

SUPPORT TO EDUCATION REFORMS

[Re: ARM/97/003/A/01/99]

TERMINAL REPORT Basic

programme /project information

Programme/project number and title: ARM/97/003/A/01/99. Support to Education Reforms

Designated Institution:	<u>Ministry of Education and Science</u>	
Project starting date:	<u>01.07.97</u>	
Originally planned:	<u>01.07.97</u>	
Actual:	<u>01.07.97</u>	
Project completion date:	<u>30.09.00</u>	
Originally planned:	<u>30.06.98</u>	
New:	<u>30.09.00</u>	
Total budget (\$):	<u>463500</u>	
Original:	<u>451000</u>	
Latest signed revision:	<u>463500</u>	
Period covered by the report:	<u>01.07.97 - 30.09.00</u>	

PART I: NUMERICAL RATING

Rate the relevance and performance of the programme or project using the following scale:

- 1 - Highly satisfactory 4 - Unsatisfactory 2 - Satisfactory X
- Not applicable 3 - Unsatisfactory, with some positive elements

Place your answers in the column that corresponds to your role in the programme or project.

SUBSTANTIVE FOCUS	Target group(s)	Programme or project manager	Government	UNDP
A. RELEVANCE				
How relevant is the programme or project to the development priorities of the country?	,	Y		

<p>How relevant is the programme or project to the promotion of sustainable human development? Indicate your rating on the thematic focus which the programme or project was designed to address.</p> <p>(a) Poverty eradication and sustainable livelihoods</p> <p>(b) Protection and regeneration of the environment</p> <p>(c) Gender in development</p> <p>(d) Promoting an enabling environment for SHD, including governance</p>	<p>2 £</p>	<p>i</p>	<p>i</p> <p>1</p>	
<p>To what extent are appropriate beneficiary groups being targeted by the programme or project, <i>based</i> on the following considerations?</p> <p>(a) Gender</p> <p>(b) Socio-economic factors</p> <p>(c) Geographic location</p>		<p>1</p>		
<p>Given the objectives of the programme or project, are the appropriate institutions being assisted</p>	<p>f</p>	<p>7</p>		

ZL

<p>B. PERFORMANCE</p>				
<p>Using the following indicators, rate the contribution of the outputs to the achievement of the immediate objectives: <i>w</i></p>				

<p>10 principals from selected schools were trained in managerial, leadership, financial and legislative aspects.</p> <p>10 schools from 48 received and utilized grants in an average amount of US\$8000 through a completely elaborated competitive mechanisms of School Improvement Program</p> <p>100% of 1st and 3rd grades children had an access to three main titles of core textbooks</p>				
2. Rate the production of target outputs.	a		1~	
3. Are the management arrangements of the programme or project appropriate?				
4. Are programme or project resources (financial, physical and manpower) adequate in terms of (a) quantity? (b) quality?				
5. Are programme or project resources being used efficiently to produce planned results?				
6. Is the programme or project cost-effective compared to similar interventions?	i			

" The programme or project manager must list the indicators as reflected in the programme support document or project document or agreed on by the stakeholders.

7. Based on its work plan, how would you rate the timeliness of the programme or project in terms of:				
(a) Production of outputs and initial results?			1	
(b) Inputs delivery?				

Please indicate your overall rating of the programme or project using the following numbers:

- 1 - Highly satisfactory
- 2 - Satisfactory
- 3 - Unsatisfactory, with some positive elements
- 4 - Unsatisfactory
- 5 - Not applicable

	Target group(s)	Programme or project manager	Government	UNOP
OVERALL RATING OF THE PROGRAMME OR PROJECT				

Explain the basis of your rating, which need not be limited to, or which may be different from, the relevance and performance criteria rated above. For the last year of the programme or project, the overall rating should include an assessment of the potential success of the programme or project as well as its relevance and performance.

PART II: TEXTUAL ASSESSMENT

1. What are the major achievements of the programme or project vis-a-vis the expected results? Please explain them in detail in terms of potential impact, sustainability of results and contribution to capacity development.

Within the framework of support the new strategy of competitive textbook procurement in close collaboration with the UNHCR, UNICEF, NRC and USAID the 1st and 3rd grade children were **provided with** main textbooks. The 1st grade children were provided with mathematics, and the 3rd grade children with mathematics and Armenian Reading books.

In the scope of decentralisation of the education system and transition to autonomous schools legal /regulatory framework for autonomous schools was created and training modules for school principals were developed. Training modules consist of 3 parts: Principal as a manager, Principal as a leader and Laws and regulations on education. Principals of pilot schools received training according to the above mentioned training modules.

Operation Manual for School Improvement Project was developed which comprises regulations on grant submission, selection criteria, monitoring, and provision procedures. Since January 15, 1998 piloting of the SIP project has been implemented in Kotaik marz aiming at testing the SIP project, clarifying the project evaluation criteria, evaluation and selection mechanisms. 10 schools received grants and successfully completed their projects. Due to the SIP project schools were equipped with new facilities. The rendered support enables to provide schools with equipment and education devices. Many schools according to their micro-projects organised computer training, established art centers, laboratories, language labs, sport groups. In the framework of the SIP project a number of teachers received relevant training.

2. What factors affected the achievement of programme or project results?

Poor socio-economic conditions of schools. Deficiency of education sector legal framework, particularly laws and regulations on operation of schools with autonomous status.

3. What lessons (both positive and negative) can be drawn from the experience of the programme or project?

Pilot SIP project helped to improve the **organization** of SIP project components, its implementation mechanisms including promotion, evaluation and monitoring procedures. In general schools were not ready for new ways of management, in some communities there was a low participation of communities due to hard socio-economic conditions, poverty. But there were cases when communities had ownership feelings and assisted schools to overcome the difficulties they face. Introduction of rental scheme enabled parents to pay textbook fees. The 1st and 3rd grade pupils were provided with core textbooks. A sustainable textbook provision system was established through accumulation of rental fees.

4. What are the views of the target groups with regard to the programme or project? Please note any significant gender-based differences in their views.

Many schools involved in the SIP project were pleased with SIP project. It strengthened the school and community ties and increase the role of community in school management. The school principals and the parents are of the opinion that parents should participate in the internal management of the school, as well as other organizational issues. The target groups stressed the importance of the goods and equipment received within the framework of the SIP project. Many principals were pleased with the training organised according to Training Modules.

Parents of primary school children and teachers appreciated the project which gave a chance for children to have main textbooks of core curriculum. They welcomed the textbook rental scheme which facilitated paying fees for textbooks.

5. If the programme or project has been evaluated, what is the implementation status of the recommendations made by the evaluators?

The study on stakeholder's opinion conducted in 1999 by research company "Armenian Environment" has revealed the following outcomes concerning the effectiveness of on-going reforms and problems occurred during the implementation. Reforms in the educational sphere are being evaluated by different stakeholders in general as satisfactory, the marz-school-parent-

community linkage is successful enough, however sometimes, the role of the community members and the parents has been limited to only a few school management issues. All stakeholders unanimously emphasize the importance of parents participation in school governance and decision making, straightening school-parent links, but the degree of participation of parents currently is still low.

The vast majority of the school principals has considered the quality of the new textbooks good, the rest has marked as excellent. As a distinction between old and new textbooks the major part of school

principals have indicated the obvious difference in content, indicating the fact that they are more complicated, develop creative way of thinking and are more national oriented/"Armenian". Half of **the teachers assessed quality of** the new textbooks as good, 1/3 as satisfactory and the rest as excellent. With **regard to** the production quality and in terms of layout 4/5 of teachers assessed them to **be good and excellent**.

6. What activities or steps do you recommend as follow-up to the project?

Within the scope of SIP project the monitoring of 10 school micro-projects will be carried out during 2 years. During the monitoring the attention will be paid at project sustainability and the efficient use of received goods and equipment. Further work with communities and PTA's, follow up on sustainability of project components. To **establish** fund for project sustainability.

7. Provide any other information that may further support or clarify your assessment of the programme or project. You may include annexes as you deem necessary.

For target groups:	
Name	zr si +: L~Y on
Title	<L C d-i a, 2 L lrv-IO
Signature:	Date:
For the programme or project management:	
Name:	u7.ce r>r ti/~u
Title:	
Signature:	lre-c-7' Q, Date:
For the government:	
Name:	
Title:	
Signature:	Date:

For UNDP: Name: Title: Signature:	Date:
---	-------

Output targets	Achievements
<p>Creation of a basis for education decentralization and promotion of local autonomy.</p> <p>Output 1 Training Modules were issued</p> <p>Output 2 10 schools from 4R received and utilized grants in an average amount of \$100,000.</p> <p>Output 3 10 schools from 4R received and utilized grants in an average amount of \$100,000.</p>	<p>Training of principals was organized according to training modules.</p> <ul style="list-style-type: none"> 10 schools received grants according to a selection mechanisms described in Operation Manual. The pilot SIP project was completed in Kotaiik marz and had a good impact on school capacity building and further implementation of SIP project. <p>Edition and review of existing laws and regulations existing in education sector.</p> <p>Study of rules and regulations in terms of management of schools.</p> <p>Development of training modules for school principals</p> <p>Operation Manual for the School Improvement Program has been prepared.</p> <p>Pilot project was implemented in Kotaiik marz.</p>
<p>Output 2 Providing the 1st and 3rd grades children with three main textbooks.</p> <p>Output 1 100,000 copies of Mathematics for grade 1 printed.</p> <p>Output 3 100,000 copies of Armenian Reading book for grade 3 were printed.</p> <p>Output 4 100,000 copies of Mathematics (for grade 3) printed.</p>	<p>1st and 3rd grades children had an access to three main titles of core textbooks.</p> <p>Tender for textbook printing was announced and contracts were awarded to printing-houses.</p> <p>Distribution was organized by the MoES throughout the country providing all the students with textbooks of Mathematics grade 1, 3, and grade 3.</p>

PART III: Programme/project summary table

Programme or project title and number:
ARM/97/003/B/99, Support to Education Reforms

Management arrangement:

Designated Institution:

Period,

01.07.97

OVERALL ASSESSMENT

Brief analysis of progress achieved in the contribution of the programme or project to the expected results.

The project is designed to support the Government of Armenia in the preparation of reforms in general education and their implementation to achieve efficient use of public resources while improving quality of service delivery and protecting access for the poor. The development targets of the project aim are to assist the process of education reforms in the country through establishing of some key elements for restructuring of education system.

The main objectives: Creation of a basis for education system decentralization and promotion of school autonomy and Providing the 2nd and 3^d grades children with three main textbooks were achieved. Training modules for school principals were developed and training of principals was organized according to those modules. 10 schools received grants and successfully completed their projects within pilot SIP project. Many schools are continuing and developing their projects. 2nd and 3rd grades children were provided with the three main textbooks: Mathematics for grade 2, Anuenian Reading book for grade 3 and Mathematics for grade 3.

Source of funds	Budget (\$ 483500)	Estimated expenditure (\$ 483500)	Delivery rate (100%)
TRAC (1+2) TRAC 3 Other Cost-sharing: Government Financial institution Thirdparty	\$463500 \$463500		

SUMMARY OF RESULTS

i

Programme support objectives (PSOs) or Immediate Objectives Obj6611:1106 Creation of a basis for education Obj.
 | system decentralization and
 | promotion of school autonomy.

Indicators

Achievements

- 48 schools were enrolled in pilot SIP project
- Promotion has been carried out in 48 schools in Kotaik marz

• • •

Obj. 2

Providing the 1st and 3rd grades children with three main textbooks.

38 schools submitted the letters of inquiry	
18 schools submitted micro-project business plans	
10 schools received grants	
<hr/>	
70,000 copies of Mathematics for grade 1 were printed.	•
70,000 copies of Armenian Reading book for grade 3 were printed.	•

70,000 copies of Mathematics for grade 3 were printed.

1403 schools received textbooks for Mathematics grade 1, Armenian Reading grade 3 and Mathematics grade 3.

10 principals from selected schools were trained in managerial, leadership, financial and legislative aspects. Operation Manual of the School Improvement Program was prepared.

Piloting of the SIP project was completed in Kotaik marz. 10

schools implemented projects and within the project received goods and equipment, renovated classrooms, received trainings, etc.

Tender for textbook printing was announced and contracts were awarded to printing-houses according to bid procedures, which provided fair competition among the bidders.

1st and 3rd grades children had an access to three main titles of core textbooks.