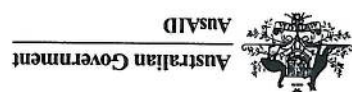


**Quality at Entry Report and
Next Steps to Complete Design for
AusAID Support to the Solomon Islands Education Sector**



A: AidWorks details <i>completed by Activity Manager</i>			
Initiative Name:	AusAID Support to the Solomon Islands Education Sector		
AidWorks ID:	INJ543	Total Amount:	\$32,000,000
Start Date:	1 st January 2011	End Date:	31 st December 2014

B: Appraisal Peer Review meeting details <i>completed by Activity Manager</i>			
Initial ratings prepared by:	Aileen Croghan		
Meeting date:	1 st October 2010		
Chair:	Jane Lake – Senior Development Coordinator		
Peer reviewers providing formal comment & ratings:	– Mick Foster – Independent Consultant – Steve Passingham Principal Education Advisor		
Independent Appraiser:	– David Coleman – Independent Consultant		
Other peer review participants:	– Mylyn Kuve, Permanent Secretary, Ministry of Education and Human Resource) – Peter Potter SWAP Advisor to MEHRD, – Barbara Williams, New Zealand Development Honiara – Nicci Simmonds, New Zealand Development Honiara – Juliette Brassington, AusAID Counsellor Honiara – Jerry Strudwick AusAID Senior Education Advisor, – Nick Notarpietro, Director Pacific and PNG – Aileen Croghan AusAID First Secretary Honiara, – Laurence McCulloch, Program Enabling AusAID – Audrey Aarons, Education Adviser – Kaye Schofield TVET Adviser – Ines Tallos Education Pacific and PNG, – Justin Ferris, Design and Support Pacific and PNG – Robert Harden, Economist Pacific and PNG – Thomas Bebeu, Assistant Program Manager Honiara		

C: Safeguards and Commitments <i>(new!) completed by Activity Manager</i>		
<i>Answer the following questions relevant to potential impacts of the activity.</i>		
1. Environment	Have the environmental market questions been answered and adequately addressed by the design document in line with legal requirements under the <i>Environmental Protection and Biodiversity Conservation Act</i> ?	Yes
2. Child Protection	Does the design meet the requirements of AusAID's Child Protection Policy?	Yes

D: Initiative/Activity description <i>completed by Activity Manager (no more than 300 words per cell)</i>	
3. Description	A long term program of support to the education sector in Solomon Islands through the Australia - Solomon Islands Partnership for Development. The program will support the New Zealand led sector wide approach with the Ministry of Education and Human Resource Development to support the National Education Action Plan. The design document specifically uses existing MEHRD led documentation and reporting process, including the MEHRD forward planning strategy and 3 year costed action plan. The package of documentation has been assembled to provide a basis for the formal appraisal of AusAID's proposed investment in the existing SWAP in the Solomon Islands. The 'Design Summary and Implementation Document' (DSID) outlines the key elements of the proposed SWAP engagement.
4. Objectives	Within the broad context of the MEHRD National Education Action Plan the Design Summary Implementation Document proposes that AusAID technical leadership focus on: (i) improving learning outcomes, especially in the early grades (ii) strengthening school and provincial systems of support to teachers and schools and (iii) supporting strategic planning and institutional development of the Solomon Islands College of higher education All of which are identified priority areas for action in the National Education Action Plan through the 2010-2012 Cycle.

E: Quality Assessment and Rating <i>(no more than 300 words per cell)</i> <i>completed by Activity Manager after agreement at the Appraisal Peer Review meeting</i>			
Criteria	Assessment	Rating (1-6) *	Required Action (if needed)
5. Relevance	The proposed program is integrated within a well established SWAP, fully aligned with and directed by the Solomon Islands Strategic Framework and the National Education Action Plan. Harmonises with participating development partners and strongly aligned with government systems. Consistent with aid effectiveness principles and well defended analytical underpinnings Some of the language in the documentation reflects the Australian- SIG Partnership rather than the broader SWAP, in order to demonstrate alignment with broader AusAID education policies, and the specific AusAID documentation requirements. MEHRD also noted that the focus areas identified by the SWAP partners were clear priorities within the NEAP. With increasing maturity of the SWAP arrangement the management mechanisms should move to non-earmarked education sector support.	5	Need to avoid the risk of 'projectising' donor contributions to the SWAP by providing earmarked support. Future SWAP funding discussions to include identifying funding gaps in the existing NEAP and where donors can most effectively support MEHRD priorities Future SWAP management mechanisms to consider the potential for broad education sector budget support based on informed costings and identification of funding gaps
6. Analysis and Learning	NEAP well directed and in line with current good practice in education The analytical work addresses to a very high standard the full range of issues identified in the QAE Guideline. Gender equality considerations are mainstreamed in the DSID, with useful statements on disability, environment, anti-corruption and child protection. SWAP development has been predicated on maturing analysis and learning. AusAID is benefiting from this analysis and learning between MEHRD and New Zealand in the establishment and ongoing implementation of the SWAP	5	Need to balance the focus between central reform and service delivery at the school and community level, so that actions result in clear and measurable improvements in education outcomes.

E: Quality Assessment and Rating

(no more than 300 words per cell)

completed by Activity Manager after agreement at the Appraisal Peer Review meeting

7. Effectiveness	The approach is well considered, using a current SWAp approach and getting behind the Government's plan using the current donor approaches. It does not add complexity nor impose an unnecessary administrative burden. The NEAP is well directed and has a reasonably well articulated set of objectives and a performance assessment framework agreed with the SWAp donors and effective systems for collecting data on indicators and reviewing performance. Proposed future performance financing (after 2012) requires careful consideration to avoid the potential for negative impact on predictability of resources. Underlying assumptions, relationships, risks and mitigation plans are well outlined in the DSID.	4	Rethame the suggestions for specific AusAID interventions as a proposal to work with MEHRD and SWAP partners to develop the forward programme of analytical and TA support. The APR identified that careful consideration should be given to the human resources AusAID will need to support effective involvement in the SWAp. There are risks if AusAID's management and engagement is under-resourced
8. Efficiency	AusAID's partnership under the existing SWAp would represent a high level of alignment and harmonisation. Use of government systems rightly supports efficiency and avoids duplication. The SWAp will need to be used by all partners as an instrument for policy dialogue and advocacy There is a need for rigorous financial analysis going forward. The SWAp needs to be used as an instrument for balancing the requirements of basic education with tertiary education	4	While there is a rationale for AusAID as a SWAP partner to provide technical leadership and focus on certain areas, it will also be important that AusAID have policy and partnership involvement in all areas of the SWAP
9. Monitoring and Evaluation	Seen as a strength of the approach – a good Performance Assessment Framework and Monitoring and Evaluation system for the NEAP that augers well for moving to a programmatic approach M&E planning is outlined in good detail, is aligned with SIG-DP systems, and provides a high degree of risk awareness. M&E approaches provide gender disaggregation, across a wide range of indicators. It is notable that SIEMIS collects and reports statistics on children with disabilities and education participation rates (see p. 83; 86). There is a clear focus on strengthening local systems and capacity.	5	AusAID should use the common Performance Assessment Framework and any changes should be negotiated through the SWAP – there are some inconsistencies between the NEAP and the current PAF Also consider with SWAP partners if there is a need for periodic independent verification of administrative data. NZ advised that MEHRD and NZ are about to go into a performance audit with independent verification.

E: Quality Assessment and Rating

completed by Activity Manager after agreement at the Appraisal Peer Review meeting (no more than 300 words per cell)

10. Sustainability	The DSID situates AusAID support within a 'mature' SWAP, with investments guided by the Education Strategic Framework 2007-2015 and the operational NEAP. AusAID's support would leverage off the significant sustainability planning that SIG, MEHRD and Development Partners have developed over a number of years. The DSID makes useful reference to financial, human and political constraints, as identified by a wide range of sector analyses. Limited reference is made to environmental considerations but appears defensible, given SWAP priorities in the medium term. AusAID's stated 10-15 year commitment to the education sector, in the context of a government-led SWAP, underlines a focus on longer-term shared development outcomes.	5	A key issue will be positioning over 2011-12 to move forward towards sector stage of the National Education Action Plan Sustainability is best addressed through policy and budget dialogue. The SWAP partnership can help by supporting analysis and facilitating opportunities for dialogue on politically feasible policy options	
11. Gender Equality	The DSID, and related SIG documents, present a high prioritisation of improving gender equality in the education sector. There are multiple references to gender statistics, and intended actions to support gender equality (see p. 8-9; 17; 35; and extensive gender statistics and analysis in the PAF, p. 79+). The M&E framework is structured to assess and report on progress towards gender equality results.	5		

* Definitions of the Rating Scale:

6	Very high quality; needs ongoing management & monitoring only
5	Good quality; needs minor work to improve in some areas
4	Adequate quality; needs some work to improve
3	Less than adequate quality; needs to be improved in core areas
2	Poor quality; needs major work to improve
1	Very poor quality; needs major overhaul
Less than satisfactory (1, 2 and 3)	

E: Next Steps			
<i>completed by Activity Manager after agreement at the Appraisal Peer Review meeting</i>			
Provide information on all steps required to finalise the design based on Required Actions in "C" above, and additional actions identified in the peer review meeting	Who is responsible	Date to be done	
1. The comments and issues identified in the discussion to be given consideration in moving forward with AusAID SWAP engagement.	All SWAP Partners	Ongoing	
2. Finalise funding agreement and negotiate the mechanisms for funding flows with MEHRD/MOFT	Marion Butler	End January 2011	
3. Seek FMA approval for the funding and the method of spending	Marion Butler	?	
4. Partnership Agreement amended to include the Education Service Delivery Implementation Schedule and subsequent signing of the funding agreement	Juliette Brassington	14th January 2011	

F: Other comments or issues

completed by Activity Manager after agreement at the APR meeting

- As AusAID joining the SWAP at a 'mid-stream' point (e.g. in the second year [2011] of a three year NEAP cycle [2010-2012]), careful consideration needs to be given to the impacts on SIG ownership, alignment and harmonisation. Particularly any proposals for new NEAP priorities or activity adjustments (e.g. EGRA testing). If AusAID is to be a fully aligned member of the SWAP, then proposals for NEAP adjustments and/or pilots proposed in preparation for the next NEAP cycle need to be made in consultation with the ESCC and ESGC, and agreed by all partners.
- The Financing arrangement should as far as possible align with those of the existing NZ Development Agreement and

F: Other comments or issues completed by Activity Manager after agreement at the APR meeting

not add to complexity or impose additional administrative burden and avoid duplication of effort.

F: Approval completed by ADG or Minister-Counsellor who chaired the peer review meeting

On the basis of the final agreed Quality Rating assessment (C) and Next Steps (D) above:

- ☐ **QAE REPORT IS APPROVED**, and authorization given to proceed to:
- ☐ **FINALISE** the design incorporating actions above, and proceed to implementation
- or: ☐ **REDESIGN** and resubmit for appraisal peer review
- ☐ **NOT APPROVED** for the following reason(s):

Jane Lake

signed:

Jane Lake

< date >

17 December 2010