

**Ten (10) Year
Central Provincial Education Plan**

2007 – 2016

Striving On For A Better Future

Division of Education
Central Province
Papua New Guinea
2007

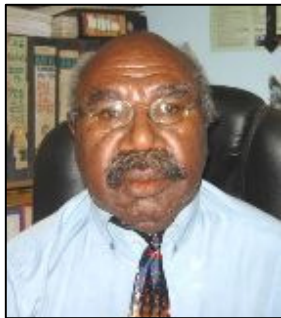
Published in 2007
Division of Education
Central Province
Papua New Guinea

© Copyright 2007 Division of Education, Papua New Guinea

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any electronic, mechanical, photocopying, recording or otherwise without the prior written permission of the publisher.

ISBN 99800- 86- 102-9
National Library Service of Papua New Guinea

ACKNOWLEDGEMENT



Central Provincial Education Plan (PEP) 2007 – 2016 was formulated with the support of many individuals. Therefore, Provincial Education Board (PEB) wishes to acknowledge the efforts of the Steering Committee under the Chairmanship of Momoru Kini for providing ideas, direction, and moral support, towards the development of this Ten Year PEP. PEB also would like to acknowledge the efforts of the Planning Team within the Division of Education for reaching out to the Electorates to discuss the vision, outcomes, strategies, and activities required to achieve the goals of this plan. It is through such consultations that the ideas collected were synthesized, analysed, collated and incorporated into a plan. Hence, it is

true to say that it is a 'Peoples Plan' as it reflects the views, perceptions and the aspirations of the people of Central Province.

At the National Department of Education (NDoE), PEB, on behalf of the people of Central Province, is grateful to Geoff Thompson and Peter Wambena, both from the Planning and Monitoring Division, and, then Assistant Secretary for Planning, Facilitation, and Monitoring Division, and now the First Assistant Secretary for Policy, Planning, Research and Communication, Uke Kombra, for rendering technical support in the process of formulating and writing this Plan, and for securing funds under the PRIDE Project for use, respectively. A word of appreciation is extended to AusAid for providing financial support through the Education Capacity Building Program (ECBP) during the process of editing and printing this document. PEB is also thankful to various stakeholders such as churches, Non Governmental Organisations (NGO), Standards Officers, District Education Superintendents, and teachers, who have contributed in one way or the other towards completion of this Plan.

Finally, PEB would like to thank Kokoro Aga-Nigona for proofreading, arranging and editing this document and Sibona Mavaru for word processing, compiling statistical data and for providing technical support.

We thank you all for a job well done.

A handwritten signature in blue ink, appearing to read 'James Numbaru', with a long horizontal line extending to the left.

James Numbaru
Acting Provincial Education Advisor &
Chairman – Provincial Education Board

FOREWORD



It gives me great pleasure to present the Central Provincial Education Plan (PEP) 2007 – 2016 to all people of Central Province. This Ten (10) Year Plan with its vision, strategies and activities, is structured towards achieving a better future for children of Central Province through the education system.

The priority of this Plan is to give our children an opportunity to receive nine (9) years of basic education. In order to complete 9 years of basic education, every child must have the opportunity to enroll at Elementary Prep class and be educated up to Grade 8. On completion of 9 years of basic education our young children will have a number of pathways available to them as they move through adolescence into adulthood. All children who complete basic education will receive financial assistance, an initiative from the National Government to assist our young generation in their future education or training endeavours. Some academically inclined students will be selected to receive special funding to enable them to progress as far as their ability allows. Those with different talents will have opportunities through the revitalized vocational centers and restructured Distance Education system.

The 10 year PEP presents a direction that is derived from the National Education Plan that focuses on the demands of our growing school age population to receive education at both basic and post primary levels. Matching a massive growth in the restructured and expanded school system against population of school age children alone is an enormous task when compared to the capacity to finance, manage, monitor and to sustain educational progress and developments.

Education therefore must not be seen as an individual concern but must be seen as a concern for every one in Central Province. Our children need and deserve the best opportunity, to take their place in the global community. To this end, the State will meet the costs of teachers' salaries, curriculum materials, and support the establishment and maintenance of school infrastructure. The cost of educating a child in Central Province must be a shared responsibility between parents, communities, three levels of governance, NGOs and all other stakeholders.

The implementation of this plan requires the support and commitment of all stakeholders. Traditionally, parents and communities had the responsibility to maintain and upkeep the schools. This must be continued with the support of all stakeholders. The 'Spirit of Partnership' that enabled and sustained the continuity of our children's' education in the past by all is commended, thus, further encourage all, to continue the excellent work.

Once again, I thank you, and urge us all, to strive together again as partners in providing an education that is meant for life long living for our future generations.

A handwritten signature in blue ink, appearing to read 'Raphael Yibmaramba'.

Raphael Yibmaramba, MBE
Provincial Administrator

GOVERNOR'S MESSAGE



I am overwhelmed by this opportunity to share few remarks regarding this Ten (10) Year Provincial Education Plan (PEP) 2007 – 2016: *Striving on for a Better Future*, for Central Province.

An important and very significant role of education in developing Human Resources the world over, let alone, in Papua New Guinea (PNG) and Central Province, definitely cannot be denied. Hence, an inclusion of education in the Central Provincial Government (CPG) Four (4) Pillar Development Strategy (FPDS) aimed at aligning and capturing the development framework to achieve real development in the province in the last five (5) years, beginning immediately after 2002 elections, is a clear testimony to this reality. My Government made an important commitment of developing an affordable basic school infrastructure under the FPDS. This vision will continue in the next five (5) years during this PEP period.

It is true to say that Central Province has contributed immensely to the development of PNG through the use of its human resources in the years leading to Independence and in the early post Independence period. Now, with the completion of, and having this PEP in place as our guide, the potential to continue this noble tradition cannot be understated provided we all stand together and give our unilateral support towards its successful implementation.

In trying to ensure prioritized goals are achieved, the Central Provincial Government stands ready to support all the major players and partners in the delivery of education services. These include the Provincial Administration, respective District Administrations and Local-level Governments, Churches, Non-governmental Organisations, resource developers, donor agencies and other stakeholders. Their support will enhance the provision of quality education that will eventually lead to improving livelihood of our people.

May I call on all development partners, stakeholders and concerned parties and citizens to collectively join hands in our efforts towards making the vision and aspirations of people of Central Province outlined in this PEP come to reality.

I commend this Plan for implementation.

Honorable Alphonse Moroi, MP
Governor

Table of Contents

Acknowledgement.....	ii
Forward.....	iii
Governor's Message.....	iv
Contents.....	v-vi
Abbreviation and Acronyms	vii
List of Tables	viii

Section One (1) INTRODUCTION.....1-16

Back Ground Information2-13

OVER VIEW OF THE PLAN.....14-18

- Access.....13
- Quality Curriculum and Monitoring.....14
- Quality Teacher Education.....14
- Management14
- Administration.....14
- Financing14
- Organisation of the plan.....15-16

Section Two (2) OUR VISION.....19- 20

Section Three (3) SITUATIONAL ANALYSIS.....21-34

- Reflection of Administrative issues.....22-23
- Elementary Education.....24-25
- Primary Education.....25-28
- Secondary Education.....28-30
- Flexible, Open and Distance Education.....30-31
- Vocational Education.....31-33
- University Learning.....33
- Administration of Education.....34

Section Four (4) THE PLAN.....35-105

- Outcomes.....36
- Focus Target/ timeline.....37

ELEMENTARY EDUCATION

- Access.....38-39
- Quality Curriculum and Monitoring.....40-41
- Quality Teacher Education and Training.....41-42
- Management.....42-43
- Responsibilities.....44
- Implementation Schedule.....45-46
- Monitoring and Evaluating.....47

PRIMARY EDUCATION

- Access.....48-50
- Quality Curriculum and Monitoring.....50-51
- Quality Teacher Education and Training.....51-52
- Management.....52-54
- Responsibilities.....54-55
- Implementation Schedule.....56-57
- Monitoring and Evaluating.....58

SECONDARY EDUCATION

- Access.....	59-61
- Quality Curriculum and Monitoring.....	61-62
- Quality Teacher Education and Training.....	62-64
- Management.....	64
- Responsibilities.....	65
- Secondary Class Structure Implementation Schedule.....	66-68
- Implementation Schedule.....	69-70
- Monitoring and Evaluating.....	71

TECHNICAL VOCATIONAL EDUCATION AND TRAINING

- Access.....	72-73
- Quality Curriculum and Monitoring.....	74-75
- Quality Teacher Education and Training.....	75
- Management.....	76
- Responsibilities.....	77
- Secondary Class Structure Implementation Schedule.....	77-78
- Implementation Schedule.....	79-80
- Monitoring and Evaluating.....	81

FLEXIBLE, OPEN AND DISTANCE EDUCATION

- Access.....	82-84
- Quality Curriculum and Monitoring.....	84-85
- Quality Teacher Education and Training.....	86
- Management.....	87
- Responsibilities.....	88
- Implementation Schedule.....	89-90
- Monitoring and Evaluating.....	91

UNIVERSITY OPEN LEARNING CENTRE (S)

- Access.....	92-93
- Quality Curriculum and Monitoring.....	93
- Quality Teacher Education and Training.....	93-94
- Management.....	95
- Responsibilities.....	96
- Implementation Schedule.....	97-98
- Monitoring and Evaluating.....	99

Section Five (5) ADMINISTRATIONS

- Organizational Improvement.....	100
- Human Resource Management.....	101
- Financial Management.....	101
- Communication Systems.....	102
- Implementation Schedule.....	103-104
- Monitoring and Evaluating.....	105

Section Six (6) FINANCING THE PLAN.....106-110

REFERENCES111

Abbreviations and Acronyms

AIDS	-	Acquired Immune Deficiency Syndrome
AM	-	Adult Matriculation
AVA	-	Australian Volunteers Abroad
BoG	-	Board Of Governors (for Provincial and National High, and Secondary Schools)
BoM	-	Board Of Management (for Elementary and Primary Schools and Vocational Centres)
CBO	-	Community Based Organisations
CP	-	Central Province
CPA	-	Central Provincial Administration
CPDoE	-	Central Provincial Division of Education
CPG	-	Central Provincial Government
CTCS	-	Certificate in Tertiary and Community Study
DEPI	-	Diploma in Education Primary (In-service)
DMP	-	Department of Mining and Petroleum
DoCD	-	Department of Community Development
DPM	-	Department of Personal Management
FODE	-	Flexible, Open Distance Education
HIV	-	Human Immune Virus
JICA	-	Japanese International Co-operation Association
LLG	-	Local Level Government (s)
MoA	-	Memorandum of Agreement
MTDS	-	Medium Term Development Strategy
NAP	-	National Accreditation Policy
NCD	-	National Capital District
NCDUC	-	National Capital District University Centre
NDoE	-	National Department of Education
NEB	-	National Education Board
NEC	-	National Executive Council
NEP	-	National Education Plan (2005 - 2014)
NES	-	National Education System
NGO	-	Non Governmental Organisation
NIST	-	National In-service Training
NL & AS	-	National Literacy and Awareness Secretariat
OLP&LLG	-	Organic Law on Provincial and Local Level Government
PEB	-	Provincial Education Board
PEP	-	Provincial Education Plan (2007 - 2016)
PIST	-	Provincial In-service Training
PNG	-	Papua New Guinea
PNGEI	-	Papua New Guinea Education Institute
SDA	-	Seventh Day Adventist
TSC	-	Teaching Services Commission
TVET	-	Technical Vocational Education and Training

Tables

Table 1	: Population by District	2
Table 2	: Land area in Square Kilometers	2
Table 3	: LLGs – Central Province	4
Table 4	: shows current establishment, enrolment & staffing from 2000 to 2005	23
Table 5	: Total Enrolment by gender and grade from 2000 – 2005 (System Schools only)	24
Table 6	: Preparatory enrolment rates by gender from 2000 – 2005	24
Table 7	: Total Elem. School staffing by gender, year and pupil teacher ratio	25
Table 8	: Elementary School Staffing 2005 by grade	25
Table 9	: Total enrolment by grade and year 2000 – 2005	26
Table 10	: Grade 6 to 7 transition by year and gender	27
Table 11	: Grade 3 enrolment rates by gender 2000 – 2005	27
Table 12	: Grade 7 Primary enrolment rates by gender 2000 – 2005	27
Table 13	: Total Primary School Staffing by gender and year and pupil teacher ratio	27
Table 14	: Secondary enrolment by year and gender 2000 to 2005	29
Table 15	: Grade 9 enrolment rates by gender from 2000 – 2005	29
Table 16	: Secondary School enrolment for 2005 by grades	30
Table 17	: Secondary Staffing by gender and year from 2000 – 2005	30
Table 18	: Vocational enrolment by year and gender 2000 to 2005	32
Table 19	: Vocational Centre staffing by gender and year, 2000 to 2005	32
Table 20	: Major Outcomes by Sectors	36
Table 21	: Focus Target/ Timeline for Establishment of Schools and Centres	37
Table 22	: Projected Elementary Enrolment by Grade and selected years	38
Table 23	: New Elementary Classes established for selected years	38
Table 24	: Elementary School Teacher requirements for selected years	39
Table 25	: Elementary Enrolment Rates for selected years	39
Table 26	: Elementary teacher training requirements for 2007 – 2016	41
Table 27	: new teacher requirements for selected years for 2007 – 2016	41
Table 28	: Elementary school subsidies (K'000s) for selected years	43
Table 29	: Elementary teacher salaries and emoluments (K'000s) for selected years	43
Table 30	: Primary School Retention rate for the selected years; 2007 – 2016	48
Table 31	: Projected Primary School enrolment rates for selected years	49
Table 32	: New grade 7 classes' requirements for selected years	49
Table 33	: Primary School Teacher requirements for selected years	49
Table 34	: Primary School new teachers' requirements for selected years, 2007 - 2016	51
Table 35	: Primary school subsidies by grade (K' 000's) for selected years, 2007 - 2016	52
Table 36	: Primary school teacher salaries and emoluments (K'000's) for selected years, 2007 - 2016	53
Table 37	: Secondary Enrolment rate for selected years, 2007 - 2016	59
Table 38	: Secondary Enrolment rate for selected years, 2007 - 2016	59
Table 39	: Secondary Transition Rate for selected years, 2007 - 2016	60
Table 40	: Projected Enrolment 2005 to 2014 in selected years, 2007 - 2016	60
Table 41	: New Secondary School Classes required for selected years, 2007 - 2016	60
Table 42	: Secondary School staffing requirement for selected years, 2007 - 2016	63
Table 43	: Projected Secondary School Teacher requirements for selected years, 2007 - 2016	64
Table 44	: Secondary School Teachers cost in selected years, 2007 – 2016	72
Table 45	: Type of Vocational Institutions	73
Table 46	: Projected Full Time equivalent Vocational Centre enrolment in selected years, 2007 - 2016	73
Table 47	: Projected transition rate from Primary School to Vocational Centres and enrolment rate in selected years, 2007 - 2016	82
Table 48	: FODE Centres to be established in selected years, 2007 – 2016	83
Table 49	: FODE Study Centres to be established in the selected years, 2007 - 2016	83
Table 50	: Projected FODE Centre enrolments for selected years, 2007 – 2016	84
Table 51	: FODE Study Centres to be established in the selected years, 2007 - 2016	94
Table 52	: Projected FODE Study Centre Enrolment in the selected years, 2007 – 2016	108
Table 53	: Projected Provincial University Centre Enrolments in the selected years, 2007 - 2016	108
Table 54	: Total Projection Emoluments by section for selected years (K'000s), 2007 - 2016	108
Table 55	: Projected subsidies Requirement by sectors for selected years, 2007 - 2016	109
Table 56	: National Costs (K'000s) for selected years, 2007 - 2016	109
Table 57	: Projected CP G cost for post primary institution for selected years (K'000) 2007 - 2016	110



Section: 1

INTRODUCTION

INTRODUCTION

Back Ground Information

Population

The Central Province (CP) has a population of 189,983 according to the 2000 census figures. This is a rise of about 2.7 percent (%) since 1990 census. There are total of 34 languages in the province spoken by 22 different ethnic groups in five (5) districts. Populations by Districts are shown in the table below.

Table 1: Population by Districts

District	Male	Female	Total
Abau	19,819	18,559	38,378
Rigo	20,504	18,972	39,476
Kairuku	20,923	19,173	40,096
Hiri	26,629	18,059	44,688
Goilala	14,187	13,158	27,345
Total	102,062	87,921	189,983

(Source: 2000 National Census)

Geography

Central Province is situated in the central south of mainland PNG and occupies a total land area of almost 29,500 square kilometers. The land area is divided almost equally amongst five (5) districts.

Table 2: Land area in Square Kilometers

District	Area	
Kairuku & Hiri Districts	10,820	Square Kilometers
Abau District	6,886	Square Kilometers
Goilala District	6,034	Square Kilometers
Rigo District	5,760	Square Kilometers

The province geographically extends along the south coast of the country for a distance of 435 kilometers from port Glasgow in the east and Cape Possession in the west sharing common provincial boundaries with, Gulf to the west, Milne Bay to the east, Morobe to the north and Oro to the northeast. The major land features of the province includes rugged mountainous escarpments and rolling peaks in the hinterlands, while the coastal lowlands are flat and intercepted by the lowland ridges.

The 5 districts in the province have mountainous areas, which are heavily forested with commercial tree species, while lowlands are covered by variety of tree species including bananas and pandanas. In the coastal areas, hills are covered with savannah grassland with eucalyptus trees spreading along the coastline whilst mangroves in some areas characterize the coastal plains and river estuaries with sago palms covering areas closer to the rivers. Rainfall in the province is highly seasonal and influenced by the geographical land alignment to the west and east of hood point. The area between Bereina and Hula faces prevailing winds, making these areas driest in the country.

About two thirds of private sector employment in the Province is related to agriculture and timber. The Province produces about two thirds of the country's rubber, mostly grown in plantations. There are number of logging areas and the Province has the third largest live stock industry. Marine resources have been tapped. Potential lobster industry such as the one at Yule Island is closed. However, there are still meat canning and small goods factories still operating, while once a large poultry farm at Ilimo that used to supply the whole nation has now been liquidated and has halted its operations. Plans are now in place by the Provincial Government to have it (Ilimo Farm) in operation. It is estimated that approximately 16% of the population over 10 years of age are involved in some form of cash cropping, 10% work for wages and approximately further 10% run their own small businesses. Most depend and live on subsistence farming.

Government

Central Province was part of what used to be known as Central District and included the present National Capital District (NCD) until an Act of Parliament separated the two in 1980, which then resulted in the former becoming a province. The Central Province has a Provincial Assembly, four Open Electorates and one Provincial Seat based on electoral boundaries. These are the Kairuku / Hiri, Rigo, Abau and Goilala electorates. Under these four electorates there are 13 National Executive Council (NEC) approved Local Level Governments (LLG) in the province.

There is a need to strengthen District, Sub-district and LLG responsibilities. This will enable them to know their responsibilities over their population, and the support each LLG will provide for the education system in their own districts for their children.

Table 3: LLGs – Central Province

DISTRICTS	LOCAL LEVEL GOVERNMENTS
Hiri	Hiri LLG, Koari LLG
Kairuku	Kairuku LLG, Mekeo LLG
Rigo	Rigo Central LLG, Rigo Coast LLG, Rigo Inland LLG
Abau	Amazon Bay LLG, Cloudy Bay LLG, Aroma Coast LLG
Goilala	Tapini LLG, Guari LLG, Woitape LLG

Partnership and Responsibilities

Under the Organic Law on Provincial and LLG (OLP&LLG) (1995), the Education (Amendment) Act (1995), and the Teaching Service (Amendment) Act (1995), powers and functions relating to education are shared as follows:

Central Province Education Act

An Act to govern education was passed by the Provincial Legislature in 1988. This Act will be amended to ensure consistency with the new OLP&LLG (1995), the Education (Amendment) Act (1995) and the Teaching Service (Amendment) Act 1995.

Provincial Education Board

The Provincial Education Act creates a Provincial Education Board (PEB) as the body responsible for proposing policies and plans to the Provincial Administration and for the supervision of the implementation of education plans in the province and districts.

Appointment of Provincial Education Board members is done by the Provincial Executive Council in consultation with the Division of Education and the Office of the Provincial Administrator.

Members of the Board have a term of three years. Membership comprises of the Education Advisor, who is the chairman ex officio, the Provincial Education Planner, and representatives of the Provincial Administration, churches and the community. Meetings are scheduled once every school term. Special meetings may, however, be convened when the need arises.

Specific responsibilities of the PEB include:

- The development of provincial policies and plans;
- Approval of school fees
- Hearing appeals against expulsion of pupils
- Teacher recruitment, appointment and discipline
- Approval of membership of school boards
- Approval of establishment of schools

District Education Boards

It is planned to establish such boards, however the responsibilities of these Boards have yet to be clearly defined and legislated by Parliament.

School Boards

Boards of Governors (BoG) for high schools and secondary centres, and Boards of Management (BoM) for community and primary schools, and vocational schools, are approved by the PEB every two years. They play a vital role in the formulation and implementation of policies at the school level.

School Boards also have particular responsibility for:

- The care and maintenance of school facilities, equipment and materials;
- Disciplinary processes, including expulsion;
- Fund raising and expenditure of school funds; and
- Proposing development plans to the LLG.

The National Department of Education

In accordance with the Organic Law, the role of the National Department of Education (NDoE) shall be to:

- Formulate national policies and co-ordinate the implementation of those policies in the provinces and LLG areas;
- Provide support to the Provincial and District Administrators with planning, professional service and consultancies, and to maintain standards as prescribed by the national laws;
- Support research, training and professional development;
- Build up capacity for purposes of carrying out public investment programs.

Responsibilities under the Education Act (as amended 1995) include:

- Curriculum development;
- Initial supply of textbooks and curriculum materials;
- Teacher education;
- National examinations;
- Supervision and appraisal of teachers.

Teaching Service Commission

Under the Teaching Service Act (as amended 1995), the Teaching Service is the employer and is responsible for the terms and conditions of all members of the Teaching Service. The Teaching Service Commission (TSC) is responsible for the endorsement of appointments and ensuring, as much as possible, all created positions are filled.

The 1995 amendments to Section 84 dealing with Minor Offences and Section 85 dealing with Major Offences state that in relation to these sections, “the Provincial Administrator in a province is the Departmental Head in relation to members of the Teaching Service employed in the province.”

Provincial Government

Under the Organic Law, provincial legislatures may make laws on the following matters: primary, secondary, technical and vocational education, but not curriculum. Its administrative responsibilities include:

- Development and implementation of provincial policies and plans consistent with national policies and plans;
- Funding of salaries of registered members of the national Teaching Service and public servants within the provincial education establishment;
- Development and annual roll-over of an institutional maintenance plan;
- Funding or sourcing of funds for the building and maintenance of educational infrastructure in all member institutions of the national education system;
- Replacement/ re-issue of textbooks;
- Selection of students for upper secondary education.
- Teacher deployment.
- Infrastructure and logistical support to FODE and University Centres.

Local Level Governments

Under the OLP&LLG, LLG's may make laws in relation to self-help and tokples schools, but not curriculum. Its administrative responsibilities include:

- Pre-school education;
- Establishment and operation of elementary schools in accordance with the provincial education plan;
- Supporting school communities in the construction and maintenance of infrastructure (elementary and primary schools) within the district;
- Support for the operations of the inspector(s) and elementary teacher trainer/supervisor(s) and any other education personnel assigned to the district.

Church Education Agencies

The churches have always played a large role in education in Central province. Church Education Agencies have a responsibility to participate with the provincial and LLGs in funding the construction and maintenance of the schools that they operate. The partner agencies in the national education system that operate schools in the province are the Catholic, United Church, the Evangelical Church of Papua, and SDA, which has become part of the Unified Education System in 2006 plus other Church denominations.

The Seventh Day Adventist (SDA) Schools have joined the National Education System (NES) in 2006. Therefore new and established SDA schools will be opened and admitted into the Education Establishment in Central Province by 2007 after the National Education Board (NEB) endorses their registrations.

University of Papua New Guinea

The University of Papua New Guinea (UPNG) as an equal partner in nation building has contributed a lot towards the development of Papua New Guinea (PNG), let alone, Central Province in terms of providing university education. To make university education more easily accessible and cost-effective, there is a need to establish a Memorandum of Agreement (MoA) between the Provincial Government and UPNG authorities on shared responsibilities over a proposal to establish a university centre in Central Province. It is hoped that UPNG will provide course materials, tutors and fully paid Centre Directors while Province provide infrastructure and logistical support.

Volunteer Organisations

Volunteers have been teaching in Central Province high schools and vocational centres for many years. Agencies involved have been the British Voluntary Overseas Service (VSO), Australian Volunteers Abroad (AVA), Japanese International Cooperation Association (JICA), the American Peace Corp and the Austrian Volunteer Services Organization. In addition, large numbers of mission volunteers have worked in the province over the years. Hence, the province will continue to treasure their contribution towards the education of the children of Central Province.

Aid Donors

The province gratefully acknowledges the assistance of our major donors and looks forward for their continuous assistance. Major donors include:

- AusAID - primary school textbooks and curriculum materials; multi-grade teaching, rehabilitation of primary infrastructure, establishment of elementary infrastructure - the province is one of the five trial provinces for the Basic Education Infrastructure and Curriculum Materials Project;
- Canada - Vocational centre facilities;
- European Union - water supply at some schools.

Anticipated donor support during the period of this plan includes:

- JICA - solar lighting
- Emperor Mining Company, the South African company who is the operator of the Tolukuma Mine must be approached to put some amount of money into schools in the province. There are large amount of money that comes through the tax credit scheme and is administered through a Board of Directors comprising membership from the company, local representatives and Government officers from the Central Provincial Government (CPG) and the Department of Mining and Petroleum (DMP).

Other Resource Developers

There have been a number of other resource developers, particularly in timber. It is important that any future agreements between Government and developers should include education as priority because human resource development is crucial for the progress of the province.

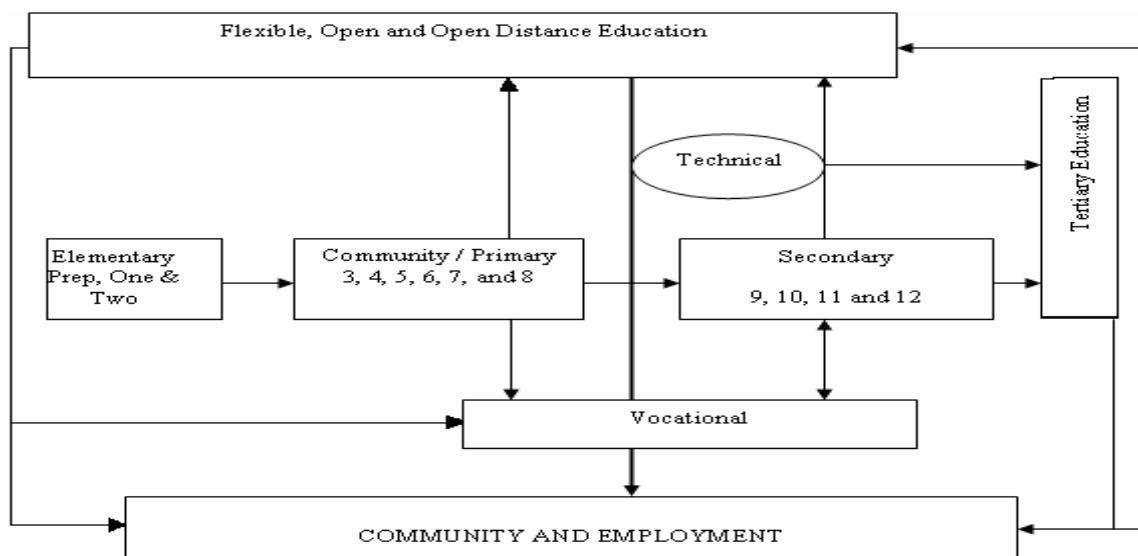
Foundation for the Plan

The Provincial Education Structure

Central Province has a highly decentralized education system following the establishment of the provincial government system in 1978. The decentralization laws have given the provinces responsibilities including planning, staffing and maintaining general education institutions up to Grade 12. This includes elementary, community & primary, high & secondary schools, vocational centres and Flexible, Open and Distance Education (FODE).

The diagram as shown in the next page illustrates the structure of the education system in this plan.

The Education Structure



National Goals and Directive Principles

The National Goals and Directive Principles guide the Plan as established in the Constitution.

1. Integral Human Development

We declare our first goal to be for every person to be dynamically involved in the process of freeing himself or herself from every form of domination or oppression so that each man or woman will have the opportunity to develop as a whole person in relationship with others.

2. Equality and Participation

We declare our second goal to be for all citizens to have an equal opportunity to participate in, and benefit from the development of our country.

3. National Sovereignty and Self-Reliance

We declare our third goal to be for Papua New Guinea to be politically and economically independent and our economy basically self-reliant.

4. Natural Resources and Environment

We declare our fourth goal to be for Papua New Guinea's natural resources and environment to be conserved and used for the collective benefit of us all, and be replenished for the benefit of future generations.

5. Papua New Guinea Ways

We declare our fifth goal to be to achieve development primarily through the use of Papua New Guinean (PNG) forms of social, political and economic organizations.

Millennium Development Goals

The Eight Millennium Development Goals as developed by the United Nations (UN) and that PNG is committed to, are:

- Goal 1 Eradicate extreme poverty and hunger
- Goal 2 Achieve universal primary education
- Goal 3 Promote gender equality and empower women
- Goal 4 Reduce child mortality
- Goal 5 Improve maternal health
- Goal 6 Combat HIV/AIDS and other diseases
- Goal 7 Ensure environmental sustainability
- Goal 8 Develop a global partnership for development

In the current economic climate it is difficult to see how the goals of universal primary education can be achieved within the time frame. However, every effort is being made for children to achieve a full quality primary education.

Education for All Goals

The Six Education for All Goals that were agreed to by all nations at Jomtien, Thailand, in 1990 and reaffirmed in Dakar, Senegal to which PNG is committed are:

- Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children
- Ensuring that by 2015 all children have access to free and compulsory primary education of good quality
- The learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs
- Achieving a 50 per cent improvement in levels of adult literacy by 2015
- Eliminating gender disparities in education by 2015
- Improving all aspects of the quality and excellence of education with measurable learning outcomes.

This plan aims to achieve all of these goals within the timeframe. However, with the current economic climate it is difficult to see how the second of this Education for All Goals can be realized. Nevertheless, every effort is being made to give every individual child, whether disabled or not, an opportunity to achieve a full quality primary education.

Medium Term Development Strategies

The Medium Term Development Strategy (MTDS) is the government's policy document for development, and a critical policy reference point. In the education sector basic education is the first priority whilst vocational and technical training is the second priority, with secondary and tertiary education as third and fourth priorities, respectively. The Strategy states that in Education, the focus of the MTDS will be to support the implementation of reform aimed at achieving Universal Primary Education (UPE). Under the goal of UPE all children will be able to complete 9 years of basic education.

At the provincial level, resources will be prioritized and directed towards basic education, including curriculum reforms, teacher training, infrastructure and rural education facilities, while also ensuring adequate funds are available to pay for the planned and managed increase in teachers' salaries.

The Mission of the Department of Education

The Department of Education's mission, as defined by the NEC, is five fold:

- To facilitate and promote the integral development of every individual.
- To develop and encourage an education system which satisfies the requirements of PNG and its people.
- To establish, preserve and improve standards of education through out PNG to make the benefits of such education available as widely as possible to all of the people.
- To make education accessible to the poor, and physically, mentally and socially handicapped, as well as to those who are educationally disadvantaged.

In addition, the Department of Education's mission, as determined by the Gender Equity in Education Policy (Department of Education, 2003) is to improve education opportunities for women and girls.

Consultative Process

The formulation and the development of the plan has gone through a number of distinct phases. These phases include the formation of a planning and writing teams as well as the formation of the provincial consultative committee. The consultative team had several meetings with members and the technical officers from NDoE to deliberate on issues identified during the district consultations.

The consultations in Central Province were done at district level, in schools and with villagers during village meetings. Consultations were also done at divisional level where members of the Planning Committee and other stakeholders were called to discuss their views on the state and issues of education in the province. From the discussions, major issues concerning the rise and fall of education standards in the province were raised, and noted by the planning team, which became the basis of writing the draft of the Provincial Education Plan (PEP).

These issues were categorized into sectors and used as guide for district and stakeholder consultations. Guided consultations was the principal strategy used in our consultations as we facilitated and made stakeholders to see and understand their roles whilst at the same time encouraged them to contribute meaningfully to issues affecting education of the children. Other forms of consultation such as open discussions on general issues on education were encouraged. From these types of discussions, the planning team was able to collect information on school fees, curriculum, teacher issues, financial support, etc, for the purpose of formulating and writing of this plan.

Government Objective – Quality of Life

Principle government objectives with regard to population are contained in the National Population Policy, 2000 to 2010 (Department of Planning and Monitoring, 1999).

The primary goal of the Government is to improve the quality of life through more effective planning of our development efforts. The policy is consistent with the rights and freedoms contained within PNG constitution and with international human rights covenants.

Policy goal 2 aims to raise the level of general education and literacy to facilitate broad based social and economic development, to improve the status of women and to raise the quality of the labor force. Specific objectives and strategies, which relate to targeting access, retention, transition and female participation, are all consistently adhered to in this Plan.

Provincial Goals

To improve quality of education service and provide accessibility to schools for all school age children and be able to increase and maintain retention rates between grades in all schools within the Central Province. Therefore, its mission statement or Goals are to embrace four (4) pillars of development strategy directed at:

- Improving road transport infrastructure services to markets.
- Achieving strategic and comprehensive access to, and delivery of health services.
- Eliminating restrictions in access to education services; and
- Achieving coordinated development of all agriculture, live stock and marine products.

Major Social Issues

Central Province in its ambition and aspiration to acquire modern standard practices of living has come to a certain extent and lost its good customary and cultural habits and practices. The following are major social issues affecting the welfare of our society. Education has an important role to play in addressing them. The Plan seeks to provide ways, with the support of the community and other stakeholders, of tackling these issues to ensure that we achieve a better future.

Healthy Living

Citizens have a right to a healthy life, which includes such aspects as clean water, a nutritious diet, immunization programs, family planning, sanitation, shelter and local health services. Gains made in the health status of PNG prior to independence have not been sustained. For instance, the infant and maternal mortality rates are among the worst in the Pacific region. Life expectancy of 54 years from birth is the worst for the Pacific Region. Inadequate funding, inefficient management and lack of community support are contributing factors to the country's health problems despite PNG having one of the best health service networks in the region. The National Health Plan 2001-2010 states: 'Health education programs will target health conditions and promote healthy behaviours.' There are many challenges for education in supporting the health sector to achieve better health outcomes for our nation's citizens. The Education Population and Personal Development Curriculum has been developed in response to the need for a more relevant curriculum at all levels.

The reform curriculum will provide students with the opportunity to take responsibility for their health using various preventative measures. Formal health education begins at the elementary level where children learn about such things as washing hands, cleaning teeth, healthy food and safe behaviors. At primary level the personal development curriculum enables students to consider personal and community health and concerns such as the effects of family size, use of drugs and making informed choices, while it (Personal Development) is an essential aspect of the secondary school curriculum where students are engaged in a more in-depth study of health matters.

HIV / AIDS

One of the greatest challenges to the health of the province is HIV/AIDS, first identified in PNG in 1987, and is rapidly spreading and has a major social and economic implication for our province. It is mainly affecting young and sexually active adults of both sexes who belong to the most economically productive age groups. The prevention, control and treatment of HIV/AIDS are important. An HIV/AIDS policy for education is an essential way of demonstrating the commitment education has to educate its employees and young people about this disease. This policy has been developed and launched in 2005 and hence will play a major role in campaigning against the dreadful and killer disease.

Illegal Drugs

Another challenge to the health of our nation is the emergence of illegal drug use, particularly among young people. The main concern is the consumption of cannabis. The use of cannabis is influenced by its fairly easy availability. Other reported drug use includes inhalants such as glue and paint thinner among youths. Cocaine is reported to be used to a small extent and there are also some instances of 'ecstasy' being used. Consumption of Steam or home brewed alcohol has become common in most Motuan villages. Central Province is at the gateway-sharing border with four different provinces, and accessible to the nations capital, thus, becoming an illegal drug trafficking route. Hence, greater security measures must be established to control drug trafficking through various routes within the province.

Law and Order

Taking responsibility for your actions requires self-discipline. Learning how to be responsible for your own behavior is an important part of education at home and at school. Parents are responsible for their children's behaviour, and this is an essential part of family life. Children need good role models, and parents and teachers have an essential role to play with regard to discipline. When students are able to take responsibility for their actions, they behave properly, show respect for others and live peacefully together.

At the elementary level the curriculum encourages children to learn about good and bad behavior, how to demonstrate love and care for other people, and talk about customary laws and practices. In the Personal Development subject at the primary level, students learn about how to make informed decisions and the consequences of not observing rules and laws such as destroying property, illegal drug use and domestic violence. Students also discuss rules and laws of the community, families and schools and how these benefit our society as well as how our court system, including village courts, works. At secondary level, students are inclined to experiment, challenge and question conventional behavior. This is normal but needs to be carefully managed. Parents and teachers need to ensure that peer group pressure and the changes associated with adolescence are understood. Students need to learn how to be discerning about appropriate behaviors, such as those associated with the occult, and their responsibility to others.

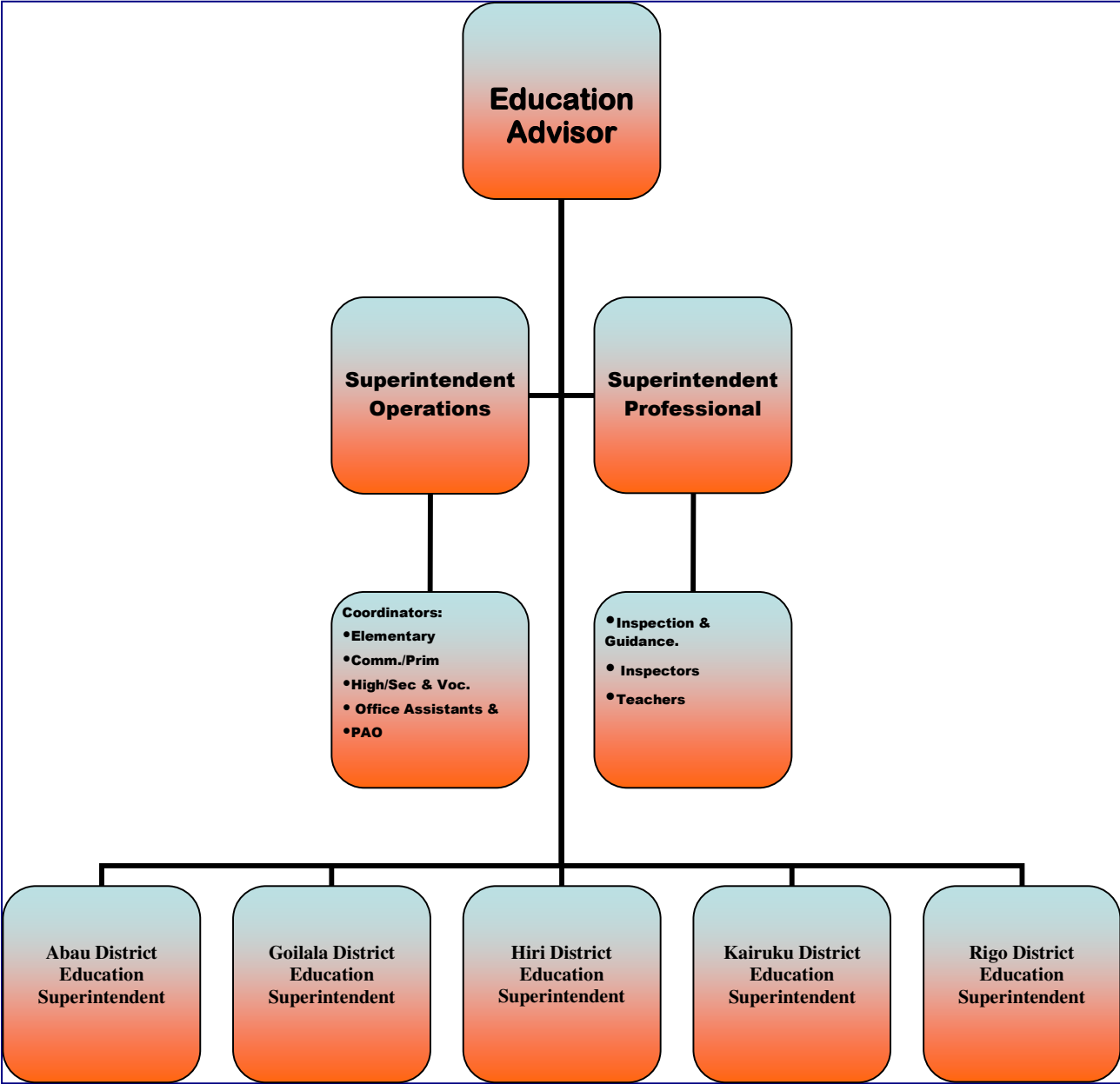
Gender Equity in Education

At every level of education more males are represented than females. Studies have found cultural factors to be the major obstruction to increasing participation of females at all levels of education (Gender Analysis in Papua New Guinea, World Bank, 1998)

Access to informal education and training programs is even more difficult for women who have an illiteracy rate estimated at around 60 %. Regional variations reflect differences in historical experience. Higher enrolments of girls exist in regions where missions provided single sex education in the past. The Gender Equity in Education Policy (Department of Education, 2003) provides a framework of principles and practices to improve the lives of all children and promotes gender equity between girls and boys. Implementation of this policy has been slow in moving, with little or no resources being allocated to support it.

Administration Structure

Provincial and District staff as depicted below on the diagram manages the education service in Central Province.



Overview of the Plan

Access

In line with the need to provide education for all, the principal objective in the **elementary education sector** will be to expand system unit until such time that there is an available space in elementary prep for every 6 year old child. All children will be provided with the opportunity to enter the elementary preparatory grade by 2012 at the age of 6 years and to complete three years of elementary education.

In **primary education** there will be spaces available for all children to complete an education through to grade 8. In Central Province all primary schools will have phased out grade 1 and 2 classes and likewise grade 7 and 8 classes in all secondary schools by 2008.

Basic education will be available for all including those with disabilities. Statistics from the World Health Organization suggest that globally some 10 per cent of children in schools have some form of disability out of which 2.5 per cent have severe disabilities. This translates into large numbers of children affected in Papua New Guinea. Further, in the province, the Division of Education will ensure that all school age children in the remote, isolated, nomadic and scattered communities will be provided equal opportunity to enter and complete basic quality and relevant education.

The appointing authority will address issue of equity in teacher deployment in the province. The Committee will determine criteria for the deployment of teachers to remote, isolated and disadvantaged communities. A range of initiatives will be taken in order to improve teacher deployment. These will include the introduction of return of service conditions for teachers who have been funded by the provincial government for studies, the determination of minimum standards of housing for teachers and enhancement of allowances for teachers in remote schools

In **secondary education** there will be moderate expansion in established schools in order to maintain government objectives regarding transition between grades 8 and 9, and Grades 10 and 11. However, in Central Province two more high schools are proposed to be fully funded and built by the CPG with assistance from donor agencies. Emphasis will be placed on quality, with the development of new curriculum and the provision of teacher training. The bulk of the increase in grade 9 and 10 places will be as a result of the relocation of the grades 7 and 8 classes to the primary schools. Parents will be required to make a significant contribution towards the cost of education in this sector. This will be backed up by a scholarship scheme to ensure that no talented disadvantaged students are denied a full secondary education. There will be minor increase in the number of Grade 11 places available. The necessary strategy to achieve this will be through the addition of classes to existing institutions. There will be two new secondary schools established, therefore CPG will need to act responsibly to ensure that this is implemented. The transition rate from grade 10 to Grade 11 will be maintained at 30 per cent for the Province.

Major shifts in policy will be made in the **Vocational Sector** with the maximum length full-time course being set at one year. There will be greater emphasis placed on short courses designed for the community. Rationalization and specialization of the centers in the province will be the catalyst of change. There will be new form of subsidy for post primary students, the initiative from the National Government, which will be fully supported by the Provincial Government to support student enrolments.

Opportunities for **Flexible, Open and Distance Education** will be enhanced to provide alternative and comparable pathways for students and adults to complete their education. This proposed scheme would target 18 to 30-year olds and opportunities would be tied to training these students either overseas or in PNG.

Option to build a **Provincial University Centre** and sub-centres will be explored, and where possible a Memorandum of Agreement will be signed between the Provincial Government and the University authorities to establish a Provincial University Centre and sub-centres in each District in this plan period to make university education easily accessible, and more cost effective.

Quality Curriculum and Teacher Training

Issues of curriculum and teacher education and training are critical to the quality of education provided. The NDoE will support the province by way of reviewing basic education curriculum on a regular basis to ensure gender sensitivity and updated materials are regularly supplied to schools. The NDoE with ample assistance from the province will support school communities to develop locally relevant curriculum materials and programs based on the reform curriculum. They will also be supported by the provision of basic literacy and numeracy courses. The National Literacy and Awareness Secretariat (NL&AS) through institutions such as the vocational centres will be responsible for overseeing the basic literacy and numeracy courses.

In the **post primary sector**, the secondary curriculum will be revised to build on the reform basic education curriculum. This will have been completed by 2006. There will be much greater cooperation between curriculum developers in the vocational and secondary sectors to ensure that there is a greater skills component in the reform secondary curriculum. A standard monitoring instrument has been developed for primary schools and will be modified to help the Department monitor standards at the secondary level.

The vocational curriculum will be reviewed to reflect the need for one-year courses. Technical and vocational courses will be modularized and accreditation will be available where appropriate under a National Qualifications Framework (NQF). Linkages between local communities, private providers and secondary, vocational and technical schools will be encouraged and strengthened. This process will be completed by 2008.

Teacher education will be reviewed on an ongoing basis and improved to ensure teachers are trained to teach the reform curriculum. A national standards framework for teacher training will be established to achieve quality and consistency across the teachers colleges. In-Service training of teachers on an ongoing basis will support curriculum reform initiatives. A National Accreditation Policy (NAP) will be developed that will apply, where appropriate, for courses offered both to teachers and administrative staff. The inspections service has been hampered in recent years by lack of operational funds and has been unable to carry out its functions fully. A review of the inspections system will be completed in early 2005.

Management

The functions and structures of the CPDoE will be reviewed and improved to ensure that the Division is more responsive to change and has the organizational capacity to administer this Plan. Amendments to the OLP&LLG will be encouraged to allow for more efficient delivery of education services at provincial and district levels.

At the basic education level greater responsibility will be given to community representatives in the appraisal of teachers. In particular, they will be in a position to be able to access the suitability and the acceptability of the teacher to the community that (s)he serves. Church agencies will be given the opportunity to exert a greater degree of control over the vocational institutions that they operate whilst the Department will provide support throughout the Plan period to the districts in the preparation of their strategic plans.

Financing

The difficult government financial situation dictates the parents and the schools themselves, through increased self-reliance activities, to take a greater responsibility for education. This will be the case, most particularly, in post primary education. Provincial governments, for example, will be required to provide budgetary support for maintenance in all secondary schools. The implementation of the Plan will be supported by contributions from donor agencies whilst the payment of teachers' salaries is the largest component of the education budget. The Plan includes major cost-effective measures to ensure the most efficient use of staffing resources. Criteria will be determined for the equitable allocation of teachers to districts.

Teachers will be allocated at a rate of one per class in the upper primary grades, with a corresponding increase in student teacher ratios, and the teacher-to-class allocation will be revised at the upper secondary level. There will also be a considerable improvement in localization in the technical sector. These three measures will result in cost savings over the Plan period. Vocational institution staffing will be based on a student-instructor ratio of 1 to 18. In technical education the student-lecturer ratio will rise and there will be renewed efforts to improve localization. Government will support parents in the provision of education, largely through the payment of all teachers' salaries, the provision of subsidies, teacher education and curriculum development. There is also a widespread view that parents should make a contribution, either financially or in kind, towards the education of their children. At the elementary level the government will provide basic school supplies for all schools. In the primary sector parents will play an increasingly greater role in the support of their children, particularly, financing the upper primary grades.

There will be significant changes in the system of subsidies in post primary education. This is to ensure that every child who completes Grade 8 is provided with some support by the government. This will be called the grade 8 Graduate Incentive Scheme. All Grade 8 graduates will be entitled to a support in furthering their education and training at any approved institution. These will include secondary schools, distance education, vocational centers and approved private providers. It will replace the current subsidy scheme for Grade 9, the vocational centers and distance education. The present cash subsidy system will continue for Grades 10, 11 and 12. There will be some special subsidies for boarding students, which will be provided by the Provincial Government and other stakeholders such as the LLGs and elected representatives in the National Parliament. As a cost recovery measure the cost of examinations in Grades 10 and 12 will be deducted and sourced from the Grades 10 and 12 subsidies. It is also proposed to investigate whether all future teacher pre-service and some teacher in-service training could be offered on a cost recovery basis.

Organization of the Plan

The Plan is organized in a number of sections as outlined below.

Section 1: Introduction

This section provides background information and an overview of the Plan.

Section 2: Our Vision 2007-2016

This section outlines the visions for education by sectors.

Section 3: Situational Analysis

This section outlines the progress made since the first National Education Plan (NEP) and identifies the key challenges still ahead in each sector. The section considers the following sectors of education: Elementary, Primary, Secondary, FODE, Technical and Vocational Education & Training (TVET) and Administration. Each of these sectors is first defined and then analysed using the following strategic problem areas as organizational headings: Access, Quality and Management.

Section 4: The Plan for education 2007-2016

This is the main section of the Plan. The sectors- Elementary, Primary, Secondary, FODE, TVET, and Open University Learning are described using the same four components. These components are access, quality curriculum and monitoring, quality teacher education and training, and management. Each sector has its own vision and its own major outcome. Each of the components has their own minor outcomes, and the key strategies and activities for achieving these outcomes.

In the text, the minor outcomes are referred to using the first letter of the sector i.e. E for Elementary, P for primary, etc, and are numbered in sequence. For example, E3 means Elementary Quality Teacher Education and Training minor outcome number 3.

Implementation Schedule follows right after each sector to keep track of what is to be implemented. It outlines how the plan will be implemented and provides an implementation timeline of the strategies and activities for the specific sectors.

Similarly, the monitoring and evaluation section of the plan follows thereafter. It describes the monitoring and evaluation framework for the Plan, collates the targets identified in Section 4, and identifies for each target a measure or set of measures that will be used to monitor and evaluate the performance of the Plan. Data collected during the first five years of the Plan will be used to support a review of progress made. Other support documents and awareness materials will supplement this Plan.

Section 5: Financing the Plan

This section considers the financial implications of the Plan.

Definition of Outcome

An outcome identifies in broad terms the planned destinations or endpoints that the system aims to achieve.

- A major outcome is the end point to be achieved at the end of this ten-year Plan.
- A minor outcome is a point that has to be achieved on the way to accomplishing the major outcome.
- The strategies describe the broad means of how the minor outcome will be achieved.
- The activities will collectively contribute to the successful implementation of the strategy.

The responsibilities of the major stakeholders are outlined at the end of each sector. Targets to be achieved during the life of the Plan are identified in the boxes in the margin as close as possible to the corresponding text for each sector. Performance measures for each of these targets are identified in Monitoring and Evaluation section of the Plan that follows right after each sector of the plan.



OUR VISION

Our overall vision is integral human development achieved through an affordable education system that appreciate Christian and traditional values, and that prepares literate, skilled and healthy citizens concentrating on the growth and development of each individuals personal viability and character formation thus ensuring all contribute to the peace and prosperity of the nation.

BASIC EDUCATION

Elementary

At 6 years of age all children begin their education in the language that they speak and for the next three years, they develop the basis for sound literacy and numeracy skills, family and community values including discipline, personal health care and respect for others.

Primary

After six years of primary education that begins with a bilingual program, children have the skills to live happily and productively, contribute to their traditional communities and use English to understand basic social, scientific, technological and personal concepts, and value learning, after grade eight (8).

POST PRIMARY EDUCATION

Lower Secondary

Fifty five per cent of 14 year old students who have completed grade 8 will be provided an access to opportunities to learn an in-depth knowledge and skills at grade 9 -10 level to satisfy community and country demands.

Upper Secondary

Twenty per cent of 16 year old students who had passed grade 10 and with demonstrated ability to accelerate into grade 11 will be provided opportunity to receive a higher level upper secondary education that will enable them to achieve individual potential to live productive life as members of the Local, National and International Community.

Vocational Education Training

Vocational educational institutions offering appropriate and relevant courses of varying lengths and giving priority to those students who have completed Grade 8 cater for the educational training needs of the immediate community.

Flexible, Open and Distance Education

FODE provide choice for alternate pathways by which people can pursue education to achieve individual potential to live productive and useful lives.

Open University Learning

Provide affordable cost effective university education at easy access through flexible mode, and to encourage the concept of life long learning.

Administration of Education

The education organization has the capacity to administer education and training with qualified and competent personnel using quality systems and processes.



Section: 3
SITUATIONAL ANALYSIS

SITUATIONAL ANALYSIS

Reflection of Administrative Issues

District Education Offices need to be properly budgeted for and supported by LLGs especially in areas of maintenance and upgrading of their institutions. The CPG and all LLGs including Churches must be more involved in supporting and assisting their various establishments and teachers in areas of training and in-services. BoGs and BoMs, and school administrators also should be supported, and trained on how to manage finances of their schools. This type of support and assistance need to be provided in order to utilise the scarce material and financial resources that are made available by Government and its donor friends in a best possible way.

The CPDoE must develop a strategy that will effectively monitor the collection and spending of school fees. Further, the Division of Education must ensure that the district data are efficiently kept and managed so that good policy and administrative decisions are made to deliver affordable and quality education services to the rural majority of the people of Central province. Likewise, teachers in the districts need to be managed well so as to monitor their attendance, administer sanctions and discipline where necessary, and make appointments to teaching positions appropriately.

In addition, District Education Administrators should now plan to encourage more schools to be involved in HIV/AIDS promotion programs. It is better to carry out promotion at an early stage than to leave it until too late.

Reflection of Professional Issues

Education is an investment, as well as, a foundation for our children's future. The Mission for Education is to develop a system that will enable people of Central Province to become educated with necessary skills to develop their vast land and other resources. Therefore, the provinces' goal is *"to upgrade the quality of education as well as to equip people with appropriate skills by increasing access at all levels of education."* The CPDoE will encourage self-reliance projects to be initiated in schools so that the schools can be able to sustain themselves. Hence, such initiatives not only will assist schools but also will develop life long skills in students who will later utilize these skills to become useful members of their community and the nation.

This Plan articulates the dreams of our people for the future as well as their needs for education for the next ten years. The Plan provides the guidelines for effective mobilization, and good use and management of our scarce human, economic and technical resources. It helps us to prioritise when these needs are to be realised, who is to benefit from it (the plan) and when these planned activities should be implemented. We make reference to base line data, population growth and other social indicators that will set our course for the future. We have taken the approach of where we are now, and where we want to be, in the future.

Table 4: shows current establishment, enrolment & staffing from 2000 to 2004

Sector	No of School established	Student Enrolment	Staff on Strength
Elementary	367	16934	748
Community	136	9022	263
Primary	72	16974	692
Vocational	4	198	27
High School	7	2500	109
Secondary	3	1748	89
F.O.D.E	1	0	1
University Centre	0	0	0
Total	590	47,376	1,929

In general terms Central Province has performed well in the implementation of the education reform over the last five years. Amongst our successes we have:

- Established 367 elementary schools in all thirteen LLG areas.
- Converted 72 community schools to primary status.
- Elevated 3 high schools to Secondary level.
- Phased out Grades 7 and 8 from high schools in four districts i.e. Abau, Hiri, Kairuku and Rigo.
- Trained 748 elementary teachers throughout the province.
- Increased retention rate to 70% in the province from previous 62%.
- Solicited community support for and ownership of schools.
- Phased out some Grades 1 and 2 from the old structure.
- Increased enrolments at all levels of schooling.
- Introduced the new reform curriculum.
- Improved gender balance in all Grades.
- Strengthened capacity building in all schools.
- Encouraged the concept of self-reliance.
- Reduced problem of over crowding in Grades 9 and 11 classes to 60% and 25% respectively.
- Up-graded teachers qualifications through DEPI program.
- Implemented all approved teacher training programs.

Despite these successes there is still much to be done. The following remain as our challenges for the future, thus:

- Improve the quality and standard of education in the province.
- Up-grade qualifications for Grades 7 and 8, and Grades 11 and 12 teachers.
- Develop and produce local curriculum and support materials.
- Improve the retention rates at all levels.
- Improve school facilities and infrastructure.
- Increase enrolments in vocational centres.
- Provide relevant and appropriate skills training in vocational centres.
- Increase female participation in vocational centres.
- Change the status of vocational schools to skills training centers.
- Strengthen the work of FODE and Vocational Centres.
- Provide easily accessible and cost effective university education.
- Improve the delivery of education services in the remote rural areas.
- Provide financial support to all schools by way of subsidising school fees.

ELEMENTARY EDUCATION

Definition

Elementary Education is the first stage of formal education. It is made up of Elementary Preparatory, Elementary One and Elementary Two using (teaching and learning) the common language used in the community. The Elementary also prepares the child for entry into Grade 3 class in Primary School.

Access

There are 367 elementary schools established with an enrolment of 16, 934 in Central Province. These schools are established where there is a Primary School. The population in the districts and villages are increasing and has raised the demand to build new schools by the community with ample assistance from the LLG.

Table 5: Total Enrolment by gender and grade from 2000 – 2004 (System Schools only)

		2000	2001	2002	2003	2004
Prep	M	2963	3235	1288	3465	3898
	F	2722	3041	1329	3168	3564
	T	5685	6276	2617	6633	7462
Elem 1	M	2271	2678	1250	3095	3482
	F	1987	2704	1187	2833	3187
	T	4258	5382	2437	5928	6669
Elem 2	M	1664	2151	1078	2737	3079
	F	1497	2034	1073	2510	2824
	T	3161	4185	2151	5247	5903
Total	M	6898	8064	3616	9297	10459
	F	6206	7779	3589	8511	9575
	T	13104	15843	7205	17808	20034
% Female		47.4%	49.1%	49.8%	47.8%	47.8%

Table 6: Preparatory enrolment rates by gender from 2000 – 2004

Year	2000	2001	2003	2004
Male	100.6%	107.3%	109.9%	120.8%
Female	103.8%	113.3%	112.8%	124.1%
Total	102.1%	110.2%	111.3%	122.3%

The above table shows in percentage the population of 6 year old boys and girls enrolled in the preparatory grade. Female enrolment in Central Province has been given a priority, which is reflected as being constant from the enrolment statistics for the years 2000 to 2004.

Quality Curriculum and Teacher Training

There are 748 elementary teachers who have trained whilst 198 elementary teachers are under going training. The ratio has remained constant at about 28 pupils for every teacher in elementary schools in Central Province.

The Province has developed about 15 Orthographies under Motu language for a number of Motu speaking communities. It is the largest and commonly spoken language for the bulk of the population in the province. The orthographies are importantly to be taught in our schools as they teach the values, cultures and traditions of the people of Central province. However, there are other dialects spoken throughout the province, which are yet to have orthographies developed and used in the elementary schools of the local communities.

Table 7: Total Elem. School staffing by gender, year and pupil teacher ratio

	2000	2001	2002	2003	2004
Male	318	377	138	141	432
Female	154	196	103	72	271
Total	472	573	241	213	703
Ratio	27.8	27.6	29.9	83.6	28.5

Table 8: Elementary School Staffing for 2005 by grade

	Elem Prep	Elem One	Elem Two	Total
Male	131	105	98	334
Female	105	77	67	249
Total	236	182	165	584
Ratio	25.59	25.64	25.67	25.63

Management

Land is a problem experienced by all communities throughout the country. The current and existing schools do not have sufficient land for expansion. Hence, it is difficult to secure land for expansion as well as for the establishment of new schools. Therefore, in order to address these issues the community must voluntarily make the land available for establishing new elementary schools as well as for expansion of it existing institutions. This will encourage greater opportunities for student enrolments.

Infrastructure and maintenance of elementary schools in Central Province has been given little consideration resulting in schools been operating without maintenance for some time. It is the responsibility of the LLGs to carry out infrastructure and maintenance to all elementary schools within the province as stipulated under the OLP&LLG.

Logistical support to enhance teacher in- service and training as well as supporting and assisting inspectorial visits by elementary inspectors and trainers has again been given a little priority. It is anticipated that greater awareness will be made to teachers, parents, LLGs and communities on their roles and responsibilities.

PRIMARY EDUCATION

Definition

Primary school education starts at Grade 3 and finishes in Grade 8 and caters for 9 to 14 year age group. Lower primary education comprises of Grades 3, 4 and 5 and the upper primary classes consist of Grades 6, 7 and 8.

Access

Central Province has a total of 208 schools and has a staff of 955 teachers in both Community and Primary schools. From the total number of schools, there are 136 community schools whilst 72 of the schools have been converted to Primary level with the staff ceiling of 693 and total student enrolment in this stream of 16,924. It is a massive increase compared to Community schools with 262 staff and an enrolment of 9,022 students. However, the Province is yet to fully phase out grade 1 and 2 classes, which is expected to occur by 2012 whilst the grade 7 and 8 classes in conventional High Schools are now an integral part of primary schools.

Table 9: Total enrolment by grade and year 2000 – 2004

		2000	2001	2002	2003	2004
Grade 1	Male	1122	663	937	334	425
	Female	894	513	685	244	275
	Total	2016	1176	1622	578	700
Grade 2	Male	1225	931	792	242	585
	Female	952	677	604	172	310
	Total	2177	1608	1396	414	895
Grade 3	Male	2732	2611	2783	1803	2709
	Female	2328	2142	2289	1466	2178
	Total	5060	4753	5072	3269	4887
Grade 4	Male	2249	2531	2389	1727	2422
	Female	1879	2098	2038	1399	1984
	Total	4128	4629	4427	3126	4406
Grade 5	Male	4128	4629	4427	3126	2193
	Female	1455	1763	2078	1372	1781
	Total	5583	6392	6505	4498	3974
Grade 6	Male	1551	1621	1868	1503	2021
	Female	1280	1410	1598	1214	1624
	Total	2831	3031	3466	2717	3645
Grade 7	Male	816	1042	1151	1017	1374
	Female	729	903	921	838	1165
	Total	1545	1945	2072	1855	2539
Grade 8	Male	642	769	939	734	1091
	Female	493	619	761	613	915
	Total	1135	1388	1700	1347	2006
Total	Male	12051	12288	13399	9049	12820
	Female	10010	10125	10974	7318	10232
	Total	22061	22413	24373	16367	23052
% Female		45.4%	45.2%	45.0%	44.7%	44.4%

There is a steady increase in enrolment by grade each year. Pattern for female enrolment is constantly been improved and stands at almost equal with the total enrolment for males in schools in Central Province.

Table 10: Grade 6 to 7 transition by year and gender

	2000 - 2001	2001 - 2002	2002 - 2003	2003 - 2004
Male	76.4%	80.7%	59.4%	91.4%
Female	77.1%	74.8%	55.6%	96.0%
Total	76.7%	78.0%	57.7%	93.4%

The transition rate from Grade 6 to 7 has risen through out the period. This means that every child who completed grade 6 is given an opportunity to complete full primary education. The transition rate of 100% illustrates the movement of students in Central Province. The transition rate is the percentage of grade 6 students in one year progressing to grade 7 the following year. An increase in percentage means that there were more students enrolled in grade 7 then there were in grade 6 in previous year.

Table 11: Grade 3 enrolment rates by gender 2000 – 2004

	2000	2001	2002	2003	2004
Male	105.8%	98.8%	103.0%	65.2%	95.8%
Female	97.2%	87.5%	91.4%	57.2%	83.1%
Total	101.7%	93.4%	97.4%	61.4%	89.7%

Grade 3-enrolment rate shows the number of children enrolled in grade 3 as a percentage of the 9-year-old population. A percentage greater then 100% suggests that there are more places available in schools compared to the number of children in the age group. This is not unlikely due to the large number of children who are older then the recommended age.

Table 12: Grade 7 Primary enrolment rates by gender 2000 –2004

	2000	2001	2002	2003	2004
Male	35.7%	44.5%	48.1%	41.5%	54.9%
Female	34.6%	41.9%	41.8%	37.2%	50.5%
Total	35.2%	43.3%	45.1%	39.4%	52.8%

Quality Curriculum and Teacher Training

A prerequisite for a teacher to occupy teaching position in Central Province is to have a Diploma in Primary Teaching, in which about 40% of teachers have acquired it. The remaining 60% still hold certificate in teaching. As such teachers will be encouraged to acquire a Diploma through the DEPI program in order to continue their service, or will have to resign.

Table 13: Total Primary School Staffing by gender and year and pupil teacher ratio

	2000	2001	2002	2003	2004
Male	462	490	508	348	532
Female	320	289	307	242	330
Total	782	779	815	780	862
Ratio	28.2	28.8	29.9	21.0	26.7

In Central Province there are more male teachers then female teachers teaching in the primary sector. In 2005 the population for male teachers was 532 whilst female teachers' population was 330. The pupil teacher ratio has remained reasonably constant at about 27 children for a teacher.

Two Secondary Schools, Kwikila and Mainohana, now have enrollment of students from grade 9 to 12 but it's expected that these two schools will phase out grade 9 and 10 by 2010.

The upper primary curriculum has been reformed and seven new syllabuses and teachers' guides, and an implementation support booklet for head teachers were distributed to all primary schools by districts in 2003 for implementation in 2004. Intense in-services were carried out through the PIST and NIST week on the curriculum in the last five years.

Management

Landowner issues are by far biggest impediment to any development in Papua New Guinea, and Central Province is no exception in this regard. Given this reality, conversion of existing community schools to a primary status appears to be the most effective strategy towards creating more educational opportunities for our children in the primary sector, while efforts will be made in this plan period to ensure respective local communities to appreciate the importance of life long education for their children and negative repercussions that will be brought about by lack of it upon the children, so as to make land freely available, in areas where new schools are to be established.

It is now a requirement for every community and primary school teachers to obtain a diploma qualification. Hence, every effort will be made to ensure capable officers are given an opportunity to upgrade themselves through DEPI program at PNGEI.

SECONDARY EDUCATION

Definition

Secondary education covers Grades 9 to 12, with lower secondary being Grades 9 and 10, while Grades 11 and 12 for the upper secondary, classes.

Access

The average Grade 8 to Grade 9 transition rate for Central Province has remained above 50%. Central Province is yet to phase out Grades 7 and 8 classes at Laloki High School. Laloki, Iarowari, Redscar, Ianu, Magarida and Tapini High schools have up to Grades 9 to 10 classes whilst Kwikila, Mainohana and Mt. Diamond Secondary schools are offering Grades 11 and 12 classes.

Table 14: Secondary enrolment by year and gender 2000 to 2004

		2000	2001	2002	2003	2004
Grade 7	Male	234	143	157	93	52
	Female	201	84	134	51	37
	Total	435	227	291	144	89
Grade 8	Male	303	194	151	109	40
	Female	256	150	104	89	25
	Total	559	344	255	198	65
Grade 9	Male	782	874	1028	1014	399
	Female	538	656	751	686	327
	Total	1320	1530	1779	1700	726
Grade 10	Male	630	641	841	826	348
	Female	400	467	610	583	258
	Total	1030	1108	1451	1409	606
Grade 11	Male	0	28	72	130	114
	Female	0	9	28	82	62
	Total	0	37	100	212	176
Grade 12	Male	0	0	50	44	66
	Female	0	0	19	21	28
	Total	0	0	69	65	94
Total	Male	1949	1880	2299	2216	2115
	Female	1395	1366	1646	1512	1449
	Total	3344	3246	3945	3728	3564
% Age female		41.7%	42.1%	41.7%	40.6%	40.7%

Table 15: Grade 9 enrolment rates by gender from 2000 – 2004

	2000	2001	2002	2003	2004
Male	34.6%	37.8%	43.5%	41.9%	16.1%
Female	26.8%	31.9%	35.7%	31.9%	14.9%
Total	30.9%	35.0%	39.8%	37.2%	15.5%

The grade 9-enrolment rate shows the number of student enrolled in grade 9 in percentage for the 15-year-old population.

Quality Curriculum and Teacher Training

Most teachers teaching in secondary schools have Diploma in Secondary Teaching and Post Graduate Diploma in Education. However, there are few teachers with only Subject first Degrees hence, are currently teaching in Central Province who are yet to take up Post Graduate Diploma in Teaching studies at the University of Goroka. The CPDoE must target these officers in secondary schools who only have Diploma to up grade their qualification to that of a first degree.

Table 16: Secondary Staffing by gender and year from 2000 – 2004

	2000	2001	2002	2003	2004
Male	97	112	124	120	122
Female	54	52	35	50	48
Total	151	164	159	170	170
Ratio	22.1	19.8	24.8	21.9	20.96

Male teachers in secondary schools out numbered their female counter parts. In 2005, the number of male teachers teaching in secondary schools was 141 whilst the female had a total of 55 teaching staff in Central Province.

Table 17: Secondary School enrolment for 2005 by grades

	Grade 9	Grade 10	Grade 11	Grade 12	Total
Male	818	713	130	144	1805
Female	784	686	109	123	1702
Total	1602	1399	239	267	3507

The pupil teacher ratio is acceptable and it is consistent with the figures suggested for an average class size of between 35 and 45.

The secondary school curriculum has remained largely unchanged since the 1980s. Kwikila and Mainohana Secondary Schools have initiated and developed school-based curriculum both in lower and upper secondary grades and approved by the Department of Education. The secondary curriculum has been reviewed recently and a reform curriculum for the lower secondary will be developed and completed by 2006.

Management

Land and space limitation is a major problem for expansion of exiting institutions. The transiting rate from grades 8 to 9 has increased. However, extension and renovation of existing facilities and infrastructures to accommodate higher transitional rate is perhaps the way forward for the future.

Communities, stakeholders and other agencies that have sufficient land should provide land for expansion of existing facilities.

FLEXIBLE, OPEN AND DISTANCE EDUCATION (FODE)

Definition

Distance education is means of delivering education to people who cannot attend an educational institute. Currently it is offered primarily through the College of Distance Education to those who wish to complete their grade 7 to 10 education. Grade 12 will be offered under this plan period with a unified examination and certification award to all students in system schools.

Access

There are many students who have left school at the end of grade 8 or 10 who have taken up FODE studies either to up grade marks at grade 10 level or to enroll at grade 9 with the hope of completing grade 10 through FODE studies.

It is estimated that in every years about 5 to 10 per cent of the students in Central Province usually take up FODE studies to complete formal schooling.

The review of curriculum to cater for grade 12 level of education to enable students to sit for and be awarded a similar examination and certification, may increase the percentage of students who pursue this form of schooling between 20 or 30%.

Quality Curriculum and Teacher Training

The present curriculum of FODE is limited to the general education from grade 7 to 10 only. Students' start and finish the course at any one time of the year. They have a maximum of nine months to complete a course. As there is no policy on articulation, students for distance education system have limited opportunities to move in to conventional system.

A policy on articulation will be in place during the plan period, which will provide students to articulate in to the conventional system. The FODE curriculum will be re-written to meet the standards of conventional schools.

Management

At present, Central Province FODE Centre, which is located at Waigani, operates under the National FODE Headquarters, and in isolation from CPDoE. Currently, it has a staff of one teacher coordinator and three support staff. This Centre is disguised by the NCD FODE Centre to an extent where most Central Province parents and students do not know its existence. Central Province authorities also do not take responsibility over it, given its current inbuilt operational structure within the FODE Headquarters. Thus, the Centre hardly receives any support and recognition from the province.

Hence, its efficiency and effectiveness in the delivery of education services to the children of Central Province is very minimal. A necessary review of the structure and function of FODE will be undertaken during this plan period to achieve cost effectiveness and increase its capacity to meet the student's demands in the province. The Administrative structure of the Central FODE will be absorbed into the divisional structure by creating a position of Provincial FODE Coordinator within the Central Provincial Education Division to coordinate and oversee the activities of District FODE Centre Coordinators.

VOCATIONAL EDUCATION

Definition

Vocational education provides short skills oriented courses that are offered in a variety of institutions to students completing grade 8, and the community at large, to satisfy both the personal and the community demands.

Access

Full time enrolments in vocational centres throughout CP are very low. Female enrolment and participation remain much lower compared to male in vocational centres whilst the student and teacher ratio remains the same. Students entering vocational centers are largely grade 8 graduates, but there are also students who graduated from grade 6 and 10 who enrolled in relevant short courses.

The instructor student ratio is 1:15, but this is not so in the Vocational Centers of Central Province because centers only have few students to an instructor. On the other hand, facilities in these centres need to be maintained, and self-sustaining programs need to be used effectively to attract students.

Table 18: Vocational enrolment by year and gender 2000 to 2004

		2000	2001	2002	2003	2004
Year 1	Male	40	81	206	214	155
	Female	16	33	83	95	62
	Total	56	114	289	309	217
Year 2	Male	42	34	257	57	115
	Female	13	27	59	14	19
	Total	55	61	316	71	134
Year 3	Male	32	40	21	35	77
	Female	13	14	57	24	19
	Total	45	54	78	59	96
Total	Male	114	155	498	306	347
	Female	42	74	199	133	100
	Total	156	229	697	439	447
% Age female		26.9%	32.3%	28.6%	30.3%	22.4%

Female participation and enrolment between 2000 and 2004 as shown above compared to male in this section is relatively low.

Quality Curriculum and Teacher Training

A large number of vocational centre instructors are underqualified, or not in tune with the present curriculum used by vocational centres in PNG. Though they have the experience, they need to be trained or in-serviced on how to use the present curriculum materials.

It must become one of the foremost priorities to have qualified instructors or train the current instructors to suit the current standards. Diploma of Vocational Education & Training (DoVET) program offered at Papua New Guinea Education Institute must be known to Vocational Teachers with only certificates to enroll and upgrade their qualifications to Diploma level.

Table 19: Vocational Centre staffing by gender and year, 2000 to 2004

	2000	2001	2002	2003	2004
Male	19	44	28	26	28
Female	11	26	8	9	5
Total	30	70	36	35	33
Ratio	5.2	3.3	19.4	12.5	13.5

The ratio of 15 Students to an instructor in vocational centres has been constant over the years. In 2005, the total female instructors' population was seven while the male instructors' population stood at 30.

Management

Central Province has had many problems relating to facilities in vocational centres. All four vocational centers in the province are generally in very poor condition. The situation is compounded by lack of appropriate tools and equipment. The support from the respective LLGs and District Administrations is inadequate or even nil in most cases. Therefore, the CPDoE solicits assistance from donors and other statutory bodies to maintain its facilities and infrastructure for the vocational centres.

OPEN UNIVERSITY LEARNING

Definition

A Provincial University Centre and sub-centres will provide affordable cost effective university education at easy access through flexible mode of learning, thus, encouraging the concept of life long learning.

Two (2) programs which will be immediately, but not exclusively, introduced and offered are Certificate in Tertiary and Community Studies (CTCS) for students who are coming from grade ten (10), and Bachelor of Arts – Professional Studies in Education (BA- Prof. Studies in Ed.) targeting the school teacher population at primary and lower secondary level, as well as, other educational personnel's who are working in such areas as guidance and inspections, curriculum, school administration, and general support services, who do not have first degree.

Access

Currently, there is no university centre operating in Central Province. Hence, there are no enrolment statistics for our province. Some students may be enrolled at NCD University Centre (NCDUC), however, these figures may authentically add to the enrolment statistics for NCDUC, thus, reflecting nothing, if not negatively, for Central Province.

Quality Curriculum and Teacher Training

University approved and accredited courses will be offered and taught at the Provincial University Centre and sub-centres in each of the districts. Teaching and learning will occur through the distance mode of studies where no on-campus face-to-face teaching takes place. However, tutors with appropriate academic credentials will be identified and selected by the UPNG to conduct weekly tutorial sessions.

Management

A memorandum of Agreement will have to be signed between Provincial Government and the university authorities for the university centre and sub-centres to be established. All course materials will come from the University. It is hoped that UPNG will provide a fully paid Director for the University Centre while the province provides necessary infrastructure and logistical support.

ADMINISTRATION OF EDUCATION

Definition

Administration of education encompasses the whole system, all people and processes that support the delivery of education and training in the province, districts and schools.

Organization of the Division

The Division of Education is under the Provincial Administration. According to OLPG & LLG, the Division of Education is integral part of Central Provincial Administration (CPA). Therefore, number of management challenges that will be faced by the division and schools in this plan period, must be fully supported by CPA.

CPDoE and schools must be well resourced in terms of school fee subsidies and other resources to be able to maintain and sustain initiatives of the education reform so as to effectively and efficiently deliver education services.

Financial Management

CPDoE had some problems over the years on efficient and accurate record keeping of public funds spent on teachers leave fares, school fee subsidies and other activities. Financial management and budgeting skills remain a weak area, and often officers who do not have either necessary qualification or experience are tasked to carry out the work. There is a need to identify divisional staff to do courses in Financial Management and Budgeting.

Information Communications Technology

It is difficult to roll out current education management information system to Division of Education. The collecting of data and proper keeping of it has been an on going problem. Unless it is resolved, the problem will continue to be an impediment to informed planning, effective implementation and monitoring of the plan.

The Division of Education office needs to be equipped with computer hardware and software, installation of telephone, and expansion and creation of office spaces for the equipment. In the absence of these equipments, communication, collection and sharing of data become difficult.



Ten Year Central Provincial Education Plan 2007 – 2016

THE PLAN

OUTCOMES

The plan adopts the same four (4) programs used in the Provincial Development Policies 2001 – 2010 and Provincial Education Plan 2000 – 2004 to categorize its sub-programs and the relevant activities. It is important to note that these outcomes are established as Policy Goals and Directives.

Table 20: Major Outcomes by Sectors

Sector	Major Outcomes
Elementary Education	Every six-year-old child to enter Elementary Preparatory Grade by 2012 and complete three years of basic relevant education.
Primary Education	All children have the opportunity to complete a full quality of 6 years primary education to Grade 8.
Secondary Education	A relevant, affordable and quality Secondary Education provided to selected Grade 8 and 10 students.
Technical/Vocational Education & Training	A variety of institutions offering courses of varying lengths to students completing primary education and to the wider population to gain appropriate skills to satisfy both personal and community demands.
Flexible Open & Distance Education	The provision of flexible, open and distance education gives alternative opportunities to students to pursue other pathways of formal education leading to Grade 10 and 12, and further tertiary education and training.
University Centre	Provide affordable cost effective university education at easy access through flexible mode of learning to school leavers and matured workers alike, example public servants, teachers and self-employed to acquire university degree
Administration of Education	The organization of efficient and effective education system at Provincial, District and School levels.

Table 21: Focus Target/ Timeline for Establishment of Schools and Centres

Elementary	150 to be established by 2012
Community	20 to be established by 2012.
Primary	60 community schools to be converted to primary status by 2012.
High School	1 to be established in the plan period
Secondary	1 High School to be converted to secondary status by 2012.
Technical High	1 High School to be converted to technical high school in the plan period.
Technical Secondary	1 High School (Laloki) to be converted to technical secondary school by 2012. 1 to be built at Agevairu in Kairuku District.
Vocational	1 Vocational Centre to be established at Mirigeda in the plan period. 1 Out reach Centre established in each LLG area
FODE	5 Centres to be established at the district level in the plan period.
University Centre	1 provincial Centre to be established at Kwikila 1 Sub-Provincial Centre to be established for each district.
Administration	1 Provincial Vocational/ Technical Coordinator position created. 1 Provincial FODE Coordinator position created 5 District FODE Centre Coordinators positions created 1 University Centre Director Position Created. 5 Sub-Centre Director positions created in the Districts. MoA signed between FODE HQ and CPG and between UPNG and CPG 1 position for a data entry clerk or a statistic collection officer be created

ELEMENTARY EDUCATION

Major Outcome

Every 6-year old child to enter Elementary Preparatory Grade by 2012 and complete three years of basic relevant education.

Access

Minor Outcome E1

Elementary schools established in all districts and quotas distributed evenly to LLG areas in order to allow all six year old to have access to elementary education.

The CPG through the Division of Education will encourage the LLGs to enact legislation to make elementary education compulsory. This will be preceded by a feasibility study to determine all the implications of such a policy. Parents and communities in the province will be made aware of the compulsory policy through a massive awareness campaign to be carried out by provincial education authorities. This will enable parents to know and understand the right of sending their children to elementary school. A committee will be formed to monitor and to ensure that all parents and communities of the province adhere to the compulsory enrolment policy.

Target E1.1

A feasibility study for compulsory enrolment will have been completed by 2008.

Awareness regarding the importance of schooling will be carried out by the CPDoE to encourage the annual enrollment of both male and female students. Multi Grade teaching in low populated, remote and scattered hamlet areas will be encouraged whilst in special circumstances repetition will be allowed. Small schools will become part of a large central school where only teacher is posted to teach there while children remain and attend classes in their local communities.

Table 22: Projected Elementary Enrolment by Grade and selected years

Classes	2007	2008	2011	2014
Preparatory	6222	6587	7134	7657
Elementary 1	6040	6405	6952	7484
Elementary 2	2059	6222	6769	7316
Total	14321	19214	20855	22457

New sites for established schools will be considered if documents on land ownership are available. However, expansion of existing elementary schools is perhaps the best strategy to accommodate the increasing number of school age population. The number of classes to be established each year in order to achieve full enrolment by 2012 is set out below:

Table 23: New Elementary Classes established for selected years

Years	2007	2008	2011	2014
Classes	7	8	8	8

The number of new classes required is to be determined by the NDoE. However, the PEB following advice from the districts on population, location and other approved criteria, will determine the location of new classes.

Staffing projections are shown below, and are based on an average pupil-teacher ratio of 22 at the moment. This will rise to 35 children to a teacher by 2014 in semi-urban and populated areas and about 28 in the rest of the province. Enrolment increases due to population growth will be accommodated in existing classes rather than through the formation of new classes. Multi- Grade classes in isolated LLG areas will be required to provide equal opportunity to children to receive basic relevant Elementary Education.

Table 24: Elementary School Teacher requirements for selected years

Years	2008	2010	2012	2014
Preparatory	241	251	265	278
Elementary 1	236	246	260	274
Elementary 2	182	241	256	270
Total	659	738	781	821
Pupil teacher ratio	21.7	26.0	26.7	27.3

To ensure that all children complete three years of education with desired outcomes, they must first be enrolled and then problems of attrition will be addressed. By 2008, CPDoE will carry out awareness on the value of schooling. It is hoped that the Division will use community representatives especially the Board of Management and the youths in the local areas to carry out this awareness.

Target E1.2

By 2014 teacher pupil ratio in urban and populated areas will be at 35:1.

The provision and acquisition of suitable blocks of land for the building of school infrastructures are the responsibility of the individual communities with the support of the LLGs in consultation with the Division of Education. The LLGs will budget for the infrastructure and maintenance of the elementary schools. The NDoE will provide guidelines for a standard Elementary classroom building.

Table 25: Elementary Enrolment Rates for selected years

Years	2008	2010	2012	2014
Elementary enrolment rate	88.4%	98.1%	99.4%	100.0%

Strategies and Activities

Establish and maintain a sufficient number of schools

- Prepare district implementation schedule for the establishment of schools.
- Develop a repetition policy to ensure all 6 year old enter elementary school
- A committee to be established to carry out awareness on the value of schooling
- Establish quotas by LLG areas for the establishment of elementary preparatory classes
- Conduct a feasibility study on compulsory elementary education.
- Identify sites for schools to be established.

Improve retention in Elementary Grades

- Encourage annual enrolment in all levels of the school
- Encourage LLG and Provincial Government to support the value of schooling through its infrastructure and maintenance grants
- Acquisition of a suitable block of land.
- Liaise to register schools with the NDoE
- Liaise with TSC to create teaching positions

Quality Curriculum and Monitoring

Minor Outcome E2

A relevant Elementary Curriculum for Central Province is developed, implemented and monitored

The language of instructions will be the common language spoken by the community where the school is established. These languages include Police Motu spoken by non-Motuan who live in Abau, Rigo, Hiri, Kairuku and other areas. Motuan villages speak Hiri Motu from Boera to Gabagaba while other dialects are encouraged to be taught in schools in the province. It is **permissible** to use **Pidgin and English** as the language of instruction in urban or Government station schools.

The District Curriculum Committees will have to be put in place. Technical assistance will be sought from the NDoE to support the development of local support curriculum materials whilst the province through its LLGs will provide funding to support the work of the district curriculum committees.

Target E2.1

By 2008 a district curriculum committee will be established to support the development of orthographies and other relevant local curriculum materials.

The Elementary reform curriculum will have been implemented in all elementary schools in the province. The development and production of support local curriculum materials will be slow and so assistance will be needed from the NDoE and the CPDoE. Further assistance will be sought to develop orthographies together with student and teacher resource and support materials in the local vernacular.

Target E2.2

By 2009 all orthographies should be ready and in place.

CPDoE will seek assistance from the NDoE to train site leaders and school officials on teachers' appraisal and supervision techniques. Teacher attendance, acceptability and relationship to the community will be the areas for training and monitoring.

CPDoE will ensure that logistical supports are also available to enhance the training, support the development of local support curriculum materials, and to assist inspectors to carry out monitoring and evaluation of teaching and learning in schools.

Target E2.3

By 2007 the training of site leaders should begin to support monitoring and evaluation of teaching and learning.

Strategies and Activities

Develop locally based support curriculum materials.

- Support the committee to develop local based curriculum
- Provide logistical support in the process of developing locally based curriculum materials.

Distribute curriculum and support materials for all subjects at the Elementary level.

- Distribute local vernacular based materials
- Distribute student materials and resources
- Distribute teacher materials and resources

Quality Teacher Education and Training

Minor Outcome E3

A sufficient number of appropriately trained and committed elementary teachers are readily available.

The Division of Education will establish criteria to be used by communities to select people who will under go elementary teacher training program. Those individuals who are selected by the community should meet certain criteria, which may include grade 10 or 12 school leavers from the particular community who have lived there for three or more years. Candidates selected should be able to speak the language of the community and are knowledgeable about the customs, values and the tradition of the community

Target E3.1

By 2008 selection criteria for elementary teacher training is developed and endorsed for implementation.

The Division of Education will ensure that candidates who were selected by the community are endorsed, and in consistent with the national quota to under go trainer directed training program. This program is administered as mixed mode to equip trainees with appropriate skills to teach all children including those with disabilities in elementary schools.

Table 26: new teacher requirements for selected years for 2007 – 2016

Year	2007	2008	2011	2014
Total	76	15	14	13

The user pay policy is perhaps the best strategy in Central Province to use to support teacher training. However, it should be negotiated for some of the Tolokuma Mine royalties to be used to support teacher training. A provincial committee will be established in 2007 to explore the possibility of utilizing the mine royalties to support teacher training in the province. Multi – grade teaching will be a key component of the elementary teacher-training program.

Table 27: Elementary teacher training requirements for 2007 – 2016

	2007	2008	2011	2014
Year 1	76	15	14	13
Year 2	0	64	14	13
Year 3	0	76	15	14
Total	76	154	43	40

Short courses will be provided to serving teachers, both male and female. This is to further increase their professional knowledge and skills. In particular, teacher in - charge will receive support to enhance their school leadership in the areas of curriculum, professional learning and financial management. Female candidates will be encouraged and given equal opportunity to take up management roles in elementary school establishments.

Strategies and Activities

Ensure that required number of teachers are provided.

- Selection criteria for elementary teachers are reviewed
- Identify training needs and provide leadership and management training
- Recruit and train sufficient number of teachers to meet the target
- Establish a system for recovery of teacher training fees

Provide professional development opportunities for elementary school teachers and trainers.

- Develop a suitable professional development program
- Review the roles and provide support for those associated with elementary teacher training
- Enhance teachers' knowledge on multi-grade teaching and reform curriculum through professional gatherings (In-services).
- Identify training needs and provide leadership and management training.
- Provide leadership training opportunities for women leaders
- Provide leadership and financial management training for teachers.
- Encourage elementary teachers to do further studies

Management

Minor Outcome E4

Elementary education is cost-effective and affordable for parents and government.

In order to achieve the major outcome of making elementary education available for all from 2012, no child will be denied access for reasons of financial hardship. At the elementary level, the National Government will provide appropriate basic school supplies for all schools with assistance from the CPG and LLGs.

The Division of Education will facilitate the process of ensuring that the basic school supplies are distributed exactly at school locations. Existing systems to procure and distribute these materials on an annual basis will be strengthened. A review will be conducted to consider the feasibility of a centrally administered procurement and distribution system to ensure that materials are delivered, in a timely fashion, as close to the school as possible.

Land has become an issue resulting in many children being turned away from enrolling and attending classes. In order to avoid continuation of this problem, hence, resulting in depriving the rights of these children to education, the Division of Education, the Church Agency, parents and communities will liaise with the LLGs to exercise their land Management Act to register land on which school is to be established to avoid future abnormalities.

Target E4.1

By 2008 Division of Education will support in providing basic school supplies to all schools.

The very large increase in costs over the period of the Plan reflects both the rapid rise in enrolments and the rise in the subsidy allocation per child required to provide all basic school supplies. Therefore, the provincial government must take on its share of responsibilities whilst National Government including parents and communities will take their share of responsibilities. The table below shows elementary school subsidy costs.

Table 28: Elementary school subsidies (K'000s) for selected years

	2007	2008	2011	2014
Elementary	118.50	134.50	146.00	157.20

Some contribution will still be expected from parents for the education of their children. Schools will continue to be able to levy fees, where appropriate, in accordance with National and Provincial Education Board directives. The major cost of elementary education is teachers' salaries. The number of teachers allocated to each province will be based on the number of children enrolments in schools.

Table 29: Elementary teacher salaries and emoluments (K'000s) for selected years

	2007	2008	2011	2014
Salaries	4614.5	5165.2	5468.8	5748.2
Allowances	230.7	258.3	237.4	287.4
Total	4845.2	5423.5	5706.2	6035.6

The NDoE and the TSC, following the formation of a Position Allocation Committee, will determine number of positions to be allocated to province thus resulting in province allocating teachers to schools. It is perhaps an appropriate strategy to assist the government to save cost where its savings can be utilized well elsewhere.

Strategies and Activities

Develop and implement a sustainable, affordable and appropriate school fee subsidy policy

- Determine level of parental contributions on an annual basis.
- Review and administer the system of procurement and distribution of basic school supplies.

Make efficient and rational use of teachers.

- Apply agreed criteria, including multi-grade teaching, for the allocation of teachers to each school.

RESPONSIBILITIES

Parents and the community will be responsible for:

- Ensuring that all boys and girls enroll and attend school
- Infrastructure and maintenance are shared responsibilities of the communities and the government agencies
- Participating in Parents and Citizens activities to maintain and improve the general healthy learning environment
- The recommendation of teachers for training.

School Boards of Management will be responsible for:

- The completion of the School Plan for implementation
- Planning for infrastructure requirements in close consultation with the Ward Councilor
- The development of locally-based curriculum materials and the implementation of a locally-based curriculum
- Students security, welfare and discipline
- Provision and distribution of basic school supplies in consultation with NDoE

Local-Level Governments will be responsible for:

- Budgeting for establishment grants for all new elementary schools.
- Maintenance and infrastructure of elementary schools
- Support professional development of elementary teachers
- Registration of land
- The completion and endorsement of district education plan and implementation schedules

District Administrations will be responsible for:

- The completion and endorsement of District Education Plans and implementation schedules
- Liaising with local-level government to ensure budget provision is made for establishment grants.
- Support grants for school inspections and trainers work

Provincial government will be responsible for:

- The completion and endorsement of Provincial Education Plans
- The allocation of elementary establishments between districts
- The appointment of teachers.
- Maintenance and infrastructure development of elementary schools

The National Government will be responsible for:

- The payment of teacher salaries
- The training of elementary school teachers
- Curriculum development and development of orthographies
- The provision of supervisory services
- The provision of opportunities for the professional development of teachers
- The allocation of new classes to each province
- The provision and distribution of basic school supplies
- Providing technical assistance in areas of planning, management and legal matters
- Shared responsibility of project fees payment as bases of subsidies

IMPLEMENTATION SCHEDULE FOR ELEMENTARY SECTOR

This section provides a timeline for the implementation of planned activities for the Elementary Sector in this plan period. Specific strategies and activities for each minor outcome in the plan are listed, along with an indicative schedule for their implementation and completion. Detailed implementation plans for the Elementary Sector will be provided each year through the annual plans of the Districts and Provincial Education Division.

Key:  Indicates full implementation.
 Indicates preparatory activities and reviews

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Elementary Education										
Minor Outcome E1 <i>Elementary schools established in all districts and quotas distributed evenly to LLG areas in order to allow all six year old to have access to elementary education.</i>										
Establish and maintain a sufficient number of schools										
Prepare district implementation schedule for the establishment of schools.										
Develop a repetition policy to ensure all 6 year old enters elementary school										
A committee to be established to carry out awareness on the value of schooling										
Establish quotas by LLG areas for the establishment of elementary preparatory classes										
Conduct a feasibility study on compulsory elementary education.										
Identify sites for schools to be established										
Improve retention in Elementary Grades										
Encourage annual enrolment in all levels of the school										
Encourage LLG and Provincial Government to support the value of schooling through its infrastructure and maintenance grants										
Acquisition of a suitable block of land.										
Liaise to register schools with the NDoE										
Liaise with TSC to create teaching positions										
Minor Outcome E2 <i>A relevant Elementary Curriculum for Central Province is developed, implemented and monitored.</i>										
Develop locally based support curriculum materials.										
Support the committee to develop local based curriculum										
Provide logistic support in the process of developing locally based curriculum materials.										
Distribute curriculum and support materials for all subjects at the Elementary level.										
Distribute local vernacular based materials										
Distribute student materials and resources										
Distribute teacher materials and resources										

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Elementary Education										
Minor Outcome E3 <i>A sufficient number of appropriately trained and committed elementary teachers are readily available.</i>										
Ensure that required number of teachers are provided.										
Selection criteria for elementary teachers are reviewed.										
Identify training needs and provide leadership and management training.										
Recruit and train sufficient number of teachers to meet the target										
Establish a system for recovery of teacher training fees										
Provide professional development opportunities for elementary school teachers and trainers.										
Develop a suitable professional development program										
Review the roles and provide support for those associated with elementary teacher training										
Enhance teachers' knowledge on multi-grade teaching and reform curriculum through professional gatherings (In-services).										
Identify training needs and provide leadership and management training.										
Provide leadership training opportunities for women leaders										
Provide leadership and financial management training for teachers.										
Encourage elementary teachers to do further studies										
Minor Outcome E4 <i>Elementary education is cost-effective and affordable for parents and government.</i>										
Develop and implement a sustainable, affordable and appropriate school fees subsidy policy.										
Determine level of parental contributions on annual bases.										
Review and administer the system of procurement and distribution of basic school supplies.										
Make efficient and rational use of teachers.										
Apply agreed criteria, including multi-grade teaching for the allocation of teachers to each school.										

MONITORING AND EVALUATING THE PLAN

Definition

Monitoring is the process of routinely coordinating, collecting, processing and communicating information to assist managers to identify problem areas in order to devise practical solutions. Evaluation is a systematic way of learning from experience and using the lessons learnt to improve.

MONITORING AND EVALUATING THE ELEMENTARY SECTOR

Following tables show how elementary sector will be monitored and evaluated in this plan period

Performance Area: Access		
Minor Outcome	Target	Measure (s)
E1: Elementary schools established in all districts and quotas distributed evenly to LLG areas in order to allow all six year old to have access to elementary education.	Target E1.1 By 2008, a feasibility study for compulsory enrolment will have been completed.	• Total number of 6 year old children • No of 6 year old children in Elementary
	Target E1.2 By 2014 teacher pupil ratio in urban and populated areas will be at 35:1.	• Total number of 6 year old children • No of 6 year old children in elementary
Performance Area: Quality curriculum and monitoring		
Minor Outcome	Target	Measure (s)
E2: A relevant Elementary Curriculum for Central Province is developed, implemented and monitored.	Target E2.1 By 2008 a district curriculum committee will be established to support the development of orthographies and other relevant local curriculum materials.	• Number of curriculum committee established • Number of districts producing the curriculum
	Target E2.2 By 2009 all orthographies should be ready and in place.	• Number of orthographies ready and in place
	Target E2.3 By 2007 the training of site leaders should begin to support monitoring and evaluation of teaching and learning.	• Number of Board Management members and teachers trained in appraisal techniques and are applying them.
Performance Area: Quality teacher education and training		
Minor Outcome	Target	Measure (s)
E3: A sufficient number of appropriately trained and committed elementary teachers are readily available	Target E3.1 By 2008 selection criteria for elementary teacher training is developed and endorsed for implementation.	• Number of elementary teacher graduates • Number of elementary teachers under going training
Performance Area: Management		
Minor Outcome	Target	Measure (s)
E4: Elementary education is cost-effective and affordable for parents and government.	By 2008 Division of Education will support in providing basic school supplies to all schools.	• Total No. Of elementary schools • Total monies allocated annually

PRIMARY EDUCATION

Major Outcome

All children will have the opportunity to complete a full quality primary education of six years to Grade 8.

Access

Minor Outcome P1

Sufficient number of Primary School classes are established to achieve access and retention target.

Grade 1 and 2 classes have become part of the elementary school establishment whilst its facilities have become available to accommodate the Grade 7 and 8 classes. There are enormous problems with providing an upper primary education for children from the small isolated communities particularly in the Rigo Inland and Goilala District. A number of strategies will be considered including multi grade teaching in the upper grades. The CPDoE after consultation with the CPG, the LLGs and other agents such as Tolukuma Mining Company will look at the feasibility of developing central schools to cater for the smaller isolated schools that will become feeder schools. In certain extreme cases there may be a need for a small number of Grade 7 and 8 students to be boarding.

In order for this to become a reality, the CPDoE will need to 'sell' this Education Plan to its Governments (CPG and LLGs) and other major stakeholders.

Target P1.1

By 2007, a committee will be established to sell its Provincial Education Plan.

Table 30: Projected Primary School Retention rates for the selected years; 2007 – 2016

	2010	2011	2012	2013
Grade 1 – 6	84.9	85.7	85.7	85.7
Grade 1 – 8	0	0	66.1	77.4

Some remote and isolated community schools still enroll grades 1 and 2 classes. These schools will eventually phase out these grades, and maintain all the other grades based on student enrollments. These schools will continue to become small primary schools feeding the larger central schools in the province.

Target P1.2

By 2012 all Grade 1 & 2 classes will be phased out in small community schools.

In addition, awareness program will be carried out to parents and communities on the value of schooling. Programs such as child friendly schools, HIV / AIDS and risk free environment in all primary schools should be programmed and implemented to encourage freedom of teaching and learning.

Difficulty in school fees payment in many schools in CP is an on going problem. Many students in our schools are unable to complete a full cycle of primary education. Gender disparity occurs when parents tend to favour male more than female to complete education resulting in the female population being deprived the right of schooling. In order to have all the children of CP enroll and complete the cycle of basic education, the CPDoE in consultation with the Provincial Administration should liaise with the mining company to provide

scholarship scheme so that disadvantaged intelligent children are supported to complete their education.

Table 31: Projected Primary School enrolment rates for selected years

Rates	2007	2008	2011	2014
Grades 3 - 8	89.9%	87.0%	89.3%	96.6%

In the mean time, in order to avoid gender disparity, a policy for school fee payment will be developed in 2009 where schools will be allowed to utilize payment in kind and labor following approved criteria. Policy for repetition between various grades as well as payment in kind and labor will be developed by the provincial education division to support the financial difficulties experienced by parents and communities.

Target P1.3

By 2009 a policy for payment of school fees will be formulated.

The PEB will identify the number of new grade 7 classes that will have to be established each year. The planning for the increasing access to grade 7 and 8 will be the responsibility of Provincial and District Education Boards. The District Education Superintendent in consultation with provincial authorities will prepare an implementation schedule that will be consistent with that prepared for the elementary schools while individual schools will provide their own development plans to allow for medium term development planning for staffing and infrastructure needs.

Table 32: New grade 7 classes' requirements for selected years

Classes	2007	2008	2011	2014
New Grade 7 classes	3	3	3	4

The teacher class ratio in grade 7 to 8 will be reduced from 1.5 to 1 by 2009. This is the result of the implementation of the reform curriculum that will allow for generalist teaching. The effect of this change will result in a teacher, pupil ratio of 1 to 35 by the end of the plan period.

Table 33: Primary School Teacher requirements for selected years

	2007	2008	2011	2014
Grade 1	0	0	0	0
Grade 2	11	0	0	0
Grade 3	137	161	170	178
Grade 4	162	139	167	175
Grade 5	149	137	164	173
Grade 6	157	162	161	170
Grade 7/8	196	206	222	309
Total	812	806	885	1006

Strategies and Activities

Provide and maintain sufficient number of schools.

- Completion of District plans
- Completion of school plans
- LLG budget grants for infrastructure and maintenance

Improve retention between grades

- Conduct an awareness program on the value of schooling

Develop a series of measures to support remote schools

- Conduct a feasibility study to determine the viability of establishing central primary schools
- Develop a scholarship program to support children from disadvantaged locations
- Agree on a charter for basic minimum standard of housing for teachers
- Provide for the use of flexible, open and distance education materials in the upper-primary grades.

Quality Curriculum and Monitoring

Minor Outcome P2

A relevant primary curriculum implemented and monitored.

The lower and upper primary reform curriculum are completed and distributed to schools in Central Province. However, pupil's textbooks are yet to be made available. District curriculum committees will be established to work closely with NDoE and other relevant agencies to develop locally based support materials to support schools in the implementation of the reform curriculum. The CPDoE will ensure that appropriate support is available to facilitate the process of developing local curriculum and support materials.

Target P2.1

By 2008 a curriculum committee will be established to develop locally based support and curriculum materials

The local outcome based curriculum materials which will include school journals and Big Books are linked to the reform curriculum. This initial support will include the provision of training for teachers.

HIV /AIDS policy has become part of the reform curriculum to be taught in schools. Hence, the Division of Education should ensure that students' and teachers' teaching and learning materials are available to support its implementation.

Target P2.2

By 2007 HIV/ AIDS policy will be implemented in all primary schools in Central Province

School inspectors will be provided with funds from the province to support them in their visits to all schools on a regular basis. This is primarily to monitor the implementation of the curriculum. The rise in the number of inspections will be minimal and that inspection will concentrate on advisory role. A Curriculum Standard Monitoring Test will be initiated by the NDoE to ensure that standards are maintained in the province.

Board of Management representatives and head teachers will be involved in the appraisal of teachers by 2008 in areas such as attendance, attitudes, relationship and others, which are appropriate to the community. Financial and logistical support will be provided to support the

Inspectors and other resource personnel from the Department of Education to conduct training for BoM members and head teachers on the appraisal techniques before it can be utilized.

Strategies and Activities

Provide advisory and appraisal services to all primary schools

- To visit all schools
- To provide budgetary support to primary inspectors
- To train head teachers and Boards of Management chairmen on school based Teacher appraisal techniques

Implement the education reform curriculum

- To train district and school officials

Develop and produce local curriculum support materials for all subjects at primary level.

- To conduct workshops to develop materials and resources
- To develop, produce and distribute local based curriculum materials.

Quality Teacher Education and Training

Minor Outcome P3

Sufficient number of appropriately trained and qualified teachers are prepared for primary schools.

Central Province will recruit the required number of appropriately trained teachers based on vacancies available. The demands for teachers has risen lately following the relocation of many grade 1 and 2 classes to the elementary schools.

Table 34: Primary School new teachers' requirements for selected years, 2007 - 2016

2007	2008	2011	2014
14	18	36	16

Central Province continues to have problems in attracting teachers to some areas, for example the Goilala District. Grade 10 graduates from areas with demonstrated teacher shortages will be allowed access to colleges at the discretion of the Secretary for Education. A selection committee will be established to identify suitable candidates to enter teachers college from such areas. Suitable candidates will have acquired the requirements for entry into Teachers College. Ideally, these will be Grade 12 graduates. Female candidates who have met these requirements will be looked upon favourably.

Target P3.1

By 2007 a provincial selection committee will be established to identify suitable candidates to undertake primary teacher training.

Qualification audits will be carried out to identify the skill and knowledge levels of teachers on the outcome-based curriculum. Financial support will be given for in-service training to be carried out. Efforts will be made to support the serving teachers who need to upgrade their qualifications from certificate to diploma level. A return of service agreement will have to be signed by both parties before a teacher is given an approval to take up studies.

Professional Development Programs for serving teachers will be conducted at the provincial level. This program will concentrate on the preparation of all teachers to teach the new primary school curriculum, and to deal with the acknowledged problems being faced in grade 3. A Provincial Professional Development Committee will formulate an In Service Training Plan for all primary school teachers. There will also be an increasing emphasis on school leadership, financial and asset management training for all Head Teachers and Boards of Management to enable them to efficiently carry out their duties.

Target P3.2

By 2008, a Provincial Professional Development Committee will have completed an In Service Plan

Exercising of guidance and counseling activities at primary schools, particularly at the upper grades is very important. This will assist the management in solving of many social, disciplinary and study problems that children encounter during these important years of maturity. The CPA in closer consultation with the PEB will liaise with TSC to create a position of student counselor for primary schools in CP. A better option might be to liaise with TSC to use a teaching position but down grade its teaching load so that the incumbent can play this important role of school counselor.

Strategies and Activities

Provide the required number of appropriately trained teachers

- To identify areas with teacher shortage and nominate trainees from these areas
- To liaise with Secretary for Education for approval of nominated trainees
- To identify source of funding for training.

Provide professional development opportunities for primary school teachers and H/Teachers

- Form a Provincial Professional Development Committee
- Develop a suitable Teacher In Service Plan
- Strengthen the vernacular support in lower primary
- Provide opportunities for teacher counselor training.
- Run in-service workshop on effective supervision and management for all head and senior teachers.
- Identify teachers to under go diploma studies at PNGEI.

Management

Minor Outcome P4

Primary schools in Central Province are cost effective and affordable for parents.

Subsidy support will remain the responsibility of both the National and Provincial Governments. The allocations to the schools will depend on enrolment.

Table 35: Primary school subsidies by grade (K' 000's) for selected years, 2007 - 2016

Grade	2007	2008	2011	2014
3 to 6	98.4	98.4	78.3	29.1
7 to 8	100.9	100.9	80.8	30.3
Total	199.2	199.2	159.1	59.4

A policy for school fees will be developed for parents to pay, in either cash or kind. It will be approved by the Central Provincial Education Board to be implemented in schools from 2008 and onwards. Schools will embark on self-reliance initiatives to support school programs and to lessen the financial burden on parents. The Division of Education will consult with stakeholders to also develop a scholarship program.

The CPDoE must establish a policy guideline on how the committee should utilize monies in the trust account. Academically bright but disadvantaged children as well as the children of the communities within the vicinity of Tolukuma mine should be given priority for assistance under this program.

Target P 4. 1
By 2008, the Central Provincial Education Board will develop a policy on the use of royalty grants.

The major cost of primary education is in the payment of teachers' salaries and allowances. Although salaries and allowances are the function of the TSC and the NDoE, the province will assist in identifying and applying multi-grade teaching strategies to save costs. Hence, the application of multi-grade teaching will commence in 2007, and therefore, the CPDoE will ensure that teachers are paid this allowance promptly.

Table 36: Primary school teacher salaries and emoluments (K'000's) for selected years, 2007 - 2016

Grade	2007	2008	2011	2014
Salaries	10960.30	10884.90	11946.50	13577.10
Allowances	548.00	544.20	597.30	678.90
Leave fares	438.40	435.40	477.90	543.10
Total	11946.70	11864.50	13021.70	14799.10

The deployment of teachers to upper primary classes will be reduced from 1.5 to 1 teacher per class. The teacher/pupil ratio of 1:35, which is consistent with National Education Plan, however, during the plan period, the ratio will be lowered to accommodate the increase in enrolment. Furthermore, the training of Board of Management members should be encouraged to enable them to execute their roles and responsibilities with efficiency.

The Provincial Government through consultation will be made aware of its responsibilities to budget, and fund maintenance and renovation of existing classrooms, teachers' houses and assist expansion programs in primary schools.

Strategies and Activities

Develop and implement a sustainable, affordable and appropriate school fee policy.

- Ascertain realistic and affordable levels of parental contributions.
- Encourage schools to initiate self-reliance projects to make extra income for the schools, so that school fees can be reduced to a minimum for parents to afford payment
- Allow parents some flexibility to pay fees in kind and labour rather than cash.

Make efficient and rational use of teachers.

- Positions allocated based on enrolment.
- Establish implementation schedule for schools changing from 1.5 to 1 teacher pupil ratio.
- Develop and apply a set of criteria for teacher deployment and allocation to schools, in the districts.
- Ensure that suitable teachers are appointed to Grade 3 classes.

Establish new schools to meet the increasing demand of school age population.

- Ensure that agreement is legally established between all partners before establishment of new schools.

RESPONSIBILITIES

Parents and the Community will be responsible for:

- The payment of parental component of school fees in cash and kind
- Infrastructure and maintenance
- Participating in parents and citizen activities

Boards of Management will be responsible for:

- The completion of the school plans
- Planning for infrastructure requirements
- Playing a role in appraisal of teachers

District Administration will be responsible for:

- The completion and endorsement of District Education Plans and implementation schedules.
- Liaising with LLGs to ensure budget provisions are made for infrastructure maintenance and upgrading.

CPDoE will be responsible for:

- The completion and endorsements of the Ten Year PEP (2007-2016) and implementation schedule
- Liaising with Provincial Government to ensure budget provision is made for infrastructure maintenance and upgrading.
- The creation of new teaching positions.
- The appointment of teachers.
- Budgeting of teachers' salaries and emoluments.

LLGs will be responsible for:

- Liaising with Provincial Government to ensure budget provision is made to fund where, it is capably possible, on projects in the LLG Ward areas.
- LLG Ward Members to participate in School Boards.
- Give assistance to erection and maintenance of school buildings, teachers' houses and any other educational activities.
- Budgeting for maintenance and new infrastructure as per endorsed plans.

The CPG will be responsible for:

- Budgeting for maintenance and new infrastructure as per endorsed plan.
- Provision of financial assistance for scholarship scheme for teachers professional development
- Planning and allocation of teachers salaries and emoluments in the Central Provincial Annual Budget

The National Government will be responsible for:

- The payment of teachers salaries
- Pre-service training of primary school teachers
- Curriculum development
- Provision of Inspectorial services
- Provision of opportunities for teachers development
- The allocation of teachers and new classes to different provinces.
- The development of policy relating to school subsidies
- Providing technical assistance in areas of planning and management.

IMPLEMENTATION SCHEDULE FOR PRIMARY SECTOR

This section provides a timeline for the implementation of planned activities for the primary sector in this plan period. Specific strategies and activities for each minor outcome in the plan are listed, along with an indicative schedule for their implementation and accomplishment. Detailed implementation plans for the primary sector will be provided each year through the annual plans of the Districts and CPDoE.

Key:  Indicates full implementation.
 Indicates preparatory activities and reviews

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Primary Education										
Minor Outcome P1										
<i>Sufficient number of Primary School classes are established to achieve access and retention target.</i>										
Provide and maintain sufficient number of schools.										
Completion of District plans										
Completion of school plans										
LLG budget grants for infrastructure and maintenance										
Improve retention between grades										
Conduct an awareness program on the value of schooling										
Develop a series of measures to support remote schools										
Conduct a feasibility study to determine the viability of establishing central primary schools										
Develop a scholarship program to support children from disadvantaged locations										
Agree on a charter for basic minimum standard of housing for teachers										
Provide for the use of flexible, open and distance education materials in the upper-primary grades.										
Minor Outcome P2										
<i>A relevant primary curriculum implemented and monitored.</i>										
Provide advisory and appraisal services to all primary schools										
To visit all schools										
To provide budgetary support to primary inspectors										
To train head teachers and BoM chairmen on school based Teacher appraisal techniques										
Implement the education reform curriculum										
To train district and school officials										
Develop and produce local curriculum support materials for all subjects at primary level.										
To conduct workshops to develop materials and resources										
To develop, produce and distribute local based curriculum materials.										

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Primary Education										
Minor Outcome P3										
<i>Sufficient number of appropriately trained and qualified teachers are prepared for primary schools.</i>										
Provide the required number of appropriately trained teachers										
To identify areas with teacher shortage and nominate trainees from these areas										
To liaise with Secretary for Education for approval of nominated trainees										
To identify source of funding for training.										
Provide professional development opportunities for primary school teachers and head teachers.										
To form a Provincial Professional Development Committee										
To develop a suitable Teacher In Service Plan										
To strengthen the vernacular support in lower primary										
To provide opportunities for teacher counselor training.										
To provide an in-service workshop on effective supervision and management for all head and senior teachers.										
To identify teachers to under go diploma studies at PNGEI.										
Minor Outcome P4										
<i>Primary schools in Central Province are cost effective and affordable for parents.</i>										
Develop and implement a sustainable, affordable and appropriate school fee policy.										
Ascertain realistic and affordable levels of parental contributions.										
Encourage schools to initiate self-reliance projects to make extra income for the schools, so that school fees can be reduced to minimum for parents to afford payment.										
Allow parents some flexibility to pay school fees in kind and labour rather than cash.										
Make efficient and rational use of teachers.										
Position allocated based on enrolment.										
Establish implementation schedule for schools changing from 1.5 to 1 teacher pupil ratio.										
Develop and apply a set of criteria for teacher deployment and allocation to schools, in the districts.										
Ensure that suitable teachers are appointed to Grade 3 classes.										
Establish new schools to meet the increasing demand of school age population.										
Ensure that agreement is legally established between all partners before establishment of new schools.										

MONITORING AND EVALUATING THE PRIMARY SECTOR

Following tables show how Primary Sector will be monitored and evaluated in this plan period.

Performance Area: Access		
Minor Outcome	Target	Measure(s)
P1: Sufficient numbers of Primary School classes are established to achieve access and retention target.	<i>By 2007, a committee will be established to sell its Provincial Education Plan.</i>	- Total number of children completing Grade 6. - Total number of children entering Gr. 7.
	<i>By 2012 all Grade 1 & 2 classes will be phased out in small community schools.</i>	Formulation and implementation of school fees payment policy.
	<i>By 2009 a policy for payment of school fees will be formulated for implementation.</i>	- Number of schools implementing this policy - Number of students and parents benefiting from this policy

Performance Area: Quality Curriculum and Monitoring		
Minor Outcome	Target	Measure(s)
P2: A relevant primary curriculum implemented and monitored.	<i>By 2008 a curriculum committee will be established to develop local based support and curriculum material</i>	- Establishment of Provincial Curriculum Committee. - Number of local based curriculum materials produced. - Number of teachers & BoM members trained to execute the tasks. - Number of visits paid to Schools and community.
	<i>By 2007 HIV/ AIDS policy will be implemented in all primary schools in Central Province</i>	- HIV and AIDS policy guidelines to be developed and implemented - Number of schools implementing the HIV/ AIDS policy

Performance Area: Quality Teacher Education and Training		
Minor Outcome	Target	Measure(s)
P3: Sufficient number of appropriately trained and qualified teachers are prepared for primary schools.	<i>By 2007, a provincial selection committee will be established to identify suitable candidates to undertake primary teacher training.</i>	- Number of teachers with no diploma Qualifications. - Number of teachers with diploma Qualifications. - Number of in-service Training Programs Developed & Conducted.
	<i>By 2008, a Provincial Professional Development Committee will have completed an In Service Plan</i>	- Number of trained qualified Teachers. - Number of counselors Trained. - Number of female head teachers trained.

Performance Area: Quality Management		
Minor Outcome	Target	Measure(s)
P4: Primary schools in Central Province are cost effective and affordable for parents.	<i>By 2008, the Central Provincial Education Board will develop a policy on the use of royalty grants.</i>	- Amount of fees to be paid annually. - Approval of school fee Policy.

SECONDARY EDUCATION

Major Outcomes

A relevant, affordable and quality secondary education provided to selected grade 8 and 10 graduates.

Access

Minor Outcome S1

An appropriate number of well equipped and resourced secondary schools established within the budget to provide a quality education.

The CPDoE will create sufficient number of places available in order to meet reasonable demands for access to grade 11 places, to allow 25% of students completing grade 10 at lower secondary to proceed onto upper secondary schools. Similarly, in order to cater for the increasing demands for access to grade 9 spaces, 55% of students completing primary education at grade 8 level will proceed into and occupy sufficient number of spaces that will be made available at lower secondary schools.

Table 37: Secondary Enrolment rate for selected years, 2007 - 2016

Classes	2007	2008	2011	2014
Lower Secondary Rate	33.8%	32.6%	38.6%	43.6%
Upper Secondary Rate	9.8%	9.3%	8.7%	8.4%

Table 38: Secondary Transition Rate for selected years, 2007 - 2016

Classes	2007	2008	2011	2014
Grade 8 to 9	72.2%	55.0%	55.0%	55.0%
Grade 10 to 11	36.8%	26.6%	28.9%	26.3%

Desire of the people of Central Province is to enable its bulk of student population to complete Grade 10 level of education. Students who are academically unable to proceed onto Grade 9 can be offered places at Vocational Institutions. In order to accommodate greater enrolments at grades 9 and 10 levels, Kemabolo, a new lower secondary school in the Rigo district will be established in the plan period. In addition, Rigo District Five (5) year Development Plan also highlighted a need to establish a Boarding Lower Secondary School at Matanatou and a Day High School at Hood point areas for inland and coast respectively in the same period.

Target S1.1

By 2008, a committee be established to commence negotiations to establish new lower and technical secondary schools

Greater emphasis will be placed on skills development after Grade 10 level of education. In order to have their views implemented, the CPDoE in consultation with CPG, and other major stakeholders such as Tolukuma Mine should commence work to have Laloki and Redscar lower secondary schools converted to secondary technical schools. These two schools together with another new one to be established at Agevairu in the Kairuku District will take on a more technical bias role later in the plan period.

Table 39: Projected Enrolment 2007 to 2016 in selected years

Classes	2006	2008	2011	2014
Grade 9	1653	1667	2114	2561
Grade 10	1570	1442	1867	2292
Grade 11	417	417	417	430
Grade 12	417	417	417	417
Total	4057	3943	4815	5700

There is an increase of student enrolment at Kwikila and Mainohana Secondary Schools. The academic performances of these existing secondary schools for several years have improved. The Division of Education will encourage its enrollment to be reduced at upper secondary level while the emphasis and concentration will be on education at lower secondary level. Enrollment in this sector will be encouraged to increase while the Division of Education will negotiate with the Provincial Government and its Provincial Administration for funds to carry out rehabilitation and infrastructure maintenance to cater for increased enrollment at the lower secondary level.

Department of Education will select 25% of students to proceed onto grade 11 classes. Hence, the selection will be carried out based on the number of places available. Secondary schools offering grade 11 and 12 classes will be properly planned thus required to have necessary and specialized buildings, equipment and teaching materials in place before teachers are allocated.

Target S1.2

By 2008, a Provincial Selection Committee be established to oversee the selection of Grade 11 classes

The Board of Governors for schools, Provincial Education authorities and the CPG will be responsible for the maintenance of school buildings. The maintenance, rehabilitation and construction of the new buildings will be the priority of provincial authorities and school boards. The number of new grade 9 and grade 11 classes to be established during the plan period is shown.

Table 40: New Secondary School Classes required for selected years, 2007 - 2016

Classes	2008	2011	2012	2013	2014
Grade 9	1	2	2	2	1
Grade 11	0	0	0	0	0

Staffing at this level will be based upon 1.5 teachers per class for both lower and upper secondary classes.

Table 41: Secondary School staffing requirement for selected years, 2007 - 2016

Classes	2007	2009	2011	2014
Lower Secondary	124	124	153	187
Upper Secondary	36	36	36	36
Total	160	160	189	223
Ratio	25.4	24.6	25.5	25.6

The CPDoE in consultation with the Provincial Government should negotiate with Tolokuma Mining Company to pay school fees for children at district and communities within the vicinity of the mine to relief the burden of paying school fees experienced by parents. Bright and academically capable students should be supported to continue their education. Negotiations with the mining company to establish a Trust Account to facilitate scholarship scheme and teacher incentive scheme should be established to support the work of providing relevant, affordable and quality education services to the people of Central Province.

Strategies and Activities

To expand existing secondary schools

- Establish agreement with CPG relating to guidelines to expand secondary schools.
- Agree on and enforce the selection criteria for students entering grade 9 and 11.
- Provide specialist classrooms in the upper secondary schools.
- Selection of students to Grade 9 based entirely on academic merit.
- Awareness to encourage parents and guardians to enroll more female students.

Maintain and rehabilitate infrastructure and materials in the existing secondary schools in the province

- Restructure of staffing in secondary schools on the basis of 1.5 teachers per class.
- Budget annually for secondary school maintenance.

Quality Curriculum and Monitoring

Minor Outcome S2

A relevant outcome based curriculum is developed, implemented and monitored in the lower and upper secondary schools

The Division of Education will liaise with the Curriculum Branch of the NDoE to ensure that student resource materials on outcome-based curriculum are readily available to lower secondary by 2007 and to all upper secondary schools by 2014.

Development of school-based curriculum will have to be encouraged through technical assistance to be obtained from curriculum division of NDoE. Textbooks for students in secondary schools had been a problem but the Division of Education will solicit financial support from the CPG, the various LLGs and royalties from the Tolukuma Mining Company to purchase one textbook per student per subject.

Target S2.1

By 2008 all secondary schools students will have one textbook per student per subject.

Financial and logistical support to school Inspectors must be given some priority. The CPDoE must liaise with the CPG and CPA to solicit support from its recurrent budget to assist this important education program. Such assistance will enhance inspectors' visits on a regular basis to schools to monitor teaching and learning of the outcome based curriculum. Further assistance to train Headmasters/Mistresses, and the BoGs on the school based teacher appraisal, will help inspectors to concentrate on their advisory functions in areas of teaching and learning and financial management issues of the schools.

HIV/AIDS is a national epidemic and so schools will be encouraged to take a proactive role in the implementation of the national policy on HIV/AIDS. The CPDoE through its District

Administrations will make sure that the HIV/AIDS policy is formulated for implementation commencing 2007 in all secondary schools.

School libraries are an integral part of the teaching and learning process. Hence, it is important that the Division of Education should commence discussion with the National Library to identify avenues to revive school library services.

Target S2.2

By 2009, a provincial committee is established to revive school base library services

Self-reliance initiatives for secondary schools in the province will be encouraged. Support grants will be given by the Provincial Government through the Division of Education to the schools to further develop their self-reliance projects. Supporting this initiative will help school generate income to subsidize its operations and importantly to develop life skills in students that will be utilized in future.

Strategies and Activities

To ensure all materials for all subjects are available at all schools.

- Budget annually for re-supply of textbooks.

Provide supervisory, advisory, inspectional and guidance services to all secondary schools.

- Provide both financial and logistical support for Secondary Inspector and Guidance Officer.
- Train Headmasters to take greater responsibility for base level teacher appraisals and reports

Train school based counselors.

- Conduct training workshop
- Conduct HIV/AIDS education and awareness

Strengthen school library services

- Seek advice from National Library
- Ensure schools budget for school library

Quality Teacher Education and Training

Minor Outcome S3

A sufficient number of appropriately trained and qualified teachers and guidance officers are prepared for secondary schools.

The CPDoE will recruit appropriately trained and qualified teachers with Education Degrees, postgraduate qualifications and specialized degrees for its secondary schools. School based counselors positions will also be created and allocated to schools.

Having accurate data for management and policy decision is a difficult area, therefore the Division of Education with financial support from Provincial Government will liaise with the Department of Education to establish a data base system to store and retrieve basic teacher information. This database will assist us to identify teacher needs for promotion, training, leave fare entitlements and others.

Target S3.1

By 2007, a data system is established to store and retrieve basic teacher information

The CPDoE will continue to encourage teachers to take up ongoing training programs provided by the Department of Education. Professional meetings, such as Open Forums, will be encouraged where academics and teachers can present and share their views and research findings. The Department of Education, in partnership with the CPG and other stakeholders will be encouraged to support these initiatives.

Table 42: Projected Secondary School Teacher requirements for selected years, 2007 - 2016

Classes	2007	2008	2011	2014
Lower Secondary	124	124	153	187
Upper Secondary	36	36	36	36
Total	160	160	189	223

Teachers will be encouraged to upgrade their qualification to degree and postgraduate levels in order to teach in schools within the province. Applicants for studies will have to meet the requirement to serve the Central Province schools for a period of three years following their graduation. Funding will be subsidized from a Trust Account to be established from initial K529.2 million royalties obtained from Tolukuma Mine. However a small portion will still be sought from individual applicants through the user pay strategy for studies.

Target S3.2

By 2008, all secondary schools should have developed an in-service training program

Leadership training will be provided for all principals of our secondary schools. This is to further enhance their leadership skills in the areas of financial management and curriculum. Strategies to enhance performance will be through workshops and work place attachments. A professional working committee will be established in 2009 to facilitate this initiative.

Target S3.3

By 2009 the provincial education division will incorporate an award system in the training policy

An award system will be developed within all schools to provide an incentive and to encourage and promote teacher student friendly schools. Further, incentive award will be developed to encourage teacher incentive and motivation by providing the best teacher of the year award in their subject specialization areas.

Strategies and Activities

Provide management and leadership training to Principals of all secondary schools

- Develop an annual management and leadership training program
- Liaise with the CPG and its major stake holders for funding assistance
- Identify institutions to support the program

Provide opportunities for ongoing professional development meetings and forums

- Develop an annual ongoing professional meetings and forum programs
- Liaise with the provincial government and the provincial administration for funding assistance
- Establish a professional working committee

Incorporate in a training policy an incentive award system for all secondary schools

- Develop criteria for the award system

Establish a school base Counselor/Guidance officer positions in all secondary schools

- A committee to liaise with TSC for the creation of the positions
- Support training of school based counselors and Guidance officers
- Consult Welfare division of the Department of Community Development

Management**Minor outcome S4**

CPG and parents receive a cost effective and affordable secondary education.

Parents will continue to be encouraged to pay school fees while government will support secondary schools with small cash subsidies, in the form of the voucher awarded to grade 8 graduates. The cost of education is a shared responsibility between the National Government, the CPG and the parents. The former two are responsible for the provision of teacher salaries and the school fee subsidy. Given the hard economic times, due considerations will be given to the inability of parents to pay the full fees at the start of the school year. It is necessary for some students to be allowed to enroll upon partial payment of school fees while the balance paid in installments, as per the School Fee Agreement Form to be devised by each secondary school.

Target S4.1

By 2008 a scholarship scheme will be in place to facilitate the use of the funds

Parents whose children attend Secondary Schools can negotiate with school Board of Governors to pay in cash or kind to offset outstanding fees. A scholarship scheme will be developed to ensure that no talented and needy student misses out from education because of school fee associated difficulties.

Teacher audit will be carried out in 2007 and onwards in order to make equitable teacher deployment to schools within the province. Teachers will be allocated to schools based on the number of students.

Table 43: Secondary School Teachers cost in selected years, 2007 – 2016

	2007	2008	2011	2014
Salaries	2435.2	2443.2	2877.2	3397.1
Allowances	121.8	122.2	143.9	169.9
Leave fares	97.4	97.7	115.1	135.9
Total	2654.4	2663.1	3136.2	3702.8

Strategies and Activities**Reduce the burden of school fees on parents.**

- Schools to under take self reliance activities
- School fee policy to be developed
- To develop a scholarship scheme

Make efficient and rational use of teachers.

- Allocate positions to schools based on agreed criteria.

RESPONSIBILITIES

Parents will be responsible for:

- The payment of parental contribution
- Participating in parents and citizens activities.

School Board of Governors will be responsible for:

- Maintenance of enrolment level
- Recommending appointment for teachers to the PEB
- Planning for rationalization and upgrading of institutions
- Students enrolment and discipline

Provincial Government will be responsible for:

- The payment of teachers salaries in an effective and timely fashion
- Formulating policies for establishment of secondary schools
- Maintenance of enrolment level
- Planning for rationalization and upgrading of existing institutions
- Approving the establishment of new schools
- Planning for and supporting professional development
- Appointment and discipline of teachers
- Budgeting for teachers

Districts will be responsible for:

- Recommending appointment of teachers to the Provincial Education Board
- Maintenance of enrolment level
- Planning for rationalization and upgrading of institutions
- Student's enrolment and discipline.

National Government will be responsible for:

- Payment of teachers salaries in an effective and timely manner
- Selecting students for grade 11 enrolment
- Determining the selection criteria for grade 11 students
- The preparation and administration of the School and Higher School Certificate Examinations
- Pre-service training of secondary school teachers
- Curriculum development
- Administration of National High Schools
- Provision of inspectorial services
- Provision of opportunities for teacher development
- Allocation of new grade 11 and 12 classes to each province
- The development of policy relating to school subsidies and the scholarship program.

Secondary School Class Structure Implementation Schedule

School	Year	No. Of Classes by Grades				Total No of Classes
		9	10	11	12	
KWIKILA SECONDARY SCHOOL	2007	5	5	4	5	18
	2008	5	5	4	4	18
	2009	5	5	4	4	18
	2010	5	5	4	4	18
	2011	5	5	4	4	18
	2012	5	5	4	4	18
	2013	5	5	4	4	18
	2014	5	5	4	4	18
	2015	5	5	4	4	18
	2016	5	5	4	4	18
		9	10	11	12	
MAINOHANA SECONDARY SCHOOL	2007	4	4	2	2	12
	2008	4	4	4	2	14
	2009	4	4	4	4	16
	2010	4	4	4	4	16
	2011	4	4	4	4	16
	2012	3	3	4	4	14
	2013	3	3	3	4	13
	2014	3	3	3	3	12
	2015	3	3	3	3	12
	2016	3	3	3	3	12
		9	10	11	12	
MT DIAMOND SECONDARY SCHOOL	2007	2	2	2	2	8
	2008	2	2	2	2	8
	2009	3	2	2	2	9
	2010	4	3	2	2	11
	2011	4	4	3	2	13
	2012	4	4	4	3	15
	2013	4	4	4	4	16
	2014	4	4	4	4	16
	2015	4	4	4	4	16
	2016	4	4	4	4	16
		7	8	9	10	
IANU HIGH SCHOOL	2007	1	1	4	4	8
	2008	-	1	5	4	9
	2009	-	-	5	5	10
	2010	-	-	4	4	8
	2011	-	-	4	4	8
	2012	-	-	4	4	8
	2013	-	-	4	4	8
	2014	-	-	4	4	8
	2015	-	-	4	4	8
	2016	-	-	4	4	8

School	Year	No. of Classes by Grades				Total No of Classes
		9	10	11	12	
KUPIANO SECONDARY SCHOOL	2007	4	4	-	-	8
	2008	4	4	-	-	8
	2009	3	4	1	-	8
	2010	3	3	2	1	9
	2011	3	3	2	2	10
	2012	2	3	3	2	10
	2013	3	3	3	3	12
	2014	4	3	3	3	13
	2015	4	4	3	3	14
	2016	4	4	4	3	15
		7	8	9	10	
MAGARIDA HIGH SCHOOL	2007	1	2	1	-	4
	2008	2	1	2	1	6
	2009	2	2	1	2	7
	2010	2	2	2	1	7
	2011	3	2	2	2	5
	2012	4	3	2	2	6
	2013	4	4	3	2	8
	2014	4	4	4	3	8
	2015	4	4	4	4	8
	2016	4	4	4	4	8
		7	8	9	10	
IAROWARI HIGH SCHOOL	2007	4	4	-	-	8
	2008	1	4	-	-	8
	2009	4	4	-	-	8
	2010	4	4	-	-	8
	2011	4	4	-	-	8
	2012	4	4	-	-	8
	2013	4	4	-	-	8
	2014	4	4	-	-	8
	2015	4	4	-	-	8
	2016	4	4	-	-	8
		9	10	11	12	
LALOKI TECHNICAL SECONDARY SCHOOL	2007	4	4	-	-	8
	2008	4	4	-	-	8
	2009	4	4	-	-	8
	2010	4	4	-	-	8
	2011	4	4	1	-	9
	2012	4	4	2	1	10
	2013	4	4	4	2	10
	2014	4	4	4	3	15
	2015	4	4	4	4	16
	2016	4	4	4	4	16

School	Year	No. of Classes by Grades				Total No of Classes
			7	8	9	
REDSCAR TECHNICAL HIGH SCHOOL	2007	4	4	-	-	8
	2008	4	4	-	-	8
	2009	4	4	-	-	8
	2010	4	4	-	-	8
	2011	4	4	-	-	8
	2012	4	4	-	-	8
		7	8	9	10	
TAPINI HIGH SCHOOL	2007	2	2	-	-	4
	2008	2	2	-	-	4
	2009	3	2	-	-	5
	2010	3	3	-	-	6
	2011	3	3	-	-	6
	2012	3	3	-	-	6
		7	8	9	10	
KEMABOLO HIGH SCHOOL (DAY HIGH SCHOOL)	2007	-	-	1	-	1
	2008	-	-	2	1	3
	2009	-	-	2	2	4
	2010	-	-	3	2	5
	2011	-	-	3	3	6
	2012	-	-	3	3	6
	2013	-	-	4	3	7
		9	10	11	12	
AGEVAIRU TECHNICAL SECONDARY SCHOOL	2007	1	-	-	-	1
	2008	2	1	-	-	3
	2009	2	2	1	-	5
	2010	3	2	2	1	8
	2011	4	3	3	2	12
	2012					

IMPLEMENTATION SCHEDULE FOR SECONDARY SECTOR

This section provides a timeline for the implementation of planned activities for the Secondary Sector in this plan period. Specific strategies and activities for each minor outcome in the plan are listed along with an indicative schedule for implementation and accomplishment. Detailed implementation plans for the Secondary Sector will be provided each year through the annual plans of the District and CPDoE.

Key:  Indicates full implementation.
 Indicates preparatory activities and reviews

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Secondary Education										
Minor Outcome S1										
<i>An appropriate number of well equipped and resourced secondary schools established within the budget to provide a quality education.</i>										
To expand existing secondary schools										
Establish agreement with CPG relating to guidelines to expand secondary schools.										
Agree on and enforce the selection criteria for students entering grade 9 & 11										
Provide specialist classrooms in the upper secondary schools.										
Selection of students to Grade 9 based entirely on academic merit.										
Awareness to encourage parents and guardians to enroll more female students.										
Maintain and rehabilitate infrastructure and materials in the existing secondary schools in the province										
Restructure of staffing in secondary schools on the basis of 1.5 teachers per class.										
Budget annually for secondary school maintenance.										
Minor Outcome S2										
<i>A relevant outcome based curriculum is developed, implemented and monitored in the lower and upper secondary schools.</i>										
To ensure all materials for all subjects are available at all schools.										
Budget annually for re-supply of textbooks.										
Provide supervisory, advisory, inspectional and guidance services to all secondary schools.										
Provide both financial and logistical support for Secondary Inspector and Guidance Officer.										
Train Headmasters to take greater responsibility for base level teacher appraisals and reports										
Train school base counselors.										
Conduct training workshop										
Conduct HIV/AIDS awareness										
Strengthen school library services										
Seek advice from National Library										
Ensure schools budget for school library										

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Secondary Education										
Minor Outcome S3 <i>A sufficient number of appropriately trained and qualified teachers and guidance officers are prepared for secondary schools.</i>										
Provide management and leadership training to Principals of all secondary schools										
Develop an annual management and leadership training program										
Liaise with the CPG and its major stake holders for funding assistance										
Identify institutions to support the program										
Provide opportunities for ongoing professional development meetings and forums										
Develop an annual ongoing professional meeting/forums program										
Liaise with the provincial government and the provincial administration for funding assistance										
Establish a professional working committee										
Incorporate in a training policy an incentive award system for all secondary schools										
Develop a criteria for the award system										
Establish a school base Counselor/Guidance officer positions in all secondary schools										
A committee to liaise with TSC for the creation of the positions										
Support training of school base counselors and Guidance officers										
Consult Welfare division of the Department of Community Development										
Minor outcome S4 <i>CPG and parents receive a cost effective and affordable secondary education.</i>										
Reduce the burden of school fees on parents.										
Schools to under take self reliance activities										
School fee policy to be developed										
To develop a scholarship scheme										
Make efficient and rational use of teachers.										
Allocate positions to schools based on agreed criteria.										

MONITORING AND EVALUATING THE SECONDARY SECTOR

Following table shows how Secondary Sector will be monitored and evaluated in this plan period.

Performance Area: Access		
Minor Outcome	Target	Measure(s)
S1: Appropriate number of well equipped and resourced secondary schools established within the budget to provide a quality education.	<i>By 2008 a committee be established to commence negotiations to establish new lower and technical secondary schools.</i>	- Establishment of planning and Development Committee - Number of new lower & technical secondary schools established.
	<i>By 2008, a Provincial Selection Committee will be established to oversee the selection of Grade 11 classes.</i>	- Establishment of grade 11 selection committee - Number of Grade 11 students selected.

Performance Area: Quality Curriculum and Monitoring		
Minor Outcome	Target	Measure(s)
S2: relevant outcome based curriculum is developed, implemented and monitored in the lower and upper secondary schools.	<i>By 2008 all secondary schools will have one textbook per student per subject.</i>	Number of text books per students per subjects
	<i>By 2009 a Provincial Committee is established to revive school based library services.</i>	- Establishment of library committee - Number of libraries at schools - Volume of books in school libraries

Performance Area: Quality Teacher Education and Training		
Minor Outcome	Target	Measure(s)
S3: A sufficient number of appropriately trained and qualified teachers and guidance officers are prepared for secondary schools.	<i>By 2007 a data system is established to store and retrieve basic teacher information.</i>	- Establishment of Data System - Number of teacher information entered
	<i>By 2008 all secondary schools should have developed an in-service training program.</i>	Number of schools with in-service training program developed
	<i>By 2009 the CPDoE will incorporate an award system in the training policy.</i>	Formulation and implementation of teacher training Policy

Performance Area: Quality Management		
Minor Outcome	Target	Measure(s)
S4: CPG and parents receive a cost effective and affordable secondary education	<i>By 2008 a scholarship scheme will be in place to facilitate the use of funds</i>	Establishment and implementation of scholarship scheme

TECHNICAL VOCATIONAL EDUCATION AND TRAINING (TVET)

Major Outcome

A variety of institutions which will offer courses of varying lengths to students who complete primary education and the wider population to gain appropriate skills to satisfy both personal and community demands.

Access

Minor Outcome V1

An appropriate number of well-resourced Vocational Centres provided in public and private sectors.

TVET courses will be conducted in many different types of institutions. These will range from large institutions offering a mix of academic and trade courses to small centres that provide short courses up to four weeks in duration targeted at a wider population. All Vocational Centres that offer full time one-year courses will be required to conduct trade testing.

The status of all vocational centres in the province will be reviewed and re-registered. Emphasis will be placed, over the plan period, on the maintenance and rehabilitation of existing institutions, rather than the establishment of new ones.

The average centers will be offering core course of up to one year in duration targeting primary school (grade 8) leavers, but with a significant portion of the center resources allocated to providing short courses for the community at large. The final two columns in table 44 refer to accreditation and articulation.

Table 44: Type of Vocational Institutions

Name	In-Take	Type of Centre	Length & Type of course	Acc	Arti
Technical High School	Grade 8 direct from primary school	Urban Rural	2 Years Skills development & academic subjects	Yes	Yes
Vocational Skills Development Centres	Grade 8 up to 2 years out of school	Urban Rural	1 year Full time skills development course	Yes	No
Vocational Centres	Grade 8 & Community	Urban Rural	6 months to 1 year full time and short modularized courses to 4 wks	Yes	No
Community Development Centres	Community	Rural	1 day to 4 weeks community demand driven courses	No	No
Community Out-reach Centres	Out of school in the community	Rural	1 day to 2 weeks community demand driven courses	No	No

Closer linkage with the Department of Community Development will be developed to support the centres that will be specializing in the provision of courses for the community. Some community development programs will be conducted directly in the communities rather than in the Vocational Centres. The staff from the Community Out-Reach Centres will conduct these programs.

Target V1.1**All institutions offer a short course programs by 2010.**

Vocational Centres will, apart from offering the one-year programs, conduct short-term community oriented programs. This will be of varying lengths and offered at a time appropriate to the community.

Private providers will be encouraged to provide skills training both in the field of business and trade areas. A major shift in subsidy policy through the provision of the voucher to all grade 8 students will encourage competition between private providers and vocational centres.

The concept of Technical High School has proven to be very difficult to implement in a financially and educationally cost effective manner. The establishment of such institutions will be preceded by adoption of an appropriate curriculum and well-defined target group. Until such time as an appropriate curriculum is developed, all students will be given the opportunity to further their academic education through distance mode.

The strategy to establish Technical High School in the province is to convert existing high schools later in the plan period. The curriculum offered will be in line with secondary reform curriculum.

Table 45: Projected Full Time equivalent Vocational Centre enrolment in selected years, 2007 - 2016

	2007	2008	2011	2014
Year One (1)	100	189	234	255
Year Two (2)	100	30	5	6
Total	200	219	239	261

It is assumed that a very high proportion of all full time places will be taken up by grade 8 graduates, thus, there will be places available on the vocational centres for almost 25 per cent of grade 8 graduates.

Table 46: Projected transition rate from Primary School to Vocational Centres and enrolment rate in selected years, 2007 - 2016

	2007	2008	2011	2014
Gr. 8 to voc transition	0.0%	0.6%	0.6%	0.5%
Gr. 10 to voc transition	0.0%	5.4%	6.1%	5.3%
Enrolment rate	0.2%	0.4%	0.4%	0.4%

Strategy and Activities

Ensure that Central Province has in place its TVET policy:

- Conduct Provincial awareness
- Facilitate policy development
- Complete strategic provincial plan.
- Conduct audit, and reclassify and restructure all vocational centres

Ensure infrastructure needs are appropriate for different training programs:

- Upgrade and renovate existing buildings
- Construct new building as required by training programs

Quality Curriculum and Monitoring

Minor Outcome V2

A quality vocational skills training program providing client with skills that are relevant to and required, by the community

Full time courses will be offered for a period of one year and will be modularised to allow students to afford and complete modules at a time of their choice. It is anticipated that these courses will be appropriate for both grade 8 and 10 graduates. Some of these courses will be accredited through National Apprentice and Trade Testing Board guidelines and would include Pre-Technical Training courses recently been relocated from Technical Colleges to few Vocational Centres

Target V2.1

The full time program offered in vocational centres will be for the maximum of one year

There will be a shift towards the development of short course training programs. These will provide participants with income generating skills appropriate for the local environment. They will not be designed to necessarily prepare participants for the formal labour market. These courses will be offered together with the one-year modularised courses in four provincial vocational centers – Kwikila, Woitape, St Stephens and Cape Rodney. The programs produced by the Skills Training Unit will be used as a basis for these short courses. They will be offered both in the vocational centers and as Out-Reach or extension activities. This shift will be supported by both NDoE and the Department of Community Development (DoCD) at all levels. The target group for these courses are primarily the local communities. There will be a well publicized, and widely available, list of short courses for centers to access. These courses should be written in such a form that they could be easily taught to groups and individuals with varying academic and work background. The main catalyst for this change will be the initiation of the grade 8 graduates incentive scheme to replace the existing school subsidy arrangement.

Requiring students to have their own approved sets of tools will address the problem of tools in the centres. The centres will determine the composition of the tool kit. The cost of these kits will be subsidised by the provincial government as part of their subsidy program.

There will be a review of the role of the Vocational Education Inspector to include greater involvement in the monitoring of management and operation of the centers and their finances. The inspectors will be trained to deal with the changing role of the centers.

Strategies and Activities

Implement one-year modularization courses

- Adopt existing courses for one year
- Modularise existing courses

Ensure that adequate tools and equipment are available to service different programs

- Conduct feasibility study to determine the viability of a user provide system for tools
- Monitor and ensure equipments are secured and are in good condition.

Review and develop appropriate training programs for centers following the rationalisation process.

- Identify provincial and district economic and employment opportunities
- Develop provincial and district training programs

Implement a competency based training curriculum

- Facilitate development of competency-based curriculum at national, provincial and local level.
- Monitor implementation of curriculum.

Develop relevant short courses

- Identify the needs of the community
- Adopt Skills Resource Training Unit Courses
- Provide community oriented programs.

Quality Teacher Education and Training

Minor Outcome V3

A sufficient number of appropriately trained and committed vocational instructors and managers are available.

The capacity of short course offering centre managers and inspectors will be enhanced through further entrepreneurial and managerial training. This training program will build upon initiatives already taken by the ADB funded employment oriented skills development project.

The province will encourage instructors who have not got a teaching qualification to enroll on the DOVET program. There will also be an in service program developed in order to allow all instructors to continue with their professional development.

TargetV3.1

An in service plan developed by 2008

The shift towards provision of short courses targeting the communities will mean that instructors have to be re-skilled to prepare them to teach adults most of whom may be lacking basic literacy and numeracy skills. There will also be courses that can be taught by local resource personal. A skills audit will have to be carried out in all communities.

Strategies and Activities

Strengthen Vocational Centre Management

- To offer courses in financial management and entrepreneurial skills.

Provide professional development opportunities for all instructors

- To prepare an in service program
- Develop adult education courses for instructors

Identify community members capable of teaching short courses.

- Carry out skills audit

Management V4

Minor Outcomes

TVET institutions are administered efficiently and cost – effectively.

In order to make TVET affordable for the people of Central Province, all institutions will be expected to run self-reliance programs. These programs should be part of the teaching programs and be closely related to the courses offered in the institution. The success of the self-reliance programs will mean that course fees can be kept at affordable levels.

While providing courses for people with grade 8 education, vocational centres will also provide courses that are suitable for others including grade 9 and 10, and at the same time, should be building links with other Organizations and Institutions to reach a wider community. The consultation will be made with other Government Departments with a view to have a greater use of vocational centre facilities for workshops and other educational awareness programs. This will be supported by a component of European Union (EDF9) Program that will provide support at the departmental, provincial and local levels to orient vocational education to the needs of communities.

Target V4.1

By 2009, all institutions run self-reliance programs.

Target V4.2

By 2009, institutions build links with other Departments, Organization and Institutions to optimize use of vocational centre facilities for workshops and other educational awareness programs supported by a component of European Union (EDF9) program.

Vocational Centre Instructors will be allocated based on an agreed formula. This formula will primarily be concerned with the enrolments but will also take into account the types of courses run by the institution. The province will work with the TSC to try and make provision for seasonal and out of hours work. This will make the delivery of short courses much easier.

Strategies and Activities

Develop a system of greater agency involvement in the administration of vocational education.

- Grant greater responsibility to agencies for the appointment, appraisal and discipline of teachers.

Make efficient and rational use of staff.

- Allocate positions to schools based on agreed criteria.
- To make provision for instructors to be paid to teach out of hours courses.

Develop a greater understanding between the vocational institute and other divisions.

- Conduct inter-divisional meetings at the provincial and district levels to foster greater understanding of roles of vocational centres.
- Establish a register of courses and institutions from different agencies, communities and departments.

Make institutions self sustaining

- Introduce self reliance programs in all institutions
- To run entrepreneurship courses for institution staff

RESPONSIBILITIES

Parents and the Community will be responsible for;

- The payment of parental contribution
- Participating in parents and citizen activities

Board of Management will be responsible for;

- The recommendation of teachers for appointment
- Planning for infrastructure requirement
- Administration of short courses

Provincial Government will be responsible for;

- Completing and endorsing of provincial education plan
- Maintenance of centres
- Planning for rationalization and upgrading of existing centres.
- Students enrollment and discipline
- Creation of necessary teaching positions
- Appointment of instructors
- Identifying the type of courses to be offered in the centres
- The development of local curriculum.

National Government will be responsible for;

- Payment of vocational staff salaries in an efficient and timely fashion
- Pre-service training for vocational centre instructors
- Curriculum development and accreditation
- Provision of inspectoral services
- Development of policy relating to school subsidies.

TVET Class Structure Implementation schedule

School	Year	Grade		Year		Total
		9	10	1	2	
Laloki Technical High School	2007	-	-	-	-	-
	2008	-	-	-	-	-
	2009	-	-	-	-	-
	2010	-	-	-	-	-
	2011	1	-	-	-	1
	2012	2	1	-	-	3
	2013	2	2	1	-	4/1
	2014	3	2	2	1	5/3
	2015	3	3	2	2	6/4
	2016	4	4	3	2	8/5

TVET Class Structure Implementation schedule

School	Year	Grade		Year		Total
		9	10	1	2	
Kwikila Vocational Centre	2007	-	-	2	2	0/4
	2008	-	-	2	2	0/4
	2009	-	-	2	2	0/4
	2010	2	-	2	2	2/4
	2011	2	2	2	2	4/4
	2012	3	2	2	2	5/4
	2013	3	3	2	2	6/4
	2014	4	3	3	2	7/5
	2015	4	4	3	3	8/6
	2016	4	4	4	3	8/7
		9	10	1	2	
Yule Island Vocational Centre	2007	-	-	1	1	0/2
	2008	-	-	1	1	0/2
	2009	2	-	1	1	2/2
	2010	2	2	1	1	4/2
	2011	2	2	2	1	4/3
	2012	3	2	2	2	5/4
	2013	3	3	2	2	6/4
	2014	3	3	3	2	6/5
	2015	3	3	3	3	6/6
	2016	4	3	3	3	7/6
		9	10	1	2	
Cape Rodney Vocational Centre	2007	-	-	1	1	0/2
	2008	-	-	1	1	0/2
	2009	-	-	1	1	0/2
	2010	1	1	1	1	2/2
	2011	2	1	2	1	3/3
	2012	2	2	2	2	4/4
	2013	3	2	2	2	5/4
	2014	3	3	2	2	6/4
	2015	3	3	3	2	6/5
	2016	4	3	3	3	7/6
		9	10	1	2	
Woitape Vocational Centre	2007	-	-	-	-	-
	2008	-	-	1	-	0/1
	2009	-	-	1	1	0/2
	2010	1	-	1	1	1/2
	2011	2	1	1	1	3/2
	2012	2	2	1	1	4/2
	2013	2	2	2	2	4/3
	2014	2	2	2	2	4/4
	2015	3	2	2	2	5/4
	2016	2	3	2	2	6/4

IMPLEMENTATION SCHEDULE FOR TECHNICAL, VOCATIONAL EDUCATION AND TRAINING SECTOR

This section outlines the sectoral plans for the Technical Vocational Education and Training Sector to be implemented in this plan period. Specific strategies and activities for each minor outcome in the plan are listed along with an indicative schedule for implementation and accomplishment. Detailed implication plans for the TVET Sector will be provided each year through annual plans of the Districts and CPDoE.

Key:  Indicates full implementation.
 Indicates preparatory activities and reviews

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Technical Vocational Education and Training										
Minor Outcome V1: An appropriate number of well-resourced Vocational Centres provided in public and private sectors.										
Ensure that Central Province has in place its TVET Policy										
Conduct Provincial awareness										
Facilitate policy development										
Complete strategic provincial plan.										
Conduct audit and reclassify and restructure all vocational centres										
Ensure infrastructure needs are appropriate for different training programs.										
Upgrade and renovate existing buildings										
Construct new building as required by training programs										
Minor Outcome V2: A quality vocational skills training program-providing client with skills that are relevant to, and required by the community										
Implement one-year modularization courses										
Adopt existing courses for one year										
Modularise existing courses										
Ensure that adequate tools and equipment are available to service different programs:										
Conduct feasibility study to determine the viability of a user provide system for tools										
Monitor and ensure equipments are secured and are in good condition.										
Review and develop appropriate training programs for centers following the rationalization process.										
Identify Provincial and District employment opportunities,										
Develop Provincial and District training programs.										

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Technical Vocational Education and Training										
Minor Outcome V3: A sufficient number of appropriately trained and committed vocational instructors and managers										
Strengthen Vocational Centre Management										
To offer courses in financial management and entrepreneurial skills.										
Provide professional development opportunities for all instructors										
To prepare an in service program										
Develop adult education courses for instructors										
Identify community members capable of teaching short courses.										
Carry out skills audit										
Minor Outcomes V4: TVET institutions are and ministered efficiently and cost effectively.										
Develop a system of greater agency involvement in the administration of vocational education.										
Grant greater responsibility to agencies for the appointment, appraisal and discipline of teachers.										
Make efficient and rational use of staff.										
Allocate positions to schools based upon agreed criteria.										
To make provision for instructors to be paid to teach out of hour's courses.										
Develop a greater understanding between the vocational institute and other divisions.										
Conduct inter-divisional meetings at the provincial and district levels to foster greater understanding of roles of vocational centres.										
Establish a register of courses and institutions from different agencies, communities and departments.										
Make institutions self sustaining										
Introduce self reliance programs in all institutions										
To run entrepreneurship courses for institution staff										

MONITORING AND EVALUATING THE TECHNICAL VOCATIONAL EDUCATION AND TRAINING SECTOR

Following tables show how TVET Sector will be monitored and evaluated in this plan period.

Performance Area: Access		
Minor Outcome	Target	Measure(s)
V1 An appropriate number of well-resourced Vocational Centres provided in public and private sectors.	<i>All institutions offer a short course program by 2010.</i>	- Number of institutions offering short courses. - Number of different short courses offered. - Number of students benefiting from short courses.

Performance Area: Quality Curriculum and Monitoring		
Minor Outcome	Target	Measure(s)
V2 A quality vocational skills training program-providing client with skills that are relevant to, and required by the community	<i>The full time program offered in vocational centres will be for the maximum of one year</i>	- Number of institutions offering yearlong courses. - Number of students benefiting from these courses.

Performance Area: Quality Teacher Education and Training		
Minor Outcome	Target	Measure(s)
V3 A sufficient number of appropriately trained and committed vocational instructors and managers are available.	<i>An in service plan developed by 2008</i>	- Formulation and implementation of In-service Plan. - Number of teachers benefiting from this In-service Plan.

Performance Area: Quality Management		
Minor Outcome	Target	Measure(s)
V4 TVET institutions are ministered efficiently and cost effectively.	<i>By 2009, all institutions run self-reliance programs.</i>	- Number of Institutions running self-reliance programs. - Number of students benefiting from these self-reliance programs.
	<i>By 2009, institutions build links with other Departments, Organization and Institutions to optimize use of vocational centre facilities for workshops and other educational awareness programs supported by a component of European Union (EDF9) program.</i>	- Number of Institutions linking with other organizations (or vice versa) - Number of workshops and other awareness programs conducted by other organizations in Vocational Centres. - Number of people benefiting from workshops and other awareness programs conducted by other Organisations using vocational facilities

FLEXIBLE, OPEN AND DISTANCE EDUCATION (FODE)

Major Outcome

The provision of a flexible, open and distance education that gives alternate opportunities to students from Central Province to pursue other pathways of formal education leading to grade 12 and tertiary education level.

Access

Minor Outcome F1

A significant growth in enrolment achieved by offering a number of demand driven programs

The Flexible, Open and Distance Education (FODE) provide an alternate choice for the people of the province to receive education while at home or working. It will enable people of all age groups to complete and articulate into further education and training. FODE has the potential to reach the broader client audience at lower cost. In addition, it has the potential to address the difficulties of distance and terrain in the delivery of education services to the people.

Central Province currently has FODE centre based at FODE Headquarters at Waigani. It has a staff of one teacher/ Coordinator and three support staff. However the center hardly receives any support and recognition from the Provincial authorities. Reviewing and revitalizing the existing FODE centre will enable it to utilize its potential to reach out to a broader audience.

Target F1.1

By 2007, the issue of ownership and demarcation of responsibilities will be solved.

The CPG with its Provincial Administration will be approached by the Division of Education with the proposal to build 5 FODE Centers during the plan period for each of the districts. The province will also seriously consider establishing study centres at locations where there are high student enrolments. These study centers will be accredited to the FODE Center and will be operating in selected vocational centres or from those approved private providers. FODE has a huge potential to service remote rural primary schools that can also benefit from the development of distance programs.

Table 47: FODE Centres to be established in selected years, 2007 – 2016

Districts	2008	2010	2011	2012	2014
Goilala	1	0	0	0	0
Kairuku	0	1	0	0	0
Hiri	0	0	1	0	0
Rigo	0	0	0	1	0
Abau	0	0	0	0	1

The principal target groups for registration and enrolment in these centers will be the Grades 9 and 10 students. However, consideration will be also given to those students who have completed their Grade 6 and 8 in remote schools to further complete their studies through FODE mode to articulate into formal system after completing grade 10. Those who want to complete a grade 6 to 10 education and those who want to matriculate into tertiary education institutions for professional and technical studies will be encouraged.

The Division of Education will carry out a review and table a need analysis on the Distance Education Sector to identify the popular programs. This will ensure that every school leavers that exit between terminal points will be given the opportunity to enroll and complete various course programs at the FODE Centres.

Target F1.2

By 2008 a committee will be formed to conduct a review and make a need assessment of the most wanted programs.

Target F1.3

By 2014, 25 Percent of grade 8 and grade 10 will choose to enroll in Flexible, Open and Distance Education.

School age population leaving at the end of Grades 8, 10 and 12 are increasing. Therefore, the Division of Education will have to play a major part in ensuring that FODE Centre is able to accommodate the school leavers, as well as those who wish to upgrade examination results and general qualifications.

By 2014, the enrolment in Grades 9 to 10 will cater for 25 per cent of the students who are not offered a place or do not wish to take up a place in a secondary school at the end of Grade 8 or 9 and a 10 per cent of the students who complete Grade 10 who are not offered a place in Grade 11.

Table 48: Projected FODE Centre enrolments for selected years, 2007 – 2016

	2007	2008	2009	2010	2011	2012	2013	2014	2015
New Grade 9	70	70	70	70	72	75	77	105	108
New Grade 11	114	114	106	112	117	122	126	130	135
Total	184	184	176	182	189	197	203	235	243

Table 49: FODE Study Centres to be established in the selected years, 2007 - 2016

Districts	2008	2010	2011	2012	2014
Goilala	1	0	0	0	0
Kairuku	0	1	0	0	0
Hiri	0	0	1	0	0
Rigo	0	0	0	1	0
Abau	0	0	0	0	1

The NDoE will ensure that the full school subsidy fee is paid upon enrolment as per the established school fee policy guidelines. CPDoE in partnership with each LLG will ensure the funding of these Centres are concurrently occurring to support the operations of the Centres.

Strategies and Activities

Construct and establish a FODE Centre.

- Identify locations for the establishment of the FODE Centre
- Division of Education will Budget for infrastructure and maintenance grants
- Establish the structure of the Centres
- Enter into dialogue with FODE Headquarters on the future of FODE Central.
- Sign MOA between the CPG and FODE Headquarters
- Establish FODE Centres in each District.

Improve retention

- Carry out an awareness to target groups, parents and the community on FODE.
- Develop specific guidelines and strategies in consultation with NDoE to improve retention for female enrolments.
- Establish FODE Centers

Quality Curriculum and Monitoring

Minor Outcome F2

The curriculum and assessment programs offered will be based on and articulated into the mainstream education system, including recognized and reputable distance open learning providers.

The curriculum and assessment programs offered by the institution will be based on the national curriculum, although the institution will be free to include “value added programs”. This system will be same and students who choose to do any part of their secondary education through distance mode will be able to transfer to and from schools in the formal education system.

Target F2.1

By 2008, a curriculum committee will be formed to liaise with NDoE to develop an accreditation policy.

The National FODE Center will have to review its internal assessment so that it is consistent with the formal secondary external examination requirement for the purpose of Grade 8, 10 & 12 certification and recognition. Enrolment of students will be encouraged to commence at the beginning of each calendar year to facilitate the concept of transferring to and from, and between the schools in the education system.

Table 50: Projected FODE Study Centre Enrolment in the selected years, 2007 – 2016

	2007	2008	2011	2014
Grade 9	20.0	76.5	86.5	104.8
Grade 11	0.0	115.3	130.8	172.0

Whilst this concept will be the main philosophy of the system's operations, the concept of enrolment at any time of the year, study at their own pace and convenience, and completing assignments and sitting for examination as and when they are ready, will also be encouraged.

The institution in consultation with the Provincial Informal and Literacy Sector will also develop further adult education, adult literacy and short technical and vocational oriented courses, thus, taking advantage of advances currently being made in the field of information communication technology.

The Division of Education should commence liaising with the Department of Education to ensure the production of curriculum materials are done so that the students enrolling at grades 8 – 12 and those wanting to upgrade examination results, have all the materials readily available. Curriculum package with study guides, and directions on where to get assistance should be available and presented to students upon enrolment.

Division of Education will liaise with the National Centre for FODE and the Curriculum Division to have the printing and the production of the curriculum and its support materials done and disseminated on time. Flexible, Open and Distance Education will also ensure that its curriculum will include HIV/AIDS and Personnel Development courses. Implementation of this curriculum will have to be done in consultation with the relevant agencies.

The Provincial Education Division will encourage secondary schools to reach out and assist Flexible, Open and Distance Education students with library facilities. National Library Services will be consulted to provide assistance and support to have library facilities established in the Study and FODE Centres.

Target F2.2

By 2010 Library Services will be available to all FODE Centers in the province

Supervisory and inspectorial services will be provided by the Department, with some logistical support from the provincial education division, to monitor and evaluate all teaching and learning programs. This is a national function and will be compulsory to maintain standard and consistency across the formal sectors sector of the education system.

Strategies and Activities

Review and redesign current curriculum and college practices.

- Review the current curriculum.
- Identify points of articulation between the universities, colleges and the school system and develop an appropriate policy.
- Adapt a reform curriculum in the upper primary, lower and upper secondary grades for use in the distance education mode.
- Develop and deliver other programs such as adult literacy and short module courses.
- Utilize information technology when it becomes available.

Develop an appropriate assessment, examination and certification system

- Review the current assessment and examination policies in light of the reform curriculum in the secondary education.
- Review the assessment processes to be consistent with the national requirements.
- Establish a Central Record Systems to be connected to the study centres.

Quality Teacher Education and Training

Minor Outcome F3

The provision of well trained and committed college teachers and support personnel for centres

Flexible, Open and Distance Education teachers will be recruited from high schools and secondary schools. These teachers who are to be recruited must have a number of committed years of teaching experiences and are trained subject specialized teachers, who can coordinate, organize and administer the total operations of the centres.

Provincial Education Division will have to liaise with the NDoE to establish an administrative structure of the centres to assist their operations.

Target F3.1

By 2008 an administrative structure of the center will be established

Incentives will be needed to attract the best experienced and qualified teachers through the established FODE policy whilst the MOA will have to be signed between the Division of Education and FODE Center, Education Department and other service providers to support teachers and other personnel through ongoing professional development. Work attachment training is another strategy to explore to assist teachers, and improve their capacity to review curriculum, and assessment materials for the distance mode of education.

The development and production of distance education curriculum will be a major problem area. Therefore, the CPDoE will liaise with FODE to provide training in the development and production of the distance education curriculum materials as well as a range of delivery mechanisms.

Target 3.2

By 2008 a MOA to be established for training incentives to improve teacher capacity.

Strategies and Activities

Increase enthusiasm and interest

- Establish a MOU to upgrade the technical capacity of staff through training program
- Develop work attachment program
- Establish a MOU for incentive

Improve the capacity of college staff to produce curriculum and assessment materials for distance education

- Train and upgrade the skills of college staff on specialist areas such as the designing, writing and printing of distance education materials.

Management

Minor Outcome F4

An institution offering flexible, open and distance education in the province is established.

The demand for access into our school system is putting enormous pressure on parents, community and the Government. Establishment of new, and expansion of existing schools is not possible as there is no more land available for expansion.

The Central Provincial Administration must start negotiating with the LLGs', the CPDoE, NDoE, FODE and other stakeholders to establish a better infrastructure and building for the Central FODE Center and Study Centres throughout the province. These FODE Centres will be established in the Districts while the Study Centers will be established in the central locations in each of the districts determined by enrolment statistics.

Target F 4.1

By 2009, a committee to be established to liaise funding for the development of buildings and infrastructures for new centers.

In order to have these centres established, the Provincial Education Board in close consultation with LLGs, and the Lands Department must identify and acquire vacant state land to build these centres in strategic and convenient locations to facilitate student tutorial, counseling and guidance, and study purposes.

Further discussions and negotiations will have to be established in 2007 to discuss the ownership, demarcation of responsibilities and the future direction of the center to serve the people of Central Province. This centre has the potential to coordinate all activities of the other study centres within the province.

The Provincial Education Division will carry out an awareness program to other Education institutions, Board of Governors, Parents and Citizens and Stakeholders regarding the operations and importance of FODE. Establishment of this centre will alleviate the current problem of access for students graduating from our school system.

Target F4.2

By 2012, an appropriate school fee policy and standard work plan will be developed to guide the operation and other programs of the Centres.

Strategies and Activities

Establish a Central Flexible, Open and Distance Education Centre and study centres

- Review FODE structure to enhance the capacity to meet projected enrolment targets.
- Establish appropriate policy to guide its operation
- Identify suitable state vacant land for the establishment of the centres
- Establish ownership of the Central FODE Center

Monitor improvements consistent with national education system requirements

- Establish a standard work plan to improve existing facilities and other programs
- Strengthen the capacity of the Board of Studies

RESPONSIBILITIES

Parents and the community will be responsible for;

- The payment of the parental contributions
- Participating in Parents & Citizens activities

School Boards of Governors will be responsible for;

- Recommending of teachers for appointment
- Planning for infrastructure requirements

Provincial Government to be responsible for;

- The completion and endorsement of Provincial Education Plan
- The maintenance of schools
- The creation of necessary teaching positions
- The appointment of teachers
- Administration of the scholarship scheme to subsidize fees

The National Government will be responsible for;

- The payment of teachers salaries in an efficient and timely manner
- The selection of students for Grade 11
- The determination of criteria for entry to Grade 11
- The preparation and administration of the School Certificate and the Higher School Certificate Examinations.
- Pre-service training of secondary school teachers
- Curriculum development
- The administration of National High Schools
- Provision of inspectoral services
- Provision of opportunities for teacher development
- The allocation of teachers to provinces
- The allocation of new Grade 11 and 12 classes to each province
- The development of policy relating to school subsidies and the scholarship program

IMPLEMENTATION SCHEDULE FOR FODE SECTOR

This section outlines the sectoral plans for Flexible, Open and Distance Education Sector to be implemented in this plan period. Specific strategies and activities for each minor outcome in the plan are listed along with an indicative schedule for implementation and accomplishment. Detailed implementation plans for the FODE Sector will be provided each year through the annual plans of the Districts and CPDoE.

Key: ■ Indicates full implementation.
 ■ Indicates preparatory activities and reviews

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
FLEXIBLE, OPEN AND DISTANCE EDUCATION										
Minor Outcome F1 <i>A significant growth in enrolment is achieved by offering a number of demand driven programs.</i>										
Construct and establish FODE Centre										
Identify location for establishing FODE Centre	■	■	■	■						
Division of Education will budget for infrastructure and maintenance grants.	■	■	■	■	■	■	■	■	■	■
Establish the structure of the Centres.	■	■	■	■	■					
Enter into dialogue with FODE headquarters on the future of FODE for Central Province				■	■					
Improve Retention										
Carry out an awareness to target groups, parents and the community on FODE.	■	■	■	■	■	■	■	■	■	■
Develop specific guidelines in consultation with NDoE to improve retention for female enrolment.	■	■	■	■	■	■	■	■	■	■
Establish FODE Centre.	■	■	■	■	■	■	■	■	■	■
Minor Outcome F2 <i>The Curriculum and assessment programs offered will be based on articulated into the mainstream education system including recognised and reputable distance open learning providers.</i>										
Review and Redesign current curriculum and college practices.										
Review current curriculum	■	■	■	■	■	■				
Identify points of articulation between the universities, colleges and the school system, and develop an appropriate policy					■	■				
Adapt a reform curriculum in the upper primary, lower and upper secondary grades for the use in the distance education mode.	■	■	■	■	■	■	■	■	■	■
Develop and deliver other programs such as adult literacy and short module courses.	■	■	■	■	■	■	■	■	■	■
Utilise Information Technology when and where available.	■	■	■	■	■	■	■	■	■	■

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
FLEXIBLE, OPEN AND DISTANCE EDUCATION										
Develop an appropriate assessment, examination and certification system.										
Review the current assessment and examination policies in light of the reform curriculum in the secondary education.										
Review the assessment process to be consistent with the national requirements.										
Establish a Central Record System to be linked to the study centre.										
Minor Outcome F3 <i>The provision of well trained and committed Teachers and support personnel for Centres.</i>										
Increase Enthusiasm and Interest										
Establish the MOU to upgrade the technical capacity of staff through training programs.										
Develop work attachment program.										
Establish a MOU for incentive.										
Improve the capacity of college staff to produce curriculum and assessment materials for distance education										
Upgrade the skills of college staff in curriculum and assessment material design.										
Train college staff on specialist areas such as the designing, preparing and printing of distance education materials.										
Minor Outcome F4 <i>An Institution offering FODE is established in Central Province.</i>										
Establish a Central FODE Centre and Study Centres.										
Review FODE to enhance the capacity to meet the projected enrolment targets.										
Establish appropriate policy to guide its operations.										
Identify suitable vacant state land for the establishment of the centres.										
Establish ownership of Central FODE Centre										
Monitor improvements consistent with National Education System Requirements										
Establish a standard work plan to improve existing facilities and other programs.										
Strengthen the capacity of Board of Studies.										
Improve existing facilities and other programs										

MONITORING AND EVALUATING THE FODE SECTOR

Following tables show how FODE Sector will be monitored and evaluated in this plan period.

Performance Area: Access		
Minor Outcome	Target	Measure(s)
F1 A significant growth in enrolment is achieved by offering a number of demand driven programs.	<i>By 2007, the issue of ownership and demarcation of responsibilities will be solved.</i>	- Establishment of ownership of FODE Central. - Clear demarcation of responsibilities established.
	<i>By 2008, a committee will be formed to conduct a review and make a needs assessment of the most wanted programs.</i>	- Establishment of review committee. - Most wanted programs identified and offered.
	<i>By 2014, 25 Percent of grade 8 and grade 10 will choose to enroll in Flexible, Open and Distance Education.</i>	Number of students benefiting from programs offered by FODE.
Performance Area: Quality Curriculum and Monitoring		
Minor Outcome	Target	Measure(s)
F2 The Curriculum and assessment programs offered will be focused on articulating into the mainstream education system including recognised and reputable distance open learning providers.	<i>By 2008, a curriculum committee will be formed to liaise with NDoE to develop an accreditation policy.</i>	- Formation of membership of curriculum committee. - Formulation and implementation of Accreditation policy.
	<i>By 2010 library services will be available to all FODE centres in the province</i>	- Number of libraries available to FODE in the province. - Number of students benefiting from the Accreditation policy and library services.
Performance Area: Quality Teacher Education and Training		
Minor Outcome	Target	Measure(s)
F3 The provision of well trained and committed Teachers and support personnels for Centres.	<i>By 2008 an administrative structure of the center will be established.</i>	- Establishment of Administration structure. - Creation and occupation of positions in the CPDoE and FODE Centres.
	<i>By 2008 a MOA to be established for training incentives to improve teacher capacity.</i>	Signing and implementation of MOA.
Performance Area: Quality Management		
Minor Outcome	Target	Measure(s)
F4 An Institution offering FODE is established in Central Province.	<i>By 2009, a committee to be established to source funding for the development of buildings and infrastructures for new centers.</i>	- Committee established and functioning. - Amount of funds secured and expended. - Number of buildings and infrastructure built.
	<i>By 2012, an appropriate school fee policy and standard work plan will be developed to guide the operation and other programs of the Centres.</i>	- Formulation and implementation of school fee policy and work plan. - Number of programs offered. - Number of students enrolled and benefiting from these programs.

UNIVERSITY OPEN LEARNING EDUCATION

Major Outcome

The provision of affordable, cost-effective, and easily accessible university education through flexible mode of learning, where the concept of life long learning is encouraged to, and amongst people and residence of Central Province.

Access

Minor Outcome U1

A significant increase in enrolment achieved in a number of demand driven university programs offered.

CPDoE in consultation with UPNG Open College – NCD Regional Open Campus will consider establishing a Provincial University Centre at Kwikila Station, and Sub-Centres in each districts. These Centres when established will provide popular programs for students as an alternate formal distance education in the province.

Ideal programs that should be immediately, but not exclusively, offered are CTCS programs offered by UPNG Open College, and Adult Matriculation (AM) program offered by PNG University of Technology, as an alternate opportunity to accommodate the high demand of students exiting the Grade 10 and 12 exit points, while UPNG's Bachelor of Arts – Professional Studies in Education (BA – Professional Studies in Ed.) program targeting primary and lower secondary school teachers, and Bachelor of Public Policy in public administration fields, are other two important programs that should also be offered in this Provincial University Centre and Sub-Centres.

Target U1. 1

By 2010, a Provincial University Centre to be established at Kwikila and Sub-Centres in each district.

Awareness to targeted population about this Informal Education Sector will be carried out and enrolment promoted and encouraged. Further, to increase the enrolment of the Provincial University Centre, a Sub-Centre for each district will be established.

Strategies and Activities

Establishment of Provincial University Centre, and Sub-Centres in each district.

- Carry out awareness to target groups, parents and the community on University Centre and Sub-Centres.
- Enter into discussion and dialogue with UPNG Open College Administration on the possibility of establishing a University Centre for Central Province, and Sub-Centres in each district.
- Sign MOA between Provincial Government and University authorities to establish structure of University Centre.
- Create position of a University Centre Director, Sub-Centre Directors and support staff.
- Recruit officers to occupy positions.

Improve Retention

- Give strong emphasis and encouragement on the importance of gender equity in education and improved retention for female enrolments.
- Market, and promote courses available and offered at the University Centre to school leavers, public servants, and small entrepreneurs.

Quality Curriculum and Monitoring

Minor Outcome U2

University approved and accredited courses will be offered and taught at the Provincial University Centre, and Sub-Centres in each district.

Provincial University Centre and Sub-Centres in each district will offer and teach courses approved by, and accredited to UPNG and other universities in the country. Assessment tasks will be done in strict adherence to approved university policies, criteria, and graduation and accreditation systems. CPDoE and Provincial University Centre must liaise with UPNG Open College to ensure sufficient quantity of course materials for various programs are made available at easy access prior to enrolling students.

Target U2.1

By 2010, sufficient quantities of course materials for various programs are made available at Provincial University Centres, and Sub-Centres in each district.

Massive marketing and promotion strategies are carried out to ensure bulk of our target population knows the courses and programs available at the University Centre, and Sub-Centres in the district to achieve sufficient number of student enrollment.

Target U2.2

By 2010, sufficient number of students enrolled in various programs at Provincial University Centre, and Sub-Centres in each district.

Strategies and Activities

Promote and market courses vigorously.

- Develop promotional and marketing strategies.
- Liaise with FM Central and Karai Services to advertise courses and programs.
- Visit schools in the province and inform students and teachers about the availability of various courses and programs.

Quality Teacher Education and Training

Minor Outcome U3

The provision of well trained, qualified and committed Provincial University Centre and Sub-Centre Directors, Tutors, and support personnel.

The positions of Provincial University Centre, and Sub-Centre Directors in each district, and support personnel will be created, advertised, and successful applicants drafted into these respective positions.

Target U3.1

By 2008, a MOA will be signed between the CPG and UPNG to establish Provincial University Centre, and Sub-Centres in each district.

Tutors with appropriate academic credentials will be identified and selected by UPNG to Co-ordinate and teach these programs and courses respectively.

Target U3.2

By 2008, an administration structure of the Provincial University Centre and District Sub-Centres will be established.

Bachelor of Arts- Professional Studies in Education program targeting primary and lower secondary teachers without first degree will be immediately offered to alleviate the current prevailing problem of shortage of qualified teachers in the Primary and Secondary Sectors.

Target U3.3

By 2008, a scholarship policy and scheme will be designed for implementation.

Funding sources will be sought to fund scholarship scheme where first twenty teachers identified should be sponsored for study in 2009.

Target U3.4

By 2008, funding for scholarship scheme will be sourced from possible Donor agents to sponsor first 20 teachers by 2009.

Table 51: Projected Provincial University Centre Enrolments in the selected years, 2007- 2016

Program	2009	2010	2011	2012	2013	2014
Degree	20	50	100	150	200	250
Diploma	20	50	100	150	200	250
CTCS/AM	30	60	120	200	350	500

Strategies and Activities

Increase enthusiasm and interest.

- Establish a MOA to upgrade the technical capacity of staff through training program.
- Develop Scholarship scheme and policy for teacher training.
- Develop work attachment program with UPNG for University Centre staff.
- Improve the capacity of the Provincial University and Sub-Centre staff to produce curriculum and assessment materials for distance education.
- Train and upgrade the skills of University Centre and Sub-Centre staff on specialist areas such as the designing, writing and printing of distance education materials.

Management

Minor Outcome U 4

An Institution offering easily accessible, affordable and cost effective university education through flexible mode of learning is established in Central Province.

There is a real need to accord optimum opportunity to our school leavers to receive education up to university level, and our mature workers in public service, private sector, and those self-employed, to obtain appropriate Diploma and Degree qualifications. However, to achieve this would be highly impossible given the fact that no University Centre is presently operating in Central Province. Hence a need for CPDoE to liaise with UPNG Open College to establish a Provincial University Centre and Sub-Centres in the five (5) districts as a way forward in optimizing an opportunity for University Education for people of Central Province now appears to be certainly inevitable.

Target U4.1

By 2009, a committee to be established to source funding for the development of buildings and infrastructure for Provincial University and Sub-Centres.

A MOA will be signed between the CPG and UPNG Administration to pave the way for the establishment of a University Centre and Sub-Centres. It is hoped that UPNG will provide a fully paid Director for the University Centre, while the CPG provide necessary infrastructure and logistical support. PEB and CPDoE will design and implement vigorous awareness programs and marketing strategies to target population, and other stakeholders regarding the operations and importance of the Provincial University and Sub-Centres and various courses and programs offered.

Target U4.2

By 2008, standard work plan will be developed to guide the operational and other programs of the University Centre and Sub-Centres.

Establishment of this centre will alleviate the current problems of having under qualified workers, while providing more opportunities for students graduating from our school system to receive university education.

Strategies and Activities

Establish a Provincial University and Sub-Centres.

- Identify suitable state land at Kwikila and other district stations for Provincial University Centre, and respective Sub-Centres to be established.
- Establish ownership of Provincial University Centre, and Sub-Centres through MOA
- Establish appropriate policy framework to guide their operations.
- Establish appropriate capacity to meet the projected enrolment targets.
- Monitor improvement in consistent with established National and University Education System requirements.
- Establish Quality Assurance Control standard and mechanism to improve course programs.
- Establish standard work plans to improve operation.

RESPONSIBILITIES

Parents and the community will be responsible for;

- Payment of course fees.

Provincial Government will be responsible for;

- The completion and endorsement of PEP.
- Providing land, infrastructure, and logistical support.
- Administration of scholarship scheme to subsidize fees
- Salaries for support staff.

UPNG will be responsible for;

- Provision of course materials.
- Providing Tutors and Instructional Designers
- Salaries for Tutors and Centre Director (s)

National Government will be responsible for;

- Allocating budgetary funds to Higher Education Sector.

Donor Agents will be responsible for;

- Provision of Development Grant.
- Provision of scholarship for sponsorship.

IMPLEMENTATION SCHEDULE FOR UNIVERSITY OPEN LEARNING SECTOR

This section outlines the sectoral plans for University Centre, and Sub-Centres, to be implemented in this plan period. Specific strategies and activities for each minor outcome in the plan are listed along with an indicative schedule for implementation and accomplishment. Detailed implementation plans for the University Centre, and Sub-Centres will be provided each year through the annual plans of the Districts and CPDoE.

Key: ■ Indicates full implementation.
 ■ Indicates preparatory activities and reviews

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
UNIVERSITY OPEN (LEARNING) COLLEGE										
Minor Outcome U1 <i>A significant increase in enrolment achieved in a number of demand driven university programs offered.</i>										
Establishment of Provincial University Centre, and Sub-Centres in each district.										
Carry out awareness to target groups, parents and the community on University Centre and Sub-Centres.	■	■	■	■	■	■	■			
Enter in to discussion and dialogue with UPNG Open College Administration on the possibility of establishing a University Centre for Central Province, and Sub-Centres in each district.				■	■	■	■			
Sign Memorandum of Agreement (MOA) between Provincial Government and University authorities to establish structure of University Centre.				■	■	■	■			
Create position of a University Centre Director, Sub-Centre Directors and support staff.				■	■	■	■			
Recruit officers to occupy positions.				■	■	■	■			
Improve Retention										
Give strong emphasis and encouragement on the impotence of gender equity in education and improved retention for female enrolments.	■	■	■	■	■	■	■	■	■	■
Market, and promote courses available and offered at the University Centre to school leavers, public servants, and small entrepreneurs.	■	■	■	■	■	■	■	■	■	■
Minor Outcome U2 <i>University approved and accredited courses will be offered and taught at the Provincial University Centre, and Sub-Centres in each district</i>										
Promote and market courses vigorously.										
Develop promotional and marketing strategies.	■	■	■	■	■	■	■	■	■	■
Liaise with FM Central and Karai Services to advertise courses and programs.	■	■	■	■	■	■	■	■	■	■
Visit schools in the province and inform students and teachers about the availability of various courses and programs.	■	■	■	■	■	■	■	■	■	■

UNIVERSITY OPEN (LEARNING) COLLEGE	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Minor Outcome U3 <i>The provision of well trained, qualified and committed Provincial University Centre and Sub-Centre Directors, Tutors, and support personnel</i>										
Increase enthusiasm and interest.										
Establish a MOU to upgrade the technical capacity of staff through training program.										
Develop Scholarship scheme and policy for teacher training.										
Develop work attachment program with UPNG for University Centre staff										
Improve the capacity of the Provincial University and Sub-Centre staff to produce curriculum and assessment materials for distance education.										
Train and upgrade the skills of University Centre and Sub-Centre staff on specialist areas such as the designing, writing and printing of distance education materials.										
Minor Outcome U 4 <i>An Institution offering easily accessible, affordable and cost effective university education through flexible mode of learning is established in Central Province.</i>										
Establish a Provincial University and Sub-Centres.										
Identified suitable state land at Kwikila and other district stations for Provincial University Centre, and respective Sub-Centres to be established.										
Establish ownership of Provincial University Centre, and Sub-Centres through MOA										
Establish appropriate policy framework to guide their operations.										
Establish an appropriate capacity to meet the projected enrolment targets.										
Monitor improvement in consistent with established National and University Education System requirements.										
Establish Quality Assurance Control standard and mechanism to improve course programs.										
Establish standard work plans to improve operation.										

MONITORING AND EVALUATING THE UNIVERSITY OPEN LEARNING SECTOR

Following Tables show how University Open Learning Centre and Sub-Centres will be monitored and evaluated in this plan period.

Performance Area: Access		
Minor Outcome	Target	Measure(s)
U1: A significant increase in enrolment achieved in a number of demand driven university programs offered.	By 2010, a Provincial University Centre to be established at Kwikila and Sub-Centres in each district.	Provincial University Centre and Sub-Centres established at Kwikila, and each district station, respectively.
Performance Area: Quality Curriculum and Monitoring		
Minor Outcome	Target	Measure(s)
U2: University approved and accredited courses will be offered and taught at the Provincial University Centre, and Sub-Centres in each district.	By 2010, sufficient quantities of course materials for various programs are made available at Provincial University Centres, and Sub-Centres in each district.	- Number of courses offered. - Number of course materials available.
	By 2010, sufficient number of students enrolled in various programs at Provincial University Centre, and Sub-Centres in each district.	Number of students enrolled in various courses and programs.
Performance Area: Quality Teacher Education and Training		
Minor Outcome	Target	Measure(s)
U3: The provision of well trained, qualified and committed Provincial University Centre and Sub-Centre Directors, Tutors, and support personnel.	By 2008, a MOA will be signed between the CPG and UPNG to establish Provincial University Centre, and Sub-Centres in each district.	- MOA Signed - Administrative structure established. - Positions created and filled.
	By 2008, an administration structure of the Provincial University Centre and District Sub-Centres will be established.	
	By 2008, a scholarship policy and scheme will be designed for implementation.	- Donor Agents secured. - Scholarship policy and scheme implemented.
	By 2008, funding for scholarship scheme will be sourced from possible Donor agents to sponsor first 20 teachers by 2009.	20 teachers sponsored under the scholarship scheme.
Performance Area: Quality Management		
Minor Outcome	Target	Measure(s)
U4: An Institution offering easily accessible, affordable and cost effective university education through flexible mode of learning is established in Central Province.	By 2009, a committee to be established to source funding for the development of buildings and infrastructure for Provincial University and Sub-Centres.	- A committee is established. - Amount of funding secured. - Number of buildings established and/ or maintained.
	By 2008, standard work plan will be developed to guide the operational and other programs of the University Centre and Sub-Centres.	Standard work plan developed and implemented.

ADMINISTRATION OF EDUCATION

Major Outcome

Establish an adequate system of organization and human resource capacity at the National, Provincial, District, and school levels to provide efficient and effective education system.

Changes and improvements to the administration of education system by CPDoE are required to achieve the outcomes of the plan. Division of Education will address the areas that include reviewing of the organizational structure, staffing problem, human resources management and other organizational systems at all levels. Specific attention will be focused on enhancing human resource capacity by providing training opportunities for staff including improved opportunities for women.

Organization Improvement

Minor Outcome A1

The CPDoE must have capacity to strategically respond to changing conditions and the divisional priorities by implementing the Provincial Education Plan (PEP) 2007 - 2016.

The Division of Education will review its Organizational Structure in consultation with Department of Personal Management (DPM) and CPA and adjust it in accordance with the review guidelines established by the Government.

Target A1.1

By 2008 Organisational Structure for CPDoE is reviewed in consultation with DPM and CPA.

The structure will be flexible enough to respond to changes and will be reviewed as and when appropriate. The Division of Education will continue to produce an annual divisional plan. This plan will guide the implementation of the education plan and will be consistent with the school learning improvement plan. Links with Government, the NDoE and CPDoE will be strengthened to provide staff training and provision of resources to schools.

Strategies and Activities

Restructure the division to make it more efficient in the delivery of its core functions:

- Review the current divisional structure to rationalize functions, to strengthen plans and capacity.
- Review all relevant duty statements to be consistent with recommended new structure.
- Improve and strengthen strategic structure to provide support for districts and coordinate linkages with provincial functions.
- Write, monitor and evaluate the plans and programs.

Provide and improve service delivery process between province and districts:

- Effectively monitor education institutions.

Human Resource Development

Minor Outcomes A2

Human Resource system and program established to all levels of staff in the province.

Target: A 2.1

Staff development policy will be developed in 2007 following a complete review of existing practices.

Training programs will be delivered to provincial and district education personals. There will be provision made for senior officers to gain higher academic qualifications.

Strategies and Activities

Develop and implement a training program for both provincial and district staff at the provincial level.

- Training of provincial and district staff.
- Carry out the regular audit of training needs at the provincial and district levels.

Financial Management

Minor Outcome A3

Budgeting and financial systems and processes are managed sustainably.

Division budgets will be linked to divisional annual plans and all consistent with PEP. Relevant sectors need to be strengthened in order to effectively monitor disbursement and receipt of funds.

Target: A3.1

By 2008, all divisional funds tied to annual divisional plans and activities.

The changes will continue with the payroll to ensure that it is responsive to change and become a fully pledged human resource system to be consistent with the main government payroll and human resource system.

Establish a centralized system of procurement and distribution of school, and awareness materials.

Target A3.2

By 2009, CPDoE payroll becomes fully pledged human resource system in consistent with main government payroll and human resource system.

Strategies and Activities

Integrate planning and budgeting processes at all levels of education.

- Link budget and planning process.
- Develop procurement manuals
- Develop budget-reporting system.

Improve the payroll system

- Carry out annual position audit
- Develop a human resource system
- Develop a procedures manual

Establish an effective procurement, printing and distribution system for all equipment and materials.

- Set up Resource/ Supply Unit.
- Update and maintain an assets register.

Communication System

Minor Outcome A4

Communication systems and processes are effective for producing and disseminating information and raising awareness.

CPDoE will use its available communication network to consult major stakeholders, communities and parents in Central Province, with regards to their obligations and responsibilities in the process of implementing the plan.

Target A4.1

By 2007 strategies will be developed to carryout awareness on the role and responsibilities of all stakeholders.

The awareness program will be designed to reach all communities in the districts. District Education Superintendent and District Administration will be consulted and will play a major part in ensuring that the appropriate strategies are followed to achieve the targets of the PEP 2005 - 2014.

Target A4.2

By 2007 a format be developed to produce, disseminate newsletters and information.

The Division of Education will provide regular, in-house newsletters and other publications to ensure the dissemination of key documents such as this education plan and policy eventuate.

Strategies and Activities

Expand the community awareness program:

- Develop an appropriate awareness policy and guidelines.
- Establish a cost effective education budgeting system.
- Establish and maintain a network of media contacts for effective dissemination of education news and information.

Produce an in-house publication:

- Education journal to be produced on a regular basis.
- Distribute to all district and schools newsletters and publications.

IMPLEMENTATION SCHEDULE FOR ADMINISTRATION OF EDUCATION

This section provides a timeline for the implementation of planned activities within the Education Administration in this plan period. Specific strategies and activities for each minor outcome in the plan are listed along with the indicative schedule for implementation and accomplishment. Detailed implementation plans for the Education Administration will be provided each year through the annual plans of the District and CPDoE.

ADMINISTRATION OF EDUCATION	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Minor Outcome A1 <i>CPDoE must have the capacity to strategically respond to changing conditions and the divisional priorities in trying to implement the PEP 2007 - 2016</i>										
Restructure the division to make it more efficient in the delivery of its core functions.										
Review the current divisional structure to rationalize functions, to strengthen plans and capacity.										
Review all relevant duty statements to be consistent with new recommended structure.										
Improve and strengthen strategic structure to provide support for districts and coordinate linkages with provincial functions.										
Plan, monitor and evaluate the plans and programs.										
Provide and improve service delivery process between province and districts.										
Effectively monitor education institutions.										
Minor Outcomes A2 <i>Human Resource system and program established to all levels of staff in the province.</i>										
Develop and implement a training program for both provincial and district staff at the provincial level.										
Training of provincial and district staff.										
Carry out the regular audit of training needs at the provincial and district levels.										
Minor Outcome A3 <i>Budgeting and financial systems and processes are managed sustainably.</i>										
Integrate planning and budgeting processes at all levels of education.										
Link budget and planning process.										
Develop procurement manuals										
Develop budget-reporting system.										
Improve the payroll system										
Carry out annual teacher and position audit										
Develop a human resource system										
Develop a procedures manual										

ADMINISTRATION OF EDUCATION	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Establish an effective procurement, printing and distribution system for all equipment and materials.										
Set up Resource/ Supply Unit.										
Minor Outcome A4 <i>Communication systems and process are effective for producing and disseminating information and raising awareness.</i>										
Expand the community awareness program										
Develop an appropriate awareness policy and guidelines.										
Establish a cost effective education budgeting system.										
Establish and maintain a network of media contacts for effective dissemination of education news and information.										
Produce an in-house publication.										
Education journal to be produced on a regular basis.										
Distribute journal to all districts and schools.										

MONITORING AND EVALUATING THE ADMINISTRATION OF EDUCATION

Following tables show how Administration of Education will be monitored and evaluated in this plan period.

Performance Area: Organisation Improvement		
Minor Outcome	Target	Measure(s)
A1: The CPDoE must have capacity to strategically respond to changing conditions and the divisional priorities by implementing the Provincial Education Plan 2007 - 2016.	By 2008 Organisational Structure for CPDoE is reviewed in consultation with DPM and CPA.	- Organisational Structure reviewed. - New structure approved and implemented. - Number of positions abolished and/ or created. - Number of officers attached to each position.

Performance Area: Human Resource Development		
Minor Outcome	Target	Measure(s)
A2: Human Resource system and program established to all levels of staff in the province.	Staff development policy will be developed in 2007 following a complete review of existing practices.	- Staff development policy developed and implemented. - Number of officers benefiting from this policy.

Performance Area: Financial Management		
Minor Outcome	Target	Measure(s)
A3: Budgeting and financial systems and processes are managed sustainable.	By 2008, all divisional funds tied to annual divisional plans and activities.	- Number of yearly activities identified. - Amount of money spent on each activity.
	By 2009, CPDoE payroll becomes fully pledged human resource system in consistent with main government payroll and human resource system.	Payroll system fully pledged and completed.

Performance Area: Communication System		
Minor Outcome	Target	Measure(s)
A4: Communication Systems and processes are effective for disseminating information and raising awareness.	By 2007 strategies will be developed to carryout awareness on the role and responsibilities of all stakeholders.	- Awareness strategies developed and implemented. - Format developed and implemented.
	By 2007 a format be developed to produce and disseminate newsletters and information.	News Letters printed and disseminated to schools and other stakeholders.



FINANCING THE PLAN

The education system has gone through a remarkable period of expansion since 1995 as a result of the introduction of elementary schools. This has been largely achieved, despite only minimal increase in funding. Elementary section of the system is the most cost effective due to:

- The responsibility for the infrastructure in the elementary schools resting with the community
- Teacher Training being carried out at the district and local level.
- The lower salary cost of elementary school teachers.

Despite the reduction in unit cost that have been achieved in this area the budget has been put under considerable pressure by the number of teaching positions necessary to accommodate the new elementary schools.

The recurrent budget for education remained basically the same in real terms over the last ten years. Salaries and personal emoluments take up approximately 85 Per cent of the approximation after school subsidies have been taken out. This has meant that the education has not been able to fund some activities in recent years, such as inspector's visits to schools or teacher pre-service and in-service training.

A number of cost effective and cost recovery measures have been put in place in recent years. These include:

- The increasing use of multi-grade teaching in elementary and primary schools. Multi-grade teaching is now a key part in all pre-service training programs.
- The imposing of in-service fees to teachers attending residential programs.

Cost of the Plan

Funding of the plan will come from variety of sources:

- National Government
- Provincial Government
- LLG
- Church Agencies and Non-Governmental Organisations (NGO's)
- Communities and Community Based Organisations (CBO's)
- Parents
- Resource developers
- Donor Agents

Development funding will also be used to implement this plan apart from the funds provided by these sources.

National Government Cost

The National Government will have to fund three main areas. These are; teachers salaries, school subsidies and the cost of administering the system. Average class sizes have been set at 28 for elementary, 40 for grade 3, 35 for grade 7, 40 for grade 9 and 35 for grade 11.

Table 52: Total Projection Emoluments by sectors for selected years (K'000s), 2007 - 2016

Sectors	2007	2008	2011	2014
Elementary	4845.2	5423.4	5742.3	6035.7
Primary	11508.4	11429.1	12543.8	14255.9
Secondary	2671.4	2807.0	3001.1	3747.4
Vocational	256.0	282.2	326.7	378.2
Total	19280.9	19941.8	21614.0	24417.2

School Subsidies

The allocation of school subsidies will reflect Governments priority for Basic Education and commitment to Vocational Education and Training. All subsidy allocations will be included in the education budget and the total will increase in accordance with rise in enrolment. There will be much greater support for children in elementary schools and those who leave at the end of their primary schooling. Parents will be required to make greater contribution for education of their children in the secondary school.

The table below shows the amount required for school subsidies allocated by sections in order to achieve targets

Table 53: Projected subsidies Requirement by sectors for selected years (K'000s), 2007 - 2016

Sectors	2007	2008	2011	2014
Elementary	107.9	124.9	142.1	157.2
Primary	264.4	300.5	323.8	351.9
Secondary	300.4	197.1	240.7	285.0
Vocational	10.0	10.9	11.9	13.0
Total	682.7	633.4	718.6	807.1

Total National Cost

Table 54 provides the estimated total cost to the National Government over the plan period based on projected allocation.

Table 54: National Costs (K'000s) for selected years, 2007 - 2016

	2007	2008	2011	2014
Salaries	19466.8	20576.7	22552.3	24769.6
Subsidies	682.7	633.4	718.6	807.1
Total	20149.5	21210.1	23271.0	25576.7

The assumption made in that budget will rise by 2 per cent in real terms each year.

Provincial Government

CPG is responsible for all aspects of post primary education in the province. These include:

- The maintenance of secondary schools and vocational institutions.
- New infrastructure requirements for secondary schools

The Table below shows financial requirements for CPG to adequately maintain its school infrastructure. Annual maintenance figure of K5, 000.00 per class has been used to determine the amount.

Table 55: Projected CPG cost for post primary institution for selected years (K'000) 2007 - 2016.

	2007	2008	2011	2014
Grade 9 class	0.0	0.0	1600.0	1600.0
Grade 11 class	0.0	0.0	0.0	0.0
Maintenance	1060.0	1070.0	1260.0	1490.0
Total	1060.0	1070.0	2860.0	3090.0

Local Level Government

LLGs are responsible for supporting the communities in the implementation and maintenance cost of elementary and primary schools. Infrastructure will be in the form of establishment grants. Indicative programs are shown below in table 56 and are based on cost assumption.

- Elementary school establishment grant K5, 000.00 per class.
- Upper Primary school establishment grant K17, 500.00 per class.
- Elementary maintenance grant K300.00 per class
- Primary School maintenance grants K500.00 per class.

Table 56: LLG maintenance and infrastructure grants for selected years (K'000) 2007 - 2016

	2008	2010	2012	2014
Elementary Maintenance	221.4	230.1	238.6	246.4
Elementary Establishment	35.0	35.0	35.0	30.0
Upper Primary Establishment	59.1	59.1	649.8	74.2
Primary Maintenance	403.1	424.5	469.2	502.9
Total	718.6	748.7	1392.6	853.5

Community and parental contributions

The contribution that communities make will be in the form of construction and maintenance of infrastructure in the elementary and primary schools. This will be in kind rather than cash. Parents will continue to make significant cash contribution towards the education of their children.

Summary cost of Government

The total estimate costs of all sources of funding for this plan are shown in the table overleaf. These have been based on the assumptions and projections made in this section.

Table 57: Summary Costs of sources for selected years (K'000) 2007 - 2016

Source	2008	2010	2012	2014
National Government	20548.0	21541.6	23303.0	25210.8
Provincial Government	1303.6	2154.9	2243.2	8504.7
LLG	718.6	748.7	1392.6	853.5
Total	22570.1	24445.3	26938.8	34568.9

Donor Agency Contribution

The establishment cost shown on the table 57 only covers the elements described in this section, e.g. Teachers' salaries, school subsidies, recurrent administration expenses of NDoE, CPG, Districts, LLG costs and Parents and community contributions.

Despite serious cost saving measures in the plan, it cannot be implemented in full without support from the donor agencies. Therefore, funding is required from Donors for some activities in the plan, which budget allocation, could not cover. This funding should not be seen as a replacement for Government recurrent and development budget. CPDoE is to work hard over the plan period to strengthen its coordination of donor contribution to ensure they better link to priorities of the plan.

Tolukuma and Other Resource Developers

CPG incentive scheme will be established as an incentive to attract teachers to serve in remote schools. A determination will be made as to what constitutes a remote and disadvantaged school to attract a disadvantage allowance. Also there will be financial and non-financial incentives through a non-monetary inducement packages from the Provincial Government to attract the best teachers for teaching duties in CP.

At the upper primary level the problem of retention to complete the cycle of primary education for children in remote, isolated and scattered hamlets will be addressed through a variety of strategies. A provision of boarding facilities in a central school is one strategy to address this problem and will be the sole responsibility of the Community, relevant Agency and the LLG to ensure this initiative materialised.

A system of return of service will be introduced for all new graduates from the teacher's college who are sponsored by the CPG. Teachers will be required to serve for a maximum of 3 years any where in the province.

The CPG and its LLGs are both required to do maintenance of classrooms as well as any new developments that may occur at the primary school level. The CPDoE may seek advice from the Department of Education to arrange for donor assistance to support infrastructure and maintenance of the classrooms.

Communities and Boards of Management will be made aware of the obligations regarding the provision of teacher housing. In order to attract best teachers to their schools, communities with the support of elected representatives and relevant agencies must work together to build good houses

The introduction of the voucher system to replace post-primary education subsidies should encourage students to complete grade 8. Further, Provincial Government will ensure that no intelligent students are left out.

REFERENCES

National Plan For Education, 2005 – 2014

Central Provincial Corporate Plan

Central Province Four (4) Pillar Development Strategy, 2002 – 2007

National Medium Term Development Strategy, 2005 – 2014

Department of Education, National Education Plan, 1995 – 2004, Vol. A

Department of Education, National Education Plan, 1995 – 2004, Vol. B

Department of Education, 1999, National Education Plan Update, 1995 – 2004

Executive Planning Team

Goru Vele - (Former Superintendent Professional and Initial Plan Writer)

Kokoro Aga-Nigona - Superintendent Professional

Sibona Mavaru - Provincial Education Planner

Provincial Consultative Team

All the members of the Provincial & District Consultative Team.