

**Papua New Guinea
National Department of Education**



**Boosting Education Standards Together in PNG Program
(BEST PNG)**

Year 1

Global Partnership for Education

Education Sector Program Implementation Grant (ESPIG) and Multiplier

Progress Report

01 August 2019 – 31 July 2020

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Acronyms/List of abbreviations

| | |
|-------------|---|
| BEST PNG | Boosting Education Standards Together in Papua New Guinea |
| CDD | Curriculum Development Division |
| CEA | Church Education Agency |
| CSTB | Central Supply and Tenders Board |
| DHERST | Department for Higher Education, Research, Science and Technology |
| E1 | Elementary One |
| E2 | Elementary Two |
| ESPIG | Education Sector Plan Implementation Grant |
| FA | Financing Agreement |
| GA | Grant Agreement |
| GoJ | Government of Japan |
| GoPNG | Government of Papua New Guinea |
| GPE | Global Partnership for Education |
| IFMS | Integrated Financial management System |
| JICA | Japan International Cooperation Agency |
| LEG | Local Education Group |
| MCA | Maximum Country Allocation |
| MEAL | Monitoring, evaluation, accountability and learning |
| NDoE | National Department of Education |
| NEP | National Education Plan and Addendum 2015-2020 |
| NPC | National Procurement Commission |
| PD | Program Document |
| PDO | Program Development Objective |
| PDoE | Provincial Department of Education |
| PDT | Program Delivery Teams |
| PILNA | Pacific Islands' Literacy and Numeracy Assessment |
| PIM | Program Implementation Manual |
| PMU | Program Management Unit |
| PRN Program | Revision Notification |
| PSC | Program Steering Committee |
| RFT | Request for Tender |
| SBC | Standards-based curriculum |
| TA | Technical Adviser |
| TED | Teacher Education Division |
| TFF | Tuition Fee Free |
| ToR | Terms of Reference |
| TTC | Teachers' Training College |
| TTI | Teacher Training Institutions |

| Summary of Program | |
|--|--|
| Country | Papua New Guinea |
| Name of Program | Boosting Education Standards Together in PNG (BEST PNG) |
| Reporting period (from: month, day year, to: month, day, year) | From August 1, 2019 to July 31, 2020 |
| GA's Program ID (if any) | 03601959 |
| Name of Grant Agent | Save the Children UK |
| Program amount (original commitment) | US\$ 7,399,000 |
| Revised Amount (where applicable) | US\$ 7,849,000 (additional financing US\$450,000 pending approval) |
| Disbursed ¹ Amount (during the reporting period) | US\$73,435 |
| Disbursed Amount (cumulative) | US\$73,435 |
| Program approval date | April 03, 2019 |
| Program effectiveness/start date ² | August 01, 2019 |
| Program closing date | June 30, 2022 |
| Revised program closing date (in case of revision/extension) | June 30, 2023 (pending approval) |

¹ Note: "Disbursement" refers to funds transferred by the Grant Agent (or by other financing sources) to the government or other implementing partners, or funds directly expensed by the Grant Agent (or by other financing sources).

² Program effectiveness (start) date is considered as the date when the program implementation has effectively started, marked by the occurrence of an event defined in the grant application.

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1. Program Implementation Progress

1-1. Program Overview

Outline briefly the overall objective of the Program. If the Program is a co-financed/pooled program, to which the ESPIG contributes, briefly describe partners involved in the Program.

The Government of Papua New Guinea (GoPNG) is the recipient of an ESPIG grant from the GPE to support the implementation of the National Education Plan (NEP) 2015-2019 and its Addendum. The Boosting Education Standards Together in PNG program (BEST PNG) is an ESPIG and Multiplier grant project and is delivered in project mode by the National Department of Education (NDoE) with Save the Children as the Grant Agent. It has Fixed and Variable Parts.

The value of the original Maximum Country Allocation (MCA) was US\$7,050,000 (K21,150,000). In January 2020, an additional US\$400,000 (K1.2m) was granted, plus an additional US\$50,000 in September 2020. In addition to the ESPIG, the GoPNG is also implementing a complementary Multiplier grant triggered by additional investment in the education sector by the Government of Japan (GoJ). US\$3.52m (K10.56m) of the Multiplier allocation of US\$4.3m was triggered by counterpart funding and included in the BEST PNG program.

BEST PNG is implemented by the NDoE supported by other partners the Department for Higher Education, Research, Science and Technology (DHERST) and Japan International Cooperation Agency (JICA). Other key stakeholders include the Provincial Departments of Education (PDoEs) and church education agencies (CEAs) in targeted provinces and teacher training institutions (TTIs).

The Program has six components:

- Component 1 focuses on in-service teacher training for 1,930 junior primary teachers (grades 3-5) in maths and science to improve teaching standards and learning outcomes. This is implemented in partnership with the PDoEs and the CEAs;
- Component 2 is financed by the ESPIG and is the first phase of updating the primary pre-service units in maths and science implemented in partnership with DHERST and the TTIs;
- Component 3 is financed by the Multiplier Fixed Part to expand the number of female specialist teachers in maths and science, in partnership with DHERST and TTIs as well as target provinces;
- Component 4 is the variable part which is pending approval;
- Component 5 has two subcomponents: (5.1) procure and distribute SBC maths and science textbooks for junior primary students (grades 3-6) which is financed by the Government of Japan through JICA; and (5.2) procure and distribute SBC maths textbooks and teacher's manuals (with scripted lessons) for elementary students (Elementary grade 1 and 2); and
- Component 6 is jointly financed through the ESPIG and Multiplier Fixed Part. The component funds a Program Management Unit (PMU) within the NDoE with dedicated program management; monitoring, evaluation, accountability and learning (MEAL); financial management; procurement and administrative staff.

Program Development Objective

Fixed part: Improved lower primary student learning outcomes in maths and science in low performing provinces through strengthened pre-service and in-service teacher education, expanded access to teacher training for female teachers and improved access to textbooks.

Variable Part (pending approval): a) Increased enrolment of female students in lower secondary schools; b) More efficient use of Tuition Fee Free (TFF) school grants to improve access and learning outcomes; and c) Improved Grade 5 literacy learning outcomes.

Program Beneficiaries:

a) ESPIG Fixed Part

- 1,930 grade 3-5 primary teachers (60% female participation targeted) at 965 primary schools in six disadvantaged provinces will benefit from in-service teacher training on maths and science linked to the new primary SBC and textbooks;
- 106,058 grade 3-5 primary students (46% female) in 6 disadvantaged provinces will benefit from improved maths and science teaching;
- 65 maths and science teacher training lecturers (34% female) will benefit from knowledge sharing, curriculum development, monitoring and support;
- 7,027 primary pre-service student teachers (46% female) will benefit from better supported maths and science lecturers;
- 40 female maths and science pre-service student teachers from 6 disadvantaged provinces with poor female student transition rates will benefit from new scholarships.

b) Multiplier Fixed Part

- 869,238³ primary (grades 3-6) students (46% female) at 3,746 primary schools will benefit from maths and science textbooks and teachers' manuals. This activity is fully co-financed and managed by Government of Japan through JICA.
- 138,681 elementary students (E1 & E2 grades, 47% female) in 6 disadvantaged provinces will benefit from maths textbooks.
- 3,707 elementary teachers will benefit from updated teacher's manuals with scripted lessons linked to the new textbooks.
- The Multiplier Fixed Part will also contribute to funding component 1, 3 and 6 activities.

c) Additional MCA (pending approval). If approved, the following will be financed:

- 40,943 elementary students (E1 & E2 grades, 47% female) in two additional disadvantaged provinces will benefit from maths textbooks.
- 1,096 elementary teachers will benefit from updated teacher's manuals with scripted lessons linked to the new textbooks in two additional provinces.

1-2. Major changes to the Program (if any)

³ National Grade 3-6 enrollment data for all schools increased at 5% annually from 2016 (EMIS); 2020 estimate.

Briefly describe the program revisions⁴ that took place during this reporting period, specifying the nature and dates of approval of these revisions.

In Year 1, the following major changes were made:

- Approval of extension of grant effectiveness date to August 1, 2019 (GPE letter, June 27, 2019);
- Program Revision Notification (PRN) #1 for a non-minor revision of a no-cost extension of the program end date by one year to June 30, 2023 was requested by NDoE, endorsed by the Local Education Group (LEG) and submitted to GPE (GA letter, July 22, 2020). The rationale for the PRN was: a) the establishment of the government trust account took longer than expected and b) the impact of COVID-19 on start-up activities (applying decision GPC/2020.05-02 ESPIG Revisions in the Context of COVID-19). School closures; emergency response activities and restrictions to international flights and local travel severely impacted project implementation. Due to these delays the planned Year 1 activities were moved to implementation year 2020/21.
- An application for the additional MCA of US\$ 400,000 was submitted to the GPE Secretariat on July 27, 2020. The changes were approved by NDoE in June 2020, endorsed by LEG on 18th June 2020 and submitted to GPE 27th July 2020 (Summary of Variable Part revised, July 07, 2020)
- The initial PMU structure provided for both the position of Procurement and Compliance Coordinator to be responsible for the Finance Officer and Procurement Officer. This was reviewed during the development of the PIM, and a decision taken to separate the two functions of finance and procurement with each having functional reporting to the responsible officers (Assistant Secretaries) for Finance and Procurement within the NDoE, under the overall supervision of the FAS Finance. The current structure thus provides for Finance Coordinator and procurement Coordinator, with operational reporting to the PM, and functional reporting to the respective Assistant Secretaries of Finance and Procurement
- An action plan was agreed with GPE in March 2020. The GPE Country Lead for PNG held discussions with the GoPNG, GA and agreed on a 3-three-month action plan running up to 30 July 2020 for fast-tracking the following activities:
 - Signing of the revised financing agreement with Trust Account (include trust account and review signatories to the Financing agreement);
 - Opening of the trust Account;
 - Setup and composition of steering committee;
 - Recruitment of PMU;

⁴ Section 10 of the [Policy on education sector program implementation grants](https://www.globalpartnership.org/content/policy-education-sector-program-implementation-grants) defines program revision to include extensions, reallocation of funds, addition or cancellation of components, changes in the results framework, changes in the implementation modality and changes to the indicators and/or means of verification for the disbursement of the Variable Part. (confirm with the Policy document). More details at <https://www.globalpartnership.org/content/policy-education-sector-program-implementation-grants>

- Review and Finalisation of the PIM;
- Notification to GPE on effectiveness date;
- Finalisation of Variable Part indicators;
- Additional Country allocation;
- Project Kick off;
- TA mobilisation;
- Provincial Start UP Activities;
- Project Baseline;
- Component Steering Committees.

These issues were addressed, and the detailed progress is provided in section 1.8

1-3. Overall progress

Assess the overall progress in Program implementation by taking into consideration the progress of the individual Program components, program management, financial management, procurement, monitoring & evaluation, actual disbursement vis-à-vis planned disbursement -- refer to the last page for details of rating.

Note: It is not mandatory to provide rating for each Program component. However, GA can provide rating for each component in addition to overall rating.

Overall progress in Program implementation

| Rating from Previous Reporting Period ⁵ | Rating for Current Reporting Period |
|--|---|
| <input type="checkbox"/> Highly Satisfactory (HS) <input type="checkbox"/> Satisfactory (S) <input type="checkbox"/> Moderately Satisfactory (MS) <input type="checkbox"/> Moderately Unsatisfactory (MU) <input type="checkbox"/> Unsatisfactory (U) <input type="checkbox"/> Highly Unsatisfactory (HU) | <input type="checkbox"/> Highly Satisfactory (HS) <input type="checkbox"/> Satisfactory (S) <input type="checkbox"/> Moderately Satisfactory (MS) <input checked="" type="checkbox"/> Moderately Unsatisfactory (MU) <input type="checkbox"/> Unsatisfactory (U) <input type="checkbox"/> Highly Unsatisfactory (HU) |

If the rating has been upgraded/or downgraded since the previous reporting period, please briefly outline the main factors contributing to the upgrade/downgrade of the rating. If the program is new and the rating for current reporting period is MS, MU, U, or HU, outline the main factors contributing to such ratings.

Factors contributing to upgrade/downgrade of the rating (improvement or delay in implementation), factors contributing to MS, MU, M, or HU (in case of a new program), may be related but not limited to the following:

- i. **Program management** (management arrangements, roles and responsibilities)
- ii. **Program supervision** (provided supervision during the implementation, including timely and proactive identification of issues and actions taken to address them)

⁵ This does not apply for a new Program

- iii. **Factors related to capacity** (including institutional and organizational capacities, human resources related capacities and other issues that impact capacity)
- iv. **Financial management/Fiduciary Issues** (including adequate procurement, financing, budgeting, and financial management mechanisms in place following the grant agents policies and procedures).
- v. **M&E** (Quality of M&E arrangements, including M&E design, implementation, and utilization to inform program management and decision making; issues related to data availability etc.)
- vi. **Coordination, partnership and participatory processes** (principal project partners, their roles and engagement; information on frequency and reasons for consultations with LEG during the program implementation).
- vii. **External factors, factors beyond GA's control and unforeseen circumstances** (including macroeconomic changes, conflict and instability, natural disasters, changes in government commitment and leadership, issues related to governance and politics, unforeseen technical and logistical difficulties, changes in project/program scope, etc.)
- viii. **Other challenges and constraints, & factors** contributing to problems or success in the program implementation

In case of downgrading, please describe mitigation measures that have been taken.

| Project Components & Functions | Previous Rating | Current Rating (July 2020) |
|--|-----------------|----------------------------|
| Component 1: in service training | N/A | Moderately Unsatisfactory |
| Component 2: pre-service training | N/A | Moderately Unsatisfactory |
| Component 3: female maths and science teachers | N/A | Moderately Satisfactory |
| Component 4: variable part | N/A | N/A |
| Component 5: maths and science textbooks | N/A | Moderately Satisfactory |
| Component 6: Program management and monitoring | N/A | Moderately Satisfactory |
| Procurement | N/A | Moderately Unsatisfactory |
| Financial Management | N/A | Moderately Unsatisfactory |
| Safeguards | N/A | Satisfactory |

Overall, progress towards achieving of Program Development Objective is rated as Moderately Unsatisfactory for the current reporting period.

Implementation progress is rated as Moderately Unsatisfactory.

Although the program became effective on August 1, 2019, the key implementation activities did not start until July 2020, when the PMU was fully mobilized.

The initial issue was related to the difficulties faced by NDoE in getting approval for, establishing, and operationalizing a government trust account for the project. The GA, supported by the Coordinating

Agency, the NDoE, and the Ministry of Finance secured the approval of the trust deeds by the Minister of Finance in January 2020 and successfully opened the trust account for the BEST program with Bank of South Pacific in March 2020. With the opening of the trust account, the financing agreement was updated and signed between the GA and Department of Finance and witnessed by the Minister of NDoE on June 23, 2020.

The secondary issue was the outbreak of the COVID-19 pandemic which had a severe impact on project implementation, which included:

- National school closures;
- NDoE and DHERST personnel prioritizing emergency response and recovery activities;
- Travel restrictions, which severely limited the project's ability to recruit and mobilize personnel and begin project start-up activities in-country;
- Grant Agent commitments to the emergency response (and inability to bring in additional technical support) including co-chairing the Education Cluster and supporting the PNG COVID-19 rapid assessment and GPE grant application.

However, during the reporting period, a number of outputs were delivered by NDoE with increased support from the GA. These included:

- Program financing agreement updated and signed;
- Program Implementation Manual (PIM) developed and shared with key partners;
- The program bank account (BEST PNG Program Trust Bank Account) set up;
- Program Steering Committee (PSC) established. 1st Meeting was held in May 2020 involving key partners;
- Program Management Unit (PMU) staff recruited, fully mobilized and embedded into NDoE;
- Collaboration established with PDoEs and Memoranda of Understanding (MoUs) between NDoE and six target provinces for delivery of program component activities drafted and prepared for signing;
- Recruitment of Provincial Delivery Teams (PDTs) and Component Coordinators, National and International Technical Advisers initiated and positions advertised; The PDTs are to be based in the six target provinces comprising the Provincial Training Coordinators and Provincial Trainers
- Operational guidelines for the scholarship scheme under component 3 have been developed and shared with the stakeholders. This component is to be delivered in partnership with DHERST and three TTIs. An additional number of scholarships funded by Newcrest Mining have been negotiated and agreed.
- Procurement of primary maths and science textbooks and teachers' manuals under component 5.1 by the Government of Japan completed and distribution underway in all the 89 districts for Grade 3 & 4. Printing of Grade 5 & 6 scheduled for year 2.
- Technical discussions on scoping and textbook development for Elementary Maths (E1 and E2) textbooks initiated under component 5.2;
- Key procurements initiated including procurement of x6 4WD vehicles to facilitate program delivery in provinces;
- MEAL framework and Plan drafted and discussed with partners.

1-4. Progress per component/sub-component

Describe major progress made during the reporting period vis-à-vis outcomes and outputs planned for the reporting period per component/sub-component. Describe main activities undertaken and their achievements.

Component 1 Primary in-service teacher training in SBC maths and science:

Overall progress rating - Moderately Unsatisfactory

Component steering Committees (CSCs): The overall delivery of the program will be overseen by the Program Steering Committee (PSC) comprising the different stakeholders. Consequently, each component's activities are overseen by a Component Steering Committee (CSC) that feeds into the PSC. The ToRs for establishment of CSCs have been developed and agreed as follows:

| Component | Membership |
|---|---|
| Component 1 in-service teacher training | Chaired by NDoE/TED, with membership from PDoEs, CEAs, DHERST, JICA and PMU |
| Component 2 pre-service teacher training | Co-chaired by NDoE and DHERST with membership from JICA, and the 15 Primary Trainers' Colleges |
| Component 3 training more female science and maths teachers | Chaired by DHERST with membership from the provinces, NDoE and TTIs; |
| Component 5.2 elementary maths textbooks | The Committee is chaired by CDD with membership from JICA, TED and Procurement Division of the NDoE |

The Memoranda of Understanding (MoUs) with Provincial Divisions of Education (PDoEs): In consultation with the GA, MoUs between the NDoE and the six PDoEs for delivery of BEST PNG Program in the target provinces were prepared and discussed by the partners, to facilitate implementation of activities. Within the framework of the draft MoUs, the NDoE supported by the GA are already recruiting the PDTs to be deployed in the target provinces - Western, Milne Bay, Gulf, West New Britain, Oro and West Sepik. The MoUs were scheduled to be signed during the side-lines of the Senior Education Officers Conference by the six target provinces in September 2020.

Recruitment of PDT personnel and technical advisers (TAs): The delivery of project activities at the provincial level will be led and supported by PDTs comprising the provincial training coordinator, provincial trainer and administrative support staff (18 personnel in total across the six provinces). The development of the structure of the PDTs including job descriptions and recruitment plans was completed in consultation with the NDoE and PDoEs. The recruitment process was initiated and positions advertised. Recruitment was targeted to be completed by November 2020. The PMU initiated engagement with PDoEs within the provisions of the MoUs to set up offices and working spaces at the provincial education offices. Procurement for PDT vehicles and equipment was initiated. The teams will be deployed in the provinces by end of November 2020 as the process of setting up processes took longer as a result of COVID-19 restrictions in the country. Likewise, the GA developed the terms of reference and initiated the recruitment process for the International and

National maths and science Technical Advisors (TAs). All the TA positions are under recruitment with contracting expected to be completed early in Year 2. The TAs will start working virtually and only travel in country when COVID-19 travel restrictions are lifted.

Progress under component 1 Year 1 activities:

Table 1: Output 1.1 SBC maths and science in-service modules developed

| Year 1 activities | Achievements to Date vis-à-vis planned activities, outputs and intermediate outcomes with Project effectiveness in implementation as scheduled. | Delays/challenges in keeping to timeframe and when targets can be met |
|--|---|---|
| 1.1.1 Establish Component Steering Committees at the national and provincial levels including TED, CDD, SD, provinces, JICA and church education agencies. | The ToRs for the establishment of the Component 1 Steering Committee (CSC) were drafted, agreed by NDoE and GA and prepared for submission to the Program Steering Committee (PSC) for endorsement. | There has been a delay in setting up the CSC as a result of COVID-19 restrictions and set up delays. The CSC will begin meeting early in Year 2. |
| 1.1.2. Recruit technical advisers for primary maths and science. | Positions for National and International Technical Advisers were advertised | Contracting is expected to be completed by November 30, 2020 |
| 1.1.3 Select, assess, recruit and induct Component Coordinator, Provincial Training Coordinators and Provincial Trainers in targeted provinces. Train 2 x PDoE Finance & Administration officers in 6 provinces. | Recruitment initiated (positions advertised) for: <ul style="list-style-type: none"> ▪ Component Coordinators (components 1 and 2). The roles are based within the NDoE to support the Teacher Education Division. ▪ Provincial Training Coordinators and Provincial Trainers; these roles form part of the PDTs based in the six target provinces. | Delay in completion resulted from delay in the set up and travel restrictions caused by COVID-19. The recruitment process was initiated and staff expected to report by November 2020 |
| 1.1.4 Establish and operate provincial program delivery team (PDT) offices in each PDoE office. | <ul style="list-style-type: none"> ▪ MoU with the six PDoEs to support provincial delivery drafted and discussed with partners. Expected to be signed by September 2020 ▪ Provincial education authorities engaged through the PSC to identify requirements and set up the offices ▪ Opening of sub-grant bank accounts for the six target provinces initiated | The delay in signing of the MOU and set up PDTs was because of travel restrictions due COVID-19. |

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| | <ul style="list-style-type: none"> Orientation activities of the PDoE heads on the purpose, expectation and activities of the project initiated. | |
| 1.1.5 Design and conduct a baseline including a training needs analysis of Grade 3-5 primary maths and science teachers in target and control provinces and analysis of PILNA and examination maths data. Design and conduct Grade 5 science assessment in targeted provinces. | <ul style="list-style-type: none"> MEAL plan that captures design of the baseline and baseline ToRs was developed and prepared for submission to the PSC. Discussions undertaken with M&E team within NDoE to have the PILNA data available for analysis; identification of tools and survey instruments for the baseline | Once the international TAs are recruited, the baseline design and tools will be finalized and it will be conducted in Term 1 2021. |

Component 2 Primary pre-service maths and science curriculum outline updated:

Overall progress rating - Moderately Unsatisfactory

The key outcome under this component is improved quality and relevance of maths and science primary pre-service training with an output of knowledge sharing, monitoring and support for lecturers in the Teacher Training Colleges. Implementation is to be delivered by the NDoE through the Technical Advisers within the PMU and DHERST with support from JICA Technical Advisers. The NDoE and DHERST will co-chair the component steering committee.

Progress under component 2:

Table 2: Output 2.1.1 Knowledge sharing, monitoring and support for lecturers

| Year 1 activities | Achievements to Date vis-à-vis planned activities, outputs and intermediate outcomes with Project effectiveness in implementation as scheduled. | Delays/challenges in keeping to timeframe and when targets can be met |
|--|--|--|
| 2.1.1 Establish Component 2 program delivery team at TED | <ul style="list-style-type: none"> The recruitment of the Component 2 Coordinator was initiated and position advertised. Contracting is expected to be completed by October 30/November 30 2020 ITAs and TAs under component 1 to cut across all components; these are expected to be recruited by November 2020 | The pending Higher Education Act will transfer operational responsibility of the TTIs to DHERST. The GA is working with both departments to ensure continuity in component governance. |

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|--|--|---|
| <p>2.1.2 Establish regular Component Steering Committee consisting of TED, CDD, DHERST, teacher training institutions, JICA and Grant Agent.</p> | <p>The TOR for the CSC has been agreed by the GA and NDoE. The NDoE, DHERST and stakeholders are in the process of nominating members. The CSC is co-chaired by DHERST and NDoE and includes TED, CDD, TTIs, JICA and Grant Agent. The CSC is expected to start operations in November 2020 with the first kick off meeting.</p> | <p>The approval of the education amendment bill which will transfer the management of teacher training colleges and curriculum development from NDoE to DHERST has caused delay in operations of the component as the two departments work on the transfer of the said functions. NDoE and DHERST as co-chair of the PSC are discussing internally to ensure the timely delivery of the component activities.</p> |
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Component 3 More female maths and science teachers:

Overall progress rating – Moderately Satisfactory

The key activity under this outcome is to enroll additional female pre-service maths and science teachers. Implementation is by DHERST and NDoE in cooperation with the identified three TTIs. DHERST chairs the component 3 CSC and the Scholarship Selection Committee. The selection process has been aligned to the GoPNG student election system domiciled within DHERST.

Scholarships MOU with DHERST: To improve the number of female maths and science teachers in line with the targets of component 3, DHERST will be supported by TED to provide 40 GPE-funded scholarships. The GA managed to secure additional funding of US\$ 260,000 from Newcrest Mining for an additional 10 scholarships at St. Peter Chanel College, University of Goroka and Pacific Adventist University. The GA in consultation with DHERST has concluded the criteria for the selection of the 50 students and administration of the scholarships to ensure the support targets female students in the most disadvantaged provinces. The GA has initiated consultations with DHERST and developed and agreed an MOU to provide legal and institutional foundations for the administration of the scholarships. Subsequently, the CSC and a scholarship selection steering committee comprising the beneficiary TTIs, NDoE, PMU and the GA are to be set up by end of November 2020 chaired by DHERST. The ToRs have been drafted and shared with the partners. PMU supported by the GA have engaged with DHERST technical team in charge of student selection and admissions to ensure that selection of the students for the January 2021 intake is completed in time. During the engagement, the teams agreed to; fast track reviewing the program component documents and operation guidelines by 30 October; socialize the program among the stakeholders, so that they could be prepared to integrate GPE and Newcrest scheme to DHERST systems and platforms; and the GA together with DHERST and PMU to travel to the three teacher training institutions to establish the scholarship administration mechanisms.

Progress under component 3:

Table 3: Output 3.1 Enrolment of additional female pre-service maths and science teachers

| Year 1 activities | Achievements to Date vis-à-vis planned activities, outputs and intermediate outcomes with Project effectiveness in implementation as scheduled. | Delays/challenges in keeping to timeframe and when targets can be met |
|---|--|--|
| <p>3.1.4 Planning discussions with teacher education institutions which offer bachelor's in education for maths and science and DHERST.</p> | <ul style="list-style-type: none"> ▪ The operational guidelines for the female teachers (maths and science) scholarship scheme have been developed with DHERST and shared with the respective teacher training institutions ▪ Technical consultations have been held between the PMU, GA and DHERST on the implementation of this component. | <ul style="list-style-type: none"> ▪ The approval of the education amendment bill which will transfer the management of teacher training colleges and curriculum development from NDoE to DHERST has caused delay in operations of the component as the two departments work on the transfer of the said functions ▪ Delay in engaging TTIs as a result of the complicated process of transferring some education functions from NDoE to DHERST ▪ Selection of the female students to be completed in December 2020 and enrolled in the TTIs in the first term of 2021. |
| <p>3.1.5 Sub-grant contract to DHERST for scholarships and administration.</p> | <p>The Operational Guidelines developed provide for the transfer of funds for the Teacher Educations scholarship scheme to the TTIs directly, under the supervision of DHERST. The GA signed an MoU on 23rd June 2020 with the DHERST as a preliminary engagement for the implementation of the scholarships.</p> | <p>There is a delay in completing the MOU between NDoE and DHERST due to the complexities of implementing the education reform bill. The GA is working with both departments to coordinate a high-level meeting between the leadership of DHERST and NDoE to agree on implementation of this component.</p> |

| | | |
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| 3.1.6 Administration of scholarships and monitoring of student performance. | The PMU is in the process of establishing a scholarship selection committee under component 3 steering committee comprising of DHERST, NDoE, GA and TTIs. This is to be chaired by DHERST. | There is a delay in completing the set-up processes between NDoE and DHERST due to the complexities of implementing the education reform bill that transfers TED from NDoE to DHERST TED has been encouraged to participate effectively on all the Selection Committees. |
|---|--|---|

Component 4 Variable Part: (pending approval)

The NDoE, GA and LEG completed consultations on the changes requested by GPE in the Board Decision Annex (April 3, 2019) and resubmitted the Variable Part on July 10, 2020. The GPE Secretariat did not approve the revised package and provided comments to GoPNG on September 30, 2020. The NDoE will consult with the LEG about whether to reapply for the Variable Part. The key indicators of equity, efficiency and effectiveness were identified to be addressed by this component.

| Year 1 activities | Achievements to Date vis-à-vis planned activities, outputs and intermediate outcomes with Project effectiveness in implementation as scheduled. | Delays/challenges in keeping to timeframe and when targets can be met |
|--------------------------|--|--|
| Equity | N/A | |
| Efficiency | N/A | |
| Effectiveness | N/A | |

Component 5 Maths and Science textbooks:

Overall progress rating - Moderately Satisfactory

This component has two subcomponents – 5.1 procure and distribute SBC maths and science textbooks for junior primary students (grades 3-6); and 5.2 SBC maths textbooks for elementary students (Elementary grade 1 and 2) and maths teacher’s manuals (with scripted lessons) for teachers.

Subcomponent 5.1 Primary maths and science textbooks

As its contribution to the Multiplier allocation, the Government of Japan through JICA is financing the procurement and distribution of the new national primary maths and science textbooks and teacher’s manuals for grades 3-6. The sub-component is fully financed and managed by the Government of Japan through JICA. The intervention ensures all junior primary students, regardless of location and

sex, will receive textbooks for maths and science. The grade 3 and 4 books have been procured and distribution in all the provinces is in progress. Printing of the grade 5 and 6 books is underway and JICA expect distribution to be complete by early 2021. The books will be in school ahead of the scheduled training of the in-service teachers under component 1 scheduled for first term of 2021. Curriculum Development Division of the NDoE has worked closely with JICA and the PDoEs in this subcomponent.

| Original co-financing | Source | Disbursed | % disbursed |
|-----------------------|---------------------|---------------------------|-------------|
| US\$ 10,560,000 | Government of Japan | US\$9,000,000 (committed) | 85.2% |

Table 4: Provision of maths and science textbooks

| Year 1 activity | Achievements to Date vis-à-vis planned activities, outputs, and intermediate outcomes with Project effectiveness in implementation as scheduled. | Delays/challenges in keeping to timeframe and when targets can be met |
|--|---|--|
| Output 5.1.1 Procure and distribute G3-6 maths and science textbooks | <p>Procurement and distributions undertaken of 920,000 copies of grade 3 & 4 math and science books and 40,000 copies of teachers' manuals in progress in all 89 districts across the country. The distribution is directly managed by JICA and monitored by Curriculum Development Division (CDD). The NDoE receives quarterly reports from JICA on progress.</p> <p>The average unit cost for the textbooks and teachers' manuals was US\$ 5.16 (estimated BEST PNG unit costs):</p> <ul style="list-style-type: none"> • Junior primary maths textbooks, US\$ 3; • Junior primary science textbooks, and US\$ 2.3) | <p>JICA has procured textbooks but there is delay in delivering the books due to logistical challenges at the provincial and district levels. Distribution process is underway though in all the 89 districts across the country.</p> <p>Target of grade 5 & 6 maths and science 920,000 copies yet to be printed.</p> |
| Output 5.1.2 Procure and distribute G3-6 maths and science teacher's manuals | <p>Printing of 40,000 copies for grade 3 & 4 maths and science teachers manuals undertaken and distribution underway in all the 89 districts.</p> | <p>Some schools are too far from the district and the books are stalled at the district education offices. NDoE and PDoEs are working with the suppliers and head teachers to</p> |

| | | |
|--|---|---|
| | <p>The average unit cost for the textbooks and teachers' manuals was US\$ 5.16 (Estimated BEST PNG unit costs:</p> <ul style="list-style-type: none"> ▪ Junior primary math teachers' manuals US\$ 9.2 ▪ Junior primary science teachers' manuals US\$ 9.6) | <p>ensure that books are delivered to all schools. Printing of 40,000 copies for grade 5 & 6maths and science teachers manuals yet to be undertaken</p> |
|--|---|---|

Subcomponent 5.2 Elementary maths textbooks:

The subcomponent has key outputs: E1-E2 maths textbooks and teacher's manuals approved by Board of Studies, and second output on developing, trialing, printing and distributing E1-2 maths textbooks and teacher's manuals.

The sub-component 5.2 will be fully funded through the GPE Multiplier Fixed Part (and, if approved, by the additional MCA) to develop, procure and distribute classroom sets of elementary (E1 and E2) maths textbooks and accompanying teacher's manuals (with scripted daily lesson plans) to the six most disadvantaged provinces in terms of remoteness and numeracy learning outcomes (and using the additional MCA, the next two poorly performing provinces in the 2016 PILNA numeracy assessment). GoPNG will finance the procurement and distribution of textbooks to the remaining provinces via the 2022 National Budget.

Table 5: Output 5.2 provision of E1 and E2 maths materials

| Year 1 activities | Achievements to Date vis-à-vis planned activities, outputs, and intermediate outcomes with Project effectiveness in implementation as scheduled. | Delays/challenges in keeping to timeframe and when targets can be met |
|--|---|--|
| <p>5.2.1.1 Develop scope of work for textbooks and teacher's manuals</p> | <ul style="list-style-type: none"> • Discussions initiated with CDD on the scope of work for textbooks development • The finalization of scope of work is to be supported by the technical advisers who are yet to be recruited. | <p>The development of the scope of work has been delayed due to delay in recruitment of technical advisers. To be concluded in Q4 of 2020</p> |
| <p>5.2.1.2 Scope of work for textbook and teacher's manuals development tenders drafted and approved. Coordination meetings with National Procurement Commission, Procurement Division, Curriculum Development Division (CDD) and PMU.</p> | <ul style="list-style-type: none"> • Discussion with CDD for the arrangement of procurements of the textbook company initiated. • Activities to be coordinated through CSC meetings to be chaired by Curriculum Development Division. The ToRs for the CSC was agreed by the GA and the NDoE and were ready for | <p>The development of scope of work has not been completed due to delay in the recruitment of technical advisers who are responsible for the development of the Request for Tender for the textbook company.</p> |

| | | |
|---|---|---|
| | submission to the PSC for endorsement. | The CSC is expected to be fully constituted by November 2020 |
| 5.2.1.3 International tender for textbook development published. | <ul style="list-style-type: none"> Discussions for the procurement arrangements initiated with the CDD, PMU and the Procurement Division of the NDoE | This activity is pending the recruitment of technical advisors. |

Component 6 Program Management and Monitoring

Overall progress rating - Moderately Satisfactory

Jointly financed through the ESPIG and Multiplier Fixed Part, the component funds a Program Management Unit (PMU) with dedicated program management; monitoring, evaluation, accountability and learning (MEAL); financial management; procurement and administrative staff. The PMU staff are embedded in the respective NDoE divisions, and ensure coordination with NDoE, PDoE, DHERST, teacher training institutions, LEG members and other stakeholders; and have responsibilities for capacity building and knowledge transfer responsibilities.

Component 6 funds MEAL activities such as steering committees; monitoring visits to program activity sites; baseline and endline impact evaluation coordination; one national Joint Education Sector Review (JESR) and regular knowledge sharing activities. The complaints and response mechanism, audits and office overheads are also included in this component.

Progress on key activities under this component is described below:

Signing of project financing agreement and setting up the Project Trust account: The GA in coordination with the NDoE developed an updated financing agreement to capture the changes outlined in the variable part, the additional country allocation and updated details of the BEST PNG project trust account. Based on advice from GPE, the GA reviewed the signatories to the financing agreement to ensure it held more legal weight and commitment from the GoPNG and not just the NDoE. The appropriate signatories are now Minister of Finance and Minister of Education representing the GoPNG. The establishment of the trust account faced major challenges as a result of the complex inter-ministerial procedures and roles required. The trust deed is the official operationalization document signed by the Ministry of Finance to allow government departments to establish trust accounts with commercial banks in PNG. The delays in signing of the trust deeds was due to bureaucracy and complex operations required to set up expenditure lines in the national annual budgets and complex processes between the different government departments. The GA in collaboration with the Coordinating Agency, the NDoE, the Treasury and Ministry of Finance secured the approval of the trust deeds by the Minister of Finance in January 2020 and successfully opened the trust account for BEST program with Bank of South Pacific (BSP Bank) in March 2020. With the opening of the trust account, the financing agreement was updated and signed between the GA and Department of Finance and witnessed by the Minister of NDoE.

Setting up the Program Steering Committee: The support and supervision of the program management unit (PMU) is provided by a multi-stakeholder Project Steering Committee (PSC). The GA in coordination with NDoE, LEG and CA developed the Terms of Reference for the PSC and

identified suitable representatives. The committee has since been established and held the first quarterly meeting in May 2020. The members of the project steering committee include:

- Deputy Secretary, School and Education Standards (chair)
- First Assistant Secretary Teacher Education and Standards
- First Assistant Secretary, Curriculum and Measurement
- First Assistant Secretary, Policy and Research
- First Assistant Secretary, Financial Services
- Director, Donor Aid Coordination
- Provincial Department of Education (PDoE) representatives (nominated from the six PDoEs targeted in component 1)
- JICA representative
- DHERST representative
- Department of National Planning and Monitoring representative
- Department of Treasury representative
- GPE Coordinating Agency (UNICEF)
- CEA representative (nominated by the church education council)
- Save the Children representative as GA

Project Implementation Manual (PIM): The PIM provides guidance to the PMU on the day-to-day operation of the BEST program. The manual combines NDoE and GA operational policies and procedures including financial, human resources and procurement procedures. The current PIM was developed by the GA in close consultation with NDoE and DHERST finance, procurement and human resources sections to ensure alignment with government procedures. It also provides additional safeguards using the GA's existing procedures in cases where government procedures were not sufficient to ensure compliance under GPE GA minimum standards. The PIM, including finance and procurement procedures was shared with GPE Secretariat for review to ensure compliance (the feedback and comments from GPE Secretariat were shared with the GA and NDoE is a letter of 30th September 2020). The PIM has been endorsed through the NDoE, PSC and the LEG, and continues being updated on a quarterly basis to reflect changes in operations as they emerge.

Setting up the Program Management Unit (PMU): The PMU is the management organ responsible for the day-to-day delivery of project activities. The PMU is comprised of the Program Manager, MEAL Coordinator, Finance Coordinator and Procurement Coordinator. The members of the PMU are embedded into the NDoE to ensure alignment and ownership of the project. The GA developed the scope of works for the PMU, advertised for the key roles and completed the recruitment of PMU staff in May 2020. The staff have been seconded to NDoE and have all commenced work. The international staff continued to work virtually due to the challenges associated with COVID-19 international travel restrictions. The GA in consultation with NDoE worked with UN agencies in country to arrange travel into PNG using UN WFP humanitarian flight as it is still challenging for commercial flights due to COVID-19 travel guidelines provided by the GoPNG.

Program MEAL Framework and Plan: The MEAL framework is based on the project components and outlines the key project results under each component to ensure quality implementation and reporting of key results. The MEAL Framework outlines the key outcome and output indicators that will be used to measure program results, data sources, data collection and reporting tools, frequency of data collection and reporting, key responsibility in data collection and reporting. The MEAL framework provides guidance for the PMU, GA and the NDoE. The MEAL coordinator based at the

PMU is responsible for implementation of the MEAL plan with support from the Research and Evaluation Division at NDoE and the Save the Children MEAL team.

Baseline assessment documents: The ToRs for baseline assessment activities have also been developed and tools for the baseline survey drafted and shared with the NDoE MEAL team.

Table 6: Progress on Component 6 program management and monitoring

| Year 1 | Achievements to Date vis-à-vis planned activities, outputs and intermediate outcomes with Project effectiveness in implementation as scheduled. | Delays/challenges in keeping to timeframe and when targets can be met |
|----------|--|--|
| 6.1 PMU | <ul style="list-style-type: none"> • Draft PIM approved by NDoE to guide program operations • Key procurements such as procurement of vehicles initiated. The vehicles are to support program delivery activities in the provinces. • PMU fully mobilized and embedded within the NDoE. The PMU includes; Program Manager, Procurement, Finance and MEAL coordinators • Logistics support to PMU: procurement of a vehicle for PMU initiated; computers procured by GA and provided to PMU staff | <p>The process of setting up the Program Trust Account to integrate with the GoPNG IFMS involved several stakeholders, and caused a delay in operationalizing the account, thus hindering payments of suppliers and key activities. The GA continued to support NDoE to make payments for implementation that will be reimbursed.</p> |
| 6.2 MEAL | <p>PMU annual work plan and monitoring schedules drafted. MEAL plan draft completed and approved during the second meeting of the PSC comprising the following key documents</p> <ul style="list-style-type: none"> • Indicator Tracking Table • Reporting templates • Required tools to be used to measure the program indicators • MEAL database that will capture all tools for effective monitoring the progress of the program indicators • MEAL annual work plan • Communication Plan (to be developed with the assistance from the Communication Advisor) <p>The ToR for conducting the baseline have been concluded and the draft tools developed which have been discussed internally between the PMU and the NDoE M&E team of the Research and Evaluation Division</p> | <p>Work plan and MEAL plan completed and awaiting start of implementation Baseline is delayed as a result of delays in recruiting technical advisors The recruitment of technical advisors undertaken and to start in November 2020 with finalization of designing tools for baseline assessment. These tools are already drafted by the PMU MEAL team</p> |

1-5. Progress on Results Framework and Corporate Results

Describe progress at the end of the reporting period.

Note: Attach the Results Framework, as outlined in the Program proposal, at the end of this report (in the Annex I) and report against the progress on achievement of indicator targets. When there is underachievement or/and overachievement, briefly describe the reasons.

Note on Global Numbers indicators: A populated template will be circulated by the GPE Secretariat catering to the reporting period most relevant to your country annually to gather data on the following Global Numbers indicators:

- Proportion of textbooks purchased and distributed through GPE grants (both actual numbers and achievement rate against target)
- Proportion of teachers trained through GPE grants (both actual numbers and achievement rate against target)
- Proportion of classrooms built or rehabilitated through GPE grants (both actual numbers and achievement rate against target)

The pre-populated template will be sent to the GA in the month of August every year. The template will be populated based on the inputs from progress report(s) and the GA will be asked to verify and complete the populated template and send it back to the GPE Secretariat no later than mid-September. Please ensure to follow instructions provided in the template to provide necessary information on the achievement of the indicators. A blank sample template is provided as a part of this package for your reference.

Results Framework

Due to the aforementioned delays, the only results under the program during the reporting period have been registered under component 5.1; procurement of math and science books for grades 3-6. This component is managed by the JICA as part of the Multiplier. The coordination is through the PMU and the CDD of the NDoE. 920,000 copies of textbooks and 40,000 copies of teachers' manuals for grade 3 and 4 maths and science have been printed and distribution in all the 89 districts is underway. The printing of grade 5 and 6 maths and science teachers' manuals and textbooks was not completed in Year 1. The results framework is attached as Annex 1.

Monitoring Evaluation Learning and Accountability (MEAL)

MEAL activities are established under component six. The following key documents guiding the MEAL function have been developed and are available:

- (i) Program Design Document – This is the document developed during the initial phase and submitted to the Donor for the funding;
- (ii) Program Implementation Manual – PIM developed by the GA in consultation with the NDoE and in consultation with the relevant key stakeholders. The PIM was shared with the GPE Secretariat;
- (iii) MEAL Framework – Framework developed. The framework captures the theory of change, the result framework and the key indicators the program will achieve during implementation;

- (iv) MEAL Plan - Covers the entire program implementation. The MEAL plan is a working document that is to be used as part of the MEAL planning document for implementation; and
- (v) Baseline tools and templates for data collection.

1-6. Program Disbursement

Describe program disbursement status per component/sub-component.

Note: “Disbursement” refers to funds transferred by the Grant Agent (or by other financing sources) to the government or other implementing partners, or funds directly expensed by the Grant Agent (or by other financing sources).

Note: This section cannot be substituted with annexing a Funds Utilization Report (for UNICEF).

For **ESPIG Multiplier grants:** For programs prepared using GPE Multiplier grants, list the sources and volumes of co-financing included in the Expression of Interest used to access the Multiplier allocation. For each source of co-financing, please list the value of co-financing and include whether it has been committed or disbursed. If it has been disbursed, please note the status of disbursement (under disbursement or completed).

Disbursement request from NDoE was submitted to the GA on July 22, 2020 requesting transfer of funds of US\$ 500,000. The disbursement request covered request for Components 1, 2, 3 and 6. The initial disbursement request for activities initially budgeted for year 1 activities was made by the NDoE immediately before the conclusion of the reporting period; and the GA has made the necessary arrangements to have the funds transferred to the NDoE Trust Account as requested.

The only expenditure during the reporting period, amounting to **USD73,435** is related to program mobilization and pre effectiveness under Component 6 and to program start up activities by the GA and PMU staff costs.

Also, expenses under component 5.1 by JICA totaling to US\$9,000,000 (committed) for procurement of textbooks and multiplier.

Details of disbursement and expenditure: **Details of disbursement and expenditure: Component 5 (Multiplier) from Govt of Japan / JICA**

| Original co-financing | Source | Disbursed | % disbursed |
|-----------------------|---------------------|---------------------------|-------------|
| US\$ 10,560,000 | Government of Japan | US\$9,000,000 (committed) | 85.2% |

1-7. Financial Management, Procurement, Safeguards, and other Fiduciary matters.

Describe the performance of implementation from the standpoint of Financial Management, Procurement, Safeguards, and other Fiduciary matters. Describe any issues or challenges related to program fiduciary oversight during the reporting period, such as program management/implementation arrangements, financial management, procurement, social and environmental safeguards monitoring and reporting and other fiduciary matters. Provide the information on the annual audit report that was due during the reporting period – was it submitted to

the Secretariat, or is it overdue and explain why; what are the main findings from the recent audit and what actions have been taken to address those issues.

Financial Management Challenges

(i) NDoE Accounting System – GoPNG Integrated Financial Management System (IFMS).

The GPE BEST Trust Account was created with the NDoE as signatories. There was a delay in getting the account to be operational and in the interim period, at the request of NDoE, the GA made direct payments for program components' activities as allowed under the PIM and FA. It is noted that NDoE reports that GoPNG's IFMS system is very slow and sometimes non-functional. The majority of BEST PNG expense claims including cheque printouts will be made from the IFMS and such disruptions may delay payments and have an impact on timely implementation. To avoid such delays, NDoE has:

- a) in the short-term made arrangements with the GA to facilitate direct payments, as provided for in the PIM, with the funds to be retained by the GA at the transfer of each tranche;
- b) in the medium-term, located the PMU Finance Coordinator in the relevant NDoE section; and
- c) established weekly IFMS meetings with the Assistant Secretary responsible to track payment requests and cheque disbursement. The GA will request support from the relevant responsible officials and escalate to Ministry of Finance if the situation does not improve.

(ii) Audit

No audit has been undertaken on the Program during the reporting period due to the lack of disbursement.

Internal Audit: It is established that the internal audit will be conducted by the Internal Audit Team at NDoE. In line with the PIM, the GA is to provide internal audit requirements. The arrangements include timeframe for the internal audit and these are to be agreed upon between the PMU, GA and NDoE.

External Audit: The discussions of external audit engagement by the GA, as provided for in the PIM have also been initiated and agreed upon by GA, PMU and NDoE.

(iii) Organizational Structure, Internal Controls, Segregation of Duties and Records Keeping

The GA has noticed the need for continued engagement of the newly established PMU on the program operations and Standard Operating procedures. It is important to note that use of hybrid systems of the GA and NDoE as provided for in the PIM presents learning curve challenges. These are being addressed by constant engagement of the PMU team and the GA staff responsible for finance and procurement. Additional technical support will be provided by the SC country office and head office.

(iv) Program Budget and Activities

Year 1 budgeted activities have not been fully utilized. This is due to delays caused by COVID-19 restrictions, establishment of the Trust Bank Account and uploading/approval in the NDoE Integrated Financial Management System (IFMS). Note that most expenses in Y1 are to be expended in first quarter of Year 2.

The program team will reforecast activities and budget for Year 2 to reduce the impact of the Year 1 delays and ensure appropriate disbursement. Also, the onset of the COVID-19 pandemic may

require a different approach on the modalities of implementing some activities, such as conducting baselines, workshops and teacher training that require face to face.

Procurement Process

The GPE BEST PNG program is using GoPNG Procurement System, all integrated in IFMS. The GA has continued to provide support due to the current challenges of the GoPNG payment systems, in which case, GA procurement process applies here. The PMU has reviewed the PIM and suggested the payment approval process to align with the GoPNG system and this will be reflected in the updated version of the PIM.

1-8. Status of Progress on Previously Raised Issues

Provide a status update on previously raised issues with program implementation, including all the mitigation actions that have been taken to resolve all of the previously raised issues from previous progress reports AND program annual audits. Describe the outcomes of these mitigation actions.

| Activity | Deadline | Progress as of 31st July 2020/date action taken |
|---|-----------------|--|
| Fixed Part- Pre-Effectiveness | | |
| Opening of the trust Account | 30th March 2020 | Completed, 05th March 2020 approval/ and 27th March 2020 opening |
| Setup and composition of Program steering committee | | Completed, 22 May 2020 |
| <i>1. Invitation letters from Secretary NDOE</i> | 25th March 2020 | Completed |
| <i>2. Deadline for nomination by stakeholders</i> | 25th March 2020 | Completed |
| <i>3. Send out invitation for Steering committee meeting</i> | 30th March 2020 | Completed 4th May 2020; Program Steering Committee meeting held on 22 May 2020 |
| <i>4. Signing of the revised financing agreement with Trust Account (include trust account and review signatories to the Financing agreement)</i> | 5th April 2020 | Completed, June 23, 2020. |
| Steering committee meeting | | |
| Recruitment of PMU | | Done (Program Manager Started work on 16 June 2020) |
| <i>1. Advertisement nationally and internationally</i> | 15th March 2020 | Completed, 3 rd April 2020 |
| <i>2. Short listing and interviews</i> | 4th April 2020 | Completed |

| | | |
|---|-----------------|--|
| 3. Onboarding | 30th May 2020 | PM started work on 16 June 2020 |
| Review and Finalization of the PIM | | PIM was shared with GPE Secretariat in June 2020 |
| 1. Finalisation of PIM with comments from GPE mission | 25th March 2020 | |
| 2. Sharing of the final PIM with NDOE and GPE | 10th April 2020 | Completed; shared in June 2020 |
| 3. Possible high-level feedback from GPE on the PIM | 15th April 2020 | feedback was awaited from GPE by reporting period |
| Notification to GPE on effectiveness date | | Effectiveness date remains 01 Aug 2019. A letter requesting for one year of no-cost-extension (Year 4) through July 2023 to be prepared by NDOE to be sent to GPE. |
| 1. Letter drafted by STC to NDoE | 25th March 2020 | |
| 2. NDOE Review and sign-off by secretary | 27th March 2020 | |
| 3. Submission of letter to GPE | 30th March 2020 | |
| Annual reporting | 25th March 2020 | |
| 1. Secure reporting template | | Annual Report is for the period of 01 Aug 2019 to 31 Jul 2020, Report (Year1) was due on 31 Oct 2020 |
| 2. Drafting of the annual report | 30th March 2020 | |
| 3. Submission of annual report to Save UK | 10th April 2020 | |
| 4. Submission of Annual report GPE | 12th April 2020 | |
| Variable Part | | |
| Finalization of Variable Part indicators | | This was completed and submitted to GPE Secretariat on 27 th July 2020 |
| 1. Review with GA | 30th March 2020 | completed |
| 2. Submission of Variable part to NDOE for approvals | 30th March 2020 | completed |
| 3. Signing of support documents | 5th April 2020 | completed |
| 4. LEG approval of variable part | 5th April 2020 | Completed, 18 th June 2020 |
| 5. Submission of Variable part | 10th April 2020 | Completed, 27 th July 2020 |
| Additional Country allocation | | Application submitted to GPE Secretariat on 27 July 2020) |
| 1. Finalisation of the PD and budget | 15th April 2020 | |
| 2. Review and approval of PD and budget by NDOE and LEG | 20th April 2020 | |
| 3. Submission of the additional allocation | 15th May 2020 | |
| Newcrest Scholarship | | MoU with DHERST was signed on 23 June. Newcrest and GPE scholarship operations manual is developed and |
| 1. Follow up on the approval with Secretary DHERST | 25th March 2020 | |

| | | |
|---|------------------|--|
| 2. Follow up on contractual issues with DHERST | 25th March 2020 | pending endorsement from DHERST Management. Due to COVID19 delays, Newcrest deferred the grant by a year, now starting for August 2020. So, all 50 scholarships will be awarded at the same time in December 2020. |
| 3. Follow up on selection criteria with DHERST | 25th March 2020 | |
| 4. Regular progress update to Newcrest | 15th April 2020 | |
| Project Kick off | | |
| 1. Orientation of the PMU | 30th May 2020 | PMU orientation was done on 30 June 2020. Project Planning completed. Provincial Kick-Off Visits planned for Sept / Oct 2020 |
| 2. Project planning (NDOE and PDOE) | 30th May 2020 | |
| 3. Project Kick off (national and provincial) | 30th June 2020 | |
| Provincial Start Up Activities | | |
| 1. MOUs with six provinces | 30th June 2020 | Completed; MoUs drafted and shared with PDoEs on 8 July 2020 |
| 2. Procure PMU equipment & vehicle | 30th June 2020 | Initiated, 10 July 2020 |
| 3. Recruit Provincial Program Delivery Teams | 30th June 2020 | Initiated, advertised on 29 July 2020 |
| 4. Orientate PDTs | 30th June 2020 | pending |
| 5. Set up PDT offices in six provinces | 30th June 2020 | Pending |
| 6. Procure PDT vehicles and boats | 30th June 2020 | Initiated, RfQ sent out 4 th July 2020 |
| Component Steering Committees | | |
| 1. Letters to invite members of component committees | 30th June 2020 | In progress. ToRs drafted and composition agreed; CSCs to be endorsed at the next PSC meeting. |
| 2. Set up Component Steering Committees (including Variable Part) | 30th June 2020 | |
| TA mobilization | | |
| 1. Development of TA TO for Math and Science | 30th June 2020 | In progress; Recruitment process Initiated; positions advertised; all positions expected to be mobilized by November 2020 |
| 2. Advertise for TA Recruitment | 30th June 2020 | |
| 3. Recruit TA (international and national) Maths Advisers | 30th July 2020 | |
| 4. Recruit TA (international and national) Science Advisers | 30th July 2020 | |
| Project Baseline | | |
| 1. Recruitment of baseline consultants/TAs | 30th July 2020 | In progress; ToRs drafted and tools developed; baseline to be conducted by TAs currently being recruited. |
| 2. Conduct baseline | 30th August 2020 | |

2. Reporting on the variable part (if applicable)

Describe whether strategies have been implemented and whether targets have been reached within agreed timelines, how and when verification has been conducted, and disbursement amount per indicator, and when disbursement took place (fully or partially).

In addition to narrative given under “2. Reporting on the variable part”, fill in the Variable Part Reporting Template (see annex) and send it back to the Secretariat together with the progress reporting template. In case of questions, the Secretariat may contact you within 6 weeks after the receipt of the template. A blank sample template for variable part is provided as part of this package for your reference.

Attach documentation of the explicit confirmation that targets have been reached to allow (partial) disbursement (e.g. independent verification agent’s report, document for validation of results by GA and/or LEG) as well as documentation which shows the authorization to disburse/or an evidence of actual disbursement by GA).

The GPE Board approved the fixed part of the BEST PNG grant in April 2019 but returned the variable part to the NDoE with Conditions to improve the stretch of the proposal. The NDoE in consultation with the LEG and education partners reviewed the comments and agreed on revised indicators, targets and disbursements for a resubmission of the Variable Part (documented in a revised Program Document, Application Form and Annex to the submission letter):

Equity

| Version | Indicator | Baseline | Year 2 target By 31 Dec 2020 | Year 3 target By 31 Dec 2021 | Year 4 target By 31 Dec 2022 |
|---------------------------------------|---|--|---|--|--|
| 2018 Program Docu- ment | Increase in the proportion of female students transitioning from primary to secondary school in three provinces by 2022 | Gender Parity Index transition rate (2016) Southern Highlands: 0.73 Oro Province: 0.79 Enga Province: 0.80 Overall: 0.76 | Develop, endorse and publish a Provincial Transition Situational Analysis and Action Plan for each province | Implement and report on Provincial Transition Action plans | Increase in girls’ primary-secondary transition rates by 15% over baseline in the three worst performing provinces |
| | | \$1,001,334 | \$183,000 | \$350,000 | \$468,334 |
| July 2020 Program Docu- ment | Increased Grade 8-9 transition rate for female students | 54% (2016-17) | Out-of-School Report and implementation plan endorsed and accessible to the public. | 90% of Grade 9 selection committee members trained on NDoE | 65% Grade 8-9 female transition rate ⁶ |

⁶ NEP indicator 1.1 Transition rate, by level and gender.

| | | | | | |
|--|--|--------------------|---|---|-----------|
| | | | (\$25,000) Secretary's Circular guidance to selection committees on female transition into grade 9 endorsed and disseminated. (\$25,000) | guidance to increase female transition to Grade 9 | |
| | | | Process | Output | Outcome |
| | | \$1,000,000 | \$50,000 | \$250,000 | \$700,000 |

Efficiency

| Version | Indicator | Baseline | Year 2 target By 31 Dec 2020 | Year 3 target By 31 Dec 2021 | Year 4 target By 31 Dec 2022 |
|-----------------------|---|---|---|--|--|
| 2018 Program Document | Increase in the frequency of primary school inspections and improvement in the quality of TFF acquittals in six disadvantaged provinces by 2022 | Less than 10% of primary schools inspected using WSQA | 25% year-on-year increase in 2020-2022 domestic budget appropriation for inspection visits over 2018 (\$75,000) | 40% of primary schools inspected annually using updated NQSSF tool (\$175,000) | 80% of primary schools inspected annually using updated NQSSF tool (\$234,167) |
| | | Currently no baseline on proportion of schools correctly acquitting TFF correctly | NQSSF tool updated to include financial management indicators (\$25,000) | 30% of primary schools correctly acquit TFF (\$175,000) | 70% of primary schools correctly acquit TFF (\$234,167) |
| | | \$918,333 | \$100,000 | \$350,000 | \$468,334 |

| | | | | | |
|----------------------------|---|---|---|--|---|
| July 2020 Program Document | Increased proportion of schools expending GTFS to improve learning and access | 75% schools had followed their budget (2017) ⁷ | Updated GTFS Policy and Implementation Guidelines endorsed, disseminated and accessible to the public | 90% of primary schools submitting GTFS acquittals ⁸ | 90% of primary schools spending GTFS on approved items ⁹ |
| | | | Process | Output | Outcome |
| | | \$810,000 | \$50,000 | \$250,000 | \$510,000 |

Learning outcomes

| Version | Indicator | Baseline | Year 2 target By 31 Dec 2020 | Year 3 target By 31 Dec 2021 | Year 4 target By 31 Dec 2022 |
|----------------------------|---|---|--|---|---|
| 2018 Program Document | Increase in the proportion of Grade 5 students reaching a PILNA level 5 or above proficiency in literacy in four low performing provinces by 2022 | PILNA literacy (2015) PNG: 1. Hela Province 11% 2. ARoB 12% 3. Jiwaka Province 12% 4. Enga Province 12% Overall: 12% | Develop, endorse and publish four Provincial Literacy Action Plans | Implement and report on Provincial Literacy Action Plans | Increase the proportion of grade 5 students in each province reaching level 5 or above by 3 percentage points |
| | | \$1,001,334 | \$183,000 | \$350,000 | \$468,334 |
| July 2020 Program Document | Increased proportion of Grade 5 students achieving PILNA literacy level 5 | 51.8% (2018) | 18/22 provinces have approved Provincial Implementation Plans which include learning focus areas | 1,600 junior primary teachers trained in teaching reading | 65% Grade 5 students achieve PILNA literacy level 5 ¹⁰ |
| | | | Process | Output | Outcome |
| | | \$1,100,000 | \$50,000 | \$300,000 | 750,000 |

⁷ NDoE Financial Management Training Program Report (2018).

⁸ NEP indicator 3.5 Percentage of schools submitting acquittals.

⁹ NEP indicator 3.3 Percentage of schools spending TFF on approved items.

¹⁰ NEP indicator 2.1 Percentage of students reaching satisfactory regional literacy and numeracy benchmarks.

The revised variable part was approved by the NDoE, endorsed by the LEG and submitted to GPE on July 10, 2020.

3. Key Partnerships and Interagency Collaboration

Describe the involvement of country-level partners (i.e. Local Education Group and others) in the monitoring of this grant and the sector, noting how and when the LEG was updated on progress in the implementation of the grant.

The Local Education Group (LEG) chaired by the NDoE, was fully constituted, with UNICEF the Coordinating Agency as the co-chair. The LEG has supported implementation of the program through:

- (a) appointing a Coordinating Agency, which sits on the Program Steering Committee (PSC);
- (b) endorsing changes that have been proposed in the program, specifically the revised variable part, PRN #1 and the MCA application;
- (c) receiving and commenting on program workplans and reports presented by NDoE and GA;
- (d) contributing to Joint Education Sector Reviews (2020 Senior Education Officer's Conference);
- and
- (e) ensuring coordination between the program and development partner activities.

The NDoE, CA, GA and LEG were also heavily involved in the activation of the Education Cluster, development of the PNG COVID-19 Education Emergency Response and Recovery Plan (May 4, 2020), rapid needs assessment and application to GPE for accelerated COVID-19 funding.

The LEG has been informed and updated on the implementation delays during various LEG meetings. The LEG has reviewed the implementation progress and recommended remedial actions to help speed up implementation.

The Project Steering Committee (PSC) through the coordinating agency (UNICEF) has presented the progress of implementation including challenges to the education development partners in PNG. These include: NGOs, UN agencies and diplomatic missions in PNG and two meetings have been held.

Partners are again expected to be engaged in the National Senior Educational Officers Conference scheduled for September 2020, during which MoUs were to be signed for implementation arrangements of the program components within the target provinces.

Finally, the GA brokered additional private sector funding for female maths and science scholarships under component 3 from Newcrest Mining.

4. Lessons Learned

Describe any particular lessons learned, best practices, innovations, or any other point you may want to include in relation to the implementation of the Program.

The Challenges arising out of the COVID 19 response have set a new approach to working. The BEST PNG program team have continued to collaborate online with some staff working remotely. The challenge has brought up a need for increased uptake in use of technology and tools in coordination and delivery of program activities. This also has enhanced the participation of some members who would normally not be able to physically attend meetings of LEG and PSC. This has also enabled the team to think of how the planned face-to-face training of teachers in year 2 of the program can be delivered in a blended way to minimise physical meetings should COVID-19 still be a challenge. Likewise, thoughts have been put into how to leverage technology during the planned baseline assessment data collection.

The hybrid approach to program implementation has proved to work well, where both the GA and Government systems are used in operations. For example, while the PMU was being set up, the GA took the lead in supporting the start-up operations in terms of recruitment, procurement and financial arrangements, as well as taking the lead in some component activities. Specifically, the GA has led the coordination process under component 3 which includes other partners other than the NDoE in the implementation. Even now that the PMU is fully mobilised, the support of the GA has enabled the program to keep operating when there was a delay in setting up the Program Account payment systems on the government Integrated Financial Management System.

Different partners bring different capacities, strengths, weaknesses and agendas, and ways of working. The proposed Government legislation that transfers some functions from the NDoE to the DHERST has enhanced actions of having the component steering committees co-chaired by both institutions. This will help to build a strong partnership and finding ways of the two institutions working well together.

5. Knowledge Product

If knowledge products were produced from the program, briefly describe them and how they will be (or have been) disseminated and used to support program implementation, inform policy dialogue and initiate reform.

During year 1, the BEST program produced the following knowledge products:

1. Program Implementation Manual (PIM)
2. Monitoring, Evaluation, Accountability and Learning (MEAL) Framework;
3. Baseline assessment ToRs and tools;
4. Job descriptions for PMU staff, provincial delivery teams;
5. ToRs for technical advisers and component coordinators
6. MoUs (drafted) and discussed with key partners for program delivery and implementation arrangements;
7. Component Steering Committees ToRs;
8. Operational guidelines for scholarships selection;

The knowledge products have supported the program work in supporting learning and guiding the operations of the program. Specifically, the PIM is the overarching operations document that cascades from the financing agreement and the program document, and guides the daily operations

of the PMU in aspects of financial arrangements, procurement arrangement and detailed implementation of the program component activities among others.

6. Future Work Plan

Describe priority actions planned for the following year to overcome constraints, build on achievements and partnerships, and use the lessons learned during the reporting period. This section will inform “Overall Progress” and “Status of Progress on Previously Raised Issues” sections in the next progress report cycle.

The program work plan has been revised up to the suggested completion date of June 2023.

The priority actions planned for year 2 include:

Component 1; Output 1.1 SBC maths and science in-service modules developed

1. Conduct CSC
2. Establish and operate provincial program delivery team offices in each PDoE office.
3. Design and conduct a baseline including a training needs analysis of Grade 3-5 primary maths and science teachers in target and control provinces and analysis of PILNA and examination maths data. Design and conduct Grade 5 science assessment in targeted provinces.
4. Design and publish provincial training and monitoring plans in partnership with targeted provinces
5. Design, trial and procure two training modules for junior maths and two training modules for junior science.
6. Design, film and trial four training videos for junior maths and four training videos for junior science

Component 1 Output 1.2 in-service teacher training for SBC maths and science

1. Train provincial trainers, provincial coordinator, PDoE staff and inspectors as Master Trainers in the in-service modules and coaching.
2. Train teachers in the maths module through two district-based workshops.
3. Coach and mentor teachers through support visits and calls.
4. Conduct regular monitoring visits to schools by inspectors.

Component 2

1. Conduct CSC
2. Design, conduct and publish baseline assessment of maths and science at teacher training institutions.
3. Conduct national workshops to share knowledge and develop an updated curriculum outline.
4. Conduct regular and robust joint monitoring and support visits

Component 3

1. Conduct CSC

2. Sub-grant contract to DHERST and TTIs for scholarships and administration
3. Administration of scholarships and monitoring of student performance

Component 5.2

1. Conduct CSC
2. Scope of work for textbook and teacher's manuals development tenders drafted and approved.
3. International tender for textbook development published.
4. Selection panel convened and company selected
5. Draft textbooks and teacher's manuals written and illustrated as per scope of work.
6. Evaluation trial of draft textbooks and teacher guides.

The Year 2 Annual Work Plan and Budget as part of the overall multi-year program is attached as Annex IV

7. GPC report back

1. *Annual updates on textbook distribution;*

An update on textbook distribution which included textbooks funded by the Government of Japan is as follows:

A total of 920,000 primary textbooks for grades 3 and 4 mathematics and science have been procured and distributed by JICA and the Curriculum Development Division. Printing of the grades 5-6 textbooks is underway. 85.2 percent of the original co-financing has been disbursed.

2. *Further information on the proposed unit cost increase*

In the original 2018 submission for sub-component 5.1, JICA estimated the unit cost of primary textbooks at US\$3.00 (2018 prices). The actual cost in 2020 was US\$5.16 inclusive of distribution to districts. This cost is an average unit cost for both student text books and teachers' manuals, as estimated by JICA. The detailed disaggregated data reflecting separate unit costs for each of the two categories of textbook materials will be shared during the next reporting period.

The original 2018 submission for sub-component 5.2 used the same unit cost as the JICA primary textbooks (US\$3.00). The 2019 submission used a higher unit cost (US\$3.98 in 2022) compounded by an additional year of consumer price inflation as the procurement would be one year later. The 2019 increase (16 percent over the original budget) was thought prudent due to the economic instability being faced by the country in 2019.

For the resubmission of the Additional MCA, the government will update the estimate of elementary textbook unit costs in 2022 to ensure this sub-component is not underbudgeted. The elementary textbooks are expected to have a simpler design and have fewer pages than the primary textbooks due to the lower literacy levels of the students. In addition, the substantial costs for distribution from the port to the districts is already budgeted separately.

A unit cost justification will be included in the revised Program Document.

3. Progress on PIM

PIM was reviewed with the GPE Secretariat in March 2020, and updated version was shared with the GPE Secretariat in June 2020 for another round of high-level comments. It is understood that the PIM is a live document. The GA has agreed with the NDoE that the PIM will initially be reviewed after every six months for the year 1 and year 2.

Annex I: Results Framework (Please attach RF when you submit the report)

Annex II: Standard Financial Report (Please attach standardized financial report, if any, when you submit the report)

For your reference, the following blank templates are attached to this template:

1. Blank template for global numbers
2. Blank template for variable part reporting

Rating System

Overall Program implementation progress: Rate the overall implementation of the Program based on:

1. The progress of the individual Program components
2. The implementation arrangements -- Program management and coordination, financial management, procurement, and monitoring and evaluation (M&E)
3. Rate of actual disbursements compared with planned disbursements.

The overall Program implementation progress rating should reflect the current status of the program. The rating needs to strike a balance between recent progress and overall progress. A common mistake to avoid is that recent progress carries too much weight. Thus, as long as progress is made in the past reporting period, the rating is upgraded, even though the overall progress is still lagging significantly. Upgrading should be based on concrete evidence of improvement instead of expectations and promises.

If unsatisfactory performance of one or more of the above three factors is jeopardizing the timely or efficient achievement of any of the program's major outputs, then the rating should be MU, U, or HU.

Rating Definition

| | |
|--------------------------|---|
| Highly Satisfactory (HS) | The Program is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings. |
| Satisfactory (S) | The Program is expected to achieve almost all of its major outputs efficiently with only minor shortcomings. |

| | |
|--------------------------------|---|
| Moderately Satisfactory (MS) | The Program is expected to achieve most of its major outputs efficiently with moderate shortcomings. |
| Moderately Unsatisfactory (MU) | The Program has moderate shortcomings that limit or jeopardize the achievement of one or more outputs but a resolution is likely. |
| Unsatisfactory (U) | The Program has significant shortcomings that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. |
| Highly Unsatisfactory (HU) | The Program has major shortcomings that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. |

Annex I: Results Framework

| Outcome/output | Indicator | Baseline | Year 1 August 2019-Dec 2020 | Year 2 Jan-Dec 2021 | Year 3 Jan-Dec 2022 | Year 4 Jan-June 2023 | Means of verification |
|---|--|---|-----------------------------|----------------------|---|----------------------|--|
| Component 1 Primary in-service teacher training in SBC maths and science | | | | | | | |
| Outcome 1 Improved primary maths and science student learning outcomes | Percentage of students reaching proficiency level 5 or above, disaggregated by province and gender ¹¹ | Numeracy: (2015-PILNA) 1. Western Province: 36% 2. Milne Bay Province: 44% 3. Gulf: 35% 4. West New Britain: 50% 5. Oro: 44% 6. Sandaun: 48% Science: Baseline study (TBC) | - | - | Improvement of 10% over baseline in the areas covered by in-service modules | - | 1. Grade 5 Maths Assessment in program endline 2. Grade 5 Science Assessment in program endline |
| | | Actual | - | | | | |
| Intermediate outcome 1.1 Primary teachers demonstrate improved teaching skills and knowledge in maths and science | Percentage of trained teachers demonstrating improved teaching skills and knowledge in maths and science, disaggregated by province, gender and disability | Baseline study | - | - | Improvement of 25% over baseline | - | Endline assessment of teacher classroom practice |
| Output 1.1.1 SBC maths and science in-service modules developed and published | Number of modules | 0 | 1 maths | 2 maths 1 science | 2 maths 2 science | - | Documents |
| | | Actual | 0 | | | | |
| Output 1.1.2 In-service training in SBC maths and science | Number of teachers trained, disaggregated by type of training province, gender and disability ¹² | 0 | - | 965 (60% female) | 1,930 (60% female) | - | Training reports |

¹¹ Related to SDG 4.1.1. Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex. As per the cross-cutting theme, the program will attempt to disaggregate by disability.

¹² GPE core indicator. Cumulative.

| Outcome/output | Indicator | Baseline | Year 1 August- Dec 2020 | Year 2 Jan-Dec 2021 | Year 3 Jan-Dec 2022 | Year 4 Jan-June 2023 | Means of verification |
|--|---|---------------------------------|----------------------------|------------------------|------------------------|-------------------------|---|
| Component 2 Primary pre-service maths and science curriculum outline updated | | | | | | | |
| Outcome 2 Improved quality and relevance of maths and science primary pre-service training | Percentage of primary teachers' colleges endorsing the updated curriculum outline | 0 | - | - | 90% | - | Endline study |
| | | Actual | - | | | | |
| Intermediate outcome 2.1 Lecturers demonstrate improved knowledge and skills in maths and science teacher training | Percentage of trained lecturers demonstrating improved knowledge and skills | Baseline study | - | 25% | 75% | - | 1. Monitoring and support visit reports 2. Endline study |
| | | Actual | - | | | | |
| Output 2.1.1 Knowledge sharing, monitoring and support for lecturers | Number of lecturers supported, disaggregated by gender and disability | 0 | 25 (40% female) | 50 (40% female) | 60 (40% female) | - | Monitoring and support visit reports |
| | | Actual | 0 | | | | |
| Output 2.1.2 Curriculum outline updated | Number of outlines published | 0 | 2 | - | - | - | Documents |
| | | Actual | 0 | | | | |
| Component 3 More female maths and science teachers | | | | | | | |
| Outcome 3 Increased proportion of female pre-service maths and science teachers | Gender Parity Index (pre-service maths and science teachers) | 0.82 ¹³ (EMIS, 2018) | - | 0.95 | 0.95 | 0.95 | Institutional data |
| | | Actual | | | | | |
| Intermediate outcome 3.1 Increased enrolment of female pre-service maths and science teachers | Number of female pre-service maths and science teachers | 207 ¹⁴ (ESPIG) | - | 247 | 247 | 247 | Institutional data |
| | | Actual | | | | | |

¹³ 2018 enrolment data for four-year bachelor's in education maths and science students at St. Peter Chanel Catholic College of Teacher Education, University of Goroka and Pacific Adventist University.

¹⁴ 2018 enrolment at three institutions.

| | | | | | | | |
|--|---|--------|---|----|----|----|--------------------|
| Output 3.1.1 Enrolment of additional female pre-service maths and science teachers | Number of additional female teachers enrolled | 0 | - | 40 | 40 | 40 | Institutional data |
| | | Actual | 0 | | | | |

Component 4 Variable Part (PENDING APPROVAL)

| Area | Indicator | Baseline | Year 1 | Year 2 | Year 3 Year 4 | Means of verification |
|-----------------------|---|---|--|--|---|-----------------------|
| 4.1 Equity | Increased Grade 8-9 transition rate for female students | 54% (2016-17) | Out-of-School Report and Implementation Plan endorsed and disseminated | 2000 primary and secondary headteachers trained in improving female student transition | 65% Grade 8-9 female transition rate | IVA |
| 4.2 Efficiency | Increased proportion of schools expending TFF to improve learning and access | 75% had followed their school budget (2017) ¹⁵ | Updated TFF Policy and Implementation Guide endorsed and disseminated | 90% of primary schools submitting TFF acquittals | 90% of primary schools spending TFF on approved items | IVA |
| 4.3 Learning outcomes | Increased proportion of Grade 5 students achieving PILNA literacy level 5 ¹⁶ | 51.8% (2018) | - | 1,600 junior primary teachers trained in teaching reading | 65% | IVA |

¹⁵ NDoE. (2019). Financial Management Training Program Monitoring and Evaluation Report.

¹⁶ NEP indicator 2.1: Percentage of students reaching satisfactory regional literacy and numeracy benchmarks. NEP Addendum target (December 2020): numeracy 55%, reading 65% and writing 25%. Five selected provinces are the lowest quartile for literacy.

| Outcome/output | Indicator | Baseline | Year ¹⁷ 1 August 2019- Dec 2020 | Year 2 Jan-Dec 2021 | Year 3 Jan-Dec 2022 | Year 4 Jan-June 2023 | Means of verification |
|---|--|-----------------|--|--|------------------------|-------------------------|----------------------------|
| Component 5.1 Primary maths and science textbooks (component implemented by GoJ) | | | | | | | |
| Outcome 5.1 Increased access to SBC primary maths and science textbooks | Student/textbook ratio ¹⁸ (G3-6, new maths and science textbooks) | 0 ¹⁹ | - | 1:1.25 | 1:1.25 | | Program monitoring reports |
| | | Actual | - | | | | |
| Output 5.1.1 Procure and distribute G3-6 maths and science textbooks | Number of textbooks distributed (by grade and subject) ²⁰ | 0 | 0 | 869,238 maths 869,238 science G3-6 | - | | Distribution report |
| | | Actual | 920,000 of G3-4 maths and science (920,000 of G5-6 maths and science targeted for Yr2) | | | | |
| Output 5.1.2 Procure and distribute G3-6 maths and science teacher's manuals | Number of manuals distributed (by grade and subject) | 0 | 0 | 22,668 maths 22,668 science G-6 | - | | Distribution report |
| | | Actual | 40,000 copies of G3-4 maths and science (40,000 maths and science G5-6 targeted for Yr2) | | | | |
| Component 5.2 Elementary maths textbooks and teacher's manuals | | | | | | | |
| Outcome 5.2 Increased access to SBC | | 0 | - | - | 1:2 | | Program monitoring visits |

¹⁷ Results to be monitored per calendar year

¹⁸ NEP Indicator 26 target is 1:1.

¹⁹ The 2016 school census reported a student/textbook ratio of 1:3 but this was not differentiated.

²⁰ GPE core indicator.

| | | | | | | | |
|---|--|--------|---|---|------------------------------------|--|-----------|
| elementary maths textbooks and teacher's manuals in disadvantaged provinces | Student/textbook ratio (E1-2, new maths textbooks) | Actual | - | | | | |
| Output 5.2.1 E1-E2 maths textbooks and teacher's manuals approved by Board of Studies | Number of textbooks and teacher's manuals approved | 0 | - | - | 2 textbooks 2 teacher's manuals | | Documents |
| | | Actual | - | - | | | |



Annex II: Standard Financial Report (attached)

Annex III: Global Numbers

| Country Name: Papua New Guinea Project ID: | | To be filled in by Grant Agent | | | | |
|--|--|--|---|---|--|----------------------------------|
| GPE Indicator | Indicator (s) as reported in Progress Report | ACTUAL: Progress reporting against each indicator (non-cumulative) | TARGET: Annual target for reporting period (non-cumulative) | TARGET: Target for next reporting period (non-cumulative) | Determination of Target | Overachievement/Underachievement |
| | | <ul style="list-style-type: none"> Please report the target in numbers; no percentages or ratios <u>Please report the status in numbers;</u> no percentages or ratios | <ul style="list-style-type: none"> Do not leave it blank; if not applicable, state clearly as n/a <u>Please report the target in numbers;</u> no percentages or ratios | <ul style="list-style-type: none"> Do not leave it blank; if not applicable, state clearly as n/a <u>Please report the target in numbers;</u> no percentages or ratios | | |
| Progress Reporting period: August 01, 2019 – July 31, 2020 | | | | | | |
| Proportion of textbooks purchased and distributed through GPE grants, out of the total planned by GPE grants | 5.1.1 Number of textbooks distributed (by grade and subject) | 920,000 Grades 3 & 4 Maths and Science | 869,238 maths 869,238 science Grades 3-6 (funded by Government of Japan under the Multiplier) | 920,000 Grades 5 & 6 Maths and Science | Target discussed with JICA and Curriculum Development Division of the NDoE | On track |
| | 5.1.2 Number of manuals distributed (by grade and subject) | 40,000 Grades 3 & 4 Maths and Science | 22,668 maths 22,668 science Grades 3-6 | 40,000 Grades 5 & 6 Maths and Science | Target discussed with JICA and Curriculum Development Division of the NDoE | On track |

| | | | | | | |
|--|---|-----|-----|---------------------|--|---|
| Proportion of teachers trained through GPE grants, out of the total planned by GPE grants | 1.1.2 Number of teachers trained, disaggregated by type of training province, gender and disability | 0 | n/a | 965 (579 female) | Target discussed with NDoE/Teacher Education Division, Church Education Agencies and Provincial Divisions of Education | Training of the first cohort will take place in first quarter of 2021 |
| | 2.1 Percentage of trained lecturers demonstrating improved knowledge and skills | 0 | n/a | 125 | Target Discussed with JICA, DHERST and NDoE | Preparatory Phase for the Project will commence in November 2020 and the Project will commence proper in April 2022 |
| | 3.1.1 Number of additional female teachers enrolled | 0 | n/a | 40 | Target discussed with NDoE, DHERST and Teacher Training Institutions | Enrolment of female teachers into teacher training institutions for a four-year training program scheduled to start in January 2021 |
| Proportion of classrooms built or rehabilitated through GPE grants, out of the total planned by GPE grants | n/a | n/a | n/a | n/a | | |
| | | | | | | |



Annex IV: Year 2 Annual Work Plan and Budget

Variable Part Reporting: N/A

| Country name: | | Project ID: | | | | | | |
|---------------|----------|---|----------------------------------|---|---|---|--|--|
| Indicator | Baseline | Reporting period: from [Month/Year] to [Month/Year] | | | | | | |
| | | Target for reporting period | Achievement for reporting period | Please provide justification in case of underachievement or overachievement | Data Source(s)/Means of Verifications for results * please note the data source(s)/MoV in this table and attach relevant documents | Disbursement for reporting period (in \$) | Cumulative disbursement amount (in \$) | Evidence of actual disbursement/ authorization to disburse * please note such evidence in this table and attach relevant documents authorizing disbursement |
| Equity | | | | | | | | |
| 1)... | | | | | | | | |
| 2)... | | | | | | | | |
| 3)... | | | | | | | | |
| Efficiency | | | | | | | | |
| 1)... | | | | | | | | |
| 2)... | | | | | | | | |
| 3)... | | | | | | | | |
| Learning | | | | | | | | |
| 1)... | | | | | | | | |
| 2)... | | | | | | | | |
| 3)... | | | | | | | | |