

Evaluation of Japanese Official Development Assistance (ODA) for the Education Sector of Afghanistan (Country-Led Evaluation)

1. Theme: Evaluation of Japanese Official Development Assistance (ODA) for the Education Sector of Afghanistan	
2. Country: Afghanistan	
3. Evaluators: Max Global Consulting Services Senior consultant Mohammad Ismail Mohmand Consultant Abdullah Noori	
4. Period of Evaluation Survey: January, 2010 – March, 2010	
5. Description of Evaluation:	
<p>(1) Objectives</p> <p>The objectives of this evaluation are;</p> <ol style="list-style-type: none"> 1) to evaluate and review the projects implemented by the assistance of the Government of Japan in the education sector of Afghanistan 2) to make recommendations on the future assistance of the Government of Japan to the Education sector of Afghanistan 	
<p>(2) Scope of Evaluation</p> <p>Targets of the Evaluation</p> <p style="padding-left: 40px;">: 3 major projects which has been completed in the Education sector of Afghanistan.</p> <ol style="list-style-type: none"> 1) Strengthening Teacher Education Project (STEP) (Jun,05 - Aug,07) 2) Project for Construction of Basic Education Facilities (Phase 1:FY2004) 3) Project for Construction of Basic Education Facilities (Phase 2:FY2005) 	
<p>(3) Evaluation Methodology</p> <ol style="list-style-type: none"> 1) Key informant interviews or focus group discussion with 218 people (142 male, 76 female) who consist of officials from the Afghanistan Ministry of Education both at central and provincial level, Implementing partners to the Government of Japan for its education-related projects, project beneficiaries, including community elites, school administrators, principles, teachers and parents of students. 2) Desk review of existing documents which include documents from the Government of Afghanistan (including the Ministry of Education), the Embassy of Japan and JICA. 	

3) Direct observation of project sites.

6. Results of Evaluation:

(1) Relevance of Objectives

(i) The purpose of STEP is appropriate because it is in line with (a) “Achieve Universal Primary Education,” which is specified in the Millennium Development Goals (MDGs), (b) “All Afghans will have equal access to quality education,” which is specified in the Afghanistan National Development Strategy (ANDS) and (c) The National Education Strategic Plan (NESP).

(ii) With regard to School Construction Project, the purpose of this project is appropriate because it is in line with (a) “Education is the right of all citizens and offered free of charge in State institutions, and that the State is obliged to devise and implement effective programs for a balanced expansion of education all over Afghanistan,” which is specified in the Afghanistan Constitution, (b) “Achieve Universal Primary Education,” which is specified in the MDGs, (c) “all Afghans will have equal access to quality education,” which is specified in the ANDS. The project has largely contributed to the plan in the ANDS which aims primary school enrollment from 6.1 million to 7.7 million for the next 4 years.

(2) Effectiveness of Results

(i) STEP has been effective in improving teaching and learning in primary schools. 10,000 teachers (in charge of 1-3 grade students in primary school) attended STEP, and 90% of them. Also, it was reported that STEP has promoted active learning of students. Instead of being passive learners, students actively participate in such learning activities as individual and group assignments, and group works with classmates.

(ii) The School Construction Project is evaluated with its high effectiveness. The schools were appropriately built or reconstructed, and matched the required quality. Under this project, increases in student enrollment and improvement of educational environment have been identified. Also, this project is highly appreciated by the local communities.

(3) Appropriateness of Process

In the School Construction Project, it is confirmed that this project has been carried out with the ownership of the residents. For example, the local communities selected and provided the school construction site for the Project. The construction was also done with local skilled labor from the communities.

7. Recommendations

(1) Regarding STEP

It is confirmed that STEP has been highly effective. The evaluation group recommends that in order to sustain the result achieved by STEP, the Government of Japan should support the capacity building of some of the teachers trained by STEP, to be “Master Trainers,” who can train other teachers, particularly the newly recruited teachers in each school.

(2) Regarding School Construction Project

This is an effective project which has contributed to improving students’ learning environment. However, there are still many students studying under improper environment. There is an urgent need to improve their conditions. The Project beneficiaries recommended the continuation of such assistance as this project for education sector.

(3) Regarding the assistance of the Government of Japan in the education sector of Afghanistan

The assistance of the Government of Japan in the education sector of Afghanistan is in line with major policies of the Government of Afghanistan and it is highly appreciated. On the other hand, there is a gender gap in the education sector of Afghanistan, for example, low literacy rate of women (women 19%, man 40%), low enrollment rate of the girls in rural area because of the serious shortage of female teachers. Japan has provided its assistance for the education sector of Afghanistan, which also has been considered as one of the important sectors in the ANDS. Japan should also enhance its financial and technical assistance for female education in the education sector of Afghanistan.

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