

エチオピア連邦民主共和国  
住民参加型初等教育改善プロジェクト  
終了時評価調査報告書

平成24年7月  
(2012年)

独立行政法人国際協力機構  
人間開発部

人間
JR
12-056

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協力対象の13県は太線で囲まれたエリアにある。〔注：2000年以降、行政区の再編（県の分割等）があり、同エリア内にも新しい県が設置され、現在13県となっている〕



附  
図

写 真



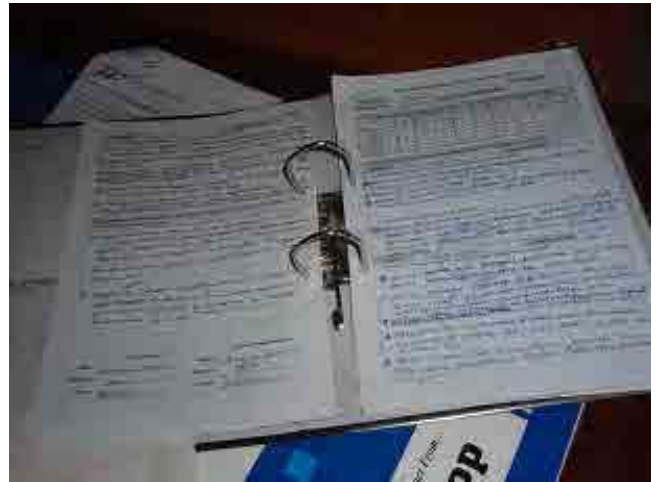
学校長へのインタビュー（North Showa）



アレルツ郡教育事務所指導主事へのインタビュー



ODA マガジンとモニタリング&報告ハンドブック  
（アレルツ郡教育事務所）



活動報告フォーマット  
（アレルツ郡教育事務所）



JSC での調査団評価結果発表



ミニッツ署名

## 略 語 表

略語	英語	日本語
BOFED	Bureau of Finance and Economic Development	財務経済開発局
C/P	Counterpart	カウンターパート
CRC	Cluster Resource Center	クラスター・リソース・センター
EMIS	Education Management Information System	教育管理情報システム
ESDP	Education Sector Development Programme	教育セクター開発プログラム
FC	Field Coordinator	フィールド・コーディネーター
GEQIP	General Education Quality Improvement Programme	教育の質向上プログラム
GER	Gross Enrollment Rate	粗就学率
HM Training	Ho! ManaBU Training	HM 研修
Ho! ManaBU	Hoggansa Mana Barnoota Ummataa (Management of Community-based School)	Ho!: Hoggansa (運営) ManaBU: コミュニティの学び舎
ITP	Interactive Training Package	インタラクティブ・トレーニング・パッケージ
JICA	Japan International Cooperation Agency	独立行政法人国際協力機構
JSC	Joint Steering Committee	合同運営委員会
KETB	Kebele Education and Training Board	ケベレ教育訓練委員会
KT	Key Teacher	主任教員
ManaBU Project	Community-Based Basic Education Improvement Project	住民参加型基礎教育改善プロジェクト
MOE	Ministry of Education	連邦教育省
MOFED	Ministry of Finance and Economic Development	財務経済開発省
OEB	Oromia Education Bureau	オロミア州教育局
PDM	Project Design Matrix	プロジェクト・デザイン・マトリックス
PO	Plan of Operations	活動計画
PTA	Parents and Teachers Association	保護者会
R/D	Record of Discussions	討議議事録
SD	School Director	校長
SIP	School Improvement Program	学校改善プログラム
SMAPP	Project on Increasing Access to Quality Basic Education through Developing School Mapping and Strengthening Micro-planning in Oromia Region	オロミア州初等教育アクセス向上計画
SMASEE	National Pilot Project for Strengthening Mathematics and Science Education in Ethiopia	理数科教育改善プロジェクト
STEO	Special Town Education Office	特別市教育事務所
TAEO	Town Administration Education Office	市行政区教育事務所
TDP	Teacher Development Program	教員開発プログラム

TELDCP	Teachers and Educational Leaders Development Core Process	教員・教育指導者開発局（教師教育局）
TOT	Training of Trainers	講師研修（トレーニング・オブ・トレーナーズ）
UPE	Universal Primary Education	初等教育の完全普及
WEO	Woreda Education Office	郡教育事務所
ZEO	Zonal Education Office	県教育事務所

## 終了時評価調査結果要約表

<b>1. 案件の概要</b>	
国名：エチオピア連邦民主共和国	案件名：住民参加型初等教育改善プロジェクト
分野：基礎教育	援助形態：技術協力プロジェクト
所轄部署：人間開発部 基礎教育第二課	協力金額（評価時点）：3億7,000万円
協力期間： 2008年9月20日～2012年9月19日	先方関係機関：オロミア州教育局（OEB）
<b>1-1 協力の背景と概要</b>	
<p>エチオピア連邦民主共和国（以下、「エチオピア」と記す）では、1997年より累次の「教育セクター開発プログラム（Education Sector Development Programme：ESDP）」を策定・実施しており、初等教育（第1～8学年）の粗就学率（Gross Enrollment Rate：GER）が、1997/98年の41.8%から2009/10年には93.4%にまで向上する等、アクセスの側面においては改善がみられる。しかしながら、就学における地域間・男女間格差、後期初等教育（第5～8学年）及び中等教育への進学率の低さなどはいまだ顕著な問題である。加えて、就学率改善に伴う1クラス当たりの生徒数の増加、特に農村部における教室・教科書・有資格教員の不足や、高い中途退学率（2009/10年の統計では第1学年の退学率は22.9%）、及び低い初等教育修了率（2009/10年の統計では41.7%）等、教育の質に係る課題も多岐にわたっている。</p> <p>これらの問題を改善し、とりわけ教育の質向上に取り組むため、連邦教育省（Ministry of Education：MOE）は2009年より「教育の質向上プログラム（General Education Quality Improvement Programme：GEQIP）」を実施し、「カリキュラム、教科書、試験の改善」「教師教育の改善」「学校運営の改善」「地方教育行政能力の向上」等を中心として教育の質を改善させていく取り組みを実施している。また、学校活動にコミュニティの参加を奨励、地方教育行政と協働することで、質の高い教育機会の拡充をめざしている。</p> <p>上記背景の下、クラスター・リソース・センター（Cluster Resource Center：CRC）を活用し、地方教育行政官・クラスター中心校の校長（School Director：SD）や主任教員（Key Teacher：KT）を対象とした講師研修（Training of Trainers：TOT）の実施、研修成果をモニタリング・報告するための地方教育行政機関の能力強化をめざす技術協力プロジェクトを、2008年9月から4年間の期間で開始した。</p>	
<b>1-2 協力内容</b>	
<p>(1) 上位目標</p> <p>オロミア州において、主体的な学校運営が広く行われる。</p>	
<p>(2) プロジェクト目標</p> <p>プロジェクト対象地域において、教育行政機関の支援の下、学校と地域住民の協働を通じて主体的な学校運営が行われる。</p>	
<p>(3) 成果</p> <p>成果1：学校改善活動に係る計画の策定・実施プロセスが改善される。</p> <p>成果2：教育行政機関による学校改善活動のモニタリング体制が強化される。</p>	



成果3：プロジェクトの研修とアプローチをオロミア州教育局（Oromia Education Bureau：OEB）が主体的に活用し、普及していくための基盤が強化される。

(4) 投入（評価時点）

日本側：総投入額 3億7,000万円

- ・長期専門家派遣 延べ4名 107.9MM
- ・短期専門家派遣 延べ7名 27.9MM
- ・研修員受入 延べ6名
- ・供与機材（携行機材を含む） 11万5,440USドル（四輪駆動車） + 409万8,342ブル
- ・運営経費等 1億2,407万4,000円（2012年度計画値を含む）

相手国側：

- ・カウンターパート（Counterpart：C/P）配置  
OEB にプロジェクトダイレクター、プロジェクトマネジャー等、各県教育事務所（Zonal Education Office：ZEO）、市行政区教育事務所（Town Administration Education Office：TAEO）、郡教育事務所（Woreda Education Office：WEO）にフォーカルパーソン各1名
- ・土地・施設提供  
OEB、イーストワレガ及びイーストショーワ県 ZEO 内にオフィススペース、ほかに研修会場として各学校を使用
- ・運営経費等 103万3,929ブル

2. 評価調査団の概要

調査者	団長・総括	佐久間 潤	JICA 人間開発部 次長兼基礎教育グループ長
	評価計画	亀井 温子	JICA 人間開発部 基礎教育第二課 企画役
	評価分析	宮川 眞木	株式会社コーエイ総合研究所
調査期間	2012年5月20日～6月9日		評価種類：終了時評価

3. 評価結果の概要

3-1 実績の確認

3-1-1 プロジェクト目標の達成状況

「プロジェクト対象地域において、教育行政機関の支援の下、学校と地域住民の協働を通じて主体的な学校運営が行われる」

プロジェクト目標は、以下の状況のプロジェクト・デザイン・マトリックス（Project Design Matrix：PDM）上の指標と対比から、達成されると見込まれる。

パイロット CRC の小学校児童の中途退学者数は、1万1,163人（8.4%、2008/09年）から1万580人（8.1%、2010/11年）に減少し、この、パイロット CRC の小学校児童の中途退学率8.1%（2010/11年）は、パイロット CRC 近辺の非対象 CRC の小学校児童の平均中途退学率10.0%よりも良い値を示している。パイロット CRC での小学校第1学年児童の数は、男女で2万19人（2008/09年）から2万2,693人（2010/11年）に増加し、女子だけでは1万264人（2008/09年）から1万1,426人（2010/11年）に増加した。

HM 研修（HO! ManaBU Training：HM Toraining）（以下、「HM 研修」と記す）で得た知識や

スキルを生かし、学校改善のための活動を行ったパイロット CRC の割合についても目標値（8割）は達成され、91%のパイロット CRC が HM 研修で習得した知識と技能を活用した活動を実施した。

### 3-1-2 成果の達成状況

以下の状況を PDM 上の指標と対比すると、プロジェクトの成果はおおむね達成されたと判断できる。

(1) 成果1：学校改善活動に係る計画の策定・実施プロセスが改善される。

学校改善活動に係る計画策定・実施プロセスに関する研修のための TOT が3回実施され、それらの出席率は、95%（2009年）、99%（2010年）、93%（2012年）であった。TOT参加者は肯定的な自己評価を示し、96%以上が、ファシリテーションについて自信を得たと回答した。このTOT参加者の指導によるパイロット CRC での HM 研修の開催数と参加者数が、それぞれ805回、5万481人に達した。HM研修における WEO、TAEO、及び CRC からの研修指導者は、研修参加者が研修に満足し、かつ研修を通じて教育の課題について啓発することができたと確信している。さらに、HM研修のための教材であるインタラクティブ・トレーニング・パッケージ（Interactive Training Package：ITP）1～5をまとめた、気づき、分析、計画のテーマをカバーする、HM研修統合パッケージが開発された。

(2) 成果2：教育行政機関による学校改善活動のモニタリング体制が強化される。

モニタリングとその報告の様式が簡易化される方向で改訂され、それに対応したマニュアルが作成され、ハンドブックとして関係者に配布された。一方、モニタリングと報告書作成についての研修が、ZEO、特別市教育事務所（Special Town Education Office：STEO）、WEO のフォーカルパーソン、CRC 指導主事、SD、KT を対象に、3回実施され、参加者数は964人に達し、参加率はいずれも90%を超えた。研修において、ハンドブックの配布と解説が行われ、参加した CRC 指導主事のうちプロジェクトによる包括的モニタリングにてヒアリングを受けた者の約90%が、自身の報告書作成技術が向上したと答えた。

(3) 成果3：プロジェクトの研修とアプローチを OEB が主体的に活用し、普及していくための基盤が強化される。

JICA プロジェクトチームの協力の下、HM研修とその方法を OEB により普及するための主体計画が、2011年6月に策定された。プロジェクトチームの支援を得て、州レベル研修ファシリテーターの研修が2011年12月に実施され、その後、県・郡・CRC レベルのファシリテーター対象の研修が州内4ヵ所で608人の参加者を集め行われた。学校レベルの研修も既に開始されている。

広報活動として、OEB とプロジェクトからの情報と、プロジェクト活動の優良実践例を共有するための ODA マガジンが2010～2012年の間に4回発行され、各号2万部が関係機関に配布された。また、2012年の OEB 四半期会議において、全 ZEO 代表とともに OEB 主体計画についての協議が行われ、2011年の OEB 年次会議では、プロジェクトの活動実績が全 ZEO、TAEO、WEO に対し発信された。

### 3-2 評価結果の要約

#### (1) 妥当性：高い

エチオピア政府の教育政策を示す ESDPIV のなかでは、住民参加と、郡、CRC 及び学校レベルの運営能力の改善が優先事項として強調されており、ESDPIV の下の GEQIP のなかで、学校改善プログラム（School Improvement Program：SIP）は参加型で透明性の高い学校運営を重視している。一方、わが国の対エチオピア援助政策は、地方政府と地域コミュニティの能力開発を通じた基礎教育のアクセスと質の改善を優先事項としており、JICA の援助方針も同様に基礎教育の質の改善を重点領域のひとつとしている。したがって、政策面での整合性は高い。

また、中途退学や教育機会の男女差を問題として抱えている地域住民と、教育行政機関である CRC、WEO、TAEQ、ZEO にとって、これらの問題も含めた学校運営に取り組もうとする、本プロジェクトのニーズは高い。

#### (2) 有効性：やや高い

3つの指標すべてが目標値に到達しており、プロジェクト目標は、達成される見込みが高い。

また、成果レベルにおいて、「指標 2-2 パイロット CRC からの報告書の提出率」が目標値と大きく隔たりがあるものの、他の指標は大部分目標値に到達しており、3つの成果も、すべて達成される見通しが高い。特に OEB 主体計画を通じた成果 3 の達成は、成果 1 による研修教材と TOT の実施経験を活用したもので、プロジェクト目標達成への貢献が大きい。

一方、OEB は TOT 実施のために必要な知識と技能を習得しており、CRC からの TOT 参加者は、HM 研修のファシリテーターとして、研修運営に自信をもっている。

#### (3) 効率性：やや低い

TOT ファシリテーター、研修ファシリテーター、研修会場としての学校など、エチオピア側のリソースが効率よく活用された一方で、モニタリングとその報告が、OEB の通常業務とは別個の独立した業務として扱われたため、作業の効率が悪く、モニタリング担当者にとって、新たな負担となった。

日本側の投入のタイミングは、専門家、C/P 研修、機材について概ね良好だったが、短期専門家から C/P への教材開発についての技術移転は、エチオピア側の関与が乏しかったため、十分なものとならなかった。また、研修教材である ITP3、4、5 は、一定の効果をもたらしたが、不十分なコミュニケーションにより、今後 OEB 主体計画のなかで更に広範に普及される見込みは高くない。

一方、2度にわたる PDM の改訂は、プロジェクトの枠組みの適切性を確保するために必要であったものの、プロジェクトの投入、スケジュール、活動内容等の変更をもたらした、効率性に影響を与えた。

#### (4) インパクト：高い

プロジェクトにより開発された主体的学校運営の研修については、プロジェクト対象以外を含むすべての郡と CRC を対象とした OEB 主体計画で既に実施されており、オロミア州の

非対象地域に普及する可能性が極めて高く、上位目標が達成される可能性は高い。

ほかに、OEB が GEQIP の下で実施する SIP に対し、具体的な住民参加学校運営の方法を提示することにより、その推進に貢献したこと、プロジェクトのターゲットではない衛星校が、住民参加学校運営において活性化をみせたこと、ビデオ教材や C/P 研修等のプロジェクトの活動を通して紹介された授業研究がオロミア州内においてパイロットベースで実施されるようになったことなどが、インパクトとして指摘できる。

#### (5) 持続性：高い

政策、財政、組織、技術の面において、自立発展性は高い。ESDPV では、住民参加が優先政策となっており、エチオピア側及び OEB が参加型学校運営の支援を続ける可能性は高い。また、TOT の費用と学校レベルの研修費用は、それぞれ教員開発プログラム (Teacher Development Program : TPD) 用予算や GEQIP のスクールグラントで賄うことができる。組織の面では、TOT と学校レベルの研修は、OEB、ZEO/TAEO、WEO、CRC、学校のカスケードのなかで効率的に運営されることが可能である。技術面ではエチオピア側は、研修実施に必要な知識と技能を習得している。

### 3-3 効果発現に貢献した要因

#### (1) 計画内容に関すること

OEB 主体計画は、当初プロジェクト活動とは独立したものとして OEB 組織内の構想として存在していたが、中間レビューの提言を踏まえ、その詳細計画策定支援と普及基盤の強化が、PDM 第 3 版においてプロジェクトの活動及び成果として位置づけられたことにより大きく進展し、研修の運営実施に関する技術移転とプロジェクトの自立発展性を高めた。

#### (2) 実施プロセスに関すること

特に ITP1 と ITP2 にみられる研修教材の質の高さと個性的な特徴が、プロジェクトの効果発現に大きく貢献した。中途退学や女子教育など身近でありながら深刻な問題を扱い、楽しめるゲーム方式を採用し、簡易で分かりやすい図解による説明やその他の優れた特徴をもつ研修教材は、教師や地域住民を研修に引きつけ、彼らの積極的な参加をもたらした。また、HM 研修のファシリテーション技術が、JICA 専門家から TOT のファシリテーターに移転され、更に CRC 研修の研修ファシリテーターに効率よく移転され、学校レベルの研修がうまく実施された。

### 3-4 問題点及び問題を惹起した要因

#### (1) 計画内容に関すること

プロジェクト開始前の段階で CRC の組織分析が必ずしも十分に行われていない状況で、CRC の機能強化を当初のプロジェクト目標に設定し計画を策定したため、プロジェクト運営に不具合が見込まれることとなり、PDM の改訂が避けられないものとなった。

#### (2) 実施プロセスに関すること

2 度にわたる PDM の改訂は、プロジェクトの枠組みの適切性を確保するために必要であ

ったものの、プロジェクトのアプローチの変更をもたらし、リソースの効率的な活用に制約となった。また、研修教材開発の初期段階における OEB とプロジェクトとのコミュニケーションの不足により、一部の研修教材の普及可能性が限定的なものとなり、教材開発がエチオピア側 C/P の十分な関与を得ることなく、主として JICA 専門家チームにより行われたことにより、この分野における技術移転が十分なものにならなかった。

### 3-5 結論

本プロジェクトは、プロジェクト終了時まで、プロジェクト目標「プロジェクト対象地域において、教育行政機関の支援の下、学校と地域住民の協働を通じて主体的な学校運営が行われる」が達成される見込みは十分に高い。

終了3ヵ月前の現時点において、計画された3つの成果がおおむね順調に産出されており、プロジェクト目標の3つの指標目標値もすべて達成されたと判断できる。

### 3-6 提言

#### (1) オロミア州教育局 (OEB) 主体計画実施のフォロー

女子教育と退学率を優先課題とする OEB は、ITP1 及び ITP2 をプロジェクト対象地域以外にも普及すべく、OEB 主体計画を開始した。2011年12月には指導者養成研修 (TOT) を行い、608名の研修指導者が養成され、プロジェクト対象以外の CRC に対しては、3CRC 当たり1セットの研修教材が配布された。現在 OEB はプロジェクトの支援を得てゾーン以下のレベルの研修実施状況のモニタリングを開始しているが、今後も継続してモニタリングに取り組み、CRC や学校レベルでの研修実施を促進するとともに、モニタリングの結果を OEB の今後の計画や教育開発活動に生かしていくことが期待される。

#### (2) オロミア州教育局 (OEB) 主体計画の更なる実施

OEB 主体計画を踏まえ、OEB は2012年7月からの新予算年度 (2012/13年度) から、プロジェクトが作成した ITP1 及び ITP2 の研修を、各学校が実施する SIP の活動の一部として実施する予定である。オロミア州内の質の高い教育普及の実現に向けては、女子教育と退学の課題解決が重要であり、そのためには継続した取り組みが必要である。今後も OEB が各レベルの教育行政関係者や SD を対象とした TOT を継続して実施し、ITP1 及び ITP2 が継続して活用されていくことが望ましい。既に行われた OEB 主体計画の TOT 同様、OEB が実施する他の研修との組み合わせにより実施することで、追加的な予算措置をせずとも実現可能な方法で実施していくことが望まれる。

#### (3) オロミア州教育局 (OEB) 主体計画継続のための OEB 人材の配置

以上に述べた OEB 側による主体的な取り組みの継続のためには、OEB 内の複数の部署が関与していく必要がある。これまで OEB 主体計画に中心にかかわった人材は限られており、必ずしも OEB 全体が HM 研修とその教材を十分に把握しているわけではない。今後の OEB 主体計画を中心的に担う人材を、教員開発プログラム (TDP) 部門及び視学部門 (Supervision Dept.) からフォーカルパーソンとして指名することが望ましい。

#### (4) 学校改善プログラム (SIP) プロセスにおけるプロジェクト経験の活用

ITP3 及び ITP4 は、具体的なコミュニティ参加の手法を提供し、積極的なコミュニティの参加を喚起、各学校レベルの SIP プロセスを改善したことが確認された。既に SIP の公式ガイドラインは最終化されており、ITP3 及び ITP4 をそのガイドラインの一部としてプロジェクト対象地域以外にも拡大していくことは困難であるが、プロジェクト経験から得られた知識とノウハウについては、今後の OEB による SIP 実施や SIP 研修に生かしていくことが期待される。

計画と行動の基本的なコンセプトについての理解を強化するために開発された ITP5 についても同様に、OEB が今後 SIP の実施、関連する研修の実施や研修教材開発において活用していくことが期待される。

### 3-7 教 訓

#### (1) 参加型の研修教材

HM 研修教材は、ITP1 及び ITP2 に顕著に確認されるように、ゲーム方式で楽しく参加できる形式に開発されており、結果コミュニティや参加者の積極的な関与を促進することができた。コミュニティレベルの参加が期待される研修教材の開発においては、本プロジェクトが作成したような楽しめる教材の開発は効果的である。

#### (2) 協働による能力開発と技術移転

OEB 主体計画の TOT 実施にあたっては、OEB が委員会を設置し主体的に取り組み、計画し、プロジェクトの支援を得て双方が協働することにより進められた。この過程において、OEB 関係者の能力強化が行われた。

他方一連の教材開発の過程では、OEB 側関係者の巻き込みは効果的に行われず、結果、研修教材の企画、作成、修正に関するノウハウや知識、技術の移転は限定的となった。長期間にわたって継続して研修教材が活用されるためには、作成過程に C/P の関与を得て技術移転を行うことが必要である。また、研修教材はプロジェクト終了後も C/P により容易に複製、修正できるものとすることが求められる。

#### (3) 他案件との連携

オロミア州では理数科教育改善プロジェクト (National Pilot Project for Strengthening Mathematics and Science Education in Ethiopia : SMASEE) を実施中である。プロジェクトの後半においては双方の積極的な情報交換、連携が行われている。特に OEB が州内で「授業研究」をパイロットする取り組みにおいて、本プロジェクトが側面支援したことは連携の好事例といえる。

#### (4) 頻繁な人事異動が予見される場合のプロジェクトスコープ

エチオピアでは州教育局、ゾーン以下の教育組織 (ZEO、WEO/TAEO、CRC) 及び SD に及ぶまで、頻繁な人事異動が行われており、効果的な技術協力の阻害要因となっている。本プロジェクトの場合には、最終的には OEB 主体計画により全州内の教育行政機関を対象に TOT が実施されたため、異動があってもその経験の活用が州内で可能となった。相手国にお

いて C/P の頻繁な異動が予見される場合には、プロジェクトスコープの決定においてその影響を考慮しておくことが必要である。

(5) プロジェクト詳細計画段階における組織分析の重要性

本プロジェクトでは実際の教育ニーズへの対応とプロジェクト枠組み適正化を目的とし、2回の PDM 改定が行われた。改定自体は必要かつ適切なものであった。一方、CRC の機能強化が当初のプロジェクト目標でありながら、プロジェクト開始前の段階で、CRC の組織分析が必ずしも十分に行われていなかった。適切なプロジェクト枠組みを設定するためには、早い段階で十分な組織分析を行うことが必要である。

(6) 機材供与の際のニーズアセスメント

本プロジェクトでは、CRC の機能強化を目的とし、CRC を対象とした機材供与を行った。PC や関連機器は概して活用されていた一方、一部ジェネレーターが十分活用されていない例が確認された。その背景には供与当時は頻繁に発生していた停電の状況が近年急速に改善されたことがあるが、プロジェクトが機材供与を行う場合には、使用される環境、将来の状況予測を十分に行うことが必要である。

## Overview of Final Evaluation Survey Results

<b>1. Outline of the Project</b>	
<b>Country:</b> Federal Democratic Republic of Ethiopia	<b>Project Title:</b> Project on Improving Access to Quality Primary Education
<b>Issue/Sector:</b> Basic Education	<b>Cooperation Scheme:</b> Technical cooperation project
<b>Division in Charge:</b> Basic Education Division II, Group 1, Human Development Dept.	<b>Total Cost (evaluation point) :</b> 370 million yen
<b>Period of Cooperation (R/D):</b> 4 years from September 20, 2008 to September 19, 2012	<b>Partner Country's Implementing Organization:</b> Ministry of National Education
	<b>Supporting Organization in Japan:</b>
<b>1-1 Background of the Project</b>	
<p>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 achieved the significant progress over the last decade, especially in terms of access. Gross enrollment rate (GER) for primary education increased from 41.8% (1997/1998) to 93.4% (2009/2010). 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.</p> <p>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.</p> <p>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.</p>	
<b>1-2 Contents of Cooperation</b>	
<b>(1) Overall Goal</b>	
Participatory school-based management is promoted in Oromia Region.	
<b>(2) Project Purpose</b>	
Participatory school-based management is promoted in the target area through collaboration between	



school and community with support of educational administrative organizations.

**(3) Outputs**

Output 1: Planning and implementation process of school improvement activities is improved.

Output 2: Monitoring of school improvement activities by educational administrative organizations is enhanced.

Output 3: Foundation for utilization and dissemination of the trainings and approaches of the Project by OEB is strengthened.

**(4) Input (up to the point of Final Evaluation)**

Japanese Side

- Long Term Expert 4 times 107.9MM
- Short Term Expert 7 times 27.9MM
- Counterpart Training 6 persons
- Equipment 115,440USD (4WD vehicle) + 4,098,342Birr
- Operation Cost 124,074,000JPY ( includes the plan for 2012)

Ethiopian Side

- Counterparts: Project Director, Project Manager and additional four officers from OEB
- One focal person from each target ZEO, TAEO, WEO
- Facilities: Office spaces at OEB and ZEOs in East Wellega and East Showa, Training venues at the Pilot CRCs
- Operation Cost 1,033,929Birr ( estimate)

**2. Outline of Evaluation Study Team**

Members of Evaluation Team	Leader	Mr. Jun SAKUMA	Deputy Director General, Basic Education Group, Human Development Department, JICA
	Evaluation Planning	Ms. Haruko KAMEI	Advisor, Basic Education Division 2, Human Development Department, JICA
	Evaluation Analysis	Mr. Shimboku MIYAKAWA	Consultant, Koei Research Institute International Cooperation
Period of Evaluation	From May 20, 2012 to June 9, 2012		Type of Evaluation: Final Evaluation

**3. Outline of Evaluation Result**

**3-1 Achievement of the Project**

**3-1-1 The Project purpose**

Judging from the indicators set in the PDM, the Project purpose is likely to be achieved.

The number of drop-out students of the primary schools in the pilot CRCs reduced from 11,163 (Rate 8.4%, 2008/09) to 10,580 (Rate 8.1%, 2010/11). It is observed that the average drop-out rate of Pilot CRCs in 2010/2011 (8.1) is better than that of 81 non-Pilot CRCs nearest to Pilot CRCs. The number of Grade 1 students in the pilot CRCs also improved from 20,019 (2008/09) to 22,693 (2010/11) for males plus female and from 10,264 (2008/09) to 11,426 (2010/11) for female only.

About percentage of the pilot CRCs implemented activities utilizing the knowledge and skills acquired in HM training, the target (80%) was met by 91%. The total number of those activities since November 2009 reached 848.

### **3-1-2 Output of the Project**

Judging from the indicators set in the PDM, the Outputs have mostly been produced as planned.

- 1) Output 1: Planning and implementation process of school improvement activities is improved.

The Project conducted TOT 3 times. The attendance rate of them was 95% (2009), 99% (2010) and 93% (2012). The self-assessment made by TOT participants showed that over 96% of them obtained confidence in their facilitation at the end of TOT according to the questionnaire survey. By December 2011, the total number of HM Training which was facilitated by them in the pilot CRCs reached 805 times and total number of the participants reached 50,481. The facilitators from WEO/TAEO and CRC believed the participants enjoyed the training and were aware of the issues according to the comprehensive monitoring survey. The evaluation team confirmed there was no dissatisfaction about the quality of HM Training from teachers or community members.

Meanwhile, an integrated package of HM training (ITP1-ITP5 or Awareness, Analysis and Planning) was developed.

- 2) Output 2: Monitoring of school improvement activities by educational administrative organizations is enhanced.

A format and a manual for monitoring and reporting were simplified and the handbook for monitoring was developed. In parallel, the training on monitoring and reporting for the focal persons of ZEO, WEO/STEO, CRC, key teachers and school directors was conducted 3 times and 964 participants were trained. The attendance rates were 90% or over for all the trainings. The handbook was distributed in the trainings.

On the other hand, the submission rate of Training and Progress report from the pilot CRCs to OBE was under 50% at the best.

- 3) Output 3: Foundation for utilization and dissemination of the trainings and approaches of the Project by OEB is strengthened.

OEB Initiative Plan for disseminating HM training and approaches was developed in cooperation with JICA project team in June 2011. The training of the regional trainers was conducted in December 2011 being supported by the project team. The training was organized in 4 places with 608 participants. The implementation at school level has already started.

Sharing information and experience of the project were promoted through ODA magazine and regular meetings. Four issues of ODA magazine were published between 2010 and 2012 for sending the messages from OEB and the Project and sharing the good practices of the project activities. While at a quarterly meeting of OEB in March 2012, the OEB Initiative Plan was discussed with ZEOs, at an annual conference where ZEO, TAEOs and WEOs were invited by OEB, information of the project was dispatched from the project's booth.

### **3-2 Summary of the evaluation**

- (1) Relevance: High

On the Ethiopian side ESDP IV emphasizes importance of community participation and improvement of management capacities at the Woreda, CRC and school levels. SIP (School Improvement Program) under GEQIP focuses on participatory and accountable school

management. On the Japanese side Japan's aid policy for Ethiopia gives priority to improvement of access and quality of basic education through capacity development of local government and community in her assistance. Likewise JICA's aid policy also places provision of quality basic education as one of the focus areas. Therefore the consistency with the policies is high.

In the aspect of needs of the target group, needs for improving school management with community participation and capacities of CRC, WEO, TAE0, and ZEO are also high.

(2) Effectiveness: Fairly High

Project purpose is likely to be achieved as three indicators for the Project Purpose met their targets. Although the performance relating to the indicator 2.2 (Submission rate of Training and Progress reports) is far below the target, most of the other indicators for the outputs cleared their targets. Output 1 and 3 effectively contributed to the project purpose. Especially, achievement of Output 3 through "OEB initiative" contributed in great extent to the achievement of project purpose utilizing training materials and experiences of organizing TOTs gained from Output 1.

OEB has acquired sufficient knowledge and skills for organizing TOT. TOT participants from CRC have confidence as a facilitator of Ho! ManaBU training.

(3) Efficiency: Rather Low

While the resources of the Ethiopian side, like TOT facilitators, training facilitators and school as training venue, were effectively used, monitoring and reporting of the Project created additional burden for the officers in charge of monitoring as it was arranged in parallel to existing OEB's monitoring work.

Although most of the inputs from the Project like experts, counterpart training, materials and equipment were provided timely, due to insufficient communication, technical transfer from the short-term experts for material development to the counterparts was limited, which led to less feasibility of ITP 3 and 4 for the use in OEB Initiative.

In the course of project implementation, PDM was revised twice. It was appropriate for adjusting project framework, but affected efficiency of the project activities as it required change in inputs, schedule and activities accordingly.

(4) Impact: High

Overall goal is likely to be achieved based on the achievement and the experience of the project as OEB has implemented the 'OEB Initiative Plan' targeting all the Woredas and CRCs with full ownership of OBE.

The project contributed to the implementation of SIP showing good practices of raising community participation and strengthening school-based management. Activation of the satellite schools in participatory school management and introduction of lesson study on pilot basis are also the unexpected impact of the Project.

(5) Sustainability: High

Sustainability is high judging from the aspects of policy, budget, organization and skills.

ESDP IV puts 'Community Participation' as its priority in the policy. It is likely that the government of Ethiopia/Oromia will continue to support participatory school-based management. Cost for TOT can be managed by the budget of TDP and schools can use school grant of GEQIP for training purpose when necessary. The TOT and school level trainings can be effectively organized in a cascade from the regional level of OEB to ZEO, WEO/TAEO, CRCs and schools. Sufficient knowledge and skills for facilitation of the training were acquired by the facilitators of OEB, ZEO, TAEO, Woreda and CRCs.

### **3-3 Factors that Promoted the Realization of Effects**

#### **(1) Factors Concerning to Planning**

OEB Initiative Plan, which had been an OEB's own idea apart from the Project, progressed remarkably and enhanced technical transfer in implementation of the training and sustainability of the Project. The support to OEB Initiative plan was rightly incorporated into the third version of the PDM based on the recommendation of the mid-term reviews.

#### **(2) Factors Concerning to the Implementation Process**

Uniqueness and good quality of the training materials, in particular ITP1 and 2 contributed a lot to the progress of the project. Familiar and serious theme like dropout or girls' education, adoption of enjoyable games, simple illustration and other good characteristics of the material attracted teachers and community members to the training and promoted their active participation. Then facilitation skills needed for Ho! Manabu Training was transferred from the JICA experts to the trainers at TOT and the trainers transferred those skills to the facilitators at CRC level. This worked well so that the third and last TOT was conducted by the Ethiopian senior trainers with a limited support of the JICA experts and Ho! ManaBU Training at CRC level was conducted nicely.

### **3-4 Factors that Impeded the Realization of Effects**

#### **(1) Factors Concerning to Planning**

The original plan with a project purpose of enhancing function of CRCs was designed with insufficient organizational analysis of CRC, which required changes in the project design causing revisions of the PDM.

#### **(2) Factors Concerning to Implementation Process**

PDM was revised twice, which was appropriate for adjusting project framework, but affected efficiency of the project activities as it required change in inputs, schedule and activities accordingly. Insufficient communication between OEB and the project team at the beginning stage of the training material development constrained the feasibility of some modules of the training package for their wider dissemination and the material development process, which was occupied mainly by the JICA expert team with little involvement of the Ethiopian counterparts caused limited technical transfer in this area.

### **3-5 Conclusion**

Based on the findings of the survey, the Team concludes that the Project has achieved its outputs and objective as expected. Especially, its contribution to raising awareness and encouraging school level activities to address the issues of girls' education and school drop-out thorough introduction of ITP 1 and ITP 2 are notable. As a whole, the Project also contributed to improve SIP process and SIP activities at the target CRCs and schools by conducting TOT for Ho! ManaBU training.

### **3-6 Recommendations (specific measures, suggestions and advice)**

(1) Follow-up of OEB Initiatives at school level

Recognizing the issues of girl's education and drop-out from schools in the region, OEB with its initiative started to disseminate ITP1 and ITP2 to non-target zones. OEB conducted TOT for those non-target zones in December 2011 and trained 608 trainers. The training kits were distributed to CRCs, one for three CRCs to share. OEB, with the support from the Project, has started monitoring the activities by ZEO, WEO, CRC and schools after the TOT. It is recommended that OEB with support from the Project encourages educational institutions at zone and the below level to implement trainings at school level, and reflecting findings and feedback from the monitoring to OEB's future planning and activities.

(2) Further implementation of OEB Initiative

After TOT and distribution of training kits under "OEB initiative", OEB has a plan to include Ho! ManaBU ITP 1 and ITP 2 activities as a part of school level activities in SIP in next fiscal year 2012/2013 and onward. In order to achieve universal access to quality education by overcoming the issues of girls' education and drop-out from schools, continuous efforts will be required in coming years. Therefore it is highly recommended that OEB continues TOT in future too, enhancing capacity of educational administrators, school directors and other major stakeholders, so that effective use of ITP 1 and ITP 2 will be sustained. Based on the experience of the last TOT in December 2011, OEB may continue to arrange TOT for Ho! ManaBU by taking opportunities of other trainings organized by OEB to minimize its financial burden.

(3) Appointment of a focal person for the "OEB initiative"

In order to implement the recommended activities mentioned above, various department of OEB need to work closely. At the moment, the number of staff who has directly involved in the process of the "OEB initiative" is limited and not all the people concerned are familiar with the Ho! ManaBU training and its materials. Therefore it is recommended that OEB appoints at least two focal persons, one from TDP and another one from Supervision Department, who will be in charge of OEB Initiative related activities.

(4) Imparting experiences of Ho! ManaBU to SIP process

Interview to target WEO, CRC and schools revealed that ITP 3 and ITP4 enhanced analysis and planning process of SIP at schools, showing practical ways of community participation, which supplemented existing SIP guidelines and instructions. Although ITP 3 and ITP 4 may not be

feasible to be scaled up to non-target zones as they are, because the official guideline of SIP has been finalized and distributed. It is recommended that the knowledge and know-how obtained through the Project experiences shall be imparted to SIP implementation and instructions, and training for SIP in future.

Likewise ITP 5, which intends to strengthen understanding basic concept of planning and taking actions, may be used to enhance SIP process as a reference when OEB implement SIP and prepare related training materials.

### **3-7 Lessons Learned (reference cases derived from the project for finding, planning implementation and management of other similar projects)**

#### **(1) User friendly interface of training materials**

User friendly and enjoyable interface of training materials obviously made Ho! ManaBU trainings attractive and draw active engagement of the participants, which was proved by the great success of ITP 1 and ITP 2. Especially when active participation of stakeholders at community and school level is expected, the approach to make the interface of training materials user friendly and enjoyable is effective.

#### **(2) Capacity development and technical transfer thorough joint work**

The Project jointly worked with OEB to implement TOT, the “OEB initiative” and monitoring activities. Especially for the “OEB initiative”, establishment of the committee within OEB and intensive work to plan TOT supported by the Project has capacitated all staff members of OEB involved in the process. The importance of capacity development of counterparts through joint work cannot be emphasized more.

On the other hand, in the process of developing training materials, OEB had not been involved effectively thus technical transfer in terms of designing, producing and modifying training materials was limited. For long-time use and continuous improvement of training materials, counterparts should have been fully involved in every step of development of those materials. Besides, the materials should be designed in a way that counterparts can easily duplicate for wider use.

#### **(3) Partnership with other JICA supported projects**

In Oromia region, SMASEE, National Pilot Project for Strengthening Mathematics and Science Education is on-going with assistance of JICA. In the later stage of the Project, good partnership between SMASEE and the Project has been observed. Frequent information exchange and joint discussion between OEB and two projects contributed promotion of lesson study in the region.

#### **(4) Consideration of Frequent transfer of officers of the counterpart side**

Frequent transfer among OEB, ZEO, WEO/TAEO, CRC and school directors are often observed in Ethiopia, which sometimes disturbs efficiency of project activities. In the case of the Project, “OEB initiative” covering the whole region will settle the issue by the end of the Project. When frequent transfer of counterparts or government staff is expected, it is advised that the project scope and activities will be designed in a way to mitigate negative impact of the transfers.

(5) Sufficient organizational analysis for project design

The PDM of the Project has been revised 2 times in the course of implementation of the Project, which was appropriate for adjusting project activities to educational needs and for effective monitoring. However, deeper analysis of functions and situation of CRC before the launch of Project could have set the Project framework more appropriate at earlier stage of the Project and made the project implementation more efficient.

(6) Careful needs assessment before provision of equipment

It has been confirmed that the equipment provided by the Project to CRCs, a PC and a printer are generally well utilized and contributed to enhancing the function of CRC. But there are cases where generators are not fully utilized either because CRCs have its sufficient power supply or fuel is not affordable. This is partly because the supply of electricity has far improved since the time of providing generators, thus the need for generator has been changed relatively quickly since then. When a project provides electrical equipment, actual needs and environment should be carefully examined.

## 第1章 評価調査の概要

### 1-1 調査団派遣の経緯と目的

エチオピア連邦民主共和国（以下、「エチオピア」と記す）では、1997年より累次のESDPを策定・実施しており、初等教育（第1～8学年）のGERが、1997/98年の41.8%から2009/10年には93.4%にまで向上する等、アクセスの側面においては改善がみられる。しかしながら、就学における地域間・男女間格差、後期初等教育（第5～8学年）及び中等教育への進学率の低さなどはいまだ顕著な問題である。加えて、就学率改善に伴う1クラス当たりの生徒数の増加、特に農村部における教室・教科書・有資格教員の不足や、高い中途退学率（2009/10年の統計では第1学年の退学率は22.9%）、及び低い初等教育修了率（2009/10年の統計では41.7%）等、教育の質に係る課題も多岐にわたっている。

これらの問題を改善し、とりわけ教育の質向上に取り組むため、MOEは2009年よりGEQIPを実施し、「カリキュラム、教科書、試験の改善」「教師教育の改善」「学校運営の改善」「地方教育行政能力の向上」等を中心として教育の質を改善させていく取り組みを実施している。また、学校活動にコミュニティの参加を奨励、地方教育行政と協働することで、質の高い教育機会の拡充をめざしている。

上記背景の下、CRCを活用し、学校運営改善を通じた教育の質の向上に資する協力要請がエチオピアよりわが国になされた。JICAはこの要請を受け、OEBをC/P機関として、2008年9月より4年間の予定で「住民参加型初等教育改善プロジェクト」（通称：Ho! ManaBUプロジェクト）を実施しており、現在2名の長期専門家（チーフアドバイザー/地方教育行政、業務調整/初等教育）を派遣中である。

本プロジェクトは、プロジェクト目標「プロジェクト対象地域において、教育行政機関の支援の下、学校と地域住民の協働を通じて主体的な学校運営が行われる」を達成するために、地方教育行政官・クラスター中心校のSDやKTを対象としたTOTの実施、研修成果をモニタリング・報告するための地方教育行政機関のキャパシティ強化を中心にプロジェクト活動を展開してきた。

TOTにおいては、2009年度に地域住民や学校職員の「気づき」をテーマとして、学校レベルで行われる3種類「中途退学」「女子教育」「(参加型)学校改善計画」のHM研修が、2010年度には「分析」をテーマとしたHM研修「Discover our school」のファシリテーター育成がそれぞれ実施され、2011年度は「計画策定・行動」をテーマとしたHM研修のTOTが実施された。さらにこれらと並行し、これまで3年間にわたって作成されてきた各HM研修を学校の状況に応じてより効果的に実施できるよう、すべてのコンポーネントを包括した研修パッケージの開発を行うとともに、モニタリング体制強化のためのツール開発を行った。

今回実施する終了時評価調査は、2012年9月のプロジェクト終了を控え、プロジェクト活動の実績、成果を評価、確認するとともに、今後のプロジェクト活動に対する提言及び今後の類似事業の実施にあたっての教訓を導くことを目的として実施された。

### 1-2 終了時評価調査の目的

- (1) これまで実施した協力活動について、当初計画に照らし、投入実績、活動実績、計画達成度を確認する。



- (2) 計画達成度を踏まえ、評価5項目(妥当性、有効性、効率性、インパクト、自立発展性)の観点から、調査内容を整理し、評価グリッド、質問票を作成する。プロジェクトチーム、エチオピア側関係者とともに、プロジェクトの終了時評価を行う。
- (3) 以上の評価結果に基づき、プロジェクトの残された期間に取り組むべき課題を整理し、プロジェクト終了後の先方の自立的な取り組みを促すための提言と、今後のエチオピアでの取り組みやJICAの類似案件に役立てるための教訓を抽出する。
- (4) 評価・協議事項を双方の合意事項としてミニッツに取りまとめる。

### 1-3 調査団の構成

担当分野	氏名	所属
団長・総括	佐久間 潤	JICA 人間開発部 次長兼基礎教育グループ長
評価計画	亀井 温子	JICA 人間開発部 基礎教育第二課 企画役
評価分析	宮川 眞木	株式会社コーエイ総合研究所

なお、本調査は下記エチオピア側からの団員の参加を得て、合同評価として実施した。

氏名	所属	職位
Abebe Jira	Supervision & Leadership Core Work Process	SupervisorⅧ
Tadesse Duressa	Planning & Project Core Work Process	Project Focal Person

### 1-4 調査日程

2012年5月20日～6月9日 (官団員は2012年5月30日から)

月	日	業務
5/20	日	22:00 成田出発
5/21	月	13:30 (宮川団員) アジスアベバ着 JICA エチオピア事務所打合せ プロジェクト専門家インタビュー
5/22	火	OEB 側評価メンバー打合せ フィールド調査 (アルシ県)
5/23	水	フィールド調査 (アルシ県)
5/24	木	フィールド調査 (イーストショーワ県)
5/25	金	フィールド調査 (イーストショーワ県)
5/26	土	情報整理・分析、評価グリッド結果表作成
5/27	日	情報整理・分析、評価グリッド結果表作成
5/28	月	(エチオピア祝日) 情報整理・分析、評価グリッド結果表作成
5/29	火	OEB 関係者インタビュー
5/30	水	OEB 関係者インタビュー
5/31	木	情報整理・分析、評価グリッド結果表作成 13:30 (亀井団員) アジスアベバ着 事務所・団内打合せ、専門家インタビュー
6/1	金	フィールド調査 (ノースショーワ県)

6/2	土	情報整理・分析、評価グリッド結果表作成、評価報告書作成
6/3	日	情報整理・分析、評価グリッド結果表作成、評価報告書作成 13：30（佐久間団長）アジスアベバ着 団内打合せ
6/4	月	評価報告書作成、OEB 協議
6/5	火	評価報告書作成
6/6	水	OEB 協議、合同運営委員会（JSC）準備 MOE 副大臣 面談（佐久間団長）
6/7	木	JSC 準備 JSC（評価結果報告、ミニッツ署名） JICA エチオピア事務所報告
6/8	金	在エチオピア日本国大使館報告 16：10 アジスアベバ発
6/9	土	17：30 成田着

## 1-5 主要面談者

### (1) OEB

Mr. Daba Debele	局長
Mr. Merga Feyisa	副局長、教員開発部長
Mr. Fite Aberra	副局長、指導部長
Mr. Yoseph Ayele	計画部長
Mr. G/Michael Abomsa	教員開発部専門員

### (2) イーストシヨールワ県

Mr. Lemi Lame	ZEO 計画専門員、 プロジェクトフォーカルパーソン
Mr. Gadissa Hirpha	ファンターレ郡 WEO 副所長
Mr. Aman Ali	ファンターレ郡 WEO カリキュラム専門員、 プロジェクトフォーカルパーソン
Mr. Ahmadi-husen Jano	チャーレ小学校 CRC 指導主事
ほかに、SD、教員、保護者会（Parents and Teachers Association : PTA）役員	

### (3) アルシ県

Mr. Aman Worgi	ZEO 副所長
Mr. Teshome Megra	ZEO 計画部長、 プロジェクトフォーカルパーソン
Mr. Alyi Heyi	アセラ特別市 STEO 教員開発部専門員、 プロジェクトフォーカルパーソン
Mr. Aman Abdulle	アセラ小学校 CRC 指導主事
Ms. Gelaye Taddesse	ドーシャ小学校 CRC 指導主事
ほかに、SD、教員、PTA 役員	

(4) ノースショーワ県

Mr. Solomon Gebre

アレルツ郡 WEO 指導主事、  
プロジェクトフォーカルパーソン

ほかに、SD、教員

(5) 在エチオピア日本国大使館

岸野 博之

大使

北岡 元

公使

白石 喜久

一等書記官

(6) JICA エチオピア事務所

大田 孝治

所長

晋川 眞

次長

上野 暁美

企画調査員

## 第2章 プロジェクトの概要

### 2-1 基本計画

案件名称	住民参加型初等教育改善プロジェクト
協力期間	2008年9月20日～2012年9月19日
上位目標	オロミア州において、主体的な学校運営が広く行われる。
プロジェクト目標	プロジェクト対象地域において、教育行政機関の支援の下、学校と地域住民の協働を通じて主体的な学校運営が行われる。
成果	成果1：学校改善活動に係る計画の策定・実施プロセスが改善される。
	成果2：教育行政機関による学校改善活動のモニタリング体制が強化される。
	成果3：プロジェクトの研修とアプローチを OEB が主体的に活用し、普及していくための基盤が強化される。

### 2-2 プロジェクト・デザイン・マトリックス（PDM）の変遷

本案件はプロジェクト開始後 2008 年 9 月に PDM の改訂（PDM2）、2011 年 1 月に実施された中間レビュー評価を経て、2011 年 3 月 30 日の合同運営委員会（Joint Steering Committee：JSC）にて PDM の再改定（PDM3）が行われた。その変遷の概要は次頁のとおり。

PDMの変遷

	PDM1 (オリジナル)	PDM2 (2009/8)	PDM3 (2011/3/30)
上位目標	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。	プロジェクト対象地域において、質の高い初等教育へのアクセスが改善される。	オロミア州において、主体的な学校運営が広く行われる。
プロジェクト目標	プロジェクト対象地域において、質の高い初等教育へのアクセスが改善される。	プロジェクト対象地域において、教育行政 (WEO、クラスター、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。	プロジェクト対象地域において、教育行政機関の支援の下、学校と地域住民の協働を通じて主体的な学校運営が行われる。
成果	<ul style="list-style-type: none"> <li>① 郡 (WEO 所長、監督官) やクラスター (CRC 監督官) の学校運営に関する研修実施・モニタリング能力が強化される。</li> <li>② 学校運営の分野において <u>CRC が機能する</u>。</li> <li>③ 教育行政機関の <u>CRC 支援体制</u> が確立する。</li> </ul>	<ul style="list-style-type: none"> <li>① 教育行政機関及び教育行政官 (WEO 所長、指導主事、CRC 担当官) の学校運営改善に係る <u>モニタリング・報告の体制</u> が強化される。</li> <li>② クラスター単位の活動を通し、<u>コミュニティ及び校長・教員・CRC 担当官の「より良い学校づくり」に対する理解</u> が深まる。</li> <li>③ アウトプット 1 及び 2 を通じて得られた学校運営改善に係る <u>知見・経験</u> が、各教育行政機関において <u>広く活用</u> される。</li> </ul>	<ul style="list-style-type: none"> <li>① <u>学校改善活動に係る計画の策定・実施プロセス</u> が改善される。</li> <li>② 教育行政機関による学校改善活動の <u>モニタリング体制</u> が強化される。</li> <li>③ プロジェクトの研修とアプローチを <u>OEB が主体的に活用し、普及していくための基盤</u> が強化される。</li> </ul>
備考 (改訂背景)		改訂の主な理由は、CRC レベルでの予算がないこと、学校数が年々増加しておりクラスターの再編成が行われるなど、CRC を機能させるための仕組みが未整備かつ流動的であったことから、CRC をプロジェクト成果の中心において学校運営改善を進めていくことは困難と判断したことによる。	活動実績・内容、中間レビューにより提言された協力の方向性を踏まえ、より明確で適切な内容に改訂された。

## 第3章 評価の方法

### 3-1 評価設問と評価手法

本中間レビューは、「新JICA事業評価ガイドライン第一版」に基づき、日本、エチオピア双方から選出されたレビューメンバーによって実施された。終了時評価では、PDMと活動計画(Plan of Operations : PO)を基にプロジェクトの実績と実施プロセスを把握し、評価5項目(妥当性、有効性、効率性、インパクト、持続性)の視点による評価を行った。

本終了時評価では、プロジェクトの達成度、実施プロセス、5項目評価の項目ごとに、具体的な質問を設定した評価グリッドを作成し、それに基づいて評価を行った。評価グリッドは2011年3月に改訂されたPDM ver. 3.0を基に作成された。表3-1はPDMの内容を示している。評価5項目の主な視点については表3-2のとおりである。

表3-1 PDM各欄の定義

上位目標	プロジェクトを実施することによって期待される長期的な効果
プロジェクト目標	プロジェクト実施によって達成が期待される、ターゲットグループ(人、組織を含む)や対象社会に対する直接的な効果。技術協力の場合は原則としてプロジェクト終了時に達成される。
アウトプット	「プロジェクト目標」達成のためにプロジェクトが生み出す財やサービス
活動	「投入」を使って「アウトプット」を産出するために必要な一連の行為
外部条件	プロジェクトではコントロールできないが、プロジェクトの成否に影響を与える外部要因
指標	プロジェクトの業績やプロジェクト実施による変化を測るための定量的・定性的な変数
入手手段	プロジェクトの達成度や業績を測るための情報源・調査手段
投入	「アウトプット」を産出するために必要な資源(人材、資機材、運営経費、施設等)
前提条件	プロジェクトが実施される前にクリアしておかなければならない条件

出所：新JICA事業評価ガイドライン第1版

表3-2 評価5項目ごとの主な評価の視点

妥当性	<p>必要性</p> <ul style="list-style-type: none"> <li>● 対象地域・社会のニーズに合致しているか</li> <li>● ターゲットグループのニーズに合致しているか</li> </ul> <p>優先度</p> <ul style="list-style-type: none"> <li>● 日本の援助政策・JICAの援助実施方針との整合性はあるか</li> <li>● 相手国の開発政策との整合性はあるか</li> </ul> <p>手段としての妥当性</p> <ul style="list-style-type: none"> <li>● プロジェクトは相手国の対象分野・セクターの開発課題に対する効果を上げる戦略として適切か</li> <li>● C/P機関の選定は適正か。プロジェクトのアプローチはC/Pのマナドートと整合性があるか</li> </ul>
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	<ul style="list-style-type: none"> <li>● ターゲットグループの選定は適正か</li> <li>● ターゲットグループ以外へのプロジェクト成果の波及性はあるか、ODA で実施する妥当性はあるか</li> <li>● 日本の技術の優位性はあるか</li> </ul>
有効性	<ul style="list-style-type: none"> <li>● プロジェクト目標は明確か</li> <li>● プロジェクト目標は達成されているか（達成される見込みか）</li> <li>● それはプロジェクトのアウトプットの結果もたらされたか（もたらされる見込みか）</li> <li>● プロジェクト目標に至るまでの外部条件の影響はあるか</li> <li>● 有効性を貢献・阻害する要因は何か</li> </ul>
効率性	<ul style="list-style-type: none"> <li>● アウトプットの達成度はコストに見合っていた（見合う）か。より低いコストで達成する代替手段はなかったか。同じコストでより高い達成度を実現することはできなかったか</li> <li>● プロジェクト目標の達成度はコストに見合っていた（見合う）か。より低いコストで達成する代替手段はなかったか。同じコストでより高い達成度を実現することはできなかったか</li> <li>● 他のスキーム、他援助機関との協調によりどのような成果もたらされたか</li> <li>● プロジェクト実施プロセスの効率性を阻害・促進する要因はなにか</li> <li>● プロジェクトの成果発現の効率性を貢献・促進する要因はなにか</li> </ul>
インパクト	<ul style="list-style-type: none"> <li>● 上位目標は達成されているか（達成される見込みか）</li> <li>● 上位目標の達成は、プロジェクト目標達成の結果もたらされたか（もたらされる見込みか）</li> <li>● 上位目標を達成するための方策は適切に計画されているか。パイロットプロジェクトの場合、普及のための方策が計画されているか</li> <li>● 上位目標に至るまでの外部条件の影響はあるか</li> <li>● 予期しなかったプラス・マイナスの影響はあるか（政策、経済・財政、組織・制度、技術、社会・文化、環境等の側面から調査する）</li> <li>● ジェンダー、民族、社会的階層の違い等により、異なったプラス・マイナスの影響はあるか</li> <li>● 上位目標の達成を貢献・阻害する要因はなにか</li> <li>● 予期しなかったプラス・マイナスの影響をもたらした要因はなにか</li> </ul>
持続性	<ul style="list-style-type: none"> <li>● プロジェクト目標、上位目標等のプロジェクトがめざしていた効果は、援助終了後も持続するか</li> <li>● それらの持続的効果の発現要因・阻害要因はなにか（政策、経済・財政、組織・制度、技術、社会・文化、環境等の側面から調査する）</li> </ul>

出所：新 JICA 事業評価ガイドライン第 1 版

### 3-2 データ収集及び分析方法

本レビューでは、評価分析のために定性的・定量的データを以下の方法で収集した。

(1) プロジェクト関係報告書・作成文書、教材等のレビュー

(2) 主要関係者へのインタビュー

日本人専門家、プロジェクトナショナルスタッフ、MOE、OEB、ZEO、WEO/STEO、SD、KT、CRC 担当官、地域住民、PTA メンバー、生徒

上記の方法により収集された定性的・定量的情報を基に、データの整理及び分析を行った。その結果を基に、プロジェクトの実績と実施プロセスを把握したうえで、評価5項目の視点により分析を行い、貢献・阻害要因を導き出した。最後に、5項目評価の結果を受けて結論を取りまとめ、提言の策定と教訓の抽出を行った。



## 第4章 プロジェクトの実績

### 4-1 主なプロジェクト活動

計画 (PDM 第3版)	実績
成果1：学校改善活動に係る計画の策定・実施プロセスが改善される。	
1.1 学校及び地域住民が、学校改善におけるそれぞれの役割・責任を理解し、主体的な学校改善活動に取り組めるようになることをめざした HM 研修を開発する。	ITP1～5 までの研修教材が開発された。
1.2 1.1 で開発された HM 研修の TOT (ファシリテーター研修) を実施する。	HM 研修のための TOT が計 3 回実施された (出席率は 93%以上)。
1.3 パイロット CRC での HM 研修実施を支援する。	2009 年 11 月～2011 年 12 月までに、805 回の HM 研修を実施した。参加者延べ 5 万 481 名。
1.4 開発した教材 (Quick Learning Video など) や供与した機材の有効活用を支援、フォローアップする。	2012 年 2 月の TOT で、PC や視聴覚教材の使用方法を説明した。
1.5 開発された HM 研修をパッケージ化する (HM 研修パッケージの開発)。	ITP1～5 までを統合した、HM 研修統合パッケージ教材が開発された。
成果2：教育行政機関による学校改善活動のモニタリング体制が強化される。	
2.1 既存のモニタリング・報告体制の課題を分析する。	包括的モニタリング等で課題分析をし、CRC から OEB への報告状況が良くないことと、その理由のひとつに、プロジェクトの報告フローが OEB の通常業務に合理的に組み込まれておらず、過重負担となっていることが判明した。
2.2 開発されたモニタリング・報告書式を改訂する。	上記 2.1 の分析に基づき HM 研修の報告書式が改訂され、関係者に配布された。
2.3 2.1 及び 2.2 を踏まえ、教育行政官を対象に、既存のモニタリング・報告体制改善のための研修を実施する。	2012 年 2 月にモニタリング・報告書作成研修が実施され、改訂報告書式の書き方が解説された。また、全般的なモニタリングに関する能力強化を行った。
2.4 2.3 の研修成果を基に、ガイドライン、マニュアルを開発する。	モニタリング・報告ハンドブックが開発された。
成果3：プロジェクトの研修とアプローチを OEB が主体的に活用し、普及していくための基盤が強化される。	
3.1 プロジェクトの経験・好事例を普及させるため、実現可能性の高い「OEB 主体計画」の策定を支援する。	プロジェクトの支援を受けて、OEB が OEB 主体計画を策定した。
3.2 プロジェクト成果を分析するための具体的な事例や (特に定量的な) データを取りまとめる。	現地コンサルタントと短期専門家により、包括的モニタリングが実施され、定量的データとともに分析結果が報告書にまとめられた。

3.3 他の教育活動・案件との効果的な連携方法を模索する（SIP など）。	JOCV の理数科教育キャラバンへの支援、SMASEE との授業研究普及での協力、他ステークホルダーとの情報共有を行った。OEB の SIP 担当部局と情報共有、プロジェクト成果の活用協議を行った。
3.4 プロジェクトの知見・経験共有を促進する。 3.4.1 定期会合を利用し、教育行政機関間の経験共有を支援する。 3.4.2 情報共有マガジン「ODA」を発行し配布する。	OEB は年次会議や四半期会議で ZEO、WEO 等とともに主体計画の推進について協議した。また、プロジェクトの成功経験を ODA マガジンに掲載し、その配布（計 4 回）により、プロジェクトの知見・経験の共有を促進した。

## 4-2 プロジェクトの実績

### 4-2-1 投入実績

エチオピア側、日本側双方の投入は、おおむね計画どおり行われた。「地方教育行政」専門家の投入が約 5 カ月遅れたものの、プロジェクトの進捗に深刻な影響とはならなかった。具体的な投入は以下のとおりである。

#### (1) 日本人専門家

氏名	担当業務	従事期間
野邊 節	チーフアドバイザー／学校運営	2008/09/30～2011/07/02
藤目 春子	業務調整／住民参加	2008/10/07～2010/10/06
五十嵐 和代	地方教育行政	2009/02/27～2011/07/01
五十嵐 和代	チーフアドバイザー／地方教育行政	2011/07/02～2012/02/26
菊池 洋	研修計画／視聴覚教材	2009/03/23～08/12
菊池 洋	研修計画／視聴覚教材	2010/03/24～08/06
菊池 洋	研修計画／視聴覚教材	2010/01/10～03/09
菊池 洋	研修教材開発	2011/8/14～2012/02/03
廣瀬 悠子	業務調整／初等教育	2010/11/02～2012/09/19

加藤 泰彦	モニタリング体制強化	2011/11/30～2012/03/03
長岡 康雅	チーフアドバイザー／地方教育行政	2012/02/06～09/19

(2) エチオピア側カウンターパート (C/P)

氏名	役職
Mr. Daba Debele	OEB 局長
Mr. Merga Feyisa	OEB 副局長、教員開発部長
Mr. Fite Aberra	OEB 副局長、指導部長
Mr. Letyibelu Motuma	広報部長
Mr. Asegid Sori	免許部長
Mr. Hailu Amare	カリキュラム部長
Mr. Alemayehu Shawl	ICT 部長
Mr. Yoseph Ayele	計画部長
Mr. Adugna Buta	人材部長
Mr. Woyesa Negero	財務部長
Mr. Mideksa Tesi	監査部長

(3) カウンターパート (C/P) 研修参加者

氏名	役職	研修コース	期間
Mr. Dereje Asfaw	OEB 局長	C/P 研修	2009/02/04～03/02
Mr. Abebe Jira	計画・統計部長		
Mr. Fite Aberra	OEB 副局長、指導部長	C/P 研修	2011/2/23～3/16
Mr. Jemal Muffi	教員開発部専門員		
Mr. Daba Debele	OEB 局長	C/P 研修	2011/11/18～12/10
Mr. G/Michael Abomsa	計画部長		

## (4) 機 材

項目	品名	数量	価格
四輪駆動車	TOYOTA Land Cruiser	OEB (2)	115,440 US ドル
発電機	Yammer TF160	OEB (1)	90,000 ブル
デスクトップパソコン	Dell Optiplex 360	Pilot CRC (104)	1,038,960 ブル
プリンター	hp1005	Pilot CRC (104)	259,480 ブル
発電機	Robin RGB2510	Pilot CRC (104)	2,650,934 ブル
電圧出力安定器	JONCHN	Pilot CRC (104)	53,560 ブル
プリンターケーブル		Pilot CRC (104)	5,408 ブル

## (5) 日本側現地業務経費負担 (単位:円)

年度	2008	2009	2010	2011	2012	合計
計画	7,305,000	15,780,000	28,160,000	40,348,000	12,000,000	103,593,000
実績	12,553,000	23,671,000	23,297,000	52,553,000	NA	124,074,000*

\*実績の合計値は、2012年度の計画値を含む。年度は日本の予算会計年度による。

## (6) エチオピア側概算業務経費負担 (単位:ブル)

年度*	2008	2009	2010	2011
主体計画講師 TOT	-	-	-	988,929
電気料金	3,200	9,600	14,400	21,600
電話ファックス料金	3,200	9,600	14,400	21,600
水道料金	300	800	1,200	1,800
合計	6,700	20,000	30,000	1,033,929

\*日本の会計年度での概算。

## 4-2-2 成果の達成状況

PDM 上で計画された成果はおおむね達成された。以下にその達成状況を示す。

## (1) 成果 1

成果 1 : 学校改善活動に係る計画の策定・実施プロセスが改善される。

指標 : 1-1 TOT 参加者の出席率 (90%以上)

1-2 TOT 参加者のファシリテーションスキルの向上

- 1-3 パイロット CRC での HM 研修の実施回数及び参加者数
- 1-4 HM 研修参加者の満足度
- 1-5 HM 研修統合パッケージの開発

成果 1 は、TOT とパイロット CRC における研修の実施、及び研修教材の開発を通して達成された。

1-1 TOT を 3 回実施し、それらの出席率は、95% (2009 年)、99% (2010 年)、93% (2012 年) であった。

表 4-1 TOT 参加者数等

年月	2009 年 11～12 月	2010 年 11～12 月	2012 年 2 月
参加者数	463	391	449
欠席者数	25	3	34
合計	488	394	483
参加率	95%	99%	93%

出所：HM 研修ワークショップ報告書

1-2 TOT 参加者は肯定的な自己評価を示し、TOT 終了時のアンケートによると、96%以上の参加者が、ファシリテーションについて自信を得たと回答した。さらに、約 80%の CRC 指導主事が、この研修を困難なくファシリテーションできると考えている。

1-3 パイロット CRC での HM 研修の開催数と参加者数は、それぞれ 805 回、5 万 481 人に達した。

1-4 WEO、TAEO、及び CRC の研修ファシリテーターは、研修参加者が研修に満足し、かつ研修を通じて教育の課題について啓発をすることができたと確信している。評価チームによる聞き取りにおいても、教員や地域関係者の間で研修の質について不満がないことが確認された。

1-5 ITP1～5 をまとめた、気づき、分析、計画を含む、HM 研修統合パッケージが開発された。

## (2) 成果 2

成果 2： 教育行政機関による学校改善活動のモニタリング体制が強化される。

- 指標：
- 2-1 モニタリング研修参加者の出席率 (90%以上)
  - 2-2 パイロット CRC からの報告書の提出率 (60% 以上)
  - 2-3 教育行政官の報告書記入及びフィードバックスキルの改善
  - 2-4 モニタリング・報告書式及びガイドライン・マニュアルの開発

成果2は、指標2-2の報告書の提出率が低いことから、その達成度はやや低いと判断される。モニタリング研修とモニタリング報告ハンドブック開発は、計画どおり実施された。

2-1 モニタリング報告研修の参加率は、すべて90%以上に達した。

表4-2 モニタリング報告研修の参加者数等

年月	2009年11～12月	2010年11～12月	2012年2月
参加者数	259	378	323
欠席者数	23	3	23
合計	282	381	346
参加率	92%	99%	93%

出所：HM研修ワークショップ報告書

2-2 CRCからOEBへの研修報告書と進捗報告書の提出状況は目標値に到達せず、最高で50%に至らなかった。

表4-3 CRCからOEBへの報告書提出率（2010年12月～2012年1月まで）

報告書	研修報告書		進捗報告書	
	DO, GE, LMSB*	DOS*	DO, GE, LMSB	DOS 2
HM研修実施回数	205	272	205	132
OENの報告書受領数	9	129	4	38
提出率(%)	4.4	47.4	2.0	28.8

\*DO：Raise Awareness of Dropout（中途退学）

GE：Raise Awareness of Girl's Education（女子教育）

LMSB：Let's Make Our School Better（より良い学校づくり）

DOS：Discover Our School（学校発見）

出所：HMプロジェクト包括的モニタリング報告書

2-3 モニタリングと報告書作成についての研修が、ZEO、STEO、WEOのフォーカルパーソン、CRC指導主事、SD、KTを対象に3回実施され、参加者数は964人に達した。プロジェクトによる包括的モニタリングにてヒアリングを受けたCRC指導主事の約90%が、報告書作成技術が向上したと答えた。

2-4 モニタリングと報告の様式が簡易化された。モニタリングと報告に係るハンドブックが作成され、関係者に配布された。

### (3) 成果3

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成果3： プロジェクトの研修とアプローチを OEB が主体的に活用し、普及していくための基盤が強化される。

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指標： 3-1 プロジェクトの研修とアプローチ普及のための実現可能性の高い「OEB 主体計画」の策定  
3-2 情報共有マガジン「ODA」の配布及び活用状況  
3-3 郡、県、州レベルで開催されている定期会合におけるプロジェクトの知見、経験、課題の共有

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成果3は、OEB 主体計画の実施と、ODA マガジン及び他の関連分野における情報共有のための活動を通して達成された。

3-1 JICA プロジェクトチームの協力の下、HM 研修とその方法を普及するための OEB 主体計画が 2011 年 6 月に策定された。プロジェクトチームの支援を得て、州レベル研修ファシリテーター用の研修が、2011 年 12 月より実施され、その後、郡・県・CRC レベルのファシリテーター対象の研修が、州内 4 カ所で 608 人の参加者を集め行われた。学校レベルの研修も既に開始されている。

3-2 OEB とプロジェクトからの情報と、プロジェクト活動の優良実践例を共有するための、ODA マガジンが 2010～2012 年の間に 4 回発行され、各号 2 万部が関係機関に配布された。さらに 1～3 号までは 3 万部、4 号は 5 万部の増刷配布が検討されている。

3-3 2012 年の OEB 四半期会議において、全 ZEO 代表とともに OEB 主体計画についての協議が行われた。また、2011 年の OEB 年次会議では、プロジェクトの活動実績が全 ZEO、TAE0、WEO に対し共有された。ZEO、TAE0、WEO の定例会議でのプロジェクト経験の共有の程度については具体的には確認できていないが、主体計画が OEB の通常業務に組み込まれたことにより、その経験共有が増進することは容易に想像される。

#### 4-2-3 プロジェクト目標の達成状況

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プロジェクト目標： プロジェクト対象地域において、教育行政機関の支援の下、学校と地域住民の協働を通じて主体的な学校運営が行われる。

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指標： 1. パイロット CRC における中途退学者の減少  
2. パイロット CRC における（特に女兒の）就学者数の増加  
3. HM 研修で得た知識やスキルを生かし、学校改善のための活動を行ったパイロット CRC の割合（8 割以上のパイロット CRC で実施）

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プロジェクト目標は、達成される見込みである。3-2-2 で述べたように、成果の指標は、研修報告書の提出率目標を示した 2-2 を除き、他の大部分が目標値に到達している。以下に、プロジェクト目標の指標のそれぞれの達成状況について示す。

1. パイロット CRC における中途退学者の減少

パイロット CRC の小学校児童の中途退学者数は、1万 1,163 人（8.4%、2008/09 年）から 1万 580 人（8.1%、2010/11 年）に減少した。この、パイロット CRC の小学校児童の中途退学率 8.1%（2010/11 年）は、パイロット CRC 近辺の非対象 CRC の小学校児童の平均中途退学率 10.0%よりも良い値を示している。

表 4-4 パイロット CRC の小学校での中途退学率

年	パイロット CRC	非パイロット CRC*
2008/09	8.4	N.A.
2010/11	8.1	10.0

\*参考のためにサンプルしたパイロット CRC の  
直近の非パイロット CRC 校 81 校  
出所：包括的モニタリング報告書データ

2. パイロット CRC における（特に女兒の）就学者数の増加

パイロット CRC における就学者数は増加した。パイロット CRC の小学校第 1 学年児童の数は、男女で 2万 19 人（2008/09 年）から 2万 2,693 人（2010/11 年）に増加し、このうち女子は 1万 264 人（2008/09 年）から 1万 1,426 人（2010/11 年）に増加した。

表 4-5 パイロット CRC の小学校第 1 学年の児童数

	パイロット CRCs	
	男女	女
2008/2009 年 (a)	20,019	10,264
2010/2011 年 (b)	22,693	11,426
増加数 (b-a)	2,674	1,162

出所：包括的モニタリング報告書データ

3. HM 研修 で得た知識やスキルを生かし、学校改善のための活動を行ったパイロット CRC の割合（8 割以上のパイロット CRC で実施）

目標値は達成され、91%のパイロット CRC が HM 研修で習得した知識と技能を活用した活動を実施した。

4-2-4 上位目標の達成状況

上位目標： オロミア州において、主体的な学校運営が広く行われる。

指標： 1. プロジェクトで開発された主体的な学校運営のための研修がオロミア州で実施される。  
2. オロミア州における教育指標（就学率、中途退学率、及び男女差）の改善



上位目標の達成の兆しは、オロミア州すべての小学校を対象とする OEB 主体計画の実施開始により、既に一部確認されている。OEB が、プロジェクト終了後も主体計画の実施を継続する意向を示していることから、上位目標の達成の可能性は高い。以下に、上位目標の各指標についての達成状況を示す。

1. プロジェクトで開発された主体的な学校運営のための研修がオロミア州で実施される

教員、地域住民及び生徒を対象とする主体的な学校運営のための研修が、すべての ZEO、TAEO、WEO、CRC、SD、KT を対象とする TOT の形で、2012 年 1 月に既に開始され、ここでは、プロジェクトの経験が十分に活用されている。また、OEB は、すべての小学校に、2012/13 年の学校年間計画に主体計画の研修を入れるように指示を出した。

2. オロミア州における教育指標（就学率、中途退学率、及び男女差）の改善

オロミア州全体の教育指標は、2008/09～2010/11 年の推移において、純就学率が 78.0% から 85.3%、中途退学率が 17.3% から 12.3% に改善されているが、プロジェクトの効果による教育指標の改善は特定されない。

#### 4-3 実施プロセスにおける特記事項

##### 4-3-1 効果発現に貢献した要因

###### (1) 良質で個性的な研修教材

特に ITP1～2 にみられる研修教材の質の高さと個性的な特徴が、プロジェクトの効果発現に大きく貢献した。中途退学や女子教育など身近でありながら深刻な問題を扱い、楽しめるゲーム方式を採用し、簡易で分かりやすい図解による説明やその他の優れた特徴をもつ研修教材は、教師や地域住民を研修に引きつけ、彼らの積極的な参加をもたらした。

###### (2) 研修のファシリテーション技術の効率的技術移転

HM 研修のファシリテーション技術は、JICA 専門家から TOT のファシリテーターに移転され、更に TOT により、CRC 研修の研修ファシリテーターに移転された。この技術移転は効率よく行われ、このことにより、学校レベルの研修をうまく実施できた。

###### (3) エチオピア側、日本側双方に、組織上の問題や予算上の問題がみられなかったことが、プロジェクトを促進した。

##### 4-3-2 問題点及び問題を惹起した要因

###### (1) 2 度のプロジェクト・デザイン・マトリックス (PDM) の改訂

2 度にわたる PDM の改訂は、プロジェクトの枠組みの適切性を確保するために必要であったものの、プロジェクトのアプローチの変更をもたらし、リソースの効率的な活用に制約となった。

###### (2) 教材開発におけるコミュニケーション不足

研修教材開発の初期段階における OEB とプロジェクトとのコミュニケーションの不足

により、一部の研修教材の普及可能性が限定的なものとなった。

(3) 教材開発におけるエチオピア側カウンターパート (C/P) の関与の不足

研修教材開発について、C/P の十分な関与を得ることなく主として JICA 専門家チームにより行われた。これにより、教材開発における技術移転が十分なものにならなかった。

## 第5章 評価結果

### 5-1 DAC5 項目ごとの評価

#### 5-1-1 妥当性

以下の理由により、妥当性は高い。

##### (1) エチオピア政府及びオロミア州教育局（OEB）の政策との整合性

- ・エチオピア政府の教育政策を示す ESDP□のなかで、住民参加と、郡、CRC 及び学校レベルの運営能力の改善が、優先事項として強調されている。
- ・ESDP□の下で GEQIP のなかで、SIP が重要項目として位置づけられており、SIP は参加型で透明性の高い学校運営を重視している。
- ・OEB は、初等教育における中途退学率の改善を喫緊の課題としてとらえている。

##### (2) ターゲットグループのニーズ

- ・住民参加による学校運営改善のニーズは高い。
- ・ターゲットグループの選定は妥当であった。学校教職員と地域住民は参加型学校運営の中心的役割を担い、CRC 指導主事はそれらの直接の監督者であり、WEO 指導主事はそれを監督する。これら関係者の能力開発は、参加型学校運営の活性化に有効だった。

##### (3) わが国の援助政策との整合性

- ・わが国の対エチオピア援助政策は、地方政府と地域コミュニティの能力開発を通じた基礎教育のアクセスと質の改善を優先事項としている。JICA の援助方針も同様に基礎教育の質の改善を重点領域のひとつとしている。

#### 5-1-2 有効性

以下の理由により、有効性はやや高い。

##### (1) プロジェクト目標達成の見込み

- ・3 つの指標はすべて目標値に到達しており、プロジェクト目標は、達成される見込みが高い。
- ・3 つの成果は、すべて達成される見通しが高い。「指標 2-2 パイロット CRC からの報告書の提出率」が目標値と大きく隔たりがあるものの、他の指標はおおむね目標値に到達している。

##### (2) 知識と技能

- ・OEB は TOT 実施のために必要な知識と技能を獲得した。
- ・CRC からの TOT 参加者は、HM 研修のファシリテーターとして、自信をもっている。

##### (3) プロジェクト目標と成果の因果関係

- ・成果 1 と成果 3 がプロジェクト目標の達成に大きく貢献した。特に OEB 主体計画を通じた成果 3 の達成は、成果 1 による研修教材と TOT の実施経験を活用したもので、プロジェクト目標達成への貢献が大きい。

### 5-1-3 効率性

以下の理由により、効率性はやや低い。

#### (1) 既存の人材、財源及び他のリソースの活用

- ・TOT ファシリテーター、研修ファシリテーター、研修会場としての学校など、エチオピア側のリソースが効率よく活用された。
- ・モニタリングとその報告が、OEB の通常業務とは別個の独立した業務として扱われたため、関係者にとって、新たな負担となった。

#### (2) プロジェクトからの投入のタイミングと活用

- ・専門家、C/P 研修、機材等の投入は、おおむねタイミングよく行われた。
- ・コミュニケーションの不足により、短期専門家から C/P への教材開発についての技術移転は、十分なものとならなかった。
- ・プロジェクトにより供与された発電機のなかには、十分に活用されないケースが見られた。
- ・ITP3、4、5 は、プロジェクトの研修では活用され CRC と学校レベルで一定の効果をもたらしたが、不十分なコミュニケーションにより、今後 OEB 主体計画のなかで更に広範に普及される見込みは高くない。

#### (3) プロジェクト・デザイン・マトリックス (PDM) の改訂

- ・2度にわたる PDM の改訂は、プロジェクトの枠組みの適切性を確保するために必要であったものの、プロジェクトの投入、スケジュール、活動内容等の変更をもたらし、効率性に影響を与えた。

### 5-1-4 インパクト

以下の理由により、インパクトは高い。

#### (1) 上位目標の達成見込み

- ・プロジェクト目標の達成による効果とその経験に基づいて、上位目標が達成される可能性は高い。
- ・プロジェクトにより開発された主体的学校運営の研修については、プロジェクト対象以外を含むすべての郡と CRC を対象とした OEB 主体計画が既に実施されていることから、オロミア州の非対象地域に普及する可能性が極めて高い。

#### (2) オロミア州における学校改善プログラム (SIP) による住民参加型主体的学校運営の推進

- ・プロジェクトは、OEB が GEQIP の下で実施する SIP に対し、具体的な住民参加学校運営の方法を提示することにより、その推進に貢献した。

#### (3) その他のインパクト

- ・プロジェクトのターゲットではない衛星校が、住民参加学校運営において、活性化をみせた。
- ・ビデオ教材や C/P 研修等のプロジェクトの活動を通して紹介された授業研究が、オロミ

ア州内においてパイロットベースで実施されるようになった。

#### 5-1-5 持続性

以下の理由により、持続性は高い。

##### (1) 政策的側面

- ・ ESDP<sup>□</sup>では、住民参加が優先政策となっており、エチオピア側及び OEB が参加型学校運営の支援を続ける可能性は高い。

##### (2) 財政的側面

- ・ TOT の費用と学校レベルの研修費用は、それぞれ TDP 用予算や GEQIP のスクールグラントで賄うことができる。一方で、研修教材をより広範に配布することが必要となれば、教材作成のための予算は新たに確保する必要がある。

##### (3) 組織的側面

- ・ プロジェクトのコンセプトは、OEB 主体計画にそのまま受け継がれている。
- ・ TOT と学校レベルの研修は、OEB、ZEO/TAEO、WEO、CRC、学校のカスケードのなかで効率的に運営されることが可能である。

##### (4) 技術的側面

- ・ 3 回実施された TOT のうち、初めの 2 回は JICA 専門家の支援の下で行われたが、最後の TOT は、限定的な支援の下で行われた。これはエチオピア側が、TOT 実施に必要な知識と技能を修得したことを示す。

## 5-2 結論

本プロジェクトは、プロジェクト終了時まで、プロジェクト目標「プロジェクト対象地域において、教育行政機関の支援の下、学校と地域住民の協働を通じて主体的な学校運営が行われる」が達成される見込みは十分に高い。

終了 3 ヶ月前の現時点において、計画された 3 つの成果がおおむね順調に産出されており、プロジェクト目標の 3 つの指標目標値もすべて達成されたと判断できる。

各成果については、「1. 学校改善活動に係る計画の策定・実施プロセスが改善される」と「3. プロジェクトの研修とアプローチを OEB が主体的に活用し、普及していくための基盤が強化される」の達成度が高く、「2. 教育行政機関による学校改善活動のモニタリング体制が強化される」については、指標の 1 つである報告書の提出率が目標に届いておらず、その観点から達成度は高くない。

プロジェクトは特に ITP1（ドロップアウト）及び ITP2（女子教育）の開発、実施を通じてオロミア州の教育課題解決に向けた取り組みに貢献した。また、プロジェクト対象地域においては ITP3（学校改善）及び ITP4（学校分析）の実施によって、エチオピアにおいて進められている SIP の計画プロセスに実践的な住民参加の方法を提示し、そのプロセス改善に貢献したことが確認された。

プロジェクトが開発した研修教材を使用した研修にはこれまで、延べ約 5 万人が参加した。本

プロジェクトの成果 ITP1 及び ITP2 については既に、OEB による全州内への普及(OEB 主体計画)が開始されており、今後その活用が進むことが期待される。

## 第6章 提言と教訓

今回評価結果より導き出された提言と教訓は以下のとおりである。プロジェクトはプロジェクト終了までの期間、下記提言を踏まえて活動することが期待される。また、長期的に取り組むべき提言については、プロジェクト終了後もエチオピア側が継続して取り組んでいくことが期待される。

### 6-1 提言

#### (1) オロミア州教育局 (OEB) 主体計画実施のフォロー

女子教育と退学率を優先課題とする OEB は、ITP1 及び ITP2 をプロジェクト対象地域以外にも普及すべく、OEB 主体計画を開始した。2011 年 12 月には指導者養成研修 (TOT) を行い、608 名の研修指導者が養成され、プロジェクト対象以外の CRC に対しては、3CRC 当たり 1 セットの研修教材が配布された。現在 OEB はプロジェクトの支援を得てゾーン以下のレベルの研修実施状況のモニタリングを開始しているが、今後も継続してモニタリングに取り組み、CRC や学校レベルでの研修実施を促進するとともに、モニタリングの結果を OEB の今後の計画や教育開発活動に生かしていくことが期待される。

#### (2) オロミア州教育局 (OEB) 主体計画の更なる実施

OEB 主体計画を踏まえ、OEB は 2012 年 7 月からの新予算年度 (2012/13 年度) から、プロジェクトが作成した ITP1 及び ITP2 の研修を、各学校が実施する SIP の活動の一部として実施する予定である。オロミア州内の質の高い教育普及の実現に向けては、女子教育と退学の課題解決が重要であり、そのためには継続した取り組みが必要である。今後も OEB が各レベルの教育行政関係者や SD を対象とした TOT を継続して実施し、ITP1 及び ITP2 が継続して活用されていくことが望ましい。既に行われた OEB 主体計画の TOT 同様、OEB が実施する他の研修との組み合わせにより実施することで、追加的な予算措置をせずとも実現可能な方法で実施していくことが望まれる。

#### (3) オロミア州内での普及に向けた HM 研修パッケージの見直し

2011 年 1 月の中間評価による提言に基づき、HM 研修は 5 つの ITP と導入モジュールを組み合わせた 1 つのパッケージに整理された。しかしながら、インテンシブな 5 つの ITP を含む現状のパッケージを全州内にそのまま普及していくことには困難が予想される。このため、更なる普及に向けて、これまでの OEB 主体計画の経験を踏まえつつ、より簡素なものとして整理することが望まれる。具体的にはより効果的であり活用が進んでいる ITP1 と ITP2 を中心としたパッケージに整理し、併せて SIP 計画プロセスとの関係性や、学校レベルで具体的に取り組むことのできる活動のグッドプラクティス、教育行政機関による実践的なモニタリングの方法などの情報と合わせたものとして整理し直すことが可能であろう。

#### (4) オロミア州教育局 (OEB) 主体計画継続のための OEB 人材の配置

以上に述べた OEB 側による主体的な取り組みの継続のためには、OEB 内の複数の部署が関与していく必要がある。これまで OEB 主体計画に中心にかかわった人材は限られており、

必ずしも OEB 全体が HM 研修とその教材を十分に把握しているわけではない。今後の OEB 主体計画を中心的に担う人材を、教員開発プログラム (TDP) 部門及び指導部 (Supervision Dept.) からフォーカルパーソンとして指名することが望ましい。

(5) プロジェクト供与機材の引き渡し

プロジェクト供与機材はすべてプロジェクト終了の 2012 年 9 月までに OEB 側に引き渡される予定である。残りのプロジェクト期間における機材引き渡しのタイミングと活用については、プロジェクト活動と OEB 主体計画の継続的な実施のための活用を目的として、プロジェクト及び OEB 側で調整検討のうえ、進めていく必要がある。

(6) HM モニタリングのオロミア州教育局 (OEB) の通常モニタリングへの組み込み

プロジェクトにより導入されたモニタリングのためのフォーマットとそのフローは、OEB が通常行っているモニタリングと異なったため、モニタリング報告書の提出率が低く、効果的なフィードバックシステムとして十分機能してこなかった。フォーマットの簡易化は図られたものの、依然として複雑で量が多いこともその要因である。今後は HM 研修のためのモニタリングとして継続するよりは、OEB の既存のモニタリング制度に組み込んでいくことが必要である。OEB は既に通常のモニタリング用チェックリストに同研修に関する項目を記載することを検討している。プロジェクトは OEB と十分に情報共有しつつ、プロジェクト終了後も OEB 主体計画のモニタリングが継続して効果的に行われるよう、その統合作業を支援していくことが求められる。

(7) モニタリング&報告ハンドブックの普及

プロジェクトは学校及び教育行政機関が現場で活用できることを目的に、モニタリング&報告ハンドブックを開発した。同ハンドブックは 2012 年 2 月に実施された TOT のモニタリング研修において配布され、各プロジェクト対象 CRC にも配られた。本ハンドブックはハンディで実践的であり、州内でより広く活用されることが期待される。プロジェクトの終了まで、プロジェクトは OEB が実施する他の研修やワークショップで配布するなど、より広く活用できるよう支援していくことが期待される。

(8) 学校改善プログラム (SIP) プロセスにおけるプロジェクト経験の活用

ITP3 及び ITP4 は、具体的なコミュニティ参加の手法を提供し、積極的なコミュニティの参加を惹起し、各学校レベルの SIP プロセスを改善したことが確認された。既に SIP の公式ガイドラインは最終化されており、ITP3 及び ITP4 をそのガイドラインの一部としてプロジェクト対象地域以外にも拡大していくことは困難であるが、プロジェクト経験から得られた知識とノウハウについては、今後の OEB による SIP 実施や SIP 研修に生かしていくことが期待される。

計画と行動の基本的なコンセプトについての理解を強化するために開発された ITP5 についても同様に、OEB が今後 SIP の実施、関連する研修の実施や研修教材開発において活用していくことが期待される。



#### (9) プロジェクト成果の他州への共有

オロミア州が有する教育課題は他州にも共通する。研修パッケージ、モニタリング&報告ハンドブック、OEBによる主体計画の実施経験などは、他州にも参考になるものであり、OEBから他州に共有していくことが期待される。プロジェクト終了までに他州、MOE、他ドナーの参加を得て、経験共有のためのワークショップを開催することを提言する。

### 6-2 教訓

#### (1) 参加型の研修教材

HM研修教材は、ITP1及びITP2に顕著に確認されるように、ゲーム方式で楽しく参加できる形式に開発されており、結果コミュニティや参加者の積極的な関与を促進することができた。コミュニティレベルの参加が期待される研修教材の開発においては、本プロジェクトが作成したような楽しめる教材の開発は効果的である。

#### (2) 協働による能力開発と技術移転

OEB主体計画のTOT実施にあたっては、OEBが委員会を設置し主体的に取り組み、計画し、プロジェクトの支援を得て双方が協働することにより進められた。この過程において、OEB関係者の能力強化が行われた。

他方一連の教材開発の過程では、OEB側関係者の巻き込みは効果的に行われず、結果、研修教材の企画、作成、修正に関するノウハウや知識、技術の移転は限定的となった。長期にわたって継続して研修教材が活用されるためには、作成過程にC/Pの関与を得て技術移転を行うことが必要である。また、研修教材はプロジェクト終了後もC/Pにより容易に複製、修正できるものとすることが求められる。

#### (3) 理数科教育改善プロジェクト(SMASEE)との連携

オロミア州ではSMASEEを実施中である。プロジェクトの後半においては双方の積極的な情報交換、連携が行われている。特にOEBが州内で「授業研究」をパイロットする取り組みにおいて、本プロジェクトが側面支援したことは連携の好事例といえる。

#### (4) エチオピア側関係者の頻繁な人事異動

エチオピアでは州教育局、ゾーン以下の教育組織(ZEO、WEO/TAEO、CRC)及びSDに及ぶまで、頻繁な人事異動が行われており、効果的な技術協力の阻害要因となっている。本プロジェクトの場合には、最終的にはOEB主体計画により全州内の教育行政機関を対象にTOTが実施されたため、異動があってもその経験の活用が州内で可能となった。相手国においてC/Pの頻繁な異動が予見される場合には、プロジェクトスコープの決定においてその影響を考慮しておくことが必要である。

#### (5) プロジェクト詳細計画段階における組織分析の重要性

本プロジェクトでは実際の教育ニーズへの対応とプロジェクト枠組み適正化を目的とし、2回のPDM改定が行われた。改定自体は必要かつ適切なものであった。一方、CRCの機能強化が当初のプロジェクト目標でありながら、プロジェクト開始前の段階で、CRCの組織分

析が必ずしも十分に行われていなかった。適切なプロジェクト枠組みを設定するためには、早い段階で十分な組織分析を行うことが必要である。

#### (6) 機材供与の際のニーズアセスメント

本プロジェクトでは、CRC の機能強化を目的とし、CRC を対象とした機材供与を行った。PC や関連機器は概して活用されていた一方、一部ジェネレーターが十分活用されていない例が確認された。その背景には供与当時は頻繁に発生していた停電の状況が近年急速に改善されたことがあるが、プロジェクトが機材供与を行う場合には、使用される環境、将来の状況予測を十分に行うことが必要である。

## 付 属 資 料

1. 署名ミニッツ
2. 評価グリッド (英文)

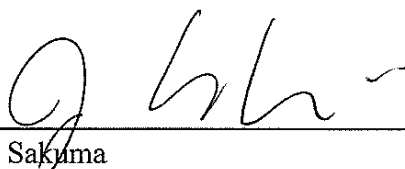
**MINUTES OF MEETINGS  
BETWEEN  
JAPANESE TERMINAL EVALUATION TEAM  
AND  
AUTHORITIES CONCERNED OF THE GOVERNMENT OF  
FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA  
ON  
JAPANESE TECHNICAL COOPERATION  
FOR  
PROJECT ON IMPROVING ACCESS TO QUALITY PRIMARY EDUCATION  
BY COMMUNITY PARTICIPATION  
("Ho!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

The Japanese Terminal Evaluation Team (hereinafter referred to as "the Team"), organized by the Japan International Cooperation Agency (hereinafter referred to as "JICA") headed by Mr. Jun SAKUMA, visited the Federal Democratic Republic of Ethiopia from 21 May to 8 June 2012 for the purpose of the terminal evaluation of the Project on "Improving Access to Quality Primary Education by Community Participation ("Ho! ManaBU")" (hereinafter referred to as "the Project").

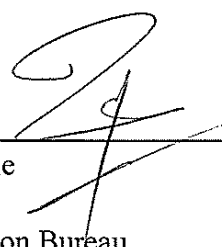
During its stay in Ethiopia, the Team had a series of discussions with the Ethiopian authorities concerned, jointly evaluated the achievements of the Project, and exchanged views for further improvement of the Project.

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

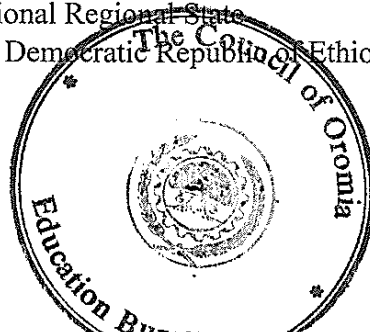
Addis Ababa, 7 June 2012



Mr. Jun Sakuma  
Leader  
Japanese Terminal Evaluation Team  
Japan International Cooperation Agency  
Japan

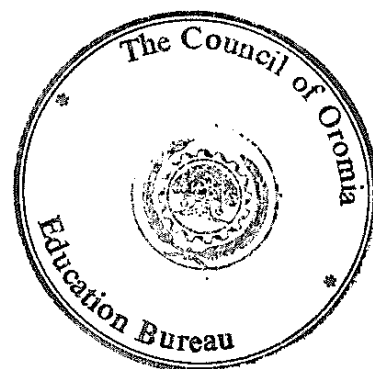


Mr. Daba Debele  
Bureau Head  
Oromia Education Bureau  
Oromia National Regional State  
The Federal Democratic Republic of Ethiopia



**JOINT TERMINAL EVALUATION REPORT  
ON  
JAPANESE TECHNICAL COOPERATION PROJECT  
FOR  
PROJECT ON IMPROVING ACCESS TO QUALITY PRIMARY  
EDUCATION  
BY COMMUNITY PARTICIPATION  
("Ho! ManaBU PROJECT")**

June 2012

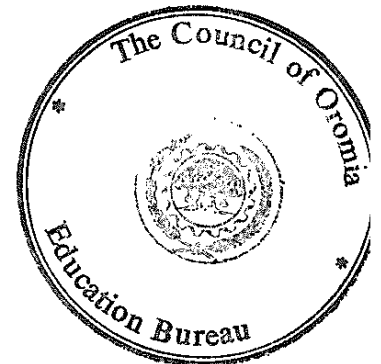


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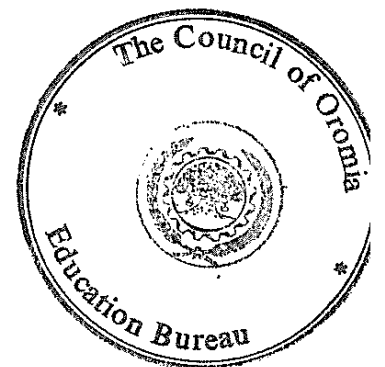


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### List of Abbreviations, Acronyms and Local Terms

BOFED	Bureau of Finance and Economic Development
C/P	Counterpart
CRC	Cluster Resource Center
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
ITP	Interactive Training Package
JICA	Japan International Cooperation Agency
JSC	Joint Steering Committee
KETB	Kebele Education and Training Board
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
SIP	School Improvement Program
SMAPP	Project on Increasing Access to Quality Basic Education through Developing School Mapping and Strengthening Micro-planning in Oromia Region
SMASEE	National Pilot Project for Strengthening Mathematics and Science Education in Ethiopia
STEO	Special Town Education Office
TAE0	Town Administration Education Office
TDP	Teacher Development Program
TOT	Training of Trainers
UPE	Universal Primary Education
WEO	Woreda Education Office
ZEO	Zonal Education Office



## 1. INTRODUCTION

### 1-1. Background and Objective of the Evaluation

The Japanese technical cooperation project for “Improving Access to Quality Primary Education by Community Participation (“Ho! ManaBU”)” (hereinafter referred to as “the Project”) was launched on September 20, 2008 and will be completed on September 19, 2012. With the remaining project period of approximately four months, the Japanese Terminal Evaluation Team (hereinafter referred to as “the Team”) dispatched by JICA visited Ethiopia from 21 May to 8 June 2012 for the purpose of evaluating the achievements of the Project. The terminal evaluation has been undertaken jointly by the Team and the Ethiopian authorities concerned.

Objectives of the terminal evaluation are as follows:

- (1) to review and evaluate the inputs, activities and achievements of the Project;
- (2) to evaluate the Project from the viewpoint of the five evaluation criteria of the Development Assistance Committee (DAC);
- (3) to clarify the problems and issues to be addressed and make recommendations for the successful completion of the Project based on the review and evaluation; and
- (4) to draw lessons from the Project for improving planning and implementation of similar projects in the future.

### 1.2. Method of Evaluation

The evaluation was designed to collect both quantitative and qualitative data and analyze those data from the following aspects based on the Version 3.0 of the Project Design Matrix (PDM 3):

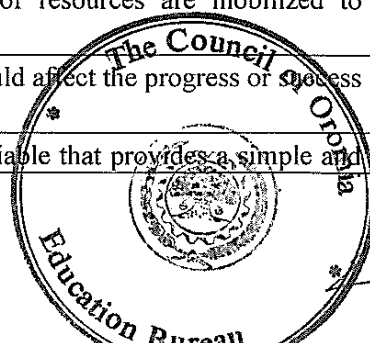
- 1) Achievements
- 2) Implementation process
- 3) Five evaluation criteria of DAC

The analysis was made using the evaluation grid that was prepared for the project review. This evaluation grid refers to the PDM ver. 3.0. 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	Quantitative or qualitative factor or variable that provides a simple and

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Indicators	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.

Definitions of the criteria are shown in Table 2.

**Table 2: Definitions of the five evaluation criteria of DAC**

Relevance	Relevance of the Project plan was 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, aid policy of the Government of Japan, needs of beneficiaries, and by logical consistency of the Project plan.
Effectiveness	Effectiveness was assessed by evaluating the extent to which the Project had achieved its purpose and by clarifying the relationship between the purpose and outputs.
Efficiency	Efficiency of the Project implementation was analyzed with emphasis on the relationship between outputs and inputs in terms of timing, quality and quantity of inputs.
Impact	Impact of the Project was assessed on the basis of both positive and negative influences caused by the Project.
Sustainability	Sustainability of the Project was assessed in terms of political, institutional, financial and technical aspects by examining the extent to which the achievements of the Project would be sustained or expanded after the Project period.

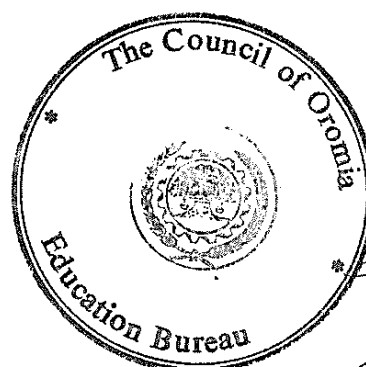
Source: JICA Evaluation Guidelines

Conclusion was drawn from the result of the analysis and recommendations were proposed for further improvement of the Project. Lessons learned were also drawn for similar projects to be implemented in the future by both the Ethiopian and Japanese Governments.

### 1.3. Members of the Terminal Evaluation Team

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



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#### 1.4. Members of the Terminal Evaluation Team

##### Japanese Side

Leader	Mr. Jun SAKUMA	Deputy Director General, Basic Education Group, Human Development Department, JICA
Evaluation Planning	Ms. Haruko KAMEI	Advisor, Basic Education Division 2, Human Development Department, JICA
Evaluation Analysis	Mr. Shimboku MIYAKAWA	Consultant, Koei Research Institute International Cooperation

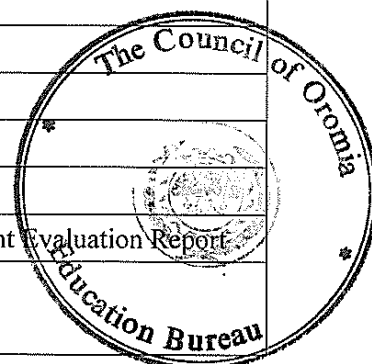
##### Ethiopian Side

Evaluation	Mr. Abebe Jira	Supervisor VIII, Supervision & Leadership Core Work Process, OEB
Evaluation	Mr. Tadesse Duressa	Project Focal Person, Planning & Project Core Work Process

Ethiopian evaluation members of the CP institutions joined the field interviews. The major categories and personnel interviewed in the evaluation are listed in ANNEX 7. The Team finalized this Evaluation Report jointly with JSC (Joint Steering Committee) members.

#### 1.5. Schedule of the Terminal Evaluation

Date		Schedule
21-May	Mon	Meeting with JICA Ethiopia Office Meeting with Ho! ManaBU (HM) Project Experts
22-May	Tue	Meeting with members of OEB evaluation team Field Survey (Arsi)
23-May	Wed	Field Survey (Arsi)
24-May	Thu	Field Survey (East Showa)
25-May	Fri	Field Survey (East Showa)
26-May	Sat	Analysis of collected data and information / Report drafting
27-May	Sun	Analysis of collected data and information / Report drafting
28-May	Mon	Analysis of collected data and information / Report drafting
29-May	Tue	Meeting/Interview with OEB
30-May	Wed	Report Writing Meeting/Interview with OEB
31-May	Thu	Report Writing
1-Jun	Fri	Field Survey (North Showa)
2-Jun	Sat	Report Writing
3-Jun	Sun	Report writing
4-Jun	Mon	Meeting with OEB
5-Jun	Tue	Draft Joint Evaluation Report
6-Jun	Wed	Discussion with OEB on Minutes of Meetings (M/M)/ Draft Joint Evaluation Report
7-Jun	Thu	Preparation for Joint Steering Committee (JSC) Meeting JSC Meeting and Signing M/M@ Red Cross Training Institute



## 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% (1997/1998) to 93.4% (2009/2010). 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

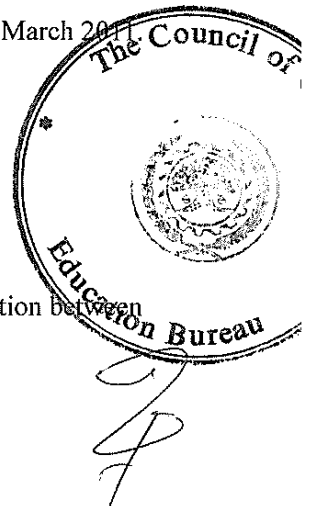
The Project has been conducted based on the PDM ver.3.0, which was revised in March 2011. Its main points are as follows.

(1) Overall Goal

Participatory school-based management is promoted in Oromia Region.

(2) Project Purpose

Participatory school-based management is promoted in the target area through collaboration between



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school and community with support of educational administrative organizations.

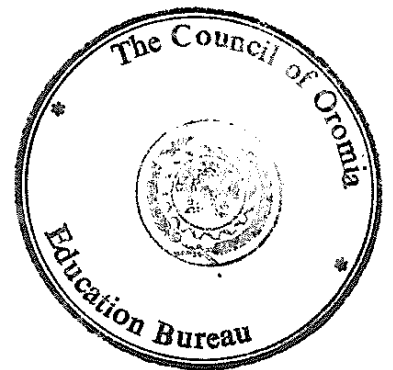
(3) Outputs of the Project

Output 1: Planning and implementation process of school improvement activities is improved.

Output 2: Monitoring of school improvement activities by educational administrative organizations is enhanced.

Output 3: Foundation for utilization and dissemination of the trainings and approaches of the Project by OEB is strengthened.

The Project has been implemented based on the master plan agreed in the Record of Discussions (R/D) and Minutes of Meeting (M/M) including the PDM1 signed between JICA and OEB on March 11, 2008. The revision to the original PDM1 had been agreed and the new PDM2 was approved in the M/M signed in September, 2009, changing the role of CRC in the project design. After the Mid Term Review which was conducted in January 2011, the PDM2 was revised as PDM3, reflecting the result and recommendations from the review. The PDM3 was approved and signed between JICA and OEB on March 30 2012. The latest master plan of the Project (PDM) is attached as ANNEX 4. The targeted CRCs are listed in ANNEX 6.



### 3. PROGRESS OF THE PROJECT

#### 3-1. Inputs provided

As a whole, inputs from both the Ethiopian and Japanese sides have been provided as planned. Details of inputs are shown in ANNEX 1.

Table 3 Main Inputs by the Ethiopian Side

Counterpart Personnel	Head of OEB and others as defined in the R/D
Project Office	Set up in OEB Office Building
Activity Cost	Cost for office operation 101,700 Birr Training cost at CRC and the below level TOT training cost for the "OEB Initiative" 988,929 Birr

Table 4 Main Inputs by the Japanese Side

Japanese Long-term Expert	3 Experts (Chief Advisor/Local Educational Administration/Project Coordination) About 48 MM in total
Japanese Short-term Expert	2 Experts dispatched 5 times for about 22 MM in total
Ethiopian Consultants	2 Teams deployed for monitoring survey
Training in Japan	6 Ethiopian Counterparts participated in the Trainings
Equipment	4,098,342 Birr and 115,400 USD (include a car, computers, and etc.)
Activity Cost	JPY 124,074,000 (includes cost for TOT, production of training materials and, meetings, monitoring, public relations, salary for Ethiopian project staff and etc.)

Note: Some of the numbers are provisional at the time of the evaluation

#### 3-2. Activities implemented

Most of the Project activities have been implemented based on the plan as shown in ANNEX 5.

#### 3-3. Achievement of the Outputs

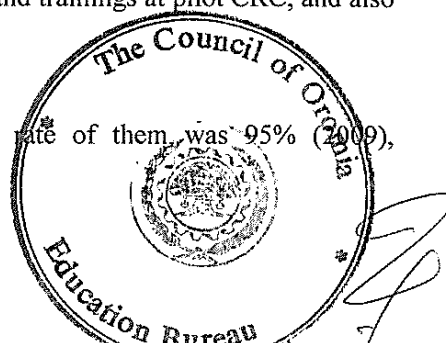
With the efforts of both the Ethiopian and Japanese sides, especially the Ethiopian Counterparts and the Japanese Experts, the Outputs have been produced as planned. The following describes the level of achievement of each Output.

(1) Output 1:

Output 1:	Planning and implementation process of school improvement activities is improved.
Indicators:	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

Output 1 is achieved through the implementation of TOT and trainings at pilot CRC, and also the development of training materials.

1-1 The Project conducted TOT 3 times. The attendance rate of them was 95% (2009),



99%(2010) and 93% (2012).

Number of participants in TOT

Month/Year	Nov.-Dec. 2009	Nov.-Dec. 2010	Feb. 2012
No. of Participants	463	391	449
No. of Absentee	25	3	34
Total	488	394	483
Rate of Participants	95%	99%	93%

Source: Reports on Ho! ManaBU Workshop

1-2 The self-assessment made by TOT participants turned out to be positive. Over 96% of the TOT participants obtained confidence in their facilitation at the end of TOT according to the questionnaire survey. Besides, around 80% of CRCs believe the training is easy to facilitate in general.

1-3 The total number of HM Training held and the participants in the pilot CRCs were 805 and 50,481 respectively.

1-4 HM Training facilitators from WEO/TAE0 and CRC believed the participants enjoyed the training and were aware of the issues according to the comprehensive monitoring survey. The evaluation team confirmed there was no dissatisfaction about the quality of HM Training from teachers or community members.

1-5 The integrated package of HM training (ITP1-ITP5 or Awareness, Analysis and Planning) was developed.

## (2) Output 2

Output 2: Monitoring of school improvement activities by educational administrative organizations is enhanced.

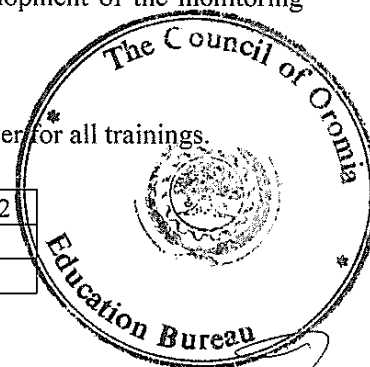
Indicators: 2-1 Attendance rate of participants of monitoring training (90% or over)  
 2-2 Submission rate of Training and Progress Reports from the pilot CRC to OEB (60% or over)  
 2-3 Improvement in reporting and feedback skills of WEO/STEO officers and CRC supervisors  
 2-4 Development of formats and guidelines/manuals related to monitoring/reporting

The achievement of Output 2 is relatively low looking at the submission rate of Training and Progress report, which is indicator 2-2. The monitoring training and development of the monitoring and reporting handbook was implemented as planned.

2-1 Attendance rate of the monitoring and reporting training were 90% or over for all trainings.

Number of participants in the monitoring and reporting training

Month/Year	Nov.-Dec. 2009	Nov.-Dec. 2010	Feb. 2012
No. of Participants	259	378	323
No. of Absentee	23	3	23



Total	282	381	346
Rate of Participants	92%	99%	93%

Source: Reports and Data on Ho! ManaBU Workshop

2-2 Submission status of Training and Progress report from the pilot CRCs to OEB was under 50% at the best. It didn't reach the target.

Submission rate of reports from CRCs to OEB (December 2010 – January 2012)

Type of report	Training report		Progress report	
Theme of Training	DO, GE, LMSB*	DOS*	DO, GE, LMSB	DOS 2
No. of HM training implemented	205	272	205	132
No. of reports received at OEB	9	129	4	38
Submission rate (%)	4.4	47.4	2.0	28.8

\*DO: Raise Awareness of Dropout,

GE: Raise Awareness of Girl's Education,

LMSB: Let's Make Our School Better,

DOS: Discover Our School

Source: Comprehensive Monitoring Report of Ho! ManaBU Project

2-3 The trainings for monitoring were conducted 3 times during the project period and 964 participants (Focal persons of ZEO, WEO/STEO, CRC, key teachers and school directors) were trained. Around 90% of the CRC supervisors interviewed thought their report writing skill improved.

2-4 A handbook for monitoring and reporting was developed and Monitoring and reporting formats were simplified.

### (3) Output 3

Output 3: Foundation for utilization and dissemination of the trainings and approaches of the Project by OEB is strengthened.

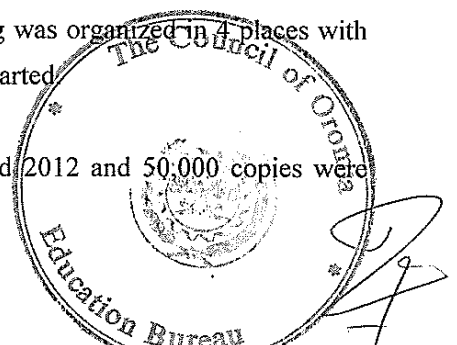
Indicators: 3-1 Development of feasible 'OEB Initiative Plan' for disseminating HM Training and approaches  
 3-2 Distribution and utilization status of ODA Magazine  
 3-3 Sharing of experiences and expertise of the Project at regular meetings organized by OEB, ZEO and WEO/STEO

Output 3 is achieved through the implementation of the "OEB initiative" and activities for information sharing with ODA magazine and other related activities.

3-1 OEB Initiative Plan for dissemination HM training and approaches was developed in cooperation with JICA project team in June 2011. The training of the regional trainers was conducted in December 2011 being supported by the project team. The training was organized in 4 places with 608 participants. The implementation at school level has already started.

3-2 Four issues of ODA magazine were published between 2010 and 2012 and 50,000 copies were

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distributed for each issue. It is used for sending the messages from OEB and the Project and sharing the good practices of the project activities.

3-3 At a quarterly meeting of OEB in March 2012, the OEB Initiative Plan was discussed with ZEOs. At an annual conference where ZEO, TAEOs and WEOs were invited by OEB, information of the project was dispatched from the booth. There is no conclusive data to show levels of sharing the project matter in regular meetings of ZEO/TAEO and Woreda, but it can happen that chances of sharing Ho! ManaBU experience will increase since the OEB Initiative activities have been taken in the OEB's regular work.

### 3-4. Achievement of the Project Purpose

Project Purpose	Participatory school-based management is promoted in the target area through collaboration between school and community with support of educational administrative organizations.
Indicators:	<ol style="list-style-type: none"> <li>1. Reduction in the number of drop-out students in the pilot CRCs</li> <li>2. Improvement in the enrolment (of girls in particular) in the pilot CRCs</li> <li>3. The percentage of the pilot CRCs which implement activities utilizing the knowledge and skills acquired in HM Training<sup>1</sup> (80% or over)</li> </ol>

The project purpose is likely to be achieved. Most of the indicators for the outputs cleared their targets as described in “3-3. Achievement of the Outputs”, although the performance relating to the indicator 2-2 (Submission rate of Training and Progress reports) is far below the target. The analysis of indicators for the Project purpose is as below.

#### 1. Reduction in the number of drop-out students in the pilot CRCs

The number of drop-put students in the pilot CRCs was reduced. The number of drop-out students of the primary schools in the pilot CRCs reduced from 11,163 (Rate 8.4%, 2008/09) to 10,580 (Rate 8.1%, 2010/11). It is observed that the average drop-out rate of Pilot CRCs in 2010/2011 (8.1) is better than that of 81 non-Pilot CRCs nearest to Pilot CRCs.

Drop-out rate of the Primary Schools in the Pilot CRCs

Year	Pilot CRCs	Non-Pilot CRCs*
2008/2009	8.4	N.A.
2010/2011	8.1	10.0

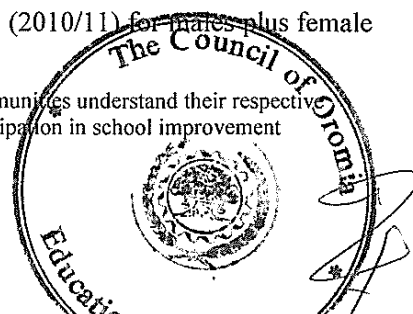
\*81 non-Pilot CRCs nearest to Pilot CRCs sampled for reference

Source: Comprehensive Monitoring Report Data

#### 2. Improvement in the enrolment (of girls in particular) in the pilot CRCs

The number of students enrolled in the pilot CRCs is increased. The number of Grade 1 students in the pilot CRCs increased from 20,019 (2008/09) to 22,693 (2010/11) for males plus female

<sup>1</sup> 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.



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and from 10,264 (2008/09) to 11,426 (2010/11) for female only.

Number of Grade 1 Students of the Primary Schools in the Pilot CRCs

Year	Pilot CRCs	
	Male + Female	Female
2008/2009 (a)	20,019	10,264
2010/2011 (b)	22,693	11,426
Increase (b-a)	2,674	1,162

Source: Comprehensive Monitoring Report Data

- The percentage of the pilot CRCs which implement activities utilizing the knowledge and skills acquired in HM Training (80% or over)

The target is met. 91% of the pilot CRCs implemented activities utilizing the knowledge and skills acquired in HM training. The total number of those activities since November 2009 reached 848.

### 3-5. Implementation Process of the Project

#### (1) Contributive Factors to the Implementation Process

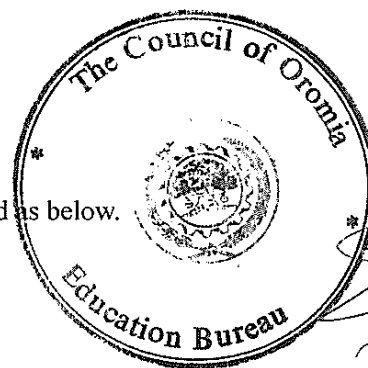
- Uniqueness and good quality of the training materials, in particular ITP1 and 2 contributed a lot to the progress of the project. Familiar and serious theme like dropout or girls' education, adoption of enjoyable games, simple illustration and other good characteristics of the material attracted teachers and community members to the training and promoted their active participation.
- Facilitation skills needed for Ho! Manabu Training was transferred from the JICA experts to the trainers at TOT and the trainers transferred those skills to the facilitators at CRC level. This worked well so that the third and last TOT was conducted by the Ethiopian senior trainers with a limited support of the JICA experts.
- Generally no problem was observed in the communication and information sharing among stakeholders of OEB, the Project, and JICA in the course of implementation of the Project.
- No problem was observed in organizational and budget arrangement from both of Ethiopian and Japanese sides.

#### (2) Obstructive Factors against the Implementation Process

- Two times of PDM revision changed project's approach caused inefficiency in uses of resources.
- Weak communication between OEB and the project team about the basic concepts on the training materials constrained the feasibility of some modules of the training package for their wider dissemination
- Training materials were developed within the JICA project team and the Ethiopian counterparts were not effectively involved in the development process. Consequently technical transfer in the material development was limited.

### 4. EVALUATION BY THE FIVE CRITERIA

The result of the evaluation by the five criteria is summarized as below.



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#### 4-1. Relevance

For the following reasons, the relevance of the Project is considered to be **High**.

- (1) Consistency with the Government of Ethiopia and OEB's education policy
  - In ESDP IV, the government education policy and plan of Ethiopia, importance of community participation and improving management capacities at the Woreda, CRC and school levels are emphasized as priority issues.
  - GEQIP identifies SIP as an important pillar. SIP focuses on participatory and accountable school management.
  - Improvement of the drop-out rate of the primary education is an urgent issue in Oromia region.
- (2) Needs of the target group
  - Needs for improving school management with community participation is high.
  - Selection of the target group was appropriate. School staff members and community members are the main actors of participatory school-based management. CRC supervisors are immediate supervisors on school management and WEOs supervise them. Capacity building on them effectively activates participatory school-based management.
- (3) Consistency with Japanese aid policy
  - Japans aid policy for Ethiopia gives priority to improvement of access and quality of basic education through capacity development of local government and community as one of the priority area for assistance. Likewise JICA's aid policy also places provision of quality basic education as one of the focus areas.

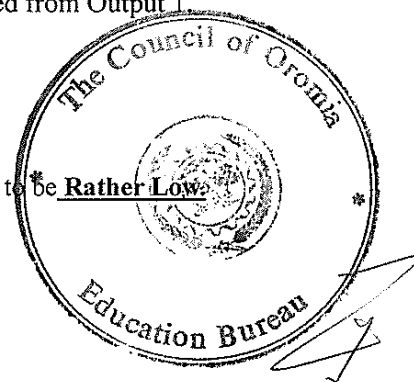
#### 4-2. Effectiveness

For the following reasons, the effectiveness of the Project is considered to be **Fairly High**.

- (1) Probability of Achieving the Project Purpose
  - Project purpose is likely to be achieved. Although the performance relating to the indicator 2.2 (Submission rate of Training and Progress reports) is far below the target, most of the indicators for the outputs cleared their targets. The outputs of the PDM will be achieved.
- (2) Knowledge and skill
  - OEB has acquired sufficient knowledge and skills for organizing TOT.
  - TOT participants at CRC have confidence as a facilitator of Ho! ManaBU training.
- (3) Causal relation between project purpose and outputs
  - Output 1 and 3 effectively contributed to the project purpose. Especially, achievement of Output 3 through "OEB initiative" contributed great extent to the achievement of project purpose utilizing training materials and experiences of organizing TOTs gained from Output 1

#### 4-3. Efficiency

For the following reasons, the efficiency of the Project is considered to be **Rather Low**.



D.G.

- (1) Utilization of existing human, financial and other resources
  - Resources of the Ethiopian side, like TOT facilitators, training facilitators and school as training venue, were effectively used.
  - Monitoring and reporting of the Project was arranged in parallel to existing OEB's monitoring work so that it created additional burden.
- (2) Timing and use of inputs and budget from the Project
  - Most of the inputs from the Project, experts, counterpart training, materials and equipment were provided timely.
  - Due to insufficient communication, technical transfer from the short-term experts for training materials development to the counterparts was limited.
  - Generators provided by the project for the pilot CRCs are not always effectively utilized.
  - Although ITP3, 4 and 5 were utilized for the project's training and had brought positive changes to target CRCs and schools, ITP 3, 4 and 5 are unlikely to be included in OEB Initiative.
- (3) Change of the Project design
  - PDM was revised twice, which was appropriate for adjusting project framework, but affected efficiency of the project activities as it required change in inputs, schedule and activities accordingly.

#### 4-4. Impact

For the following reasons, the Impact of the Project is considered to be High.

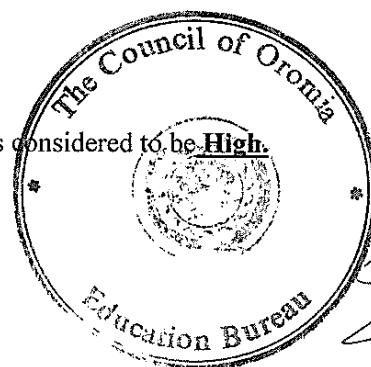
- (1) Probability of achieving the overall goal
  - Overall goal is likely achieved based on the achievement and the experience of the project.
  - The training on School-based management developed by the project will likely expand to the non-target areas in Oromia region in high possibility as OEB has implemented the 'OEB Initiative Plan' targeting all the Woredas and CRCs with full ownership of OBE.
- (2) Promotion of participatory school-based management in Oromia region
  - The project contributed to the implementation of SIP.
  - Promotion of participatory school-based management aiming better students' results is a central approach of SIP under GEQIP. As SIP is already implemented at the all levels of the OEB structure, it will likely be promoted all over the region.
  - The satellite schools were also activated in participatory school management.
- (3) Other Impact
  - Lesson study, which was introduced by the Project by Quick Learning Video and also by the counterpart training in Japan, has now been piloted in some schools in the region with strong initiative of OEB.

#### 4-5. Sustainability

For the following reasons, the sustainability of the Project is considered to be High.

- (1) Policy aspect

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- ESDP IV puts ‘Community Participation’ as its priority in the policy. It is likely that the government of Ethiopia/Oromia will continue to support participatory school-based management.

(2) Financial aspect

- Cost for TOT can be managed by the budget of TDP and School can use school grant of GEQIP for training purpose when necessary. Therefore budget will not be a serious matter to continue the trainings as it has been already practiced under the current OEB Initiative plan. However, budget for additional printing of the training materials needs to be secured if wider distribution of training materials is necessary.

(3) Organizational aspect

- The concept of the project is being handed over to OEB Initiative Plan.
- The TOT and trainings can be effectively organized in a cascade from the regional level of OEB to ZEO, WEO/TAEO, CRCs and schools.

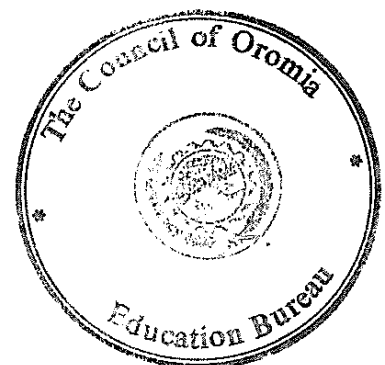
(4) Technical aspect

- Training on participatory school-based training is considered as an activity of SIP at school level.
- While there were significant technical supports of JICA experts in the first and the second TOT, the third TOT was conducted mostly by the Ethiopian counterparts. This shows that the Ethiopian side keeps sufficient knowledge and skills for TOT level.

## 5. CONCLUSION

Based on the findings of the survey, the Team concludes that the Project has achieved its outputs and objective as expected. Especially, its contribution to raising awareness and encouraging school level activities to address the issues of girls’ education and school drop-out through introduction of ITP 1 and ITP 2 are notable. As a whole, the Project also contributed to improve SIP process and SIP activities at the target CRCs and schools by conducting TOT for Ho! ManaBU training.

Finally the Team fully appreciates OEB and its staff members who actively involved in the Project activities. Experiences gained by OEB, ZEO, WEO/TAEO, CRC and schools are expected to provide a good platform to facilitate all stakeholders to work collectively to achieve the goal of quality education for all in Oromia region.



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## 6. RECOMMENDATIONS AND LESSONS LEARNED

### 6-1. Recommendations

Improving access and quality of education have been remaining as important educational development agendas in Oromia region. Good awareness of communities, participatory school management, and strengthening educational administration are keys to address the agendas.

The Project has developed a training package for effectively promoting community initiatives and participation in school improvement focusing on awareness raising, problem analysis and planning for key educational issues, and TOT by utilizing the said materials targeting at ZEOs, WEOs/TAEOs, CRCs, and schools has been implemented until today. Many school level activities have been observed after the training, with participation of parents, community people, students and other stakeholders, which brought positive changes in promoting girls' education and reducing drop-out. At the schools under the target CRCs, it has been observed that ITP 3 and ITP4 have improved planning process of SIP with better analysis of school environment and situation with active participation of community.

While the Project covered 104 CRCs under 43 WEOs and 11 TAEOs in 13 ZEOs, OEB has initiated introduction of ITP 1 and ITP 2 to non-target CRCs by conducting TOT with distribution of the training materials, which is called the "OEB initiative". The "OEB initiative" is a positive step towards improving access of quality education further to achieve education for all in Oromia region.

It is strongly encouraged that the Project supports "OEB initiative" further toward the completion of the Project so that OEB can fully utilize outputs and experiences from the Project to continue its efforts for achieving educational goals of the region.

The following recommendations have been proposed for the successful completion of the Project and further improvement of the Project based on the result of evaluation.

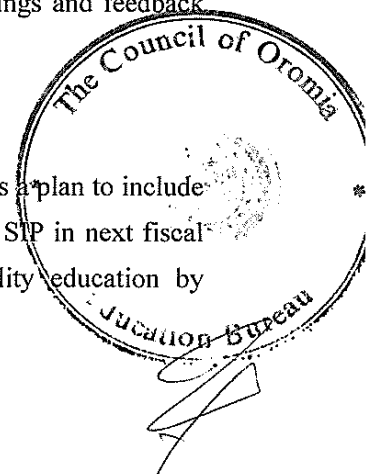
#### <<OEB Initiatives>>

##### (1) Follow-up of OEB Initiatives at school level

Recognizing the issues of girl's education and drop-out from schools in the region, OEB with its initiative started to disseminate ITP1 and ITP2 to non-target zones. OEB conducted TOT for those non-target zones in December 2011 and trained 608 trainers. The training kits were distributed to CRCs, one for three CRCs to share. OEB, with the support from the Project, has started monitoring the activities by ZEO, WEO, CRC and schools after the TOT. It is recommended that OEB with support from the Project encourages educational institutions at zone and the below level to implement trainings at school level, and reflecting findings and feedback from the monitoring to OEB's future planning and activities.

##### (2) Further implementation of OEB Initiative

After TOT and distribution of training kits under "OEB initiative", OEB has a plan to include Ho! ManaBU ITP 1 and ITP 2 activities as a part of school level activities in SIP in next fiscal year 2012/2013 and onward. In order to achieve universal access to quality education by



overcoming the issues of girls' education and drop-out from schools, continuous efforts will be required in coming years. Therefore it is highly recommended that OEB continues TOT in future too, enhancing capacity of educational administrators, school directors and other major stakeholders, so that effective use of ITP 1 and ITP 2 will be sustained. Based on the experience of the last TOT in December 2011, OEB may continue to arrange TOT for Ho! ManaBU by taking opportunities of other trainings organized by OEB to minimize its financial burden.

(3) Consolidation of Ho! ManaBU Training Package for further dissemination in Oromia Region

Based on the recommendation made in mid-term review in January 2011, the efforts have been made to put all ITPs into one integrated training package, in a form of 5 ITPs with the overview and introductory guideline. With 5 intensive ITPs included in the package, it may not be feasible for OEB to introduce a whole package as it is in the region. Thus it is recommended that the Project with OEB reviews the training package and consolidate it for further dissemination in the region in future based on the experiences from OEB initiatives so far. Since ITP 1 and ITP 2 have been proved to be effective to address major educational issues of the region, promoting girls' education and drop-out from schools, the package shall be reorganized with the focus on ITP 1 and 2, and more guidance on the linkage with SIP process, good practices that schools can implement, and practical monitoring instructions for educational institutions.

(4) Appointment of a focal person for the "OEB initiative"

In order to implement the recommended activities mentioned above, various departments of OEB need to work closely. At the moment, the number of staff who have directly involved in the process of the "OEB initiative" is limited and not all the people concerned are familiar with the Ho! ManaBU training and its materials. Therefore it is recommended that OEB appoints at least two focal persons, one from TDP and another one from Supervision Department, who will be in charge of OEB Initiative related activities.

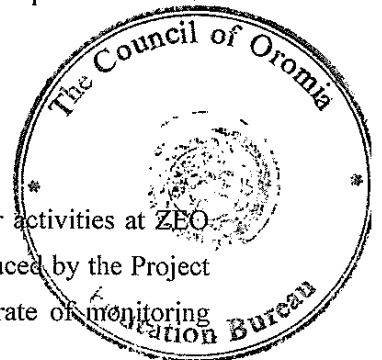
(5) Handover of equipment by the termination of the Project

All the equipment provided by the Project shall be handed over to OEB by the end of the project in September 2012. The timing of handover and usage during the remaining period of the Project shall be mutually discussed between OEB and the Project. It is encouraged that the equipment will be fully utilized for the purpose of the Project activities and also for effective implementation of the "OEB initiative".

<<Monitoring>>

(6) Integration of Ho! ManaBU monitoring to OEB's regular monitoring

The Project introduced its own monitoring sheets and formats to monitor activities at ZEO and the below levels. However, due to the fact that the monitoring flow introduced by the Project was not fully in line with the regular monitoring by OEB, the submission rate of



reports did not reach its target and effective feed-back has not been taking place. Another factor that hampered submission of reports was its intensive requirement and relatively heavy volume. Rather than maintaining a parallel monitoring flow specific for Ho! ManaBU, it is recommended that monitoring flow and formats of Ho! ManaBU activities will be integrated to OEB's regular monitoring activities in more simplified way. OEB has already decided to include items related to Ho! ManaBU in its regular monitoring checklist. It is recommended that the Project will work with OEB to integrate monitoring of Ho! ManaBU into OEB's regular monitoring formats and flow by the end of the Project so that OEB can continue monitoring "OEB initiative" and other training activities effectively in future.

(7) Dissemination of Monitoring and Reporting Handbook

The Monitoring and Reporting Handbook developed by the Project provides a handy reference for educational administrators at various level. The handbook has been distributed in the training session for monitoring as a part of TOT in 2012 with limited copies to be shared at CRC level. Effective monitoring of school activities is critical for betterment of educational development, thus, it is encouraged that the handbook will be distributed and used widely in the region. In the remaining period of the Project, it is recommended that the Project will support OEB to utilize the handbook more in the region, for example, by introducing it in the trainings and workshops organized by OEB.

<<SIP>>

(8) Imparting experiences of Ho! ManaBU to SIP process

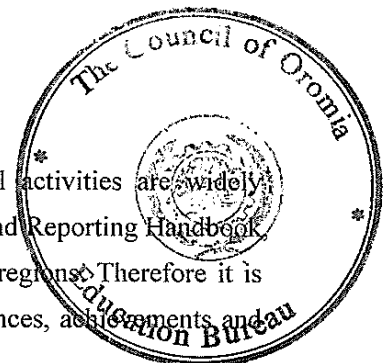
Interview to target WEO, CRC and schools revealed that ITP 3 and ITP4 enhanced analysis and planning process of SIP at schools, showing practical ways of community participation, which supplemented existing SIP guidelines and instructions. Although ITP 3 and ITP 4 may not be feasible to be scaled up to non-target zones as they are, because the official guideline of SIP has been finalized and distributed. It is recommended that the knowledge and know-how obtained through the Project experiences shall be imparted to SIP implementation and instructions, and training for SIP in future.

Likewise ITP 5, which intends to strengthen understanding basic concept of planning and taking actions, may be used to enhance SIP process as a reference when OEB implement SIP and prepare related training materials.

<<Sharing beyond the region>>

(9) Sharing experiences and training materials to other regions

The issues of girls' education and drop-out, monitoring of school activities are widely observed in Ethiopia. The consolidated training package and Monitoring and Reporting Handbook and OEB's experiences of the "OEB initiative" may be useful for other regions. Therefore it is recommended that OEB with the support from the Project shares experiences, achievements and



outputs of the Project widely with other regions, Ministry of Education and other development partners. Before the completion of the Project, the final workshop for sharing is recommended to be organized.

## 6-2. Lessons Learned

### (1) User friendly interface of training materials

User friendly and enjoyable interface of training materials obviously made Ho! ManaBU trainings attractive and draw active engagement of the participants, which was proved by the great success of ITP 1 and ITP 2. Especially when active participation of stakeholders at community and school level is expected, the approach to make the interface of training materials user friendly and enjoyable is effective.

### (2) Capacity development and technical transfer thorough joint work

The Project jointly worked with OEB to implement TOT, the “OEB initiative” and monitoring activities. Especially for the “OEB initiative”, establishment of the committee within OEB and intensive work to plan TOT supported by the Project has capacitated all staff members of OEB involved in the process. The importance of capacity development of counterparts through joint work cannot be emphasized more.

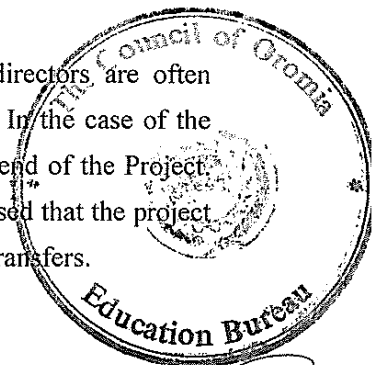
On the other hand, in the process of developing training materials, OEB had not been involved effectively thus technical transfer in terms of designing, producing and modifying training materials was limited. For long-time use and continuous improvement of training materials, counterparts should have been fully involved in every step of development of those materials. Besides, the materials should be designed in a way that counterparts can easily duplicate for wider use.

### (3) Partnership with SMASEE project

In Oromia region, SMASEE, National Pilot Project for Strengthening Mathematics and Science Education is on-going with assistance of JICA. In the later stage of the Project, good partnership between SMASEE and the Project has been observed. Frequent information exchange and joint discussion between OEB and two projects contributed promotion of lesson study in the region.

### (4) Frequent transfer of officers of the Ethiopian side

Frequent transfer among OEB, ZEO, WEO/TAEO, CRC and school directors, are often observed in Ethiopia, which sometimes disturbs efficiency of project activities. In the case of the Project, “OEB initiative” covering the whole region will settle the issue by the end of the Project. When frequent transfer of counterparts or government staff is expected, it is advised that the project scope and activities will be designed in a way to mitigate negative impact of the transfers.



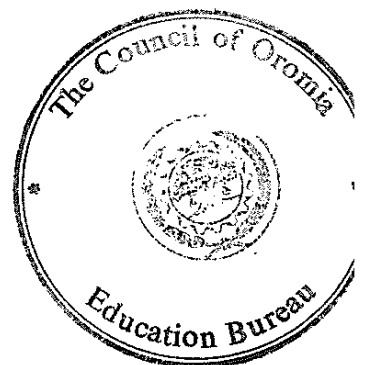


(5) Sufficient organizational analysis for project design

The PDM of the Project has been revised 2 times in the course of implementation of the Project, which was appropriate for adjusting project activities to educational needs and for effective monitoring. However, deeper analysis of functions and situation of CRC before the launch of Project could have set the Project framework more appropriate at earlier stage of the Project and made the project implementation more efficient.

(6) Careful needs assessment before provision of equipment

It has been confirmed that the equipment provided by the Project to CRCs, a PC and a printer are generally well utilized and contributed to enhancing the function of CRC. But there are cases where generators are not fully utilized either because CRCs have its sufficient power supply or fuel is not affordable. This is partly because the supply of electricity has far improved since the time of providing generators, thus the need for generator has been changed relatively quickly since then. When a project provides electrical equipment, actual needs and environment should be carefully examined.



## ANNEXES

ANNEX 1. Inputs to the Project

ANNEX 2. Training Achievements by the Project and OEB Initiative

ANNEX 3. Major Materials produced by the Project

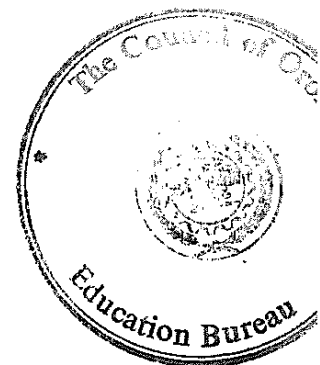
ANNEX 4. Project Design Matrix (PDM3)

ANNEX 5. Plan of Operations (PO)

ANNEX 6. List of Target CRCs

ANNEX 7. List of Interviewees

ANNEX 8. Evaluation Grid



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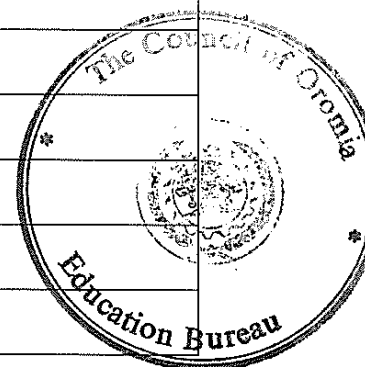
## ANNEX 1: Inputs to the Project

### 1. List of Japanese Experts

Name	Position in the Project	Period of Assignment
Mr. Takashi Nobe	Chief Advisor / School Management	2008/09/30-2011/07/02
Ms. Haruko Fujime	Project Coordination /Community Participation	2008/10/07-2010/10/06
Ms. Kazuyo Igarashi	Local Educational Administration	2009/02/27-2011/07/01
Ms. Kazuyo Igarashi	Chief Advisor / Local Educational Administration	2011/07/02-2012/02/26
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
Mr. Hiroshi Kikuchi	Training Material	2011/8/14-2012/02/03
Ms. Yuko Hirose	Project Coordination /Primary Education	2010/11/02-2012/09/19
Mr. Yasuhiko Kato	Enhancement of Monitoring	2011/11/30-2012/03/03
Mr. Yasumasa Nagaoka	Chief Advisor / Local Educational Administration	2012/02/06-2012/09/19

### 2. List of Ethiopian Counterparts

Name	Job title
Mr. Daba Debele	Head of OEB
Mr. Merga Feyisa	Deputy Head of OEB, Head of TDP
Mr. Fite Aberra	Deputy Head of OEB, Head of Supervision
Mr. Letyibelu Motuma	Head of Public Relation
Mr. Asegid Sori	Head of Licensing
Mr. Hailu Amare	Head of Curriculum
Mr. Alemayehu Shawl	Head of ICT



Mr. Yoseph Ayele	Head of Planning & Project
Mr. Adugna Buta	Head of Human Resource
Mr. Woyesa Negero	Head of Finance
Mr. Mideksa Tesi	Head of Audit

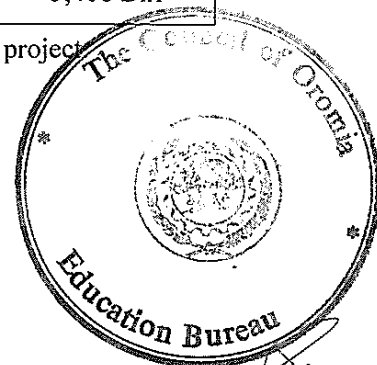
### 3. List of Ethiopian Counterparts Trained in Japan

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 Planning and EMIS		
Mr. Fite Aberra	Deputy Head of OEB, Head of Supervision	Counterpart Training	2011/2/23-3/16
Mr. Jemal Muffi	Expert, TDP		
Mr. Daba Debele	Head of OEB	Counterpart Training	2011/11/18-12/10
Mr. G/Michael Abomsa	Head of Planning		

### 4. List of Equipment

Item	Specification	Quantity	Price
4WD	TOYOTA Land Cruiser	OEB (2)	115,440 USD
Generator	Yammer TF160	OEB (1)	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

Note: The number of vehicle does not include the vehicles used during the previous project



**5. Local Operation Cost Borne by Japanese Side (in Japanese Yen)**

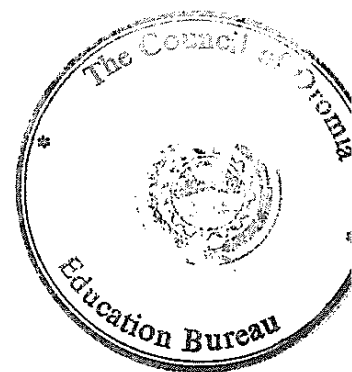
	JFY 2008	JFY2009	JFY2010	JFY2011	JFY2012	Total
Plan	7,305,000	15,780,000	28,160,000	40,348,000	12,000,000	103,593,000
Actual	12,553,000	23,671,000	23,297,000	52,553,000	NA	124,074,000*

Note: JFY, Japanese fiscal year starts on April 1<sup>st</sup> and ends on March 31<sup>st</sup>. JFY 2012 above is the projection at the time of the evaluation.

\*Total amount for actual expenditure includes JFY2012 planned amount for estimation.

**6. Estimation of Local Operation Cost Borne by Ethiopian Side**

Item	JFY 2008	JFY2009	JFY2010	JFY2011
OEB initiative TOT	-	-	-	988,929 Birr
Electricity fee	3,200 Birr	9,600 Birr	14,400 Birr	21,600 Birr
Telephone & Fax fee	3,200 Birr	9,600 Birr	14,400 Birr	21,600 Birr
Water fee	300 Birr	800 Birr	1,200 Birr	1,800 Birr
Total	6,700 Birr	20,000 Birr	30,000 Birr	1,033,929 Birr



## ANNEX 2: Training Achievements by the Project and OEB Initiative

### 1. Training by the Project

#### 1-1. List of training for monitoring

Type of Training	Monitoring & Reporting	Data management & Info sharing	Monitoring & Reporting
Period	Nov.- Dec. 2009	Nov.-Dec. 2010	Feb. 2012
Duration	1 day	1 day	1 day
Participants	Focal persons of ZEO, WEO/TAEO, CRC supervisors	Focal persons of ZEO, WEO/TAEO, CRC supervisors, school directors and key teachers of center schools	Focal persons of ZEO, WEO/TAEO, CRC supervisors, school directors and key teachers of center schools
Theme	Monitoring and reporting for HM training	Data management and information sharing	Monitoring and reporting for general issues
No. of Participants	259	378	323

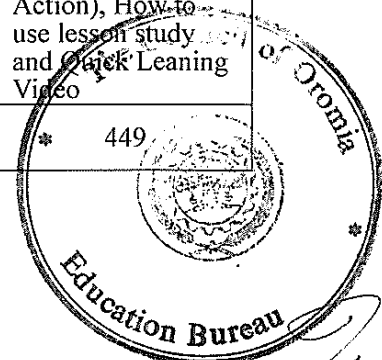
Source: Ho! ManaBU Report

Note: Number of participants for the training 2009 was reported as 263 at the time of the Mid-term Review, which was then confirmed to be 259 afterward.

#### 1-2. List of Ho! ManaBU TOT

Type of Training	TOT for HM training	TOT to facilitate TOT for HM training	TOT for HM training	TOT for HM training
Period	Nov.-Dec. 2009	Nov. 2010	Nov.-Dec. 2010	Feb. 2012
Duration	3 days	2 days	1 day	3 days
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/TAEO, CRC supervisors, school directors and key teachers of center schools	Focal persons of ZEO, WEO/TAEO, CRC supervisors, school directors and key teachers of center schools, Representative of community members
Theme	How to utilize and facilitate ITP1-3(Raise Awareness of Drop-out, Raise Awareness of Girls Education, Let's Make Our School Better)	How to facilitate TOT	How to utilize and facilitate ITP4 (Discover Our School)	How to use Ho! ManaBU total package, How to utilize and facilitate ITP5( Plan& Action), How to use lesson study and Quick Learning Video
No. of Participants	463	13	378	* 449

Source: Ho! ManaBU Report



6

**1-3. Number of participants of Ho! ManaBU Training (ITP I, II, III & IV) since December 2010 to February 2012**

Section 2 Implementation of the four Ho! ManaBU Trainings																													
Zone		2.3 If you have organized the HM Training, provides rounds of the Training organized and number of the participants																											
		Total No. of times of training impementation						No. of times of training			Total number of participants																		
		DO	GE	LMSB	DOS 1	DOS 2	Grand total	Center school	Satellite school	Total	DO			GE			LMSB			DOS 1			DOS 2			Grand total			
M	F										Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
A	W. Shoa	17	14	13	17	13	74	60	14	74	492	187	679	837	333	1170	807	316	1123	375	186	561	422	142	564	2,933	1,164	4,097	
B	N. Showa	8	7	6	8	8	37	33	4	37	325	223	548	273	189	462	227	174	401	170	154	324	353	177	530	1,348	917	2,265	
C	S/W/Shoa	4	2	2	12	16	36	34	2	36	100	89	189	100	89	189	88	58	146	158	109	267	412	304	716	858	649	1,507	
D	Jimma	2	1	1	11	12	27	18	9	27	260	400	660	25	21	46	155	290	445	333	450	783	290	273	563	1,063	1,434	2,497	
E	Illubabor	11	7	6	12	11	47	15	32	47	641	468	1057	123	45	168	108	35	143	545	291	836	860	880	1740	2,277	1,719	3,996	
F	H/G Wellega	3	3	3	12	8	29	21	8	29	108	32	90	108	32	140	121	34	155	212	67	279	403	125	528	952	290	1,242	
G	E. Wellega	6	6	5	13	12	42	32	10	42	633	223	856	648	236	884	463	103	566	259	181	440	692	294	986	2,695	1,037	3,732	
H	W. Wellega	9	7	5	9	7	37	28	9	37	294	125	372	144	114	258	169	68	237	236	268	504	217	109	326	1,060	684	1,744	
I	K. Wellega	3	3	3	10	7	26	24	2	26	179	112	241	179	112	291	130	42	172	198	77	275	700	316	1016	1,386	659	2,045	
J	Arsi	12	11	9	10	20	62	62	0	62	327	203	530	310	188	498	269	146	415	132	93	225	473	373	846	1,511	1,003	2,514	
K	E. Showa	0	0	0	12	10	22	13	9	22	0	0	0	0	0	0	0	0	74	71	145	216	243	459	290	314	604		
L	W. Arsi	5	2	1	7	4	19	19	0	19	101	45	146	55	35	90	55	21	76	87	82	169	403	194	597	701	377	1,078	
M	W. Hararge	3	3	2	7	4	19	19	0	19	37	12	49	87	45	132	338	160	498	545	200	745	487	184	671	1,494	601	2,095	
13 Zones		83	66	56	140	132	477	378	99	477	3,497	2,119	5,417	2,889	1,439	4,328	2,930	1,447	4,377	3,324	2,229	5,553	5,928	3,614	9,542	18,568	10,848	29,416	

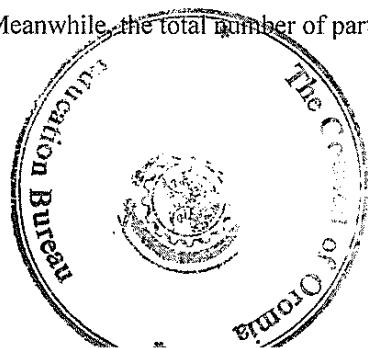
Note:

The trainings at school level are not directly supported by the Project. Those trainings are organized and implemented by Ethiopian side.

The zone-wise data before December 2010 is not available, however it is reported as 21, 425. Thus, the estimated total number of trainings since November 2009 to February 2012 is 50, 841. (Source: Comprehensive Monitoring Report)

Meanwhile, the total number of participants which were reported officially with written reports was 25, 201.

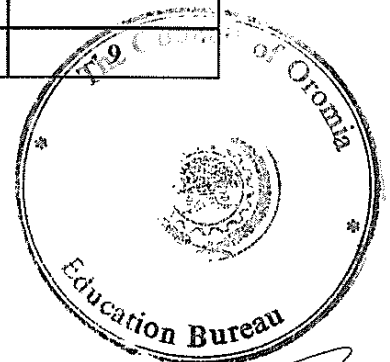
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## 2. Training by OEB Initiative

The following is the number of participants in the TOT training organized by OEB disseminate ITPI and ITP II.

S. No	Venue	Assigned zone /Town Adm.	Expected number of participants	Total number of participants	The number of parallel session
1	Nekemte	Nekemte TA	2	206	3
		Wollega East	34		
		Horo Guduru	20		
		Kellem Wollega	22		
		Wollega West	42		
		Jimma Zone	36		
		I/A/Boor	48		
		Jimma TA	2		
2	Asalla	Asalla	2	132	2
		Arsi	50		
		Adama	2		
		Bishoftu	2		
		Hararge East	44		
		Hararge West	32		
3	Shashamane	Shashamene	2	126	2
		Bale	40		
		Borana	28		
		Guji	30		
		Arsi West	26		
4	Waliso	Sh/S/West	24	144	2
		Sh/West	38		
		Oromia Special Zone	28		
		Sh/North	28		
		Sh/East	26		
	<b>Total</b>	-	<b>608</b>	<b>608</b>	



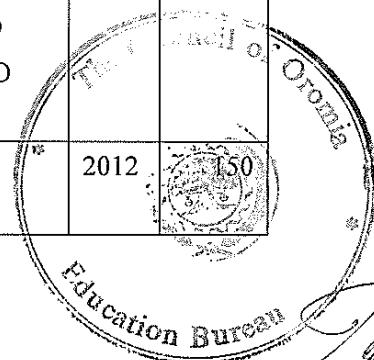
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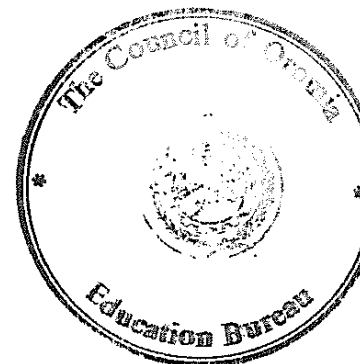
### ANNEX 3. Major Materials produced by the Project

Name	Type	Description of the material	Targets	Year	No. of copies
<b>Ho! ManaBU Training Package</b>					
<b>Overview and Introductory Guideline</b>	booklet	A guideline which explains the integrated HM Training Package (ITP1-5)	CRC WEO TAEO	2011	720
<b>Flip chart for Overview and Introductory Training</b>	Flipchart	A flipchart which can be used for conducting the Overview and Introductory Training	CRC	2012	150
<b>Interactive Training Package1 (ITP 1)</b>	Training set	Training Material set for raising awareness of drop-out at school level	CRC	2009	110
<b>Digest Manual for ITP 1</b>	booklet	A digest manual of how to facilitate ITP1	CRC WEO TAEO	2011	400
<b>Interactive Training Package2 (ITP 2)</b>	Training set	Training Material set for raising awareness of Girls' Education at school level	CRC	2009	110
<b>Digest Manual for ITP 2</b>	booklet	A digest manual of how to facilitate ITP2	CRC WEO TAEO	2011	400
<b>Interactive Training Package3 (ITP 3)</b>	Training set	Training Material set for raising awareness of school improvement plan at school level	CRC	2009	110
<b>Interactive Training Package4 (ITP 4)</b>	Training set	Training Material set for the stakeholders to analyze the situation of the school at school level	CRC	2010	110
<b>Interactive Training Package5 (ITP 5)</b>	Training set	Training Material set for showing how to make plan and take an action (Textbook and Workbook)	CRC WEO TAEO ZEO	2012	2,000
<b>Flip chart for ITP 5</b>	Flipchart	A flipchart which can be used for conducting ITP5	CRC	2012	150



Monitoring Tools					
<b>Monitoring and Reporting Handbook</b>	booklet	A handbook for education administrators for effective monitoring and reporting of school activities.	OEB ZEO TAEO WEO CRC	2012	2,000
OEB Initiative					
<b>Guideline for OEB Initiative</b>	booklet	A guideline for showing how to disseminate the HM Training under the OEB Initiative	WEO TAEO ZEO	2011	1010
Other Materials					
<b>Lesson Study</b>	DVD	A DVD which shows how to improve the lessons by conducting lesson study.	CRC	2009	200
<b>Quick Learning Video</b>	DVD	A DVD which shows how to use computers, how to make a plan and how to use a roll book.	CRC WEO TAEO	2011	620
<b>PC Manual</b>	booklet	A manual of how to use computer	CRC WEO TAEO	2011	620
<b>ODA Vol.1-4</b>	Leaflet	A newsletter for schools and education administrators for sharing information, good practices, and OEB's educational vision.	OEB ZEO TAEO WEO CRC	2010 2011 2012	50,000 for each issue
<b>HM Newsletter</b>	Sheet	An English newsletter which reports the Project activities to the counterparts.	OEB	2009 2010 2011	300

SH: Stakeholders



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**ANNEX 4**

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

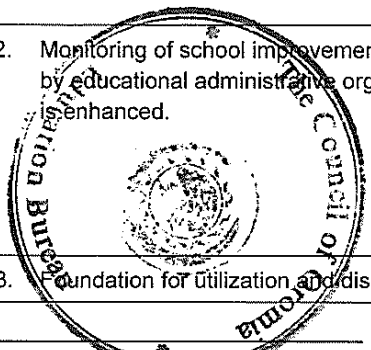
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Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p><b>Overall Goal</b> Participatory school-based management is promoted in Oromia Region.</p>	<ol style="list-style-type: none"> <li>1. Training on participatory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

<sup>2</sup> 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.

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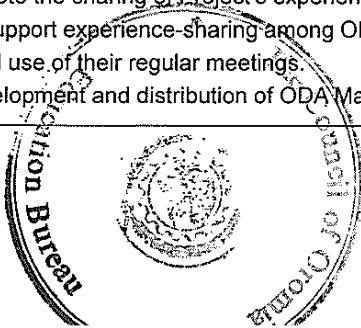


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<p>of the trainings and approaches of the Project by OEB is strengthened.</p>	<p>Training and approaches          3.2 Distribution and utilization status of ODA Magazine          3.3 Sharing of experiences and expertise of the Project at regular meetings organized by OEB, ZEO and WEO/STEO</p>	<p>3.2 Issued ODA, questionnaire          3.3 Minutes of Meetings</p>
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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.          1.2 To conduct TOT (facilitator training) of HM Training.          1.3 To support the pilot CRCs to implement the HM Trainings.          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.          1.5 To integrate a series of HM Trainings.</p>	<p>Japanese Side</p> <p><u>Dispatch of Experts</u>          1. Long-term experts          (1) Chief Advisor/School Management          (2) Local Educational Administration          (3) Coordinator/Primary Education</p>	<p>Ethiopian Side</p> <p><u>Counterpart</u>          (1) Project Director          (2) Project Manager          (3) Assistant Project Manager          (4) Counterpart personnel at different levels (i.e. Regional, Zonal, Woreda/Special Town)</p>	
<p>2.1. To analyze problems in the current monitoring and reporting flow/system.          2.2. To revise monitoring/reporting formats.          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.          2.4. To develop guidelines/manuals based on the outputs of activity 2.3.</p>	<p>2. Short-term experts, if necessary</p> <p><u>Provision of Equipment and Materials</u></p>	<p><u>Project Office and Facilities</u></p>	<p><b>Pre-conditions</b>          The Government of Ethiopia has the policy that places importance on community participation in education activities.</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.          3.2 To compile concrete evidences and (particularly quantitative) data for analyzing the impact of the Project.          3.3 To explore effective collaboration with other related activities/projects implemented in Oromia/Ethiopia (ex. elaboration of better linkage with SIP).          3.4 To promote the sharing of Project's experiences and expertise.          3.4.1 To support experience-sharing among OEB, ZEO and WEO/STEO by making good use of their regular meetings.          3.4.2 Development and distribution of ODA Magazine.</p>	<p><u>Allocation of Project Implementation Costs</u></p> <p><u>Counterpart Training</u>          Third-country training or training in Japan for counterparts</p>	<p><u>Allocation of Project Implementation Costs</u></p>	

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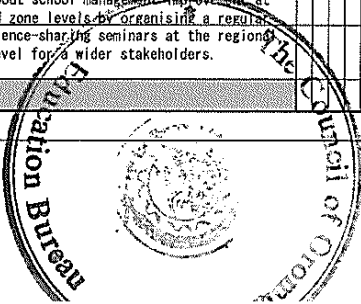


## ANNEX 5. Plan of Operations (PO)

### Before Mid Term Review based on the PDM2

Activities	2009								2010								2011								2012															
	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9			
	Academic Year								Academic Year								Academic Year								Academic Year															
<b>0. Common activities for output 1-3</b>																																								
1.1 To assess needs for school management training and to carry out a baseline survey.	preparation																																							
1.3 To conduct the training for local education administrators (WEO head, WEO supervisors and CRC supervisors).																	school level								school level								school level							
<b>1. The capacity in monitoring and reporting of school management is strengthened at the warda and cluster levels.</b>																																								
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 warda 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.																																								
<b>2. Community members, head teachers, teachers and CRC supervisors have a deeper understanding about "Making our school better" through cluster-based activities.</b>																																								
2.1 To design and develop school management training, focusing on school-community collaboration.	preparation																																							
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.																																								
<b>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.</b>																																								
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 warda education development plan for more effective resource allocation.																																								
3.3 To support ZEO/WEO to share the knowledge and experiences about school management improvement at the warda and zone levels by organising a regular																																								
3.4 To hold experience-sharing seminars at the regional and federal level for a wider stakeholders.																																								
Evaluation																																								

█ : Plan █ : Actual

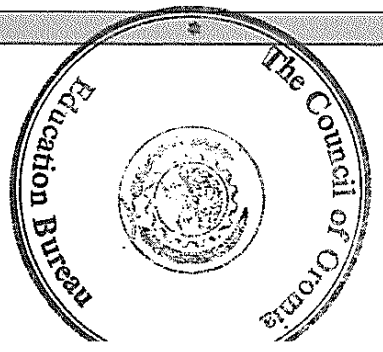


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After Mid Term Review based on the PDM3

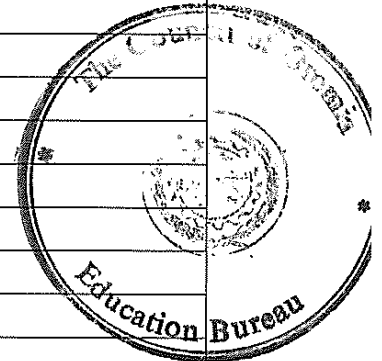
Plan of Operation (As of May 2012)	: Plan												: Actual								
	2011												2012								
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9
Activities	2010/11 Academic Year												2011/12 Academic Year								
<b>1. Planning and implementation process of school improvement activities is improved.</b>																					
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																					
1.2 To conduct TOT (facilitator training) of HM Training.																					
1.3 To support the pilot CRCs to implement the HM Trainings.																					
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 .																					
1.5 To integrate a series of HM Trainings.																					
<b>2. Monitoring of school improvement activities by educational administrative organizations is enhanced.</b>																					
2.1 To analyze problems in the current monitoring and reporting flow/system.																					
2.2 To revise reporting formats.																					
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.																					
2.4 To develop guidelines/manuals based on the outputs of activity 2.3.																					
<b>3. Foundation for utilization and dissemination of the trainings and approaches of the Project by OEB is strengthened.</b>																					
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.																					
3.2 To compile concrete evidences and (particularly quantitative) data for analyzing the impact of the Project.																					
3.3 To explore effective collaboration with other related activities/projects implemented in Oromia/Ethiopia (ex elaboration of better linkage with SIP).																					
3.4 To promote the sharing of Project's experiences and expertise. 3.4.1 To support experience-sharing among OEB, ZEO and WEO/STEO by making good use of their regular meetings. 3.4.2 Development and distribution of ODA Magazine.																					
Evaluation																					

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**ANNEX 6. List of Target CRCs**

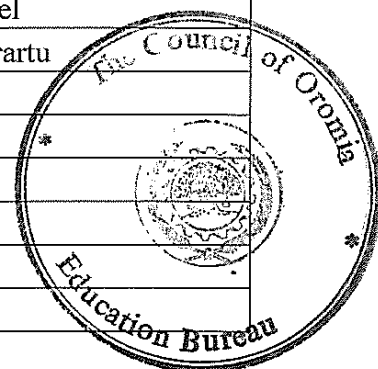
Zone		WEO/TAE0	CRC	
W. Shoa	1	Ambo	c1	Gelen Wodessa
			c2	Tule
	2	Dano	c3	Dano Roge
			c4	Keleche Jibat
	3	Nono Jibat	c5	Icha Adadi
			c6	Shenen
	4	Burayu ST	c7	Burayu Primary
			c8	Guje Kersa
N. Showa	5	A/Nya'aa	c09	Amente
			c10	Dogoma
	6	Alaltuu	c11	Alaltu Primary
			c12	Hurufa Bido
	7	Dagam	c13	Gende Sheno
			c14	Kunde
	8	Sululta ST	c15	Sululta
			c16	Weserbi
S/W/Shoa	9	Goro	c17	Goro
			c18	Gudura Gora
	10	Sodo Dachi	c19	Becheki/ W.Mutucha
			c20	Gergetessa
	11	Tole	c21	Bantu
			c22	Lideta
	12	Sebata ST	c23	Alamgena
			c24	Dima
Jimma	13	Dedo	c25	Bilu Harsu
			c26	Sheki sad.1 ffaa
	14	Omo Nada	c27	Adal Gojo
			c28	Kara Gemina
	15	Tiro Aleta	c29	Gebera
			c30	Geshe
16	Jimma ST	c31	Hermata	
		c32	Mendera	
Illubabor	17	Alge Sachi	c33	Kame fi Wato
			c34	Sosob
	18	Bachoo	c35	Becho
			c36	Fugo Leka
19	Dorani	c37	Elemo	



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Zone		WEO/TAE0	CRC		
Illubabor			c38	Hena	
H/G Wellega	20	A/ Dongoro	c39	Amba24	
			c40	Garero	
			c41	Imbabo	
	21	H/Guduru	c42	Kanete Biya	
			c43	Dado Sire Budo	
E. Wellega	22	Horo	c44	Shambu	
			c45	Didessa	
	23	Shambu	c46	Muleta Diga	
			c47	Hinde	
	24	Digga	c48	Getema Besie	
			c49	Gerjefete	
	25	Ebantu	c50	Gute	
			c51	Burqa Bekumsa	
	W. Wellega	26	Wayuu Tuqa	c52	Cheleleqi
				c53	Chalte Ayira
27		Nakamute ST	c54	Hojin Gudina	
			c55	Chelia Kusayie	
28		Aira	c56	Gallewo	
			c57	Agemsa Bela	
29		Guliso	c58	Kiltu Kara	
			c59	Wore Gutu	
30		Kiltu Kara	c60	Yubdoo	
			c61	Anfilo Tigil Firee	
Kelem Wellega	31	Yubdo	c62	Gobi Michael	
			c63	Guri Mariam	
	32	Anfilo	c64	Kumbabe Galbo	
			c65	A. K. Michael	
	33	Gawo Kebe	c66	Bekes	
			c67	Akuku	
	34	Sayo	c68	Gurati Welel	
			c69	Magna Derartu	
Arsi	35	Yemalogi Walal	c70	Sinkilee	
			c71	Dimaa	
	36	Colle	c72	Guna	
			c73	Gara Siri	
	37	Guna	c74	Gare Gora	
			c75	Asella	
	38	Merti			
39	Asela ST				



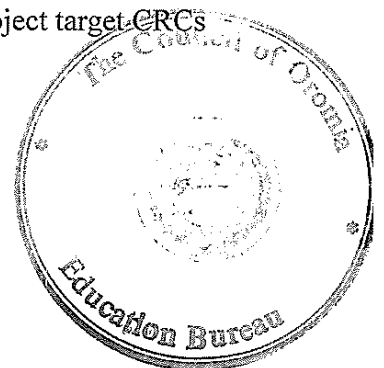
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Zone		WEO/TAEO	CRC	
Arsi			c76	Limat Behibiret
E. Shoa	40	Adami Tulu	c77	Abosa
			c78	Adami Tulu
	41	Fentale	c79	Chore
			c80	Merti No.1
	42	Lume	c81	Deka Bora
			c82	Ejersa
	43	Adama ST	c83	Adama No.5
			c84	Adama No.2
	44	Bishoftu ST	c85	Bole
			c86	Kera Hora
45	Dukam ST	c87	Dukam	
46	Galan ST	c88	Dalota	
W. Arsi	47	Arsi Nagalle	c89	Meti Primary
			c90	Wayo Darera
	48	Gadeb Hasasa	c91	Bucho
			c92	Gonosa Debara
	49	Nansebo	c93	Bochessa
c94			Gerembamo	
50	Shashamane ST	c95	Biherawi	
c96		Malka Esa		
W. Hararge	51	Guba Qoricha	c97	Bube
			c98	Kemona
	52	Habro	c99	Gelmso
			c100	Wachu
	53	Mesela	c101	Aba Chabsi
			c102	Woldia
	54	Tulo	c103	Ifa Hiyesa
c104			Metakesha kekeli	

Note: All the CRCs are covered by the "OEB Initiative" in addition to the Project target CRCs in the above.



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## ANNEX 7. List of Major Interviewees

### Oromia Education Bureau

Name	Job Title
Mr. Daba Debele	Head of OEB
Mr. Merga Feyisa	Deputy Head of OEB, Head of TDP
Mr. Fite Aberra	Deputy Head of OEB, Head of Supervision
Mr. Yoseph Ayele	Head of Planning & Project
Mr. G/Michael Abomsa	Expert, TDP

### East Showa Zone

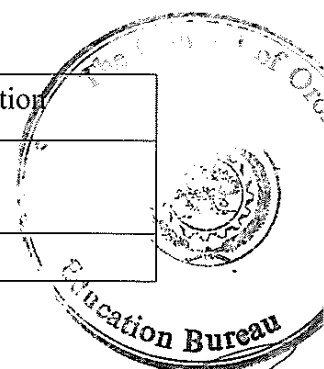
Name	Title	Organization
Mr. Lemi Lame	Planning Expert / Focal Person of the Project	ZEO
Mr. Gadissa Hirpha	Deputy Head	Fantaallee WEO
Mr. Aman Ali	Curriculum Expert / Focal Person of the Project	Fantaallee WEO
Mr. Ahmadi-husen Jano	CRC Supervisor	Chole Primary School CRC
School director, key teacher, PTA member, teachers were interviewed.		

### Arsi Zone

Name	Title	Organization
Mr. Aman Worgi	Deputy Head	ZEO
Mr. Teshome Megra	Planning Department Head / Focal Person of the Project	ZEO
Mr. Alyi Heyi	Expert TDP / Focal Person of the Project	Asella TAE0
Mr. Aman Abdulle	CRC Supervisor	Asella Primary School CRC
Ms. Gelaye Taddesse	CRC Supervisor	Dosha Primary School CRC
School director, key teacher, PTA member, teachers were interviewed.		

### North Showa Zone

Name	Title	Organization
Mr. Solomon Gebre	Supervisor / Focal Person of the Project	Aleltu WEO
School director, key teacher were interviewed.		

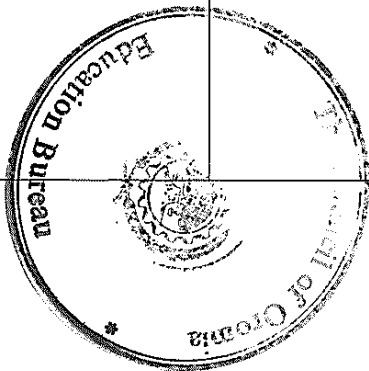


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## ANNEX 8. Evaluation Grid

### ANNEX 8-1: Achievements of the Project

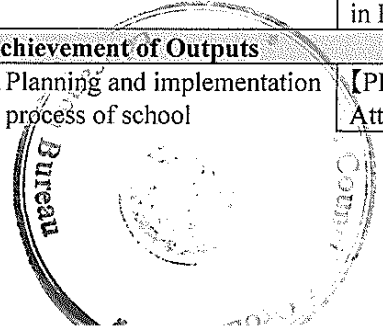
Evaluation Items	Necessary Information and Data (Indicators)	Findings of Study																												
<b>Achievement of Overall Goal</b>																														
Participatory school-based management is promoted in Oromia Region.	<b>[PDM indicator]</b> 1. Training on participatory school-based 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	<p>Training on participatory school-based management targeting teachers, communities and students of all the primary schools in the region already started in January 2012 as the OEB Initiative plan covering all the region as TOT for educational officers of ZEO/TAEO, WEO, CRC, and school directors and key teachers. Experience of Ho! ManaBU Project is fully utilized in the OEB Initiative Plan. OEB will instruct all the schools to put this training in their school plans in and after year 2012-2013.</p> <p>Net enrolment rate (NER) in Oromia region shows an improvement by 7.3 points between 2008/2009 and 2010/2011. Drop-out rate also shows an improvement by 5.0 between 2008/2009 and 2010/2011. However direct correlation between effect of the Project and improvements above can not be confirmed.</p> <p>NER and Gender Parity Index (GPI) of Primary Education in Oromia Region.</p> <table border="1" data-bbox="1016 901 1845 1042"> <thead> <tr> <th></th> <th>Male+Female</th> <th>Female</th> <th>GPI*</th> </tr> </thead> <tbody> <tr> <td>2008/2009 (a)</td> <td>78.0</td> <td>74.9</td> <td>0.92</td> </tr> <tr> <td>2010/2011 (b)</td> <td>85.3</td> <td>81.8</td> <td>0.92</td> </tr> <tr> <td>Increase (b-a)</td> <td>7.3</td> <td>6.9</td> <td>0.00</td> </tr> </tbody> </table> <p>GPI* : Gender Parity Index (= Value for Female / Value for Male)            Source : Educational Statistics, Annual abstract, 2003 E.C., 2010/2011G.C., OEB</p> <p>Drop-out rate of Primary Education in Oromia region</p> <table border="1" data-bbox="1016 1174 1632 1315"> <thead> <tr> <th></th> <th>Male+Female</th> <th>Female</th> </tr> </thead> <tbody> <tr> <td>2008/2009 (a)</td> <td>17.3</td> <td>18.6</td> </tr> <tr> <td>2010/2011 (b)</td> <td>12.3</td> <td>14.3</td> </tr> <tr> <td>Decrease (a-b)</td> <td>5.0</td> <td>4.3</td> </tr> </tbody> </table> <p>Source : Educational Statistics, Annual abstract, 2003 E.C., 2010/2011G.C., OEB</p>		Male+Female	Female	GPI*	2008/2009 (a)	78.0	74.9	0.92	2010/2011 (b)	85.3	81.8	0.92	Increase (b-a)	7.3	6.9	0.00		Male+Female	Female	2008/2009 (a)	17.3	18.6	2010/2011 (b)	12.3	14.3	Decrease (a-b)	5.0	4.3
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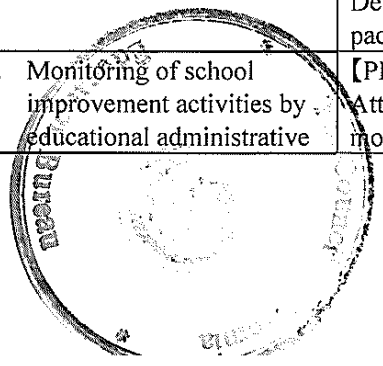
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Achievement of Project Purpose															
Participatory school-based management is promoted in the target area through collaboration between school and community with support of educational administrative organizations.	<p><b>【PDM indicator 1】</b> Reduction in the number of drop-out students in the pilot CRCs</p>	<p>The number of drop-out students of the primary schools in the pilot CRCs reduced from 11,163 (Rate 8.4%, 2008/09) to 10,580 (Rate 8.1%, 2010/11) It is observed that the average drop-out rate of Pilot CRCs in 2010/2011 (8.1) is better than that of 81 non-Pilot CRCs nearest to Pilot CRCs.</p> <p>Drop-out rate of the Primary Schools in the Pilot CRCs</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Pilot CRCs</th> <th>Non-Pilot CRCs*</th> </tr> </thead> <tbody> <tr> <td>2008/2009</td> <td>8.4</td> <td>N.A.</td> </tr> <tr> <td>2010/2011</td> <td>8.1</td> <td>10.0</td> </tr> </tbody> </table> <p>*81 non-Pilot CRCs nearest to Pilot CRCs sampled for reference Source: Comprehensive Monitoring Report Data</p>	Year	Pilot CRCs	Non-Pilot CRCs*	2008/2009	8.4	N.A.	2010/2011	8.1	10.0				
	Year	Pilot CRCs	Non-Pilot CRCs*												
	2008/2009	8.4	N.A.												
2010/2011	8.1	10.0													
<p><b>【PDM indicator 2】</b> Improvement in the enrolment (of girls in particular) in the pilot CRCs</p>	<p>The number of Grade 1 students in the pilot CRCs increased from 20,019 (2008/09) to 22,693 (2010/11) for males plus female and from 10,264 (2008/09) to 11,426 (2010/11) for female only. Increase in the number of Grade 1 students of the Pilot CRCs between 2008/09 and 2010/11 is 2,674.</p> <p>Number of Grade 1 Students of the Primary Schools in the Pilot CRCs</p> <table border="1"> <thead> <tr> <th rowspan="2">Year</th> <th colspan="2">Pilot CRCs</th> </tr> <tr> <th>Male + Female</th> <th>Female</th> </tr> </thead> <tbody> <tr> <td>2008/2009 (a)</td> <td>20,019</td> <td>10,264</td> </tr> <tr> <td>2010/2011 (b)</td> <td>22,693</td> <td>11,426</td> </tr> <tr> <td>Increase (b-a)</td> <td>2,674</td> <td>1,162</td> </tr> </tbody> </table> <p>Source: Comprehensive Monitoring Report Data</p>	Year	Pilot CRCs		Male + Female	Female	2008/2009 (a)	20,019	10,264	2010/2011 (b)	22,693	11,426	Increase (b-a)	2,674	1,162
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	Male + Female	Female													
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2010/2011 (b)	22,693	11,426													
Increase (b-a)	2,674	1,162													
<p><b>【PDM indicator 3】</b> The percentage of the pilot CRCs which implement activities utilizing the knowledge and skills acquired in HM Training (80% or over)</p>	<p>91% of the pilot CRCs implemented activities utilizing the knowledge and skills acquired in HM training. The total number of those activities since November 2009 reached 848. (P25, monitoring report) Some examples of the activities are; establishment of dropout / girls' education committee to follow up the issue, organizing tutorial class for girls, improvement of school facilities, etc.</p>														
Achievement of Outputs															
1. Planning and implementation process of school	<p><b>【PDM indicator 1-1】</b> Attendance rate of TOT participants</p>	Attendance rate of TOT were 95% (2009), 99%(2010) and 93% (2012).													



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improvement activities is improved.	(90% or over)	Number of participants in TOT			
		Month/Year	Nov.-Dec. 2009	Nov.-Dec. 2010	Feb. 2012
		No. of Participants	463	391	449
		No. of Absentee	25	3	34
		Total	488	394	483
		Rate of Participants	95%	99%	93%
		Source: Reports on Ho! ManaBU Workshop			
	<b>【PDM Indicator 1-2】</b> Improvement in facilitation skills of TOT participants	The self-assessment made by TOT participants turned out to be positive. To the question asking confidence as a facilitator of Ho! ManaBU training at CRC level at the end of the TOT, the participants answered 'Very much' or 'Reasonably' were over 96%, 98% and 97% in 2009, 2010 and 2012. In addition 93% of the TOT participants in 2010 and 98% in 2012 answered 'Very much' or 'Reasonably' being asked a level of sufficiency of facilitation skills they learned. (Ho! ManaBU WS report 2009, 2010 and Ho! ManaBU WS DATA 2012) Around 80% of CRCs believe the training is easy to facilitate in general. (page i, Comprehensive Monitoring Report)			
	<b>【PDM indicator 1-3】</b> The numbers of HM Training held and participants in the pilot CRCs	The total number of HM Training held and the participants in the pilot CRCs since November 2009 to December 2011 were 805 and 50,481 respectively. (Comprehensive Monitoring Report). As the number of the pilot CRCs is 104, it is calculated that each of 50,481 beneficiaries consisting of teachers, students and community members received in average 8 times of training in their CRCs. The number of training is considered sufficient.			
	<b>【PDM indicator 1-4】</b> Satisfactory level of HM Training participants	Generally the interviewees from WEO/TAE0 and CRC during the comprehensive monitoring believed the participants enjoyed the training and were more aware of the issues. (page i, Comprehensive Monitoring Report) During the observation visits of the final evaluation, no dissatisfaction about the quality of HM Training was heard from teachers or community members.			
	<b>【PDM indicator 1-5】</b> Development of the integrated package of HM Trainings	The integrated package of HM training (ITP1-ITP5 or Awareness, Analysis and Planning) was developed.			
2. Monitoring of school improvement activities by educational administrative	<b>【PDM indicator 2-1】</b> Attendance rate of participants of monitoring training (90% or over)	Attendance rate of the monitoring and reporting training were 92% (2009), 99 % (2010) and 93% (2012). Number of participants in the monitoring and reporting training			



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organizations is enhanced.

Month/Year	Nov.-Dec. 2009	Nov.-Dec. 2010	Feb. 2012
No. of Participants	259	378	323
No. of Absentee	23	3	23
Total	282	381	346
Rate of Participants	92%	99%	93%

Source: Reports and Data on Ho! ManaBU Workshop

(The above training was conducted successively to the TOT. So the same data for the indicator 1-1 are applicable.)

**【PDM indicator 2-2】**  
Submission rate of Training and Progress Reports from the pilot CRC to OEB (60% or over)

Submission status of Training and Progress report from the pilot CRCs to OEB was not satisfactory and did not reach the target. Those from December 2010 to January 2012 were 4.4% and 2.0% for the training of DO GE and LMSB, and 47.4% and 28.8% for DOS respectively.

Submission rate of reports from CRCs to OEB (December 2010 – January 2012)

Type of report	Training report		Progress report	
Theme of Training	DO, GE, LMSB*	DOS*	DO, GE, LMSB	DOS 2
No. of HM training implemented	205	272	205	132
No. of reports received at OEB	9	129	4	38
Submission rate (%)	4.4	47.4	2.0	28.8

\*DO: Raise Awareness of Dropout,  
GE: Raise Awareness of Girl's Education,  
LMSB: Let's Make Our School Better,  
DOS: Discover Our School

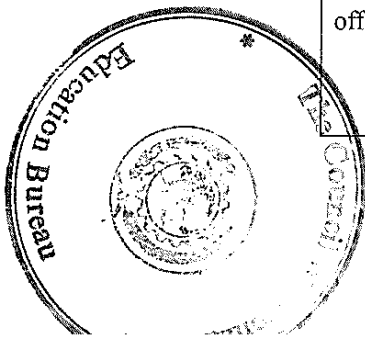
Source: Comprehensive Monitoring Report of Ho! ManaBU Project

**【PDM indicator 2-3】**  
Improvement in reporting and feedback skills of WEO/STEO officers and CRC supervisors

The trainings for monitoring were conducted 3 times during the project period and 964 participants (Focal persons of ZEO, WEO/STEO, CRC, key teachers and school directors) were trained.

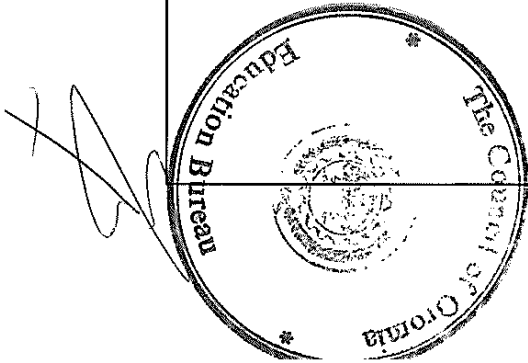
Around 90% of the CRC supervisors interviewed by the monitoring team thought their report writing skill improved (very much 78%, reasonably 12%) through the project's reporting system. (p28 Comprehensive Monitoring Report)

A new handbook for monitoring and reporting was distributed and explained to



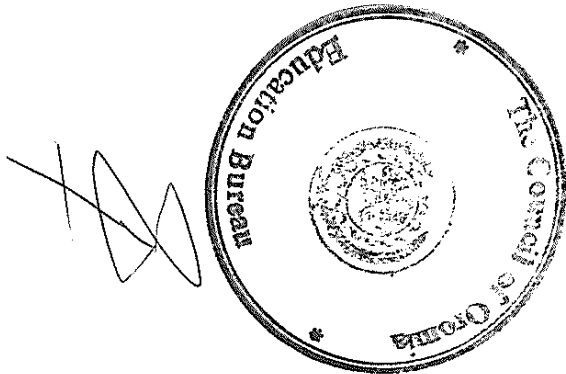
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		WEO/STEO officers and CRC supervisors at Ho! ManaBU TOT in February 2012. (Monthly report of JICA expert)
	<b>【PDM indicator 2-4】</b> Development of formats and guidelines/manuals related to morning/reporting	A new handbook for monitoring and reporting was developed in February 2012. The handbook was distributed to the training participants with 13 extra copies to each CRC for wider utilization in their regular monitoring activities. Monitoring and reporting formats were simplified reflecting the feedback from the monitoring and compiled in the training manual and the new monitoring and reporting handbook.
3. Foundation for utilization and dissemination of the training and approaches of the Project by OEB is strengthened	<b>【PDM indicator 3-1】</b> Development of feasible 'OEB Initiative Plan' for disseminating HM Training and approaches	OEB Initiative Plan for dissemination HM training and approaches was developed in cooperation with JICA project team in June 2011 and was presented at the 5 <sup>th</sup> JSC meeting in September 2011. The training of the regional trainers was conducted in October 2011 being supported by the project team. The training was organized in 4 places with 608 participants. Then those regional trainers trained the trainers at ZEO/TAEO level from December 2011 to January 2012, followed by TOT of CRC supervisors and School Directors, and the training at school level. The monitoring visit by OEB and the Project, and field visit of the evaluation mission team confirmed implementation of training at school level in some sites already. At the moment, OEB is waiting for the monitoring reports coming from the CRC through WEO and ZEO/TAEO.
	<b>【PDM indicator 3-2】</b> Distribution and utilization status of ODA Magazine	ODA Magazine is used for sending the messages from OEB and the Project and sharing the good practices of the project activities. 4 issues of ODA magazine were published between 2010 and 2012 and 20,000 copies were distributed for each issue. Additional distribution with 30,000 each for vol.1 to 3 and 50,000 for vol.4 is being planned. 96% of the CRCs visited by the monitoring team received ODA magazines and 88% of CRC supervisors, school directors and key teachers knew the existence of the ODA magazine and had read it. This shows the distribution from OEB through ZEO/TAEO and WEO to CRC was done smoothly. (Comprehensive Monitoring Report) In the interview to ZEO/TAEO, WEO and CRC, it has been confirmed that officers of those institutions consider the contents of the magazine useful.
	<b>【PDM indicator 3-3】</b> Sharing of experiences and expertise of the Project at regular meetings organized by OEB, ZEO and WEO/STEO	OEB holds a meeting with all the ZEOs quarterly. At the meeting in March 2012, the OEB Initiative Plan was discussed. (Monthly report of JICA expert) OEB also holds an annual conference inviting all the ZEOs, TAEOs and WEOs and some selected schools to share its achievement in the last year and the activity plans for the new year. In 2012, a booth was allocated to the Project and information of the project was dispatched from it. ODA magazine was distributed at the conference.



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		<p>The project team distributed memorandums for sharing its weekly schedule and achievement with all the departments of OEB and other donors working with OEB on every Monday. It made farther coordination with other departments and donors easier. (Monthly report of JICA expert)</p> <p>There is no conclusive data to show levels of sharing the project matter in regular meetings of ZEO/TAEO and woreda, But it can happen that chances of sharing Ho! ManaBU experience will increase since the OEB Initiative activities have been taken in the OEB's regular work.</p>
<b>Inputs Provided</b>		
	<ol style="list-style-type: none"><li>1. Japanese Experts</li><li>2. Ethiopian Counterparts</li><li>3. Ethiopian Counterparts trained in Japan</li><li>4. Equipment</li><li>5. Local Operational Cost Borne by Japanese Side (in Birr)</li><li>6. Estimation of Local Operation Cost Borne by Ethiopian Side</li></ol>	<p>Please see Annex 1.</p>

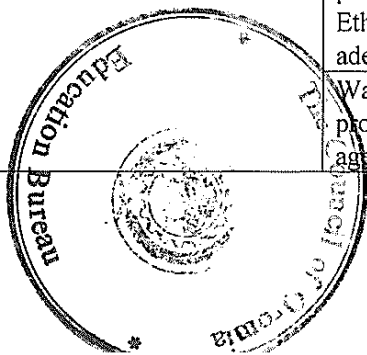




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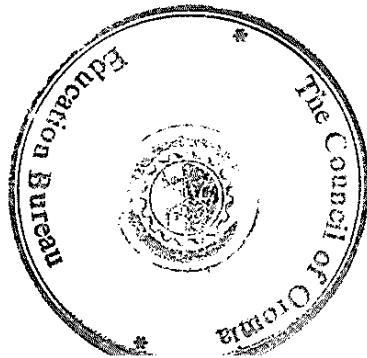
**ANNEX 8-2: Process of the Project Implementation**

Evaluation Items	Necessary Information	Findings of Study
Progress of Activities	Were activities implemented as planned?	<ul style="list-style-type: none"> <li>• Activities listed in the latest PDM (Ver. 3.0) have been implemented mostly as planned. No serious delay is seen.</li> </ul>
	Were there any factors contributed the progress?	<ul style="list-style-type: none"> <li>• Uniqueness and good quality of the training materials, in particular ITP1 and 2 contributed a lot to the progress of the project. Familiar and serious theme like dropout or girls' education, adoption of enjoyable games, simple illustration and other good characteristics of the material attracted teachers and community members to the training and promoted their active participation.</li> </ul>
	Were there any factors obstructed the progress?	<ul style="list-style-type: none"> <li>• Two times of PDM revision changed project's approach caused inefficiency in uses of resources.</li> <li>• Weak communication between OEB and the project team about the basic concepts on the training materials constrained the feasibility of some modules of the training package for wider dissemination.</li> </ul>
Method of technical transfer	Were the methods of technical transfer from the JICA experts to the Ethiopian counterparts appropriate?	<ul style="list-style-type: none"> <li>• Facilitation skills needed for Ho! Manabu Training was transferred from the JICA experts to the trainers at TOT and the trainers transferred those skills to the facilitators at CRC level. This worked well so that the third and last TOT was conducted by the Ethiopian senior trainers with a limited support of the JICA experts.</li> <li>• Training materials were developed within the JICA project team and the Ethiopian counterparts were not effectively involved in the development process. Consequently technical transfer in the material development was limited.</li> </ul>
Decision Making	How were the important decisions regarding the Project made?	<ul style="list-style-type: none"> <li>• Decisions regarding the project, such as change of PDM, were discussed among the JICA project team, JICA Ethiopia Office, JICA HQ and OEB. When it is a small change, the decision was made within the project team and approved by OEB.</li> </ul>
Communication	Was communication within the project team made effectively?	<ul style="list-style-type: none"> <li>• The project team holds weekly meeting on every Monday to share necessary information and maintain good communication.</li> </ul>
	Was communication between the project team and the JICA Ethiopian office and JICA HQ adequate?	<ul style="list-style-type: none"> <li>• Communication between the project team and JICA Ethiopian Office or JICA HQ was weak during the initial phase of the Project but later it became improved.</li> </ul>
	Was communication between the project team and relevant Ethiopian agencies adequate?	<ul style="list-style-type: none"> <li>• JSC meeting was held 5 times so far. Progress of the activities and achievement were shared with OEB, ZEO, BoFED, MoFED and MOE.</li> <li>• Communication between the project team and OEB was weak in the course of developing</li> </ul>



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		<p>training materials.</p> <ul style="list-style-type: none"> <li>• Since February 2012, the project delivered memorandums for sharing its weekly schedule and achievement with the projects of other donors as well as OEB.</li> </ul>
Monitoring	Was regular monitoring conducted by the Project?	<ul style="list-style-type: none"> <li>• The project conducted the comprehensive monitoring twice.</li> <li>• The project conducted monitoring of Ho! ManaBU training at some selected schools soon after TOT.</li> <li>• A field coordinator of the Project posted in East Showa zone monitors the WEOs and CRCs in it and its neighboring zones more often.</li> </ul>
	Were the results of the monitoring incorporated into the project?	<ul style="list-style-type: none"> <li>• Comments of the training participants at various levels recorded in the monitoring results were incorporated into the revised version of the training materials and monitoring format.</li> </ul>
Counterparts	Were authorities and responsibilities of OEB, ZEO, WEO, CRC and school clear?	<ul style="list-style-type: none"> <li>• Authorities and responsibilities were clearly defined and well understood especially at OEB, CRC and School levels. At ZEO, TAE0 and WEO levels, the levels of understanding were acceptable in average with some variation.</li> </ul>
	Were the number and quality of the C/Ps appropriate?	<ul style="list-style-type: none"> <li>• Both the number and the quality of the counterparts at OEB level were appropriate. Those at ZEO, Woreda and CRC levels were acceptable in average.</li> </ul>
	Were the C/Ps participated in the project sufficiently?	<ul style="list-style-type: none"> <li>• The C/Ps at the different levels participated sufficiently with some exception.</li> </ul>
Budget	Was the allocation of budget of the Ethiopian side sufficient?	<ul style="list-style-type: none"> <li>• Serious shortage of the budget was not seen.</li> <li>• The level of travel allowance for monitoring is considered not sufficient by Ethiopian officers although it follows official regulation.</li> <li>• CRC supervisors and School Directors interviewed considered if refreshment provided, participation rate of the community members in training would be increased.</li> </ul>

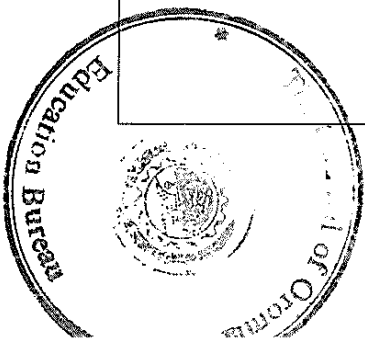


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**ANNEX 8-3. Evaluation by the Five Criteria**  
**Relevance :**

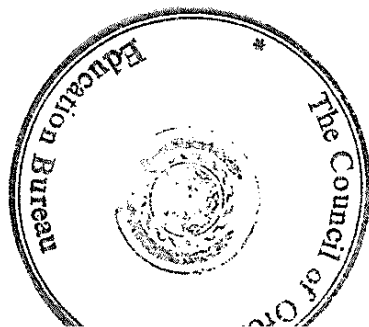
Evaluation Items	Necessary Information and Data	Findings of Study
Needs	<ul style="list-style-type: none"> <li>• Is the project purpose consistent with the needs of Oromia region?</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement of the drop-out rate of the primary education is an urgent issue in Oromia region. Therefore, the Project, which focuses on improvement of drop-out rate through improved school management with community participation, corresponds to the needs of the region. ESDP IV of OEB noted the need of the adequate technical support to community to encourage their participation.</li> </ul>
Priority	<ul style="list-style-type: none"> <li>• Are the project purpose and the overall goal consistent with the Ethiopian policy?</li> </ul>	<ul style="list-style-type: none"> <li>• In ESDP IV, importance of community participation and improving management capacities at the Woreda, CRC and school levels are emphasized as priority issues.</li> <li>• GEQIP 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• Are the project purpose and the overall goal consistent with the Japanese aid policy?</li> </ul>	<ul style="list-style-type: none"> <li>• 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 area for assistance. The policy also reflected in JICA's aid policy, which places provision of quality basic education as one of the focus areas.</li> </ul>
Appropriateness of the approach	<ul style="list-style-type: none"> <li>• Were WEOs, CRC supervisors, School staff members and Community members appropriate for the target group?</li> </ul>	<ul style="list-style-type: none"> <li>• WEOs, CRC supervisors, School staff members and Community members were appropriate for the target group. School staff members and Community members are the main actors of participatory school-based management. CRC supervisors are immediate supervisors on school management and WEOs supervise them. Capacity building on them effectively activates participatory school-based management.</li> </ul>
	<ul style="list-style-type: none"> <li>• Were the target areas appropriate?</li> </ul>	<ul style="list-style-type: none"> <li>• The 13 target 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 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. 2CRCs were selected from each woreda after conducting CRC needs assessment.</li> <li>• After the first JSC, the Project and OEB decided to include 11 STEOs considering the advantages of TAEOs such as good provision of electricity and good access. Thus, 11 STEOs and 43 WEOs were selected as the target areas. (STEO was renamed as TAEO later.)</li> </ul>

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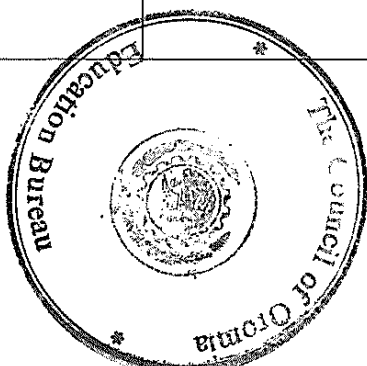
	<ul style="list-style-type: none"><li>• Was the approach of the project appropriate?</li></ul>	<ul style="list-style-type: none"><li>• As school staff and community members are the two major actors of participatory school-based management, the project's approach which focused training inviting both these two actors and linking with actual issues at school level is considered sound and effective to promote it.</li></ul>
	<ul style="list-style-type: none"><li>• Was the revision of the PDM appropriate?</li></ul>	<p>PDM was revised twice in August 2009 and March 2011.</p> <ul style="list-style-type: none"><li>• In the first revision in August 2009, focus on the outputs changed from enhancement of CRC to enhancement of monitoring/reporting system and teachers'/communities' understanding, keeping the project purpose unchanged.</li><li>• In the second revision in March 2011, OEB Initiative Plan was added as an output to enhance sustainability with rephrasing the project purpose. The level of the overall goal moved closer to the project purpose.</li><li>• Some indicators set in PDM3 do not have clear benchmark to be achieved, which caused ambiguity in judging the progress. Some of the indicators set for outcomes are output/activity based so that they do not sufficiently represent the achievement of the outcomes.</li></ul>
Important assumptions	Were there any changes in important assumptions?	There was no change in the situation of the important assumptions in the PDM.



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**Effectiveness:**

Evaluation Items	Necessary Information and Data (Indicators)	Findings of Study
Prospect of the project purpose	<ul style="list-style-type: none"> <li>• Is the project purpose likely to be achieved by the end of the project?</li> </ul>	<ul style="list-style-type: none"> <li>• Project purpose is likely to be achieved.</li> <li>• Please see 'Achievement of Project Purpose'.</li> </ul>
	<ul style="list-style-type: none"> <li>• Are the outputs likely to be achieved by the end of the project?</li> </ul>	<ul style="list-style-type: none"> <li>• Although the performance relating to the indicator 2.2 (Submission rate of Training and Progress reports) is far below the target, most of the indicators for the outputs cleared their targets. The outputs of the PDM will be achieved.</li> <li>• Please see 'Achievements of Outputs'.</li> </ul>
Knowledge and skill	<ul style="list-style-type: none"> <li>• Did counterparts of OEB and staff of ZEO, WEO, CRC, and schools acquire sufficient knowledge and skill through training provided or activities by the Project?</li> </ul>	<ul style="list-style-type: none"> <li>• The third TOT was conducted mostly by the Ethiopian counterparts with little support by JICA experts. This shows that the Ethiopian side keeps sufficient knowledge and skills for TOT level.</li> <li>• To the question asking confidence as a facilitator of Ho! ManaBU training at CRC level at the end of the TOT, the participants answered 'Very much' or 'Reasonably' were over 96%, 98% and 97% in 2009, 2010 and 2012.</li> <li>• Around 80% of CRCs believe the training is easy to facilitate in general. (page i, Comprehensive Monitoring Report)</li> </ul>
Causal relation bet. project purpose and outputs	<ul style="list-style-type: none"> <li>• What are the contributing factors for the project achievement?</li> </ul>	<ul style="list-style-type: none"> <li>• Good quality of the training materials contributed to the project achievement. ITP1 and ITP2 focuses immediate and urgent theme for community and teachers like drop-out and girls' education. Their simple and intelligible explanation with attracting illustration and enjoyable approach using some games promoted good understanding and participation of the participants. After the training those materials received appreciation and trust in their effectiveness among the stakeholders of the Project. Then such appreciation and trust contributed toward the achievement of Output 1 and the project purpose.</li> <li>• Development and implementation of OEB Initiative Plan was another contributing factor. The "OEB initiative" enabled expansion of Ho! ManaBU training to the whole region under the OEB's strong initiative with limited support of the project team. It materialized the implementation of the training for the non-target CRCs within the project period. It strengthened the sustainability of the project and is contributing to the overall goal.</li> </ul>



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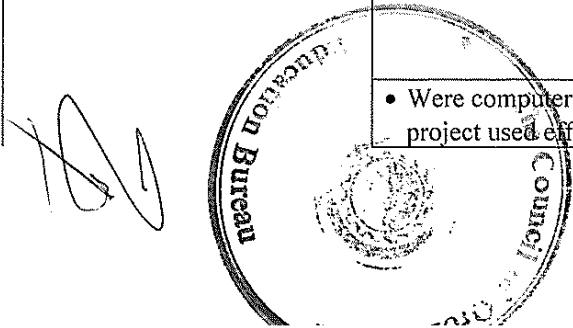
	<ul style="list-style-type: none"> <li>• What are the hindering factors for the project achievement?</li> </ul>	<ul style="list-style-type: none"> <li>• Insufficient communication between OEB and JICA experts in the process of material development was a hindering factor. Contrary to ITP1 and 2, ITP3 and 4 are unlikely to be incorporated in OEB initiative as they are not designed in a way to be integrated to existing SIP guidelines. As for ITP5, it is now being examined by OEB and going to be discussed by OEB and the project team about the use in future. Such inefficient situation was caused by insufficient communication in the planning stage. Because of this, technical transfer on material development was limited.</li> <li>• Insufficient communication was observed within the OEB side to a certain extent too. Low monitoring/reporting performance, frequent turnover of the officers and poor condition of telephone service in rural areas are considered some of the main reasons. Although several measures were taken for monitoring/reporting, this insufficient communication seems to have hindered the project achievement to a certain extent.</li> </ul>
	<ul style="list-style-type: none"> <li>• Did the outputs contribute sufficiently for achieving the project purpose?</li> </ul>	<ul style="list-style-type: none"> <li>• Output1 and 3 effectively contributed to the project purpose. Especially, achievement of Output 3 through "OEB initiative" contributed great extent to the achievement of project purpose utilizing training materials and experiences of organizing TOTs gained from Output 1.</li> <li>• In order to establish a monitoring and feedback system to sustain project purpose, Output 2 is important but contribution to the project purpose was limited.</li> </ul>
	<ul style="list-style-type: none"> <li>• Was each output necessary in order to achieve the project purpose?</li> </ul>	<ul style="list-style-type: none"> <li>• Yes. Not only providing training from the aspects of Output1 and 3, but also other kinds of support from the aspect of Output2 is necessary for promoting participatory school-based management.</li> </ul>
	<ul style="list-style-type: none"> <li>• Did the important assumption affect the project?</li> </ul>	<ul style="list-style-type: none"> <li>• Since the current PDM was fixed, the important assumptions, OEB's education policy on strengthening school improvement planning and implementation through community participation, did not change and did not affect the project.</li> </ul>



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**Efficiency:**

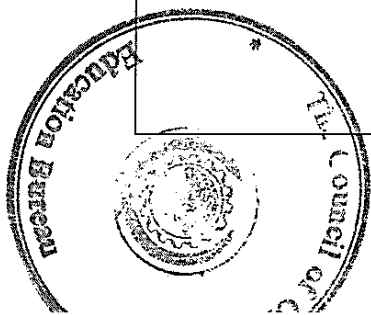
Evaluation Items	Necessary Information and Data	Findings of Study
Causal relation between outputs and activities.	Were the activities sufficient for achieving the outputs?	<ul style="list-style-type: none"> <li>• Activities put in the PDM are sufficient for achieving the outcome.</li> <li>• The causal relation between 'Utilization of Quick Learning Video' (Activity1.4) and Output 1 is not clear.</li> </ul>
	Were there any factors constrained the achievement of the Outputs?	<ul style="list-style-type: none"> <li>• Although the monitoring format was simplified, monitoring and reporting of the Project are considered a heavy and additional to their regular monitoring work. This seems to be one of the major reasons of low performance of Indicator 2.2</li> </ul>
Production of the Output	<ul style="list-style-type: none"> <li>• Was the participation of the community members in TOT appropriate? (Output1)</li> </ul>	<ul style="list-style-type: none"> <li>• It was appropriate. In SIP, community and PTA are stipulated as members of school committee. Although community members do not facilitate at Ho! ManaBU training after TOT, experience of TOT helps them to invite other community members to the training.</li> <li>• Experience of TOT for community leaders helps them to promote community participation in school management.</li> </ul>
	<ul style="list-style-type: none"> <li>• Were the advantages and characteristics of the training and approaches of the project shared by stakeholders? (Output3)</li> </ul>	<ul style="list-style-type: none"> <li>• The advantages and characteristics of the training and approaches were shared at TOT, training at school and regular/irregular meetings at different levels. The monitoring and reporting activities and ODA magazines also contributed to this sharing.</li> </ul>
Use of Input	<ul style="list-style-type: none"> <li>• Were the numbers of experts and their expertise and the timing of the dispatch appropriate?</li> </ul>	<ul style="list-style-type: none"> <li>• Although delay of dispatching an expert on local educational administration was noted in the mid-term review, serious problems relating to the number, expertise and timing about the JICA experts were not observed.</li> </ul>
	<ul style="list-style-type: none"> <li>• Was the dispatch of short term expert on material development appropriate or effective?</li> </ul>	<p>The dispatch of the expert on material development was appropriate as all of training materials of 5 ITPs, which were crucial components of the training and needed to be developed in the Ethiopian context, were developed by the expert.</p> <ul style="list-style-type: none"> <li>• Due to insufficient communication, technical transfer from the expert to the counterparts was very limited.</li> </ul>
	<ul style="list-style-type: none"> <li>• Were the equipment and the facilities supplied and the timing of supply appropriate?</li> </ul>	<ul style="list-style-type: none"> <li>• There are cases where generators are not fully utilized either because CRCs have its sufficient power supply or fuel is not affordable. This is partly because the supply of electricity has far improved since the time of providing generators, thus the need for generator has been changed relatively quickly since then. 96% of CRCs received ODA magazines and 88% of CRC supervisors, school directors and Key teachers read it. (Comprehensive Monitoring Report)</li> </ul>
	<ul style="list-style-type: none"> <li>• Were computers provided by the project used efficiently?</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of PC and related equipment were delayed due to rather complicated procurement process and the general election. However the delay did not seriously impeded the project</li> </ul>



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	<p>activities. Those PCs and equipment were provided by the end of 2010. (Mid-term review report)</p> <ul style="list-style-type: none"> <li>• 91% of CRC used PC for various purposes like making training report, preparing examination for center and satellite schools, producing teaching materials, school data management. But many CRCs still rely on hand written documents. (Comprehensive Monitoring Report)</li> <li>• During the field survey of the final evaluation, good maintenance and use of PC were observed at every visited school. One school director in East Showa zone considers that improvement of the quality of exam paper through the use of PC contributed directly to the better quality of education.</li> </ul>
<ul style="list-style-type: none"> <li>• Were the number of counterparts, their assignments, and their abilities appropriate?</li> </ul>	<ul style="list-style-type: none"> <li>• Problems of their number, assignments and ability were not observed.</li> <li>• Frequent turnover among OEB officials seemed to affect a smooth progress of the project.</li> </ul>
<ul style="list-style-type: none"> <li>• Were the counterpart trainings in Japan appropriate?</li> </ul>	<ul style="list-style-type: none"> <li>• In total six senior officers of OEB (two Heads, one Deputy head, two Department Head and one Expert) received the counterparts training in Japan in February 2009, February-March 2011 and November-December 2011.</li> <li>• The participants learned educational administration in Japan and made action plans for Oromia. Lesson study was set in one of the plans and it is now practiced on a trial basis in Oromia.</li> </ul>
<ul style="list-style-type: none"> <li>• Was the budget scale of the project appropriate?</li> </ul>	<ul style="list-style-type: none"> <li>• No serious problem was observed about the budget scale.</li> <li>• The local costs borne by JICA and OEB were 124millionYen and 1,034 thousand Birr (estimates) respectively. With the costs above, the project conducted 805 times of HM Training with 50,481 participants. Furthermore, it has built a foundation for sustainable training like OEB Initiative Plan with training materials, Trainers and monitoring method. Utilizing this foundation, OEB will be able to continue the training more cost-effectively. The budget scale is considered appropriate.</li> </ul>
<ul style="list-style-type: none"> <li>• Does the achievement level of the project purpose correspond to the cost of inputs?</li> </ul>	<ul style="list-style-type: none"> <li>• The achievement level of the project purpose is described in the section of “Effectiveness” and “Achievement of the Project” above. Inputs to develop ITP 1 and ITP 2 efficiently contributed to the achievement level of the Project.</li> <li>• ITP3 and 4 had positive impact to SIP planning process at schools under the target CRCs and contributed to the project purpose, which is to promote participatory school-based management in targeted area. However, it is unlikely that ITP3 and ITP 4 will be widely used in non-target CRCs after the project period. Thus, inputs for developing ITP 3 and ITP 4 were appropriate but not effective to achieve overall goal that covers the whole region.</li> </ul>

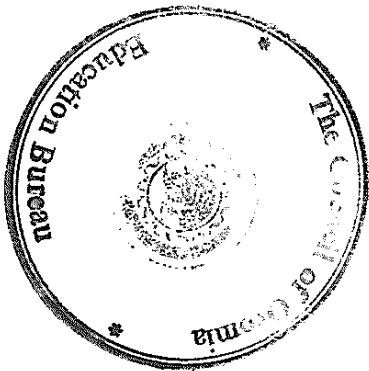
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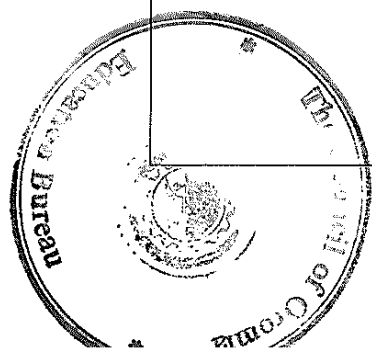
		<ul style="list-style-type: none"> <li>• ITP 5 was introduced in the last TOT in February 2012. The impact at school level and contribution to the project purpose cannot be confirmed after a short period of time after TOT, thus efficiency of the inputs for ITP 5 cannot be judged at this moment.</li> <li>• The use of the generator provided to all the target CRCs was limited partly because of change in environment.</li> <li>• The overall cost and inputs to the project activities are on average compared to other similar educational project in Africa.</li> </ul>
	<ul style="list-style-type: none"> <li>• Were the resources of the Ethiopian side effectively used?</li> </ul>	<ul style="list-style-type: none"> <li>• Cost for the training at CRC and school levels were borne by Ethiopian side. Schools, CRC supervisors and teachers are mobilized for venues and facilitators of the trainings. The resources of the Ethiopian side effectively used.</li> </ul>
Coordination with other donors or projects	<ul style="list-style-type: none"> <li>• Coordination and cooperation with other donors or projects</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperation with JOCV was made at the Oromia Education Festival and the observation trip to the target schools.</li> <li>• Cooperation with SMASEE project was made when lesson study was introduced to OEB.</li> <li>• SIP is one of the six programs of GEQIP, which is a package program for improving quality of general education in Ethiopia being planned and implemented by MoE. The project contributed to SIP implementation by providing concrete and effective means that is Ho! ManaBU Training,</li> </ul>



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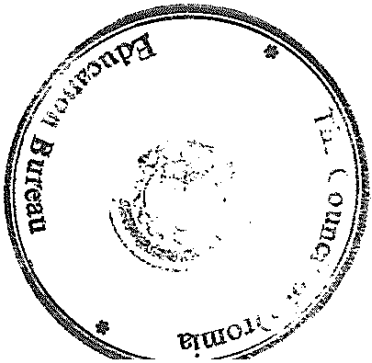
**Impact:**

Evaluation Items	Necessary Information and Data	Findings of Study
Is the Overall goal likely to be achieved in 3 to 5 years after the project?	Will the training on school-based management developed by the project expand to the non-target areas in Oromia region?	<p>The training on school-based management developed by the project will likely expand to the non-target areas in Oromia region in high possibility as;</p> <ul style="list-style-type: none"> <li>• OEB implemented the ‘OEB Initiative Plan’ targeting all the woredas and CRCs with full ownership of OEB and proved their ability for managing the training system.</li> <li>• OEB training will be included in the checklist of the regular monitoring of ZEO and WEO, which will promote monitoring and reporting work.</li> <li>• Schools and communities in the target areas acknowledge the benefit of the training and are likely conduct training on ITP1 and 2 as a part of SIP activities at school.</li> </ul>
	Will participatory school-based management be promoted in Oromia region?	<ul style="list-style-type: none"> <li>• Promotion of participatory school-based management aiming better students’ results is a central approach of SIP under GEQIP. As SIP is already implemented at the all levels of the OEB structure, it will likely be promoted all over the region.</li> </ul>
	Are there any factors constrain the achievement of the overall goal?	<ul style="list-style-type: none"> <li>• The training materials for ITP 1 and ITP 2 under the “OEB Initiative” are to be shared among 3 CRCs at present. It may constrain active implementation of the training at school level.</li> <li>• Frequent transfer among OEB, ZEO, WEO/TAEO, CRC and school directors are often observed in Ethiopia, which sometimes disturbs efficiency of project activities. In the case of the Project, “OEB initiative” covering the whole region will settle the issue by the end of the Project.</li> </ul>
Causal relation between project purpose and overall goal	Is the relation realistic and direct?	<ul style="list-style-type: none"> <li>• Expansion of the achievement from the 13 pilot zones at the project purpose level to all the 24 zones in the region at the overall goal level is realistic and direct.</li> </ul>
	Are the important assumptions for the overall goal still relevant?	<ul style="list-style-type: none"> <li>• The important assumption for the overall goal is still relevant. The ‘OEB Initiative Plan’ was developed and is being implemented.</li> </ul>
Ripple effects of the project	Were there any unexpected positive impacts?	<ul style="list-style-type: none"> <li>• OEB considers that the project showed good practices of raising community participation, strengthening school-based management and those good practices increased OEB’s confidence in their implementation of SIP in the region.</li> <li>• Although satellite schools were not targeted, some of them were activated by the Project. Cases of building teacher compounds or organizing training by satellite schools influenced by the Project’s activities were reported.</li> <li>• It was reported that through common use of the computers provided by the Project, quality of the school examination papers at the target schools and their satellite schools has been improved.</li> </ul>



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		<ul style="list-style-type: none"><li>• OEB improved its internal newsletter after it appreciated the ODA magazine.</li><li>• Lesson study, which was introduced by the Project by Quick Learning Video and also by the counterpart training in Japan, has now been piloted in some schools in the region with strong initiative of OEB. The Project also contributed to bridge OEB and SMASEE in this aspect.</li></ul>
	Were there any unexpected negative impacts?	Significant negative impact of the Project was not observed.



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**Sustainability :**

Evaluation Items	Necessary Information and Data (Indicators)	Findings of Study
Policy aspect	<ul style="list-style-type: none"> <li>• Will the government of Ethiopia/Oromia support participatory school-based management after the project?</li> </ul>	<ul style="list-style-type: none"> <li>• As ‘Community Participation’ is set in its structure of the priority action program of ESDP IV (MOE) and SIP is a component of QEQIP, it is likely that the government of Ethiopia/Oromia will continue to support participatory school-based management.</li> </ul>
Financial aspect	<ul style="list-style-type: none"> <li>• Will the budget for this approach be secured?</li> </ul>	<ul style="list-style-type: none"> <li>• Cost for TOT can be managed by the budget of TDP (Teacher Development Program) of GEQIP and school can use school grant of GEQIP for training purpose when necessary. Therefore budget will not be a serious matter to continue the trainings as it has been already practiced under the current OEB Initiative plan. Budget for additional printing of the training materials needs to be secured if wider distribution of training materials is necessary.</li> </ul>
Organizational aspect	<ul style="list-style-type: none"> <li>• Will the organizational structure within OEB, ZEO and WEO continue to function for this approach?</li> </ul>	<ul style="list-style-type: none"> <li>• Placing TAO at the level of WEO, while it is treated as the same level as ZEO in the government normal structure, caused some confusion in the reporting system. It will be settled when OEB Initiative Plan will follow the government reporting system.</li> </ul>
	<ul style="list-style-type: none"> <li>• Are there any measures prepared for compensating disadvantages of staff transfer?</li> </ul>	<ul style="list-style-type: none"> <li>• In general effective measures taken for compensating disadvantages of staff transfer were not observed. But in the case of the Project, “OEB initiative” covering the whole region settled the issue by the end of the Project</li> </ul>
Technical aspect	<ul style="list-style-type: none"> <li>• Do the counterparts keep sufficient knowledge and skills to continue this approach after the project?</li> </ul>	<ul style="list-style-type: none"> <li>• While there were significant technical supports of JICA experts in the first and the second TOT, the third TOT was conducted mostly by the Ethiopian counterparts. This shows that the Ethiopian side keeps sufficient knowledge and skills for TOT level.</li> <li>• Most of the facilitators feel confident in their facilitation.</li> <li>• The monitoring handbook will support the counterparts technically in their practices.</li> </ul>
	<ul style="list-style-type: none"> <li>• Will the equipment provided be used and maintained properly?</li> </ul>	<ul style="list-style-type: none"> <li>• While there were significant technical supports of JICA experts in the first and the second TOT, the third TOT was conducted mostly by the Ethiopian counterparts. This shows that the Ethiopian side keeps sufficient knowledge and skills for TOT level.</li> <li>• Computers provided to CRC’s are used for various activities including producing Ho! ManaBU training report. They are shared by satellite schools for their examinations for example.</li> </ul>

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## ANNEX . Evaluation Grid

## ANNEX -1: Achievements of the Project

Evaluation Items	Necessary Information and Data (Indicators)	Findings of Study																												
<b>Achievement of Overall Goal</b>																														
Participatory school-based management is promoted in Oromia Region.	<p>【PDM indicator】</p> <ol style="list-style-type: none"> <li>1. Training on participatory school-based management developed by the Project is conducted in Oromia Region</li> <li>2. Improvement of educational statistics (enrolment, drop-out rates and gender gap) in Oromia Region</li> </ol>	<p>Training on participatory school-based management targeting teachers, communities and students of all the primary schools in the region already started in January 2012 as the OEB Initiative plan covering all the region as TOT for educational officers of ZEO/TAEO, WEO, CRC, and school directors and key teachers. Experience of Ho! ManaBU Project is fully utilized in the OEB Initiative Plan. OEB will instruct all the schools to put this training in their school plans in and after year 2012-2013.</p> <p>Net enrolment rate (NER) in Oromia region shows an improvement by 7.3 points between 2008/2009 and 2010/2011. Drop-out rate also shows an improvement by 5.0 between 2008/2009 and 2010/2011. However direct correlation between effect of the Project and improvements above can not be confirmed.</p> <p>NER and Gender Parity Index (GPI) of Primary Education in Oromia Region,</p> <table border="1" data-bbox="1014 898 1879 1042"> <thead> <tr> <th></th> <th>Male+Female</th> <th>Female</th> <th>GPI*</th> </tr> </thead> <tbody> <tr> <td>2008/2009 (a)</td> <td>78.0</td> <td>74.9</td> <td>0.92</td> </tr> <tr> <td>2010/2011 (b)</td> <td>85.3</td> <td>81.8</td> <td>0.92</td> </tr> <tr> <td>Increase (b-a)</td> <td>7.3</td> <td>6.9</td> <td>0.00</td> </tr> </tbody> </table> <p>GPI* : Gender Parity Index (= Value for Female / Value for Male) Source : Educational Statistics, Annual abstract, 2003 E.C., 2010/2011G.C., OEB</p> <p>Drop-out rate of Primary Education in Oromia region</p> <table border="1" data-bbox="1014 1182 1657 1326"> <thead> <tr> <th></th> <th>Male+Female</th> <th>Female</th> </tr> </thead> <tbody> <tr> <td>2008/2009 (a)</td> <td>17.3</td> <td>18.6</td> </tr> <tr> <td>2010/2011 (b)</td> <td>12.3</td> <td>14.3</td> </tr> <tr> <td>Decrease (a-b)</td> <td>5.0</td> <td>4.3</td> </tr> </tbody> </table> <p>Source : Educational Statistics, Annual abstract, 2003 E.C., 2010/2011G.C.,OEB</p>		Male+Female	Female	GPI*	2008/2009 (a)	78.0	74.9	0.92	2010/2011 (b)	85.3	81.8	0.92	Increase (b-a)	7.3	6.9	0.00		Male+Female	Female	2008/2009 (a)	17.3	18.6	2010/2011 (b)	12.3	14.3	Decrease (a-b)	5.0	4.3
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Achievement of 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><b>【PDM indicator 1】</b> Reduction in the number of drop-out students in the pilot CRCs</p>	<p>The number of drop-out students of the primary schools in the pilot CRCs reduced from 11,163 (Rate 8.4%, 2008/09) to 10,580 (Rate 8.1%, 2010/11) It is observed that the average drop-out rate of Pilot CRCs in 2010/2011 (8.1) is better than that of 81 non-Pilot CRCs nearest to Pilot CRCs.</p> <p>Drop-out rate of the Primary Schools in the Pilot CRCs</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Pilot CRCs</th> <th>Non-Pilot CRCs*</th> </tr> </thead> <tbody> <tr> <td>2008/2009</td> <td>8.4</td> <td>N.A.</td> </tr> <tr> <td>2010/2011</td> <td>8.1</td> <td>10.0</td> </tr> </tbody> </table> <p>*81 non-Pilot CRCs nearest to Pilot CRCs sampled for reference Source: Comprehensive Monitoring Report Data</p>	Year	Pilot CRCs	Non-Pilot CRCs*	2008/2009	8.4	N.A.	2010/2011	8.1	10.0				
	Year	Pilot CRCs	Non-Pilot CRCs*												
	2008/2009	8.4	N.A.												
2010/2011	8.1	10.0													
<p><b>【PDM indicator 2】</b> Improvement in the enrolment (of girls in particular) in the pilot CRCs</p>	<p>The number of Grade 1 students in the pilot CRCs increased from 20,019 (2008/09) to 22,693 (2010/11) for males plus female and from 10,264 (2008/09) to 11,426 (2010/11) for female only. Increase in the number of Grade 1 students of the Pilot CRCs between 2008/09 and 2010/11 is 2,674.</p> <p>Number of Grade 1 Students of the Primary Schools in the Pilot CRCs</p> <table border="1"> <thead> <tr> <th rowspan="2">Year</th> <th colspan="2">Pilot CRCs</th> </tr> <tr> <th>Male + Female</th> <th>Female</th> </tr> </thead> <tbody> <tr> <td>2008/2009 (a)</td> <td>20,019</td> <td>10,264</td> </tr> <tr> <td>2010/2011 (b)</td> <td>22,693</td> <td>11,426</td> </tr> <tr> <td>Increase (b-a)</td> <td>2,674</td> <td>1,162</td> </tr> </tbody> </table> <p>Source: Comprehensive Monitoring Report Data</p>	Year	Pilot CRCs		Male + Female	Female	2008/2009 (a)	20,019	10,264	2010/2011 (b)	22,693	11,426	Increase (b-a)	2,674	1,162
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<p><b>【PDM indicator 3】</b> The percentage of the pilot CRCs which implement activities utilizing the knowledge and skills acquired in HM Training (80% or over)</p>	<p>91% of the pilot CRCs implemented activities utilizing the knowledge and skills acquired in HM training. The total number of those activities since November 2009 reached 848. (P25, monitoring report ) Some examples of the activities are; establishment of dropout / girls' education committee to follow up the issue, organizing tutorial class for girls, improvement of school facilities, etc.</p>														
Achievement of Outputs															
1.Planning and implementation process of school	<p><b>【PDM indicator 1-1】</b> Attendance rate of TOT participants</p>	Attendance rate of TOT were 95% (2009), 99%(2010) and 93% (2012).													

improvement activities is improved.	(90% or over)	<p>Number of participants in TOT</p> <table border="1"> <thead> <tr> <th>Month/Year</th> <th>Nov.-Dec. 2009</th> <th>Nov.-Dec. 2010</th> <th>Feb. 2012</th> </tr> </thead> <tbody> <tr> <td>No. of Participants</td> <td>463</td> <td>391</td> <td>449</td> </tr> <tr> <td>No. of Absentee</td> <td>25</td> <td>3</td> <td>34</td> </tr> <tr> <td>Total</td> <td>488</td> <td>394</td> <td>483</td> </tr> <tr> <td>Rate of Participants</td> <td>95%</td> <td>99%</td> <td>93%</td> </tr> </tbody> </table> <p>Source: Reports on Ho! ManaBU Workshop</p>	Month/Year	Nov.-Dec. 2009	Nov.-Dec. 2010	Feb. 2012	No. of Participants	463	391	449	No. of Absentee	25	3	34	Total	488	394	483	Rate of Participants	95%	99%	93%
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<b>【PDM Indicator 1-2】</b> Improvement in facilitation skills of TOT participants	<p>The self-assessment made by TOT participants turned out to be positive. To the question asking confidence as a facilitator of Ho! ManaBU training at CRC level at the end of the TOT, the participants answered ‘Very much’ or ‘Reasonably’ were over 96%, 98% and 97% in 2009, 2010 and 2012. In addition 93% of the TOT participants in 2010 and 98% in 2012 answered ‘Very much’ or ‘Reasonably’ being asked a level of sufficiency of facilitation skills they learned. (Ho! ManaBU WS report 2009, 2010 and Ho! ManaBU WS DATA 2012)</p> <p>Around 80% of CRCs believe the training is easy to facilitate in general. (page i, Comprehensive Monitoring Report)</p>																					
<b>【PDM indicator 1-3】</b> The numbers of HM Training held and participants in the pilot CRCs	<p>The total number of HM Training held and the participants in the pilot CRCs since November 2009 to December 2011 were 805 and 50,481 respectively. (Comprehensive Monitoring Report).</p> <p>As the number of the pilot CRCs is 104, it is calculated that each of 50,481 beneficiaries consisting of teachers, students and community members received in average 8 times of training in their CRCs. The number of training is considered sufficient.</p>																					
<b>【PDM indicator 1-4】</b> Satisfactory level of HM Training participants	<p>Generally the interviewees from WEO/TAEO and CRC during the comprehensive monitoring believed the participants enjoyed the training and were more aware of the issues. (page i, Comprehensive Monitoring Report)</p> <p>During the observation visits of the final evaluation, no dissatisfaction about the quality of HM Training was heard from teachers or community members.</p>																					
<b>【PDM indicator 1-5】</b> Development of the integrated package of HM Trainings	<p>The integrated package of HM training (ITP1-ITP5 or Awareness, Analysis and Planning) was developed.</p>																					
2. Monitoring of school improvement activities by educational administrative	<p><b>【PDM indicator 2-1】</b> Attendance rate of participants of monitoring training (90% or over)</p> <p>Attendance rate of the monitoring and reporting training were 92% (2009), 99 % ( 2010) and 93% (2012).</p> <p>Number of participants in the monitoring and reporting training</p>																					

organizations is enhanced.	<table border="1"> <tr> <td>Month/Year</td> <td>Nov.-Dec. 2009</td> <td>Nov.-Dec. 2010</td> <td>Feb. 2012</td> </tr> <tr> <td>No. of Participants</td> <td>259</td> <td>378</td> <td>323</td> </tr> <tr> <td>No. of Absentee</td> <td>23</td> <td>3</td> <td>23</td> </tr> <tr> <td>Total</td> <td>282</td> <td>381</td> <td>346</td> </tr> <tr> <td>Rate of Participants</td> <td>92%</td> <td>99%</td> <td>93%</td> </tr> </table> <p>Source: Reports and Data on Ho! ManaBU Workshop (The above training was conducted successively to the TOT. So the same data for the indicator 1-1 are applicable.)</p>	Month/Year	Nov.-Dec. 2009	Nov.-Dec. 2010	Feb. 2012	No. of Participants	259	378	323	No. of Absentee	23	3	23	Total	282	381	346	Rate of Participants	92%	99%	93%					
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<p><b>【PDM indicator 2-2】</b> Submission rate of Training and Progress Reports from the pilot CRC to OEB (60% or over)</p>	<p>Submission status of Training and Progress report from the pilot CRCs to OEB was not satisfactory and did not reach the target. Those from December 2010 to January 2012 were 4.4% and 2.0% for the training of DO GE and LMSB, and 47.4% and 28.8% for DOS respectively.</p> <p style="text-align: center;">Submission rate of reports from CRCs to OEB (December2010 – January 2012)</p> <table border="1"> <thead> <tr> <th>Type of report</th> <th colspan="2">Training report</th> <th colspan="2">Progress report</th> </tr> <tr> <th>Theme of Training</th> <th>DO, GE, LMSB*</th> <th>DOS*</th> <th>DO, GE, LMSB</th> <th>DOS 2</th> </tr> </thead> <tbody> <tr> <td>No. of HM training implemented</td> <td>205</td> <td>272</td> <td>205</td> <td>132</td> </tr> <tr> <td>No. of reports received at OEB</td> <td>9</td> <td>129</td> <td>4</td> <td>38</td> </tr> <tr> <td>Submission rate (%)</td> <td>4.4</td> <td>47.4</td> <td>2.0</td> <td>28.8</td> </tr> </tbody> </table> <p>*DO: Raise Awareness of Dropout, GE: Raise Awareness of Girl’s Education, LMSB: Let’s Make Our School Better, DOS: Discover Our School</p> <p>Source: Comprehensive Monitoring Report of Ho! ManaBU Project</p>	Type of report	Training report		Progress report		Theme of Training	DO, GE, LMSB*	DOS*	DO, GE, LMSB	DOS 2	No. of HM training implemented	205	272	205	132	No. of reports received at OEB	9	129	4	38	Submission rate (%)	4.4	47.4	2.0	28.8
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<p><b>【PDM indicator 2-3】</b> Improvement in reporting and feedback skills of WEO/STEO officers and CRC supervisors</p>	<p>The trainings for monitoring were conducted 3 times during the project period and 964 participants (Focal persons of ZEO, WEO/STEO, CRC, key teachers and school directors) were trained.</p> <p>Around 90% of the CRC supervisors interviewed by the monitoring team thought their report writing skill improved (very much 78%, reasonably 12%) through the project’s reporting system. (p28 Comprehensive Monitoring Report)</p> <p>A new handbook for monitoring and reporting was distributed and explained to</p>																									



		WEO/STEO officers and CRC supervisors at Ho! ManaBU TOT in February 2012. (Monthly report of JICA expert)
	<b>【PDM indicator 2-4】</b> Development of formats and guidelines/manuals related to morning/reporting	A new handbook for monitoring and reporting was developed in February 2012. The handbook was distributed to the training participants with 13 extra copies to each CRC for wider utilization in their regular monitoring activities. Monitoring and reporting formats were simplified reflecting the feedback from the monitoring and compiled in the training manual and the new monitoring and reporting handbook.
3. Foundation for utilization and dissemination of the training and approaches of the Project by OEB is strengthened	<b>【PDM indicator 3-1】</b> Development of feasible 'OEB Initiative Plan' for disseminating HM Training and approaches	OEB Initiative Plan for disseminating HM training and approaches was developed in cooperation with JICA project team in June 2011 and was presented at the 5 <sup>th</sup> JSC meeting in September 2011. The training of the regional trainers was conducted in October 2011 being supported by the project team. The training was organized in 4 places with 608 participants. Then those regional trainers trained the trainers at ZEO/TAEO level from December 2011 to January 2012, followed by TOT of CRC supervisors and School Directors, and the training at school level. The monitoring visit by OEB and the Project, and field visit of the evaluation mission team confirmed implementation of training at school level in some sites already. At the moment, OEB is waiting for the monitoring reports coming from the CRC through WEO and ZEO/TAEO.
	<b>【PDM indicator 3-2】</b> Distribution and utilization status of ODA Magazine	ODA Magazine is used for sending the messages from OEB and the Project and sharing the good practices of the project activities. 4 issues of ODA magazine were published between 2010 and 2012 and 20,000 copies were distributed for each issue. Additional distribution with 30,000 each for vol.1 to 3 and 50,000 for vol.4 is being planned. 96% of the CRCs visited by the monitoring team received ODA magazines and 88% of CRC supervisors, school directors and key teachers knew the existence of the ODA magazine and had read it. This shows the distribution from OEB through ZEO/TAEO and WEO to CRC was done smoothly. (Comprehensive Monitoring Report) In the interview to ZEO/TAEO, WEO and CRC, it has been confirmed that officers of those institutions consider the contents of the magazine useful.
	<b>【PDM indicator 3-3】</b> Sharing of experiences and expertise of the Project at regular meetings organized by OEB, ZEO and WEO/STEO	OEB holds a meeting with all the ZEOs quarterly. At the meeting in March 2012, the OEB Initiative Plan was discussed. (Monthly report of JICA expert) OEB also holds an annual conference inviting all the ZEOs, TAEOs and WEOs and some selected schools to share its achievement in the last year and the activity plans for the new year. In 2012, a booth was allocated to the Project and information of the project was dispatched from it. ODA magazine was distributed at the conference.

		<p>The project team distributed memorandums for sharing its weekly schedule and achievement with all the departments of OEB and other donors working with OEB on every Monday. It made farther coordination with other departments and donors easier. (Monthly report of JICA expert)</p> <p>There is no conclusive data to show levels of sharing the project matter in regular meetings of ZEO/TAEO and woreda, But it can happen that chances of sharing Ho! ManaBU experience will increase since the OEB Initiative activities have been taken in the OEB's regular work.</p>
<b>Inputs Provided</b>		
	<ol style="list-style-type: none"> <li>1. Japanese Experts</li> <li>2. Ethiopian Counterparts</li> <li>3. Ethiopian Counterparts trained in Japan</li> <li>4. Equipment</li> <li>5. Local Operational Cost Borne by Japanese Side (in Birr)</li> <li>6. Estimation of Local Operation Cost Borne by Ethiopian Side</li> </ol>	<p>Please see Annex 1.</p>

## ANNEX -2: Process of the Project Implementation

Evaluation Items	Necessary Information	Findings of Study
Progress of Activities	Were activities implemented as planned?	<ul style="list-style-type: none"> <li>• Activities listed in the latest PDM (Ver. 3.0) have been implemented mostly as planned. No serious delay is seen.</li> </ul>
	Were there any factors contributed the progress?	<ul style="list-style-type: none"> <li>• Uniqueness and good quality of the training materials, in particular ITP1 and 2 contributed a lot to the progress of the project. Familiar and serious theme like dropout or girls' education, adoption of enjoyable games, simple illustration and other good characteristics of the material attracted teachers and community members to the training and promoted their active participation.</li> </ul>
	Were there any factors obstructed the progress?	<ul style="list-style-type: none"> <li>• Two times of PDM revision changed project's approach caused inefficiency in uses of resources.</li> <li>• Weak communication between OEB and the project team about the basic concepts on the training materials constrained the feasibility of some modules of the training package for wider dissemination.</li> </ul>
Method of technical transfer	Were the methods of technical transfer from the JICA experts to the Ethiopian counterparts appropriate?	<ul style="list-style-type: none"> <li>• Facilitation skills needed for Ho! Manabu Training was transferred from the JICA experts to the trainers at TOT and the trainers transferred those skills to the facilitators at CRC level. This worked well so that the third and last TOT was conducted by the Ethiopian senior trainers with a limited support of the JICA experts.</li> <li>• Training materials were developed within the JICA project team and the Ethiopian counterparts were not effectively involved in the development process. Consequently technical transfer in the material development was limited.</li> </ul>
Decision Making	How were the important decisions regarding the Project made?	<ul style="list-style-type: none"> <li>• Decisions regarding the project, such as change of PDM, were discussed among the JICA project team, JICA Ethiopia Office, JICA HQ and OEB. When it is a small change, the decision was made within the project team and approved by OEB.</li> </ul>
Communication	Was communication within the project team made effectively?	<ul style="list-style-type: none"> <li>• The project team holds weekly meeting on every Monday to share necessary information and maintain good communication.</li> </ul>
	Was communication between the project team and the JICA Ethiopian office and JICA HQ adequate?	<ul style="list-style-type: none"> <li>• Communication between the project team and JICA Ethiopian Office or JICA HQ was weak during the initial phase of the Project but later it became improved.</li> </ul>
	Was communication between the project team and relevant Ethiopian agencies adequate?	<ul style="list-style-type: none"> <li>• JSC meeting was held 5 times so far. Progress of the activities and achievement were shared with OEB, ZEO, BoFED, MoFED and MOE.</li> <li>• Communication between the project team and OEB was weak in the course of developing</li> </ul>

		<p>training materials.</p> <ul style="list-style-type: none"> <li>• Since February 2012, the project delivered memorandums for sharing its weekly schedule and achievement with the projects of other donors as well as OEB.</li> </ul>
Monitoring	Was regular monitoring conducted by the Project?	<ul style="list-style-type: none"> <li>• The project conducted the comprehensive monitoring twice.</li> <li>• The project conducted monitoring of Ho! ManaBU training at some selected schools soon after TOT.</li> <li>• A field coordinator of the Project posted in East Showa zone monitors the WEOs and CRCs in it and its neighboring zones more often.</li> </ul>
	Were the results of the monitoring incorporated into the project?	<ul style="list-style-type: none"> <li>• Comments of the training participants at various levels recorded in the monitoring results were incorporated into the revised version of the training materials and monitoring format.</li> </ul>
Counterparts	Were authorities and responsibilities of OEB, ZEO, WEO, CRC and school clear?	<ul style="list-style-type: none"> <li>• Authorities and responsibilities were clearly defined and well understood especially at OEB, CRC and School levels. At ZEO, TAE0 and WEO levels, the levels of understanding were acceptable in average with some variation.</li> </ul>
	Were the number and quality of the C/Ps appropriate?	<ul style="list-style-type: none"> <li>• Both the number and the quality of the counterparts at OEB level were appropriate. Those at ZEO, Woreda and CRC levels were acceptable in average.</li> </ul>
	Were the C/Ps participated in the project sufficiently?	<ul style="list-style-type: none"> <li>• The C/Ps at the different levels participated sufficiently with some exception.</li> </ul>
Budget	Was the allocation of budget of the Ethiopian side sufficient?	<ul style="list-style-type: none"> <li>• Serious shortage of the budget was not seen.</li> <li>• The level of travel allowance for monitoring is considered not sufficient by Ethiopian officers although it follows official regulation.</li> <li>• CRC supervisors and School Directors interviewed considered if refreshment provided, participation rate of the community members in training would be increased.</li> </ul>

### ANNEX -3. Evaluation by the Five Criteria

#### Relevance :

Evaluation Items	Necessary Information and Data	Findings of Study
Needs	<ul style="list-style-type: none"> <li>• Is the project purpose consistent with the needs of Oromia region?</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement of the drop-out rate of the primary education is an urgent issue in Oromia region. Therefore, the Project, which focuses on improvement of drop-out rate through improved school management with community participation, corresponds to the needs of the region. ESDP IV of OEB noted the need of the adequate technical support to community to encourage their participation.</li> </ul>
Priority	<ul style="list-style-type: none"> <li>• Are the project purpose and the overall goal consistent with the Ethiopian policy?</li> </ul>	<ul style="list-style-type: none"> <li>• In ESDP IV, importance of community participation and improving management capacities at the Woreda, CRC and school levels are emphasized as priority issues.</li> <li>• GEQIP 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• Are the project purpose and the overall goal consistent with the Japanese aid policy?</li> </ul>	<ul style="list-style-type: none"> <li>• 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 area for assistance. The policy also reflected in JICA's aid policy, which places provision of quality basic education as one of the focus areas.</li> </ul>
Appropriateness of the approach	<ul style="list-style-type: none"> <li>• Were WEOs, CRC supervisors, School staff members and Community members appropriate for the target group?</li> </ul>	<ul style="list-style-type: none"> <li>• WEOs, CRC supervisors, School staff members and Community members were appropriate for the target group. School staff members and Community members are the main actors of participatory school-based management. CRC supervisors are immediate supervisors on school management and WEOs supervise them. Capacity building on them effectively activates participatory school-based management.</li> </ul>
	<ul style="list-style-type: none"> <li>• Were the target areas appropriate?</li> </ul>	<ul style="list-style-type: none"> <li>• The 13 target 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 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. 2CRCs were selected from each woreda after conducting CRC needs assessment.</li> <li>• After the first JSC, the Project and OEB decided to include 11 STEOs considering the advantages of TAEOs such as good provision of electricity and good access. Thus, 11 STEOs and 43 WEOs were selected as the target areas. (STEO was renamed as TAEO later.)</li> </ul>

	<ul style="list-style-type: none"> <li>• Was the approach of the project appropriate?</li> </ul>	<ul style="list-style-type: none"> <li>• As school staff and community members are the two major actors of participatory school-based management, the project’s approach which focused training inviting both these two actors and linking with actual issues at school level is considered sound and effective to promote it.</li> </ul>
	<ul style="list-style-type: none"> <li>• Was the revision of the PDM appropriate?</li> </ul>	<p>PDM was revised twice in August 2009 and March 2011.</p> <ul style="list-style-type: none"> <li>• In the first revision in August 2009, focus on the outputs changed from enhancement of CRC to enhancement of monitoring/reporting system and teachers’/communities’ understanding, keeping the project purpose unchanged.</li> <li>• In the second revision in March 2011, OEB Initiative Plan was added as an output to enhance sustainability with rephrasing the project purpose. The level of the overall goal moved closer to the project purpose.</li> <li>• Some indicators set in PDM3 do not have clear benchmark to be achieved, which caused ambiguity in judging the progress. Some of the indicators set for outcomes are output/activity based so that they do not sufficiently represent the achievement of the outcomes.</li> </ul>
<p>Important assumptions</p>	<p>Were there any changes in important assumptions?</p>	<p>There was no change in the situation of the important assumptions in the PDM.</p>

## Effectiveness:

Evaluation Items	Necessary Information and Data (Indicators)	Findings of Study
Prospect of the project purpose	<ul style="list-style-type: none"> <li>• Is the project purpose likely to be achieved by the end of the project?</li> </ul>	<ul style="list-style-type: none"> <li>• Project purpose is likely to be achieved.</li> <li>• Please see ‘Achievement of Project Purpose’.</li> </ul>
	<ul style="list-style-type: none"> <li>• Are the outputs likely to be achieved by the end of the project?</li> </ul>	<ul style="list-style-type: none"> <li>• Although the performance relating to the indicator 2.2 (Submission rate of Training and Progress reports) is far below the target, most of the indicators for the outputs cleared their targets. The outputs of the PDM will be achieved.</li> <li>• Please see ‘Achievements of Outputs’.</li> </ul>
Knowledge and skill	<ul style="list-style-type: none"> <li>• Did counterparts of OEB and staff of ZEO, WEO, CRC, and schools acquire sufficient knowledge and skill through training provided or activities by the Project?</li> </ul>	<ul style="list-style-type: none"> <li>• The third TOT was conducted mostly by the Ethiopian counterparts with little support by JICA experts. This shows that the Ethiopian side keeps sufficient knowledge and skills for TOT level.</li> <li>• To the question asking confidence as a facilitator of Ho! ManaBU training at CRC level at the end of the TOT, the participants answered ‘Very much’ or ‘Reasonably’ were over 96%, 98% and 97% in 2009, 2010 and 2012.</li> <li>• Around 80% of CRCs believe the training is easy to facilitate in general. (page i, Comprehensive Monitoring Report)</li> </ul>
Causal relation bet. project purpose and outputs	<ul style="list-style-type: none"> <li>• What are the contributing factors for the project achievement?</li> </ul>	<ul style="list-style-type: none"> <li>• Good quality of the training materials contributed to the project achievement. ITP1 and ITP2 focuses immediate and urgent theme for community and teachers like drop-out and girls’ education. Their simple and intelligible explanation with attracting illustration and enjoyable approach using some games promoted good understanding and participation of the participants. After the training those materials received appreciation and trust in their effectiveness among the stakeholders of the Project. Then such appreciation and trust contributed toward the achievement of Output 1 and the project purpose.</li> <li>• Development and implementation of OEB Initiative Plan was another contributing factor. The “OEB initiative” enabled expansion of Ho! ManaBU training to the whole region under the OEB’s strong initiative with limited support of the project team. It materialized the implementation of the training for the non-target CRCs within the project period. It strengthened the sustainability of the project and is contributing to the overall goal.</li> </ul>

	<ul style="list-style-type: none"> <li>• What are the hindering factors for the project achievement?</li> </ul>	<ul style="list-style-type: none"> <li>• Insufficient communication between OEB and JICA experts in the process of material development was a hindering factor. Contrary to ITP1 and 2, ITP3 and 4 are unlikely to be incorporated in OEB initiative as they are not designed in a way to be integrated to existing SIP guidelines. As for ITP5, it is now being examined by OEB and going to be discussed by OEB and the project team about the use in future. Such inefficient situation was caused by insufficient communication in the planning stage. Because of this, technical transfer on material development was limited.</li> <li>• Insufficient communication was observed within the OEB side to a certain extent too. Low monitoring/reporting performance, frequent turnover of the officers and poor condition of telephone service in rural areas are considered some of the main reasons. Although several measures were taken for monitoring/reporting, this insufficient communication seems to have hindered the project achievement to a certain extent.</li> </ul>
	<ul style="list-style-type: none"> <li>• Did the outputs contribute sufficiently for achieving the project purpose?</li> </ul>	<ul style="list-style-type: none"> <li>• Output1 and 3 effectively contributed to the project purpose. Especially, achievement of Output 3 through “OEB initiative” contributed great extent to the achievement of project purpose utilizing training materials and experiences of organizing TOTs gained from Output 1.</li> <li>• In order to establish a monitoring and feedback system to sustain project purpose, Output 2 is important but contribution to the project purpose was limited.</li> </ul>
	<ul style="list-style-type: none"> <li>• Was each output necessary in order to achieve the project purpose?</li> </ul>	<ul style="list-style-type: none"> <li>• Yes. Not only providing training from the aspects of Output1 and 3, but also other kinds of support from the aspect of Output2 is necessary for promoting participatory school-based management.</li> </ul>
	<ul style="list-style-type: none"> <li>• Did the important assumption affect the project?</li> </ul>	<ul style="list-style-type: none"> <li>• Since the current PDM was fixed, the important assumptions, OEB’s education policy on strengthening school improvement planning and implementation through community participation, did not change and did not affect the project.</li> </ul>



## Efficiency:

Evaluation Items	Necessary Information and Data	Findings of Study
Causal relation between outputs and activities.	Were the activities sufficient for achieving the outputs?	<ul style="list-style-type: none"> <li>• Activities put in the PDM are sufficient for achieving the outcome.</li> <li>• The causal relation between ‘Utilization of Quick Learning Video’ (Activity1.4) and Output 1 is not clear.</li> </ul>
	Were there any factors constrained the achievement of the Outputs?	<ul style="list-style-type: none"> <li>• Although the monitoring format was simplified, monitoring and reporting of the Project are considered a heavy and additional to their regular monitoring work. This seems to be one of the major reasons of low performance of Indicator 2.2</li> </ul>
Production of the Output	<ul style="list-style-type: none"> <li>• Was the participation of the community members in TOT appropriate? (Output1)</li> </ul>	<ul style="list-style-type: none"> <li>• It was appropriate. In SIP, community and PTA are stipulated as members of school committee. Although community members do not facilitate at Ho! ManaBU training after TOT, experience of TOT helps them to invite other community members to the training.</li> <li>• Experience of TOT for community leaders helps them to promote community participation in school management.</li> </ul>
	<ul style="list-style-type: none"> <li>• Were the advantages and characteristics of the training and approaches of the project shared by stakeholders? (Output3)</li> </ul>	<ul style="list-style-type: none"> <li>• The advantages and characteristics of the training and approaches were shared at TOT, training at school and regular/irregular meetings at different levels. The monitoring and reporting activities and ODA magazines also contributed to this sharing.</li> </ul>
Use of Input	<ul style="list-style-type: none"> <li>• Were the numbers of experts and their expertise and the timing of the dispatch appropriate?</li> </ul>	<ul style="list-style-type: none"> <li>• Although delay of dispatching an expert on local educational administration was noted in the mid-term review, serious problems relating to the number, expertise and timing about the JICA experts were not observed.</li> </ul>
	<ul style="list-style-type: none"> <li>• Was the dispatch of short term expert on material development appropriate or effective?</li> </ul>	<p>The dispatch of the expert on material development was appropriate as all of training materials of 5 ITPs, which were crucial components of the training and needed to be developed in the Ethiopian context, were developed by the expert.</p> <ul style="list-style-type: none"> <li>• Due to insufficient communication, technical transfer from the expert to the counterparts was very limited.</li> </ul>
	<ul style="list-style-type: none"> <li>• Were the equipment and the facilities supplied and the timing of supply appropriate?</li> </ul>	<ul style="list-style-type: none"> <li>• There are cases where generators are not fully utilized either because CRCs have its sufficient power supply or fuel is not affordable. This is partly because the supply of electricity has far improved since the time of providing generators, thus the need for generator has been changed relatively quickly since then. 96% of CRCs received ODA magazines and 88% of CRC supervisors, school directors and Key teachers read it. (Comprehensive Monitoring Report)</li> </ul>
	<ul style="list-style-type: none"> <li>• Were computers provided by the project used efficiently?</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of PC and related equipment were delayed due to rather complicated procurement process and the general election. However the delay did not seriously impeded the project</li> </ul>

	<p>activities. Those PCs and equipment were provided by the end of 2010. (Mid-term review report)</p> <ul style="list-style-type: none"> <li>• 91% of CRC used PC for various purposes like making training report, preparing examination for center and satellite schools, producing teaching materials, school data management. But many CRCs still rely on hand written documents. (Comprehensive Monitoring Report)</li> <li>• During the field survey of the final evaluation, good maintenance and use of PC were observed at every visited school. One school director in East Showa zone considers that improvement of the quality of exam paper through the use of PC contributed directly to the better quality of education.</li> </ul>
<ul style="list-style-type: none"> <li>• Were the number of counterparts, their assignments, and their abilities appropriate?</li> </ul>	<ul style="list-style-type: none"> <li>• Problems of their number, assignments and ability were not observed.</li> <li>• Frequent turnover among OEB officials seemed to affect a smooth progress of the project.</li> </ul>
<ul style="list-style-type: none"> <li>• Were the counterpart trainings in Japan appropriate?</li> </ul>	<ul style="list-style-type: none"> <li>• In total six senior officers of OEB (two Heads, one Deputy head, two Department Head and one Expert) received the counterparts training in Japan in February 2009, February-March 2011 and November-December 2011.</li> <li>• The participants learned educational administration in Japan and made action plans for Oromia. Lesson study was set in one of the plans and it is now practiced on a trial basis in Oromia.</li> </ul>
<ul style="list-style-type: none"> <li>• Was the budget scale of the project appropriate?</li> </ul>	<ul style="list-style-type: none"> <li>• No serious problem was observed about the budget scale.</li> <li>• The local costs borne by JICA and OEB were 124millionYen and 1,034 thousand Birr (estimates) respectively. With the costs above, the project conducted 805 times of HM Training with 50,481 participants. Furthermore, it has built a foundation for sustainable training like OEB Initiative Plan with training materials, Trainers and monitoring method. Utilizing this foundation, OEB will be able to continue the training more cost-effectively. The budget scale is considered appropriate.</li> </ul>
<ul style="list-style-type: none"> <li>• Does the achievement level of the project purpose correspond to the cost of inputs?</li> </ul>	<ul style="list-style-type: none"> <li>• The achievement level of the project purpose is described in the section of “Effectiveness” and “Achievement of the Project” above. Inputs to develop ITP 1 and ITP 2 efficiently contributed to the achievement level of the Project.</li> <li>• ITP3 and 4 had positive impact to SIP planning process at schools under the target CRCs and contributed to the project purpose, which is to promote participatory school-based management in targeted area. However, it is unlikely that ITP3 and ITP 4 will be widely used in non-target CRCs after the project period. Thus, inputs for developing ITP 3 and ITP 4 were appropriate but not effective to achieve overall goal that covers the whole region.</li> </ul>

		<ul style="list-style-type: none"> <li>• ITP 5 was introduced in the last TOT in February 2012. The impact at school level and contribution to the project purpose cannot be confirmed after a short period of time after TOT, thus efficiency of the inputs for ITP 5 cannot be judged at this moment.</li> <li>• The use of the generator provided to all the target CRCs was limited partly because of change in environment.</li> <li>• The overall cost and inputs to the project activities are on average compared to other similar educational project in Africa.</li> </ul>
	<ul style="list-style-type: none"> <li>• Were the resources of the Ethiopian side effectively used?</li> </ul>	<ul style="list-style-type: none"> <li>• Cost for the training at CRC and school levels were borne by Ethiopian side. Schools, CRC supervisors and teachers are mobilized for venues and facilitators of the trainings. The resources of the Ethiopian side effectively used.</li> </ul>
Coordination with other donors or projects	<ul style="list-style-type: none"> <li>• Coordination and cooperation with other donors or projects</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperation with JOCV was made at the Oromia Education Festival and the observation trip to the target schools.</li> <li>• Cooperation with SMASEE project was made when lesson study was introduced to OEB.</li> <li>• SIP is one of the six programs of GEQIP, which is a package program for improving quality of general education in Ethiopia being planned and implemented by MoE. The project contributed to SIP implementation by providing concrete and effective means that is Ho! ManaBU Training,</li> </ul>

## Impact:

Evaluation Items	Necessary Information and Data	Findings of Study
Is the Overall goal likely to be achieved in 3 to 5 years after the project?	Will the training on school-based management developed by the project expand to the non-target areas in Oromia region?	<p>The training on school-based management developed by the project will likely expand to the non-target areas in Oromia region in high possibility as;</p> <ul style="list-style-type: none"> <li>• OEB implemented the ‘OEB Initiative Plan’ targeting all the woredas and CRCs with full ownership of OEB and proved their ability for managing the training system.</li> <li>• OEB training will be included in the checklist of the regular monitoring of ZEO and WEO, which will promote monitoring and reporting work.</li> <li>• Schools and communities in the target areas acknowledge the benefit of the training and are likely conduct training on ITP1 and 2 as a part of SIP activities at school.</li> </ul>
	Will participatory school-based management be promoted in Oromia region?	<ul style="list-style-type: none"> <li>• Promotion of participatory school-based management aiming better students’ results is a central approach of SIP under GEQIP. As SIP is already implemented at the all levels of the OEB structure, it will likely be promoted all over the region.</li> </ul>
	Are there any factors constrain the achievement of the overall goal?	<ul style="list-style-type: none"> <li>• The training materials for ITP 1 and ITP 2 under the “OEB Initiative” are to be shared among 3 CRCs at present. It may constrain active implementation of the training at school level.</li> <li>• Frequent transfer among OEB, ZEO, WEO/TAEO, CRC and school directors are often observed in Ethiopia, which sometimes disturbs efficiency of project activities. In the case of the Project, “OEB initiative” covering the whole region will settle the issue by the end of the Project.</li> </ul>
Causal relation between project purpose and overall goal	Is the relation realistic and direct?	<ul style="list-style-type: none"> <li>• Expansion of the achievement from the 13 pilot zones at the project purpose level to all the zones in the region at the overall goal level is realistic and direct.</li> </ul>
	Are the important assumptions for the overall goal still relevant?	<ul style="list-style-type: none"> <li>• The important assumption for the overall goal is still relevant. The ‘OEB Initiative Plan’ was developed and is being implemented.</li> </ul>
Ripple effects of the project	Were there any unexpected positive impacts?	<ul style="list-style-type: none"> <li>• OEB considers that the project showed good practices of raising community participation, strengthening school-based management and those good practices increased OEB’s confidence in their implementation of SIP in the region.</li> <li>• Although satellite schools were not targeted, some of them were activated by the Project. Cases of building teacher compounds or organizing training by satellite schools influenced by the Project’s activities were reported.</li> <li>• It was reported that through common use of the computers provided by the Project, quality of the school examination papers at the target schools and their satellite schools has been improved.</li> </ul>

		<ul style="list-style-type: none"> <li>• OEB improved its internal newsletter after it appreciated the ODA magazine.</li> <li>• Lesson study, which was introduced by the Project by Quick Learning Video and also by the counterpart training in Japan, has now been piloted in some schools in the region with strong initiative of OEB. The Project also contributed to bridge OEB and SMASEE in this aspect.</li> </ul>
	Were there any unexpected negative impacts?	Significant negative impact of the Project was not observed.

## Sustainability :

Evaluation Items	Necessary Information and Data (Indicators)	Findings of Study
Policy aspect	<ul style="list-style-type: none"> <li>• Will the government of Ethiopia/Oromia support participatory school-based management after the project?</li> </ul>	<ul style="list-style-type: none"> <li>• As ‘Community Participation’ is set in its structure of the priority action program of ESDP IV (MOE) and SIP is a component of QEQIP, it is likely that the government of Ethiopia/Oromia will continue to support participatory school-based management.</li> </ul>
Financial aspect	<ul style="list-style-type: none"> <li>• Will the budget for this approach be secured?</li> </ul>	<ul style="list-style-type: none"> <li>• Cost for TOT can be managed by the budget of TDP (Teacher Development Program) of GEQIP and school can use school grant of GEQIP for training purpose when necessary. Therefore budget will not be a serious matter to continue the trainings as it has been already practiced under the current OEB Initiative plan. Budget for additional printing of the training materials needs to be secured if wider distribution of training materials is necessary.</li> </ul>
Organizational aspect	<ul style="list-style-type: none"> <li>• Will the organizational structure within OEB, ZEO and WEO continue to function for this approach?</li> </ul>	<ul style="list-style-type: none"> <li>• Placing TAEO at the level of WEO, while it is treated as the same level as ZEO in the government normal structure, caused some confusion in the reporting system. It will be settled when OEB Initiative Plan will follow the government reporting system.</li> </ul>
	<ul style="list-style-type: none"> <li>• Are there any measures prepared for compensating disadvantages of staff transfer?</li> </ul>	<ul style="list-style-type: none"> <li>• In general effective measures taken for compensating disadvantages of staff transfer were not observed. But in the case of the Project, “OEB initiative” covering the whole region settled the issue by the end of the Project</li> </ul>
Technical aspect	<ul style="list-style-type: none"> <li>• Do the counterparts keep sufficient knowledge and skills to continue this approach after the project?</li> </ul>	<ul style="list-style-type: none"> <li>• While there were significant technical supports of JICA experts in the first and the second TOT, the third TOT was conducted mostly by the Ethiopian counterparts. This shows that the Ethiopian side keeps sufficient knowledge and skills for TOT level.</li> <li>• Most of the facilitators feel confident in their facilitation.</li> <li>• The monitoring handbook will support the counterparts technically in their practices.</li> </ul>
	<ul style="list-style-type: none"> <li>• Will the equipment provided be used and maintained properly?</li> </ul>	<ul style="list-style-type: none"> <li>• While there were significant technical supports of JICA experts in the first and the second TOT, the third TOT was conducted mostly by the Ethiopian counterparts. This shows that the Ethiopian side keeps sufficient knowledge and skills for TOT level.</li> <li>• Computers provided to CRC’s are used for various activities including producing Ho! ManaBU training report. They are shared by satellite schools for their examinations for example.</li> </ul>

