

パプアニューギニア国  
教 育 省

## パプアニューギニア国

# メディアを活用した遠隔教育普及・組織強化 プロジェクト（EQUITV フェーズ 2）

## プロジェクト業務完了報告書 （和文）

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# パプアニューギニア国メディアを活用した遠隔教育普及・組織強化

## プロジェクト (EQUITV フェーズ 2)

### プロジェクト業務完了報告書 (和文)

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# プロジェクト業務完了報告書（和文）

## 略 語 表

略語	正式名	日本語
ARoB	Autonomous Region of Bougainville	ブーゲンビル自治州
AusAID	Australian Agency for International Development	オーストラリア国際開発庁
BOM	Board of Management	(学校) 運営委員会
C/P	Counterpart	カウンターパート
C/T	Cluster Trainer	クラスタートレーナー
CDAD	Curriculum Development & Assessment Division	カリキュラム開発評価局
CDD	Curriculum Development Division	カリキュラム開発局
CP	Central Province	セントラル州
ELD	e-Learning Division	e-ラーニング局
EMIS	Education Management Information System	教育マネジメント情報システム
ENBP	East New Britain Province	東ブリティン州
EQUITV	Enhancing Quality in Teaching through TV programs	テレビ番組による授業改善
ESP	East Sepik Province	東セピック州
EU	European Union	欧州連合
FODE	Flexible and Open Distance Education	柔軟で開かれた遠隔教育
JCC	Joint Coordinating Committee	合同調整委員会
LLG	Local Level Governmnet	ローカルレベル政府
MSD	Measurement Service Division	試験サービス局
N/T	National Trainer	ナショナルトレーナー
NCD	National Capital District	首都特別区
NEMC	National Education Media Centre	国立教育メディアセンター
NGI	New Guinea Islands (Region)	ニューギニア島 (地域)
NIP	New Ireland Province	ニューアイルランド州

NIST	National In-service Training	国家現職教員研修
OBE	Outcome Based Education	成果主義教育
OJT	On the Job Training	オン・ザ・ジョブ・トレーニング
P/T	Provincial Trainer	州トレーナー
PCM	Project Cycle Management	プロジェクト・サイクル・マネジメント
PDM	Project Design Matrix	プロジェクト・デザイン・マトリックス
PDS	Professional Development Strand	プロフェッショナルデベロップメント科
PNG	Papua New Guinea	パプアニューギニア独立国
PNGEI	Papua New Guinea Education Institute	PNG 教育研修所
PO	Plan of Operation	プラン・オブ・オペレーション
PPD	Policy & Planning Division	政策・計画局
PPRCD	Policy, Planning, Research & Communication Division	政策・計画・研究・コミュニケーション局
RCM	Regional Consultative Meeting	地域審議会
RED	Research & Evaluation Division	研究・評価局
SBE	Standard Based Education	基準達成カリキュラム
SD	Standard Division	標準局
SEOC	Senior Education Officers Conference	全国教育幹部会議
SGD	Standards & Guidance Division	標準・ガイダンス局
SLIP	School Learning Improvement Plans	学校学習改善計画
SO	Standards Officer	視学官
SWB	Student Work Book	生徒用教材
TED	Teacher Education Division	教員教育局
TMT	Top Management Team	トップ・マネジメント・チーム
TOT	Training of Trainers	トレーナー養成研修
UBE	Universal Basic Education Plan	基礎教育完全普及計画
WHP	Western Highlands Province	西ハイランド州

## 本報告書の記載事項についての留意点

- 本報告書に「教材受領（校数）」と「DVD 受領（校数）」として記載のする数値は「州教育局の受領数」であり、「各学校に届いた数」を正確に表すものではない。なお、各学校に届いた正確な印刷教材・DVD 数は不明であるものの、州教育局から各学校へ届けられた教材もあることは確認されている。
- 本報告書に記載する EQUITYV プログラムを普及するための 3 条件（教材受領・機材設置・研修受講）を満たした「完了数（率）」は、「教材受領（校数）」が上記の通り各州教育局の受領数であることから、最大数として認識されたい。
- 中間レビュー調査時まで、EQUITYV プログラムを普及するための 3 条件が満たされることは、EQUITYV プログラムが活用される十分条件であるとみなしていたが、エンドライン調査において、本 3 条件は十分条件ではなく、必要条件であり、この 3 条件以外にも別の条件が必要であることが判明した。しかしながら、判明時にはすでにプロジェクトの終了直前であり、EQUITYV の活用促進に向けて上記の 3 つ以外の条件を促進する活動は本プロジェクトでは実施していない。

## 1. プロジェクトの概要

### 1-1. プロジェクトの背景・経緯・目的

パプアニューギニア独立国（Papua New Guinea : PNG）は、山岳地域や離島が国土の大半を占め、多くの小中学校に、教育サービスが行き届いていない。特に遠隔地では、教育施設や教材が不足し教員の質・量も極めて不十分である。その結果、2007年時点の初等教育の純就学率は52.9%<sup>1</sup>しかなく、8学年修了試験の全国平均点もほぼ全ての教科で4割を下回っている。こうしたことから、同国では遠隔地の初等教育の改善が大きな課題となっている。教育省は、このような教育状況を改善するため、遠隔地の教員の質的・量的な不足を補おうと遠隔教育の活用を図ってきた。

日本政府は、PNGにおける遠隔教育の支援のために、1999年から国立教育メディアセンター（National Education Media Centre: NEMC）の建設、開発パートナー事業「ライブ授業放送を利用した遠隔地教育プロジェクト」（2002～2004年）、「テレビ番組による授業改善プロジェクト」（Enhancing Quality in Teaching through TV program: EQUITV）（2005～2008年）を実施してきた。その結果、EQUITV対象校ではモデル授業を継続的に活用する体制が整い、教員の授業の質や生徒の学習の質の向上が見られた。教育省は、これらの日本による協力の成果をふまえ、2010年に「国家メディア教育政策」を策定し、その中で、EQUITVが実施してきた一連の活動を「EQUITVプログラム」として位置づけ、その全国展開に向けた取り組みを進めている。PNG政府はEQUITVプログラムの戦略的な全国普及と自立発展的な制度構築・能力強化のために、EQUITVフェーズ2として本プロジェクトを日本政府に要請した。

EQUITV フェーズ2の目標と成果は以下のとおりである。活動なども含めたプロジェクト全体の概要とその変遷については、添付資料1「PDM<sup>2</sup>・PO<sup>3</sup>の変遷（フェーズ1、フェーズ2）」を参照のこと。

【スーパーゴール】 全国の小学校において授業の質が向上する。

【上位目標】 全国の小学校でEQUITVプログラムが活用される。

【プロジェクト目標】 全国の小学校にEQUITVプログラムを普及する体制が強化される。

【成果】

1. 中央、地域・州レベルにおいて、EQUITVプログラムの運用・普及に係る能力が強化される。
2. 対象州の小学校の授業において、EQUITVプログラムが活用される。
3. 教員養成校において、EQUITVプログラムの活用方法が学生に周知される。

本報告書は、2012年5月から2015年12月までのプロジェクトの第1～3年次の業務概要をまとめたものである。なお、第1～2年次の活動の詳細については、それぞれの年次業務進捗報告書に詳述しており、必要に応じて参照されたい。

<sup>1</sup> PNG 教育省, 2007 のデータだが、2012 年には 78.5% まで改善している（JICA, 2014）。

<sup>2</sup> プロジェクト・デザイン・マトリックス（Project Design Matrix）

<sup>3</sup> プラン・オブ・オペレーション（Plan of Operation）



## 1-2. フェーズ1、フォローアップ、フェーズ2を通じた活動の経緯

EQUITV フェーズ2である本プロジェクトは、フェーズ1のEQUITVや、フェーズ1とフェーズ2の間のフォローアップ協力など、先だって実施された協力と密接な関連がある。プログラムとしてのEQUITVを語るうえでは、これらの先行協力活動は無視できない。そのため、ここではEQUITV フェーズ1が始まる前の関連活動から、その概要を述べることにする。

2000年より開始されたNEMCの建設から数えると、EQUITV フェーズ2の終了する2015年末まで約15年間にわたり、JICAはEQUITVの支援を続けてきた。これらの一連の支援内容は、PNGの教育政策に沿って要請されているため、その政策の変遷と支援活動を表1-1にまとめた。

表 1-1. PNG 教育政策と JICA の支援の変遷

年	2000～2004	2005～2008	2009～2011	2012～2015
PNG 教育政策	<ul style="list-style-type: none"> <li>• 学制の改革（初等教育を9年間へ）</li> <li>• カリキュラム改訂（OBE<sup>4</sup>）開始</li> </ul>	国家教育計画 2005-2014 <ul style="list-style-type: none"> <li>• カリキュラム改訂の促進</li> <li>• 遠隔教育による教員支援</li> </ul>	<ul style="list-style-type: none"> <li>• 基礎教育完全普及計画 2010</li> <li>• 無償教育実施</li> <li>• 教育メディア政策（2010）</li> </ul>	国家教育計画 2015-2019 <ul style="list-style-type: none"> <li>• 質の高い教育を全ての生徒へ（質と量の改善）</li> <li>• カリキュラム改訂（SBE<sup>5</sup>）</li> </ul>
教育省のニーズ	<ul style="list-style-type: none"> <li>• 学制の変更による7学年・8学年教科内容の支援</li> </ul>	<ul style="list-style-type: none"> <li>• 新カリキュラムに沿った授業の実施</li> <li>• 生徒中心型授業の実施（教員研修）</li> <li>• カリキュラムに沿った教材の配布</li> </ul>		<ul style="list-style-type: none"> <li>• 英語・理数科教育の強化</li> <li>• 教育格差の是正</li> <li>• 初等教育カリキュラム改訂</li> </ul>
JICA の支援	<ul style="list-style-type: none"> <li>• NEMC 建設（メディア教材開発の地盤強化）</li> <li>• EQUITV パイロットプロジェクト（テレビ番組の活用の可能性の検証）</li> </ul>	<ul style="list-style-type: none"> <li>• EQUITV フェーズ1（質の高い理数科テレビ教材開発、2州での活用モデルの確立）</li> </ul>	<ul style="list-style-type: none"> <li>• EQUITV フォローアップ（テレビ教材の質向上のため教材開発支援）</li> <li>• 個別専門家派遣（教育メディア政策策定支援）</li> </ul>	<ul style="list-style-type: none"> <li>• EQUITV フェーズ2（テレビを活用した授業改善の全国普及体制の強化）</li> </ul>
他ドナーの動向（教育の質関連）	<ul style="list-style-type: none"> <li>• カリキュラム改訂プロジェクト（豪州）</li> </ul>		<ul style="list-style-type: none"> <li>• 教科書配布プロジェクト（豪州・EU<sup>6</sup>）</li> </ul>	<ul style="list-style-type: none"> <li>• リード PNG<sup>7</sup>（質の向上）</li> <li>• FODE<sup>8</sup>（遠隔教育の充実）（世銀）</li> </ul>

まず1990年代の教育改革の背景から、それぞれの支援内容について時系列に沿って説明する。

### 1-2-1. テレビ番組を活用した遠隔教育プロジェクトの始まり

PNG 政府は、「万人のための教育政策」を受けて、1993年から教育改革を進め教育へのアクセスと質の改善を目指した。まず、アクセスの向上を目指して学制の改革を推し進め、基礎教育の期間を6年間から9年間へと伸ばした（3年間の基礎学校<sup>9</sup>と6年間の初等学校<sup>10</sup>）。その結果、生

<sup>4</sup> 成果主義教育（Outcome Based Education）

<sup>5</sup> 基準達成カリキュラム（Standard Based Education）

<sup>6</sup> 欧州連合（European Union）

<sup>7</sup> 学校の教室ごとに図書箱を設置し、児童の読解力などの向上を目指すプロジェクト

<sup>8</sup> 柔軟で開かれた遠隔教育（Flexible and Open Distance Education）

<sup>9</sup> 準備学年・1学年・2学年

徒は継続して 8 学年まで進学できるようになり教育へのアクセス面が改善された一方、質の面で課題が発生した。3 学年分がいきなり増えたために、それを教える教員は、質・量ともに不足したのである。そのため教員は授業準備もままならず、苦手とする理科や数学を正しく教えることができなかった。また、2000 年からオーストラリアの支援により成果主義教育（OBE）が導入され、教員自身が授業計画を作って生徒中心型の授業実践をする必要が生じたが、そのための教員研修や教材開発、調達・配布は十分とは言えないものであった。

これらの教育の質に関する課題への取り組みとして、日本政府は視聴覚教育教材開発の基盤整備として、まず NEMC を 2000～2001 年に建設し教材開発機材も設置した。それと同時期に、教育省のほうでは教材を迅速に地方の学校へ届け、またテレビ番組を使った研修も考慮して、2001 年からテレビ放送を活用した遠隔教育のパイロット活動を開始した。このパイロット活動を継続する形で、2003 年から 2004 年まで開発パートナー事業プロジェクト「ライブ授業放送を利用した遠隔地教育プロジェクト」が行われ、初等学校、中等学校、遠隔教育センターでテレビ番組の活用が検証された。その結果、特に初等学校でのテレビ番組活用の有用性が認められ、教育省は本格的なテレビ番組の活用を初等学校で進めることとし、JICA に EQUITY フェーズ 1 を要請した。

### 1-2-2. EQUITY フェーズ 1

フェーズ 1 は、2005 年 7 月から 3 年間実施された。フェーズ 1 では、テレビ番組の放送を活用した授業のモデル作りを行った。具体的には、1) 7・8 学年（理科・算数）のモデル授業を実施する教員の養成、テレビ教材の開発、それをベースとした教員用・生徒用教材の開発（質の高い理数科テレビ教材の開発）、2) モデル州でのテレビ授業活用促進のための研修、啓発活動（2 州での活用モデルの確立）、を行った。また、2 州に加えて機材の支援を行わず、州教育局からの啓発だけでテレビ活用を推進させる啓発州モデル 1 州も確立した。併せて 2006 年には、フェーズ 1 の活動を支援する形で、草の根無償資金協力によって 4 州へテレビ機材が供与された。その結果、対象校では教員の授業や生徒の学習の質の向上が見られた。

### 1-2-3. EQUITY フェーズ 1 のフォローアップ協力と教育メディアアドバイザー派遣

フェーズ 1 終了後の大きな動きは、EQUITY フェーズ 1 のフォローアップ協力と、個別専門家派遣「教育メディアアドバイザー」の 2 つである。

フォローアップ協力では、EQUITY で開発された理数科テレビ教材を補強した。6 学年の理数科テレビ教材を追加で作成し、7～8 学年のテレビ番組と教材についても改善点を抽出した。

個別専門家「教育メディアアドバイザー」の派遣では、EQUITY の活用モデルを推進するために教育メディア政策の策定を支援した。具体的には、2010 年の「国家メディア教育政策」の策定を支援し、その中で、EQUITY フェーズ 1 で実施してきた活動を「EQUITY プログラム」として位置づけ、その全国展開に向けた取り組みを政策に盛り込んだ。また、2010 年に教育省が策定した基礎教育完全普及計画（Universal Basic Education Plan 2010-2019:UBE）とも連携し、EQUITY プログラムを UBE の目標達成のための重要な要素として位置づけた。

<sup>10</sup> 3 学年～8 学年

## 1-2-4. EQUITVフェーズ2

本プロジェクトであるフェーズ2では、過去の協力活動の成果として確立したEQUITVプログラムを、全国の小学校に普及する体制を強化することを目標としている。具体的には全国の半数以上の12州を対象として、EQUITVの普及活動を推し進めていくという大規模なものである。

そのための活動としては、中央と地域・州レベルにおいて、運営委員会の設置、全国・州普及計画の策定・改訂、モニタリング、啓発教材の開発、現職教員研修（制度構築、トレーナー養成、研修教材開発）を行った。地方レベルにおいては、小学校でのEQUITV活用を推進するために養成されたトレーナーによる郡・クラスター内研修、研修費用の確保や、テレビ機材の調達の促進のために州政府や国会議員に対する啓発活動を行った。教員養成校では、EQUITVプログラムの活用方法が学生に周知されること目指し、教員養成校向けのEQUITV教材を開発して同校講師への研修も実施した。開発したモジュールについては、正式な教員養成校カリキュラムとして承認されるよう働きかけた。

これまでのEQUITVプログラムに関する協力の成果の概要は、下表のとおりである。

表1-2 EQUITVプログラムに関する協力の成果の概要

	黎明期 2000～2005年	EQUITVフェーズ1 2005～2008年	フォローアップ期間 2009～2011年	EQUITVフェーズ2 2012～2015年
(a) 運営管理体制	NEMCの設立	EQUITV運営管理委員会の設置 モデル州の実施体制の強化	NEMCの強化 国家教育メディア政策の施行	e-ラーニング局（e-learning Division : ELD）設立 EQUITV運営管理委員会の強化 全国・州普及計画の策定
(b) 機材整備	開発パートナー (4州28校)	直接供与（2州67校） 啓発活動（2州69校） 草の根無償（4州105校）	9州141校で各州が独自に拡大 教育省が供与（5州25校）	州政府への啓発活動 対象12州で普及が拡大 普及完了校（対象州）1534校 （全国）1,341校
(c) 番組制作・教材開発	首都圏の学校授業の放送	7・8学年の理科・算数 （番組・教材の開発・配信・配布）	6学年の理科・算数の開発 7・8学年向け教材の改善 DVD化・印刷配布	6～8学年EQUITV教材のレビューと改定計画の策定 7学年・8学年理数科DVDの配布 （対象州12州）
(d) 研修 現職教員 （学校管理者・現職教員） 教員養成校		2州67校・啓発校69校への番組活用、 運営管理研修	フェーズ1対象校以外の学校にPNGが独自に実施	現職教員研修 教材開発、トレーナー養成 基礎研修全国の1534校  教員養成校向けEQUITV教材開発 教員養成校研修全12校
(e) その他				モニタリング体制の構築・調査

## 2. プロジェクト目標の達成度

### 2-1. プロジェクト目標・成果指標とその達成度

2015年12月の本プロジェクト終了時に、PDMで設定された指標の達成状況を以下に示す。ここでは2014年4月の中間レビュー調査で改訂されたPDMの指標を使用した。

## 2-1-1. プロジェクト目標

全国の小学校に EQUITV プログラムを普及する体制が強化される。

表 2-1 プロジェクト目標の指標 1

指標 1 : EQUITV プログラムの全国普及計画が教育省に承認される。	
【プロジェクト終了時 (2015 年 12 月) の達成状況】 2012 年に普及計画策定ワークショップを開催し全国普及計画の第 1 版を策定した。2013 年、2014 年、2015 年には、各州からの実績報告や計画改定に沿って、全国普及計画を改定し、教育省との合同調整委員会 (Joint Coordinating Committee: JCC) においてそれぞれ承認を得た。	
指標の入手手段 教育省	成果品/エビデンス ・ EQUITV プログラム全国普及計画 (2015 年)

表 2-2 プロジェクト目標の指標 2

指標 2 : CDAD、TED、SGD、PPRD から成る EQUITV ステアリング委員会の会議が四半期に 1 回以上開催される。	
【プロジェクト終了時 (2015 年 12 月) の達成状況】 カリキュラム開発評価局 (Curriculum Development & Assessment Division: CDAD)、教員教育局 (Teacher Education Division: TED)、標準・ガイダンス局 (Standards & Guidance Division: SGD)、政策・計画・研究局 (Policy, Planning, Research & Communication Division: PPRCD) からなる教育省ステアリング委員会を以下のとおり開催した。なお、2015 年 2 月の教育省組織編成により、それ以降の参加部局名は、e-ラーニング局 (ELD)、カリキュラム開発局 (Curriculum Development Division: CDD)、教員教育局 (TED)、標準局 (Standard Division: SD)、政策・計画局 (Policy & Planning Division: PPD)、研究・評価局 (Research & Evaluation Division: RED) に変更された。	
<ul style="list-style-type: none"> <li>・ 第 1 回 : 2012 年 5 月 25 日</li> <li>・ 第 2 回 : 2012 年 6 月 14 日</li> <li>・ 第 3 回 : 2012 年 7 月 5 日</li> <li>・ 第 4 回 : 2012 年 9 月 4 日</li> <li>・ 第 5 回 : 2012 年 11 月 26 日</li> <li>・ 第 6 回 : 2013 年 2 月 26 日</li> <li>・ 第 7 回 : 2013 年 4 月 18 日</li> <li>・ 第 8 回 : 2013 年 5 月 5 日 (臨時会議)</li> <li>・ 第 9 回 : 2013 年 7 月 9 日</li> <li>・ 第 10 回 : 2013 年 10 月 22 日</li> <li>・ 第 11 回 : 2014 年 2 月 26 日</li> <li>・ 第 12 回 : 2014 年 3 月 26 日 (臨時会議)</li> <li>・ 第 13 回 : 2014 年 5 月 22 日</li> <li>・ 第 14 回 : 2014 年 9 月 3 日</li> <li>・ 第 15 回 : 2015 年 3 月 26 日</li> <li>・ 第 16 回 : 2015 年 7 月 7 日</li> <li>・ 第 17 回 : 2015 年 9 月 9 日</li> <li>・ 第 18 回 : 2015 年 12 月 16 日</li> </ul>	
会議の実績としては、44 カ月に 18 回で四半期に 1 回以上開催された。	
指標の入手手段 会議記録	成果品/エビデンス ・ ステアリング委員会会議記録

表 2-3 プロジェクト目標の指標 3

指標 3：全国普及計画に従い EQUITYV プログラムを活用する学校の割合を増加させるための方策が提言される。

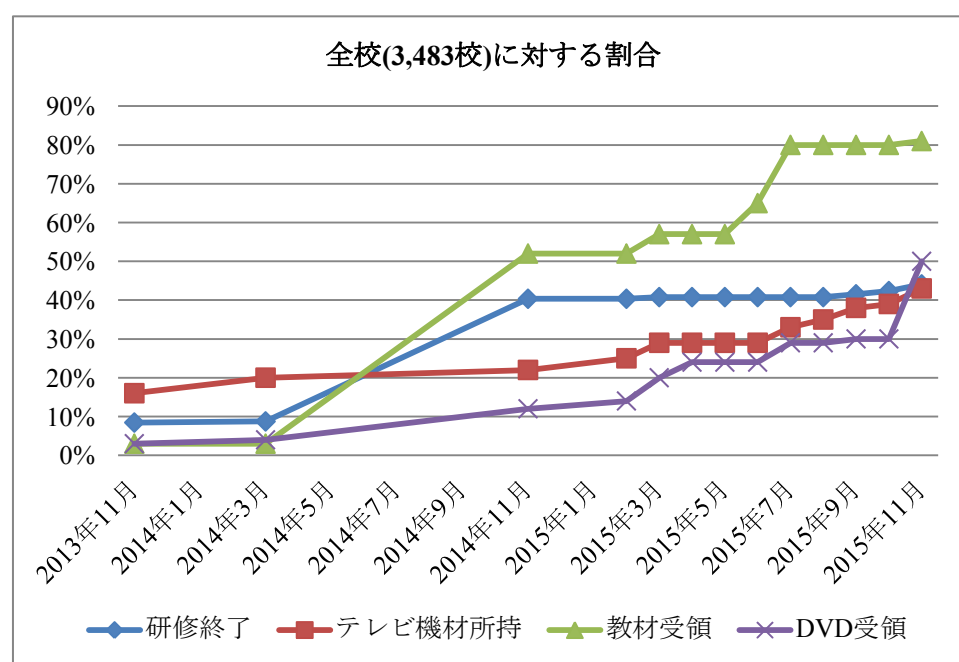
【プロジェクト終了時（2015年12月）の達成状況】

2015年の全国普及計画の目標値は下記のとおりである。

全国普及計画の目標値<sup>11</sup>（学校数：2015年版）

地域	-2014年	2015年	2016年	2017年	2018年	2019年	2020年	合計
NGI <sup>12</sup>	335	187	240	89	43	0	0	894
モマセ	180	288	293	348	80	0	0	1189
ハイランド	94	36	289	325	236	51	5	1036
南部	254	-19 <sup>13</sup>	242	234	168	84	57	1020
合計	863	492	1064	996	527	135	62	4139 <sup>14</sup>

これらの目標を達成するために、全国普及計画では、各校への研修の実施、テレビ機材の整備、教材の配布を、普及のための条件と規定しており、参考値としてその推移を下記のグラフと表で示す。プロジェクト開始当初は5%程度の普及率であったが、全国の約半数の州を対象としたプロジェクト活動の結果、その普及率は全国の約4割の学校へと拡大した。

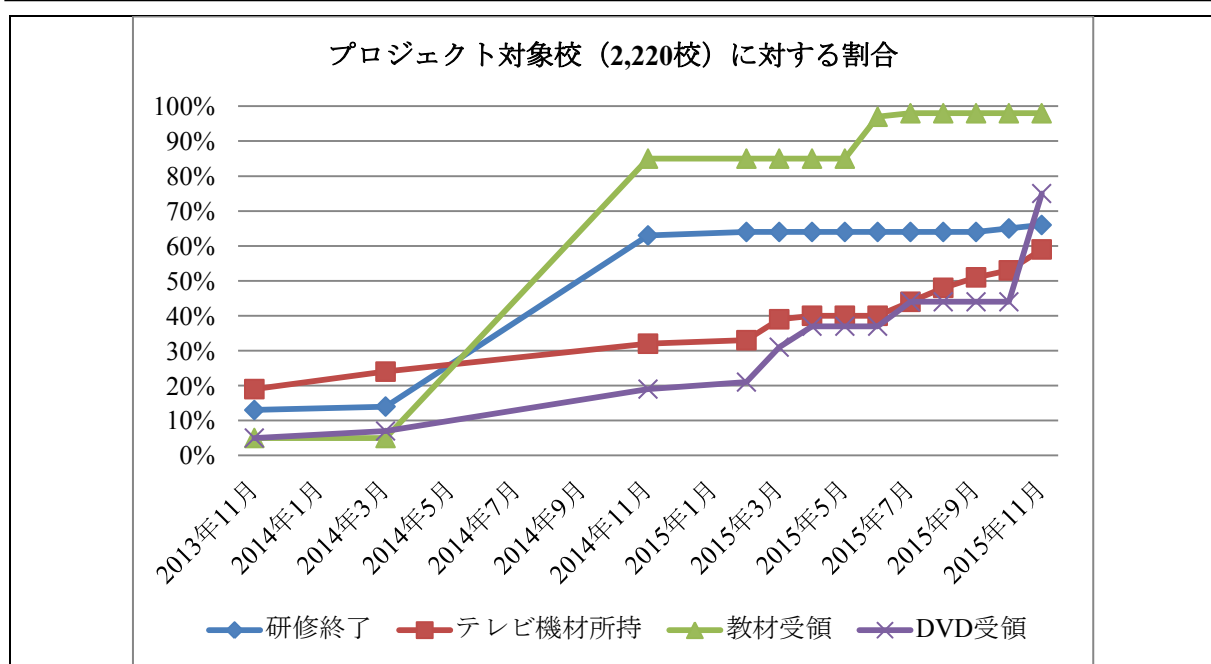


<sup>11</sup> 完了率のボトルネックとなる TV 機材配置計画をここでは目標値として示している。

<sup>12</sup> ニューギニア島地域 (New Guinea Islands Region: NGI)

<sup>13</sup> セントラル州 (Central Province: CP) の未配布分機材が 2014 年度は配布済みと報告されていたため。

<sup>14</sup> 首都特別区 (National Capital District: NCD) 等都市部の学校では、1 校当たり複数台の TV 機材設置を計画しているため全校数より多くなっている。



	年次	研修終了	テレビ機材所持	教材受領	DVD受領
全国の学校での配置状況	2013年11月	294	559	115	101
	2014年3月	304	769 <sup>15</sup>	115	164
	2014年11月	1405	840	1972	461
	2015年2月	1405	868	1972	491
	2015年3月	1420	1024	2042	729
	2015年4月	1420	1053	2042	869
	2015年5月	1420	1054	2042	869
	2015年6月	1420	1054	2322	869
	2015年7月	1420	1134	2778	1017
	2015年8月	1420	1214	2778	1017
	2015年9月	1445	1311	2778	1034
	2015年10月	1474	1363	2778	1034
	2015年11月	1534	1502	2813	1465
全校（3,483校）に対する割合	2013年11月	8%	16%	3%	3%
	2014年3月	8%	20%	3%	4%
	2014年11月	37%	22%	52%	12%
	2015年2月	37%	25%	52%	14%
	2015年3月	40%	29%	57%	20%
	2015年4月	40%	29%	57%	24%
	2015年5月	40%	29%	57%	24%
	2015年6月	40%	29%	65%	24%
	2015年7月	41%	33%	80%	29%
	2015年8月	41%	35%	80%	29%
	2015年9月	41%	38%	80%	30%
	2015年10月	42%	39%	80%	30%
プロジェクト対象州の学校での配置状況	2013年11月	294	425	115	101
	2014年3月	304	531	115	163
	2014年11月	1405	716	1883	427

<sup>15</sup> プロジェクト対象外州の機材数については教育省からの報告による。2014年11月の各州からの報告では、プロジェクト対象外州の機材が多く失われていることがわかる。

	2015年2月	1415	739	1883	463
	2015年3月	1415	866	1883	691
	2015年4月	1415	890	1883	831
	2015年5月	1415	896	1883	831
	2015年6月	1415	896	2163	831
	2015年7月	1415	976	2177	979
	2015年8月	1415	1056	2177	979
	2015年9月	1423	1133	2177	979
	2015年10月	1452	1185	2177	979
	2015年11月	1471	1308	2177	1378
	2015年12月	1471	1341	2177	1655
プロジェクト対象校(2,220校)に対する割合	2013年11月	13%	19%	5%	5%
	2014年3月	14%	24%	5%	7%
	2014年11月	63%	32%	85%	19%
	2015年2月	64%	33%	85%	21%
	2015年3月	64%	39%	85%	31%
	2015年4月	64%	40%	85%	37%
	2015年5月	64%	40%	85%	37%
	2015年6月	64%	40%	97%	37%
	2015年7月	64%	44%	98%	44%
	2015年8月	64%	48%	98%	44%
	2015年9月	64%	51%	98%	44%
	2015年10月	65%	53%	98%	44%
	2015年11月	66%	59%	98%	62%
2015年12月	66%	60%	98%	75%	

残りの約6割の学校もEQUITVプログラムを活用できるよう、引き続き教育省による活動の推進が必要である。そのために、プロジェクトの取り組みの成果をまとめ、2015年11月に実施された普及計画策定ワークショップにて教育省への提言を行い、12月のJCCにおいてEQUITVプログラム全国普及計画の一部として承認された。提言の詳細については、本報告書の第5章「上位目標の達成に向けての提言」に記載している。

指標の入手手段 全国普及計画	成果品/エビデンス ・ ベースライン・モニタリング調査報告書 ・ EQUITVプログラム全国普及計画(2015年)
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### 2-1-2. 成果

(1) 成果1. 中央、地域・州レベルにおいて、EQUITVプログラムの運用・普及に係る能力が強化される。

表2-4 成果1の指標1

指標1: EQUITVプログラムの全国普及計画が策定される。	
【プロジェクト終了時(2015年12月)の達成状況】 プロジェクト目標の指標1に記載したとおり、2012年にEQUITVプログラムの全国普及計画の第1版が策定され、2013年11月、2014年11月、2015年11月と年ごとに改訂した。	
指標の入手手段 全国普及計画	成果品/エビデンス ・ EQUITVプログラム全国普及計画(2015年)

表2-5 成果1の指標2

指標2: EQUITVプログラムの州普及計画が対象州において策定される。	
【プロジェクト終了時(2015年12月)の達成状況】 2013年、プロジェクト対象12州全てにおいて、普及計画の策定は完了し、2014年11月と2015年	

11 月には普及計画ワークショップが開催され、実績に合わせた改訂が行われた。対象州外の 10 州についても、ワークショップに州教育局職員を招待し、各州の計画が策定された。	
指標の入手手段 州普及計画	成果品/エビデンス ・ 州普及計画

表 2-6 成果 1 の指標 3

指標 3 : EQUITYV プログラムに関する各種研修モジュールが開発される。	
<p>【プロジェクト終了時（2015 年 12 月）の達成状況】</p> <p>以下のとおり各種研修モジュールが開発された。</p> <p>1. EQUITYV 研修（基礎編）モジュール（終了）</p> <p>2012 年に第 1 版が作成された後も改訂を重ね、現在第 4 版の印刷教材となっている。ビデオ教材も全て第 4 版に合わせ改訂を終えた。2014 年以降の研修はこの第 4 版を活用し実施している。</p> <p>2. EQUITYV 研修（応用編）モジュール（終了）</p> <p>2014 年から開発に着手した応用研修モジュールは、第 1 版が 2014 年 8 月に完成し、NCD でのトレーナー養成研修を経て第 2 版に改訂された。さらに NCD の小学校の研修経験を反映し、ビデオ教材も加えて第 3 版として改訂された。</p> <p>3. 国家現職教員研修用教材（終了）</p> <p>国家現職教員研修（National In-service Training: NIST）用 EQUITYV 紹介用モジュールは、2012 年と 2013 年に EQUITYV 研修（基礎編）モジュールをベースに開発され、NGI、モマセの各州や西ハイランド州（Western Highlands Province: WHP）に配布した。</p> <p>これらの各種研修モジュールは、研修内容が印刷教材として網羅され、DVD 教材により講師の力量不足も補うことができる。その結果、州トレーナー（Provincial Trainer: P/T）や郡トレーナーは研修の質をあまり落とすことなく実施することができ、州トレーナー養成研修（TOT）を終えた多くの州が、その下のレベルの研修を実施している。研修教材の開発作業により、カウンターパート（Counterpart: C/P）の研修開発や実施の能力も向上した。</p>	
指標の入手手段 EQUITYV に関する各種研修モジュール	<p>指標の入手手段</p> <ul style="list-style-type: none"> <li>・ EQUITYV 研修トレーナー用ガイド（Trainers Guides for the EQUITYV program）</li> <li>・ EQUITYV 教員用ガイド（TV receiving teachers' handbook for the EQUITYV program）</li> <li>・ 国家現職教員研修（NIST）用教材</li> </ul>

表 2-7 成果 1 の指標 4

指標 4 : 全国教育幹部会議で EQUITYV プログラムの普及について協議される。	
<p>【プロジェクト終了時（2015 年 12 月）の達成状況】</p> <p>教育省の都合により全国教育幹部会議（Senior Education Officers Conference: SEOC）の延期や時期の変更があったが、以下のとおり SEOC で EQUITYV プログラム普及についての協議を行った。</p> <ul style="list-style-type: none"> <li>• SEOC・地域審議会（Regional Consultative Meeting: RCM）合同会議（2012 年 8 月）</li> <li>• SEOC（2013 年 8 月）</li> <li>• SEOC（2014 年 7 月）</li> <li>• SEOC（2015 年 6 月）</li> </ul> <p>4 年間の EQUITYV の全国普及への進捗、学校レベルでの優良事例の報告と協議の結果、教育省幹部の EQUITYV に関する理解は年々深まり、2014 年からは州政府への EQUITYV の啓発活動に参加するなど、EQUITYV への支援が具体的に活発化した。州教育局への啓発活動の絶好の機会であり、特に SEOC 後はプロジェクト対象外州からも NEMC への支援要請が多くなった。</p>	



2014年よりRCMは、オーストラリア国際開発庁(Australian Agency for International Development: AusAID)の支援がなくなり、実施されなくなった。	
指標の入手手段 会議記録	成果品/エビデンス ・ SEOC 会議記録

表 2-8 成果 1 の指標 5

指標 5：州トレーナーの養成研修が各対象州で開催される。	
【プロジェクト終了時（2015年12月）の達成状況】	
EQUITV 研修（基礎編）モジュールを活用した州トレーナー養成研修は、以下の11州で実施された。	
<ul style="list-style-type: none"> <li>• NCD（2012年9月）</li> <li>• セントラル州<sup>16</sup>（2012年11月、2013年3月）</li> <li>• 東セピック州<sup>17</sup>（2013年4月）</li> <li>• 西ハイランド州<sup>18</sup>（2013年4月）</li> <li>• サンダウン州（2013年4月）</li> <li>• 東ニューブリティン州<sup>19</sup>（2013年7月）</li> <li>• ニューアイルランド州<sup>20</sup>（2014年4月）</li> <li>• 西ニューブリティン州（2014年6月）</li> <li>• モロベ州（2014年6月）</li> <li>• マダン州（2015年6月）</li> <li>• マヌス州（2015年7月）</li> </ul>	
ブーゲンビル自治州 <sup>21</sup> は、啓発活動の成功により知事からの支援による予算が確保されたが、教育省分の研修予算と州政府参加者の都合がつかずいまだ延期となっている。次年度早々の研修実施が期待される。	
EQUITV 研修（応用編）モジュールを活用した州トレーナー養成研修も、以下のとおり開始された。	
<ul style="list-style-type: none"> <li>• NCD（2014年9月）</li> <li>• 東ニューブリティン州（2015年3月）</li> <li>• セントラル州（2015年9月）</li> </ul>	
今後は、モロベ州、ニューアイルランド州、東セピック州で応用編研修の準備が進んでおり、教育省側の予算が確保され次第、開始される見込みである。	
これらの研修の結果、指標3の項で述べたとおり、州トレーナー養成研修を終えた多くの州で、郡研修、クラスター研修とカスケード下位の研修が実施されている。教育省による対象州以外への研修もチンブー州で2013年6月に、エンガ州で2015年11月に開催された。	
指標の入手手段 研修報告書	成果品/エビデンス ・ 研修報告書

(2) 成果 2. 対象州の小学校の授業において、EQUITV プログラムが活用される。

<sup>16</sup> セントラル州 (Central Province: CP)

<sup>17</sup> 東セピック州 (East Sepik Province: ESP)

<sup>18</sup> 西ハイランド州 (West Highlands Province: WHP)

<sup>19</sup> 東ニューブリティン州 (East New Britain Province: ENBP)

<sup>20</sup> ニューアイルランド州 (New Ireland Province: NIP)

<sup>21</sup> ブーゲンビル自治州 (Autonomous Region of Bougainville: ARoB)

表 2-9 成果 2 の指標 1

指標 1: EQUITV プログラムを継続する費用を確保している小学校数が、半数以上の対象州の全体平均値で 50%以上となる。

【プロジェクト終了時（2015 年 12 月）の達成状況】

NCD、セントラル州、東ニューブリティン州の 84 校に対し 2015 年 3 月から集会型のモニタリング会議を試行し、各校の費用の確保の割合を調査した。その結果、全体で約 60%、3 州ともに半数以上の学校が何らかの予算措置を EQUITV の開始・継続のために講じていることが確認された。また、基礎研修の受講率と、費用確保の割合は関連が見られ、70%の基礎研修を受講した学校が予算措置を講じていた。基礎研修の終了した学校数の 70%が費用を確保していると推定すると、50%以上の学校が予算確保をしている州は、少なくとも下表のとおり 6 州程度はあると考えることができる。

州	学校数全体	研修受講校数	費用確保校数 <sup>22</sup>	費用確保率
ブーゲンビル自治州	238	0	0	0%
東ニューブリティン	160	160	112	70%
マヌス	90	57	40	44%
ニューアイルランド	147	144	101	69%
西ニューブリティン	177	122	85	48%
モロベ	350	350	245	70%
マダン	278	0	0	0%
東セピック	283	283	198	70%
サンダウン	231	220	154	67%
西ハイランド	100	12	8	8%
セントラル	129	83	58	45%
NCD	40	40	28	70%
合計	2,223	1,471	1030	46%

エンドライン調査の現地調査対象校（ブーゲンビル自治州、東セピック、西ハイランド、セントラル、NCD）でも、33 校中 23 校（約 70%）の学校で予算が確保されており、本フェーズの基礎研修を受講していなくても、フェーズ 1 の研修や、NIST 週間での EQUITV 導入研修を受講した学校も費用をある程度確保し始めていることがうかがわれた。

指標の入手手段

全国普及計画

成果品/エビデンス

・ ベースライン・モニタリング調査報告書

表 2-10 成果 2 の指標 2

指標 2: EQUITV プログラムを活用している小学校数が、半数以上の対象州の全体平均値で 50%以上となる。

【プロジェクト終了時（2015 年 12 月）の達成状況】

EQUITV プログラムを活用している小学校数の割合は、学校センサスと同時に配布している質問票の回収で確認する計画だったが、教育省による発送の遅れ、回収率の悪さから、その活用は困難な状況となった。そのため、プロジェクトでは研修終了率、テレビ機材所持率、教材受領率をもって、便宜的に EQUITV プログラムを活用している小学校数を推定する。

研修終了率

2015 年までに、対象州の 1,471 校（66%）の小学校が、NIST 週間などを活用して、EQUITV 基礎研修を受講した。対象州別でみると 12 州中 9 州の 50%以上の学校が研修を受講し終えている。

テレビ機材所持率

2015 年までに、対象州の 1,341 校（60%）の小学校が、機材を受領した。対象州別でみると 12 州中 9 州の 50%以上の学校がテレビ機材を受領している。

<sup>22</sup> 研修受講校数の 70%にて推定。

**教材受領率**

2015年までに、対象州の2,177校（98%）の小学校を含む州教育局に、教師用指導書と生徒用ワークブック教材が配布された。州教育局から各校に配布されている場合、対象12州全てで50%以上の学校が教材を受領している。

**完了率**

上記3つの条件を満たす学校数の割合（完了率）は、プロジェクト対象州全体平均46%である。この完了率が50%以上を達成している州は、東ニューブリティン、マヌス、ニューアイルランド、西ニューブリティン、東セピック、モロベ、セントラル、NCDの8州である。

**DVD受領校数**

プロジェクトでは、より効率的にEQUITVを授業に取り入れるためにDVDの活用を促進している。2015年までに、対象州の1,655校（75%）の小学校を含む州教育局に、テレビ授業のDVDセットが配布された。州教育局から各校に配布されている場合、対象12州中9州で50%以上の小学校がDVDを受領している。対象州の普及状況を以下に示す。

州	学校数全体	教材受領校数	TV 機材設置校数	研修受講校数	完了数 <sup>23</sup>	完了率 <sup>24</sup>	DVD受領校数
ブーゲンビル自治州	238	238	188	0	0	0%	0
東ニューブリティン	160	160	160	160	160	100%	160
マヌス	90	90	52	57	52	58%	90
ニューアイルランド	144	144	95	144	95	66%	144
西ニューブリティン	175	175	149	122	122	70%	175
モロベ	350	350	190	350	190	54%	350
マダン	280	280	32	0	0	0%	40
東セピック	283	283	192	283	192	68%	283
サンダウン	231	231	81	220	81	35%	231
西ハイランド	100	57	33	12	12	12%	13
セントラル	129	129	129	83	83	64%	129
NCD	40	40	40	40	40	100%	40
合計	2,220	2,177	1,341	1,471	1,027	46%	1,655
完了率 (%)		98%	60%	66%	46%		75%

エンドライン調査で示唆されたEQUITVの活用率は、下表のとおりである。標本数の多い州・郡に関していえば、NCD、ブーゲンビル自治州、セントラル州、ニューアイルランド州、東ニューブリティン州の活用率が高く、上述の推定と同じ傾向にあることがわかる。ブーゲンビル自治州はフェーズ1の対象州であったため、フェーズ2ではいまだ基礎研修を実施できていないが、活用している学校数がそれなりにあったと考えられる。

州 <sup>1)</sup>	学校数	標本数	利用率		TV機材設置率		研修受講率		TRB保有率		SWB保有率	
			%	誤差	%	誤差	%	誤差	%	誤差	%	誤差
NCD	40	38	55%	-	100%	-	100%	-	100%	-	100%	-
ブーゲンビル自治州/EL	238	6	50%	±40%	100%	-	67%	±38%	50%	±40%	0%	-
ブーゲンビル自治州/Hr	238	39	49%	±15%	72%	±13%	36%	±14%	38%	±14%	31%	±13%
セントラル/EL	129	10	70%	±28%	100%	-	70%	±28%	70%	±28%	90%	±18%
セントラル/Hr	129	49	67%	±11%	92%	±6%	82%	±9%	100%	-	100%	-
東セピック/EL	283	6	83%	±30%	83%	±30%	50%	±40%	33%	±38%	33%	±38%
東セピック/Hr	283	149	24%	±5%	53%	±5%	72%	±5%	13%	±4%	10%	±3%

<sup>23</sup> EQUITV テレビ番組・教材を活用する環境がそろった学校数。

<sup>24</sup> EQUITV テレビ番組・教材を活用する環境がそろった学校の州内の割合。

西ハイランド/EL	100	6	50%	±40%	100%	-	67%	±37%	50%	±40%	50%	±40%
西ハイランド/Hr	100	84	27%	±4%	25%	±4%	29%	±4%	29%	±4%	29%	±4%
ニューアイルランド/Hr	147	39	44%	±14%	63%	±13%	100%	-	79%	±11%	79%	±11%
東ニューブリティン/Hr	160	15	80%	±20%	100%	±0%	100%	-	67%	±23%	53%	±25%

\*1：EL はエンドライン調査、Hr は郡レベルモニタリングでの聞き取り調査（Hearing の意）を表す。

指標の入手手段 全国普及計画	成果品/エビデンス ・ ベースライン・モニタリング調査報告書 ・ 進捗報告書
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(3) 成果 3. 教員養成校において、EQUITV プログラムの活用方法が学生に周知される。

表 2-11 成果 3 の指標 1

指標 1：対象州の各教員養成校から管理職を含む 3 人以上の教官が EQUITV 研修に参加する。 【プロジェクト終了時（2015 年 12 月）の達成状況】 教員養成校向けの EQUITV 導入のための研修の実績は以下のとおり。			
	年月	実施場所	参加者
1	2013 年 8 月	マーチガールズ、セントラル州	教員養成校 2 校（聖心ボマナ、マダン）の副校長を含む 13 人の教官
2	2014 年 4 月	PNG 教育研修所（PNGEI <sup>25</sup> ）、NCD	PNGEI の 20 人の教官
3	2014 年 5 月	カバレオ教員養成校、東ニューブリティン州	教員養成校 3 校（ソノマ、カバレオ、ガウリン）の 13 人の教官
4	2014 年 10 月	ナザレン教員養成校、西ハイランド州	教員養成校 4 校（ナザレン、ホーリー・トリニティ、ダウリ*、チンブー*、*印はプロジェクト対象外校）の 13 人の教官
5	2015 年 7 月	バロップ教員養成校、モロベ州	教員養成校 2 校（ディバイン・ワード大学ウェック校とバロップ教員養成校）の教官 8 人
プロジェクト対象校 10 校と教育省対象校 2 校の EQUITV 研修が終了し、合計 67 人が参加した。対象州の各教員養成校教官は 10 校から管理職を含む 60 人（平均 6 人）が参加した。			
指標の入手手段 研修記録	成果品/エビデンス ・ 研修報告書		

表 2-12 成果 3 の指標 2

指標 2：対象州の 7 つの教員養成校において EQUITV が既存のコースの中で紹介される。 【プロジェクト終了時（2015 年 12 月）の達成状況】 対象州の EQUITV を既存のコースの中で紹介している教員養成校は以下のとおり。	
1.	ボマナ教員養成校（2013 年開始）
2.	マダン教員養成校（2013 年開始）
3.	ガウリン教員養成校（2014 年開始）
4.	カバレオ教員養成校（2014 年開始）
5.	ソノマ教員養成校（2014 年開始）
6.	ホーリー・トリニティ教員養成校（2015 年開始）
7.	バロップ教員養成校（2015 年開始）
8.	ナザレン教員養成校（2015 年開始）

<sup>25</sup> PNG 教育研修所（Papua New Guinea Education Institute: PNGEI）

## 9. ディバイン・ワード大学ウェワック校 (2015 年開始)

EQUITV に関する授業を受講した卒業生数は、上記教員養成校から報告のあった人数を合わせると 2015 年には合計で 3,044 人となった。

	教員養成校名	受講生徒数				備考
		2013 年	2014 年	2015 年	合計	
1	ボマナ教員養成校	100 人	80 人		180 人	
2	マダン教員養成校	360 人	368 人	373 人	1101 人	
3	ガウリン教員養成校	-	360 人	355 人	715 人	現職教員研修生 43 人も受講。
4	カバレオ教員養成校	-	250 人	260 人	510 人	
5	ソノマ教員養成校	-	96 人	120 人	216 人	
6	ホーリー・トリニティ教員養成校	-	180 人	400 人	580 人	
7	バロップ教員養成校	-	-	27 人	27 人	
8	ディバイン・ワード大学ウェワック校	-	-	235 人	235 人	
9	ナザレン教員養成校	-	-	196 人	196 人	
	合計	460 人	1334 人	1966 人	3760 人	

指標の入手手段  
教員養成校の報告書

成果品/エビデンス

- ・ 教員養成課程への EQUITV プログラム導入・統合計画
- ・ 教員養成課程用の EQUITV プログラム教材
- ・ 教員養成校モニタリング報告

## 2-1-3. 上位目標

全国の小学校において EQUITV プログラムが活用される。

表 2-13 上位目標の指標 1

指標 1：全国で EQUITV プログラムを活用する学校の割合が増加する。

## 【達成の見込みと課題】

プロジェクト目標の指標 3 と成果 2 の指標 2 で述べたように、EQUITV プログラムを活用するための条件が整った学校数は順次増加しており、特に EQUITV の普及に欠かせないテレビ機材保有校は対象州で約 6 割、全国で約 4 割に達した。教育省の担当するプロジェクト対象外州においても、ハイランド地域を中心に教育省による普及が進められており、EQUITV プログラムを活用する学校の割合が今後増加していくことは間違いない。教員養成校への EQUITV モジュールの導入により、今後、新規採用の教員は EQUITV 活用についての知識を持っていることになり、その活用はさらに進むと考えられる。今後の増加の効率を考えるうえでの留意点を以下に記載する。

技術面では、研修教材が完成してナショナルトレーナー (National Trainer: N/T) の研修実施能力も向上しており、主管部局の ELD の組織強化も進んでいることから、プロジェクト対象州以外でも研修・啓発を行っていくことは十分可能である。

一方、課題として浮かび上がってくるのは、財務・マネジメント面である。教育省・州政府の予算不足や、執行手続きの遅れが引き続き懸念される。これを解決していくには政策レベル・州レベルでのアドボカシー・啓発活動と、教育省幹部レベルのオーナーシップの強化が重要な役割を果たしてくる。今後も州知事、国会議員、ローカルレベル政府 (Local Level Government: LLG) 議長や国家計画モニタリング省などの関係者への啓発を継続し、機材の調達や研修予算の確保を進めていくことが重要となる。そのための提言を第 5 章「上位目標の達成に向けての提言」に詳述している。

指標の入手手段 全国普及計画のモニタリ ング／進捗報告書	成果品/エビデンス ・ 本報告書
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## 2-2. 中間レビュー調査・終了時評価調査結果の概要

上述のプロジェクト目標、指標の達成状況などをふまえ、2014年4月に中間レビュー調査が、2015年12月に終了時評価調査が行われた。調査では、DACの評価5項目に沿ってプロジェクトの実施状況の評価を行うとともに、調査結果に基づいた提言・教訓が導き出された。以下に、両調査結果の概要を記載する。

### 2-2-1. 中間レビュー調査

評価5項目のそれぞれの結果を下表に示した。プロジェクトの妥当性は高く評価されたが、有効性と効率性については、研修や機材購入は開始されているものの、教育省の予算措置の遅れなどの課題もあり、中程度と評価されている。インパクトと持続性については、プロジェクトの中間時点での評価は時期尚早と判断された。

表 2-14 中間レビュー調査における評価5項目の結果概要

評価項目	評価内容
妥当性： 高い	1) PNG 開発政策である「国家メディア教育政策」、「国家メディア教育政策実施戦略計画」（2010～2019年）、「基礎教育完全普及計画」（2010～2019年）との整合性が高い。 2) 日本の対 PNG 国別援助方針の重点分野である「社会サービスの向上」に属し、また「日本の教育協力政策」（2011～2015年）の重点分野の一つである「質の高い教育」にも合致する。
有効性： 中程度	1) プロジェクト目標は、ある程度達成されているが、さらなる達成率改善のための手段の提案も必要となっている。 2) DVD プレーヤーの利用を、プロジェクトでは促進しており、これは EQUITV プログラムの普及を促す。 3) EQUITV の印刷教材の配付が EQUITV プログラムの普及をさらに促進する。 4) 教員養成校との協力の結果、EQUITV プログラムについての知識を備えた教員養成校卒業生の数はさらに増加すると見込まれる。 5) 一部の州・クラスターレベルで、研修のための資金が不足していることが、プロジェクト目標の達成を妨げる一つの要因となっている。
効率性： 中程度	1) PNG 側と日本側双方の投入は全般的に適切になされ、多くの活動が、ほぼ計画どおりに実施された。 2) プロジェクトのステアリング委員会とマネジメント委員会が機能的に活動しており、教育省の多くの関係局がプロジェクト活動に参加している。 3) 国立教育メディアセンターの職員は、過去のプロジェクトで得た専門的な知識や管理運営上の経験を活用し、プロジェクト活動を効率的に実施している。 4) 地方分権化や教育無償化政策などのプロジェクトの外部要因への対応の必要性和、それらを原因とする活動の遅延が一部に見られた。
インパクト	1) 上位目標達成の可能性については、生徒の学力の向上について有効なインパクトがあ

評価項目	評価内容
ト：要経過観察	るとみられる。このようなインパクトがプロジェクト対象州を越えて拡大した場合、全国的な生徒の学力向上の可能性につながると考えられる。 2) プロジェクト対象州ではないチンブー州やエンガ州でも、EQUITV プログラムの導入のために、テレビ購入、研修予算を確保し、普及のための態勢を整えた。
持続性：要経過観察	1) 持続性をより確かなものとするためには、下記のような条件が継続的に満たされることが望ましい。 ・教育省が遠隔教育を促進する。 ・教育省が EQUITV プログラムの利用状況の正確なデータを継続的にモニターする。 ・CDD が ELD を通して EQUITV プログラムとその教材を更新し改訂する。 ・EQUITV プログラムが NIST 週間 の毎年の研修内容に取り入れられる。 ・EQUITV プログラムが、すべての教員養成校で、独立した科目として教えられる。 ・設置されたテレビが、コミュニティと地方政府からの支援を受け、小学校及び学校運営委員会によって維持される。

この評価結果をうけて、以下の提言がなされた。

- EQUITV プログラムの利用拡大のために、1) 必要な予算を確保して、プロジェクト対象州での州研修の実施促進、2) 小学校へのテレビと DVD プレーヤーの配備、3) EQUITV 教材の配布、4) DVD 教材の配布、の 4 点を推進する。
- 教育省 は、TED を通して、EQUITV プログラムを教員養成校のカリキュラムに正式に導入することが望ましい。
- プロジェクトは教育省 の幹部の協力を得て、小学校における EQUITV プログラムの利用を可能にする資金の支出権限がある各レベルの関係者に対して啓発活動を実施すべきである。
- 教育省の教育マネジメント情報システムなどを通じた教育に関する正確なデータの収集を進めていく。

## 2-2-2. 終了時評価調査

評価 5 項目のそれぞれの結果を下表にまとめた。プロジェクトの妥当性、有効性、持続性は高いかやや高いと評価され、効率性とインパクトは中程度と評価された。

表 2-15 終了時評価調査における評価 5 項目の結果概要

評価項目	評価結果
妥当性：高い	1) PNG 開発政策である「国家メディア教育政策」、「国家メディア教育政策実施戦略計画」(2010～2019 年)、「基礎教育完全普及計画」(2010～2019 年)との整合性が高い。 2) 日本の対 PNG 国別援助方針の重点分野である「社会サービスの向上」に属し、「日本の教育協力政策」(2011～2015 年)の重点分野の一つである「質の高い教育」にも合致する。 3) プロジェクト対象州の選定基準には曖昧さがあった。より長期的な普及戦略を見据えた選定であれば、より妥当性が高まったと考えられる。
有効性：やや高い	1) 成果達成度に関しては、成果 1 と成果 3 は成果指標に達成しているものの、成果 2 に関しては、全国規模のデータがないため判断が難しい。

	<p>2) プロジェクト目標の指標に関しては、プロジェクト終了までにほぼ達成すると思われる。一方、プロジェクト目標の指標3に関しては、プロジェクトから提言はなされているが、より早い時期にこれらの提言が出されていれば、より効率性と再現性を高めたより精緻な提言ができたものと考えられる。</p>
<p>効率性： 中程度</p>	<p>1) PNG 側と日本側双方の投入は全般的に適切になされた。</p> <p>2) プロジェクトのステアリング委員会と8つの小委員会は機能的に活動しており、教育省の多くの関係局がプロジェクト活動に参加した。</p> <p>3) ELD の職員は、過去のプロジェクトで得た専門的な知識や管理運営上の経験を活用し、プロジェクト活動を効率的に実施した。一方、プロジェクト活動の実施を優先するあまり、本来 C/P の行うべき業務に対して日本人専門家による「過度の支援」もあり、PNG 側の能力強化を阻害する場面もあった。</p> <p>4) 中間レビュー時にプロジェクト目標の指標である「全国普及計画に従い EQUITV プログラムを活用する学校の割合を増加させるための方策が提言される」が PDM に追加されたが、それに対応する活動の追加がなかった。</p> <p>5) 教育省による出張禁止令と、出張承認手続きに膨大な時間がかかることは、C/P の出張の遅れや中止といった形で、プロジェクト活動に悪影響を及ぼした。</p> <p>6) 財務省から教育省への予算配賦の遅れは、年度初めのプロジェクト活動の遅れを引き起こした。</p> <p>7) 2015年からの教育省の予算支出システムの変更は、支出の遅れを招いた。</p>
<p>インパクト： 中程度</p>	<p>1) プロジェクトの影響により、教育大臣、教育省幹部の主導によりチンプー州、エンガ州などの対象外の州でも EQUITV が開始され、正のインパクトをもたらした。</p> <p>2) 上位目標とプロジェクト目標には隔たりがある。プロジェクトでは 1) TV 機材、2) 印刷教材、3) 教員研修の受講、の3点により普及がなされ、各校で EQUITV が活用されているという状況を定義しているが、これは実際の学校での活用状況を現したものではない。この3点が満たされていても、活用を開始していないか中止した学校もある。上位目標の達成のためには、上記の条件が満たされた後に、何らかの対策がさらに必要となる。</p>
<p>持続性： やや高い</p>	<p><b>政策・制度面</b></p> <p>1) EQUITV を支援する「国家メディア教育政策」、「国家メディア教育政策実施戦略計画」（2010～2019年）、「基礎教育完全普及計画」（2010～2019年）に変化はない。</p> <p>2) 教材のオンラインアーカイブ、オンライン授業、その他の IT 手法による EQUITV プログラムの推進を進める e-ラーニング政策を教育省が策定中である。</p> <p><b>組織面</b></p> <p>1) 教育省は NEMC を ELD に昇格させた。これにより EQUITV を普及していく部局が正式に誕生したことになり、教育省による EQUITV 普及の継続に必要な組織能力が向上した。</p> <p>2) 教育大臣、次官、副次官を含む教育省幹部は EQUITV を支援している。</p> <p>3) 州による EQUITV への支援は、EQUITV への予算をつけてその普及を進めている州もあれば、そうでない州もあり様々である。</p> <p><b>財務面</b></p>



	<p>1) 教育省は 2016 年の 130 万キナを EQUITV 関連予算として計上した。この予算額により教育省は EQUITV を継続することは可能であるが、その規模は縮小するであろう。</p> <p>2) いくつかの州は EQUITV 用の予算を確保している。その額は州により様々である。</p> <p><b>技術面</b></p> <p>1) 教育省は独自に EQUITV を進めていく能力を十分に獲得している。</p> <p>2) モデル教員は、彼らの教え方に対するフィードバックを受ける機会があまりなかった。</p>
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このような評価結果を受けて、以下の提言がなされた。

- EQUITV が実際に学校で活用されるかどうかには大きな影響を持つ校長への啓発活動を強化する。
- 視学官の EQUITV プログラムへの役割を明確にして、文書化することにより、その巻き込みを強化する。
- EQUITV の普及と活用に関するデータ収集システムを確立する。
- 学校レベルの情報収集への視学官の巻き込みや、州政府へのさらなる啓発活動、教育管理者へのハンドブック配布などにより、EQUITV プログラムに関する州教育局の組織運営力を強化する。
- 生徒の学力向上への EQUITV プログラムの効果を立証する。
- EQUITV の DVD と印刷教材の入手方法を、教育省による現物配布以外の方法も含め多様化する。
- テレビ授業を改善するために、現場の小学校からのフィードバックを受けて、授業改善のサイクルを確立する。
- EQUITV を活用する 3 つの条件が整った後に、実際の活用を推進するための戦略を立案する。

### 2-3. EQUITV のもたらした社会的効果

プロジェクトでは上述したように、上位目標である「全国の小学校で EQUITV プログラムが活用される」ために、e-ラーニング局（ELD）を中心とした教育省関係部局、州政府と協力して普及体制を強化し、1) 全国・州普及計画作成、2) 啓発活動、3) 機材の配布、4) 教材の配布、5) 研修、を各州で実施して普及を進めてきた。これらの活動が PNG の社会にどのような効果をもたらしたのかを以下に記述する。

#### 2-3-1. EQUITV 利用校における学力の向上

授業の質の向上という、スーパーゴールへの貢献を検証するために、プロジェクトのベースライン・モニタリング・エンドライン調査では、EQUITV の利用年数と、教師、生徒の学力との関連を継続して調査してきた。その結果、EQUITV を長年継続使用している学校においては、教師、生徒ともに学力が高いことが確認されている。参考までにエンドライン調査時の結果を以下に示す。

##### (1) 教員の学力との関連

5 州 157 人の教師を対象とした学力テストの結果について、EQUITV の利用経験年数ごとの平均正答率の差異を下図に示した。分析の結果、総合点、数学、応用問題において、EQUITV の利

用経験年数が「3年以上」の群のスコアが、「2年以下」や「未経験」の群に比べて有意に高かった。一方で理科<sup>26</sup>、基礎問題については、群間に有意な学力差は見られなかったが、「3年以上」の群の平均点はやはり高くなっている。

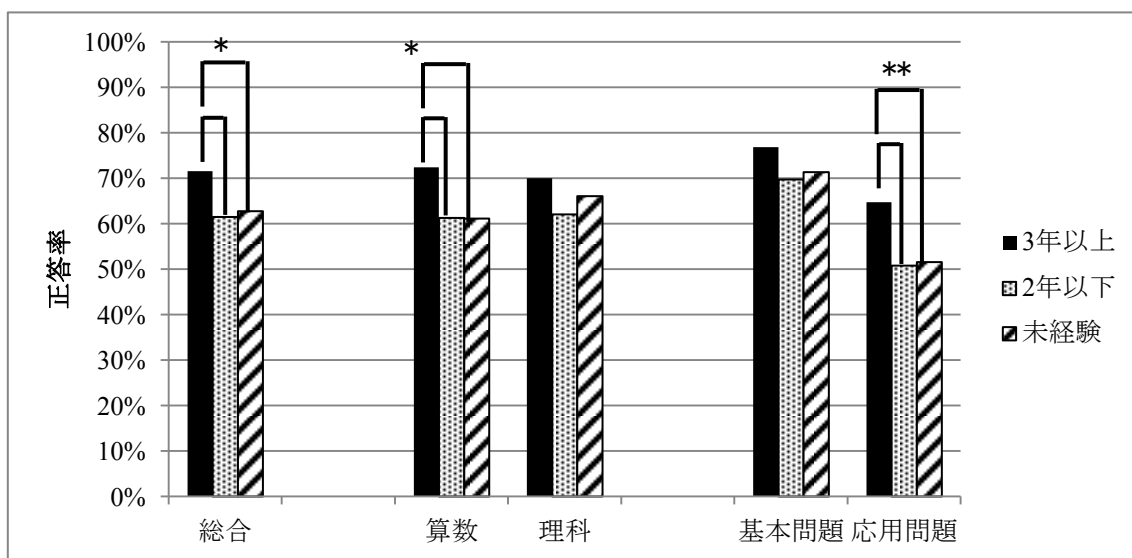


図 2-1 教師の学力テストの正答率と学校の EQUITV 利用状況との関係  
 (「コ状」の線は有意差が確認された箇所を示す：\* $p<.05$ , \*\* $p<.01$ )

(2) 生徒の学力との関連

5 州 34 校 919 人の生徒を対象とした学力テストの結果について、EQUITV の「利用校」と「停止校」の平均正答率の差異を下図に示した。分析の結果、応用問題を除くすべてのカテゴリ（総合、算数、理科、基礎問題）において、EQUITV プログラム利用校の平均正答率が、停止校に対して有意に高いことが確認された。

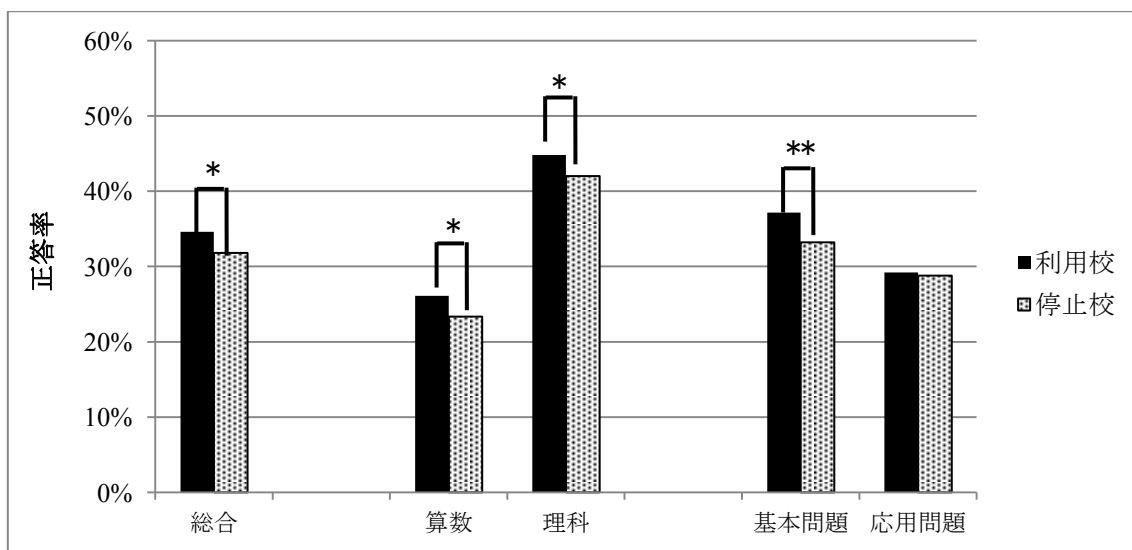


図 2-2 8 年生の学力テストの正答率と学校の EQUITV 利用状況との関係  
 (「コ状」の線は有意差が確認された箇所を示す：\* $p<.05$ , \*\* $p<.01$ )

<sup>26</sup> 基礎問題の割合が算数と比較して多い。

## 2-3-2. 全国の小学校で EQUITV プログラムの活用割合の向上

「プロジェクト目標・成果指標とその達成度」で記載したとおり、プロジェクト活動の結果、テレビ機材、教材、研修の3点がそろった学校は、プロジェクト開始時に全国で約5%だけだったものが、現在は約30%まで拡大している。個々では研修44%、機材45%、教材81%となった。その結果、上位目標である「全国の小学校で EQUITV プログラムの活用割合」は、エンドライン調査上では順調に増えている。本プロジェクトが上位目標の実現に貢献したことは疑いを持たない。特に高額なテレビ機材の購入においては、プロジェクト期間中に約1,000校が新たに購入しており、そのほとんどが PNG 政府、州政府、学校により購入されたことは特筆に値する。プロジェクト対象州以外にも、チンブー州やエンガ州など、教育省による普及がプロジェクト期間中に進められ、今後も普及が継続されることが期待できる。

参考までに、EQUITV 裨益効果を示す資料として、各州の学校毎の平均教員数・生徒数から概算した EQUITV の研修受講教員数と、裨益生徒数を表 2-16 と表 2-17 に示す。

表 2-16 対象州の EQUITV の裨益効果の概算

地域	対象州	研修受講教員数			裨益生徒数	
		基礎研修	応用研修	合計	テレビ設置校	完了校 <sup>27</sup>
NGI	ブーゲンビル自治州	0	0	0	29,140	0
	東ニューブリティン	880	880	1,760	41,760	41,760
	マヌス	143	0	143	3,952	3,952
	ニューアイルランド	432	0	432	13,870	13,870
	西ニューブリティン	915	0	915	27,714	22,692
モロベ	モロベ	1,400	0	1,400	46,170	46,170
	マダン	0	0	0	7,264	0
	東セピック	708	0	708	38,208	38,208
	サンダウン	440	0	440	10,206	10,206
ハイランド	西ハイランド	78	0	78	15,114	5,496
南部	セントラル	332	0	332	26,574	17,098
	NCD	1,240	1,240	2,480	45,120	45,120
合計		6,567	2,120	8,687	305,092	244,572

表 2-17 非対象州の EQUITV の裨益効果の概算

地域	対象州	研修受講教員数			裨益生徒数	
		基礎研修	応用研修	合計	テレビ設置校	完了校
ハイランド	東ハイランド	0	0	0	2,090	0
	南ハイランド	0	0	0	1,370	0
	チンブー	104	0	104	20,817	4,369
	エンガ	40	0	40	5,480	5,480
	ヘラ	0	0	0	0	0
	ジワカ	0	0	0	2,832	0
	ガルフ	0	0	0	1,660	0
南部	ミリンバー	0	0	0	6,728	0
	オロ	0	0	0	1,710	0
	ウエスタン	10	0	10	675	675
合計		154	0	154	43,362	10,524

<sup>27</sup> 普及のための条件である研修の実施、テレビ機材の整備、教材の配布を満たしていると思われる学校

### 2-3-3. 全国の小学校に EQUITV プログラムを普及する体制の強化

本プロジェクト目標である「全国の小学校に EQUITV プログラムを普及する体制の強化」は、全国普及計画の策定・承認、ステアリング委員会での進捗確認を通じて、全国の約 4 割の小学校に EQUITV を普及してきた。プロジェクトの有効性に関して、各成果の集積がプロジェクト目標の実現にどのように貢献してきたかを以下に記載する。

#### (1) 中央、地域・州レベルにおける EQUITV プログラムの運用・普及に係る能力強化（成果 1）

##### a. 中央政策への EQUITV の盛り込み

以前に策定された教育メディア政策と実施計画戦略、EQUITV プログラム持続計画をもとに、プロジェクトでは EQUITV に特化した全国普及計画と州普及計画を策定し、状況の変化に合わせて改定してきた。計画策定を通じ関係者が現在の状況と進捗を確認し、目標を定めて戦略を見直し、予算計画を策定した結果、ELD と州教育局は具体的な普及計画を活用し、予算確保を進めることができた。

プロジェクトの経験をもとに、EQUITV プログラム持続計画を改定したこと、国家教育計画（2015～2019 年）における「質の高い教育を全ての生徒へ提供する」戦略の一つとして EQUITV プログラムの継続が記載されたことも、政策面での普及体制強化に貢献している。

##### b. 教育省の組織と制度

EQUITV の普及体制の強化に、その中核を担う教育省担当部局の組織強化は非常に重要であった。州政府と国会議員の持つ予算により、テレビ機材・教材の購入を進めてもらうための啓発活動、各学校での EQUITV の活用の仕方を広める研修、教育省によるテレビ機材管理・設置などを推進するために、NEMC を教育省の部局に ELD として昇格させ、その人員体制を強化したことは大きな貢献要因と言える。ELD のもとで、国会議員や州政府への啓発制度や、NIST 週間を活用したカスケード型の研修制度が整備され、今後も全国への普及が同様に進められる体制が整った。

モニタリングを管轄する標準局とも協調を進め、年次ごとの定期モニタリング、郡視学官による学校訪問モニタリング、視学官と地域ダイレクターの役割の明文化、視学官が活用するモニタリングフォームへの EQUITV に関する内容の組み込みを行い、モニタリング体制を強化した。

##### c. 州教育局の組織と制度

州普及計画の策定と同時に、対象州での EQUITV 普及のための組織制度の強化も行った。それらの州では、EQUITV ステアリング委員会を設置し、州行政官や教育局長が議長となり EQUITV の普及を進めている。例えば、西ニューブリテン州では、機材委員会が設置され州政府と視学官・民間会社が機材の設置とメンテナンスのアドバイスを行っている。モロベ州やニューアイルランド州では、州教育局や郡教育事務所が民間企業と連携した機材調達制度を確立し、衛星放送機材を設置している。この制度を使うことで学校が機材故障やトラブル時に、対応する会社と連携できるようになる。

州トレーナー養成研修を州教育局の職員に対して実施し、彼らがカスケード下位のクラスタートレーナーへの研修を行うことで、州教育局の技術面も強化された。

#### (2) 対象州の小学校の授業における EQUITV プログラムが活用されるための環境整備（成果 2）

プロジェクトでは、対象州の小学校で EQUITV プログラムが活用されるために、学校の EQUITV プログラムを視聴できる物理的な環境の整備について、啓発活動や EQUITV 研修を通

じて州政府・学校と共に進めた。その結果、対象州で番組を活用する環境の整備が進み、普及体制が強化された。

#### a. テレビ機材・電源の整備

テレビ機材（テレビ・DVD プレーヤー・アンテナ・衛星放送機材など）の調達は、中央政府・地方政府・国会議員や学校の予算に依存する。プロジェクトでは地方政府（州・ローカル政府）や国会議員へのテレビ機材調達の予算確保を目的とした啓発活動を行った。電源の整備についても、研修と啓発によりテレビを活用するための基礎インフラとして電気がない学校には、発電機かソーラーパネルの設置を呼びかけた。その成果が実り、プロジェクト対象州のテレビ所有学校数率は、2012年の15%から2015年には59%に増加した。電源とテレビ機材の整備により、テレビ番組を活用する環境が大幅に改善された。

#### コラム：テレビ機材の購入が進んだ州

プロジェクト期間中に最もテレビ番組を活用する環境を整えた州は、西ニューブリティン州である。この州は2012年にテレビ機材を持つ学校は4校だけだった。しかし、2013年の州政府への啓発の成功により州知事の支援を得て、2014年に機材調達が開始され、2015年にテレビ機材セット（テレビ、衛星放送受信機材、DVDプレーヤー、発電機もしくはソーラーパネル）が配置された。2015年11月には175校中149校（85%）にテレビ機材が設置されている。

モロベ州のテレビ所有学校数は5校から150校へ増加した。2014年にヒュオン・ガルフ郡の国会議員がテレビ機材を購入しEQUITV開始式を行うと、競争するように州内の国会議員による機材購入が始まった。州内では、学校のオーナーシップによる購入も生まれた。マカン郡の35校の小学校は、EQUITV校長会議でテレビセット各校3台分（6学年・7学年・8学年用テレビとDVDプレーヤー）の購入を決め、郡教育事務所が資金を集めて調達した。

同様に学校によるテレビ機材を進める例として、東ニューブリティン州がある。同州はフェーズ1の啓発州として、テレビを学校が購入してきた経緯があり、フェーズ2の期間も継続して学校がテレビ機材の購入を行った。テレビ機材を持つ学校のうち88%はテレビ機材を学校が購入し、残り12%はテレビ機材を寄付されている。

#### b. EQUITV 基礎研修の実施

上述した環境の整備が進み、教員が研修を受講することで学校はEQUITVを活用し始めることができる。研修は州政府予算で実施されるために、資金が準備できない州もあったが、カスケード型の研修により対象州全体の66%の学校が研修を受講し、5州で100%の学校が受講を終えている。研修の結果、EQUITVプログラムを知り、テレビ購入の予算を計上し始めた学校も多い。フェーズ1での研修を受講したブーゲンビル州、東セピック州を除けば、基礎研修の実施により初めて学校レベルでの普及が開始された。

#### c. EQUITV 教材（生徒用ワークブック、教員用リソースブック、テレビ授業DVD）の配布

PDM上の活動には表れてこないが、生徒用ワークブック、教員用リソースブックは、教員がモデル授業を漫然と見せるだけでなく、テレビ画面の中のモデル教員と共に自分たちの生徒に授業をするためには必要不可欠な教材である。日本政府のノンプロ無償支援<sup>28</sup>によりEQUITV教材

<sup>28</sup>ノン・プロジェクト無償資金協力「途上国の要望を踏まえた工業用品等の供与」（2013年）10万部のEQUITV教材の印刷が行われ教育省に供与された。

の印刷が行われた。教育省により教材は全州へ配布され、プロジェクト対象地域では 98%の小学校にこれらの教材は配布され、EQUITV の普及に貢献した。また、電波状況の悪い地域や、生徒や学校の状況に合わせて柔軟に授業を進めるためには、テレビ授業 DVD が欠かせない。プロジェクトでは、テレビ授業 DVD 教材を対象州の 75%の小学校に配布した。その結果、ベースライン調査で聞かれた「電波が受信できない」、「受信装置の故障により活用を中止した」といった声は、エンドライン時には激減した。

#### コラム：テレビ番組活用率とプロジェクト活動の変遷

東ニューブリティン州は、EQUITV 応用研修を完了しており、プロジェクトの活動を理想的に実施している州である。同州ココボ郡とギゼル郡での、プロジェクト活動の推移と、テレビ番組活用率の関係を見ると、プロジェクトの活動が進むごとに確実に活用率が増加していることが分かる。ココボ郡とギゼル郡の 56 校<sup>29</sup>は、2011 年のテレビ番組活用率は 23%だったが、2015 年には 82%と大きく改善した。

表 2-18 テレビ番組活用率とプロジェクト活動

年	2011	2012	2013	2014	2015
活用校数(率)	13 校 (23%)	24 校 (43%)	34 校 (61%)	41 校 (73%)	46 校 (82%)
プロジェクトと州政府の活動	- プロジェクト開始	- 州政府・視学官へ啓発 - 学校へ啓発	- 州普及計画策定 - 基礎研修開始 - 教材配布 - ラジオによる啓発 - モニタリング	- 基礎研修全校完了 - DVD 配布 - ラジオによる啓発 - モニタリング	- 応用研修全校終了 - DVD 配布 - ラジオによる啓発 - モニタリング

東ニューブリティン州では、2012 年に全国教育幹部会議と視学官会議で EQUITV フェーズ 2 の紹介を行い、続いて州内での啓発活動が開始された。2013 年には州普及計画が策定され、学校への啓発と基礎研修が開始された。2014 年には全校で基礎研修が終了し、続いて 2015 年には、応用研修が全校で実施された。教材関連では、2013 年に教師用と生徒用教材が配布され、DVD 教材は 2014 年と 2015 年に配布された。ココボ郡の一部とギゼル郡の広い範囲ではテレビ番組受信が難しいために、DVD の要望が高く DVD の配布により活用が増した。テレビ機材についても学校が購入を進め、郡内の約 90%の学校が平均 3.8 台を所持しており環境が整っている。

この州はプロジェクトが定めた手順を忠実に実施し、併せて視学官がラジオ番組を活用した啓発や、学校学習改善計画 (School Learning Improvement Plans: SLIP) での EQUITV モニタリングも継続して行っており、普及が順調に進んだ。教育局・視学官・学校のコミットメントとオーナーシップが強いのが特徴である。

このように対象州の小学校での EQUITV プログラムの活用を強化するためには、プロジェクトの推奨する活動が大きく貢献していることがわかる。併せて、関係者のオーナーシップが強化されることで、その活用率が高くなることも示唆されている。今後も同様のアプローチを進めることで、プロジェクト対象州外への普及も進むと考えられる。

<sup>29</sup> ココボ郡とギゼル郡の学校数は 90 校であるが、56 校 (62%の回答率) から活用率に関する回答があった。

### (3) 教員養成校における EQUITV プログラムの活用方法の学生への周知（成果 3）

教員養成学校の授業用教材として、EQUITV 教材が完成し、全教員養成校の代表講師が教材活用方法の研修を受講した。この教材は EQUITV 基礎研修の内容を学生向けに調整したものであり、この授業を受講した学生は、EQUITV に関する基礎知識を得て卒業することになる。2015 年のモニタリング時にも、新規卒業生が率先して EQUITV を活用している光景が見られた。本成果により、新卒教員への EQUITV 基礎研修に関する部分は担保されることになり、全国普及への大きな貢献要因となった。同教材は正式な単元として 2016 年中に承認され、教員養成校カリキュラムへ挿入される見込みである。

## 2-3-4. EQUITV の地域社会への影響

### (1) 僻地学校・地域社会の情報へのアクセス

教育省は、プロジェクトが進める DVD の活用と併せて衛星放送機材の設置を奨励し、州政府も衛星放送機材の設置を進めている。理由は、僻地では、テレビからもたらされる情報が、学校や村社会で重要な役割を果たすためである。例えば、教育省はチンブー州カラムイ郡の 17 校に衛星放送機材を設置した。カラムイ郡は車道が通っておらず、州都から徒歩で 1 週間以上かかるために、小型機、ヘリコプターでしか行けない僻地である。生徒は海や走る車を見たことがない。その地域の人々は PNG 内で何が起きているかも知らないほど、外界から隔離された地域である。学校が衛星放送にアクセスできることで、生徒が教育番組に加えて保健、文化、ニュースやスポーツ番組なども視聴することが可能になった。村人は情報のない狭い社会に生きていたが、これからは、生徒はポートモレスビーと同じ教育を受け、村人も PNG や世界のことを知ることができる。PNG は僻地地域が多く、EQUITV を通じて地域社会にも大きな便益をもたらしていくこととなる。

### (2) 学校環境の改善

20 年前は地方の小学校に電気がなかった。そのために、学校の電気機器はラジオ程度であった。しかし、EQUITV プログラムが紹介されて以来、学校の電化率は格段に向上し、テレビの他に、コンピューター、扇風機、印刷機、コピー機の使用も始まった。電気機器の導入により学校の手紙作成、予算管理や教師の授業準備、採点結果の集計など学校や教師の授業準備や運営能力が向上した。電気があることで教師は携帯電話の充電もできる。教員住宅でテレビ番組を見られるようにしている学校もある。EQUITV プログラムの拡大により、都市部と地方の学校の環境の格差を縮めている。併せて、教員が学校環境の悪さから地方の学校へ赴任しない問題を改善し、地方の教員不足の解消にも貢献している。

## 2-3-5. その他 日本と PNG の架け橋

EQUITV プログラムは、日本政府が長年継続してきた PNG 教育セクター支援の中心となるプログラムである。EQUITV のテレビ番組には、日本政府の ODA と JICA のロゴがオープニングと終わりに写し出される。EQUITV の活動は広く新聞、テレビ、ラジオのマスメディアで紹介されているため、教師や生徒、多くの PNG 国民が日本により教育支援がなされていることを知っている。その影響により親日的な人も多く、プロジェクトは日本と PNG の架け橋となる大きな役割を果たした。

### 3. 第3年次活動内容

本プロジェクトの第3年次の活動内容について、添付資料2「業務フローチャート」に沿って進捗状況を説明する。第1～2年次の活動内容の詳細はそれぞれの年次業務進捗報告書に詳述しているため、必要に応じて参照されたい。

#### 3-1. プロジェクト計画、運営全体に関連する業務

プロジェクト計画、運営全体に関連する業務については、概ね予定どおり活動を実施した。当初計画からの変更は特にない。

##### 【第3年次現地作業】

##### 【1】 ワークプラン（第3年次）の合意

第3年次業務計画書に基づき、活動の基本方針、具体的方法などを記述したワークプラン案を作成し、カウンターパート（C/P）と意見交換し、必要に応じて内容を見直したうえで、第3年次ワークプランとして合意した。

その後、第2年次と同様にJCCを半期ごとに、ステアリング委員会を四半期ごとに開催し、進捗状況の確認と必要に応じて計画を修正した。12月に終了時評価調査が実施され、評価結果に基づいた提言についても、教育省幹部と協議・合意した。

表 3-1 プロジェクト関連のマネジメント会議と政策決定会議一覧

会議名	参加機関・参加者	開催実績
合同調整委員会	PNG 政府代表、日本政府機関、教育省、専門家	2015年8月、12月の計2回実施。
終了時評価調査会議	PNG 政府代表、JICA 調査団、教育省、専門家	2015年12月に実施。
ステアリング委員会	教育省8局の代表、NEMC 職員	2015年3月、7月、9月、12月の計4回実施。
小委員会	活動を実施する7つの小委員会 <ul style="list-style-type: none"> <li>● モニタリング委員会</li> <li>● 啓発委員会（学校支援デスク業務含む）</li> <li>● インサービス委員会</li> <li>● プレサービス委員会</li> <li>● 番組制作委員会（NEMC 既存の機能）</li> <li>● 機材委員会（NEMC 既存の機能）</li> <li>● カリキュラム委員会（NEMC 既存の機能）</li> </ul>	小委員会ごとに随時実施。
州 EQUITYV ステアリング委員会 ・小委員会	委員は州教育局職員、視学官等を中心に州ごとに決定する。	州ごとに随時実施。

##### 【2】 EQUITYV プログラムの普及・活用状況等に関するエンドライン調査の実施

EQUITYV プログラムの効果測定、対象地域における EQUITYV プログラムの普及・活用状況や課題の把握を目的に、2015年8月にエンドライン調査を実施した。分析結果は「エンドライン調査報告書」に取りまとめた。以下にエンドライン調査活動の概要を述べる。

エンドライン調査は、本プロジェクトが重点州と位置づける、首都特別区（NCD）、セントラル州（CP）、東セピック州（ESP）、西ハイランド州（WHP）、ブーゲンビル自治州（ARoB）の5州



の学校の現地調査を行った。調査項目の概略を表 3-2 に示す。

表 3-2 エンドライン調査項目

① 教室における EQUITYV プログラムの効果測定	
調査項目	調査手法
教師の意識調査	質問紙（教師用）
教師の学力調査	プロジェクト作成の学力テスト（教師用）
生徒の学力調査	プロジェクト作成の学力テスト（生徒用）
② EQUITYV プログラムの普及の現状と予測、促進及び阻害要因の特定	
調査項目	調査手法
テレビ授業の普及の現状と予測	視学官への聞き取り調査
促進及び阻害要因の特定	調査対象校への質問紙 教師への聞き取り調査

生徒の学力調査については、今年は図 3-1 の四角で示す Batch2 の追跡分（8 学年）の調査を実施した。

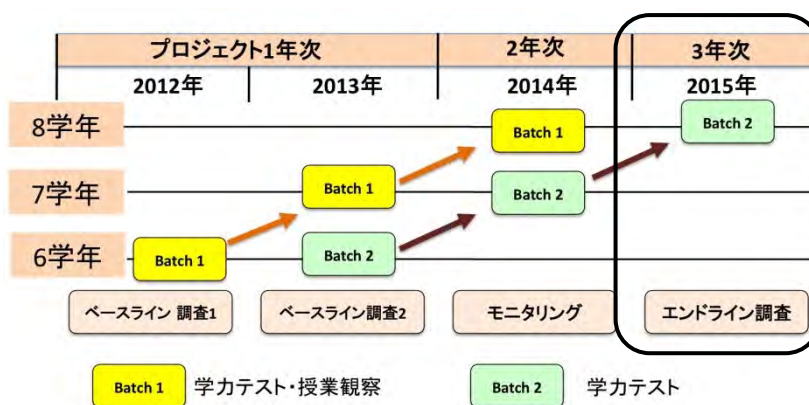


図 3-1 生徒学力テストの実施計画

現地調査は、本プロジェクトのモニタリング委員会において計画を検討し、選抜されたメンバーや専門家、ローカルコンサルタントからなるモニタリングチームを組織して実施した。NCDを除く 4 州では、現地視学官が調査校との連絡調整を行い調査にも同行した。モニタリング委員会のメンバー構成を表 3-3 に、同行者の一覧を表 3-4 に示す。

表 3-3 モニタリング委員会メンバー一覧 (\*: 現地調査に参加)

役割	氏名	所属
Chairperson	Mr. James Agigo	RED
Deputy Chairperson	Mr. John Kanjip	ELD
Member	Ms. Hatsi Mirou	ELD
Member	Mr. Willie Dumo	ELD
Member	Mr. Essa Godua	ELD
Member	Ms. Dorothy Ambuk*	MSD <sup>30</sup>
Member	Mr. John Kakas	CDD
Member	Mr. Eddi Salfa	HIV Desk
Member	Mr. Aluis Kasian	TED

<sup>30</sup> 試験サービス局 (Measurement Service Division: MSD)

役割	氏名	所属
Member	Mr. Jonathan Vagal	TED
Member	Ms. Anne Kona	SD
Member	Mr. Patrick Dimsok	SD
Member	Mr. James Namari*	Model school
Member	Mr. Ricky Babone*	Model school
モニタリング (1)	山近隆介	パデコ
モニタリング (2)	杉山竜一	パデコ
モニタリング (3)	森田裕介	パデコ (早稲田大学)
調査補助	宮久保昌夫	ローカルコンサルタント

表 3-4 同行者リスト

州	氏名	肩書
ABoB	Mr. Peter Kamuai	Senior Standards Officer
ARoB	Mr. Luke Pamsi	Standards Officer
CP	Mr. Joseph John	Provincial Material Supply Officer
CP	Mr. Philip Alu	Standards Officer
ESP	Mr. Phillip Rofunduo	Standards Officer
ESP	Mr. Patrick Kasimou	Standards Officer
ESP	Mr. Andrew Eigoron	Senior Standards Officer
WHP	Mr. Stanley Wantakson	Senior Standards Officer
WHP	Mr. Thomas Rombil	Standards Officer
WHP	Mr. Pius Peter	Standards Officer
WHP	Mr. Esky Tikil	Standards Officer

学校調査は2015年8月11日より8月31日にかけて行われた。首都特別区（NCD）5校、セントラル州（CP）10校、ブーゲンビル自治州（ARoB）7校、東セピック州（ESP）6校、西ハイランド州（WHP）6校、合計34校からデータを収集した。表3-5に現地調査日程を、表3-6に収集した各サンプルの数量を示す。

表 3-5 現地調査日程

日程	曜日	訪問学校	
		AM	PM
8/11	火	Kahule (ARoB) /Bukapena (WHP)	Hahela (ARoB) /Mugand (WHP)
8/12	水	Malasang (ARoB) /Paiakona (WHP)	Tahetahe (ARoB) /Gihamu (WHP)
8/13	木	Eltupan (ARoB) /Kotna (WHP)	Tanamalo (ARoB) /Lontis (ARoB) /Kumdi (WHP)
8/17	月	Gohodae (CP)	Lebogoro (CP)
8/18	火	Kerea (CP) /Angoram (ESP)	Ruatoka (CP) /Kasmin (ESP)
8/19	水	Marinumbo (ESP)	Nindiwi (ESP)
8/20	木	St. Mary (ESP)	Passam (ESP)
8/24	月	Allan Jones (CP)	Gaire (CP)
8/25	火	Toule (CP)	Moreguina (CP)
8/27	木	Launakarana (CP)	Papa (CP)
8/28	金	St. Francis (NCD)	Boreboa (NCD)
8/31	月	St. Paul (NCD) /Holy Rosary (NCD)	St. Therese (NCD)

表 3-6 収集されたサンプルの内訳

州	学校	質問紙		学力テスト	
		校長	教師	教師	生徒
ARoB	Elutupan	1	4	4	37
ARoB	Kahule	1	2	3	28
ARoB	Lontis	0	0	0	20
ARoB	Tahetahe	1	3	3	14
ARoB	Tanamalo	1	3	3	26
ARoB	Malasang	1	3	3	30
ARoB	Hahela	1	8	8	29
CP	Gaire	1	7	7	20
CP	Papa	1	2	3	34
CP	Ruatoka	1	2	2	39
CP	Lebogoro	1	1	1	21
CP	Toule	1	5	6	48
CP	Gohodae	1	3	3	31
CP	Moreguina	1	0	0	15
CP	Allan Jones	1	9	11	14
CP	Kerea	1	2	2	19
CP	Launakarana	1	4	4	29
ESP	Angoram	1	10	10	23
ESP	Marinumbo	1	5	5	38
ESP	Nindiwi	1	7	7	28
ESP	Passam	1	4	4	24
ESP	St. Mary	1	11	11	22
ESP	Kasmin	1	3	3	33
NCD	St Francis	1	5	5	7
NCD	Boreboa	1	8	8	35
NCD	St. Paul	1	5	4	13
NCD	Holy Rosary	1	9	5	37
NCD	St. Therese	1	8	4	25
WHP	Paiakona	1	3	3	40
WHP	Gihamu	1	5	5	13
WHP	Bukapena	1	6	6	43
WHP	Mugand	1	5	5	35
WHP	Kotna	1	6	6	15
WHP	Kumdi	1	3	3	34
合計		33	161	157	919

現地調査終了後、モニタリング委員会において EQUITYV プログラムの阻害要因、促進要因を検討し、阻害要因を表 3-7 に示す 5 つのレベルに分類した。そしてレベルごとに対応策を検討し、EQUITYV 持続計画への提言としてまとめた。

表 3-7 各レベルの阻害要因の概要

レベル	阻害要因
レベル 0:テレビ活用の準備	電力供給手段がない、TV スクリーン・メディア機材を持っていない。
レベル 1:教師の理解向上	教師が研修を受けていない、研修を受講した教師が異動した、印刷教材が配布されていない等。
レベル 2: TV 活用環境の維持	電力供給が不安定（停電、ジェネレーター燃料代の不足）、TV スクリーン・メディア機材の故障・盗難。
レベル 3:学校固有の課題克服	阻害要因は学校ごとに異なる。 例：教員の異動・休職、テレビ 1 台あたりの生徒数の多さ、生徒用印刷教材（Student Work Book: SWB）の不足、教師の異動による教材の持ち出し、DVD の価格の高さ
レベル 4:効果／価値の実感	教師が TV プログラムに対し、効果や価値がないと判断する。ただし、調査においてこの阻害要因は見受けられなかった。

質問紙や学力テストの結果を分析したところ、EQUITV プログラムの普及は全体的に順調であり、また EQUITV プログラムが効果的・継続的に利用されている学校においては、教師、生徒の学力向上し、教師の意識も好ましい方向に改善されていることが示唆された。すなわち EQUITV プログラムは、PNG の教育改善に質的にも量的にも貢献しており、EQUITV プログラムを国家政策として全国に普及を図ることの妥当性が、エンドライン調査を通じて確認された。

### 3-2. 成果 1 に関する業務

成果 1 に関連する業務については、下表のような変更はあるものの、成果の発現には大きな支障はなく、概ね予定どおり活動を実施した。当初計画からの変更点は以下のとおりである。

表 3-8 当初計画からの変更点とその理由

当初計画からの変更点	その理由
<b>ブーゲンビル自治州の州トレーナー養成研修</b> 2015 年に州トレーナー養成研修を実施する予定だったが、2016 年以降に延期する。	州政府が研修実施にかかる経費を確保できなかったため。
<b>州教育局からのモニタリング報告書の受領</b> 州教育局からのモニタリング報告については、視学官の学校訪問時の既存のシステムに盛り込むように、標準局(SD)と方法を協議し、モニタリング票を配布しているが、2015 年は、予算不足から視学官の学校訪問回数が少なく統計情報がいまだ上がってこないため、プロジェクトでは、独自に州と連絡を取って一部の情報のみ収集している。	既存の学校モニタリングへの EQUITV に関する質問の導入、教育マネジメント情報システム (Education Management System: EMIS) への質問の盛り込みも行っているが、現在のところその回収率は悪く、統計情報としては偏り過ぎている状況であるため。

#### 【3】 EQUITV ステアリング委員会及び小委員会に対する能力強化研修の実施

第 2 年次と同様に、ステアリング委員会や小委員会の能力強化については、EQUITV プログラムの進捗状況と成果・課題をふまえ、EQUITV プログラムの全国普及のための体制構築とマネジメント強化を行った。その方法として委員会の会議、専門家による研修・ワークショップや、各委員会の担当活動によるオン・ザ・ジョブ・トレーニング (On the Job Training: OJT) を実施した。能力強化の内容としては、活動計画策定、啓発活動、教材配布、研修、モニタリング・評価、州政府支援などを行った。本報告書に記載する各委員会活動とは別個に実施した研修・ワークショップの概要を表 3-9 に示した。

表 3-9 EQUITV ステアリング委員会と小委員会に対する能力強化研修

研修名	対象者	時期	研修内容
年間計画策定	ステアリング委員、小委員長	2015 年 3 月	・ 2015 年年間計画策定指導
ELD 普及関連部への業務指導	ELD	2015 年 5 月～11 月	・ EQUITV の教材配布・州政府支援等普及促進のための活動指導
予算管理・開発予算申請書作成指導	ELD	2015 年 4 月、6 月、7 月、10 月	・ 四半期予算レビュー報告書作成指導 ・ 2016 年開発予算申請書作成指導 ・ 予算支出計画指導
モニタリング・評価研修	モニタリング	2015 年 4 月	・ 質問票改訂指導

研修名	対象者	時期	研修内容
	委員会	月, 8 月, 9 月	<ul style="list-style-type: none"> <li>モニタリング指導</li> <li>モニタリング結果からの提案抽出指導</li> </ul>
普及計画改定指導	ステアリング委員, ELD	2015 年 11 月	<ul style="list-style-type: none"> <li>普及計画改訂指導</li> <li>EQUITV 持続計画改訂指導</li> <li>標準局との連携強化</li> </ul>

特筆すべき点としては、昨年実施した NEMC の組織編成指導と組織編成啓発の成果が実り、ELD が設立され、その人員・組織体制共に大幅な充実を見たことである。図 3-2 に ELD の組織図を記載する。組織再編成後は、職員数が 20 人から 45 人と倍増された。ELD 内には、普及を担当する e-ラーニング普及部 (e-Corporate Service Branch) と学校機材の調達と設置を担当するエンジニア部 (Engineering Branch)、予算運営管理部 (Operation Branch) が設置されたため、プロジェクト終了後も EQUITV フェーズ2の活動を ELD が中心となり独自に実施していくことができる。EQUITV 小委員会に加えてこれらの部へも指導も行った。

計画策定指導の一貫として、プロジェクトでは全国普及計画策定と改訂作業をステアリング委員会・ELD 職員と毎年実施してきた。2015 年はプロジェクト実践を通じて学んだ経験をもとに、普及計画の内容に合わせて既存の EQUITV 持続計画を改訂した。計画の改訂作業は、職員が改めて関係者の役割分担や目標、そこにたどり着くための方法を確認できる能力強化の実践の場となった。教育省内の ELD の設立にともない、EQUITV の全国普及計画を推し進める e-ラーニングステアリング委員会も設置され、会議で e-ラーニング政策の策定準備と指導も行った。

**e-learning Division**  
(Total 45 positions)

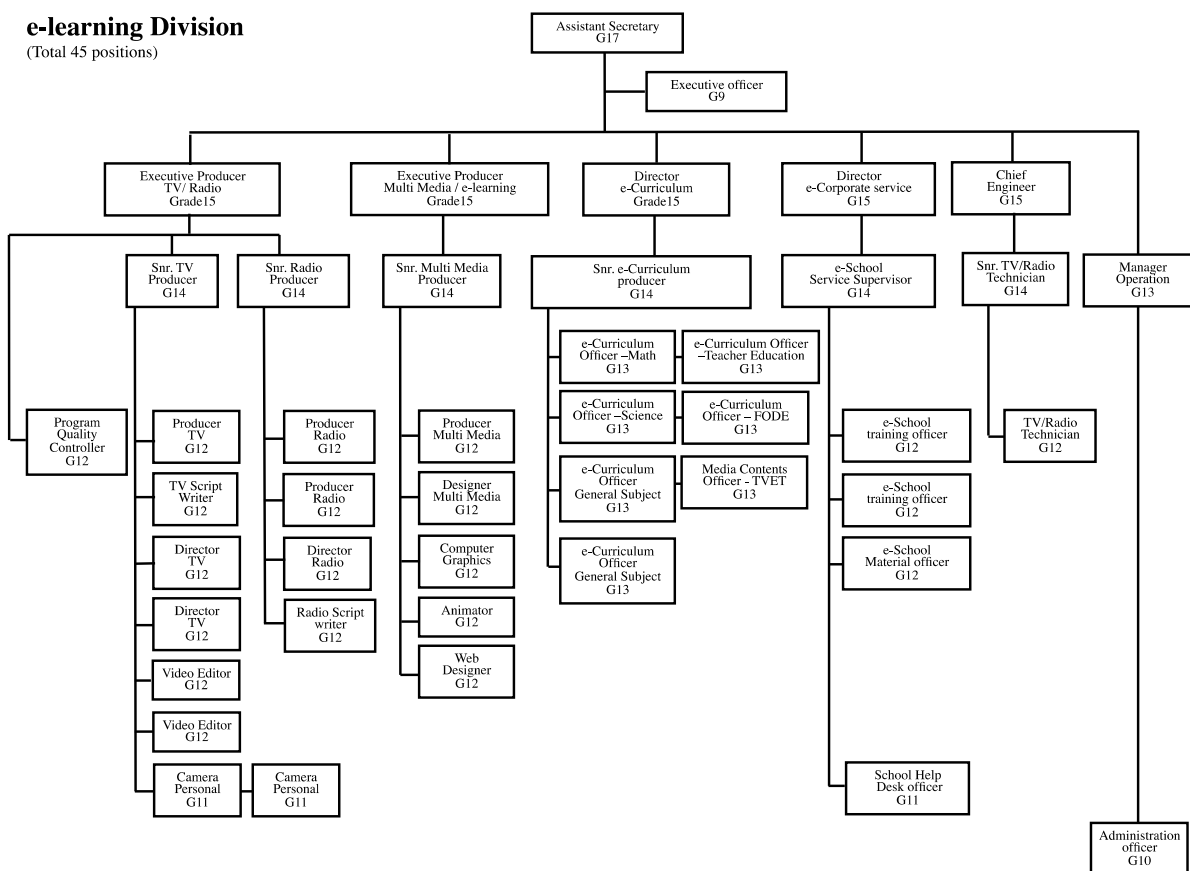


図 3-2 ELD 組織図

表 3-10 に上記研修に OJT も含めた現在の主な能力強化研修の実施状況のまとめを示す。


表 3-10 EQUITY ステアリング委員会と小委員会に対する能力強化研修

研修カテゴリー	研修内容	進捗
EQUITY 普及活動の 能力向上研修	• 啓発活動	終了
	• 研修計画	終了
	• PCM <sup>31</sup> 手法（モニタリング・評価）	終了
EQUITY 運営管理能 力向上のための研修	• キャパシティアセスメント	終了
	• EQUITY データベース構築と管理	ELD により継続実施
	• 遠隔地校支援サービス	終了
	• 広報	終了
EQUITY 組織編成研 修	• 研修教材開発と配布・機材調達と配置	終了
	• 遠隔教育学校支援システム	終了
	• 教育メディアセンターの組織編成指導	終了
	• EQUITY 普及活動に沿った業務役割分担	終了

#### 【4】 EQUITY プログラムの全国普及計画を策定するためのワークショップの実施

第3年次は第2年次と同様に EQUITY ステアリング委員会や小委員会など、教育省内の EQUITY プログラム関係者に加え、各州教育局の代表者を全国から招集し、全国普及計画と州普及計画を改定するためのワークショップを表 3-11 のとおり行った。

表 3-11 EQUITY 普及計画策定ワークショップ概要

日程	2015年11月24日～26日	
場所	ハイダウェイホテル、NCD	
目的	1. 各州・全国の EQUITY プログラムの普及状況の進捗確認、見直し 2. 州普及計画の改定 3. 全国普及計画の改定	
講師	EQUITY 委員会・ELD 職員（7人）、JICA 専門家（3人）	
参加者	州教育局長（代理）、（上級）視学官など（49人）	

上記ワークショップでの州普及計画の見直し結果をふまえて全国普及の目標値を改定し、それをもとに次年度以降の計画を策定した。改定された研修目標の概要を図 3-3 に示す。

<sup>31</sup> プロジェクト・サイクル・マネジメント（Project Cycle Management）

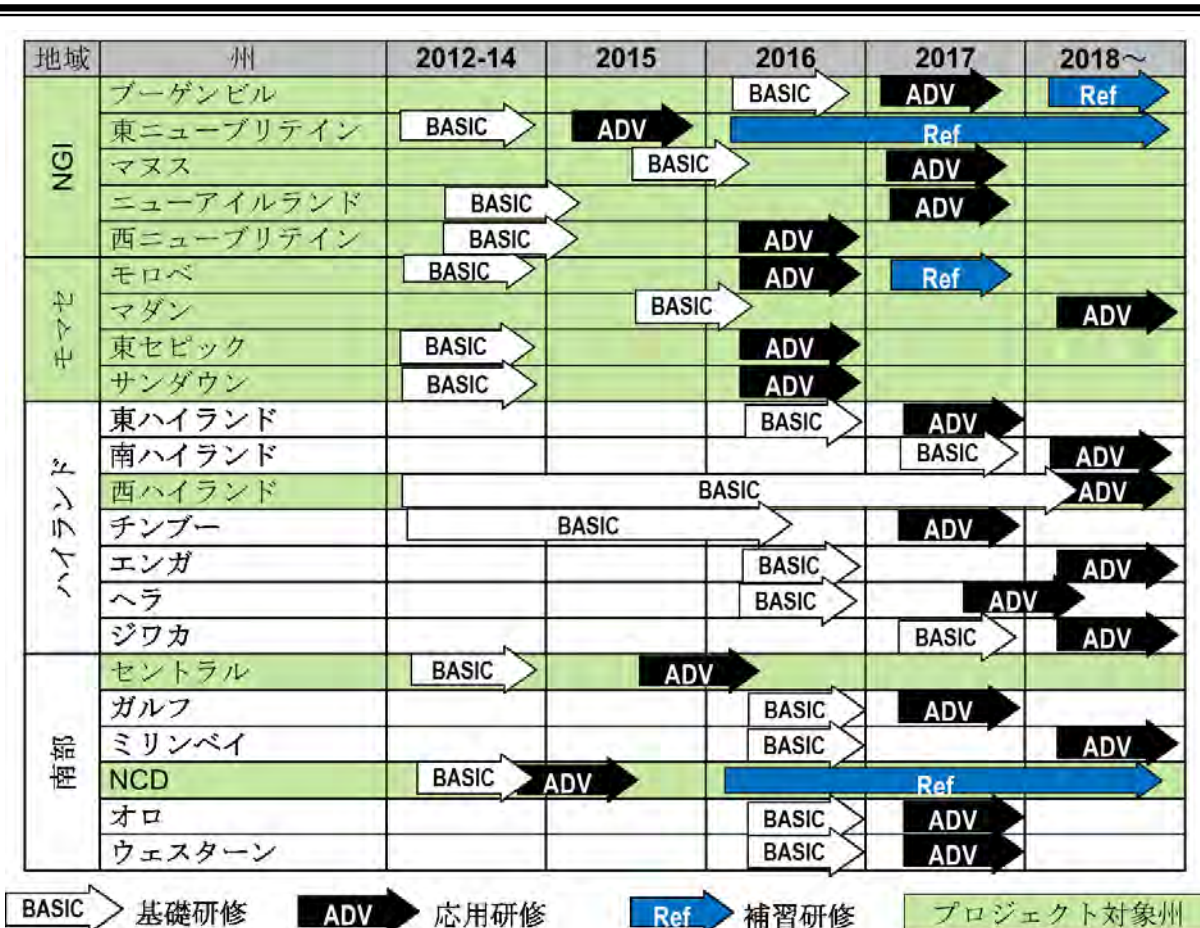


図 3-3 EQUITYV プログラム普及計画 (2015年版)

上記計画に沿って普及をする場合、その研修、印刷教材、テレビ機材に必要な予算措置を表 3-12 に示した。本計画の 2016 年の必要額は、教育省の EQUITYV プログラムの来年度予算が大幅に不足することから<sup>32</sup>大きく抑えてはいるが、研修や啓発などに必要な支出もあることから、教育省側からの予算の付け替えなどの速やかな対応が望まれる。一方、全体的に州政府の負担が大きくなっているため、州政府への啓発活動による州予算の確保が非常に重要になる。

表 3-12 改訂版全国普及計画に沿った必要経費試算

経費負担先	2016年	2017年	2018年	2019年	2020年	合計
教育省	168,970	1,345,030	647,330	208,710	138,580	2,508,620
州政府	8,542,355	7,696,210	3,645,320	789,895	215,780	20,889,560
学校/地域社会	2,011,490	1,439,170	741,060	266,710	188,870	4,647,300
合計	10,722,815	10,480,410	5,033,710	1,265,315	543,230	28,045,480

(通貨単位：キナ)

【5】 EQUITYV プログラムの州普及計画を改定するためのワークショップの実施

上記の全国普及計画を策定するためのワークショップと同時に、22 州の代表者が一堂に会し、それぞれの州での普及状況を共有するとともに、それぞれも進捗状況にあわせて普及計画を策

<sup>32</sup> ELD の経常予算以外に、開発予算は全くない。

定・改定した。プロジェクト対象外の州職員も招請し、プロジェクト対象州と同じく州普及計画を策定することで、プロジェクト終了後の教育省による EQUITV 普及を促進するとともに、より実態を反映した全国普及計画に改定することができた。またワークショップで他州の普及状況を目の当たりにすることで、普及の進んでいない州では次年度以降の巻き返しを考え、普及の進んでいる州ではさらに普及を加速させようといった、いい意味での競争関係が生まれた。



普及計画の改定作業

#### 【6】 EQUITV プログラムに関する各種研修モジュールを改訂するためのワークショップの実施

第2年次までに開発した EQUITV プログラムに関する研修モジュールをインサービス委員会と共に改訂するために、その改訂箇所やスケジュールを決めるワークショップを下表のとおり開催した。第3年次は EQUITV 現職教員研修（応用編）を見直すために、改訂スケジュール、方法、役割分担などを明確化した。

表 3-13 EQUITV 現職教員応用編研修開発ワークショップ概要

開催場所	日程	参加者	協議事項
NEMC	2015年2月25日、3月5日	インサービス委員会8人	EQUITV 現職教員研修（応用編）の教材の見直し、改訂スケジュール、業務分担

#### 【7】 EQUITV プログラムに関する各種研修モジュールの改訂

第2年次から引き続き、EQUITV 現職教員研修（応用編）のモジュールを改訂した。その際には、研修モジュールの改善点を3月の東ニューブリテン州の研修の際に洗い出し、教材内容で修正の必要な箇所をその場で修正した。研修教材ビデオも不備のある箇所があったため、修正し最終版とした。教員養成校向けの授業教材も、教員養成校での研修の後に随時改訂し最終版とした。開発・改訂作業の概要については、表 3-14 に取りまとめた。それぞれの研修内容の詳細は各研修分野にて記載する。



ビデオ教材を改訂する C/P

表 3-14 研修モジュール開発・改訂概要

研修分野	主な研修モジュール	担当	開発・改訂内容
EQUITV 現職教員研修（応用編）	<ul style="list-style-type: none"> <li>州およびクラスタートレーナー養成研修教材</li> <li>小学校教員向け研修教材</li> </ul>	EQUITV インサービス委員会	2015年3月～11月にトレーナー用ガイド、教員用ハンドブック、研修用DVDの改訂を行った。
教員養成校研修	<ul style="list-style-type: none"> <li>教員養成校研修</li> </ul>	EQUITV プレサービス小委員会	2015年4月、10月に研修教材の改訂を行った。



## 【8】 ナショナルトレーナー養成研修の実施

第2年次に引き続き、ナショナルトレーナー（N/T）に対し、教材開発・研修実施・モニタリングの際に専門家が技術指導するOJTを通して能力強化を行った。その結果、担当モジュール以外の研修を実施できる能力が向上し、2015年は基礎編の研修に加えて、応用編の研修も2人で実施できるようになった。2015年7月には、インサービス委員会以外のELD職員に対して基礎研修を実施し、プロジェクト対象外の地域への教育省によるEQUITV研修が実施できるよう体制を整えた。



ELD職員向け研修

## 【9】 州トレーナー養成研修の実施

## 1) 州トレーナー養成研修（基礎編）

第2年次に最終版とした研修モジュールを活用して、EQUITV州トレーナー養成研修（基礎編）を実施した。研修の概要は下表のとおりで、研修モジュールの内容は第2年次と同様である。

表3-15 州トレーナー養成研修（基礎編）の概要

州トレーナー養成研修（基礎編）概要	
日程	5日間
場所	対象州都のホテル等
目的	それぞれの参加者が、EQUITVプログラムの普及における各自の役割を認識し、郡レベルでの研修講師や研修運営ができるようになる。
講師	ナショナルトレーナー2人
参加者	地域教育事務所、州教育局、郡視学官・行政官、優秀な校長・教員

現在までの各州での州トレーナー養成研修実績を表3-16に示す。教育省や州政府からの予算執行の遅れにより、研修の実施時期がずれ込むことがあったが、課題だった2州が終了した。最後まで予算を確保できなかったブーゲンビル自治州を除き、13州（教育省担当の2州を含む）で合計401人の州トレーナーを養成した。



州トレーナー研修（マヌス）

表3-16 州トレーナー養成研修（基礎編）実績

#	地域	州	実施時期	講師数	受講者数	備考
1	NGI	ブーゲンビル自治州	2016年	-	-	教育省・州予算不足による。
2		東ニューブリティン	2013年7月	5	31	
3		ニューアイルランド	2014年4月	4	22	
4		西ニューブリティン	2014年6月	4	34	
5		マヌス	2015年7月	2	48	
6	モマセ	東セピック	2013年4月	5	33	
7		サンダウン	2013年4月	5	21	
8		モロベ	2014年6月	2	46	
9		マダン	2015年6月	3	34	
10	ハイランド	西ハイランド	2013年4月	4	22	
-		チンブー	2013年6月	4	11	教育省が担当。
-		エンガ	2015年11月	3	46	教育省が担当。

#	地域	州	実施時期	講師数	受講者数	備考
11	南部	セントラル	2012年11月、 2013年3月	11	17 2	郡研修にて補足。
12		NCD	2012年9月	11	34	
合計		13州	-	-	401	

## 2) 州トレーナー養成研修（応用編）

【7】で開発したモジュールを活用して、EQUITV 州トレーナー養成研修（応用編）を実施した。研修の概要は下表のとおりで、研修モジュールの内容は第2年次と同様である。

表 3-17 州トレーナー養成研修（応用編）の概要

州トレーナー養成研修（応用編）概要	
日程	5日間
場所	対象州都のホテル等
目的	1. 基礎研修後の EQUITV プログラムの実施経験を共有する。 2. 教室において、EQUITV の応用技術を使えるようになる。 3. 郡レベルでの研修講師・研修運営ができるようになる。
講師	ナショナルトレーナー2～3人
参加者	教育局、視学官、優秀な校長・教員等

現在までの各州での州トレーナー養成研修（応用編）の実績を表 3-18 に示す。2015 年末までに、3 州で合計 102 人の州トレーナーを養成した。基礎編の研修実施時期の遅れにより、応用編の研修ができなかった州は、今後、教育省の支援の下、2016 年以降に各州で実施していく予定である。

表 3-18 州トレーナー養成研修（応用編）実績と今後の予定

#	地域	州	実施時期	講師数	受講者数	備考
1	NGI	ブーゲンビル自治州	2017年	-	-	基礎研修の翌年に実施。
2		東ニューブリティン	2015年3月	3	37	
3		ニューアイルランド	2017年	-	-	
4		西ニューブリティン	2016年	-	-	
5		マヌス	2017年	-	-	
6	モマセ	東セピック	2016年	-	-	
7		サンダウン	2016年	-	-	
8		モロベ	2016年	-	-	
9		マダン	2018年	-	-	
10	ハイランド	西ハイランド	2016年	-	-	
11	南部	セントラル	2015年9月	2	20	
12		NCD	2014年9月	4	45	
合計		3州	-	-	102	

## 【10】 地域教育事務所及び州教育局からのモニタリング報告書の受領・精査

## (1) 教育統計情報の収集

教育省が EQUITV プログラムを適切に推進していくためには、学校レベルでの研修実施、テレビの活用状況、課題などの情報を定期的に収集し、州、国それぞれのレベルの関係者が情報を更新し、戦略を柔軟に講じていく必要がある。その方法として、2014 年に既存のシステムを使った EQUITV に関するモニタリング方法の導入について、モニタリング委員会、JCC の会議で検討し、SLIP の新モニタリングシステムに EQUITV のモニタリングシートを導入することが決まった。教育マネジメント情報システム（EMIS）への EQUITV に関する学校調査票の導入も承認された。

しかし、2015年は視学官の活動予算削減からモニタリング数が減ったことや、全視学官へのモニタリングシート活用の指示が不徹底だったことで、モニタリングシートの回収率は限定的だった。そのため、全州の上級視学官と地域教育事務所幹部が集まるEQUITV普及計画策定ワークショップにおいて、視学官幹部からEQUITVモニタリングへのそれぞれの役割と責任を示した文書を配布・説明し、視学官によるモニタリングの実施徹底を指示した。

EMISの質問票については、2015年が新国家教育計画策定の年となったため、EMIS質問票の改訂は実施されなかった。そのため既存の学校調査票にEQUITV質問票を添付して学校へ送付した。しかし、通常2月には質問票が学校に届くはずであるが、今年は、EMIS予算不足から質問票の送付が4月以降となったために、2015年中は回収率が低い状況となっている。

上記のとおり、情報収集は計画どおりに進まないものの、これとは別にプロジェクトでは、視学官、州教育局EQUITV担当職員から毎月普及データを直接収集し、普及の進捗状況をモニタリングした。

## (2) モニタリング・ミーティングや校長会議

2015年3月から10月にかけて、モニタリング・ミーティングの開催や校長会議でのモニタリング活動を実施した。本活動は、学校調査票に準じた内容の質問紙や聞き取り調査などにより、EQUITVプログラム実践に関する情報をプロジェクトで独自に集めることを目的とした。データを収集するだけでなく、プロジェクトからの啓発とEQUITV実践に成功している学校の事例を共有し、活用率を向上させることも狙った。収集データの分析結果について、その概要を以下に示す。詳しくはエンドライン調査報告書の「第5章EQUITVプログラム普及の趨勢」を参照のこと。

モニタリング・ミーティングや校長会議は、NCD、セントラル州、東ニューブリティン州、ニューアイルランド州の4州6郡において行った。時期、対象郡、調査数を表3-19に示す。

表3-19 モニタリング・ミーティング実施スケジュールと調査数

実施月	州	郡	調査数
2015年3~5月、11月	NCD	NCD	38/38
2015年3~5月、11月	セントラル	リゴ	25/38
2015年11月	セントラル	カイロク	24/30
2015年8月、11月	ニューアイルランド	ケビエン	17/65
2015年8月、11月	ニューアイルランド	ナマタナイ	22/82
2015年3~4月	東ニューブリティン	ラバウル	15/16
		計	141/231

モニタリング・ミーティングや校長会議での調査における、具体的な調査項目は以下のとおり。

- ✓ EQUITVプログラムの活用状況
- ✓ TVスクリーンの設置状況
- ✓ 教員研修の受講状況
- ✓ テレビ授業教材・DVD配布状況
- ✓ EQUITV向け予算の確保状況

調査結果をふまえ、各郡のEQUITVプログラムの普及状況を分析した。多少のばらつきはあるものの、テレビの設置、研修実施、印刷教材やDVDの配布率は9割前後に達し、EQUITVプログ

ラムの利用準備はほぼ完了していることがわかった。そして実際に 6 割近い学校が EQUITV プログラムを利用していることが確認された。

### 3-3. 成果 2 に関する業務

成果 2 に関連する業務の実施、成果の発現については、PNG 政府の投入に大きく依存した計画となっており、その予算確保と執行の停滞が成果の発現に障害を生んでいる。そのため、当初計画から表 3-20 のような変更が生じている。ただし教育省、州政府への啓発活動の成果が徐々に表れており、「必要な財務支出」や「必要な人材」の出張業務などは、十分とは言えないものの少しずつ進んでいる。

表 3-20 当初計画からの変更点とその理由

当初計画からの変更点	その理由
クラスタートレーナー養成研修・クラスター研修 2015 年に実施見込みの州のうち、ブーゲンビル、マダン、西ハイランドの 3 州では実施できなかった。	州政府が講師・参加者の日当宿泊等の研修予算を確保できなかったことによる。

#### 【11】 EQUITV プログラムの啓発活動に関する研修の実施

##### (1) 本年の啓発活動の概要

教育省の 2015 年度 EQUITV プログラム開発予算は、2014 年度の 100 万キナから 300 万キナへと増額した。しかし、ELD は、EMTV 放送料、2014 年末に購入を決め既に納品されている衛星放送機材の購入費、次官主導のハイランド地域と南部地域の普及活動費などへの支出が必要となり、対象州へのテレビ機材の購入を進めることができない状況だった。一方、州政府、ローカルレベル政府（LLG）、国会議員への予算は 2014 年同様に地方分権化に伴い増加しているため、学校が EQUITV を活用するには地方政府によるテレビ機材の購入支援が引き続き重要となった。そのため、本年は、昨年以上に州知事、地方政治家など州政府要人に対する啓発活動の強化に努め、それらの担当職員への研修に力を入れた。

##### (2) 啓発ツールの改訂

啓発委員会はこれまで政府高官や州政府、学校、コミュニティそれぞれにおける EQUITV の知名度向上を中心に啓発活動を行ってきており、知名度向上に関しては一定の成果を上げたと言える。啓発ツールは、その活用回数を重ね質も安定してきた。本年の啓発委員会では、以前の経験をふまえてデータのアップデートと見直し、そしてモニタリングから抽出された課題への対応として新ツール作成を行った。新ツールとしては 1) . 学校が予算確保をする際の資料となる「スターターリスト」（プログラム実施のための必要機材とその価格のリスト）、2) . 機材や教材を受け取った学校がすぐにプログラム開始するための導入ビデオ「スタータービデオ」、の 2 点を新たに作成した。新ツールを含む現在使用中の啓発ツール一覧を表 3-21 に示す。

表 3-21 EQUITV 啓発活動ツール一覧

ツールの種類	内容	対象者	第 3 年次の改訂内容
各州のテーマソング、ビデオクリップ	EQUITV 推進についての歌詞	州関係者全体	改訂なし

ツールの種類	内容	対象者	第3年次の改訂内容
啓発ビデオ（第2版）	EQUITV プログラム概要（背景、フェーズ1、プログラム内容と実績）	州政府、政治家、企業	改訂なし
高官による啓発ビデオ	教育大臣、次官、副次官、国会議員の EQUITV 支援メッセージ	州政府、政治家、企業	新たにメッセージを挿入
州啓発用パワーポイント（22州）	州教育セクターの情報 EQUITV プログラム概要	州政府、政治家、企業	最新版にデータをアップデート
バナー	EQUITV プログラム推進	主に各種研修や会議で使用	改訂なし
チラシ	EQUITV プログラム推進	州政府、政治家、企業、学校、コミュニティ	改訂なし
ポスター	EQUITV プログラム推進	州政府、政治家、企業、学校、コミュニティ	改訂なし
紙芝居	EQUITV プログラム推進	学校、コミュニティ	データのアップデート
スターターセットリスト	必要な機材とその価格一覧のリスト。学校がプログラム導入のために必要な予算を確保するための資料として活用する。	学校	新ツールを作成
スタータービデオ	学校が EQUITV を初めて使う際に、スムーズに使用を開始するためのプログラム導入ビデオ。	学校	新ツールを作成

### (3) 学校とコミュニティに対する啓発活動

学校とコミュニティに対する啓発活動については、昨年同様に州教育局関係者、郡配属視学官、学校教員が担当している。EQUITV 現職教員研修（基礎編）に啓発活動に関する研修モジュールがあり、同研修を受講することで啓発活動に関する研修が実施される。州教育局はラジオ番組でモデルとなるテレビ活用教師の経験を紹介するなど、積極的に啓発を行っている。

現在の啓発活動の振り分けは表 3-22 のようになる。

表 3-22 EQUITV 啓発活動の内容

レベル	実施者	対象者	啓発方法
州レベルでの啓発活動研修（予算、機材供与、その他）	教育省幹部 啓発委員会	州政府 政治家 企業	教育省幹部と啓発委員会による直接的な啓発活動。そのため研修は委員会 C/P へのワークショップと OJT で実施。
学校レベルで、コミュニティが学校を支援する啓発（セキュリティ、学校整備、燃料費、その他）	教育局職員 視学官 州トレーナー 学校教員	学校 コミュニティ	EQUITV 現職教員研修（基礎編）に啓発活動に関する項目を組み込んで研修を行う。州教育局の定期ラジオ番組内での啓発活動。EQUITV の活用を促進させる。

### 【11】 EQUITV プログラムの啓発活動の実施

第2年次に引き続き、上記の啓発活動の研修を受講した学校教員が、学校やコミュニティに対する EQUITV プログラムの啓発活動を継続して行った。また、プロジェクトメンバーが地方出張をする際は、啓発委員会や関係者が制作したポスター、パンフレットを出張先の EQUITV 関係者に渡し、啓発活動への活用や関係する場に掲示してもらうようにしている。

広く一般市民への EQUITV の知名度を上げ、学校への支援の一助とするために、メディアを活

用した啓発（テレビ・ラジオ・新聞・ウェブサイト）を昨年に引き続き積極的に行った結果、今年も新聞の記事、テレビやラジオのニュースなどで EQUITV の話題が報道された。新聞報道は、表 3-23 に示すようにプロジェクトが把握しているだけで 18 回に上った。

表 3-23 新聞記事掲載、テレビラジオ放送一覧（2015 年）

月 日	記事内容	新聞社
1 月 28 日	東ニューブリティン州における州教育局が学校に対し EQUITV 導入を後押し	The National
3 月 5 日	西ニューブリティン州小学校 176 校にテレビ設置、同州にて EQUITV 開始	The National
3 月 6 日	西ニューブリティン州、州政府が 150 万キナを EQUITV プログラムに拠出すると約束、小学校における機材設置をお披露目	Post-Courier
3 月 19 日	東ニューブリティン州における EQUITV 州トレーナー向けトレーニング（応用編）の様子	The National
3 月 31 日	国会議員によるテレビ授業プログラムへのサポートについて	Post-Courier
5 月 4 日	チンブー州で EQUITV 開始	The National
6 月 3 日	モロベ州における VSAT の導入と EQUITV 機材設置に対し、州政府と機材販売店が合意	The National
6 月 23 日	教育省幹部会議においてイーラーニング、とりわけ EQUITV の成功が確認される	Post-Courier
7 月 9 日	マダン州知事が 200 万キナを EQUITV プログラムに拠出すると誓約	The National
8 月 11 日	ブーゲンビル州、EQUITV により授業の質改善、州知事がプログラムをサポート	Post-Courier
8 月 13 日	スンカ地区小学校へのテレビ機材供与	The National
8 月 17 日	第 7 回 JCC 会議の様子	KUNDU2 テレビ
8 月 19 日	第 7 回 JCC 会議の様子	Post-Courier
8 月 24 日	第 7 回 JCC 会議の様子	The National
9 月 22 日	キンベの学校で州政府サポートにより EQUITV 用視聴覚教室の建設が行われテレビ番組使用開始	Post Courier
10 月 13 日	チンブー州カラムイ郡 EQUITV 開始	EMTV テレビ
10 月 20 日	EQUITV 教員養成校研修の様子	The National
11 月 21 日	EQUITV 普及について：伊藤総括ラジオ啓発	NBC ラジオ

#### 【12】 州政府及び州教育局に対する啓発活動の支援

啓発委員会は、州上層部に対する啓発をより効果的に行うために、昨年に引き続き、以下の啓発活動を実施した。プロジェクト対象州以外からも啓発の依頼や国会議員、国会議員の職員のメディアセンター訪問もあり全国普及の啓発も始まった。

##### (1) 啓発委員会による州政府への啓発

啓発委員会による州政府への啓発活動は、委員が州に出張し関係者を一堂に集めて実施してい

る。会場にはメディアも招待し、直接の関係者以外にも保護者や一般の市民にも啓発が波及するように努めた。第3年次は6月にマダン州、7月にマヌス州で啓発を実施した。

(2) 知事や国会議員を NEMC へ招待して行う啓発

啓発委員が州へ行っても、州知事や国会議員への面会は予定が合わない場合が多く、彼らがポートモレスビー滞在中のほうが面会できる可能性が高い。そのため ELD が州教育局をポートモレスビーでの啓発活動に招待した。この結果、モロベ副行政官、モロベ郡教育アドバイザー、ブーゲンビル自治州知事、ミリンバー国会議員が ELD を訪問し、啓発委員がプレゼンテーションを行った。

(3) 州や郡が開催する EQUITYV 開始式典における啓発

昨年同様に州政府や国会議員が EQUITYV の導入を決めた際に、開始式典を開催している。式典には、州政府や LLG 関係者が多く参加するために、プロジェクトは、これらの式典に中央政府から教育大臣、事務次官、副次官などのトップ・マネジメント・チーム (Top Management Team: TMT) メンバーを連れていき、大臣から州知事・議員へ、また次官から行政官への上層部レベルの啓発活動を実施した。この試みは、TMT チームへの啓発としても成功し、TMT メンバーが啓発のリーダーとして活動を積極的に行っている。今年は、西ニューブリティン州、チンブー州、エンガ州で実施され、JICA 事務所からも所長、職員の協力があつた。

(4) イベントを活用した啓発 (州トレーナー研修、機材供与式典)

昨年と同様に、州トレーナー養成研修を利用して州政府への啓発活動を実施した。今年はマダン州、マヌス州の研修開会・閉会式に州政府高官、メディアを招待して実施した。具体的な啓発の成果の一例としては、マダン州での啓発活動では州知事が参加し、2015 年の国会議員予算で EQUITYV 機材購入のために 200 万キナを拠出すると約束された。

(5) 教育省会議を利用した啓発

昨年に引き続き全国教育幹部会議 (SEOC) で啓発を行うとともに、教員サービス事務所が開催した教育局長会議の場を利用して啓発活動を実施した。四半期ごとの ELD とプロジェクトの予算レビューにおいても、進捗状況を報告し予算の確保に努めた。

(6) その他、国家計画モニタリング省への啓発

JICA 事務所は年次行事として、国家計画モニタリング省と日本政府の支援についての協議会を開催している。プロジェクトは、啓発委員代表と一緒に、プロジェクトの進捗状況のプレゼンを行い、課題や提言についても発表した。会議では新聞記事を展示して活動のアピールも行った。国家計画モニタリング省は、EQUITYV が効果の高い教育プログラムであることを理解し、EQUITYV プログラム予算の増額のために動いてくれた。EQUITYV プログラムと国家計画モニタリング省の関係も向上した。

上記の州政府への啓発活動の一覧を表 3-24 に取りまとめた。

表 3-24 州政府への啓発活動一覧

時期	実施州	啓発機会	啓発対象者
4 月	西ニューブリティン州	お披露目会	

6月	全州	モロベ州における教育省幹部会議	教育省幹部、ドナー
6月	ミリンベ州・ブーゲンビル自治州	議員代理との打合せ	州政府高官
6月	モロベ州	州教育会議	行政官
6月	マダン州	啓発委員会による啓発	州政府、州知事
7月	政府特別区	小学校における EQUITV お披露目会	視学官
7月	マヌス州	啓発委員会による啓発	州政府、州知事
9月	マヌス州	州教育会議	州政府
9月	チンブー州	お披露目会	州政府・LLG メンバー
10月	モロベ州	ELD 訪問時啓発	行政官
10月	モロベ州	州教育会議	州政府
11月	エンガ州	お披露目会	州政府・LLG メンバー
11月	ブーゲンビル自治州	議員・教育次官との打合せ	州知事・行政官

州教育局が州政府や議員に啓発を行い、機材の供与を受けるには、正確な見積もりと購入方法を示す必要がある。プロジェクトは、要望のある州や郡に対して、機材販売店・輸送会社数社から見積もりを取り付け、銀行口座の情報なども合わせて提供している。

#### 【14】 クラスタートレーナー養成研修（応用編）の実施

第2年次に引き続き【9】の研修を受講した州トレーナー（P/T）が講師となり、クラスタートレーナー（Cluster Trainer: C/T）に対してより効果的・効率的なEQUITVプログラムの運用・管理や活用の方法、クラスタートレーナーの実施方法などについて研修した。基礎編の終了していない対象州について、まず基礎編の研修を実施した。クラスタートレーナー養成研修実施状況は、表3-25のとおりである。教育省・州政府の予算不足という問題がある中、対象となる郡の約半数で基礎編の研修が終了した。応用編については、東ニューブリティン州の全郡で研修が実施された。NCDでは直接P/Tが各小学校で研修を実施し、セントラル州では2016年予算での実施となる。

表3-25 クラスタートレーナー養成研修実施状況（基礎編）

地域	州トレーナー研修実施州	郡数	研修実施郡数	備考
NGI	ブーゲンビル	13	0	未実施。州レベルの研修が未実施のため。
	東ニューブリティン	4	4	2014年7月完了。
	マヌス	-	-	州トレーナーが直接クラスタートレーナー研修を実施。
	ニューアイルランド	2	2	2014年7月完了。
	西ニューブリティン	2	2	2014年7月完了。
モマセ	モロベ	9	9	2014年7月完了。
	マダン	6	0	未実施。州予算不足のため延期。
	東セピック	-	-	州トレーナーが直接クラスタートレーナー研修を実施。
	サンダウン	4	4	2013年9月完了。
ハイランド	西ハイランド	4	0	未実施。州予算不足のため延期。
南部	NCD	-	-	州トレーナーが直接クラスタートレーナー研修を実施。
	セントラル	5	4	2013年に4郡完了。予算不足のため、ゴイララ郡は2016年実施予定。
	合計	49	25	



表 3-26 クラスタートレーナー養成研修実施状況（応用編）

地域	州トレーナー研修実施州	郡数	研修実施郡数	備考
NGI	東ニューブリティン	4	4	2015年4月完了。
南部	NCD	-	-	州トレーナーが直接クラスター研修を実施。
	セントラル	5	0	予算が2015年中は捻出できず未実施。
	合計	9	4	

## 【15】EQUITVプログラム運用・管理研修（応用編）の実施

クラスタートレーナー養成研修が終了した郡では、各クラスターのベース校において、EQUITVプログラム運用・管理研修と、【16】EQUITVプログラム活用研修とを合わせて、3日間（基礎編）または4日間（応用編）のクラスター研修として実施した。対象者は、クラスター内の全校の校長、教員、学校運営委員会（Board of Management: BOM）メンバーである。研修内容については、【9】地域トレーナーと州トレーナー養成研修、からTOT<sup>33</sup>モジュールを除いたものとなる。



研修の様子（東ニューブリティン）

クラスタートレーナー養成研修と同様、州ごとにその実施状況は異なる。プロジェクト対象の各州でのクラスター研修実施状況を表 3-27 に示した。

表 3-27 クラスター研修実施状況（基礎編）（全対象州）

地域	州	学校数	研修受講学校数	完了率	備考
NGI	ブーゲンビル自治政府	238	0	0%	
	東ニューブリティン	160	160	100%	2014年に実施。
	マヌス	90	57	63%	2015年に実施。
	ニューアイルランド	144	144	100%	2014年に実施。
	西ニューブリティン	175	122	70%	2014年に実施。
モマセ	モロベ	350	350	100%	2014年に実施。
	マダン	280	0	0%	
	東セピック	283	283	100%	2013年に実施。
	サンダウン	231	220	95%	2013年から実施。
ハイランド	西ハイランド	100	12	12%	
南部	セントラル	129	83	64%	2013年から実施。
	NCD	40	40	100%	2012年に実施。
	合計	2,220	1,471	66%	

表 3-28 クラスター研修実施状況（応用編）（トレーナー研修終了済みの州のみ）

地域	州	学校数	研修受講学校数	完了率	備考
NGI	東ニューブリティン	160	160	100%	
南部	セントラル	129	0	0%	2016年実施予定。
	NCD	40	40	100%	
	合計	329	200	61%	

<sup>33</sup> トレーナー養成研修（Training of Trainers）

【16】 EQUITV プログラム活用研修（応用編）の実施

本研修は、【15】 EQUITV プログラム運用・管理研修（応用編）、と合わせてクラスター研修として実施した。

3-4. 成果3に関する業務

プロジェクト計画、運営全体に関連する業務については、予定どおり活動を実施した。当初計画からの変更点は以下のとおりである。

表 3-29 当初計画からの変更点とその理由

当初計画からの変更点	その理由
<p><b>教員養成課程用 EQUITV 授業計画の承認</b></p> <p>教員養成課程における EQUITV の 24 時限の授業計画の承認を得るために、2015 年前期の教員養成審議会に授業計画を提出する計画であったが、2015 年末～2016 年に延期となった。</p>	<p>スタンダード・ベースド・カリキュラム研修の実施の影響を受け、教員養成審議会が 2015 年前期中に開催されなかったため。</p>

【17】 教員養成課程への EQUITV プログラムの導入・統合計画の見直し

第 2 年次の活動結果に基づき、教員養成課程への EQUITV プログラムの導入・統合計画の進捗状況を確認し調整した（図 3-4 参照）。

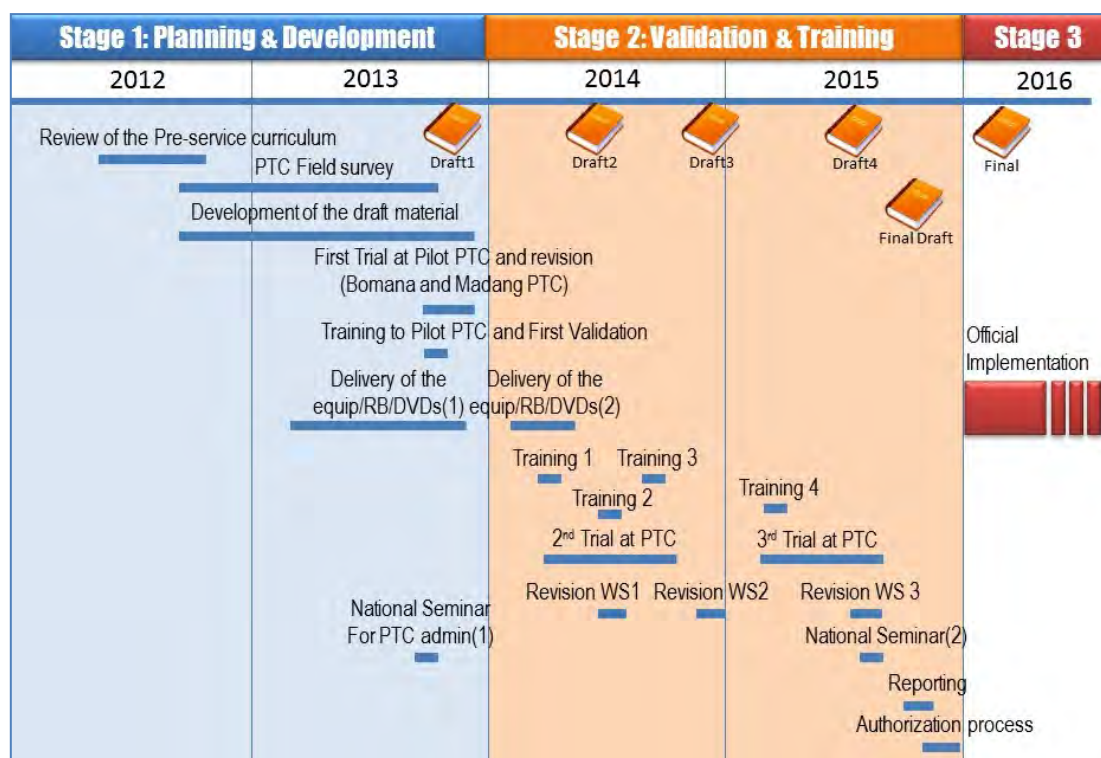


図 3-4 教員養成課程への EQUITV プログラムの導入・統合計画改定日程

第 2 年次の計画からの主な変更点は以下のとおりである。

### (1) 教員養成審議会による承認手続きの延期

第2年次には、前倒しで2015年前期に教員養成審議会（Teacehr Education Board of Study）の承認を取り付けて2015年後期からの全国展開を目指した。しかし、前期には教育省の教員養成審議会が開催されなかったため、引き続き教材について第3回の検証、改訂ワークショップを行い、10月に教材を最終版として取りまとめた。

現在教員養成課程は、2年制から3年制への移行のためのカリキュラム見直し作業が進められており、教員養成審議会は2015年の12月頃から2016年にかけて開催される予定である。そこでの承認を取り付けるために教育省内での手続きをC/Pが進めている。教育省幹部からなるステアリング委員会に対するプレゼンテーションと承認は取り付けてあるため、あとは教育省側の最終承認を待つだけとなっている。

### (2) 教員養成課程でのEQUITVモジュールの位置づけ

プロジェクト開始当初の計画では、教員養成校のカリキュラム外のプログラムとしてEQUITVを紹介する程度を想定していた。しかし、プロジェクト実施に伴い、教育省教員養成局（TED）や教員養成校校長らの提案で各大学の選択科目（College Option）として導入する案や、専門科目（Professional Development Strand: PDS）と理数科教育法の複数の科目に分けて導入する案などが提案・検討された。しかし2年間という限られた教員養成期間内にすでに150単位の科目があり、既定の単位科目以外にも多くの課外活動や他のプログラム（ジェンダー、HIV エイズ、UNICEFの子供にやさしい学校プログラムなど）が教育省から導入指示が出ており、教員養成大学側もこれらの対処に困っていた。これらの課題を踏まえて教育省と教員養成大学側の話し合いにより、2年制のカリキュラムを3年制に変更することが決定し、2014年から3年制コースがスタートした。これがプロジェクトには追い風となり、EQUITVモジュールを必修科目として導入することが教育省内で検討された。2015年12月～2016年初に予定されている教員養成審議会ではプロジェクト側からの提案に基づいて内容を審査し、特に異論がない場合は2016年から2単位24コマの科目として、移行期の旧2年コースでは第6学期（2年次後期）、新しい3年制コースでは第3学期（2年次前期）に導入されることとなる。

#### 【18】 教員養成課程用のEQUITVプログラムの教材の見直し

第2年次に改訂した教材（第3ドラフト）を用いて、パイロット校であるマダン、ボマナに加えて、ココポのガウリン校において第3回の実地検証を行った。その検証結果をふまえ、2015年10月10日～12日にELDでワークショップを開催し、改訂作業を行った。ここでの主な作業は、授業案、プレゼン、生徒用アクティビティシート、評価ツール間の整合性の確認、モジュール毎の授業の流れの確認、デザインレイアウトの統一・調整、スペルなどのチェックである。

最終的に作成された教員養成校向けEQUITVモジュールは以下のような構成となった。



ココポでの教材開発作業

## (1) 教師用指導書 (Lecturers Resource Book)

- a. モジュールの概要・構成
- b. 24 コマ分の授業案
- c. パワーポイントスライド
- d. 教材 (ビデオ教材、プリント教材等)
- e. 評価ツール

## (2) 学習者用ハンドアウト

- a. モジュールの概要・構成・評価の方法について
- b. 提示教材のハンドアウトプリント
- c. アクティビティシート

なお教材は、教師が独自の工夫を盛り込んだり、既存の教材を修正したりできるように差し替え可能なフォルダー式とし、デジタルデータと DVD 教材をセットにして関係者に配布された。

## 【19】 教員養成校の校長及び教官に対する研修の実施

2015 年 7 月にプレサビス委員会が講師となり、ディバイン・ワード大学ウェワック校とバロップ教員養成校の校長や教官合計 8 人に対して、教員養成課程での EQUITV プログラムの導入に関する研修を行った。これでプロジェクト対象校全 10 校と教育省対象校 2 校の EQUITV 研修が終了し、合計 67 人が研修を受講したこととなった。

## 【20】 教員養成校向けの EQUITV プログラム全国セミナーの実施

2015 年 10 月 13 日～14 日、ポートモレスビーのハイダウェイホテルにおいて第 2 回の全国セミナーが開催された。このセミナーには全国 13 校の教員養成校からカリキュラム担当副校長と学科長の 2 人ずつ合計 26 人が参加し、EQUITV モジュールの最終版の紹介、その開発・検証プロセス、そして各養成校での導入方法などについて説明が行われた。セミナーでは参加者による活動の振り返りと今後の議論も行われ、各校参加者による 2016 年以降の実施計画 (アクションプラン) が発表された。セミナーには教員教育担当第一次官補のアンナマリー・コナ氏と次官補のアラン・ジム氏も出席し、教育省として教材を正式に採用していく方針を参加者に伝えた。教員養成審議会のメンバーも参加者として出席し、教材の承認に対して前向きな発言をしており、今後の承認も順調に進むと思われる。



配布された EQUITV モジュール



各教員養成校には EQUITV 教員用リソースブック、生

(黒フォルダーが教員用、青が生徒用)	徒用ワークブック、DVD、研修教材も配布されている
	
ワークショップ風景	グループワークによるアクションプラン作成

#### 4. プロジェクト実施運営上の課題・工夫・教訓

本プロジェクトの実施・運営は、「The land of unexpected」というパプアニューギニアの異名に恥じず、毎年様々な課題が持ち上がり頭を悩ませたが、関係各局と JICA 本部、JICA パプアニューギニア事務所の協力を得て、工夫をこらして活動を進めてきた。その本プロジェクト第 1 年次から第 3 年次にわたる 3 年 9 ヶ月の経験から得た教訓を、1) プロジェクトデザインに関するもの、2) プロジェクトマネジメントに関するもの、3) テクニカルなもの、の 3 分野に分けて以下に取りまとめた。

##### 4-1. プロジェクトデザインに関わる課題・工夫・教訓

今後の同様のプロジェクトを計画する場合に活用できると思われる知見は以下のとおりである。

###### 4-1-1. これまでに実施されてきた技術協力と一貫性のあるプロジェクトデザイン

本プロジェクトのスーパーゴールである「全国の初等教育の質の向上」は、一夜にして成し遂げられるものではなく、一貫性のある支援を長年にわたり各方面から行って初めて実現可能となるものである。当然、本プロジェクトもその最終目的に到達するための通過点に過ぎない。

本プロジェクトでは過去の技術協力の成果、つまり開発された EQUITV テレビ授業教材と試行的に 2 州で普及活動を行った結果をふまえ、その成果を PNG 全国の半数以上にあたる 12 州に向けて拡大・普及を目指したものである。今まで EQUITV を開発してきた C/P や専門家が、これまで現場で検証されてきた EQUITV 活動と一貫性を持って本プロジェクトも実施した結果、全国展開に向けた体制が強化され、全国の半数以上の州の小学校と全教員養成校での普及が進んでいる。

長年にわたる一貫性のある協力成果・試行錯誤の積み重ねがなければ、本プロジェクトのような普及効果の発現は困難であったといえよう。

###### 4-1-2. プロジェクトの財源確保のための啓発活動の重要性

本プロジェクトの計画では、持続性を確保するため、活動の実施経費の多くを教育省の開発予算に頼るデザインとなっている。つまり EQUITV の普及の鍵となる学校用テレビ機材購入費や、州内研修の実施のための州政府予算があることが前提となっていた。当初予定されていたプロジェクト活動や機材の購入には、毎年 800 万キナ必要だったが、政府から捻出される EQUITV プログラム開発予算は、表 4-1 のとおり大幅に下回っている。このため予定した時期に機材の購入もできず、活動が滞ることとなった。

表 4-1. EQUITV プログラム開発予算の変遷

予算年度	2011	2012	2013	2014	2015
EQUITV 開発予算額	100 万キナ	50 万キナ	200 万キナ	100 万キナ	300 万キナ

教育省が予算確保できなかった理由は、政府が無償教育の拡大に予算の多くを割り当てたこと、政府予算を中央から地方州政府ローカルレベル政府、郡へ移譲する政策をとったことにより、教育省本省の開発予算が減少したためである。そのため、プロジェクトでは、政府の予算配分変更に対応する形で、州政府、ローカルレベル政府、郡の国会議員が執行権限を持つ、州・郡・ローカル政府のサービス改善計画予算を EQUITV 活動に使用してもらうための啓発活動を展開した。啓発活動専門家を追加で派遣し、州知事・州行政官、郡の国会議員をターゲットにした啓発教材の開発、教育省大臣、次官、教育省高官と JICA 事務所代表を含む啓発チームで地方での啓発活動を展開した。大臣や教育省高官が EQUITV の重要性を訴えるスピーチや、生徒の成績向上を取り上げた啓発ビデオの作成、EQUITV 普及をリードする西ニューブリティン州国会議員などの紹介や、具体的に必要な予算額を提示した。

他の議員の支援や活躍を知って自分も支援しなければと、多くの州政府、国会議員が EQUITV 活動に予算をつけた。しかし、同時に、新しい課題が出てきた。政治家は、口頭で約束するものの、なかなか実際の予算付けを行わないケースがある。そこで、プロジェクトでは、知事や国会議員の約束を大々的に新聞記事に掲載し、彼らが約束を忘れず、国民が知るようにした。教育局職員にもフォローアップを依頼した。

カウンターパート機関が活動予算を用意するデザインとすることは、プロジェクトの自立発展性を高めるうえで望ましいと言える。一方、上記のようにカウンターパート機関が予算申請を行っても、政府のより上部の決定により、予算が不足することは途上国では往々にして考えられることである。そのため、カウンターパート機関が活動予算を用意することが前提のプロジェクトデザインであれば、その予算確保・執行の遅延を織り込んだ活動スケジュールを考えること、そして、ロービーイングなどの啓発活動を主とした財源確保のための活動を本格的に活動に取り入れておくことがデザイン上の肝となると言える。

#### 4-1-3. カウンターパート機関の本格的な組織強化活動

教育省が EQUITV プログラムを継続して普及するためには、その活動を担う NEMC はもともと教育番組制作の組織であるため、啓発活動、研修や機材の調達・設置などに関しての部署もなく、人材も不足していた。プロジェクト活動の多くは、兼任業務としてカウンターパートは実施しており、プロジェクト終了後に専任業務として行う人材がいなければ、その持続性が低くなる。そのため、NEMC を普及活動まで実施できるように、教育省自身による体制強化が必要だった。

そこで、プロジェクトでは JCC や国家計画モニタリング省との会議などで、NEMC の体制強化を継続して協議し、強化に必要な組織体制をプロポーザルで提案した。その結果、2015 年には、NEMC の職員のポジション数は 22 から 45 に増員され、カリキュラム局の一課から格上げされて新たに ELD として設立された。同局の中には、5 つの部署が設置され、EQUITV の普及に関する部署もできた。啓発・研修・教材管理と配布、機材の調達や設置に関して、専任職員が配置され、教育省自身による EQUITV の普及のための組織が整った。

プロジェクトの働き掛けで新組織が設立されることは、そう簡単なことではないが、持続性の確保のために組織の強化は、非常に重要な事項である。今回の成功は、プロジェクトデザインの

時点より組織強化活動が盛り込まれていたこと、カウンターパートと数十回にわたる協議を行い、カウンターパート自身が本気で良い組織にしようと戦略、組織図や業務内容を検討したことや、ステアリング委員会や合同調整委員会など政策決定者との協議を長く継続したことが、良い結果につながったと言える。

## 4-2. プロジェクトマネジメントに関わる課題・工夫・教訓

今後の同様のプロジェクトを運営・実施していく場合に活用できると思われる知見は以下のとおりである。

### 4-2-1. 財源確保のための多方面への働きかけ

4-1-2.で述べたように PNG 側の EQUITV 開発予算の不足によるテレビ機材の購入の遅れを取り戻すために、地方政府や政治家の財源を活用できるよう啓発活動に注力した。一方、教育省本省の予算についても、その増額と共に効果的な支出ができるようにプロジェクトから多方面へ働きかけた。

まず一つ目は、開発予算の確保のために、教育省幹部だけでなく、予算計画を立てる国家計画モニタリング省の予算編成に力を持つ幹部への働きかけを行ったことである。同省内での EQUITV の報告や、JICA との協議会などに積極的にプロジェクトからも参加し、予算増加の啓発活動を行った。また、同省の幹部を、プロジェクトの合同調整委員会や、地方での EQUITV 開始式に招待し、EQUITV の成果や地方でのニーズを理解してもらった。その結果、2015 年は、300 万キナと 2014 年の 3 倍の予算確保が実現した。

2015 年は教育大臣が啓発活動に積極的に参加するなど多大な協力と支援を得たが、大臣の地元での教育プロジェクトの資金を確保するために、教育省、国家計画モニタリング省では承認されていた 2016 年度の EQUITV 予算が最終的に削除された。この事態に対しては、教育大臣と次官へ補正予算による増額を働きかけたり、教育省幹部とも他費目からの流用等の善後策を検討したりすることにより、経常予算を含め 130 万キナの 2016 年度予算の確保に成功した。

予算が確保されてもその効果的な執行が次の課題となる。例えば 2014 年には教育省内の他部署が EQUITV 予算を流用していた。この件は、合同調整委員会で協議し、教育省トップマネジメントへ報告して対処してもらうことや、予算の支出モニタリングを強化して不正を防ぐこととなった。通常ならば EMTV 放送料など、経常予算から支出すべき費目を開発予算から支出する場合があります、その付け替え方法などを国家計画モニタリング省より指示もらった。

上記のような多方面への働きかけの際には、JICAPNG 事務所の尽力も大きな力添えとなった。JICA 事務所職員は教育省幹部とのステアリング委員会や、地方の啓発活動にも積極的に参加し、C/P と良好な信頼関係を構築することが可能となった。特にマヌス州、チンブー州、西ニューブリティン州の EQUITV 開始式典、その他 EQUITV イベントには、JICA 事務所長や職員が教育大臣や次官と一緒に参加し啓発活動を行った。日本政府と DNPM との会議においても事務所長が EQUITV の成果をアピールするなど、JICA 事務所からの支援は PNG 側の EQUITV 予算取得と普及促進に大きく貢献した。

このように PNG 政府内での財源確保とその効果的な執行には、教育省の担当部署だけでなく、教育省内のトップマネジメント、他省庁や閣僚など多方面への働きかけが重要となる。その際には、プロジェクトだけでなく、必要に応じて JICA 事務所長や教育省幹部などに協力を依頼することも必要となってくる。

#### 4-2-2. キーとなる活動への JICA 予算の支出

プロジェクトの運営で最も苦労したのが、上述の PNG 側の財源確保と、その後の出張に関する予算支出の問題だった。カウンターパートの出張経費の支出には、担当の局長、第一事務次官補、副次官の他、次官、首相府主席次官に多くの書類を提出し、許可を得なければならず、このプロセスに非常に時間がかかった。承認後も、財務部の小切手の在庫の枯渇、財務システムの改訂、予算処理担当職員の不在などにより、週単位で遅れることが頻繁にあった。また、首相府主席次官と次官による出張禁止令が出され、出張ができない時期もあった。PNG は 1 月に会計年度が始まるが、教育省が開発予算を使用できるのは、早くも 2 月中旬、遅くも 3 月下旬となる。カウンターパートのプロジェクト活動の出張旅費は、教育省予算からの支出が必要であり、その準備ができないと出張はできなかった。

プロジェクトでは、早めの出張準備を心がけ、書類の持ち回りなどの支援を行ったが、年度初めの活動やその後の財源確保に影響のある啓発活動、下位レベルでの研修実施に影響を与える州トレーナー養成研修など、キーとなる活動に関しては、JICA 本部と相談して、プロジェクトから出張経費を支出し、それ以外の活動のために見積もっていたプロジェクトの予算を教育省に支出してもらうこととした。これにより、重要な活動の遅れが減少し、第 2 年次以降の普及活動に弾みがつくこととなった。

このように PNG のような予算執行が円滑に進まない国では、キーとなる活動には JICA 予算から支出できるように計画し、外部条件となる先方政府からのプロジェクト活動への支出の遅れを最小限にとどめるようにすることが重要である。

#### 4-2-3. 教育省幹部とカウンターパートの異動への適切な対応

プロジェクト期間中には、プロジェクト運営に最も重要なプロジェクトダイレクター（次官）とプロジェクトマネジャー（ステアリング委員会議長）が 3 人ずつ異動となった。EQUITV 普及に重要な標準局と教員教育局の局長も変更があった。カウンターパートレベルでは、EQUITV インサーブス委員会の主要職員 2 人が他部署へ異動、プレサーブス委員会の主要メンバーの退職などの変更があった。

このような変化には、プロジェクトではできるだけ素早く対応し、悪影響を最小限にとどめた。幹部の異動時には、直ぐにプロジェクトメンバーで表敬訪問を行いプロジェクトの紹介と進捗状況を報告して支援を要請した。頻繁に挨拶と報告を行い、合同調整委員会やステアリング委員会などの重要な会議の前には、必ず事前に打ち合わせを行い、スピーチの要点や議論となる点について理解をして会議に参加してもらうように努めた。業務とは別に意見交換をする場を設けるなどして信頼関係を作るように心がけた。カウンターパートレベルでは、後任者の選定を迅速に進め、他のカウンターパートをセットで活動を実施することで、OJT に努めたほか、4-1-3 で述べたように、専任の職位を設置するよう働きかけ、EQUITV で働くことにより昇進の道が開けるようにした、その結果、2015 年には異動したインサーブス委員会の主要職員 1 人が ELD に復帰した。

このように、教育省幹部に異動があったとしても、迅速に対応して頻繁に報告と挨拶を行ったことで、結果的に良い関係を築き、プロジェクトに対する理解と支援につながった。特に PNG 経験の長い総括が、現地語で顔と顔を合わせて話をするのができたのは、信頼関係の構築に非常に大きな意味があった。

#### 4-3. テクニカルな課題・工夫・教訓

今後の同様のプロジェクトを実施していく場合に、活用できると思われる技術的な知見は以下



のとおりである。

#### 4-3-1. 財源を確保できる普及アプローチの選択

本プロジェクトでは教育省が進めていた地域アプローチ政策に沿っての普及を計画していた。それはフェーズ 1 のモデル州（ブーゲンビル自治州と東セピック州）と地域教育事務所のある州（西ハイランド州と NCD）をリソース州として定め、それらの州を中核として、地域教育事務所の主導で地域内の他州にも普及を進めるという計画だった。しかし、地域教育事務所は実質的な財源をほとんど持たず、EQUITV の活動は州政府予算に大きく依存する状態だったので、地域教育事務所が地域内の普及を主導することは難しく、またリソース州内の普及もその州政府予算に大きく左右される結果となった。その結果、ブーゲンビル自治州、西ハイランド州では、州内の普及もままならない状況となり、加えて教育省が地域アプローチのカギとなる地域教育会議を取り止め、地域内の州が連携していなことも確認された。そのため、プロジェクトでは地域アプローチによる普及を中止し、財源を確保した州から州ごとに普及を進める方針に転換した。そのうえで、普及の進んでいる州の事例をリソースとして使い、他州に紹介し普及を進めた。

このように財政基盤の裏打ちのない普及アプローチは、その時の政策で推進されていても破綻の危険が常に付きまとうものである。普及活動を進めていくうえで、実際に予算配分と支出を担う機関を見極め、その機関を中心とした普及計画を立てていくことが重要となる。

#### 4-3-2. 普及を促進させるための全国規模のワークショップの開催

EQUITV 州普及計画は、2013 年までにすべての対象州で完成した。一方、その計画に沿った普及の進捗状況は州によって大きなばらつきがあり、計画自体も各年で見直しの必要に迫られた。そこで、1) 全州のデータを集めその時点での正確な全国・州普及計画に改定すること、2) 普及が先行している州の成果や課題の事例を共有し、各州が競争意識を持つことによって普及を加速させること、を目的として、州教育局長、EQUITV 担当職員、上級視学官を全 22 州から招請し、2014 年と 2015 年に首都で普及計画ワークショップを実施した。このワークショップではプロジェクト対象の 12 州だけでなく、教育省担当の 10 州も 2014 年は教育省の予算支出で参加し、プロジェクト後の教育省による普及活動への弾みをつけた。全国普及計画と州普及計画は、普及体制に関わる委員会などの組織体制の他、研修や機材購入などの具体的なアクションと共に、年ごとの普及目標学校数にあわせた必要な予算計画が盛り込まれており、教育省・州政府共に予算確保の際の文書として活用できるよう留意した。その結果、2015 年にはプロジェクト対象外のエンガ州とガルフ州も予算措置を取り、教育省へ機材設置・研修の依頼を行っている。

このようにプロジェクトの成果の具体例を共有し、各々が具体的な活動・予算計画に結び付ける計画策定までを支援することは、計画の見直しや進捗の確認となるだけでなく、それぞれの関係者の競争意識を生み出し、全国規模の普及を促進させるうえで、非常に重要な取り組みと言える。

#### 4-3-3. 一貫性のある研修教材の開発・改訂プロセス

PNG ではカリキュラム担当職員が研修教材を作成し、その研修はまた別のトレーナー職員が実施するということが往々にして起こる。その結果、トレーナーは教材内容をあまり理解できずに研修を行い、研修の結果から教材の弱点や改善方法がフィードバックされることもほとんどなかった。

本プロジェクトで実施する現職教員研修と教員養成校研修では、この課題を克服するために、

研修教材の開発も研修の実施も、ナショナルトレーナーが担当して一貫性を持たせた。研修の実践の場である州トレーナー養成研修や教員養成校研修を通じ、研修教材を検証して改訂を加えることで、より対象者や現場の学校の状況に適した教材を完成させることも可能となった。現職教員研修はフェーズ1の研修の経験を、教員養成校研修はナショナルトレーナーが実施したカリキュラム等の教員養成校基礎調査の経験をもとに、研修教材の第1版を開発した。

このように、基礎調査、教材開発、研修実施者、教材改訂という一連の活動を同じカウンターパートが担当したことにより、現場の実情に即した質の高い教材が開発できるとともに、カウンターパートの効果的な能力開発とオーナーシップを高めることにつながった。

#### 4-3-4. カスケード型研修における質の高い印刷教材・視聴覚教材の活用

本プロジェクトで採用しているカスケード型研修は、短期間で多くの受講者を対象とすることができる利点がある一方、カスケードの下位レベルでは、トレーナーの力量により研修の質が低下していくという弱点がある。

そこでプロジェクトでは、下位レベルのトレーナーもできるだけナショナルトレーナーと同一の研修を行えるように、使用する教材に以下の工夫を講じた。

- 1) 研修内容に合わせモジュール化し、モジュールごとに研修内容の解説テキスト、指導案、パワーポイント教材、参加者用ワークシートを準備し、パッケージ化した印刷教材を用意した。これによりトレーナーの解説が不十分であっても、参加者が教材を読むことである程度の知識を得ることが可能となるようにした。
- 2) フェーズ1で構築した番組制作の技術を活かし、ナショナルトレーナーの講義ビデオ教材を作成し、DVD教材として配布した。自信のないトレーナーはそのビデオを研修で使用するほか、研修前に予習教材として活用することができる。
- 3) 自信のあるトレーナー用にパワーポイント教材の内容を収録したDVDも作成した。これによりプロジェクターがない環境でも、EQUITVを実施するテレビ機材があれば、研修を実施することが可能となる。

このようにカスケード型研修における質の確保のためには、読むだけで内容を理解できる質の高い印刷教材の開発や再生環境が整っているのであれば、DVDによる視聴覚研修教材の活用が有効である。一度EQUITVのように視聴覚研修教材を活用できる環境が整えば、新カリキュラムや学校マネジメントなど、他の内容の現職教員研修でも活用が可能となる。

#### 4-3-5. 普及後の継続のためのモニタリング

州からの報告では、2014年半ばには研修を受講し、機材・教材が配布されている小学校がNCDで100%、セントラル州では70%近くになった。しかし、2015年に学校をモニタリングしたところ、セントラル州リゴ郡では、継続している学校が2割程度、活用を開始するが途中で活用が止まっている学校が4割、まだ開始していない学校が4割もあった。NCDにおいても活用が3割、停止中が4割、開始していない学校が3割と継続して活用している学校が低い状況だった。

そこで、プロジェクトでは、郡ごとの校長会議を開催し、EQUITVの普及状況、教育省幹部のメッセージビデオ、同じ地域でEQUITVが成功している学校などを紹介し、参加者の意識改革を促した。会議終了後、州教育局と視学官、プロジェクトで学校モニタリングも行い、改善を図った。その結果、活用率は大幅に改善し、NCDでは5割、リゴ郡では8割が活用するなど活用率が向上した。このようにモニタリング活動は、EQUITVの継続に大きな影響を及ぼすため、視学官のモニタリング票にEQUITVに関する事項を盛り込むなどの働きかけをプロジェクトでは行った。

EQUITV の応用研修では、校長会議で行ったような情報共有をモジュールに入れ込んでおり、研修終了後のクラスターでは、自分たちで会議を定期的に行うように推奨している。

このように同じ地域の活用の成功例を共有することや、視学官によるモニタリング指導は、普及を継続させるうえで非常に重要といえる。

## 5. 上位目標の達成に向けての提言

プロジェクト終了後の 2016 年より「全国の小学校で EQUITV プログラムが活用される」という上位目標の達成に向けて、教育省による EQUITV の普及活動の継続・拡大が求められている。上述したプロジェクト第 1～3 年次の活動成果と、その間に直面した課題・工夫・教訓をふまえ、その上位目標の達成に向けて以下の 6 項目を提言する。

### 5-1. 全国普及計画の定期的な進捗確認・改定とそれに沿った普及活動の継続

2015 年に改定された全国普及計画に沿って、教育省とそれぞれの州によって普及活動が継続される必要がある。プロジェクト期間中もそうであったように、PNG では計画がそのとおりに進むことは期待できないため、定期的な計画の進捗確認と改定が必要になってくる。その際には普及の進んでいる州の事例を共有し、全国規模でその学びが活かせるようにすることで、普及の進んでいない州への支援にもなる。計画を実施できるか否かは、予算の確保が鍵となるため、次年度予算の計上の前にプロジェクトで実施したような全国・州普及計画改定ワークショップを毎年実施し、進捗状況を確認して計画を改定し、次年度に必要な予算を計上していくことが重要である。

### 5-2. EQUITV 普及のための財源確保

EQUITV 普及の鍵となるのはそのための財源の確保である。全国普及計画で見積もられた必要予算を確保するためには、多方面への働きかけが重要になるため、以下の活動の継続を提言する。

- (1) ELD による州政府、ローカルレベル政府、郡の国会議員への啓発活動の継続
- (2) 教育省幹部を含む EQUITV ステアリング委員会の継続実施と教育省トップマネジメントへの定期的な報告
- (3) 国家計画モニタリング省を上記の啓発活動や会議に招請
- (4) 上記活動に際する JICA 事務所の招請と必要に応じた支援依頼

### 5-3. プロジェクトにより構築したカスケード型研修システム・教材の継続利用

一連のプロジェクト活動の結果、州トレーナー養成研修⇒クラスタートレーナー養成研修⇒クラスター研修（NIST 週にて実施）という 3 段階のカスケード型研修システムは、州によりばらつきはあるものの、概ね予算が確保されれば有効に働くことが確認された。今後の教育省による研修の実施も同システムを踏襲していくことが望ましい。プロジェクト期間中に質の高い研修教材（印刷教材および DVD）が何度かの検証・改訂を経て開発されているため、それらの教材を複製・配布して活用することができる。C/P は上記の改訂作業も経験しているため、教育制度など重要な変更があった場合には ELD を中心にさらなる改訂をすることが望ましい。

### 5-4. EQUITV プログラムのモニタリング活動

プロジェクトでは、SLIP の新モニタリングシステムや EMIS へ、EQUITV に関するモニタリング項目の導入を提案してきた。諸々の事情により、現状では本格的な導入には至っていないが、プロジェクトから提案したフォーマットを活用して、教育省として EQUITV プログラムの進捗状

況をモニタリングし、ELD にフィードバックする体制の構築が望まれる。上述の定量的なデータ以外にも、ELD 職員が直接学校を訪問する定性的なモニタリングも継続して実施されることが望ましい。これらのモニタリングとそのフィードバックにより、より戦略的な普及計画を立案し実施することが可能となる。

#### 5-5. 教員養成校での EQUITV モジュールの継続使用

プロジェクトで導入された教員養成課程用の EQUITV モジュールは、教育省の認可を受けて正式なカリキュラムとなる予定である。その活用は、それぞれの教員養成校の裁量に任せられることとなるが、その促進のためにも教員教育局による教員養成校の定期的なモニタリングがなされることが望ましい。

#### 5-6. 普及レベルに応じた課題とその解決策の周知

エンドライン調査を通じ、各学校の EQUITV の使用状況と課題群（阻害要因）を整理し、直面している課題群に応じて、学校の普及レベルをレベル 0 からレベル 4 までに分類し、それぞれのレベルに応じた提言がなされた。それぞれの阻害要因とその解決策は、様々なレベルの関係者が責任を持って解決しないといけない事項である。

特に「2-2-2. 終了時評価調査」でも提言されているように、EQUITV の普及と実際の活用の間にはギャップがあり、プロジェクトが設定した 3 つの普及の条件となる 1) テレビ機材の設置、2) 教材の配布、3) 研修の実施、の後に各学校での活用を促進させる戦略が重要となってくる。つまり、プロジェクト目標の達成後、上位目標を達成するには、下表の普及レベル 1 の最後のフォローアップ活動に関する提言から、レベル 2~3 にかけての提言が重要となってくる。教育省は、研修等を通じ関係者に統一した認識が持たれるよう周知することが望ましい。

表 5-1 今後の普及に関する提言の要約

	課題	提言
レベル0	学校に電気、機材、DVD がそろっていない。	<ul style="list-style-type: none"> <li>✓ 教育省による全国普及計画と州普及計画を進捗データに合わせて改定する。</li> <li>✓ ELD は、学校が EQUITV を開始するために、EQUITV 普及に関する教育省・州・郡の誰がどの機材を供与するかなどの役割分担を明確にする。</li> </ul>
レベル1	州政府によって TV 教材が配布されていない。 配布のコストが高い。	<ul style="list-style-type: none"> <li>✓ ELD は、教材の配布状況と必要な冊数を認識する。</li> <li>✓ ELD は、配布状況を州政府と視学官に対して伝える。</li> <li>✓ ELD は、印刷教材、DVD のソフトコピーの配布を検討する。</li> </ul>
	学校が研修を受けていない。	<ul style="list-style-type: none"> <li>✓ ELD が、全ての学校が研修を確実に受けるよう州政府に対して働きかけをする。</li> <li>✓ 州政府が、地区ベース、クラスターベース、学校ベースの研修を実施し、モニタリングする。</li> <li>✓ ELD と TED が、初等教員養成学校における EQUITV モジュールの実施を強化する。</li> </ul>
	機材、教材をそろえ、研修を受けたにも関わらず、学校教員がプログラムを使用しない。	<ul style="list-style-type: none"> <li>✓ ELD、州政府、視学官が、学校に対するフォローアップ活動として啓発活動とモニタリングを行う。</li> </ul>
レベル2	学校が、以下の理由により、プログラムの使用を中断する。 <ul style="list-style-type: none"> <li>- 不安定な電気供給</li> <li>- 機材の盗難</li> <li>- 機材の私的利用、誤用</li> <li>- 機材の故障</li> </ul>	<ul style="list-style-type: none"> <li>✓ 学校が、TV プログラムに対する安定した電気供給を確保する。</li> <li>✓ 学校と関係者が、太陽光発電システムを買う。</li> <li>✓ 学校のセキュリティーシステムを強化する。</li> <li>✓ 学校が、機材管理ガイドラインや管理体制を整える。</li> <li>✓ 視学官が学校訪問時に EQUITV プログラムのモニタリングを行う。</li> <li>✓ ELD と州政府が、機材の問題に対する学校支援体制を築く。</li> </ul>
レベル3	学校が、固有の問題に直面し、プログラムの使用を中断する。	<ul style="list-style-type: none"> <li>✓ ELD が、継続使用に成功した学校の事例を他校と共有する。</li> <li>✓ 州政府、視学官、ELD が、学校をモニタリングする。</li> </ul>
	生徒用教材の不足	<ul style="list-style-type: none"> <li>✓ ELD が、生徒用教材を印刷して送付する。</li> <li>✓ ELD が、生徒用教材に代わる代替案を検討する。</li> </ul>
	内容に対する飽き	<ul style="list-style-type: none"> <li>✓ ELD が、印刷教材を改訂し教員への啓発ビデオを開発する。</li> </ul>
	DVD の価格（高額） DVD の損傷	<ul style="list-style-type: none"> <li>✓ ELD が、内容を USB や HDD へ複製することを検討する。</li> <li>✓ ELD が、将来的にネットを通じたオンデマンドプログラムを開発する。</li> </ul>
	研修を受けた教員の異動	<ul style="list-style-type: none"> <li>✓ 州政府が、州やクラスターの指導者の異動を避けるよう考慮する。</li> <li>✓ ELD が、スターター向けの研修キットを開発し提供する。</li> </ul>
	TV スクリーンの不足 TV スクリーンのサイズ小	<ul style="list-style-type: none"> <li>✓ ELD が、TV サイズや 1 教室あたりの生徒数に関して推奨例を徹底する。</li> </ul>
	教師の欠席・休養	<ul style="list-style-type: none"> <li>✓ 学校運営組織が、教師の不在中に TV プログラムが継続して行われるよう調整する。</li> </ul>
	TV ルームに対する適切な建物が無い。	<ul style="list-style-type: none"> <li>✓ 通常クラスにおいてプログラムを使用する。</li> <li>✓ ELD が、適切な TV ルームに関するガイドラインを学校に対して提供する。</li> </ul>

	課題	提言
レベル 4	ほぼ全ての教員が、EQUITVプログラムのインパクトと便益について認識する。	<p>教員が継続的にプログラムの便益を認識して士気を高め、プログラムを楽しむことを目標として、以下の活動を提言する。</p> <ul style="list-style-type: none"> <li>✓ ELD が、教員の興味とニーズに基づき、プログラムの開発と支援を行う。</li> <li>✓ ELD が、プログラムに関する更新と情報共有のため、ニュースレターを配布する。</li> <li>✓ ELD が、地区レベルで啓発ミーティングを行う。</li> <li>✓ プログラムのモニタリングと監視を組織化する。</li> <li>✓ ELD が、全国で最もよい TV 利用学校を決める。</li> <li>✓ ELD とカリキュラム開発部が、協働してプログラム・教材をシラバスに沿って開発する。</li> <li>✓ ELD が、教師・生徒のレベルや環境に応じて学習指導方法を柔軟に選択できるよう、様々な手法を紹介する。</li> <li>✓ ELD が、EQUITV プラットフォームを利用し、遠隔モードを通じた部局への研修を実施する。</li> </ul>

#### 5-7. e-ラーニング局 (ELD) の組織強化

NEMC は ELD となり職員のポスト数は増加したものの、いまだ空席もある。上記のような提言を実施していくためには、引き続き職員のリクルートを進め、普及活動を実施するに十分な職員数の確保が望まれる。新規職人に対しては、プロジェクト C/P を務めた職員からトレーニングを行い、その能力強化をしていくことも必要となる。

添付資料

**添付資料 1. PDM・PO の変遷(フェーズ 1、フェーズ 2)**



## 添付資料1 プロジェクトデザインマトリックス(Phase1\_Ver1)

Project Title	Project for Enhancing Quality in Teaching through TV Program (“EQUITV Project”)		
Project period(provisional)	July, 2005 - March, 2008 (about 3 years)		
Target Beneficiaries	Students and Teachers in the Project Primary Schools in Bougainville and East Sepik Province		
Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p>&lt;Super Goal&gt; Quality of classroom teaching is improved in the primary schools in the country through distance education utilizing TV program.</p>	<ol style="list-style-type: none"> <li>1. Increase of the number of primary school students who took lessons utilizing TV program (TV lessons) <u>in the country</u></li> <li>2. Increase of the number primary school teachers who gave TV lessons in the country</li> <li>3. Positive change of teachers and students</li> </ol>	<ul style="list-style-type: none"> <li>• Records in DOE based on reports from provincial education offices</li> <li>• Report on monitoring produced by DOE monitoring team in charge</li> <li>• Achievement test of students</li> </ul>	<p>Priority on basic education in long-term socio-economic development strategy of PNG will not change</p>
<p>&lt;Overall Goal&gt; Quality of classroom teaching is improved in the primary schools of the project provinces through distance education utilizing TV program.</p>	<ol style="list-style-type: none"> <li>1. Increase of the number of primary school students who took TV lessons <u>in the project provinces</u></li> <li>2. Increase of the number of primary school teachers who gave TV lessons <u>in the project provinces</u></li> <li>3. Positive change of teachers and students</li> </ol>	<ul style="list-style-type: none"> <li>• Statistical records of provincial education offices</li> <li>• Report on monitoring produced by DOE monitoring team in charge</li> <li>• Achievement test of students</li> </ul>	<p>Priority on basic education in long-term socio-economic development strategy of PNG will not change</p>
<p>&lt;Project Purpose&gt; Quality of classroom teaching is improved in the project schools through the appropriate use/application/ introduction and regular delivery of distance education utilizing TV program.</p>	<ol style="list-style-type: none"> <li>1. Increase of the number of primary school students who took TV lessons <u>in the project schools</u> of the provinces</li> <li>2. Increase of the number of primary school teachers who gave TV lessons <u>in the project schools</u> of the provinces</li> <li>3. Positive change of the project school teachers (knowledge on the teaching subject / teaching skills / classroom organization)</li> <li>4. Positive change of the project school students (academic understanding and achievement / attitudes and behavior)</li> </ol>	<ul style="list-style-type: none"> <li>• Statistical records of provincial education offices</li> <li>• Report on monitoring and evaluation results</li> <li>• Base line and post-impact study reports</li> <li>• achievement test of students</li> </ul>	<ol style="list-style-type: none"> <li>1. DOE continue the support to distance education through use of media as appropriate means in the Education Reform</li> <li>2. Provincial education offices take initiative to expand the appropriate use/application/ introduction and regular delivery of distance education utilizing televised broadcasting in the provinces</li> </ol>

<p>&lt;Outputs&gt;</p> <p>1. TV-lessons of high quality for students are regularly broadcasted</p>	<ol style="list-style-type: none"> <li>1. Production and transmission of TV lesson programs</li> <li>2. Improvement of capacity of DOE, NEMC and PNCEI for educational TV program production and management</li> <li>3. Improvement of knowledge and skill of the model teachers</li> </ol>	<ul style="list-style-type: none"> <li>• Records of TV-lesson production and transmission</li> <li>• Report on monitoring and evaluation on the training</li> </ul>	<ol style="list-style-type: none"> <li>1. The EM TV's policy to provide free transmission time for the educational programs will not change</li> <li>2. Teachers of model &amp; project primary schools who are in charge of this project do not change within a short period</li> <li>3. The public peace in the project provinces is maintained</li> </ol>
<p>2. Teaching methods of teachers in charge of the TV- lesson class in the project schools is improved</p>	<ol style="list-style-type: none"> <li>1. Production and distribution of guidebooks for project schools</li> <li>2. Production and transmission of TV lesson programs for teacher training</li> <li>3. Improvement of knowledge and skill of the model teachers</li> <li>4. Improvement of capacity of inspectors for monitoring</li> <li>5. Increase of the number of monitoring</li> </ol>	<ul style="list-style-type: none"> <li>• Records of production and distribution of guidebooks</li> <li>• Records of production and transmission of TV programs for teacher training</li> <li>• Records of training</li> <li>• Report on monitoring and evaluation</li> </ul>	
<p>3. Environment for regularly receiving the TV-lessons and teacher-training programs is enhanced</p>	<ol style="list-style-type: none"> <li>1. Proper installment of TV receiving equipment</li> <li>2. Increase of assistance for project schools by community people</li> <li>3. Proper maintenance of TV sets</li> <li>4. Improvement and increase of the number of monitoring of inspectors of provincial education offices</li> </ol>	<ul style="list-style-type: none"> <li>• Procurement &amp; distribution records of TV receiving equipment</li> <li>• Records of training and activities to raise community and family awareness</li> <li>• Records of community participation</li> <li>• Report on monitoring and evaluation</li> </ul>	
<p>4. Feasibility of expanding distance education utilizing TV Program is examined</p>	<ol style="list-style-type: none"> <li>1. Submission of the feasibility study report on nationwide expansion of TV lessons</li> <li>2. Submission of the feasibility study report on developing a teacher-training program through distance education utilizing TV program</li> </ol>	<ul style="list-style-type: none"> <li>• The feasibility study report on nationwide expansion of TV lessons</li> <li>• The feasibility study report on developing a teacher-training program through distance education utilizing TV program</li> <li>• Base line and post-impact study reports</li> </ul>	

<p>&lt;Activities&gt;</p> <p>1-1 Organize trainings for staff of NEMC, CDD/DOE and PNGEI, on educational TV program production and management</p> <p>1-2 Organize trainings for Model teachers at the model primary schools on effective classroom teaching</p> <p>1-3 Produce TV-lessons program (science for G6 &amp; G8 and math for G7&amp; G8)</p>	<p>&lt;Inputs&gt;</p> <p><u>PNG Side:</u></p> <p>(1)Assignment of counterpart personnel (include full time staff)</p> <p>(2)Assignment of administrative personnel</p> <p>(3)Availability of NEMC facilities and staff for project operation</p> <p>(4)Expenses necessary for the implementation of the project (personal expenses, travel expenses, allowances and accommodation for PNG counterpart personnel)</p> <p>(5)Expenses necessary for maintenance and security measures for TV receiving equipment in project schools</p>	<p>&lt;Inputs&gt;</p> <p><u>Japanese Side:</u></p> <p>(1)Dispatch of experts</p> <p>a)chief adviser (Japanese side project manager)</p> <p>b)education TV program production</p> <p>c)mathematics</p> <p>d)science</p> <p>e)teachers' training on teaching methods</p> <p>f)monitoring &amp; evaluation</p> <p>g)school management</p> <p>h)audio visual equipment maintenance</p> <p>(2)Training of counterpart personnel in Japan and/or third country</p> <p>(3)Provision of equipment</p>	<p>&lt;Preconditions&gt;</p> <p>1. Financial support, staffing and other service in kind for execution of this project from DOE maintain present level of operation or more</p> <p>2. Model classroom with sufficient facility are always available for the TV program production and other project purposes</p> <p>3. The project schools prepare generators for TV sets</p>
<p>2-1 Produce and distribute a guidebook for the project schools</p> <p>2-2 Produce TV programs for teacher training</p> <p>2-3 Organize trainings for the project school teachers utilizing TV-lesson program</p> <p>2-4 Organize trainings for inspectors and monitoring team members on monitoring of TV-lesson classes</p> <p>2-5 Undertake monitoring of TV-lesson classes</p>			
<p>3-1 Procure and provide TV monitors, antennas and anti-theft TV cages to the project schools</p> <p>3-2 Organize activities to raise awareness of community and family members of the project schools on the importance of education</p> <p>3-3 Organize trainings for inspectors and maintenance team members on monitoring of maintenance of TV sets</p> <p>3-4 Organize training on monitoring of maintenance of TV sets</p> <p>3-5 Undertake monitoring of maintenance of TV sets</p>			
<p>4-1 Conduct a baseline survey</p> <p>4-2 Study the feasibility of developing a teacher-training program through distance education utilizing TV program</p> <p>4-3 Plan and organize activities to encourage schools and community in areas without TV sets to start TV lessons</p> <p>4-4 Hold Monitoring and Evaluation Seminars</p> <p>4-5 Conduct a post-project impact study</p>			



## 添付資料1 プロジェクトデザインマトリックス(Phase1\_Ver2)

Project Title	Project for Enhancing Quality in Teaching through TV Program (“EQUITV Project”)		
Project period(provisional)	July, 2005 – November, 2008 (about 3 and half years)		
Target Beneficiaries	Students and Teachers in the Project Primary Schools in Bougainville and East Sepik Province		
Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p>&lt;Super Goal&gt; Quality of classroom teaching is improved in the primary schools in the country through distance education utilizing TV program.</p>	<ol style="list-style-type: none"> <li>Increase of the number of primary school students who took lessons utilizing TV program (TV lessons) <u>in the country</u></li> <li>Increase of the number primary school teachers who gave TV lessons in the country</li> <li>Positive change of teachers and students</li> </ol>	<ul style="list-style-type: none"> <li>Records in DOE based on reports from provincial education offices</li> <li>Report on monitoring produced by DOE monitoring team in charge</li> <li>Achievement test of students</li> </ul>	Priority on basic education in long-term socio-economic development strategy of PNG will not change
<p>&lt;Overall Goal&gt; Quality of classroom teaching is improved in the primary schools of the project provinces through distance education utilizing TV program.</p>	<ol style="list-style-type: none"> <li>Increase of the number of primary school students who took TV lessons <u>in the project provinces</u></li> <li>Increase of the number of primary school teachers who gave TV lessons <u>in the project provinces</u></li> <li>Positive change of teachers and students</li> </ol>	<ul style="list-style-type: none"> <li>Statistical records of provincial education offices</li> <li>Report on monitoring produced by DOE monitoring team in charge</li> <li>Achievement test of students</li> </ul>	Priority on basic education in long-term socio-economic development strategy of PNG will not change
<p>&lt;Project Purpose&gt; Quality of classroom teaching is improved in the project schools through the appropriate use/application/ introduction and regular delivery of distance education utilizing TV program.</p>	<ol style="list-style-type: none"> <li>Increase of the number of primary school students who took TV lessons <u>in the project schools</u> of the provinces</li> <li>Increase of the number of primary school teachers who gave TV lessons <u>in the project schools</u> of the provinces</li> <li>Positive change of the project school teachers (knowledge on the teaching subject / teaching skills / classroom organization)</li> <li>Positive change of the project school students (academic understanding and achievement / attitudes and behavior)</li> </ol>	<ul style="list-style-type: none"> <li>Statistical records of provincial education offices</li> <li>Report on monitoring and evaluation results</li> <li>Base line and post-impact study reports</li> <li>achievement test of students</li> </ul>	<ol style="list-style-type: none"> <li>DOE continue the support to distance education through use of media as appropriate means in the Education Reform</li> <li>Provincial education offices take initiative to expand the appropriate use/application/ introduction and regular delivery of distance education utilizing televised broadcasting in the provinces</li> </ol>

<p>&lt;Outputs&gt; 1. TV-lessons of high quality for students are regularly broadcasted</p>	<ol style="list-style-type: none"> <li>1. Production and transmission of TV lesson programs</li> <li>2. Improvement of capacity of DOE, NEMC and PNGEI for educational TV program production and management</li> <li>3. Improvement of knowledge and skill of the model teachers</li> <li>4. Produce Manuals and Guidelines of a series of activities for counterparts</li> </ol>	<ul style="list-style-type: none"> <li>• Records of TV-lesson production and transmission</li> <li>• Report on monitoring and evaluation on the training</li> </ul>	<ol style="list-style-type: none"> <li>1. The EM TV's policy to provide free transmission time for the educational programs will not change</li> <li>2. Teachers of model &amp; project primary schools who are in charge of this project do not change within a short period</li> <li>3. The public peace in the project provinces is maintained</li> </ol>
<p>2. Teaching methods of teachers in charge of the TV- lesson class in the project schools is improved</p>	<ol style="list-style-type: none"> <li>1. Production and distribution of guidebooks for project schools</li> <li>2. Production and transmission of TV lesson programs for teacher training</li> <li>3. Improvement of knowledge and skill of the receiving teachers</li> <li>4. Improvement of capacity of inspectors for monitoring</li> <li>5. Conduct planned number of monitoring</li> </ol>	<ul style="list-style-type: none"> <li>• Records of production and distribution of guidebooks</li> <li>• Records of production and transmission of TV programs for teacher training</li> <li>• Records of training</li> <li>• Report on monitoring and evaluation</li> </ul>	
<p>3. Environment for regularly receiving the TV-lessons and teacher-training programs is enhanced</p>	<ol style="list-style-type: none"> <li>1. Proper installment of TV receiving equipment</li> <li>2. Increase of assistance for project schools by community people</li> <li>3. Proper maintenance of TV sets</li> <li>4. Improvement and increase of the number of monitoring of inspectors of provincial education offices</li> </ol>	<ul style="list-style-type: none"> <li>• Procurement &amp; distribution records of TV receiving equipment</li> <li>• Records of training and activities to raise community and family awareness</li> <li>• Records of community participation</li> <li>• Report on monitoring and evaluation</li> </ul>	
<p>4. Feasibility of expanding distance education utilizing TV Program is examined</p>	<ol style="list-style-type: none"> <li>1. Submission of the feasibility study report on nationwide expansion of TV lessons</li> <li>2. Submission of the report on developing a teacher-training program (DEPI) through distance education utilizing TV program</li> </ol>	<ul style="list-style-type: none"> <li>• The feasibility study report on nationwide expansion of TV lessons</li> <li>• The feasibility study report on developing a teacher-training program through distance education utilizing TV program</li> <li>• Base line and post-impact study reports</li> </ul>	

<p>&lt;Activities&gt;</p> <p>1-1 Organize trainings for staff of NEMC, CDD/DOE and PNGEI, on educational TV program production and management</p> <p>1-2 Organize trainings for Model teachers at the model primary schools on effective classroom teaching</p> <p>1-3 Produce TV-lessons program (science and math for G7&amp; G8)</p> <p>1-4 Revise the produced TV-lesson programs (science and math for G8)</p> <p>1-5 Systemize a series of the project activities</p>	<p>&lt;Inputs&gt;</p> <p><u>PNG Side:</u></p> <p>(1)Assignment of counterpart personnel (include full time staff)</p> <p>(2)Assignment of administrative personnel</p> <p>(3)Availability of NEMC facilities and staff for project operation</p> <p>(4)Expenses necessary for the implementation of the project (personal expenses, travel expenses, allowances and accommodation for PNG counterpart personnel)</p> <p>(5)Expenses necessary for maintenance and security measures for TV receiving equipment in project schools</p>	<p>&lt;Inputs&gt;</p> <p><u>Japanese Side:</u></p> <p>(1)Dispatch of experts</p> <p>a)chief adviser (Japanese side project manager)</p> <p>b)education TV program production</p> <p>c)mathematics</p> <p>d)science</p> <p>e)teachers' training on teaching methods</p> <p>f)monitoring &amp; evaluation</p> <p>g)school management</p> <p>h)audio visual equipment maintenance</p> <p>(2)Training of counterpart personnel in Japan and/or third country</p> <p>(3)Provision of equipment</p>	<p>&lt;Preconditions&gt;</p> <p>1. Financial support, staffing and other service in kind for execution of this project from DOE maintain present level of operation or more</p> <p>2. Model classroom with sufficient facility are always available for the TV program production and other project purposes</p> <p>3. The project schools prepare generators for TV sets</p>
<p>2-1 Produce and distribute a guidebook for the project schools</p> <p>2-2 Produce TV programs for teacher training</p> <p>2-3 Organize trainings for the project school teachers utilizing TV-lesson program</p> <p>2-4 Organize trainings for inspectors and monitoring team members on monitoring of TV-lesson classes</p> <p>2-5 Undertake monitoring of TV-lesson classes</p>			
<p>3-1 Procure and provide TV monitors, antennas and anti-theft TV cages to the project schools</p> <p>3-2 Organize activities to raise awareness of community and family members of the project schools on the importance of education</p> <p>3-3 Organize trainings for inspectors and maintenance team members on monitoring of maintenance of TV sets</p> <p>3-4 Organize training on monitoring of maintenance of TV sets</p> <p>3-5 Undertake monitoring of maintenance of TV sets</p>			

4-1 Conduct a baseline survey			
4-2 Submit the report on developing a teacher-training program through distance education utilizing TV program (DEPI)			
4-3 Plan and organize activities to encourage schools and community in areas without TV sets to start TV lessons			
4-4 Hold Monitoring and Evaluation Seminars			
4-5 Conduct a post-project impact study			





**Proposed Project Title:** Project for Enhancing Access and Capacity of EQUITV program (EQUITV Phase 2)

**C/P Organization:** Department of Education, Curriculum Development and Assessment Division, Teacher Education Division, Standard and Guidance Division and Policy, Planning & Research Division and Provincial education offices in the provinces

**Target Areas:** NIG region (Bougainville, East New Britain, Manus, New Ireland and West New Britain provinces), Momase Region (East Sepik, Madang, Morobe and Sandaun provinces), Highlands Region (Western Highlands province) and Southern Region (NCD and Central province)

**Project Period** (Provisional): April 2012 – December 2015 (3years and 9months)

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p><u>Super Goal</u> Quality of classroom teaching is improved at primary schools in Papua New Guinea.</p>	<p>Increased number of G8 students who are eligible through the Basic Education Examination to enter secondary schools</p>	<p>Results of the Basic Education Examination</p>	<p>Priority on basic education in long-term socio-economic development strategy of PNG does not change.</p>
<p><u>Overall Goal</u> EQUITV program is utilized at primary schools nationwide.</p>	<p>Rate of primary schools utilizing EQUITV program nationwide</p>	<p>Monitoring/progress reports of the national dissemination plan</p>	<p>Priority on basic education in long-term socio-economic development strategy of PNG does not change.</p>
<p><u>Project Purpose</u> The system for disseminating EQUITV program at primary schools nationwide is strengthened.</p>	<p>1 The national dissemination plan of EQUITV program is authorized by DoE so as to promote UBE plan and NEMP. 2 The meeting of the EQUITV Management Committee composed of CDAD, TED, SGD, and PPRD is held at least twice per quarter. 3 The achieved rate of schools utilizing EQUITV program according to the national dissemination plan</p>	<p>1 Decree of DoE 2 Records of meetings 3 Monitoring/progress reports of the national dissemination plan</p>	<p>DoE continues placing value on the nationwide dissemination of EQUITV program in line with UBE Plan and NEMP</p>
<p><u>Outputs</u> 1. Capacity of managing and disseminating EQUITV program at central, regional and provincial levels is strengthened.  2. Primary school teachers utilize EQUITV program in classroom teaching in the target provinces.  3. Students at teachers colleges are familiarized with how to utilize EQUITV program in classroom teaching.</p>	<p>1-1 The national dissemination plan of EQUITV program is developed in line with UBE plan and NEMP. 1-2 The regional and provincial dissemination plans of EQUITV program are developed in the target regions and provinces. 1-3 Training modules of EQUITV program are developed. 1-4 The Regional Consultative Meeting (RCM) and Senior Education Officers Conference (SEOC) discuss the dissemination of EQUITV program on a quarterly and yearly basis respectively. 1-5 Training for regional and provincial trainers is organized at least twice in each target province.  2-1 XX% of primary schools receive training on EQUITV program in the target provinces. 2-2 XX% of G6-7-8 teachers receive training on EQUITV program in the target provinces. 2-3 XX% of primary schools start fundraising for EQUITV program in the target provinces. 2-4 XX% of primary schools utilize EQUITV program in the target provinces.  3-1 At least 2 lectures in each teachers college in the target provinces become provincial trainers. 3-2 XX% of teachers colleges in the target provinces introduce EQUITV program in the existing courses. 3-3 Approximately XX students acquainted with EQUITV program graduate from teachers colleges in the target provinces every year.</p>	<p>1-1 The national dissemination plan 1-2 The regional and provincial dissemination plans 1-3 Training modules of EQUITV program 1-4 Records of meetings 1-5 Training reports  2-1 Monitoring/progress reports of the national dissemination plan 2-2 Ditto 2-3 Ditto 2-4 Ditto 3-1 Training reports 3-2 Reports from teachers colleges 3-3 Education Management Information System (EMIS)</p>	<p>- Sufficient personnel are assigned at each level according to the national dissemination plan. - Sufficient budgets are allocated at each level according to the national dissemination plan.</p>
<p><u>Activities</u></p>	<p><u>Inputs</u></p>		

<p>1-1 Build up the EQUITV Management Committee and sub-committees</p> <p>1-2 Review the existing EQUITV science and mathematics materials for G6-7-8</p> <p>1-3 Conduct a series of workshops for developing the national dissemination plan of EQUITV program</p> <p>1-4 Conduct a series of workshops for developing the regional and provincial dissemination plans of EQUITV program</p> <p>1-5 Conduct a series of workshops for developing training modules of EQUITV program</p> <p>1-6 Conduct training for fostering national trainers*1</p> <p>1-7 Conduct training for fostering regional and provincial trainers*2</p> <p>1-8 Collect and examine monitoring reports from regional and provincial education offices</p> <p>2-1 Conduct advocacy activities on EQUITV program in the target provinces</p> <p>2-2 Introduce EQUITV program in National In-Service Training (NIST) in the provinces</p> <p>2-3 Select pilot clusters and pilot schools equipped with receiving apparatus in the five target provinces*3</p> <p>2-4 Conduct training for fostering cluster trainers from pilot schools in the five provinces</p> <p>2-5 Conduct management training of EQUITV program for school administration staff and BOM members*4 in the pilot clusters</p> <p>2-6 Conduct utilization training of EQUITV program for G6-7-8 teachers in the pilot clusters</p> <p>3-1 Delineate and outlook for integrating EQUITV program in the pre-service curriculum</p> <p>3-2 Prepare instructional materials on EQUITV program for teachers colleges</p> <p>3-3 Conduct training for principals and lectures at teachers colleges in the target provinces</p> <p>3-4 Organize nationwide seminars on EQUITV program for all teachers colleges</p>	<p><u>PNG side</u></p> <ul style="list-style-type: none"> <li>➤ Assignment of counterpart personnel</li> <li>➤ Provision of the Project office and utility in DoE</li> <li>➤ Bearing of expenses necessary for; <ul style="list-style-type: none"> <li>- Implementing the project activities such as training and monitoring (travel expenses, allowance and accommodation for PNG counterpart personnel and participants)</li> <li>- Maintaining and keeping in safety equipment procured by the Project</li> <li>- Duplicating DVDs and printing materials such as teacher resource books and student workbooks of science and mathematics for G6-7-8</li> </ul> </li> </ul> <p><u>Japanese Side</u></p> <ul style="list-style-type: none"> <li>➤ Dispatch of experts of; <ul style="list-style-type: none"> <li>- Project leader/Distance education management</li> <li>- Mathematics education</li> <li>- Science education</li> <li>- Dissemination plan</li> <li>- In-service and pre-service training</li> <li>- Advocacy</li> <li>- Monitoring</li> <li>- Coordinator</li> </ul> </li> <li>➤ Counterpart Training in Japan and/or a third county</li> <li>➤ Provision of equipment necessary for the implementation of the Project</li> <li>➤ Bearing of expenses necessary for; <ul style="list-style-type: none"> <li>- Conducting baseline and endline surveys</li> <li>- Conducting training for fostering national and provincial trainers in the target provinces</li> <li>- Conducting training for principals and lectures at teachers colleges in the target provinces</li> <li>- Printing and delivering training materials to the target provinces</li> </ul> </li> </ul> <p>Note:</p> <p>*1 National trainers are members of the EQUITV Management Committee and sub-committees, teacher development officers of TED, and model teachers.</p> <p>*2 Provincial trainers are Standard Officers of SGD, lectures of teachers colleges, officers of provincial education offices, and selected teachers. In the regions aiming to disseminate EQUITV program within a region, provincial trainers become regional trainers.</p> <p>*3 The five target provinces are East Sepik Province in Momase region, Autonomous Region of Bougainville in NGI region, Western Highlands Province in Highlands region, and NCD and Central Province in Southern region.</p> <p>*4 BOM consists of representatives of community, school, church, and so on.</p> <p>*5 The specific figures of percentages in the objectively verifiable indicators will be set based on the dissemination plans.</p>	<ul style="list-style-type: none"> <li>- PNG does not fall into social, economic and political unrest.</li> <li>- Security condition is maintained in the target provinces.</li> <li>- There is no drastic change of personnel in the EQUITV Management Committee.</li> <li>- DoE secure sufficient budgets for school fees subsidies according to the abolition of school fees in primary education.</li> </ul> <p><u>Preconditions</u></p> <p>DoE is strongly committed to the nationwide dissemination of EQUITV program</p>
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添付資料1 Plan of Operation 201202Ver

Activity	2012												2013												2014												2015												Responsible person
	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12				
<b>1. 中央、地域・州レベルにおいて、EQUITVプログラムの運用・普及に係る能力が強化される。</b>																																																	
1-1	EQUITVステアリング委員会及び小委員会を組織し、強化する																																																DoE/ EQUITV Steering Committee
1-2	6-7-8学年の理科・算数に関する既存のEQUITV教材(教師用リソースブック、生徒用ワークブック)のレビューを行う																																																Curriculum Sub-Committee
1-3	EQUITVプログラムの全国普及計画を開発するためのワークショップを実施する																																																Steering Committee/ Management Committee
1-4	EQUITVプログラムの地域普及計画及び州普及計画を開発するためのワークショップを実施する																																																Steering Committee/ Management Committee
1-5	EQUITVプログラムに関する各種研修モジュールを開発するためのワークショップを実施する																																																In-service sub-committee
1-6	ナショナルトレーナーの養成研修を実施する																																																In-service sub-committee
1-7	地域トレーナー及び州トレーナーの養成研修を実施する																																																National Trainers/ Provincial Education Office
1-8	地域教育事務所及び州教育局からのモニタリング報告書を受領・精査する																																																Monitoring sub-committee
<b>2. 対象州の小学校の授業において、EQUITVプログラムが活用される。</b>																																																	
2-1	対象州においてEQUITVプログラムの啓発活動を実施する																																																Awareness and Advocacy sub-committee
2-2	州単位で行われる国家現職教員研修(NIST)の中にEQUITVプログラムの紹介を組み込む																																																In-service sub-committee
2-3	重点州において、受像機を有する学校があるクラスターの中から、パイロットクラスターを選定する																																																In-service/Equipment sub-Committee
2-4	重点州のパイロットクラスターにおいて、クラスター内の学校において、クラスター内でのパイロットクラスターにおいて、クラスター内の学校の校長及びBOM委員に対するEQUITVプログラム活用研修を実施する																																																Provincial Trainers
2-5	パイロットクラスターにおいて、クラスター内の学校の校長及びBOM委員に対するEQUITVプログラム活用研修を実施する																																																Cluster Trainers
2-6	パイロットクラスターにおいて、クラスター内の6-7-8年生の教員に対するEQUITVプログラム活用研修を実施する																																																Cluster Trainers
<b>3. 教員養成校において、EQUITVプログラムの活用方法が学生に周知される。</b>																																																	
3-1	教員養成課程にEQUITVプログラムを統合する計画を作る																																																Pre-service sub-committee
3-2	教員養成校用のEQUITVプログラムの教材を作成する																																																Pre-service sub-committee
3-3	対象州の教員養成校の校長及び教官に対する研修を実施する																																																Pre-service sub-committee
3-4	すべての教員養成校向けにEQUITVプログラムの全国セミナーを開催する																																																Pre-service sub-committee

添付資料 1 プロジェクトデザインマトリックス (PDM\_201305Ver)

**Proposed Project Title:** Project for Enhancing Access and Capacity of EQUITV program (EQUITV Phase 2)

**C/P Organization:** Department of Education, Curriculum Development and Assessment Division, Teacher Education Division, Standard and Guidance Division and Policy, Planning & Research Division and Provincial education offices in the provinces

**Target Areas:** NGI region (Bougainville, East New Britain, Manus, New Ireland and West New Britain provinces), Momase Region (East Sepik, Madang, Morobe and Sandaun provinces), Highlands Region (Western Highlands province) and Southern Region (NCD and Central province)

**Project Period (Provisional):** April 2012 - December 2015 (3 years and 9 months)

(As of 9<sup>th</sup> May, 2013)

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p><u>Super Goal</u> Quality of classroom teaching is improved at primary schools in Papua New Guinea.</p>	<p>Increased number of G8 students who are eligible through the Basic Education Examination to enter secondary schools</p>	<p>Results of the Basic Education Examination</p>	<p>Priority on basic education in long-term socio-economic development strategy of PNG does not change.</p>
<p><u>Overall Goal</u> The EQUITV program is utilized at primary schools nationwide.</p>	<p>Rate of primary schools utilizing the EQUITV program nationwide</p>	<p>Monitoring/progress reports of the national dissemination plan</p>	<p>Priority on basic education in long-term socio-economic development strategy of PNG does not change.</p>
<p><u>Project Purpose</u> The system for disseminating the EQUITV program at primary schools nationwide is strengthened.</p>	<p>1 The national dissemination plan of the EQUITV program is authorized by DoE so as to promote UBE plan and NEMP. 2 The meeting of the EQUITV Steering Committee composed of CDAD, TED, SGD and PPRD is held at least once per quarter. 3 The improved rate of schools utilizing the EQUITV program based on the national dissemination plan</p>	<p>1 Decree of DoE 2 Records of meetings 3 Monitoring/progress reports of the national dissemination plan</p>	<p>DoE continues placing value on the nationwide dissemination of the EQUITV program in line with UBE Plan and NEMP.</p>
<p><u>Outputs</u> 1. Capacity of managing and disseminating the EQUITV program at central, regional and provincial levels is strengthened.  2. Primary school teachers utilize the EQUITV program in classroom teaching in the target provinces.</p>	<p>1-1 The national dissemination plan of the EQUITV program is developed in line with UBE plan and NEMP. 1-2 The regional and provincial dissemination plans of the EQUITV program are developed in the target regions and provinces. 1-3 Training modules of the EQUITV program are developed. -Trainers' manual (for basic and advanced training) -Teachers' and BOM (Board of Management) manual (for basic and advanced training) -Training modules for NIST 1-4 The dissemination of the EQUITV program is discussed on Regional Consultative Meeting (RCM) and Senior Education Officers Conference (SEOC). 1-5 Training for provincial trainers is organized at least twice in each target province. 2-1 80% of primary schools receive training on the EQUITV program in the target provinces. 2-2 50% of primary schools utilize the EQUITV program in the target provinces. 2-3 50% of primary schools ensure the maintenance budget for the EQUITV program.</p>	<p>1-1 The national dissemination plan 1-2 The regional and provincial dissemination plans 1-3 Training modules of the EQUITV program 1-4 Records of meetings 1-5 Training reports  2-1 Monitoring/progress reports of the national dissemination plan 2-2 Ditto 2-3 Ditto 2-4 Ditto</p>	<p>- Sufficient personnel are assigned at each level according to the national dissemination plan. - Sufficient budgets are allocated at each level according to the national dissemination plan.</p>

<p>3. Students at teachers colleges are familiarized with how to utilize the EQUITV program in classroom teaching.</p>	<p>3-1 At least 1 lecturer in each teachers college in the target provinces participate in training for provincial trainers.  3-2 At least 7 teachers colleges in the target provinces introduce the EQUITV program in the existing courses.  3-3 More than 1,700 student-teachers acquainted with the EQUITV program graduate from teachers colleges in the target provinces every year.</p>	<p>3-1 Training reports  3-2 Reports from teachers colleges  3-3 Records of teachers colleges</p>	
<p><u>Activities</u></p> <p>1-1 Build up the EQUITV Management Committee and sub-committees  1-2 Review the existing EQUITV science and mathematics materials for G6-7-8  1-3 Conduct a series of workshops for developing the national dissemination plan of the EQUITV program  1-4 Conduct a series of workshops for developing the regional and provincial dissemination plans of the EQUITV program  1-5 Conduct a series of workshops for developing training modules of the EQUITV program  1-6 Conduct training for fostering national trainers*1  1-7 Conduct training for fostering regional and provincial trainers*2  1-8 Collect and examine monitoring reports from regional and provincial education offices</p> <p>2-1 Conduct advocacy activities on the EQUITV program in the target provinces  2-2 Introduce the EQUITV program in National In-Service Training (NIST) in the provinces  2-3 Select pilot clusters and pilot schools equipped with receiving apparatus in the five provinces*3  2-4 Conduct training for fostering cluster trainers from pilot schools in the five provinces  2-5 Conduct management training of the EQUITV program for school administration staff and BOM members*4 in the pilot clusters  2-6 Conduct utilization training of the EQUITV program for G6-7-8 teachers in the pilot clusters</p> <p>3-1 Delineate an outlook for integrating the EQUITV program in the pre-service curriculum  3-2 Prepare instructional materials on the EQUITV program for teachers colleges  3-3 Conduct training for principals and lecturers at teachers colleges in the target provinces  3-4 Organize nationwide seminars on the EQUITV program for all teachers colleges</p>	<p><u>Inputs</u></p> <p><u>PNG Side</u></p> <ul style="list-style-type: none"> <li>➤ Assignment of counterpart personnel</li> <li>➤ Provision of the Project office and utility in DoE</li> <li>➤ Bearing of expenses necessary for; <ul style="list-style-type: none"> <li>- implementing the project activities such as training and monitoring (travel expenses, allowance and accommodation for PNG counterpart personnel and participants)</li> <li>- maintaining and keeping in safety equipment procured by the Project</li> <li>- duplicating DVDs and printing materials such as teacher resource books and student workbooks of science and mathematics for G6-7-8</li> </ul> </li> </ul> <p><u>Japanese Side</u></p> <ul style="list-style-type: none"> <li>➤ Dispatch of experts of; <ul style="list-style-type: none"> <li>- Project leader/Distance education management</li> <li>- Mathematics education</li> <li>- Science education</li> <li>- Dissemination plan</li> <li>- In-service and pre-service training</li> <li>- Advocacy</li> <li>- Monitoring</li> <li>- Coordinator</li> </ul> </li> <li>➤ Counterpart Training in Japan and/or a third country</li> <li>➤ Provision of equipment necessary for the implementation of the Project</li> <li>➤ Bearing of expenses necessary for; <ul style="list-style-type: none"> <li>- conducting baseline and endline surveys</li> <li>- conducting training for fostering national and provincial trainers in the target provinces</li> <li>- conducting training for principals and lecturers at teachers colleges in the target provinces</li> <li>- printing and delivering training materials to the target provinces</li> </ul> </li> </ul> <p>Note:  *1 National trainers are members of the EQUITV Management Committee and sub-committees, teacher development officers of TED, and model teachers.  *2 Provincial trainers are standards officers of SGD, lecturers of teachers colleges, officers of provincial education offices, selected teachers, etc. In the regions aiming to disseminate the EQUITV program within a region, provincial trainers become regional trainer.  *3 The five provinces are East Sepik province in Momase region, Bougainville province in NGI region, West Highlands Province in Highlands region, and NCD and Central provinces in Southern region.  *4 BOM consists of representatives of community, school, church, women and students.  *5 The specific figures of percentages in the objectively verifiable indicators will be set based on the dissemination plans.</p>		<p>- PNG does not fall into social, economic and political unrest.  - Security condition is maintained in the target provinces.  - There is no drastic change of personnel in the EQUITV Management Committee.  - DoE secure sufficient budgets for school fees subsidies according to the abolition of school fees in primary education.</p> <p><u>Preconditions</u>  DoE is strongly committed to the nationwide dissemination of the EQUITV program.</p>

添付資料1 Plan of Operation 201305Ver

Activity	2012												2013												2014												2015												Responsible person
	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12				
<b>1. 中央、地域・州レベルにおいて、EQUITVプログラムの運用・普及に係る能力が強化される。</b>																																																	
1-1	EQUITVステアリング委員会及び小委員会を組織し、強化する																																																DoE/ EQUITV Steering Committee
1-2	6-7-8学年の理科・算数に関する既存のEQUITV教材(教師用リソースブック、生徒用ワークブック)のレビューを行う																																																Curriculum Sub-Committee
1-3	EQUITVプログラムの全国普及計画を開発するためのワークショップを実施する																																																Steering Committee/ Management Committee
1-4	EQUITVプログラムの地域普及計画及び州普及計画を開発するためのワークショップを実施する																																																Steering Committee/ Management Committee
1-5	EQUITVプログラムに関する各種研修モジュールを開発するためのワークショップを実施する																																																In-service sub-committee
1-6	ナショナルトレーナーの養成研修を実施する																																																In-service sub-committee
1-7	地域トレーナー及び州トレーナーの養成研修を実施する																																																National Trainers/ Provincial Education Office
1-8	地域教育事務所及び州教育局からのモニタリング報告書を受領・精査する																																																Monitoring sub-committee
<b>2. 対象州の小学校の授業において、EQUITVプログラムが活用される。</b>																																																	
2-1	対象州においてEQUITVプログラムの啓発活動を実施する																																																Awareness and Advocacy sub-committee
2-2	州単位で行われる国家現職教員研修(NIST)の中にEQUITVプログラムの紹介を組み込む																																																In-service sub-committee
2-3	重点州において、受像機を有する学校があるクラスターの中から、パイロットクラスターを選定する																																																In-service/Equipment sub-Committee
2-4	重点州のパイロットクラスターにおいて、クラスタートレーナーの養成研修を実施する																																																Provincial Trainers
2-5	パイロットクラスターにおいて、クラスター内の学校の校長及びBOM委員に対するEQUITVプログラム運用・管理研修を実施する																																																Cluster Trainers
2-6	パイロットクラスターにおいて、クラスター内の6-7-8年生の教員に対するEQUITVプログラム活用研修を実施する																																																Cluster Trainers
<b>3. 教員養成校において、EQUITVプログラムの活用方法が学生に周知される。</b>																																																	
3-1	教員養成課程にEQUITVプログラムを統合する計画を作る																																																Pre-service sub-committee
3-2	教員養成校用のEQUITVプログラムの教材を作成する																																																Pre-service sub-committee
3-3	対象州の教員養成校の校長及び教官に対する研修を実施する																																																Pre-service sub-committee
3-4	すべての教員養成校向けにEQUITVプログラムの全国セミナーを開催する																																																Pre-service sub-committee

添付資料 1 プロジェクトデザインマトリックス (PDM\_201404Ver)

**Proposed Project Title:** Project for Enhancing Access and Capacity of EQUITV program (EQUITV Phase 2)

**C/P Organization:** Department of Education, Curriculum Development and Assessment Division, Teacher Education Division, Standard and Guidance Division and Policy, Planning & Research Division and Provincial education offices in the provinces

**Target Areas:** NGI region (Bougainville, East New Britain, Manus, New Ireland and West New Britain provinces), Momase Region (East Sepik, Madang, Morobe and Sandaun provinces), Highlands Region (Western Highlands province) and Southern Region (NCD and Central province)

**Project Period:** April 2012 - December 2015 (3 years and 9 months)

(As of 1<sup>st</sup> April, 2014)


Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p><u>Super Goal</u></p> <p>Quality of classroom teaching is improved at primary schools in Papua New Guinea.</p>	<p>The number of G8 students who are eligible through the Basic Education Examination to enter secondary schools is increased.</p>	<p>Results of the Basic Education Examination</p>	<p>Priority on basic education in long-term socio-economic development strategy of PNG does not change.</p>
<p><u>Overall Goal</u></p> <p>The EQUITV program is utilized at primary schools nationwide.</p>	<p>The rate of primary schools utilizing the EQUITV program nationwide is improved.</p>	<p>The National Dissemination Plan</p>	<p>Priority on basic education in long-term socio-economic development strategy of PNG does not change.</p>
<p><u>Project Purpose</u></p> <p>The system for disseminating the EQUITV program at primary schools nationwide is strengthened.</p>	<p>1 The National Dissemination Plan of the EQUITV program is authorized by DoE so as to promote UBE plan and NEMP.                  2 The meeting of the EQUITV Steering Committee composed of CDAD, TED, SGD and PPRD is held at least once per quarter.                  3 The measures to improve the rate of schools utilizing the EQUITV program in line with the National Dissemination Plan are proposed.</p>	<p>1 Decree of DoE                  2 Records of meetings                  3 The National Dissemination Plan</p>	<p>DoE continues placing value on the nationwide dissemination of the EQUITV program in line with UBE Plan and NEMP.</p>
<p><u>Outputs</u></p> <p>1. Capacity of managing and disseminating the EQUITV program at central and provincial levels (including NCD and ARB) is strengthened.</p> <p>2. Primary school teachers utilize the EQUITV program in classroom teaching in the target provinces.</p>	<p>1-1 The National Dissemination Plan of the EQUITV program is developed in line with UBE plan and NEMP.                  1-2 The provincial dissemination plans of the EQUITV program are developed in the target regions and provinces.                  1-3 Training modules of the EQUITV program are developed.                  -Trainers' manual (for basic and advanced training)                  -Teachers' and BOM (Board of Management) manual (for basic and advanced training)                  -Training modules for NIST                  1-4 The dissemination of the EQUITV program is discussed in the Senior Education Officers Conference (SEOC).                  1-5 Training for provincial trainers is organized in each target province.                  2-1 On average 50% of primary schools in at least half of the target provinces ensure the budget to continue utilizing the EQUITV program.                  2-2 On average 50% of primary schools utilize the EQUITV program in at least half of the target provinces.</p>	<p>1-1 The National Dissemination Plan                  1-2 The provincial dissemination plans                  1-3 Training modules of the EQUITV program                  1-4 Records of meetings                  1-5 Training reports                  2-1 Project reports                  2-2 Ditto</p>	<p>- Sufficient personnel are assigned at each level according to The National Dissemination Plan.                  - Sufficient budgets are allocated at each level according to The National Dissemination Plan.</p>



<p>3. Students at teachers colleges are familiarized with how to utilize the EQUITV program in classroom teaching.</p>	<p>3-1 At least 3 lecturers including management staff in each teachers college in the target provinces receive training for the EQUITV program. 3-2 At least 7 teachers colleges in the target provinces introduce the EQUITV program in the existing courses.</p>	<p>3-1 Training reports 3-2 Reports from teachers colleges</p>	
<p><u>Activities</u></p> <p>1-1 Build up the EQUITV Steering Committee and sub-committees 1-2 Review the existing EQUITV science and mathematics materials for G6-7-8 1-3 Conduct a series of workshops for developing The National Dissemination Plan of the EQUITV program 1-4 Conduct a series of workshops for developing the provincial dissemination plans of the EQUITV program 1-5 Conduct a series of workshops for developing training modules of the EQUITV program 1-6 Conduct training for fostering national trainers*1 1-7 Conduct training for fostering provincial trainers*2 1-8 Collect and examine monitoring reports from regional and provincial education offices</p> <p>2-1 Conduct advocacy activities on the EQUITV program in the target provinces 2-2 Introduce the EQUITV program in National In-Service Training (NIST) in the provinces 2-3 Select pilot clusters and pilot schools equipped with receiving apparatus in the five provinces*3 2-4 Support conducting training for fostering cluster trainers from schools at the district level in the target provinces 2-5 Support conducting training of the EQUITV program for school administration staff, G6-7-8 teachers and BOM members*4 at the cluster level in the target provinces</p> <p>3-1 Delineate an outlook for integrating the EQUITV program in the pre-service curriculum 3-2 Prepare instructional materials on the EQUITV program for teachers colleges 3-3 Conduct training for principals and lecturers at teachers colleges in the target provinces 3-4 Organize nationwide seminars on the EQUITV program for all teachers colleges</p>	<p><u>Inputs</u></p> <p><u>PNG Side</u></p> <ul style="list-style-type: none"> <li>➤ Assignment of counterpart personnel</li> <li>➤ Provision of the Project office and utility in DoE</li> <li>➤ Bearing of expenses necessary for; <ul style="list-style-type: none"> <li>- implementing the project activities such as training and monitoring (travel expenses, allowance and accommodation for PNG counterpart personnel and participants)</li> <li>- maintaining and keeping in safety equipment procured by the Project</li> <li>- duplicating DVDs and printing materials such as teacher resource books and student workbooks of science and mathematics for G6-7-8</li> </ul> </li> </ul> <p><u>Japanese Side</u></p> <ul style="list-style-type: none"> <li>➤ Dispatch of experts of; <ul style="list-style-type: none"> <li>- Project leader/Distance education management</li> <li>- Mathematics education</li> <li>- Science education</li> <li>- Dissemination plan</li> <li>- In-service and pre-service training</li> <li>- Advocacy</li> <li>- Monitoring</li> <li>- Coordinator</li> </ul> </li> <li>➤ Counterpart Training in Japan and/or a third country</li> <li>➤ Provision of equipment necessary for the implementation of the Project</li> <li>➤ Bearing of expenses necessary for; <ul style="list-style-type: none"> <li>- conducting baseline and endline surveys</li> <li>- conducting training for fostering national and provincial trainers in the target provinces</li> <li>- conducting training for principals and lecturers at teachers colleges in the target provinces</li> <li>- printing and delivering training materials to the target provinces</li> </ul> </li> </ul> <p>Note:</p> <p>*1 National trainers are members of the EQUITV Steering Committee and sub-committees, teacher development officers of TED, and model teachers. *2 Provincial trainers are standards officers of SGD officers of provincial and district education offices, selected teachers, etc. *3 The five provinces are East Sepik province in Momase region, Bougainville province in NGI region, West Highlands Province in Highlands region, and NCD and Central provinces in Southern region. *4 BOM consists of representatives of community, school, church, women and students.</p>		<p>- PNG does not fall into social, economic and political unrest. - Security condition is maintained in the target provinces. - There is no drastic change of personnel in the EQUITV Steering Committee. - DoE secure sufficient budgets for school fees subsidies according to the abolition of school fees in primary education.</p> <p><u>Preconditions</u></p> <p>DoE is strongly committed to the nationwide dissemination of the EQUITV program.</p>

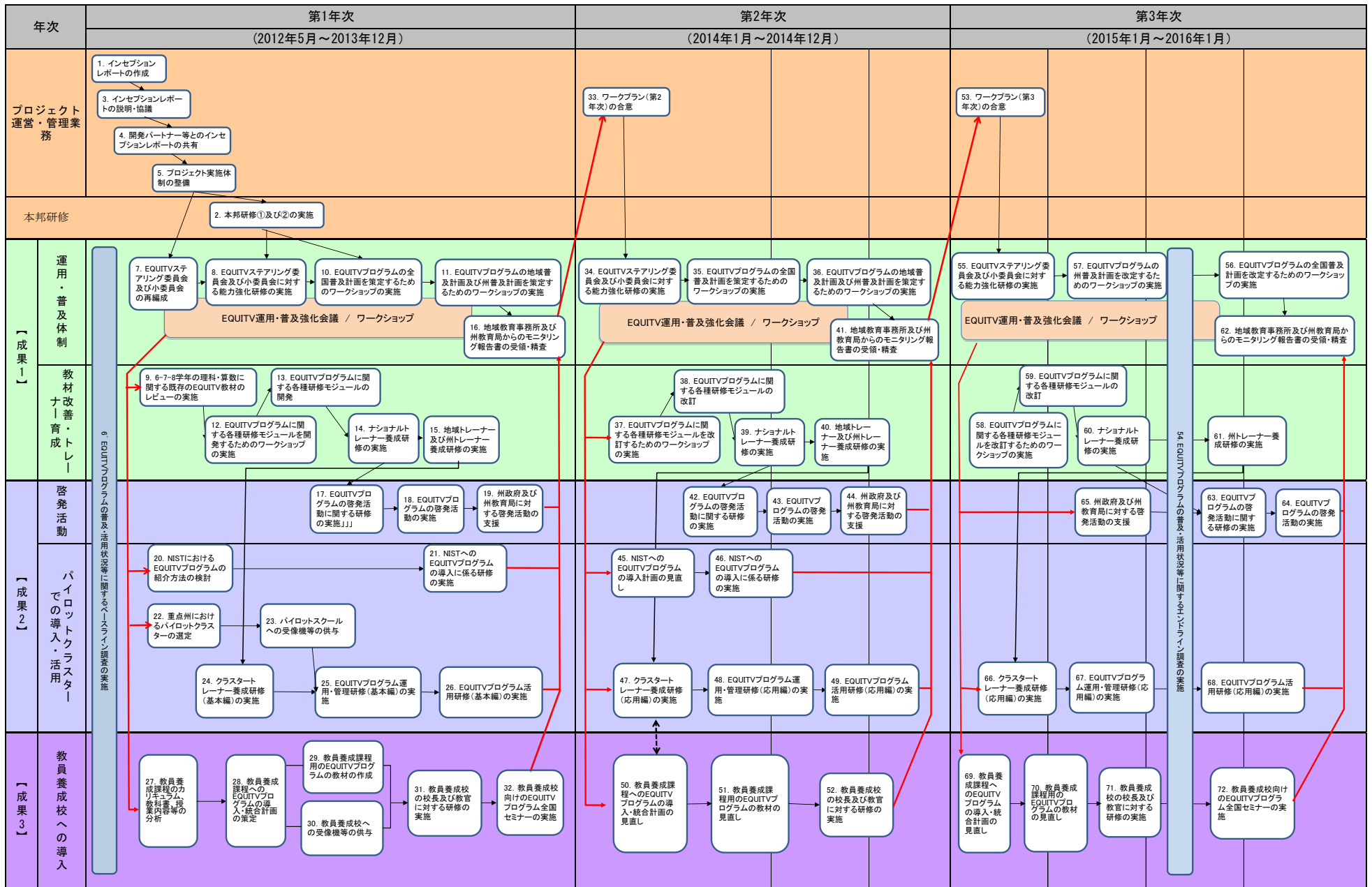
添付資料1 Plan of Operation 201404Ver

Activity	2012												2013												2014												2015												Responsible person
	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12				
<b>1. 中央、地域・州レベルにおいて、EQUITVプログラムの運用・普及に係る能力が強化される。</b>																																																	
1-1	EQUITVステアリング委員会及び小委員会を組織し、強化する																																																DoE/ EQUITV Steering Committee
1-2	6-7-8学年の理科・算数に関する既存のEQUITV教材(教師用リソースブック、生徒用ワークブック)のレビューを行う																																																Curriculum Sub-Committee
1-3	EQUITVプログラムの全国普及計画を開発するためのワークショップを実施する																																																Steering Committee/ Management Committee
1-4	EQUITVプログラムの州普及計画を開発するためのワークショップを実施する																																																Steering Committee/ Management Committee
1-5	EQUITVプログラムに関する各種研修モジュールを開発するためのワークショップを実施する																																																In-service sub-committee
1-6	ナショナルトレーナーの養成研修を実施する																																																In-service sub-committee
1-7	州トレーナーの養成研修を実施する																																																National Trainers/ Provincial Education Office
1-8	地域教育事務所及び州教育局からのモニタリング報告書を受領・精査する																																																Monitoring sub-committee
<b>2. 対象州の小学校の授業において、EQUITVプログラムが活用される。</b>																																																	
2-1	対象州においてEQUITVプログラムの啓発活動を実施する																																																Awareness and Advocacy sub-committee
2-2	州単位で行われる国家現職教員研修(NIST)の中にEQUITVプログラムの紹介を組み込む																																																In-service sub-committee
2-3	重点州において、受像機を有する学校があるクラスターの中から、パイロットクラスターを選定する																																																In-service/Equipment sub-Committee
2-4	対象州の郡レベルにおいて、クラスタートレーナーの養成研修を実施を支援する																																																Provincial Trainers
2-5	対象州のクラスターレベルにおいて、クラスター内の学校の校長、6-8年生を担当する教員及びBOM委員に対するEQUITVプログラム研修の実施を支援する																																																Cluster Trainers
<b>3. 教員養成校において、EQUITVプログラムの活用方法が学生に周知される。</b>																																																	
3-1	教員養成課程にEQUITVプログラムを統合する計画を作る																																																Pre-service sub-committee
3-2	教員養成校用のEQUITVプログラムの教材を作成する																																																Pre-service sub-committee
3-3	対象州の教員養成校の校長及び教官に対する研修を実施する																																																Pre-service sub-committee
3-4	すべての教員養成校向けにEQUITVプログラムの全国セミナーを開催する																																																Pre-service sub-committee



**添付資料 2. 業務フローチャート(第 1 年次～第 3 年次)**

添付資料2：業務フローチャート





**添付資料 3. 詳細活動計画(第 1 年次～第 3 年次)**









**添付資料 4. 専門家派遣実績(要員計画)(第1年次～第3年次)**

添付資料4: 専門家派遣実績(要員計画)

2013年12月31日付

担当	氏名 (性別)	所属	格付	第1年次												合計 日数	人/月											
				2012年						2013年							平成24年度											
				5	6	7	8	9	10	1	2	3	4	5	6		7	8	9	10	11	12	第1年次					
現 地 業 務	総括/遠隔教育マネジメント/現職教員研修(1)	伊藤 明德 (男)	アイ・シー・ネット	計画	[黒塗り]						[黒塗り]						410	13.67	国内									
				実績	5/9	85		7/13	7/19	60		10/10	11/10	12/20	2/9	90		3/10	3/31	5/25	6/15	7/12	7/29	10/18	10/24	11/9	11/30	12/15-16
	副総括/普及計画/現職教員研修(2)	山岡 智互 (男)	アイ・シー・ネット	計画	[黒塗り]						[黒塗り]						275	9.17										
				実績	5/12	71		8/21	45		10/17	11/29	2/14	3/10	3/15	6/1	7/28	10/19	11/29	p	276	9.20						
	算数教育(1)	菅原 民生 (男)	アイ・シー・ネット (補強)	計画	[黒塗り]						[黒塗り]						60	2.00										
				実績	29						31						4/6	5/11	10/5	10/26	58	1.93						
	算数教育(2)	磯田 正美 (男)	アイ・シー・ネット (補強)	計画	[黒塗り]						[黒塗り]						42	1.40										
				実績	14						9/22	10/5	11/12	11/23	3/30	4/6	6/15	6/23	43	1.43								
	理科教育	濱田 勇 (男)	アイ・シー・ネット (補強)	計画	[黒塗り]						[黒塗り]						60	2.00										
				実績	7/21	8/3	32		11/1	11/23	3/29	4/20	5/8	5/23	8/15	10/2	60	2.00										
	教員養成研修(1)	伊藤 拓次郎 (男)	アイ・シー・ネット	計画	[黒塗り]						[黒塗り]						180	6.00										
				実績	7/2	8/19	30		3/8	3/28	5/8	5/23	8/15	10/2	30	135	4.50											
教員養成研修(2)	宮尾 裕美 (女)	アイ・シー・ネット	計画	[黒塗り]						[黒塗り]						45	1.50											
			実績	[黒塗り]						[黒塗り]						45	1.50											
啓発活動(1)	八田 恒平 (男)	アイ・シー・ネット (補強)	計画	[黒塗り]						[黒塗り]						105	3.50											
			実績	6/4	7/3	30		9/19	10/18	3/6	4/4	10/21	11/4	105	3.50													
モニタリング(1)	田中 紳一郎 (男)	パデコ	計画	[黒塗り]						[黒塗り]						40	1.33											
			実績	[黒塗り]						[黒塗り]						33	1.10											
モニタリング(2)	杉山 竜一 (男)	パデコ	計画	[黒塗り]						[黒塗り]						58	1.93											
			実績	[黒塗り]						[黒塗り]						52	1.73											
モニタリング(3)	森田 裕介 (男)	パデコ(補強)	計画	[黒塗り]						[黒塗り]						17	0.57											
			実績	[黒塗り]						[黒塗り]						30	1.00											
業務調整/現職教員研修/教員養成補助/啓発活動(2)	市原 真須美 (女)	アイ・シー・ネット	計画	[黒塗り]						[黒塗り]						165	5.50											
			実績	5/12	6/10	6/11	8/4	9/5	10/4	10/5	12/13	2/20	3/21	3/22	4/18	5/5	6/3	6/4	7/2	9/4	9/8	9/26	12/19	165	5.50			

凡例 [黒塗り] 現地調査 [白塗り] 国内作業 [点線] 自社負担作業 [斜線] 今後実施予定の作業

現地作業 計画計 47.07 実績計 47.06



添付資料4 専門家派遣実績（要員計画）

契約件名：メディアを活用した遠隔教育普及・組織強化プロジェクト（EQUITVフェーズ2）第2年次

1. 現地業務

氏名 (担当業務)	格付	渡航 回数	2014												日数 合計	人月 合計			
			1	2	3	4	5	6	7	8	9	10	11	12					
伊藤 明德 総括/遠隔教育マネジメント/ 現職教員研修 (1)	2	計画	4															200	6.67
		実績	3		2/22 2/28	3/15 3/31	4/1 4/26	5/6 5/31	6/1 6/30	7/1 7/31	8/1 8/31	9/1 9/30	10/20 10/29	11/27 11/28	12/14	203	6.77		
山岡 智互 副総括/普及計画/現職教員研修 (2)	3	計画	3															125	4.17
		実績	2		2/17 2/28	3/1 3/31	4/1 4/5				8/1 8/31	9/1 9/16		11/1 11/30	12/1 12/5	125	4.17		
伊藤 拓次郎 教員養成研修	2	計画	3															75	2.50
		実績	2				4/18 4/30	5/1 5/10			8/2 8/27			11/2 11/27	75	2.50			
八田 恒平 啓発活動 (1)	3	計画	2															60	2.00
		実績	2				4/19 4/30	5/1 5/3		7/14 7/31	8/1 8/24				57	1.90			
山近 隆介 モニタリング (1)	4	計画	1															30	1.00
		実績	1							7/31 7/31	8/1 8/29				30	1.00			
杉山 竜一 モニタリング (2)	3	計画	1															30	1.00
		実績	1							7/31 7/31	8/1 8/29				30	1.00			
森田 裕介 モニタリング (3)	3	計画	0															0	0.00
		実績	0																0
市原 真須美 業務調整/現職教員研修/教員養成補助/ 啓発活動 (2)	5	計画	4															180	6.00
		実績	2		2/18 2/28	3/1 3/31	4/1 4/17	5/15 5/31	6/1 6/30	7/1 7/3						109	3.63		
栗原 優介 業務調整/現職教員研修/教員養成補助/ 啓発活動 (2)	5	計画	0															0	0.00
		実績	2									9/8 9/30	10/1 10/20	11/1 11/28	11/28 11/28	12/18	71	2.37	
現地業務小計													計画	700	23.34				
													実績	700	23.34				

2. 国内業務

伊藤 明徳 総括/遠隔教育マネジメント/ 現職教員研修 (1)	2	計画																		0	0.00	
		実績																			0	0.00
山岡 智互 副総括/普及計画/現職教員研修 (2)	3	計画				■	5														10	0.33
		実績				■	4/6 4/7 (2)															10
伊藤 拓次郎 教員養成研修	2	計画																			0	0.00
		実績																			0	0.00
八田 恒平 啓発活動 (1)	3	計画																			0	0.00
		実績																			0	0.00
山近 隆介 モニタリング (1)	4	計画																			12	0.40
		実績																				12
杉山 竜一 モニタリング (2)	3	計画																			8	0.27
		実績																				8
森田 裕介 モニタリング (3)	3	計画																			12	0.40
		実績																				12
市原 真須美 業務調整/現職教員研修/教員養成補助/ 啓発活動 (2)	5	計画																			0	0.00
		実績																			0	0.00
栗原 優介 業務調整/現職教員研修/教員養成補助/ 啓発活動 (2)	5	計画																			0	0.00
		実績																			0	0.00
現地業務小計																			計画	42	1.40	
																			実績	42	1.40	

凡例：  
 現地調査  
 国内作業  
 計画  
 自社負担による渡航

合計	計画	24.74
	実績	24.74

報告書等	△																				△
	IC/R																				

- 注1) 各業務従事者の現地、国内のそれぞれの入月は、現地業務期間は30日、国内業務期間は20日を除いた数字の小数点以下第3位を四捨五入して算定すること。  
 注2) 現地業務と国内業務の振り替えは人月単位で行うこととするため、日数に端数が出るが、この端数は国内業務の日数で調整することとし、合計入月は変更しないこと。  
 注3) 各業務従事者の各配置期間の下には、日数を括弧書きで記入すること。  
 注4) 実績については各配置期間の開始日、終了日を記載すること。計画については記入不要。  
 注5) 過剰についても記載すること。  
 注6) コンサルタント業務従事者月の添付資料とすときは、月報提出月以降の「業務従事予定日程」を括弧書きで記載すること。

添付資料4 専門家派遣実績(要員計画)

別添

契約件名：メディアを活用した遠隔教育普及・組織強化プロジェクト（EQUITVフェーズ2）第3年次

監督職員確認印：【小林 美弥子】

印

1. 現地業務

氏名 (担当業務)	格付	渡航 回数	2015												2016	日数 合計	人月 合計
			1	2	3	4	5	6	7	8	9	10	11	12			
伊藤 明徳 総括/遠隔教育マネジメント/ 現職教員研修(1)	計画	3		2/22	3/1	4/1	5/1	6/1	7/1	8/1	9/1	10/1	11/9	12/1			
	実績	2		2/28	3/31	4/30	5/31	6/30	7/31	8/31	9/8	10/31	11/26	12/24			
山岡 智互 副総括/普及計画/現職教員研修 (2)	計画	3		2/25	3/28	4/1	5/1	6/1	7/8	8/1	9/1	10/13	11/1	12/1			
	実績	2		2/28	3/28	4/1	5/1	6/1	7/31	8/21	9/1	10/31	11/30	12/4			
伊藤 拓次郎 教員養成研修	計画	1															
	実績	0										10/3	10/17	10/18			
八田 恒平 啓発活動(1)	計画	1															
	実績	1							6/1	6/20							
山近 隆介 モニタリング(1)	計画	2															
	実績	2															
杉山 竜一 モニタリング(2)	計画	1															
	実績	1															
森田 裕介 モニタリング(3)	計画	1															
	実績	1															
杉本 晃子 業務調整/現職教員研修/教員養成補助/ 啓発活動(2)	計画	4															
	実績	3															
現地業務小計															計画	684	22.81
															実績	684	22.81

2. 国内業務

伊藤 明德 総括/遠隔教育マネジメント/ 現職教員研修 (1)	計画																		5	0.25
	実績																		5	0.25
山岡 智互 副総括/普及計画/現職教員研修 (2)	計画			5															5	0.50
	実績		2/23	2/24	3/24	3/26													5	0.25
伊藤 拓次郎 教員養成研修	計画																		0	0.00
	実績																		0	0.00
八田 恒平 啓発活動 (1)	計画																		0	0.00
	実績																		0	0.00
山近 隆介 モニタリング (1)	計画																		7	0.35
	実績									9/15	9/21								7	0.35
杉山 竜一 モニタリング (2)	計画																		7	0.35
	実績									9/15	9/21								7	0.35
森田 裕介 モニタリング (3)	計画																		4	0.20
	実績									9/18	9/21								4	0.20
杉本 晃子 業務調整/現職教員研修/教員養成補助/ 啓発活動 (2)	計画																		0	0.00
	実績																		0	0.00

凡例：  
 現地調査  
 国内作業  
 計画  
 自社負担による渡航  
 変更契約による追加

現地業務小計			計画	28	2
			実績	28	1.40
合計			計画	24.46	
			実績	24.21	

報告書等		△																	△	
		IC/R																	F/R	

注1) 各業務従事者の現地、国内のそれぞれの人月は、現地業務期間は20日、国内業務期間は20日で設定した数字の小数点以下第3位を四捨五入して算定すること。  
 注2) 現地業務と国内業務の両立は人月単位で行うこととするため、日数に相殺が出るが、この相殺は国内業務の日数で調整することとし、合計人月は変更しないこと。  
 注3) 各業務従事者の各配置期間の下には、日数を括弧書きで記入すること。  
 注4) 実績については各配置期間の開始日、終了日を記載すること。計画については記入不要。  
 注5) 通勤についても記載すること。  
 注6) コンサルタント業務従事者月の原付資料とするときは、月報提出月以降の「業務従事予定日程」を括弧書きで記載すること。

添付資料 5. 研修員受入実績



添付資料 5 研修員受入実績 第 1 年次前期

本邦研修 ①	研修名：教育の質と量の改善のための遠隔教育計画研修
研修目的	PNG の基礎教育へのアクセス・質の向上のために、EQUITV プログラムを含む遠隔教育が果たすべき中長期的な役割、その役割をふまえた遠隔教育の推進と発展のための構想・戦略を検討し、教育省政策、教育メディア政策実施、EQUITV の制度構築・普及計画に提言を行う。
研修項目	遠隔教育の役割と成果・課題（日本、海外、途上国）、遠隔教育実政策・制度・施設、日本と海外の学校現場教育での教育メディアの活用
参加者（8 名）	<p>教育省トップマネジメントチームを含む教育省・教育局幹部 8 名</p> <ul style="list-style-type: none"> <li>● ゴッドフリー・ヤルア氏（カリキュラムと教育の質担当第一次官補）</li> <li>● ジョン・ジョセフ氏（教育政策と計画担当第一次官補）</li> <li>● サムソン・ワンギホメ氏（教員サービス局理事）</li> <li>● ワリペ・ウィンギ氏（教員研修担当次官補）</li> <li>● ヘナオ・タウ・ナウナ氏（政府特別区教育局長）</li> <li>● カリナ・セレバ氏（図書館・公文書保管事務局主任）</li> <li>● アンナマリ・コナ氏（南部地域視学官ダイレクター）</li> <li>● ハチ・ミロウ氏（国立教育メディアセンター長）</li> </ul>
研修期間	2012 年 10 月 13 日～10 月 31 日（19 日間）
研修機関	筑波大学、NHK 放送局、ソニー、NHK 学園、長尾小学校、その他遠隔教育機関

添付資料 5 研修員受入実績 第 1 年次後期

本邦研修 ②	研修名：教育の質と量の改善のための遠隔教育計画研修
研修目的	PNG の基礎教育へのアクセス・質の向上のために、EQUITV プログラムを含む遠隔教育が果たすべき役割、行政の教育メディア促進の役割、学校現場での教育メディアの活用、教育メディア関連の教員研修を学び、教育省政策、教育メディア政策、EQUITV の制度構築・普及計画・テレビ授業への提言を打ち出すと同時に、教員養成課程に EQUITV プログラムを導入・統合するための効果的な手法及び計画を検討する。
研修項目	遠隔教育の役割と成果・課題、遠隔教育政策・制度・施設、州市レベルの行政の役割、学校現場教育での教育メディアの活用、教員研修・教員養成課程における教育メディア
参加者（8名）	<p>教育省ステアリング委員会・小委員会メンバー8人</p> <ul style="list-style-type: none"> <li>● マダコ・スワリ氏（援助協調開発部長）</li> <li>● カミルス・カナウ氏（標準・ガイダンス局総務部長）</li> <li>● スティーブン・フピゴタンダレ氏（初等課カリキュラム課長）</li> <li>● マイケル・メラ氏（教員教育局教員開発職員）</li> <li>● ネビル・ウンドゥカ氏（パプアニューギニア教育研究所シニア講師）</li> <li>● グラン・ベニー氏（国立教育メディアセンター テレビ番組ディレクター）</li> <li>● アントニア・マナハベ氏（国立教育メディアセンターメディア・カリキュラム職員）</li> <li>● サロメ・イリマ(モデル教師)</li> </ul>
研修期間	2013 年 5 月 25 日～6 月 11 日（18 日間）
研修機関	筑波大学、早稲田大学、ソニー、NHK 学園、長尾小学校、京都コンピューター学園、教育エキスポ、その他遠隔教育機関

添付資料 5 研修員受入実績 第 3 年次

第 3 年次における本邦研修は実施していないが、国別研修に参加したカウンターパートがいるため以下に記載する。

国別研修

研修名	平成 27 年度国別研修パプアニューギニア「教材の質の改善（短期）」 Country-Focus Training for Papua New Guinea(Improvement of Quality of teaching Materials)(Short-Term Training)
参加者（8 名）	教育省職員、イーラーニング局職員、教員養成校職員 計 8 名  1. ジョン・カーカス氏（カリキュラム開発評価局、初等教育ディレクター） 2. キラ・タウ・ジマ氏（カリキュラム開発評価局、初等教育カリキュラム評価オフィサー） 3. エサ・ゴドゥア氏（イーラーニング局、メディアカリキュラムオフィサー） 4. マルサ・クル氏（教員教育局、教員教育オフィサー） 5. エマニュエル・ラグ氏（モデル教師） 6. アームストロング・ルパ氏（モデル教師） 7. モギア・ウラ・ワグラ氏（小学校教員養成校職員） 8. カンバイエ・サミュエル氏（小学校教員養成校職員）
研修期間	第 1 次第 2 回平成 27 年 5 月 28 日～7 月 2 日 第 1 次第 3 回平成 27 年 11 月 2 日～12 月 11 日
研修機関	鳴門教育大学

**添付資料 6. 供与機材・携行機材実績(引き渡しリスト含む)**

## 添付資料6: 供与機材実績

資機材名	予定購入台数	実績	備考
<b>供与機材</b>			
プロジェクト用車両 (ワゴン車)	1台	1台	Nissan Urvan Bus 15 Seater
VSAT (衛星通信アンテナ)	1台	1台	インストール済
発電機 (定格出力: 1.0kVA-2.0kVA)	43台	43台	YAMAHA ET950
テレビラック (盗難防止用の檻型)	43台	43台	
テレビ受像機 (29インチ)	43台	69台	テレビサイズは42インチへ変更 教員養成校追加配布用 (27台)
DVDプレーヤー	0台	27台	教員養成校追加配布用
電圧安定器、サージプロテクター	0台	27台	教員養成校追加配布用
DVD複製機	0台	2台	SRPRO-1615
<b>その他の機材</b>			
カラープリンター	1台	2台	HP OfficeJet 7000 A3 / HP CLJ Pro 300
DVDラベルプリンター	1台	2台	Bravo 4100 Auto DVD Label Printer
ソーラーライトキット	1台	1台	Solar 90W Power Kit 500W Inverter
カラーコピー機	0台	1台	Sharp MX-3640N Copier/Printer/Scanner
パーソナルコンピューター	0台	5台	Mac Air / HP 450 Core i5-4200M F3K30PA



添付資料 7. JCC 会議議事録等



**Department of Education and Japan International Cooperation Agency  
The Project for Enhancing Access and Capacity of EQUITV program  
(EQUITV Phase 2)**

**Minutes of Meeting**

**of**

**The 1<sup>st</sup> Joint Coordinating Committee (JCC) Meeting**

**on**

**The Project for Enhancing Access and Capacity of EQUITV program  
(EQUITV Phase 2)**

**in**

**Papua New Guinea**

Mr Damien Repese  
Chair person  
Joint Coordinating Committee  
Deputy Secretary, Teaching & Education  
Standards

Mr. Akinori Ito  
Project Leader, EQUITV Phase 2

Witness  
Dr. Eliakim Apetis MPS  
EQUITV Phase 2 Project Manger,  
Assistant Secretary, Curriculum  
Development & Assessment Division

Witness  
Mr. Takashi Tsuji  
Resident Representative, JICA PNG Office



Department of Education and Japan International Cooperation Agency  
The Project for Enhancing Access and Capacity of EQUITY program  
(EQUITY Phase 2)



**Minutes of Meeting of the 1<sup>st</sup> Joint Coordinating Committee (JCC) Meeting**

The 1<sup>st</sup> Joint Coordinating Committee (hereinafter referred to as the “JCC”) Meeting on the Project for Enhancing Access and Capacity of EQUITY<sup>1</sup> program (hereinafter referred to as the “EQUITY Phase 2”) was held on 15<sup>th</sup> of June 2012, at Conference Room, Standard and Guidance Division, Southern Region Standards Office, Department of Education (hereinafter referred to as the “DoE”), to share and discuss the plan of the project.

Participants including JCC members, media persons and observers (refer to Annex 1). The Project team and members followed the agenda of the meeting (referred to Annex 2), of which results are summarized as follows.

**1. Welcome**

Mr. Damien Rapese, Deputy Secretary acknowledged and made welcome everyone to the 1<sup>st</sup> JCC meeting.

**2. Prayer**

Mr. Albert Kuanu, Elementary Southern Region, opened the meeting with a word of prayer.

**3. National Anthem & Pledge**

The chair person, Mr Damien Rapese, led the members of the JCC by singing the National Anthem and the National Pledge.

**4. Welcome Remarks – Mr Damien Rapese, Deputy Secretary**

In the introductory remarks, Mr Rapese acknowledged the presence of JCC members and others for the meeting. He further acknowledges the good working relationship with the Government of Japan and Papua New Guinea. He emphasized the DoE has benefited from various projects, including the media centre building, EQUITY Phase 1 and currently EQUITY Phase 2, and the supply of equipment. All these had benefitted the children of Papua New Guinea either directly or indirectly.

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<sup>1</sup> Enhancing Quality in Teaching through TV programs



He further stressed that, the purpose of this meeting is to monitor the project implementation and to provide guidance to the Steering Committee and the Project team in order to achieve the outputs and goal of the Project as described in the work plan of the Project.

The meeting will be held twice year. The special meeting can be held according to the steering committee requests. Next meeting will be planed on 10<sup>th</sup> October 2012.

**5. EQUITY Theme Song – Mr Neville Unduka, PNGEI**

Mr. Neville Unduka presented the awareness song for the EQUITY program. The members were pleased with the song and approved it.

**6. Remarks from Steering committee Chairperson, Dr Eliakim Apelis MPS, AS Curriculum Development and Assessment Division (hereinafter referred to as the “CDAD”), Project Manager, EQUITY Phase 2**

Dr. Apelis, MPS, AS CDAD, presented the following points when making his remarks as the Chairperson of the Steering Committee;

- The EQUITY Program is the initiative of the Government of Papua New Guinea through the DoE with the support from the Government of Japan. Therefore it is our project and we have to take ownership of it.
- EQUITY Phase 1 had made some impacts on teaching and learning, improve access and retention, helped teachers to innovative in teaching and learning, therefore much support is needed from other line divisions, other government agencies, and provinces to take ownership of the EQUITY Phase 2 for the benefit of the children of Papua New Guinea.

**7. Video Presentation, Progress Report on EQUITY Program- Mr. Glen Benny,**

Mr. Glen Benny, Deputy chair person of EQUITY Program Management Committee, presented a video on the progress reporting of the EQUITY Program by Ms Hatsie Mirou, Manager, National Education Media Centre. The contents of video presentation are; 1) Background of the EQUITY Program, 2) Introduction of National Education Media Centre, 3) DoE Policies, 4) Challenges on teaching & learning in PNG, and 5) The EQUITY Program & Project.

**8. Explanation and endorsement of Inception Report – Mr Akinori Ito, Project Leader, EQUITY Phase 2**

Mr Akinori Ito, Project Leader of EQUITV Phase 2, presented the inception report to the JCC members for their endorsement. The following were the main highlights of the reports presented

- Procedure on the development and approval of the inception report
- Background of the EQUITV Project
- Logical framework of the EQUITV Phase 2
- Region based approach of disseminating the EQUITV Program
- Target provinces
- NEMP Road Map
- Basic policy for project implementation

*Comments/ questions:*

Mr Rapese, clarified that the EQUITV Phase 2 will start with 5 resource provinces then to be expanded to 12 target provinces. After the completion of the Project, National DoE will continue the dissemination with the remaining 10 provinces using the same approach.

Mr. Louis Keamau, asked the methods of evaluation and reporting be done with the Project. Mr. Akinori Ito responded that, baseline survey, monitoring and end line survey will be conducted and report to JCC. He also raised that, whilst the Project winds down, funding will be constraint therefore management need to plan ahead.

*Decision:*

Mr. Rapese asked members to move the endorsement of the Inception Report.

Mr. Keamau, moved that the Inception Report be accepted by JCC.

Mr. Walipe Winge Seconded the motion.

The Inception Report was officially endorsed by JCC members.

**9. Plan of the Project Activities – Mr Chiko Yamaoka, Deputy Project Leader, EQUITV Phase 2**

Mr. Chiko Yamaoka, Deputy Project Leader of the EQUITV Phase 2, presented the plan and schedule of the activities in EQUITV phase 2.

*Comments/ questions*

Mr. Kemau questioned approach on the procurement of equipment and materials. Mr. Akinori Ito responded that the Project will follow procurement process set by JICA.

## **10. Report on EQUITY Steering Committee – Dr Eliakim Apelis MPS**

Dr. Apelis presented a report from the steering committee. He stressed that the inception report went through Top Management Team and Secretary Staff Meeting for their approval and endorsement. This inception report was presented to various management committees in National Education Media Centre (hereinafter referred to as the “NEMC”) and was accepted by the steering committee with minor changes.

Dr. Apelis also raised two main issues from the steering committee;

- Lack of counterpart fund may affect the project in some extent.
- The Staff for the Project are few and they are overloaded with activities with the expansion of the EQUITY Program. There NEMC needs to be a branch and increase staff capacity.

### *Comments /questions*

Dr. Zui commented on the progress report of the EQUITY program so that the JCC members will be able to use it as the basis for expansion of the program. He also suggested including the curriculum in the teachers college to sustain the program

Dr. Apelis responded that a progress report will be provided in the next meeting. He also stated that the EQUITY program will be expanded to regional centres where teachers colleges are located. Further, Dr. Apelis stressed that the resources produced by NEMC goes through the quality check before printing and delivery to schools.

Mr Madako Suari suggested NEMC to submit Project Formulation Documents (hereinafter referred to as the “PFD”) before 22<sup>nd</sup> June for requesting 2013 budget.

### *Action:*

Dr. Apelis will provide a progress report of the EQUITY Program.

NEMC will prepare the PFD for the EQUITY Program by 22<sup>nd</sup> of June.

## **11. Budget Report, Mr Akinori Ito, Project Leader, EQUITY Phase 2**

Mr. Akinori Ito reported the budget allocation of the EQUITY program for 2012, which was K500 000. The break-up on the budget is as follows;

<b>Article</b>	<b>Amount</b>
Budget (2012)	K500 000
Total expenditure( Feb – June 06, 2012)	K61 362
Balance	K438 638
Plan of expenditure from June to December 2012	K443 305
Necessary budget from DoE for EQUITV phase 2 in 2012 (Travelling Allowance, tickets, accommodation)	K 296, 830
Input from the Project (some portions of air ticket, vehicle hire, meeting costs, fuel)	K233, 617

The project will require K 296, 830 from DoE to conduct planned activities. Mr. Ito appealed the funds.

*Comments/questions*

Mrs. Mara from the Department of National Planning & Monitoring commented that this is a new project, therefore, the budget request of counterpart fund must be submitted before 30th June. The request of on -going project must be submitted before 30th July. She also stressed that the specific components to be funded must be clearly indicated in the request and aligned with Medium Term Development Plan and Plans of DoE.

Mr. Mathew Poyaba of the Teaching Service Commission acknowledges JICA for their continuous support and emphasised the importance of supports to the EQUITV phase 2 from Provincial Governments, Local Level Governments, and Board of Governors due to insufficient funding from the national government.

Mr. Kazuyoshi Ogawa, foreign aid advisor with the Department of National Planning & Monitoring stressed that the EQUITV program is already implemented as a national program by the government of Papua New Guinea. He also emphasized the counterpart fund is 10% of the project budget and should be a component of the project. He further suggested that DoE should request development budget for the EQUITV Program with clear explanations to get more fund rather than just counterpart fund of the Project.

**12. Any other Business**

Mr. Kemau, suggested a Sector-Wide Approach with other donor partners could be used, however, they disagree as JICA Project.

Mr. Madako Suari made a presentation on Japanese Industrial Grant Aid.

### 13. Closing remarks

Mr. Walipe Winge, made the following points in his closing remarks;

- EQUITV Program has made some impact on schools to improve retention rate and access to education which are goals of UBE,
- There is a need to institutionalise the EQUITV Program to sustain it,
- Consider universities who are offering education programs to adopt EQUITV training programs, and
- Involve principals to adopt EQUITV Programs, however, most primary teachers college have limited infrastructure and time to offer courses under the current two year diploma program.

Mr. Takashi Tsuji, Resident Representative, JICA PNG Office, made the following remarks;

- Congratulations on and pleased with the start of EQUITV Phase 2.,
- Acknowledge DoE's initiative to continue as EQUITV Program after EQUITV Project Phase 1 concluded,
- Involvement of the teachers collages in the Phase 2 is noteworthy – it will make new teachers familiar with EQUITV Project before they graduate,
- Lack of counterpart fund and counterpart personnel are issues to be sorted out, and
- Encouraged the floor to take ownership as the project of Papua New Guinea.

### 14. Closing Speech – Mr Damien Repese – Deputy Secretary

Mr Repese made the following remarks as the chairperson of the JCC meeting,

- EQUITV Phase 2 has begun,
- Vision for EQUITV Program is to improve the quality of teaching and learning,
- EQUITV program, is a strategy to execute National Education Media Policy and other policies and plans,
- Strengthen the EQUITV program by all sectors and divisions in National DOE,
- Thanked Government of Japan to execute the Project,
- Thanked the National Planning for funding the Project,
- Thanked Dr. Apelis & Mr. Ito to take lead in the Project, and
- Thanked Hatsi for the leadership in NEMC.

**Annex 1: Attendance List of the 1<sup>st</sup> JCC meeting**

Venue: SGD Southern Region Standards Office Conference Room

**JCC members, PNG side**

<b>No.</b>	<b>Name</b>	<b>Position and Institution</b>
1	Mr. Damien Rapese	Deputy Secretary, Teaching & Education Standards, DoE
2	Mr. Mathew Pobaya	Commissioner - Operation, TSC
3	Mr. Louis Keamau	First Assistant Secretary, Corporate Service DoE
5	Mr. Walipe Wingi	Representative of Teaching & Learning, Assistant Secretary, Teacher Education Division, DoE
4	Dr. Eliakim Apelis	EQUITV Phase 2 Project Manager, Assistant Secretary, CDAD
6	Dr. Zui Neofa	Representative of Teachers collage, Director PNGEI
7	Mr. Madako Suari	Representative, Policy & Planning wing, Manager, Donor Coordinator and Liaison
9	Mr. Violet Gerega	Representative of TVET wing, Assistant Manager - TVET
10	Mr. Albert Kuadu	Representative of Standards & Guidance Division, Senior Standards Officer Elementary Southern & W. SDG
11	Ms. Elizabeth Daure	Representative of NCD Education service, Senior Standards Officer, NCD
12	Ms. Hatsi Mirou	Chairperson, EQUITV Program Management Committee Manager, National Education Media Centre
13	Mr. Glen Benny	Deputy Chairperson, EQUITV Program Management Committee, TV Coordinator, NEMC
14	Mr. John Kanjip	Acting JCC Executive Officer, NEMC
15	Mr. Wesley Lakian	Superintendent-Operation, CDAD
16	Mr. Neville Unduka	Head of Professional Strand - PNGEI
17	Mr. Nelson Thom	Public Relations Officer CCLS-NDOE
18	Mr. Dan Lyanda	Aid Coordinator, Foreign Aid Division (FAD), Department of National Planning & Monitoring (DNPM)
19	Ms. Barbara Tiki	Aid Coordinator, Japan Desk, FAD, DNPM
20	Ms. Dorothy Marang	Program Officer for Education, PIP, DNPM
21	Mr. Kazuyoshi Ogawa	Development Advisor, FAD, DNMP

**JCC members, Japanese Side**

No.	Name	Position and Institution
1	Mr. Yoshiki Takahama	First Secretary, Embassy of JAPAN
3	Mr. Takashi Tsuji	Resident Representative, JICA PNG Office
4	Ms. Hikari Miyahara	Project Formulation Advisor, JICA PNG Office
8	Mr. Akinori Ito	Project Leader, EQUITY Phase 2
5	Mr. Chiko Yamaoka	Deputy Project Leader, EQUITY Phase 2
2	Mr. Kouhei Hatta	Advocacy expert, EQUITY Phase 2
6	Ms. Masumi Ichihara	Project Coordinator, EQUITY Phase 2

**Observers**

No	Name	Position
1	Ms. Antonia Manahave	Media Curriculum Officer-NEMC
2	Ms. Sylvia Iramu	Radio Coordinator, NEMC
3	Mr. Mea Aisi	Media Curriculum Officer-NEMC

**Media Personnel**

No	Name	Position
1	Ms. Veronica Hatutasi	Reporter, Wantok News Paper
2	Ms. Agnes Uki	Reporter, National News Paper
3	Mr. Kolopu Waima	Reporter, Post Courier

## Annex 2: Agenda of the 1<sup>st</sup> JCC meeting

### The 1<sup>st</sup> Joint Coordinating Committee (JCC) Meeting

Date: 15<sup>th</sup> June 2012

Time: 9:00am – 13:30pm

Venue: SGD Southern Region Standards Office Conference Room

#### PROGRAMME

- 1 9:00 – 9:05 Welcome introduction: Mr. Damien Rapese - Deputy Secretary, Teaching & Education Standards, A / Chairperson (Project Director) for EQUITYV Phase 2
- 2 9:05 – 9:10 National Anthem & National pledge
- 3 9:10 – 9:15 Prayer
- 4 9:15 – 9:25 Remarks from Mr. Damien Rapese – Deputy Secretary
- 5 9:25 – 9:35 Remarks from Steering Committee Chairperson- Dr. Eliakim Apelis MPS, AS-CDAD, Project Manager – EQUITYV Phase 2
- 6 9:35– 9:45 Video Presentation – Progress report on EQUITYV program  
Mr. Glen Benny, A / Manager, NEMC, Chairperson – EQUITYV Program Management Committee
- 7 9:45 – 10:30 Explanation and endorsement of the Inception Report  
- Mr. Akinori Ito, Project Leader – EQUITYV Phase 2
- 8 10:30- 10:40 Tea break
- 9 10:40 – 11:10 Plan of the Project Activities  
- Mr. Chiko Yamaoka, Deputy Project Leader – EQUITYV Phase 2
- 10 11: 10 – 11:30 Report on the EQUITYV Steering Committee - Dr. Eliakim Apelis MPS,
- 11 11:30 – 11:40 Budget Report – Mr. Akinori Ito, Project Leader – EQUITYV Phase 2  
Mr. Wesley Lakain –Superintendent, Operations, CDAD
- 12 11:40– 11:50 EQUITYV theme song – Mr. Kohei Hatta, Advocacy expert & Mr. Neville Unduka, Head of Strand, Professional Development, PNGEI
- 13 11:50– 12:10 Any other business
- 14 12:10- 12:30 Closing remarks:  
Mr. Peter Kants, AS, Standards & Guidance Division, Deputy Project Manager  
Mr. Walipe Wingi, AS, Teacher Education Division, Deputy Project Manager  
Mr. Takashi Tsuji – Resident Representative, JICA PNG Office
- 15 12:30 – 12:40 Closing Speech : Mr. Damien Rapese -- Deputy Secretary
- 16 12:40 – 13:30 Refreshment







Department of Education and Japan International Cooperation Agency  
The Project for Enhancing Access and Capacity of EQUITV Program  
(EQUITV Phase 2)



Minutes of Meeting  
of  
The 2<sup>nd</sup> Joint Coordinating Committee (JCC) Meeting  
on  
The Project for Enhancing Access and Capacity of EQUITV program  
(EQUITV Phase 2)  
in  
Papua New Guinea

Mr Damien Repese  
Chair person  
Joint Coordinating Committee  
Deputy Secretary, Teaching & Education  
Standards

Mr. Akinori Ito  
Project Leader, EQUITV Phase 2

Witness  
Dr. Eliakim Apelis, MPS  
EQUITV Phase 2 Project Manager,  
Assistant Secretary, Curriculum  
Development & Assessment Division

Witness  
Mr. Shigeru Sugiyama  
Chief Representative, JICA PNG Office



Department of Education and Japan International Cooperation Agency  
The Project for Enhancing Access and Capacity of EQUITY program  
(EQUITY Phase 2)



**Minutes of Meeting of the 2<sup>nd</sup> Joint Coordinating Committee (JCC) Meeting**

The 2<sup>nd</sup> Joint Coordinating Committee (hereinafter referred to as the “JCC”) Meeting on the Project for Enhancing Access and Capacity of EQUITY<sup>1</sup> Program (hereinafter referred to as the “EQUITY Phase 2”) was held on 17<sup>th</sup> of December 2012, at the Hideaway Hotel Conference Room in Port Moresby to share the progress and discuss implementation issues of the project.

Participants including JCC members, media personals and observers (refer to Annex 1). The Project team and members followed the agenda of the meeting (refer to Annex 2), of which results are summarized as follows.

**1. Welcome**

Mr. Damien Rapese, Deputy Secretary, chaired the 2<sup>nd</sup> JCC for the very last time on the eve of his retirement.

**2. Prayer**

Mr. Albert Kuanu, Standards Officer, opened the meeting with a word of prayer.

**3. National Anthem & Pledge**

The chair person, Mr Damien Rapese, led the members of the JCC by singing the National Anthem and the National Pledge.

**4. Welcome Remarks – Mr Damien Rapese, Deputy Secretary**

In his introductory remarks, Mr Rapese acknowledged the presence of JCC members and others for the meeting. He further acknowledged the good working relationship with the Government of Japan and Papua New Guinea. He emphasized that EQUITY is an initiative of DoE supported by JICA which has benefited the children of PNG

He stressed that the purpose of this meeting is to monitor the project implementation and to provide guidance to the Steering Committee and the Project team in order to achieve the outputs and goal of the Project as described in the work plan of the Project.

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## **5. EQUITV Theme Song – Mr Neville Unduka, PNGEI**

Ms. Liesel Unduka sang the EQUITV Theme song. It is an awareness song for the EQUITV Program with pre-recorded music.

## **6. Remarks from Steering Committee Chairperson, Dr Eliakim Apelis MPS, AS Curriculum Development and Assessment Division (hereinafter referred to as the “CDAD”), Project Manager, EQUITV Phase 2**

Dr. Apelis, MPS, AS CDAD, presented the following points when making his remarks as the Chairperson of the Steering Committee;

- The EQUITV Program is the initiative of the Government of Papua New Guinea through the DoE with the support from the Government of Japan. Therefore it is our project and we have to take ownership of it.
- EQUITV Phase 1 had made some impacts on teaching and learning, improve access and retention, helped teachers to be innovative in teaching and learning, therefore much support is needed from other line divisions, other government agencies, and provinces to take ownership of the EQUITV Phase 2 for the benefit of the children of Papua New Guinea.

## **7. Minutes of Previous Meeting & Matters Arising**

JCC members were asked to glance through the Minute of the 1<sup>st</sup> JCC and make corrections or raise any matters from the minute. The members read through the minute but no issues of corrections or outstanding matters were raised. All Actions recommended in the minute were taken so there was no matter arising for further deliberation.

### ***Decision:***

Mr. Rapese asked members to move the endorsement of the Minute of 1<sup>st</sup> JCC

Mr. Walipe Wingi moved that the Minute of Meeting be accepted by JCC.

Mr. Unduka Seconded the motion.

The Minute of 1<sup>st</sup> JCC was officially endorsed by JCC members.

## **8. Progress Report on the EQUITV Project (phase 2) June to December 2012**

Ms. Hatsi Mirou, Manager NEMC, reported that EQUITV was given only K500, 000.00 from 2012 National Government Budget but with stringent management and the urge and commitment to deliver the education media program to the children of PNG, the team has made it through the year. She emphasised that ICT plays an important role in society, especially so in education. ICT empowers education through media. Multimedia technology offers new ways.

This was accompanied by a Video Report presentation on the general progress made so far from June to December 2012.

Ms. Mirou also thanked the Department of National Planning & Monitoring (DNPM) for allocating K2million for EQUITY Program in the 2013 National Budget.

***Comments/ questions:***

Mr Rapese motivated the EQUITY Team that they have achieved a lot with very little funding in 2012 and with the increased funding allocation for 2013, he was confident the team will do wonders to drive Education Media Programs, which includes both TV and Radio Programs, in the PNG Education system to new heights.

**9. Budget Report**

Mr. Akinori Ito, EQUITY Project Team Leader, thanked the Department of National Planning & monitoring and the Department of Education for providing funds for the EQUITY Program. In total, K4.3million has been allocated for 2012 activities, however, not all the funds were used because it was unclear on the Annual Operational & Financial Plan (AOFP) under which category of budget items the funds were locked in. Of the total, JICA provided K1, 060,000.00, AusAID and the United Nations provided K1.5million and K500, 000.00 was appropriated through the 2012 National Budget.

He informed that the AusAID and UN funding was already made but since it was not identified clearly on the AOFP, the funds were not drawn down until very late. There were specific categories and budget items for funds disbursement.

He further informed that for the EQUITY Project, only 33% of funds was spent in the first year (May-December 2012) which is not as much as it should be, but in 2013 it is expected to spend 100%. This implies more activities will be carried out in 2013.

Finally, Mr. Ito advised that it needs good planning and effective implementation for EQUITY Program in 2013 as it is earmarked to use a total K4.6million.

***Comments/Questions***

Mr. Rapese reiterated his earlier statement saying more was done in 2012 with only K500, 000.00 but with more than K4million, the outlook for 2013 is good.

Mr. Unduka inquired if there were possibilities for collaboration with other donors or development partner. Hasi Mirou responded affirmatively and gave examples saying AusAID had approached NEMC to assist in distribution of materials while Indonesia indicated on assisting in Training and Taiwan opting to assist in supply of solar panels to schools utilising EQUITY Program.

Mr. Joseph Moide, Momase Regional Director, expressed his gratitude that more funds were made available to EQUITY. He inquired on what plan of activities were there for the regions, citing

unfinished activities at the end of phase 1 project. He made specific reference to East Sepik Province saying the provincial government had allocated some counter funding but is threatening to withdraw the money if unused. He further asked for specific activities to be identified for the regions.

Ms. Mirou responded that more fund mean more activities to be implemented in 2013. She highlighted that Madang and East Sepik provinces will be given priority. Simbu Province is another that has taken their own initiative through the Provincial Government Support in purchasing 5 solar panels. Such provinces will be supported in 2013.

#### **10. Presentation of National Dissemination Plan**

Mr. Ito presented the National Dissemination Plan (NDP) for the EQUITY Program. The NDP specifies the tasks and budgetary determinations to effectively expand EQUITY Program throughout the nation. Mr. Ito stressed that the NDP is an important task for the second phase of EQUITY Project because the plan identifies specific target provinces where DOE will take on as well as those to be taken on by the project.

The NDP identifies management structures, training strategies for provinces and resources required. It will provide general guidance and direction for provinces to develop provincial dissemination plans. The provincial plans will feed back into the national plan during reviews.

#### ***Comments/Questions***

Ms. Annemarie Kona highlighted that transport and fuel costs are too high for remote schools and so solar panels should be supplied to schools so as to allow continuity and sustainability of the EQUITY Program. She urged CDADS to start dialogue with the Taiwanese Government who already showed interest to supply solar panels.

Mr. Bruno Babato also supported the idea of supplying solar panels to remote schools and added that DOE and provinces should discuss with business houses to explore sustainable means of expanding EQUITY to all remote schools. Regarding training, Mr. Babato said that provinces need to be informed of the level of training and evaluation.

Mr. Ito responded that a National Trainer will visit provinces and deliver training plus the training module to provincial trainers who will then train teachers in cluster groups.

Mr. Unduka supported the idea of supplying solar panels to schools saying it is the way to go. He also proposed that schools should use Data Projectors in schools as it is good for students.

Mr. Walipe Wingi highlighted the danger of training just one person in schools is the breakdown of the program when that person moves on. Thus, he suggested involving communities and LLG Presidents so that the program continues.

Mr. Ito pointed that NCD teachers teaching all grades had received training to address issues raised by Mr. Wingi. Similar approach will be employed in provinces as long as provinces support their teachers with their allowances and travel.

## **11. Presentation of Provincial Plans**

Following the National Dissemination Plan, four resource provinces presented their Provincial Dissemination Plans (PDP).

(a)NCD: Mr. Tau Nauna presented the NCD Provincial Dissemination Plan. 37 out of 40 schools in NCD had received training. NCD PDP will use four strategies. In 2013 all schools will purchase and utilize EQUITY Program, and by the end of 2013 all primary schools in NCD will have TVs.

### *Comments/questions*

Mr. Wingi informed provinces that the Government's 80:20 Commodity component can have TV/media equipment in it.

Mr. Yoshikazu Taniguchi from JICA asked why NCD schools chose DVDs than live broadcast. Mr. Nauna and Ms. Kona reasoned that schools in NCD are overcrowded with small rooms thus DVDs are more appropriate for teachers.

(b) Autonomous Region of Bougainville: Mr. Michael Meten presented the ARB PDP on Power Point. It covers basically their Strategies, Management Structure, Financial Sources, and Target Year. ARB is in dialogue with local Members of Parliament to assist in supplying TV sets and antennas to remote schools. They are also discussing the idea with business houses.

### *Comments/Questions*

Mr. Unduka applauded the efforts of ARB in talking with the MPs and business houses for support.

Mr. Rapese advised that more awareness on the EQUITY Program in provinces will certainly attract good audience and support from public.

(c) East Sepik: The PEA for East Sepik Mr. Joseph Auli presented the East Sepik PDP. He informed that ESP is still working on its PDP but like others it contains their Strategy, Management Structure, Financial Resources and their Target Year. He added that there are 283 primary and community schools, 14 secondary/high schools, and 7 TVET institutions in East Sepik. Since there are 6 districts

with harsh geography, it makes dissemination difficult to achieve fast so their target year is between 2013 and 2015.

### *Comments/Questions*

Mr. Taniguchi enquired why there were more B schools than C schools in East Sepik, citing an earlier presentation by Mr. Ito which gave a higher figure of C schools than B schools.

Mr. Ito responded that the figures used in his presentation were just an average across the country. Mr. Auli also clarified that provinces have different situations.

(d) The last province to present was Central. Central Provincial Dissemination Plan also has Strategy, Management Structure, Financial Resources and Target Year. They set 2014 as the year by which all schools will be covered. Central province has 15 A schools, 33 B Schools and 47 C Schools. They informed that their District Service Improvement Program (DSIP) fund has been allocated to expand EQUITY Program which is a big boost to the Provincial Education Office's efforts.

## **12. Report on Baseline Survey Result**

Mr. James Agigo presented the result of the Baseline Survey jointly conducted by JICA Experts and DOE Monitoring Committee. The survey targeted Math and Science for Grade 6 in 5 areas. The survey focused on (i) Effectiveness of EQUITY program in classroom; (ii) Education information management; and (iii) TV lesson utilisation. Various methodologies were employed to obtain information related to the three focus areas.

The result showed that schools using EQUITY performed better than those not using EQUITY. Statistical analysis indicates that the number of teachers still using TV lessons is significantly higher than those that had stopped using or not started yet. With regards to subjects, in Math the 'Using' group is significantly higher than 'Stopped' and 'Not started' groups. However, for Science, no significant difference was observed among the three groups.

A qualitative analysis of EQUITY Program shows that approximately 15% of primary schools in PNG have TV and about one-third of those utilize TV lessons. The survey also recorded other benefits for teachers and students utilizing TV lessons.

Mr. Agigo summarised his presentation by reinforcing that EQUITY is re-enforcing and re-enhancing teaching and learning in classroom. TV receiving schools have performed much better than those without TV for both teachers and students. The difference is statistically significant-meaning making an impact.

The survey also identified that the Survival Rate of schools utilizing EQUITV Program depends very much on continuous power supply and EMTV signal reception.

*Comments/Questions*

Mr. Ito commented that schools can start TV program but sustaining them is the difficult part as shown by the baseline survey.

Mr. Babato said that due to regular disruptions to TV signals, use of DVDs is more effective. Provinces need a direction on this. He asked if there were any particular reasons why schools have stopped.

Mr. Agigo responded saying schools stopped due to signal failure and lack of funding. The study also identified characteristics of stopping schools in the report.

Mr. Yerua said that EQUITV is an important strategy and we need to find ways of assisting them. EMTV will be charging Air time fees next year thus need to specify what's wrong and what we would do to rectify.

Dr. Zui commented that the study shows significant results and positive impacts. However, one impediment is the gap between the Model Teachers in POM to the classroom teacher in the provinces. One option is to use mobile phones.

Mr. Albert Kuanu suggested for some characteristics to be incorporated into the pre-service and in-service trainings.

Ms. Kona said that identification of technicians in schools and provinces is important as it saves time.

Mr. Podarua suggested that DVDs supply to schools is important and should become a recurrent activity to distribute to schools without paying for them by schools.

Mr. Rapese said that the research findings should be used to make plans and policies.

Dr. Apelis challenged schools to take ownership of the report and produce a school database to help schools strive over the benchmark and improve. He also informed that DOE is also talking about having its own TV Channel for use on 24 hrs basis. He further stressed the danger in DVDs is that teachers might use them to replace themselves by being absent and playing DVD for students. That is not allowed thus care be taken when distributing CDs/DVDs. He also said secondary schools & TVET should also be prepared for model schools and model teachers.



### **13. Report on Japan Training**

Mr. Godfrey Yerua presented a brief report on Training in Japan. This particular training was designed for Top Management Team to see what happens elsewhere so as to improve access and quality of education. The purpose of the training was for the participants to discuss and identify the mi-long term roles of distance education including the EQUITY Program in PNG as well as discussing the framework and strategies for the enhancement and dissemination of distance education in PNG.

Some key findings include ICT Policy, Government Support to ICT, Utilization of ICT in schools, Teacher Education, ICT Curriculum /Resource Materials development, Education Media Program and ICT facility (Broadcast, schools and Library).

Nine (9) recommendations as a way forward were presented ranging from revising current policies to securing government support and even reviewing Teaching Service Commission policies. Mr. Yerua ended by stating that DOE needs to go beyond radio and television.

#### ***Comments/Questions***

Mr. Babato commented that it is not feasible to introduce overnight changes as observed in Japan study tour since we are no way near Japan, so we should take one step at a time. He also said DOE has been telling schools to take ownership, but has the NDOE taken ownership of this program because when the first phase finished, it almost collapsed. GoPNG also needs to allocate sufficient budgetary allocation.

Mr. Yerua responded that when phase 1 finished, GoPNG gave some money for continuity, but with more awareness and training, progress can be made.

### **14. Discussion of Issue & Challenges**

Mr. Akinori Ito discussed two issues facing EQUITY Program. (1) Requirement of upgrading NEMC to its own Division. (2) Secure sufficient budget support from both Recurrent and Development budgets.

#### ***Comments/Questions***

Mr. Rapese pointed that there's budget cuts everywhere, thus we need to do the best we could with what is given.

Dr. Apelis said engaging other stakeholders such as districts and private partnerships is a good approach.

Mr. Yerua said that in order to make progress in ICT, DOE needs to rearrange NEMC and other ICT sections in other divisions together into a new ICT Division.

Mr. Rapese said Submission was made but not taken up so needs to be re-submitted. Budget and structure for new division are important considerations.

### ***Recommendation***

The committee recommended that the internal Restructure Committee of DOE deliberate on the submission on restructure and establish an ICT Division.

### **15. Plan of Project Activities December 2012 – March 2013**

Mr. Ito discussed several activities to be undertaken from December 2012 to March 2013. Some of the activities include management meetings, planning workshops, reviewing resource materials, awareness, reviewing and developing training tools and conduct actual trainings in provinces, developing pre-service teachers college module and materials, studying in-service module, field verification and a JICA Monitoring Mission.

### **16. Signing of MOU between DoE and Ok Tedi Mining Limited (OTML)**

On the occasion of the JCC, another milestone signing of MOU between DOE and Ok Tedi Mining Limited (OTML) took place. Mr. Musje Werror, General Manager Governments & External Relations of OTML signed the MOU with Dr. Apelis.

Mr. Werror said he was pleased to sign on behalf of OTML and Western Province. Western is a province so rich but has a major concern that much billions of kina raised by OTML is not improving Education indicator. There is a huge generational gap widening and literacy level is very poor. He applauded that report from provinces and Baseline Survey result are very informative and touching.

Mr. Werror informed that OTML has its own TV channel limited to Kiunga & Tabubil and will be utilised to trial EQUITY Program there.

Dr. Apelis thanked OTML for partnering with DOE to make it a reality. The Education Secretary has agreed on the content and will sign after returning from a meeting with the Prime Minister.

Dr. Apelis informed that another MOU had been signed with EMTV for airing Education contents from 9am -3pm from January 1<sup>st</sup> – December 31<sup>st</sup>, 2013 at a cost of K500,000.00 a year.

Another MOU will be signed between DOE and Digicel (PNG) for Mobile use for dissemination into rural areas.

## **17. AOB**

DNPM: (Dorothy & Barbara) All budget submissions were made but due to Alotau Accord, most ongoing activities got cuts. EQUITY Program should be happy that it received K2million. DNPM will continue to push.

## **18. Closing Remarks**

Mr. Takashi Tsuji, outgoing Chief Representative of JICA PNG Office, acknowledged efforts of DOE officers, such as workshop that ran into midnight. He also supported the call to upgrade Media Centre to a Division. For cost sharing purpose, he urged GoPNG to allocate funds. Mr. Tsuji told DOE that success of project and betterment of people of PNG lies on their shoulders.

Mr. Shigeru Sugiyama, successor of Mr. Tsuji, pledged to continue working closely with DOE.

Mr. Wingi said there is need for establishment of Technical Training School to train teachers. Some politicians are well educated and good awareness should secure their support. Teaching Service Commission also needs for flexibility in teachers' recruitment.

Dr. Apelis applauded officers of NEMC, TED, S&G, PPRC for research, and Mr. Rapese for his great involvement in providing leadership since long. He also thanked JICA for assistance and experts dispatch. NEMC must learn from them. He opted that next year we should strategise such that a national counterpart must be assigned to experts so as to abstract skills and knowledge for our continuity.

He also thanked Department of National Planning & Monitoring for close working relationship.

Mr. Rapese was thanked and farewelled on his retirement with a presentation of gift.

Mr. Rapese recounted the day when he led a study team to Thailand and found them using TV for teaching & learning. Upon return, he recommended without hesitation for EQUITY Project to start. Now it has come a long way and will benefit the children of PNG.

In his final words, Mr Rapese thanked Dr. Apelis for leading CDAD, Mr. Yerua for helping his decision making and linking divisions to him, Ms. Hatsi Mirou for being in the engine room, Mr. Akinori Ito for close support provided, and was sure such support will continue.

The second JCC officially closed at 14:00 pm.

The next JCC Meeting will be held in May 2013.

**Annex 1: Attendance List of the 2<sup>nd</sup> JCC meeting**Venue: **Hideaway Hotel, Port Moresby****JCC members, PNG side**

<b>No.</b>	<b>Name</b>	<b>Position and Institution</b>
1	Mr. Damien Rapese	Deputy Secretary, Teaching & Education Standards, DoE
2	Mr. Godfrey Yerua	First Assistant Secretary, Curriculum & Standards
5	Mr. Walipe Wingi	Assistant Secretary, Teacher Education Division, DoE
4	Dr. Eliakim Apelis	EQUITV Phase 2 Project Manager, Assistant Secretary, CDAD
6	Dr. Zui Neofa	Representative of Teachers colleges, Director PNGEI
9	Mr. Violet Gerega	Representative of TVET, Assistant Manager - TVET
10	Mr. Albert Kuadu	Representative of Standards & Guidance Division, Senior Standards Officer Elementary Southern & W. SDG
11	Mr. Henao Nauna	Assistant Secretary, NCD Education Services
12	Ms. Hatsi Mirou	Chairperson, EQUITV Program Management Committee Manager, National Education Media Centre
14	Ms. Karina Bundu	National Librarian, Office of Archive & Library
16	Mr. Neville Unduka	Head of Professional Strand - PNGEI
19	Ms. Barbara Tiki	AID Coordinator, Japan Desk, DNPM
20	Ms. Dorothy Marang	Program Officer for Education & Social Sector, DNPM
21	Mr. Joseph Moide	Regional Director for Momase
22	Mr. Bruno Babato	Chief Executive Officer for Education, ARB
23	Mr. Michael Meten	Planner, Division of Education, ARB
24	Mr. Joseph Auli	Provincial Education Advisor, East Sepik
25	Mrs. Annemarie Kona	Regional Director, Southern Region
26	Mr. Camilus Kanau	Superintendent, Standards & Guidance Division
27	Mr. Thomas Podorua	Assistant Secretary, ICT
28	Mr. Kokoro Aganigwa	Superintendent, Professional Development
29	Mr. James Agigo	Acting Manager, Research & Evaluation Unit
30	Mr. Musje Werror	General Manager, Governments & External Relations, Ok Tedi Mining Limited

**JCC members, Japanese Side**

<b>No.</b>	<b>Name</b>	<b>Position and Institution</b>
1	Mr. Takashi Tsuji	Outgoing Resident Representative of the JICA PNG Office
2	Mr. Shigeru Sugiyama	Incoming Chief Representative of JICA PNG Office
3	Mr. Yoshikazu Taniguchi	Assistant Resident Representative of JICA PNG Office
4	Mr. Akinori Ito	Project Leader, EQUITV Phase 2

**Observers**

<b>No</b>	<b>Name</b>	<b>Position</b>
1	Mr. Bill Aehe	TV Gird/Gaffer, NEMC, CDAD
2	Mr. Benjamin Ugup	Senior TV Technician, NEMC, CDAD
3	Mr. Davies Kia	Assistant Project Coordinator, EQUITV 2
4	Mr. Keith Poloe	Project Senior Driver & Clerk
5	Ms. Angela Koso	Project Junior Secretary
6	Mr. Ross Seo	Project Relieve Driver

**Media Personnel**

<b>No</b>	<b>Name</b>	<b>Position</b>
1	Ms. Agnes Uki	Reporter, National News Paper
2	Mr. Kolopu Waima	Reporter, Post Courier

## Annex 2: Agenda of the 2<sup>nd</sup> JCC meeting



# EQUITV



## Project for Enhancing Access and Capacity of EQUITV Program (EQUITV Phase 2 Project)

P.O.Box 1660 Port Moresby, NCD, Papua New Guinea

### The 2<sup>nd</sup> Joint Coordinating Committee (JCC) Meeting of the EQUITV Project Phase 2

**Date:** 17<sup>th</sup> December 2012

**Time:** 9:00am – 13:30pm

**Venue:** Hideaway Hotel Conference Room

#### PROGRAMME

1	9:00 - 9:05	Welcome remarks from Chairperson (Project Director)	Mr. Luke Taita – A/ Secretary for Education
2	9:05 -9:10	Prayer	Mr. Albert Kuanu, Awareness Committee, S&GD
3	9:10 - 9:15	National Anthem & National Pledge	Ms. Hatsi Mirou, Manager, NEMC
4	9:15-9:20	EQUITV song	Mr. Neville Unduka, Head of Professional Strand, PNGEI
5	9:20 -9:30	Remarks from Steering Committee Chairperson (Project Manager)	Dr. Eliakim Apelis, MPS, AS-CDAD, Project Manager – EQUITV Phase 2
6	9:30 – 9:40	Minutes of Previous Meeting & Matters Arising from the Minutes	Mr. Luke Taita – A/ Secretary for Education
7	9:40–10:20	Progress report on the EQUITV Project Phase 2 from June to December 2012	Ms. Hatsi Mirou, Manager, NEMC supplemented by representative of each working committee
8	10:20-10:30	Budget Report	Mr. Wesley Lakain, Superintendent Operation Mr. Akinori Ito, Project Leader – EQUITV Phase 2
9	10:30-10:40	Tea break	
10	10:40- 10:50	Presentation of the National Dissemination Plan	Dr. Eliakim Apelis, MPS, AS-CDAD Mr. Akinori Ito, Project Leader – EQUITV Phase 2
11	10:50– 11:10	Presentation of the Provincial Dissemination Plans	Assistant Secretaries – NCD, Central Province, ARB and ESP
12	11:10-11:20	Report on the Baseline Survey result	Mr. James Agigo, Manager, Research and Data Analysis, PPRD, Chairperson, Monitoring Committee
13	11:20-11:30	Report on Japan Training	Mr. Godfrey Yerua, First Assistant Secretary (FAS) -Curriculum & Standards Mr. John Josephs, FAS- Policy & Planning
14	11:30-11:45	Discussion of issues and challenges	Mr. Akinori Ito, Project Leader – EQUITV Phase 2
15	11:45-11:50	Plan of the Project Activities from December 2012 to March 2013	Mr. Akinori Ito, Project Leader – EQUITV Phase 2
16	11:50 – 12:00	Signing of MOU between Department of Education and Ok Tedi Mining Limited	Dr. Eliakim, Apelis MPS, AS-CDAD
17	12:00-12:10	Any other business	Mr. Luke Taita – A/ Secretary for Education
18	12:10-12:30	Closing remarks:	Mr. Walipe Wingi, AS, Teacher Education Division, Deputy Project Manager Mr. Damien Rapese, Deputy Secretary Mr. Takashi Tsuji – Resident Representative, JICA PNG Office
19	12:30-12:40	Closing Speech	Mr. Luke Taita – A/ Secretary for Education
20	12:40-13:30	Refreshment	

*My heart, My Child, My School, My Country with EQUITV*





Department of Education and Japan International Cooperation Agency  
The Project for Enhancing Access and Capacity of EQUITY Program  
(EQUITY Phase 2)



**Minutes of Meeting**

of

**The 3<sup>rd</sup> Joint Coordinating Committee (JCC) Meeting**

on

**The Project for Enhancing Access and Capacity of EQUITY program  
(EQUITY Phase 2)**

in

**Papua New Guinea**

*Godfrey Yeru*  
For: \_\_\_\_\_  
Mr Godfrey Yeru  
Chair person  
Joint Coordinating Committee  
Deputy Secretary, Teaching & Education  
Standards

*Akinori Ito*  
\_\_\_\_\_  
Mr. Akinori Ito  
Project Leader, EQUITY Phase 2

*Wesley Lakain*  
\_\_\_\_\_  
Witness  
Mr. Wesley Lakain  
EQUITY Phase 2 Project Manager,  
A/Assistant Secretary, Curriculum  
Development & Assessment Division

*Shigeru Sugiyama*  
\_\_\_\_\_  
Witness  
Mr. Shigeru Sugiyama  
Chief Representative, JICA PNG Office



**Department of Education and Japan International Cooperation Agency**  
**The Project for Enhancing Access and Capacity of EQUITV program**  
**(EQUITV Phase 2)**



**Minutes of Meeting of the 3<sup>rd</sup> Joint Coordinating Committee (JCC) Meeting**

The 3<sup>rd</sup> Joint Coordinating Committee (hereinafter referred to as the “JCC”) Meeting on the Project for Enhancing Access and Capacity of EQUITV<sup>1</sup> Program (hereinafter referred to as the “EQUITV Phase 2”) was held on 11<sup>th</sup> of September 2013, at the Hideaway Hotel Conference Room in Port Moresby to share the progress and discuss implementation issues of the project.

Participants including JCC members, media personals and observers (refer to Annex 1). The Project team and members followed the agenda of the meeting (refer to Annex 2), of which results are summarized as follows.

**1. Welcome**

Mr. Godfrey Yerua, Deputy Secretary, chaired the 3<sup>rd</sup> JCC.

**2. Prayer**

Ms. Hatsie Mirou, Manageress of National Education Media Centre, opened the meeting with a word of prayer.

**3. National Anthem & Pledge**

The chair person, Mr Godfrey Yerua, led the members of the JCC in singing the National Anthem and the National Pledge.

**4. Welcome Remarks – Mr Godfrey Yerua, Deputy Secretary**

Mr. Godfrey Yerua, Deputy Secretary Teaching and Learning, in his opening remarks welcomed and acknowledged the presence of the members of the Joint Coordinating Committee (JCC) on behalf of the Chairperson Dr. Michael Tapo.

In his welcome remarks Mr. Yerua stated that the Government of Japan and PNG has had a long relationship through the assistance provided by the Japanese Government. He made mention to some significant areas of assistance that Japan provides to PNG.



Mr. Yerua further stated that everyone was pleased to hold the 3<sup>rd</sup> JCC meeting. This is a very important meeting as this committee (JCC) plays a very important role in providing guidance to the EQUITY Phase 2 Project. The EQUITY Program (Phase 1) is now being taken care of by the Department of Education. The purpose of EQUITY Phase 2 Project, which JICA is involved in, is to strengthen the system of management, to build capacities and also to lead all provinces in the nation to move into the EQUITY program.

Mr. Yerua further stated that although we have a UBE Plan, EQUITY has been taking the vital role in addressing access to education and retention especially in the schools in the remote areas. He stressed the need for more awareness on the EQUITY program in order to reach schools that are yet to receive the program and to provide them with quality education. He encouraged members to make contributions and also take part in the discussions.

#### **6. Remarks from Steering Committee Chairperson, Mr. Wesley Lakain, Acting AS Curriculum Development and Assessment Division (hereinafter referred to as the “CDAD”), Project Manager, EQUITY Phase 2**

Mr. Wesley Lakain, Project Manager and Chairman of the Steering Committee acknowledged the presence of members of the JCC and representatives of other organizations such as the Embassy of Japan, JICA, Department of National Planning & Monitoring, Provincial Education Advisors and Regional Directors from the four regions. He also acknowledged Dr. Eliakim Apelis, the former Project Manager.

Mr. Lakain stated that EQUITY Phase 2 project started in 2012 and is 16 months old as of today. Since taking over from Dr. Eliakim Apelis as the Project Manager and the Steering Committee Chairman, four Steering Committee meetings had been held leading up to this 3<sup>rd</sup> JCC meeting. Mr. Lakain also stated that the Steering Committee exists to monitor and implement project activities and discuss on the issues affecting the project so that that the project could continue to progress. He acknowledged the National Education Media Centre, the Steering Committee members and sub-committee members under the leadership of Ms. Hatsie Mirou, Manageress for NEMC, who has worked tirelessly behind the scene to ensure the activities are progressing.

Mr. Lakain informed the members of the JCC on the paper that he presented during the 2013 SEOC on the EQUITY Project, which drew a lot of support from all PEAs and other members of the Senior Education Officers Conference (SEOC).

Mr. Lakain further stated that there has been a major policy shift in terms of government directives, which implicates the project. The project, which is a part of Curriculum Development & Assessment Division (CDAD) is the driving force and will require a lot of efforts to address the new shift in the policies. As the Chairman of the EQUITY Project, Mr. Lakain thanked the Japanese Government through JICA, the Top Management Team (TMT) of the Department of Education, Standards and Guidance Division, Teacher Education, Donor Aid Coordination Branch (DoE) and members of the JCC for their continued support.

#### **7. Minutes of Previous Meeting & Matters Arising**

After going through the minutes of the previous JCC meeting, the committee accepted the minutes through Ms. Anne Marie Kona and seconded by Mr. Walipe Wingi.

As for the recommendation and challenges, it was recommended that Internal Restructure of DoE is to be deliberated to establish an ICT Division. The Chairperson informed the committee that the Department is talking about a major restructure of the entire Department of Education next year (2014) and directed CDAD to start working on the submission of the proposed structure.

With regards to restructure, Dr. Apelis stated that the Department has created an ICT Division and the challenge now is whether Media Centre will be captured in that particular Division.

The Chairperson responded that at the moment the Measurement Services Branch and the National Education Media Centre are running on their own and therefore we need to do some tidying up to see whether those sections utilizing ICT should be part of the ICT Division.

Dr. Apelis raised the point that the Department is paying K500,000.00 to EMTV for the broadcast of media lessons and needed clarification from EM TV as to whether that payment is being fully utilized.

On the broadcast of Educational Programs (EQUITV) on EMTV, Mr. Akinori Ito informed the committee that Ok Tedi had already started broadcasting the TV lessons as a result of the MOU signed between the Department and OK Tedi management.

***Action 1:** NEMC and CDAD to start working on the restructure at the Divisional level.*

***Action 2:** Media Centre to report on whether we have direct communication with EMTV regarding the payment for the broadcast of educational programs.*

Mr. Ito stated that some of the issues on the minutes of the previous meeting will be reported in the proceeding EQUITV Progress Report and Budget Report on the agenda.

## **8. Progress Report on the EQUITV Project (phase 2)**

Ms. Hatsie Mirou presented the progress report on the EQUITV Project Phase 2 through a video presentation.

After the video presentation the Chairperson commended the Media Centre and the Project and stated that a lot has been happening in terms of awareness, training, capacity building and also getting various sectors of the community to involve in sustaining and expanding the EQUITV intervention. He further acknowledged that there is more to be done and needed everyone to do more.

### **Comments**

In response to the EQUITV Progress report, Mr. Henry Vainak, Regional Director for Niugini Islands (NGI), in light of the dissemination plan stated that NGI Regional Office is waiting for other provinces to complete their dissemination plan so that they can look at how they would address this on a regional approach. He informed that Autonomous Region of Bougainville, East New Britain and New Ireland provinces have completed their dissemination plans, whereas West New Britain and Manus provinces were yet to be done.

Mr. Titus Hatagen, Provincial Education Advisor for Central, stated that Central Province started the EQUITV Program almost seven years (7) ago, however, their progress declined a bit. He further stated that it was difficult to secure funding from the District and Provincial grants because the money is in the hands of the politicians, and therefore Central Province had taken a different approach. Mr. Hatagen informed that they have budgeted for the B schools to purchase TV equipment for EQUITV

and that funding will come from the recurrent budget. Regarding training, Mr. Hatagen stated that only 2 districts were yet to be covered or conduct training.

Mr. Michael Meten, ARB EQUITY Coordinator, stated that the Provincial Dissemination Plan for ARB has been completed and will be submitted to the NGI Regional Office so that they can compile a regional plan. He further stated that they wanted to present the plan to politicians from ARB to solicit funding. ARB Education Division would like all schools to be on board with EQUITY Program but funding has been a major problem so far.

Ms. Anne Marie Kona suggested that the video presentation of EQUITY progress report should be presented in the coming RCM to convince others to take board on the EQUITY program and that there should be some kind of direction made to schools to purchase TV equipment.

***Action3: NEMC will present the video presentation of EQUITY progress report in the coming RCM to convince others to take board on the EQUITY program***

## **9. Budget Report**

Before presenting the Budget report, Mr. Wesley Lakain challenged the committee with his opening statement saying that the EQUITY Project is growing and therefore the budget should also grow along with the project.

Mr. Lakain stated that K2 million was appropriated in 2013. Total expenditure is about K490, 000.00 and funds available is to the tune of K1, 509,938.00 Mr. Lakain stated that the available balance will be used up as there are items that have already being raised to support the activity of the project that amounts to K703, 672.00 which leaves the balance of K806, 200.00. He also stated that the remaining balance would also be used for the procurement and distribution of TV sets. Mr. Lakain stated that when the K2 million is used up it will leave the development funding on red and that the Division will address those short falls.

Mr. Akinori Ito presented the EQUITY Phase 2 Budget and Disbursement Report. He stated that JICA allocated funding for 1 year 7 months. The project started in May last year (2012) and so the financial year for the project is from May 2012 to December 2013. Mr. Ito said the disbursement report is always submitted in every Steering Committee meetings to inform the committee how the money is spent. Mr. Ito explained that funds are spent based on 11 categories. He stated that around 82% of the allocated funds have already being spent which is in line with the project plans. The remaining K300, 000.00 has already been committed and would be used by the end of the financial year.

The Chairperson thanked Mr. Lakain and Mr. Ito for the Budget reports. He further stated that there may be some money in the Department that can be used for the project and that money can be requested through the First Assistance Secretary.

## **Comments**

Ms. Hatsie Mirou informed the committee that although K2 million was allocated, the first disbursement was done in April and that delayed a lot of activities.

In response to Ms. Mirou's comment, Mr. Shigeru Sugiyama, JICA Chief Representative, stated that JICA also share the same concern. He expressed concern that if the money was not released at the appropriate timing, it would definitely cause delay in the implementation of the project. He appealed to the Department of Education to look into improving the disbursement of funds because it is causing serious problems.

In response to Mr. Sugiyama's comment, Mr. Lakain stated that DoE is required to put together cash flow and work plans which are submitted to the Department of National Planning & Monitoring (DNPM) for early disbursement. Since this process is slow, he appealed to the National Planning representative if that can be addressed.

The Chairperson, Mr. Yerua, stated that the issue can be discussed further by the Committee to see how we can link up with DNPM to address this matter.

Mr. Joseph Moide, Regional Director for Momase Region, suggested that there should be a link in terms of budgeting at the school level, district level and provincial level as well as at the National level to tie all the EQUITY activities together.

Mr. Hatagen in support stated that these could be done through the Minimum Priority Areas (MPA) during budgeting.

Mr. Yerua stated that Standards Officers can look into this to see which schools have access to EQUITY and which one don't and provide that information to the MPA Committee to address.

*Action4: the Committee discusses how the DOE can link up with DNPM to fast track the disbursement of funds.*

*Action5: Standards Officers can look into this to schools that have access to EQUITY and which one don't and provide that information to the MPA Committee to address.*

## **10. National Dissemination Plan Progress Report**

Dr. Eliakim Apelis presented the National Dissemination Plan progress report. Before his presentation, he acknowledged members of the JCC, delegation from JICA, PEA's, Regional Directors, Representative from National Planning, the provinces and other participants for the 3<sup>rd</sup> JCC meeting. Dr. Apelis stated that some of the issues discussed earlier on could be captured in the National Dissemination Plan and that Papua New Guineans could capture this program taking into account that it is our agenda and the Japanese Government is assisting us in provision of resources and expertise while the agenda belongs to PNG.

Dr. Apelis stated that the challenge he put to JCC last year was on ownership and sustainability. He stated that the project addresses major government policies, which are already in place, particularly the pillars of UBE which are Access, Retention, Quality and Management.

In his presentation Dr. Apelis acknowledged the direct involvement of the divisions particularly the Standards & Guidance Division, Teacher Education Division, Policy Planning and Communication Division and the provinces. He stated that these divisions have collaboration, linkages and connectivity, which allow the EQUITY program to move forward.

Dr. Apelis stated that all provinces must develop the Provincial Dissemination Plan, particularly the target provinces. Provincial Dissemination Plan basically looks at four areas,

1. Strategy
2. Provincial school information by categories (ABC)
3. Training plan
4. Budget for Implementation, equipment, training and materials.

His presentation also discussed about the goal of National Dissemination Plan and its activities, Awareness and its activities as well as Training, Equipment and Resource Materials. The way forward and areas of responsibilities for different stakeholders have also been captured in the National Dissemination Plan. As per the National Dissemination Plan, the cost of implementation is estimated at K4 million.

The Chairperson commended Dr. Apelis and Mr. Ito for their presentation and stated that a lot of things have been done in terms of the progress on the National Dissemination Plan and there are more to be done next year 2014.

### **Comments**

Mr. Henry Vainak - commended the National Trainers in confidently disseminating the EQUITY Program to teachers. He stated that the TOT training conducted in the provinces has assisted teachers to understand the importance of EQUITY Program. Mr. Vainak stated that the only area that needs to be addressed is training at the District and Cluster level where the involvement of Provincial and District managers is important.

Mr. Ito also commended the Provincial Trainers, especially the Standards Officers, for their leadership in the EQUITY Program and also the Regional Directors for their involvement in Awareness and advocacy.

Mr. Moide - stated that any plan, especially the National Dissemination Plan, is to be advocated. Sustainability of the plan is very important and so he suggested for the National Dissemination Plan to be taken as part of the working plan for all stakeholders.

Mr. Hatagen - stated that awareness is very important. The idea needs to be presented to the Members of Parliament, Provincial Administrators and District managers for sustainability purposes.

Mr. Yoshikazu Taniguchi, Assistant Resident Rep of JICA stated with regard to the dissemination of the EQUITY Program, that although a lot of work has been put into the National Dissemination Plan, according to the findings of the Monitoring Survey Team, the number of EQUITY Receiving schools have decreased. Mr. Taniguchi reasoned that this could be due to the way the project was designed. He further stated that the TFF policy is not reflected in the current project and asked whether to continue with Dissemination Plan activities or need to make adjustment to convince schools to make funding available for the EQUITY Program.

The Chairperson stated that we should keep the National Dissemination Plan but there should be aggressive campaign to promote it by using all forms of media to sell the idea to all stakeholders.

Ms. Hatsie Mirou - stated that there were weaknesses and challenges gone through in 2013 but lessons therefrom should be learned and prioritize 2014 activities. Ms. Mirou stated that one of the activities that need to be looked at first is awareness which has been lacking.

Mr. Madako Suari – Manager Project Liasion and Coordination, suggested to utilize resource personnel on the ground to conduct awareness or to market the EQUITY Program to people who has interest with EQUITY.

Chairperson Mr. Yerua stated that there are several ways to do awareness, of which one he suggested was to make presentation during Governors conference next year. Another would be to get the Education Secretary to sign press releases to market EQUITY. He further stated that next year budget

would require K4.3 million in terms of procuring equipment and conducting training. He appealed to DNPM representative to look into this matter.

While summing up the discussions, Dr. Apelis commended NEMC, CDAD and Standards & Guidance Division for whatever little capacity they have in carrying out EQUITV activities. Dr. Apelis stated that there are a lot of issues that need to be looked carefully and those issues will come out from the Monitoring Team for us to address. He further stated that if the Plan (NDP) is not working then we need to adjust it.

On sustainability, Dr. Apelis pointed that after the Dissemination Plan, we would have a sustainable plan so that we can capture it as a recurrent or as a component function of the division.

***Action6: The Project coordinates the aggressive campaign to promote it by using all forms of media and conferences to sell the idea to all stakeholders.***

***Action7: The project prioritizes the awareness activities in 2014***

## **11. Provincial Dissemination Plan Progress**

The Central Province Dissemination Plan was presented by the Provincial Education Advisor Mr. Titus Hatagen. The presentation provided data on the number of schools in each category. He stated that 43% of schools in 'B' category will be taken care of by Central Provincial Government as they have already been budgeted for in 2014. Mr. Hatagen stated that so far Central Province has spent about K65, 000.00 for the EQUITV TOT training and K17, 000.00 was spent on districts and clusters training. Mr. Hatagen stated that Central Province is adamant that by 2015 they will reach their target – all primary schools will access EQUITV Program. He informed that Central Province had already conducted EQUITV District and cluster training in Hiri, Rigo, Kairuku and Abau Districts. Only some parts of Hiri are yet to be conducted. He stated that so far Central Province has 17 Provincial Trainers, 34 District trainers and 61 receiving schools.

The NCD Dissemination Plan was presented by Mr. Hena Tau Nauna - Assistant Secretary NCD Education Services. Mr. Tau Nauna stated that NCD is fully involved in the EQUITV Program where teachers in the 40 schools were all involved in the EQUITV training in 2012. Mobile visits were carried out by Standards Officers to ensure that all schools have TV program and also utilize the program as follow up from the training. Mr. Tau Nauna also informed the committee that a letter of instruction have been sent to all schools to utilize the TFF funds to purchase TV equipment including DVD's. He stated that by 2014 NCD would fully implement the EQUITV Program.

The Autonomous Region of Bougainville Dissemination Plan was presented by Mr. Michael Meten. Mr. Meten stated that by the end of 2014, all 238 schools in the region would have been covered, according to the Dissemination Plan. He further stated that in terms of training, Bougainville has yet to conduct any training due to unavailability of fund.

The Western Highlands Provincial Dissemination Plan was presented by Mr. Simon Sam, Superintendent Primary/Secondary Schools. Mr. Sam stated that Western Highlands Province has 100 schools and experience the same issue on funding. He stated that most of the schools are accessible by road except for only few schools in Mul Baiyer District with difficulties in accessing them. On training, Mr. Sam said that the Districts and Cluster training is still pending due to shortage of funds. He said WHP has a total of 20 provincial trainers. He further stated that the Division of Education through the Department of Western Highlands has taken the responsibility to fund 29 schools in the province.

## **12. Revised Project Design Matrix**

The committee revised EQUITYV Phase 2 Project Design Matrix. Mr. Godfrey Yerua - Chairman and Deputy Secretary, Teaching & Learning, presented it.

### **Comments**

Mr. Akinori Ito stated that with the current indicator bellow, the project is not really comfortable. He further stated that this would be discussed further when the study team arrives.

“Lecturers in each teachers college in the target provinces become provincial trainers” is not appropriate indicator to show the status on “Output 3: Students at teachers colleges are familiarized with how to utilize EQUITYV program in classroom teaching.”

## **13. The 2<sup>nd</sup> Japan Training**

Mr. Madako Suari presented the 2<sup>nd</sup> Japan Training Report. According to Mr. Suari the training was very successful. He said that the report contains findings and recommendation that would be presented to TMT.

Mr. Ito stated that other recommendations would be included in the report.

## **14. Plan of the project activities**

Mr. Ito presented Plan of Project activities. The report covers the period from September - December and from January - April next year 2014. Activities conducted in 2013 are; Management, Awareness, In-service Training, Model lesson Print and Distribution and Equipment Procurement. Mr. Ito stated that most of these activities were achieved. The same activities would continue next year, 2014.

Mr. Takujito Ito discussed the PDM indicator output 3-3 ‘More than 1,700 student-teachers acquainted with the EQUITYV program graduate from teachers colleges in the target provinces every year.’ He clarified that the number 1,700 is insufficient. Because the some schools population is low. He suggested to reduce the number to 1,020 students.

All members acknowledged and noted his suggestion.

## **15. AOB**

On AOB, Dr. Eliakim Apelis informed the committee on the latest development of OBE, stating that OBE cannot be replaced unless we have something to replace it.

## **16. Closing remarks**

In his closing remarks the Chairperson, Mr. Godfrey Yerua, commended everyone for their support in ensuring that the EQUITYV Project implemented its activities. He acknowledged Mr. Sugiyama and JICA for their continuous support. He also acknowledged Mr. Akinori Ito for his guidance and also thanked the Steering Committee, the PEA’s for their guidance and lastly the JCC Members for their contribution and guidance.

Mr. Yerua stated that the EQUITYV vision is to reach every school. He acknowledged that it is challenging but that is our vision and would have to make it happen.

**The 3<sup>rd</sup> JCC Meeting closed at 3:30 pm**

**Annex 1: Attendance List of the 3<sup>rd</sup> JCC meeting**Venue: **Hideaway Hotel, Port Moresby****JCC members, PNG side**

No.	Name	Position and Institution
1	Mr. Godfrey Yerua	A/Deputy Secretary, Teaching & Education Standards, DoE
2	Dr. Eliakim Apelis	A/First Assistant Secretary, Curriculum & Standards
3	Mr. Walipe Wingi	A/First Assistant Secretary, Teaching & Learning
4	Mr. Wesley Lakain	EQUITV Phase 2 Project Manager, Assistant Secretary, CDAD
5	Ms. Hatsi Mirou	Chairperson, EQUITV Program Management Committee Manager, National Education Media Centre (NEMC)
6	Mr. Glen Benny	Assistant Executive Officer, JCC, TV Coordinator
7	Ms. Antonia Manahave	Media Curriculum Officer, NEMC
8	Mr. Madako Suari	Director, Aid Coordination and Development, PPRCD
9	Mr. Robert Pelis	Aid Coordination and Development Officer, PPRCD
10	Mr. Camilus Kanau	Superintendent, Standards & Guidance Division
11	Mrs. Annemarie Kona	Regional Director, Southern Region
12	Mr. Joseph Moide	Regional Director, Momase Region
13	Mr. Henry Vinak	Regional Director, NGI Region
14	Mr. Aloysius Rema	Regional Director, NGI Region
15	Ms. Elizabeth Kosi	Senior Standard officer, NCD
16	Mr. Nopa Raki	Superintendent Curriculum, TED
17	Ms. Dorothy Marang	Program Officer for Education & Social Sector, DNPM
18	Mr. Henao Nauna	Assistant Secretary, NCD Education Services
19	Mr. Titus Hatagen	Provincial Education Adviser, Central Province
20	Mr. Simon Sam	Superintendent Primary, Western Highlands Province
21	Mr. Michael Meten	Planner, Division of Education, ARB
22	Mr. Joseph John	Provincial Material Officer, Central Province

**JCC members, Japanese Side**

No.	Name	Position and Institution
1	Mr. Shigeru Sugiyama	Chief Representative of JICA PNG Office
2	Mr. Yoshikazu Taniguchi	Assistant Resident Representative of JICA PNG Office



3	Mr. Naomitsu Nakagawa	Project Formulation Adviser
4	Mr. Koshi Shishido	Second Secretary, Embassy of Japan
5	Mr. Akinori Ito	Project Leader, EQUITY Phase 2
6	Mr. Takujiro Ito	JICA Expert

#### Observers

No	Name	Position
1	Mr. Benjamin Ugup	Senior TV Technician, NEMC, CDAD
2	Mr. Keith Poloe	Project Senior Driver & Clerk
3	Ms. Angela Koso	Project Junior Secretary
4	Mr. Kila Rauna	Project Relieve Driver

#### Media Personnel

No	Name	Position
1	Mr. Kolopn Waima	Reporter, Post Courier
2	Mr. Felix Lapan	Camera man, Kundu 2
3	Mr. Jaheb Akia	Reporter, Kundu 2
4	Ms. Mirriam Malawa	Reporter, The National
5	Mr. Adam Mera	Reporter, Photo Grapher, The National
6	Mr. Geso Ko	Cameraman
7	Angela Koso	Junior Secretary, EMTV

## Annex 2: The 3<sup>rd</sup> Joint Coordinating Committee (JCC) Program

# EQUITV PROJECT

Project for Enhancing Access and Capacity of EQUITV program  
(EQUITV Phase 2 Project)

P.O.Box 1660 Port Moresby, NCD, Papua New Guinea



### The 3<sup>rd</sup> Joint Coordinating Committee (JCC) Meeting of the EQUITV project phase 2

**Date:** 11<sup>th</sup> of September 2013

**Time:** 9:00am – 13:30pm

**Venue:** Hideaway Hotel Conference Room

#### PROGRAMME

1	9:00 - 9:05	Welcome remarks from Chairperson (Project Director)	Dr. Michael Tapo – A/ Secretary for Education
2	9:05 -9:10	Prayer	
3	9:10 - 9:15	National Anthem & National pledge	Ms. Hatsi Mirou, Manager, NEMC
4	9:15-9:20	EQUITV song	All participants
5	9:20 -9:30	Remarks from Steering Committee Chairperson (Project Manager)	Mr. Wesley Lakain, A/AS-CDAD, Project Manager – EQUITV Phase 2
6	9:30 – 9:40	Minutes of Previous Meeting & Matters Arising from the Minutes	Dr. Michael Tapo – A/ Secretary for Education
7	9:40--11:00	Progress report on the EQUITV Project Phase 2	
	9:40-10:05	7.1. Video presentation – progress summary report	Ms. Hatsi Mirou, Manager, National Education Media Centre
	10:05-10:15	7.2. Budget Report	Mr. Wesley Lakain, A/AS-CDAD Mr. Akinori Ito, Project Leader – EQUITV Phase 2
	10:15-10:30	Tea break	
	10:30-10:45	7.3. National Dissemination Plan Progress	Dr. Eliakim Apelis MPS, A/FAS- Curriculum and Standards
	10:45- 11:00	7.4. Provincial Dissemination Plan Progress	Assistant Secretaries – NCD, Central Province, ESP, ARB and WHP
8	11:00– 11:10	Revised Project Design Matrix of EQUITV Phase 2 project	Mr. Godfrey Yerua, A/ Deputy Secretary, Teaching & Education Standards
9	11:10-11:30	The 2 <sup>nd</sup> Japan Training	Mr. Madako Suari Director - Aid Coordination and Development
10	11:30-11:45	Discussion of the issues and challenges	Dr. Michael Tapo – A/ Secretary for Education
11	11:45-11:50	Plan of the Project Activities	Mr. Akinori Ito, Project Leader – EQUITV Phase 2
12	11:50-12:10	Any other business	Dr. Michael Tapo – A/ Secretary for Education
13	12:10-12:20	Closing remarks:	Mr. Shigeru Sugiyama – Chief Representative JICA Papua New Guinea Office
14	12:20-12:30	Closing Speech	Dr. Michael Tapo – A/ Secretary for Education
15	12:30-13:30	Refreshment	

*My heart, My Child, My School, My Country with EQUITV*







Department of Education and Japan International Cooperation Agency  
The Project for Enhancing Access and Capacity of EQUITY Program  
(EQUITY Phase 2)



Minutes of Meeting

of

The 4<sup>th</sup> Joint Coordinating Committee (JCC) Meeting

on

The Project for Enhancing Access and Capacity of EQUITY program  
(EQUITY Phase 2)

in

Papua New Guinea

Dr. Eliakim Apelis, MPS  
Chair person  
Joint Coordinating Committee  
Acting Deputy Secretary, Teaching &  
Education Standards

Mr. Akinori Ito  
Project Leader, EQUITY Phase 2

Witness  
Mr. Wesley Lakain  
EQUITY Phase 2 Project Manager,  
Acting Assistant Secretary, Curriculum  
Development & Assessment Division

Witness  
Mr. Shigeru Sugiyama  
Chief Representative, JICA PNG Office



Department of Education and Japan International Cooperation Agency  
The Project for Enhancing Access and Capacity of EQUITY program  
(EQUITY Phase 2)



**Minutes of Meeting of the 4<sup>th</sup> Joint Coordinating Committee (JCC) Meeting**

The 4<sup>th</sup> Joint Coordinating Committee (hereinafter referred to as the “JCC”) Meeting on the Project for Enhancing Access and Capacity of EQUITY<sup>1</sup> Program (hereinafter referred to as the “EQUITY Phase 2”) was held on 16<sup>th</sup> of December 2013, at the Hideaway Hotel Conference Room in Port Moresby to share the progress and discuss implementation issues of the project.

Participants included JCC members, media personals and observers (refer to Annex 1). The Project team and members followed the agenda of the meeting (refer to Annex 2), of which results are summarized as follows.

**1. Prayer**

Ms. Hatsie Mirou, Manageress of National Education Media Centre, opened the meeting with a word of prayer.

**2 Welcome Remarks – Dr. Eliakim Apelis, Acting Deputy Secretary**

Dr. Eliakim Apelis, MPS, welcomed and acknowledged the presence of the members of the Joint Coordinating Committee (JCC) on behalf of the Chairperson Dr. Michael Tapo. In extending his welcome to the media personnel, he urged them to do fair reporting.

In his welcome remarks, Dr. Apelis stated that the Government of Japan and PNG has had a long relationship through the assistance provided by the Japanese Government. He made mention to some significant areas of assistance that Japan provides to PNG.

JICA support is one result from this relationship. JICA’s assistance to the Department of Education comes in two modalities; dispatch of Technical Expertise and Project Resources to improve access, retention and quality of education service in PNG. Students and teachers in PNG are benefitting from this assistance.

Dr. Apelis urged that projects have time buds to come and go but the Government of PNG should seriously consider taking ownership of those initiatives. He said this in the context of some overarching government policies namely the National Education Media Policy (NEMP) launched in 2012, the Universal Basic Education Plan and the PNG Vision 2050. He pointed out that all these policies of government demand the use of Information Communication Technology (ICT) and media as a tool for development.

DoE is managing the EQUITY Program and Project Phase 2 because it is the way forward.

### 3. Minutes of Previous Meeting and matters arising from the minute

After going through the minute of the previous JCC meeting, the committee accepted the minute through Mr. Madako Suari and seconded by Mr. Wesley Lakain.

On the Actions from the previous minute, the following actions had been taken;

**Action 1:** NEMC and CDAD to start working on the restructure at the Divisional level.

Report: with regards to the restructure at the divisional level, NEMC and CDAD have considered the proposition but according to Dr. Apelis any restructure will be put on halt until further notice.

**Action 2:** Media Centre to report on whether we have direct communication with EMTV regarding the payment for the broadcast of educational programs.

Report: Manageress of NEMC has confirmed that there is communication with EMTV. She added that all 2013 payments have been done.

Dr. Apelis said that from 9:00 am to 3:00 pm EMTV time belongs to Education Department, but the DoE is not utilizing it well. To achieve value for money, there should be consultations between NEMC/CDAD and other divisions to produce and supply programs for telecast..

Mr. Madako Suari asked if arrangement could be made with private sponsors to finance education programs on EMTV. This will be an option to be explored in the future.

**Action3:** NEMC will present the video presentation of EQUITY progress report in the coming RCM to convince others to take board on the EQUITY program

Report: It has been done through presentations of the EQUITY Progress Report video by Mr. Lakain and Dr. Apelis at the Alotau SEOC and Kimbe RCM.

**Action4:** the Committee discusses how the DOE can link up with DNPM to fast track the disbursement of funds.

Report: Regarding a meeting with DNPM to secure more funds, Mr. Lakain informed that a meeting was held once with DNPM. He stressed the necessity for more awareness activities to solicit funding.

**Action5:** Standards Officers can look into this to schools that have access to EQUITY and which one don't and provide that information to the MPA Committee to address.

Report: Mr. Camilus Kanau informed the JCC that Standard Officers have been advised to collect EQUITY data as they carry out inspections and school monitoring visits.

Dr. Apelis challenged SGD, CDAD and the project to obtain statistics from S&G officers in provinces and CDAD and provide statistical data for 2014 first meeting.

**Action6:** The Project coordinates the aggressive campaign to promote it by using all forms of media and conferences to sell the idea to all stakeholders.

**Action7:** The project prioritizes the awareness activities in 2014.

Report 6&7: Ms. Hatsie Mirou informed that Awareness tools have been developed. NEMC will focus on high level awareness in 2014 targeting provinces and members of parliament and provincial administrators. She also pointed that some provinces came good with funds to support EQUITY Program as a result of awareness carried out this year.

#### **4. Progress Report on the EQUITY Project Phase 2 in 2013**

##### **i. EQUITY Phase 2 Project Report**

Before actual presentations were made, Mr. Wesley Lakain thanked JICA and all members of the EQUITY Management committees.

Mr. Akinori Ito, Project Team Leader and Ms. Masumi Ichihara, Project Coordinator, co-presented the EQUITY Phase 2 progress report on power point. The report covered achievement of project indicators from March to December 2013 as per the Project Design Matrix. Some of the achievements in 2013 included the development of provincial dissemination plans, regular conduct of management meetings and activities among various divisions, capacity development, EQUITY Training modules development, awareness and advocacy at SEOC and RCMs, training of provincial and district trainers in target provinces, and the introduction and utilization of EQUITY into pre-service program in some target Primary Teachers Colleges.

##### **Comments:**

Mr. Lakain said that EQUITY & NEMC staffs were trying their best to achieve most indicators, but due to circumstances, only few were not achieved this year. He added that it needed aggressive awareness to be driven to provinces, PEAs and districts to solicit their assistance to fully realize the outcomes.

Mr. John Josephs commented that about 1.7 million children are in schools. He added that of all schools in PNG, 92 % schools are in rural areas and only 8% in towns and cities. EQUITY progressively have been reported to be successful and teachers and students enjoy teaching & learning in classroom with EQUITY. However, there is a concern that some provinces that has already started to utilize EQUITY has not provided the data back to head quarter.

He posed a challenge to inspectors, concerned officers and schools to work together to provide the needed data. He reiterated that EQUITY is the way forward. Nothing much is happening in the 1400 cluster schools and as such EQUITY is a starting point for cluster schools.

Mr. Suari commented that there were some impediments such as funds in provinces, but need to work with provinces that are still sleeping to take on board EQUITY.

Dr. Uke Kombra pointed that the Project runs for 4 years and now is the middle of period, but was concerned that indicator 3 achievement targets were below 10% thus needing the Project and DoE to look at strategies to scale up to 50%.

Mr. Baran Sori posed two critical questions. First, he asked whether EQUITY was a form of teaching aid or a innovative solution to transform teaching and learning in classroom. Second, he asked whether student teachers at teachers colleges receiving EQUITY training were going to become special

teachers. He also questioned whether teachers involved in EQUITV would be looking for financial reward or psychological reward in EQUITV.

Dr. Apelis instructed that progress issues needing attention of policy makers must be taken up with SSM rather than waiting for RCMs and SEOC.

Mr. Ito responded that 2013 is the first and preparatory year for EQUITV Phase 2 Project for development of training modules, etc. Thus 30% achievement for schools utilizing EQUITV is ok, but will need to upscale as Dr. Komba pointed out.

Mr. Thomas Podarua, AS ICT Division enquired if there was any research done on quality of students learning through EQUITV. Mr. Ito responded that the EQUITV Monitoring Committee is conducting survey/monitoring in selected schools and the results will be made known in due course.

Action1: EQUITV Project will develop the monitoring system for collecting EQUITV data from Provinces.

Action2: DOE will consider the financial or psychological rewards for model teachers.

Action3: EQUITV Project will provide the result of research on quality of students learning through EQUITV

## ii. Budget Report

Before presenting the Budget report, Mr. Wesley Lakain challenged the committee with his opening statement saying that the EQUITV Project is growing and therefore the budget should also grow along with the project.

The table below shows the expenditure of the K2million PNG component:

No	Item	Amount
1	Workshop In-service Pre-service Teachers Resource Book production Student Resource book production	K1 million
2	Printing	K650,000.00
3	Procurement	K47,000.00
4	EMTV	K275,000.00
5	Reimbursement	K21000.00
6	Balance remaining	K6190.00

Ms. Masumi Ichihara presented the JICA component for the first year of the project which was from May 2012 to December 2013. Her report showed that by mid-December 2013 more than K1.7million has been disbursed which is about 95.57% of the total allocation for the same period.

## Comments:



Ms. Hatsie Mirou said that the EQUITY Program is working in parallel with the project in terms of procurement of television sets for selected schools. The Project is procuring television sets for pilot schools while EQUITY Program is looking after other schools.

Mr. John Joseph commented that the PNG component is insufficient for program activities. There was not enough money for monitoring and support to provinces. He urged JCC to make strong decision to secure more money from the Government of PNG. He reiterated that EQUITY is way forward to improve teaching and learning and that the Government of PNG needed to be told of positive impacts EQUITY is providing in schools. DoE needs to be more aggressive in securing counterpart funding to progress of EQUITY.

Mr. Suari informed the JCC that Aid Coordination Branch is developing a terms of reference for monitoring and evaluation for all donor funded projects and will submit to SSM for funding, which includes EQUITY. He called for support from SSM members when it is presented later.

Action4: EQUITY Steering committee will take actions for DoE needs to be more aggressive in securing counterpart funding to progress of EQUITY.

### **iii. Revised National Dissemination Plan**

Dr. Apelis provided some background information on the National Dissemination Plan (NDP) stating that it allows for Provincial Dissemination Plans (PDP) to be derived. PDPs include the awareness and advocacy for provinces and district authorities. He advised that funding does not come directly from the project to support selected schools in provinces but from other sources within provinces. He also said that for the first time in this phase, teachers colleges are being involved for sustainability of EQUITY.

Mr. Ito presented the revised NDP on power point. The presentation covered Goal of NDP, Current situation of primary schools, Dissemination Plan target for schools receiving EQUITY Program, Dissemination Processes, EQUITY Training System, Awareness and Advocacy activities, Progress of PDP by provinces, Result of dissemination to schools from May 2012 to August 2013, Challenges and Issues, Equipment distribution and Necessary Budget.

After Mr. Ito's presentation, Mr. Winnie Gima, Head Teacher of Gaire PS shared his school's experience in terms of academic performance enhancement of grade 8 students examination results. His power point presentation clearly highlighted that EQUITY Program directly had some significant impact on the students' academic performance in Math and Science subjects. There was a remarkable increase in students evaluation for Math and Science from 2011 to 2013.

Gaire Primary School took up EQUITY Program in 2012 and after seeing the positive impact in student learning and teachers teaching in classrooms, they are demanding for other subjects to be also included in the program. He reported that one of his students scored the highest mark in Central Province in Math.

### **Discussion:**

Mr. Baran Sori thanked Gaire Primary School for the effort of teachers in utilizing EQUITY Program. He also announced that Teaching Service Commission (TSC) had approved incentives of a 10% increase in salary and another 10% incentive for hard working teachers throughout the country.

Mr. John Joseph also thanked Gaire Primary School and Central Province for taking on board of EQUITY Program and commented that Gaire is a good example of EQUITY that will make impact to other provinces.

He further called for collaboration and communication with open members to source funding for monitoring and other EQUITY activities. He urged the EQUITY Steering Committee to make some recommendations on how schools should use their Tuition Fee Free (TFF) money to allocate some to EQUITY.

Mr. Titus Hatagen informed JCC that Central Provincial Education Office under his leadership has used some of the TFF to purchase TV screens for all category C schools. He also said that training in districts had completed and schools were marching forward.

Dr. Apelis said that approaching TFF shouldn't be problem.

Mr. Suari asked if a recommendation be done, to which Dr. Apelis responded that such recommendation should include other activities based on the NDP.

Mr. Hatagen suggested that a consultative meeting has to be held for all PEAs to raise their awareness of the positive impact of EQUITY so that they can allocate resources accordingly.

Dr. Kombra said that some PEAs were very committed to innovations and able to capture EQUITY quickly but others within provinces and head office were not and failed to take advocacy to provinces.

Dr. Apelis said that management committees would develop the different strategies accordingly to target different audiences.

Mr. Shigeru Sugiyama, Chief Representative of JICA, urged the Department of Education to collaborate with provinces and provide required materials for provinces to penetrate rural schools.

He added that 2014 would be a tough year for funding thus the need to secure more avenues of financing. He was concerned about the huge financial gap between programs in 2014 as EQUITY Program was only allocated K1 million. He further noted that there is a need to narrow the gap by finding other sources of financing.

He urged PNG side to look at something innovative, stating that JICA existence is time-bound, and is concerned about seeing the fruit of EQUITY.

Ms. Dorothy Marang, Project Officer Education from DNPM said that the 2014 Budget was already out and program officers did their best but the top management, the Minister and NEC had the upper hand in deciding the budget ceiling. The allocation of K1 million only to EQUITY Program cannot be changed.

She suggested that EQUITY Project should involve First Assistant Secretaries in monitoring of EQUITY progress so as to make them see what is happening in schools so that future budget submissions can be defended well.

Dr. Apelis said that DoE and CDAD can look within for money to subsidise the huge shortfall. He suggested that the K1 million allocated for 2014 be used for awareness and advocacy to provinces as DoE and CDAD look for other funds to subsidise. He also asked the project team to involve TMT members during awareness and advocacy activities.

Mr. Hatagen said that advocacy and awareness be conducted during the first quarter to assist PEAs to convince their provincial administrators to include EQUITV activities as a Minimum Priority Activity (MPA).

Mr. Yoshiki Takahama, First Secretary of Embassy of Japan asked if there was a homepage for the project. Mr. Suari answered that there was no homepage for the project.

Mr. Podarua said that NEMC had much information but needed to consult with ICT to establish one homepage for the project.

Mr. Sugiyama said that advocacy and awareness should go both upward and downward. He stated that the Government's Tuition Fee Free Policy and Compulsory Education Policy allow for more students to enrol in schools and the next issue would be the quality of education that is what EQUITV program covers.

Decision 1: The JCC accepted the revised National Dissemination Plan for 2014 onwards.

Action5: EQUITV Project will implement following recommendations in 2014.

*Recommendation1: That a Departmental Directive be issued to all schools to allocate some TFF money towards EQUITV Program according to activities stipulated in the NDP.*

*Recommendation 2: That project considers to conduct presentation of EQUITV awareness for PEAs at the next consultative meetings in 2014.*

*Recommendation 3: That the K1 million allocated for 2014 be solely used for awareness and advocacy involving high profile people such as politicians and provincial administrators.*

Action6: EQUITV Program website will be developed in the DoE website consultation with ICT Division.

Action7: Curriculum Development & Assessment Division will coordinate and distribute EQUITV materials to schools.

## **5. Discussion of the Issues and Challenges**

Mr. Ito presented some issues and challenges of EQUITV Project with some proposed measures to take to address areas of concern. Some issues that were critical pertain to the Government of PNG such as financial allocation toward EQUITV, the need to strengthen the monitoring system of EQUITV at national level, financial allocation and disbursement of provincial governments, and issues on the Project Design Matrix.

Dr. Apelis advised that the conference has already discussed some issues in the discussion papers such as financial allocation, monitoring system, payment of EMTV, awareness activities to provide directions for 2014. EQUITV steering committee will meet with specific divisions to implement proposed measurements.

Actions 6: EQUITY Project will meet with specific divisions to discuss the proposed measurements and implement the measurements supported with the divisions.

## **6. Plan of Project Activities in 2014**

Mr. Ito presented the planned activities for next year 2014.

### **Comments**

Dr. Kombra pointed out that only the Project side activities were captured, and asked if NEMC officers were involved. He also asked if any capacity building was going on to equip NEMC officers for sustainability purpose.

In support, Dr. Apelis called for future projections as such to include participation of NEMC and other divisions in the activity plan for capacity building and sustainability purpose. As the Chairman, he directed that 2014 activity plan should capture both Project and DoE involvement.

## **7. Any Other Business**

Dr. Apelis said that exiting of Outcome Based Education (OBE) and existence of Standard Based Curriculum (SBC), the Government of PNG is serious about setting standards quality in education. Therefore, projects should also aim to set standards to assist the Government deliver education service. He added that teacher training and development takes priority in SBC and therefore EQUITY Project should reflect these two areas more seriously.

Mr. Sugiyama said that education is important sector with high priority and the Government of PNG had shown commitment through huge budget allocation in 2013 and decentralization of powers in January 2013. He told JCC participants that investing in education has a long-term and very high rate of return. He also said that 2013 was a tough year but both NDoE and PDoE officers did well.

Mr. Sugiyama concluded by saying that it was a great step forward for education to become free of tuition and EQUITY is a promising program that would lift the quality of education in rural areas.

## **8. Closing remarks**

In his closing remarks, Dr. Apelis stressed on four key areas as below;

- a) Strong leadership and management required.
- b) Decentralization required - engage local experts and knowledge in activities.
- c) Look within the Department to diverse funds since EQUITY has only K1 million allocated. CDAD should work with other divisions.
- d) EQUITY Project report should be presented quarterly to TMT and SSM for assessing progress.

He finally thanked everyone for their hard work during the year and for their attendance.

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**9. Closing prayer**

Ms. Hatsie Mirou said the Closing prayer

**The 4<sup>th</sup> JCC Meeting closed at 5:30 pm**

**Annex 1: Attendance List of the 4<sup>th</sup> JCC meeting**Venue: **Hideaway Hotel, Port Moresby****JCC members, PNG side**

No.	Name	Position and Institution
1	Dr. Eliakim Apelis	Acting First Assistant Secretary, Curriculum & Standards
2	Mr. Baran Sori	Chairman, Teaching Service Commission
3	Mr. John Josephs	First Assistant Secretary, Policy & Planning
4	Dr. Uke Kombra	First Assistant Secretary, TVET
5	Mr. Wesley Lakain	Acting Assistant Secretary, CDAD
6	Mr. Thomas Podorua	Acting First Assistant Secretary, Policy & Planning
7	Mr. Andrew Kuk	Director Corporate Production & Distribution, DoE
8	Mr. Camilus Kanau	Superintendent, Standards & Guidance Division
9	Ms. Hatsie Mirou	Chairperson, EQUITY Program Management Committee Manager, National Education Media Centre
10	Mr. Madako Suari	Director Aid Coordination, DoE
11	Mr. Neville Unduka	Senior Lecturer, PNGEI
12	Mr. Titus Romano Hatagen	Provincial Education Advisor, Central Province
13	Mr. Glen Benny	JCC Executive Officer, NEMC
14	Mr. Dan Lyanda	Aid Coordinator, DNPM
15	Ms. Dorothy Marang	Program Officer Education, DNPM
16	Mr. Hideo Kobayashi	Adviser, DNPN

**JCC members, Japanese Side**

No.	Name	Position and Institution
1	Mr. Yoshiki Takahama	First Secretary, Embassy of Japan
2	Mr. Shigeru Sugiyama	Chief Representative of JICA PNG Office
3	Mr. Naomitsu Nakagawa	Project Formulation Advisor, JICA PNG Office
4	Mr. Akinori Ito	Project Leader, EQUITY Phase 2
5	Ms. Masumi Ichihara	EQUITY Project Phase 2 Coordinator

**Observers**

No	Name	Position
1	Ms. Mutsumi Tsubouchi	JICA Study Team member
2	Mr. Benjamin Ugup	Senior TV Technician, NEMC, CDAD

3	Mr. Winnie Gima	Head Teacher Gaire Primary School, Central
4	Mr. Davies Kia	Assistant Project Coordinator, EQUITY 2
5	Mr. Keith Poloe	Project Senior Driver & Clerk
6	Mr. Samuel Masa	Project Staff
7	Mr. Kila Raula	Project Driver
8	Mr. George Solien	Camera Man
9	Mr. Willie Dumo	Media Curriculum Officer, NEMC
10	Mr. Albert Surry	Admin Officer, Operations, CDAD

**Media Personnel**

No	Name	Position
1	Ms. Miriam Malawa	Reporter, The National News Paper
2	Mr. Mortimer Yangharry	Reporter, The National News Paper
3	Mr. Mark Talia	Reporter, Post Courier News Paper
4	Ms. Grace Salmang	Reporter, Post Courier News Paper

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## Annex 2: Agenda of the 4<sup>th</sup> JCC meeting



# EQUITV PROJECT

Project for Enhancing Access and Capacity of EQUITV Program  
(EQUITV Phase 2 Project)

P.O.Box 1660 Port Moresby, NCD, Papua New Guinea



### The 4<sup>th</sup> Joint Coordinating Committee (JCC) Meeting of the EQUITV Project Phase 2

**Date: 16<sup>th</sup> December 2013**

**Time: 13:00pm – 18:00pm**

**Venue: Hideaway Hotel Conference Room**

#### PROGRAMME

- |    |              |  |   |
|----|--------------|--|---|
| 1  | 13:00        | Participants arrival   |   |
| 2  | 13:20 -13:25 | Prayer   | Ms. Hatsi Mirou, Manager, NEMC  |
| 3  | 13:25 -13:35 | Welcome Remarks from Chairperson (Project Director)            | Dr. Michael Tapo, Secretary for Education   |
| 4  | 13:35 -13:45 | Minutes of Previous Meeting & Matters Arising from the Minutes | Mr. Akinori Ito, Project Leader – EQUITV Phase 2  |
| 5  | 13:45 -15:10 | Progress Report on the EQUITV Project Phase 2 in 2013          |   |
|    | 13:45 -14:25 | 4.1 EQUITV Phase 2 Project Report                              | Mr. Wesley Lakain, A/AS-CDAD<br>Mr. Akinori Ito, Project Leader-EQUITV Phase 2                            |
|    | 14:25 -14:40 | 4.2 Budget Report  | Mr. Wesley Lakain, A/AS-CDAD<br>Ms. Masumi Ichihara, Project Expert                                       |
|    | 14:40 -15:10 | Revised National Dissemination Plan                            | Dr. Eliakim Apelis, MPS, A/FAS Curriculum & Standards<br>Mr. Akinori Ito, Project Leader – EQUITV Phase 2 |
| 6  | 15:10 -16:00 | Discussion of the Issues & Challenges                          | Mr. Akinori Ito, Project Leader – EQUITV Phase 2<br>Ms. Masumi Ichihara, Project Expert                   |
| 7  | 16:00 -16:10 | Plan of Project Activities 2014                                | Mr. Akinori Ito, Project Leader – EQUITV Phase 2  |
| 8  | 16:10 -16:20 | Any other business   | Dr. Michael Tapo, Secretary for Education   |
| 9  | 12:10 -12:30 | Closing remarks:   | Mr. Shigeru Sugiyama – Chief Representative JICA PNG Office<br>Dr. Michael Tapo – Secretary for Education |
| 10 | 16:30 -18:00 | Refreshment  |   |



*My heart, My Child, My School, My Country with EQUITV*





Department of Education and Japan International Cooperation Agency  
The Project for Enhancing Access and Capacity of EQUITV Program  
(EQUITV Phase 2)



Minutes of Meeting

of

The 5<sup>th</sup> Joint Coordinating Committee (JCC) Meeting

on

The Project for Enhancing Access and Capacity of EQUITV program  
(EQUITV Phase 2)

in

Papua New Guinea

Dr. Eliakim Apelis MPS  
Chair person  
Joint Coordinating Committee  
Deputy Secretary, Teaching & Education  
Standards

Mr. Akinori Ito  
Project Leader, EQUITV Phase 2

Witness  
Mr. Mordecai Baine  
EQUITV Phase 2 Project Manager,  
A/Assistant Secretary, Curriculum  
Development & Assessment Division

Witness  
Mr. Shigeru Sugiyama  
Chief Representative, JICA PNG Office



Department of Education and Japan International Cooperation Agency  
The Project for Enhancing Access and Capacity of EQUITY program  
(EQUITY Phase 2)



**Minutes of Meeting of the 5<sup>th</sup> Joint Coordinating Committee (JCC) Meeting**

The 5<sup>th</sup> Joint Coordinating Committee (hereinafter referred to as the “JCC”) Meeting on the Project for Enhancing Access and Capacity of EQUITY<sup>1</sup> Program (hereinafter referred to as the “EQUITY Phase 2”) was held on 5<sup>th</sup> of September 2014, at the Hideaway Hotel Conference Room in Port Moresby to share the progress and discuss implementation issues of the project.

Participants were including JCC members, media personals and observers (refer to Annex 1). The Project team and members followed the agenda of the meeting (refer to Annex 2), of which results are summarized as follows.

**1. Opening Prayer - Ms. Hatsie Mirou**

The 5<sup>th</sup> Joint Coordination Committee (JCC) meeting was held at Hideaway Hotel on the 5<sup>th</sup> of September 2014. The meeting started with a word of prayer by Ms. Hatsie Mirou, Manager - National Education Media Centre.

**2. Welcome Remarks from Chairperson**

Before the formalities Dr. Eliakim Apelis made an apology on behalf of the Education Secretary Dr. Michel Tapo who was unable to chair the meeting due to the Parliament sitting. Dr. Eliakim Apelis on behalf of the secretary and the Chair welcomed all members to the 5<sup>th</sup> Joint Coordination Committee Meeting of the EQUITY Phase 2 Project. Dr. Apelis stated that the project has come along way and this is the fifth meeting of the four (4) years Project. Before making his remarks, Dr. Apelis acknowledged the following: TSC Chairman Mr. Baran Sori and teachers for participating in this project, Mr. Godfrey Yerua, Deputy Secretary - TVET and UNESCO, Mr. Shigeru Sugiyama, Chief Representative of JICA PNG Office, Mr. Nakagawa -

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Project Formulation Advisor of JICA PNG Office, Mr. Dan Lyanda, Ms. Dorothy Marang - Foreign Aid Division from the Department of National Planning & Monitoring (DNPM), Mr. Kubayashi - JICA Advisor at DNPM, Mr. Modeccai Baine Project Manager and a/Assistant Secretary, CDAD, Mr. Akinori Ito - EQUITV Phase 2 Team Leader, Mr. Chiko Yamaoka - Deputy Team Leader, EQUITV Project, Mr. Walipe Winge a/FAS - Teacher Education Division, Ms. Coretta Naig - Assistant Secretary, NCD, Mr. Nigona a/PEA Central Province and Ms. Hatsie Mirou and Officers from the National Education Media Centre.

In his opening remarks Dr. Apelis stated that the relationship between the Government of Japan and the Government of Papua New Guinea have come a long way and EQUITV Project is one of the outcomes of that relationship. It provides opportunities for both countries to benefit one way or another. On behalf of the PNG Government he acknowledge the Government of Japan for their continued assistance not only in education but other sectors of government in terms of progress and development in PNG. Dr. Apelis further stated that pedagogy of education is addressed through this project (EQUITV Project). This project also addresses the Universal Basic Education (UBE) particularly in the area of teaching and learning. This project ensures that children in the remotest areas are provided the same education services as those in the urban areas. Dr. Apelis also stated that the Department needs to disseminate the EQUITV nationwide while at the same time challenged the Department of Education to take ownership of the project at all levels. He also stated that EQUITV is the way forward for compulsory education and e-Learning. He further stated that in 2015 the EQUITV Project will wind up thus the need for a research impact study from the previous project from the broader perspective. He asked members to participate in the discussions and come up with decisions that will achieve the goal and objectives of the EQUITV Project as planned.

### 3. Opening Remarks by JICA Representative

Before his opening remarks Mr. Shigeru Sugiyama acknowledged the Chairperson Dr. Eliakim Apelis, Deputy Secretary - Teaching and Learning, Mr. Godrey Yerua - Deputy Secretary TVET and UNECSO for his consistency in facilitating and providing support for the EQUITV Program, Mr. Baine Modeccai - a/Assistant Secretary, CDAD. He stated that as Assistant Secretary of CDAD his role was becoming more and more important in terms of developing a new



curriculum. Mr. Sugiyama also acknowledged Ms. Hatsie Mirou - Manager, National Education Media Centre (NEMC) and Top Management Team (TMT) members of the Department of Education. On the Japan side Mr. Sugiyama acknowledged Mr. Akinori Ito - EQUITV Team Leader, and his Deputy Mr. Chiko Yamaoka.

In his opening remarks Mr. Sugiyama stated that as far as everyone knows, EQUITV is gaining momentum and challenged members that it is their obligation to maintain that momentum. He further stated that when it comes to EQUITV we have witnessed some development such as the launching of EQUITV Program in Manus Province, completion of basic training, production of awareness and committing funds by West New Britain Governor for the EQUITV Program. Mr. Sugiyama stated that all these could have a potential positive impact to other provinces governors who are interested in disseminating the EQUITV Program. He further stated that all those development are attributed to countless effort by the Department of Education in the provinces, teachers colleges as well as efforts by the EQUITV Project and the National Education Media Centre. Mr. Sugiyama also stated that the EQUITV Project has some important features that are different from other sectors, and that EQUITV Project is constantly improving. In his closing remarks Mr. Sugiyama stated that sustainability is every body's business from the national level down to the provinces and to districts. He highlighted some challenges such as the duty travel ban, which had affected some activities, and hoped this situation could be improved in order for the EQUITV activities to progress well. He stressed that EQUITV Project has a time frame and such issues could delay its implementation as per the PDM.

In response to Mr. Sugiyama's remarks, Chairperson Dr. Eliakim Apelis stated that Mr. Sugiyama has raised some sensitive issues particularly on the Travel Ban. Dr. Apelis stated that although the issue is beyond our control, there is a need to inform the Office of the Chief Secretary that projects where the Government of PNG is signatory to should not be placed under any travel ban especially when the project is time bound and funding is provided by donor country. The Chairperson also stated that this challenge could be addressed at the Top Management Team (TMT) of DoE.

In terms of decentralization of functions the, Chairperson stated that there is a need to inform various stakeholders about the available funds in the DSIP and PSIP which can be used for the



EQUITV activities. The Chairperson stated that in the decentralization of powers the content is managed by the Department of Education whereas provision of equipment is the responsibility of provinces.

<b>Recommendation 1:</b>	DoE to draft a letter bearing the Secretary’s signature to provincial administrators and district administrators responsible with the level of funding (PSIP, DSIP, LLGSIP) to assist their schools in terms of accessing the EQUITV Program.
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**4. NEMC website announcement**

This item was discussed under AOB below

**5. Minutes of the previous meeting & matters arising from the minute**

After going through the minute of the previous meeting the committee accepted and endorsed the minute as true records of the discussions. Mr. Ito, EQUITV Team Leader, went through the recommendations with the committee. Below are recommendations and actions, as reported by Mr. Ito.

The 5<sup>th</sup> Joint Coordinating Committee Meeting

JCC actions and recommendations

Action #	Actions	Progress in August 2014
Action 1	EQUITV Project will develop the monitoring system for collecting EQUITV data from Provinces.	Mr. Baine, a/AS CDAD has requested to add four basic questions into the School Census form. The questions were consulted by Mr. Agigo & Mr. Essy, a/AS PPRCD and agreed to elaborate the questions to School Census. He instructed School Census officers to take action to this in August.
Action 2	DOE will consider the financial or psychological rewards for model teachers	Mr. Baran Sori, Chairman TSC handled this matter by working with NEMC, SSO and Director, NCD.
Action 3	EQUITV Project will provide the result of research on quality of students learning through EQUITV	2013 Monitoring report was completed by monitoring experts consulted by EQUITV monitoring team in February 2014. Study team found positive impacts for teachers and students. Find the attached file.

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Action 4	EQUITV Steering committee will take actions for DoE needs to be more aggressive in securing counterpart funding to progress of EQUITV.	Media Centre invited Hon.Nick Kuman, Minister for Education to introduce EQUITV Program as one of the impact programs for DOE on 17th of April. NEMC invited Members of Parliament and Provincial Administrator to conduct individual awareness. Mr. Joe Lera prepared K200, 000 for ARB. NEMC invited Hon. Sasindran Muthuvel, Governor, WNBP to consult procurement of TV equipment. Project is using mass media for EQUITV awareness for the public continually.
Action 5	EQUITV Project will implement following recommendations in 2014. <i>Recommendation 1: That a Departmental Directive be issued to all schools to allocate some TFF money towards EQUITV Program according to activities stipulated in the NDP.</i> <i>Recommendation 2: That project considers to conduct presentation of EQUITV awareness for PEAs at the next consultative meetings in 2014.</i> <i>Recommendation 3: That the K1 million allocated for 2014 be solely used for awareness and advocacy involving high profile people such as politicians and provincial administrators.</i>	<ol style="list-style-type: none"> <li>1. Project consulted with Provincial authorities to use some of TFF for EQUITV Program during Provincial training, Awareness meeting in the Provinces.</li> <li>2. Project is waiting for next consultative meetings</li> <li>3. Same as action 4.</li> </ol>
Action 6	EQUITV Program website will be developed in the DoE website consultation with ICT Division.	Awareness & Advocacy committee members and experts prepared contents of NEMC & EQUITV website. ICT Division has been supporting the development of the website.
Action 7	Curriculum Development & Assessment Division will coordinate and distribute EQUITV materials to schools.	NEMC commenced distribution of the EQUITV materials since July using EQUITV development funds K190, 000. 70% of Primary schools will receive the materials.
Action 8	EQUITV Project will meet with specific divisions to discuss the proposed measurements for JCC discussion paper and implement the measurements supported with the divisions.	

### Comments on the recommendations;

With regard to action No. 3 Mr. Godfrey Yerua, Deputy Secretary TVET and UNESCO, stated that it is important to consider the National Examination performance to see if there is any difference between schools that have been participating in the EQUITV program and those that have not.

On action 4, Mr. Joe Eka said that Standard Officers can play a leading role by influencing and guiding the Provincial Education Advisors (PEA's) so that they can provide knowledgeable

advice to the National and Provincial Members to support the EQUITY Program in terms of funding.

In responds to Mr. Eka's comment, Chairperson stated that standard or quality of education is part and parcel of Standard Officers' roles and responsibilities and that is what should be happening in the provinces and districts.

Mr. Titus Hatagen, a/FAS Standards & Guidance Division, made a comment with regard to action 5 stating that a percentage of Tuition Fee Free (TFF) given to schools can be allocated to Standard Officers to carry out their monitoring activities.

The Chairperson responded that the issue can be taken up to the TFF committee. He suggested that a EQUITY Progress Report be presented at the Regional Directors Meeting on what has transpired so far in Phase 2.

<b>Recommendation 2:</b>	EQUITY Project to present a report on the progress of the EQUITY Phase 2 Project at the Regional Directors Meeting
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## 6. Progress report on the EQUITY Project Phase 2

### 6.1. Remarks from Project Manager

The Project Manager, Mr. Modeccai Baine, began his remarks with an acknowledgment of the Government of Japan through JICA for their continued assistance with the EQUITY Project. He stated that the EQUITY Project has impact, particularly in the classroom and therefore our report would be centered around the classroom. He further stated that the EQUITY Project supports the approved National Curriculum and proved model lesson presentations to our practice teachers in the field so that they can adapt some of the strategies being modelled in the lesson presentations. He highlighted that the results from East Sepik Province indicate that the students who have gone through the EQUITY Program scored good marks especially in Math and Science, which is indicative of the EQUITY project making impact. Mr. Baine concluded by stating that due to its



popularity, EQUITY has prompted support from stakeholders, particularly politicians who are providing support for the EQUITY Program.

## 6.2. JICA Mid Term Review

The JICA Mid Term Review report was presented by Mr. Chiko Yamaoka, Deputy Team Leader of the EQUITY Project. Mr. Yamaoka explained that the purpose of the review was to check on the input and activities and evaluate the achievement of the project based on the evaluation criteria of Development Assistance Committee (DAC). The report was summarized and recommendations made to improve the project based on the Project Design Matrix (PDM). He stated that the review was conducted jointly by the Department of Education, JICA and experts from Japan from the 16<sup>th</sup> of March to the 5<sup>th</sup> of April 2014.

Mr. Yamaoka stated that based on the PDM the following were reviewed;

*Relevance, Effectiveness, Impact and Sustainability.*

In summary in terms of *Relevance*, the review rated EQUITY Project Phase 2 '**High**', which indicated that the Project is consistent with the National Education Media Policy, The National Education Plan (NEP) 2005 - 2014 and the Universal Basic Education (UBE).

On *Effectiveness*, it was rated '**Fair**' because some parts have been implemented and others are still in progress. Efficiency wise, it was also evaluated and result was that some input results had already met the output.

With *Impact*, Mr. Yamaoka stated that although there were some good results on students' academic performance, it was difficult to compare the results from 2012 to 2014 as some schools had stopped using the EQUITY Program. It required additional study to obtain good indicator on students' academic results from EQUITY schools.

Mr. Yamaoka stated that based on this review the team came up with some recommendations on how to improve the project.

The recommendations are;

1. Expanding the utilization of the EQUITY Program
  - 1.1. Implementing Training - now in progress
  - 1.2. Equipping schools with TV and DVD players



- 1.3. Delivery of EQUITY resource materials (TRB/SWB) - very good progress in the delivery of materials
- 1.4. Delivery of DVDs for Math and Science Lessons - need to accelerate this activity
2. Introducing the EQUITY Program to Teachers Colleges - in progress
3. Raising awareness of key stakeholders - having good progress
4. Conducting the project activities smoothly - getting support
5. Collecting accurate educational information - recommend to get data from EMIS
6. Revising PDM and PO - minor changes made to PDM and PO on indicators

### **6.3. EQUITY Program Progress Report**

Ms. Hatsie Mirou, Manager NEMC, presented the progress of the EQUITY Program. She stated that Media Centre currently has 17 staff out of 19 positions. One officer has resigned and another moved to greener pastures. The main activities for NEMC are;

1. *Radio Section*

Production of current events, Education News, English Radio Program Review and Daily broadcast programs on NBC.

2. *TV School - Model Teachers*

Planning and Teaching of Grade 6 Math and Science lessons with Media Curriculum Officers

3. *TV Section*

Production of Grade 6 Math and Science Lessons, Editing of Grade 6 Math and Science Lessons, Daily Broadcast of school programs on EMTV, Installation of EMTV Decoders in the schools

Ms. Mirou stated that in terms of EQUITY Program Expansion, there were some progress and achievement made. The Awareness Committee has done a lot through awareness and had managed to secure funding from Members of Parliament and Governors for the EQUITY Project.

*Other achievements were;*

- The development of 12 Provincial Dissemination Plans.
- The Mid Term Review had been conducted

- Developed the In-service Training Modules and conducted training at the provincial level.
- The Pre-Service has made a break through by introducing the EQUITV Program in Primary Teachers Colleges. The committee also developed the Pre-Service Module for Teachers Colleges.

Ms. Mirou also said that National Education Media Centre would like to produce English TV programs based on the new curriculum. This includes animated programs for Radio. She concluded the report with a recommendation that;

<b>Recommendation 3:</b>	DoE to request for increased funding for EQUITV Program in next year's government budget in order for all schools in the country to access the EQUITV Program.
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#### 6.4. EQUITV Phase 2 report (Project)

The Progress report on the Project for Enhancing Access and Capacity of EQUITV Program was presented by Mr. Akinori Ito. From the outset Mr. Ito explained that the project is closely working with all divisions of DoE to carry out project activities including;

- **Management** (all divisions) - Planning, Awareness, School support, Monitoring & Evaluation, Equipment procurement and Distribution.
- **In-service Training** - Teacher Education Division (TED), Standards and Guidance (S&G) with SLIP and Provincial Education Office.
- **Pre-Service Training** involves TED

Mr. Ito explained that he would be reporting the progress of indicators based on the Mid Term Review. He reminded the committee about the Project purpose, overall goal and output of the project.

#### Outputs

**1. Capacity of managing and disseminating the EQUITY program at central and provincial levels (including NCD and ARB) is strengthened.**

**Indicator**

1-1 The National Dissemination Plan (NDP) of the EQUITY program is developed in line with UBE plan and NEMP.

1-2 The provincial dissemination plans (PDP) of the EQUITY program are developed in the target regions and provinces.

**Progress**

*1-1 NDP of EQUITY Program was developed in 2012 and reviewed in 2013. Steering Committee, TMT and SSM representatives will revise the NDP in Nov. 2014.*

*1-2 PDP of the EQUITY program has being developed in 12 target provinces in 2012 & 2013. All PDPs will be reviewed in Nov. 2014.*

**Indicator**

1-3 Training modules of the EQUITY program are developed.

-Trainers' manual (for basic and advanced training)

-Teachers' and BOM (Board of Management) manual (for basic and advanced training) -  
Training modules for NIST

1-4 The dissemination of the EQUITY program is discussed in the Senior Education Officers Conference (SEOC).

**Progress**

*1-3 TOT Basic Module and NIST Training Module were developed in 2012-2013 by the In-service committee. Currently, the committee is developing trainers guide for Advance module and the manual of teachers and BOMs.*

**Outputs 1**

**Indicator**

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1-3 Training modules of the EQUITY program are developed.

-Trainers' manual (for basic and advanced training)

-Teachers' and BOM (Board of Management) manual (for basic and advanced training) -  
Training modules for NIST

1-4 The dissemination of the EQUITY program is discussed in the Senior Education Officers Conference (SEOC).

### ***Progress***

*1-3 TOT Basic Module and NIST Training Module were developed in 2012-2013 respectively by the In-service committee. Currently, the committee is developing trainers guide for Advance module for the teachers and BOM manual.*

### **Outputs 1**

1-4 The dissemination of the EQUITY program is discussed in the Senior Education Officers Conference (SEOC).

### ***Progress 1-4 Presentation during SEOC***

***Mr. Baine and Mr. Ito presented the paper during SEOC in July 2014.***

*Topic: EQUITY Program improves Quality Teaching and Learning Making Difference in Targeted Schools.* *Mr. Ito informed that EQUITY Program is a new innovation in PNG and it is a part of e-learning programs. The program is aimed at utilizing the effective use of digital contents in the classroom and contributes towards teacher training as well.*

*Recommendations were that it:*

- 1. Approves NEMC to develop other subjects to be used in media in order to improve quality teaching and learning in schools to support the national curriculum*
- 2. Endorses all schools to buy TV or ICT equipment to access education media programs through TV*
- 3. Supports the dissemination of and taking ownership of the EQUITY Program to improve teaching and learning by having the provinces to provide counter funding through their PSIP, DSIP & LLGSIP*

## Outputs 1

### Indicator

1-5 Training for provincial trainers is organized in each target province.

### Progress

*The in-service training of the EQUITY program (basic level) was held in all the target provinces except 3 provinces, ARB, Manus & Madang.*

*2012: NCD (Sept) & Central Province (Nov)*

*2013: ESP (April), WHP (April), Sandaun Province (April), ENBP (July)*

*2014: NIP (April), WNBP (June), Morobe (June)*

*DoE: Chimbu Province (June 2013)*

**Total 271 Provincial Trainers**

## Outputs 2

**Primary school teachers utilize the EQUITY program in classroom teaching in the target provinces.**

### Indicator

2-1 On average 50% of primary schools in at least half of the target provinces ensure the budget is secured to continue utilizing the EQUITY program.

2-2 On average 50% of primary schools utilize the EQUITY program in at least half of the target provinces.

### Progress

*2-1 Project is carrying out questionnaire survey sent with School Census in 2014. Currently project is making data input and waiting for the questionnaire from some provinces. During monitoring, project found that some schools in NCD haven't repaired their broken TVs until now. The project has also conducted further study on the preparation of maintenance budget and how to fix the problems encountered.*

## Output 2

### Indicator

2-2 On average 50% of primary schools utilize the EQUITY program in at least half of the target provinces.

Mr. Ito explained that it is very critical for schools have the three important components below in order to utilize the EQUITY Program;

1. TV resource materials - Good Progress
2. TV equipment - Some province are without equipment
3. Received EQUITY Training - Good progress

## 7. DoE & Project Budget Report

Mr. Yamaoka, Deputy Project leader and Mr. Baine, A/AS, CDAD presented budget reports to members. EQUITY Phase 2 projects currently spent K410,109 (45.48%) from Project funds and NEMC spent K497, 139 from Development funds in 2014. Issue of the development funds is to require transferring item 124 to item 135. Sofar project can't access workshop funds, due to finish workshop funds (item 135).

### *Comments*

Ms. Dorothy Marang from the DNPM said that with regards to movement of funds as requested by Mr. Baine a letter could be written from the Secretary's level addressed to National Planning Secretary requesting funds to be transfer from item 124 to item135 and also stating the reasons for so.

She also suggested for EQUITY Project committees to invite senior officers from the Assistant Secretary and First Assistant Secretary's level in DNPM and Treasury Department for a study tour to remote areas to physically see what is happening on the ground in terms of EQUITY activities so that they are in a better position to provide support where necessary.



In response to Ms. Marang’s comment and suggestion, the Chairperson stated that the issue on movement of funds must be perused immediately. He also urged the EQUITV Project to consider Ms. Dorothy’s request to involve senior officers from DNPM and Treasury to some of the EQUITV activities, especially during launching.

Mr. Titus Hatagen while supporting Mr. Yerua’s earlier comment on impact study, stated that there is a need to keep record of student’s performance to measure how EQUITV Project is doing. He used Gaire Primary School as example where student performance improved within one year of utilizing the EQUITV program. Mr. Hatagen stated that two aspects can be looked at 1. Student aspects and 2. Social surrounding of the community, whether EQUITV project is having impact in the community.

In summarizing the discussions on this item, the Chairperson reaffirmed that the basic reason for JCC is to see where we are, where we are going and whether we have reached that objective by looking at the progress that have been made so far. He further emphasized that the role of the committee is to provide direction and guidance to those who are implementing the project in order for the project to operate smoothly. He also made mention to two areas that required attention.

1. Monitoring and Evaluation and impact the project has on student’s learning/teachers teaching.
2. Identifying Risks in order to avoid them

<b>Recommendation 4:</b>	DoE to write a letter bearing Secretary’s signature to the Secretary for the Department of National Planning & Monitoring requesting transfer of funds from item 124 to item 135 and also stating the reasons for so.
<b>Recommendation 5:</b>	EQUITV Project to invite senior staff from DNPM and Department of Treasury to attend study tours to remote schools to obtain first-hand information on the impact of EQUITV Program on teaching and learning so that sufficient funding can be allocated from the PNG Government budget to support EQUITV program.

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**8. Discussion on the issues and challenges**

*8.1. Financial Constraints*

The Chairperson Dr. Eliakim Apelis stated that we need to look at the directorate and the wing first to see if there is funding available and see whether we can have access to some of these funds. For 2015 Dr. Apelis stated a PFD had been submitted and hope that there is an increase in funding. He stated that any materials develop in the future should be targeted towards SBC.

Mr. Ito appealed to TMT members to look for ways to secure funding to assist category C schools with TV equipment.

<b>Recommendation 6:</b>	DoE to continue to follow up with DNPM and Treasury to secure funding to assist category C schools with TV equipment.
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*8.2. Hold Business trip*

Mr. Ito explained that since June due to the travel ban by the Chief Secretary some activities were not attended to which has caused a delay on other activities as well. The issue was discussed in the Steering Committee meetings. The decision reached was to request an officer from HROD to attend this JCC meeting to clarify and provide advice or solution to this issue.

*8.3. Comments from HRD Representative*

HRD representative confirmed that there is an overall ban on all workshops and conferences from the Chief Secretary’s Office. HRD had received a letter from the Chief Secretary’s Office stating that although there is a ban in place, all submissions will be assessed according to their importance for approval. She made the request to the wing and directorate to assist in getting some of these submissions for approval.

The Chairperson stated that there is a need for improvement in that area next year.

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*8.4. Media Centre Structure*

Chairperson Dr. Apelis stated that approval of structure is a decentralized function meaning that the Secretary has the responsibility to give approval for structure but in terms of funding and the overall government system we need to go through Department of Personnel Management for approval. The Chairperson informed the committee that the restructure had been submitted and awaits approval from DPM. Dr. Apelis stated that if the structure is approved, we would see some changes within the Department itself.

Mr. Ito on behalf of the project thanked the Department of Education for considering the Media Centre Structure which if approved would mean increase in manpower to carry out their tasks easily.

*8.5. Awareness Strategy*

Mr. Ito informed the committee that in terms awareness and advocacy, NEMC has planned to invite members of parliament especially governors of the provinces to the Media Centre for awareness in order for them to support the EQUITY Program.

Chairperson suggested to draft another letter from the Secretary's level to the provincial administrators in the provinces in this regard.

<b>Recommendation 7:</b>	DoE to draft a letter bearing Secretary's signature to all provincial administrators in the provinces asking them to support the EQUITY Program with portions of the DSIP, PSIP and LLGSIP. <i>(same as Recommendation 1)</i>
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**9. September, 4<sup>th</sup> Quarter Activities**

Mr. Ito informed the committee that in quarter 4 there would be 24 activities to be implemented. These activities needed to be implemented this year and hoped to get approval from the Chief Secretary to carry them out.

The committee accepted and approved the Quarter 4 activities.

## 10. Any Other Business

### 10.1. JICA Facebook

Mr. Taniguchi, Assistant Resident Representative of JICA PNG Office, stated that EQUITY was doing something very creative, and in the like manner JICA PNG Office has also done something creative. He informed the committee that JICA PNG Office had already launched an official JICA Facebook and requested permission to use some of the photos taken during the current JCC meeting. The committee approved Mr. Taniguchi's request.

### 10.2. Website Announcement

Ms. Hatsie Mirou, Manger NEMC, announced that the Education Media Centre website is now available and members can now access information related to EQUITY Program.

The Chairperson thanked both JICA PNG Office and NEMC for coming up with new developments. Dr. Apelis stated that what is crucial to such website is the database. He further stated that people would like to have access to these data and therefore it is important that we provide accurate data so that they can develop strategies based on those data. Data is very important for information, knowledge and skills.

## 11. Closing remarks.

By way of closing remarks, the Chairperson Dr. Eliakim Apelis gave the opportunity to the TMT members, JICA and Department of National Planning & Monitoring to make comments.

Mr. Godfrey Yerua, Deputy Secretary - TVET / UNESCO, in his closing remarks stated that the Department of Education is reforming itself gradually in terms of ICT and e-Learning. He said that different divisions within the Department are addressing ICT in their own divisions or sections. What the Department needs to do now is to blend ICT initiatives together as a department to need current demands such as e-Learning.

Mr. Waliye Wingi, a/First Assistant Secretary - Teacher Education Division stated that he believed in sustainability but does not see sustainability is about money and technology, they come later. Knowledge is key to sustainability. As agents of change in the rural schools, teachers must be equipped with the required knowledge to sustain it. Mr. Wingi emphasized that teachers colleges will continue to use this program.

Mr. Nakagawa (JICA): Mr. Nakagawa thanked everyone involved in the EQUITV Program for their effort and passion in supporting EQUITV. He emphasized that children are the center of the project. He also said that although there are geographical challenges in remote areas, EQUITV has progressed well. He also encouraged participants that children are the nation's asset and there is need to create the future of PNG through educating the children. EQUITV Project has children at the heart.

Mr. Dan Lyanda from the Department of National Planning & Monitoring said that they were trying their best to make sure funding is made available to EQUITV Program but due to the budget constraints and budget screening processes, the actual allocation is not always a favorable. He expressed that the progress EQUITV is making without sufficient funding is impressive and encouraged all partners in EQUITV to continue to complement each other to sustain it for the long term.

Mr. Titus Hatagen, a/First Assistant Secretary, Curriculum & Standards, in his closing remarks stated that our focus are the children. EQUITV has come a long way and still moving on regardless of issues on funding. He urged CDAD and Standards and Guidance divisions to be prepared for the Awareness and Advocacy programs on SBE/SBC which could be utilized to promote EQUITV. He thanked JICA for being our partner with other stakeholders especially the National Planning Department and appeal to them to continue the good working relationship.

In his closing remarks the Chairperson Dr. Eliakim Apelis, Deputy Secretary <sup>Teaching and Education Standards</sup> Curriculum & <sup>Directorate</sup> ~~Standards~~ thanked everybody who participated in the 5<sup>th</sup> Joint Coordination Committee. Dr. Apelis stated that this agenda (EQUITV Project) is Papua New Guinea's agenda. He added that he has been echoing this message in various meetings he has been chairing. He further reminded everyone

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that all projects implemented in the country do not belong to donors or outside people who are assisting us. Projects come with one resource and that is expertise and therefore it is our business to ensure we capture the expertise in terms of knowledge and skills to help us to continue when projects come to an end. For the EQUITY Project in terms of strategic planning we must analyze what we have learned from Phase 1 and Phase 2 on how we have gone about implementing this project.

Finally, in thanking members for attending this very important meeting, Dr. Apelis, on behalf of the Secretary for Education, acknowledged JICA for its continued assistance and that JICA and the Department of Education will continue to be partners.

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**Annex 1: Attendance List of the 5<sup>th</sup> JCC meeting**

Venue: Hideaway Hotel, Port Moresby

**JCC members, PNG side**

No.	Name	Position and Institution
1	Dr. Eliakim Apelis, PhD, MPS	A/ Deputy Secretary, Teaching & Education Standards
2	Dr. Uke Kombra	A/ Deputy Secretary, Policy & Corporate Service
3	Mr. Godfrey Yerua	A/ Deputy Secretary, TVET & UNESCO
4	Mr. Baran Sori	Chairman, Teaching Service Commission
5	Mr. Titus Romano Hatagen	A/ First Assistant Secretary, Curriculum & Standards
6	Mr. Walipe Wingi	A/ First Assistant Secretary, Teaching & Learning
7	Mr. Mordecai Baine	A/ Assistant Secretary, CDAD
8	Mr. Joel Kua	Manager, Internet Service, ICT Division
9	Ms. Asha Awaita	A/ Manager Organizational Development Branch
10	Mr. Jones Metusela	Assistant Workforce Planning & Reporting Officer
11	Mr. Joe Eka	Director Aid Coordination, DoE
12	Ms. Hatsie Mirou	Manager, National Education Media Centre
13	Mr. Glen Benny	JCC Executive Officer, NEMC
14	Mr. Joseph Nigona	Provincial Education Advisor, Central Province
15	Mr. Joseph John	EQUITV Coordinator, Central Province
16	Mrs. Coretta Naig	A/ Assistant Secretary, NCD Education Services
17	Mr. Dan Lyanda	Aid Coordinator,
18	Ms. Dorothy Marang	Program Officer Education,

**JCC members, Japanese Side**

No.	Name	Position and Institution
1	Mr. Shigeru Sugiyama	Chief Representative of JICA PNG Office
2	Mr. Yoshikazu Taniguchi	Assistant Resident Representative, JICA PNG Office
3	Mr. Naomitsu Nakagawa	Project Formulation Advisor, JICA PNG Office
4	Mr. Akinori Ito	Project Leader, EQUITV Phase 2
5	Mr. Chiko Yamaoka	Deputy Project Leader, EQUITV Phase 2
6	Mr. Hideo Kobayashi	JICA Adviser, DNPM

**Observers**

No	Name	Position
1	Mr. Benjamin Ugup	Senior TV Technician, NEMC, CDAD

2	Mr.Gibson Ova	TV Technician, NEMC, CDAD
3	Mr.Ray Vaka	TV Technician, NEMC, CDAD
4	Mr.Kurang Wekum	Radio Coordinator, NEMC, CDAD
5	Mr.Mea Aisi	Curriculum Officer, NEMC, CDAD
6	Mr. Keith Poloe	Project Senior Driver & Clerk
7	Ms. Angela Koso	Project Junior Secretary
8	Mr. Kila Raula	Project Relieve Driver
9	Ms.Regina Sury	Project Assistant Staff
10	Mr.George Solien	Cemera Men, NEMC, CDAD
11	Ms.Joyce Dick	TV Model Teacher
12	Mr.Ricky Babona	TV Model Teacher
13	Mr.Armstrong Rupa	TV Model Teacher
14	Mr.Michael Kwadogi	TV Model Teacher
15	Ms.Michelle Pala	TV Model Teacher

**Media Personnel**

No	Name	Position
1	Mr.Benny Getang	EMTV Director
2		EMTV Camera man

## Annex 2: The 5<sup>th</sup> Joint Coordinating Committee (JCC) Program



# EQUITV PROJECT

Project for Enhancing Access and Capacity of EQUITV Program  
(EQUITV Phase 2 Project)

P.O.Box 1660 Port Moresby, NCD, Papua New Guinea



### The 5<sup>th</sup> Joint Coordinating Committee (JCC) Meeting of the EQUITV Project Phase 2

Date: 5<sup>th</sup> of September 2014

Time: 9:00am – 13:30pm

Venue: Hideaway Hotel Conference Room

#### PROGRAMME

	Time	Activities	Presenter
1	8:30	Participants arrival	
2	9:00 -9:05	Prayer	Ms. Hatsie Mirou, Manager, National Education Media Centre
3	9:05 – 9:15	Welcome remarks from Chairperson (Project Director)	Dr. Michael Tapo – Secretary for Education
4	9:15 – 9:25	Opening remarks by JICA Representative	Mr. Shigeru Sugiyama , Chief Representative JICA PNG Office
5	9:25 – 9:35	Speech by Minister for Education	Hon. Nick K. Kuman, MBE, MP Minister for Education
6	9:35 – 9:50	National Education Media Centre & EQUITV Program website announcement	Ms. Hatsie Mirou, Manager, Media Centre
7	9:50– 10:00	Minutes of Previous Meeting & Matters Arising from the Minutes	Dr. Michael Tapo – Secretary for Education
8	10:00–11:20	Progress report on the EQUITV Project Phase 2 in 2014	
	10:00-10:05	8.1 Remarks from Project Manager	Mr. Mordecai Baine, A/Assistant Secretary, CDAD
	10:05 -10:25	8.2 JICA Mid team review report	Mr. Chiko Yamaoka, Deputy Project leader
	10:25 – 11:10	8.3 EQUITV Phase 2 Project report	Ms. Hatsie Mirou, Manger, NEMC Mr. Akinori Ito, Project Leader – EQUITV Phase 2
	11:10 – 11:20	8.4 DOE & Project Budget Report	Mr. Mordecai Baine and Mr. Chiko Yamaoka
9	11:20-11:50	Discussion of the issues and challenges	Dr. Michael Tapo – Secretary for Education
		9.1 Financial constraints	Mr. Akinori Ito, Project Leader
		9.2 Hold business trip	
		9.3 Media Centre Structure	
		9.4 Awareness strategy	
10	11:50 – 12:00	Plan of the Project Activities for September and 4th quarter	Mr. Akinori Ito, Project Leader
11	12:00-12:15	Any other business	Dr. Michael Tapo – Secretary for Education
12	12:15 – 12:30	Closing remarks:	Dr. Eliakim Apelis MPS, A/Deputy Secretary, Teaching & Education Standards Dr. Michael Tapo, Secretary for Education
13	12:30 – 13:30	Refreshment	

*My heart, My Child, My School, My Country with EQUITV*



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Department of Education and Japan International Cooperation Agency



The Project for Enhancing Access and Capacity of EQUITV Program  
(EQUITV Phase 2)

Minutes of Meeting

of

The 6<sup>th</sup> Joint Coordinating Committee (JCC) Meeting

on

The Project for Enhancing Access and Capacity of EQUITV program  
(EQUITV Phase 2)

in

Papua New Guinea

Dr. Eliakim Apelis MPS

Chair person  
Joint Coordinating Committee  
Deputy Secretary, Teaching &  
Education Standards

Mr. Akinori Ito

Project Leader, EQUITV Phase 2

Witness  
Mr. Mordecai Baine  
EQUITV Phase 2 Project Manager,  
A/Assistant Secretary, Curriculum  
Development & Assessment Division

Witness  
Mr. Shigeru Sugiyama  
Chief Representative, JICA PNG Office





Department of Education and Japan International Cooperation Agency  
The Project for Enhancing Access and Capacity of EQUITY program  
(EQUITY Phase 2)



**Minutes of Meeting of the 5<sup>th</sup> Joint Coordinating Committee (JCC) Meeting**

The 6<sup>th</sup> Joint Coordinating Committee (hereinafter referred to as the “JCC”) Meeting on the Project for Enhancing Access and Capacity of EQUITY<sup>1</sup> Program (hereinafter referred to as the “EQUITY Phase 2”) was held on 10<sup>th</sup> of December 2014, at the Hideaway Hotel Conference Room in Port Moresby to share the progress and discuss implementation issues of the project.

Participants included JCC members, media personnel and observers (refer to Annex 1). The Project team and members followed the agenda of the meeting (refer to Annex 2), of which results are summarized as follows.

**1. Opening Prayer**

The 6<sup>th</sup> JCC meeting started with a word of prayer by Ms. Hatsie Mirou, Manager - National Education Media Centre.

**2. Welcome Remarks from Chairperson**

To begin his introductory remarks, the Chairman Dr. Eliakim Apelis MPS, Deputy Secretary, Teaching & Education Standards, asked the Project to write to the Education Secretary asking for endorsement of Dr. Apelis as Chairman for JCC as of this JCC meeting onward. Currently, the Secretary is the Chairman of JCC which is held twice a year and so all members should attend both punctually. Secondly, Dr. Apelis directed that all JCC minute be circulated within one month of the meeting. All issues discussed need to be known by all stakeholders before coming to the next JCC.

He also stated that the EQUITY Phase 2 Project was progressing well in that many provinces were taking the initiative to access EQUITY Program. He used West New Britain Province as a fine example where their Governor had purchased TV equipment for schools. The Regional Member for Bougainville also bought TV equipment for schools in his electorate. Dr. Apelis asked the Project team and NEMC to discuss with these provinces to arrange launching of EQUITY in those provinces. The Chairman gave credit to all officers involved in making sure of such progress.

Dr. Apelis informed members that he launched e-learning at Hoskins Secondary School, partnering with Digicel. This is one area that can be explored by talking to Digicel about this prospect. Educational textbooks can be uploaded for students through e-learning. He urged the Project and NEMC to look at what EQUITY has produced so far and consider this option, targeting teachers first, then students. The Chairman further stated that Standards Officers need to be trained to take on EQUITY into their routine as there was evidence that EQUITY was progressing well.

He finally acknowledged participants from JICA PNG Office, Department of National Planning & Monitoring (DNPM), Department of Education (DoE) and Project staff.

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**Apologies:**

Dr. Michael Tapo, Secretary for Education

Mr. Godfrey Yerua, Deputy Secretary, Finance & Administration.

Action 1: Project will write to the Education Secretary asking to formalise endorsement of Dr. Apelis as Chairman for EQUITV Phase 2 JCC meeting.

Action 2: Project will consult with WNBP and ARB to hold official Launching of EQUITV Program in those provinces.

**3. Minutes of Previous Meeting & Matters arising from minutes**

After few errors were corrected, members accepted and endorsed the minute as true record of discussions.

**Matters arising:**

Mr. Akinori Ito, EQUITV Project Team Leader, presented the Recommendations & Actions from the minute.

5<sup>th</sup> JCC actions and recommendations

Action #	Actions	Progress in November 2014
Action 1	DoE will draft a letter bearing the Secretary's signature to provincial administrators and district administrators responsible with the level of funding (PSIP, DSIP & LLGSIP) to assist their schools in terms of the EQUITV Program.	Done. Due to lack of funds for ARB, Madang & Manus, these provinces couldn't conduct provincial trainers training. Project organized Secretary's letter for provincial administrators to support EQUITV activities in September 2014. For other provinces, NEMC has organized Secretary's letter in December and will be sent out during the new year.
Action 2	EQUITV Project will present a report on the progress of the EQUITV Phase 2 at the Regional Directors Meeting	Project didn't report during Regional Directors meeting. However, project through NEMC has invited all Regional Directors to the National and Provincial Dissemination workshop and opening of NCD Advance training in CDAD to share the progress of EQUITV program in November.
Action 3	DoE will request for increased funding for EQUITV Program in next year's government budget in order for all schools in the country to access the EQUITV Program.	Done. NEMC & project have conducted advocacy and awareness for Mr. Joshua Himina, A/S - Social Sector Branch of DNPM during official launching in Chimbu.
Action 4	DoE will write a letter bearing Secretary's signature to the Secretary for the Department of National Planning & Monitoring requesting transfer of funds from item 124 to item 135 and also stating the reasons for so.	Done. Project appreciates DNPM and Department of Treasury for approving transfer of funds on 24 <sup>th</sup> November, 2014.
Action 5	EQUITV Project will invite senior staff from DNPM and Department of Treasury to attend study tours to remote schools to obtain first-hand information on the impact	Done. NEMC has invited three officers from DNPM to attend the Official EQUITV Launching in Chimbu Province.

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	of EQUITV Program on teaching and learning so that sufficient funding can be allocated from the PNG Government budget to support to EQUITV program.	
Action 6	DoE will continue to follow up with DNPM and Treasury to secure funding to assist category C schools with TV equipment.	Done. EQUITV Program development fund was increased from 1 million kina to 3 million kina. Mr. Camilus Kanau, A/Director Finance, advised to prepare submission for equipment to access end of year funds. Project through NEMC prepared quotations for TV equipment. NEMC has submitted the request in November.
Action 7	DoE will draft a letter bearing Secretary's signature to all provincial administrators in the provinces asking them to support the EQUITV Program with portions of the DSIP, PSIP and LLGSIP.	Same as Action 1.

There were no further comments from members so the Actions/Recommendations presented was accepted.

The Chairman thanked JICA for discussing with DoE to organize field officers to visit Japan for capacity building. DoE plans to involve Provincial Education Advisors on such visitations in 2015. Officers from DNPM, Department of Treasury, Department of Finance, and Department of Personnel Management should also be involved in these activities.

*Recommendation 1.: That future Japan study trips will include officers from DNPM, Department of Treasury, Department of Finance, and Department of Personnel Management.*

#### 4. Project Report on EQUITV Project Phase 2 in 2014

##### 4.1 Remarks from Project Manager

The Project Manager, Mr. Mordecai Baine, Acting Assistant Secretary, CDAD, thanked the National Government through DNPM for increasing EQUITV budget allocation from K1million to K3million for 2015. Action 5 of the 5<sup>th</sup> JCC minute called for collaboration between DNPM and DoE for study tour, which as project manager, he would like to see this eventuate through forward planning next year. He also thanked officers who worked hard to make things happen this year.

The Chairman responded that not only DNPM and Department of Treasury officers but also officers from within DoE from the different divisions should connect well and learn from each other and ensure the main aim of EQUITV Phase 2 project is achieved.

##### 4.2 EQUITV Phase 2 Project Report

Two reports were presented in this session. First, Mr. Akinori Ito, Project Leader, made a power point presentation outlining the progress of the project. His report highlighted Progress on activities from September to December; Monitoring Report (conducted in August 2014); Budget report; and National Dissemination Plan for EQUITV Program.


  
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Activities implemented under Outputs included;

Output: Management	Activities completed
1	<ul style="list-style-type: none"> <li>○ National and provincial dissemination plan workshop conducted from 26-29<sup>th</sup> November, 2014.</li> <li>○ Strengthening relationship with TV equipment dealers.</li> <li>○ Supported procurement of TV equipment by Members of Parliament for their schools.</li> <li>○ Strengthening relationship with Kundu2 for 2015 broadcast of EQUITV lessons.</li> <li>○ Compiling of EQUITV Monitoring Report.</li> <li>○ Fast tracking duplication of DVD by purchasing two new 15 DVD duplicating equipment.</li> <li>○ Promoted EQUITV Program through conducting Standard Based Curriculum (SBC) Master training workshop.</li> <li>○ National Trainers capacity development through advanced training module development and on the job training.</li> <li>○ Strengthening relationship with Kundu2 for 2015 broadcast of EQUITV lessons.</li> <li>○ Compiling of EQUITV Monitoring Report.</li> <li>○ Fast tracking duplication of DVD by purchasing two new 15 DVD duplicating equipment.</li> <li>○ Promoted EQUITV Program through conducting Standard Based Curriculum (SBC) Master training workshop.</li> <li>○ National Trainers capacity development through advanced training module development and on the job training.</li> </ul>
2: Awareness & Advocacy	<ul style="list-style-type: none"> <li>○ Provincial Government Awareness conducted for Morobe on 17<sup>th</sup> October 2014.</li> <li>○ Awareness &amp; Advocacy through events, eg: Huon Gulf launching.</li> <li>○ Invitation of all Governors to NEMC.</li> <li>○ Awareness through media.</li> </ul>
3: Pre-service Training for EQUITV	<ul style="list-style-type: none"> <li>○ Developed and revised Pre-service Module.</li> <li>○ Conducted training for PTCs in Highlands Region in Mt. Hagen in October.</li> <li>○ Provision of TV sets to Dauli, Chimbu &amp; Enga PTCs.</li> </ul>

Some challenges faced were also reported which included delay of workshops, clash of activities causing coordination difficulty, busy school schedules causing delay in Advanced Training for teachers.

## 5. EQUITV Program Report

Ms. Hatsie Mirou, Manageress NEMC, made a power point presentation highlighting the NEMC activities for Quarter 4. The report is summarised below.

Section	Activities implemented
TV Section	<ul style="list-style-type: none"> <li>• Production of Grade 6 Math.</li> <li>• Production of Grade 6 Science.</li> <li>• Development of Grade 6 TV Math TRB &amp; SWB.</li> <li>• Development of Grade 6 Science TRB &amp; SWB.</li> <li>• Installation of new EMTV Decoders.</li> <li>• Awareness &amp; Advocacy for EQUITV Program.</li> <li>• Broadcast of TV Programs.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Other DoE activities.</li> </ul>
Radio Section	<ul style="list-style-type: none"> <li>• Production of Current Events.</li> <li>• Production of Education News.</li> <li>• Phonics.</li> <li>• Radio broadcast for Science, Christian Education and Stories from the Bible.</li> </ul>
TV School	<ul style="list-style-type: none"> <li>• Development of 88 Grade 6 Math Story Boards.</li> <li>• Development of 88 Grade 6 Science TV Power Points.</li> <li>• Development of Science video inserts.</li> </ul>
Education Media with Standards Based Curriculum	<ul style="list-style-type: none"> <li>• Media Math (Grade 6, 7 &amp; 8 Math), TV Resource Book &amp; TV Student Workbook.</li> <li>• Media Science (Grade 6,7 &amp; 8 Science), TV Resource Book &amp; TV Student Workbook.</li> <li>• Grade 6 English (English as a Language of Instruction &amp; English as a Subject).</li> <li>• Media English (TV English, English Radio Programs &amp; Phonics).</li> <li>• SBE/C Awareness</li> </ul>

Ms. Mirou's Recommendations were accepted by the members.

*Recommendation 2. That the funding for EQUITY Program should be increased to ensure all remote schools have access to the program.*

*Recommendation 3. That the members note that all English Radio Programs will be on air as of 2015 as a support to the implementation of ENGLISH in the schools.*

*Recommendation 4. Support the dissemination of EQUITY Program and any other DoE programs or projects by developing sustainable plans for the continuity of the programs after the lifespan of each project.*

*Recommendation 5. Accept the use of ICT/Broadcast Program for training of SBC.*

### **Discussion**

Mr. Hatagen: Thanked NEMC for taking on board 3 subjects to connect with others in SBC. He called for harmonization of what NEMC has produced with SBC to avoid duplication. He also urged CDAD to link properly with NEMC pointing out that the connectivity between CDAD and NEMC needs improvement.

Mrs. Annemarie Kona, a/AS S&G Division: While thanking NEMC for a job well done, also raised concern about maintenance of TV equipment. She said that schools not viewing EQUITY Program was mainly due to faulty TV equipment. She asked if there were any strategies to address this issue.

Mr. Hatagen: Provinces must take ownership and fund maintenance cost of TV equipment, not letting NEMC shoulder everything.

Mr. Mordecai Baine: During a PEA meeting 3 weeks ago, provinces were informed to take ownership.

Mr. Maxton Essy: Apart from Secretary's letter to all Provincial Administrators, the Minister for Education should write to all other MPs who are in charge of all funds to allocate certain portion to EQUITYV. He further stated that quality education is the focus and NEMC/ EQUITYV has done it.

Mr. Nopa Raki: In-service and Pre-Service committees must work in partnership. Primary Teachers Colleges (PTC) were informed that EQUITYV Program maintenance is the responsibility of Governing Council. PTCs learning through TV is having positive impact and PTCs are thankful.

Mr. Nakagawa: Operation & maintenance of TV equipment is also JICA's concern. He said that there is need to obtain survival rate of TV sets / DVD sets per school. Survival rate is vital information to calculate for maintenance.

Mr. Raki: JCC should make recommendation to TMT regarding TFF usage.

Chairman: Dr. Apelis made two important points - (1) Maintenance: Let's look at existing resources. Relook at TFF commodity component for next year. (2) Present impact of the project to provinces and authorities with results in order to convince provinces and MPs to fund from PSIP, DSIP & LLGSIP. Warning – don't go and ask for more unless we present substantive results.

There is need to consolidate data and create database on EQUITYV results/impact for sustainability. Dr. Apelis challenged that in the next report, presenters should give data province by province through a uniform template. Members of the TMT taking provincial visits must ensure they consult with administrators and politicians to discuss on impact and result of EQUITYV Program.

Mr. Hatagen suggested for the JCC to recommend to appropriate authority to direct provinces to allocate a portion of Tuition Fee Free (TFF) (2-5%) to be used on EQUITYV Program because MPs DSIP, PSIP and LLGSIP may be difficult to access.

Action 3: NEMC and Project will collect EQUITYV data demarcated by province for EQUITYV database.

Action 4: NEMC will organize for the Minister for Education to write to all other MPs and Governors to allocate certain portion of their DSIP, PSIP and LLGSIP to EQUITYV Program.

*Recommendation 6: That NEMC and Project recommend to appropriate authority within DoE to direct a portion of Tuition Free Fee (TFF) (2-5%) to be used on EQUITYV.*

## **6. Monitoring Report**

Mr. Akinori Ito presented some findings of the Monitoring Survey Report jointly conducted by JICA Experts and DoE staff in August 2014. The report highlighted some positive impacts of having EQUITYV in different schools in terms of student's academic performance and teachers' enhancement of subject content knowledge.

The report is still preliminary and has not been officially given to the Department of Education through appropriate steering committee.

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## Discussion

Mr. Mordecai Baine enquired if all teachers who took the test were Diploma holders or mixture of certificate holders as well because the result showed different results. Mr. Ito said most were Diploma holders.

Mr. Eka: From the survey report, challenges of EQUITV must be identified and appropriate issues be directed to responsible divisions to address.

Mr. Ito: Some EQUITV questions are in School Census Form so next year we will obtain information on TV Survival Rate.

Chairman: Dr. Apelis directed that if the EQUITV Program Monitoring result has full report, it must be made available to DoE for endorsement.

Action 5: EQUITV Project will provide the final Monitoring Report to DOE through the Project Steering Committee.

## 7. DoE and Project Budget Report

### 7.1 Project

EQUITV Phase 2 Project Coordinator Mr. Yusuke Kurihara presented the Project Financial report. In summary, the total budget for the third fiscal year of the project was K820,574.00. Of this, K764, 501.00 (93%) had been disbursed for all planned activities for this fiscal year. The balance will be disbursed during the months of January and February of 2015. The fourth and final fiscal year of the project starts in March 2015.

Members accepted Mr. Kurihara's report.

### 7.2 National Education Media Centre

Mr. Willie Dumo, Media Curriculum Coordinator from NEMC, presented the financial report of the National Education Media Centre on power point. According to the report, NEMC received K1.3 million under the Recurrent Budget and K1 million under the Development Budget from the National Government 2014 budget. All expenditure items and amount spent were as planned.

The report also revealed that K300,000.00 from the recurrent budget was diverted by the accounts section of DoE and spent elsewhere. This drew the ire of some of the members. Mr. Dumo concluded by thanking Education Minister Hon. Nick Kuman, MP, for using his ministerial funds to launch EQUITV in Simbu. Ms. Annemarie Kona was also thanked for using some funds (K200,000) to conduct provincial training in NCD.

There were two recommendations from Mr. Dumo's report.

*Recommendation 7: That diversion of funds to other activities be done with consultation and approval by the EQUITV Project Manager.*

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*Recommendation 8: That the sustainability of EQUITY Program Pre-Service/ Training be accommodated by Teacher Education Division*

### **Discussion**

Ms. Hatsie Mirou raised concern on the lack of consultation between concerned divisional heads in diversion of funds for NEMC. Budget section sometimes uses discretion to divert funds without consultation. For sustainability sake, she proposed that the training component of EQUITY program be administered by Teacher Education Division while monitoring and maintenance be placed under Standards & Guidance Division.

On the diversion of NEMC funds, the Chairman pointed out clearly that nobody has the right to divert funds. He tasked Curriculum Development & Assessment Division (CDAD) to send a minute to Dr. Apelis to take the matter up to Top Management Team (TMT). Dr. Apelis said that evidence would be needed to discuss the issue and asked the First Assistant Secretary and Assistant Secretary CDAD to join him at TMT discussion.

Dr. Apelis also thanked JICA for its continuous support. He encouraged NEMC to continue to produce budget reports as such with printed abstracts from Budget Section every week to keep track of spending to avoid diversion.

Mr. Titus Romano Hatagen, FAS Teaching & Education Standards, commented that he could see that EQUITY was expanding with a lot of work being carried out. He thanked NEMC for getting stronger and taking up more challenges. While thanking JICA for its support, he expressed confidence that DoE was ready to take it on.

Action 6: CDAD will provide Dr. Apelis with details of the budget diversion for him to discuss the matter at the TMT meeting.

### **8. National Dissemination Plan for EQUITY Program**

Mr. Akinori Ito made a power-point presentation on the revised copy of the National Dissemination Plan (NDP). The first NDP was developed in June 2012 and revised in November 2013. The third revision of the NDP was done in November 2014.

## **6. Discussion of Issues & Challenges**

Mr. Akinori Ito & Mr. Yusuke Kurihara co-presented issues and challenges of EQUITY.

Issue 1: Strategy for increasing TV receiving schools.

Awareness is key to schools dissemination of EQUITY.

Chairman: Much time and money can be spent but if the number of schools committing themselves does not increase, there's a challenge.

Issue 2: Monitoring data collection for terminal evaluation next year.

Project seeking advice on additional survey in Feb/March 2015 to collect more data.

Chairman: Such data collection must seriously look at impact of the project and impact on children qualitatively.

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Mr. Ito: Project will conduct Endline survey in July 2015, but the early survey is impact survey.

Mr. Baine: Suggest if committee could look at the tools to be used for data collection before administering it.

Mr. Essy: Include one or two questions in the School census. Immediate output concerning number of schools with TVs is possible but measuring impact or outcome and impact is more of a longitudinal study.

Chairman: Tracer Study is another study that can be conducted to trace students from schools to industry.

Issue 3: Delay of activities

Mr. Ito: Travel ban on DoE Officers is the same for other departments but if this continues it will affect activities.

Mr. Eka: Issue was raised during Project Managers Meeting last week and there was a strong push that all donor project related travels should not be banned so that activities would be completed. Minute was raised to the Secretary over and over and this should not repeat next year. It affects all other projects.

Chairman: The issue will be debated at TMT level by the Chairman (Dr. Apelis) as he shares the same sentiment. Projects are coming with financial & human resources to help the country move forward so we could not be our own enemies. It's the amount of money that dictates to the Chief Secretary to make decision. Dr. Apelis challenged divisional heads to think about how much money has been used and the value for it in 2015.

Issue 4: Delay of disbursement of DoE funds in first quarter.

Project will fund priority activities in the first quarter 2015 so NEMC has to provide list of priority activities. The Project will raise the matter with JICA Office.

Mr. Baine: Disbursement of funds to Government departments is the prerogative of the National Government thus arrangement as such is very encouraging.

Chairman: Granted that the Request was in order and members endorsed it as so.

Issue 5: Establishment of the Department of Higher Education

Mr. Ito: Does the establishment of Department of Higher Education affect training of pre-service modules or not?

Mr. Raki: Bachelors program for PTCs is planned for next year but the issue of pre-service going to DHE is not sure.

Ms. Dorothy Marang: A meeting to be held in January with all PTC principals to discuss on rehabilitation. Teacher training will still be under DoE.

Chairman: Fully aware of this development, the Chairman Dr. Apelis informed everyone that the Curriculum and Teacher Training will still be under DoE. Only the rehabilitation of infrastructure is under DHE. Teachers colleges will offer 4 years Bachelor training where students will graduate after three years with Diploma. They can come back later any time and do 2 years for Degree.

Ms. Marang: Regarding 2015 funding for EQUITYV, the DNPM Secretary's advice is for planned activities to be submitted quickly to Department of Treasury so that EQUITYV funding will be released in January to avoid delay.

Issue 6: New National Education Plan

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Mr. Ito: Where is EQUITY in new NEP 2015-2020

Mr. Essy: Final draft to be circulated to all divisional heads by tomorrow for input. The important thing is that the plan focuses on quality and anything relating to quality will be included. EQUITY will be in there under CDAD, if not directly EQUITY, there should be something relating to media.

Action 7: PPRC Division includes one or two EQUITY questions in the School census.

Action 8: NEMC and Project will submit 2015 activity plan quickly to Department of Treasury so that EQUITY funding will be released in January to avoid delay.

## 7. Plan of Project Activities in 2015

Mr. Akinori Ito explained plan of project activities in 2015

Experts go back this and next week, report to JICA and come back in Feb. 2015.

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The Chairman said that NEMC has set benchmark for other divisions in the Department. DoE is trying to address falling education standards in Management, time, and teacher professional standards. That will then transpire into academic standards. He urged all divisions to explore all possibilities to assist the Department to raise education standards beginning 2015 and onwards.

## 9. Closing remarks

1. Mr. Shigeru Sugiyama, JICA Chief Representative, congratulated all who have contributed towards implementation of EQUITY Program this year. Comparing the Government's allocations of K1m to EQUITY and K600m for TFF, he said that though given little funding, EQUITY did really well which is a real testimony of commitment.

He also said that JICA is committed to betterment of EQUITY. Like this year where JICA supported to fund 1<sup>st</sup> quarter activities, Mr Sugiyama asked Project and NEMC to submit activity plan.

He added that next year PNG will celebrate its 40<sup>th</sup> independence anniversary, and in that, Education must also be independent. This year is implementation year and next year is last year of support. Mr. Sugiyama revealed that in 2016 JICA will support curriculum development, but EQUITY would remain a flagship. He further said that qualitative and quantitative data collection and analysis is necessary for sourcing support, while training and procurement of equipment should be uninterrupted activities.

Finally, he expressed concern about the ownership and sustainability on a broader basis after project ends.

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- Chairman: EQUITY is an intervention and that sustainability and ownership should come together. He enquired if there was any exit plan. He tasked all concerned to start discussions on this. Since NEMC will be under its own division (ICT) under the restructure, in future EQUITY should be seen as medium of education, alternate form of informal, non-formal or formal education.

He urged all JCC members to turn up in JCC next year. He also directed that those who are absent be recorded in the minute.

Finally, Dr. Apelis wished everyone merry Christmas & happy new year.

The meeting closed at 5:30pm

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**Annex 1: Attendance List of the 6<sup>th</sup> JCC meeting**

Venue: Hideaway Hotel, Port Moresby

**JCC members, PNG side**

No.	Name	Position and Institution
1	Dr.Eliakim Apelis, PhD. MPS	A/Deputy Secretary, Teaching & Education Standards (Chairperson)
2	Mr.Titus Romano Hatagen	A/First Assistant Secretary, Curriculum & Standards
3	Mr.Maxton Essy	A/First Assistant Secretary, Policy & Planning
4	Mr.Mordecai Baine	A/Assistant Secretary, CDAD
5	Mrs.Annemarie Kona	A/Assistant Secretary, Standard & Guidance Division
6	Ms.Hatsie Mirou	Manager, National Education Media Center (NEMC)
7	Mr.Joe Eka	Director Aid Coordination, DoE
8	Mr.Paul Ainui	Representative of Regional Directors
9	Mr.Glen Benny	Assistant Executive Officer, JCC, TV Coordinator NEMC
10	Ms.Dorothy Marang	Program Officer for Education & Social Sector, DNPM
11	Mr.Nopa Raki	Superintendent Standards, TED
12	Dr.Zui Neofa	Director PNGEI
13	Mr.Peter Wai	Lecturer PNGEI

**JCC members, Japanese Side**

No.	Name	Position and Institution
1	Mr. Shigeru Sugiyama	Chief Resident Representative, JICA PNG Office
2	Mr.Yoshihiko Chujo	Assistant Resident Representative, JICA PNG Office
3	Mr.Naomitsu Nakagawa	Project Formulation Adviser, JICA PNG Office
4	Ms.Magaret George	Program Officer, JICA PNG Office
5	Mr.Akinori Ito	Project Leader, EQUITY Phase 2
6	Mr.Yusuke Kurihara	Project Coordinator, EQUITY Phase 2

**Observers**

No.	Name	Position and Institution
1	Mr.Willie Dumo	Media Curriculum Officer, NEMC
2	Ms.Antonia Manahave	Media Curriculum Officer, NEMC
3	Ms.Salomie Irima	Media Curriculum Officer, NEMC
4	Mr.Kurang Wekum	Radio Technician, NEMC
5	Mr.Benjamin Ugup	Senior TV Technician, NEMC
6	Mr.Michael Kwadogi	TV Teacher, NEMC
7	Ms.Michelle Pala	TV Teacher, NEMC
8	Ms.Leah Raga	Executive Assistant, CDAD
9	Mr.Davies Kia	Project Assistant Coordinator

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10	Ms.Angela Koso	Project Assistant Staff
11	Mr.Fredrick Kanau	TV Teacher, NEMC
12	Mr.Samuel Masa	Project Staff
13	Ms.Yoko Ito	Project Staff
14	Mr.Kila Raula	Project Driver

**Media Personnel**

No.	Name	Position and Institution
1	Mr.Breden Gregory	Reporter, Kundu 2
2	Mr.Felix Lapan	Reporter, Kundu 2

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## Annex 2: The 6<sup>th</sup> Joint Coordinating Committee (JCC) Program



# EQUITV PROJECT

Project for Enhancing Access and Capacity of EQUITV Program  
(EQUITV Phase 2 Project)

P.O.Box 1660 Port Moresby, NCD, Papua New Guinea



### The 6<sup>th</sup> Joint Coordinating Committee (JCC) Meeting of the EQUITV Project Phase 2

Date: 10<sup>th</sup> of December 2014

Time: 13:00pm – 17:30pm

Venue: Hideaway Hotel Conference Room

#### PROGRAMME

Time	Activities	Presenter
1 12:45	Participants arrival	
2 13:00 -13:05	Prayer	Ms. Hatsie Mirou, Manager, National Education Media Centre
3 13:05 – 13:15	Welcome remarks from Chairperson (Deputy Project Director)	Dr. Eliakim Apelis MPS, PhD – Deputy Secretary Teaching & Education Standards
4 13:15 – 13:30	Minutes of Previous Meeting & Matters Arising from the Minutes	Dr. Eliakim Apelis MPS , PhD– Deputy Secretary
5 13:30--15:00	Progress report on the EQUITV Project Phase 2 in 2014	
(13:30-13:40)	5.1 Remarks form Project Manager	Mr. Mordecai Baine, A/Assistant Secretary, CDAD
(13:40 -14:30)	5.2 EQUITV Phase 2 Project report 5.3 Monitoring report	Mr. Akinori Ito, Project Leader – EQUITV Phase 2 & Ms. Hatsie Mirou, Manager, National Education Media Centre
(14:30 – 14:45)	5.4 DOE & Project Budget Report	Mr. Yusuke Kurihara, Project Coordinator & Mr. Willie Dumo, Media Curriculum Coordinator, NEMC
(14:45-15:00)	5.5 National Dissemination plan for EQUITV Program	Mr. Akinori Ito, Project Leader – EQUITV Phase 2
6 15:00 -15:20	Tea break	
7 15:20-15:45	Discussion of the issues and challenges	Mr. Akinori Ito, Project Leader
8 15:45 – 16:00	Plan of the Project Activities for 2015	Mr. Akinori Ito, Project Leader
9 16:00 – 16:20	Any other business	Dr. Eliakim Apelis MPS, PhD – Deputy Secretary
10 16:20-16:40	Closing remarks: from A/ Deputy Secretary, Policy & Corporate Service from JICA representative  from Chairman for TSC  Closing of meeting	Dr. Uke Kombra, A/ Deputy Secretary, Policy & Corporate Service Mr. Shigeru Sugiyama , Chief Representative JICA PNG Office Mr. Baran Sori, Chairman. Teaching Service Commission Dr. Eliakim Apelis MPS, PhD - A/Deputy Secretary
11 16:40 – 17:30	Refreshment	

*My heart, My Child, My School, My Country with EQUITV*



**MINUTES OF MEETING**  
**BETWEEN**  
**THE JAPANESE MID-TERM REVIEW TEAM**  
**AND**  
**THE AUTHORITIES CONCERNED OF THE GOVERNMENT OF**  
**THE INDEPENDENT STATE OF PAPUA NEW GUINEA**  
**ON**  
**JAPANESE TECHNICAL COOPERATION FOR**  
**THE PROJECT FOR**  
**ENHANCING ACCESS AND CAPACITY OF EQUITV PROGRAM**  
**(EQUITV PHASE 2)**

The Japanese Mid-term Review Team (hereinafter referred to as “the Team”), organized by the Japan International Cooperation Agency (hereinafter referred to as “JICA”) and headed by Mr. Satoru Takahashi, visited the Independent State of Papua New Guinea (hereinafter referred to as “PNG”) from 16 March to 5 April 2014 for the purpose of conducting the mid-term review of the Project for Enhancing Access and Capacity of EQUITV program (EQUITV Phase 2) (hereinafter referred to as “the Project”).

During its stay in PNG, the Team exchanged views through a series of discussions with the authorities concerned on the progress of the Project. As a result of the discussions, both sides agreed upon the matters referred to in the document attached hereto.

Port Moresby, 1 April, 2014

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Satoru TAKAHASHI  
Leader  
Japanese Mid-term Review Team  
Japan International Cooperation Agency  
Japan

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Dr. Uke Kombra, PhD  
for: Secretary for Education  
Department of Education  
Independent State of Papua New Guinea

**THE PROJECT FOR**

**ENHANCING ACCESS AND**

**CAPACITY OF EQUITY PROGRAM**

**(EQUITY PHASE 2)**

Joint Mid-term Review Report

Port Moresby, 1 April 2014



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### **List of Abbreviations and Acronyms**

ARB	Autonomous Region of Bougainville
BOM	Board of Management
CDAD	Curriculum Development and Assessment Division
DAC	Development Assistance Committee
DoE	Department of Education
DSIP	District Services Improvement Programme
DVD	Digital Versatile Disc
EMIS	Education Management Information System
EQUITV	Enhancing Quality in Teaching through TV Programs
JCC	Joint Coordinating Committee
JICA	Japan International Cooperation Agency
LLGSIP	Local Level Government Services Improvement Programme
NCD	National Capital District
NEMC	National Education Media Centre
NEMP	National Education Media Policy
NIST	National In-service Training
OECD	Organization for Economic Co-operation and Development
PDM	Project Design Matrix
PNG	Independent State of Papua New Guinea
PO	Plan of Operation
PPRD	Policy, Planning, and Research Division
PSIP	Provincial Services Improvement Programme
RCM	Regional Consultative Meeting
SEOC	Senior Education Officers Conference
SGD	Standards and Guidance Division
TED	Teacher Education Division
TFF	Tuition Fee Free
UBE	Universal Basic Education
UNESCO	United Nations Educational, Scientific and Cultural Organization

# **1. Introduction**

## **1-1. Preface**

The Independent State of Papua New Guinea (PNG) is diverse in geography and consists mainly of rugged terrains and islands. Most primary and secondary schools in PNG are small and located in rural and remote areas. The geographical constraints hampered education services to reach all of the rural areas where school infrastructure and resource materials are limited and the number of teachers and the quality of education are insufficient. To improve the access to and quality of education, the Department of Education (DoE) of PNG began utilizing distance education to compensate for qualitative and quantitative shortcomings in basic education.

DoE and the Japan International Cooperation Agency (JICA) implemented a partnership project named Distance Education Utilizing Live Recording Broadcasting from 2002 to 2004 and a technical cooperation project entitled Enhancing Quality in Teaching through TV Programs (EQUITV Phase 1) from 2005 to 2008. Based on the achievements of EQUITV Phase 1, DoE formulated the National Education Media Policy (NEMP) in 2010. NEMP officially acknowledged the previous activities conducted as the EQUITV program and started introducing the program nationwide.

To help PNG disseminate the EQUITV program and establish a sustainable mechanism of the program, the Project for Enhancing Access and Capacity of EQUITV program (EQUITV Phase 2) (hereinafter referred to as “the Project”) has been ongoing since April 2012. JICA dispatched the Japanese Mid-term Review Team (hereinafter referred to as “the Team”) to PNG for the purpose of conducting the Mid-term Review (hereinafter referred to as “the Review”) which has been undertaken jointly by the Team and PNG authorities concerned.

## **1-2. Objectives of the Review**

The objectives of the Review are as follows:

- (1) To review the inputs and activities of the Project;
- (2) To evaluate the achievements of the Project from the viewpoint of the five evaluation criteria of the Development Assistance Committee (DAC) in the Organization of Economic Co-operation and Development (OECD);
- (3) To summarize the progress of the Project;
- (4) To make recommendations on the measures to be taken in order that the Project will achieve the Project purpose; and
- (5) To review and revise the Project Design Matrix (PDM) and Plan of Operation (PO).

### **1-3. Schedule of the Team**

The Review has been conducted as below from 16 March to 5 April, 2014.

Date	Day	Activities
16 Mar.	Sun	Arriving in PNG (Mr. Yamaguchi) Meeting with JICA staff
17 Mar.	Mon	Meeting with JICA PNG Office Meeting with Project Experts
18 Mar.	Tue	Meeting with Assistant Executive Officer, NEMC Meeting with Assistant Secretary, CDAD Meeting with Director Curriculum Branch, CDAD
19 Mar.	Wed	Visiting TV Production Studio and Class, NEMC Meeting with First Assistant Secretary, Teaching and Learning Meeting with Manager, NEMC
20 Mar.	Thu	Meeting with Deputy Secretary, DoE Discussion with the Project Experts
21 Mar.	Fri	Meeting with the Ex-Chairperson of the Steering Committee Discussion with the Project Experts
22 Mar.	Sat	Documentation
23 Mar.	Sun	Documentation
24 Mar.	Mon	Meeting with Media Curriculum Officers Arriving in PNG (Mr. Takahashi and Mr. Chujo) Meeting with JICA PNG Office
25 Mar.	Tue	Meeting with TMT Team, DoE Meeting with the Project Experts
26 Mar.	Wed	Meeting with the Project Experts Meeting with PNG EQUITY Team
27 Mar.	Thu	Moving from Port Moresby to Wewak Visit to Turubu Primary School Meeting with In-Service Coordinator of East Sepik
28 Mar.	Fri	Visiting to Banak Primary School Visiting to Dagua Primary School
29 Mar.	Sat	Moving from Wewak to Port Moresby Internal Meeting and Documentation
30 Mar.	Sun	Internal Meeting and Documentation
31 Mar.	Mon	Meeting with PNG EQUITY Team
1 Apr.	Tue	Meeting with TMT Team, DoE Signing of Minutes of Meeting
2 Apr.	Wed	Departing from PNG (Mr. Takahashi and Mr. Chujo)
3 Apr.	Thu	Compiling the report
4 Apr.	Fri	Compiling the report
5 Apr.	Sat	Departing from PNG (Mr. Yamaguchi)

#### **1-4. Members concerned to the Review**

The Review was jointly conducted by both PNG and Japanese sides, and the result was shared with the Top Management Team of DoE on 1 April, 2014. The members are shown below.

##### **1-4-1. PNG side**

###### **Department of Education**

Dr. Uke Kombra , PhD	Deputy Secretary, Policy & Corporate Services
Dr. Eliakim Apelis MPS	Deputy Secretary, Teaching and Education Standards
Mr. Godfrey Yerua	Deputy Secretary, TVET and UNESCO
Mr. Luke Taita	Former Deputy Secretary, Policy & Corporate Services
Mr. Jacob Hevelawa MBE	Director-General Office of Libraries and Archives
Mr. Baran Sori	Chairman, Teaching Service C
Mr Titus Hatagen	Acting First Assistant Secretary (FAS), Standards & Curriculum
Mr. Walipe Wingi	Acting FAS, Teaching & Learning
Mr. Joseph Logha	Acting FAS, Policy & Planning
Mr. Andrew Angobe	FAS, UNESCO
Mr. John Josephs	Former First Assistant Secretary, Policy & Planning
Ms. Etwin Apai	FAS, Corporate Services
Mr. Mordecai Baine	Acting Assistant Secretary, CDAD
Ms. Annemarie Kona	Acting Assistant Secretary, Standards & Guidance
Mr. Andrew Kuk	Director Corporate Production & Distribution, CDAD
Mr. Wesley Lakain	Superintendent, Operation, CDAD
Mr. Steven Tandale	Director, Curriculum & Assessment Branch
Mr. Camilus Kanau	Superintendent Operation, Standards & Guidance
Mr. Michael Mera	Elementary In-service officer
Mr. Madako Suari	Director, Donor Coordination and Liaison
Ms. Hatsie Mirou	Manager, NEMC
Mr. Glen Benny	Executive officer, EQUITY Steering committee
Ms. Michelle Goroba	Executive officer, TMT meeting

###### **Division of Education (East Sepik Province)**

Mr. Timothy Yavu	In-service Coordinator of Education
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###### **EQUITY PHASE 2 Project Experts**

Mr. ITO Akinori	Project Leader
Mr. YAMAOKA Chiko	Deputy Project Leader
Ms. ICHIHARA Masumi	Project Coordinator

## 1-4-2. Japanese side

### (1) Mid-term Review Team

Mr. TAKAHASHI Satoru	Leader, Visiting Senior Advisor (Education), JICA
Mr. CHUJO Yoshihiko	Cooperation and Coordination, Basic Education Division I, Human Development Department, JICA
Mr. YAMAGUCHI Yutaka	Evaluation and Analysis, General Manager, Cranberry, Inc.

### (2) JICA PNG Office

Mr. SUGIYAMA Shigeru	Chief Representative
Mr. TANIGUCHI Yoshikazu	Representative
Mr. NAKAGAWA Naomitsu	Project Formulation Advisor
Ms. KOMÉ Cecily	Program Officer

## 1-5. Methodology of the Review

Based on PDM signed on 9 May 2013 and PO signed on 1 February 2012, the Review is designed to clarify the following issues and aspects:

- 1) Achievements of the Project based on the PDM indicators;
- 2) Implementation process; and
- 3) Five evaluation criteria of DAC

Definitions of the criteria are as follows:

Relevance	Relevance of the Project is reviewed in terms of the validity of the Project purpose and the Overall goal in connection with the development policy of the Government of PNG, aid policy of the Government of Japan, needs of beneficiaries, and by logical consistency of the Project design.
Effectiveness	Effectiveness of the Project is assessed by evaluating the extent to which the Project has achieved its purpose and outputs.
Efficiency	Efficiency of the Project is analyzed the extent to which the outputs are yielded in terms of quality, quantity, and timing of the inputs.
Impact	Impact of the Project is assessed based on the size of both positive and negative influences caused by the Project.
Sustainability	Sustainability of the Project is assessed in terms of policy, institutional, financial and technical aspects by examining the extent to which the achievements of the Project would be sustained or extended after the Project period.

Conclusions are drawn from the result of the Review, and recommendations are made by both sides.

## **2. Results of the Review**

### **2-1. Achievements of the Project**

#### **2-1-1. Outputs**

- (1) Capacity of managing and disseminating the EQUITY program at central, regional and provincial levels is strengthened.**
- (2) Primary school teachers utilize the EQUITY program in classroom teaching in the target provinces.**
- (3) Students at teachers colleges are familiarized with how to utilize the EQUITY program in classroom teaching.**

- (1) Capacity of managing and disseminating the EQUITY program at central, regional and provincial levels is strengthened.**

**【Indicator 1-1】 The national dissemination plan of the EQUITY program is developed in line with UBE plan and NEMP.**

**【Result】 Achievement level: Achieved**

The national dissemination plan of the EQUITY program was developed in 2012 and it was revised in 2013 reflecting the provincial dissemination plans developed by the 12 target provinces (Autonomous Region of Bougainville (ARB), East New Britain, Manus, New Ireland, West New Britain, East Sepik, Madang, Morobe, Sandaun, Western Highlands, Central and National Capital District (NCD)).

**【Indicator 1-2】 The regional and provincial dissemination plans of the EQUITY program are developed in the target regions and provinces.**

**【Result】 Achievement level: In progress**

The provincial dissemination plans of the EQUITY program were developed in all the target provinces by the end of 2013. The regional plans of the EQUITY program have not been developed, as it was found that the provincial dissemination plans serve as substitutes.

**【Indicator 1-3】 Training modules of the EQUITY program are developed.**

- Trainers' manual (for basic and advanced training)**
- Teachers' and BOM (Board of Management) manual (for basic and advanced training)**
- Training modules for NIST**

**【Result】 Achievement level: In progress**

While “Trainers’ manual” and “Teachers’ and BOM manual” for basic training have been developed, those for advanced training are being developed. Training modules for NIST were developed in 2013.

**【Indicator 1-4】 The dissemination of the EQUITV program is discussed on Regional Consultative Meeting (RCM) and Senior Education Officers Conference (SEOC).**

**【Result】 Achievement level: In progress**

The national dissemination plan of the EQUITV program was raised as a discussion topic during the joint SEOC/RCM conference in August 2012, Special RCM in Western Highlands in January 2013 and SEOC in August 2013. While SEOC will continue to be held, RCM will be less likely to continue due to financial constraints.

**【Indicator 1-5】 Training for provincial trainers is organized at least twice in each target province.**

**【Result】 Achievement level: In progress**

The provincial training of the EQUITV program (basic level) was conducted in NCD and the five provinces (Central, East Sepik, Western Highlands, Sandaun and East New Britain). The training (basic level) in the remaining target provinces are scheduled to be conducted in 2014, which means that all the target provinces will be ready to disseminate the EQUITV program to schools in each province. Further training (advanced level) is also planned in 2014 and 2015 for the better utilization of the EQUITV program.

**(2) Primary school teachers utilize the EQUITV program in classroom teaching in the target provinces.**

**【Indicator 2-1】 80% of primary schools receive training on the EQUITV program in the target provinces.**

**【Result】 Achievement level: Ongoing with some delays**

A total of 304 primary schools have received training on the EQUITV program by the end of February 2014, which accounts for 13.7% of the total number of schools (2,220) in the target provinces. The following table shows the number of schools that received training. There has been a delay in district training due mainly to the shortage of financial resources from provincial governments, causing a further delay in cluster training.



### Number of Schools that Received Cluster Training in 2012 and 2013

Province	Total No. of schools	No. of schools trained	Rate
East Sepik	283	135	47.7%
Sandaun	231	36	15.6%
Western Highlands	100	10	10.0%
Central	129	83	64.3%
NCD	40	40	100%
Others	1437	0	0%
Total	2220	304	13.7%

**【Indicator 2-2】 50% of primary schools utilize the EQUITY program in the target provinces.**

**【Result】 Achievement level: Modestly improving**

The National Dissemination Plan stipulates the three conditions of utilizing the EQUITY program. That is, schools ought to have access to (1) resources materials, (2) TV sets, and (3) training. The table below shows the situation in the target provinces by the end of March 2014.

### Utilization Situation of the EQUITY Program in the Target Provinces

Province	Schools	Resource materials	TV sets	Training
ARB	238	0	64	0
East New Britain	160	10	87	0
Manus	90	0	10	0
New Ireland	144	0	59	0
West New Britain	175	0	9	0
Morobe	350	0	9	0
Madang	280	0	5	0
East Sepik	283	10	108	135
Sandaun	231	0	27	36
Western Highlands	100	50	33	10
Central	129	40	80	83
NCD	40	40	40	40
Total	2220	150	531	304

In ARB, East New Britain, Manus, New Ireland, West New Britain, Morobe, and Madang, no training has been implemented so that no school can be regarded to utilize the EQUITY program. While there are 108 schools with TV sets and 135 schools that received training in East Sepik, there are 10 schools with resource materials in this province. This means that at most 10 schools meet the three conditions of utilizing the EQUITY program. Likewise, the maximum number of such schools is 0 in Sandaun, 10 in Western Highlands, 40 in Central, and 40 in NCD. Consequently, it is assumed that not more than 100 schools utilize the EQUITY

program, which accounts for 4.5% of the total number of schools in the target provinces.

**【Indicator 2-3】 50% of primary schools ensure the maintenance budget for the EQUITV program.**

**【Result】 Achievement level: Partly measured but not fully measured**

Little accurate data is available concerning the rate of schools that ensure the maintenance budget for the EQUITV program. This is because reliability and collection rate of data were less than expected. Despite a limited scope, a research conducted by the Project in NCD revealed that 100% of the 39 primary schools that had purchased a TV set with its own financial resources ensured the maintenance budget.

**(3) Students at teachers colleges are familiarized with how to utilize the EQUITV program in classroom teaching.**

**【Indicator 3-1】 At least 1 lecturer in each teachers college in the target provinces participate in training for provincial trainers.**

**【Result】 Achievement level: In progress**

Three lecturers from two teachers' colleges participated in provincial training. On top of the training module for In-service teachers, the Project developed the module for pre-service training. In 2013, 21 lecturers including management staff from eight teachers colleges participated in the nationwide kick-off seminar where they made action plans to introduce the EQUITV program.

**【Indicator 3-2】 At least 7 teachers colleges in the target provinces introduce the EQUITV program in the existing courses.**

**【Result】 Achievement level: In progress**

Two teachers colleges (Bomana and Madang) in the target provinces briefly introduced the EQUITV program in 2013. In addition, those two colleges stepped further to incorporate the EQUITV program into the syllabi of the existing courses.

**【Indicator 3-3】 More than 1,700 student-teachers acquainted with the EQUITV program graduate from teachers colleges in the target provinces every year**

**【Result】 Achievement level: In progress**

Being acquainted with the EQUITV program, approximately 500 students graduated from the teachers colleges of Bomana and Madang in 2013.

### **2-1-2. Project Purpose**

**The system for disseminating the EQUITY program at primary schools nationwide is strengthened.**

**【Indicator 1】 The national dissemination plan of the EQUITY program is authorized by DoE so as to promote UBE plan and NEMP.**

**【Result】 Achievement level: In progress**

The National Dissemination Plan of the EQUITY program was developed in 2012 and approved by the Joint Coordinating Committee (JCC) in December 2012. The plan was revised in 2013 reflecting the provincial dissemination plans developed by the target provinces, and it was approved by JCC in December 2013. The plan will be revised in 2014 based on the progress of dissemination, and it is expected to be authorized by the end of the Project period.

**【Indicator 2】 The meeting of the EQUITY Steering Committee composed of CDAD, TED, SGD and PPRD is held at least once per quarter.**

**【Result】 Achievement level: In progress**

The Steering Committee held meetings 11 times during 23 months. The committee is composed of representatives from the Curriculum Development and Assessment Division (CDAD), Teacher Education Division (TED), Standards and Guidance Division (SGD), Policy, Planning, and Research Division (PPRD) and Provincial Education offices.

**【Indicator 3】 The improved rate of schools utilizing the EQUITY program based on the national dissemination plan**

**【Result】 Achievement level: Modestly improving**

The rate of schools utilizing the EQUITY programs has been modestly improved since the start of the Project as described in Indicator 2-2 of Output 2 and is expected to be steadily improved. In fact, the Project started to provide DVDs to the schools which participate in cluster training. This will contribute to expanding the utilization of the EQUITY program, as DVDs enable teachers to utilize the EQUITY program in their lessons, letting them free from the constraints of time, space and receiving conditions. On the other hand, the National Dissemination Plan seems too ambitious to keep abreast with. While the plan is to be reviewed and revised, the measures to improve the rate are to be proposed.

### **2-1-3. Overall goal**

**The EQUITY program is utilized at primary schools nationwide.**

**【Indicator】 Rate of primary schools utilizing the EQUITV program nationwide**

**【Result】 Prospect for achievement: Limited but positive signs observed**

Despite a limited scale, the rate of primary schools utilizing the EQUITV program has been on the robust increase in NCD and Central province. On the other hand, some provinces are in the process of paving the way for more extensive use of the program. Their continuous efforts will accelerate the pace toward the nationwide utilization.

**2-2. Review by the Five Criteria**

Results of the review by the Five Criteria are summarized below.

<b>Relevance: High</b>
<ul style="list-style-type: none"><li>- The Project is consistent with “National Education Media Policy (NEMP)” and “NEMP Implementation Strategic Plan 2010-2019” of PNG.</li><li>- “National Plan for Education 2005-2014” places emphasis on 1) access, 2) quality curriculum and monitoring, and 3) quality teacher education and training. It also stresses the promotion of broader use of communication and information.</li><li>- The EQUITV program contributes to improving quality of education on which “Universal Basic Education Plan 2010-2019” places greater value.</li><li>- The Project is in line with Japan’s ODA policy for PNG which addresses the improvement of basic education under one of the priority areas of “Improvement of Social Services”.</li><li>- The Project is consistent with “Japan’s Education Cooperation Policy 2011-2015”, in which “Quality Education” is one of the five components of the priority areas of “Quality Education for All”.</li></ul>
<b>Effectiveness: Fair</b>
<ul style="list-style-type: none"><li>- Producing solid outputs, the Project is carried out toward achieving its purpose.</li><li>- Capacity of managing and disseminating the EQUITV program has been gradually strengthened through the development of both national and provincial dissemination plans and implementation of training in the target provinces. To date, all the target provinces developed their dissemination plans, but half of them initiated provincial training.</li><li>- It is assumed that not more than 100 schools currently utilize the EQUITV program, which accounts for 4.5% of the total number of schools in the target provinces.</li><li>- Being familiar with the EQUITV program, 500 students graduated from two teachers colleges in 2013. The number of them is expected to be larger as remaining eight colleges start to adopt the program.</li></ul>

<ul style="list-style-type: none"> <li>- In sum, the system for disseminating the EQUITY program at primary school nationwide is modestly but steadily being strengthened.</li> </ul>
<p><b>Efficiency: Fair</b></p>
<ul style="list-style-type: none"> <li>- In general, the inputs have been properly made by both PNG and Japanese sides.</li> <li>- The Steering Committee and the Management Committee have worked well. Also, a variety of divisions in DoE are involved in the Project. With such stakeholders, eight working committees are sharing information and working collaboratively in a transparent manner.</li> <li>- Communication is smooth and swift between CDAD and the National Education Media Centre (NEMC) because the latter functions under the former.</li> <li>- NEMC staffs are making full use of their experiences gained through the past project activities both professionally and administratively.</li> <li>- However, external factors such as decentralization (transfer of development funds and authorities from national to sub-national levels) and the Tuition Fee Free (TFF) policies have changed approaches of disseminating the EQUITY program, causing some variances or delays in implementing training and procuring TV sets among provinces.</li> </ul>
<p><b>Impact: Further examination needed</b></p>
<ul style="list-style-type: none"> <li>- There seem positive impacts on the academic performance of students. The baseline surveys show that the average scores of students in EQUITY-utilizing schools were confirmed to be higher than those of students in other schools.</li> <li>- If such impacts go beyond the target provinces, student learning outcomes will be improved across the country.</li> <li>- Despite a non-target province, Simbu became interested in the EQUITY program, procured TV sets for 60 schools, and ensured budget for provincial training with its strong commitment.</li> <li>- Such spontaneous and continuous initiatives will accelerate the pace toward the nationwide utilization of the EQUITY program at which the National Dissemination Plan aims.</li> </ul>
<p><b>Sustainability: Further examination needed</b></p>
<p>The current progress of the Project does not allow for any optimism. However, sustainability of the Project will be further enhanced if the following conditions are (continuously) satisfied.</p> <ul style="list-style-type: none"> <li>- DoE promotes distance education to enhance the quality of teaching and learning in an equitable manner.</li> <li>- DoE sends personnel to assist provinces in preparing and implementing the EQUITY</li> </ul>

program.

- DoE monitors the utilization situation of the EQUITV program through the constant collection of accurate data.
- CDAD through NEMC updates and revises the EQUITV program and its resource materials.
- The EQUITV program is introduced in the contents of an annual the National In-service Training (NIST) which is conducted across the nation.
- The EQUITV program is incorporated in all teachers colleges and is exclusively taught in a newly-developed independent subject.
- TV sets are equipped in and maintained with a strong ownership by schools and BOM with assistance provided by communities and local level governments.

### **2-3. Conclusion**

The Project has been soundly carried out toward achieving its purpose while yielding some positive outputs and impacts. For instance, national and provincial dissemination plans were duly developed. Simbu, being a non-target province, took voluntary actions to start utilizing the EQUITV program. The baseline surveys revealed that academic performance of students in schools that utilize the EQUITV program seems better than that of their counterparts in school that do not. Moreover, two teachers colleges introduced the EQUITV program in their existing courses and are ready to incorporate it into their syllabi.

On the other hand, there have been some delays in implementing training and procuring TV sets at the provincial, district, cluster, and school levels. However, these adverse situations can be changed or even turned into good opportunities of improving circumstances to utilize the EQUITV program. To this end, collaboration, coordination, and advocacy at all levels should be of absolute importance.

## **3. Recommendations**

### **3-1. Expanding the utilization of the EQUITV program**

#### **(1) Implementing training**

The Project is strongly recommended to accelerate the implementation of provincial training in the target provinces in close collaboration with the national and provincial governments which are responsible for ensuring the necessary funds. Additionally,

training at the district and cluster levels needs to be implemented by provincial trainers (district education officers, standard officers, and selected teachers) and cluster trainers. NIST can also be utilized as one of the effective approaches.

## **(2) Equipping TV & DVD players in school**

Equipping TV & DVD players is essential for schools to initiate the utilization of the EQUITY program. While DoE needs to accelerate the procurement (purchase) and distribution of them, it should also negotiate with provinces on the use of the Provincial Services Improvement Programme (PSIP) funds, District Services Improvement Programme (DSIP) funds, and Local Level Government Services Improvement Programme (LLGSIP) funds to assist and sustain the EQUITY program. Besides, the TFF policy may be more effective to schools to procure and maintain the equipment. CDAD should complete the first dispatch of 120 sets to schools in the target provinces by the end of June 2014 and the second dispatch of at least 200 sets by the end of December 2014. The dispatch plan for remaining schools should be made by the end of November 2014.

## **(3) Delivering the EQUITY resource materials**

In order for schools to make full use of the EQUITY program, it is vital for a teacher and students to utilize the resource materials in lessons. CDAD should deliver them to all the schools in the target provinces by the end of June 2014. Those materials may also be given to participating schools during cluster training.

## **(4) Delivering DVDs (science & mathematics in G7-8)**

The EQUITY program needs to be utilized for schools without any constraints of time, space, and receiving conditions. DVDs will make them free of such inconveniences and disturbances. The Project through provincial administration should provide them to participating schools during cluster training.

### **3-2. Introducing the EQUITY program to teachers colleges**

DoE through TED under the Teaching and Learning Wing will formalize the integration of the EQUITY program into the curriculum of the teachers colleges.

### **3-3. Raising awareness of key stakeholders**

While some schools can afford to procure TV & DVD players, others cannot. Given this reality, continuously involving top management of DoE, the Project should make every possible effort

to advocate to and raise awareness of key stakeholders at any levels who can exert their authority to disburse funds to utilize the EQUITY program in schools.

#### **3-4. Conducting the Project activities smoothly**

Both DoE and JICA recognize that there are major personnel changes in the top management; however DoE will pay careful attention not to affect the smooth implementation of the Project activities.

#### **3-5. Collecting accurate educational information**

Availability of accurate information is a basis for good judgment and proper decision making. In order to make this possible, DoE's education management information system (EMIS) should include the data items necessary to grasp the latest status of schools utilizing the EQUITY program.

#### **3-6. Revising PDM & PO**

In response to changing circumstances and the progress of the Project, PDM and PO are recommended to be revised as shown in the ANNEX 1 and 2.



## **ANNEXES**

ANNEX 1: Project Design Matrix

ANNEX 2: Plan of Operation

ANNEX 3: EQUITY Committee Members List

ANNEX 4: List of National Trainers

ANNEX 5: Plan for In-service Training

ANNEX 6: List of Japanese Experts

ANNEX 7: List of Training in Japan

ANNEX 8: List of Equipment Provided

ANNEX 9: Budget Allocation related to the Project

ANNEX 10: Evaluation Grid

## ANNEX 1: Project Design Matrix (PDM2)

**Proposed Project Title:** Project for Enhancing Access and Capacity of EQUITV program (EQUITV Phase 2)

**C/P Organization:** Department of Education, Curriculum Development and Assessment Division, Teacher Education Division, Standard and Guidance Division and Policy, Planning & Research Division and Provincial education offices in the provinces

**Target Areas:** NGI region (Bougainville, East New Britain, Manus, New Ireland and West New Britain provinces), Momase Region (East Sepik, Madang, Morobe and Sandaun provinces), Highlands Region (Western Highlands province) and Southern Region (NCD and Central province)

**Project Period:** April 2012 - December 2015 (3 years and 9 months)

(As of 1<sup>st</sup> April, 2014)

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p><u>Super Goal</u></p> <p>Quality of classroom teaching is improved at primary schools in Papua New Guinea.</p>	<p>The number of G8 students who are eligible through the Basic Education Examination to enter secondary schools is increased.</p>	<p>Results of the Basic Education Examination</p>	<p>Priority on basic education in long-term socio-economic development strategy of PNG does not change.</p>
<p><u>Overall Goal</u></p> <p>The EQUITV program is utilized at primary schools nationwide.</p>	<p>The rate of primary schools utilizing the EQUITV program nationwide is improved.</p>	<p>The National Dissemination Plan</p>	<p>Priority on basic education in long-term socio-economic development strategy of PNG does not change.</p>
<p><u>Project Purpose</u></p> <p>The system for disseminating the EQUITV program at primary schools nationwide is strengthened.</p>	<p>1 The National Dissemination Plan of the EQUITV program is authorized by DoE so as to promote UBE plan and NEMP.                  2 The meeting of the EQUITV Steering Committee composed of CDAD, TED, SGD and PPRD is held at least once per quarter.                  3 The measures to improve the rate of schools utilizing the EQUITV program in line with the National Dissemination Plan are proposed.</p>	<p>1 Decree of DoE                  2 Records of meetings                  3 The National Dissemination Plan</p>	<p>DoE continues placing value on the nationwide dissemination of the EQUITV program in line with UBE Plan and NEMP.</p>
<p><u>Outputs</u></p> <p>1. Capacity of managing and disseminating the EQUITV program at central and provincial levels (including NCD and ARB) is strengthened.</p> <p>2. Primary school teachers utilize the EQUITV program in classroom teaching in the target provinces.</p>	<p>1-1 The National Dissemination Plan of the EQUITV program is developed in line with UBE plan and NEMP.                  1-2 The provincial dissemination plans of the EQUITV program are developed in the target regions and provinces.                  1-3 Training modules of the EQUITV program are developed.                  -Trainers' manual (for basic and advanced training)                  -Teachers' and BOM (Board of Management) manual (for basic and advanced training)                  -Training modules for NIST                  1-4 The dissemination of the EQUITV program is discussed in the Senior Education Officers Conference (SEOC).                  1-5 Training for provincial trainers is organized in each target province.                  2-1 On average 50% of primary schools in at least half of the target provinces ensure the budget to continue utilizing the EQUITV program.                  2-2 On average 50% of primary schools utilize the EQUITV program in at least half of the target provinces.</p>	<p>1-1 The National Dissemination Plan                  1-2 The provincial dissemination plans                  1-3 Training modules of the EQUITV program                  1-4 Records of meetings                  1-5 Training reports                    2-1 Project reports                  2-2 Ditto</p>	<p>- Sufficient personnel are assigned at each level according to The National Dissemination Plan.                  - Sufficient budgets are allocated at each level according to The National Dissemination Plan.</p>

<p>3. Students at teachers colleges are familiarized with how to utilize the EQUITV program in classroom teaching.</p>	<p>3-1 At least 3 lecturers including management staff in each teachers college in the target provinces receive training for the EQUITV program. 3-2 At least 7 teachers colleges in the target provinces introduce the EQUITV program in the existing courses.</p>	<p>3-1 Training reports 3-2 Reports from teachers colleges</p>	
<p><u>Activities</u></p> <p>1-1 Build up the EQUITV Steering Committee and sub-committees 1-2 Review the existing EQUITV science and mathematics materials for G6-7-8 1-3 Conduct a series of workshops for developing The National Dissemination Plan of the EQUITV program 1-4 Conduct a series of workshops for developing the provincial dissemination plans of the EQUITV program 1-5 Conduct a series of workshops for developing training modules of the EQUITV program 1-6 Conduct training for fostering national trainers*1 1-7 Conduct training for fostering provincial trainers*2 1-8 Collect and examine monitoring reports from regional and provincial education offices</p> <p>2-1 Conduct advocacy activities on the EQUITV program in the target provinces 2-2 Introduce the EQUITV program in National In-Service Training (NIST) in the provinces 2-3 Select pilot clusters and pilot schools equipped with receiving apparatus in the five provinces*3 2-4 Support conducting training for fostering cluster trainers from schools at the district level in the target provinces 2-5 Support conducting training of the EQUITV program for school administration staff, G6-7-8 teachers and BOM members*4 at the cluster level in the target provinces</p> <p>3-1 Delineate an outlook for integrating the EQUITV program in the pre-service curriculum 3-2 Prepare instructional materials on the EQUITV program for teachers colleges 3-3 Conduct training for principals and lecturers at teachers colleges in the target provinces 3-4 Organize nationwide seminars on the EQUITV program for all teachers colleges</p>	<p><u>Inputs</u></p> <p><u>PNG Side</u></p> <ul style="list-style-type: none"> <li>➤ Assignment of counterpart personnel</li> <li>➤ Provision of the Project office and utility in DoE</li> <li>➤ Bearing of expenses necessary for; <ul style="list-style-type: none"> <li>- implementing the project activities such as training and monitoring (travel expenses, allowance and accommodation for PNG counterpart personnel and participants)</li> <li>- maintaining and keeping in safety equipment procured by the Project</li> <li>- duplicating DVDs and printing materials such as teacher resource books and student workbooks of science and mathematics for G6-7-8</li> </ul> </li> </ul> <p><u>Japanese Side</u></p> <ul style="list-style-type: none"> <li>➤ Dispatch of experts of; <ul style="list-style-type: none"> <li>- Project leader/Distance education management</li> <li>- Mathematics education</li> <li>- Science education</li> <li>- Dissemination plan</li> <li>- In-service and pre-service training</li> <li>- Advocacy</li> <li>- Monitoring</li> <li>- Coordinator</li> </ul> </li> <li>➤ Counterpart Training in Japan and/or a third country</li> <li>➤ Provision of equipment necessary for the implementation of the Project</li> <li>➤ Bearing of expenses necessary for; <ul style="list-style-type: none"> <li>- conducting baseline and endline surveys</li> <li>- conducting training for fostering national and provincial trainers in the target provinces</li> <li>- conducting training for principals and lecturers at teachers colleges in the target provinces</li> <li>- printing and delivering training materials to the target provinces</li> </ul> </li> </ul> <p>Note:</p> <p>*1 National trainers are members of the EQUITV Steering Committee and sub-committees, teacher development officers of TED, and model teachers. *2 Provincial trainers are standards officers of SGD officers of provincial and district education offices, selected teachers, etc. *3 The five provinces are East Sepik province in Momase region, Bougainville province in NGI region, West Highlands Province in Highlands region, and NCD and Central provinces in Southern region. *4 BOM consists of representatives of community, school, church, women and students.</p>		<p>- PNG does not fall into social, economic and political unrest. - Security condition is maintained in the target provinces. - There is no drastic change of personnel in the EQUITV Steering Committee. - DoE secure sufficient budgets for school fees subsidies according to the abolition of school fees in primary education.</p> <p><u>Preconditions</u></p> <p>DoE is strongly committed to the nationwide dissemination of the EQUITV program.</p>





### ANNEX 3: List of EQUITV Committees Members

#### ANNEX 3-1. EQUITV Program Steering Committee

Position	Past by Feb Officers	Current Officer	Remarks
Chairperson, EQUITV Program Steering committee / Phase 2 Project Manager	Mr. Wesley Lakain	Mr. Mordecai Baine	A/AS- CDAD
Deputy Phase 2 Project Manger	Mr. Peter Kants	Ms. Annemarie Kona	A/AS- S&G
Deputy Phase 2 Project Manger	Ms. Dominica Philip		A/AS-TED
Executive Officer	Ms. Hatsi Mirou		Manager, NEMC
Assistant Executive Officer	Mr. Glen Benny		TV Coordinator, NEMC
TSC representative	Mr. Samson Wangihomie		Commissioner Policy, TSC
PPR representatives	Mr. Joseph Loga		AS- PPRD
Monitoring & Research	Mr. James Agigo		Manager, Research and Data Analysis
Provincial Education Adviser representative	Mr. Henao Tau Nauna	Ms. Colleta	AS-NCD Education Services
Provincial Education Adviser representative	Mr. Titus Hatagen	Mr. Kokoro Aga Nigona	A/AS- Central Province
Standards & Guidance Division representative (Alternative)	Mr. Camilus Kanau		Superintendent, S&G Division
Regional Director representative	Ms. Annemarie Kona		Director, Southern Region
Curriculum & Assessment representative	Mr. Steven Tandale		Director, Curriculum, CDAD
Curriculum & Assessment representative	Ms. Colette Modagai		Principle Curriculum Officer, Primary Section
Corporate Production & Distribution	Mr. Andrew Kuk		Director, Corporate Production & Distribution, CDAD
CDAD Operation representative			Superintendent operation, CDAD
Teacher Education Division representative	Mr. Nopa Raki		Superintendent, Teacher Education
F&AD representative	Mr. Jack Amenesu		Superintendent, Budget, F&AD
Media & Communication representative	Ms. Susan Iro		Manager, Communication, CCLSD
Donor Coordination and Liaison representative	Mr. Madako Suari		Manager, Donor Coordination and Liaison
Procurement representative	Mr. Dadana Varina		Superintendent
School / Parents representative	Mr. Sam Puwa		Head teacher, Wardstrip P/S
JICA PNG Office representatives	Mr. Taniguchi Yoshikazu Mr. Naomitsu Nakagawa		JICA PNG Office Assistant Resident Representative Project Formulation Adviser Program Officer
EQUITV Phase 2 project representatives	Mr. Akinori Ito Mr. Chiko Yamaoka Ms. Masumi Ichihara		Project Leader Deputy Project Leader Project Coordinator

### ANNEX 3-2. EQUITV Program Management Committee

Committee Position	Current Officers	Current Position / Remarks
Chairperson, EQUITV Management Committee / Education Media (EM) Awareness & Advocacy committee	Ms. Hatsi Mirou,	Manager, NEMC /
Deputy Chairperson, EQUITV Management Committee / Chairperson, EM In-service Training committee / EM Production committee	Mr. Glen Benny	TV coordinator
Chairperson, EM Monitoring committee	Mr. James Agigo	Manager, Research and Data Analysis
Deputy Chairperson, EM Monitoring committee / Chairperson, EM Curriculum committee	Mr. John Kanjip	Executive officer, EQUITV Management Committee Media Curriculum Officer
Deputy Chairperson, EM Curriculum committee	Mr. John Kakas	Senior Curriculum Officer, Primary Science
Chairperson, EM Production committee	Mr. Glen Benny, NEMC	Grip / Gaffer
Deputy Chairperson, EM Production committee	Mr. Tonny Maben, NEMC	Video Editor
Chairperson, EM Equipment committee	Mr. Benjamin Ugup, NEMC	Senior TV Technician
Deputy Chairperson, EM Equipment committee	Mr. Ray Vaka, NEMC	Assistant TV Technician
Deputy Chairperson, EM In-service Training committee	Mr. Camilus Kanau	Superintendent, SGD
Chairperson, EM Pre-service Training committee	Mr. Nopa Raki	A/ Superintendent, Curriculum, TED
Deputy Chairperson, EM Pre-service Training committee	Mr. Michael Mera	In-service, Elementary
Deputy Chairperson, EM Awareness & Advocacy committee	M. Albert Kuanu	Media Curriculum Officer
Chairperson, EM Help Desk (Sub-committee for A&A)	Mr. Jones Metusela	Media Curriculum Officer
Deputy Chairperson, EM Help Desk	Mr. Mr. Ricky Babone	Model Teacher
Senior Standards officer representative	Ms. Elizabeth Daure	Senior Standards Officer, NCD
Model school representative	Mr. James Namari	Head Teacher, Model school
Teachers College representative	Ms. Jenny Kome	DEPI Manager, PNGEI
EQUITV Project experts		

### ANNEX 3-3. Working Committees

Committee Name	Chairperson	Deputy Chairperson	Committee members
Education Media Monitoring	Mr. James Agigo, PPRD  Experts: Mr. Sugiyama, Mr. Tanaka, Dr. Mori	Mr. John Kanjip, NEMC	NEMC: Ms. Hatsi Mirou, Ms. Essa Godua, Mr. Willie Dumo Curriculum: Mr. John Kakas, Mr. Eddi Salfa CSMT: Ms. Regina Mabilia TED: Mr. Aluis Kasian, Mr. Jonathan Vagal SGD: Ms. Anne Kona, Mr. Patrick Dimsok Model Teacher: Mr. James Namari, Mr. Ricky Babone
Education Media Curriculum committee	Mr. John Kanjip, NEMC  Mr. Sugawara, Prof. Isoda, Mr. Hamada,	Mr. John Kakas, Curriculum Branch	NEMC: Mr. Willie Dumo, Ms. Antonia Manahave, Mr. Mea A, Ms. Essa Godua, Mr. Jones Metusela Curriculum Branch: Elementary: Ms. Mirou Avosa, Primary: Mr. Eddie Sarufa, Secondary: Ms. Martha Kull, Ms. Sabina Mong CSMT: Ms. Regina Mabilia Model School: All model teachers Production: Mr. Tonny Maben, Mr. Bill Aehe TED/PNGEI: Mr. Aluis Kasian, Math, Mr. Jonathan Vagal, Science Other resources: PAU/UPNG:
Education Media Production	Mr. Glen Benny, NEMC  Expert: Awareness video – Mr. Hatta, DVD related: Mr. Aki Ito	Mr. Tonny Maben, NEMC	Production: Mr. Goerge Solien, Mr. Gibson Ova, Mr. Ray Vaka, Ms. Sylvia Iramu, Mr. Petric Ori, Mr. Kurang Wekum Technical: Benjamin Ugup, MCO: Mr. Mea Aisi, Ms. Antonia Manahave Graphics: Mr. Michael John Model teacher: Mr. James Namari, Ms. Erica Villie, Ms. Joyce Dick PNGEI: Mr. Silvenus Vaso Receiving teacher: St. Theresa P/S
Education Media Equipment	Mr. Benjamin, NEMC  Expert: Installation / Training: Mr. Aki Ito	Mr. Ray Vaka, NEMC	NEMC: Mr. Goerge Solien, Mr. Gibson Ova, Mr. Tonny Maben, Mr. Kurang Wekum Model Teacher: Mr. Michael Kwadogi, Mr. Emmanuel Ragu



Committee Name	Chairperson	Deputy Chairperson	Committee members
Education Media Awareness & Advocacy	Ms. Hatsi Mirou, NEMC  Expert: Mr. Hatta	Mr. Albert Kuanu	CDAD: Ms. Mirou Avosa NEMC: Mr. Tonny Maben, Mr. Kurang Wekum, Mr. Benjamin Ugup Model school: Mr. Fredric Kanau, Ms. Salomie Irima, Mr. Emmanuel Ragu SGD: Mr. Albert Kuanu – Elementary Southern region CCLS/PPRD Ms. Susan Iroto, TED, PNGEI: Mr. Neville Unduka
Education Media Help desk Committee – Sub committee for Awareness & Advocacy	Mr. Emmanuel Ragu Mr. Ito	Ms. Joyce Dick NEMC	NEMC: Ms. Mari Hulave, Mr. Gibson Oba, Mr. Ray Vaka, Mr. Kurang Wekum CPD: Mr. Paul Wadnga Model teacher: Mr. Ricky Babone, Ms. Michelle Pala
Education Media In-service Training	Mr. Glen Benny, NEMC  Experts: Mr. Aki Ito, Mr. Yamaoka, Ms. Ichihara	Mr. Camilus Kanau, Superintendent Operation, SGD	NEMC: Mr. John Kanjip, Mr. Willie Dumo, Ms. Essa Godua, Mr. Benjamin Ugup, Mr. Gorge Solien, Ms. Sylvia Iramu Model teacher: Mr. Fredric Kanau, Ms. Salomie Irima S&GD: Patrick Dimsok, SSO Central, Mr. Karowin Tau, SO, Central, Ms. Elizabeth Daure,SSO Provincial Representative: In-service coordinator, Central TED/PNGEI: Ms. Loana Mave, Mr. Neville Unduka, Mr. Silvenus Vaso Receiving teacher: Ms. Sandra Uramani, St. Theresa P/S
Education Media Pre-service Training	Mr. Nopa Raki (Superintendent, Curriculum) Experts: Mr. Taku Ito Support: Mr. Aki Ito	Mr. Michael Mera (National Curriculum Coordinator)	TED: Ms. Dominica Philip, Mr. Pulako Pale, Ms. Loana Mave (Principal Staff Development officer, ), PNGEI: Mr. Neville Unduka, Mr. Silvenus Vaso NEMP: Mr. Glen Benny

**ANNEX 4: List of National Trainers**

	Name	Positions
National trainers	Mr. Glen Benny Mr. John Kanjip Ms. Sylvia Iramu Ms. Essa Godua Ms. Antonia Manahave Mr. Jones Metusela Mr. Neville Unduka Mr. Silvenus Vaso Mr. Fredric Kanau Mr. Gorge Solien Mr. Ray Vaka	NEMC NEMC NEMC NEMC NEMC NEMC NEMC NEMC NEMC Model Teacher NEMC NEMC
Support members	Mr. Bill Aehe Mr. Benjamin Ugup Ms. Salomie Irima Mr. Patrick Dimsok Mr. Karowin Tau Ms. Elizabeth Daure Ms. Loana Mave Ms. Sandra Uramani	NEMC NEMC Model Teacher SSO Central SO, Central, SSO TED/PNGEI Receiving teacher St. Theresa P/S





## ANNEX 7: List of Training in Japan

<b>Training for distance education, planning for improvements in quality and access to education 1</b>	
Objectives	In order to improve the access and quality of basic education in PNG, the trainees will be able to <ul style="list-style-type: none"> <li>• Discuss the mid-long term roles of distance education including the EQUITV Program in PNG</li> <li>• Discuss the framework and strategies for the enhancement and dissemination of distance education in PNG by considering its roles</li> <li>• Propose necessary amendments to the education policies, the National Education Media Policy (NEMP), and the system and plan for disseminating the EQUITV Program based on the above discussion.</li> </ul>
Training Contents	<ul style="list-style-type: none"> <li>• Roles, outcomes and issues relating to distance education (in Japan, developed countries, and developing countries)</li> <li>• Policies, systems and facilities of distance education</li> <li>• Utilization of educational medias at the classroom level in Japan and other countries</li> </ul>
Trainees (8 in total)	5 Top Management Team (TMT) members from the DoE, 2 Assistant Secretaries (ASs) and 1 Manager of the National Education Media Centre (NEMC) <ul style="list-style-type: none"> <li>• Mr. Godfrey Yerua (First Assistant Secretary –Curriculum &amp; Standards)</li> <li>• Mr. John Josephs (First Assistant Secretary – Policy &amp; Planning)</li> <li>• Mr. Samson Wangihomie (Commissioner –Policy, Teacher Service Commission)</li> <li>• Mr. Walipe Wingi (Assistant Secretary- Teacher Education Division)</li> <li>• Mr. Henao Tau Nauna (Assistant Secretary – NCD Education)</li> <li>• Ms. Karina Sereva (Deputy National Librarian Office of Archive &amp; Library)</li> <li>• Mrs. Annemarie Kona (Director, Southern Regional office)</li> <li>• Ms. Hatsie Kelege Mirou (Manager, National Education Media Centre)</li> </ul>
Duration	13 - 31 October 2012 (19days)
Training organizations	Tsukuba University, NHK International, NHK Academy of Distance Learning, SONY, Nagao Primary School and other organizations related to distance education.

<b>Training for distance education, planning for improvements in quality and access to education 2</b>	
Objectives	To improve the access to and quality of basic education in PNG, the trainees will be able to: <ul style="list-style-type: none"> <li>• Discuss roles of distance education including the EQUITV Program in PNG;</li> <li>• Study roles of provincial and city education office to support promotion of Education Media, utilization of Education Media in classroom, teacher training on Education Media</li> <li>• Propose necessary amendments to the education policies including National Education Media Policy, the framework of EQUITV, the EQUITV Dissemination Plan; and</li> <li>• Discuss effective approach and plan for introducing EQUITV program into PTC course.</li> </ul>
Training Contents	<ul style="list-style-type: none"> <li>• Roles and outcomes of distance education,</li> <li>• Policies, institutions, facilities of distance education,</li> <li>• Education Media administration and roles at provincial and city education office</li> <li>• Utilization of Education Media in classroom,</li> <li>• Teacher Training on Education Media</li> </ul>
Trainees (8 in total)	EQUITV Steering Committee members and sub-committee members – total 8 officers <ul style="list-style-type: none"> <li>• Mr. Madako Suari, Director, Aid Coordination and Development</li> <li>• Mr. Camilus Kanau, Superintendent, SGD</li> <li>• Mr. Steven Tandale, Principal Curriculum Officer, Primary, CDAD</li> <li>• Mr. Michael Mera, Teacher Education officer, TED</li> <li>• Mr. Neville Unduka, Lecturer, Papua New Guiana Education Institute (PNGEI)</li> <li>• Mr. Glen Benny, Director of TV program, NEMC</li> <li>• Ms. Antonia Manahave, Media Curriculum Officer, NEMC</li> <li>• Ms. Salomie Irima, Model Teacher, EQUITV Model school</li> </ul>
Duration	25May –11 June 2013 (18 days)
Training organizations	University of Tsukuba, Waseda University, The Open University of Japan, NHK Academy of Distance Learning, Kyoto Computer Gakuen, SONY, Nagao Primary School, New Education Expo 2013 and other organizations related to distance education

### ANNEX 8: List of Equipment Provided by the Project

Item	Planned Quantity	Actual Results	Remarks
For the use by the Project Office			
Project Vehicle	1	1	Nissan Urvan Bus 15 Seater
VSAT (Very Small Aperture Terminal) Satellite Communication Antenna	1	1	installed
Color Printer	1	2	HP OfficeJet 7000 A3 / HP CLJ Pro 300
Solar Lighting Package	1	1	Solar 90W Power Kit / 500W Inverter
DVD Label Printer	1	2	Bravo 4100 Auto DVD Label Printer
Color Copy Machine	0	1	Sharp MX-3640N Copier/Printer/Scanner
Personal Computer	0	5	Mac Air / HP 450 Core i5-4200M F3K30PA
For the use by the Pilot Schools			
29-inch TV	43	69	TV size was changed to 42-inch additional sets for Teachers Colleges
DVD Player (PAL standard)	43	69	additional sets for Teachers Colleges
Generator (Power Output: 1.0kVA - 2.0k VA)	43	43	YAMAHA ET950
TV Rack with a burglar-proof cage	43	43	delivered
Power Regulator and Surge Protector for TV	44	70	additional sets for Teachers Colleges
Internet Modem (To be installed at the Provincial Department of Education and Teachers Colleges in the target provinces)	22	22	

## ANNEX 9: Budget Allocation Related to the Project

### ANNEX 9-1: National Education Media Centre

(Recurent account) Unit: K000

Expenses	2012	2013	2014
Personnel Emoluments	548.3	841.2	841.2
Salaries and allowances	503.9	792.7	792.7
Wages	3.5	0	0
Overtime	4.1	10	10
Leave fares	36.8	38.5	38.5
Goods & Services	104.5	304	323.5
Travel and subsistence	15	15	50
Office Materials and Supplies	24.8	25	25
Operational Maerials and Supplies	29.1	164	94
Transport and Fuel	13.7	20	27.5
Other Operational Expenses	21.9	80	126.9
Utilizies, Rentals and Proparty Costs	135.3	135.3	135.3
Utilieis	135.3	135.3	135.3
<b>Total</b>	<b>788.1</b>	<b>1,280.5</b>	<b>1,300.0</b>

Source: 2014 Budget

### ANNEX 9-2: Development Fund

Unit:K000

year	2011	2012	2013	2014
EQUITV Program	996.2	500.0	2,000.0	1,000.0

Source: 2013 Budget

### ANNEX 9-3: Curriculum Development & Assessment Division

(Recurent account) Unit:K000

year	2011	2012	2013	2014
Curriculum Development & Assessment Division	1,611.6	1,635.0	1,734.6	2,000.0
Corporate Production & Distribution	850.4	706.6	529.1	600.0
Mesurment Service Unit	10,980.2	4,384.8	16,433.4	17,000.0
Curriculum Development Materials	0.0	30,000.0	30,000.0	0.0
<b>Total</b>	<b>13,442.2</b>	<b>36,726.4</b>	<b>48,697.1</b>	<b>19,600.0</b>

Source: 2012 and 2014 Budget

## ANNEX 9-4: EQUITY Phase 2 Budget and Disbursement by JICA

**1st Year : May 2012 – December 2013**

**Disbursement Period: May – mid Dec 2013 ( 98% passed in the 1st Project Year)**

Unit: Kina

Category	Items	Budget (PGK)	Amended Budget	Disbursement (PGK)	Balance (PGK)	Disbursement Rate in Mid Oct	Disbursement Rate in mid Dec
Local Staff	Salary, allowance	152,399.00	212,660.00	200,566.00	12,094.00	94.90%	94.31%
Maintenance of Equipment	Maintenance of Copy machine, Project Vehicle, Insurance, Computer Network	39,287.00	69,133.00	65,655.00	3,478.00	147.53%	94.97%
Consumables	Office Consumables, Stationary, Ink for Printer, DVD Player, Video Camera, Office Furniture	133,573.00	227,733.00	201,740.00	25,993.00	142.28%	88.59%
Communication and shipping	International and Domestic Shipment, Topkad, Internet fee, Excess of baggage	37,617.00	114,317.00	112,130.00	2,187.00	228.54%	98.09%
Developing Material	Printing fee for EQUITY Module Handbook, Dissemination Plan, Questionnaire in Baseline and Monitoring Survey, Brochure, Poster, Banner, Reports	54,785.00	93,927.00	90,393.00	3,534.00	158.21%	96.24%
Hiring fee	Vehicle, Boat	14,499.00	23,999.00	23,999.00	0.00	164.42%	100.00%
Training / Workshop	Flight, Hiring Conference Room, Lunch, Tea  (Baseline survey – provide TA and accommodation for standards officers as local consultants)	780,961.00	591,228.00	584,630.00	6,598.00	67.25%	98.88%
Miscellaneous	Advertisement on newspaper	0.00	892.00	892.00	0.00		100.00%
Conference	JCC	14,369.00	22,641.00	22,640.00	1.00	108.27%	100.00%
Equipment for Donator	Project Bus, VSAT, Generator, TV Cage, TV + additional TV, DVD (27)	451,510.00	425,121.00	419,711.00	5,410.00	73.94%	98.73%
Other Equipment	DVD Label Printer (2), Color Printer (2), Color Copy Machine (1), Solar Light, Mac AIR, PC(4)	17,721.00	78,008.00	54,902.00	23,106.00	63.30%	70.38%
	<b>TOTAL</b>	<b>1,696,721.00</b>	<b>1,859,659.00</b>	<b>1,777,258.00</b>	<b>82,401.00</b>	<b>86.98%</b>	<b>95.57%</b>



2nd Year : February 2014 – January 2015  
 updated: 31 March 2014

Unit: Kina

Category	Description	Budget (PGK)	Disbursement (PGK)	Disbursement Rate in March 2014
General Local Staff	Salary, Allowance, Junior Staff (1), Assistant Staff (2), Senior Staff to be hired	87,674.13	4,845.00	5.53%
Special Local Staff	Staff for monitoring data input (3 pax × 10 days)	911.25	0.00	0.00%
Vehicle relevant Expense	Driver (1), Project Vehicle Maintenance, Safety and Register Stecker, Insurance, Fuel, Rental in POM / other provinces	119,316.23	9,183.60	7.7%
Hiring Venue	Conference, Meeting Venue in POM/other provinces	25,059.38	0.00	0.00%
Equipment Maintenance Expense	Copy Machine Maintenance Agreement Plan (2 machines), Computer Network Maintenance Fee	16,712.10	0.00	0.00%
Consumable Supply	Office Consumables, Furniture, DVD-R, Ink for Printers, Stationary, EQUITY logo polo shirt	266,260.88	7,019.43	2.64%
Travel Relevant Expense	Flight Ticket (JICA Expert, Counterpart), TA and Accommodation (DoE Counterpart), TA/Transportation (Standard Officer), TA/Accommodation/Transportation (Provincial Trainer)	116,132.70	1,480.00	1.27%
Communication and Carry	Domestic/International Shipment, Domestic Excess, Internet Fee, Mobile Flex Card	74,932.90	3,237.31	4.32%
Printing Materials	In-service EQUITY Guide Book (total 4894: 1166 schools × 3sets, 349 training × 4 trainers) Pre-service EQUITY Guide Book (total 50: 10 PTCs × 3 pax, 20 for National Trainer) Student Hand Book (total 2100: 10 PTCs × 200pax, 100 for DoE) NIST Documents (Trainer Guide 350, Participants Guide 3000) Monitoring Test (Math and Science), Progress Report	61,569.23	0.00	0.00%
Miscellaneous	Lunch (Catering at NEMC, and NCD, hotel in POM, hotel in other provinces)	85,610.53	1,047.95	1.22%
TOTAL		854,179.30	26,813.29	3.14%

## ANNEX 10: Evaluation Grid

### 1 Achievements of the Project

Items	Indicators	Results
<b>Project Purpose</b>		
The system for disseminating the EQUITY program at primary schools nationwide is strengthened.	1. The national dissemination plan of the EQUITY program is authorized by DoE so as to promote UBE plan and NEMP.	<ul style="list-style-type: none"> <li>- The national dissemination plan of the EQUITY program was developed in 2012 and approved by JCC in December 2012.</li> <li>- The revised national dissemination plan of the EQUITY program was developed in 2013 reflecting the provincial dissemination plans developed by the 12 target provinces and which was approved by JCC in December 2013. The plan will be reviewed in 2014, according to the progress of the planned activities.</li> </ul>
	2- The meeting of the EQUITY Steering Committee composed of CDAD, TED, SGD and PPRD is held at least once per quarter.	<ul style="list-style-type: none"> <li>- The Steering Committee held 11 meetings regularly in 23 months as described below meetings were organized The meeting dates from May to March 2014 were as follows. The Committee is composed of representatives from CDAD, TED, SGD, PPRD and Provincial Education Office representatives as originally designed.               <ul style="list-style-type: none"> <li>• 1st meeting: 25 May 2012</li> <li>• 2nd meeting: 14 June 2012</li> <li>• 3rd meeting: 5 July 2012</li> <li>• 4th meeting: 4 September 2012</li> <li>• 5th meeting: 26 November 2012</li> <li>• 6th meeting: 26 February 2013</li> <li>• 7th meeting: 18 April 2013</li> <li>• 8th meeting: 5 May 2013</li> <li>• 9th meeting: 9 July 2013</li> <li>• 10th meeting: 22 October 2013</li> <li>• 11th meeting: 26 February 2014</li> </ul> </li> </ul>
	3- The improved rate of schools utilizing the EQUITY program based on the national dissemination plan	<ul style="list-style-type: none"> <li>- The rate of schools utilizing the EQUITY program has been modestly improved since the start of the Project and is expected to be steadily improved.</li> <li>- The national dissemination plan stipulates the three conditions of utilizing the EQUITY program. That is, schools ought to have access to (1) resources materials, (2) TV sets, and (3) training. The table below shows the situation in the target provinces by the end of March 2014</li> </ul>

Items	Indicators	Results																																																																						
		<p style="text-align: center;"><b>Utilization Situation of the EQUITY Program in Target Provinces</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th data-bbox="981 284 1301 336">Province</th> <th data-bbox="1301 284 1489 336">Schools</th> <th data-bbox="1489 284 1680 336">Resource materials</th> <th data-bbox="1680 284 1792 336">TV sets</th> <th data-bbox="1792 284 1928 336">Training</th> </tr> </thead> <tbody> <tr><td>ARB</td><td>238</td><td>0</td><td>64</td><td>0</td></tr> <tr><td>East New Britain</td><td>160</td><td>10</td><td>87</td><td>0</td></tr> <tr><td>Manus</td><td>90</td><td>0</td><td>10</td><td>0</td></tr> <tr><td>New Ireland</td><td>144</td><td>0</td><td>59</td><td>0</td></tr> <tr><td>West New Britain</td><td>175</td><td>0</td><td>9</td><td>0</td></tr> <tr><td>Morobe</td><td>350</td><td>0</td><td>9</td><td>0</td></tr> <tr><td>Madang</td><td>280</td><td>0</td><td>5</td><td>0</td></tr> <tr><td>East Sepik</td><td>283</td><td>10</td><td>108</td><td>135</td></tr> <tr><td>Sandaun</td><td>231</td><td>0</td><td>27</td><td>36</td></tr> <tr><td>Western Highlands</td><td>100</td><td>50</td><td>33</td><td>10</td></tr> <tr><td>Central</td><td>129</td><td>40</td><td>80</td><td>83</td></tr> <tr><td>NCD</td><td>40</td><td>40</td><td>40</td><td>40</td></tr> <tr><td><b>Total</b></td><td><b>2220</b></td><td><b>150</b></td><td><b>531</b></td><td><b>304</b></td></tr> </tbody> </table>	Province	Schools	Resource materials	TV sets	Training	ARB	238	0	64	0	East New Britain	160	10	87	0	Manus	90	0	10	0	New Ireland	144	0	59	0	West New Britain	175	0	9	0	Morobe	350	0	9	0	Madang	280	0	5	0	East Sepik	283	10	108	135	Sandaun	231	0	27	36	Western Highlands	100	50	33	10	Central	129	40	80	83	NCD	40	40	40	40	<b>Total</b>	<b>2220</b>	<b>150</b>	<b>531</b>	<b>304</b>
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<p>&lt;Output 1&gt; Capacity of managing and disseminating the EQUITY program at central, regional and provincial levels is strengthened.</p>	<p>1-1 The national dissemination plan of the EQUITY program is developed in line with UBE plan and NEMP.</p> <p>1-2 The regional and provincial dissemination plans of the EQUITY program are developed in the target regions and provinces.</p> <p>1-3 Training modules of the EQUITY program are developed.</p> <ul style="list-style-type: none"> <li>- Trainers' manual (for basic and advanced training)</li> <li>- Teachers' and BOM (Board of Management) manual (for basic and</li> </ul>	<ul style="list-style-type: none"> <li>- The national dissemination plan of the EQUITY program was developed in 2012 and the revised plan was developed in 2013 reflecting the provincial dissemination plans developed by the 12 target provinces as mentioned above.</li> <li>- The provincial dissemination plans of the EQUITY program were developed in all of the 12 target provinces.</li> <li>- The regional dissemination plans of the EQUITY program have not been developed, as it was found that the provincial dissemination plans serve as substitutes. The production of provincial plans of the 10 provinces other than the target provinces will be initiated 2014 by DoE.</li> <li>- Training manuals for basic training have been developed and improved. The 4th editions were produced in July 2013 for both "Trainers' Guides for the EQUITY Program" and "TV Receiving Teachers' Handbook for the EQUITY Program".</li> <li>- The Project has started the development of the training manuals for advanced training since February 2014.</li> <li>- Training modules for NIST are produced in 2013 together with the handbook for teachers, which are "EQUITY NIST/PIST Trainers' Guides" and "EQUITY NIST/PIST Teachers' Handbook".</li> </ul>																																																																						

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	advanced training) -Training modules for NIST																																					
	1-4 The dissemination of the EQUITY program is discussed on Regional Consultative Meeting (RCM) and Senior Education Officers Conference (SEOC).	- The national dissemination plan of the EQUITY program was discussed during the joint SEOC/RCM conference in August 2012, Special RCM in West Highland Provinces in January 2013 and SEOC in August 2012. The number of meetings for RCM has been reduced.																																				
	1-5 Training for provincial trainers is organized at least twice in each target province.	The in-service training of the EQUITY program (basic level) was conducted in the following provinces. In 2014, the training sessions are planned for Morobe, Madang, West New Britain, New Ireland and Manus. The Project also plans to make up for a delay in the training schedule for ABR in 2014. <ul style="list-style-type: none"> <li>• NCD (September 2012)</li> <li>• Central province (November 2012, March 2013)</li> <li>• East Sepik province (April 2013)</li> <li>• Western Highlands province (April 2013)</li> <li>• Sandaun province (April 2013)</li> <li>• East New Britain province (July 2013)</li> </ul>																																				
<Output 2> Primary school teachers utilize the EQUITY program in classroom teaching in the target provinces.	2-1 80% of primary schools receive training on the EQUITY program in the target provinces.	- The EQUITY training was given to 304 schools in total, which corresponds to 13.7% of the total number of primary schools (2,220) in the target provinces. The following table shows the details of the distribution of the training given. <table border="1" data-bbox="860 1066 1921 1362" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4" style="text-align: center;"><b>Schools Scheduled for EQUITY Training in 2012 and 2013</b></th> </tr> <tr> <th>Province</th> <th>Total No. of schools</th> <th>Schools received training</th> <th>Completion rate</th> </tr> </thead> <tbody> <tr> <td>East Sepik</td> <td>283</td> <td>135</td> <td>47.7%</td> </tr> <tr> <td>Sandaun</td> <td>231</td> <td>36</td> <td>15.6%</td> </tr> <tr> <td>Western Highlands</td> <td>100</td> <td>10</td> <td>10.0%</td> </tr> <tr> <td>Central</td> <td>129</td> <td>83</td> <td>64.3%</td> </tr> <tr> <td>NCD</td> <td>40</td> <td>40</td> <td>100%</td> </tr> <tr> <td>Others</td> <td>1437</td> <td>0</td> <td>0%</td> </tr> <tr> <td><b>Total</b></td> <td><b>2220</b></td> <td><b>304</b></td> <td><b>13.7%</b></td> </tr> </tbody> </table>	<b>Schools Scheduled for EQUITY Training in 2012 and 2013</b>				Province	Total No. of schools	Schools received training	Completion rate	East Sepik	283	135	47.7%	Sandaun	231	36	15.6%	Western Highlands	100	10	10.0%	Central	129	83	64.3%	NCD	40	40	100%	Others	1437	0	0%	<b>Total</b>	<b>2220</b>	<b>304</b>	<b>13.7%</b>
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	2-2 50% of primary schools	- As mentioned before, the national dissemination plan stipulates the three conditions of utilizing the																																				

Items	Indicators	Results
	utilize the EQUITV program in the target provinces.	<p>EQUITV program. That is, schools ought to have access to (1) resources materials, (2) TV sets, and (3) training. The table below shows the situation in the target provinces by the end of March 2014.</p> <p>- As indicated in the list of Utilization Situation of the EQUITV Program in target provinces, in ARB, East New Britain, Manus, New Ireland, West New Britain, Morobe, and Madang, no training has been implemented so that no school can be regarded to utilize the EQUITV program. While there are 108 schools with TV sets and 135 schools that received training in East Sepik, there are 10 schools with resource materials in this province. This means that at most 10 schools meet the three conditions of utilizing the EQUITV program. Likewise, the maximum number of such schools is 0 in Sandaun, 10 in Western Highlands, 40 in Central, and 40 in NCD. Consequently, it is assumed that not more than 100 schools utilize the EQUITV program, which accounts for 4.5% of the total number of schools in the target provinces.</p>
	2-3 50% of primary schools ensure the maintenance budget for the EQUITV program.	<p>- Little accurate data is available concerning the rate of schools that ensure the maintenance budget for the EQUITV program. This is because reliability and collection rate of data were less than expected. Despite a limited scope, a research conducted by the Project in NCD revealed that 100% of the 39 primary schools that had purchased a TV set with its own financial resources ensured the maintenance budget.</p>
<Output 3> Students at teachers colleges are familiarized with how to utilize the EQUITV program in classroom teaching.	3-1 At least 1 lecturer in each teachers college in the target provinces participate in training for provincial trainers.	<p>- Three lecturers from two teachers' colleges participated in provincial training. On top of the training module for In-service teachers, the Project developed the module for pre-service training. In 2013, 21 lecturers including management staff from eight teachers colleges participated in the nation-wide kick-off seminar where they made action plans to introduce the EQUITV program.</p>
	3-2 At least 7 teachers colleges in the target provinces introduce the EQUITV program in the existing courses.	<p>- Two teachers colleges (Bomana and Madang) in the target provinces briefly introduced the EQUITV program in 2013. In addition, those two colleges stepped further to incorporate the EQUITV program into the syllabi of the existing courses.</p>
	3-3 More than 1,700 student-teachers acquainted with the EQUITV program graduate from teachers colleges in the target provinces every year.	<p>- Being acquainted with the EQUITV program, approximately 500 students graduated from the teachers colleges of Bomana and Madang in 2013.</p>

## 2. Process of the Project Implementation

Evaluation Questions		Research issues
Survey Items	Sub-Survey Items	
Implementation of activities	Have the project activities been implemented as planned?	<ul style="list-style-type: none"> <li>- Most of the Project activities have been implemented as scheduled. Following are the major changes in the project activities.               <ol style="list-style-type: none"> <li>1) Rescheduled utilization of statistic data (EMIS) and monitoring system by Standards Officers</li> <li>2) Production of detailed lesson plans for pre-service instead of a simple introduction</li> </ol> </li> </ul>
Project management system	Is there any important issue in the project management system?	<ul style="list-style-type: none"> <li>- The management system of the Project places emphasis on coordination among the related divisions and organizations of DoE, which is also effective to promote their participation. The Project is managed by JCC, Steering Committee, Management Committee and 8 Working Committees. Japanese experts take part in all of the committees.</li> <li>- The JCC meeting was held three times since the beginning of the Project in June 2012, December 2012 and September 2013. At the meetings, the members received reports and had discussions on the issues of progress, budget, planning, monitoring and others.</li> <li>- Under the JCC, overall administration of the Project is managed by Steering Committee, members of which are personnel of related divisions and organizations of DoE in addition to JICA representatives. The Project has 8 Working Committees; 1) Monitoring, 2) Awareness and Advocacy, 3) In-service, 4) Pre-service, 5) Production, 6) Equipment, 7) Curriculum and 8) Management. Management Committee include all the chairpersons and deputy persons of the other 7 Working Committees for the management and coordination among them.</li> <li>- Plans were made to create a Steering Committee and Working Committees in 8 provincial governments, including the 5 target provinces. The Project encourages their activities for the purpose of implementing a Provincial Dissemination Plan. Working Committees are designed by each province and generally responsible for the functions of 1) Monitoring, 2) Awareness and Advocacy, 3) In-service training, 4) Materials and procurement and 5) Technical support.</li> </ul>
	Is the monitoring system for the project management appropriate?	<ul style="list-style-type: none"> <li>- Since most primary schools are located in remote areas, monitoring is not an easy task to implement effectively. To collect information on the use of the EQUITY Program and its benefits at schools, Monitoring Committee has been studying appropriate methods to conduct surveys. The Project has discussed with SGD and developed a monitoring sheet to be used Standard Officers Monitoring in 2014.</li> <li>- The Project is also examining inclusion of some questions into EMIS for 2014, so that the monitoring system for EQUITY would be institutionalized within DoE. The Project continues its efforts to develop methods of monitoring to obtain more detailed information.</li> </ul>
	Is there any problem in the communication between experts and PNG side?	<ul style="list-style-type: none"> <li>- Any serious problem has not been reported in the communication and coordination between Japanese experts and PNG counterparts</li> </ul>

Evaluation Questions		Research issues
Survey Items	Sub-Survey Items	
Degree of participation of PNG side	Has the degree of participation/ownership of PNG side in the project been high?	- DoE provides the Project with sufficient number of experienced and professional personnel, who participate in the Project through the activities of the Steering, the Management and the 8 Working Committees. Since there is not a full time member for the project, sometimes their commitments can be limited with their proper tasks of each Division of DoE.
	Has the degree of participation/ownership of the target group in the project been high?	- Participation of the target provinces will be increased during the latter half of the project period.

### 3. Evaluation by Five Criteria

#### (1) Relevance

Evaluation Questions		Research issues
Survey Items	Sub-Survey Items	
Consistency with PNG's development policy	Is the project in line with the development policy of PNG?	<ul style="list-style-type: none"> <li>- The Project is consistent with “National Education Media Policy (NEPM)” and “NEMP Implementation Strategic Plan 2010-2019”. The four priority areas of NEMP are 1) Access, 2) Quality curriculum and monitoring, 3) Quality teacher education and training and 4) Management and administration. The Project supports the execution of NEPM.</li> <li>- The Project is in line with “National Plan for Education 2005-2014”, which also puts emphasis on 1) Access, 2) Quality curriculum and monitoring, 3) Quality teacher education and training, 4) Management. The Plan promotes a greater use of communication and information to provide additional resources to be used for teaching and learning in schools and for community awareness purposes, including an extension of the current use of television.</li> <li>- “Universal Basic Education Plan 2010-2019” indicates improvement in quality of education as one of the five main outcomes to be achieved. The EQUITY program contributes to the improvement in quality, developing distance learning program for in-service basic education teacher training, and providing educational materials.</li> <li>- The development policies of PNG, “PNG Vision 2050”, “Development Strategic Plan 2010-2030” and “Medium Term Development Plan 2010-2015(MTDP)” place high priority on basic education. In addition, these national policies in general indicate information and communication technologies (ICT) including television as key sectors to develop.</li> <li>- The use of the EQUITY Program in schools is a policy of DoE, which was confirmed with Secretary's Circular (No.14/2014) of January 2014, instructing all primary schools to utilize the EQUITY Program.</li> </ul>
	Consistency with PNG's	Does the project meet the target group's needs?

Evaluation Questions		Research issues
Survey Items	Sub-Survey Items	
development needs		materials are limited.
Consistency with Japan's ODA policy	Is the project in line with the Japan's ODA policy towards PNG?	<ul style="list-style-type: none"> <li>- The Project is in line with Japan's ODA policy, "Rolling Plan for Papua New Guinea of August 2013", in its priority area of improvement of social services, the Plan aims to strengthen capacity for equitable quality education. Within the ODA policy the Project belongs to the Plan's Program for "remote and islands education support program". JICA's focus of assistance to PNG is in accordance with this policy.</li> <li>- The Sixth Pacific Islands Leaders Meeting (PALM 6) was celebrated in 2012, member countries of which included Papua New Guinea and Japan among others. In PALM 6, five cooperation areas were agreed including "sustainable development and human security", which indicated the importance of promoting sustainable development and human security by delivering social services including education.</li> <li>- The Project is consistent with "Japan's Education Cooperation Policy 2011-2015", in which "Quality Education" is one of the five components of the areas of "Quality Education for All" with regard to basic education.</li> </ul>
Appropriateness of project means	Is the project appropriate as a strategy for producing an effect to the development issues in PNG?	- The project is appropriate as a strategy, because the Project employs a strategy for dissemination of quality teaching by distance education, using the EQUITY Program, which is suitable for PNG, a country where many small schools are located in isolated areas and quality education services are difficult to reach all of these areas.
	Is the selection of target group appropriate?	<ul style="list-style-type: none"> <li>- The selection of the 12 target provinces and the 5 resource provinces is appropriate, in terms of geographical distribution.</li> </ul> <p>Target Provinces</p> <p style="padding-left: 40px;">NGI region (Bougainville, East New Britain, Manus, New Ireland and West New Britain provinces), Momase Region (East Sepik, Madang, Morobe and Sandaun provinces), Highlands Region (Western Highlands province) and Southern Region (NCD and Central province)</p> <p>Resource Provinces</p> <p style="padding-left: 40px;">Out of the above 12 provinces, 5 provinces are selected as resource provinces of the EQUITY project: National Capital District (NCD), Central Province (CP), East Sepik Province (ESP), West Highland Province (WHP), and Autonomous Region of Bougainville (ARB).</p>
	Can the project become widespread to other areas/groups?	- The national dissemination plan intends to extend the EQUITY Program to other provinces than the target provinces set by the EQUITY Phase 2 Project, even after the end of the project period.



(2) Effectiveness

Evaluation Questions		Research issues										
Survey Items	Sub-Survey Items											
Prospect for achieving Project Purpose	Is there any prospect for achieving Project Purpose by the end of the project?	- Indicator 1. has already been achieved and Indicator 2. is in good progress. However, it has been difficult to collect data to measure Indicator 3. Revision of the data collection methods or the indicator will be necessary to measure more clearly the level of the achievement by the Project.										
	Has the target group got any benefits from the project?	- Benefits will be measured with a monitoring system to collect information on the use of the EQUITV Program at schools, collaborating with Standard Officers and EMIS for 2014. - The national dissemination plan indicates the provision of the three as prerequisites for the dissemination of the EQUITV Program to schools: 1) Resource materials, 2) TV Sets, and 3) Training. At the time of this Mid-term review, following are the situation in the target provinces.										
		<p><b>Schools Received Provision of Resource Materials, TV sets and Training</b></p> <table border="1"> <thead> <tr> <th>Items</th> <th>Schools</th> <th>Resource materials</th> <th>TV sets</th> <th>Training</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>2220</td> <td>150</td> <td>531</td> <td>304</td> </tr> </tbody> </table>	Items	Schools	Resource materials	TV sets	Training	Total	2220	150	531	304
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Causal relationship	Are Outputs enough to achieve Project Purpose?	- Outputs 1 and 3 are in progress toward the achievement of the Project Purpose. With regard to Output 2, its contribution to the achievement of the Project Purpose will not be enough.										
	Are there any beneficial or obstructive factors that affect the achievement of Project Purpose?	- Distribution of DVD players and the programs in DVDs will promote the dissemination of the EQUITV Program. With DVD, teachers can be prepared for the EQUITV class in advance and adjust the use of programs to the progress of class easily. In addition, teachers can use the EQUITV Program with multiple classes, which will become more necessary with increasing number of students. DVD sets can help avoid also technical problems of decoders and satellite signals. - Distribution of Resource Books will promote the use of the EQUITV Program. Usefulness of Teachers Resource Books was confirmed by the Baseline Surveys. The Project is improving both Teachers Resource Books and Students Work Books in mathematics and sciences. New versions for Grade 6 have been finished already. - Pre-service training at teachers colleges will contribute substantially dissemination of the EQUITV Program. The Project organized a nationwide seminar to introduce the EQUITV Program and developed instructional materials and detailed lesson plans in 2013. The lesson plans have possibility of being incorporated in teachers colleges curriculum in the future. The Project also made provision of a TV set, a DVD player and a generator to 10 teachers colleges. - A negative factor that has inhibited the achievement of Project Purpose was insufficient funding planned for training for Output 2 at the provincial and the cluster levels. It is estimated that this is because the needs of the target provinces are not politically clearly articulated by the politicians and executive members of the provincial education offices. - Politicians' awareness on the importance of the EQUITV Program seems to be insufficient, although both at the provincial level and district levels, budgets for local development issues including education are more										

Evaluation Questions		Research issues
Survey Items	Sub-Survey Items	
		<p>influenced by local politicians from 2013. Provincial Executive Councils started to have authority to nominate Provincial Administrators.</p> <ul style="list-style-type: none"> <li>- Decisions by local high-level officers have become more important for the dissemination of the EQUITY Program, both at the provincial and district level. In 2013, the PNG governments increased budget item for budget allocation for development purposes from the national government to local governments, which is named Direct Investment in Provinces, Districts and LLGs. At the district level, more District Treasuries have begun to provide financial management services with the District Treasury Roll-out Program. Under the current law for local governments, construction and maintenance of elementary and primary schools must be financed by through DSIP and LLGISP.</li> <li>- Although the financial resources have been increased, the number and the capacity of provincial and district governments have not been expanded. Approximately 10 to 20 officers work for the Provincial Divisions of Education of the provincial governments.</li> <li>- Reduction at the level of the national government also affected the implementation of the Project. Allocation of government's development fund for primary and secondary education was reduced from K 297.7 million in 2012 to K 256.8 million in 2013, out of which allocation for the EQUITY Program increased from K 500,000 in 2012 to K 2,000,000 in 2013, and then decreased to K1,000,000 in 2014.</li> <li>- The second Baseline Survey conducted in 2013 by the Project indicated technical and operational reasons to stop use of the EQUITY Program with a result of questionnaire survey with 63 teachers having experiences of using the EQUITY Program. <ul style="list-style-type: none"> <li>1) Technical Problems <ul style="list-style-type: none"> <li>- Breakdown of TV screens, decoders and generators</li> <li>- Unstable power supply and TV signal</li> </ul> </li> <li>2) Operational Problems <ul style="list-style-type: none"> <li>-To avoid inequitable use of TV caused by expansion of classes</li> <li>-Did not have receiving teachers to transfer skills required to use the TV</li> <li>-To avoid unexpected TV schedule change</li> <li>-High running cost (i.e. fuel for generator)</li> <li>-(related to above) BOM doesn't approve the use because of the cost</li> </ul> </li> </ul> </li> </ul> <p>Base upon the above results, the Survey Team made following recommendation.</p> <ul style="list-style-type: none"> <li>1) Providing "Turnkey Solution" to reduce technical barrier of teachers to install TV sets.</li> <li>2) Put more emphasis on distributing DVD to avoid negative influence such as unstable TV signal and unexpected TV schedule change.</li> </ul>

Evaluation Questions		Research issues
Survey Items	Sub-Survey Items	
		3) Emphasize more on awareness activities related to the cautious use of TV which is critical to enhance the academic performance of teachers and students.
	Is there any influence by the important assumptions towards Project Purpose?	<ul style="list-style-type: none"> <li>- As indicated on the above, external conditions have strongly affected the important assumptions towards Project Purpose, both in the aspects of personnel and budgets. The personnel changes have taken place frequently in the Divisions related to the Project especially from the latter half of 2013.               <ol style="list-style-type: none"> <li>1) Sufficient personnel are assigned at each level according to the national dissemination plan.</li> <li>2) Sufficient budgets are allocated at each level according to the national dissemination plan.</li> </ol> </li> </ul>

### (3) Efficiency

Evaluation Questions		Research issues
Survey Items	Sub-Survey Items	
Achievement of Outputs	Is the achievement level of Outputs favourable?	- The present level of achievement of Output 1 and 3 seems to be favourable. A sufficient level of achievements can be expected for both of the Outputs within the remaining project period. Although the level of achievement of a part of indicators for Output 2 is difficult to measure, it is estimated that the level of the achievement might be insufficient.
Causal relationship	Are inputs and activities appropriate in achieving Outputs?	- There have been some insufficient allocation of the budget for the project activities and delay in its disbursement and execution of it in the PNG side. A part of the activities to achieve the Output 2 are delayed, because of the insufficient budget allocations both at the national and the provincial levels.
	Are there any beneficial or obstructive factors that affect the achievement of Outputs?	<ul style="list-style-type: none"> <li>- The Project is being implemented with combination of educational contents development supported by various organizations of DoE and technical capacity of NEMC. The contents development by Curriculum Committee is supported by curriculum officers of NEMC, staff of Curriculum &amp; Assessment branch and model teachers, staff of TED (PNGEL, Bomana teachers college) and Japanese experts. Coordination with Curriculum Committee and technical staff of NEMC is possible under the guidance of Management Committee and also by sharing TV production team within Curriculum Committee as committee's members.</li> <li>- Involvement of teachers colleges into the Project activities promoted the institutionalization of EQUIVE program, including EQUITV training program in their education. Their students will become familiar with EUITV program before they graduate. Currently the teachers colleges are under transition period for a change of education system from that of two year to three year diploma program. It has been a good timing to consider the inclusion of the EQUITV Program lessons in their courses.</li> <li>- The Project conducted training for provincial trainers almost as scheduled for basic level in 6 provinces by the end of 2013. Out of the 6 provinces, the 2 provinces, East New Britain and Western Highlands, have not initiated training sessions for cluster trainers or training at the cluster level. Implementation of the project activities were delayed, because some of the provincial governments did not allocated enough budget allocation for their planned</li> </ul>

Evaluation Questions		Research issues
Survey Items	Sub-Survey Items	
		<p>activities such as training sessions.</p> <ul style="list-style-type: none"> <li>- Efficiency was affected by the delay in distribution of TV equipment sets including DVD players and teaching materials, TV Teacher Resource Books, Student Work Books, the EQUITV Program recorded in DVDs. The distribution was hampered in complicated procedures both at the national and provincial levels for dispatching the materials and difficult geographical conditions of PNG which make the delivery expensive and time-consuming.</li> <li>- For efficient implementation of the Project, insufficient capacity of financial planning and management at the provincial and district levels were also a negative factor. Although the PNG Government increased budget allocation for development purposes from the National Government to Local Governments, the service delivery funding for current expenditure has not been increased.</li> <li>- Maintenance of the equipment is an important cost for the Project. DoE is assisting schools to cope with the additional cost necessary for a change in reception via satellite. EMTV has changed its satellite broadcasting system and a new decoder is necessary to convert signals from satellite dishes. DoE is currently sending 200 decoders to schools which use the satellite to receive the EQUITV program. EMTV is preparing to handover another 200 decoders to DoE for satellite dishes.</li> <li>- NEMC utilizes relatively a limited number of equipment, but efficiently. Most of the equipment was supplied by past cooperation program of Japan. In 2014, model lesson recording studio and editing equipment are planned to be renewed with Cultural Grant Aid scheme, since some of the equipment are already old and will be difficult to maintain.</li> </ul>
Appropriateness of inputs from PNG side	Are the head count, placement and skills of CP appropriate?	<ul style="list-style-type: none"> <li>- DoE provides the Project with sufficient number of personnel. With the experiences of the past and the current project activities, the competency of the NEMC personnel is considered to be high in general both for the management personnel and the professional personnel including curriculum officers, video editors, camera operators and model teachers.</li> <li>- The number of the NEMC staff is few and some of them are overloaded. The staff has multiple functions, implementing the project activities, in addition to their own tasks for the production and the management. NEMC currently has a total of 14 positions involved in the project activities, the manager and the professional staff related to TV production with the help from 8 model teachers for TV Model Primary School.</li> </ul>
	Are the local costs from PNG side appropriate?	<ul style="list-style-type: none"> <li>- Running costs for training from the PNG side have not been adequately provided. Problems also arise from the delay in the disbursement. The first disbursement of 2013 budget was done in April, which caused delay in the implementation of the Project.</li> <li>- DoE purchased 120 TV sets and is in the process of dispatching them to schools. In 2014, DoE has a plan to buy 200 TV sets. Major purchases by provincial governments were 49 in Central, 50 in East Sepik and 30 in Sandaun. Both DoE and provincial governments need time in purchase and distribution of TV sets to primary schools located in remote, therefore the number of schools with TV sets has not increased much during the project period.</li> </ul>

Evaluation Questions		Research issues
Survey Items	Sub-Survey Items	
Appropriateness of inputs from Japanese side	Are the number of experts dispatched, their fields of expertise, and timing and period of dispatch appropriate?	- The number and the skills of the Japanese experts dispatched considered appropriate, and timing of dispatch did not cause any substantial problem.
	Are the number of trainees, their fields, training contents, training period and timing of overseas training appropriate?	- The provision of training in quality, quantity and timing has been appropriate. "Training on distance education, planning for the improvement in quality and access of education" in Japan was conducted for 8 trainees in 2012 and for 8 trainees in 2013
	Are the project budget and local costs appropriate?	- The project budget and local costs have been appropriate.

#### (4) Impact

Evaluation Questions		Research issues
Survey Items	Sub-Survey Items	
Prospect for achieving Super Goal and Overall Goal	Is there any prospect for achieving Super Goal and Overall Goal after the project?	- Possibility of achieving the Super Goal is indicated by the Baseline-Surveys conducted in 2012 and 2013 in the five resource provinces. Higher performance is considered to be acquired through the EQUITY program with their sampling tests. The Surveys indicates that the teachers who have enough experience using the EQUITY program show higher academic performance than teachers who have limited or no EQUITY experience. The scores of students in EQUITY using schools were also confirmed to be higher than those of other schools.
	Are there any factors affecting the achievement of Super Goal and Overall Goal?	- Rapid increase in the number of students and budget of DoE may affect the achievement of the Super Goal. In 2012, Tuition Fee Free/Subsidy was introduced. The Government budget for education subsidies drastically increased; K171.8 million in 2011, K302 million in 2012 and K682 million in 2013. (Dept. of Treasury, report on expenditure) All school children attending Elementary Prep to Grade 10 were paid 100% of their tuition fees while students attending grade 11 and 12 were subsidized 75% of the total in 2013. All school children attending Elementary Prep to Grade 12 are paid 100% in 2014.
Causal relationship	Are Super Goal and Overall Goal not losing touch with Project Purpose?	- Super Goal and Overall Goal are not losing touch with Project Purpose.
	Will the important	- The important assumptions towards Overall Goal will not give influence on the project. Priority on basic

Evaluation Questions		Research issues
Survey Items	Sub-Survey Items	
	assumptions towards Overall Goal not give influence on the project?	education in long-term socio-economic development strategy of PNG does not change
Other impacts	Are there any impacts on policies and systems related to the education sector in PNG?	<ul style="list-style-type: none"> <li>- The EQUITV Program may contribute for the introduction of a new curriculum with its programs and resource books. DoE is planning to change its curriculum from current Outcomes-Based Education to a new Standards-Based Education. For this change the curriculum will be revised including those of primary schools by 2018. It is already decided to begin with the introduction of English education in elementary schools. Programs and resources books may need to be adjusted in accordance with the curriculum change.</li> <li>- There is some possibility of expanding broadcasting hours using the National Television Services Kundu 2. For 2014, DoE planned broadcasting education programs for classes of primary and secondary schools, although the broadcasting has not begun.</li> </ul>

### (5) Sustainability

Evaluation Questions		Research issues
Survey Items	Sub-Survey Items	
Policy and institutional aspect	Will the political support to EQUIT program in the PNG Government be carried on in the future?	- There has not been observed any substantial change that might affect consistency of the EQUITV program with the national development policies, education policies and education media policies after the Project period
	Will the project effects be disseminated to other provinces?	- Activities will continue for the extension of the utilization of the EQUITV program to other provinces than the target provinces after the completion of the Project
Organizational aspect	Will the support by the DoE be carried on in the future?	<ul style="list-style-type: none"> <li>- Currently there is no specific plan for a major change in the organizational plan of DoE with regard to support to the EQUITV Program. The Information, Communication and Technology Division was created within the Policy and Planning Wing of DoE in 2012. Discussions are underway on measures to increase collaboration with ICTD and NEMC, and on a possible restructuring.</li> <li>- Sustainability will be enhanced, if the lessons for the use of the EQUITV Program is taught continuously or incorporated in the curriculum of teachers colleges. Then the lessons are institutionalized by teachers colleges. Cost effective and stable transfer of knowledge and know-how will be possible.</li> </ul>
	Will the support by the provincial education offices and the provincial governments be carried on in	- At the level of Province, awareness of politicians and higher-level officers on the effectiveness of the EQUITV Program may affect the prospects for the continuous organizational support for the promotion of school utilization of the EQUITV Program by the provincial education offices and the provincial governments in the target provinces after the end of the Project period.

Evaluation Questions		Research issues
Survey Items	Sub-Survey Items	
	the future?	
	Will the support by the teachers colleges and TED be carried on in the future?	- There are good prospects for the continuous organizational support to the EQUITYV program by the teachers colleges and TED after the end of the Project period, since the Project maintains good coordination with TED and teachers colleges.
Financial aspect	Will the Government of PNG be able to allocate the budget for the continuation of the project activities after the project?	- It is still too early to forecast the financial support for the national dissemination plan after the Project. However, it is worth mentioning that during the project period, while the service delivery funding for NEMC has been relatively stable, the budget allocated for development fluctuated.
	Will the provincial governments be able to obtain the budget for the continuation of the project activities?	- Within provincial governments, awareness of politicians and higher-level officers on the effectiveness of the EQUITYV Program may affect the prospects for the financial support for the promotion of school utilization of the EQUITYV Program.
Technical aspect	Does DoE own enough skills and knowledge to continue the project activities?	- Technically the staff of the related Divisions of DoE and NEMC owns a good level of skills to support the continuous dissemination of the EQUITYV Program and which will be enhanced further through the implementation of the Project activities. - For basic-level training, 11 national trainers were formed, who have conducted training sessions for basic level in 7 provinces including Chimbu province by the end of 2013, producing 169 provincial trainers in total. The capacity development of National Trainers will continue to expand through the development and implementation of advanced-level training modules.
	Do the trainers in the provincial governments own enough knowledge to continue the project activities?	- In Sandaun and Central Provinces, 127 cluster trainers were formed by provincial trainers. Management and content of the cluster training by provincial trainers were satisfactory according to the National trainers and Japanese experts who observed the training sessions conducted in Central province. In NCD and East Sepik, the provincial trainers directly trained schools at the cluster level. - It is still too early to forecast the technical level of the provincial and cluster trainers in general, since many training sessions by provincial trainers and cluster trainers are to be conducted in 2014 and after.
	Do the stake holders at the school level own enough knowledge to continue the TV equipment management?	- Monitoring Committee is studying an effective and practical method of monitoring to collect information on the implementation of the training, utilization of TV program and other important issues related to the Project. - TV receiving classes are successful, if the receiving teachers, head teachers and the Board of Management members of the primary schools understand the roles and responsibilities. Efforts for continuous training at the cluster level and at the school level will be necessary, since teachers move on and Board of Management members will be changed with time.

添付資料 8. 契約期間中に収集した資料、データ及びリスト一式



添付資料8. 契約期間中に収集した資料、データ及びリスト一式

No	Title	Author(s)	Publisher	Year
1	Arts Upper Primary – Syllabus	Coordinated By Naomi Paiyesi and Gary Stonehouse		
2	Certificate of Basic Education	Tupigo	Department of Education, PNG	2013
3	Computer Studies Syllabus – Upper Primary 2009	Coordinated By Gandhi Lavaki	Department of Education, PNG	2008
4	Curriculum Development Assesment Division – Skills Develop for Nation Building	Jaking Marimyas	Department of Education, PNG	2007
5	Design and Technology Teacher Guide – Lower Secondary 2007	Coordinated By Sam Erepan	Department of Education, PNG	2006
6	Five Year ENGA Provincial Youth Development Plan	Enga Provincial Office		2007
7	Health & Personal Development Supplementary Materials &	Written by Primary Teachers, Lecturers and Teachers college from madang	Department of Education, PNG	2008
8	Higher School Certificate Examinations	Mearsurement Services Branch	Department of Education, PNG	2008
9	Holy Trinity Teachers College – Mathematics and Science Strand	Mr.David K Gomay		2012
10	Information Communication Technologies Syllabus & Teacher	Coordinated By Gandhi Lavaki	Department of Education, PNG	2008
11	Language Syllabus 2015 Standard Based – Elementary	AusAID & VSO	Department of Education, PNG	2015
12	Madang Teachers College – MTC Search	Bentley Simeon/Richard Jones		
13	Melanesia Nazarene Teachers College – Teaching Skills & Weekly School Experience Course Book	Mr.Steven T. Yawalye		2013
14	National Selection Report	Department of Higher Education Research, Science and Technology	Print Shop Limited	
15	School Certificate Grade10	Mearsurement Services Branch	Department of Education, PNG	2008
16	Upper Secondary Curriculum	CDAD	Department of Education, PNG	2009