

**Grant Scheme on Promoting Effective English Language Learning in Primary Schools (PEEGS)
School-based Implementation Plan**

School Name: **HKUGA Primary School** (English)

Application No.: **B 071** (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 15

2. No. of approved classes in the 2017/18 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	4	4	4	4	4	4	24

3. No. of operating classes in the 2017/18 school year: (if different from the number of approved classes)

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of operating classes							

4. Programmes/projects implemented or support service(s) in relation to English Language curriculum received in the past five years (more rows can be added if needed):

Name of programme/project/ support service	Grade level	Focus(es) of programme/project/ support service	External support (if any)
From Coding to Learning (Started in 2017/18, Ongoing)	P.3	<ul style="list-style-type: none"> To provide teachers with professional development opportunities to explore how coding and computational skills can be incorporated in their teaching of writing. To support students during the different stages of the writing process while incorporating reading, writing, listening and speaking skills 	NET Section, EDB

(B) SWOT Analysis related to the learning and teaching of English:

Strengths	Opportunities
<ol style="list-style-type: none">1. A strong culture of developing our school-based English curriculum and materials2. Teachers who are willing to learn and incorporate new ideas and teaching strategies3. School Head and IMC are supportive of changes and new innovation.4. The majority of students come from stable families which are supportive of their children’s learning of English and school initiatives.	<ol style="list-style-type: none">1. Being one of the schools participating in the SEED project on “From Coding to Learning” offered by the NET Section is a good opportunity for both teachers and students. Teachers can be provided with professional development opportunities to explore how coding and computational skills can be incorporated in the teaching of writing. Students are also provided with support during different stages of the writing process.2. The PEEGS grant can support the development of guided reading of different levels in different ways. Teachers can be released for developing unit plans as part of well-structured reading and coding programmes. Released teachers can also observe and assist in each other’s lessons when new initiatives are implemented. These observations will be essential for focused discussions on how to further refine the materials for future implementation.
Weaknesses	Threats
<ol style="list-style-type: none">1. The current curriculum has been in place for the past six years. With the addition of new pedagogies such as the use of eLearning tools and apps, it is time for a comprehensive curriculum review.2. The original curriculum was targeted at native speakers and local students may find it too demanding.3. Students come from diverse backgrounds - some students are well-supported while others have difficulties with basic reading and writing skills.4. Bridging (especially for the reading curriculum) between different key stages remains weak.5. Despite the introduction of process writing, students still have problems developing logical ideas and arguments for their writing tasks.	<ol style="list-style-type: none">1. New P.1 students entering the school each year come from diverse academic backgrounds and learning differences are widening. Designing a school-based curriculum which caters for diverse needs is a genuine challenge.2. New initiatives such as the incorporation of STEM and Positive Education result in vigorous curriculum revamp for addressing school developmental concerns rather than genuine curriculum needs.

**(C) Measure(s) taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:
(More rows can be added, if needed.)**

Area(s) of Development	Usage(s) of the grant	Grade Level
<ul style="list-style-type: none"> ● Refining the school-based curriculum 	<ul style="list-style-type: none"> ● Employment of a supply teacher (an experienced English teacher with LPAT and relevant qualification required by EDB) for substituting the lessons of curriculum leaders in charge of the EEGS 	P.1-6
<ul style="list-style-type: none"> ● Professional development 	<ul style="list-style-type: none"> ● Procuring professional services for teacher professional development programmes and workshops (on the teaching of literature to ESL students, catering learning diversity and development of IT skills) ● Procuring consultation services and curriculum support from tertiary education institutions 	P.1-6

(D) Focus(es) of the school’s proposed school-based English Language curriculum initiative(s) to be funded under PEEGS

Proposed target area(s) of development (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	Grade level (Please <input checked="" type="checkbox"/> the appropriate box(es) below)
<input checked="" type="checkbox"/> Enhance e-learning in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” <input checked="" type="checkbox"/> Cater for learner diversity with equal emphasis on more able and less able students in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”	<input checked="" type="checkbox"/> Purchase learning and teaching resources <input checked="" type="checkbox"/> Employ part-time teacher	<input checked="" type="checkbox"/> 2018/19 school year <input checked="" type="checkbox"/> 2019/20 school year	<input checked="" type="checkbox"/> P.1 <input checked="" type="checkbox"/> P.2 <input checked="" type="checkbox"/> P.3

(E) How to implement the proposed school-based English Language curriculum initiative(s) funded by PEEGS?

(More rows can be added, if needed.)

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria ¹ (preferably measurable)	Sustainability ²	Methods of progress-monitoring and evaluation ³
<p>(1) Hiring of a supply teacher to create space for the core team and purchase of printed titles to refine the P.1-2 reading programme for catering learner diversity with equal emphasis on more able and less able students in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”; and</p> <p>Hiring of a supply teacher to create space for the core team to launch the P.3 Seed Project</p>					
<p><u>Refinement of the P.1-2 Reading Programme</u></p> <p><u>Substitution</u></p> <ul style="list-style-type: none"> ▪ A native speaker of English will be hired as a supply teacher substituting the lessons of curriculum leaders who will be in charge of the curriculum refinement and SEED project. ▪ 5 lessons will be released for each core team member. The average number of lessons of a teacher is 18 and the supply teacher will take up 15 lessons per week for six months (September – December 2018, February – April 2019). ▪ Our curriculum requires a near-native speaker with experience in delivering school-based materials and interacting with active and vocal kids from P.1-6. As the curriculum leaders are teaching students across all year levels, the supply teacher must be qualified and experienced enough to work with 	<p>P.1-2 Reading</p> <p>P.3 SEED project</p>	<p><u>P.1-2 Reading Programme</u></p> <p>2018/19 P.1 2019/20 P.2</p> <p>P.1 Units 1-3 Co-planning Aug 2018</p> <p>Trial Sept-Nov 2018</p> <p>Evaluation Dec 2018</p>	<ul style="list-style-type: none"> ▪ Materials for 18 guided reading lessons (e.g. 2 per unit x 9 units) will be developed for each level. These include lesson plans and materials for differentiated guided reading lessons. ▪ 3 sets of accompanying assessment tasks focusing on specific reading, as per in the 	<ul style="list-style-type: none"> ▪ Reading materials will be integrated into the core curriculum. ▪ All soft copies of reading materials will be saved systematically in the shared drive for easy access and usage. ▪ All hard copies of reading lesson plans, books, materials and assessment tasks 	<ul style="list-style-type: none"> ▪ Formative and summative assessment data will be analysed. Data will inform teachers on how to adapt future teaching practices and core members of how to revise trialed materials. ▪ Feedback from lesson observation, students’

¹ The deliverables/outputs should be **measurable** and **closely related to the purposes of related initiatives**.

² Sustainability of the initiative could be maintained through the **knowledge transfer/capacity building of teachers** and the **utilisation of the deliverable produced**.

³ Both **qualitative and quantitative tools** should be employed to evaluate the effectiveness of the initiative.

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria ¹ (preferably measurable)	Sustainability ²	Methods of progress-monitoring and evaluation ³
<p>different age groups.</p> <p>Core team</p> <ul style="list-style-type: none"> Core team comprises of three curriculum leaders (panel head and two vice-panel heads). As a <i>non-PLPR-W school</i>, focus of the core team will be on aligning and further developing differentiated school-based reading materials to cater for diverse learning needs. Core team will source and purchase additional graded reading materials to supplement the existing curriculum and cater for learners' diversity. These guided reading materials, both narrative and information texts, will be appropriate to the fluent, average and struggling readers. Core members will develop differentiated materials and resources to cater for the needs of high flyers, average learners and low achievers. They will also teach the target levels in the two project years. Materials developed and changes made will be discussed and shared through weekly co-planning meetings and panel meetings. They will also be trialed during the weekly single reading lessons through guided/differentiated groups. Peer observation will be arranged for each unit and the core team will observe lessons of each level teacher at least once per term. Feedback and suggestions will result in further refinement for the following year. 		<p>Units 4-6 Co-planning Nov 2018 Trial Dec 2018 –Feb 2019 Evaluation March 2019</p> <p>Units 7-9 Co-planning Feb 2019 Trial March, June 2019 Evaluation July 2019</p> <p>P.2 Units 1-3 Co-planning Aug 2019 Trial Oct-Nov 2019 Evaluation</p>	<p>implementation column, will be developed for each unit.</p> <ul style="list-style-type: none"> As evidenced by formative and assessment results, 100% of students recognize a greater number of high frequency words and apply phonics skills taught in class to decode CVC (consonant-vowel-consonant), CCVC (consonant-consonant-vowel-consonant) and (consonant-vowel-consonant) CVCC words. In guided reading groups, 100% of students are prepared to make sensible guesses of meanings of 	<p>will be properly labelled and stored.</p> <ul style="list-style-type: none"> Core members will co-teach and plan new materials with P.1-2 teachers. Core team members will co-plan and meet with teachers weekly to seek feedback and suggestions to revise materials. 	<p>performance and teachers' surveys will all form the basis of discussion on the effectiveness of the guided reading lessons and how to refine them further.</p> <ul style="list-style-type: none"> Information of the above will be shared with members of the English panel during panel meetings.

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<p>Themes</p> <ul style="list-style-type: none"> ▪ Reading texts added will be graded readers covering the following sample themes in P.1. These include <i>Back to School, My Family and I, Time to Play, Getting to Work and Nature in the Park.</i> ▪ Sample themes covered in P.2 include <i>Using the Alphabet, Our Day Out, All Kinds of Weather and Finding Out.</i> <p>Skill Focus</p> <ul style="list-style-type: none"> ▪ The focus for lower level learners will be on reinforcement and consolidation of the basic reading skills and concepts taught. These include: <ul style="list-style-type: none"> ○ word recognition and phonics; ○ word order; ○ sequencing; ○ simple prediction techniques to determine the meaning of unknown words; ○ understanding the basic features of fiction and non-fiction texts; and ○ literal comprehension and personal responses to characters and events within texts. ▪ With average achievers, while all of the above will be covered, texts will be at a higher level and the emphasis will be on 		<p>Dec 2019</p> <p>Unit 4-6 Co-planning Oct 2019</p> <p>Trial Nov/Dec 2019</p> <p>Evaluation Jan 2020</p> <p>Units 7-9 Co-planning March 2020</p> <p>Trial April – May 2020</p> <p>Evaluation June 2020</p>	<p>unknown words based on contextual cues.</p> <ul style="list-style-type: none"> ▪ 90% of students can talk about the events and characters within a story. ▪ 90% of students demonstrate familiarity of topics, genres and vocabulary studied. ▪ 90% of students show an increase in reading fluency, confidence and independence. ▪ 90% of high-achieving students' understanding of text is improved by being able to actively use advanced vocabulary. ▪ 100% of students are able to 		

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<p>expanding the range of reading materials they have access to. Each unit will target specific higher level skills to develop their in-depth comprehension of texts. These may include amongst others:</p> <ul style="list-style-type: none"> ○ analysis of characters and events; ○ story structure; ○ recognizing cause and effect; ○ identifying the main ideas of a story or non-fiction texts; and ○ asking questions and making predictions about the content of fiction and non-fiction books. <ul style="list-style-type: none"> ▪ The goal with <i>high achievers</i> will be to extend and develop their reading skills with particular importance attached to the reading comprehension and higher order thinking. In addition to the skills named above, students will be asked to: <ul style="list-style-type: none"> ○ make and confirm predictions; ○ locate evidence or specific information in texts; ○ identify main ideas and supporting details; ○ justify their responses to the texts; and ○ consider the author’s intentions. ▪ Apart from above reading skills, phonics will be covered in the reading lessons to help students decode the following words: <ul style="list-style-type: none"> ○ CVC (consonant-vowel-consonant) 			<p>complete tasks based on the text such as giving verbal and simple written answers to questions, complete graphic organisers and locate words and sentences in the text that support their answers.</p> <ul style="list-style-type: none"> ▪ Data collected from the above will be used as basis for further revision and/or adaptation of trialed materials for the following year. ▪ 100% of teachers and co-teachers of P1 and P2 will have practical experience of and an improved understanding of differentiation. 		

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<ul style="list-style-type: none"> ○ CCVC (consonant-consonant-vowel-consonant) ○ (consonant-vowel-consonant-consonant) CVCC words. <p>Materials to be developed</p> <ul style="list-style-type: none"> ▪ A set of teaching and learning materials covering 2 lessons will be developed for high, mid and low achievers (3 sets in total) for each unit. These will include lesson plans, objective-based reading assessment checklists, graphic organisers and posters. Physical resources such as high frequency word and phonic flashcards, discussion and question cards will be developed for each unit and kept with the guided reading books. ▪ Materials to be developed for each unit: <ul style="list-style-type: none"> ○ 18 units (9 for each level) x 3 sets = 54 sets ○ 3 sets of differentiated assessment tasks focusing on specific reading, as per in the implementation column, will be developed for each unit. ○ Ongoing formative assessment data will be collected, through running records, as part of the differentiated teaching. <p>In-class activities</p> <ul style="list-style-type: none"> ▪ Differentiated teaching will take place in the 					

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<p>reading lessons with 3 teachers in the classroom. A maximum of 6 low achievers will be taught by the reading support teacher for the whole lesson. The remaining 24 students will be split into two groups of average and two groups of higher achievers with six or seven children per group. The KLA teacher and co-teacher will work with the high and average students. They will take care of two guided reading groups in each lesson.</p> <ul style="list-style-type: none"> ▪ Guided reading activities will be conducted and tasks of different levels of difficulties set. Diversified in-class assessment modes such as games, comprehension questions and decoding activities will also be designed for each unit to cater for diverse needs. ▪ For strong learners, texts will be more challenging both in terms of readability and conceptual understanding. As these students are skilled at decoding and have relatively large sight vocabularies and a good degree of fluency, attention will be paid to both their passive and active understanding of any advanced vocabulary use. ▪ For weak learners, a multisensory approach will be adopted. <i>The Power Pack</i>, games and other online materials will be used to develop basic reading and phonics skills. ▪ Groups not working directly with a teacher will be given self-directed tasks related to reading. These may be dictionary work, 					

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<p>pre-reading and post reading tasks.</p> <ul style="list-style-type: none"> ▪ During the guided reading lessons, the teacher will observe students’ responses and complete the objective-based reading assessment checklists. This will relate specifically to the skills being addressed in the lessons. ▪ Two formative reading assessments related to the skills taught will be given to the students each term. Twice a year, passages will be selected for running record assessments. These will be individually administered in the reading lessons. <p><u>Purchase of printed titles</u></p> <ul style="list-style-type: none"> ▪ 30 graded titles thematically linked to the curriculum will be purchased for each unit and they will be used for the guided reading lessons. The subject matter of readers purchased will be thematically linked with the units of study and include both fiction and non-fiction resources. ▪ Proper procurement exercises will be adopted for the purchase of the printed titles. <p><u>SEED Project for P.3</u></p> <ul style="list-style-type: none"> ▪ The supply teacher will also be deployed for substituting the lessons of teachers who will be trialing the lessons (additional 8 lessons per week) for the SEED project in March and 					

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<p>April 2019 so that P.3 teachers can observe each other's lessons, participate in co-planning sessions and the following professional development workshops conducted the Advisory Teacher of the NET Section:</p> <ul style="list-style-type: none"> ○ Narrative Text [Scratch Jr Workshop – 3 hours] ○ Information Text [LEGO WeDo – 3 hours] ○ Sharing amongst Seed Project Schools [3 hours] 					
(2) Purchase of WEDO sets for conducting the SEED Project: Coding to Learn to promote literacy across the curriculum at P.3					
<p><u>Details about the purchase</u></p> <ul style="list-style-type: none"> ▪ 50 sets of LEGO WeDo sets will be purchased to facilitate the Coding to Learn Project and students will use them in pairs. More sets are needed as students' work and learning records can then be kept and revisited. ▪ Additional reference resources on Coding for teachers will be purchased. These include 8 copies of the following titles: <ul style="list-style-type: none"> ○ <i>Teach Your Kids to Code</i> ○ <i>Super Scratch Program Adventure</i> ○ <i>Learn to Program with Scratch</i> ○ <i>The Official Scratch Jr. Book</i> ▪ They will be used for teachers' reference when designing the project materials. 	P.3	<p>2018/2019 2019/2020</p> <p>Co-planning (February - June, 2019)</p> <p>Trial (February -April, 2019)</p> <p>Lesson observation (February – June, 2019)</p> <p>Evaluation</p>	<ul style="list-style-type: none"> ▪ Comprehensive unit and lesson plans as well as materials are developed for the two P.3 units. ▪ 90% of the students will demonstrate thinking and reasoning skills during coding tasks. ▪ 80% of the students will show 	<ul style="list-style-type: none"> ▪ P.3 teachers will share their experience with other members of the panel during the Panel Meeting in June after the trial. ▪ Further sharing with other Seed Project schools will be conducted in June, 2019. ▪ After revision and adaptation to the 	<ul style="list-style-type: none"> ▪ Comparison will be made between the students' achievement in the pre-test in coding and writing skills. ▪ Students' survey will be conducted to gauge students' grasp of coding skills before and after the

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<p><u>Project Period</u></p> <ul style="list-style-type: none"> ▪ Two units in Term 3 will be refined to incorporate coding as part of the core curriculum. Trial of the first unit: 27 Feb – 21 March 2019 (20 lessons) Trial of the second unit: 22 March – 20 April 2019 (16 lessons) <p><u>Target text types, skills and learners' activities</u></p> <ul style="list-style-type: none"> ▪ Two P.3 classes will be taught to create story boards using Scratch Jr in their Mountain Mona unit. The other two P.3 classes will be using LEGO WeDo sets as part of their Life Cycle unit. ▪ Target text types of the two P3 units: <ul style="list-style-type: none"> ○ Narrative (Mountain Mona) ○ Information (Life Cycle) ▪ As for the Mountain Mona unit, students will: <p><u>For coding</u></p> <ul style="list-style-type: none"> ○ recognize the function of various coding blocks and give correct name in English; and ○ use correct names of the coding blocks in English when discussing solutions with partners. 		July 2019	<ul style="list-style-type: none"> improvement in students' computational skills related to improvement in their grasp of writing skills in the planning stage (narrative text) and the completion of a flow diagram (information text). ▪ The two unit lessons plans reflect the integrated use of coding resources, teaching strategies and adequate teacher support to help students make progression in the development of literacy skills. 	<p>trialed materials, the project will be implemented in the subsequent year in P.3 and P.4.</p>	<p>trial.</p> <ul style="list-style-type: none"> ▪ An analysis of samples of students' written work will be collected as comparison of students' writing skills in narrative and information texts before and after the trial. ▪ Data collected from the analysis of the students' work and during assessment will provide information on how to further adapt trialed materials for launching the

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<p><u>For reading</u></p> <ul style="list-style-type: none"> ○ interact with contents of the books through exploring, enacting interpretations and making predictions; and ○ read longer and less familiar text independently and with increasing fluency. <p><u>For writing</u></p> <ul style="list-style-type: none"> ○ develop the habit of planning before writing to establish clear sections for writing; ○ use Scratch Jr. during the brainstorming section of the writing process; ○ make good use of paragraphing to convey ideas in a clear and organized way; and ○ write a story using knowledge of story elements. <ul style="list-style-type: none"> ▪ As for the Life Cycle unit, students will: <ul style="list-style-type: none"> <u>For reading (Explore)</u> <ul style="list-style-type: none"> - view a video clip about the life cycle of a frog, noting and naming the different stages of a frog during its life cycle; - read an explanation including a flow diagram; - identify the features of an information text (use of simple present tense, present continuous tense, table of contents, index, charts, pictures etc); 			<ul style="list-style-type: none"> ▪ Through professional discussion and co-planning meetings, teachers will gain a wider understanding of how coding supports the development of reasoning and computational skills in support of literacy development. ▪ 100% teachers can apply what they have learnt in the SEED project in other areas of teaching English. 		<ul style="list-style-type: none"> Seed Project in P.4 and continuing the project in P.3. ▪ Ongoing discussion on the impact of the Seed Project focusing on lesson planning, materials developed and new teaching strategies will be held at the Planning Stage (February – March); Implementation Stage (February – April) and the Evaluation Stage (February – June).

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<ul style="list-style-type: none"> - identify the features of a flow diagram (layout, diagrams, captions etc); and - extract essential information from reading a non-fiction text or diagram. <p><u>For Writing (Create and Share)</u></p> <ul style="list-style-type: none"> - create a tadpole, a froglet and a frog using the WeDo set to replicate the different stages of a frog in its life cycle; - use the information from the block building to identify and plan the different sections a life cycle for writing; - produce a simple flow chart and an explanation text to explain a process; and - share their life cycle charts in groups and explain problems encountered as part of the construction of the tadpole, froglet and frog and how they solved their problems. <ul style="list-style-type: none"> ▪ P.3 teachers will work in close collaboration with Advisory Teacher of the NET section and at least 5 co-planning meetings will be conducted before the project. Core team teachers will observe at least 3 lessons per week and all lessons will be recorded for evaluating the effectiveness of the programme. ▪ P.3 teachers will also share their learning with other year levels during panel meetings to ensure professional enhancement. ▪ The newly-developed materials will be 					<ul style="list-style-type: none"> ▪ Feedback from lesson observation, students' and teachers' surveys as well as students' assessment will all form the basis of discussion on the effectiveness of the Seed Project and how to refine it further. ▪ Information of the above will be shared with members of the English panel, teachers of other KLAs and other Seed Project schools.

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<p>reviewed and adapted for use on other levels.</p> <ul style="list-style-type: none"> ▪ Proper procurement exercises will be adopted for purchasing the sets. 					