

PAPUA NEW GUINEA

**HUMAN RESOURCE DEVELOPMENT PROGRAMME
PHASE I (HRDP I) IN PAPUA NEW GUINEA**

TECHNICAL PROPOSAL

EURECNA-WYG-CRESCENDO CONSORTIUM

JANUARY 2012



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Consortium and Team Work

This technical proposal is submitted by Eurecna on behalf of all consortium partners:



and on behalf of our key experts:

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They have all contributed to the formulation of our proposal and have shared the solutions proposed.

We jointly thank the Contracting Authority for giving us the opportunity to participate in this tender and confirm our strong willingness and total commitment to implementing the project at the best of our professional capability and in line with the methodology illustrated in the following.

Venice, January 26th 2012

Mario Costariol / CEO Eurecna S.p.A.

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GLOSSARY

ACP	African, Caribbean and Pacific countries
APE	Annual Programme Estimate
AusAID	Australian Government Overseas Aid Program
CB	Capacity Building
CEO	Chief Executive Officer
CfP	Call for Proposals
CSP	Country Strategy Paper
DoE	Department of Education
DP	Donor Partner
EC	European Commission
EDF	European Development Fund
EFA	Education for All
EMIS	Education Management Information System
EIB	European Investment Bank
ESIP	Education Sector Improvement Programme
ESF	European Social Fund
ETF	European Training Foundation
EU	European Union
EUD	European Union Delegation
FA	Financing Agreement
FDI	Foreign Direct Investment
FTI	Fast-track Initiative
GDP	Gross Domestic Product
GovPNG	Government of Papua New Guinea
GPE	Global Partnership for Education
HDI	Human Development Index
HEI	Higher Education Institution
HR	Human Resources
HRD	Human Resources Development
HRDP	Human Resources Development Programme
ICT	Information Communication Technology
ILO	International Labour Organisation
IMF	International Monetary Fund
JFA	Joint Financing Agreement
JICA	Japan International Cooperation Agency
KE	Key Expert
KE-1	Key Expert No. 1
KE-2	Key Expert No. 2
MBA	Master in Business Administration
MDGs	Millennium Development Goals
M&E	Monitoring and Evaluation
MIS	Management Information System
MoU	Memorandum of Understanding
MTDS	Medium Term Development Strategy
NAO	National Authorising Office
NEP	National Education Plan
NIP	National Indicative Programme

NGO	Non-Governmental Organization
NSA	Non-State Actor
NSP	National Strategic Plan
NZAID	New Zealand Agency for International Development
OBE	Objectives-Based Education (formerly Outcomes-Based Education)
ODA	Official Development Assistance
OECD	Organisation for Economic Cooperation and Development
O&M	Operation and Maintenance
OP	Operational Programme
OPE	Overall Programme Estimate
OVI	Objectively Verifiable Indicator
PMU	Programme Management Unit
PNG	Papua New Guinea
PR	Public Relations
PRAG	Practical Guide to Contract Procedures for EU external actions
PSC	Programme Steering Committee
R&D	Research and Development
SC	Steering Committee
SME	Small and Medium Sized Enterprise
SPSP	Sector Policy Support Programme
STE	Short Term Expert
SWAp	Sector Wide Approach
TA	Technical Assistance
TAT	Technical Assistance Team
TL	Team Leader
TNA	Training Needs Analysis
ToR	Terms of Reference
TTC	Teacher Training College
TVET	Technical and Vocational Education and Training
TWC	Technical Working Committee
UNIDO	United Nations Industrial Development Organization
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education
USAID	United States Agency for International Development
VET	Vocational Education and Training
WB	World Bank
WTO	World Trade Organisation
WHO	World Health Organisation

STRUCTURE OF THE PROPOSAL

The Proposal has the following structure:

Chapter One	Rationale
	<p>Presents recent progress and developments relevant to the education sector in Papua New Guinea. It discusses the background to the situation in the country and the region, along with the short and medium term challenges. It outlines the objectives and expected results of this project, including the risks and assumptions that may influence its successful execution.</p>
Chapter Two	Strategy
	<p>Outlines the strategic approach and methodologies that we will adopt for successful implementation of the “Long Term Technical Assistance for the HRDP I” project.</p> <p>The tasks identified correspond to each project phase and component to illustrate the planned work packages, the inputs and outputs for each activity and the key results that we aim to achieve.</p> <p>Also outlines the expertise required, the team structure, the management organisation and quality insurance procedures, as well as the backstopping that the Eurenca consortium will provide throughout the project to ensure its successful implementation.</p>
Chapter Three	Timetable
	<p>Describes the project workplan, the schedule of all activities, inputs and outputs, with a focus on the key timing issues and deadlines for achieving the project milestones.</p>
Chapter Four	LogFrame
	<p>Presents the Logical Framework Matrix based on the PCM methodology, highlighting the work breakdown structure, resources, OVIs and related sources of verification, as well as the assumptions and risks that may impact on project implementation.</p>

1 Rationale

This section (**RATIONALE**) presents our understanding of the environment in which this project will develop, and the key factors for the good execution of the contract and the full achievement of its objectives.

structure of the Rationale section

This section comprises the following chapters:

1.1 - project background

- Papua New Guinea's economy
- Education sector
- Best practices

1.2 - understanding of ToR

and any relevant comment that is of importance to the successful execution of the project activities

1.3 - key issues

related to the implementation of project activities and the achievement of expected objectives and results

1.4 - risks and assumptions

that are likely to affect the execution of the contract and ways to keep risks under control and mitigate possible impact

1.1 Country Context



Papua New Guinea (PNG) is an independent State of Oceania consisting of more than 600 islands and is the largest of the ACP countries in the South Pacific with a population of over 6 million people (5,190,783 according to the 2000 census). Politically, it is a parliamentary monarchy and a Commonwealth realm.

The administrative structure is divided into 20 province-level divisions and 89 districts, which are branches of the national government and do not constitute a federal system. The **Organic Law on Provincial and Local-level Government (OLPGLLG)**, reviewed in 1995, provides the legal framework for administrative and financial devolution of functions from central authorities to provincial and local-level governments.

PNG is the world's linguistic most diverse country, with over 850 local (vernacular) languages, although Tok Pisin is by far the most commonly spoken, and it is extremely rich and heterogeneous in terms of ethnic indigenous groups.

According to the National Research Institute more than 80% of the population lives in rural areas and some of these areas are extremely remote, this is why of the main PNG's challenges remains to achieve sustainable growth and poverty alleviation.

1.1.1 Economic Facts and Figures

Due to the great richness in natural resources, including mineral deposits, oil, gold, liquefied natural gas, PNG's economy has mainly focused on their export, which provides a large proportion of government revenue.

The majority of the population is employed in the **informal sector**, which is greatly dominated by agriculture providing a subsistence livelihood for 85% of the people for 38% of GDP. The formal sector, dominated by large-

scale mining and petroleum projects, occupies around 15% of the labour force.

Real GDP growth, at over 7% in 2010, is expected to continue to be strong in 2011. According to the Mid Year Economic and Fiscal Outlook 2011, the 2011 Gross Domestic Product (GDP) was estimated to be 9.3%. According to the World Bank PNG is considered a lower middle income country, with a 2010 GDP of \$9,480,047,959.

Even though the **positive growth of the economy** reflects a stronger confidence of investors and consumers following the sustained macroeconomic stability of last decade, significant risks and vulnerability factors remain.

political instability

The dependence to external investments, the international financial crisis and the effect of Japanese tsunami on industrial production are a concern for PNG's economy.

Not least **political instability** and **corruption** could again hold back international investments. On Transparency International's corruption perception index, PNG scored 2.1 out of 10 in 2010, placing PNG 154 out of 178 countries in 2010.

In spite of this recent positive trend in macro-economic indicators, wages and public services delivery did not improve proportionally. On the contrary, the recent rise of food and fuel prices have increased the rate of inflation, which is up to 9%, with a negative impact on the real purchasing power of Papua New Guineans families.

1.1.1.1 Social indicators & the Millennium Development Goals

Papua New Guinea is the largest and most populated developing island country in the South Pacific region, with an annual estimated demographic growth rate of 2.7%.

Despite the economic growth and PNG's abundance in natural resources, living standards remain low and more than 40% of the population lives with less than one dollar per day.

Half of the population is illiterate and in 2010 the Human Development Index (HDI) was 0.431. This places PNG among the group of low income and low human development countries.

widespread poverty

AusAID estimates that in 2002 **over 39% of the population was living below the national poverty** line. UNDAF estimates a Gini coefficient of 0.509 (1996). The reasons for high inequality are often linked to the **difficulty of access to remote areas** of the country. Transport networks are in poor condition, with many roads impassable or abandoned. Many areas are so isolated, that there are no road or railroads to link the capital city or the provincial capitals. It is estimated that 17% of the population has no access to any road and 35% of the population lives more than 10 km from a national road.

In remote districts the economy is predominantly informal and people mainly depend on **subsistence agriculture and rural activities**. Public services are scarce and only a small proportion of population has access to

electricity, which remain very expensive with respect to local wages. Violent crime, especially clan-based, is an increasing problem in the whole country. Serious crimes against the person, often using firearms, are common.

Life expectancy is estimated to be as low as 62 years and also infant and maternal mortality rates remain extremely high. In the ACP region, PNG is a country with social indicators among the lowest, as demonstrated by the deterioration of Millennium Development Goals (MDGs) indicators. Nearly **50% of the population is under 20 years of age** and this proportion is expected to increase dramatically in the next future.

MDGs out of reach

The 2004 and 2009 National MDGs Progress Reports conclude that PNG is not on track to meet any of its MDG targets. Since 1971, data and statistics in PNG have outlined significant disparities, including a gap of 15-plus years in average life expectancy between regions. The **2009 MDGs progress summary report** shows an improvement in under-5 mortality rate, which declined from 80 per thousand live births in 2000 to 75 in 2006, and in infant mortality rate as well. Nevertheless, the latest available data show that maternal mortality in PNG is still one of the highest in the world.

PNG faces **daunting challenges from HIV/AIDS epidemic**, as the country has the highest incidence of HIV in the Pacific region. In 2009 approximately 0.92% of the adult population was living with HIV in PNG, according to estimates from the National Department of Health and the National AIDS Council Secretariat.

1.1.1.1.a Planning efforts to redress the negative social trend

In 2009 in order to address these challenges, the Government came up with the long term vision of PNG, Vision 2050, the Development Strategic Plan 2010-2030 and Medium Term Development Plan (MTDP) 2011-2015 which integrates the country tailored MDGs.

1.1.2 Education sector

According to the Universal Basic Education Plan (UBE), in PNG :

“50 per cent of the adult population has not had the benefit of a basic education”.

education is a development priority

The improvement of the education sector remain a priority for PNG, as the country will not develop socially and economically if its people do not have a basic education.

high drop-out and youth
unemployment rates

70% of adolescents between the ages of 14 and 18 are not attending school. Youth migration to urban areas increased due to constrained access to education, high youth unemployment and the lack of earning opportunities and lack of basic services in remote and rural areas. These conditions have fueled the expansion of criminal activity and alcohol and substance abuse by urban youth gangs.

The development of youth programs, such as education, vocational training, community development programs and economic empowerment, is a critical need for PNG.

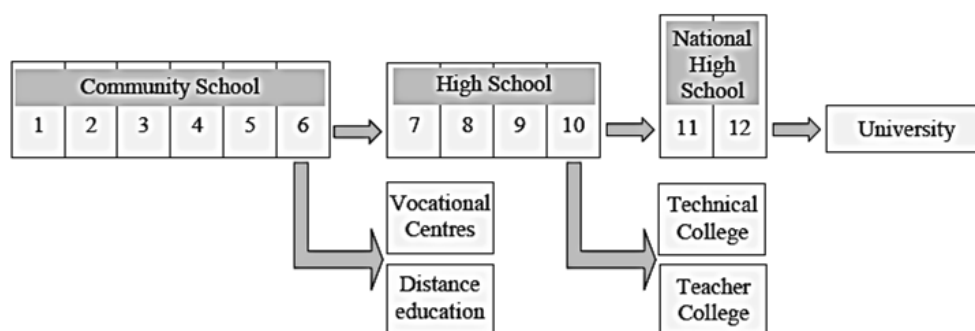
1.1.2.1 The reformed educational system

Between 1994 and 2004 the GoPNG **reformed the education system** to provide a relevant basic education for all young Papua New Guineans and at the same time provide specialist further education and training for those able to use it.

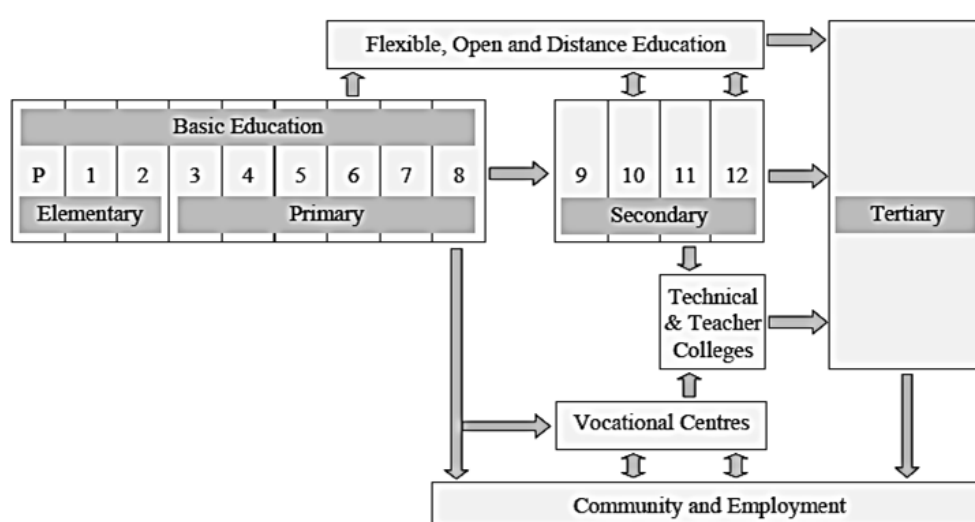
The key features of the education reform were:

- a new and more relevant curriculum emphasising skills development and the maintenance of the local languages of the community;
- nine years of universal basic education implemented nationally;
- the establishment of community-based elementary schools using the community vernacular as the main language;
- converting community schools into primary schools for grades 3 to 8 and a gradual bridging to English as the language of instruction in the primary school, while maintaining use of the students' vernacular.

Here below a visual representation of the PNG education system before and after the reform (from UPE Plan):



The previous education structure.



The reformed education system.

As result, **the modern PNG's educational system** has three levels: basic, secondary, and tertiary. The school year runs from January to December.

Now children receive 9 years of **Basic Education**. At 6 years all children begin their basic education in an **elementary school** in their community language and for the following three years they are taught the basis for sound literacy and numeracy skills, family and community values including discipline and personal health care.

After it, at 9 years children continue their basic education entering a **primary school** which advances from grade 3 to grade 8. In primary schools children study bilingual programs, using English to understand basic social, scientific, technological, and personal concepts and national values.

The **Post Primary Education** is threefold: Secondary Education, FODE Education and TVET Education.

Secondary schools offer a four year education from grades 9 to 12 covering a broad range of subjects and work related activities that can be used in everyday life.

	Number of Schools	Total Enrolment
Elementary schools	5.473	330.713
Primary schools	3.355	643.109
Total	8.828	973.822

Administering Agency, 2006

An alternative to secondary schools is the **Flexible, Open and Distance Education** (FODE) which aims to deliver education services to students living in remote areas at a lower cost. The target students of the FODE mode are grades 6 to 8, but there are possibilities for them to continue till grade 12.

People who undertake technical and vocational training courses choose the **TVET Education** system aimed to prepare the labour force for employment, including self-employment, with linkages to the National Apprenticeship and Trade Testing Board.

Concerning **Higher Education** there are 6 universities in PNG: University of PNG (Port Moresby), PNG University of Technology (Lae), University of Goroka (Goroka), Divinewood University (Madang), University of Vudal (Rabaul) and Pacific Adventist University (Port Moresby).

bilingual system

PNG has a **bilingual education policy**. After the spread of a community-based vernacular language preschool movement, the 1994 reform modified the previous English-only educational system to encourage vernacular language education in the initial years of a child's education, and to implement a gradual transition to the use of English as a language of wider communication.

It should be noted that the use of local language in education is still an extremely sensitive issue in PNG.

While on one side there is the need to ensure a smooth transition from vernacular languages to English to train competitive students at regional and international level, on the other side vernacular remains dominant in the communities.

In rural areas the **lack of qualified teachers who speak the vernacular**, make them use Tok Pisin to instruct younger students and English for transition students. As result the system may produce students who lack competency in the English language and do not speak vernacular languages either, which might isolate them from their own communities.

Learning resources to support both vernacular and English language learning are currently lacking in many PNG schools and this issue needs to be properly addressed to have a literate population in both English and vernacular languages.

1.1.2.2 National education policy & strategic documents

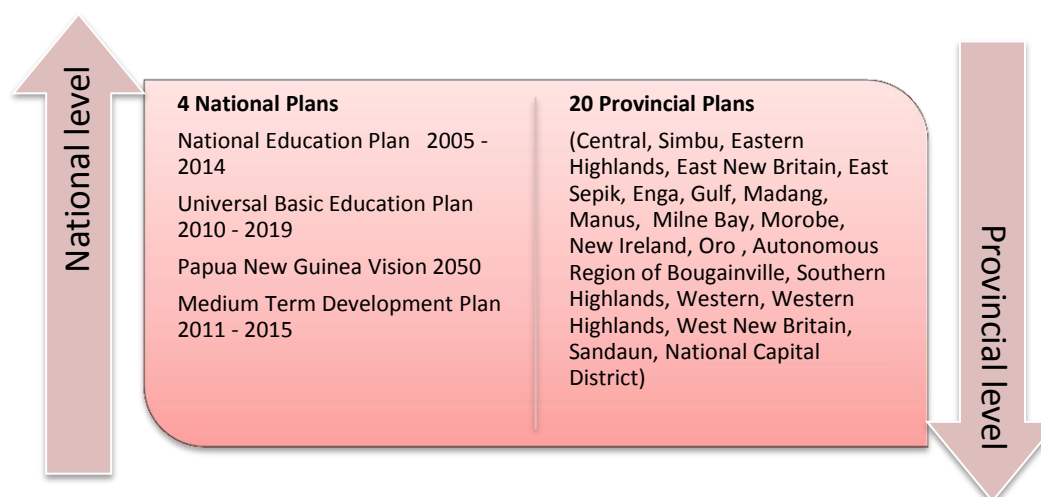
1.1.2.2.a International commitments

PNG is committed to the international UNESCO movement **Education for all (EFA)/ Global Partnership for Education (GPE)** and to its objective to universalize primary education and massively reduce illiteracy.

PNG is also devoted to the achievement of **MDGs**, of which Goals 2 – Achieve universal primary education, and Goal 3 – Promote gender equality and empower women, are extremely relevant.

1.1.2.2.b National education policy

PNG education policy is set out in several plans:



1.1.2.2.c Universal Basic Education Plan

The **Universal Basic Education Plan (UBE)** is the latest fundamental policy document on education and it follows the National Education Plan 2005 – 2014 and the Medium Term Development Strategy 2005 – 2010.

The UBE overarching goal is that:

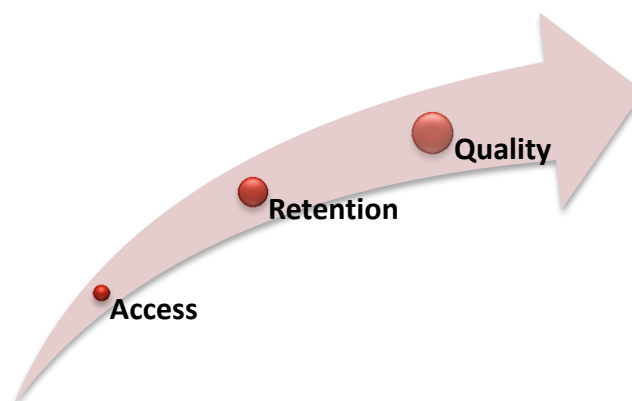
all children of school age must enrol in school, complete nine years of basic education and should have learnt skills, knowledge and values covered in the basic education curriculum

The UBE main objectives are:

- *“To increase access for all children at the lower and upper secondary levels;*
- *To provide an education that is useful for the live in the village;*
- *To prepare young people for formal and informal*

employment.”

The education reform shall develop along three components:



- **Access** - All children should enter school at a specific age – they should enter elementary prep at the age of 6 years;
- **Retention** - All children should complete the elementary and primary cycles of education that constitute a basic education – this is nine years of basic education;
- **Quality** - All children should reach a required standard of literacy and numeracy at the end of these years of education.

Thanks to UBE implementation, it is expected that:

“By the end of 2019, 80% of all children enrolled in Grade 1 in 2011, being 80% of 6-year olds in 2011, will graduate from Grade 8, and out of which 90% meet the minimum standards of the UBE learning objectives”

1.1.2.2.d PNG's Vision 2050



In 2007 the GoPNG developed a long-term strategy to improve its socioeconomic development status, which is now known as **Vision 2050**. The Vision 2050 maps out PNG's development initiatives for the next 40 years and identifies strategic pillars supporting economic growth and development. Among the seven Strategic Focus Areas of Vision 2050, one focuses on *Human Capital Development, Gender, Youth and People Empowerment*. It identifies a series of educational and human development goals:

Human Development

- Improve Papua New Guinea's Human Development Index ranking to 50th place from 148th amongst the United Nations member countries;
- Improve Papua New Guinea's access to services and basic infrastructure; and
- Improve life expectancy of Papua New Guineans from 57.9 to 77 years of age.

Education

- **Free and Universal Basic Education** for all school-age children from Elementary 1 to Grade 12;
- One hundred percent literacy for the adult population over 15 years of age;
- Access to industry and sector-based applied education for the adult population in the informal sector;
- Expand all secondary schools proportionate to Universal Basic Education targets;
- Expand the national high schools and integrate them with universities;
- Expand teachers, technical, business, forestry, fisheries, maritime, tourism and hospitality, and community colleges that are recognised as institutions of higher education;
- Expand the state universities and support private universities and other institutions;
- Establish one multi-disciplinary technical college in each province;
- Establish one vocational school in each district;
- Introduce good citizenship, ethics, morality and personal viability in all education and training institutions' curricula;
- Establish a National Curriculum, Assessment and Monitoring Authority;
- Establish an Education Endowment Fund;
- Establish an Industrial Technology and Development Institute;
- Establish a **Papua New Guinea Open University** to coordinate flexible learning programs of the four state universities;
- Improve teacher-student ratio to 1:30;
- Improve terms and conditions of academics and teachers;
- Establish public-private partnership in delivering education;
- Introduce environmental sustainability and climate change as school subjects into the National Education Curriculum; and
- Promote and establish the use of ICT for sustainable education.

Access and free education are the most stirred aspects:

“Access to Education: Access to education has improved marginally. More improvement is required, not only in terms of accessibility, but also in terms of quality, efficiency and equity. Arising from the 1993 national education reform, enrolment rates have tripled and have outstripped educational resources and institutional capacity. Gross enrolment rates have remained at 75 percent, which is well short of the goal of Universal Basic Education (UBE). Girls account for some 45 percent of enrolments in the basic education cycle, but their

proportion drops to 40 percent by Grade 10, and 35 percent by Grades 11 and 12. Literacy rates among youths are low at 67 percent.”

Vision 2050 also emphasizes the importance of **distance education**:

“Access for all education levels through open, distance and flexible education should be improved and increased.”

1.1.2.2.e Medium Term Development Plan

The **Medium Term Development Plan 2011-2015** (MTDP) is a 5-year development plan aimed at implementing the Vision 2050 and the PNG Development Strategic Plan 2010-2030 (PNGDSP) into tangible results, deliverables and indicators. High priority is given to the enabling activities of education.

1.1.2.3 Institutional Framework & Education management

The education system in PNG is **highly decentralised and fragmented** and involves governments, agencies and departments at every level. Governance and management structures of the education system are therefore complex and articulated.

At national level the **Department of Education** (DoE) is responsible for developing the overall policy, planning and coordinating the sector.

Even though the DoE is the main national authority responsible for education, other departments such as the Departments of Treasury, Finance and Community Development are concerned with human resources development at central level.

The OLPGLLG redirected many responsibilities for the **provision of education** towards **provinces, districts and local communities**.

The following table illustrates the responsibilities by level of government:

ACTIVITY	NATIONAL GOVERNMENT	PROVINCIAL GOVERNMENT	LOCAL GOVERNMENT
Policy & Planning	<ul style="list-style-type: none"> National Education Board and Teaching Services Commission Develop curriculum 	<ul style="list-style-type: none"> Develop Provincial Education Plan 	<ul style="list-style-type: none"> Identify local priorities
Elementary education	<ul style="list-style-type: none"> Set maximum school fee limits Pay school fees subsidy in 1st and 3rd quarter Curriculum development (some locally based curriculum developed at community/school level) Deliver new curriculum materials to Provincial Government HQ Pre-service teacher training and registration 	<ul style="list-style-type: none"> Decide to recognise new schools Provide support through the Education Function Grant Distribute curriculum in province and acquire additional education materials Assist with logistics of teacher training (e.g. venues, transport) 	<ul style="list-style-type: none"> Assist in securing land for new schools and community with construction Maintain schools; inspect buildings that are LLG funded
Primary education	<ul style="list-style-type: none"> Curriculum development and delivery to Provincial Government HQ Pay school fees subsidy in 1st and 3rd quarter Provide Grade 8 exams to Provincial Government and collate results across PNG Teacher training and in-service training Inspect schools 	<ul style="list-style-type: none"> Store, then distribute curriculum throughout province Provide support through the Education Function Grant Administer Grade 8 exams and send results to DoE Compile district monthly reports and submit quarterly to DoE Logistical support for school inspections Payroll administration (in some provinces) 	<ul style="list-style-type: none"> Construction and maintenance of primary schools Maintain schools; inspect buildings that are LLG funded
Secondary & Vocational	<ul style="list-style-type: none"> Run the National High Schools Grade 9 and 11 selection criteria Grade 10 and 12 exams prepared and delivered to Provincial headquarters; marking exams Granting of school certificate and higher school certificate Develop curriculum and deliver to Provincial headquarters Teacher training (vocational), admission and registration Inspections 	<ul style="list-style-type: none"> Run and maintain Provincial High Schools Distribution of grade 10 and 12 exams and supervision Compile district monthly reports and submit quarterly Prepare storage plan and distribute curriculum to schools Determines applications for in service training, organise venues and logistics (also District involvement) Payroll administration Some school inspections and logistic support for National inspections 	

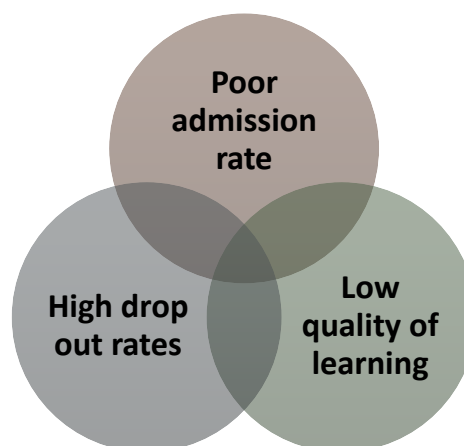
UBE: Responsibilities in the PNG Education Sector by Level of Government

Numerous stakeholders are involved in the education governance system, so that **coordination and coherence are fundamental for strengthening management capacities**. In addition to government actors (ministries, offices, departments, states, committees, etc), provinces, districts, local communities, schools, TTCs, universities, churches and NSAs are part of it.

The **role of churches** as main contributor to private education in PNG is remarkable. According to UBE the church agencies and institutions in 2006 administered approximately 50% of elementary and primary schools.

1.1.2.4 Current state of the sector

The main challenges that the PNG's education system is facing are:

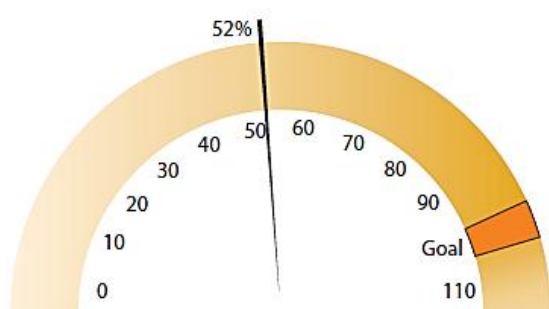


The three main challenges of the educational system in PNG.

problems analysis

The main **reasons** behind such issues are:

- Unavailability of elementary schools within a reasonable distance.
- Affordability of school fees.
- Inadequate teaching and learning materials.
- Inadequate and insufficient school infrastructure.
- Teachers' not regular attendance.
- Lack of teachers and facilities in remote areas.
- Lack of teacher quality and motivation.
- Poor teacher management and supervision.
- High level of bullying and negative student behaviour.
- Low parental/community support towards children education.
- Weak standards and guidance frameworks.
- Low impact of education on employment opportunities.
- Lack of capacity in sub-national governments to plan and administer local systems.
- Limited accountability channels.



Most Recent (2009) Primary School Completion Rate*

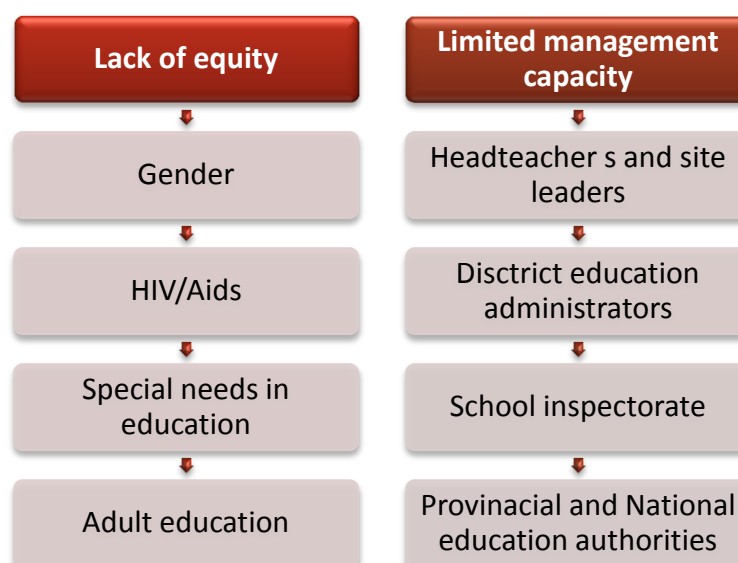
Source: UNESCO Institute for Statistics online database

*Throughout this document 'Primary School Completion Rate' refers to a proxy measure of completion—'Gross Intake Ratio to the last grade of primary school.'

Accountability and fight to corruption are main issues for the education system in PNG. Apparently cases of schools that have received subsidies without presenting data on enrolments have been identified. In 2012 subsidies to schools in remote areas are expected to be dealt by the Departments of Education and Treasury jointly in order to better plan schools inspections/auditing.

cross cutting issues

As per the UBE, there is also a set of cross cutting issues to take into account:



Particularly relevant is the **impact of HIV epidemic on the education system**, as well as of **gender inequality**. These are factors that create a shortage of educated people, especially women, which affects the economy of the country and triggers a chain effect on the diffusion of the disease. Indeed, education empowers young **women** to assert their sexual, health and reproductive rights and research demonstrates that highly educated girls and boys are better able to negotiate safer sex and reduce HIV rates.

Education produces also behavioural change in the society and can address stigma and discrimination of vulnerable groups.

1.1.3 Sector Wide Approach in Education

PNG public expenditure is in large part financed by international donors' official development assistance (ODA). Australia is the main donor in PNG, accounting for over 80% of ODA, followed by many other bilateral and multilateral donors partners (DPs) such as Japan, New Zealand, the EU, the Asian Development Bank, the WB and the UN agencies (UNDP, UNICEF, UNFPA, UNHCR, FAO, WHO, GEF, UNIFEM and UNHABITAT). As a share of gross national income, aid fell from 13 per cent in 1980 to 6 % in 2006.

According to the WB's World Development Indicators (WDI) in 2009 grant aid represented 5,3% of GNI, accounting to \$ 413,680,000, about 20% of total government expenditure and 70% of development expenditure.

WDI Indicator - PNG	2007	2008	2009
Net ODA received (million US\$)	324.4	304.4	413.7
Net ODA received per capita (US\$)	50.7	46.5	61.7
Net ODA received (% of GNI)	5.2	3.8	5.3

Source: World Bank's World Development Indicators

But while PNG has become significantly less aid-dependent, ODA remains relatively high in this area compared with most other countries with a similar level of per capita income.

1.1.3.1 Paris Declaration on Aid Effectiveness

The Paris Declaration on aid effectiveness signed in March 2005 is the cornerstone of the current aid effectiveness approach. Following a debate started in Mexico (2002) at the International Conference on Financing for Development and continued in Rome (2003) at the High Level Forum on Harmonization, international donors met in Paris in 2005 with the aim to reform the way aid is planned and implemented in order to make it as effectiveness as possible.

Building on decades of development aid experience, the Paris Declaration states five fundamental principles for making aid more effective:

- **Ownership:** Developing countries set their own strategies for poverty reduction, improve their institutions and tackle corruption;
- **Alignment:** Donor countries align behind these objectives and use local systems;
- **Harmonisation:** Donor countries coordinate, simplify procedures and share information to avoid duplication;
- **Results:** Developing countries and donors shift focus to development results and results get measured;
- **Mutual accountability:** Donors and partners are accountable for development results.

- **Ownership** gives back the primary responsibility for development processes to recipient countries who are supposed to draft development strategies and call for donor agencies to **align** and support to these strategies with their projects and funds. **Harmonisation** means that donors have to coordinate and streamline their actions in the recipient countries and direct all actions to clear **results** that need to be monitored. Finally donors and recipients are **mutually accountable** for the actual achievements against the set goals.

1.1.3.2 PNG's Commitments on Aid Effectiveness

In 2008, in order to make DPs aid more effective and to move towards a more sustainable broad-based economy, the GoPNG and all DPs adopted the “**Joint Commitment of Principles and Actions**” (the Kavieng Declaration on Aid Effectiveness) which sets out a series of shared principles for aid effectiveness with targets and indicators to measure progress.

The agreement commits GoPNG and DPs to the implementation of the international principles of ownership, alignment, harmonisation, managing for results, and mutual accountability, as set out in the Paris Declaration on aid effectiveness. In this context the GoPNG has decided to give **priority to health and education**.

Despite this declaration of intents the aid effectiveness agenda still faces important challenges, notably in the strengthening of financial and accountability systems.

1.1.3.3 Education for All - Fast Track Initiative & Global Partnership for Education



The Education for All (EFA) Fast-track Initiative (FTI) is a **global partnership** of developing and donor countries and agencies to support global EFA goals by focusing on accelerating progress towards the goal of universal basic education and endorsing the 2005 Paris Declaration's principles of aid effectiveness.

In September 2011 the EFA-FTI changed its name to **Global Partnership for Education (GPE)**. Currently it comprises 46 developing countries and more than 30 bilateral, regional, and international agencies, development banks, the private sector, teachers, local and global civil society groups.

PNG endorsed the GPE in 2011 when the DPs endorsed the UBE as an interim education plan. As recall the Donors Endorsement of UBE Plan:

“Because the UBE Plan covers only basic education (the first 9 years of education cycle in PNG), the DPs consider it to be an “interim plan” for the purposes of the EFA-FTI endorsement.”

The main GPE aims are to promote:

- More efficient aid for primary education.
- Sustained increases in aid for primary education.
- Sound sector policies in education.
- Adequate and sustainable domestic financing for education.

- Increased accountability for sector results.

The **2011 – 2014 GPE Strategy** sets three new objectives:

- Increase support for fragile states.
- Improve learning outcomes and quality education.
- Support girls' education.

At country level the GPE involves several stakeholders which contribute to the **education governance system**:

- The **Local Education Group (LEG)** which comprises the government of the developing country partner, donors, multilateral agencies, CSOs, etc. These partners work together to develop, appraise, endorse, implement, monitor, and evaluate education plans,
- The **Government** of the Developing Country Partner responsible for implementing the education plan,
- **Civil Society Organizations (CSOs)** advocate with the government and LEG to keep education on the development agenda,
- **Local Donor Groups (LDG)** comprise local representatives from bilateral and multilateral development partners and other donors,
- **Coordinating Agency (CA)** serves as the communications link between the Government, the LEG, and the Secretariat.

1.1.3.3.a Education Development Partners Coordination Committee (EDPaC)

In PNG there is a large group of donors, both bilateral and multilateral, who are part of the local donors group. Much work has been done in the field of procedural harmonisation and aid effectiveness, especially in education and health.

Representatives of the DPs and institutions involved in education sit together in the **Education Development Partners Coordination Committee (EDPaC)**, which includes UNICEF, AusAID, EU, WB, NZAID, ADB, ChinaAID, JICA.



Global Partnership for Education in PNG

UNICEF chaired the EDPaCC for two years in 2008 and 2009. In September 2010 the role of the chair passed over to a co-chair between EU and AusAID, while UNICEF remains the Coordinating Agency for the EFA/GPE Fast Track Initiative.

1.2 Our understanding of the Terms of Reference

The Terms of Reference provide a clear and exhaustive description of the needs of the GoPNG in terms of support for the PNG's education policy. They define the project objectives, the activities to be implemented, and the results that the technical assistance project is expected to achieve. This facilitates our task of designing a clear-cut Project Logframe Matrix, whose building blocks are presented and discussed below.

1.2.1 The Objectives and Purpose of the Project

The **overall objective** of the Sector Policy Support Programme (SPSP) is:

“to promote the development of PNG's human resource development in the education sector.”

The programme purpose (**specific objective**) is twofold:

“Universal Basic Education (UBE) Plan supported”

and a

“Sector Wide Approach in education strengthened”.

In turn, the **purpose** of this TA contract is:

“to provide technical and advisory services to ensure the effective and timely implementation of the Human Resources Development Programme Phase I (HRDP I).”



1.2.2 Three Result Areas

The ToR have broken down the objective and purposes into three broad Result Areas, that can be summarised as follows:

R.A.1 Management capacity

- 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 EMIS with PNG priorities)

R.A.2 Quality of education

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

R.A.3 Access

- Improved access to teacher training is covered through the provision of infrastructure and scholarships, particularly for teachers coming from remote areas (equity aspect)

1.2.3 Results to be Achieved

According to the ToR, the detail of the result areas is given below:

Result 1	MANAGEMENT: Management capacity of PNG's education system for decision making, planning, assessment and monitoring of the education system improved
1.1	Strengthen inter-ministerial and inter-departmental dialogue for fully utilising SWAp structures according to the ESIP, also including NSAs
1.2	Strengthen performance monitoring and evaluation system at all levels
1.3	Strengthen management capacities of education administrators at sub-national levels
1.4	Strengthen involvement of PNG research and academic institutions in management training

Result 2	QUALITY OF EDUCATION: Pedagogical and management skills of basic education school teachers improved
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
2.2	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
2.3	Develop/strengthen networks of Teacher Training Colleges and universities involved in primary and lower secondary teacher training

Result 3	ACCESS: Access of teachers to pre-service and in-service training improved
3.1	Improve infrastructure in Teacher Training Colleges
3.2	Enhance access for identified trainee teachers coming from and returning to remote and underserved communities

Additionally, we propose a set of more general results that this TA project must achieve, divided by project phase:

minimum results for the inception phase	<ul style="list-style-type: none"> Kick off Meeting arranged and held Project team mobilisation carried out Project office set up Inception Report drafted and delivered Project Visibility & Communication Strategy ready
minimum results for the implementation phase	<ul style="list-style-type: none"> Steering Committees meetings organised and held Technical and financial resources mobilised Project management, reporting and quality insurance assured Constant coordination and consultation with beneficiaries assured
minimum results for the final phase	<ul style="list-style-type: none"> Final project Conference carried out Smooth hand-over of project activities and results Exit strategy defined, approved and implemented Results publicly presented Final report drafted and submitted for approval

1.2.4 OVI – Objectively Verifiable Indicators

Objectively Verifiable Indicators (OVI) are essential to the sound M&E of project results. They must be of a quantitative nature and easy to measure, meaning that they are not subject to interpretation on the part of the project management.

factual basis for measuring results

OVI will also be useful in the dissemination of the programme's successes. They provide a factual basis on which to rely in order to prove the material achievements of the programme and diffuse those through media, academic or official channels.

aiming at excellence

Together with a strong M&V (Monitoring and Verification) methodology aimed at ensuring quality of execution at every moment in the project, OVI stand as a guarantee that our consortium is serious about process and results and seek to complete this contract's objective with the highest degree of excellence.

At this stage we suggest adopting the set of OVI listed in the table below. During inception we shall refine them and agree with the Contracting Authority a final list of OVI, including methods for measuring them.

OVI for Result Area 1	<ul style="list-style-type: none"> • Number of trainings and capacity building activities delivered • Number of people trained • Number of workshops and round tables held • Improved performance in education planning and management • EDF procedures are fully respected • Planning documents produced in-house by the beneficiaries • Number of meetings with bilateral and multilateral donors • Number of DPs joint initiatives • UBE and Paris Declarations goals met
OVI for Result Area 2	<ul style="list-style-type: none"> • Number of trainings and capacity building activities delivered • Number of people trained • Number of workshops and seminars held • Financial and accountability capacities improved • Improved performance in implementation of education programmes • Teachers' quality indicators improved
OVI for Result Area 3	<ul style="list-style-type: none"> • Number of pre-service & in-service training organised • Number of people trained • Teachers' access indicators improved

Summary table of OVIs.

1.2.4.1 Quantitative Targets

During the inception phase we shall also discuss and agree with the DoE specific quantitative targets for each OVI, as well as the sources of verifications. Targets must be ambitious, but yet realistic and consistent

with the amount of resources actually available to the project. They will serve as a benchmark to measuring the performance of our TA services.

1.2.5 Target Groups

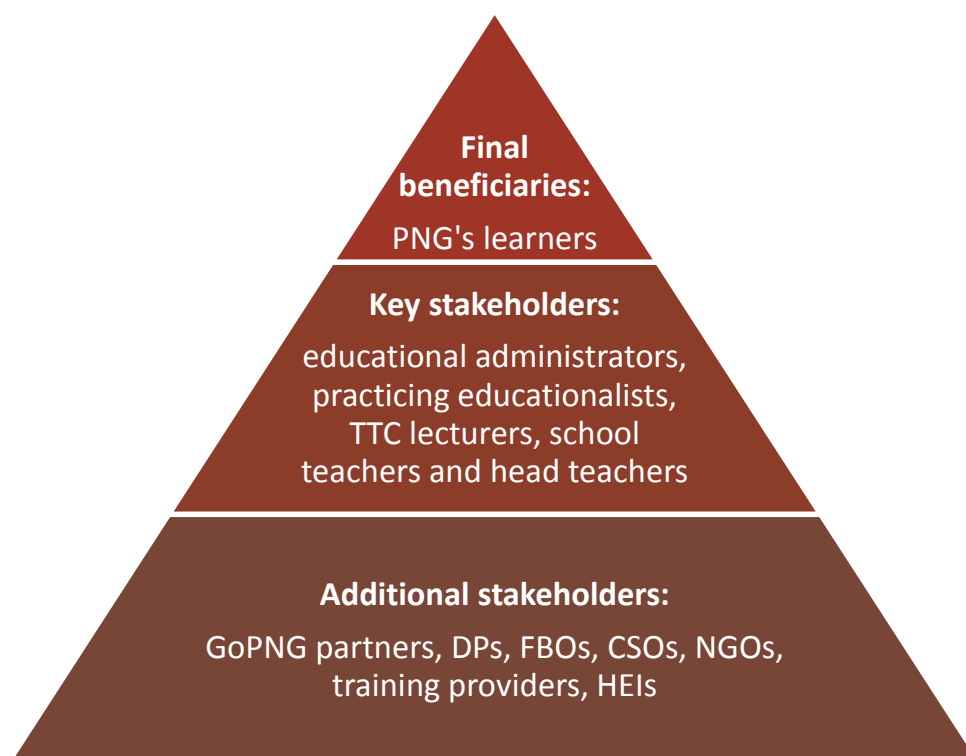
In describing the target groups, the ToR specify that:

*“The **final beneficiaries** will be the learners of PNG since they will be affected directly by an improved education system in terms of management, quality and access.*

***Key stakeholders** are educational administrators at national, provincial and district levels, as well as practicing educationalists such as Teacher Training Colleges (TTC) lecturers, basic/lower secondary school teachers and head teachers.*

***Additional stakeholders** include other GoPNG partners (e.g. Departments of Treasury, Finance, and Community Development), DPs, and the society at large (faith-based organisations FBOs, civil society, NGOs).*

PNG training providers and Higher Education Institutions (HEIs) will be important stakeholders for implementing part of the training activities under the HRDP I, in order to support internal country processes which assist in strengthening capacity development at individual, organisational and country-wide levels. The HRDP clearly subscribes to the promotion of in-country expertise and national research, as also expressed in the EC Backbone Strategy and other recent EU documents to this effect.”



The pyramid of the project target groups.

1.3 Comment on some Key Issues of the ToR

After a careful analysis of the ToR we want to highlight two sets of issues – methodological and substantial – that are critical to the achievement of the expected project results.

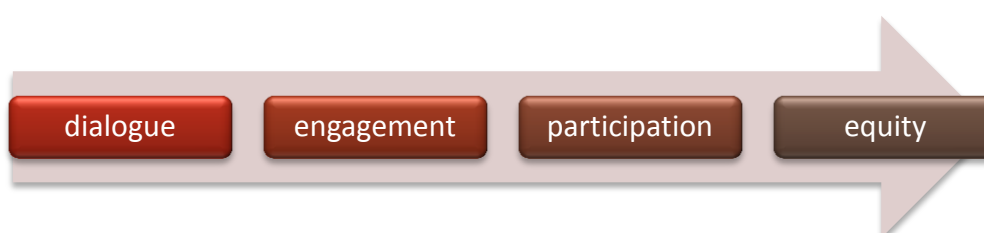


1.3.1 Education as a universal human right

Education is a **human right** and a high priority for PNG development, in line with its international commitments. Basic education is indeed a leverage for eradicating poverty and improving literacy and human resources. As a fundamental human right protected by international covenants and declarations, every child is entitled to it.

In 1990 at the **World Conference on Education for All** of Jomtien, Thailand, the international community affirmed its commitment to achieving **universal education** and massively reduce illiteracy. Main result of the conference was the **Education for All initiative (EFA)**, a global movement led by UNESCO involving governments, NGOs and development agencies to provide education to “every citizen in every society”. For more info on EFA and GPE see at § 1.1.3.3.

rights-based approach to education



A **rights-based approach to education** can help address the inequalities of the PNG society, tackling the most sensitive issues as access (both in terms

of fees and infrastructures), gender equality, inclusiveness, helping the country to pave the way to a successful and productive future.

free education

The GoPNG intends to implement a new educational policy for the country and last year it allocated funds to make school free for students in year 7 up to year 10. One of the biggest limitations to accessing the education system in PNG is in fact the payment of fees which are often considered too costly for poor households. Free education for all, would therefore apply the rights-based approach to education.

Recently the PNG's teachers union has warned that the government's funding will not be enough to cover the costs of providing quality education and that there aren't enough teachers to meet a government plan for free education for students up to year 10.

Both the government and civil society point out that such a structural reform shall inevitably be gradual and will need considerable investments in financial and human resources.

inclusive education

The theme of Inclusive education for persons with disabilities is increasingly at the centre of public debate in PNG. Last June the GoPNG has signed the **Convention on the Rights of Persons with Disabilities (CRPD)** and it is fully committed to implement the CRPD principles within ministry's plans and policies and ensure CRPD ratification.

Any education reform and support intervention to improve the quality of teaching staff and materials must take into account the integration of children with disabilities' into mainstream education. The GoPNG has recently demonstrated its willingness to address the educational needs of children with disabilities in a more systematic way.

1.3.2 Education as a powerful anti-poverty measure

Not only is education a **human right** and a high priority for PNG development, in line with its international commitments, it is also a powerful tool against poverty. Basic education is indeed a leverage for eradicating endemic poverty while improving literacy and the quality of human resources.

The scope of education is to challenge and transform individual lives and social structures. UNESCO's research on the relationship between education and poverty demonstrates how deeply **education can affect earnings and reduce poverty and inequality**.

more education better jobs

Education impacts on the ability of people to gain better jobs as well as generate more economic opportunities and incomes. An obvious corollary is that more and better education improves a country's economic growth. Better educated people have generally more probability to get employed, are more productive and earn higher incomes. Education gives people critical skills and tools to help them better provide for themselves and their children:

- Education helps people work better and creates opportunities for sustainable and viable economic growth now and into the future;
- Education **helps fight the spread of HIV/AIDS** and other diseases, reduces mother and child mortality and helps improve health;
- Education **encourages transparency, good governance, stability** and helps fight against graft and corruption.

Good education can dramatically improve the social situation of PNG. It contributes to lowering fertility, improving health care and HIV prevention, and stimulating a greater participation of women in the labour market.

On the contrary, when education is too expensive and there is a lack of financial and educational resources as good textbooks or classroom resources, like PNG is experiencing, this can significantly limit the positive contribution of education to poverty reduction.

Even though the economic impact of better education is difficult to measure with precision, there is no doubt that investing in **universal primary education** is going to bring a much greater return in terms of development and poverty reduction.

1.3.3 Management of Call for Proposal, Programme Estimates and Fund management

Our consortium and key experts have long first-hand experience in the **management of Calls for Proposal** (CfP) and provision of PCM training and coaching support to NAO's offices in charge of grant scheme management.

Equally, our consortium and key experts have direct and recent experience of advising Implementing Bodies on the preparation, implementation, disbursement and verification of Programme Estimates (PE) and Specific Commitments (SC) in the framework of EDF programmes.

This competence of ours might also prove of great value to this project, where the NAO will have to manage a total envelope of 13 million euro, which are to be spent in the most effective and efficient manner.

Although not explicitly requested by the ToR, our TA team will be ready to provide assistance, if and when needed, on such tasks as:

- Preparation of documents and guidelines for CfP.
- Launch and process management of CfP up to assessment and award of eligible applications.
- Drafting manuals (Users' Guide) for grant beneficiaries.
- Implementation of EU procurement rules.
- Contracting of grant funds, contract management, disbursement of funds, verification of expenditures and supporting documents.
- Preparation of PEs and SCs documentation.
- Disbursement of funds under PE and SC arrangements, imprest account management and financial reporting.
- Reports on progress of Fund implementation.

- etc.

1.3.4 Distance Learning and Decentralised Training

Given the morphology of the country, the fact that the majority of the population resides in remote areas and the lack of adequate transport infrastructures, distance learning practice and decentralised training are fundamental in PNG.

Distance learning is key both to expanding the outreach of in-service teachers training and to offering a second chance to the increasing number of drop outs or students that do not perform up to expected levels to continue their secondary education, or are unable to do so due to financial constraints.

Distance learning is critical to support such large, under-served and growing segment of drop-out youngsters, as demonstrated by the rise of the demand for distance learning programs. To be effective, distance learning needs adequate resources and technical support, especially in case of web-based tools.

IT and internet penetration is still a major weakness especially in the most remote districts. This is why we intend to provide support also through alternative pathways to education for school-age youth who are not enrolled in school. Indeed, distance learning in PNG can be reinforced through the use of:

- web and ICT-based courses,
- more traditional media, like radio and TV,
- correspondence-based learning,
- on-site tutors and teachers.

Distance education is offered primarily through the Flexible Open and Distance Education (FODE) to students wishing to complete their Grades 8 to 10 education. Currently the FODE centre is the only public distance learning institution serving PNG and providing English, Mathematics, Science and Social Science courses, assisted by 20 provincial centres, as well as 25 study centres.

1.3.5 Creating Conditions for Sustainability

A **SWAp approach** that foresees the establishment of an SPSP for education and the strengthening of management capacities is a major investment in the sustainability of the HRDP Programme, which fully complies with the principles of Aid Effectiveness.

Our TA will pay the utmost attention to giving coherence and a better coordination to the harmonization of all levels of authorities involved in the education sectors, in particular at district level and in terms of accountability systems.

Furthermore the HRDP's overall sustainability will call for a broad and proactive involvement of local stakeholders, such as CSOs, churches and FBOs.

We shall seek sustainability of project results at three levels:

- At the level of the overall national policy framework for education (UBE Plan, etc).
- At the level of each single measure that GoPNG will initiate under the HRDP workplan, to make sure it can be continued and scaled up even beyond the duration of this contract.
- At the level of each local authority or entity assisted by HRDP, be either a province, a district, TTCs or NSAs, which must be able to capitalise on the TA received and build on it further.

1.4 Assumptions and Risks

The success of this project will depend, to some extent, on external factors that are beyond the control of our technical assistance team, or are linked to the fulfilment of some external conditions.

The key assumptions and risks are laid out in the ToR. We reproduce them below before commenting further, particularly in relation to the risks that we can control.

1.4.1 Main Assumptions Underlying the Project Intervention

The most obvious assumption refers to the continued commitment of the Government of PNG to support the project activities and to pursue the project objectives and purposes. There is little doubt that this assumption will prove true.

Other and more specific assumptions, it is assumed that :

- *“The Government of Papua New Guinea support for the sector will continue;*
- *the DoE remains committed to strengthening sector coordination and developing effective partnerships with government (Departments of National Planning and Monitoring, Treasury, Community Development, etc.), including those at sub-national level, civil society stakeholders and churches; and that*
- *the Partnership Framework and The Government of Papua New Guinea’s approach to an education SWAp is flexible, allowing the EU to provide support to the education sector through a variety of modalities. Also, the offices of the Secretary for Education and the National Authorising Officer (NAO) need to function well, which is however directly addressed through capacity building activities through the project.”*

1.4.2 Main Risks and Risk Management

There are also inevitable risks to the timely and effective implementation of project activities that could bear a negative impact upon the delivery of outputs and the achievement of results. Hence, it is of paramount importance that effective risk management procedures and quality assurance processes are installed, so that the occurrence of risks may be minimized and when risks do manifest themselves they can be managed quickly and effectively.

The ToR mention explicitly that the **major project** risk is:

“related to the relatively low management capacity at sub-national, particularly district levels, despite current support provided through AusAID and the EU’s Strengthening of Districts and Local Governments in Papua New Guinea programme. ”

Another possible risk mention by the ToR is:

- *The possible impact of the international financial crisis on*

the budget for the education sector, particularly the development budget, needs to be closely monitored. Although direct effects from the global financial crisis have so far been limited due to the limited exposure of Papua New Guinea's financial sector, large fluctuations in commodity prices remain a major concern. The volatility of the markets poses a certain risk which has already impacted on revenue and expenditure in real terms..

political stability

Sustained political stability is a key condition for development, including education. Political instability has been common in PNG, often affecting good governance of programmes.

Recent political developments may affect HRDP implementation, as the country entered again in an instable political phase. After Michael Somare's absence to receive medical treatment in June 2011, Peter O'Neill has been appointed Prime Minister in August 2011 by the Parliament.

In December 2011 the National Supreme Court has ruled the election of Prime Minister Peter O'Neill unconstitutional and restored his predecessor Sir Michael Somare as the nation's leader. However, Peter O'Neill continues to be recognised as the proper Prime Minister by the Speaker of the House and many other key actors, including the Governor General.

Although both governments have always claimed human development and education as priority areas, it goes without saying that such a situation might negatively affect the implementation of the project or at least slow it down. **Elections are scheduled for next June**, but if the current political tension does not dim, it can lead to unforeseeable consequences.

Eurecna and the consortium partners have already faced situations in which the political situation of the country had put a strain on the project. We are therefore ready to discuss the situation with the NAO, the EUD and the DoE and find solutions that are flexible and adaptable to the local circumstances.

The activities and beneficiaries related to capacity building in education management are certainly those who may be more affected by political changes, so we are available to review timing and methods of delivery, depending on how the situation will evolve and when it will stabilise.

1.4.2.1 Risk Management

We acknowledge the risks outlined above and are determined to put in place a specific risk management strategy to prevent them and minimise their possible consequences.

For each identified risk we have worked out some mitigation measure that we want to share and discuss with DoE in due course. The next table summarises all the main risks and related mitigation measures.

RISKS	MITIGATION MEASURES
GENERAL RISKS IDENTIFIED BY THE ANNUAL ACTION FICHE	
Shortcomings in monitoring actual expenditures against sectoral plans and subsequent shortfalls (due to the lack of an MTEF)	<ul style="list-style-type: none"> • PNG-EU cooperation can make a valid contribution towards the establishment of an MTEF
Government is hesitant to take the lead in sector and donor coordination	<ul style="list-style-type: none"> • Technical Working Groups can be strengthened and further utilised to enhance dialogue between Government and donors
Weak implementation capacities at sub-national level	<ul style="list-style-type: none"> • Directly addressed by the capacity building activities of the HRDP
Performance monitoring system and Public Financial Management (PFM) system not yet fully functioning, also leading to weak ties between sector policy and budget allocation	<ul style="list-style-type: none"> • The HRDP will strengthen national capacities for monitoring, analysis and PFM within the framework of an SPSP
OTHER RISKS	
Ellections produces a significant change in the HR involved in the project / Political instability slows down the scheduling	<ul style="list-style-type: none"> • Discuss with the NAO, the EUD and the DoE to review the scheduling of activities and provide a flexible management plan.
Lack of commitment and support on the side of the principal stakeholders of the EU-PNG aid cooperation mechanism	<ul style="list-style-type: none"> • Work on improving the image and credibility of the project with all stakeholders to illustrate the potential benefits from a more collaborative relation with the project
Relevant staff is not available, or not fully engaged in the training	<ul style="list-style-type: none"> • Prevent the risk with appropriate selection and making it compulsory preparatory activities that would detect problems at an early stage • Better planning of the training sessions to increase availability • Better selling of training to motivate the staff and their management to devote time and efforts to capacity building actions
NSA and communities unwilling to engage in HRDP, or do not support the reform	<ul style="list-style-type: none"> • Awareness raising actions to explain the advantages of participating in HRDP
Insufficient staff is assigned to manage EU funds and able to work effectively after undergoing relevant training	<ul style="list-style-type: none"> • Discuss with the NAO and the DoE and other delegated institutions and represent the needs to ensure sufficient staffing • identify leaders who can motivate the target organisations
Relevant staff who benefit from capacity building will move to other posts / high-level of staff turnover in public service	<ul style="list-style-type: none"> • Make capacity building a sustainable process, where courses can be replicated by initiative of the DoE to train future staff • training of trainers to build a capacity for future delivery
Low management capacity at sub-national, particularly district levels, hinders the effectiveness of HRDP	<ul style="list-style-type: none"> • Train HRD specialists to master the capacity building process • Workshops to instil a culture of continuous improvement
Resistance to modify procedures and systems that are not adequate for aid implementation	<ul style="list-style-type: none"> • Engage with senior officers and decision makers to conceive and implement a change management strategy

We have carefully considered all these risks in the design of our strategy, and in case they will actually materialise we shall be prepared to manage them with appropriate countermeasures and through a sufficient degree of flexibility in our approach, thus minimising their negative impact.

1.4.2.2 Risk Matrix

For all identified risks, and for any other risk that could emerge at a later stage, our TA team will carefully and constantly monitor their actual likelihood of materialising and the need for appropriate corrective actions. A complete Risk Matrix will be finalised with the Inception Report and constantly updated with any further report for the purpose of **effective risk management**.

2 Strategy

In this section (STRATEGY) we present our strategy and action plan for the most effective implementation of the project.

structure of the Strategy section

This section comprises the following chapters:



2.1 Vision

This TA project is the driving engine for the implementation of a bigger envelope (13 m€) and much longer commitment of European assistance to the education sector of Papua New Guinea.

While addressing specific priorities of the GoPNG education policy, in particular those included in the UBE Plan, this TA will mark a decisive move towards the full adoption of the SWAp framework and aid effectiveness principles in PNG.

Under the PNG definition of Universal Basic Education:

"All children of school age must enrol in school, complete nine years of basic education and should have learnt skills, knowledge and values covered in the basic education curriculum".

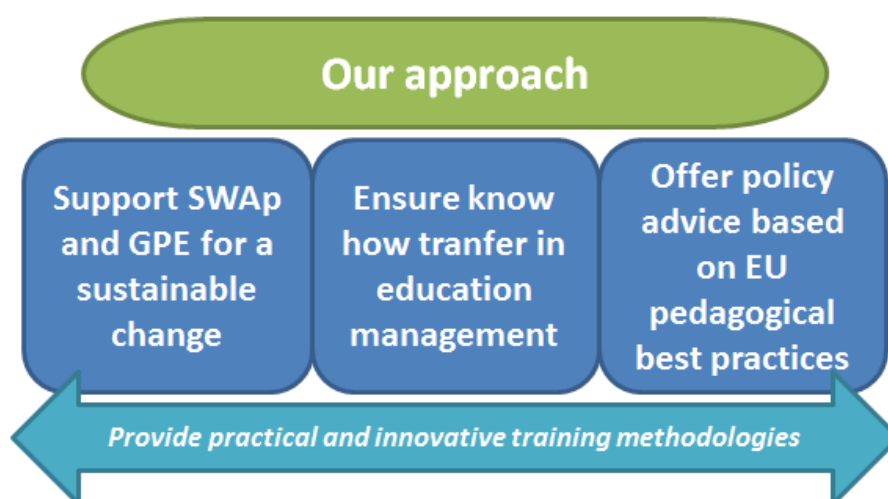
As part of this commitment, our TA will endeavour to:

- Improving education policy-making, coordination and financial management and accountability at all levels.
- Enhancing the quality and availability of basic education with special attention to gender issues, inclusion, collaboration with NSAs.
- Modernising the TTC infrastructure and contents of pre-service and in-service teachers' training curricula.
- Pilot testing distance learning tools and measures to increase the availability of basic education teachers and tutors in the most remote areas of PNG.

2.2 Our approach to project implementation

Our approach to the implementation of this TA project will descend directly from the Vision and from our understanding of the ToR, which will allow for a lot of cross-fertilisation between the three main areas of the project.

We have articulated our strategic approach around the key strengths of our consortium and TA team that are summarised in the next figure.



open for discussion and improvements

The approach that we suggest conforms fully to the ToR prescriptions and takes all their provisions in due account. We try to be as specific as possible in defining the contents, actions and methods of our intervention. Nonetheless we are ready and **willing to discuss our proposal with the representatives of GoPNG** during the inception phase and are open to consider alternative solutions in order to come to a fully shared approach for project implementation, as long as this will be agreed with the project counterparts and approved by the Contracting Authority.

2.2.1 Capacity Building in Education

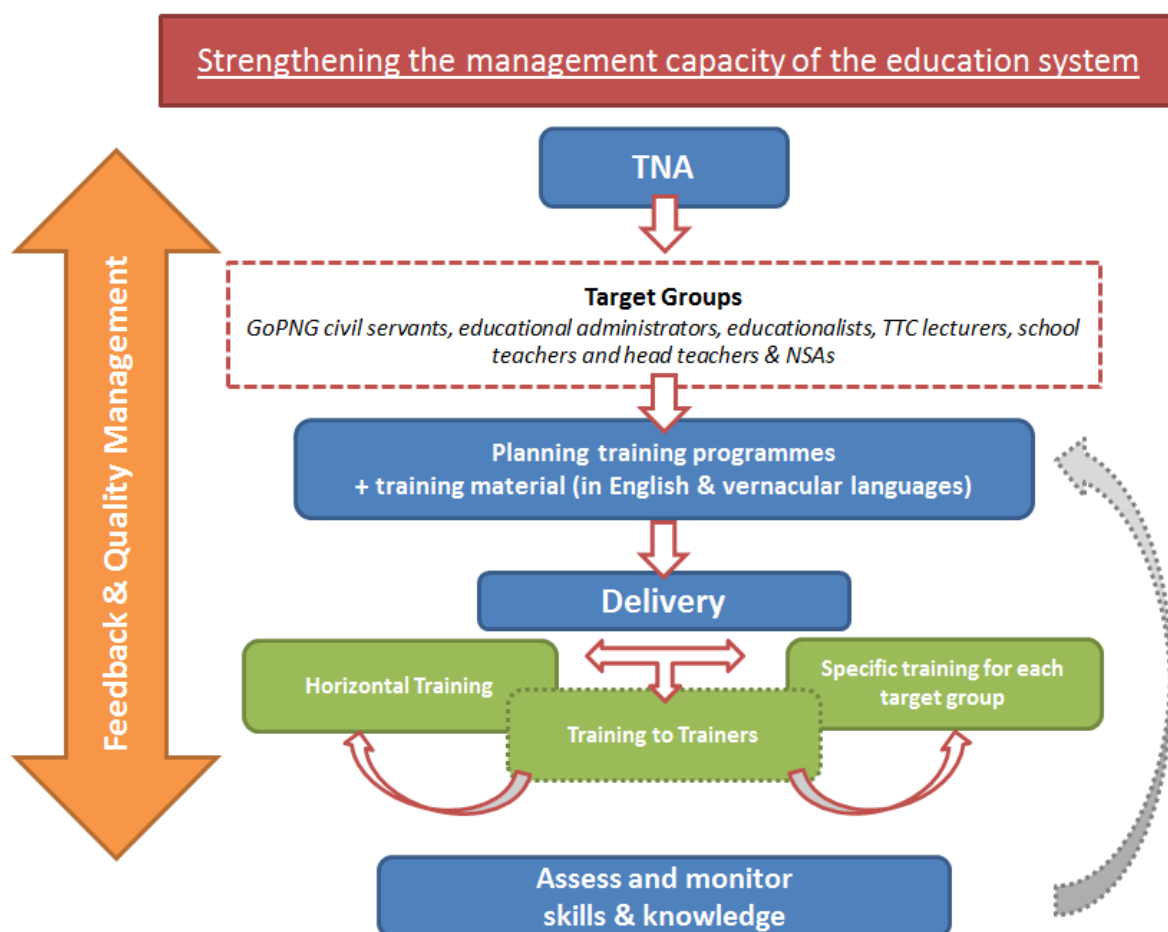
Our TA will assist GoPNG in strengthening the inter-ministerial and inter-departmental dialogue, policy co-ordination, institutional communication, information exchange and building capacities in their fields of competence and responsibility, associated with the education system in PNG.

Capacity building programmes will deploy at the national, provincial and school levels and will promote a culture of inquiry and reflection that addresses the systemic challenges facing the PNG education system.

As a starting point we will facilitate an assessment of the national education strategy, including the long-term vision and the medium-term goals directly related to the implementation of the UBE Plan and ESIP. In parallel, we shall produce a review of the institutional set-up and the internal procedures within GoPNG in order to get a complete picture.

On these bases we will prepare a detailed TNA to identify shortcomings and training / capacity building needs.

Here below a visual representation of our strategy for capacity building:



2.2.1.1 Training tools

The final choice of the capacity building initiatives will be made at an early stage, based on the findings of the TNA and in collaboration with the beneficiaries and the Contracting Authority.

Based on our past experience we recommend using a mix of formal and informal training activities supported by a coaching programme that will facilitate a sustainable know-how transfer process. Elements of the capacity building programme can be:

- **Workshops and seminars** on technical issues related to specific project activities; including education administration, pedagogical approaches, HR management, funding and accounting, ICT tools and applications, communication, leadership, etc;
- **Action-learning**, by performing given tasks participants acquire knowledge through real action and repetitions in conjunction with peers, experiencing by their own actions under the supervision of senior coaches;
- **On-the-job training** through working alongside our team experts and receiving constant support in all key activities to achieve high operational standards;

integrating formal training and everyday work

- **Exposure to best practice**, as transfer of experiences is crucial for capacity building we will set up review mechanisms and learning networks to ensure participants learn from their experience and communicate their experience to others. This will include collaboration and exchange agreements with relevant institutions from other countries.

Action-based learning requires that some of the working activities of the trainee become part of his/her training path. We shall organise classrooms as much as possible with appropriate intervals between each session and the trainees will be requested to use the intervals for **testing the lessons in the real life**, and then to report back on achievements, or failures, at the next session. Specific **mentoring activities** will be start up according to a case-by-case assessment.

emphasis on personal skills, attitudes and behaviours

Working always alongside the project counterparts, our expert team will help them develop technical knowledge and much more, as for instance:

- **Personal skills**, such as: persistence, risk taking, self-confidence, networking ability, strive for efficiency and quality, information seeking, etc.
- **Attitudes and behaviours**: pro-activity, curiosity, feedback capacity, potential for co-operation, etc.
- **Visioning capacity**, which leaders and development agents must possess.

use of appropriate languages

Depending on the target groups and type of training we shall decide to use English and/or Tok Pisin for most of the training delivery. When needed, we shall also make sure that training programmes and materials are made available in the vernacular languages for full scale roll-out in the provinces.

assessing the impact of training

All training modules will include a **learning evaluation system**, whereby we shall assess the impact on the trainees and also their level of satisfaction and the benefits recognised by the beneficiaries. This will allow a continual improvement process for all the training modules.

2.2.1.2 Phases for a capacity building programme in PNG

A. The design and delivery of the capacity building programme will follow a structured process that we shortly describe below.

A. Assess the GoPNG strategy for education

It is our intention to discuss internally with the DoE the current positioning of the involved institutions within the education system and at the same time verify the opinions of the provincial and district authorities, DPs, communities and NSAs.

B. Review institutional and internal organisation

The institutional review will cover the most important organisational elements related to the education management system as a whole, and identify key drivers and main bottlenecks to service delivery. It will be mainly measured on the basis of the following grid, which defines three levels of management standards and for each of these benchmarks it prescribes minimum standards for human resources, structures, systems and tools.

Management potential	Human Resources	Structure	System	Tools
Emerging	Staff is being recruited. Skills are defined.	Organisation charts are sufficient to define basic responsibilities.	Systems are at minimum levels to meet regulations.	Tools are planned to support systems and reporting.
Implemented	Staff is sufficient for basic functions. Basic skills are acquired and training is in place.	Responsibilities are well defined to carry out all key roles.		Tools are being used and amended to give decision and control support.
Mature	Staff number is sufficient for all functions; also stable. Good skills mix acquired; continuously assessed, maintained and improved by training.	Responsibilities are well defined and tested.	All basic control systems, and a process of self-assessment and adjustment, are in place.	Management decision and control tools are strong enough for continual self-assessment.

Execute a detailed Training Needs Analysis (TNA)

Training needs assessment or analysis (TNA) is the process of identifying problems that are signalled by deficiencies in compliance with standards or external requirements and that can be resolved wholly or partly by training.

The first step will be to assess the formal education of beneficiaries staff, as well as their level of experience. The results will be further assessed against the requirements of the specific management responsibilities (coordination, awareness, cross-cutting issues, fund management, etc).

Training needs are analysed according to three interconnected areas:

- organisational needs,
- group needs,
- individual needs.

Once training needs have been clearly identified, the next step will be to set priorities and objectives. Training objectives will be specific because, if they are not, evaluation will prove difficult.

C. Design and discuss the overall Capacity Building programme

In the first place, we shall take full account of previous training and capacity building efforts, and assess the level of know-how of each target group. We shall assess the risk of training fatigue and ensure that we build on trainees knowledge levels. Selection of trainees will be carefully designed in order to ensure they attend programs that are adequate to their acquired skills.

Above all, we emphasise that **capacity building is applied on the job**. We shall use the training sessions in order to practically advance the day to day work in relation to education management according to the needs of each institution involved. Formal training we will be accompanied by coaching and mentoring as appropriate.

D. Develop appropriate training materials

The preparation of training modules includes identifying and training the trainers (**train-the-trainers** is also a key element of future sustainability of the programme) and selecting the most appropriate materials. Our TA will develop audio-visuals, graphics, manuals, preparing facilities and piloting course content to ensure it is understandable to the learners.

Our experts will develop the most suitable and flexible materials and technology supports for **distance learning** so as to facilitate learning even in remote areas. The choice of the language/s of the training material will be properly taken into account.

E. Training delivery and institutional communication

We shall offer a set of different distinctive delivery options to best meet all possible learning styles and choose the right delivery method to develop a tailored, blended learning.

In the next two pages we present an indicative list of topics for a capacity building programme on education management.

This is only a tentative list at this stage. What is important to stress is that our consortium boasts a vast training resources centre where all these modules are already available, although of course not yet tailored for the specific needs of PNG beneficiaries.

In addition, specific support will be provided to ensure a smooth exchange of information among single authorities for improving the monitoring and reporting within the mentioned education management structure.

Code	Area/Subjects	Description, modules (indicative)
1	Management Skills	
1-1	Leadership	Goal planning and setting, strategy based project/operational management, SWOT analysis, team building basics, meetings, time management
1-2	Team Building	Building a team among staff, team work on decision-making level
1-3	Office Management	Coordination of office work force, organization; preparation, coordination and storage/filing of data, data access; monitoring of work processes, outcome evaluation; office communication, meetings, report writing
1-4	Meeting Management	Organisation of meetings, preparation, invitation, facilitation of meetings, postprocessing
1-5	Administration Quality Assurance	Operational review of work processes, indicators of administration quality, performance improvement
1-6	Client Management	Communication with clients, service oriented client management (internal and external clients)
1-7	Time management	Eisenhower cross, priorities, time planning and keeping, time saving
1-8	Project management	Structure of projects, purpose/goals/objectives/inputs/outputs/outcome/impact, timing, deadlines, resources planning and management
2	Personnel Management	
2-1	Implementation of Personnel Policies	Personnel policies
2-2	Recruitment & Selection	Basic recruitment and selection based on equal opportunities
2-3	Working Hours/Attendance/Leave	Core working hours, attendances recording, time keeping, consequences of poor time keeping, leave regulations, leave administration
2-4	Personnel Records	Personnel listings, personnel files, recording personnel information, filing personnel information
2-5	Contract, Termination, Retirement/Pension,	Managing work contracts, reporting on work contracts (termination, retirement, breach of contract)
2-6	Conduct/Discipline,	Code of conduct, disciplinary measures
2-7	Performance Appraisal	Appraisal of teachers, principals and non-teaching school staff, county and district staff appraisal
2-8	Equal Opportunities	Equal opps policies and their implementation, non-discrimination, minority protection, meritocracy
2-9	TNA	Training needs assessment, capacity building and training plans, coaching and mentoring
3	Financial Management	
3-1	Budget Planning	Annual budgeting for offices, allocation of expenditure
3-2	Accounting	Cash accounting, balance sheet,
3-3	Procurement	Cost estimate, quotation, terms of purchase, terms of reference, terms of payment, tender
4	Education Management	
4-1	Education Quality Assurance	Achievement of learning objectives, indicators of education quality, performance improvement
4-2	School Assets Management	
4-3	Effective PTA meeting management	
4-4	Fundraising for schools	Organising associations for school funding, approaching NGOs/business sector/others for fundraising, school sponsorship, donations, fundraising events
4-5	Community participation	
5	Education Statistics	
5-1	School-based Record System	Collecting data from schools to generate key indicator values of school condition and performance
6	Library Management	
6-1	Archiving, stock record Keeping, inventory management	Archiving, organising stock records, management of library inventory, cleanliness/tidiness/orderliness,
6-2	Procurement	Procurement of books (acquisition, takeover, donations)
6-3	Mending of books	Mending of books according to appropriate technical standards
6-4	Book lending	Organisation of a book lending system, client registration, lending periods, fines
6-5	Mobile library	Organisation of a mobile library for outreach to remote areas

Code	Area/Subjects	Description, modules (indicative)
7	IT Skills	
7-1	Word processing	Word processing for office use, correspondence, tables, form letters
7-2	Spreadsheets	Working with spreadsheets for calculation and accounting, simple databases
7-3	Database application	Organising databases for administration of HR, schools and clients
7-4	Internet skills	Using Internet as a research and communication tool
7-5	Email	Email administration, email correspondence, organisation of email mailboxes
7-6	IT networks	Organisation of IT network architecture, Internet connection via router and modem
7-7	Hardware maintenance	Technical maintenance of computer and IT network hardware, hardware repair and replacement
8	Communication and Outreach	
8-1	Reporting, report writing	Writing meaningful outcome- and problem-oriented reports, clear reporting language, focussed text design
8-2	Organisational information management	Efficient informing and stakeholder communication, information policies and regulations, notice periods
8-3	External Communication	Communication with external clients, information and communication needs of external clients
8-4	Event Management	Organising remarkable events for public relations/communication with the public, fundraising and other purposes
8-5	Distribution Management	Distribution of physically
8-6	Networking	Effective networking with stakeholders, clients and peers
9	Social Skills	
9-1	Conflict Resolution Skills	Resolving conflicts, conciliation, settlement, mediation
9-2	Cooperation and Motivation	Motivating communication, cooperative communication behaviour, positive attributed communication and politeness
9-3	Speaking Skills	Rhetoric, application of rhetorical means
9-4	Negotiation skills	Negotiating in meetings and negotiations
9-5	Teacher-Student Conflict Resolution	Settlement of conflicts between teaching staff and students avoiding violence
10	Facility management	
10-1	Furniture Maintenance	Repairing of wooden furniture, joinery
10-2	Facility Maintenance 1	Cleaning, repairing buildings (masonry, wooden components, roof covering)
10-3	Facility Maintenance 2	Technical maintenance of generators, solar power plants and electrical system
10-4	Facility Maintenance 3	Plumbing, maintenance of water and sanitation system
10-5	Facility Maintenance 4	Gardening, maintenance of playing fields and appliances
10-6	Waste Management	Environmentally appropriate waste management, re-cycling
11	Training/ Coaching Skills	
11-1	On-Job-Training and Coaching	Coaching for managers to coach staff on the job
11-2	Training Management	Administration of staff training (teaching and non-teaching staff)
12	Legal Skills	
12-1	School Laws and Regulations	Training on legally mandatory school and education regulations, proper law enforcement
13	Logistics/Traffic	
13-1	Distribution management	Distribution of goods, area covering, remote/dangerous area distribution (best practice)
13-2	Logistics planning	Planning of movements, travel, information distribution (internal/external mail) / (best practice)

F. Provide tailor made assistance for improving M&E systems

Performance assessment and compliance analysis will be undertaken all along the capacity building programme, from its initial planning phase. Beneficiaries will be request to provide comments and feedback on each learning action. Test method evaluation, validation and review processes will be regularly carried out.

2.2.2 Pedagogical Approach

To provide an environment conducive to encouraging and maintaining student attendance and student progression, principals and teachers must be equipped with knowledge, skills and the motivation to make learning relevant, interesting and fun.

Within testing conditions, the workplace for a teacher can be harsh, because of poor or no infrastructure, no resource and no support. Equally, the attitude towards education of students and families can often be demoralizing, with competing interests such as income-earning (opportunity cost of attending school) and sometimes limited interest from heads of families who have never benefitted themselves from education services.

leadership in education

From a **local education leadership perspective**, it is critical to equip school management and teaching staff with the necessary **capital to support communities** to:

- Understand the worth of education and the opportunities it affords,
- Recognise the value of their school's services,
- Recognize and strength parents and community participation in the management of the schools and children education,
- Strength the role of school councils in the management of the schools,
- Become an integral part of the school's activities.

pedagogical perspective

From a pedagogical perspective, it is critical to equip school management and teaching staff with the requisite skills to ensure:

- All children have the possibility to physically access the school,
- All children are allowed to participate in their education and are placed at the centre of the teaching and learning process (student-centred methodologies);
- All children are treated individually and diversity is embraced within the classroom and the school (inclusive methodologies);
- Teachers are treated as individuals and service delivery is at the forefront of school management, including pedagogical support for teachers;
- Education is embedded within the local environment and where no manufactured teaching and learning aids are available, local materials are utilized to produce what is required, where possible.

2.2.2.1 Assess current provisions for teaching and learning

To support schools, their management and teaching resource, we would work with the DoE to review the current status and any progress to date of existing initiatives to strengthen pedagogy in the classroom. This will include:

I. Teacher demand and supply

Legal framework review of recommended **qualified teacher : pupil ratio** and current status. Where ratios may be too high, explore what methodologies are in operation to support education delivery.

II. Pre-Service and In-Service Teacher Training Curriculum

A needs-analysis of current curriculum, including environment, material resource, methodologies and planning. Focus will be given to how the overall curriculum supports learning outcomes.

III. Pre-Service and In-Service Teacher Training practises, including methodology, infrastructure, HR, delivery and schedule

A needs-analysis of current teacher training practises of accredited PNG institutions and their human resource capacity. Focus will be given to how practice relates to the overall curriculum.

IV. Assessment of existing decentralised learning centres of PNGEI

The establishment of decentralised learning centres is a positive existing structure to providing continuous support to teachers in schools. Such an institution can play a critical role in ensuring outreach support to schools and their teaching staff, as well as providing periodic formal training. The mandate, services, human resource and funding of decentralised learning centres will be assessed to identify current service provision and opportunity.

V. Existing teaching and learning aids

A need-analysis of currently mandated teaching and learning aids in relation to curriculum and teacher training practises

VI. Teacher Professionalisation - Certification and continuous learning strategies

An analysis of the procedures and reward process for the certification of teachers and the provision of a results-based teaching career path. Review opportunities provided to teachers and principals for self development, including distance learning.

VII. Teacher Networks of Learning

Review of initiatives to create networks of learning among teachers within and across schools in support of the development of best practise.

2.2.2.2 Teacher Demand

We will work with DoE to explore how current supply of teachers is positively or negatively impacting upon access and service delivery. Where teacher shortages exist, we shall explore potential solutions from both an human resource and methodology perspective.

2.2.2.3 In -service and pre-service teacher training curricula

We will work with the DOE and accredited institutions to strengthen existing teacher training curricula based upon the joint assessment and including the comparison of PNG curricula with that of other countries in the region experiencing similar diversity of topology, infrastructure and language.

The strengthened curricula would need to be accessible through direct and distance learning modes. We would support DoE in the development/ modification of materials in line with the modified curricula.

2.2.2.4 Decentralised Learning Centres

The Decentralised Learning Centres are critical to delivering professional development and support to schools, their management and teaching staff. Such centres in other regional countries often act as a centre for training and/or demonstration, but not for carrying out outreach services. We would look to explore with DoE the opportunities for strengthening and supporting the Learning Centres to further develop their services, if applicable.

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 means that we will work with DoE to develop strengthened structures for training primary school teachers. Subject to the joint assessment, this may include the use of clearly defined **periodic cycles of training**, the use of direct and **distance-mode training**, and the use of **school-based trainers and networks of learning within and across schools**. We will support DoE in the development of a clearly defined training strategy and structure that targets all schools, including those in remote and underserved areas.

A critical approach to in-service training structures is the use of **school-clusters**. Clusters may be used to support a small number of schools, often around one larger school, and acts as one unit for support. Regular meetings of teaching staff of schools within one cluster allows for cross-fertilization of schools for sharing best practices (see Communities of Learning below) and competition, by sharing results and where possible, comparing agreed indicators.

From a more formal training perspective, the teachers work and develop together, often participating in distance training and action research activities together. It is sometimes possible to **identify school-based trainer(s) from within the cluster who may act as a periodic trainer(s) or mentors of all teachers within that cluster**.

We will explore the possibilities of such an approach with stakeholders to identify if and how this might be applicable to PNG.

2.2.2.5 Teacher Training Certification and Performance Reward

Certification provides evidence of achievement and success and is critical for the development of a individual professional pathways for education professionals. With the anticipation of increased distance learning opportunities, it is critical to further develop formal certification to encourage and reward development. In an ideal environment, a structured salary system would provide reward for progress and performance. This could be explored for the future with the relevant ministries.

2.2.2.6 Nationwide in-service training at decentralised structures for TTC lecturers

Dependent upon the strategy above, we will work with the DoE and accredited institutions to put in place a decentralized training program. This would include:

- Provide support for the development of training and evaluation materials targeting different levels of teaching and differing needs of teachers based upon remoteness, population and available resource
- Support the further **training of Accredited Teacher Training Institution (TTC) trainers**, including the Decentralised Learning Centres, mandated to provide decentralised teacher training, including monitoring and evaluation techniques

In remote locations, the logistics and cost for provision of direct training from central levels is complex. To ensure continuous support and development of the teacher and school manager cadre it is critical to have high capacity decentralised resource for training, support and mentoring.

2.2.2.7 Develop Networks of Learning

In countries with remote areas of practice, whether this be teacher training or teaching, a critical problem is wasting resources on identifying solutions for problems already experienced by other practitioners, but that could not or have not been shared. To overcome this problem, the establishment of networks of learners allows for practitioners to connect and share problems, explore possible answers and more generally have the opportunity to discuss everyday issues that are particular for the respective profession.

We would support teacher training institutions and trainers to develop a professional network(s) where exchange could take place. This could be both virtual (managed at the national level) and physical (local level). Such a resource could lead to resource banks for teaching and learning aids, training techniques and materials.

For teachers who may not have access to ICT equipment, networks can be created within and across schools in localities or regions (clusters). Although often smaller and less formal, similar outcomes can be achieved including finding solutions to problems and sharing of materials and approaches.

2.2.2.8 Sustainability

DPs' support to teacher training can often be non-sustainable with the development of complex training structures that cannot be maintained beyond support of the project/programme due to limited human and financial resource. Capacity Building is not merely bringing trainees into the training room and sending them off upon completion, with no further contact or support.

We would work with DoE and decentralised bodies to develop a structure and strategy that looks to incorporate a combination of direct and distant modes of training. This would include the development of self-learning skills and group work skills allowing for individuals and groups (within clusters) to continue knowledge development through action research beyond each training program.

An onus of such a strategy places responsibility upon school and decentralised education leaders who will be required to create initiative and interest among their teams.

Considering the relatively short project lifetime of HRDP, it is critical that support for teacher training is a joint-donor partner activity. We would place emphasis from commencement on a medium-term funding plan that will ensure the continuity of the agreed training strategy. This would require participation of other donor partners as well as other PNG ministries responsible for planning and budgeting at central and decentralised levels.

2.2.3 SWAp and Aid Effectiveness

Critical to the success of HRDP is enabling DoE to endorse its leadership and coordinating role in a single comprehensive programme for HR Development within the extremely complex education framework in PNG.

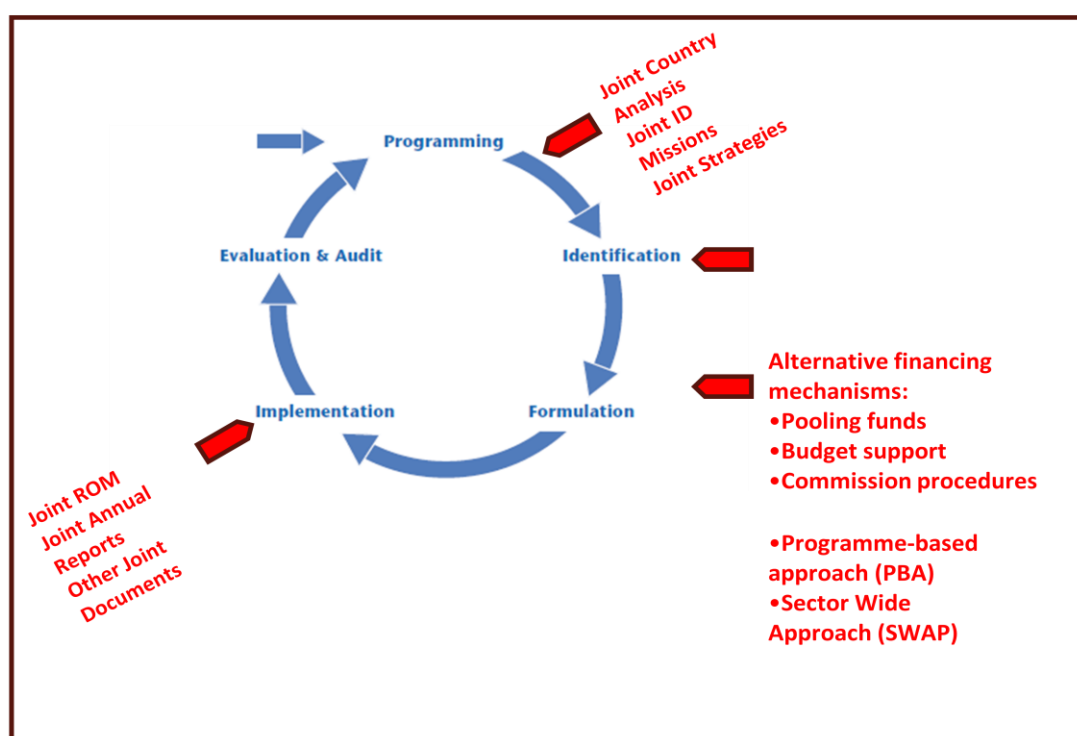
As highlighted in the RATIONALE section, in 2008 GoPNG and DPs adopted a **Joint Commitment of Principles and Actions (JCP)** in the framework of the PNG **Commitment on Aid Effectiveness**. Both documents reaffirm a set of aid effectiveness guidelines and principles for better coordination among the different initiatives and harmonisation of donors approaches. Especially in the field of education, the need for better and more effective coordination is a priority. Since 2008, the main responsible body for the alignment of donor support in the education sector is the **Education Development Partners Coordination Committee (EDPaCC)**.

2.2.3.1 Aid effectiveness principles

Practitioners have long discussed the issue of making aid more effective and one of the first lessons they have identified is that **effectiveness must be pursued as early as at the identification of the problem** and its causes rather than at the implementation phase, or even with the mere donor coordination approach.

In this project we have the chance to **intervene in the early phase – phase I - of HRDP**, while for the programmes already underway we can only work down the cycle and provide the right advice and instruments to improve performance as much as possible.

There are a number of practical ways to improve aid effectiveness among the donor community and among the EU and the EU Member States, the next chart shows where these Joint tools will intervene in the cycle:



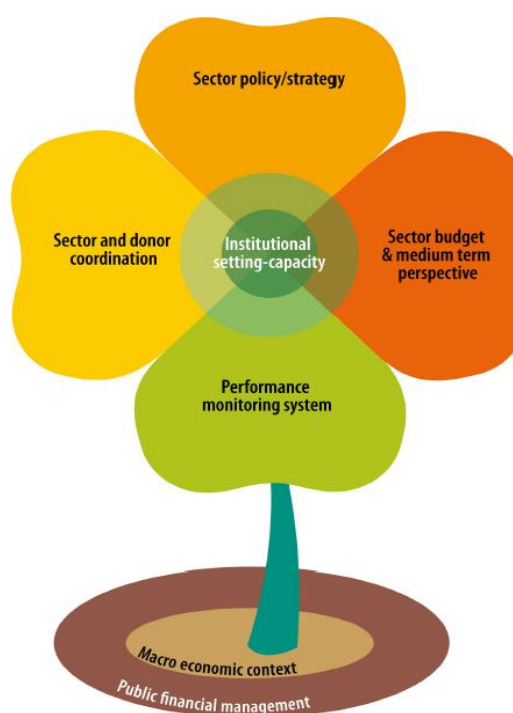
Modified from "Cycle of operation", SOURCE: EC PCM Guidelines, 2004.

2.2.3.2 Promote the use of SWAp and PBA

SWAp (Sector-wide Approach) and PBA (Program-based Approach) are two key instruments to ensure aid effectiveness. They offer an **integrated approach** that can be further emphasized by choosing a budget support type of mechanism or common pooled funds.

Sector Approach

The sector approach, or SWAp, is a way of working together between government, development partners and other key sector stakeholders that emphasises and promotes the national ownership of policies and strategies, first by supporting the drafting of nationally owned policy and strategy, second by promoting coherence between policy, budgeting and actual results, and third by reducing (in the medium to long term) the transaction costs of utilising external finance.



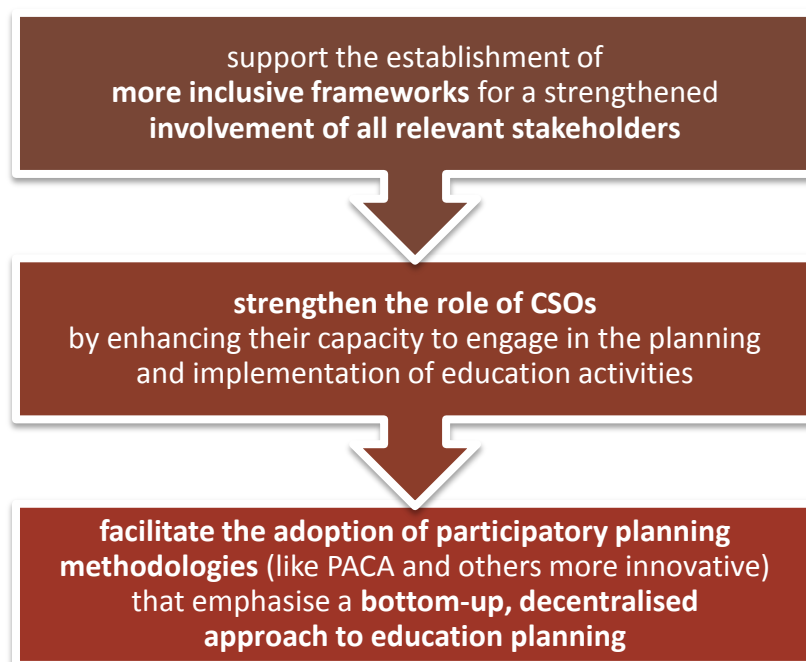
Key elements of a sector programme. Source: Guidelines to EC Support to Sector Programmes

2.2.3.3 Ownership and broad participative approach

Ownership is the first principle of both the Paris Declaration and the later Accra Agenda. Ownership does not only mean that PNG must draft its development strategies and set its priorities thus turning technical cooperation into a demand-driven exercise, but it also means that the process must be broadly owned.

This translates into the need for **involving a large number of stakeholders** in the production of development strategies and setting of priorities for education and engaging them in a policy dialogue right from the outset. Stakeholders may include national, regional and local institutions and agencies, plus of course NSAs, communities and CSOs, which in PNG are largely represented by churches.

In order to ensure a broad-based ownership, our TA shall:



2.2.3.4 Strategies for a SWAp in PNG

One of HRDP purposes is to strengthen the SWAp in education according to the guidelines set out in the UBE Plan. In order to foster the sectoral dialogue we propose the following strategies:

S-1 Sustain political dialogue

A sectoral programme requires sustained political support at the highest levels of government, especially in the current context of political uncertainty.

S-2 Adopt an inclusive approach

NSAs are key actors within the education sector in PNG. A greater participation of civil society actors and communities would allow for greater HRDP sustainability.

S-3 Strengthen the sub-national level.

The management capacity of Provincial and district authorities represents the most sensitive factor for the successful outcome of HRDP. A careful appraisal will be required to determine effective capacity building trainings and participatory methods.

S-4 Learn from comparable practices

SWAp experiences elsewhere can be useful lessons to be learned and critically adapted to the PNG context. Our TA team has a worldwide experience to offer in aid effectiveness and SPSP. Their vast knowledge of SWAp experiences in other ACP countries will be a valuable model of reference for HRDP.

S-5 Learn from other sectors

The experience of other sector wide approaches in PNG, as health, should be carefully taken into account as this could provide useful information. For instance, the health SWAp in PNG is in an advanced phase, but, due to its complexity, it encountered problems and difficulties, especially with regard to financial management. We must analyse and learn from this experience and find more effective solutions.

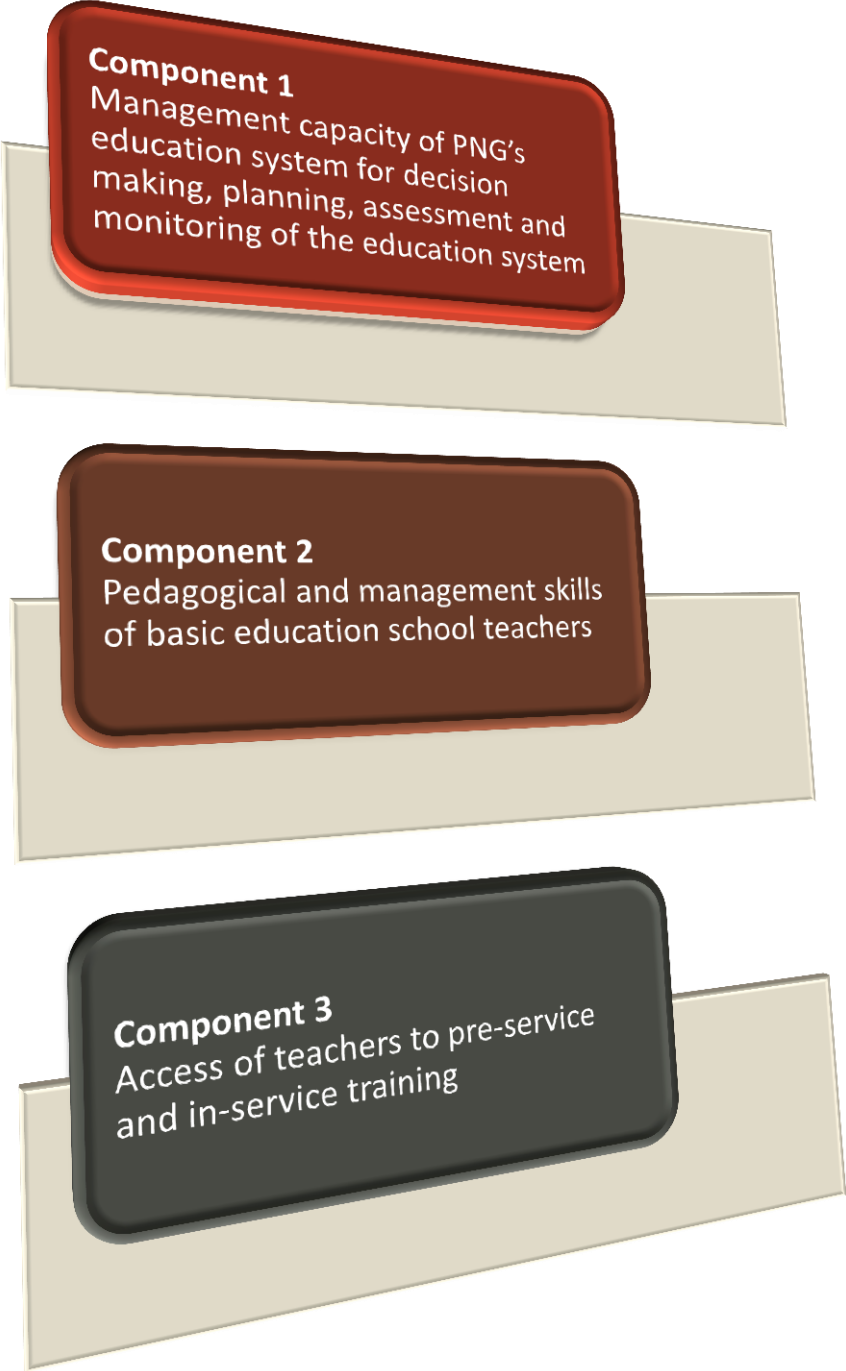
S-6 Get the most from DP's expertise

Many donors have been working in PNG education sector for a very long time. AusAID is certainly the most intense and long-lasting. Extensive experience of DP's in the education sector is a fundamental basis for any advancement in SWAp.

2.3 Components and Activities

2.3.1 Project Components

The ToR indicate three components, each of them corresponding to one of the three result areas listed above, and all of them converging towards the achievement of the overall project objective.



Component 1
Management capacity of PNG's education system for decision making, planning, assessment and monitoring of the education system

Component 2
Pedagogical and management skills of basic education school teachers

Component 3
Access of teachers to pre-service and in-service training

2.4 Tasks to Achieve the Project Objectives

The project will be developed in three phases as illustrated below.

INCEPTION PHASE (first month)

- Mobilise resources and set up office
- Take stock of past achievements, evolving needs & expectations
- Establish working relationships with project beneficiaries & stakeholders
- Prepare and discuss Inception Report
- Draft visibility & communication plan
- Establish results based M&E system

IMPLEMENTATION PHASE (through the whole contract duration)

- Overarching tasks:**
- Procure and deploy resources, including appropriate recruitment
 - Provide assistance to the target beneficiaries
 - Monitor, review and evaluate progress
 - Communicate results, visibility
 - Fulfil ToR reporting requirements
 - Prepare work plans, budget, ToRs, etc
- Specific TA delivery:**
- Component 1 Management capacity of PNG's education system for decision making, planning, assessment and monitoring of the education system**
- 1.1 Strengthen inter-ministerial and inter-departmental dialogue for fully utilising SWAp according to ESIP, including NSAs
 - 1.2 Strengthen performance M&E system
 - 1.3 Strengthen management capacities of education administrators at sub-national levels
 - 1.4 Strengthen involvement of PNG research and academic institutions in management training
- Component 2 Pedagogical and management skills of basic education school teachers**
- 2.1 Carry out immediate skills training for TTC lecturers with a prime focus on pedagogy and management
 - 2.2 Strengthen decentralised and distance-mode training for training primary school teachers and supporting their professional development
 - 2.3 Strengthen networks of TTC and universities
- Component 3 Access of teachers to pre-service & in-service training**
- 3.1 Improve infrastructure in TTC
 - 3.2 Enhance access for identified trainee teachers coming from and returning to remote and underserved communities

EXIT PHASE (last 6 months)

- Hand over assets and responsibilities
- Ensure sustainability plans are in place
- Ensure skills are effectively transferred
- Identify / recommend further actions
- Prepare and discuss Final Report

PMC guidelines

Our approach to project management tasks follows and is fully compliant with PCM guidelines.

INCEPTION PHASE

Inception is a planning phase and includes analysis of the current situation and development of strategies, plans and systems for implementation. Inception is the key to the effectiveness of the rest of the project. In this phase we will seek not only to produce the work plan for the remainder of the project, but also to ensure that DoE and all key stakeholders share the strategy, and that appropriate project governance and organisational structures are set up.

updating work plan to reality

We realise that there have been developments since the ToR were written, and this may affect the design of the project. We will try not to limit our intervention to what is written in the ToR, but will rather develop a full work plan based on the real situation at the time of start in order to maximise the impact of the project.

2.4.1 Tasks of the Inception Phase

During **one month** of inception we shall carry out the following 9 actions:

Inception Action 1

Mobilise the Project team: our core project team will be immediately available to work full time on the project in PNG. They will be supported by our Project Director, backstopping staff and selected STEs as soon as they are approved by the Contracting Authority for specific assignments.

Inception Action 2

Organise the project office: within the first week of the project we will promptly establish a dedicated project office in Port Moresby to provide secretarial, accounting and logistic assistance to the overall Project Team and Beneficiaries. An Office Manager will be recruited to deal with the day-to-day office arrangements so as to allow experts to focus entirely on their professional inputs. The office will be fully furnished and the experts equipped with the necessary ICT tools and logistic means.

Inception Action 3

Kick-off meeting: the kick-off meeting with the Beneficiary will take place in Port Moresby on day-zero of project implementation. Our Team Leader and Training Advisor and Eurecna's Director will attend.

Inception Action 4

Meetings with project stakeholders: we will seek to meet all key stakeholders to ensure that they are informed of the purpose of this project and that they understand its importance and are motivated to contribute to the working groups. We will present them with our general work plan and ask for comments.

Inception Action 5

Analysis of current situations: We will review the ToR with the Contracting Authority to identify possible areas that need to be updated because of recent changes, and will then adapt our strategy and work plan to the real situation and needs.

Inception Action 6

Draft Inception Report and workplan: based on the activities and knowledge gathered during the inception phase, we will develop a prioritised work plan for the project activities and include it in a draft Inception Report. The Inception Report will document the following:

- the goals and objectives of the project in the context of the stakeholders' requirements and project resources;
- the organisation and staffing of the project and the role and responsibilities of the different stakeholders;
- the range of services to be provided by the project and actions for raising the awareness of stakeholders and other relevant bodies;
- mechanisms for involving stakeholders;
- definition of project success factors, final OVIs and criteria for measuring them;
- draft M&E systems and necessary baselines;
- an assessment of project risks and strategies for mitigation;
- a detailed work plan with detail of tasks, time-scale, deliverables and milestones.

Inception Action 7

Define governance mechanisms: as defined by the ToR the HRDP governance structure will be the following:

- *"The contracting authority for the project shall be the NAO. 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 NAO, in agreement with the Head of Delegation."*
- *"GoPNG will establish a Programme Steering Committee (PSC). The PSC, chaired by the Secretary of Education or his representative, will consist of representatives of the DoE, NAO, the EUD, and relevant stakeholders. This PSC would provide oversight and guidance for the EU financed programme. The PSC shall meet at least twice a year or more on request of one of the stakeholders of the programme."*
- *"In addition, a Technical Working Committee (TWC) will be set up to oversee and guide the progress in the implementation of the EU supported programme. The TWC 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 TWC shall meet on a quarterly basis at least or more on request of one of the stakeholders of the programme. The TWC membership shall consist of representatives of the DoE, National Planning and Monitoring (National Authorising Officer), the EUD, and the imprest Administrator and Accounting Officer for the education programme."*

- *“Five Focal Points within the DoE will be nominated to supervise and follow on an ongoing basis the operational and technical activities. “*

In addition, we will agree with the DoE a more agile consultation mechanism to discuss and define more urgent issues on a weekly or monthly basis.

Inception Action 8

Communication and Visibility strategy: we will design the communications and visibility strategy for the project in accordance with the EU rules and trying to harmonise as much as possible with the communication strategy and practice of the GoPNG.

Inception Action 9

Submit Inception Report to PSC: the final version of the Inception Report, previously agreed with the DoE, will be presented to the Project Steering Committee for discussion and formal approval during its first meeting.

IMPLEMENTATION PHASE: OVERARCHING TASKS

2.4.2 Project Management and Horizontal Tasks

We group here all those overarching tasks that are dealing with project management and coordination. We shall carry them out on an ongoing basis.

2.4.2.1 Planned Actions:

Horizontal Activity 1

Project Management, Reporting and Quality Insurance will be kept in accordance with EU procedures for fee-based contracts. It will include financial and technical reporting to the Contracting Authority and PTF as necessary. An accurate control will be performed on a monthly basis by comparing budgeted expenditure with actual disbursement, to promptly detect and correct any significant deviation.

Our Project Director will periodically review progress through site visits and keep constant communication with the key members of the TA team, the CA and project beneficiaries for quality insurance purposes. We will regularly measure the degree of satisfaction of the project beneficiaries through the certified tools of Eurecna's ISO-9001:2008 quality system.

Horizontal Activity 2

Constant Coordination and Consultation: our TA will provide a constant coordination and consultation with NAO, EUD and all the Beneficiaries of the HRDP. Our team of experts will assure smooth communication across all the institutional and private levels involved in education management in PNG.

Horizontal Activity 3

Mobilisation of Technical and Financial Resources: This project requires the delivery of specialised technical inputs and the mobilisation of financial resources for its operations. We will set up a sound and tidy administration of project resources in line with good PCM practice and PRAG guidelines for EU-funded projects.

We will agree with the NAO clear mechanisms for selecting, approving and mobilising the best available non-key experts who will contribute to TA activities. The selection of short-term experts will take place in the most open and transparent way, while at the same time ensuring quick mobilisation and rapidity of action.

Horizontal Activity 4

Communication and Visibility Management: Good visibility will increase the awareness raising impact of the project on the Ethiopian decision makers and the donor community alike. According to the Visibility and Communication Plan elaborated during the inception phase, we shall implement appropriate initiatives in agreement with the DoE and NAO. They might include for instance the following actions:

- project launch event with focus on education and aid effectiveness;
- design the project common visual identity, including a project logo and communication style;

- obtain regular access to relevant specialised media, press and websites to present project events and activities;
- a leaflet illustrating the project activities and objectives;
- design and constant updating of the project web-site;
- a periodic electronic newsletter on project progresses;
- facilitate regular access to relevant media, press and websites to present project events and achievements.
- project final event with focus on the way forward;
- promote professional aid-effectiveness networking through state-of-the-art ICT tools, video conferences, etc.

All visibility and communication materials will be fully compliant with the **“Communication and Visibility Manual for EU External Actions”**.

IMPLEMENTATION PHASE: SPECIFIC TA DELIVERY

The delivery of specific TA inputs consists of three components (or result areas) and nine main project activities:

Component 1 Management capacity of PNG's education system for decision making, planning, assessment and monitoring of the education system

- Activity 1.1 Strengthen inter-ministerial and inter-departmental dialogue for fully utilising SWAp structures according to the ESIP, also including NSAs
- Activity 1.2 Strengthen performance monitoring and evaluation system at all levels
- Activity 1.3 Strengthen management capacities of education administrators at sub-national levels
- Activity 1.4 Strengthen involvement of Papua New Guinea research and academic institutions in management training

Component 2 Pedagogical and management skills of basic education school teachers

- Activity 2.1 Carry out immediate skills training for TTC lecturers with a prime focus on pedagogy (in line with OBE requirements, inclusive methodologies, ICT) and management
- Activity 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
- Activity 2.3 Develop/strengthen networks of TTC and universities involved in primary and lower secondary teacher training

Component 3 Access of teachers to pre-service and in-service training

- Activity 3.1 Improve infrastructure in TTC
- Activity 3.2 Enhance access for identified trainee teachers coming from and returning to remote and underserved communities

C.1 Management capacity of PNG's education system for decision making, planning, assessment, monitoring of education system

Component 1 consists of four main activities, each broken down into several sub-activities.

1.1 Strengthen inter-ministerial and inter-departmental dialogue for fully utilising SWAp structures according to ESIP, including NSAs

1.1.1 Implement a communication strategy between education actors

As a first step towards inter-ministerial and inter-departmental dialogue we shall draft, discuss, agree and support the implementation of a comprehensive communication strategy between all parties involved, e.g. DoE, Teacher Service Commission and related Ministries and departments to ensure that the objectives of the ESIP are widely shared and supported.

1.1.2 Develop strategies to engage all levels of education in the SWAp

Key to a correct development of the SWAp, our TA will build awareness and capacities to engage PNG education authorities and NSAs (churches, faith based organisations [FBOs], school councils and communities, etc) at all levels, with a particular focus on international standards in education.

1.1.3 Support the single education policy and expenditure programme

We shall provide policy advice and support for the development of a single education policy and a coherent and accountable expenditure programme as envisaged in the ESIP.

1.1.4 Support the implementation of the Paris Declaration

One of the tasks of our Team Leader will be to monitor, assess and support the implementation of the Paris Declaration and the Papua New Guinea Commitment on Aid Effectiveness.

1.1.5 Improve government-owned funding mechanisms for phase II

In view of a second phase of HRDP, we shall assist the GoPNG to develop and implement more reliable PFM mechanisms that will create the conditions for the uses of more government-owned funding mechanisms during Phase II of the EU support (i.e. through pool funding or even budget support).

1.2 Strengthen performance M&E system at all levels

1.2.1 Advise on a modern Education Monitoring Information System

We shall review the current Education Monitoring Information System (EMIS) in place at national level and shall bring it up-to-date in terms of supporting technology.

1.2.2 Advise on monitoring and evaluation at national levels

We shall then advise on how to upgrade the national M&E system by: (i) improving the relevance of the indicators measured; (ii) updating the data collection process; and (iii) building the capacity of the systems to capture information about the main national challenges (e.g. learning quality, teacher absenteeism, teacher attrition, access to education, participation, equal opportunities, etc).

1.2.3 Capacity building for M&E at sub-national levels

In parallel with the modernisation of the national M&E system, we shall design and roll-out a training programme for local administrators of the education system on how to collect information and performing M&E activities at sub-national, particularly at district level where phenomena happen and need to be analysed..

1.2.4 Annual sector reviews and support to decision-making at all levels

To make the most out of the new M&E system, we shall assist DoE to undertake annual sector reviews, analyse the outcomes of the M&E exercise and transpose them into effective decision-making processes and consequent policy actions at national and also at all decentralised levels.

1.3 Strengthen the management capacities of education administrators at sub-national levels

1.3.1 Capacity building for finance management and procurement

Our first concern here will be to build capacity in the provinces and districts in financial management. To this purpose we shall develop and pilot deliver in several locations a dedicated training course for local government officers and school principals / administrators on financial management of education programmes and procurement techniques.

1.3.2 Specific capacity building support in priority areas

In parallel, we shall provide more specific capacity building support for peripheral officers of the PNG education system in other priority areas that we shall identify and agree with DoE and other project partners.

1.3.3 Management training for Provincial Education Advisors/Inspectors

One important target group of our capacity building programme are the Provincial Education Advisors (PEAs) and Inspectors. We shall develop and roll-out a specific training module dedicated to the strengthening of their functions.

1.3.4 Train master trainers in school management & improvement plans

We shall adopt the train-the-trainers approach. In other words our TA team will develop the training courses and will then train the so-called master trainers who will be enabled to deliver the course as many times as the need will be. We recommend choosing the master trainers from among the Provincial and District Education Advisors (PEAs and DEAs) and Standard Officers (inspectors)

1.3.5 Decentralised training of head teachers in school management

The master trainers will the carry out decentralised training of head-teachers in school management and School Level Improvement Plans (SLIPs) as well.

1.3.6 Establish a strategy and procedure for head teachers certification

Finally, we shall draft and propose a system of certifying head-teachers based on their attendance of specific training courses and compliance with a set of standards for their performance.

1.4 Strengthen involvement of Papua New Guinea research and academic institutions in management training

1.4.1 Launch a Call for Proposals for sustainable management training

It is essential that all the training materials developed under the TA project is owned by PNG organisations that are capable of delivering courses all over the country. Therefore we shall use part of the programme budget earmarked for grants to launch a Call for Proposals to invite Papua New Guinea research and academic institutions to submit bids for providing a sustainable master plan of management training at sub-national level.

1.4.2 Contract PNG bodies for management training at local level

After the grants have been transparently awarded, our Key Experts will assist the NAO's office to contract the successful bidders and to supervise their actual delivery of the planned training activities at local level.

1.4.3 Involve PNG research and academy in studies on education

In order to raise the interest of the PNG scientific community around the issue of education, and also to obtain reliable data to support evidence-based policy-making, we recommend contracting lead PNG research and academic institutions for carrying out additional qualitative studies on the primary education system.

1.4.4 Advise PNGEI to develop and deliver educ. management training

It is worth engaging also the decentralised learning centres of the Papua New Guinea Educational Institute (PNGEI) in the delivery of management training for head-teachers in the provinces.

C.2 Pedagogical and management skills of basic education school teachers improved

Component 2 consists of three activities, which will focus on :

2.1 Carry out immediate skills training for TTC lecturers with a prime focus on pedagogy (OBE requirements, ICT, etc) and management

2.1.1 Needs analysis of TTCs and TTC lecturers

We shall start Activity 2.1 by carrying out a TNA of a representative sample of TTCs.

2.1.2 Identify “best practices” in TTC for pedagogy and management

The TNA will serve also to identify existing “best practices” among TTC and their lecturers who excel in terms of pedagogy and management

2.1.3 Identify TTC lecturers to become “trainers of trainers”

We shall recruit the best among TTC lecturers (and also from different organisations) to act as “trainers of trainers” on school management and pedagogical issues.

2.1.4 Produce in-service training materials for TTC lecturers

Our TA team will help produce in-service training materials for TTC lecturers based on identified training needs and best practices.

2.1.5 Conduct nationwide in-service training for TTC lecturers

Once the training programme and materials are ready, we shall deliver in collaboration with the existing decentralised structures at least three courses of one week each as in-service training for TTC lecturers.

2.1.6 Conduct impact assessment one year after the training

One year after the initial training for TTC lecturers has been delivered, we shall conduct an assessment to measure the impact on TTCs’ activities.

2.1.7 Recommend new training approaches consistent with OBE

We shall review the experiences gained through the roll out of training courses to incorporate new pedagogical approaches (e.g. learner-centred methodologies, inclusive education, interactive and participatory learning in line with OBE) and management issues into teacher training curricula.

2.2 Strengthen decentralised and distance-mode training structures for primary school teachers and their professional development, particularly those in remote and underserved areas

2.2.1 Analyse current experiences in distance education

First step here will be to analyse current experiences in distance learning for all stakeholders of the education system.

2.2.2 Create certificated distance learning opportunities for teachers

Our Training Advisor will develop, or supervise the development of, distance learning modules for teachers, which can be certified as part of their in-service professional development. Distance learning modules can deal with the utilisation of new media and topics could range from subject matters to pedagogy and management.

2.2.3 Strengthen in-service modules and materials for distance learning

Based on the new distance learning modules for teachers, our experts will formulate a set of recommendation on how to upgrade pre-service and in-service training programmes by utilising distance mode courses.

2.2.4 Strengthen school- and cluster-based professional development

We shall encourage the existing school- and cluster-based professional development activities by introducing new learning opportunities based on distance methods.

2.2.5 Collaborate PNGEI decentralised learning centres

The “decentralised learning centres” of the Papua New Guinea Educational Institute (PNGEI) are an obvious partner for the delivery and/or tutoring of courses that must be made available in the most remote provinces and districts. We shall therefore seek a form of collaboration with PNGEI, including the provision of ad-hoc technical and financial support, in order to ensure a capillary distribution of the training courses developed for teachers.

2.3 Develop/strengthen networks of TTCs and universities involved in primary and lower secondary teacher training

2.3.1 Arrange twinning and exchanges with international colleges

An important element of our capacity building effort will be the facilitation of a collaboration agreement between PNG institutions (particularly TTC, but not limited to them) with equivalent organisations in other countries (either in Europe, in other ACP countries, or even both) for the exchange of experience, best practices, placement of staff, etc.

Our consortium will offer a range of opportunities for twinning with organisations from several countries. The final choice will be up to the project beneficiaries, to decide which national model is more relevant to PNG. Apart from establishing this exchange with other national organisation(s), we shall also facilitate the participation of PNG authorities in EDULINK activities in the field of teacher training.

2.3.2 Support TTCs and universities to fully utilise PNG-ARNet

We shall support TTCs and universities to utilise the Papua New Guinea Academic and Research Network (PNG-ARNet) in order to take benefit from their research works in fields closely related to primary education, pedagogy and teacher training.

2.3.3 Engage universities and PNGEI to provide courses for TTC lecturers

Equally, we shall promote the engagement of PNG universities and PNGEI in the provision of more advanced courses for upgrading the skills and competences of TTC lecturers.

C.3 Access of teachers to pre-service and in-service training improved

Component 3 consists of two activities, which will focus on :

3.1 Improve infrastructure in Teacher Training Colleges

3.1.1 Construct and equip classrooms and other school facilities

We shall advise NAO and DoE on the most efficient use of the programme funds earmarked for the construction of at least 15 new classroom, including their equipment, and more staff houses and dormitories that are necessary to host students and also teachers in the most remote districts.

3.1.2 Provide TTCs with the technology to gain access to PNG-ARNet

A part of the available funds should also be used to provide TTCs with the technology needed to access the network of PNG-ARNet.

3.2 Enhance access for identified trainee teachers coming from and returning to remote and underserved communities

3.2.1 Identify communities where availability of teachers is scarce

We shall identify, jointly with the project beneficiaries, the communities where the availability of teachers would create the largest positive impact in order to ensure provision of schooling in the respective communities.

3.2.2 Provide scholarships for teachers from remote communities

Once identified these communities, our key experts will help mobilise funds for paying scholarships to young teachers, or would-be teachers, from these remote communities, upon condition that they accept a binding obligation to come back to their home region to work for at least three years after the completion of their training programme. This action is perfectly in line with the recommendations of the UBE plan.

2.4.3 Exit Phase

The Exit Phase will serve to ensure a smooth hand-over of project activities and results to the respective beneficiaries.

exit strategy thought in advance

We shall start planning an exit strategy at least six months before the end of the contract so to have sufficient time to transfer all the necessary assets, knowledge and activities.

2.4.3.1 Debriefing of DoE Officers

There will be a formal debriefing of the DoE officers that were centrally involved in HRDP. The objective will be to identify structures and approaches they can use to strengthen the learning experience they have enjoyed and use it as a foundation for future personal growth and that of DoE.

wind down of the office

The project office will be wound down in an orderly manner and all project documentation transferred to the appropriate departments.

2.5 Consortium Relevance and Structure

Our consortium comprises three companies that combine a thorough knowledge of PNG with a long experience in TA projects and education support.

The consortium is led by **Eurecna S.p.A.** of Italy and comprises **WYG International** and **Crescendo UK**.

The consortium has been shaped as a homogeneous entity, a **unicum** where all partners have a specific contribution to make to this project, but there is no pre-agreed split of inputs between the partners.

The best technical resources for each assignment will be drawn from where they actually reside, with maximum flexibility and efficiency of inputs, while strong and unitary project management – as well as financial management – will be ensured centrally by Eurecna.

relevancy and coherence with
purpose

The background and the capabilities of our consortium are perfectly coherent with our strategic approach and proposed methods.

2.5.1 Consortium Partners



Eurecna is a multidisciplinary practice based in the mainland of Venice, which focuses on four lines of business:

1. Social and Economic Development
2. Public Sector Governance & Reform
3. Renewable Energy and Energy Efficiency
4. ICT and Web Applications.

Established as the international consultancy arm of CNA, the largest Federation of industrial enterprises and a major social partner in Italy, Eurecna has gradually entered the market of technical assistance projects, up to becoming the largest Italian contractor of EuropeAid projects.

During the past 20 years we have been working extensively for the EU implementing large TA programmes in over thirty emerging and transition countries in Eastern Europe, Middle East, Africa, Asia and Latin America. Our major assignments have been in the field of economic and social development, programme management, monitoring and evaluation, legal reform, capacity building for the public administration, education, labour market and HRD.

MIS experience

Among others, Eurecna possess a large in-house ICT department, which has experience in e-government applications, MIS, database and statistical software. This will prove an asset in Component 1 with regard to the improvement of the Educational Management Information System (EMIS).



Relevant project experience

We have recently implemented a Technical Assistance Program for Strengthening Social Cohesion in the Educational Sector in **El Salvador** - Pro-EDUCA (2011 – 2013) to improve development opportunities of socially vulnerable population groups through education by providing teachers with innovative technology skills and technical assistance by virtual tutoring, and a multi-million EU-funded project for the reform of the TVET sector in **Egypt** (2007 - 2012), based on the modernisation of the curricula and supported by a number of sectoral partnerships.

In **South Africa** from 2003 to 2010 we have been providing TA services to the PMU for the EU-funded Limpopo LED (Local Economic Development) Programme which has successfully managed and disbursed a budget of over 30m€ - two thirds of which for grants – in the poorest province of the country.

Again in **South Africa** we have run the Monitoring and Learning Facility (MLF) for the EU-funded Programme to Support Pro-poor Policy Development (PSPPD). This project is particularly focussed on enhancing the institutional capacity of government to monitor and evaluate policies and programmes that aim to address poverty. Education has been one of the target sectors of research and anti-poverty policy development.

In **Uganda** we are supporting the EU-funded Democratic Governance and Accountability Programme (DGAP) providing leadership support to the PMU. We ensure adherence to financial management and accounting standards, proper operational and financial implementation of programme activities 10th EDF rules and procedures. Our TA prepares technical and financial quarterly and annual reports for the programme, as well as programme estimates for the approval of the steering committee. We ensure regular dialogue and networking with other national and international programmes to contribute to the effectiveness, impact and sustainability of European aid.



WYG International (WYGI) has successfully managed development programmes in more than 130 countries across the world, particularly in the fields of social and economic development, public and private sector development and capacity building. Over the past 15 years WYGI has successfully delivered more than 300 major development projects to most of the major international donors, and particularly to its principal client, EuropeAid. WYGI therefore has developed unique and in-depth knowledge of the regulations and procedures of EC funded contracts.

WYGI has been responsible for carrying out a root and branch review of educational capacity and completely reformed education policy, curriculum and qualification structures, quality systems, teaching methods, teaching standards and the training of teachers.

Key Services

- Basic and Primary Education

- Secondary Education/Post Secondary/Non Formal Education and Vocational Education and Training Reform;
- Education sector planning and management;
- Education policy and strategy development;
- Education management and financial planning;
- Organisational review and institutional analysis;
- Curriculum reform, design and implementation;
- Assessment, testing and examinations;
- Qualifications Framework Reform and Development;
- Development of Credit Transfer and accreditation of informal and non-formal learning;
- Teaching and learning materials development including textbook policy, planning, procurement and evaluation;
- Development of educational responses to HIV/AIDS;
- Distance Education;
- School quality assurance and performance monitoring;
- Teacher Education including both initial and in-service teacher training;
- School management development;
- Surveys, assessment, research;
- Monitoring and Evaluation of Education and Training Programmes/Projects;
- Management of study tours and linkage programmes.

Basic Education

WYGI presence in the development of basic education has involved us in the reform of whole systems of educational provision. WYGI has been responsible for developing the frameworks for curriculum and quality assurance, for supporting the elaboration of education development plans at regional, local and school levels and for developing new structures for school-business, community partnerships to support curriculum development, has provided training for thousands of teachers in new teaching methods, and for hundreds of school managers in school leadership and modern approaches to teaching and learning in order to facilitate the development of curricula that are sensitive to individual and local needs.

This experience has meant that in some cases WYGI has been significantly responsible for the creation of new national education systems. For example, WYGI has played a key role in the development of the education systems in Croatia, Turkey, Poland and Romania where WYGI has worked with schools at regional and local levels to develop a new responsive and accessible curriculum for young people that is more aligned with the knowledge and skills needed by young people in the 21st century.

Training of Teachers

WYGI has a strong profile in the training of teachers. Over the past five years WYGI has trained many thousands in the countries in which they have worked. WYGI is committed to professional training which is not only of the highest standard but also which reflects the best practice in training method; interactive, inclusive and participative.

Reform of Education Policy and Planning

A hallmark of WYGI's work has been enabling the reform of mainstream education systems in their entirety, starting with the need to set appropriate education policy and construct the tools that will deliver that policy in practice. This has involved a series of contracts taking reform from one stage to another. Much of the development work has been in transitional economies where education policies and structures were formerly geared to a supply driven approach.

WYGI's work has involved TA to education ministries assisting them to formulate policies which are more appropriate to a global social and economic model; education systems sensitive to local community and labour market needs and in which encouraging the success of the individual is seen as a leading edge in competitive markets as well as a value in its own right and a symptom of a healthy democracy and citizen freedom.

Relevant project experience

- Serbia - Education for all — increasing the availability and quality of education for children from marginalised groups (2010 – 2012).
- Croatia - Vocational Education and Training (VET) Quality Assurance Development (2010 – 2012).
- Solomon Islands - Integration of Technical and Vocational Education and Training into the Formal and Non-Formal Education System in Solomon Islands (TVET) (2011 – 2012).
- Romania - Technical Assistance to Support the National Centre for Staff Training in Pre- University Education (2006 – 2008).
- Montenegro - National Qualification Framework and Quality Assurance in Education (2009 – 2011).



Crescendo UK (UK) is an independent and relatively smaller firm, based in London, whose core mission is to support large international contractors in the professional procurement of goods and services, with a distinct specialisation in the field of ICT equipment and technology.

As a procurement specialist, Crescendo will provide advisory and support services – if and when requested by the project – for its procurement aspects, always in compliance with the EU procurement procedures, as well as with the client's specific requirements, in order to return the best value for Clients' money.

2.5.2 Sub-contracting Arrangements

No sub-contracting arrangement is envisaged for the implementation of this technical assistance contract.

2.6 Level of Backstopping

The approach of Eurecna to TA projects is consistently characterised by **strong contract management** and **sound backstopping system**, which includes:

- liaison with the Contracting Authority on contractual and strategic issues;
- constant monitoring of project activities;
- team management and motivation;
- mobilisation of experts and their replacement, if and when necessary.
- quality control of all deliverables;
- IT, graphic and communication support;
- logistic for the local project offices;
- arrangements for travel and accommodations;
- financial management;
- project administration and accounting.

2.6.1 Support and Backstopping Staff

We will make available the following support and backstopping staff to work for this project. Their cost will be entirely borne by the Consortium and has already been included in the fee rates of the experts.

2.6.1.1 Support from Eurecna's Headquarters

Project Director

Our Project Director will have the front and overall responsibility for the smooth and timely implementation of the project and the efficient use of project funds. He will coordinate the project components and activities, supervise the work of the technical assistance team, ensure quality control of all project outputs and proper reporting to the Contracting Authority; mobilise backstopping resources when necessary.

Our Project Director for this project is **Mario Costariol**, 53, full-time Senior Director at Eurecna. Mario has been working for 20 years in the TA sector and has already managed more than 30 EU-funded projects in Eastern Europe and Middle East. Mario is fully acquainted with European procedures for TA projects, as well as with the technical subjects that are key to this project. As a senior director in Eurecna, he is fully empowered to make decision and to mobilise the human and financial resources of the company at very short notice to meet the requirements of the project.

Project Administrator

Eurecna will appoint a Project Administrator, with at least three years of EuropeAid project experience, to ensure proper administrative control of the project's accounts and expenses, preparation of invoices with

supporting documentation, preparation and management of contracts with team experts, execution of payments, etc.

2.6.1.2 Support in Port Moresby

Full-time Office Manager

We shall hire a long-term office manager for the project office, who will coordinate the necessary secretarial support and external translation and interpretation services when necessary. The Office Manager will be recruited for the whole duration of the project and will be in charge of the day-to-day management of the office. We commit to select and hire a person with previous experience of office management in comparable projects. The Office Manager position and functions will be fundamental in order to enable experts to focus only on their core professional tasks.

Administrative and Secretarial Support

According to the actual needs of the project, we will make available additional local resources for administrative, secretarial and interpretation tasks, including financial and accounting services, logistics for training activities and public events.

2.6.2 Full Logistic Support for our Team in the Field

We know from experience that efficient logistics are fundamental for doing high quality work in TA projects. Eurecna headquarter team (over 20 full time people), in conjunction with the team in the field, will take care of all the technical elements where the programme team and local beneficiaries could be in need of assistance.

office fully equipped and staffed

We will ensure that all our experts are duly equipped with computers and other IT equipment, mobile phones and vehicles as necessary to carry out their tasks both in Amman and when travelling in the country.

2.6.3 Sound Project Administration and Financial Strength

Eurecna will set up a sound and tidy administration of project resources, which will be critically important to the efficiency of work across all project components.

funds locally available

The solid financial position of Eurecna¹ allows us to manage all technical assistance projects according to the following financial procedures:

- a main project account is open with an Italian bank for contract treasury management (to secure advance payments and availability of funds when needed to match the project cash-flow needs) and payments to international consultants and suppliers;

¹ The financial position of Eurecna is currently characterised by: (i) equity of € 4.8 million; (ii) positive cash flow; (iii) EBITDA constantly above 15%; (iii) payment of international consultants within 60 days from end of the working month; (iv) payment of local experts within 30 days from end of the working month; (v) payment of local support staff within end of the working month.

- a local project account is open in a primary bank of PNG, where Eurecna will transfer sufficient funds from the main project account to ensure that at any moment there are sufficient funds to cover at least the next 45 days of local expenses.
- full Powers of Attorney are given to our Team Leader Carlton Aslett (and Key Expert-2 when the Team Leader is not in PNG) and local project accountant to operate the local bank account, from which local expenses and staff salaries will be swiftly paid.

accurate accounting and controlling

Project accounting will be kept in accordance with PRAG procedures for fee-based contracts. It will include financial reporting to the Contracting Authority as necessary. An accurate monthly control will be performed by comparing budgeted expenditure against actual disbursements, so as to be able to promptly detect and correct any significant deviation.

Contractual arrangements with external suppliers, if any, will be organised and maintained in full accordance with the EuropeAid procedures.

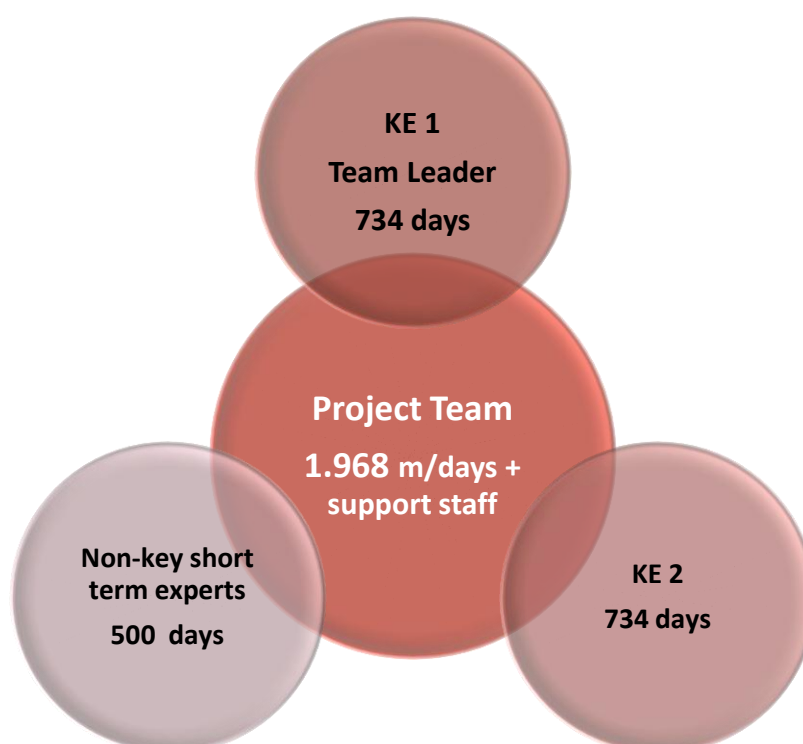
2.7 Strengths of our TA Team

The composition of our team meets all the ToR requirements, and even exceeds them in many parts and provides the skills and qualifications that are needed for an optimal implementation of the project activities, according to our proposed methodology and work-plan.

2.7.1 Team Structure

We would like to stress the fact that we are deploying a qualified and capable team, made of people who are fully familiar with the management and implementation of education and TA development projects.

our project team at a glance



2.7.1.1 Summary of Inputs

The total inputs from our technical assistance team will comprise at least:

- 734 man/days for the Team Leader (KE-1);
- 734 man/days for the Training Advisor Expert (KE-2);
- 500 man/days of Short-term Non Key Experts.

total of 1.968 man/days

In total we shall supply 1.968 man/days of expertise, which are sufficient to perform all the activities envisaged in our work plan at the highest professional standards and in line with our proposed methodologies.

2.7.2 Proposed Key Experts

After completing all the steps of our selection we have finally chosen the most suitable experts for implementing this extremely challenging project. They are:

Carlton Aslett
(KE.1 - Team Leader)

Nuzzly Ruiz de Forsberg
(KE.2 - Training Advisor)

2.7.2.1 Exceeding ToR Requirements

Our core team of key experts exceeds the minimum requirements set by the ToR in some important aspects.

For instance Carlton has just concluded a successful 3-year team leader assignment on a much similar education project in Liberia, also funded and managed according to EDF procedures and SWAp principles. He has been the imprest administrator in that project and has advised on PFM aspects helping the government of Liberia to make substantial progress towards compliance with SBS requirements.

As to Nuzzly, she is particularly cultural sensitive, which will greatly help her in the context of the PNG remote regions, and boasts deep experience of practical work with local and poor communities. She is also familiar with distance learning programmes and tools.

2.7.2.2 Complementarity of Profiles and Experiences

Beside meeting the criteria defined in the ToR, we have chosen our key experts based on their ability to work together and form a unite and cohesive team. They will bring complementary experience, from different professional trajectories and national backgrounds, and a wide range of valuable knowledge that will be useful to the project.

Our core experts, as a cohesive team, are perfectly suited and capable of:

- establishing the best and most collaborative relations with the DoE/NAO as well as with the other project stakeholders;
- understanding the local environment and needs;
- delivering top-class professional advice and hands-on support;
- providing practical coaching and effective capacity building.

2.7.3 Short Profiles of the Key Experts

In the following we present a short profile of our key experts and their broad responsibilities within the project team. Their full CVs can be found

at the end of this proposal, together with copies of their diplomas and employers' certificate and references when requested.

KE-1 – TEAM LEADER – CARLTON ASLETT

Our Team Leader, **Carlton Aslett**, is a brilliant British expert with more than 10 year experience in the areas of education sector policy reform, SWAp, Budget Support, sector budgeting and public financial management. Carlton has an extensive understanding of SPSP and aid effectiveness commitments in primary and basic education in ACP countries.

Thanks to his long professional experience as team leader and project coordinator, Carlton has a track-record of capacity building programmes for institutional bodies and educational settings. Notably he conducted capacity building programmes in the areas of institutional development, sector planning, Public Financial Management, Education Management, infrastructure, Management Information Systems (MIS).

Carlton recent assignment as TL for EC Support to Education in Liberia (ECSEL) demonstrates his full acquaintance with 9th and 10th EDF procedures and PRAG. Additionally he has experience with multiple aid modalities, including WB, DFID, CIDA, DANIDA, NORAD, UNICEF, ADB, GTZ and USAID.

activities of Carlton

Global Objective:

Carlton will support DoE to implement HRDP I and develop a SWAp in education.

Specific Objectives:

- To support the DoE with the operational, financial and contractual management of EU HRDP I;
- To strengthen inter-ministerial and inter-departmental dialogue for fully utilising SWAP structures according to the ESIP, also including NSAs.

Tasks:

1. Prepare regular **M&E reports** and produce relevant technical information for the PSC and the TWG of HRDP I;
2. Provide advice, support and assistance to the DoE and NAO on the overall **operational, financial and contractual management and implementation of EU HRDP I** to ensure that there is compliance with EU financial, contractual and technical procedures;
3. Provide advice and support to build **management capacity in the DoE** through a hands-on collaborative approach as well as through more formal interventions such as trainings and workshops;
4. Supervise the activities of the K2, considering the phase-out/ exit strategy for technical assistance and programme sustainability;
5. Implement a comprehensive **communication strategy** between the DoE, the Teaching Service Commission (TSC) and related Ministries and Departments (especially Departments of National Planning and Monitoring, Finance, Treasury, Community Development, Department

- of Provincial and Local Government Affairs) that will ensure that the objectives, benefits, operation and achievements of the ESIP are widely understood and subscribed to;
6. 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**;
 7. Support the development of a **single education and training policy and expenditure programme** as envisaged in the ESIP;
 8. Monitor, evaluate and support the implementation of the **Paris Declaration** and the **PNG Commitment on Aid Effectiveness** in the education sector;
 9. Advise on establishing the conditions for **establishing more government-owned funding mechanisms** during Phase II of the HRDP (i.e, pool funding mechanism);
 10. Support the DoE and the NAO to implement **construction activities** and scholarships management to improve infrastructure in TTC and enhance access for identified trainee teachers coming from and returning to remote and underserved communities;
 11. Observe the latest **Communication and Visibility** Manual for EU External Actions concerning acknowledgement of EU financing of the programme;
 12. Perform any other assignments requested by the PSC and the TWC.

KE-2 – TRAINING ADVISOR – NUZZLY RUIZ DE FORSBERG

As Training Advisor we have selected Ms **Nuzzly Ruiz de Forsberg**, an outstanding Swedish education and teachers' training expert with more than 15 years of experience in the implementation and monitoring of large-scale early child development and basic education projects in post-conflict context and SWAp framework including "Education for All" (EFA) policy.

With a Ph.D in International Education and a Master in Social Science, Nuzzly has been the Education Adviser to the Danish Support Programme to the Education Sector Strategic Plan in Mozambique, the Education Specialist for the EDF Project "Support the Basic Education Project" in Angola and the UNICEF Education Programme Officer of the "Basic Education Project" in Equatorial Guinea.

She has managed projects with different partners (national and international) in different stages of education programme/project implementation, monitoring and evaluation, in areas related to institutional capacity-building, particularly teacher training and education institutions planning.



activities of Nuzzly

Global Objective:

Nuzzly will support capacity development of pedagogical and management skills of teachers and education administrators.

Specific Objectives:

- To improve management capacity of PNG's education system for decision making, planning, assessment and monitoring of the basic education system;
- To improve pedagogical and management skills of basic education school teachers, principals, and administrators.

Tasks:

1. Under supervision of Carlton, assist with preparing regular **M&E reports** and producing relevant technical information for the PSC and the TWC;
2. Assist the DoE and the NAO in the drawing up of coherent **programme estimates** (including work plans and budget estimates) for the components of Capacity building for education sector management and Skills training for tutors and teacher training (scholarships);
3. Strengthen **performance M&E system** at all levels and management capacities of education administrators at sub-national levels;
4. Strengthen **involvement of PNG research and academic institutions** in management training;
5. Assist the DoE and the NAO in the drawing up of coherent **calls for proposals** for the component of Studies and research (through grants);
6. Carry out immediate **skills training for TTC lecturers** with a prime focus on pedagogy (in line with OBE requirements, inclusive methodologies, ICT) and management;
7. 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;
8. Develop/strengthen **networks of TTC and universities** involved in primary teacher training;
9. Participate in regular **field visits** to ensure effective follow-up and monitoring on all interventions;
10. Consider programme sustainability and the phase-out/ exit strategy for technical assistance;
11. Observe the latest **Communication and Visibility** Manual for EU External Actions concerning acknowledgement of EU financing of the programme;
12. Perform any other assignments requested by the P SC and the TWC.

2.7.4 Non Key Experts

We plan to mobilize a pool of senior short term expert for a total of 500 man/days, who will support the Key Experts with specialist inputs for the optimal implementation of project components and activities.

In line with the ToR the profiles of the non-key experts for this contract are as follows:

QUALIFICATIONS & SKILLS

- Postgraduate qualification or equivalent in Education, or another discipline relevant to this assignment
- Fluent in English (spoken and written)

GENERAL EXPERIENCE

- Preferably 15 years experience but a minimum of 10 years work experience in the education sector, or another relevant field relevant to this assignment

SPECIFIC EXPERIENCE

- Preferably 10 years experience but a minimum of 5 years experience in EU financial and contractual procedures, or infrastructure works, or any field relevant to the assignment required;
- Experience of working in a developing country setting.

In addition to the above requirements, we will consider **knowledge of Tok Pisin** and **previous working experience in PNG** a strong plus.

2.7.4.1 Preliminary list of Short-term Experts on call

Here below we present an indicative list of some international experts with whom we have been in contact for the project. They have expressed their willingness and readiness to contribute to this project as short-term experts on call, subject of course to approval by the Contracting Authority.

Experts	Capacity building	Training to teachers	Education managem.	SWAp	Distance learning	Nationality	Years of experience	Qualifications
Luc PAUWELS	●	●	●	●	●	BEL	19	Teacher Training Administration Expert in the EC funded Support to Education project in Liberia. He worked as expert in decentralized training and Education Organizational management, Leadership, School Development Planning in China and Liberia.
Cameron NOBBS	●	●	●	●		AUS	24	Deputy Programme Manager of the AusAID Education Capacity Building Programme (ECBP) throughout Papua New Guinea in 2008 and Ministerial Adviser of the “Escola Basica” National Education reform policy and strategy within Timor-Leste.
Michael ELLENRIEDER	●	●	●	●	●	GER	15	Capacity Building Expert in the EC funded Support to Education project in Liberia. Communication and awareness raising specialist.
Alan MALE	●	●	●	●		NZ/UK	28	Educational Quality Assurance Specialist. He has an outstanding experience in educational projects in Samoa and Timor Leste.
David LEEMING	●	●			●	UK	15	Expert in ICT for education, he worked in the One Laptop Per Child (OLPC) programme in PNG, Solomon Islands and Nauru.
Malcolm MERCER			●	●	●	UK	30	Education economist, he worked in numerous EU funded projects as expert in finance and programme evaluation and monitoring.
Rex KINDER	●	●			●	AUS	30	Expert in HR and learning systems: planning, competency based curricula, distance learning, materials, procedure manuals (ISO90002)
Khoirul ANAM	●	●	●			INDO	15	Training Advisor, Coordinator of School Based and District Management Training in Indonesia.
Ben GOODMAN	●	●	●	●		UK/AUS	30	Education management and VET expert, he worked more than 10 years in PNG and has a deep understanding of the institutional framework.
Ralf STRIER	●	●				GER	15	Vocational Education Adviser for the PGN's DoE in 2008 – 2009, with 15 years of regional experience in Asia and Oceania. Expert in management of training institutions and education systems.
Richard GUY		●	●			AUS	16	M&E expert on the Economic and Public Sector Program. In 2002 he was Team Leader for Public Expenditure and Service Delivery in Education in PNG Study, financed by the WB
Ian COSIER	●	●				AUS	20	Organisational Development Advisor, with over twenty years of experience in education and training.



2.7.4.2 Profiles and Expected Tasks of Non-key Experts

On the basis of our proposed workplan and approach we have already identified a set of skills and expertise that we consider critical to integrate in our team of key experts through short-term missions.

Here we present a selection of professional profiles, with tasks and indicative number of working days, that we plan to include in our pool of short-term experts.

POSITION: Expert(s) in Education Administration and Management		TASKS:
CATEGORY: S/T Senior Expert	QUALIFICATIONS & SKILLS: <ul style="list-style-type: none"> - University degree in Education, Management Development or Social Sciences - Communication and inter-personal skills GENERAL EXPERIENCE: <ul style="list-style-type: none"> - At least 15 years work experience in managing, implementing and/or evaluating projects in Education/HRD - Knowledge of processes related to education sector reform and identification of technical & institutional gaps in educational structures SPECIFIC EXPERIENCE: <ul style="list-style-type: none"> - At least 10 years of experience education management - Knowledge of education sector financing, budgeting and accountability structures - Experience in education management capacity building with a focus on financial management 	To assist the DoE and sub-national actors in the consolidation of a system ensuring open and equal access to education, based on distance learning methodologies
ESTIMATE INPUT: 160 m/days		

POSITION: Distance Learning and e-learning Specialist(s)		TASKS:
CATEGORY: S/T Senior Expert	QUALIFICATIONS & SKILLS: <ul style="list-style-type: none"> - University degree in Education, IT or Social Sciences - Communication and inter-personal skills GENERAL EXPERIENCE: <ul style="list-style-type: none"> - At least 10 years work experience in the education field - Extensive knowledge in alternative learning, distance and online learning SPECIFIC EXPERIENCE: <ul style="list-style-type: none"> - At least 5 years of practical experience in ICT for Development and ICT for Education - Previous experience in the implementation of online learning tools. - Experience in the development of e-learning in the education system, including design and implementation of courseware and online assessment - Training experience in the relevant field 	To assist the DoE and sub-national actors in the consolidation of a system ensuring open and equal access to education, based on distance learning methodologies
ESTIMATE INPUT: 110 m/days		

POSITION: Inclusive Education expert(s)		TASKS:
CATEGORY: S/T Senior Expert	QUALIFICATIONS & SKILLS: <ul style="list-style-type: none"> - University degree in Education, Psychology or Pedagogy 	To help develop and implement inclusive methodologies to education curricula and in HRDP training activities
ESTIMATE INPUT: 110 m/days	GENERAL EXPERIENCE: <ul style="list-style-type: none"> - At least 10 years work experience in the fields of health, social work and education - Experience in providing technical advice on inclusiveness and gender mainstreaming SPECIFIC EXPERIENCE: <ul style="list-style-type: none"> - At least 5 years of experience in training and capacity building in relevant fields - Extensive experience in the field of in the field of disability - Work experience in country developing settings 	

POSITION: EMIS expert		TASKS:
CATEGORY: S/T Senior Expert	QUALIFICATIONS & SKILLS: <ul style="list-style-type: none"> - Postgraduate qualification in Education, IT, Economic or Social Sciences 	To assist DoE in strengthening the process of development of an EMIS database
ESTIMATE INPUT: 40 m/days	GENERAL EXPERIENCE: <ul style="list-style-type: none"> - At least 10 years work experience in a relevant sector - Experience in providing technical advice on data collection, generation or analysis SPECIFIC EXPERIENCE: <ul style="list-style-type: none"> - At least 5 years practical experience with information and data management systems in the area of health or education - Experience in the development/assessment of a well-functioning data management system in the area of education or health - Experience with the IT aspects of information systems in education. 	

POSITION: Awareness raising expert		TASKS:
CATEGORY: S/T Senior Expert	QUALIFICATIONS & SKILLS: <ul style="list-style-type: none"> - University degree in Communication, Social Sciences or related disciplines - Excellent communication, presentation and organisational skills 	To design and conduct awareness raising activities aimed to consolidate the support of NSA and local communities to the project
ESTIMATE INPUT: 80 m/days	GENERAL EXPERIENCE: <ul style="list-style-type: none"> - At least 10 years of training or communication experience in the fields related to education/health SPECIFIC EXPERIENCE: <ul style="list-style-type: none"> - At least 5 years of experience in the design of training and awareness raising events - Extensive experience in design and delivery of awareness raising programmes for school teams, NSAs and communities 	

2.7.4.3 Selection and Approval of Non-key Experts

For a rapid start of project activities we are ready to mobilise all necessary short-term experts at a very early stage of the project.

Our Consortium can rely on a large pool of in-house experts with relevant qualification in the education management and SWAp domains. Many of them are available at very short notice for short-term missions, including for backstopping activities, when the need will arise.



As lead TA contractor, **Eurecna** has demonstrated its capacity, both technical and financial, of mobilising large teams of international and local experts, even within very limited periods of time and at very short notice. For instance, during the past 12 months we have managed to mobilise a total of over 6,000 man/days of short-term expertise in the projects that we are running.

This mobilisation record can be achieved thanks to the efficiency of the Eurecna's backstopping unit, who supports the field team to detect the needs and carry out the research, selection, contracting and mobilisation of the necessary experts. The rate of failure of our short-term experts – as recorded in our ISO:9001 quality records – is extremely low, which is the best proof that our experts, after careful selection, accomplish successfully their tasks and complete their assignments.

CV approval process

Our task as contractor will be to draft ToR for each short-term mission and to submit CVs of candidates who are adequately qualified for the position and available for the assignment. It will be then up to the Contracting Authority to approve the experts, as well as the ToR for their mission/s. We would appreciate quick approval procedures because this would help speed up project activities, in line with our approach.



3 Timetable

In this section (**TIMETABLE**) we present a tentative schedule of activities for the whole project duration.

This section comprises the following chapters:

a **tentative workplan**
for complete project
implementation

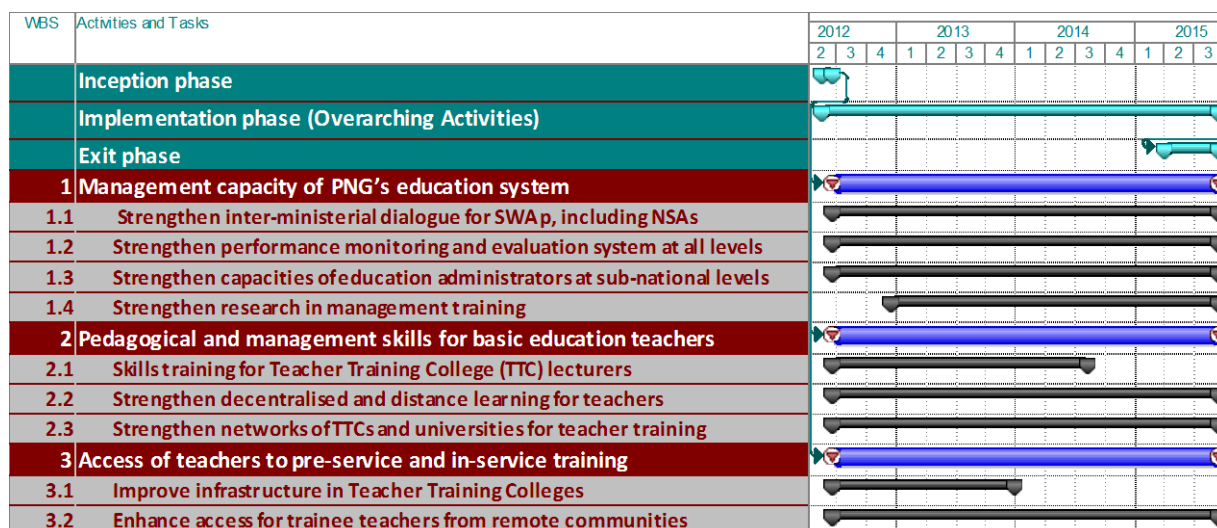
the **milestones** that
indicate major progresses

staffing schedule related
to use of resources and
delivery of outputs

timetable of reporting
and short description of
reports' structure

3.1 Tentative Workplan

The following is a tentative workplan, which we want to discuss, refine and finalise during the inception phase in close consultation with the Contracting Authority and the Project Beneficiaries.

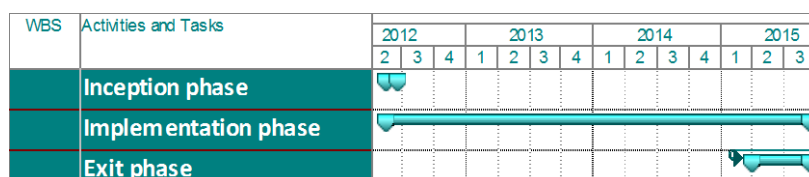


Tentative Project Workplan for a 40-month implementation period (from May 14th 2012).

3.1.1 Three main phases

The 40 months of contract will be characterised by:

- an inception phase of one month right at the beginning of the contract;
- an implementation phase lasting over the whole period of the contract;
- an exit phase that will start six months before the contract end to ensure a smooth closing and hand-over of project activities.



The three main phases of the contract.

quick mobilisation

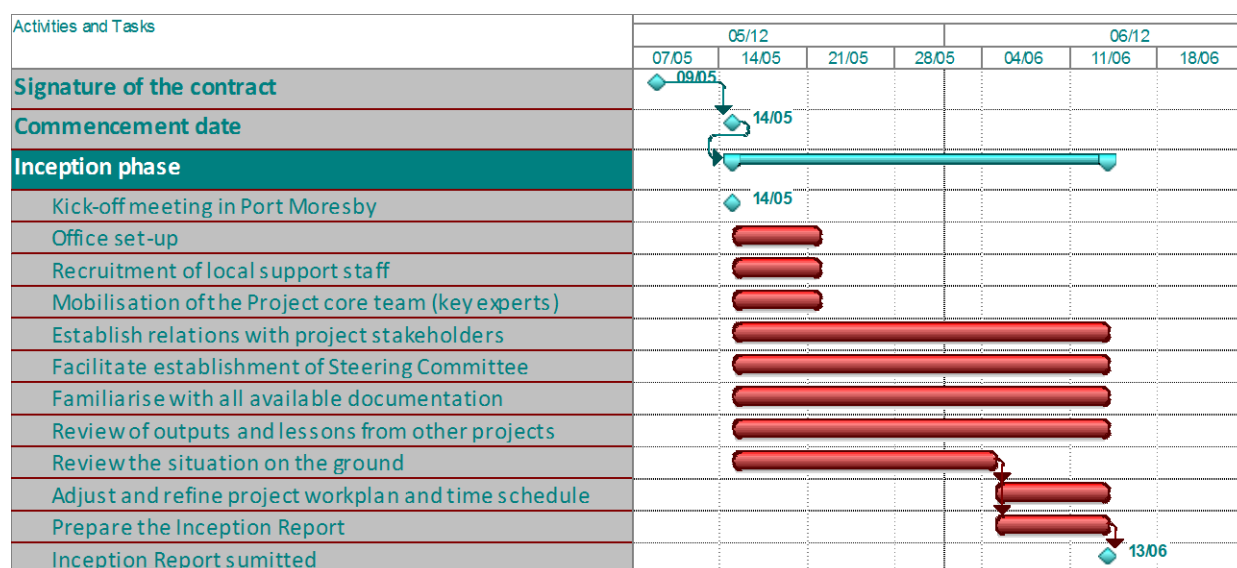
We envisage **starting the project on Monday, 14th May 2012**, subject to timely notification of award and contract signature.

Indeed, we assume that a quick and energetic start falls within the interests of GoPNG. Hence, we shall adopt a strongly upfront approach, kick-starting all activities and mobilising key experts since the first week of the contract.

Strong front-load of inputs and activities will be a distinctive feature of our implementation strategy.

3.1.1.1 Inception

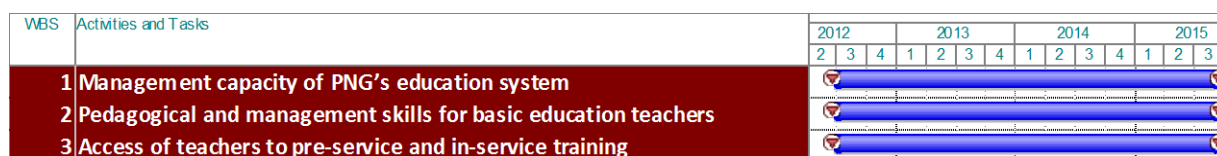
The following is the detail of activities that our Team will carry out during the inception phase.



Time schedule of the Inception Phase.

3.1.1.2 Implementation

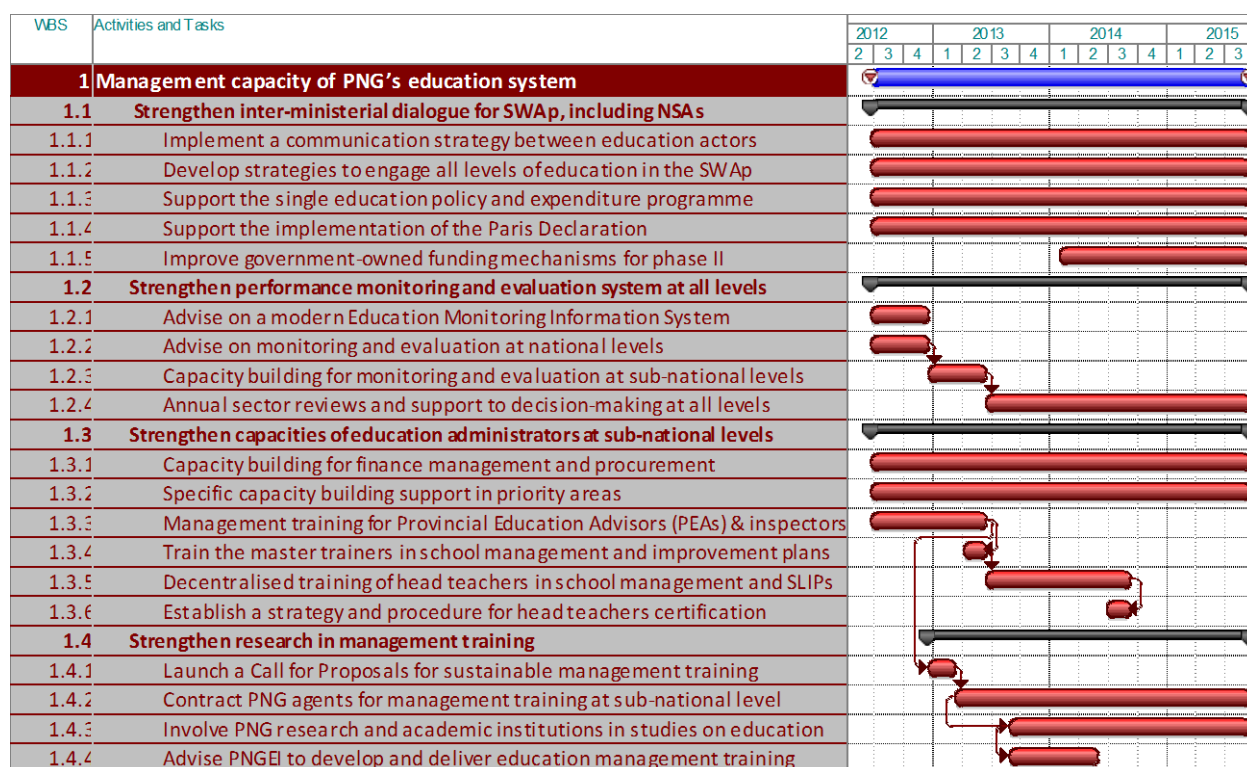
Implementation will consist of the three main components. All three will start immediately after inception and will last till the end of the contract.



The three Components of the Implementation Phase.

We present below the timetable of Activities for each component.

3.1.2 Timetable of Component 1

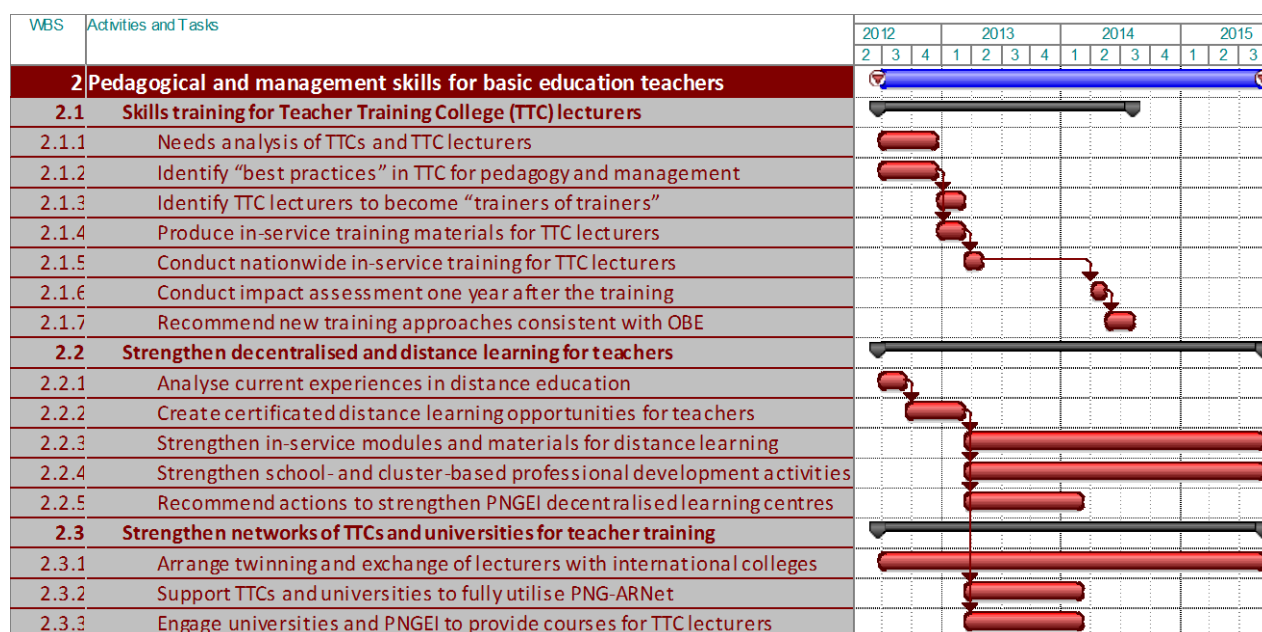


Activities of Component One.

Component 1 consist of four activities (black bars). Three of them will be carried out on an ongoing basis from the start till the end of the contract. The fourth activity instead will start by the end of 2012 with the launch of the Call for Proposals for management training delivery and will then last till the end of the project.

Some of the sub-activities (red bars) will run for the duration of the contract, while others will be concentrated in a specific period, and will be linked to each others in a time series as displayed in the gantt chart.

3.1.3 Timetable of Component 2

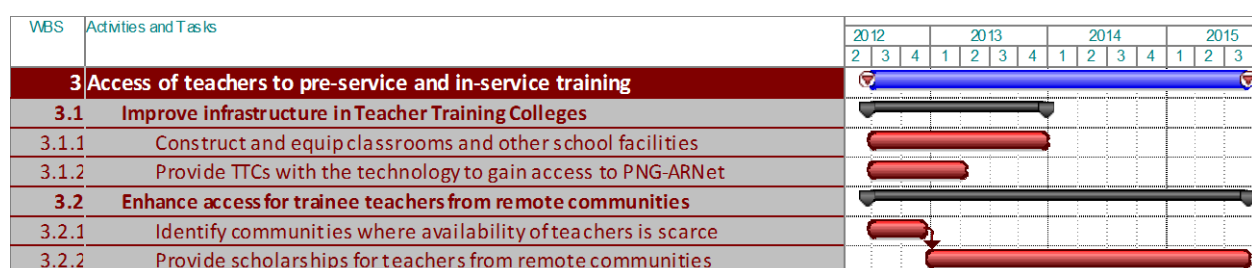


Activities of Component Two.

Component 2 consists of three activities. Activity 2.1 (skills training for TTC lecturers) will be concentrated in the first twelve month of the project because it is preparatory to the nation-wide roll-out of teachers training programmes. After one year we will carry out an impact assessment for this activity and will decide whether a follow up, or a second cycle of training will be needed.

The other two activities, instead, will be performed on an ongoing basis for the whole duration of the technical assistance contract. Particularly the facilitation of exchanges with teachers training organisations in other countries will continue till the end of the project as a major contribution to the capacity building programme.

3.1.4 Timetable of Component 3



Activities of Component Three.

Component 3 consists of two activities. The first one, dealing with works and supply contracts for reinforcing the TTC infrastructure, should be completed as soon as possible (ideally in 2013) since the infrastructure is to support the pilot projects. The second activity, supporting teachers from remote regions, will last till the end of the TA project.

3.2 Milestones of project implementation

We identify 21 milestones that will give evidence of the substantial progress and achievements of the project. They are:

- | | |
|---|---------------------|
| A. Inception Report approved | (by June 2012) |
| B. SWAp framework in education fully in place | (by June 2013) |
| C. GoPNG financial mechanisms ready for SBS | (by December 2014) |
| D. Modern EMIS upgraded and working | (by April 2013) |
| E. PEAs and DEAs trained as master trainers | (by June 2013) |
| F. Head-teachers and administrators trained | (by September 2014) |
| G. Certification system for head-teachers | (by September 2014) |
| H. Grants awarded for research in mgmt training | (by March 2013) |
| I. Universities engaged in education training | (by December 2013) |
| J. Needs analysis in TTCs | (by October 2012) |
| K. Training of TTC lecturers started | (by March 2013) |
| L. Impact assessment on TTC lecturer training | (by March 2014) |
| M. TTC infrastructure strengthened (equipment) | (by March 2013) |
| N. TTC infrastructure strengthened (works) | (by November 2013) |
| O. Distance learning modules for teachers | (by November 2012) |
| P. Decentralised learning centres reinforced | (by November 2013) |
| Q. Twinning with international partner set up | (by September 2012) |
| R. TTCs / Universities networked with PNG-ARNet | (by July 2013) |
| S. Scholarships to teachers in remote areas | (by November 2012) |
| T. Pilot success stories of UBE in remote areas | (by June 2015) |
| U. Final Report approved | (by September 2015) |

3.2.1 Internal M&E system

As a matter of quality assurance, our consortium will establish an internal M&E system to measure the performance of project and team activities and for early detection of any deviation from the workplan that might require corrective action.

These milestones, or KPIs, to be revised and agreed during the inception phase, will allow for an effective internal M&E of project performance and will facilitate the work of external monitors and evaluators as well.

3.3 Staffing Schedule

The mobilisation of our experts will follow ToR requirements for the two key experts and the needs of our workplan for what concerns non-key experts.

3.3.1.1 Key Experts

Carlton and Nuzzly will be in PNG full-time for the whole duration of the project. They will take contractual leave considering the normal holiday periods in PNG and ensuring that at least one of them is on duty during at any moment during business weeks.

3.3.1.2 Short-term Non-key Experts

We will mobilise the short-term experts as quickly as possible, ideally immediately after the approval of the inception report. There will be an initial frontload of short-term inputs to help a rapid and quality start of the key project activities.

Up-front mobilisation of resources will allow for a quick and smooth start-up of all project activities during the first weeks of the contract.

3.4 Reporting Requirements

The project activities will be reported to the Contracting Authority along the guidelines set by General Conditions and by the ToR.

In particular we shall produce:

inception report

since the ToR do not explicitly identifies an inception period, we plan to submit an **Inception Report** within six weeks from project start (by June 13th 2012 at latest). The inception report will fine tune our project workplan by taking into consideration any possible change that might have occurred in the situation described in the ToR. It will specify the activities assigned to each expert, the exact timing for their mobilisation, the implementation arrangements, as well as an accurate estimate of the financial needs that will be covered through the budget for incidentals and a revised logframe matrix highlighting the expected achievements with milestones. The main report will be accompanied by proper annexes and specific reviews for each of the seven countries;

interim six-monthly reports

Interim Six-monthly Progress Reports, which will extensively describe the activities implemented during the reporting period on the basis of the progress achieved (measured by proper OVIs) and the inputs used, problems encountered and corrective actions recommended. The Interim reports will also include a summary of the financial status of project implementation, and will be accompanied by the corresponding invoice, supported by a financial report containing details of the experts' time inputs, of the reimbursable costs incurred, together with an expenditure verification report.

final report

a **Final Report**, a draft of which shall be submitted at least one month before the end of the project for preliminary discussion with GoPNG. The final report will include a complete overview of all activities implemented during the project, a summary of outputs and the identification of any major problem that may have arisen during project implementation. The final report will also contain a factual assessment of the impact of the project measured against the stated project objectives and the indicators of achievement included in the log-frame planning matrix. Finally, it will recommend future actions that may need to be taken to enhance the impact of the activities already undertaken. The final report will be accompanied by the complete financial statement of the project, the final invoice and an audit certificate.

ad-hoc and milestone reports

In addition to periodic reports, we will also produce **Ad-hoc Reports** at any key juncture of project implementation.

support for APE preparation

If requested, our technical assistance team will provide support to NAO for elaborating the data that are useful for the preparation of the Annual Programme Estimates and related updating and implementation reports.

3.5 Summary Table of Working Days per Month

See pages appended in the EuropeAid format.

4 Logframe

Overall Objective	OVI	Sources of Verification	
To promote the development of PNG's human resource development in the education sector	<ul style="list-style-type: none"> Increase the number of skilled HR Improvement of social and poverty indicators 	<ul style="list-style-type: none"> PNG Official statistics GoPNG reports Country Strategic Papers DPs reports Project reports Ex-post evaluation 	
Specific Objective	OVI	Sources of Verification	Assumptions
Universal Basic Education (UBE) Plan supported and Sector Wide Approach in education strengthened	<ul style="list-style-type: none"> UBE's (Access, Retention and Quality) indicators improved Responsibilities shared according to coordination mechanisms Education SWAp strengthened PNG's ownership and leadership in education is fostered minimum standards of the UBE objectives met Improvements on GPE and Paris Declaration and indicators. 	<ul style="list-style-type: none"> EUD and GoPNG reports NAO and SC reports LDG and EDPaCC's reports DPs reports Project reports Monitoring reports Feedback from stakeholders 	<ul style="list-style-type: none"> GoPNG support for the sector continue DoE remains committed to strengthening sector coordination and developing effective partnerships including those at sub-national level, CSOs, churches Partnership Framework and GoPNG's approach to an education SWAp is enough flexible to allow the EU to use a variety of modalities. Secretary for Education and NAO function well
Purpose	OVI	Sources of Verification	Assumptions
Technical and advisory services is provided to ensure the effective and timely implementation of the HRDP Phase I	<ul style="list-style-type: none"> Number of trainings and capacity building activities delivered Number of people trained Number of workshops and round tables held Improved performance in education planning and management Financial and accountability capacities improved EDF procedures are respected fully Beneficiaries satisfaction 	<ul style="list-style-type: none"> DoE reports, LDG and EDPaCC's reports NAO and SC reports Project reports Country Strategy Paper and National Indicative Programme Minutes of meetings and workshops Press Training materials and feedback 	<ul style="list-style-type: none"> GoPNG is strongly committed to support the education SWAp GoPNG provide continuous support to the project during its duration Institutional will at national, provincial and district levels to cooperate Strong collaboration between public administration and CSOs DoE staff sufficient in number and qualification Qualified TA experts and services and effective project management 2012 Elections do not impact negatively on HR involved in the project

Results & Components	Means	Inputs	Assumptions
Inception phase, Project Management and Horizontal Activities	<ul style="list-style-type: none"> office running costs meetings local transport 	<ul style="list-style-type: none"> key experts project director and backstopping 	<ul style="list-style-type: none"> Contract Stability
Component 1 Management capacity of PNG's education system for decision making, planning, assessment and monitoring of the education system	<ul style="list-style-type: none"> meetings, workshops, roundtables travel costs and accommodation for missions out of the place of posting visibility actions TNA, training materials and venues On the job training and coaching 	<ul style="list-style-type: none"> key experts short-term experts 	<ul style="list-style-type: none"> Institutional will at central, provincial and district levels to cooperate GoPNG remain aware of the importance of a policy for HR development based on education for all There is continued support from EUD and DPs Concerned parties agree to carry out joint exercises Project Steering Committee functions as the key brainstorming and decision making body for achieving the defined outcomes Staff turnover is kept under control NSAs & CSOs sector is fully committed to support HRDP Availability of sufficient financial means for implementing project activities DoE staff sufficient in quantity and qualification
Component 2 Pedagogical and management skills of basic education school teachers	<ul style="list-style-type: none"> meetings, workshops, seminars training materials and venues travel costs and accommodation for missions out of the place of posting IT systems and distance learning facilities visibility actions 	<ul style="list-style-type: none"> key experts short-term experts 	
Component 3 Access of teachers to pre-service & in-service training	<ul style="list-style-type: none"> meetings, workshops, seminars travel costs and accommodation for missions out of the place of posting TNA, training materials and venues On the job training and coaching 	<ul style="list-style-type: none"> key experts short-term experts 	
			Pre-Conditions <ul style="list-style-type: none"> overall political, social and economic stability is maintained