Ex-post Evaluation of Education Ⅳ Proejct in Uganda

- Executive Summary -

MAR 2023

1. Project Overview

□ Following the implementation of Universal Primary Education in 1997, Uganda's education improvement project increased the number of primary education graduates in the region. As a result, the demands for secondary and technical education increased. The Ugandan government established Universal Post Primary Education and Training (UPPET) to expand secondary education facilities and train education workers and requested support from the African Development Bank(AfDP) for the execution of the corresponding project. Due to the need for improvement in underdeveloped technical education institutions in Uganda, EDCF also provided co-financing projects for five technical schools within the framework of the pre-approved AfDB program. In addition, it aimed to train high-quality skilled workers and teachers to meet Uganda's education industry demand.

□ The borrower of this project was Uganda's Ministry of Finance, Planning and Economic Development, and the implementation agency was Uganda's Ministry of Education and Sports. The project implementation officer selected the Korea University of Technology and Education(KOREATECH) - Dowon Engineering Consortium as a consultant and Daewoo International Consortium as a procurement contractor. Consulting services, constructing and renovating school buildings, supplying education equipment and facilities in five technical schools in Uganda (Iganga, Arua, Kiryandongo, Mubende, Nyagatare), inviting staff to Korea for training and and dispatching experts were carried out through this project.

2. Evaluation Method and Results

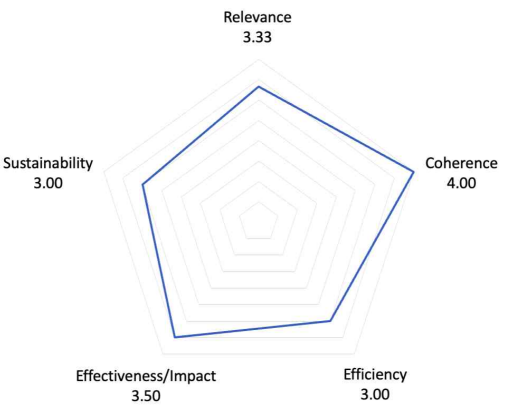
☐ Purpose of the Ex-post Evaluation

- The evaluation objective is to conduct the ex-post evaluation of the evaluation target project's performance using an objective and scientific analysis methodology. Accordingly, based on the OECD DAC evaluation criteria and EDCF ex-post evaluation guideline, the evaluation target project's relevance, coherence, effectiveness/impact, efficiency, sustainability, and cross-cutting issues were evaluated.

☐ Evaluation Method

- The ex-post evaluation was conducted comprehensively, taking into account the OECD DAC evaluation criteria and EDCF ex-post evaluation report guidelines, as well as cross-cutting issues, including the environment and gender.
- The ex-post evaluation was conducted based on collected data from literature reviews, surveys, in-depth interviews, and field surveys.

Evaluation Criteria	Value	Evaluation Score	Evaluation Grade
Relevance	20%	3.33	Relevant
Coherence	20%	4.00	Highly Coherent
Efficiency	20%	3.00	Efficient
Effectiveness /Impact	20%	3.50	Highly Effective
Sustainability	20%	3.00	Sustainable
Comprehensive Performance Score and Grade		3.37	Successful



☐ Comprehensive Performance Grade

- A comprehensive evaluation grade was determined based on the scores of the five evaluation criteria (relevance, coherence, efficiency, effectiveness/impact, and sustainability). The project is evaluated as 'successful (3.37 points).'

☐ Evaluation Results as per Evaluation Criteria

- **(Relevance)** After the Uganda government's Universal Primary Education policy, this project has a high demand for improving the post primary education environment. Based on its compliance with the country's development plan, which aims to meet labor demands by training technical workers and supplying the industry, the policy exhibits strong policy feasibility. In addition, in selecting the the project target region for the project, it was confirmed that the development demand was high due to consideration of balanced regional development, future admission prediction, and accessibility to cities and industries. However, the characteristics of each the project target region were not applied and objective measurement and management of the performance indicators set at the early stages of the project appeared to be inadequate.
- **(Coherence)** This project has internal coherence because it was implemented as a follow-up to other the EDCF and Korea International Cooperation Agency (KOICA) projects. Furthermore, this project has external coherence with other ODA projects, as this project was designed through the collaboration between the Ugandan government and the African Development Bank(AfDP).
- **(Efficiency)** Despite the issue of reserve funds appropriation, the project was economically efficient because all the expenses were used within the planned budget. As a result of the project implementation organization's experience with other aid organization projects, the project implementation capacity was assured. This led to smooth and stable cooperation with the consultant under the guidance of the Ugandan government. However, despite the project being extended longer than planned, it was partially operationally efficient. However, it can be considered that monitoring of the overall project implementation process was insufficient.

- **(Effectiveness/Impact)** Building construction and renovation were completed as planned, and the admission quota was increased and maintained based on the building infrastructure. In terms of influential factors and impact on performance enhancement, it seems very likely that the project will achieve its goal as it has contributed to the country's industrialization by producing high-quality technical workers. However, even though the planned support for materials and equipment has been completed, problems are occurring with some equipment requiring improvement in the future.
- **(Sustainability)** Not only was this project providing institutional support, but it also provided continuous human resource development through cooperation with various development organizations. Basic operating expenses are covered by the government, and funds for school development and equipment maintenance are obtained through various channel linkages at the discretion of each school. In spite of this, an industry-academy system for the development of vocational training and technical schools was deemed insufficient.
- **(Cross-Cutting Issues)** Although cross-cutting issues were not considered during the project planning, it has been found that it contributed to expanding educational opportunities for women by including female student dormitories in the buildings and conducting beauty and sewing courses as one of the vocational training courses. Furthermore, even though no environmental evaluation was conducted at the time of construction, it has been confirmed that no negative impact has been caused by the construction of the buildings.

3. Lessons and Recommendations

A. Lessons Learned

☐ Success Factors

- **(Organizational capacity and high interest of Uganda government)** As this project was implemented within the framework of the 4th education improvement program with the African Development Bank(AfDP), the Uganda government showed high interest and participation. The project content and target region selection are considered relevant because it was implemented within the framework of the 4th education improvement program. In addition, it was observed that the government organization of the Uganda actively and professionally managed the EDCF project after enhancing its capacity through three previous educational improvement programs.
- **(Support and supply of operational buildings and training facilities)** Vocational schools in Uganda had extremely underdeveloped facilities and most classes were held based on theory education because there were almost no labs for practicums. Through this project, school facilities have been modernized, and labs and equipment for practicums have been provided. This has enhanced students' vocational competence and made graduation and employment easier.
- **(Continuous cooperation with development aid organizations)** Through the improved learning environment provided by EDCF support, technical schools were activated and invigorated by the supply and demand of various projects through collaboration with different development cooperation and private organizations in other countries, including Germany and Ireland.

☐ Limitations

- **(Insufficient consideration of individual characteristics of project target area and technical schools)** Despite the fact that industry demand, geographical and sociocultural factors, and the demand for training programs vary from technical school to technical school, all training centers employed standardized curricula, which indicates that individual characteristics were not adequately taken into consideration.
- **(Inappropriate selection of equipment and materials and lack of education about their use)** Nearly 30% of the equipment that has not been used is identified as a product for which consumables are not available in Uganda. Furthermore, 25% of the equipment was found to be either incompatible with the local technology level and specifications or users were not equipped to use them.
- **(Absence of a curriculum responding to industry demand and an academic-industrial connection opportunity system)** Although technical schools are equipped with basic functions, it seems that the technology and training to respond to current industry demands are insufficient.

B. Recommendations

☐ **(Tracking data record for project performance management)** Systematic management was absent from the project, even though a logical framework was set at the time of evaluation. In addition, the source and measurement method of the collected indicators were not identified. Accordingly, along with the systematic establishment of a logical framework, a plan must be developed for implementing it. Although the measurements were recorded in the outcome report for some of the indicators, they were identified as indicators that were difficult to measure on-site due to a lack of basis. Hence, a performance management system, including a specific measurement method, sources, and the people collecting the data, is necessary.

☐ **(Establishing and tuning a logical framework and performance indicators to maintain project effectiveness)** The performance indicators within the logical framework were applied equally to all training centers. However, this method overlooks the possibility that vocational training and technical schools can produce different outcomes based on their unique characteristics. For education projects, it is suggested that various division indicators be used or that a guideline be prepared using a main logical framework indicator as an example.

☐ **(Securing communication channels and personnel for continuous cooperation and effective post-management)** To strengthen the expertise in the education and training sector, respond promptly to risks that arise during project implementation, and reduce the workload of the local EDCF office staff, a communication channel within the project region should be established. It is also recommended to secure local project management experts who can provide close support at every stage of the project cycle.

☐ **(Planning projects considering local system and demand, and education policy)** Just as the infrastructure of educational projects was improved through the support of construction and materials, which are existing project components, quality performance of education must be enhanced through teaching methods and tools and the establishment of an academic management system and industry-academia cooperative system.