



The National Research Institute is shaping the future of Papua New Guinea through cutting-edge policy research and policy discussions that make an impact on decision-makers. A great opportunity now exists for a qualified researcher or research team to join in the work of NRI through its Universal Basic Education Program.

## **TENDER NOTICE**

### **SYSTEMATIC DESKTOP REVIEW OF OUTCOME-BASED CURRICULUM**

The National Research Institute, through its Universal Basic Education Program, invites expressions of interest from suitably qualified researchers to carry out a 'Systematic Desktop Review of the Outcome-Based Curriculum. This review is expected to be carried out from May to July 2011. Interested applicants are asked to submit applications of no more than 12 A4-sized pages by the **31 March 2011**.

#### **1. Introduction**

The outcome-based curriculum model is the focal point of curriculum reform in Papua New Guinea (PNG). It was adopted as a result of a major review of the PNG education system carried out in 1991. Amongst the key recommendations was a recommendation to reform the curriculum so that what is taught and learnt in schools is not only of desired quality but is also relevant. The Education Sector Review (1991) noted that the objective-based curriculum did not adequately prepare the majority of the Papua New Guinean children to meaningfully and actively participate in the development of their communities and the nation.

The Outcome-Based Curriculum (OBC) model was then recommended for implementation. It was believed that this new model would address the weaknesses of the Objective-Based Curriculum model. The actual design, development, and implementation of the OBC began in 1993 in a number of pilot provinces and rapidly implemented thereafter in other provinces in PNG. Since then, a total of 8 years have been spent implementing this new curriculum. Despite efforts by the national government and development partners to facilitate and support its implementation, it is being challenged by many experts and non experts, particularly parents, students, teachers, Boards of Management, and Non Government Organizations, because of its perceived irrelevance and contribution towards poor pupil learning outcomes. Consequently, many of these groups are now petitioning the government to scrape it out altogether and reintroduce the Objective-Based Curriculum model which they argue contributed relatively more towards quality learning, thereby meeting their expectations.

The government is yet to consider and make a decision on the future of the OBC. The NRI feels that the debate, discussions and subsequent decisions if any, needs to be based on research evidence. The systematic desktop review of the OBC will help the government and other stakeholders to understand the underpinning theoretical and philosophical principles of OBC and the related practices. The lessons learnt globally and nationally from the review will contribute to a base of information that can then be used to make informed decisions on whether or not PNG can afford to continue with the implementation of OBC.

## **2. Objectives**

The objectives of the systematic desktop review are to provide information to:

- 2.1 contribute to and enhance an understanding of the outcome-based curriculum dialogue in terms of its theory and practice;
- 2.2 assess the relevance of outcome-based curriculum in the context of Papua New Guinea and make appropriate recommendations on its continued implementation;
- 2.3 identify gaps and make clear recommendations for further research and policy interventions; and
- 2.4 identify the key lessons learnt globally and nationally and propose appropriate policy responses for the national and sub-national governments, and key stakeholders to act on.

## **3. Scope of Works**

The scope of works for the Systematic Desktop Review of Outcome-Based Curriculum comprises the following:

### **3.1 Review of the Literature and Relevant Documents**

To carry out a systematic desktop review of the literature and relevant documents, and to critically analyze the theoretical/philosophical basis of Outcome-Based Curriculum (OBC) and its practice in different contexts. Practice of OBC includes design, development and implementation, management, resourcing, teacher education and professional learning, monitoring and evaluation, teaching and learning outcomes, assessment, medium of instruction, etc. The consultant is expected to review literature and documents produced since 1991. Those that were produced prior to 1991 should be reviewed only if these will contribute to enhancing the understanding of the OBC model.

The following is the list of priority sources that should be reviewed:

- rigorous studies that have been peer reviewed by experts;
- reports by government bodies or independent organizations;
- opinion pieces by experts in the field; and
- opinion pieces by non-experts and advocates (e.g. parents & citizens, students, Boards of Management, Non Government Organizations, and pressure groups).

### **3.2 Examine PNG's Experience in Designing, Developing and Implementing OBC and Comparing this with Experiences in other Contexts**

To critically examine the PNG experience in designing, developing and implementing the outcome-based curriculum and compare this experience with the experiences of other countries.

Areas in which comparison could be made include:

- the process of designing and developing OBC;
- resource inputs in terms of relevant teaching and learning resources, funding levels, teachers and support staff, etc;
- teacher education and professional learning;
- monitoring and evaluation of education standards;

- sustainability;
- student learning outcomes;
- impact in terms of key achievements and challenges;
- factors influencing or impeding success of the OBC model; and
- medium of instruction.

This list is not exhaustive and the consultant is expected to highlight and discuss all issues pertinent to OBC design, development and implementation in order to enable governments at the national and sub-national levels, and key stakeholders to understand the challenges and achievements of OBC.

### **3.3 Document Lessons Learnt Globally and Nationally**

The consultant is expected to document all possible lessons learnt from the design, development and implementation of OBC in PNG and elsewhere. The consultant must clearly describe policy options for the government to consider in relation to the future of OBC model.

### **3.4 Final Report**

To prepare and submit a quality report to the National Research Institute by the end of July 2011.

## **4. Relevant Qualifications and Experience**

In order to be considered, the candidate must demonstrate:

- 4.1 substantive knowledge and relevant experience in curriculum research and policy, and experience in conducting a systematic desktop review.**
- 4.2 awareness and application of the procedures required to meet systematic desktop review standards;**
- 4.3 use of appropriate evidence to answer research questions;**
- 4.4 recognition of the importance of developing a review using appropriate techniques of search for published and unpublished literature, critical appraisal of studies, data collection and synthesis;**
- 4.5 good knowledge of outcome-based curriculum theory and practice; and**
- 4.6 an understanding of outcome-based curriculum design, development and implementation in PNG.**

## **5. Proposed Budget**

Consultants must ensure that all costs associated with the completion of the project are captured in their budgets. The consultant should consider the following when drafting the budget.

- a. all items must be calculated and reflected in PNG Kina;
- b. GST must be included where appropriate;
- c. insurance cover, costs relating to the processing of passports and visas, and work permits are the responsibility of the consultant. The consultant is also responsible for all legal and tax obligations arising from the contract;
- d. all costs should be identified against specific deliverables.
- e. Applicants should use the sample below in preparing their budgets:

Name of Individual	Role in Study	Total days spent in study	Daily rate	Cost
<b>Total</b>				

## 6 Deliverables and Timeframe

The following is a list of deliverables and timeframe for their completion.

No.	DELIVERABLES	TIMEFRAME
6.1	<b>Systematic Desktop Review Inception Report</b> The consultant shall prepare an Inception Report for submission to the Project Manager within 2 weeks of being advised on the acceptance of application. This report should describe in detail how the consultant intends to conduct the activities required by the Scope of Works	2 weeks
6.2	<b>Systematic Desktop Review of Outcomes-Based Curriculum</b> The Systematic Desktop Review of the OBC should adhere to the Scope of Works items 1 – 3.	2 months
6.3	<b>Systematic Desktop Review of OBC Draft Report</b> The report will include a detailed discussion of the Scope of Works items 1-3 and detailed recommendations for action by stakeholders. Recommendations must be categorised according to the stakeholders for whom they are intended. These targeted stakeholders might include the government at various levels, schools, church agencies, government departments, development partners, etc.	1 month
6.4	<b>Conduct Consultative Meeting on the Draft Report</b> A consultative meeting will be organized for the consultant to present and receive feedback on the draft report	1 day
6.5	<b>Systematic Desktop Review on OBC Final Report</b> The final report will integrate feedback from the consultative meeting. This must be delivered to the Project Manager within the timeline given.	2 weeks

## 7. Timeline

The project is expected to commence in May and end in July 2011

## 8. Tender Applications

The Expressions of Interest should include the following:

### 8.1 Cover sheet

This should include:

- a. relevant project information (title, project code, project manager);
- b. name and title of all persons associated with proposal;
- c. contact details of agency and main contact person; and
- d. total of budget contained in the plan.

## 8.2 **Table of Contents**

## 8.3 **Research Plan**

This should include the following:

- a. Introduction;
- b. Research Approach;
  - demonstration of how the objectives will be achieved;
  - description of how the research approach will encompass a range of perspectives;
  - rationale for selecting literature and the basis for inclusion and exclusion of literature;
  - recruitment strategies for stakeholder consultation;
  - data collection, management and recording strategies;
  - ethical considerations;
  - discussion of the benefits or limitations of research approach; and
  - the anticipated form of presentation of the research results.

## 8.4 **Qualifications and expertise of researcher/team (a 1-page CV per person)**

## 8.5 **Accomplishments of the researcher/team. This should document relevant work done that is specific to this field of research and conducted either in PNG or a similar context**

## 8.6 **Other commitments of researcher/team – all other commitments should be documented to demonstrate that all individuals can meet the commitments of the proposal**

## 8.7 **Time required to complete the proposal**

## 8.8 **Any cooperative features**

- a. Any assistance or agreements required from other agencies;
- b. Any existing relationships with key stakeholders or demonstrated capacity to form such relationships; and
- c. Any resources required from NRI.

## 8.9 **Referees**

Applicants must include the names, titles and phone and email contact details of two referees for each individual associated with the project.

In addition to these required sections, if you have suggestions for any variation of this project, please include another section called 'Suggested Variations to Project' in your EOI.

**9. Additional Information**

*For any queries on the project please contact Dr Arnold Kukari on Ph: 326 0061 or Email: akukari@nri.org.pg.*

The Institute reserves the right to negotiate all aspects of the project with the successful applicants. All Expressions of Interest should be submitted in electronic copy to **director01@nri.org.pg** or by registered mail to:

**The Chairman  
The NRI Tenders Committee  
National Research Institute  
P.O. Box 5854  
BOROKO  
National Capital District  
Papua New Guinea**