

Evaluation on Japan's ODA for Mongolia: "To Construct General Education School (GES) Buildings" Projects and Program "Grant Assistance for Grassroots Human Security Projects" (FY 2005)

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1. Theme:

Evaluation on "To Construct General Education School (GES) Buildings" Projects and Program "Grant Assistance for Grassroots Human Security Projects"

2. Country:

Mongolia

3. Evaluators:

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4. Period for Evaluation Survey:

5. Methodology for Evaluation Survey:

(1) Evaluation Objective:

To conduct a third party evaluation on assistance by Japan for the Mongolian education sector, and make a comprehensive assessment for improving the effectiveness of Japan's assistance

(2) Scope of Evaluation:

16 schools, for which General Education School (GES) projects were carried out, and 8 schools, for which Grant Assistance for Grassroots Human Security Projects were provided.

(3) Approach to Evaluation Survey:

(a) Evaluation Survey was conducted as follows:

- Work out a methodology of assessment
- Determine evaluation criteria for assessment
- Collect information required for assessment
- Produce a summary and comprehensive report of assessment
- Identify actions to be taken for improvement of projects

(b) The assessment result will give answer to the following questions in sequence:

- Whether the program purpose is appropriate or not?
- Whether the program definition and implementation are proper or not?
- Whether the program outcome is effective or not?

6. Evaluation Results:

(1) Relevance of Objectives of Programme:

(a) Purposes and objectives of the General Education School (GES) projects and Grant Assistance for Grassroots Human Security projects fit well with the Plan of Actions of the Mongolian Government in 2000–2004 (The government of Mongolia submitted objectives "to raise financial resource of investment and complete restoration for education sector", "along with enlarging the building of school with overcapacity and constructing a new building").

(b) The assessment team evaluates that the purposes and objectives of the projects, social demands, future development plans and policies of donors are in well integrity with each other.

(2) Appropriateness of Formulation and Implementation of Programme:

(a) The assessment team appraises that the abovementioned projects and programs have been properly implemented and have brought remarkable outcomes.

(b) Having met relevant staffers of Education, Culture and Science Ministry and Finance Ministry and seen the sequences and related regulations and rules on appraisal of projects, the projects were found to have been negotiated and approved under the regulations and rules properly.

(c) Looking into the policies and activities of the other donors operating in the Mongolian education sector, the donors have their own working schedules on their education assistance while they seem to have well integrated assistance policies and programs with each other.

(3) Outcome and Impact:

(a) It is clear that the projects reflected real needs and demand in the Mongolian society. Therefore, all people involved in the projects agree that the projects were effective. This investment made by Japanese people for the Mongolian education sector is visible and has become the best program.

(b) Japan's official development assistance was assessed to have achieved its purpose, which is so immediately effective for people, based on an observation of the outcomes, which have been brought about for the citizens' lives of the districts and locals.

Outcome:

Based on the assessment survey, an outcome of the implementation of projects to construct GES buildings has been brought about as follows:

- School capacity raised;
- Favourable conditions to learn created;
- Suitable hours to study achieved;
- Classroom capacities upgraded;
- Teachers and children's satisfaction raised;
- Investment multiplied.

Impact:

Abovementioned outcomes are considered to have produced the following impacts:

- Children's safety improved;
- Child's exertions to study improved;
- Teachers' possibilities to work closely with children and teaching technologies improved;
- Possibilities to spend free time in the schools raised;
- Dropouts decreased.

7. Suggestions:

(1) For Projects "To Construct GES Buildings"

As there is still a migration from rural to urban areas, the number of children going to the schools is expected to increase further. Seats for the children at the schools were increased, but the number of the seats is low compared to the size of migration. It is evident that there are social needs to continue construction of schools. In case of further construction of schools, a flow of migration in the district needs to be taken into account. It shows a necessity to base such construction on a detailed study about migration.

(2) For Program "Grant Assistance for Grassroots Human Security Projects"

- It is believed that it would be effective if project executors' work were supervised by third parties or professional inspection organizations in Mongolia.
- Particularly, transparency for funding of the projects would be an important factor for a civil community, parents, and teachers to effectively monitor the projects.
- The grant assistance agreement shall include a provision that, in case of doing purchase activities within a scope of the projects, a recipient of the projects shall obligatorily set up a commission.
- It is necessary to take steps to enhance transparency of the projects, in particular, financial accountability. For it, it needs to take steps to make information more accessible and available for general implementers of the projects from the first phase of the project.

(Note: The opinions expressed in this summary do not necessarily reflect the views and positions of the Government of Japan or any other institutions.)