



Draft Design and Monitoring Framework

Project Number: 34285
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SAM: Education Sector Project II

The design and monitoring framework is a design tool for a proposed project or program. In accordance with ADB's public communications policy (2005), it is disclosed before appraisal of the project or program. The framework will be modified following appraisal, and the revised version disclosed as an appendix to the report and recommendation of the President.

Asian Development Bank

DESIGN AND MONITORING FRAMEWORK

Design Summary	Performance Targets	Data Sources/ Reporting Mechanism	Assumptions and Risks
<p>Impact</p> <p>An equitable and effective education system that enhances learning outcomes of young people for further study, work and adult life</p>	<p>By 2015:</p> <p>100% net primary enrollment</p> <p>85% secondary enrollment</p> <p>100% functional literacy rates</p> <p>Increased enrollment at the tertiary education level</p> <p>Improved employment rates of the high school graduates</p>	<p>United Nations (HDI) report</p> <p>Ministry of Education, Sports and Culture (MESCS) statistics</p> <p>National University of Samoa (NUS) and USP data and reports</p> <p>Labor market survey</p>	<p>Assumption</p> <p>Government develops financing framework for the sector that assures adequate resources for recurrent costs, including non-salary inputs for basic and secondary education to ensure long-term sustainability.</p> <p>Risks</p> <p>Deterioration of facilities due to lack of maintenance.</p> <p>Discontinued dissemination of new learning materials, teaching methodologies and learning assessment systems after the Project ends.</p>
<p>Outcome</p> <p>Enhanced quality of education</p>	<p>Performance Targets (by 2011):</p> <p>A new national assessment system is in place covering core subjects in different grades at regular intervals.</p> <p>Most primary and secondary schools teachers effectively use new instructional methods and classroom assessments</p> <p>Subject teachers in mathematics, science, and agricultural science available and the majority use effective instructional strategies.</p> <p>80% of the students demonstrate a desirable level of mastery on standardized tests.</p> <p>Retention rates in primary education increase by 10%; transition rate into secondary increases by 5%</p> <p>Proportion of students enrolled in secondary schools from the two lowest income quintiles increases significantly¹</p>	<p>Implementation reviews and completion report</p> <p>Classroom observations of teacher and student interaction and school processes</p> <p>Reports of principals and School Review Officers (SROs).</p> <p>Assessment of learning outcomes using new assessment system</p> <p>Household surveys</p>	<p>Assumptions</p> <p>Government commitment to address inequities in access, retention and achievement is sustained.</p> <p>Terms and conditions of teacher service will be sufficiently attractive to recruit and retain qualified and motivated staff.</p> <p>New curriculum provides framework for effective instruction</p> <p>Principals and SROs train teachers effectively to implement the new curriculum</p> <p>Risks</p> <p>Political and public support will not be sufficient to support implementation of required reforms.</p> <p>Math and science teaching improvement program will not be implemented as anticipated</p>

¹ More precise performance indicator will be agreed when household survey data analysis is completed.

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	<p>Proportion of students enrolled in rural secondary schools increases significantly</p> <p>Complete curriculum statements for Samoan and English in 2007–08; math, social studies and science 2008–09; and arts and PE/Health 2009–2010</p>	<p>MESC statistics</p> <p>Quarterly Project monitoring and implementation progress report</p>	<p>Assumption</p> <p>Sufficient staff with appropriate expertise can be assigned to develop curriculum statements and learning materials</p>
<p>Outputs</p> <p>1. Improved curriculum, materials, classroom assessments and community support</p> <p>1.1 New Curriculum New primary curriculum for Samoan, English, social studies, math, science, social science, arts, PE/Health</p> <p>1.2 Adequate Supply Learning Materials and Manuals</p> <p>1.3 Student learning materials in all subjects</p> <p>1.4 Multi-media materials for science and agricultural science</p> <p>1.5 Teachers' manuals in all primary subjects</p> <p>1.6 National Assessment Policy Framework</p> <p>1.7 Community Partnership program piloted</p> <p>2. Teacher Development</p> <p>2.1 Strategic Framework for teacher development</p> <p>2.2 Increased number of Agricultural Science teachers</p> <p>2.3 Pre-service and in-service training (IST) supports new initiatives</p> <p>2.4 Trained subject matter teacher trainers</p> <p>2.5 Continuous in-service teacher development and</p>	<p>All students have complete set of learning materials as specified in curriculum</p> <p>Materials available in schools beginning in 2006–07 with teacher training in 2007–08</p> <p>Production of teacher manuals following completion of curriculum by one year, per schedule above</p> <p>Valid and reliable assessments of student learning implemented starting in 2008</p> <p>Fagaloa Community Learning Centre pilot implemented and evaluated</p> <p>National Teacher Development Framework adopted by June 2007</p> <p>2-year NUS program operational by January 2006</p> <p>All teachers are trained on new curriculum and classroom assessment practices</p> <p>All teachers participate routinely in IST programs; SROs and principals ensure school level follow up</p> <p>All IST courses staffed with trained instructors</p>	<p>Joint review mission reports</p> <p>Principal and SRO school reports</p> <p>Research and evaluation studies</p> <p>MESC statistics</p> <p>Implementation Progress reports and joint reviews</p> <p>SRO reports</p> <p>MESC statistics</p> <p>Research and evaluation studies</p> <p>Training and in service evaluations</p>	<p>Risk</p> <p>Procurement of textbooks and learning materials is delayed.</p> <p>Assumptions</p> <p>National Teacher Development Framework guides policy.</p> <p>In-service training and school-based support are mutually reinforcing to help teachers masters new curriculum and effective instructional strategie</p> <p>Risk</p> <p>Adoption of new instructional practices are slower than anticipated</p>

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school based support			
<p>3. Upgraded infrastructure facilities and new construction</p> <p>3.1 Improved secondary school facilities</p> <p>3.2 13 secondary schools (including Fagaloa) renovated, furnished, and equipped</p> <p>3.3 Improved Maintenance</p> <p>3.4 New policy and procedures for the maintenance of school facilities</p> <p>3.5 Teachers' houses at four primary schools in rural areas</p> <p>3.6 Ministry of Education, Sports and Culture (MESC) Headquarters constructed</p> <p>4. Improved capacity to carry out research, policy analysis, planning, and evaluation</p> <p>4.1 Improved national capacity for research and evaluation</p> <p>4.2 Causes of inequitable access and performance identified</p> <p>4.3 Improved MESC capacity for education policy analysis and planning</p>	<p>Two schools per year upgraded over the first 5 years of the Project and three schools during the last year</p> <p>Policies developed and operational plans in 2005 with funding for O&M provided in each year of project</p> <p>Two houses completed in 2006–07 and additional two in 2007–08</p> <p>Completed in 2007</p> <p>Design and implementation of six research studies implemented in 2007–08 through 2008–09 demonstrate improved capacity to carry out research</p> <p>Evaluations of ESP II supported pilots (by 2010) and ESP I support for Agriculture science and design technology (by mid-term review), and other evaluation studies demonstrate increased national evaluation capacity</p> <p>Study completed, validated, and submitted to MESC for consideration and follow-up by mid-term review</p> <p>PPRD staff effectively lead policy development, planning, implementation, and adjustment of EPSP with limited external TA</p> <p>Progress towards ESP II development objectives is on schedule and within budget</p>	<p>Implementation progress reports and findings of joint review missions</p> <p>Implementation progress reports and findings of joint review missions</p> <p>Government reviews of SDS and sector planning</p> <p>Implementation progress</p>	<p>Assumption</p> <p>Communities are willing and able to mobilize resources for teacher housing in remote locations</p> <p>Risk</p> <p>Over-commitment of construction industries for South Pacific Games may slow down school construction program</p> <p>Assumption</p> <p>Highly qualified technical assistance explicitly focused on capacity building will be available.</p> <p>Risk</p> <p>Number of qualified national staff is too limited to ensure sustained capacity.</p> <p>Assumptions</p>
5. Strengthened capacity to	Financial and contract	Implementation progress	Highly qualified technical

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<p>implement policy reforms and manage development projects</p> <p>5.1 Effective coordination and strategic program management</p>	<p>management reporting integrated in national GoFAR system</p>	<p>reports</p> <p>Joint review mission report</p>	<p>assistance explicitly focused on capacity building will be available</p>
<p>5.2 Integrated financial management system</p> <p>5.3 Performance monitoring, evaluation and reporting system for ESP II</p>	<p>Timely reporting on progress towards program development objectives and performance targets and indicators</p>	<p>GoFAR and special Purpose Account reports</p>	<p>Education statistics and learning assessment data will not be available in the first year of the Project</p>
<p>Activities</p> <p>1.1 Strengthen Curriculum Implementation Unit by 2006 with additional staff resources and equipment, including the recruitment of consultants (48 person-months of international consulting services and 72 person-months of domestic consulting services) to conduct workshops, studies and develop new curriculum in stages by 2008</p> <p>1.2 Recruit consultants to conduct workshops and produce policy and materials for bilingual education for Years 1–6 by 2005–06 and evaluation by 2006–07</p> <p>1.3 Establish, equip and train staff of Materials Production Unit in mid-2006.</p> <p>1.4 Design and produce high-quality learning materials for new curriculum and deliver to schools by 2006–07 and evaluated by 2007–08</p> <p>1.5 Recruit consultants and procure equipments, develop capacity to produce multi-media materials for science and agricultural science by 2006–07</p> <p>1.6 Develop National Assessment Framework</p> <p>2.1 Provide 10 fellowships in agricultural science education including 8 person months of domestic consulting service.</p> <p>2.2 Provide routine In service training for every teacher every year starting in 2006</p> <p>2.3 Provide targeted training to support implementation of new curriculum</p> <p>3.1 Conduct workshop to develop least-cost model(s) for school construction by 2006</p> <p>3.2 Design, construct, furnish and equip nine rural secondary schools by 2010 (two schools per year)</p> <p>3.3 Conduct workshops, develop guidelines and provide O&M funding for maintenance by 2005</p> <p>3.4 Conduct community awareness campaign to mobilize support and resources for teacher houses and awareness of the importance of education and the new curriculum by 2005-2006 and secure commitment of community resources by 2006–07</p> <p>3.5 Construction of four teachers' houses completed 2006-07, additional ten houses by 2007–08.</p> <p>3.6 Construction of the MESC Headquarters</p> <p>4.1 Strengthen capacity for education research through training and research support, implement and review five field studies, ongoing until 2009 and implementation of about five evaluation studies</p> <p>4.2 Implement research on causes of low achievement and completion</p> <p>4.3 provide technical support and training to strengthen capacity for education policy analysis and planning</p> <p>5.1 Provide strategic and technical support, including workshops and training, to strengthen program coordination and management skills and establish project systems and procedures</p> <p>5.2 Assist in the development of guidelines and procedures for integrating project financial management with GoS systems</p> <p>5.3 Provide capacity building for MESC in the establishment and operations for a performance framework for the Project.</p>			<p>Inputs (\$ million)</p>