

Agreement N°PG/FED/21643

FINANCING AGREEMENT
between
THE EUROPEAN COMMISSION
and
PAPUA NEW GUINEA

Human Resources Development Programme
(Phase I)
EDF X

FINANCING AGREEMENT

Special Conditions

The European Union and its Member States, hereinafter referred to as "**the EU**", represented by the European Commission in its capacity as manager of the 10th European Development Fund, hereinafter referred to as "**the Commission**",

of the one part, and

Papua New Guinea, represented by the National Authorising Officer, hereinafter referred to as "**the Beneficiary**",

of the other part,

have agreed as follows:

ARTICLE 1 - NATURE AND PURPOSE OF THE OPERATION

1.1. The EU shall contribute to the financing of the following programme:

Title:	Human Resources Development Programme (Phase I)
CRIS N°:	21643

hereinafter referred to as "the programme", which is described in the Technical and Administrative Provisions in Annex II.

1.2 This programme will be implemented in accordance with the financing agreement and the annexes thereto: the General Conditions (Annex I) and the Technical and Administrative Provisions (Annex II).

ARTICLE 2 - THE EU'S FINANCIAL CONTRIBUTION

2.1 The total cost of the programme is estimated at 13 000 000 euro.

2.2 The EU undertakes to finance a maximum of 13 000 000 euro. The breakdown of the EU's financial contribution into budget headings is shown in the budget included in the Technical and Administrative Provisions.

ARTICLE 3 - THE BENEFICIARY'S CONTRIBUTION

3.1 The Beneficiary shall contribute zero euro to the programme.

3.2 Where there is a non-financial contribution by the Beneficiary, the detailed arrangements shall be set out in the Technical and Administrative Provisions.

ARTICLE 4 - PERIOD OF EXECUTION

The period of execution of the financing agreement, as defined in Article 4 of the General Conditions, shall commence on the entry into force of the financing agreement and end 72 months after this date.

ARTICLE 5 - PAYING AGENT

In order to effect the payments resulting from this financing agreement, the role of paying agent shall be performed by the financial institution chosen by the Commission.

ARTICLE 6 - ADDRESSES

All communications concerning the implementation of the financing agreement shall be in writing, refer expressly to the programme and be sent to the following addresses:

- a) **for the Commission**
The Head of the Delegation of the European Union
Port Moresby
- b) **for the Beneficiary**
The Minister of National Planning and Monitoring
National Authorising Officer
Port Moresby

ARTICLE 7 - ANNEXES

7.1 The following documents shall be annexed to this financing agreement and form an integral part thereof:

- Annex I: General Conditions
- Annex II: Technical and Administrative Provisions

7.2 Should a conflict arise between the provisions of the Annexes and those of the Special Conditions of the financing agreement, the provisions of the Special Conditions shall take precedence. Should a conflict arise between the provisions of Annex I and those of Annex II, the provisions of Annex I shall take precedence.

ARTICLE 8 - ENTRY INTO FORCE OF THE FINANCING AGREEMENT

The financing agreement shall enter into force on the date on which it is signed by the last party.

Done in two original copies in the English language, one copy being handed to the Commission and one to the Beneficiary.

Done at Brussels

FOR THE COMMISSION

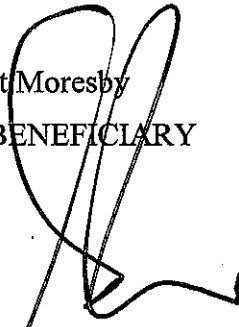


Gary QUINCE,
Authorising Officer of the EDF
by subdelegation

Date 2/2/11

Done at Port Moresby

FOR THE BENEFICIARY



Hon Jim Basil MP.

NATIONAL AUTHORITY OFFICER

Date

14 / OCTOBER / 2011



ANNEX I - GENERAL CONDITIONS

TITLE I - PROJECT/PROGRAMME FINANCING

ARTICLE 1 – GENERAL PRINCIPLE

- 1.1 The EU's financial contribution shall be limited to the amount specified in the financing agreement.
- 1.2 The provision of EU financing shall be subject to fulfilment of the Beneficiary's obligations under this financing agreement.
- 1.3. The expenditure incurred by the Beneficiary before the entry into force of the financing agreement are not eligible for the EU financing.

ARTICLE 2 - COST OVERRUNS AND COVERING THEM

- 2.1 Individual overruns of the budget headings of the financing agreement are dealt with by reallocating funds within this budget, in accordance with Article 21 of these General Conditions.
- 2.2 Wherever there is a risk of overrunning the global amount set in the financing agreement, the Beneficiary shall immediately inform the Commission and seek its prior approval for the corrective measures planned to cover the overrun, proposing either to scale down the project/programme or to draw on its own or other non-EU resources.
- 2.3 If the project/programme cannot be scaled down, or if the overrun cannot be covered either by the Beneficiary's own resources or other resources, the Commission may, at the Beneficiary's duly substantiated request, grant additional EU financing. Should it take such a decision, the excess costs shall be financed, without prejudice to the relevant EU rules and procedures, by the release of an additional financial contribution to be set by the Commission.

TITLE II - IMPLEMENTATION

ARTICLE 3 – GENERAL PRINCIPLE

- 3.1 The project/programme shall be implemented under the responsibility of the Beneficiary with the approval of the Commission.
- 3.2 The Commission is represented in the State or, where appropriate, in the country or territory of the Beneficiary by its Head of Delegation.

ARTICLE 4 - PERIOD OF EXECUTION

4.1 The period of execution of the financing agreement shall comprise two phases:

- an operational implementation phase, in which the principal activities are carried out. This phase shall commence on the entry into force of the financing agreement and end at the latest 24 months before the end of the period of execution;
- a closure phase, during which final audits and evaluation are carried out and contracts and, if any, programme estimates for the implementation of the financing agreement are technically and financially closed. This phase shall commence on the day after the date of end of the operational implementation phase and end at the latest 24 months after this date.

4.2 Costs related to the principal activities shall be eligible for EU financing only if they have been incurred during the operational implementation phase. Costs related to final audits and evaluation and closure activities shall be eligible up to the end of the closure phase.

4.3 Any balance remaining from the EU contribution will be automatically cancelled six months after the end of the period of execution.

4.4 In exceptional and duly substantiated cases, a request may be made for the extension of the operational implementation phase and correlatively of the period of execution. If the extension is requested by the Beneficiary, the request must be made at least three months before the end of the operational implementation phase and approved by the Commission before that latter date.

4.5 In exceptional and duly substantiated cases, and after the end of the operational implementation phase, a request may be made for the extension of the closure phase and correlatively of the period of execution. If the extension is requested by the Beneficiary, the request must be made at least three months before the end of the closure phase and approved by the Commission before that latter date.

TITRE III – PAYMENTS TO BE MADE BY THE COMMISSION

ARTICLE 5 – DEADLINE FOR PAYMENTS TO BE MADE BY THE COMMISSION

5.1 When the Commission is making payments, the Beneficiary shall undertake to provide the Commission with the contractor's requests for payment no more than 45 calendar days, for procurement contracts, and 22 calendar days, for grants, after registering an admissible payment request. The Beneficiary shall notify the Commission of the date of registration of this request. The payment request is not admissible if at least one essential requirement is not met. The time limit for payments may be suspended by the Commission by informing the Beneficiary, at any time during the period referred to above, that the payment request can not be met, either because the amount is not due or because the appropriate supporting documents have not been produced. If information comes to the notice of the Commission which puts in doubt the eligibility of expenditure appearing in a payment request, the

Commission may suspend the time limit for payment for the purpose of further verification, including an on-spot check, in order to ascertain, prior to payment, that the expenditure is indeed eligible. The Commission shall inform the Beneficiary as soon as possible.

5.2 The deadline referred to in paragraph 1 shall also apply when payment is conditional on approval of a report. In this case, the request for payment can be considered admissible but the time limit for payment shall begin only when the Beneficiary has approved the report, either expressly, by notifying the contractor, or tacitly, by allowing the contractual deadline for approval to expire without sending the contractor a document formally suspending that deadline. The Beneficiary shall notify the Commission of the date of approval of the report.

5.3 In the event of any delay in forwarding payment requests attributable to the Beneficiary, the Commission shall not be obliged to pay the contractor the late-payment interest provided for in contracts, which will be payable by the Beneficiary.

TITRE IV – PAYMENTS TO BE MADE BY THE BENEFICIARY THROUGH PROGRAMME ESTIMATES

ARTICLE 6 – GENERAL PRINCIPLE

6.1 When the Beneficiary is making payments, programme estimates must be drawn up and adopted beforehand.

6.2. All programme estimates implementing the financing agreement must respect the procedures and standard documents laid down by the Commission, in force at the time of the adoption of the programme estimates in question.

TITRE V – AWARD OF CONTRACTS AND GRANTS

ARTICLE 7 – GENERAL PRINCIPLE

All contracts implementing the financing agreement must be awarded and implemented in accordance with the procedures and standard documents laid down and published by the Commission for the implementation of external operations, in force at the time of the launch of the procedure in question.

ARTICLE 8 - DEADLINE FOR THE SIGNATURE OF THE CONTRACTS AND PROGRAMME ESTIMATES IMPLEMENTING THE FINANCING AGREEMENT

8.1 The contracts and programme estimates implementing the financing agreement shall be signed by both parties within three years of the entry into force of

the financing agreement, which means within three years of the date on which the financing agreement was signed by the last party. That deadline may not be extended.

8.2 The above provision shall not apply to audit and evaluation contracts, which may be signed later, as well as to riders to contracts already signed.

8.3 At the end of the three years of the entry into force of the financing agreement, any balance for which contracts have not been signed will be cancelled.

8.4 The above provision shall not apply to any balance of the contingency reserve.

8.5 A contract or programme estimate which has not given rise to any payment within three years of its signature shall be automatically terminated and its funding cancelled.

ARTICLE 9 - ELIGIBILITY

9.1 (*Applicable to the ACPs*) Participation in invitations to tender for works, supply or service contracts and in calls for proposals shall be open on equal terms to all natural and legal persons of the Member States of the EU and of the ACP States, and in the specific cases and under the conditions provided in Annex IV to the ACP-EC Partnership Agreement to natural and legal persons of other third countries.

(*Applicable to the OCTs*) Participation in invitations to tender for works, supply or service contracts and in calls for proposals shall be open on equal terms to all natural and legal persons of the Member States of the EU, of the ACP States and of the OCTs.

9.2 Goods and supplies financed by the EU and necessary for the performance of works, supply and service contracts and procurement procedures launched by the grant beneficiaries for the execution of the action financed must originate in countries eligible to participate on the terms laid down in the previous paragraph, (*applicable to the ACPs*) except in the specific cases provided in Annex IV to the ACP-EC Partnership Agreement. In this context, the definition of the concept of "originating products" shall be assessed by reference to the relevant international agreements, and supplies originating in the EU shall include supplies originating in the OCTs.

ARTICLE 10 - PUBLICATION OF INFORMATION RELATED TO THE BENEFICIARIES OF EU FUNDS

10.1 The Beneficiary undertakes to publish each year in a dedicated and easily accessible place of its internet site the following information concerning each grant and contract awarded by the Beneficiary and financed by the financing agreement:

- for grants: reference of the contract, DAC code, name, address and nationality of the beneficiary, purpose and amount of the grant, title, location and duration of the financed action as well as its co-financing rate (amount of the grant in relation to total estimated budget);
- for contracts: reference of the contract, DAC code, name, address and nationality of the contractor, type of procurement contract (service, supplies, works), title, purpose, location, duration and amount of the contract.

10.2. If such internet publication is impossible, the information shall be published by any other appropriate means, including the official journal of the State of the Beneficiary or, where appropriate, of the country or territory of the Beneficiary. Publication shall take place during the first half of the year following the closure of the budget year in respect of which the contracts and grants were awarded by the Beneficiary. The Beneficiary shall communicate to the Commission the address of the place of publication and reference shall be made to this address in the dedicated place of the internet site of the EU institutions. If the information is published otherwise, the Beneficiary shall give the Commission full details of the means used.

TITLE VI - RULES APPLICABLE TO THE PERFORMANCE OF CONTRACTS

ARTICLE 11 - ESTABLISHMENT AND RIGHT OF RESIDENCE

11.1 Where justified by the nature of the contract, natural and legal persons participating in invitations to tender for works, supply or service contracts shall enjoy a provisional right of establishment and residence in the Beneficiary's State or, where appropriate, country or territory. This right shall remain valid for one month after the contract is awarded.

11.2 Contractors (including the grant beneficiaries) and natural persons whose services are required for the performance of the contract and members of their family shall enjoy similar rights during the implementation of the project/programme.

ARTICLE 12 - TAX AND CUSTOMS PROVISIONS

12.1 Taxes, duties or other charges (including value added tax - VAT - or equivalent taxes) shall be excluded from EU financing.

12.2 The State or, where appropriate, the country or territory of the Beneficiary shall apply to procurement contracts and grants financed by the EU the most-favoured tax and customs arrangements applied to States or international development organisations with which it has relations. For the purpose of determining the most-favoured-State treatment, account shall not be taken of arrangements applied by the State of the Beneficiary to the other ACP States or to other developing countries or, where appropriate, by the country or territory of the Beneficiary to other developing countries.

12.3 Where the Framework Agreement or exchange of letters applicable includes more detailed provisions on this subject, they shall apply as well.

ARTICLE 13 - FOREIGN EXCHANGE ARRANGEMENTS

The State or, where appropriate, the country or territory of the Beneficiary undertakes to authorise the import or purchase of the foreign currency necessary for the implementation of the project. It also undertakes to apply its national foreign

exchange regulations in a non-discriminatory manner to the contractors allowed to participate referred to in Article 9 of these General Conditions.

ARTICLE 14 – USE OF DATA FROM STUDIES

Where the financing agreement involves the financing of a study, the contract related to this study, signed for the implementation of the financing agreement, shall govern the ownership of that study and the right for the Beneficiary and the Commission to use data in the study, to publish it or to disclose it to third parties.

ARTICLE 15 - ALLOCATIONS OF AMOUNTS RECOVERED UNDER CONTRACTS

Amounts recovered from payments wrongly effected or guarantees lodged under a contract financed under this financing agreement, together with any penalties arising from non-performance of a contract, shall be allocated to this project/programme.

ARTICLE 16 - FINANCIAL CLAIMS UNDER CONTRACTS

The Beneficiary undertakes to confer with the Commission before taking any decision concerning a request for compensation made by a contractor and considered by the Beneficiary to be justified in whole or in part. The financial consequences may be borne by the EU only where the Commission has given its prior approval. Such prior approval is also required for any use of funds committed under the present financing agreement to cover costs arising from disputes relating to contracts.

TITLE VII - GENERAL AND FINAL PROVISIONS

ARTICLE 17 – VISIBILITY

17.1 Every project/programme financed by the EU shall be the subject of appropriate communication and information operations. These operations shall be defined under the responsibility of the Beneficiary with the approval of the Commission.

17.2 These communication and information operations must follow the rules laid down and published by the Commission for the visibility of external operations in force at the time of the operations.

ARTICLE 18 – PREVENTION OF IRREGULARITIES, FRAUD AND CORRUPTION

18.1 The Beneficiary undertakes to check regularly that the operations financed with the EU funds have been properly implemented. It shall take appropriate measures

to prevent irregularities and fraud and, if necessary, bring prosecutions to recover funds wrongly paid.

18.2 "Irregularity" shall mean any infringement of the financing agreement, implementing contracts or programme estimates or EU law resulting from an act or omission by an economic operator, which has, or would have, the effect of prejudicing the general budget of the EU or budgets managed by them, either by reducing or losing revenue accruing from own resources collected directly on behalf of the EU, or by an unjustified item of expenditure.

"Fraud" shall mean any intentional act or omission concerning:

- the use or presentation of false, incorrect or incomplete, statements or documents which has as its effect the misappropriation or wrongful retention of funds from the general budget of the EU or budgets managed by it, or on their behalf;
- non-disclosure of information in violation of a specific obligation, with the same effect;
- the misapplication of such funds for purposes other than those for which they are originally granted.

The Beneficiary shall immediately inform the Commission of any element brought to its attention which arouses suspicions of irregularities or fraud, of any measure taken to deal with them and of the name of the economic operators whom have been the subject of a judgment which has the force of *res judicata* for fraud, corruption, involvement in a criminal organisation or any other illegal activity detrimental to the EU's financial interests.

18.3 The Beneficiary undertakes to take every appropriate measure to remedy any practices of active or passive corruption whatsoever at any stage of the procedure for the award of contracts or grants or in the implementation of the related contracts. "Passive corruption" shall mean the deliberate action of an official, who, directly or through an intermediary, requests or receives advantages of any kind whatsoever, for himself or for a third party, or accepts a promise of such an advantage, to act or refrain from acting in accordance with his duty or in the exercise of his functions in breach of his official duties, which has, or would have, the effect of harming the financial interests of the EU. "Active corruption" shall mean the deliberate action of whosoever promises or gives, directly or through an intermediary, an advantage of any kind whatsoever to an official, for himself or for a third party, to act or refrain from acting in accordance with his duty or in the exercise of his functions in breach of his official duties, which has, or would have, the effect of harming the financial interests of the EU.

ARTICLE 19 - VERIFICATIONS AND CHECKS BY THE COMMISSION, THE EUROPEAN ANTI-FRAUD OFFICE (OLAF) AND THE EUROPEAN COURT OF AUDITORS

19.1 The Beneficiary agrees to the Commission, OLAF and the European Court of Auditors conducting documentary and on-the-spot checks on the use made of EU funding under the financing agreement (including procedures for the award of contracts and grants) and carrying out a full audit, if necessary, on the basis of supporting documents of accounts and accounting documents and any other

documents relating to the financing of the project/programme, throughout the duration of the agreement and for seven years after the date of the last payment.

19.2 The Beneficiary also agrees that OLAF may carry out on-the-spot checks and verifications in accordance with the procedures laid down by EU law for the protection of the financial interests of the EU against fraud and other irregularities.

19.3 To that end, the Beneficiary undertakes to grant officials of the Commission, OLAF and the European Court of Auditors and their authorised agents access to sites and premises at which operations financed under the financing agreement are carried out, including their computer systems, and to any documents and computerised data concerning the technical and financial management of those operations, and to take every appropriate measure to facilitate their work. Access by authorised agents of the Commission, OLAF and the European Court of Auditors shall be granted on conditions of strict confidentiality with regard to third parties, without prejudice to public law obligations to which they are subject. Documents must be accessible and filed in a manner permitting easy inspection, the Beneficiary being bound to inform the Commission, OLAF or the European Court of Auditors of the exact location at which they are kept.

19.4 The checks and audits described above shall also apply to contractors and subcontractors who have received EU funding.

19.5 The Beneficiary shall be notified of on-the-spot missions by agents appointed by the Commission, OLAF or the European Court of Auditors.

ARTICLE 20 – CONSULTATION BETWEEN THE COMMISSION AND THE BENEFICIARY

20.1 The Beneficiary and the Commission shall consult each other before taking any dispute relating to the implementation or interpretation of this financing agreement further, in accordance, where appropriate, with the relevant provisions of the ACP-EC Partnership Agreement.

20.2 Where the Commission becomes aware of problems in carrying out procedures relating to management of European Development Fund resources, it shall establish all necessary contacts with the Beneficiary to remedy the situation and, take any steps that are necessary, including, where the Beneficiary does not, or is unable to, perform the duties incumbent on it, temporarily taking the Beneficiary's place.

20.3 The consultation may lead to the amendment, suspension or termination of the financing agreement.

ARTICLE 21 – AMENDMENT OF THE FINANCING AGREEMENT

21.1 Any amendment to the Special Conditions and Annex II to the financing agreement shall be made in writing and be the subject of an addendum.

21.2 If the request for an amendment comes from the Beneficiary, the latter shall submit that request to the Commission at least three months before the amendment is intended to enter into force, except in cases which are duly substantiated by the Beneficiary and accepted by the Commission.

21.3 For technical adjustments, which do not affect the objectives and results of the project/programme and alterations in matters of detail which do not affect the technical solution adopted, and within the limit of the contingencies funds, the Beneficiary shall inform the Commission of the amendment and its justification in writing as soon as possible and apply that amendment.

21.4 The use of the contingency reserve is conditional on prior written agreement of the Commission.

21.5 The specific cases of the extension of the operational implementation phase or of the closure phase are governed by Article 4 (4) and (5) of these General Conditions.

ARTICLE 22 – SUSPENSION OF THE FINANCING AGREEMENT

22.1 The financing agreement may be suspended in the following cases:

- The Commission may suspend the implementation of the financing agreement if the Beneficiary breaches an obligation under the financing agreement.
- The Commission may suspend the financing agreement if the Beneficiary breaches an obligation relating to respect for human rights, democratic principles and the rule of law and in serious cases of corruption.
- The financing agreement may be suspended in cases of force majeure, as defined below. "Force majeure" shall mean any unforeseeable and exceptional situation or event beyond the parties' control which prevents either of them from fulfilling any of their obligations, is not attributable to error or negligence on their part (or the part of their contractors, agents or employees) and proves insurmountable in spite of all due diligence. Defects in equipment or material or delays in making them available, labour disputes, strikes or financial difficulties cannot be invoked as force majeure. A party shall not be held in breach of its obligations if it is prevented from fulfilling them by force majeure. A party faced with force majeure shall inform the other party without delay, stating the nature, probable duration and foreseeable effects of the problem, and take any measure to minimise possible damage.

22.2 No prior notice shall be given of the suspension decision.

22.3 When the suspension is notified, the consequences on the ongoing contracts and programme estimates or contracts and programme estimates to be signed will be indicated.

ARTICLE 23 – TERMINATION OF THE FINANCING AGREEMENT

23.1. If the issues which led to the suspension of the financing agreement have not been resolved within a maximum period of four months, either party may terminate the financing agreement at two months' notice.

23.2. Where a financing agreement has not given rise to any payment within three years of its signature or no implementing contract or programme estimates has been signed within this period, that financing agreement will automatically be terminated.

23.3 When the termination is notified, the consequences on the ongoing contracts and programme estimates or contracts and programme estimates to be signed will be indicated.

ARTICLE 24 - DISPUTE-SETTLEMENT ARRANGEMENTS

24.1 (*Applicable to the ACPs*) Any dispute concerning the financing agreement which cannot be settled within a six-month period by the consultations between the Commission and the Beneficiary provided for in Article 20 of these General Conditions shall be submitted to the ACP-EC Council of Ministers. Between meetings of the ACP-EC Council of Ministers, such disputes shall be submitted to the ACP-EC Committee of Ambassadors. If the ACP-EC Council of Ministers or where appropriate the ACP-EC Committee of Ambassadors does not succeed in settling the dispute, either party may request settlement of the dispute by arbitration.

(*Applicable to the OCTs*) Where appropriate, any dispute concerning the financing agreement which cannot be settled within a six-month period by the consultations between the Commission and the Beneficiary provided for in Article 20 of these General Conditions may be settled by arbitration at one of the parties' request.

24.2 In this case the parties shall designate an arbitrator within 30 days of the request for arbitration. Failing that, either party may ask the Secretary-General of the Permanent Court of Arbitration (The Hague) to designate a second arbitrator. The two arbitrators shall in their turn designate a third arbitrator within 30 days. Failing that, either party may ask the Secretary-General of the Permanent Court of Arbitration to designate the third arbitrator.

24.3 Unless the arbitrators decide otherwise, the procedure laid down in the Permanent Court of Arbitration Optional Rules for Arbitration Involving International Organisations and States shall apply. The arbitrators' decisions shall be taken by a majority within a period of three months.

24.4 Each party shall be bound to take the measures necessary for the application of the arbitrators' decision.

FINANCING AGREEMENT N° PG/FED/21643

ANNEX II

**TECHNICAL AND ADMINISTRATIVE PROVISIONS FOR
IMPLEMENTATION**

PAPUA NEW GUINEA

Title:	Human Resources Development Programme (Phase I)
CRIS N°:	21643

BENEFICIARY COUNTRY / REGION	Papua New Guinea		
REQUESTING AUTHORITY	National Authorising Officer		
BUDGET HEADING	10 th EDF - A Envelope		
TITLE	Human Resources Development Programme Phase I		
TOTAL COST	EU contribution: EUR 13 000 000		
Aid method / management mode	Sector Policy Support Programme: - Project mode (partially decentralised management)		
DAC-CODE	11110, 11120, 11130, 11220	SECTOR	Education

1. INTERVENTION

1.1. Objectives

The Education Sector Improvement Programme (ESIP) of the Government of Papua New Guinea (GoPNG) is outlined in the National Education Plan (NEP) and Universal Basic Education (UBE) Plan.

Main cross-cutting themes of the NEP are (i) access, (ii) quality of education and (iii) management. The UBE Plan (2010-2019) has been developed to identify long term strategic policy directions that need to be taken by GoPNG in order to achieve stated goals.

The overall objective of the EU Sector Policy Support Programme (SPSP) is to promote the development of PNG's human resource development in the education sector, with the programme purpose (specific objective) being twofold: to support the implementation of the UBE Plan, and to strengthen the education Sector Wide Approach (SWAp).

1.2. Expected results and Main activities

The SPSP is fully aligned with the Government sector programme by addressing the three following expected results related to management, quality of education, and access:

- Improved management capacity of PNG's education system;
- Improved pedagogical and management skills of basic education school teachers; and
- Improved access of teachers to pre-service and in-service training improved.

Improvement of educational management capacity is captured at top management level (strengthening SWAp structures through inter-ministerial and inter-departmental dialogue) and sub-national levels, with a cross-cutting focus on enhancing capacities for performance monitoring at all levels (including aligning the Education Management Information System with PNG priorities).

Based on the UBE intervention tree, the enhancement of quality of education is targeted through strengthening Human Resources capacities and training structures for pre-service and in-service teacher training, whereby Teacher Training College lecturers are regarded as multipliers for subsequently improving pedagogical and management skills of primary school teachers.

In addition, improved access to teacher training is covered through the provision of infrastructure and scholarships, particularly for teachers coming from remote areas (equity aspect). Important activities for each of the three results are listed below:

1.2.1 Management capacity of PNG's education system for decision making, planning, assessment and monitoring of the education system improved

- Strengthen inter-ministerial and inter-departmental dialogue for fully utilising SWAp structures according to the ESIP, also including Non-State Actors (NSAs)
 - Implement a comprehensive communication strategy between the DoE, TSC and related Ministries and departments that will ensure that the objectives, benefits, operation and achievements of the ESIP are widely understood and subscribed to
 - Develop strategies and strengthen capacities to engage all levels of education within PNG in the SWAp, with a particular focus on international standards in education
 - Support the development of a single education policy and expenditure programme as envisaged in the ESIP
 - Monitor, evaluate and support the implementation of the Paris Declaration and the PNG Commitment on Aid Effectiveness
 - Establish the conditions for establishing more government-owned funding mechanisms during Phase II of the EU support (i.e. pool funding mechanism)
- Strengthen performance monitoring and evaluation system at all levels
 - Align EMIS to the main PNG challenges (e.g. learning quality, teacher absenteeism, teacher attrition, access, participation and equity)
 - Carry out training for performing monitoring and evaluation (M+E) responsibilities at sub-national levels (particularly at district level)
 - Undertake annual sector reviews and link outcomes to decision-making processes across all decentralised levels
- Strengthen management capacities of education administrators at sub-national levels
 - Carry out capacity building support identified by finance management and procurement assessments
 - Carry out specific capacity building support in accordance with priorities identified jointly by the DoE national partners
 - Carry out management training for Primary Education Advisors (PEAs) and inspectors
 - Train PEAs, DEAs and Standard Officers (inspectors) to be trainers for headteachers in school management and School Level Improvement Plans (SLIPs)
 - Carry out decentralised training of headteachers in school management and SLIPs
 - Establish a strategy and procedure for certification
- Strengthen involvement of PNG research and academic institutions in management training
 - Launch a Call for Proposals to invite PNG research and academic institutions to submit bids for providing a sustainable master plan for management training
 - Contract PNG research and academic institutions to provide a sustainable master plan for management training at sub-national level
 - Involve PNG research and academic institutions in carrying out additional qualitative studies to support improved decision-making
 - Investigate possibilities to involve the PNG Educational Institute (PNGEI) in management training and strengthen related capacities at the PNGEI

1.2.2 Pedagogical and management skills of basic education school teachers improved

- Carry out immediate skills training for Teacher Training College (TTC) lecturers with a prime focus on pedagogy (in line with OBE requirements, inclusive methodologies, ICT) and management
 - Carry out a needs analysis and identify existing “best practices” among TTC lecturers in terms of pedagogy and management
 - Identify key resource persons among TTC lecturers (and also outside the TTC context) to act as “trainers of trainers”
 - Produce, where necessary, in-service training materials for TTC lecturers based on identified training needs and best practices (peer-based training approach)
 - Conduct nationwide in-service training at decentralised structures for TTC lecturers (3 blocks of one week each)
 - Conduct impact study one year after the training to assess degree of impact on the teaching and learning at TTCs
 - Utilise experiences of training implementation to incorporate different pedagogical approaches (OBE, i.e. learner-centred methodologies, interactive and participatory learning) and management issues into the in-service and pre-service teacher training curricula
- Strengthen decentralised and distance-mode training structures for training primary school teachers and supporting their ongoing professional development, particularly those in remote and underserved areas
 - Analyse current experiences in distance education
 - Create certificated opportunities for teachers to enhance their basic background knowledge through distance education and the utilisation of media in both their special subject interests and pedagogy
 - Strengthen in-service training courses and materials for application through distance mode
 - Strengthen distance learning programmes for ongoing professional development of teachers
 - Strengthen the existing school- and cluster-based professional development activities
 - Investigate possibilities to strengthen the “decentralised learning centres” of the PNG Educational Institute
- Develop/strengthen networks of Teacher Training Colleges and universities involved in primary and lower secondary teacher training
 - Arrange twinning of colleges and exchange of lecturers with identified international colleges (also creating linkages with other EU-ACP programmes, i.e. EDULINK)
 - Support TTCs and universities to fully utilise the PNG Academic and Research Network (PNGARNET)
 - Engage universities to provide support to upgrading capacities of TTC lecturers, particularly the PNG educational Institute (PNGEI) with its “decentralised learning centres”

1.2.3 Access of teachers to pre-service and in-service training improved

- Improve infrastructure in Teacher Training Colleges
 - Construct and equip staff houses, dormitories and classrooms in line with the increased intake of student teachers sponsored by scholarships (see logical framework – appendix 1)
 - Provide TTCs with the technology to gain access to the PNG Academic and Research Network (PNGARNET)

- Enhance access for identified trainee teachers coming from and returning to remote and underserved communities
 - Identify communities where availability of teachers would create the largest impact in order to ensure provision of schooling in the respective communities
 - Provide scholarships in line with the UBE plan for teachers from remote communities, assuming that those trained will go back to their home area

Health education with a particular focus on HIV/AIDS awareness is expected to be integrated into the skills training for Teacher Training Colleges (TTC) lecturers, thus enhancing pedagogical skills which ensure contextual relevance for the learner.

As much as possible, the Human Resources Development Programme (HRDP I) puts emphasis on equal representation of both genders in training activities, especially with regard to the awarding of scholarships.

In addition, the systemic design of the programme also generates important linkages to the strengthening of local governance at the decentralised levels of the education system, thus creating inter-sectoral bridges to other initiatives in this regard.

1.3 Duration

The execution period of the Agreement will be 72 months. This execution period will comprise 2 phases under the conditions provided for in article 4.1 of the General Conditions (Annex I of the present Agreement):

1. Operational implementation phase that starts from the entry into force of the financing agreement and will have duration of 48 months.
2. Closure phase of a duration of 24 months that starts from the expiry date of the operational implementation phase.

Pursuant to article 8 of the General Conditions (Annex I of the present Agreement), the contracts implementing the financing agreement shall be signed at the latest within three years of the entry into force of the financing agreement (except audit and evaluation). That deadline may not be extended. ('sunset clause').

2. IMPLEMENTATION

2.1 Implementation method and Procurement and Payment clauses

The Method of implementation of HRDP I will be *Partial decentralised management* through the signature of a financing agreement with Papua New Guinea. The Commission controls ex ante all the procurement procedures except in cases where programmes estimates are applied, under which the Commission applies ex ante control for procurement contracts >50,000 EUR and may apply ex post for procurement contracts ≤ 50,000 EUR. The Commission controls ex ante the contracting procedures for all grant contracts.

Payments are executed by the Commission except in cases where programme estimates are applied, under which payments are executed by the beneficiary country for operating costs and contracts up to the ceilings indicated in the table below. The responsible Authorising Officer ensures that, by using the model of financing agreement for decentralised management, the segregation of duties between the authorising officer and the accounting officer or of the equivalent functions within the delegated entity will be effective, so that the decentralisation of the payments can be carried out for contracts up to the ceilings specified below.

Works	Supplies	Services	Grants
< 300,000 EUR	< 150,000 EUR	< 200,000 EUR	≤ 100,000 EUR

The components of the HRDP are implemented through Specific Commitments, Programme Estimates, and Calls for Proposals shown in the table below:

Instrument	Activities
Specific Commitments (SCs)	<ul style="list-style-type: none"> • Infrastructure • Project management and coordination including TA
Direct decentralised operations through Programme-Estimates (PEs)	<ul style="list-style-type: none"> • Capacity building for education sector management • Skills training for tutors and teacher training (scholarships)
Calls for Proposals (CfPs)	<ul style="list-style-type: none"> • Grants for studies and research

2.2. Organisational set-up and responsibilities

The activities for component 1 "Capacity building for education sector management" and 4 "Skills training for tutors and teacher training (scholarships)" will be implemented in direct decentralised operations through programme-estimates. The contracting authority for the project shall be the National Authorising Officer. The project supervisor shall be the Secretary for Education. An imprest administrator and an imprest accounting officer shall be assigned to the management and implementation of the project by the National Authorising Officer, in agreement with the Head of Delegation.

In accordance with the powers delegated to them by the National Authorising Officer, the imprest administrator and the imprest accounting officer shall draw up and implement consecutive programme estimates, award contracts and grants, commit expenditure and make the corresponding payments. The imprest administrator and the imprest accounting officer shall submit their technical and financial reports to the project steering committee and to the National Authorising Officer and to the Head of Delegation.

With a view to provide policy and strategic direction in the implementation of HRDP I, GoPNG will establish a *Steering Committee (SC)*. The SC, chaired by the Secretary of Education or his representative, will consist of representatives of the Departments of Education, National Planning and Monitoring (NAO), and the EU Delegation with observer status. This SC would provide oversight and guidance for the EU financed programme. The SC shall meet at least once a year or more on request of one of the stakeholders of the programme.

In addition, a *Technical Steering Committee (TSC)* will be set up to oversee and guide the progress in the implementation of the EU supported programme. The TSC will review the proposed programme estimates and progress reports drawn up by the imprest administrator and the imprest accounting officer, and the technical assistance, and monitor programme activities. The TSC shall meet on a quarterly basis at least on a quarterly basis or more on request of one of the stakeholders of the programme. The TSC membership shall consist of representatives of the Departments of Education, National Planning and Monitoring (National Authorising Officer), the EU Delegation with observer status, and the Imprest Administrator and Accounting Officer for the education programme.

Five "Focal Points" within the Department of Education will be nominated to supervise and follow on an ongoing basis the operational and technical activities. The long-term Technical Assistants will support and advise these Focal Points in the exercise of their functions. Regular performance assessments will take place, including mutual assessments where relevant and agreed, of the effectiveness of the partner-Technical Assistance relationship.

The long term technical assistance reports to HRDP I Steering Committee (SC), consisting of representatives of the Departments of Education, National Planning and Monitoring (National Authorising Officer), and EU Delegation. The operational base for the project is the capital city of Papua New Guinea,

Port Moresby. Long term technical assistants will be based in Port Moresby and will travel regularly to the provinces and districts as necessary for the implementation, monitoring and evaluation of programme activities. The long term expert's field visits should be prepared with the agreement and full knowledge of their counterparts at the DoE, clarifying expected outputs, including reporting requirements and dissemination of information. They should particularly carefully assess safety conditions when travelling in remote areas of the country.

The Government of Papua New Guinea will be responsible for providing office space in the DoE and in institutions supported under the programme.

2.3 Budget and calendar

The budget has been calculated as follows:

<i>Components</i>	<i>EUR</i>
1. Capacity building for education sector management	2,208,000
2. Studies and research (through grants)	500,000
3. Infrastructure	5,000,000
4. Skills training for tutors and teacher training (scholarships)	1,638,750
5. Project management and coordination including TA	2,160,000
Visibility	40,275
Evaluation and Audit	302,300
Contingencies (*)	1,150,675
TOTAL	13,000,000

(*) The EU contribution to the "Contingencies" heading may be used only with prior written agreement of the Commission.

2.4 Performance monitoring

PNG's performance monitoring system is a process of development and cannot yet be regarded as fully functioning. However, the Government has taken ownership for the existing M+E structures and is showing commitment for strengthening the system, both in terms of policy and human resource implications. There is a reasonable prospect for improving the performance monitoring system by means of strengthening national capacities for monitoring and analysis within the framework of an SPSP.

Development partners have explicitly committed themselves in the PNG Declaration on Aid Effectiveness to select indicators from the government performance assessment framework. It has therefore been ensured that key performance indicators (KPIs) at purpose level are part and parcel of already existing indicators for monitoring the performance of the NEP/UBE Plan. Four of the six KPIs¹ are equivalent with EU Standard Indicators for aggregating the effects of external aid projects financed by the EU.

The majority of all indicators at results level have been taken from the UBE plan, with some additional indicators slightly amended in order to fit the priorities of the HRDP. However, none of the amended indicators would create an additional burden on the existing monitoring structures of the Government. During performance monitoring for the HRDP, Government monitoring systems will be used (or, where applicable, jointly established with Government as part of HRDP's activities under Result 1, Activity 1.2) and simultaneously strengthened since monitoring requirements for the HRDP are fully in line with those for the UBE Plan. KPIs chosen for the SPSP include the following:

¹ An additional seventh KPI focuses on the "Percentage of funds committed within the ESIP" in order to assess to which degree procedures for implementing projects have been harmonised. Baselines and targets however still need to be established since this indicator is not currently monitored by Government.

- (1) *Pupil:Teacher Ratio (PTR) maintained around 34:1 in line with current student intake by 2014*
- (2) *Net enrolment ratio in primary schools (MDG indicator #6) increased to exceed 61.5% (Female: 60.7%; Male: 62.3%) by 2014*
- (3) *Gender parity index is showing consistent linear progress towards 0.963 by 2014*
- (4) *Transition rate (Grade 8→9) remains stable at 55% with an absolute increase of learners to at least 43,000 by 2014 (2007: 35,676 learners)*
- (5) *Percentage of Primary School Teachers with at least diploma qualification increased to at least 87.0% (Female: 88.2; Male: 86.0%) by 2014*
- (6) *Difference in Prep to Grade 8 NER between highest and lowest districts reduced from 57% in 2010 to less than 42.8% by 2014*

Current shortcomings at the institutional level arise from the articulation of DoE's policy-making and monitoring role when compared with the implementation responsibilities at sub-national level. This will be a key area of EU support at the sector level and will also be addressed through technical cooperation.

2.5 Government and partner coordination mechanisms

The Department of National Planning and Monitoring (DNPM) is responsible for donor coordination. In 2005, GoPNG instituted an annual joint Government-Donor Consultation Forum and established a series of Thematic Working Groups. The country-wide *PNG Commitment on Aid Effectiveness*, signed in 2008, clearly states that the GoPNG follows the principles of the Paris Declaration on Aid Effectiveness. Likewise, the MTDS provides a sound framework for DPs to align with the government's development priorities.

In 2008, GoPNG and DPs adopted a Joint Commitment of Principles and Actions (JCP) within the framework of the PNG Commitment on Aid Effectiveness, setting out a series of shared principles for aid effectiveness with targets and indicators to measure progress. The JCP actions are monitored by the Joint Technical Working Team on Aid Effectiveness (JTWAE). However, the harmonisation of accountability systems at all levels of the education sector needs to be improved. A better coordination among different initiatives and integration of the sector strategies is needed, in particular at district level. Particular attention needs to be given to the capacity development of human resources for planning and implementation at all levels of the education system.

The Local Donor Group (LDG) is represented by the Education Development Partners Coordination Committee (EDPaCC), a mechanism for the coordination of DPs active in the education sector in the framework of the PNG SWAp. The purpose of instituting EDPaCC was to formalise the DP efforts to align and harmonise donor support to the education sector, in line with DP commitments under the Paris Declaration on Aid Effectiveness, Accra Action Agenda and the PNG Commitment on Aid Effectiveness. Since 2008, EDPaCC has been providing a means of achieving increased aid effectiveness, improved GoPNG ownership and coherence, and reduced transaction costs on GoPNG. The DP dialogue through EDPaCC has also been a means to institutional development and capacity building.

As a key step towards future sector cooperation, the DoE has developed a *Preparation Phase Plan* to ensure a fully functional SWAp by 2010. Under that plan, four Technical Working Groups² (TWGs) have been established in the education sector in regard to: Annual Operational and Financial Plan / Medium-Term Expenditure, Performance Assessment, Institutional Framework, and Financial Management and Procurement Systems. All TWGs have worked and completed a substantial amount of the tasks designated in their work plans for 2009 although some work has been delayed. Participation from the DoE and the Development Partners has been adequate but there has been limited participation from other stakeholders, particularly central government agencies.

² The TWGs will support the DoE in the following tasks: (i) Finalisation of the JCP; (ii) Analysis and review of the current functions of the ESIP Steering Committee and Secretariat; (iii) Analysis of sub-national management structures and responsibilities and possible need to establish coordination structures at the provincial and district levels; (iv) Review and analysis of the existing donor coordination mechanisms and development of TOR for Development Partner Coordinating Committee to strengthen its integration with DoE; (v) Development of draft terms of references for the joint coordination functions and annual review processes and mechanisms, including alignment of existing management committees with DoE; (vi) Development of the management and coordination manual.

Some of the main achievements accomplished by the TWGs are the development of a better understanding between all stakeholders on the work to be carried out and a better appreciation of the challenges that DoE is facing. There is a strong leadership of the TWGs by senior level personnel and a good level of participation by other DoE staff and DP members, both from the viewpoint of attendance and contributions. This seems to point towards a sound potential of utilising the TWGs as an instrument for enhancing sector cooperation also within the framework of an anticipated SPSP. The HRDP addresses the strengthening of capacity to move towards fully functional SWAp structures as one of its priorities, and will also make a valuable contribution towards harmonising DP support in order to make technical cooperation more effective in line with current EU guidelines.³

3. MONITORING, EVALUATION AND AUDIT

Day-to-day technical and financial monitoring will be a continuous process as part of the Beneficiary responsibilities. To this aim, the Beneficiary shall establish a permanent internal, technical and financial, monitoring system to the project, which will be used to elaborate the progress reports.

Independent consultants recruited directly by the Commission (or the responsible body to which the monitoring task has been delegated) on specifically established terms of reference will carry out external monitoring ROM system, which in principle will start from the sixth month of project activities, and will be finalised at the latest 6 months before the end of the operational implementation phase.

Provisions for evaluation and audit are included in the budget. External audits of each Programme Estimate will be carried out annually as part of the closure exercise. A joint annual sector review will provide the framework for evaluating education sector performance in general, and the performance of the HRDP in particular.

4. COMMUNICATION AND VISIBILITY

The HRDP is subject to appropriate communication and information operations, to be defined under the responsibility of the Beneficiary with the approval of the Commission, and is to follow the rules laid down and published by the Commission for the visibility of external operations at the time of the operations and as expressed in the EU Visibility Guidelines⁴. Discussions between the EU and Government at Ministerial level could be utilised for providing high visibility of the programme, especially if a media event would be organised around such events.

All studies, reports, training materials, trainings and seminars supported under this programme will highlight the EU's financial support via logos, stickers and banners. Infrastructure constructed under the programme will carry a plaque indicating EU support. Likewise, training certificates issued will also carry the EU logo next to the logos of the issuing authority/ies.

Appendix: logical framework

³ EC Guidelines No. 3, *Making Technical Cooperation More Effective*, March 2009

⁴ *Communication and Visibility Manual for European Union External Actions*. EuropeAid: July 2009.

APPENDIX : LOGICAL FRAMEWORK		Intervention: Human Resources Development Programme, Phase 1 Country: Papua New Guinea (PNG)	Estimated project period: 2011-2014 (4 years) Prepared: May 2010	
NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS ¹	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS	
SECTOR (OVERALL) OBJECTIVE Development of PNG's human resource development in the education sector promoted.	(n/a at the level of overall objective)	(n/a at the level of overall objective)		
PURPOSE UBE Plan supported, and a sector-wide approach in education as expressed in the ESIP strengthened.	<p>IP 1 Pupil:Teacher Ratio (PTR) maintained around 34:1 in line with current student intake by 2014²</p> <p>IP 2 Net enrolment ratio in primary schools³ (MDG indicator #6) increased to exceed 61.5% (Female: 60.7%; Male: 62.3%) by 2014</p> <p>IP 3 Gender parity index is showing consistent linear progress towards 0.963 by 2014</p> <p>IP 4 Transition rate (Grade 8→9) remains stable at 55% with an absolute increase of learners to at least 43,000 by 2014 (2007: 35,676 learners)</p> <p>IP 5 Percentage of Primary School Teachers with at least diploma qualification increased to at least 87.0% (Female: 88.2; Male: 86.0%) by 2014</p> <p>IP 6 Difference in Prep to Grade 8 NER between highest and lowest districts reduced from 57% in 2010 to less than 42.8% by 2014</p> <p>IP 7 Percentage of funds committed within the ESIP increased by x% (as an indication that procedures for implementing projects have been harmonised)</p>	<p>Joint (annual) reviews (JARs)</p> <p>EMIS</p> <p>Annual School Census (ASC)</p> <p>Population Census (PC)</p> <p>Reports on monitoring visits</p> <p>M+E quality spot checks</p> <p>Pupils' roll/Attendance Registers</p> <p>Headteachers' reports and inspectors' reports</p> <p>Impact study</p> <p>Mid-Term Review</p> <p>Final Review</p>	<ul style="list-style-type: none"> GoPNG support for the sector will continue UBE Plan fully financed ESIP fully operationalised The Partnership Framework and GoPNG's approach to an education SWAp is flexible and allows the EU to provide support to the education sector through a variety of modalities 	

¹ All targets have been based on linear projections from baseline and target data contained in the revised UBE Plan (December 2009), since PAF baselines for 2008 and 2009 have not yet been verified and/or officially endorsed. Wherever feasible, a verification of baseline data should be done by setting a baseline on project start-up.

² In the PNG and UBE context, this indicator measures efficiency rather than quality (student numbers drop significantly in higher grades, leading to PTRs lower than 25:1).

³ "Primary schools" here refers to the complete cycle of basic education, i.e. Elementary and Primary Stage, in line with international definitions.

LOGICAL FRAMEWORK		Intervention: Human Resources Development Programme, Phase I Country: Papua New Guinea (PNG)	Estimated project period: 2011-2014 (4 years) Prepared: May 2010	
NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS		MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
	<i>(All indicators below will include a focus on gender and, where applicable, the representation of learners with special educational needs)</i>			
1. Management capacity of PNG's education system for decision making, planning, assessment and monitoring of the education system improved.	IR 1.1	At least 80% of financial reports submitted by provincial education and district education advisors are provided on time and in line with ruling requirements	<ul style="list-style-type: none">• EMIS/MIS• DoE reports• DNPM reports• Ministry of Finance reports• Treasury reports• Surveys and reports• Inspectors' reports• Reports from institutions• Minutes from meetings	<ul style="list-style-type: none">• Political will to enhance capacities at sub-national levels• DoE remains committed to strengthening sector coordination and developing effective partnerships with government (DNPM, Finance, etc.), including those at sub-national level, civil society stakeholders and churches
	IR 1.2	Production of annual action plans and budgets in line with education plans (national, provincial and district)		
	IR 1.3	At least one Joint Sector Review conducted yearly as from 2011, resulting in an Aide Memoir signed by at least 90% of the DPs active in the education sector in PNG		
	IR 1.4	EMIS data covering all indicators outlined in the UBE Plan (except financial, administrative and textbook indicators) available as from 2011		
	IR 1.5	Financial, administrative and textbook indicators included in EMIS by 2014		
	IR 1.6	Percentage of PEAs, DEOs and inspectors having received management training reaching 100% by 2014, with an increased female proportion of at least 30%		
	IR 1.7	Percentage of the schools implementing their activities according to approved School Learning Improvement Plan increased by 10% by 2014		
	IR 1.8	Percentage of the District Education Administrators provide quality support to the schools and report back into the system increased by 10% by 2014		
	IR 1.9	Percentage of the Standard Officers (school inspectors) monitoring and reporting as per agreed upon standards increased by 10% by 2014		
	IR 1.10	Percentage of cadres at National, Regional and Provincial levels meeting the established standards regarding planning, M+E and reporting increased by 10% by 2014		
	IR 1.11	At least 4 research studies launched by local research institutions (universities) in collaboration with the Top Management Team, and outcomes subsequently integrated into Annual Action Plans		
	IR 1.12	At least twice a year, there are inter-departmental meetings involving DoE, TSC and related Ministries and departments (especially DNPM, Finance, Treasury, Community Development, Provincial and Local Level Government Affairs [DPLGA]) and development partners (DPs)		

LOGICAL FRAMEWORK		Intervention: Human Resources Development Programme, Phase I Country: Papua New Guinea (PNG)	Estimated project period: Prepared: 2011-2014 (4 years) May 2010
NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS <i>(All indicators below will include a focus on gender and, where applicable, the representation of learners with special educational needs)</i>		IMPORTANT ASSUMPTIONS
Results 2. Pedagogical and management skills of basic education school teachers improved.	IR 2.1	By 2014, at least 90% of college tutors teach skills and knowledge related to pedagogy and the requirements of OBE, both in In-Service and Pre-Service Training Programmes	<ul style="list-style-type: none"> • DoE clearly defines OBE and its related requirements • TTCs are firmly committed to decentralised training approaches
	IR 2.2	By 2014, at least 80% of teachers use in their teaching newly obtained skills and knowledge related to pedagogy and the requirements of OBE, as acquired through In-Service and/or Pre-Service Training Programmes	<ul style="list-style-type: none"> • EMIS/MIS • Surveys and studies • Supervisor's reports • Reports from institutions • Reports from Standard Officers (inspectors)
	IR 2.3	Percentage of qualified teachers increased by at least 5% in 2014	
	IR 2.4	Percentage of primary school teachers graduating with management training increased by at least 5% in 2014	
	IR 2.5	Students' performance in English, Maths, Science, and Personal Development ⁴ increased by at least 5% in 2014.	
3. Access of teachers to pre-service and in-service training improved.	IR 3.1	20 TTC Staff Houses, 22 forty-bed dormitories and 15 additional TTC classrooms constructed, furnished and utilised by 2014 ⁵	<ul style="list-style-type: none"> • Department of Personnel Management and the Teaching Service Commission give a high priority to reducing teacher absenteeism
	IR 3.2	100% of student teachers sponsored by scholarships accommodated in expanded capacities at TTCs (staff houses, dormitories and classrooms) by 2014	<ul style="list-style-type: none"> • EMIS/MIS • Independent surveys • Reports from institutions • University and TTC reports
	IR 3.3	At least 250 primary school teachers coming from remote and underserved areas trained, 50% of which will be female	
	IR 3.4	Teacher absenteeism reduced by at least 2% per year as from 2011	

⁴ Internationally referred to as "Life Skills".

⁵ Minimum cumulative totals per year-end of implementation according to budgetary planning:

	Year 1 (1/6 th)	Year 2 (5/12 th)	Year 3 (3/12 th)	Year 4 (1/6 th)
Staff Houses	3	12	17	20
40-bed dormitories	4	13	18	22
TTC classrooms	3	9	13	15

ACTIVITIES AND SUB-ACTIVITIES FOR DIFFERENT RESULTS:

Result 1: MANAGEMENT Management capacity of PNG's education system for decision making, planning, assessment and monitoring of the education system improved.			
Activities	Sub-Activities	Activities	Sub-Activities
1.1 Strengthen inter-ministerial and inter-departmental dialogue for fully utilising SWAp structures according to the ESIP, also including Non-State Actors (NSAs)	1.1.1 Implement a comprehensive communication strategy between the DoE, TSC and related Ministries and departments (especially DNPM, Finance, Treasury, Community Development, Department of Provincial and Local Level Government Affairs [DPLLGA]) that will ensure that the objectives, benefits, operation and achievements of the ESIP are widely understood and subscribed to 1.1.2 Develop strategies and strengthen capacities to engage all levels of education within PNG (i.e. schools complying with the requirements of the GoPNG national education system, districts, provinces, church agencies) in the SWAp, with a particular focus on international standards in education 1.1.3 Support the development of a single education policy and expenditure programme as envisaged in the ESIP 1.1.4 Monitor, evaluate and support the implementation of the Paris Declaration and the PNG Commitment on Aid Effectiveness 1.1.5 Establish the conditions for establishing more government-owned funding mechanisms during Phase II of the EU support (i.e. pool funding mechanism)	2.1 Carry out immediate skills training for Teacher Training College (TTC) lecturers with a prime focus on pedagogy (in line with OBE requirements, inclusive methodologies, ICT) and management 2.1.1 Carry out a needs analysis and identify existing "best practices" among TTC lecturers in terms of pedagogy and management 2.1.2 Identify key resource persons among TTC lecturers (and also outside the TTC context) to act as "trainers of trainers" 2.1.3 Produce, where necessary, in-service training materials for TTC lecturers based on identified training needs and best practices (peer-based training approach) 2.1.4 Conduct nationwide in-service training at decentralised structures for TTC lecturers (3 blocks of one week each) 2.1.5 Conduct impact study one year after the training to assess degree of impact on the teaching and learning at TTCs 2.1.6 Utilise experiences of training implementation to incorporate different pedagogical approaches (OBE, i.e. learner-centred methodologies, interactive and participatory learning) and management issues into the in-service and pre-service teacher training curricula	3.1 Improve infrastructure in Teacher Training Colleges 3.1.1 Construct and equip 20 staff houses, 22 dormitories and 15 classrooms in line with the increased intake of student teachers sponsored by scholarships (Activity 3.2) 3.1.2 Provide TTCs with the technology to gain access to the PNG Academic and Research Network (PNGARNET)
Result 2: QUALITY OF EDUCATION Pedagogical and management skills of basic education school teachers improved.			
Activities	Sub-Activities	Activities	Sub-Activities
Result 3: ACCESS Access of teachers to pre-service and in-service training improved.			
Activities	Sub-Activities	Activities	Sub-Activities

<p>1.2 Strengthen performance monitoring and evaluation system at all levels</p>	<p>1.2.1 Align EMIS to the main PNG challenges (e.g. learning quality, teacher absenteeism, teacher attrition, access, participation and equity)</p> <p>1.2.2 Carry out training for performing monitoring and evaluation (M+E) responsibilities at sub-national levels (particularly at district level)</p> <p>1.2.3 Undertake annual sector reviews and link outcomes to decision-making processes across all decentralised levels</p>	<p>2.2 Strengthen decentralised and distance-mode training structures for training primary school teachers and supporting their ongoing professional development, particularly those in remote and underserved areas</p>	<p>2.2.1 Analyse current experiences in distance education made by the College of Flexible, Open and Distance Education (FODE), PNGEI and other PNG universities (compare with and link up with international experiences if necessary)</p> <p>2.2.2 Create certificated opportunities for teachers to enhance their basic background knowledge through distance education and the utilisation of media in both their special subject interests and pedagogy</p> <p>2.2.3 Strengthen in-service training courses and materials for application through distance mode (possibly FODE, PNGEI and other PNG universities)</p> <p>2.2.4 Strengthen distance learning programmes for ongoing professional development of teachers</p> <p>2.2.5 Strengthen the existing school- and cluster-based professional development activities</p> <p>2.2.6 Investigate possibilities to strengthen the "decentralised learning centres" of the PNG Educational Institute</p>	<p>3.2⁶ Enhance access for identified trainee teachers coming from and returning to remote and underserved communities</p>	<p>3.2.1 Identify communities where availability of teachers would create the largest impact in order to ensure provision of schooling in the respective communities</p> <p>3.2.2 Provide scholarships in line with the UBE plan for teachers from remote communities, assuming that those trained will go back to their home area</p>
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⁶ Activities 3.1 and 3.2 will be united during programme implementation.

<p>1.3 Strengthen management capacities of education administrators at sub-national levels</p>	<p>1.3.1 Carry out capacity building support identified by finance management and procurement assessments</p> <p>1.3.2 Carry out specific capacity building support in accordance with priorities identified jointly by the DoE national partners</p> <p>1.3.3 Carry out management training for PEAs (N=22), DEAs (N=89), Standard Officers (inspectors) Elementary/Primary (N=188) and Inspectors Secondary (N=20)</p> <p>1.3.4 Train PEAs, DEAs and Standard Officers (inspectors) to be trainers for headteachers in school management and SLIPs</p> <p>1.3.5 Carry out decentralised training of headteachers in school management and SLIPs</p> <p>1.3.6 Establish a strategy and procedure for certification</p>	<p>2.3 Develop/strengthen networks of Teacher Training Colleges and universities involved in primary and lower secondary teacher training</p>	<p>2.3.1 Arrange twinning of colleges and exchange of lecturers with identified international colleges (also creating linkages with other EU-ACP programmes, i.e. EDULINK)</p> <p>2.3.2 Support TTCs and universities to fully utilise the PNG Academic and Research Network (PNGARNET)</p> <p>2.3.3 Engage universities to provide support to upgrading capacities of TTC lecturers, particularly the PNG educational Institute (PNGEI) with its "decentralised learning centres"</p>	
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<p>1.4 Strengthen involvement of PNG research and academic institutions in management training</p>	<p>1.4.1 Launch a Call for Proposals to invite PNG research and academic institutions to submit bids for providing a sustainable master plan for management training, including a methodology for assessing the effect of such training in terms of enhanced quality</p> <p>1.4.2 Contract PNG research and academic institutions to provide a sustainable master plan for management training at sub-national level, including a methodology for assessing the effect of such training in terms of enhanced quality</p> <p>1.4.3 Involve PNG research and academic institutions in carrying out additional qualitative studies to support improved decision-making</p> <p>1.4.4 Investigate possibilities to involve PNGEI in management training and strengthen related capacities at the PNGEI</p>				
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