



Australian Government
AusAID

CRIP Impact Study 1

Draft 9th (Final) Six-Monthly Report 30.9.05
(Milestone Eleven)

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A b b r e v i a t i o n s

AusAID	Australian Agency for International Development
CRIP	Curriculum Reform Implementation Project
DOE	Department of Education
E1	Elementary 1
E2	Elementary 2
EP	Elementary Prep
HT	Head Teacher
ITC	Illawarra Technology Corporation
PEA	Provincial Education Adviser
PNG	Papua New Guinea
TIC	Teacher in Charge
UP	Upper Primary

1. Introduction

Illawarra Technology Corporation Ltd, in association with Tanorama Ltd., is pleased to submit this Final (9th) Six Monthly Report for the CRIP Impact Study 1 Activity. This report covers the period 4.6.05 to 30.9.05) which includes the National Workshop in conjunction with the CRIP 2005 Curriculum Reform Conference (13 – 15.7.05). During this period the Researchers operated on the basis of advice from the CRIP Team Leader in April 2005 that a one year extension of the study had been approved by the Activity Approval Group. This implied that the study would be extended until the end of October 2006.

The purposes of this 9th Six Monthly Report are to report on:

- The conduct of the Impact Study national workshop held in July in association with the Curriculum Reform Conference; and
- The achievement of the five outputs identified in the Log Frame.

2. Key Activities and Achievements

Output 1 Researchers identify sample schools for case studies and undertake initial visits

Output 1	Researchers identify sample schools for case studies and undertake initial visits
Indicators:	<ul style="list-style-type: none"> • Proposed sample identified by end of November 2001 • Provinces and schools agree to participate in study by end of October 2001 • Initial case study visits made to all sample schools by December 2001

Achievements

This Output was completed in December 2001.

Output 2 Researchers determine appropriate instruments to measure student learning outcomes in literacy and numeracy

Output 2	Researchers determine appropriate instruments to measure student learning outcomes in literacy and numeracy
Indicators:	<ul style="list-style-type: none"> • By end of October 2001 researchers liaise with relevant DoE units to determine availability of instruments and student learning outcomes data to inform quantitative element of the study. • If Curriculum Standards Monitoring Test instrument is developed and approved by AAG by end December 2001, assist in its trial within appropriate classes in Case Study schools in February 2002. • By July 2002 develop and field trial basic outcome assessment measures in literacy and numeracy.

Achievements

This Output was completed in December 2001, with a further phase of instrument development completed in 2004 to cater for Grade 7 in 2004 and Grade 8 in 2005.

Output 3 Case studies implemented

Output 3	Case studies implemented
Indicators:	<ul style="list-style-type: none"> • Twice yearly visits to case study schools undertaken for the period 2002-mid 2005 • Communities in case study schools interviewed/surveyed twice yearly from 2002 to determine community perceptions of the curriculum reform

Achievements

This Output was completed in early June 2005.

Output 4 Primary student performance data in literacy and numeracy collected and analysed

Output 4	Primary student performance data for literacy and numeracy collected and analysed
Indicators:	<ul style="list-style-type: none"> • Annual assessment of primary student performance in literacy and numeracy commences from 2002 • Data on student performance used by researchers to evaluate impact of the curriculum reform from 2002.

Achievements

This output was completed in November 2004. If the extension of the study is confirmed, a further annual assessment of elementary and primary student performance in literacy and numeracy will be undertaken in November 2005. Data on attendance for Term 1, reasons for absences, and for early school leaving were collected in March – May 2005. The attendance data for Term 1 were to be kept until October 2005 when the data for Terms 2 and 3 were to be collected. If this data collection proceeds, attendance at school in 2005 will be analysed and reported in the 10th Six Monthly Report.

Output 5 Research reports provide information on outcomes of the impact study

Output 5	Research reports provide information on outcomes of the impact study
Indicators:	<ul style="list-style-type: none"> • From December 2001 researchers provide six monthly reports on progress and outcomes of the impact study research • Final report on study outcomes is provided to Steering Committee by December 2005

At the time of this report, confirmation has not yet been received that the extension of the study until October 2006 was to proceed. This report is therefore described as the Final Report on study outcomes and confines itself to activities that have occurred since the 8th six monthly report – namely, the National Workshop held in

conjunction with the CRIP 2005 National Curriculum Conference. In the event that the extension proceeds after submission of this report, the report will be treated as the 9th six monthly report.

Impact Study 1 National Workshop

ITC's proposal for the implementation of Impact Study 1 provided for a national workshop to be held in Port Moresby at the conclusion of the study in July 2005, and included funding for the travel costs of participants from the provinces. The decision by CRIP to hold the 2005 Curriculum Reform Conference at the Holiday Inn Hotel from 13 – 15 July had two main implications for Impact Study 1:

- It competed for the time slot in the school calendar in which Impact Study 1 had planned to hold its national workshop; and
- It presented an unexpected opportunity.

Following discussions between the Research Team Leader and the CRIP Team Leader, it was agreed that the national workshop be held in association with the Curriculum Reform Conference. This would enable Impact Study 1 participants to attend both events, and would increase the participation in the Curriculum Reform Conference of practitioners from schools in the provinces. Although by that stage the contractors for Impact Study 1 had been advised that the study had been extended for an additional year, it was agreed that the national workshop in July would be held in lieu of a concluding national workshop in July 2006.

Attendance and Participation

The initial list of participants included the Head Teachers (HTs) of the 12 case study Primary Schools, the Teachers in Charge (TICs) of the 12 case study Elementary Schools and the Provincial Education Advisers (PEAs) of the 8 provinces in which these schools are located, a total of 32 individuals.

In one province an invitation was issued to the Acting PEA, and shortly afterwards another individual was appointed to the position of PEA. An additional invitation was therefore extended to the substantive PEA, bringing the total number of PEAs to nine. In addition to these, the wives of two of the Head Teachers were also invited because they were also teaching in the case study schools. An offer was made to pay their conference fees and per diem (travel allowance) only. They were to share their husband's accommodation, and pay their own travel. Ultimately only one of the two came, as the other was in hospital having an operation at the time. In addition to these an invitation was extended to one additional teacher in order that she could be a presenter at the conference. One of the TICs was unavailable to attend. Thus a total of 37 were invited. Additionally, conference fees were paid for Impact Study 1 local researchers Ms. Reia Brash, Mr. Joseph Kaptigau, Mr. Nuegu Billy, and for the Research Team Leader, as well as for two staff of Tanorama Ltd who were on duty to assist the Impact Study 1 participants for the three days.

The table below summarises the attendance at the conference and at the national workshop for Impact Study 1:

Table 1: Attendance at National Workshop for Impact Study 1

Type of participant	Numbers invited	Numbers arrived	Numbers attended workshop
HTs	12	12	11
TICs	12	11	11
PEAs ¹	9	8	7
HTs' wife/teacher	2	1	1
Lower Primary TIC	1	1	1
Presenter (UP TIC)	1	1	1
Total	37	34	32

Feedback from Participants

24 participants (71% of total) completed and returned evaluation forms for Impact Study 1. A copy of the evaluation form is contained in Annex 1.

These show that there was a very high level of satisfaction both with the arrangements made by Tanorama Ltd for the logistics, as well as with the content and conduct of the workshop. Their ratings are summarised in Table 2 overleaf:

Table 2: Ratings of Workshop Attributes by Participants

	Poor	Satisfactory	Good	Excellent
1. Travel arrangements			1	23
2. Arrival & departure arrangements				24
3. Accommodation arrangements				24
4. Travel Allowance arrangements		1	1	22
5. Content of the workshop			2	22
6. Conduct of the workshop			4	20

The conduct of the workshop was slightly marred by the fact that the easels that had been ordered from the hotel for the workshop were inadvertently supplied to other sessions of the conference. This was speedily rectified and there were no significant impacts from this.

Participants were also asked to comment on what they valued most and least about the Conference and the workshop, and to offer any other comments they might wish to make. They were extremely appreciative of the opportunity they had been given to attend both events, and particularly to hearing from others who were implementing the reform curriculum. One TIC (from a remote and disadvantaged school) commented as follows:

¹ The PEA who did not attend was based in Port Moresby, so there were no travel or accommodation savings for this participant.

“I really liked it and valued our own workshop most because this is really the feedback since CRIP Impact Study 1 started visiting the engine room of the reform back in the classroom.”

The Research Team Leader was extremely satisfied with the efficiency and quality of the services provided by Tanorama Ltd. Some of the Impact Study 1 participants had never been out of their province before. It was particularly important for these people that the logistics were effective. Two participants from Milne Bay were off-loaded by Air Niugini from their flight on the evening prior to the Conference. They missed the pre-conference dinner, but arrived safely on the first morning of the Conference and were able to attend the National Workshop.

Overall Impact Study 1 participants were extremely appreciative of the opportunity they had been given to attend both the Conference and the workshop. Many of them conveyed to the Research Team Leader that they will be more highly motivated and better equipped to implement the reform curriculum on returning to their schools. The presenter invited by Impact Study 1, made quite a significant impression both in her individual presentation, and in her appearance as a panel discussant. Her outstanding ability and commitment was recognised by both provincial and national level participants in the Conference. Following her presentation in the Conference, it is possible she will be requested to act as a facilitator to support inservice training at both provincial level and perhaps even national level.

Content of the National Workshop

In the contractor’s original proposal, a two-day national workshop to report on the processes and findings of the Impact Study was envisaged. On reflection, the Research Team Leader considered that there were two equally important main purposes for the workshop:

- for the researchers to obtain feedback from participants on the findings of the study to date; and
- for the participants from different provinces to share their experiences with each other.

In arranging with CRIP to hold the national workshop in association with the Curriculum Reform Conference, the duration of the workshop was reduced from two days to half a day. The main reason for this was to maximise the opportunity for the participants to attend conference sessions. The time frame for the national workshop was therefore greatly compressed. Two main strategies were adopted in order to maximise the benefit of the short workshop.

First, the Research Team Leader prepared a 38-page Summary of the Findings as at 30 June 2005 of Impact Study 1 as a background document for the national workshop. The draft was sent to the CRIP Team Leader on 7 July 2005, and his comments were addressed in the final version. A copy of this Summary was supplied to each participant on arrival at the conference venue, and at the pre-

conference dinner on 12 July 2005 participants were asked to read the document prior to the workshop which was scheduled for the afternoon of 14 July. They were also each provided with a copy of the Research Team Leader's keynote paper for the Conference entitled "What do Teachers think of the Reform Curriculum?" This paper reported findings from the Survey of Elementary and Primary Teachers conducted in October 2004. The paper was presented in a plenary session on the morning of 14 July, prior to the workshop.

Second, the Research Team Leader reviewed the six main Research Questions with a view to focusing the workshop on those which related most directly to the vantage points of the large proportion of participants (HTs and TICs).

Four questions were formulated and discussed with the local research team, who provided comment. The revised questions selected for discussion at the workshop were:

1. What are the main advantages and disadvantages of the reform curriculum?
2. What approaches can be used in schools to help teachers implement the reform curriculum?
3. What are the main advantages and disadvantages of elementary education in Tok Ples?
4. What approaches can be used in schools to help students from Tok Ples elementary schools to make a successful transition to Grades 3 and 4?

These questions relate to First Order Research Questions 2 and 3 from the Scope of Services of Impact Study 1 (see Annex 2 for Scope of Services). Questions 2 and 4 were framed with two main purposes in mind: to elicit perspectives from participants on possible solutions to problems; and to provide an opportunity for participants to share their experiences with participants from other schools and learn from each other.

Some of the findings from Impact Study 1 indicate that problems and issues are often experienced differently in rural and urban schools. (The use of vernacular in elementary education is an example of this.) It was assumed that the views of urban and rural HTs and TICs might differ, and it was considered potentially useful to be able to compare and contrast the urban and rural views and explore the extent of difference. The participants were therefore clustered into the following four main working groups: rural HTs, urban HTs, rural TICs and urban TICs. The Provincial Education Advisers were distributed between these four groups. PEAs were placed in groups with HTs and TICs from schools in provinces other than their own. This was to guard against the possibility the PEAs might inhibit discussion within the case study schools from their own province. The working groups were each asked to consider the same set of four questions, and to assemble the key points of their discussions on butcher's paper. Each group was asked to appoint a scribe and a timekeeper. A plenary session was held at which a representative of each group

presented the group's key points. The key points were subsequently transcribed and used for the following analysis.

Main advantages and disadvantages of the reform curriculum

Elementary TICs

Both rural and urban TICs identified flexibility for the teacher as an advantage of the reform curriculum. This flexibility enabled the teacher to make elementary education relevant for the students. The rural TICs appreciated the new curriculum as being teacher and child friendly. The urban TICs expressed similar notions: the new curriculum makes understanding easier, enables a quick response, and emphasises a child-centred approach. The rural TICs emphasised the value of the 'home grown' character of the curriculum (i.e. developed by Papua New Guineans), and felt that it couldn't have come at a better time. The urban TICs, on the other hand, valued the reform curriculum as building confidence in children as they grow, and as encouraging self-reliance. They also identified the advantage of communication in the child's own language whereas, perhaps surprisingly, this was not mentioned by the rural TICs.

A disadvantage identified by both rural and urban TICs was lack of inservice on the new curriculum. Rural TICs identified the short (6 weeks) initial training of elementary teachers as being inadequate. Multigrade teaching and the difficulty of adequate lesson preparation for multigrade teaching were also mentioned by the Rural TICs. The disadvantages mentioned by urban teachers only were heavy time commitment in preparation, and lack of awareness and support materials.

Primary HTs

Both urban and rural HTs saw the child-centredness of the new curriculum as an advantage. But in other respects they differed. Rural HTs saw the other advantages of the new curriculum as:

- That it is the road to universalising primary education;
- It is more culture-oriented;
- Outcome based; and
- Holistic in approach.

Urban HTs saw its flexibility and its use of local materials as main advantages.

Both groups commented on disadvantages in terms of

- Insufficient inservicing and awareness; and
- Increased workload on teachers.

The urban HTs added to these perceptions that the new curriculum required:

- A shift of mindset; and
- Greater expense.

The urban HTs also commented on “Assessment” as a disadvantage, but did not elaborate on what was meant here.

Approaches that can be used in schools to help implement the reform curriculum

Elementary TICs

The common theme for both rural and urban TICs was the need for inservice of teachers. The rural TICs saw the need specifically as regular school-based/cluster group inservice. Rural TICs advocated more community involvement/participation in school life, and regular visits/supervision by elementary trainers. Urban TICs advocated more attention to an awareness programme, as well as teacher upgrading and distribution of materials to schools.

Primary HTs

Both rural and urban HTs commented on parental awareness and on inservice as approaches to helping teachers implement the reform curriculum. Rural HTs stressed school-based inservice, while urban HTs stressed the quality of inservice. The rural HTs identified the introduction or strengthening of the curriculum committee in schools, and the use of environmental resources. Urban HTs identified adequate funding and the supply of all necessary materials.

Main advantages and disadvantages of elementary education in the vernacular

Elementary TICs

Responses of rural TICs were distinctly different from those of urban TICs. Rural TICs indicated that the main advantages of elementary education in the vernacular were:

- Easy and meaningful communication;
- Ease of translation from vernacular to English;
- Helps children to feel proud of being Papua New Guinean; and
- Learning another language helps create unity.

Urban TICs reflected a more formal view of the advantages in line with the stated objectives of the elementary education curriculum:

- Children learn to read and write in a language they already know;
- Students express themselves confidently;
- Learning from known to unknown is easier;
- Children can relate with each other;
- There is greater flexibility in learning when children learn at their own pace;
- Use of local materials reduces cost;

- Greater community participation.

Both groups of TICs commented on problems with bridging, with urban TICs commenting on the problem of finding qualified teachers to handle bridging. Rural TICs mentioned difficulty in reviving and teaching in some languages which are dying and whose cultures are fading. Both groups mentioned the problem of teaching in a particular vernacular in multi-cultural communities. In the urban group, this was discussed in the context of parents from different cultural groups within one family. The urban TICs saw the non-existence of orthographies for many languages as a disadvantage, and felt that over-use of vernacular had a negative impact on speaking English.

Primary HTs

Both urban and rural HTs identified learning to read and write in children's mother tongue as an advantage. Rural HTs also commented on the advantage of vernacular elementary education as a means to achieving universal primary education, of a community-based curriculum, and of early childhood development in vernacular. Advantages mentioned by urban HTs included:

- Use of Phonics;
- Learning of 'pure' language;
- Cultural activities and the ability to recount village events.

Both groups mentioned insufficient training of elementary teachers. The urban HTs only identified one other disadvantage: that elementary education required a mind shift by parents.

The disadvantages identified by rural HTs were:

- Gender bias and cultural bias;
- Geographical situation;
- Insufficient community support and insufficient facilities and resources;
- Multicultural conflicts; and
- Language frustration barrier.

Unfortunately no further detail was recorded for this group which would explain the disadvantages mentioned above. It appears, however, that elementary education was regarded as more problematic by rural HTs than by urban HTs.

Approaches that can be used in schools to help students from vernacular elementary schools to make a successful transition to grades 3 and 4

Elementary TICs

The comments of both urban and rural TICs had a similar emphasis on:

- Commencing bridging to English in E2; the rural TICs felt this should commence in term 3 and the urban TICs in Term 2 together with involvement of parents;
- Specialist bridging teachers should be trained and retained; the urban TICs felt this should be a Grade 3 teacher;
- A strong linkage and close contact between elementary and lower primary bridging teachers.

The urban TICs also mentioned inservice packages for grade 2 and grade 3 teachers.

Primary HTs

There were distinct differences in approaches identified by rural HTs compared to those identified by urban HTs. Approaches identified by rural HTs were:

- More inservice directed towards bridging from vernacular to English;
- Appointment of bridging teachers from the local community;
- Continuity of employment of teachers in vernacular schools;
- Integration of learning activities in elementary and lower primary; and
- Allowing children to repeat.

The urban HTs only identified two approaches:

- Teacher creativity; and
- Presenting the same word in all three languages: vernacular, Tok Pisin, and English.

Summary and Conclusions

Common themes amongst all four groups were the advantages of child-centred approach in the reform curriculum. Other commonly perceived advantages were: flexibility (although this was not shared by rural HTs) and relevance (not shared by urban HTs). The common disadvantages seen by all groups were:

- Insufficient inservicing; and
- Increased workload.

Rural HTs were more appreciative of the reform curriculum than urban HTs.

Common approaches expressed by all groups were:

- More inservicing; and

- More awareness amongst parents.

Rural TICs and HTs advocated more community involvement including, for example, through curriculum committees. Urban TICs and HTs placed greater emphasis on supply of materials.

Vernacular education in elementary schools was generally regarded favourably by all four groups, but HTs felt that elementary teacher training was inadequate. Rural HTs saw many more problems with vernacular education, especially lack of community participation and support. Urban HTs had fewer solutions to offer.

All four groups delivered the clear message that effective bridging is the key to helping students from vernacular elementary schools to make a successful transition to grades 3 and 4, and that much more attention needs to be given to selecting, preparing and retaining bridging teachers. This has policy implications both at the level of the school, in terms of deploying appropriate teachers to the lower primary levels, and at the national level in terms of the training and recruitment of lower primary teachers. It also implies that more inservicing on bridging to English needs to take place, involving both lower primary and elementary teachers.

The participation of Impact Study 1 in the Curriculum Reform Conference went smoothly and according to plan, was well attended, and was greatly valued by the overwhelming majority of the participants whose attendance was sponsored by ITC.

3. Issues and Lessons

Opportunities

October 2005 is the last opportunity to conduct the annual assessment of literacy and numeracy in one of the cohort classes. This is the cohort which was in G5 in 2002, and which is now in Grade 8. In recognition of this, and on the basis of past experience as well as the scheduled date for the national Grade 8 examination, October had been identified as the optimum month in which to conduct the fourth annual assessment of elementary and primary student performance in literacy and numeracy.

Issues

On 21 September 2005 the consortium was requested to reschedule this field visit for the end of October, in the hope that a contract variation would be available for signature by that time.

There were a number of implications if the field visit was postponed as proposed. These were:

- (a) Most importantly, the national Grade 8 examination would be held in the week 7 - 10 November. After this the Grade 8 students were likely to be sent home, including the cohort class that had been assessed for the last three years. If the assessments of these students could not be administered before the end of October, the opportunity to reach this cohort before they leave school would be lost.
- (b) Another implication was that in November schools, particularly the church agency schools, tended to have various end of year/religious ceremonies. It could prove awkward for these schools if Impact Study 1 visits coincided with these events. This had occurred in the past with the rural school in New Ireland province.
- (c) A third implication was that late in the school year students tended to be sent home early. In a previous year, for instance, the elementary students were sent home early, and it was not possible to undertake the assessments with these students.

In summary, the later the assessments are administered, the greater the risk of losing parts of the sample and therefore parts of the data. For these reasons October was targeted in 2004, and the same had been planned for 2005.

4. Interim Recommendations

As there was apparently no alternative to starting the field visit (if confirmed through contract variation) at the end of October, a different strategy with the Grade 8 students is proposed as follows. The Grade 8 assessment papers for the 204 students will be printed, and attempts will be made to distribute them to the Head Teachers as soon as possible, requesting them to administer them to the named students on behalf of the study team, and keep the completed papers for our researchers to collect in November.

In the case of rural and remote schools (particularly two in Oro, one in Milne Bay, and one in New Ireland) it will be necessary to rely on the PEA or his staff to deliver them to the schools on behalf of the study team, unless another way can be found to have the papers delivered to the schools reliably and without additional cost. The main risks are:

- (a) that the packages of papers and covering letters may reach the provincial centre but not be delivered to the schools;
- (b) that the contract variation may not be issued in time to enable the field visit to proceed in November 2005.

If this approach is adopted with the Grade 8 class, it was considered feasible (though not desirable) to postpone the rest of the fieldwork until the end of October, without too much detriment.

It is therefore recommended that

Recommendation 1

The Grade 8 assessment papers for the 204 students in G5/G8 cohort classes be printed, and attempts be made to distribute them to the Head Teachers as soon as possible, requesting them to administer them to the named students on behalf of the study team, and keep the completed papers for Impact Study 1 researchers to collect in November.

Recommendation 2

The contract variation for the extension of Impact Study 1 to October 2006 be issued without delay so as to enable the rescheduled Field visit to be implemented in the week commencing 31 October 2005.

5. Priorities for Next Six Months

If a contract variation is issued in time, the field visit commencing 31 October 2005 [visit 8] will:

- Conduct the fourth annual assessments of literacy and numeracy in cohort classes in case study schools;
- Collect Attendance Data for Terms 2 and 3 2005;
- Repeat the Survey of Elementary and Primary Teachers;
- Check and update the Class Learning Records.

A n n e x 1

Evaluation Form

IMPACT STUDY 1 PARTICIPANTS

How satisfied were you.....?

Please rate the following services provided by our team: (√)

	Poor	Satisfactory	Good	Excellent
1. Travel arrangements				
2. Arrival & departure arrangements				
3. Accommodation arrangements				
4. Travel Allowance arrangements				

Please rate the following aspects of Impact Study 1 Workshop: (√)

	Poor	Satisfactory	Good	Excellent
5. Content of the workshop				
6. Conduct of the workshop				

What aspects of the CRIP Conference and Impact Study 1 Workshop did you value most?

.....

What aspects of the CRIP Conference and Impact Study 1 Workshop did you value least?

.....

Are there any other comments you would like to make?

.....

Thank you for your attendance and for completing this form. Please return it to Penelope Murphy or Reia Brash or Joseph Kaptigau before close of business on Friday afternoon.

HAVE A SAFE JOURNEY HOME, AND WE LOOK FORWARD TO OUR NEXT VISIT TO YOUR SCHOOL!

A n n e x 2

Scope of Services

SCHEDULE 1

SCOPE OF SERVICES

IMPACT STUDY 1

LONGITUDINAL STUDY OF THE IMPACT OF PNG CURRICULUM REFORM ON STUDENT LEARNING AND TEACHER PRACTICE

1. *THE PNG CURRICULUM REFORM IMPLEMENTATION PROJECT (CRIP)*

The Government of Papua New Guinea is undertaking a program of major educational reform, including a new direction for the curriculum, to provide a more relevant and culturally appropriate education with the aim of universal primary education by 2004. The Government of Australia is supporting PNG in the reform process through a series of AusAID funded projects. One of these projects is the Curriculum Reform Implementation Project (CRIP).

CRIP is a five-year project designed to support curriculum reform for Elementary Prep to Grade 8 through the:

- development of curriculum and curriculum support materials,
- provision of teacher inservice,
- national distribution of materials to schools, and
- implementation of improved and sustainable curriculum development, teacher inservice and management systems in the PNG Department of Education.

2. IMPACT STUDIES

As part of its scope of services, CRIP will be undertaking a series of impact studies to investigate the impact of the reform in key areas. Impact Study 1 is a five-year longitudinal study that will investigate the impact of the curriculum reform on student learning outcomes and teacher practice.

Expressions of interest are invited from suitably qualified individuals or organisations in PNG, Australia or New Zealand to undertake Impact Study 1. Consortia comprising PNG and Australian or New Zealand individuals or organisations would be viewed favourably.

3. DESCRIPTION OF THE STUDY

Impact Study 1 will be a five-year longitudinal study of the effectiveness of PNG curriculum reform in basic education.

This study is a priority as it will be necessary to establish baseline data on student outcomes and teacher practice by comparing the outcomes and practices in reform schools and pre-reform schools.

3.1 Key Research Questions

The impact study will seek answers to the following research questions. First order issues provide the major focus for the study. The second order issues will provide initial data which may be used to inform separate studies.

First Order Issues

- (i) To what extent has the implementation of the reform curriculum in primary and elementary schools resulted in improvements in student participation in schooling, attitudes to schooling and student learning outcomes – knowledge, skills and understandings with particular focus on literacy and numeracy?
- (ii) What has been the impact of vernacular education in elementary school on student learning, in particular literacy and numeracy, in primary school?
- (iii) To what extent has access to curriculum materials and related teacher inservice affected the impact of curriculum reform?

Second Order Issues

- (iv) To what extent has the implementation of the reform curriculum led to changes in teaching, learning and student assessment practices?
- (v) To what extent do communities perceive the reform curriculum to be more culturally relevant?
- (vi) Has the implementation of the reform curriculum changed community expectations of and attitudes to elementary and primary education?

The data for the study is to be disaggregated by sex to determine the relative impact on male and female students and by location.

3.2 Study Parameters

The study will operate within the following parameters:

- The study will be a national study with the study sample being drawn from an appropriate number of provinces.
- The sample is to be stratified to take account of rural and urban contexts.
- The study will use both qualitative and quantitative data collection methodologies.
- Wherever possible the study should identify causal relationships between key variables.
- The qualitative component of the study is to include a series of at least ten case studies in rural and urban schools in at least five selected provinces.
- The quantitative component of the study is to include, but is not limited to, the collection of student learning outcomes data in literacy and numeracy from a national sample of students in lower and upper primary grades. For this purpose the subcontractor will be required to utilise data collected by various DOE units, in particular Measurement Services Unit (MSU) of CDD and the Planning, Facilitating and Monitoring Unit (PFM). A separate project will be funded by CRIP for the development of the national testing instrument for students in lower and upper primary grades.
- The subcontractor will be required to skill local teachers in the case study schools in data collection methodologies so that they can participate actively in the process.
- It would be desirable for the researchers to make two visits to each case study school each year.
- The communities of the case study schools would provide input into the community focused component of the study.
- The subcontractor will be required to liaise closely with other AusAID projects working in similar areas including Elementary Teacher Education Support Project (ETESP).

3.3 Management and Reporting

A Study Steering Committee will have responsibility for overseeing the implementation of the study and the progress of the subcontractor. The subcontractor will be required to present six-monthly progress reports to the Steering Committee. The six monthly report due at the end of each calendar year will be a more detailed report of research findings for that calendar year. The subcontractor will be required to provide a detailed end of study report within one month of the completion of the activity.

The Steering Committee will either endorse reports or seek more information from the subcontractor. The Committee will provide information about the progress of the study and study findings to the DOE Top Management Team.

It is proposed that the Committee would meet two or three times per year. It would comprise representatives of:

- DOE (2)
- AusAID Port Moresby (1)
- Project Management Group (PMG) (2)

The Steering Committee will advise the Australian Team Leader for CRIP when milestones have been reached to enable the release of funds to the subcontractor.

3.4 Duration and Timing

It is anticipated that the study will commence within one month of the signing of the contract with the successful tenderer. The study will end in the October of 2005.

The initial collection of quantitative data is to commence in 2002.

Case studies are to commence in the second half of 2001.