of Drop-out", "Raise Awareness of Girls' Education, and "Let's Make Our School Better". The fourth training course and material were developed in 2010, which is "Discover Our School", and 391 people participated in the TOT.

HM Training developed in 2009 was held at the cluster level 323 times. The total number of participants is 19,732, who are community members, parents, PTA members, KETB members, students and participants from satellite schools. If the number is disaggregated by gender, the total number of female participants was 6,558, and male participants were 13,174.

Indicator 2-3: The percentage of the target center schools that prioritize activities and implement them strategically

According to the progress report submitted by pilot CRCs, the total number of activities implemented at the school level after HM Training is 158. Activities such as door to door visit to reduce drop-out, establishment of committees to work on improvement of drop-out and girls' education, provision of education materials for vulnerable children, income generation activities, and improvement of school facilities are some of the examples of the activities.

9.

SP

It was also reported that the training activated existing Drop-out/Girls' Education Committee and Girls' Club established at school before the Project started. Because the submission rate of progress report is low (41.3%), the actual number of activities implemented could be higher.

In order to analyze the implementation level of planned activities, it is necessary to set more obtainable and specific indicator in place of this indicator because what "prioritize activities" and "implement strategically" signify are not clearly defined.

Indicator 2-4: The number of the target center schools that take new measures to improve school management

As mentioned above, it was confirmed that 158 new activities were implemented after HM Training. Because the definition of "new measures" is not clear, it is difficult to distinguish this indicator from Indicator 2-3, and measure this indicator appropriately.

Summary of Output 2

It is worth noting that the training was conducted more than 320 times and benefited more than 19,000 people during the first half of the project period. Through interviews, it was found that awareness of community members on drop-out and its causes, as well as issues on girls' education was raised through the training. They also mentioned that they learned how to identify and analyze problems of their school. It was found, as a result, that their motivation to improve school and their participation in school improvement activities were strengthened, and community and school started new activities as indicated in Indicator 2-3.

Similarly, CRC supervisors, school directors and key teachers interviewed answered that their understanding on drop-out and girls' education, how to identify and prioritize problems, importance of community participation in school improvement activities was increased through the TOTs and conducting training at the cluster level.

The Project currently develops the core part of HM training, which is about "plan and action". Therefore, it is expected that more concrete indicators related to implementation of activities are to be obtained during the latter half of the project period.

Output 3: The knowledge and experiences acquired from the activities and outputs 1 and 2 are widely shared and utilized among education administrators at the various levels.

Indicator 3-1: The number of non-target CRCs within the target woredas which share the knowledge and experiences of the Project, and make good use of them

The first issue of ODA Magazine, which was developed aiming to share experiences and good practices of the pilot CRCs, was distributed to all the CRCs, including non-pilot CRCs, in the region through ZEOs in September 2010. However, it was found that there are some CRCs which have not received them yet.

J.

SP

It was confirmed through training reports that some non-pilot CRC supervisors took part in HM Training. Therefore, there is a possibility that their knowledge has been shared with non-pilot CRCs to some extent.

In addition, OEB is currently planning to expand HM Training to all CRCs throughout Oromia Region utilizing OEB budget and JICA material and advisory support. If the plan is approved and implemented, the knowledge and experiences of the Project will be shared region-wide.

Indicator 3-2: The number of non-target woredas within the target zones which share the knowledge and experiences of the Project, and make good use of them

The knowledge- and experience-sharing with non- target woredas is not confirmed at the moment. However, as indicated above, it is expected that the magazine played a role to spread its experiences in non-target woredas.

Indicator 3-3: The number of experiences-sharing meetings held at regional and federal levels.

The quarterly meeting, which is usually organized by OEB to share experiences, was held twice in 2009, and the Project presented its activities in the meetings. It was not held in 2010 after HM Training started.

The Project produced ODA Magazine and English News Letters to share its experiences. Also, the Project utilized the Education Festival, held in 2010 to present the Project's activities.

Summary of Output 3

It was planned that activities under this Output will be implemented after sufficient experiences and good practices have been accumulated. From these reasons, at the time of this Mid-term Review, the level of achievement under this Output is not high. It is necessary for the latter half of the project period to place more emphasis on this Output by accelerating experience-sharing activities with non-target areas, and confirming the utilization of the experiences and knowledge in non-target areas.

As mentioned above, the OEB Initiative to scale up the Project region-wide could dramatically strengthen achievement level of this Output. Therefore, it will be important for the Project to assist OEB to make a feasible scale-up plan, while continuing collecting good practices and strengthening experience-sharing activities. These good practices will be useful for feeding in to the plan of the OEB Initiative.

4-1-4 Activities

For activities implemented by the Project, please refer Annex 4.

4-1-5 Inputs

As of January 2011, inputs from the Japanese side and Ethiopian side have been made in accordance with the R/D as follows.

(1) Japanese side

Japanese experts

A total number of four long-term experts were dispatched under the titles of Chief Advisor/School Management, Project Coordinator/Community Participation, Local Educational Administration, and Project Coordinator/Primary Education. The total MM of these experts as of January 31, 2011 amounts to 79.1. One short-term expert was dispatched three times to date in the area of Visual Training Materials. The total MM as of January 31, 2011 amounts to 9.7.

Counterpart training in Japan

Two officers from OEB, Head of OEB and Head of Educational Planning and EMIS Process received counterpart training from February 4, 2009 to March 2, 2009.

Local operation cost

Local operation cost was mainly used for providing training, development of training materials, printing of training manuals, hiring local consultants, and purchasing office equipment. Local operation cost was also used to cover salary for local project staff: a post of a training consultant, three posts of field coordinators, an assistant, and three drivers.

Equipment

Several equipment and materials, such as generator, and IT equipment have been provided to OEB and pilot CRCs. The total amount equals to USD 365,723.48.¹

(2) Ethiopian side

Counterpart

For this Project, a Project Director (Head of OEB), two Project Manager (two Deputy Heads of OEB), one training planning counterpart (Head of Planning Work Process), and one project management counterpart (Head of Resource Identification Construction and Education Material Supply) are assigned at the OEB level.

At the ZEO and WEO levels, an officer was appointed as a focal person for the Project from each target ZEO and WEO/STEO.

Office space and facilities

Project office, meeting room and necessary facilities were provided within OEB. In the office, facilities such as electricity, water and telephone were covered by the Ethiopian side. Office space for field coordinators was provided in ZEO East Wellega and East Showa.

¹ Calculated with the JICA rate of December 2010 (1USD=16.3768Birr)



4-2 Implementation Process of the Project

Communication

Communication between the JICA project team and OEB Head/Deputy Head was relatively smooth, and thus their understanding toward the Project is high. On the other hand, other personnel in OEB are not sufficiently involved at the moment. It is necessary to increase communication channel with related personnel in view of the scaling-up plan and termination of the Project in 2012. As for WEO/STEO and CRC, communication is difficult in some areas due to lack of telephone network. Therefore, it is important to identify ways to contact with WEO/STEO and CRC supervisors regularly, and develop close relationship with the pilot CRCs for effective monitoring and information sharing.

Monitoring

As for flow of monitoring and information sharing, there are cases when the reports submitted by CRCs do not reach to the Project. Also, there is a case that ODA Magazine distributed by the Project has not reached to a CRC. It is necessary to clarify who is responsible for these tasks in WEOs/STEOs and ZEOs, and ensure smooth monitoring, feedback and information sharing flow with the pilot CRCs, WEOs and ZEOs. Besides the flow, the submission rate of semi-annual progress report needs to be improved in order to examine the project effects.

Regarding monitoring at the project level, it was found that the project team did not sufficiently monitor the progress based on the indicators set in the PDM, or by using proxy indicators which are obtainable and appropriate.

Counterparts/Ownership

Although understanding and a sense of commitment of Head and Deputy Head of OEB toward the Project is high, the involvement of OEB in the implementation process was limited. Therefore, it is necessary to clarify the roles of related personnel in OEB for the Project. The role and responsibility of ZEO is not very clear in the region because ZEO does not have its own budget, and the office usually functions only as a connecting point between WEO and OEB. In addition, although STEO is administratively equal to ZEO, the Project handles STEO as same as WEO, and it confuses the line of command in the Project. Therefore, it is essential to clarify roles and responsibilities of related agencies for smooth implementation of the Project.

High commitment and ownership are observed at the field level as well. ZEO and WEO/STEO focal persons as well as CRC supervisors participate in TOT with high attendance rate, and conduct school level training even in satellite schools, which are not in the scope of the Project. Moreover, although budget is not allocated from OEB side for this Project, monitoring cost at the WEO/STEO and CRC levels and training cost for school level training are covered by each individual or by each school. In addition, some schools cover cost for having technician to set up PC provided by the Project, and provide guidance/training.

On the other hand, it is undeniable that the frequent turn-over of related personnel is a constraining factor for the development of ownership.

Q.

SP

5. Evaluation Results

5-1 Relevance

The Project is consistent with the policies of Ethiopia and Japan, and the needs of Ethiopia as follows.

Relevance to the Ethiopian and Japanese policies

According to the ESDP III (2005-2010), to achieve UPE by the year of 2015, and improve quality of education are two of the goals at the general education level. In the document, improvement of school management, empowerment of community in the management of schools, and enhancement of the role of woredas in management by involving community are identified as some of the strategies. The ESDP IV, which was launched in 2010, also highlights importance of community participation and improving management capacities at the woreda, CRC and school levels. Moreover, GEQIP, which was launched in the year 2009, identifies five pillars, one of which being SIP. SIP focuses on participatory and accountable school management through decentralization, which will contribute to improvement of quality of education. Therefore, these policies are in line with the Project, which aims to improve school management with community participation.

The Project is also consistent with the Japanese aid policy for Ethiopia, which places improvement of access and quality of basic education through capacity development of local government and community. The policy is also reflected in JICA's aid policy, which places provision of quality basic education as one of the focus areas.

Relevance to the needs of the country and target group

As the drop-out rate of the first grade exceeds 30% in Oromia, decreasing the rate is an urgent issue. Therefore, the Project, which focuses on improvement of drop-out through improved school management with community participation as one of the goals, corresponds to the needs of the region.

Although contribution of community members for school is common in Ethiopia, there is a room for improvement so that they participate in school management more voluntarily and actively. It was acknowledged by the Ethiopian side and other donors that empowerment of community members is critical in order to achieve better school management with community participation.

Appropriateness of the project design

The logic between the Project Purpose and the Overall Goal is not clear in the current PDM (ver. 2.0). Especially, the indicators set for the Overall Goal, which are improvement of teacher/pupil ratio and section/pupil ratio are not relevant to measure the impact of this Project, which aims to improve school management. Therefore, the logic between the Project Purpose and the Overall Goal need to be reexamined mainly by modifying indicators. Then, based on the Project Purpose, Outputs and Activities need to be adjusted accordingly. At the same time, prioritizing Outputs and Activities in consideration of the current situation of the Project is indispensable.

5-2 Effectiveness

Effectiveness of the training provided by the Project started to appear as follows.

As indicated in “4-1-1 Project Purpose”, it is difficult to estimate the likelihood of achieving the Project Purpose at the moment. It will be necessary to modify the PDM to make it more logical reflecting the current situation, and setting appropriate indicators and target values so that what the Project aims is clearer. It is critical that monitoring against appropriate indicators with target values be conducted and progress of the Project be analyzed regularly in order to ensure verification of effectiveness of the Project by the end of the cooperation period.

It was recognized that this Project creates synergy with other initiatives, and contributing to improvement of drop-out and girls enrollment rates. It will be necessary for the Project to assess these indicators later in the project period to verify the impact of the Project.

As for effectiveness of HM Training, it was found that knowledge of ZEO and WEO/STEO focal persons, CRC supervisors, school directors and key teachers were reinforced through receiving TOT and conducting HM Training at the school level. The knowledge they acquired includes how to identify and solve the problems, how to facilitate training, how to communicate with community members, how to conduct monitoring, how to manage data, and how to do filing effectively and efficiently. According to the community members interviewed, their awareness on drop-out and its causes, and issues on girls' education was raised. They also learned how to identify and analyze problems of their school. As a result, their motivation to improve their school and their participation in school improvement were strengthened, and it was reported that 158 activities were implemented after HM Training according to the progress reports submitted by pilot CRCs.

Training contents and materials are appreciated highly by counterparts at all levels as attractive, fun, yet informative. The fact that the materials help to visualize problems is also one of the reasons for the high evaluation.

On the other hand, it was found through observation that the effectiveness of the training/training materials may vary depending on the facilitation skill of CRC supervisors. At the same time, it was heard from ZEO, WEO/STEO focal persons and CRC supervisors that training held only once a year is not sufficient to ensure sustainable capacity development at the ZEO/WEO/CRC levels. Therefore, follow-up activities for the training, such as conducting refresher training, which includes facilitation skill, will be beneficial and increase the effectiveness of the activities already conducted. The same applies to the training conducted at the cluster level. Regular follow-up activities and additional training will be needed in order to ensure change of behavior at the community level.



5-3 Efficiency

Efficiency of the Project needs to be improved by maximizing usage of inputs already provided and improving the project management system.

It is worth noting that HM Training was conducted 323 times at the cluster level, and as many as 19,732 people benefited from the training in the first two years. Moreover, the total number of ZEO, WEO/STEO focal persons, CRC supervisors, school directors and key teachers trained for TOT exceeds 850. On the other hand, only around half of the ZEO focal persons, CRC supervisors and directors, and 75% of the WEO/STEO focal persons could continuously attend the first and the second TOT continuously mainly due to frequent turn-over.

Follow-up activities of the equipment and materials provided need to be strengthened during the latter half of the project period. Firstly, the Project provided all the pilot CRCs with PCs and related equipment by December 2010. According to the interviews conducted by the Mid-term Review Team, it was found that many CRCs still have difficulty to use them effectively due to lack of skills. Therefore, it is necessary to conduct training on how to use PC effectively in order to maximize the usage of the input. In addition, it was found through observation that there is a CRC which has two PCs because they already had one before another was distributed by the Project. More efficient and effective provision would have been possible if close needs assessment of CRC had been conducted. Secondly, the status of utilization and effectiveness of "Quick Learning Video", "PC manual" and "ODA Magazine" distributed by the Project should be followed up. Thirdly, the situation of usage of the training materials, which was distributed to all the pilot CRCs, needs to be followed.

The Project contracted with two local consultant firms for: 1) extracting good practices, and 2) monitoring of Ho! ManaBU Training. However, both local consultants could not produce satisfactory reports. Because the Project plans to contract with another local consultant for monitoring purpose during the second half of the project period, the way to supervise their work needs to be reconsidered in order to ensure production of quality output.

The Project management framework, in which JICA experts take lead in planning, implementing and monitoring, functions at the moment. However, it is necessary to gradually shift the role to the Ethiopian side during the latter half of the project period so that the Ethiopian side can utilize the outcomes of the Project after the termination of the Project.

The Project effectively mobilized some resources at the WEO/STEO and CRC levels. Firstly, the training at the cluster level is conducted without providing budget. Schools utilized their own budget to conduct training, which increases ownership at the school level. Moreover, it was confirmed that some schools set up PC and buy fuel for generator utilizing income earned through income generation activities. As for monitoring, although the Project has not provided monitoring budget to the Ethiopian side, monitoring of HM Training is conducted by WEOs/STEOs and CRC supervisors as their routine tasks. However, the quantity and quality of monitoring activities should be further improved.



5-4 Impact

As explained in “4-1-2 Overall Goal”, it is difficult to assess the likelihood of achieving the Goal at the moment. Because some of the Indicators are not appropriate as the impacts of the Project, it is necessary to reexamine the logic between the Project Purpose and the Overall Goal, and set appropriate indicators.

Meanwhile, some positive impacts have started to appear. HM Training has been implemented at the satellite school level, which was beyond the scope of the Project, by the initiative of WEO/STEO and CRC. Moreover, CRC supervisors in non-pilot CRCs and school directors in satellite schools participate in HM Training, and learn the contents of training. Therefore, it is expected that the knowledge will be disseminated to non-target areas to some extent. Furthermore, OEB acknowledges the effectiveness of the Project, and has started to make a detailed plan for scaling up the training region-wide.

5-5 Sustainability

Policy and budgetary aspect

Based on policy documents of GEQIP and ESDP IV, it is likely that the government of Ethiopia will continue the policy to promote school improvement by community participation. Moreover, as OEB is now planning to expand the HM Training region-wide utilizing their own budget except for training materials, it is likely that the policy to support the Project will continue. OEB is currently making efforts to secure budget for the expansion. It is possible to expect GEQIP budget if the Project and the process of developing school strategic plan are integrated. Another option is to request regional budget.

Implementation system

It is necessary to establish an implementation process, which can function without the current JICA project team. Especially, the role and responsibility of related personnel of OEB and ZEO in the process need to be clarified. It is expected that the implementation system is clarified by the OEB’s detailed plan for expansion of the Project. The system also needs to include monitoring and feedback system among school/community, CRC, WEO/STEO, ZEO and OEB.

Capacity and turn-over of counterparts

Capacity of ZEO, WEO/STEO, school directors, key teachers, and CRC supervisors to plan, conduct and monitor/report HM Training are being strengthened. Some CRC supervisors are motivated enough to conduct TOT for all the supervising satellite schools. It will be important to further reinforce their capacities by conducting close follow-up activities by the Project during the remaining period. Capacities to facilitate training effectively, to conduct regular and quality of monitoring and feedback, to modify training materials/contents according to the needs of each community are some of the examples of capacities which need to be further strengthened.

Because turn-over of ZEO, WEO/STEO focal persons, CRC supervisors and schools directors is very frequent, it will be necessary to establish a system to retain institutional memory for example by adopting effective filing system and ensuring to pass on one's tasks to his/her

successor. Also, it is important to support new ZEO/WEO focal persons or CRC supervisors by focal persons of other ZEO, WEO/STEO or CRC supervisors nearby.

PTA members are participating in the HM Training as one of the participants. However, it is important to strengthen ownership of PTA and community members by including them in TOT for sustainable community participation in school improvement activities.

Maintenance of equipment

The system of maintenance for PCs and related equipment provided to the pilot CRCs has not been established. It was found that securing maintenance fee and cost for ink cartridge is difficult for some CRCs. Therefore, it is critical for all the CRCs to establish maintenance system, including how to secure budget.

The training materials distributed have been mostly maintained properly at the moment. It is necessary to inform of the Ethiopian side about how to duplicate it, including the cost, by the end of the project period.

5-6 Conclusion

The achievement level of Output 2 is high, as the training benefited more than 19,000 people, and effectiveness has started to be recognized. Meanwhile, it is necessary to place more emphasis on activities related to monitoring and reporting, which corresponds to Output 1, and experience-sharing activities with non-target areas, which correspond to Output 3, in the remaining period. Moreover, follow-up activities and additional inputs will be necessary to reinforce the effects produced so far.

Although active implementation of HM Training was confirmed, it was difficult for the Mid-term Review Team to estimate the likelihood of achieving the Project Purpose and Overall Goal due to lack of appropriate indicators and insufficient monitoring by the Project using other proxy indicators. It will be important to modify the current PDM (ver. 2.0) so that it corresponds with the current situation, and the progress of the Project can be duly monitored with appropriate indicators and the target values.

Regarding the evaluation by five criteria, it is expected that relevance will be further improved once the project logic is clarified, and appropriate approach and strategy are identified to achieve the Project Purpose by modifying the PDM. Effectiveness and efficiency can be further improved by more follow-up activities. In order to secure impact and sustainability, it will be important for the Project to assist OEB to make a detailed plan for expansion.

During the remaining project period, it is critical to identify a sustainable path to encourage participation of community members in planning and implementing school improvement activities, and further promote their active and voluntary involvement in school activities.



6. Revision of Project Design Matrix (PDM)

As a result of the mid-term review, it was recognized that the PDM should be revised for the better implementation of the Project through enhanced understanding of its aim and strategies for attaining the Project Purpose. The Team suggests the following changes to be made, and the revision of PDM to be finalized and agreed as soon as possible with some necessary modification. For details, see Annex 7.

Overall Goal

Participatory school-based management is disseminated in Oromia Region.

Project Purpose

Participatory school-based management is promoted in the target area through collaboration between school and community supported by educational administration.

Output 1

Process of school improvement planning and implementation is improved.

Output 2

Monitoring by educational administration for school improvement activities is enhanced.

Output 3

Foundation for utilization and dissemination of trainings and approaches of the Project is strengthened.

7. Recommendations

Improving school management with community participation is identified as one of the key strategies of Ministry of Education for realization of quality primary education for all school-aged children by 2015, a major goal under its ESDP.

Major activities of the Project to date are development of a series of trainings for effectively promoting community initiatives and participation in school improvement focusing on awareness raising and problem analysis for key educational issues, and implementation of TOT by utilizing the said materials targeting at ZEOs, WEOs/STEOs, CRCs, and schools. Based on the information obtained during the review, Ho! ManaBU (HM) Trainings are viewed as concrete and practical approaches for developing a collaborative school-community relationship for school improvement, and the approaches and innovations introduced by the training materials are highly evaluated by the OEB as an effective means of encouraging community participation in school improvement. In fact, the number of people who have participated in cluster-level HM Trainings amounts to almost 20,000, and the trainings have helped community members to identify and analyze problems relating to major issues including drop-outs, high repetitions, girls' education, etc., and motivated them to improve the situations. It was also reported that the HM Training has been contributing to the reduction of drop-out rate in some schools by promoting or activating some activities including Drop-out Committees/Club, or door to door visits.

The Team also acknowledges that institutionalization of the trainings and approaches introduced by the Project will be a key challenge for the remaining cooperation period so as to produce a multiplied impact on the ground beyond the cooperation period. In this respect, it is recommended that the Project should explore the ways to effectively integrate HM activities into the existing institutional mechanism and framework. During the review, high commitment of OEB was confirmed for ensuring sustainability and region-wide dissemination of approaches and good practices accumulated by the Project as OEB is in a process of preparing “OEB Initiative for HM Dissemination” with their own resources and budget. To this end, strong involvement and leadership of OEB in the Project implementation is essential so that process of adaptation and integration of the Project into the existing system can be appropriately carried out with the technical and administrative guidance to be provided by the Japanese Experts. In doing so, capacity and ownership of Oromia counterparts shall be strengthened, and the dissemination plan will be successfully carried out (after or beyond) the cooperation period.

In the process of the review, the Team recommended the modifications on the current version of PDM (PDM ver. 2.0) be made in line with the draft proposal attached to this document. The proposed revision indicates in a more clear and appropriate manner, the efforts that have been taken by the Project as well as the direction and interventions need to be emphasized in future operations. The participants of the JSC agreed, in principle, the said proposal, and thus Minutes of Meeting is to be signed shortly by JICA Ethiopia Office, the Project and OEB, to authorize the proposal as an official PDM for future project management.

Finally, the following is a series of recommendations for issues to be addressed in the remaining cooperation period, taking consideration of the above mentioned points.

1. Facilitating the institutionalization of trainings and approaches

1) Strengthening management capacity of OEB through OEB Initiative

To facilitate the preparation and implementation of “OEB Initiative”, it is recommended that OEB enhance management capacity through stronger engagement in project implementation from planning through evaluation. As for the current project implementation, although the Project has successfully collaborated with the leadership of OEB, material development, planning and implementing TOT activities and the field monitoring and the follow-ups are being conducted mainly by the Japanese Expert Team thus OEB participation in the implementation process has been limited. In this respect, an effective and feasible working relationship at operational level is expected to be developed through the process of preparation and implementation of “OEB Initiative” so that the experiences and technicalities relating to the Project can be shared among the key personnel and well reflected in the said Initiative.

2) Clarifying roles and responsibilities

As already mentioned the whole cycle of the Project management (Plan, Implementation and Monitoring) has been handled by the Japanese Experts and thus roles and responsibilities of each administrative level and stakeholder for implementing the HM activities have not yet been clearly defined. Therefore, it is essential to clearly specify roles and responsibilities



assumed by each stakeholder at different levels so that the process of school improvement planning and implementation can be effectively supported and monitored. This exercise should be jointly conducted with OEB as a step for the preparation of “OEB Initiative of HM Dissemination”.

3) Promoting the linkage between the Project and SIP

The Team encourages the Project to follow SIP closely in Oromia, and to start exploring ways to promote its linkages to SIP, specifically the component relating to school improvement planning. Under GEQIP, SIP is identified as an important pillar, and SIP aims to promote participatory and accountable school management with strong community involvement for improving access to and quality of education. One of the challenges faced by SIP is lacking the concrete tools and approaches for empowering communities and school leaderships towards improving school management. In this regard, OEB indicated that professional guidance from the Japanese Experts to make the school improvement planning process functional by utilizing HM training materials and approaches.

In this connection, it is recommended that the feasible trainings and approaches should be piloted in the pilot CRCs, starting from the next school year cycle. Good practices and lessons learned gained through this experience should be reflected in the “OEB Initiative for HM dissemination”. Such coordination should be well sought to mobilize financial resources for the OEB dissemination plan, and ensure the synergy effects on the ground.

4) Accumulating institutional memory at different levels (CRCs, WEOs/STEOs and ZEOs)

Due to high turn-over of education officers, experiences and knowledge gained through the Project implementation, particularly from TOT, have not been effectively accumulated at different levels. Based on the interviews with CRC supervisors, information relating to the Project was not adequately shared by predecessors. In this respect, some measures should be taken for strengthening institutional memory including documentation.

2. Enhancing effectiveness and impact of TOT and HM trainings

1) Consolidating trainings to facilitate school improvement planning and implementation process

The Project has developed the various training materials such as ITP for awareness raising and problem analysis, “Quick Learning Video”, and another ITP focusing on planning is expected to be developed this year. As a next step, the Team recommends that those trainings should be integrated for school improvement process starting from analysis, planning and implementation, then the integrated training should be tried out in the next TOT for the school year 2011/12. In doing so, the already developed materials should be reviewed and modified accordingly, and guidelines on how to implement the integrated training need to be developed. In addition, quality aspect can be included in problem analysis in order to plan activities contributing to learning achievement, which can be implemented by school and community initiative. Furthermore, the said self-learning video containing topics and issues dealing with quality of education can be utilized to introduce school leaderships and key teachers some concrete measures to be taken at school level for improving quality.



2) Capacity development at different levels

Facilitation skills of TOT participants need to be strengthened in order to improve the level of achievements of HM Training at school level. Effective facilitation of HM Training at school level is a key to establish collaborative relations between schools and community for school improvement. In this regard, the follow-ups and monitoring on TOT participants are needed to make an assessment on the quality of HM Training and to identify the capacity gaps to be filled so that the modifications to the TOT trainings based on the assessment shall be possible. In addition, it was found that the PCs provided by the Project had not been fully utilized due to the lack of skills. Appropriate training should be provided in order to maximize the utilization of equipment for documentation and reporting.

3) Engaging community members in TOT trainings

HM tries to transform the relationship between community and school for school improvement, recognizing the importance of reflecting community initiatives in school management. In this regard, the participation of key community members in key activities, particularly TOT trainings may contribute to their better understanding towards important essence, skills and knowledge which the Project tries to promote at school level.

The Team considers that key community members play an important catalytic role in the school community to transform the existing “community – school” relationship to a mutually motivated and inter-active one. In this respect, it is recommended that whenever possible, the key community members be involved in TOT type training so as to support them to play the said role in the community.

4) Strengthening monitoring

The reporting and feed-back system needs to be strengthened for effectively connecting the schools to higher levels of educational administration for school improvement. At this moment, only 41.3% of pilot CRCs submitted the progress reports and furthermore, the effective feed-back is not taking place. Data and information collected at the school level should be better analyzed and utilized for school improvement and the quality of support provided by different administration levels to school should be enhanced. A monitoring/reporting format is under revision, however, further analysis is needed to check whether it contains data/information required to assess the effectiveness and impact of the trainings, particularly on school improvement with community initiatives. In this respect, follow up trainings should be provided to facilitate better report preparation and analysis with effectively utilizing the format.

3. Future Tasks for Disseminating Outputs and Impacts of the Project

It is expected that HM experiences and achievements be extended to all the schools in Oromia Region with elaboration and implementation of “OEB Initiative for HM Dissemination” with resources available by OEB beyond the cooperation period. To facilitate such process, the following tasks need to be pursued during the project period.

On -



1) Compiling concrete evidences and data for analyzing impact

Documentation on project activities needs to be strengthened in order to analyze the impact and effectiveness of the trainings and approaches introduced by the Project. At the mid-term review, report on surveys conducted by the Project, materials prepared for the trainings, the related statistical data were not well consolidated, thus the effectiveness and impact of the HM Project to the major education challenges including drop-outs and girls' education could not be analyzed in a concrete manner.

In the remaining cooperation period, the impact and effectiveness analysis of HM Project should be conducted, especially when financial and human resources need to be mobilized for the scaling up efforts. Therefore, it is suggested that the Project start compiling concrete evidences and consolidate related educational data for demonstrating the effectiveness and impact of the approaches taken by the Project and that concrete data should be collected and analyzed before the terminal evaluation.

2) Strengthening partnership and alliance with different stakeholders (OEB, WEO/STEO, ZEO, communities, MOE-Local Education Group)

In future operation, more and strengthened linkages and working partnerships with different stakeholders are needed in promoting synergy between policy, resources and capacity/motivation for achieving quality EFA. The vertical as well as horizontal linkages and partnerships among different stakeholders shall serve as a foundation for scaling up efforts on sustainable basis. The Project has much potentiality to make valuable contributions to strengthening the linkage between the field and policy making as well as better resource allocation for making changes on the ground. In this respect, it is recommended that advocating good practices and lessons learned should be strengthened particularly at the regional level, but also at the national level in both vertical and horizontal manner.

Ch.

P

ANNEX 1: PDM (Project Design Matrix)

Project Title: Project on Improving Access to Quality Primary Education by Community Participation Project Period: September 2008 – September 2012 Date: August 25, 2009
 Target Area: Oromia Region, Ethiopia Target Group: WEOs, CRC supervisors, School directors, PTA representatives Ver.: 2.0

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p><u>Overall Goal</u> Access to quality primary education is improved in the target area</p> <p><u>Project Purpose</u> School management is improved in the target area through collaboration between educational administration (WEOs, CRCs, schools) and community</p>	<p>1. Improvement of teacher/pupils ratio 2. Improvement of section/pupils ratio 3. Improvement of completion rate at the first Cycle level (Grade 1-4)</p> <p>1. The percentage of the school activities which are planned by school in collaboration with community members and are implemented as are planned 2. Implementation rate of prioritised activities in connection with school management at woreda and cluster levels 3. Reduction of drop-out rate (of grade 1 pupils in particular) 4. Improvement of enrolment rate (of girls in particular)</p>	<p>1-3. Educational statistics at regional and woreda level</p> <p>1-2. Monitoring reports 3-4. Educational statistics at regional and woreda level</p>	<p>The Government of Ethiopia will not change the policy that places importance on community participation for educational activities.</p>
<p><u>Outputs</u></p> <p>1. The capacity in monitoring and reporting of school management is strengthened at the woreda and cluster levels</p>	<p>1.1 Development and regular update of training materials for reporting and monitoring related educators) 1.2 The number of the training held and the participants (WEOs, CRC supervisors and related educators) 1.3 The implementation rate of monitoring and reporting of school management at the WEO and cluster levels 1.4 The degree of quality improvement in monitoring and reporting</p>	<p>1.1 Training Materials and progress reports submitted by the project team 1.2-1.3 Training reports 1.4-1.6 Monitoring reports submitted at cluster and woreda levels (in the existing framework)</p>	<p>OEB will not change the policy on strengthening CRCs</p>
<p>2. Community members, head teachers, teachers and CRC supervisors have a deeper understanding about "Making our school better" through cluster-based activities</p>	<p>2.1 Development and regular update of training materials for school management improvement 2.2 The numbers of the training workshop held and participants on school and community levels 2.3 The percentage of the target centre schools that prioritise activities and implement them strategically 2.4 The number of the target centre schools that take new measures to improve school management</p>	<p>2.1 Training Materials and progress reports submitted by the project team 2.2-2.4 School annual plans and progress report submitted from centre schools to CRCs</p>	
<p>3. The knowledge and experiences acquired from the activities and outputs 1 and 2 are widely shared and utilised among education administrators at the various levels</p>	<p>3.1 The number of non - target CRCs within the target woredas which share the knowledge and experiences of the project, and make good use of them 3.2 The number of non - target woredas within the target zones which share the knowledge and experiences of the project, and make good use of them 3.3 The number of experiences - sharing meetings held at regional and federal levels</p>	<p>3.1-3.3 Reports prepared at cluster, woreda, regional and national levels</p>	

Activities	Inputs		
	Japanese Side	Ethiopian Side	
<p>1.1 To assess needs for school management training and to carry out a baseline survey</p> <p>1.2 To design and develop a monitoring and reporting training on the bases of the findings and analysis of the activity 1.1.</p> <p>1.3 To conduct the training for local education administrators (WEO head, WEO supervisors and CRC supervisors)</p> <p>1.4 To support WEO/CRC to monitor how human and financial resources as well as equipments and facilities are managed at the woreda and cluster levels</p> <p>1.5 To oversee the monitoring and reporting cycle of school management at the WEO and cluster levels</p> <p>1.6 To revise and develop the training for the further needs by feeding in the activities 1.4 and 1.5.</p>	<p><u>Dispatch of Experts</u></p> <p>1. Long-term experts</p> <p>(1) Chief Advisor/School Management</p> <p>(2) Local Educational Administration</p> <p>(3) Coordinator/Community Participation</p> <p>2. Short-term experts, if necessary</p> <p><u>Provision of Equipment and Materials</u></p> <p><u>Allocation of Project Implementation Costs</u></p>	<p><u>Counterpart</u></p> <p>(1) Project Director</p> <p>(2) Project Manager</p> <p>(3) Assistant Project Manager</p> <p>(4) Counterpart personnel (Regional experts, WEOs)</p> <p><u>Project Office and Facilities</u></p> <p><u>Allocation of Project Implementation Costs</u></p>	
<p>2.1. To design and develop school management training, focusing on school-community collaboration</p> <p>2.2. To monitor to WEO/CRC to conduct the training for community members, head teachers, and teachers on cluster-basis</p> <p>2.3. To revise and develop the materials for the further needs</p>	<p><u>Counterpart Training</u></p> <p>Third-county training or training in Japan for counterparts</p>		
<p>3.1 To provide WEO officers with the planning and budgeting training by feeding the outputs of activities 1 and 2</p> <p>3.2 To support WEO to formulate the woreda education development plan for more effective resource allocation</p> <p>3.3 To support ZEWEO to share the knowledge and experiences about school management improvement at the woreda and zone levels by organising a regular-based meetings</p> <p>3.4 To hold experience-sharing seminars at the regional and federal level for a wider stakeholders</p>			<p><u>Precondition</u></p> <p>School Management Improvement policy through cluster system will exist in ESDP III (GEQIP)</p> <p>The policy to put priority to strengthen CRCs will exist in ESDP</p>

Notes: Figures for indicators are to be determined after needs assessment.

ANNEX 2: Plan of Operations

Activities	2009												2010												2011												2012											
	9			10			11			12			1			2			3			4			5			6			7			8			9											
	Academic Year												Academic Year												Academic Year												Academic Year											
0. Core activities for school management																																																
1.1 To assess needs for school management training and to carry out a baseline survey.																																																
1.3 To conduct the training for local education administrators (ZED head, WEO supervisors and CRC supervisors).																																																
1. The capacity in monitoring and reporting of school management is strengthened at the wareda and cluster levels.																																																
1.2 To design and develop a monitoring and reporting training on the bases of the findings and analysis of the activity 1.1.																																																
1.4 To support WEO/CRC to monitor how human and financial resources as well as equipments and facilities are managed at the wareda and cluster levels.																																																
1.5 To oversee the monitoring and reporting cycle of school management at the WEO and cluster levels.																																																
1.6 To revise and develop the training for the further needs by feeding in the activities 1.4 and 1.5.																																																
2. Community members, head teachers, teachers and CRC supervisors have a deeper understanding about "making our school better" through cluster-based activities.																																																
2.1 To design and develop school management training, focusing on school-community collaboration.																																																
2.2 To monitor to WEO/CRC to conduct the training for community members, head teachers, and teachers on cluster-basis.																																																
2.3 To revise and develop the materials for the further needs.																																																
3. The knowledge and experiences acquired from the activities and outputs 1 and 2 are widely shared and utilized among education administrators at the various levels.																																																
3.1 To provide WEO officers with the planning and budgeting training by feeding the outputs of activities 1 and 2.																																																
3.2 To support WEO to formulate the wareda education development plan for more effective resource allocation.																																																
3.3 To support ZED/WEO to share the knowledge and experiences about school management improvement at the wareda and zone levels by organizing a regular-based meetings.																																																
3.4 To hold experience-sharing seminars at the regional and Federal level for a wider stakeholders.																																																
Evaluation																																																

▬ : Plan
▬ : Actual

ANNEX 3: Evaluation Grid

Question	Data Required	Findings	Status
3-1 Achievement			
Progress toward Outputs			
<p>Progress toward Output 1: The capacity in monitoring and reporting of school management is strengthened at the woreda and cluster levels.</p>	<p>1-1 Development and regular update of training materials for reporting and monitoring</p> <p>1-2 The number of the training held and the participants (WEOs, CRC supervisors and related educators)</p> <p>1-3 The implementation rate of monitoring and reporting of school management at the WEO and cluster levels</p> <p>1-4 The degree of quality improvement in monitoring and reporting</p> <p>Results of self-assessment by WEO, CRC supervisors and related educators regarding degree of capacity development on monitoring and reporting</p>	<ul style="list-style-type: none"> ◆ Ho! ManaBU Training (HM Training) report format and semi-annual progress report format were developed and utilized as training materials. Both formats were revised once by reflecting feedback obtained. The Project also developed students' enrolment management format. It is being used by target schools, and will be revised after having their feedback. ◆ Besides above, training materials were prepared for two one-day training courses on monitoring & reporting. Based on the feedback obtained and analysis of the actual situation of monitoring and reporting, these training materials will be finalized and documented. ◆ One-day training on monitoring & reporting was held in Nov-Dec 2009, participated by 259 people. Another one-day training on data management & information sharing was held in Nov-Dec 2010, participated by 391 people. ◆ Monitoring of HM Training (training itself and/or follow-up) was conducted by WEO/STEO 108 times, according to the report by WEO/STEO. The number of training reports submitted by CRC via WEO/STEO amounts to 323. ◆ The Project plans to measure it in the later period. ◆ According to the interviews conducted to WEO focal persons and CRC supervisors, they learned methods for monitoring, how to understand/analyze and compare the data, inaccuracy in the current data, how to take correct data, and how to file documents effectively and efficiently. ◆ Three Interactive Training Packages (ITPs) were developed in 2009, which are "Raise Awareness of Drop-out", "Raise Awareness of Girls' Education", and "Let's Make Our School Better". In 2010, these training courses (materials, procedure and formats) were revised based on the feedbacks from WEO/STEO, CRC and schools. ◆ The fourth ITP was developed in 2010, which is "Discover Our School". ◆ "Quick Learning Video", dealing with the topics about daily school management such as "What is the plan?", "What is the Student-centered Approach?", and "Roll book is useful" was developed and distributed to each pilot CRC. ◆ In 2009, 463 people participated in the TOT for "Raise Awareness of Drop-out", "Raise Awareness of Girls' Education", and "Let's Make Our School Better". In 2010, 391 people participated in the TOT for "Discover Our School". HM Training on "Raise Awareness of Drop-out", "Raise Awareness of Girls' Education", and "Let's make our school better" was held at the cluster level 323 times. The total number of participants is 19,732. ◆ According to the progress report submitted, the total number of activities implemented at the school level after HM Training is 158 (49 CRCs). Activities such as door to door visit to reduce drop-out, establishment of committees to work on improvement of drop-out and girls' education, provision of education materials for vulnerable children, income generation activities, and improvement of school facilities are some of the examples of the activities conducted. Because the submission rate of progress report is low (41.3%), the actual number of activities implemented could be higher. ◆ It is necessary to define what "prioritize activities" and "implement strategically" signify. ◆ It is necessary to define what "new measures" signify. 	
<p>Progress toward Output 2: Community members, head teachers, teachers and CRC supervisors have a deeper understanding about "Making our school better" through cluster-based activities.</p>	<p>2-1 Development and regular update of training materials for school management improvement</p> <p>2-2 The number of the training workshop held and participants on school and community levels</p> <p>2-3 The percentage of the target centre schools that priorities activities and implement them strategically</p> <p>2-4 The number of the target centre schools that take new measures to improve school management</p>		

ANNEX 3: Evaluation Grid

Question	Data Required	Findings	Status
<p>Results of self-assessment by community members, head teachers, teachers and CRC supervisors regarding degree of understanding on "Making our school better"</p>	<p>◆ According to the community members interviewed, their awareness on drop-out and its cause, and issues on girls' education was raised through HM Training. They also mentioned that they learned how to identify and analyze problems of their school. As a result, according to them, their motivation to improve their school and their participation in school improvement activities were strengthened. CRC supervisors, school directors and key teachers also assess that the awareness of community members is increased.</p> <p>◆ According to the CRC supervisors, school directors and key teachers interviewed, their understanding on issues related to drop-out and girls' education, how to identify and prioritize problems, importance of community participation in school improvement activities was increased.</p>	<p>◆ Examples of knowledge- and experience-sharing with non-pilot CRCs are not confirmed at the moment. As some of the non-pilot CRC supervisors took part in HM Training, it is expected that experience and knowledge will be shared with non-pilot CRCs to some extent.</p> <p>◆ ODA Magazine was distributed to all the CRCs in the region through ZEOs in September 2010. It is expected that experiences and knowledge of the Project will be shared with non-pilot CRCs.</p>	
<p>Progress toward Output 3: The knowledge and experiences acquired from the activities and outputs 1 and 2 are widely shared and utilized among education administrators at the various levels.</p>	<p>3-1 The number of non-target CRCs within the target woredas which share the knowledge and experiences of the project, and make good use of them</p> <p>3-2 The number of non-target woredas within the target zones which share the knowledge and experiences of the project, and make good use of them</p> <p>3-3 The number of experiences - sharing meetings held at regional and federal levels</p> <p>Level of understanding regarding knowledge and experiences accumulated through the Project by related personnel at OEB</p>	<p>◆ The knowledge- and experience-sharing with non-target woredas is not confirmed at the moment. However, as indicated above, it is expected that ODA Magazine would play a role to spread its experiences in non-target woredas.</p> <p>◆ Quarterly meeting, which is usually organized by OEB to share experiences, was not held after the implementation of first HM Training. It was held twice in 2009, and the Project introduced its activities.</p> <p>◆ ODA Magazine and news letters were published in order to share its activities.</p> <p>◆ It is fair to say that the overall effectiveness of the Project has been acknowledged by OEB. OEB is now conducting assessment of the impact of the Project quantitatively qualitatively.</p>	
<p>Progress toward Project Purpose</p> <p>1. The percentage of the school activities which are planned by school in collaboration with community members are implemented as planned.</p> <p>2. Implementation rate of prioritized activities in connection with school management at woreda and cluster levels</p> <p>3. Reduction of drop-out rate (of grade 1 pupils in particular)</p> <p>Is the Project Purpose (School management is improved in the target area through collaboration between educational administration (WEOs, CRCs, schools) likely to be achieved?</p>	<p>1. The percentage of the implemented activities cannot be obtained. However, the total number of activities implemented at the school level after HM Training is 158 according to the progress report.</p> <p>2. The percentage of the prioritized activities implemented cannot be obtained. However, the total number of activities implemented at the school level after HM Training is 158 according to the progress report.</p> <p>3. The drop-out rate of the pilot CRCs could not be obtained. Although statistical data is not available yet, it was reported from community members and CRC/WEO/STEO/ZEO that the Project and other activities to reduce drop-outs are creating synergistic effects to reduce drop-out students.</p> <p>◆ The latest available data is the number of drop-out collected by the Project in February 2010 on the pilot CRCs. However, it still does not reflect the impact of the Project. Meanwhile, this data shows the general trend that the drop-out of the pilot CRCs is decreasing: the total number of drop-out was 9,238 in 2005/2006 (data obtained from 81 schools out of 104), and it was 2,712 in 2009/2010 (73 schools). One of the reasons is that schools form Drop-out Committee and they work on reducing drop-out by conducting close follow-up activities for drop-out students. Teachers are responsible for reporting about the status of drop-out monthly to school director. It is important to monitor if the decreasing trend continues or accelerated during the latter half of the project period.</p>		

ANNEX 3: Evaluation Grid

Question	Data Required	Findings	Status
4. Improvement of enrolment rate (of girls in particular)		<p>◆ The girls' enrolment rate of the pilot CRCs could not be obtained. Although statistical data to show the impact of the Project is not available yet, it was reported from community membes and CRC/WEO/STEO/ZEO that the Project and other activities to increase girls' enrolment are creating synergistic effects.</p> <p>◆ According to the same data above, which does not reflect the impact of the Project, the average ratio of girls' enrolment in Grade 1-8 in the total enrolment increased from 46.23% in 2005/2006 to 50.11% in 2009/2010. The total number of girls' enrolment increased from 59,203 (data obtained from 92 schools) to 61,835 (102 schools). This shows the trend that more girls are enrolling although there are discrepancies among schools. However, the ratio of girls' enrolment in the total enrolment is less than 45% in 21 of the 102 schools, and 7 are less than 40%. Thus, it is important to monitor if the gender parity remains, and the ratio of girls is improved in the schools which do not reach gender parity. Meanwhile, boys' enrollment is decreasing from 68,870 in 2005/2006 to 61,557 in 2009/2010.</p>	
Progress toward Overall Goal			
Is the Overall Goal (Access to quality primary education is improved in the target area) likely to be achieved in 3 to 5 years after the completion of the Project?	<p>1 Improvement of teacher/pupils ratio</p> <p>2 Improvement of section/pupils ratio</p> <p>3 Improvement of completion rate at the first Cycle level (Grade 1-4)</p>	<p>◆ The latest available data collected by the Project in February 2010 on the pilot CRCs shows that the average teacher pupil ratio is decreasing, which was 62:1 in 2005/2006, it was 47:1 in 2009/2010. It does not show the effects of the Project considering the year the data was taken.</p> <p>◆ According to the EMIS data of 2009/2010, the average section/pupil ratio of the pilot CRCs is 60:1, and the average of the same data 2007/2008 of the pilot CRCs is 69:1. Considering the year when the data was taken, the effects of the Project are not observed in the data.</p> <p>◆ The data which is relevant to measure the impact of the Project was not obtained, considering the year the latest EMIS data was taken. This Indicator at each CRC level should be followed during the latter half of the project period.</p>	
Status of the Inputs			
Have the Inputs been made by the Ethiopian side as planned?			
* Personnel	Number of counterparts assigned to the Project, and his/her title		
* Project Management/Implementation System	Project implementation/management/support system including administrative personnel		
* Facilities	Type and quantity of facilities provided, Purpose of the provision		
* Equipment	Equipment provided (type, quantity, timing)		
* Budget and materials required for the Project	Budget and details of disbursement (amount and timing), materials provided (type, quantity, timing)		
Have the Inputs been made by the Japanese side as planned?			
* Japanese experts	Number of experts allocated to required technical area, Duration and timing of expert		
* Training in Japan	Purpose & contents of the training, Number of trainees, Period and timing of the training		

◆ Please see Annex 5 for details.

A

ANNEX 3: Evaluation Grid

Question	Data Required	Findings	Status
* Project Management/Implementation System	Project implementation/management/support system		
* Equipment	Equipment provided (type, quantity, timing)	◆ Please see Annex 5 for details.	
* Budget and materials required for the Project	Budget and details of disbursement (amount and timing) . materials provided (type, quantity, timing)		
3-2 Implementation Process			
Progress of Activities			
Have the Activities been implemented as planned?	Progress of the Activities	◆ Implementation of activities 1-4, 1-5 and 1-6 were delayed due to prioritizing activities for Output 2. As for 3-1 and 3-2, they were delayed due to insufficient analysis and understanding regarding the needs of capacity development in WEO, and feasibility of conducting the activities. As for 3-3 and 3-4, quarterly meeting could not be organized by OEB in 2010 In 2009, it was organized by OEB twice.	
Are there any problems which influenced the progress of the Activities?	Problems which influenced the progress of the Activities	◆ Delay in the selection of target WEOs/STEOs, delay of dispatch of an expert, and change of PDM made in August 2009 were some of the factors which influenced the progress of the activities as planned.	
When there are problems which hinder progress of the Activities, how were they solved?	Measures and system employed for problem-solving	◆ Related to the Activities 3-3 and 3-4, Project utilized the Education Festival held in 2010 to present the Project activities, and published 5 issues of English news letters and ODA Magazine in order to share the experiences.	
Decision-making and Communication			
How have the important decisions regarding the Project been made?	Process of decision-making	◆ Decisions regarding the Project, such as change of the PDM, was discussed among the JICA project team, JICA Ethiopia, JICA HQ, and OEB. When it is a small change, the decision is made within the Project through internal meetings, and approved by OEB.	
	Frequency of JSC meeting and other alternative meetings	◆ JSC meeting was held for three times; March 2009, September 2009, and June 2010. Progress of the activities and achievement were shared with OEB, ZEO, MoFED, and MOE.	
Has the communication within the Project been made effectively? Has information been shared within the Project?	Process of takeover between JICA experts, Frequency and method of communication among JICA experts and among C/Ps, Measures taken when project plan is changed, Measures taken to solve problems collaboratively	◆ Communication within the JICA project team is conducted through daily information sharing/reporting and frequent meetings. ◆ Communication with OEB regarding the direction of the Project is made by the Chief Advisor. Other Japanese experts also communicate with OEB whenever necessary according to their tasks. Management meetings with OEB are held whenever necessary to share information. ◆ Communication with Bureau Head and Deputy Bureau Head is appropriate. Information sharing within OEB is limited.	

ANNEX 3: Evaluation Grid

Question	Data Required	Findings	Status
<p>Has the communication between the Project and JICA Headquarters, JICA Ethiopia, and other related Japanese organizations been adequate?</p>	<p>Frequency of communication, Measures taken when project plan is changed, Measures taken to solve problems collaboratively, Contents of support provided by related Japanese organizations</p>	<ul style="list-style-type: none"> ◆ Communication from JICA HQ and JICA Ethiopia to the Project was weak during the initial phase of the Project. 	
<p>Has the communication between the Project and relevant Ethiopian agencies been adequate?</p>	<p>Frequency of communication, Measures taken when project is 'Measures taken to solve problems collaboratively, Level of activeness and participation of C/Ps</p>	<ul style="list-style-type: none"> ◆ As for ZEO, field coordinators (FCs) conduct communication and information sharing by direct visit and by phone. As for WEOs/STEOs, CRCs and schools, the FCs pay monitoring visits of training upon request from schools. They also pay monitoring visits to CRCs. It is difficult to communicate with some of the CRCs because of lack of telephone network. Also, there was a case when a CRC supervisor was not sure to which FC they should ask for advice. It is important for CRC supervisors to ensure passing on necessary information regarding the Project to his/her successor. ◆ The reports submitted by CRCs some times do not reach to the Project. Also, there is a case that ODA Magazine distributed by the Project has not reached to a CRC. It is necessary to clarify who is responsible for these tasks in WEOs/STEOs and ZEOs, and ensure the smooth monitoring and information sharing flow with the pilot CRCs, WEOs/STEOs and ZEOs. 	
Monitoring			
<p>Has regular monitoring been conducted by the Project? How has it been conducted?</p>	<p>Monitoring plan, Record of monitoring</p>	<ul style="list-style-type: none"> ◆ Monitoring at the school/CRC level is conducted mainly by FCs by visiting WEO/STEO, CRC, and schools to monitor training and see the progress and by confirming progress by phone. Japanese experts also conduct monitoring visits whenever possible. ◆ The pilot CRCs are scattered in Oromia region. It made the Japanese experts difficult to monitor all CRCs. ◆ Training report is prepared by CRC supervisor/school director/key teacher, and then submit it to woreda → zone → the project team. The team confirms progress/challenges through them. Semi-annual progress report is supposed to be submitted by school directors to present progress, but the submission rate is low. The reports sometimes do not reach to the Project even though the report was submitted to WEO. 	
<p>Have the results of the monitoring been incorporated into the Project? If yes, how have they been incorporated?</p>	<p>Usage of monitoring results</p>	<ul style="list-style-type: none"> ◆ HM Training is being improved based on the results of monitoring and hearing. Monitoring formats were revised as a result of monitoring. The results of monitoring are also fed back into the contents of next Tot. ◆ The submission rates of training & progress reports from STEO is low compared to those of WEOs (Training report: WEO 75.3%, STEO 45.6%, Progress Report: WEO 51.2%, STEO 30%). According to Japanese experts, this stems from the fact that STEO needs to submit the reports to the ZEO in this Project, while they submit their routine report to OEB directly. Thus, the Project plans to change the reporting system of STEO. 	
<p>Have there been any changes in the PDM and the Activities? If yes, have they been appropriate?</p>	<p>Changes in the PDM and the reason for the changes</p>	<ul style="list-style-type: none"> ◆ PDM was revised in August 2009 mainly in order to drop the "strengthening function of CRC" from the project scope. This is because the Project found it difficult to place CRC in the core of the Project considering the actual situation of CRC such as CRC does not have budget, the number of schools is expanding, and priority issues identified in GEQIP. ◆ The change related to above issue was appropriate. However, other parts of PDM should have been examined and adjusted accordingly by all the related stakeholders. 	

ANNEX 3: Evaluation Grid

Question	Data Required	Findings	Status
<p>Have there been any changes in the important assumptions? Has the Project been influenced by the changes of important assumptions? Have the influences adequately dealt with?</p>	<p>Changes in the important assumptions and the influences to the Project Measures taken to cope with the influences</p>	<p>◆ The Important Assumption "OEB will not change the policy on strengthening CRCs" is not relevant any more because the Project shifts its focus.</p>	
<p>Counterparts/Ownership</p>			
<p>Are authorities and responsibilities of OEB, ZEO, WEO, CRC and schools clear?</p>	<p>Authorities, roles and responsibilities of OEB, ZEO, WEO, CRC supervisors, schools and community members</p>	<p>◆ Because the role and responsibility of ZEO in the region is not clear, those of ZEO in this Project is not clear, either. Also, although STEO is administratively equal to ZEO, the Project treats STEO as same as WEO as decided in the second JSC, and it confuses the line of command in the Project. ◆ Although OEB is the main counterpart agency of the Project, it is Japanese experts who plan, implement and monitor the Project. It is necessary to reconsider the role and responsibility of OEB considering the sustainability and scale-up plan of HM Training.</p>	
<p>Has the participation of managers of the Ethiopian side appropriate?</p>	<p>Levels of participation of Ethiopian project director and project manager in OEB and other related officers at the managerial level</p>	<p>◆ Managers of OEB participated in the decision-making process of the Project sufficiently. They understand the Project, and their commitment for the Project is high. The former-head of OEB took initiative in making a plan to expand the HM Training region-wide.</p>	
<p>Have the number and quality of C/Ps assigned to the Project been appropriate?</p>	<p>Evaluation regarding C/Ps from JICA experts</p>	<p>◆ Bureau Head and Deputy Bureau Head are the main counterparts in OEB. At the zone and woreda levels, focal persons for this Project were assigned. CRC supervisors, school directors, key teachers were made available. Although the number is enough at the zone, woreda and CRC levels, frequent turn-over of those officers is a constraining factor for the smooth implementation of the Project.</p>	
<p>Have the C/Ps participated in the Project sufficiently?</p>	<p>Activities implemented and efforts made by C/P (including monitoring of the project, operational and budgetary efforts, etc.), Frequency of communication with the JICA Project experts</p>	<p>◆ At the OEB level, commitment of Bureau Head and Deputy Bureau Head is high. However, participation and involvement of OEB in the implementation process of the Project are not sufficient. ◆ At the ZEO, WEO and CRC levels, focal persons and CRC supervisors participate in Tot with high attendance rate, and conduct school level training even in satellite schools, which are not in the scope of the Project. Because the responsibility of ZEO is not clear and their involvement is weak at the moment. ◆ Although PTA representatives are one of the target groups of the Project, they did not have chance to participate in the Tot.</p>	
<p>Has the allocation of budget of the Ethiopian side been sufficient?</p>	<p>Record of Inputs from the Ethiopian side</p>	<p>◆ Budget is not allocated from OEB side for this Project. However, monitoring cost at the OEB, WEO and CRC levels, cost for school level training are covered by each individual or by each school. Also, some schools cover cost for calling technician to set up PC provided by the Project, and provide guidance/training.</p>	
<p>3-3 Evaluation by Five Criteria</p>			
<p>Relevance</p>			
<p>Are the Project Purpose and the Overall Goal consistent with the Ethiopian education policy?</p>	<p>Education policy of Ethiopia</p>	<p>◆ Improvement of school management, and empowerment of community in the management of schools were identified as some of the strategies to achieve goals in ESDP III (2005-2010). In ESDP IV, which was launched in 2010, importance of community participation and improving management capacities at the woreda, CRC and school levels are emphasized as priority issues. ◆ GEQIP, which was launched in the year 2009, identifies School Improvement Program (SIP) as an important pillar. SIP focuses on participatory and accountable school management through decentralization, which will contribute to improvement of quality of education.</p>	<p>◎</p>

ANNEX 3: Evaluation Grid

Question	Data Required	Findings	Status
Are the Overall Goal and the Super Goal consistent with the Japanese aid policy?	Japanese aid policy for Ethiopia	<ul style="list-style-type: none"> ◆ Japan's aid policy for Ethiopia places improvement of access and quality of basic education through capacity development of local government and community as one of the priority areas for assistance. The policy is also reflected in JICA's aid policy, which places provision of quality basic education as one of the focus areas. 	◎
Was the target area selected appropriately?	Selection criteria of the target area	<ul style="list-style-type: none"> ◆ The target 13 zones were selected out of 17 through discussion with OEB, aiming at synergistic effects with past JICA projects such as SMAPP and Manabu (7 zones), and expansion to new 6 zones. 4 target woredas were selected per zone with OEB considering the commitment level, capacity, past project sites of JICA assistance, coordination with other development partners, education indicators, and accessibility. 2 CRCs were selected with OEB from each woreda after conducting CRC needs assessment survey. ◆ After the first JSC, the Project and OEB decided to include 11 STEOs considering the advantages of STEOs such as good provision of electricity and good access. Thus, 11 STEOs and 43 WEOs were selected as the target areas. 	◎
Is the Project Purpose still consistent with the needs of the country and institutions?	Needs of the government, schools, community/parents and students	<ul style="list-style-type: none"> ◆ As the drop-out rate of the first grade exceeds 30% in Oromia, decreasing the rate is an urgent issue. Therefore, the Project, which focuses on improvement of drop-out through improved school management with community participation as one of the goals, corresponds to the needs of the region. ◆ Although contribution of community members for school is common, there is a room for improvement so that they participate in school management more voluntarily and actively. It was acknowledged by the Ethiopian side and other donors that empowerment of community members is critical in order to achieve better school management with community participation. 	◎
Was the selection of the target group (WEOs, CRC supervisors, School directors, and PTA members) appropriate?	Selection process of counterpart agencies and the target group	<ul style="list-style-type: none"> ◆ Selection of WEOs, CRC supervisors, school directors and PTA representatives as the target group was appropriate considering that the Project aims to improve school management through collaboration between educational administration and community. 	◎
Were there any changes in the preconditions? Are the pre-conditions fulfilled?	Are there any changes in the current preconditions, which are "School Management Improvement policy through cluster system will exist in ESDP III (GEGIP), and "The policy to put priority to strengthen CRCs will exist in ESDP"? Are they fulfilled?	<ul style="list-style-type: none"> ◆ Improvement of school management, and empowerment of community in the management of schools were identified as some of the strategies to achieve goals in ESDP III (2005-2010). ◆ As the Project does not focus on strengthening of functions of CRCs any more, the pre-condition "The policy to put priority to strengthen CRCs will exist in ESDP" is not appropriate. 	-
Is the Project appropriate as a means to improve school management with community participation?	Appropriateness as a measure. Status of utilization of Ethiopian and Japanese know-how. Appropriateness as a type/format of cooperation and method	<ul style="list-style-type: none"> ◆ The Project, which focuses on awareness raising, problem analysis, planning and implementation of activities by schools and community members, is appropriate as a means to improve school management with community participation. On the other hand, the Project is not linked with the formulation process of school strategic plan, which is the official school plan to be made with community members. Therefore, strengthening linkage with the formulation process of the school strategic plan is highly suggested in order to mainstream the project activities and produce tangible effects. 	○
Is the project approach appropriate?	Appropriateness the logic of the Project ("Activities" → "Outputs" → "Project Purpose" → "Overall Goal") Probability to fulfill important assumptions	<ul style="list-style-type: none"> ◆ The logic between Project Purpose and Overall Goal needs to be examined mainly by modifying indicators. ◆ The Important Assumption of "OEB will not change the policy on strengthening CRCs" should be removed because the Project does not focus on strengthening of functions of CRCs. ◆ Firstly, it is necessary to make the contents and indicators of the Project Purpose clear. Then, based on the Project Purpose, Outputs and Activities need to be adjusted accordingly. 	△

ANNEX 3: Evaluation Grid

Question	Data Required	Findings	Status
<p>Has JICA ever assisted other countries in the same technical area? Have enough knowledge and experiences been accumulated?</p>	<p>Record of Japanese past aid project Evaluation of Japanese technology/skills by C/Ps</p>	<p>◆ JICA assisted projects related to improvement of school management in West African countries such as Niger, Burkina Faso and Mali, and Asian countries such as Indonesia and Nepal.</p>	<p>○</p>
<p>Have there been any changes in the environment (including trend of aid by other donors) of the Project? Have there been any influences by the changes?</p>	<p>Information about political, economic and social changes, trend of aid by other donors in education</p>	<p>◆ No big influence has been observed.</p>	<p>-</p>
<p>Effectiveness</p>			
<p>Is the Project Purpose likely to be achieved considering the status of Inputs, Activities and achievement of Outputs?</p>	<p>Trend of the indicators, Achievement and progress of the Project</p>	<p>◆ It is difficult to estimate the likelihood of achieving the Project Purpose at the moment. The definition of Indicator 1 and 2 and how to count them should be clarified. Regarding Indicator 3, reduction of drop-out, and Indicator 4, increase of girls' enrollment are reported at all the CRCs visited during the Mid-term Review although quantitative data to show the impact is not available. ◆ It will be necessary to modify the PDM to make it more logical reflecting the current activities and needs, and reconsider appropriate indicators, so that what the Project aims become clearer, and the progress toward the Project Purpose can be monitored.</p>	<p>△</p>
<p>Are there any constraining factors for the achievement of the Project Purpose?</p>	<p>Constraining factors and remedial measures taken</p>	<p>◆ The fact that appropriate indicators for Project Purpose have not been set, and that monitoring of the progress toward Project Purpose has not been conducted using the indicators affected the achievement of the Project Purpose.</p>	<p>△</p>
<p>Did staff at OEB, ZEO, WEO, CRC, schools and community members acquire sufficient knowledge and skills through the training provided by the Project?</p>	<p>Relevance of training (including timing, structure, contents, follow-up system of training) to the needs of OEB, ZEO, WEO, CRC, schools and community members, Degree of their knowledge and skills developed, Utilization of the skills and knowledge, Quality of the training contents, material and instructors evaluated by the training participants</p>	<p>◆ Former OEB Head's commitment toward the Project was strengthened after counterpart training. He tried to incorporate some of the ideas he learned through the training such as lesson study among teachers. ◆ What ZEO & WEO/STEO focal persons, CRC supervisors, school directors and key teachers learned includes how to identify and solve the problems, how to facilitate training, how to communicate with community members, how to conduct monitoring, how to manage and analyze data, and how to do filing effectively and efficiently. ◆ Training contents and materials are evaluated highly as attractive, fun, yet informative. It was found through observation that the effectiveness of the training/training materials may vary depending on the facilitation skill of CRC supervisors.</p>	<p>◎</p>
<p>Are the three outputs enough to achieve the Project Purpose?</p>	<p>Important assumptions and logic of the Project</p>	<p>◆ Logic between Outputs and Project Purpose need to be reexamined, including indicators.</p>	<p>△</p>
<p>Have the important assumptions to attain Project Purpose been fulfilled?</p>	<p>Is "OEB will not change the policy on strengthening CRCs" fulfilled?</p>	<p>◆ The Important Assumption is not applicable any more considering the change of PDM .</p>	<p>-</p>

ANNEX 3: Evaluation Grid

Question	Data Required	Findings	Status
Efficiency			
Have the Activities been implemented as planned?	Record of achievement of Outputs, Record of Activities	◆ As indicated in "Progress of the Activities" in "2. Implementation Process", some activities were delayed.	○
Are there any factors which constrained the achievement of the Outputs?	Constraining factors and remedial measures taken	◆ No Important Assumption was set. The necessity of Important Assumption needs to be examined after revising the narrative summary of the PDM.	-
Have the Important Assumptions to attain Outputs been fulfilled?	Is it necessary to set important assumptions? JICA experts (number of experts, technical area, timing)	◆ Dispatch of an expert for "Local Educational Administration" was delayed.	○
Have the Inputs been appropriate in terms of quantity, quality and timing?	Equipment and facilities provided from Japan side (type, quantity, quality, timing)	◆ Provision of PCs and related equipment were delayed due to rather complicated procurement process, the general election, and difficulty to distribute them to all the CRCs. However, the delay did not seriously impeded the project activities. ◆ PCs and related equipment were provided to CRCs by the end of 2010. According to the interviews conducted by the Mid-term Review Team, it was found that many CRCs still have difficulty to use them effectively due to lack of skills. ◆ The status of utilization and effectiveness of "Quick Learning Video", "PC manual" and "ODA Magazine" should be followed up.	△
	Equipment and facilities provided from Ethiopia side (type, quantity, quality, timing)	◆ The Project office is provided within OEB. The provision was adequate in terms of timing, location, and the size. ◆ Space is provided within ZEO East Wellega and ZEO East Showa for FCs.	○
	Training in Japan (number of trainee, purpose & contents of the training, timing, utilization of skills/knowledge acquired)	◆ Two officers from OEB participated in the counterpart training. The selection was appropriate, and especially the former Head of OEB's commitment toward the Project was strengthened after the training.	◎
	C/P (number of counterparts, technical area, timing)	◆ Bureau Head and Deputy Bureau Head are the main counterparts at OEB. ◆ Counterparts at ZEO/WEO/CRC supervisors/school directors were made available.	○
	The status of utilization of all the Inputs (whether or not there are Inputs which were underutilized). The reason for underutilization	◆ The Project contracted with two local consultant firms for 1) extracting good practices, and 2) monitoring of HM Training. ◆ Both local consultants could not produce satisfactory reports.	△
Are the Activities sufficient to achieve the Outputs?	Record of Activities, Achievement of the Outputs	◆ Activities under Output 1 and 3 have not been conducted sufficiently to produce the outputs. It was found that some of the activities need to be modified based on the current needs and priority issues.	△
Has the method employed for technical transfer from JICA Project experts to C/P been appropriate?	Level of C/P's satisfaction, issues to be improved	◆ Technical transfer was conducted mainly through the form of training. The training, which involves game and quiz, and visualizes problems, is evaluated highly by counterparts. ◆ Counterparts at various levels and community members requested more frequent training and refresher training because training is conducted once a year for a short duration.	○
Has the project management been effective and efficient in promoting project activities? (Japanese side, Ethiopian side, between Japanese and Ethiopian sides)	Project management of OEB, ZEO and WEO, Project support of JICA	◆ JICA experts plans, implements and monitors the Project. It is necessary to shift the role to the Ethiopian side so that the Ethiopian side can utilize the project's outcomes. ◆ Information sharing between ZEO and WEO needs to be enhanced. ◆ Although STEO is administratively at the equal to ZEO, the Project handles STEO as WEO, and it confuses the line of command. ◆ Communication from JICA HQ and JICA Ethiopia to the Project was weak during the initial phase of the Project.	△

ANNEX 3: Evaluation Grid

Question	Data Required	Findings	Status
Have the resources and experiences of the target country/area been effectively used? Are there any effective measures taken in order to raise cost efficiency of the Project? Has there been coordination or cooperation with other donors to enhance the project effects? Has there been any coordination with other Japanese development schemes?	Examples of good practices Measures taken to raise cost efficiency Cooperation and coordination with other donors and schemes	<ul style="list-style-type: none"> ◆ HM Training at the school level is conducted by utilizing budget of each school. It was confirmed that some schools set up PC and buy fuel for generator utilizing income earned by income generation activities. ◆ Monitoring of the training is conducted by WEO/STEOs and CRC supervisors as their routine monitoring activity. ◆ Tot training is conducted utilizing ZEO training room, which does not incur costs. ◆ PC and other related equipment were distributed together with Italian Cooperation, which also planned to distribute equipment. 	<p>☉</p> <p>○</p> <p>○</p>
Impact			
Is the Overall Goal likely to be achieved in 3 to 5 years after the completion of the Project?	Trend of the indicators of the Overall Goal, External factors which might have affected the trend of the indicators	<ul style="list-style-type: none"> ◆ It is difficult to assess the likelihood of achieving the Overall Goal at the moment. ◆ Some of the Indicators are not appropriate as the impacts of the Project. 	△
Are there any constraining factors for the achievement of the Overall Goal?	Constraining factors and remedial measures taken	<ul style="list-style-type: none"> ◆ The fact that appropriate indicators for the Overall Goal have not been set, and that monitoring of the progress has not been conducted using the appropriate indicators impeded the progress toward the Overall Goal 	△
Have there been any unexpected positive impacts?	Observation of the impacts in terms of aspects of policy, law, institution, equality/human rights, technical innovation, and economy. Activities implemented by the initiative of the Ethiopian side. Activities implemented in non-pilot areas	<ul style="list-style-type: none"> ◆ HM Training has been implemented at the satellite school level, which was beyond the scope of the Project, by the initiative of WEO/STEO and CRC. ◆ CRC supervisors in non-pilot CRCs and school directors in satellite schools participate in HM Training, and learn the contents of training. ◆ Generators provided is being used for evening class. ◆ OEB started to plan scaling up of the training region wide. 	☉
Have there been any unexpected negative impacts?	Observation in terms of political, constitutional and institutional aspects, equality/human rights aspects, technical innovation aspects, economic aspects.	<ul style="list-style-type: none"> ◆ No negative impacts have been observed. 	☉
Considering the Project Purpose, is the Overall Goal adequately set ?	Project logic, Influences of important assumptions	<ul style="list-style-type: none"> ◆ The logic between the Project Purpose and Overall Goal, including indicators, need to be reexamined. 	△
Are important assumptions still true? Are they likely to be fulfilled?	Is "The Government of Ethiopia will not change the policy that places importance on community participation for educational activities" fulfilled?	<ul style="list-style-type: none"> ◆ The Important Assumption is fulfilled. 	☉

ANNEX 3: Evaluation Grid

Question	Data Required	Findings	Status
Sustainability			
Will the government of Ethiopia/Oromia support the Project after the termination of Japanese support?	Policy and plan of the government regarding the Project and its approach Likelihood of the Project approach being incorporated into Government of Ethiopia and Oromia	<ul style="list-style-type: none"> ◆ According to GEQIP and ESDP, it is likely that the government of Ethiopia will continue the policy to promote school improvement by community participation. ◆ OEB is now planning to expand the HM Training region-wide utilizing their own budget except for training material. 	◎
Will the budget for this approach be secured as an activity of government of Ethiopia or Oromia?	Disbursement made so far by the Ethiopia side for the Project, Budget plan of Ethiopian side to continue or disseminate the Project after the end of the project period	<ul style="list-style-type: none"> ◆ OEB is making efforts to secure budget for the expansion. It is possible to expect GEQIP budget if the Project activities are implemented as part of SIP. It is another option to request regional budget. 	○
Does the project implementation system have an organizational ability to conduct and spread the activities effectively after the completion of the Project?	System within OEB, ZEO, WEO Level of ownership at OEB, ZEO, WEO	<ul style="list-style-type: none"> ◆ It is necessary to establish project implementation system, which can function without the current JICA project team. Especially, the role and responsibility of related divisions/departments of OEB and ZEO need to be clarified. ◆ It is necessary to make sure the monitoring/reporting and information sharing system functions among school/community, CRC, WEO/STEO, ZEO and OEB. 	△
Is it likely that C/Ps assigned will be retained in the Project? Are there any remedial measures prepared in case of staff rotation?	System of rotation of related personnel, including staff at OEB, ZEO, WEO, teachers at schools, System of retaining institutional memory	<ul style="list-style-type: none"> ◆ Because turn-over of officers is very frequent, it will be necessary to device a system to retain institutional memory for example by adopting effective filing system and ensuring to pass on one's tasks to his/her successor. Also, it is important to support new ZEO/WEO focal persons or CRC supervisors by focal persons of other ZEO/WEO or CRC supervisors nearby. 	△
Does the Ethiopian already have capacity to implement the Activities effectively? Are they motivated to continue and spread the Project on their own?	The level of capacity of OEB, ZEO, WEO, Head teachers, and community members developed, capacity still undeveloped, Level of their motivation to sustain the Project, Examples of initiatives taken by the Ethiopia side	<ul style="list-style-type: none"> ◆ Capacity of ZEO, WEO, school directors, key teachers, and CRC supervisors to conduct and monitor/report training are strengthened. Some CRC supervisors are motivated enough to conduct ToT for satellite school. It is important to further reinforce their capacities by close follow-up activities. ◆ It is necessary to improve the quality of monitoring, and to make the monitoring/reporting flow function. ◆ It is important to develop capacity of CRC supervisors/school directors/key teachers to adapt training materials/contents according to the needs of each community for sustainable utilization of the materials. ◆ It is important to strengthen capacity of PTA for sustainable community participation in school improvement activities. 	○
Has the equipment and facilities provided been maintained properly?	Status of maintenance and utilization of the equipment and facilities	<ul style="list-style-type: none"> ◆ The system of maintenance for PCs and related equipment has not been established. Securing maintenance fee and cost for ink cartridge is difficult for some CRCs. It is necessary to find a way to maximize its usage by each CRC and to establish maintenance system, including securing budget. ◆ The training materials distributed have been mostly maintained properly at the moment. It is necessary to inform of the Ethiopian side about how to duplicate it, including the cost. 	△
What are the contributing and constraining factors for the sustainability of the Project?	Contributing factors Constraining factors	<ul style="list-style-type: none"> ◆ OEB initiative to expand HM Training region-wide, Operational and practical training package ◆ Frequent turn-over of personnel, Insufficient involvement of working-level staff at OEB, Insufficient follow-up activities 	-

ANNEX 4: Implemented Activities

Table A: Implemented Activities

Plan	Activities Implemented
Output 1: The capacity in monitoring and reporting of school management is strengthened at the woreda and cluster levels.	
1-1 To assess needs for school management training and to carry out a baseline survey	<ul style="list-style-type: none"> (1) Collected information about the status of all the CRCs, which are 353, in the target areas with Teacher Training College in Feb-March and June-July in 2009. (2) Interviewed with School directors, CRC supervisors, WEO officers and ZEO officers in order to assess the needs for monitoring training (3) Monitoring of WEO/STEO focal persons and CRC supervisors was conducted, and challenges in their monitoring skill were identified.
1-2 To design and develop a monitoring and reporting training on the bases of the findings and analysis of the activity 1.1	(1) Workshop materials such as PowerPoint presentation and data book of all the CRCs were prepared for monitoring & reporting in 2009 and data management & information sharing in 2010.
1-3 To conduct the training for local education administrators (WEO head, WEO supervisors and CRC supervisors)	<ul style="list-style-type: none"> (1) Implemented monitoring & reporting workshop in Nov.-Dec.2009, and data management & information sharing in Nov.-Dec. 2010. For details, please refer Table B. (2) Formats for data management were developed, which can be installed in PC provided by the Project.
1-4 To support WEO/CRC to monitor how human and financial resources as well as equipments and facilities are managed at the woreda and cluster levels.	(1) Provided support for monitoring the situation of maintenance of the distributed equipment such as PCs.
1-5 To oversee the monitoring and reporting cycle of school management at the WEO and cluster levels	<ul style="list-style-type: none"> (1) Analyzed the actual situation based on the training reports submitted. (2) Collected basic information and facts about monitoring and reporting activities of CRC by WEO/STEO through the questionnaires distributed in the workshop in 2009. (3) Information on monitoring (period, methods and problems of monitoring and reporting) has been analyzed through the questionnaires distributed in the workshop in 2010.
1-6 To revise and develop the training for the further needs by feeding in the activities 1.4 and 1.5	(1) To be conducted during the latter half of the project period.
Output 2: Community members, head teachers, teachers and CRC supervisors have a deeper understanding about “Making our school better” through cluster-based activities.	
2-1 To design and develop school management training, focusing on school-community collaboration	<ul style="list-style-type: none"> (1) Interviewed with school directors, CRC supervisors and WEO/STEO to find basic information and facts. (2) Developed training contents of “Raise awareness of drop-out”, “Raise awareness of girls education” and “Lets make our school better” in 2009, and “Discover our school” in 2010 (including materials and manuals).

2-2 To monitor to WEO/CRC to conduct the training for community members, head teachers, and teachers on cluster-basis	(1) Conducted TOT and school level training. TOT was facilitated by Japanese experts and Field Coordinator, and school level training was facilitated by CRC supervisors, school directors, and key teachers. Please refer to Table 2 and 3 for details (2) Grasped the situation of how the HM Training is being conducted through monitoring and the training reports submitted.
2-3 To revise and develop the materials for the further needs	(1) Based on the training reports at the school level and results of monitoring, the contents of the three training developed in 2009 were revised.
Output 3: The knowledge and experiences acquired from the activities and outputs 1 and 2 are widely shared and utilized among education administrators at the various levels.	
3-1 To provide WEO officers with the planning and budgeting training by feeding the outputs of activities 1 and 2	(1) No activities were conducted.
3-2 To support WEO to formulate the worda education development plan for more effective resource allocation	(1) Same as above
3-3 To support ZEO/WEO to share the knowledge and experiences about school management improvement at the worda and zone levels by organizing a regular based meetings	(1) The Project presented its activities in quarterly meeting organized by OEB in 2009. Quarterly meeting was not conducted at the OEB level in 2010. (2) ODA Magazine was published in autumn 2010, aiming at sharing information and best practices among stakeholders. (3) English news letter was published 5 times.
3-4 To hold experience-sharing seminars at the regional and federal level for a wider stakeholders	(1) Same as above (2) Same as above (3) Same as above (4) The Project utilized the occasion of the Education Festival in 2010 to present the activities.

Source: Information from Ho! ManaBU Report modified by the Mid-term Review Team

Table B: List of training related to monitoring

Type of Training	Monitoring & Reporting	Data management & Info sharing
Training Period	Nov.- Dec. 2009	Nov.-Dec. 2010
Duration	1 day	1 day
Participants	Focal persons of ZEO, WEO/STEO, CRC supervisors	Focal persons of ZEO, WEO/STEO, CRC supervisors, school directors and key teachers of center schools
Theme	Monitoring and reporting for HM training	Data management and information sharing
No. of Participants	263	378

Source: Ho! ManaBU Report

Table C: List of Ho! ManaBU TOT

Type of Training	TOT for HM training	TOT to facilitate TOT for HM training	TOT for HM training
Training Period	Nov.-Dec. 2009	Nov. 2010	Nov.-Dec. 2010
Duration	3 days	2 days	1 day
Participants	Focal persons of ZEO, WEO/STEO, CRC supervisors, school directors and key teachers of center schools	Focal persons of ZEO	Focal persons of ZEO, WEO/STEO, CRC supervisors, school directors and key teachers of center schools
Theme	How to utilize and facilitate ITP(Raise Awareness of Drop-out, Raise Awareness of Girls Education, Lets Make Our School Better)	How to facilitate TOT	How to utilize and facilitate ITP (Discover Our School)
No. of Participants	463	13	378

Source: Ho! ManaBU Report

Table D: Number of Ho! Manabu Training conducted at the school level

Target Zone	Training Theme			
	DO	GE	Let's	Total
West Shewa	7	8	6	21
North Shewa	4	5	3	12
South-west Shewa	13	9	10	32
Jima	3	3	3	9
Illubabur	9	8	9	26
Horogudru Wellega	9	8	7	24
East Wellega	8	7	5	20
West Wellega	16	15	11	42
Kellem Wellega	8	7	7	22
Arsi	18	18	13	49
East Shewa	7	9	9	25
West Arsi	10	7	7	24
West Herarge	6	6	5	17
Total	118	110	95	323

Source: Ho! ManaBU Report

*DO = Raise Awareness of Drop-out, GE = Raise Awareness of Girls' Education, Let's = Let's Make Our School Better

Table E: Number of participants of Ho! ManaBU Training

Zone	SD	CRC	Teacher	Comm unity	PTA	KETB	Students	Satellite	Others	Total
WS	7	6	210	140	21	13	504	5	46	952
NS	5	1	157	298	45	0	652	0	12	1,170
SWS	45	7	330	718	77	32	9	13	252	1,483
Jima	12	13	108	33	30	12	0	0	3	211
IB	26	10	597	534	121	104	108	3	35	1,538
HG W	1	3	190	1,383	80	32	0	2	38	1,729
EW	21	6	265	544	117	26	35	0	18	1,032
WW	4	8	431	1,333	112	33	154	22	508	2,605
KW	10	6	376	2,626	128	69	257	0	12	3,484
Arsi	16	20	259	1,594	123	59	30	4	144	2,249
ES	9	3	89	252	48	0	48	0	834	1,283
WA	43	13	324	549	70	58	90	21	9	1,217
WH	0	1	182	472	83	17	0	0	34	779
Total	199	97	3,518	10,466	1,055	455	1,887	70	1945	19,732

Source: Ho! ManaBU Report

* WS = West Shewa, NS = North Shewa, SWS = South-west Shewa, IB = Illubabur, HGW = Horogudru Wellega, EW = East Wellega, WW = West Wellega, KW = Kellelem Wellega, ES = East Shewa, WA = West Arsi, WH = West Herarge, SD = School Director

Q.

SP

ANNEX 5: Inputs to the Project

1. List of Japanese Experts

Name	Position in the Project	Period of Assignment
Mr. Takashi Nobe	Chief Advisor / School Management	2008/09/30-2011/09/29
Ms. Haruko Fujime	Project Coordination /Community Participation	2008/10/07-2010/10/06
Ms. Kazuyo Igarashi	Local Educational Administration	2009/02/27-2011/02/26
Mr. Hiroshi Kikuchi	Training Material Development	2009/03/23-2009/08/12
Mr. Hiroshi Kikuchi	Training Material Development	2010/03/24-2010/08/06
Mr. Hiroshi Kikuchi	Training Material Development	2010/01/10-2010/03/09
Ms. Yuko Hirose	Project Coordination /Primary Education	2010/11/02-2012/09/19

2. List of Ethiopian Counterparts

Name	Job Title
Mr. Eshetu Dessie	Head of OEB
Mr. Merga Feysa	Deputy Head of OEB (Additional post: Head of Teachers and Leaders Development Process)
Mr. Fite Abera	Deputy Head of OEB (Additional post: Head of Educational Supervision and Quality Assurance)
Mr. G/Michael Abomsa	Head of Planning Work Process, OEB
Mr. Alemayehu Shawl	Head of Resource Identification Construction and Education Material Supply, OEB

Or

EF

3. List of Ethiopian Counterparts Trained in Japan

Name	Job Title	Title of the Training Course	Duration of the Course
Mr. Dereje Asfaw	Head of OEB	Counterpart Training	2009/02/04~03/02
Mr. Abebe Jira	Head of Educational Planning and EMIS Process, OEB		

4. List of Equipment

Item	Specification	Quantity	Price
4WD	TOYOTA Land Cruiser	OEB	115,440 USD
Generator	Yammer TF160	OEB	90,000 Birr
Desktop PC	Dell Optiplex 360	Pilot CRC (104)	1,038,960 Birr
Printer	hp1005	Pilot CRC (104)	259,480 Birr
Generator	Robin RGB2510	Pilot CRC (104)	2,650,934 Birr
Stabilizer	JONCHN	Pilot CRC (104)	53,560 Birr
Printer Cable		Pilot CRC (104)	5,408 Birr

5. Local Operation Cost Borne by Japanese Side

JFY 2008	JFY2009
1,275,936.14 Birr	2,655,485.03 Birr

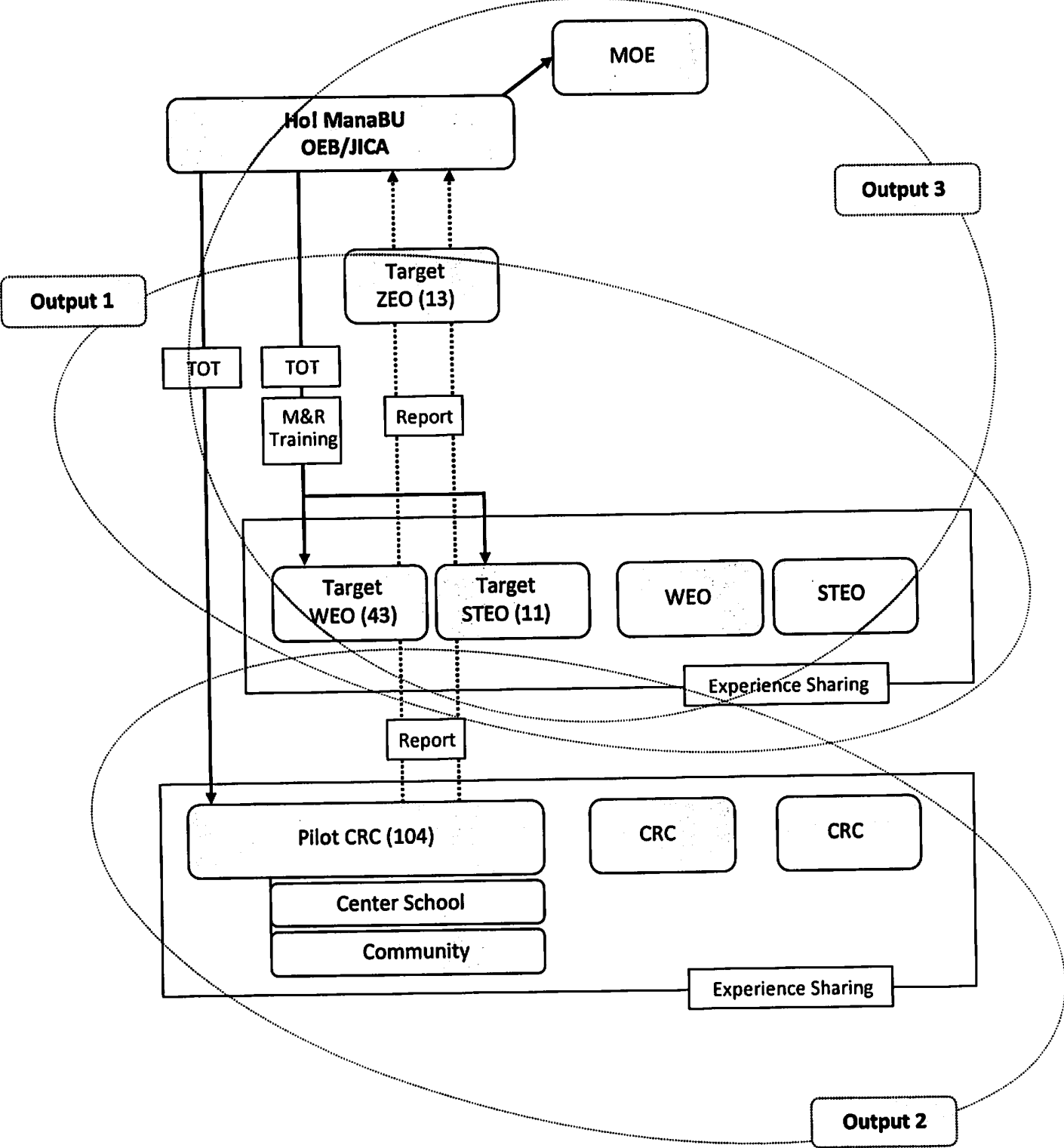
6. Estimation of Local Operation Cost Borne by Ethiopian Side

Item	JFY 2008	JFY2009
Electricity fee	3,200 Birr	9,600 Birr
Telephone & Fax fee	3,200 Birr	9,600 Birr
Water fee	300 Birr	800 Birr

Or.

F

ANNEX 6: Project Concept Diagram (PDM ver. 2.0)



B

SP

Annex 7: Revised PDM (Draft)

Date: February, 2011

Project Period: 20 September 2008 ~ 19 September 2012

Project Title: Project on Improving Access to Quality Primary Education by Community Participation

Ver. : 3.0

Target Area: 54 Woredas/Special Towns, 13 Zones, Oromia Region Target Group: WEO/STEO officers, CRC supervisors, school staff members, community members

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p><u>Overall Goal</u> Participatory school-based management is disseminated in Oromia Region.</p>	<p>1. Training on participatory school-based management developed by HM experience is conducted in Oromia Region 2. Improvement of completion rate (Grade 5 and 8) in the pilot CRCs</p>	<p>1. Educational statistics (ex. EMIS data) 2. Training and Monitoring Report</p>	
<p><u>Project Purpose</u> Participatory school-based management is promoted in the target area through collaboration between school and community supported by educational administration.</p>	<p>1. Reduction in the number of drop-out students in the pilot CRCs 2. Improvement in the enrolment (of girls in particular) in the pilot CRCs 3. The percentage of the pilot CRCs which implement activities utilizing the knowledge and skills acquired in HM Training (80% or over)</p>	<p>1~2. Educational statistics (EMIS data) 3. Training and Progress Reports, School Annual Plan</p>	<p>OEB dissemination plan is realized.</p>
<p><u>Outputs</u> 1. Process of school improvement planning and implementation is improved.</p>	<p>1.1 Attendance rate of TOT participants (90% or over) 1.2 Improvement in facilitation skills of TOT participants 1.3 The numbers of HM Training held and participants in the pilot CRCs 1.4 Satisfactory level of HM training participants 1.5 Development of integrated package</p>	<p>1.1 TOT Implementation Report 1.2 TOT Evaluation Sheet (self-evaluation of TOT participants), observation of HM Training, Training and Progress Report submitted 1.3 Training Report 1.4 Training and Progress Report 1.5 Developed materials</p>	<p>OEB will not change its policy on strengthening school improvement planning and implementation with community participation.</p>
<p>2. Monitoring by educational administration for school improvement activities is enhanced.</p>	<p>2.1 Attendance rate of Workshop/Training participants (90% or over) 2.2 Submission rate of Training and Progress Reports from the pilot CRC to OEB/JICA (60% or over) 2.3 Improvement in report writing skills and in feedback skills of WEO/STEO officers and CRC supervisors 2.4 Development of morning/reporting format and guidelines/manuals</p>	<p>2.1 WS/Training Implementation Report 2.2 Reports submitted by CRC 2.3 Reports submitted by CRC, WEO/STEO 2.4 Developed materials</p>	
<p>3. Foundation for utilization and dissemination of trainings and approaches of the Project is strengthened.</p>	<p>3.1 Development of feasible dissemination plan by OEB 3.2 Distribution and utilization status of ODA Magazine 3.3 Sharing of experience, expertise of the Project at regular meetings organized by OEB, ZEO, and WEO/STEO</p>	<p>3.1 developed plan 3.2 Issued ODA, questionnaire 3.3 Minutes of Meetings</p>	

Activities	Inputs		
	Japanese Side	Ethiopian Side	
<p>4.1 To design and develop training courses and materials (= HM Training) which help schools and communities understand their respective roles and responsibilities in school improvement, and thus lead to their active participation in school improvement activities</p> <p>1.2 To conduct TOT (facilitator training) for the implementation of HM Training at cluster level</p> <p>1.3 To support the implementation of HM Training at cluster level</p> <p>1.4 To support and follow up the effective utilization of the developed materials such as "Quick Learning Video" and the provided equipment such as PCs</p> <p>1.5 To integrate a series of HM Trainings for school improvement</p> <p>2.1. To analyze problems in current monitoring and reporting flow/system</p> <p>2.2. To revise developed monitoring/report format</p> <p>2.3. To provide WEO/STEO officers and CRC supervisors with trainings which contribute to the improvement of current monitoring and reporting flow/system</p> <p>2.4. To develop guidelines/manuals by compiling the outcomes of trainings conducted under activity 2.3</p> <p>3.1 To assist OEB in developing and implementing feasible plan for disseminating the experience and good practices of the Project</p> <p>3.2 To compile concrete evidences and data for analyzing the impact of the Project</p> <p>3.3 To explore effective collaboration with other related activities/projects implemented in Oromia/Ethiopia (ex. elaboration of better linkage with SIP)</p> <p>3.4 To promote the sharing of Project's experience and expertise</p> <p>3.4.1 To make good use of and support the organization of regular meetings by OEB, ZEO, WEO for experience-sharing</p> <p>3.4.2 Development and distribution of ODA Magazine</p>	<p><u>Dispatch of Experts</u></p> <p>1. Long-term experts</p> <p>(1) Chief Advisor/School Management</p> <p>(2) Local Educational Administration</p> <p>(3) Coordinator/Primary Education</p> <p>2. Short-term experts, if necessary</p> <p><u>Provision of Equipment and Materials</u></p> <p><u>Allocation of Project Implementation Costs</u></p> <p><u>Counterpart Training</u></p> <p>Third-county training or training in Japan for counterparts</p>	<p><u>Counterpart</u></p> <p>(1) Project Director</p> <p>(2) Project Manager</p> <p>(3) Assistant Project Manager</p> <p>(4) Counterpart personnel at different levels (i.e. Regional, Zonal, Woreda/Special Town)</p> <p><u>Project Office and Facilities</u></p> <p><u>Allocation of Project Implementation Costs</u></p>	<p>Precondition</p> <p>The Government of Ethiopia has the policy that places importance on community participation in educational activities.</p>

Note: Figures for indicators are to be determined.

2. 評価グリッド結果表 (和文)

評価設問	必要なデータ	評価結果	ステータス (状況)
1. 実績			
アウトプットの達成度			
<p>アウトプット 1: 教育行政機関および教育行政 官 (WEO) 所長、指導主事、CRC 担当官) の学校運営改善にか かるモニタリング・報告の体制 が強化される。</p> <p>アウトプット 2: クラスター単位の活動を通し、 コミュニティ及び校長・教員・ CRC担当官の「よりよい学校づ くり」に対する理解が深まる。</p>	1-1 モニタリング・報告のための教材の開発と更新	<p>◆「Ho! ManaBU研修 (HM研修) モニタリング・報告フォーマット」と「半期進捗報告フォーマット」が開発され、モニタリングにかかわるワークシートの研修教材として使用された。これらのフォーマットは得られたフィードバックを基にそれぞれ一度改訂された。プロジェクトは就学者記録フォーマット案も作成し、ワークショップで記入方法を紹介した。これは現在各CRC校において試用中である。</p> <p>◆上記以外に、パワーポイントによるプレゼンテーション資料などが研修教材として準備された。プロジェクトチームはこれらの教材およびフォーマットを最終化し、とりまとめの予定である。</p>	
	1-2 研修の回数並びに受講者数	<p>◆モニタリング・報告にかかわるワークショップ(1日)を2009年11月から12月にかけて行っており、259名が参加した。2010年11月から12月にかけては、データ管理および情報共有にかかわる一日間のワークショップを行い、391名が参加した。</p>	
	1-3 郡教育事務所・クラスターレベルでの学校運営モニタリング・報告の実施率	<p>◆モニタリング・報告の実施率に関するデータは得られていないが、HM研修のモニタリング(研修のモニタリングとその他のフォローアップを含む)がWEO/STEOIにより108回実施されたことが報告された。提出されたHM研修モニタリング・報告書は3231による。</p>	
	1-4 モニタリング・報告実施の質の改善度合い	<p>◆現在のところ、質に関する測定はなされていない。プロジェクトチームはプロジェクト期間後半において測定する予定である。</p>	
	WEO、CRC担当官およびその他の関連機関職員 のモニタリング・報告にかかわる能力強化に関する自己評価	<p>◆WEOフォーカルパーソンおよびCRC担当官より、上記研修を通じて、モニタリング手法、データの分析および比較の手法、データの誤りの特定および訂正の方法、効果的かつ効率的な文書のファイリング手法などの知識を深めることができたことが報告された。</p>	
	2-1 学校運営改善のための教材の開発と更新	<p>◆プロジェクトは各クラスターレベルで実施する「HM研修」を現在までに四種類開発した。2009年に、中退率の減少 (Raise Awareness of Drop-out)、女子教育の促進 (Raise Awareness of Girls' Education)、住民参加型学校改善計画 (Let's Make Our School Better)、2010年に学校の問題分析 (Discover Our School) にかかわる研修を開発し、それぞれ別の研修に各1セットの研修教材を作成した。2009年に開発された三つの研修は2010年に一度改訂された。</p> <p>◆「計画策定」、「児童中心型教授法」、「出席簿の管理」などの毎日の学校運営に関するトピックを扱った教員用のセルフ・ラーニングビデオである「クイック・ラーニング・ビデオ」も開発し、各パイロットCRCに配布した。</p>	
	2-2 学校・コミュニティレベルでの研修の回数 ならびに受講者数	<p>◆2009年には463名が「Raise Awareness of Drop-out」、「Raise Awareness of Girls' Education」および「Let's Make Our School Better」のTOTに参加した。2010年に開発された「Discover Our School」のTOTには391名が参加した。このTOTを受けて、「Raise Awareness of Drop-out」、「Raise Awareness of Girls' Education」および「Let's Make Our School Better」のHM研修は323回実施され、19,732名が参加した。「Discover Our School」のHM研修は中間レビュー時点で各クラスターレベルで実施されているところである。</p>	
	2-3 活動に優先付けした対象校 (中心校) の割合およびその活動が戦略的に実施されている対象校の割合	<p>◆パイロットCRCからの半期進捗報告書によると、104のCRC中、49のCRC (47%) において、HM研修後、中退した生徒の家庭訪問、中退及び女子教育改善委員会の設立、脆弱児童への教材の配布、収入創出活動、学校施設の改善などの学校レベルでの活動が行われていることが確認された。活動数の合計は158に上る。進捗報告書の提出率は今のところ41.3%と低い。戦術的な実施、「新しい手法」の定義が明らかにされていないため、これらの指標内の「活動の優先付け」、「戦術的な実施」の定義を明らかにする必要がある。</p>	
	2-4 学校運営改善のため新しい手法を 採択した対象校 (中心校) の数		

評価設問	必要なデータ	評価結果	ステータス (状況)
	<p>地域住民、校長、教員およびCRC担当官の「より良い学校づくり」に対する理解の向上に関する自己評価</p>	<p>◆HM研修参加者へのインタビューを通じ、彼らの中退や女子教育の問題、およびその原因に関する気づきが促進されたことが確認された。その結果として、地域住民の学校改善に対するモチベーションや学校改善活動への参加が強化され、コミュニティと学校が指標2-3で述べたような活動を始めたことが報告されている。</p> <p>◆TOIの受講及びクラスターレベルでのHM研修をファシリテートしたことにより、CRC担当官、校長、主任教員、中退や女子教育などの課題、学校における問題の特定および優先付けの手法、学校改善活動へのコミュニケーションの参加の重要性などに関する理解が促進されたことがインタビューにより確認された。</p>	
<p>アウトプット3: アウトプット1および2を通じて得られた学校運営改善にかかわる知見・経験が、各行政機関において広く活用される。</p>	<p>◆プロジェクトの経験・知見が共有され、活用されたプロジェクト対象外のCRC数</p> <p>3-1 プロジェクトの経験・知見が共有され、活用されたプロジェクト対象外のCRC数</p>	<p>◆プロジェクトの経験・知見が共有され、活用されたプロジェクト対象外のCRCは中間レビュー時点では確認されていない。非パイロットCRC担当官がパイロットCRCでのHM研修に参加したことが報告されていることから、非パイロットCRCで本プロジェクトの知見がある程度共有されていることが考えられる。</p> <p>◆2010年9月、プロジェクトの経験およびグット・プラクティスの共有を目的とした「ODA(オダ)マガジン」が発行され、非パイロットCRCを含むオロミア州内の全CRCに配布されたこととなり、これによる非パイロットCRCへの知見共有が期待される。</p> <p>◆OEBが現在独自の予算を使ってHM研修をオロミア州全体に普及する計画を策定している。本計画が承認、実施されれば、プロジェクトの知見が州全体に普及されることが期待される。</p>	
	<p>3-2 プロジェクトの経験・知見が共有され、活用されたプロジェクト対象外の郡数</p>	<p>◆プロジェクトの経験・知見が共有され、活用されたプロジェクト対象外の郡については、中間レビュー時点では確認されていない。しかし、上述の通り、「ODA(オダ)マガジン」の発行により、プロジェクトの知見がある程度非パイロット地域にも共有されていることが期待される。</p>	
	<p>3-3 州及び連邦レベルでの経験共有会合の開催数</p>	<p>◆プロジェクトは「ODA(オダ)マガジン」の他、英語版の「ニュースレター」を発行し、州及び連邦レベルでの経験共有を図っている。加えて、プロジェクトは、「教育フェスティバル」などの機会を活用し、プロジェクト活動の発表を行った(2010年)。</p>	
	<p>プロジェクトを通じて蓄積された知識および経験に関するOEB職員の理解度</p>	<p>◆OEBがHM研修の普及計画を策定中であることから、OEBは本プロジェクトの効果を認識していると言っており。現在、OEBは普及計画策定に当たり、定量的および定性的側面からの本プロジェクトの評価を行っているところである。</p>	
プロジェクト目標の達成見込み			
	<p>1. 地域住民と協働で策定され、計画通りに実施された学校活動の割合</p>	<p>◆実施された活動の割合にかかるデータは得られなかった。しかし、進捗報告書によると、HM研修後に学校レベルで実施された活動の数は158に上がることが確認されている。</p>	
	<p>2. 郡およびクラスターレベルにおける、学校運営にかかる優先付けされた活動の実施率</p>	<p>◆優先付けされた活動の実施率にかかるデータは得られなかった。しかし、上記のとおり、158の活動が実施されたことが確認された。</p>	
<p>プロジェクト目標「プロジェクト対象地域において、教育行政(WEO、CRC、学校)とコミュニティの協働を通じて学校運営が改善される。」は、殺人、活動、アウトプットの産出実績を鑑みて、達成されるか。</p>	<p>3. 中退率の減少(特に第一年中退率)</p>	<p>◆パイロットCRCの中退率は得られなかったが、地域住民およびCRC/WEO/STEO/ZEOより、本プロジェクトと政府や他ドナーによって実施されているイニシアチブとが相乗効果を生み出し、中退者数の減少につながっていると報告された。</p> <p>◆2010年2月にプロジェクトチームは104のCRCにおける中退者数のデータを収集しているが、このデータでは2010年1月から本格的な研修が始まった本プロジェクトのインパクトは現れていない。他方、このデータにより、プロジェクト開始以前より中退者数は既に減少傾向にあることがわかる。この減少傾向が継続あるいは加速するか否か、本プロジェクトがどのように減少傾向にインパクトを与えたか、プロジェクト後半においてモニタリングする必要がある。</p>	

評価設問	必要なデータ	評価結果	ステータス (状況)
	4. 就学率の向上(特に女子の就学率)	<p>◆ハイロットCRCの就学率は入手できていない。一方、指標3同様、本プロジェクトとその他のイニシアチブとが相乗効果を生み出し、女子就学者数の向上につながっていると報告された。</p> <p>◆指標3同様、最新のハイロットCRCのデータは本プロジェクトのインパクトを反映してはいるが、データによると、プロジェクト開始以前からハイロットCRCでは全就学数に対する女子の割合が増加傾向にあることが分かる。一方で、女子の割合が特に低い学校があることも明らかになっているため、今後、特にこれらの学校に焦点を置き、女子の割合を改善する活動をさらに活性化し、その効果をモニタリングしていく必要がある。</p>	
上位目標の達成見込み			
	1. 教員一人当たりの生徒数の改善	◆2010年2月にプロジェクトチームにより収集されたパイロットCRCのデータによると、2005/2006年の教員一人当たりの生徒数は62名であったのに対し、2009/2010年では、47名であった。しかし、データが取られた年度と本プロジェクトの研修が始まった年度を考慮すると、このデータにプロジェクトの効果は反映されていないと考えられる。加えて、本指標はプロジェクトの焦点および活動との関連性が薄い。	
	2. 一教室当たりの生徒数の改善	◆EMISデータによると、パイロットCRCにおける一教室あたりの生徒数は2007/2008年では69名であったが、2009/2010年では60名であった。しかし、データが取られた年度と本プロジェクトの研修が始まった年度を考慮すると、このデータにプロジェクトの効果は反映されていないと考えられる。加えて、本指標はプロジェクトの焦点および活動との関連性が薄い。	
	3. 第一サイクル修了率の改善(1-4年生)	◆パイロットCRCにおける本指標にかかるデータは得られなかった。指標の見直しを行い、入手可能で適切な指標を再設定することが必要である。	
投入実績			
エチオピア側投入は計画通りなされたか			
* 人員	配置人数と役職		
* プロジェクト運営、実施体制	プロジェクト運営・管理・支援体制		
* 設備	提供された設備の種類と量、投入の目的およびタイミン		
* 機材	提供された機材の種類と量、投入の目的およびタイミン		
* 予算、その他	プロジェクト実施のために配分された経費およびその他の投入(総額、タイミン)	◆付属資料1ミニッツのAnnex 5を参照のこと。	
日本側投入は計画通りなされたか			
* 日本人専門家	担当分野、人数、派遣期間および時期		
* 本邦研修	研修内容・目的、人数、期間、タイミン		
* プロジェクト運営、実施体制	プロジェクト運営・管理・支援体制		
* 機材	提供された機材の種類と量、投入の目的およびタイミン		
* 予算、その他	プロジェクト実施のために配分された経費およびその他の投入(総額、タイミン)	◆付属資料1ミニッツのAnnex5を参照のこと。	

評価設問	必要なデータ	評価結果	ステータス (状況)
2. 実施プロセス			
活動の進捗状況			
活動は計画通り実施されたか	活動進捗状況	◆活動1-4、1-5および1-6はアウトプット2の活動を優先させたため遅延している。活動3-1および3-2はWEOの能力開発ニーズおよび活動実施のフィードバックに関する分析と理解が十分でなかったため、遅延した。活動3-3および3-4については、2010年にはOEB主催の四半期会合が開かれなかったため活動が停滞した。	
活動の実施、進捗に影響を与えた問題はありますか	進捗に影響を与えた問題	◆ターゲットWEO/STEOの選定の遅れ、地方教育行政担当の日本人専門家派遣の遅れ、2009年のPDM改訂などが、計画に沿った活動の進捗に影響を与えた。	
活動の実施、進捗に影響を与えた問題があった場合どのように解決されたか	問題解決の方法	◆活動3-3と3-4に関連し、プロジェクトチームは2010年の教育フェスティバルの機会を利用し、プロジェクトの活動を発表した。英語版のプロジェクトニュースレターや「ODA(オダ)マガジン」を発行した。	
意思決定とコミュニケーション			
プロジェクトにおける意思決定はどのようなプロセスでなされたか	意思決定プロセス	◆PDMの変更はJICAプロジェクトチーム、JICAエチオピア事務所、JICA本部、OEBとの討議を通じて行われた。その他小さな変更に関しては、プロジェクト内のミーティングで話合われ、OEBにより承認された。	
プロジェクト内コミュニケーションは効果的に行われたか	JSCの頻度	◆JSCミーティングは2009年3月、9月、2010年6月の3度行われ、OEB、ZEO、MOFED、MOEと活動の進捗と実績が共有された。	
プロジェクト内コミュニケーション情報は効果的に共有されたか	JICAプロジェクトチームでの引き継ぎプロセス、JICAプロジェクトチームとカウンターパート、カウンターパート同士のコミュニケーション頻度及び方法、プロジェクト計画変更時の対応状況、共同で取り組む問題解決方法	◆JICAプロジェクトチームのコミュニケーションは、日々の情報共有、報告、および頻繁なミーティングにより行われた。 ◆OEBとのコミュニケーションは、プロジェクトの方向性に関してはチャーフアドバイザーが主にコミュニケーションをとった。それぞれの専門家も担当分野にかかるコミュニケーションを適宜行った。OEBとのマネージメントミーティングは情報共有が必要な際に適宜行われた。 ◆OEB局長および副局長とのコミュニケーションは適切に行われているが、OEB内の他スタッフとの情報共有は限定的である。	
プロジェクトとJICA本部・エチオピア事務所およびその他の日本関係機関とのコミュニケーションは効果的に行われたか	コミュニケーションの頻度、プロジェクト計画変更時の対応状況、共同で取り組む問題解決方法、協力内容	◆JICA本部およびエチオピア事務所からプロジェクトへのコミュニケーションはプロジェクト開始当初は十分でなかったことが確認された。	
プロジェクトとエチオピア関係機関とのコミュニケーションは効果的に行われたか	コミュニケーションの頻度、プロジェクト計画変更時の対応状況、共同で取り組む問題解決方法、協力内容	◆ZEOとのコミュニケーションは主にファイルドコーディネーター(FO)が、直接の訪問や電話で行っている。WEO/STEO、CRC担当官、学校については、研修実施の際、リクエストが学校からあったときにFCが訪問を行っている。また、CRCへのモニタリング訪問も行う。CRCによっては電話回線がよくないため、コミュニケーションが難しい場所もある。また、CRCによっては、どのFCにアドバイスを求めたらよいかかわかっていないCRC担当官もいることが報告された。 ◆CRCによって提出された報告書がOEB/プロジェクトチームまで届かないケースがあることが確認された。また、CRCによってはWEO経由で配布されることになっている「ODA(オダ)マガジン」も受領していないケースがある。WEO/STEOおよびZEOにおいてこれら業務の担当が誰であるか明確にし、ハイロッドCRC、WEO/STEO、ZEO間でのモニタリングおよび情報共有が円滑になされるよう、徹底する必要がある。	

評価設問	必要なデータ	評価結果	ステータス (状況)
モニタリング			
定期的なモニタリングが行われたか どのような方法で行われたか	モニタリング計画、モニタリング記録	<p>◆学校/CRCLレベルでのモニタリングは、主にFCIにより、WEO/STEO、CRC、学校レベルでの訪問および電話でのコミュニケーションを通じて行われている。日本人専門家も可能な限りモニタリング訪問を行っている。</p> <p>◆パイロットCRCがオロミア州全体に広がっていること、電話回線がつかないエリアがあることなどから、全パイロットCRCのモニタリングを密に行うことが難しい。</p> <p>◆HM研修モニタリング・報告書はCRC担当官/校長/主任教員により記入され、WEO→ZEO→プロジェクトチームに提出されることになっており、プロジェクトチームはこの報告書を読むことで、進捗や課題の確認を行う。半期進捗報告書は校長により提出されることになっているが、提出率は低い。また、これらの報告書はCRCよりWEOに提出されているものの、プロジェクトチームまで届かないケースがあることが確認されている。</p>	
モニタリングの結果はどのよう にプロジェクトの活動に反映さ れたか	モニタリング結果の活用状況	<p>◆HM研修の内容がモニタリング結果および現場から得られるフィードバックを基に改訂された。また、モニタリングのためのフォーামもフィードバックを基に改訂された。また、モニタリング結果は次のTOTの内容にも反映されている。</p> <p>◆STEOからの報告書類の提出率がWEOよりも低いことが確認されている (HM研修モニタリング・報告書: WEO75.3%、STEO45.6%、半期進捗報告書: WEO51.2%、STEO30%)。プロジェクトチームは、これはSTEOは通常業務においては、報告書をOEBに直接提出するが、本プロジェクトではZEOに提出することになっているためではないかと考えており、報告書提出のフローの変更を計画している。</p>	
PDM、詳細活動に軌道修正が行 われたか、行われたとすれば、それ は適切であったか	PDM修正の軌跡と変更理由	<p>◆PDMは、CRCの機能強化に特化した内容から、CRCを学校改善の枠組みとして捉えなおすため、2009年8月に改訂された。これはCRCに予算がないこと、CRC内の学校数が増加するなど枠組みが流動的であること、CRCの機能強化がGEQIPの優先事項となっていないことなどによる。</p> <p>◆上記の理由による変更は適切であったと言えるが、改訂されたPDMはロジックが適切でなかったり、あいまいな部分も多く残されている。よって、すべての関係者によって、十分に中身やロジックが精査されるべきであった。</p>	
外部条件に変化はあったか それによる影響はあったか それに対する対応は適切であ ったか	外部条件の変化の有無およびプロジェクトに与 えた変化とそれに対する対応状況	<p>◆外部条件の一つである、TOEBがCRC強化の政策を変更しないことは、プロジェクトがすでにCRC強化を行っていないことから適切でない。</p>	
カウンターパートナーシップ			
本プロジェクト内でのOEB、 ZEO、WEO、CRC担当官、学 校、PTA/地域住民の役割、権 限は明確か?	OEB、ZEO、WEO、CRC担当官、校長/教員、 PTA/地域住民の役割と権限	<p>◆オロミア州におけるZEOの教育行政機関としての役割や責任が明確でないことから、本プロジェクトにおけるZEOの役割も明確でない。また、STEOは行政上はZEOと同等であるが、本プロジェクトではWEOと同等に取り扱うことがJSCで決められたため、指揮命令系統に混乱をきたしている。</p> <p>◆OEBがプロジェクトのメインのカウンターパートナー機関であるが、本プロジェクトの計画、実施、モニタリングを主に担っているのはプロジェクトチームである。よって、プロジェクト効果の持続およびHM研修の普及計画を考慮し、OEBの役割と責任を明確にする必要がある。</p>	
エチオピア側責任者のプロジェ クトマネージメントへの参加の 度合いは適切か	OEBプロジェクトダイレクターおよびプロジェクト マネージャー並びにその他管理職レベルの関 連職員の意識と参加度合い	<p>◆OEBのマネージャーはプロジェクトの意思決定に十分に関わっており、プロジェクトの理解やコミットメントも高い。OEB前局長は、HM研修を州内全体に普及する計画のイニシアチブをとった。</p>	
配置されたカウンターパートの 数及び質は適切だったか	C/P配置についての日本人専門家の評価・満 足度	<p>◆局長および副局長がOEBのメインのカウンターパートナーである。ZEOおよびWEOレベルでは、プロジェクトのフォローアップに責任が命ぜられており、CRC担当官、校長、主任教員も本プロジェクト実施に参加していることから、カウンターパートの人数は、ZEO、WEO、CRC、学校レベルでは十分である。他方、頻繁な人事異動はプロジェクトの円滑な実施の阻害要因となっている。</p>	

評価設問	必要なデータ	評価結果	ステータス (状況)
プロジェクト実施への参加は十分であったか	C/Pの活動状況(モニタリング・プロジェクト視察、並びにその他の努力を含む)、専門家とのコミュニケーションの頻度(活動報告含む)	<p>◆OEBCレベルでは、局長および副局長のコミットメントは高い。他方、OEBのプロジェクトの実施プロセスにおける参加は十分でない。</p> <p>◆ZEO、WEOおよびCRCLレベルでは、フォーカルパーソンやCRC担当官がTOTIに高い出席率で参加しており、また、HM研修をプロジェクトのスクープ外の衛星校でも行うなど、高いコミットメントが確認された。ZEOの役割が明確でないことから、彼らの参加は現在のところ十分でないと言える。</p> <p>◆PTAの代表はプロジェクトのターゲットグループであるにもかかわらず、現在の彼らはTOTIに参加する機会を得ていない。</p>	
C/P側の予算の配分は十分か	エチオピア側の投入実績	<p>◆OEBからプロジェクトへの予算は配賦されていない。しかし、OEB、WEO、CRCLレベルでのモニタリングコストおよびHM研修の実施にかかる費用などはエチオピア側により負担されている。また、学校によっては、学校独自の予算を使ってPCのセッティングや使用方法のガイダンスや訓練を行っているところもある。</p>	
3. 5項目評価			
妥当性			
上位目標及びプロジェクト目標とエチオピア側教育政策との整合性はあるか	エチオピア国教育政策文書	<p>◆学校運営改善および学校運営にかかるとコミュニティのエンパワメントは、ESDPIII(2005-2010)の目標である初等教育の完全普及および教育の質の改善達成の戦略にかかげられている。2010年より施行されているESDPIVでも学校運営におけるコミュニティの参加と、郡、CRC、学校レベルでの能力強化の重要性が強調されている。</p> <p>◆2009年より本格的に開始されたGEQIPでは、SIP(学校改善プログラム)が重要な柱の一つとされており、SIPは教育の質の向上に貢献する、地方分権を通じた参加型かつ透明な学校運営に焦点を置いている。</p>	◎
上位目標と日本の開発援助政策との整合性はあるか	日本の対エチオピア援助方針	<p>◆我が国の対エチオピア援助政策は、地方行政とコミュニティの能力強化を通じた初等教育へのアクセスと質の向上を優先課題に掲げている。この政策は、質の高い基礎教育の提供を重点分野に掲げるJICAの対エチオピア支援方針にも反映されている。</p>	◎
プロジェクト対象地域の選定は適切であったか	プロジェクト対象地域の選定根拠・基準	<p>◆対象13県は、オロミア州全17県より、SMAPPやManaBUなど過去のJICAプロジェクトとの相乗効果および新しい県への便益の拡大を考慮して、OEBとの協議により決定された。各県より、郡のコミットメントの高さ、能力、過去のJICAプロジェクト実施の経験、他ドナーによるプロジェクトとの調整、教育指標、アクセスなどを考慮し、4つの対象郡が選定された。その後、CRCLレベルでの情報を収集し、各郡から2つのCRCが選定された。</p> <p>◆第一回JSC後、11のSTEEOも対象に加えることとした。よって、11のSTEEOと43のWEOが対象地域に選定された。</p>	◎
現在でもプロジェクト目標は支援対象者のニーズと合致しているか	政府、学校、コミュニティ、保護者、生徒のニーズ	<p>◆オロミア州では、初等教育第一年次の中退率が30%を超えており、中退率の減少が喫緊の課題となっている。よって、中退率を住民参加型の活動によって改善することを目標の一部に掲げる本プロジェクトは、対象州のニーズに合致している。◆エチオピア国では、従来より地域住民の学校改善のための貢献は行われているものの、この貢献は必ずしも主体的ではなく、住民の積極的な学校運営への関与については改善の余地があり、そのためには、地域住民のエンパワメントが欠かせないことが連邦教育省および他ドナーからも報告されている。よって、地域住民の学校運営への主体的かつ積極的な参加を促し、学校運営の質を改善することを目標に掲げた本プロジェクトは、学校およびPTAを含む地域のニーズと整合性を持つ。</p>	◎
ターゲットグループ(WEO、CRC担当官、校長、PTA)の選定は確だったか	C/P機関およびターゲットグループの選定プロセス	<p>◆WEO、CRC担当官、校長、PTA代表をターゲットグループとしたことは、プロジェクトが教育(行政)機関とコミュニティ間の協働を通じた学校運営改善を目標としていることから適切であったと言える。</p>	◎

評価設問	必要なデータ	評価結果	ステータス (状況)
前提条件に変化はあったか。前提条件は満たされているか	前提条件である「ESDP III またはGEQIPにクラスターシステムを通じて学校運営改善を図る方針が掲げられている」、および「ESDPIにCRC強化を優先事項とする方針が掲げられている」は正しいか。これらは満たされているか。	<ul style="list-style-type: none"> ◆学校運営改善および学校運営にかかわるコミュニティのエンパワメントはESDP III (2005-2010) の目標達成のための戦略とされており、本前提条件は満たされている。 ◆プロジェクトはCRCの機能強化を既にプロジェクトの焦点から外したため、「ESDPにCRC強化を優先事項とする方針が掲げられている」は、適切な前提条件とは成りえない。 	-
「地域住民の参加による学校運営改善」を達成する戦略としてプロジェクトは適切であったか	対策としての適切性、現地や日本のノウハウの活用状況、現地の状況に適した協力形態や方法の選択ができたか	<ul style="list-style-type: none"> ◆学校とコミュニティの気づき、問題分析、活動の計画と実施に焦点を置いた本プロジェクトは、コミュニティの参加を通じて学校運営改善の方法として適切であると言える。一方、本プロジェクトは、コミュニティと各学校により策定されたことになっている。SIP策定プロセスとのリンクが弱い。よって、このリンクを強化させることが本プロジェクト活動を主流化し、確かで持続的な効果を発現させるためには重要である。 	○
プロジェクトアプローチの選択は適切だったか	計画された「活動」→「成果」→「プロジェクト目標達成」→「上位目標達成」の論理性は適切だったか	<ul style="list-style-type: none"> ◆プロジェクト目標と上位目標のロジックが曖昧なため、主に指標を修正することによりロジックを明確にする必要がある。これらを整理した上でアウトプットも整理し、より具体的に入手可能なアウトプット指標を再設定する必要がある。それを踏まえ、活動についても、現在の活動、状況およびプロジェクトの残り期間を考慮して、適宜修正および整理される必要がある。 ◆プロジェクトはCRCの能力強化をプロジェクトの焦点から外したため、外部条件である「OEBがCRC強化の政策を変更しない」は削除する必要がある。 	△
協力内容・分野に対するJICAのこれまでの支援実績はあるか 知見が蓄積されているか	本分野における日本の過去の実績と経験、カウンターパートによる評価	<ul style="list-style-type: none"> ◆JICAはニジェール、ブルキナファソ、マリ、インドネシア、ネパールなどの国に置いて学校運営改善のプロジェクトを支援した実績を有する。 	○
プロジェクト開始以降、プロジェクトを取り巻く環境(他ドナーの援助動向を含む)に変化はあったか それによる影響はあったか	政策、経済、社会などの変化を示す情報、他ドナーの援助動向の推移	<ul style="list-style-type: none"> ◆特に大きな影響は確認されていない。 	-
有効性			
プロジェクト目標(プロジェクト対象地域において、教育行政(WEO、CRC、学校)とコミュニティの協働を通じて学校運営が改善される。)は、投入、活動、アウトプットの産出実績を鑑みて、達成されるか	プロジェクト指標の推移、プロジェクト実績及び進捗状況	<ul style="list-style-type: none"> ◆プロジェクト目標の達成見込みを判断することは現時点では難しい。指標1および2の定義を明確にし、これらをもとに測定するかを明らかにする必要がある。指標3の中退率の削減および指標4の女子就学率の向上については、定量的なデータはまだ得られていないものの、本レビューにより訪問されたすべてのCRCで改善されていると報告された。 ◆プロジェクトの目指す目標を明確化し、目標に対する進捗のモニタリングができるよう、現状や現在のニーズを反映しかつ適切な指標を有するPDMIに改訂することが重要である。 	△
プロジェクト目標達成の阻害要因はあるか	阻害要因と対処方法	<ul style="list-style-type: none"> ◆プロジェクト目標の指標が適切でなく、プロジェクト目標に対する進捗のモニタリングがなされていなかったことが、目指すべき目標の達成に影響した。 	△

評価設問	必要なデータ	評価結果	ステータス (状況)
OEB、ZEO、WEO、CRC担当 官、地域住民は研修を通じて 十分な知識やスキルを身につ けたか	OEB、ZEO、WEO、CRC学校の コーディネーター、地域住民のニ ー スの整合性(タイミング、構成、内容、研修後 のフォローアップ)、研修で習得されたスキルや 知識の度合いとその活用度、研修内容、教材 および講師の質に関する研修参加者の評価	◆OEB前局長のプロジェクトに対するコミットメントはカウンタートパート研修後強化され、授業研究による教員研 修など、研修で学んだことを実践する意欲を持った。 ◆ZEOおよびWEO/STEOフォーカルパーソン、CRC担当官、校長、主任教員らは、問題の特定および解決方 法、研修のファシリテーション手法、地域住民とのコミュニケーションの仕方、モニタリング手法、データ管 理分析手法、文書のファイル手法などを学んだ。 ◆本プロジェクトの研修内容および教材は魅力的で、楽しく、かつ気づきを促進するとして好評価を得ている。 一方、視察により、研修の効果はCRC担当官のファシリテーション・スキルに左右される面があることが観察さ れた。	◎
三つのアウトプットはプロジエク ト目標を達成するために十分 であったか	外部条件と因果関係から確認される計画の論 理性	◆アウトプットとプロジェクト目標(指標の設定を含む)が整理される必要がある。	△
アウトプットからプロジェクト目 標に至るまでの外部条件は現 在においても正しいか	外部条件「OEBがCRC強化の政策を変更しな い」は満たされているか	◆本外部条件は、2009年のPDM変更により適切ではなくなっている。	-
効率性			
期待された成果を得るために 予定された活動が適切に実施 されたか	「アウトプットの実績」および「活動実績」	◆2.実施プロセスの活動の進捗状況において述べた通り、いくつかの活動は遅延している。	○
成果達成を阻害した要因はあ るかまた、ある場合は何か	阻害要因と対処方法	◆「地方教育行政」専門家の派遣が約5カ月遅れた。 ◆PCおよび関連機器の供与は調達プロセスの煩雑さ、2010年の総選挙、遠隔地を含む対象CRCへの配布の 難しさなどから予定より遅れたが、その他のプロジェクト活動には特に影響を与えなかった。 ◆2010年末までにPCおよび関連機器がパイロットCRCに配布されたが、コンピュータースキルの欠如のため、 本投入が十分に活用されていないCRCが多くあることが明らかになった。 ◆「クイック・ラーニング・ビデオ」、「PCマニユアル」、「ODA(オダ)マガジン」など、その他の教材の活用状況お よび効果についてプロジェクト後半期間において確認する必要がある。	△
活動を実施するために過不足 の無い量・質の投入が適切な タイミングで実施されたか	専門家派遣(人数、分野、タイミング) 日本側からの供与機材(種類、機種、数、タイミ ング) エチオピア側からの供与施設、機材(種類、機 種、数、タイミング) 研修員受入(人数、研修内容、タイミング) C/P配置(人数、分野、タイミング)	◆プロジェクト事務局がOEB内に提供されており、タイミング、場所、サイズ共適切である。 ◆FC用のオフィススペースが、東フレガ及び東ジョア県ZEO内に提供された。 ◆OEBの職員が2名(局長、計画課長)カウンタートパート研修に参加し、この選定は適切であったと言える。特 に、前局長のプロジェクトに対するコミットメントは、研修参加後向上したと報告されている。 ◆OEBのメインのカウンタートパートは局長および副局長である。 ◆ZEO/WEO/CRC担当官/校長/主任教員もプロジェクトに参加した。	○
	活用されなかった投入の有無	◆二件の調査をローカルコンサルタンツに委託したが、どちらの調査も質の高い分析がなされず、満足のいく 調査結果および質の高い報告書は提出されなかった。	△

評価設問	必要なデータ	評価結果	ステータス (状況)
活動はアウトプット産出に十分であったか	活動実績、アウトプット達成実績	◆アウトプット1および3にかかる活動はまだ十分に実施されておらず、アウトプットの産出がアウトプット2に比べ低い。これらアウトプットの産出を確実にするため、活動のいくつかは現状を踏まえ、改訂される必要がある。 ◆技術移転は主に研修を通して実施された。ゲームやクイズ形式で、かつ問題を視覚化できる研修スタイルは、カウンターパートにより、わかりやすく楽しめる教材として高く評価されている。 ◆OEB、ZEO、WEO/STEO、CRC、コミュニケーションバーを含む全てのレベルの関係者より、現在の研修は短期間であり、また年に一度だけの実施であるため、より頻繁な研修や再研修を望む声がかかれた。	△
JICAによる技術移転の方法がC/PIにとって受け入れやすいものであったか	C/Pの満足度、改善点	◆現在の所、JICA専門家がプロジェクトを牽引し、計画、実施、モニタリングを行っている。プロジェクトの終了後、エチオピア側が本プロジェクトで産出された効果を活用できるようにするために、プロジェクト期間後半までプロジェクト運営管理の役割をエチオピア側に移譲していくことが重要である。 ◆ZEO-WEO間の情報共有(報告書の提出・フィードバックを含む)がより円滑になされる必要がある。 ◆STEOは行政機関としてはZEOと同様であるが、プロジェクトはSTEOをWEOと同等に扱っているため、指揮命令系統が混乱している。 ◆JICA本部およびエチオピア事務所からプロジェクトへのコミュニケーションおよびサポートは、プロジェクト開始当初は十分でなかったことが確認された。	○
プロジェクトの運営管理体制は、プロジェクト活動推進に効果的かつ効率的であったか	OEB、ZEOおよびWEOによるプロジェクト運営・管理・支援体制、JICAのプロジェクト支援体制	◆HM研修の実施にかかる費用はエチオピア側により負担されていたり、費用をかせげずに実施されている。また、学校によっては、学校独自の予算を使って供与されたPCのセッティングや使用方法のガイダンス・訓練を行った。ジェネレーター、ジェネレーターのための燃料を購入しているところもある。 ◆WEO、CRCレベルでのモニタリング費用はプロジェクトは負担していないが、彼らの通常業務の一部としてモニタリングが実施されている。	◎
費用対効果を高めるために、対象県のリソースや経験が有効に活用されているか	費用対効果を高めるために取られた方策	◆TOTは、費用がかからないZEO研修室を利用して実施された。	○
費用対効果を高めるために、その他ドナー及び他スキームとの協力・連携が効果的になされたか	他機関・他スキームとの協力・連携状況	◆PCとその他の関連機器の配布は、同じくCRCに機材供与を計画していたイタリアンコーポレーションと共同で実施された。	○
インパクト			
上位目標はプロジェクト終了後3-5年で達成される見込みはあるか	上位目標の指標の推移、指標に影響した外部要因	◆上位目標の達成見込みを現時点で図ることは困難である。 ◆現在設定されている指標は適切でないため再設定する必要がある。	△
上位目標達成の阻害要因はあるか	社会経済的な要因、社会文化的な要因、アクセス等の状況の動向などの阻害要因	◆上位目標が適切で明確な指標を持たず、目標が曖昧であったこと、また適切な指標を用いての進捗のモニタリングがなされていなかったことが上位目標の達成の阻害要因と言える。	△
想定されていた正の影響はあったか	政策、法律・制度・基準等の整備、ジェンダー・人権・貧富など社会・文化的側面、技術面での変革、対象社会・プロジェクト関係者・受益者などへの経済的影響 対象地域、非対象地域における自発的な関連活動の実施	◆プロジェクトは、HM研修はCRC(中心校)レベルで実施されたが、WEO/STEOやCRCのニアチブにより衛星校でも実施されている。 ◆非パイロットエリアのCRC担当官や衛星校校長もHM研修に参加し、研修の内容を学んでいる。 ◆プロジェクトにより供与されたジェネレーターは夜間クラスにも使用されている。 ◆OEBIによるHM研修の普及計画が策定されている。	◎

評価設問	必要なデータ	評価結果	ステータス (状況)
想定されていないかかった負の影響はあったか	政策、法律・制度・基準等の整備、ジェンダー・人権・貧富など社会・文化的側面、技術面での変革、対象社会・プロジェクト関係者・受益者などへの経済的影響	◆負のインパクトは確認されていない。	◎
上位目標とプロジェクト目標は乖離していないか	プロジェクトロジック、外部条件の影響	◆プロジェクト目標と上位目標のロジックが曖昧なため、主に指標を修正することによりロジックを明確にすることが必要である。	△
外部条件は現時点でも正しいか 満たされる可能性が高いか	「教育活動における住民参加の重要性を強調する政策を、エチオピア政府が変更しない」は満たされているか	◆外部条件は満たされている。	◎
持続性			
プロジェクト終了後にエチオピア政府およびオロミア州政府の政策的な支援が持続するか	エチオピア側の学校運営改善全般に関する計画または政策 本プロジェクトアプローチがエチオピア政府及び州政府の政策に組み込まれる可能性	◆GEQIPおよびESDPVIに明記されているとおり、エチオピア政府はコミュニティ参加による学校改善の方針を継続する可能性が高い。 ◆OEBが現在HM研修をオロミア州全体に普及する計画をたてていることから、プロジェクトアプローチに対する政策的支援は継続される可能性が高い。	◎
本アプローチの活動継続、または本アプローチを普及するための十分な予算が今後エチオピア側により確保されるか	エチオピア側による現在までのプロジェクトへの支出、本プロジェクトアプローチに関するエチオピア側の予算計画	◆OEBは現在普及計画のための予算確保の努力を行っている。また、本研修が各学校の計画策定プロセス(≒SIP策定プロセス)と統合されれば、GEQIPの予算を期待することもでき、さらに、BOFEDIに計画を提出することで州予算を確保する可能性も考えられる。	○
現プロジェクト実施体制は、プロジェクト終了後も効果を挙げられる活動を実施し、普及するに足る組織能力があるか	OEB、ZEOおよびWEOの体制 OEB、ZEO、WEOのオーナーシップの度合い	◆JICAプロジェクトチームなしで機能する活動実施プロセスを確立することが必要である。特に、OEBの関連部署およびZEOの活動実施プロセスにおける役割と責任を明確にする必要がある。 ◆OEB、ZEO、WEO/STEO、CRC、学校、コミュニティ間の、モニタリングとフィードバックの体制についても明らかにする必要がある。	△
配置・訓練されたエチオピア側人員はポストにとどまるか 人員ローテーションがあった場合の対策はとられているか	公務員の異動システム(OEB、ZEO、WEO、教員)、異動の際の引き継ぎを含むインスティテューション・メモリー保持のシステム	◆ZEO、WEO/STEO、CRC担当官および校長の人事異動が頻繁であるため、本プロジェクトにかかる文書の適切なファイリングを促進しインスティテューション・メモリーを保つ手法や、後任者に十分な引継ぎを行うなどの体制を整える必要がある。また、新しいZEO/WEO/STEOフオーカルパーソンやCRC担当官を近隣地区のフオーカルパーソンやCRC担当官がサポートする体制を構築することも重要である。	△

評価設問	必要なデータ	評価結果	ステータス (状況)
エチオピア側プロジェクトチームは独自でプロジェクト活動を実施・普及する能力及びモチベーションを有しているか	OEB、ZEO、WEO、校長/教員、地域住民の能力向上の度合い、さらに必要とされる技術・能力、自力でプロジェクトを続けるモチベーションの有無、エチオピア側のイニシアチブにより実施された活動の例	<ul style="list-style-type: none"> ◆ ZEO、WEO/STEO、CRC、校長、主任教員のHM研修の計画、実施、モニタリング・報告の能力は徐々に強化されつつある。CRC担当官の中には、TOTを全ての衛星校で行うなど、モチベーションの高い担当官も存在している。今後、緊密なフォローアップ活動を行うことで、能力を定着させ、さらに強化していくことが重要である。 ◆ モニタリング活動の質を高め、モニタリングのプロローを機能させることが重要である。 ◆ CRC担当官、校長、主任教員の、研修のファシリテーション能力や、研修をコミュニティに沿って調整する能力の強化が求められる。 ◆ 保護者やコミュニティメンバーの本研修および学校改善活動へのオーナーシップを強化し、彼らの持続的な参加を促進するためにも、彼らをTOTに加え能力強化を図ることが重要である。 	○
プロジェクトで整備された資機材の維持管理は適切におこなわれているか	資機材の維持管理・活用状況	<ul style="list-style-type: none"> ◆ 供与されたコンピューターや関連機材のメンテナンス体制は現在のところ構築されていない。よって、全てのCRCにおいて、費用の確保を含め、これらの機器のメンテナンス方法を明らかにすることが重要である。 ◆ HM研修教材については、今後エチオピア側によって発注、増刷できるように、必要な情報を移譲していくことが重要である。 	△
プロジェクトの持続性にかかる貢献要因、阻害要因は何か	<p>貢献要因</p> <p>阻害要因</p>	<ul style="list-style-type: none"> ◆ OEBのHM研修普及計画のイニシアチブ、実用的かつ実践的な研修内容・教材 ◆ 頻繁な人事異動、OEBの実務レベルスタッフの巻き込みが不十分であること、活動後のフォローアップが不十分であること 	-

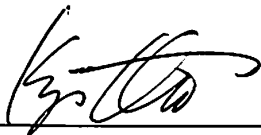
**MINUTES OF MEETING
BETWEEN
JAPAN INTERNATIONAL COOPERATION AGENCY
AND
AUTHORITIES CONCERNED OF THE GOVERNMENT OF
THE FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
ON
JAPANESE TECHNICAL COOPERATION
FOR
PROJECT ON IMPROVING ACCESS TO QUALITY PRIMARY EDUCATION
BY COMMUNITY PARTICIPATION
("Ho! ManaBU PROJECT")**

In the process of the Mid-term Review, it was recognized that the Project Design Matrix (hereinafter referred to as "PDM") of the Project on "Improving Access to Quality Primary Education by Community Participation (hereinafter referred to as "the Project") should be revised for the better implementation of the Project.

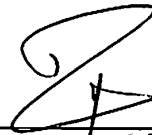
The Mid-term Review Team, in this connection, recommended the modifications on the current version of PDM (ver. 2.0) be made in line with the draft proposal attached to the Joint Mid-term Report. The said proposal was presented to the forth Joint Steering Committee Meeting held on 10 February 2011 and agreed in principle.

As a result of further discussions between the Ethiopian authorities concerned and the Japan International Cooperation Agency, both parties agreed upon and authorized the revision of PDM and Plan of Operation as attached hereto.

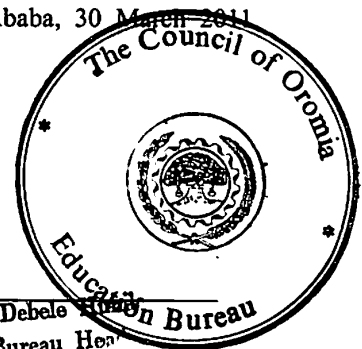
Addis Ababa, 30 March 2011



Mr. Koji Ota
Chief Representative
Ethiopia Office
Japan International Cooperation Agency
Japan



Mr. Dabo Debele
Bureau Head
Oromia Education Bureau
Oromia National Regional State
The Federal Democratic Republic of Ethiopia



Attachment 1: Project Design Matrix

Project Title: Project on Improving Access to Quality Primary Education by Community Participation Project Period: 20 September 2008 ~ 19 September 2012 Date: March 2011
 Target Area: 54 Woreda/Special Towns, 13 Zones, Oromia Region Target Group: WEO/STEO Officers, CRC Supervisors, School Staff Members, Community Members Ver.: 3.0

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p>Overall Goal Participatory school-based management is promoted in Oromia Region.</p>	<ol style="list-style-type: none"> 1. Training on participatory school-based management developed by the Project is conducted in Oromia Region. 2. Improvement of educational statistics (enrolment, drop-out rates and gender gap) in Oromia Region 	<ol style="list-style-type: none"> 1. Training and Monitoring Reports 2. Educational statistics (ex. EMIS data) 	
<p>Project Purpose Participatory school-based management is promoted in the target area through collaboration between school and community with support of educational administrative organizations.</p>	<ol style="list-style-type: none"> 1. Reduction in the number of drop-out students in the pilot CRCs 2. Improvement in the enrolment (of girls in particular) in the pilot CRCs 3. The percentage of the pilot CRCs which implement activities utilizing the knowledge and skills acquired in HM Training¹ (80% or over) 	<ol style="list-style-type: none"> 1-2. Educational statistics (EMIS data) 3. Training and Progress Reports, School Plan 	'OEB Initiative Plan' is realized.
<p>Outputs 1. Planning and implementation process of school improvement activities is improved.</p>	<ol style="list-style-type: none"> 1.1 Attendance rate of TOT participants (90% or over) 1.2 Improvement in facilitation skills of TOT participants 1.3 The numbers of HM Training held and participants in the pilot CRCs 1.4 Satisfactory level of HM Training participants 1.5 Development of the integrated package of HM Trainings 	<ol style="list-style-type: none"> 1.1 TOT Implementation Report 1.2 TOT Evaluation Sheets (self-evaluation of TOT participants), observation of HM Training, Training and Progress Reports submitted 1.3 Training Reports 1.4 Training and Progress Reports 1.5 Developed materials 	OEB will not change its policy on strengthening school improvement planning and implementation through community participation.
<p>2. Monitoring of school improvement activities by educational administrative organizations is enhanced.</p>	<ol style="list-style-type: none"> 2.1 Attendance rate of participants of monitoring training (90% or over) 2.2 Submission rate of Training and Progress Reports from the pilot CRC to OEB (60% or over) 2.3 Improvement in reporting and feedback skills of WEO/STEO officers and CRC supervisors 2.4 Development of formats and guidelines/manuals related to morning/reporting 	<ol style="list-style-type: none"> 2.1 Workshop implementation Report 2.2 Reports submitted by CRC 2.3 Reports submitted by CRC and WEO/STEO 2.4 Developed materials 	
<p>3. Foundation for utilization and dissemination of the trainings and approaches of the Project by OEB is strengthened.</p>	<ol style="list-style-type: none"> 3.1 Development of feasible 'OEB Initiative Plan' for disseminating HM Training and approaches 3.2 Distribution and utilization status of ODA Magazine 3.3 Sharing of experiences and expertise of the Project at regular meetings organized by OEB, ZEO and WEO/STEO 	<ol style="list-style-type: none"> 3.1 Developed plan 3.2 Issued ODA, questionnaire 3.3 Minutes of Meetings 	

¹ HM Training is the training to be developed by the Project to help schools and communities understand their respective roles and responsibilities in school improvement, and thus lead to their active participation in school improvement activities.

Attachment 1: Project Design Matrix

Activities	Inputs		
<p>1.1 To design and develop the HM Trainings which help schools and communities to understand their respective roles and responsibilities in school improvement, and thus lead to their active participation in school improvement activities.</p> <p>1.2 To conduct TOT (facilitator training) of HM Training.</p> <p>1.3 To support the pilot CRCs to implement the HM Trainings.</p> <p>1.4 To support and follow up the effective utilization of the developed materials such as "Quick Learning Video" and the provided equipments such as PCs.</p> <p>1.5 To integrate a series of HM Trainings.</p>	<p>Japanese Side</p> <p><u>Dispatch of Experts</u></p> <p>1. Long-term experts</p> <p>(1) Chief Advisor/School Management</p> <p>(2) Local Educational Administration</p> <p>(3) Coordinator/Primary Education</p> <p>2. Short-term experts, if necessary</p> <p><u>Provision of Equipment and Materials</u></p>	<p>Ethiopian Side</p> <p><u>Counterpart</u></p> <p>(1) Project Director</p> <p>(2) Project Manager</p> <p>(3) Assistant Project Manager</p> <p>(4) Counterpart personnel at different levels (i.e. Regional, Zonal, Woreda/Special Town)</p> <p><u>Project Office and Facilities</u></p>	
<p>2.1. To analyze problems in the current monitoring and reporting flow/system.</p> <p>2.2. To revise monitoring/reporting formats.</p> <p>2.3. To conduct the trainings which contribute to the improvement of current monitoring and reporting flow/system to WEO/STEO officers and CRC supervisors.</p> <p>2.4. To develop guidelines/manuals based on the outputs of activity 2.3.</p>	<p><u>Allocation of Project Implementation Costs</u></p> <p><u>Counterpart Training</u></p> <p>Third-county training or training in Japan for counterparts</p>	<p><u>Allocation of Project Implementation Costs</u> ↓</p>	
<p>3.1 To assist OEB in developing and implementing the feasible 'OEB Initiative Plan' which aims to disseminate the experiences and good practices of the Project.</p> <p>3.2 To compile concrete evidences and (particularly quantitative) data for analyzing the impact of the Project.</p> <p>3.3 To explore effective collaboration with other related activities/projects implemented in Oromia/Ethiopia (ex. elaboration of better linkage with SIP).</p> <p>3.4 To promote the sharing of Project's experiences and expertise.</p> <p>3.4.1 To support experience-sharing among OEB, ZEO and WEO/STEO by making good use of their regular meetings.</p> <p>3.4.2 Development and distribution of ODA Magazine.</p>			<p>Pre-conditions</p> <p>The Government of Ethiopia has the policy that places importance on community participation in education activities.</p>

