

Country Name	Project for Strengthening Long Distance Education
Papua New Guinea	

I. Project Outline

Project Cost	538 million yen	
Project Period	(Original) August, 2005 – March, 2008; (Extension) April, 2008 – November, 2008	
Implementing Agency	Curriculum Development Division (CDD), Department of Education National Education Media Center (NEMC) Department of Education of East Sepik Province Department of Education of Autonomous Region of Bougainville	
Cooperation Agency in Japan	IC NET Limited	
Related Projects (if any)	<p>Japan's cooperation</p> <ul style="list-style-type: none"> • The Project for Development of the Facilities for Education Media Programmes (Grant Aid, 1999) • Distance Education by Live Broadcasting Project (Development Partnership, 2002-2004) • School Television Show Improvement Project (Follow-up Cooperation, 2009-2011) • Project for Enhancing Access and Capacity of EQUITV program (EQUITV Phase 2) (Technical Cooperation, 2012-2015) • Project for Facilitating and Improving Distance Education in Primary School of Western Highland Province, Milne Bay Province, New Ireland Province and Autonomous Region of Bougainville (Grant Assistance for Grassroots Human Security, 2005) • Long-term expert in production of TV programs (2001-2005); individual expert "Distance Education Advisor" (2008-2010); JOCV in audio visual education (2001-present) 	
Background	<p>The Independent State of Papua New Guinea is mostly covered by the remote areas such as mountainous or isolated islands areas that are hard to access, and had a low level of basic education that were shown by such indicators as enrolment rate of 68% (2003) and adult literacy rate of 56.2% (2000). To improve the situation, the Department of Education had begun working on educational reforms in 1994, and implemented measures including the extension of primary education from 6 years to 8 years and the improvement of curriculum. The urgent need for improvement of teachers' capabilities increased with these measures, but teacher training had problems such as the limited capacity of training institutions and the difficult access of teachers in the remote areas to training. Therefore, the Department of Education aimed to strengthen the use of distance education primarily for controlling the quality of school teaching by the central government, and at the same time aiming for enhancing and strengthening knowledge and capacity of teachers who are involved in it.</p> <p>Japan constructed the National Education Media Center (NEMC) as Grant Aid assistance in 1999, and then implemented a pilot project of distant education as a Development Partnership Program to televise model lessons of the model school in the capital to 40 primary schools in 4 provinces. The government of Papua New Guinea highly appreciated the outcomes of this pilot project, namely, the improvement of students' attitudes and teachers' knowledge and teaching methods at the broadcast receiving school, and therefore requested to the Japanese government for assistance in the continuation of broadcasting of TV lessons using NEMC and in-service teacher training.</p>	
Inputs	Japanese Side	Papua New Guinea Side
	<ol style="list-style-type: none"> 1. Experts: 13 persons 2. Trainees Received: 5 persons 3. Equipment: 51 million yen 4. Local Cost: 142 million yen 	<ol style="list-style-type: none"> 1. Staff allocated: 22 persons 2. Facilities and equipment of NEMC including project office, rooms for experts, rooms for model teachers and all others that are necessary for project implementation; studio at the model school for shooting of model lessons 3. Local Cost: 68 million yen
Project Objectives	<p>Overall goal</p> <p>Quality of classroom teaching is improved in the primary schools of the project provinces through distance education utilizing TV program.</p> <p>Note: project (target) provinces: East Sepik Province, Autonomous Region of Bougainville and East New Britain Province. The beneficiary schools included (i) 67 "project schools" and (ii) many "awareness schools".</p> <p>(i) Project schools: 67 schools in Sepik and Bougainville that received the TV lesson receiving equipment and necessary training and monitoring from this project.</p> <p>(ii) Awareness schools: schools for which the project did not procure the receiving equipment but conducted awareness raising activities so that the schools or communities would purchase and install TV equipment on their own expenses.</p>	
	Project Objective(s)	

Quality of classroom teaching is improved in the project schools through the appropriate use/application/introduction and regular delivery of distance education utilizing TV program.

Output(s)

- TV lessons of high quality for students are regularly broadcasted.
- Teaching methods of teachers in charge of the TV lesson class in the project schools is improved
- Environment for regularly receiving the TV lessons and teacher-training programs is enhanced
- Feasibility of expanding distance education utilizing TV Program is examined

II. Result of the Evaluation

Summary of the Evaluation

In Papua New Guinea, the efforts to improve basic education by strengthening in-service teacher training were facing challenges due to insufficient capacity of training institutions, heavy burden of tuition and travel expenses on teachers in remote areas, and difficulties in adjusting their schedule for the training. Meanwhile, the need for in-service training became more urgent with the introduction of the new curriculum in 2005.

For the project purpose of improving quality of classroom teaching at the project schools through continuous use of TV lessons, it was observed that (i) the teachers' lesson practice was improved to a certain extent at the project schools, and (ii) students' academic abilities at the project schools was improved compared to those at non-project schools. Regarding the overall goal, 268 schools in the project provinces and 220 schools in other provinces introduced TV lessons by 2010, and many of them were reported to have improved the quality of classroom teaching. However, the level of achievement of the overall goal has remained partial: there observed challenges for continuous use of TV lessons due to breakdown of equipment and other factors; and not all schools in the project provinces have introduced TV lessons yet. As for sustainability, a path towards the institutionalization of the use of TV lessons is shown in the National Education Media Policy (NEMP), which came into effect after the completion of this project and expressly contains a policy to disseminate TV lessons nationwide. However, some problems have been observed in terms of the financial aspect, the technical aspect for repair of equipment, and the structural aspect for dissemination/expansion of TV lessons. The technical level for production of TV lesson programs has nevertheless been kept at a certain level through this project and the follow-up cooperation.

For relevance, the project has been highly relevant with Papua New Guinea's development policy, development needs as well as Japan's ODA policy. For efficiency, both the project cost and the project period exceeded the plan.

In the light of above, this project is evaluated to be partially satisfactory.

1 Relevance

This project has been highly relevant with Papua New Guinea's development policy ("Improving quality of primary education" and "Utilization of distance education" as set in the Medium-Term Development Plan and the National Plan for Education (both for 2005-2014)), development needs (continuing TV lessons and improving teaching methods using TV lessons), as well as Japan's ODA policy (improvement of quality of and access to math and science education at primary school as set in the Country Assistance Policy for Papua New Guinea), at the time of both ex-ante evaluation and project completion. Therefore, relevance of this project is high.

2 Effectiveness/Impact

It was observed that as a result of the implementation of this project, (i) the teachers' lesson practice was improved to a certain extent at the project schools and (ii) students' academic abilities at the project schools were improved compared to those at non-project schools (according to the achievement test scores in mathematics). By the time of the ex-post evaluation, however, some project schools stopped using TV lessons due to breakdown of equipment or other reasons (see "4 Sustainability), and there were opinions that some schools could not fully utilize TV lessons because they missed the broadcast or the broadcasting hours did not match the lesson schedule.

For the overall goal of improving the quality of classroom teaching in the project provinces through distance education utilizing TV program, 268 schools in the 3 project provinces and 220 schools in other provinces introduced TV lessons by 2010 (this project procured the equipment for 67 of them, and all the others installed the equipment on their own expenses), accounting for approx. 15% of the total 3,332 schools that had introduced the new curriculum. Accordingly, the number of teachers and students who used/received TV lessons in the 3 project provinces reached 1,605 teachers and 60,083 students, respectively (annual total in 2010; 6th-8th grades¹). Regarding the improvement of classroom teaching, the ex-post evaluation team collected many opinions from the schools it visited that the quality of lessons has improved². However, TV lessons have not been applied in all primary schools in the project provinces yet due to factors such as the delays in the provincial budget arrangement.

Therefore, its effectiveness/impact of this project is fair.

3 Efficiency

While the inputs were appropriate for producing the outputs of the project, both the project cost and the project period exceeded the plan (ratio against the plan: 140%, 119%) due to the increased work volume and tasks of the subject-specific experts to cope with the problems of insufficient knowledge of the counterpart personnel on the Papua New Guinea side. Therefore, efficiency of the project is fair.

¹ The 6th-8th grades in Papua New Guinea are equivalent to the 6th grade of primary school and 1st and 2nd grades of middle school in Japan. This project produced TV lesson programs for the 7th and 8th grades, but at present the ones for the 6th grades are produced and broadcasted as well.

² For example, many interviewees said that by watching model lessons on TV with students, teachers learned how model teachers taught and then applied it to their classroom teaching. Also, some schools said that the schools became popular for better quality of teaching than other schools due to the use of TV lessons, and that the students had deeper understanding of the lesson content and thus showed progress in the national exam scores.

4 Sustainability

A path towards the institutionalization of the use of TV lessons is shown in the National Education Media Policy (NEMP), which came into effect after the completion of this project and expressly contains a policy to disseminate TV lessons nationwide. To realize the policy, however, issues remain in the structural, financial and technical aspects.

First, the structure of the implementing agency remains the same since the project implementation period. However, at the central level, due to insufficient number of model teachers and related personnel, it is difficult for the production team to spare enough time for developing and updating model lessons. At the local level, monitoring is not fully conducted in some provinces due to a shortage of school inspectors.

Second, in the technical aspect, NEMC received technical transfer from the Japanese side and has continuously produced and delivered TV lesson programs since the project implementation period to present. The shortcomings that were observed at the time of project completion, namely, lack of subject-specific knowledge among model teachers (who appear on TV lesson programs) and the production staff, have been largely overcome through the follow-up cooperation. Currently, they are capable of studying and upgrading model lessons without external assistance, and therefore no problem is seen in the technical level for production of TV lessons. However, some problems are observed in schools' technical level for maintenance of TV and related equipment: while provincial maintenance committees can handle minor repair such as replacement of connectors and cables, major breakdown should be repaired by electric equipment stores. Some schools stopped using TV lessons because they could not afford the repair cost to pay such specialized stores.

Third, in the financial aspect, provincial governments provide each school with the school subsidy that is proportional to the number of students. This subsidy can be used for introduction and use of TV lessons, but the amount is not sufficient due to the budget shortfall at both central and local levels. Therefore, schools have made efforts to compensate for the lack of budget by collecting donations and school fees from the community and parents, which have been successful in ensuring certain budget. However, some schools visited by the ex-post evaluation team mentioned that after the start of the free education policy (elimination of tuition fees) in 2012, (i) it took time to respond to the change of the procedures to receive the subsidy and thus the receipt was delayed, and (ii) in some areas, parents became rather reluctant to share any cost related to schools. The tendency on these matters should be closely watched for a while.

Therefore, sustainability of the effects of this project is fair.

III. Recommendations & Lessons Learned

Recommendations for Implementing agency

Since the nationwide dissemination of TV lessons is already an explicit education policy in NEMP, it is important to make efforts to secure budget and personnel to realize the policy. With the start of the free education policy in 2012 it is expected that the financial burden of parents and communities will be lessened and therefore collection of donations will become easier. Therefore, it is important to further strengthen awareness raising activities for schools so that the parents and the communities would gain understanding of the usefulness of TV lessons.

There reported many cases where schools could not make full use of TV lessons because they missed the broadcast or the broadcasting hours did not match the lesson schedule; therefore many teachers demanded for DVDs of TV lessons. DVDs could enable teachers to prepare for classes, which could further improve the quality of the program. It is recommended to seek for means by which teachers could get DVDs at a more affordable cost.



A TV lesson