

# TECHNICAL ASSISTANCE COMPLETION REPORT

Division: PLCO

<b>TA No. and Name:</b> TA 3498-Samoa: Education Sector Support Project			<b>Amount Approved:</b> US\$820,000	
			<b>Revised Amount:</b> US\$820,000	
Executing Agency: Ministry of Finance	Source of Funding: TASF		<b>TA Amount Undisbursed</b> \$54,299.30	<b>TA Amount Utilised</b> \$765,700.70
<b>Approval</b>	<b>Date</b> <b>Signing</b>	<b>Fielding of</b> <b>Consultants</b>	<b>TA Completion Date</b>	
5 September 2000	11 September 2000	12 February 2001	<b>Original</b> 31 December 2003	<b>Actual</b> 31 August 2005
			<b>Account Closing Date</b>	
			<b>Original</b> 31 December 2003	<b>Actual</b> 25 October 2005
<b>Description</b>				
<p>On 5 September 2000, the Asian Development Bank approved a loan for the Education Sector Project (ESP) in Samoa (ADB Loan No 1752:SAM (SF). The underlying objective of the ESP was to increase the availability of human resources with adequate professional and technical skills to meet labor requirements in an increasingly broad-based and market-oriented economy. To achieve this objective, the ESP was designed to expand equitable access to and improve the quality of primary and secondary education in Samoa. Under these initiatives, the ESP supported the rehabilitation, expansion and upgrading a number public sector primary and secondary schools throughout Samoa. The ESP also included the provision of curriculum materials and library resources and in-service training programs for teachers.</p> <p>TA for the Education Sector Support Project (TA No 3498-SAM) was also approved on 5 September 2000. The TA was intended to enhance the efficiency and effectiveness of the Ministry of Education Sports and Culture (MESC) in developing and maintaining the education system. The TA was to assist the policy reform program of the Government in the education sector by supporting improvements in education planning, quality, efficiency and sustainability. It was to complement ESP activities through its support for project development and monitoring, educational quality improvements and the maintenance of assets developed through the ESP. The executing and implementing agencies of the ESP and TA are Ministry of Finance (MoF) and MESC.</p>				
<b>Objectives and Scope</b>				
<p>The primary objective of the TA was to strengthen MESC's capacity in a number of key areas. With respect to educational development projects, the TA was designed to strengthen MESC's capacity in (i) preparation, planning, design and implementation of development projects; (ii) monitoring and performance evaluation; and (iii) promotion and community participation. With regard to system quality and performance, the TA was designed to improve MESC's capacity in (i) resource planning; (ii) development of in-service teacher training programs; (iii) development of standard requirements for educational equipment and library resources; and (iv) preparation of programs for inspection, planning, budgeting and maintenance of school buildings. The design of TA was judged to be highly relevant in building MESC's capacity in implementing development projects and ESP was MESC's first ADB project in the education sector. Therefore, the terms of reference were appropriately formulated to meet the TA objectives. The TA was widely consulted and implemented through stakeholder participation, including the school communities for future ownership and management of schools.</p>				
<b>Evaluation of Inputs</b>				
<p>The TA provided 42.75 person-months (pm) of consulting services compared to 28 pm as originally planned. The international consulting team comprised a project development specialist (6 pm), a project performance-monitoring specialist (7 pm), an education planning specialist (2 pm), an educational equipment specialist (2.75 pm), a teacher training specialist-primary (3 pm), a teacher training specialist-secondary (3 pm), a school library specialist (3.25 pm) and a building maintenance specialist (4 pm). At the request of the Government of Samoa, the inputs from the educational equipment specialist, school library specialist and building maintenance specialist were increased to prepare specifications of educational resources to be procured under ESP. Domestic consultancy comprised an information campaign specialist (2 pm) and primary course writers and trainers for in-service teacher training (9.75 pm). All the consultancy inputs were qualitative and delivered on time, albeit with minor adjustments to the satisfaction of the MESC, MoF and ADB. MESC provided suitable office accommodation, local transport, communication facilities and local counterpart staff. This was supplemented with 3 computers and a printer procured under the TA. The ADB fielded an inception and several review missions including the midterm review mission. Each mission monitored progress and issues and provided advice and guidance on technical and management problems. The TA completion date was extended twice coinciding with the extension of ESP's loan closing date to evaluate the latter's performance at completion and moreover, continue with capacity building due to high turnover of MESC staff. The performances of the consultants, MoF, MESC and ADB were satisfactory.</p>				
<b>Evaluation of Outputs</b>				
<p>An assessment of the impact of the TA is summarized below.</p> <p><b>Project Development:</b> The TA assisted the ESP to manage operations in number of key areas including: (i) the definition of ESP's roles and responsibilities; (ii) preparation of guidelines for the implementation of ESP activities; (iii) ESP monitoring and evaluation; (iv) investigation, design and appraisal of subprojects; and (iv) preparation of training programs including "on job training" of counterpart staff to support these technical areas. This assistance provided the critical foundation for the implementation of ESP and ensured that MESC was confident in its capacity to effectively manage it.</p> <p><b>Performance Monitoring:</b> The TA assisted MESC in strategically targeting the key ministry information systems to ensure that they provide the performance indicators required for monitoring the performance of the ESP or any other projects in the education sector. At TA completion, MESC reported a high level of confidence in its capacity to systematically capture and</p>				

report performance monitoring and data analysis of ESP. The MESC is now reasonably confident in its capacity to analyze data to the benefit of better monitoring.

**Information Awareness:** The TA assisted MESC in implementing the social marketing of education in Samoa via (i) radio and TV campaigns; (ii) press conferences; (iii) press releases; and (iv) public forums. The ESP information campaign was considered successful and MESC have continued to promote the ESP and the broader program of educational change in Samoa. MESC report that it is confident in its capacity to promote public awareness on education in Samoa and that positive feedback is being received from the community.

**Education Planning:** The key outcome of the TA assistance provided MESC with a clear analysis of the factors impacting upon the demand and supply of teachers. It also identified the constraints to teacher supply. Many of the issues identified will take time to resolve but MESC is now confident in its capacity to address these issues because: (i) it has access to accurate data on teachers and enrolments and has used to confidently persuade central agencies to increase the funding allocation for teachers; (ii) the Teacher Marketing Committee is has been established and is functioning smoothly; and (iii) enrolments in teaching courses at the National University of Samoa Faculty of Education have increased.

**Educational Equipment:** The major outcome of this aspect of the TA identified developing specifications for a wide range of educational equipment and materials to support effective teaching, better learning outcomes and strengthened school management. This work provided the critical foundation for procurement of educational equipment and materials for ESP funded schools.

**Teacher Training:** The TA provided assistance in the development of in-service training (IST) strategies for primary and secondary teachers. One key outcome was that MESC became far more knowledgeable about training needs associated with promoting good quality teaching in primary schools and the training needs associated with implementing the new secondary curriculum. The TA provided the foundation for further development the IST strategy and implementation plans. The TA recommended strategy with minor modifications by MESC's IST Committee was implemented under ESP for the improvement of teacher quality in all schools in Samoa.

**School Libraries:** The key outputs included: (i) an assessment of the adequacy of school libraries in schools; (ii) review of primary and secondary curricula from the perspective of library resource needs; (iii) standards for library and resource needs for primary and secondary schools; (iv) specifications for library furniture, equipment and resources to be provided to ESP financed schools; an (v) assessment of the viability of internet access for school libraries; and (vi) recommendations for in-service training programs in librarianship. This component was critical to defining the procurement requirement for libraries under ESP.

**Building Maintenance:** The main outputs of this component were to make the MESC staff, school principles and school committees, more knowledgeable about the maintenance management of the school facilities. MESC, however, is not confident in the capacity of the school committees to institute facilities maintenance procedures despite the equipment provided by the ESP. They identified the major impediments to facility maintenance as: (i) communities that do not traditionally have a "maintenance culture", and (ii) lack of financial resources in these communities to carry such activity. The communities will continue to rely on MESC to provide financial support for ongoing maintenance of schools and replacement of repair of resources procured under ESP.

Overall, TA outputs were efficiently delivered. The TA was effective in capacity building of MESC to implement ESP, albeit within an extended period. At TA completion both the MoF and MESC expressed satisfaction with the TA outputs.

### **Overall Assessment and Rating**

The TA was successful in that it addressed the needs of the ESP and strengthened MESC capacity in implementing projects in the education sector. Implementation generally followed the initial schedule in the TA agreed at inception and all activities were fully completed and outputs delivered. Major key recommendations provided by the TA were considered by MESC and implemented where appropriate, with some pending availability of financial support and approval by higher authorities within the Government. The results of the TA indicate that MESC's capacity in the areas targeted by the TA had significantly increased through the training provided to the counterpart staff. Other improvements noted were the cumulative result of the assistance provided under AusAID's Institutional Strengthening and School Improvement Projects, and the NZAID's Secondary Schools Education Curriculum and Resources Project. The capacity building objectives and aims under the TA have been clearly met.

### **Major Lessons Learned**

There are significant lessons from this assistance, both the TA and the ESP. The major TA lessons are related to the scheduling of implementation and include: (i) simultaneous, diverse TA inputs to generate new policies and procedures can overwhelm the absorptive capacity of the most willing local systems and scheduling of TA inputs should consider capacity availability within the implementing agency; (ii) a realistic assessment of needs and local implementation capacity must be done at the design stage of the TA; (iii) capacity needs to be seen to encompass availability of staff as well as capacity to absorb skills and knowledge; and (iv) staff availability may be restricted by existing workloads and other projects under implementation.

### **Recommendations and Follow-up Actions**

The improvement of teacher quality needs to be strategically addressed in Samoa. MESC has not implemented all the key recommendations on the improvement of teacher quality. There is an acute shortage of qualified teachers for new subject curricula in the secondary schools. The ongoing IST will not fully address the current gaps due to age bracket limitations as many teachers are approaching retirement age and the new secondary curriculum requires new graduates to teach specific subject curricula. While ADB made several suggestions to MESC on how to address national level teacher quality issues, including using a national workshop to develop a reform agenda and then sending it to the Cabinet for endorsement, MESC has been reluctant to pursue this path. The short supply of teachers for special subjects will limit the ability to teach the new secondary curriculum. It is recommended that future projects take this into consideration.