PNG

Curriculum Reform Implementation Project

Second Annual Plan
July 2002 – June 2003

June 2002

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Abbreviations

A$	Australian dollars
AAG	Activity Approval Group
ACER	Australian Council for Educational Research
AMC	Australian Managing Contractor
AS	Assistant Secretary
ATL	Australian Team Leader
AusAID	Australian Agency for International Development
BEICMP	Basic Education Infrastructure and Curriculum Materials Project
CASP	Commodities Assistance Support Project
CDA	Curriculum Development Adviser
CDD	Curriculum Development Division (Division of DoE)
CMP	(DoE) Curriculum Management Plan
CRIP	Curriculum Reform Implementation Project
DNPM	Department of National Planning and Monitoring
DTL	Deputy Team Leader
DoE	Department of Education (PNG)
ETESP	Elementary Teacher Education Support Project
FAS	First Assistant Secretary
GoA	Government of Australia
GoPNG	Government of Papua New Guinea
I&GD	Inspections and Guidance Division (of DoE)
IMP	(DoE) Inservice Management Plan
ISP	Institutional Strengthening Project
ITC	Illawarra Technology Corporation (University of Wollongong)
LTA	Long-term Adviser
MSU	Measurement Services Unit (CDD)
NGO	Non government organisation
NIST Week	National Inservice Training Week
PASTEP	Primary and Secondary Teacher Education Project
PCG	Project Coordinating Group
PDD	(CRIP) Project Design Document
PFMD	Planning, Facilitation and Monitoring Division (division of DoE)
PGK	Papua New Guinea Kina
PMG	Project Management Group
PNG	Papua New Guinea
Project	Curriculum Reform Implementation Project (CRIP)
PTC	Primary Teachers College
QAG	Quality Assessment Group (of AusAID)
QEC	Queensland Education Consortium

QMP	Quality Management Plan
SDU	Staff Development Unit (TE&SD)
SOS	Scope of services
TAG	Technical Advisory Group
TE&SD	Teacher Education and Staff Development (Division of DoE)
TMT	Top Management Team (of Department of Education)
TOR	Terms of reference

1. Introduction

1.1 Project origin and preparation

In 1994 the Papua New Guinea Government (GoPNG) embarked on a program of educational reform, including a new direction for the school curriculum in order to provide a more culturally relevant education. Following a project identification study in 1998, the Governments of Papua New Guinea and Australia agreed to a study to determine the feasibility and design of a Curriculum Reform Implementation Project (CRIP).

The feasibility and design study for CRIP was conducted in May - June 1999. The study found that CRIP was both a feasible and justifiable project and a project design document (PDD) was developed to set the directions for the Project.

In 2000 AusAID contracted SAGRIC International, in partnership with the NSW Department of Education and Training, to manage the Project.

The Project commenced in October 2000 and will cease in December 2005. CRIP will be implemented using a program approach with activities defined progressively over the life of the Project.

1.2 Main implementing agencies

CRIP is a five-year cooperative project between the GoPNG and the Government of Australia (GoA) through AusAID and managed by SAGRIC International. The Project is designed to support the education reform in PNG. The main implementing agencies involved in CRIP are:

PNG Department of Education

The PNG Department of Education (DoE) is the implementing agency for the GoPNG, principally through the Curriculum Development Division (CDD), the Teacher Education and Staff Development Division (TE&SD) and Provincial Education Offices. DoE provides the PNG Project Manager and counterparts for the Curriculum Adviser and the Inservice Adviser. The Project Management Group (PMG) is located within CDD.

AusAID

AusAID is the implementing agency for the Australian Government's aid program to PNG, of which CRIP is one of a number of education sector projects. The AusAID Activity Manager, based in Canberra, has overall management responsibility for the Project and is the approval point for the Project. The Activity Manager is also responsible for overseeing the contractual and financial aspects of the Project. The AusAID Post, based in Port Moresby, oversees and monitors the Project activities in-country.

Australian Managing Contractor

SAGRIC International, as the Australian Managing Contractor (AMC), provides leadership and strategic direction for the implementation of the Project. The AMC is responsible for managing the key personnel, operating the administrative systems for the Project, formulating strategies for problem solving and addressing any performance deficiencies identified through monitoring or other means. The AMC provides key support personnel to the Project, including the Project Director and Project Manager.

The AMC is responsible for:

- ensuring the performance of the Project under the contract with AusAID
- ensuring the performance of subcontractors and the partner organisations
- working closely with DoE to achieve Project objectives
- reporting achievements, issues, constraints and problems to both the PCG and AusAID.

Project Coordinating Group

The Project Coordinating Group (PCG) is the 'board of management' for the Project with responsibility for defining and approving its overall direction and strategy. The PCG is the forum where DoE, AusAID and the Project team can meet to discuss and resolve issues facing the Project. The PCG meets at least six-monthly, at times determined during the preparation of Annual Plans.

Activity Approval Group

The Activity Approval Group (AAG) is a sub-committee of the PCG and has responsibility for the review and approval of individual activities proposed for support under the Project. The AAG meets bi-monthly or as needed.

Project Management Group

The Project Management Group (PMG) comprises five long-term Australian advisers (LTAs), three professional staff seconded from the DoE and four local support staff. This Group is responsible for the in-country Project management and implementation of approved Annual Plans. Members of the PMG include the:

- Australian Team Leader (ATL)
- PNG Project Manager
- Deputy Team Leader (DTL)
- Curriculum Adviser and the Curriculum Adviser, PNG counterpart
- Inservice Adviser and the Inservice Adviser, PNG Counterpart

- Curriculum Development Adviser
- Executive Officer
- Finance Officer
- Receptionist/Clerical Officer
- Driver/Storeman.

1.3 Preparation of the Annual Plan

This Annual Plan was prepared in consultation with DoE staff, and in particular with staff from CDD and TE&SD.

Much of the detail of this Plan is derived from the updated June 2002 CRIP Logframe (Annex 4 of this plan), the DoE Curriculum Management Plan and the DoE Inservice Management Plan.

This plan covers the period from the 1st July 2002 until 30th June 2003.

2. Project description

2.1 Purpose and goal

The goal of CRIP is to improve the relevance and quality of education provided to school students in PNG.

The purpose of the Project is to effectively develop, implement and gain wide support for the reform curriculum at the basic education level (Elementary Prep to Grade 8).

2.2 Objectives and components

The project has five components and objectives:

Component 1: Reform curriculum development

To develop appropriate and relevant curriculum and assessment materials to support the PNG curriculum reform.

Component 2: Reform curriculum production and distribution

To produce and supply PNG curriculum reform materials to schools in a cost effective and timely manner, with a longer shelf life.

Component 3: Reform curriculum in-service

To skill those staff required to support and implement the reform curriculum.

Component 4: Monitoring and communication

To generate understanding and support for the PNG curriculum reform and establish systems that monitor and evaluate its effectiveness.

Component 5: Project management

To manage the project resources effectively and efficiently.

2.3 Planned outputs

Specific outputs to be supported by CRIP under each of the five components are:

Component 1: Reform curriculum development

Output 1.1

Curriculum Management Plan for the effective and efficient development of reform curriculum materials developed and implemented.

Output 1.2

Improved systems and equipment in CDD and skills of CDD staff to develop quality reform curriculum and assessment materials.

Output 1.3

Elementary reform curriculum materials reviewed, developed and improved.

Output 1.4

Lower primary reform curriculum materials reviewed, developed and improved.

Output 1.5

Upper primary reform curriculum materials reviewed, developed and improved.

Output 1.6

Framework developed to support a more relevant secondary school curriculum.

Output 1.7

Student assessment and program evaluation policies and procedures reviewed and developed to match the reform curriculum.

Output 1.8

Capacity to develop curriculum at the local level strengthened and extended.

Output 1.9

National Curriculum Statement for PNG written and distributed.

Component 2: Reform curriculum production and distribution

Output 2.1

An evaluation of the Printshop conducted and recommendations for its future operation implemented.

Output 2.2

Current distribution of curriculum materials reviewed and a National Distribution Policy implemented.

Output 2.3

Reform curriculum materials printed or procured inline with CDD's 5 Year Production Plan.

Output 2.4

Reform curriculum materials distributed to schools and other stakeholders in line with the National Distribution Policy.

Output 2.5

Curriculum materials packaged in ways that will improve their storage in schools.

Component 3: Reform curriculum in-service

Output 3.1

Inservice Management Plan for the coordinated and systematic provision of teacher inservice on the reform curriculum developed.

Output 3.2

Teacher inservice strategies and materials developed and delivered to support the reform curriculum.

Output 3.3

National and Provincial education staff who are to be involved in the delivery of teacher inservice professionally developed.

Output 3.4

Capacity to develop and deliver local inservice for the reform curriculum supported and extended.

Component 4: Monitoring and communication

Output 4.1

The implementation and outcomes of the reform curriculum monitored and evaluated, and the feedback used to modify implementation strategies where necessary.

Output 4.2

Procedures for the effective monitoring of curriculum standards developed and implemented.

Output 4.3

Awareness programs developed and delivered to inform stakeholders about reform curriculum and gain their support.

Component 5: Project management

Output 5.1

Project office established, equipped and staffed.

Output 5.2

CDD buildings assessed and refurbished.

Output 5.3

Project reports prepared on time.

Output 5.4

Imprest and trust accounts established and managed.

Output 5.5

Strategic Plan for the project developed.

Output 5.6

CRIP Quality Management Plan developed.

Output 5.7

Partnership(s) established.

Output 5.8

Counterparts skilled and trained.

The Project purpose, goal, objectives and outcomes are detailed in the CRIP Logframe (June 2002) in Annex 4. The Logframe provided in the 2001-2002 Annual Plan has been reviewed and updated during the 2001-2002 annual plan period to reflect changes and developments in the Project. Annex 3 provides a change frame to indicate the changes made to the June 2001 logframe. Once endorsed by AusAID, the updated logframe in Annex 4 will replace the June 2001 logframe as the Project Logframe.

The logframe will continue to be reviewed and updated through a change frame attached to the Annual Plan.

2.4 Strategy for implementation

The people and government of PNG must own the curriculum reform. Accordingly, responsibility for the implementation of curriculum reform in basic education in PNG resides with the national DoE, provinces, non-government organisations (NGOs) and schools.

The role of the Project is to provide technical expertise and resources to support DoE develop, implement and gain wide support for the curriculum reform.

The PMG works closely with key divisions of the DoE to support them in the implementation of curriculum reform. Members of the PMG provide technical expertise in curriculum, inservice and project management to the DoE to assist it implement the reform curriculum, to build capacity and to promote and facilitate institutional strengthening.

The development and implementation of sustainable processes and practices underpins all CRIP activities and support strategies.

The key elements of the CRIP implementation strategy are:

- utilising a program approach
- capacity building and institutional strengthening
- partnering DoE in the identification and development of priority activities to support sustainable curriculum reform
- accessing support through the partnership arrangement
- ongoing monitoring and evaluation
- communication and liaison with DoE, AusAID and other related Projects
- addressing cross-cutting issues.

The program approach

CRIP utilises a "program approach" under which most of the activities to be undertaken will be identified progressively over the life of the Project and may be subcontracted to specialist providers.

These activities, while being progressively defined over the life of the Project, will nevertheless always be consistent with achieving the predetermined Project components and consequently contribute towards the achievement of Project objectives.

The program approach permits greater flexibility. Activity-level decisions are made on an ongoing basis, with activities identified, implemented and monitored over the life of the Project. Funding decisions are made in close liaison with key stakeholders. This flexible approach also ensures that lessons learned are incorporated into the Project as it develops enabling strategies to be adjusted to ensure they remain appropriate to the realisation of Project objectives.

The success of the program approach is dependent on the effectiveness of consultation with, input from and prioritising by the key DoE stakeholders.

Capacity building and institutional strengthening

Building the capacity of DoE staff and developing and implementing processes and systems that are sustainable in the long-term are two critical CRIP objectives. The achievement of the first will contribute to the achievement of the second.

All CRIP activities are developed and implemented in partnership with relevant DoE staff. A fundamental criterion applied to proposals seeking CRIP funding is the extent to which they build capacity and institutionalise sustainable practices.

The ATL and DTL have particular responsibilities in relation to institutional strengthening and capacity building. They are to:

- ensure all activities contribute towards institutional strengthening and the building of sustainable systems
- ensure all LTAs work closely with their counterparts and relevant DoE staff to build their skills, knowledge and capacity
- mentor and coach senior DoE officers
- support the work of the PCG and AAG, and their members.

CRIP will continue to implement its Counterpart Development Strategy in cooperation with DoE. Under this strategy, which is articulated in the CRIP Quality Management Plan (Annex 2), LTAs work closely with targeted CDD and TE&SD staff to analyse development needs and provide mentoring and coaching support to build individual and team capacity.

Under this strategy the Curriculum Development Adviser has particular responsibility to mentor the Superintendent Curriculum Unit. The ATL works closely with and supports the development of the Assistant Secretary (AS), CDD and the AS, TE&SD.

A key element of the CRIP approach to institutional strengthening and capacity building relates to the development and implementation of improved management systems and procedures in CDD. During 2002-2003 planning, financial and budgetary management practices and communication systems in CDD will be the major focus for institutional strengthening.

The ATL, DTL and PNG Project Manager will continue to meet weekly with the AS, CDD to address reform curriculum and Project issues and to review Project progress. These meetings also review the allocation and expenditure of DoE recurrent and counterpart funding for the Project. The Superintendent Operations, CDD participates in those meetings dealing with financial management issues.

Activity identification and development

The implementation of appropriate activity identification, development and approval processes contributes to the achievement of the capacity building and institutional strengthening objectives of CRIP. Within the framework of the objectives, components and outputs identified in the CRIP Logframe, the ATL, DTL, LTAs and their PNG counterparts will continue to work closely with DoE staff to identify key priorities to be funded through the Project.

LTAs work closely with DoE staff to develop activities, assess their feasibility and prepare activity identification proposals for the consideration of the AAG. LTAs assist DoE staff to implement, monitor and evaluate the impact of activities approved by the AAG.

Activities approved by the AAG will be implemented in a number of ways:

- by DoE with the support of CRIP personnel
- by a subcontractor appointed following the advertisement of a tender
- through the Partnership arrangement.

The decision about the most appropriate method of implementation is made by the AAG at the time of approval, taking into consideration implementation strategies detailed in the activity proposal.

As activities are approved and implemented, the CRIP Logframe will be updated to reflect the implementation of new Project activities.

Accessing support through the partnership arrangement

The partnership arrangement will continue to be a key element of the Project's implementation strategy, subject to the outcomes and findings of the partnership review to be conducted in May 2002.

The partner organisation(s) provides ongoing support for the implementation of the curriculum reform.

In 2002 – 2003 the partnership will be used to:

- support the development of DoE staff
- provide technical expertise to support the curriculum reform
- build sustainable and effective systems and processes within DoE
- support institutional strengthening strategies.

Opportunities will be taken to extend the partnership arrangement into new areas with a view to establishing an agreement between the DoE and the partner organisation(s) that will last beyond the life of the Project.

Monitoring and evaluation

The Project will continue to monitor and evaluate both the impact of the curriculum reform and the effectiveness of its activities and processes.

The ATL, in liaison with key DoE personnel in CDD, TE&SD and PFMD, will develop, tender and implement long-term and short-term studies of the impact of the reform and CRIP inputs. All impact studies are approved by the AAG before implementation.

Processes have been established to monitor key outputs for both subcontracted and DoE implemented activities. The Project Monitoring Framework will be reviewed and updated on a quarterly basis. Activity Completion Reports will be prepared for all major activities and these will be reviewed by the ATL, submitted to the AAG and provided to relevant key stakeholders.

Independent advice on Project performance is provided to AusAID by the Basic Education Strengthening Technical Advisory Group (TAG), which covers a range of AusAID funded basic education projects. The TAG recommendations that are accepted by AusAID will be implemented by the AMC.

Chapter 6 of the CRIP Quality Management Plan (Annex 2) details the Project monitoring and evaluation procedures.

Communication and liaison

Regular meetings will continue to be held with key DoE staff to ensure that their knowledge of CRIP activities and progress remains current and to ensure that they are aware of emerging issues and trends. These include:

- weekly meetings with the AS, CDD to consider curriculum reform and CRIP issues and to review Project progress
- regular meetings of the DoE Curriculum Steering Committee, chaired by the AS CDD with membership from CDD and PMG staff, to review progress on the development of syllabuses and facilitate coordination and alignment between syllabuses
- monthly meetings between the ATL and AS, TE&SD to consider issues associated with the inservice component of CRIP, with more frequent meetings on an as needs basis between PMG inservice advisers and the Superintendent SDU
- regular meetings with key officers in PFMD
- monthly meetings with the First Assistant Secretary (FAS), Standards and the Deputy Secretary, Standards and Human Resources Development (S&HRD) to review Project progress and identify emerging issues

- six monthly briefings provided to the Secretary and members of the DoE Top Management Team (TMT) on Project progress and outcomes and to identify emerging issues. This briefing will coincide with the release of the Project's Six-monthly Reports.

These regular meetings are in addition to the range of joint development activities undertaken by the PMG with DoE staff.

In addition, the Project maintains regular, effective and positive communication with AusAID. The Project Director maintains regular communication and meets quarterly with the AusAID Activity Manager in Canberra. The ATL maintains regular communication and liaison with AusAID Port Moresby and meets formally with the AusAID Port Moresby on a fortnightly basis.

Quarterly inter-project meetings are conducted with the team leaders and PNG counterparts from CRIP, BEICMP, ETESP and PASTEP. These meetings provide regular updates on Project issues, and identify areas for cooperation and coordination. The team leaders have developed and implemented a joint statement to facilitate cooperation, coordination and communication between the projects.

The complete CRIP Communication and Information Strategy can be found in Chapter 9 of the CRIP Quality Management Plan (See Annex 2 of this Plan) and in Annex 2 of the CRIP Strategic Plan (See Annex 1 of this Plan).

Addressing cross-cutting issues

Over the life of the Project, CRIP activities will address the cross-cutting issues of environmental sustainability, HIV/AIDS and gender equity.

Environmental sustainability

CRIP activities do not occur in any environmentally sensitive locations nor will there be any direct or indirect environmental impacts from them. Rather, through its support for curriculum reform, this Project will help promote sustainable development for the PNG environment.

The reform curriculum includes a number of different subjects at different levels of schooling, which will create in students an awareness of and skills to care for the environment. Through the subject of community and culture in the elementary curriculum, environmental studies in lower primary and the subjects of science and making a living in upper primary, students will learn to understand the importance of taking care of the environment. All reform curriculum subjects will encourage teachers to draw on examples and information from the local context. So in areas where mining and forestry developments are taking place, students will be encouraged to investigate their impact on the local environment.

CRIP activities will provide support for the development of these syllabuses and related teacher support materials, as well as the delivery of teacher inservice on how to teach the new subjects.

HIV/AIDS

CRIP supports the multi-sectoral response of the National AIDS Council and AusAID to the HIV/AIDS epidemic in PNG in a number of ways. The PMG liaises with the National HIV/AIDS Support Project to ensure coordinated action.

The main focus of CRIP activity is to support the development of the reform curriculum. HIV/AIDS issues will be taught within the new subject of personal development. CRIP, along with the United Nations Development Population Project, provides support for the development of the personal development syllabus and related teacher support materials, as well as the delivery of teacher inservice on how to teach personal development.

CRIP will use inservice courses and curriculum materials distributions as an avenue for the distribution of appropriate HIV/AIDS awareness material developed under the National HIV/AIDS Support Project.

Gender equity strategies

The following gender equity principles underpin the implementation of all Project activities.

1. CRIP activities are based on an understanding that gender is socially constructed.
2. CRIP activities are planned, implemented, monitored and evaluated on the basis of gender analysis.
3. CRIP activities aim to enhance educational outcomes for girls and women by increasing girls' participation in the PNG school curriculum and women's participation in educational decision-making.

These principles support the objectives of AusAID's Gender and Development policy and the goals of the PNG Constitution related to integral human development and equity and participation. Broad strategies for implementing the principles and indicators of success for the duration of the project are described in the CRIP Strategic Plan (see Annex 1).

Progress to date has involved:

- developing and implementing CRIP gender equity principles in all Project related activities
- ensuring all Project members understand the implications of the principles for CRIP activities and the roles they play
- conducting a workshop on gender inclusive curriculum for CDD staff and other key stakeholders
- writing gender equity principles for developing the curriculum as part of the Curriculum Management Plan
- assisting DoE staff to include gender equity principles and strategies in new upper primary curriculum and reform curriculum inservice activities
- ensuring both the Curriculum Management Plan and the Inservice Management Plan include strategies and targets based on these principles

- implementing procedures for the collection of sex disaggregated participant data for CRIP activities and monitoring participation rates of males and females in CRIP supported activities
- ensuring gender equity is addressed in the activity development stage and the assessment and approval process of the AAG
- liaising with gender advisers from other education Projects to identify areas of collaboration and mutual support
- supporting the development of the DoE Gender Equity in Education Policy.

The approach to implementing these principles in this Annual Plan will involve:

- skills training for CDD staff to assist them to implement the gender equity principles for developing the curriculum
- capacity building for key CDD and TE&SDD staff to assist them to encourage and support the participation of women in curriculum leadership and decision-making
- supporting the implementation of the DoE Gender Equity in Education Policy, as requested
- ensuring that the gender strategies implemented through the Curriculum Management Plan and the Inservice Management Plan link to and extend from the new DoE Gender Equity in Education Policy
- ongoing liaison and collaboration with gender advisers from other education projects
- cooperative development and distribution with other projects of gender related materials
- ongoing provision of advice and support on issues related to gender for PMG members.

2.5 Inputs

GoA inputs

The Government of Australia (GoA) inputs are twofold: the technical advice provided by the advisers, and the financial support provided through the two AusAID trust accounts.

The following PNG-based personnel will provide advisory support:

The Australian Team Leader

Mr Graham Dawson, the Australian Team Leader (ATL), manages and coordinates Project activities and ensures that the educational and institutional strengthening objectives are achieved. The ATL provides leadership for the Project and manages the quality of outcomes from subcontracted activities. The ATL maintains a close partnership with the PNG Project Manager and provides professional assistance to the PCG and AAG. The ATL also maintains close liaison with:

- AusAID through AusAID Port Moresby
- senior DoE staff across the Education Standards and Human Resource Development sections and senior Department of National Planning and Monitoring (DNPM) staff
- other AusAID Project ATLs, particularly PASTEP, ETESP, BEICMP and ISP and, through AusAID Port Moresby, CASP.

The Deputy Team Leader

Mr John Pettit, the Deputy Team Leader (DTL), coordinates and manages the in-country administrative activities for the Project and provides assistance to the ATL. Mr Pettit takes a leadership role in respect of CRIP inservice activities and strategies. Mr Pettit mentors and coaches the CRIP Executive Officer.

The Executive Officer

Mr Paul Naron, the Executive Officer, provides support to the ATL, PNG Project Manager and the DTL on the financial management, administrative and operational requirements for the Project. The Executive Officer also provides support to the Superintendent Operations (CDD) and his staff on financial management issues.

The Curriculum Adviser

Ms Barbara Hodgins, the Curriculum Adviser, provides support to the ATL and the PMG through technical leadership in the area of curriculum. The key focus of this role is to provide high quality technical advice, coaching and training of DoE staff and the PNG Curriculum Adviser, and to identify, scope and monitor Project activities in this area.

The Inservice Adviser

Ms Elizabeth (Shantha) Jacob, the Inservice Adviser, provides support to the ATL and the PMG through technical leadership in the area of inservice training. The key focus of this role is to provide high quality technical advice, coaching and training of DoE staff and the PNG Inservice Adviser, and to identify, scope and monitor Project activities in this area.

The Curriculum Development Adviser

Mr Richard Jenkin, the Curriculum Development Adviser, provides support to the ATL and the PMG through technical leadership in the area of curriculum development. The focus of the Curriculum Development Adviser is to strengthen the work of the Curriculum Unit within CDD and, in particular, assist the Superintendent of Curriculum to operationalise the improved curriculum management processes.

Table 1 on pages 17-21 outlines the proportion of time allocated for each of the LTAs against the five Project components. It lists also the main tasks each LTA will undertake in that allocated time for the 2002-2003 period.

The Project also employs four local staff in office support roles.

The Receptionist/Clerical Officer

Mrs Emmah Kalas, the Receptionist/Clerical Officer, assists the Executive Officer with office administration and provides filing, keyboard and other clerical services to the team.

The Driver/Storeman

Mr Robert Duku, the Driver/Storeman, acts as a driver for the pickup and delivery of materials and team members, as well as manages and maintains the office supplies and equipment.

The Finance Officer

Mr Genly Malawae assists the Executive Officer and is responsible for processing orders, invoices and payments.

Advisory support is provided by personnel from the AMC based in Australia. The two key Australia-based personnel are:

The Project Director

Mr Barry Cook, the Project Director, has overall management responsibility for the Project and the quality of all outputs, reports and subcontracted activities. As well as providing leadership and direction, the Project Director maintains close liaison with AusAID through the AusAID Activity Manager. The Project Director meets quarterly with AusAID Canberra to report on the Project's progress. The Project Director is ultimately responsible for the direction and financial management of the Project.

The Project Manager

Ms Anne Granville-Edge, the Project Manager, is responsible for supporting the in-country team with project management systems and procedures. The Project Manager provides technical and operational support to the ATL.

AusAID Trust Accounts

The financial contribution of GoA to this Project is managed through two trust accounts. The CRIP DoE Trust Account (AusAID) provides a source of funding for approved Project activities undertaken by DoE and for the Project related travel of the PNG counterpart members of the PMG.

The CRIP Subcontractors Trust Account (AusAID) provides a source of funding for approved Project activities undertaken by subcontractors and the partner organisation/s.

GoPNG inputs

The GoPNG inputs are threefold:

- the advisory support provided by the PNG counterparts
- the financial support provided through the GoPNG financial contribution for the Project

- the input provided by DoE staff as part of the normal duties to the implementation of CMP and IMP activities and strategies.

DoE has appointed the following three PNG counterparts to the Project on a full time basis:

The PNG Project Manager

Mr Gabriel Marimyas, the PNG Project Manager, acts as counterpart to the ATL and has similar responsibilities for managing and coordinating the Project activities and ensuring that the educational and institutional strengthening objectives are achieved.

The Curriculum Adviser, PNG Counterpart

Mr Soikava Pauka, the PNG Curriculum Adviser, provides support to the ATL and the PMG by sharing responsibility for technical leadership in the area of curriculum with the Curriculum Adviser.

The Inservice Adviser, PNG Counterpart

Mrs Margaret Maru, the PNG Inservice Adviser, provides support to the ATL and the PMG by sharing responsibility for technical leadership in the area of inservice training with the Inservice Adviser.

GoPNG DoE Trust Account

Funding has been provided by the DoE as a source for 'top up' expenditure, that is, for Project related activities that are not included in the normal or recurrent budget. This funding has been provided in the form of a dedicated budget line operated by the Curriculum Development Division (CDD) of DoE. The AS CDD has requested the establishment of a separate trust account for these funds in line with the Memorandum of Understanding for the Project.

CDD and TE&SD also provide some funding for CRIP activities through the provision of funds from their respective recurrent budgets.

It is anticipated that less funding than 2001 will be provided from these sources for 2002-2003. The impact of the reduction in DoE funding is considered in a later section of the Annual Plan.

Table 1: Adviser inputs - Time allocations and specific tasks against Project components – 2002-2003

Adviser	Component 1	Component 2	Component 3	Component 4	Component 5
Graham Dawson (ATL)	10% • Oversight and coordinate the activities of the Curriculum Team • Lead capacity building initiatives in CDD and TE&SD • Oversight the operation of the Curriculum Reform Support Program		2% • Manage the implementation of annual workshops for inspectors	10% • Manage the implementation of Impact Study 1 • Manage the implementation of the Curriculum Standards Monitoring Test study and its findings. • Manage the development and implementation of Impact Study 3	78% • Lead and manage the PMG • Liaise with key stakeholders, especially DoE senior management • Prepare plans and reports • Implement Counterpart Development Strategy • Manage implementation of partnership • Liaise with other AusAID projects and AusAID Post • Support operation of PCG and AAG
Gabriel Marimyas PNG Project Manager	5% • Manage the implementation of the Curriculum Reform Support Program			20% • Support the ATL in the management of impact studies • Act as executive officer to the Impact Study 1 Steering Committee • Manage the implementation of reform curriculum awareness activities	75% • Support the ATL in project management and leadership • Provide human resource development management for PNG advisers • Liaise with DoE officers and divisions • Provide reports to CDD Divisional Meetings on Project progress • Increasingly take responsibility for the operation of the AAG

Adviser	Component 1	Component 2	Component 3	Component 4	Component 5
John Pettit (DTL)		15% • Implement findings of the Curriculum Materials Distribution Study • Monitor implementation of materials distribution and the development and implementation of the National Distribution Policy • Supervise and manage implementation of the findings of the review of operations of Printshop	15% • Assist Inservice Team develop and implement inservice strategies for lower primary, upper primary and elementary curriculum • Manage the annual planning workshop for provincial reform curriculum inservice plans • Provide leadership in the development of the Collegial Curriculum Leadership Program for head teachers		70% • Coordinate support for local support staff • Oversee the financial administration of the Project by the EO • Administer the Project Office with the EO • Liaise with other projects, AusAID Post and other groups as necessary
Paul Naron (Executive Officer) and Genly Malawae (Finance Officer)					100% • Manage local support staff and provide support to ATL & DTL • Maintain staff leave and entitlements • Coordinate PMG travel and workshop arrangements • Manage cash flow, budgets, payments and financial commitments for the Project account • Manage the operation of the DoE CRIP Trust Account • Arrange office procurement and maintain asset registers

Adviser	Component 1	Component 2	Component 3	Component 4	Component 5
Richard Jenkin (Curriculum Development Adviser)	100% • Monitor the implementation of the Curriculum Management Plan (workshop schedule, writing tasks etc) • Mentor and coach the Superintendent Curriculum • Provide technical support to other CDD staff (eg PCOs) • Assist with development of the National Curriculum Statement.				

Adviser	Component 1	Component 2	Component 3	Component 4	Component 5
Barbara Hodgins (Curriculum Adviser) and Soikava Pauka (PNG Curriculum Adviser)	Barbara Hodgins -100% Soikava Pauka - 95% • Provide technical advice to CDD staff • Assist CDD to prepare activity proposals • Monitor and report on curriculum related activities • Support the work of CDD Elementary Section • Lead the implementation of CRIP gender equity principles and strategy (BH) • Development of the national Assessment Policy • Development of the National Curriculum Statement (SP)			Soikava Pauka - 5% • Implement elements of communication strategy (eg Project promotional material, CRIP newsletter) • Support the PNG Project Manager to develop awareness programs for the curriculum reform	

Adviser	Component 1	Component 2	Component 3	Component 4	Component 5
Elizabeth (Shantha) Jacob (Inservice Adviser) and Margaret Maru (PNG Inservice Adviser)			100% • Coordinate and manage the implementation of Inservice Management Plan • Manage the development and implementation of inservice strategies for edition 1 lower primary, upper primary and elementary curricula • Manage annual briefings for strand heads in PNGEI and PTCs • Develop Collegial Curriculum Leadership Program in partnership with TE&SD		

3. Review of progress

3.1 Achievement against outputs

Achievements against the Project outputs for the period 1st July 2001 to 31st March 2002 (the date of submission of the Annual Plan to AusAID) are detailed below under each component.

Component 1: Reform curriculum development

Output 1.1: Curriculum Management Plan

The DoE *Curriculum Management Plan 2001-2005* and the two support documents, the *Curriculum Development Handbook* and the *Curriculum Writers' Handbook* were completed and printed in May 2001. The CMP and its companion document the DoE *Inservice Management Plan 2001-2005*, were launched nationally by the then Minister for Education, Professor John Waiko, at a ceremony at Tubusereia village, Central Province, in July 2001.

The Plan has been distributed to all provincial education offices, DoE officers and primary school inspectors and will distributed to elementary, primary and community schools in PNG and Primary Teachers Colleges, in late May 2002. The Plan is accompanied by overview brochures written in English, Tok Pisin and Motu.

The Curriculum Management Plan is complemented by two important support documents:

- The *Curriculum Development Handbook* - This document describes the policy framework within which curriculum development operates in CDD. It details clear procedures, responsibilities, timelines and outcomes for each stage of the curriculum development cycle.
- The *Curriculum Writers Handbook* - This document standardises the writing of syllabuses and other curriculum documents in CDD. It provides curriculum officers with guidelines, templates and checklists to assist them to develop quality curriculum documents in a professional and timely manner.

The Plan is being implemented successfully by DoE staff with the support of CRIP. All current development activities are in accord with proposed timeframes.

The Plan was reviewed by CDD staff and CRIP advisers in January and February to ensure that it remains relevant and achievable. The review did not reveal the need for any changes to activities or proposed timeframes for implementation.

A series of workshops was conducted to develop the draft National Curriculum Statement for PNG. The draft statement has been completed and series of four regional consultative workshops has commenced.

The feedback from the workshops will be incorporated into the Statement which will be presented to the May meetings of the Boards of Studies.

Output 1.2: Improved systems, equipment and skills of staff in CDD

A further series of workshops has been conducted with CDD staff. These have addressed the issue of assessment and reporting within an outcomes framework.

All QEC partners have provided in PNG support to curriculum officers to assist them develop the upper primary syllabuses and enhance their skills and knowledge. The in country support has been supplemented by ongoing mentoring through email, fax and telephone contacts.

The partner inservice adviser has completed the training needs analysis for Curriculum Unit Officers and a 2002 training plan will be developed for officers on the basis of this analysis.

The ATL in partnership with the AS CDD has conducted a detailed analysis of CDD management systems. This analysis identified a number of critical areas where current procedures are either non-existent or required further development. The report of the analysis was reviewed by CDD senior managers and they prioritised areas for development for 2002. Planning and financial management systems were identified as priorities.

On the basis of this analysis and these decisions, the ATL conducted a series of planning workshops with CDD staff to assist them to develop a CDD Strategic Plan 2001-2005. This Plan has been completed and provides the basis for the development of Unit annual management plans.

The second focus area, CDD budgeting and financial management systems, has been addressed through the partner organisation. The partner organisation's finance adviser has conducted, in partnership with the Superintendent Operations, a review of CDD financial management systems and provided a detailed plan of action for their enhancement and associated staff training. This strategy will be implemented progressively in 2002 and 2003.

A review of the software and hardware needs in CDD was undertaken by a subcontractor in July 2001. This review revealed serious deficiencies in CDD's IT capacity which could have a detrimental impact on the division's capacity to meet its targets in the Curriculum Management Plan.

The findings of the audit resulted in the tendering of the development of a CDD IT Plan and Implementation Strategy. This work was commenced by the subcontractor in February 2002 and implementation will commence from June 2002, subject to AAG approval.

A review of the Graphics Section of CDD was undertaken by the partner organisation in October 2001. The recommendations of the review have been accepted by CDD and work has commenced on their implementation. Key issues completed are:

- two additional computers and peripheral hardware purchased
- relevant licensed software purchased and installed

- section work plan and training plan developed and implementation commenced
- work of graphics section is integrated with editorial
- recruitment processes commenced to fill vacant positions.

Outputs 1.3: Elementary curriculum development

The review of the elementary scope and sequence was completed in December 2001. Work has commenced on the development of new elementary syllabuses. This work is proceeding to schedule.

Output 1.4: Lower primary curriculum development

The review of Edition 1 syllabuses has commenced. Work has commenced ahead of schedule on the development of edition 2 syllabuses for the arts and language.

Output 1.5: Upper primary curriculum development

Six upper primary syllabuses have been completed and are in the process of being edited and desktop published in preparation for consideration by the Primary Board of Studies at its May 2002 meeting. The final syllabus (Science) will be completed by the end of April.

An Implementation Support Team has been established for upper primary to guide the development of implementation support strategies, including the preparation of an Implementation Support Package to accompany the syllabuses.

Output 1.6: Secondary framework

The Secondary Framework has been developed. It was endorsed by the Secondary Board of Studies and approved by the Secretary for Education. This completes CRIP's work in this area.

Output 1.7: Student assessment and program evaluation materials

A series of four workshops on assessment in an outcomes context for officers from the Curriculum Unit (CU) and Measurement Services Unit (MSU) has been completed.

The draft Assessment and Reporting Policy has been written and was the subject of a series of four regional consultative workshops conducted in March 2002. The feedback from the workshops and advice from the AusAID TAG is being incorporated into the policy. The policy will also contain statements on program evaluation.

Output 1.8: Strengthened capacity to develop curriculum at local level

The Curriculum Reform Support Program information, guidelines and proposal forms have been distributed through senior primary school inspectors. Proposals from schools or clusters of schools were scheduled to reach the senior primary school inspector in each province by 29 March 2002.

Component 2: Reform curriculum production and distribution

Output 2.1: Evaluation of Printshop

The evaluation of the Printshop was completed in July 2001 and the report has been accepted by AusAID. The AS CDD has reviewed the report and has submitted a position paper to the DoE Top Management Team for its consideration. When TMT has reached a decision, the preferred option will be implemented by DoE in 2002, subject to AusAID approval regarding available funding.

Output 2.2: Review of curriculum materials distribution

The Curriculum Materials Distribution Study has been completed. The draft study report was reviewed by the Steering Committee in March and has been submitted to AusAID for its consideration.

Output 2.3: Printing of reform curriculum materials

Not yet started. The upper primary syllabuses and associated support materials are the first group of reform curriculum materials to be produced with CRIP support. Production is due to be completed in 2002, in line with the DoE Curriculum Management Plan.

Output 2.4: Distribution of reform curriculum materials

Not yet started. The first major distribution of reform curriculum materials under this Project will occur in 2003, in line with the Plan.

Output 2.5: Improved packaging and storage of materials

The findings of the investigation of innovative ways of packaging curriculum materials was included the Curriculum Materials Distribution Study report which has been submitted to AusAID (Output 2.2 refers).

Component 3: Reform curriculum inservice

Output 3.1: Inservice Management Plan

The DoE *Inservice Management Plan 2001-2005* was written and approved by the Secretary for Education in June 2001. It was launched with the Curriculum Management Plan in July 2001.

The Plan has been distributed to primary school inspectors and provincial education advisers and will be distributed to schools and PTCs in May together with the Curriculum Management Plan. The Plan is being implemented.

The Plan outlines reform curriculum inservice priorities and strategies for the next five years. It presents policy guidelines for the provision of relevant, sustainable and accessible inservice training for all elementary to grade 8 teachers and provincial and DoE education staff who support the implementation of the reform curriculum in PNG schools.

The Plan was reviewed in January and February 2002. The review did not result in any amendments.

Output 3.2: Development and delivery of teacher inservice

The Catch-up inservice activity was completed in September 2001. It resulted in the conduct of:

- four regional refresher courses for fifty two national and provincial officers who had previously been trained as trainers
- seventeen provincially based train-the-trainer courses, run by those officers trained in the refresher courses, which resulted in 240 trainers being trained to deliver teacher workshops
- sixty one locally based week-long inservice courses for teachers which resulted in 1 750 teachers being trained.

The effectiveness of the Catch-up inservice was the subject of Impact Study 2 undertaken by the National Research Institute. The findings are reported in Component 4.

The lower primary Implementation Support Team operated during 2001-2002. It oversighted the development of the edition 1 lower primary inservice training strategy.

Three self paced units have been developed to support the implementation of edition 1 lower primary inservice. A further two will be completed by June 2002. The outcomes based units require 36-45 hours study and may be undertaken individually, in local school teams, at staff meetings or during NIST week workshops. Copies of the units will be sent to all primary and community schools during 2002, commencing in May 2002.

Successful completion of the units by teachers can lead to the award of up to three credit points per unit towards the Diploma of Education Primary Inservice (DEPI).

Output 3.3: Professional development of national and provincial staff

Briefing sessions on the Inservice Management Plan and Curriculum Management Plan were conducted for principals of Primary Teachers Colleges, senior DoE and provincial officers at their annual conference, staff of PNGEI and members of the Boards of Studies.

Four regional workshops were conducted in December 2001 and February 2002 for all primary school inspectors and provincial education advisers. The workshops focused on the Curriculum and Inservice Management Plans, the Curriculum Reform Support Program and the edition 1 lower primary inservice strategy.

A national inservice planning workshop was held for provincial inservice coordinators and senior primary school inspectors. The workshop assisted participants to develop provincial reform curriculum inservice plans for 2002. The development and approval of the plans is one of the criteria for the provision of CRIP grants to support the implementation of the lower primary inservice units in 2002.

Output 3.4: Strengthened capacity for local level inservice

The Curriculum Reform Support Program information, guidelines and proposal forms have been distributed through senior primary school inspectors. Proposals from schools or clusters of schools were scheduled to reach the senior primary school inspector in each province by 29 March 2002. (See output 1.8)

The effectiveness of distribution of information to schools and management of the initiative through senior primary inspectors will be monitored closely. If problems emerge CRIP advisers will support program implementation with direct support to senior primary school inspectors. The effectiveness of the pilot program will be evaluated, including the distribution of funds to schools, and where necessary improvements implemented for 2003.

Component 4: Monitoring and communication

Output 4.1: Monitoring and evaluation of reform curriculum

The Project Monitoring Framework, part of the CRIP Quality Management Plan, has been reviewed and updated quarterly. The most recent update is attached to the 2002-2003 Annual Plan.

Impact Study 1, a five-year longitudinal study of the impact of the curriculum reform on student learning outcomes and teacher practice, has commenced. The study is being undertaken by Illawarra Technology Corporation. Three visits to ten case study sites located in all regions of PNG have been completed. The first six monthly progress report has been presented to the Study Steering Committee, chaired by the First Assistant Secretary Policy, Planning, Research and Communication.

Impact Study 2, an evaluation of the Catch-up Inservice, was completed in January 2002. The study found that, while the strategy implemented by CRIP was successful in enhancing the knowledge and skills of teachers in respect of bridging to English, other models of delivery apart from train the trainer needed to be investigated. The findings supported the model proposed in the Inservice Management Plan.

Output 4.2: Procedures for monitoring curriculum standards

The Australian Council for Educational Research (ACER), the successful tenderer, completed the study into the feasibility of conducting a curriculum standards monitoring test in PNG. The study also considered the viability of extending the test to other Melanesian countries. The study provided a series of recommendations about the development, implementation and management of a standards test in PNG. The report has been submitted to AusAID for its consideration.

Output 4.3: Development and delivery of awareness programs

The focus of awareness raising strategies shifted from CRIP to the reform curriculum from late 2001.

CRIP liaised with DoE Communications and Media Unit and other projects, particularly BEICMP, to coordinate provision of awareness materials. This resulted in CRIP focusing its awareness strategy on the production and distribution of radio awareness tapes. The first series of four, in English, Motu and Tok Pisin, have been completed and they were launched in February 2002 by the First Assistant Secretary, Standards. The first group of tapes will be distributed to schools, inspectors, provinces and radio stations for broadcast by June 2002. CRIP and CDD will monitor the broadcast of programs and collect data on the extent of reach of the programs throughout PNG.

The first CRIP newsletter will be disseminated in May to primary and elementary schools throughout PNG together with the lower primary inservice units.

Members of the PMG have continued to provide briefings to senior officers of the DoE on reform and Project progress. The DTL and PNG Project Manager addressed the national senior officers conference in April 2001. Primary school inspectors and provincial education advisers were briefed on reform and Project progress at the four regional inspector workshops conducted in 2001 and 2002.

Component 5: Project management

Output 5.1: Project office established

The Project office is operating effectively from its temporary premises in PNGEI pending completion of the Standards building refurbishment. The provision of upgraded air conditioning and a back-up generator by AusAID have contributed significantly to the efficiency of Project operation.

Output 5.2: Refurbishment of CDD

Stage 2 of the building refurbishment process was completed in November 2001. Approval was given by AusAID and DoE to move to Stage 3, the preparation of plans and documents for tendering. This work has been completed and tendering for the refurbishment is ready to commence.

A number of factors have impacted on this project including availability of funds, underestimation of the timeframe for refurbishment in the original pre-CRIP report and difficulties in accessing plans and documents held by the Department of Works and Transport.

Output 5.3: Preparation of Project reports

All monthly reports to AusAID have been prepared and submitted within agreed timeframes. Monthly reports are prepared by the ATL in consultation with PMG members and taking into account any issues that have arisen during meetings with DoE staff over the reporting period. The ATL and PNG Project Manager meet with the Deputy Secretary, Standards and Human Resources Development (and PCG chair) and FAS Standards (and AAG chair) at the start of each month to discuss last month's report.

The draft 2002-2003 Annual Plan has been developed and submitted to AusAID within the agreed timeframe. Subject to AusAID approval, the Annual Plan will be finalised for the PCG meeting on 1st May 2002. The plan has been developed in consultation with key DoE staff.

The Six-monthly Reports have been submitted to AusAID within the agreed timeframes.

Output 5.4: Management of trust accounts

The CRIP DoE Trust Account (AusAID) has been established at the Westpac Bank in Waigani, Port Moresby. The CRIP Subcontractors Trust Account (AusAID) has been established in Adelaide. Operating procedures for managing the trust accounts have been developed as part of the Quality Management Plan.

Both accounts were audited independently in 2001 and found to be operating satisfactorily.

Output 5.5: Strategic plan developed

The CRIP Strategic Plan was developed and approved by AusAID. It was considered and accepted by the June 2001 PCG meeting.

Output 5.6: Quality Management Plan developed

The Quality Management Plan was approved by AusAID in 2001. The operation of the quality systems was the subject of an independent external review. The review found a very high level of compliance with plan systems.

The Plan was reviewed on the basis of the review report and as part of the normal annual review process. The proposed revisions will be submitted to AusAID for its consideration and approval by the end of April 2002.

Output 5.7: Partnership established

The partnership arrangement with the Queensland Education Consortium (QEC), and associate partners the NSW Department of Education and Training (through TAFE Global), Illawarra Technology Corporation (ITC) and South Australian Department of Education, Training and Employment, operated effectively.

The DTL, CDA, AS CDD and Superintendent Curriculum Unit conducted an induction and orientation program for QEC advisers in Brisbane in August 2001. This was followed by a joint meeting of QEC advisers and PNG curriculum officers in PNG in September 2001. The purpose of these workshops was to provide QEC officers with an understanding of the PNG education reform, make them fully aware of the dimension and limitations of the roles and establish effective working relationships with their PNG partners. Communication and contractual protocols were established with QEC project manager.

The partner advisers have worked closely with PNG curriculum officers, particularly in relation to the development of upper primary and elementary syllabuses and capacity building initiatives within CDD.

On two occasions, associate partners were invited to submit proposals for CRIP activities, the development of an IT Plan for CDD and the feasibility study for the curriculum standards monitoring test. Bids were received from two associate partners for the latter activity but neither was deemed to be technically suitable.

Output 5.8: Counterparts trained and skilled

The Handover Plan, which details the processes and procedures for the transfer of Project responsibility to PNG counterparts, has been developed and implementation commenced.

PNG adviser members of the PMG have developed and are implementing individual work and training plans. As detailed in the Handover Plan, PNG advisers are taking increased responsibility for key CRIP activities.

Briefings have been provided for PCG and AAG members on all aspects of the Project, the roles of the two bodies and the activity assessment and approval process.

Training needs analyses have been completed for Curriculum Unit officers and a 2002 training plan has been developed to build their skills. The Superintendent Curriculum has been targeted for specific development and he, together with officers from the Measurement Services Unit, has been funded to attend two key conferences in Australia. the 2001 Australian Conference of Assessment and Curriculum Authorities (ACACA) and the April 2002 ACER Conference on Systemic Performance Indicators.

Sound progress has been made on developing improved systems with CDD (see output 1.2) and discussions have commenced with the AS TE&SD to undertake a similar analysis within TE&SD.

Counterpart development has been assessed using the Counterpart Development Framework. The utility of the original Framework was piloted with counterpart staff. On the basis of this feedback the framework was revised and assessment schedules were developed. The assessment schedules have been implemented at two levels – the institutional level using the existing framework and the individual level using a modified version of the systemic framework. The outcomes of the assessment are reported in the November-April Six monthly Report. These data will continue to be gathered annually and used to monitor and track the progress of the Counterpart Development Strategy.

3.2 Achievement against Key Result Areas

CRIP is addressing AusAID's Key Result Areas (KRAs) through many of the outputs and activities under the five Project components. Table 2 links the relevant Key Result Areas to specific Project outputs and summarises

how certain Project activities focus on each Key Result Area. Specific details of Project activities are described earlier in the Plan.

Table 2: Key Result Areas and Project outputs

Key Results Areas	CRIP Outputs
Building effective partnerships	Outputs: 1.1,1.8, 2.2, 2.4, 3.1, 3.2, 3.4, 4.3, 5.5, 5.7, 5.8 Building partnerships with key stakeholders is fundamental to the successful implementation of CRIP. The most important of these stakeholder groups include: • DoE as the implementing agency and in particular the key divisions of CDD and TE&SD • provinces, districts and local-level governments • local communities and non-government organisations • other AusAID projects in the education sector • partner organisations and other sub-contractors • AusAID. The Project team will work to build these partnerships and promote active participation of the stakeholders in the planning, implementation and monitoring of CRIP.
Delivering Australia's aid program with excellence	Outputs: 1.1, 1.2, 2.1, 2.2, 2.5, 3.1, 3.3, 4.1, 4.2, 5.6 CRIP has been designed, and is being delivered, with the aim of providing sustainable benefits. This aim is being promoted by: • ensuring PNG participation in Project planning, monitoring and management • supporting the development of quality management systems within DoE for curriculum development and teacher inservice • ensuring Project activities are monitored and evaluated and that the lessons learned are used to modify the delivery of activities • ensuring that the Project uses resources in an affordable and sustainable way. The Project is being implemented within the parameters of a CRIP Quality Management Plan which describes systems and identifies processes for monitoring their effectiveness.
Improving agriculture and rural development	Outputs: 1.3, 1.4, 1.5, 1.8 CRIP's contribution to this KRA has been through messages delivered through the curriculum. Subjects such as culture and community, environmental studies and making a living support agricultural and rural development in PNG. CRIP has assisted CDD to produce and distribute syllabuses and curriculum materials for these subjects.
Increasing access and quality of education	Outputs: 1.2 - 1.8, 2.1 - 2.5, 3.1 - 3.4, 4.1 - 4.3 CRIP's goal is to improve the relevance and quality of education to school students in PNG. CRIP interventions will focus on: • curriculum reform in basic education to provide a more culturally relevant curriculum which teaches life skills, improves participation rates and generates greater employment • the development and distribution of relevant and appropriate curriculum materials • the development and delivery of equitable models of teacher inservice to support the implementation of the curriculum.

Key Results Areas	CRIP Outputs
Promoting effective governance	Outputs: 1.1-1.5, 1.8, 2.1, 2.2, 3.1-3.4, 4.2, 5.4, 5.7, 5.8 CRIP has helped promote effective governance and human rights in PNG through its support for the reform curriculum and for institutional strengthening. Activities focus on: • capacity building of DoE for effective public sector management • counterpart development in areas such as leadership, strategic planning, financial management and curriculum development • promoting and protecting human rights through messages built into the curriculum.
Improving health	Outputs: 1.3, 1.4, 1.5, 1.8 CRIP's contribution to this KRA has been in the area of messages delivered through the curriculum. The subjects of culture and community, health education and personal development aim to improve the health of people in PNG. CRIP has assisted CDD to produce and distribute syllabuses and curriculum materials for these subjects.
Providing essential infrastructure	Outputs: 1.2, 2.1, 2.5, 5.2 A key aim of CRIP is to increase the capacity of DoE and in particular CDD to produce quality syllabuses and learning materials. This has involved CRIP supporting the establishment of vital infrastructure, mainly in CDD, such as the: • refurbishment of the Standards buildings • review and upgrade of computer hardware and software • review and upgrade of the Printshop and graphics section.
Delivering humanitarian and emergency assistance	Not a focus within CRIP.
Maximising environmental stability	Outputs: 1.3, 1.4, 1.5, 1.8 CRIP's contribution to this KRA has been through messages delivered through the curriculum. The subjects of culture and community, environmental studies and making a living promote sustainable development for the PNG environment. CRIP has assisted CDD to produce and distribute syllabuses and curriculum materials for these subjects.

Key Results Areas	CRIP Outputs
Promoting gender equity	Outputs: 1.1 - 1.8, 3.1 - 3.4, 4.1 - 4.3, 5.5, 5.6 CRIP has helped to promote equal opportunities for girls and boys, and women and men as participants and beneficiaries of development. All CRIP activities: • are based on an understanding that gender is socially constructed • are planned, implemented, monitored and evaluated on the basis of gender analysis • aim to enhance educational outcomes for girls and women by increasing girls' participation in the PNG school curriculum and women's participation in educational decision-making. CRIP has: • established and promulgated gender equity principles for all Project activities • conducted gender inclusive curriculum workshops for CDD officers and PMG members • developed guidelines for the development of gender inclusive curriculum materials • maintained close liaison with the gender advisers of other Projects and DoE officers with responsibility in this area.

3.3 Problems, constraints and issues

DoE budget

Background

The Memorandum of Understanding (MOU) for CRIP included an agreement for GoPNG to provide on-top funds of $2,200,000 (for additional DoE activities in support of the Project) and in-kind funds of $600,000 (for the salaries of the three PNG counterparts) over the five years of the Project.

The total counterpart allocation in the Public Investment Budget to CRIP for 2002 calendar year is K200 000 for goods and services and an additional amount to meet the cost of the salaries of the three counterpart staff in the PMG. The total amount provided, while a positive contribution, is short of the amount agreed in the MOU and represents a further deterioration in funding provided by the GoPNG to support the Project.

In addition, CDD and TE&SDD received significantly reduced recurrent budgets for 2002 and this will impact further on the Project.

The funding situation has significant implications for the Project as 2002-2003 is a critical year in terms of activity and expenditure. The DoE had committed itself to provide K1.4 million to support the implementation of the Curriculum Management Plan in 2002 and K507, 000 to support the implementation of the Inservice Management Plan. In this period new upper primary and elementary syllabuses, teacher guides and implementation support packages will needed to be printed and delivered to schools.

In addition, the DoE has not been able to provide sufficient funds to meet its commitments to activities previously approved by the AAG.

Strategy

The ATL has raised this issue with AusAID at its regular reporting times and AusAID continues to raise this matter in the appropriate forums. The ATL has also raised the issue and its likely impact at meetings with senior DoE officers. He has assisted the AS CDD to prepare advice to senior management of DoE related to their budget needs.

The ATL will continue to work closely with CDD and TE&SD to assist them implement improved budgeting and financial management practices to ensure that available funds are used effectively.

The response from DoE indicates that sufficient funds are unlikely to be available to meet DoE commitments to either the Project or the two DoE Plans. Accordingly, the ATL has re-budgeted all activities till the end of the 2001-2002 financial year to take account of the changed financial circumstances. All currently approved 2001-2002 activities can be implemented with available funds.

The 2002-2003 CRIP budget (see Appendix 3) has been prepared on the assumption that:

- CRIP will need to meet the costs of DoE contributions detailed in the Curriculum and Inservice Management Plans
- DoE counterpart funding for 2003 will be limited to K200 000
- only very limited funds will be available form DoE recurrent funding to support the implementation of CRIP.

A further analysis will need to be undertaken for 2003 and if CRIP is required to provide additional funding to meet shortfalls in DoE's allocation it may be necessary to reconsider and reprioritise proposed activities. AusAID will be briefed on these matters on a regular basis.

The matter will be monitored closely and addressed in monthly reports to AusAID.

Funding provincial and local initiatives

Background

A number of key Project outputs relate to the provision of support at the provincial and local levels. These outputs include the provision of locally based inservice models to support the reform curriculum and the provision of assistance to schools and clusters of schools to assist them develop locally relevant curriculum materials and related inservice.

These initiatives require the Project to have the capacity to provide funds to local schools and provinces. However, experience within DoE, other projects and CRIP's own experience with the funding of the Catch-up Inservice has revealed significant problems associated with the management, appropriate utilisation and acquittal of funds at the provincial and local levels.

These problems are exacerbated by difficulty in communicating with provinces and districts and the lack of a CRIP presence at the provincial level.

Strategy

The PMG, in consultation with DoE and AusAID Port Moresby has developed two strategies to address these issues.

For the Curriculum Reform Support Program, which requires the provision of funds to schools and groups of schools on an incentive basis to support local reform curriculum initiatives, CRIP has developed procedures and guidelines that will enable the provision of funds directly to schools through the relevant primary school inspector. Grants will be provided on the basis of the quality of proposals submitted by schools, endorsed by the senior primary school inspector and approved by the ATL, PNG Project Manager and Superintendent Curriculum. As part of the endorsement process senior primary school inspectors are to advise CRIP whether the managing school and head teacher have appropriate financial management capacities and procedures in place.

The head teacher is responsible for managing the funds and providing acquittals using forms provided by CRIP. Head teachers will be supported in this process by inspectors who assisted with the development of the procedures during the inspector workshops. Funding under this model is limited to a maximum of K4, 000. Grants over K2, 000 will be provided in two tranches. The provision of the second allocation will be subject to satisfactory acquittal of the first allocation.

For the implementation of lower primary inservice units, grants will be provided to provinces to assist with their implementation. Detailed conditions for the use of the funds have been prepared and endorsed by AusAID and AS TE&SD. CRIP will establish a parent account for the distribution of inservice funds with PNG Banking Corporation. Subsidiary inservice accounts will be established in each province. Three officers, the senior primary school inspector, a primary school inspector and a provincial inservice officer, have been designated as signatories. Two of the three are to sign for account activities.

Funds will be provided to provinces when they have submitted a provincial reform curriculum inservice plan, a lower primary inservice budget planning sheet and the senior primary school inspector and provincial education adviser have signed a statement prepared by CRIP to the effect that the funds will only be used as detailed in the conditions of use document. Funds will be provided in two tranches with the second allocation being made only if the first allocation is acquitted appropriately.

In both instances, CRIP has provided detailed advice and criteria for management, use and acquittal of the funds. The provision of the funds in two allocations reduces the risk of exposure to misuse.

Wherever possible and appropriate accounts will be paid centrally by the PMG to limit the flow of funds to provinces, schools and inspectors and to reduce the risk of misuse.

The success of the procedures will be monitored closely and be the subject of review. The outcomes will be reported to AusAID and DoE.

Delays in the refurbishment of the Standards buildings

Background

Output 5.2 called for the refurbishment of blocks A, B, C and D of the Standards buildings. This activity was due for completion by January 2002. However, the revised timeframe for completion is now January 2003. This represents the most significant delay in any of the Project's activities.

The delay has been caused by a series of interconnected factors that have been outlined in Section 3, Review of Progress.

Strategy

While the delay has not had a significant impact on the achievement of other Project outputs, its delay has required the PMG and DoE to implement a number of strategies to ensure that high level of communication is maintained between the PMG and CDD officers. The curriculum advisers spend much more time working with CDD officers at their work location to ensure effective communication. More regular formal meeting schedules have been established between curriculum officers and PMG curriculum teams to ensure effective monitoring of activities.

The ATL and DTL, in particular, have increased the amount of time they spend on site at CDD offices, particularly with superintendents.

3.4 Lessons learned

A program approach

Background

CRIP operates under a program approach that allows activities to be developed and implemented over the life of the life of the Project, within the framework of the components and objectives of the Project Logframe.

Lessons learned

The Program approach has proven to be of significant advantage to the Project. The program approach offers enhanced flexibility to respond to the changing environment, and provides the AMC with opportunity to impact on the strategic directions of the program.

Clear and measurable high-level targets linked into the total financial commitment of the program need to be specified at the design stage if a program approach is to be effective. In addition, sound planning to establish the foundation for a program approach is critical, as is the need to establish and implement appropriate activity development and approval procedures and sound monitoring procedures.

The procedures implemented by the Project have proven to be effective in ensuring advantage is taken of the flexibility provided by the program approach.

Partnership arrangement

Background

A key element of this Project's implementation strategy was the establishment of a partner arrangement for DoE with another Australian or New Zealand educational institution or institutions. The partnership is a crucial element in achieving the Project's objective of institutional strengthening. It will support the development of key DoE staff and the building of effective systems and processes on a long-term basis.

Lesson learned

The establishment of the partnership has been an important contributing factor to the achievement of Project outcomes. The model is particularly relevant to projects implementing a program approach as it provides them with increased capacity and the flexibility to identify and call on appropriately qualified personnel without the continual need to advertise for short term advisers or subcontractors.

To be effective, however, detailed protocols need to be established for identifying partner officers, briefing and debriefing of partner officers, communicating between the project and the partner organisation and identifying and addressing non-performance. The mechanisms established by CRIP have successfully addressed these issues.

The evidence suggests that no single organisation is likely to have the range of skills necessary to provide input in all project areas. The associate partner process was designed to address this issue. However, the associate partner process has not proven to be as effective as envisaged. There are fewer opportunities for associate partners to provide input and on occasions where it was sought they were unable to provide suitable personnel. The reason for this could be that they were not as committed to the relationship because of the infrequency of their involvement. The efficacy of the associate partner concept will be assessed in more detail by the Project during 2002.

A critical factor in the success of the partnership arrangement was the provision of the induction and orientation programs in Australia and PNG. This had the immediate effect of identifying partner advisers who were not suitable for the role, enabling them to be replaced before taking up the position. It also improved partner officers understanding of their roles in respect of the Project and the particular context in which they would be working.

An area of some concern, however, has been the effectiveness of mentoring using electronic communication. The problem for the Project has been the lack of email access for CDD officers, which has limited the extent and timeliness of contact with their Australian based partners. Officers have been able to access email through the Media Centre and the CRIP office when necessary.

Improved access to email facilities is essential if this element of the initiative is to be successful. This matter will be addressed by CDD and CRIP through the development of the CDD IT Plan and Implementation Strategy and the subsequent upgrade of CDD equipment. The provision of improved email access will be a priority for 2002-2003.

CDD curriculum officers have requested increased face to face contact with their QEC partners. This will be factored into funding for the next stage of curriculum development in 2002-2003.

Inservice delivery models

Background

In 2001 CRIP implemented Catch-up Inservice on Bridging to English for teachers of grades 3-5 who had not previously received any training in this area. Due to the urgency of the training need and to link with training that had been undertaken in this area by DoE prior to the commencement of the Project, the training was undertaken using a multi level train the trainer model through a series of workshops.

The effectiveness of the model of delivery and the outcomes of the Catch-up Inservice were the subject of an impact study undertaken by NRI. The findings of the study revealed important lessons for future inservice activities.

Lessons learned

The report of the study revealed that, while the activity was successful in improving the skills and understandings of participating teachers, the model of implementation could be improved in the following areas.

Participation issues

The study revealed that provinces did not consistently follow agreed guidelines in the selection of participants in the workshops. This had two effects. First, some participants were not teaching the appropriate grades and the content of the workshops was not relevant to them. Second, insufficient workshop materials were available because some provinces increased the numbers of participants. Third, fewer females participated in the trainer sessions because either provinces did not follow selection guidelines and/or they had previously nominated males to be trained as trainers in the pre-CRIP activities.

Delivery Model

The study revealed a number of problems with the multi level train the trainer model. The major problems with the model were:

- the cost of participation in terms of teacher time, travel and accommodation
- the lack of capacity of some trainers and their inability to present the material in an adequate manner

- the need for considerably more time to cover the amount of learning that was required
- the level of complexity associated with providing materials and funds to trainers and participants and the problem of adequate acquittal of the funds.

The study's findings validated the decisions already made by the Project to develop a different strategy for the implementation of edition 1 lower primary inservice. Self paced, accredited learning units have been developed which will be sent to all primary and community schools, as well as PTCs, provinces and inspectors.

The units can be implemented in a number of ways to provide flexibility of approach and reduced costs. They can be studied individually or in small groups or at workshops conducted during NIST week or at other times.

CRIP will work with DoE to train assessors in each province. Teachers seeking credit to DEP(I) for successful completion of the units will work with trained assessors and complete agreed formal assessment tasks.

CRIP will provide grants to provinces to assist with the implementation of the strategy subject to them meeting conditions detailed in Section 3.3 above. This will simplify financial management and acquittal processes, which were extremely complex in the model of delivery used for the Catch-up Inservice.

The effectiveness and quality of the units and this model of inservice delivery will be evaluated from 2003. Lesson learned from inservice models implemented by other projects will contribute to the evaluation.

4. Work plan for next financial year

4.1 Major activities

The Project's activities for the 2002-2003 annual planning period and the timeframe for their implementation are detailed in section 4.2. This section provides an overview of the major activities that are planned for the period. These activities may need to be reviewed in December 2002 to take account of the DoE budget for 2003 and the level of counterpart funding.

In most instances the activities described will be undertaken in partnership with the relevant DoE officers. In each instance CRIP team members will provide technical support to assist DoE staff undertake their responsibilities in respect of each activity. Where activities are mainly PMG responsibilities, action will be taken to ensure the meaningful participation of PNG counterparts and DoE staff to facilitate ownership and capacity building.

Component 1: Reform curriculum development

The activities undertaken under this component are underpinned by the DoE *Curriculum Management Plan 2001-2005*. The Plan not only establishes the processes and framework for curriculum development, it also articulates the scope of activities and curriculum priorities for the period.

The following curriculum development activities will be undertaken in the next twelve month period:

- develop teacher guides and the implementation support package for upper primary syllabuses
- develop three new elementary syllabuses, teacher guides and the elementary implementation support package
- develop edition 2 lower primary syllabuses
- develop vernacular support materials to support lower primary curriculum
- commence the development of new student materials for new syllabuses
- implement and review the Curriculum Reform Support Program
- distribute the National Curriculum Statement and the Assessment Policy.

The periods 2002-2003 and 2003-2004 represent the peak period of activity in respect of curriculum development. The role of the Curriculum Development Adviser will need to be extended until the end of 2003 to ensure sufficient technical expertise is available for CRIP to support CDD during this period. A separate proposal will be forwarded to AusAID in April in relation to this issue.

A major curriculum focus for the period will be the continued capacity building of CDD staff. This is fundamental to the realisation of the objectives of the Curriculum Management Plan and ensuring the sustainability of the Project. This work undertaken in 2001 and 2002 will be complemented by further workshops, coaching and mentoring to build the skills of CDD staff.

Planning, financial and budgeting and communication systems will be the focus of systemic capacity building in CDD. Negotiations will be undertaken with TE&SDD to assist them review and enhance their management systems.

The IT Plan and Implementation Strategy for CDD will be implemented. A particular focus will be the development of an integrated IT system in CDD and the provision of full time personnel to manage the IT systems and data.

Component 2: Reform curriculum production and distribution

Two major activities will be undertaken under this component.

The recommendations of the Curriculum Materials Distribution Study will form the basis for the development of a National Distribution Policy. The policy will be developed in association with national DoE officers and provincial education advisers. Once the Secretary for Education has endorsed the policy, implementation will be undertaken with the procurement, printing and distribution of upper primary and elementary curriculum materials in early 2003. In addition, the materials will be packaged in ways that will improve their storage in schools and extend their life.

The implementation of the recommendations of this report will require the appointment of additional short term adviser to oversight and drive the changes.

The second major activity will be the implementation of the recommendations of the Printshop Review. Recommendations have been presented to the DoE Top Management Team and, once approved, processes will be established to implement them.

Component 3: Reform curriculum in-service

Just as the DoE Curriculum Management Plan underpins future activities in curriculum development and distribution, the DoE *Inservice Management Plan 2001-2005* will serve the same purpose for inservice activities to support the curriculum reform. The DoE Inservice Management Plan is aligned closely with the key development and distribution timeframes articulated in the DoE Curriculum Management Plan.

The major inservice activities planned to support the implementation of reform curriculum in 2002-2003 are to:

- conduct training needs analyses for upper primary and elementary teachers in relation to the new syllabuses
- implement school based self paced learning units to support the edition 1 lower primary curriculum
- develop and implement inservice materials and strategies to support the new upper primary and elementary syllabuses
- provide briefings for inspectors, PTC staff, and staff of PNGEI on new curriculum and inservice materials
- conduct a national workshop for senior primary school inspectors and provincial inservice staff to review 2002 reform curriculum inservice plans and develop their 2003 plans
- develop and trial the Collegial Curriculum Leadership Program for head teachers
- implement and review the Curriculum Reform Support Program.

The Collegial Curriculum Leadership Program is a new initiative to be undertaken with TE&SD and CDD to enhance the skills of primary school head teachers in leading and managing the implementation of reform curriculum. The initiative will be developed in 2002 for trialling in 2003.

These activities represent a significant workload for the CRIP inservice team and TE&SD staff. Additional long term adviser input will be required to ensure the successful completion of these activities.

Component 4: Monitoring and communication

Two new impact studies will be implemented in 2002-2003, subject to the availability of funds.

An impact study will be undertaken to review the effectiveness of the Curriculum Reform Support Program. The findings of the study will be used to determine if the initiative should be continued and expanded in 2003.

A second impact study will review the processes and outcomes of the development of the upper primary syllabuses and teacher support materials, their distribution and their implementation in schools. The study will also investigate the effectiveness of the related teacher inservice strategy with a particular focus on the efficacy of the self paced learning unit model. This element of the impact study will also evaluate the effectiveness of the self paced learning units developed for edition 1 lower primary inservice. This study will extend into 2003-2004.

Impact Study 1, the five-year longitudinal study of the impact of the curriculum reform on student learning and teacher practices will continue throughout 2002-2003. The research team will provide two further progress reports in this period.

Subject to the agreement of DoE and AusAID and the availability of funds the findings of the study into the feasibility of conducting a curriculum standards monitoring test will be implemented. Data from any standards test, once administered, will be used to inform Impact Study 1.

Curriculum reform rather than the Project itself will continue to be the focus of awareness programs in 2002-2003. A number of activities will be implemented in 2002-2003 to increase stakeholder and community awareness and build support for the reform:

- regular briefings of senior officers at the national and provincial levels will continue
- the CRIP newsletter will continue to be printed and despatched
- CRIP will work with DoE to develop a further series of audiotapes focusing on curriculum reform and CRIP support activities
- subject to the availability of funds, CRIP will also work with DoE to investigate the feasibility and likely benefit of developing a self-paced community awareness package, building on the work of BEICMP in this area, for use by schools and their communities
- CRIP will continue to liaise with units in DoE responsible for promoting and monitoring the education reform, in particular PFMD and the Media and Communication Section, and with the AusAID project, ISP, working to support this area
- CRIP will publish and distribute to key stakeholders a condensed version of the Strategic Plan.

CRIP will establish a Project website which will be used to communicate Project activities and publish reform and Project materials such as inservice units, syllabuses and teacher guides. An initial audience for the site will be PTC lecturers who will have improved access to Internet communications through the establishment of learning centres under PASTEP.

Component 5: Project management

Procedures have been established to review and update the key planning documents: the CRIP Quality Management Plan, the Risk Management Plan, the Annual Plan and Six-monthly Reports.

The refurbishment of the Standards buildings will be completed in January 2003 and CRIP will relocate its office to block B of the refurbished buildings.

The AAG will continue to meet on a bi-monthly basis and the PCG will meet twice per year.

Once the partnership review process is completed a decision will be made on the future of the partnership arrangement.

Annual work plans and professional development plans will be implemented by each PNG adviser. These will provide the basis for the implementation of training to build their skills and the progressive transfer of responsibility to

PNG staff under the Handover Plan. PNG members of the PMG will be given increased responsibility for leading and managing core activities as detailed in the Handover Plan.

The PMG will also undertake action to implement the recommendations of the report of the AusAID Quality Assessment Group (QAG) findings. The Project logframe has been amended to take account of issues raised by the QAG.

4.2 Implementation schedule and work plan

The major activities planned for the forthcoming annual planning period are detailed in the Implementation Schedule (Appendix 1) and the Project Gantt Chart (Appendix 2).

The schedules are derived from the June 2002 CRIP Logframe (Annex 4) which has been updated from the original Logframe in the 2001-2002 Annual Plan. A change frame indicating the changes made to the Logframe is provided in Annex 3.

The CRIP Logframe will be updated as new activities are approved by the AAG to address emerging issues. All updates will be submitted as a change frame in each Annual Plan for AusAID approval. As the Logframe is updated and endorsed by AusAID, the Project Gantt Chart will be updated to reflect these changes.

It should be noted that the Implementation Schedule, the Project Gantt Chart and CRIP Logframe include proposed activities that have not been approved by the AAG. Under a program approach, activities will be developed in consultation with relevant stakeholders over the course of the year. This approach enables the Project to build ownership of activities within DoE by working closely with DoE personnel on their identification, development and implementation.

4.3 Monitoring the Plan

The Project Monitoring Framework (Annex 5) facilitates monitoring of the time and quantity dimensions of the CRIP Logframe. The Project Monitoring Framework has been updated quarterly to reflect progress since Project commencement and is based on the updated CRIP Logframe (Annex 4).

The Project Monitoring Framework is also included in the Quality Management Plan (attached as Annex 2) and the Strategic Plan (attached as Annex 1). It is a core component of the Project's monitoring and evaluation strategy and will be reviewed quarterly throughout the life of the Project.

5. Expenditure for 2002-2003

The details of the proposed Project expenditure which follow are projections for the financial year 2002-2003. While they are as accurate as possible at the time of preparation, it is not possible under a program approach to provide exact costings for Project activities a year in advance.

There is a number of possible reasons for this:

- proposed activities may not be approved by the AAG
- the proposed budgets and means of implementation may be changed by the AAG
- funding may not be sufficient to implement all proposed activities
- new and more important priorities may emerge which require a redirection of funds.

However, within these parameters, the costings provided represent the best possible projections at this time.

Table 3: CRIP Summary of Expenditure 2002 – 2003 FY

Category	Expenditure (AUD)
AusAID	
Personnel	1,250,000
Reimbursables	
In-country Travel	60,000
Project Office Operating Costs	150,000
Other	30,000
Non Reimbursables	
Milestones	285,000
Activity Fee (estimate only)	150,000
Trust Accounts	
Subcontractors + DOE Trust Accs	6,015,000
TOTAL	**7,940,000**
GoPNG	
Personnel	105,000
Other	120,000
TOTAL	**225,000**

Appendix 3 provides the cost schedule by cost category against the work plan.

Appendix 1

Implementation Schedule

Implementation Schedule (2002-2003)

Component 1: Reform Curriculum Development

Outputs and main activities	Q8			Q9			Q10			Q11			Responsibility
	J	A	S	O	N	D	J	F	M	A	M	J	
1.1 CMP for the effective and efficient development of reform curriculum materials developed and implemented.													
Implement CMP	X	X	X	X	X	X	X	X	X	X	X	X	CDD, PMG, Partnership
Review CMP							X						CDD, PMG
National Curriculum Statement for PNG released	X												CDD
1.2 Improved systems and equipment in CDD and skills of CDD to develop quality reform curriculum and assessment materials													
Undertake staff training needs analysis in CDD	X												PMG, CDD
Develop and implement staff professional development plans.	X	X	X	X	X	X	X	X	X	X	X	X	PMG, CDD, Partnership
Implement CDD IT Plan and upgrade equipment where necessary	X	X	X	X	X	X							PMG, CDD, Subcontractor
1.3 Elementary reform curriculum materials reviewed, developed and improved.													
Develop new Elementary syllabuses	X	X											CDD, PMG, Partnership
Develop new teacher resource materials	X	X	X										CDD, PMG, /Partnership
Develop implementation support package	X	X	X										CDD, PMG, /Partnership
1.4 Lower primary reform curriculum materials reviewed, developed and improved.													
Develop vernacular support materials	X	X	X	X	X	X	X	X	X	X	X	X	CDD, PMG, Partnership

Outputs and main activities	Q8			Q9			Q10			Q11			Responsibility
	J	A	S	O	N	D	J	F	M	A	M	J	
Develop edition 2 lower primary syllabuses	X	X	X	X	X	X	X	X	X	X	X	X	CDD, PMG, Partnership
Develop teacher support materials and IST							X	X	X	X	X	X	
1.5 Upper primary reform curriculum materials reviewed, developed and improved.													
Develop teacher support materials and IST for new 6-8 syllabuses	X	X	X										CDD, PMG, Partnership
Develop new student materials	X	X	X	X									CDD, PMG, Partnership
1.7 Student assessment and evaluation policies and procedures reviewed and developed to match the reform curriculum.													
Develop teacher support resources for assessment and evaluation policy	X	X	X	X	X	X	X	X	X	X	X	X	PMG, CU, MSU
Incorporate assessment advice into syllabuses and teacher support materials	X	X	X	X	X	X	X	X	X	X	X	X	PMG, CU, MSU
1.8 Capacity to develop curriculum at the local level strengthened and extended.													
Proposal implemented by schools	X	X	X	X	X	X							Head teachers, inspectors
Program evaluated		X	X	X	X	X	X						Subcontractor
Acquittals and school evaluations reviewed						X	X		X	X			Senior Inspectors, PMG
New proposals considered											X		Senior inspectors, PMG
Funding allocated for 2003											X		PMG, Senior inspectors

Component 2: Reform Curriculum Production and Distribution

Outputs and main activities	Q4			Q5			Q6			Q7			Responsibility
	J	A	S	O	N	D	J	F	M	A	M	J	
2.1 An evaluation of the Printshop conducted and recommendations for its future operation implemented													
Recommendations of review of Printshop implemented	X	X	X	X	X	X							CDD
2.2 Current distribution of curriculum materials reviewed and a National Distribution policy implemented													
DoE approves recommendations from the report	X												TMT
National Distribution Policy developed based on study's findings		X	X	X									CDD, PMG
2.3 Reform curriculum materials printed or procured in line with CDD's 5 year Production Plan													
Elementary syllabuses and teacher materials printed or procured			X	X	X	X							CDD
Upper primary syllabuses and teacher materials printed or procured			X	X	X	X							CDD
2.4 Reform curriculum materials distributed to schools and other stakeholders in line with the National Distribution Policy													
Upper primary and elementary curriculum materials distributed								X	X				CDD, PMG, provinces
2.5 Curriculum materials packaged in ways that will improve their storage in schools													
Elementary and upper primary materials packaged in ways to improve life and storage			X	X	X	X							CDD, PMG, Subcontractor

Component 3: Reform Curriculum Inservice

Outputs and main activities	Q4			Q5			Q6			Q7			Responsibility
	J	A	S	O	N	D	J	F	M	A	M	J	
3.1 Inservice Management Plan for the coordinated and systematic provision of teacher inservice on the reform curriculum developed.													
Annual review of IMP						X	X	X					PMG, TE&SD
3.2 Teacher inservice strategies and materials developed and delivered to support the reform curriculum													
Deliver teacher inservice materials under model in IMP for Edition 1 lower primary curriculum	X	X	X	X	X	X	X	X	X	X	X	X	PMG, TE&SD, provinces
TNA conducted for upper primary inservice	X												PMG, CDD, TE&SD
Upper primary inservice units developed		X	X	X	X	X	X						PMG, TE&SD, CDD
Upper primary inservice units delivered									X	X	X	X	TE&SD, provinces, schools, inspectors
TNA conducted for elementary inservice	X	X											CDD, TE&SD, ETESP, PMG
Elementary inservice units developed			X	X	X	X	X						PMG, TE&SD
Elementary inservice units implemented										X	X	X	TE&SD
3.3 National and provincial education staff who are to be involved in the delivery of teacher inservice professionally inserviced.													
Workshops conducted for PNGEI and PTC strand heads on new curriculum and inservice					X								PMG, CDD, TE&SD
Training workshop provided for primary school inspectors on new curricula and inservice						X		X					PMG, TE&SD, CDD, I&GD
Annual workshop for provincial inservice officers and senior primary inspectors conducted						X							TE&SD, PMG
Deliver training for assessors for upper primary inservice										X	X	X	PMG, TE&SD
Training program for elementary trainers on new curriculum and inservice materials				X	X								

Outputs and main activities	Q4			Q5			Q6			Q7			Responsibility
	J	A	S	O	N	D	J	F	M	A	M	J	
3.4 Capacity to develop and deliver local inservice for the reform curriculum supported and extended (output 1.8 refers)													
Proposal implemented by schools	X	X	X	X	X	X							Head teachers, inspectors
Program evaluated		X	X	X	X	X	X						Subcontractor
Acquittals and school evaluations reviewed						X	X		X	X			Senior Inspectors, PMG
New proposals considered											X		Senior inspectors, PMG
Funding allocated for 2003											X		PMG, Senior inspectors

Component 4: Monitoring and Communication

Outputs and activities	Q4			Q5			Q6			Q7			Responsibility
	J	A	S	O	N	D	J	F	M	A	M	J	
4.1 The implementation of the reform *curriculum monitored and evaluated, and the* feedback used to modify implementation strategies where necessary													
Impact study 1 (Longitudinal study of impact of PNG curriculum reform on student outcomes) underway	X	X	X	X	X	X	X	X	X	X	X	X	PMG, Subcontractor
Impact study 3 (Evaluation of Curriculum reform *Support Program) undertaken*							X	X	X	X			PMG, Subcontractor
Impact Study 4 (Evaluation of implementation of upper primary curriculum and inservice) undertaken											X	X	PMG, Subcontractor
4.2 Procedures for the effective monitoring of curriculum standards developed and implemented													
DoE and AusAID to review findings of the feasibility study and decide if to proceed	X	X											TMT, PMG, AusAID
Develop test instrument and set up trial			X	X	X	X	X	X					PMG, MSU, subcontractor
4.3 Awareness programs developed and delivered to inform stakeholders about the reform curriculum and gain their support													
Develop and distribute CRIP newsletters	X				X				X			X	PMG
Develop and distribute self paced awareness package for schools				X	X	X	X	X	X	X	X	X	PMG, DoE Communications
Develop and progressively release a series of radio tapes for broadcasting on local radio	X	X	X	X	X	X	X	X	X	X	X	X	PMG, CDD, Communications
Present at meetings of DoE senior staff, provincial officers, inspectors and other stakeholders as required	X	X	X	X	X	X	X	X	X	X	X	X	PMG

Component 5: Project Management

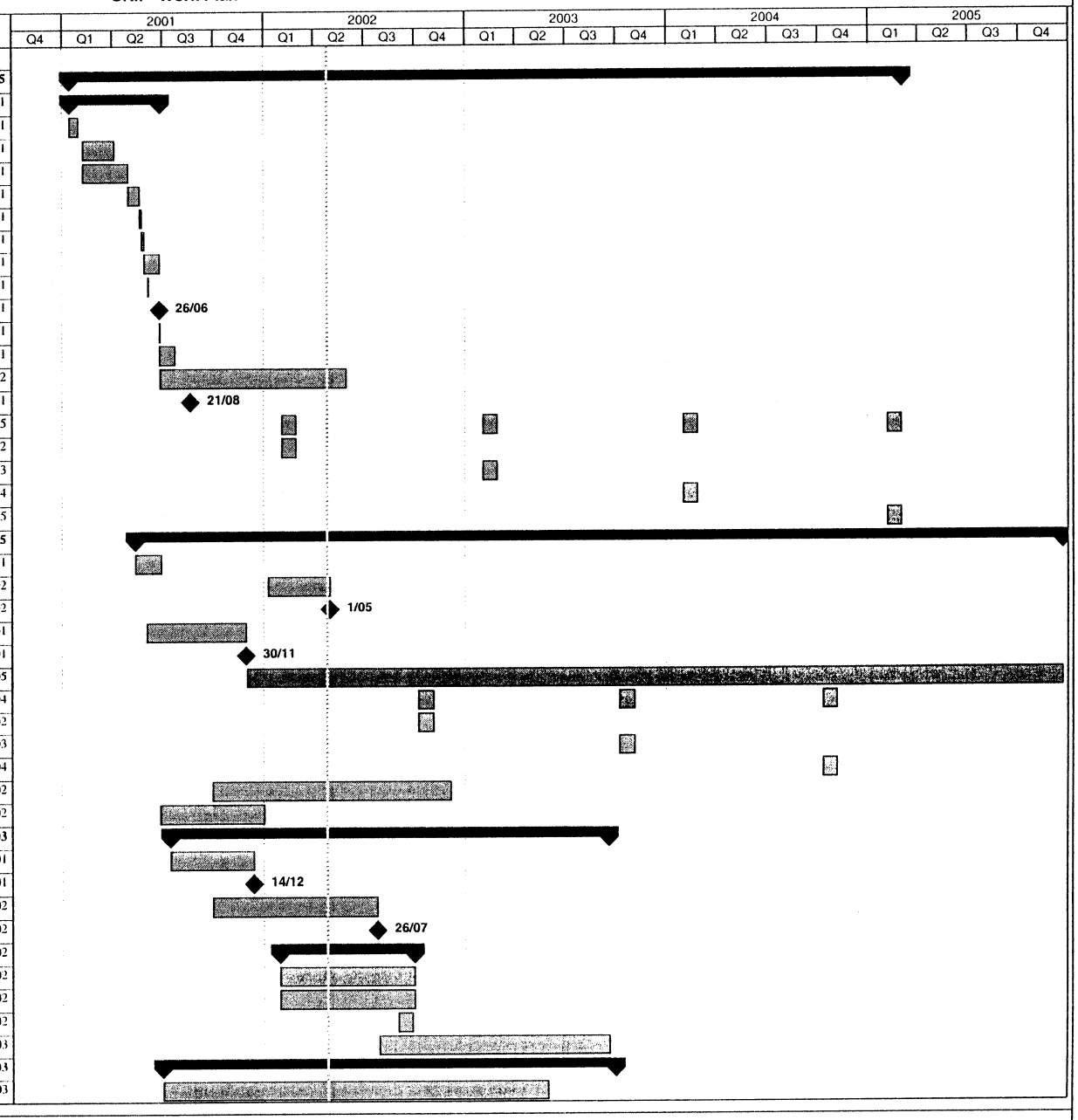
Outputs and activities	Q4			Q5			Q6			Q7			Responsibility
	J	A	S	O	N	D	J	F	M	A	M	J	
5.1 Project office established, equipped and staffed													
Project Office relocated to refurbished CDD buildings							X	X					PMG
5.2 CDD buildings assessed and refurbished													
Tender process for building refurbishment completed and subcontract signed (Stage 3)	X												Building Project manager, PMG
Subcontractor undertakes building refurbishment under supervision of project manager (Stage 4)	X	X	X	X	X	X	X						PMG, Subcontractor, Building Project manager
5.3 Project reports prepared on time													
Monthly reports completed	X	X	X	X	X	X	X	X	X	X	X	X	PMG
Six-monthly reports submitted to AusAID				X						X			PMG
Annual Plan submitted to AusAID									X				PMG
5.4 Imprest and trust accounts established and managed													
Trust accounts managed	X	X	X	X	X	X	X	X	X	X	X	X	PMG
5.6 CRIP Quality Management Plan developed													
Annual update of QMP							X						PMG
5.7 Partnership/s established													
Partnership operating	X	X	X	X	X	X	X	X	X	X			PMG, Partnership, DoE
5.8 Counterparts trained and skilled													
Handover Plan updated									X				PMG
Key DoE staff provide leadership for Project activities	X	X	X	X	X	X	X	X	X	X	X	X	DoE
PNG staff in PMG provided with training	X	X	X	X	X	X	X	X	X	X	X	X	PMG
5.9 QAG recommendations implemented	X	X	X	X	X	X	X	X	X	X	X	X	PMG

Appendix 2

Project Gantt Chart

CRIP Work Plan

ID	Task Name	Duration	Start	Finish
1	COMPONENT 1: REFORM CURRICULUM DEVELOPMENT			
2	**1.1 Curriculum Management Plan developed & implemented**	**1080 d**	**15/01/01**	**4/03/05**
3	1.1.1 Curriculum Management Plan developed	118 d	15/01/01	27/06/01
4	Determine structure	12 d	15/01/01	30/01/01
5	Curriculum Plan Workshops (9)	41 d	8/02/01	5/04/01
6	Draft the Curriculum Plan	58 d	8/02/01	30/04/01
7	Obtain feedback on the draft	15 d	1/05/01	21/05/01
8	Finalise Curriculum Plan	3 d	22/05/01	24/05/01
9	Print final draft of the Curriculum Plan	3 d	25/05/01	29/05/01
10	Curriculum Plan to DoE for approval	20 d	30/05/01	26/06/01
11	Presentation to Senior Management DoE	1 d	6/06/01	6/06/01
12	DoE approves Plan	0 d	26/06/01	26/06/01
13	Curriculum Plan to AusAID	1 d	27/06/01	27/06/01
14	1.1.2 Print & distribute approved Plan	20 d	27/06/01	24/07/01
15	1.1.3 "National Curriculum Statement for PNG" developed	242 d	28/06/01	31/05/02
16	1.1.4 Curriculum Management Plan operating	0 d	21/08/01	21/08/01
17	1.1.4 Annual review & update of CMP	805 d	4/02/02	4/03/05
18	Annual review & update of CMP 1	20 d	4/02/02	1/03/02
19	Annual review & update of CMP 2	20 d	3/02/03	28/02/03
20	Annual review & update of CMP 3	20 d	2/02/04	27/02/04
21	Annual review & update of CMP 4	20 d	7/02/05	4/03/05
22	**1.2 Improved capacity of CDD to develop RC materials**	**1205 d**	**14/05/01**	**23/12/05**
23	1.2.1 Audit software and hardware in CDD	35 d	14/05/01	29/06/01
24	1.2.2 Develop a plan to upgrade CDD's IT capacity	80 d	10/01/02	1/05/02
25	Final IT upgrade plan to DoE	0 d	1/05/02	1/05/02
26	1.2.3 Undertake initial staff training needs analysis in CDD	130 d	4/06/01	30/11/01
27	TNA completed for all CDD staff	0 d	30/11/01	30/11/01
28	1.2.4 Develop & implement staff professional development plans	1060 d	3/12/01	23/12/05
29	1.2.5 Annual review of TNA plans & staff PD	543 d	9/10/02	5/11/04
30	Annual review of TNA plans & staff PD 1	20 d	9/10/02	5/11/02
31	Annual review of TNA plans & staff PD 2	20 d	9/10/03	5/11/03
32	Annual review of TNA plans & staff PD 3	20 d	11/10/04	5/11/04
33	1.2.6 Upgrade CDD equipment where needed	310 d	1/10/01	6/12/02
34	1.2.7 Integrate work of graphics & editorial into CDD cycle	135 d	28/06/01	2/01/02
35	**1.3 Elementary RC materials reviewed, developed & improved**	**570 d**	**16/07/01**	**19/09/03**
36	1.3.1 Review & evaluate Elementary scope & sequence	110 d	16/07/01	14/12/01
37	Elementary scope & sequence reviewed	0 d	14/12/01	14/12/01
38	1.3.2 Develop new Elementary syllabus(es)	215 d	1/10/01	26/07/02
39	New Elementary syllabus(es) developed	0 d	26/07/02	26/07/02
40	1.3.3 Develop teacher support materials for new syllabus(es)	174 d	31/01/02	1/10/02
41	Develop Mathematics Teacher Resource Book	174 d	31/01/02	1/10/02
42	Develop other Teacher resource materials	174 d	31/01/02	1/10/02
43	Develop implementation support package	20 d	2/09/02	27/09/02
44	1.3.4 Develop new student curriculum materials	300 d	29/07/02	19/09/03
45	**1.4 Lower primary RC materials reviewed, developed and improved**	**587 d**	**2/07/01**	**30/09/03**
46	1.4.1 Develop vernacular support materials	500 d	2/07/01	30/05/03



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Task | Progress | Summary | External Tasks | Deadline
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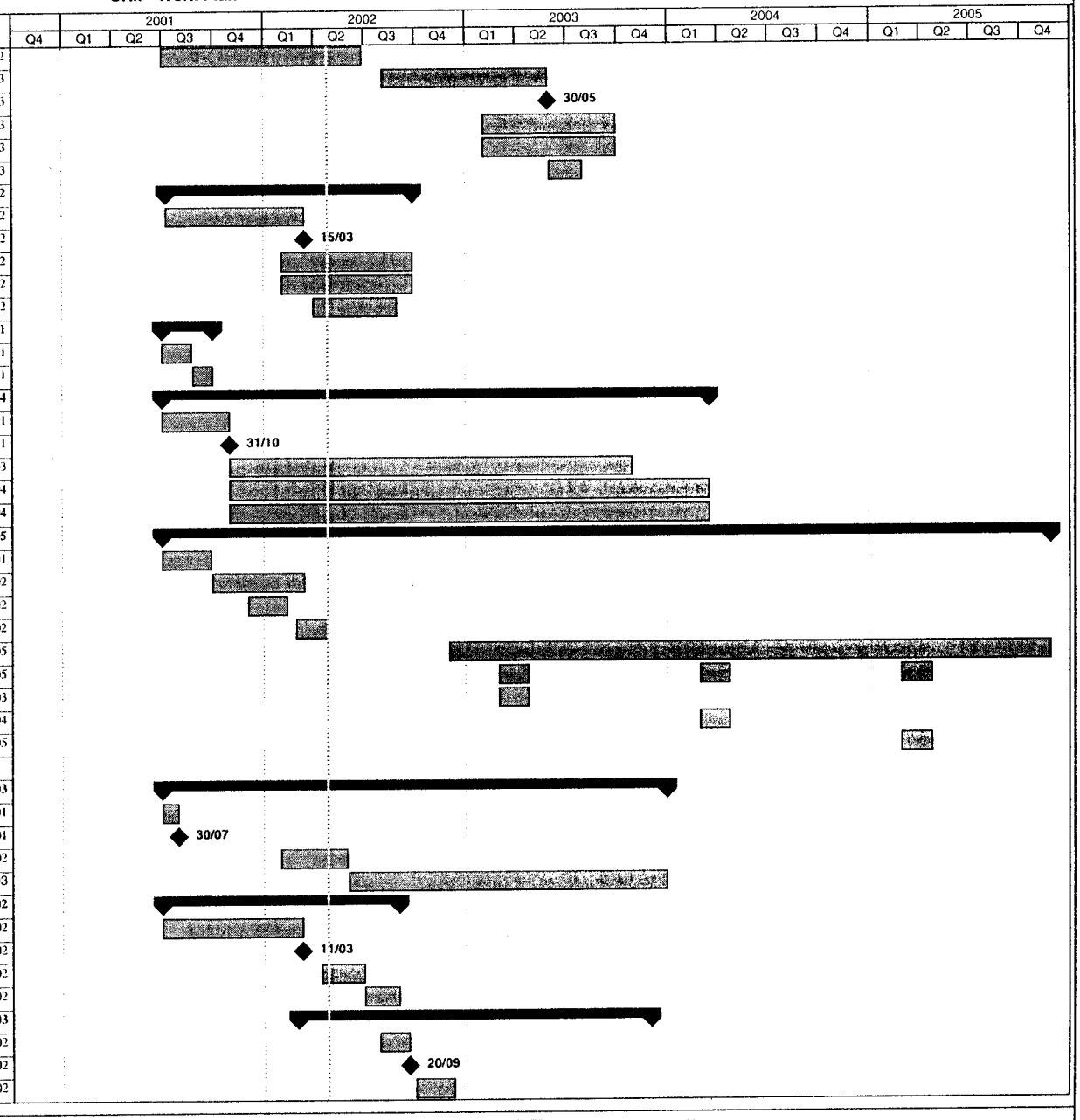
ID	Task Name	Duration	Start	Finish
47	1.4.2 Review & evaluate Edition 1 syllabuses	260 d	2/07/01	28/06/02
48	1.4.3 Develop Edition 2 syllabuses	215 d	5/08/02	30/05/03
49	Edition 2 syllabuses for lower primary developed	0 d	30/05/03	30/05/03
50	1.4.4 Develop teacher support materials for Edition 2	172 d	3/02/03	30/09/03
51	1.4.5 Develop new student curriculum materials for Edition 2	172 d	3/02/03	30/09/03
52	1.4.6 Develop implementation support package	44 d	2/06/03	31/07/03
53	**1.5 Upper primary RC materials reviewed, developed and improved**	**320 d**	**9/07/01**	**27/09/02**
54	1.5.1 Complete development of the 6-8 syllabuses using new format	180 d	9/07/01	15/03/02
55	Upper primary syllabuses developed in new format	0 d	15/03/02	15/03/02
56	1.5.2 Develop teacher support materials for Upper Primary	170 d	4/02/02	27/09/02
57	1.5.3 Develop new student curriculum materials for Upper primary	170 d	4/02/02	27/09/02
58	1.5.4 Develop implementation support package	110 d	1/04/02	30/08/02
59	**1.6 Framework developed secondary reform curriculum.**	**66 d**	**2/07/01**	**1/10/01**
60	1.6.1 Conduct stakeholder workshops	40 d	2/07/01	24/08/01
61	1.6.2 Develop secondary framework for PNG Curriculum Statement	26 d	27/08/01	1/10/01
62	**1.7 Assessment & evaluation procedures reviewed & developed**	**708 d**	**2/07/01**	**17/03/04**
63	1.7.1 Conduct W/S on assessment for outcomes based curriculum	88 d	2/07/01	31/10/01
64	Assessment W/S completed	0 d	31/10/01	31/10/01
65	1.7.2 Develop teacher support resources	520 d	1/11/01	29/10/03
66	1.7.3 Incorporate assessment advice into syllabus(es)	620 d	1/11/01	17/03/04
67	1.7.4 Incorporate assessment advice into teacher support materials	620 d	1/11/01	17/03/04
68	**1.8 Capacity to develop curriculum at the local level strengthened**	**1151 d**	**2/07/01**	**28/11/05**
69	1.8.1 Develop guidelines for establishing a RC Support Program	65 d	2/07/01	28/09/01
70	1.8.2 Distribute guidelines and promote Program	120 d	1/10/01	15/03/02
71	1.8.3 Train senior inspectors as provincial coordinators	50 d	5/12/01	12/02/02
72	1.8.4 Assess submissions & allocate funds to provinces	40 d	1/03/02	25/04/02
73	1.8.5 Monitor program acquittals from provinces	780 d	3/12/02	28/11/05
74	1.8.6 Conduct annual allocation selection	561 d	3/03/03	25/04/05
75	Conduct annual allocation selection 1	40 d	3/03/03	25/04/03
76	Conduct annual allocation selection 2	40 d	1/03/04	23/04/04
77	Conduct annual allocation selection 3	40 d	1/03/05	25/04/05
78	COMPONENT 2: RC PRODUCTION & DISTRIBUTION			
79	**2.1 Print shop reviewed & recommendations developed**	**653 d**	**2/07/01**	**31/12/03**
80	2.1.1 Study of print shop conducted	21 d	2/07/01	30/07/01
81	Print shop study report received	0 d	30/07/01	30/07/01
82	2.1.2 Recommendations to DOE for analysis	86 d	1/02/02	31/05/02
83	2.1.3 Follow up action as needed	413 d	3/06/02	31/12/03
84	**2.2 Distribution reviewed & a National Distribution Policy developed**	**306 d**	**2/07/01**	**2/09/02**
85	2.2.1 Study of materials distribution & storage conducted	181 d	2/07/01	11/03/02
86	Distribution study report received	0 d	11/03/02	11/03/02
87	2.2.2 DOE analyses study recommendations	56 d	15/04/02	1/07/02
88	2.2.3 National Distribution Policy developed from findings	45 d	2/07/02	2/09/02
89	**2.3 Materials printed or procured in line with 5 year Production Plan**	**457 d**	**4/03/02**	**2/12/03**
90	2.3.1 Elementary syllabuses printed	40 d	29/07/02	20/09/02
91	Elementary syllabuses printed	0 d	20/09/02	20/09/02
92	2.3.2 Elementary teacher's materials printed	50 d	2/10/02	10/12/02



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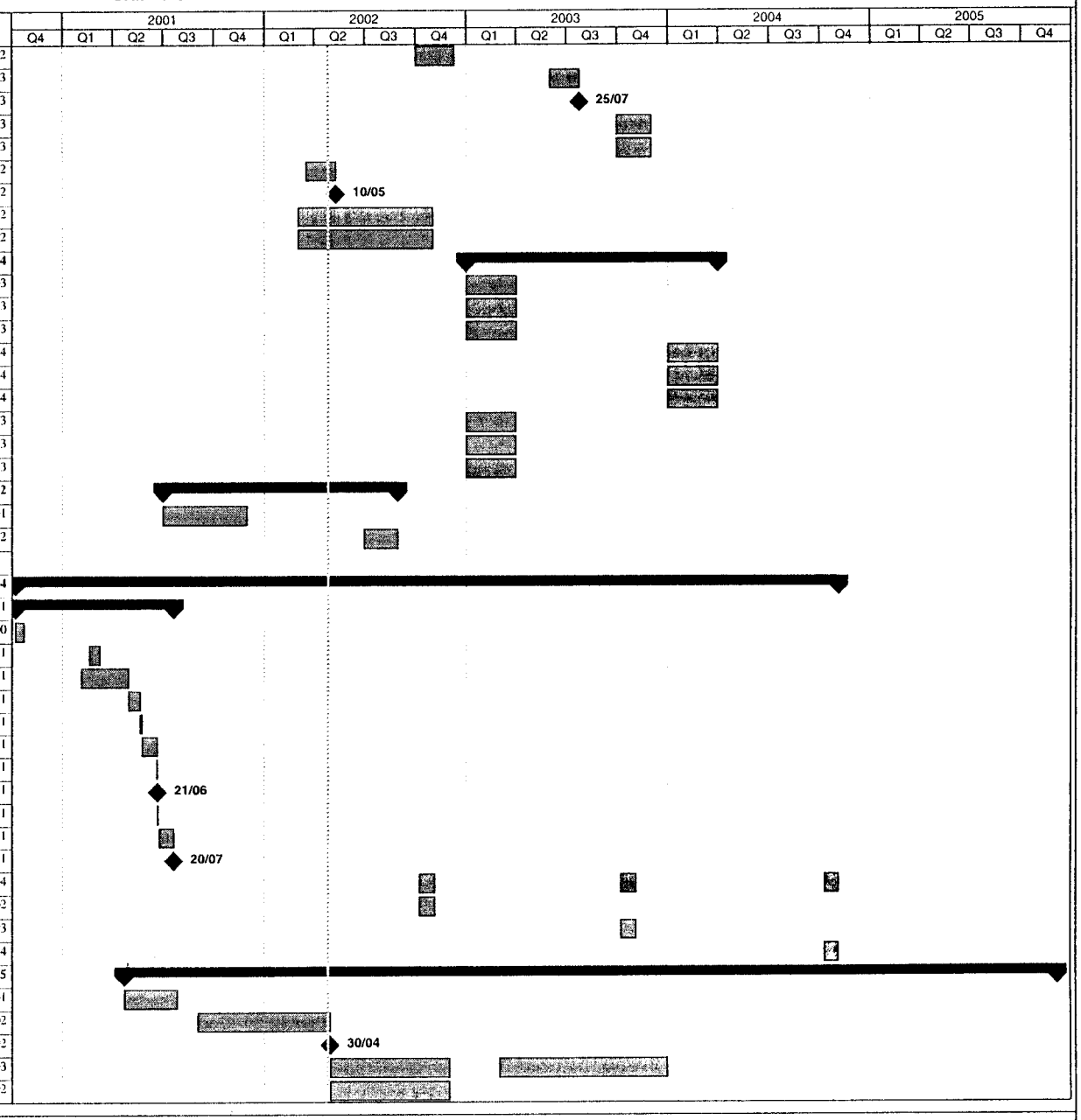
ID	Task Name	Duration	Start	Finish
93	2.3.3 Elementary student materials printed or procured	50 d	2/10/02	10/12/02
94	2.3.4 Lower primary Edn 2 syllabuses printed	40 d	2/06/03	25/07/03
95	Lower primary syllabuses printed	0 d	25/07/03	25/07/03
96	2.3.5 Lower primary teacher's materials printed	45 d	1/10/03	2/12/03
97	2.3.6 Lower primary student materials printed or procured	45 d	1/10/03	2/12/03
98	2.3.7 Upper primary syllabuses printed	40 d	18/03/02	10/05/02
99	Upper primary syllabuses printed	0 d	10/05/02	10/05/02
100	2.3.8 Upper primary teacher's materials printed	175 d	4/03/02	1/11/02
101	2.3.9 Upper primary student materials printed or procured	175 d	4/03/02	1/11/02
102	**2.4 RC materials distributed in line with the Distribution Policy**	**326 d**	**1/01/03**	**31/03/04**
103	2.4.1 Elementary syllabuses distributed	65 d	1/01/03	1/04/03
104	2.4.2 Elementary teacher's materials distributed	65 d	1/01/03	1/04/03
105	2.4.3 Elementary student materials distributed	65 d	1/01/03	1/04/03
106	2.4.4 Lower primary syllabuses distributed	65 d	1/01/04	31/03/04
107	2.4.5 Lower primary teacher's materials distributed	65 d	1/01/04	31/03/04
108	2.4.6 Lower primary student materials distributed	65 d	1/01/04	31/03/04
109	2.4.7 Upper primary syllabuses distributed	64 d	1/01/03	31/03/03
110	2.4.8 Upper primary teacher's materials distributed	64 d	1/01/03	31/03/03
111	2.4.9 Upper primary student materials distributed	64 d	1/01/03	31/03/03
112	**2.5 Improved packaging of curriculum materials to improve storage**	**305 d**	**2/07/01**	**30/08/02**
113	2.5.1 Investigate improved ways of packaging materials (Study-2.2.1)	110 d	2/07/01	30/11/01
114	2.5.2 Implement recommendations from study	45 d	1/07/02	30/08/02
115	COMPONENT 3: REFORM CURRICULUM INSERVICE			
116	**3.1 Inservice Management Plan for the RC developed & implemented**	**1069 d**	**9/10/00**	**5/11/04**
117	3.1.1 Inservice Management Plan developed	209 d	9/10/00	20/07/01
118	Determine structure	15 d	9/10/00	23/10/00
119	I/S Plan Workshops (5)	15 d	19/02/01	9/03/01
120	Draft the I/S Plan	61 d	5/02/01	30/04/01
121	Obtain feedback on the draft	15 d	1/05/01	21/05/01
122	Finalise I/S Plan	3 d	22/05/01	24/05/01
123	Inservice Plan to DoE for approval	20 d	25/05/01	21/06/01
124	Presentation to DoE senior management	1 d	21/06/01	21/06/01
125	DoE approves I/S Plan	0 d	21/06/01	21/06/01
126	Inservice Plan to AusAID	1 d	22/06/01	22/06/01
127	Print & distribute approved plan	20 d	25/06/01	20/07/01
128	3.1.2 I/S Management Plan operating	0 d	20/07/01	20/07/01
129	3.1.3 Annual review & update of IMP	543 d	9/10/02	5/11/04
130	Annual review & update of IMP 1	20 d	9/10/02	5/11/02
131	Annual review & update of IMP 2	20 d	9/10/03	5/11/03
132	Annual review & update of IMP 3	20 d	11/10/04	5/11/04
133	**3.2 I/S strategies & materials developed & delivered**	**1210 d**	**23/04/01**	**9/12/05**
134	3.2.1 Catchup I/S courses for Grade 5 teachers	70 d	23/04/01	27/07/01
135	3.2.2 Develop lower primary I/S modules	172 d	3/09/01	30/04/02
136	Ed 1 Lower primary I/S modules developed	0 d	30/04/02	30/04/02
137	3.2.3 Implement lower primary I/S modules	436 d	1/05/02	31/12/03
138	Implement lower primary I/S modules - 2002	154 d	1/05/02	2/12/02



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Task | Progress | Summary | External Tasks | Deadline
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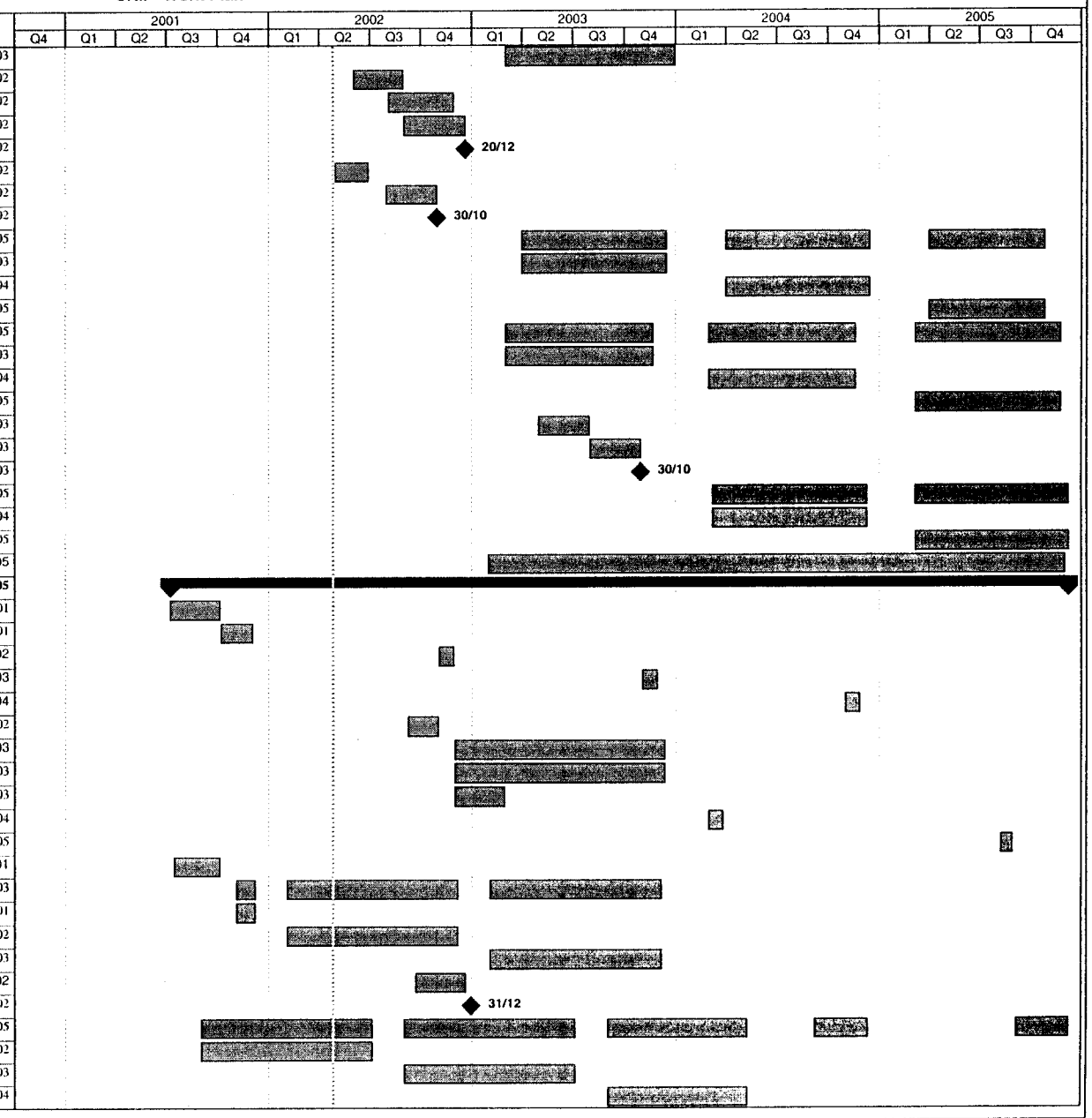
ID	Task Name	Duration	Start	Finish
139	Implement lower primary I/S modules - 2003	218 d	3/03/03	31/12/03
140	3.2.4 TNA for elementary teachers & trainers	65 d	3/06/02	30/08/02
141	3.2.5 Assist revision of elementary CET program	85 d	5/08/02	29/11/02
142	3.2.6 Develop I/S program on Elementary Edition 2	80 d	2/09/02	20/12/02
143	I/S program on Elementary Edition 2 developed	0 d	20/12/02	20/12/02
144	3.2.7 TNA for new upper primary curriculum	43 d	1/05/02	28/06/02
145	3.2.8 Develop I/S program for new upper primary	65 d	1/08/02	30/10/02
146	I/S program for new upper primary developed	0 d	30/10/02	30/10/02
147	3.2.9 Implement Elementary teacher I/S for Ed 2	673 d	1/04/03	27/10/05
148	Implement Elementary teacher I/S for Ed 2 - 2003	185 d	1/04/03	15/12/03
149	Implement Elementary teacher I/S for Ed 2 - 2004	185 d	1/04/04	15/12/04
150	Implement Elementary teacher I/S for Ed 2 - 2005	150 d	1/04/05	27/10/05
151	3.2.10 Implement upper primary I/S	715 d	3/03/03	25/11/05
152	Implement upper primary I/S 2003	190 d	3/03/03	21/11/03
153	Implement upper primary I/S 2004	190 d	1/03/04	19/11/04
154	Implement upper primary I/S 2005	190 d	7/03/05	25/11/05
155	3.2.11 TNA for Ed 2 lower primary curriculum	65 d	1/05/03	30/07/03
156	3.2.12 Develop teacher I/S for Ed 2 lower primary	65 d	1/08/03	30/10/03
157	Teacher I/S for Ed 2 lower primary developed	0 d	30/10/03	30/10/03
158	3.2.13 Implement teacher I/S in Ed 2 lower primary	460 d	8/03/04	9/12/05
159	Implement teacher I/S in Ed 2 lower primary 2004	200 d	8/03/04	10/12/04
160	Implement teacher I/S in Ed 2 lower primary 2005	200 d	7/03/05	9/12/05
161	3.2.14 Collegial Curriculum Leadership Program for hts implemented	741 d	31/01/03	2/12/05
162	**3.3 National & provincial I/S trainers & staff professionally developed**	**1155 d**	**9/07/01**	**9/12/05**
163	3.3.1 W/S for Strand Heads, PTCs & PNGEI on cycle	65 d	9/07/01	5/10/01
164	3.3.2 W/S for provincial implementers of IMP	40 d	9/10/01	3/12/01
165	Annual W/S for provincial implementers of IMP	20 d	4/11/02	29/11/02
166	Annual W/S for provincial implementers of IMP	20 d	3/11/03	28/11/03
167	Annual W/S for provincial implementers of IMP	20 d	1/11/04	26/11/04
168	3.3.3 W/S for Strand Heads, PTCs & PNGEI on upper primary	40 d	9/09/02	1/11/02
169	3.3.4 Inspectors briefed on upper primary curr & I/S	270 d	2/12/02	12/12/03
170	3.3.5 Inspectors briefed Ed 2 elementary curr. & I/S	270 d	2/12/02	12/12/03
171	3.3.6 W/S for Strand Heads, PTCs & PNGEI on Ed 2 elementary	65 d	2/12/02	28/02/03
172	3.3.7 Inspectors briefed Ed 2 lower primary curr. & I/S	20 d	1/03/04	26/03/04
173	3.3.8 National I/S evaluation & planning conference	15 d	9/08/05	29/08/05
174	3.3.9 Develop training program for lower primary trainers	60 d	16/07/01	5/10/01
175	3.3.10 Train the Assessor W/S for lower primary I/S	545 d	5/11/01	5/12/03
176	Trainer W/S for lower primary I/S - 2001	25 d	5/11/01	7/12/01
177	Trainer W/S for lower primary I/S - 2002	220 d	4/02/02	6/12/02
178	Trainer W/S for lower primary I/S - 2003	220 d	3/02/03	5/12/03
179	3.3.11 Develop training for Assessors on Upper primary	65 d	23/09/02	20/12/02
180	Training for trainers on Upper primary developed	0 d	31/12/02	31/12/02
181	3.3.12 Train the Assessor W/S for upper primary I/S	1115 d	3/09/01	9/12/05
182	Trainer W/S for upper primary I/S - 1	220 d	3/09/01	5/07/02
183	Trainer W/S for upper primary I/S - 2	220 d	2/09/02	4/07/03
184	Trainer W/S for upper primary I/S - 3	180 d	1/09/03	7/05/04



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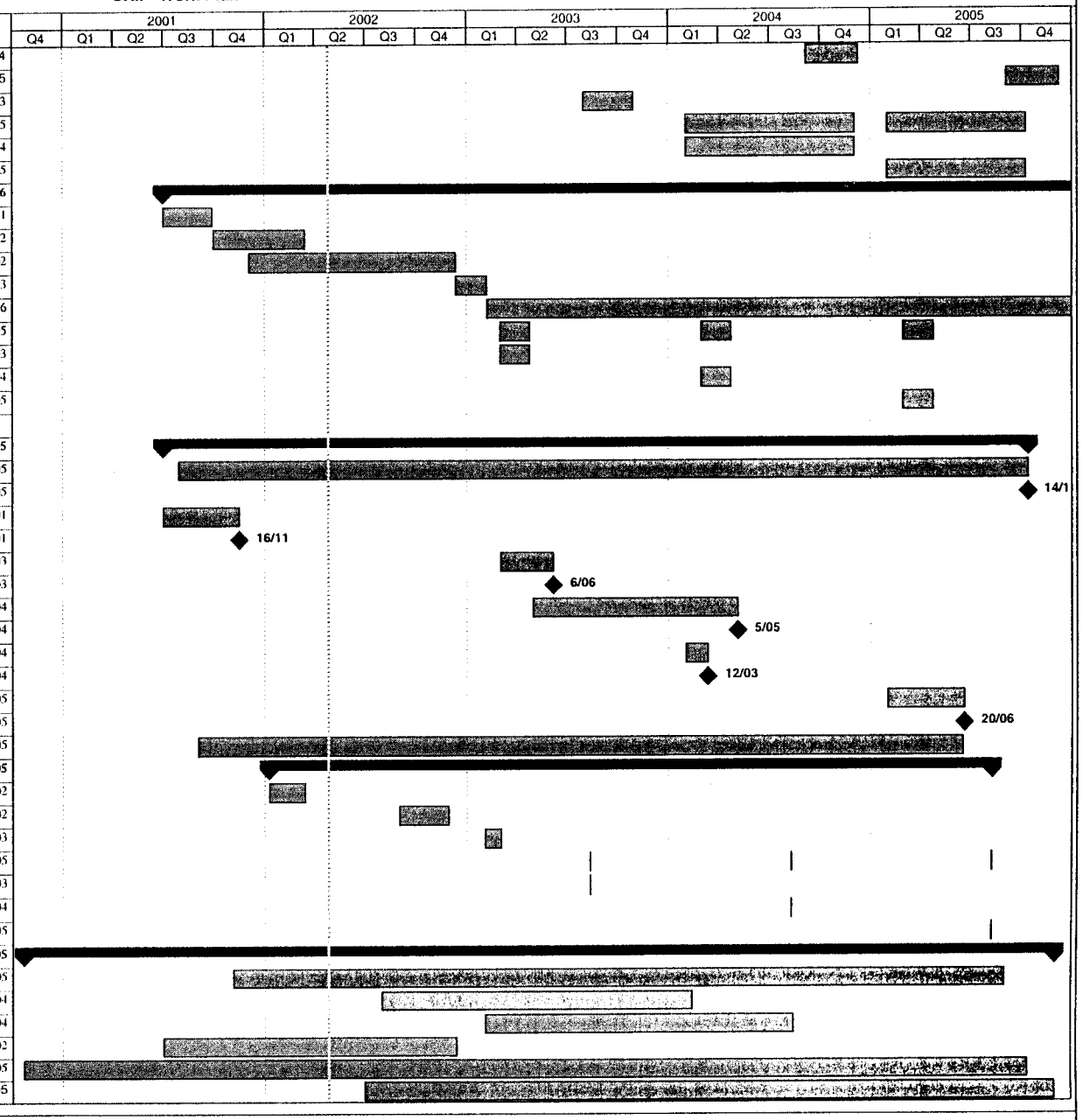
ID	Task Name	Duration	Start	Finish
185	3.3.12 Train the Assessor W/S for upper primary I/S 4	70 d	6/09/04	10/12/04
186	3.3.12 Train the Assessor W/S for upper primary I/S 5	70 d	5/09/05	9/12/05
187	3.3.13 Develop training for assessors on Ed 2 lower primary	65 d	1/08/03	30/10/03
188	3.3.14 Train the Trainer W/S for Ed 2 lower primary I/S	441 d	2/02/04	10/10/05
189	Trainer W/S for Ed 2 lower primary I/S - 2004	220 d	2/02/04	3/12/04
190	Trainer W/S for Ed lower primary I/S - 2005	180 d	1/02/05	10/10/05
191	**3.4 Strenghten capacity to develop & deliver local I/S for RC**	**1199 d**	**2/07/01**	**2/02/06**
192	3.4.1 Develop guidelines for establishing a RC Support Program	65 d	2/07/01	28/09/01
193	3.4.2 Distribute guidelines and promote Program	120 d	1/10/01	15/03/02
194	3.4.3 Train senior inspectors as provincial coordinators	267 d	5/12/01	12/12/02
195	3.4.4 Assess submissions & allocate funds to provinces	40 d	13/12/02	6/02/03
196	3.4.5 Monitor program acquittals from provinces	780 d	7/02/03	2/02/06
197	3.4.6 Conduct annual allocation selection	561 d	3/03/03	25/04/05
198	Conduct annual allocation selection - 2003	40 d	3/03/03	25/04/03
199	Conduct annual allocation selection - 2004	40 d	1/03/04	23/04/04
200	Conduct annual allocation selection - 2005	40 d	1/03/05	25/04/05
201	COMPONENT 4: MONITORING & COMMUNICATION			
202	**4.1 The implementation of the RC monitored & evaluated**	**1120 d**	**2/07/01**	**14/10/05**
203	4.1.1 Impact study 1 (on student outcomes) undertaken	1100 d	30/07/01	14/10/05
204	Impact Study 1 report received	0 d	14/10/05	14/10/05
205	4.1.2 Impact study 2 (on catchup inservice activity) undertaken	100 d	2/07/01	16/11/01
206	Impact Study 2 report received	0 d	16/11/01	16/11/01
207	4.1.3 Impact Study 3 (review support program) undertaken	70 d	3/03/03	6/06/03
208	Impact Study 3 report received	0 d	6/06/03	6/06/03
209	4.1.4 Impact Study 4 (implementation of upper primary) undertaken	265 d	1/05/03	5/05/04
210	Impact Study 4 report received	0 d	5/05/04	5/05/04
211	4.1.5 Impact Study 5 (distribution Ed 2 3-5 curr) undertaken	30 d	2/02/04	12/03/04
212	Impact Study 5 report received	0 d	12/03/04	12/03/04
213	4.1.6 Impact Study 6 (implementation of elementary curric) undertaken	100 d	1/02/05	20/06/05
214	Impact Study 6 report received	0 d	20/06/05	20/06/05
215	4.1.7 Other Impact Studies conducted as needed	990 d	3/09/01	17/06/05
216	**4.2 Procedures for monitoring Curric standards dev. & implemented**	**934 d**	**10/01/02**	**9/08/05**
217	4.2.1 Review of current procedures & design of new test procedures	47 d	10/01/02	15/03/02
218	4.2.2 Develop test instrument & set up trial in five provinces	65 d	2/09/02	29/11/02
219	4.2.3 Undertake trial of test	21 d	3/02/03	3/03/03
220	4.2.4 Administer test	521 d	12/08/03	9/08/05
221	Administer test - 2003	1 d	12/08/03	12/08/03
222	Administer test - 2004	1 d	10/08/04	10/08/04
223	Administer test - 2003	1 d	9/08/05	9/08/05
224	**4.3 RC awareness & support raising programs dev. & delivered**	**1335 d**	**23/10/00**	**2/12/05**
225	4.3.1 Develop & distribute CRIP newsletters	1000 d	5/11/01	2/09/05
226	4.3.2 Develop self paced awareness package for schools	400 d	1/08/02	11/02/04
227	4.3.3 Distribute self paced awareness package as appropriate	400 d	3/02/03	13/08/04
228	4.3.4 Develop & release audio tapes for local & radio	380 d	2/07/01	13/12/02
229	4.3.5 Presentations to DoE senior staff & other S/H	1300 d	23/10/00	14/10/05
230	4.3.6 CRIP website established and operating	895 d	1/07/02	2/12/05



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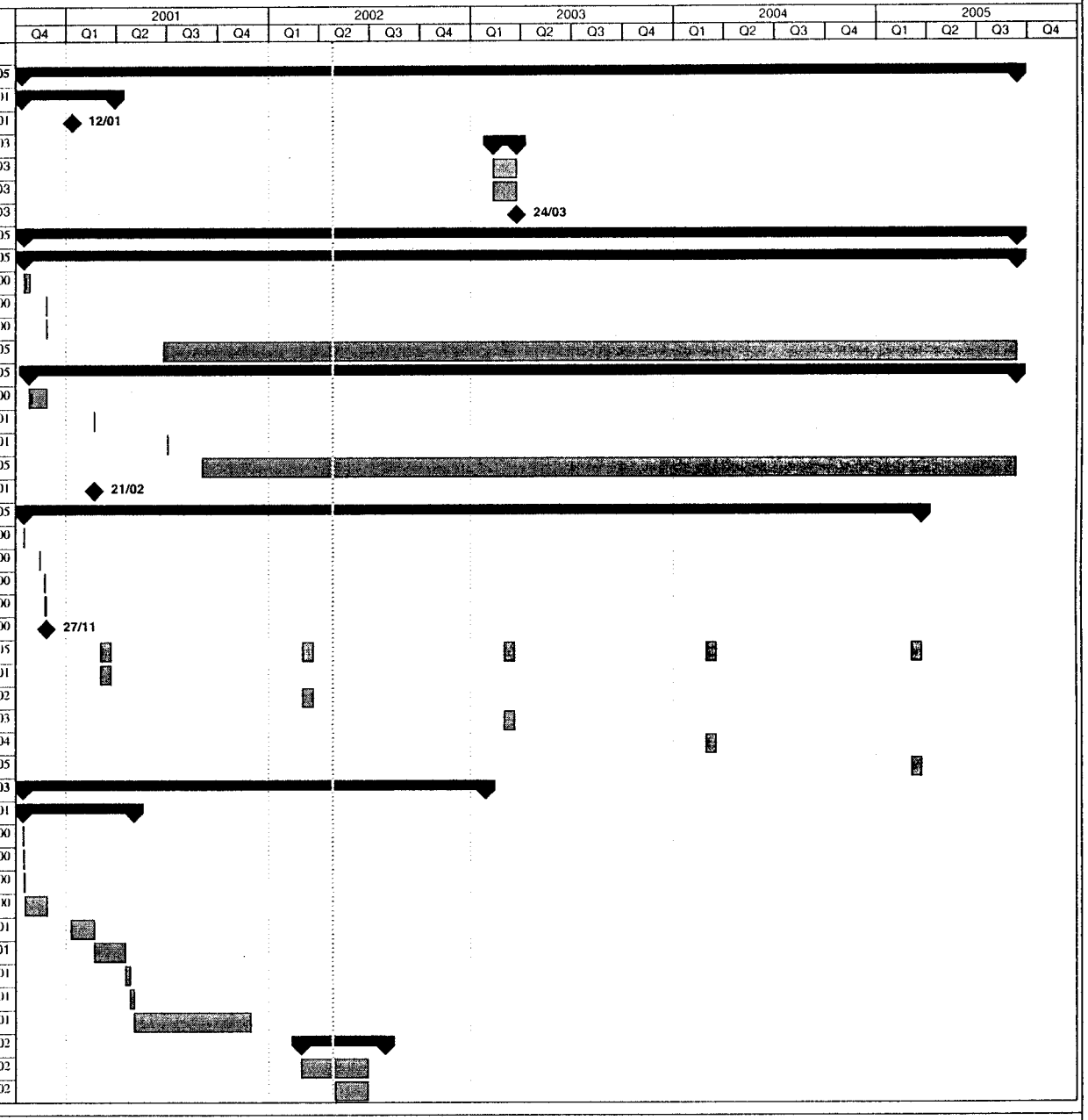
ID	Task Name	Duration	Start	Finish
231	COMPONENT 5: PROJECT MANAGEMENT			
232	**5.1 Project office established, equipped & staffed**	**1286 d**	**14/10/00**	**13/09/05**
233	5.1.1 Temporary Office Setup	124 d	14/10/00	30/03/01
290	Temporary Office fully equipped & established	0 d	12/01/01	12/01/01
291	5.1.2 Project Office relocated to refurbished CDD buildings	30 d	11/02/03	24/03/03
292	Furnished	30 d	11/02/03	24/03/03
293	Equipped	30 d	11/02/03	24/03/03
294	New office fully operational	0 d	24/03/03	24/03/03
295	5.1.3 Establish & engage Management Groups	1282 d	18/10/00	13/09/05
296	PCG	1282 d	18/10/00	13/09/05
297	Finalise membership	10 d	18/10/00	27/10/00
298	Hold first meeting	0.5 d	27/11/00	27/11/00
299	Hold Launch-W/S	0.5 d	27/11/00	27/11/00
300	Hold PCG meeting at least 6 monthly	1100 d	27/06/01	13/09/05
301	AAG	1272.5 d	27/10/00	13/09/05
302	Finalise membership	22 d	27/10/00	27/11/00
303	Hold first meeting	0.5 d	21/02/01	21/02/01
304	Hold second meeting	0.5 d	4/07/01	4/07/01
305	Hold regular AAG meetings	1050 d	4/09/01	13/09/05
306	Both PCG and AAG operating	0 d	21/02/01	21/02/01
307	**5.1.4 Update Project Logframe**	**1160 d**	**18/10/00**	**25/03/05**
308	Initial Logframe Workshop	0.5 d	18/10/00	18/10/00
309	Followup LF training W/S with CDD	0.5 d	15/11/00	15/11/00
310	W/S on CRIP Logframe	0.5 d	24/11/00	24/11/00
311	Finalise updated CRIP logframe	1 d	24/11/00	27/11/00
312	PDD Logframe updated	0 d	27/11/00	27/11/00
313	CRIP Logframe updated annually	1060 d	5/03/01	25/03/05
314	CRIP Logframe updated 2001	15 d	5/03/01	23/03/01
315	CRIP Logframe updated 2002	15 d	4/03/02	22/03/02
316	CRIP Logframe updated 2003	15 d	3/03/03	21/03/03
317	CRIP Logframe updated 2004	15 d	1/03/04	19/03/04
318	CRIP Logframe updated 2005	15 d	7/03/05	25/03/05
319	**5.2 Standards buildings assessed & refurbished**	**599 d**	**16/10/00**	**28/01/03**
320	5.2.1 Stage 1 - Building renovation at CDD	146.5 d	16/10/00	4/05/01
321	Check with FAS, Standards	1 d	16/10/00	16/10/00
322	Check with AusAID POM	1 d	17/10/00	17/10/00
323	Review technical report with SMEC - A&L group	2 d	17/10/00	19/10/00
324	Develop TORs to PM Stages 2-4	30 d	19/10/00	28/11/00
325	Call for EOIs - stage 1	30 d	10/01/01	21/02/01
326	Call for limited tender stage 2	40 d	21/02/01	18/04/01
327	Assess proposals & appoint PM	7 d	18/04/01	27/04/01
328	Negotiate & finalise contract	5 d	27/04/01	4/05/01
329	5.2.2 Stage 2 Building assessments completed under PM supervision	150 d	4/05/01	30/11/01
330	5.2.3 Stage 3 Specifications and Tendering	108 d	1/03/02	30/07/02
331	5.2.3 Specifications & costings developed for refurbishment	86 d	1/03/02	28/06/02
332	5.2.3 Tender process for building refurbishment completed	43 d	1/05/02	28/06/02



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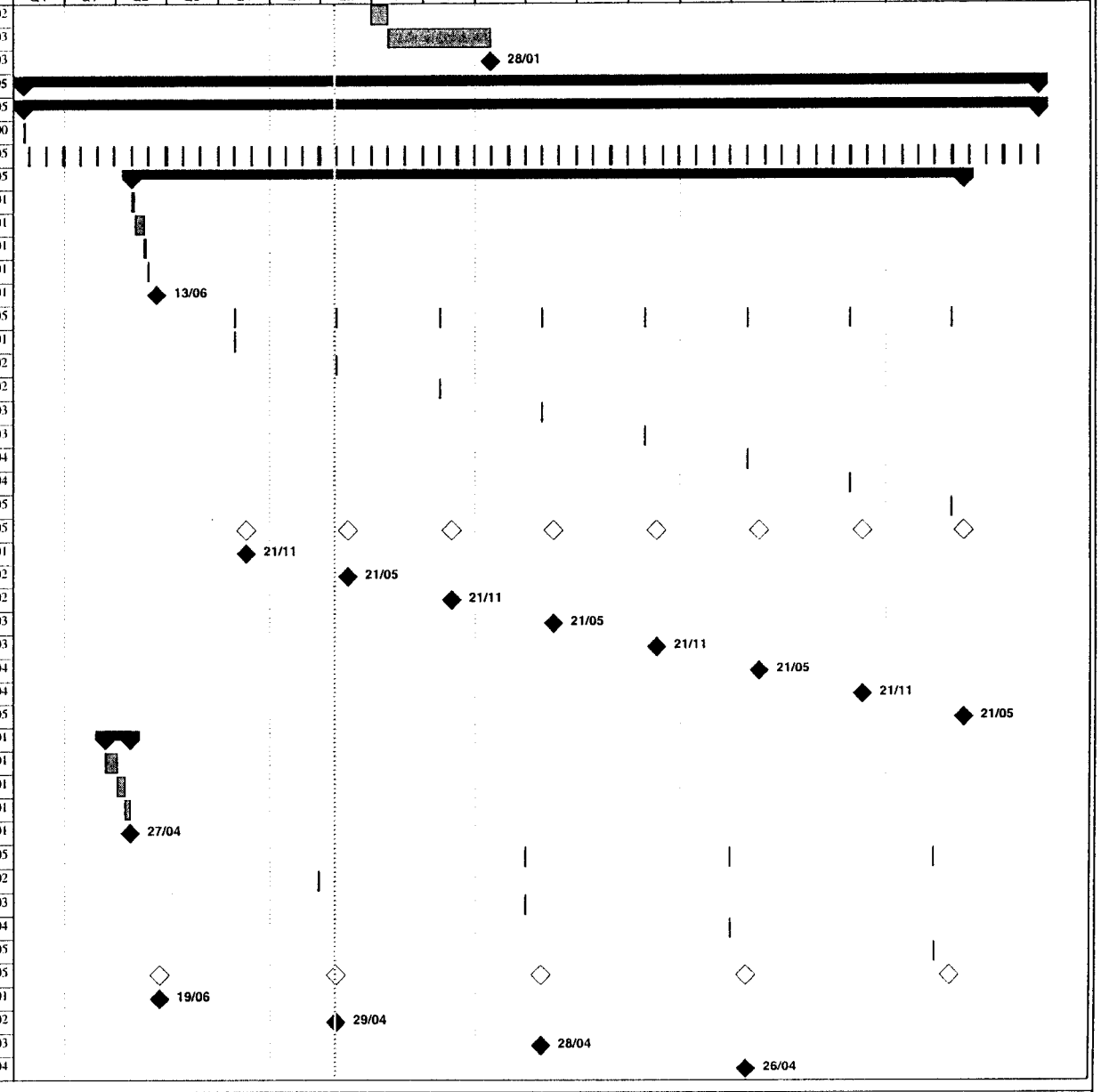
Task | Progress | Summary | External Tasks | Deadline
Split | Milestone | Project Summary | External Milestone

CRIP Work Plan

ID	Task Name	Duration	Start	Finish
333	5.2.3 Subcontracts signed with successful tenderers	22 d	1/07/02	30/07/02
334	5.2.4 Stage 4 Subcontractor undertakes refurbishment supervised by PM	130 d	31/07/02	28/01/03
335	Standards buildings are completely refurbished	0 d	28/01/03	28/01/03
336	**5.3 Project reports prepared on time**	**1292 d**	**21/10/00**	**30/09/05**
337	5.3.1 Monthly Reports	1292 d	21/10/00	30/09/05
338	Determine format	2.5 d	21/10/00	23/10/00
339	Prepare Monthly Reports	1285 d	30/10/00	30/09/05
400	5.3.2 Six Monthly Report	1059 d	1/05/01	21/05/05
401	Determine format	4 d	1/05/01	4/05/01
402	Prepare first six-month report	12 d	7/05/01	22/05/01
403	Draft of first six-month report cleared by PD	3 d	23/05/01	25/05/01
404	Draft of the 1st 6 MR sent to AuAID post	1 d	30/05/01	30/05/01
405	AusAID approves first 6 MR	0 d	13/06/01	13/06/01
406	Draft 6 MR s sent to AusAID	913 d	31/10/01	29/04/05
407	Draft 6 MR s sent to AusAID 2	1 d	31/10/01	31/10/01
408	Draft 6 MR s sent to AusAID 3	1 d	30/04/02	30/04/02
409	Draft 6 MR s sent to AusAID 4	1 d	31/10/02	31/10/02
410	Draft 6 MR s sent to AusAID 5	1 d	30/04/03	30/04/03
411	Draft 6 MR s sent to AusAID 6	1 d	31/10/03	31/10/03
412	Draft 6 MR s sent to AusAID 7	1 d	30/04/04	30/04/04
413	Draft 6 MR s sent to AusAID 8	1 d	29/10/04	29/10/04
414	Draft 6 MR s sent to AusAID 9	1 d	29/04/05	29/04/05
415	AusAID approves the 6 MRs	913 d	21/11/01	21/05/05
416	AusAID approves the 6 MR No. 2	0 d	21/11/01	21/11/01
417	AusAID approves the 6 MR No. 3	0 d	21/05/02	21/05/02
418	AusAID approves the 6 MR No. 4	0 d	21/11/02	21/11/02
419	AusAID approves the 6 MR No. 5	0 d	21/05/03	21/05/03
420	AusAID approves the 6 MR No. 6	0 d	21/11/03	21/11/03
421	AusAID approves the 6 MR No. 7	0 d	21/05/04	21/05/04
422	AusAID approves the 6 MR No. 8	0 d	21/11/04	21/11/04
423	AusAID approves the 6 MR No. 9	0 d	21/05/05	21/05/05
424	5.3.3 Annual Plan - 2001-2002	32 d	15/03/01	27/04/01
425	Begin drafting the Annual Plan	15 d	15/03/01	4/04/01
426	Finalise draft Annual Plan	10 d	5/04/01	18/04/01
427	SAGRIC published AP	7 d	19/04/01	27/04/01
428	Draft first AP submitted to AusAID	0 d	27/04/01	27/04/01
429	5.3.4 Annual Plans submitted to AusAID	782 d	29/03/02	28/03/05
430	Annual Plan No. 2 submitted to AusAID	1 d	29/03/02	29/03/02
431	Annual Plan No. 3 submitted to AusAID	1 d	31/03/03	31/03/03
432	Annual Plan No. 4 submitted to AusAID	1 d	29/03/04	29/03/04
433	Annual Plan No. 5 submitted to AusAID	1 d	28/03/05	28/03/05
434	AusAID approves Annual Plans	1004 d	19/06/01	25/04/05
435	AusAID approves Annual Plans 1	0 d	19/06/01	19/06/01
436	AusAID approves Annual Plans 2	0 d	29/04/02	29/04/02
437	AusAID approves Annual Plans 3	0 d	28/04/03	28/04/03
438	AusAID approves Annual Plans 4	0 d	26/04/04	26/04/04



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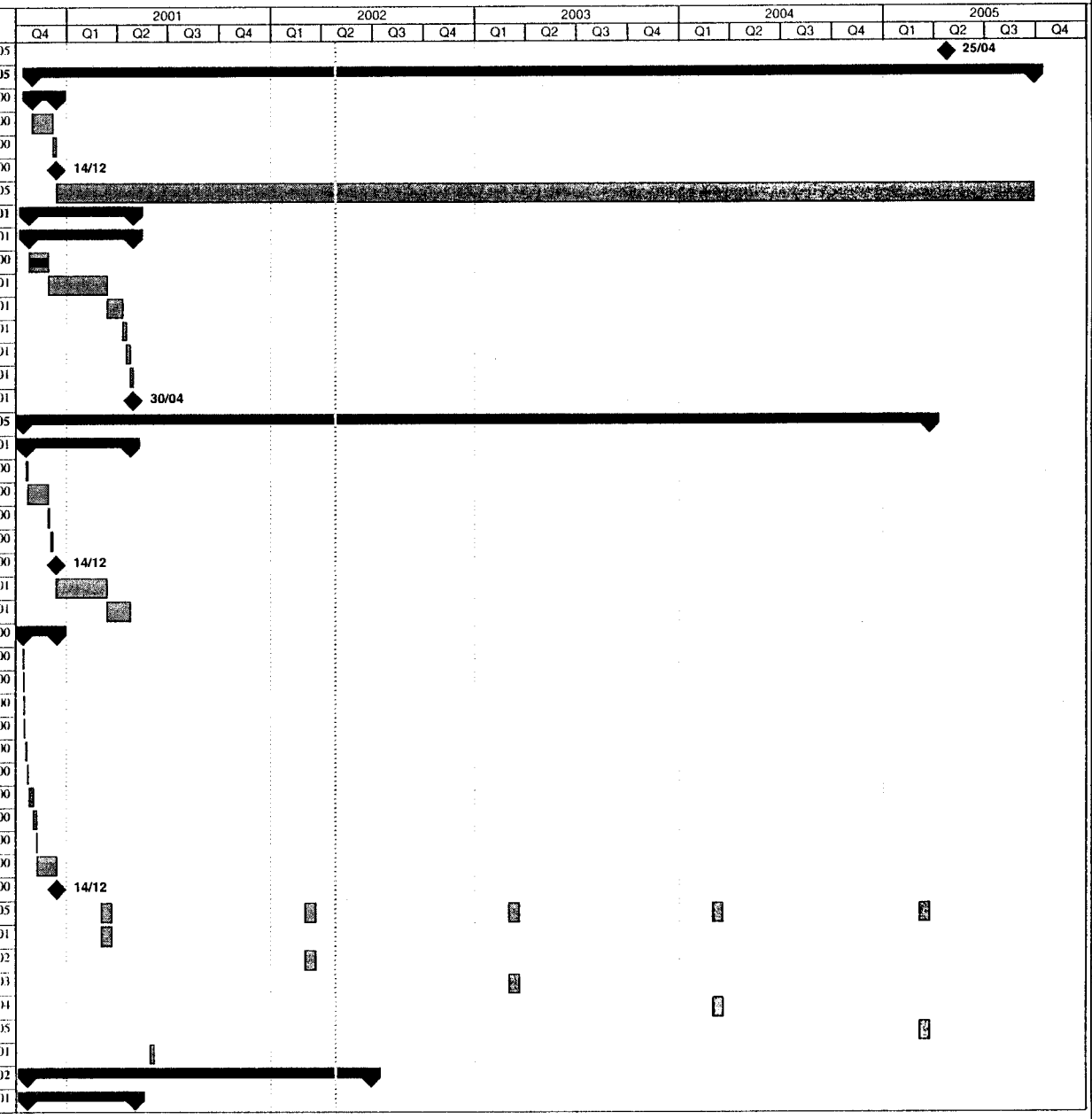
Task | Progress | Summary | External Tasks | Deadline
Split | Milestone | Project Summary | External Milestone

CRIP Work Plan

ID	Task Name	Duration	Start	Finish
439	AusAID approves Annual Plans 5	0 d	25/04/05	25/04/05
440	**5.4 Imprest accounts established & managed**	**1281 d**	**1/11/00**	**28/09/05**
441	5.4.1 CRIP Trust Accounts established	31 d	1/11/00	14/12/00
442	Establish draft operating procedures	27 d	1/11/00	7/12/00
443	SAGRIC publishes draft OPs	4 d	8/12/00	13/12/00
444	QMP with OPs sent to AusAID	0 d	14/12/00	14/12/00
445	5.4.2 Trust Accounts managed	1250 d	14/12/00	28/09/05
446	**5.5 Strategic Plan for the Project developed**	**133 d**	**26/10/00**	**30/04/01**
447	5.5.1 Strategic Plan developed	133 d	26/10/00	30/04/01
448	Determine structure	25 d	26/10/00	29/11/00
449	Obtain AusAID feedback on structure	75 d	30/11/00	14/03/01
450	Draft the Strategic Plan	20 d	15/03/01	11/04/01
451	Canvass feedback on draft from NDOE	5 d	12/04/01	18/04/01
452	Develop final draft	5 d	19/04/01	25/04/01
453	Produce the SP	3 d	26/04/01	30/04/01
454	Strategic Plan to AusAID	0 d	30/04/01	30/04/01
455	**5.6 CRIP Quality Management Plan developed**	**1162 d**	**16/10/00**	**25/03/05**
456	5.6.1 Produce a QMP	135 d	21/10/00	25/04/01
457	Reconsider structure	3 d	21/10/00	23/10/00
458	Update the Plan	27 d	24/10/00	29/11/00
459	CRIP send QMP draft to SAGRIC	2 d	30/11/00	1/12/00
460	SAGRIC publishes QMP	4 d	4/12/00	7/12/00
461	SAGRIC submits final draft to AusAID	0 d	14/12/00	14/12/00
462	AusAID comments on the QMP	65 d	14/12/00	14/03/01
463	QMP updated and finalised	30 d	15/03/01	25/04/01
464	5.6.2 Develop initial Risk Management Plan	46 d	16/10/00	14/12/00
465	Determine a date for RM W/S	1 d	16/10/00	16/10/00
466	Identify & notify participants	0.5 d	17/10/00	17/10/00
467	Prepare pre W/S reading	0.5 d	17/10/00	17/10/00
468	Distribute reading material	0.5 d	18/10/00	18/10/00
469	Plan the workshop	2 d	20/10/00	22/10/00
470	Conduct the W/S	0.5 d	24/10/00	24/10/00
471	Distribute W/S report to participants	6 d	26/10/00	3/11/00
472	Update Risk Management Plan	4 d	3/11/00	9/11/00
473	Send RMP to SAGRIC	0.5 d	9/11/00	9/11/00
474	SAGRIC publishes RMP in QMP	25 d	10/11/00	14/12/00
475	QMP with revised RMP to AusAID	0 d	14/12/00	14/12/00
476	5.6.3 Annual update of RMP	1060 d	5/03/01	25/03/05
477	Annual update of RMP 1	15 d	5/03/01	23/03/01
478	Annual update of RMP 2	15 d	4/03/02	22/03/02
479	Annual update of RMP 3	15 d	3/03/03	21/03/03
480	Annual update of RMP 4	15 d	1/03/04	19/03/04
481	Annual update of RMP 5	15 d	7/03/05	25/03/05
482	5.6.3 External check on quality management systems	5 d	31/05/01	6/06/01
483	**5.7 Partnership arrangement established**	**440 d**	**23/10/00**	**28/06/02**
484	5.7.1 Select the Partnership organisation	139 d	23/10/00	3/05/01



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Task | Progress | Summary | External Tasks | Deadline
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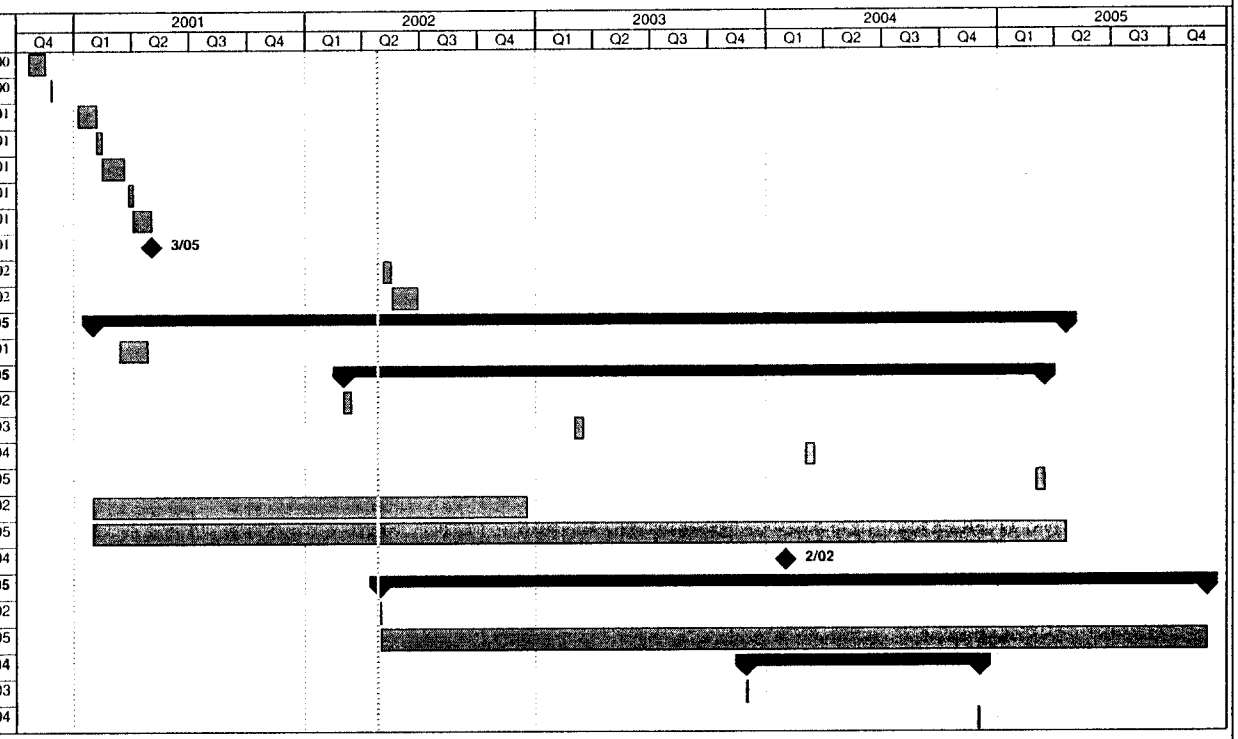
CRIP Work Plan

ID	Task Name	Duration	Start	Finish
485	Determine draft TORs	20 d	23/10/00	17/11/00
486	Get PCG endorsement of TOR	1 d	27/11/00	27/11/00
487	Prepare tender material	21 d	9/01/01	6/02/01
488	Obtain NDOE & AusAID approval	6 d	7/02/01	14/02/01
489	Tender process	24 d	16/02/01	21/03/01
490	Select Organisation(s)	5 d	29/03/01	4/04/01
491	Engage Organisation(s)	21 d	5/04/01	3/05/01
492	Partnership established	0 d	3/05/01	3/05/01
493	5.7.2 Review partnership & determine extension	10 d	6/05/02	17/05/02
494	5.7.3 Offer extension contract or call for new tender	30 d	20/05/02	28/06/02
495	**5.8 Counterparts trained and skilled**	**1100 d**	**1/02/01**	**20/04/05**
496	5.8.1 Handover Plan developed	32 d	15/03/01	27/04/01
497	5.8.2 Handover Plan updated as part of Annual Plan	**794 d**	**4/03/02**	**17/03/05**
498	Handover Plan updated 2002	10 d	4/03/02	15/03/02
499	Handover Plan updated 2003	10 d	4/03/03	17/03/03
500	Handover Plan updated 2004	10 d	4/03/04	17/03/04
501	Handover Plan updated 2005	10 d	4/03/05	17/03/05
502	5.8.3 Key DoE staff provide leadership for project activities	490 d	1/02/01	18/12/02
503	5.8.3 PNG staff in PMG provided training	1100 d	1/02/01	20/04/05
504	5.8.4 PNG Project Manager takes major leadership role	0 d	2/02/04	2/02/04
505	**5.9 Recommendations of AusAID QAG implemented**	**937 d**	**1/05/02**	**1/12/05**
506	5.9.1 Logframe indicatoars revised	1 d	1/05/02	1/05/02
507	5.9.2 Strategies implemented to assist disadvantaged schools	936 d	2/05/02	1/12/05
508	**5.9.3 Five year financial analysis completed**	**265 d**	**1/12/03**	**3/12/04**
509	Annual review of financial analysis	3 d	1/12/03	3/12/03
510	Annual review of financial analysis	3 d	1/12/04	3/12/04



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Appendix 3

Cost and Resource Schedule

CRIP COST SCHEDULE

Australian Contibution

OUTPUT No.	GOA INPUTS	Unit	Cost of Unit	Total No. of Units	Total Costs	2000	2001				2002					2003				
							YEAR 1				YEAR 2					YEAR 3				
						Oct-Dec	Jan-Mar	Apr-Jun	TOTAL	Jul-Sep	Oct-Dec	Jan-Mar	Apr-Jun	TOTAL	Jul-Sep	Oct-Dec	Jan-Mar	Apr-Jun	TOTAL
						Q1	Q2	Q3	YEAR 1	Q4	Q5	Q6	Q7	YEAR 2	Q8	Q9	Q10	Q11	YEAR 3
COMPONENT 1: REFORM CURRICULUM DEVELOPMENT																				
1.1 Curriculum Management Plan developed & implemented																				
1.1.1	**Curriculum Management Plan developed**																			
	Curriculum Plan Workshops (9)	Workshop	651	7	4,557	1,302	2,604	651	4,557	0	0	0	0	0	0	0	0	0	0
	Print final draft of the Curriculum Plan	Plan	0	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1.1.2	**Print & distribute approved Plan**																			
	Print the Curriculum Plan	Printing	0	21	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Distribute the CMP	Distribution	20,000	1	20,000							0	20,000	20,000					
1.1.3	**Training workshops for CDD staff on CMP**	Workshop	1,000	20	20,000					5,000	8,000	5,000	2,000	20,000					
1.2 Improved capacity of CDD to develop RC materials																				
1.2.1	**Audit software and hardware in CDD**	Review	12,000	1	12,000	0	0	12,000	12,000	0	0	0	0	0	0	0	0	0	0
1.2.3	**Undertake initial staff training needs analysis in CDD**	STA	800	10	8,000	0	0	4,000	4,000	4,000	0	0	0	4,000	0	0	0	0	0
1.2.4	**Develop & implement staff professional development plans**	Work placem	15,000	6	90,000	0	0	0	0	0	15,000	15,000	15,000	45,000	15,000	15,000	15,000	0	45,000
1.2.4	**Develop & implement staff professional development plans**	STA	800	26	20,800	0	0	0	0	8,000	8,000	0	0	16,000	0	0	4,800	0	4,800
1.2.5	**Annual review of TNA plans & staff PD**	Person	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1.2.6	**Upgrade CDD equipment where needed**	Package	3,000	80	240,000	0	0	0	0	0	0	0	0	0	120,000	120,000	0	0	240,000
1.3 Elementary RC materials reviewed, developed & improved																				
1.3.1	**Review & evaluate Elementary scope & sequence**	STA	800	10	7,998	0	0	0	0	3,999	3,999	0	0	7,998	0	0	0	0	0
1.3.1	**Review & evaluate Elementary scope & sequence**	Mentoring	1,000	5	5,000	0	0	0	0	3,000	2,000	0	0	5,000	0	0	0	0	0
1.3.1	**Review & evaluate Elementary scope & sequence**	Workshops	12,000	3	36,000	0	0	0	0	12,000	24,000	0	0	36,000	0	0	0	0	0
1.3.2	**Develop new Elementary syllabus(es)**	Syllabus	48,000	3	144,000	0	0	0	0	0	0	48,000	48,000	96,000	48,000	0	0	0	48,000
1.3.2	**Develop new Elementary syllabus(es)**	Sta	800	80	64,000	0	0	0	0	0	0	11,200	11,200	22,400	0	0	0	0	0
1.3.2	**Develop new Elementary syllabus(es)**	Mentoring	1,000	9	9,000	0	0	0	0	0	0	3,000	3,000	6,000	3,000	0	0	0	3,000
1.3.2	**Develop new Elementary syllabus(es)**	Work placem	15,000	1	15,000	0	0	0	0	0	0	15,000	0	15,000	15,000	0	0	0	15,000
1.3.3	**Develop teacher support materials for new syllabus(es)**	Set	48,000	4	192,000	0	0	0	0	0	0	0	0	0	48,000	144,000	0	0	192,000
1.3.4	**Develop new student curriculum materials**	Set	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1.4 Lower primary RC materials reviewed, developed and improved																				
1.4.1	**Develop vernacular support materials**	Workshop	10,000	9	90,000	0	0	0	0	0	0	0	10,000	10,000	20,000	20,000	20,000	20,000	80,000
1.4.1	**Develop vernacular support materials**	STA	800	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1.4.1	**Develop vernacular support materials**	Mentoring	1,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1.4.3	**Develop Edition 2 syllabuses**	Syllabuses	48,000	7	336,000	0	0	0	0	0	0	0	48,000	48,000	48,000	96,000	96,000	48,000	288,000
1.4.3	**Develop Edition 2 lower primary syllabus(es)**	Sta	800	158	126,400	0	0	0	0	0	0	11,200	24,000	35,200	26,400	26,400	25,600	24,000	102,400
1.4.3	**Develop Edition 2 lower primary syllabus(es)**	Mentoring	1,000	42	42,000	0	0	0	0	0	0	3,000	3,000	6,000	10,000	10,000	10,000	10,000	40,000
1.4.4	**Develop teacher support materials for Edition 2**	Set	48,000	8	384,000	0	0	0	0	0	0	0	0	0	0	96,000	96,000	192,000	384,000
1.4.5	**Develop new student curriculum materials for Edition 2**	Set	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1.4.6	**Develop implementation support package**	Set	26,000	1	26,000	0	0	0	0	0	0	0	0	0	0	0	26,000	0	26,000
1.5 Upper primary RC materials reviewed, developed and improved																				
1.5.1	**Complete development of the 6-8 syllabuses using new format**	Syllabus	48,000	7	336,000	0	0	0	0	0	0	240,000	96,000	336,000	0	0	0	0	0
1.5.1	**Complete development of the 6-8 syllabuses using new format**	STA	800	158	126,400	0	0	0	0	0	44,800	44,800	36,800	126,400	0	0	0	0	0
1.5.1	**Complete development of the 6-8 syllabuses using new format**	Mentoring	1,000	42	42,000	0	0	0	0	0	21,000	21,000	0	42,000	0	0	0	0	0
1.5.1	**Complete development of the 6-8 syllabuses using new format**	Work Placem	15,000	2	30,000	0	0	0	0	0	0	30,000	0	30,000	0	0	0	0	0
1.5.2	**Develop teacher support materials for Upper Primary**	Set	48,000	8	384,000	0	0	0	0	0	0	0	144,000	144,000	240,000	0	0	0	240,000
1.5.3	**Develop new student curriculum materials for Upper primary**	Set	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1.5.4	**Develop implementation support package**	Package	26,000	1	26,000	0	0	0	0	0	0	0	0	0	26,000	0	0	0	26,000
1.6 Framework developed secondary reform curriculum.																				
1.6.1	**Conduct stakeholder workshops**	Workshop	900	4	3,600	0	0	0	0	3,600	0	0	0	3,600	0	0	0	0	0
1.6.1	**Conduct stakeholder consultation workshops**	Workshop	12,000	4	48,000	0	0	0	0	48,000	0	0	0	48,000	0	0	0	0	0
1.6.2	**Develop secondary framework for PNG Curriculum Statement**	Framework	5,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1.7 Assessment & evaluation procedures reviewed & developed																				
1.7.1	**Conduct W/S on assessment for outcomes based curriculum**	Workshop	6,000	4	24,000	0	0	0	0	24,000	0	0	0	24,000	0	0	0	0	0
1.7.1	**Conduct W/S on assessment for outcomes based curriculum**	STA	800	10	8,000	0	0	0	0	8,000	0	0	0	8,000	0	0	0	0	0
1.7.2	**Develop teacher support resources**	Set	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1.7.3	**Incorporate assessment advice into syllabus(es)**	Syllabus	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1.7.4	**Incorporate assessment advice into teacher support materials**	Set	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1.8 Capacity to develop curriculum at the local level strengthened																				
1.8.3	**Train provincial coordinators**	Training	10,000	1	10,000	0	0	0	0	0	0	10,000	0	10,000	0	0	0	0	0
1.8.4	**Print and disseminate guidelines**	Printing	5,000	1	5,000	0	0	0	0	0	5,000	0	0	5,000	0	0	0	0	0
1.8.5	**Monitor program acquittals from provinces**	Province	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1.8.6	**Conduct annual allocation**	Province	3,000	30	90,000	0	0	0	0	0	0	0	60,000	60,000	30,000	0	0	0	30,000
	TOTAL FOR COMPONENT 1				**3,025,755**	**1,302**	**2,604**	**16,651**	**20,557**	**119,599**	**131,799**	**457,200**	**521,000**	**1,229,598**	**649,400**	**527,400**	**293,400**	**294,000**	**1,764,200**
COMPONENT 2: RC PRODUCTION & DISTRIBUTION																				
2.1 Print Shop reviewed & recommendations developed																				
2.1.1	**Study of print shop conducted**	Study	12,000	1	12,000	0	0	0	0	12,000	0	0	0	12,000	0	0	0	0	0
2.1.3	**Follow up action as needed**	TBD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2.2 Distribution reviewed & a National Distribution Policy developed																				
2.2.1	**Study of materials distribution & storage conducted**	Study	100,000	2	200,000	0	0	0	0	100,000	100,000	0	0	200,000	0	0	0	0	0
2.2.3	**National Distribution Policy developed from findings**	Workshop	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2.2.3	**National Distribution Policy developed from findings**	STA	800	90	72,000	0	0	0	0	0	0	0	0	0	72,000	0	0	0	72,000
2.3 Materials printed or procured in line with 5 year Production Plan																				
2.3.1	**Elementary syllabuses printed**	Syllabus	20,160	3	60,480	0	0	0	0	0	0	0	0	0	0	60,480	0	0	60,480
2.3.2	**Elementary teacher's materials printed**	Set	34,800	4	139,200	0	0	0	0	0	0	0	0	0	0	139,200	0	0	139,200
2.3.3	**Elementary student materials printed or procured**	Set	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2.3.4	**Lower primary Edn 2 syllabuses printed**	Syllabus	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2.3.5	**Lower primary teacher's materials printed**	Set	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2.3.6	**Lower primary student materials printed or procured**	Set	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2.3.7	**Upper primary syllabuses printed**	Syllabus	6,552	7	45,864	0	0	0	0	0	0	0	0	0	45,864	0	0	0	45,864
2.3.8	**Upper primary teacher's materials printed**	Set	11,310	8	90,480	0	0	0	0	0	0	0	0	0	0	90,480	0	0	90,480
2.3.9	**Upper primary student materials printed or procured**	Set	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2.4 RC materials distributed in line with the Distribution Policy																				
2.4.1	**Elementary syllabuses distributed**	Province	21,000	3	63,000	0	0	0	0	0	0	0	0	0	0	0	63,000	0	63,000
2.4.2	**Elementary teacher's materials distributed**	Province	60,000	4	240,000	0	0	0	0	0	0	0	0	0	0	0	240,000	0	240,000
2.4.3	**Elementary student materials distributed**	Province	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2.4.4	**Lower primary syllabuses distributed**	Province	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2.4.5	**Lower primary teacher's materials distributed**	Province	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2.4.6	**Lower primary student materials distributed**	Province	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

CRIP COST SCHEDULE

2.4.7 Upper primary syllabuses distributed	Provsnc	9,000	7	63,000	0	0	0	0	0	0	0	0	0	0	0	63,000	0	63,000
2.4.8 Upper primary teacher's materials distributed	Provsnc	21,000	8	168,000	0	0	0	0	0	0	0	0	0	0	0	168,000	0	168,000
2.4.9 Upper primary student materials distributed	Provsnc	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2.5 Improved packaging of curriculum materials to improve storage																		
2.5.1 Investigate improved ways of packaging materials (Study-2.2.1)	Study	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2.5.2 Implement recommendations from study		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL FOR COMPONENT 2				1,154,024	0	0	0	0	112,000	100,000	0	0	212,000	117,864	290,160	534,000	0	942,024
COMPONENT 3: REFORM CURRICULUM INSERVICE																		
3.1 Inservice Management Plan for the RC developed & implemented																		
3.1.1 Inservice Management Plan developed																		
I/S Plan Workshops	Workshop	8,550	7	59,850	0	42,750	0	42,750	0	17,100	0	0	17,100	0	0	0	0	0
Print & distribute approved plan	Printing	10,000	1	10,000	0	0	0	0	10,000	0	0	0	10,000	0	0	0	0	0
3.1.3 Annual review & update of IMP	Workshop	2,000	4	8,000	0	0	0	0	0	2,000	0	0	2,000	0	2,000	0	0	2,000
3.2 I/S strategies & materials developed & delivered																		
3.2.1 Catchup I/S courses for Grade 5 teachers	Course	7,000	13	91,000	0	0	0	0	91,000	0	0	0	91,000	0	0	0	0	0
3.2.2 Develop lower primary I/S modules	Course	10,000	1	10,000	0	0	0	0	0	10,000	0	0	10,000	0	0	0	0	0
3.2.2 Print lower primary I/S modules	Printing	18,000	5	90,000	0	0	0	0	0	0	0	90,000	90,000	0	0	0	0	0
3.2.2 Distribute lower primary I/S modules	Distribution	9,000	5	45,000	0	0	0	0	0	0	0	45,000	45,000	0	0	0	0	0
3.2.3 Implement lower primary I/S modules	Grants	6,000	20	120,000	0	0	0	0	0	0	0	60,000	60,000	0	60,000	0	0	60,000
3.2.3 Monitor implementation	Travel	10,000	4	40,000	0	0	0	0	0	0	0	0	0	0	20,000	0	20,000	40,000
3.2.5 Assist revision of elementary CET program	Program	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3.2.6 Develop I/S program on Elementary Edition 2	Program	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3.2.6 Conduct TNA for Elementary Edition 2	Workshop	6,000	1	6,000	0	0	0	0	0	0	0	0	0	6,000	0	0	0	6,000
3.2.6 Print elemetary inservice units	Printing	18,000	3	54,000	0	0	0	0	0	0	0	0	0	0	0	54,000	0	54,000
3.2.6 Distribute elementary inservice units	Distribution	9,000	3	27,000	0	0	0	0	0	0	0	0	0	0	0	0	27,000	27,000
3.2.8 Develop I/S program for new upper primary	Video	12,000	3	36,000	0	0	0	0	0	0	0	0	0	0	12,000	12,000	12,000	36,000
3.2.8 Develop I/S program for new upper primary	CTA	12,000	12	144,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3.2.8 Develop I/S program for new upper primary	Printing	18,000	6	108,000	0	0	0	0	0	0	0	0	0	0	0	54,000	54,000	108,000
3.2.8 Develop I/S program for new upper primary	Distribution	9,000	6	54,000	0	0	0	0	0	0	0	0	0	0	0	27,000	27,000	54,000
3.2.9 Implement Elementary teacher I/S for Ed 2	Training	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

CRIP COST SCHEDULE

OUTPUT No.	GOA INPUTS	Unit	Cost of Unit	Total No. of Units	Total Costs	2000	2001				2002					2003				
						YEAR 1					YEAR 2					YEAR 3				
						Oct-Dec	Jan-Mar	Apr-Jun		TOTAL	Jul-Sep	Oct-Dec	Jan-Mar	Apr-Jun	TOTAL	Jul-Sep	Oct-Dec	Jan-Mar	Apr-Jun	TOTAL
						Q1	Q2	Q3		YEAR 1	Q4	Q5	Q6	Q7	YEAR 2	Q8	Q9	Q10	Q11	YEAR 3
	3.2.10 Implement upper primary I/S	Grants	6,000	20	120,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	3.2.11 TNA for I/S for Ed 2 lower primary	Workshop	6,000	1	6,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	3.2.12 Develop teacher I/S for Ed 2 lower primary	Programs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	3.2.13 Implement teacher I/S in Ed 2 lower primary	Training	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	3.3 National & provincial I/S trainers & staff professionally developed																			
	3.3.1 W/S for Strand Heads & PNGEI on cycle	Workshop	1,000	1	1,000	0	0	0	0	0	1,000	0	0	0	1,000	0	0	0	0	0
	W/S for PTCs on cycle	Workshop	8,000	2	16,000	0	0	0	0	0	8,000	8,000	0	0	16,000	0	0	0	0	0
	3.3.2 W/S for provincial implementers of IMP	Workshop	30,000	3	90,000	0	0	0	0	0	0	0	0	0	0	0	30,000	0	0	30,000
	3.3.3 W/S for Strand Heads, PTCs & PNGEI on upper primary	Workshop	6,000	4	24,000	0	0	0	0	0	0	0	0	0	0	12,000	12,000	0	0	24,000
	3.3.4 Inspectors briefed on upper primary I/S	Workshop	24,000	4	96,000	0	0	0	0	0	0	0	0	0	0	0	48,000	48,000	0	96,000
	3.3.5 Inspectors briefed Ed 2 elementary I/S	Workshop	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	3.3.6 W/S for Strand Heads, PTCs & PNGEI on Ed 2 elementary	Workshop	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	3.3.7 Inspectors briefed Ed 2 lower primary I/S	Briefing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	3.3.8 National I/S evaluation & planning conference	Conference	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	3.3.9 Develop training program for lower primary trainers	Training Prog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	3.3.10 Train the Trainer W/S for lower primary I/S	Workshop	7,500	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	3.3.11 Develop training for assessors on Upper primary	printing	9,000	1	9,000	0	0	0	0	0	0	0	0	0	0	0	9,000	0	0	9,000
	3.3.12 Training W/S for upper primary assessors	Workshop	36,000	6	216,000	0	0	0	0	0	0	0	0	0	0	0	0	0	72,000	72,000
	3.3.13 Develop training for trainers on Ed 2 lower primary	Training Prog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	3.3.14 Train the Trainer W/S for Ed 2 lower primary I/S	Workshop	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	3.3.15 Develop Collegial Curriculum Leadership Program	workshops	24,000	1	24,000	0	0	0	0	0	0	0	0	0	0	0	0	24,000	0	24,000
	3.3.15 Develop Collegial Curriculum Leadership Progeam	printing	30,000	1	30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	30,000	30,000
	3.3.15 Implement Collegial Curriculum Leadership Program	Grants	6,000	4	24,000	0	0	0	0	0	0	0	0	0	0	0	0	0	12,000	12,000
	3.4 Strengthen capacity to develop & deliver local I/S for RC (see 1.8)																			
	3.4.2 Distribute guidelines and promote Program	Printing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	3.4.3 Train provincial coordinators	Training	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	3.4.6 Conduct annual allocation selection	Grants	0	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL FOR COMPONENT 3				1,558,850	2,000	44,751	0	42,750	110,000	37,100	2,002	195,000	342,100	18,000	193,000	221,003	254,000	684,000	
	COMPONENT 4: MONITORING & COMMUNICATION																			
	4.1 The implementation of the RC monitored & evaluated																			
	4.1.1 Impact study 1 (on student outcomes) undertaken	Study	90,000	9	810,000	0	0	0	0	0	90,000	0	90,000	180,000	0	90,000	0	90,000	180,000	
	4.1.2 Impact study 2 (on catchup inservice activity) undertaken	Study	17,000	2	34,000	0	0	0	0	17,000	17,000	0	0	34,000	0	0	0	0	0	
	4.1.3 Impact Study 3 (review support program) undertaken	Study	6,000	3	18,000	0	0	0	0	0	0	0	0	0	0	0	0	6,000	6,000	
	4.1.4 Impact Study 4 (review implementation of CMP) undertaken	Study	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	4.1.5 Impact Study 5 (distribution Ed 2 3-5 curr) undertaken	Study	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	4.1.6 Impact Study 6 (implementation of 6-8 curric) undertaken	Study	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	4.1.7 Other Impact Studies conducted as needed	Study	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	4.2 Procedures for monitoring Curric standards dev. & implemented																			
	4.2.1 Review of current procedures & design of new test procedures	Review	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	4.2.2 Develop test instrument & set up trial in five provinces	Development	25,500	5	127,500	0	0	0	0	0	0	0	0	0	0	25,500	51,000	51,000	0	127,500
	4.2.2 Develop test instrument & set up trial in five provinces	Printing	12,000	1	12,000	0	0	0	0	0	0	0	0	0	0	0	0	12,000	0	12,000
	4.2.3 Undertake trial of test	distribution	6,000	1	6,000	0	0	0	0	0	0	0	0	0	0	0	0	6,000	0	6,000
	4.2.4 Administer test	Marking	12,000	1	12,000	0	0	0	0	0	0	0	0	0	0	0	0	0	12,000	12,000
	4.2.4 Administer test	Analysis	6,000	1	6,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	4.2.4 Administer test	Reporting	9,000	1	9,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	4.3 RC awareness & support raising programs dev. & delivered																			
	4.3.1 Develop & distribute CRIP newsletters	Newsletter	1,100	12	13,200	0	0	0	0	0	1,100	0	1,100	1,100	3,300	0	1,100	1,100	0	2,200
	4.3.2 Develop & distribute self paced awareness package for schools	Package	15,000	1	15,000	0	0	0	0	0	0	0	0	0	0	0	0	15,000	0	15,000
	4.3.4 Develop & release audio tapes for local & radio	Tape	70	16	1,120	0	0	0	0	0	280	140	140	280	840	280	0	0	0	280
	4.3.5 Presentations to DoE senior staff & other S/H	Workshop	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	4.3.6 CRIP website developed	Fee	600	1	600	0	0	0	0	0	0	0	0	0	0	600	0	0	0	600
	4.3.6 Management of CRIP website	Fee	1,500	36	54,000	0	0	0	0	0	0	0	0	0	0	0	4,500	4,500	4,500	13,500
	TOTAL FOR COMPONENT 4				1,063,820	0	0	0	0	18,380	107,140	1,240	91,380	218,140	25,780	142,100	85,100	108,000	360,980	
	COMPONENT 5: PROJECT MANAGEMENT																			
	5.1 Project office established, equipped & staffed																			
	5.1.1 Temporary Office Setup & staffed																			
	Office equipment	Setup	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Personnel Costs & Margins	Monthly	77,000	60	4,620,000	231,000	231,000	231,000	693,000	231,000	231,000	231,000	231,000	924,000	231,000	231,000	231,000	231,000	924,000	
	5.1.2 Project Office relocated to refurbished CDD buildings & staffed																			
	Office equipment	Setup	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Personnel Costs & Margins	Person-Mth	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	5.1.3 Establish & engage Management Groups																			
	Hold Launch-W/S	Workshop	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	5.1.4 Update Project Logframe																			
	Initial Logframe Workshop	Workshop	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Followup LF training W/S with CDD	Training	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	W/S on CRIP Logframe	Workshop	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	5.2 Standards buildings assessed & refurbished																			
	5.2.1 Stage 1 - Building renovation at CDD	Tender	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	5.2.2 Stage 2 Building assessments completed under PM supervision	Assessment	50,000	1	50,000	0	0	0	0	50,000	0	0	0	50,000	0	0	0	0	0	
	5.2.3 Stage 3 Specifications and Tendering																			
	Specifications & costings developed for refurbishment	Specifications	50,000	1	50,000	0	0	0	0	50,000	0	0	0	50,000	0	0	0	0	0	
	Tender process for building refurbishment completed	Tender	50,000	1	50,000	0	0	0	0	0	0	0	50,000	50,000	0	0	0	0	0	
	Subcontract signed with successful tenderer	Contract	50,000	1	50,000	0	0	0	0	0	0	0	0	0	0	50,000	0	0	0	50,000
	5.2.4 Stage 4 Subcontractor undertakes refurbishment supervised by PM	Progress Payn	400,000	4	1,600,000	0	0	0	0	0	0	0	400,000	400,000	400,000	400,000	400,000	400,000	0	1,200,000
	5.5 Strategic Plan for the Project developed																			
	5.5.1 Strategic Plan developed																			
	Produce the SP	Plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	5.5.2 Annual updating of Strategic Plan	Workshop	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	5.6 CRIP Quality Management Plan developed																			
	5.6.1 Produce a QMP	QMP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	5.6.2 Develop initial Risk Management Plan																			

CRIP COST SCHEDULE

Conduct the W/S	Workshop	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5.6.3 Annual update of RMP	Workshop	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5.7 Partnership arrangement established																		
5.7.1 Select the Partnership organisation	Selection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Management fee for Partnership organisation	Fees	22,500	8	180,000	0	0	0	0	22,500	22,500	22,500	22,500	90,000	22,500	22,500	22,500	22,500	90,000
5.7.2 Review partnership & determine extension	Review	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5.7.3 Offer extension contract or call for new tender	Contract	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL FOR COMPONENT 5				6,600,000	231,000	231,000	231,000	693,000	353,500	253,500	253,500	703,500	1,564,000	703,500	653,500	653,500	253,500	2,264,000
GRAND TOTALS				13,402,449	234,302	278,355	247,651		713,479	629,539	713,942	1,510,880		1,514,544	1,806,160	1,787,003	909,500	
								1,512,614					3,567,840					6,017,207

CRIP COST SCHEDULE

PNG Contibution					2000	2001				2002					2003				
OUTPUT No.	GOPNG INPUTS	Unit	Cost of Unit	Total No. of Units	Total Costs	YEAR 1				YEAR 2					YEAR 3				
						Oct-Dec	Jan-Mar	Apr-Jun	TOTAL	Jul-Sep	Oct-Dec	Jan-Mar	Apr-Jun	TOTAL	Jul-Sep	Oct-Dec	Jan-Mar	Apr-Jun	TOTAL
						Q1	Q2	Q3	YEAR 1	Q4	Q5	Q6	Q7	YEAR 2	Q8	Q9	Q10	Q11	YEAR 3
COMPONENT 1: REFORM CURRICULUM DEVELOPMENT																			
1.2 Improved capacity of CDD to develop RC materials																			
1.2.4 Develop & implement staff professional development plans		Person Mth	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1.2.5 Annual review of TNA plans & staff PD		Person Mth	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1.3 Elementary RC materials reviewed, developed & improved																			
CDD staff time		Person Mth	1,060	24	25,445	0	0	0	0	0	0	0	0	0	12,722	0	0	0	12,722
1.4 Lower primary RC materials reviewed, developed and improved																			
CDD and PMG counterpart staff time		Person Mth	1,060	23	24,385	0	0	0	0	0	0	0	0	0	1,060	0	22,264	0	23,324
DoE funding contribution		funding contr	1,000	12	12,002	0	0	0	0	0	0	0	0	0	0	3,001	3,001	3,001	9,002
1.5 Upper primary RC materials reviewed, developed and improved																			
CDD and PMG counterpart staff time		Person Mth	1,060	42	44,528	0	0	0	0	0	0	0	0	0	22,264	0	0	0	22,264
1.6 Framework developed secondary reform curriculum.																			
CDD and PMG counterpart staff time		Person Mth	1,060	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1.7 Assessment & evaluation procedures reviewed & developed																			
1.7.1 Conduct WS on assessment for outcomes based curriculum																			
CDD staff time		Person Mth	1,060	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1.8 Capacity to develop curriculum at the local level strengthened																			
1.8.3 Train provincial coordinators																			
CDD and PMG counterpart staff time		Person Mth	1,060	2	2,120	0	0	0	0	0	0	0	0	0	1,060	1,060	0	0	2,120
COMPONENT 2: RC PRODUCTION & DISTRIBUTION																			
2.3 Materials printed or procured in line with 5 year Production Plan																			
CDD staff time		Person Mth	1,060	2	2,120	0	0	0	0	0	0	0	0	0	1,060	0	0	0	1,060
2.4 RC materials distributed in line with the Distribution Policy																			
CDD staff time		Person Mth	1,060	3	3,181	0	0	0	0	0	0	0	0	0	0	3,181	0	0	3,181
2.5 Improved packaging of curriculum materials to improve storage																			
CDD staff time		Person Mth	1,060	1	1,060	0	0	0	0	0	0	0	0	0	0	1,060	0	0	1,060
COMPONENT 3: REFORM CURRICULUM INSERVICE																			
3.1 Inservice Management Plan for the RC developed & implemented																			
3.1.1 Inservice Management Plan developed																			
I/S Plan Workshops (5)		Person Mth	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3.2 I/S strategies & materials developed & delivered																			
DoE and PMG counterpart staff time		Person Mth	1,060	12	12,722	0	0	0	0	0	0	0	0	0	3,181	3,181	3,181	0	9,542
DoE funding contribution		Kinas	3,000	40	120,000	0	0	0	0	0	0	0	0	0	0	0	60,000	60,000	120,000
3.3 National & provincial I/S trainers & staff professionally developed																			
DoE and PMG counterpart staff time		Person Mth	1,060	2	2,120	0	0	0	0	0	0	0	0	0	1,060	1,060	0	0	2,120
3.4 Strenghten capacity to develop & deliver local I/S for RC																			
DoE and PMG counterpart staff time		Person Mth	1,060	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COMPONENT 4: MONITORING & COMMUNICATION																			
4.2 Procedures for monitoring Curric standards dev. & implemented																			
DoE and PMG counterpart staff time		Person Mth	1,060	4	4,241	0	0	0	0	0	0	0	0	0	1,060	1,060	1,060	0	3,181
4.3 RC awareness & support raising programs dev. & delivered																			
DoE and PMG counterpart staff time		Person Mth	1,060	2	2,120	0	0	0	0	0	0	0	0	0	1,060	0	1,060	0	2,120
COMPONENT 5: PROJECT MANAGEMENT																			
5.1 Project office established, equipped & staffed																			
5.1.3 Establish & engage Management Groups																			
DoE counterpartstaff time		Person Mth	1,300	12	15,602	0	0	0	0	0	0	0	0	0	3,901	3,901	3,901	0	11,702
TOTALS					271,648	0		0		0	0	0	0		48,429	17,503	94,466	63,001	
									271,648					0					223,399

Annex 1

CRIP Strategic Plan

(Separate Document)

Annex 2

CRIP Quality Management Plan

(Separate Document)

Annex 3

Logframe Change Frame

CRIP Change Frame for 2002-2003 Annual Plan

Logframe element	2001 -2002 LOGFRAME REFERENCE	Proposed change	JUSTIFICATION	Impact on budget	Effect of change	
					Positive	Negative
Component 1 Output 1.1 Indicators	Output 1.1	Additional indicator: By June 2002 a National Curriculum Statement for PNG developed and endorsed	June 2001 logframe inadvertently omitted this indicator	Nil	Includes core activity on the Project logframe.	None
Component 1 Output 1.2 Indicators	Output 1: By end of June 2001 analysis of existing software and hardware in CDD completed and by August 2001 a plan developed to upgrade CDD's IT capacity.	By end of June 2001 analysis of existing software and hardware in CDD completed and by May 2002 a plan developed to upgrade CDD's IT capacity Additional indicator and related MOV: Female officers participate in training sessions	Change reflects adjusted timeframe caused by the delay in finding and appointing an appropriate subcontractor Enhanced focus on gender equity issues in capacity building	Nil Nil	Reflects adjusted timeframe Provides additional data on impact of gender strategies	None None
Component 1 Output 1.3 MOV	Output 1.3: Elementary reform curriculum materials developed and improved	Additional MOV: Information from Impact Studies 1 and 6	Additional MOV to identify improvements in quality of curriculum	Nil	Provides additional information and evidence	None
Component 1 Output 1.4 MOV	Output 1.4: Lower primary reform curriculum materials reviewed, developed and improved	Additional MOV: Information from Impact Study 1	Additional MOV to identify improvements in quality of curriculum	Nil	Provides additional information and evidence	None

Logframe element	2001 -2002 LOGFRAME REFERENCE	Proposed change	JUSTIFICATION	Impact on budget	Effect of change	
					Positive	Negative
Component 1 Output 1.5 MOV	Output 1.4: Upper primary reform curriculum materials reviewed, developed and improved	Additional MOV: Information from Impact Study 3	Additional MOV to identify *improvements in quality of* curriculum	Nil	Provides additional information and evidence	None
Component 1 Output 1.7 Indicators	Output 1.7: Assessment and evaluation policy for curriculum reform developed and approved by DoE by December 2001.	Adjusted indicator: Assessment and evaluation policy for curriculum reform developed and approved by DoE by June 2002.	Change reflects adjusted timeframe	Nil	Reflects adjusted timeframe	None
Component 1 Output 1.8 Indicators	Output 1.8: Capacity to develop curriculum at the local level strengthened and extended (Output 1.8 is linked to output 3.4)	Adjusted indicator: By October 2005, at least five submissions from each province have received financial support under the program, with 50% of funding being provided to isolated and socio-economically disadvantaged schools or clusters. Additional MOV: Allocation reports Additional assumption: Indicators for disadvantage are available from DoE.	Included as part of strategies to support disadvantaged schools	Nil	Supports poverty reduction elements of Project	None

Logframe element	2001 -2002 LOGFRAME REFERENCE	Proposed change	JUSTIFICATION	Impact on budget	Effect of change	
					Positive	Negative
Component 2 **Output 2.1** **Indicators**	Output 2.1: By November 2001 recommendation from the evaluation report accepted by DoE and implemented progressively from January 2002.	Adjusted indicator: By April 2002 recommendations from the evaluation report accepted by DoE and implemented progressively from May 2002.	Change reflects adjusted timeframe	Nil	Reflects adjusted timeframe	None
Component 2 **Output 2.2** **Indicators**	New indicator	Additional indicator: Distribution Policy includes provisions to target isolated and socio-economically disadvantaged schools. Additional Assumption: Indicators of disadvantage available from DoE	Included as part of strategies to support disadvantaged schools	Nil	Supports poverty reduction elements of Project	

Logframe element	2001 -2002 LOGFRAME REFERENCE	Proposed change	JUSTIFICATION	Impact on budget	Effect of change	
					Positive	Negative
Component 2 **Output 2.4** **Indicators**	Output 2.4: Reform curriculum materials distributed to schools and other stakeholders in line with the National Distribution Policy	Adjusted indicator: National Distribution policy implemented from Jan 2003 with the distribution of all relevant curriculum materials to 100% of elementary, primary and community schools after this date being consistent with this plan: Additional MOV: Disaggregated data on percentage of materials reaching isolated and socio-economically disadvantaged schools. Additional assumption: Indicators of disadvantage available from DoE	Quantifies targeted coverage of distribution. Included as part of strategies to support disadvantaged schools	Some additional costs associated with collecting and disaggregating data	Supports poverty reduction elements of Project	Nil

Logframe element	2001 -2002 LOGFRAME REFERENCE	Proposed change	JUSTIFICATION	Impact on budget	Effect of change	
					Positive	Negative
Component 3 Output 3.2 Indicators	Output 3.2: From Sept 2001 teacher inservice for the reform curriculum delivered on the basis of the DoE Inservice Management Plan: Inservice implemented for Edition 1 lower primary curriculum from February 2002	Adjusted indicator: From Sept 2001 teacher inservice for the reform curriculum delivered on the basis of the DoE Inservice Management Plan: • Inservice implemented for Edition 1 lower primary curriculum from June 2002	Change reflects adjusted timeframe	Nil	Reflects adjusted timeframe	None
		Adjusted indicator: From September 2001 all elementary and primary teachers have access to teacher inservice for the reform curriculum delivered on the basis of the DoE Inservice Management Plan. Additional assumption: Effective materials distribution systems are implemented by DoE and provinces	Strengthens quantifiable targets for the output	Nil	Provide additional information	None

Logframe element	2001 -2002 LOGFRAME REFERENCE	Proposed change	JUSTIFICATION	Impact on budget	Effect of change	
					Positive	Negative
Component 3 Output 3.3 Indicators	New indicator	Collegial Curriculum Leadership Program for head teachers developed and implemented by 2003.	Additional activity related to Inservice Management Plan	Additional $60,000 funding required for development and implementation in first year	Program will build capacity of head teachers to implement and lead curriculum reform	Nil
	Additional MOV	Additional MOV: Participant data disaggregated by gender Additional assumption: Gender data available from DoE for all relevant positions	Provides enriched data in respect of gender equity strategies	Nil	Provides additional evidence in respect of effectiveness of gender strategies	

Logframe element	2001 -2002 LOGFRAME REFERENCE	Proposed change	JUSTIFICATION	Impact on budget	Effect of change	
					Positive	Negative
Component 3 **Output 3.4** **Indicators**	Output 1.8: Capacity to develop curriculum at the local level strengthened and extended (Output 1.8 is linked to output 3.4)	Adjusted indicator: By October 2005, at least five submissions from each province have received financial support under the program, with 50% of funding being provided to isolated and socio-economically disadvantaged schools or clusters. Additional MOV: Allocation reports Additional assumption: Indicators for disadvantage are available from DoE. Additional assumption: Indicators for disadvantage available from DoE	Included as part of strategies to support disadvantaged schools	Nil	Supports poverty reduction elements of Project	None

Logframe element	2001 -2002 LOGFRAME REFERENCE	Proposed change	JUSTIFICATION	Impact on budget	Effect of change	
					Positive	Negative
Component 4 **Output 4.2** **Indicators**	Output 4.2: By December 2001, a review of current procedures for monitoring curriculum standards undertaken and an improved sustainable test design and processing system established. By August 2002, new procedures for the monitoring of curriculum standards trialled in five provinces.	Adjusted indicators: By April 2002, a review of current procedures for monitoring curriculum standards undertaken and an improved sustainable test design and processing system established. By March 2003, new procedures for the monitoring of curriculum standards trialled in five provinces.	Change reflects adjusted timeframe caused by the delay in finding and appointing an appropriate subcontractor	Nil	Reflects adjusted timeframe	None
Component 4 **Output 4.3** **Indicators**		New output: By July 2002 a CRIP website developed and implemented	Website will enhance CRIP communication and awareness strategy.	Estimated cost over three year period - $54,600	Additional system of providing information to PTCs, DoE staff and schools	None

Logframe element	2001 -2002 LOGFRAME REFERENCE	Proposed change	JUSTIFICATION	Impact on budget	Effect of change	
					Positive	Negative
Component 5 **Output 5.2** **Indicators**	Output 5.2: By July 2001 Stage 2 assessments completed. By October 2001 refurbishment plans developed and subcontract tendered. By March 2002, refurbishment of the CDD Standards buildings completed.	Adjusted indicators: By December 2001 Stage 2 assessments completed. By June 2002 refurbishment plans developed and subcontract tendered. By January 2003, refurbishment of the CDD Standards buildings completed.	Change reflects adjusted timeframe	Nil	Reflects adjusted timeframe	Delays finalisation of refurbish-ment and move of CRIP office to CDD

Logframe element	2001 -2002 LOGFRAME REFERENCE	Proposed change	JUSTIFICATION	Impact on budget	Effect of change	
					Positive	Negative
Component 5 Additional objective	New objective	New objective: Recommendations of the QAG implemented New indicators: Strategies developed and implemented by the end of 2002 to target curriculum, inservice and materials distribution support to isolated and socio-economically disadvantaged elementary and primary schools Financial analysis of the five year program undertaken by the end of 2002 and reviewed and updated on annual basis New MOVs: Site policies and procedures in key areas Data from impact studies View financial analysis New assumption: Data on socio-economic disadvantage available from DoE	Additional Project requirement at request of AusAID. Will assist implement of Project and monitoring of poverty reduction components of the Project.	Cost associated with the collection and analysis of additional data	Improve monitoring of Project implementation	Nil

Annex 4

CRIP Logframe (June 2002)

CRIP Logframe Summary (June 2002)

Objective	Indicators	Means of verification	Assumptions
Project Goal: To improve the relevance and quality of education provided to school students in PNG.			
Project Purpose: To effectively develop, implement and gain wide support for the reform curriculum at the basic education level (Prep to Grade 8).	• By October 2005 relevant reform curricula for Prep to Grade 8 taught in all established elementary and primary schools with the support of the community and the education system.	• School records held at the Provincial Education Offices	1. GoPNG funding contribution for CRIP provided as agreed in MOU 2. CDD's recurrent budget maintained. 3. The reform curriculum will improve the quality of student learning.
Component 1: **Reform curriculum development** **Objective:** To develop appropriate and relevant curriculum and assessment materials to support the PNG curriculum reform.	In line with the DoE Curriculum Management Plan: • Elementary Edition 1 materials reviewed and redeveloped as Edition 2 by October 2002. • Lower primary (Grades 3-5) Edition 1 materials reviewed and redeveloped as Edition 2 by September 2003. • Upper primary (Grades 6-8) materials developed with focussed trials by September 2002. • By October 2001 a secondary curriculum framework developed and endorsed. • By June 2002 National Curriculum Statement for PNG developed and endorsed	• Boards of Studies (BOS) minutes • BOS minutes • BOS minutes • BOS minutes • BOS Minutes	1. CDD staff have capacity to develop the reform curriculum 2. CDD budget and staffing levels maintained. 3. DoE will be able to find additional funds to develop the secondary curriculum from the framework developed under CRIP. 4. Training for curriculum officers under CRIP will build capacity for elementary, primary and secondary curriculum development.
Component 2: **Reform curriculum production and distribution** **Objective:** To produce and supply PNG reform curriculum materials to schools in a cost effective and timely manner, with a longer shelf life.	In line with the DoE Curriculum Management Plan and National Distribution Policy: • Elementary (Edition 2) curriculum materials produced and distributed by April 2003. • Lower primary (Grades 3-5) Edition 2 curriculum materials produced and distributed by April 2004. • Upper Primary (Grades 6-8) curriculum materials produced and distributed by April 2003.	• Delivery dockets and distribution reports • Delivery dockets and distribution reports • Delivery dockets and distribution reports	1. Sufficient funds (CRIP, DoE, other sources) are available to print and distribute all required curriculum materials. 2. PMSOs in all provinces have capacity to function effectively. 3. CRIP and BEICMP can coordinate their inputs. 4. The different distribution systems within DoE and the provinces can be coordinated under the National Distribution Policy. 5. Materials handling processes in the provinces able to cope with an increased flow and storage of curriculum materials.

Objective	Indicators	Means of verification	Assumptions
Component 3: **Reform curriculum inservice** **Objective:** To skill those staff required to support and implement the reform curriculum.	In line with the DoE Inservice Management Plan: • During 2001-2002, professional development programs developed and conducted for national and provincial education staff on the reform curriculum. • Teacher inservice programs on the Elementary (Edition 2) curriculum materials offered from April 2003. • Teacher inservice programs on the Lower primary (Grades 3-5) Edition 1 curriculum materials developed and delivered during 2001-2003. • Teacher inservice programs on the Edition 2 curriculum materials offered from April 2004. • Teacher inservice programs on the Upper primary (Grades 6-8) curriculum materials developed and delivered from April 2003. Prior to the Inservice Plan's completion, Catchup (bridging) inservice courses conducted for Grades 3-5 teachers of Elementary graduates by August 2001.	• Attendance lists & acquittal records • Attendance lists & acquittal records • Attendance lists & acquittal records • Attendance lists & acquittal records • Attendance lists & acquittal records	1. DoE staff can develop and deliver curriculum in-service 2. There is coordination and consistency between preservice and in-service and between CRIP, PASTEP and ETESP. 3. Effective models of in-service delivery appropriate for PNG can be developed. 4. Follow-up support can be provided after teacher in-service activities. 5. There is integration of effort and resources between CDD and TE&SD and between DoE and provinces.
Component 4: **Monitoring and communication** **Objective:** To generate understanding and support for the PNG curriculum reform and establish systems that monitor and evaluate its effectiveness.	• By December 2002, all provinces provided with awareness raising materials for use with local media. • By the end of 2003 curriculum reform awareness materials provided to key education personnel at the national and provincial levels and all teachers attending inservice training. • All communities associated with established schools have access to awareness raising activities on the reform curriculum by October 2005. • By October 2005, monitoring and evaluation systems established within DoE that provide accurate feedback on the impact of the curriculum reform.	• Media programs, despatch records and provincial surveys. • CRIP training records and teacher attendance records from inservice courses. • School Inspectors reports. • Monitoring and evaluation reports	1. DoE understand and support the reform curriculum 2. Accurate and timely data is available to help with monitoring. 3. There is good communication between different projects and education divisions. 4. Teachers, inspectors and provincial education staff participate in awareness activities.

Objective	Indicators	Means of verification	Assumptions
Component 5: **Project management** **Objective:** To manage the project resources *efficiently and effectively*	• The project management systems and processes support the implementation of CRIP on time and within budget. • All reports and plans completed and submitted to AusAID on schedule. • Project management systems contribute to the sustainability of the curriculum reform and the strengthening of the DoE systems.	• PCC meeting minutes, TAG reports • Project reports • TAG reports	1. All stakeholders remain fully committed to the Project. 2. No delays opening the Trust accounts 3. Solid relationship between PMG and CDD *established even before PMG is housed within* CDD. 4. Suitable partner organisation/s prepared to enter partnership arrangement. 5. Trained DoE staff and LTAs stay in positions during implementation

Detailed CRIP Logframe (June 2001)

Component 1: Reform curriculum development

No	Objectives	Indicators	Means of verification	Assumptions
	Objective: To develop appropriate and relevant curriculum and assessment materials to support the PNG curriculum reform.	In line with the DoE Curriculum Management Plan: • Elementary Edition 1 materials reviewed and redeveloped as Edition 2 by October 2002. • Lower primary (Grades 3-5) Edition 1 materials reviewed and redeveloped as Edition 2 by September 2003. • Upper primary (Grades 6-8) materials developed with focussed trials by September 2002. • By June 2002 a National Curriculum Statement for PNG developed and endorsed. • By October 2001 a secondary curriculum framework developed and endorsed.	• Boards of Studies (BOS) minutes • BOS minutes • BOS minutes • BOS minutes	1. CDD staff have capacity to develop the reform curriculum 2. CDD budget and staffing levels maintained. 3. DoE will be able to find additional funds to develop the secondary curriculum from the framework developed under CRIP. 4. Training for curriculum officers under CRIP will build capacity for elementary, primary and secondary curriculum development.
OUTPUTS:				
1.1	Curriculum Management Plan (CMP) for the effective and efficient development of reform curriculum materials developed and implemented.	• By June 2001 the DoE Curriculum Management Plan written to include: o Description of policies and management practices for the curriculum development cycle in CDD o Guidelines for incorporating gender, culture, language, relevance and special education into the design and development of curriculum o A five year curriculum production plan • From the beginning of 2002, CDD operating on the basis of the Curriculum Management Plan. • By January 2005 strategic planning processes in evidence in CDD's curriculum development cycle. • By June 2002 a National Curriculum Statement for PNG developed and endorsed	• DoE approval of Plan, view Plan, view support documents and guidelines (eg curriculum handbooks, gender guidelines), CDD annual reports. • Reports from annual reviews of CMP & Impact Study 4 report • View Division strategic plan and Unit plans • BOS Minutes	1. Plan is used to inform decision-making. 2. Plan's relevance will be regularly reviewed by CDD. 3. CDD committed to the Plan.
1.2	Improved systems and equipment in CDD and skills of CDD staff to develop quality reform curriculum and assessment materials	• By end of June 2001 analysis of existing software and hardware in CDD completed and by May 2002 a plan developed to upgrade CDD's IT capacity. • By November 2001, individual training needs analysis completed and individual development plans for CDD staff written. • By December 2001, editorial and graphics functions integrated into CDD's curriculum development cycle. • By January 2002 CDD staff trained to implement the Curriculum Management Plan.	• IT report and plan • Individual training plans • View graphics and editorial operations • Individual training plan reports, training activity records and evaluation forms	1. CDD and Project funds available to undertake IT upgrade. 2. Appropriate training is available to improve capacity of CDD staff. 3. Equipment can be purchased within budget. 4. Partnership can provide the technical expertise and work attachments to match CDD's needs

No	Objectives	Indicators	Means of verification	Assumptions
1.2		• By January 2002, CU officers have increased skills in curriculum development and increased understanding of key issues such as gender, outcomes and assessment • Female officers participate in training sessions • By end of 2002, appropriate equipment installed and/or updated and operating as needed. • By December 2003, CDD operating under improved financial and administrative management systems • By October 2005, all Curriculum Unit staff have participated in targeted training and demonstrate improved practice. • By October 2005 evidence of transfer of skills to officers in targeted areas available • By October 2005, continuous improvement processes in evidence in the practices of CDD.	• Pre & post workshop self assessments and view staff in operation • Participation rates for female officers • View equipment / assets register, view staff using new equipment unaided • View management systems of CDD • Individual training plans and progress reports • Data from Counterpart Development Framework • Evaluation of capacity building strategy • Divisional and unit plans and progress reports	
1.3	Elementary reform curriculum materials reviewed, developed and improved.	• Elementary scope and sequence reviewed by Dec 2001. • In line with quality requirements (including gender inclusivity) and format in Curriculum Writers Handbook: o 3 new syllabuses developed by July 2002 o appropriate and relevant teacher support materials and Implementation Support Package developed by October 2002 o appropriate and relevant student support materials developed by September 2003 • By July 2002 new syllabuses will prescribe content and student outcomes related to environment and HIV/AIDS.	• View report of review • BOS minutes and view syllabuses and materials • Information from Impact Studies 1 and 6 • View syllabuses	1. Partnership can provide required expertise. 2. CU staff respond to training. 3. Activities can be completed within budget.

No	Objectives	Indicators	Means of verification	Assumptions
1.4	Lower primary reform curriculum materials reviewed, developed and improved.	• Vernacular support materials developed by Dec 2003. • Review and evaluate Edition 1 syllabuses by June 2002. • In line with quality requirements (including gender inclusivity) and format in Curriculum Writers Handbook: o Develop 7 edition 2 syllabuses by May 2003 o Develop appropriate and relevant support materials for edition 2 syllabuses and Implementation Support Package by September 2003. • By May 2003 new syllabuses will prescribe content and student outcomes related to environment and HIV/AIDS.	• View documents • BOS minutes • View syllabuses and materials • Data from Impact Study 1 • View syllabuses	1. Partnership can provide required expertise. 2. CU staff respond to training. 3. Primary section can manage tasks related to lower and primary curriculum development at same time. 4. Activities can be completed within budget.
1.5	Upper primary reform curriculum materials reviewed, developed and improved.	• In line with quality requirements (including gender inclusivity) and format in Curriculum Writers Handbook: o Develop 7 new grades 6-8 syllabuses and Implementation Support Package by March 2002 o Develop appropriate and relevant support materials by September 2002. • By March 2002 new syllabuses will prescribe content and student outcomes related to environment and HIV/AIDS.	• View documents and BOS minutes • Data from Impact Studies 1 and 3 • View syllabuses	1. Partnership can provide required expertise. 2. CU staff respond to training. 3. Primary section can manage tasks related to lower and primary curriculum development at same time. 4. Activities can be completed within budget.
1.6	Framework developed to support a more relevant secondary school curriculum.	• Recommendations for the new secondary curriculum framework endorsed by BOS in October 2001. • Secondary curriculum framework for inclusion in National Curriculum Statement developed by December 2001.	• BOS minutes • View document	1. CU staff respond to training and assistance. 2. Superintendent CU has leadership skills to drive this activity.
1.7	Student assessment and program evaluation policies and procedures reviewed and developed to match the reform curriculum.	• Assessment and evaluation policy for curriculum reform developed and approved by DoE by June 2002. • By 2005, all reform curriculum materials include relevant and gender inclusive student assessment and program evaluation advice.	• View policy and DoE approval • View documents	1. Partnership can provide required assistance. 2. MSU and CU staff respond to training. 3. Curriculum development proceeds on time and inline with the CMP.

No	Objectives	Indicators	Means of verification	Assumptions
1.8	Capacity to develop curriculum at the local level strengthened and extended. (NB: Output 1.8 is linked to Output 3.4)	• By September 2001 guidelines for a submission-based support program developed. • By November 2001, senior inspectors trained and guidelines distributed and promoted. • By April 2002, submissions received and reviewed. • By May 2002, at least one submission from each province receives financial support for local curriculum development. • By December 2002, evaluation of implementation and outcomes of program completed and lessons learned incorporated into next round. • By October 2005, at least five submissions from each province have received financial support under the program, with 50% of funding being provided to isolated and socio-economically disadvantaged schools or cluster • By February 2002 guidelines for the development and approval of school-developed secondary courses developed and approved by DoE • By October 2005, 50% of 6-8 primary teachers are drawing on school communities for locally based curriculum projects. • By October 2005, the number of elementary-lower primary clusters producing vernacular materials has increased by 50%.	• AAG approval note & view guidelines • Attendance record and evaluation forms • View submissions • Acquittals and activity completion reports • Evaluation report • Acquittals and activity completion reports • Allocation data • View guidelines • Impact Study 6 report • Impact Study 1 report, Inspectors reports and submission database	1. Senior inspectors capable of being trained to manage the Program. 2. Schools and senior inspectors can acquit funding allocations. 3. New curriculum materials are developed and distributed on time. 4. Indicators of socio-economic disadvantage available from DoE

Component 2: Reform curriculum production and distribution

No	Objectives	Indicators	Means of verification	Assumptions
Objective: To produce and supply PNG reform curriculum materials to schools in a cost effective and timely manner, with a longer shelf life.		In line with the DoE Curriculum Management Plan and National Distribution Policy: • Elementary (Edition 2) curriculum materials produced and distributed by April 2003. • Lower primary (Grades 3-5) Edition 2 curriculum materials produced and distributed by April 2004. • Upper Primary (Grades 6-8) curriculum materials produced and distributed by April 2003.	• Delivery dockets & distribution reports • Delivery dockets & distribution reports • Delivery dockets & distribution reports	1. Sufficient funds are available to print and distribute all required curriculum materials. 2. PMSOs in all provinces have capacity to function effectively. 3. CRIP and BEICMP can coordinate their inputs. 4. The different distribution systems within DoE and the provinces can be coordinated under the National Distribution Policy. 5. Materials handling processes in the provinces able to cope with an increased flow and storage of curriculum materials.
OUTPUTS:				
2.1	An evaluation of the Printshop conducted and recommendations for its future operation implemented.	• By June 2001 an evaluation of the Printshop completed and submitted to DoE. • By April 2002 recommendation from the evaluation report accepted by DoE and implemented progressively from May 2002.	• Review study report • TMT minutes	1. DoE accepts recommendations of the evaluation. 2. DoE and Project funds available to implement the recommendations.
2.2	Current distribution of curriculum materials reviewed and a National Distribution Policy implemented.	• Study of current distribution and storage systems for curriculum materials completed by November 2001. • National Distribution Policy (NDP) developed by DoE on basis of study's findings by May 2002. • Distribution policy includes provisions to target isolated and socio-economically disadvantaged schools • DoE distribute curriculum materials on the basis of the NDP from January 2003.	• Review study report • View policy & DoE approval • Policy operating to the satisfaction of DoE	1. Subcontractor able to investigate all requirements of the study. 2. DoE accepts recommendations of the study. 3. Indicators for disadvantage available from DoE.
2.3	Reform curriculum materials printed or procured inline with CDD's 5 Year Production Plan.	• 3 new Elementary syllabuses, an Implementation Support Package and support materials printed and/or procured, within budget, by December 2002. • 7 new (Edition 2) lower primary syllabuses, an Implementation Support Package and support materials printed and/or procured, within budget, by December 2003. • 7 new upper primary syllabuses, an Implementation Support Package and support materials printed and/or procured, within budget, by November 2002.	• View documents & CDD annual report • View documents & CDD annual report • View documents & CDD annual report	1. Curriculum materials developed on time. 2. Print shop and/or local print companies able to cope with demand. 3. Sufficient CDD and Project funds available.

No	Objectives	Indicators	Means of verification	Assumptions
2.4	Reform curriculum materials distributed to schools and other stakeholders in line with the National Distribution Policy.	• National Distribution Policy implemented from Jan 2003 with the distribution of all relevant curriculum materials to 100% of elementary, primary and community schools after this date being consistent with this plan: ie o 3 new Elementary syllabuses, an Implementation Support Package and support materials distributed by April 2003 o 7 new Edition 2 lower primary syllabuses, an Implementation Support Package and support materials distributed by April 2004 o 7 new upper primary syllabuses, an Implementation Support Package and support materials distributed by April 2003.	• Distribution reports and delivery notes plus Impact Study 5 report • Disaggregated data on percentage of materials reaching isolated and socio-economically disadvantaged schools	1. National Distribution Study in place. 2. Curriculum materials developed and printed on time. 3. Sufficient CDD and Project funds available. 4. Indicators for disadvantage available from DoE.
2.5	Curriculum materials packaged in ways that will improve their storage in schools.	• Innovative ways of packaging curriculum materials to form part of their storage in schools (eg plastic module units) investigated by November 2001 (as part of Distribution Study under 2.2). • Improved packaging systems used for the distribution of all curriculum materials after Jan 2003.	• Distribution Study report • View packaging and Impact Study 5 report	1. DoE accepts recommendations in study about packaging. 2. Packaging systems available.

Component 3: Reform curriculum inservice

No	Objectives	Indicators	Means of verification	Assumptions
Objective: To skill those staff required to support and implement the reform curriculum.		In line with the DoE Inservice Management Plan: • During 2001-2002, professional development programs developed and conducted for national and provincial education staff on the reform curriculum. • Teacher inservice programs on the Elementary (Edition 2) curriculum materials offered from April 2003. • Teacher inservice programs on the Lower primary (Grades 3-5) Edition 1 curriculum materials developed and delivered during 2001-2003. • Teacher inservice programs on the Edition 2 Grades 3-5 curriculum materials offered from April 2004. • Teacher inservice programs on the Upper primary (Grades 6-8) curriculum materials developed and delivered from April 2003. • Prior to the Inservice Plan's completion, Catch-up (bridging) inservice courses conducted for Grades 3-5 teachers of Elementary graduates by August 2001.	• Attendance lists & acquittal records • Attendance lists & acquittal records • Attendance lists & acquittal records • Attendance lists & acquittal records • Attendance lists & acquittal records • Attendance lists & acquittal records	1. DoE staff can develop deliver curriculum in-service 2. There is coordination and consistency between preservice and in-service and between CRIP, PASTEP and ETESP. 3. Models of in-service delivery appropriate for PNG and effective can be developed. 4. Follow-up support can be provided after teacher in-service activities. 5. There is integration of effort and resources between CDD and TE&SD and between DoE and provinces.
OUTPUTS:				
3.1	Inservice Management Plan (IMP) for the coordinated and systematic provision of teacher inservice on the reform curriculum developed.	• By June 2001 the DoE Inservice Management Plan written: o with the involvement of CDD, PNGEI, PASTEP, ETESP, TE&SD, FMU, Inspectorate, Provincial Advisers o in a manner that is appropriate for PNG, the local school context and the needs of individual teachers. • By January 2005, strategic planning processes in evidence in TE&SD's plans for reform curriculum inservice	• DoE approval of Plan • TE&SD Divisional and unit plans	1. Plan is used to inform decision-making. 2. Plan's relevance will be regularly reviewed by TE&SD. 3. TE&SD committed to the Plan.

No	Objectives	Indicators	Means of verification	Assumptions
3.2	Teacher inservice strategies and materials developed and delivered to support the reform curriculum	• By August 2001 catch-up inservice courses conducted for current Grades 3-5 teachers of Elementary graduates with no prior inservice training. • From Sept 2001 all elementary and primary teachers have access to teacher inservice for the reform curriculum delivered on the basis of the DoE Inservice Management Plan: o Inservice implemented for Edition 1 lower primary curriculum from June 2002 o Inservice implemented for Edition 2 Elementary curriculum from April 2003 o Inservice implemented for new upper primary curriculum from April 2003 o Inservice implemented for Edition 2 lower primary curriculum from April 2004 • From December 2002 evidence that evaluation strategies are informing future models of inservice. • By 2005 women's involvement in and leadership of inservice has increased in each province.	• Attendance records and evaluation forms & Impact Study 2 report on catch-up inservice • Impact Study 1 report on changed teacher practice, view inservice materials and packages, Inspectors ratings reports • Review materials and inservice models • Participant gender disaggregated data	1. Sufficient funds available to do catch-up inservice. 2. CDD and TE&SD can work collaboratively. 3. Provinces have an identified provincial inservice coordinator in place. 4. Effective materials distribution systems are implemented by DoE and provinces.
3.3	National and Provincial education staff who are to be involved in the delivery of teacher inservice professionally developed.	• From July 2001, professional development programs conducted for national and provincial staff to assist them deliver teacher inservice on the reform curriculum under the Inservice Management Plan. • From January 2002, provincial inservice plans developed and implemented. • By 2005 professional development programs show an equal representation of men and women. • Collegial Curriculum Leadership Program for head teachers developed and implemented by 2003.	• Staff attendance records disaggregated for gender and evaluation forms & Impact Study 2 report • Annual reviews of IMP • Provincial inservice plans and progress reports • Participation data disaggregated by gender • Evaluation and participation data from program	1. The right people can be identified to be trainers. 2. Effective systems for the financial management or provincial inservice activities identified. 3. Gender data available from DoE for all relevant positions

No	Objectives	Indicators	Means of verification	Assumptions
3.4	Capacity to develop and deliver local inservice for the reform curriculum supported and extended. (NB: Output 3.4 is linked to Output 1.8)	• By September 2001 guidelines for a submission-based support program developed. • By November 2001, senior inspectors trained and guidelines distributed and promoted. • By April 2002, submissions received and reviewed. • By May 2002, at least one submission from each province receives financial support for local curriculum development. • By December 2002, evaluation of implementation and outcomes of program completed and lessons learned incorporated into next round. • By October 2005, at least five submissions from each province have received financial support under the program. • By October 2005, the number of provincially initiated and locally based inservice courses increased by 50%.	• AAG approval note & view guidelines • Attendance record and evaluation forms • View submissions • Acquittals and activity completion reports • Evaluation report • Acquittals and activity completion reports • Annual reports on provincial inservice plans	1. Senior inspectors capable of being trained to manage the Program. 2. Schools and senior inspectors can acquit funding allocations. 3. New curriculum materials are developed and distributed on time.

Component 4: Monitoring and communication

No	Objectives	Indicators	Means of verification	Assumptions
Objective: To generate awareness, understanding and *support for the PNG curriculum* reform and help monitor its outcomes.		• By December 2002, all provinces provided with awareness raising materials for use with local media. • By the end of 2003 curriculum reform awareness materials provided to key education personnel at the national and provincial levels and all teachers attending inservice training. • All communities associated with established schools have access to awareness raising activities on the reform curriculum by October 2005. • By October 2005, monitoring and evaluation systems established within DoE that provide accurate feedback on the impact of the curriculum reform.	• Media programs, despatch records and provincial surveys. • CRIP training records and teacher attendance records from inservice courses. • School Inspector reports. • Monitoring and evaluation reports	1. DoE understand and support the reform curriculum 2. Accurate and timely data is available to help with monitoring. 3. There is good communications between different projects and education divisions. 4. Teachers, inspectors and provincial education staff participate in *awareness activities.*
OUTPUTS:				
4.1	The implementation and outcomes of the reform curriculum monitored and evaluated, and the feedback used to modify implementation strategies where necessary.	• The CRIP Project Monitoring Framework will be updated quarterly to check the progress of the implementation. • Feedback obtained from monitoring and evaluation (impact studies) will be presented to the PCG and recorded in the 6 Monthly Reports together with strategies to rectify any *discrepancies.* • The findings of all impact studies analysed by PMG and PCG and additional or modified implementation strategies introduced where necessary. • By July 2005 Impact Study 1completed to determine the long-term impact of the curriculum reform on student learning and teacher practice. • By December 2001 Impact Study 2 on the effectiveness of the Catchup inservice completed. • By June 2003 Impact Study 3 on the review of the CRIP Support Program completed. • By December 2003 Impact Study 4 on the evaluation of the CMP implementation completed. • By March 2004 Impact Study 5 on the review of the lower primary materials distribution completed. • By June 2005 Impact Study 6 on the evaluation of the new upper primary curriculum *completed.* • All impact studies and monitoring reports include sex-disaggregated data. • By 2005 males and females reporting equal benefits from Project activities.	• Six monthly reports • PCG minutes and Six monthly reports • PCG minutes • Impact Study 1 Final Report (and annual reports) • Impact Study 2 report • Impact Study 3 report • Impact Study 4 report • Impact Study 5 report • Impact Study 6 report • View reports • Study findings	1. Subcontractors perform and deliver quality reports. 2. Lessons learned from activity completion reports used to inform future activities. 3. Findings of impact studies used as a tool for improvement by DoE and Project.

No	Objectives	Indicators	Means of verification	Assumptions
4.2	Procedures for the effective monitoring of curriculum standards developed and implemented.	• By April 2002, a review of current procedures for monitoring curriculum standards undertaken and an improved sustainable test design and processing system established. • By March 2003, new procedures for the monitoring of curriculum standards trialled in five provinces. • From June 2003 the curriculum monitoring test administered in all provinces on an annual basis. • By November each year from 2003, processing that disaggregates data by sex, grade/age and province completed and results reported using DoE protocols.	• Report accepted by DoE • Report on trial accepted • MSU reports to TMT • Test results and reports	1. Results of review support the feasibility of a standards test in PNG 2. The requirements of examinations for selection purposes and assessment of curriculum standards can be reconciled. 3. MSU has sufficient recurrent budget and staffing to administer tests.
4.3	Awareness programs developed and delivered to inform stakeholders about reform curriculum and gain their support.	• CRIP newsletters developed and distributed three times per year. • By 2002 radio tapes produced and progressively released to local radio stations. • By May 2003 self-paced awareness package produced and distributed, as necessary. • By May 2003 community members, teachers, NGOs, and media involved in developing awareness tapes and packages. • By October 2005 PMG presentations given to DoE senior staff, provinces, inspectors and other key stakeholders, as required. • Awareness materials are gender inclusive and incorporate examples related to females and males from different cultures in PNG. • By July 2002 a CRIP website established and operating	• View newsletters • View radio tapes • View package • Local community survey reports, work plans, workshop attendance records and trial reports • Reports on presentations • View materials • Website	1. Current DoE communication strategies and channels can be utilised. 2. There is integration of effort and resources among CRIP, CDD Media Section and DoE Communication Unit.

Component 5: Project management

No	Objective	Indicators	Means of verification	Assumptions
Objective: To manage the project resources efficiently and effectively		• The project management system and processes support the implementation of CRIP on time and within budget. • All reports and plans completed and submitted to AusAID on schedule. • During the life of the project, project management systems contribute to the sustainability of the curriculum reform and the strengthening of the DoE systems.	• PCC meeting minutes • TAG reports • Project reports	1. All stakeholders remain fully committed to the Project. 2. No delays opening the Trust accounts 3. Solid relationship between PMG and CDD established even before PMG is housed within CDD. 4. Suitable partner organisation/s prepared to enter partnership arrangement. 5. Trained DoE staff and LTAs stay in *positions during implementation*
OUTPUTS:				
5.1	Project office established, equipped and staffed.	• By December 2000, temporary CRIP Office in PNGEI established, staffed and fully operational.	• Visit office	1. Appropriate counterpart staff can be recruited. 2. Necessary equipment and systems can be purchased and installed.
5.2	CDD buildings assessed and refurbished.	• By May 2001 Project Manager for building refurbishment appointed. • By December 2001 Stage 2 assessments completed. • By June 2002 refurbishment plans developed and subcontract tendered. • By January 2003, refurbishment of the CDD Standards buildings completed.	• Manager in place • Stage 2 report • Signed contract • Visit and view the *refurbishment & site* building code standards report	1. Initial building report was accurate 2. AusAID accepts all reports. 3. PCG endorses Six-monthly reports and Annual Plans.

No	Objective	Indicators	Means of verification	Assumptions
5.3	Project reports prepared on time.	• Monthly reports submitted to AusAID five days at the end of every month. • Six-monthly reports submitted to AusAID 28 days before a PCG meeting. • Annual Plans submitted to AusAID by 31 March each year (with the exception of the first Annual Plan to be submitted by 31 April). • Project completion report submitted to AusAID six weeks before Project completion. • Project reports avoid gender stereotypes, include gender sensitive indicators and draw on sex-disaggregated data	• Receipt, appraisal & acceptance of reports by AusAID & DoE • Receipt, appraisal & acceptance of reports by AusAID & DoE • Receipt, appraisal & acceptance of reports by AusAID & DoE • Receipt, appraisal & acceptance of reports by AusAID & DoE • Receipt, appraisal & acceptance of reports by AusAID & DoE	1. PMG implement efficient monitoring and reporting systems.
5.4	Imprest and trust accounts established and managed.	• Trust account operational procedures and guidelines developed and endorsed by March 2001. • By April 2001 Trust Accounts operating as per approved procedures.	• Acceptance of the Operating Guidelines by AusAID & GoPNG • Annual audit of procedures & account records	1. Implementing parties will provide appropriate acquittals
5.5	Strategic Plan for the Project developed.	• Draft CRIP five year Strategic Plan prepared and submitted to AusAID by 23 April 2001. • Strategic Plan approved by the PCG in June 2001.	• Receipt and appraisal of by AusAID. • PCG minutes	1. Plan is used to inform decision making 2. Plan's relevance will be regularly reviewed by PCG
5.6	CRIP Quality Management Plan developed.	• By Dec 2000, Draft Quality Management Plan developed as per SOS and incorporating the Risk Management Plan submitted to AusAID. • By February 2001 QMP finalised on basis of AusAID's comments. • By March each year QMP updated as part of the Annual Plan. • Project activity proposals recognise issues of gender and include strategies for addressing them. • From July 2001, continuous improvement processes are in evidence in PMG practices.	• Receipt and appraisal by AusAID & view risk management plan • AusAID approves QMP • Annual Plan approved • View AAG proposals and assessments • Quality check on performance	1. Quality processes implemented at all times

No	Objective	Indicators	Means of verification	Assumptions
5.7	Partnership(s) established	• By December 2000, TOR for the Partnership established and endorsed by the PCG. • Partner arrangement subcontracted by June 2001 and actively participating in the implementation of CRIP by July 2001 • Partnership reviewed annually and arrangement revised as necessary • Each year the partnership provides at least 2 work attachments and 6 technical assistance inputs • Partnership contributing to the increased skills of DoE staff.	• Signed contract(s) • Activity Monitoring Framework • DoE satisfaction with partner • Activity completion reports • Review against Counterpart Development Evaluation Framework	1. Appropriate institution/s prepared to work to the TORs and contractual arrangements set out in the SOS.
5.8	Counterparts trained and skilled	• Handover plan developed and updated as part of the Annual Plan • Counterpart development strategy developed, implemented and monitored • By December 2002 key DoE staff (chairs of PCG and AAG, AS CDD and TE&SD) provide leadership for Project activities • By December 2003 PNG staff in PMG provide leadership for Project activities and plans • By 2004 the PNG Project Manager assumes responsibility for the financial management and monitoring of the Project.	• Annual Plan approved • Counterpart work plans and staff development reports • Observe meetings, minute records • View staff at work & staff development reports • Financial records	1. Counterparts willing to participate in development program. 2. Counterparts respond to training provided.
5.9	Recommendations of QAG implemented	• Strategies developed and implemented by the end of 2002 to target curriculum, inservice and materials distribution support to isolated and *socio-economically disadvantaged elementary and primary schools* • Financial analysis of the five year program undertaken by the end of 2002 and reviewed and updated on annual basis	• Site policies and procedures in key areas • *Data from impact studies* • View financial analysis	1. Data on disadvantage available from DoE

Annex 5

Project Monitoring Framework

PROJECT MONITORING FRAMEWORK - Detailed until December 2003

OUTPUTS and INDICATORS	Responsibility (CDD - PMG TMT - TE&SD - DoE - Provinces)	End Project TARGETS		COMPLETED	2000		2001								2002								2003								2004	2005
					Oct-Dec		Jan-Mar		Apr-Jun		Jul-Sept		Oct-Dec		Jan-Mar		Apr-June		Jul-Sept		Oct-Dec		Jan-Mar		Apr-June		Jul-Sept		Oct-Dec			
					Q1		Q2		Q3		Q4		Q5		Q6		Q7		Q8		Q9		Q10		Q11		Q12		Q13			
		Original	Revised		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Target
C 1 REFORM CURRICULUM DEVELOPMENT																																
1.1 *Curriculum Management Plan for the effective and efficient development of reform curriculum materials developed and implemented.*																																
Draft Curriculum Plan developed	PMG/CDD	1		1					1	1																						
Curriculum Plan endorsed	CDD	1		1					1	1																						
Curriculum Plan endorsed	TMT	1		1					1	1																						
Curriculum Plan printed and distributed	CDD	2	2	1							1			1	1																	
National curriculum statement developed	CDD	1		0									1																			
CDD operating on basis of CMP	CDD	1		1							1	1																				
Annual review and update of CMP	PMG/CDD	4		1											1	1							1								1	1
1.2 *Improved capacity of CDD to develop appropriate and relevant reform curriculum and assessment materials.*																																
Audit of CDD software and hardware	PMG	1		1					1	1																						
Upgrade CDD software and hardware	CDD	3	3	1																	1			1	1				1			
CDD staff training needs analysis completed	PMG/CDD	50		30					15		15		20	30																		
CDD staff participate in staff development activities	PMG/CDD	60		20							10	10	10	10	5		5							5		5					10	10
Editorial and graphics integrated into CDD curriculum development cycle	CDD	2		1									1	1					1													
1.3 *Elementary reform curriculum materials reviewed and improved.*																																
Review and evaluate elementary scope & sequence	PMG/CDD	1		1									1	1																		
New elementary syllabuses developed	PMG/CDD	3		0															3													
Teacher support materials developed	PMG/CDD	4		0															1		3											
Implementation support package developed	PMG/CDD	1		0																						1						
Student support materials developed	CDD	3		0																								3				
1.4 *Lower primary reform curriculum materials reviewed and improved.*																																
Vernacular support materials developed	PMG/CDD	4		2											2			2						2								
Edition 1 syllabuses reviewed	PMG/CDD	8		0													8															
Edition 2 syllabuses developed	PMG/CDD	7		0																				7								
Teacher support materials developed	PMG/CDD	8		0																						7						
Implementation support package developed	PMG/CDD	1		0																						1						
Student support materials developed	CDD	6		0																								6				
1.5 *Upper primary reform curriculum materials reviewed and/or developed.*																																
Upper primary syllabuses developed	PMG/CDD	7		5											7	5																
Teacher support materials developed	PMG/CDD	8		0															8													
Student support materials developed	CDD	4		0															4													
Implementation support package developed	PMG/CDD	1		0															1													
1.6 *Framework developed to support a more relevant secondary school curriculum.*																																
Conduct stakeholder workshops	PMG/CDD	4		4							4	4																				
Secondary curriculum framework developed and endorsed	DoE	1		1									1	1																		
1.7 *Student assessment and evaluation policies and procedures reviewed and developed to match the reform curriculum.*																																
Workshops on assessment conducted	CDD/PMG	4		4									4	4																		
Assessment advice incorporated in syllabuses	PMG/CDD	17		0															10							7						
Teacher support resources developed	PMG/CDD	1		0															1													
1.8 *Capacity to develop curriculum at the local level strengthened.*																																
Guidelines for the development of locally relevant curriculum produced.	PMG/CDD	1		1							1	1																				
Guidelines distributed nationally	PMG	3		1									1			1					1										1	
Provincial coordinators trained	PMG	2		1									1			1															1	
Submissions assessed and funding allocated	PMG	90		0													20														40	30
Program monitored and funds acquitted	PMG	90		0																	20										40	30

OUTPUTS and INDICATORS	Responsible (CDD - PMG - TMT - TEASD - DoE - Provinces)	End Project TARGETS		COMPLETED	2000		2001								2002								2003								2004	2005
					Oct-Dec		Jan-Mar		Apr-Jun		Jul-Sept		Oct-Dec		Jan-Mar		Apr-June		Jul-Sept		Oct-Dec		Jan-Mar		Apr-June		Jul-Sept		Oct-Dec			
					Q1		Q2		Q3		Q4		Q5		Q6		Q7		Q8		Q9		Q10		Q11		Q12		Q13			
		Original	Revised		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Target
C 2 REFORM CURRICULUM PRODUCTION & DISTRIBUTION																																
2.1 *An evaluation of the Print shop conducted and recommendation for its future operation identified.*																																
Study of print shop completed	PMG/CDD	1		1							1	1																				
Report recommendations endorsed	DoE	1		1									1			1																
2.2 *Current distribution of curriculum materials reviewed and a National Distribution Policy developed.*																																
Review study of current distribution systems	PMG	1		1									1			1																
Analysis of recommendations completed	DoE	1		0											1																	
National Distribution Policy developed	PMG/DoE	1		0													1															
2.3 *Reform curriculum materials printed or procured inline with CDD's 5 Year Production Plan.*																																
Elementary syllabuses printed	PMG/CDD	3		0															3													
Elementary teacher materials printed	PMG/CDD	4		0																	4											
Elementary student materials printed	CDD	3		0																	3											
Lower primary ed 2 syllabuses printed	PMG/CDD	7		0																							7					
Lower primary teacher materials printed	PMG/CDD	8		0																									8			
Lower primary student material printed or procured	CDD	6		0																									6			
Upper primary syllabuses printed	PMG/CDD	7		0													7															
Upper primary teacher materials printed	PMG/CDD	8		0																	8											
Upper primary student materials printed or procured	CDD	4		0																	4											
2.4 *Reform curriculum materials distributed to schools and other stakeholders inline with the National Distribution Policy.*																																
Elementary syllabuses distributed	PMG/CDD/Provinces	3		0																		3										
Elementary teacher materials distributed	PMG/CDD/Provinces	4		0																		4										
Elementary student materials distributed	CDD/Provinces	3		0																		3										
Lower primary syllabuses distributed	PMG/CDD/Provinces	7		0																											7	
Lower primary teacher material distributed	PMG/CDD/Provinces	8		0																											8	
Lower primary student material distributed	CDD/Provinces	6		0																											6	
Upper primary syllabuses distributed	PMG/CDD/Provinces	7		0																		7										
Upper primary teacher material distributed	PMG/CDD/Provinces	6		0																		6										
Upper primary student material distributed	CDD/Provinces	4		0																		4										
2.5 *Curriculum materials packaged in ways that will improve their storage in schools.*																																
Study of innovative methods completed.	PMG/CDD	1		1									1			1																
Appropriate packaging and storage methods implemented	CDD	3		0																		2									1	

OUTPUTS and INDICATORS	Responsibility (CDD - PMG - TMT - TE&SD - DoE - Provinces)	End Project TARGETS		COMPLETED	2000		2001								2002								2003								2004	2005
					Oct-Dec		Jan-Mar		Apr-Jun		Jul-Sept		Oct-Dec		Jan-Mar		Apr-June		Jul-Sept		Oct-Dec		Jan-Mar		Apr-June		Jul-Sept		Oct-Dec			
					Q1		Q2		Q3		Q4		Q5		Q6		Q7		Q8		Q9		Q10		Q11		Q12		Q13			
		Original	Revised		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Target
C 3 REFORM CURRICULUM INSERVICE																																
3.1 *Inservice Management Plan for the coordinated and systematic for the inservicing the reform curriculum developed.*																																
Draft Inservice Management Plan written	PMG/TE&SD	1		1			1	1																								
Consultative workshops conducted	PMG	5		5			5	5																								
Plan finalised	PMG/TE&SD	1		1					1	1																						
IMP endorsed by DoE	TMT	1		1					1	1																						
IMP printed and distributed	TE&SD	2	2	1							1	1			1																	
IMP operating	TE&SD	1		1							1	1																				
IMP reviewed updated annually	TE&SD	4		1											1	1							1								1	1
3.2 *Teacher inservice strategies and materials developed and delivered to support the reform curriculum.*																																
Catch-up inservice provided for Grade 3-5 teachers	PMG/TE&SD	66		61							66	61																				
Lower primary Ed 1 inservice modules developed	PMG, TE&SD, CDD	5		3							3	1			2	2																
Lower primary inservice implemented in all provinces	Provinces	63		0											21						21								21			
Training needs analysis conducted for elementary teachers & trainers	PMG, TE&SD, ETESP	1		0															1													
Inservice program for new elementary syllabuses developed	PMG/TE&SD	1		0																	1											
New elementary I/S implemented in all provinces	PMG,TE&SD,Provinces	63		0																							21				21	21
TNA for upper primary conducted	PMG TE &SD CDD	1		0													1															
Upper primary inservice program developed	PMG TE&SD CDD	1		0																	1											
Upper primary inservice implemented in all provinces	PMG TE&SD Provinces	84		0																	21								21		21	21
TNA for lower primary ed 2 conducted	PMG TE&SD CDD	1		0																							1					
Inservice program for ed 2 lower primary syllabuses developed	PMG TE&SD CDD	0		0																												
Inservice for ed 2 lower primary implemented in all provinces	PMG TE&SD Provinces	42		0																											21	21
3.3 *National and Provincial education staff who are to be involved in the delivery of teacher inservice professionally developed.*																																
W/S for provincial implementers of IMP implemented annually	PMG/TE&SD	4		1									1	1							1								1		1	
W/S for PTC and PNGEI strand heads on curriculum cycle	PMG/CDD	3		2							2	1	1	1																		
W/S for PTC and PNGEI strand heads on upper primary syllabuses	PMG/CDD	2		0																	2											
W/S for PTC and PNGEI strand heads on new elementary syllabuses	PMG/CDD	2		0															2													
W/S for PTC and PNGEI strand heads on Ed 2 lower primary syllabuses	PMG/CDD	2		0																									2			
Inspectors briefed on upper primary syllabuses	PMG/CDD	1		0																	1											
Inspectors briefed on new elementary syllabuses	PMG/CDD	1		0																	1											
Inspectors briefed on Ed 2 lower primary syllabuses	PMG/CDD	1		0																											1	
Training program developed for lower primary assessors - Ed 1	PMG CDD TE&SD	1		0							1																					
Training w/s implemented for lower primary assessors- Ed 1	PMG/TE&SD	27		0													10		10								7					
Training program developed for upper primary assessors	PMG TE&SD CDD	1		0															1													
Training w/s implemented for upper primary assessors	PMG/TE&SD	9		0																				3							3	3
Training program developed for lower primary trainers - Ed 2	PMG TE&SD CDD	1		0																									1			
Train the trainer w/s implemented for lower primary - Ed. 2	PMG/TE&SD	8		0																											4	4
National inservice evaluation and planning conference conducted	PMG/TE&SD	1		0																												1
Collegial Curriuclum Leadership Program implemented	PMG/TE&SD	3		0																			1								1	1
3.4 *Capacity to develop and deliver local inservice for the reform curriculum strengthened and supported.*																																
Guidelines developed for Reform Curriculum Support Program	PMG	1		1							1	1																				
Guidelines distributed nationally	PMG	4		1									1			1					1		1								1	
Provincial coordinators trained	PMG	1		1									1			1																
Submissions assessed and funding allocated	PMG	120		0													20							30							40	30
Program monitored and funds acquitted	PMG	120		0																	20								30		40	30

OUTPUTS and INDICATORS	Responsibility (CDD - PMG TWT - TEASD - DoE - Provinces)	End Project TARGETS		COMPLETED	2000		2001								2002								2003								2004	2005
					Oct-Dec		Jan-Mar		Apr-Jun		Jul-Sept		Oct-Dec		Jan-Mar		Apr-June		Jul-Sept		Oct-Dec		Jan-Mar		Apr-June		Jul-Sept		Oct-Dec			
					Q1		Q2		Q3		Q4		Q5		Q6		Q7		Q8		Q9		Q10		Q11		Q12		Q13			
		Original	Revised		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Target
C 4 MONITORING & COMMUNICATION																																
4.1 *The implementation and outcomes of the reform curriculum monitored and evaluated.*																																
CRIP Monitoring Framework updated and checked	PMG	20		6	1	1	1	1	1	1	1	1	1	1	1	1	1		1		1		1		1		1		1		4	3
Impact study 1 commenced and six-monthly reports on progress	PMG	10		2					1				1	1	1	1					1		1						1		2	2
Monitoring & evaluation feedback reported to PCG and acted upon	PMG/CDD	10		2	1	1			1	1			1				1				1				1				1		2	1
Impact study 2 on catch-up inservice completed	PMG	1		1									1	1																		
Impact study 3 on review support program, completed	PMG	1		0																					1							
Impact study 4 on review implementation of upper primary curriculum completed	PMG	1		0																											1	
Impact study 5 completed - distribution of Ed 2 lower primary syllabuses	PMG	1		0																											1	
Impact study 6 completed - implementation of elementary primary syllabuses	PMG	1		0																												1
4.2 *Procedures for the effective monitoring of curriculum standards developed and implemented.*																																
Review of current procedures completed	PMG/CDD	1		1									1			1																
New assessment instrument developed	PMG/CDD	1		0																	1											
Instrument trialled in five provinces	PMG/CDD	5		0																			5									
All provinces implement new standards monitoring system	CDD	3		0																									1		1	1
4.3 *Awareness programs developed and delivered to inform stakeholders about reform curriculum and gain their support.*																																
Education personnel at all levels access awareness raising activities	DoE/PMG	28		12	4	4	2	2	2	2	2		2	2	2	2	2		2		2				2				2		4	
CRIP newsletter written and distributed	PMG/CDD	14		1							1		1		1	1	1				1		1		1				1		3	3
Self paced awareness package developed	PMG/DoE	2		1									1			1					1											
Audio tapes on CRIP and reform developed and distributed	PMG/DoE	16		4							4		2	4	2		4		4													

OUTPUTS and INDICATORS	Responsibility (CDD - PMG - TMT - TE&SD - DoE - Provinces)	End Project TARGETS		COMPLETED	2000		2001								2002								2003								2004	2005
					Oct-Dec		Jan-Mar		Apr-Jun		Jul-Sept		Oct-Dec		Jan-Mar		Apr-June		Jul-Sept		Oct-Dec		Jan-Mar		Apr-June		Jul-Sept		Oct-Dec			
					Q1		Q2		Q3		Q4		Q5		Q6		Q7		Q8		Q9		Q10		Q11		Q12		Q13			
		Original	Revised		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Target
C 5 PROJECT MANAGEMENT																																
5.1 *Project office established, equipped and staffed.*																																
Interim Office established, equipped & staffed	PMG	1		1	1	1																										
Office within CDD established.	PMG/DoE	1		0											1																	
PCG established and operating	PMG/DoE	11		3	1	1			1	1			1	1			1				1				1				1		2	2
AAG established and operating	PMG/DoE	26		5			1	1	1	1	1	1	1	1	1	1	2		2		1		1		2		2		1		6	4
5.2 *CDD buildings assessed and refurbished.*																																
Preliminary report reviewed and consultations with DoE completed	PMG/DoE	1		1	1	1																										
Revised terms of reference approved	PMG/PCG	1		1	1	1																										
EOI - stage 1 - for project manager completed	PMG	1		1			1	1																								
Stage 2 - limited tender for project manager completed	PMG	1		1					1	1																						
Stage 2 Building assessments completed	PM	1		1							1			1																		
Stage 3 - plans and designs completed	PM	1		0							1																					
Tender for refurbishment work finalised	PMG	2		0							1						1															
Refurbishment completed	PMG	2		0											1								1									
5.3 *Project reports prepared on time.*																																
Monthly reports	PMG	49		18	3	3	3	3	3	3	3	3	3	3	3	3	3		3		3										12	10
Six monthly reports	PMG	9		3					1	1			1	1	1	1					1		1						1		2	1
Annual Plans	PMG	5		2					1	1					1	1					1										1	1
Project Completion Report	PMG	1		0																												1
5.4 *Imprest and trust accounts established and managed.*																																
Operating procedures approved	PMG	2		2			2	2																								
Trust Accounts operational	PMG	2		2					2	2																						
5.5 *Strategic Plan for the project developed.*																																
Strategic Plan for the project developed	PMG/CDD	1		1					1	1																						
5.6 *CRIP Quality Management Plan developed.*																																
CRIP Quality Management Plan developed	PMG/DoE	1		1	1	1																										
QMP approved and operating	PMG	1		1					1	1																						
External check on quality management systems	AMC	1		1					1	1																						
Risk Management Plan developed	PMG	1		1	1	1																										
RMP updated annually	PM/DoE	5		2					1	1					1	1							1								1	1
5.7 *Partnership arrangement(s) established*																																
Partnership organisation(s) identified.	PMG	1		1					1	1																						
Partnership support occurring (Details to be determined over life of project)	PMG/DoE	40		13					1	1	2	2	4	4	4	6	6		5		4				4		4				4	2
5.8 *Counterparts trained and skilled*																																
Handover Plan developed	PMG/DoE	1		1					1	1																						
Handover Plan updated annually	PMG/DoE	4		1											1	1							1								1	1
5.9 *QAG recommendations implemented*																																
Disadavantaged school strategies implemented	PMG	6		0															1		1		1				1				1	1
Five year financial analysis completed and reviewd	PMG	3		0																	1								1		1	

Annex 6

Risk Management Plan

KEY FOR RISK ASSESSMENT

Likelihood:		Consequence:		Risk level:	
R	Rare	N	Negligible	LR	Low Risk
U	Unlikely	Mi	Minor	MR	Medium Risk
P	Possible	Mo	Moderate	HR	High Risk
L	Likely	Ma	Major	ER	Extreme Risk
AC	Almost Certain	S	Severe		

RISK ASSESSMENT					RISK MANAGEMENT (for Extreme and High level risks)			MONITORING RISK	
Source and nature of the risk (risk event)	Likelihood	Consequence	Risk Level	Impact on component	Risk treatments	Responsibility	Timing	Who is responsible	When will this occur
CDD staff who lack capacity to undertake their normal curriculum development responsibilities do not respond to the training and support provided by CRIP.	P	Ma	ER	1	• Review outcomes of individual training activities • Explore options for: o Modifying training o Relocating staff to other areas	PMG & CDD Superintendents AS CDD	6 mthly Annually	AS CDD & ATL FAS Standards	December each year December each year
CDD unable to attract quality new staff to curriculum development.	P	Mo	HR	1	• Help create stronger awareness of the needs of CDD officers for housing • Promote the importance of the reform curriculum and CDD's role in its development • Bring staffing issues to senior DoE management	PMG & AS CDD ATL & AS CDD AS CDD	On-going On-going On-going	FAS Standards FAS Standards FAS Standards	Annually Annually Annually
CDD unable to find funding to develop secondary reform curriculum in line with framework developed under CRIP.	P	Mo	HR	1	• Promote the importance of secondary curriculum reform to get an increased allocation for CDD in future recurrent budgets • Request donor support for a PIS (Project Identification Study) to support secondary curriculum development	AS CDD AS CDD	Annually Annually	FAS Standards FAS Standards	November each year November each year

RISK ASSESSMENT					RISK MANAGEMENT (for Extreme and High level risks)			MONITORING RISK	
Source and nature of the risk (risk event)	Likelihood	Consequence	Risk Level	Impact on component	Risk treatments	Responsibility	Timing	Who is responsible	When will this occur
Project funds insufficient to print and distribute all required curriculum materials	AC	Ma	ER	2	• Rationalise the numbers of curriculum materials produced	CDD & PMG	On-going	AS CDD & ATL	Annually
					• Explore economies of scale & centralised buying policies	PMG & CDD	On-going	AS CDD & ATL	Annually
					• Assist with improved forward planning in CDD	PMG	On-going	AS CDD & ATL	Annually
CDD unable to meet the production & distribution needs of the old curriculum and the reform curriculum.	L	Ma	ER	2	• Develop a DoE policy for phasing out old curriculum materials and implementing the reform curriculum	AS CDD & ATL	Prior to June 2001	FAS Standards	June 2001
					• Develop a DoE distribution and resupply policy for curriculum materials	AS CDD & ATL	Prior to May 2002	FAS Standards	May 2002
CDD Print shop unable to sustain the level of production demanded by the curriculum reform.	L	Ma	ER	2	• Evaluate capacity of Print shop to identify recommendations for its future operation	ATL	By June 2001	FAS Standards	July 2001
					• Support DoE to implement the recommendations of the review	PMG	June 2001 - June 2002	FAS Standards	Monthly
					• Subcontract printing jobs (or parts thereof) to local printing companies	AS CDD & ATL	As per CMP	PCG	Six monthly
PMSOs in all provinces are unable to function effectively (because they lack training and are not supported)	P	Ma	ER	2	• Design and provide training courses for PMSOs	PMG and BEICMP	December 2002	AS CDD and ATLs (CRIP & BEICMP)	December 2002
Implementation of BEICMP and CRIP activities poorly coordinated and timed.	U	Ma	HR	2	• PMG meets monthly with BEICMP team to discuss issues, areas of overlap and potential conflicts	ATLs CRIP & BEICMP	Monthly	Project directors, CRIP & BEICMP	6 monthly
					• Ensure that lessons learned from BEICMP are disseminated to CRIP	ATL BEICMP	6 monthly	ATL CRIP	6 monthly
National and provincial responsibilities for delivery of materials to schools unable to be resolved.	P	Mo	HR	2	• Ensure policies that distinguish between National and Provincial responsibilities are clarified	FAS Standards	May 2002	ATL	May 2002
					• Ensure DoE, provincial and district representation in the National Distribution Study	PMG	December 2001	ATL & AS CDD	December 2001

RISK ASSESSMENT					RISK MANAGEMENT (for Extreme and High level risks)			MONITORING RISK	
Source and nature of the risk (risk event)	**Likelihood**	**Consequence**	**Risk Level**	**Impact on component**	**Risk treatments**	**Responsibility**	**Timing**	**Who is responsible**	**When will this occur**
Materials handling processes in the provinces unable to cope with an increased flow and storage of curriculum materials	P	Mo	HR	2	• Train PMSOs in warehousing, stock control, etc • Implement any recommendations of the National Distribution Study related to storage and warehousing in provinces	BEICMP and CRIP PMG	December 2002 Jan 2003-Oct 2005	AS CDD & ATL AS CDD & ATL	December 2002 Annually
CDD staff who lack the capacity to print and distribute curriculum materials on time do not respond to the training and support provided by CRIP.	P	Ma	HR	2	• Review outcomes of individual training activities • Explore options for: o Modifying training o Relocating staff to other areas	PMG & CDD Superintendents AS CDD	6 mthly Annually	AS CDD & ATL FAS Standards	December each year December each year
Poor coordination and lack of consistency between preservice and in-service education and between different providers of inservice.	P	Ma	ER	3	• Strengthen PTCs involvement in curriculum development structures in CDD • Establish formal communication mechanisms between CRIP, PASTEP, PNGEI, SDU and PTCs	CDA & Superintendent Curriculum PMG	Prior to December 2001 Prior to December 2001	ATL FAS Standards & FAS HRD	December 2001 December 2001
Lack of coordination between CDD and TE&SD which hinders the integrated provision of curriculum and inservice delivery	P	Ma	ER	3	• Develop the CMP and IMP as companion documents with clearly articulated and negotiated responsibilities for CDD and TE&SD • Establish new structures (eg Implementation Support Teams) which consist of CDD and TE&SD staff to oversee curriculum and inservice coordination	PMG, AS CDD and AS TE&SD ATL, AS CDD and AS TE&SD	By June 2001 Ongoing as linked to CMP & IMP	ATL & FAS Standards FAS Standards & FAS HRD	June 2001 Monthly
Insufficient follow-up support provided after teacher in-service activities	P	Mo	HR	3	• Build monitoring and follow-up processes into the in-service model/s in the IMP • Support inspectors, principals and head teachers to provide follow-up support to teachers	PMG PMG & TE&SD	By June 2001 Ongoing	ATL & AS TE&SD ATL & AS TE&SD	June 2001 Annually

RISK ASSESSMENT					RISK MANAGEMENT (for Extreme and High level risks)			MONITORING RISK	
Source and nature of the risk (risk event)	Likelihood	Consequence	Risk Level	Impact on component	Risk treatments	Responsibility	Timing	Who is responsible	When will this occur
Poor provincial coordination limits attendance of the 'right' teachers at in-service activities	L	Ma	ER	3	• Establish clear procedures for selection of teachers to attend in-service activities, rather than leave it only to the provinces	PMG & TE&SD	6 months prior to each training	ATL & AS TE&SD	Annually
					• Build a database of suitable venues for in-service activities in provincial centres	PMG	December 2001	ATL	December 2001
					• Explore different models of in-service delivery which don't rely on travel and accommodation (eg school-based in-service) under the IMP	PMG	June 2001	ATL & AS TE&SD	June 2001
Lack of capacity inhibits implementation of inservice programs	P	Ma		HR	• All inservice materials developed in a manner to facilitate self learning and reduce reliance on expertise of presenters • Provide training for key support personnel to enable them to provide local assistance to teachers undertaking inservice	PMG	Ongoing	ATL	Six-monthly
Lack of understanding within DoE of the reform curriculum	L	S	ER	4	• Support existing awareness activities undertaken by DoE and other projects such as BEICMP, ETESP and PASTEP	PMG	By January 2003	PCG	Six-monthly
					• Presentations to DoE senior management, inspectors, and other relevant DoE divisions about the project and the curriculum reform it is supporting	ATL, PNG Project Manager & AS CDD	Ongoing whenever these groups meet	FAS Standards	Monthly
					• Regular progress reports on achievements through established DoE structures (eg NEB, TMT, SSM, IMG)	ATL, PNG Project Manager & AS CDD	Quarterly	FAS Standards	Quarterly
					• Develop good awareness packages for use by DoE staff, provinces and school communities	PMG, CDD & DoE Media Unit	Up to December 2003	PCG	Six-monthly

RISK ASSESSMENT					RISK MANAGEMENT (for Extreme and High level risks)			MONITORING RISK	
Source and nature of the risk (risk event)	**Likelihood**	**Consequence**	**Risk Level**	**Impact on component**	**Risk treatments**	**Responsibility**	**Timing**	**Who is responsible**	**When will this occur**
Accurate and timely data to help monitor the reform not available	AC	Ma	ER	4	• Collaborate with other projects to share the gathering and storing of data	PMG	Ongoing	ATL	Annually
					• Investigate ways to support the inspectorate to help collect data	PMG	Ongoing	ATL	Annually
					• Sub-contract the conduct of impact studies on the curriculum reform under CRIP	ATL & DoE	Ongoing	PCG	Six-monthly
Duplication of activities or conflict between different projects or education institutions	P	Mo	HR	4	• Participate in AusAID team leader meetings	ATL	Quarterly	Project Director	Annually
					• Develop inter-project communication channels and work with other project staff to explore ways each can support the other	ATL	May 2001	Project Director	May 2001
					• Maximise informal face-to-face communication by office visits, workshop participation etc	PMG	Ongoing	ATL	Monthly
Inspectorate unable to participate fully in awareness activities because of funding and time restrictions and lack of capacity	L	Mo	HR	4	• Involve inspectors in project activities and keep them informed about the project	PMG	Whenever inspectors meet as a group	ATL	Annually
					• Fund some aspects of inspectors training to assist them to understand and promote the reform curriculum	PMG	December 2001	ATL	December 2001
					• Identify groups of inspectors who may be able to participate in project related activities such as data gathering and teacher in-service and fund and train their involvement in these activities	PMG & AS Inspections & Guidance	As needed	ATL	Ongoing
Difficulty establishing good communication and working relationships within CDD and between CDD and other DoE divisions	P	Mo	HR	4	• Strengthen existing CDD meeting and committee structures to ensure full participation from other DoE divisions in curriculum development	CDD & PMG	December 2001	AS CDD & ATL	December 2001
					• Ensure building refurbishment of CDD facilitates communication within CDD units	AS CDD & ATL	Up to March 2002	FAS Standards & Project Director	March 2002
					• *Establish more effective and formal* communication systems within CDD (eg meeting schedules, email)	PMG & Superintendents CDD	December 2001	AS CDD & ATL	January 2002

RISK ASSESSMENT					RISK MANAGEMENT (for Extreme and High level risks)			MONITORING RISK	
Source and nature of the risk (risk event)	Likelihood	Consequence	Risk Level	Impact on component	Risk treatments	Responsibility	Timing	Who is responsible	When will this occur
GoPNG funding contribution for CRIP not provided or reduced from that agreed in MOU.	AC	S	ER	1,2,3, 4	• Maintain good dialogue with Planning and Treasury highlighting importance of CRIP • GoA to seek GoPNG commitment to honour MOU • Prioritise and/or cut activities to be funded • Identify and develop cost effective and new ways of doing things	ATL, FAS Standards AusAID Post PMG & CDD PMG & CDD	Ongoing Annually Ongoing Ongoing	AusAID Post AusAID Desk ATL & AS CDD ATL & AS CDD	Annually Annually Annually Annually
CDD's recurrent budget inadequate for normal operations.	AC	S	ER	1,2,3, 4	• Maintain good dialogue with Planning and Treasury highlighting importance of CRIP • Meet with DoE senior management (esp. Dep Sec Finance) and make sure they understand the large task of CDD in leading curriculum reform • Assist CDD and TE&SD in budgeting and financial planning • Identify and develop cost effective and new ways of doing things o Rationalise the number of curriculum materials produced o Explore other methods of distribution, including centralised buying policies o Develop new and cost effective approaches to curriculum production and teacher in-service	ATL & AS CDD ATL, AS CDD & FAS Standards ATL PMG & CDD	Ongoing Quarterly Ongoing Ongoing	AusAID Post AusAID Post AusAID TAG ATL & AS CDD	Annually Annually Scheduled TAG visits Annually
Poor working relationships between PMG and CDD until building refurbishments are completed and PMG is housed with CDD	U	Ma	HR	5	• Ensure CDD refurbishment is a CRIP priority activity and investigate ways to speed up the process • Co-locate CDA with Superintendent Curriculum • Organise regular meetings and opportunities for CDD staff and the CRIP team to build relationships	PMG ATL & AS CDD ATL	Nov 2000 to Feb 2001 January 2001 Ongoing	ATL & AS CDD Project Director PCG	February 2001 January 2001 Every 2nd PCG meeting

RISK ASSESSMENT					RISK MANAGEMENT (for Extreme and High level risks)			MONITORING RISK	
Source and nature of the risk (risk event)	Likelihood	Consequence	Risk Level	Impact on component	Risk treatments	Responsibility	Timing	Who is responsible	When will this occur
Partnership agreement not suiting the needs of DoE	P	Ma	HR	5	• Subcontract associate partner agencies to extend range of expertise DoE can draw on for assistance • Readvertise partnership after the review of the first 12 month period	ATL ATL	By June 2001 June 2002	AS CDD AAG	June 2001 June 2002 AAG meeting
Trained DoE staff do not stay in their positions during the full implementation period.	P	Mo	HR	5	• Explore the use of short-term work attachments to CDD for PNG teachers to gain experience in curriculum work • Obtain DOE agreement to honour promotion options offered to staff during the implementation period.	PMG & CDD FAS Standards	Ongoing Ongoing	ATL PCG	Annually Annually
Project team staff do not stay in their positions for the full implementation period	P	Mo	HR	5	• Advertise regularly and maintain up-to-date database of qualified LTAs • Maintain regular liaison and good dialogue with LTAs to ensure their needs are met, as appropriate • Allow DoE staff the opportunity to act in counterpart positions while recruitment occurs	Project Manager Project Director AS CDD	Ongoing Ongoing As needed	ATL ATL FAS Standards	Annually Quarterly As needed
Poor performing subcontractors	P	Mo	HR	5	• Ensure regular monitoring of activities and timely corrective action as necessary • Base payment of subcontractors on performance milestones • Include option for non-payment for non-performance in the contract • Early termination of contract	ATL ATL ATL ATL	Ongoing As needed As needed As needed	PCG Project Director Project Director Project Director	Six-monthly As needed As needed As needed

RISK ASSESSMENT					RISK MANAGEMENT (for Extreme and High level risks)			MONITORING RISK	
Source and nature of the risk (risk event)	Likelihood	Consequence	Risk Level	Impact on component	Risk treatments	Responsibility	Timing	Who is responsible	When will this occur
Insufficient ownership of CRIP activities by DoE	U	Ma	HR	5	• Brief DoE senior management and line managers regularly about Project progress and issues • Involve key DoE staff in all planning and decision-making Project activities • Progressively handover responsibility for various aspects of the Project to DoE staff	ATL & PNG Project Manager PMG ATL & LTAs	Ongoing Ongoing Progressive	FAS Standards & AusAID PCG FAS Standards & AusAID	Monthly Six-monthly Annually

Annex 7

Handover Plan

Introduction

This Handover Plan has been written to provide details of the processes that will be implemented by CRIP to ensure the PNG Department of Education (DoE) assumes full ownership of the Project, its objectives and achievements. It will increase the likelihood that plans and systems established and implemented by CRIP are sustainable.

The Plan will be reviewed and updated as part of the annual planning process.

Handover of Project responsibilities

Two crucial objectives of CRIP are to build the capacity of DoE staff and to develop procedures and systems that are sustainable in the longer term. Procedures and systems are more likely to be sustainable if DoE personnel are involved in the planning and staff are trained to implement them. This Handover Plan details the processes that will be implemented to encourage DoE staff to assume responsibility for key aspects of Project planning, budgeting and financial management and Project management over the life of CRIP.

Table 1 on page 5 overviews the timelines for the handover of these Project responsibilities.

Project planning

During the mobilisation phase a number of planning documents were developed. They were:

- CRIP Quality Management Plan
- CRIP Risk Management Plan
- CRIP Strategic Plan
- CRIP Annual Plan
- DoE Curriculum Management Plan
- DoE Inservice Management Plan.

Each of the first four plans was developed in consultation with key DoE staff. The other two plans, the Curriculum Management Plan and the Inservice Management Plan, were developed as DoE documents. In each instance the planning processes used facilitated the participation of key DoE staff to build understanding and awareness of appropriate planning processes and to encourage DoE ownership of the plans.

Curriculum Management Plan and Inservice Management Plan

These two plans were written using a highly participatory and consultative approach with DoE and other key stakeholders. They outline the DoE's five-year plans for curriculum development and production, and teacher inservice to support the implementation of the reform curriculum. They also describe improved processes and systems for developing curriculum in CDD and for coordinating teacher inservice by TE&SD and the provinces.

These two DoE plans, having been developed and approved by DoE personnel set DoE's parameters for reform curriculum development and teacher inservice over the next five years. Ownership and responsibility for meeting the targets in these plans already resides with key DoE personnel. As part of its capacity building strategy the PMG will support DoE to:

- implement the plans
- review progress to their achievement
- update them on an annual basis.

Timeline for transfer of responsibility

- By the end of 2003 it is anticipated that DoE personnel will assume full responsibility for the implementation and review of the Curriculum Management Plan and Inservice Management Plan.
- During the fourth year of the Project as part of the annual review of each plan, the PMG will assist CDD and TE&SD to develop their own strategic plans for the next five-year post-CRIP period.

Project plans

The development and regular review of the Project's key planning documents provides an ideal opportunity to strengthen the strategic and project planning capacity of DoE staff for curriculum reform. Key DoE staff and the PNG Project Manager will participate fully in the regular review and updating of the CRIP planning documents in order to progressively enhance their planning skills and understanding of the planning cycle.

The ATL and DTL will consult with the senior management of DoE to encourage and support them to develop a DoE Strategic Plan for curriculum reform for the period 2006-2010.

Timeline for transfer of responsibility

- By the end of 2003 the PNG Project Manager, with the support of the ATL, will provide leadership in and take responsibility for the development of the CRIP Annual Plan and the review of related key planning documents.

Planning Project activities

CRIP uses a "program approach" where most of the activities to be undertaken will be identified progressively over the life of the Project. This approach allows for greater flexibility than under most other assistance projects where activities and outputs are set at the start.

One of the benefits of this approach is that procedures for identifying, approving and monitoring activities to be funded under this Project have had to be established at an early stage of the Project. This has meant that DoE personnel have been involved in planning CRIP activities from Project commencement.

Hence, there is not the same need for a formal handover of responsibilities for many of CRIP's activities as for some other projects because DoE are always involved from the start in planning, approving and monitoring each activity. As DoE staff capacity builds progressively in this area, the identification and planning of activities for the years after Project completion will be undertaken by DoE as part of their regular review of the Curriculum Management Plan and Inservice Management Plan.

The PNG Project Manager will take increasing responsibility for the work of the AAG. It is anticipated that full responsibility, with continuing assistance provided where necessary by the ATL, will be transferred to the PNG Project Manager by the end of 2003.

Timeline for transfer of responsibility

- By the end of 2003 all CRIP activity proposals will be developed by DoE staff with the support of LTAs and their counterparts.
- By the end of 2003 the PNG Project Manager will take responsibility for the management of AAG processes.
- By the end of 2004 all CRIP activities will be developed by DoE staff with the support of PNG counterparts in the PMG.

Budgeting and financial management

An early activity under the Counterpart Development Strategy (in chapter 8 of the CRIP Quality Management Plan) will be an assessment of current financial management skills and processes in CDD and the skills of PNG counterparts in the PMG. Once this assessment is completed, the strategies of mentoring, coaching and modelling will be implemented, if necessary, to build the capacity of key staff in this area.

To enhance staff skills all Project budgeting and financial management practices will be undertaken by the ATL and DTL with the full involvement of the PNG Project Manager and in consultation with the AS, CDD and the Superintendent Operations in CDD.

As part of the development process for the AS, CDD and PNG Project Manager formal learning programs will be provided to develop their skills in financial management. The Partnership arrangement will be utilised to

provide the AS, CDD with opportunities to expand his knowledge and skills in this area by working with a mentor in the partnering organisation.

Timeline for transfer of responsibility

- By 2004 the PNG Project Manager will take full leadership responsibility for the management of the Project's financial management practices.

Project management

Over the life of the Project responsibility for Project management will be transferred progressively from the ATL to the PNG Project Manager. The rate of transfer over the five years of CRIP will be dependent on the training needs analysis and effectiveness of the development program for the PNG Project Manager.

Strategies for phased handover of responsibilities include:

Phase 1 - 2001

- Initial modelling of effective Project management practices.
- Simultaneous immersion in Project management practices.
- Full-time shadowing of ATL in all elements of Project management.
- Coaching, mentoring, modelling and formal training in areas identified as development priorities.

Phase 2 - 2002

- Accepting leadership responsibility for identified management areas – including management and development of PNG counterpart staff, liaison with TE&SD and management of the AAG processes.
- Ongoing coaching, mentoring, modelling and training.

Phase 3 – 2003

- Full responsibility for AAG and PCG management.
- Enhanced role in project planning processes, including taking leadership for preparation of the Annual Plan.

Phase 4 – 2004 –2005

- Responsibility for financial management and budgeting.
- Responsibility for Project monitoring and reporting.

Table 1: Timeline for the handover of Project responsibilities

2000-2001	2002	2003	2004	2005
PNG Project Manager shadows ATL in all elements of Project management.	PNG Project Manager accepts leadership responsibility for identified management areas – including management and development of PNG counterpart staff, liaison with TE&SD and management of the AAG processes.	All CRIP activity proposals are developed by DoE staff with the support of LTAs and their counterparts. DoE personnel assume full responsibility for the implementation and review of the Curriculum Management Plan and Inservice Management Plan. The PNG Project Manager, with the support of the ATL, will provide leadership in and take responsibility for the development of the CRIP Annual Plan and the review of related key planning documents. PNG Manager assumes full responsibility for AAG and PCG management.	All CRIP activities developed by DoE staff with the support of PNG counterparts in the PMG. CDD and TE&SD assisted by the PMG to develop their own strategic plans for the next five-year post-CRIP period. The PNG Project Manager assumes full responsibility for financial management and budgeting, and for Project monitoring and reporting.	The PNG Manager leads and manages the Project.

Professional development and training

Professional development for key DoE counterparts is an important aspect of Project handover. Over the life of the Project, key DoE staff will be trained in order to build their capacity to implement the Curriculum Management Plan and Inservice Management Plan. Outputs related to staff training are outlined in the CRIP Logframe and specific activities detailed in each Annual Plan.

Professional development for key senior officers and PNG counterparts will be undertaken within the framework of the Project's Counterpart Development Strategy (chapter 8 of the Quality Management Plan). This Strategy describes how the LTAs will work closely with targeted CDD and TE&SD staff to provide mentoring and coaching support. As the Project progresses, the nature of the mentoring and coaching support provided by LTAs will change. As skills develop and responsibilities are transferred, the mentoring and coaching will focus more on building skills in evaluation and monitoring of Project outcomes.

Handover of Project assets and supplies

In the six months before the proposed Project completion, approval will be obtained from SAGRIC, Adelaide for disposal of various non-project assets such as office equipment and equipment. In most instances SAGRIC assets will be sold.

Most Project assets such as vehicles and some office equipment will be handed over to DoE. Wherever possible, assets will be directed to units or divisions that will continue to contribute to the long-term sustainability of the CRIP objectives.

Before Project completion the ATL will make recommendations to AusAID as to the appropriate destination for all Project assets.

Project completion procedures

The following information will be used as a guide at Project completion. The Handover Plan in the last Annual Plan will give more precise details of proposed procedures for Project completion. There will be close liaison with AusAID at an early stage of Project completion to ensure all procedures are satisfactory.

The Australian High Commission will be kept informed of progress during the final stages of Project completion.

Project accounts

- All credit suppliers will be advised in writing three months before Project completion to submit all outstanding claims by a nominated date. A follow-up within the next four weeks will be made to ensure that suppliers are acting on the Project request.
- All bank accounts will be closed and the surplus balance, subject to the agreement of SAGRIC, will be transferred to SAGRIC, Adelaide. Final bank statements certifying the closure of the accounts will be obtained.
- Accountable finance forms such as chequebooks will be referred to SAGRIC, Adelaide who will request disposal action approval from AusAID.
- Budget estimates "to complete" will allow for late payments, recreation leave, payments on returns, medical examinations, travel expenses and the final report.
- The ATL will request SAGRIC, Adelaide to stop accepting further charges.

Office files and administration

- All SAGRIC assets on personal issue to individuals or to the Project, will be either returned to Adelaide, or with prior approval of SAGRIC, Adelaide, transferred to another project.
- Offices used by Project staff will be vacated in good order and all SAGRIC stationery removed.
- Current purchasing files will be left in-country with the local SAGRIC representative or agent, if appropriate, or another project. The files could be useful as back-up for possible late queries arising after the departure of Project staff. Contract requirements as to the time that files must be kept must be met.
- All other files will be destroyed under Australian supervision, as documents dealing with internal matters would be of no value to SAGRIC, Adelaide. Copies of matters raised with SAGRIC are held by SAGRIC, Adelaide.
- Personnel files of international consultants, where copies of documents are also held by SAGRIC, will be destroyed under Australian personnel supervision. Other routine documents such as travel bookings will also be destroyed.
- All subscriptions for magazines, papers and other publications will be terminated.

Personnel issues

- Local employees engaged by SAGRIC will be terminated in accordance with the conditions of their employment contracts.
- Any residences occupied by Project staff will be vacated in clean condition, particularly ovens, stoves, refrigerator and bathrooms.