

A BETTER FUTURE THROUGH UNIVERSAL BASIC EDUCATION

PAU & Education Department sign MoA

The Department of Education has signed a Memorandum of Agreement with the Pacific Adventist University, National Capital District Commission and the National Capital District Education Division for the establishment of a new Secondary school in the district.

The proposed school is to be called Koiari Park Adventist Secondary School and is to be constructed at the PAU grounds.

At the signing the Acting Secretary for Education Dr. Joseph Pagelio said NCD and PAU have taken the lead to building more secondary schools in the country and other provinces should now consider building at least two more secondary schools.

Dr. Pagelio said there are more than 12, 000 secondary school students and only about 200 secondary schools, which is not enough as the department has ventured into Universal Basic Education.

He said with the Schools of Excellence introduced, Koiari Park Adventist Secondary school can be considered if all the right infrastructures, facilities, teachers and environment are in place.



(L-R) NCD Governor, Powes Parkop, PAU Vice Chancellor, Dr. Branimir Schubert, Secretary for Education Dr. Joseph Pagelio and PNGUM President, Pr. Thomas Davai holding the MoA after the signing.

Dr. Pagelio said with more schools being built around the country and the support from stakeholders, the Education Department can ensure that up to 85 percent of all school aged children have access to basic education.

He acknowledged the support and vision of NCD Governor, Powes Parkop in ensuring that children have access to education.

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Manage subsidies responsibly-Dr. Pagelio

THE 2010 second School Fee Subsidy Distribution commenced in early August and was completed within two weeks.

Subsidy Working Group supervisor, Alex Haboic, said all schools around the country will receive 60 percent as second subsidy payment to complement the first subsidy payment of 40 percent, completing the 2010

School Fee Subsidy.

"These included all sectors from Grade 3 to Grade 12, Vocational Centres and FODE while Elementary schools will receive 50 percent as second subsidy payment to complement the first subsidy payment of 50 percent", Mr. Haboic explained.

The projected subsidy allocation per student in all sectors is based on the 2009

school census enrolment figures except for elementary students which are based on the 2010 school census enrolment figures.

Mr. Haboic said where the 2009 enrolment figures are not available on record the allocation is based on

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Students need to be monitored

CHARACTER formation for school students should be seriously addressed by the planners of the education system before they can deal with the academic development of a child.

Morobe Provincial Education Adviser, Murika Bihoro wants school fights to be addressed "imperatively" as they "were becoming an impediment to the learning environment of a child".

"Fighting among school students is on the increase in Morobe Province and NCD, as we read in the local papers," he said.

He said, in early August two groups of students had fought and disrupted classes at the Bugandi Secondary School.

Classes were suspended and Mr. Bihoro scheduled a meeting with the parents of the students.

He said harsher penalties must be in place for the students involved in the fights.

Mr. Bihoro said school fights were

complex problems because they were not issues emerging from within the school boundaries.

He said violence was happening everywhere; in homes, on the streets and in the communities.

"Law and order is not controlled any more and students will learn from the environment they are brought up in.

"Drugs and alcohol are other catalysts to these fights," Mr. Bihoro said.

"Today, the abuse of drugs and alcohol by students and the public is rampant everywhere.

"This affects the minds of its users and, therefore, triggers violent behaviour, which is another cause of fighting among schools and students."

Mr. Bihoro said another latest trend which could be observed as the cause of these fights was the tendency for students to belong to a certain group and the need for the groups to demonstrate their superiority over the other.

He said the school must now take a different approach when it comes to disciplining this group of students.

Mr. Bihoro said the school must now treat the issue as juvenile delinquency and allow law enforcers to step in because the discipline from the school was not having any effect on the students.

He also called on the education planners to allow school counselors to provide counseling and guidance to the students.

Mr. Bihoro said teachers today were stretched far beyond their limit.

He said they were subject-trained teachers and were not trained to be psychiatrists and guidance teachers to deal with behavior management.

"We need to develop a strategy to address this complex issue," he said.

Mr. Bihoro also said the education system must be conducive to the learning of a child and all bad elements must be removed.

Schools must manage subsidies

Continued from front page...

...the estimates derived from the 2008 enrolment figures.

He said the elementary second payment of 50% comes from the AusAID assistance of 20-million kina and topped up with the national government education subsidy.

The 2010 Subsidy cheques for the second payment was paid to schools that acquitted their 2009 subsidy and schools that failed to submit their 2009 subsidy acquittals were not paid their 2010 second subsidy cheques until they acquit.

Subsidy cheques not paid to schools because of non acquittal of 2009 subsidy were returned to the head office by the end of November 2010.

Mr. Haboic said all schools should have received their cheques from an

officer from the head office except for Manus and Gulf provinces.

"The PEA's of these two provinces have collected their schools cheques, on a cost saving trial", Mr. Haboic said.

Meanwhile, the Acting Secretary for Education, Dr. Joseph Pagelio has urged the provincial education authorities and school administrators to be responsible in school subsidies and comply with the Government's education subsidy policy.

Dr. Pagelio said they are required to comply with the policy and also be responsible to inform the students, parents and school boards about the school fees policy.

Dr. Pagelio said reports of the school boards or Provincial Education Boards charging fees beyond the

NEB maximum fee limits and children turned away for non-payment of fees is wrong.

He said schools who fail to follow the Government Subsidy policy will not receive their subsidy cheques until such a time that assurance is given by the education authorities concerned.

The records at the Department of Education showed that most schools and provincial education offices have not submitted their school census enrolment figures for 2010 and the 2009 Education Subsidy acquittals before set due dates.

Dr. Pagelio said this makes it difficult for the work on 2010 Education subsidy to proceed smoothly, therefore it is important for their Education authorities to comply with the subsidy policy.

International Literacy Day

International Literacy Day is celebrated annually on September 8.

In PNG the National Literacy week is scheduled for September 6th-10th.

Educational institutions and literacy missions around the world commemorate the event with different activities.

Endorsed by UNESCO, this day is proclaimed for disseminating literacy awareness amongst the world's illiterate community.

The definition of literacy and a literate person is vast according to UNESCO.

A literate person is one, who can, with understanding, both read and write a short statement relevant to routine life, and capable of analytical understanding of men's condition in the world.

Literacy is a means of personal liberation and development and delivering individuals educational efforts.



OFFICE OF LIBRARIES,
LITERACY AND ARCHIVES

gress.

The focus of literacy lies in acquiring basic education for all, eradicating poverty, reducing infant mortality, simmering down population growth, reaching gender equality and ensuring constant development, peace and democracy.

A good quality basic education equips people with literacy potentials for life and further learning; literate parents are inclined to send their children to school; literate people are prone to access continuing educational opportunities; and educated societies are better geared to keep pace with the pressing development.

Literacy is not just about educating, it is a unique and powerful tool to eradicate poverty and a strong means for social and human progress.

Hence, literacy is considered as an effective way to enlighten a society and arm it to face the challenges of life in a stronger and efficient way, raise the level of personal living, create and assist change to the society.

Today one in five adults is still not literate and two-thirds of them are women while 72 million children are out of school.

Since its foundation in 1946, UNESCO has been at the forefront of global literacy efforts and is dedicated to keeping literacy high on national, regional and international agendas.

However, with some 759 million adults lacking minimum literacy skills, literacy for all remains an elusive target.

UNESCO's literacy programs aim to create a literate world and promote literacy for all.

Literacy is a human right, a tool of personal empowerment and a means for social and human development.

Invest in Libraries for a better future

Investment in libraries is an investment in the future knowledge and prosperity of PNG, says the Acting Director General of the Office of Libraries and Archives, Jacob Hevelawa.

He said that it was an investment that would turn the children of today into smarter, intelligent adults in the future, ready to take on the challenges of nation building.

"Some of the pillars of building a knowledgeable society are reading books, being literate, having greater access to library and information services and lifelong learning," he said.



Mr. Hevelawa said schools and learning institutions should have libraries so that the students and teachers have access to books and information.

He said libraries and books improve their learning habits, reading skills and life in general and that is why we celebrate the National Book Week every year so we can

promote the culture of reading and schools participate fully and actively.

Mr. Hevelawa said the National Library does support the school libraries through the library books kina for kina subsidy policy arrangement with the Education Department.

"However, not all schools have libraries to benefit from this policy arrangement and likewise funding has not always been adequate", he said.

He appealed to the principals of schools in the country to take stock of the situation in their own schools.

PNGSDP Ltd scholars to study in Australia

TWELVE Western province Grade 12 graduates, who applied to study overseas in 2008 and 2009 have been awarded their scholarships by PNG Sustainable Development Program Limited (PNGSDP Ltd).

The students will commence their studies at the Royal Melbourne Institute of Technology (RMIT) on January 2011.

During their first year, they will have the opportunities to choose the program they wish to take up.

Chief program officer of PNGSDP Camillus Midire, told the students and their family that the scholarship scheme was fully-funded by PNGSDP and arose from a concern by the board of PNGSDP that more opportunities should be offered to Western Province secondary school graduates to gain broad-based academic and technical skills.

"We are fortunate that a good number of young Western Province people are already making their way through universities and colleges in PNG," Mr. Midire said.

He added that the efforts to bring about sustainable development in the Western province could only happen if there were skilled people to make things happen.

"Our board wanted to provide an opportunity for some students to gain experience abroad and be able to bring that experience back to Western Province.

"Our hope is that you students will succeed in the studies you choose and find you are able to make a valuable contribution to the province, your careers and families," Mr. Midire said.

The students are Dominic Sibili, Anita Malawa, Doris Toni and Jason Megaia, all from Awaba village, Carina Davey, Velle Kisua, Amani Thomas, Bareya Kanora all from Daru and Kiunga based students Olton Peter, Elizabeth Wamsa, Devinago Deho, Hilda Duwaba.

SECRETARY'S CIRCULAR INSTRUCTION NO: 02/2009

SUBJECT: ESTABLISHMENT OF SCHOOL LIBRARIES IN 2010

.....Continued from last issue.

It is important that respective school administrators and boards are urged to give first priority in their annual budget planning to the development of library and information services. The denial of essential library and information services to students has implications on students' learning. Research has also proven that school libraries do have a positive impact on academic achievements and the quality of education.

7. Recognition by the Department of Education

The Department of Education recognizes the importance and valuable role of school libraries in enhancing educational excellence and nation building. The quality dimension of education is captured in the NEP (2005 – 2014) and the recently launched UBE Plan (2010 – 2019) by the Prime Minister Right Honorable Grand Chief Sir Michael T. Somare GCL, GCMG, CH, CF, KStJ. Since schools and institutions continue to receive good government support through education subsidies, a portion of these funds should be invested in school libraries from 2010 onwards.

Significantly, funding school libraries support teaching and learning and students need equitable access to library collections in order to realize their full potential in developing life long learning skills and better quality of life.

8. School and Community Partnership

Schools and institutions are urged to ensure that their students are accorded the basic right to access free and quality information in their learning. Community participation in school activities such as school library projects is a very important aspect of the sustainability of such initiatives.

Essentially school libraries have a very crucial role in providing equitable, open and affordable access to information and creating a knowledge society for all. This also includes improving access to digital information and improving information literacy in students and society as a whole.

9. Funding

All school authorities are instructed to include library facilities, books and resources in their annual operational plans and budgets. A well stocked school library is the lifeblood of a learning institution as a knowledge centre. The following funding avenue is recommended to guide principals, head teachers, teachers, Board of Management members and parents to adopt and apply in the initial and continuing phase of planning, introducing and rehabilitation of school libraries:

- That 20% of student's school fees paid will be set aside for the school to purchase library books.
- That 20% of education subsidy from the Department of Education will be set aside to improve the library facilities and purchase of library equipments.
- That financing and re-sourcing of libraries be clearly included in the School Learning Improvement Plans (SLIP).

10. Review of Circular

This Circular will be reviewed as determined by the introduction and application of relevant policies to support school library development and funding arrangement initiatives.

Conclusion

The establishment of libraries has potential to empower teachers and students to improve the quality of education in our schools and institutions. To achieve this, you are all urged to comply with this Circular Instruction on the Establishment of School Libraries in 2010.

LUKE TAITA

Deputy Secretary—Policy & Corporate Services

Tabubil students learn Floriculture

Flowers delight our senses and are very useful in our environment and flower arranging is a form of art and creativity.

Floriculture is blossoming in the Grade 5 classroom at Tabubil International School (TIS) in the mining township of Tabubil, Western Province.

The Grade 5 class at TIS, were learning floriculture as part of their learning theme, "people's lives are enriched by imaginative minds".

The class invited a parent Joanna Pile who is a known home florist in the township to inform and show the students how to collect, cut and prepare flowers for final arrangement using banana stems instead of the "oasis" which is usually used by florists at the florist shop.

Students were very interested and engaged in the lesson as they hadn't used flowers in this manner before.

As flower culture is new in the country, women groups and flower enthusiasts are engaged in grow-



ing them and this is a growing industry already seen in the country.

It was good to see students also learn the art of floriculture skills in schools too.

"People yearn to live close to nature and arranging cut flowers and bringing them indoors is trying to satisfy that need and to show creativity through flower arrangement," Mrs. Pile said.

"Giving time to teach students to be creative with the use of flowers to enrich their lives and minds is a worthy activity, and is a satisfying experience to impart skills to the up and coming generation."

TIS has introduced a new approach to studying the curriculum

called "inquiry based learning," where students are exposed to a wider learning experience to make sense of the main learning idea.

The school principal, Michael Bowmer said the curriculum can be filled with all sorts of information, disjointed and fractured fragments for students to learn but at TIS students are given a "big picture" to navigate their way through by developing inquiry skills such as research, analysis, comprehension, presentation and communication.

He invited the parents to come and see the lessons presented or ask a teacher at TIS regarding this.

So far in term 3, Grade 5 students have been on excursions to enlighten their knowledge of the world's creativity through music, and clothing design in Tabubil.

The class teacher said she was delighted to find that the students were enthusiastic and eagerly ready to participate from the beginning of the lesson to the end.

DoE work on HIV/AIDS & STIs 'impressive'

THE Department of Education HIV/AIDS Desk's education sector response to the HIV epidemic is widely recognized as being "impressive" and many partners have referred to the DoE engagement and leadership as "outstanding".

It was indicated that significant progress has been made in implementing the four areas of the HIV & AIDS Policy, especially through the HIV & AIDS & STI Implementation Plan 2007-2012 (2006) launched during the Senior Education Officers Conference in 2007.

The four focus areas for the plan are for the prevention for students, care and support for students, HIV & AIDS and the workforce and managing the

education response.

Progress for instance shows that in 2008, the Department of Education theme was **"Learning about HIV/AIDS: Our schools, our future, our responsibility."**

It is encouraging that the DoE and its stakeholders have increased their efforts in responding to the epidemic while senior managers committed themselves to quality and comprehensive HIV education.

In 2005, the HIV & AIDS policy for the education system was launched on the World AIDS Day, based on the National Strategic Plan on HIV/AIDS 2004-2008, human rights and HAMP (HIV/AIDS Management & Prevention) Act.

This was the first HIV policy for a large Government department.

The policy is being reviewed and should capture the Education Department initiatives and/or other government departments and NGO policies.

The current HIV/AIDS & STI Implementation Plan 2007-2012 describes the activities that must be implemented through the education system.

The goal of the HIV/AIDS Policy and HIV/AIDS & STI implementation plan is to ensure that intensive work be conducted by DoE and its partners in all aspects of prevention, care, treatment and support for students, teachers, parents and the communities.

PNG to host Pacific Islands Education Ministers meeting

Papua New Guinea will host a Pacific Islands Education Ministers meeting in October 2010.

It is expected that submissions for priority projects around the Pacific Region will be considered during the forum in Port Moresby.

A Pacific education minister's meeting last year endorsed a development framework which agreed on priority projects for implementation.

A meeting held earlier in August in Nadi, Fiji, organised by the Pacific Islands Forum Secretariat, was attended by the directors of education from Kiribati, Samoa, Tonga, Palau and Tuvalu.

Representatives from the University of South Pacific, the secretariat of the Pacific community, the South Pacific board for educational assessment, UNESCO, UNICEF, World Bank, NZAID and AusAID also attended.

Among some of the issues, the meeting discussed major challenges that continued to face the Pacific education systems and identified areas that needed interventions.

The meeting agreed on regional initiatives to support the implementation at country levels and made recommendations to the next forum, education minister's meeting on regional initiatives and modality from donor intervention in support of the regional initiatives.

The forum secretariat said in a statement that the regional priority project for the meeting in PNG in October would cover areas including literacy and numeracy, education for sustainable development, monitoring and evaluation of quality of education focusing on teacher education.

Other issues to be discussed include the development of other capacities in teachers to better deliver in classrooms and develop their skills and ICT in education.

MoA for new Secondary school

...from front page ...

Governor Parkop, said as the capital of PNG NCD is taking the lead to ensure that other provinces see and follow to develop the country.

He said a school just outside of the city, will make access for children

who travel far to get educated, much easier.

The governor also acknowledged the Education Department, PAU and the churches in the country for contributing immensely to education in the country.

Digicel gives 2 classrooms to the Rigo District

DIGICEL FOUNDATION has funded two elementary classrooms in Rigo District to help children get a good education.

The Foundation continued its rollout of new elementary classrooms nationwide.

The Hula Foursquare Living Light Elementary School received the classrooms making them the 10th school to benefit from the new infrastructure.

The two classrooms were opened at Hula village and hundreds of people were present to witness the occasion.

The two kit classrooms including basic school materials cost K40,000 and will cater for 50 children between

the ages of four and ten.

The school was established in 2009 and currently uses a open church building and a space under the local teachers' houses to teach close to 80 children.

There are four classes from elementary prep to elementary two with five local teachers.

And with the addition of the new classrooms and school resources, the needs of the children will be catered for.

Each of the classrooms comes with a library including 150 books each, kindly donated by NGO Hope Worldwide, as well as a school blackboard and slates.

Morobe school gets water tanks

More than 300 pupils from the Nowa-Rumion Primary school in the water scarce Leron Plains of Huon Gulf District in Morobe Province had every reason to celebrate earlier in August.

They welcomed Huon Gulf District Administrator, Tony Ase and his senior officers with songs and traditional dances to open the installation of four new water tanks.

The tanks were provided by the European Union, after fears of cholera infected bore water, drove the school to seek assistance from the EU.

From there the EU collaborated with UNICEF to provide the tanks and eight toilets – four each for males and females students.

The school has 333 pupils mostly children of the employees of Sasiang Creek, Niugini Tablebird's chicken farm, Rumion piggery and PNG Forest Authority.

Mr. Ase congratulated the school for its incentive and thanked the European Union and UNICEF for coming to the aid of this small community.

He said teachers are a very important human resource in any country and even though they get so little they instil so much into an individual.

He also encouraged twelve trainee teachers from Balop Teachers College who were on practical teaching experience to be role models in their "noblest of all professions".

Random Pics



Badili vocational students doing their assembly warm up drills.



Ralph and Aki of Hope Worldwide setting up PCs at Sacred Heart



Media Centre Cameraman, George Solien taking a break posing beside the Goroka Airport Fire truck.



Can you spot your provincial flag in this mini flag collection?



Boys and Girls scout of the Eastern Highlands Scout Association.



It's time to go home—ring the bell.

1980's Education Rugby League Team



Mr. Louis Keamau

Mr. Pala Wari

Dr. Eliakim Apelis

Late Mr. Daniel Paraide



Photograph courtesy of Mr. Kairi Ariki

NOTICES

- The National Education Board will host its 169th meeting from the 22nd to the 23rd September.
- International Literacy Day is on September 8 while the National Literacy Week is from September 6—10.
- By now all the teachers should have lodged their leave applications. The leave applications were due at the end of June.
- The Vacancy Gazette will not be out this year. The teachers who have won the positions through the Vacancy Gazette and have been confirmed to take up the appointments on the 19th of July 2010 and who are currently acting on these positions are to complete the **Teacher Record of Appointment Form EDB 012**, revised 2004 and forward this via the Provincial Education Office to the Salary Section. This is required to confirm your substantive status in the computer system. The teachers who are not currently acting on their newly won positions and who cannot take up those positions until the start of 2011 must remember that when they take up the newly won positions to complete the **Teacher Record of Appointment Form EDB 012**, revised 2004.
- In the past many teachers have only completed the Resumption Duty Form and therefore were not given substantive status.
- HROD will be distributing teachers leave circulars for 2010 and 2011 and resumption circular for 2011 to Provincial Education Advisors.
- The teachers should be preparing for the 35th Independence Day which will fall on Thursday the 16th of September, 2010.
- Teachers who are seeking leave to go without pay or who are intending to resign or retire in 2011 should complete the TSC Form 38 and forward the form to their Provincial Division of Education.
- TSC will require 3 months notice to give sufficient time to process their application both at the Provincial and National levels.
- Those teachers who are intending to leave at the end of this year must sign the TSC Form 38.
- We have a lot of teachers who have left teaching without advising the Teaching Service Commission and the TSC requires them to put in their application to resign or retire so that their entitlements can be processed.

Japanese aid to educate PNG women & girls

Community Development Minister Dame Carol Kidu has commended Business and Professional Women's Club of Port Moresby for playing a key role in supporting women and girls to continue their education.

Dame Carol said this while witnessing the signing of an agreement between Japan Papua New Guinea Association (JPNGA) and the Business and Professional Women's Club (BPW) for the introduction of new scholarship scheme for young women.

BPW president Michaela Dion and JPNGA president ambassador Katsuo Yamashita signed the agreement that provides a scholarship for female students who are interested in the Japanese culture and in learning the Japanese language.

The four-year scholarship will start next year and there will also be the opportunity for the successful young woman to continue with further study in Japan on completion of her qualification in PNG.

The successful student will undertake a course of study at UPNG, Don Bosco Technological Institute or Pacific Adventist University.

This year, more than 100 female students received BPW scholarships. The club also offers training and a mentor



Young girls like these can benefit from the JPNGA—BPWC scholarship to study in Japan.

program as well as workshops for women in business.

Heigo Nakafusa, first secretary of the Japanese Embassy who witnessed the signing, said the scholarship enhanced the partnership between the two nations and provided a special opportunity for a young PNG woman.

Candidates for the scholarship will be interviewed early next year after submitting an application to the BPW scholarship committee.

Pursuing & promoting excellence in TVET

Pursuing and Promoting Excellence in TVET Education for a Healthy, Wealthy, Happy and United Papua New Guinea via Re-orientation of TVET to sustainable development—(UNESCO/ UNEVOC).

Education and Training are the primary agents of transformation towards sustainable development (SD), increasing peoples' capacities to transform their visions for society into reality.

When oriented towards SD, TVET not only provides appropriate scientific and technical skills, it can also afford the understanding, motivation, and support needed for applying them in the interest of helping create a sustainable future.

However, the process of reorienting TVET towards SD is a broader and more pervasive task

than just by simply revising syllabuses and devising new learning materials that incorporate principles and processes of sustainability.

The crisis (of un-sustainability) can not be solved by the same kind of education that helped create the problems...schools, colleges and universities are part of the problem.

Thus, re-orienting the curricula towards sustainability requires significant educational reform or what Cuban calls "second order change".

Where first order change seeks to improve the effectiveness or efficiency of educational processes through new format of teaching and learning, new courses or materials without disturbing the basic organisational or instructional milieu of education.

Second order change reforms the

fundamental ways in which educational systems and institutions function which include new goals, new structures, and new roles for schools, teachers and students.

The process of re-orientation requires coordinated approach to matters of legislation and policy, curriculum development, pedagogy, the management and maintenance of facilities & consumables, the training and ongoing professional development of TVET teachers, administrators, policy makers and managers.

Since quality TVET or smart TVET has included relationships with enterprises, and industry the impact upon curricula, apprenticeship, teacher development, facilities and equipment benefit from these relationships.

Concepts of sustainability can become a two way interchange in such relationships.

Schools Rugby League Program starts

THE PNG NRL Bid team has kicked off its All Schools program with 55 teachers, sports masters and physical education teachers attending the NCD program launch in Port Moresby early in August.

A full strength team comprising of PNG NRL Bid General Manageress Beverly Broughton, NCD Governor, Powes Parkop, National Director of New Zealand Rugby League, Dennis Ward, founder of PNG Junior Schools Rugby League, Iffysoe Segeyaro were present at the launch.

Governor Parkop told the teachers that he was excited about the program because developing a strong junior rugby league program was one of the keys to securing a NRL licence.

"The All Schools Program was backed by the Government because it could be used as leverage to get school children to get involved in the program," Mr. Parkop said.

He said the All Schools Program can be part of the school's curriculum and he encourage all the teachers taking part to get accredited and get recognised as a rugby league coach or referee.

The reasons for the All Schools Rugby League rollout program across the country are:

- * To develop and foster rugby league talent in all schools throughout PNG,
- * To improve retention rates, encourage regular school attendance and completion of education through the incentive of participation in PNG All Schools League program,
- * Provide opportunities for PNG school students to aspire and succeed as NRL and International players,
- * Up-skill teachers with technical qualifications in coaching and refereeing,

* Provide pathways to motivate youth and teachers who contribute to their school and communities,

* To use PNG All Schools rugby league program to deliver positive messages on health, wellbeing, fitness and personal development,

* Strengthen socially acceptable codes of conduct, values and behavioural norms in schools which also impact the wider community,

* And to enhance personal development, academic achievement, healthy lifestyle and community citizenships.

The NRL Bid will deliver the following in the All Schools Program in 2010:

- Accreditation programs for teachers in coaching, refereeing and sports safety,
- The INSPAC National Insurance cover scheme and 2010 PNG All Schools rugby league carnival
- The 2010 PNG All Schools rugby league U16s national shield rep side selection,
- The 2010 TOPS camp-talent ID camp for U16s,
- And the international rugby league development/education scholarship to Australia for top talent.

All these events plus new ones will also be staged next year (2011).

The All Schools Program has since had road shows in other provinces around the country including Morobe, Western Highlands, Eastern Highlands and Enga Provinces.



Australian Rugby League Commentator & former NSW coach, Phil Gould swamped by school children during his visit to PNG. (Picture courtesy of PNGNRL Bid team)

MPR updating workshop

A workshop on Master Position Register Updating was held in Rabaul, East New Britain Province from the 9th to 13th August, 2010 for New Guinea Islands teachers.

The purpose of this workshop was to update the Master Position Register of all the teaching positions in the NGI provinces in preparation for the 2011 Vacancy Gazettes.

At the end of the workshop the updated data was brought back to the National Department of Education Headquarters and would be kept for record purposes.

The participants who attended the workshop were officers from the Teaching Service Commission, Coordination, Communication and Legal Services Division, the New Guinea Islands Provincial Education Advisers and the New Guinea Islands Provincial Appointment Officers.

The next similar workshops will be held in Madang for the MOMASE Region and then followed by Mt. Hagen for the Highlands Region and Central Province for the Southern Region.

UNESCO PNG holds NFE EMIS workshop

UNESCO PNG held a three day Consultative workshop on Language, Literacy and Non Formal Education Management Information System.

The goal of the workshop is for the participants to understand the importance of having a credible NFE EMIS.

Workshop Facilitator Toshiyuki Matsumoto explained that the workshop basically aims to address the lack of communications with key sectors involved in improving Literacy in the country.

Mr. Toshiyuki said there is a need to link up these key sectors if PNG wants to achieve its Millennium Development Goal of improving the Literacy rate to 80 percent by 2014.

He said sectors like the Department of Education, Department of Community Development and National Statistical Office among others, must link up and work together to achieve the MDG.

The Workshop participants highlighted and reviewed the current practices and processes involved in the collection, analysis and reporting of NFE data.

They will also be able to identify the information gaps, familiarize themselves with the international practices in NFE EMIS and be able to suggest a way forward for the



Mr. Toshiyuki (right) explains an exercise to the participants...

development of NFE EMIS.

At the end of the workshop the participants were also able to expand their understanding of the importance of having a credible NFE EMIS.

Participants of the workshop included, National Library and Archives, National Literacy and Awareness, University of Papua New Guinea, Department of Education and National Research Institute amongst others.

Vanimo hosts TVET Consultative Forum

Technical and business college principals throughout the country attended a Consultative Forum in Vanimo, Sandaun Province.

The theme for the forum was "TVET – The Master key for Socio-Economic Prosperity".

The theme addresses a healthy, wealthy and happy united PNG through a sound and functional organization and literate, knowledge based society.

In the education sector the Government challenge is placed on the TVET sub sector.

First Assistant Secretary—Teaching and Learning, Dr. Michael Tapo represented the Acting Secretary for Education, Dr. Joseph Pagelio, said the TVET sub sector is to expand its services aggressively so as to stimulate a healthy, wealthy and united PNG by 2050.

"We are challenged to realign programs and strategies and objectives to promote and implement the Government goals and aspirations," Dr. Tapo said.



**Dr. Tapo
making a point**

He said one of the notable strategies is the TVET pathway which will be established in parallel with the mainstream education at the post primary level and link up with Technical and Business Colleges and Polytechnic institutions at the tertiary level.

Dr. Tapo said, "This will complete the formal TVET stream, closing the gap between primary and tertiary education, thus making it possible for students to articulate into higher education including universities."

"When we do that then we can be able to address the shortage of skilled manpower needed in all sectors of development in Papua New Guinea and currently of the LNG project".

The FAS congratulated the TVET Division officers for the work they are doing to take TVET further as far as the socio economic development of Papua New Guinea is concerned.

Dr. Tapo urged the officers to continue to liaise and work together with the stakeholders to achieve the Government's goals and aspirations.



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