

Terminal Evaluation Summery

1. Outline of the Project		
Country: Independent State of Papua New Guinea		Project Title: Project for Enhancing Access and Capacity of EQUITV Program (EQUITV Phase 2)
Issue/Sector: Basic Education		Cooperation Scheme: Technical Cooperation
Division in charge: JICA Human Development Department		Budget Expense to Date: 397 million Japanese YEN
Period of Cooperation (R/D)	From April 2012 to December 2015 (3 years and 9 months)	Partner Country’s Implementing Organization: National Department of Education (NDoE)
		Japanese Cooperation Organization : -
Related Cooperation :	- Cultural Grant Aid “Project for the Improvement of Media Education Equipment” (G/A: February 20 th , 2013)	
1-1. Background of the Project		
<p>The Independent State of Papua New Guinea (PNG) is diverse in geography and consists mainly of rugged terrains and islands. Most primary and secondary schools in PNG are small and located in rural and remote areas. The geographical constraints hampered education services to reach all of the rural areas where school infrastructure and resource materials are limited and the number of teachers and the quality of education are insufficient. To improve the access to and quality of education, the National Department of Education (NDoE) of PNG began utilizing distance education to compensate for qualitative and quantitative shortcomings in basic education.</p> <p>NDoE and the Japan International Cooperation Agency (JICA) implemented a partnership project named Distance Education Utilizing Live Recording Broadcasting from 2002 to 2004 and a technical cooperation project entitled Enhancing Quality in Teaching through TV Programs (EQUITV Phase 1) from 2005 to 2008. Based on the achievements of EQUITV Phase 1, NDoE formulated the National Education Media Policy (NEMP) in 2010. NEMP officially acknowledged the previous activities conducted as the EQUITV program and started introducing the program nationwide.</p> <p>To help PNG disseminate the EQUITV program and establish a sustainable mechanism for the program, the Project for Enhancing Access and Capacity of EQUITV Program (EQUITV Phase 2) (hereinafter referred to as “the Project”) has been ongoing since April 2012. JICA dispatched the Japanese Terminal Evaluation Team (hereinafter referred to as “the Team”) to PNG for the purpose of conducting the Terminal Evaluation together with the PNG authorities concerned to ascertain the outcomes of the Project from the five evaluation perspectives and to provide recommendations on the remaining period of the Project and lessons learnt for other similar projects.</p>		
1-2. Outline of the Project		
(1) Overall Goal		
The EQUITV program is utilized at primary schools nationwide.		

(2) Project Purpose

The system for disseminating the EQUITV program at primary schools nationwide is strengthened.

(3) Outputs

Output 1: Capacity of managing and disseminating the EQUITV program at central and provincial levels (including NCD and ARB) is strengthened.

Output 2: Primary school teachers utilize the EQUITV program in classroom teaching in the target provinces.

Output 3: Students at teachers colleges are familiarized with how to utilize the EQUITV program in classroom teaching.

(4) Inputs

Japanese Side (Total input: 397 million JPY)

- Experts: 12 (61.5M/M)
- Training opportunities: 16 trainees in Japan
- Provision of equipment and materials: 17.2 million JPY
- Local costs: 65.5 million JPY including the provision of equipment and materials

PNG Side

- Counterpart personnel assigned to the Project: 66
- Facilities and equipment for the implementation of training sessions, workshops and monitoring activities
- Facilities and equipment for the production of training and teaching materials for EQUITV program
- Project office for experts and local staff
- Local costs: 90.7 million JPY

2. Terminal Evaluation Team

Members of the team	MATACHI Atsushi	Leader	Senior Education Advisor, JICA
	CHUJO Yoshihiko	Cooperation and coordination 1	Representative, JICA PNG Office
	NAKAGAWA Naomitsu	Cooperation and coordination 2	Assistant Representative, JICA PNG Office
	HAKODA Takuya	Cooperation and coordination 3	Basic Education Group, Human Development Department, JICA
Period of Evaluation	October 29, 2015 – December 11, 2015		Type of Evaluation: Terminal Evaluation

3. Overview of Evaluation Results

3-1. Project Performance (achievement of outputs and project purpose)

(1) Achievement of Outputs

Output 1: The achievement level of Output 1 is regarded as favourable.

A National Dissemination Plan and Provincial Dissemination Plans of all the target provinces were developed by the end of 2013. The National Dissemination Plan of the program has been raised as a discussion topic during the Senior Education Officers Conferences. The Project also developed “Trainers’ manual” and “Teachers’ and BOM manual” for basic training, and also “Training modules for NIST”. The provincial training of the EQUITV program (basic level) has already been conducted in 11 of the 12 target provinces. The remaining Autonomous Region of Bougainville is also planning to conduct the training early in 2016.

Output 2: The activities to achieve the results are ongoing with some delays.

Based on the three conditions of utilizing the EQUITV program stipulated in the National Dissemination Plan, it is assumed that not more than 60% of the schools currently utilize the EQUITV program, but the rate is expected to steadily improve. Although little accurate data is available concerning the rate of schools that ensure the maintenance budget for the EQUITV program, in the endline survey it was recorded that 23 out of 33 survey target schools (approximately 70%) had ensured the budget for maintenance. The Japanese Experts have also found that in NCD, all of the 39 primary schools that had purchased a TV set with its own financial resources ensured the maintenance budget as well.

Output 3: The achievement level of Output 3 is regarded as favourable.

Managers and teachers from all 10 target teachers’ colleges participated in the EQUITV training program (in average, 6 members participated from each college). Also, in 9 teachers’ colleges, 2 more than the original target (which was 7), introduction of the EQUITV program was incorporated as part of the existing course.

(2) Achievement of Project Purpose (prospect)

The Project is producing solid outputs and is carried out toward achieving its project purpose. Capacity of managing and disseminating the EQUITV program has been gradually strengthened, with the National Dissemination Plan first approved in 2012 and revised yearly thereafter to reflect the Provincial Dissemination Plans of the target provinces. The EQUITV Steering Committee including representatives from CDAD, TED, SGD, PPRD and other departments is held regularly and is managing the administration of the Project as originally planned. The Project has made proposals to NDoE in November 2015 on measures that should be taken for increasing the number of schools utilizing the EQUITV program, including periodical monitoring and revision of the National Dissemination Plan and continuously utilizing the cascade-style training system and equipment developed in the Project. The rate of schools utilizing the EQUITV program has been improving and is expected to improve further. In sum, the system for disseminating the EQUITV program at primary schools nationwide is modestly but steadily being strengthened.

3-2 Summary of Evaluation Results

(1) Relevance: High

1) PNG Policies

- “National Education Plan 2015-2019”, which is the medium-term, inclusive plan on education in PNG, places emphasis on 1) access and equity, 2) teachers, 3) learning, 4) alternate pathways, 5) local management, and 6) system strengthening. It also puts stress on the promotion of e-learning, including the EQUITV program.
- The EQUITV program also contributes to improving the quality of education, on which “Universal Basic Education (UBE) Plan 2010-2019”, the medium- and long-term plan on achieving universal access to basic education, places value. EQUITV program is mentioned as one of the most important measures for achieving the UBE Plan.
- Moreover, the “National Education Media Policy (NEMP)”, which focuses on the utilization of media in education, and the “NEMP Implementation Strategic Plan 2010-2019”, which is the implementing plan of NEMP, show PNG’s policy of promoting the utilization of media to achieve the goals of the “National Education Plan” and the “UBE Plan”, and this Project is in line with such policies.

2) Japanese Policies

- The Project is in line with Japan’s ODA policy for PNG, which raises “Improvement of Social Services”, including the improvement of basic education, as one of the priority areas, and this Project is in line with such policy.
- The Project is also consistent with “Japan’s Education Cooperation Policy 2011-2015”, in which “Quality Education” is mentioned as one of the five components under the priority area “Quality Education for All”.

3) Selection of Target Provinces

- The selection criterion for the target provinces was not presented clearly, frustrating some of the non-target provinces for not receiving the same amount of support as the target provinces received. The Project, therefore, would have been more relevant if it had developed some kind of a long-term strategy to fill in the support gap between the target provinces and non-target provinces.

(2) Effectiveness: Moderately High

- In terms of Outputs, although Outputs 1 and 3 have been achieved, achievement of Output 2 cannot be judged because of the unavailability of the data.
- Regarding the indicators for the Project Purpose, the targets of the three indicators are almost to be achieved by the end of the project period.
- As for the Project Purpose Indicator 3) “The measures to improve the rate of schools utilizing the EQUITV program in line with the National Dissemination Plan are proposed”, although the Project has identified the necessary steps leading to the utilization of the EQUITV program, those measures need to be elaborated in terms of the effectiveness and replicability. It would have been better if the Project had identified these measures at the earlier stage of the Project period so these measures were

elaborated for further efficiency and effectiveness.

(3) Efficiency: Medium

- In general, the inputs have been properly made by both the PNG and Japanese sides.
- The Steering Committee has worked well. Also, a variety of divisions in NDoE are involved in the Project. With such stakeholders, eight working committees are sharing information and working collaboratively in a transparent manner.
- The e-Learning Division staff took advantage of their experiences in the past project activities both professionally and administratively.
- In some occasions, the Japanese experts worked “too much” for the tasks of NDoE officers, making it difficult for NDoE officers to improve their capacity through solving tasks by themselves.
- When the PDM was modified to include the new indicator “The measures to improve the rate of schools utilizing the EQUITV program in line with the National Dissemination Plan are proposed” at the Mid-Term Review, no adjustments were made in the project activities. Therefore, the specific activities intended for achieving this indicator are absent.
- The travel ban and time-taking procedure to get approval for travel negatively affected the implementation of the Project by making it difficult or sometimes impossible for the counterpart officers to go on a business trip to provinces.
- In some years, the disbursement of the budget from the Department of Treasury to NDoE was delayed at the beginning of the fiscal year, causing the project activities to slow down from January to March.
 - NDoE introduced a new budget execution system in 2015, causing some confusion among its staff members during the transition period. This resulted in delays in payment, frustrating some counterpart departments and provincial officers for not receiving the travel allowances on time.

(4) Impact: Medium

- The Project brought about some positive impact to the non-target provinces such as Chimbu Province and Enga Province. With the initiatives of the Minister and the Top Management of NDoE, the EQUITV program was started in these provinces as well.
- There is a distance between the Overall Goal and the Project Purpose. The Project defines utilization as a situation where primary schools are actually using the EQUITV program. On the other hand, it defines the dissemination as a situation, without regard to the actual usage of the EQUITV program, where primary schools simply meet the following conditions of having 1) TV and other necessary electronics, 2) resource materials, and 3) trained teachers.
- Some schools have not started or have stopped using the EQUITV program even if they have met the dissemination definition. This implies that simply meeting the dissemination definition is not enough to trigger the usage of the EQUITV program across primary schools. To achieve the Overall Goal, therefore, it would have been better if the Project had come up with measures to solve this discrepancy and involve them in the National Dissemination Plan.

(5) Sustainability: Moderately High

1) Policy and institutional aspect

- The Policy support to the EQUITV program remains unchanged, which are the National Education Plan 2015-2019, the National Education Media Policy, the NEMP Implementation Strategic Plan 2010-2019, and the Universal Basic Education Plan 2010-2019.
- NDoE has started developing an e-learning policy that can reinforce the EQUITV program, together with online archives for resource materials, online lessons, and other IT solutions.

2) Organizational Aspect

- NDoE promoted the National Education Media Centre to the e-Learning Division within NDoE in 2014. This has enhanced the capacity and ownership of NDoE to continue the EQUITV program by increasing the division's staff members and authorizing power. The E-Corporate Service Branch, which was simultaneously established, is responsible for dissemination of the EQUITV Program. Also, the top management of NDoE including the Minister, Secretary, and Deputy Secretaries is in support of the EQUITV program. Therefore it could be said that the organizational aspect of NDoE is adequate for disseminating the EQUITV program.
- In PNG, authority of Provincial Governments is being strengthened through decentralization. In 2013, it was decided that the Provincial Executive Council within the Provincial Government will have the authority to appoint and dismiss Provincial officers. At the same time, it was also made clearer that the Provincial education office is under the control of Provincial Education Committee rather than NDoE. The degree of provincial support and ownership to the EQUITV program has become higher. However, while some provinces are actively promoting the EQUITV program by allocating local budget, conducting training, and monitoring the progress, others remain inactive.
- At school level, at most 60% of the schools in the target provinces have met the 3 conditions of EQUITV dissemination, which are having 1) TV and other necessary electronics, 2) resource materials, and 3) trained teachers. It is expected that this percentage will rise steadily.

3) Financial Aspect

- NDoE has budgeted 1.3 million kina for EQUITV-related activities for FY 2016. With this size of budget, NDoE will be able to promote its EQUITV-related activities but at somewhat reduced scale compared to the previous years.
- In 2013, the Government of PNG increased the development funds that are at the discretion of the local governments. However, although the budget has increased, the capacity and number of officials at provincial and more local level has not changed, so it remains a concern whether those budgets can be utilized effectively.
- With the commencement of TFF, a certain level of subsidy is now provided to schools. Some schools have started using such subsidy to cover necessary cost for implementing EQUITV (such as electricity, fuel, and printing expences) and for purchasing EQUITV equipment (such TV and additional DVDs). However, there are many other schools that do not use the subsidy for EQUITV. This difference seems to largely depend on the ownership of head teachers.

4) Technical Aspect

- NDoE has sufficient capable technical officers for disseminating the EQUITV Program .
- By providing Provincial trainers' training courses to officers of Provincial education office and having them provide trainings to district- and cluster-level trainers, the number of Provincial education office that have sufficient technical capacity has been increasing.
- At school level, more than 60% of the schools in the target Provinces (and more than 40% in all Provinces) have received training on EQUITV and have acquired how to use the equipment and the teaching methods using EQUITV.
- Model teachers seem to have few opportunities to receive feedback on their teaching.

3-3. Promoting Factors

(1) Factors concerning to Planning

- Introduction of EQUITV program to Teachers' Colleges

Demanded by NDoE, the Project initiated activities aiming at formal incorporation of introduction of EQUITV program training into the syllabi of the existing courses of teachers' colleges, although only a simple introduction was originally planned. By incorporating introduction of EQUITV program in teachers' colleges as part of the Outputs, newly appointed teachers will know about the Program, and as the number of such teachers increase over time, it could be assumed that the utilization of the Program will further advance. This contributed to raising the sustainability of the Project.

(2) Factors concerning to the Implementation Process

- Securing PNG's Ownership through Committee activities

The Project successfully developed the already existed committee activities in NEMC in order to implement project activities, strengthening ownership of the related staff of NDoE and sharing information with them.

- Promoting understanding of the Program among politicians

From the latter half of the Project, by strengthening promotion activities to the politicians, their understanding on the EQUITV program was deepened, and the Project succeeded in getting their support in securing budget, etc. for the dissemination of the Program.

3-4. Inhibiting Factors

(1) Factors concerning to Planning

- 1) Reduction of Development Funding by NDoE

In order to ensure sustainability of the Program, the Project was designed to rely heavily on the budget of NDoE for implementing Project activities. However, since the overall budget of NDoE had also been in a decreasing trend since 2011, although NDoE increased development funding for EQUITV program in 2013, it reduced it in 2012 and 2014. As a result, the budget for purchasing TVs for schools and for implementing trainings in Provinces, which are needed for disseminating

EQUITV program, was inadequate, and the Project activities were partly delayed. However, as a result of repeated discussion among the Project, JICA PNG Office, NDoE and the Department of National Planning and Monitoring, which is responsible for making budget plans, in 2015, the budget secured reached more than 3 times that of 2014.

(2) Factors concerning to the Implementation Process

1) Monitoring by Regional Offices and Provincial Education Offices

For NDoE to properly promote the EQUITV program, there is a need for them to periodically collect information on the progress concerning school-level training, utilization of TVs, etc. and to take measures to solve the issues, but NDoE still does not possess an effective system to collect accurate information across the country on the actual situation of EQUITV program utilization. This is partly because of the difficulty in communication and transportation due to geographical conditions of PNG, and also partly because of severe fiscal constraints of NDoE to establish a system to gather correct information related to school administration. The Project monitored the progress of EQUITV dissemination by directly collecting data each month from Standards Officer and officers in charge at the Provincial Department of Education.

2) Decentralization

As mentioned earlier, due to decentralization, it also made clearer that the Provincial education office is under the control of Provincial Education Committee rather than NDoE. Therefore, the Project increased awareness raising activities targeted at provincial governments to promote Project activities.

3-5. Conclusion

The EQUITV Project is relevant in the context of PNG, which is composed of many islands and many parts of which are mountainous, and therefore is facing difficulty in providing education to all parts of the country. The National and Provincial Dissemination Plans of the EQUITV program have been developed as planned.

Distribution of the resource materials, installment of TV equipment and provision of training have been undertaken in most of the target provinces, although there are variations among provinces in terms of pace and degree. Thus, the Team concludes that the system for disseminating the EQUITV program at primary schools nationwide has been strengthened to a considerable extent. In particular, under the strong commitment of the top management of NDoE, distribution of the resource materials, installment of TV equipment and provision of training progressed rapidly towards the end of the project period, as the understanding on the EQUITV program deepened at the top management level of many of the provinces.

On the other hand, although the end-line survey collected some data, grasping and monitoring the status of utilization of the EQUITV program was not sufficient since school-level data providing evidence of utilization of the program has not been systematically collected. It has been revealed that meeting the three conditions for dissemination, namely, receipt of resource materials, installation of equipment and

participation in training, does not necessarily lead to utilization of the EQUITV program. In order to promote utilization, a strong leadership of head teachers is required. Furthermore, it has been found that the commitment of the top management of the Province and involvement of Standards Officers also affect the leadership of head teachers and the utilization of the program at school level.

It will be important, under the strong ownership of NDoE, to strengthen the capacity of provinces to disseminate the EQUITV program and also to promote its utilization by getting Standards Officers involved and motivating head teachers through sharing good practices.

3-6. Recommendations

Based on the results of the evaluation, the Team has made the following recommendations to NDoE regarding the actions to be taken after the Project period.

(1) Strengthening awareness-raising of head teachers on EQUITV

It has been revealed that meeting the three conditions for dissemination, namely, receipt of resource materials, installation of equipment and participation in training, does not necessarily promise the utilization of the EQUITV program. In addition to meeting the three conditions, the results of the endline survey and hearings during the terminal evaluation survey show that leadership of head teachers plays a critical role in promoting the utilization of the EQUITV program.

Hence, it is necessary to take measures to further strengthen the understanding of head teachers on the EQUITV program. For example, activities such as sharing good practices of utilization of the program and clarifying the role and responsibility of head teachers are expected to motivate them to be more favorable toward the program.

In particular, it is assumed that sharing the experiences of schools which have improved learners' achievements by utilizing the program with schools that have not introduced the program yet will be effective.

In mid-term, it is recommended to develop head teachers' manuals that include information and knowledge necessary for head teachers to introduce and manage the EQUITV program, such as how to develop SLIP by using TFF Fund, how much budget should be secured for maintenance, etc. by expanding the contents included in the EQUITV Advance Training modules.

(2) Strengthening the involvement of Standards Officers in EQUITV

From the interviews conducted by the Team, it has been confirmed that the influence of Standards Officers was critically important on facilitating dissemination and utilization of the EQUITV program as well as in collecting information on the status of dissemination and utilization of the program. In particular, the role of Standards Officers is important since they are the ones who closely work with head teachers at schools on daily basis.

The Team recommends to strengthen the involvement of Standards Officers in the EQUITV program, based on the experiences of the provinces that have been effectively utilizing them, by clarifying the role and responsibility of Standards Officers and developing a guidebook for them, for instance, that

stipulates their expected roles and includes evaluation criteria for monitoring the status of the EQUITV program, etc.

(3) Developing a system for collecting data on dissemination and utilization of the EQUITV program

The Team has found that the status of dissemination and utilization of the EQUITV program at school level was not sufficiently grasped. It is necessary to collect such data because it will help stakeholders discuss how to improve the program.

Thus, the Team recommends developing a system for regularly collecting data at school, district and province levels in order to monitor the status of dissemination and utilization of the program.

(4) Strengthening the management structure of Provincial Divisions of Education for the EQUITV program

The Team has found that the status of dissemination of the EQUITV program varies from province to province depending on the commitment of the top management of the province as well as the extent to which Standards Officers are involved in the process.

It is necessary to further strengthen the awareness-raising activities for the top management of the provinces and the structure that facilitate the involvement of Standards Officers. In particular, including collection of data for the status of the utilization of the EQUITV program as one of the activities for Standards Officers when visiting schools should be considered.

Also, in addition to the Dissemination Plans developed in the Project, it would be better if a handbook that includes practical information necessary for implementation of the program at provincial- to school-level is developed.

(5) Verifying the effectiveness of the EQUITV program

Through the interviews, the Team heard from schools that EQUITV has improved the learning of children. It implies that there is a high possibility that EQUITV contributes to the improvement of students' learning. Objectively proved survey data showing the effectiveness of EQUITV program would enable the NDoE to raise the awareness of stakeholders more efficiently. In this regard, it is important to collect the quantitative data of students' learning.

It is necessary to develop a plan to strengthen the provincial governments to secure the budget for EQUITV and promoting PSIP/DSIP. The simplified impact survey which is under planning by JICA may contribute to it.

(6) Diversifying the means of acquisition of learners' materials for EQUITV

Interviews by the Team show the effectiveness of EQUITV materials (including teacher resource books and student workbooks). These materials are vital for the EQUITV Program to be effective. It was also found that there are cases where student workbooks are copied at schools and distributed to students as worksheets of lessons. The Team recommends NDoE to consider the diversification of approaches for

schools to get EQUITV materials, such as allowing the duplication of resource books at school, cluster, or district level upon approval by NDoE. It will help schools utilize the EQUITV program even when the delivery of resource materials are delayed or schools become short of them, and also to ensure that more students have access to the materials.

(7) Establishing Plan-Do-See (PDS) cycle for the Improvement of EQUITV lessons

The Team confirms that model teachers have few opportunities to have evaluations and get comments on the EQUITV lessons from school level. As model teachers and curriculum officers getting feedback from the field level is one of the essential factors for improving EQUITV lessons, it is important to develop a system for them to participate in school monitoring and to get the monitoring results by Standards Officers and the monitoring committee.

(8) Developing the strategy for enhancing the utilization of the EQUITV program

The purpose of this Project is to strengthen the system for disseminating the EQUITV program, focusing mainly on organizing the environment for schools to commence the program. However, the results of this terminal evaluation as well as endline survey show that there are schools which had once introduced but have stopped the utilization of the program. While the measures to promote the utilization of EQUITV program have been proposed by the Project, it becomes important in the future to implement more concrete and practical measures for promoting its utilization through collecting and analyzing field level examples.

In mid- and long-term view, it is necessary to redefine the role of EQUITV program in the future through analyzing of successful cases. It should be followed by the redefinition of the roles and contents of EQUITV lessons, and also the consideration of demarcation between TV broadcasting and DVD.

3-7. Lessons Learned

In general, remote education prioritizes improvement of access to education and therefore utilizes a means of communication that is widely available for the public at a bearable cost at that time. However, since this Project aimed not at improving the access to education itself but at improving the quality of education through the utilization of remote education, the Project is unique in the sense that it did not necessarily use the communication tool that was widely available in PNG at that time, such as radio and postal network. With that said, although the percentage of schools in the target provinces that have TV equipment rose from 19% to 60% during the Project period (from November 2013 to December 2015), as mentioned in the previous sections, the Project activities became stagnate at one period due to the shortage of fund for purchasing equipments due to budget cut, and also the Project members spent a considerable amount of time and effort to speak with the related departments to secure budget for the Program. In remote education projects that aim at improving access to education, it could be said that it is vital for that Project to choose a communication method that could be easily accessed, depending on the situation in that country.

第 1 章 評価調査の概要

1-1 調査団派遣の経緯と目的

パプアニューギニア独立国（Independent State of Papua New Guinea : PNG）は 1 万近くの島々から成る島嶼国家であり、教育サービスを全国に行きわたらせることは容易ではない。特に、遠隔地においては教育施設及び教員の質・量のいずれも不足している。アクセスの面でみても、基礎教育（予科～第 8 学年）の純就学率は 52.9%〔2007 年、PNG 教育省（National Department of Education : NDoE）〕と大洋州地域の周辺国と比較しても極めて低く、その改善は大きな課題となっている。また、第 8 学年修了試験の全国平均点がほぼすべての教科で 4 割を下回っていることから（2006 年、NDoE）、基礎教育の修了が基礎学力の習得につながっていないと考えられている。

このような状況のなか、わが国は遠隔地における教育の質の改善のため、遠隔教育を柱とした協力を進めてきた。特に、「テレビ番組による授業改善プロジェクト（Enhancing Quality in Teaching through TV Programs : EQUITV）」（2005～2008 年）では、対象 2 州〔東セピック州、ブーゲンビル自治州（Autonomous Region of Bougainville : ARB）〕における教育テレビ番組を通じた授業改善を目標に、モデル授業を撮影・編集した番組の制作支援、モデル授業を担う教員の養成及びモデル授業の活用促進に関する啓発活動等を行った。その結果、対象 2 州だけでなく他の地域でもモデル授業を活用する学校が増加し、これらの学校では教員の教授法及び生徒の学習の質が改善されつつあることが報告されている。これを踏まえ、NDoE は EQUITV が実施してきた一連の活動を「EQUITV プログラム」として教育政策に位置づけ、全国展開に向けた取り組みを進めている。

一方で、EQUITV プログラムの効果的・効率的な全国普及にあたっては、地方教育行政機関を含む NDoE 全体の同プログラム運用・普及に係るマネジメント能力が十分でないことや、学校現場におけるモデル授業の活用方法にばらつきがあること等の課題が残っていた。加えて、NDoE は EQUITV プログラムが対象とする学年・教科の拡大に向けて、より戦略的な計画の策定・実施、及びそのための持続的な制度構築・能力強化が求められていた。これらの背景を踏まえ、PNG 政府は日本政府に対し、EQUITV プログラムの全国普及プロセスに対する包括的な支援のため、EQUITV の後継案件として「メディアを活用した遠隔教育普及・組織強化プロジェクトフェーズ 2（EQUITV 2）」を要請した。本プロジェクトは、NDoE カリキュラム開発・評価局（Curriculum Development and Assessment Division : CDAD）、教員教育局（Teacher Education Division : TED）、標準・ガイダンス局（Standards and Guidance Division : SGD）、政策・計画・研究局（Policy, Planning, and Research Division : PPRD）²、地域教育事務所、州教育局等をカウンターパート（C/P）とし、EQUITV プログラムの運用・普及に係る行政官の能力強化、学校現場における EQUITV プログラムの活用支援、教員養成課程への EQUITV プログラムの導入を行うことにより、全国の小学校に EQUITV プログラムを普及するための体制強化を図り、もって全国の小学校における EQUITV プログラムの活用に寄与するものである。すなわち、JICA による EQUITV プログラムへの支援の内容は、これまでのコンテンツづくり（番組制作・教材開発）から、コンテンツ普及（モデル授業を活用したより良い授業の実践方法の普及）へと移っている。

今回実施した終了時評価は、2012 年 4 月～2015 年 12 月を協力期間とする EQUITV フェーズ 2

² 2015 年 2 月の NDoE 組織編成により、TED 以外の部局はそれぞれカリキュラム開発局（Curriculum Development Division : CDD）、標準局（Standard Division : SD）、政策・計画局（Policy & Planning Division : PPD）、研究・評価局（Research & Evaluation Division : RED）へと名称が変更された。