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ANNEX 1. Project Design Matrix (PDM)

Project Title: Support to the Improvement of School Management through Community Participation (School for All) Phase II

Target Area: All the regions (Agadez, Diffa, Dosso, Maradi, Niamey, Tahoua, Tillaberi, Zinder)

Target Group: Parents/community residents, principals, teachers and local education administrators

Duration: August 1, 2007 – July 31, 2010 (3 years)

Modified and endorsed on November 3, 2009

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>OVERALL GOAL</p> <p>The quality and the access of basic education are improved by school management through community participation</p>	<p>Changes in enrollment rate Changes in repetition rate Changes in dropout rate Changes in completion rate</p>	<p>Statistics of MEN, DREN, IEB</p>	
<p>PROJECT PURPOSE</p> <p>The structure to establish and sustain school management committees (COGES*) is reinforced to make COGES effective nationwide</p>	<p>1 80% of the COGES have been established through democratic elections</p> <p>2 90% of the COGES have submitted school action plans to their respective communal federations of COGES (FCC**)</p> <p>3 80% of the COGES have submitted annual reports to their respective communal federations of COGES (FCC)</p>	<p>1 Reports of regional COGES supervisors (PFs) and district COGES officers (ORs)</p> <p>2 Reports of PFs / ORs</p> <p>3 Reports of PFs / ORs</p>	<p>Niger's education policy which places importance on COGES is unchanged</p>
<p>OUTPUTS</p> <p>The capacity of actors related to COGES is developed at all levels</p>	<p>1-1 90% of the regional COGES supervisors (PFs) and the district COGES officers (ORs) have participated in a series of trainings on the establishment of COGES and the planning of school activities</p> <p>1-2 A regional training program has been developed for each region</p> <p>1-3 90% of the principals of primary schools in the six (6) regions have participated in a training on the establishment of COGES</p> <p>1-4 90% of the COGES representatives in the six (6) regions have participated in a training on the planning of school activities</p> <p>1-5 The strategies of COGES and FCC have been improved</p>	<p>1-1 Report of the trainers training</p> <p>1-2 Regional training program developed</p> <p>1-3 Reports of PFs</p> <p>1-4 Report of the trainers training</p> <p>1-5 Revised strategy papers on the COGES and FCC</p>	<p>➤ The schools do not face serious disturbances</p> <p>➤ The poverty situation of households with school-aged children does not worsen</p>

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NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>2 A COGES monitoring system is established</p>	<p>2-1 A model of FCC has been endorsed</p> <p>2-2 100% of the communes in Niger have a communal federation of COGES whose committee members have been elected democratically</p> <p>2-3 Monthly meetings of ORs have been held at least ten (10) times a year in each region</p> <p>2-4 80% of the FCC have held at least three (3) general assemblies and six (6) committee meetings in 2009/2010</p> <p>2-5 80% of the FCC have implemented at least one thematic activity in 2009/2010</p>	<p>2-1 Report of the national workshop on the establishment of FCC</p> <p>2-2 Reports of PFs / ORs</p> <p>2-3 Reports of PFs / ORs</p> <p>2-4 Reports of PFs / ORs</p> <p>2-5 Reports of PFs / ORs</p>	
<p>3 A model of school improvement activities conducted by COGES is established</p>	<p>3-1 50 COGES have submitted meeting minutes for the establishment of community pre-schools in the regions of Tahoua and Zinder in 2008/2009 and 2009/2010 respectively</p> <p>3-2 50 community pre-schools have been established and managed by the COGES in the regions of Tahoua and Zinder in 2008/2009 and 2009/2010 respectively</p> <p>3-3 A model of community pre-schools has been endorsed</p> <p>3-4 90 % of the FCC in the regions which had organized regional forums have held a general assembly for information sharing and consensus building on the commitments made at the forums</p>	<p>3-1 Meeting minutes elaborated</p> <p>3-2 Reports and/or statistics of the Inspectors of preschools (IEP)</p> <p>3-3 Report of the department of preschools on the model of community pre-schools</p> <p>3-4 Minutes of the general assemblies at FCC</p>	

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ACTIVITIES	INPUTS		IMPORTANT ASSUMPTIONS
	JAPAN	NIGER	
1-1 To hold an introductory workshop for the local administrators related to COGES (e.g. DREN, Inspectors, etc.) 1-2 To support trainers trainings to the regional COGES supervisors and district COGES officers on democratic elections, planning and implementation of school action plans and financial management 1-3 To support the C.P.COGES***, regional COGES supervisors district COGES officers and NGO personnel on developing training programs 1-4 To support regional COGES supervisors, district COGES officers and NGO personnel to conduct trainings on democratic elections, planning and implementation of school action plans and financial management 1-5 To support the C.P.COGES to refine the COGES and FCC strategies	(a) Dispatch of Japanese experts 1) Long-term experts - Chief Advisor / Education Advisor - COGES Monitoring - Development of COGES Initiatives (School Action Plans) - Capacity Development / Coordinator 2) Short-term experts if necessary	(a) Assignment of the counterparts - Director-General of Basic Education, Ministry of National Education (MEN) - National Coordinator of C.P.COGES - Director, Department of Studies and Programming, Ministry of National Education (MEN) - Regional Directors of National Education, Regional Offices of National Education (DREN)	➤ The security conditions do not deteriorate in any parts of the country. ➤ The Japanese "counterpart fund" allocated for the monitoring of activities of FCCs is regularly remitted to the accounts of the DREN.
2-1 To revise manuals on the establishment and monitoring of FCC 2-2 To support C.P.COGES to hold a national workshop for the endorsement of the model of FCC 2-3 To conduct a training for COGES members on the establishment of FCC 2-4 To support the regional COGES supervisors and the district COGES officers in holding monthly meetings at regional level 2-5 To support the process of establishing a COGES-related reporting system from school level to national level 2-6 To organize national workshops for experience sharing 2-7 To organize regional forums of FCCs	(b) Provision of equipment: vehicle for monitoring, motorcycles, etc. (if necessary) (c) Allocation of project implementation cost (d) Others	(b) Provision of an office (c) Allocation of project implementation cost	PRECONDITION The COGES policy exists
3-1 To conduct needs surveys on community pre-schools as school improvement activity in the regions of Tahoua et Zinder 3-2 To support community pre-schools as school improvement activity at pilot schools of the regions of Tahoua et Zinder 3-3 To compile documents on the model of community pre-schools as school improvement activity 3-4 To hold seminars for experience sharing on community pre-schools as school improvement activity 3-5 To support the regional education offices in holding inspectors meetings 3-6 To support the initiatives of COGES via the FCCs for attaining the objectives of regional campaigns			

* COGES : Comité de Gestion des Etablissements Scolaires (School Management Committee)

** FCC : Fédération Communale des COGES (Communal Federation of COGES)

*** C.P.COGES : Cellule de Promotion des COGES (COGES Promotion Section)

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ANNEX 2 Inputs to the Project

2-1. List of Japanese Experts

(1) List of Long-term Expert

No.	Name	Field	From	To
1	Mr. Masahiro Hara	Chief Advisor/ Education Advisor	1 Aug 2007	1 Aug 2008
2	Ms. Hiroko Miura	Chief Advisor/ Education Advisor	25 Jun 2008	31 July 2010
3	Mr. Kimikazu Onoue	COGES Monitoring	1 Aug 2007	29 Mar 2008
4	Ms. Akiko Kageyama	Development of COGES Initiatives (School Action Plans)	27 Sep 2007	27 Dec 2009
5	Ms. Junko Nakazawa	Capacity Development/ Coordinator	1 Aug 2007	30 July 2009
6	Mr. Nobuhiro Kunieda	COGES Monitoring	10 Mar 2008	31 July 2010
7	Ms. Nana Kondo	Capacity Development/ Coordinator	28 June 2009	31 July 2010
8	Mr. Masahiro Hara	Chief Advisor/ Education Advisor	21 July 2010	31 Jan 2012
9	Ms. Rie Ode	Coordinator/ Training	21 July 2010	20 Aug 2011
10	Ms. Akiko Kageyama	COGES Monitoring	17 July 2010	31 Jan 2012

(2) List of Short-term Expert

No	Name	Field	From	To
1	Ms. Minako Morimoto	Local Education Administration	2 Jan 2008	26 Feb 2008
2	Ms. Mayu Shimizu	Coordinator	15 Jun 2010	16 Aug 2010
3	Mr. Haruo Ito	Education Evaluation	10 Jun 2011	31 July 2011

ANNEX 2-2. List of Main Machinery and Equipment Provided by JICA

Item	Specification (Model Name/No, Manufacturer)	Quantity	Unit Price (NGN)	Sub Total	Delivery Date	Beneficiaries	Condition
Air conditioner	SHARP 2HP	2	435,000	870,000	Nov. 13 2007	Niamey, Konni	Good
Printer	HP F 2180 Color	3	127,500	382,500	Nov. 13 2007	Niamey, Konni	Repair is needed
Laser Printer	HP 5550 DN Color	1	2,995,000	2,995,000	Jan. 18 2008	Niamey	Good
Safety Box	100kg	1	350,000	350,000	Nov. 14 2007	Konni	Good
Fax machine	Panasonic KX-FP series	1	230,000	230,000	Nov. 28 2007	Konni	Good
Photocopier	TOSHIBA e-studio165	1	1,883,193	1,883,193	Nov. 19 2007	Niamey	Good
Notebook PC	Potable HP processor Intel Celeron M	1	650,000	650,000	Dec. 4 2007	Niamey	Good
Desktop PC	HP Compaq	1	820,000	820,000	Dec. 4 2007	Niamey	Good
UPS	UPS800VA	1	120,000	120,000	Dec. 4 2007	Niamey	Good
Motorcycle	SUZUKI TF125	9	1,700,000	15,300,000	Dec. 13 2008	Tahoua	Good
Notebook PC	HP 530	2	680,000	1,360,000	Mar. 3 2008	Niamey	Good
Vehicle	Toyota Land Cruiser HZJ 76L	1	21,000,000	21,000,000	July 15 2008	Niamey	Good
Vehicle	Toyota Land Cruiser HZJ 76L	1	21,000,000	21,000,000	Aug. 1 2008	Niamey	Good
Vehicle	Toyota Land Cruiser VDJ 200L	1	34,000,000	34,000,000	Mar. 31 2009	Niamey	Good
Vehicle	Toyota Prado LJ 120	1	21,500,000	21,500,000	July 3 2009	Niamey	Good

ANNEX 2-3. List of Participants in Counterpart Training in Japan

No	Name	Position or Profession	Course Title	Venue	From	To
1	Marou Amadou	Director-General of Basic Education of MNE	Study on Education Improvement of Teacher Training Courses for French Speaking African Countries	Osaka	Nov 2008	Dec 2008
2	Ali N'Diaye Ibrahim	Director of Regional Office of National Education/Zinder	Study on Education Improvement of Teacher Training Courses for French Speaking African Countries	Osaka	Nov 2008	Dec 2008
3	Damana Issaka	National Coordinator of CP/COGES, MNE	Study on Educational Improvement of Teacher Training Courses for French Speaking African Countries	Osaka	Nov 2009	Dec 2009
4	Yeya Dan Inna	Deputy Director of Regional Office of National Education/Niamey	Study on Educational Improvement of Teacher Training Courses for French Speaking African Countries	Osaka	Nov 2009	Dec 2009

ANNEX 2-4. List of Nigerien Counterparts

No.	Name	Position
1	Barmou Slifou	Secretary-General, Ministry of National Education, literacy and promoting national language (MEN/A/PLN) National Coordinator of the Project
2	Moumouni Moussa	Director-General of Schooling, MEN/A/PLN
3	Aboubacar Sidikou Gado	Director-General of Training and Curriculum, MEN/A/PLN
3	Abdourahamane Daouda	Director, Department of Studies and Programming, MEN/A/PLN
4	Damana Issaka	National Coordinator of CP/COGES, MEN/A/PLN
5	Mamadou Gati	Director, Regional Office of National Education, literacy and promoting national language /Agadez
6	Djibo Hima	Director, Regional Office of National Education, literacy and promoting national language /Diffa
7	Abdou Amani	Director, Regional Office of National Education, literacy and promoting national language /Dosso
8	Mamadou Tiémogo	Director, Regional Office of National Education, literacy and promoting national language /Niamey
9	Mahamane Boukar Kolimi	Director, Regional Office of National Education, literacy and promoting national language /Maradi
10	Arima Chégou	Director, Regional Office of National Education, literacy and promoting national language /Tahoua
11	Yayé Abdramane Touré	Director, Regional Office of National Education, literacy and promoting national language /Tillabéri
12	Barou Chékaraou	Director, Regional Office of National Education, literacy and promoting national language /Zinder

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ANNEX 2-5. List of Land, Buildings and Facilities

No.	Building/Facilities
1	Project Office (Niamey)
2	Project Office (Konni) *

* The project office in Tahoua region (Konni) has been closed since December 2009 in accordance with the leave of a Japanese expert.

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ANNEX 4. Evaluation Grid

(The original evaluation grid was prepared in the terminal evaluation in February 2010. The major updated and modified information this time is indicated in *italic.*)

ANNEX 4-1: Achievements of the Project

Evaluation Items	Necessary Information and Data (Indicators)	Findings of Study																																			
Achievement of Overall Goal																																					
<p>Quality of and access to basic education is improved by school management through community participation.</p>	<p>[PDM indicator]</p> <ul style="list-style-type: none"> • Changes in Enrollment rate • Changes in Completion rate • Changes in Gross Registration Ratio of New Entrants • Changes in Gender Disparity in New Entrants 	<ul style="list-style-type: none"> • According to the National Statistic on the primary education, the indicators of the Overall Goal have been improved since the Project phase I started in 2004. The contribution of the Project activities to this improvement is also identified through the interview to the Nigerian stakeholders. • Overall Goal indicators have improved significantly in the states of Tahoua and Zander where the COGES has been established since Project phase I. This indicates that the enhancement of the COGES function would play an important role to improve educational condition at the school level, although other factors might also have contributed to the improvement. Therefore the all Overall Goal indicators are expected to improve at national level through the continuation of the project activities to enforce the function of COGES. <div data-bbox="1052 742 2060 1197"> <table border="1"> <caption>Estimated Data from Line Graph</caption> <thead> <tr> <th>Year</th> <th>Enrollment Rate (%)</th> <th>Gross Registration Ratio of New Entrants (%)</th> <th>Completion Rate (%)</th> <th>Gender Disparity in New Entrants (%)</th> </tr> </thead> <tbody> <tr> <td>2003-2004</td> <td>50</td> <td>55</td> <td>30</td> <td>68</td> </tr> <tr> <td>2004-2005</td> <td>55</td> <td>58</td> <td>35</td> <td>69</td> </tr> <tr> <td>2005-2006</td> <td>60</td> <td>62</td> <td>40</td> <td>70</td> </tr> <tr> <td>2006-2007</td> <td>65</td> <td>68</td> <td>42</td> <td>72</td> </tr> <tr> <td>2007-2008</td> <td>70</td> <td>78</td> <td>45</td> <td>74</td> </tr> <tr> <td>2008-2009</td> <td>75</td> <td>88</td> <td>48</td> <td>76</td> </tr> </tbody> </table> </div>	Year	Enrollment Rate (%)	Gross Registration Ratio of New Entrants (%)	Completion Rate (%)	Gender Disparity in New Entrants (%)	2003-2004	50	55	30	68	2004-2005	55	58	35	69	2005-2006	60	62	40	70	2006-2007	65	68	42	72	2007-2008	70	78	45	74	2008-2009	75	88	48	76
Year	Enrollment Rate (%)	Gross Registration Ratio of New Entrants (%)	Completion Rate (%)	Gender Disparity in New Entrants (%)																																	
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2007-2008	70	78	45	74																																	
2008-2009	75	88	48	76																																	

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		<ul style="list-style-type: none"> Statistics of the year 2009/2010 and 2010/2011 are as follows: 																													
		<table border="1"> <thead> <tr> <th></th> <th>Enrollment Rate</th> <th>Gross Registration Rate of New Entrants</th> <th>Completion Rate</th> <th>Gender Disparity in New Enfant</th> </tr> </thead> <tbody> <tr> <td>2009/2010</td> <td>72.9</td> <td>98.6</td> <td>49.3</td> <td>1.0</td> </tr> <tr> <td>2010/2011</td> <td>76.1</td> <td>99.8</td> <td>51.2</td> <td>1.0</td> </tr> </tbody> </table>		Enrollment Rate	Gross Registration Rate of New Entrants	Completion Rate	Gender Disparity in New Enfant	2009/2010	72.9	98.6	49.3	1.0	2010/2011	76.1	99.8	51.2	1.0														
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		Source: Statistique de l'éducation de base annuelle 2010-2011																													
Achievement of Project Purpose																															
Structure to establish and sustain COGES is reinforced to make COGES effective nationwide.	<p>【PDM indicator 1】80% of the COGES have been established through democratic elections</p>	<ul style="list-style-type: none"> By February 2009, 6,577 schools which are 97.1% of the expected number¹ of total schools in Agadez, Diffa, Dosso, Maradi, Niamey, and Tillaberi² democratically established COGES and submitted the minutes on the establishment to COGES officers after the training conducted by MEN with resources from PADEB financed by the World Bank. The number of the schools has increased at a rapid rate. Therefore the COGES also has been established continually by the efforts of Nigerian side. For example in Tillaberi region, more than 200 COGES were newly established in 2009. The results of the interview show that newly established COGES demonstrate strong initiative in supporting their schools. As the PDM indicator 2 below shows, although the total number of the primary school increases, the percentage of the COGES which have submitted their action plans to their respective FCC keeps more than 90%. This shows the continuous efforts of the Nigerian side in order to establish a COGES at every primary school. 																													
	<p>【PDM indicator 2】90% of the COGES have submitted school action plans to their respective communal federations of COGES (FCC)</p>	<ul style="list-style-type: none"> 11,175 COGES have submitted school action plans to their respective FCC in 2009-10 which is 93.2 % of all COGES. All regions have achieved 90%. In 2010-2011 11,795 COGES (89%) have already submitted their action plans. The target has been achieved consecutively in most of the regions. <p><i>Submission Rate of Action Plan and Annual Report to FCC (2010-2011)</i></p> <table border="1"> <thead> <tr> <th></th> <th>No. of COGES</th> <th>Action plans</th> <th>Submission Rate (%)</th> <th>Annual report</th> <th>Submission Rate (%)</th> </tr> </thead> <tbody> <tr> <td>Agadez</td> <td>392</td> <td>265</td> <td>93.1</td> <td>186</td> <td>47.4</td> </tr> <tr> <td>Diffa</td> <td>552</td> <td>435</td> <td>78.8</td> <td>540</td> <td>97.8</td> </tr> <tr> <td>Dosso</td> <td>2094</td> <td>2073</td> <td>99</td> <td>1996</td> <td>95.3</td> </tr> <tr> <td>Maradi</td> <td>2514</td> <td>1853</td> <td>73.7</td> <td>2413</td> <td>96</td> </tr> </tbody> </table>		No. of COGES	Action plans	Submission Rate (%)	Annual report	Submission Rate (%)	Agadez	392	265	93.1	186	47.4	Diffa	552	435	78.8	540	97.8	Dosso	2094	2073	99	1996	95.3	Maradi	2514	1853	73.7	2413
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¹ The expected number of total schools means the number of total schools which is expected to operate at the time of provision of training when trainings are planned. The number of schools always increases in Niger. This is the reason why the number of schools which submitted minutes on establishment of COGES exceeds the total number of primary schools.

² In Tahoua and Zinder, democratic establishment of COGES had been done in the Phase I.

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		Niamey	404	400	99	380	94.1																																
		Tahoua	2235	2190	98	2227	99.6																																
		Tillaberi	2669	2140	80.2	2316	86.8																																
		Zinder	2430	2339	96.3	2368	97.4																																
		Total	13290	11795	88.8	12426	93.5																																
		Source: EPT Project																																					
	【PDM indicator 3】 More than 80% of COGES submitted annual report of action plans to their respective FCC	<ul style="list-style-type: none"> 9,930 COGES have submitted annual report to their respective FCC in 2009-10 which is 82.8% of all COGES. In 2010-2011, 12,426 COGES (93.5%) have submitted annual report to their respective FCC. 																																					
Achievement of Outputs																																							
1.Capacity of actors related to COGES is developed at all levels.	【PDM indicator 1-1】 90% of the regional COGES supervisors (PFs) and the district COGES officers (ORs) have participated in a series of trainings on the establishment of COGES and the planning of school activities	<ul style="list-style-type: none"> As a result of the project activates, All regional COGES supervisors (8) and district COGES officers (51) in all regions in Niger received the training on establishment of COGES and planning COGES activities. Regional COGES supervisors and district COGES officers shows an understanding of the strategy of COGES and importance of monitoring. They are capable to plan and conduct training and support for COGES members. COGES officers' monthly meeting which had started in several regions has also contributed to develop their capacity. 																																					
	【PDM Indicator 1-2】 Training plan developed for each region A regional training program has been developed for each region	<ul style="list-style-type: none"> The regional training plan to establish COGES and to formulate school activity plan and implementation were formulated in all six new target regions. 																																					
	【PDM indicator 1-3】 90% of the principals of primary schools in the six (6) regions have participated in a training on the establishment of COGES	<ul style="list-style-type: none"> 6,579 principals (99.5 % of all school) have participated in the training on democratic election of COGES members in all six new target regions³ with financial support from the World Bank. The number of the school has increased in all regions. This training for new principals continues to be conducted by using the Counterpart fund. <p>Participation Rate in Training on COGES Establishment</p> <table border="1"> <thead> <tr> <th></th> <th>Expected Number of Participants</th> <th>Number of Participants (Principals)</th> <th>Participation Rate (%)</th> </tr> </thead> <tbody> <tr> <td>Agadez</td> <td>364</td> <td>364</td> <td>100.0</td> </tr> <tr> <td>Diffa</td> <td>425</td> <td>425</td> <td>100.0</td> </tr> <tr> <td>Dosso</td> <td>1,802</td> <td>1,795</td> <td>99.6</td> </tr> <tr> <td>Maradi</td> <td>1,868</td> <td>1,868</td> <td>100.0</td> </tr> <tr> <td>Niamey</td> <td>493</td> <td>453</td> <td>91.9</td> </tr> <tr> <td>Tillaberi</td> <td>1,860</td> <td>1,870</td> <td>100.5</td> </tr> <tr> <td>Total</td> <td>6,812</td> <td>6,579</td> <td>99.5</td> </tr> </tbody> </table> <p>Source: EPT Project</p>							Expected Number of Participants	Number of Participants (Principals)	Participation Rate (%)	Agadez	364	364	100.0	Diffa	425	425	100.0	Dosso	1,802	1,795	99.6	Maradi	1,868	1,868	100.0	Niamey	493	453	91.9	Tillaberi	1,860	1,870	100.5	Total	6,812	6,579	99.5
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Total	6,812	6,579	99.5																																				
【PDM indicator 1-4】 90% of the COGES	<ul style="list-style-type: none"> 13,267 COGES members (98.5% of the expected number⁴ have participated in the training on the development of school action plans in all six new target regions⁵ with financial support from the World Bank. 																																						

³ Training in Tahoua and Zinder had been conducted during the Phase I of the Project.

⁴ Expected number in the planning stage

⁵ Training in Tahoua and Zinder had been conducted during the Phase I of the Project.

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	<p>representatives in the six (6) regions have participated in a training on the planning of school activities</p>	<ul style="list-style-type: none"> In Agadez region, the participation rate of the training is lower compared with other regions. This is thought to be causally related to the difficulty in access to the training session because of a scattering of schools in a desert area. <p>Participation Rate in Training on Action Plan Development</p> <table border="1"> <thead> <tr> <th></th> <th>Expected No. of Participants</th> <th>No. of Participants</th> <th>Participation Rate (%)</th> </tr> </thead> <tbody> <tr> <td>Agadez</td> <td>728</td> <td>622</td> <td>85.4</td> </tr> <tr> <td>Diffa</td> <td>850</td> <td>769</td> <td>90.5</td> </tr> <tr> <td>Dosso</td> <td>3,608</td> <td>3,604</td> <td>99.9</td> </tr> <tr> <td>Maradi</td> <td>3,736</td> <td>3,748</td> <td>100.3</td> </tr> <tr> <td>Niamey</td> <td>984</td> <td>916</td> <td>93.1</td> </tr> <tr> <td>Tillaberi</td> <td>3,558</td> <td>3,608</td> <td>101.4</td> </tr> <tr> <td>Total</td> <td>13,464</td> <td>13,267</td> <td>98.5</td> </tr> </tbody> </table> <p>Source: EPT Project</p>		Expected No. of Participants	No. of Participants	Participation Rate (%)	Agadez	728	622	85.4	Diffa	850	769	90.5	Dosso	3,608	3,604	99.9	Maradi	3,736	3,748	100.3	Niamey	984	916	93.1	Tillaberi	3,558	3,608	101.4	Total	13,464	13,267	98.5
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<p>2. COGES monitoring system is established.</p>	<p>【PDM indicator 1-5】The strategies of COGES and FCC have been improved</p>	<ul style="list-style-type: none"> The improvements made in strategy of FCC and COGES are observed. First, FCC model had been adopted at the national work shop hosted by MEN in July 2008. <i>The role of COGES needs to be clearly indicated in the next sectorial programme which is under discussion at the time of the final evaluation.</i> 																																
	<p>【PDM indicator 2-1】A model of FCC has been endorsed</p>	<ul style="list-style-type: none"> Based on the FCC model adopted at the national workshop in July 2008, the ministerial ordinance of the establishment, duty, structure and function of FCC had been published in October 2008. The ordinance provides that FCC has given a clear function and duty on monitoring COGES. 																																
	<p>【PDM indicator 2-2】100% of the communes in Niger have a communal federation of COGES (FCC) whose committee members have been elected democratically</p>	<ul style="list-style-type: none"> By January 2010 all 266 communes in Niger (8 regions) established FCC. FCC plays an important role in campaign for awareness on girls' enrollment and learning achievement and communication between parents and COGES, and monitoring and supervision of COGES. 																																
	<p>【PDM indicator 2-3】Monthly meetings of district COGES officers (ORs) have been held at least ten (10) times a year in each region</p>	<ul style="list-style-type: none"> More than 10 monthly meeting of ORs were conducted per year in all regions. The monthly meeting was postponed due to the delay in disbursement of the Counterpart Funds in 2008. However as the Funds were available in February 2009, the OR meeting has been conducted as planned since then. <i>In 2010-2011, on average 11 monthly meeting of OR were conducted.</i> <p><i>Number of Monthly Meeting in Each Region (Aug.2010-July 2011)</i></p> <table border="1"> <thead> <tr> <th></th> <th>Number of monthly meeting</th> </tr> </thead> <tbody> <tr> <td>Agadez</td> <td>10</td> </tr> <tr> <td>Diffa</td> <td>11</td> </tr> <tr> <td>Dosso</td> <td>11</td> </tr> <tr> <td>Maradi</td> <td>11</td> </tr> <tr> <td>Niamey</td> <td>11</td> </tr> <tr> <td>Tahoua</td> <td>11</td> </tr> <tr> <td>Tillaberi</td> <td>11</td> </tr> <tr> <td>Zinder</td> <td>11</td> </tr> </tbody> </table> <p>Source: EPT Project</p>		Number of monthly meeting	Agadez	10	Diffa	11	Dosso	11	Maradi	11	Niamey	11	Tahoua	11	Tillaberi	11	Zinder	11														
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	<p>【PDM indicator 2-4】80% of the FCC has held at least three (3) general assemblies</p>	<ul style="list-style-type: none"> <i>86.6% of the FCC has held at least three (3) general assemblies and six (6) committee meetings in 2009/2010.</i> 																																

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and six (6) committee meetings in 2009/2010

- As for the year 2010/2011, the rate increased to 94%;

Number of FCC Which Held at Least 3 General Meeting and 6 Committee Meetings(2010-2011)

	Total number of FCC	Number of FCC which held at least 3 general meeting and 6 committee meetings	Percentage (%)
Agadez	15	5	33
Diffa	12	8	67
Dosso	43	43	100
Maradi	47	47	100
Niamey	5	5	100
Tahoua	44	44	100
Tillabéri	45	45	100
Zinder	55	52	95
Total	266	249	94

Source: EPT Project

- The lower rates in Agadez and Diffa depend on the geographical and security conditions of the both regions. Taking the regional situation into consideration, some FCC limits in their annual plan the number of meeting to be held in a year. This is why the lower rate does not necessarily mean disfunctioning of FCC.

[PDM indicator2-5] 80% of the FCC has implemented at least one thematic activity in 2009/2010

- The Project identified that 95% of FCC have conducted at least one activity in 2010/2011.

Number of FCC Which Held at Least One Activity(2010/2011)

	Number of FCC that held at least one activity	Number of All FCC	Percentage (%)
Agadez	12	15	80
Diffa	11	12	92
Dosso	43	43	100
Maradi	47	47	100
Niamey	5	5	100
Tahoua	44	44	100
Tillabéri	36	45	80
Zinder	54	55	98
Total	252	266	95

Source: EPT Project

- In Maradi, Tillabéri and Dosso, the Forum Approach based on a thematic issue started in 2009.
- The theme of the Forum in each region is as follows;

	2007	2008	2009	2010	2010 (Oct.)
Tahoua	Partnership with communes(Jan)	Girls enrollment (Apr.)	Dropout (Mar.)		Quality improvement
Zinder	Girls enrollment (May)	Learning achievement (Jan.)	Dropout (Mar.)		Quality improvement
Maradi			Girls	Learning	Quality

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		<table border="1"> <tr> <td></td> <td>enrollment (Apr.)</td> <td>achievement (March)</td> <td>improvement</td> </tr> <tr> <td>Tillabéri</td> <td>Girls enrollment (May)</td> <td>Dropout (March)</td> <td>Quality improvement</td> </tr> <tr> <td>Dosso</td> <td>Dropout (Dec.)</td> <td></td> <td>Quality improvement</td> </tr> <tr> <td>Niamey</td> <td></td> <td>Learning achievement (Feb.)</td> <td>Quality improvement</td> </tr> <tr> <td>Agadez</td> <td></td> <td>**Girls enrollment (July)</td> <td></td> </tr> <tr> <td>Diffa</td> <td></td> <td>Enrollment (May)</td> <td></td> </tr> </table> <p>Source: EPT Project</p>		enrollment (Apr.)	achievement (March)	improvement	Tillabéri	Girls enrollment (May)	Dropout (March)	Quality improvement	Dosso	Dropout (Dec.)		Quality improvement	Niamey		Learning achievement (Feb.)	Quality improvement	Agadez		**Girls enrollment (July)		Diffa		Enrollment (May)														
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<p>3. A model of school improvement activities conducted by COGES is established in pilot regions (Tahoua and Zinder).</p>	<p>【PDM indicator 3-1】50 COGES have submitted meeting minutes for the establishment of community kindergartens in the regions of Tahoua and Zinder in 2008/2009 and 2009/2010 respectively</p>	<ul style="list-style-type: none"> 52 COGES (Tahoua:29, Zinder:33) in 2008/09, and 53 COGES (Tahoua:17, Zinder 36) in 2009/10 submitted the minutes to the Inspection of Preschool Education (IEP) office in order to establish community pre-schools. 																																					
	<p>【PDM indicator 3-2】50 community kindergartens have been established and managed by the COGES in the regions of Tahoua and Zinder in 2008/2009 and 2009/2010 respectively</p>	<ul style="list-style-type: none"> 52 pre-schools (Tahoua:29, Zinder:33) in 2008/09, and 53 pre-schools (Tahoua:17, Zinder 36) in 2009/10 were newly established by COGES with support of UNECEF. So far, the 165 community pre-schools have been established in Tahoua and Zinder regions in total. The current total number of enrolled pre-school children of both regions is expected nearly 10,000. The establishment of pre-school has several positive impacts on the access to and quality of the primary education. For example, almost all pre-school children enroll a primary school. <p style="text-align: center;">Number of Community pre-school and Pre-school Children</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Community pre-schools</th> <th>Pre-school children</th> <th>Pre-school children (female)</th> <th>Percentage of female (%)</th> </tr> </thead> <tbody> <tr> <td rowspan="3">2008/07</td> <td>Tahoua</td> <td>54</td> <td>3,674</td> <td>46.9</td> <td>46.9%</td> </tr> <tr> <td>Zinder</td> <td>55</td> <td>2,825</td> <td>49.0</td> <td>49.0%</td> </tr> <tr> <td>Total</td> <td>109</td> <td>6,499</td> <td>47.8</td> <td>47.8%</td> </tr> <tr> <td rowspan="3">2009/10 (Dec.2009)</td> <td>Tahoua</td> <td>71</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Zinder</td> <td>94</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Total</td> <td>165</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table> <p>Source: EPT Project</p>			Community pre-schools	Pre-school children	Pre-school children (female)	Percentage of female (%)	2008/07	Tahoua	54	3,674	46.9	46.9%	Zinder	55	2,825	49.0	49.0%	Total	109	6,499	47.8	47.8%	2009/10 (Dec.2009)	Tahoua	71	N/A	N/A	N/A	Zinder	94	N/A	N/A	N/A	Total	165	N/A	N/A
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		<ul style="list-style-type: none"> The community pre-school provides strong impact on the improvement in education. Considering sustainability of the Project, however, establishment of an effective and efficient monitoring system is required. The practical guideline for establishment of community pre-school was developed in based on the lessons and learned in Tahoua and Zinder region. 																												
	<p>【PDM indicator 3-3】A model of community pre-school has been endorsed</p>	<ul style="list-style-type: none"> The model of community pre-school managed by functional COGES was adopted as an official model at the national workshop in August, 2008, organized by MEN, indicating political and institutional sustainability of the model. “The practical guideline of establishment of community pre-school” was developed based on the pilot activities in Tahoua and Zinder. The workshop for endorsement of the guideline was held in December 2009 in order to share the content of the guideline among the project stakeholders (MEN, DREN and regional pre-school inspectors). 																												
	<p>【PDM indicator 3-4】90 % of the FCC in the regions which had organized regional forums has held a general assembly for information sharing and consensus building on the commitments made at the forums</p>	<ul style="list-style-type: none"> After holding the forum for the thematic issue of their region, more than 96 % of the FCC held general assembly for sharing information and building consensus on the commitment made at the forum. <p style="text-align: center;"><i>Number of FCC General Assembly held on Forums 2010</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">Number of General Assembly</th> <th style="text-align: center;">Number of FCC</th> <th style="text-align: center;">Percentage (%)</th> </tr> </thead> <tbody> <tr> <td>Dosso</td> <td style="text-align: center;">43</td> <td style="text-align: center;">43</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Maradi</td> <td style="text-align: center;">43</td> <td style="text-align: center;">47</td> <td style="text-align: center;">91%</td> </tr> <tr> <td>Nimey</td> <td style="text-align: center;">5</td> <td style="text-align: center;">5</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Tahoua</td> <td style="text-align: center;">44</td> <td style="text-align: center;">44</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Tillaberi</td> <td style="text-align: center;">45</td> <td style="text-align: center;">45</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Zinder</td> <td style="text-align: center;">53</td> <td style="text-align: center;">55</td> <td style="text-align: center;">96%</td> </tr> </tbody> </table> <p style="text-align: center;">Source: EPT Project</p>		Number of General Assembly	Number of FCC	Percentage (%)	Dosso	43	43	100%	Maradi	43	47	91%	Nimey	5	5	100%	Tahoua	44	44	100%	Tillaberi	45	45	100%	Zinder	53	55	96%
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Inputs Provided																														
Inputs	<p>Japan Side</p> <p>A. Dispatch of Japanese experts</p> <p>1) Long-term experts (4 persons)</p> <p>2) Short-term experts (if necessary)</p> <p>B. Provision of equipment: vehicle for monitoring, motorcycles , etc. (as necessary)</p> <p>C. Allocation of project implementation cost</p>	<p>A. Dispatch of Japanese experts</p> <p>1) Long-term experts (A total of 10 persons)</p> <ul style="list-style-type: none"> Chief Advisor / Education Advisor (3) COGES Monitoring (3) Development of COGES Initiatives (School Action Plans) (1) Capacity Development / Coordinator (2) Coordinator / Training (1) <p>2) Short-term experts (3 persons)</p> <ul style="list-style-type: none"> Local Education Administration Coordinator 																												

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		<ul style="list-style-type: none"> • Education Evaluation <p>For the details, please refer to ANNEX 2</p> <p>B. Provision of equipment: Necessary equipment and machinery equivalent to 27,436,024 Japanese Yen (122,460,693Fcfa) have been provided. For the details, please refer to ANNEX 2-2.</p> <p>C. Allocation of project implementation cost 1,359,411,580 Fcfa. (as of November 2011 provisional).</p> <p>D. Counterpart training in Japan Four persons participated in the “Study on Education Improvement of Teacher Training Courses for French Speaking African Countries” in Japan. For the details, please refer to ANNEX 2-3.</p>
	<p>Niger Side</p> <p>A. Assignment of the counterparts: Secretary General, Director-General of Basic Education, National Coordinator of C.P. COGES, Director of Department of Studies and Programming at MEN, Regional Directors of National Education, Inspectors</p> <p>B. Provision of office at MEN compound</p> <p>C. Allocation of project implementation cost: cost associated with training for election and school activity plan, and monitoring COGES</p>	<p>A. Assignment of the counterparts Please refer to ANNEX 2-4</p> <p>B. Provision of office at MEN compound The Project has rented the own Office.</p> <p>C. Allocation of project implementation cost The cost for trainings for establishment of COGES is provided as planned by MEN, financed by PADEB/the World Bank. However, the recurrent cost for monitoring by COGES officers is disbursed from the Counterpart Funds.</p>
Precondition		
The COGES policy exists.	Any changes in COGES policy	<ul style="list-style-type: none"> • COGES policy is strengthened by the ministerial ordinance on FCC issued by MEN in October 2008.

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ANNEX 4-2: Process of the Project Implementation

Evaluation Items	Necessary Information and Data (Indicators)	Findings of Study
Implementation of planned activities	<ul style="list-style-type: none"> Were planned activities implemented as planned? 	<ul style="list-style-type: none"> All the activities in PDM were initiated, although the disbursement of the Counterpart Funds for COGES monitoring activities was delayed. However since the disbursement of the Counterpart Fund started in January 2009, the Project is trying to make up for this delay. See Annex 4 for Plan of Operation and implemented activities. <i>During the extended period of the Project, the activities of the Project were focused especially on the establishment of the sustainable COGES monitoring system and the implementation of the Action Plan for the quality improvement.</i>
Project management and implementation system	<ul style="list-style-type: none"> Are project staff enough? Are their roles and responsibilities appropriate? 	<ul style="list-style-type: none"> It is observed that the workloads of both Japanese experts and Nigerian staff are still at high level since the Project covers all the regions in Niger.
	<ul style="list-style-type: none"> Is communication among the Project team members sufficient? Is decision making process is appropriate? 	<ul style="list-style-type: none"> The Project team holds the weekly meetings since January 2009. The meeting holds on quite regularly.
	<ul style="list-style-type: none"> Is communication between the Project team and the counterparts sufficient? Have they built mutual trust? 	<ul style="list-style-type: none"> <i>The communication between the Project team and the counterparts at the regional level are sufficient. In addition to the monthly meeting with COGES officers and inspectors, they communicate with DREN and PF individually.</i>
	<ul style="list-style-type: none"> Is the Joint Coordination Committee (JCC) effective? 	<ul style="list-style-type: none"> JCC has been held as planned. JCC is effective for reviewing the progress of the Project and sharing information.
Ownership of the counterparts	<ul style="list-style-type: none"> Are counterparts actively involved in the project activities? 	<ul style="list-style-type: none"> Counterparts at the regional level are fully involved in the Project activities. Every DREN is highly motivated to promote COGES strategy.
	<ul style="list-style-type: none"> Do FCC, COGES members and community resident activity implement the project activities? 	<ul style="list-style-type: none"> Most of interviewed COGES and FCC members are highly motivated and activity involved in the Project activities. The Project successfully improves the ownership of the FCC and COGES members by showing visible change in the educational situation at community level.
Relation with other donors	<ul style="list-style-type: none"> Is necessary information shared with other donors? 	<ul style="list-style-type: none"> The Project has necessary meeting with related other donors such as WB, UNICEF.
Relation between the Project and JOCV	<ul style="list-style-type: none"> Does the project cooperate effectively with the activities of JOCV? 	<ul style="list-style-type: none"> COGES members participate in APP clubs organized by JOCV. One interviewed JOCV member said that it is depending on the initiative of school principal whether APP clubs are organized well or not. Only few schools conduct APP activates in his district. <i>JOCV members left Niger in March 2011.</i>
Are there any contribution factors to progress activities and achieve the Outcome and Project purpose.		<ul style="list-style-type: none"> The results of the interview suggested that showing visible outcomes of the Project is the most important factor for communities to become more responsive to COGES activities. Showing impacts of the project enables to enhance the commitment and initiative of all stakeholders. In forum approach, all stakeholders including regional leaders and inspectors committed to their responsibilities in the thematic activities in their regions, and their responsibilities and results are monitored by COGES supervisors and COGES officers.
Are there any prevention factors to progress activities and achieve the	<ul style="list-style-type: none"> [Important Assumption]Has the security situation not been worsen? 	<ul style="list-style-type: none"> Due to the security reason the travels of team member especially Japanese experts to respective regions have been restricted.

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Outcome and Project purpose.	<ul style="list-style-type: none">• 【Important Assumption】Is the Counterpart Fund for the monitoring of the FCC activities regularly allocated to DREN?	<ul style="list-style-type: none">• Since the disbursement of Counterpart Fund started in January 2009, the Project is trying to make up for the delay. <i>After the Fund was made available in February 2009, it was allocated regularly.</i>• Many major donors are considering discontinuance of their assistance. Since the government budget in educational sector is depending on the financial support from donors, the discontinuation of the donor support may cause a hindrance on activities.
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ANNEX 4-3. Evaluation by the Five Criteria

Relevance : Very High

Evaluation Items	Necessary Information and Data (Indicators)	Findings of Study
Necessity		
Does Project Purpose correspond with the needs of target group?	<ul style="list-style-type: none"> Do activities of COGES correspond with the needs of community residents and school children? 	<ul style="list-style-type: none"> The Project Purpose “establishing and functionalizing COGES nationwide” corresponds to the needs of children and community for better school management based on the local demand. Community pre-school is one of the activities of COGES to which the strong need of community has been identified especially in rural areas.
Priority		
Does the Project purpose correspond with the Niger government national development plan?	<ul style="list-style-type: none"> Has the PDDE, which stipulates COGES as one of the priorities, not changed? 	<ul style="list-style-type: none"> No change is made to the PDDE indicating that COGES is one of the priorities of PDDE. Preschool education is also emphasized in the PDDE. In particular, PDDE is aiming to improve pre-school enrolment rate to 5% by the year 2013, and to expand preschool education in rural areas. <i>During the extended period of the Project, the Project initiated the elaboration of the School Action Plan for quality improvement. Improvement of the quality is one of the priority issues focused in the Phase II (2008-2013) of the PDDE.</i>
	<ul style="list-style-type: none"> Has the decentralization policy, which delegates power to commune, not changed? 	<ul style="list-style-type: none"> No change is made to the decentralization policy. Furthermore, the MEN announced the ordinance regarding establishment of FCC in October 2008, which stipulates that FCC is under jurisdiction of communes, suggesting that communes have power to control and support FCC.
Is the Project consistent with the cooperation policy of Japan and the JICA country program?	<ul style="list-style-type: none"> Is there any important change concerning the cooperation policy of Japan and the JICA country program after the Project started? 	<ul style="list-style-type: none"> After the Project started, Japanese cooperation policy has put more emphasis on school based management through community participation. Japan announced in January 2008 at TICAD IV that it would assist promoting school based management through community participation targeting 10,000 schools in West Africa with contributing US\$ 10 million to Japan Social Development Fund administered by the World Bank.
Appropriateness as a Means		
Is the approach appropriate?	<ul style="list-style-type: none"> Is COGES minimum package appropriate strategy to make COGES effective? Is monitoring by COGES officers and FCC effective? 	<ul style="list-style-type: none"> Those who are selected by democratic election were highly motivated to make COGES functional, and committed to be transparent to community through general assemblies. In terms of the national wide establishment of COGES, the minimum package contributes to conducting training for all actors. The minimum training cost and duration lead to effective establishment of COGES. Thus, minimum package was a feasible strategy for the expansion of COGES to all the regions in Niger. FCC model had been successfully adapted in each region. Currently the FCC has an important role for promoting communication among each COGES and stakeholders. Thus, the establishment of FCC system made COGES activates more varied and dynamic.
Does Japan have advantage in technical cooperation in this field?	<ul style="list-style-type: none"> Has Japan accumulated knowledge and skills in the field? Has the experience from similar projects been utilized in the Project? 	<ul style="list-style-type: none"> The knowledge and skills associated with functional COGES model which was accumulated in the phase I of the Project have been utilized in the phase II to expand COGES in new targeted regions.

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Effectiveness: High

Evaluation Items	Necessary Information and Data (Indicators)	Findings of Study
Prospect of Achieving the Project Purpose		
Is the Project Goal appropriate?	<ul style="list-style-type: none"> Is the Project Purpose likely to be achieved? Is the level of Indicators of the Project Purpose appropriate? 	<p><i>3 indicators to measure the achievement of the Project Purpose have been achieved. For details, refer to Annex 4-1.</i></p> <ul style="list-style-type: none"> Based on the result of the mid-term review in January 2009, the indicators of the Project Purpose are clearly defined in the revised PDM. The target level is appropriate to show the functionality of COGES. However, the quality of submitted school action plan and annual report cannot be assessed with these indicators.
• Cause and Effect Relations		
Does the Project Output contribute to the achievement of Project Purpose?	<ul style="list-style-type: none"> Does capacity development of COGES related actors contribute to nationwide COGES establishment?(Output 1) Does establishment of COGES monitoring system (COGES officers and FCC) contribute to strengthening COGES? (Output 2) Does establishment of the model on education improvement activities through COGES contribute to strengthening and sustaining COGES? (Output 3) 	<ul style="list-style-type: none"> High rate of establishment of COGES shows that the training for School principals on democratic election was effective to achieve its purpose. Moreover, training on school action plan resulted in formation of school action plan, its implementation and monitoring. The lower rate of establishment of COGES and formation of school action plan in Niamey can be attributed to the large number of private schools. Though these private schools are supposed to have a COGES, those school have own policy regarding parents associations. The lower rate of establishment in Agadez can be attributed to the difficulty in access to the training session on establishment of COGES because of scattering of schools in a desert area. FCC and COGES members suggest that establishment of COGES monitoring system by FCC and COGES officers have contributed to the strengthening of the function of COGES. The evaluation survey results show that monthly meeting of COGES officers is working as an opportunity for capacity development as well as a COGES monitoring mechanism. COGES officers gather and share experiences, learn from good practices and discuss each other how to solve problems they have. Establishment of education improvement activity models such as community pre-school, forum approach and inspectors' meeting have contributed to strengthening the function of COGES and the supporting system of COGES. Forum approach has direct impact on the access and quality of the education. It was also observed that the all actors enhance their capacity with commitment made in the forum.
Is there any preventing for the Project Purpose?	<ul style="list-style-type: none"> [Important Assumption] Were schools closed for a long period due to principals and teachers' strike? Important Assumption] Did the poverty situation of households with school age children worsen? Is there any personal transfer which has negative impact on the training implementation? Any other preventing factors in effectiveness? 	<ul style="list-style-type: none"> Teachers' strikes might affect access to and quality of education because absence of teachers by strikes lead to less teaching hours causing lowering education quality, and less student attendance causing increasing drop out of students. <i>Striking poverty prevails nationwide in Niger. The contribution that the community population can make is limited.</i> .Because COGES members are composed of school principal and teachers, the change in school staff has effect on the COGES activities. In response to this, some district COGES officers said in the interview that they hold a training session for newly appointed COGES staff on developing a school action plan. <i>Transfer of COGES supervisor and COGES officer also affects the continuous execution of some activities.</i> If change in political administrations takes place according to the criticism from the international community for the recent presidential election, there is possibility that ministerial staffs of MEN are changed accordingly.

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Efficiency: Very High

Evaluation Items	Necessary Information and Data (Indicators)	Findings of Study
Degree of Outputs Achievement		
Are Outputs achieved as planned?		<ul style="list-style-type: none"> • Most of the planned activities have been implemented successfully and outputs have been produced, which is expected to contribute to the attainment of the Project Purpose. For detail, refer to Annex 4-1.
• Cause and Effect Relationship		
Are activities effective to generate Outputs?	<ul style="list-style-type: none"> • Are activities effective to produce Output? 	<ul style="list-style-type: none"> • Activities have generally been implemented based on the plan and inputs to the Project are well utilized to produce the expected Outputs.
Are quality, quantity, and timing of inputs suitable from the attained Outputs?	<ul style="list-style-type: none"> • Are the number, specialty and dispatch timing of experts appropriate? 	<ul style="list-style-type: none"> • Considering nationwide establishment of COGES, it is observed that the workloads of Japanese experts have been at high level.. • <i>For the extended period of the project, the experts of the phase I returned to the Project and fully utilized their experiences in phase I.</i>
	<ul style="list-style-type: none"> • Are the specification, quantity, and installation timing of equipment appropriate? 	<ul style="list-style-type: none"> • Purchased equipment and machinery have been necessary and properly used.
	<ul style="list-style-type: none"> • Are the field, contents, timing of the training in Japan appropriate? 	<ul style="list-style-type: none"> • The interview results to the national coordinator of CP/COGES who participated in the training in Japan, show that the training was appropriate to learn school management system and community participation in Japan.
	<ul style="list-style-type: none"> • Is the local activity budget of both Japanese side and Nigerien side appropriate? 	<ul style="list-style-type: none"> • Some activities related to establishment of COGES monitoring system was behind the schedule. However once the Fund was made available in February 2009, the project activities were conducted as planned. • <i>Contract on the utilization of the Fund terminated on July 2011 and was not renewed yet at the time of the final evaluation. This may affect the continuation of some monitoring activities.</i> • <i>The effort to minimize the training cost by reducing length and component of the training has been stressed in the Project.</i>
• Factors which have affected the efficiency of the implementation process of the Project		
Does the collaboration with other donors result in improving efficiency?	<ul style="list-style-type: none"> • Is collaboration with the PADEB financed by the World Bank for establishing and monitoring COGES nation wide efficient? 	<ul style="list-style-type: none"> • Inputs and activities in collaboration with the PADEB financed by the World Bank for establishing and monitoring COGES nationwide have shown mixed results. The necessary resources for training were provided as planned utilizing resources of PADEB.
	<ul style="list-style-type: none"> • Is collaboration with UNICEF for establishing community pre-school efficient? 	<ul style="list-style-type: none"> • Collaboration with UNICEF for community pre-school established and supported by COGES has made the Project efficient. UNICEF has provided pre-service and in-service training to pre-school teachers in cooperation with Pre-school Inspection Offices, and minimum materials package to community pre-schools whereas JICA has provided technical support to COGES for establishment, management and monitoring of community pre-schools. These complementary efforts have led to establishing 165 pre-schools in Tahoua and Zinder.
Are local resource used effectively?	<ul style="list-style-type: none"> • Are local resources used effectively? 	<ul style="list-style-type: none"> • In order to maximize initiatives and potential of communities, financial inputs to COGES were not provided to neither schools nor COGES, which was proved to be a right strategy.
	<ul style="list-style-type: none"> • Are experiences of the phase I of the Project used effectively? 	<ul style="list-style-type: none"> • The strategies, approaches, techniques, skills, knowledge, human resources, networks and logistics developed in phase I have been fully utilized.

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Impact: Very High

Evaluation Items	Necessary Information and Data (Indicators)	Findings of Study																
Prospect of Achieving the Overall Goal																		
Is achievement of Overall Goal expected from the present situation of the Project? Any gap between Overall Goal and Project Purpose?	Are the establishment of the COGES and implementation of the forum approach contributed to the achievement of the Overall?	<ul style="list-style-type: none"> • According to the National Statistic on the basic education, the indicators of the Overall Goal have been improved since the Project phase I started in 2004. Although there are many factors that have influence on this improvement, the project contribution to this improvement is identified through the interview to the Nigerian stakeholders. • The relation between the Overall Goal and the Project Purpose is logical. Interviewed education officials argued that improved school management through COGES has contributed to this progress. 																
Is Important Assumption to achieve overall goal likely to be secured?	【Important assumption】The Niger education policy which places importance on COGES is unchanged.	<ul style="list-style-type: none"> • COGES policy is strengthened by the ministerial ordinance on FCC issued by MEN in October 2008. • Change in political administrations carry out according to the criticism from the abroad is a potential risk factor to change COGES policy. 																
Extended Effect																		
Is there any extended effects?		<ul style="list-style-type: none"> • In Maradi region, district COGES officer organized a forum at the district level. In the interview a COGES offer suggested that the district level forum is required because district leaders should be involved and committed to the activities, moreover the educational issues in district level are different from these of regional level. • The Project has supported the promotion of community-based school management in Senegal, Mali and Burkina Faso through hosting experience sharing seminars and sending project staff to the respective country to provide technical assistance as shown in the table below; <table border="1" data-bbox="840 893 2060 1093"> <thead> <tr> <th colspan="4" data-bbox="840 893 2060 917">Promotion of Community-based School Management</th> </tr> <tr> <th data-bbox="840 922 1041 949">Country</th> <th data-bbox="1048 922 1422 949">Name of the project</th> <th data-bbox="1429 922 1691 981">Contents of technical support provided</th> <th data-bbox="1697 922 2060 949">Date</th> </tr> </thead> <tbody> <tr> <td data-bbox="840 973 1041 997">Mali</td> <td data-bbox="1048 973 1422 1029">Project for Support to School Committee</td> <td data-bbox="1429 973 1691 1029">Technical support for training of trainers</td> <td data-bbox="1697 973 2060 997">22 August – 2 September, 2008</td> </tr> <tr> <td data-bbox="840 1034 1041 1058">Burkina Faso</td> <td data-bbox="1048 1034 1422 1090">Pilot Project for Support to School Committee</td> <td data-bbox="1429 1034 1691 1058">Training of trainers</td> <td data-bbox="1697 1034 2060 1058">25 November – 2 December, 2008</td> </tr> </tbody> </table> <p data-bbox="840 1093 1019 1117">Source: EPT Project</p> <ul style="list-style-type: none"> • <i>The Project hosted the members of the related project in Senegal (PAES2: Projet d'Amélioration de l'Environnement Scolaire Phase2) from 12 to 16 October 2010 to share the experiences.</i> • <i>The Project participated in the seminar for the related-JICA project held in Burkina Faso from 21 to 24 February, 2011. The project shared the experiences especially on the nationwide expansion of the activities and the Action Plan for the quality improvement with the members of the related project in neighboring countries.</i> 	Promotion of Community-based School Management				Country	Name of the project	Contents of technical support provided	Date	Mali	Project for Support to School Committee	Technical support for training of trainers	22 August – 2 September, 2008	Burkina Faso	Pilot Project for Support to School Committee	Training of trainers	25 November – 2 December, 2008
Promotion of Community-based School Management																		
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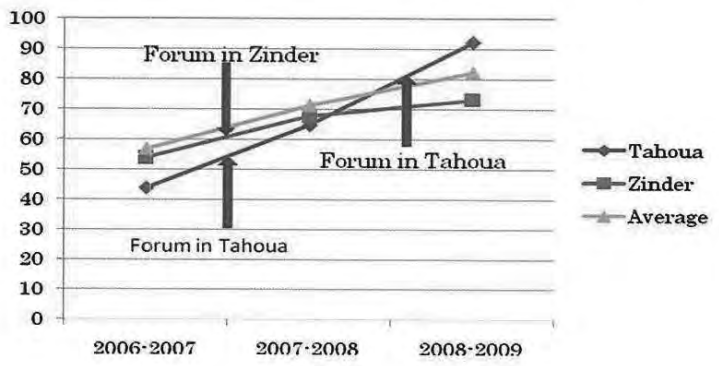
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Other Impacts

Are there any other positive or negative impacts produced?

• Positive impacts

- It is observed that community pre-schools managed by COGES, campaign for girls enrollment promotion and education quality improvement launched by FCC, and inspectors' meeting introduced by the Project have contributed to improve both access and quality of primary education in Tahoua and Zinder. The impacts of Forum Approach are as follows:
Girls' Enrolment Promotion
- The Girls' enrolment promotion campaigns have been conducted in Zinder from May 2007 and in Tahoua from April 2008. As a result, the number of girl's registration has remarkably increased and the gender disparity has been improved as shown below.

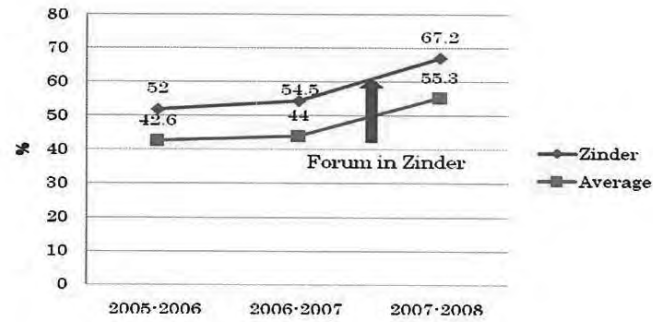


Source: National statistic of the primary education
Increase of Girl's Registration Rate

- Improvement in Education Quality
- Improvement in quality of education campaign has been conducted in Zinder from January 2008. As a result, Zinder marked the best passing rate of 67.2% among the all regions in 2007-08. Although there are many factors for the improvement of the student achievement, particularly the passing rate of the final examination, Forum Approach could be considered one of the major factors for this improvement.

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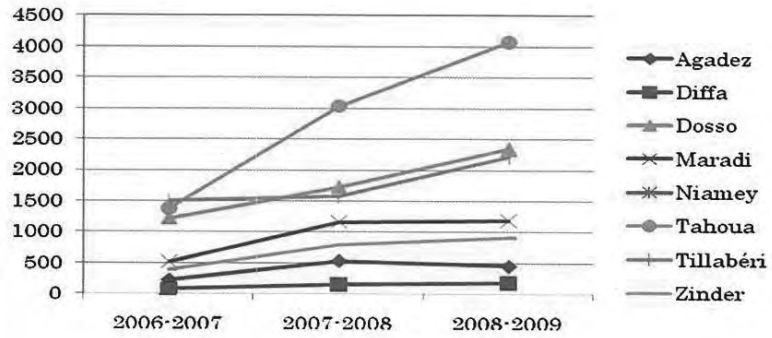
Source: National statistic of the primary education

Passing Rate of Final Examination

- *The quantitative analysis in order to verify the impact on the academic achievement was done by a Japanese expert in August 2011. It also shows a significant difference in the passing rate of the final examination before and after the Forum. The result of Zinder was better than the comparison regions with statistical significance.*
- *The quantitative analysis also indicated that the activities by COGES, such as additional classes and demo examination have positive correlation with examination result. The regression analysis shows when other conditions are controlled, a demo examination by FCC improves the passing rate of final examination by 18.4%, a year-long implementation of additional class by 4.6%, and a year-long continuous awareness in community increases by 4.3% respectively.*
- *As an impact of the introduction and expansion of community pre-schools, Tahoua marked the highest enrolment of pre-primary education in rural areas as shown in the figure below. This improvement in access to and quality of pre-school education and pre-school enrolment rate in rural areas directly contributes to the realization of PDDE.*

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Source: National statistic of the primary education

Pre-school Enrolment Rate in Rural Areas

• Negative impacts

- There are many positive impacts of introducing community pre-schools on primary education such as promoting girl's education, improving class management of primary school etc.
- As a result of significant improvement of the school enrollment rate, the shortage of teachers and the delay of construction of the necessary class rooms were identified as problems. Due to this situation, it is reported that some students were not able to enroll, even though they once registered to the school entrance. The allocating supporting teachers and the adopting the combined class were introduced as a countermeasure to this problem.

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Sustainability : Medium

Evaluation Items	Necessary Information and Data (Indicators)	Findings of Study
Policy and System Aspects		
Is there high possibility for continuation of the policy support after the cooperation period?	<ul style="list-style-type: none"> Does MEN have strategy to maintain COGES after the cooperation period? 	<ul style="list-style-type: none"> Enhancement of community-based school management as a part of decentralization in education is stipulated in PDDE. The functional COGES model and the FCC model have both been adopted as official models in the national workshop and related ministerial ordinance have been published. MEN has sufficient capacity to implement the COGES strategy. However it is observed that the active participation of the MEN in the project activities is needed to continuously enjoy the impacts of the Project. The initiative of the MEN for enhancing the implementation of COGES strategy is required.
Institutional, Organizational and Financial Aspects		
Is the implementation system of COGES policy sustainable?	<ul style="list-style-type: none"> Does C.P. COGES have sufficient power, staff members and recurrent budget to formulate, control and implement COGES policy at national level? 	<ul style="list-style-type: none"> C.P. COGES is under Secretary General of Ministry of National Education, Literacy, and National Language Promotion and responsible for COGES policy implementation. C.P. COGES organizes experience sharing seminar to share good and bad practices of COGES policy implementation. <i>Although the former C.P COGES was in charge of COGES-related issues at the time of the evaluation, it was not officially structured yet under the recent government reconstruction.</i> <i>There are 1 coordinator and 5 agents in C.P. COGES.</i> <i>C.P. COGES sends supervising mission three times a year within their own budget.</i> <i>Agents of C.P. COGES were not wholly involved in the Project activities.</i> <i>Experiences of the Project are not accumulated at the Government central body.</i>
	<ul style="list-style-type: none"> Does regional office of MEN have sufficient power, staff members and recurrent budget to formulate, control and implement COGES policy at regional level? 	<ul style="list-style-type: none"> COGES supervisor has been posted to each DREN. The main role of COGES supervisor is to supervise COGES officers. Monthly meeting of COGES officers has been held regularly in all regions. Monthly meeting of inspectors has been held regularly. The meeting had been institutionalized by MEN. It should be noted that Inspector's meeting is not financed by the Project, indicating its financial sustainability. Most of the DREN understands the importance of COGES in education development and strongly support the implementation of the policy at the regional level.
	<ul style="list-style-type: none"> Does inspector's office have sufficient power, staff members and recurrent budget to formulate, control and implement COGES policy at department level? 	<ul style="list-style-type: none"> COGES officer has been posted to each inspector's office. The main role of COGES officer is to monitor and supervise FCC and COGES. Although the role of COGES officers is monitoring which is similar to pedagogic advisors, there is no official qualification for them. With the Counterpart Funds for the cost of fuel for COGES officers, the monitoring activities were smoothly conducted. However, this fact leaves a question for financial sustainability for monitoring.

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	<ul style="list-style-type: none"> • Does FCC have sufficient power and resources to sustain and develop their activities? 	<ul style="list-style-type: none"> • FCC is established at the communal level based on the ministerial ordinance. The main function of FCC is the monitoring of COGES. Secretariat members of FCC are elected democratically. • A functional FCC is expected to be a self-sufficient body capable of mobilizing financial resources by itself to carry out their activities. The main financial source is the contribution from COGES. <i>A total of 105,991,750 Fcfa were mobilized to FCC in 2010/2011.</i> • The budget of FCC is mobilized from the contribution from COGES and partners such as local government, local company etc. In order to collect continuous financial support from these partners, FCC members suggested that they need more training opportunity on financial management, advocacy and proposal development. 												
	<ul style="list-style-type: none"> • Does COGES have sufficient power and resources to sustain and develop their activities? 	<ul style="list-style-type: none"> • COGES is established at the community level based on the ministerial ordinance. Secretariat members of COGES from Parents' Association are elected democratically. • A functional COGES is expected to be a self-sufficient body capable of mobilizing financial resources by themselves to carry out their activities. The main financial source is the contribution from community residents. The result of analyzing annual reports from Tahoua and Zinder shows that the mobilized amount was improved in both regions as shown in the table below. It shows a strong initiative made in resources mobilization at schools and communities. <div data-bbox="1254 718 1904 1117" data-label="Figure"> <table border="1"> <thead> <tr> <th>Year</th> <th>Tahoua (Fcfra/COGES)</th> <th>Zinder (Fcfra/COGES)</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>132,057</td> <td>127,792</td> </tr> <tr> <td>2007</td> <td>126,940</td> <td>116,795</td> </tr> <tr> <td>2008</td> <td>148,645</td> <td>135,804</td> </tr> </tbody> </table> </div> <p style="text-align: center;">Source: EPT Project Team Average Mobilized Budget in Tahoua and Zinder</p> <ul style="list-style-type: none"> • <i>COGES has sufficient power to mobilize the resources continuously. The total amount of the contribution mobilized was 1 737 561 365 Fcfa in 2010-2011. The average amount mobilized at a COGES is 142 704 Fcfa.</i> 	Year	Tahoua (Fcfra/COGES)	Zinder (Fcfra/COGES)	2006	132,057	127,792	2007	126,940	116,795	2008	148,645	135,804
Year	Tahoua (Fcfra/COGES)	Zinder (Fcfra/COGES)												
2006	132,057	127,792												
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2008	148,645	135,804												

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<p>Is necessary budget for sustaining FCC and COGES likely to be secured?</p>	<ul style="list-style-type: none"> • Is it necessary to continue activities funded by Japan side and counterpart fund after cooperation period? If necessary, will the fund be likely to be secured? 	<ul style="list-style-type: none"> • With the Counterpart Funds for the cost of fuel for COGES officers, the monitoring activities were smoothly conducted. However, <i>the contract to utilize the Funds terminated</i>, and this fact leaves a question for financial sustainability for monitoring. • <i>Secretary General of ME indicated in the interview that he would make an effort to assure the budget.</i>
<p>Technical Aspects</p>		
<p>Are actors related to COGES equipped with sufficient capacity?</p>	<ul style="list-style-type: none"> • Do COGES supervisors have sufficient technical capacity to implement COGES policy? 	<ul style="list-style-type: none"> • COGES supervisors understand the COGES strategy well and are well trained. They have successfully carried out training related to the establishment of COGES and FCC nationwide. Some already have enough capacity while others are on their way to developing their capacity to supervise COGES officers and report the circumstances to their supervisors.
	<ul style="list-style-type: none"> • Do COGES officers have sufficient technical capacity to implement COGES policy? 	<ul style="list-style-type: none"> • Most of the COGES Officers understand the COGES strategy and they are motivated. They have successfully carried out training related to the establishment of COGES and FCC nationwide.
	<ul style="list-style-type: none"> • Does FCC have sufficient technical capacity for functionalization? 	<ul style="list-style-type: none"> • The results of the interview show that FCC members are highly motivated in conducting their activities. The FCC has good relation with COGES officers and COGES members. • Some FCC required for training on financial management, advocacy and proposal development as they plan to request the commune for financial support.
	<ul style="list-style-type: none"> • Does COGES have sufficient technical capacity for functionalization? 	<ul style="list-style-type: none"> • Most of the COGES members are well trained and motivated. • <i>The school action plan submission rate to FCC and the annual report submission rate to FCC (2010-2011), are 88.8% and 93.5% respectively in 2010-2011 which show that the COGES are functioning.</i>
<p>Social Aspect</p>		
<p>Is there any possibility that a sustained effect is inhibited through a lack of consideration for the poor and the vulnerable?</p>	<ul style="list-style-type: none"> • Is resources mobilized by community affordable level? 	<ul style="list-style-type: none"> • The resource and contribution from parents to COGES is affordable level. However, some parents have difficulty in payment of contribution due to the bad harvest.
	<ul style="list-style-type: none"> • Are there large geographical gap in revenue of COGES and FCC? 	<ul style="list-style-type: none"> • Some FCC are supported by private company in urban area. The contribution from individuals to COGES is also found in Niamey. This shows there is large gap in contribution between urban and rural areas.

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ANNEX I PROVISIONAL Project Design Matrix (PDM) As of November 2011

Project Title: TBD "School for All": The Project on Support to Educational Development through Community Participation

Target Area: All the regions (Agadez, Diffa, Dosso, Maradi, Niamey, Tahoua, Tillaberi, Zinder)

Target Group: Parents/community residents, principals, teachers and local education administrators

Duration: April 1 2012 - March 31 2016 (4 years)

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>OVERALL GOAL</p> <p>The quality and the access of basic education are improved by school management through community participation</p>	<p>Changes in enrollment rate Changes in repetition rate Changes in dropout rate Changes in completion rate Changes in learning achievements</p>	<p>Statistics of MEN/A/PLN, DREN, IEB</p>	
<p>PROJECT PURPOSE</p> <p>The function and capacity of COGES is strengthened to contribute to educational development in Niger</p>	<p>1 The rate of the COGES have submitted annual reports to their respective communal federations of COGES (FCC) and to MEN/A/PLN 2 The rate of increase in resources managed by COGES.</p>	<p>1 Reports of PFs (COGES supervisors) / ORs (COGES Officers) 2 Evaluation report by the Project</p>	<p>Niger's education policy which places importance on COGES is unchanged</p>
<p>OUTPUTS</p> <p>1 A system to sustain functioning COGES for educational development is established</p> <p>2 A role and function of COGES in educational management is reinforced for better resource management in target area.</p> <p>3 Strategies to reinforce COGES' function in decentralized education system is developed and implemented</p>	<p>1-1 Number of regional forums organized in regional regions. 1-2 80% of the COGES revise school action plans with focus on improvement of educational quality 1-3 Number of meetings at central, regional and district level 1-4 A monitoring system of COGES activities is officially endorsed 1-5 90% of secondary schools in Niger have COGES whose members have been elected democratically 1-6 Number of teachers trained in pre-service training with a module of COGES</p> <p>2-1 Percentage of COGES trained in resource management 2-2 Percentage of increase in the amount of resources managed by COGES 2-3 Existence of MEN/A/PLN documents which includes strategies and plans to reinforce COGES' function in resource management</p> <p>3-1 Existence of Annual plan of MEN/A/PLN which reflects COGES policies and activities 3-2 Number of participants of training at central level. 3-2 Number of monitoring visits made by central level in a year.</p>	<p>1-1 Reports of DREN/A/PLN 1-2 Reports of PFs / ORs 1-3 Reports of CP/CGOES, DREN/A/PLN, RFs / ORs 1-4 Policy or strategy papers officially endorsed 1-5 Reports of PFs / ORs 1-6 Training reports of MEN/A/PLN</p> <p>2-1 Reports by the Project 2-2 Evaluation report by the Project 2-3 Policy or plan papers of MEN/A/PLN</p> <p>3-1 Policy or plan papers of education sector program by MEN/A/PLN 3-2 Reports by the Project 3-3 Reports by the Project</p>	<p>The schools do not face serious disturbances The poverty situation of households with school-aged children does not worsen</p>

ANNEX I PROVISIONAL Project Design Matrix (PDM) As of November 2011

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ACTIVITIES	INPUTS		IMPORTANT ASSUMPTIONS
	JAPAN	NIGER	
1-1 To support organizing regional education forum	Dispatch of Japanese experts 1) Long-term experts - Chief Advisor / Education Advisor - COGES Monitoring - Capacity Development - Coordinator 2) Short-term experts if necessary	Assignment of the counterparts - Secretary-General, Ministry of National Education, literacy and promoting national language (MEN/A/PLN) - Director-General of Schooling, MEN/A/PLN - Director-General of Training and Curriculum, MEN/A/PLN a) - Director, Department of Studies and Programming, MEN/A/PLN - Director, Department of Statistics, MEN/A/PLN - National Coordinator of CP/COGES, MEN/A/PLN - Directors, Regional Office of National Education, literacy and promoting national	
1-2 To support development of a minimum package of activities for educational quality improvement			
1-3 To support organizing meetings and monitoring of COGES activities at central, regional and district levels.			
1-4 To evaluate COGES Monitoring system			
1-5 To support organizing national seminar to refine national COGES monitoring system			
1-6 To support introduction of functioning COGES and its monitoring system at secondary level			
1-7 To support introduction of COGES module to pre-service training for teachers			
2-1 To conduct a study on resource management capacity of COGES and needs assessment of COGES in capacity development of resource management	b) Provision of equipment: necessary measures for monitoring and etc. (if necessary)	Provision of an office b)	RPRECONDISION The COGES policy exists
2-2 To develop a training module for capacity development of COGES in resource management			
2-3 To support implementation of trainings for COGES in resource management.			
2-4 To support COGES activities in resource management			
2-5 To implement evaluation of interventions			
2-6 To make recommendation to the Ministry on COGES's role in educational resource management			
3-1 To disseminate and share outcomes of the Project activities in PTF meetings	c) Allocation of project implementation cost	c) Allocation of project implementation cost	
3-2 To make policy recommendations and to support planning for educational development through COGES			
3-3 To support capacity development in COGES management at central level			
	d) Others		

* COGES : Comité de Gestion des Etablissements Scolaires (School Management Committee)

** FCC : Fédération Communale des COGES (Communal Federation of COGES)

*** C.P.COGES : Cellule de Promotion des COGES (COGES Promotion Section), tentative as in the transitional phase of government restructure.

