

PNG
Curriculum
Reform
Implementation
Project

Strategic Plan
2001–2005



October 2001

Executive summary

The Government of Papua New Guinea (GoPNG) is undertaking a program of major educational reform. The Government of Australia (GoA) is supporting Papua New Guinea (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 worth \$A30 million designed to support curriculum reform from elementary prep to grade 8.

Purpose of this Strategic Plan

This CRIP Strategic Plan updates the project design document (PDD) and sets the context and key directions for the five-year life of the Project. It identifies the general approach to implementing the Project and outlines for each Project component, the key outcomes, success indicators, responsibilities and timelines for achieving the objectives of the Project over its five-year duration.

While the CRIP Strategic Plan provides a vision of the key activities over the five years of the Project, implementation and monitoring are detailed in and guided by other Project and GoPNG plans.

Context of curriculum reform

The PNG education reform process commenced in 1994. Its key features are to develop a culturally relevant curriculum, establish community-based elementary schools that use vernacular as the language of instruction and provide nine years of basic education for all by the year 2004.

Not all provinces have implemented the reform process at the same rate. Some provinces are well advanced, while others commenced more recently. The development and release of curriculum documents and the provision of related teacher inservice has not kept pace with the structural reform. This has resulted in a situation where reform primary schools and classes have been formed, but teachers have not been trained and curriculum materials are not available.

Strategy for implementation

The role of CRIP is to provide technical expertise and resources to support the PNG Department of Education (DoE) improve the relevance and quality of education provided to school students in PNG. Its focus is on assisting DoE to develop and distribute reform curriculum materials and provide inservice so that teachers can implement the new curriculum.

CRIP advisers and counterparts will work closely with key divisions of the DoE to support them in the implementation of curriculum reform. The development and implementation of sustainable processes and practices will underpin all CRIP activities and support strategies.

The key elements of implementing this Project involve:

- utilising a program approach
- capacity building and institutional strengthening
- partnering DoE in the identification and development of priority activities to support sustainable curriculum reform
- accessing support through a partnership arrangement with an Australian education system
- communication and liaison with DoE, AusAID and other related projects
- addressing issues of gender, environmental sustainability and HIV/AIDS.

Monitoring and evaluation

The Project will monitor and evaluate both the impact of the curriculum reform and the effectiveness of its activities and processes. Monitoring and evaluation processes will be a core component of the implementation of CRIP.

Key Project outcomes

The key outcomes of CRIP are to assist the Government of PNG, through its DoE:

- develop appropriate and relevant curriculum and assessment materials to support the PNG curriculum reform
- produce PNG reform curriculum materials and supply them to schools in a cost effective and timely manner and in a form that extends their shelf life
- enhance the skills of DoE staff and teachers to produce, deliver, support and to implement the reform curriculum
- generate general awareness, understanding and support for the PNG curriculum reform and to monitor the attainment of its outcomes
- manage the efficient and effective utilisation of Project resources to ensure Project inputs are delivered on time and within budget.

Conclusion

The Government and people of PNG must own the curriculum reform. Responsibility for the implementation of the PNG curriculum reform is shared by the DoE, provinces, non-government organisations (NGOs) and schools.

This Strategic Plan outlines how CRIP, over its five-year duration, will provide assistance and support for the PNG curriculum reform process.

Summary of the strategic outputs by years

Strategic outputs for 2001 by component

| COMPONENTS | OUTPUTS that contribute to achieving the KEY OUTCOMES |
|--|--|
| <p>1. Reform curriculum development</p> | <ul style="list-style-type: none"> •Curriculum Management Plan and two support handbooks developed and approved by DoE. Handbooks include quality guidelines for inclusive curriculum development. •Curriculum officers trained to implement the guidelines and procedures in the Curriculum Development and Curriculum Writers' Handbooks. •Plan to upgrade CDD's information technology capacity completed. •Individual development plans for key CDD staff in place. •Elementary scope and sequence reviewed. •Secondary framework for inclusion into the National Curriculum Statement completed. •Review of Graphics section completed. •Assessment and evaluation policy for reform curriculum developed. •Guidelines developed for the Reform Curriculum Support Program to fund local curriculum development initiatives. |
| <p>2. Reform curriculum production and distribution</p> | <ul style="list-style-type: none"> •Evaluation of DoE Print shop completed. •Curriculum Materials Distribution and Storage Study completed. |
| <p>3. Reform curriculum inservice</p> | <ul style="list-style-type: none"> •Inservice Management Plan developed and approved by DoE. •Catch-up bridging inservice for grades 3-5 teachers completed. •Inservice materials for the edition 1 grades 3-5 curriculum developed. •Briefings provided to senior primary school and primary school inspectors on reform curriculum and inservice issues. •Regional workshops conducted to assist provinces develop provincial reform curriculum inservice plans. •Guidelines developed for the Reform Curriculum Support Program to fund local teacher inservice initiatives. |
| <p>4. Monitoring and communication</p> | <ul style="list-style-type: none"> •Impact Study 1 commenced to evaluate the impact of the curriculum reform on student outcomes. •Impact Study 2 completed to evaluate the effectiveness of the Grades 3-5 catch-up inservice courses. •Feasibility report on establishing a DoE curriculum standards monitoring test completed. •A variety of awareness materials developed and distributed, including CRIP newsletters and radio tapes. |
| <p>5. Project management</p> | <ul style="list-style-type: none"> •Temporary Project office established and all staff in place. •CDD building refurbishment subcontracted. •Quality Management Plan, Risk Management Plan, CRIP Strategic Plan and first Annual Plan developed. •Trust accounts established and operating. •PCG and AAG procedures established and operating. •Monthly reports and Six-monthly reports produced. •Partner organisation/s appointed and contributing to CRIP activities. |

Strategic outputs for 2002 by component

| COMPONENTS | OUTPUTS that contribute to achieving the KEY OUTCOMES |
|---|--|
| 1. Reform curriculum development | <ul style="list-style-type: none"> • CMP reviewed and updated as necessary. • Curriculum officers supported and trained to implement any new CMP procedures. • Graphics section upgraded with new equipment and procedures, and officers trained in their use. • New elementary syllabuses and teacher guides developed. • Edition 1 lower primary (grades 3-5) syllabuses reviewed. • New upper primary (grades 6-8) syllabuses and teacher guides developed. • Vernacular support materials developed for elementary. • Funding allocated under the Reform Curriculum Support Program to local curriculum development initiatives. |
| 2. Reform curriculum production and distribution | <ul style="list-style-type: none"> • Recommendations from Print shop evaluation implemented by DoE. • National Distribution Policy developed by DoE on basis of findings of Curriculum Materials Distribution and Storage Study. • New elementary syllabuses and support materials printed. • New upper primary (grades 6-8) syllabuses and support materials printed. |
| 3. Reform curriculum inservice | <ul style="list-style-type: none"> • IMP reviewed and updated as necessary. • Inservice for edition 1 grades 3-5 curriculum available for teachers under the new model. • Inservice modules developed for upper primary and elementary curriculum. • CDD, IGD and TE&SD staff participate in programs to assist them to develop and deliver teacher inservice. • PTC, provincial and district staff acting as inservice trainers participate in train the trainer programs. • Funding allocated under the Reform Curriculum Support Program to local teacher inservice initiatives. • Annual planning workshop for development of PRCIPs • Annual briefing for primary school and senior primary school inspectors on curriculum reform and inservice issues |
| 4. Monitoring and communication | <ul style="list-style-type: none"> • Curriculum standards monitoring instrument developed and trialed. • A variety of awareness materials developed and distributed, including CRIP newsletters and radio tapes. |
| 5. Project management | <ul style="list-style-type: none"> • CDD building refurbishment completed and office relocated. • Quality Management Plan and Risk Management Plan updated. • Second Annual Plan developed, including update of Handover Plan. • PCG and AAG meetings held as planned. • Monthly reports and Six-monthly reports produced. • Key DoE staff assume leadership of major Project activities. • Partner arrangement evaluated and action taken, as necessary. Same or new partner organisation/s contributing to CRIP activities. |

Strategic outputs for 2003 by component

| COMPONENTS | OUTPUTS that contribute to achieving the KEY OUTCOMES |
|---|---|
| 1. Reform curriculum development | <ul style="list-style-type: none"> • CMP reviewed and updated as necessary. • Curriculum officers supported and trained to implement any new CMP procedures. • Edition 2 lower primary syllabuses and teacher guides developed. • Vernacular support materials developed for lower primary. • Funding allocated under the Reform Curriculum Support Program to local curriculum development initiatives. |
| 2. Reform curriculum production and distribution | <ul style="list-style-type: none"> • IMP reviewed and updated as necessary. • Edition 2 lower primary syllabuses and support materials printed. • New elementary syllabuses and support materials distributed. • New upper primary (grades 6-8) syllabuses and support materials distributed. • DoE Distribution Policy implemented - Improved packaging and distribution methods used for the distribution of the elementary and upper primary curriculum materials. |
| 3. Reform curriculum inservice | <ul style="list-style-type: none"> • Inservice for edition 1 grades 3-5 curriculum under the new model continues. • Inservice program for edition 2 lower primary curriculum developed. • Inservice for new elementary curriculum available for teachers under the new model. • Inservice for new grades 6-8 curriculum available for teachers under the new model. • CDD, IGD and TE&SD staff participate in programs to assist them to develop and deliver teacher inservice. • PTC, provincial and district staff acting as inservice trainers participate in train the trainer programs. • Funding allocated under the Reform Curriculum Support Program to local teacher inservice initiatives. • Annual workshop for development of PRCIPs conducted. • Annual briefings for primary and senior primary school inspectors completed. |
| 4. Monitoring and communication | <ul style="list-style-type: none"> • Impact Study 3 to evaluate the Reform Curriculum Support Program completed. • Impact Study 4 to review the implementation of the Curriculum Management Plan in CDD completed. • Curriculum standards monitoring test introduced. • A variety of awareness materials developed and distributed. |
| 5. Project management | <ul style="list-style-type: none"> • Quality Management Plan and Risk Management Plan updated. • Third Annual Plan developed, including update of Handover Plan. • PCG and AAG meetings held as planned. • Monthly reports and Six-monthly reports produced. • PNG staff in PMG assume leadership of key Project activities and plans. • Partner organisation/s contributing to CRIP activities. |

Strategic outputs for 2004 by component

| COMPONENTS | OUTPUTS that contribute to achieving the KEY OUTCOMES |
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| 1. Reform curriculum development | <ul style="list-style-type: none"> • CMP reviewed and updated as necessary. • Funding allocated under the Reform Curriculum Support Program to local curriculum development initiatives. |
| 2. Reform curriculum production and distribution | <ul style="list-style-type: none"> • Edition 2 lower primary syllabuses and support materials distributed under the DoE Distribution Policy. |
| 3. Reform curriculum inservice | <ul style="list-style-type: none"> • Inservice for new elementary curriculum continues. • Inservice for new grades 6-8 curriculum continues. • Inservice for edition 2 grades 3-5 curriculum available for teachers under the new model. • CDD, IGD and TE&SD staff participate in programs to assist them to develop and deliver teacher inservice. • PTC, provincial and district staff acting as inservice trainers participate in train the trainer programs. • Funding allocated under the Reform Curriculum Support Program to local teacher inservice initiatives. • Annual workshop for development of PRCIPs conducted • Annual briefing for primary school and senior primary school inspectors conducted. |
| 4. Monitoring and communication | <ul style="list-style-type: none"> • Impact Study 5 to review the distribution of the edition 2 lower primary curriculum materials completed. • Curriculum standards monitoring test implemented. • A variety of awareness materials developed and distributed. |
| 5. Project management | <ul style="list-style-type: none"> • Quality Management Plan and Risk Management Plan updated. • Fourth Annual Plan developed, including update of Handover Plan. • PCG and AAG meetings held as planned. • Monthly reports and Six-monthly reports produced. • The PNG Project Manager assumes responsibility for Project financial management. • Partner organisation/s contributing to CRIP activities. |

Strategic outputs for 2005 by component

| COMPONENTS | OUTPUTS that contribute to achieving the KEY OUTCOMES |
|---|---|
| 1. Reform curriculum development | <ul style="list-style-type: none"> •Monitoring data indicates support for the elementary edition 2 curriculum from teachers and inspectors. •Monitoring data indicates support for the edition 2 grades 3-5 curriculum from teachers and inspectors. •Monitoring data indicates support for the grades 6-8 curriculum from teachers and inspectors. •Funding allocated under the Reform Curriculum Support Program to local curriculum development initiatives. |
| 2. Reform curriculum production and distribution | |
| 3. Reform curriculum inservice | <ul style="list-style-type: none"> •Inservice for new elementary curriculum continues. •Inservice for new grades 6-8 curriculum continues. •Inservice for edition 2 grades 3-5 curriculum continues. •Funding allocated under the Reform Curriculum Support Program to local teacher inservice initiatives. •National inservice evaluation and inservice planning conference conducted. |
| 4. Monitoring and communication | <ul style="list-style-type: none"> •Impact Study 1 completed. •Impact Study 6 to evaluate the implementation of the upper primary curriculum completed. •Curriculum standards monitoring test implemented. |
| 5. Project management | <ul style="list-style-type: none"> •Quality Management Plan and Risk Management Plan updated. •Fifth Annual Plan developed. •PCG and AAG meetings held as planned. •Monthly reports and Six-monthly reports produced. •Partner organisation/s contributing to CRIP activities. •Handover Plan implemented. •Project completion report submitted to AusAID. |