PNG Partnership Fund
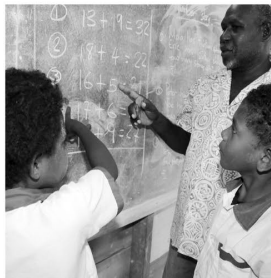
Papua New Guinea Partnership Fund

Education Program Completion Report

ANNEX DOCUMENT July 2017 to January 2022

Australian Government

Abt ASSOCIATES — BOLD THINKERS DRIVING REAL-WORLD IMPACT

SKELIM PAWA STRETIM PASIN

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1.1 PPF Summary Documents

A. PPF Key Performance Indicators

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A. PPF Key Performance Indicators

Program performance indicator reporting by project and program overall

			T4E Project			RISE Project			PKS Project			Program
Goal	Performance Indicators	Measure	Baseline	Target	Results	Baseline	Target	Results	Baseline	Target	Results	Overall results
Early grade children in targeted schools have improved literacy and numeracy outcomes by Feb 2022	% of children who are able to read with meaning (read the text and answer the comprehension questions)	Percentage	28	37.5	35	25	30	33	26	30	41	36.33
	% of children who are able to complete simple operations problems (addition and subtraction) and word problems	Percentage	40.41	45	46.99	42.73	45	47.13	37.01	45	65.31	53.14
Long-term Outcome 1 (LTO1)	Performance Indicators	Measure	Baseline	Target	Results	Baseline	Target	Results	Baseline	Target	Results	Overall results
LTO1: Teachers demonstrate improved practices	% of teachers implementing specific instructional practices introduced in the professional development program	Percentage	69.7	75	85	24.6	75	84.62	64.62	75	69.09	79.57
Intermediate Outcome 1	Performance Indicators	Measure	Baseline	Target	Results	Baseline	Target	Results	Baseline	Target	Results	Overall results
IO1.1: Teachers have knowledge, skills and attitudes to support inclusion, safety & improve student learning	% teachers who have scored above satisfactory in post training assessments	Percentage	0	75	90	0	65	76	0	80	83	83.00
IO1.2: Teachers are engaged in peer learning and/or coaching	% and # teachers who are participating in regular (at least once per term) school or cluster-based peer learning	Percentage	0	50	209	0	50	74	0	40	40	107.67
		Number	0	300	626	0	338	251	0	200	330	402
		Percentage	0	50	104	0	50	93	0	40	106	101.00

	Performance Indicators	Measure	Baseline	Target	Results	Baseline	Target	Results	Baseline	Target	Results	Overall results
	% and # teachers who have received feedback following lesson observation from TIC or coach/mentor in the past 6 months	Number		300	340	0	338	315		350	372	342
IO1.3 Teachers and students have effective teaching and learning resources	# and % teachers who have a set of core teaching and learning materials	Percentage	0	100	92.73	0	95	88.46	0	70	63.64	81.61
		Number		1250	1438				2144	1719	1547	995
	Student/workbook (textbook/reading book) ratio	Ratio	NA	5:01	4:01	NA	1:01		NA			
	# and % classrooms observed with appropriate reading materials for students	Percentage	39.39	63	78	70	75	76.92	53.85	75	100	85.03
		Number										
	% students who read independently at school on the previous day	Percentage	49.49	50	58.46	42.37	50	53.48	50.65	52	51.1	54.35
IO1.4 TIC/RTs/Trainers have the knowledge, skills and attitudes to support teacher professional development	% TICs/RTs/Trainers who have scored above satisfactory in post training assessments	Percentage	0	60	96	0	60	76	0			57.33
Long-term Outcome 2 (LTO2)	**Performance Indicators**	**Measure**	**Baseline**	**Target**	**Results**	**Baseline**	**Target**	**Results**	**Baseline**	**Target**	**Results**	**Overall results**
School learning environments are inclusive, safe and enable student learning	% of schools implementing practices that enable inclusion and student learning	Percentage	15	30	32	17.65	30	31.25		30	24.14	29.13
	# and % of schools reached with outreach sessions and or printed IEC materials on COVID-19 awareness (EERRP)	Percentage	0	50	89.47	0	90	68.75	0	25	31.03	63.08
		Number	0	225	212	0	203	156	0	204	230	199
	# schools with low-cost temporary Water, Sanitation and Hygiene (WaSH) facilities installed	Percentage	0	50	57.89	0	50	50	0	10	20.69	42.86
		Number	0	90	133	0			0	100	280	138
	% enrolled students who have been identified with a disability in elementary schools	Percentage	NA	3	8.08	NA	3.5	7.96	NA	3.5	7.51	7.85
	% of CWD with an IEP	Percentage	NA	NA	12.73	NA	30	30.77	NA	NA	21.82	21.77

			Baseline	Target	Results	Baseline	Target	Results	Baseline	Target	Results	
	# of boys/girls enrolled in elementary schools	Number	NA	NA	85883	NA	NA	142304	NA	NA	132388	**360575**
Intermediate Outcome 2	**Performance Indicators**	**Measure**	**Baseline**	**Target**	**Results**	**Baseline**	**Target**	**Results**	**Baseline**	**Target**	**Results**	**Overall results**
IO2.1: School leadership have knowledge, skills and attitudes in inclusive practices	% trained school leaders who achieved above satisfactory results in post training assessments	Percentage	0	60	90	0	60	55				**48.33**
IO2.2: School leadership have knowledge, skills and attitudes to support student learning and safety	% trained school leaders who achieved above satisfactory results in post training assessments	Percentage	0	60	90	0	60	55				**48.33**
Long-term Outcome 3 (LTO3)	**Performance Indicators**	**Measure**	**Baseline**	**Target**	**Results**	**Baseline**	**Target**	**Results**	**Baseline**	**Target**	**Results**	**Overall results**
Parents/caregivers demonstrate improved behaviour to enhance student learning and attendance	% of children who report reading at home in the last week	Percentage	51.52	60	51.37	40.34	50	52.49	40.88	40	36.63	**46.83**
	% early grade students who attend at least 4 days of school in the previous week	Percentage	61.21	60	65.92	58.64	60	64.43	43.81	70	50.55	**60.30**
	% early grade students who report a high interest in learning at school	Percentage	NA	70	97.51	NA	90	95.02	NA	80	98.72	**97.08**
Intermediate Outcome 3 (IO3.1)	**Performance Indicators**	**Measure**	**Baseline**	**Target**	**Results**	**Baseline**	**Target**	**Results**	**Baseline**	**Target**	**Results**	**Overall results**
IO3.1: Parents/caregivers have skills, knowledge and attitudes to improve their child's learning and attendance	% parents with a positive attitude toward regular school attendance	Percentage	NA	80	98.08	NA	80	100	NA	80	100	**99.36**
	% parents/caregivers who participate in at least 3 actions to support quality education for children in the past fortnight	Percentage	31	50	51.92	65.45	70	78.03	0	50	78.61	**69.52**
	% of parents with positive attitude towards a) girls' education and b) children with disability	Percentage		40	96.15	81.82	80	90.15	50	70	89.55	**91.95**
Long-term Outcome 4 (LTO4)	**Performance Indicators**	**Measure**	**Baseline**	**Target**	**Results**	**Baseline**	**Target**	**Results**	**Baseline**	**Target**	**Results**	**Overall results**
The early grade education system in PNG is strengthened and more	% change in institutional capacity assessment	Percentage	NA	NA	NA	NA	NA	NA	NA	NA	NA	**NA**

			Baseline	Target	Results	Baseline	Target	Results	Baseline	Target	Results	Overall results
resilient Sub-national: Provincial-district officers have improved capacity to enhance inclusive elementary education services	% provincial and district education officers that have increased KAP in gender and disability inclusion	Percentage	90	95	100		95	100	40	70	100	100.00
	% provincial and district education officers that can demonstrate understanding of policy and practice in relation to the importance of inspection visits	Percentage	40	60	55.56		45	46.15	36	40	48.15	49.95
Intermediate Outcome 4.1 (IO4.1)	**Performance Indicators**	**Measure**	**Baseline**	**Target**	**Results**	**Baseline**	**Target**	**Results**	**Baseline**	**Target**	**Results**	**Overall results**
IO4.1: PPF literacy and numeracy TT materials are used by TTIs	# TT materials endorsed by the Board of Studies	Number	NA	4	4	NA	4	4	NA	4	4	4
	# TTI's/DHERST/provincial education authorities using PPF standardized materials	Number	NA	3	3	NA	3	3	NA	4	4	3
Intermediate Outcome 4.2 (IO4.2)	**Performance Indicators**	**Measure**	**Baseline**	**Target**	**Results**	**Baseline**	**Target**	**Results**	**Baseline**	**Target**	**Results**	**Overall results**
IO4.2: PPF research and learning products are disseminated nationally	# Evidence briefs/papers approved by Research and Evaluation Division for dissemination	Number	NA	2	2	NA	2	2	NA	1	1	5
	Proportion of stakeholders receiving/aware of PPF knowledge products (NDoE divisions, PDoEs, TTIs, CEAs, NGOs, development partners)	Percentage	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Intermediate Outcome 4.3 (IO4.3)	**Performance Indicators**	**Measure**	**Baseline**	**Target**	**Results**	**Baseline**	**Target**	**Results**	**Baseline**	**Target**	**Results**	**Overall results**
Provincial-district officers demonstrate skills, knowledge and attitudes to improve inclusive elementary education services	% Provincial-district officers who have scored above satisfactory in post training assessments	Percentage	NA	70	97	NA	60	67	NA			54.67
	% provincial and district officers who are aware of actions taken to address high absenteeism in elementary schools	Percentage	9	70	100		70	92.31	40	60	96.3	96.20

Key	
	Data not available - Together for Education Project
	Data not available - Rapidly Improving Standards in Elementary Project
	Data not available - Pikinini Kisim Save Project
	In the absence of baseline data, we have used figures from synthetic schools collected through the PPF endline survey

A special note for the two goal level indicators: Endline results for CARE are for E2 students. Only 11 E1 students were assessed making the sample too small to use.

B. PPF Key Program Beneficiary Data

Elementary Education

Province	Schools reached	% of schools reached across target districts	Teachers reached	Female teachers reached	Students reached	Girls reached	Parents/caregivers reached	Female parents/caregivers reached
PKS	856	76.8	2464	1007	132,388	62277	52,955	31,773
RISE	1034	78.3	2595	1399	142,304	68718	56,922	34,153
T4E	612	69.9	1396	584	85,883	41224	34,353	20,612
TOTAL	**2502**	**75.6%**	**6455**	**2990**	**360,575**	**172219**	**144,230**	**86,538**

**Please ensure beneficiaries are counted once only.

Early Childhood Education

	Total	Female	Male
Schools	225		
Students	10545	5544	5001
Teachers	1214	948	266
Parents/Caregivers	3514	2017	1497

C.PPF Evaluation Snapshot

The PPF program has partnered with government and non-government agencies to effectively progress reforms in the early education sector in PNG which now includes early childhood education and the early grades of primary. Key achievements include:

- The endorsement of the PPF developed Standards Based Curriculum (SBC) English and Mathematics Inservice training manuals for use across Papua New Guinea by provincial divisions of education (PDOE), Papua New Guinea Education Institute (PNGEI) and teacher training colleges.
- 6,455 elementary teachers are now better trained and equipped to deliver the SBC and an improved quality of education to early grade learners
- 2,502 elementary schools across 10 provinces and 1,035 early learning centres across three provinces are now better resourced to support effective teaching and learning activities
- 360,575 children that benefited from the program will go on to become the next generation of leaders in their communities, provinces, and the country.
- Over 300 children with disabilities that have been supported to access early grade education through individual education plans (IEPs).
- Department of Education (DOE) can now continue developing and systematising approaches for ongoing teacher professional development such as the Teacher Learning Circles (TLCs).
- The teachers, school administrations, and governing bodies are more aware of the need to create inclusive learning spaces for children and the importance of regular school attendance and making sure this is captured in School Learning Improvement Plans (SLIPs).
- Many parents in the target provinces now have a better appreciation of the need to support their children's learning

and development and are investing more time in their children's learning.

Positive associations with learning outcomes

- Breakfast/good nutrition
- Parental support with homework
- Mothers' reading to their children
- Leisure time with parents

Students in Grade 1 who were served breakfast on the day of their assessments scored 3.6 percentage points higher on average, on the literacy test, than their counterparts who did not eat a meal on the day. In Grade 2, students who ate a meal on the day of their assessment, scored on average, 4 percentage points higher on the literacy test than those who didn't. Many positive drivers of learning outcomes were from outside the school environment. Predictors of higher numeracy were parental support for maths homework and leisure time spent with parents. For literacy, the best predictors of higher literacy were parental support in homework, mothers reading to their children and writing practice.
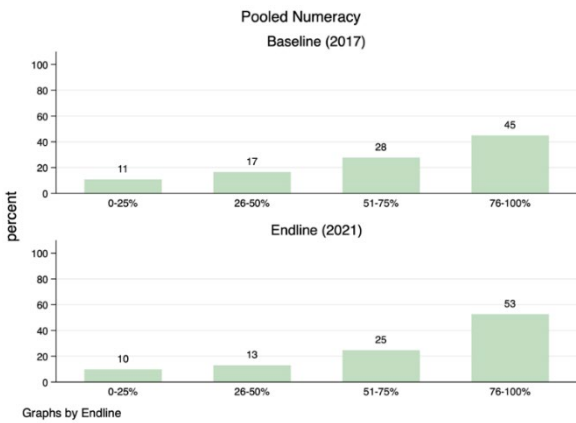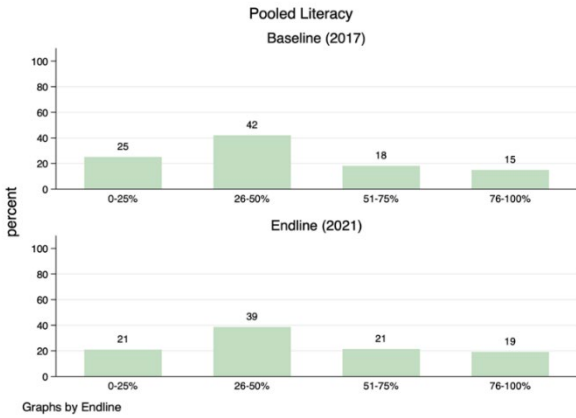
Negative associations with learning outcomes

- Absenteeism
- Chewing betel nut/buai
- Being bullied at school
- Needing to work at home and study

Another significant correlation was found between student absenteeism and their test outcomes; students in Grade 1, who missed *at least one day* of school in the week preceding the test, scored on average, 2.6 percentage points lower on the literacy test than those who did not miss any school. In Grade 2, those students who reported that they missed *at least* a day of school in the last week, scored on average 3.9 percentage points lower on the literacy test than those who did not miss any school. For students in Grade 2, the strongest predictors of low numeracy were absenteeism, chewing buai, children needing to work at

home, being bullied at home, learning difficulties in school and ill-health. All these findings control for district level fixed effects and asset ownership.

The graphs below highlight the changes in scores that children are now obtaining.

Pooled Literacy
Baseline (2017)

Endline (2021)

Graphs by Endline

Pooled Numeracy
Baseline (2017)

Endline (2021)

Graphs by Endline

A higher proportion of children are now scoring above 76 precent in literacy and numeracy compared to baseline and fewer children are scoring below 25 percent on the same assessments.
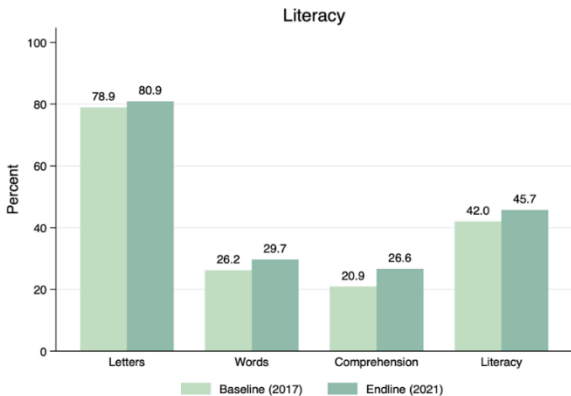
Literacy

In the graph above, we observe higher average scores in endline compared to baseline on all sub-tests for literacy. For literacy,

comprehension has improved substantially (5.5 percentage points) which was a key area of focus. For numeracy, the most significant improvement was in addition and subtraction. This was a focus of the trainings.

Numeracy
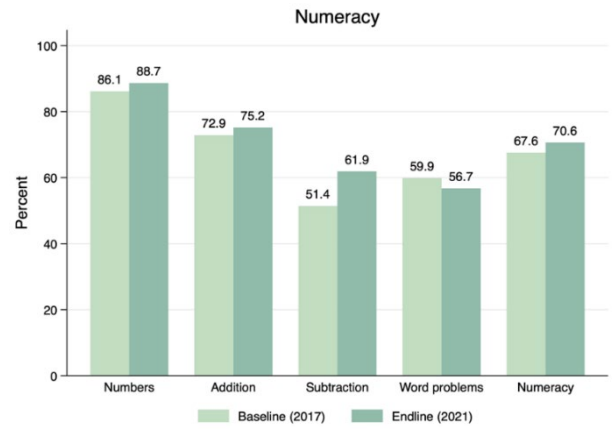
Comprehension results are presented below. It is evident that fewer children were unable to answer any questions and more children answered all the questions correctly. It is important to note that one in two Grade 1 and 2 students are still struggling to understand what they have read.

English Comprehension
Baseline (2018)

Endline (2021)

Graphs by Endline
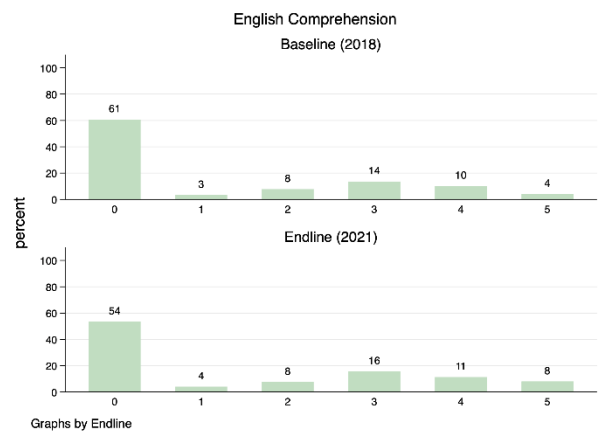
Similarly, students' ability to solve simple addition and subtraction word problems has improved.

The results confirm that the focus on reading strategies and solving addition and subtraction problems using concrete objects is relevant and appropriate to the learning needs of elementary children in PNG.

D. COVID-19 response data

COVID-19 Annexes

The PPF contributed to intermediate outcomes 1.1, 2.2, 2.4, and 2.5. Below are output results for various activities implemented between March 2020 and January 2022.

PHASE 1: All students can continue remote learning safely		
Intermediate Outcome	**Activity/Output**	**Total reached**
Intermediate Outcome 1.1 Teachers, parents and students understand the importance of social distancing and hygiene practices, their role in supporting home learning and in protecting children	Number of communities reached with outreach sessions (Number of community outreach sessions)	443
	IEC Materials on COVID-19 messaging distributed to communities and the public	29054
	COVID-19 Jingles, themed song and Awareness messages aired on radio	657
	Elementary School teachers reached by SMS, community outreach and or printed materials on COVID-19 awareness messaging	3218
	Women and men reached through COVID-19 awareness messages delivered through direct awareness, SMS, and IEC materials distribution.	29625
	Children in target communities and or schools receive COVID-19 awareness and IEC materials.	72722
	Mobile subscribers received SMS blasts on COVID-19 awareness	350000
	Number of schools with printed display of IEC materials on hotspot school locations	118
	Number of schools reached with outreach sessions and or printed IEC materials on COVID-19 awareness messaging	498
PHASE 2: All students and teachers can return safely to school		
Intermediate Outcome	**Activity/Output**	**Total reached**
Intermediate Outcome 2.2 Students are confident to return to school	Children are provided with PPE to support child-wellbeing	20328
	School boys and girls are practising some form of social distancing measures	11077
	Elementary Home Learning packages for EP, G1, and G2 distributed	2478
	HLP Facilitator Guides distributed	270
Intermediate Outcome 2.4 Teachers are supported	Project staff, education officials and school heads receive PPE to support staff safety	533
	Teachers receive Personal Protective Equipment (facemasks and hand gloves, etc)	1379
	Number of teachers that receive guidelines and SD cards with videos on COVID-19 best practice	2571

with adequate hygiene equipment and appropriate information to return to school	Number of PPE distributed	11559
	Number of schools provided with PPE to support student and teacher safety	84
	Number of schools that received guidelines on new normal practices	158
	Schools benefitting from outreach sessions on handwashing, face mask wearing, and social distancing	543
Intermediate Outcome 2.5 Schools meet WaSH standards and safety requirements	Number of low-cost temporary Water, Sanitation and Hygiene (WaSH) facilities established in elementary schools and ECE centres (within target areas)	730
	Number of schools benefitting from demonstration training on tippy-tap set-up	220
	People received training on tippy tap construction	5340
	Number of handwashing hygiene kits provided to schools	509

1.2 Key PPF Program Documents

A. PPF Theory of Change

B. PPF Monitoring Evaluation Research and Learning (MERL) Results Framework

C. PPF Monitoring Tools for Consortia

D. PPF Monitoring Visits

A.   PPF Theory of Change

PNG Partnership fund's response to COVID-19 - A blended approach

Introduction

At the time of finalising the Papua New Guinea Partnership Fund (PPF) Theory of Change (TOC), the COVID-19 pandemic began to spread throughout Asia, increasing fears of its impact in the Pacific. By the end of March 2020, the PNG government had issued a State of Emergency and the country went into lockdown. School closures commenced on 6 April and while students were requested to return to school on 4 May many provincial education authorities have delayed students returning to school to allow time for school facilities and staff to prepare adequately.

The PNG government has been developing its response capability and all sectors have been required to repurpose and redefine priorities. Within the education sector, the Education Cluster, led by the National Department of Education (NDoE) and including the Australian High Commission (AHC), PPF and PPF NGO consortia partners, has developed the *COVID-19 Education Emergency Response and Recovery Plan* (EERRP, 4 May 2020). The plan is based on a rapid assessment undertaken between 22 April and 1 May of the impact of COVID-19 on the national education system. Key findings included:

> 1) The majority of schools in PNG face significant barriers to delivering remote learning, including very limited access for students in the home to basic learning materials and technology (radio, mobile phones, television or internet);

> 2) Schools had limited resources, which will present a challenge to delivering quality education, including booster learning programs, for students on return to school; and

> 3) Many schools are experiencing additional challenges for students as a result of school closures and the COVID-19 response, including a lack of access to accurate information about COVID-19, safety and protection issues, lack of supervision at home, and limited access to WASH facilities.

The goal of the *COVID-19* EERRP is 'to sustain learning and inclusion during and after the COVID-19 pandemic'. The NDoE will implement a phased approach to respond to and recover from the COVID-19 pandemic that includes all students continuing their education through safe remote learning (Phase 1), all students and teachers returning safely to school (Phase 2), all students safe and learning (Phase 3), and, the education system is more resilient to future disruption (Phase 4).

As the nature of schooling in PNG shifts to a 'new normal', the program approach which underpins PPF will adapt and respond accordingly and will pivot to support the NDoE to deliver on the EERRP. Depending on the phase of the response and the status of localised outbreaks, certain aspects of the program approach will be adapted in the short term. For instance, face-to-face training in the first 6 months of the program may shift to distance learning or cluster-based modalities. Furthermore, in support of the response and recovery plan a number of activities may be added to the PPF program, including 1) remote learning packs which are aligned to the syllabus will be prepared alongside other student learning resources in cases of extended school closures; 2) hygiene and health promotion will be integrated into everyday teaching and learning activities; 3) teacher mentoring and coaching will be extended to include psychosocial support (PSS) for teachers who have been impacted by COVID-19; 4) school leadership training and support will integrate WASH in schools and SLIP support will include school disaster preparedness planning; 5) parent support will be expanded to cover health and hygiene promotion and approaches to support children's

learning at home; and 6) support to the national education system will be extended to cover relevant remote learning and booster program resources generated for the elementary sector.

The PPF Blended model will both adapt and respond to the shorter-term COVID-19 impacts and maintain a strategic focus on quality teaching and learning in the longer-term. A key focus of this approach will be to strengthen coordination and collaboration with the NDoE, the Education Cluster (EC) and other development partners so that collective response and recovery efforts are maximised and student learning can be maintained through this period of significant disruption.

This model operationalises the humanitarian development nexus in that it responds to the immediate COVID-19 pandemic crisis while simultaneously increasing inclusive governance, strengthening local capacities and promoting shared outcomes so that the progress towards longer-term development goals is not eroded or compromised both during the initial humanitarian response and during the post COVID-19 pandemic recovery period. The PPF program TOC provided below therefore retains its longer-term strategic focus on quality teaching and learning, while integrating specific components that adapt and respond to the current COVID-19 pandemic and supporting the PNG government's EERRP in relation ECE and elementary. These components are highlighted under each TOC pathway (see COVID-19 adaption and response in blue text) for easy reference.

Background to the PPF

The PPF was established in March 2017 through the PNG Australia Partnership and is implemented by Abt PNG on behalf of the Australian Government. The PPF is a grant mechanism that was established to attract, identify and incentivise high performing government and non-government organisations, including consortia, to deliver longer-term projects that maximise value for money. The purpose of the grants is to expand the reach and coverage of interventions, initially in health and education, that have the potential to deliver results at scale. The PPF features a range of approaches to support human development projects. These are:

- Encouraging innovative approaches that focus on achieving results;
- Using a competitive funding and application process, with the best proposals selected to achieve sustainable results;
- Creating partnerships between different stakeholders, each with their own strengths and skills to contribute to achieving results; and,
- Enabling large-scale interventions with extensive and substantive reach in service delivery using Australia's aid funds.

Currently PPF includes three consortia grants in the education sector. These are:
- Care Australia (CARE): Pikinini Kisim Save (PKS) Project
- Save the Children (SC): Rapidly Improving Standards in Elementary Education (RISE) Project
- World Vision (WV): Together for Education (T4E) Project

The Education consortia are an integral part of the Department of Foreign Aid and Trade (DFAT)'s Education and Leadership portfolio for PNG and is the main contributor to Outcome 1: girls and boys in targeted provinces/schools have improved early grade literacy and numeracy. The Education consortia projects have been working with the NDoE and respective provincial authorities to improve literacy and numeracy in the early grades of school. The grants align with the 2015 – 2019 national education plan's focus areas of teachers and teaching, learning, local management and systems strengthening. The geographic implementation of the grants covers 10 of 22 provinces and 31 of 89 districts in PNG. During the first two

years of implementation, over 1,400 elementary schools and more than 3,000 elementary teachers received training and resources from the program.[1]

A description of the pathways of change

The TOC has identified four pathways for sustaining improvements in early grade student's learning outcomes in targeted schools. In understanding the four pathways, it's important to note the following:

- Effective teaching and learning lie at the heart of the PPF program. PPF's core focus in developing elementary teacher competency to know their subject, teach the SBC effectively, support student learning needs and apply inclusive teaching practices remains a priority action in Phase II. School systems throughout the world acknowledge that the quality of teaching is the most critical in-school factor impacting student outcomes[2]. It is therefore expected that each grantee will place emphasis on working with their provincial education counterparts in developing an effective teacher professional development system that supports elementary/early grade teachers.
- These are not standalone pathways; making connections between the pathways is an essential element to achieving sustained improvements in student learning.
- The fourth pathway focuses on PPF's partnership with NDoE and is directly relevant to the program. Whilst projects will benefit from this partnership and will be expected to engage actively in the work of the technical working groups, this pathway is not expected to be captured in consortia project plans.

The PPF theory states that if we improve teacher practices and strengthen the inclusive learning environments in school as well as improve parents' capacity to support their child's learning and work with government to imbed good practices in teacher education institutes and policy, then improvements in student learning can be sustained beyond the life of the program. This will be possible if the importance of early grade education as a foundation to life-long learning is retained as a priority of government and the wider education community. This is more likely if the PPF program is adaptive and responsive to the COVID-19 pandemic and strengthens cooperation and collaboration with the NDoE, provincial education authorities and the education cluster within PNG through joint efforts to deliver the PNG EERRP.

Pillar/Outcome 1 - Teacher quality

Teachers demonstrate improved practices

In order for improvements to be made to teaching practices, teachers must have knowledge and skills in what to teach and how to teach. Teachers develop this knowledge and skills through high quality in-service training. Teachers must then practice building their skills through school based professional learning opportunities that are supported by competent teachers in charge (TICs) who know how to model effective practice and mentor teachers. Teachers also need teaching and learning resources to assist instructional practices and stimulate student learning.

This approach is grounded in evidence of what constitutes an effective teacher professional learning approach. Across the body of global literature, effective professional development is always connected to practice; focused on the teaching and learning of specific academic content; is connected to the school

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[1] Totals were calculated based on information in the most recent Six-Monthly Progress Reports (June 2019) of the three projects.

[2] Darling-Hammond, 2000, Hattie, 2008; Organisation for Economic Co-operation and Development OECD, 2005, Rockoff, 2004, Rowe, 2003, Timperley and Alton-Lee, 2008. Also cited in World Bank. (2012). System Approach for Better Education Results (SABER): what matters most in teacher policies? A framework for building a more effective teaching profession. Washington, DC, World Bank.

community and builds strong working relationships among teachers.[3] PPF's professional development approach will include at least 100 hours of high-quality in-service teacher training. Several reviews of professional development note that in-service training is effective if it: focuses on classroom application, is practice driven, is based on teachers' needs, focused on problems of pedagogy and content that are evident in specific schools, provide consistent guidance over a long period of time and is regularly monitored and evaluated[4].

Teacher in-service training will also build on lessons learned in Phase 1 and focus on teaching strategies that enable students to learn the SBC. In Phase II, teacher training materials will be standardised across the program for consistency, quality assurance and alignment to the government's teacher education standards. Through partnership formation with relevant teacher colleges, the provincial education authority and colleges will become increasingly capable of delivering the training independently while shadowed by NGO partners during the first year of the extension. Whilst cascade training will be used, preference will be given to localise training provision and school-based training opportunities to mitigate the weaknesses of cascade training.[5]

The high-quality teacher training will be reinforced through school based professional learning that provides opportunities for teachers to engage in reflective practice such as classroom observation and feedback, teacher learning circles, cluster reflection workshops and mentoring sessions with the TICs. This draws on evidence that the most effective professional learning approaches are primarily school-based, school managed, focused on improving teaching practice[6] and involve discussions with peers and opportunities to apply new learning and skills in the classroom.[7] Drawing on the lessons learned in Phase 1, school-based activities will provide opportunities for teachers to reflect on their teaching practice in a structured manner. In these sessions, teachers will receive feedback from their mentors, share strategies with other teachers and model/demonstrate new skills in practice.

In order for teachers to have opportunities to practice their skills at school through peer learning and mentoring, mentors will need to be capacitated to support teachers. In most instances, this is likely to be the TIC, (as they are in charge of elementary schools and generally oversee the 2-3 other teachers in the school) or the most experienced staff member. In some cases, it may be resource teachers who are identified by schools and district officers in a cluster of schools. According to evidence, school based professional development, in the form of mentors, is often regarded as effective[8] although in low resource contexts, effective mentors are often difficult to identify and professionally support. Many reviews of effective TPD point to the importance of available quality trainers and mentors and that mentoring is especially important in contexts where practicing teachers have little or no formal teacher training[9]. It is likely that mentoring will be more effective if TICs are equipped with skills targeted in training, including early grade literacy and numeracy to support SBC delivery, gender and disability inclusion strategies and positive discipline/classroom management. TICs will receive additional training and tools in mentoring and coaching and will learn how to undertake lesson observations and feedback sessions in a constructive manner with early grade teachers. To support the wellbeing of teachers, TICs will be supported to champion quality teaching in the school community. Depending on the circumstances of the school, this

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[3] Darling-Hammond et al. 2009, Professional learning in the learning profession: A status report on teacher development in the United States and abroad. National Staff Development Council: Dallas
[4] Sayed 2009; Schwille et al., 2007
[5] Orr et al. (2013)
[6] Cole 2012, p. 7
[7] Orr et al. (2013)
[8] Barrett et al. 2007
[9] Naylor & Sayed, 2014

might be overseeing the teaching and learning component of the SLIP or developing strategies to address poor attendance. This is in response to the evidence that strong leadership at school level is probably the most important school-based factor in promoting and facilitating teacher in-school professional learning[10]. This acknowledges the shift in discourse away from understanding school principals as managers and administrators to conceptions of their work as leaders of learning for students and teaching staff.

To complement the in-service teacher training and school based professional development, teachers will need access to quality teaching and learning resources that are aligned to the curriculum and learning needs of the students so that teachers can use the SBC effectively to improve student learning. A strong feature of Phase 1 was the provision of effective teaching and learning resources, particularly levelled readers for children, storybooks and supplementary teaching guides to support SBC delivery. Evidence highlights the many benefits of teaching resources, such as helping learners improve reading comprehension skills, illustrating or reinforcing a skill or concept, differentiating instruction and relieving anxiety or boredom by presenting information in a new and exciting way.[11] Whether instructional goals originate from curriculum documents, students' expressed interests, or a mixture of both, students are more likely to achieve the goals if teachers draw on a wide variety of resources. Based on evidence gathered in Phase 1 and more broadly in education policy, learning resources can support student learning when the following criteria are met: 1) they align with the expected student learning outcomes and standards described in the SBC, 2) they meet the learning needs of students, 3) are age appropriate, 4) they contain words, images, behaviours and themes used in the resources have contextual relevance, and 5) they are interesting to students. Building on the success in Phase 1, the program will improve the availability, enhance the quality and were possible standardise the use of effective teaching and learning materials across target schools.

> **COVID-19 adaption and response**
>
> In response to the COVID-19 pandemic, a distance learning modality for the delivery of in-service teacher training may be required. The previous Certificate Elementary Teaching (CET) included self-instructional modules so many teachers would be familiar with this approach. At minimum, contingency planning for this will be undertaken and will include a focus on more frequent cluster based and school-based training options supported by Resource Teachers (RTs) and district and provincial trainers supported by the program. In-service teacher training will integrate COVID-19 responsive health and hygiene promotion and *WaSH in Schools* topics so that schools are safe, and teachers are supported to implement safety and hygiene measures to promote student and teacher health.
>
> As the COVID-19 pandemic evolves in PNG, there may be periods of school closure that necessitate the delivery of remote learning. Hence, training and supporting teachers to develop and implement remote learning strategies so that teachers can provide the necessary support to their students and families may be a focus of initial in-service teacher training if prioritised in the EERR implementation plan. The provision of teaching and learning resources will also be expanded / repurposed to support remote teaching and learning if school closures are extended / re-introduced. This may include student and teacher packs and resources for booster programs that are being developed as part of the response plan to recover lost instructional hours and learning gaps upon students' return to school.
>
> The response plan highlights the need for PSS to teachers in response to the additional stresses, fear and challenges they face due to COVID-19 and their role in implementing the education response plan. PSS will

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[10] Naylor & Sayed, 2014
[11] https://internationalteacherstraining.com/blog/need-of-teaching-aids/

be integrated into TIC and RT training so that TICs/RTs have the capacity to provide school-based PSS to teachers impacted by COVID-19. The PSS training will be gender conscious and female TICs/School Counsellors will be promoted so that female teachers can access PSS from female mentors when needed.

Pillar/Outcome 2 - Inclusive learning environments

Schools are inclusive learning environments that improve student learning

So that teachers and students perform at their best, school learning environments will need to improve. PPF envisages improvements in the way schools adopt inclusive practices and focus on student learning. Based on research, school factors account for 5-10% of the variance in student learning. Hatti (2013) finds that school leadership is the strongest school factor because of the influence leaders have on defining the climate of the school[12]. In elementary schools in PNG, school leadership broadly constitutes the TIC as well as the leadership of the School Board of Management (SBOM), which usually include persons of influence in community. Research suggests that when school leaders create a climate of safety to learn and focus attention on all student's learning then the effect on learning is trickled through these attributes[13]. Given that over 35% of the reasons for poor student attendance is due to school factors[14] and that poor attendance is likely influencing slower than expected results, a focus on school leadership is critical. PPF's hypothesis is that if schools are inclusive learning spaces, then all children will want to come to school each day ready to learn, teachers will be encouraged to attend each day and teach well, and schools will be open every day according to government requirements. This will be possible if school leaders and persons of influence in the school community have the appropriate knowledge, skills and attitudes and understand the key factors that influence student learning. This will be achieved through targeted training and coaching of school leaders in how to enact government policies on disability and gender inclusion and behaviour management so that all children feel safe and included in the school environment. Training will also focus on how school leaders can support teachers in establishing activities that promote student learning, such as complementary reading and maths clubs and scheduled reading within the daily schedule.

COVID-19 adaption and response

School leaders will be targeted for additional training and support in response to the COVID-19 pandemic and in alignment with the EERR implementation plan, which is likely to initially prioritise school level support. As critical influences in creating a climate of safety, inclusion and focus on learning, school leaders will be trained and supported to 1) improve / maintain adequate WaSH facilities; 2) provide PPS for teachers and students as required; 3) orientate and implement booster programs if needed; 4) include school disaster preparedness planning within SLIPs, and 5) supporting learning from home if/when necessary.

Pillar/Outcome 3 - Parents and Caregivers

Parents/caregivers demonstrate improved behaviour to enhance student learning and attendance

To acknowledge home and school factors that influence student learning, positive engagement with parents will be fostered. According to Hatti (2003), home factors account for 5-10% of the variance effects on student learning and are related to the levels of expectation, encouragement and support? received by

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[12] Hatti, 2013
[13] Hatti, 2013
[14] Save the Children (2019) RISE Midline Report – taken from analysis of school related items selected combined with analysis of 'other responses'

parents or caregivers[15]. Whilst efforts to improvement parental engagement experienced difficulties in Phase 1, the positive effects on student learning when parents encouraged reading at home cannot be ignored. There is an established link between the home learning environment at all ages and children's performance at school. For instance, for young children, promoting shared book reading and playing with letters and numbers, are both linked to improved outcomes.[16] Parental engagement will focus on promoting two important issues; home learning and regular school attendance. PPF will utilise evidence on parental behaviour change toward education to inform actions undertaken with parents and define communication strategies that are appropriate to the PNG context and that have been tested in PNG previously and shown to have positive effect. For instance, text messaging with parents[17], teacher-parent discussions and individualised letters to parents on attendance[18] will be further tested and refined. Rather than engaging parents in attending intensive workshops, emphasis will be on the provision of instructional materials and resources that are accessible to parents with low literacy levels and guide parents to read in a more interactive way and prompt longer and more frequent conversations with their children[19]. Communication strategies will focus on facts and tips and be informed by an understanding of the families' home life[20] Effective partnership with parents is likely to be supported by several school level initiatives, including a TIC who prioritises parental engagement and ensures that it is integrated into school routines and a communication plan for working with parents that is informed by an understanding of families' lives.

COVID-19 adaption and response

Parent/caregiver engagement and confidence will be instrumental to not only ensuring that children are supported to learn at home during school closures but also to ensuring that children return to school and attend regularly once schools reopen. There are fears that there will be an increase in both girls and boys dropping out of school as a result of periodic school closures and the economic fallout from COVID-19 as girls assume care responsibilities at home and pressure on boys to contribute to the family income increase. It is anticipated that regular school attendance, which is a significant issue in PNG, will be further compromised as a result of COVID-19 as it is likely that parents, who lack access to accurately and timely information about COVID-19, will harbour safety concerns for their children and will be more risk adverse in deciding when to allow their children to return to and regularly attend school. Hence, parent/caregiver engagement will be expanded, and the communication strategy initially focused on providing parents/caregivers with critical information relevant to the COVID-19 pandemic and their children's safety and education. To this end, the communication strategy will include key health messages developed and endorsed by the National Department of Health (NDOH) communications cluster, COVID-19 health and hygiene promotion, information on remote learning content and teaching methods and when appropriate return to school messaging.

Pillar/Outcome 4 - Collaboration with NDoE

NDoE is supported to strengthen early grade education in PNG

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[15] Hatti, 2003

[16] Smees, R. and Sammons, P. (2017) What role does the home learning environment play in supporting good child development in the early years and positive outcomes in later life? London: Action for Children

[17] Miller, S., Davison, J., Yohanis, J., Sloan, S., Gildea, A. and Thurston, A. (2016) 'Texting Parents: Evaluation Report and Executive Summary', London: EEF

[18] Rogers, T. and Feller, A. (2018) 'Reducing Student Absences at Scale by Targeting Parents' Misbeliefs', Nature Human Behaviour, DOI: 10.1038/ s41562-018-0328-1.

[19] Whitehurst, G. J., Falco, F. L., Lonigan, C. J., Fischel, J. E., DeBaryshe,B. D., Valdez-Menchaca, M. C. and Caulfield, M. (1988) 'Accelerating language development through picture book reading', Developmental Psychology, 24, pp. 552–559.

[20] Cortes, K. E., Fricke, H., Loeb, S. and Song, D. S. (2018) 'Too Little or Too Much? Actionable Advice in an Early-Childhood Text Messaging Experiment' (No. w24827), National Bureau of Economic Research.

Improvements in student learning cannot be sustained without a strong partnership with NDOE to take forward the opportunity to advance the quality of teacher education in teacher colleges and evidence-based policy development. At a program level, PPF will work with NDoE to establish several technical working groups. One technical working group will oversee the standardisation of teacher training materials produced in Phase 1, the endorsement process from the Board of Studies and subsequent collaboration with Papua New Guinea Education Institute (PNGEI) so that the resources can be used for in-service TT programs managed by PNGEI and provincial teacher colleges. In this collaboration, PPF will engage closely with the teacher education division within NDoE. Additionally, PPF will establish a second technical working group that will oversee research studies and products which are produced under the program, ensuring that the evidence gathered and utilised will align with the priorities and reform agenda of the government in relation to teacher education and student learning in PNG. PPF will cooperate with the research division within NDoE to ensure research and learning follows expected standards and protocols.

COVID-19 adaption and response

As a result of the COVID-19 pandemic response there has been a significant increase in coordination and collaboration between the NDOE, NDOH and the Education Cluster to address important gaps in education service provision in PNG, including school WaSH facilities and health promotion in schools. The PPF program will capitalise on the current momentum for increased collaboration to bring evidence on key issues, such as the negative impact of betel nut consumption on children's learning, and the importance of WaSH to the fore for joint action. Furthermore, opportunities for new partnerships between members of the PPF consortia and key education stakeholders are being pursued that will increase the PPF programs engagement within the elementary sector. This includes a potential new partnership between PPF and UNICEF through the PNG government's current application to the Global Partnership for Education (GPE) *COVID-19 Accelerated Funding Window for Emergency Response,* which would allow for further collaboration between PPF and UNICEF on the new PNG ECCD curriculum. Finally, the technical working group which will be established by the PPF could include research and learning from the COVID-19 response to inform decision making on future emergencies impacting the education sector in support of building the resilience of the PNG education system to future disruptions.

Underlying principles

The PPF program is founded on the following principles which drive forward the ambition and belief that sustained improvements can be made in early grade children's learning outcomes when done in partnership with government and community.

- **Sustainability:** When the benefits of the PPF program continue after Australia's funding has ceased, with due account of partner government systems and stakeholder ownership.
- **Partnership:** The relationship between the Australian government, the PNG government and NGOs where all partners engage in the relationship to seek a common outcome of maximising learning and development outcomes for children.
- **Inclusion:** The Framework for Action (Salamanca) defines inclusion as a reform that supports and welcomes diversity among all learners. Its aims are to eliminate social exclusion that is a consequence of responses to diversity in race, social class, ethnicity, religion, gender and ability.
- **Innovation:** The process of making changes to something established by introducing something new. It applies to radical or incremental changes to products, processes or services. In the context of PPF, the program has introduced digital technologies for classroom teaching and eBooks through tablets. The program also has developed innovative ways to stimulate local book production in PNG using social media to engage PNG writers and illustrators.

- **Evidence:** The PPF program has placed emphasis on being informed by evidence and building new evidence on what factors improve early grade student learning in PNG. The projects to date have been rigorously evaluated in experimental evaluations and this emphasis on rigorous evaluation will continue during Phase 2.
- **Learning:** PPF places importance on learning from the knowledge and skills of key stakeholders at the school, district, provincial and national level so as to develop and/or adapt program strategies that effectively improve early grade learning among all of PNG's children.
- **Responsiveness:** The PPF program is responsive and adaptive so as to effectively respond to disasters within PNG when they strike, contributing to building an education system within PNG that is resilient to future crisis.

Critical success factors

- Partnership with TTIs, PDoE and district education officers, schools and community
- Closer collaboration and joint work with NDoE – particularly through the establishment of the TWG mechanism

Assumptions

- The importance of early grade education as a foundation to life-long learning is retained as a priority of government and the wider education community
- Parents are strongly influencing children's attendance patterns
- Parents will have the time and interest to engage and support their children's learning
- Economic hardship does not negate efforts to promote children's return to school and their regular school attendance
- Term breaks remain a viable training period for teachers
- Teacher mentors are able to be identified at the school or cluster level to support school based TPD
- Teachers will have time and interest to participate in peer-learning opportunities
- If teachers are more supported in their professional development, they will be more motivated to come to school every day irrespective of the tenuousness of their job in the transition to 1:6:6
- If high quality and culturally relevant books are available, children will be inquisitive and eager to learn to read

COVID-19 specific assumptions

- The NDOE remains committed to working with PPF and the education cluster to deliver the COVID-19 EERRP
- The COVID-19 pandemic does not overwhelm PNG to the point that all government, donor and NGO resources are pivoted away from education
- The ensuing economic fallout from the COVID-19 pandemic does not decimate both the financial and human resources within the education sector and does not prevent children from returning to school and regularly attending once schools reopen

B.   PPF Monitoring Evaluation Research and Learning (MERL) Results Framework

PPF Phase 11 RESULTS FRAMEWORK - Pivoting to respond to COVID-19 impacts

Goal	Indicators	Disaggregation (and units of reporting where needed)	Baseline	Target	Data source	Who is responsible for data collection
Early grade children in targeted schools have improved literacy and numeracy outcomes by Feb 2022	% of children who are able to read with meaning (read the text and answer the comprehension questions)	By gender, grade, disabilities, language and province			Early Grade Reading Assessment (endline)	PPF
	% of children who are able to complete simple operations problems (addition and subtraction) and word problems	By gender, grade, disabilities, and province			Early Grade Numeracy Assessment (endline)	PPF
Long-term Outcome 1 (LTO1)	Indicators	Disaggregation (and units of reporting where needed)	Baseline	Target	Data source	
LTO1: Teachers demonstrate improved practices	% of teachers implementing specific instructional practices introduced in the professional development program	By gender, grade level taught, disabilities, and province			EGRA classroom observation toolkit (endline)	PPF
Intermediate Outcome 1	Indicators	Disaggregation (and units of reporting where needed)	Baseline	Target	Data source	
IO1.1: Teachers have knowledge, skills and attitudes to support inclusion, safety & improve student learning	% teachers who have scored above satisfactory in post training assessments	By gender and provinces			Knowledge based post training assessment (after training)	NGOs
IO1.2: Teachers are engaged in peer learning and/or coaching	% and # teachers who are participating in regular (at least once per term) school or cluster-based peer learning	By gender and provinces			Teacher Survey (endline) NGO 6 monthly reports – school monitoring reports	PPF (endline) NGO monitoring forms (6 monthly)

	% and # teachers who have received feedback following lesson observation from TIC or coach/mentor in the past 6 months	By gender and provinces			Teacher Survey (endline) NGO 6 monthly reports – school monitoring reports	PPF (endline) NGO monitoring forms (6 monthly)
IO1.3 Teachers and students have effective teaching and learning resources	# and % teachers who have a set of core teaching and learning materials	By gender, grade level taught, disabilities, and provinces			EGRA/EGMA lesson observation and teacher survey assessment (endline)	PPF endline
	Student/workbook (textbook/reading book) ratio	By grade, and provinces			EGRA/EGMA lesson observation and teacher survey assessment (endline)	PPF
	# and % classrooms observed with appropriate reading materials for students	By grade and province			EGRA/EGMA lesson observation and teacher survey assessment (endline)	PPF
	% students who read independently at school on the previous day	By gender, grade, disabilities, and province			EGRA/EGMA student assessment (endline)	PPF
IO1.4 TIC/RTs/Trainers have the knowledge, skills and attitudes to support teacher professional development	% TICs/RTs/Trainers who have scored above satisfactory in post training assessments	By gender and province			Post training assessment (after training)	NGOs
Long-term Outcome 2 (LTO2)	**Indicators**	**Disaggregation (and units of reporting where needed)**	**Baseline**	**Target**	**Data source**	
School learning environments are inclusive, safe and enable student learning	% of schools implementing practices that enable inclusion and student learning	By province			TIC survey (endline)	PPF
	# and % of schools reached with outreach sessions and or printed IEC materials on COVID-19 awareness (EERRP)	By province			TIC survey (endline) NGO 6 monthly reports – school monitoring reports	PPF NGO monitoring forms (6 monthly)

	# schools with low-cost temporary Water, Sanitation and Hygiene (WaSH) facilities installed	By province			TIC survey (endline) NGO 6 monthly reports – school monitoring reports	PPF NGO monitoring forms (6 monthly)
	% enrolled students who have been identified with a disability in elementary schools	By gender, grade level, disabilities, and province			TIC survey (endline) & EMIS	PPF
	# of CWD with an IEP	By gender, grade level, disability and province			Outreach worker reports	STC only (TBC)
	# of boys/girls enrolled in elementary schools	By gender, grade level, disabilities and province			TIC survey (endline) & EMIS	PPF
Intermediate Outcome 2	**Indicators**	**Disaggregation (and units of reporting where needed)**	**Baseline**	**Target**	**Data source**	
IO2.1: School leadership have knowledge, skills and attitudes in inclusive practices	% trained school leaders who achieved above satisfactory results in post training assessments	By gender and province			Post training assessment after inclusion training	NGOs
IO2.2: School leadership have knowledge, skills and attitudes to support student learning and safety	% trained school leaders who achieved above satisfactory results in post training assessments	By gender and province			post training assessment	NGOs
Long-term Outcome 3 (LTO3)	**Indicators**	**Disaggregation (and units of reporting where needed)**	**Baseline**	**Target**	**Data source**	
Parents/caregivers demonstrate improved behaviour to enhance student learning and attendance	% of children who report reading at home in the last week	By gender, grade level, disabilities, and location (provinces/districts)			Early Grade Reading and Numeracy Assessment (endline)	PPF
	% early grade students who attend at least 4 days of school in the previous week	By gender, grade level, disabilities, and province			Early Grade Reading and Numeracy Assessment (endline) Teacher attendance records	PPF

	% early grade students who report a high interest in learning at school	By gender, grade level, disabilities, and province			Early Grade Reading and Numeracy Assessment (endline) Teacher attendance records	PPF
Intermediate Outcome 3 (IO3.1)	**Indicators**	**Disaggregation (and units of reporting where needed)**	**Baseline**	**Target**	**Data source**	
IO3.1: Parents/caregivers have skills, knowledge and attitudes to improve their child's learning and attendance	% parents with a positive attitude toward regular school attendance	By gender, disabilities, and province			Pre and post KAP survey	PPF (NGO administered at baseline)
	% parents/caregivers who participate in at least 3 actions to support quality education for children in the past fortnight	By gender, disabilities, and province			Pre and post KAP survey	PPF (NGO administered at baseline)
	% of parents with positive attitude towards a) girls' education and b) children with disability	By gender, disabilities, and province			Pre and post KAP survey	PPF (NGO administered at baseline)
Long-term Outcome 4 (LTO4)	**Indicators**	**Disaggregation (and units of reporting where needed)**	**Baseline**	**Target**	**Data source**	
The early grade education system in PNG is strengthened and more resilient	% change in institutional capacity assessment	By geographic zones (provinces /districts)			PDoE (province and district) capacity assessment baseline and endline	PPF (NGO administered at baseline)
Sub-national: Provincial-district officers have improved capacity to enhance inclusive elementary education services	% provincial and district education officers that have increased KAP in gender and disability inclusion	By gender, disabilities, and province			PDoE (province and district) capacity assessment baseline and endline	PPF (NGO administered at baseline)

C.PPF Monitoring Tools for Consortia

ppf
Papua New Guinea
Partnership Fund

MONITORING TRIP REPORT

Grant partner	
Consortium partner	
Target Provinces	
Province visited	
Districts visited	
Team members	• xxxx
Dates	xxxx
Purpose in ToR (As per the respective thematic areas in the Grantee's Monitoring and Evaluation Plan)	• xxxx

Summary of key findings (As per the respective Thematic areas of Grantee's MEP reflected in the ToR)

xxxx

Introduction

xxxx

Summary of activities (As per the ToR)

xxxx

Challenges (if any)

xxxx

Recommendations based on key findings

xxxx

Annex: Schedule of visit

PROVINCIAL MONITORING/REVIEW TRIP CHECKLIST

BEFORE VISIT - Activities to be done **at least two weeks prior to the departure date** of the visit.

1. Confirm date of visit as reflected in the program MELF calendar. ☒ (Tick box); ___SS__ (Initial of person responsible)
2. Do Terms of Reference and share with AHC and grant partner. ☐; _____
3. Share TORs with key objectives / questions with provinces and facilities to be visited. ☐; _____
4. Coordinate with DFAT for an AHC staff and GoPNG rep to go on the trip. ☐; _____
5. Finalise visit schedule in coordination with grantee reps and share with grant partner and AHC. ☐; _____
6. Finalise: Airfares; accommodation ☐; incidentals ☐ hire cars ☐; security; ☐; _____
7. Organise an officer from Abt Communications team to come on the trip (if necessary). ☐; _____
8. Borrow camera from Abt Communications team (if necessary). ☐; _____
9. Make copies of visit schedule and photo consent forms where necessary. ☐; _____
10. Send photo consent forms to grantees to organise themselves for photo shots during field visits.
11. Remind grantees and facilities to be visited that patient confidentiality and privacy should be respected at all times and review teams should not be taken into patient doctor consultations. ☐; _____
12. Get security briefing on province visited from Abt Security team if necessary. ☐; _____

ON TRAVEL DAY - Activities to be done **on the day of departure and arrival**.

1. Pick up tickets and hotel reservation (Purchase Order) from the travel team. ☐; _____
2. Check in at the airport as least 2 hours prior to departure. ☐; _____
3. Hold onto boarding pass catalogue for acquittal purposes. ☐; _____
4. Confirm security personnel with hire cars are on ground waiting at the airport for pick up. ☐; _____
5. Present hotel reservations (Purchase Order) and do booking of rooms at hotels. ☐; _____

DURING VISIT - Activities to be done **during the visit**.

1. Carry out schedule of activities accordingly and on time. ☐; _____
2. Clarify with grantees that sensitivity of clients and service delivery has to be maintained at all times. ☐; _____
3. Get consent on relevant people for photo shots and stories. ☐; _____
4. Have team briefing and at end of each team recap meeting to contribute ideas towards final recommendations and reporting. ☐; _____

AFTER VISIT - Activities to be **done after the visit.**

1. Draft provincial visit report and share with grantees for input and clarification. ☐; _____
2. Compile final review report and share with AHC, relevant GoPNG department and grant partners. ☐;
3. Do presentation of findings to AHC, relevant GoPNG department and grantee reps, if necessary. ☐;
4. Present boarding passes to Abt travel team to do acquittals for the trip. ☐; _____

Please adhere to this schedule to help plan and manage monitoring/review trips successfully

TERMS OF REFERENCE FOR MONITORING VISITS

Grant partner to visit:

Province/s to visit:

District/s to visit:

Date of visit:

Name/s of participants visiting:

NAME	POSITION	ORGANISATION

Background of visit.

xxxx

Purpose of trip. (As per the respective Thematic areas in the Grantee's MEP. Monitoring report to be based on these)

- xxxx
- xxxx

Activities to be done during the visit.

- xxxx
- xxxx

Activities to be done after the visit. (Tick box)

☐ Compile report of findings and share with AHC, GoPNG and grant partners

☐ Present findings with AHC, GoPNG and grant partners

☐ Others. State here: _____

TEAM LEADER/SENIOR EDUCATION SPECIALIST

GEOFF SCAHILL
GENERAL MANAGER -ABT ASSOCIATES PNG

INTERNAL AMS CLEARENCE PROCESS (Tick box)

☐ AMS LOGISTICS ARRANGEMENTS COMPLETED
☐ AMS SECURITY ARRANGEMENTS COMPLETED

MONITORING TRIP – LESSON OBSERVATION

Name of Observer & Organisation				
Date of school visit				
School name:	District:		Class observed:	Teacher name:
Subject and grade observed				
SBC lesson #	Term:	Week:		Day:
Attendance today	Total:	Girls		Boys
Enrolment:	Total:	Girls		Boys
Observation length	Start		Finish	

Area	Indicator	Yes	No	Comment
1. Opening the lesson	Evidence of … - lesson objectives shared with students - check on prior knowledge - engaging students in the topic			
2. Use of teaching and learning resources	Evidence of - Use of SBC scripted lesson - use of SBC teaching resources (flashcards, Shell books, etc.) - use of own teaching aids (word cards, etc.)			
3. If English	Evidence of - Connecting students to the meaning of the text - use of questioning before, during and after story-time or reading - individual, pair or shared reading activity - individual, pair or group work to complete tasks - Use of literacy games/strategies to support student learning - student writing activity			

4. If Maths	Evidence of - use of manipulatives - use of lines or grouping strategy to solve addition and subtraction problems - individual, pair or shared maths activity - use of maths games to support student learning - student writing activity			
5. Inclusion & classroom management	Evidence of - use of positive discipline – - evidence of effective classroom management - differentiation to encourage all students to participate & learn - fair treatment of boys and girls and encouraging and supporting girls and boys to engage actively			
5. Assessing students understanding	Evidence of - checking student's understanding - evidence of checking whether objectives have been met			
6. Closing a lesson	Evidence of - recap & feedback to students - evidence of next lesson topic			
7. Feedback	1. Two Positives/strengths of the lesson 2. One recommendation for improvement			

Brief interview with the teacher before giving feedback

Years of service	
Years of teaching at the school	
Highest qualification	
Training received in the past 2 years	

MONITORING TRIP – TEACHER LEARNING CIRCLE OBSERVATION

Grant partner				
Consortium partner				
Name of Observer & Organisation				
Date of school visit				
Location/School name:	School name:	District:		Province:
Resource Teacher/Facilitator	Name:	Grade currently teaching:		Years of teaching experience:
Subject/s covered in the TLC				
Attendance	Total • Elementary • Primary • Others	Females • Elementary: • Primary: • Others:		Males • Elementary: • Primary: • Others:
Participant details:	☐Elementary teachers from same school			
	☐Elementary teachers from cluster schools			
	☐Mixture of Elementary and Primary teachers from same school			
	☐Mixture of Elementary and Primary teachers from cluster schools			
Observation length	Start		Finish	

Observation	Comments	Yes	No	Comment
1. Opening the TLC	Evidence of: ▪ TLC objectives shared with teachers ▪ a clear structure to the TLC session ▪ reflection on experiences teaching/challenges teachers have faced in the classroom			
2. Use of teaching and learning resources	Evidence of: ▪ use of visual teaching aids ▪ use of SBC teaching and learning resources/readers/workbooks			

3. Topic	Evidence of: - connecting the SBC lesson to a literacy and numeracy strategy/technique or literacy and numeracy game - problem solving – e.g. teachers express difficulty in an area and the group discusses ways to address the problem - teachers are given time to practice a new or improve strategy or skill - group work or pair work to complete tasks			
4. Facilitation by resource teachers/trainers	Evidence of - facilitators have good understanding of literacy and numeracy strategies that support SBC English and Mathematics - equal treatment of male and female teachers - encouragement and support to all teachers throughout the lesson			
5. Assessing teachers understanding	Evidence of: - checking teacher's understanding - checking whether objectives of the session have been met			
6. Closing the TLC	Evidence of: - recap & feedback to teachers - actions to be taken/agreements made			

7. Feedback	1. Two Positives/strengths of the teacher learning circle			
	2. One recommendation for improvement			

D.   PPF Monitoring Visits

MONITORING VISITS UNDERTAKEN

Year	Province	Project
2018	Eastern Highlands Autonomous Region of Bougainville Central Morobe	Save the Children – RISE Save the Children – RISE World Vision – T4E World Vision – T4E
2019	Madang Jiwaka and Western Highlands East Sepik	World Vision – T4E CARE – PKS Save the Children
2020	Central (Rigo and Kairuku) X 2 Bougainville	World Vision – T4E ARoB
2021	West New Britain Morobe	CARE – PKS World Vision – T4E

Eight officers from DOE and DNPM were able to join PPF monitoring visits. DOE officers were required to participate in field monitoring visits as a requirement of the *PPF Memorandum of Understanding* signed on the 25th of November 2020.

NB: PKS project sites were not visited in 2018 as they did not begin implementation until 2019 following baseline and community entry activities in 2018.

DOE/DNPM offices who joined the visits

Year	Officer name	Position at the time
2018	Peter Kants	First Secretary, Policy and Research
2019	Colette Modogai Philippa Darius x2 Regina Mabia	Officer, Teacher Education Division Officer, Curriculum Development Division Director, Aid Coordination
2020	Michael Mera Regina Mabia	Director, Elementary Teacher Training, Teacher Education Director, Aid Coordination
2021	Michael Mera Randall Manapangkec Regina Mabia Andrew Ape James Ruru	Director, Elementary Teacher Training, Teacher Education Officer, Aid Coordination Branch Director, Aid Coordination Training & Development Officer, ECE Principal Aid Coordinator, National Department of Planning and Monitoring (DNPM)

1.3 PPF Research Documents

A. Evaluation Plan for the baseline and endline evaluation

B. Teacher Education and Research & Learning TWG workplan and status

C. List of PPF Research and Learning products

A. Evaluation Plan for the baseline and endline evaluation

CONTENTS

ABBREVIATIONS AND ACRONYMS

AHC	Australian High Commission
AMS	Abt PNG Management Services
ARoB	Autonomous Region of Bougainville
AUD	Australian dollar
CARE	CARE International in Papua New Guinea/Australia
CIMC	Consultative Implementation and Monitoring Council
CLP	Community Leadership Program
CV4GE	Citizen's Voice for Girls Education
DFAT	Department of Foreign Affairs and Trade
DOE	Department of Education
DRR	Disaster Risk Reduction
EC	Education Cluster
ECCE	Early Childhood Care and Education
ECE	Early Childhood Education
EERRP	Education in Emergencies Response and Recovery Plan
EHP	Eastern Highlands Province
EiE	Education in Emergencies
ESP	East Sepik Province
FIMR	Final Investment Monitoring Report
GESI	Gender Equality and Social Inclusion
GoPNG	Government of Papua New Guinea
GPE	Global Partnership for Education
HDMES	Human Development Monitoring and Evaluation Service
IEC	Information Education Communication
IERC	Inclusive Education Resource Centre
LFA	Library For All
M&E	Monitoring & evaluation
MEP	Monitoring Evaluation Plan
MOU	Memorandum of Understanding
NCD	National Capital District
NDoE	National Department of Education
NGO	Non-government organisation
PAF	Performance Assessment Framework
PEA	Provincial Education Authority
PDoE	Provincial Department of Education
PGK	Papua New Guinea Kina
PKS	Pikinini Kisim Save Project
PNGEI	PNG Education Institute
PPF	PNG Partnership Fund
PSS	Psychosocial support
QTAG	Quality Technical Advisory Group
RISE	Rapidly Improving Standards in Elementary Project

Save	Save the Children in Papua New Guinea
SBC	Standards Based Curriculum
SBoM	School Board of Management
SLIP	School Learning Improvement Plan
T4E	Together for Education Project
TETWG	Teacher Education Technical Working Group
ToC	Theory of Change
TT	Teacher training
UNICEF	United Nations Children Fund
UoG	University of Goroka
WaSH	Water and Sanitation and Hygiene
WVA	World Vision Australia

1.   INTRODUCTION

1.1.   BACKGROUND AND CONTEXT TO THE ACTIVITY

Since 2017, the Papua New Guinea Partnership Fund (PPF) Education program has enabled over 184,000 children to receive reading resources and support in the classroom, and over 5,000 teachers from more than 1,400 elementary schools to be trained. By 2022, the program aims to reach 236,716 elementary school aged children from 1,736 elementary schools and train 6,048 (49% female) elementary teachers in foundational literacy and numeracy to support delivery of the English and Mathematics School Based Curriculum (SBC).

The program has been delivered by three non-government organisation (NGO) consortia.

- World Vision and its partners Child Fund, Library for All, Consultative Implementation Monitoring Council and University of Canberra are delivering the Together for Education project in Madang, Morobe and Central,

- Save the Children and its partners Callan Services and Summer Institute of Linguistics are delivering the Rapidly Improving Standards in Elementary project in East Sepik, Autonomous Region of Bougainville, and Eastern Highlands Province, and

- CARE International and its partners Adventist Development Relief Agency, University of Goroka, Queensland University of Technology and Church Education Agencies are delivering the Pikinini Kisim Save project in Western Highlands Province, Simbu, Jiwaka and West New Britain.

For the years 2018 and 2019, NGO grantee partners delivered individual consortia programs, each aimed at improving the quality of teaching and learning in elementary schools. An initial baseline assessment was carried out between 2017-2018 of students and teachers that would benefit from the program. Two grantee programs, Together for Education (T4E) led by World Vision and Rapidly Improving Standards of Elementary (RISE) led by Save the Children undertook a midline assessment in 2019 to identify whether any improvements in student learning outcomes in English and Mathematics and teacher competency in teaching English and Mathematics was evident. The baseline and midline assessments utilised the Early Grade Reading Assessment (EGRA) and Early Grade Numeracy Assessment (EGMA) instruments. These were versioned carefully to ensure they were culturally appropriate and aligned to the SBC. These same instruments will be used in this evaluation.

Following an Independent Mid-Term Review (MTR) carried out in November 2019, a uniformed program approach was adopted in early 2020 for the duration of the program. NGO grantee partners have delivered a set of interventions aligned to the PPF program approach which is captured in the PPF Theory of Change (ToC) (Annex A). PPF has a uniform Monitoring and Evaluation Plan (MEP) approved in early 2020 for which this evaluation is framed.

The PPF Education ToC identified four long term outcomes for the final two years of the program. These are:

- Teachers demonstrate improved practices
- School learning environments are inclusive and enable student learning
- Parents/caregivers demonstrate improved behaviour to enhance student learning and attendance
- NDoE is supported to strengthen early grades education in PNG

PPF is being implemented at a time when significant reform is underway in the education sector and the country is battling the COVID-19 pandemic. Several factors have influenced the direction of the PPF program. These are:

- The National Department of Education (NDoE) new National Education Plan (NEP) 2020-2029. This plan focuses on two initiatives which directly impact the elementary sector.
  - The 1:6:6 structural reform which assigns previous Elementary 1 (E1) and Elementary 2 (E2) grades to primary schools (Grade 1 and Grade 2) and frames Elementary Prep (EP) as part of Early Childhood Care and Education (ECCE).
  - The approval and launch of NDOE's first ECCE policy will pave the way for a more regulated early childhood sector in the future.

These two reforms are major shifts that will change the nature of early grade education in the country. The evaluation will illustrate the extent to which PPF has adjusted to these reforms and played a role in advocating for greater investment and support to ECCE through its participation on the ECE taskforce in 2019 and its role in piloting the ECCE draft curriculum.

Since 2020, the most significant external influence on PPF's program has been the COVID-19 pandemic which began to impact the country in early 2020. PPF quickly pivoted to support the government's attempts to control the spread of the virus, in particular its support to the DoE's Education in Emergency Response and Recovery Plan (EERRP).

The evaluation plan has been designed collaboratively with NGOs when the MEP was developed in early 2020 and updated in 2021 to confirm evaluation questions, scope and ensure that the evaluation adhered to Department of Foreign Affairs and Trade (DFAT) Monitoring and Evaluation (M&E) standards, Final Investment Monitoring Report (FIMR) criteria and program learning priorities.

The primary audience for the evaluation will be the PNG Government, the Australian Government and development partners who are supporting education service provision and system strengthening in PNG.

The findings of the evaluation will be used:
1. To inform and promote effective policy and practices that may lead to improvements in elementary students learning outcomes in PNG.
2. To inform future investments in early grade literacy and numeracy policy and practice in PNG.
3. To document key lessons learned to inform future investments and policy dialogues.
4. To inform wider policy dialogue concerning inclusive quality early grade education to a range of national and international education stakeholders, donors, academic institutions, and education networks.
5. To provide evidence and lessons learned to inform DFAT's FIMR.

1.2. EVALUATION PURPOSE

The evaluation aims to:
1. Assess the relevance of the PPF education program to the needs of early grade learners (in selected elementary schools in 10 provinces of PNG) and to the education priorities of the education department.
2. Determine what impact the program had on children's learning outcomes in literacy and numeracy
3. Assess the effectiveness of the approaches used to achieve the long-term program outcomes.
4. Determine whether the PPF education program demonstrated value for money principles.
5. Assess how the program has focused on capacity development and systems strengthening to ensure ownership and enhance sustainability outcomes.
6. Assess how the program generated evidence and learning and used this to enhance policy dialogue in PNG.

1.3. EVALUATION SCOPE

The evaluation will be conducted between October – December 2021 covering the 10 PPF provinces - West New Britain, Jiwaka, Simbu, Western Highlands, Morobe, Madang, Central, East Sepik, Eastern Highlands and the Autonomous Region of Bougainville.

A representative sample of intervention schools from each grantee project and a synthetic sample[21] of elementary schools that did not participate in the PPF program. Student assessments and lesson observations will be conducted in this sample. These schools will be chosen using a propensity score matching algorithm[22] and will mirror the recipient schools in all criteria (number of students, rural/urban status etc.). The interventions schools will be shared with RED (DoE) to agree on the best approach to assign the synthetic sample for the evaluation. DoE has its own categorisation and disaggregation of schools into different localities which will assist in choosing schools using the propensity score matching algorithm.

The evaluation will be conducted with various stakeholders including national, provincial and district education officials, teachers, volunteers[23], students and parents. The evaluation will target:

- **Elementary schools:** 240 (80 schools per grantee, 120 intervention schools and 120 comparison schools)[24]
- **Elementary teachers:** 480 (E1 and E2 teachers from 240 schools)[25]
- **Elementary students:** 4,800 (2,400 boys and 2,400 girls)- 5 E1 girls, 5 E1 boys, 5 E2 girls, 5 E2 boys per school
- **Teachers in-charge:** 120 (Intervention schools only)
- **Parents**: based on baseline study undertaken of Outcome 3 in late 2020
- **District and provincial officers:** based on baseline study undertaken of Outcome 4 in late 2020

1.4. EVALUATION QUESTIONS

The key evaluation and learning questions have been informed by DFAT's M&E Standard's document and the Organisation for Economic Co-operation and Development (OECD) Development Assistance Committee's (DAC) six principles for evaluation. A small number of high-level key evaluation questions relate to specific information needs of stakeholders, including DFAT's information needs about the investment.

Specific questions address quality of implementation; progress toward end-of-program outcomes (including gender equality and social inclusion outcomes); the causal mechanisms that link interventions with intended outcomes; and important positive or negative unintended outcomes.

In the table below, methods are identified for each of the evaluation questions. The main evaluation questions (numbered questions below) will be answered in each of the NGO grantee evaluations. Sub-questions are included to guide analysis.

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[21] A synthetic sample is a sample of schools that have been generated using a scientific algorithm that ensures compatibility with the schools that have received the intervention.

[22] Propensity score matching is a statistical method used to reduce selection bias and improve internal validity. It is an approach that is used when randomised trials are infeasible or unethical, or when researchers need to assess treatment or causal effects from data sources where a counterfactual (the object used as a comparison) must be constructed.

[23] Volunteers were used extensively in the PPF program. It is a broad term that captures the unpaid work of various facilitators involved – e.g., reading club volunteers and adult literacy volunteers.

[24] To collect sufficient data from the LFA pilot, a sample of LFA implementation schools (Central: 5, Madang: 20, Morobe: 20) will be included. It is highly likely that we will not be able to identify a matched synthetic sample due to coverage of the intervention in some provinces, e.g., ARoB. A solution will be proposed to tackle this once the sample is produced.

[25] Multigrade teaching will be captured in the lesson observation and teacher survey and analysis will analyse the results considering this variable.

Questions that are relevant to the FIMR are highlighted in red below. Please note that gender, disability, and social inclusion will be reflected in analysis of all long-term outcomes of the PPF program.

The Data Analysis annex document provides specific detail on Effectiveness (Outcome and Output level), Impact (Goal level) and Sustainability (Outcome 4 specifically). Evidence to support responses to these questions will be sourced from indicator measurements of the PPF program logic.

Evaluation & Learning Question	Why this question is important? What methods will be used to answer the Question
RELEVANCE – IS THE INTERVENTION DOING THE RIGHT THINGS?	

1. To what extent are the objectives and design of the program, including the underlying theory of change, valid and are responding to the needs, priorities and policies of intended beneficiaries, partner organisations, stakeholders, and DoE.
2. To what extent do they remain responsive to the needs, priorities and policies of these groups when the context changed (COVID-19)
Sub-questions:
• How appropriate was the project's response to the effects of the pandemic?
• How well did the program address the barriers and obstacles elementary children, especially girls and children with disabilities, face in accessing quality education and learning foundational literacy and numeracy skills?
• How well did the program address the barriers and obstacles faced by elementary teachers in accessing quality teacher professional development in PNG?
	For DoE and other education stakeholders in PNG to understand if an intervention aligned to elementary student and teacher needs, and the priorities underpinning the intervention. It investigates if target stakeholders view the intervention as useful and valuable.
	The questions will be answered though:
	  - Teacher survey
	  - TIC survey
	  - Provincial and district officer survey
	  - Parent survey
	With evidence also drawn from program and project progress reports.
	
	Questions focused on relevance will be used to respond to the FIMR question: *Was this the right thing to do?*

COHERENCE – HOW WELL DOES THE INTERVENTION FIT?	

1. To what extent was the program consistent with and complementary to other interventions, practices and policies?
Sub-questions:
• To what extent has the program been framed within national educational priorities and policies?
• To what extent was the program complementary with other interventions and added value to the early grade sector in PNG?
• To what extent did the program coordinate and harmonise its efforts to respond to COVID-19?
• How has the program mainstreamed and incorporated good or best practice in gender and disability inclusion?
• How has the project used research and learning to influence policy and practice?
	For DoE and other education stakeholders in PNG to understand if the program was complementary to other interventions and policies. Also, for DFAT to appreciate the commitment in its aid investment plan regarding gender and social inclusion.
	Gender equality and disability inclusion are important criteria for DFAT.
	The questions will be answered though:
	  - Teacher survey
	  - TIC survey
	  - Provincial and district officer survey
	  - Parent survey
	With evidence also drawn from program and project progress reports.

EFFECTIVENESS – IS THE INTERVENTION ACHIEVING ITS OBJECTIVES	
Outcome 1	
1. Have teacher practices (in teaching English and Mathematics) improved since baseline? *Sub questions:* • Are teachers more competent in applying skills and knowledge/relevant teaching and learning strategies because of training and teacher support?	For DoE and other education stakeholders to consider best teaching practices and resources that address teachers' needs and to consider the findings for policy revisions. For PPF and DFAT to be able to understand the appropriate training mode and resources for future programming. The questions will be answered through: - Lesson Observation

Evaluation & Learning Question	Why this question is important? What methods will be used to answer the Question
• Did teachers' maths teaching practice improve from baseline? • Did teachers' literacy teaching practice improve from baseline? • How did the teachers apply gender sensitive strategies? • How did the teachers apply disability inclusive strategies? • Is the teacher training sufficient for learning improvement? • Is school based teacher support with peer learning and coaching effective? • What are some reasons that explain why- some teachers can adopt the new teaching strategies and others are unable to? • What factors inhibit teachers' performance in schools?	- Teachers Survey post training With evidence also drawn from post training assessments Questions focused on effectiveness in Outcome 1 will be used to respond to the FIMR question: *Did the investment achieve the outputs and outcomes that were expected over the lifetime of this investment?* Questions focused on gender, disability and social inclusion will be used to respond to the FIMR question: *Did the investment make a difference to gender equality and empowering women and girls? Did the investment make a difference for people with disabilities?*
Outcome 2	
1. How has the school enabled inclusive practices to be embedded? 2. How has the school promoted quality teaching and student learning? *Sub questions:* • How has knowledge and understanding of Inclusive Education practices improved for the teachers/BoM/PDoE/CEA? (i.e., Understanding of referral pathways, whole child checklist, IEP, etc.) • What changes to gender equality and disability inclusion were observable at the school level in the PPF program? • What challenges/barriers did schools face developing an inclusive school environment and promoting quality teaching and learning? • How did capacities of school leadership improve?	DoE to realise the appropriate agencies to provide the relevant support to program delivery. - PPF Evaluation - School/TIC Survey - Teacher survey Questions focused on effectiveness in Outcome 2 will be used to respond to the FIMR question: *Did the investment achieve the outputs and outcomes that were expected over the lifetime of this investment?* Questions focused on gender, disability and social inclusion will be used to respond to the FIMR question: *Did the investment make a difference to gender equality and empowering women and girls? Did the investment make a difference for people with disabilities?*
Outcome 3	
1. How has parent engagement improved since baseline? *Sub questions:* • Are parents supporting children's attendance at school? • Are parents supporting learning at home and in the community? • What parental engagement approaches are effective in promoting parental support to student learning? • What influence did parental engagement have on girls and children with disabilities participation in elementary school?	PPF and other education stakeholders to consider appropriate interventions with parents and communities for future programming. The questions will be answered through the parent survey. Questions focused on effectiveness in Outcome 3 will be used to respond to the FIMR question: *Did the investment achieve the outputs and outcomes that were expected over the lifetime of this investment?* Questions focused on gender, disability and social inclusion will be used to respond to the FIMR question: *Did the investment make a difference to gender equality and empowering women and girls? Did the investment make a difference for people with disabilities?*
Outcome 4 (refer to sustainability questions)	
EFFICIENT – HOW WELL ARE RESOURCES USED?	

Evaluation & Learning Question	Why this question is important? What methods will be used to answer the Question
who received one hour of training vs schools who received full days of training) • How much teacher training is required to support the use of the e-library? • Are children able to easily access and self-navigate the LFA Application? • Is the e-library used regularly?	
SUSTAINABILITY – WILL BE BENEFITS LAST?	
1. What aspects of the program (such as the teacher professional development, the support to schools regarding SLIP development, the engagement with parents, or the capacity development of provincial and district offices) show progress towards sustainability? *Sub questions:* • How are teacher colleges and the PNGEI utilising PPF teacher training materials? • What aspects of the PPF program are being led/coordinated by the PDOE? • Are district education officers (DEOs) able to fulfill their duties in supporting elementary/lower grades of primary? • What interventions/components of the PPF program are the education officers (district and provincial) able to sustain? • How confident are the PDOE and DEO officers in sustaining the program at the provincial and district levels?	For DFAT/DoE to understand progress toward sustainability. For PPF to understand efficacy of sustainability strategies. The questions will be answered through: - TIC Interview - PDOE and DOE interviews Questions focused on sustainability will be used to respond to the FIMR question: *Will the benefits last?*

2. EVALUATION DESIGN

The endline evaluation will be considered a mixed methods impact evaluation. It will attempt to isolate the impact of the program's interventions on program level outcomes from other influencing factors such as the COVID pandemic by comparing the results of program level outcomes of the group that received the program's intervention with a group that did not receive the program's interventions.

The evaluation will follow an experimental design as much as is possible noting that baseline data exists for the treatment group only. Multivariate analysis[26] will be used to isolate variables that have influenced results.

Additionally, the evaluation will compare E1 baseline student results with E1 endline student results to identify changes in literacy and numeracy since PPF began in 2018. This will be an important analysis for the MEP. The endline assessment for E1 will mirror the baseline to perform an accurate comparison. The study will be cross-sectional rather than cohort to mirror the baseline and midline studies undertaken by PPF. The cross-sectional approach will allow the evaluation to assess how a population of schools and a population of teachers and students within these schools are changing due to an intervention. The schools and students will be randomly selected from within the population of schools and students receiving the intervention to ensure representativeness. This will allow us to generalize changes that can be attributed to the student and teacher population.

All long-term outcomes will be measured through this evaluation to populate results in the program MEP and individual MEPs of the grantees. The project provides benefits at the provincial level in relation to capacity development, the district level in relation to teacher training and at the school level in relation to supply of books and materials, the establishment of interventions such as reading clubs, the support to SBOMs and parent engagement activities. All these areas are within the scope of this evaluation.

	Quantitative	Qualitative
E1 and E2 Students (20 students per school - equal # boys and girls and equal # students per grade 1 and 2)[27]	Adapted EGRA/EGMA assessment including biodata survey	Focus group discussions (should be considered based on grantee evaluation plan)
E1 and E2 Teachers (2 teachers pref. 1 male and 1 female – 1 per grade 1 and 2)[28]	Adapted EGRA/EGMA lesson observation including post observation survey with E1 and E2 teachers	-
TICs in charge of elementary schools (1 TIC per intervention school)	Survey integrated with EGRA/EGMA tools and collected post student and teacher assessments	-

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[26] Multivariate analysis is a statistical method that assigns factors such as socio-economic background, gender, a mother's literacy and determines whether these factors influence the results. e.g., it will help us answer questions such as – does a mother's literacy influence student results? Does a child's gender influence results?

[27] If there are less than 5 girls and/or 5 boys per grade in each school, backup schools will be used to ensure the sample is reached. No more than 5 girls and 5 boys from each grade will be assessed.

[28] In the instance that two teachers are not available in each school, the backup schools will be used to meet the required sample.

SBOM	-	Focus group discussion (should be considered based on grantee evaluation plan)
Trainers	-	Key Informant Interviews (KII)s (should be considered based on grantee evaluation plan)
Parents	Knowledge Attitudes and Practices (KAP) survey (baseline and endline)	Focus group discussion (should be considered based on grantee evaluation plan)
Provincial/District officers	KAP survey (baseline and endline)	KII (should be considered based on grantee evaluation plan)[29]

2.1. INFORMATION COLLECTION

The evaluation is utilising a variety of methods, captured through mixed methods (quantitative and qualitative surveys and interviews) as detailed in the table above. This will be complemented by existing data from grantee MEPs which has captured progress concerning:
- teacher/TIC/SBOM knowledge and skills captured in post training assessments
- teacher practices captured in monitoring visits where TLCs and coaching activities were documented
- changes that have taken place at the school level captured from school visit forms as part of regular monitoring

The **data analysis sheet** from the MEP is attached as an **Annex** to this plan. This responds to questions concerning:
- student learning outcomes
- teacher competency
- inclusive school practices
- parental engagement
- provincial and district capacity
- gender and disability inclusion markers

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[29] It is expected that KII and FGD tools are developed by NGOs as part of their evaluation planning and per their program approach as they will be specific to the project they implemented. All tools will be reviewed by PPF in advance of data collection.

3. EVALUATION SCHEDULE

Activity	Responsibility	Month
1. Complete the evaluation plan including sampling methodology.	PPF Sec., Evaluation consultant and NGOs	June-July
2. Present the evaluation plan for endorsement at R&L TWG	PPF Sec.	August
3. Version the EGRA/EGMA instrument for a harmonized assessment of Elementary I and Elementary II students (in close coordination with the PPF secretariat and the NGOs)	PPF Sec. and Evaluation consultant	August
4. Finalise the sample for students, teachers, parents incl. districts and schools and communicate this to NGOs.	Evaluation consultant and NGOs	August
5. Upload forms on KOBO forms including checks for revisions to baseline instruments (e.g., provincial officer and parent surveys)	PPF Sec. and Evaluation consultant	September
6. Conduct enumerator training	PPF Sec. and Evaluation consultant	September
7. Monitor and ensure quality data collection.	PPF Sec. and Evaluation consultant	October-November
8. Data cleaning and the production of headline data sets (overall for PPF) and individually for the NGOs including contributions to the NGO evaluation reports and PPF's completion report.	PPF Sec. and Evaluation consultant	December
9. Validation of Findings Workshop	PPF Sec, RED	December
10. Finalise evaluation reports for the (Program and Project Completion reports)	PPF Sec., NGOs, and DOE	Jan-Feb 2022

4.   EVALUATION STAKEHOLDERS

This table shows the stakeholders and outlines their interest in the evaluation and their expected involvement.

STAKEHOLDER	INTEREST/STAKE	INVOLVEMENT/ PARTICIPATION
DoE	• Impact results – key learning and research findings. • Data on specific issues impacting learning outcomes such as absenteeism, etc. and progress on policy implementation such as SLIP implementation and digital technology in the classroom	• NOC participation – reflections on sustainability and briefed on evaluation plan and schedule • Review of headline data sets in December 2021
Research and Evaluation Division-NDOE	• Implications on policy and practice within the education system	• Reviewing the PPF evaluation plan • Involvement in validation process through the R&L TWG
Inspection Division	• Implication on policy and practices regarding M&E learning outcomes	• Involvement in the inspection and monitoring processes
Teacher Education Division	• Implications on policy and practice regarding Inservice Teacher Training and ongoing professional development for teachers • Results from lesson observations	• Involvement in validation process through the TE TWG
Inclusive education unit and provincial IERCs	• Implications on policy and practice regarding supporting children with disabilities in mainstream schools • Data on screening and referral to IERCs	• Involvement in validation process through the TE TWG
Curriculum Development Division	• Implications on policy and practice regarding the SBC teaching guides • Results from lesson observations	• Involvement in validation process through the TE TWG
ICT Learning division and eLearning division	• Implications on policy and practice regarding ICT and eLearning in schools • Results from LFA pilot and Bloom Reader utilisation	• Involvement in validation process through the TE TWG
Provincial and district education authority	• Understand project level impact and implications for their province • Direction on embedding good practices	• Review and Reflection meetings (provincial workshops) • Participation in surveys
DFAT	• Understand program level impact and implications • Understand the value of the investment on early grade education in PNG	• Participation in the NOC meetings and review of the evaluation plan and final completion report
Consortium leads & partners (implementing partners)	• Progress and impact data on technical approaches and results in the provinces supported by their project. • Influence NDOE policy and practice	• Reviewing and informing the evaluation plan • Leading project level evaluation • Participation in TWG validation processes
TICs, teachers, parents, children, stakeholders at the community level	• Results from the evaluation across the four pillars	• Participation in FGDs and KIIs • Participation in surveys

PNGEI	• Effect of teacher training and support on teacher quality through lesson observation data • Feedback on the SBC training manuals	• Involvement in validation process through the TE TWG
DHERST	• Effect of teacher training and support on teacher quality through lesson observation data • Feedback on the SBC training manuals	• Involvement in validation process through the TE TWG
Church education agencies	• Progress and impact data • Issues impacting program effectiveness	• Participation in FDGs and KIIs • Review and Reflection meetings (provincial workshops)

5. OTHER CONSIDERATIONS IN THE EVALUATION

5.1. ETHICAL CONSIDERATIONS

The following ethical considerations will be applied to the evaluation process and planning.
The Research and Learning technical working group with membership from NDOE, NGO partners and DFAT will consider these steps and advice on additional requirements as needed.

All participants involved in the evaluation will be fully informed as to the evaluation purpose, how the information they provide will be used, and their rights regarding information they provide. This will be communicated in written form on the individual consent forms as well as communicated verbally in advance of any data collection being undertaken.

Signed consent will be requirement for all interviews and surveys and parental consent will be required in advance of the student assessments. These forms will be made available in Tok Pisin and English to ensure parents understand the purpose of the evaluation and how their children's identities will be protected.

Child protection and safeguarding plus Code of Conduct orientation will be provided to ALL enumerators and staff involved in data collection. This will be initially provided as part of the training and complemented by NGO partner processes and requirements. ALL enumerators will need to sign child protection and code of conduct forms prior to training.

Confidentiality will be ensured through the following measures:
- No names of informants will be included in the body of the report
- Participants will be asked at the start of the interviews if they consent to their names being included in an appendix listing evaluation participants.

Gender, disability and cultural considerations will be agreed upon per NGO partner and actioned as part of their quality assurance measures. At minimum, a balance of male and female enumerators will be used, and lesson observations will be taken by one male and one female enumerator to reduce gender bias. The applicability of males interviewing boys will be carefully considered. Regarding disability, specific questions are asked concerning disability as part of the teacher survey and student assessment items have been carefully constructed to ensure children with disability can complete the assessment e.g., use of visual tools. Training of enumerators will consider additional adaptations to administration based on the needs identified.

5.2. LIMITATIONS, RISKS AND CONSTRAINTS

List potential or actual risks, limitations and constraints (e.g., around methodology, evaluation process), their likely effect on the evaluation and how they will be managed/mitigated.

Risk/limitation/constraint	Likely effect on evaluation	How this will be managed/mitigated
Covid outbreak in data collection sites	Alters data collection schedule and possible change of sites	Have a large backup sample available
Unrest in villages limit access to schools in some localities	Alters data collection schedule and possible change of sites	Have a large backup sample available

Schools are closed upon arrival for data collection	Alters data collection schedule and possible change of sites	Advanced communication to schools. Ensure the data collection schedule does not encroach on the end of term activities. Have a large backup sample available
Small number of students present at the one school at the time of data collection	Uneven gender and sample group to produce a representative sample	Advanced communication to schools. Provide a list of back up schools to ensure sample is reached.
Natural shocks and weather events limit access to schools in some localities	Alters data collection schedule and reduces sample	Have a large backup sample available

5.3. CONTINGENCY PLANNING

Considering the evolving COVID-19 pandemic and the outlook of higher inflections because of the DELTA strain, PPF has developed a contingency plan in case schools are closed or travel restrictions are imposed. The key changes envisaged would be:

- A reduction in the scope of the evaluation removing student-based assessments and lesson observations from the suite of tools to be administered in the evaluation.
- Methods of data collection would change to phone or online surveys. NGOs are practised using phone interviews for monitoring activities and district and provincial education officers use phone interviews for the EERRP so are familiar with this method.
- Some modification to the tools would be required to ensure the tool design is suitable for administration over the phone.
- Enumerator training would be adjusted, and schedules developed that would enable the following to be administered over the phone.
  - o Teacher in charge surveys
  - o Teacher interviews
  - o Parent interviews
  - o District and provincial officer interviews
- We would utilise monitoring data on lesson observations and student assessment data where this exists. Term based assessments are carried out in elementary, so we will endeavour to make use of these in the evaluation, if required.
- Develop a set of limitations that would capture the adjustments that have been made and the limitations that are presented in the reduced scope.

B.   Teacher Education and Research & Learning TWG workplan and status

ENGLISH SBC ELEMENTARY TEACHER TRAINING MANUAL

Ref	Phase	Objective	Activity	Deliverable /Output	Timeframe Start	Timeframe End	Responsible	Status
1	mobilisation	Confirm workplan and ways of working	First Teacher Education Technical Working Group meeting.	Agreed workplan	17/11	17/11	PPF Sec	Completed
2	5-day training program finalised	Receive feedback on the 2nd draft English SBC 5-day training program	Review of the 2nd draft manual (by 24/11) & consolidation of feedback	3rd draft to be used for initial ToT	17/11	27/11	Working group members	Completed
		To orientate core trainers on the 5-day training program	Orientation to core trainers on the manual in preparation for ToT (7/12-11/12)	Core trainers receive the package for ToT	Nov	18/12	PPF Education Specialist and NGO core trainers	Completed
3	ToT conducted	Partner trainers are trained on how to roll out the 5-day training program in their provinces with the support and guidance from NGO partners	ToT trainings (it is hoped DHERST, DOE and PNGEI participation in ToT is possible for POM ToTs)	X partner trainers are trained on the 5-day training program	Jan (2nd week)	Jan	NGO core trainers Working group members when possible	Completed
		Partner trainers are confident in the program – structure, activities and have the resources needed to conduct the training	Detailed plans for training roll out developed	NGO training roll out plans & resource packs for trainers	Jan (3rd week)	Jan	NGOs	Completed
4	Training	Elementary teachers receive training on the PPF standardised English training program	Training	X teachers trained Training program has been piloted	Jan	Feb	NGO partners	Completed

5	Review	Receive feedback from the trainers about the program to improve the final version	Review of the training rollout	Review and recommendations report	March	April	Working group members	Completed
6	Finalisation of 5-day English training program	Agree on process for endorsement – approval through DOE and DHERST	Second Teacher Education Technical Working Group meeting.	Agreed process for endorsement by working group members	March	March	Working group members	Completed
		Program is ready for endorsement	Consultation meetings	Program endorsement	April	May	Working group members	Completed

MATHEMATICS SBC ELEMENTARY TEACHER TRAINING MANUAL

Ref	Phase	Objective	Activity	Deliverable /Output	Timeframe		Responsible	Status
					Start	End		
2	5-day training program finalised	Receive feedback on the 2nd draft Mathematics SBC 5-day training program	Review of the 2nd draft manual & consolidation of feedback	3rd draft to be used for initial ToT	March	March	Working group members	Completed
		To orientate core trainers on the 5-day training program	Orientation to core trainers on the manual in preparation for ToT	Core trainers receive the package for ToT	March	March	PPF Education Specialist and NGO core trainers	Completed
3	ToT conducted	Partner trainers are trained on how to roll out the 5-day training program in their provinces with the support and guidance from NGO partners	ToT trainings (it is hoped DHERST, DOE and PNGEI participation in ToT is possible for POM ToTs)	X partner trainers are trained on the 5-day training program	April	April	NGO core trainers Working group members when possible	Completed
		Partner trainers are confident in the program – structure, activities and have the resources needed to conduct the training	Detailed plans for training roll out developed	NGO training roll out plans & resource packs for trainers	April	April	NGOs	Completed
4	Training	Elementary teachers receive training on the PPF standardised English training program	Training	X teachers trained	April	May	NGO partners	Completed

				Training program has been piloted				
5	Review	Receive feedback from the trainers about the program to improve the final version	Review of the training rollout	Review and recommendations report	May	June	Working group members	Completed
6	Finalisation of 5-day English training program	Agree on process for endorsement – approval through DOE and DHERST	Third Teacher Education Technical Working Group meeting.	Agreed process for endorsement by working group members	July	August	Working group members	Completed
		Program is ready for endorsement	Consultation meetings	Program endorsement	Sept	Sept	Working group members	Completed

PPF Research and Learning Technical Working Group Work Plan

Ref	Phase	Objective	Activity	Deliverable /Output	Timeframe		Responsible	Status
					Start	End		
1	Mobilisation	Confirm workplan	First Research and Learning Technical Working Group meeting.	Agreed workplan	29/4	12/5	PPF Sec	Agreed by TWG
2	Agreement on current research product requirements	Confirm list of research products	First Research and Learning Technical Working Group meeting.	Confirmed research product list	29/4	12/5	Working group members	Confirmed
		Confirm approval process for research products	First Research and Learning Technical Working Group meeting.	Agreement on what products need NDOE approval and which	29/4	21/5	PPF, NDOE and AHC	Confirmed

				ones can be used for external use				
3	Overview of research products	Confirm approach to presentation and discussion on current completed research papers/briefs	Discussion at the Frist Research and Learning Technical Working Group meeting	Confirm approach	29/4	21/5	Working group members	Confirmed
		Presentations and discussions on current completed research papers/briefs	Meetings	Completed meetings	29/4	18/12	Working group members	Workshop 1, 2 & 3 completed.
		Follow up agreement to how to progress substantive issues forward with NDOE	TWG consideration at the final TWG meeting	Set of commitments agreed between DOE and PPF	29/4	18/12	Working group members with NDOE agreement	Handover and discussions with PNGEI, TED and DHERST have concluded
4	Endline/Evaluation Plan	Draft an evaluation plan	Drafting of plan and discussion	An approved Evaluation Plan	June	July	PPF to draft with NGO input and Working group members to approve	Approved
		To produce a headline dataset and preliminary findings	Report on headline data and preliminary program level findings	Report	Nov	Dec	PPF and NGOs	Completed
		To produce high quality evaluation /completion report/s	Report on project specific findings and recommendations	Report	Nov	January 2022	NGOs	Underway
		Submission to AHC and NDOE	Evaluation report submission	Approved evaluation reports	Jan 2022	March 2022	PPF, NDOE and AHC	Underway

C.List of PPF Research and Learning products

No.	Research paper/doc title	Abstract summary	Status	Submission date	Organization responsible	Contact person
BASELINE, MIDLINE AND ENDLINE STUDIES – REQUIRING TMT ENDORSEMENT						
1	Pikinini Kisim Save Project Baseline Data Analysis Report Papua New Guinea February 2019	This report outlines the findings of the baseline study conducted through the Pikinini Kisim Save (PKS) Project in four Provinces of Papua New Guinea (PNG): Jiwaka, Simbu, Western Highlands and West New Britain. The study included an assessment of E1 students' learning outcomes (literacy and numeracy); classroom observations of English teaching; a school survey; and a community engagement survey. 1,678 students were assessed in 60 treatments and 59 control schools, with a total of 119 community interviews and 238 school teacher interviews conducted.	Approved by PPF, AHC and NDOE TMT	2019	CARE	Johnston Riven
2	Rapidly Improving Standards in Elementary (RISE) Literacy and Numeracy Boost Assessment Baseline Report Papua New Guinea	The report outlines the findings from the baseline study that assessed elementary students' current literacy and numeracy competency in sampled schools in Eastern Highlands, East Sepik and ARoB provinces of PNG using Save the Children's Literacy and Numeracy early grade assessment tool. Elementary teacher competency in delivering the Standards Based Curriculum (SBC) was also assessed using a modified Stallings method alongside elementary student self-reporting of their home learning environment. The baseline assessment reached 253 schools. There were 175 classroom lessons observed and 2743 children were assessed (1378 boys and 1365 girls).	Approved by PPF, AHC and NDOE TMT	2018	Save the Children	Joy Wong
3	Together for Education (T4E) Literacy, Numeracy and School Survey: Baseline Report	This report examines the results from the baseline study that assessed elementary student literacy and numeracy conducted between November 2017 and April 2018. The literacy and numeracy assessment was completed by 1168 children from 79 schools in Central, Madang and Morobe provinces of Papua New Guinea. The school baseline assessment was conducted in 59 schools with Head Teachers, Teachers, children, and School Boards of Management (BOM) representatives.	Approved by PPF, AHC and NDOE TMT	2018	World Vision	Imelda Ochavillo
4	Rapidly Improving Standards in Elementary (RISE) Literacy and Numeracy	The report outlines the findings from the midline study that assessed elementary students' current literacy and numeracy competency in sampled schools in Eastern Highlands, East Sepik and ARoB provinces of PNG using Save the Children's Literacy and Numeracy early grade assessment tool. Elementary teacher competency in delivering the Standards Based Curriculum (SBC) was assessed alongside elementary	Approved by PPF, AHC and endorsed by NOC. TMT endorsement granted.	2019	Save the Children	Joy Wong

	Boost Assessment Midline Report	student self-reporting of engagement in community literacy activities. The midline assessment reached 131 schools. There were 112 classroom lessons observed and 2035 children were assessed.				
5	Together for Education (T4E) Literacy, Numeracy and School Survey: Midline Report	This report examines the results from the midline study that assessed elementary student literacy and numeracy conducted between November 2018 and February 2019. The literacy and numeracy assessment were completed by 1305 children from 79 schools in Central, Madang and Morobe provinces of Papua New Guinea.	Approved by PPF, AHC and endorsed by NOC. TMT endorsement granted.	2018	World Vision	Imelda Ochavillo
ADDITIONAL STUDIES UNDERTAKEN BY PPF NGO's – REQUIRING NDOE RESEARCH DIVISION AND TWG OVERSIGHT/REVIEW/ENDORSEMENT						
6	Rapidly Improving Standards in Elementary (RISE) IDELA Baseline assessment	A study of 1198 ECE children from 86 ECE centres in ARoB, EHP and ESP using the International Development Early Learning Assessment (IDELA) tool which measured children's emergent literacy and numeracy skills, social emotional and motor development to establish baseline for the RISE project. 90 caregivers were also interviewed as part of this study.	Approved by PPF and AHC. Presented in R&L workshop and submitted to TMT and SSM for endorsement	2019	Save the Children	Joy Wong
7	Sharing Literacy with Bloom Reader – Findings from Rapidly Improving Standards in Elementary (RISE) in PNG	RISE included two education technology pilots as part of a package of early literacy interventions in targeted elementary schools in three provinces. The two pilots were: 1) distribution of the Bloom Reader reading app and digital library in 650 communities, and 2) installation of a Teacher Presenter Kit in 30 elementary schools. The report highlights the results of these pilots implemented in 2018-2019.	Reviewed by PPF and AHC. Presented in R&L workshop and ready for submission to TMT and SSM for endorsement	2020	Save the Children	Joy Wong
8	Disability Mapping Report – results and insights from Rapidly Improving Standards in Elementary (RISE) project	This report is a synthesis of research and learning gathered in the first phase of the RISE project and includes an analysis of changes to access, participation, and support for children with disabilities in early childhood care and education (ECCE) and elementary education because of RISE interventions. The report presents recommendations on how more equitable access, participation, and support for children with disabilities in ECCE and elementary education can be achieved in PNG.	Reviewed by PPF and AHC. Presented in R&L workshop and submitted to TMT and research committee for approval	2020	Save the Children	Joy Wong
9	Reach and Match® Learning Kit – Impact Report – Findings from Rapidly	This report is a synthesis of research and learning gathered from the Reach and Match® pilot and includes an analysis of changes to children's participation and learning outcomes because of inclusive play activities using Reach and Match® in Inclusive Education Resource Centres and early childhood education (ECE) centres.	Reviewed by PPF and AHC. Presented at R&L workshop and submitted to TMT and	2020	Save the Children	Joy Wong

	analysis of betel nut usage and impact on learning					
16	Rapidly Improving Standards in Elementary (RISE)	The report highlights the impact of training on ECE teacher practices.	Presented in R&L workshop and submitted to TMT and SSM for endorsement	2021	Save the Children	Joy Wong
EXTERNAL RESEARCH SUBMISSIONS						
17	Together for Education (T4E) Book Flooding	Book flood inspired culturally relevant reading books for Papua New Guinea: the development and literacy impacts for early grade children by Kym Simoncini, Canberra University, Hilary Smith, Systemetrics Research Ltd, and Rebecca McDonald, Library for All Australia. The research paper investigates the value of culturally appropriate story books for early grade readers in PNG.	Reviewed by PPF and AHC prior to submission	2020	World Vision	Imelda Ochavillo
18	Together for Education (T4E)	Culturally relevant reading books for Papua New Guinean children: Their reading rights and preferences by Kym Simoncini Faculty of Education, University of Canberra, Australia, Hilary Smith Systemetrics Research Associates, New Zealand, and Lara Cain Gray Library For All, Australia.	Reviewed by PPF and AHC prior to submission. Accepted and published in Australasian Journal of Early Childhood 1–14	2020	World Vision	Imelda Ochavillo
19	PPF	Papua New-Guinea: Enhancing teaching skills through the PNGAus Partnership by Catherine Johnston, PPF Education Specialist, PNG, on behalf of the Australian Government	Reviewed by NGOs and AHC and DFAT Canberra prior to submission to ADB. ADB now published paper.	2020	PPF	Catherine Johnston
EVIDENCE PAPERS AND OTHER TOPIC SPECIFIC POLICY BRIEFS						
20	T4E	LFA Books and cultural relevance	Reviewed by PPF and presented at ToC workshop	2020		
21	T4E	SLIP	Reviewed by PPF and presented at ToC workshop	2020		
22	T4E	Teaching Videos	Reviewed by PPF and	2020		

			presented at ToC workshop			
23	T4E	Bilum Books	Reviewed by PPF and presented at ToC workshop	2020		
24	PKS	1:6:6 policy implications	Reviewed by PPF and presented at ToC workshop	2020		
25	PKS	PDOE as co-facilitators	Reviewed by PPF and presented at ToC workshop	2020		
26	PKS	School governance	Reviewed by PPF and presented at ToC workshop	2020		
27	PKS	Gender norms	Reviewed by PPF and presented at ToC workshop	2020		
28	RISE	A head start in Life – the importance of ECCE	Reviewed by PPF and presented at ToC workshop	2020		
29	RISE	Missing Days – Absenteeism	Reviewed by PPF and presented at ToC workshop	2020		
30	RISE	Reading	Reviewed by PPF and presented at ToC workshop	2020		