

THE FINAL PCC MEETING
PROGRESS REPORT
4th DECEMBER 2009

THE 1st NATIONAL IST
20th -22nd Feb. in Upolu
27th -29th Feb in Savaii.
By two short term SVs and Task Force

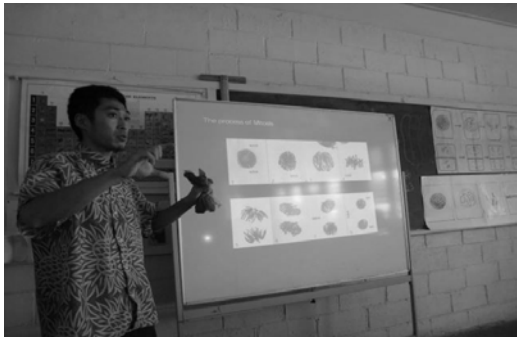




The 2nd National IST
20th-23rd May. at Leififi Coll. in Upolu.

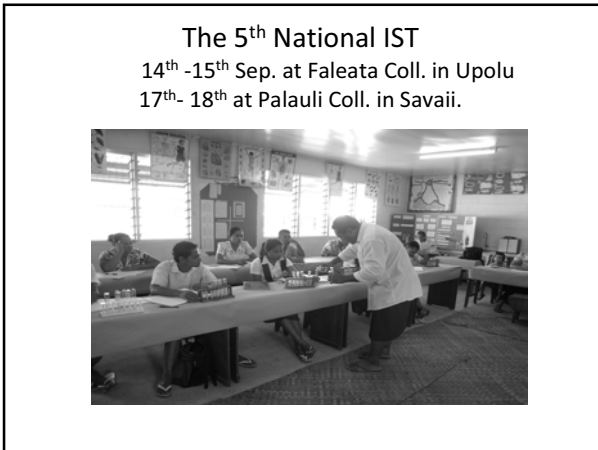
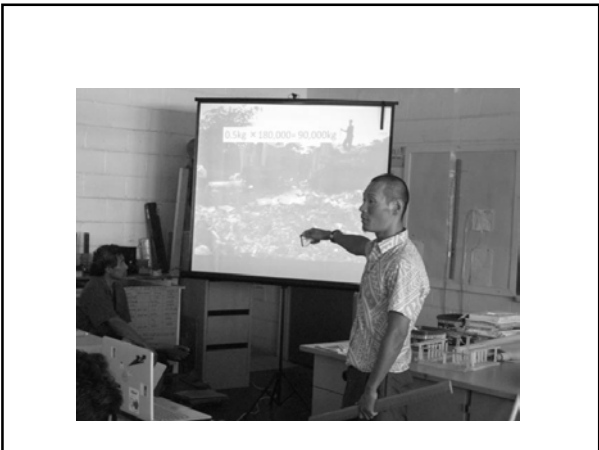


The 3rd National IST
9th -11th Sep. at Leififi Coll in Upolu.



The 4th National IST
26th -28th May at Leififi Coll. in Upolu.







CONCLUSION

1. Even first -year teachers and unqualified teachers can demonstrate lessons by the help of JOCV, SV, and Task force.
2. Student-centered lessons are very effective in making lessons interesting.
3. Combined workshops are very useful and effective for both science and math teachers.
4. We have established a network to share our knowledge, ideas, skills and equipments.

The IST is just taking off.
I hope this IST airplane will go to fly at high altitude.

Thank you very much.

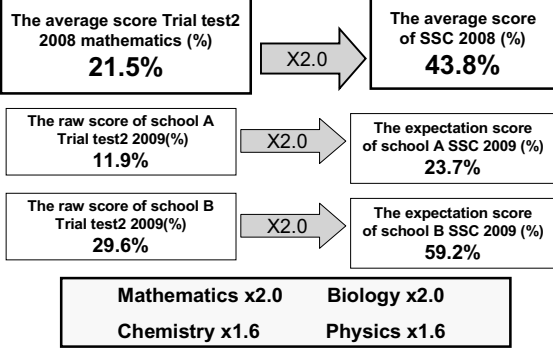
ANALYSIS OF SSC RESULTS

SMIPBE PHASE2
2008 and 2009(Trial tests2)

Resource data

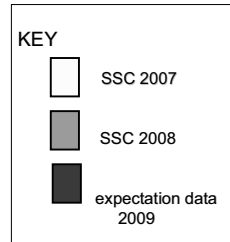
- 2007: The result of SSC
- 2008: The result of SSC
- 2009: The expectation score based on Trial test 2 2009, which is controlled by comparing with the result of SSC 2008 and Trial test 2008.

How to calculate expectation score?

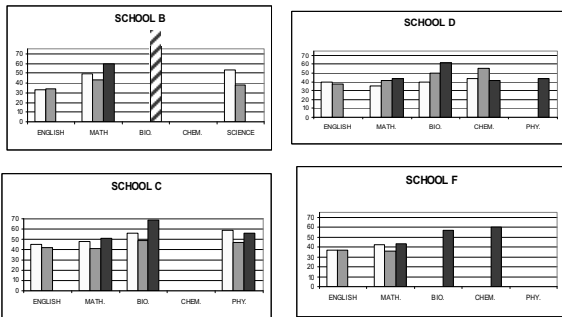


How to analyze the data?

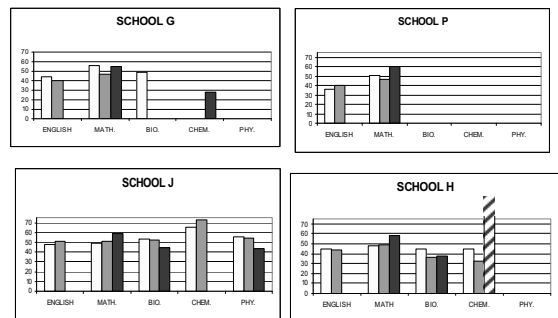
- To compare the three scores, 2007, 2008 and 2009, in each subject.
- To consider the reason why it has improved.



Improved 8/16 (Mathematics)



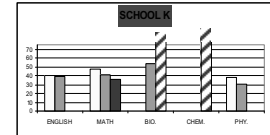
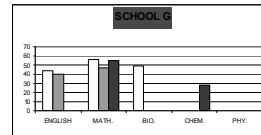
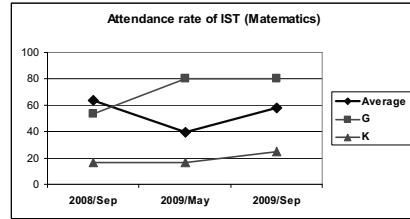
Improved 8/16(Mathematics)



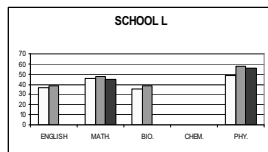
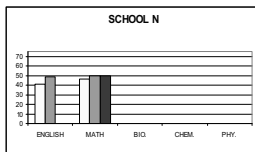
Possible reasons for improvement of mathematics in those schools

- 2009 distributed mathematic workbook Yr12 based on previous SSC to each student in year 12 of all pilot schools.
- 2009 a senior volunteer was dispatched to CMAD. The senior volunteer visited pilot schools both officially and unofficially.
- The attendance at the workshops is high.
- Effect of two years experience of phase2 activities appeared.
- Other reasons.

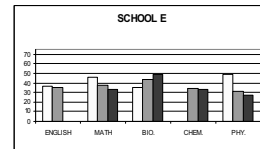
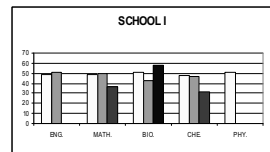
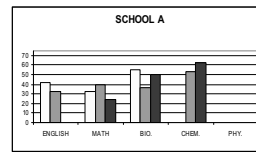
Relationship between attendance rate of IST and result (Mathematics)



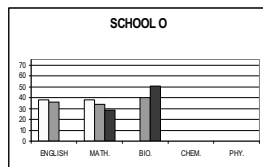
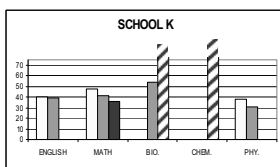
Neither improved nor change 2/16 (Mathematics)



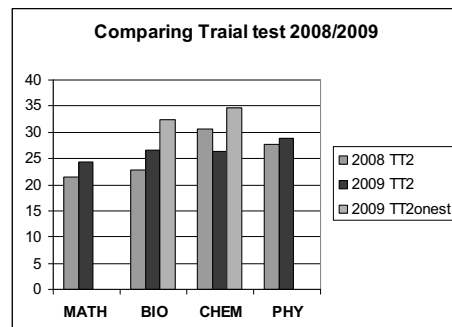
Sliding 5/16 (Mathematics)



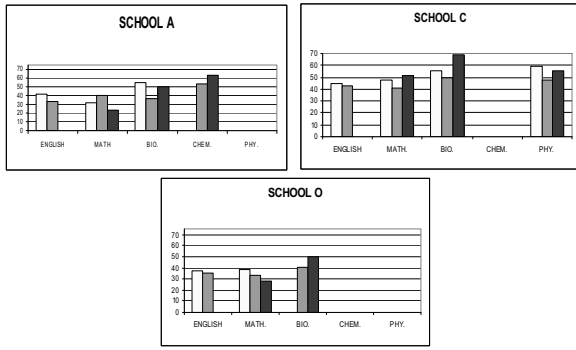
Sliding 5/16 (Mathematics)



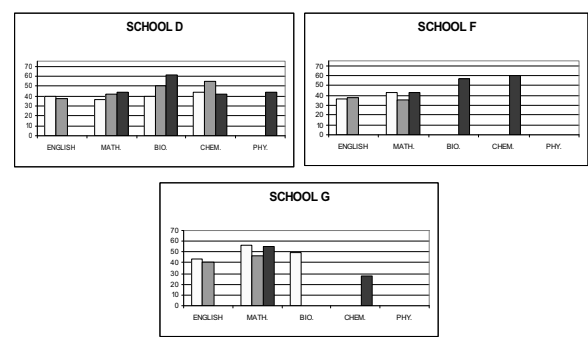
Comparing Trial test2 2008/2009



Improved 3/14 (science)



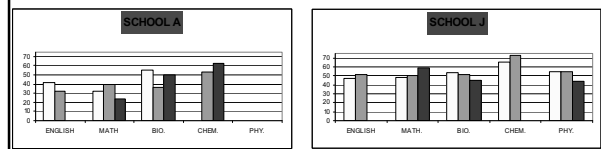
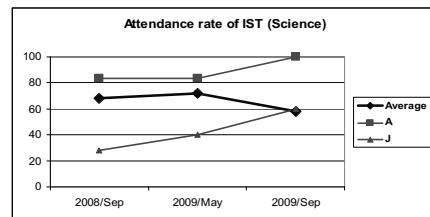
Newly opened 3/16 (science)



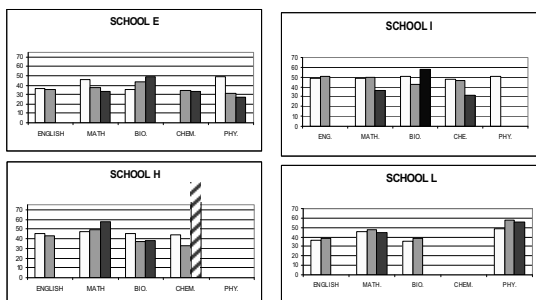
Possible reasons for improvement of science in those schools

- The attendance at the workshops is high.
- The senior volunteer and JOCV visited pilot schools both officially and unofficially.
- The teachers work hard and communicate continuously with MESC and taskforce members for assistance.
- Opening new subject has a good effect on result of other subjects.
- Other reasons.

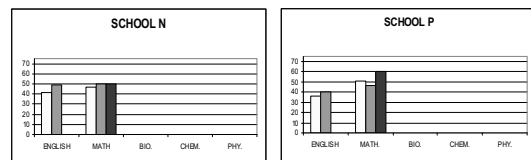
Relationship between attendance rate of IST and result (Science)



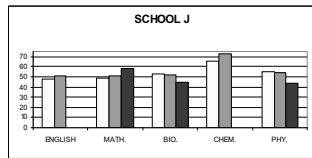
Neither improved nor change 4/14 (Science)



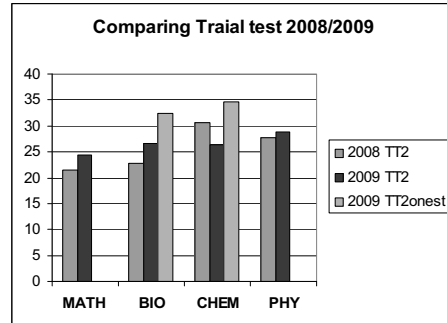
No science subject 2/16



Sliding (Science) 1/16

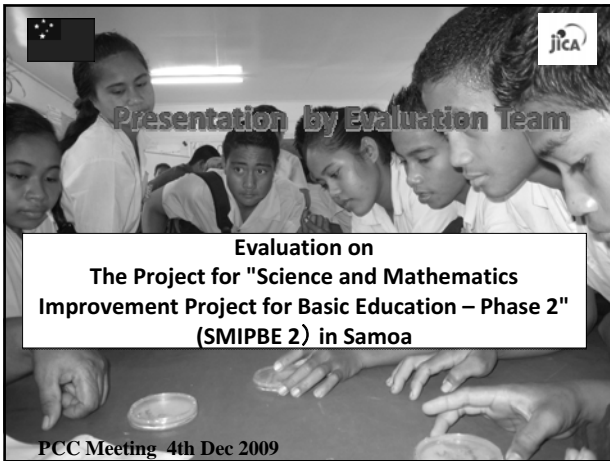


Comparing Trial test2 2008/2009



Conclusion

- **Workbook and exercise can improve students' performance especially mathematics.**
- **The high motivation of whole school is important. Indication by:**
 - High attendance of IST
 - Newly opened subjects
- **IST is a very important tool that can improve teachers knowledge and skills, enhancing the quality of teaching and learning of mathematics and science.**

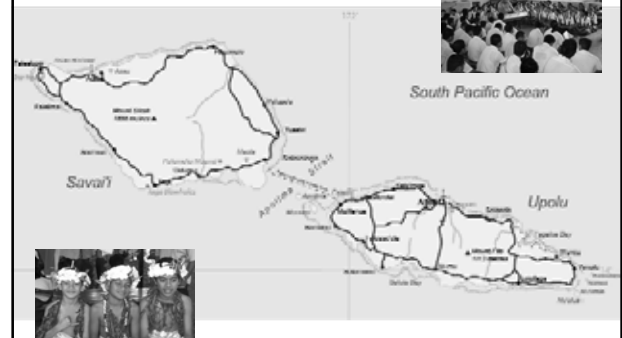


Presentation by Evaluation Team



Evaluation on
The Project for "Science and Mathematics
Improvement Project for Basic Education – Phase 2"
(SMIPBE 2) in Samoa

PCC Meeting 4th Dec 2009

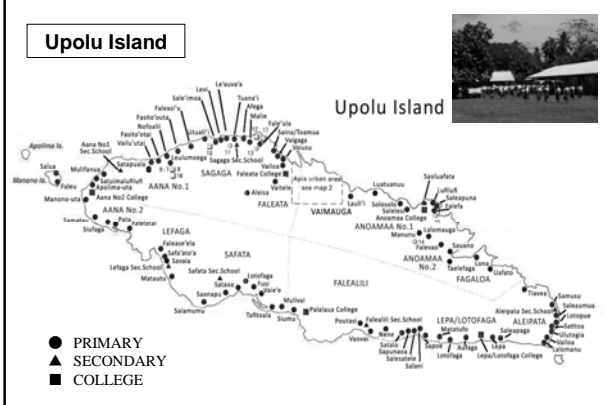
Samoa




South Pacific Ocean

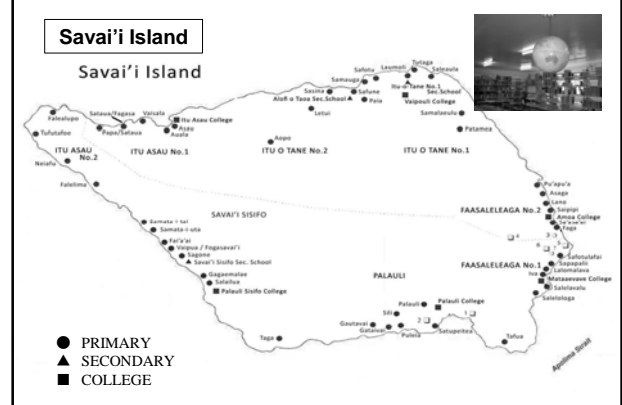
Upolu Island






● PRIMARY
 ▲ SECONDARY
 ■ COLLEGE

Savai'i Island





● PRIMARY
 ▲ SECONDARY
 ■ COLLEGE

Flow of Evaluation Process

• Planning

→

1 Confirmation of Evaluation Objective

2 Evaluation Method

3 Evaluation Design

• Implementation

→

4 Collect Information through Interview & Observation & Data

5 Stakeholder/Data Analysis


• Reporting

→

6 Survey Result Reporting

↓

Feedback



Evaluation Objectives

- To Evaluate the Overall Achievement of the Project by Five Evaluation Criteria*
- To Identify Problems on any Aspects of the Project Implementation & Proposing Solutions
- To Make Recommendation and Draw Lessons Learned

* Viewpoint of grassroots project evaluation method is partly adopted.

Evaluation Members

Japan Evaluation Team & Joint collaboration with CMAD/MESC

Project Stakeholders

CMAD/MESC, PCC Members, Project Implementation Team (PIT) Members, Taskforce Members, 16 Pilot schools (Principals, Teachers on Math & Science) Secondary School Students (Year 12 & others), Senior Volunteers, JOCV Volunteers, MESC, JICA, etc.

Evaluation Design

- How do we evaluate the Project? (Evaluation Method)
 - ↓
 - Five (5) Evaluation Criteria**
- Defining the Questions for Evaluation

Based on the following five(5) aspects as criteria

- (1) Relevance (2) Effectiveness (3) Efficiency
(4) Impact (5) Sustainability

Based on the following 5 cross cutting issue as viewpoint of grassroots projects

- (1) Participation level (2) Empowerment (3) Gender/Social aspects
(4) Friendship promotion between Samoa and Japanese nationals
(5) Advantage of "Volunteer" assignment

Evaluation Criteria

#	Viewpoint	Approach
1.	Relevance	Relevance of the Project is reviewed by the validity of the project objectives and overall goals in connection with the government development agenda and the needs of .
2.	Effectiveness	Effectiveness is assessed to what extent the Project achieved its project purposes, clarifying the relationship between the project purposes and the outputs.
3.	Efficiency	Efficiency of the project implementation is analyzed with an emphasis on the relationship between inputs and outputs in terms of timing, quality and quantity.
4.	Impact	Impact of the Project is assessed in terms of positive/negative and intended/unintended influence caused by the Project.
5.	Sustainability	Sustainability of the Project is assessed in terms of institutional, financial, and technical aspects by examining the extent to which the achievements of the Project will be sustained after the Project is completed.

Members of Evaluation Team

The Japanese Team

	Name	Assignment (Job title)	Status/ Profession /Organization	Schedule Tentative
1	Harumi AO (Mr.)	Team Leader	Advisor, Secretariat of Japan Overseas Cooperation Volunteers (JOCV)	Dec.1 – Dec.6
2	Midori NAMBA (Ms.)	Cooperation Planning	Assistant Director, Regional Division 2 (Asia and Pacific) & Planning Division, Secretariat of Japan Overseas Cooperation Volunteers (JOCV)	Dec.1 – Dec.6
3	Akira MATSUMOTO (Mr.)	Evaluation Analysis	President, A&M Consultant Inc. JAPAN	Nov.17 – Dec.6

Collect Information & Data

(No.1)

Courtesy call & Interview to CEO & Assist CEO, MESC...

Interview with CMAD...



Interview with Japanese Volunteers...



Statistic Data (Trial tests & SSC)



Volunteer Reports & PCC M/M, Project Documents

Collect Information & Data

(No.2)

Observation of pilot schools...

Upolu

School Committee

Faleata College



Leififi College



Safata Secondary School



Collect Information & Data

(No.2)

Observation of pilot schools...

Savaii

Palauli College



Collect Information & Data

(No. 3)

Evaluation workshop with pilot schools... As Pilot School Leaders

As Cluster Trainers

Principals (9) Upolu S&M Teachers (28)

Savaii Principals (7) & Teachers (12) As Training Participants

Collect Information & Data

(No. 4)

CMAD/MESC Office (Project & SV office room)...

Year 12 Students (Faleata College)

Experiment Sourcebook/Lab. Manual... Questionnaire reply

8(5+3)

17(7+10)

Evaluation Report on the Project

Table of Contents

1. Introduction (Objectives of the Evaluation, Methodology, etc)
2. Summary (Outline) of the Project
3. Achievement of the Project
4. Results of the Evaluation
5. Conclusions

Results of the Evaluation

Drawing Conclusion of Five Evaluation Criteria

- (1) Relevance
- (2) Effectiveness
- (3) Efficiency
- (4) Impacts
- (5) Sustainability + Cross Cutting Issue

↓

4. Conclusions

(1) Relevance

- 1 Necessity (Samoa government's policy)
 - Strategic Policies & Plan 2006-2015
- 2 Priority (Prioritized assistance subjects of the Government of Japan)
 - Japan's ODA Policy & JICA strategy
- 3 Highly Demands of beneficiaries (targeted)
 - S&M Teachers

9~12 students

(2) Effectiveness

Achievement of Project Purpose

1. Results on SSC & Trial tests
2. Teachers' capacity enhancement with fun Better quality of pedagogical approaches
3. Enhance interests, change attitudes and improve score of Students

(2) Effectiveness (Con.)

Analysis of the factors

1. Promoting Factors

Dispatch of JOCV & Pair works

Joint works:
Japanese & Samoans
teachers



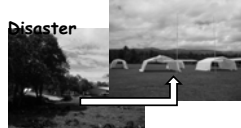
Disparity among schools

2. Hampering Factors

Shortage of
Human resources



Natural Disaster

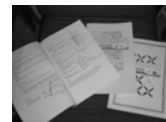


(3) Efficiency

Human Resources



Materials and Equipment



Quantity

Quality

Timing

Samoan & Japanese side



Budgets provided



(4) Impacts

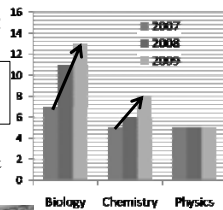
Increase Science opportunity in Year 12

1) Opened Science subjects in pilot schools

Project enabled equitable access for students
who are willing to learn S&M subjects.

Impact to other school teachers

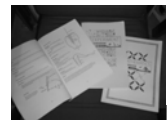
2) Impact/influence to targeted school teachers &
students and also other neighboring schools



(4) Impacts (Con.)

Utilization and dissemination of materials & textbooks

3) Utilization and dissemination of scientific experimental
tools, teaching materials & textbooks produced through the
Project



Change of attitudes or perceptions to the stakeholders

4) Strengthening the network and
sharing system between S&M
teachers, taskforce members,
Japanese volunteers



Science and Math teachers become
teaching on "Student-centered
lessons" than before.

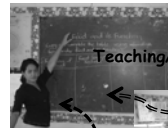


Student more active, interactive, creative*

(5) Sustainability

Samoan education policy & secure budget

Teaching/ technical Confidence through experiences/advice



CMAD staff, school
principals/teachers will continue to
play their important roles on
"Student-centered lessons"

Cross cutting issue

Active Participation



Friendship promotion between Samoa and Japanese nationals

Empowerment



Conclusions



The Project activities have been implemented as schedule, and the capacity & skills of the stakeholders have been strengthened.

According to the Project design, it is quite positive results through project implementation, and the Project purpose will be successfully achieved.



The Evaluation Team concluded that the Project will be terminated on December, 2009 as planned.

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SAMOA

S Science
A And
M Mathematics
O Obtained
A Ability & Achievement



"In Samoa, Science and Mathematics teachers obtained Ability & do great Achievement."



THE OUTLINE OF SMIPBE PHASE 3

DEC.4th 2009
CMAD MESC

1. PROJECT TITLE

- **Science and Mathematics Improvement Project for Basic Education—Phase 3**
(hereinafter referred to as **Project**)

2. TERMS OF THE PROJECT

- 1st of January 2010 to 31st of December 2012

3. PROJECT SITE

- Ministry of Education, Sports and Culture in Apia
- 18 pilot schools
 - **Anoamaa Cluster:** Anoamaa Coll. Aleipata S.S.
 - **Safata Cluster:** Safata S.S., Lefaga S.S.
 - **Palalaua Cluster:** Falealii S.S., Palalaua Coll.
 - **Falaeata Cluster:** Falaeata Coll., Leifiifi Coll. Sagaga S.S.
 - **Aana #1: Cluster:** Aana#1S.S., Aana#2 Coll.,

- **Palauli Cluster:** Palauli Coll., Mataaeavave Coll.
- **Palauli Sisifo Cluster:** Savaii Sisifo S.S., Palauli Sisifo Coll. Ituasau Coll.
- **Ituotane Cluster:** Ituotane S.S., Alofiotaoa S.S.

4. OUTLINE OF THE PROJECT

4-1. OVERALL GOALS

To improve the performance of students and teachers in Science and Mathematics in Secondary Schools and Colleges.

4-2. PROJECT PURPOSE OF PHASE 3

- Students of cluster schools should be able to get higher average raw score in Science and Mathematics than previous year in SSC.
- Outputs and Activities in Phase 2 should be developed and disseminated in phase 3.
- The capacity of teachers will be improved.

4-3. INDICATORS OF THE PROJECT

- **Average raw score in Science and Mathematics in Samoa School Certificate Year 12 Examination in the cluster schools**
- **Attendance of all ISTs**
- **The number of school visits by task force**
- **Teaching plans for demonstration lessons**

5. OUTPUTS OF THE PROJECT AND THOSE INDICATORS AND ACTIVITIES

- (i) To enhance the capability of the principals and in managing the Project effectively.

Verifiable indicator: Annual Plan, The attendance of principals and teachers to the meetings of SMIPBE.

Activities Principal meetings, School visits

- (ii) To enhance the capability of Task Force to improve the IST and upgrade the teachers' knowledge and skills in teaching and assessment.

Verifiable indicator: The attendance of Task force to all work shops. The implemented IST Programs, Submitted lesson plans and Trial Tests.

Activities Training of trainers will be conducted before ISTs, School visits, Making and marking Trial Tests.

- (iii) To enhance the teachers' capability on the development of knowledge, teaching methodology, materials and assessment.

Verifiable indicator: The attendance of teachers to all workshops. The number of school visits by Task Force. Submitted lesson plans, teaching materials and assessment.

Activities ISTs, School visits,

- (iv) To strengthen the network and linkages among clusters, schools, PIT(Project Implementing Team) and PCC (Project Coordinating Committee)

Verifiable indicator: The attendance of the members to Cluster IST, National IST, PIT and PCC meeting.

Activities ISTs, School visit

- (v) To improve the students' interest, motivation, and knowledge in science and mathematics

Verifiable indicators: Lesson plans submitted at workshops, formative assessment

Activities Student centered lessons will be conducted in ISTs, School visits and class rooms

6. MEASURES TO BE TAKEN BY THE GOVERNMENT OF SAMOA

In accordance with the laws and regulations in force in Samoa will take the following measures at its expense.

- (1) To supply or replace equipment through Education Sector Project II and other projects and other materials necessary for implementation of the Project.

- (2) To meet running costs necessary for the implementation of the Project.

- (3) To assign an adequate number to counterparts to each SV (Senior Volunteers)/JOCV (Japan overseas Cooperation Volunteers).

- (4) To assign an adequate number of Task Force members, administrative and support staff for the Project.

- (5) To pay the allowance to the teachers for IST and Task Force members for delivering sessions and making and marking of Trial Tests.

- (6) Award IST certificates to competent teachers.

7. REQUEST TO THE GOVERNMENT OF JAPAN AND OTHER DONORS

- (1) Official request will be done for the implementation of the Project in accordance with the laws and regulations in force in Japan and other donors.
- (2) To dispatch SV/JOCV volunteers and other countries volunteers based on the official request for the purpose of technical cooperation in needed fields.
- (3) To provide educational equipment and tools based on the ODA (Official Development Assistance) request.
- (4) To provide the necessary training in Japan and other donors based on ODA request.

8. MANAGEMENT OF THE PROJECT

- (1) Chief Executive Officer in MESC will bear overall responsibility as overall Project Manager for implementation of the project.
- (2) PIT (Project Implementing Team) (see ANNEX V) will bear the practical responsibility to implement the Project.
- (3) The SV/JOCV volunteers and other countries volunteers will give necessary technical advice to the Samoan teachers on the related matters.

(4) The Task Force is organized with Science and Mathematics Curriculum Officer of CMAD, SV/JOCV for SMIPBE, Samoan qualified science and mathematics teachers and one officer of the School operation division. (ANNEX VI)

(5) The Project Coordinating Committee (PCC) will review the progress of the Project, consisting of the members referred to in ANNEX VII.

9. EVALUATION OF THE PROJECT

Evaluation of the Project will be conducted by the PCC, at the middle and during the last two months of the coordination period in order to examine the level of achievement.