### ANNEX I  Project Design Matrix

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Project for Enhancing Quality in Teaching through TV Program  (“EQUITV Project”)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project period(provisional)</td>
<td>July, 2005 - March, 2008 (about 3 years)</td>
</tr>
<tr>
<td>Target Beneficiaries</td>
<td>Students and Teachers in the Project Primary Schools in Bougainville and East Sepik Province</td>
</tr>
</tbody>
</table>

#### Narrative Summary

<table>
<thead>
<tr>
<th>Objective Verifiable Indicators</th>
<th>Means of Verification</th>
<th>Important Assumptions</th>
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<tbody>
<tr>
<td><strong>&lt;Super Goal&gt;</strong></td>
<td></td>
<td><strong>&lt;Overall Goal&gt;</strong></td>
</tr>
<tr>
<td>Quality of classroom teaching is improved in the primary schools in the country through distance education utilizing TV program.</td>
<td>1. Increase of the number of primary school students who took lessons utilizing TV program (TV lessons) in the country 2. Increase of the number primary school teachers who gave TV lessons in the country 3. Positive change of teachers and students</td>
<td><strong>Priority on basic education in long-term socio-economic development strategy of PNG will not change</strong></td>
</tr>
<tr>
<td><strong>&lt;Overall Goal&gt;</strong></td>
<td>1. Increase of the number of primary school students who took TV lessons in the project provinces 2. Increase of the number of primary school teachers who gave TV lessons in the project provinces 3. Positive change of teachers and students</td>
<td><strong>Priority on basic education in long-term socio-economic development strategy of PNG will not change</strong></td>
</tr>
<tr>
<td><strong>&lt;Project Purpose&gt;</strong></td>
<td>1. Increase of the number of primary school students who took TV lessons in the project schools of the provinces 2. Increase of the number of primary school teachers who gave TV lessons in the project schools of the provinces 3. Positive change of the project school teachers (knowledge on the teaching subject / teaching skills / classroom organization) 4. Positive change of the project school students (academic understanding and achievement / attitudes and behavior)</td>
<td>1. DOE continue the support to distance education through use of media as appropriate means in the Education Reform 2. Provincial education offices take initiative to expand the appropriate use/application/introduction and regular delivery of distance education utilizing televised broadcasting in the provinces</td>
</tr>
</tbody>
</table>

- **Important Assumptions:** Priority on basic education in long-term socio-economic development strategy of PNG will not change

- **Means of Verification:**
  - Records in DOE based on reports from provincial education offices
  - Report on monitoring produced by DOE monitoring team in charge
  - Achievement test of students

- **Objectively Verifiable Indicators:**
  - Statistical records of provincial education offices
  - Report on monitoring produced by DOE monitoring team in charge
  - Achievement test of students

- **Narrative Summary:**
  - Quality of classroom teaching is improved in the primary schools through the appropriate use/application/introduction and regular delivery of distance education utilizing TV program.
### Outputs

1. TV-lessons of high quality for students are regularly broadcasted
   - Production and transmission of TV lesson programs
   - Improvement of capacity of DOE, NEMC and PNGEI for educational TV program production and management
   - Improvement of knowledge and skill of the model teachers

2. Teaching methods of teachers in charge of the TV-lesson class in the project schools is improved
   - Production and distribution of guidebooks for project schools
   - Production and transmission of TV lesson programs for teacher training
   - Improvement of knowledge and skill of the model teachers
   - Improvement of capacity of inspectors for monitoring
   - Increase of the number of monitoring

3. Environment for regularly receiving the TV-lessons and teacher-training programs is enhanced
   - Proper installment of TV receiving equipment
   - Increase of assistance for project schools by community people
   - Proper maintenance of TV sets
   - Improvement and increase of the number of monitoring of inspectors of provincial education offices

4. Feasibility of expanding distance education utilizing TV Program is examined
   - Submission of the feasibility study report on nationwide expansion of TV lessons
   - Submission of the feasibility study report on developing a teacher-training program through distance education utilizing TV program

### Records

- Records of TV-lesson production and transmission
- Report on monitoring and evaluation on the training
- Records of production and distribution of guidebooks
- Records of production and transmission of TV programs for teacher training
- Records of training
- Report on monitoring and evaluation

### Additional Notes

1. The EM TV’s policy to provide free transmission time for the educational programs will not change
2. Teachers of model & project primary schools who are in charge of this project do not change within a short period
3. The public peace in the project provinces is maintained
### Activities

| 1-1 | Organize trainings for staff of NEMC, CDD/DOE and PNGEI, on educational TV program production and management |
| 1-2 | Organize trainings for Model teachers at the model primary schools on effective classroom teaching |
| 1-3 | Produce TV-lessons program (science for G6 & G8 and math for G7 & G8) |
| 2-1 | Produce and distribute a guidebook for the project schools |
| 2-2 | Produce TV programs for teacher training |
| 2-3 | Organize trainings for the project school teachers utilizing TV-lesson program |
| 2-4 | Organize trainings for inspectors and monitoring team members on monitoring of TV-lesson classes |
| 2-5 | Undertake monitoring of TV-lesson classes |
| 3-1 | Procure and provide TV monitors, antennas and anti-theft TV cages to the project schools |
| 3-2 | Organize activities to raise awareness of community and family members of the project schools on the importance of education |
| 3-3 | Organize trainings for project school teachers of maintenance of TV sets |
| 3-4 | Organize training on monitoring of maintenance of TV sets |
| 3-5 | Undertake monitoring of maintenance of TV sets |
| 4-1 | Conduct a baseline survey |
| 4-2 | Study the feasibility of developing a teacher-training program through distance education utilizing TV program |
| 4-3 | Plan and organize activities to encourage schools and community in areas without TV sets to start TV lessons |
| 4-4 | Hold Monitoring and Evaluation Seminars |
| 4-5 | Conduct a post-project impact study |

### Inputs

**PNG Side:**
- Assignment of counterpart personnel (include full time staff)
- Assignment of administrative personnel
- Availability of NEMC facilities and staff for project operation
- Expenses necessary for the implementation of the project (personal expenses, travel expenses, allowances and accommodation for PNG counterpart personnel)
- Expenses necessary for maintenance and security measures for TV receiving equipment in project schools

**Japanese Side:**
- Dispatch of experts
  - Chief adviser (Japanese side project manager)
  - Education TV program production
  - Mathematics
  - Science
  - Teachers' training on teaching methods
  - Monitoring & evaluation
  - School management
  - Audio visual equipment maintenance
- Training of counterpart personnel in Japan and/or third country
- Provision of equipment

### Preconditions

1. Financial support, staffing and other service in kind for execution of this project from DOE maintain present level of operation or more
2. Model classroom with sufficient facility are always available for the TV program production and other project purposes
3. The project schools prepare generators for TV sets