

CRIP Logframe Summary (December 2003)

Objective	Indicators	Means of verification	Assumptions
<p>Project Goal:</p> <p>To improve the relevance and quality of education provided to school students in PNG.</p>			
<p>Project Purpose:</p> <p>To effectively develop, implement and gain wide support for the reform curriculum at the basic education and lower secondary levels (Prep to Grade 10).</p>	<ul style="list-style-type: none"> By October 2005 relevant reform curricula for Prep to Grade 8 taught in all established elementary and primary schools with the support of the community and the education system. By July 2006 relevant reform curricula for Grades 9 and 10 taught on an optional implementation basis in secondary schools with the support of the community and education system. 	<ul style="list-style-type: none"> School records held at the Provincial Education Offices 	<ol style="list-style-type: none"> GoPNG funding contribution for CRIP provided as agreed in MOU CDD's recurrent budget maintained. The reform curriculum will improve the quality of student learning.
<p>Component 1:</p> <p>Reform curriculum development</p> <p>Objective: To develop appropriate and relevant curriculum and assessment materials to support the PNG curriculum reform.</p>	<p>In line with the DoE Curriculum Management Plan:</p> <ul style="list-style-type: none"> Elementary Edition 1 materials reviewed and redeveloped as Edition 2 by October 2002. Lower primary (Grades 3-5) Edition 1 materials reviewed and redeveloped as Edition 2 by September 2003. Upper primary (Grades 6-8) materials developed with focussed trials by May 2003. By October 2001 a secondary curriculum framework developed and endorsed. By June 2002 National Curriculum Statement for PNG developed and endorsed 	<ul style="list-style-type: none"> Boards of Studies (BOS) minutes BOS minutes BOS minutes BOS minutes BOS Minutes 	<ol style="list-style-type: none"> CDD staff have capacity to develop the reform curriculum CDD budget and staffing levels maintained. DoE will be able to find additional funds to develop the secondary curriculum from the framework developed under CRIP. Training for curriculum officers under CRIP will build capacity for elementary, primary and secondary curriculum development.
<p>Component 2:</p> <p>Reform curriculum production and distribution</p> <p>Objective: To produce and supply PNG reform curriculum materials to schools in a cost effective and timely manner, with a longer shelf life.</p>	<p>In line with the DoE Curriculum Management Plan and National Distribution Policy:</p> <ul style="list-style-type: none"> Elementary (Edition 2) curriculum materials produced and distributed from June 2003. Lower primary (Grades 3-5) Edition 2 curriculum materials produced and distributed from April 2004. Upper Primary (Grades 6-8) curriculum materials produced and distributed from June 2003. 	<ul style="list-style-type: none"> Delivery docket and distribution reports Delivery docket and distribution reports Delivery docket and distribution reports 	<ol style="list-style-type: none"> Sufficient funds (CRIP, DoE, other sources) are available to print and distribute all required curriculum materials. PMSOs in all provinces have capacity to function effectively. CRIP and BEICMP can coordinate their inputs. The different distribution systems within DoE and the provinces can be coordinated under the National Distribution Policy. Materials handling processes in the provinces able to cope with an increased flow and storage of curriculum materials.

Objective	Indicators	Means of verification	Assumptions
<p>Component 3:</p> <p>Reform curriculum inservice</p> <p>Objective: To skill those staff required to support and implement the reform curriculum.</p>	<p>In line with the DoE Inservice Management Plan:</p> <ul style="list-style-type: none"> • During 2001-2002, professional development programs developed and conducted for national and provincial education staff on the reform curriculum. • Teacher inservice programs on the Elementary (Edition 2) curriculum materials offered from July 2003. • Teacher inservice programs on the Lower primary (Grades 3-5) Edition 1 curriculum materials developed and delivered during 2001-2003. • Teacher inservice programs on the Edition 2 curriculum materials offered from June 2004. • Teacher inservice programs on the Upper primary (Grades 6-8) curriculum materials developed and delivered from May 2003. <p>Prior to the Inservice Plan's completion, Catchup (bridging) inservice courses conducted for Grades 3-5 teachers of Elementary graduates by August 2001.</p>	<ul style="list-style-type: none"> • Attendance lists & acquittal records • Attendance lists & acquittal records • Attendance lists & acquittal records • Attendance lists & acquittal records • Attendance lists & acquittal records 	<ol style="list-style-type: none"> 1. DoE staff can develop and deliver curriculum inservice 2. There is coordination and consistency between preservice and in-service and between CRIP, PASTEP and ETESP. 3. Effective models of in-service delivery appropriate for PNG can be developed. 4. Follow-up support can be provided after teacher inservice activities. 5. There is integration of effort and resources between CDD and TE&SD and between DoE and provinces.
<p>Component 4:</p> <p>Monitoring and communication</p> <p>Objective: To generate understanding and support for the PNG curriculum reform and establish systems that monitor and evaluate its effectiveness.</p>	<ul style="list-style-type: none"> • By December 2002, all provinces provided with awareness raising materials for use with local media. • By the end of 2003 curriculum reform awareness materials provided to key education personnel at the national and provincial levels and all teachers attending inservice training. • All communities associated with established schools have access to awareness raising activities on the reform curriculum by October 2005. • By October 2005, monitoring and evaluation systems established within DoE that provide accurate feedback on the impact of the curriculum reform. 	<ul style="list-style-type: none"> • Media programs, despatch records and provincial surveys. • CRIP training records and teacher attendance records from inservice courses. • School Inspectors reports. • Monitoring and evaluation reports 	<ol style="list-style-type: none"> 1. DoE understand and support the reform curriculum 2. Accurate and timely data is available to help with monitoring. 3. There is good communication between different projects and education divisions. 4. Teachers, inspectors and provincial education staff participate in awareness activities.

Objective	Indicators	Means of verification	Assumptions
<p>Component 5:</p> <p>Project management</p> <p>Objective: To manage the project resources efficiently and effectively</p>	<ul style="list-style-type: none"> • The project management systems and processes support the implementation of CRIP on time and within budget. • All reports and plans completed and submitted to AusAID on schedule. • Project management systems contribute to the sustainability of the curriculum reform and the strengthening of the DoE systems. 	<ul style="list-style-type: none"> • PCC meeting minutes, TAG reports • Project reports • TAG reports 	<ol style="list-style-type: none"> 1. All stakeholders remain fully committed to the Project. 2. No delays opening the Trust accounts 3. Solid relationship between PMG and CDD established even before PMG is housed within CDD. 4. Suitable partner organisation/s prepared to enter partnership arrangement. 5. Trained DoE staff and LTAs stay in positions during implementation
<p>Component 6:</p> <p>Lower secondary curriculum</p> <p>Objective: To develop appropriate and relevant curriculum and examination and assessment practices for lower secondary and support their implementation.</p>	<ul style="list-style-type: none"> • Current lower secondary curriculum reviewed by April 2004. • By December 2005 reform syllabuses developed for lower secondary grades 9 and 10. • By December 2005 new assessment procedures developed for grade 9 and new assessment and examination procedures developed for grade 10. • By February 2004 the partnership extended or new partnership established to support lower secondary development. • By December 2005 improved systems and processes implemented for the development and approval of local curriculum for grades 9 and 10. • By August 2005 four new houses built to accommodate CDD secondary section curriculum officers. • From June 2005 training programs provided to support implementation of the new lower secondary curriculum. • Lower secondary curriculum materials produced by March 2006 and distributed from April 2006. • By June 2006 lower secondary curriculum development and implementation support monitored and evaluated 	<ul style="list-style-type: none"> • Copy of report approved by DoE • Secondary Board of Studies minutes • BoS minutes • Partnership agreement • BoS minutes • Building handover documentation • Training materials and training records • Asset records and delivery records. • Copy of reports 	<ol style="list-style-type: none"> 1. Secondary curriculum officers appointed to fill vacant positions 2. CDD staff have capacity to develop new syllabuses 3. Sufficient funds available for CRIP and DoE to undertake required work within the designated timeframe. 4. Suitable contractors able to undertake required work.

Detailed CRIP Logframe (December 2003)

Component 1: Reform curriculum development

No	Objectives	Indicators	Means of verification	Assumptions
	<p>Objective: To develop appropriate and relevant curriculum and assessment materials to support the PNG curriculum reform.</p>	<p>In line with the DoE Curriculum Management Plan:</p> <ul style="list-style-type: none"> Elementary Edition 1 materials reviewed and redeveloped as Edition 2 by October 2002. Lower primary (Grades 3-5) Edition 1 materials reviewed and redeveloped as Edition 2 by September 2003. Upper primary (Grades 6-8) materials developed with focussed trials by September 2002. By June 2002 a National Curriculum Statement for PNG developed and endorsed. By October 2001 a secondary curriculum framework developed and endorsed. 	<ul style="list-style-type: none"> Boards of Studies (BOS) minutes BOS minutes BOS minutes BOS minutes 	<ol style="list-style-type: none"> CDD staff have capacity to develop the reform curriculum CDD budget and staffing levels maintained. DoE will be able to find additional funds to develop the secondary curriculum from the framework developed under CRIP. Training for curriculum officers under CRIP will build capacity for elementary, primary and secondary curriculum development.
OUTPUTS:				
1.1	Curriculum Management Plan (CMP) for the effective and efficient development of reform curriculum materials developed and implemented.	<ul style="list-style-type: none"> By June 2001 the DoE Curriculum Management Plan written to include: <ul style="list-style-type: none"> Description of policies and management practices for the curriculum development cycle in CDD Guidelines for incorporating gender, culture, language, relevance and special education into the design and development of curriculum A five year curriculum production plan From the beginning of 2002, CDD operating on the basis of the Curriculum Management Plan. By January 2005 strategic planning processes in evidence in CDD's curriculum development cycle. By June 2002 a National Curriculum Statement for PNG developed and endorsed 	<ul style="list-style-type: none"> DoE approval of Plan, view Plan, view support documents and guidelines (eg curriculum handbooks, gender guidelines), CDD annual reports. Reports from annual reviews of CMP & Impact Study 4 report View Division strategic plan and Unit plans BOS Minutes 	<ol style="list-style-type: none"> Plan is used to inform decision-making. Plan's relevance will be regularly reviewed by CDD. CDD committed to the Plan.
1.2	Improved systems and equipment in CDD and skills of CDD staff to develop quality reform curriculum and assessment materials	<ul style="list-style-type: none"> By end of June 2001 analysis of existing software and hardware in CDD completed and by May 2002 a plan developed to upgrade CDD's IT capacity. By November 2001, individual training needs analysis completed and individual development plans for CDD staff written. By December 2001, editorial and graphics functions integrated into CDD's curriculum development cycle. By January 2002 CDD staff trained to implement the Curriculum Management Plan. 	<ul style="list-style-type: none"> IT report and plan Individual training plans View graphics and editorial operations Individual training plan reports, training activity records and evaluation forms 	<ol style="list-style-type: none"> CDD and Project funds available to undertake IT upgrade. Appropriate training is available to improve capacity of CDD staff. Equipment can be purchased within budget. Partnership can provide the technical expertise and work attachments to match CDD's needs

No	Objectives	Indicators	Means of verification	Assumptions
1.2		<ul style="list-style-type: none"> • By January 2002, CU officers have increased skills in curriculum development and increased understanding of key issues such as gender, outcomes and assessment • Female officers participate in training sessions • By end of 2002, appropriate equipment installed and/or updated and operating as needed. • By December 2003, CDD operating under improved financial and administrative management systems • By October 2005, all Curriculum Unit staff have participated in targeted training and demonstrate improved practice. • By October 2005 evidence of transfer of skills to officers in targeted areas available • By October 2005, continuous improvement processes in evidence in the practices of CDD. • By March 2004 IT Plan for CDD fully implemented and operational. 	<ul style="list-style-type: none"> • Pre & post workshop self assessments and view staff in operation • Participation rates for female officers • View equipment / assets register, view staff using new equipment unaided • View management systems of CDD • Individual training plans and progress reports • Data from Counterpart Development Framework • Evaluation of capacity building strategy • Divisional and unit plans and progress reports • View assets and training records 	
1.3	Elementary reform curriculum materials reviewed, developed and improved.	<ul style="list-style-type: none"> • Elementary scope and sequence reviewed by Dec 2001. • In line with quality requirements (including gender inclusivity) and format in Curriculum Writers Handbook: <ul style="list-style-type: none"> ○ 3 new syllabuses developed by July 2002 ○ appropriate and relevant teacher support materials and Implementation Support Package developed by October 2002 ○ appropriate and relevant student support materials developed by September 2003 • By July 2002 new syllabuses will prescribe content and student outcomes related to environment and HIV/AIDS. 	<ul style="list-style-type: none"> • View report of review • BOS minutes and view syllabuses and materials • Information from Impact Studies 1 and 6 • View syllabuses 	<ol style="list-style-type: none"> 1. Partnership can provide required expertise. 2. CU staff respond to training. 3. Activities can be completed within budget.

No	Objectives	Indicators	Means of verification	Assumptions
1.4	Lower primary reform curriculum materials reviewed, developed and improved.	<ul style="list-style-type: none"> • Vernacular support materials developed by Dec 2003. • Review and evaluate Edition 1 syllabuses by June 2002. • In line with quality requirements (including gender inclusivity) and format in Curriculum Writers Handbook: <ul style="list-style-type: none"> ○ Develop 7 edition 2 syllabuses by December 2003 ○ Develop appropriate and relevant support materials for edition 2 syllabuses and Implementation Support Package by April 2004. • By December 2003 new syllabuses will prescribe content and student outcomes related to environment and HIV/AIDS. 	<ul style="list-style-type: none"> • View documents • BOS minutes • View syllabuses and materials • Data from Impact Study 1 • View syllabuses 	<ol style="list-style-type: none"> 1. Partnership can provide required expertise. 2. CU staff respond to training. 3. Primary section can manage tasks related to lower and primary curriculum development at same time. 4. Activities can be completed within budget.
1.5	Upper primary reform curriculum materials reviewed, developed and improved.	<ul style="list-style-type: none"> • In line with quality requirements (including gender inclusivity) and format in Curriculum Writers Handbook: <ul style="list-style-type: none"> ○ Develop 7 new grades 6-8 syllabuses and Implementation Support Package by March 2002 ○ Develop appropriate and relevant support materials by September 2002. • By March 2002 new syllabuses will prescribe content and student outcomes related to environment and HIV/AIDS. 	<ul style="list-style-type: none"> • View documents and BOS minutes • Data from Impact Studies 1 and 4 • View syllabuses 	<ol style="list-style-type: none"> 1. Partnership can provide required expertise. 2. CU staff respond to training. 3. Primary section can manage tasks related to lower and primary curriculum development at same time. 4. Activities can be completed within budget.
1.6	Framework developed to support a more relevant secondary school curriculum.	<ul style="list-style-type: none"> • Recommendations for the new secondary curriculum framework endorsed by BOS in October 2001. • Secondary curriculum framework for inclusion in National Curriculum Statement developed by December 2001. 	<ul style="list-style-type: none"> • BOS minutes • View document 	<ol style="list-style-type: none"> 1. CU staff respond to training and assistance. 2. Superintendent CU has leadership skills to drive this activity.
1.7	Student assessment and program evaluation policies and procedures reviewed and developed to match the reform curriculum.	<ul style="list-style-type: none"> • Assessment and evaluation policy for curriculum reform developed and approved by DoE by June 2002. • By 2005, all reform curriculum materials include relevant and gender inclusive student assessment and program evaluation advice. 	<ul style="list-style-type: none"> • View policy and DoE approval • View documents 	<ol style="list-style-type: none"> 1. Partnership can provide required assistance. 2. MSU and CU staff respond to training. 3. Curriculum development proceeds on time and inline with the CMP.

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1.8	Capacity to develop curriculum at the local level strengthened and extended. (NB: Output 1.8 is linked to Output 3.4)	<ul style="list-style-type: none"> • By September 2001 guidelines for a submission-based support program developed. • By November 2001, senior inspectors trained and guidelines distributed and promoted. • By April 2002, submissions received and reviewed. • By May 2002, at least one submission from each province receives financial support for local curriculum development. • By December 2002, evaluation of implementation and outcomes of program completed and lessons learned incorporated into next round. • By October 2005, at least five submissions from each province have received financial support under the program, with 50% of funding being provided to isolated and socio-economically disadvantaged schools or cluster • By February 2002 guidelines for the development and approval of school-developed secondary courses developed and approved by DoE • By October 2005, 50% of 6-8 primary teachers are drawing on school communities for locally based curriculum projects. • By October 2005, the number of elementary-lower primary clusters producing vernacular materials has increased by 50%. 	<ul style="list-style-type: none"> • AAG approval note & view guidelines • Attendance record and evaluation forms • View submissions • Acquittals and activity completion reports • Evaluation report • Acquittals and activity completion reports • Allocation data • View guidelines • Impact Study 6 report • Impact Study 1 report, Inspectors reports and submission database 	<ol style="list-style-type: none"> 1. Senior inspectors capable of being trained to manage the Program. 2. Schools and senior inspectors can acquit funding allocations. 3. New curriculum materials are developed and distributed on time. 4. Indicators of socio-economic disadvantage available from DoE

Component 2: Reform curriculum production and distribution

No	Objectives	Indicators	Means of verification	Assumptions
	Objective: To produce and supply PNG reform curriculum materials to schools in a cost effective and timely manner, with a longer shelf life.	In line with the DoE Curriculum Management Plan and National Distribution Policy: <ul style="list-style-type: none"> Elementary (Edition 2) curriculum materials produced and distributed from June 2003. Lower primary (Grades 3-5) Edition 2 curriculum materials produced and distributed from June 2004. Upper Primary (Grades 6-8) curriculum materials produced and distributed from June 2003. 	<ul style="list-style-type: none"> Delivery docket & distribution reports Delivery docket & distribution reports Delivery docket & distribution reports 	<ol style="list-style-type: none"> Sufficient funds are available to print and distribute all required curriculum materials. PMSOs in all provinces have capacity to function effectively. CRIP and BEICMP can coordinate their inputs. The different distribution systems within DoE and the provinces can be coordinated under the National Distribution Policy. Materials handling processes in the provinces able to cope with an increased flow and storage of curriculum materials.
OUTPUTS:				
2.1	An evaluation of the Printshop conducted and recommendations for its future operation implemented.	<ul style="list-style-type: none"> By June 2001 an evaluation of the Printshop completed and submitted to DoE. By April 2002 recommendation from the evaluation report accepted by DoE and implemented progressively from May 2002. 	<ul style="list-style-type: none"> Review study report TMT minutes 	<ol style="list-style-type: none"> DoE accepts recommendations of the evaluation. DoE and Project funds available to implement the recommendations.
2.2	Current distribution of curriculum materials reviewed and a National Distribution Policy implemented.	<ul style="list-style-type: none"> Study of current distribution and storage systems for curriculum materials completed by November 2001. National Distribution Policy (NDP) developed by DoE on basis of study's findings by May 2003. Distribution policy includes provisions to target isolated and socio-economically disadvantaged schools DoE distribute curriculum materials on the basis of the NDP from May 2003. 	<ul style="list-style-type: none"> Review study report View policy & DoE approval Policy operating to the satisfaction of DoE 	<ol style="list-style-type: none"> Subcontractor able to investigate all requirements of the study. DoE accepts recommendations of the study. Indicators for disadvantage available from DoE.
2.3	Reform curriculum materials printed or procured inline with CDD's 5 Year Production Plan.	<ul style="list-style-type: none"> 3 new Elementary syllabuses, an Implementation Support Package and support materials printed and/or procured, within budget, by December 2002. 7 new (Edition 2) lower primary syllabuses, an Implementation Support Package and support materials printed and/or procured, within budget, by May 2004. 7 new upper primary syllabuses, an Implementation Support Package and support materials printed and/or procured, within budget, by November 2002. 	<ul style="list-style-type: none"> View documents & CDD annual report View documents & CDD annual report View documents & CDD annual report 	<ol style="list-style-type: none"> Curriculum materials developed on time. Print shop and/or local print companies able to cope with demand. Sufficient CDD and Project funds available.

No	Objectives	Indicators	Means of verification	Assumptions
2.4	Reform curriculum materials distributed to schools and other stakeholders in line with the National Distribution Policy.	<ul style="list-style-type: none"> • National Distribution Policy implemented from Jan 2003 with the distribution of all relevant curriculum materials to 100% of elementary, primary and community schools after this date being consistent with this plan: ie <ul style="list-style-type: none"> ○ 3 new Elementary syllabuses, an Implementation Support Package and support materials distributed from June 2003 ○ 7 new Edition 2 lower primary syllabuses, an Implementation Support Package and support materials distributed from June 2004 ○ 7 new upper primary syllabuses, an Implementation Support Package and support materials distributed from June 2003. 	<ul style="list-style-type: none"> • Distribution reports and delivery notes plus Impact Study 5 report • Disaggregated data on percentage of materials reaching isolated and socio-economically disadvantaged schools 	<ol style="list-style-type: none"> 1. National Distribution Study in place. 2. Curriculum materials developed and printed on time. 3. Sufficient CDD and Project funds available. 4. Indicators for disadvantage available from DoE.
2.5	Curriculum materials packaged in ways that will improve their storage in schools.	<ul style="list-style-type: none"> • Innovative ways of packaging curriculum materials to form part of their storage in schools (eg plastic module units) investigated by November 2001 (as part of Distribution Study under 2.2). • Improved packaging systems used for the distribution of all curriculum materials after Jan 2003. 	<ul style="list-style-type: none"> • Distribution Study report • View packaging and Impact Study 5 report 	<ol style="list-style-type: none"> 1. DoE accepts recommendations in study about packaging. 2. Packaging systems available.

Component 3: Reform curriculum inservice

No	Objectives	Indicators	Means of verification	Assumptions
	<p>Objective: To skill those staff required to support and implement the reform curriculum.</p>	<p>In line with the DoE Inservice Management Plan:</p> <ul style="list-style-type: none"> • During 2001-2002, professional development programs developed and conducted for national and provincial education staff on the reform curriculum. • Teacher inservice programs on the Elementary (Edition 2) curriculum materials offered from April 2003. • Teacher inservice programs on the Lower primary (Grades 3-5) Edition 1 curriculum materials developed and delivered during 2001-2003. • Teacher inservice programs on the Edition 2 Grades 3-5 curriculum materials offered from April 2004. • Teacher inservice programs on the Upper primary (Grades 6-8) curriculum materials developed and delivered from April 2003. • Prior to the Inservice Plan's completion, Catch-up (bridging) inservice courses conducted for Grades 3-5 teachers of Elementary graduates by August 2001. 	<ul style="list-style-type: none"> • Attendance lists & acquittal records • Attendance lists & acquittal records • Attendance lists & acquittal records • Attendance lists & acquittal records • Attendance lists & acquittal records • Attendance lists & acquittal records 	<ol style="list-style-type: none"> 1. DoE staff can develop deliver curriculum in-service 2. There is coordination and consistency between preservice and in-service and between CRIP, PASTEP and ETESP. 3. Models of in-service delivery appropriate for PNG and effective can be developed. 4. Follow-up support can be provided after teacher in-service activities. 5. There is integration of effort and resources between CDD and TE&SD and between DoE and provinces.
OUTPUTS:				
3.1	Inservice Management Plan (IMP) for the coordinated and systematic provision of teacher inservice on the reform curriculum developed.	<ul style="list-style-type: none"> • By June 2001 the DoE Inservice Management Plan written: <ul style="list-style-type: none"> ○ with the involvement of CDD, PNGEI, PASTEP, ETESP, TE&SD, FMU, Inspectorate, Provincial Advisers ○ in a manner that is appropriate for PNG, the local school context and the needs of individual teachers. • By January 2005, strategic planning processes in evidence in TE&SD's plans for reform curriculum inservice 	<ul style="list-style-type: none"> • DoE approval of Plan • TE&SD Divisional and unit plans 	<ol style="list-style-type: none"> 1. Plan is used to inform decision-making. 2. Plan's relevance will be regularly reviewed by TE&SD. 3. TE&SD committed to the Plan.

No	Objectives	Indicators	Means of verification	Assumptions
3.2	Teacher inservice strategies and materials developed and delivered to support the reform curriculum	<ul style="list-style-type: none"> • By August 2001 catch-up inservice courses conducted for current Grades 3-5 teachers of Elementary graduates with no prior inservice training. • From Sept 2001 all elementary and primary teachers have access to teacher inservice for the reform curriculum delivered on the basis of the DoE Inservice Management Plan: <ul style="list-style-type: none"> ○ Inservice implemented for Edition 1 lower primary curriculum from June 2002 ○ Inservice implemented for Edition 2 Elementary curriculum from July 2003 ○ Inservice implemented for new upper primary curriculum from June 2003 ○ Inservice implemented for Edition 2 lower primary curriculum from April 2004 • From December 2002 evidence that evaluation strategies are informing future models of inservice. • By 2005 women's involvement in and leadership of inservice has increased in each province. 	<ul style="list-style-type: none"> • Attendance records and evaluation forms & Impact Study 2 report on catch-up inservice • Impact Study 1 report on changed teacher practice, view inservice materials and packages, Inspectors ratings reports • Review materials and inservice models • Participant data disaggregated by gender 	<ol style="list-style-type: none"> 1. Sufficient funds available to do catch-up inservice. 2. CDD and TE&SD can work collaboratively. 3. Provinces have an identified provincial inservice coordinator in place. 4. Effective materials distribution systems are implemented by DoE and provinces.
3.3	National and Provincial education staff who are to be involved in the delivery of teacher inservice professionally developed.	<ul style="list-style-type: none"> • From July 2001, professional development programs conducted for national and provincial staff to assist them deliver teacher inservice on the reform curriculum under the Inservice Management Plan. • From January 2002, provincial inservice plans developed and implemented. • By 2005 professional development programs show an equal representation of men and women. • Collegial Curriculum Leadership Program for head teachers developed and implemented by 2003. 	<ul style="list-style-type: none"> • Staff attendance records disaggregated for gender and evaluation forms & Impact Study 2 report • Annual reviews of IMP • Provincial inservice plans and progress reports • Participation data disaggregated by gender • Evaluation and participation data from program 	<ol style="list-style-type: none"> 1. The right people can be identified to be trainers. 2. Effective systems for the financial management or provincial inservice activities identified. 3. Gender data available from DoE for all relevant positions

No	Objectives	Indicators	Means of verification	Assumptions
3.4	Capacity to develop and deliver local inservice for the reform curriculum supported and extended. (NB: Output 3.4 is linked to Output 1.8)	<ul style="list-style-type: none"> • By September 2001 guidelines for a submission-based support program developed. • By November 2001, senior inspectors trained and guidelines distributed and promoted. • By April 2002, submissions received and reviewed. • By May 2002, at least one submission from each province receives financial support for local curriculum development. • By December 2002, evaluation of implementation and outcomes of program completed and lessons learned incorporated into next round. • By October 2005, at least five submissions from each province have received financial support under the program. • By October 2005, the number of provincially initiated and locally based inservice courses increased by 50%. 	<ul style="list-style-type: none"> • AAG approval note & view guidelines • Attendance record and evaluation forms • View submissions • Acquittals and activity completion reports • Evaluation report • Acquittals and activity completion reports • Annual reports on provincial inservice plans 	<ol style="list-style-type: none"> 1. Senior inspectors capable of being trained to manage the Program. 2. Schools and senior inspectors can acquit funding allocations. 3. New curriculum materials are developed and distributed on time.

Component 4: Monitoring and communication

No	Objectives	Indicators	Means of verification	Assumptions
	<p>Objective: To generate awareness, understanding and support for the PNG curriculum reform and help monitor its outcomes.</p>	<ul style="list-style-type: none"> By December 2002, all provinces provided with awareness raising materials for use with local media. By the end of 2003 curriculum reform awareness materials provided to key education personnel at the national and provincial levels and all teachers attending inservice training. All communities associated with established schools have access to awareness raising activities on the reform curriculum by October 2005. By October 2005, monitoring and evaluation systems established within DoE that provide accurate feedback on the impact of the curriculum reform. 	<ul style="list-style-type: none"> Media programs, despatch records and provincial surveys. CRIP training records and teacher attendance records from inservice courses. School Inspector reports. Monitoring and evaluation reports 	<ol style="list-style-type: none"> DoE understand and support the reform curriculum Accurate and timely data is available to help with monitoring. There is good communications between different projects and education divisions. Teachers, inspectors and provincial education staff participate in awareness activities.
OUTPUTS:				
4.1	The implementation and outcomes of the reform curriculum monitored and evaluated, and the feedback used to modify implementation strategies where necessary.	<ul style="list-style-type: none"> The CRIP Project Monitoring Framework will be updated quarterly to check the progress of the implementation. Feedback obtained from monitoring and evaluation (impact studies) will be presented to the PCG and recorded in the 6 Monthly Reports together with strategies to rectify any discrepancies. The findings of all impact studies analysed by PMG and PCG and additional or modified implementation strategies introduced where necessary. By July 2005 Impact Study 1 completed to determine the long-term impact of the curriculum reform on student learning and teacher practice. By December 2001 Impact Study 2 on the effectiveness of the Catchup inservice completed. By June 2003 Impact Study 3 on the review of the CRIP Support Program completed. By December 2004 Impact Study 4 on the evaluation of the new upper primary curriculum and implementation support completed. By March 2004 Impact Study 5 on the review of the upper primary and elementary materials distribution completed. All impact studies and monitoring reports include sex-disaggregated data. By 2005 males and females reporting equal benefits from Project activities. 	<ul style="list-style-type: none"> Six monthly reports PCG minutes and Six monthly reports PCG minutes Impact Study 1 Final Report (and annual reports) Impact Study 2 report Impact Study 3 report Impact Study 4 report Impact Study 5 report View reports Study findings 	<ol style="list-style-type: none"> Subcontractors perform and deliver quality reports. Lessons learned from activity completion reports used to inform future activities. Findings of impact studies used as a tool for improvement by DoE and Project.

No	Objectives	Indicators	Means of verification	Assumptions
4.2	Procedures for the effective monitoring of curriculum standards developed and implemented.	<ul style="list-style-type: none"> • By April 2002, a review of current procedures for monitoring curriculum standards undertaken and an improved sustainable test design and processing system established. • By November 2003, new procedures for the monitoring of curriculum standards trialed in a national sample of schools. • From November 2004 the curriculum monitoring test administered in a representative sample of schools. • By November each year from 2003, processing that disaggregates data by sex, grade/age and province completed and results reported using DoE protocols. 	<ul style="list-style-type: none"> • Report accepted by DoE • Report on trial accepted • MSU reports to TMT • Test results and reports 	<ol style="list-style-type: none"> 1. Results of review support the feasibility of a standards test in PNG 2. The requirements of examinations for selection purposes and assessment of curriculum standards can be reconciled. 3. MSU has sufficient recurrent budget and staffing to administer tests.
4.3	Awareness programs developed and delivered to inform stakeholders about reform curriculum and gain their support.	<ul style="list-style-type: none"> • CRIP newsletters developed and distributed three times per year. • By 2002 radio tapes produced and progressively released to local radio stations. • By May 2003 self-paced awareness package produced and distributed, as necessary. • By May 2003 community members, teachers, NGOs, and media involved in developing awareness tapes and packages. • By October 2005 PMG presentations given to DoE senior staff, provinces, inspectors and other key stakeholders, as required. • Awareness materials are gender inclusive and incorporate examples related to females and males from different cultures in PNG. • By July 2002 a CRIP website established and operating 	<ul style="list-style-type: none"> • View newsletters • View radio tapes • View package • Local community survey reports, work plans, workshop attendance records and trial reports • Reports on presentations • View materials • Website 	<ol style="list-style-type: none"> 1. Current DoE communication strategies and channels can be utilised. 2. There is integration of effort and resources among CRIP, CDD Media Section and DoE Communication Unit.

Component 5: Project management

No	Objective	Indicators	Means of verification	Assumptions
	Objective: To manage the project resources efficiently and effectively	<ul style="list-style-type: none"> The project management system and processes support the implementation of CRIP on time and within budget. All reports and plans completed and submitted to AusAID on schedule. During the life of the project, project management systems contribute to the sustainability of the curriculum reform and the strengthening of the DoE systems. 	<ul style="list-style-type: none"> PCC meeting minutes TAG reports Project reports 	<ol style="list-style-type: none"> All stakeholders remain fully committed to the Project. No delays opening the Trust accounts Solid relationship between PMG and CDD established even before PMG is housed within CDD. Suitable partner organisation/s prepared to enter partnership arrangement. Trained DoE staff and LTAs stay in positions during implementation
OUTPUTS:				
5.1	Project office established, equipped and staffed.	<ul style="list-style-type: none"> By December 2000, temporary CRIP Office in PNGEI established, staffed and fully operational. 	<ul style="list-style-type: none"> Visit office 	<ol style="list-style-type: none"> Appropriate counterpart staff can be recruited. Necessary equipment and systems can be purchased and installed.
5.2	CDD buildings assessed and refurbished.	<ul style="list-style-type: none"> By May 2001 Project Manager for building refurbishment appointed. By December 2001 Stage 2 assessments completed. By June 2002 refurbishment plans developed and subcontract tendered. By January 2003, refurbishment of the CDD Standards buildings completed. 	<ul style="list-style-type: none"> Manager in place Stage 2 report Signed contract Visit and view the refurbishment & site building code standards report 	<ol style="list-style-type: none"> Initial building report was accurate AusAID accepts all reports. PCG endorses Six-monthly reports and Annual Plans.

No	Objective	Indicators	Means of verification	Assumptions
5.3	Project reports prepared on time.	<ul style="list-style-type: none"> • Monthly reports submitted to AusAID five days at the end of every month. • Six-monthly reports submitted to AusAID 28 days before a PCG meeting. • Annual Plans submitted to AusAID by 31 March each year (with the exception of the first Annual Plan to be submitted by 31 April). • Project completion report submitted to AusAID six weeks before Project completion. • Project reports avoid gender stereotypes, include gender sensitive indicators and draw on sex-disaggregated data 	<ul style="list-style-type: none"> • Receipt, appraisal & acceptance of reports by AusAID & DoE • Receipt, appraisal & acceptance of reports by AusAID & DoE • Receipt, appraisal & acceptance of reports by AusAID & DoE • Receipt, appraisal & acceptance of reports by AusAID & DoE • Receipt, appraisal & acceptance of reports by AusAID & DoE 	1. PMG implement efficient monitoring and reporting systems.
5.4	Imprest and trust accounts established and managed.	<ul style="list-style-type: none"> • Trust account operational procedures and guidelines developed and endorsed by March 2001. • By April 2001 Trust Accounts operating as per approved procedures. 	<ul style="list-style-type: none"> • Acceptance of the Operating Guidelines by AusAID & GoPNG • Annual audit of procedures & account records 	1. Implementing parties will provide appropriate acquittals
5.5	Strategic Plan for the Project developed.	<ul style="list-style-type: none"> • Draft CRIP five year Strategic Plan prepared and submitted to AusAID by 23 April 2001. • Strategic Plan approved by the PCG in June 2001. • Strategic Plan reviewed in national planning workshop 	<ul style="list-style-type: none"> • Receipt and appraisal of by AusAID. • PCG minutes • Revised plan approved by AusAID 	1. Plan is used to inform decision making 2. Plan's relevance will be regularly reviewed by PCG
5.6	CRIP Quality Management Plan developed.	<ul style="list-style-type: none"> • By Dec 2000, Draft Quality Management Plan developed as per SOS and incorporating the Risk Management Plan submitted to AusAID. • By February 2001 QMP finalised on basis of AusAID's comments. • By March each year QMP updated as part of the Annual Plan. • Project activity proposals recognise issues of gender and include strategies for addressing them. • From July 2001, continuous improvement processes are in evidence in PMG practices. 	<ul style="list-style-type: none"> • Receipt and appraisal by AusAID & view risk management plan • AusAID approves QMP • Annual Plan approved • View AAG proposals and assessments • Quality check on performance 	1. Quality processes implemented at all times

No	Objective	Indicators	Means of verification	Assumptions
5.7	Partnership(s) established	<ul style="list-style-type: none"> • By December 2000, TOR for the Partnership established and endorsed by the PCG. • Partner arrangement subcontracted by June 2001 and actively participating in the implementation of CRIP by July 2001 • Partnership reviewed annually and arrangement revised as necessary • Each year the partnership provides at least 2 work attachments and 6 technical assistance inputs • Partnership contributing to the increased skills of DoE staff. • By March 2004 partnership extended or new partnership established to support the implementation of lower secondary curriculum reform. 	<ul style="list-style-type: none"> • Signed contract(s) • Activity Monitoring Framework • DoE satisfaction with partner • Activity completion reports • Review against Counterpart Development Evaluation Framework • Signed contract for either new or extended partnership arrangement. 	<ol style="list-style-type: none"> 1. Appropriate institution/s prepared to work to the TORs and contractual arrangements set out in the SOS.
5.8	Counterparts trained and skilled	<ul style="list-style-type: none"> • Handover plan developed and updated as part of the Annual Plan • Counterpart development strategy developed, implemented and monitored • By December 2002 key DoE staff (chairs of PCG and AAG, AS CDD and TE&SD) provide leadership for Project activities • By December 2003 PNG staff in PMG provide leadership for Project activities and plans • By 2004 the PNG Project Manager assumes responsibility for the financial management and monitoring of the Project. 	<ul style="list-style-type: none"> • Annual Plan approved • Counterpart work plans and staff development reports • Observe meetings, minute records • View staff at work & staff development reports • Financial records 	<ol style="list-style-type: none"> 1. Counterparts willing to participate in development program. 2. Counterparts respond to training provided.
5.9	Recommendations of QAG implemented	<ul style="list-style-type: none"> • Strategies developed and implemented by the end of 2002 to target curriculum, inservice and materials distribution support to isolated and socio-economically disadvantaged elementary and primary schools • Financial analysis of the five year program undertaken by the end of 2002 and reviewed and updated on annual basis 	<ul style="list-style-type: none"> • Site policies and procedures in key areas • Data from impact studies • View financial analysis 	<ol style="list-style-type: none"> 1. Data on disadvantage available from DoE

Component 6: Lower secondary curriculum

No	Objective	Indicators	Means of verification	Assumptions
	Objective: To develop appropriate and relevant curriculum and examination and assessment practices for lower secondary and support their implementation.	<ul style="list-style-type: none"> • Current lower secondary curriculum reviewed by April 2004. • By December 2005 reform syllabuses developed for lower secondary grades 9 and 10. • By December 2005 new assessment and examination procedures developed for grades 9 and 10. • By December 2005 new systems and processes implemented for the development and approval of local curriculum for grades 9 and 10. • From June 2005 training programs provided to support implementation of the new lower secondary curriculum. 	<ul style="list-style-type: none"> • Copy of report approved by DoE • Secondary Board of Studies minutes • BoS minutes • BoS minutes • Training materials and training records 	<ol style="list-style-type: none"> 1. Secondary curriculum officers appointed to fill vacant positions 2. CDD staff have capacity to develop new syllabuses 3. Sufficient funds available for CRIP and DoE to undertake required work within the designated timeframe.
OUTPUTS:				
6.1	Lower secondary curriculum reviewed.	<ul style="list-style-type: none"> • By April 2004 current lower secondary curriculum reviewed. • From April 2004 review findings used to guide development of reform lower secondary curriculum 	<ul style="list-style-type: none"> • Copy of review report approved by DoE • CDD work plans for curriculum development 	<ol style="list-style-type: none"> 1. Contractor available to undertake the review. 2. Review findings accepted by DoE
6.2	Lower secondary reform curriculum materials developed and approved.	<ul style="list-style-type: none"> • By December 2005 lower secondary reform curriculum materials developed. • By December 2005 improved systems and procedures implemented for the development and approval of local lower secondary curricula. • From May 2006 lower secondary reform curriculum being implemented on a provisional basis in secondary schools with full implementation from 2007. 	<ul style="list-style-type: none"> • Copy of approved materials • BoS minutes • Copy of new procedures • BoS minutes • Data from schools collected by provinces 	<ol style="list-style-type: none"> 1. Curriculum officers have capacity to undertake curriculum development work. 2. Sufficient funds are available to CRIP and DOE to enable work to completed within proposed timeframe.
6.3	Lower secondary assessment and examination procedures reviewed and redeveloped.	<ul style="list-style-type: none"> • By July 2004 current lower secondary assessment and examination practices reviewed in consultation with key stakeholders. • By December 2004 framework for revised lower secondary assessment and examination procedures approved by the Board of Studies. • By December 2005 new lower secondary assessment and examination systems and procedures developed and ready for implementation. • New grade 9 assessment procedures implemented from June 2006. 	<ul style="list-style-type: none"> • Review report approved by CDD • Record of stakeholder consultations • BoS minutes • Examination and assessment handbook approved 	<ol style="list-style-type: none"> 1. Contractor available to undertake the review. 2. Review findings are accepted by DoE and BoS. 3. DoE has capacity to undertake work

No	Objective	Indicators	Means of verification	Assumptions
6.4	Current partnership extended or new partnership established to support lower secondary curriculum development	<ul style="list-style-type: none"> • By December 2003 tender for lower secondary partnership advertised • By February 2004 lower secondary partnership arrangement established • By March 2004 partner advisers briefed and inducted. 	<ul style="list-style-type: none"> • Copy of advertisement • Copy of partnership contract • Training program and evaluation records 	<ol style="list-style-type: none"> 1. Suitable institution willing to commit to partnership.
6.5	Four new houses constructed for CDD secondary curriculum officers.	<ul style="list-style-type: none"> • By February 2004 project manager appointed to oversight building work. • By March 2005 tenders completed for the selection of company to build houses. • By July 2004 building completed. 	<ul style="list-style-type: none"> • Contract with project manager • Copy of tender panel report and contract with builder. • Building completion and handover documentation. 	<ol style="list-style-type: none"> 1. Land made available for building to commence. 2. Agreement reached between AusAID and DoE concerning number and style of houses. 3. Funding provided by AusAID.
6.6	Training programs to support lower secondary curriculum developed and implemented.	<ul style="list-style-type: none"> • By December 2004 learning and development strategy to support lower secondary developed and incorporated into Inservice Management Plan. • By December 2005 all teacher development materials to support lower secondary reform curriculum developed. • From June 2005 learning and development programs implemented to support lower secondary reform curriculum. 	<ul style="list-style-type: none"> • Copy of approved strategy • Revised IMP approved by DoE • Copy of approved materials. • Training records 	<ol style="list-style-type: none"> 1. Sufficient human and financial resources are available to CRIP and DoE to enable work to be completed within timeframe.
6.7	Lower secondary materials developed, procured and distributed.	<ul style="list-style-type: none"> • New lower secondary syllabuses and teacher materials printed and/or procured by March 2006. • Lower secondary curriculum materials distributed from April 2006. 	<ul style="list-style-type: none"> • View documents & CDD annual report • Distribution reports and delivery notes 	<ol style="list-style-type: none"> 1. Sufficient funds available to CRIP and DOE 2. Distribution and storage systems operate effectively
6.8	Lower secondary curriculum development and implementation support monitored and evaluated.	<ul style="list-style-type: none"> • Development and implementation processes monitored continually through review and updating of the Project Monitoring Framework and Risk Management Plan • By August 2005 quality and relevance of lower secondary curriculum and its development reviewed and evaluated. • By June 2006 quality and impact of learning and development strategy evaluated. 	<ul style="list-style-type: none"> • PMF and Risk Management Plan • Impact study report • Evaluation report 	<ol style="list-style-type: none"> 1. PMF and RMP updated regularly. 2. Suitable contractor available to conduct impact study.