

## 5. Conclusion

The Review concluded the Project has made reasonably good progress. The Review also found that CEMASTEIA has a distinct position from other similar INSET institutions in the region, while the numbers of competitive INSET providers are gradually increasing. For CEMASTEIA to uphold its distinct position, it is crucial to (1) maintain “one step ahead of others” through continuous and sincere improvement of its technical expertise and activities, and (2) to shift its domain of activities from just “providing training” to “leading collaboration”, reflecting the shifting demands and expectations of member countries.

For CEMASTEIA, continuous and serious improvement of the personnel and program is important more than ever to maintain its “distinct” position among the member countries. SMASE-WECSA has been successful in promoting ASEI-PDSI and it has managed to arrive at a point where CEMASTEIA is regarded as a distinct INSET institution in Africa “with respect and admiration”, borrowing a phrase heard in an interview during the mid-term review. On the other side of the coin, CEMASTEIA is now having potential “competitors” in the SMASE WECSA association. Their INSET trainers have gained skills and knowledge from SMASE-WECSA activities, and now many countries have started to consider that they might not need services/assistances from CEMASTEIA in the future, if the quality and focus remain the same.

For SMASE-WECSA, there is the momentum to shift its activity domain from “training” to “collaborating (facilitation)” for in-service teacher professional enhancement. Some member countries are interested to participate in TCTP as trainers and in the WECSA committee as committee members. Also some member countries have gained strength in a specific area, which is a healthy indication of their development (e.g. lesson study practice of Zambia INSET provider). Thus, with this combination of motivation and technical capacity, SMASE-WECSA is shifting towards making efforts to collaborate for in-service teacher professional enhancement.

## Annex 1

**Project Design Matrix (PDM): SMASE-WECSA Component****Project Title:** Strengthening of Mathematics and Science Education (SMASE)**Executing Bodies:** Ministry of Education (MOE) and Japan International Cooperation Agency (JICA)**Duration:** 5 years from January 2009 to December 2013

Narrative Summary	Verifiable Indicators	Means of Verification	Important Assumptions
<b>(Overall goal)</b> Quality of Teaching and Learning of Mathematics and Science in member countries is improved	(a) Practice of ASEI/PDSI Index obtain a mean of 2.5 on a scale of 0-4 (b) Quality of learning Index attains a mean of 2.5	M & E Reports	
<b>(Project Purpose)</b> Capability of INSET providers to implement ASEI/PDSI based INSET in member countries is strengthened	By the end of the project period: (a) Lesson Innovation Index attains a mean of 2.5 (b) INSET providers obtain a mean of 2.5 on a scale of 0-4 in the overall assessment of Capacity Building Index for INSET provision	SMASE Project Monitoring and Evaluation Reports	Policy frameworks in participating countries will be supportive of INSET for Mathematics and Science teachers
<b>(Outputs)</b> 1. ASEI/PDSI based INSET providers from member countries are trained.  2. SMASE-WECSA network is strengthened.  3. Role of CEMASTEAs is strengthened as resource centre for Mathematics and Science education in Africa.	1. By the end of the project period: a) TCTP at CEMASTEAs is carried out five times. b) At least 400 participants attend the TCTP at CEMASTEAs c) At least 40 sets of training materials are produced d) M & E tools applicable to member countries are developed and used  2. By the end of the project period: a) Regional conferences and SMASE-WECSA delegates meetings are held at least four times b) Increased number of countries participating in SMASE-WECSA activities and implementing INSET. c) Technical exchange notes: LOU, MOU etc.  3. By the end of project period: a) ASEI/PDSI prototype lesson plans, developed by member countries, are compiled and disseminated. b) At least 4 SMASE-WECSA newsletters are published.	1. SMASE Project M&E reports.  2. SMASE Project M&E reports.  3. SMASE Project M&E reports.	
<b>(Activities)</b> 1-1 To assess the current situation and needs of INSET systems in SMASE-WECSA member countries 1-2 To review and develop TCTP course content for mathematics and science educators from SMASE-WECSA member countries 1-3 To review and develop training manuals and materials for the TCTP 1-4 To train INSET providers from SMASE-WECSA member countries 1-5 To offer technical support in the construction and strengthening of INSET system for mathematics and science education for member countries 1-6 To monitor and evaluate the quality of TCTP	<b>(Input)</b> 1. Kenya side: a Buildings, Offices and other facilities necessary for the project at CEMASTEAs b Assignment of adequate Kenyan full-time counterpart personnel at CEMASTEAs c Assignment of adequate support personnel at CEMASTEAs  2. Japanese side:	Support and understanding are obtained from member countries to sustain SMASE-WECSA activities.	

Annex 1

<p>1-7 To monitor and evaluate the impact of TCTP</p> <p>2-1 To sensitise officials of education ministries in member countries on ASEI-PDSI classroom practices as need arises</p> <p>2-2 To conduct technical exchange visits with member countries as need arises</p> <p>2-3 To promote joint workshops with member countries as need arises</p> <p>2-4 To organise and participate in SMASE-WECSA Regional conferences and delegates meetings</p> <p>2-5 To participate in relevant regional and international conferences and other activities</p>	<p>a Dispatch of long term experts</p> <p>b Expenses necessary for Training of SMASE-WECSA Counterpart personnel at CEMASTE A</p> <p>c Expenses necessary for dispatch of teams for Technical exchange visits, Technical assistance and Third Country Expertise among member countries</p>	
<p>3-1 To establish / strengthen networks with Regional and International organisations involved in related activities</p> <p>3-2 To collect materials and reference books for SMASE-WECSA activities</p> <p>3-3 To establish/equip a library</p> <p>3-4 To disseminate information on SMASE-WECSA activities through the website, newsletters and other publications</p>	<p>d Expenses necessary for holding Regional conferences and SMASE-WECSA delegates meetings</p> <p>e Expenses necessary for SMASE-WECSA counterparts to attend international conferences</p> <p>f Provision of machinery, equipment and materials to CEMASTE A as resource centre</p>	<p><b>Pre-condition</b>  <i>Member countries have or will have plans of improving Mathematics and Science Education at basic level.</i></p>



### Annex 3: Evaluation Grid SMASE (WECSA component)

Evaluation grid: INPUT (SMASE WECSA component)

Criteria Input	Evaluation questions		Reference/ Data needed/	Review result																																									
	Question	Sub-question																																											
Input	Have the inputs been made as scheduled?	a. Are buildings, offices and other facilities necessary for the project at CEMASTEAs provided as planned?		Refer to SMASE Kenya component mid-term review report.																																									
		b. Are Kenyan counterparts adequately assigned full-time to the project?	R/D ANNEX/ CEMASTEAs staff list/	In total 9 out of 49 academic staff have been assigned to WECSA committee of CEMASTEAs. Table: CEMASTEAs staff assigned to WECSA committee																																									
					<table border="1"> <thead> <tr> <th>Department</th> <th>Designation</th> <th>Name</th> <th>Committee</th> </tr> </thead> <tbody> <tr> <td>Biology</td> <td>Lecturer</td> <td>Mr. David Arimi</td> <td>WECSA</td> </tr> <tr> <td>Biology</td> <td>Lecturer</td> <td>Mr. Thu K ranja</td> <td>WECSA</td> </tr> <tr> <td>Biology</td> <td>Lecturer</td> <td>Mr. Maina Nyingi</td> <td>WECSA</td> </tr> <tr> <td>Chemistry</td> <td>Lecturer</td> <td>Mr. Ndelela Masoka</td> <td>WECSA</td> </tr> <tr> <td>Chemistry</td> <td>Lecturer</td> <td>Mr. Richard Jakomanyo</td> <td>WECSA</td> </tr> <tr> <td>Mathematics</td> <td>Lecturer</td> <td>Mr. Simon Mugo</td> <td>WECSA</td> </tr> <tr> <td>Mathematics</td> <td>Lecturer</td> <td>Ms. Priscilla Ombati</td> <td>WECSA</td> </tr> <tr> <td>Physics</td> <td>Dean</td> <td>Mr. Chesire Berenge</td> <td>WECSA</td> </tr> <tr> <td>Physics</td> <td>Lecturer</td> <td>Mr. George Gitau</td> <td>WECSA</td> </tr> </tbody> </table> <p>Source: CEMASTEAs</p>	Department	Designation	Name	Committee	Biology	Lecturer	Mr. David Arimi	WECSA	Biology	Lecturer	Mr. Thu K ranja	WECSA	Biology	Lecturer	Mr. Maina Nyingi	WECSA	Chemistry	Lecturer	Mr. Ndelela Masoka	WECSA	Chemistry	Lecturer	Mr. Richard Jakomanyo	WECSA	Mathematics	Lecturer	Mr. Simon Mugo	WECSA	Mathematics	Lecturer	Ms. Priscilla Ombati	WECSA	Physics	Dean	Mr. Chesire Berenge	WECSA	Physics	Lecturer	Mr. George Gitau	WECSA
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	c. Have support staff been adequately assigned at CEMASTEAs?	N.A./ CEMASTEAs staff list/	There are in total 24 support staff at CEMASTEAs (source: p26-28, "information for mid-term evaluation")																																										
	d. Have Japanese long term experts been dispatched as scheduled?	R/D ANNEX/ Expert list, assignment schedule	Refer to SMASE Kenya component mid-term review report.																																										
	e. Have expenses been adequately financed by Japanese side?	P/D ANNEX 5/ Expense record/	Approximately 10% of total SMASE project budget is exclusively allocated for WECSA activities, amounting at khs 266 million over the course of 6 fiscal years, and approx. khs 180 million during 2009-2011 (FY 2008/9 – 2011/12).																																										
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				<p>Source: RD annex tables 51-57</p> <p>Budget and realization have been well managed for WECSA. A total of khs 107 million has been spent for WECSA during 2008/9 – 2010/11 which is 84.5% of the budgeted amount during the period. There have been no serious concern regarding over-/under budgeting of the WECSA activities (administered at CEMASTE, e.g. TCTP, TCE dispatch, WRC Regional conference, and RC)</p> <p>Table: SMASE realized budget exclusively allocated for WECSA activities (up to 12 August 2011) (million khs)</p> <table border="1"> <thead> <tr> <th></th> <th>2008</th> <th>2009/10</th> <th>2010/11</th> <th>2011/12</th> <th>2012/13</th> <th>2013</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>WECSA activities</td> <td>1.85</td> <td>16.72</td> <td>17.52</td> <td>1.13</td> <td>N.A.</td> <td>N.A.</td> <td>37.22</td> </tr> <tr> <td>TCTP (Airfare, insurance, etc)</td> <td>-</td> <td>13.86</td> <td>16.85</td> <td>-</td> <td>N.A.</td> <td>N.A.</td> <td>30.72</td> </tr> <tr> <td>TCTP (TCTP cost paid for CEMASTE)</td> <td>-</td> <td>20.11</td> <td>20.51</td> <td>-</td> <td>N.A.</td> <td>N.A.</td> <td>40.62</td> </tr> <tr> <td>TOTAL</td> <td>1.85</td> <td>50.7</td> <td>54.88</td> <td>1.13</td> <td>N.A.</td> <td>N.A.</td> <td>108.56</td> </tr> </tbody> </table> <p>Source: "中間評価資料_各種投入_110907 JICA 側支出額"</p> <p>Table: WECSA budget and realization (up to 12 August 2011) (million Khs)</p> <table border="1"> <thead> <tr> <th></th> <th>2008/09</th> <th>2009/10</th> <th>2010/11</th> <th>2011/12</th> <th>2012/13</th> <th>2013</th> <th>Total (08/09-10/11)</th> <th>Total (08-09-13)</th> </tr> </thead> <tbody> <tr> <td>Planned</td> <td>22.2</td> <td>52.4</td> <td>52.4</td> <td>2.4</td> <td>34.3</td> <td>127.0</td> <td>243.9</td> <td></td> </tr> <tr> <td>Realized</td> <td>1.85</td> <td>50.70</td> <td>54.88</td> <td>1.13</td> <td>N.A.</td> <td>107.43</td> <td>146.6</td> <td></td> </tr> <tr> <td>Realized/Planned</td> <td>8.3%</td> <td>96.7%</td> <td>104.7%</td> <td>2.2%</td> <td>N.A.</td> <td>84.59%</td> <td>60.1%</td> <td></td> </tr> </tbody> </table> <p>Source: RD annex tables 51-57 and "中間評価資料_各種投入_110907 JICA 側支出額"</p>		2008	2009/10	2010/11	2011/12	2012/13	2013	Total	WECSA activities	1.85	16.72	17.52	1.13	N.A.	N.A.	37.22	TCTP (Airfare, insurance, etc)	-	13.86	16.85	-	N.A.	N.A.	30.72	TCTP (TCTP cost paid for CEMASTE)	-	20.11	20.51	-	N.A.	N.A.	40.62	TOTAL	1.85	50.7	54.88	1.13	N.A.	N.A.	108.56		2008/09	2009/10	2010/11	2011/12	2012/13	2013	Total (08/09-10/11)	Total (08-09-13)	Planned	22.2	52.4	52.4	2.4	34.3	127.0	243.9		Realized	1.85	50.70	54.88	1.13	N.A.	107.43	146.6		Realized/Planned	8.3%	96.7%	104.7%	2.2%	N.A.	84.59%	60.1%																																													
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Evaluation grid: INPUT (SMASE WECSA component)

Criteria Input	Evaluation questions		Reference/ Data needed/	Review result
	Question	Sub-question		
		f. Have machinery, equipment and materials to CEMASTEAs resource centre been provided as scheduled?	R/D ANNEXIII P/D ANNEX6 List of provide equipment	Refer to SMASE Kenyan component mid-term review

Evaluation grid: ACTIVITIES (SMASE WECSA component)

Criteria: Activities	Evaluation questions		Reference/ Data needed/	Review result
	Question	Sub-question		
Activities	Have the activities been implemented as scheduled?	Overview	PDM, PO/ Planned and actual PO	(+) Most of the activities have been implemented with some modifications in schedule for Outputs 1 and 2 (-) No significant progress in activities under Output 3. No progress has been made apart from spontaneous information collection as indicated in PO (Appendix 1)
		Activities for Output 1 (Overview) "ASEI/PDSI based INSET providers from member countries are trained. Main activity: TCTP+TOE	PDM, PO/ Activity record	(+) Positive. Activities were implemented as planned with some modifications where applicable, which has no negative influence to overall project progress. (+) There have been 7 TCTP conducted with over 400 participants from 25 countries/areas across the continent. (+) There have been in total 28 TCEs dispatched to 7 countries upon 16 requests. (-) TCE dispatch is on decline (+) It is commonly understood among CEMASTEAs staff that quality monitoring of TCTP is needed by improving needs assessment and "follow-up" of trainees.
		Activity 1-1 (Situation analysis) To assess the current situation and needs of INSET systems in SMASE-WECSA member countries	PDM, PO/ Activity record/	(+) All the member countries with exception of a few have already submitted country report at least once (WRC proceedings, 2009 and 2010). (-) Some of the member countries have failed to submit one (Angola, Lesotho, Mali, and Sierra Leone) (WRC proceedings, 2009 and 2010). (-) It seems information obtained in WRC is not informative for CEMASTEAs to design TCTP, as many of CEMASTEAs staff feel the need for a needs assessment.
		Activity 1-2 (TCTP course development) To review and develop TCTP course content for mathematics and science educators from SMASE-WECSA member countries	PDM, PO/ Activity record	(+) TCTP course for primary, secondary, francophone and South Sudan (country specific) have been prepared.
	Activity 1-3 (TCTP manuals and materials)	PDM, PO/ Activity	(+) TCTP course for primary, secondary, francophone and South Sudan (country specific) have been prepared along with training materials.	

Evaluation grid: ACTIVITIES (SMASE WECSA component)

Criteria: Activities	Evaluation questions Question	Sub-question	Reference/ Data needed/ record	Review result																																														
		To review and develop training manuals and materials for the TCTP																																																
		Activity 1-4 (TCTP) To train INSET providers from SMASE-WECSA member countries.	PDM, POI Activity record																																															
<p>(+) In total 8 TCTP were conducted with over 400 participants from 25 countries/areas.</p> <p>Table: TCTP during 2009-2011</p> <table border="1"> <thead> <tr> <th></th> <th>Title</th> <th>Date</th> <th>Participants (Countries)</th> <th>Partici- pants</th> </tr> </thead> <tbody> <tr> <td rowspan="3">2009</td> <td>TCTP 11</td> <td>19<sup>th</sup> Sept. – 10<sup>th</sup> Oct.</td> <td>10 (Anglophone Secondary: Angola (8), Botswana(8), Cameroon(4), Ethiopia(9), Gambia(8), Malawi(10), Mozambique(7), Tanzania(8), Uganda(7) and Zanzibar (8).</td> <td>76</td> </tr> <tr> <td>TCTP 12</td> <td>19<sup>th</sup> Sept. – 31<sup>st</sup> Oct.</td> <td>3 (Francophone): Benin (6), Burkina Faso(9), Burundi(6), Cameroon(3) and Senegal(8)</td> <td>31</td> </tr> <tr> <td>TCTP 13</td> <td>19<sup>th</sup> Oct. – 6<sup>th</sup> Nov.</td> <td>7 ( Anglophone) Primary: Ghana (6), Nigeria (8), Rwanda (8), Sierra Leone (8), Southern Sudan (8), Swaziland (8) and Zambia (6).</td> <td>52</td> </tr> <tr> <td rowspan="3">2010</td> <td>TCTP 14</td> <td>19<sup>th</sup> Sept. – 15<sup>th</sup> Oct.</td> <td>12 (Anglophone): Angola (8) , Botswana (8), Cameroon (4) , Gambia (8), Lesotho (4), Malawi (11), Mozambique (3), Namibia (8) Swaziland (4), Tanzania (8), Uganda (8), Zanzibar (8)</td> <td>82</td> </tr> <tr> <td>TCTP 15</td> <td>24<sup>th</sup> Oct. - 5<sup>th</sup> Nov.</td> <td>7 (Francophone): Benin (4), Burkina Faso (5), Burundi (4), Cameroon (3), Mali (4), Niger (5) &amp; Senegal (5)</td> <td>30</td> </tr> <tr> <td>TCTP 16</td> <td>20<sup>th</sup> Oct. – 12<sup>th</sup> Nov.</td> <td>10 (Anglophone): Ethiopia (6), Ghana (6), Lesotho (4), Mozambique (3), Nigeria (6), Rwanda (6), Sierra Leone (6), Southern Sudan (5), Swaziland (4) and Zambia (4).</td> <td>50</td> </tr> <tr> <td>2011</td> <td>TCTP 17</td> <td>17<sup>th</sup> Oct.- 4<sup>th</sup> Nov.</td> <td>11 (Primary): Botswana (6), Ethiopia (4), Ghana (6), Mozambique (5), Namibia (6), Nigeria (6), Sierra Leone (6), South Sudan (6), Swaziland (6), Zambia (6), Zimbabwe (4)</td> <td>62</td> </tr> <tr> <td>2009</td> <td>TCTP for South Sudan</td> <td>19<sup>th</sup> Jan – 13<sup>th</sup> Feb</td> <td>Trainer of trainers for South Sudan</td> <td>73</td> </tr> <tr> <td colspan="4" style="text-align: right;">Total</td> <td>456</td> </tr> </tbody> </table>						Title	Date	Participants (Countries)	Partici- pants	2009	TCTP 11	19 <sup>th</sup> Sept. – 10 <sup>th</sup> Oct.	10 (Anglophone Secondary: Angola (8), Botswana(8), Cameroon(4), Ethiopia(9), Gambia(8), Malawi(10), Mozambique(7), Tanzania(8), Uganda(7) and Zanzibar (8).	76	TCTP 12	19 <sup>th</sup> Sept. – 31 <sup>st</sup> Oct.	3 (Francophone): Benin (6), Burkina Faso(9), Burundi(6), Cameroon(3) and Senegal(8)	31	TCTP 13	19 <sup>th</sup> Oct. – 6 <sup>th</sup> Nov.	7 ( Anglophone) Primary: Ghana (6), Nigeria (8), Rwanda (8), Sierra Leone (8), Southern Sudan (8), Swaziland (8) and Zambia (6).	52	2010	TCTP 14	19 <sup>th</sup> Sept. – 15 <sup>th</sup> Oct.	12 (Anglophone): Angola (8) , Botswana (8), Cameroon (4) , Gambia (8), Lesotho (4), Malawi (11), Mozambique (3), Namibia (8) Swaziland (4), Tanzania (8), Uganda (8), Zanzibar (8)	82	TCTP 15	24 <sup>th</sup> Oct. - 5 <sup>th</sup> Nov.	7 (Francophone): Benin (4), Burkina Faso (5), Burundi (4), Cameroon (3), Mali (4), Niger (5) & Senegal (5)	30	TCTP 16	20 <sup>th</sup> Oct. – 12 <sup>th</sup> Nov.	10 (Anglophone): Ethiopia (6), Ghana (6), Lesotho (4), Mozambique (3), Nigeria (6), Rwanda (6), Sierra Leone (6), Southern Sudan (5), Swaziland (4) and Zambia (4).	50	2011	TCTP 17	17 <sup>th</sup> Oct.- 4 <sup>th</sup> Nov.	11 (Primary): Botswana (6), Ethiopia (4), Ghana (6), Mozambique (5), Namibia (6), Nigeria (6), Sierra Leone (6), South Sudan (6), Swaziland (6), Zambia (6), Zimbabwe (4)	62	2009	TCTP for South Sudan	19 <sup>th</sup> Jan – 13 <sup>th</sup> Feb	Trainer of trainers for South Sudan	73	Total				456
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Evaluation grid: ACTIVITIES (SMASE WECSA component)

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				<p>(+/-) (Further expectation of TCE) It is indicated that recipient countries expects TCE to be more advance. Currently TCE are very competent "messenger" of ASEI PDSI. They expected TCE to observe lesson in recipient country even briefly, then provide more tailored consultancy service from the observation and the knowledge from Kenya.</p> <p>(notes) Recipient countries recognized TCE as being very useful and beneficial. It helped a lot for the recipient country to start up their INSET program, according to the questionnaire and the interview. However once that stage is over, current TCE is not indispensable for them to proceed with their activities. Meanwhile there are emerging needs for an advanced training or technical exchanges that TCE potentially can cater to.</p> <p>Table: TCE service provided in member country (2009-2010)</p> <table border="1"> <thead> <tr> <th>Country</th> <th>Date</th> <th>TCE in charge</th> </tr> </thead> <tbody> <tr><td>1</td><td>Angola</td><td>15th -26th Mar. 2010</td><td>4</td><td>Kibanya, Arimi, Macharia, Okeyo, Jackomanyo</td></tr> <tr><td>2</td><td>Angola</td><td>14th - 22nd Mar. 2009</td><td>2</td><td>Mugo, Kireru</td></tr> <tr><td>3</td><td>Angola</td><td>31st Oct.-17th Nov. 2009</td><td>4</td><td>Mugo, Kibanya, Gachuhi, Kizito</td></tr> <tr><td>4</td><td>Angola</td><td>19th Nov. - 5th Dec. 2010</td><td>4</td><td>Gitau/Chiira, Lydia, Gathambiri</td></tr> <tr><td>5</td><td>Niger</td><td>5th -14th Jan. 2009</td><td>1</td><td>Ogwel</td></tr> <tr><td>6</td><td>Nigeria</td><td>14th Jun. - 26th Jul. 2009</td><td>1</td><td>Okaya, Tom Mboya</td></tr> <tr><td>7</td><td>Nigeria</td><td>8th Feb. - 2nd Mar. 2009</td><td>1</td><td>Nuji</td></tr> <tr><td>8</td><td>Rwanda</td><td>15th - 27th Nov. 2009</td><td>2</td><td>Kithaka, Ngeny</td></tr> <tr><td>9</td><td>Senegal</td><td>3rd - 15th Mar. 2009</td><td>1</td><td>Orado Grace N</td></tr> <tr><td>10</td><td>Senegal</td><td>24th Sept.- 8th Oct. 2009</td><td>1</td><td>Matin</td></tr> <tr><td>11</td><td>Senegal</td><td>27th Jan. -12th Feb. 2009</td><td>1</td><td>Muraya</td></tr> <tr><td>12</td><td>Senegal: WS</td><td>23rd Feb. - 1st Mar. 2009</td><td>1</td><td>Member country</td></tr> <tr><td>13</td><td>Southern Sudan</td><td>5th -18th Sept. 2010</td><td>2</td><td>Nyingi, Sichangi</td></tr> <tr><td>14</td><td>Southern Sudan</td><td>7th -16th Jul. 2009</td><td>2</td><td>Masoka</td></tr> <tr><td>15</td><td>South Sudan</td><td>13<sup>th</sup> - 26<sup>th</sup> November 2011</td><td>2</td><td>Rahab Chiira, Amimo</td></tr> <tr><td>16</td><td>Tanzania</td><td>13th -17 th Jul. 2009</td><td>1</td><td>Waititu</td></tr> <tr><td></td><td></td><td>Total</td><td>30</td><td></td></tr> </tbody> </table> <p>Source: "Information for mid-term evaluation 2011" (p.99)</p> <p>Table: TCE dispatch</p> <table border="1"> <thead> <tr> <th></th> <th>20</th> <th>9</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td>TCE dispatch upon request</td> <td>12</td> <td>3</td> <td>1</td> <td></td> </tr> </tbody> </table> <p>Source: "Information for mid-term evaluation 2011" (p.99)</p> <p>(+) CEMASTEAs distribute questionnaire to the trainee on the last day, to monitor and evaluate the quality of TCTP, and they are part of TCTP report (11-13, 14-16, respectively), which in general indicates that TCTP participants are satisfied</p> <p>(-) It is a common understanding among CEMASTEAs staff that there has not been enough monitoring activity of TCTP, tracking trainees, and comparing changes before and after TCTP.</p> <p>(-) Also it is commonly considered that needs assessment to identify trainees' interest is insufficient.</p>	Country	Date	TCE in charge	1	Angola	15th -26th Mar. 2010	4	Kibanya, Arimi, Macharia, Okeyo, Jackomanyo	2	Angola	14th - 22nd Mar. 2009	2	Mugo, Kireru	3	Angola	31st Oct.-17th Nov. 2009	4	Mugo, Kibanya, Gachuhi, Kizito	4	Angola	19th Nov. - 5th Dec. 2010	4	Gitau/Chiira, Lydia, Gathambiri	5	Niger	5th -14th Jan. 2009	1	Ogwel	6	Nigeria	14th Jun. - 26th Jul. 2009	1	Okaya, Tom Mboya	7	Nigeria	8th Feb. - 2nd Mar. 2009	1	Nuji	8	Rwanda	15th - 27th Nov. 2009	2	Kithaka, Ngeny	9	Senegal	3rd - 15th Mar. 2009	1	Orado Grace N	10	Senegal	24th Sept.- 8th Oct. 2009	1	Matin	11	Senegal	27th Jan. -12th Feb. 2009	1	Muraya	12	Senegal: WS	23rd Feb. - 1st Mar. 2009	1	Member country	13	Southern Sudan	5th -18th Sept. 2010	2	Nyingi, Sichangi	14	Southern Sudan	7th -16th Jul. 2009	2	Masoka	15	South Sudan	13 <sup>th</sup> - 26 <sup>th</sup> November 2011	2	Rahab Chiira, Amimo	16	Tanzania	13th -17 th Jul. 2009	1	Waititu			Total	30			20	9	2010	2011	TCE dispatch upon request	12	3	1	
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	Activity 1-6 To monitor and evaluate the quality of TCTP		PDM, PO/ Activity record																																																																																																			

Evaluation grid: ACTIVITIES (SMASE WECSA component)

Criteria/ Activities	Evaluation questions		Reference/ Data needed/	Review result																														
	Evaluation Question	Sub-question																																
	Activity 1-7 To monitor and evaluate the impact of TCTP		PDM, PO/ Activity record	(+) Survey on LII and CBI was conducted to ask about trainee's confidence after returning to their country regarding lesson innovation and capacity building.																														
	Activities for Output 2 "SMASE-WECSA network is strengthened" (WRC and other collaboration)		PDM, PO/ Events record/	(+) Positive. Activities have been implemented as intended with some modifications in schedule, including SMASE WECSA regional conference (2), delegate meeting (2), technical assistance at CEMASTEAs (4), and Technical workshops on improvement of lessons (5) (Source: Information for Mid-Term Evaluation 2011 (p.98))																														
	Activity 2-1 (Tech assistance at CEMASTEAs) To sensitize officials of education ministries in member countries on ASEI-PDSI classroom practices as need arises		PDM, PO/ Activity record	(+) There have been 5 batches of technical assistance provided at CEMASTEAs to 5 countries, accommodating in total 50 personnel during 2009-2010. This is done on a request basis. (-) Only one report is made available for review by the reviewer to confirm																														
			<p>Table: Technical visit to CEMASTEAs</p> <table border="1"> <thead> <tr> <th>Title</th> <th>Duration</th> <th>Venue</th> <th>Participants</th> <th>Person in charge</th> </tr> </thead> <tbody> <tr> <td>Mail MOE officials</td> <td>7-14 March 2010</td> <td>CEMASTEAs</td> <td>12</td> <td>Chesire</td> </tr> <tr> <td>Senegal management</td> <td>23-28 February 2009</td> <td>CEMASTEAs</td> <td>17</td> <td>Kisaka</td> </tr> <tr> <td>South Africa Officials</td> <td>3 October 2010</td> <td>CEMASTEAs</td> <td>12</td> <td>Waititu</td> </tr> <tr> <td>Rwanda OJT</td> <td>11-15 July 2010</td> <td>CEMASTEAs</td> <td>5</td> <td>Thuo, Maate, Waibochi, Gathambiri, Mary.</td> </tr> <tr> <td>Sudan OJT</td> <td>24 January – 4 February 2011</td> <td>CEMASTEAs</td> <td>4</td> <td>Sichangi, Makanda, Kuná, Mutua.</td> </tr> </tbody> </table> <p>Source: "Information for mid-term evaluation 2011" (p.99)</p>		Title	Duration	Venue	Participants	Person in charge	Mail MOE officials	7-14 March 2010	CEMASTEAs	12	Chesire	Senegal management	23-28 February 2009	CEMASTEAs	17	Kisaka	South Africa Officials	3 October 2010	CEMASTEAs	12	Waititu	Rwanda OJT	11-15 July 2010	CEMASTEAs	5	Thuo, Maate, Waibochi, Gathambiri, Mary.	Sudan OJT	24 January – 4 February 2011	CEMASTEAs	4	Sichangi, Makanda, Kuná, Mutua.
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	Activity 2-2 Activity 2-3 (Technical workshop in member countries)		PDM, PO/ Activity record	(+) In total 5 technical workshops have been implemented in 4 member countries (Botswana, Swaziland, Uganda, Zambia) (+) This is a response to the needs of the member country for more technical meetings.																														
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Evaluation grid: ACTIVITIES (SMASE WECSA component)

Criteria: Activities	Evaluation questions		Reference/ Data needed/	Review result																		
	Question	Sub-question																				
				February, 2010																		
				Total 273																		
				nations participated: Zambia, Kenya, Uganda, Nigeria, Rwanda, and the host country Zambia.																		
	Activity 2-4 (WECSA Regional Conference) To organize and participate in SMASE-WECSA Regional conferences and delegates meetings		PDM, PO/ Activity record	<p>Source: "Information for mid-term evaluation 2011" (p.100) and project reports of respective member countries (JICA Technical Corporation)</p> <p>(+) There have been two WRC (WECSA Regional Conference) conducted together with the WECSA delegate meeting.</p> <p>(-) There are some opinions that WRC agenda is too ceremonial. Meeting could be more technical reflecting the interests of the participating countries</p>																		
				<p>Table: WRC 2009 and 2010</p> <table border="1"> <thead> <tr> <th>Activities</th> <th>Venue</th> <th>Date</th> <th>Theme</th> <th>Participating countries</th> <th>Participants</th> </tr> </thead> <tbody> <tr> <td>9th SMASSE WECSA conference</td> <td>Grace Hotel, Nairobi</td> <td>16-19 November 2009</td> <td>Successful &amp; Sustainable INSET Activities and Government Support for Quality Teaching and Learning.</td> <td>Angola, Benin, Burkina Faso, Ethiopia, Gambia, Ghana, Kenya, Lesotho, Mozambique, Niger, Nigeria, Rwanda, Senegal, Sierra Leone, Sudan, Swaziland, Tanzania, Uganda, Zambia, Zanzibar, Zimbabwe, Burundi, and, Cameroun,</td> <td>62</td> </tr> <tr> <td>10th SMASSE WECSA conference</td> <td>Panafrican Hotel, Nairobi</td> <td>6-9 December,</td> <td>A Reflection on a Decade of Promoting Mathematics and Science Education in Africa</td> <td>Angola, Botswana, Burkina Faso, Burundi, Cameroun, Ethiopia, Gambia, Ghana, Kenya, Lesotho, Mali, Malawi, Mozambique, Namibia, Niger, Nigeria, Rwanda, Senegal, Sierra Leone, Sudan, Swaziland, Tanzania, Uganda, Zambia, Zanzibar, Zimbabwe, and Benin</td> <td>87</td> </tr> </tbody> </table> <p>Source: "Information for mid-term evaluation 2011" (p.98)</p>	Activities	Venue	Date	Theme	Participating countries	Participants	9th SMASSE WECSA conference	Grace Hotel, Nairobi	16-19 November 2009	Successful & Sustainable INSET Activities and Government Support for Quality Teaching and Learning.	Angola, Benin, Burkina Faso, Ethiopia, Gambia, Ghana, Kenya, Lesotho, Mozambique, Niger, Nigeria, Rwanda, Senegal, Sierra Leone, Sudan, Swaziland, Tanzania, Uganda, Zambia, Zanzibar, Zimbabwe, Burundi, and, Cameroun,	62	10th SMASSE WECSA conference	Panafrican Hotel, Nairobi	6-9 December,	A Reflection on a Decade of Promoting Mathematics and Science Education in Africa	Angola, Botswana, Burkina Faso, Burundi, Cameroun, Ethiopia, Gambia, Ghana, Kenya, Lesotho, Mali, Malawi, Mozambique, Namibia, Niger, Nigeria, Rwanda, Senegal, Sierra Leone, Sudan, Swaziland, Tanzania, Uganda, Zambia, Zanzibar, Zimbabwe, and Benin	87
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				<p>Table: 9.3 SMASE-WECSA DELEGATES MEETINGS</p> <table border="1"> <thead> <tr> <th>Activity</th> <th>Date</th> <th>Venue</th> <th>Representation</th> <th>Participants</th> </tr> </thead> <tbody> <tr> <td>9th delegates meeting</td> <td>16th November, 2009</td> <td>Grace Hotel, Nairobi</td> <td>Burkina Faso, Ethiopia, Gambia, Ghana, Kenya, Lesotho, Mozambique, Niger, Nigeria, Rwanda, Senegal, Sierra Leone, Sudan, Tanzania, Uganda, Zambia, Zanzibar, Zimbabwe, Burundi, Cameroun, Malawi</td> <td>22</td> </tr> <tr> <td>10th delegates meeting</td> <td>9th December, 2010</td> <td>Panafrican Hotel, Kenya</td> <td>Burkina Faso, Ethiopia, Gambia, Ghana, Kenya, Lesotho, Mozambique, Niger, Nigeria, Rwanda, Senegal, Sierra Leone, Sudan, Tanzania, Uganda, Zambia, Zanzibar, Zimbabwe, Burundi, Cameroun, Malawi, Namibia</td> <td>24</td> </tr> </tbody> </table> <p>Source: "Information for mid-term evaluation 2011" (p. 98)</p>	Activity	Date	Venue	Representation	Participants	9th delegates meeting	16th November, 2009	Grace Hotel, Nairobi	Burkina Faso, Ethiopia, Gambia, Ghana, Kenya, Lesotho, Mozambique, Niger, Nigeria, Rwanda, Senegal, Sierra Leone, Sudan, Tanzania, Uganda, Zambia, Zanzibar, Zimbabwe, Burundi, Cameroun, Malawi	22	10th delegates meeting	9th December, 2010	Panafrican Hotel, Kenya	Burkina Faso, Ethiopia, Gambia, Ghana, Kenya, Lesotho, Mozambique, Niger, Nigeria, Rwanda, Senegal, Sierra Leone, Sudan, Tanzania, Uganda, Zambia, Zanzibar, Zimbabwe, Burundi, Cameroun, Malawi, Namibia	24			
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	Activity 2-5 (Other meetings) To participate in relevant regional and international conferences and other activities		PDM, PO/ Activity record	<p>(+) CEMASTEIA is invited to COMEDAF IV meeting in 2009, to update the education ministers on the progress SMASE WECSA.</p>																		
	Activities for Output 3: "Role of CEMASTEIA is strengthened as		PDM, PO/ Activity record	<table border="1"> <thead> <tr> <th>Activity</th> <th>Venue</th> <th>Date</th> <th>Theme</th> <th>Participating Members</th> </tr> </thead> <tbody> <tr> <td>COMEDAF 4</td> <td>Mombasa, Kenya</td> <td>23rd -26th Nov. 2009</td> <td>Report of the Implementation of the Plan of Action for the Second Decade of Education for Africa</td> <td>Naganuma, Jane Marete, Ombati, Ogwel, Thuo</td> </tr> </tbody> </table> <p>Source: "Information for mid-term evaluation 2011" (p.100)</p>	Activity	Venue	Date	Theme	Participating Members	COMEDAF 4	Mombasa, Kenya	23rd -26th Nov. 2009	Report of the Implementation of the Plan of Action for the Second Decade of Education for Africa	Naganuma, Jane Marete, Ombati, Ogwel, Thuo								
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Evaluation grid: ACTIVITIES (SMASE WECSA component)

Criteria: Activities	Evaluation questions		Reference/ Data needed/	Review result
	Question	Sub-question		
		resource centre for Mathematics and Science education in Africa"		
		Activity 3-1 To establish/ strengthen networks with Regional and International organizations involved in related activities		(+) Communication with ADEA and COMEDAF has been maintained.
		Activity 3-2 To collect materials and reference books for SMASE-WECSA activities	PDM, PO/ Activity record	(+) TCTP participants were asked to bring textbooks, national syllabus, etc (-) No systematic material collection and dissemination is planned and implemented
		Activity 3-3 To establish/equip a library	PDM, PO/ Activity record	(-) There has been no plan made on how resource center could utilize existing bookshelf effectively (+) Library is planned in the scheduled construction/rehabilitation of CEMASTEAs to be completed in 2013
		Activity 3-4 To disseminate information on SMASE-WECSA activities through the website, newsletters and other publications	PDM, PO/ Activity record	(+) CEMASTEAs website is launched in November 2011. (-) No newsletter and other publication is disseminated in a systematic manner (-) No systematic material collection and dissemination is planned and implemented

Evaluation grid: OUTPUTS (SMASE WECSA component)

Criteria Outputs	Evaluation Question		Verifiable Indicator	Review Results (Preliminary)
	Question	Sub-question		
Outputs	Are the project outputs going to be achieved as scheduled	Activities for Output 1 "ASEI/PDSI based INSET providers from member countries are trained". (Main activity: TCTP)	1. By the end of the project period: a) TCTP at CEMASTEAs is carried out five times b) At least 400 participants attend the TCTP at CEMASTEAs. c) At least 40 sets of training materials are produced.	(+) Two times (rounds) of TCTP have been provided  (+) Over 400 participants from 25 countries/areas have attended TCTP at CEMASTEAs to date. (+) Total number already exceeds target. (+) In total 50 sets of "write-ups" have been produced and utilized in TCTP, of which 19 were confirmed in the electronic folder provided to the reviewer. (-) Write-ups and other materials are not systematically and electronically stored

Evaluation grid: OUTPUTS (SMASE WECSA component)

Criteria Outputs	Evaluation Question	Sub-question		Verifiable Indicator	Review Results (Preliminary)																
				<p>d) M&amp;E tools applicable to member countries are developed and used.</p>	<p>(-) A concise guidebook or handbook of ASEI-PDSI has not been prepared</p> <p>(+) M&amp;E tool prepared for Kenyan INSET is introduced and explained in TCTP</p> <p>(+/-) Monitoring tool originally developed for Kenya component has been introduced at TCTP</p> <p>(+/-) Possible cancellation of the verifiable indicator is discussed according to the on-site session evaluation.</p> <p>(+) TCTP trainees are reasonably satisfied with the provided TCTP as a whole;</p> <p>(-) Meanwhile it is commonly understood that weakness of TCTP are: (i) insufficient needs assessment of trainees and (ii) follow-up to track behavior change of the trainees.</p> <p>(+) So far two WECSA regional conferences and two delegate meetings have been conducted.</p>																
			<p>Activities for Output 2 "SMASE-WECSA network is strengthened".</p>	<p>By the end of the project period: a) Regional conference and SMASE-WECSA delegates meetings are held at least four times. b) Increased number of countries participating in SMASE-WECSA activities and implementing INSET.</p>	<p>(+) Member country has increased from 24 (2009) to 27 (2011).</p> <p>Table: WECSA member countries</p> <table border="1"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td>Member</td> <td>25</td> <td>27</td> <td>27</td> </tr> <tr> <td>Observer</td> <td>9</td> <td>7</td> <td>7</td> </tr> <tr> <td>Total</td> <td>34</td> <td>34</td> <td>34</td> </tr> </tbody> </table> <p>Source: "Information for mid-term evaluation 2011" (p.102)</p> <p>(+/-) No new exchange note. LOU and MOU to join WECSA have been made with all of the WECSA member countries.</p>		2009	2010	2011	Member	25	27	27	Observer	9	7	7	Total	34	34	34
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			<p>Activities for Output 3: "Role of CEMASTEAs is strengthened as resource centre for Mathematics and Science education in Africa"</p>	<p>3. By the end of project period: a) ASEI/PDSI prototype lesson plans, developed by member countries, are compiled and disseminated. b) At least 4 SMASE-WECSA newsletters are published.</p>	<p>(-) No significant achievement recognized.</p> <p>(-) Some ASEI lesson plans have been left at CEMASTEAs, however there is no systematic acquisition and distribution of the material</p> <p>(-) No newsletter has been issued.</p>																
			<p>Project purpose: Capability of INSET providers to implement ASEI/PDSI based INSET in member countries is strengthened</p>	<p>(a) Lesson Innovation Index attains a mean of 2.5.  (b) INSET providers obtain a mean of 2.5 on a scale of 0-4 in the overall assessment of Capacity Building Index for INSET provision.</p>	<p>(+) Indicators to date exceed the benchmarks</p> <p>(+) LI is 3.04 and exceeds output benchmark of 2.5. (Source: "Information for mid-term evaluation 2011" (p.88))</p> <p>(+) Indicators to date exceed the benchmarks</p> <p>(+) CBI is 2.98 exceeding the benchmark of 2.5. (Source: "Information for mid-term evaluation 2011" (p.89))</p> <p>(+/-) Target group of the data collection is ex-TCTP trainee, proxy of the beneficiary of the entire SMASE WECSA (not limited to TCTP)</p> <p>(-) Number of sample is limited (N=31)</p> <p>(-) Data collection is only post-event therefore comparison is not possible.</p> <p>(-) Data rely only on self confidence of ex-TCTP trainee. (Ref: Activity 1-7 To monitor and evaluate the impact of TCTP)</p>																

Evaluation grid: OUTPUTS (SMASE WECSA component)

Criteria Outputs	Evaluation Question		Verifiable Indicator	Review Results (Preliminary)
	Question	Sub-question		
	Quality of Teaching and Learning of Mathematics and Science in member countries is improved		(a) Practice of ASEI/PDSI Index obtain a mean of 2.5 on a scale of 0-4	(+) ASEI-PDSI practice index (API) of trained teachers exceeds those of un-trained. a-1 Nigeria 3.0-3.7 (trained teachers) 1.7-1.9 (untrained teachers) a-2 Rwanda 1.3-2.0 a-3 Niger 0.67-2.28 (trained teacher) 0.67-0.87 (untrained teacher)
			(b) Quality of learning Index attains a mean of 2.5	(b) Quality of learning index (QRI) b-1 Nigeria 3.5 (student taught by trained teachers) 2.5 (student taught by untrained teachers) b-2 Rwanda some positive observation: "more students are interested in the contents of the lesson and ask questions actively in class" and "more group work" b-3 Nigeria 0.4-2.29 (student taught by trained teacher) 0.4-0.8 (student taught by untrained teachers)
				API and QRI of TCTP trainee are higher than "without" teachers.

Evaluation grid: PROCESS (SMASE WECSA component)

Review criteria	Questions		Focus	Interim Review Results (1109)																
	Main questions	Sub-questions																		
Project organization	Is management of WECSA activity administered at CEMASTEAs adequate?	Adequacy of implementation organization	Has the implementation organization been adequate to manage both components (Kenya and WECSA) of SMASE?	(+) Good. Relevant stakeholders are adequately organized at two levels (WECSA association with its secretariat and WECSA committee at CEMASTEAs) (+) External links to ADEA, ASU, etc maintained well  WECSA Association: WECSA association is a group of African countries pursuing improvement of Math and Science education at the primary and secondary education levels by classroom lesson improvement. There are 27 member countries and 7 observer countries as of November 2011. Chair, vice chair, secretariat and treasurers are appointed and Secretariat is located in CEMASTEAs.  Table: WECSA member countries (Replication) <table border="1"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td>Member</td> <td>25</td> <td>27</td> <td>27</td> </tr> <tr> <td>Observer</td> <td>9</td> <td>7</td> <td>7</td> </tr> <tr> <td>Total</td> <td>34</td> <td>34</td> <td>34</td> </tr> </tbody> </table> Source: "Information for mid-term evaluation 2011" (p.102)		2009	2010	2011	Member	25	27	27	Observer	9	7	7	Total	34	34	34
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Evaluation grid: PROCESS (SMASE WECSA component)

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<p>Appropriateness of the service provided</p>	<p>TCTP</p>	<p>TCTP (Third country training program) Does the project meet the target group (INSET trainers of WECSA member countries) needs?</p>	<p><b>Table: Steering committee, WECSA Association</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Position</th> </tr> </thead> <tbody> <tr> <td>1 Mr. Edward TINDI</td> <td>Chairperson SMASE-WECSA, Zambia</td> </tr> <tr> <td>2 Prof. Sarifa Fagilde</td> <td>Vice Chairperson SMASE-WECSA (Lusophone) / Advisor to the Minister, Ministry of Education and Culture, Mozambique</td> </tr> <tr> <td>3 Mr. Adama Faye</td> <td>Vice Chairperson SMASE-WECSA (Francophone) / Director, Monitoring and Evaluation of Education Projects, Ministry of Education, Senegal</td> </tr> <tr> <td>4 Ms. Cecilia NGETICH</td> <td>Secretary SMASE WECSA / Director CEMASTE A</td> </tr> <tr> <td>5 Mr. Keichi Nagamura</td> <td>Treasurer SMASE-WECSA / Chief Advisor SMASE Project</td> </tr> </tbody> </table> <p>Source: "Information for mid-term evaluation 2011" (p.101)</p> <p>WECSA committee at CEMASTE A (+) WECSA committee of CEMASTE A, consists of 9 lecturers in charge of administering WECSA activities (TCTP, TCE, RC and WRC).</p> <p>(+/-) WECSA component activities are administered by 3 groups in CEMASTE A: WECSA committee (TCTP), R&amp;D committee (WRC), and Director's office (TW and TCE). (-) Moreover there is no common perception on this demarcation.</p> <p><b>Table: CEMASTE A staff assigned to WECSA committee (Replication)</b></p> <table border="1"> <thead> <tr> <th>Department</th> <th>Designation</th> <th>Name</th> <th>Committee</th> </tr> </thead> <tbody> <tr> <td>Biology</td> <td>Lecturer</td> <td>Mr. David Arimi</td> <td>WECSA</td> </tr> <tr> <td>Biology</td> <td>Lecturer</td> <td>Mr. Thuo Karanja</td> <td>WECSA</td> </tr> <tr> <td>Biology</td> <td>Lecturer</td> <td>Mr. Maina Nyingi</td> <td>WECSA</td> </tr> <tr> <td>Chemistry</td> <td>Lecturer</td> <td>Mr. Ndelela Masoka</td> <td>WECSA</td> </tr> <tr> <td>Chemistry</td> <td>Lecturer</td> <td>Mr. Richard Jakomanyo</td> <td>WECSA</td> </tr> <tr> <td>Mathematics</td> <td>Lecturer</td> <td>Mr. Simon Mugo</td> <td>WECSA</td> </tr> <tr> <td>Mathematics</td> <td>Lecturer</td> <td>Ms. Priscilla Ombati</td> <td>WECSA</td> </tr> <tr> <td>Physics</td> <td>Dean</td> <td>Mr. Chesire Berenge</td> <td>WECSA</td> </tr> <tr> <td>Physics</td> <td>Lecturer</td> <td>Mr. George Gitau</td> <td>WECSA</td> </tr> </tbody> </table> <p>Source: CEMASTE A</p> <p>ADEA: ADEA (Association for Development of Education in Africa) set WECSA activities administered at CEMASTE A as its activities of the WGMSE (Working Group on Mathematics and Science Education).</p> <p>AU (African Union) WECSA activities administered at CEMASTE A came to be well recognized by the COMEDAF IV meeting (November 2010). A very positive recognition by COMEDAF gained (Information for mid-term evaluation 2011)</p>	Name	Position	1 Mr. Edward TINDI	Chairperson SMASE-WECSA, Zambia	2 Prof. Sarifa Fagilde	Vice Chairperson SMASE-WECSA (Lusophone) / Advisor to the Minister, Ministry of Education and Culture, Mozambique	3 Mr. Adama Faye	Vice Chairperson SMASE-WECSA (Francophone) / Director, Monitoring and Evaluation of Education Projects, Ministry of Education, Senegal	4 Ms. Cecilia NGETICH	Secretary SMASE WECSA / Director CEMASTE A	5 Mr. Keichi Nagamura	Treasurer SMASE-WECSA / Chief Advisor SMASE Project	Department	Designation	Name	Committee	Biology	Lecturer	Mr. David Arimi	WECSA	Biology	Lecturer	Mr. Thuo Karanja	WECSA	Biology	Lecturer	Mr. Maina Nyingi	WECSA	Chemistry	Lecturer	Mr. Ndelela Masoka	WECSA	Chemistry	Lecturer	Mr. Richard Jakomanyo	WECSA	Mathematics	Lecturer	Mr. Simon Mugo	WECSA	Mathematics	Lecturer	Ms. Priscilla Ombati	WECSA	Physics	Dean	Mr. Chesire Berenge	WECSA	Physics	Lecturer	Mr. George Gitau	WECSA
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<p>Appropriateness of the service provided</p>	<p>TCTP</p>	<p>TCTP (Third country training program) Does the project meet the target group (INSET trainers of WECSA member countries) needs?</p>	<p>(+) Positive. Current TCTP is meeting the needs of the trainee as a induction course for ASE-I-PDSI (+) TCTP is a fundamental and indispensable activity of SMASE-WECSA administered at CEMASTE A (+) There will be a constant need for an ASE-I-PDSI induction course (+) Trainees in general gained ASE-I-PDSI concept and practice. Training is "eye-opening" to most of them. * TCTP trainee mentioned following as what is "applicable" to their home country (questionnaire survey of the mid-term review, N=60/87 from 9 member countries)       (31) Improvisation       (20) Student-centered / activity-based lesson/ experiments 20</p>																																																				



Evaluation grid: PROCESS (SMASE WECSA component)

Questions		
		<p>                     IIIIIIIIIIIII(16) ASEI-PDSI 16                      IIIIIIIIIII (13) lesson observation/evaluation 13                      IIIIIIIIIII (12) INSET organization / curriculum / facilitation / material 12                      IIIIIIIIIII (9) Hands-on activities/ 'bridging' 9                      IIIIIIIIIII (7) (collaborative) lesson planning / designing activities 7                      IIIIIIIIIII (4) Classroom communication / management 4                      IIIIIIIIIII (3) student assessment 3                      IIIIIIIIIII (3) Lab management 3                 </p> <p>                     Other responses included:                      Higher order thinking skills, Investigation with learners, Time management, Working ethics (hard working), Patience for cultural differences, Group activities, School inspection                 </p> <p>                     (-) Current course line-up of TCTP does not respond to needs of potential repeaters as the same courses, with minor modification, is repeated every year, which does not draw their interest (interview and questionnaire).                      (-) Observed weakness of TCTP by the participants                 </p> <ul style="list-style-type: none"> <li>• Expertise of CEMASTEIA in primary education level is not sufficient due to understaffing. It is reasonable to anticipate potential risk in conducting TCTP (Primary) (Uganda interview)</li> <li>• TCTP trainee pointed out the following as ways the TCTP did NOT meet their expectation. These issues are hints for improving current TCTP or to designing new, more focused courses (source: questionnaire (N=55/87), and interviews in the mid-term review), (Some hints for TCTP arrangement)                         <ul style="list-style-type: none"> <li>III (3) There was no needs assessment prior to the training. Should have some.</li> <li>III (3) Duration is very short (TCTP)</li> <li>III (3) Reference material provided is not enough / would like to have more examples</li> <li>III (3) Too much talking for such simple contents. Could have more contents.</li> <li>II (2) No difference between my training in my country and TCTP (Malawi)</li> <li>II (2) Some of the trainers are not competent.</li> <li>II (2) Time management needs to be improved (duplication of topics/materials, lecturer came late)</li> </ul> </li> </ul> <p>                     Other responses included:                      Wants to have more TCTP seats for my country                      Discipline problem - Some lecturers smelled of alcohol                      Language barrier for francophone countries                      Could have additional trainers from member countries (not from Kenya) to be involved in the training                      Labs are not that good                 </p> <p>                     Topic of interests (They would like to know about these topic more)                      III (3) How to develop write-ups                      III (3) Improvisation                      III (3) Computer use / Geogebra                      II (2) Class management and control                      II (2) Curriculum study / Comparative study /National curriculum improvement                      II (2) Time management bad. Less continuity and flexibility in the day to day activities                      II (2) Practical activity was too short (2004)                      II (2) Management of the INSET (Financing and sustainability)                      II (2) Lesson study                      II (2) How to know if students are learning / Lesson observations                 </p>

Evaluation grid: PROCESS (SMASE WECSA component)

Questions											
			<p>Other responses included:</p> <ul style="list-style-type: none"> <li>Gaps between ASEI-PDSI and university (teacher training university) education</li> <li>Simulation in teaching math</li> <li>How to conduct problem solving approach in mathematics</li> <li>Gender in math and science educational How to know if students are learning / Lesson observations</li> <li>How to motivate teachers to attend the INSETs despite limited availability of resources</li> <li>Experiments</li> <li>ASEI in big classroom</li> <li>How to address boredom of student even after ASEI-PDSI introduction?</li> <li>How to get consensus from head master to introduce ASEI PDSI</li> <li>How to introduce ASEI-PDSI to TTC</li> <li>Problem solving approach vs. examination marks</li> <li>SWOT analysis in lesson improvement</li> </ul> <p>(+/-) TCTP trainees are national trainers, district trainers, and teachers, while TCTP originally intended to invite national trainer personnel. This is an opportunity for TCTP to further enrich the design, to cater to a wider group of participants at one training program.</p> <p>(-) There have been a number of competent personnel in the "First generation" countries of TCTP, while such human resource has not been utilized yet</p>								
<p>TCE</p>		<p>Third Country Experts (TCE) Does the project meet the target group (INSET provider of the recipient country) needs?</p>	<p>(+) Positive. TCE dispatch is made upon request from the member country, thus by nature it has a needs-based orientation.</p> <p>(+) TCE has been very useful for the member countries, meeting their needs to develop INSET program, material, modules, and to learn how to facilitate trainees in the training, etc.</p> <p>(+) TCE is advantageous to Japanese experts as they can facilitate / interact with English with a same African cultural background and insights.</p> <p>(+) Ideas of "self-help", "sustainability", and "ownership" sound stronger and convincing if it is spoken by African experts, compared to by Japanese.</p> <p>(-) Sharp decline of the request of TCE:</p> <table border="1" data-bbox="1037 672 1085 1120"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td>TCE dispatch upon request</td> <td>12</td> <td>3</td> <td>1</td> </tr> </tbody> </table> <p>Source: "Information for mid-term evaluation 2011" (p.99)</p> <p>(-) There has been no assessment of TCE dispatch.</p> <p>(-) TCE member country felt some inconvenience with TCE as indicated in the following noted during interviews and from the questionnaire</p> <ul style="list-style-type: none"> <li>• Lack of continuity of support. It is inconvenient to receive different TCE as it consumes time for orientation on the cost of technical support (Rwanda, Senegal)</li> <li>• Current TCE (or CEVASTEAs expert) on average is an expert of ASEI-PDSI idea dissemination but not a consultant yet. Sometimes they tend to just explain ASEI-PDSI without observing teaching and learning realities in member countries</li> <li>• TCE comments provided to the module are sometime not insightful. Limited to address some grammatical error and add a couple of activities</li> </ul>		2009	2010	2011	TCE dispatch upon request	12	3	1
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Evaluation grid: PROCESS (SMASE WECSA component)

Questions			
			<ul style="list-style-type: none"> <li>• No incentive or chance to have incentive to invite TCE</li> <li>• Member countries sometime had to give up receiving TCE due to scheduling issues</li> </ul> <p>(+/-) Need to be careful to send Kenyan TCE to some country where INSET provider would "just swallow what Kenyan TCEs explain without chewing and tasting it". If it is the case, sending Japanese expert would be better option for INSET providers to more critically examine ASEI-PDSI (Malawi)</p> <p>(+/-) CEMASTEAs staffs consider they are more competent over member country personnel. Member countries are more confident and the majority respond that competence is equivalent.</p> <p>Figure: How would you compare competitiveness of Kenyan TCE (Third country expert) and personnel in your country? (Source: questionnaire survey, mid-term review)</p> <p>(+/-) So far TCE is limited only to the member countries where JICA technical corporation in INSET is underway. TCE could be dispatched to member countries where JICA support is not underway to enhance its support to entire association...</p>
	<p>TW</p> <p>Technical Workshop (TW): Does the project meet the target group (INSET providers of the recipient countries)?</p>		<p>(+) Good. Joint workshop has been provided upon the request of the member country</p> <p>(+) It is a technical exchange opportunity for the member countries, supplementing WECSA regional conference which is for member countries to socialize in the association.</p> <p>(+/-) So far TW is hosted at the member countries where JICA technical corporation in INSET is underway. TW could be hosted at the member countries where JICA support is not underway to enhance its support to entire association.</p>
	<p>WRC</p> <p>WECSA Regional Conference (WRC): Does the project meet the target group (INSET provider of the recipient country) needs?</p>		<p>(+) There is an expectation to shift WRC from a ritual celebration to a good mix of ritual celebration and technical discussion (interview)</p> <p>(+) TW is responding to emerging needs of technical discussion.</p> <p>(-) Following are pointed out as issues to be improved regarding WRC</p> <ul style="list-style-type: none"> <li>• Duration is too short</li> <li>• Dominated by "formal discussion", and no topic-specific technical discussion opportunity.</li> <li>• Monotonous agenda             <ul style="list-style-type: none"> <li>➢ Same problems are raised every year. Resolutions are not implemented by most countries</li> <li>➢ No indication of which country made what progress compared to last year</li> <li>➢ Participants are those with no authority so cannot make decision, conference decisions are not binding in member countries.</li> <li>➢ Participants from member countries change every year so no continuous and responsible engagement to the association activities</li> </ul> </li> <li>• Expected some real example of "improvised" material to be distributed, but it did not happen</li> <li>• Presentation opportunity is given only to a few countries</li> <li>• Language: Barrier to francophone and lusophone countries</li> </ul>
	<p>RC</p> <p>Resource center (RC) Does the project meet the target</p>		<p>(-) Not applicable as the resource center has not been activated yet.</p>

Evaluation grid: PROCESS (SMASE WECSA component)

Questions		group (INSET provider of the recipient country) needs?	
			<p>(+/-) Following are expected services of the resource center function of CEMASTEА (mid-term review questionnaire respondents from member countries)</p> <ul style="list-style-type: none"> <li>• Periodic training opportunity, technical exchange including those for administrators</li> <li>• Teacher exchange program</li> <li>• Publication (newsletter, and magazine)</li> <li>• Research opportunity provision</li> <li>• Monitor progress of INSET development in member country</li> <li>• Scholarship</li> <li>• Gate to international organization (e.g. member countries, RECSAM, Japan, Indonesia, Philippines etc.)</li> <li>• Model laborer</li> <li>• Update on the latest developments in math and science and how to teach it in the classroom</li> <li>• Library</li> <li>• "e-SMASE WECSA" SNS, mailing list, etc.               <ul style="list-style-type: none"> <li>➢ Consultation</li> <li>➢ Information center (collect and archive to share)</li> <li>➢ on-line shop of educational material</li> </ul> </li> <li>• "Resource" includes (audio, visual, paper, material, etc)               <ul style="list-style-type: none"> <li>➢ Improvised sample material (incl. how to make it)</li> <li>➢ Model lesson and lesson plans</li> <li>➢ Experiment example</li> <li>➢ Training materials</li> <li>➢ Teaching and training kits"</li> <li>➢ Basic information on education system of member countries (syllabus, textbooks, teacher guides, education policy)</li> <li>➢ TCTP training report</li> <li>➢ Training program (recorded)</li> </ul> </li> </ul>
Communication	Collaboration with WECSA member countries	Have the communications been smooth among CEMASTEА and project offices in WECSA member countries?	<p>(+/-) By nature, communication between WECSA secretariat at CEMASTEА and 33 WECSA member countries is not an easy task.          (+/-) For example in a recent CEMASTEА survey conducted for the mid-term review, there were only 31 replies out of 161</p> <p>(+) Communication among CEMASTEА and the member countries have been good enough to implement the events (TCTP, TCE, WRC, etc.) involving more than 30 WECSA member and observer countries successfully.          (-) Communication is not sufficient to optimally reflect trainee's needs of training program and line-up.          (-) Sometime CEMASTEА has sent TCE personnel who do not meet to the requirements of the member country.</p>
Others		How is the participation by the member countries	<p>(+) there is momentum among the member countries to shift SMASE WECSA activities domain from "training" to "collaborating (facilitation)" for in-service teacher professional enhancement.          (+) Some member countries are interested to participate in TCTP as trainers and/or in WECSA committee as committee members (Interview and questionnaire survey)          (+) Some member countries suggest to discuss possible increase of membership fee to encourage the member countries to participate in SMASE WECSA management (Interview and questionnaire survey)</p>

Evaluation Grid: 3. DAC 5 evaluation criteria

Criteria	Main question	Sub question	Interim Review Result (11/09)
	Relevance to government policy	Is the project relevant to the development and education policies of the WECSA member countries?	<p>(+) Positive. Math and science education is one of the primary areas for African nations both individually and collectively.</p> <p>(+) Among 19 member countries that presented country reports to the 10<sup>th</sup> WRC, 17 of them reported that their government already has policies on INSET of math and science teachers in some form.</p> <p>(+) WECSA component is composed of one working group activity of ADEA (Association of Development of Education in Africa). The working groups were created to devote more particular attention to relevant and topical issues for education in Africa.</p> <p>(+) Further, the Bureaus of Ministers of ADEA and COEMDAF (Conference of Minister of Education of the African Union) is now administratively integrated in accordance with the decision endorsed by the 10th African Union Summit in January 2008.</p>
	Is the project relevant to Japanese foreign aid policies to Africa?	Is the project relevant to Japanese foreign aid policies to Africa?	<p>(+) Positive. It is relevant to Japanese ODA policies to Africa</p> <p>(+) ODA charter and mid-term ODA policy of Japan address that Africa and education are among the most prioritized areas.</p> <p>(+) Further, recent MOFA's policy paper "Japan's Education Cooperation Policy 2011-2015" and JICA's position paper titled "JICA's Operation in Education Sector" both set teacher education as the most prioritized area of cooperation.</p> <p>(+) SMASE (WECSA component) is mandated by TICAD IV Yokohama Action plan. The document sets a plan to provide training program for a total of 100,000 in-service teachers across Africa during 2008-2013, and SMASE (WECSA component) is indispensable to achieve the target.</p>
Adequacy of the measures	Is it adequate to provide training for INSET trainer of WECSA member countries in Kenya (Kenya maintains comparative advantage to other member countries including those francophone)	Is it adequate to provide training for INSET trainer of WECSA member countries in Kenya (Kenya maintains comparative advantage to other member countries including those francophone)	<p>(+) Positive, with reservation regarding medium language.</p> <p>(+) Kenya was an innovator in Africa that materialized a systematic INSET program as a routine activity of government</p> <p>(+) Ensuring member countries were able to build their activities and materials upon Kenyan SMASSE experiences.</p> <p>(-) Trainees from Francophone and Lusophone countries faced difficulty in the TCTP taught in English with translator.</p>
	Are TCTP trainee (INSET trainers in WECSA member countries) appropriately selected?	Are TCTP trainee (INSET trainers in WECSA member countries) appropriately selected?	<p>(+) Adequate.</p> <p>(+) It is adequate to prioritize teacher trainers rather than ordinary teachers as TCTP trainee. The trainers can be more influential agents of changes to replicate ASEI PDSI ideas</p> <p>(+) It is appropriate to include personnel with a wider background (school teachers, officials, etc) to TCTP trainees, reflecting shifting needs of the member countries.</p> <p>(+) Also, placing agent of change with same training history at each layer will support INSET implementation</p> <p>(-) Current TCTP course are not sensibly designed to utilize such a variety of trainee backgrounds.</p>

Table: TCTP participants (N-64)

Category	Participants
National Trainer	9
Trainer (regional trainer, teacher college lecturer, university lecturer, etc)	29
Teachers	12
Officers	13
Total	63

Source: questionnaire survey in the mid-term review

Evaluation Grid: 3. DAC 5 evaluation criteria

Criteria	Main question	Sub question	Interim Review Result (1109)
	Does Japan have technical advantages in providing Technical Assistance?		<p>(+) Positive. In general, Japanese education (esp. mathematics and science education) has comparative advantages internationally with the following characteristics<sup>1</sup>.</p> <ul style="list-style-type: none"> <li>(i) It provided the foundation of the economic growth of Japan after the world war II</li> <li>(ii) It provides the foundation for Japan to achieve higher rankings in the international examination (TIMSS, PISA etc.)</li> <li>(iii) Practical exercise is common in mathematics and science lesson at Japanese schools</li> <li>(iv) A wide range of screened (quality assured) textbooks and teachers guides are provided</li> </ul>
Effectiveness	To what extent are the project purposes going to be achieved?	<p>To what extent are the project purposes going to be achieved given the inputs, activities, and outputs realized to date?</p> <p>(Project purpose) Capacity of INSET providers to implement ASEI/PDSI based INSET in member countries is strengthened</p> <p>(Verifiable indicator of the project purpose) (a) Lesson Innovation Index attains a mean of 2.5. (b) INSET providers obtain a mean of 2.5 on a scale of 0-4 in the overall assessment of Capacity Building Index for INSET provision.</p>	<p>(+) The project purpose is going to be achieved given the inputs, activities and outputs.</p> <p>(+) It is envisaged that LIJ and CBI would be maintained for the rest of project period as there is no threat envisaged to dramatically degrade quality of SMASE WECSA activities.</p> <p>(-) Meanwhile data collection of the verifiable indicator has some weakness as said above.</p>
	Have the outputs of the project been contributing to achievement of the project purpose?	<p>Are the outputs sufficient for the project to achieve its purposes?</p>	<p>Positive. Note:</p> <ul style="list-style-type: none"> <li>• Project purpose verifiable indicator is LIJ and CBI of the INSET providers. TCTP trainee is proxy of the beneficiary (INSET provider) here</li> <li>• With this proxy, output 1 alone is directly related to the achievement of the project purpose therefore it is indispensable for the project to achieve its purpose</li> <li>• Output 2 and 3 are supplemental. Activities under these output will contribute to "enrich" the achieved capacity by providing WECSA services through non-training activities (TOE, RC, etc)</li> </ul>
Efficiency	Are the important assumptions still valid without considerable changes for the project outputs to be linked to the project purposes?	<p>Are achieved outputs to date equivalent of the inputs to date?</p>	<p>N.A. (No external conditions is set between the project outputs and the important assumption)</p>
	To what extent were the outputs achieved?	<p>Is there any factor influencing the efficiency of the project? (positively/negatively)</p>	<p>(+) Output 1: Positive (+) Output 2: Positive (-) Output 3: Negative; No significant achievement recognized. There seems that several inter-related factors have a significant negative effect on the non-achievement of Output 3.</p> <p>(-) CEMASTEIA is primarily an INSET center for Kenya, therefore SMASE-WECSA component tends to be less prioritized compared to Kenyan Component (-) Library. CEMASTEIA broadly understands that there is no need to commence activities related to the Resource Center until the library construction is completed in 2013. (-) Invisible clients of the resource center. Unlike TCTP and other non-training activities (TCE and TW), clients of the</p>

<sup>1</sup> JICA (2007) [http://www.jica.go.jp/jica-ri/publication/archives/jicafile/td/pdf/200703\\_edu\\_01.pdf](http://www.jica.go.jp/jica-ri/publication/archives/jicafile/td/pdf/200703_edu_01.pdf)

Evaluation Grid: 3.DAC 5 evaluation criteria

Criteria	Main question	Sub question	Interim Review Result (11/09)
	Have the inputs been contributing to achievement of the project outputs?	Are the activities sufficient for the project to achieve the outputs?	RC have not been well defined therefore invisible to CEMASTE.A.  (+) Output 1: Positive (+) Output 2: Positive (-) Output 3: Negative; No significant activities have been implemented (+) Positive
		Are the inputs sufficient for the project to achieve the outputs?	(+) Inputs are fully utilized yet there are some remaining issues to be addressed. (+) The project has managed diversified activities to achieve various outputs across the Kenyan and WECSA component of SMASE. (+) It also has managed to arrive at the point where the project can foresee the sustainable future of WECSA, therefore needs to start detailed and continuous discussion and activity implementation to materialize it. (-) Meanwhile, dominant activities at CEMASTE.A are INSET for Kenya component (1Q-3Q) and TCTP and WRC for WECSA component (4Q). Project resources had to be shifted in accordance with the annual calendar pattern.
	Cost	Are the important assumptions still valid without considerable changes, for the project activities to achieve their outputs?	(+) Positive. No clear indication that the member country would suddenly cancel their policy to prioritize mathematics and science education.  (replicated) (+) Among 19 member countries that presented country reports to the 10 <sup>th</sup> WRC, 17 of them reported that their government already has a policy on INSET of math and science teachers in some form. (+) SMASE-WECSA is partly owned by a regional organization in Africa represented by ministers of education. WECSA component is composed of one working group activity of ADEA (Association of Development of Education in Africa). The working groups were created to devote more particular attention to relevant and topical issues for education in Africa. (+) Further, the Bureaus of Ministers of ADEA and COEMDAF (Conference of Minister of Education of the African Union) is now administratively integrated in accordance with the decision endorsed by the 10th African Union Summit.  Ditto
		Is the cost of the project equivalent of the achievement of the outputs and project purpose  The project is advantageous compared to possible alternatives (e.g. bilateral cooperation) to pursue the project purpose?	(+) Positive. SMASE WECSA is very much cost efficient.  (+/-) On average 50 million Kenyan Shilling (ksh) is budgeted annually for WECSA component activities and has been disbursed accordingly. (+/-) The total amount of JICA's operational cost was Ksh.151 million of which Ksh.42 million was allocated for the activities in Kenya. The remaining (Ksh. 108,556,258.94) is set aside for WECSA activities. (+) If catering to the same size of the clientele by Japanese experts, cost would be bigger by one to two digit(s).
Impact	Overall goal	Can the achievement of overall goal be attributed to the achievement of the project purposes?	Midterm review does not assess impact.
	Casual relationship	Is there a cause and consequence relationship between the project purpose and overall goal?	Comments not applicable as verifiable indicators are discussed for possible revision
		Are there considerable changes anticipated in the important assumption?	No significant change.  No clear indication that the member country would suddenly cancel their policy to prioritize mathematics and science education.

Evaluation Grid: 3.DAC 5 evaluation criteria

Criteria	Main question	Sub question	Interim Review Result (11/09)
	External effect	<p>Negative</p> <p>Positive</p>	<p>(+) None.</p> <p>(+) It is gaining international recognition</p> <p>(+) Japan's registration of Capacity Development for Mathematics and science education in Africa with the UN under type 2 initiatives, and the consequent technical support for various SMASE-WECSA member countries through CEMASTEAs positions the Centre strategically.</p> <p>(+) CEMASTEAs now collaborates with VVOB, and other private firms</p> <p>(+) Not only CEMASTEAs but also member country provides resources (knowledge and experience) to WECSA activities (source: progress report of SMASE)</p> <p>(+) There is a growing interest to hold TW in francophone and lusophone countries</p> <p>(+) CEMASTEAs is a learner (not trainer) of lesson study in some of TW</p> <p>Positive, with some conditions</p>
Sustainability	Policy	Is there a policy rationale of regional expansion of WECSA activities based on CEMASTEAs as program administrator	<p>(+) WECSA is a multilateral activity with good potential to further prosper, stemming out from bilateral cooperation. It broke through the boundary of multi- and bi modalities which makes SMASE distinct from other projects</p> <p>(-) Future vision is not commonly shared regarding responsibilities for WECSA after SMASE is terminated in December 2013</p> <p>(+) CEMASTEAs clearly states that it has two functions related to WECSA activities (please see below)</p> <p>(+) Kenya MOE intends to maintain its policy to support African activities utilizing CEMASTEAs</p> <p>(-) It is also regarded that WECSA component activities are not affordable to Kenyan MOE</p> <p>(-) In short, Kenya MOE will maintain its policy as far as finance is made available to MOE (JICA currently finance the project)</p> <p>(-) Some lecturers expected allowances and honorarium for being involved in WECSA activities as they considered that it is an extra activity at WECSA</p> <p>(+) Now it is clarified as a part of WECSA activities</p> <p>Suggestion:</p>
	Institutional	Are the WECSA activities administered at CEMASTEAs mandated as a part of its roles and function with properly set authorities?	<p>Positive.</p> <p>(+) SMASE WECSA constitution and CEMASTEAs strategic plan mandate SMASE WECSA activities as a part of its roles and functions</p> <p>(-) Yet, some CEMASTEAs staff does not seem to feel ownership of administration of WECSA activities (TCTP, WECSA regional conference, and TCE dispatch) administration, probably due to the fact that most of the budget for WECSA activities administered at CEMASTEAs is covered by JICA</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>WECSA activities at CEMASTEAs</p> <p>(p9, Report of the 10<sup>th</sup> WRC meeting)</p> <ul style="list-style-type: none"> <li>• "CEMASTEAs ... host the SMASE WECSA association secretariat that coordinates SMASE WECSA activities.</li> </ul> <p>(CEMASTEAs strategic plan 2009-2013)</p> </div>



Evaluation Grid: 3.DAC 5 evaluation criteria

Criteria	Main question	Sub question	Interim Review Result (1109)
			<ul style="list-style-type: none"> <li>• Function (iii) Providing administrative services to SMASE – WECSA in the management of regional conferences, advocacy, networking, publications and information dissemination</li> <li>• Function (vi) Secretariat to SMASE – WECSA Association</li> </ul> <p>(p70, function of CEMASTEAs academic staff, Re-engineering of CEMASTEAs and SMASE programme, Draft, P33)</p> <ul style="list-style-type: none"> <li>• Providing administrative services to Strengthening of Mathematics and Science Education in Western, Eastern, Central and Southern Africa (SMASE-WECSA) in the management of regional conferences, advocacy, networking, publications and information dissemination; and</li> </ul> <p>(p30, duties of CEMASTEAs academic staff, Re-engineering of CEMASTEAs and SMASE programme, Draft, P33)</p> <ul style="list-style-type: none"> <li>• Carry out needs analysis of SMASE-WECSA member countries and develop appropriate INSET content for the Third Country Training Programme.</li> <li>• Develop INSET manuals and materials for the Third Country Training Programme of the SMASE-WECSA member countries</li> <li>• Conduct Third Country Training Programme for SMASE-WECSA member countries</li> <li>• Conduct internal monitoring and evaluation of the national level INSETs for District Trainers, Regional Trainers, and Third Country Training Programme for SMASE-WECSA member countries</li> <li>• Carry out impact assessment of national level INSETs for District Trainers, Regional Trainers, and Third Country Training Programme for SMASE-WECSA member countries</li> <li>• Plan, organize and conduct the annual SMASE-WECSA Regional Conference</li> <li>• Provide INSET related technical support services to the SMASE-WECSA member countries as needs arise.</li> </ul>
<p>Technical</p> <p>Financial</p>	<p>is CEMASTEAs technically capable to administer WECSA activities?</p> <p>is CEMASTEAs financially capable to administer WECSA activities?</p>		<p>(+) Positive. Knowledge and skills are reinforced repeatedly through training and other activities at CEMASTEAs</p> <p>Not applicable (N.A)</p> <p>(+) Though most of the budget of WECSA component is administered by JICA expert team, center shall be capable to administer budget of WECSA component if allocated, considering the size of the budget administered for Kenyan component exceeding WECSA budget.</p> <p>(-) However SMASE WECSA component activities are not affordable for both MOE and the center</p>
<p>Others</p>	<p>Other potential impediment to sustainability</p>		<p>Mismatch of the current project evaluation tool to SMASE WECSA.</p> <p>Notes. It is becoming more inappropriate to evaluate WECSA component with financial sustainability criteria of evaluation tool of a bilateral project., for the following two reasons: (i) WECSA component essentially is not a project; rather it is now shifting from the taking off stage of a project to a continuing organization in charge of human resource development, and (ii) are multilateral activities involving 27 member countries, but not bilateral activities in reality.</p> <p>Notes. It is reasonable for the Japanese government to continue financial support for SMASE WECSA. It is not a very expensive project considering it maintains links to more than 30 African countries across the continent, with good technical substance. No other project can buy such a network only with 50 million khs/year</p>

Table: TCTP participants and TCE dispatch from/to WECSA member countries

	On-going JICA TA	Year TCTP Countries represented Category*	2009						2010					2011			TCE					
			TCTP11		TCTP12		TCTP13		TCTP14		TCTP15		TCTP16		TCTP17		Total	2009	2010	2011		
			S	F	P	F	P	N.A.	N.A.	F	F	N.A.	P	P								
1	✓	Angola	8					8									16	2	2			
2		Benin		6						4							10					
3		Botswana	8					8							6		22					
4	(✓)	Burkina Faso		9						5						14						
5		Burundi		6						4						10						
6		Cameroon	4	3				4		3						14						
7	✓	Ethiopia	9									6			4	19						
8		Gambia	8					8								16						
9	✓	Ghana					6								6	18						
10		Lesotho						4							4	8						
11	✓	Malawi	10					11								21						
12		Mali								4						4						
13		Mozambique	7					3						3	5	18						
14		Namibia						8							6	14						
15	✓	Niger								5						5				1		
16	✓	Nigeria												6	6	20				2		
17	(✓)	Rwanda						8						6		14				1		
18	✓	Senegal		8										5		13				4		
19	✓	Sierra Leone						8							6	20						
20	✓	South Sudan						8						5	6	92**			1	1		
21		Swaziland						8				4			6	22						
22	✓	Tanzania	8									8				16				1		
23	✓	Uganda	7									8				15						
24	✓	Zambia						6						4	6	16						
25		Zanzibar	8									8				16						
26		Zimbabwe														5						
		Total	77	32				52				82		30	50	62	458			12	3	0
		Attendance	76	31				52				82		30	50	62	456					

\* Category: S: Secondary; P: Primary; F: Francophone

\*\* Include TCTP SS (73) in (2009) / \* As of the end of November 2011 (TA for Burkina Faso and Rwanda are at the planning stage).

## Annex 4: Schedule (WECSA Component)

Date		Time		Activities	Accommodation
2011/10/30	Sun	14:45		Arrival (EK719)	Nairobi
		16:30	Heron Hotel	Orientation and briefing (Mr. Naganuma Keiichi, Chief Advisor)	
2011/10/31	Mon	0800	MOE	Interview to Mr. Kimathi M'Nkanata, Director of Field Services, MOE	Nairobi
		0845	JICA Kenya	Interview to Mr. Garise Omara, SMASE Desk Officer (Secondary), DFOS, MOE	
		0930	JICA Kenya	Security Briefing	
		1200	CEMASTEА	First meeting with Ms. Cecilia Ng'etich, Director, CEMASTEА	
		1430	CEMASTEА	TCTP observation	
		1600	CEMASTEА	A brief interview to Mr. Matachi Atsusi (Academic Advisor), Mr. Tanaka Noriaki (Project Coordinator)	
2011/11/01	Tue	1000	MOE	Attend JCC meeting	Nairobi
		1200	MOE	Brief interview to Mr. Patrick Kogolla (Program Coordinator, CEMASTEА)	
		1400	CEMASTEА	Interview to WECSA Committee, CEMASTEА (Mr. George Gitau, Mr. Chesire Beregge, Mr. Ndelela Masoka, M)	
2011/11/02	Wed	0830	CEMASTEА	Interview to Ms. Cecilia Ng'etich, Director, CEMASTEА	Nairobi
		1100	CEMASTEА	Interview to Mr. Kawa Otieno Moses, Deputy Director, CEMASTEА	
		1430	CEMASTEА	Interview to Mr. Patrick Kogolla, Academic Programme Coordinator, CEMASTEА	
2011/11/03	Thu	08:00	CEMASTEА	Interview to TCTP lecturer Mr. Muraya (Science) + Sichangi (Mathematics)	Nairobi
		1100	CEMASTEА	Interview to TCTP Participants (2 from Zambia and 2 from Nigeria)	
		1600	CEMASTEА	Interview to TCTP Participants (2 from South Sudan and 2 from Namibia)	
2011/11/04	Fri	1400	CEMASTEА	Interview to Mr. Matachi Atsusi (Academic Advisor)	Nairobi
		1600	CEMASTEА	Brief discussion with Mr. Naganuma Keiichi (Chief Advisor)	
2011/11/05	Sat			Documentation	Nairobi
2011/11/06	Sun			Documentation	Nairobi
2011/11/07	Mon			KQ412 (Nairobi - Kampala)	Kampala
2011/11/08	Tue	0900	JICA Kampala	Meeting Mr. Motoe Nakajima (Technical Advisor)	Kampala
		1030	SESEMAT	Interview to Mr. Motoe Nakajima (Technical Advisor)	
		1530	SESEMAT	Interview to National Trainers, SESEMAT (Mr. Sesemuwemba Emmy, Mr. Sesemmondo John, Ms. Caroline Tal)	
2011/11/09	Wed	0900	Kalikamu school	Interview to Mr. Konde Moses (District Trainer)	Kampala
		1100	Ndeje ss (Luwer	Interview to Mr. Senteza John (District Trainer)	
		1430	Kibuli ss (Kampa	Interview to Mr. Mukasa Siraje Katantazi (District Trainer)	
2011/11/10	Thru	0730	SESEMAT	Interview to Mr. Busuulwa Flix (District Trainer, Mipigi)	Kampala
		0900	kerere ss (Mukol	Interview to Ms. Gwokyalya Mbuga Diana (District Trainer)	
		1400	subizi PTC (Milay	Interview to Mr. Opio Bazilio (District Trainer)	
2011/11/11	Fri	1000	MOES	Meeting Mr. Akaba (Commissioner)	Kampala
		1500	JICA Kampala	Meeting Mr. Seki Tatsuo, Chief Representative, JICA Kampala office	
2011/11/12	Sat			WB 206 (Entebba - Kigali)	Kigali
2011/11/13	Sun			Documentation	Kigali
2011/11/14	Mon	0900	TDM, MINEDUC	Interview to Mr. Antoine (Project Coordinator)	Kigali
		1100	JICA Kigali	Meeting Mr. Kobayashi Hiroyuki (Resident Representative, JICA Rwanda)	
		1400	Kigali Institute of	Interview to Mr. Matenda (National Trainer, SMASSE)	
2011/11/15	Tue	0900	GS Ruyanza	Interview to Mr. Venusute (District Trainer, SMASSE)	Kigali
		1400	RC Kicukiro, Kig	Interview to Ms. Peace (District Trainer, SMASSE)	
		1600	TDM, MINEDUC	Interview to Mr. Matenda (National Trainer, SMASSE)	
2011/11/16	Wed	0930	MOE	Visit to Rwanda Education Common (observing discussion for demonstration filming)	Kigali
		1400	KIE	Interview to Mr. Jean de Dieu (Science faculty dean, KIE)	
2011/11/17	Thru			KQ442 (Kigali - Nairobi)	Nairobi
2011/11/18	Fri	0930	CEMASTEА	Interview to Mr. Chesire Beregge (WECSA committee chair)	Nairobi
		1100	CEMASTEА	Interview to Ms. Uchiyama	
		1400	CEMASTEА	Interview to Mr. Muraya (R&D) and Mr. Patrick Kogolla (Academic Coordinator)	
2011/11/19	Sat				
2011/11/20	Sun			Report writing	Nairobi
2011/11/21	Mon	0900	CEMASTEА	Observe NPC (National Planning Committee)	Nairobi
	Tue	10:00	KSTC	Interview to Mr. Tanaka Noriaki (Project Coordinator)	Nairobi
2011/11/22		1700	Silver Spring Hotel	Discussion session (JICA headquarters and JICA expert team)	
2011/11/23	Wed	0900	JICA Nairobi	Discussion session (JICA headquarters and JICA expert team)	Nairobi
2011/11/24	Thru	0900	CEMASTEА	Discussion session (CEMASTEА)	Nairobi
2011/11/25	Fri	0900	CEMASTEА	Discussion session (CEMASTEА)	Nairobi
2011/11/26	Sat			Documentation	Nairobi
2011/11/27	Sun			Documentation	Nairobi
2011/11/28	Mon	0900	MOE/CEMASTEА	Discussion session (CEMASTEА/MOE)	Nairobi
2011/11/29	Tue	0900	MOE/CEMASTEА	Discussion session (CEMASTEА/MOE)	Nairobi
2011/11/30	Wed		MOE/CEMASTEА	EK720 (Nairobi - Dubai)	Nairobi
2011/12/1	Thu			JL5096 (Dubai - Narita)	

## Annex 5: Major Interviewees

### Ministry of Education

Mr. Kimathi M'Nkanata  
Mr. Garise Omara

Director of Field and Other Services  
SMASE Desk Officer (Secondary), Directorate of Field and Other Services

### CEMASTE A

Ms. Cecilia Ng'etich  
Mr. Kawa Otieno Moses  
Mr. Patrick Kogolla  
Mr. Chesire Beregge  
Mr. Samuel K. Gachuhi  
Mr. Daniel Muraya  
Mr. George Gitau,  
Mr. Chesire Beregge,  
Mr. Richard Jakomanyo,  
Mr. Thuo Karanja)  
Ms. Sichangi (Mathematics)

Director  
Deputy Director  
Programme Coordinator  
Dean-Physics Department  
Dean-Chemistry Department  
Coordinator-Research and Development  
WECSA committee  
WECSA committee, Chief  
WECSA committee  
TCTP Lecturer  
TCTP Lecturer

### Uganda

Mr. Sesemuwemba Emmy  
Mr. Sesemondo John,  
Ms. Caroline Taliba  
Mr. Makafu Rogers  
Mr. Konde Moses  
Mr. Senteza John  
Mr. Mukasa Siraje Katantazi  
Mr. Busuulwa Flix  
Ms. Gwokyalya Mbuga Diana  
Mr. Opiu Bazilio  
Mr. Akaba  
Mr. Motoe Nakajima  
Mr. Seki Tatsuo  
Ms. Ushiro Iki

National Trainers, SESEMAT  
National Trainers, SESEMAT  
National Trainers, SESEMAT  
National Trainers, SESEMAT  
District Trainer, SESEMAT  
District Trainer, SESEMAT  
District Trainer, SESEMAT  
District Trainer, SESEMAT  
District Trainer, SESEMAT  
District Trainer, SESEMAT  
District Trainer, SESEMAT  
Comissioner, MOE  
Technical Advisor, SESEMAT  
Chief Representative, JICA Kampala office  
Project Coordination Advisor, JICA Kampala Office

### Rwanda

Mr. Antoine  
Mr. Matenda  
Mr. Venusute  
Ms. Peace  
Mr. Matenda  
Mr. Jean de Dieu  
Mr. Kobayashi Hiroyuki  
Mr. Tsujimoto Atsushi

Project Coordinator  
National Trainer, SMASSE  
District Trainer, SMASSE  
District Trainer, SMASSE  
National Trainer, SMASSE  
Science faculty dean, KIE  
Resident Representative, JICA Rwanda Office  
Program Manager, JICA Rwanda Office

### JICA Kenya Office

Mr. Kato Masaaki  
Mr. Junichi Hanai  
Mr. Sei Kimura  
Mr. S. K. Kibe

Chief Representative  
Senior Representative  
Representative  
Education Advisor

### SMASE Project

Mr. Keiichi Naganuma  
Mr. Atsushi Matachi  
Ms. Hazuki Uchiyama  
Mr. Noriaki Tanaka

Chief Advisor  
Academic Advisor  
Science Education  
Project Coordinator

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