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AusAID

Strategic Plan

2004 – 2006

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T a b l e	o f
C o n t e n t s	

Executive summary		1
Purpose of this Strategic Plan		1
Context of curriculum reform		1
Strategy for implementation		1
Monitoring and evaluation		2
Key Project outcomes		2
Conclusion		2
1. Introduction		3
1.1 Project achievements		3
2. Background		5
2.1 Purpose of the CRIP Strategic Plan		5
2.2 Relationship of CRIP Strategic Plan to other plans		5
<i>Other CRIP plans</i>		5
<i>DoE plans</i>		6
2.3 Overview of the Project		6
<i>Goal and purpose of CRIP</i>		6
<i>Components and objectives of CRIP</i>		6
<i>Key outcomes of CRIP</i>		7
3. Situational analysis		8
3.1 Socio-economic and cultural context		8
<i>Current context</i>		8
<i>Vision for 2006</i>		9
<i>Implications, issues and responses</i>		10
3.2 Educational context and curriculum reform		11
<i>Current context</i>		11

T a b l e o f C o n t e n t s
--

	<i>Vision for 2006</i>	13
	<i>Implications, issues and responses</i>	15
3.3	Financial context _____	16
	<i>Current context</i>	16
	<i>Vision for 2006</i>	17
	<i>Implications, issues and responses</i>	17
3.4	Policy context _____	19
	<i>Current context</i>	19
	<i>Vision for 2006</i>	20
	<i>Implications, issues and responses</i>	20
3.5	Institutional context _____	21
	<i>Current context</i>	21
	<i>Vision for 2006</i>	22
	<i>Implications, issues and responses</i>	22
4.	Strategy for implementation _____	24
4.1	The program approach _____	24
4.2	Capacity building and institutional strengthening _____	25
4.3	Activity identification and development _____	26
4.4	Accessing support through the partnership arrangements _____	27
4.5	Communication and liaison _____	27
4.6	Addressing issues of environmental sustainability, HIV/AIDS and gender _____	28
	<i>Environmental sustainability</i>	28
	<i>HIV/AIDS</i>	29
	<i>Gender equity</i>	29
4.7	Links to AusAID's Key Results Areas _____	31
5.	Monitoring and evaluation _____	34
5.1	Monitoring of Project activities _____	34

<p>T a b l e o f C o n t e n t s</p>
--

5.2 Evaluation of Project outcomes	34
5.3 External monitoring and evaluation	36

<p style="text-align: center;">T a b l e o f C o n t e n t s</p>
--

- 6. The CRIP Strategic Plan (2004 - 2006) _____ 37
 - 6.1 Strategic Plan 2004-2006 by component and key outcomes _____ 38
 - 6.2 Summary of the strategic outputs by years _____ 49
 - Strategic outputs for 2004 by component* 49
 - Strategic outputs for 2005 by component* 50
 - Strategic outputs for 2006 by component* 51

A n n e x e s

- 1 Handover Plan

A b b r e v i a t i o n s

AAG	Activity Approval Group
AMC	Australian Managing Contractor
AS	Assistant Secretary
ATL	Australian Team Leader
AusAID	Australian Agency for International Development
BEDP	Basic Education Development Project
CDD	Curriculum Development Division (Division of DoE)
CMP	Curriculum Management Plan (DoE)
CRIP	Curriculum Reform Implementation Project
CSMT	Curriculum Standards Monitoring Test
DTL	Deputy Team Leader
DoE	Department of Education (PNG)
ECBP	Education Capacity Building Program
ETESP	Elementary Teacher Education Support Project
FAS	First Assistant Secretary
GDP	Gross domestic product
GoA	Government of Australia
GoPNG	Government of Papua New Guinea
I&GD	Inspections and Guidance Division (of DoE)
ISP	Institutional Strengthening Project
JICA	Japanese International Cooperation Agency
LAMP	Literacy Awareness Materials Production
LTA	Long-term Adviser
MOU	Memorandum of Understanding
NEP	National Education Plan
NGO	Non government organisation
PASTEP	Primary and Secondary Teacher Education Project
PCG	Project Coordinating Group
PDD	(CRIP) Project Design Document
PFMD	Planning, Facilitation and Monitoring Division (of DoE)
Plan	Strategic Plan (this document)
PMG	Project Management Group (of CRIP)
PNG	Papua New Guinea
PRCIPs	Provincial Reform Curriculum Inservice Plans
Project	Curriculum Reform Implementation Project (CRIP)
PTC	Primary Teachers College
TAG	Technical Advisory Group
TE&SDD	Teacher Education and Staff Development (Division of DoE)
TMT	Top Management Team (of DoE)

Executive summary

The Government of Papua New Guinea (GoPNG) is undertaking a program of major educational reform. The Government of Australia (GoA) is supporting Papua New Guinea (PNG) in the reform process through a series of AusAID funded projects. One of these projects is the Curriculum Reform Implementation Project (CRIP). CRIP is a six-year Project worth \$A40 million designed to support curriculum reform from elementary prep to grade 10. The Project was extended to include lower secondary support from 2004.

Purpose of this Strategic Plan

This CRIP *Strategic Plan 2004-2006* updates the Project Design Document (PDD) and the CRIP *Strategic Plan 2001-2005* and sets the context and key directions for the life of the Project. It takes account of changes in the Project, identifies the general approach to implementing the Project and outlines for each Project component, the key outcomes, success indicators, responsibilities and timelines for achieving the objectives of the Project over its final three years.

While the CRIP *Strategic Plan 2004-2006* provides a vision of the key activities over the final three years of the Project, implementation and monitoring are detailed in and guided by other Project and GoPNG plans.

Context of curriculum reform

The PNG education reform process commenced in 1994. Its key features are to develop a culturally relevant curriculum, establish community-based elementary schools that use vernacular as the language of instruction and provide nine years of basic education for all by the year 2004.

Not all provinces have implemented the reform process at the same rate. Some provinces are well advanced, while others commenced more recently. The development and release of curriculum documents and the provision of related teacher inservice has progressed significantly in the last three years. This means that for the first time all levels of basic education have access to reform curriculum and related implementation support.

Strategy for implementation

The role of CRIP is to provide technical expertise and resources to support the PNG Department of Education (DoE) improve the relevance and quality of education provided to school students in PNG. Its focus is on assisting DoE to develop and distribute reform curriculum materials and provide inservice so that teachers can implement the new curriculum.

CRIP advisers and counterparts work closely with key divisions of the DoE to support them in the implementation of curriculum reform. The development and implementation of sustainable processes and practices will underpin all CRIP activities and support strategies.

The key elements of implementing this Project involve:

- utilising a program approach
- capacity building and institutional strengthening
- partnering DoE in the identification and development of priority activities to support sustainable curriculum reform
- accessing support through partnership arrangements with Australian education systems
- communication and liaison with DoE, AusAID and other related projects
- addressing issues of poverty reduction, gender, environmental sustainability and HIV/AIDS.

Monitoring and evaluation

The Project will monitor and evaluate both the impact of the curriculum reform and the effectiveness of its activities and processes. Monitoring and evaluation processes will be a core component of the implementation of CRIP.

Key Project outcomes

The key outcomes of CRIP are to assist the Government of PNG, through its DoE:

- develop appropriate and relevant curriculum and assessment materials to support the PNG curriculum reform
- produce PNG reform curriculum materials and supply them to schools in a cost effective and timely manner and in a form that extends their shelf life
- enhance the skills of DoE staff and teachers to produce, deliver, support and to implement the reform curriculum
- generate general awareness, understanding and support for the PNG curriculum reform and to monitor the attainment of its outcomes
- manage the efficient and effective utilisation of Project resources to ensure Project inputs are delivered on time and within budget

Conclusion

The Government and people of PNG must own the curriculum reform. Responsibility for the implementation of the PNG curriculum reform is shared by the DoE, provinces, non-government organisations (NGOs) and schools.

This *CRIP Strategic Plan 2004-2006* outlines how CRIP, over its final three years, will provide assistance and support for the PNG curriculum reform process.

1. Introduction

In 2001 the Project Management Group (PMG) of the Curriculum Reform Implementation Project (CRIP) developed, in consultation with stakeholders, a Project *Strategic Plan 2001-2005*. The Plan was based on other key planning documents including the Project Logframe, the Project *Quality Management Plan* and the Project Design Document. The *Strategic Plan 2001-2005* articulated the context for the Project, the major constraints and enabling factors and the implementation strategies.

In October 2003, following a request from the PNG Department of Education, AusAID agreed to expand CRIP to include a lower secondary (grades 9 and 10) component. The expansion and consequent extension of the CRIP timeframe coincided with the conduct of a planning workshop to review the Plan. This document, *CRIP Strategic Plan 2004-2006* has been developed using the information provided by the workshop and takes account of the changes to the Project approved by AusAID. It replaces the *Strategic Plan 2001-2005*.

1.1 Project achievements

The DoE and CRIP have made significant progress since the *Strategic Plan 2001-2005* was developed. Many elements of the CRIP vision articulated in that document have been achieved. The summary of achievements presented below provides an additional context for this update.

Table 1: Key Project achievements against logframe components 2001-2003

Component	Achievements
1. Reform curriculum development	<p><i>Curriculum Management Plan 2001-2005</i>, <i>Curriculum Development Handbook</i> and <i>Curriculum Writers Handbook</i> published.</p> <p>Elementary and primary curriculum reviewed</p> <p>Three elementary syllabuses and teacher guide published</p> <p>Seven upper primary syllabuses and teacher guides published</p> <p><i>National Curriculum Statement for PNG</i> published</p> <p><i>National Assessment and Reporting Policy</i> published</p> <p><i>Secondary Curriculum Framework</i> approved</p> <p>Curriculum officers, inspectors of schools and provincial officers trained and developed</p> <p>Support provided for DoE <i>Gender Equity in Education Policy</i></p> <p>Management systems and IT systems in CDD upgraded.</p>
2. Reform curriculum production and distribution	<p>Print Shop reviewed</p> <p>National distribution study completed</p> <p><i>National Policy for the Procurement, Storage and Distribution of Curriculum Materials</i> published and implemented</p> <p>Logistics Handbook and Training Package developed</p> <p>Upper primary and elementary materials distributed using new policy</p>

Component	Achievements
3. Reform curriculum inservice	<p><i>Inservice Management Plan 2001-2005</i> developed and published</p> <p>Elementary self-paced inservice units developed and elementary trainers trained</p> <p>Lower primary edition 1 accredited, self-paced learning units developed, distributed and implemented. Assessors trained.</p> <p>Upper primary accredited, self-paced learning units developed and assessors trained.</p> <p>Workshops conducted for PTC strand heads and inspectors of schools.</p> <p>Three Provincial Reform Curriculum Inservice Planning Workshops conducted.</p> <p>Curriculum Reform Support Program implemented.</p> <p>Inservice grants provided to provinces to support curriculum reform inservice.</p>
4. Monitoring and communication	<p>Impact Studies 1, 4 and 5 in progress</p> <p>Impact Studies 2 and 3 completed and findings implemented</p> <p>Community awareness materials developed and distributed.</p> <p>Awareness workshops conducted.</p> <p>Pilot CSMT developed and implemented.</p>
5. Project Management	<p>Plans developed and submitted as required.</p> <p>Building refurbishment completed.</p> <p>Basic education partnership operating effectively.</p> <p>Project management systems operating effectively.</p>
6. Lower secondary curriculum	<p>Review of curriculum commenced.</p> <p>Secondary partner organisation selected.</p> <p>CRIP secondary curriculum team members recruited.</p> <p>Project manager for construction of Curriculum Officer accommodation selected.</p>



Packing curriculum materials for distribution

2. Background

In 1994, the GoPNG embarked on a program of educational reform. This included a new direction for the curriculum towards education for integral human development. The reform curriculum has as its key objective the provision of a more relevant and culturally appropriate education for Papua New Guinea.

The Curriculum Reform Implementation Project (CRIP) is a six-year \$A40 million project designed to support education reform, for grades Elementary Prep to Grade 10, in PNG. The Project is a cooperative project between the GoPNG and the GoA through AusAID. The PNG Department of Education (DoE) is the implementing agency.

The Project commenced in October 2000 and will end in the second half of 2006. SAGRIC International, in partnership with NSW Department of Education and Training, has been contracted by AusAID to manage the Project.

Most of the Project activities will involve institutional strengthening through training, mentoring and coaching of staff of the Curriculum Development Division (CDD), the Teacher Education and Staff Development Division (TE&SD) and Inspections and Guidance Division of the DoE.

2.1 Purpose of the CRIP Strategic Plan

The *CRIP Strategic Plan 2004-2006* updates the initial *Strategic Plan 2001-2005*, the Project Design Document (PDD) and takes account of issues and achievements from the first three years of the Project. It outlines the context, key directions and vision for the life of the Project. It identifies the general approach to implementing the Project and describes for each Project component the key outcomes, success indicators, responsibilities and timelines for achieving the objectives of the Project over the three-year period 2004-2006.

2.2 Relationship of CRIP Strategic Plan to other plans

While the *CRIP Strategic Plan 2004-2006* provides a futuristic overview of the key activities over the second half of the Project, implementation and monitoring details are described in and guided by other GoPNG and Project plans.

Other CRIP plans

The *CRIP Strategic Plan 2004-2006* updates the situational analysis in the PDD and is based on the objectives and outputs of the CRIP Logframe. Subject to AusAID and DoE agreement, the CRIP Logframe will be updated through a change frame in each Annual Plan.

The *CRIP Strategic Plan 2004-2006* provides the foundation for the development of the Project Annual Plans. The *CRIP Strategic Plan 2004-2006* will be

implemented and its outcomes assessed through the annual planning process. The Handover Plan (Annex 1) will be updated and attached to each Annual Plan.

The CRIP *Quality Management Plan* describes the quality assurance context in which all CRIP activities outlined in this Strategic Plan will operate.

DoE plans

In the mobilisation period the Project supported DoE to develop two key plans for curriculum reform. The DoE *Curriculum Management Plan 2001-2005* and DoE *Inservice Management Plan 2001-2005* describe in detail the systems and strategies for addressing the components of curriculum development and teacher inservice outlined in this CRIP Strategic Plan.

Each year the Project will assist DoE to review and update, as necessary, each plan and in 2004 assist DoE to ensure alignment of the two plans with the revised *National Education Plan*.

2.3 Overview of the Project

Goal and purpose of CRIP

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

The purpose of the Project is *to effectively develop, implement and gain wide support for the reform curriculum at the basic education (elementary prep – grade 8) and lower secondary (grades 9-10) levels*.

Components and objectives of CRIP

The Project has six components and objectives. A range of activities will be undertaken for each component which, when completed, will achieve the objectives.

Component 1: Reform curriculum development

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

Component 2: Reform curriculum production and distribution

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

Component 3: Reform curriculum inservice

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

Component 4: Monitoring and communication

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

Component 5: Project management

To manage the Project resources effectively and efficiently.

Component 6: Lower secondary curriculum

To develop appropriate and relevant curriculum and examination and assessment procedures for lower secondary and support their implementation.

Key outcomes of CRIP

The key outcomes of CRIP are to assist the GoPNG, through the DoE:

- develop appropriate and relevant curriculum and assessment materials to support the PNG curriculum reform
- produce PNG reform curriculum materials and supply them to schools in a cost effective and timely manner and in a form that extends their shelf life
- enhance the skills of DoE staff and teachers to produce, deliver, support and implement the reform curriculum
- generate general awareness, understanding and support for the PNG curriculum reform and to monitor the attainment of its outcomes
- manage the efficient and effective utilisation of Project resources to ensure Project inputs are delivered on time and within budget.



CRIP and DoE Planning Workshop

3. Situational analysis

This chapter analyses the current context in which the Project operates. It articulates a vision and direction for the Project. The *CRIP Strategic Plan 2004-2006* considers a range of critical issues and contextual factors and their implications for the achievement of the Project vision. It presents also a range of responses and strategies to address these issues and facilitate the realisation of the Project outcomes.

While this is a CRIP Strategic Plan, the Project operates within the context and framework of the PNG education reform. The achievement of Project outcomes is, in many instances, dependent on the achievement of complementary outcomes by the DoE, provinces and schools. For these reasons the vision and directions articulated in the Plan focus on those outcomes that CRIP is reasonably able to achieve or influence.

3.1 Socio-economic and cultural context

Current context

PNG is a young nation, having gained political independence from Australia in 1975. The country is divided into four main regions for political and administrative purposes (Islands, Momase, Highlands and Papua).

The national population as at 2000 was just over five million, 40% of whom are under 15 years of age. Population densities are highest in the highlands due to its favourable climate and rich soils. About 37% of the population live in the Highlands, followed by Momase (27%), Papua (20%) and the New Guinea Islands (16%). Approximately 85% of people live in rural areas.¹

Population growth rate was a high 2.7% per annum from 1980 to 2000. The total population of PNG has doubled in the last 30 years. Present projections indicate a population of about eight million by 2020.

In terms of human resource development PNG is classified as the least developed country in the Pacific region by the United Nations. It has the lowest rate of literacy, the lowest life expectancy and a much lower proportion of doctors and teachers than its neighbouring island states in the Southwest Pacific.

With a per capita Gross Domestic Product (GDP) of \$US900 in 1998, PNG is wealthier than most sub-Saharan African countries and poorer countries of East Asia. However, per capita GDP data both grossly understate average urban incomes and overstate average rural incomes. This is in part due to the wide disparity of rural and urban economies.

¹ Information in this section comes largely from the *Papua New Guinea Rural Development Handbook*, 2001, ANU.

The low level of cash income in many rural areas makes it difficult for school communities to take more responsibility for purchasing curriculum and other school materials. Many school boards of management have demonstrated high levels of motivation and capacity in this area, but remoteness and/or poverty in many areas make it difficult for many schools to become more self-sufficient.

The GDP indicates that PNG's capacity to finance the range of services required from government, the slow growth rate in GDP since the early 1980s and lack of sustained growth in the 1990s has significant implications for social development. Poor medium-term economic prospects have serious implications for the type of education system the nation needs and can afford. This was reinforced by the findings of the AusAID sponsored Education Affordability Study 2003.

Women and girls have been relatively disadvantaged in the education system for a variety of reasons. While girls perform well academically, parental attitudes, safety and other considerations have limited female attendance, particularly at secondary school. Women are well represented in the teaching profession, but few have positions of responsibility in national and provincial support institutions or in schools.

Vision for 2006

By the end of 2006 CRIP will develop and implement strategies, in partnership with the PNG DoE, which will contribute towards:

- developing and implementing curricula for elementary, primary and lower secondary education which are more relevant for all sectors of PNG society and which support skills development and poverty reduction
- improving literacy and numeracy outcomes for students in elementary and primary schools throughout PNG
- increasing the participation of women teachers and education staff in accredited inservice training to enhance their skills and qualifications and to improve their opportunities for promotion to leadership positions in schools and the DoE
- the effective implementation of the DoE Gender in Education Policy to improve the participation rates of girls in education, enhance the career opportunities of female education professionals and raise awareness of gender equity issues
- enhancing the use of vernacular language in basic education and promoting the relevance and value of PNG cultures and languages through the production of curriculum materials and inservice training.

As a result of these actions it is envisaged that by 2006:

- new curricula are implemented in all elementary, primary and lower secondary schools
- the primary and lower secondary school curriculum will be more culturally relevant and the use of vernacular language as a primary learning mode for elementary students will be more widely accepted and valued
- systems are established to monitor literacy and numeracy outcomes

- student literacy and numeracy outcomes will show evidence of improvement
- more women will hold leadership positions in schools and the DoE
- the participation rates for female students in basic education will improve.

Implications, issues and responses

While CRIP can make a significant contribution to the achievement of this vision, the issues are difficult and complex. They require a whole of government approach and the commitment of extensive financial and human resources. CRIP will continue to work closely with AusAID and DoE to identify and effectively utilise PNG and aid project resources to achieve these outcomes.

The impact of education reform on literacy and numeracy levels requires extensive monitoring. The Project will support the development of a Curriculum Standards Monitoring Test (CSMT) to enable the DoE to monitor the long-term effects of the reform on student literacy and numeracy levels attitudes to schooling. There may be potential to extend this test to all South Pacific countries to allow countries to compare their performance. This would also provide an unparalleled opportunity for AusAID to assess the impact of its aid projects on student learning outcomes across the Pacific region.

The CSMT can also play a key role in monitoring the performance, as well as the participation rates, of male and female students.

The development of more a culturally relevant curriculum which promotes self-sufficiency, improved literacy and numeracy skills and globally relevant knowledge will make an important contribution to the long term goal of poverty reduction in PNG.

The implementation of new models of accredited teacher inservice which are locally based and workplace focused will be essential to increase the participation of female teachers in professional development. Increasing the participation of women teachers in accredited inservice is fundamental to improving their skills, status and enhancing their opportunities for promotion. Such an approach will require the DoE and provinces to rethink their approaches to the provision of teacher inservice and to increase their resource commitment to inservice training. Improved linkages between the work of Primary Teachers Colleges (PTCs), provinces, the Staff Development Unit in TE&SDD and relevant aid projects will be critical to the achievement of this goal.

3.2 Educational context and curriculum reform

Current context

Overall PNG's educational record is mixed and is characterised by:

- low overall rates of schooling
- high teacher-pupil ratios
- relatively poor retention and progression rates.

The social diversity and challenging geography of PNG present complex challenges for its education system. The country is highly diverse linguistically and culturally and the population is widely dispersed.

The nation embarked on major education reform of basic education in 1994 to address these weaknesses and challenges. The key features of the reform as articulated in the *National Education Plan 1995-2004* (1996) and progress updated in the *National Education Plan 1995-2004: Update 1* (1999) are:

- to provide a PNG relevant education through a new curriculum
- to increase access to schooling via the establishment of community-based elementary schools (elementary prep to grade 2) that use the community vernacular as the language of instruction
- to increase retention by aiming for nine years of universal basic education implemented nationally by the year 2004. This involves converting community schools into primary schools for grades 3-8.

The result of the education reform has brought about both the restructuring of the system and reform of the curriculum. The plan is to gradually phase out the old system and introduce the new system over the ten-year period ending 2004. Some provinces have been phasing in the new system since 1994, while others still have a long way to go.

Structural reform has progressed a long way. Already over one third of children commencing elementary education learn in their vernacular language, instead of English as used to occur in grade 1. There are now approximately 4,000 elementary schools registered and 131,877, students enrolled in grade 1 in 2001, up from 99,879 in 1992. Over 70% of grade 6 students stay to grade 7 in comparison to less than 40% in 1992. Lower secondary enrolments have doubled since 1992 and upper secondary numbers have increased fourfold.²

The education reform redirects the school curriculum towards education for integral human development rather than for meeting workforce needs only. The result of this is called the *reform curriculum*. The reform curriculum aims to 'equip students with the knowledge, skills and attitudes for effective communication, resource development, social development and spiritual development' (*Philosophy of Education*, 1986, p 21).

² *The State of Education in Papua New Guinea*, March 2003, National Department of Education

The reform curriculum has to prepare adequately the majority of school leavers (up to 85%) to return to their communities and community-based subsistence and small-scale commercial enterprises, while at the same time support the other 15% of students who will find paid formal employment or enter tertiary education after leaving school.

Curriculum reform has made significant progress. Elementary reform curriculum materials began development in 1993. A full set of the elementary curriculum materials was distributed to all elementary teachers in 2001. The first edition of lower primary (grades 3-5) curriculum materials began development in 1995. Finalised edition 1 syllabuses and some support materials were distributed in 2000 by AusAID as a pre-CRIP activity.

As at the beginning of 2004, the *National Curriculum Statement for Papua New Guinea* and *National Assessment and Reporting Policy* have been published and distributed to all schools. The *National Curriculum Statement* provides the rationale and policy basis for curriculum development in PNG. Three reform elementary syllabuses – Language, Cultural Mathematics and Culture and Community – and seven reform upper primary syllabuses – Language, Mathematics, Science, Social Science, Making a Living, Personal Development, and Arts – have been published and distributed to all schools in PNG.

A review of secondary education has been completed and Secondary Curriculum Framework has been developed. The currently lower secondary curriculum is being reviewed at the time of writing and the report will be presented in April 2004. The *National Curriculum Statement*, the Secondary Curriculum Framework and the review report will provide the basis for the development of the new lower secondary curriculum.

Table 2 identifies the learning areas and nationally prescribed subjects to be studied in each learning area under the reform curriculum for basic education. Subjects for lower secondary will be determined following the completion of the review of the lower secondary curriculum in April 2004.

Table 2: Learning areas and subjects in the reform curriculum

Learning area	Elementary	Lower primary (Grades 3-5)	Upper primary (Grades 6-8)
Mathematics	Cultural mathematics	Mathematics	Mathematics
Language	Language (Vernacular)	Language (Bridging to English with vernacular development)	Language (English as language of instruction with continued use of vernacular)
Science	Culture and community	Environmental studies	Science
Culture and community		Community living Arts	Making a living Social science Arts
Personal development		Health education Physical education	Personal development

Vision for 2006

By 2006 CRIP will develop and implement strategies in partnership with the PNG DoE which will contribute towards:

- improved procedures for curriculum development in CDD and capacity building of CDD officers
- the development of improved syllabuses and curriculum support materials for elementary, primary and lower secondary education based on an outcomes approach
- the distribution of the new reform syllabuses for elementary, primary and lower secondary education
- the development of improved assessment and examination procedures to match the reform curriculum in elementary, primary and lower secondary education
- the establishment and administration of a national Curriculum Standards Monitoring Test that will measure and monitor the achievement of student outcomes at key stages of basic education
- greater coordination of curriculum development and distribution with the provision of teacher inservice.

As a result of these actions it is envisaged that by 2006:

- teachers from elementary prep through to grade 10 will have access to reform curriculum materials and inservice which will assist them to provide children with a PNG relevant education

- teacher inservice will be aligned with the release of reform curriculum materials. The DoE Curriculum Management Plan 2001-2005 and the Inservice Management Plan 2001-2005, developed during the mobilisation phase of CRIP, will assist DoE to bring into alignment curriculum development and teacher inservice with the pace of structural change.
- sustainable systems will be implemented within DoE and skills of CDD and TE&SDD staff will be developed sufficiently to enable the DoE to effectively manage the curriculum development, production and distribution cycle and to ensure alignment between curriculum development and teacher inservice.

Table 3 shows how the timing of teacher inservice will match the release of new curriculum materials.

Table 3: Timeline for reform curriculum materials development & teacher inservice 2004-2006

	Elementary	Grades 3-5	Grades 6-8	Grades 9-10
2004	Additional teacher and student materials produced and distributed. Inservicing on new curriculum materials continues. Review of effectiveness of elementary curriculum and implementation support.	Set of edition 2 curriculum materials distributed. Inservicing on edition 2 curriculum begins. Pilot CSMT implemented.	Any additional teacher and student materials produced and distributed. Inservicing on curriculum continues. Review of effectiveness of upper primary curriculum and implementation support. Pilot CSMT implemented.	Review of lower secondary curriculum. Review of examination, assessment and certification systems and processes. Development of reform curriculum.
2005	Inservicing on new curriculum materials continues. Development and distribution of teacher resources. Review of effectiveness of elementary curriculum and implementation support.	Inservicing on edition 2 curriculum continues. Development and distribution of teacher resources. Full implementation of CSMT. Review of effectiveness of lower primary curriculum and implementation support.	Inservicing on curriculum continues. Development and distribution of teacher resources. Establish evaluation process for review of the syllabuses and teacher needs for support. Review of effectiveness of upper primary curriculum and implementation support completed. Full implementation of CSMT.	Reform curriculum developed. Teacher inservice commences. Development of new assessment, accreditation and examination systems.
2006	Review of effectiveness of elementary curriculum completed.	Review of effectiveness of lower primary curriculum and implementation support completed.		Teacher inservice continues. Distribution and optional implementation of new syllabuses.

Implications, issues and responses

The Project's focus is on supporting the DoE to produce and distribute quality reform curriculum materials and train teachers in their use. While the vision articulated above is a realistic one, its success will depend on whether a number of issues can be addressed effectively.

Curriculum materials production to meet local needs and the use of the local vernacular (Tok Ples) are basic to the implementation of the elementary curriculum. It is also becoming a crucial issue for lower primary as more elementary graduates come into grade 3 using their vernacular. Most Literacy Awareness and Materials Production (LAMP) centres set up by the Japanese International Cooperation Agency (JICA) to assist in the local production of materials are not operating effectively.

A range of responses will be required to address the issue of local materials production. CDD has included plans in the Curriculum Management Plan for the production of vernacular materials at the district level. Production will be via a mixture of nationally developed templates and district and cluster production workshops in different language groups. CRIP has appointed a specialist LTA Vernacular Language to lead this process. Curriculum Reform Support Program (CRSP) funds can also be accessed by groups of schools over the next five years to help them produce materials at the cluster level.

At the moment there is a lack of continuity of learning from elementary through to secondary. With the support of CRIP the curriculum continuum for education will be improved and completed to ensure a sequence of learning outcomes from elementary prep to grade 10.

The upper primary cycle of grades 6-8 is not yet well understood. The relocation of grades 7 and 8 into primary schools has given the perception that these two grades are somehow different to the other primary grades. When the upper primary reform curriculum is implemented in schools, awareness that grades 6-8 is a generalist curriculum, not a continuation of the old specialist grades 7-8 curriculum in provincial high schools, will increase. Every opportunity will be taken to increase awareness among teachers, inspectors and PTCs about the new curriculum.

Awareness of and support for the education reform varies across PNG. CRIP will support the DoE to increase understanding of the reform. This will require the development of awareness programs. In addition, however, the DoE with the support of CRIP will need to provide solid research based evidence that the reform is having a positive impact on participation rates and learning outcomes.

There will of course be many more issues and implications of the education reform which will not fall within CRIP's sphere of influence. For instance, an ongoing and serious problem at all levels of education is the inability of DoE's administration system to cope with the rapid expansion of the system. Some schools are not being registered and teachers not being paid.

At the elementary level teacher education and supervision are the two greatest challenges given the continued increase in the number of elementary schools over

the next five years. These problems may be compounded once the Elementary teacher Education Support Project (ETESP) concludes. The rapidly increasing number of children entering grade 3 from elementary will continue to have large implications for planners. The language policy, which encourages the continued use of vernacular throughout lower primary, has major implications for staffing. At the moment it is not known how many teachers are currently working in their language areas (*The State of Education in PNG*, 2001).

The Project will continue to recognise these and other issues and work within the constraints they may pose.

3.3 Financial context

Current context

Major educational reform is expensive. The DoE *Curriculum Management Plan 2001-2005* is predicated on the provision of K7.25 million by the DoE over this period. Similarly, the DoE *Inservice Management Plan 2001-2005* requires the provision of K1.96 million in DoE funding.

However, the implementation of this PNG educational reform is being undertaken by the DoE within a national budgetary context that is characterised by:

- significant funding constraints
- restructuring and privatisation of targeted public sector organisations with a view to rehabilitating the national economy
- dependence on donor agency funding.

These financial constraints are reflected in the provision of funding and personnel resources to those key divisions in DoE with responsibility for implementing and monitoring the reform, CDD, TE&SDD, I&GD and Planning Facilitation and Monitoring Division (PFMD).

The budgetary context has had particular impact on resources provided to CDD for recurrent purposes, especially curriculum development and distribution. In addition, while DoE has met its commitment to provide three full-time PNG counterparts for CRIP, its total funding contribution through the Public Investment Budget for the first three years of the Project is significantly less than the agreed amount.

If this pattern continues it could have a serious impact on the extent to which CRIP and DoE can realise the objectives of curriculum reform. The provision of future adequate funding by GoPNG for curriculum development, curriculum support materials, student materials, materials distribution and teacher inservice is fundamental to the successful implementation of the reform and the development and institutionalisation of sustainable processes and practices in DoE.

In addition, there are problems associated with the provision of inservice funding by DoE to provinces and its subsequent acquittal. DoE is unable to provide funding to provinces and lack of effective acquittal of previous funding a major issue for

TE&SDD. Part of the problem is related to lack of capacity and skill of provincial staff. However, there is also evidence to suggest that funds provided by DoE for inservice training are diverted to other provincial priorities.

Vision for 2006

In the next three years CRIP will develop and implement strategies in partnership with the PNG DoE which will contribute towards:

- increasing awareness within DoE of financial implications of major curriculum reform
- improving the planning, budgeting and financial management systems within CDD to ensure optimal use of available resources
- establishing improved procedures for the provision and acquittal of funds to provinces, districts and schools.

As a result of these actions it is envisaged that by 2006:

- CDD and TE&SDD will be provided with recurrent budgets that enable them to undertake their core work
- CDD and TE&SDD will make better use of the resources available to them
- improved systems for providing and acquitting funds to provinces will be developed and implemented.

Implications, issues and responses

The DoE Curriculum Management and Inservice Management Plans are the key documents to promote sustainable policies and practices. Commitment of senior DoE officers to the successful implementation of these Plans by DoE through the provision of adequate resources is essential if the reform curriculum is to be implemented successfully.

Current levels of recurrent and development funding in CDD are insufficient to meet DoE commitments for the implementation of the Curriculum Management Plan. CRIP will work with CDD to obtain increased levels of funding.

DoE senior staff recognise that CRIP funds are limited and that CRIP will only be able to focus on resourcing key priorities. If DoE is unable to meet its funding commitments for the Curriculum Management Plan it will be necessary to review and reduce the number and range of activities that can be funded. Senior management also accept that CDD and TE&SD require higher levels of recurrent funding if they are to function effectively.

The Australian Team Leader (ATL), Deputy Team Leader (DTL) and PNG Project Manager will meet with the Assistant Secretary, CDD (AS,CDD) on a weekly basis. The CDD budget and resource context will be reviewed by this group, together with the Superintendent Operations, on a quarterly basis. The ATL will also contribute to the CDD quarterly budget reporting process to the Department of Finance.

In addition CRIP will work closely with DoE to identify other potential sources of funding to support the implementation of the Curriculum Management Plan. These could include other donor agencies and other AusAID project funding, such as support for the personal development curriculum through the HIV/AIDS Support Project and support for the physical education curriculum through the Australia PNG Silver Jubilee Grant Sports Program. In particular, CRIP will work closely with the Education Capacity Building Program (ECBP) and the Basic Education Development Project (BEDP) to ensure alignment of activities, inputs and resource allocation.

Capacity building is critical for CDD in the areas of planning and financial management. The development of improved planning and financial management systems in CDD will be a priority for the first two years of CRIP.

Over the five years CRIP will work closely with senior officers in CDD and TE&SDD to:

- review current budgetary and financial management processes and practices
- identify, through the DoE Curriculum Management Plan and DoE Inservice Management Plan, the real costs of developing and distributing curriculum materials and implementing teacher inservice strategies
- develop submissions for senior DoE management and advocate for the provision of realistic recurrent funds to build sustainable practices and processes.

Current systems for the distribution of DoE funds to provinces and their subsequent acquittal are an area of concern. To address these issues donor agency projects have developed their own distribution and acquittal systems. This has led to the development of a multiplicity of systems which has resulted in some difficulties at the provincial level. In addition, senior inspectors have been called on increasingly to manage and acquit substantial funds provided by the DoE and donor agencies reducing their capacity to undertake their core activities.

The resolution of this issue requires coordinated action on the part of projects, AusAID and DoE. CRIP will work with DoE officers and AusAID to develop a more coordinated and effective approach to the distribution and acquittal of funds. This will be critical for the implementation on reform curriculum inservice and the CRIP Curriculum Reform Support Program.

3.4 Policy context

Current context

The PNG education system operates within the context of the Organic Law (1995). The Organic Law redistributed responsibilities for the implementation and management of school education between the national, provincial and local levels of government.

Key policy decisions and allocation of resources, particularly those relating to curriculum, teacher training and inservice, monitoring and review are implemented through the DoE. Provinces and local level governments have responsibility for curriculum implementation, resource and materials distribution and the implementation of teacher inservice.

This model has some significant potential benefits. It should facilitate the development of a culturally relevant curriculum and curriculum resources accessible to all students in PNG. At the same time it makes provision for the application of teaching and learning practices that have particular relevance for local communities. CRIP will develop strong links with provincial and national stakeholders to take advantage of this approach to educational provision.

However, the education system's capacity to implement significant educational reform is dependent on the extent to which priorities, and related resource allocations, of national and provincial authorities align. The capacity of the education system to effectively implement such major and fundamental educational reform is largely dependent on the integration of effort between national, provincial and local level agencies. The political context within which these groups operate is complex and dynamic and is likely to impact on the extent to which curriculum reform is seen as a priority and the degree of alignment and integration of reform effort.

There is a particular need to revisit policies that underpin the current responsibilities of provinces and the DoE. This has particular relevance in relation to the oversight, implementation and management of the curriculum and inservice elements of the reform and the distribution of curriculum and teacher support materials.

In addition, DoE will need to collect data to measure the effectiveness and extent of implementation of the current NEP in preparation for the development of a new NEP from 2004.

Vision for 2006

In the next three years CRIP will develop and implement strategies in partnership with the DoE and Education Capacity Building Program (ECBP) which will contribute towards:

- the development of policies and practices that support the implementation of the reform curriculum and teacher inservice
- the annual review and revision of the Curriculum and Inservice Management Plans to set strategic directions for CDD and TE&SD divisional plans
- the development of new policies and practices to support the distribution of curriculum materials
- the development of a new NEP.

As a result of these actions it is envisaged that by 2006:

- new models of materials distribution will be implemented
- the DoE will have developed a new or updated and strategically focused NEP.

Implications, issues and responses

New practices and policies need to be developed within the framework of the Organic Law to ensure the effective implementation of the curriculum reform. This may require the building of enhanced capacity at provincial and district levels through the work of CRIP and other donor projects such as the new ECBP and the Basic Education Development Project (BEDP).

In addition, it may be necessary to review current arrangements with a view to increasing DoE presence at the provincial level to facilitate the management and monitoring of national responsibilities, such as curriculum development and implementation and inservice provision. One such proposal which has been raised by CDD officers and inspectors is the creation of a national DoE position with responsibility for reform issues in each province. CRIP will work with DoE to develop proposals for the consideration of senior management and contribute to the training for any positions subsequently created.

To provide additional support for implementation of the reform curriculum, CRIP will establish in 2004 five Regional Implementation Support Adviser positions. They will be based in provinces (Western Highlands, Madang, Eastern Highlands, Central West New Britain) and will work with provincial, district and school officers to assist with the implementation, monitoring and review of CRIP funded initiatives to support the reform.

A key CRIP and DoE proposal to enhance implementation of curriculum reform at the provincial level is the provision of support for the development of Provincial Reform Curriculum Inservice Plans (PRCIP). The development and implementation of these plans is a core component of the Inservice Management

Plan. CRIP, in partnership with TE&SDD, will conduct an annual planning workshop to assist provinces develop their PRCIPs.

CRIP will also work with DoE to build the understandings and skills of school inspectors in areas related to the reform curriculum. Inspectors will be provided with the opportunity to participate in annual workshops that will provide them with information and training on key reform curriculum issues.

CRIP Regional Implementation Support Advisers will play an important leadership role in relation to these two initiatives.

3.5 Institutional context

Current context

The introduction of such a major educational reform is a complex process and coordination of its implementation nationally and within provinces is a significant issue.

Some provinces have implemented effective planning procedures which have resulted in the coordinated establishment of elementary and primary schools. Some provinces have also managed the school staffing process in an effective manner. However, in other provinces, lack of integrated resource management and planning processes have resulted in dissonance between the provision of elementary, lower primary and upper primary schools and classes.

Many provinces are struggling to staff grades 3-5 with teachers who have a background in the vernacular languages that elementary students bring to the school. This has resulted in problems in students bridging to English while maintaining their vernacular language as envisaged by the reform.

In addition, the rapid and sometimes uncoordinated establishment of elementary schools at a rate not envisaged has placed considerable pressure on the provision of infrastructure and teachers at the primary level.

The problems are compounded by the lack of accurate data on school, student and teacher numbers. This makes it difficult for provincial and DoE officers to implement appropriate and adequate plans and resources to support the reform process.

At the national level, the structure of DoE, which places the CDD and TE&SDD in different portfolios and different physical locations, has resulted in insufficient coordination between the development of curriculum materials and syllabuses and the provision of teacher inservice. While the two divisions have attempted to address this problem, the workload associated with the reform and inadequate staff numbers in key areas have largely negated their efforts.

Staff numbers and staff capacity, together with lack of adequate resources have seriously impacted on the capacity of the two divisions to meet their education reform targets.

Vision for 2006

In the next three years CRIP will develop and implement strategies in partnership with the DoE which will contribute towards:

- improving coordination between CDD and TE&SDD for the implementation of education reform strategies
- increasing the skills and capacity of CDD and TE&SDD staff members
- assisting CDD develop and distribute reform curriculum materials
- assisting TE&SDD develop teacher inservice programs to support the implementation of the reform curriculum
- improving the skills and knowledge of teachers in primary schools so that they can support students in bridging to English while also building their skills in their use of the vernacular
- improving data management systems within DoE.

As a result of these actions it is envisaged that by 2006:

- there will be improved alignment between the structural and curriculum elements of the reform
- CDD and TE&SDD will have improved access to data and will manage the available data more effectively
- staff in CDD and TE&SDD will have greatly increased capacity and skills to undertake their responsibilities
- CDD and TE&SDD will coordinate the development and implementation of curriculum and teacher inservice.

Implications, issues and responses

Some of the institutional and infrastructure issues are outside the scope of CRIP. While it can contribute to improving staff skills it cannot address the issue of overall staff numbers. While it can assist to improve the alignment between the pace of curriculum and infrastructure components of the education reform it cannot address the fundamental problem of lack of school places.

CRIP will work closely with the DoE and other key projects, ETESP, ECBP, BEDP and the Primary and Secondary Teacher Education Project (PASTEP), to maximise and coordinate effort and resources to assist DoE address these major institutional issues.

The situational analysis for the Project revealed the need to build the capacity of officers in CDD and TE&SDD. CRIP, working closely with the DoE, will need to target resources and implement strategies to build the capacity of officers in both divisions to enable them to provide leadership in the implementation of education

reform. This will be undertaken within the framework of the CRIP Counterpart Development Strategy which is detailed in the CRIP *Quality Management Plan*. An important element of this strategy is for the ATL, DTL and LTAs to provide coaching and mentoring to key CDD and TE&SDD staff members.

CRIP will work also with the senior officers to develop strategies to improve the coordination between the two divisions and ensure complementarity of effort and focus. Inspections and Guidance Division will also be included in this strategy. The DoE Curriculum Management Plan and the DoE Inservice Management Plan detail the processes for coordinating the work of the two divisions, articulate the roles and responsibilities of officers in the two divisions and provide a framework for future cooperative practices. The Plans themselves and the strategies they advocate have been developed cooperatively by officers of TE&SDD and CDD with the support of the PMG.

Key strategies to achieve improved coordination include:

- the establishment of joint working groups and steering committees for all appropriate activities
- the establishment of Implementation Support Teams which will guide the development of new curricula and teacher inservice strategies.

4. Strategy for implementation

The Government and people of PNG must own the curriculum reform. Accordingly responsibility for the implementation of curriculum reform in basic education in PNG resides with the DoE, provinces, NGOs and schools.

The role of CRIP is to provide technical expertise and resources to support the DoE improve the relevance and quality of education provided to school students in PNG.

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

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

The key elements of the CRIP implementation strategy will be:

- utilising a program approach
- capacity building and institutional strengthening
- partnering DoE in the identification and development of priority activities to support sustainable curriculum reform
- accessing support through the partnership arrangement
- communication and liaison with AusAID, DoE and other related projects
- addressing issues of gender, environmental sustainability and HIV/AIDS.

4.1 The program approach

CRIP utilises a “program approach”. Under a program approach, most of the activities to be undertaken are identified progressively over the life of the Project and may be subcontracted to specialist providers.

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

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

Procedures for identifying, assessing and monitoring activities under CRIP are detailed in its *Quality Management Plan*. They rely on the operation of an Activity Approval Group (AAG) which meets every two months.

Essentially there are four main steps in the process:

- the DoE, PMG, PCG, AusAID, provinces or other agencies initiate and generate an activity proposal
- the AAG assesses the proposal and gives approval to proceed, or rejects the proposal or requests further detail
- the activity is then implemented by the subcontractor, DoE or through the partnerships
- the activity is monitored, outcomes evaluated and on completion, findings reported back to the AAG.

4.2 Capacity building and institutional strengthening

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

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

The ATL and DTL will have particular responsibilities in relation to institutional strengthening and capacity building. They will, in consultation with counterparts:

- ensure all activities contribute towards institutional strengthening and the building of sustainable systems
- ensure all LTAs work closely with their counterparts and DoE staff to build capacity
- mentor and coach DoE officers
- support the work of the Project Coordinating Group (PCG) and AAG and their members.

CRIP will implement a Counterpart Development Strategy in cooperation with DoE. Under this Strategy, which is articulated in the CRIP *Quality Management Plan*, LTAs will work closely with targeted CDD and TE&SDD staff to analyse development needs and to provide mentoring and coaching support to build individual and team capacity.

Under this Strategy the Curriculum Development Adviser has a particular responsibility to mentor the Superintendent, Curriculum Unit and the ATL will work closely with and support the development of the AS, CDD and the AS, TE&SDD.

A key element of the CRIP approach to institutional strengthening and capacity building will relate to the development of improved management and planning

systems and practices in CDD. The ATL, DTL and PNG Project Manager will continue to meet weekly with the AS, CDD to address reform curriculum and Project issues and to review Project progress. These meetings will also develop and implement processes for the allocation and expenditure of DoE counterpart funding for the Project. Quarterly budget projections will be developed for DoE funds and quarterly reviews of progress against projections will be undertaken. As a matter of principle, DoE counterpart funding will be fully allocated before Project funds are allocated to particular activities. The Superintendent Operations, CDD, will also participate in those meetings dealing with financial management issues.

The ATL, DTL, PNG Project Manager will continue to work with the AS CDD and his superintendents to upgrade management practices and systems in CDD.

The revised procedures will be documented in a CDD Quality Management Systems Manual. Training will be provided for all CDD staff on the implementation of these procedures. If the strategy is successful then it will be discussed with other DoE divisions for possible implementation by them.

Another fundamental element of the capacity building and institutional strengthening of the Project is the planned and coordinated transfer of responsibility for Project management from LTAs to PNG staff. This strategy is articulated in the Handover Plan which is an annex to this document. The successful implementation of the Handover Plan is dependent on the development and implementation of skills development activities for PNG staff members in the PMG and senior officers in the DoE.

4.3 Activity identification and development

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

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

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

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

The decision about the most appropriate method of implementation will be made by the AAG at the time of approval.

As activities are approved and implemented, the CRIP Logframe will be updated to reflect the implementation of new Project activities. The amended Logframe will be presented in a change frame for AusAID and DoE approval through the annual planning process.

4.4 Accessing support through the partnership arrangements

The partnership arrangements with the Queensland Education Consortium for basic education and the South Australian Consortium for lower secondary will be key elements in the Project's implementation strategy. The partnership arrangements will be used to:

- support the development of key DoE staff
- provide technical expertise to support the curriculum reform
- build effective systems and processes with DoE on a long-term basis
- support institutional strengthening strategies.

Over the life of the Project, DoE and CRIP will review annually the contribution of the partners towards the achievement of these objectives.

As the partnerships develop, DoE will be encouraged to take opportunities to extend the partnership arrangements into new areas with a view to establishing an agreement between the DoE and the partner organisations that will last beyond the life of the Project.

4.5 Communication and liaison

Briefings and regular meetings will be held with key stakeholders, and particularly key DoE staff to ensure that their knowledge of CRIP activities and progress remains current and to ensure that they are aware of emerging issues and trends.

Key strategies include:

- all DoE senior officers will be fully briefed on CRIP objectives, purposes, processes and parameters
- briefings will be provided to key provincial officers and members of the inspectorate
- contact will be made with NGOs and relevant stakeholders to brief them on the Project
- weekly meetings will be held with the AS, CDD to consider curriculum reform and CRIP issues and to review Project progress
- monthly meetings will be held with the AS, TE&SDD to consider issues associated with the inservice component of CRIP
- monthly meetings will be held with the First Assistant Secretary (FAS), Standards and the Deputy Secretary, Standards and Human Resource Development to review Project progress and identify emerging issues

- quarterly briefings will be provided to the Secretary and members of the DoE Top Management Team (TMT) on Project progress and outcomes and to identify emerging issues.

These regular meetings and briefings will be in addition to the range of joint development activities undertaken by the PMG with DoE staff.

In addition, the Project will maintain regular, effective and positive communication with AusAID. The Project Director will maintain regular communication and meet quarterly with the AusAID Activity Manager in Port Moresby. The ATL will maintain regular communication and liaison with AusAID Port Moresby, including formal monthly meetings to coincide with the provision of the monthly report.

The ATL will meet on at least a quarterly basis with the team leaders of ECBP and BEDP to address matters of mutual interest and to ensure effective coordination between these projects. Meetings will be held on an “as needs basis” with other aid projects, including PASTEP and ETESP while they continue.

The complete CRIP Communication and Information Strategy is provided in the CRIP *Quality Management Plan*.

4.6 Addressing issues of environmental sustainability, HIV/AIDS and gender

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

Environmental sustainability

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

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

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

HIV/AIDS

This Project will support the multi-sectoral response of the National AIDS Council and AusAID to the HIV/AIDS epidemic in PNG in a number of ways.

The main focus of CRIP activity is to support the development of the reform curriculum. HIV/AIDS issues will be taught within health education in lower primary, the new subject of personal development in upper primary and in relevant lower secondary syllabuses. CRIP, along with the United Nations Population Fund, will provide support for the development of these syllabuses and related teacher support materials, as well as the delivery of teacher inservice on how to teach health education and personal development. Where possible, joint development activity will also occur, and/or funds accessed from, the HIV/AIDS Support Project to supplement these activities.

CRIP strategies such as teacher inservice courses and the distribution of curriculum materials will also be used as an avenue for the distribution of appropriate HIV/AIDS awareness material developed under the HIV/AIDS Support Project.

Gender equity

Gender equity is the process of being fair to women and men and girls and boys. To ensure fairness, the distinctions in women's and men's lives including their roles and responsibilities and access to resources must be considered. Measures must also be taken to address historical and social disadvantages that have led to inequities.

The following gender equity principles underpin the implementation of all CRIP activities. They support the objectives of AusAID's Gender and Development Policy and the goals of the PNG Constitution related to integral human development and equity and participation. Each principle is described in terms of its implications for Project activities and indicators of success.

Principle 1:

CRIP activities are based on an understanding that gender is socially constructed.

Young children actively adopt social beliefs and values about what it means to be a boy or girl. The roles they adopt change over time, from place to place, from culture to culture and from interaction to interaction.

Based on this principle the Project will:

- actively avoid all stereotyping about females and males and assist others to recognise the limits posed by holding stereotyped views
- respect the uniqueness of all cultures in PNG and be aware of the diverse cultural sensitivities attached to male and female roles in these cultures.

Indicators of success will include:

- Project documents that recognise the cultural diversity of PNG and avoid gender stereotypes
- Project interactions that are free from inappropriate gender terms and the use of value-laden language and include examples related to males and females from different cultures in PNG
- Project activities that have increased participants' understanding of gender equity and given them the skills to critically analyse and deconstruct different meanings of gender.

Principle 2:

CRIP activities are planned, implemented, monitored and evaluated on the basis of gender analysis.

Gender analysis examines ways in which women's and men's and girls' and boys' differing roles, responsibilities, resources and priorities may affect their participation in the Project.

Based on this principle the Project will:

- identify constraints to the participation of women and men in CRIP activities during activity planning and identify strategies to overcome these constraints
- allocate project resources to these strategies
- identify how CRIP activities have impacted differently on women and men and girls and boys by collecting and analysing sex disaggregated data
- include the impact of gender strategies and the results of gender-sensitive indicators in the discussion on lessons learned.

Indicators of success will include:

- Project plans and activity proposals that recognise different factors affecting the involvement of women and men and include strategies for addressing them
- examples of how Project resources have been allocated to activities in support of gender equity
- the collection of sex disaggregated data from all Project activities, if appropriate
- Project plans that include gender sensitive indicators and Project reports drawing on sex disaggregated data
- women and men and girls and boys reporting equal benefits from Project activities
- the establishment of a curriculum standards monitoring test in DoE that disaggregates student learning outcomes data by sex.

Principle 3:

CRIP activities aim to enhance educational outcomes for girls and women by increasing girls' participation in the PNG school curriculum and women's participation in educational decision-making.

In PNG more males than females are represented at every level of education. While the percentage of enrolments by girls in Elementary and primary schools is consistent with the population as a whole (47.5%), there is a marked decrease in girls' participation in secondary schools and in technical and vocational education. In the DoE and provincial offices women do not hold many positions of leadership and authority.

Based on this principle the Project will:

- support the development of a gender inclusive curriculum for PNG schools
- include issues related to gender equity in all capacity building activities
- wherever possible, ensure an equal representation of women and men at all CRIP activities
- role model women in decision-making and leadership positions and encourage women counterparts to take on leadership and decision-making roles.

Indicators of success will include:

- the production of guidelines for developing a gender inclusive curriculum to support the work of CDD
- evidence of CDD officers using these guidelines to produce gender inclusive curriculum documents
- evidence that women's involvement in and leadership of curriculum development and teacher inservice in PNG has increased
- activity participation data showing equal representation of men and women in CRIP activities
- findings from impact studies which indicate that the participation, retention and learning outcomes of girls in PNG basic education has improved.

4.7 Links to AusAID's Key Results Areas

CRIP is addressing AusAID's Key Result Areas (KRAs) through many of the outputs and activities under the five Project components. The following table links the relevant Key Result Areas to specific Project outputs and summarises how certain Project activities focus on each Key Result Area. The detail of the outputs can be found in section 6.2 in this Plan.

Table 4: Key Result Areas and Project outputs

Key Results Areas	CRIP Outputs
Building effective partnerships	<p>Outputs: 1.1, 1.8, 2.2, 2.4, 3.1, 3.2, 3.4, 4.3, 5.5, 5.7, 5.8, 6.4</p> <p>Building partnerships with key stakeholders is fundamental to the successful implementation of CRIP. The most important of these stakeholder groups are:</p> <ul style="list-style-type: none"> • DoE as the implementing agency and in particular the key divisions of CDD and TE&SD • provinces, districts and local-level governments • local communities and non-government organisations • other AusAID projects in the education sector • partner organisations and other sub-contractors • AusAID. <p>The Project team will work to build these partnerships and promote active participation of the stakeholders in the planning, implementation and monitoring of CRIP.</p>
Delivering Australia's aid program with excellence	<p>Outputs: 1.1, 1.2, 2.1, 2.2, 2.5, 3.1, 3.3, 4.1, 4.2, 5.6, 6.1</p> <p>CRIP has been designed and is being delivered with the aim of providing sustainable benefits. This aim is being promoted by:</p> <ul style="list-style-type: none"> • ensuring PNG participation in Project planning, monitoring and management • supporting the development of quality management systems within DoE for curriculum development and teacher inservice • ensuring Project activities are monitored and evaluated and that the lessons learned are used to modify the delivery of activities • ensuring that the Project does not use resources in an unsustainable way. <p>The Project is being implemented within the parameters of a CRIP Quality Management Plan which describes systems and identifies processes for monitoring their effectiveness.</p>
Improving agriculture and rural development	<p>Outputs: 1.3, 1.4, 1.5, 1.8, 6.2</p> <p>CRIP's contribution to this KRA will be in the area of messages delivered through the curriculum. Subjects such as culture and community, environmental studies and making a living will support agricultural and rural development in PNG. CRIP will assist CDD to produce and distribute syllabuses and curriculum materials for these subjects.</p>
Increasing access and quality of education	<p>Outputs: 1.2 - 1.8, 2.1 - 2.5, 3.1 - 3.4, 4.1 - 4.3, 6.2</p> <p>CRIP's goal is to improve the relevance and quality of education to school students in PNG. CRIP interventions will focus on:</p> <ul style="list-style-type: none"> • curriculum reform in basic education to provide a more culturally relevant curriculum • the development and distribution of relevant and appropriate curriculum materials • the development and delivery of teacher inservice to support the implementation of the curriculum.

Key Results Areas	CRIP Outputs
Promoting effective governance	<p>Outputs: 1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 4.2, 5.4, 5.7, 5.8, 6.2, 6.6</p> <p>CRIP will help promote effective governance and human rights in PNG through its support for the reform curriculum and for institutional strengthening. Activities will focus on:</p> <ul style="list-style-type: none"> • capacity building of DoE for effective public sector management • counterpart development in areas such as leadership, strategic planning, financial management and curriculum development • promoting and protecting human rights through messages built into the curriculum.
Improving health	<p>Outputs: 1.3, 1.4, 1.5, 1.8, 6.2</p> <p>CRIP's contribution to this KRA will be in the area of messages delivered through the curriculum. The subjects of culture and community, health education and personal development will aim to improve the health of people in PNG. CRIP will assist CDD to produce and distribute syllabuses and curriculum materials for these subjects.</p>
Providing essential infrastructure	<p>Outputs: 1.2, 2.1, 2.5, 5.2, 6.5</p> <p>A key aim of CRIP is to increase the capacity of DoE and in particular CDD to produce quality syllabuses and learning materials. This will involve CRIP supporting the establishment of vital infrastructure, mainly in CDD, such as the:</p> <ul style="list-style-type: none"> • refurbishment of the CDD buildings • review and upgrade of computer hardware and software • review and upgrade of the Print shop and graphics section • Building accommodation for secondary curriculum officers.
Delivering humanitarian and emergency assistance	<p>Not a focus within CRIP.</p>
Maximising environmental stability	<p>Outputs: 1.3, 1.4, 1.5, 1.8, 6.2</p> <p>CRIP's contribution to this KRA will be in the area of messages delivered through the curriculum. The subjects of culture and community, environmental studies and making a living will promote sustainable development for the PNG environment. CRIP will assist CDD to produce and distribute syllabuses and curriculum materials for these subjects.</p>
Promoting gender equity	<p>Outputs: 1.1 - 1.8, 3.1 - 3.4, 4.1 - 4.3, 5.5, 5.6, 6.2, 6.6</p> <p>CRIP will help to promote equal opportunities for girls and boys, and women and men as participants and beneficiaries of development. All CRIP activities:</p> <ul style="list-style-type: none"> • are based on an understanding that gender is socially constructed • are planned, implemented, monitored and evaluated on the basis of gender analysis • aim to enhance educational outcomes for girls and women by increasing girls' participation in the PNG school curriculum and women's participation in educational decision-making.

5. Monitoring and evaluation

The Project will monitor and evaluate both the impact of the curriculum reform and the effectiveness of its activities and processes. Monitoring and evaluation processes will be a core component of the implementation of CRIP.

5.1 Monitoring of Project activities

Monitoring is the regular checking and tracking to ensure that *inputs* are proceeding on time and within budget, and that the quantity elements of the expected *outputs* are being achieved as planned. The CRIP Project team will monitor the Project on a continuous basis. Both inputs and outputs will be measured against the outcomes in years 5 and 6 of the Project.

Monitoring under CRIP will involve the gathering of information to track progress against agreed plans and schedules, identifying discrepancies between planned and actual and following up with corrective action. Monitoring mechanisms will address gender sensitive indicators of progress and the collection of gender disaggregated data.

For the most part, the information required to monitor Project activities will be obtainable from normal Project sources. Monitoring information will be gathered on a continuous basis and be reported in the Project Monitoring Framework as an attachment to the Monthly and Six-monthly Reports, as appropriate.

Every quarter the PMG will undertake a review of progress by analysing the Project Monitoring Framework. Where progress has deviated from the expected, corrective action will be taken and the matter reported in the Six-monthly Report and to the PCG. The effectiveness of the corrective action will be monitored and reported to the PCG.

Separate Activity Logframes and Activity Monitoring Frameworks will be developed for large scale activities or activities with a life longer than six months. Activity Monitoring Frameworks will be updated on a quarterly basis.

Activity Completion Reports will be prepared for all major activities and these will be reviewed by the ATL and disseminated to relevant key stakeholders.

5.2 Evaluation of Project outcomes

Evaluation is a process for determining, as systematically and objectively as possible, the relevance, effectiveness and impact of Project activities in the light of the component objectives. It is a learning and action-orientated management tool for improving both current activities and future planning and decision-making.

Evaluation under CRIP will assess the quality of the *outcomes* (intended and unintended) and will be undertaken through specially constructed impact studies.

The impact studies will provide additional information to that obtained from normal monitoring and will require the allocation of Project management resources. All impact studies will report against gender dimensions.

The PCG, DoE, AusAID, the Technical Advisory Group (TAG) or the PMG will propose impact studies to investigate particular aspects of the Project. These studies will focus on key aspects of the curriculum reform. The studies may be either short-term or longitudinal and will assess the impact CRIP has had on issues such as student learning, curriculum standards and teacher development.

Topics for impact studies will include:

Impact Study 1	The extent to which the reform curriculum has improved student learning outcomes and changed teacher practice.
Impact Study 2	An evaluation of the effectiveness of catch-up inservice for teachers of grades 3-5
Impact Study 3	An evaluation of the effectiveness of the CRIP Reform Curriculum Support Program.
Impact Study 4	An evaluation of the quality and effectiveness of the upper primary curriculum and implementation support strategies
Impact Study 5	Review of the distribution of elementary and upper primary curriculum and support materials
Impact Study 6	An evaluation of the quality and effectiveness of the elementary curriculum and implementation support strategies.
Impact Study 7	An evaluation of the quality and effectiveness of the lower primary curriculum and implementation support strategies.
Impact Study 8	Meta evaluation of the effectiveness and outcomes of CRIP support for basic education.
Impact Study 9	An evaluation of the quality and effectiveness of the lower secondary curriculum and implementation support strategies.

Possible topics for other studies may include:

- The level and nature of teacher usage of the reform curriculum materials in the lower and upper primary school years.
- The identification of best practice examples of local cluster activities in support of the reform curriculum.

5.3 External monitoring and evaluation

A Technical Advisory Group (TAG) has undertaken an independent monitoring and evaluation of the Project. CRIP has implemented the recommendations of the TAG which were accepted by AusAID.

Lessons learned through evaluation and monitoring processes will be included in the CRIP activity database and will be used to inform future planning and activities.

Further details on Project monitoring and evaluation are provided in Chapter 6 of the CRIP *Quality Management Plan*.



6. The CRIP Strategic Plan (2004 - 2006)

This chapter of the CRIP Strategic Plan outlines the Project components, key outcomes, success indicators, responsibilities and timelines for achieving the objectives of the Project for the period 2004-2006.

The three-year Plan is presented in two formats to provide different perspectives of the activities that need to be implemented to realise the Project objectives.

Section 6.1 overviews the main elements of the Project taken from the CRIP Logframe. For each component of the Project, the key outcomes, assumptions, risks and constraints, outputs and their related success indicators, timelines and responsibilities are outlined. This summarises the elements of CRIP against its key outcomes and attaches timelines and responsibilities to outputs to demonstrate how the outcomes are to be achieved.

Section 6.2 identifies the key outputs against the Project components each year that will help contribute to the Project outcomes by the end of 2006. It can be used to provide a yearly overview of key outputs of the Project.

6.1 Strategic Plan 2004-2006 by component and key outcomes

Component 1: Reform Curriculum Development

Key outcome: Appropriate and relevant curriculum and assessment materials developed to support the PNG curriculum reform.

Assumptions, risks and constraints:

- CDD staff members 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		SUCCESS INDICATORS and TIMEFRAMES	RESPONSIBILITIES
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"> • From the beginning of 2002, CDD operating on the basis of the Curriculum Management Plan. • Curriculum Management Plan updated annually. • By January 2005 strategic planning processes in evidence in CDD's curriculum development cycle. 	AS CDD; Superintendents of CU, MSU, Operations & Materials Unit; PMG and all CDD staff
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 April 2004 CDD ICT network established and operating • By October 2005, all Curriculum Unit staff have participated in targeted training and demonstrate improved practice. • By October 2005, continuous improvement processes in evidence in the practices of CDD. 	Subcontractor; AS CDD; Superintendents of CU, MSU, Operations & Materials Unit; PMG

OUTPUTS		SUCCESS INDICATORS and TIMEFRAMES	RESPONSIBILITIES
1.3	Elementary reform curriculum materials reviewed, developed and improved.	<ul style="list-style-type: none"> From 2004 new elementary curriculum implemented in all elementary schools By December 2005 teacher resources to support new elementary curriculum developed and being used in schools. Initial vernacular support materials developed by Dec 2003. Additional materials developed by 2005 and processes and systems established for the development of local vernacular materials. 	Superintendent CU; Elementary section; PMG; Partner
1.4	Lower primary reform curriculum materials reviewed, developed & improved.	<ul style="list-style-type: none"> Initial vernacular support materials developed by Dec 2003. Additional materials developed by 2005 and processes and systems established for the development of local vernacular materials 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 May 2004 Develop appropriate & relevant support materials for edition 2 syllabuses & Implementation Support Package by May 2004. By May 2004 new syllabuses will prescribe content and student outcomes related to environment and HIV/AIDS. By December 2005 teacher support materials developed for lower primary reform curriculum. 	Superintendent CU; Primary section; PMG; Partner Agency
1.5	Upper primary reform curriculum materials reviewed, developed and improved.	<ul style="list-style-type: none"> By December 2005 teacher support materials developed for upper primary syllabuses. By December 2004 student materials developed for Making a Living and Personal Development. 	Superintendents CU; Primary section; PMG; Partner agency
1.7	Student assessment and program evaluation policies and procedures reviewed and developed to match the reform curriculum.	<ul style="list-style-type: none"> By 2005, all reform curriculum materials include relevant and gender inclusive student assessment and program evaluation advice. 	AS CDD; Superintendents CU & MSU; CU & MSU staff; PMG; Partner agency
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 October 2005, at least five submissions from each province have received financial support under the program. 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%. 	PMG; CDD, TE&SD and Provincial staff

Component 2: Reform Curriculum Production and Distribution

Key outcome: PNG reform curriculum materials produced and supplied to schools in a cost effective and timely manner, with a longer shelf life.

Assumptions, risks and constraints:

- 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		SUCCESS INDICATORS and TIMEFRAMES	RESPONSIBILITIES
2.2	Current distribution of curriculum materials reviewed and a National Distribution Policy implemented.	<ul style="list-style-type: none"> • DoE distribute curriculum materials on the basis of the NDP from January 2003. • By June 2004 a Logistics Handbook developed and distributed to support the national distribution policy. • By December 2004 training provided to all key officers in the use of the logistics handbook and the implementation of the revised policy 	Subcontractor; PMG; FAS Standards; AS CDD
2.3	Reform curriculum materials printed or procured inline with CDD's 5 Year Production Plan.	<ul style="list-style-type: none"> • 7 new (Edition 2) lower primary syllabuses, an Implementation Support Package and support materials printed and/or procured, within budget, by May 2004. 	PMG; AS CDD; Superintendent Materials; Subcontractors; Partner Agency
2.4	Reform curriculum materials distributed to schools and other stakeholders inline with the National Distribution Policy.	<ul style="list-style-type: none"> • National Distribution Policy implemented from Jan 2003 with the distribution of all curriculum materials after this date being consistent with this plan: ie • 7 new Edition 2 lower primary syllabuses, an Implementation Support Package and support materials distributed by December 2004 	PMG; AS, CDD; Superintendent Materials
2.5	Curriculum materials packaged in ways that will improve their storage in schools.	<ul style="list-style-type: none"> • Improved packaging systems used for the distribution of all curriculum materials after Jan 2003. 	PMG; Subcontractor; AS CDD; Superintendent Materials

Component 3: Reform Curriculum Inservice

Key outcome: Key education staff and teachers skilled to support and implement the reform curriculum.

Assumptions, risks and constraints:

- DoE staff can develop deliver curriculum in-service
- There is coordination and consistency between preservice and in-service and between CRIP, PASTEP and ETESP.
- Models of in-service delivery appropriate for PNG and effective can be developed.
- Follow-up support can be provided after teacher in-service activities.
- There is integration of effort and resources between CDD and TE&SD and between DoE and provinces.

OUTPUTS		SUCCESS INDICATORS and TIMEFRAMES	RESPONSIBILITIES
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 January 2005, strategic planning processes in evidence in TE&SDD's plans for reform curriculum inservice • Inservice Management Plan reviewed an updated annually. 	PMG; AS TE&SDD, FAS HRD; PMG; Provinces
3.2	Teacher inservice strategies and materials developed and delivered to support the reform curriculum	<ul style="list-style-type: none"> • Inservice implemented for new upper primary curriculum by December 2004 • Inservice implemented for Edition 2 lower primary curriculum from April 2004 • By 2005 women's involvement in and leadership of inservice has increased in each province. 	PMG; TE&SDD, CDD; I&GD ; Provinces ; PMG ; Partner Agency

OUTPUTS		SUCCESS INDICATORS and TIMEFRAMES	RESPONSIBILITIES
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"> • By December 2006, 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 annually. • By 2005 professional development programs show an equal representation of men and women. 	PMG; CDD; TE&SD; I&GD
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 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%. 	PMG; CDD, TE&SDD; I&GD ; Provinces

Component 4: Monitoring and Communication

Key outcome: Awareness, understanding and support for the PNG curriculum reform generated and the achievement of its outcomes monitored.

Assumptions, risks and constraints:

- 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		SUCCESS INDICATORS and TIMEFRAMES	RESPONSIBILITIES
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 2005 Impact Study 4 on the evaluation of the upper primary curriculum completed. • By March 2004 Impact Study 5 on the review of the elementary and upper primary materials distribution completed. • By June 2006 Impact Study 6 on the elementary curriculum and implementation support conducted • By July 2006 Impact Study 7 on the quality and effectiveness of lower primary curriculum and implementation support completed. • By December 2005 Impact Study 8, a meta-evaluation of the impact of CRIP on basic education reform completed. • By December 2006 Impact 9 on the lower secondary curriculum completed. • All impact studies and monitoring reports include sex-disaggregated data. • By 2005 males and females reporting equal benefits from Project activities. 	PMG; Subcontractors; Partner Agency; FAS Standards; FAS HRD; FAS PRC

OUTPUTS		SUCCESS INDICATORS and TIMEFRAMES	RESPONSIBILITIES
4.2	Procedures for the effective monitoring of curriculum standards developed and implemented.	<ul style="list-style-type: none"> • By June 2004 the pilot curriculum standards monitoring test administered in all regions and report on outcomes of pilot presented to TMT, AusAID and CRIP. • Subject to TMT and AusAID agreement full CSMT implemented from June 2004. • From June 2004, processing that disaggregates data by sex, grade/age and province completed and results reported using DoE protocols. 	Partners Agency; PMG; AS CDD; Superintendent MSU
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 two times per year. • From 2002 radio tapes produced and progressively released to local radio stations. • By July 2004 self-paced awareness package produced and distributed, as necessary. • 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. • Maintain and expand the CRIP website. 	PMG; CDD; Media and Communications Unit

Component 5: Project Management

Key outcome: Project resources efficiently and effectively managed to ensure Project inputs are delivered on time and within budget.

Assumptions, risks and constraints:

- 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		SUCCESS INDICATORS and TIMEFRAMES	RESPONSIBILITIES
5.1	Project office established, equipped and staffed.	<ul style="list-style-type: none"> • Staffing reviewed and upgraded as required. 	ATL; PNG Project Manager; AS CDD
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 according to contract requirements. • 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 	ATL; PNG Project Manager; Project Manager; Project Director
5.5	Strategic Plan for the Project developed.	<ul style="list-style-type: none"> • Strategic Plan revised and updated by March 2004. 	PMG; FAS Standards; Dep Sec S&HRD
5.6	CRIP Quality Management Plan developed.	<ul style="list-style-type: none"> • 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. 	ATL; PNG Project Manager; Project Director

OUTPUTS		SUCCESS INDICATORS and TIMEFRAMES	RESPONSIBILITIES
5.7	Partnership(s) established	<ul style="list-style-type: none"> 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. 	PMG; AS CDD; AS TE&SD; PCG
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 2004 the PNG Project Manager assumes responsibility for the financial management and monitoring of the Project. 	ATL; PNG Project Manager; PMG, AS CDD; AS TE&SD; CDD & TE&SD staff

Component 6: Lower secondary curriculum

Key outcome: Appropriate and relevant curriculum and examination and assessment practices for lower secondary developed and their implementation supported.

Assumptions, risks and constraints:

- Secondary curriculum officers appointed to fill vacant positions
- CDD staff have capacity to develop syllabuses
- Sufficient funds available CRIP and DoE to undertake required work within the designated timeframe
- Suitable contractors available to undertake required work.

OUTPUTS		SUCCESS INDICATORS and TIMEFRAMES	RESPONSIBILITIES
6.1	Lower secondary curriculum reviewed	<ul style="list-style-type: none"> • By April 2004 lower secondary curriculum reviewed through national consultation process and report prepared for CDD and CRIP. • From April 2004 findings of review used to develop lower secondary reform curriculum. 	Subcontractor; ATL; AS CDD; Super CU
6.2	Lower secondary curriculum materials developed and approved	<ul style="list-style-type: none"> • By December 2005 new lower secondary syllabuses and support 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 an optional basis in secondary schools. 	ATL; PNG Project Manager; CDA, SCA; Super CU; Curriculum officers; Super MSU
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 Board of Studies. • By December 2005 new lower secondary assessment and examination procedures developed and ready for implementation. • New grade 9 assessment procedures implemented from June 2006. 	ATL; CDA; E&AA; Super MSU

OUTPUTS		SUCCESS INDICATORS and TIMEFRAMES	RESPONSIBILITIES
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 <i>By March 2004 partner advisers briefed and inducted.</i> 	ATL; PNG Project Manager; Project Director; Super CU; Partner organisation
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. <i>By July 2004 building completed.</i> 	ATL; Sec for Education; Subcontractors
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. <i>From June 2005 learning and development programs implemented to support lower secondary reform curriculum.</i> 	ATL; PNG Project Manager; L&D Adviser; TE&SDD; Super CU
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. <i>Lower secondary curriculum materials distributed from April 2006.</i> 	ATL; CDA; SCA; Super CU; Super Materials Unit
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. <i>By June 2006 quality and impact of learning and development strategy evaluated.</i> 	ATL; PNG Project Manager; Subcontractors

6.2 Summary of the strategic outputs by years

Strategic outputs for 2004 by component

COMPONENTS	OUTPUTS that contribute to achieving the KEY OUTCOMES
1. Reform curriculum development	<ul style="list-style-type: none"> • CMP reviewed and updated as necessary. • Funding allocated under the Reform Curriculum Support Program to local curriculum development initiatives. • Lower primary edition 2 curriculum and teacher guides developed and published. • Teacher support material published for elementary and upper primary
2. Reform curriculum production and distribution	<ul style="list-style-type: none"> • Edition 2 lower primary syllabuses and support materials distributed under the DoE Distribution Policy. • Logistics Handbook and related training completed.
3. Reform curriculum inservice	<ul style="list-style-type: none"> • Inservice for new elementary curriculum continues. • Inservice for new grades 6-8 curriculum continues. • Inservice for edition 2 grades 3-5 curriculum available for teachers under the new model. • CDD, IGD and TE&SD staff participate in programs to assist them to develop and deliver teacher inservice. • PTC, provincial and district staff acting as inservice trainers participate in train the trainer programs. • Funding allocated under the Reform Curriculum Support Program to local teacher inservice initiatives. • Annual workshop for development of PRCIPs conducted • Annual briefing for primary school and senior primary school inspectors conducted. • Head teacher leadership program further developed and implemented. • Additional Bridging to English Workshops conducted for grade 3-5 teachers.
4. Monitoring and communication	<ul style="list-style-type: none"> • Impact Study 5 to review the distribution of the edition 2 lower primary curriculum materials completed. • Impact Study 6 commenced. • Impact Studies 1 and 4 continue • Pilot curriculum standards monitoring test implemented and report presented. • A variety of awareness materials developed and distributed. • Maintain and expand CRIP website.
5. Project management	<ul style="list-style-type: none"> • Quality Management Plan and Risk Management Plan updated. • Fourth Annual Plan developed, including update of Handover Plan. • PCG and AAG meetings held as planned. • Monthly reports and Six-monthly reports produced. • The PNG Project Manager assumes responsibility for Project financial management. • Partner organisation/s contributing to CRIP activities. • Regional Implementation Support Advisers appointed and operating. <ul style="list-style-type: none"> • New staff appointed.
6. Lower secondary curriculum	<ul style="list-style-type: none"> • Current curriculum reviewed. • Examination, assessment and course accreditation procedures reviewed. • Commence development of lower secondary syllabuses. • Partner selected and providing technical inputs. • Commence development of lower secondary inservice strategy • Accommodation for secondary curriculum officers completed.

Strategic outputs for 2005 by component

COMPONENTS	OUTPUTS that contribute to achieving the KEY OUTCOMES
1. Reform curriculum development	<ul style="list-style-type: none"> • Monitoring data indicates support for the elementary edition 2 curriculum from teachers and inspectors. • Monitoring data indicates support for the edition 2 grades 3-5 curriculum from teachers and inspectors. • Monitoring data indicates support for the grades 6-8 curriculum from teachers and inspectors. • Funding allocated under the Reform Curriculum Support Program to local curriculum development initiatives.
2. Reform curriculum production and distribution	<ul style="list-style-type: none"> • Further distribution of teacher support materials and curriculum materials • Reprinting of all basic education syllabuses and teacher guides
3. Reform curriculum inservice	<ul style="list-style-type: none"> • Inservice for new elementary curriculum continues. • Inservice for new grades 6-8 curriculum continues. • Inservice for edition 2 grades 3-5 curriculum continues. • Funding allocated under the Reform Curriculum Support Program to local teacher inservice initiatives. • National inservice evaluation and inservice planning conference conducted.
4. Monitoring and communication	<ul style="list-style-type: none"> • Impact Study 1 completed. • Impact Study 4 to evaluate the implementation of the upper primary curriculum completed. • Impact Study 8 completed. • Curriculum standards monitoring test implemented. • Maintain and expand CRIP website.
5. Project management	<ul style="list-style-type: none"> • Quality Management Plan and Risk Management Plan updated. • Fifth Annual Plan developed. • PCG and AAG meetings held as planned. • Monthly reports and Six-monthly reports produced. • Partner organisation/s contributing to CRIP activities. • Handover Plan implemented. • Project completion report submitted to AusAID.
6. Lower secondary curriculum	<ul style="list-style-type: none"> • Syllabuses completed. • Inservice strategy commenced. • New examination and assessment processes and systems developed. • Impact Study 9 commenced

Strategic outputs for 2006 by component

COMPONENTS	OUTPUTS that contribute to achieving the KEY OUTCOMES
1. Reform curriculum development	<ul style="list-style-type: none"> • Monitoring data indicates support for the elementary edition 2 curriculum from teachers and inspectors. • Monitoring data indicates support for the edition 2 grades 3-5 curriculum from teachers and inspectors. • Monitoring data indicates support for the grades 6-8 curriculum from teachers and inspectors.
2. Reform curriculum production and distribution	
3. Reform curriculum inservice	
4. Monitoring and communication	<ul style="list-style-type: none"> • Impact Studies 6 and 7 completed. • Curriculum standards monitoring test implemented. • Maintain and expand CRIP website.
5. Project management	<ul style="list-style-type: none"> • Quality Management Plan and Risk Management Plan updated. • Sixth Annual Plan developed. • PCG and AAG meetings held as planned. • Monthly reports and Six-monthly reports produced. • Partner organisation/s contributing to CRIP activities. • Handover Plan implemented.
6. Lower secondary curriculum	<ul style="list-style-type: none"> • Curriculum materials distributed. • Curriculum implemented on optional implementation basis. • Inservice strategy implemented. • Impact Study 9 completed. • End of project (lower secondary component) report submitted to AusAID.

A n n e x 1

Handover Plan

Introduction

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

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

Handover of Project responsibilities

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

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

Project planning

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

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

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

Curriculum Management Plan and Inservice Management Plan

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

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

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

Timeline for transfer of responsibility

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

Project plans

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

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

Timeline for transfer of responsibility

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

Planning Project activities

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

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

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

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

Timeline for transfer of responsibility

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

Budgeting and financial management

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

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

As part of the development process for the AS, CDD and PNG Project Manager formal learning programs will be provided to develop their skills in financial management. The Partnership arrangement will be utilised to provide the AS, CDD with opportunities to expand his knowledge and skills in this area by working with a mentor in the partnering organisation.

Timeline for transfer of responsibility

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

Project management

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

Strategies for phased handover of responsibilities include:

Phase 1 - 2001

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

Phase 2 - 2002

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

Phase 3 – 2003

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

Phase 4 – 2004 –2006

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

Table 1: Timeline for the handover of Project responsibilities

2000-2001	2002	2003	2004	2005/6
PNG Project Manager shadows ATL in all elements of Project management.	PNG Project Manager accepts leadership responsibility for identified management areas – including management and development of PNG counterpart staff, liaison with TE&SD and management of the AAG processes.	All CRIP activity proposals are developed by DoE staff with the support of LTAs and their counterparts. DoE personnel assume full responsibility for the implementation and review of the Curriculum Management Plan and Inservice Management Plan. The PNG Project Manager, with the support of the ATL, will provide leadership in and take responsibility for the development of the CRIP Annual Plan and the review of related key planning documents. PNG Manager assumes full responsibility for AAG and PCG management.	All CRIP activities developed by DoE staff with the support of PNG counterparts in the PMG. CDD and TE&SD assisted by the PMG to develop their own strategic plans for the next five-year post-CRIP period. The PNG Project Manager assumes full responsibility for financial management and budgeting, and for Project monitoring and reporting.	The PNG Manager leads and manages the Project.

Professional development and training

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

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

Handover of Project assets and supplies

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

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

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

Project completion procedures

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

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

Project accounts

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

Office files and administration

- All SAGRIC assets on personal issue to individuals or to the Project, will be either returned to Adelaide, or with prior approval of SAGRIC, Adelaide, transferred to another project.
- Offices used by Project staff will be vacated in good order and all SAGRIC stationery removed.

- Current purchasing files will be left in-country with the local SAGRIC representative or agent, if appropriate, or another project. The files could be useful as back-up for possible late queries arising after the departure of Project staff. Contract requirements as to the time that files must be kept must be met.
- All other files will be destroyed under Australian supervision, as documents dealing with internal matters would be of no value to SAGRIC, Adelaide. Copies of matters raised with SAGRIC are held by SAGRIC, Adelaide.
- Personnel files of international consultants, where copies of documents are also held by SAGRIC, will be destroyed under Australian personnel supervision. Other routine documents (eg travel bookings) also destroyed.
- All subscriptions for magazines, papers & other publications will be terminated.

Personnel issues

- Local employees engaged by SAGRIC will be terminated in accordance with the conditions of their employment contracts.
- Any residences occupied by Project staff will be vacated in clean condition, particularly ovens, stoves, refrigerator and bathrooms.
- Any household accounts will be paid up to the date of vacating the house. This may mean a special reading of electricity, water and phone meters.