



Design and Monitoring Framework

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DESIGN AND MONITORING FRAMEWORK

Design Summary	Performance Targets/Indicators	Data Sources/Frequency of Measurement and Reporting Mechanisms	Assumptions and Risks
<p>Impact In partnership with Government and other donors, contribute to:</p> <ul style="list-style-type: none"> • Increased level of educational attainment and productivity among new entrants in the labor force • Increased rates of formal employment and household incomes 	<ul style="list-style-type: none"> • Increased proportion of workforce with basic education qualifications, to 60% by 2020 • Increased numbers of junior secondary graduates progress to senior secondary education, to 80% by 2020 • Growth in real wages among new entrants in the labor force 	<ul style="list-style-type: none"> • Population census, socioeconomic surveys (Susenas) and tracer studies • Labor force surveys 	<p>Assumptions</p> <ul style="list-style-type: none"> • Overall labor market profile and workforce skill demand profiles sustained. • Increased investment in the economy. • Government commitment to harmonize policies and financing of education within Ministry of National Education (MONE) and Ministry of Religious Affairs (MORA) is sustained. <p>Risks</p> <ul style="list-style-type: none"> • Attitudes toward madrasah graduates are slow to change. • Fiscal outlook and projected education resource increases not sustainable.
<p>Outcome Improved quality of madrasah education at primary (MI), junior secondary (MT), and senior secondary (MA) levels</p>	<ul style="list-style-type: none"> • Improved academic performance on standardized tests for grade 6, and grade 9 in core subject areas conducted in school years 2007/08 and 2011/12 • At least 70% of project madrasahs have improved their accreditation by one level by 2012 • Community perceptions of madrasah education quality are more positive 	<ul style="list-style-type: none"> • Annual National Examination (UN) scores and standardized test scores (e.g. PISA, TIMMS) • National Board of School-Madrasah Accreditation (NBSMA) results • Baseline and final evaluation studies 	<p>Assumption</p> <ul style="list-style-type: none"> • Madrasahs have equitable access to accreditation services. <p>Risks</p> <ul style="list-style-type: none"> • Higher academic standards lead to lower student performance in examinations over the short term. • Lack of incentives for teachers to improve teaching quality and learning outcomes.
<p>Outputs Teacher professionalism improved in project madrasahs in accordance with national standards</p>	<ul style="list-style-type: none"> • At least 60% of teachers in project madrasahs attain S1 qualifications by the end of 2012 (baseline 50%) 	<ul style="list-style-type: none"> • Annual MORA education management information system (EMIS) reports 	<p>Assumption Sufficient numbers of teachers will be eligible and willing to attend the degree upgrading program.</p>

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<p>Increased availability of teaching and learning resources and facilities in project madrasahs to meet or exceed national standards</p> <p>Internal efficiency of project madrasahs increased to meet national standards</p> <p>Governance, management, and sustainability of project madrasahs strengthened to meet national standards</p>	<ul style="list-style-type: none"> • At least 25% of teachers in project madrasahs achieve professional certification (baseline 0%) • At least 70% of project madrasahs are accredited by end 2008 • At least 80% of project madrasahs have facilities (classrooms, libraries, laboratories) that meet national standards • At least 80% of project madrasahs have teaching and learning materials in general subjects that meet national standards • MT enrollments increased by 5% • Transition rates from primary madrasahs to junior secondary education (MT or SMP) increase to 95% for both males and females • Repetition rates in project MI and MT reduced to 1% by 2012 • Dropout rate in project MI and MT reduced to zero by 2012 • 85% of project schools achieve ratio of Year 1 to final year students is at least 85% for MI, and 80% for MT and MA, by 2012 • 80% of project madrasahs have results-based MDPs. • At least 80% principals attain S1 qualifications by the end of 2012 (baseline 51%) 	<ul style="list-style-type: none"> • Annual MORA EMIS reports • NBSMA results • Records on teacher certification • Progress reports on madrasah development plan implementation • MORA EMIS • Baseline and final evaluation studies • Implementation progress reports on madrasah development plans (MDPs) • MDP implementation progress reports • Minutes of madrasah committee meetings 	<p>Assumption Central and local governments provide adequate resources to enable madrasahs to meet minimum accreditation standards.</p> <p>Risk Government and communities are unable to fully sustain recurrent cost of project schools.</p> <p>Assumption Financial incentives are effective in attracting and retaining poor students in madrasahs.</p> <p>Risk Financial investments for increasing student retention, transition, and reducing dropouts lead to greater effectiveness but lower efficiency.</p> <p>Assumptions</p> <ul style="list-style-type: none"> • MDCs will become quality assurance (QA) accredited. • Local communities value transparency in how madrasahs are financed and managed.

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	<ul style="list-style-type: none"> • At least 80% of principals in project madrasahs achieve professional certification (baseline 0%) • 70% of project madrasahs display annual income/expenditure on school notice boards • 20% of school budgets allocated for quality improvement • 95% of madrasahs have functioning madrasah committees (MCs) with at least 30% female members, that meet once every month • At least three quality assurance specialists certified in each MDC • 100% of project districts increase funding for madrasahs 	<ul style="list-style-type: none"> • Monitoring and evaluation reports of consultants and central project management unit (CPMU) • Madrasah, district, provincial, and national budget and expenditure reports 	<ul style="list-style-type: none"> • Local governments have sufficient resources to allocate to madrasahs. <p>Risk</p> <ul style="list-style-type: none"> • Local governments do not allocate funds to madrasah in the absence of a regulation to do so.
Core Activities with Milestones			Inputs
<p>1. Teacher professionalism improved.</p> <p>1.1. MDCs and assessment teams undertake accreditation of all project madrasahs (baseline and end of project). Baseline: By end 2008. Complete: 2012.</p> <p>1.2 About 1,000 teachers and principals trained for bachelors (S1) degree, 30% female. Commence: 2007. Complete: 2012.</p> <p>1.3 1,200 teachers and principals achieve professional certification, 40% female. Commence: 2007. Complete: 2012.</p> <p>1.4 5,300 teachers and principals, especially women, undergo content upgrading and methodology training, including preparation for implementing the new competency-based curriculum. Commence: 2007. Complete: 2012.</p> <p>2. Teaching-learning resources and facilities upgraded.</p> <p>2.1 Provide block grants to about 500 madrasahs to build/renovate and equip classrooms, laboratories, and libraries. Commence: 2007. Complete: 2012.</p>			<p>Furniture, equipment, and vehicles (\$1.26 million)</p> <p>Human Resources Development (\$22.11 million)</p> <p>Consulting services \$2.06 million</p> <ul style="list-style-type: none"> • Foreign: 60 person-months • Local: 183 person-months <p>Madrasah block grants (\$36.98 million)</p> <p>Surveys and testing (\$0.34 million)</p> <p>Project management support (\$2.19 million)</p> <p>Incremental recurrent cost (\$1.54 million)</p>

Core Activities with Milestones	Inputs
<p>2.2 Provide block grants to about 500 madrasahs to purchase teaching and learning materials for students and teachers. Commence: 2007. Complete: 2012.</p> <p>2.3 Provide block grants to teacher learning groups for training for new curriculum and new education standards Commence: 2007 Complete: 2012</p> <p>3. Internal efficiency increased.</p> <p>3.1 Provide scholarships to 4,000 MI and MT graduates to improve transition rates from MI to MT, and MT to MA. Commence: Repeat: annually until 2012.</p> <p>3.2 Provide block grants to about 350 madrasahs to establish remedial programs to reduce repetition. Commence: 2007. Repeat: annually until 2012.</p> <p>4. Governance, management, and sustainability strengthened.</p> <p>4.1 200 principals, especially women, trained for S1 degree. Commence: 2007. Complete: 2012.</p> <p>4.2 220 principals, especially women, achieve professional certification.</p> <p>4.3 Establish MCs, advocate membership of women in MCs, and conduct regular meetings to discuss MDP and use of block grants. Commence: 2007. Complete: 2012.</p> <p>4.4 Train key madrasah personnel, MCs, and madrasah owner-operators (<i>yayasan</i>) in madrasah-based management(MBM). Commence: 2007 Complete: 2010</p> <p>4.5 Develop performance- and results-based MDPs in consultation with <i>yayasan</i>, MCs, and other key stakeholders. Commence: 2007. Complete: 2012.</p> <p>4.6 Train principals on new national standards, requirements for accreditation, and financial management</p> <p>4.7 Conduct on-the-job training of provincial and district staff, and supervisors in MBM, performance-based planning, budgeting, financial management, district/supervisor support to madrasah for quality improvement, and monitoring and evaluation. Commence: 2008. Complete: 2012.</p> <p>4.8 Upgrade MDCs in quality assurance, and train at least three people per MDC as certified madrasah accreditation assessors, along with supervisors and selected principals. Commence: 2007. Complete: 2009.</p> <p>4.9 Advocate with district mayors for nomination of proponents of madrasah education to district education councils. Commence: 2008. Complete: 2012.</p> <p>4.10 Publicize positive developments in the madrasah system Commence: 2008. Complete: 2012.</p> <p>4.11 Establish joint education planning between MORA district office and the district education office (<i>dinas</i>) in all districts. Commence: 2008. Complete: 2012.</p>	

CPMU = central project management unit, EMIS = education management information system, IPO = integrated project organization, MA = *madrasah aliyah*, MBM = madrasah-based management, MC = madrasah committee, MDC = madrasah development center, MDP = madrasah development plan, MI = *madrasah ibtidaiyah*, MONE = Ministry of National Education, MORA = Ministry of Religious Affairs, MT = *madrasah tsanawiyah*, NBSMA = National Board of School-Madrasah Accreditation, PISA = Programme for International Student Assessment, PCU = provincial coordinating unit, QA = quality assurance, S1 = strata 1 (undergraduate) degree, SMP = general junior secondary school, TIMMS = Third International Mathematics and Science Study, Susenas = National Socioeconomic Survey