

# Evaluation on Japan's ODA to the Education Sector in the Independent State of Samoa for the period of 2002–2006

(Click to change photos)

## 1. Theme:

Evaluation of Japan's ODA to the Education Sector in Samoa 2002–2006

## 2. Country:

Independent State of Samoa

## 3. Evaluators:

- (1) Noumea Simi (Ms),  
Assistant Chief Executive Officer, Aid Coordination and Loans Management Division,  
Ministry of Finance
- (2) Benjamin Pereira (Mr)  
Principal Planning Officer Finance (Sector Planning)
- (3) Consultant: KVA Consult Ltd

## 4. Period for Evaluation Survey:

November 2006 – February 2007

## 5. Descriptions of Evaluation:

### (1) Evaluation Objective:

To conduct a third party evaluation on behalf of the Government of Independent State of Samoa (GOS) on assistance by Japan for the education sector in Samoa during 2002–2006, and make a comprehensive assessment for enhancing Samoa's overall efforts to improve the education sector and facilitate the effectiveness of Japan's ODA and other aid donor resources.

### (2) Scope of Evaluation:

- A team of evaluation has conducted assessment at policy and program level at the education sector in Samoa. To grasp the comprehensive outcome, a team of evaluation assesses the ODA strategies of the Government of Japan (GoJ) which was basically dictated by the 2000 Dakar Framework for Action and its 2002 Kananakis Summit Basic Education for Growth Initiative (BEGIN), Samoa's development agenda in the National Development Goals and Strategies during 2002–2006 and the Education Strategic Policies and Plan for 2002–2006, and other aid donor resources.
- The assessment has been focused on the following Japan's ODA modalities:
  - (a) Grant Aid
    - General grant aid projects– Upgrading and Extension of Samoa Polytechnic
    - Grassroots Human Security Projects (hereinafter referred to as "the grassroots") – rural primary school buildings, teaching materials, and vocational and trades school facilities (27 projects: 2002–05)
  - (b) Technical Cooperation
    - Experts (3:2005–06), Senior Volunteers (19:2005–06), Development Survey: Development Survey team was sent to National University of Samoa (NUS), Samoa Polytechnic (SP), Ministry of Education, Sports and Culture (MESC), and Don Bosco Training Centre (DBTC)
    - JOCV (50:2005–06): NUS, SP, DBTC, preschool, secondary school
    - Small equipment/tools grants: ICT equipment and facilities for distance learning
    - Training Courses (26: 2002–06) provided for officers of GoS, technical engineers and researchers, Japanese Government (Ministry of Education, Culture, Sports, Science, and Technology) Scholarship Award (14:2002/06)
    - Follow-up Grant Assistance: ICT experts dispatched to NUS ICT team
  - (c) Aid resources from other donors into the Samoan educational sector: Micro-project and lending scheme

### (3) Approach to Evaluation Study:

Evaluation research was conducted as follows:

- Work out a methodology of assessment (desk review, surveys and interviews)
- Determine evaluation items and criteria for assessment
- Collect information required for assessment
- Produce a summary and comprehensive report of assessment
- Identify actions to be taken for improvement of education sector and enhance the effectiveness of Japan's ODA and other aid donor resources

## 6. Evaluation Results:

### (1) Relevance of Objectives of Programmes:

- A team of evaluation assesses the relevance of the package of activities provided by Japan's ODA fit well with the ODA strategies of the Government of Japan (GoJ), Samoa's development agenda in the "2002–2006 National Development Strategies" and the "Education Strategic Policies and Plan" for 2002–2006, and other aid donor resources. The vision of the "National Development Strategy" represents "For every Samoan to enjoy an improved quality of life premised on a competitive economy with sustained growth, improved education, enhanced health standards and strengthened culture and traditional values". One of the agenda to be developed is "Improve Education Standards" which is supported by 5 strategies: "Improve Teacher Training Standards and Quality of Teachers", "Improve Curriculum and Teaching Materials", "Improve Education Facilities", "Strengthen Coordination between Private and Public Stakeholders" and "Strengthen Management of Department of Education". These policies are relevant with the goals of expansion and improvement in early childhood education, improvement of adult literacy and access to life skills and continuing education for adults and youth, poverty reduction, development of good governance, elimination of disease and achievement of environmental sustainability.
- ODA Strategies of Japan:

The package of activities supported by Japan's ODA was relevant to the key principles underpinning the 2000 Dakar Framework For Action, particularly in improving access and quality of education at the primary school level.

  - Improving the learning environment: The grant aid funding of Samoa Polytechnic and the grassroots funding of improvements to primary school building and teaching materials were the significant contributor for achieving the one of focused areas;
  - Improving teacher training and quality standards: The provision of experts, volunteers, training and overseas scholarship awards and small project grants;

- Enhancing the relevance of the education system to the increasing demand generated by the growing service sector: Upgrading vocational and trades education facilities;
- Poverty alleviation in the rural villages: Upgrading vocational and trades education facilities and funding for building the rural primary school buildings in rural area;
- Equity and Access issue: Japan's Grassroots funding has improved the primary school buildings, and it achieved increasing enrolment statistics 1995 to 2005;
- Quality of Education Sector: Technical Cooperation scheme in provision of experts, senior volunteers, training and overseas scholarship awards and small project grant has improved teacher training and quality standards;
- Assistance of other Donors: Funding of school buildings and equipment by the EU through its micro-projects and the Asian Development Bank through its lending programme has complemented the focus of Japan's ODA.

## **(2) Appropriateness of Formulation and Implementation of Programme:**

(a) The evaluation team appraises that the abovementioned projects and programs have been properly implemented through identifying the priority and properly coordinating between GoS and GoJ by sharing the information on key planning documents: Strategic Development for Samoa (2002–04 and 2005–07), 10 year education sector strategic policies and plans (1995–2005, 2006–15). And those have brought remarkable outcomes.

(b) The design missions for the grant aid project for upgrading Samoa Polytechnic have been implemented appropriately through extensive consultations and exchanges between GoS and GoJ. The approach and process adopted by the grassroots are also considered appropriate.

(c) There were some views suggesting the possible increased use of domestic contractors for the large scale projects in a view of improving the capacity of local capabilities.

(d) The increasing significance of the Japan's ODA compared to the other traditional donors to the education sector makes it appropriate for Japan to be taking a more active leading role in the consultations of setting and reviewing of the strategic and policy framework for the education sector.

## **(3) Outcome and Impact:**

(a) Improving the internal efficiency: The Japan's ODA programme assisted in improving the poor language abilities and poor study skills of students through its support for curriculum development and other improvements for the teaching equipment and tools for vocational and trades education. The improvement has been significantly noticeable at the Samoa Polytechnic and Don Bosco and Punaona. The merger of the National University of Samoa and the Samoa

Polytechnic has maximized efficiency due to the involvement of Japan's ODA in the recent design and upgrading of the facilities of two institutions.

(b) The estimated average of national enrolment of 57,500 during 2002–06 of which 40,000 were in primary school, 15,000 at the secondary schools and 2,500 at the post secondary level. Among them, at least 8,000 students were estimated to have directly been impacted through the grant aid project at the Samoa Polytechnic, grassroots projects for primary schools and technical cooperation through experts, volunteers, training and scholarship award.

(c) Japan's grassroots projects have contributed to reducing the socio-economic inequity through facilitating access to basic public services and to impacting on poverty alleviation in Samoa.

(d) The visual events and effects such as official opening ceremonies have made a significant impact on enhancing the profile of Japan's ODA contribution to the education sector particularly in the rural areas through the grassroots projects.

#### **(4) Sustainability and Ownership**

(a) Japan's ODA has contributed to improving quality of the school building facilities to ensure compliance with building standards particularly for the primary school buildings in the rural villages. Primary school buildings are seen as possible shelters for villagers during the cyclone season.

(b) Japan's ODA has contributed to significant improvement in management capacity of village committees to strengthen their organizational skills and making the counterpart contributions which will enhance sustainability of the village school organizations in the medium term.

(c) The creation of the Alumni of JICA training beneficiaries has been effective in sustaining continuing interest in the training and scholarship awards opportunities available from Japan's ODA.

## **7. Recommendations:**

The following issues are recommended to be considered for the future implementation and management of Japan's ODA facilities to improve the education sector in Samoa.

For the Government of Samoa by;

- Establishing the permanent sector task force to review and report to the Cabinet Development Committee on a regular basis on the future directions of the education sector and the implementation of the sector strategies and policies;

- Clarifying the linkage of national and education sector strategic plans with matching of national goals to those of education sector plans which are underpinned with verifiable performance indicators;
- Facilitating interaction of education sector strategies and policies with the regional initiatives in the education sector for the Pacific;
- Holding of formal regular consultations and sector review meetings for the education sector with aid donors; and
- Initiating multi year planning and budgeting, particularly at the post secondary level to enhance effectiveness and efficiencies for resourcing of the education sector.

For the Japan's ODA by;

- Designing future interventions in the education sector by promoting Japan's ODA's focus on the teaching materials and tools and other soft components around the existing beneficiaries of the grassroots school projects who have demonstrated ownership and discipline in maintaining projects in order to improve the quality, effectiveness and efficiency of the education sector;
- Increasing the use of experts and senior volunteers, and opportunities for scholarship awards under the Technical Cooperation scheme to improve quality of teacher in general education and specialised technical areas;
- The ODA task force is to set up a permanent group to interact with the GoS to track and identify areas in which the Japanese ODA implementation could be improved;
- Japan is to coordinate the timing of its design and monitoring missions to seek the possibility combined with similar missions of the other donors in the education sector; and
- Japan is to participate in the sector planning and policy designs for the education sector in order to facilitate and create a clearer basis for future country-led sector evaluations by Japan.

(Note: The opinions expressed in this summary do not necessarily reflect the views and positions of the Government of Japan or any other institutions.)